Towards Equal Opportunity: 
Women and Employment at the 
Australian National University

A report submitted for the consideration of 
the Vice-Chancellor of 
The Australian National University 
March 1984.

Marian Sawyer

Canberra, March 1984
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Many years were spent waiting before the sacred gates of the universities and hospitals for permission to have the brains that the professors said that Nature had made incapable of passing examinations examined. When at last permission was granted the examinations were passed... Still Nature held out. The brain that could pass examinations was not the creative brain; the brain that can bear responsibility and earn the higher salaries. It was a practical brain, a pettifogging brain, a brain suited for routine work under the command of a superior.

Virginia Woolf, Three Guineas
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ABBREVIATIONS

AA  Affirmative Action
AAOA  Administrative and Allied Officers' Association
ABS  Australian Bureau of Statistics
ACTU  Australian Council of Trade Unions
ADSTE  Association of Draughting, Supervisory and Technical Employees
ANU  The Australian National University
APS  Australian Public Service
AWE  Association of Women Employees (of the ANU)
AWEUS  Association of Women Employees of the University of Sydney
BIAS  Board of the Institute of Advanced Studies
BSGS  Board of the School of General Studies
BTF  Board of The Faculties
CAE(s)  College(s) of Advanced Education
CSIRO  Commonwealth Scientific and Industrial Research Organization
CTEC  Commonwealth Tertiary Education Commission
DEOPE  Director of Equal Opportunity in Public Employment (NSW)
EEO  Equal Employment Opportunity
FCA  Federation of College Academics
HAREA  The Health and Research Employees' Association of Australia
ILO  International Labour Organisation
NESA  National Employment Strategy for Aboriginals
NLCC  National Labour Consultative Council
RA  Research Assistant
RO  Research Officer
UN  United Nations
VCAG  Vice-Chancellor's Advisory Group
WAM  Women At Macquarie
Eight years ago, a handshake, photos in the ANU Reporter, one copy of The Role of Women in The Australian National University and it was all over for me.

Finished were the pressures of collecting and reducing a vast amount of information to a workable form, the condensing of this data, both written, spoken and structural into only ten major recommendations (knowing full well that other recommendations would probably be overlooked). Finished too, were the pressures of working in relative isolation at a demeaning rate of pay, the pressures of maintaining integrity whilst receiving 'suggestions' that there should be 'no rocking of the boat' or more rarely that 'radical' changes were needed. Finished too, I felt was the prospect of ever being employed again in ANU after the fame/notoriety of being publicly involved in 'women's affairs'.

Not finished was the feeling of regret at areas of investigation either treated in a cursory fashion or ignored altogether. But, not finished also was the support from various women and men across the campus, who felt, as I did, that this was a matter that went beyond 'women only'. It was a matter of justice for people, for an improved quality of life so that both women and men might become complete human beings.

I have watched with interest from the sidelines the fate of the recommendations of the report. There has been some progress but overall the impression gained is of resistance to change. This resistance to change and possible reasons for it are fully discussed in the present report (2.5).

Overall, this lack of change means that ANU has not kept faith with the post-graduates of 1975:

In line with the expressed desire of both male and female post-graduates to move away from the rigid sex-stereotyping of the older generation towards a more equal sharing of roles not based on sex, institutional changes must be available to allow these social changes to occur as smoothly as possible. (Bramley and Ward, 1976: 148)

In particular, I am disappointed that Recommendation 10. 1) has not been implemented. Whilst most of the recommendations were concerned with alleviating symptoms, this recommendation might be classified as attempting to obtain information about underlying causes:

... the attitudes, opinions and career plans of women honours undergraduates should be sought in an effort to determine why relatively so few able women proceed to higher degrees.

To reiterate the original report '... we emphasize that the answer to this ... is pivotal ...' (Bramley and Ward, 1976: 148).

It is obvious that any momentum generated by the Bramley-Ward Report has long since dissipated, so it is with pleasure that I welcome this new and comprehensive report prepared by Dr Marian Sawer. The intervening years have seen legislation and new strategies for implement-
tation of equal employment opportunities and these have been sensitively applied by Dr Sawer to the ANU situation.

I fully endorse her report and hope that as a matter of justice the recommendations contained herein will be speedily implemented.
INTRODUCTION

On 14 September 1983, I was invited to take up a two-month consultancy at the University, with the following terms of reference:

— to undertake a review of employment practices in the University with a view to recommending an agenda and a program for equal opportunity employment.

In undertaking this brief, I was asked to take into account:

— the recommendations of the Bramley-Ward Report and decisions and events since the submission of that report;
— the foreshadowed policies of the present Commonwealth Government;
— practices elsewhere, especially in the Commonwealth Public Service and in other Australian tertiary institutions.

I was then asked to set out elaborated terms of reference and a method of operation. On 17 September 1983, I provided the following extended terms of reference:

Equal Employment Opportunities — Terms of Reference

1. As soon as possible a summary should be produced of University initiatives in the area of EEO (that is, a more detailed account than that given to the Australian Vice-Chancellors' Committee).

2. An up-to-date statistical analysis should be produced of the number and proportion of women in all categories of employment at the ANU, and their location by School, Faculty, etc. This should, in conjunction with the Bramley-Ward statistics, provide some idea of the effectiveness of EEO initiatives taken so far. Statistics concerning the number and proportion of women completing PhD programs and their location should also be updated.

2.1 Arrangement should be made for the continued monitoring and regular publication (in an accessible form) of progress made in relation to the employment of women in senior positions and non-traditional occupations at the ANU. This will provide the data base for any EEO program.

2.2 It should be noted that the Bramley-Ward report specifically excluded large areas of 'male/female only' employment in the Property and Plans Division. One of the two major objectives of EEO programs based on the National Labour Consultative Council (NLCC) Guidelines of 1980 has been the recruitment of women into non-traditional occupations. Therefore it is vital that statistics be maintained on the recruitment of women into categories such as gardener and the success or otherwise of EEO initiatives in these areas.

3. On my part I would conduct a review of EEO initiatives undertaken by the ANU in comparison with those undertaken by the Australian Public Service and by other tertiary
institutions (focusing on other Australian universities and those CAEs whose experience seems of greatest relevance — at this stage the Canberra CAE seems the most likely candidate). I will be attending two conferences (one at Macquarie University and one organised by the University of Melbourne) on the issues involved in setting up EEO programs at tertiary institutions. I would expect to have extensive discussions with other EEO advisers at these conferences.

4. I would wish to set up a process of consultation with (a) women employees from all areas of the University and (b) representatives of the relevant unions.

4.1 Input from women employee associations (for example, the Association of Women Employees of the University of Sydney and Women At Macquarie) has played an important role in other tertiary institutions in identifying specific impediments to EEO. No such association exists at present at the ANU. Therefore I would intend advertising a public meeting (through the ANU Reporter) with the aim of establishing a working party of women employees. Such a working party should provide continuing input into any EEO program. Preferably it should have regular liaison with Council, perhaps through a new Council Committee on EEO.

4.2 Experience of EEO programs in the Australian Public Service and elsewhere suggests that co-operation from unions is essential for the success of the program. Therefore I would intend consulting with relevant unions including the ANU Staff Association and HAREA before producing an agenda for an EEO program.

4.3 No EEO program is likely to be effective without the active commitment of senior members of the University administration. I would suggest setting up a seminar as soon as possible to familiarise senior administrators with the principles and practices involved in EEO programs. Speakers such as the Director of the EEO Bureau of the Public Service Board would be invited.

5. With regard to the implementation of the EEO program — existing experience suggests that this should be integrated into the staffing function of the University as soon as possible as part of good personnel practice. EEO Guidelines should be issued to all selection and promotion committees by the central administration, and monitoring should be set up of the number and proportion of women candidates, the number and proportion short-listed, their success rates, etc.

5.1 Criteria for appointment should be made as explicit and as objective as possible, to overcome problems of unconscious prejudice against women candidates. It should not be necessary for women to have more objective qualifications than men candidates in order to be given serious consideration. Judgements arising from relatively closed networks about a candidate’s supposed academic standing or reputation should be cross-checked against relatively objective criteria such as the Natural Sciences or Social Sciences Citation Index.

5.2 In line with existing EEO programs and with the Report of the Senate Committee on Tenure, steps should be taken to ensure the presence of women on all selection and promotion committees (drawn from neighbouring fields when no senior women are available in the field concerned).
5.3 Care should be taken that male career patterns are not taken as the benchmark by
which to assess candidates. Women may not have the same mobility or time to spend
on promoting their careers as their male colleagues, and may start later. Qualities
such as ability to be supportive of students should be taken into consideration in
relation to teaching positions. Diversity of perspective should also be an important
criterion in relation both to teaching and research, to ensure the adequate reflection
of social knowledge. This is particularly important within the general context of
contraction.

5.4 Consideration should be given to the detrimental effects on students of seeing
women only in subordinate or service roles in departments where there are no senior
women.

5.5 Grievance machinery should be established for cases in which there has been a
perceived failure to comply with EEO Guidelines in relation to selection or pro-
motion.

6. Any EEO program will have to take into account the special problems posed by the
disproportionate presence of women in non-tenured academic positions.

6.1 Another problem area relates to the need for clear job descriptions for women
employed in non-academic categories.

6.2 Further consideration should be given to the procedures adopted for dealing with
sexual harassment, which is made unlawful in the areas of employment and education
under the 1983 Sex Discrimination Bill.

7. Any agenda for an EEO program at the ANU should take into account both existing and
foreshadowed government policy. Existing policy covers the kind of EEO programs already
referred to. Foreshadowed policy includes affirmative action. The Green Paper on Affir-
mative Action should be available in late October. I expect to consult with the Minister
responsible on the implications for the ANU.

7.1 Affirmative Action (AA) entails the achievement of demonstrable progress (statistics
again) towards the achievement of EEO and requires the setting of realistic targets
for, e.g. the recruitment of women into senior positions and non-traditional occupa-
tions.

7.2 The setting of such targets will require the identification of the number of vacancies
likely to occur in different areas as well as the identification of the availability of
qualified women.

8. Although women are the most comprehensive group at which EEO and AA programs are
aimed, these programs are also designed to eliminate discrimination against Aboriginals,
members of certain ethnic groups and the disabled. Any EEO program at the University
should also seek to identify and eliminate obstacles to the participation of members of
these groups in the life of the University.

Marian Sawer
17/9/83
It should be noted that the elaborated terms of reference, which I provided, included the need to set up machinery for consultation with women employees at the University, and with relevant unions or associations and the need to raise awareness of EEO issues among senior administrators — matters which were not included in my original terms of reference. These additional terms of reference became incorporated in the formal terms of the appointment, as follows:

*In particular, the University wishes that wide consultation and discussion occur on the campus about the issues.*

(Consultancy Agreement, 11 October 1984)

In the meantime, I had set in train the establishment of an association of women employees (subsequently known as the Association of Women Employees) and the inaugural meeting of this Association, attended by some 80 women, was held on 10 October 1983. As detailed in the attached AWE Working Party Report, the involvement of women employees in this Association subsequently increased greatly, and it constituted an invaluable channel for consultation. I made efforts to ensure that the Association developed as an umbrella organisation, with nominees from all major unions or associations included in the Working Party. These were as follows:

- ANU Staff Association
- The Health and Research Employees' Association of Australia
- Association of Draughting, Supervisory and Technical Employees
- Administrative and Allied Officers' Association
- Miscellaneous Workers' Union.

Another of my concerns was that the Working Party of AWE should at all times include a majority of general staff representatives, given that the overwhelming majority of women employees (93.5 per cent) were on the general, rather than the academic staff. Margot Bremner, a member of the Library staff, who emerged as Convenor of the Working Party, was sensitive to these concerns and to the need to reach women employed in the most vulnerable jobs at the University, such as part-time cleaners.

Much of the original period of my appointment (10 October to 10 December, 1983) was taken up with establishing the mechanisms of consultation and arranging a series of EEO seminars for different categories of ANU staff. Speakers recruited for these seminars included Chris Ronalds, one of the principal authors of the 1983 Sex Discrimination Bill and of the Government's Green Paper on Affirmative Action, Dr Hester Eisenstein, Senior Adviser in the Office of the Director of Equal Opportunity in Public Employment (DEOPE), NSW, and Helen Prendergast, then a senior adviser in the EEO Bureau of the Australian Public Service Board.

Apart from the seminars and meetings with groups of staff and union delegates, EEO issues were also raised through articles for the ANU Reporter and other forms of publicity. External liaison was maintained with EEO personnel at other tertiary institutions, with the Office of the Status of Women and the EEO Bureau, with the Federation of Australian University Staff Associations (FAUSA), and with the Federation of College Academics (FCA).

In addition to developing mechanisms of consultation and conducting educational activities, considerable time was spent from the outset on individual grievances related to EEO, and in assisting with the development of grievance and other administrative procedures (see 2.5 for details).
On the expiry of the initial two months of the consultancy, an Interim Report was submitted to the Vice-Chancellor and the consultancy was extended for three months. During these three months (December 1983 to March 1984), the present report was written, despite considerable pressures arising from the need to attend to immediate EEO grievances and to assist in the development of administrative procedures.

The consultancy was extended for a final month (March-April), to enable me to oversee the production of the report, to provide advice to Council and the University on the recommendations contained in it, and to continue work relating to the development of EEO policies and procedures at the University.

Throughout the production of the report, I was assisted by a steering committee consisting of the Assistant Vice-Chancellor, the Registrar and the Secretary, which met weekly. The Personnel Manager also provided constant assistance and support, as did the Staff Training and Development Officer and the Statistical Officer and his staff. Margot Mackie of the Statistical Office was seconded to me at my request during the final stages of the production of the report and is responsible for most of the statistical work and much of the final editing. Her assistance was invaluable.

Fran Bosly, Word Processing Co-ordinator for the Central Areas, also provided brilliant technical work under the most trying circumstances (having her office literally pulled down around her ears while producing the final draft).

Clearly, no report of the comprehensive nature demanded by my terms of reference could have been produced without the dedicated voluntary assistance of many people. I am indebted not only to my precursors, Gwenda Bramley and Dr Marion Ward, but also to all those women and men on campus who presented submissions and answered my endless queries. I was impressed with the high degree of concern registered by men as well as women, over the University’s delay in embarking on a serious EEO program.

The enthusiasm of the members of the AWE Working Party, who put in countless hours devising and processing surveys and writing up the results on top of full-time work-loads and their own domestic responsibilities, was a constant source of inspiration. Their Report, and the experiential data it presents, is an essential adjunct to my own.

Both I and my steering committee believed that the honest admission of past failures on the part of the University is an important step on the road to equal employment opportunity, and I was given every encouragement to ask ‘hard questions’ about existing practices and procedures.

The agenda and program for equal employment opportunity presented in the report are similar in broad outlines to programs adopted in other institutions (see Chapter One), although the details are tailored to the specific needs of the ANU.

Obstacles to reform previously encountered at the ANU are set out in Chapter Two, and include the nature of the division between the academic staff and the general staff, together with the fragmentation (rather than democratisation) of decision making through the complex system of committees found on the academic side of the University.

Chapter Three provides a detailed account of the present role of women at the University, including an analysis of the sex segregation of the general staff and of the continued absence of women from tenured academic research positions. Women still hold only two per cent of such tenured positions, a sex imbalance which casts doubt on the capacity of the University to
perform its role as a national research institution serving the needs of both men and women.

Chapter Four sets out systematic aspects of discrimination which are embedded in existing social structures, but which are often reinforced, rather than actively countered, by present employment practices and policies at the University.

The present report has necessarily focused on areas of greatest priority and cannot represent an exhaustive analysis of invisible barriers to equal employment opportunity. The importance of 'focusing on achievements and results in EEO action instead of the development of elaborate but less practical EEO plans' has been widely recognised (letter from Sir William Cole, Chairman of the Public Service Board to Permanent Heads, 21 May 1982).

EEO programs are by definition geared to strategies which will bring about measurable improvement in employment opportunity. Commitment must be followed by decisive action and effective monitoring of that action.

Meanwhile, some attention should also be paid to the warnings often issued about EEO programs:

The question is not just how many women are hired or promoted, but who they are. . . . The real measure is whether an employer hires or promotes the most capable, competent, hard-working and assertive women available to him. The deliberate putting down of the most competent women, especially women known to hold feminist attitudes . . . is the essence of perpetuating discrimination.

(Peter Apps, letter to The Australian, 20 January 1984)
SUMMARY AND RECOMMENDATIONS

Summary

Women constituted 1769 of the University's 4070 employees on 1 December 1983 (43.5 per cent). However, women are primarily to be found in support positions rather than among the academic staff, as shown below:

<table>
<thead>
<tr>
<th>Distribution of ANU Workforce</th>
<th>All Employees</th>
<th>Women Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Employees</td>
<td>30.7</td>
<td>6.5</td>
</tr>
<tr>
<td>General Employees</td>
<td>69.3</td>
<td>93.5</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Women are also more likely than their male colleagues to be employed on a part-time or casual basis, and less likely to have the security of continuing appointments (3.1). Women are generally absent from the decision-making bodies of the University (3.8) and do not have a voice in decisions affecting their employment.

Sex-Segregation of the Workforce

The general staff of the University is characterised by a high degree of occupational sex-segregation. Women are absent from the skilled trades areas and from outdoor work, and a number of these classifications still have sex-specific designations (Table 6). The University has no women apprentices, even among its apprentice cooks or gardeners.

Women employees are concentrated in feminised occupations characterised by low pay, low status, low functional autonomy and lack of properly constituted career paths. Lack of attention to job design has led to a high rate of repetition strain injury among women in keyboard classifications (3.2.1). Women in other feminised occupations, such as Research Assistants, have also suffered from the casual approach to their employment (2.3.13). The most vulnerable of the University's employees are the ethnic women cleaners (3.3.1).

The technical classifications at the University are characterised by vertical segregation: women predominate at the lower levels but are absent from the most senior positions (Table 7).

Women are also concentrated in the clerical classifications at the University where their promotion rates are lower than those of their male colleagues. Few enter the ANU Officer range (Table 5). While women have obtained senior positions in the Registrar's Division, in general women are not found in 'line management' or supervisory positions except where
they are supervising other women. Women are absent from the top administrative echelon of the University (Figure I) and form only 1.18 per cent of the 253 top salary earners (Table 3).

Women on the Academic Staff

Women form 10.56 per cent of academic staff at the ANU (compared with 18.67 per cent for Australian universities as a whole in 1983). There are significant differences between the Institute of Advanced Studies (IAS) and The Faculties, which reflect the traditional sex-segmentation of academic labour markets. Women are accepted more readily into teaching roles than into autonomous or semi-autonomous research roles.

<table>
<thead>
<tr>
<th>Academic Staff, IAS and Centres</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>544</td>
<td>38</td>
<td>582</td>
<td>6.53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Staff, The Faculties</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>311</td>
<td>63</td>
<td>374</td>
<td>16.84</td>
</tr>
</tbody>
</table>

Within the context of financial stringency the potential to attract outside funds becomes an important 'selling point' for applicants to research positions. Men are often assumed to have greater potential as research entrepreneurs. The number of women appointed to tenured research positions in recent years has declined both relatively and absolutely despite the increase in the 'pool' of qualified women (Table II).

Only two per cent of the tenured academic staff of the IAS are women, a sex imbalance which has serious consequences in terms of research priorities, breadth of knowledge represented and the supervision of women scholars.

<table>
<thead>
<tr>
<th>Tenured Academic Staff, IAS and Centres</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>270</td>
<td>6</td>
<td>276</td>
<td>2.17</td>
</tr>
</tbody>
</table>

The skewing of research (4.6) is of particular concern in light of the role of the IAS as a national research centre, intended to conduct research of importance to the nation as a whole.

Women form a larger part of the teaching staff than of the research staff of the University, but the ANU still does not compare well with a university such as Macquarie, which like the ANU does not have the traditionally male-dominated undergraduate disciplines of engineering, architecture, medicine or dentistry.
Percentage of Women at Each Academic Rank
— The Faculties, ANU, and Macquarie University, 1983

<table>
<thead>
<tr>
<th>Rank</th>
<th>ANU</th>
<th>Macquarie University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>2.7</td>
<td>8.0</td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>9.7</td>
<td>8.0</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>8.4</td>
<td>15.0</td>
</tr>
<tr>
<td>Lecturer</td>
<td>24.7</td>
<td>32.0</td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>48.1</td>
<td>50.0</td>
</tr>
<tr>
<td>Tutor</td>
<td>52.3</td>
<td>55.0</td>
</tr>
</tbody>
</table>

Women are significantly under-represented at Senior Lecturer level, the level where male staff are concentrated (Figure 10). Women are concentrated in the more junior and vulnerable positions (Figure 7).

Systematic Discrimination

While the role of unexamined assumptions or of individual bias is important, the bias of institutions is of even greater significance. Systemic (or structural) discrimination against women often arises from the failure to adapt work patterns and career structures to accommodate family responsibilities. At present the bulk of these responsibilities, particularly care of children and other family members, devolves on women. Only within the last decade have Australian universities begun taking serious steps towards acknowledging the family responsibilities of their employees.

Thanks to the Bramley-Ward Report of 1976, the University was in a position to adopt a pioneering role in relation to equal employment opportunity (EEO). For example, the ANU became the first Australian university to adopt the principle of fractional full-time appointments.

However, negative attitudes towards such appointments, and the complex procedures attached to such appointments for academic staff, have meant a loss of momentum in this area. Other Bramley-Ward proposals became grounded through administrative inaction or resistance (2.3). There was a failure to develop adequate report-back mechanisms through which the implementation and effectiveness of reforms could be monitored.

The extent to which the University fell back from its early lead in developing EEO initiatives is illustrated by the failure to promulgate the NLCC Guidelines 'Equal Employment Opportunities for Women', launched by the Government in early 1981 (2.4). The University has also fallen behind other tertiary institutions in its failure to issue a statement on sexual harassment or to endorse guidelines for dealing with this form of discrimination.

The agenda and program for equal employment opportunity presented in this Report are based both on a review of employment practices and on extensive consultations with employees, unions and administrators. The Report also draws on the EEO strategies developed elsewhere, particularly in NSW, and on the experience of EEO programs within the Australian Public Service and other tertiary institutions. The recommendations, if acted upon resolutely, should enable the ANU to regain much of the ground it has lost in the 1980s.
Recommendations

Equal Opportunity Policy Statement

RI: That Council adopt the following equal opportunity statement and that it be promulgated for the information of all staff and students within one month of being approved. That all handbooks and calendars and advertisements for staff include a reference to the University's Equal Opportunity Policy. That Guidelines based on the University's Equal Opportunity Policy be regularly issued to all those involved with appointments at the University.

As an employer and an educator the University accepts that it has a responsibility to eliminate and ensure the continued absence within its structures and practices of any source of direct or indirect discrimination on the basis of race, colour, national or ethnic origin, sex, marital status or pregnancy.

It is the policy of the University to promote equal opportunity for women, Aborigines and members of other racial or ethnic minorities.

EEO Officer and EEO Committee

R2: (i) That in order to establish and maintain its EEO program, the University appoint an EEO Officer (with appropriate support staff) at Assistant Registrar level at least; that this post be advertised within one month of being approved by Council and that the appointment is made without delay; that the EEO Officer be directly responsible to the Vice-Chancellor or the Vice-Chancellor's nominee.

R2: (ii) That the EEO Officer sit in on as many selection, promotion and classification appeals committees as is feasible during the first 12 months of appointment.

R3: (i) That Council establish an Equal Employment Opportunity Committee to advise the University on EEO matters, and to oversee the implementation of the University's EEO program. That the initial membership of the EEO Committee be as follows:

Vice-Chancellor or the Vice-Chancellor's nominee (Convenor)
Two members of Council appointed by Council
Two members of the Association of Women Employees nominated by that Association
Executive Officer: EEO Officer
In Attendance: Registrar and Secretary (or their nominees)

That the composition of the EEO Committee be reviewed when the University proceeds to develop programs relating to other groups such as members of racial and ethnic minorities.
R3: (ii) That the EEO Committee report at least annually to Council on progress made in the implementation of the University's EEO program and on the effectiveness of changes made.

R3: (iii) That the EEO Officer assume responsibility for advising the Vice-Chancellor on the University's responses to enquiries from Government relating to EEO.

Fractional Full-Time Appointments

R4: That employees on continuing appointments have the right to convert to a fractional appointment for a specified period after the birth of a child, with automatic reversion to a full-time appointment when this period has expired (subject to further applications). That information concerning the possibility of converting to a fractional basis to care for children be included in job advertisements and in information supplied to both academic and general staff job candidates (cf. R48).

R5: That the procedure for converting academic positions to a fractional basis be simplified so that only the approval of Head of Department, Centre or Unit and Head of School or Chairman of the BTF, as appropriate, is required.

R6: That where approval to convert to a fractional basis is withheld, the decision be appealable to a Grievance and Appeals Committee (see 3.5).

R7: That promotion committees should not discriminate against those on fractional appointments.

Staff Training and Development

R8: That improved publicity be given to Staff Training and Development courses by running a regular item in the ANU Reporter. That more attention be paid to circulating information about the assistance provided by the University to members of the general staff for external staff development activities. That an information sheet be sent annually to all members of the general staff summarising the staff training and development opportunities available to employees.

R9: That efforts be made to send at least one woman to the AVCC Administrative Staff Course each year.

R10: That statistics be maintained with a gender breakdown of those applying for assistance, of those obtaining assistance, and the level of assistance approved for external staff development purposes. This data is required for assistance provided by Schools, Faculties and Departments as well as for assistance provided through the Staff Training and Development budget.

R11: That in-house staff training and development programs include an EEO component and demonstrate the non-sexist allocation of duties. That specialised career planning workshops be provided for women.
RI2: That it be University policy to offer courses in personnel management/staff selection procedures for members of the academic staff.

RI3: That the practice of conducting exit interviews be introduced at the University within 12 months and that the data obtained be made available to the EEO Officer for analysis.

Maternity and Other Leave

RI4: That the adequacy of existing leave provisions for the care of sick children be reviewed with the assistance of the Director of the University Health Service, and that the possibility of up to five days paid leave per annum, specifically for this purpose, be investigated. That the Vice-Chancellor report to Council with recommendations before the end of 1984.

RI5: That paid maternity leave entitlements be extended to adopting parents—six weeks paid leave from the date of placement.

RI6: That unpaid parental leave, to be taken by either parent or in turn, replace the present system of unpaid maternity leave and be extended to adopting parents. That such leave be not regarded as a 'break in service'.

RI7: That a reference to maternity leave provisions be included in all job advertisements and in the information supplied to job candidates (cf. R48).

Child Care

RI8: That Council establish a Committee on Child Care and that its membership be as follows:

Vice-Chancellor or Vice-Chancellor's nominee (Convenor)
Four members of Council including a student representative
Three representatives from the existing child care centres.

RI9: That the Council Committee on Child Care commission a full-scale survey into the child care needs of employees and report to Council before the end of 1984 on child care needs and how they may be met by upgrading existing facilities and/or building a new centre.

RI10: That the University cover the cost of utilities provided to the existing centres, and the cost of minor maintenance.

RI21: That, in light of the reliance placed by the University on volunteer labour by parents to improve physical facilities, security of tenure be assured to the child care centres.

RI22: That information regarding child care facilities be provided to all job applicants.

Promotion

RI23: That women be included on the promotions committees in the Institute of Advanced Studies and The Faculties, where need be, by modifying the composition of the committees.
R24: That written reasons be available on request for unsuccessful candidates for promotion. That decisions on promotion be appealable to a Grievance and Appeals Committee (see R44).

R25: That the criteria for promotion be circulated to Tutors annually, and that Tutors, like more senior members of academic staff, have access to formal promotion procedures which include the elements outlined above (R23 and R24).

Research Assistants and Research Officers

R26: That except where short-term and/or externally funded projects are concerned, Deans and Directors should provide reasons for appointing Research Officers or Research Assistants for periods of less than three years. That these decisions should be appealable to a Grievance and Appeals Committee (see R44).

R27: That three months before the expiry date of an RA or RO appointment funded from recurrent funds, the Personnel Manager send a reminder notice to the appropriate Dean or Director, outlining the five available options. That Deans or Directors ensure that Heads of Departments are made aware of the five options and that they make their recommendations within one month. That all files are returned to the Personnel Manager at that time. That RAs and ROs be informed of the outcome at least one month before the expiry date of their current appointment.

R28: That the work of RAs and ROs be included in Departmental and School Reports in the same manner in which activities of academic staff are reported.

Keyboard and Clerical Staff

R29: That consideration be given to the need to provide more adequate career opportunities for women in keyboard and clerical classifications, for example through job enrichment, job rotation and the provision of a unified career structure with logical progressions.

R30: That keyboard and clerical staff be more adequately represented in formal decision-making processes, including selection committees for positions in their field.

Duty Statements

R31: That clear duty statements of the kind issued by the Australian Public Service and the Canberra College of Advanced Education be prepared for all general staff positions. That, in the first instance, these statements be prepared for vacant positions, and that the target date for the completion of duty statements for all positions be December 1986.
R32: That EEO responsibilities be added to the duty statements of staff with significant personnel functions. That the requirement of 'EEO awareness' be added to job specifications for positions with a significant personnel or information component.

Classification Procedures

R33: That classification and reclassification procedures be reviewed and that information regarding these procedures be disseminated more effectively. That classification guidelines be drawn up in consultation with the relevant associations and be made publicly available. That reclassification should be undertaken by a small committee which includes at least one woman and one member with a detailed knowledge of the position under consideration. That women should be included on the classification appeals panel appointed by the Committee on General Staffing and on all sub-committees.

Job Rotation

R34: That the University specifically seek out women willing to participate in job rotation schemes, whereby they can gain additional experience relevant to advancement. That the Secretary submit a report on the number of women participating in such schemes within 12 months of approval of this recommendation, and that the effectiveness of job rotation schemes in promoting job satisfaction and career development for women employees be monitored by the EEO Officer.

Recruitment of Women into Non-Traditional Occupations

R35: That the University provide encouragement to women to apply for non-traditional jobs and for apprenticeships, by alerting the Commonwealth Employment Service and Career Reference Centres that the University's EEO policy applies to jobs in non-traditional areas and apprenticeships; and by publicising the appointment and work of women in non-traditional areas.

R36: That the University seek to appoint at least one woman apprentice within 12 months.

Cleaning Staff

R37: That an affirmative action program be initiated to increase the number of women cleaners in supervisory roles, and, in particular, the number of migrant women cleaners in such roles. That a report on progress of this program be submitted to the EEO Committee by the Personnel Manager within 12 months of approval of the recommendation by Council.
R38: That where present supervisory personnel remain in place, a directive be issued making clear the kinds of sexist and discriminatory behaviour which are unacceptable to the University.

R39: That a leaflet be prepared in English, Croatian, Serbian, Italian and Polish and sent individually to cleaning staff to alert them to their rights to participate in the English in the Workplace Program. This leaflet should also be distributed through the Federated Miscellaneous Workers Union and the Liquor and Allied Trades Union.

R40: That publicity be given in the ANU Reporter to participation by ethnic men and women in unskilled classifications in the English in the Workplace Program.

R41: That the practice of employing cleaners on 12-month contracts be reviewed by comparison with other categories of general staff.

Employment of Aborigines

R42: That the University seek to increase the number of Aboriginal men and women on its staff and that the target should be at least two additional Aboriginal staff members by the end of 1985.

R43: That the University should seek to train both Aboriginal women and Aboriginal men under the NESA scheme.

Grievance and Appeals Systems

R44: That a grievance and appeals system be developed for members of the academic staff, similar to that which has been developed for members of the general staff (outlined in 3.5). That a separate promotions appeal system be developed, both for the IAS and The Faculties.

Women on the Academic Staff

R45: That the Vice-Chancellor’s Advisory Group consider the provision of additional or bridging finance to facilitate the appointment of women to tenured positions in the IAS.

R46: That the terms of reference of all future reviews of departments, centres, units, schools, faculties and divisions include the following:

- an examination of the distribution of the sexes among staff (and students where applicable);
- proposals for the remedy of any grave imbalances in the sexes.

Advertising

R47: That all University advertisements refer to the fact that ‘The ANU is an Equal Opportunity Employer’ and invites applications from ‘suitably qualified men and women’.
R48: That the general information in University advertisements make reference to maternity leave and the possibility of fractional full-time appointments for the care of children.

R49: That where advertisements are for senior or tenurable academic positions, or for non-traditional areas of women's employment (including apprenticeships), specific encouragement be provided to women applicants as follows:

The University emphasises in the interest of equal employment opportunity, that applications from women are encouraged.

R50: That the use of sex-specific job titles in advertisements be discontinued.

R51: That the recommendations relating to advertisements come into effect immediately following approval by Council.

Selection Procedures

R52: That objective selection criteria be drawn up for all positions to be filled at the University, at the time that the advertisement is lodged, and that these criteria, in the form of a job specification, be available to candidates.

R53: That selection criteria be scrutinised carefully to ensure that they do not have discriminatory effects and that they are proven indicators of job performance.

R54: That selection committees be used for all appointments where the term of appointment is for six months or more. That decisions relating to shorter term or part-time appointments be available for scrutiny for EEO purposes before appointments are finalised.

R55: That selection committees at all levels include an independent member from an area external to that in which the vacancy exists.

R56: That women be included on selection committees at all times, if necessary by recruiting women from cognate areas or institutions, or by modifying exclusionary qualifications such as seniority. That the Registrar or the Secretary, as appropriate, monitor the composition of selection committees.

R57: That at least two people, of whom at least one will be a woman, be involved in the culling of candidates.

R58: That convenors of selection committees seek out suitably qualified women applicants when no women are short-listed for positions. That where women are absent from short lists, this fact be recorded.

R59: That the Registrar or Secretary, as appropriate, be responsible for the distribution of the University's EEO Guidelines to all members of selection committees (cf. RI).
R60: That the University’s EEO Guidelines be as follows:

- Applicants should be short-listed according to the objective selection criteria for the position.
- Candidates should be assessed in terms of their individual qualifications for the position and not in terms of stereotyped assumptions.
- Care should be taken not to discriminate inadvertently against women candidates on the basis of interrupted career trajectories.
- Women and men applicants should be interviewed in the same manner, using the same objective selection criteria.
- Duties involved in the position should be described in the same way to men and women applicants.
- Interviewers should at all times avoid asking questions about, or being influenced in their decisions by, the marital status, childbearing plans, or child care arrangements of applicants.

R61: That clear documentation be provided by selection committees of all stages of the selection process, including the original selection criteria, the criteria used in culling, the search for candidates, and the reasons why the successful candidate was preferred over other short-listed candidates in terms of the original selection criteria.

R62: That all members of the academic and general staff likely to sit on selection committees be required to attend one of the courses provided by the University in selection procedures. That by December 1984, all selection committees include at least one person trained in this way.

Representation of Women on Decision-Making Bodies

R63: That Council use its powers to ensure the adequate representation of women on major decision-making bodies, on the advice of the Boards where appropriate, and using its power of co-option in the case of Council itself. That women should be represented on all Council Committees.

R64: That in the case of BIAS, the Board advise Council to appoint four additional women to bring the representation of women into proportion with their average representation over the Faculties of the Research Schools (see Table 13). That the University Act be amended to provide for two postgraduate representatives on BIAS.

R65: That in the case of the Board of The Faculties, the Board advise Council to appoint an additional eleven women to bring the representation of women into proportion with their average representation in the Faculties. Alternatively, to prevent BTF becoming excessively large, that the Board be restructured to achieve the same aim of proportional representation.

R66: That in the case of the Faculty Boards of the Research Schools, the representation of women should in each case be made at least proportional to the representation of women in the Faculty, by the appointment of addi-
tional members, where necessary in a manner decided upon by Faculty. Alternatively, that the Boards be restructured to achieve proportional representation.

R67: That the representation of women on all Council Committees, and the proportional representation of women on BIAS, BTF and the Boards of the Research Schools, should be achieved within 12 months of the presentation of this Report to Council.

R68: That this exercise of powers by Council and its delegates should be seen as an interim measure, ensuring more equitable representation of women. Once the representation of women in senior academic positions has increased to the point where the profile of women in academic employment has become more comparable to that of men, this provision may lapse.

R69: That staff supporting academic activities be invited to attend all staff meetings at the level of department, centre or unit and to contribute to decisions relating to their work. (In The Faculties decisions concerning the participation of general staff in Departmental Committees must by Statute be taken by the relevant Faculty.)

R70: That the University should seek to confer recognition for distinguished achievement on both men and women in roughly equal numbers through the honorary degree system. That the awards given to women and men should be more comparable in status — i.e. more women should be awarded honorary doctorates. That women should be included in the membership of the Honorary Degrees Committee and among the Alternates.

R71: That a register be maintained of women with appropriate qualifications to serve on University committees.

R72: That the University take into consideration the present effective exclusion of women with childrearing experience from senior decision-making roles. That childrearing experience be regarded in a positive light when assessing job candidates, or considering appointments to decision-making or advisory bodies, and that due credit be given to unpaid work experience as well as paid work experience.

Flextime

R73: That consideration be given to extending systems of flexible working hours (flextime) to those areas of general staff not covered by existing schemes.

Overseas Degrees

R74: That selection committees consider the relevance and merits of the qualifications candidates possess, and not regard qualifications achieved overseas as automatically superior.
Upper Age Limits

R75: That upper age limits be recognised as a form of indirect discrimination against women and that the present provisions concerning postgraduate scholarships be revised.

Curriculum

R76: That knowledge of scholarship on women or gender be included as an important criterion for new appointments in the humanities and social sciences at the ANU in all departments or centres in which women form less than 25 per cent of academic staff.

Linguistic Discrimination

R77: That the Guidelines on Non-Sexist Language (see 4.9) be adopted for use at the ANU, that they be circulated to all staff members and included in the Administrative Guide.

R78: That accelerated action be taken to amend the University’s Statutes and Rules to eliminate linguistic discrimination against women.

R79: That staff development courses draw attention to linguistic discrimination and to the ways in which it may be avoided.

Sexual Harassment

R80: That the University adopt a policy on sexual harassment based on the provisions of the Sex Discrimination Act and having regard to the definition and guidelines drawn up by the Sexual Harassment Committee for consideration by Council. That the University issue a leaflet drawing attention to the definition of sexual harassment contained in the Sex Discrimination Act, the definition adopted for University purposes, and the procedures available. That the University policy be given adequate publicity and be included in official publications such as handbooks and the Administrative Guide.

R81: That departmental and section heads be encouraged to play a key role in preventing sexual harassment, and that material relating to sexual harassment be included in the Administrative Development Program and in other staff training and development courses.

R82: That action be taken to provide annual statistics on the incidence of complaints of sexual harassment, and on the success of their resolution, to the EEO Officer for inclusion in the annual EEO Report.
CHAPTER ONE
THE PRESENT CONTEXT

1.1 Introduction
This chapter presents the legal context of present EEO initiatives, developments in the Australian Public Service and other tertiary institutions, and the implications of existing and foreshadowed Government policy for the ANU. It also sets out recommendations concerning an EEO Policy Statement for the University and the appointment of an EEO Officer in line both with foreshadowed Government policy and with the needs of the University as an exemplary employer.

1.2 Anti-Discrimination Legislation in Australia

Chronology

1973 Ratification of International Labour Organisation Convention No. III — Discrimination (Employment and Occupation). Setting up of tripartite National and State Committees on Discrimination in Employment and Occupation without legal powers to enforce decisions or impose penalties.

1975 South Australian Sex Discrimination Act makes discrimination on the grounds of sex or marital status unlawful in employment, education, provision of goods and services, access to public places, accommodation and advertising. The Act applies to both direct and indirect discrimination. Direct discrimination involves less favourable treatment on the ground of sex or marital status, or on the basis of characteristics that appertain to, or are presumed to appertain to, those of a particular sex or marital status. The concept of indirect discrimination refers to policies or practices which appear neutral or non-discriminatory but which in operation discriminate against certain groups. The prohibition of indirect discrimination within Sex Discrimination Acts covers requirements or conditions with which a substantially higher proportion of persons of one sex or marital status can comply and with which a complainant of the other sex or marital status cannot comply. For example, continuity of service as a condition for promotion may constitute indirect discrimination against women whose careers have been interrupted to raise children.

Federal Racial Discrimination Act makes unlawful discrimination on the grounds of race, colour, ethnic or national origin.

1976 SA Racial Discrimination Act makes unlawful discrimination on the grounds of race.

1977 NSW Anti-Discrimination Act makes unlawful discrimination on the grounds of
race, sex or marital status in employment, the provision of goods, services and accommodation and in some other areas including discrimination by trade unions or qualifying bodies. The Act establishes the principle of 'representative complaints' made on behalf of a number of people (class actions). Other grounds (age, religious or political conviction, physical handicap or condition, mental disability and homosexuality) deleted by Legislative Council.

Victorian Equal Opportunity Act makes unlawful discrimination on the grounds of sex or marital status in employment, partnerships provision of goods, services and accommodation and in some other areas including discrimination by qualifying bodies and educational authorities.

1980

NSW Anti-Discrimination Act amended as a consequence of the Wilenski review of NSW Government administration to require authorities:

(a) to eliminate and ensure the absence of discrimination in employment on the grounds of race, sex and marital status; and
(b) to promote equal employment opportunity for women and members of racial minorities. The head of each scheduled authority becomes legally responsible for the preparation and implementation of an equal employment opportunity management plan (to be in operation within eighteen months).

The Act states that the management plan should include:

the setting of goals or targets, where these may reasonably be determined, against which the success of the management plan in achieving the object of this part may be assessed.

The authorities initially scheduled were government departments and authorities, the teaching service and the NSW Police Force. Under the Act further authorities could be scheduled by proclamation. By April 1983, 69 departments and authorities had lodged their plans with the Director of Equal Opportunity in Public Employment (a statutory position created by the Act). Of these, 27 plans had been found satisfactory and the rest were being revised. The Director (Alison Ziller) commented:

All satisfactory management plans include strategies to identify positions for Aborigines and migrants, where appropriate, and numerical or percentage targets for the recruitment and promotion of women and racial minority group members against which the effectiveness of training programs and recruitment programs can be measured.

(ADB-INK No. 14, April 1983)

Australia signs the UN Convention on the Elimination of All Forms of Discrimination Against Women.

1981

NSW Anti-Discrimination Act amended to include the ground of physical impairment and to extend its provisions to public education, registered clubs and partnerships. Indirect discrimination becomes unlawful.

SA Handicapped Persons Equal Opportunity Act makes discrimination on the ground of physical impairment unlawful.
Senator Ryan introduces a federal Sex Discrimination Bill in the Senate as a Private Member’s Bill.

1982

NSW Anti-Discrimination Act amended to make discrimination on the grounds of homosexuality and intellectual impairment unlawful. The grounds covered by the NSW Act now include race, sex, marital status, homosexuality, physical and intellectual impairment. From 1983, advertising which is discriminatory on any of these grounds becomes unlawful (for example, a sex-specific advertisement for a night watchman, must be accompanied by a statement that there is no intention to discriminate).

Victorian Equal Opportunity (Discrimination Against Disabled Persons) Act makes discrimination on the ground of physical impairment unlawful.

1983

Senator Ryan reintroduces the Sex Discrimination Bill as a Government Bill, but without the original provisions for affirmative action in public and private employment. The Bill is passed by the Senate after a number of amendments had been accepted by the Government, for example in the area of religious education.

New Victorian Equal Opportunity Bill introduced which consolidates 1977 and 1982 Acts and extends the grounds covered. The Bill makes it unlawful to discriminate on the grounds of status (sex, marital status [including parenthood], race or physical impairment) or private life (lawful political belief, religious belief or sexual preference). Indirect discrimination becomes unlawful as does discrimination in municipal councils. Sexual harassment becomes unlawful. The Bill is passed by the Legislative Assembly and goes to the Legislative Council where the Government does not have a majority.

Australia ratifies the UN Convention on the Elimination of All Forms of Discrimination Against Women.

The NSW Premier, Mr Wran, announces that he is scheduling the NSW Universities and Colleges of Advanced Education under Section IXA of the Anti-Discrimination Act. Like the authorities previously scheduled, the Universities and Colleges of Advanced Education will be expected to lodge equal employment opportunity management plans which satisfy the requirements of the Director of Equal Opportunity in Public Employment. The plans are to be submitted on or before 1 June 1985.

The Premier remarked:

*These bodies draw their funding largely from the public purse and should therefore follow the example of other public sector bodies in ensuring that, over time, their workforce is more representative of the society which they seek to serve.*

He added that attempts to encourage Universities and CAEs to adopt equal employment opportunity principles on a voluntary basis had not been as successful as was originally hoped (ADB-INK, No. 16, September 1983).

1984

Federal Sex Discrimination Act makes unlawful direct or indirect discrimination on the grounds of sex, marital status or pregnancy in employment, education, the
provision of goods and services, accommodation, or by partnerships, qualifying bodies or federal trade unions. Sexual harassment in employment or education becomes unlawful. The Act allows for ‘representative complaints’ (class actions) or for complaints to be brought by trade unions on behalf of a member or members. The Act makes provision for voluntary affirmative action (‘measures intended to achieve equality’).

1.3.1 Related Developments in the Australian Public Service

Chronology

1949 Women admitted to the third division.
1966 Marriage bar lifted.
1969-74 Equal pay decisions implemented.
1973 ‘Men Only’ and Women Only’ job designations removed.
Upper age limits on entry to various positions eliminated.
Introduction of paid maternity leave and extension of maternity leave to one year.
1975 Equal Employment Opportunity Unit established in the Public Service Board.
Upgraded to a Bureau in 1978.
1977 Department of Transport initiates ‘Women in Transport’ study which leads to first voluntary EEO program in the Australian Public Service.
1981 Public Service Board announces a program for the development of voluntary EEO plans based on the NLCC Guidelines in departments and authorities staffed under the Public Service Act.

1.3.2 Present Position and Foreshadowed Reforms in the Australian Public Service

The EEO Bureau in the Public Service Board has developed and implemented EEO programs for four groups regarded as facing particular disadvantage:

- women
- Aborigines
- the disabled
- migrants and ethnic groups.

In relation to women the Public Service Board set two service-wide goals in 1981:
- to increase the number and proportion of women in senior positions in the context of the merit system;
- to increase the number of women in jobs not usually done by women.

In 1982 the Public Service Board approved several new measures aimed at increasing the
number of women in senior jobs and providing staff development opportunities for women in middle and senior management positions. These measures were based on the recognition that the movement of women into senior management positions depended on attitudinal change among senior male managers as well as on the competence and readiness of women.

The measures included staff development programs to inform senior managers about EEO responsibilities, to sensitize them to EEO issues and to help them relate to, and work with, women in senior positions. Emphasis was also placed on training selection interviewers in EEO principles.

The other side of the coin was the Board's recognition that women aspiring to senior positions had limited access to informal advice on career development, and required specialized programs relating to career planning and confidence building, to compensate for the general absence of women in senior management positions on whom they could model their approach. The Board also stressed that women should be given the opportunity to broaden their management skills (for example, through work rotation schemes).

The Board also approved measures for the service-wide monitoring of the advancement of women into senior positions and non-traditional jobs, the positive encouragement of applications from women (by seeking them out if necessary) and the increased participation of women on selection panels and on promotion appeals committees.

The EEO Bureau provides a consultancy service to departments to assist them in the development of their EEO programs, as well as performing a specialised role in the resolution of grievances alleging discrimination.

Progress in the development of EEO programs on a voluntary basis has varied substantially between departments, despite the gentle prodding of the Public Service Board. This uneven development reflects the varying degree of commitment to EEO on the part of senior management. By May 1983 some departments, such as Transport, and Housing and Construction, had developed quite sophisticated programs, while other departments were only in the process of preparing EEO policy statements and/or appointing EEO officers. Some departments were resisting the appointment of full-time EEO personnel and had officers who combined EEO with other duties. The remaining departments could point to little beyond non-discriminatory interviewing or the nomination of women to training courses (Equal Employment Opportunity Bureau, 1983: 12-15). As the present Minister for Education and Youth Affairs has said of the Public Service Board's EEO program: "Without legislation it has had to rely on persuasion. Many areas of the Commonwealth Public Service remain unpersuaded" (Ryan, 1983C: 98-99).

In December 1983 the Government published a White Paper entitled Reforming the Australian Public Service which confirmed the Government's intention to move beyond the voluntary principle in relation to EEO in public employment.

The White Paper sets out the Government's intention that the APS be managed in a way that:

precludes discrimination on the grounds of political affiliation, race, ethnic origin, religion, sex, marital status, age, disability or sexual preference.

(Reforming the Australian Public Service, 1983: 32)

In addition, the White Paper stresses the Government's commitment to setting an example in the promotion of EEO:
In particular, the Government is committed to policies that will lead to greater employment of groups traditionally under-represented in the Australian Public Service — women, Aborigines, migrants and the disabled. This policy is seen as strengthening the merit principle as it is aimed at removing those barriers which disadvantage some groups in merit competition.

(Reforming the Australian Public Service, 1983: 33)

The inadequacies of the existing voluntary arrangements were tacitly conceded:

In addition to its determination to eliminate discrimination, ... the Government intends to legislate to place a positive obligation on departments to develop and implement equal opportunity management programs for disadvantaged groups.

It is intended that the legislation will apply to some statutory authorities, not staffed under the Public Service Act, to be prescribed for that purpose. This will facilitate the application of the Government’s equal employment opportunity policies in these authorities.

(Reforming the Australian Public Service, 1983: 33)

Such mandatory EEO programs would be action-oriented and include the setting of ‘numerical targets, where this can reasonably be done, against which the success of the program can be measured’ (ibid).

In November 1983 the Prime Minister announced an impending Affirmative Action Strategy for Aboriginal staff. The Prime Minister described affirmative action as ‘a systematic approach to identifying and eliminating the barriers that disadvantaged groups encounter in employment’. The target for the Affirmative Action Strategy was to increase the numbers of Aboriginal staff in the APS to a point at least equal to their representation in the community (a level between one and two per cent). The Prime Minister commented that:

If present recruitment trends continue, the proportion of Aboriginal staff in the APS, excluding those in temporary training positions, is expected to approach one per cent by the end of 1984.

(AEQUA, No. 18, November 1983: 1; 4)

1.4 STEPS TAKEN BY AUSTRALIAN UNIVERSITIES TO PROMOTE EQUAL EMPLOYMENT OPPORTUNITY (Selected Universities)

1.4.1 UNIVERSITY OF ADELAIDE

In May 1982 Council adopted an equal opportunity program for academic staff which included the following.¹

- That applicants for tenurable positions should in all advertisements be informed that tenured and tenurable academics have the right to work on a half-time basis for specific periods (up to ten years) where this is necessary for the care of children. This right should be available to existing members of staff.

- That whenever the proportion of either sex is less than 25 per cent of the tenured members of staff of a department, the following procedures shall apply in relation to tenurable appointments:
  
  (i) the Chairman of the department shall consult with the students and staff and report to the appointments committee on the views of each sex as to any educational consequences of the male/female ratio in the tenured staff. When there are no
members of the minority sex in that department the Chairman shall consult with students and staff in cognate departments;

(ii) the Chairman shall recommend whether or not there is a need on grounds of educational requirements or breadth of scholarship for an appointment of a member of the minority sex. Such a recommendation shall have the same status as a recommendation that there is in the department a need for a specialist in a particular area of the discipline;

(iii) if there is not an applicant of the minority sex on the short list, the Chairman shall use her/his best endeavours to secure such an applicant. If no applicant of the minority sex is on the short list, that shall be recorded formally in minutes of appointments committees.

— Code of Conduct:

(i) Allowance shall be made for any gap in an applicant's scholarship and research record due to the discharge of family responsibilities.

(ii) No decision shall be based on the views or commitments of an applicant's spouse.

(iii) No decision shall be based on any supposed inconvenience to the department concerned due to an applicant's undertaking family responsibilities.

— That Council deprecates the use of language which may reinforce stereotypes about women in their public capacities and encourages the use of language that recognises the full equality of the sexes.

— That the sections of the Report of the Working Party on 'Women at the University of Adelaide' entitled 'Sexism in University Teaching and Guidelines for Language Use' be made available to all students and academic staff.

In implementation of this motion a section on 'Sexism' was added to the University's Handbook of Administrative Policies and Procedures which included 'Sexism in University Teaching', 'Policy on Sexual Harassment' and 'Guidelines for Language Use'. 'Sexism in University Teaching' provides a series of questions to help teachers evaluate their own behaviour.

— That, given the present staffing profile of the Student Counselling Service, at least one of the full-time permanent staff should be a woman.

— That all statistics compiled for University records or for publication concerning staff and students in the University of Adelaide should include a male/female breakdown as a matter of course. That in future appointments to academic positions numerical data on the ages and the female/male breakdown of (i) all applicants, (ii) applicants short-listed and (iii) the appointee, should be compiled by the Personnel Services Branch for each post advertised, and that trends in these figures be reported annually to the Executive Committee.

— That the Executive Committee review, at intervals determined by that committee, progress made on the approved recommendations and report on that progress to the Education Committee.

1 There were also motions directly relating to students — the provision of information to secondary schools relating to opportunities for girls in non-traditional university courses and the setting up of a Sexual Harassment Committee to deal with cases involving students.
The affirmative recruitment of women candidates for tenured academic positions is expressed by the University of Adelaide in its advertisements as follows:

*It is University policy to encourage women to apply for consideration for appointment to, in particular, tenurable academic positions.*

*Holders of full-time tenured or tenurable academic appointments have the opportunity to take leave without pay on a half-time basis for a specific period of up to ten years where this is necessary for the care of children.*

In addition the University set up a Research Centre for Women's Studies which began operating at the beginning of 1984. Dr Susan Magarey was appointed at Senior Lecturer level as Director of the Centre, for a fixed term of three years.

### 1.4.2 Flinders University

In October 1981 Council established a Working Party, chaired by the Vice-Chancellor, 'to look into the issue of the participation of women in senior administration and teaching in the University'. The Report of the Working Party went to Council in October 1983. Recommendations included:

- Equal opportunity guidelines for appointments and promotion committees, largely based on the SA Sex Discrimination Act;
- Fractional appointments for the purposes of child-rearing;
- Guidelines for Language Use (including the substitution of Convenor for Chairman);
- Promotion of the academic study of gender;
- A Council Committee to monitor the participation of women in the University, including sex ratio of professional and academic staff recruitment and promotion and student career and course choices;
- EEO statistics on decision-making bodies (including who chairs them), appointments, level of appointment, age, educational qualifications, etc.);
- Policy Statement on Sexual Harassment and procedures for dealing with informal complaints;
- Statement of Principle that the University will support the further extension of child-care facilities on campus.

The Vice-Chancellor was due to report back to Council in March 1984 after comments had been received from members of the University.

### 1.4.3 Macquarie University

The Vice-Chancellor of Macquarie University commissioned an Equal Opportunity Project in October 1982. The Principal Research Officer, Dr Ann Eyland, Senior Lecturer in Statistics, was seconded for six months to the Project. Because of the short period granted to the Project two Research Assistants were appointed to help Dr Eyland — Lesley Elder and Dr Jennifer Noesjirwan. Dr Eyland also received advice from Women At Macquarie (WAM, founded 1981) and from members of the Council Committee on Women's Issues. The Report, of 235 pages and with 63 recommendations was completed in August 1983. The Report came before Council in September. After some discussion on the timing of response, it was decided that 'those who feel discriminated against, those who feel threatened, need the support and
leadership of Council immediately' (Macquarie University News, September 1983: 3). Consequently the first three Recommendations of the Report, concerning the promulgation of an EEO Policy Statement and a reference to it in all advertisements, and the appointment of an EEO Officer at a senior level were passed by September Council. The position of EEO Officer was advertised in November. The term of appointment was for five years, renewable by agreement.

1.4.4 UNIVERSITY OF MELBOURNE

In honour of International Women's Year a committee was set up by the University Assembly (and chaired by Dame Margaret Blackwood) to analyse the situation of women on academic and general staff and as students. The Women's Working Group Report was published in 1975 and its recommendations were forwarded to Council. The recommendations included the following:

- that the University develop a policy on the use of fractional full-time appointments especially with regard to making academic careers attractive to people with child-rearing responsibilities;
- that the University act immediately to bring its maternity leave provisions into line with those of the Australian Public Service, and introduce paternity leave;
- that Council be asked to note the desirability of ensuring that women be adequately represented on all committees;
- that Council be asked to request that deans and chairmen of departments and boards be concerned to include women on selection committees;
- that the University collect and keep statistics on the distribution of sexes among all academic classifications;
- that the University use sex-neutral terms in all its documents and wherever possible.

In 1979 a Council Working Group on the Status of Women at the University was established which in turn made recommendations to Council. Some changes were effected by the Equal Opportunity Act of 1977 in relation to wording of advertisements and other documents, otherwise little was done to implement the recommendations. In view of the lack of progress, the two University staff associations recommended in 1979 that a Women's Coordinator be appointed and the University Assembly offered to fund this position. Nonetheless the University's Administrative Committee took no action on this offer.

In 1982 a second edition of the University Assembly's Women's Working Group Report was published which made a number of recommendations headed by a recommendation for the appointment of an Equal Opportunities Liaison Officer to:

- review employment in the University;
- prepare guidelines for appointment, promotion and tenure which would specifically further equal opportunities for women; and

After the original submission of the Report to Council members and members of WAM, a number of modifications were made to the chapter on Selection and Promotions Procedures and to the Recommendations. WAM members registered their disappointment at these changes and objections to the final recommendations in Equal Opportunity Project Staff Report: Comments from the Committee of Women at Macquarie, September 1983.
facilitate implementation of recommendations of the Council Working Group on the Status of Women.

Other recommendations reiterated those of 1975, for example the creation of fractional full-time appointments, the representation of women on committees, and provision of paternity leave. In response to these recommendations Council finally authorised an appointment — but of a research rather than an executive nature. Council also approved a recommendation that committees, faculties and boards should be asked to keep before them the need to include women members. In July 1983 Dr Shalini Reilly was appointed as Research Fellow in Equal Employment Opportunity for an initial period of twelve months. Dr Reilly has a PhD in educational policy issues from the University of Oregon, and had previously spent two years as EEO Co-ordinator for the Office of the Minister of Education in NSW. The terms of her appointment were to study:

— the reasons for more men than women commencing academic careers;
— any differences in the prospects of men and women once they have commenced an academic career, and, if there are differences, the reasons for them;
— any reasons for inequality of employment prospects in general staff areas;
— any other matters which may be relevant to the attainment of equal opportunities for men and women in this University.

Dr Reilly selected four departments for initial case studies (three of which happened to have women in the Chair) where the numbers of male and female staff and students were about equal. Dr Reilly sat in on selection committees and attended departmental meetings as part of this study. She also conducted a survey of the University's 16,000 women graduates and was active in setting up a Women on Campus group which has held forums involving about 100 women to discuss equal opportunity issues.

In December 1983 the University celebrated the centenary of its first (and Australia's first) woman graduate. At a special conferring of degrees to celebrate the centenary, honorary degrees were conferred on five distinguished women graduates of the University.

1.4.5 UNIVERSITY OF NEW SOUTH WALES

In July 1982 Council approved the promulgation of an EEO policy statement and noted actions being taken by the Vice-Chancellor to implement this policy. These steps included the request to deans, heads of schools, departments and administrative divisions to pay special attention to the inclusion of appropriately qualified women on selection committees, and the monitoring of the composition of selection committees by the staff offices. The Vice-Chancellor had also informed deans and heads of schools, departments and administrative divisions that records would be kept centrally for each organisational unit of the number of males and females who:

— apply for appointment;
— are shortlisted;
— are interviewed;
— are appointed;
— are eligible for promotion;
— apply for promotion; and
— are successful;
and that they would be furnished with an analysis of this information annually and asked to comment on it in light of Council's EEO policy.

In September 1982 Council established an Advisory Committee on Equal Opportunity in Employment to provide advice on the introduction of EEO programs and to monitor the nature and effectiveness of programs introduced. The position of Director, Equal Employment Opportunity was advertised in April 1983, and in August 1983 Rohan Squirchuk, previously EEO Co-ordinator at the NSW Water Resources Commission was appointed to the position for a fixed term of seven years. Duties of the Director of EEO were listed as follows:

Under the direction of the Pro-Vice-Chancellor responsible for staffing matters:

1. Participate, as a member, in the work of the Advisory Committee on Equal Opportunity in Employment.
2. Draw up, in co-operation with the Advisory Committee, a management plan to implement the equal opportunity policy and to eliminate discrimination in the University, including the definition where necessary of targets, goals and timetables.
3. Coordinate the implementation of the management plan by working closely with administrative divisions, faculties, schools and other units of the University.
4. Implement reporting systems on the progress of the management plan and advise the Pro-Vice-Chancellor of any failure by a unit of the University to comply with its requirements.
5. Liaise with the Staff Offices and other appropriate units to arrange the collection and collation of relevant statistics; and develop a database for future evaluation of the plan.
6. Develop and lead educational and other programs (such as workshops, seminars and public meetings) designed to raise awareness of equal opportunity and discrimination issues and their resolution in the University.
7. Identify University recruitment and selection practices and procedures requiring review, including job descriptions, the composition of selection committees, and selection criteria; and produce guidelines for improved practices and procedures.
8. Review University practices and procedures relating to training, staff development, promotion, transfer, committee participation, duties, and conditions of service in order to identify any discriminatory practice; and produce guidelines to eliminate any biases which may be identified.
9. Upon invitation, participate or nominate a representative to participate in relevant University committees, such as those concerned with staff development, child care arrangements, campus life and environment.
10. Research the conditions and problems of women and minority groups in the University, such as child care arrangements.
11. Liaise with appropriate public bodies responsible for equal opportunity policies.
12. Maintain a collection of relevant information and literature and bring this to the attention of staff.
13. Together with the Advisory Committee, periodically evaluate the management plan and prepare proposals for any necessary amendments or revisions.
14. Report regularly to the Pro-Vice-Chancellor on the management plan, its implementation and progress.
15. With the Advisory Committee, assist in establishing grievances procedures in the
University and be responsible for monitoring and evaluating those procedures.
(Position Specification, Director of Equal Employment Opportunity)

In 1984 a second position was advertised, of EEO Officer, with a closing date of 13 February 1984. This was a permanent position with a salary range of $27,693-$30,611. Duties were to assist the Director, EEO, in preparing and implementing the University's EEO Management Plan. Essential qualifications included commitment to achieving EEO by affirmative action.

One interesting early development at UNSW was the specific recruitment of female patrol officers to perform security functions (since early 1982).

1.4.6 UNIVERSITY OF SYDNEY

In March 1980, on a motion from Professor Peter Wilenski, Senate resolved that the Vice-Chancellor be requested to report to the Senate on the employment status of women in the University. The report was to cover both academic and non-academic staff and to include information for each group on:
- distribution of women in terms both of hierarchical ranks and salary levels;
- conditions of service which discriminate either directly or indirectly against women;
- recruitment procedures, selection criteria and methods, training and staff development programmes, promotion and transfer policies, and patterns insofar as these either discriminate against women directly or indirectly, or fail to meet the specific needs of women to overcome their present disadvantaged position in the workforce.

The report was also to include recommendations for action.

The Vice-Chancellor prepared a preliminary report which was presented to the Senate in July. In the meantime a number of women who thought it important that women be involved in this enquiry began meeting and on 1 July 1983 formed the Association of Women Employees of the University of Sydney (AWEUS). Subsequently the Vice-Chancellor invited AWEUS to provide comments on his preliminary report and to consider proposals for action 'that would avoid the major weaknesses of the policies of 'positive discrimination' and 'affirmative action' in the United States of America'.

AWEUS produced its report in October 1980 and a list of recommendations which included the following:
- that urgent action be taken to improve child-care facilities;
- that women be included on all appointment and promotion committees, academic and non-academic;
- that positive encouragement be given to eligible women to apply for jobs at all levels;
- that very clear job descriptions for all non-academic positions be provided on all occasions, and that it be made clear that the occupants of the position are entitled, without penalty, to refuse to undertake work that does not fall within the specifications;
- that keyboard staff be reclassified as Administrative Assistants/Clerks and be given equal pay with male clerks;
- that paternity leave be available so childcare will not be seen as the sole province of women. That maternity leave be uniform for all staff and consistent with the best available;
that a properly-appointed ombudswoman be appointed, or seconded from her normal work.

In May 1981 the Vice-Chancellor produced his second report for the Senate with his comments on the recommendations of the Women’s Working Group to the University of Melbourne, on the recommendations of AWEUS, and his own recommendations. Professor Williams commented that he had no difficulties with any of the Melbourne recommendations except that on maternity/paternity leave, and that some of the Melbourne proposals for change had been implemented at Sydney some time ago.

On the AWEUS recommendations singled out above, Professor Williams commented as follows:

- the importance of child-care had been recognised by Senate but there were problems of planning permission, and financial resources for buildings were limited;
- that although the recommendation that women should be given greater representation in University affairs was consistent with recent developments, he opposed the suggestion that women should be included on all appointments and promotions committees, on the grounds that in some areas there would be an undue call on the time of the very few women available;
- that he supported the positive encouragement for eligible women to apply for jobs at all levels;
- that while the University had job descriptions for very few positions outside the Library this was a current union demand and agreement seemed likely that such statements would be issued as new staff were appointed to full-time continuing positions;
- that a HAREA document included in support of the classification of keyboard staff was out of date and that reclassification would now be contrary to a decision of the Industrial Commission;
- that paternity leave was no longer a live industrial issue and that the differing maternity leave provisions for academic and general staff (twelve weeks on full pay for the former and four weeks on full pay and ten weeks on half-pay for the latter) were of long standing and 'based on the argument that academic staff were able to re-arrange their teaching duties over time and to continue with research and writing while on leave';
- that the case for an ombudswoman was not argued and that sufficient external bodies existed for this purpose.

Among Professor Williams’ recommendations were:

- that the Senate sponsor research into the reasons for the low percentage of women among those graduating with research degrees;
- that the Senate support fractional full-time appointments and periods of reduced duties without loss of tenure for persons with family responsibilities;
- that more attention be given to sex in the collection of University statistics;
- that Senate approve the appointment of a competent Research Fellow in the Vice-Chancellor’s Office for a five year period to identify impediments to the employment and promotion of women in non-academic positions and to formulate remedial action for consideration by the Senate and the Vice-Chancellor;
- that the Deputy Principal and Registrar make a formal report to the Vice-Chancellor each year on career development programmes for non-academic staff and on the special
provisions made for women, and that the Vice-Chancellor keep Senate informed;
— that 'we push ahead with the preparation of duty statements';
— that the Senate establish a Senate/AWEUS liaison committee.

(Williams, The Employment Status of Women in the University — Second Report, May 1981)

In June 1982 Dr Gretchen Poiner was appointed Equal Opportunity Research Fellow for five years, to investigate impediments to the employment and promotion of women, and the reasons for the low percentage of women among those graduating with research degrees. At the beginning of 1983 a half-time Research Assistant was appointed to help her with this work, and in August 1983 another half-time Research Assistant was added. Dr Poiner distributed a full-scale questionnaire to all members of staff in November 1983. One of the Research Assistants also collected data from all job applications as they arrived in the Personnel Office.

During 1983 the University approved a capital grant of $350,000 for a third child care centre to be known as Sydney University Child Care Centre, due to open in late 1984. The University required that interest be repaid on that sum over 25 years, and the question of recurrent funding was unresolved in late 1983.

In May 1983 the appointment of an EEO Officer was approved for a fixed term of three years in the first instance at a salary range of $30,272-$33,087. Duties included (before the scheduling of the NSW Universities under mandatory affirmative action) the devising and implementing of EEO programs and the devising of goals and targets for their evaluation. Suzanne Jobson, Equal Opportunity Co-ordinator at NSW Institute of Technology was subsequently appointed to this position, but accepted it only after it was converted from a fixed term to a continuing (tenured) basis.

In December 1983 the University Senate approved for publication a statement of University policies and procedures on equal employment opportunity. The statement, which was sent by the Registrar to all members of staff on 10 January 1984, was as follows:

1. The policy of the University is one of equal employment opportunity.
2. It is an objective of the University to:
   (a) eliminate and ensure the continued absence of discrimination on the grounds of sex, marital or family status, race, nationality, ethnic origin, politics or religious belief, intellectual impairment, physical impairment and sexual preference in relation to:
       — the recruitment and advancement of staff
       — employment conditions (taking into account the requirements of relevant industrial awards)
       — daily routines.
   (b) promote equal employment opportunity as an integral part of good management practice.
3. The University community regards as offensive, under all circumstances, the use of written or spoken language which makes personal or irrelevant reference to an individual's race or sex or any other characteristic listed above. The fact that a particular instance of discrimination may be unintentional does not justify the act or its repetition.
4. Sexual harassment, a form of sexual discrimination, is formally condemned by the Senate of the University which has established a ready means to receive and consider complaints in this regard. Guidelines for the lodgement of complaints have been sent to all staff.
5. The University recognises that the provision of adequate child care facilities is regarded as an important part of its equal opportunity policy and it is taking steps to develop the child care facilities available.

6. The Senate of the University has resolved to appoint an Equal Employment Opportunity Officer and an Equal Employment Opportunity Committee to supervise the University's progress towards the objective of equal employment opportunity, develop and extend the plans the University already has for achieving that goal and to monitor attendant practices.

1.4.7 UNIVERSITY OF WOLLONGONG

Council in August 1982 approved an equal employment opportunity statement and also that advertisements and supplementary information should make it clear that equality of employment opportunity was University policy. Council endorsed the Vice-Chancellor's action in appointing a Working Party on Affirmative Action Programme of which he was Chairperson. The terms of reference of the Working Party were:

(i) to collate, distribute and monitor full statistical information relating to the status of women within the University, with a view to raising awareness of staff and promoting the concept of sexual equality;

(ii) to encourage representation of women on key University committees, especially those concerned with appointment, tenure, promotion and research grants;

(iii) to develop measures aimed at counteracting the career disruption and disadvantages experienced by women involved in child bearing and raising.

Particular topics examined by the Working Party included:

- child care
- maternity leave provisions
- promotions and tenure
- truncated career paths — general staff
- selection, appointment, promotion procedure — general staff
- study leave
- study time for general staff.

The Working Party recommended to Council that an Equal Employment Opportunity Co-ordinator be appointed for an initial period of six months. The position was advertised in July 1983 and Ms Elizabeth Johnstone was appointed. In November a position of Research Assistant to the EEO Project was advertised, for a fixed term of 12 months, and Anne Webb was subsequently appointed to this position. Meanwhile the Working Party recommended to Council that in view of the fact that most other tertiary institutions in NSW had appointed EEO Co-ordinators, either for an indefinite period or for a fixed term of not less than three years, there was 'widespread recognition that the task of formulating and implementing an equal opportunity management plan for universities is a major one'. Therefore the Working Party recommended that 'resources be made available for a further three year period of employment' (University of Wollongong Working Party on Affirmative Action Programme Equal Opportunity Report, 22 November 1983).

The EEO Co-ordinator's job description included the requirement to work with
members of the Working Party (now meeting fortnightly) to develop and implement an appropriate EEO management plan. Specific tasks were:

— to undertake research activities and to advise the Working Party membership on development, interpretation and implementation of policy;
— to ensure that all involved in administration, appointment, tenure, promotion and research awards were aware of their responsibilities in implementing EEO policy. To achieve this end the Co-ordinator is to design an educational programme, monitor its effectiveness, and counsel staff on its implementation;
— to study the incidence of, and prepare procedures for dealing with, claims of sexual harassment and discrimination in all areas of University activities;
— to review all University personnel policies and practices and recommend changes which will ensure that policies and procedures reflect the University’s commitment to equality of employment opportunity.

1.4.8 Appointment of EEO Personnel at Other Australian Universities and at Colleges of Advanced Education

Monash University
Despite representations during 1983 by the Staff Association for the appointment of an EEO co-ordinator at senior level, the position eventually advertised was of a research nature only, with the same terms of reference as the University of Melbourne position. Applications for the Equal Opportunity Research Fellow position (appointment for one year in the first instance) closed on 24 February 1984.

University of Newcastle
A joint position of EEO Co-ordinator for the University of Newcastle and Newcastle CAE was advertised in February 1984 for a three year fixed term in the first instance. Applications closed on 19 February 1984.

Colleges of Advanced Education
By early 1984 most NSW colleges of advanced education had advertised for EEO co-ordinators. Among the first CAEs to establish EEO programs were the NSW Institute of Technology, the Northern Rivers College of Advanced Education and the Sydney College of Advanced Education. In South Australia the Council of the South Australian CAE adopted a comprehensive affirmative action plan in 1982.

1.5 Commonwealth Scientific and Industrial Research Organization

Following a wide-ranging enquiry into the status of women within the CSIRO, conducted by a sub-committee of its Consultative Council (beginning with pilot surveys in 1979 and 1980 and a major survey in 1981) the Executive of CSIRO adopted a comprehensive EEO program on 9 February 1984. The Chairman of CSIRO, Dr Paul Wild, commented:

New efforts will be made by CSIRO to ensure that women are recruited to top jobs in the Organization. Women are strenuously under-represented in top posts in CSIRO and the Executive has recognised this and adopted a comprehensive plan to ensure that people
The Executive unanimously adopted all 49 of the Consultative Council's recommendations for change. In doing so the Executive emphasised that while the under-representation of women is to have priority in the action program, the general principle of EEO is to be adopted and other grounds of discrimination will also be investigated.

Recommendations adopted by the Executive included:

- The declaration of the EEO policy statement and the inclusion of a reference to it in all advertisements.
- The appointments of an EEO Co-ordinator at a senior level, and an EEO Officer directly responsible to the EEO Co-ordinator and EEO contact persons in each Division.
- The advertising of all vacancies on the basis of defined criteria which will preclude decisions regarding recruitment and promotion being determined on the basis of sex.
- Active attempts by the Executive to identify and appoint women to policy and review committees.
- The introduction of a training course in selection principles and techniques with an emphasis on equal opportunity and the requirement that all staff likely to sit on selection committees attend this training course.
- Positive action to ensure an increase in the representation of women in the trades area, including a target of 10 per cent of apprentice-ships in each intake to be offered to women, and active assistance to successful female apprentices seeking trade positions at CSIRO.
- As a short term measure the preferential appointment of female applicants to technical or engineering positions if in all respects, except experience, they are equal to the best male applicants.
- Training programs to enable former female employees, who have been out of the workforce for at least five years, to return to the CSIRO.
- Review of the keyboard/secretarial structure and of the practice of linking secretarial classifications to that of the officer for whom secretarial duties are undertaken.
- Action to identify promotional barriers, specialised career paths or limited career paths which predominantly affect women.
- A deliberate system of lateral transfers to enable women to receive adequate training in all aspects of administration and thereby to compete seriously for senior divisional positions in which women are significantly under-represented.
- Career development workshops for women including emphasis on opportunities for promotion, rotation schemes, assertiveness training, formal and informal communication networks, appeals processes and recognition of bias.
- The establishment of an EEO Sub-committee of the Consultative Council to investigate and report back on topics including:
  - an affirmative action plan;
  - EEO training programs;
  - part-time work;

are recruited to CSIRO on merit, without regard to stereotypes whether based on gender or any other irrelevant ground.

(CSIRO News Release, 9 February 1984)
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— job sharing;
— child minding facilities.

The position of EEO Officer at CSIRO was promptly advertised with a closing date of 9 March 1984. The appointment was for an indefinite term, at a salary range of $32,625-$33,866.

1.6.1 Anti-Discrimination Legislation and the ANU

The following federal legislation directly relates to the ANU:
— Racial Discrimination Act 1975
— Sex Discrimination Act 1984

Under the Sex Discrimination Act it is unlawful to discriminate directly or indirectly on grounds of sex, marital status or pregnancy in employment or education.

As an employer, it is unlawful for the ANU to discriminate against applicants for jobs on the grounds of sex, marital status or pregnancy:
— in arrangements made for determining who should be offered employment (e.g. in deciding who should be on selection panels)
— in determining who should be offered employment
— in the terms or conditions on which employment is offered. (Clause 14 (1))

The prohibition of discrimination on the ground of sex covers discrimination on the basis of characteristics appertaining generally to persons of one sex or imputed to persons of one sex, such as strength or stamina.

It also covers requirements or conditions which disproportionately disadvantage members of one sex and which are not reasonable in the circumstances.

As an employer, it is unlawful for the ANU to discriminate against employees on the grounds of sex, marital status or pregnancy:
— in the terms or conditions of employment afforded to employees
— by denying or limiting access to opportunities for promotion, transfer or training or to any other benefits
— by dismissing the employee or subjecting the employee to other detriment. (Clause 14 (2))

It is unlawful for employees of the ANU to sexually harass other employees or applicants for employment (Clause 28 (1)) or for members of staff of the ANU to sexually harass students or persons seeking admission as students (Clause 29 (1)).

Sexual harassment is defined as
— an unwelcome sexual advance
— an unwelcome request for sexual favours
— unwelcome conduct of a sexual nature
— including oral or written remarks made to or in the presence of the ‘victim’
— where the ‘victim’ has rejected the advance, refused the request or objected to the conduct and as a result has actually been disadvantaged in employment or possible employment or in their studies or application for admission as a student; or where the ‘victim’ has reasonable grounds for believing this result would occur. (Clause 28 (3), (4); Clause 29 (2), (3))
Vicarious Liability
The ANU will be liable for acts of the employees or agents unless it can be established that the ANU took all reasonable steps to prevent its employees or agents from doing unlawful acts. (Clause 106)

Affirmative Action ("Measures intended to achieve equality")
It is not discriminatory or unlawful for the ANU to set up programs to enable persons of one sex or marital status to achieve equality with persons of the opposite sex or of a different marital status. (Clause 33)

1.6.2 Foreshadowed Government Policy and the ANU

The present Government is committed to the introduction of legislation making affirmative action mandatory for certain classes of employer, which would include the ANU. The present Minister for Education first introduced a Private Member's Bill which included affirmative action into the Senate in 1981. When the Government took office in 1983 the affirmative action provisions were dropped from the Sex Discrimination Bill in order to allow time for public education in the issues involved. Many people have confused the Australian approach to affirmative action, utilising targets or forward estimates as a means of evaluating the effectiveness of programs, with the American system of quotas. In the Australian context, affirmative action means programs designed to identify and remove invisible barriers to appointment and promotion on the basis of merit and does not entail the problems involved with quotas. The Government is fully cognisant of the fact that the post-hoc remedies offered by complaints-based anti-discrimination legislation, even when that legislation is of the relatively strong variety represented by the Sex Discrimination Act 1984, are insufficient to overcome structural discrimination against women employees (Ryan, 1983A: 13, 1983B: 4).

In order to educate the public in the issues, a Green Paper on Affirmative Action was prepared by the Office of Status of Women during 1983. The Green Paper includes draft legislation and examples of affirmative action plans already in operation in public and private employment, including institutions of tertiary education. The timetable for compliance with the proposed legislation varies for different types of organisations, with tertiary institutions being given about two years to comply.

The Minister for Education has made it clear that, under the foreshadowed affirmative action legislation, universities will be required to prepare and implement programs which will remove the invisible barriers to the appointment of women at senior levels:

"every tertiary institution will be obliged by law to develop and submit to the Human Rights Commission an Affirmative Action Staff Management Plan. This will be a description of how the University intends to promote appropriately qualified and experienced women in an accelerated time frame over the next few years. This legislation will be fundamental to making universities places where men and women can study and work as equal partners."

(Ryan, 1983A: 14)

The scheduling of tertiary institutions under mandatory affirmative action legislation is fully supported by the major academic unions, FAUSA and FCA, as well as by innumerable organisations at all tertiary institutions.
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In January 1984 the Prime Minister announced that the Government was very close to issuing the Green Paper on Affirmative Action, that he expected it to go before Cabinet after his return from Asia in February, and that he expected copies to be available to the public in mid-March. He emphasised his own 'very strong personal commitment to the use of affirmative action to assist women to achieve equality in the labour market', and explained that:

"We will not seek to impose unreasonable demands on employers but we do expect large employers in both private and public sectors to start taking steps to increase the representation of women at all levels of their organisations." (Speech by the Prime Minister to the National Labor Women's Conference, 20 January 1984)

It was expected that there would be about six months of public discussion on the Green Paper before the introduction of legislation (or more if an election intervened). In the interim, there appeared to be great advantage to tertiary institutions not already scheduled under mandatory affirmative action (like those in NSW), in developing EEO management plans appropriate to the requirements of their institution, rather than doing this with unseemly haste once legislation is introduced. Universities have acquired a reputation as the guardians of privilege, and of being highly resistant to reform (Anderson and Vervoorn, 1983). It would be particularly hard to defend the privileges enjoyed by the ANU as a national research centre, if the present extreme imbalance of the sexes in the Institute of Advanced Studies (IAS) were to be perpetuated. Women form only 6.5 per cent of academic staff in the IAS (see 3.6.1) — less than half their average representation on the staff of Australian universities (including the military faculties). The Commonwealth Tertiary Education Commission is currently reviewing the position of women as students, staff and educational managers and considering what action it will recommend for the 1985-87 triennium to ensure that the tertiary education system operates equitably in respect of women.

The University cannot ignore the fact that tertiary institutions are sometimes expected to assume a leadership role in social reform. The current Minister for Education has emphasised the crucial part which universities can play in changing attitudes towards women in the workforce, not only through the publication of research, but also through their own employment practices. The Minister has remarked that she would be:

"greatly reassured . . . about the willingness of the tertiary institutions to play a constructive social role if they were to make a start on the business of ensuring social justice and equity within their own walls." (Ryan, 1983B: 3)

It has been suggested that increased financial allocations to the Universities may to some extent be dependent on this willingness to play a more constructive social role:

"It is time . . . for the universities to re-examine the roles they play in relation to society as a whole. If they undertake this examination with the vigour and enthusiasm that the Government thinks is appropriate, they can count on the Government's full support. Without more socially responsive universities, it will be difficult to regain the support and respect of the community at large. If universities lose community support, the Government loses impetus for expanding its financial support." (Ryan, 1983B: 11)
1.6.3 Equal Opportunity Policy Statement

The issuing and promulgation of an equal opportunity policy statement is the first step in the establishment of an equal employment opportunity program. It is standard practice for such statements to contain a reminder of the provisions of relevant legislation. This is contained in the first paragraph of the statement set out below. The second paragraph also follows standard practice in outlining the commitment of the institution to promote equal opportunity for specified groups currently deemed to be disadvantaged. The groups nominated are the same as those nominated in the EEO policy statements of the Australian Public Service Board and in the Government’s White Paper.

As seen above (section 1.3.2), the Government has announced its intention to legislate to place a positive obligation on departments and some statutory authorities to develop and implement equal opportunity management programs for these disadvantaged groups (Reforming the Australian Public Service, 1983: 33). The statement set out below takes cognisance both of existing legislation and of the Government’s intentions.

Recommendations

RI: That Council adopt the following equal opportunity statement and that it be promulgated for the information of all staff and students within one month of being approved. That all handbooks and calendars and advertisements for staff include a reference to the University’s Equal Opportunity Policy. That guidelines based on the University’s Equal Opportunity Policy be regularly issued to all those involved with appointments at the University.

— As an employer and an educator the University accepts that it has a responsibility to eliminate and ensure the continued absence within its structures and practices of any source of direct or indirect discrimination on the basis of race, colour, national or ethnic origin, sex, marital status or pregnancy.

It is the policy of the University to promote equal opportunity for women, Aborigines and members of other racial or ethnic minorities.

1.6.4 Equal Employment Opportunity Officer

The following requirements for the EEO Officer position have been set out by the Director of Equal Opportunity in Public Employment (NSW) (Ziller, 1983):

— must be full-time
— must be of sufficient status to carry out role as change agent-e.g., at least Assistant Registrar level
— needs clerical and research support
— needs to report to senior officer, preferably head of organisation
— needs to sit on relevant committees
— needs to hear grievances and establish a grievance mechanism.

The following qualities are needed in an EEO Officer:

— commitment to EEO, assertiveness in raising difficult issues
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- political skills
- results-orientation
- self-discipline
- conceptual clarity

The EEO Officer will need to liaise with Associations represented on campus and to liaise externally with the Human Rights Commission, the Office of the Status of Women, the EEO Bureau of the Public Service Board, FAUSA and with other EEO personnel in the tertiary sector.

Recommendations

R2: (i) That in order to establish and maintain its EEO program, the University appoint an EEO Officer (with appropriate support staff) at Assistant Registrar level at least; that this post be advertised within one month of being approved by Council, and that the appointment be made without delay; that the EEO Officer be directly responsible to the Vice-Chancellor or the Vice-Chancellor's nominee.

R2: (ii) That the EEO Officer sit in on as many selection, promotion and classification appeals committees as is feasible during the first 12 months of appointment.

R3: (i) That Council establish an Equal Employment Opportunity Committee to advise the University on EEO matters, and to oversee the implementation of the University's EEO program. That the initial membership of the EEO Committee be as follows:

- Vice-Chancellor or the Vice-Chancellor's nominee (Convenor)
- Two members of Council appointed by Council
- Two members of the Association of Women Employees nominated by that Association
- Executive Officer: EEO Officer
- In Attendance: Registrar and Secretary (or their nominees)

That the composition of the EEO Committee be reviewed when the University proceeds to develop programs relating to other groups such as members of racial and ethnic minorities.

R3: (ii) That the EEO Committee report at least annually to Council on progress made in the implementation of the University's EEO program and on the effectiveness of changes made.

R3: (iii) That the EEO Officer assume responsibility for advising the Vice-Chancellor on the University's responses to enquiries from Government relating to EEO.
CHAPTER TWO
THE BRAMLEY-WARD REPORT

2.1 The Origins of the Bramley-Ward Report

During 1974 there was considerable student unrest at the ANU over issues such as assessment, and there was a well-publicised student sit-in in the Chancery in April. In July the ANU News ran a number of articles as a tribute to the then Chancellor of the ANU, Dr H.C. Coombs. In one of these articles, entitled 'Coombs: midwife to the University, adviser to the Nation', Dr Coombs expressed some sympathy with the students and made some comments on the conservatism of universities. The Canberra Times picked this up in a short item headed 'Sympathy for ANU Students' (Canberra Times, 29 August 1974). The Canberra Times paraphrased some of the remarks of the Chancellor in the original profile as follows:

Universities were quite conservative, often resistant to change and frequently dominated by male chauvinist views. He believed that most men and their institutions were more chauvinist than they realised and that a university such as ANU, which did not have one woman professor, was about the most male-dominated in Australia, even if the discriminatory attitude was not conscious.

The Board of the then School of General Studies (BSGS) responded to these comments by passing a series of resolutions at its meeting on 22 November 1974. These included:

- to note that in the period 1964 to the end of 1973 of 350 applicants for Chairs in the School, five were women;
- to note that in 1964 Professor Hanna Neumann had been invited to accept appointment to the Chair of Pure Mathematics in the School;
- to draw the attention of the Chancellor to these facts in the light of the remarks attributed to him in the report in the Canberra Times on 29 August 1974, which suggested that the lack of women professors in the ANU was the result of the dominance of conservative and male-chauvinist views within this University;
- to ask that the information be transmitted to Council.

The Academic Registrar, as Secretary to the Board, was asked to write to the Chancellor drawing his attention to these resolutions.

On 31 January 1975 the Chancellor responded to the Academic Registrar's letter and asked that the Board be informed that the remarks attributed to him did not suggest that the lack of women professors in the Australian National University was the result of the dominance of conservative and male-chauvinist views within the University. He also suggested that although the profile represented a fair account of his conversation with the reporter concerned [and one which he had himself read and approved before publication], that the words 'even if the discriminatory attitude is unconscious' should probably have formed the end of the earlier sentence, 'Universities were quite conservative, often resistant to change and
frequently dominated by male-chauvinist views'. Furthermore, the Canberra Times report omitted the self-criticism which preceded the criticism of the ANU in the original profile. Dr Coombs had said:

I believe that most men, and therefore their institutions, are more chauvinistic than they are aware of. I know I have to examine my own thoughts and actions to eliminate it in myself. I don't want to be a chauvinist. (ANU News, July 1974: 5)

The Chancellor then explained that he had not intended to reflect unfavourably on the attitudes of the staff or the University, and that he believed the male-dominance of the University to be due to:

the extreme difficulty of bringing about fundamental changes in social relationships which are rooted in the structure of our society and to the fact that we have not devoted much conscious effort to bringing about changes in this matter.

His letter ended as follows:

Perhaps I might conclude by referring to a suggestion which I made to some members of the Board when discussing this matter. The fact that women play a really inadequate role in the ANU, as well as in most other universities, is not a matter for blame but the University is the poorer because of it. It might therefore be appropriate for the University, as its contribution towards International Women's Year, to set up a study of the role of women in our own University and to ask those chosen to carry it out to consider, in consultation with the academic body, ways in which women might be enabled to make a contribution more consonant with their numbers and their potential. I would be grateful if the Board would consider this suggestion.

Both these letters and a draft resolution by Julius Roe, then President of the Students' Association and ex officio member of Council, went to Council members before the March 1975 Council Meeting. Mr Roe's draft resolution thanked the BSGS for drawing Council's attention to the 'appalling low number of women applicants for vacant chairs in the School' and suggested that heads of departments employ a policy of positive discrimination in applications for tenured positions. 'Such a policy would have the advantage of increasing the pool of women academics qualified to apply for vacant chairs in the School'. The resolution also asked Council to draw to the Board's attention the following:

- As at 30/4/74 50% of undergraduates enrolled for the BA degree were women, while women comprise only 17% of the teaching staff of the Arts Faculty.
- That patriarchal and male chauvinist attitudes in the ANU are largely responsible for the under-representation of women on the academic staff and under-achievement among women students.
- That the lowest paid and lowest status jobs on this campus are held by women.
- That the figures quoted by the BSGS far from exonerating the University from Dr Coombs' charges emphasise the need for a conscious corrective policy on the part of the Board.

After some discussion at Council, in which it was suggested that it would not be 'in the best interests of the University, or of its women members, if women held appointments made on the basis of sex rather on ability', and that this would 'destroy the self-respect of women', Mr Roe withdrew his draft resolution.
It was instead resolved to invite the Acting Vice-Chancellor, with the help of a working group (which should include some members of Council) to arrange 'a study of the role of women in this and other universities with a view to suggesting ways and means by which the apparent imbalance between the proportion of men and women employed in the University might be corrected' (Council Minutes, March 1975).

Subsequently, the Acting Vice-Chancellor invited Dr Marion Ward, formerly Director of the New Guinea Research Unit and from 1972-75 Honorary Fellow in RSPacS, to take responsibility for the study. Gwenda Bramley was appointed to be Research Assistant to the study. An Advisory Committee consisting of eight women and four men was appointed in May 1975.

2.2 **Nature and Recommendations of the Bramley-Ward Report**

The Bramley-Ward Report was a pioneering study of the role of women in an Australian university, and many subsequent studies have drawn upon it, including the present one. As we have seen (see 2.1), the terms of reference for the Bramley-Ward Report were to provide 'a study of the role of women in this and other universities with a view to suggesting ways and means by which the apparent imbalance between the proportion of men and women employed in the University might be corrected'. The bulk of the work for the Bramley-Ward Report was done by Gwenda Bramley, appointed as Research Assistant to the study from 1 June till 31 December 1975. When Dr Marion Ward,¹ Director of the study, left for overseas in early August, Gwenda Bramley's appointment was converted to a full-time basis, to enable her to continue the study and write up the final report.

It seems worthy of comment that the large responsibility of suggesting means to correct the imbalance of the sexes at the University was delegated to a Research Assistant. The failure to bestow commensurate status on the chief author of the Report appears to indicate a lack of seriousness on the part of the University in its approach to equal employment opportunity at the time. It is generally recognised that those performing EEO work require sufficient status to be effective as change agents, and the failure to follow through certain of the Bramley-Ward recommendations may in part be attributable to the lack of continuing status in the University of the authors. Ironically, when the ANU was asked 'What studies have been undertaken or are contemplated in your University on the position and role of women in the University?' its response to the Australian Vice-Chancellors' Committee described a six month study performed by a Research Assistant as an 'In depth study 1975-77' (AVCC, 'Women at Universities 1982').

Nonetheless, the task of producing the Report was performed both competently and with commendable speed. A study of women academics in Sydney, based on surveys conducted in 1974-75 and funded by the Universities of Sydney and New South Wales and the Australian Research Grants Committee, was published seven years later than the Bramley-Ward Report (Cass, 1983). The Bramley-Ward Report has been criticised for its somewhat cursory treatment of women on the general staff — who make up the overwhelming majority of women employees at ANU. The focus on women academics was, however, an outcome of

¹ Dr Ward was herself an unpaid member of the University, although she was paid an honorarium for her part in the production of the report.
the lack of time and resources allocated to the project and the need to narrow its scope. It has also been a characteristic of belated equal opportunity work that the researcher is asked at short notice to examine the operation of a large and complex institution, and that the researcher will inevitably be criticised on points of detail by those who have greater knowledge of narrower areas.

The Report was presented for the consideration of Council on 14 May 1976. On the recommendation of the Vice-Chancellor it was then resolved to appoint a committee to seek comment from within the University on the report and its recommendations. The committee met three times and reported back to Council on 11 March 1977. Meanwhile, some of the Report's recommendations had also been considered by the General Policy Committees of the Board of the Institute and of the Board of the School of General Studies, and by the Faculties and Faculty Boards of the Research Schools (although the reports from the latter were not received by BIAS until after the March Council meeting). In all cases only the ten major recommendations of the Report appear to have been considered, and not the other recommendations contained within the body of the Report.

The major recommendations of the Report can be summarised as follows:

1. That the ANU investigate the feasibility of fractional full-time staff appointments particularly as a pre-retirement measure and as a means of accommodating child-rearing or other responsibilities in an academic career;

2. That staff who have formally resigned in order to fulfil family or other responsibilities be given official 'visiting member' status in their department in order to keep up with developments in their field;

3. That a Staff Development Officer be appointed whose job would be to aid both lateral and upward movements within general staff and provide in-service training to maximise the potential of employees;

4. That the University press for the removal of remaining discriminatory provisions within the Commonwealth Superannuation Scheme;

5. That consideration be given to granting special leave without pay1 to men and women with pressing family commitments such as the care of small children, sick or elderly relatives;

6. That a sub-committee be set up to review the operation of the Maternity/Paternity Leave provisions and report on any general changes necessary, including the extension of Maternity/Paternity leave entitlements to adopting parents;

7. That the ruling on employment of close relatives be removed from the statute book and that each case of employment of married partners, two close relatives, two people in a close stable relationship other than marriage, or any case in which patronage or its converse may be involved, be looked at by the University on its merits;

8. That a watching brief be maintained in the area of child care;

9. That a Women's Adviser to the Vice-Chancellor be appointed;

10. (i) That an in-depth study be undertaken of undergraduate attitudes particularly those of women honours undergraduates in order to determine why relatively so few able women proceed to higher degrees, and to devise intervention programmes to ensure

1 Due to a typographical error the words 'without pay' were omitted from the published form of the Report.
the building up of a qualified pool of women from whom the academic staff of the future may be drawn;

(ii) That hours at which undergraduate courses are offered etc. be reconsidered in the light of the special needs of women with extra responsibilities;

(iii) that those counselling women students positively encourage them to consider undertaking a wider range of subjects and proceeding to postgraduate studies;

(iv) that the ANU make academic careers more visible to women by distributing literature to secondary school students earlier than at present.

The Committee on the Bramley-Ward Report endorsed the first three recommendations and recommendations six, seven and eight. The fourth recommendation had already been met by the Superannuation Act of 1976, and the Committee felt that in relation to the fifth recommendation existing provisions for leave were sufficient.

The Committee did not endorse the ninth recommendation (the appointment of a Women’s Adviser to the Vice-Chancellor). Instead, the Committee recommended that the Assistant Vice-Chancellor be responsible to the Vice-Chancellor for the implementation of any changes approved by Council, that he maintain a watching brief in the area and report to the Vice-Chancellor in eighteen months’ time on the efficacy of changes made. As well as his responsibilities for implementing and monitoring those of the Bramley-Ward recommendations which were adopted, the Committee recommended that ‘the Assistant Vice-Chancellor:

— advise on any further changes which might need to be made in regard to the position of women on the general staff;

— advise on the desirability of Council being invited to instruct all electoral committees to consider whether there were any possible women candidates whose attention might be specifically drawn to any advertised academic or administrative position;

— that the Assistant Vice-Chancellor arrange for a dossier to be kept containing details of applications from women and as far as possible reasons for non-acceptance of unsuccessful women staff candidates, in a manner suitable for subsequent analysis, enabling the University to undertake an appropriate research project at an appropriate time;

— that the Assistant Vice-Chancellor be asked to consider how best this information might be used and a suitable investigation undertaken.’

In relation to the tenth recommendation the Committee suggested that the AVCC be approached to undertake a longitudinal study of the attitude of undergraduate and graduate students, to the choice of University courses and ultimate careers with special reference to the position of women students and women in the workforce and that the University assist in such a joint investigation. The Committee opposed the recommendation to institute intervention programs ‘as it might exercise undesirable influence on the decision-making of the students themselves’. The Committee opposed the reconsideration of hours of undergraduate courses or duration of courses for higher degrees on the grounds that problems that existed were not amenable to a single solution and ‘thus reconsideration of this point is unlikely to help women students generally’. The Committee rejected the recommendation concerning the positive counselling of women students on the grounds that it was ‘at variance with the basic principles of counselling’. However, the recommendation concerning school liaison activities was endorsed in terms of making it clear that ‘the same academic careers, courses and subjects are open to women as to men’ and that information made available should be ‘completely free of
sex bias'. That is, the recommendation was endorsed in fairly weak terms which appeared to preclude the active encouragement of women into non-traditional areas.

The recommendations of the Committee on the Bramley-Ward Report went to Council on 11 March 1977. Each recommendation was dealt with separately by Council and each was adopted in the form presented by the Committee. The implementation of these recommendations will now be considered.

2.3 Implementation of the Bramley-Ward Report

2.3.1 Fractional Full-Time Staff

In 1979 the Working Party established by Council reported favourably on the feasibility of making full-time fractional appointments, despite a certain amount of resistance to this innovation in some areas of the University. For example, when the Faculty Board of the Research School of Chemistry discussed the proposal it was suggested that 'fractional full-time employment may not be conducive to the best type of research. For example, in the case of an academic staff member, it was difficult to conceive of a part-time appointment when, in the words of the conditions of appointment, the staff member was expected to devote the whole of his (sic) time to the duties of his (sic) office' (Comments by Research Schools on the Bramley/Ward Report and the report by the Committee on General Policy, 29.3.1977: 2).

Such reservations appear to have influenced the form in which fractional appointments were finally approved for academic staff by Council, in February 1980. Five pages of the Administrative Guide are devoted to the conditions for the making of such appointments. Inter alia the following procedures have to be followed:

— Before a recommendation is made for a fractional appointment, the head of research school/centre/unit or dean of faculty should be satisfied that full consideration has been given to the suitability, in terms of the best academic interests of the University, of a fractional appointment made.

— Each proposal for a fractional appointment in the Institute of Advanced Studies should be referred by the Head of School concerned for scrutiny by a committee comprising the Chairmen of the two academic Boards and the Registrar. Proposals require the support of the Board and such proposals must be 'starred' for discussion by the Board.

— All proposals for such appointments in the Faculties must be submitted for approval by the Steering Committee of the Board (Administrative Guide: C4.5.5).

It should be noted that the procedure for converting from a full-time to a fractional full-time academic appointment, may be more complex than an initial appointment to an academic position, particularly in the Institute where fractional appointments, unlike full-time appointments, have to be starred for discussion by the Board. It is perhaps not surprising that so few fractional appointments (or conversions) have been made apart from part-time tutorships. In March 1982 the then Vice-Chancellor stated in evidence to a Senate inquiry that no fractional appointments had yet been made at the ANU (Teague Report, 1982: 85). This does not appear to be true, but the number remains small — less than one per cent of ANU staff, expressed as

1 The Academic Salaries Tribunal handed down a determination on fractional appointees on 6 June 1980, setting out the nature of pro-rata benefits etc.
full-time equivalents, are on continuing fractional appointments (see 3.1). It seems unnecessary, now that fractional appointments can no longer be regarded as a dangerous innovation, for such cumbersome procedures to be perpetuated. Rather, the right to convert to a fractional basis for a specified period, should be regarded as a right of those on continuing appointments who have become parents (see 4.4). The possibility of converting to a fractional basis, in order to care for children, should be included in the information attached to job advertisements, as is done by the University of Adelaide, and in information supplied to candidates for academic and general staff positions. In other cases approval of the Head of Department, Centre or Unit and the Head of School, should be sufficient, with the right of appeal to a Grievance Committee where approval is withheld. Where a husband and wife are both eligible for appointment to the University, and there is only one vacancy, they may prefer the appointment to be shared rather than for one partner to be unemployed while the other has a full-time appointment.

Procedures for conversion to a fractional basis are much simpler for the general staff of the University, despite the greater practical difficulties which may be involved there. Approval of the head of section and of the Personnel Manager is all that is required, and the procedure can be completed within a week.

Most of the superannuation problems for fractional appointees have now been resolved under the Superannuation Scheme for Australian Universities. The ACTU and those unions represented on campus have, however, an understandable concern that fractional appointments may result in the loss of full-time jobs, particularly where conversion to fractional time is a pre-retirement measure, and the position does not subsequently revert to full-time. While such concerns must be ironed out in consultation with unions, the widespread demand by employees (e.g. some 43 per cent of women employees) for fractional appointments must also be recognised (see AWE Working Party Report, 2.30; 5.9). Fractional appointments are one means of providing equal employment opportunity to those with family responsibilities such as caring for the young or the aged. They are also a means of providing job security for the many women employees currently reappointed annually on a casual basis — for example, in the Library. Often such women took up positions on a casual basis (less than 24 hours per week) because of their responsibilities for young children, and are legitimately concerned that they cannot obtain the greater security afforded by fractional appointments.

Another concern is that conversion to a fractional appointment will jeopardise careers and promotion prospects. It must be made clear to promotion committees that those holding, or having held fractional appointments, should be judged solely on the quality of the work performed, not on the type of appointment held.

2.3.2 Re-Entry into the Workforce

The original Bramley-Ward recommendation, that staff who had formally resigned in order to fulfill family or other responsibilities be given visiting member status in their department, was
modified by the Committee on the Bramley-Ward Report to provide that:

- an application for such status be made by the former staff member to the Vice-Chancellor;
- 'visiting member status' be for a renewable fixed term;
- it be subject to the recommendation of the department concerned.

By January 1984 no applications for visiting member status made under these conditions had been received. Indeed, no woman academic could be located who had resigned from an academic appointment in order to fulfil family responsibilities. It may be that the maternity leave provisions of 1973 have rendered this recommendation redundant, and that it reflected earlier circumstances. Also, given the present state of the academic labour market, it would be unlikely that an academic woman would resign from her position for family reasons, unless these also entailed moving away from Canberra, which in turn would render the visiting member status irrelevant. However, there are a number of academic women who have been squeezed out of employment in one way or another (sometimes because their husbands had an academic position at the ANU) who have been granted unpaid Visiting Fellow status at the University.

In general, attitudes towards the re-entry of married women to the workforce are still unfavourable at the University. A number of hostile remarks directed at this category of job applicant by members of staff with staffing responsibilities have been recorded by the EEO Consultant. Greater sensitivity towards the different career trajectories of women is required, if equal employment opportunity is to be achieved (see 4.5 and 4.7).

2.3.3 Staff Development Officer and In-Service Training for Members of General Staff

This has proved one of the most successful of the Bramley-Ward recommendations although the initiation of the staff training and development program occurred independently of the Bramley-Ward Report, and the chief mover had no knowledge of the Bramley-Ward recommendation. Mr Les Bohm was brought in on secondment for 12 months from October 1981 under the Public Service Interchange Scheme and he was subsequently appointed to the position of Staff Training and Development Officer in late 1982. After some initial concern by secretaries, that major courses such as the Administrative Development Program would not be available to them, or to the majority of women employees, positive steps have been taken to extend the availability of the course. However, the recommendation of the Head of Department or Section, and Division Head/Dean/Director are still normally required before acceptance into the course and may be a stumbling block (see AWE Working Party Report). Decisions not to recommend a candidate should be appealable to a Grievance and Appeals Committee. With the increased incidence or notification of repetition strain injury during 1983, the importance of staff development training in assisting in the redeployment of women from keyboard areas was recognised by the University administration.

Communication of details of staff development courses has proved to be a problem since the inception of the program. The major means of communication has been notice boards, Section Heads, Business and Laboratory Managers and the General Staff Newsletter 'Apropos'. Investigation of the communication failure revealed that some areas were inadequately served by noticeboards, and in other cases notices were not put up ('Apropos'
No. 5: 2). Those responsible for passing on information do not always do so. In November 1983 many women members of the general staff were still complaining that information about courses did not reach them (see AWE Working Party Report). In December 1983 a special memorandum was sent to Research Assistants and Research Officers by the University Secretary expressing his concern at the number of staff in these classifications who were still apparently unaware of the range of staff development and training opportunities which might be available to them, both inside and outside the University and, more specifically, the lack of applications from RAs and ROs to enter the 1984 Administrative Development Program.

This memorandum proved useful in persuading some Heads of Departments to recommend RAs for the course. Because the RA classification was considered a non-career position, Heads of Department had not previously regarded RAs as eligible for the Administrative Development Program.

In general, information concerning the staff development program would reach a wider audience if a regular item were run in the ANU Reporter.

In consultations with the Staff Development Officer, agreement was reached on the following:

- the need to increase awareness of EEO issues through staff development training, utilising materials provided, for example, by the EEO Bureau of the Public Service Board;
- the need to increase sensitivity concerning sexual harassment in the workplace;
- the need to provide training in staff selection procedures, utilising EEO guidelines;
- the need to raise awareness of stereotyped and sexist allocation of duties;
- the need for specialised career planning workshops for women, taking into account:
  1. the socialisation of women into planning their future in terms of marriage and children rather than careers;
  2. their lack of access to the informal networks which are an invaluable source of career advice;
  3. the lack of women role models in senior positions;
- the need to provide assertiveness training for women to help overcome self-discrimination and acceptance of subordinate status;
- the need to bring about attitudinal change in senior men, to assist them in relating to women as equals or potential equals;
- the need for greater sensitivity to the career needs of women on the general staff.

One specialised course for women, 'Supervisory Skills for Women', was advertised for 1984. Another course, for word-processing co-ordinators, had commenced in October 1983. During 1983 the course focussed on providing technical information related to the new technology. However, in 1984 the course was planned to cover assertiveness training and interpersonal skills. Assertiveness training may be an important element incountering the excessive or thoughtless demands sometimes made of keyboard personnel and resultant occupational health problems. The Director of the University Health Service has made the following comment on such demands:

Staff have come to me saying they have been worked to a standstill. Some of the people they work for have been late getting reports in and pressure the keyboard staff to finish it quickly. It is not unlike the industrial revolution when workers became slaves of machines.

(ANU Reporter, 11 November 1983: 2)
The only previous attempt to orient staff development courses specifically towards the needs of women, was a survey of secretaries' training needs, conducted in January 1982. Secretaries were provided with a list of possible topics which included items such as:

- Working as a team (your boss and you);
- Housekeeping — office layout and appearance;
- Managing an executive's diary.

Understandably this survey aroused considerable hostility among secretaries which was voiced at a follow-up meeting in May 1982. The initiative then appears to have lapsed.

Despite the lack of a University policy covering the extension of staff development training to academic staff, seminars were planned for 1984 on 'Staff Management Practices for Academics'. There is widespread recognition of the lack of training of academics in the management skills which they may require in senior positions. By January 1984 no senior academics had participated in courses on selection techniques. All staff who are likely to sit on selection committees should be required to attend such courses. In general, it must be recognised that academics require formal preparation for the important administrative responsibilities which may be bestowed on them at senior levels. It should become standard practice to undertake courses provided by the University in personnel management before-assuming positions with a significant administrative content; and the completion of such courses should be one criterion for appointment.

Apart from in-house staff training and development, the University also provides financial support for outside activities. The projected budget for staff development activities for 1983 (excluding salaries involved in the in-house activities) was as follows:

- Overseas Travel Awards $ 6,000
- Journeyman's Scheme $ 3,000
- Ad Hoc Conferences and Seminars $ 2,700
- External Staff Courses $ 6,000
- In-House Staff Courses $15,000
- Policy Initiatives (e.g. Manpower Planning Study) $ 5,000
- Equipment $ 3,000

One of the most important external activities is support for two or three members of the general staff to attend the AVCC Administrative Staff Course each year. In the years 1969-1983 inclusive 36 members of the general staff were given support to attend the AVCC courses. Of these 34 were men and two were women. Of the two women, one attended in 1970 and one in 1983. In view of the dearth of women at senior levels in the general staff, and the need for more career development opportunities for women, it appears that efforts should be made to send at least one woman each year to the AVCC course.

Another important activity is the Overseas Travel Award Scheme. Between 1975 and 1984, the University gave awards to 28 members of the general staff, five of whom were women. Of these, two received awards in 1981, one in 1982 and two in 1984.

Adequate data is not yet available on the distribution by gender of other forms of assistance for external staff development activities. In the future, data on the gender breakdown of applications for assistance and of the level of assistance approved should be maintained for EEO purposes. This would need to include assistance provided by Schools and
Departments as well as that provided through the University’s Staff Training and Development budget.

As well as in-house and external staff development activities, the Conditions of Service for General Staff provide for up to eight hours a week off without loss of pay for approved courses of study, although three hours of this may have to be made up by the employee. Up to two weeks paid leave a year is available for those undertaking approved correspondence courses. In 1982, 115 male and 92 female members of the general staff were enrolled in University and CCAE courses. Once again, approval of the Head of Department or Head of Section is required, and a number of instances were cited where women were discouraged from pursuing tertiary degrees. (This again should be subject to appeal to a Grievance and Appeals Committee.) There also needs to be an understanding that fractional appointees may have access to study leave or to staff-development courses. However, the major problem with regard to general staff upgrading their qualifications, is that there is no specific incentive to do so. Any promotion will be dependent on re-classification of a position, and the acquisition of further qualifications will be irrelevant to this procedure. Whereas successful completion of a higher degree may be an explicit condition for promotion or acquisition of tenure for academic staff, this is not the case with general staff. It appears that the whole question of the failure to reward general staff for obtaining further qualifications relevant to their work at the University needs to be investigated.

One localised initiative in the area of staff development and morale has been the introduction of the John Curtin School of Medical Research (JCSMR) ‘Certificates of Excellence’ scheme. This scheme is designed to provide ‘recognition of the important role played by members of the support staff in the research work carried out in the JCSMR’. The certificate will normally be awarded to a maximum of three persons and will be accompanied by a monetary prize to be determined by the Director at the beginning of each year. The awards are to be determined in three main categories:

— school services
— technical staff in departments and units
— administration.

In 1983, the first year of the scheme, Certificates of Excellence were awarded to four people with accompanying prizes of $1,000 each. One of the four certificates was awarded to a woman, with the accompanying citation: ‘For ingenuity and devoted service as Supervisor of the Word Processing Bureau and in other capacities’.

This scheme appears to be an important innovation in relation to increasing the visibility of general staff, and one that might profitably be emulated by other Schools. It may be of particular importance in highlighting the frequently invisible contributions of women, whether in stereotyped or non-stereotyped areas of specialisation.

One way to monitor whether adequate career opportunities are available to both men and women is through the use of exit interviews and questionnaires designed to elicit the reasons for leaving University employment. Valuable comment can be obtained from such exit interviews, which should be introduced within 12 months. The data obtained should be forwarded to the EEO Officer for further analysis.
2.3.4 Special Leave

The Conditions of Service for General Staff allow for up to three days paid special leave a year, to be approved by the Secretary. Few such applications are made. A sample of 800 applications for leave in 1982 yielded 13 applications for special leave — six for moving house and seven for care of family. All were granted — to a total of 15 days special leave. There is an obvious discrepancy between leave applications and the amount of time normally required to see young children through the standard childhood illnesses. It appears that women do not apply for special leave in order to care for sick children, but rather use up their own sick leave or recreation leave for this purpose. This may be to their detriment and it is not clear that this situation is "both adequate and equitable for all concerned" as reported by the Committee on the Bramley-Ward Report in 1977. Existing leave provisions do not seem to provide adequate recognition of the fact that parents of young children have to spend fairly predictable periods of time nursing them through standard childhood illnesses and that the quarantine periods for these illnesses have to be observed. It would seem that the concerns of the Bramley-Ward Report over this issue were not given sufficient recognition at the time, and that provisions for special leave should once again be reviewed, with the assistance of the Director of the Health Service. It should be noted that suggestions that leave without pay be taken to care for sick children, are somewhat unrealistic in the light of the financial implications of parenthood. To suggest that those already bearing the high costs of parenting young children (including child care) should take a cut in income, is to create further inequities between those who have young children and those who do not. Up to five days paid leave a year specifically for this purpose might be an equitable provision.

2.3.5 Superannuation

Covered by change in the Act.

2.3.6 Maternity-Paternity Leave

The University follows the Maternity Leave (Australian Government Employees) Act of 1973 and the Maternity Leave (Commonwealth Employees) Amendment Act of 1978. The 1978 Amendment abolished paternity leave and automatic access to sick leave credits, and introduced a 12-month qualifying period for paid maternity leave. Although Council approved in 1977 the recommendation that the extension of maternity leave entitlements to adopting parents be investigated, by 1984 no action had been taken in this direction. The only leave entitlements available for adopting parents are the three days special leave discussed above, or up to 52 weeks unpaid leave for adopting mothers as outlined in the Commonwealth

**ANU maternity leave provisions are considerably more generous than those at, e.g. the University of Sydney. At the ANU both academic and general staff are entitled to twelve weeks maternity leave on full pay, providing they have completed twelve months qualifying service. This entitlement applies to both permanent and temporary staff, and to part-time staff who work at least 24 hours and at least four days per week (Council, 13 July 1973). At the University of Sydney, permanent academic staff are entitled to twelve weeks leave on full pay, but permanent general staff are only entitled to four weeks on full pay and ten weeks on half pay. At the University of NSW, permanent academic and general staff are entitled to six weeks on full pay and six weeks on half pay.**
Maternity Leave General Orders. It should be noted that the Victorian Post-Secondary Education Remuneration Tribunal has brought down an award on leave for Victorian college academics, effective from 18 October 1983, which includes the following provisions for women employees who adopt children:

- twelve weeks paid leave where an adopted child is under twelve months of age;
- six weeks paid leave where an adopted child is over twelve months of age;
- unpaid leave taking the aggregate up to twelve calendar months.

As well, Victorian college academics have been awarded five working days paid paternity leave for fathers or for those who have accepted responsibility for the ongoing care of a child.

Such provisions, which do not exist at ANU apart from the possibility of unpaid leave of up to a year, give recognition to the fact that adopted children require the same amount of care as any other children (sometimes more in the case of older children, as noted by Bramley-Ward). It would seem timely for the ANU to extend its paid maternity leave entitlements to adopting parents without further delay — that is six weeks paid leave from the date of placement of the adopted child.

It would also seem appropriate that the University now take the relatively minor step of substituting parental leave, to be taken by either parent, or in turn, for the present unpaid portion of maternity leave (see 4.5) and that this leave also be available to parents of adopted children. The conversion of the present nine months unpaid maternity leave into unpaid parental leave would not affect the existing three months paid maternity leave for women nor extend the total period of leave entitlement. Such parental leave should not be regarded as a break in service for such purposes as calculating study leave credit. It may be noted that Victorian teachers have already been granted the right to take up to seven years unpaid parental leave after childbirth. Such steps would not commit the ANU to the reintroduction of paid paternity leave. Though such a move would be desirable in itself, as a recognition of paternal responsibilities, it would seem unlikely that the ANU would reintroduce paid paternity leave in advance of the Australian Public Service.

It should be noted that information regarding maternity leave provisions is not at present included in the University's job advertisements, although information concerning superannuation and some other conditions of service is included. The information booklet provided to candidates for academic positions includes information about recreation leave, long service leave and sick leave, but not about maternity leave. Information about trout fishing and skiing is supplied, but no information about child care facilities ('Information for Candidates for Academic Appointments', 1982). In the future, information about maternity leave should be included both in advertisements and in information supplied to candidates.

2.3.7 Employment of Close Relatives

As we have seen, Council accepted the recommendation that each case be looked at on its merits, and delegated this responsibility to the Vice-Chancellor. In practice, this responsibility is exercised by the Deputy Vice-Chancellor with second opinions from the Assistant Vice-Chancellor for academic staff, and by the Secretary and Personnel Manager for general staff. About six cases a year are considered on the academic side, and about 30 on the general staff side. However, the old nepotism rule still appears to operate on an informal basis (see 4.7).
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The need for the Vice-Chancellor's approval should no longer be required in cases where normal procedures have been followed for a fractional appointment of husband and wife or other close relatives, or in other cases where the question of patronage does not arise.

2.3.8 Child Care

While Council resolved in 1977 to adopt this recommendation of the Bramley-Ward Report and to maintain a 'watching brief' on child care, little of a concrete nature was done to fulfil this brief. As noted elsewhere (see 3.8) no Council Committee was created to monitor the adequacy of child care facilities at the University. Some assistance in the terms authorised by Council in 1977 for minor improvements to premises has been granted in the intervening period, but basic problems regarding these premises remain unresolved (see AWE Working Party Report: 11.5; 11.6). The commitment made by the University in 1975 to assume 'normal landlord's responsibilities' has gradually been reduced in line with the reductions affecting all tenants of University premises. Responsibilities are now limited to maintenance of grounds, external and structural maintenance of buildings and provision of services required by legislation or codes (e.g. Health, Fire, Welfare), and an O-barred PABX extension. That is, responsibilities are no longer assumed for e.g. repairs of ceilings or locks in ageing buildings. Payments for even minor repairs may stretch to breaking point the tight budgets on which the centres operate, and are a source of endless anxiety. Similarly the failure of the University to assume responsibility for basic utilities, such as water, sewerage and garbage collection, causes disproportionate problems for the centres. There is a general misconception that the University does cover such costs for the child care centres. The present Minister for Education has stressed the role of inadequate leave and child care provisions in hampering the career prospects of women and has asked the CTEC to advise on what contribution tertiary institutions can make to the development of child care services in co-operation with the Office of Child Care (Ryan, 1983B: 8). The Senate Standing Committee on Education and the Arts has also recommended that adequate child care facilities be provided at each institution of higher education (Teague Report 1982: 106). This recommendation was endorsed as desirable by Council in November 1983.

In 1984 there was a waiting list of 150 for the University Pre-School and Child Care Centre, and other parents failed to put their names down on hearing that there was little chance of obtaining a place within three years. The Director of the Centre estimated that in early 1984 she received an average of five enquiries a day, many from newly appointed academics, of which only about one in five would end up on the waiting list. Parents of young children arriving in Canberra to take up positions at the ANU were often in desperate straits, particularly if they were single parents. The AWE survey of late 1983 indicated that lack of child care was a major problem for women staff. It is not uncommon for parents to be forced to place a child in two or more centres throughout a working week in order to obtain five days of full-time care (see AWE Working Party Report: 11.10). There is an urgent need for the establishment of a Council Committee on Child Care — to include representatives from the existing child care centres. Its brief would be to investigate the child care needs of employees and the means by which these needs could be met, either by upgrading existing facilities or by building a new centre. By comparison with the newly commissioned child care centres at the Universities of Sydney and New South Wales, facilities at the ANU have deteriorated. Access
of ANU employees to adequate child care has also declined absolutely, with the increased pressure on all ACT centres and the lack of places at centres outside the ANU. Increasingly, women throughout the community are remaining in the workforce after the birth of children. The percentage of women in the workforce with dependent children under 12 rose from 29 per cent in 1969, to 42.5 per cent in 1980 (Office of the Status of Women Newsheet No. 12, March-April 1983). Information about child care facilities should be included in information supplied to job candidates (cf. 2.3.6).

It has often been pointed out that one aspect of the masculine bias built into institutions is that business lunches may be regarded as integral to the job in senior positions, but the same is not true of child care. It may be noted that while the University assumes no direct responsibility for child care it does provide entertainment allowances for senior officers.

2.3.9 Women's Adviser to the Vice-Chancellor

As we have seen, Council resolved in 1977 to take no action then to appoint a special women's adviser.

By 1984 it was widely acknowledged that the University needed to proceed with the appointment of an EEO Officer and support staff in order to implement Government policy on EEO. Such appointments had already been made in other tertiary institutions, in the Australian Public Service and other statutory authorities. Real progress in the development of an EEO program cannot be made without full-time EEO personnel (see 1.5.4 and 2.5).

In lieu of approving the position of women's adviser to the Vice-Chancellor, Council resolved that the Assistant Vice-Chancellor take responsibility for a number of tasks:

- To be responsible for implementing and monitoring changes approved by Council and to report back to the Vice-Chancellor in 18 months time on the efficacy of the changes made. Five years later, in 1981, a report, commissioned by the ACT Chapter of the Australian College of Education, recommended that 'the Council of the Australian National University be encouraged to publish a report on the extent of and the effects of, their implementation of the Bramley-Ward Report' (Women in Education in the Australian Capital Territory, 1981: xiii). At the Heads of Research Schools Meeting on 1 December 1981 the Assistant Vice-Chancellor was asked to compile a report reviewing the action which followed the 1977 Council resolutions. The Assistant Vice-Chancellor prepared an interim report on 8 February 1982. The interim report did not attempt to review the overall efficacy of the changes made (i.e. in enhancing the role of women at ANU).

- To advise on further enquiries and changes which may need to be made with regard to the position of women on the general staff — no action had been taken under this head until the appointment of the EEO Consultant in October 1983.

- To advise on the desirability of Council instructing all electoral committees to consider drawing the attention of possible women candidates to advertised positions — no action had been taken under this head by 1984.

- To arrange for a dossier to be kept containing details of applications from women and, as far as possible, reasons for non-acceptance of women candidates in a manner suitable for subsequent analysis — no such data had been collected before May 1983, when the Assistant Vice-Chancellor arranged for some preliminary work to be done on the success rate of women applicants. The EEO Consultant, in conjunction with Mr Norman Stokes
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(who had done the preliminary work in May) and the Registrar, requested School and Faculty Secretaries, on 28 November 1983, to provide data on the success rate of women applicants for academic positions and promotions for 1981-1983. As no previous steps had been taken to implement the Council resolution it was believed impossible to retrieve the reasons for non-success of women applicants in the intervening years. However, the Registrar requested that such information be recorded as standard practice from 1984 onward. Whether such information is in fact recorded is likely to depend on attitudinal change as well as directives from the Registrar. It should be noted that there was considerable resistance, at the School level, to supplying the most basic EEO statistics, and comments were received from School Secretaries such as the following:

When considering applications for appointments, the Research School... first considers academic merit as the principal criterion and secondly it takes into account the size of the various research groups and their immediate needs. The sex of the applicant is not taken into account. For this reason, it has not been thought necessary to record sex on the index. The task has therefore been a very time-consuming one, but it has been completed at an estimated cost of $1,000 in staff time. It is hoped that the final outcome of the whole exercise will have proved to have been worthwhile.

It might be noted that the Research School concerned had only one woman on its academic staff.

2.3.10 Recommendations of Concern to Students

As we have seen, the response to these recommendations was largely negative and little progress appears to have been made. Although Council resolved that an approach be made to the AVCC concerning a longitudinal study of the attitudes of undergraduates and graduates to subject and career choice, no such approach had been made by 1984. Neither had any specific action been taken to implement the Council resolution on school liaison activities. There were no out-reach programs operating to encourage girls to acquire the prerequisites for entry into non-traditional subject areas. Nor was there any evidence of steps taken to encourage and support women undertaking courses in sciences and mathematics heavily dominated by men staff and students' (cf. Women in Education in the Australian Capital Territory, 1981:116).

2.3.11 Other Recommendations

Only the major recommendations of the Report, together with the modifications suggested by the Committee on the Bramley-Ward Report, went before Council in 1977. Some important recommendations within the body of the Report appear never to have been formally discussed. For example, in relation to the participation of women on decision-making bodies, the Bramley-Ward Report suggested that 'in order to overcome the initial barriers to change it might be necessary to introduce a quota system for Faculty Boards of the Institute of Advanced Studies. Appropriately, the matter should be considered by each Faculty at a general meeting, rather than by directive from administration. No action has been taken in this direction (see 3.8).
2.3.12 Promotion

In relation to promotion, the Bramley-Ward Report commented on the vagueness of existing criteria for promotion to Senior Lecturer, which, at the time read as follows: 'educational attainments, professional recognition of standing as a scholar, contribution and service to the University'. Bramley-Ward queried whether sufficient emphasis was placed on teaching ability and asked that the criteria for promotion be made more explicit (Bramley and Ward, 1976: 57). On 11 November 1977 Council noted a more explicit set of criteria for promotion to Senior Lecturer, which had been approved by the Board of the School of General Studies and which were in line with the Bramley-Ward recommendation. The weightings attached to the criteria for promotion to Senior Lecturer (Administrative Guide, C.8.2.4.4) were as follows:

- teaching performance — not less than 30%;
- research achievement and professional recognition (including educational attainment) — not less than 30%;
- administrative and committee work — not more than 20%;
- community activities related to profession and which reflect favourably on the University — not more than 10%;
- not more than 20% of weighting to be for the last two items;
- the applicant may select the weightings preferred within these parameters;
- results of student polls may form part of the assessment of teaching performance (Bramley-Ward queried whether students were consulted on teaching ability).

Similar weightings have been adopted for promotion to Reader (Administrative Guide, C.8.2.5.4).

Other suggestions made by Bramley-Ward in relation to promotion were not acted upon in the same way. For example, Bramley-Ward commented as follows:

We believe that the all-male promotion review committee and the methods for application for promotion do in fact discriminate (covertly perhaps) against women and that the greater proportion of women at the top of the lecturer range is no accident.

There are no women Heads of Department and therefore an identification gap occurs when the male head cannot or will not identify with his able junior women staff in the same way as with his junior male staff. Recommendations for promotion may thus not be forthcoming when they ought. On the other hand, direct application for promotion requires a self-confidence and self-esteem, lack of which in women has been documented in the literature and observed here by fellow male lecturers . . .

But having reached the promotions committee review, does a female receive an equal hearing with her male colleague? We believe not. While the committee remains all male, the identification gap is difficult to bridge. Men who have reached the top because of their research ability are not likely to place the weight on teaching and student welfare which does, from our survey, seem to be the area in which women lecturers devote much of their time or energy . . .

(Bramley and Ward, 1976: 56-57)

Accordingly, Bramley-Ward recommended that women should be included on the Promotions Committee and that the Women's Adviser to the Vice-Chancellor should be ex-officio
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In January 1984 there were still no women on the Board of The Faculties Promotions Committee. Membership consisted of the Vice-Chancellor and the Deputy Vice-Chancellor and three members of the Professorial Board elected by the Board of The Faculties, two from the Faculties and one from the IAS. There were a number of grievances among women members of academic staff concerning the Promotions Committee, including the alleged emphasis placed by the Committee on 'male' personality characteristics, and it is essential that a woman be included on this body as soon as possible. For the under-representation of women at Senior Lecturer level see 3.6.1. If no woman Professor is available to serve on the Promotions Committee, and the scarcity of women Professors means that they are overloaded with committee work, it may be necessary to modify the composition of the Promotions Committee so that Readers are eligible to serve. A motion to this effect was due to come before the Board of The Faculties in March 1984. The author of this motion, who had been Acting Deputy Vice-Chancellor when he gave notice of it, was unaware that his motion had been the subject of a Bramley-Ward recommendation.

One additional factor which may disadvantage women in promotion is the consideration extended to 'market factors such as scarcity of staff with appropriate qualifications in a particular field' (Administrative Guide C.5.2.10). At present, women are concentrated in fields which are overstocked with people with appropriate qualifications and in which intense competition precludes the need for market incentives, such as higher levels of appointment. Inequities occur when staff with comparable levels of achievement and qualifications obtain different levels of appointment, depending on the relative crowding of the fields in which they are specialised. Because of the sex-typing of fields and the concentration of women in the most crowded fields, consideration afforded to 'market factors' will tend to compound gender inequalities.

It should be noted that at present there is no right of appeal from a decision of The Faculties Promotions Committee, and that an unsuccessful applicant has only the right to request that he or she be informally (i.e. orally) advised by a member of the Promotions Committee of the grounds on which the application was deemed unsuccessful (Administrative Guide, C.8.2.9). There seems to be no reason why the written record of the reasons for non-success of women applicants, to be maintained in future in accordance with the Council resolution of 1977, should not be available to unsuccessful women applicants and hence, in terms of equity, why written reasons should not be available for all unsuccessful candidates. Such documentation may, where it exists, be requested under the Freedom of Information Act. Moreover, following the proclamation of the Sex Discrimination Act, unsuccessful candidates will have the right to lodge a complaint with the Human Rights Commission concerning any decision which appears to constitute direct or indirect discrimination on the grounds of sex or marital status. In view of the number of complaints lodged against tertiary institutions under the NSW Anti-Discrimination Act it would seem advisable both for a woman to be on the Promotions Committee, and for decisions to be appealable to a Grievance and Appeals Committee. A credible appeals mechanism within the University may obviate recourse to the Human Rights Commission and clearly be preferable in terms of the reputation of the University as an equal opportunity employer.

There are at present no formal procedures laid down by the University for promotion from Tutor to Senior Tutor, although there are approved criteria for such promotions:
It is expected that any tutor who is of the opinion that he or she has a case for promotion will discuss the position with the Head of his or her department. The Head of Department may submit a recommendation for promotion at any time to the Dean of the Faculty who has the authority to appoint, re-appoint and promote at this level.

('Promotion to Senior Tutor', Memorandum from the Acting Academic Registrar, 7 May 1974)

There are no records of how many Tutors have been discouraged by their Heads of Department, or the success rate (male and female) of those who have obtained endorsement from their Head of Department. The criteria for promotion should be circulated to Tutors annually, and Deans should establish committees, including at least one woman, to examine applications on an annual basis. Decisions by Heads of Department, or by the Dean's committee, to reject applications should be subject to appeal. Written reasons for non-success should be supplied to candidates. Statistics on the success rates of males and females applying for promotion to Senior Tutorships should be maintained on a standard basis.

Criteria for promotion within the Institute of Advanced Studies are not so clearly defined as those for tenured staff in The Faculties. Promotion to Senior Fellow or Senior Research Fellow depends both on substantial published work since appointment and on intangibles such as 'acknowledged international scholarly repute' and 'a high degree of independent originality in significant fields of endeavour as attested by distinguished referees' (Administrative Guide, C.8.1.2). There is, however, an avenue for appeal. Recommendations for promotion are normally made through the Head of Department or group to the School Promotions Committee. The Head of School advises candidates 'informally' if their applications have been unsuccessful. Unsuccessful applicants may appeal against the decision of the School Promotions Committee by writing to the Registrar and having the case referred to the Promotions Committee of BIAS. Once again, as the reasons for non-success of women candidates will be recorded in future, it would seem appropriate that all unsuccessful candidates should have access to written reasons. Women should be represented both on School Promotions Committees and on the Promotions Committee of BIAS. In October 1983, BIAS requested its Committee on General Policy to review promotions policy and procedures, and in particular appeals procedure. The report of the Committee on General Policy was not available at time of writing.

2.3.13 Research Officers and Research Assistants

In relation to Research Assistants, Bramley-Ward pointed to the relationship between the feminisation of this occupation and its low status and lack of security of tenure (cf. the University's technical staff). Bramley-Ward commented on the practice of annually renewable appointments, with renewal at the discretion of Head of Department as follows:

Such direct patronage can both be degrading to the two people involved, and lead to abuse. In addition, annually renewable appointments keep the research assistant in a constant state of anxiety as to the University's intentions (mediated by the Head of Department) ...
Bramley-Ward recommended:
- that Research Assistants (except those employed on specific short-term projects) be given an initial three-year contract with the possibility of renewal to five years, in line with research fellow appointments;
- that in a minority of cases the research assistant be appointed for another three years;
- that where Research Assistants after six years had, through their ability and experience, become part of the ongoing activities of a department, they be considered for appointment to normal retirement age;
- that the RA I classification be used more often for duties of a routine nature;
- that careful consideration be given as to whether a job might more appropriately be filled by other categories of research staff — e.g. clerical officer, technical officer;
- that the position of research assistant be done away with in science departments at least, and replaced with a career structure based on the Experimental Officer grading of the CSIRO.

The recommendation concerning continuing appointments for Research Assistants who had served for six years and become part of the ongoing activities of their Departments was implemented by ANU Council in November 1975. In November 1981, Council approved the granting of continuing appointments for Research Assistants after three years, providing the Dean or Director certified that there was a continuing requirement for the services of the employee and a continuing need for the position. Council also resolved that in exceptional cases, on the recommendation of a Dean or Director, the initial appointment might be for a fixed term in excess of three years or be a continuing appointment. Thus, since November 1981 five options have been available on the expiry of an RA appointment:
(a) not renewing the appointment;
(b) offering a fixed term appointment of less than three years;
(c) offering, if practicable, a further appointment of three years duration;
(d) offering, if practicable, an appointment co-terminate with the employment of a nominated member of staff;
(e) offering a continuing appointment.

Nonetheless, by August 1983 only 21 of 165 Research Assistants had obtained continuing appointments (AWE Working Party Report, Table 7.5), and in general the trend was towards shorter appointments (usually one year) rather than towards three-year appointments. This trend was particularly evident in the Research School of Social Sciences, which employs far more RAs than any other Research School, and where in 1983, of the 42 RAs employed from recurrent funds, 29 held appointments of one year or less. The option to recommend longer appointments lies within the discretionary power of Deans and Directors, who have not been required to provide written reasons for decisions regarding length of appointment. Indeed the whole process of reappointment of RAs and ROs has in some ways been conducted in a casual manner, and many academics appear to lack knowledge about re-appointment procedures.

A significant proportion (16 per cent) of RAs and ROs responding to a HAREA survey in July 1983 had experience of not receiving notice of reappointment until the day of expiry or even later. In a number of cases confirmation of renewal was not received until the February following the expiry of an appointment in December. A significant number of comments such as the following were made:
'Last time (at end 1981) my appointment was terminated by Personnel Office before getting departmental notice that my appointment was to be renewed.'

'I suffered great insecurity as a part-time RA . . . no-one knew whether I would return to the Department in January 1982 and when I finally did walk in I had to go to the Appointments Clerk and look up the files to see if a re-appointment had been made — no-one else knew' (HAREA survey).

Heads of Department have not always been aware of the five options available since 1981. Where Heads of Department have been aware of the options, they have sometimes been told by Heads of School or Business Managers that one year appointments are now normal practice to maintain 'flexibility'. In one recent case (1983) a recommendation for a three-year appointment supported by a Head of Department and a Dean of Faculty was rejected by a Business Manager who commented that he had received 'no policy directive from the University for three-year appointments and was not about to create a precedent' (HAREA Survey). Another similar case was reported from the same Faculty in 1983.

During 1983 there was a campaign by Research Assistants over the issue of continuing appointments and a letter was sent to the Vice-Chancellor and Council members by representatives of a large number of Research Officers and Research Assistants. The Vice-Chancellor set up a Working Party of Deans and Directors to report to the Vice-Chancellor after consultations with Research Officers and Research Assistants and other Deans and Directors. As a result of these consultations, agreement was reached on two issues:

(a) that decisions related to term of appointment be subject to appeal; and
(b) that complaints of poor management practices be attended to by the Personnel Manager.

On the outstanding issues, the Working Party reported as follows:

(1) That there be no change to current University policy and criteria regarding the offering of continuing appointments to Research Officers and Research Assistants.

(2) That, where practicable, Research Officers and Research Assistants be offered three-year terms of appointment subject to a probationary period of six months, upon initial engagement.

(3) That upon each period of appointment Directors and Deans specifically consider the five options.

(4) That in deciding upon the practicability of any of the options, Deans and Directors should have regard to the availability of funds, the limited duration or expected change in the direction of research projects, or other relevant considerations.

(5) That Directors and Deans provide, in writing to the member of staff concerned, the reasons for their decision.

(6) That, upon appointment or reappointment, all staff be advised that all five options will be considered on the expiration of their term of appointment and that, therefore, there must be no expectation of continued employment or employment for any particular period.

Despite some critical responses to the Report by the Sub-Committee of Research Officers and Research Assistants and by the Association of Women Employees, the Vice-Chancellor decided to adopt the recommendation of Deans and Directors. The Vice-Chancellor in February 1984 summarised the new position as follows:

'Directors and Deans will be required to give reasons, in writing, for their decisions and disputed decisions may be referred to a Grievance Committee. Thus, for the first time,
individual Research Assistants and Research Officers will know the reasons for important
decisions affecting their employment and have recourse to an independent source of
review.

I should add that, in my discussions with Deans and Directors, it became evident that
they were not all fully aware of the extent of their discretionary powers. More important,
perhaps, I also understand that many departmental heads felt that they were not able to
recommend appointments for Research Officers and Research Assistants for periods
greater than one year and were therefore unaware of the capacity of Deans and Directors
to approve or recommend continuing appointments or extended term appointments.

I have therefore asked the Secretary to ensure that the full extent of the options available
to Deans and Directors are regularly drawn to their attention and to the attention of
departmental heads.

(Vice-Chancellor to Research Assistants and Research Officers Sub-Committee,
10 February 1984)

In terms of improved administrative procedures for re-appointment, the EEO Consultant
recommended the following:

--- That a reminder notice setting out the five options be sent to Deans and Directors three
months before the expiry of an RO or RA appointment.

--- That Deans and Directors draw the five options to the attention of Heads of Depart­
ments and Business Managers, and request Heads of Departments to finalise recom­
mandations within one month.

--- That all files which have been consulted for the purpose of making recommendations be
returned to the Personnel Office with the recommendations.

--- That RAs and ROs be informed in writing of the decision and the reasons for it, at least
one month before the expiry of their appointment.

Basically then, the principle of offering Research Assistants and Research Officers con­
tinuing appointments in line with practice relating to technical and other categories of general
staff has not been accepted. Although some checks have been introduced on the exercise of
discretionary power, there is no indication that longer-term or continuous appointments are
likely to be offered. As noted above, the tendency has been towards appointment for one year
rather than three years, and it appears that some Technical Officer positions are being reclas­
sified as RA positions to avoid providing a continuing appointment. In the context of financial
stringency the University has sought to maintain ‘flexibility’ by employing RAs on short-term
contracts, regardless of the value of their contributions or the continuing need for the service
provided. Such short-term appointments are detrimental to research in so far as they do not
provide the job security to enable the RA to focus on current research rather than on future
employment prospects. Moreover they present insurmountable problems in terms of long­
term financial commitments such as buying a house. They also exacerbate the ‘personal
service’ aspects of the relationship between the RA and the academic, whereby the academic is
seen as ‘owning’ the RA and her work. Lack of job security makes it difficult for RAs to refuse

Those men employed in the RA classification suffer both from the employment disadvantages accruing to a
feminised occupation and from a certain status incongruity. Just as women academics will often be ‘mistaken’
for secretaries, so male RAs will often be ‘mistaken’ for academics.
to perform various personal services for the academic to whom they are assigned or work which is inappropriate to the classification. Exclusion from decision-making means that RAs may be allocated tasks which are impractical as well as inappropriate, and that optimal use is not made of an RA’s skills and qualifications.

The fact that RAs do not own their own work means that it may be appropriated, often without adequate attribution. At present the work of research assistants is often rendered invisible. It is rarely written up in Departmental and School Reports, which tends to give the impression that academics in the Institute produce their work on their own.

Although RAs need to provide evidence of independent research and publications (as well as providing an identified service) in order to be eligible for promotion to the research officer classification, it is rarely seen as in the interest of the department, or of the immediate supervisor, for RAs to spend much time on their own work.

2.4 Impact of the Bramley-Ward Report on the Status of Women at ANU

Despite the implementation of certain of the Bramley-Ward proposals there has been no overall improvement in the status of women at ANU in the period since 1976. The rate of appointment of women to tenured positions in the Institute has declined both absolutely and relatively, and the number of women in senior non-tenured positions in the Institute has also declined since 1976 (see 3.6). The number of women in tenured positions in The Faculties has increased slightly (by three) but the number in senior positions has declined marginally (by one).

In relation to what the Bramley-Ward Report termed 'junior research staff' (Research Officers and Research Assistants) Bramley-Ward noted that the female percentage was 'increasing steadily'. This trend has been reversed with the reduction in the number of RA positions as indicated below:

**Numbers of Research Officers and Research Assistants 1973-1983**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>80</td>
<td>81</td>
<td>83</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>% males</td>
<td>40.9</td>
<td>36.7</td>
<td>34.6</td>
<td>38.2</td>
<td>39.1</td>
</tr>
<tr>
<td>Females</td>
<td>116</td>
<td>137</td>
<td>157</td>
<td>128</td>
<td>123</td>
</tr>
<tr>
<td>% females</td>
<td>59.1</td>
<td>63.3</td>
<td>65.4</td>
<td>61.8</td>
<td>60.9</td>
</tr>
</tbody>
</table>

Total 196 218 240 207 202

* Expressed in full-time equivalents
1979, ANU Statistical Handbook: 108
1983, CTEC forms

With regard to the representation of women on decision-making bodies, the proportion of women on major bodies has declined slightly in the Institute, increased slightly in The
Faculties and definitely improved (from a base point of nil) in the Centres and general staff area (see 3.8).

However, other developments in the general staff area were less auspicious for women. The new classifications of Word Processing Typist Grade I and Casual Word Processing Typist were introduced in 1980 and the numbers of women employed in these all-female positions expanded rapidly in the 1980s. By October 1983 there were 55 Word Processing Typists Grade I and 20 casual Word Processing Typists. Insufficient attention seems to have been paid to job design when introducing these positions, as indicated by the high rate of repetition strain injury which subsequently emerged (see AWE Working Party Report, Table 10.1). The new positions typically involved a narrow range of skills and little potential for career development.

For reasons discussed below (see 2.5) the Bramley-Ward Report had no long-term effect on the level of awareness of EEO at the University. This is illustrated by the following cases of non-decisions by the University:

(i) Despite the general acknowledgement of the need to provide an adequate statistical base for EEO purposes, in both 1981 and 1982 the ANU failed to produce any gender breakdown of its staffing statistics. The ANU was the only Australian university which failed to provide this data in its annual returns to the Commonwealth Tertiary Education Commission for those years. This omission has meant that all attempts to construct longitudinal data on the representation of women on Australian university staffs have to carry a rubric indicating that information is missing for the ANU for the years 1981 and 1982.

(ii) In 1980 a committee of the National Labour Consultative Council consisting of representatives of the Confederation of Australian Industry, the ACTU and the Commonwealth Government prepared Guidelines for Employers entitled 'Equal Employment Opportunities for Women'. These Guidelines were launched and promulgated by the Commonwealth Government in early 1981. They became the basis for EEO programs in the Australian Public Service and were also adopted by a number of employers in the private sector. In March 1982, the Council of the Canberra College of Advanced Education (CCAE) resolved to follow in principle the Guidelines, and in May it was resolved that a statement of the criteria from the Guidelines should be included with all interview papers, 'to ensure that members of interview panels are made aware of the accepted College procedures in this matter' (Minutes of Council 26 May 1982). At the same meeting the CCAE Council resolved that 'Other than in exceptional circumstances there should be at least one woman and one man involved in all selection processes for appointments and promotion of College staff within the College'. It seems indicative of the lack of sustained impact of the Bramley-Ward Report that the NLCC Guidelines which were promoted by the Government and received widespread community support, were never adopted or circulated at the ANU until the appointment of the present EEO Consultant.

In November 1983 the Personnel Manager at the ANU distributed extracts from the NLCC Guidelines to senior members of general staff for circulation to staff likely to be included in selection panels. In his accompanying letter the Personnel Manager commented that it was evident from a recent EEO seminar conducted by the EEO Consultant and a member of the EEO Bureau of the Commonwealth Public Service Board, that on many occasions members of selection panels sought quite proper information, but phrased their
The Bramley-Ward Report

questions in an unfortunate way giving the impression of bias against women applicants. The Personnel Manager added:

The suggestions serve another purpose. In an imperfect world I suspect we occasionally have panels where the impression of bias stems from the fact that panel members (male and female) are biased. Alternatively, if not deliberately biased, panel members may hold to certain assumptions about working women that predispose them to unintentioned bias. In the extract certain of these unwarranted assumptions are identified and briefly discussed. I hope that, by reading the extract, your staff may reconsider such assumptions and, thereby, increase their effectiveness in the University by being able to make better staff selection decisions.

I anticipate that, as a result of Dr Sawer's report to the University, more far reaching proposals will be considered. As an interim measure, however, the suggestions contained in the extract may provide some assistance.

(David Gill, ‘Selection Interviews — Equal Employment Opportunities’, November 1983)

The fact that these Guidelines were distributed so belatedly indicates the extent to which the ANU had fallen back from its early lead among universities in developing EEO initiatives. Any momentum built up by the Bramley-Ward Report had dissipated in the intervening years.

2.5 Obstacles to Change

Major impediments to the effectiveness of the Bramley-Ward Report in promoting reform may be summarised as follows:

- Referrals to committees which diluted the original recommendations or attached conditions which sometimes made implementation difficult.
- The lack of continuing status of the authors at the University and the absence of others in a position to promote the reforms outlined in the Report.
- The failure to create an effective report-back mechanism to monitor the implementation and effectiveness of reforms.
- The failure to develop any targets against which the effectiveness of reforms might be measured.
- The failure to provide a timetable for the implementation of reforms.
- The political context in which there was little pressure from Government to proceed with reform.
- The lack of legislative underpinning for reform.
- The economic context which meant increased competition for limited funds and pressure to protect established interests at the expense of new initiatives such as EEO.
- The absence of any collective organisation of women to maintain pressure for the implementation of the Report.
Towards Equal Opportunity: Women and Employment at the Australian National University

The lessons drawn by the present Chairman of the Commonwealth Public Service Board in relation to resistance to reform within government, translate readily to the University context:

The traditional enquiry which ends in the publication of a report does not leave behind it a body of people in a central and influential position to promote reform, and government (if its initial interest in reform has faded) can, with a little risk of adverse publicity, largely ignore the report until its recommendations have become obsolete. Moreover, even where government maintains its interest in reform . . . and adopts the recommendations, the detailed implementation of them is left to the administration itself. Experience has shown that reforms implemented in this way usually have considerably different results from those intended by the original recommendations.

(Wilenski, 1982: 35)
Dr Wilenski has summarised the causes of resistance as follows:

- Genuine differences about the desirability of the reform goals themselves and the means employed to pursue them.
- A reluctance to give up power. Any significant reform results in shifts of power and in gains and losses among different groups. Those who stand to lose consider they have been exercising their power responsibly and may fight reform, often from a strong position.
- Psychological factors including
  (i) a perception of all proposals for change as personal criticism
  (ii) fear of change, and the implied risk of uncertainty.
  (Wilenski, 1982: 37-38)

There may be deeply held beliefs that existing practices and procedures are neutral and impartial, even though their outcomes can be shown to disadvantage certain groups. It may be claimed that differential outcomes are the fault of the disadvantaged group and the result of a lack of career commitment or of personal choices (such as child-bearing!) which are incompatible with a career.

Reforms intended to promote equality of opportunity for women may arouse specific kinds of resistance because the issue of sexual equality is a more personal issue than, for example, racial or ethnic equality: 'We are talking about members of our own class, office and family' (Bielski, 1983). There is also evidence that job satisfaction for some may derive in part from the very aspects of employment that EEO initiatives are attempting to change. For example, reforms to the structure of work, to take more account of family life, may be viewed unfavourably by those who value their lack of responsibility for child care or for the care of elderly, frail relatives (Burton, 1983).

Some women may themselves resist reforms. Normative conformity with the dominant group is usually a condition of promotion within an organisation. Pressure on members of minority groups to 'prove' their loyalty is particularly strong. In short, the price of being one of 'the boys' may be a willingness occasionally to turn against ‘the girls' (Kanter, 1977: 228). Such women may believe that their own success indicates the fairness of the system and that action to increase the number of women at senior levels beyond token levels is unnecessary and undesirable.

Methods of resistance to reform include:

- Resistance through the tyranny of detail — resisters may argue about the original intent of the decision and succeed in having a reform put in place in a way that barely impinges on existing institutions, processes, attitudes or modes of behaviour.
  (Wilenski, 1982: 38-39)

- Resistance through delay — delayers may request further time to study matters, refer matters to committees, consult with outside groups, conduct surveys, seek additional information — they may use an armory of reasonable measures to delay a proposal very effectively, until the moment for its introduction has passed forever.
  (Wilenski, 1982: 40)
Resistance through under-resourcing of reform projects — the failure to endow the designated agent of change with sufficient staff or resources to achieve the stated goals.

(Wilenski, 1982: 39)

The most important method of overcoming resistance to change is through legislation. The effect of example is in itself limited. In NSW pilot projects establishing affirmative action plans in statutory authorities were not imitated elsewhere until legislation made this mandatory. Similarly in the Australian Public Service, voluntary EEO plans in some departments have had little impact on other areas. Federal legislation is now pending which will make affirmative action mandatory in the APS and in some statutory authorities. Legislation is expected later in 1984 which will make affirmative action mandatory for large private and public employers. Universities have an established record of resisting reform until it is unavoidable. The number of complaints registered against NSW universities under the Anti-Discrimination Act, and the resistance of the universities to pressure to establish voluntary EEO plans, led to their scheduling under that part of the NSW Act which makes affirmative action mandatory.

Another method to overcome resistance to change employed by the Review of NSW Government Administration was to devote the largest portion of its time to the implementation of actual reform, rather than to the formulation of reform proposals. That is, the Review worked with those concerned to devise new policies and procedures, to produce handbooks and directories and to provide an advisory service: '... it is only through the often slow and dogged process of implementation, rather than through external analysis, that most administrative reform proposals can take shape' (Wilenski, 1982: 36).

On a less ambitious scale, at the ANU, the present EEO Consultant has collaborated with the Vice-Chancellor, the Assistant Vice-Chancellor, the Registrar, the Secretary, the Personnel Manager, the Staff Training and Development Officer, the Personal Adviser to Staff, and the Editor of the ANU Reporter on issues such as the following:
- upper age limits
- grievance and appeals procedures
- sexual harassment policy and guidelines
- style of advertisements
- information provided for candidates for academic appointments
- EEO guidelines for selection interviews
- representation of women on advisory bodies
- elimination of sexist language in the University Act and University documents
- introduction of EEO components into staff development courses and introduction of courses specifically designed for women
- implementation of the 1977 Council decision on the collection of EEO statistics
- improved distribution of information relating to the English in the Workplace program
- increasing EEO awareness through material written for the ANU Reporter; through separate seminars designed for senior ANU officers, Council delegates with important staffing responsibilities, and union representatives; through mass meetings of women employees and of specialised groups such as librarians; and through meetings with union executives.
2.6 Recommendations Arising From Consideration of the Bramley-Ward Report and its Implementation

R4: That employees on continuing appointments have the right to convert to a fractional appointment for a specified period after the birth of a child, with automatic reversion to a full-time appointment when this period has expired (subject to further applications). That information concerning the possibility of converting to a fractional basis to care for children be included in job advertisements and in information supplied to both academic and general staff job candidates (cf. R48).

R5: That the procedure for converting academic positions to a fractional basis be simplified so that only the approval of Head of Department, Centre or Unit and Head of School or Chairman of the BTF, as appropriate, is required.

R6: That where approval to convert to a fractional basis is withheld, the decision be appealable to a Grievance and Appeals Committee (see 3.5).

R7: That promotion committees should not discriminate against those on fractional appointments.

R8: That improved publicity be given to Staff Training and Development courses by running a regular item in the ANU Reporter. That more attention be paid to circulating information about the assistance provided by the University to members of the general staff for external staff development activities. That an information sheet be sent annually to all members of the general staff summarising the staff training and development opportunities available to employees.

R9: That efforts be made to send at least one woman to the AVCC Administrative Staff Course each year.

R10: That statistics be maintained with a gender breakdown of those applying for assistance, of those obtaining assistance, and the level of assistance approved for external staff development purposes. This data is required for assistance provided by Schools, Faculties and Departments as well as for assistance provided through the Staff Training and Development budget.

R11: That in-house staff training and development programs include an EEO component and demonstrate the non-sexist allocation of duties. That specialised career planning workshops be provided for women.

R12: That it be University policy to offer courses in personnel management/staff selection procedures for members of the academic staff.

R13: That the practice of conducting exit interviews be introduced at the University within 12 months and that the data obtained be made available to the EEO Officer for analysis.

R14: That the adequacy of existing leave provisions for the care of sick children be reviewed with the assistance of the Director of the University Health Service, and that the possibility of up to five days paid leave per annum, specifically for this
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purpose, be investigated. That the Vice-Chancellor report to Council with recommendations before the end of 1984.

R15: That paid maternity leave entitlements be extended to adopting parents — six weeks paid leave from the date of placement.

R16: That unpaid parental leave, to be taken by either parent or in turn, replace the present system of unpaid maternity leave and be extended to adopting parents. That such leave be not regarded as a ‘break in service’.

R17: That a reference to maternity leave provisions be included in all job advertisements and in the information supplied to job candidates (cf. R48).

R18: That Council establish a Committee on Child Care and that its membership be as follows:

- Vice-Chancellor or Vice-Chancellor’s nominee (Convenor)
- Four members of Council including a student representative
- Three representatives from the existing child care centres.

R19: That the Council Committee on Child Care commission a full-scale survey into the child care needs of employees and report to Council before the end of 1984 on child care needs and how they may be met by upgrading existing facilities and/or building a new centre.

R20: That the University cover the cost of utilities provided to the existing centres, and the cost of minor maintenance.

R21: That, in light of the reliance placed by the University on volunteer labour by parents to improve physical facilities, security of tenure be assured to the child care centres.

R22: That information regarding child care facilities be provided to all job applicants.

R23: That women be included on the promotions committees in the Institute of Advanced Studies and The Faculties, where need be, by modifying the composition of the committees.

R24: That written reasons be available on request for unsuccessful candidates for promotion. That decisions on promotion be appealable to a Grievance and Appeals Committee (see R44).

R25: That the criteria for promotion be circulated to Tutors annually, and that Tutors, like more senior members of academic staff, have access to formal promotion procedures which include the elements outlined above (R23 and R24).

R26: That except where short-term and/or externally funded projects are concerned, on Deans and Directors should provide reasons for appointing Research Officers or Research Assistants for periods of less than three years. That these decisions should be appealable to a Grievance and Appeals Committee (see R44).

R27: That three months before the expiry date of an RA or RO appointment funded from recurrent funds, the Personnel Manager send a reminder notice to the appropriate Dean or Director, outlining the five available options. That Deans or Directors ensure that Heads of Departments are made aware of the five options
and that they make their recommendations within one month. That all files are returned to the Personnel Manager at that time. That RAs and ROs be informed of the outcome at least one month before the expiry date of their current appointment.

R28: That the work of RAs and ROs be included in Departmental and School Reports in the same manner in which activities of academic staff are reported.
CHAPTER THREE
THE ROLE OF WOMEN IN THE UNIVERSITY
1983

3.1 The Structure of the ANU Workforce

Women formed 43.5 per cent of the 4070 employees at the ANU on 1 December 1983. This proportion is slightly higher than the proportion of women in the workforce as a whole (37.5 per cent). However, other aspects of women’s employment at the ANU mirror very closely their position in the workforce at large: ‘largely concentrated in a few occupational areas, lower paid, lower status with few opportunities for advancement, often part-time and casual, affected by direct and indirect discrimination’ (Thurstans, 1984: 1).

For example, women employees at the ANU are much more likely than their male colleagues to work part-time:

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>181</td>
<td>582</td>
<td>763</td>
</tr>
<tr>
<td>Full-time</td>
<td>2120</td>
<td>1187</td>
<td>3307</td>
</tr>
<tr>
<td>Total</td>
<td>2301</td>
<td>1769</td>
<td>4070</td>
</tr>
</tbody>
</table>

Of the male workforce only 7.9 per cent were part-time, whereas 32.9 per cent of the female workforce were part-time. The equivalent proportions for the Australian workforce as a whole were 5.8 per cent and 35.3 per cent respectively (ABS, The Labour Force, Australia, September 1983).

Women were also less likely than their male colleagues to have continuing appointments. This is in part a reflection of the rarity of continuing appointments in predominantly female occupations such as Research Assistant (women formed 68.63 per cent of Research Assistants in 1983). It is also a reflection of the large proportion of women in part-time positions. Despite the ANU’s endorsement of the principle of fractional appointments in 1977, by 1983 only a tiny proportion of part-time staff had the security (and pro-rata benefits) of a continuing position. Overall, less than one per cent of staff at ANU (expressed as full-time equivalents) were employed on a continuing fractional full-time basis:

* Source: PAYSTAT, 1 December 1983
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Continuing Part-Time Staff as a Percentage of All Staff
(expressed as full-time equivalents) at 30 April 1983*

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.06</td>
<td>0.93</td>
<td>0.99</td>
</tr>
</tbody>
</table>

Also, four times as many women as men were employed on a casual basis:

Casual Staff as a Percentage of All Staff
(expressed as full-time equivalents) at 30 April 1983**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.92</td>
<td>3.82</td>
<td>4.74</td>
</tr>
</tbody>
</table>

The ANU workforce is divided between general staff and academic staff roughly as follows:
- academic staff 31 per cent
- general staff 69 per cent

However, women employees were overwhelmingly to be found on the general staff — 93.5 per cent of women employees are on the general staff.

<table>
<thead>
<tr>
<th>TABLE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of Employees between Academic and General Staff</td>
</tr>
<tr>
<td>AllEmployees***</td>
</tr>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>General</td>
</tr>
<tr>
<td>100.0</td>
</tr>
</tbody>
</table>

Women formed 47.6 per cent of general staff, expressed as full-time equivalents, over 50 per cent in terms of a head count. (There are major problems within this section caused by the need to move between full-time equivalent data and head-count data — 574 more women showed up on the December 1983 head-count data than on the full-time equivalent data produced from the University census of 30 April 1983.) Women formed 10.56 per cent of academic staff.

As seen below there is little room at the top for women. There are no women among the most senior officers of the University, even at the honorific level. This is unlike the situation at the University of Melbourne or the University of NSW, where there are women Deputy Chancellors (Dame Margaret Blackwood at Melbourne and Dr Jessica Milner Davis at NSW). At the ANU the top echelon has been and remains an exclusively male preserve.

* Source: Staffing Statistics Dissected.
** Source: Staffing Statistics Dissected.
**** Source: 'PAYSTAT' 1 December 1983.
If we broaden our view to take in all those earning top salaries at the ANU (over $40,000 in November 1983) the picture remains little changed. There were only three women among the top 253 salary earners — 1.2 per cent. One additional woman entered this bracket in December (at code III).
TABLE 3
Classifications* at 13 November, 1983
with Basic Salaries of $40,000 p.a. and Above**

<table>
<thead>
<tr>
<th>CODE</th>
<th>SALARY $ p.a.</th>
<th>M</th>
<th>F</th>
<th>Total</th>
<th>%F</th>
</tr>
</thead>
<tbody>
<tr>
<td>311</td>
<td>63,742</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>312</td>
<td>54,827</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>314</td>
<td>53,941</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>53,408</td>
<td>18</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>49,917</td>
<td>41</td>
<td></td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>109</td>
<td>49,917</td>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>319</td>
<td>49,917</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>112</td>
<td>46,977</td>
<td>34</td>
<td>1</td>
<td>35</td>
<td>2.86</td>
</tr>
<tr>
<td>307</td>
<td>46,977</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>310</td>
<td>46,977</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>317</td>
<td>46,977</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>321</td>
<td>46,977</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>322</td>
<td>46,977</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>323</td>
<td>46,977</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>326</td>
<td>46,977</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>46,977</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>43,641</td>
<td>49</td>
<td>1</td>
<td>50</td>
<td>2.00</td>
</tr>
<tr>
<td>331</td>
<td>42,641</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>131</td>
<td>40,885</td>
<td>82</td>
<td>1</td>
<td>83</td>
<td>1.20</td>
</tr>
<tr>
<td>364</td>
<td>40,754</td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>3</td>
<td>253</td>
<td>1.18</td>
<td></td>
</tr>
</tbody>
</table>

* Excluding appointments attracting responsibility loadings,
e.g.: Head of Research School
Chairman Board of the Institute
Chairman Board of The Faculties
Deans of Faculties, professorial and non-professorial
Dean of Students
Non-professorial Heads of Departments.

** Before application of 4.3% National Wage Case Increase, effective 6 October, 1983.
3.2.1 Occupational Segregation in the General Staff

Australia has one of the most marked patterns of sex-segregation in its workforce of any of the advanced economies (the highest degree of segregation of all countries surveyed by OECD in 1977). Almost two thirds of women in the workforce are concentrated in the clerical, sales and service areas. In 1980 over half the women in the workforce were clustered in just five of the 61 occupations listed by the Australian Statistician. As noted above (3.1), the ‘feminine’ occupations are characterised by low pay, low status, low functional autonomy and few career opportunities. It has been widely recognised, here and overseas, that ‘Unless effective strategies for dealing with problems such as the sex segregation in the labour market can be developed, equality for women will not be achieved’ (Ryan, 1983A: 13).

The historical justification of the segregation into male and female jobs in the Commonwealth Public Service was that the restriction of women to the general division (the forerunner of the fourth division) meant that women did not enter into competition to any marked extent with male officers, and released promising youths from duties which were mainly routine, ‘thus widening their scope for training and improving their prospects for advancement, while at the same time making for a more contented service’ (Report of the Royal Commission on Public Service Administration, 1920, quoted in Kingston, 1977: 116). As late as 1942 it was argued that the justification for creating separate classes for routine and other clerical work was that:

such a system would be less wasteful of money and ability than the present practice of employing on such work officers capable of and destined for more responsible tasks. An obvious point which presents itself is that here is one advantageous sphere for the employment of women in the Service. There is some evidence that they are more adaptable to monotonous work than men. Women are still prepared to undertake such work at comparatively low salaries, and their retirement upon marriage is still an important factor ensuring rapid turnover, thus mitigating the problem of blind-alley employment.

(Parker, 1942: 223)

Although women are no longer obliged to resign on marriage, and increasing numbers of women in feminised occupations have tertiary qualifications, such occupations are still characterised by the lack of career opportunities and extremely limited salary range previously justified by the expectation that women would only be working for a short period before marriage. The most feminised occupations, such as that of secretary, are the least well paid relative to male occupations with comparable training (Power, 1974: 5). There is still ample evidence that the sex-typing of occupations gives rise to characteristic expectations of those within those occupations — for example secretaries are expected to be deferential, self-effacing, supportive, non-direct, tactful and above all loyal to their immediate supervisors (see Appendix 3). The secretary (female) is seen as working for a ‘boss’ (male) — not as a colleague contributing communication and management skills, and expertise, to achieve organisational goals (Solly and Byrne, 1981: 8-9). This perception of the secretary is underlined by the practice of linking the classification and level of reward of the secretary with the status of her boss rather than with the level of skills utilised, or the tasks performed (indeed, less work may be required at the higher levels). This status contingency is one aspect of the patrimonial nature of the relationship between the secretary and her boss — whereby the
advancement of the secretary is determined by the success of her boss and her relationship with him, rather than by her individual achievement (Kanter, 1977: 69-103). The good secretary is often defined by her willingness to subordinate her own career needs to those of her boss, and may be perceived as disloyal if she pursues career opportunities outside this relationship. There is a general lack of recognition of the wide range of skills, abilities and talents which secretaries bring to their jobs, and the amount of discretion exercised in the substantive functions they perform. It has been suggested that the position of secretary should be seen as an excellent one for learning about an organisation and for progressing to other managerial positions which will build on that knowledge.

There is no need for the secretarial job to be an end in itself; nor should its apex be seen as the ability to organise conferences, travel arrangements, etc. It is a basis for the mainstream of organisational promotion.

(Solly and Byrne, 1981: 10)

Staff courses in areas such as assertiveness training and attitudinal change can help to bring into the open the wide range of managerial skills already exercised by secretaries. (As we have seen, secretaries are traditionally expected to be manipulative rather than direct in their management style and are traditionally excluded from the formal decision-making process.)

The tables included in this section indicate that occupational sex-typing is as rigid at the University as elsewhere in the Australian workforce. The keyboard classifications are all wholly female, while the skilled tradesman (sic) classifications are wholly male.

Problems outlined above in relation to secretarial work (e.g. status contingency and dependence on direct patronage and lack of properly constituted career paths) are all present at the ANU, where the majority of secretaries are in the Grade II position and have no further real prospects, regardless of qualifications, experience or duties performed (see AWE Working Party Report). Secretarial positions are not generally in need of job enrichment — rather due recognition needs to be paid to the variety and discretionary nature of the work performed. However, in both secretarial and in other keyboard classifications, such as Word Processing Typist Grade I, urgent attention needs to be given to job design. A high proportion of women in keyboard classifications at the ANU are now suffering from some form of repetition strain injury — 69 per cent of the 143 respondents to a survey conducted in November 1983 of women in keyboard classifications reported some symptoms (see AWE Working Party Report, Table 10.1). In the more serious cases the women are crippled for life.
TABLE 4
ANU Classifications in which More than 90 per cent of Staff are Women*

<table>
<thead>
<tr>
<th>Classification Code</th>
<th>Classifications</th>
<th>No. of Staff in Classification</th>
<th>Women as Percentage of Total Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>272</td>
<td>Laboratory Attendant</td>
<td>12</td>
<td>91.7</td>
</tr>
<tr>
<td>279-282</td>
<td>Printing Assistant</td>
<td>14</td>
<td>92.8</td>
</tr>
<tr>
<td>450-454, 578</td>
<td>Data Processing Operator</td>
<td>18</td>
<td>100.0</td>
</tr>
<tr>
<td>460</td>
<td>Secretary Range I</td>
<td>89</td>
<td>100.0</td>
</tr>
<tr>
<td>461</td>
<td>Secretary Range II</td>
<td>107</td>
<td>100.0</td>
</tr>
<tr>
<td>464-466</td>
<td>Stenographer</td>
<td>47</td>
<td>100.0</td>
</tr>
<tr>
<td>467, 567, 568</td>
<td>Casual Typist</td>
<td>28</td>
<td>100.0</td>
</tr>
<tr>
<td>471-473</td>
<td>Typist</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>475-477</td>
<td>Telephonist</td>
<td>7</td>
<td>100.0</td>
</tr>
<tr>
<td>485-486</td>
<td>Word Processing Typist</td>
<td>75</td>
<td>100.0</td>
</tr>
<tr>
<td>555, 751</td>
<td>Tea Assistant</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>571</td>
<td>Casual Librarian</td>
<td>17</td>
<td>100.0</td>
</tr>
<tr>
<td>943, 944</td>
<td>Housekeeper/Housemaid</td>
<td>11</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Source: Paysex I, 25 October 1983

Sex-typing also affects the clerical range, where the vast majority of employees are female, and the administrative officer range, where the large majority of employees are male. There appears to be an invisible barrier preventing the entry of women into the upper range. This does not relate to entrance qualifications, as there are no set minimum qualifications for entry into the ANU Officer range as a whole. The paucity of women seems to stem more from general prejudice about the appointment of women to managerial positions and the perception of this prejudice by women themselves, than from lack of formal qualifications. Women may be reluctant to apply for positions when they perceive a prejudice in favour of male applicants and when they believe that their union is unlikely to be active on their behalf in the case of an appeal. In some areas where formal qualifications are required, such as within the Registrar’s Division, women have done relatively well (see Figure 3).
Table 5
Clerical and Administrative Staff at 25 October 1983

<table>
<thead>
<tr>
<th>Classification Code</th>
<th>Classification</th>
<th>No. of Staff in Classification</th>
<th>Women as Percentage of Total Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>364</td>
<td>ANU Officer Grade 14</td>
<td>5</td>
<td>00.0</td>
</tr>
<tr>
<td>363</td>
<td>ANU Officer Grade 13</td>
<td>7</td>
<td>28.6</td>
</tr>
<tr>
<td>362</td>
<td>ANU Officer Grade 12</td>
<td>12</td>
<td>16.7</td>
</tr>
<tr>
<td>361</td>
<td>ANU Officer Grade 11</td>
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<td>22.2</td>
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<tr>
<td>360</td>
<td>ANU Officer Grade 10</td>
<td>16</td>
<td>25.0</td>
</tr>
<tr>
<td>359</td>
<td>ANU Officer Grade 9</td>
<td>24</td>
<td>12.5</td>
</tr>
<tr>
<td>358</td>
<td>ANU Officer Grade 8</td>
<td>16</td>
<td>25.0</td>
</tr>
<tr>
<td>357</td>
<td>ANU Officer Grade 7</td>
<td>32</td>
<td>21.9</td>
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<td>26.1</td>
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<td>38</td>
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</tr>
<tr>
<td>354</td>
<td>ANU Officer Grade 4</td>
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<td>28.6</td>
</tr>
<tr>
<td>353</td>
<td>ANU Officer Grade 3</td>
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<td>00.0</td>
</tr>
<tr>
<td>417</td>
<td>Administrative Officer</td>
<td>30</td>
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<tr>
<td>416</td>
<td>Clerk Grade 5</td>
<td>37</td>
<td>73.0</td>
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<tr>
<td>415</td>
<td>Clerk Grade 4</td>
<td>65</td>
<td>84.6</td>
</tr>
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<td>414</td>
<td>Clerk Grade 3</td>
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<tr>
<td>411</td>
<td>Junior Clerk</td>
<td>12</td>
<td>83.3</td>
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</tbody>
</table>

The few men in the clerical grades appear to be promoted more rapidly than the women — for example no male clerks in Grade 2 and below in 1983 had been in their current classification for more than five years, whereas 21 women in Grade 2 and below had been in their current classification for between six and 20 years (see AWE Working Party Report, Tables 7.5 and 7.6). A major problem appears to be that women in clerical grades are expected to type, but because of the low work value ascribed to this characteristically female skill it is difficult for female clerks to obtain reclassification (see AWE Working Party Report, 7.9). A sample comment made by a female clerk to a survey question on the ANU as an employer was ‘Why is it that female clerks are generally expected to use a typewriter and males are not?’ It is generally recognised that the use of a typewriter is a barrier to promotion.

There is also much dissatisfaction among women clerical and administrative employees about the apparent lack of consistent criteria used to classify positions across the University, the lack of published classification criteria and doubts about the expertise of those involved in conducting classifications. This concern about the procedures used for classification is shared by other employees — one third of the 151 respondents to a survey of technical staff conducted in December 1983 believed they were wrongly classified (AWE Working Party Report, Appendix D.2).
Many women employees in keyboard, clerical and administrative classifications support the concept of a unified career structure for administrative support staff, with a discernible career path and a logical salary progression. An example of such a career structure is given in Appendix B.3 of the AWE Working Party Report. Supplementary measures to achieve equality of opportunity would include published classifications criteria, inclusion of at least one woman and of at least one person with detailed knowledge of the position under consideration in the classification committee, planned job rotation schemes to aid career development and a procedures manual for each area to aid job rotation.

There are four main central administrative divisions within the University — the divisions of the Treasurer, the Registrar, the Secretary and of Buildings and Grounds. Women are best represented at senior levels within the Registrar's Division, and least well represented at such levels within the Treasurer's Division and in Buildings and Grounds. Although women have obtained senior positions within the Registrar's Division of the University, in general, women seem to have difficulty in being appointed to positions where they will supervise men and women. Characteristically, women in senior and/or supervisory positions will be involved in supervising other women (a much commented upon exception to this rule of thumb is to be found within the Buildings and Grounds Division where a woman Curator of Grounds supervises an all-male gardening staff). There still seems to be a tendency to see women as unsuited to mainstream managerial positions, as can be seen, for example, from the absence of women among business and laboratory managers at the University, or from the composition of the Personnel Office (see Figure 4). It is a truism within organisational literature that women in senior positions will be found:

in staff roles that are administrative rather than line management and in functions such as public relations, where they are removed from the interdependent social networks of the corporation's principal operations.

(Kanter, 1977: 55)

In this connection it should be noted that the most senior woman within the Secretary's Division is the Co-ordinator of University Information.
Towards Equal Opportunity: Women and Employment at the Australian National University

### Figure 2: Treasurer's Division

<table>
<thead>
<tr>
<th>Treasurer</th>
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<thead>
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<th>Head, Finance &amp; Accounting</th>
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<tr>
<td>Grade 7</td>
<td>2m</td>
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<tr>
<td>Grade 6</td>
<td>2m</td>
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<tr>
<td>Grade 4</td>
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<td>Grade 3</td>
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<td>Grade 2</td>
<td>1m</td>
</tr>
<tr>
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<td>Sec. Range 1</td>
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|  |
|---|---|
| Total: | 40m |

14/2/84
The Role of Women in the ANU 1983

FIGURE 3 Registrar's Division
Towards Equal Opportunity: Women and Employment at the Australian National University

FIGURE 4 Secretary's Division

<table>
<thead>
<tr>
<th>Position</th>
<th>ANU Off. Gr.</th>
<th>Sec. Range 1</th>
<th>Total</th>
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<td>Personnel Manager</td>
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<td>ANU Off. Gr. 10</td>
<td>m</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Clark Gr. 4</td>
<td>m</td>
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<td></td>
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<tr>
<td>Admin. Officer</td>
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<td>7</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Staff Train. &amp; Dev.</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ANU Off. Gr. 9</td>
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<td>2</td>
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<td>Clark Gr. 4</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Secretarial Officer</td>
<td>1</td>
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</tr>
<tr>
<td>Sec. Range 1</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>18</td>
<td>40</td>
</tr>
</tbody>
</table>

| Statistical Office              | ANU Off. Gr. 10| 1      | 15 |
| Clark Gr. 2                     | 1              | 1      | 2   |
| Total                           | 22            | 18      | 40  |

| Co-ordinator University Information | ANU Off. Gr. 1 | 13 |
| Co-ordinator University Information | Sec. Range 1 | 1 |
| Total                              | 14             | 3     |

| Co-ordinator Community Affairs   | ANU Off. Gr. 1 | 13 |
| Co-ordinator Community Affairs   | Sec. Range 1 | 1 |
| Total                              | 14             | 3     |

| Housing Officer                  | ANU Off. Gr. 8 | 1 |
| Housing Officer                  | Sec. Clerk of Books | 1 |
| Total                              | 2              | 3   |

| Director                         | Publishing & Printing | m |
| Director                         | ANU Press | 1 |
| Director                         | ANU Off. Gr. 9 | 1 |
| Director                         | Admin. Office | 1 |
| Director                         | Clerk Gr. 2 | 1 |
| Director                         | Clerk Gr. 4 | 1 |
| Total                              | 5              | 3   |

| Deputy                           | Revising | 1 |
| Deputy                           | ANU Off. Gr. 7 | 1 |
| Deputy                           | Print. Super. | 1 |
| Deputy                           | Print. Crafts. | 1 |
| Deputy                           | Print. Paper | 1 |
| Deputy                           | Print. Assist. | 1 |
| Deputy                           | Print. Apprentice | 1 |
| Total                              | 5              | 3   |

| Coordinator                      | Duplicating | m |
| Coordinator                      | Print. Assist. | 1 |
| Coordinator                      | Print. Super. | 1 |
| Coordinator                      | Print. Crafts. | 1 |
| Coordinator                      | Print. Paper | 1 |
| Coordinator                      | Print. Assist. | 1 |
| Coordinator                      | Print. Apprentice | 1 |
| Total                              | 5              | 3   |

| Coordinator                      | ANU Off. Gr. 6 | 1 |
| Coordinator                      | Clerk Gr. 3 | 1 |
| Total                              | 2              | 3   |

| Total                             | 16             | 9    |

14/2/84
<table>
<thead>
<tr>
<th>Position</th>
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<th>Female</th>
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<tr>
<td>Head, Buildings &amp; Grounds</td>
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<td></td>
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<td>Chief Engineer</td>
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<td>Engineering Services</td>
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<td>Engineer Class I</td>
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<tr>
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<tr>
<td>Sen. Telephoneist</td>
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<td>Telephoneist</td>
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<tr>
<td>Maintenance</td>
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</tr>
<tr>
<td>Electrician</td>
<td>2m</td>
<td></td>
</tr>
<tr>
<td>Elec. Mechanic</td>
<td>2m</td>
<td></td>
</tr>
<tr>
<td>Fitter-Turner</td>
<td>3m</td>
<td></td>
</tr>
<tr>
<td>Painter</td>
<td>10m</td>
<td></td>
</tr>
<tr>
<td>Plasterer</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Plumber</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Unlic. Plumber</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Bricklayer</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Carpenter</td>
<td>8m</td>
<td></td>
</tr>
<tr>
<td>Build. Labourer</td>
<td>2m</td>
<td></td>
</tr>
<tr>
<td>Maintenance Pool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANU Off. Gr. 8</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Clerk Gr. 6</td>
<td>2m</td>
<td></td>
</tr>
<tr>
<td>Office Asst.</td>
<td>1f</td>
<td></td>
</tr>
<tr>
<td>Sen. Tech. Off. Lev. 2</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Elec. Apprentice</td>
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<td></td>
</tr>
<tr>
<td>Total:</td>
<td>51m</td>
<td>1f</td>
</tr>
<tr>
<td></td>
<td>118m</td>
<td>31f</td>
</tr>
<tr>
<td></td>
<td>149</td>
<td></td>
</tr>
<tr>
<td>Divisional Manager</td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>Sec. Range 1</td>
<td>1f</td>
<td></td>
</tr>
<tr>
<td>Finance Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANU Off. Gr. 7</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Clerk Gr. 5</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Clerk Gr. 4</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Casual Typist</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Security &amp; Traffic Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANU Off. Gr. 5</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Parking Controller</td>
<td>2m</td>
<td></td>
</tr>
<tr>
<td>Head Watchman</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Watchman (Mobile)</td>
<td>9m</td>
<td></td>
</tr>
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<td>Services Section</td>
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<td></td>
</tr>
<tr>
<td>Cleaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaner Foreman</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Cleaner Full-time</td>
<td>4m</td>
<td></td>
</tr>
<tr>
<td>Cleaner Part-time</td>
<td>8f</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>23m</td>
<td>16f</td>
</tr>
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<td>39</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development Officer</td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>Sec. Range 1</td>
<td>1f</td>
<td></td>
</tr>
<tr>
<td>Development Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANU Off. Gr. 8</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Draftsman Gr. 1</td>
<td>1f</td>
<td></td>
</tr>
<tr>
<td>Sen. Draft. Illustrator</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Curator of Grounds</td>
<td>1f</td>
<td></td>
</tr>
<tr>
<td>Fire and Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sen. Tech. Off. Lev. 1</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Technical Officer</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Site Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gardening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ernes. Tech. Off. Lev. 2</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Motor Mechanic</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Gardener Gr. 1</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Gardener Gr. 3</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Garbage Collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Lorry Driver</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Road Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; Car Parks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groundsman</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Labourer</td>
<td>1m</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>43m</td>
<td>3f</td>
</tr>
<tr>
<td></td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

14/2/84

FIGURE 5  Buildings and Grounds Division
The absence of women from the skilled trades areas at the ANU is very striking as seen below:

**TABLE 6**
Classifications in Which no Women were Employed

<table>
<thead>
<tr>
<th>Classification</th>
<th>No. of Staff in Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>231-237</td>
<td>Laboratory Craftsman 95</td>
</tr>
<tr>
<td>260-265</td>
<td>Engineer 15</td>
</tr>
<tr>
<td>285-286</td>
<td>Printing Craftsman 8</td>
</tr>
<tr>
<td>441-447, 966</td>
<td>Storeman/Stores Supervisor 35</td>
</tr>
<tr>
<td>613-614</td>
<td>Carpenter 15</td>
</tr>
<tr>
<td>631-634</td>
<td>Fitter/Turner 11</td>
</tr>
<tr>
<td>641-643</td>
<td>Painter 13</td>
</tr>
<tr>
<td>711-718</td>
<td>Gardener/Groundsman 32</td>
</tr>
<tr>
<td>731-736</td>
<td>Watchman 47</td>
</tr>
<tr>
<td>737-739</td>
<td>Attendant 10</td>
</tr>
<tr>
<td>740-749</td>
<td>Driver/Parking Controller 13</td>
</tr>
<tr>
<td>931</td>
<td>Chef 8</td>
</tr>
</tbody>
</table>

* Source: Paysex I, 25 October 1983

The masculine connotations of these classifications at the University is reinforced by the use of sex-specific job titles such as 'Watchman' and 'Groundsman'. There are no women security officers, although the desirability of this for the reassurance of women staff and students has been recognised elsewhere (e.g. the University of NSW).

There appears to be a certain degree of complacency at the University about the absence of women from the skilled trades areas. Although there are currently about 20 apprentices at the ANU, including three apprentice cooks, none of them are women. By contrast, in Commonwealth Government employment, there has been affirmative recruitment of women into non-traditional areas, including the previously male fields of maintenance and repair work, and apprenticeships (speech by the Prime Minister to the National Labor Women's Conference, 28 January 1984). In the Department of Territories and Local Government, 11 of the 22 apprentice gardeners are now women. In some cases entrance qualifications may need to be reformulated in light of their exclusionary effects:

The fact that female apprentices have won prizes out of all proportion to their numbers indicates that lack of previous technical experience need not prevent women from excelling in a trade or other technical occupation.

('Women and non-traditional occupations — information for departments', EEO Bureau, Public Service Board)

In order to overcome the assumption that women are still excluded from various skilled trades, the University should alert the Commonwealth Employment Service and the Career Reference Centres that the University's EEO policy applies to jobs in non-traditional areas and to apprenticeships, and that women are encouraged to apply. There are specific financial
incentives now available from the Department of Employment and Industrial Relations for employers who take on female apprentices (the CRAFT Special Incentive for Female Apprentices). The ANU would be eligible for up to $4,000 for an apprentice taken on under this scheme.

Apart from increasing the range of occupations available to women and ensuring that appointments are made on merit rather than on ascriptive criteria, the breaking down of occupational segregation may have further positive advantages for the University. The present conflation of job classifications and gender roles means that work is often not organised in the most rational and effective way. Thus we see female classifications take on the characteristics of the 'office wife' together with the associated dependent work status which inhibits effective consultation and team work and the maximising of potential (see Appendix 3).

Similarly the nexus between masculinity and certain classifications may mean that inadequate attention is paid to the intrinsic requirements of the job. Thus the traditional allocation of outdoor work to men may over-emphasise the supposed need for 'brawn', over skills which may be held equally by women.

The level of awareness of occupational and vertical segregation at the University appears to be low. One Business Manager responded to an EEO Seminar by submitting a list of his staff. He pointed out that there were a majority of women on the list, so he 'hoped that he would not be regarded as discriminating in favour of appointing female members of staff!'. Although women formed a majority of the staff concerned, of the five staff members in senior positions only one was a woman, and she held a specialist rather than a mainstream managerial position. Other women staff were concentrated in clerical, keyboard, cleaning and tea-assistant classifications. Storeman and watchman classifications were all filled by men, and cleaning staff were supervised by a male (while the typing pool was supervised by a woman). It is interesting both that the EEO Seminar was interpreted as a personal criticism (cf. 2.5) and that a comprehensive staff list was produced which unwittingly confirmed the themes of the seminar concerning the structural location of women in the workforce.

One task of the EEO Officer will be to assist the University in raising the level of EEO awareness, particularly among those with a significant role in staffing. EEO responsibilities should be added to the duty statements of all staff with significant personnel functions. The requirement of 'EEO awareness' should be added to job specifications for positions with a significant personnel or information component as is done by the NSW Government.

In NSW this commendable practice is so widespread that 'knowledge of EEO principles' is even required of candidates for the position of Cook (Second-in-Charge) at the Staff Cafeteria, Long Bay Gaol (Sydney Morning Herald, 25 February 1984). EEO awareness is equally important for those providing information about the University. For example, a pictorial spread about the Research School of Chemistry in NATUNI in September 1983 included photographs only of males, thus tending to reinforce the sex-typing of research areas. The ANU Reporter of 24 February 1984 had photographs of 15 males (plus other males in the background) but no females on its first three pages. It is essential that those preparing promotional materials for the University (including videos) ensure that both men and women are depicted as playing a significant part in the activities of the University, and that care is taken to avoid either ignoring women or depicting them only in stereotyped and/or subordinate roles.
One aspect of occupational segregation at the ANU is that women are concentrated in the administrative support classifications rather than the technical support classifications, as illustrated below.

**FIGURE 6**
The Australian National University
General Staff Directly Supporting Academic Activities
Equivalent Full-time Staff at 30 April 1983
Within the technical support staff, women are concentrated in the lower classifications and the pattern of vertical segregation is even more marked than in academic classifications. Overall responsibility rests in the hands of Laboratory Managers who are all male and may find it difficult to identify with women technical staff or to see them as suitable to fill acting or substantive positions in which they would supervise male staff (see 4.2).

### TABLE 7
Vertical Segregation in Technical Classifications with More than Ten Members of Staff

<table>
<thead>
<tr>
<th>Classification Code</th>
<th>Classification</th>
<th>No. of Staff in Classification</th>
<th>Women as Percentage of Total Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>221</td>
<td>Head Tech. Officer Grade 3</td>
<td>15</td>
<td>0.0</td>
</tr>
<tr>
<td>223</td>
<td>Head Tech. Officer Grade 1</td>
<td>12</td>
<td>0.0</td>
</tr>
<tr>
<td>211</td>
<td>Sen. Tech. Officer Level 3</td>
<td>37</td>
<td>2.7</td>
</tr>
<tr>
<td>212</td>
<td>Sen. Tech. Officer Level 2</td>
<td>59</td>
<td>8.5</td>
</tr>
<tr>
<td>213</td>
<td>Sen. Tech. Officer Level 1</td>
<td>81</td>
<td>14.8</td>
</tr>
<tr>
<td>215</td>
<td>Tech. Officer Grade 1</td>
<td>151</td>
<td>28.5</td>
</tr>
<tr>
<td>216</td>
<td>Trainee Tech. Officer</td>
<td>13</td>
<td>30.8</td>
</tr>
<tr>
<td>225</td>
<td>Sen. Lab. Tech. Grade 1</td>
<td>11</td>
<td>45.5</td>
</tr>
<tr>
<td>229</td>
<td>Lab. Technician Grade 2</td>
<td>94</td>
<td>53.2</td>
</tr>
<tr>
<td>228</td>
<td>Lab. Technician Grade 1</td>
<td>74</td>
<td>55.4</td>
</tr>
<tr>
<td>227</td>
<td>Junior Lab. Technician</td>
<td>21</td>
<td>57.1</td>
</tr>
</tbody>
</table>

Women occupied only 8.96 per cent of the Senior Technical Officer and higher classifications (including Head Technical Officer Grade 2, not shown above) but 42.58 per cent of the more junior technical classifications shown.


#### 3.2.2 Recommendations Relating to the General Staff

**R29:** That consideration be given to the need to provide more adequate career opportunities for women in keyboard and clerical classifications, for example through job enrichment, job rotation and the provision of a unified career structure with logical progressions.

**R30:** That keyboard and clerical staff be more adequately represented in formal decision-making processes, including selection committees for positions in their field.

**R31:** That clear duty statements of the kind issued by the Australian Public Service and the Canberra College of Advanced Education be prepared for all general staff positions. That, in the first instance, these statements be prepared for vacant positions, and that the target date for the completion of duty statements for all positions be December 1986.
R32: That EEO responsibilities be added to the duty statements of staff with significant personnel functions. That the requirement of ‘EEO awareness’ be added to job specifications for positions with a significant personnel or information component.

R33: That classification and reclassification procedures be reviewed and that information regarding these procedures be disseminated more effectively. That classification guidelines be drawn up in consultation with the relevant associations and be made publicly available. That reclassification should be undertaken by a small committee which includes at least one woman and one member with a detailed knowledge of the position under consideration. That women should be included on the classification appeals panel appointed by the Committee on General Staffing and on all sub-committees.

R34: That the University specifically seek out women willing to participate in job rotation schemes, whereby they can gain additional experience relevant to advancement. That the Secretary submit a report on the number of women participating in such schemes within 12 months of approval of this recommendation, and that the effectiveness of job rotation schemes in promoting job satisfaction and career development for women employees be monitored by the EEO Officer.

R35: That the University provide encouragement to women to apply for non-traditional jobs and for apprenticeships, by alerting the Commonwealth Employment Service and Career Reference Centres that the University’s EEO policy applies to jobs in non-traditional areas and apprenticeships; and by publicising the appointment and work of women in non-traditional areas.

R36: That the University seek to appoint at least one woman apprentice within 12 months.

3.3.1 Cleaning Staff

Among the most disadvantaged women employees at the University are also the most invisible — the women employed as full-time or part-time cleaners. There were 57 women in the former category and 67 in the latter category in November 1983. Women formed 60 per cent of full-time cleaners and 94 per cent of part-time cleaners.

The vast majority of these women were of migrant origin — e.g. about 41 of the 57 women day cleaners. Supervision of these women was largely conducted by ‘Anglo’ males. The four people in the ‘cleaner foreman’ classification were all Anglo males as were 43 of the 51 leading hands on the day staff. Among the eight women leading hands on the day staff, only one Yugoslav woman could be identified, although Yugoslav women were by far the largest ethnic group. (Yugoslav men do not appear to work as cleaners.)

The following tables provide an ethnic breakdown of cleaning staff and of supervisors (excluding leading hands) in four selected areas. Most male cleaners were Australian-born and almost all male cleaners worked full-time. Most female cleaners were migrants, and were likely to work part-time — juggling family responsibilities and work, usually without access to regular child care.
### TABLE 8
Birthplace of Cleaners

1. **Buildings and Grounds**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yugoslav</td>
<td>—</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Australian</td>
<td>3*</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>British</td>
<td>—</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5**</td>
<td>21***</td>
<td>26</td>
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</table>

* Includes one Cleaner Foreman  
** All full-time  
*** Five full-time, sixteen part-time

2. **Joint Schools**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Australian</td>
<td>4*</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Hungarian</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>7**</td>
<td>10***</td>
<td>17</td>
</tr>
</tbody>
</table>

* Includes one Cleaner Foreman  
** All full-time  
*** Four full-time, six part-time

3. **JCSMR**

<table>
<thead>
<tr>
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<th>Male*</th>
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</tr>
</thead>
<tbody>
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<td>2</td>
</tr>
<tr>
<td>Australian</td>
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<td>4</td>
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<tr>
<td>German</td>
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<td>British</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>Polish</td>
<td>—</td>
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<tr>
<td>Chilean</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>12**</td>
</tr>
</tbody>
</table>

* The cleaners are supervised by the Watchman/Janitor Head (1) or the Watchman/Janitors (3): all Australian males.  
** Seven part-time, five full-time
4. Library

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yugoslav</td>
<td>1</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Italian</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Australian</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Polich</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Finnish</td>
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</tr>
<tr>
<td>British</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* Includes four full-time, one part-time
** Six full-time, 12 part-time

Source for tables: Stats 5 — All Staff by Nationality and Birthplace, 18 January 1984.

The structure within which migrant women are largely supervised by personnel of a different gender and ethnic background, has given rise to a number of problems. Many women cleaners do not have a clear picture of their rights as employees and have remained silent about intimidatory practices rather than risk victimisation. Threats of 'the sack' if women cleaners step out of line appear to have been commonplace and extremely effective. Almost by definition women cleaners desperately need their jobs, and they do not have the protection of continuing appointment, being employed on 12-month contracts.

Having been assured of the support of the Association of Women Employees, of their union and of the University Administration some women have voiced their complaints for the first time. Some immediate problems have been resolved but the structures which gave rise to those disputes remain in place. One consequence of these structures is that information concerning the University's English in the Workplace Program has not reached those most in need of it.

3.3.2 Recommendations

**R37:** That an affirmative action program be initiated to increase the number of women cleaners in supervisory roles, and, in particular, the number of migrant women cleaners in such roles. That a report on progress of this program be submitted to the EEO Committee by the Personnel Manager within 12 months of approval of the recommendation by Council.

**R38:** That where present supervisory personnel remain in place, a directive be issued making clear the kinds of sexist and discriminatory behaviour which are unacceptable to the University.

**R39:** That a leaflet be prepared in English, Croatian, Serbian, Italian and Polish and sent individually to cleaning staff to alert them to their rights to participate in the English in the Workplace Program. This leaflet should also be distributed through the Federated Miscellaneous Workers Union and the Liquor and Allied Trades Union.
R40: That publicity be given in the ANU Reporter to participation by ethnic men and women in unskilled classifications in the English in the Workplace Program.

R41: That the practice of employing cleaners on 12-month contracts be reviewed by comparison with other categories of general staff.

3.4 Employment of Aborigines at ANU

At 1 December 1983 there was one Aborigine employed as a groundsman at the ANU and there were two Aboriginal apprentices in the Printing Service, employed under the National Employment Strategy for Aborigines (NESA). NESA trainees are fully funded by the Department of Employment and Industrial Relations. One of these apprentices was due to complete his apprenticeship in April 1984. The other apprentice was due to finish his apprenticeship in February 1985.

There are no Aboriginal women employed at ANU. The target set by the Government for Aboriginal employment in the APS is tied to their representation within the community — between one and two per cent. It is anticipated that the proportion of Aboriginal staff within the APS will reach one per cent by the end of 1984.

Recommendations

R42: That the University seek to increase the number of Aboriginal men and women on its staff and that the target should be at least two additional Aboriginal staff members by the end of 1985.

R43: That the University should seek to train both Aboriginal women and Aboriginal men under the NESA scheme.

3.5 Grievance and Appeals Procedure

At present there is no unified appeals procedure available at the University, although there are some specific mechanisms such as the classifications appeals system for members of general staff. There are also a number of avenues for the resolution of specific grievances within the general staff:

(i) the ‘dispute’ clauses in the ANU General Conditions Award which may be used by members of unions covered by the award;

(ii) the University Grievance Committee established in August 1980, its membership determined separately for each grievance but chaired by a member of Council not on general staff;

(iii) ad hoc arrangements often involving the Personnel manager or other senior members of general staff.

There have been a number of problems with existing procedures, and the lack of a formal appeals system has made it difficult to establish consistency and credibility. Employees tend to be inhibited in utilising procedures which involve complaining about decisions of senior managers to other senior managers. This may be particularly true of women employees due to the gender gap between senior management and other levels of staff. The Grievance Committee procedure has only been used twice since 1980 and it was evident from the large
number of submissions made to the EEO Consultant that there was little faith placed in existing procedures.

During late 1983 and early 1984, considerable effort was put into drawing up a new and more satisfactory grievance and appeals system for members of general staff. The proposed system involved a standing panel appointed for a fixed term of three years, normally from among members or ex-members of Council. Three members, drawn from this panel and including at least one man and one woman, will be appointed for each appeal after consultation with the parties involved. The kind of decisions which may be appealed against under the proposed system include:

- appointments
- transfers
- refusal of continuing appointments or extension of appointment
- refusal of leave to attend courses of study
- alleged discrimination on the basis of race, sex, marital status or pregnancy
- refusal of fractional appointments.

This system should prove more satisfactory than the previous procedures, but care needs to be taken that persons not identified with management are available to provide advice during the early stages of an appeal. Not all University employees belong to a union, and there are also specific problems relating to appeals against decisions made by members of the same union. The availability of these grievance counsellors should be publicised, and they may also need to provide some assistance to the appellant in putting the case into writing.

While the new grievance and appeals system will be an important step forward for members of the general staff it will create a glaring disparity between members of the general staff and members of the academic staff. There is no appeals system for decisions affecting academic staff, except in a few specific instances such as decisions relating to reappointment. Members of the academic staff, or candidates for academic positions at the University, should have access to a formal appeals system when decisions appear to have been unfair or discriminatory. Unsuccessful candidates for positions should be informed of the name of the successful applicant.

Recommendation

R44: That a grievance and appeals system be developed for members of the academic staff, similar to that which has been developed for members of the general staff (outlined in 3.5). That a separate promotions appeal system be developed, both for the IAS and The Faculties.

3.6 Women on the Academic Staff

3.6.1 Comparisons Between the Institute of Advanced Studies and the Faculties

While women form 10.56 per cent of academic staff at ANU overall, this figure masks the significant differences between the Institute of Advanced Studies (IAS) and The Faculties. While The Faculties have functions similar to those of other Australian universities, the IAS is a
research institution with no undergraduate teaching responsibilities. The proportion of women on the academic staff in The Faculties in 1983 was more than twice as high as the proportion on the academic staff of the IAS. This relates in part to the different mix of subject areas in the IAS and The Faculties. For example, women have traditionally been relatively well represented in language departments, which are not found in the IAS. It also relates to traditional assumptions about women and the greater willingness to accept them into nurturant roles (teaching) than into non-nurturant roles (autonomous or semi-autonomous research). In general, academic labour markets in western countries have been sex-segmented. Women have filled a high proportion of junior teaching positions, while men have performed the roles of 'men of knowledge' or of research entrepreneurs with the ability to attract research funds (Cass, 1983: 72-73).

**TABLE 9**
Women on the Academic Staff
(expressed as equivalent full-time numbers)

<table>
<thead>
<tr>
<th>Academic Staff IAS and Centres (excluding Visitors) at 30 April 1983</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>544</td>
<td>38</td>
<td>582</td>
<td>6.53</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Staff The Faculties (excluding Visitors) at 30 April 1983</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>311</td>
<td>63</td>
<td>374</td>
<td>16.84</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Academic Staff ANU (excluding Visitors) at 30 April 1983</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>855</td>
<td>101</td>
<td>956</td>
<td>10.56</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Staff Australian Universities at 30 April 1983*</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,272</td>
<td>2,358</td>
<td>12,630</td>
<td>18.67</td>
<td></td>
</tr>
</tbody>
</table>

* Source: CTEC

Within the context of financial constraint, the potential to attract outside funding becomes an ever more important 'selling point' for applicants for research positions. Given the male-dominated nature of funding bodies, men are not unnaturally seen as more likely to bring such money into the University. This has resulted in the situation, often described as 'grotesque', whereby only two per cent of tenured staff at the IAS, the most prestigious national research institution in Australia, are women. The consequences in terms of research priorities, breadth of knowledge represented, and supervision of women scholars, can hardly be over-emphasised (see 4.6) — particularly in view of the ANU's brief to conduct research on subjects of national importance.
TABLE 10
Tenured and Senior Academic Staff
(expressed as equivalent full-time numbers)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Academic Staff IAS and Centres at 30 April 1983</td>
<td>270</td>
<td>6</td>
<td>276</td>
<td>2.17</td>
</tr>
<tr>
<td>Senior* Academic Staff IAS and Centres at 30 April 1983</td>
<td>308</td>
<td>7</td>
<td>315</td>
<td>2.22</td>
</tr>
</tbody>
</table>

These issues were raised in the Bramley-Ward Report in 1976, but disparities between the IAS and The Faculties have persisted and even widened at senior levels. While women formed four per cent of appointments to tenured positions in the IAS between 1962-67, 1967-72 and 1972-77, in the years 1977-82 they formed only two per cent. The number of women in tenured research only positions remained constant between 1976 and 1983 at six (compared with 270 men in tenured research only positions in 1983). The positions in question are Professor, Professorial Fellow, Senior Fellow and Fellow, which have normally been offered on a tenured basis. In some cases limited term appointments to these positions are now being introduced.

Meanwhile there was a slight increase in the appointment of women to tenured or tenurable teaching and research positions in The Faculties — from 10 per cent of appointments in 1972-77 to 13 per cent in 1977-82. However, the total number of women in tenured or tenurable teaching and research positions increased only from 36 in 1976 to 39 in 1983 (compared with 285 men in these positions in 1983). In 1983, women formed 22.14 per cent of candidates for tenurable positions in The Faculties but only 10 per cent of appointees to tenurable positions (there were 95 women applicants, 334 male applicants and ten positions filled, one by a woman). Women formed 50.28 per cent of applicants for temporary positions at the level of Lecturer and above and 35.71 per cent of appointees (there were 87 male applicants, 88 female applicants and 14 positions were filled, five by women). Only at the level of Tutor/Senior Tutor was the proportion of women appointed greater than the proportion of women candidates. Disaggregated figures were not available so the effects of the fields in which positions were advertised cannot be measured.

* Includes the senior untenured position of Senior Research Fellow.
The following table illustrating the disparate trend between the IAS and The Faculties is reproduced from A Demographic Profile of the Australian National University (Santow and Bracher, 1983: 33).

**TABLE II**

**Appointments of Women**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Tenured Appointments to Women in the:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAS</td>
<td>4 (5)</td>
<td>4 (5)</td>
<td>4 (4)</td>
<td>2 (1)</td>
</tr>
<tr>
<td>Faculties</td>
<td>8 (10)</td>
<td>10 (13)</td>
<td>10 (12)</td>
<td>13 (9)</td>
</tr>
<tr>
<td><strong>Proportion of Doctorates to Women from:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANU</td>
<td>9 (18)</td>
<td>11* (33)</td>
<td>11 (65)</td>
<td>18* (88)</td>
</tr>
<tr>
<td>All Australian Universities</td>
<td>8 (99)</td>
<td>8 (238)</td>
<td>11 (436)</td>
<td>15** (392)</td>
</tr>
</tbody>
</table>

Sources: Annual Reports of the Australian National University and University Statistics. Australian Bureau of Statistics, Canberra; various years.

Apart from the drop in the 1977-82 period in the number and proportion of women appointed to tenured positions in the IAS, there was also a significant drop in the number of women in senior, untenured positions. While in 1976 the number of women holding Senior Research Fellowships was six, by 1983 there was only one woman in this category, the same number as in the period analysed by Bramley and Ward (1973-75).

There had, however, been an increase in the number of women holding the junior untenured research only positions of Research Fellow and Postdoctoral Fellow, or the position of Visiting Fellow (with or without grant). The number of women Research Fellows had risen from nine in 1976 to 24 in 1983, and the number of women Postdoctoral Fellows had risen from five in 1976 to 11 in 1983. However, the overall representation of women on the academic staff of the IAS and Centres was still only 6.53 per cent, barely over a third of the average for Australian universities (18.67 per cent). For more detailed information on the distribution of women on the academic staff in the years 1976 and 1983 see Appendix One, which forms the basis for most of the tables and figures in this section.

Within The Faculties, the slight increase in the number of women with Lectureships has not been accompanied by an increase of women with Senior Lectureships (where in fact there has been a decrease from 17 to 11, accounted for partly by promotion to Readerships and partly by retirement or resignation). In 1983 women formed 24.7 per cent of Lecturers but only 8.4 per cent of Senior Lecturers, who form a much larger group. The proportion of women in teaching positions at ANU in 1983 was significantly different from the pattern at Macquarie University, a University otherwise comparable to the ANU in that it too lacks the traditionally male-dominated undergraduate disciplines of engineering, medicine, dentistry and architecture.

* based on data for four years
** based on data for three years
TABLE 12
Women as a Percentage of each Academic Rank in The Faculties ANU, and at Macquarie University 1983*

<table>
<thead>
<tr>
<th>Rank</th>
<th>ANU</th>
<th>Macquarie University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>2.7</td>
<td>8.0</td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>9.7</td>
<td>8.0</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>8.4</td>
<td>15.0</td>
</tr>
<tr>
<td>Lecturer</td>
<td>24.7</td>
<td>32.0</td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>48.1</td>
<td>50.0</td>
</tr>
<tr>
<td>Tutor</td>
<td>52.3</td>
<td>55.0</td>
</tr>
</tbody>
</table>


The point has been made many times (e.g. Bramley and Ward, 1976: 52) that one of the barriers which women face in gaining promotion is their tendency to be more conscientious than their male colleagues in relation to teaching duties and the pastoral care of students (thus leaving less time for publications and administrative work). All equal opportunity reports have stressed the need for greater emphasis on teaching as a criterion for promotion. As one ANU woman academic surveyed in December 1983 commented: 'Place more emphasis on conscientious teaching, punctual supply of class material, timetables etc., availability for students, and less on numerical weight of things published. The women in our Department have always been more conscientious, considerate and available for students'. In 1980-82 no women applicants for promotion to Senior Lectureships or Readerships were successful (there were 13 applications from women for promotion to Senior Lectureships, five applications for promotion to Readerships). No reasons for the lack of success of women candidates were recorded despite the Council resolution of March 1977 (see 2.3).

A recent study of the career development of men and women who took up lectureships within Australian universities within the behavioural sciences, education, humanities and social sciences in the years 1962-64 and 1975-76 has shown the following:

- of the 1962-64 cohort 68 per cent of the men but only 30 per cent of the women became Senior Lecturers within seven years of initial appointment;
- of the 1975-76 cohort 48 per cent of the men and 30 per cent of the women became Senior Lecturers within seven years of appointment.

Multivariate analysis showed that likelihood of promotion varied with sex even when allowance was made for research output and for level and place of qualifications (Over and Lancaster, 1984).

Women still formed a majority of tutors in 1983, although there was increased pressure from men for these positions and the proportion of women had fallen. Women in academic employment were still clustered in the junior and untenured positions, most vulnerable when cuts in expenditure were demanded. While 61 per cent of male academic staff were employed at the relatively secure levels of Fellow and above, only 24 per cent of women on the academic staff were employed at senior levels.
Structure of Female Academic Staff
The Australian National University at 30 April 1983
FIGURE 8
The Australian National University
Structure of Male Academic Staff at 30 April 1983
The bar charts below illustrate the very different configurations of male and female academic employment. The male bulge at Senior Lecturer level may be accounted for by the extensive recruitment of males into Lectureships during the expansionary period of the 1960s and the first half of the 1970s. With the effluxion of time most of this cohort has moved up to the Senior Lectureship range. Meanwhile the effects of the end of expansion show up in the much smaller numbers occupying the Lectureship range. The profile of female academic employment is very different.

These charts also illustrate the divergences between the IAS and The Faculties, and between the IAS and other Australian universities. The fact that the figures for the representation of women on the academic staff of The Faculties appear not to fall much below the Australia-wide figures (16.84 per cent and 18.67 per cent respectively) may be misleading. The Australia-wide figures include universities with traditionally male-dominated faculties, such as engineering, architecture, medicine and dentistry, as well as male-dominated military institutions, such as Duntroon, Point Cook and Jervis Bay. The overall representation of women on the academic staff of the ANU (10.56 per cent) is far below the 1983 average for Australian universities (18.67 per cent) (see Figures 9, 10 and 11).
Towards Equal Opportunity: Women and Employment at the Australian National University

Professor
- Male: 66
- Female: 0

Prof. Fellow/Reader
- Male: 48
- Female: 1

Senior Fellow
- Male: 109
- Female: 1

Senior Research Fellow
- Male: 1
- Female: 1

Fellow
- Male: 47
- Female: 4

Research Fellow
- Male: 180
- Female: 24

Post-doctoral Fellow
- Male: 56
- Female: 11

**FIGURE 9**
The Australian National University
Institute of Advanced Studies and Centres
Full-Time Academic Staff — 30/4/83
(Research Only)

<table>
<thead>
<tr>
<th>Total Male</th>
<th>Total Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>544</td>
<td>38</td>
</tr>
</tbody>
</table>

Female percentage of total: 6.53
FIGURE 10
The Australian National University
The Faculties
Full-Time Academic Staff — 30/4/83
(Research Only and Teaching and Research)

<table>
<thead>
<tr>
<th>Position</th>
<th>Total Male</th>
<th>Total Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Senior Lecturer/Sen. Research Fellow</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>Lecturer/Research Fellow</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Sen. Tutor/Post-doctoral Fellow</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Tutor</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Female percentage of total: 16.84
Towards Equal Opportunity: Women and Employment at the Australian National University

FIGURE 11
All Australian National Universities
Full-Time Academic Staff — 30/4/83
(Research Only and Teaching and Research)

<table>
<thead>
<tr>
<th>Position</th>
<th>Total Male</th>
<th>Total Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1127</td>
<td></td>
</tr>
<tr>
<td>Prof. Fellow Sen. Fellow</td>
<td>1404</td>
<td></td>
</tr>
<tr>
<td>Assoc. Prof. Reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fellow Sen. Res. Fell.</td>
<td>354</td>
<td></td>
</tr>
<tr>
<td>Sen. Lecturer</td>
<td></td>
<td>3570</td>
</tr>
<tr>
<td>Res. Fellow Lect. Fellow</td>
<td>632</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td>2472</td>
</tr>
<tr>
<td>Post-doc. Fell. Princ. Tutor</td>
<td>1277</td>
<td></td>
</tr>
<tr>
<td>Sen. Tutor</td>
<td></td>
<td>1699</td>
</tr>
<tr>
<td>Tutor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Female percentage of total: 18.67
A great deal of research has been conducted, over the last ten years, on the discrepancy between the proportion of women one might expect to find at senior academic levels (based on the 'pool' of qualified women) and the number actually to be found at senior levels in Australian universities (e.g. Bramley and Ward, 1976; FAUSA, 1977; Gale, 1980; Jones and Lovejoy, 1980A, 1980B, 1982; Over, 1981, 1982; Davies, 1982; George, 1983; Jones and Castle, 1983; Cass, 1983). The unanimous conclusion of this research has coincided with that of Professor Ray Over:

The paucity of women at senior levels of university appointment seems difficult to explain without reference to discrimination.

(Over, 1981: 173)

Attempts to delay action to remedy this well-documented under-representation, by commissioning still further research, have been noted at 1.4.1.

The paucity of women at senior levels, in general, in Australian universities reaches the absurd level in the IAS of slightly over two per cent. The miniscule representation of women in tenured positions in the IAS has remained unchanged for at least twenty years, despite the increasing number of women available in the 'pool' (see Appendix 2). During the last five years, an average of ten tenured appointments have been made each year in the IAS. On reasonable forward estimates it might have been expected that women would have been offered at least one of these tenured appointments each year. In fact, only one woman was appointed to a tenured position over the whole five-year period (see Table 11).

Apart from the annual report to Council by the EEO Committee, monitoring the progress of women into tenured and senior positions in the University, monitoring should also be incorporated into all reviews of departments, centres, units, schools, faculties and divisions. The terms of reference of all future reviews at the University should include an examination of the distribution of the sexes among staff and students, and recommendations concerning the ways in which any grave sex imbalances might be remedied.
Towards Equal Opportunity: Women and Employment at the Australian National University

3.6.2 How to Increase the Number of Women at Senior Levels in the IAS

In order to assist departments, centres and units in taking steps to remedy the present imbalance of the sexes at senior levels, it may be necessary for some additional or bridging finance to be provided, similar to that presently available for innovatory projects. Without such assistance, departments, centres and units may be hindered in their efforts to improve the representation of women in tenured positions by the present budgetary and policy constraints (the intention to increase the proportion of non-tenured to tenured positions).

The University's Budget Officer has presented the following paper indicating the possible forms of such assistance which might be considered by the Vice-Chancellor's Advisory Group.

Costing and Possible Methods of Funding a Proposal to Appoint an Additional Fellow in the Institute of Advanced Studies to Facilitate the Increased Representation of Women in Tenured Positions

Costing and Possible Methods of Funding a Proposal to Appoint an Additional Fellow in the Institute of Advanced Studies to Facilitate the Increased Representation of Women in Tenured Positions

There are a number of ways by which funds may be made available to adopt or encourage the adoption of specific principles or lines of research.

1. A school might be willing to provide the funding from its own resources.
2. Outside, i.e. CTEC, funds might be sought to support the principle or line of research.
3. The University, or the Institute of Advanced Studies, might earmark resources for a specific purpose.
4. A mix of items 1, 2 and 3 could also be employed.

Another factor to be considered is whether or not the additional funding represents a permanent increase or is to be treated as 'bridging finance' until the recipient School can identify funds from its own resources.

In addition to salary and related costs* of the academic staff member, other possible costs are consumables, appointment expenses and support staff.

If it is to be considered as 'bridging finance' the funding arrangements might be:

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>Nil</td>
</tr>
</tbody>
</table>

* Salary related costs are the ANU's superannuation contribution, payroll tax and workmen's compensation insurance, totalling at present 19.27% of the annual salary.
Table of Costs (January 1984)

<table>
<thead>
<tr>
<th>Description</th>
<th>Min of Range</th>
<th>Mid Range</th>
<th>Top of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellow: Incl. Sal Rel</td>
<td>33,200</td>
<td>39,300</td>
<td>44,300</td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Tech I: Incl. Sal Rel</td>
<td>21,000</td>
<td>21,900</td>
<td>22,900</td>
</tr>
<tr>
<td>Consumables</td>
<td>3,500</td>
<td>3,500</td>
<td>3,500</td>
</tr>
<tr>
<td>Appointment Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on appointment</td>
<td>3-6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on repatriation</td>
<td>3-6,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the mid point of the Fellow's range the annual cost for each such appointment would be say:

- $43,000 p.a. excluding Technician
- $65,000 p.a. including Technician

(a range of approximately 0.07% to 0.11% of the Institute’s current budget).

Recommendations

R45: That the Vice-Chancellor’s Advisory Group consider the provision of additional or bridging finance to facilitate the appointment of women to tenured positions in the IAS.

R46: That the terms of reference of all future reviews of departments, centres, units, schools, faculties and divisions include the following:
- an examination of the distribution of the sexes among staff (and students where applicable);
- proposals for the remedy of any grave imbalances in the sexes.

3.7 Recruitment and Selection Procedures

In seeking the causes of the under-representation of women in tenured and senior academic positions it is necessary to look closely at the procedures adopted for selection and promotion. We have already looked at promotion (see 2.3.12), and now it is time to look at recruitment and selection. This section attempts to draw together the procedures utilised across the University, and to suggest general principles which should be adopted in the future in relation to both academic and general staff.

3.7.1 Recruitment

At the time of the appointment of the EEO Consultant in October 1983, the style of ANU advertisements for staff was as follows:
(i) general staff positions: Applications are invited from suitably qualified males or females...
(ii) academic positions: Applications are invited from suitably qualified persons...

After representations by the EEO Consultant the style of the academic advertisements was changed to: Applications are invited from suitably qualified men and women... Preferably, this style should be adopted for both academic and general staff positions.

The following general information was provided in University advertisements:

(i) general staff positions: Eligible appointees will be required to join the Superannuation Scheme for Australian Universities. Subject to certain conditions, accrued sick leave credits and service for long service leave purposes will be transferable from other Australian universities and approved authorities. Officers of the Australian Public Service will retain leave and Commonwealth superannuation entitlements in accordance with Part IV of the Public Service Act.

(ii) academic positions: Grants are provided towards travel and removal. Assistance towards housing is given to an appointee from outside Canberra. Eligible appointees will be required to join the Superannuation Scheme for Australian Universities.

As noted above (2.3.1 and 2.3.6), information of vital importance to women such as that concerning maternity leave and the possibility of converting to fractional appointments is not included in the general information provided by the University in its job advertisements. This omission should be rectified.

All future advertisements should carry the following rubric in a prominent position:

The ANU is an Equal Opportunity Employer.

In addition, where advertisements are for tenurable or senior academic positions, or for non-traditional areas of women’s employment (including apprenticeships) specific encouragement should be provided as follows:

The University emphasises, in the interest of equal employment opportunity, that applications from women are encouraged.

Women often believe (sometimes realistically) that ‘only a man’ will be appointed to certain types of position, such as tenurable academic appointments (particularly tenurable research appointments), or manual trades positions. Specific encouragement is required in order to overcome these cognitive barriers.

As recommended in Section 3.2 above, the recruitment of women into non-traditional areas of employment will also be assisted by promotional material which depicts women employed in non-traditional jobs at the University.

Care should also be taken that advertisements do not contain covert signals that positions are reserved for members of one sex. Such covert signals may include an emphasis on personality, rather than skills in a ‘female’ position — for example, an advertisement lodged by the University in November 1983 for an enthusiastic and personable secretary (Canberra Times, 5 November 1983). Few men would identify themselves as a ‘personable secretary’ even if they had the requisite skills for the position (which was in a Research School which had no women academic staff, except for one Postdoctoral Fellow).

As noted above (3.2), the use of sex-specific occupational titles, such as ‘storeman’, ‘watchman’, ‘groundsman’, ‘tradesman’ or ‘craftsman’, may also tend to discourage women applicants and the use of such sex-specific job titles in advertisements and elsewhere should be discontinued.

It may be necessary specifically to recruit women to some classifications which at present are ‘male only’ at the ANU. For example, the University of NSW began specifically recruiting
female patrol officers in 1982, to resolve the fears experienced by women staff and students in encountering male-only security staff in situations where violence against women had previously occurred. A 'safety zone' at the University of NSW is patrolled by one female and one male patrol officer, between four pm and midnight. There are now three female patrol officers. Like women at the University of NSW, women at ANU have expressed fears about walking on the campus or using their offices after dark (see AWE Working Party Report: 2.12).

The University does not always recruit its staff through advertisement and may exercise its option 'to make an appointment by invitation at any time'. Women are almost always disadvantaged when this option is exercised, for reasons outlined in Chapter Four. Particular attention should be drawn to the statement in the Administrative Guide (C.2.1.2) that 'there will be cases in which the choice of a professor is so obvious that advertisement will be superfluous...'. Such sweeping assumptions will inevitably be open to question and need to be revised to ensure equality of employment opportunity. In the past the 'obvious' choice for a chair has usually been male.

3.7.2 Selection

At present, there is no uniform policy regarding either recruitment or selection procedures at the University. As we have seen, recruitment styles vary between the general staff and the academic areas of the University, and the same is true of selection procedures. In fact, selection procedures vary widely, within the general staff, between the general staff and the academic staff, and between senior and junior appointments.

3.7.3 Selection Criteria

The practice of drawing up objective selection criteria for positions to be filled has so far been adopted only in a few general staff areas. There is no overall requirement for objective selection criteria to be drawn up for vacant positions at the University. At present, there is no requirement for objective selection criteria to be drawn up for academic positions, or for adequate documentation of various stages of the selection process — apart from the Council resolution of 1977 (see 2.3.9) which has been universally ignored.

Many complaints have been received concerning the way advertised priorities tend to shift once the range of candidates is known. Such shifts seldom advantage women candidates and cause much adverse comment. In general, as documented below (4.2, 4.3 and 4.7), women are disadvantaged by informal selection procedures and can only compete on a more equal basis when objective procedures are established.

In the future, formal selection criteria in the form of 'job specifications' should at all times be lodged with the Registrar or Secretary, together with details to be included in the advertisement. Selection criteria should be scrutinised closely by the Registrar and Secretary, to ensure that they do not have discriminatory effects and that they are proven indicators of job performance capabilities. The selection criteria, in the form of job specifications, should be available to candidates. Documentation of each stage of the selection process should always relate to the original job specifications. Where staff movements have intervened, to make the needs of a department or section dramatically different from those implied by the original advertisement and job specification, the position should be readvertised accordingly.
3.7.4 Selection Committees

The next stage in the selection process is the appointment of a selection committee (usually termed an electoral committee for academic appointments). At present, selection committees are not always appointed for more junior or short-term positions. In future, selection committees, containing at least one woman, should be appointed for all positions where the term of appointment is for six months or more. Decisions relating to shorter term or part-time appointments should be available for scrutiny for EEO purposes before appointments are finalised. Committees appointed for junior or short-term positions would normally consist of only three members. Where there are no women at an appropriate level in the area concerned, women should be sought from cognate areas or, if necessary, from institutions outside the University such as the CCAE, Government departments, or statutory authorities. In some cases, requirements that members of an electoral committee must be of a certain level (for example, that those on an electoral committee for Lectureships/Senior Lectureships be of the status of Reader) may need to be relaxed in order to facilitate the representation of women.

It is sometimes suggested that it is only necessary to have women on selection committees where there are likely to be women candidates. This ignores the benefits represented by the different range of skills which women bring to the interviewing process. Moreover, only the presence of women on interviewing panels can enable the panel to gauge how the candidate interacts with both women and men, a significant factor in relation to any University position.

The composition of electoral committees should be monitored by the Registrar in the case of academic appointments, and by the Secretary in the case of general staff appointments. At all levels of appointments, there should be a requirement that one member of the selection committee be from an area external to that in which the vacancy exists.

All those likely to sit on selection committees should be required to attend the courses provided by the University in selection procedures. By December 1984, there should be at least one trained interviewer on each selection committee. Other institutions such as the CSIRO have already introduced the requirement that all staff likely to sit on selection committees attend training courses in selection principles and techniques with an emphasis on EEO (see 1.5). Selection interviewing should not be conducted by those without formal preparation for this role.

3.7.5 Culling

At present, decisions as to which candidates are sufficiently serious for referees' reports to be requested, are often made by one person — in the case of academic appointments the head of department, centre or unit. In future, decisions relating to the initial cull should be taken by at least two members of the selection committee, one of whom should be a woman. Once referees' reports have been received, further culling takes place in order to establish a short list. Once again, both men and women should be involved in the second stage of culling. Where no women are short-listed for positions, convenors of selection committees should seek out applications from suitably qualified women. Where no suitably qualified women can be found to apply, the absence of women from the short list should be formally recorded by the selection committee. 'Search committees' are already appointed from within electoral
committees for senior academic positions in order to find suitable applicants, but at the moment these search committees do not usually 'find' women applicants for consideration.

It will be expected that members of selection committees will be sensitive to the possibly different career trajectories of male and female applicants and will, for example, take care not to discriminate inadvertently against mature-age women, whose careers have been interrupted or belated (see 4.5). At no time should the marital or childbearing status of women candidates impinge on the decisions of a selection committee. Decisions should be made on the basis of objective criteria and not on the basis of the supposed inconvenience to a section or department of women's childbearing role.

Care needs to be taken that characteristic work experience of women, in areas such as childrearing, household management, or voluntary work, is not undervalued in comparison with the paid work experience of male candidates. Where women with children have obtained equivalent qualifications to their male colleagues, despite the existing social allocation of childrearing responsibilities, due credit should be given to their powers of organisation and level of determination.

In relation to academic selection processes, considerable efforts should be made to avoid being influenced by subjective opinions or hearsay evidence which may arise from relatively narrow networks. Where reference is made to intangibles, such as 'professional standing' or 'international reputation', some semi-objective evidence should be provided, such as citations in international citations indexes. Members of selection committees should acquaint themselves with at least the major publications of short-listed candidates and be sufficiently familiar with the work of candidates to be able to ask relevant questions during selection interviews (particularly if there is no opportunity for the candidate to provide a formal seminar).

A study of discrimination at the University of New England has pointed out that a discriminator may simply have failed to examine his own underlying assumptions or motivations:

He may genuinely believe that his perceptions of the woman in question as an inferior candidate to the equally qualified male are not related to sex. He has assumed that her work is inferior without close examination (its assumed inferiority perhaps leading him not to bother with close examination) and has employed or promoted the male over her because as 'anyone can see' (or so he believes) the male is superior.

(Davies, 1982: 16)

3.7.6 Documentation

Clear documentation should be provided by selection committees of all stages of the selection process. This documentation should at all times refer to the original selection criteria or job specification. The criteria involved in the primary and secondary culling of candidates should be spelled out. Adequate documentation should be provided of the reasons why the successful candidate was preferred over other short-listed candidates. Such documentation (excluding referees' reports) may be requested under the Freedom of Information Act.

The request made by the Registrar to School and Faculty Secretaries and equivalent personnel for EEO statistics revealed how little documentation of appointments to academic positions was maintained in some of the Research Schools. One response from a research centre read as follows:
Summaries of applicants and reports of appointment committees are, for posts below the Professorial Fellow level, non-existent. I have thus used the Central Records files to search beyond each advertised position to trace the applicants and I am not convinced that all applications have been lodged on the correct file, nor, indeed, that all applicants have reached a file at all.

3.7.7 Recommendations Relating to Recruitment and Selection

R47: That all University advertisements refer to the fact that 'The ANU is an Equal Opportunity Employer' and invites applications from 'suitably qualified men and women'.

R48: That the general information in University advertisements make reference to maternity leave and the possibility of fractional full-time appointments for the care of children.

R49: That where advertisements are for senior or tenurable academic positions, or for non-traditional areas of women's employment (including apprenticeships), specific encouragement be provided to women applicants as follows:

   The University emphasises in the interest of equal employment opportunity, that applications from women are encouraged.

R50: That the use of sex-specific job titles in advertisements be discontinued.

R51: That the recommendations relating to advertisements come into effect immediately following approval by Council.

R52: That objective selection criteria be drawn up for all positions to be filled at the University, at the time that the advertisement is lodged, and that these criteria, in the form of a job specification, be available to candidates.

R53: That selection criteria be scrutinised carefully to ensure that they do not have discriminatory effects and that they are proven indicators of job performance.

R54: That selection committees be used for all appointments where the term of appointment is for six months or more. That decisions relating to shorter term or part-time appointments be available for scrutiny for EEO purposes before appointments are finalised.

R55: That selection committees at all levels include an independent member from an area external to that in which the vacancy exists.

R56: That women be included on selection committees at all times, if necessary by recruiting women from cognate areas or institutions, or by modifying exclusionary qualifications such as seniority. That the Registrar or the Secretary, as appropriate, monitor the composition of selection committees.

R57: That at least two people, of whom at least one will be a woman, be involved in the culling of candidates.

R58: That convenors of selection committees seek out suitably qualified women applicants when no women are short-listed for positions. That where women are absent from short lists, this fact be recorded.

R59: That the Registrar or Secretary, as appropriate, be responsible for the distribution of the University's EEO Guidelines to all members of selection committees (cf. R1).
R60: That the University's EEO Guidelines be as follows:
- Applicants should be short-listed according to the objective selection criteria for the position.
- Candidates should be assessed in terms of their individual qualifications for the position and not in terms of stereotyped assumptions.
- Care should be taken not to discriminate inadvertently against women candidates on the basis of interrupted career trajectories.
- Women and men applicants should be interviewed in the same manner, using the same objective selection criteria.
- Duties involved in the position should be described in the same way to men and women applicants.
- Interviewers should at all times avoid asking questions about, or being influenced in their decisions by, the marital status, childbearing plans, or childcare arrangements of applicants.

R61: That clear documentation be provided by selection committees of all stages of the selection process, including the original selection criteria, the criteria used in culling, the search for candidates, and the reasons why the successful candidate was preferred over other short-listed candidates in terms of the original selection criteria.

R62: That all members of the academic and general staff likely to sit on selection committees be required to attend one of the courses provided by the University in selection procedures. That by December 1984, all selection committees include at least one person trained in this way.

3.8 Representation of Women on Decision-Making Bodies

The representation of women on decision-making bodies of the University has changed little since 1975 when women were ‘conspicuous by their absence’ (Bramley and Ward, 1976: 39). Women have little access to the policy-making process or to the management decisions which affect many aspects of their careers.

The governing authority of the University is Council. In July 1975 women formed 15 per cent of Council members, in January 1983 they formed 14 per cent. (The number of women members was six in both 1975 and January 1983, but the size of Council had increased slightly.) There was no woman on the Finance Committee of Council (membership 14) in either 1975 or 1983 and in 1983 there was no woman on the Standing Committee of Council (membership 12). There was no Council Committee on Child Care which appeared to indicate a lack of priority given to this issue.

Outside Council, but with major responsibility for dividing up the University's budget is another committee, the Vice-Chancellor's Advisory Group (VCAG). The VCAG presents its budgetary recommendations to the Finance Committee late in the calendar year, whence they go before Council. In December 1983 the membership of the VCAG was as follows:

Vice-Chancellor
Deputy Vice-Chancellor
Assistant Vice-Chancellor
Chairman of the Board of The Faculties
Towards Equal Opportunity: Women and Employment at the Australian National University

Director, RSPacS
Director, RSPhysS
Dean, Economics
Secretary: Budget Officer
In Attendance: Bursar

There were no women on this very influential committee. There are no formal guidelines governing membership, which is at the Vice-Chancellor's discretion.

Responsible to Council for all academic matters are two major bodies — the Board of the Institute of Advanced Studies (BIAS) and the Board of The Faculties. In 1983 there was one woman on BIAS (membership 47) as contrasted with none in 1975. It should be noted that this one woman was placed in a particularly anomalous position, as she was not a member of the Board of a School. Of the three most important committees of BIAS — the Committee on General Policy, the Promotions Committee and the Extensions Committee — none had any female representation. In late 1983 there was still no postgraduate representation on BIAS, although an amendment to the University Act was in train to allow for an elected postgraduate representative. If this postgraduate representation were increased to two there would be a greatly increased possibility of always having one woman postgraduate scholar on BIAS. While this would cause a discrepancy with postgraduate representation on the Board of The Faculties (one member) the postgraduates form a much more significant proportion of the academic community in the Institute than in The Faculties. Also, there is no equivalent on BIAS to the seven undergraduate representatives on the Board of The Faculties.

In 1983 there were four women on the Board of The Faculties — the same number as in 1975 — representing a marginal percentage increase as the Board's size had dropped from 80 to 67. The most important committees of the Board of The Faculties were the Steering Committee, the Resources Committee, the General Policy Committee and the Promotions Committee. One woman sat on both the first two committees in her capacity as Dean of a Faculty. There were no women on the General Policy Committee or the Promotions Committee.

In the case of the major decision-making bodies, Council, BIAS and the Board of The Faculties, there is provision in the ANU Act for Council to appoint additional members (two in the case of Council itself, unspecified numbers in the case of the two Boards, on the advice of the Boards). The Teague Report (Tenure of Academics) recommended the appointment of women to the significant decision-making bodies in the institution (Teague Report, 1982: 106).

At the level of Research School, the major decision-making bodies are the Faculty Boards, in conjunction with the Deans or Directors. In both 1975 and 1983 the Deans and Directors of Research Schools were in all cases male. In 1975 four of the seven Faculty Boards of Research Schools had no women members. In 1983 the number of Boards with no women members had risen to five. The only Board on which there had been a significant increase in the number of women (from one to four) was the Faculty Board of the Research School of Pacific Studies. The Research School of Social Sciences and the John Curtin School of Medical Research had

1 Subsequently one woman has been appointed to the Finance Committee and one to the Standing Committee of Council.
moved back from one woman to no women on Faculty Board, while the Research School of Biological Sciences had improved from none to one over 1975.

FIGURE 12
The Australian National University
Membership of Major Decision-Making Committees
1975
FIGURE 13
The Australian National University
Membership of Major Decision-Making Committees
1983
TABLE 13
Membership of Council, Boards and Major Committees — 1975 and 1983

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continued
Towards Equal Opportunity: Women and Employment at the Australian National University

### TABLE 13 Continued

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4. Centres and General Staff Committees

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* Renamed.
In response to the situation in 1975, which as we have seen was much the same as in 1983, the authors of the Bramley-Ward Report recommended as follows:

\[ \ldots \text{in order to overcome the initial barriers to change it might be necessary to introduce a quota system. For Faculty Boards of the Institute of Advanced Studies, the matter should appropriately be considered by each Faculty at a general meeting, rather than as a directive from administration.} \]

(Bramley and Ward, 1976: 40)

I can find no evidence that this recommendation was pursued.

The rules concerning the composition of Faculty Boards vary widely between Research Schools. The Faculty Board of the Research School of Social Sciences appears the least democratic (or most elitist) in so far as elected members to the Board are expressly limited to two. The composition of the Board of RSSS includes a member other than the head of each department and unit nominated by the head of that department or unit. The Faculty Board of RSPacS is the only Faculty Board in the Institute which includes research students (three elected by a committee made up of one student representative from each department and centre). The Faculty Board of RSPacS also includes one member of the staff of each department other than the head, selected by the members of staff of that department in such manner as they decide.

The Board of the Research School of Biological Sciences is closer to the RSSS end of the democratic-elitist spectrum. It has three members appointed by Faculty from among academic staff (Research Fellow and above) of departments and one member appointed from the units of the Research School. It appears that the more democratic model is also more favourable to women's representation — RSBS had 31 women Faculty members (19.5%) but only one woman on the Faculty Board in 1983 (8.33%). RSPacS had 35 women Faculty members (17.24%) and four women on the Faculty Board (13.79%).

The only group of decision-making bodies where there was a significant increase in female representation between 1975 and 1983 was that under the rubric 'Centres and General Staff'. These bodies were 100 per cent male in composition in 1975 but only 90 per cent male in 1983. Much of the difference, however, may be accounted for by the creation of new bodies such as the Careers and Appointments Advisory Committee, the Committee on General Staffing and the General Staff Consultative Committee. Three of the Committees listed in 1975 (Computing Policy Committee, CRES Advisory Committee and the IRU Policy and Advisory Committee) still had no women members. The Library Committee and the Humanities Research Centre Advisory Committee had each acquired one woman member, and the Committee on Public Affairs and Continuing Education had acquired three.

At the level of departments, units and centres within the University, support staff are often excluded from staff meetings. This segregation of academic and general staff may be a source of resentment, particularly where decisions taken at staff meetings directly affect the work of support staff. A higher degree of job satisfaction was reported from those areas in the University (e.g. the Counselling Service, the Australian Dictionary of Biography) where support staff participated in decision-making.

In 1975 the authors of the Bramley-Ward Report suggested that 'one of the real barriers to female participation on decision-making bodies is women's self-perception' (Bramley and New name.)
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Ward, 1976: 40). Women’s self-perception is, however, only one aspect of the problem. Equally important is the perception of women by men. Many men, particularly those in senior positions, seem reluctant to support the nomination of women to decision-making bodies. Men who have grown up without experiencing women in leadership and decision-making roles have difficulty perceiving women as competent in such tasks. Other points are listed below:

1. Family responsibilities limit the time many women can devote to administrative activities on top of their normal university work.
2. Women are less likely than men to perceive the importance of committee work to their careers. Academic women are likely to perceive objective qualifications (such as publications) as taking precedence within a limited time budget.
3. Women are often discouraged by their perception of male patronage networks and the non-supportive attitude of senior males towards their participation.
4. Even where women are present on committees their contributions are often trivialised, interrupted or ignored, so that women are not ‘heard’ to the same extent as men.¹
5. Many women find the formal and hierarchical procedures of committees off-putting and do not acquire the skills to participate effectively within these structures. Younger women who have experienced the non-hierarchical structures found in the women’s movement are often particularly alienated by traditional male procedures.

However, there are a number of reasons why it is imperative to increase the representation of women on decision-making bodies (cf. Cole, 1981):

1. The decisions of these bodies affect equally men and women, therefore women should have an equal right to participate in these decisions.
2. In view of the existing differences between the life-patterns and socialisation of men and women, it cannot be assumed that men can speak for women or that the interests of women can be subsumed under those of men.
3. In view of these differences the increased participation of women will introduce new perspectives and enrich decision-making.
4. The present under-utilisation of women in the decision-making process constitutes a significant waste of the talents and skills of women.

Recommendations

R63: That Council use its powers to ensure the adequate representation of women on major decision-making bodies, on the advice of the Boards where appropriate, and using its power of co-option in the case of Council itself. That women should be represented on all Council Committees.

R64: That in the case of BIAS, the Board advise Council to appoint four additional women to bring the representation of women into proportion with their average representation over the Faculties of the Research Schools (see Table 13). That the University Act be amended to provide for two postgraduate representatives on BIAS.

¹ At Macquarie University the mover of a motion, that care be taken to enable women to be heard to the same extent as men, announced that the use of a stop watch during the preceding debate on affirmative action had revealed that although each motion had been moved, seconded and spoken to by a woman, men had taken up more time in the debate (Willis, 1983A: 41).
R65: That in the case of the Board of The Faculties, the Board advise Council to appoint an additional eleven women to bring the representation of women into proportion with their average representation in the Faculties. Alternatively, to prevent BTF becoming excessively large, that the Board be restructured to achieve the same aim of proportional representation.

R66: That in the case of the Faculty Boards of the Research Schools, the representation of women should in each case be made at least proportional to the representation of women in the Faculty, by the appointment of additional members, where necessary in a manner decided upon by Faculty. Alternatively, that the Boards be restructured to achieve proportional representation.

R67: That the representation of women on all Council Committees, and the proportional representation of women on BIAS, BTF and the Boards of the Research Schools, should be achieved within 12 months of the presentation of this Report to Council.

R68: That this exercise of powers by Council and its delegates should be seen as an interim measure, ensuring more equitable representation of women. Once the representation of women in senior academic positions has increased to the point where the profile of women in academic employment has become more comparable to that of men, this provision may lapse.

R69: That staff supporting academic activities be invited to attend all staff meetings at the level of department, centre or unit and to contribute to decisions relating to their work. (In The Faculties decisions concerning the participation of general staff in Departmental Committees must by Statute be taken by the relevant Faculty.)

3.9 Honorary Degrees

One way in which the University can promote recognition of the value of women’s work is through the honorary degree system.

The University awards honorary degrees of the following kinds: D. Litt. or D.Sc (for ‘distinguished creative achievement as a scholar in any field of scholarship, letters or the arts’); LL.D. (for ‘distinguished creative contributions in the service of society’); honorary Masters degrees (for ‘achievement or outstanding service in or to scholarship, letters or the arts’).

Up to 1976 the University had awarded 37 honorary degrees — all to men. Since 1976 the University has awarded 28 honorary degrees — 22 to men and six to women. In four of the eight years since 1976 no honorary degrees were awarded to women. Of all the honorary degrees so far bestowed by the University on men (59) only one has been a Masters degree. By contrast, four of the six degrees awarded to women have been Masters degrees.

In November 1983 there were no women on the Honorary Degrees Committee, which had a membership of 14. Nor were any of the Alternates women.1

1 In March 1984 two women were appointed to the Honorary Degrees Committee and two women were appointed as Alternates.
Recommendations:

R70: That the University should seek to confer recognition for distinguished achievement on both men and women in roughly equal numbers through the honorary degree system. That the awards given to women and men should be more comparable in status — i.e., more women should be awarded honorary doctorates. That women should be included in the membership of the Honorary Degrees Committee and among the Alternates.
CHAPTER FOUR
SYSTEMIC DISCRIMINATION

4.1 Introduction

Systemic discrimination has its basis in the history of our society and social institutions. It is frequently of a subtle nature and may be identified most readily through outcomes and effects. It has been defined as follows:

Discrimination . . . is not always a matter of individual bigotry or conscious intent. Nor is it always overt. Prejudices may, especially if they remain unchallenged, be incorporated in rules, standard procedures and criteria of eligibility, both written and unwritten. They thus become institutionalized; their origins in time obscured or forgotten. The rules and procedures may outlive the attitudes which produced them but continue to be widely accepted so long as they are applied impartially and universally. This appearance of impartiality or neutrality may obscure the fact that they affect members of different groups differently, offering advantage to some and handicapping others.

These rules and practices, sanctioned by custom and familiarity, are frequently not recognized as discriminatory by those who perpetuate them or by those affected. This form of discrimination is referred to as systemic or indirect.

It is a form of discrimination not easily proven and cannot be readily identified by scrutiny of individual cases. Its existence is revealed in statistical data. It is reflected, for example, in differential patterns in employment between men and women characterized by rules or criteria for recruitment, selection or promotion, which are not directly related to the requirements of the job.

(Wilenski, 1977: 181)

In relation to women some of the most important forms of systemic discrimination arise from the failure to adapt work patterns and career structures to accommodate family responsibilities. At present, the bulk of these responsibilities, particularly care of children and other family members, devolves on women.

Institutions such as universities were originally staffed by celibate men. Later it was assumed that the family responsibilities of male employees were limited largely to a 'breadwinning' rather than a nurturing role. When women were admitted to the staff of universities they in turn were at first expected to be celibate (see 4.4 for the marriage versus career dilemma). Only in the last decade have Australian universities begun taking serious steps towards acknowledging the family responsibilities of their employees.

4.2 Homosocial Reproduction

There is an extensive body of organisational literature documenting the process known as 'homosocial reproduction' (e.g. Kanter, 1977; Alvarez and Lutterman, 1979; Burton, 1983).
Homosocial reproduction, or recruitment in one's own image, is a fact of organisational life. Individuals may fulfil the formal criteria for a position, but be excluded because they do not share the social characteristics of those within the organisation. It is this sharing of characteristics, or social similarity, which facilitates mutual recognition and trust. Trust includes mutual understanding, the sharing of values and predictability of response. To select on the basis of social homogeneity means to prefer social certainty over the strains of dealing with people who are different and whose responses cannot be predicted (Kanter, 1977: 47-68).

The more senior the position within the organisation the more important are informal or intangible criteria. Senior members of the organisation will tend to groom their likely successors and select those with whom they communicate easily, whose behaviour is predictable to them, and who can be relied upon to share the values of top management (Kanter, 1977: 59-68; Deacon, 1983: 176). Kanter found that women within organisations were placed in the category of the incomprehensible and unpredictable. Men were uncertain how to deal with women and found that communicating with them took more time and that they were difficult to understand (cf. 4.7).

The tendency to homosocial reproduction supports the status quo and disadvantages women and other groups who are discernibly different to the dominant group within the organisation, and who may represent a challenge to the values of the dominant group. As one of the respondents to the Bramley-Ward survey remarked:

*Any non-conformity is clearly out, and to be a woman is automatically not to conform.*

(Bramley and Ward, 1976: 46)

Mutual recognition based on social similarity is reinforced through the operation of informal networking. Mutual recognition and networking are important ingredients in the concepts of ‘merit’ or ‘academic standing’. These concepts, which are frequently reified as absolute standards are in fact social constructs which derive from relatively closed networks. Nonetheless the concepts of merit, academic standing or reputation are frequently clung to with great conviction. In one such case at an Australian university, a male had been appointed over a female on the grounds of international standing. On subsequent investigation it was found that the female concerned was cited three times as frequently as the male in international refereed journals. Those involved were convinced that the decision had been on the basis of ‘merit’.

The belief that women are less meritorious than men relates to the whole process of socialisation. Studies of schools and colleges have shown that both boys and girls and their teachers regard boys as brighter and more worthy of attention, regardless of objective evidence. The same piece of work will be assessed as impressive if male authorship is assumed, mediocre if female authorship is assumed (Goldberg, 1976). In a survey of women academics at the ANU conducted in December 1983, 37.7 per cent of respondents indicated their belief that they had not been given the same encouragement as male students to pursue postgraduate studies and that this situation still held true for women students in their schools or faculties (see AWE Working Party Report, Table 4.1).

The resulting low self-esteem on the part of women leads to the tendency only to apply for positions when their objective qualifications are reasonably substantial (cf. Bramley and Ward, 1976: 44). However, greater objective qualifications on the part of women candidates will often be discounted in comparison with the supposedly greater potential of less qualified
male candidates. As seen above the male candidate will also be assessed as more likely to 'fit in' with an all-male department.

4.3 Networking

The role of informal networks within institutions is also well established (e.g. Daniels, 1979; Eyland, 1983: 138-139). Such informal networks constitute an invaluable source of information about job-openings, research grants and the politics surrounding appointment processes and other decision making. Those not involved in such networks are more likely to transgress the unwritten rules of the game, to make mistakes, or 'not to hear' about various career opportunities. They are likely to be overlooked when the question is asked: who would be a good person for such and such? They are less likely to be invited to participate in prestigious activities such as office-bearing within professional organisations, serving on editorial boards or advisory bodies or serving as members of the Academies. This can have all sorts of ramifications for careers. For example, electoral committees for non-established chairs at the ANU are expected to ask: 'Does the potential appointee have an international reputation for distinguished work in his (sic) field and has the standing of his (sic) work been recognised by, for example, his (sic) election to a fellowship of a scientific or learned society?'.

In general women are disadvantaged by the informal networking which is an adjunct in the careers of many men. Women are less likely to be invited for a game of squash or tennis, or a drink after work. This is in part because of the problem of 'difference' involved in homosocial reproduction and in part because of the possible sexual connotations of women's participation in such informal activities. It is a notable theme of Australian society that intimate groups, except where based on family or sexual ties, are rarely of a mixed-sex nature. Male bonding is the subject of much Australian literature. The University is not immune from this phenomenon which may be widely observed on campus. Women who attempt to join male groups will often be reminded that they are 'interrupting' the flow of group events. Such reminders may take the form of elaborate apologies for continuing the activity the group was engaged in — ranging from telling dubious jokes, usually directed against women, to 'talking shop' (Kanter, 1977: 224-226). In extreme cases women who are presumptuous enough to attempt to join all-male groups may simply be ignored.

In one section of the University a comfortable tea room has been provided for employees. The men in the section have marked this room out as their own territory. 'Girlie' pictures have been put up on the walls, and women who venture into the room at tea-time are whistled at or verbally harassed. The women employees take their tea elsewhere at a table in a work area. When the tea room was first provided women attempted to use it, but were made to feel so uncomfortable that they decided to withdraw.

The stereotyped family responsibilities of many women mean that even were they welcome to join in informal activities, their time budgets are more restrictive than those of their male colleagues. Time budget studies have shown that women characteristically have less leisure than men (Owen, 1979) and hence less time to spend on the informal activities which enhance careers.

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1 This section of the Administrative Guide (C.4.1.2) is a slightly cleaned-up version of the 1970 original where the word 'man' was used rather than 'potential employee' — clearly the expectation is still that such a person will be a man who has gained recognition from other men.
In the December 1983 survey of women academics at the ANU, 39.6 per cent indicated that they were aware of being excluded from male decision-making networks (AWE Working Party Report, Table 4.1).

Associated with informal networking is the role of mentors in academic and other careers (that is the role of older or more experienced individuals in promoting the careers of younger colleagues). The mentoring relationship may develop out of the relationship between supervisor and postgraduate student. Once again the relationship between a male supervisor and a female postgraduate student is likely to be fraught with more tensions than a male to male relationship. A promising young man may obtain encouragement and powerful support from a supervisor/mentor with whom he develops a close personal friendship. This is less likely to happen to a promising young woman. In the December 1983 survey of women academics at ANU, over a third of respondents indicated both that they had not been given the same encouragement as male students to do post-graduate studies and that they had not received encouragement to pursue their careers (AWE Working Party Report, Table 4.1). US studies have shown that while women mentors provide equal encouragement to male and female students, men mentors provide more encouragement to male students. There are few senior women available at ANU to play a mentoring role.

The woman scholar or aspiring administrator is disadvantaged by being treated in accordance with various stereotypes (as daughter, wife, mother or mistress) rather than as a colleague ('Women at the University of Adelaide', 1982: 4). The ability of the woman to develop close peer relationships is diminished by, for example the constant interposition of sexual banter, or the fact that her colleagues share only personal, rather than professional problems with her. Another common phenomenon is the part played by sexual innuendo in diverting attention from the professional competence of women and focusing it instead on their sex. Traditionally, women have been defined by their sexuality rather than their work-related skills, and to be a 'professional' has had different meanings for men and women (Lakoff, 1976: 30). Competent and assertive women can be effectively neutralised by sexual innuendoes while the same is not true for their male colleagues. If a woman refuses to collaborate with the assigned gender roles of daughter, wife, mother or mistress she may be labelled as an abrasive or difficult woman (see Davies, 1983).

Furthermore, many would-be mentors disapprove of women with children pursuing full-time careers. A sample of 284 academic men and 735 academic women at three universities in Sydney, women revealed that academic men were much more likely than academic women to support traditional views of marriage, the family and the sexual division of labour within the family. Male academics, unlike their female colleagues, endorsed the importance of a full-time mother in relation to child care (Cass, 1983: 126). Such men were unlikely to provide much encouragement to women with children, or actively to promote their careers.

The following is an example of networking at the ANU in 1983:

In one of the Research Schools a Research Fellow was appointed to a two-year position overseas. A one-year position became available to cover his absence. This position was not advertised but was filled through invitation. Faculty Board was informed that advertisement was unnecessary as the position was only for one year.

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1 The same gender gap in attitudes towards the sexual division of labour in the family showed up in a general survey conducted in Melbourne in 1974 (Sawer and Simms, 1984: 162-163)
and the person proposed for the position was both available and probably the only person in Australia whose interests overlapped so neatly those of the departing Research Fellow. There was substantial disagreement with this proposition as Faculty Board members were aware of other possible candidates. Faculty Board was also told that there was some urgency in making the appointment as the appointee would have to run a major conference. Again there was some disagreement, as it appeared that the bulk of the organising would have to be done before the arrival of the appointee. In the event, the decision of the Head of Department was upheld.

It is important to note the following features of this case:

1. The candidate who filled the position may have been the best candidate but in the absence of any formal selection procedure the proposition was not put to the test.

2. There were a number of potential candidates for the position, including women, whose interests overlapped those of the departing Research Fellow and who had published more extensively in the field than the appointee. These potential candidates ‘did not hear’ about the vacancy.

3. A one-year research position at the ANU is a much coveted prize — the research facilities at the Institute and the absence of teaching duties enable a high level of productivity which may be very useful in furthering an academic career. Considerable prestige is also associated with appointments to the ANU.

The operation of informal networking, or ‘mateship’, in this case denied equality of opportunity to those who did not have the right contacts. It may be coincidental that the Department involved has no women on its academic staff and that the Head of Department apparently ‘did not know’ of potential women candidates with appropriate qualifications and interests.

Because women are particularly disadvantaged by selection procedures of this kind it is advisable that formal selection procedures be used at all times where the term of appointment is for six months or more. Women should at all times be represented in the selection process (see RS4 and RS5).

Women’s absence from informal networks also places them at a disadvantage when important advisory bodies are set up. For example, in recent years the University has become concerned about a number of occupational health and safety problems. An Advisory Group on Occupational Health and Safety was set up in late 1983 to advise the Vice-Chancellor. Although one of the most pressing issues was the alarming increase in the number of repetition strain injuries affecting women keyboard staff, the group was made up of thirteen members, all of them male. After representations from the EEO Consultant, the Association of Women Employees and other interested parties, membership was expanded to include one woman nominated by AWE. Later, further women from AWE were drawn into the activities of the group.

The point about this case is that if women had not themselves networked, they would have been excluded from a body considering an issue of vital importance to women employees. It had not occurred to those establishing the body that a number of women were available who had developed expertise in the subject, or that it was appropriate for women to be included in the investigation of an occupational injury of which almost all victims were women.
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To counteract the lack of visibility of women, it has become the practice in Australia (as in Canada and the USA) to develop registers of women with appropriate qualifications to serve on public bodies. For example such registers are maintained by the Women’s Co-Ordination Unit in the NSW Public Service, by the Office of Women’s Affairs in Victoria and by the Office of the Status of Women in the Australian Public Service. It would seem appropriate for the ANU to maintain such a register of women employees with appropriate qualifications for serving on advisory bodies.

Recommendations

R71: That a register be maintained of women with appropriate qualifications to serve on University committees.

4.4 Marriage — His and Hers

Although patterns of family life are changing, in some cases towards a more symmetrical basis, in general marriage and family appear to have had a beneficial effect on male careers, but a detrimental effect on female careers. David Riesman has described the work of wives as part of the hidden infrastructure of male careers:

... the advantages the male professor has, in that in most (over 90 per cent) of the cases he has a wife who, even if she does pursue a part-time career, guards her husband’s productivity and performance in obvious and in subtle ways, just as her husband’s secretary or the woman librarian speed him on his way.

(quoted in Cass, 1983: 125)

This kind of career structure has more recently been termed 'the two-person career' (Papanek, 1973). The function of the wife in the two-person career is to shoulder all domestic and family responsibilities, to relocate the family when her husband’s career demands it, and to provide other forms of career assistance. In the academic world this may mean carrying out the functions of an unpaid secretary/research assistant. In return she will be acknowledged in the preface (not on the dustjacket) of his book:

If my book retains some of the initial glow of discovery, it is because my wife shouldered the crushing burden of organizing these notes into a sequence. She also brought her sound judgement, taste and anthropological sophistication to bear upon the successive drafts, cross-referenced the large amount of case material, compiled the bibliography and typed part of the manuscript. The dedication does her less than justice; she is in a real sense the co-author of this book.

(G. Devereaux, From Anxiety to Method — The Behavioural Science, quoted in Baldock, 1980: 9)

The structure of university careers has assumed that academics and administrators have domestic support systems behind them, 'most commonly referred to as wives' (Cass, 1983: 202). Women (and a number of younger men) do not have the benefit of such domestic support systems — no woman academic could be found at the ANU who had a spouse providing full-time domestic and career support. Women are particularly disadvantaged in trying to establish themselves in professions which traditionally have been two-person careers. Not only does the woman academic or administrator lack a wife to take over domestic and
family responsibilities and deal with crises, she is often locked into supporting her husband's career as well. Indeed interruption to careers due to mobility of husbands has been a significant disadvantage for women academics (Gale, 1980: 3).

Furthermore, the domestic responsibilities of women militate against the first rule of success in academic life — that reputations must be made and secured early (Cass, 1983: 151). Early recognition leads to increased access to resources which facilitate research: money, time, competent assistants, stimulating colleagues, and easy access to useful information (Baldock, 1980: 5). Disadvantage is cumulative. Women are less likely to acquire powerful mentors during their student days (see 4.3) and are also likely to have time-consuming child-rearing responsibilities at the time when their male colleagues are establishing their reputations. Lack of recognition will make it difficult for the late starters to compete for the research funds and other resources which lead to high levels of productivity: 'To them that hath shall be given'. Women are more likely to end up as research assistants, bolstering the careers of others rather than their own, if they are not squeezed out of the academic world altogether.

Keeping this in mind it is perhaps not surprising that the majority of the most senior women academics at the ANU in 1983 had eschewed marriage.

**TABLE 14**

<table>
<thead>
<tr>
<th>Marital and Childbearing Status of Academic Women</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>at the Level of Fellow and Above in the Institute and at the Level of Reader and Above in The Faculties</td>
<td></td>
</tr>
<tr>
<td>1 December, 1983</td>
<td></td>
</tr>
<tr>
<td>Single with no children</td>
<td>9</td>
</tr>
<tr>
<td>Married with no children</td>
<td>2</td>
</tr>
<tr>
<td>Married with two children</td>
<td>3</td>
</tr>
<tr>
<td>Widowed with one child</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

As shown in Table 14, 11 of the 15 most senior women academics at the ANU were childless. Similarly the most senior women administrators, i.e. the two women ANU Officers Grade 13 and the two women ANU Officers Grade 12, were also childless. When considering the need to increase the representation of women on decision-making bodies (see 3.8), including selection committees, some account should be taken of the need to represent women who have the childbearing experience of most university women and most women in the community. As we can see, the most senior women at ANU are atypical in this respect.

A number of these senior women commented that when they started out, the choice for women was marriage or career and they had chosen the latter. As already noted marriage is normal among senior male academics and administrators and facilitates rather than hinders male careers. Not surprisingly, as beneficiaries, men are much more likely than women to endorse traditional views of marriage, and the sexual division of labour within the family (Cass, 1983: 126; Sawer and Simms, 1984: 162-163).

The assumption that employees have a domestic support structure is disadvantageous to
women. Moreover, as stated above, patterns of family life are changing and it may be anachronistic to assume that male employees do not have parenting responsibilities. One way in which the University can acknowledge these changing realities is by substituting unpaid parental leave, to be taken by the mother or father, or in turn, for the present nine months unpaid maternity leave. This would not affect the existing three months paid maternity leave for women. Neither should it be regarded as a break in service for purposes such as calculating study-leave credit. In the past, a rigid career structure, in which no time was taken off for childrearing or other family responsibilities was regarded as the norm, and those who did not conform to this pattern were disadvantaged. Fathers were deprived of a close involvement in the rearing of their children. (On the supposed effects of paternal deprivation in Australian families see Conway, 1971: 80-107.) A system of parental leave would be one step towards accommodating career structures and family responsibilities so that neither men nor women were penalised for childrearing.

Another step would be to extend the principle of fractional appointments, so that all employees on continuing appointments would have the right to convert to a fractional appointment for a specified period after childbirth, if desired by the employee (see 2.3.1). Despite the endorsement by Council of the principle of fractional appointments in 1977 and the subsequent resolution of superannuation problems, in 1983 less than one per cent of ANU staff (expressed in full-time equivalents) were on fractional appointment (continuing part-time).

Another way in which work patterns can be adapted to family responsibilities is through the introduction of flexible working hours. Council on 14 December 1973 approved, in principle, staggered or flexible hours of working for general staff, provided that their introduction into a department was practical and had the full co-operation of the University, the employees in the department and the relevant staff associations. Systems of variable working hours (flextime) were first introduced into various areas of the University in 1974. Proposals for such schemes are forwarded through the Responsible Officer of the School/Centre/Unit concerned to the Personnel Manager for examination and recommendation to the Secretary. Approved schemes are given a trial period of up to six months before final acceptance.

There is widespread interest among women employees in the extension of flextime schemes into areas not presently covered. Flextime may be of considerable assistance to those who are juggling domestic and paid work responsibilities and is an important step in promoting equal employment opportunity.

None of these steps should be seen as an alternative to the obligation of the university to provide adequate child care for its employees (see 2.3.8). Moreover, childrearing experience and the interpersonal and organisational skills which are developed through this experience should be seen as positive attributes in job candidates.

One important consequence of the existing social division of labour is that women are characteristically less mobile than their male colleagues. Women marry younger than men and have primary responsibility for childrearing and care of the family. The career needs of the wife will usually be subordinated to those of the older and better paid husband. Women academics have, in general, much less experience of working in a number of different universities than do their male colleagues (Cass, 1983: 63).
It has been shown that upward mobility in academic employment is strongly linked to geographical mobility (Williams, 1974). The fact that women are usually less mobile than their male colleagues may inhibit upward mobility (or even entry into tenured positions). Within Australian universities the importance of geographical mobility is related to another factor — an apparent preference for overseas qualifications. In 1977 almost 50 per cent of those occupying the positions of lecturer and above had overseas qualifications. There were variations between universities and between faculties — in Arts-type faculties only 32.5 per cent of staff had Australian second degrees, as contrasted with 48.8 per cent of staff in science-type faculties (Gale, 1980: 7). That is, the faculties which most women are trying to enter have a statistical bias in favour of the overseas qualifications which Australian women academics are less likely to have. This is particularly true of English departments, where the majority of postgraduate students are women, but there seems to be a preference for Oxbridge qualifications in staff (Frost, 1976: 37). It should also be noted that in the ANU Faculty of Arts Philosophy Department, seven of the eight staff members have an Oxford degree.

The ANU had, in 1977, an apparently greater preference for academic staff with overseas second degrees than all universities except La Trobe, Western Australia, Flinders and Griffith. In the Institute of Advanced Studies 39.7 per cent of academic staff had second degrees from the UK and 10.5 per cent had second degrees from North America (Teague Report, 1982: 19, corrects the table heading in Gale, 1980: 7). This in itself discriminates against less mobile women. If there is a preference for publication in overseas journals women who have not been able to study and make contacts overseas may again be disadvantaged (Gale, 1980: 5).

The apparent preference for overseas qualifications should be eliminated in order to give women more equal opportunity on grounds of their academic merit. As Gale remarks, after all these years of appointing persons with overseas qualifications to maintain 'standards of excellence', this excellence should now be able to reproduce itself in Australia (Gale, 1980: 8).

**Recommendations**

*R72:* That the University take into consideration the present effective exclusion of women with childrearing experience from senior decision-making roles. That childrearing experience be regarded in a positive light when assessing job candidates, or considering appointments to decision-making or advisory bodies, and that due credit be given to unpaid work experience as well as paid work experience.

*R73:* That consideration be given to extending systems of flexible working hours (flex-time) to those areas of general staff not covered by existing schemes.

*R74:* That selection committees consider the relevance and merits of the qualifications candidates possess, and not regard qualifications achieved overseas as automatically superior.

**4.5 Upper Age Limits**

It has been widely recognised that upper age limits for entry into positions may discriminate against women. Such upper age limits assume the male career trajectory in which no time is
taken out for childbearing and childrearing. Hence, upper age limits fall into the category of indirect discrimination — rules which appear neutral but are in operation discriminatory, because fewer women than men can comply with them. The Sex Discrimination Act 1984 specifically encompasses indirect discrimination, as do the UK and SA Acts of 1975 and the NSW Act as amended in 1981.

In 1977, under the UK Sex Discrimination Act, an upper age limit of 28 for direct entry as an Executive Officer to the Home Civil Service was found to be indirectly discriminatory regarding women within the meaning of the Act (Miss B.M. Price v the Civil Service Commission and the Civil Service National Whitley Council (Staff Side) 1977).

In 1983 major concern was expressed over the demographic imbalance at the ANU revealed in a report commissioned by the University entitled A Demographic Profile of the ANU (Santow and Bracher, 1983). The demographic imbalance of concern was the ageing of academic staff, particularly in The Faculties. It was estimated that by the 1990s only about one quarter of the tenured staff in The Faculties would be under 45 years of age. As one step towards redressing this age imbalance the Vice-Chancellor’s Advisory Group indicated that it would fund four lectureships to be filled in 1984, at a cost of $130,000 for that year. It was decided that the maximum permissible age for these positions should be ‘no more than 35 years when applications close’.

After representations from the Working Party of the Association of Women Employees at ANU and from the EEO Consultant, the precise upper age limit was removed from the advertisements for these positions. Nonetheless, the advertisements still drew attention to the estimate that by the 1990s only about one quarter of tenured staff would be under 45 and expressed the intention to appoint ‘younger academics although no precise age limit is specified’. No specific encouragement was given to women applicants, although the imbalance between the sexes on the staff was much more serious than the age imbalance. Indeed the terms of the advertisement may be seen as discouraging women applicants, even though the precise age limit had been removed.

Meanwhile, the Research School of Chemistry had also committed funds for three additional tenured appointments ‘earmarked for young scientists’ to enable the School to maintain a ‘balanced age structure’ (RSC News, February 1984: 3).

Since 1974 there has been a marked increase in the numbers of mature-age undergraduate students at the ANU, particularly in the Arts Faculty. The majority of these mature-age students are women. In 1983 women of 25 and over constituted 27.6 per cent of enrolments were women over 30. Overall, mature-age students made up 41.6 per cent of students enrolled for the Arts degree. Mature-age students made up a much smaller proportion of students enrolled for Economics and Science degrees — 17.5 per cent and 18.3 per cent respectively. Of these, more than twice as many mature-age men as women were enrolled for Economics and more than three times as many for Science. But the total numbers remained small — these Faculties are themselves much smaller than the Arts Faculty.
In terms of academic performance mature-age women have done well. For example, while mature-age women constituted 29 of the 124 students who completed Sociology I in 1983, they constituted two of the six students who obtained High Distinctions in that subject and 10 of the 23 students who obtained either Distinctions or High Distinctions. That is, mature-age women constituted 23.4 per cent of students who completed the unit, but 43.5 per cent of those who obtained Distinctions or High Distinctions.

A significant number of such women go on to do graduate degrees and in some disciplines such as philosophy, all recent women PhD graduates have been over 35. Even in 1975, a sample of women PhD scholars at ANU showed 16 per cent to be over 35, as compared with three per cent of the male sample (Bramley and Ward, 1976: 129).

Many women have raised children before embarking upon an academic career. They are more likely than their male colleagues to have originally 'mapped out their futures in terms of marriage and raising children' rather than in terms of careers (Ziller, 1980: 65), and family pressures may have been important in this respect. A significant number of them have a background in female professions such as nursing, towards which girls were once steered as a matter of course. The particular socialisation which women experience may mean that they only discover their academic talent in later life.

The outstanding quality of many mature-age women students is indicated by their achievement of PhD scholarships despite the barriers which still exist for older applicants. PhD applicants are informed by the University that: 'Scholarships are not normally awarded to applicants over the age of 30. If you are over 30, please attach a note giving details of your employment and other relevant experience since last undertaking tertiary level studies' (Notes to Applicants for PhD Admission and University Scholarship). This note appears to be based on the assumption that candidates will have undertaken undergraduate studies immediately after leaving school, and that older candidates will have pursued other occupations after completing their undergraduate studies. As we have seen, in 1983 41.6 per cent of undergraduate enrolments in Arts were of students over 25 years of age. Of all postgraduate students, 43.34 per cent were 30 and over.

According to the Administrative Guide (B.9.2.2), where a candidate for a PhD scholarship is over 30 years of age, the matter must be ‘starred’ for discussion at meetings of the Graduate Degrees Committee or of the relevant Board. This practice appears to have lapsed, although it
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is still 'on the books'. Certainly if the University imposed age limits on PhD entrants it would deprive itself of some outstanding scholars. As we have seen, socialisation, marriage and childrearing may delay the entry of women into academic life. Nonetheless, as illustrated in 'A Case Study of Discrimination', women often enter the most creative period of their lives after the biological issue of reproduction is resolved. That is, their creativity often peaks at a different stage of the life cycle than that of their male colleagues.

Because of these different career trajectories, and because of past patterns of discrimination, women candidates for academic positions will often be older than male candidates for similar positions. The 1974-75 survey of Sydney academics found that a significant number of women, but no men, had obtained their first academic appointment when over the age of 45 (Cass, 1983: 56). The number of mature-age women in the 'pool' for academic jobs is likely to have increased substantially since the Sydney survey, due to the increased number of mature-age women enrolling for undergraduate and graduate degrees. Meanwhile it is still assumed that first academic appointments will be obtained at a young age, as illustrated by the following statement: 1

The normal expectation of this University is that the tutor is a young person at the outset of an academic career . . .

(Administrative Guide C.3.6.2)

Any strategies to counteract the ageing of the academic staff at tertiary institutions need to take into account the different career patterns of men and women. Otherwise, discrimination on the basis of age will serve to compound discrimination on the basis of sex.

Recommendation

R75: That upper age limits be recognised as a form of indirect discrimination against women and that the present provisions concerning postgraduate scholarships be revised.

4.6 The Curriculum

A paradigm is what the members of a scientific community share, and, conversely, a scientific community consists of men who share a paradigm.

Thomas S. Kuhn, The Structure of Scientific Revolutions

Over the last twenty years the dominant paradigms of the social sciences have come under increasing attack for their failure to provide adequate explanations of the role of women, and hence their failure to provide adequate explanations of social processes. This is a fundamental challenge to existing conceptual frameworks and does not simply mean adding women to the subject matter of the social sciences.

In describing the way in which paradigm shifts take place in science, Thomas Kuhn emphasises the role of young men who are so young, or so new to the crisis-ridden field, that they have less investment in the established paradigm. It is interesting that Kuhn's immensely influential work is itself symptomatic of the androcentric focus of scientific work which is now

1 This statement was due to be revised early in 1984.
under challenge. It is written throughout in the male voice and is silent on issues such as how the conditions for male scientific productivity are created.

Nonetheless we can learn something from Kuhn about how women as academic outsiders have been able to mount a sustained challenge to the adequacy of ruling concepts in the social sciences. The problem is that this challenge has yet to be incorporated into the university curriculum. The bearers of this challenge are largely women and such women have, on the whole, been locked out of decisions on curriculum and priorities for research. (For example, in the whole of the Research School of Social Sciences at the ANU there is only one tenured woman academic.)

A recent book on the politics of knowledge, edited by an Australian, has described the process as follows:

Most of the knowledge produced in our society has been produced by men; they have usually generated the explanations and the schemata and have then checked with each other and vouched for the accuracy and adequacy of their view of the world. They have created men's studies (the academic curriculum), for, by not acknowledging that they are presenting only the explanations of men, they have 'passed off' this knowledge as human knowledge.

(Spender, 1981: 1)

It has been said by a Dean of Arts at the ANU that the educational goals of the university are 'the preservation of knowledge, the extension of knowledge, and the communication of knowledge, in that order' (Ramson, 1979). Such goals appear to conflict with the present situation where women's experience and women's perspectives are excluded from the hence partial knowledge which is preserved, extended and communicated.

In a review of the Faculty of Arts in 1983, conducted by Dr Janice Monk (Executive Director, Southwest Institute for Research on Women), the following comments were made:

The virtual absence of disciplinary courses to complement the core Women's Studies courses is a serious weakness. The extensive body of quality feminist scholarship in various disciplines particularly in literature, history, and sociology, but widespread in the humanities and social sciences, is largely unavailable to students at A.N.U ... Majors in the disciplines are not introduced to a significant and growing body of scholarship ... . . . it is clear that knowledge of scholarship on women or gender is not widespread among the Faculty, and thus not included in the curriculum. The student body of the faculty in 1982 was 63 per cent female. Most of these women, let alone the men students, thus learn nothing of women's cultural contributions and heritage, nor of the contemporary social political and economic changes related to gender roles which they must confront in their personal and public lives.

(Monk, 1983: 1-2)

1 It should be noted that this ranking is slightly at odds with that contained in the Departments (The Faculties) Statute:

The functions of a department are:

(a) to provide teaching, research and other services in respect of such subjects or courses of study as the Council determines;

(b) to encourage and maintain standards of scholarship, research and teaching in those subjects or courses; and

(c) to maintain standards of examination in those subjects or courses.
Similarly, in the Research Schools little research was being done on issues of great interest to women such as child care, domestic violence, rape, single mothers, the role of unpaid work within the economy or within the provision of welfare services or the feminisation of poverty. It has been suggested that projects submitted by men are seen as 'more important, somehow more real' (Willis, 1983B). It is surprising how little analysis has been done at the ANU of the male dominance which is such an obvious feature of our social, political, economic, scientific and educational structures. On the other hand it is not surprising, since the established paradigms have assumed such dominance rather than posing it as a puzzle to be solved.

In some all-male departments at the ANU, even dissident paradigms such as Marxism are accorded more respect than the feminist challenge, because Marxism has a 'serious theoretical tradition'. Such evaluations are rarely made from a standpoint of knowledge about the history of feminist theory, or of knowledge of feminist paradigms within the natural and social sciences.

While decisions about priorities rest largely in the hands of those with a vested interest in the protection of established paradigms, little improvement is likely to occur. The revolution in the social sciences is taking place elsewhere, outside the ANU.

Dr Monk recommended that 'serious consideration should be given to including expertise in women's studies or gender research as a significant component of the qualifications for staff hired within departments in the future'. This recommendation needs to be extended beyond the Faculty of Arts, which was the subject of Dr Monk's work, to include at least the Faculties of Law and Economics, and the Research Schools of Social Sciences and Pacific Studies. This is an urgent priority, not only with regard to curriculum, but also with regard to equal employment opportunity for women academics, who are working on the cutting edge of the disciplines and hence often challenging the concepts of those in a position to make appointments.

**Recommendation**

**R76:** That knowledge of scholarship on women or gender be included as an important criterion for new appointments in the humanities and social sciences at the ANU in all departments or centres in which women form less than 25 per cent of academic staff.

### 4.7 A Case Study of Discrimination

The following case is intended to illustrate the cumulative effects of discrimination on the basis of sex, marital status and age. There is no evidence that those involved were at any point aware that their practices were discriminatory, and identifying details have been removed.

Barbara arrived in Canberra with her husband who was taking up a position in the Institute in the early 1970s. She was at that time in her early 30s. She had a first-class honours degree and an MA and had been the recipient of a couple of special awards. She had also raised two children. At this time she had published three articles in overseas refereed journals and had presented a number of conference papers as author or co-author. About six months after her arrival in Canberra Barbara applied for a temporary tutorship in her field.

Barbara was unsuccessful in her application. She received a letter from the head of
department telling her that preference had been given to a younger man because he did not have any means of support for himself and his family, whereas Barbara did.

Barbara wrote to a senior member of the University administration enclosing a copy of the letter and pointing out that she had no income at all of her own, that the only income was her husband’s, and that the decision amounted to discrimination against her as a married woman.

Barbara was informed that with jobs of this kind it was not incumbent on the University to advertise or appoint the best qualified candidate (cf. 4.3) and it was perfectly in order for factors such as the candidate’s income to be taken into account. The issue of discrimination on the basis of marital status was not addressed in the reply.

Barbara became fairly discouraged about her prospects in the department and did not apply for further jobs there. In fact only a few short-term positions arose and no tenurable positions. The marriage bar meant that she was not able to apply to the research department in her field, as her husband held a position there. Although the formal nepotism rule was dropped in 1977 as a consequence of the Bramley-Ward Report (each case from then on was to be decided on its merits) it continued to be applied informally and was made fairly clear to Barbara that she would not be taken seriously as a candidate for the research department.

Meanwhile Barbara was playing a very active role in a number of voluntary organisations related to her academic interests. She became president of an important umbrella organisation and participated in the activities of a number of public bodies. She presented submissions to government enquiries and undertook research for both government and voluntary agencies. She co-authored a monograph which went into three editions.

At the same time, over the years from 1971, she maintained a continuous stream of ‘straight’ publications in international journals in her field and contributed a large number of chapters to books and monographs. Nonetheless, when she applied in 1981 to the research department in which her husband held his position, she was not even short-listed, on the grounds that her work was mainly done by her husband, and that she was ‘too close’ to the department.

Meanwhile she began to pursue her quest for an academic position with renewed seriousness. In 1983 two positions in her field were advertised in the research department where her (by now) ex-husband was still in situ and she applied for one of them. This time the department regarded her as a leading candidate on the grounds of her demonstrable record in a number of fields and her publications in journals of ‘considerable prestige and influence’ — i.e. her record of publications was more substantial than that of other candidates. Nonetheless, when the School Electoral Committee made its decision Barbara was again rejected. A number of factors appear to have intervened:

1. The Head of Department included three overseas candidates in the list brought forward to the Electoral Committee, although they had not been considered worthy of short-listing by the department. This was to demonstrate that preference was not being given to local candidates.

2. Reference was made to the School Review which had suggested that too many areas of interest were represented in the department. The Head of Department suggested that a mainstream interest should be represented. This would not ipso facto exclude Barbara as she had published and done considerable research in the mainstream area proposed, but
her conceptual framework differed from that of the Head of Department. He was to remark that he could not communicate with her without giving up his own terms of reference. Like many other women, Barbara is challenging existing disciplinary paradigms. She also aroused unease because she was 'different' from the people (i.e. men) with whom the Head was used to working. This unease could easily be rationalised in terms of what was 'best for the department' (cf. Ziller, 1980: 104).

(3) Barbara was regarded as still 'too close' to the department. She had never been a paid member of it herself, but she had been married to a member of staff. She had also given papers and published work in collaboration with members of the department including her husband. It was regarded as preferable to obtain 'new blood'.

(4) Barbara's age now seems to have become an important factor — she was considerably older than the male candidates for comparable positions. Although the department had recruited a series of young male candidates into junior research positions over these years, the importance of obtaining 'new' people was emphasised.

(5) The School Electoral Committee was itself an all-male body.

In the end, the Head of Department was asked to make a decision in the best interests of the department and decided against Barbara, despite the fact that her academic standing was more established than those of the successful appointees. The department concerned has had 25 people holding appointments over the last eight years — not one of them has been a woman. During this period much of what is widely regarded as the most exciting work in the discipline has been done by women.

Barbara has made a number of mistakes:

(1) Her career pattern has not conformed to the male career pattern. As with many women her period of greatest creativity has come after issues of reproduction have been resolved. Hence she is older than male candidates for comparable positions on the academic ladder.

(2) Barbara shared many academic interests with her husband. As was customary at the time of her marriage she took her husband's name. She co-authored many works with him and it was assumed that these were basically his work, despite his denials, even when she was the senior author of the work concerned. This assumption concerning work co-authored by men and women is very common, particularly where the male has the recognised academic status (i.e. an academic position).

(3) Barbara has not had the mobility of the young males who are competing with her for jobs — the fact that overseas candidates were put back onto the short list even though they had been knocked out initially on academic grounds, illustrates the preference for overseas qualifications which is still operating.

(4) Barbara included details of her very active public life in her curriculum vitae. There is evidence that the wealth of experience with policy-related issues, and her commitment to various issues, were regarded as a minus rather than a plus in her application. In some ways her policy-related research seems to have cancelled out her 'respectable' research, which was also more substantial than that of the successful candidates. The field chosen by the Head of Department as having greatest priority was that of greatest distance from 'useful' research. It has been pointed out in relation to public employment in NSW, that the value of women's experience in childrearing and in voluntary organisations is fre-
quently disregarded in selection processes. Such experience may bring new perspectives into the organisation (Ziller, 1980: 98; 100).

Barbara is suffering from cumulative disadvantage despite her outstanding academic output. Although she is now taken more seriously (because of the extraneous factor of divorce) she cannot comply with the current demand for ‘younger academics’ to counterbalance the demographic ageing of academic staff (see 4.5).

Barbara’s case is not an isolated one but it does illustrate the several intersecting forms of discrimination which women may experience. A number of similar cases have been reported where a woman was apparently a leading contender for a position, but it was ultimately deemed in the best interests of an all-male department not to appoint the woman. Such decisions are frequently justified in terms of ‘field’, as in Barbara’s case, regardless of the terms of the original advertisement.

It will be noted that there were no formal channels whereby Barbara could appeal against decisions which appeared to have been made largely on grounds of marital status. There is still no formal appeal mechanism within the University but from 1984 Barbara would be able to lodge a complaint with the Human Rights Commission, if any decision appeared to treat her less favourably than other candidates on the grounds of sex or marital status. The EEO Consultant recorded a large number of comments made by Council delegates, indicating that married women were seen as less entitled to jobs than male ‘breadwinners’. These attitudes take little account of the fact that there is no job security in marriage, and that women are often left with the ‘breadwinning’ role and with dependent children.

4.8 Linguistic Discrimination

In 1981 Council considered a proposal that the University undertake procedures to ensure that the language and terminology in official publications, statements, statutes and rules did not discriminate against women. Council resolved to invite the Vice-Chancellor to hasten, wherever possible, the elimination of any discriminatory language remaining in the University’s publications and legislation (Minutes of Council 13 March 1981).

On the recommendation of the EEO Consultant, amendments to the ANU Act, eliminating such language, were brought before Council and approved in November 1983. Discriminatory language was still prevalent in the Statutes, Rules, and the Administrative Guide at that time. Some examples from the Faculty Handbook and Rules for 1984 are as follows:

A student who does not wish to enrol in a particular year must apply for a suspension of his course by the closing date for re-enrolment.

(Factory Handbook, 1984: 53)

The candidate receives guidance from his supervisor in critical and bibliographical method, and is expected to furnish progress reports on his work at regular intervals. The thesis is to be written in French and the candidate may also be required to present himself for an oral examination.

(Factory Handbook, 1984: 185)

A student may graduate in economics when he has completed either . . .

(Factory Handbook, 1984: 255)
The publication \textit{Rules 1984} uses 'he' throughout in the following manner:

A person is not eligible to be examined in a unit unless he has enrolled for that unit and has complied with the requirements of such rules as are applicable to his taking that unit. (Rules 1984: 5).

While Central Administration has been conscientious in its endeavours to eliminate sexist usages from written communications, a great deal of sexist language was still in use throughout the University. The terms 'lady' or 'girl' are frequently used with reference to women employees. As has been pointed out by an eminent linguist: 'if, in a particular sentence, both woman and lady might be used, the use of the latter tends to trivialize the subject matter under discussion, often subtly ridiculing the woman involved' (Lakoff, 1976: 23). The insulting nature of the term lady can be seen in the following examples: 'lady professor', 'lady doctor', 'you ladies'. To refer to the activities of the Association of Women Employees in terms of 'what the ladies are doing' is to derogate these activities (cf. 'ladies' auxiliary'). A lady is too far from real life to be taken seriously.

Similarly the use of the term girl, to refer to a mature woman (as in 'I'll get my girl to type it up') serves to underline the junior status of women employees. The suggestion that women employees are frozen in a kind of perpetual immaturity also eliminates the need to think in terms of their career development. It would be inappropriate to entrust a 'girl' with decisions of a serious nature.

\textbf{Recommendations}

\textbf{R77:} That the Guidelines on Non-Sexist Language (see 4.9) be adopted for use at the ANU, that they be circulated to all staff members and included in the Administrative Guide.

\textbf{R78:} That accelerated action be taken to amend the University's Statutes and Rules to eliminate linguistic discrimination against women.

\textbf{R79:} That staff development courses draw attention to linguistic discrimination and to the ways in which it may be avoided.

\textbf{4.9 Guidelines on Non-Sexist Languages}

These Guidelines were prepared by the Committee on Women and Girls of the Tertiary Education Authority of South Australia. They adapt for tertiary purposes the guidelines published in the \textit{Affirmative Action Handbook} prepared for the NSW Review of Government Administration (Ziller, 1980). They have been adopted by the University of Adelaide and are included in its Handbook of Administrative Policies and Procedures.

\textbf{Language in Written Communications}

\textbf{Titles of address, rank, occupation, status}

These should be used or referred to in a manner which treats everyone equally, regardless of sex. For example:
John Jones and Eva Davis will be responsible for orientation lectures;  
or John Jones, Dean of Humanities, and Eva Davis, Student Counsellor, will be  
responsible for orientation lectures;  
or Staff involved will be J.A. Jones, Ph.D, and E.R. Davis, M.A.:  
but not staff involved will be Dr John Jones and Miss Eva Davis.

There seems no good reason for using titles which describe marital status in post-secondary institutions. As only women are so identified, the practice is discriminatory, and marital status appears irrelevant to the operation of educational institutions. Use a first name, academic title, neutral role description, or nothing. For example:  
The Early Childhood Education Report will be presented by Susan Robinson  
or by Susan Robinson, Senior Lecturer;  
or by Dr S.G. Robinson  
but not by Mrs Susan Robinson

For nouns denoting occupation or function, titles with feminine endings, such as manageress and typiste, are denigrating and should be renamed, in this case as manager and typist.  
Job titles with man as an ending carry explicit overtones of exclusion for women. With a little imagination, these titles can be renamed also. For example:  
security man becomes security officer, groundsman becomes grounds staff

The word chairman has caused considerable debate, and is frequently amended to chairperson or simply to the chair. Substitute words, such as convener, moderator, president or discussion leader, can also be used.

The use of Personal Pronouns
The use of he to refer to a preceding noun of unspecified gender is usual in the English language, but this can be ambiguous. Moreover, it has the effect of excluding women so completely that they virtually cease to exist in any official writing. For example, it is usual to write The head of department determines his staff loadings or A staff member’s seniority is determined by his salary and his length of service. Many women feel that this blanket use of masculine gender pronouns gives people the lasting impression that the educational, administrative, business and political worlds belong to men only.

There are several solutions to this problem. The most cumbersome is to use he and she, she and he, she/he, he/she s/he. A better solution is to rewrite the sentence in the plural, for example: Secretaries should complete their stationery orders by the first of the month, or all lecturers will display their timetables on office doors. Alternatively, recast the sentence to be impersonal. For example: Stationery orders received after the first of each month will not be filled until the following month, and The holders of unreturned library books will not be permitted further borrowings, and Seniority of permanent officers is determined on the basis of salary status and length of service.

Generic Use of Man
Use of man as a word or syllable to mean people, humanity, human beings or the human species can also have the effect of excluding women. Rephrasing is possible. For example, mankind becomes human beings, people, society; the average man or man in the street becomes the average person or people in general; manning a project becomes staffing a project, hiring
personnel or employing staff; manpower becomes workforce, personnel, staff or employees; and man hours becomes hours or workdays; man-months becomes staff-months or work-months.

**Gratuitous Race or Sex Specification**

The race or sex of a person should not be mentioned if it is irrelevant to the context of what is being written. For example, you may read The graduate employment officer, a woman in her middle fifties, has proposed that seminars be held for the final year students, or It is recommended that Lenora Chou, an Aborigine, be offered the post of assistant academic secretary. The offensiveness and irrelevance of these gratuitous descriptions becomes most apparent if the sex and race are reversed. For example it would be clearly offensive to state the graduate employment officer, a man in his middle fifties, has proposed that... or It is recommended that Thomas Brooks, an Anglo-Saxon, be offered the post of Assistant Academic Secretary.

**Word Order and Word Choice**

It is customary to list some pairs of nouns and pronouns always in the same order: he and she, men and women, husbands and wives, boys and girls, doctors and nurses. Where there is no reason for this order and where it implies a traditional and stereotyped view of status, the order should be varied as a means of breaking down the stereotype.

Be careful in the choice of adjectives. The use of different adjectives to describe the same characteristic in men and women denotes bias. For example, you should not refer to ambitious men and aggressive women, cautious men and timid women, or strong men and dominating women.

Sex type generalisations such as, The candidate's behaviour was typically feminine, Jane Bowker is an efficient and quite attractive student, should be avoided. Such generalisations reveal stereotyped evaluation of human behaviour on the basis of sex.

**4.10 Sexual Harassment**

Sexual harassment has been described as "The most common and least discussed occupational health hazard for women" (Canadian Labor Congress). It is frequently defined as a mechanism of social control which helps to keep women in their place (e.g. Sexual Harassment: A Cull of the Literature, 1982: 2). It is seen as an outcome of the lack of power exercised by women in the workplace and it 'confronts women with their own helplessness in the face of male-dominated workplaces, unions, authoritative bodies' (Sexual Harassment in the Workplace, 1983: 35). Women are often afraid to express their anger at sexual harassment; their own employment opportunities are usually dependent on the approval and good will of males. For this reason anger is often internalised, and results in physical and psychological disorders including depression, tension and headaches.

Economic need, the structure of the workplace, and female sex-role conditioning all contribute to the way in which women respond to sexual harassment:

*Because assertions of male dominance are socially sanctioned, because men normally hold higher rank at work, because work is a source of income, and because society trains women to be ‘nice’, few women object to male invasiveness unless it is profoundly disturbing.*

(Sexual Harassment: A Cull of the Literature, 1982: 12)
It is sometimes suggested that men are also subject to the problem of sexual harassment in the workplace. However, for the most part, women do not possess the power to disadvantage men economically or socially, and the prime function of sexual harassment is the assertion of such power. A survey by the US Merit Systems Protection Board found that 95 per cent of victims (women and men) identified their harassers as male, either as individuals or groups of men (Sexual Harassment in the Workplace, 1983: 39). Another US survey found that a significant proportion of harassers only engaged in sexual harassment when in the company of male friends 'giving support to the explanation of sexual harassment as a form of male bonding, of demonstrating solidarity and joint power' (Sexual Harassment in the Workplace, 1983: 35). In Australia the experience of sexual harassment is an experience shared by women of all ages who have to walk past building sites or other areas occupied by all-male groups.

The ANU has lagged behind other tertiary institutions and the Australian Public Service in issuing a statement and guidelines relating to sexual harassment. This by no means indicates that women employees and students at the ANU have been free of sexual harassment (e.g. AWE Working Party Report, Table 4.1; HAREA Survey on Sexual Harassment, September 1983; reports received from library users following several serious incidents in the Chifley Library in late September 1983). The HAREA findings were that the group most affected were married women clerical workers in the age group 30-39.

The Sex Discrimination Act 1984 defines sexual harassment as a form of sexual discrimination and makes it unlawful in the areas of employment or education. In the Act sexual harassment is defined as making an unwelcome sexual advance, or an unwelcome request for sexual favours, or engaging in other unwelcome conduct of a sexual nature, including saying or writing remarks of a sexual nature about the aggrieved person:
- where the aggrieved person has rejected the advance, refused the request or objected to the conduct and, as a result, has actually been disadvantaged in their employment or possible employment; or
- where the aggrieved person has reasonable grounds for believing this result would occur. (Sex Discrimination Act 1984, Clause 28(1-4))

It is also unlawful for a member of University staff to harass sexually a student or person seeking admission as a student, and sexual harassment has the same elements in the educational area as in the employment area. (Sex Discrimination Act 1984, Clause 29(1-3))

Employers need to go beyond the strict definition contained in the Act in order to make it clear that sexual harassment is a form of discriminatory behaviour which will not be tolerated by the institution. The University needs to make all members of staff aware that sexual harassment will not be tolerated where it:
- creates an intimidatory, hostile or offensive working environment;
- adversely affects an individual's work performance;
- adversely affects an individual's prospects for employment, promotion, or educational achievement;
- results in resignation, departure from courses or unfair dismissal;
- causes embarrassment or distress to staff or students;
- reflects on the integrity and standing of the University.

In May 1983 a Sexual Harassment Committee was formed at ANU, comprising representatives from the Health Service, the Counselling Centre, the Students' Association, the
Research Students' Association, Women on Campus, HAREA, and other members of the general and academic staff. By December the Committee had developed a definition and proposed procedures which they submitted to the Vice-Chancellor.

The definition drawn up by the ANU Committee is similar to that adopted by the Public Service Board in 1981, with the addition of elements drawn from other tertiary institutions.

Sexual harassment covers a range of unsolicited behaviour which constitutes a verbal or physical affront of a sexual nature against another person. Such behaviour may range from unwelcome comments, gestures or actions of a sexual nature, to unwanted and deliberate physical contact, to subtle or explicit demands for, or offers of, sexual favours. Such behaviour is of particular concern in an academic community where students and staff work in an environment of dependence and trust. Such harassment may occur between students, between staff and students, between members of staff, or between members of the public and members of the University community.

The Committee has drawn up Guidelines for counselling and mediation in relation to sexual harassment. A special phone line for sexual harassment problems has been established, and a representative panel is available for counselling and mediation on a confidential basis. Where counselling and mediation are insufficient to resolve the problem, the matter may be passed on to the University administration for investigation and possible disciplinary action, or to the Human Rights Commission, depending on the wishes of the complainant.

Urgent action is required to reassure employees and students that the University is aware of the seriousness of the problem; that the University strongly disapproves of such discriminatory and offensive forms of behaviour; and that complaints of sexual harassment will be treated seriously and sympathetically. Such action should preferably take the form of a leaflet issued to all members of staff setting out:

- the definition of sexual harassment contained in the Sex Discrimination Act;
- the definition adopted for the purposes of University policy on sexual harassment (see above);
- the circumstances under which the University will not tolerate sexual harassment (see above);
- the key role of departmental heads and other supervisors in facilitating and encouraging proper standards of personal conduct and in preventing sexual harassment through sensible supervisory and leadership practices;
- an explanation of the University's concern with the problem, indicating that the University does not intend to interfere with the personal lives and relationships of staff and students, but that the University has an interest in preventing sexual harassment within a University environment;
- information relating to the Sexual Harassment Phone Line and the availability of sexual harassment counsellors who will provide support and advice in the first instance;
- information concerning the procedures available if mediation fails.

The promulgation of this leaflet should be accompanied by other forms of publicity. The University's policy on sexual harassment should be publicised in the ANU Reporter, Woroni, and 'Apropos' and included in the Administrative Guide, the Faculties Handbook and other official publications. Staff training and development courses should also draw attention to the University policy and to the seriousness of the problem.
The Sexual Harassment Committee should provide annual statistics on the incidence of complaints of sexual harassment, and on the success of attempts at mediation, to the EEO Officer for inclusion in the annual report to Council on EEO.

Recommendations

RBO: That the University adopt a policy on sexual harassment based on the provisions of the Sex Discrimination Act and having regard to the definition and guidelines drawn up by the Sexual Harassment Committee for consideration by Council. That the University issue a leaflet drawing attention to the definition of sexual harassment contained in the Sex Discrimination Act, the definition adopted for University purposes, and the procedures available. That the University policy be given adequate publicity and be included in official publications such as handbooks and the Administrative Guide.

RBI: That departmental and section heads be encouraged to play a key role in preventing sexual harassment, and that material relating to sexual harassment be included in the Administrative Development Program and in other staff training and development courses.

RB2: That action be taken to provide annual statistics on the incidence of complaints of sexual harassment, and on the success of their resolution, to the EEO Officer for inclusion in the annual EEO Report.
APPENDIX
## APPENDIX I

### Full-Time* Academic and General Staff as at 30 April 1976

<table>
<thead>
<tr>
<th>Academic Staff Research Only</th>
<th>Professor</th>
<th>Senior Professor</th>
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* Includes part-time and fractional appointments as equivalent full-time
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* Includes part-time and fractional appointments as equivalent full-time

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Towards Equal Opportunity: Women and Employment at the Australian National University

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Full-Time General Staff Supporting Academic Activities at 30 April 1983

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APPENDIX 2

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Source: Statistical Office
APPENDIX 3

Tenosynovitis of the Mind

The purpose of this paper is to focus attention on the University’s 156 full-time secretaries — a group of women employees who, in my opinion, are disadvantaged in participation for equal opportunity employment because of the nature of their jobs.

The following views have been formed over the course of nearly 20 years as a secretary, and they are only my views. I have been a secretary at ANU for three of those years. There are secretaries who will disagree with some parts of what I have to say. But it will be difficult for them to maintain credibility given that they are secretaries whose perspectives are peculiar to their set of circumstances.

I am currently enrolled in a part-time degree course in which I have gained a number of High Distinctions, and I hope that in the future I may be able to take up a position, possibly in the University, as something other than a secretary. After having been a secretary for such a long time I have a timid approach to career development. And I know that there are many like me who have not been able to visualise themselves performing well in any other role than that of secretary.

I realise that the formation of personality is a complex process, and that the work environment cannot be blamed entirely for one’s poor self-image and lack of self-confidence. However, my view is that having conditioned myself to be a good secretary over the years my approach to work, and life, has been affected.

I set down my thoughts on secretarial work and my recommendations on how the University might approach the development of some of its repressed and, mostly highly intelligent, female employees.

The Conditioned Stereotype

Apart from attaining high-level stenographic skills, the ideal secretary conditions herself to —
- tune into the character and personality of her boss
- be subservient
- be unobtrusive and super helpful
- bolster the boss’ self-image by perfect presentation of his work and ideas; by laughing at his jokes; by covering for him when he is less than efficient.
- anticipate his needs
- know her place
- be tactful, diplomatic and well-mannered
- be apolitical, if possible
- live a tidy organised life that does not intrude into or upset her boss’ routine
- remember when he forgets
- gently nag.

Once she fits this mould she will be in demand as a secretary, but her ability to be an enjoyable, expressive person is denied her between the hours 9 am to 5 pm, five days a week, year in, year out.
Double Standards
The good secretary must be ornamental, but anonymous. She must also be “dumb” and clever; articulate, but not vocal; well-educated, but unambitious; mature, but not aging. She must be able to use initiative, but also take instruction humbly.

The myth about the sexy secretary being chased around a desk by an amorous boss remains in the minds of many and continues to damage the secretary image — rare and short-lived as such instances might be.

The Secretary is an Anachronism
With the increase of sympathy for the feminist cause, high educational standards and affluence, the vocation of secretaries must now surely only attract social cripples, or those who view the job as a temporary stopover.

However, there are some who remain trapped in their secretarial roles and these are the ones who need help. These are the secretaries who took up the “career” when it was considered a respectable and sensible office job, in the days when career choices were limited and distant educational horizons were attained by the privileged few.

No Visible Career Path
Once a secretary always a secretary has been the norm. When you attain Range 2 level you have moved to the top of the secretarial career ladder. (There is Secretary Range 3 level, but only two women occupy that post, at present, and the chances of moving upwards to Range 3 are slim.) Secretaries, however, seem to be relatively contented with their status.

But then being a secretary is a state of mind so that secretaries do not set their sights on high levels of achievement.

ANU Secretaries
Within the University there are still areas where the secretary is revered as the good little woman who keeps the boss on the straight and narrow, suffers his stress and takes on much of his responsibility, without appropriate financial reward. These secretaries are expected to communicate intelligently with high-level academics and present high-level scientific and technical work. Many of the departmental secretaries, graded Secretary Range 2, might well be graded, for much of their function as a clerk, at levels 4 and 5 in some instances.

Much of what I say may be abhorrent to some ANU secretaries, given their long-standing association with academics who are seen to be liberal in their attitudes. This is all the more reason for their jobs to be disassociated from the clichéd secretarial image, and for them to be allowed a place in the career structure.

Recommendations for Change
(1) That an Administrative Development course be established for current secretaries to “break out” of the secretary mould. Such a course would give them an opportunity to realise how their potential might be developed.
(2) All Secretary Range 2 positions should be reviewed.

(3) The term "secretary" should be gradually phased out. Stenographic assistants, or whatever, would be better classified as Clerk. This classification then provides a visible career path from Clerk Grade I onwards. (To move beyond a classification s/he would, of course, need to transfer to the higher level job.)

(4) So that the sexist connotations will be removed once and for all from the secretarial role, males should be encouraged to apply for "secretarial" jobs.

Secretary Range 2*

The Australian National University

*Despite the hesitancy of the author in speaking on behalf of ANU secretaries, the views expressed in this paper have been endorsed by a large number of women in keyboard classifications.
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Employment of Women at the Australian National University

Report of the Working Party of the Association of Women Employees at the Australian National University to the Vice-Chancellor
Employment of Women at the Australian National University

Report of the Working Party of the Association of Women Employees at the Australian National University to the Vice-Chancellor

March 1984
On equality of opportunity:
To deny it is to deny the fundamental laws of our existence
— John Curtin, M.P., 1935
Dr Norma McArthur died on 17 January 1984 after a long illness, aged 62. She was one of the ANU’s most distinguished scholars and the author of three books and thirty-six papers. She had mastered a number of disciplines in the course of her studies, including mathematics, biology, demography, history and finally prehistory.

Her first degree was a BA from Melbourne University with a mathematics major in 1941. After working as a statistician in the public service and in the Department of Experimental Medicine at Melbourne University, she became an Assistant Lecturer in Demography at the University of London where she gained a PhD for her work in biological statistics in 1949.

In 1952 she joined the Department of Demography, RSSS, ANU as a Research Fellow studying the demography of the small communities of Oceania which had never been systematically studied. In 1956 she was appointed Census Commissioner of Fiji. She returned to the ANU as Fellow in the Demography Department in 1958 but continued to play an important part in the censuses of most of the other anglophone Pacific territories for the next ten years, including directing the census of the British Solomon Islands Protectorate (1959), the Gilbert and Ellice Islands Colony (Kiribati and Tuvalu) (1963), and importantly, with John Yaxley, the first ever census of the New Hebrides (Vanuatu), completed in 1967. The report of this census is a marvel of clarity and sharp analysis and reflects her increasing interest in the historical dimension.

Her major work, Island Populations of the Pacific, did not appear until 1967. It was a pioneer work evincing a critical approach to sources of a degree rare enough among historians, let alone demographers.

Norma became a Senior Fellow in the Demography Department in 1960 and a Professorial Fellow in 1963. She began life again as a student of prehistory in 1970 in order to examine claims that archaeological findings were a more reliable guide to early populations than the observations of early European visitors. This work culminated in a second PhD.

In 1974 she was appointed Senior Research Fellow attached to the Department of Pacific Studies and Southeast Asian History in the Research School of Pacific Studies where she was working on the demographic History of Hawaii. Unfortunately, this work was interrupted by serious illness and it remained incomplete at her death.

Norma was a warm outgoing person who never stagnated mentally and continually kept abreast of new intellectual developments. Her work received relatively poor recognition and despite her background and qualifications she was never to head a department.

As A.D. Hope said in his memorial address, we have lost one with a rare gift for intellectual exploration and navigation as well as for friendship.
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NOTES ON CONTRIBUTORS

This Report is the result of the collective efforts of members of the Working Party of the Association of Women Employees at the Australian National University. However, individuals have undertaken responsibility for particular sections of the Report.

The general letter of enquiry was prepared and distributed by the Convenor of AWE Working Party, Margot Bremner, and by Thelma Hunter and Alice Day. Alice Day’s contribution to the final Report is included in Section 2 of this Report. The preparation of Section 1 and much of Section 2 was undertaken by Lenore Manderson. Section 3 is the product of the work of the Keyboard Career Sub-Committee — Kath Bourke, Caroline Cobban, Caroline Ifeka, Pamela Montgomery and Ellen Reith — and was written largely by Caroline Cobban. The research for Section 4, on Academic Staff, was undertaken by Pauline Moore, Frances Perkins, Beverley Hong-Fincher and Jane Murray, and was written by Frances Perkins. Section 5, on Technical Officers, was written by Robyn Maier. Section 6, on Research Officers and Research Assistants, represents the work of Pamela Denoon, Peta Dawson, Jenny Tebbutt and Christine Wise. Section 7, on Administrative and Clerical Officers, was prepared by Bronwyn Duncan, Barbara Payne and Liz Stephenson. The discussion on Cleaning Staff (Section 8) was written by Margot Bremner and represents discussions between Margot Bremner, Alicia Dalmolin and Maureen Faull. Section 9, on Ethnic Women, was written by Ellen Ward with Beverley Hong-Fincher. The Tenosynovitis Sub-Committee consisted of Jenni Knobel, Caroline Ifeka, Gennesse Winch, Jenny Tebbutt and Peta Dawson, the latter two of whom prepared the Report that appears as section 10. The Child Care Sub-Committee Report (section 11) was prepared by Pauline Moore. The Summary was prepared by Caroline Cobban, Liz Stephenson and Philippa Weeks, and the editing of the Report was undertaken by Caroline Cobban, Lenore Manderson, Liz Stephenson and Philippa Weeks.

The Working Party of the Association of Women Employees of the ANU is especially grateful to Margot Mackie and Alyson Stibbard of the Statistics Section of the ANU Administration, who assisted us in the analysis of the responses to the general letter of enquiry, and to Fran Bosly for her time and patience in transforming a diverse collection of manuscripts into a readable, cohesive text.

The Working Party wishes to thank all those employees of the University who responded to questionnaires and attended meetings, providing information and ideas which are a substantial part of this Report.
Membership of the Working Party
of the Association of Women Employees' of the Australian National University

Margot Bremner (Convenor)

Kath Bourke
Caroline Cobban
Margorie Coggan
Alicia Dal Molin
Alice Day
Pamela Denoon
Bronwyn Duncan
Cheryl Hannah

Beverley Hong-Fincher
Thelma Hunter
Caroline Ifeka
Jenni Knobel
Robyn Maier
Lenore Manderson
Pamela Montgomery

Pauline Moore
Jane Murray
Barbara Payne
Frances Perkins
Ellen Reith
Liz Stephenson
Phillipa Weeks
Jan Wells

Marian Sawyer (ex officio)
I Discussion of Recommendations

Upon the establishment of the Association of Women Employees at the Australian National University, a Working Party was formed whose first task was to prepare this report to the Vice-Chancellor to supplement and support the work of Dr Marian Sawer. Various sub-committees were formed from members of the Working Party to write reports on specific areas. A general letter of enquiry was sent to all women employees to express their views about the ANU as an employer.

Sub-committees have made more than 50 specific recommendations. In addition, the responses to the general letter of enquiry (discussed in Section 2 of this report) have indicated a number of areas where decisive action is needed if the University is not only to institute an Equal Employment Opportunity program but also to foster the welfare and morale of its employees.

The recommendations cover a very broad range of University activity. They illustrate the need for the University to undertake a comprehensive and objective review of its employment and management practices which seem to have developed in an ad hoc manner.

In appointing an Equal Employment Opportunity consultant, the University has already taken the first step towards the development of an EEO program which will bring it into line with other universities, institutions and government departments throughout Australia. To show its commitment to the implementation of the program, the University should, as its first priority, appoint an EEO Officer, with sufficient support staff and resources, and affirm that equality of employment opportunity is the policy of the University. Such commitment would involve:

1. the dissemination of information on EEO policy, including a clear definition and description of such matters as indirect discrimination, affirmative action and role stereotyping;
2. the training of general and academic staff at all levels to ensure that they have a full understanding of the implications of the policy;
3. the discouragement of negative, sceptical and/or indifferent attitudes towards EEO.

The recommendations cover almost every possible aspect of University employment, from English language courses for migrant employees to new career structures for certain categories of staff, from increased participation of academic women in policy and administrative committees to the introduction of 'flextime' and permanent part-time employment for all staff. While the AWE has, as its prime responsibility, the promotion of the interests of women employees, the recommendations, when implemented, will improve conditions of employment for all members of staff.
The recommendations fall into two specific groups:

(I) those which concern employment practices such as classifications, promotion, appointments and appeals, job-sharing; and

(2) those which enable the employees to feel that they have an important contribution to make to the running of the University and that they are valued members of the campus community.

II Employment Practices

The Working Party noted that, with respect to career paths, academic women expressed a different type of concern from that expressed by women on the general staff. Academic women felt that their career paths were affected by their immobility and family responsibilities and that, as is often stated, they had to be twice as good and work twice as hard to be considered equal to their male colleagues. Women on the general staff, however, felt a lack of real career opportunities and questioned whether they were perceived as having a career.

Both general and academic staff had doubts with respect to promotion. In some areas, it was seen as being affected by sexist attitudes, such as reluctance to place women in positions of authority; in others, it was unavailable due to limited steps in the career path and non-recognition of personal merit as a criterion for promotion. There are two broad categories where major changes should be made in the classification and conditions of positions. These are the keyboard and clerical staff, and the research assistants and research officers. For the former, a detailed restructuring has been proposed (Appendix B.3) but for the latter group a more comprehensive survey of positions and types of employment is recommended. Project-related positions greatly complicate the situation. For both these proposals, a thorough review by the Personnel Office is required.

The interest expressed by respondents in permanent part-time employment was extremely strong (see 2.30). Such a program is of interest to employees in all categories, of all ages, and of both sexes and would benefit the University considerably in terms of higher productivity through greater job satisfaction. Although this form of employment is currently available, the number of those who have been able to take advantage of it is negligible, seemingly due to active discouragement on the part of senior members of the administration. The University must therefore take steps not only to counteract this attitude but also to make permanent part-time work generally available to all categories of staff. There should be an appeals procedure where a request is not approved. This policy should also be extended so that it is available for up to 5 years as a right to women following a period of maternity leave. Either parent should also have the right to take leave without pay for all or some of this period.

As much of the information and comments received by the Working Party centred on difficulties arising from current practices in the area of selection, appointment, appeal and classification, it is therefore proposed that:

(a) to enable a fairer assessment of applicants for appointment or promotion, panels be appointed comprising at least one woman, a staff member with related experience and an independent member (i.e. external to the section);
(b) discriminatory questions, in particular, on marital status and family responsibilities, be prohibited;
(c) an appeals and/or grievance system be introduced and justification of appointments and promotions in writing and an assessment of all interviewees be required;

(d) there be more broadbanding of general staff positions, allowing appointment at an appropriate level and subsequent movement within a position;

(e) changes be made to classification/reclassification regulations to allow for promotion on the basis of merit as well as on that of added responsibilities;

(f) detailed duty statements be drawn up for each position and issued to the employee as a matter of course.

In the area of general conditions of employment, it is strongly recommended that, bearing in mind the flexibility of working hours for academics and the availability of flextime in some University sections, and the fact that many women are carrying two jobs, in the home and in the workplace, flextime be a right for all members of the general University staff. To assist non-English-speaking applicants and appointees, it is recommended that an interpreter service be introduced. The job mobility program for all staff who wish to participate should be encouraged and expanded, to enable the acquisition of additional skills and increase promotion prospects.

The establishment of the Staff Training and Development Centre is seen as a positive step. It is hoped, however, that more courses are made available for junior staff to encourage their development, which should include courses on interpersonal skills, report writing and standard management practices. Management courses should be introduced for senior members of staff, both academic and general.

III Staff Welfare

Many employees expressed concern that their work was not appreciated and that they were not given sufficient information or encouragement either to do their job well or to value their work.

A number of recommendations have been made that the University as a whole, and individual sections and departments, involve more women in decision-making. Despite the fact that they account for nearly one-half of all employees, women are remarkable by their absence from this process. They should be encouraged to take a more active role in decision-making committees at all levels. In particular, support staff should be included in School or Faculty committees, for example, research assistants on seminar committees, keyboard staff on departmental staff committees and cleaners on safety committees. Further, so that women (indeed all employees) with family commitments are able to participate in decision-making, all meetings — of sections, departments, Faculties, Schools, Boards and committees — should be scheduled between 9 am and 5 pm.

To demonstrate to general staff that their contributions to the University are valued, the ANU Reporter should give more coverage to their work and interests with articles on, for example, the introduction of the FACOM system, the work of the Instructional Resources Unit, coverage of library displays, and the impact of new technology.

To enhance further the value of the role played by support staff, more positive encouragement should be given for their self-development. This includes time to attend lectures for degree and diploma courses and staff training programs. It has long been University practice to allow its employees this time but many respondents commented on lack of
encouragement, active discouragement and even a sense of guilt in leaving a heavy workload. A more understanding and supportive attitude on the part of Heads of Departments and of supervisors generally is necessary to increase employees’ self esteem and improve staff morale.

A recurrent theme in submissions to the AWE Working Party and its sub-committees was that employees were not fully and regularly informed about conditions of employment, University services and training schemes. Noticeboard distribution is an unreliable medium for communication in an organization as large as the ANU; even if circulars are posted on boards they compete for space and prominence with seminar notices and job advertisements. To overcome the current unevenness and uncertainty of information dissemination, it is recommended that:

(a) the Administrative Guide be updated and revitalised;
(b) as a supplement to the Administrative Guide, a handbook containing concise outlines of the organizational structure of the University, standard procedures concerning records, budgeting, printing, telecommunications, maintenance and the like, and facilities on campus be prepared and distributed to all existing employees and on appointment to new employees;
(c) the general staff newsletter ‘Apropos’ be mailed to all employees at more regular intervals, to notify them of matters such as pay rises, superannuation changes, holiday notices and staff training programs.

In recent months, tenosynovitis has emerged as an urgent issue for the ANU as the number of reported cases has risen alarmingly. While a report is awaited from the Tenosynovitis Sub-Committee of the Vice-Chancellor’s Advisory Committee on Occupational Health and Safety, the University should reiterate its commitment to dealing with the problem by:

(a) promoting discussion among staff to increase general awareness of the causes of tenosynovitis;
(b) educating supervisors and authors to be more realistic in their demands on keyboard staff;
(c) emphasising the need for redesigning positions with a view to ‘mixing’ tasks and thus alleviating the conditions which give rise to tenosynovitis;
(d) reaffirming University policy on redeployment of tenosynovitis sufferers;
(e) encouraging Stage I sufferers to report their symptoms.

Timely action on this matter may make the difference between an early retirement and a continued useful career.

Another recommendation proposes that the University take steps to promote a sense of security for women on campus at night. As well as improved lighting, such measures might include the employment of female security officers and the provision of after-hours transport.

Child care is intimately related to employment conditions, particularly for women, and this Report accordingly recommends that the University provide child care facilities for all staff. Implementation of this proposal would initially involve a comprehensive assessment of child care needs. In the short-term, however, it is recommended that the University assume responsibility for maintenance, repair and utility costs for the existing centres.
IV Concluding Remarks

Although the AWE is not a trade union, it is recommended that it be recognised as a bona fide employee representative body. In representing the interests of a sizeable proportion of the University's workforce, the AWE has much to offer in the development of an EEO program and should therefore be represented on major decision-making committees and be consulted on matters where policy concerning employment conditions of women are being considered.

The Working Party wishes to stress that it has not seen its role in the preparation of this Report as one of criticism for criticism's sake. Rather, it believes that the opinions canvassed and the recommendations will enable the University to maintain its current position as a valued employer in Canberra.

The most important requirement is commitment on behalf of the University management, not token gestures. Without such commitment, the EEO program is unlikely to succeed.
INTRODUCTION

1.1 Institutions carry their own ironies. At the Australian National University, one is the resting place of the 1976 report on the role of women in the University, submitted to Council in May 1976 and subsequently largely ignored. Today it lies, rarely borrowed, in the Menzies Library between an equally little read doctoral dissertation on fertility patterns and labour force participation rates of married Korean women, and the rather more popular — and classic — work of Muriel Heagney, *Are Women Taking Men's Jobs?* (1935). At the ANU, the distinction between 'women's jobs' and 'men's jobs' continues. Little has been done to encourage women into the more senior positions within central administration, in general staff positions in the Schools and Faculties, or in academe. Women everywhere are in lower status jobs than men, receiving low remuneration for the work they undertake at the direction of men. Their work is undervalued and ill recognised, in print, in the pay packet, and in terms of career prospects.

Enquiries into the Employment of Women in Universities

1.2 The report on *The Role of Women in the Australian National University*, better known after its authors as the Bramley-Ward Report, was the result of an invitation by the ANU Council to the Acting Vice-Chancellor in 1975 to arrange a study 'of the role of women in this and other universities with a view to suggesting ways and means by which the apparent imbalance between the proportion of men and women employed in this University might be corrected' (Bramley and Ward 1976: v). An Advisory Committee was formed in May 1975, including Dr Marion Ward, Director of the Study. On her departure overseas three months later, Ms Gwenda Bramley, who had been appointed Research Assistant to the project for a six month period, assumed full responsibility for the collection and collation of the data, their analysis, and the preparation of the final report.

1.3 The recommendations of the report covered a wide range of issues and indicated that considerable action would be necessary to correct the inequities between women and men employed at the ANU. Major recommendations included the introduction of fractional full-time employment, in recognition of women's (and men's) domestic as well as workforce responsibilities; ease of re-entry into the workforce to assist employees who had taken time out for domestic reasons; the appointment of a staff development officer and in-service training for members of general staff, in the interests both of job efficiency and worker satisfaction; the removal of discriminatory clauses in the superannuation provisions used by the
University; the removal of the ruling on nepotism; and the provision of special leave for parents with pressing family commitments. The report suggested that a 'watching brief be maintained' in the area of child care, and recommended the appointment of a full-time special adviser to the Vice-Chancellor on women's affairs. Additional recommendations related to the needs and concerns of students (Bramley and Ward 1976: 1-4). As Dr Marian Sawer discusses in her report, some of the recommendations were pursued by the University, but others were ignored. This inaction was through intent not oversight: on a number of major recommendations, the Council of the ANU resolved to take no action. In addition, recommendations incorporated in the text of the report and not included as major recommendations were never put to Council for consideration.

1.4 Since the time of the Bramley-Ward report, there has been a spate of other enquiries into the employment of women in tertiary institutions. Colleges of advanced education appear to have acted earliest and the most decisively, in part perhaps because the colleges come under the administration of state government departments of education. Where state governments have taken initiatives regarding sex discrimination earlier than the federal government, and have appointed equal opportunity officers in some of their departments (e.g. New South Wales), there has been considerable pressure for educational and research institutions to comply with general principles of equality of opportunity for women and men.

1.5 Some early action occurred at universities other than the ANU, although the history of these initiatives is arguably as bleak as that of the Bramley-Ward report. At the University of Melbourne, a Working Group on Women submitted to the University Assembly a report in July 1975, which was accepted by the Assembly and forwarded to the University Council (University of Melbourne, 1975). No action was taken on the report. In 1979, a new Working Group on the Status of Women was established. In the interim, minor changes had been effected by the Equal Opportunity Act 1977. The second report was completed in 1982 (University of Melbourne, 1982). The decision taken by the University Council in response to its Recommendations was to appoint a research fellow to conduct another study of the employment of women at the university, offering reasons for the prevalent inequity and 'any other matters which may be relevant to the attainment of equal opportunities for men and women' (ibid: i). There is, therefore, no assurance that any action will be taken in the immediate future.

1.6 More recently, there have been initiatives taken in several other universities. The University of Sydney appointed a full-time staff member within the Vice-Chancellor's Unit in 1981 to prepare a report: this has recently been completed. Reports have also been prepared for Macquarie University (Eyland et al 1983), University of Adelaide (Bowie et al 1982), and Flinders University (Flinders
University of South Australia 1984). The findings of each are similar and their recommendations not radically different from those of the Bramley-Ward report. The response of the universities to the reports has been one of cautious acceptance. The Council of Macquarie University, for example, agreed either unanimously or by a large majority that the University declare itself to be an equal opportunity employer and advertise itself as such; that an Equal Opportunity Officer be appointed and that the University Council establish an interim committee on equal opportunity; and that the Equal Opportunity Officer be appointed at a suitably senior level, at least equivalent to that of Assistant Registrar (Macquarie University News, 1983: 1). The Council of the University of Adelaide accepted most of the recommendations of its report, including those covering sexual harassment, sexist language, opportunities for half-time appointments for up to ten years, and a range of recommendations that relate to the appointment of staff and allowances for gaps in scholarship of academic staff as a consequence of family responsibility (University of Adelaide Bulletin, 1982: 1-8). Other universities have considered it unnecessary to commission a report in the first instance. The University of New South Wales, for example, has appointed at a senior level an Equal Opportunity Officer following discussions with the Premier's Department of the New South Wales State Government.

1.7 In addition to these reports, there has been a number of independent enquiries, focussing especially on inequality of opportunity amongst academics. These include the report for FAUSA (Federation of Australian University Staff Associations) (FAUSA 1977), and several scholarly books and articles that analyse the under-representation of women academics (Jones and Lovejoy 1980a, 1980b, 1982; Jones and Castle 1983; Over 1982; Cass et al 1983).

1.8 In the light of these initiatives on the part of many Australian universities, and the imminent enactment of the federal Sex Discrimination Bill, the decision of the ANU to appoint an Equal Employment Opportunity consultant was timely. The appointee, Dr Marian Sawer, was charged with both identifying important issues and establishing a program for future action within the University (Circular No. 1179, 10 October 1983). The extension of her initial two-month appointment to six months underlines the enormity of the task. Both Dr Sawer's report and the report of the AWE illustrate the urgent need for action.

The Establishment of the Association of Women Employees

1.9 Coinciding with the commencement of the appointment of Dr Sawer, a meeting of all interested women employed at the ANU met on 10 October 1983 and decided to form the Association of Women Employees at the ANU (Appendix A1). The Association encompasses all women employees at the University, and former women employees. Its objectives involve a broad, continuing function of monitoring and promoting the interests of its members (Appendix A2), including:
(i) to promote the investigation, and elimination, of all forms of discrimination against women in the ANU;
(ii) to seek provision of equal employment opportunity for women in the ANU;
(iii) to monitor the implementation of equal employment opportunity initiatives in the ANU;
(iv) to improve the status of women in the ANU; and
(v) to promote the study and discussion of issues affecting women within the ANU.

1.10 At the first meeting of the Association, a Working Party was established. Its 23 members were drawn from a wide range of occupations and areas of employment within the University (Appendix A.1). Its first task was to collect information on the employment of women and to prepare a report of its findings, to provide data that would supplement and support the work of Dr Sawer. Sub-committees formed from members of the Working Party were charged with the collection of data relating to specific occupational categories or work problems (e.g. tenosynovitis, child care). Sexual harassment was intentionally not covered by a sub-committee, given prior initiatives taken by the University in this area.

1.11 Both the Working Party and its sub-committees faced considerable difficulty in acquiring data for the report. As a first step, it was decided to circulate a general letter of enquiry to all women employees. The purpose of the letter was to reach as many of these women as possible in order to give them the opportunity to express their views about the ANU as an employer (Appendix A.3). Difficulties that arose with this letter are discussed below (2.2 — 2.9). A number of sub-committees chose also to send short questionnaires to employees in their specific areas of interest, in order to gather data that would supplement the responses to the general letter of enquiry. The Working Party at the time of the letter and sub-committee surveys believed that its report would have to be completed by mid-December, when Dr Sawer's initial period of appointment was to end. As a result, respondents were given an extremely limited time to reply: in the case of the sub-committee surveys, often only a week to return the completed questionnaire. During this period, many potential respondents were on leave. The high rate of returns notwithstanding, this underlines the importance of the issues being addressed.

1.12 In the following section (Section 2), the responses to the general letter are discussed and analysed. The subsequent sections of the report comprise the reports of the various sub-committees of the Working Party. Each of these sections incorporates its own recommendations. The issues dealt with in these sections are those most salient to the particular occupation, area of employment, or issue; as a result, the recommendations are also specific. It should be stressed, however, that women in all areas at the ANU share many general concerns: these
include sexual harassment, the need for increased job-sharing and fractional full-time employment, and an improvement in child-care facilities. The lack of reference in Sections 3 — 11 to any of these issues, or others dealt with in Section 2, does not indicate the insignificance of these general concerns to any particular sub-committee or to the women whose interests are represented by that sub-committee.
2 THE GENERAL LETTER OF ENQUIRY

Problems and Responses

2.1 A general letter of enquiry, circulated on 11 November 1983 to all women employees of the ANU (Appendix A.3), asked women to state their opinions about their conditions of work, their career prospects, any experiences that they believed were discriminatory, and to offer suggestions as to how such practices might be overcome. The questions were open-ended to permit expression of a wide variety of individual perspectives, but, respondents were asked to be as specific as possible.

2.2 It needs to be clearly understood that, in view of the volunteer nature of the task, the Working Party did not see itself as undertaking a major survey of women employees.

The enquiry evoked a wealth of experiential material. Many women answered the questions quite fully, with close attention to careful documentation of their observations. Others supported their comments with documents, such as correspondence concerning requests for re-classification. Still others said they would be willing to talk further about specific details relating to experiences they believed discriminated against them in terms of working conditions or promotion opportunities.

2.4 The submissions do not show the incidence of experience of discrimination or the distribution of attitudes toward working conditions among women employees in the University as a whole. It is important to see the information gained from responses to the letter as illustrative, not as a representative sample of the views of ANU women employees. However, they offer a valuable source of personal accounts, and supplement the more quantitative data that Dr Sawer has collected on the status of women at the University and the nature of their career opportunities.

2.5 The returns must, of course, be regarded as entirely confidential. Among the women who responded, many opted for anonymity, but there was also generally substantial concern that the material they submitted might be used against them, and somehow jeopardize their jobs.
2.6  This concern about possible reprisals is important and not to be lightly dismissed. It is indicative of a prominent theme found in the submissions, that the University is not supportive of its employees on many issues of concern, e.g. classifications and promotion. This is also shown in the case of tenosynovitis sufferers, where there has been a reluctance to report symptoms until too late, partly because of the position taken by the insurance company covering the University — that Repetitive Strain Injury sufferers were not eligible for compensation. The University did not agree with this stand and was vindicated by the decision in a test case in December 1983 (see 10.4). Meanwhile, the University has changed its Workers' Compensation insurer and the ACT Ordinance has been amended, but information about these developments has not been circulated to employees and thus confusion and anxiety about the fate of tenosynovitis sufferers persist.

2.7  In the submissions of the women employees, this theme was reflected in the concern (expressed particularly often by those on the general staff) about the difficulty of obtaining information relating to promotion and up-grading of one's skills, such as opportunities for in-service training, staff development and re-classification. Many women felt that their interest in improving their employment status was blocked by indifference and lack of access to regular channels of information. Some believed that there were obstacles to their advancement in the procedures for gaining access to information and in the University's hierarchical structures:

  Guidelines for work for general staff were not easy to obtain when a group of us decided to do this. Firstly, we couldn't even do it confidentially and secondly it was just not easy. We did not want the hierarchy to know we were requesting this information but there was no way that the person who hands out the information would give it to us unless we had PERMISSION.

  (Emphasis in the original)

2.8  Among members of the Working Party, a number of women noted a widespread lack of support for (even deprecation of) the University's undertaking to review and evaluate its standing as an equal opportunity employer. Male colleagues were said to belittle the review; female colleagues to say it was a waste of time and money. These doubts concerning the legitimacy of the review must stand in sharp contrast to the long hours volunteered by the Working Party. They were also counterproductive to the attempt to conduct a comprehensive and systematic enquiry. On the other side, many women employees and members of the Administration have devoted a great deal of time working on committees and providing information to use in assessing the University's employment practices.

2.9  In general, it appears that the University community was uninformed and uncertain about the status of the review. To remedy this situation the University needs to discourage the ambiguity which now exists regarding its own stand. It needs to make an official, public endorsement of the review to enlist the co-
operation of the whole University community. As the situation now stands the Working Party of the Association has been made to feel that its work was somehow self-initiated and even subversive. It was, in fact, an invited and legitimate contribution to the task that the University had set itself of monitoring its employment practices and more generally of increasing its public accountability and improving its image in the wider community. Until (and unless) such official public endorsement is forthcoming from management in large organizations, such as the ANU, the efforts — no matter how conscientious — of a volunteer group like the Working Party of the AWE can only be seen as a partial approach to reviewing and improving career prospects and employment opportunities for women.

**Discriminatory Attitudes Towards Women**

2.10 29 per cent of respondents believed that they had been discriminated against whilst employed at the Australian National University. Whilst some gave details of singular and blatant instances of discrimination, others felt that discrimination was general, invidious and ubiquitous.

(Have you had any experience that you believe might have been discriminatory against you?)

I think that it's an overall pervasive atmosphere.

(Research assistant)

Working in a structure in which most senior positions are held by men is in itself a daily discriminatory situation.

(Clerical staff)

Others interpreted the question specifically, often in the process minimising the effect of recurrent incidents of sexist behaviour and overt discrimination:

Not to complain of — who doesn't, from time to time.

(Research assistant)

No — a few suggestive comments by older male members of staff but by now I can handle it.

(Clerical staff)

At times I feel very strongly that I am working in a male world, particularly when I feel that I am treated unprofessionally by male colleagues. It happens occasionally.

(Academic)

No, except that there is a tendency by one male superior to patronize and be abusive.

(Research assistant)

2.11 Respondents also referred to the use of sexist language, including the subtle exclusive use of the male 'generic', and to general comments about women that inevitably reflect upon, or are felt to reflect upon, the women within the department in question: comments such as 'the department has too many women in it' (reported by an academic) or 'What can you expect of a woman?' (reported by a research assistant).
Sexual Harassment and Feminine Stereotypes

2.12 39 per cent of respondents referred to explicitly sexist attitudes in the workplace and/or to instances of sexual harassment. These ranged from the specific, an employee having her breast touched by her superior, to more general discriminatory behaviour, including the refusal of a supervisor to delegate work to his subordinate when she broke off a sexual relationship with him. Several women commented on the poor lighting on campus, and their uneasiness in walking on campus and using their offices at night. In order to promote a sense of security amongst women students and staff, the ANU might follow the examples of the University of New South Wales, which employs female security officers both on the grounds and in buildings, and of the University of Sydney, which runs a campus bus service after dark.

2.13 Regardless of the nature of their employment at The Australian National University, women often reported that they were treated by male colleagues in terms of stereotyped female roles, rather than in accord with their professional status:

As a research assistant I was given coffee-making jobs as well as research duties . . . As a lecturer my male colleagues still leave dish-washing domestic-type tasks to me rather than offering to do them themselves. (Academic)

The librarian (female) always makes tea (I am certain it is not part of her prescribed duties). I feel that all members of dept. should take turns, but this suggestion does not go down well — after all, the librarian has always done it.

(Research assistant, emphasis in the original)

I still have to make tea for my boss. If I refused, I'd lose my job, or at least life would be made unpleasant. (Clerical staff, emphasis in the original)

Another respondent directly associated her failure to gain a new position within her School to her refusal to do domestic duties as well as clerical work:

When I applied for a Clerk 4 position . . . the job was shortlisted to 2 — upon undertaking another interview, I realised that the man for whom I would have been working with demanded that part of the duties of this position would include 'doing his banking' as 'his time was more expensive than his assistant's'. I declared that I considered this duty should perhaps be carried out by himself or one of his members of family. He also considered that buying presents for his wife's birthday etc. also constituted duties of the job. Needless to say, when I expressed my dismay that this type of attitude still prevailed — I was not appointed to the position.

2.14 Many of the respondents provided evidence that they were not treated seriously as workers, regardless of their location within the University. One respondent, a research assistant, was told at an interview that she was only being interviewed 'to
make it look good on paper’ and that she would not be appointed. Another respondent reported on an interview for a research assistant position:

My interviewer advised me that the department did not like anyone to stay more than 2 — 3 years as he was sick of middle-aged women feeling unrecognised. I assumed this meant for work done, but it may well apply to the rarity of occasions on which one is greeted even in the corridor.

In the third case, a detailed account was provided of the extent of discriminatory attitudes towards, again, married women:

One further form of discrimination I have seen practised concerns selection of applicants for interviews. I am aware of one instance when most applicants for a position were dismissed out of hand as ‘married women trying to re-enter the workforce’. Although I did not see the job applications, my impression was that they were academically qualified, although not in a directly related field, which would not have mattered in this instance as the work was fairly specialised and training was given to the successful applicant. The position was given to the only person interviewed, a young woman (unmarried) in her early twenties. The choice proved very poor, largely due to a personality clash with the person who had dismissed the other applicants out of hand . . . Funnily, we are now looking for a washing-up lady and this position is seen as ideal (of course) for ‘a married woman wanting to re-enter the work-force’.

(Research assistant)

2.15 A number of women provided details of ways in which their own career paths had been hindered because others had acted upon uninformed sexist assumptions about women’s careers. In one case, an academic who had been employed as a temporary lecturer was reclassified as a senior tutor, a decision that she felt had been influenced by her marital status: ‘since she is here anyway, she’ll take what comes’. Another academic reported that her promotion from Lecturer to Senior Lecturer had been delayed because her Head of Department believed that ‘a woman’s place is in the home’. This attitude is not confined to any one category; it is universal. As one secretary noted, ‘The attitude that most secretaries are ‘only earning a second income’ is discriminatory and sexist’:

I came to the ANU on separation, mainly because it had the best child-care facilities in the ACT. I started in the relief pool . . . Then a temporary position in The Faculties. When looking for a permanent position, I attended six interviews in various areas of the University. The selection panels were all male. I had the impression that in five out of the six positions I was discriminated against because of being a single parent. At the sixth interview, I made my feelings known and tended to lecture the interviewers on the attitude of the University to single mothers and using the excuse of child care for denying the position. It seemed to have the effect, as I was given the position.

(Secretary, emphasis in the original)
I was interviewed for the position and great emphasis was made of the fact that my child was only 5 weeks old. Later, discussions with my previous employer, who had been contacted for a reference, revealed that this information on the age of my daughter had been one of the major items discussed! . . . I strongly suspect that I was rejected from the position (although my academic qualifications were ABOVE standard required) because of my young child — a situation which would not have occurred if I had been male. However, I must stress that this was the decision of the individual, not 'The ANU'.

(Technical officer, emphasis in the original)

2.16 Respondents also stressed that particular behaviour in women was considered inappropriate by men: one clerical worker noted that any behaviour that could be interpreted as a sign of ambition was not tolerated; an academic argued that her colleagues favoured 'safe women' — 'quiet and non-innovatory'; another senior academic noted that her advice and comments were consistently ignored or taken up with attribution to a male colleague.

Gender and Status

2.17 Whilst women at all levels within the University are the victims of discriminatory attitudes and practices, it is evident too that where a job category is occupied predominantly by female staff, the job itself has low prestige. This is true for secretarial and library positions, research assistants and cleaners. Jobs may lack the status of comparable occupations because of their relative feminization. One respondent explains clearly the interrelationship between occupation and gender:

Because R.A. positions have been traditionally given to women and women have low expectations of job satisfaction (or it is believed to be so) I think there is an important link between the way RAs are treated and the fact (that) we are women — men would not have put up with such employment situations for so long. I find myself doing the academic equivalent of domestic service for my male (with one exception) academic employers — it's 'part of the job' and it's interesting that my reward is a mention in the various books I have worked on, in the preface along with the thanks to the typist and the wife. The classification 'RA' is a joke — most of my work is clerical checking and ego massaging with some very basic research (e.g. compiling bibliographies) . . . I often feel that my department couldn't care less about its general staff members (all women) so long as we appear to be busy and make no demands. I feel the invisibility of women in this place to be overwhelming — we do the work but it is rarely seen as work (a bit like house-work; necessary but only noticed in its absence).

(Research assistant, emphasis in the original)
Jobs: Expectations and Realities

2.18 Research assistants constantly returned to the themes implicit in the preceding statement (and see 6.13). They lack any autonomy or decision-making responsibilities, are denied challenging research tasks, and are treated largely as 'book carriers'. Several mentioned that they were attempting to gain employment elsewhere, in order to escape non-productive and unsatisfactory work situations that derive from their lack of tenure and the lack of a career structure. Several drew attention to their changed status when moving from the full to part-time workforce, and commented on the anomalous relationship between duties and remuneration.

Going from the full-time workforce to the part-time workforce has meant demotion. This has been for two reasons:

(i) There is a lack of part-time jobs suited to women with several years work experience and skilled qualifications ... the jobs tend to under-utilise experience and ability (unless scenario (ii) below is the case) and it seems wasteful to put so many resources into training women and then not providing them with the means to fully utilise the expertise they have gained.

(ii) There are also many part-time jobs about, which require work experience and qualifications far in excess of the remunerations given.

(Research assistant, emphasis in the original)

2.19 Respondents generally observed that there were no guidelines for their jobs, although one pointed out that 'guidelines for the job were prepared but bore little relation to the job as it developed over time'. Other respondents complained that their work barely corresponded to the advertised position.

The advertisement for my position was distinctly misleading. It described a job which required the skills of an honours graduate, a job which demanded an intelligent and responsible researcher, and which was likely to require interstate travel for research purposes. It also called for data processing skills. In the ten months I've occupied this position I have employed the skills of a clerical assistant — the school certificate would have been quite an adequate educational background. I have fetched and carried hundreds of books, photocopied hundreds of articles, proofread many papers and checked references for correct details. There has been hardly any requirement that I read or 'precis' any of these articles ... I believe the University administration should present a more honest face to the outside world — it should begin by correctly advertising for the skills it requires.

(Research assistant, emphasis in the original)

2.20 The problems elaborated above are partly structural, partly attitudinal, but because these jobs are dominated by women, they serve also as examples of the difficulties faced by women at the Australian National University.
2.21 It is difficult to disaggregate the difficulties and the discriminatory factors that derive from the job from those that derive from the gender of its incumbent. Respondents recognise this themselves:

I find secretarial a very servile type of job. Thus the discrimination or 'putting down' is, I think, an integral part of the job. ~ (Secretary)

Another secretary emphasised the lack of guidelines and clear definition of duties:

Every now and then we are promised a 'manual' for newly-arrived secretaries, but none has ever been produced. We find out everything by trial and error and by asking someone who has been here longer . . . Secretarial duties as laid down in the 'job descriptions' form only part of what we are expected to do. 'Such other duties as the Head of Department may determine' gives them endless scope!

A number of respondents argued that secretarial work was not clearly separated from technical, clerical and administrative work. Several requested that an integrated keyboard/clerical range be established, which would increase promotion prospects for keyboard operators and which would recognise the various skills that most secretarial staff brought to the work place. A detailed discussion of the inequities of keyboard staff is contained in the Sub-committee Report (see Section 3).

2.22 Clerical staff also expressed some discontent regarding the possibility of reclassification and promotions. Older clerical workers in particular pointed out their difficulty in advancing, especially because of their lack of formal qualifications:

Most higher-level administrative jobs at ANU seem to require a degree. This policy (although perhaps inadvertently or indirectly) discriminates against the cohort of women aged 30+ who may have raised young families or supported a husband through graduate school instead of actually completing a degree themselves, and who may be very capable of doing a high-level job. We often find ourselves unable to advance further and resignedly watch a succession of younger people . . . whom we have to train, move through the higher-level jobs which we could easily do if we only had that 'piece of paper'.

(Clerical staff, emphasis in the original)

2.23 Finally, all women were fairly pessimistic about their prospects of either gaining a permanent position or advancing significantly in their field:

I cannot help but notice as I look around (the School) that female academics are a very small minority, and female tenured staff members non-existent. I conclude from this that my promotion prospects are very poor indeed.

(Academic, non-tenured)
It is very hard to get any promotion, particularly in case of general staff. A lot depends on good personal relationship with supervisors perhaps more than satisfactory work performance ... I felt on many occasions that if I wasn't prepared to have a very friendly personal relationship with supervisors, my promotion prospects were diminished.

(technical officer)

Indeed, 62 per cent of all respondents mentioned the lack of opportunity for career advancement, and that promotion prospects were 'non-existent'. Whilst limited opportunity for advancement is a realistic assessment during the present economic period, it is significant that women at all levels of employment at the ANU felt that their gender determined or compounded their low occupational status and limited mobility:

if all or most research assistants were male I don't think the job would have such low status and perhaps promotion prospects would not be so bleak. Furthermore, male research assistants would be unlikely to be asked, as I am often, can you type?

(research assistant)

Are women on the general staff really seen as having a career? Clerks and keyboard staff are 'servants'. There is no ladder and no future. I feel they are here on sufferance as totally dispensable.

(clerical staff)

The top echelon are still all men and a closed circle. It would be very difficult for a woman to break into it. She would be the butt of male jokes if she did.

(technical officer)

Work and Family Responsibilities

2.24 Respondents highlighted the difficulties of combining a career with family responsibilities. This was discussed most often and in greatest detail by librarians and academics, whose employment constituted a career in the most conventional terms. Other women felt that family responsibilities in effect precluded them having a career: in their own eyes and particularly in the eyes of others, they had a 'job' but not a 'career'. Many felt that they had been disadvantaged because they did not follow a typical male career path. One academic noted:

The rigid adherence to guidelines as to the level at which appointments are made in the Research Schools tends to disadvantage women (and possibly some men) such as myself who have not followed the typical career pattern. My appointment is based purely on length of time for which I have held my Ph.D. and takes no account of previous teaching experience, etc. (in universities) prior to studying for the Ph.D. Yet this experience is now being exploited by the University in the job I now hold.

(academic)
2.25 Academic respondents in particular emphasised that married women with children necessarily had to work twice as hard in order to keep their list of publications on a parity with their male colleagues. Both academic women and librarians felt that the broad social disadvantages faced by women were rarely recognised:

It is extremely difficult for academic women with young families to put in the extra hours to produce publications quickly. It is necessary to preserve balance between quality of life at home and work, often with the result that women seem not so committed as men.

(Academic)

A more positive approach to employment of women, recognising that women do face disadvantages [is needed]. A married woman with children, for example, must always by definition be more determined and more competent than a male with the same qualifications and number of (equivalent quality) publications.

(Academic)

It is difficult for the most determined woman to do as good a job as an ambitious man. The very best childcare facilities (including nursing) would help, with extended hours to enable women to compete with men and to acquire new skills and seek promotion. Perhaps the ANU could provide some kind of back-up services (regular?) for working women — the kind of support the traditional wife provides (provided) for her working husband.

(Librarian)

Often . . . home commitments make attendance at meetings, seminars, etc. out of hours impossible . . . . Membership of the Library Association of Australia gives access to seminars and conferences run by it but membership fees may be too much for many women with family commitments . . . . I think that, as with other careers/professions, women have to be extra good and work extra hard to be noticed.

(Librarian)

2.26 Both women with successful established careers and those currently in junior positions both commented on the kinds of sacrifices that they felt they had to make in personal and family terms in order to prove their skill. A librarian, for example, outlining her activity in professional associations and her accumulation of relevant qualifications over the past decade, noted:

I doubt if I could have done all that and worked as hard as I have at my jobs if I had been married and with children. Also I have been free to move (between various cities). Variety of experience is of considerable assistance in broadening one's perspectives on library work and knowledge of differing and appropriate procedures.

(Librarian)
For a number of women, a choice was made for career advancement over family life. Younger women expressed their concern and resentment that they were expected to make a choice, or, if they opted to have children, that a future career was by no means assured:

The fundamental inequality that needs to be counteracted is the difference in reproductive spans for women and men — a woman is risking it if she leaves it after the age of 30 — a man can go on all his working life . . . . A man of 31 who has not yet achieved tenure and would like children one day can still devote himself to churning out publications that he must have on his c.v. if he is going to get a job . . . . For a woman it is different.

(Academic)

2.27 Respondents also drew attention to the difficulty in attending meetings, especially where meetings were scheduled out of school hours. One respondent, an academic, had complained formally to her department that meetings were regularly conducted at 5 pm, but her complaints were ignored. Again in part because of family commitment, and partly because of conscious exclusion, women tended not to be involved in informal socialising, in which context 'old-boy' networks are established and sustained. All but one of the following quotes are from academics, but clerical and library staff made similar comments: Family responsibilities often preclude participating in the drinking sessions after work when much colleague interaction occurs.

(Academic)

Participation in informal networks is negligible, as female academics are rarely invited to participate.

(Academic)

Informal networks count a great deal in University appointments. It is more difficult for women to penetrate these male dominated networks, particularly where domestic and family responsibilities restrict their participation in after-hours socialising.

(Academic)

Socially . . . I am (like all the general staff) often overlooked when invitations are handed out, merely because of my rank and identity as R.A. I might add that like most of the general staff I personally get on well with all my colleagues. It is no more complex than that my rank does not earn me an invitation to academic pow-wows out of work hours. This I think is a frustrating and demeaning feature of working life for all general staff, who as we well know are almost exclusively women.

(Research assistant)

2.28 Respondents also referred to what Dr Sawer terms, in her report (section 4.2), homosocial reproduction. As one respondent noted:

Selection panels for academic jobs are male-dominated and as they are looking for someone like themselves, men usually get the job.

(Academic)
Training and Development

2.29 Responses to the question about the ANU as an institution providing education or training were reasonably favourable. However, many respondents suggested that at times there was a lack of information about various opportunities for training, and queried the usefulness of undertaking further training when promotion opportunities were slim. Moreover, whilst respondents praised the staff development initiatives, many made the point that their ability to take advantage of the courses was hampered at the departmental level:

The ANU appears to be active in this area. However, there is no departmental encouragement in my area for staff development or in-service training. As a part-time employee I would receive even less encouragement to do anything which would take me away from my work.

(Research assistant)

The training Section is certainly trying hard. However, unless one is motivated and has a progressive thinker as head of department there is little encouragement, primarily through lack of knowledge on both sides.

(Secretary, emphasis in the original)

Some token gestures but (I am) not encouraged to do things which necessitate my being absent from the office.

(Secretary)

Job-Sharing

2.30 Respondents argued for an extension of job-sharing opportunities without loss of status, in order to overcome the difficulties they currently face either by working full-time and juggling domestic and work responsibilities, or by working part-time in insecure and unsatisfactory circumstances (e.g. as research assistants). The extension of job-sharing with conditions of employment commensurate to those for full-time workers emerged as a major recommendation from respondents to the general AWE survey (43 per cent of responses).

The failure of the University to introduce job-sharing for academic appointments and the limitation (by default perhaps) of part-time work to women only makes life more difficult than need be. Whilever only women take the part-time/job-share jobs, these will remain 'second class'.

(Academic)

Job-sharing opportunities where practical should be maximised, among the reasons:
- makes more jobs available
- lessens stress on women with family responsibilities
- lessens boredom at work, hence increases productivity.

(Technical officer)
Within the library system there have been some job-share positions, but usually at a junior level. Librarians argued for the continuation of job-sharing possibilities and its extension to more senior positions. They stressed, however, that job-sharing should mean fractional full-time, rather than casual part-time, employment.

I think the most serious problems relate to part-time work for women. In the library I should think most of the women work part-time, certainly they do in my division. They therefore have no entitlements, etc., no career prospects... and they (and their kids) get last dip at the child-care facilities. This I think is the most serious discrimination. These women are generally very determined to work despite the problems; the ANU can count on this.

(Librarian)

Concluding Remarks

2.32 The letter was not circulated to male employees. It is not possible, therefore, to make comparisons between the views of women and men employed at the University concerning their working conditions, employment opportunities, or experiences they believe may have interfered with their prospects for advancement.

2.33 As outlined above, certain of the concerns that are prominent in these submissions seem not to be gender-specific, such as the strong interest in opportunities for permanent part-time work, dissatisfaction with career encouragement from senior staff, and anxiety about tenure expressed by research assistants and academics in the lower ranks.
Other concerns are clearly responses to the substantially lower status of women in the University hierarchy — the clustering of women in the lowest paid, least socially-valued jobs. Women in the secretarial/clerical classifications see little evidence that the University is prepared to support their interest in improving their status:

*It is impossible for a secretary to be re-classified unless he/she leaves the vocation. And even then I have heard that it is difficult for a secretary to get a clerk's position (which seems to be the best way to climb the scale). A secretary is EXPECTED to be a girl Friday and do anything that is asked of her, which I suppose is fine, except it means that one cannot undertake extra duties to be re-classified because these duties are expected anyway.*

(Professor)

They see themselves caught in a low-level job with 'nowhere to go', no one encouraging their development, and often little recognition for the value of the essential tasks they do perform:

*My dear, I don't even get many thanks for work done, let alone encouragement!*

(Librarian)

Women in all classifications commented on the lack of recognition for their work and of appreciation of their contribution to the system.

Concern for appreciation of the value of one's work would doubtless be shared by many male employees. However, for women it is aggravated by their concentration in the lower level occupations and by the lack of career prospects in these positions. A large number of women from the general staff categories stressed the need for the people they worked for to be educated in personnel management, in recognition of the legitimate career aspirations of women, and in sensitivity to women as persons with interests, skills, and capacities beyond those evidenced by their need to earn a living processing the work initiated and created by others.

Another problem specific to women which emerged from the submissions is the discontinuity in encouragement and support of women in their work roles. The observation, by now part of the conventional wisdom, that there are gender differences in support for academics at the higher levels still holds: girls are expected to compete with boys on an equal footing through secondary school, but once they marry and/or become parents, obligations to family are expected to take precedence over career aspirations. The woman with children is doubly disadvantaged, first, by doubts about her capacity to function effectively in 'two spheres', and second by the paucity of support arrangements to assist her to perform well in both.

The notion that the pool of women qualified for upper level academic jobs is limited is a half truth. At all levels on the way up, the pool is affected by conditions that disadvantage women: expectations about the primacy of women's family
roles, competing pressures from the responsibility of providing personal care for children, the aged, the frail and dependent, lesser mobility of married women (or those with male partners) on the grounds of the priority of their partner’s occupational choice and employment opportunities.

2.38 As noted above, women employees proposed in their returns a number of specific changes that might be made which would improve their working conditions and provide an environment that might facilitate equal opportunity. These included increased opportunities for job-sharing and expanded facilities for child-care and school holiday care programs. A number of recommendations also suggested that lack of information is a problem at the ANU: e.g. the need for improved access to information about career prospects, a clarification of job duties; and the de-mystification of re-classification procedures. It should be stressed, however, that information alone will not resolve many of the problems highlighted by respondents. There is a need for greater acceptance of the legitimacy of requests for re-classification, and for mechanisms to allow for and ensure career advancement.

2.39 Women also emphasised the need for changes in attitudes throughout the University, especially included recognition of the legitimacy of women’s right to work on an equal footing with men, appreciation of the value of the work that they do and recognition of the particular disadvantages that women face in their work roles as a consequence of their concurrent responsibility for their children and domestic duties. Women also argued that there was an urgent need to develop innovative measures to assist them to gain meaningful employment and economic self-sufficiency.

2.40 Given the need for both practical innovations and attitudinal changes, it is not surprising that some respondents were pessimistic. A number felt that without major structural changes, little could be done to ameliorate the position of women:

> It would be good if we could sit down and devise from scratch . . . and give both sexes the opportunity to care for and enjoy their children — and the opportunity to have them in the first place. Unless the men who (predominantly) have set up this university are prepared to rethink the whole structure in terms of quality of life equally from both sexes point of view, I don’t know that there’s more that can be done than tinkering to put right specific points of discrimination.

(Academic)

2.41 Others were more positive but felt that affirmative action was necessary for any changes to occur. This was the case even from respondents who for the most part looked upon the ANU favourably (who accounted for 20 per cent of the response):
I've worked for about a dozen different employers in my working life and ANU is the best of these in terms of flexibility, good facilities, and general attitude. However... the most obvious thing is that most 'junior' employees and service people are women, and most professors, lecturers, i.e. senior academic staff, and also senior administrative staff, are men. The unstated message is there: women are secondary. Affirmative action is therefore needed.

(Research assistant)

I do not have any doubt that affirmative action is necessary. It was O.K. for ex-servicemen, why not for women who give birth.

(Academic)
3 KEYBOARD STAFF

3.1 This report and its recommendations are based on views received from several sources. The initial letter of enquiry, sent to all women employees, sought information on a number of topics. Responses from keyboard staff accounted for a significant proportion of the total return (15 per cent). As a result of the comments made by keyboard and clerical staff, a second questionnaire was sent to all permanent female keyboard, clerical and ANU Officer staff with a view to obtaining information about their qualifications, skills and attitudes towards career structure (Appendix B.1). More than one-half of the returned surveys were from keyboard staff. This response represented almost 20 per cent of employees in permanent keyboard classifications. Table 3.1 gives the current figures for employees in permanent keyboard classifications.

3.2 In addition, some individual submissions were made to the Sub-committee and a number of discussions with secretarial staff were held. An informal group of secretarial staff met at lunchtimes and provided a wealth of differing views on a number of topics. This has been most useful.

<table>
<thead>
<tr>
<th>TABLE 3.1</th>
<th>Breakdown of Employees in Keyboard Classifications*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of employees</td>
</tr>
<tr>
<td>Secretary to VC</td>
<td>..........</td>
</tr>
<tr>
<td>Secretary Range III</td>
<td>........</td>
</tr>
<tr>
<td>Secretary Range II</td>
<td>.........</td>
</tr>
<tr>
<td>Secretary Range I</td>
<td>..........</td>
</tr>
<tr>
<td>Sub-total</td>
<td>..........</td>
</tr>
<tr>
<td>Stenographer II</td>
<td>..........</td>
</tr>
<tr>
<td>Stenographer I</td>
<td>..........</td>
</tr>
<tr>
<td>Word Processing Typist I</td>
<td>..........</td>
</tr>
<tr>
<td>Typist II</td>
<td>..........</td>
</tr>
<tr>
<td>Typist I</td>
<td>..........</td>
</tr>
<tr>
<td>Other</td>
<td>..........</td>
</tr>
<tr>
<td>TOTAL</td>
<td>..........</td>
</tr>
</tbody>
</table>

* Figures abstracted from PAYSEX as at 25.10.83, provided by Administrative Services Group (Computer Services Centre).
General Comments

3.3 Because the term ‘keyboard staff’ generally covers those positions regarded as exclusively female, it could be said that there is no call for equal employment opportunities for these employees. In fact, the surveys reveal that there exists among keyboard staff strong and deeply felt dissatisfaction with a number of aspects of their employment.

3.4 It must be stressed that most keyboard staff genuinely enjoy working at the University and many would not wish it to be thought that the difficulties they expressed would in themselves prompt them to leave. Indeed, evidence that many keyboard staff have been with the University for a long time (see Table 3.2) challenges the traditional assumption that secretarial work is seen as a ‘fill-in’ between school and child-rearing. Increasingly, women now regard their job as an integral part of their life and consider their prospects in terms of career rather than simply as a source of income.

<table>
<thead>
<tr>
<th>Classification</th>
<th>-1 year</th>
<th>1-2 years</th>
<th>3-4 years</th>
<th>5-9 years</th>
<th>10-14 years</th>
<th>15+ years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary to VC</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Secretary III</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Secretary II</td>
<td>14</td>
<td>11</td>
<td>9</td>
<td>29</td>
<td>28</td>
<td>11</td>
<td>102</td>
</tr>
<tr>
<td>Secretary I</td>
<td>20</td>
<td>20</td>
<td>16</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Stenographer II</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>—</td>
<td>11</td>
</tr>
<tr>
<td>Stenographer I</td>
<td>—</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>—</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>WP Typist I</td>
<td>9</td>
<td>20</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>—</td>
<td>43</td>
</tr>
<tr>
<td>Typist II</td>
<td>1</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>3</td>
<td>—</td>
<td>5</td>
</tr>
<tr>
<td>Typist I</td>
<td>1</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>—</td>
<td>14</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>49</strong></td>
<td><strong>59</strong></td>
<td><strong>37</strong></td>
<td><strong>60</strong></td>
<td><strong>47</strong></td>
<td><strong>14</strong></td>
<td><strong>266</strong></td>
</tr>
</tbody>
</table>

* Figures (incomplete) provided by the Statistical Office.

Promotion Prospects

Classification

3.5 Responses to both surveys included such comments as: ‘nowhere to go’, ‘limited career structure’, ‘no promotional prospects whatsoever’. Many mentioned the vagueness of duty statements, the ‘dead end’ for both secretarial and clerical staff, and the marginal benefit of moving into the clerical stream as presently structured. Keyboard staff, and more particularly, the secretarial staff, stated that they saw no prospect of recognition for length of service and depth of experience, apart from long service leave and long service bonus allowance, if they wish to remain in their chosen field.
3.6 As can be seen in Table 3.3, a large proportion of the keyboard staff has already reached the top of their respective salary scale. For secretarial and typist classifications, this takes three to five years, for word processing typists, two years and stenographers, three years. The problem for secretarial promotion can be illustrated by a simple mathematical equation:

\[
\frac{3 \text{ top positions}}{107 \text{ R.II Secretaries}} = \text{no prospects}
\]

When the criteria for reclassification to Secretary Range III are given as ‘duties beyond those of a Secretary Range II’, promotion becomes even more elusive.

3.7 Promotion prospects for word processing operators are also limited. There is only one permanent classification for this group, Word Processing Typist Grade I, and there are only two salary increments within this classification. At the top of the range, a WP Typist has to acquire additional stenographic or secretarial skills to be eligible for promotion. Despite the recent introduction of this classification, at least 5 WP Typists are already at the top of the range with no obvious promotion prospects (see Table 3.3). The WP Typist Grade I classification, comprising 54 employees, represents the biggest single group after the secretaries in the keyboard area. Although there are already 5 Word Processing Co-ordinators, there is currently no specific classification for this category. They are classified as Clerk IV or Secretary I.

### TABLE 3.3

<table>
<thead>
<tr>
<th>Classification</th>
<th>-1 year</th>
<th>1-2 years</th>
<th>3-4 years</th>
<th>5-9 years</th>
<th>10-14 years</th>
<th>15+ years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary III</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Secretary I</td>
<td>14</td>
<td>28</td>
<td>9</td>
<td>22</td>
<td>13</td>
<td>3</td>
<td>89</td>
</tr>
<tr>
<td>Secretary II</td>
<td>16</td>
<td>16</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>-</td>
<td>62</td>
</tr>
<tr>
<td>Stenographer II</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Stenographer I</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>WP Typist I</td>
<td>15</td>
<td>22</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>Typist II</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>Typist I</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>12</td>
</tr>
</tbody>
</table>

| Totals         | 61      | 83        | 28        | 44        | 26          | 3         | 245   |

*Figures abstracted from ‘Staffing Statistics Dissected (as at 30.4.83)’ from the Statistical Office (for Institute and DES) and those supplied by the Business Manager’s Office, The Faculties as at 19.11.83.*
Skills and Educational Qualifications

3.8 The replies to the letter of enquiry indicate that many employees feel that they have skills and qualifications which are underutilised. Therefore a second survey was sent out to all permanent female keyboard, clerical and administrative staff. The response is particularly strong in the keyboard group (57:103). Information relating to qualifications is summarised below:

<table>
<thead>
<tr>
<th>Educational Qualifications of Respondents to Second Survey</th>
<th>Keyboard</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>12</td>
<td>21.05</td>
</tr>
<tr>
<td>Post-secondary (i.e. professional)</td>
<td>28</td>
<td>49.12</td>
</tr>
<tr>
<td>Tertiary</td>
<td>7</td>
<td>12.28</td>
</tr>
<tr>
<td>Post-secondary and tertiary</td>
<td>3</td>
<td>5.26</td>
</tr>
<tr>
<td>Currently studying at tertiary level</td>
<td>7*</td>
<td>12.28</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100.00</td>
</tr>
</tbody>
</table>

* Of these 3 (5.26%) also had post-secondary qualifications.

3.9 About 60 per cent of respondents feel they have gained additional skills in their present position, such as minute-taking, bookkeeping, use of computers, word processing and research. Nearly one-half report that skills acquired in previous employment are not currently used. These include languages, shorthand in other languages, legal research, telex, accounting, editing, offset printing and minute writing. These responses indicate that secretarial staff are willing to learn new skills and have skills from previous employment which are either underutilised by their supervisors or not required for the position.

Staff Development Courses

3.10 Analysis of the second questionnaire responses shows a particularly low level of participation in staff development courses. Only three respondents have attended the ANU Administrative Development Program and six have attended other courses such as intercultural communications and stress management. Responses to the questionnaire and general discussions with keyboard staff indicate that such courses are perceived as irrelevant and inaccessible, or regarded by supervisors as of little value. Some secretaries and some supervisors consider that absence from the office to attend courses or lectures is not conducive to the efficient running of their Department or office.

Anomalies between Expectations and Duties

3.11 There appears to be a discrepancy between the expectations of staff in particular classifications and the duties performed. Many secretaries' tasks include those usually required of research assistants (library work, compilation of statistics and
research); academic staff (advising students, recording assessment and administration of courses); or clerical staff (administration of budgets, maintenance of student records). Female clerical staff comment that they are often expected to provide typing assistance for their male colleagues. Stenographic staff are frequently expected to undertake clerical tasks while typists can be asked to take shorthand or operate a word processor. In addition some secretarial staff feel that their secretarial role is being affected by increased and sometimes unreasonable typing loads, leaving little time for the usual administrative duties. Although there is considerable overlap between the tasks performed by clerical staff and keyboard staff, movement from keyboard to clerical positions is difficult and does not appear to be encouraged. This lack of job definition operates to the advantage of the ANU and to the disadvantage of the female staff involved.

Anomalies between Salary Scales

3.12 A close scrutiny of keyboard salary scales shows that anomalies exist between the salary scales for some classifications. For example, a Clerk Grade I at the top of the range earns the same as a Clerk 2 on the base + 2 increments, or a Clerk 3 on base + 1 increment. Similar anomalies can be found through Clerk 3, 4 and 5 scales. Again, looking at the salary scales for Junior Stenographer, Junior Typist and Junior Clerk, it can be seen that, despite the extra qualification and skills required, a Junior Stenographer earns less than a Junior Clerk as ages 17, 18 and 19. A Head Typist earns $1,000 pa more than a Secretary II at the top of their respective ranges. A copy of the salary scales for the relevant classifications is included as Appendix B.2 (Document No.: 2692/1983).

Recommendations

3.13 That the present classification structures for keyboard and clerical positions be merged into a single structure of 'administrative assistants' (Appendix B.3). A single structure of administrative assistants will have the effect of facilitating movement up the scale for those eligible and of providing easier comparison of positions in different areas with similar responsibilities. It should provide clear progressive steps and be based on comparable educational and experience standards.

3.14 Duty statements should be drawn up for each position and issued to the employee. They should:

(1) clearly state formal requirements for positions, such as shorthand and typing skills, book-keeping experience, educational qualifications, language/linguistics abilities;

(2) define tasks required and responsibilities involved in the position, such as supervision of staff, research and administrative duties; and

(3) identify the responsible supervisor.

Such statements should not be limiting; it should be possible for the motivated employee to develop other aspects of the job.
3.15 That staff development courses be organised catering for the junior levels of administration.

Attitudes to Secretaries

3.16 The majority of respondents to the general letter of enquiry report that their views are not solicited, their skills not appreciated, their work considered essential but not important. As support staff, they believe themselves to be undervalued, treated as ‘servants’ rather than people with skills and constructive suggestions for the smooth running of the section or department. However, a number of individuals consider that they do receive support and encouragement.

3.17 Respondents believe that the value and work of a secretary are greatly underrated. This is evidenced by the considerable reluctance to use relief staff when permanent staff are absent on sick or recreation leave, resulting in an excessive workload on return. The practice of reclassifying vacant Secretary II positions to Secretary I without reduction in workload and responsibilities is another example of this attitude. Secretaries are frequently not considered sufficiently important to be consulted about decisions affecting their work. One instance reported describes a situation where a Departmental Secretary was required, without consultation, to take on the work of three academic staff in addition to the ten already in the Department.

3.18 Dissemination of information by noticeboard, a common practice in the University, is often ineffective because there are areas without noticeboards and, even in areas where they do exist, information of interest to general staff is frequently not displayed.

3.19 There appears to be a dearth of information available to new staff about University practices, apart from the welcome function given to all new staff. It is highly desirable that brief guidelines on basic secretarial and clerical procedures within the University be prepared and distributed in the same manner as the beautifully produced ‘University Mail’. Such a publication should include:

1. a brief statement of the University structure, locations and functions of, for example, the Secretary’s and Registrar’s Divisions, Business Managers’ Offices, School/Faculty Offices;
2. University procedures in relation to correspondence, records, budgeting and recurrent expenditure, printing and duplicating, stores and stationery, telex and telephone procedures and maintenance;
3. other facilities, for example, first aid, JPs, Staff Development Program, Centre for Continuing Education, the various computer facilities, clubs and associations, Sports Union, Arts Centre and Concessions Area.

These guidelines, properly indexed and regularly updated, would be invaluable to new and relief staff and would save considerable amounts of time for supervisors inducing new staff.
Recommendations

3.20 That an 'administrative handbook' be issued for the information of all office staff as a ready reference book. This handbook should complement an updated Administrative Guide with brief but essential information as specified above (see 3.19).

3.21 That secretarial staff be more actively involved in decision-making meetings in their immediate area. Secretarial staff should be invited to attend staff meetings, in particular where decisions directly affecting their work will be made.

3.22 That a member of the keyboard staff should be included on appointment panels for positions in their field. This would provide informed opinion and encourage keyboard staff to feel involved in the overall organisation of their section.

3.23 That efforts be made to enhance the role of support staff in general and to ensure that information on all aspects of employment be brought to employees' attention. It is suggested that the ANU Reporter take greater interest in administrative staff, whose achievements rarely receive the same attention as those of academic and technical staff. The General Staff Newsletter 'Apropos' should also continue as one method of directly but briefly informing employees of new developments concerning superannuation, national pay rises, health and safety information, and so on. Internal job advertisements should be placed in the ANU Reporter as well as on noticeboards.
4 ACADEMIC STAFF

4.1

Returns to the general letter of enquiry from academic women, discussed in Section 2 above, indicated that there was considerable discrimination against academic women and that the women felt that they were consistently ignored and discounted. In order to gather further information from academic women on the prevalence of sexual discrimination and harassment at ANU, and to gather their views on the most important elements for inclusion in an equal employment opportunities program, a questionnaire was sent to all 114 academic women employees (Appendix C). A 50 per cent response rate was achieved. A brief summary of the results is given in Table 4.1.

TABLE 4.1
Academic Women Survey Results

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5</td>
<td>Experienced discrimination in appointment procedures</td>
</tr>
<tr>
<td>9.4</td>
<td>Experienced discrimination in promotions</td>
</tr>
<tr>
<td>20.8</td>
<td>Know of other cases of discrimination against academic women at ANU</td>
</tr>
<tr>
<td>9.4</td>
<td>Have been discriminated against in supervision of post graduate students</td>
</tr>
<tr>
<td>7.5</td>
<td>Allocation of research funds</td>
</tr>
<tr>
<td>9.4</td>
<td>Opportunities for teaching</td>
</tr>
<tr>
<td>5.7</td>
<td>Funds for conference attendance</td>
</tr>
<tr>
<td>5.7</td>
<td>Opportunities for overseas study</td>
</tr>
<tr>
<td>1.9</td>
<td>Funds for field trips</td>
</tr>
<tr>
<td>3.8</td>
<td>Opportunity to give papers, publish</td>
</tr>
<tr>
<td>37.7</td>
<td>Were not given the same encouragement as male students to do post-graduate studies</td>
</tr>
<tr>
<td>37.7</td>
<td>Believe female students in their faculties/schools not given the same encouragement to pursue post-graduate studies</td>
</tr>
<tr>
<td>7.5</td>
<td>Believe careers have been obstructed by current University practices, relating to maternity leave provisions (too restrictive)</td>
</tr>
<tr>
<td>13.2</td>
<td>Lack of access to part-time work after childbirth</td>
</tr>
<tr>
<td>11.3</td>
<td>Lack of child care facilities</td>
</tr>
<tr>
<td>34.0</td>
<td>Have not received encouragement in pursuit of career</td>
</tr>
<tr>
<td>18.9</td>
<td>Believe regulations, such as restrictions on re-appointment of non-tenured staff, discriminate because of lower mobility</td>
</tr>
</tbody>
</table>
Believe expectation that degrees will be obtained outside ANU discriminates 9.4
Have not been appointed to any staff selection/promotion, or policy committees 52.8
Passed over for committees on which qualified to serve 18.9
Excluded from informal male decision-making networks 39.6
Made more accountable than male colleagues to departmental head/director 15.1
Authority undermined by more senior academics 26.4
Subjected to intimidation by male colleagues 24.5
Believe this affected capacity to function as an academic 5.7
Subjected to sexual harassment 17.0
Believe this affected capacity to function as an academic 7.5

Analysis and Case Studies

4.2 Somewhat less than 10 per cent of respondents believed that they had been discriminated against in appointments and promotions. Several indicated that they had been told they did not need tenure or permanent contracts because they were not ‘breadwinners’ or because they had family commitments. One of the more blatant examples was of a lecturer with a doctorate and 11 years experience in her current position. She believed she had done more teaching and research than male colleagues but had seen two (both without doctorates) receive senior lectureships ahead of her. Another woman, having achieved the equivalent of professorial status by examination, is employed as a temporary tutor. Yet another respondent reported that after she had applied for a position for which she was well qualified, the terms of appointment were changed, a man was invited to apply and was quickly appointed. These cases appear to highlight the need for an independent appeals and dispute settlement procedure within the University (see 4.8).

4.3 Many respondents, who believed that they had not been discriminated against in the allocation of opportunities for teaching and research on the basis of gender, indicated that they had no resources or time to do research because they were in temporary tutorships and other junior positions. A substantial 38 per cent believed that they had not received the same encouragement as male students to do postgraduate studies. One respondent stated that she had been told that ‘an MA was more than sufficient for a married woman’. An honours graduate was refused a reference for an MA scholarship by an ANU academic, for whom she had worked as a research assistant because, he said, ‘I had 3 children and was 30 and would prevent some young man from getting one’. A third respondent was told that she would be wasting taxpayers’ money as she would only get married and have children. These discriminatory attitudes are not, as some may believe, a thing of the past. Just under 40 per cent of respondents did not believe that female students in their own ANU faculties or schools were given the same
encouragement as male students to pursue post-graduate studies. This is obviously a serious situation and high priority must be given by the University to 're-educating' senior male academics who still hold such attitudes.

4.4 Regarding conflict with child bearing, 7.5 per cent of respondents believed the University's provisions for maternity leave were inadequate (see 4.11), and almost twice that number (13.2 per cent) believed that there should be greater access to part-time work, particularly in the early years after childbirth. Further, 11.3 per cent of respondents criticized the lack of child care facilities at ANU. However, perhaps more telling than these statistics was the fact that more than 50 per cent of the respondents indicated that this section was not applicable to them, because they did not have family commitments. Several stated that ANU practices had obstructed their maternal (rather than their academic) career, because they had decided to forego marriage and/or children so that they could pursue their academic career. A telephone survey of the 15 top academic women on campus revealed that 8 were single and 3 were married with no children. Several of the single academic women indicated that they believed they had been forced to choose between marriage and career. One childless Fellow indicated that she did not believe she would have gained tenure if her time as a research fellow had been 'marked by pregnancies'.

4.5 On the related question of mobility, almost 10 per cent of respondents believed that because their family commitments tended to restrict their mobility, they had not been able to satisfy the often-encountered expectation by selection committees that academics should have acquired qualifications and experience at a variety of institutions. Twice that number believed that the restrictions on re-appointment of non-tenured staff also discriminated against them for this reason. Many of these indicated that their husbands had permanent jobs in Canberra, and that the ANU's restriction on re-appointments was a major obstruction to the pursuit of their academic career. As with the questions of maternity leave, part-time employment and child care, a high proportion of respondents did not find mobility a problem because they stated that they had no family commitments. However, if the University seriously wishes to achieve a substantial increase in the number of women who successfully pursue academic careers in the 1980s and beyond, they will not be able to expect women to sacrifice their personal happiness and family life to do so. There is probably at any time only a limited number of women who are willing to make such sacrifices, and that limit may well have been reached in the small group of senior women academics currently employed at ANU. Hence commitments must be made to ensure that there is no overt discrimination against married women post-graduates and academics, and that regulations which disadvantage them, such as rules governing the re-appointment of contract Research Fellows and Senior Research Fellows, in these respects are rescinded.
While over 50 per cent of respondents have never sat on policy or administrative committees, less than 20 per cent believed that they had been passed over for membership of committees on which they were qualified to serve. Hence women may be excluded from such committees not only because of overt discrimination but also because a low proportion are tenured or on fixed contracts, because women's low expectations of involvement may result in some disinclination to accept or seek membership, and because junior academic staff women (and men) often fail to appreciate the importance of administrative experience for promotion. Approximately 40 per cent believed that they were excluded from informal decision-making networks among male colleagues while 15 per cent indicated that they felt they were made more accountable to their departmental head or director than were male colleagues. Further, 26 per cent (including at least one Reader) felt that their authority had been undermined by more senior male colleagues, while 27 per cent had been subjected to intimidation by male colleagues.

Finally, 17 per cent had been subject to sexual harassment. This ranged from occasional attempted fondling to more serious attempts at sexual blackmail. As a postgraduate student at ANU, one research fellow was 'molested by a senior male academic who threatened the withdrawal of academic support if I was not prepared to co-operate sexually'. Another research fellow was told that her results and future employment would depend on her willingness to participate in sexual activity. Both indicated that they refused to be blackmailed but at the time such pressure caused them considerable distress.

Overall, the questionnaire indicates that there is substantial room for improvement in the conditions under which women academics are employed and work at ANU. The following recommendations are derived largely from the results of the survey.

Recommendations

4.9 Appointment of a grievance settlement/appeals body to act as a completely independent conciliator and arbitrator in matters such as staff appointment, promotion, contract extension, and staff intimidation and sexual harassment. The decisions of this body should override those of faculty and school heads.

4.10 Appointment of a full-time equal employment opportunity officer, with sufficient support staff, to formulate a comprehensive EEO program and monitor its implementation. The EEO officer should also sit as a member of the appeals tribunal (see 4.9) and have support staff to enable research into cases presented.

4.11 Introduction of part-time permanent work as an option for all staff members (male and female).
4.12 Introduction of the opportunity to move to part-time permanent work or leave without pay (available for both men and women) for a period of up to five years after childbirth, without prejudice to future career prospects.

4.13 Commitment to provide adequate child care facilities (including for very young infants) for all staff and students requiring them, as a matter of the highest priority.

4.14 Appointment of women to selection and promotion committees, to be made in the first instance by the Vice-Chancellor until this practice is well established.

4.15 Appointment of more women to major policy and administrative committees of the University.

4.16 Instruction to School/Faculty heads that it is unlawful to discriminate against applicants, staff or students, on the grounds of race, sex, marital status, or pregnancy.

4.17 Implementation of procedures to ensure that female students are given equal encouragement to pursue post-graduate studies.

4.18 Encouragement of active recruitment of women of sufficient merit to apply for jobs. This implies recognition of the necessity of an affirmative action program. Both the University of Sydney and the University of Adelaide ensure that at least some qualified women apply for all advertised posts. The professional associations of both sociologists and political scientists maintain registers of their women members which may be used for this purpose.

4.19 Increased flexibility of the Institute and Faculties to re-appoint (after open advertisement of the position) non-tenured academic staff who can show that their mobility is restricted because of family commitments.

4.20 Full support to the establishment of a sexual harassment counselling unit on campus.
5 TECHNICAL STAFF

5.1 In order to supplement the responses from technical officers to the general letter of enquiry, a brief questionnaire was sent to all 580 male and female technical and drafting staff on campus on 9 December 1983, to be returned by 18 December 1983 (Appendix D.1). Although this period was short and coincided with school and Christmas holidays, 151 replies (26 per cent) were received and of these 40 per cent were from female staff. The replies were sorted into areas of employment with a view to making comparisons, and the following report is based on information received (for a tabular summary, see Appendix D.2).

Career and Promotion Opportunities

5.2 All questions were commented on equally by male and female staff, with many respondents expressing concern about the lack of career and promotion opportunities. At the moment there seems to be a great deal of variation between Schools as to how a technician is classified. Duty statements are often out-dated and ambiguous, and are abused. Some laboratory managers pride themselves on being able to save their School money by employing highly qualified and experienced staff in positions with low classifications and then using these people to perform higher duties. It was noted that the Faculties and JCSMR employed a high percentage of women with degrees at Laboratory Technician grades. These positions require no formal educational qualification although comparison of their duties could not be made with similar positions in other Schools. It may be worth noting that morale in these two areas seemed to be low.

5.3 Some Schools and Units appear to have upper limits to promotion by not employing anybody above the ST03 range (e.g. RSES, RSPacS, Graphic Design and IRU) although the duties performed appear to be comparable with the duties of higher positions in other Schools.

5.4 All Laboratory Managers and Head Technical Officers Grade 1, 2, 3 (with the exception of 1 female HT02) are male and these people often remain in these positions until retirement (e.g. 21-1/2 years, 21-1/4 years, 20-1/2 years, 20 years etc.), many appearing to become desk bound and to lose contact with people and work in the laboratory. Some listen to people’s ideas and complaints but many technicians were dissatisfied because their supervisors did not appear to act on suggestions or complaints. Some senior technicians appear to consider themselves to have reached parity with academics and tend to create a buffer zone between themselves and the remaining technical staff.
5.5 Owing to an oversupply of applicants, it appears that some Schools are downgrading positions when advertising vacancies, although the position remains the same duty-wise and the successful applicant may have excellent qualifications and/or experience. This creates anti-administration feelings.

5.6 Many technicians felt that to be promoted they had to change positions, usually by moving to another School or by changing their field of interest. 31 per cent of men and 22 per cent of women are currently studying for a qualification, many of them in a field other than the one in which they are presently working with the intention of obtaining a better position elsewhere. Dissatisfaction with the career structure and reclassification system is largely due to the difficulty in gaining promotion based on experience, qualifications, expertise, increased duties and responsibilities. The lack of promotion opportunities provides little incentive to become more competent in a job.

5.7 There are few exceptions to this pattern. There are examples where effective management of a Department or section results in good working conditions. This is borne out by greater productivity, greater personal involvement in the research program, acknowledgement in or co-authorship of papers, communication between management and research staff, participation in management decisions and therefore a higher degree of job satisfaction.

Lack of Communication

5.8 Lack of communication accounted for 17 per cent of the comments. Many technicians feel that their views and ideas are not appreciated (even though they may have many years of experience) to the point where some consider their position to be a 'necessary evil'. While realising that they are support staff in a research program, they do nevertheless appreciate information about progress made and the general direction of the research, and discussion with academics, senior technical and other technical staff.

Part-Time Work and Job-Sharing

5.9 On this question 43 per cent of female respondents and 26 per cent of males were interested, with the majority adding the proviso that their permanency was maintained. Most wished to work between 20 and 30 hours. Some of the reasons given were family responsibilities, completion of studies, and transition into retirement.

Other General Comments

5.10 A number of replies did not offer comments in addition to the raw data requested and very few praised the system. Some people indicated that they did not know the name Audrey Dargan nor her capacity as Personal Adviser to Staff. Several technicians did not fully understand the conditions of service under which they
were employed. Within the 'conditions of service' it is essential that provisions such as 'special leave' and 'study leave' be more clearly defined to lessen abuse by supervisory staff.

5.11 There seems to be a very strong feeling that senior staff (both academic and technical) should be required to complete a personnel management course.

5.12 Courses should also be available for interviewing and guidelines for interview panels set down to reduce discrimination at interviews, especially in the case of women of child-bearing age (cf. 4.16 above).

5.13 Single parents (both male and female) also appeared to be disadvantaged. Their absolute need for continuous employment precludes dissent when their working environment becomes unsatisfactory.

5.14 On the whole, positions are usually filled by the applicants best qualified and suited irrespective of their sex. However, there are some positions for which there are few, if any, male applicants. It seems that women are less motivated and are not encouraged to reach the top of their field (other interests often coming before this) and therefore they are found in the lower half of a career structure. This may change with time. As one senior technical person said: 'Females are now performing 100 per cent of tasks that were considered male'.

5.15 The need for child care facilities on campus is indicated by the long waiting lists that confront parents when they enquire. The buildings that the ANU provides require a lot of maintenance and so increase the cost of child care for the parent. Mothers (or fathers when required) of young children should be able to 'flex off' or obtain special leave for feeding babies or looking after sick children. The ANU may be able to apply pressure on the Australian Public Service for better child care facilities within its departments and so ease the demand at the ANU.

5.16 As the above discussion makes clear, much dissatisfaction from technical and drafting staff relates to their occupational status, and to their relationship with academic staff and the University administration. Gender is a compounding factor in these problems, particularly given the predominance of women in the most junior positions and, as a corollary, their underrepresentation at senior levels (5.14 above). The recommendations below are in response to the perceived needs of male and female technical officers, although the applicability of certain recommendations to women's needs especially is implicit.

Recommendations

5.17 Introduction of permanent part-time work or job sharing for both men and women with full entitlements (e.g. superannuation, recreation, sick and long service leave).
5.18 Participation of senior technical staff in the operation of their laboratories as part of their duties to prevent stagnation in the office and encourage communication with other technicians.

5.19 Comparison of positions and duties across campus and a long term commitment to review all ANU technical positions and their duty statements.

5.20 Encouragement of discussion within groups and management before decisions are made.

5.21 Encouragement of both academics and senior technical staff to attend a management course.

5.22 Development of departmental seminar systems for both academic and technical staff (in normal working hours) to facilitate discussion of research projects and departmental communication.

5.23 Introduction of ‘flextime’ to those sections of the University presently not covered.

5.24 Provision of courses on interviewing techniques and of guidelines for interview panels.
6 RESEARCH ASSISTANTS
AND RESEARCH OFFICERS

6.1. The AWE Sub-Committee on Research Assistants and Research Officers built on work carried out in 1983 by an ad hoc Sub-committee of the Research Assistants and Research Officers at ANU.

Sources

6.2 No accurate or reliable profile has been developed for research assistants/officers. The AWE Sub-Committee contemplated undertaking its own survey, but believed that this could only partially provide the information required. It therefore drew upon the previous Sub-Committee's report 'Continuing Appointment of Research Assistants and Research Officers at the Australian National University', and also consulted the Deans' and Directors' Working Party report on the matter.

6.3 The Sub-Committee also searched for any available statistical information, and that information is presented here in raw form.

6.4 An analysis was made of the responses from Research Assistants and Research Officers to the general letter of enquiry sent by the Working Party to all female members of ANU staff (see 2.1 - 2.8 above).

6.5 Members of the Sub-Committee also solicited the views of Research Assistants and Officers through general meetings of HAREA.

Findings

Statistical Profile

6.6 Comprehensive statistics relating to Research Assistants and Research Officers are not readily available. The information that was available varied greatly, depending upon the source from which it was drawn. Some series of statistics were not broken down by gender. In order to implement an EEO program, it will be necessary to collect comparative information regarding the qualifications of men and women working in these positions, the duration of their employment, and working conditions in order to review the employment situation of women.
Gender Breakdown

6.7 Available statistics are presented below. Table 6.1 shows that approximately 60 percent of RAs and ROs are female. It also makes clear that the peak of female employment was reached in the mid-1970s, since which time the proportion of women has declined.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>80</td>
<td>81</td>
<td>83</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>% males</td>
<td>40.9</td>
<td>36.7</td>
<td>34.6</td>
<td>38.2</td>
<td>39.1</td>
</tr>
<tr>
<td>Females</td>
<td>116</td>
<td>137</td>
<td>157</td>
<td>128</td>
<td>123</td>
</tr>
<tr>
<td>% females</td>
<td>59.1</td>
<td>63.3</td>
<td>65.4</td>
<td>61.8</td>
<td>60.9</td>
</tr>
</tbody>
</table>

Total 196 218 240 207 102

* includes part-time staff expressed as full-time equivalent.

**Sources:** 1973-75, Bramley and Ward, *The Role of Women in the Australian National University*, 1976, p.156.


1983, ANU Returns, CTEC

6.8 Table 6.2 looks more closely into the distribution of positions by gender and finds that the majority of Research Assistants (the lower grade) are women, while the majority of Research Officers are men.

<table>
<thead>
<tr>
<th>Year</th>
<th>Research Officers</th>
<th>Research Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>1976</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>1977</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>1978</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>1979</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>1980</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>1981</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1982</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1983</td>
<td>27</td>
<td>10</td>
</tr>
</tbody>
</table>

**Source:** ANU Statistical Handbook, (annual) 1976-1983.
The information in Table 6.3 indicates that few Research Assistants and Research Officers have permanent appointments, and that well over half of those who enjoy permanency are men. Similarly, well over half of the full-time employees are men, whereas there are many more women than men employed on part-time or casual part-time conditions. The latter jobs carry the least status and the least security.

### TABLE 6.3

<table>
<thead>
<tr>
<th>Gender, Occupational Classification, and Type of Contract, 1983</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>RO II</td>
</tr>
<tr>
<td>RO I</td>
</tr>
<tr>
<td>RA II</td>
</tr>
<tr>
<td>RA I</td>
</tr>
</tbody>
</table>

| Total | 15 | 23 | 0.7 | 50 | 83 | 0.65 | 17.36 | 2.66 | 29.44 | 69.31 | 153.41 |

**Source:** 'Staffing Figures Dissected', as at 30 April 1983, provided by Statistical Office.

It will be seen from Table 6.4 that most are employed on restricted funds, or in the Research School of Social Sciences and the Research School of Pacific Studies.

### TABLE 6.4

<table>
<thead>
<tr>
<th>Location of Research Assistants and Research Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted funds</td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>RO II</td>
</tr>
<tr>
<td>RO I</td>
</tr>
<tr>
<td>RA II</td>
</tr>
<tr>
<td>RA I</td>
</tr>
</tbody>
</table>

**Source:** 'Staffing Figures Dissected', as at 30 April 1983.

### Responses

The responses of Research Assistants and Research Officers to the general letter of enquiry were examined in some detail. Two-thirds of the respondents were between 30 and 49 years of age, and half had served between one and six years, with a third serving for more than six years. All Research Assistants who responded had short-term contracts (usually one year renewable), and the majority were part-time workers.
6.12 The issue which was raised by more than 50 per cent of respondents was the absence of career opportunities and/or prospects. A number of respondents also discussed the lack of security of their employment; some also mentioned the lack of child-care facilities, the lack of job specification, the unavailability of long-service leave, and the current pattern of appointments whereby preference is given to recent graduates for vacant Research Assistantships.

6.13 Apart from concern about the absence of career prospects, respondents also complained that they were not encouraged to seek promotion, nor to develop further skills. Some expressed the view that women's work as researchers was rather like housework: it is largely invisible, and it is noticed only when it is not done (cf 2.18 above). Many women feel that they are not taken very seriously by their supervisors. Many reported that they had been asked about child-care when they were interviewed, so that, on appointment, they felt themselves to be considered the least committed members of their departments. One Research Assistant reported that she had been told that her supervisor did not like Research Assistants to stay for too long, as he was sick of middle-aged women who felt unrecognised in their work. The present relationships may be as unsatisfactory for heads of departments as for the employees themselves. Very few respondents said that they had no complaint.

Job Security

6.14 The ad hoc Sub-Committee of Research Assistants and Research Officers reported in 1983 that there were 193 Research Assistants and Research Officers in full-time or part-time positions at ANU on 23 August 1983. The Deans' and Directors' response — 'Mode of Appointment of Research Assistants and Research Officers' — included the breakdown provided in Table 6.5.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Total staff</th>
<th>A recurrently funded staff</th>
<th>B continuing appointments</th>
<th>proportion of B to A</th>
</tr>
</thead>
<tbody>
<tr>
<td>RO II</td>
<td>19</td>
<td>19</td>
<td>13</td>
<td>68.0%</td>
</tr>
<tr>
<td>RO I</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td>44.0%</td>
</tr>
<tr>
<td>RA II</td>
<td>128</td>
<td>100</td>
<td>20</td>
<td>20.0%</td>
</tr>
<tr>
<td>RA I</td>
<td>37</td>
<td>18</td>
<td>1</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

Although RAs are entitled to long-service leave it is interesting to note that many are unaware of this.
The report of the earlier committee expressed concern that Research Assistants and Research Officers — included in the classification of general staff — were the only general staff who were not given continuing appointments as a matter of course. Table 6.5 shows that only 38 of 193 (or 19 per cent) of Research Assistants and Research Officers had continuing appointments; this underlines the anomaly pointed out by the earlier committee. When that committee surveyed Research Assistants and Research Officers, 99 responses were received, and ‘virtually all expressed a desire to be on continuing rather than renewable appointments’. It is most unfortunate that there is no information on the gender of those with and without continuing appointments. Men are proportionally more likely than women to be in Research Officer positions. Men also exhibit the higher percentage of continuing appointments. Table 6.6 collates this information.

**TABLE 6.6**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Female</th>
<th>Continuing appointments (recurrent staff only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RO I</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>RA I</td>
<td>72</td>
<td>5.5</td>
</tr>
<tr>
<td>RA II</td>
<td>77</td>
<td>20</td>
</tr>
<tr>
<td>RO II</td>
<td>45</td>
<td>68</td>
</tr>
</tbody>
</table>

Source: Table 6.3 and Table 6.5.

It is recognised that these statistics are compiled from different sources, so that they are not strictly comparable. Nevertheless, it is very clear that categories dominated by women have very low rates of continuity. It is clear that the higher the proportion of women in a particular classification, the less security there is in that job. The question of continuing appointments is important not only from the point of view of equity; it also needs to be seen in the light of the Equal Employment Opportunity program. It is also questionable whether Research Assistants and Research Officers are employed to the best advantage of the ANU while these anomalies persist and cause concern to employees.

**Major Concerns**

The major concerns of Research Assistants and Research Officers are summarised as follows:

**6.17.1 Lack of Career Opportunities**

Research Assistants are classified as Grades 1 and 2. They are rarely encouraged to apply and in some cases are actively discouraged from applying for reclassification to the marginally higher-paid Research Officer positions, although that is theoretically possible. There is no possibility of progression beyond the Research Officer classifications (grades 1 and 2); only in rare circumstances has anyone
transferred to the academic staff. In essence, there is no real career structure to sustain meritorious progression for Research Assistants and Research Officers.

6.17.2 Job Specification
An important area of concern is the lack of clear description of the duties to be performed by Research Assistants and Research Officers. This allows abuse of staff by senior personnel, to the extent that many highly qualified Research Assistants perform tasks which would be better performed by clerical assistants, and are prevented from claiming any right to more academically-oriented work. The morale and self-esteem of Research Assistants and Research Officers are often very low in consequence of the kind of work required of them. For women, this adds to the well-documented problem of their low self-esteem.

6.17.3 Selection Procedures
Research Assistants and Research Officers are often interviewed by only one member of staff (usually an academic), and serious breaches of conduct may occur in such circumstances. In particular, irrelevant considerations are often taken into account, such as age, sex, marital status and care of dependents. It is strongly recommended that selection committees be convened for all appointments, and that each selection committee include at least one female representative of the same category as the appointment.

6.17.4 Contract Renewal
Renegotiation of expired or expiring contracts is a source of concern to Research Assistants and Research Officers because of the generally casual way in which it is conducted. Rarely is the employee consulted, or the reasons for the new contract explained: a letter simply arrives through the mail, sometimes after the period of the new contract has commenced. Most employees hesitate to complain about this treatment because of the general insecurity of employment. There should be a formal requirement that all departments fully consult Research Assistants and Research Officers at the time contract renewal is considered. Decisions regarding contracts should be supported with written reasons.

Deans' and Directors' Report
6.18 At the request of the Secretary of the University, the AWE Sub-committee commented on the Deans' and Directors' Working Party Report. This comment is attached at Appendix E.

Conclusion
6.19 It appears that a high proportion of Research Assistants are mature women who have worked for several years on short-term contracts, very often part-time. They are properly concerned about the lack of career prospects, and about the lack of security in their jobs. This combination of unpleasant features is unique to the
categories of Research Assistant and Research Officer. They are dissatisfied with many of the present arrangements, particularly the lack of job specification, the irregular methods of selection, and the casual approach to contract renewal. If the University were to remedy these complaints, the reforms would be to everyone’s advantage, since the present arrangements contribute to very low morale and self-esteem among employees, which undoubtedly diminishes their effectiveness.

6.20 Women who work as Research Assistants in the University present special problems, because they occupy positions which are for the most part invisible: there is little attribution to them, and generally there is scant recognition of their academic contributions to projects. They are themselves often invisible because they are women: their jobs are often perceived as unnecessary benefits conferred upon them, rather than as a necessity to those who employ them. The nature of their work varies enormously within departments and between departments. For this reason it is difficult to implement concrete reforms. The positions are often open to gross exploitation; but it is inherently difficult to document this, let alone eradicate the practices. Research Assistants often feel that they are doing the ‘academic housework’ of a department, and they wonder why their work is so rarely recognised as valuable in itself.

Recommendations

6.21 The categories of Research Assistants and Research Officers cover such a wide range of people, performing such a wide variety of tasks, that it is unrealistic to make detailed recommendations before a survey is conducted. Therefore, a comprehensive survey of Research Assistants and Research Officers is recommended, in order to collect sufficient information for adequate decision-making.

6.22 However, on the basis of information and opinions already available to the University and to the AWE Sub-committee, the following proposals can be made:

(a) a career structure should be devised for Research Assistants and Research Officers;

(b) employment procedures should be regularised and brought into line with selection and reappointment procedures for other members of the University. In this regard, selection committees should be convened for all appointments and should include at least one woman who is a Research Assistant or Research Officer.

(c) On the assumption that a new career structure is implemented, special arrangements must be made for Research Assistants and Research Officers currently employed, so that they are not disadvantaged when structural changes in employment arrangements are affected.
7 ADMINISTRATIVE AND CLERICAL STAFF

7.1 The aim of the Sub-committee on administrative and clerical staff was to examine briefly the distribution of women in clerical and ANU Officer classifications to gain information concerning conditions of appointment and, where possible, to identify problems relating to such things as promotion prospects, job satisfaction and classification. Responses from administrative and clerical workers to the general letter of enquiry sent to all women employees indicated that many were dissatisfied with the lack of a discernible career structure. Secretarial and clerical staff felt that there was little or no opportunity to use all their qualifications and skills. A second questionnaire (see Appendix B.1) was therefore sent to all permanent secretarial, clerical and administrative staff to obtain further information about qualifications, experience and attitude to the career structure at the ANU. The overall response to this second survey was approximately 17 per cent (103 replies from 599 questionnaires): 33 per cent of ANU Officers, 19 per cent of keyboard staff, and 12 per cent of clerical staff responded.

7.2 Table 7.1 (p.44a) shows the distribution of women in clerical and ANU Officer classifications in all areas of the University.\(^1\) It is readily apparent that the numbers of women are concentrated in the lower clerical classifications and that, if it were not for the Registrar’s division, women would be very poorly represented overall.

Clerks

7.3 As shown in Table 7.1, 80 per cent of all clerks are women. The distribution of men and women within each classification is shown in Table 7.2.

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\(^1\) Figures in Table 7.1 and Table 7.7 are at 30.4.1983, whereas figures in all other Tables are at 13.1.1984 but only include those who commenced duty on or before 30.4.1983.
### TABLE 7.1  Clerks and ANU Officers at 30.4.1983

<table>
<thead>
<tr>
<th>Classification</th>
<th>Library and Computer Services</th>
<th>Central Areas</th>
<th>CRES &amp; IAS</th>
<th>The Faculties</th>
<th>Restricted Funds &amp; Trading Areas</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Junior Clerk</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Clerk Grade 1</td>
<td>1</td>
<td>2.70</td>
<td>3</td>
<td>9.07</td>
<td>2</td>
<td>11.63</td>
</tr>
<tr>
<td>Clerk Grade 2</td>
<td>-</td>
<td>21.90</td>
<td>4</td>
<td>24.74</td>
<td>2</td>
<td>16.13</td>
</tr>
<tr>
<td>Clerk Grade 3</td>
<td>1</td>
<td>18.51</td>
<td>7</td>
<td>31.17</td>
<td>1.71</td>
<td>12</td>
</tr>
<tr>
<td>Clerk Grade 4</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>28.85</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Clerk Grade 5</td>
<td>-</td>
<td>1</td>
<td>15</td>
<td>8.80</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Admin. Officer</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Sub-total</td>
<td>5</td>
<td>50.11</td>
<td>44</td>
<td>111.63</td>
<td>9.71</td>
<td>67.76</td>
</tr>
<tr>
<td>ANU Officer Grade 3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 5</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>ANU Officer Grade 6</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ANU Officer Grade 7</td>
<td>1</td>
<td>-</td>
<td>14</td>
<td>7</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 8</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 9</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 10</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 11</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 12</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 13</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 14</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>ANU Officer Grade 15</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sub-total</td>
<td>2</td>
<td>90</td>
<td>37.25</td>
<td>23</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>51.11</td>
<td>134</td>
<td>148.88</td>
<td>32.71</td>
<td>67.76</td>
</tr>
</tbody>
</table>

Source: Staffing Statistics Dissected
TABLE 7.2
Distribution of Male and Female Clerks by Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Junior</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Clerk Grade 1</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Clerk Grade 2</td>
<td>2</td>
<td>66</td>
</tr>
<tr>
<td>Clerk Grade 3</td>
<td>12</td>
<td>79</td>
</tr>
<tr>
<td>Clerk Grade 4</td>
<td>11</td>
<td>52</td>
</tr>
<tr>
<td>Clerk Grade 5</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Admin. Officer</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>260</td>
</tr>
</tbody>
</table>

Source: AMEM/Stats I, Statistical Office, ANU.

7.4 It can be seen that 61 per cent of male clerks occupy Grades 4, 5 and Administrative Officer, compared with 35 per cent of female clerks. Furthermore, more than half (55 per cent) of female clerks occupy Grades 2 and 3, compared with 25 per cent of male clerks. It is worth noting that the duties of clerks in Grades 1 to 3 commonly include typing.

Length of Service at ANU

7.5 Tables 7.3 and 7.4 show that women in clerical grades are as likely as their male counterparts to remain in employment at the ANU for a substantial number of years: 41 per cent of women, compared with 39 per cent of men, have been at the ANU for more than 9 years.

TABLE 7.3
Years of Service at ANU: MALE CLERKS
(Employees identified by Current Classification)

<table>
<thead>
<tr>
<th>Classification</th>
<th>1-2 years</th>
<th>3-5 years</th>
<th>6-8 years</th>
<th>9-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>20+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Clerk Grade 1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Clerk Grade 2</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Clerk Grade 3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Clerk Grade 4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Clerk Grade 5</td>
<td>1</td>
<td>—</td>
<td>3</td>
<td>—</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Admin. Officer</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>—</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>10</td>
<td>13</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: AMEM/Stats I, Statistical Office, ANU.
TABLE 7.4
Years of Service at ANU: FEMALE CLERKS
(Empl0yees identified by Current Classification)

<table>
<thead>
<tr>
<th></th>
<th>1-2 years</th>
<th>3-5 years</th>
<th>6-8 years</th>
<th>9-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>20+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk Grade 1</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Clerk Grade 2</td>
<td>13</td>
<td>21</td>
<td>11</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Clerk Grade 3</td>
<td>12</td>
<td>23</td>
<td>16</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Clerk Grade 4</td>
<td>3</td>
<td>11</td>
<td>10</td>
<td>6</td>
<td>12</td>
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<td>—</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>—</td>
</tr>
<tr>
<td>Admin. Officer</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>—</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td><strong>70</strong></td>
<td><strong>43</strong></td>
<td><strong>27</strong></td>
<td><strong>43</strong></td>
<td><strong>23</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Source: AMEM/Stats I, Statistical Office, ANU.

Length of Service in Current Classification

7.6 In Tables 7.5 and 7.6, it is worth noting that no male clerks in Grade 2 and below have been in their current classification for more than 5 years, whereas 21 women in Grade 2 and below have been in their current classification for between 6 and 20 years.

TABLE 7.5
Years of Service in Current Classification: MALE CLERKS

<table>
<thead>
<tr>
<th></th>
<th>1-2 years</th>
<th>3-5 years</th>
<th>6-8 years</th>
<th>9-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>20+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk Grade 1</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk Grade 2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk Grade 3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>1</td>
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<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>Clerk Grade 5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>Admin. Officer</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>13</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td>—</td>
</tr>
</tbody>
</table>

Source: AMEM/Stats I, Statistical Office, ANU.
### Table 7.6

<table>
<thead>
<tr>
<th>Years of Service in Current Classification: FEMALE CLERKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Junior</td>
</tr>
<tr>
<td>Clerk Grade 1</td>
</tr>
<tr>
<td>Clerk Grade 2</td>
</tr>
<tr>
<td>Clerk Grade 3</td>
</tr>
<tr>
<td>Clerk Grade 4</td>
</tr>
<tr>
<td>Clerk Grade 5</td>
</tr>
<tr>
<td>Admin. Officer</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Source: AMEM/Stats I, Statistical Office, ANU.

### Responses to Letter of Enquiry and Questionnaire

7.7 Responses to the general letter of enquiry and questionnaire focussed on the lack of a discernible career structure and raised several important issues, each of which is discussed below.

7.7.1 Classification

There was a strong view that there is very little opportunity for advancement for women in clerical grades. It was felt that current classifications were not consistent across the ANU and appeared to be shrouded in secrecy. There have been instances of reclassification procedures taking more than five months before a decision became known and then only after repeated attempts on the part of the applicant to discover the outcome.

There was a general feeling that classification/reclassification was determined by persons with insufficient awareness of the tasks involved in the position under consideration. Clerks in lower grades whose positions involved substantial typing duties felt blocked in their attempts to obtain reclassification because of the low work value ascribed to this skill.

7.7.2 Discrimination

The view was expressed that men were often selected over women applicants of equal or superior ability.

7.7.3 Qualifications and training

It was felt that 'paper qualifications' were too highly regarded and in themselves did not bestow job skills, whereas extensive work experience, without formal qualifications, received little or no recognition. On the other hand, many respondents, who possess professional certificates, diplomas or university degrees, felt that there was no acknowledgement of this and no opportunity to use them.

Comments about the University's training courses were generally favourable.
There were indications, however, that while some supervisors offered encouragement, many refused permission or offered only token support. Some women felt it was self-defeating to attend a course because the many hours required away from the office resulted in a backlog of work for which they received no additional help, and resulted in many hours of unpaid overtime. It was felt that there should be financial recognition for the completion of a course, given the absence of avenues for using it for career advancement. In addition, clerical staff saw few or no opportunities for job rotation by which they could extend their skills and experience and thereby increase their prospects for promotion.

7.8 In the light of unfavourable comments made by many about the classification procedures, considerable doubt must be thrown on their efficacy. Not only does there appear to be a lack of consistency of classification in the University, but the expertise of those conducting the classifications was doubted by a number of respondents. This raises questions about the manner in which the classifications area approaches its task. It is the opinion of this Sub-committee that the lack of published classifications criteria exacerbates the problem. Comments that length of service should be a criterion for reclassification are seen by this Sub-committee as symptomatic of the lack of career opportunities for clerical staff.

7.9 This lack of career opportunity for women clerks would appear to be compounded by the fact that typical female skills, such as typing, have low status and therefore the many clerical positions which include typing, are not perceived to ‘belong’ to the same clerical structure. It is possible that the low work value assigned to typing duties is directly related to the separation of keyboard and clerical positions in this University’s classification structure. Several respondents have suggested that the lack of opportunities for women could be remedied by the amalgamation of these two classifications into one, called ‘Administrative Assistant’ (see 3.13 and Appendix B.3). The introduction of a single classification for support staff, with a discernible career path and logical salary progression, would improve the status of keyboard skills and overcome the current overlap between the two classifications and within the classifications themselves.

ANU Officers

7.10 As shown in Table 7.1, 43 (25 per cent) of the 174 ANU Officers are women and they are concentrated in the lower and middle ranges. For example:

<table>
<thead>
<tr>
<th>ANU Officer Grade</th>
<th>Women Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>30 per cent</td>
</tr>
<tr>
<td>6</td>
<td>34 per cent</td>
</tr>
<tr>
<td>7</td>
<td>33 per cent</td>
</tr>
</tbody>
</table>

At any level, women do not occupy more than approximately one-third of positions, except at ANU Officer Grade 3 where they occupy 100 per cent.
7.11 Table 7.7 shows that of the total number of ANU Officers at Grade 9 or above, only 18 per cent are women. In addition, of the total number of female ANU Officers, 31 per cent are at Grade 9 or above, compared with 41 per cent of all male ANU Officers at Grade 9 or above.

**TABLE 7.7**

Distribution of ANU Officers by Gender

<table>
<thead>
<tr>
<th>ANU Officer 3</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANU Officer 4</td>
<td>4</td>
<td>0.25</td>
</tr>
<tr>
<td>ANU Officer 5</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>ANU Officer 6</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>ANU Officer 7</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>ANU Officer 8</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>ANU Officer 9</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>ANU Officer 10</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>ANU Officer 11</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>ANU Officer 12</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>ANU Officer 13</td>
<td>4</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 14</td>
<td>5</td>
<td>—</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>131</strong></td>
<td><strong>43.14</strong></td>
</tr>
</tbody>
</table>

Source: 'Staffing Statistics Dissected'.

As revealed by Table 7.1, apart from the Central Areas (in particular the Registrar's Division) the percentage of women is minute; there are only four women ANU Officers located outside the Central Areas, and these are at Grade 6 or below. There are no women in CRES and IAS, where there are 23 positions.

Length of Service at ANU

7.12 Tables 7.8 and 7.9 show that, as with women in clerical grades, women in ANU Officer classifications are as likely as men to remain in employment at the ANU for a substantial number of years: 70 per cent of women, compared with 73 per cent of men, have been at the ANU for more than 9 years. It is interesting to note that a much higher proportion of ANU Officers than Clerks remain with the University for many years. This is perhaps indicative of the more discernible career structure at ANU Officer grades. As shown, few women employees at ANU have achieved positions within these grades.

Length of Service in Current Classification

7.13 Information on years of service in current classifications was obtained for both male and female ANU Officers but as a major review had been carried out in 1977, leading to the creation of a new classification of ANU Officer, it was not possible to make use of this material.
Responses to Letter of Enquiry and Questionnaire

7.14 Responses to the letter of enquiry and questionnaire raised issues similar to those raised by clerical staff, with stronger emphasis on the development of administrative skills and on the lack of job mobility.

**TABLE 7.8**

Years of Service at ANU: FEMALE ANU OFFICERS
(Employees identified by Current Classification)

<table>
<thead>
<tr>
<th></th>
<th>1-2 years</th>
<th>3-5 years</th>
<th>6-8 years</th>
<th>9-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>20+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANU Officer 3</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 4</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 5</td>
<td>—</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 6</td>
<td>3</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 7</td>
<td>—</td>
<td>1</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 8</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 9</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 10</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 11</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 12</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 13</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 14</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
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<td>—</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: AMEM/Stats I, Statistical Office, ANU

**TABLE 7.9**

Years of Service at ANU: MALE ANU OFFICERS

<table>
<thead>
<tr>
<th></th>
<th>1-2 years</th>
<th>3-5 years</th>
<th>6-8 years</th>
<th>9-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>20+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANU Officer 3</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>3</td>
<td>—</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 4</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>3</td>
<td>1</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 5</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ANU Officer 6</td>
<td>—</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>ANU Officer 7</td>
<td>3</td>
<td>—</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ANU Officer 8</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ANU Officer 9</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>ANU Officer 10</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ANU Officer 11</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ANU Officer 12</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 13</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>ANU Officer 14</td>
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<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>24</td>
<td>38</td>
<td>28</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: AMEM/Stats I, Statistical Office, ANU.
7.14.1 Classification
As with the responses from clerical staff, strong views were expressed about the inconsistencies in classification of positions across the University and apparent lack of understanding of the nature of the duties in many particular positions on the part of the classifications area.

7.14.2 Qualifications and Training
The most frequent comments from ANU Officers concerned limited opportunities to acquire new skills for the purposes of career development. It was felt that senior staff do not encourage those under their supervision to learn new skills. It was also recognised that restricted mobility within the ANU was partly attributable to its small size. Nevertheless, there was a view that the University had no strategy for the planning and management of the skills and talents of its staff. The effect of this appeared to be compounded by staffing decisions primarily made on economic grounds, resulting in dissatisfaction, frustration and exploitation.

7.14.3 The comment was made that where training courses provided opportunities to gain wider skills and knowledge of the University, there was no opportunity to make use of the knowledge gained, and no tangible change of status or extrinsic reward.

7.15 One of the stated objectives of the Administrative Development Program (1984) at the ANU is that participants should
— be better prepared and qualified to work at more senior levels within the University.
In the light of views expressed in the responses, the Sub-committee questions whether opportunities to apply this training exist in any substantial way within the University.

Recommendations
7.16 Planned job rotation schemes should be introduced to enable a variety of skills to be acquired which would increase promotion prospects and the likelihood of greater job satisfaction for all staff.

7.17 To assist job rotation, a procedures manual should be compiled for each work area and regularly updated, and the Administrative Guide should also be revised and updated.

7.18 Classification procedures should be thoroughly reviewed, and clear classification guidelines should be drawn up and made available to staff on request.

7.19 Reclassification should be undertaken by small committees, whose membership should include at least one woman and one member with a detailed knowledge of the position under consideration.
7.20 A single classification structure of Administrative Assistant for keyboard and clerical staff should be introduced (see also 3.13 and Appendix B.3).

7.21 The University should establish procedures to ensure that people are able to utilize skills and expertise acquired through job related courses.

7.22 In view of the small proportion of women achieving senior positions in the University, all selection committees for all grades of Clerks and ANU Officers should include at least one woman member.
8 CLEANING STAFF

8.1 The general letter of enquiry of the Association to women employees, although it reached all cleaning staff, evoked almost no response from this group, primarily because of their lack of English language reading skills. A subsequent approach through the Miscellaneous Workers Union provided the name of a cleaner who was prepared to be nominated as a member of the Working Party representing the cleaners.

8.2 Most of the women cleaners in the University are migrants, mainly Yugoslavian and Italian, often with poor language skills in speaking, in writing and in understanding English.

8.3 Specific cases of discrimination were brought to the attention of the Cleaning Staff Sub-committee. These were resolved through discussions among the Sub-committee, the Personnel Officer, the Directors and Business Managers of the Schools involved, the Union and the women affected. Subsequently, a meeting was held in JCSMR with cleaning staff and tea ladies which Margot Bremner and Maureen Faull (a Leading Hand in The Faculties) attended to discuss particular problems. It was clear that many of the women did not have a clear idea of their rights as employees nor of procedures for protecting those rights.

Problems

8.4 Attitudes of supervisors towards cleaning staff which give cause for concern include:
- overt and covert racist remarks concerning ethnic origins;
- rumours that migrant women will no longer be employed;
- threats of dismissal or job loss if the women complain or disagree about tasks to be done;
- sexual harassment;
- statements that the women are 'stupid' or 'ignorant' when they do not immediately understand;
- favouritism towards Australian-born staff;
- interviews conducted by one person only (the Leading Hand);
- reluctance and often refusal to allow the women to carry complaints further;
- statements that the women should not join the union;
- statements that the women should not join the superannuation fund;
— rigidity in allocating requested recreation leave;
— indirect intimidation of women who have complained in any way about their supervisors;
— victimisation of women who complain;
— accusations of 'trouble-making' against women who try to assert their rights or help other women to do so.

8.5 Most supervisors of cleaning staff at ANU have Australian or British backgrounds. However, the majority of the cleaning staff are of southern European migrant origin and are disadvantaged in that:
(i) they are in their jobs because of economic necessity;
(ii) they often have young families;
(iii) they frequently have language problems;
(iv) the ethos of their countries of origin predisposes them to have a submissive attitude towards men.

It appears that all too frequently the supervisors play on this vulnerability. The women do not complain because of fears of victimisation or even dismissal. Nor do they appear to be aware of avenues open to them for redress.

Conclusion

8.6 Although the Association cannot assume the role of mediator in these cases it could and should provide an additional conduit for the cleaning staff to reach the proper authorities. Further, the Association should continue to express, as widely as possible, its support for the women.

8.7 The representative of the cleaning staff on the Working Party has written a letter to all women cleaners to be included in the Union newsletter. In conjunction with Audrey Dargan, the personal adviser to staff, a meeting is being arranged for all women cleaners to advise them of:
— the continuing support of the Association in helping to ensure that problems are handled through the appropriate channels;
— the Association's aid in upholding their rights;
— the existence of 'English in the Workplace' programs and their eligibility to attend these.
9 ETHNIC WOMEN

9.1 There are many female employees of the ANU whose language and cultural backgrounds set them apart from the mainstream Anglo-Saxon community. For want of a more definitive term, the word 'ethnic' is used here to identify this diverse group of women. As women, they face the 'normal' sexist discrimination. As ethnic women, they encounter enormous problems related to their command of the English language and, more especially, to the racism in the community.

9.2 A study of the special problems that ethnic women encounter is a daunting task. In the first instance, it is obvious that they do not form an homogeneous group. These women have backgrounds and experiences as diverse from each other as from the English-speaking community. There is often fear and distrust between their various ethnic groups. In the process of assimilating into the dominant society, migrant communities tend to take to 'wog bashing' as they see their own claims to being 'natives' strengthened. The most newly arrived ethnic groups suffer the racism of the more established migrants as well as of the Anglo-Saxon population. This is not unique to the Australian experience. Thus, these women may not recognize that they share common problems of discrimination.

9.3 This report proposes, then, to present some of the most obvious difficulties that exist for ethnic women at the ANU. It was not possible to conduct a survey in this area. Time was a factor. As well, it was felt that the University is in a far better position to take on the task. Firstly, it can provide the resources and expertise needed to set up and conduct an interview-survey survey of ethnic women. (Obviously questionnaires would be inappropriate here as many women would have difficulty in English expression.) Secondly, these women might be more willing to respond to a survey which had the approval of the Administration.

9.4 The Ethnic Women Sub-committee has, however, considered the types of questions pertinent to such a study. While not exhaustive, these point to areas of concern:

- Have you been fully advised of your rights and entitlements as an ANU employee pertaining to sick leave? maternity leave? personal leave? workers' compensation?
- Were you fully advised of the specific duties pertaining to your position?
- Do you feel that you are or ever have been made to do jobs not covered in your list of duties? By whom?
— Do you feel free to approach fellow employees when you have a query or grievance? supervisors? the Personnel Office?
— Do you feel intimidated by fellow employees? by supervisors? Why?
— Are you encouraged to improve your English skills by the University? supervisors? fellow employees?
— Are you made aware of study and training opportunities at the ANU?
— Have you ever been refused time away from your duties to attend English or training courses?
— Are you made aware of sporting and recreational programs at the ANU?
— Do you feel the University has given you adequate credit for your overseas academic qualifications? for your overseas employment experience?
— Do you feel that your English expression and/or comprehension is a barrier to advancement and promotion?
— Do you feel that you have been denied appointment or promotion unfairly because of your sex and/or ethnic background?
— Do you feel that your authority has ever been undermined because of your sex or ethnic background?
— Do you feel that you have been discriminated against in any way because of your sex, race, nationality, or religion by the University as an institution? by supervisors? by fellow employees?

Findings

9.5 The Sub-committee feels that the questions set out above are relevant in light of the reports of ethnic discrimination that have been brought to its attention.

9.6 Whilst ethnic women academics may encounter the kinds of problems faced also by other academic women, they may encounter additional problems. From their responses to the general letter of enquiry it appears that some feel that they have been discriminated against in such areas as promotion, appointment to Departmental Headships (particularly in language Departments which tend to have a higher than average concentration of women of ethnic origin), and recognition of overseas qualifications.

9.7 The majority of ethnic women on campus are employed as general staff. Here it may be beneficial to distinguish between those women with poor English skills and those with a good command of the language.

9.7.1 For the first group of women, the lack of basic speaking, writing and comprehension skills makes them vulnerable to blatant discrimination in the workforce. These women generally come from East European backgrounds and are employed in unskilled positions such as cleaners and tea ladies. They are often subject to harassment and intimidation from their immediate supervisors and need encouragement to improve their language skills and to air their grievances without fear of reprisals.
9.7.2 The second group, women with good English skills, tend to be Asian and West European and are widely employed in library, secretarial, clerical, technical, and research positions. They are more likely than the first group to know their rights and express their grievances. The Sub-committee received more reports from this group. Their problems tend to be less obvious, but are no less serious than those faced by the former group.

9.7.3 Racism exists on campus and can affect appointments. In one case, the only two applicants short-listed for a temporary technical position were Asian women. One of the supervisors stated flatly to colleagues that he was not prepared to work with an Asian woman.

9.7.4 The criteria for promotion are not always experience and expertise. For example, a technician, female and Asian, and very senior in her position, has applied on numerous occasions for promotion. She has been unsuccessful, even though she has been better qualified than many of the successful candidates. In all cases, males were appointed. She feels she has not been given adequate explanation; nor has she received encouragement to seek promotion from her immediate supervisor.

9.7.5 Women as well as men may discriminate against employees from non-English speaking backgrounds. For example, a European typist was told by the rest of the women with whom she worked that she was required to do all duplicating jobs as well as her own typing. She complied for some months until she discovered that this was not the case.

Recommendations

9.8 The University should actively encourage ethnic women to improve their English and job skills by:
(a) ensuring that every woman is aware of the English in the Workplace Program through memos in ethnic languages where necessary;
(b) advising these women and their supervisors that it is their right to be given time off from normal duties to attend this program;
(c) encouraging and granting time away from the workplace to attend other courses — whether on or off campus — to upgrade education and employment skills.

9.9 The personnel practices at the University should be reviewed and made consistent for all appointments. In order to end sexist and ethnic discrimination in selection practices, it is recommended that:
(a) an independent member be appointed to every interview panel;
(b) complete records of interviews be kept including the candidate’s application, notes on the interview, rating of the candidate’s ability in all criteria of the position, and an overall rating (i.e., Highly Acceptable, Acceptable, etc.);
(c) all candidates be advised of their ranking in the selection process and in particular, if unsuccessful, how they might improve their experience and/or interviewing skills;
(d) a full report by the interview panel, justifying their selection, be submitted to the Personnel Office for approval;
(e) an appeal system be implemented whereby unsuccessful candidates may contest the decision of the panel on the grounds of superior qualifications, insufficient recognition of overseas qualifications and experience or apparent bias;
(f) interviewers be required to undertake some form of training in interview and selection procedures.

9.10 The University should provide an interpreter service which would be available to:
(a) provide communication between the Personnel Office and ethnic employees, ensuring that these employees are provided with their duty statement and fully advised of their rights and entitlements as ANU employees;
(b) assist all ethnic employees in their correspondence with the Personnel Office, the Administration, supervisors, medical staff, etc. either verbally or in writing.

9.11 The University should state in all recruitment advertisements that it is an 'Equal Opportunity Employer' and provides such facilities as child care, language training, an interpreter service.

9.12 Supervisors should be required to undertake a management training course.

9.13 The University should institute an effective mechanism for identifying and dealing with sex and racial discrimination on campus.
10 TENOSYNOVITIS

10.1 Soon after the establishment of a Tenosynovitis Sub-committee of the Working Party of the AWE, a brief questionnaire was sent out to all secretaries and VDU operators on campus (Appendix F.I). A week later the questionnaire was also sent to all typists and stenographers. Clerks were not included because of the difficulties in obtaining addressed labels at that stage. Approximately 260 questionnaires were sent in the first batch and a further 100 in the second.

10.2 As at 30 November 1983, 143 replies had been received, representing a 40 per cent response rate. This report discusses these replies.

10.3 Of the 143 replies received, 98 reported that they had experienced some or all of the symptoms described in the sheet that accompanied the questionnaire (Appendix F.I). This represents 69 per cent of those who responded. Of these, 73 per cent said that they had taken some form of action. The majority of those reporting symptoms were in the secretary or VDU classifications. The results are summarised in Table 10.1 below.

<table>
<thead>
<tr>
<th>TABLE 10.1</th>
<th>Summary of Tenosynovitis Questionnaire Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>No. of replies</strong></td>
</tr>
<tr>
<td>Secretaries who have experienced symptoms</td>
<td>54</td>
</tr>
<tr>
<td>VDU operators who have experienced symptoms</td>
<td>30</td>
</tr>
<tr>
<td>Typists who have experienced symptoms</td>
<td>7</td>
</tr>
<tr>
<td>Stenographers who have experienced symptoms</td>
<td>1</td>
</tr>
<tr>
<td>Symptoms but no specified occupation</td>
<td>6</td>
</tr>
<tr>
<td>Total reporting symptoms</td>
<td>98</td>
</tr>
<tr>
<td>Total without symptoms</td>
<td>43</td>
</tr>
<tr>
<td>Total with symptoms in the past but not now</td>
<td>2</td>
</tr>
<tr>
<td>No. of people who have done something about it</td>
<td>72</td>
</tr>
<tr>
<td>Total respondents</td>
<td>143</td>
</tr>
</tbody>
</table>

10.4 The number of people who reported symptoms even in this rough survey is sufficiently high to indicate that tenosynovitis is becoming a critical health problem on campus. The jobs most likely to show evidence of tenosynovitis are female-dominated, so that the issue is of particular interest to the AWE.
10.5 In 1983 the Trades and Labour Council and its associated unions agitated for reform of the ACT Workmen's Compensation Ordinance, which covered only 'accident-related' injuries. The insurance companies had argued in the past that repetition strain injuries were not accident related and therefore did not require compensation. A test case was mounted by a University employee and was heard in early December 1983. The Court held that repetition strain injuries were covered by the Ordinance. However, the Ordinance was amended in December to eliminate any doubts that such injuries are compensable.

10.6 HAREA has set up a sub-committee on occupational health and safety which is now in the process of drafting recommendations to go to the Vice-Chancellor's Advisory Committee on Occupational Health and Safety. The changes to the VDU guidelines that will be sought include mandatory hourly 10 minute breaks, all University equipment to be checked for appropriateness, new equipment to be bought only if it conforms to specified requirements, and management and supervisor training.

Recommendations

10.7 It is recommended that, on the basis of this brief study and its alarming results, a proper survey of all prospective victims of RSI on campus be instituted, beginning with those who are currently operating VDUs or typewriters on either a regular or intermittent basis. It is important to note that when Stage II or III of tenosynovitis is reached, the issue is essentially one of redeployment or compensation. But those suffering only Stage I symptoms may still be capable of rescue — if they can be identified. Current fears about job security and the slowness of response by the University Administration may be inhibiting the application of preventative measures to those in need, thus ensuring that more Stage II and III victims will arise in the future.

10.8 The University should implement a program of preventative measures which could include variation in tasks, job sharing, provision of document holder, correct furniture, machine speed locks, mandatory breaks and new keyboard design.
II CHILD CARE

11.1 There is a great scarcity of good quality full-day care both at the ANU and in the Canberra community as a whole. This lack creates very serious difficulties for staff, particularly for women who continue to be seen as primarily responsible for children and hence for the provision of care.

Child Care Services and Needs

11.2 The ANU Administration has never been directly involved in the provision of child care facilities at the University. Academic and general staff, and students in particular, have been responsible for the establishment of all four full-time centres and for the School Holiday Program:
(a) University Pre-School and Child Care Centre Inc. est. 1969;
(b) Parents on Campus Child Care Centre Inc. est. 1972 (undergraduate co-operative);
(c) RSA Family Day Care Inc. est. 1975, originally set up with the support of the Research Students Association; this support is now provided by the ANU Staff Association;
(d) Campus Child Care Collective est. 1979, a co-operative set up when places at (b) were not sufficient to meet needs. Not government funded.
(e) ANU School Holiday Program est. 1982. Operates during all school holidays — not government funded.

11.3 The 1981 study by FAUSA of University Child Care\(^1\) stated that ANU had good child care facilities in comparison with other Australian universities, and noted that the relationship between the Administration and the various centres was primarily positive.\(^2\) The University has provided several facilities to each group which has demonstrated a need for care services and indicated a capacity to provide these:
(a) rent-free accommodation;
(b) some improvements of very sub-standard premises;\(^3\)
(c) maintenance of exterior of premises;\(^4\)
(d) O-barred PABX extension;

---

\(^2\) Ibid., p.29.
\(^3\) Ibid., p.25 (Campus Child Care Collective); p.26 (School Holiday Program). See also AVCC Report Child Care Facilities, (May 1983), p.9.
\(^4\) Ibid., p.12.
(e) provision of services required by external legislation;
(f) advice/consultation on various issues.\(^5\)

II.4 It is important to note, however, that, since 1981, there have been new centres established in other universities, the facilities of which are far superior to those of any of the ANU centres.

II.5 No ANU centre has security of tenure in its premises, hence there is always the risk of losing the benefits of the extensive work which parents and the staff of centres have put into repairs, improvements and decoration. This, for example, was the situation for the School Holiday Program which was moved from a Balmain Crescent cottage to very inferior accommodation at Lennox House.

II.6 There is substantial and increasing dissatisfaction expressed as regards maintenance and other costs. Centres have to pay sewerage and water rates and for garbage collection. The University places a 10 per cent charge on all orders for supplies which go through its purchasing or costing systems, even though the goods may be purchased externally. The University is seen to have made substantial changes to its policy as regards maintenance of the external framework, and it is difficult to get such work performed. The exterior of Lennox House (the base of three centres\(^6\)) is in poor condition. Finally, centres are charged for unnecessary numbers of maintenance staff sent to do minor repairs, and for double work periods for such staff.\(^7\)

II.7 Although such changes have affected all other University services, they are seen by the child care centres as providing additional strain on budgets which are already tight; and, even more importantly, as being an indication of the relatively low priority that workplace child care has as far as the Administration is concerned.

II.8 Overall, the attitude of the Administration has been, at best, one of detachment, perhaps to be summarised as an implicit belief in the 'user pays' principle. Such an attitude, however, by seeing users as a series of individuals and by viewing child care as a personal issue, obscures the fact that in reality it is the University as a community of students and staff which uses the child care facilities. The University, therefore, reaps much of the benefit from the existence of the centres. The Subcommittee believes therefore that the Administration needs to perceive the services currently offered by the individual groups in this light; and that it should relate the very real needs and problems of these centres to several factors which are crucial to the current operation of the University itself.

\(^5\) E.g. see Moore and O'Donnell, op.cit., pp.22-23, 29.
\(^6\) See above, II.2 (a), (d) and (e).
\(^7\) Two maintenance staff are sent on each job, and such work tends to cover two time slots, both of which are charged for, even though staff may spend a much shorter period on the actual repairs.
II.9 These factors are set out below:

II.9.1 The University revolves around its student population. This population has altered appreciably in recent years and the University's policies must change accordingly to meet its needs. As regards child care, it is important to note:
(a) the number of younger students, often effectively sole parents, with children;
(b) the increasing number of mature-age and part-time students (the Campus Child Care Collective was set up for such persons);
(c) the increase in the number of women attending University.

II.9.2 A high proportion (43.5 per cent) of the University workforce are women. The greater proportion of these are on the general staff (93.5 per cent of women employees) where they are 47.6 per cent of this staff category. Women academics (6.5 per cent of women employees) form 11 per cent of academic staff, primarily at the lower levels, often in non-tenurable positions. Nearly 33 per cent of the female workforce is part-time. The general letter of enquiry sent out to women employees in late 1983 revealed that lack of child care was a major problem for women staff (see above, 2.31). Child care hence must be seen as an issue affecting employment and performance.

II.9.3 There is a large non-tenured staff in IAS, including many recruited from overseas, and there is a number of doctoral students from overseas. Both groups lack family in Australia, a network of friends, and knowledge of available childcare facilities. Staff (especially non-tenured) in The Faculties, who have been recruited from overseas and outside Canberra, often need child care and are also without a network of family, friends or information. For all these groups, the University provides no information and no assistance. Child care is seen as a private issue and individuals must spend considerable time and effort attempting to locate services, before they can settle into a job. This is disadvantageous to both the University and the employees.

II.9.4 The survey of Women Academics (see above, 4.4) indicated a very real possibility that the lack of child care services was a factor in the decisions of some women not to have children and/or to postpone having children for some time.

II.9.5 There is a scarcity of places at other child care centres (government and private) in the ACT. This factor has two effects:
(a) that the parent employed at the University will attempt to use University services, because the workplace of the spouse offers no child care; therefore
(b) there is a shortage of places available for children of those University families (especially single parents) who have limited access to external child care centres (full-day creche care, which is at a premium, especially for babies).
II.10 It is not uncommon for parents to place a child in two or more centres throughout a working week so as to have 5 days of full-time care. The effect on the child can only be devastating, and this situation is recognised as a major problem by child care centres throughout Canberra.

II.11 For staff, full-day care is often seen as that most suitable for their needs and that of their children. The University Pre-School and Child Care Centre, which does not have a parent work involvement and which has built up a large and comfortable building, is the centre of choice for parents who expect to be at the University for an appreciable period. Waiting lists are long (at present there are approximately 150 on this Centre’s list; and one must take into account the fact that many persons do not put their names down because they know they will have little chance of a place).

II.12 Temporary and non-tenured staff are particularly disadvantaged in this instance. The other centres developed because student and staff needs were immediate, and the University Pre-School simply could not meet them. This situation continues.

II.13 RSA Family Day Care, which places approximately 200 children, has difficulties in finding sufficient minding parents (as do other Family Day Care Centres in the ACT). The other two centres expect parents to work a shift relative to the number of sessions used; this provision means that full-time staff prefer a centre which does not have this requirement of child care on the campus.

Concluding Remarks

II.14 All the above-mentioned factors are ones which affect the University profoundly. Child care is a matter of necessity for staff and students, not a matter of individual whim.

II.15 The provision of good quality on-campus care should be seen not only as desirable, but as essential: essential to the proper functioning of an institution which is comprised of several groups each with particular needs.

II.16 For students, the provision of child care should be seen as a service equivalent to the medical and counselling centres — an essential support service.

II.17 For general and academic staff, the provision of on-campus child care must be seen as a fundamental part of working conditions.

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8 Except for maintenance etc. This distinguishes this centre from Parents on Campus and the Campus Child Care Collective, both of which roster parents to work for a 4 hour session. The latter, however, has provision for parents to pay extra in lieu of working a shift.
For too long the University has concentrated on the provision of services and support which are of especial benefit to tenured academic staff, and thereby, of especial benefit to men. Without a real and continuing commitment to the improvement of child care on the campus, the University cannot provide equal employment opportunities to women.

The existing disadvantages which many parents employed at ANU experience as regards child care must not be swept aside as personal and private problems. They are communal problems; the refusal to accept this reflects a failure by the University to establish policies which meet the varied, but equally valid, needs of a very substantial, highly disadvantaged, proportion of its staff.

Recommendations

11.20 The University should become directly involved in the provision of child care services on campus and should recognise such services as an essential part of working conditions for staff.

11.21 The University should assume responsibility for the cost of utilities supplied to the child care centres and for the cost of all repairs.

11.22 The University should establish a committee with representatives from all child care centres, and senior administrative officers:
(a) to undertake a full survey of child care needs of University employees;
(b) to discuss the ways in which such needs could be met by the upgrading of existing facilities and/or by the establishment of new centres.

11.23 The University should provide to all new employees full and up-to-date information on all child care centres and services on and off campus, and should undertake not only to inform new employees of such services, but to make inquiries of these services as to available places and costs on behalf of all employees coming from outside the ACT and from overseas.

11.24 The University should make such information listed in 11.23 above available to all current staff.
APPENDIX

APPENDIX A.1
AWE Circular to all Women Employees

The University has appointed Dr Marian Sawer as a consultant for two months from 10th October 1983 to advise it on equal employment opportunities. Marian is based in Room 108 in the Chancelry and she may be contacted on Ext. 3868/2491.

Marian is seeking information from women employed in all areas of the University to help it develop an Equal Employment Opportunities Program. The Vice-Chancellor will receive recommendations by 10th December 1983 and then review University employment practices to ensure that under the Federal Government’s proposed sex discrimination legislation, University practices do not discriminate against women.

On 10th October approximately 80 women employees met in the Coombs Lecture Theatre and decided to form themselves into The Association of Women Employees at the ANU. The Association then set up a Working Party to collect information on women’s work problems, such as the lack of promotion prospects for some kinds of women employees, the absence of work guidelines for general staff, and the ‘dependent’ nature of many female jobs which block equality of opportunity at work.

At present the Working Party includes the following people:

<table>
<thead>
<tr>
<th>Name</th>
<th>Area (A = Academic)</th>
<th>Phone No. Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillipa Weeks</td>
<td>Law (A); (ANU Staff Association)</td>
<td>2609</td>
</tr>
<tr>
<td>Alice Day</td>
<td>Sociology, Visiting Fellow (A)</td>
<td>3813</td>
</tr>
<tr>
<td>Liz Stephenson</td>
<td>Chancelry, Administration (G)</td>
<td>4739</td>
</tr>
<tr>
<td>Caroline Ifeka</td>
<td>Anthropology (A)</td>
<td>3610</td>
</tr>
<tr>
<td>Kath Bourke</td>
<td>Political Science, Secretary (G)</td>
<td>2134</td>
</tr>
<tr>
<td>Helen Hughes</td>
<td>Development Studies Centre (A)</td>
<td>4579</td>
</tr>
<tr>
<td>Robyn Maier</td>
<td>Earth Sciences, Technical Officer (ADSTE) (G)</td>
<td>4641</td>
</tr>
<tr>
<td>Ellen Reith</td>
<td>Germanic Languages, Secretary (G)</td>
<td>2738</td>
</tr>
<tr>
<td>Pam Montgomery</td>
<td>Chancelry, Student Employment Officer (G)</td>
<td>3674</td>
</tr>
<tr>
<td>Jane Murray</td>
<td>Statistics, Tutor (A)</td>
<td>4791</td>
</tr>
<tr>
<td>Margot Brenner</td>
<td>Chifley Library (G)</td>
<td>4084</td>
</tr>
<tr>
<td>Bronwyn Duncan</td>
<td>Chancelry, Careers and Appointments (G)</td>
<td>3593</td>
</tr>
<tr>
<td>Thelma Hunter</td>
<td>CCE, Political Science (Retired)</td>
<td>73-1441</td>
</tr>
</tbody>
</table>
We are now seeking information from women about their working conditions and, additionally, about problems they may have which prevent them from having opportunities equal to those of men. The Working Party would like anyone wishing to help to please ring us on one of the above contact numbers.

The Working Party is meeting weekly and will report back to the next meeting of the Association, when it will seek further guidance.

The next meeting will be held on 31st October and will be asked whether it wishes to nominate to the Working Party, representatives in areas not yet covered.

It is very important that as many women as possible attend to represent their views. If you can, please turn up on Monday, 31st October at 12.30 p.m. to the meeting in the Haydon Allen Tank.

Working Party of the Association of Women Employees at the ANU.
APPENDIX A.2
Letter to the Vice-Chancellor with Draft Constitution

1 December 1983
Professor P.H. Karmel,
Vice-Chancellor,
Australian National University

Dear Professor Karmel,

In our letter of 20 October 1983 we outlined the formation of the Association of Women Employees at the Australian National University, and on 22 November we met with you to discuss the activities of the Association.

The objectives of the Association have now been formalised in a Draft Constitution, a copy of which is attached. Those objects are:
(a) To promote investigation, and elimination, of all forms of discrimination against women in the A.N.U.
(b) To seek provision of equal employment opportunity for women in the A.N.U.
(c) To monitor the implementation of equal employment opportunity initiatives in the A.N.U.
(d) To improve the status of women in the A.N.U.
(e) To promote the study of issues affecting women within the A.N.U.

The Association encompasses all women employees at the A.N.U., and retired women employees, and we are about to implement the formal registration of membership. At present the activities of the Association are being carried out by a Working Party, the 23 members of which represent a very wide range of occupations and geographical areas in the University.

While the immediate concern of the Association is to enquire into conditions of employment of women in the University and advise Dr Marian Sawer, the University’s Equal Employment Opportunity consultant, the Association’s objectives involve a broader, continuing function of monitoring and promoting the interests of women employees at the A.N.U.

The University is currently directing its attention to Equal Employment Opportunity in response to indications of Federal Government Policy, and in devising and implementing an Equal Employment Opportunity Programme will be engaging in extensive consultation with affected groups, the largest of which is women. We suggest that our Association is the most appropriate forum for consultation on issues affecting women and we seek formal recognition as such. The form which that recognition could take includes:
* representation on the University Council and other decision-making bodies;
* regular consultation between the University Administration and the Association on general employment and administrative matters;
* provision to the Association of secretarial, clerical and mail assistance for the purposes of communication with the University and its members.
A formal, co-operative relationship between the University and the Association along these lines would prove fruitful to both women employees and the University.

Yours sincerely,

Margot Bremner
Convenor,
Working Party,
The Association of Women Employees at the A.N.U.
Draft Constitution

1. **Name**
   The name of the Association shall be “The Association of Women Employees at the Australian National University”.

2. **Objects**
   The objects of the Association are:
   (a) To promote investigation and elimination of all forms of discrimination against women in the ANU.
   (b) To seek provision of equal employment opportunity for women in the ANU.
   (c) To monitor the implementation of equal employment opportunity initiatives in the ANU.
   (d) To improve the status of women in the ANU.
   (e) To promote the study of issues affecting women within the ANU.

3. **Membership**
   Membership is open to:
   (a) Women employees of the ANU and
   (b) Retired women employees of the ANU who are sympathetic to the objects of the Association. Eligible women shall register their membership in writing.

4. **Management**
   The management of the Association shall be vested in a Working Party.

5. **Working Party**
   (a) The Working Party shall consist of the Convenor and the Secretary/Treasurer and such other members as shall be elected by the members of the Association at the Annual General Meeting.
   (b) Any casual vacancy occurring on the Working Party may be filled by the Working Party.

   (a) The Working Party may meet together for the despatch of business and regulate its meetings as it thinks fit.
   (b) The Convenor may at any time, and the Secretary/Treasurer on the requisition of any two members of the Working Party, summon a meeting of the Working Party.

7. **Annual General Meeting**
   The Annual General Meeting of members shall be held during the month of March in each year.

8. **Special General Meetings**
   (a) Two Special General Meetings shall be held in each year, one in second term and one in third term of the academic year.
   (b) Additional Special General Meetings may be convened by:
      (i) any two members of the Working Party, or
      (ii) the Secretary/Treasurer upon the written request of any 20 members of the Association and shall be held within a period of six weeks from the date of receipt of the request.
9. Proceedings at General Meetings
   (a) A resolution put to the vote of a meeting shall be decided on a show of hands.
   (b) In the case of equality of votes, the resolution will be lost.

10. Notice of Meetings
    The Secretary/Treasurer shall give notice of all general meetings to members by way of:
    (a) notices distributed to all University Noticeboards, and
    (b) notice in the ANU Reporter Diary of Events.

11. Amendment of Constitution
    This Constitution may be altered by a resolution on notice passed by a simple majority of members present at the Annual General Meeting or a Special General Meeting. The requisite notice to such resolutions is one month.
APPENDIX A.3
General Letter of Enquiry

Letter to all Women Employees
From the Association of Women Employees at the ANU

The University needs our help to collect information about employment practices and working conditions that affect women's employment opportunities in all areas of the University community.

The purpose of collecting information is two-fold:

1. To review the employment situation of women at the ANU so as to ensure that under the Commonwealth Government's proposed sex discrimination legislation no individual or group of women employees is discriminated against by University practices; and

2. To advise Dr Marian Sawer, whom the Vice-Chancellor has appointed as Consultant on this matter, in developing recommendations to assist the University in setting up an Equal Opportunities Program.

To enable the Working Party of the Association and Dr Sawer to present fair and comprehensive reports on the University's standing as an employer of women, we have listed in the attached papers topics we believe will be particularly useful to the University in preparing its review. However, we would appreciate hearing from you about any other matters that you believe would contribute to a broad assessment of the status of women at the University, and recommendations for how this can be improved.

All women employed at the ANU are automatically members of the Association of Women Employees. The Working Party of the Association welcomes contributions to its review. If there are any issues not covered in this letter, such as responsibility for dependents, that you would like to see raised, please contact:

Margot Bremner — 4084 Thelma Hunter — 73.1441 Alice Day — 3813

Thank you for your cooperation,

Working Party
Association of Women Employees at the ANU
Request for Information from Women Employees

If you prefer to remain anonymous, omit your name. Your information will be entirely confidential.

Name
Age

Occupation and area of work
Classification (where appropriate)

Duration of employment at ANU

- Full-time
- Part-time

Years

- Permanent
- Short-term appointment
- Fixed-term contract

Please take time to comment on the following topics. Under each topic, we have listed examples of the items we are interested in. We would appreciate your comments on all or any one of the items — whatever applies to your particular situation. Please be as specific as you can in describing your experience and views. Use reverse side of page if you need more room.

1. **The ANU as employer, e.g.:**
   - Advertisements of position
   - Appointments to selection panels
   - Interview for job
   - Guidelines for work for general staff
   - Job-sharing opportunities
   - Re-entry into workforce
   - Promotion prospects
   - Re-classification
   - Superannuation
   - Facilities for Child Care

2. **The ANU as an institution providing education or training, e.g.:**
   - Staff development
   - In-service training
   - Encouragement to acquire new skills

3. **The ANU as a provider of accommodation, e.g.:**
   Have you been denied access to University accommodation on the grounds of sex, marital status or pregnancy?

4. **The ANU as a provider of goods, facilities and services, e.g.:**
   - Quality of health services
   - Sporting facilities
   - Availability of counselling
   - Physical education

5. **Have you had any experience that you believe might have been discriminatory against you?** Please describe.
6. Have you any other comments about the quality of life for women at the ANU? e.g.
- Contact with colleagues
- Participation in informal networks
- Career encouragement from senior staff
- Compatibility of working conditions with family responsibilities

7. Have you any suggestions for improving conditions of employment at the ANU?

Return to:
Margot Bremner, The Library, J.B. Chifley Building, A.N.U.
APPENDIX B.I

Questionnaire to Secretarial/Clerical and Administrative Staff

9 December 1983
Association of Women Employees at the Australian National University Working Party

The Keyboard Career and Administrative and Clerical Sub-Committees of the Working Party are investigating the status of women in the secretarial, clerical and administrative classifications.

The replies to the recent AWE survey and discussion among secretarial and clerical staff have raised the issue of recognition of skills and educational qualifications within the present classifications and the career structure of the University.

In order to examine this issue detailed evidence of qualifications is needed. We would therefore appreciate your reply to the attached questionnaire by 20 December 1983, so that the Working Party can report to the University early in the New Year.

Thank you for your assistance.

Keyboard Career Sub-Committee
Kath Bourke
Caroline Cobban
Pamela Montgomery
Ellen Reith

Administrative and Clerical Sub-Committee
Bronwyn Duncan
Barbara Payne
Liz Stephenson
Occupation/Classification: ........................................ Full-time: ....
Faculty/School/Area: ........................................ Part-time: ....
Length of service at ANU: .............................. Years .......... Months □ Casual:...........
Length of service in present position: ................. Years .......... Months □ Age:..............

1. Qualifications — professional and/or educational
   (including courses in progress)
   Certificate/Degree/Diploma Institution Completion date

2. Skills and Other Relevant Work-related Experience (e.g. word processing, use of computers, language ability, managerial skills, bookkeeping, etc.) Please distinguish between: (a) those skills obtained prior to and required for your present appointment, (b) those acquired during present appointment, and (c) those not currently used, whether or not stated a requirement of the position.

3. Staff Training and Development
   Have you undertaken any staff training courses within or outside the University? (e.g. interpersonal skills, report writing, career planning)

4. Comments
   We would appreciate any general comments on the present classifications and administrative career structure.

Please return this questionnaire by 20 December 1983 to:
Pamela Montgomery — Student Employment Officer, Chancery Annex
## Appendix B.2

### Salary Scales (Document 2692/1983)

The Australian National University Staff (Specific Conditions and Salaries) Award 1981

Rates of pay for administrative officer, clerical, secretarial and keyboard staff

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<th>Current Rates $pa</th>
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<th>Quantum difference $pa</th>
<th>% Increments</th>
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<td>Linguistics assistant</td>
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<td>Accounting Machinist Grade 5</td>
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<td>FPP 6 Oct. '83</td>
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<td>574</td>
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<td>13569</td>
<td></td>
<td>559</td>
<td>227</td>
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</table>
Appendix

87

List 4 — Schedule ‘D’
Casual Rates of pay for administrative, clerical, secretarial and keyboard staff

<table>
<thead>
<tr>
<th>Code</th>
<th>Classification</th>
<th>Previous Rates</th>
<th>Current Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>466</td>
<td>Stenographer (casual)</td>
<td>13500 + 20% = $8.87 per hour</td>
<td>14081 + 20% = $9.25 per hour</td>
</tr>
<tr>
<td>467</td>
<td>Typist (casual)</td>
<td>12741 + 20% = $8.37 per hour</td>
<td>13289 + 20% = $8.73 per hour</td>
</tr>
<tr>
<td>427</td>
<td>Coder (casual)</td>
<td>11160 + 20% = $7.33 per hour</td>
<td>11640 + 20% = $7.65 per hour</td>
</tr>
<tr>
<td>276</td>
<td>Interviewer (casual)</td>
<td>11160 + 20% = $7.33 per hour</td>
<td>11640 + 20% = $7.65 per hour</td>
</tr>
<tr>
<td>426</td>
<td>Invigilator (assistant)</td>
<td>14240 + 20% = $9.36 per hour</td>
<td>14852 + 20% = $9.76 per hour</td>
</tr>
<tr>
<td>428</td>
<td>Proof reader (casual)</td>
<td>14240 + 20% = $9.36 per hour</td>
<td>14852 + 20% = $9.76 per hour</td>
</tr>
<tr>
<td></td>
<td>Copyholder (casual)</td>
<td>11160 + 20% = $7.33 per hour</td>
<td>11640 + 20% = $7.65 per hour</td>
</tr>
<tr>
<td></td>
<td>Allowance payable to a typist Grade 1 or 2 who is operating an automatic typewriter</td>
<td>$236 per annum</td>
<td>$246.00 per annum</td>
</tr>
<tr>
<td>126</td>
<td>Allowance payable to Secretary to Dean/Director</td>
<td>$769 per annum</td>
<td>$802 per annum</td>
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</table>
APPENDIX B.3

Proposed Administrative Assistant Structure

The table below sets out the proposed administrative assistant classifications which could be achieved by amalgamating the present secretarial and clerical structures.

<table>
<thead>
<tr>
<th>Administrative Assistant Grade</th>
<th>Description/old classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Junior Office Assistant, Junior Clerk</td>
</tr>
<tr>
<td>II</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>III</td>
<td>Typist Grade I</td>
</tr>
<tr>
<td>IV</td>
<td>Clerk Grade I (movement of invoices, filing, etc.)</td>
</tr>
<tr>
<td>V</td>
<td>Typist Grade II</td>
</tr>
<tr>
<td>VI</td>
<td>Word Processing Typist I</td>
</tr>
<tr>
<td>VII</td>
<td>Clerk Grade II</td>
</tr>
<tr>
<td>VIII</td>
<td>Secretary I (a) (ie second secretary in Faculty Office, junior secretary in Department)</td>
</tr>
<tr>
<td>IX</td>
<td>Clerk III</td>
</tr>
<tr>
<td>X</td>
<td>Secretary I (b) (ie secretary to Professor)</td>
</tr>
<tr>
<td>XI</td>
<td>Clerk IV (present broad range to be divided into 2)</td>
</tr>
<tr>
<td>XII</td>
<td>Secretary II I (a) (ie secretary to School Secretary, Secretary to Head of Department, Secretary in specialist department (languages/linguistics/mathematical)</td>
</tr>
<tr>
<td>XIII</td>
<td>Secretary II II (b) (ie Departmental Secretary, Senior Secretary in Faculty Office, Dean’s Secretary)</td>
</tr>
<tr>
<td>XIV</td>
<td>Clerk IV</td>
</tr>
<tr>
<td>XV</td>
<td>Word Processing Co-ordinator</td>
</tr>
<tr>
<td>XVI</td>
<td>Clerk V</td>
</tr>
<tr>
<td>XVII</td>
<td>Secretary III</td>
</tr>
<tr>
<td>XVIII</td>
<td>Administrative Officer</td>
</tr>
<tr>
<td>XIX</td>
<td>Personal Assistant (with secretarial skills) to senior University Officers (ie Vice-Chancellor, Deputy Vice-Chancellor, Registrar)</td>
</tr>
<tr>
<td>XX</td>
<td>Administrative Officer (whose duties may be regarded as similar to Personal Assistant)</td>
</tr>
</tbody>
</table>
APPENDIX C

Follow-up Questionnaire for Women Academics

24 November 1983

Hopefully you have by now completed and returned the Association's general questionnaire to all women employees at ANU. The Association's sub-committee on academic staff is now following up the responses with a more detailed questionnaire particularly relevant to the situation of academic women on campus. This is designed to provide the kind of information necessary to formulate an equal opportunities programme for the University. It is also intended to identify areas where discrimination occurs.

Completion of the questionnaire will therefore contribute to a better understanding of the conditions under which women academics at ANU are recruited and employed. This data will provide support for recommendations to Council and hopefully enable the implementation of reforms. Could you please complete the questionnaire immediately and send it via return internal mail as all data has to be collated by 10 December 1983.

If you have any queries or would prefer to talk to us, please ring:

Pauline Moore X4083
Frances Perkins X4669
Beverly Hong-Fincher X3112
Jane Murray X4791

Please send completed questionnaires to:

Jane Murray
Statistics Department
Copland Building
ANU
Supplementary Questionnaire for Women Academics

Name*
Age
Occupation/Classification
Faculty/Department/School
Full time □
Part time □
Tenured □
Fixed term contract □
Short term appointment □

Qualifications

Degrees (tick)
Subject
University
Year conferred
Duration of employment in your current position .................................... years
List other academic or relevant public or private sector appointments held and duration of these appointments ................................ years
Level of first academic appointment

Academic Career

1. Do you feel you have ever been discriminated against in:
   (a) the making of academic appointments at the ANU? Yes/No
   (b) the granting of promotions? Yes/No
   Please specify circumstances
   * If you prefer to remain anonymous omit your name. Your information will be entirely confidential.

4. Do you know of other instances where women at the ANU have been discriminated against in the making of academic appointments (particularly of interest where women concerned are no longer employees of the University) and cannot respond to this questionnaire)? Yes/No
   Specify instances

5. Do you feel you have been discriminated against in being given the opportunity to participate in academic activities related to your career?
   (a) supervision of post-graduate students Yes/No
   (b) allocation of research funds Yes/No
   (c) opportunities for teaching Yes/No
   (d) allocation of funds for conference attendance Yes/No
   (e) opportunities for overseas study Yes/No
   (f) allocation of funds for field trips Yes/No
   (g) opportunities to give conference papers, submit publications Yes/No
   (h) other, specify
Please specify circumstances

6. Do you believe you were given the same encouragement as male students to undertake post-graduate studies, when you were a student? Yes/No/Don't know

Please specify circumstances

7. Do you think female students within your faculty/school are given the same encouragement as male students to pursue post-graduate studies? Yes/No/Don’t know

Please specify circumstances

8. Are there any other ways in which you believe your academic career is being obstructed by current University practices, regulations or facilities? e.g., regarding:
   — maternity leave provisions Yes/No
   — availability of part-time employment after child birth Yes/No
   — lack of child care facilities Yes/No
   — others, specify

9. Have you received encouragement in the pursuit of your academic career? Yes/No

Please specify types of encouragement

Mobility

10. Do you believe any University regulations discriminate against you because of the lower mobility you may have due to family commitments? Yes/No
    e.g., restrictions on re-appointments of non-tenured staff Yes/No
    expectations by some Departments that qualifications will have been obtained outside ANU Yes/No

Please specify circumstances

Decision-Making

11. Have you been appointed to any academic staff selection/promotion, student selection, or policy committees within the ANU? Yes/No

Specify which committees

12. Do you feel you have been passed over for membership of committees on which you were qualified to serve? Yes/No

Please specify circumstances

13. Do you believe you have been excluded from decision-making processes within informal networks of male colleagues? Yes/No

Working Environment

14. Do you feel that you are made more accountable to your head of department/director than are your male colleagues? Yes/No

Do you feel your authority has ever been undermined by more senior academics? Yes/No

Please specify circumstances
15. Have you ever been subjected to intimidation by male colleagues/students? Yes/No
Please specify circumstances
If so, do you believe that this has impeded your ability to function as an academic? Yes/No

16. Have you been subjected to sexual harassment by male staff/students? Yes/No
Please specify circumstances
If so, has this impeded your ability to function as an academic? Yes/No
APPENDIX D.I
Request for Information from all Technical and Draughting Staff

This questionnaire has been sent to all Technical and Draughting Staff on Campus. The intention is to collect information to review the employment situation of women at the ANU and we hope that everyone will return their completed forms before 18th December. The questionnaire has been sent to male and female staff to enable us to make comparisons.

The information is CONFIDENTIAL so there is no need to give your name.

1 Your School, Faculty, Unit etc.
2 Your sex is F/M?
3 Age? No of children?
4 Please circle your position:
   LTI/LT2/SLT1/SLT2/TO/TO2/STO1/STO2/STO3/HTO1/HTO2/HTO3
   DAI/DA2/Draughtsman, Illustrator/SDI/SD2/SD3
5 You are
   a) Full time /Part time?
   b) Permanent /Casual /Temporary?
6 How long have you been
   a) at this classification?
   b) at the ANU?
7 At what level did you join?
8 What qualifications do you have?
9 Are you currently studying for a qualification? If so, why?
10 Do you go to lectures during work hours?
11 Do you meet with any resistance if you attend lectures during work hours?
12 Are you classified appropriately compared with people doing similar work?
13 Would you prefer
   a) to work part time?
   b) to job share?
   If yes
      a) how many hours/week?
      b) permanent?
      c) casual?
14 Do you have somebody to go to with problems or difficulties experienced in your job situation? e.g. Supervisory staff / Union rep. / Audrey Dargan / Other?
15 What are your ideas for improving morale amongst tech/draughting staff?
16 Any other comments?

PLEASE RETURN THE COMPLETED QUESTIONNAIRE TO ROBYN MAIER R.S.E.S.
If you wish to contact us please leave your name, it will remain CONFIDENTIAL
APPENDIX D.2
Summary of Information obtained from Questionnaire

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<th>Replies</th>
<th>Total</th>
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<td>1</td>
<td>-</td>
<td></td>
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<td>HTO2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
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<td>HTO1</td>
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<td>3</td>
<td>-</td>
<td></td>
</tr>
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<td>STO2</td>
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<td>-</td>
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<td>STO1</td>
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<td>17</td>
<td>11</td>
<td></td>
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<td>To/Draugh</td>
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<td>PhD</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>MSc</td>
<td>9 (6%)</td>
<td>6</td>
<td>3</td>
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<tr>
<td>BA/BSc</td>
<td>34 (23%)</td>
<td>16</td>
<td>18</td>
<td></td>
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<tr>
<td>Dip</td>
<td>17 (11%)</td>
<td>11</td>
<td>16</td>
<td></td>
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<tr>
<td>Cert</td>
<td>52 (35%)</td>
<td>36</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Incomplete Qual. &amp; None</td>
<td>37 (25%)</td>
<td>23</td>
<td>14</td>
<td></td>
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<tr>
<td>Promotions whilst at ANU</td>
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<td>64%</td>
<td>65%</td>
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<td>Studying for a qualification</td>
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<td>31%</td>
<td>22%</td>
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<tr>
<td>Resistance to attending lectures</td>
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<td>18%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Correctly classified</td>
<td></td>
<td>49%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Incorrectly classified</td>
<td></td>
<td>33%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Preferring to job share, work part-time</td>
<td></td>
<td>26%</td>
<td>43%</td>
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### Appendix

Somebody to go to with problems or difficulties

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<td>—</td>
</tr>
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<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Dip</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>Cert</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Part or No Qualification</td>
<td>8</td>
<td>12</td>
</tr>
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Qualification of Lab Techs

<table>
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<th>Faculties 4 female+1 male</th>
<th>JCSMR 3 female</th>
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<tr>
<td>PhD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc</td>
<td></td>
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<td>BSc</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Dip</td>
<td>2</td>
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</tr>
<tr>
<td>Cert</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Part or No Qualification</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

Mean Age of Lab Techs

- Mean Age of Senior Techs
  - HTO3: 57
  - HTO2: 41
  - HTOI: 44
  - STO3: 43

28% of comments were about career & promotion advancement (or lack thereof)

17% of comments were about 'class mindedness', communication gap, involvement with research.

Other Comments Repeated/Raised — Downgrading of jobs when readvertising.
  - Requirement of management courses for senior staff.
  - Need for good Head of Department or Section.
  - Administrative consultation.
  - Staff development and training schemes on campus.
  - A couple of positive comments requiring no change.
  - Acknowledgement of work done.
APPENDIX E
Letter from Research Assistants/ Research Officers Sub-Committee to the Secretary

8 December 1983.

Dear Mr Williams,

You asked for our comments on the Deans and Directors Working Party report, “Mode of Appointment of Research Assistants and Research Officer”, which was written in response to a submission on that subject, by representatives of Research Assistants and Research Officers at A.N.U.

As we read the situation, the RA/RO representatives made a number of recommendations with a view to making the employment and working conditions of RAs and ROs more equitable: the most important recommendation being that appointment provisions be brought into line with those of other general staff. That would imply continuing appointments as a rule, except in cases of fixed-term research projects or fixed-term funding. The Deans and Directors acknowledge the need for some reform, but essentially they defend the status quo, using rather convoluted arguments.

The Deans' and Directors' defence of the status quo is not convincing. They argue, for instance, that the special nature of research militates against security of tenure; yet at least half of the research fellows in the research schools, and a majority of the teaching staff in the Faculties, enjoy security of tenure. Further, Library staff, technical officers, and other general staff who support research activities, are not subject to the uncertainties of short-term discretionary appointments.

The Deans and Directors are disturbingly vague and bland in some of their statements, and make no clear statement towards substantial reform. For instance, the statement: “where practicable Research Assistants and Research Officers should be offered . . .” (p 10) is not worth anything in practice. Similarly, the report is rarely supported by any data; and in some instances the data might not fully support the assertion advanced.

In particular, we are disappointed to find that the Deans and Directors do not address the question central to the RA/RO submission: why research officers and assistants are not offered similar conditions to those enjoyed by general staff. Nor do they directly tackle the question of bringing these appointments more into line with the condition of other research staff. At present RAs and ROs enjoy the advantages of neither category: they do not enjoy the continuing appointments which are common among general staff, nor do they have the possible career structures, nor anything like the salaries, of other research staff.

Our sub-committee feels that the complex position of RAs and ROs reflects the ad hoc way in which these positions have evolved: they are not generally thought to be part of a career structure, so that no-one has thought it necessary to regularise appointment procedures in the manner of other appointments to A.N.U. We support the call for continuing appointments for RAs and ROs, on the grounds of equity and of sound management principles. At the same time we recommend that A.N.U. consider a personnel management review of the position of ROs and RAs. There is very little available knowledge about who
holds these positions, what their qualifications may be, what they expect from the job, or what each job involves. This degree of ignorance reflects the discretionary and ad hoc manner in which many appointments are made. On general grounds of equity therefore we recommend that continuing appointments should be available for RAs and ROs, through regularised appointment procedures, except in those cases where the research or the funding is fixed-term.

We are also interested in this question from the different perspective of Equal Employment Opportunity. We do know, for example, that 65% of full-time positions are held by women, and that the great majority of the casual and part-time workers are women. The career opportunities, or the lack of them, for these women employed by A.N.U., merit additional consideration. We are asking women in this ambivalent and insecure situation to offer their own suggestions. Until we have their responses, and have had time to analyse those responses, we feel unable to offer further comment, since we wish to reflect their views in the report which we will present.

Yours sincerely,
Pamela Denoon
(on behalf of the sub-committee on RAs, ROs and TOs, of the working party, Association of Women Employees, A.N.U.)
APPENDIX F.1
Letter to all Keyboard Staff (on Tenosynovitis)

From the Sub-Committee on Tenosynovitis of the Working Party on Equal Employment Opportunities

No Names are required — This information is entirely confidential.

A sub-committee of the Working Party has been set up to find out how many people may be experiencing repetition strain injuries of which Tenosynovitis is now very important.

Please read the attached statement which describes the symptoms of Repetition Strain Injuries' symptoms. Then answer the following questions:

1. Have you experienced any of the symptoms described?
2. How long have you had these symptoms?
3. If so, what have you done about it?
4. Are you a Secretary, Typist, Word Processor Operator?

We urge you to answer these questions and return this letter to Jenny Tebbutt, CRES. It is in your own interests to help us gather the information on repetition strain injuries so we can advise the University how to best deal with the problem.

Signed: Sub-Committee of the Working Party:
Peta Dawson, Caroline Ibeke, Jenni Knobel, Gennesse Winch
REPETITION STRAIN INJURY

Repetition Strain Injury (RSI) is a term which encompasses a wide range of complaints affecting several different areas of the body. The injuries are often encountered in types of work where particular repetitive movements and/or fixed postures must be maintained for long periods of time.

Tendon inflammations such as tenosynovitis in the wrist are typical examples of the injuries commonly referred to as RSI. Such injuries are usually attributed to continual specific movements involving a good deal of force or speed. There is another type of injury which may afflict people doing repetitive work, due to the need for them to endure a static load on certain muscle groups as they maintain a fairly rigid working posture. These postural stresses may induce back pain, headaches or other tension-related complaints as well as contributing to the other injuries mentioned above. Some medical authorities see these static stresses as the more important side of the problem and therefore prefer to use the term ‘overuse injury’ rather than ‘repetition strain injury’ because the latter term tends to ignore the static causes. While this report will retain the term ‘repetition strain injury’ for convenience, it should be remembered that the injuries and causes discussed are not exclusively involved with movement.

Repetition strain injuries may appear in a variety of ways. Symptoms may be pain, numbness, tingling, heat sensations, swelling or loss of muscle power. In the early stages these symptoms may not appear to be serious and this, together with the fact that external signs are often difficult to detect or are non-existent, makes diagnosis a problem.

Stages of Repetition Strain Injury

Stage I  Early reversible
Duration — usually weeks
Aching and/or fatigue of the affected limb occurring during the work shift. Symptoms settle overnight and on days off. No significant reduction of work performance, usually no physical signs.

Stage II  Duration — usually months
Recurrent aching and fatigue occurring shortly after shift and persisting longer. Reduced capability for repetitive work.

Stage III  Duration — months to years
Persistent aching fatigue and weakness at rest and pain with non-repetitive movements. Inability to perform light duties and difficulty with household and other tasks unrelated to work.
APPENDIX F.2

ANU Circular No. 1186 on 'Repetitive Strain Injury' (Document 3299/1983)

The number of reported repetitive strain injuries has increased considerably over the past few weeks. While preventative measures can be taken (and my circular in July this year on Guidelines for the Use of Visual Display Units is one such attempt), it is already apparent that some members of staff have sufficiently serious medical conditions which will necessitate their redeployment or retirement.

I feel that positive action is required. The Personnel Manager has initiated procedures designed to assist in the redeployment of staff suffering repetitive strain injuries:

1. A Senior Personnel Officer, Mr J. Blackley, is interviewing all staff known to require redeployment. He will compile a list of the staff, their work skills, etc., and add to it as the need arises.

2. Appointments Section staff will bring to his attention all Requests to Advertise forms for vacant positions requiring duties that appear to be within the capability of staff on the redeployment list.

3. The positions will be withheld from advertisement until the Personnel Manager is satisfied that no member of staff on the redeployment list is capable of filling the vacancy.

4. If it appears that a member of staff on the redeployment list may eventually be capable of filling a suitable vacancy (i.e. after further treatment and recuperation) the Personnel Manager will arrange for the position to be filled, if necessary by a temporary member of staff.

I have asked the Personnel Manager that staff redeployed in these circumstances suffer no loss of salary. If the new position is at a lower grade, the difference in salary shall be made up by the original area if no alternative form of compensation is available. I do not think this is unreasonable.

We appreciate that a major difficulty in redeploying staff is to find suitable jobs. Your assistance in facilitating redeployment, where this is necessary, will be very much appreciated. This, of course, includes help in retraining if this is required.

I will be issuing further information shortly on additional preventative measures to avoid these kinds of injuries.

W.R. Williams
Secretary

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