

Flinders University

GPO Box 2100 Adelaide SA 5001

Equal Opportunity for Women in the
Workplace
31 March 2005

Waiving Application

Waiving Application 2005

Please Tick

1.	This organisation has complied with the EOWW Act for three consecutive years.	√
2.	<p>To apply for waiving from reporting, this organisation has:</p> <p>i. Attached a detailed report which provides information (as reflected in the Overview on the next page) on:</p> <ul style="list-style-type: none"> - Analysis against each employment matter. - Issues identified in each employment matter. - Actions taken to address identified issues. - Evaluation of actions taken to address identified issues in each employment matter <p>in relation to the following two requirements:</p> <ul style="list-style-type: none"> ▪ Waiving Requirement 1 The organisation has analysed its workplace to identify the issues for women relating to each employment matter. ▪ Waiving Requirement 2 The organisation has taken all reasonably practicable measures to address the issues for women in the workplace identified in each employment matter. 	<p>√</p> <p>√</p> <p>√</p>
	OR	
	ii. Chosen to have EOWA visit the workplace to assess whether the organisation is eligible to be waived from the Act. (You will need to contact the Agency by 31 March 2005 to arrange a mutually convenient time).	
3	If your application for waiver from the Act is unsuccessful are you happy for this application to become your EOWA Compliance Report? (Please note that EOWA Compliance Reports are public documents) If not you will be required to submit a Compliance Report to fulfil your responsibilities under the Act.	YES
4	My organisational details are attached (refer back page).	√

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Organisational Details Cover Sheet

THIS INFORMATION IS CONFIDENTIAL AND WILL NOT BE INCLUDED IN THE PUBLIC REPORT

Legal name of your organisation:	The Flinders University of South Australia		
If name has changed since your last EOWA report please indicate previous name:			
Trading name (if applicable):			
Total No. of employees:	1441	Organisation's ABN: 65 54205960200	
Major business (earning) activity:	Higher Education		
What is your ANZSIC Code (Aust. & NZ Standard Industrial Classification) AND industry description. Refer www.abs.gov.au :-			
Switchboard Number: _____			
Physical Address: _____		Facsimile: _____	State: _____ Postcode: _____
Postal Address: _____		State: _____	Postcode: _____

Who is the ultimate responsible Australian company (parent) for your organisation? For complex organisational structures, you may wish to include an organisational chart indicating parents and subsidiary companies.

Which organisations are you covering in this application?

(IF ANY OF THE ABOVE ORGANISATIONS ARE LISTED ON THE AUST. STOCK EXCHANGE, PLEASE PROVIDE THEIR ASX CODE(S):

Have any of the companies you reported on last time a) changed their name, b) been sold, or c) ceased trading? (If yes, please provide details below):	YES	NO
a) Previous Name		a) New Name
a) Organisations that have changed their names:		
b) Organisations sold (include details of new owner if available):		
c) Organisations that have ceased trading:		

CEO DETAILS: Title: Professor First Name: Anne Family Name: Edwards
 Job Title: Vice Chancellor e-mail (or PA's): Sandra.Scott@flinders.edu.au
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Background and current issues impacting on performance

Flinders University was established in 1966. It is one of three universities in South Australia, all of which have their main campuses within or close to the city of Adelaide.

Flinders has one main campus located in the Southern suburbs at Bedford Park. The campus is built on land whose traditional owners are the Kurna people. More recently, the University has established a physical presence in a number of areas: in Mount Gambier, Port Lincoln and the Riverland in regional South Australia, in south-west Victoria and in Alice Springs and Darwin in the Northern Territory. Flinders also has overseas operations in a number of countries, particularly in China, Hong Kong, Indonesia, Malaysia, Norway and Singapore.

When Flinders started in 1966, there were 90 staff, four schools and just over 400 students. Flinders now has a student population of 16,154 persons and a staff load of 1441 made up of 587 academic staff and 854 general staff.

Flinders was one of a number of universities set up in the late 1960s and early 1970s as part of the expansion of public higher education in Australia. Flinders shares with the other five members of the Innovative Research Universities Australia (IRUA) group certain key characteristics. Located in capital cities, or in one case in a major regional city, and given the responsibility of teaching and conducting research across a wide range of disciplines, the IRUA university from the start faced the challenge of distinguishing themselves from the universities that were already in existence.

From the start, Flinders committed itself to the principles of offering the highest quality of degree programs across close to the full range of academic fields and disciplines, of improving equity and access for those groups who traditionally had not been found among university student populations, of aspiring to the highest international standards of research, and of managing its internal arrangements as non-hierarchically as possible. The *Statement of Intent** for the University, adopted in 1997 is a reflection of this, and is the explicit formulation of the University's fundamental guiding philosophy.

Flinders now has four Faculties: Education, Humanities, Law and Theology; Health Sciences: Science & Engineering; and Social Sciences. The University grouped its twelve disciplines/schools structure into four faculties in 1992, following its merger with the adjacent Sturt Campus of what was then the South Australian College of Advanced Education. There is also an Indigenous academic organisational unit, Yunggorendi, First Nations Centre for Higher Education and Research, which is the base for its Indigenous education, research and student support activities.

From its inception, Flinders has placed a high value on research and has been very successful in its research performance across a range of fields, gaining national and international recognition as a leading research university. Recent changes in government priorities and funding provisions for research have put intense pressure on universities seeking to improve, or at least maintain, their research performance and to continue to support the fundamental curiosity-driven research for which universities are known. This has occurred at a time of increased competition within the higher education sector for resources in general. There has been a marked trend towards industry and other non-traditional funding sources, often resulting in research projects of a more applied and commercially-oriented nature, with benefits from opening up opportunities for working collaboratively with external organisations in new areas.

The challenge for Flinders University now, as for other universities, relates to the place of student services and student organisations in Australian universities and the proposed Federal Government legislation abolishing compulsory student fees.

Flinders University: *Statement of Intent

We aim to be:

recognised widely as a community sensitive Australian university that is confident, supportive and outward-looking and which brings to its community a level of performance in teaching and research that meets exacting national and international standards.

We plan to get there:

- through relating our carefully selected programs of teaching and research to community interests and expectations while basing them on sound educational process and the intellectual foundations of academic disciplines.
- using a decentralised management structure based on trust.

We will therefore:

- pay particular attention to our community and its needs, our students and staff and their needs - and the quality of working life in the University
- ensure that our education and employment policies are carried out in a fair and non discriminatory manner by observing at all times the principles of equal opportunity
- select and support students within an equity framework that encourages applications from all groups in the Australian community and from overseas
- enable our students to graduate with the knowledge and skills that will let them take their place confidently amongst their peers graduating from well performing teaching and research universities anywhere in the world
- enrich our programs by always drawing on relevant international, national and local perspectives and understandings
- develop strategic partnerships with overseas institutions to enhance further the internationalisation of our research and teaching programs
- foster research, scholarship and creative activity in appropriate balance in all our academic disciplines
- use our strengths in research and scholarship to encourage teaching which develops:
 - intellectual and cultural curiosity;
 - the capacity to challenge assumptions and to embrace new thinking;
 - transferable learning skills;
 - social, cultural and economic understanding;
 - international perspectives that enrich experience.
- select and support academic and general staff judged to be the most able by their peers
- maintain a comprehensive set of policy frameworks for all that we do
- maximise devolution so that effective decisions are made close to the point where they are to be implemented and where the implications are best understood
- ensure that the administration of the University supports fully the core activities of teaching and research in an enlightened, efficient and effective manner.
- monitor our performance and make purposeful change.

Equal Opportunity for Women at Flinders

The Equal Opportunity Unit was established at Flinders in 1986 when the University was required to comply with Commonwealth legislation Affirmative Action (Equal Employment Opportunity for Women) Act 1986, Human Rights and Equal Opportunity Commission Act 1986, the Sex Discrimination Act 1984, the Racial Discrimination Act 1975 and the South Australian Equal Opportunity Act 1984.

Flinders first introduced an Equal Opportunity and Affirmative Action Policy in 1986 and by 1991 had a well established affirmative action for women in employment program and progress had been made towards identifying and addressing barriers to employment for women; well established sexual harassment policy with associated grievance procedures; well established network of sexual harassment contact officers and conciliators; and a senior committee that considered equal employment opportunity issues which monitored and evaluated the policies.

Following a review of the EO Unit in 1991 its role was expanded to cover "all groups designated by legislation as disadvantaged" and to include responsibility for students as well as staff; to develop an expanded range of policies; to accept only those complaints with a basis in equal opportunity issues; and for the senior committee responsible for equal employment opportunity issues include in its terms of reference matters that cover the full range of diversity issues.

Following the introduction of the Disability Discrimination Act, the Racial Vilification Act and the Equal Opportunity for Women in the Workplace Act (EOWW) in 1999 (replacing the Affirmative Action Act), Flinders adopted revised terms of reference of its Committee on Equal Opportunity in order to consolidate all equity matters under its umbrella, and in particular to include student access and equity matters as well as employment matters. The terms of reference of its two sub-committees – Disability Committee and Women's Consultative Committee (previously the Standing Committee for Women) were also reviewed to ensure continued focus on education and employment matters associated with disability and women. The Women's Consultative Committee is a major avenue for consulting with women in accordance with the EOWW legislation.

The Equal Opportunity Policy which is the University's overarching policy covering all equal opportunity issues was reviewed in 2000 and now has two main components: 'anti-discrimination' and 'access and equity'. The Policy includes all the diversity issues covered by the legislation. The Policy provides the stimulus for the University to establish policies, programs and other mechanisms designed to ensure the equal opportunity is provided to all staff and students and that members of disadvantaged groups can gain equal access to opportunities for education and employment. Grievance procedures in relation to the EO Policy have also been adopted. The Sexual Harassment Policy and Grievance Procedures remain separate.

The EO Policy assigns implementation responsibility to Cost Centre Heads while the Vice Chancellor remains the designated Equal Opportunity Coordinator. This formalises Flinders' intent to integrate structural and systemic changes into our core activities. Each Cost Centre has developed their own EOWW programs since 1995 and these continue to be relevant and effective.

The University funds the EO Unit to ensure effort and focus on equal opportunity issues, to provide effective conflict resolution services to staff and students and to meet external reporting requirements associated with the Equal Opportunity for Women in the Workplace Act and Disability Discrimination Act. The effort and focus are not only related directly to specific equity groups but are also directed at systemic change. The EO Unit is independent from Human Resources Division and Academic & Student Services Division and reports directly to the Vice Chancellor.

Specific services continue to be developed in parallel to provide a focus on the needs of particular groups of students eg Aboriginal and Torres Strait Islanders (through Yunggoendi); students with a disability (through Disability Liaison Officer in Health & Counselling); International Students (through International Student Services Unit);

student equity plans, programs, support and reporting requirements are managed by the Academic and Student Services Division. Human Resources Division provides for the needs of particular groups of staff eg staff with disabilities, Indigenous Employment Strategies, affirmative action strategies, professional development, OHS&W and workplace conflict resolution.

The legislative compliance mechanisms at Flinders are now well established with internal (Council) and external (EOWA, HREOC) monitoring and evaluation processes. Legislation is constantly being reviewed, and decisions from court proceedings are increasingly clarifying the intent of the legislation. One consequence is that University policies and practices need continual review and updating.

The focus of the EO Unit is to continually build on these legislative approaches to anti-discrimination using an holistic and inclusive approach, an approach which considers diversity as a positive not a deficit model, and where individuals are seen not primarily as members of groups, but as individuals whose education and employment needs are to be met.

Using an holistic approach to providing inclusive policies, practices, plans and a study or work environment makes good sense, particularly if we are aiming "to be recognised widely as a community sensitive Australian University." (*Statement of Intent*)

Equal Opportunity Structure at Flinders

The Vice Chancellor is the University's designated Equal Opportunity Coordinator and is responsible for ensuring that the University operates in compliance with the legislation. Cost Centres have delegated responsibility for embedding principles of equity, diversity and cultural inclusiveness into the key activity areas (education, research, international, governance) and for reporting on progress to the Vice Chancellor's Committee.

There are internal (Council, Academic Senate, Vice Chancellor's Committee) and external (Equal Opportunity for Women in the Workplace Agency, Human Rights and Equal Opportunity Commission, Department of Education, Science and Training) monitoring and evaluation processes for matters relating to equal opportunity.

In April 2004 Council approved the *Flinders Strategic Priorities and Future Directions Mark II (FSPFD)* and Academic Senate was given a key role in monitoring the University's performance against the goals, objectives and actions identified within it. Equal opportunity, equity and diversity issues are specifically identified in those goals, objectives and actions. Resulting from those changed responsibilities there was an overlap between what Academic Senate (and University Council) saw as their concerns and what the Committee on Equal Opportunity had traditionally had as its areas of interest.

Since 1991 the *Committee on Equal Opportunity* (CEO) had operated as an advisory committee to the Vice-Chancellor and through her to other key bodies within the University including University Council. The Committee was chaired by the Vice Chancellor's nominee and had nominated or elected representation from each of the six Cost Centres (four Faculties, Central Administration, Library), Yunggoendi, Equal Opportunity, the general staff body, student organisations and staff unions, and representatives of its two sub-committees (Disability Committee, Women's Consultative Committee). The Equal Opportunity Unit implemented objectives and actions of the CEO.

Academic Senate established a working party to consider the impact of the change on the CEO and after wide consultation approved, in March 2005 the establishment of a smaller expert body called the Equal Opportunity and Diversity Committee to be a standing committee of Academic Senate. The EO&D Committee is chaired by the Deputy Vice Chancellor (Academic), has nominated representation from the University Community and membership drawn from the Equal Opportunity Contact Officer network to provide advice on major policy matters in the areas of equal opportunity, affirmative action, student access and equity, diversity and inclusiveness and to monitor and review

the EOWW Program, Disability Action Plan and the operation of the University's grievance procedures. It was considered that the new committee and reporting lines would significantly strengthen the capacity of Academic Senate to consider these matters and provide advice to Council.

The Disability Committee advises the new Equal Opportunity and Diversity committee on matters relating to the implementation, monitoring and review of the Disability Action Plan in relation to students and staff. It has nominated representation from each Faculty (Faculty Disability Academic Advisers), Academic and Student Services Division, Human Resources Division, Equal Opportunity Unit, students and staff with disabilities, Information Technology, Buildings & Property and the Disability Liaison Officer. Objectives and actions of the Disability Committee are implemented through Cost Centres, Human Resources Division and Academic and Student Services Division supported by the Disability Liaison Officer and in some instances the EO Unit.

During 2005 we intend to enter a new phase of consultation to open up wider channels of communication using our technology. A *women's reference group* will also be established. Since 1986 the Women's Consultative Committee has been a major contributor to the Committee on Equal Opportunity on matters relating to women in employment and education and provided the major forum for consulting with women in accordance with the Equal Opportunity for Women in the Workplace legislation.

The EO Contact Officer Network provides a vital link in the maintenance of the University's internal EO grievance procedures. Each Cost Centre nominates appropriate people from a range of backgrounds, disciplines and award categories to undertake the role of EO Contact Officer. The EO Contact Officers are supported and provided with skill development in complaint management by the EO Unit. Other networks provide support for other grievance procedures (eg Research Higher Degree Contact Officers and Conciliators, Personnel Consultants, Student Appeals Committee).

"All members of the University community have a responsibility to work individually and collectively to achieve a work and study environment in which equality of opportunity is fostered." – *Equal Opportunity Policy, June 2000.*

Flinders University Key Accountability Measures (KAMs)

The Flinders' Equal Opportunity for Women in the Workplace Program is a Management Accountability Measure within the KAMs process. Specifically the measures are:

- Equal Opportunity for Women in the Workplace Agency (EOWA) rating
- Gender balance on major committees
- % of female staff at Level D or HE08 and above

EOWA Rating

Flinders' EOWW program received a 3 year waiver in 1996, 1999 and 2002. A high commendation was received in 2001 for our Compliance Report.

Gender balance on major committees

As at 31 March 2004 the major committees have all met the University's goal of 40% - 60% women (Council, Academic Senate, Resources Committee, Promotions and Tenure, Senior Staff Remuneration Sub-Committee, Committee on Equal Opportunity, the Enterprise Bargaining team)

% of female staff at Level D or HE08 and above

		total number of women	total number of men	total number of women and men	percentage of women
Level D and above	2004	34.4	107.9	142.3	24%
	2003	38.4	114.6	153	25%
	2002	39.4	127.8	167.2	23.6%
Level C and above	1998*	89	259	348	25.5%
	1995*	67	261	328	20.4%
HE08 and above	2004	59	50.2	109	54%
	2003	59	55	114	52%
	2002	56.7	54.5	111	51%
	1998	43	54	97	44%
	1995*	39	58	97	40%

*Including Research-only staff

SOURCE: FLINDERS UNIVERSITY PLANNING SERVICES UNIT DEST REPORTING DATA

CEO Signature

Print Name

Consultation with Women at Flinders

Issues for women at Flinders have been identified in a variety of ways and are relevant to a range of the employment matters. Consultation processes are mentioned here and referred to throughout the report

- Analysis of the statistical data provided in the workplace profile including comparisons with data from previous years
- Issues are raised by members of the Committee on Equal Opportunity and the Women's Consultative Committee (from 2005 - The Equal Opportunity & Diversity Committee and the Women's Reference Group)
- Annual Women's forum – the Vice Chancellor provides lunch and two hours of work time each year for women staff to attend
- Women's networking program – a monthly series of lunchtime seminars to enable discussions
- FlindersWIN email listserver for women staff and postgraduate students and the Bulletin Board
- Affirmative Action Groups in Cost Centres
- General Staff Review and Planning Program (RPP) and the Academic Staff Performance Review Scheme - these are well established and have proved to be an invaluable tool for raising and discussing issues
- Regular meetings involving senior University managers with members of the Single Bargaining Unit (General Staff) and the Academic Consultative Group
- The Enterprise Bargaining Process. The Head of the Equal Opportunity Unit is a member of the negotiating team, regular reports of EB progress were made to the Committee on Equal Opportunity, EB focus groups were held

1 Recruitment & selection

Flinders is an equal opportunity employer and has developed sophisticated personnel policies and procedures to be relevant to the needs of the workplace and that address equal opportunity issues. The recruitment policy is guided by the need to obtain the best possible applicants through open and equitable competition and the need to offer career advancement to competent, experienced staff and to retain existing expertise within the University.

The University requires that all recruitment and selection processes be carried out in accordance with equal opportunity legislation and for appointments to be made on the basis of merit in relation to the vacant post's selection criteria. The policy requires that at least one member of the selection committee (preferably the Chair) must have undertaken selection procedures training; gender balance of selection committees is considered and a comprehensive *Good Practice Guide to Appointing Staff* is available on the web and referred to in all selection documentation. (<http://www.flinders.edu.au/hrd/html/sark/index.html>)

Regular review of recruitment and selection processes, including related equal opportunity issues, is an integral part of this approach.

Analysis

- Examination of workplace profile
- Data collected on 'Request to Appoint' forms completed by Chairs of Selection Committees
- Issues raised through a variety of consultation processes

Issues

- There continues to be a gradual increase in the percentage of women employed at Flinders
- Women hold 45% of academic positions in the University, and 43% of those are in the Level C and above range. Men hold 55% of academic positions and 62% of those are in the Level C and above range.
- Women hold 66% of general staff positions, but only 11% are in the HEO8 and above range. Men hold 34% of general staff positions with 18% in the HEO8 and above range.

Actions

- Appointment policy was revised in 2003, implemented in August and promulgated widely via all staff emails, hard copy distribution and HR workshops offered in each Cost Centre to ensure discussion occurred on the new provisions.
- Training sessions on the Appointment Policy and procedures, which include information on equal opportunity legislation, are conducted every three weeks March - November
- Supervisor training includes modules on recruitment and selection
- New job description formats have been implemented and are available on the internet and together with essential selection criteria are reviewed by HR prior to advertising for gender-bias language and consistent application of classification levels
- Current, easily accessible information about the appointment policy and assistance available is on the University's 'Jobs @ Flinders' website (<http://www.flinders.edu.au/employment/>) and the Policy & Procedures Manual website (<http://www.flinders.edu.au/ppmanual/staff.html>)
- Many senior positions were recruited through search agencies, international electronic media, and various listservers.

- Monitoring of applicants for, and successful appointments to, designated positions by gender has been undertaken over the last 3 years. The designated positions included academic positions at Level C and above, academic positions in Medicine, Science & Engineering and Research-Only positions (which have traditionally been male dominated) and General Staff positions at HEO8 and above. These positions were identified during analysis of previous workplace profiles as having a lower proportion of women.
- Academic positions advertised at Level B/C June 2001-September 2004 were also monitored.

How Are Actions Addressing Issues

- The University's Appointment Policy is well promulgated and the *Good Practice Guide* has been well received by selection committee members
- The training sessions continue to be well attended – 82 in '03, 37 in 04, 32 to date; 20 general staff have attended Introduction to supervision in 2003/04
- Regularly updated appointment policy information is promulgated via all staff emails from the Executive Director of Administration and is available on the University's website
- Women are applying for and being successful in appointment to the designated positions at a rate greater than men (see Appendix: Advertising Data Summary June 2001-September 2004).
- There were 24 positions filled after being advertised at Level B/C and women were successful 58%, and 60% of those were appointed at Level C.

Business Constraints Which Impact On Actions

- Some discipline areas (eg Engineering, Computer Science) experience great difficulty in filling academic posts and this is the experience in most Australian universities. Women do apply and there is evidence of improvement in the overall percentage of women appointed to academic positions

Staff numbers as at 31 March

2004 FTE	Total number of women	Total number of men	Total number women & men	% women
Academic staff	261	326	587	45%
General Staff	564	290	854	66%
Totals	825	616	1441	57%

2001 Persons	Total number of women	Total number of men	Total number women & men	% women
Academic Staff	279	391	670	42%
General Staff	627	318	945	66%
Totals	906	709	1615	56%

1995 Persons	Total number of women	Total number of men	Total number women & men	% women
Academic Staff	263	458	721	36%
General Staff	543	306	849	64%
Totals	806	764	1570	51%

2 Promotion, Transfer And Termination

The University's personnel policies and procedures have been developed to be relevant to the needs of the workplace, and address equal opportunity issues. Regular review of promotion, reclassification, redeployment and termination policies and processes is an integral part of this approach.

ACADEMIC STAFF

Flinders undertook a major review of all its academic staff promotion policies in 1995. New policies, designed to recognise and reward sustained excellence were adopted in 1996. These underwent a second review in 1999 that led to revised and enhanced Academic Profiles and Academic Staff Performance Review Scheme. Promotions policies are now reviewed annually after each promotion round.

(Promotions Policy, Academic Staff Profiles and Guide are available at www.flinders.edu.au/ppmanual/promotions.html)

The promotions process at Flinders is a competitive process based on an assessment of academic merit that is related to the expectations specified in the Academic Profiles for the relevant level. Judgements are made by committees of peers through a process designed to enable a fair and consistent application of standards.

An academic staff member is normally expected to contribute to each of four areas of academic activity: teaching, research/creative activity, administration (including service to the University) and professional performance (including service to the community).

The Academic Profiles provide

- a framework for identifying the qualifications normally required of a staff member at each level of academic appointment and the range of contributions that may be expected of a staff member in each of the four areas of academic activity and at each level of appointment. They also provide
- the basis for the annual reporting of an academic staff member's activities and plans under the Academic Staff Performance Review Scheme and for applications for confirmation of continuing appointment (tenure), promotion or conversion to a continuing post
- the basis for supervisors and relevant committees to assess a staff member's performance in each area of academic activity for the purposes of the annual performance review, confirmation of continuing appointment (tenure), promotion or conversion to a continuing post, and
- the means by which consistency in the expectations and evaluations of staff performance in different AOU's may be achieved across the University.

Promotions to Levels B, C and D are held annually and biennially for promotion to Levels D+ and E.

Promotion to Level D+ is reserved for academic staff who, during their service with the University, meet the appropriate levels of performance in all of the four areas of academic activity and can demonstrate outstanding leadership and outstanding levels of performance in *at least two* of the following areas: (teaching and/or research *must* be included among the chosen areas)

- teaching
- research and/or creative activity
- administration and service to the University
- professional performance (including service to the community).

Promotion to Level E is reserved for academic staff who, during their service with the University have demonstrated outstanding leadership ability and outstanding scholarly achievement in all four areas of activity.

Analysis

- Promotion statistics analysed and compared with previous years (*Promotion Statistics 2000 - 2004*)
- Issues raised through a variety of consultation processes

Issues

- The track record of academic women applying for and achieving promotion remains good
- The support for women as researchers has been integral to many being promoted

Actions Taken

- Human Resources Division ensure that policies are consistent with EO principles
- Promotion workshops for each level are facilitated annually by the DVC (Academic) - who also Chairs the committees - and the DVC (Research). These sessions are recorded to enable the information to be provided to staff in remote areas
- Promotion workshops specifically for women are facilitated annually by the Vice-Chancellor. Applications from women who have recently been successful in their application for promotion are used with permission as examples of good practice. Many women have reported that these workshops are invaluable
- Policies continue to be reviewed annually following conclusion of all committee meetings. The review committee includes Executive Deans who provide references for all applicants and therefore understand policy requirements
- The Mentoring Scheme for Early Career Women Researchers, initiated in 1998 has recently been evaluated and continues to be effective in increasing women's access to research knowledge and informal power structures. An executive summary of the report of the Scheme *seven years on* is included in the appendix.

How Are Actions Addressing Issues

The success rate for women applying for promotion remains high:

	Round	Women			Men			Total # Applicants	Total # Successful	Total % Successful
		# Applicants	# Successful	% Successful	# Applicants	# Successful	% Successful			
Level B	2002	4	4	100%	0	0	0	4	4	100%
	2003	1	1	100%	3	2	67%	4	3	75%
	2004	2	2	100%	3	3	100%	5	5	100%
Level C	2002	11	6	55%	12	7	58%	23	13	57%
	2003	17	6	35%	12	6	50%	29	12	41%
	2004	16	14	88%	21	13	62%	37	27	73%
Level D	2002	3	1	33%	5	2	40%	8	3	38%
	2003	6	4	67%	10	5	50%	16	9	56%
	2004	13	9	69%	18	13	72%	31	22	71%
	2000	0	0	0%	9	8	89%	9	8	89%
Level D+	2002	5	3	60%	3	3	100%	8	6	75%
	2004	3	3	100%	15	10	67%	18	13	72%
	2000	0	0	0%	6	4	67%	6	4	67%
Level E	2002	1	0	0%	6	5	83%	7	5	71%
	2004	1	1	100%	6	6	100%	7	7	100%

GENERAL STAFF RECLASSIFICATION

To move to a higher classification, General Staff must either apply for a position at a higher level, or request a review of the classification of their current position. The basis for reclassifying positions must be that there has been a significant change to the work that is required by the University to be undertaken.

Analysis

- Reclassification data
- Issues raised through a variety of consultation processes

Issues

- The formal 3 year Trainee Librarian program is well established and well recognised within the profession and continues to attract applicants
- The University has now established a framework for linking general staff positions up to HEO7 and is actively identifying appropriate positions
- A redeployment policy for general staff exists to provide the University with an opportunity to retain staff members' skills and expertise and where appropriate to provide staff members with development opportunities. The policy is designed to
 - facilitate the movement of staff from areas with declining staffing needs to other parts of the University
 - facilitate the movement of staff to other parts of the University where work-related rehabilitation programs and return to work programs require this
 - facilitate resolution of matters of conflict or dispute where all other avenues of resolution have been exhausted

Actions Taken

- Human Resources Division works with the EO Unit to ensure that policies are consistent with EO principles
- Opportunities for women to act in senior positions when a temporary vacancy occurred were provided, and to carry out short term projects in order to broaden their knowledge and skills
- Senior staff willingly engage in a mentoring role, ranging from practical professional advice and help to career planning and counselling
- During 2004, the Women's Consultative Committee piloted a mentoring program in the School of Nursing & Midwifery for HEO3/4 women with a view to recommending it be made available more widely
- Classification descriptors have been reviewed and now have a decreased focus on traditional tasks / activities with an increased focus on qualities. These qualities cover five domains: supervision received, supervision provided to others, knowledge, work complexity & reasoning, communication.
- Analysed reclassification data

How are actions addressing issues

- Opportunities to work at higher duties or to undertake special projects were provided in each Cost Centre whilst maintaining the security of a substantive position
- The job-rotation program within the Library helps develop the career paths and skills of staff. This includes rotation to supervisory positions and part-time positions. Casual staff are also provided with the opportunity to work in other areas of the

Library as casual vacancies/hours arise. Many staff who have participated in this program have been promoted to more senior professional positions

- Most of the 20 participants in the VC's HEO5-7 development program undertook a work shadowing module and reported that it was highly beneficial to them. Four of the participants have already obtained a more senior position
- Women on the HEO3/4 Pilot Mentoring program reported positively on its effects on their confidence and knowledge of the University. A report is being prepared for the Manager: HR.
- People are successfully redeployed
- The new classification descriptors will be piloted during 2005 and effects on reclassifications / linking will be monitored
- There has been an 87% success rate in reclassification requests during 2003-4 (95% in HEO 1-4, 84% in HEO 5-7, 79% in HEO 8-10)

TERMINATION

Analysis

- Issues raised through a variety of consultation processes including exit questionnaires and exit interviews

Issues

- Specific issues unidentified

Actions Taken

- Exit Questionnaires have been used since 2000. The questionnaires are sent to all staff leaving the University with the invitation to complete the questionnaire only or to have an interview with the Manager HR as well. The responses provide a source of feedback on individuals' experiences in the workplace, including, potentially, equal opportunity issues
- Manager HR views *every* completed questionnaire and where common issues of concern emerge in a particular area these are followed through with the relevant Cost Centre Head and strategies developed to address the issues

How are actions addressing the issues

- There have been 109 responses received and 571 departures during the period 2003-2004. 36% were 'end contract', 14% were 'retirement', 24% 'obtained other employment' and 26% for 'travel, further studies, personal reasons'.
- Any issues of concern were followed up and the range of strategies that could be implemented include coaching for managers, team building exercises, specific professional development sessions

3 Training & development

Flinders is committed to providing training and career development opportunities for all University staff in order to

- effectively implement the intent of the Enterprise Agreement 2004-2006 (EA)
- recognise a commitment to achieving a more skilled and flexible workforce
- promote improved performance and efficiency
- assist staff to extend and enhance their capabilities in key areas for the University
- assist staff to meet changed and emerging workforce demands
- support equal opportunity and affirmative action policies and
- offer staff the opportunity for impartial review of their performance and provide avenues to develop in areas where appropriate

The Staff Development and Training Unit coordinates professional development activities which are offered by a variety of means and in all areas of the University. The University's priorities for staff development and training are set out in our Enterprise Agreement (Clause A33) and include but are not limited to

- Orientation and induction training for new staff, including sessionally employed academic staff;
- Training for supervisors and other newly appointed heads in the full range of their responsibilities;
- Use of information and communication technology to support teaching and learning;
- Development of resources and activities for improving the quality of the first year experience of new students
- Development of resources and activities for staff located on remote sites
- preparation of academic staff contributing to teaching off-shore
- Special training needs of technical staff and of professional staff
- Development of resources and activities for Academic Integrity Education and Management for academic staff
- Professional development for academic and general staff, on activities which emerge from staff review, development and performance schemes
- training for Indigenous Australians and women; and
- Occupational Health & Safety, Rehabilitation and Equal Opportunity training, including cross-cultural awareness

The Deputy Vice-Chancellor (Academic) maintains academic aspects of staff development and the Executive Director of Administration maintains overall management of the Staff Development and Training Unit. Both the DVC (A) and EDA are women.

Career Development Planning

The Academic Staff Performance Review Scheme (APRS)

(<http://www.flinders.edu.au/ppmanual/staff/asprp.html>)

The APRS assists academic staff to develop excellence in teaching, research, administration, professional activity / service to the community and is included in the EA. The Scheme integrates into one process all supervisor reporting requirements including reporting for all staff on professional development and on performance across all four areas of academic activity as well as reporting for Confirmation of Continuing Appointment; Conversion to a Continuing Post; and Promotion.

The University acknowledges that different measures of performance and success operate in different parts of the University and that diverse career paths are available within the University and that these issues need to be recognised in the APRS. The University's Academic Profiles are the basis for the annual reporting of a staff member's activities and plans under the APRS and for evaluation of a staff member's application for confirmation of appointment (tenure), conversion to a continuing post and promotion.

The Scheme applies to all academic staff employed on a full-time or fractional basis in convertible or continuing posts. All staff are required to undertake a performance review on an annual basis. Other members of staff, including those staff in a fixed-term appointment of greater duration than twelve months and research-only staff, may use the APRS by agreement with their supervisor.

The APRS explicitly takes account of special circumstances such as career interruptions, family obligations and designated equity groups.

Outside Studies Programs (OSP) and Overseas Conference Leave (OCL)

(<http://www.flinders.edu.au/ppmanual/staff/outstudy.html>)

(<http://www.flinders.edu.au/ppmanual/staff/overseacon.html>)

OSP / OCL is to give members of staff the opportunity periodically to carry out sustained research or scholarly activity outside the University and, as appropriate, to carry out such research or scholarly work overseas, in order to maintain and enhance the quality of the University's teaching and research.

The OSP embraces the following two types of program:

- Outside Studies (Research)
- Outside Studies (Professional Experience)

The OSP (Research) does not require staff to undertake the program overseas therefore does not disadvantage staff with family responsibility for access to the scheme.

The purpose of Overseas Conference Leave is to assist members of staff who are invited to make substantial contributions to overseas conferences of significant importance. Requests for support under OCL are assessed on the basis of merit only.

All members of the teaching staff appointed for one year or more, on at least a 0.4 time basis, are eligible to apply for financial support from the Overseas Conference Scheme.

Review and Planning Program for General Staff (RPP)

(<http://www.flinders.edu.au/ppmanual/staff/revplann.html>)

RPP is a system of staff appraisal which aims to assist staff to enhance performance at their current level and to identify opportunities for staff development and career development. The supervisor ensures that the objectives of the RPP are met and any agreed action arising from a review session with a staff member is undertaken. All staff employed on a continuing basis will be required to participate in the Review and Planning Program. Staff on fixed-term appointments may participate in the Program.

In addition to the range of courses available through the SD&T Unit Flinders offers a number of schemes to encourage general staff to undertake development opportunities.

Under the **Study Assistance Scheme** general staff can apply for up to six hours of paid leave to attend lectures and they can claim re-imbusement of the student services fee.

The Staff Development **Foundations Bursaries** provide funding for two staff to undertake the University's Foundation Course each year. At least one bursary must be allocated to a woman.

The **General Staff Conference Scheme** is a means by which general staff can apply for a contribution towards the cost of a conference or course provided outside of the university.

The **Arthur Keain Staff Development Awards** aims to enhance the professional development of members of the general staff of the University who wish to undertake a development activity or to attend a conference which can be demonstrated to be of benefit to them in the performance of their University duties.

The Study Tours Scheme provides an opportunity for general staff to obtain funding for a study tour relating to their professional duties.

Specific training courses, mentoring, multi-skilling, and/or networking opportunities for women

Mentoring Scheme for Early Career Women Researchers

The Scheme was established in 1998 to address the under-representation of women in senior positions by increasing participation in networks and improving women's research performance. The program has recently been re-evaluated – the report is attached: *Making a Difference: Flinders University Mentoring Scheme for Early Career Women Researchers, Seven Years On ...*

Vice-Chancellor's Development Program for HE05-7 women (2003/04)

20 women participated in the Vice-Chancellor's Development Program for HE05-7 women and it proved to be an outstanding success. The participants were women who aspired to senior roles in the higher education sector and who wished to be challenged both personally and professionally. 18 women graduated and it is reported that the program had a profound impact on the participants and at wider level resulted in innovative and very successful contributions in the participants' immediate work areas and the University more widely. Four of the participants have since attained a higher position within the University. (Report provided).

Pilot Mentoring Program HEO3-4 women

The Women's Consultative Committee developed a mentoring program for HEO2-4 women which was piloted in the School of Nursing & Midwifery during 2003/4.

Women's Networking Program

A series of monthly sessions arranged by the Women's Consultative Committee to enable women to network. A vibrant program of speakers was arranged in 2003 and 2004 with 89 and 137 attendees respectively.

Annual Women's Forum

2004: Gender Equity - *Is It Fair?*" A celebration of the 20th anniversary of the sex discrimination act. Ms Pru Goward Federal Sex Discrimination Commissioner and Professor Lowitja O'Donoghue Indigenous Leader and Honorary Professorial Fellow at Flinders University

2003: *Pathfinders in Challenging Times* - focused on the present global environment and the impact upon all of us of the daily news coming to our living rooms about people in conflict. (Ms Tina Dolgopol - Senior Lecturer at Flinders, Ms Carmel Travers - Journalist and Investigative Reporter)

2002: *Promoting Positive Workplace Relationships* - it asked the questions, 'What are the obstacles to positive workplace relationships?' and 'What factors promote positive workplace relationships?' (Bet Roffey, Associate Professor in Commerce and Sandra Dann, Director of the Working Women's Centre)

AVCC Leadership Programs

Each year the SDU at Australian Vice-Chancellors Committee offered a number of leadership programs to staff at Australian Universities. Flinders University has been a strong supporter of these programs and funds a number of staff to attend each year.

Cultural Diversity and Inclusive Practice Project (CDIP)

(<http://www.flinders.edu.au/CDIP>)

Flinders is committed to being a culturally inclusive organisation and has recently launched a *Cultural Diversity & Inclusive Practice Toolkit* as a core resource designed to assist all members of the Flinders University community promote mutually respectful relations and translate the University policies and intentions into practice.

Analysis

- Issues raised through a variety of consultation processes
- Data relating to attendance at courses offered by the SD&TU

Issues

- Technical staff appear to have limited participation rates in staff development activities due primarily to a lack of the kinds of technical-specific training in which they are most interested and which they see as being of most value to their career development.
- Support for the professional development of women needs to be maintained. Women remain on the whole under-represented in leadership positions even though structural barriers are gradually being removed, language has been challenged, mentoring schemes have been established, etc. Research has shown that women lack role models and access to the stories of women who have succeeded in their fields
- Casual teaching staff have limited career development opportunities

Actions Taken

- Provided workshops for casual academics (such as tutors and demonstrators) to assist them to develop the skills necessary for teaching University students and to gain knowledge about the university's support structures
- Casual staff and higher degree research students are invited to attend training and development courses
- Ensured that staff in contract positions have access to training and development courses
- Ensure technical staff have access to technical courses (internal or external) which will update their skills and advance their career opportunities
- Facilitate the implementation of the RPP and provide training for supervisors and their staff across the University
- Maintain a dynamic program within the Library
- Provide the opportunity for mentoring relationships with senior and other professional staff

How Are Actions Addressing Issues

- A comprehensive range of courses continue to be offered by the SD&TU and continue to be well attended by women at Flinders
- Workshops have been conducted at the beginning of each year for new tutors and demonstrators on group facilitation, communication skills, assessment of student learning, dealing with difficult situations and ways of referring students to university support systems. Some of the information imparted at these workshops is also included in a booklet called "Starting Off as a Tutor" which was produced by the Staff Development & Training Unit and is distributed to all casual academic staff. It contains essential information for casual teaching staff to assist them undertake their duties effectively (<http://www.flinders.edu.au/staffdev/courses/newstaff/resources.htm#tutor>)
- Casual and contract staff now attend any of the workshops offered by the SD&TU.
- There are mandatory equal opportunity and OH&S sessions within the staff induction program and elective sessions available that can be undertaken within a twelve month period. The program has been very well accepted by new staff and staff who are not so new.
- All new staff are automatically registered on the email listserver "ProfDev" which announces professional development courses that are being offered so that they can register their interest
- Senior Technical Managers in S&E have been identified in each of three schools (one is a woman) which has contributed to the creation of an environment in which staff training and development is positively encouraged and opportunities sought. The Schools now have a training allocation within their budgets and the RPP has been implemented which will assist in identifying relevant training needs. The Techtrain conference continues to be supported by Flinders.
- Maintained the FlindersWIN email network and the Women's Page - <http://www.flinders.edu.au/womensinfo>

4 Work Organisation

Flinders University is committed to providing, subject to its operational needs, a working environment that is flexible and responsive to a staff member's family and personal responsibilities.

To meet that commitment, a wide range of flexible working arrangements are available that are well utilised, eg

- Conversion of Appointments to Part-time for Family Care Purposes
- Conversion of Full-time appointments to Part-time for Staff Members 55 years and over
- Part-year employment
- By negotiation:
 - Alterations to employment conditions
 - Alteration to duties
 - Post retirement options
 - Retirement incentives
 - Flexitime scheme for General Staff only
- Special Paid Leave – 5 days per year to cover: death of a family member; and /or provision of care and support to a family member who is ill; and /or attendance at an unforeseen emergency situation necessitating immediate personal action; and/or participate in, or fulfillment of cultural obligations and/or celebration or religious and cultural national days
- Special Leave to attend emergency calls
- Extraordinary special Paid leave
- Witness Leave
- Parental Leave (see Employment Matter 7 for details)

Analysis

- Issues raised through a variety of consultation processes particularly the compulsory annual Academic Staff Performance Review and the General Staff Review and Planning Program

Issues

- Staff are encouraged by their supervisors to access the flexible working hours schemes available, and/or to negotiate part-time or job sharing arrangements
- Gender ratios particularly in senior academic and general staff levels are unbalanced
- The gender ratios of general staff in HEO Levels 4 and below are unbalanced
- The job-rotation scheme within the Library is well established and those wishing to work in different areas are identified through the RPP
- The major University committees (Council, Academic Senate, Resources Committee, Promotions and Tenure Committees, Equal Opportunity & Diversity Committee, Committee on Equal Opportunity and the Enterprise Bargaining team) must meet the University's goal of 40% - 60% women.

Actions Taken

- Continued to encourage eligible women to apply for promotion

- Continued to support the mentor scheme for women as researchers
- Continued to encourage job-share programs
- Continued to support the AVCC leadership training courses
- Continued to provide workshops for women at HEO levels 1-5 on applying for vacancies
- Converted casual and contract appointments to continuing appointments where appropriate
- Continued application of the Gender on Committees Policy

How Are Actions Addressing Issues

- The numbers of women in senior positions is improving
- Women comprise 43.7% of academic staff which is above the national average of 39% according to the AVCC~Uni Staff profiles 96-04
- % of women at Levels A-C has steadily increased and compares well with the national averages. Flinders Level A 52%, Level B 56% Level C 45%. National average: Level A: 54%, Level B: 47% and Level C: 35% (AVCC data)
- According to the AVCC data, only 20% of women staff are at Level D and above while at Flinders they hold 24% which indicates Flinders' strategies are being effective
- Women comprise 65.5% of the total general staff at Flinders which is above the national average of 63% according to the AVCC data
- Women comprise 41.7% of the HEO10 and above positions at Flinders compared to the AVCC data of 40%
- Strategies for increasing appointment / promotion of women to Levels D and above need to be continued
- All academic staff participate in the Academic Performance Review Program which is the accepted avenue for encouraging staff to apply for promotion. The Vice Chancellor also offers an annual women-only promotion workshop to discuss issues for those considering applying for promotion
- Job-sharing arrangements are in place in a number of areas and continue to be encouraged
- All vacant positions are now advertised on the University website so that all staff are able to access information on vacancies. Every staff member has an internal email account and access to the University website
- Women have attended leadership training courses offered by the AVCC for both the HEO5-7 and HEO8-10 levels, including comprehensive training courses
- 100% return from maternity leave over the last three years
- Gradual improvements still to be made for gender balance on all University committees, not just the major ones. Membership on several of the Committees is ex officio (eg EMAG, SRAC) and so cannot always address the gender balance on these.
- The number of women academic staff in senior positions is gradually increasing, and strategies designed to encourage this increase will continue to be implemented. Flinders recruits into senior positions from within the academic staff and internal promotion depends on a balanced profile of teaching, research, administration and creative endeavour and therefore the feeder pool for these positions is not likely to be the Research Only group.

5 Conditions of Service

Flinders is an equal opportunity employer and recognises that its human resources are its major asset. The University has a long-standing reputation for valuing its staff, and offering a caring and supportive environment. The management culture at Flinders is characterised by good working relationships at all levels, and a positive industrial relations environment.

Flinders is proud of its harmonious industrial environment and the achievements of successive Enterprise Agreements, which we regard as being comprehensive, flexible, family friendly and innovative, especially in terms of managing staff performance.

Deputy Commissioner Hampton of the Australian Industrial Relations Commission commended the *Flinders University Enterprise Agreement 2004-2006* and the negotiation process as outlined below:

Secondly as to the process ... In my view all of the statutory requirements have been met and I note in that context the use of contemporary communication methods as well as more traditional ones.

In my view the process outlined here is best practice and I think the parties have much to be proud of in that context. As to the agreement itself, in my view it is a thoroughly commendable agreement. It is far reaching and progressive in many respects and it clearly meets the certification requirements and in particular it clearly meets the no disadvantage test ...

... I do note the process was constructive and in my view that reflects very well on the maturity of the relationships in this workplace and on the maturity of the relationship between the representatives.

(Source: Extract from the transcript of the Proceedings of the Australian Industrial Relations Commission, 24 November 2004, Deputy Commissioner Hampton)

Flinders' *Enterprise Agreement 2004 – 2006* was endorsed in the Australian Industrial Relations Commission on 24 November 2004 and is available at <http://www.flinders.edu.au/ppmanual/eba.html>

Analysis

- The University's conditions of service are examined by Human Resources Division and enhancements agreed every three years through the enterprise bargaining process
- Issues are raised in a range of existing consultation processes, including EB focus groups
- Conditions of service apply equitably to women and men

Issues

- The EB process identified various issues that are to be addressed during the life of the agreement

Actions Taken

- Consultations have occurred in relation to most of the issues and an implementation plan developed
- All policy amendments have been effected, and updated policies included on the intranet site (<http://www.flinders.edu.au/ppmanual/staff.html>)
- Information sessions about the new Enterprise Agreement have been held in each Cost Centre, and specific sessions held for supervisors / managers

How Are Actions addressing issues

- Gradual progress is being made to address the remaining issues during the life of the current Agreement

6 Arrangements for dealing with sex-based harassment

Equal Opportunity Policy

Flinders' Equal Opportunity Policy has two main components: 'anti-discrimination' and 'access and equity'. This is the overarching University equal opportunity policy and covers all the issues of diversity – sex, sexuality, gender, pregnancy, marital status, age, race, ethnic origin, cultural difference, disability, religious conviction, political beliefs, and social origin. The Policy establishes the stimulus for us to implement other policies and programs that advance inclusiveness and ensure an environment free from harassment and discrimination for staff and students. The Policy is available on the internet at <http://www.flinders.edu.au/ppmanual/eo.html> and is distributed in hard copy at mandatory EO induction sessions.

Sexual Harassment Policy

The University introduced its Sexual Harassment policy, grievance procedure and Contact Officer network in 1986. The Policy underwent a major review in 1997. The EO Contact Officer network was reviewed in 2002. The Policy & grievance procedure is available at <http://www.flinders.edu.au/ppmanual/EqualOpportunity/sexharass.html> and a brochure summarising the policy is distributed in hard copy at mandatory EO induction sessions.

Grievance Handling Procedures

Flinders takes all grievances seriously and prefers to resolve matters at the most informal level through discussions, conciliations and education wherever possible to restore relationships rather than take punitive measures. Our approach is to assist people who feel aggrieved by informing them of the various grievance procedures that exist, the appropriate person(s) who administer the procedure if it is not an EO / sexual harassment matter and the options for resolution available within those procedures. Complainants are also advised of their option to approach an external agency such as the EO Commission, HREOC or ombud. We then work with the contact to identify their preferred resolution strategy within the framework. Our grievance procedures are in accordance with good practice conflict management arrangements, have multiple access points for complainants (EO Contact Officers, EO Unit, supervisor, HR), and contain a range of resolution options such as do nothing else, self action, third party assistance and formal complaint. If conciliations are required, external mediators are sourced and briefed.

Statistical information is gathered about the number of enquiries and complaints received, the basis of the complaint (the 'presenting issue' or 'ground'), method of resolution, gender and status of complainant and respondent. No identifying details are recorded other than Cost Centre if it is known. These details are reported annually to the Committee on Equal Opportunity / Equal Opportunity & Diversity Committee for monitoring.

The Equal Opportunity Contact Officer network is well supported by the Vice-Chancellor and Senior Executives and provided with regular training and skill enhancement opportunities. Training and mentoring is provided by an SA EO Commission accredited trainer.

Computer facility rules

The use of University computer and network facilities is governed by policies which specify both staff and student responsibilities and those of the computing staff who administer the policy. A complete set of those policies is available from <http://www.flinders.edu.au/ppmanual/computing/SecD.htm>.

Staff and students are required to activate their account using a Flinders Authentication Name (FAN) and when doing so are presented with a subset of these computer facility rules as a reminder. When staff and students activate their FAN they will be agreeing to be bound by the University's policies and procedures in relation to computers and networks.

The Computer Facility Rules statement sets out Conditions for Use of a computer Facility and includes instances of what constitute **misuse**, including at Clause 4.1.13: "Using the University's computer facilities to harass or threaten other users".

Educational activities

Flinders has a comprehensive range of policies, procedures and programs designed to promote and ensure equality of opportunity for staff and students. These include

- Sexual Harassment Policy and Grievance procedures
- Equal Opportunity Contact Officer network
- Guidelines for Language Use
- Gender Representation on Committees Policy
- Search Plan for Women
- Anti-Racism Policy
- Disability Policy and Disability Action Plan (lodged with HREOC)
- Staff-Student Relationships Management Plan
- Cultural Diversity & Inclusive Practice Statement
- Equal Opportunity Grievance Procedures

The University also maintains and promulgates a range of information brochures and posters on equal opportunity matters. The colourful, glossy brochures each have a catchword and a sentence about the diversity issue. The brochures are distributed to staff at HR induction sessions and through usual communication channels. Posters are displayed on noticeboards around the Campus so that messages about an inclusive environment are received in a variety of ways. All are available on our web-site http://www.flinders.edu.au/eo_unit/policies/index.html

Students & Staff:

Support – Personal consideration and respect should be afforded to those with a disability, as much as to any other” – disability

Communication – *consider your language and what it conveys about you* – language use

Harmony – sexual harassment is not cool

Respect – sexuality discrimination is plain unlawful. Respect the rights of others and celebrate our diversity - sexuality

Respect – racial discrimination is pretty dumb. Respect the rights of others and celebrate our diversity - racism

Trust – Responsible relationships are based on an equal power share. Staff and students should consider their choices carefully – Staff Student Relationships

Resolution - Grievances may arise but by following guidelines complaints can be quickly resolved – grievance procedures

Staff only:

Equity – An equitable workplace recognises merit – affirmative action for women

Equity – Outstanding women can be found - search plans for women

Flexibility – A flexible workplace enables you to fulfil your responsibilities as an individual

Consideration – bullying in the workplace is unproductive

Cultural Diversity & Inclusive Practice (CDIP) Project

In support of Flinders' commitment to being a culturally inclusive organisation Council endorsed a *Cultural Diversity & Inclusive Practice* statement in May 2002. To operationalise that statement we developed and launched a CDIP Toolkit in September 2004. Much of our training on interpersonal issues is about respect for all regardless of personal characteristics, and this Toolkit is designed to assist staff and students to implement our equal opportunity policies. Further information about the CDIP Project is included under Training & Development and available at <http://www.flinders.edu.au/CDIP>

Analysis

- Data on contacts made to the Equal Opportunity Unit and the Equal Opportunity Contact Officers (confidential)
- Issues raised through a variety of consultation processes

Issues

- There is a need to continually heighten awareness of harassment issues, grievance procedures, staff & student rights and responsibilities, the EO Contact Officer network and inappropriate behaviours in the University environment.

Actions Taken

- The Equal Opportunity Policy and its affiliated policies (eg Sexual Harassment, Anti-Racism etc) continue to be promoted throughout the University community in a variety of ways: posters, brochures, email messages, discussion by supervisors at various staff meetings; external contractors are informed about the University's policies during their induction; sexual harassment awareness is included in all new staff induction sessions and Supervisor Training courses; information is widely available in hard copy and on the internet
- Contacts to the EO Unit / EOCOs have been gathered, analysed and reported to the Committee on Equal Opportunity annually. 2004 data will be reported to the new Equal Opportunity & Diversity Committee in July 2005
- The Head of the Equal Opportunity Unit discussed the annual reports on complaint contacts with each Cost Centre Head and focuses on any 'areas of concern'. Each of the four Executive Deans and Faculty Registrars, the Librarian and the Executive Director of Administration reaffirmed their understanding of their role in sex-based complaint handling and were confident that their direct reports were also understanding of their role
- The University has a portal arrangement to control pornographic material entering the email system in order to contain harassment by email. Users are able to forward any email harassment to the Computer Services Unit in an attempt to trace and prevent further harassment. Irregular 'all staff' emails are distributed by the Executive Director of Administration reminding users of the computer facility policies
- Staff and students were required to activate their computer account using a Flinders Authentication Name (FAN) during the period January – March 2005 thereby agreeing to comply with policy rules
- Escort services are provided on campus to enhance safety on campus after hours
- Techniworks on-line harassment / discrimination training program was implemented in July 2004. The Flinders' version is called: - *Fair Treatment @ Work: Compliance OR Supervisors* and is gradually being 'rolled-out' throughout the University. All new staff are provided with login details, a mouse pad showing the URL, and an information brochure at EO induction sessions and asked to complete the program

within the first twelve months of employment. The Head of the EOU provides two hour sessions each month in the computer laboratory for staff to progress / complete the program. These sessions offer discussion about the topics as well as assistance to progress through the chosen program. These sessions are promoted on the ProfDev listserver which is delivered to every staff member's email address twice monthly.

- An harassment / bullying consultation document was prepared in late 2003 and used as a basis of focus-group discussions during 2004 to raise awareness of the importance of professional relationships; to discuss the usefulness of the statement in broadening understanding of the issues and resolution processes; to identify professional development requirements; and to canvass strategies that are in place or could be suggested to promote an inclusive, harassment and bully-free work/study environment. Four perspectives were considered: someone experiencing harassment / bullying, someone accused of h/b, someone witnessing h/b and someone managing a complaint of h/b.

How Are Actions Addressing Issues

- Equal opportunity sessions have been mandatory since 2002 for staff orientation and include details about sex-based harassment. 245 people attended 2003/04
- Sexual harassment information is provided at Introduction to Supervision sessions for general staff. 20 People attended 2003/04
- The orientation and supervision sessions provide information and enable discussions using typical harassment / discrimination scenarios in a University environment. Participants therefore must engage with the topics rather than just hear the information. Feedback from participants about the style is always positive
- External contractors are routinely provided with information about the University's sexual harassment policies, equal opportunity policy and OHS policies
- The escort service is well-subscribed, particularly by women
- Information from the complaints reports was used by the EO Unit and the Committee on Equal Opportunity to implement new initiatives designed to raise awareness of harassment issues. Sex-based harassment has not been the major presenting issue over the last 3 years. In 2003/2004 44%/28% of contacts preferred individual action. 36%/52% were referred elsewhere, and 20% each year required third party assistance.
- The (confidential) Report of the bullying / harassment focus groups was accepted by the Vice-Chancellor and Senior Executives in March 2005 and endorsement given for further resource development to address the findings. These will be actioned during 2005. There were 10 groups held with a total of 72 participants (staff and students)
- Cultural awareness training workshops have been run at Faculty and School level which can be expected to have spin-offs in terms of an enhanced understanding on the part of staff about difference – be they differences as a result of gender, ethnicity, disability etc
- To date 6.6% of staff have completed the Fair Treatment @ Work online program
- There have been no contentious cases in external anti-discrimination tribunals over the last three years.

7 Arrangements for dealing with pregnant and potentially pregnant employees and employees who are breast feeding

The University has a commitment to enabling flexible arrangements in the workplace to assist staff manage work and family commitments. A policy on parental leave exists which includes maternity, adoption and partner leave, financial and other support upon return to work in particular circumstances, and negotiable flexible working arrangements designed to provide the means for University staff to care for their children following birth or adoption. The full policy is included in the appendix and is available at <http://www.flinders.edu.au/ppmanual/staff/parental.html>.

Information about breastfeeding facilities is available on the Women's Page at <http://www.flinders.edu.au/womensinfo/resources.htm>

In brief, and with various conditions needing to be met, it provides 52 weeks' parental leave, which comprises:

- maternity leave - payment of salary for the first 18 weeks' leave or, in the case of a medically defined late pregnancy miscarriage or stillbirth, for 6 weeks from the date of the miscarriage or stillbirth;
- adoption leave - payment of salary for the first 18 weeks' leave;
- partner leave - payment of salary for the first week's leave at the time of the birth or adoption;
- the remainder of the 52 weeks of parental leave will be unpaid.

Conditions relate to staff members who have completed 12 months continuous service, have completed less than 12 months continuous service, and who are casual staff

Other provisions with various conditions needing to be met include:

- 8 working days' paid antenatal leave (pro-rata for part-time)
- paid maternity or adoption leave may be taken on half pay
- any period of paid leave approved as part of the 52 weeks' parental leave will count as service with the University for all purposes
- any period of unpaid parental leave will not count as service for any purpose but will not break the staff member's continuity of service
- return to work after a period of parental leave will normally be to resume her/his previous position
- where relevant, training will be provided by the University to a staff member returning to work from an extended period of parental leave
- the University will ensure that no action will be taken to refuse employment to an applicant or dismiss a staff member or take other action disadvantageous to such a staff member on the basis of potential or actual pregnancy or adoption
- while on parental leave, a staff member may apply for appointment or transfer to a vacant position(s) within the University, and will not be deprived of the opportunity of appointment or transfer to a position on the basis of her/his absence
- during any period of paid leave, a staff member who is a member of a superannuation scheme approved by the University will continue to pay her/his

employee contributions, and the University will continue to pay employer contributions to that scheme in relation to the staff member

- Support options for return to work to assist a staff member who is the certified primary care-giver to balance work and family responsibilities following a period of parental leave:

Time-Release: enables a phased-in return to work after a period of parental leave and the University will maintain her/his substantive salary for a maximum period of 16 weeks

Financial Support: an alternative to time-release for an academic staff member who meets the eligibility criteria may apply for financial support for the 12 months immediately following her/his return to work from parental leave. The financial support may be used to manage workload up to an amount of \$7,000 (pro-rata for part-time staff)

Analysis

- Issues raised through a variety of consultation processes
- Questionnaires completed by women returning to work from maternity leave

Issues

- Heightened awareness of maternity leave and breastfeeding provisions was needed

Actions Taken

- Enhanced provisions for parental leave negotiated through the EA process in 2004
- Information about parental leave provisions, flexible working arrangements and breastfeeding provisions was readily available on the University's website
- *Pregnancy and Work* brochure distributed by HR to every woman who applied for maternity leave and her supervisor
- Audit of breastfeeding facilities on campus was undertaken using Australian Breastfeeding Association recommendations to ensure adequate facilities
- Every effort was made to accommodate desired return-to-work arrangements for women returning from maternity leave
- Information on family-friendly policies is included in supervisor training and staff induction programs to raise awareness of the particular needs and priorities of staff with family responsibilities
- Questionnaires were sent by HR to all women who returned from maternity leave during 1.4.98 – 31.3.04 and returned to the Equal Opportunity Unit for confidential analysis

How Are Actions Addressing Issues

- Pregnant women and women returning from maternity leave do utilize the support structures particularly special parking permits, carers' leave and flexible working arrangements
- Human Resources assists in negotiating desired return-to-work arrangements for women returning from maternity leave as needed
- The breastfeeding facility locations are well utilized by both staff and students. Many women have their babies at one of the two child care centres on campus and continue to breastfeed. The women who continue to breastfeed utilise a variety of the flexible working arrangements available

- Women on maternity leave are invited to attend the annual women’s forum
- A total of 77 questionnaires were distributed in two rounds – 1.4.98 – 31.3.01 and 1.4.01 – 31.3.04. 45 were returned (58% response). 18 academic staff and 27 general staff. All reported unchanged employment status; 47% / 40% returned at the same employment fraction; 40% / 60% returned at a reduced fraction; 30% / 47% had maternity leave at half-pay.
- Responses on the questionnaires indicate satisfactory contact with supervisor / colleagues whilst on maternity leave. Women are able to access / receive information about promotions, vacant positions and professional development activities during their absence via the web, email or by telephone contact.
- Responses on the questionnaire indicate that applications for promotions and vacant positions have been successful whilst women are on maternity leave (1 promoted B-C, 4 general staff returned at one classification level higher)
- Promotion of the support structures available should continue as some women are reporting difficulties in returning to their same position on a part-time basis
- 100% return from maternity leave during 1.4.01 – 31.3.02 & 1.4.02 – 31.2.03 (13 and 18 respectively). 91% return (10/11) 1.4.03 – 31.3.04 as one woman remains on leave until 5.10.05

	1/4/01 - 31/3/02	1/4/02 - 31/3/03	1/4/03 - 31/3/04	
Number of female staff commencing maternity leave	13	18	11	
Number of female staff as at 31/3 *	897	892	909	
Percentage of female staff commencing maternity leave	1.45%	2.02%	1.21%	
Way proceeded on leave:				
* Maternity Leave with full pay	10	12	9	
* Percentage @ full pay	76.92%	66.67%	81.82%	
* Maternity Leave with half pay	2	5	1	
* Percentage @ half pay	15.38%	27.78%	9.09%	
* Maternity Leave without pay	1	1	0	
* Percentage at no pay	7.69%	5.56%	0.00%	
Number of women returning from maternity leave	13	18	10	**

* PSU data as at 31/3/01, 31/3/02 and 31/3/03 respectively

** Only 1 staff member has not returned from maternity leave (1/4/03 - 31/3/04) as she is on LWOP until 5/10/05