

International Equity Benchmarking Project

Stage 1 Report Summary

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The University of British Columbia, Canada
The University of Melbourne, Australia
Queensland University of Technology, Australia
The University of Queensland, Australia
The University of Western Australia**

Contents

Executive Summary	3
Rationale	5
Benchmarking	5
Background	5
Process	6
Method	7
Findings	7
Students.....	7
Staff	10
Conclusions.....	12
Glossary	14
Appendix I	
Figures Student Quantitative Data.....	15
Appendix II	
Figures Staff Quantitative Data.....	20
Appendix III	
Equity issues presented and discussed at Brisbane 2004	33

This International Equity Benchmarking Project could not have commenced without the support of senior staff of the participating universities. The Equity Practitioners involved in this Project wish to acknowledge and thank their senior officers for lending their support and encouragement.

Executive Summary

This summary reports on the findings of Stage I of an international benchmarking exercise on equity and diversity in higher education initiated by the University of Queensland. Benchmarking partners included

- (Australia) The University of Queensland, The Queensland University of Technology, The University of Melbourne, The University of Western Australia.
- (New Zealand), The University of Auckland.
- (Canada) The University of British Columbia.

The benchmarking partners had on-line discussions and met twice between 2003 and 2004. It was agreed that the first stage of the International Equity Benchmarking Project would address issues of student access and success for women in non-traditional areas (Engineering, Architecture and IT), and promotion for academic women with special emphasis on women in non-traditional areas.

The Project has aimed for a collaborative approach and an integrated, long term process that allows for development and trial of strategies. Quantitative and qualitative data has been produced and analysed with goals of working towards improved performance in key areas and better preparation for future challenges.

Women Students

Universities experienced little variation in the proportion of women students in Engineering between 1999 and 2002. Most experienced general improvements of the representation of women in Architecture between these years but between 2001 and 2002 there was a decline in the percent of women accessing IT, except at the University of Melbourne.

Generally, women outperformed men in Engineering, Information Technology and Architecture.

The Project identified some key strategies leading to success.

Strategies for Student Success:

- Overt and meaningful support from senior staff ;
- Involvement with schooling sector to influence subject choices relevant to university programmes;
- Funding for recruitment and retention programmes;
- Exposing students to positive role models of successful women in the field;
- Female students from the university taking an advocacy role for the institution;
- ‘Champions’ in faculties to drive equity agendas;
- Offering the option for students to enrol in dual degrees or cross disciplinary studies;
- Providing retention strategies such as mentoring and advocacy;
- Development and acceptance of an inclusive curriculum.

Women Staff

The proportion of women Associate Professors and Senior Lecturer (C)/Assistant Professor level increased in all universities between 1999-2002. However, there were only a very small percentage of changes and generally, improvements were not experienced at the Professorial level in that period.

Strategies for Staff Success:

- Support from senior management that is consistent and demands accountability
- Effective planning and reporting
- Providing mentoring and leadership programmes;
- Recognition that the culture of universities may be a factor in preventing women to be equally represented at senior level;
- Encouraging women to apply for promotion earlier rather than later;
- Reduction of isolation for senior women;
- Funding and scholarships for women;
- Equity monitoring of selection and promotions panels;
- Family friendly employment policies;
- Combination of strategies.

Conclusions

The International Equity Benchmarking Project has been very successful as a collaborative venture that has enabled the partners to share their most effective strategies. Some of these are now being considered for adoption and implementation by other benchmarking partners, or modifications and improvements are being made to existing programs as a result of this shared information.

The Project has shown that there have been improvements in all institutions, albeit at different rates of success, in the representation of women staff and students, university-wide and in the disciplines of Engineering, Information Technology and Architecture. These improvements have not been dramatic but appear to be of a definite and sustained nature.

The Equity Benchmarking Project partners pose the following questions which will underpin future work:

- How do we more effectively measure outcomes?
- How can we tie improvements in outcomes to the effectiveness of specific strategies?

Report Summary

Rationale

There is an increasing understanding of the need for universities, as large corporate enterprises, to plan for 'Triple Bottom line' outcomes in line with 'best practice' in the business world, as demonstrated by leading multi-national companies such as Volvo, BHP, Alcoa and Hewlett Packard who develop strategic plans that include financial, environmental and social considerations. Increasingly it has been recognised that there are direct business costs associated with a failure to do so. These costs may be manifested in the area of human resources for example, through increases in sick leave, higher levels of staff turnover and increased vulnerability to litigation. As well as a fundamental social justice rationale for the work undertaken in the equity and diversity areas of the university, additionally and most importantly perhaps, it is becoming recognised that a diverse workforce ensures the organisation remains creative, innovative and responsive to market competition.

Benchmarking

Benchmarking of equity and diversity, utilised as a collaborative action-learning tool can provide the institutions involved with the capacity to not only measure past performance but importantly to identify drivers of future performance and plan innovative strategies.

Benchmarking provides a capacity to assess one's own institutional performance through comparison with peers and as a result, to initiate processes of self-improvement that will lead the university towards best practice in the particular area being scrutinised. Doerfel and Ruben suggest there are two primary reasons for undertaking benchmarking, *assessment* in which "comparing one's own organizational activities with those of others provides a context to make better sense of one's own outcomes and achievements... [and] *innovation* [which] can provide new insights onto ways of thinking and working, inspire and motivate useful and profound change" (in Baez 2000; Bender and Schuh 2002, pp7&8 original emphasis),

Background

The University of Queensland initiated a proposal to develop an International Equity Benchmarking Project in 2003. Selected universities were approached to participate, these included Go8, U21 and local benchmarking partners.

New Zealand and Canada were selected as suitable countries with university systems derived from the British model, rather than the USA, which was perceived to be significantly different, thereby making a comparative benchmarking activity difficult (consideration is to be given to inviting two UK universities to join the Project in 2005).

Participating universities shared some or all of the following common characteristics:

- institutional commitment to equity and diversity
- leading performance in one or more areas of equity and diversity
- similarity in context (size, structure)
- similarity of function and direction in the equity and diversity area
- local, national or international relevance
- membership Go8
- membership U21
- interest in substantive improvement through collaborative learning
- previous experience in benchmarking activities

The group participating in Stage 1 has consisted of The University of Queensland, The Queensland University of Technology, The University of Melbourne, The University of Western Australia, The University of Auckland and The University of British Columbia.

Process

An email list was established to enable on-line discussions and two meetings were held, one in Tasmania, another in Brisbane. The first meeting for Stage 2 of the Project is scheduled to be held in Brisbane in September 2005. The first stage of the Project has involved partners providing qualitative information on equity and diversity strategies, and quantitative data on women staff and student representation university-wide, and in disciplines where there has been a history of under-representation, which are, Engineering, Information Technology and Architecture. Access and success rates for students and representation of senior academic women have been analysed.

The benchmarking exercise had to take into account variations between institutions. These included:

- Different staff nomenclature and categories between different countries;
- Different target groups;
- Lack of student data in some universities;
- Difficulty for Canadian and New Zealand universities in comprehending the Australian DEST formula for calculating student access;
- Different entry levels to academic careers and differing career paths (such as the Canadian ‘tenure track’);
- Differences in the way institutions designated disciplines and therefore where meaningful data could be elicited.

There is some benefit in undertaking a comparative ‘one-off’ benchmarking exercise, but it was decided that far greater benefit arises from an integrated, longer-term process that allows for development and trial of improvements, and analysis of outcomes. Such a process leads to sustained and meaningful improvement, far beyond that which a simple ‘snapshot’ of selected comparators can provide.

For these reasons this report is a reflection of with the first stage of what is intended to be, an on-going collaborative benchmarking process.

Method

Benchmarking partners provided statistical data on full-time equivalent women staff and students in Engineering, Information Technology and Architecture between 1999 and 2002. Women students' data was analysed by access and success rates (ratios and student pass rates), academic staff by levels (percentages of all academic staff and ratios). Qualitative information was also provided on 'success drivers' for women staff and students by describing three successful initiatives that facilitated positive change.

In addition to this information Benchmark Partners made informal presentations on issues and strategies for best practice at the two meetings held in 2003 and 2004. Most of the topics in the first meeting related directly to the data collection exercise, subject matter in the second meeting was more broadly focused. Details of this discussion content is included in Appendix III.

Findings

Universities experienced little variation in the proportion of women students in Engineering between 1999 and 2002. Most experienced general improvements of the representation of women in Architecture between these years but between 2001 and 2002 there was a decline in the percentage of women accessing IT, except at the University of Melbourne.

Generally, women students outperformed men in Engineering, Information Technology and Architecture.

The proportion of women Associate Professors and Senior Lecturer (C)/Assistant Professor level increased in all universities between 1999-2002. However, there were only a very small percentage of changes and generally, improvements were not experienced at the Professorial level in that period.

Students

The two areas, 'Access' and 'Success' require different approaches to improving outcomes, although there may be some linkages between the strategies used.

Variations between institutions were assessed. Two institutions noted that women in Architecture were no longer significantly under-represented, although this altered between the Schools. It was noted that while women student numbers in Information Technology have not increased as well as might have been expected, the appeal of this industry has generally declined to all students. One university noted that under-representation of women in some courses of study may not any longer be the overriding concern related to student access and success, but rather race, socio-economic status or other attributes are becoming more of an issue

Student Access

Student access is defined as the number of commencing students in each equity group as a percentage of total commencing students.

Access is significantly impacted by factors external to the university, including school curriculum issues and societal attitudes. The university has limited capacity to influence these.

No institution used a single strategy, or suggested that any single strategy of itself, was responsible for increasing the numbers of women applying for enrolment. Rather there were a combination of strategies used and some degree of coordination between these seemed to be evident. Importantly, these included role modelling and advocacy to promote the non-traditional field of study as one that provided a positive and exciting environment for women, and the university as a place that would provide a welcoming and supportive environment for female students and staff.

There is some evidence that that improvement in access for women has among other factors, strong links to early career contemplation and career decision-making by school students, which influences subject choices and then university program options. Capacity to influence these factors can be achieved through active involvement of the university with the school, particularly during the final two years of the students' education. During this time, students can be exposed to positive role models of successful women in the field, and importantly female students from the university taking an advocacy role for the institution. Evidence indicated student role models had significantly greater impact than others, such as staff or women in the field, in engendering a belief in potential students that they too had a capacity to succeed at university.

It was also noted that having a 'champion' within the Faculty/Division to drive the equity agenda was a very successful strategy, although it was important that the person was senior, held significant credibility and had a depth of experience within the area.

One strategy that was proving successful in attracting women to the non-traditional fields of study was to offer the option of enrolment in dual degrees or to engage cross-disciplinary studies.

Engineering: Universities experienced little variation in the proportion of women students in Engineering between 1999 and 2002. The percentage of women commencing in Engineering ranged from 7.76% and 25.38% in 2002 (Figure 1 Appendix I).

Information Technology: Between 2001 and 2002 there was a decline in the percentage of women accessing IT, except at the University of Melbourne. The percentage of women commencing in IT varied between 15.77% and 32.01% in 2002 (Figure 2 Appendix I).

Architecture: Most Universities have experienced general improvements in the representation of women in Architecture between 1999-2002. In 2002, the proportion of

women commencing in Architecture ranged from 40.07% to 52.9% (Figure 3 Appendix I).

Student Success

For the purposes of this benchmarking exercise, student success was defined and examined in two ways:

1. Success Student Progress Rate (SPR) – proportion of units passed within a year compared with the total units enrolled (for the equity group); and
2. Success Ratio – the ratio of student progress rate for each equity group to the progress rate for all other students.

Many of the programmes in place appear to closely link success to the retention of the female students within the discipline. ‘Success’ was not posited as lack of academic ability. In fact, in all institutions women are performing near to or at the level of their male counterparts.

There were no institutional support programs therefore that focussed upon the academic skills for students upon the basis that women were less academically capable than men within the field. The strategies were instead aimed at breaking down isolation for women through networking, formal and informal mentoring and advocacy, and provision of an inclusive curriculum. The development and acceptance of inclusive curriculum was posited as an important aspect of changing the institutional environment, although this might be viewed as only one part of an overall pedagogical change which may be required to make the learning environment a more positive experience for women students. One university has a compulsory unit to enhance students’ awareness of diversity and encourage more inclusive behaviour, although at this time no data was provided to indicate if these outcomes have been achieved.

Quantitative Data

Generally, women students outperformed men in Engineering, Information Technology and Architecture at most universities between 1999-2002.

Engineering: Women students’ success ratios were greater than one in all universities between 1999 and 2002, ranging from 1.01 to 1.03 in 2002 (Figure 4). In 2002, student progress rates (SPRs) ranged between 0.86 and 0.95 for women in Engineering (Figure 7 Appendix I).

Information Technology: In 2001 and 2002, most of the success ratios for women in IT were greater than one, ranging from 0.98 to 1.04 in 2002 (Figure 5). In 2002, student progress rates (SPRs) ranged between 0.77 and 0.94 for women in IT (Figure 8 Appendix I).

Architecture : Women students in Architecture were also more likely to outperform their male counterparts, with most universities having ratios greater than one between 1999-

2002. In 2002, the ratios varied from 0.99 to 1.05 (Figure 6 Appendix I). In 2002, student progress rates (SPRs) ranged between 0.88 and 0.95 (Figure 9 Appendix I).

Staff

There seemed to be two major components to institutions' programmes addressing the promotion of women. The first was improving specific skills to make them more competitive and to provide them with confidence about applying for promotional positions. The second aimed to address 'cultural change' within the institution – to improve opportunities for women and to improve the environment once they reached a senior level.

Most institutions offered both types of programmes, although it was not clear from the data related to 'cultural change' in particular, what most institutions defined as those cultural characteristics that negatively impacted upon women moving into senior positions, and although cultural change was mentioned as an issue, the main thrust of programmes appeared to be directed more towards increasing the skills, confidence and marketability of the women themselves.

A key objective of a number of programmes involving women aimed to improve their skill levels in order to make them more competitive. What was not clear was whether women were in fact regarded as less skilled than their male counterparts, or whether the strategy actually was intended to increase their marketability and their confidence in applying for a promotion. A number of such strategies included leadership programs of various kinds that were either internal or externally provided. Leadership programmes and sessions that 'demystify' processes such as promotions for women were considered to be important. One institution noted their programme included a component that aimed to assist women to better balance and manage work and life commitments. Mentoring Programs were often used as an integral aspect of strategies to improve promotion opportunities and career outcomes for women.

The weighting given to research within promotional procedures by most institutions, was seen to disadvantage women and indigenous peoples particularly, through failing to adequately recognise and reward excellence in teaching, student pastoral care and community liaison. One strategy to counteract this was to redistribute the weighting to take better account of teaching and service components. A second approach was to focus on improving women's research output. Another related strategy was to embed a monitoring role for equity practitioners on selection and promotion panels. The rationale behind this strategy was to raise awareness of EO issues for panel members as well as to enable equity practitioners to increase their understanding of promotion procedures. Ensuring academic women participated as members of promotions committees was also effective.

Senior support, particularly at that the level of Vice-Chancellor/President, which was consistent and which demanded accountability was seen as fundamentally important to the success of a programme. Accountability was managed through planning and reporting

mechanisms. Such accountability provided status to the programmes and ensured issues were addressed seriously and meaningfully by the institution at all levels.

Funding in the form of scholarships or awards of some kind directly to women, or to those organisational areas that hire them was a feature of a number of programmes, and having a suite of 'Family Friendly' policies, especially when these are modelled by senior staff were seen to improve women's retention and advancement.

One institution found that 'growing their own' was not a successful staff recruitment strategy as women students tended to go into industry rather than academia. An alternative strategy was to create a number of 'research only' positions for women to create the necessary 'critical mass'. One institution had a female Dean of the Engineering Faculty who was able to use her professional networks very effectively in recruiting women staff.

It was noted that a number of strategies used to benefit women also have applicability for other underrepresented groups (e.g. indigenous peoples, people with a disability) as well as improving the work environment for all.

Quantitative Data

University Wide

Senior Lecturer (C)/Assistant Professor: The proportion of women at Senior Lecturer (C)/Assistant Professor level has increased at all universities between 1999-2002. In 2002, the percentage of women at this level ranged between 26.36% and 37.7% (Figure 10 Appendix II). Between 1999 and 2002, all universities had a ratio greater than one at this level, ranging from 1.03 to 1.51 (Figure 13 Appendix II).

Associate Professor (D): All universities experienced an increase in the proportion of women at Associate Professor level between 1999 and 2002. In 2002, women's representation at this level ranged between 12.2% and 35% (Figure 11 Appendix II). At the Associate Professor level, most universities experienced some improvement in their ratios between 1999 and 2002, though most universities had ratios less than 1. In 2002, ratios ranged from 0.626 to 1.22 (Figure 14 Appendix II).

Professor (E): Only very small changes were seen between 1999 and 2002 in the proportion of women at Professorial level. In 2002, the representation of women at this level ranged between 11.3% and 22.0% (Figure 12 Appendix II). Generally, improvements were not experienced in the ratios at this level between 1999 and 2002. Ratios ranged from 0.553 to 0.81 in 2002 (Figure 15 Appendix II).

Academic Women in Engineering 2002:

- Women represented between 3.85% and 17.5% of academic staff at Senior Lecturer/Assistant Professor level in Engineering (Figure 16 Appendix II). Most ratios for this level are greater than one (between 1.16 and 1.871) (Figure 19 Appendix II).

- Three universities did not have women represented at Associate Professor level. For those that did, women represented between 1.68% and 14.3% of academic staff at Associate Professor level in Engineering (Figure 17 Appendix II) with ratios that fell between 0.617 and 1.9 (Figure 20 Appendix II).
- Only two Universities had women represented at the Professorial level in Engineering (3.2% and 5.5%) (Figure 18 Appendix II). The ratios at these universities were 0.43 and 0.589 respectively (Figure 21 Appendix II).

Academic Women in Information Technology 2002:

- Women represented between 3.62% and 26.67% of academic staff in the IT field at the Senior Lecturer level (Figure 22 Appendix II). Ratios ranged from 0 to 1.667 (Figure 25 Appendix II).
- Only two universities had women represented at the Associate Professor level in IT (12.71% and 12.5%) with ratios of 1.745 and 1.25 respectively (Figures 23 and 26 Appendix II).
- Two universities did not have women represented at the Professorial level. At the other universities, women represented between 8.26% and 50% of the academic staff at this level in IT (Figure 24 Appendix II). Ratios for universities with women represented at this level varied from 1.134 to 2.56 (Figure 27 Appendix II).

Academic women in Architecture:

- Three universities did not have women represented at Senior Lecturer level in Architecture in 2002. For the three universities that did, women comprised between 20% and 29.24% of academic staff at the Senior Lecturer/Assistant Professor level in Architecture (Figure 28 Appendix II). Most ratios were below 1 between 1999-2002 (Figure 31 Appendix II).
- Two universities did not have women represented at the Associate Professor level in Architecture in 2002. For the universities with academic women represented at this level, they comprised between 18.52% and 80% of academic staff in Architecture (Figure 29 Appendix II). Three universities had ratios above one between 2000 and 2002 (Figure 32 Appendix II).
- Three Universities did not have women represented at the Professorial level in Architecture. For those universities with academic women at this level, percentages ranged from 29% and 40% in 2002 (Figure 30 Appendix II). Of the universities that had women represented at this level, three experienced ratios greater than one between 1999 and 2002 (Figure 33 Appendix II).

Conclusions

Statistics require context and background. A major challenge to this International Equity Benchmarking Project has been to establish those areas which provided sufficient commonality to enable collection and meaningful comparison of quantitative data. It has been possible to establish sufficient significant commonality in the main areas of interest to substantiate continuing with these statistical comparators as well as continuing the dialogue related to more qualitative areas of university equity practice.

The Project has shown that there have been improvements in all institutions, albeit at different rates of success, in the representation of women staff and students, university-wide and in the disciplines of Engineering, Information Technology and Architecture. These improvements have not been dramatic but appear to be of a definite and sustained nature.

Stage I has provided few surprises to the Equity Practitioners involved, but has tended to provide a more solid evidentiary base for previous hypotheses. As a 'snapshot' of the current state of equity in the defined areas, Stage 1 has proven very useful, although all agree that the real value from the quantitative data will come about through an evaluation of longitudinal trends, which is a significant goal of this Project.

The International Equity Benchmarking Project has been very successful as a collaborative venture that has enabled the partners to share their most effective strategies. Some of these are now being considered for adaptation and implementation by other benchmarking partners, or modifications and improvements are being made to existing programs as a result of this shared information.

The Equity Benchmarking Project partners pose the following questions which will underpin future work:

- How do we more effectively measure outcomes?
- How can we tie improvements in outcomes to the effectiveness of specific strategies?

Possible issues of importance to be addressed in the future include:

- cross-institutional comparison in distribution of women staff across the university,
- professorial promotions for women,
- the aging staff profile,
- recruitment and selection of indigenous staff, and
- outreach programs to students in designated equity groups

GLOSSARY

Because of the international nature of this equity benchmarking project, a number of terms, as used in this report, require clarification.

Canada	New Zealand	Australia
President	Vice Chancellor	Vice Chancellor
Vice-President	Deputy Vice-Chancellor	Deputy Vice-Chancellor
Associate Vice President	Pro-Vice Chancellor	Pro-Vice Chancellor
Professor		Professor
Associate Professor	Associate Professor	Associate Professor
Assistant Professor	Senior Lecturer	Senior Lecturer
Provost	Deputy Vice Chancellor/Pro Vice Chancellor	Senior Deputy Vice-Chancellor
	EFTS (Equivalent Full-time Student)	EFTSU (Effective Full – Time Student Unit)
Degree program	Degree program/degree course	Degree program/degree course
Staff	General staff	General staff
Faculty	Academic Staff	Academic Staff
Graduate programs	Post-graduate programs	Post-graduate programs
Faculty/Department	Faculty	Faculty

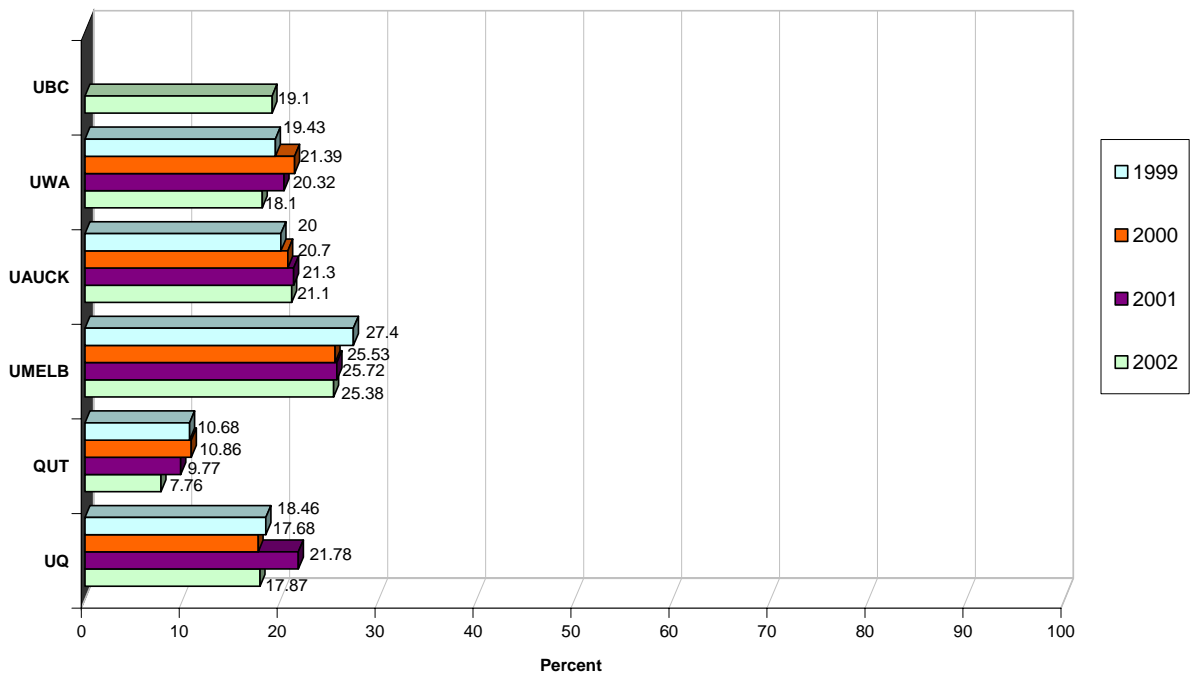
Student Quantitative Data

Student Access

Student access is defined as the number of commencing students in each equity group as a percentage of total commencing students.

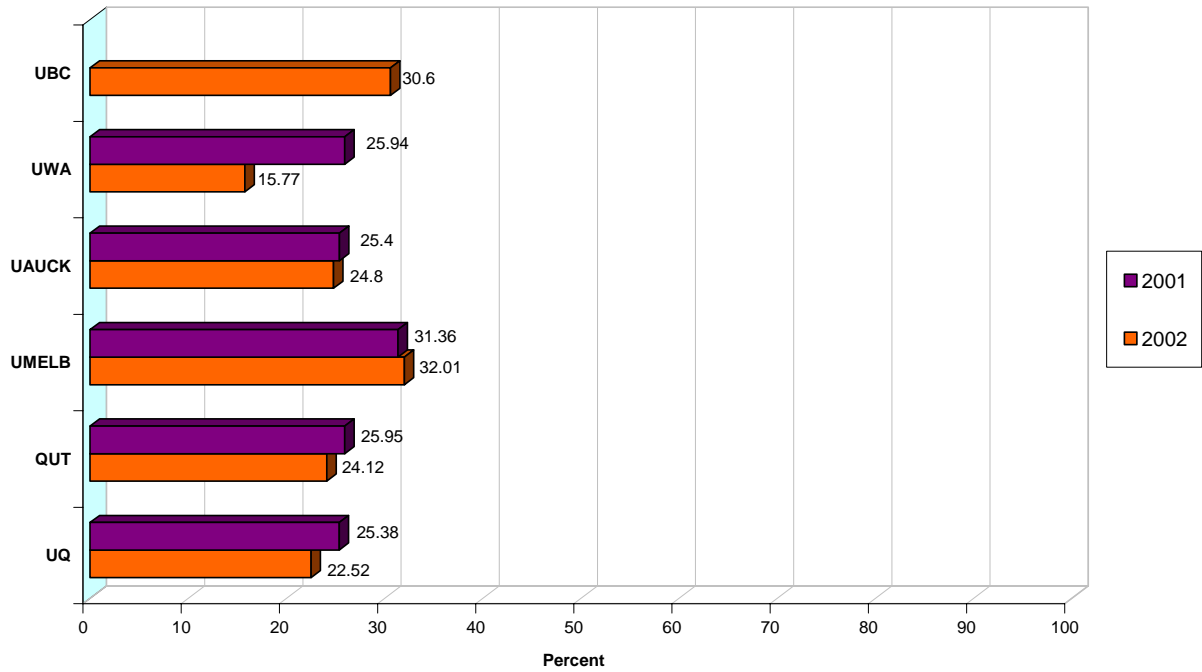
Women in Engineering

Figure 1: Student Access, Percent Women Students in Engineering 1999-2002



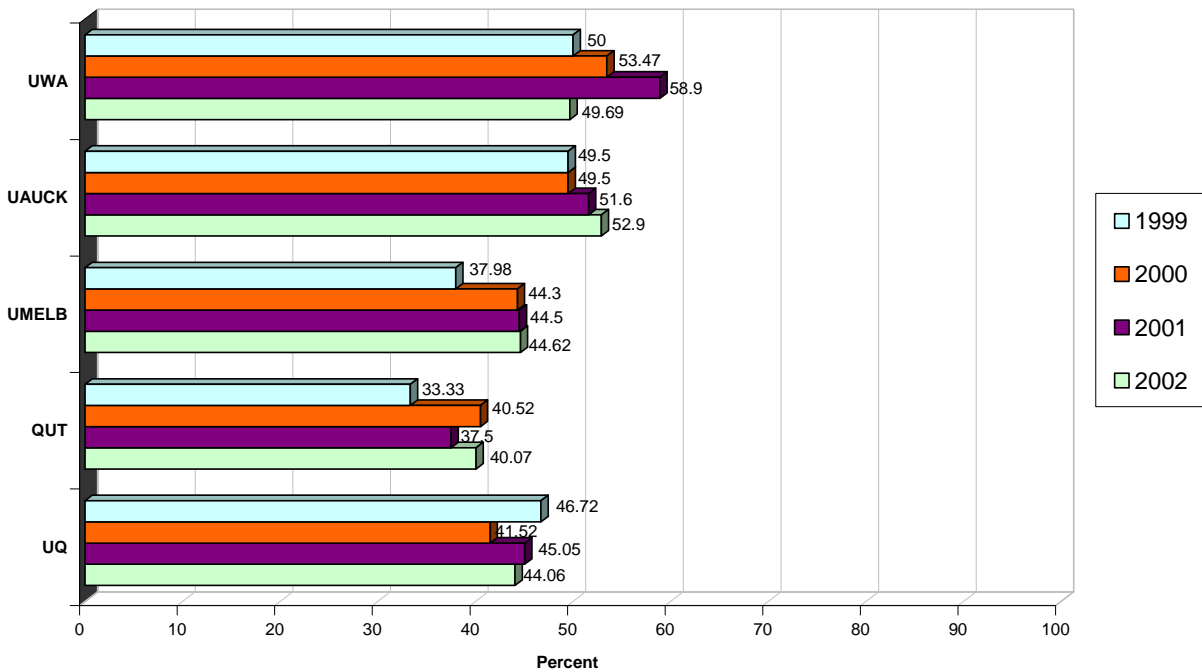
Information Technology

Figure 2: Student Access, Percent Women Students in Information Technology, 2001-2002



Architecture

Figure 3: Student Access, Percent Women Students in Architecture, 1999-2002



Student Success

Engineering

Figure 4: Success (Ratio) Women Students in Engineering, 1999-2002

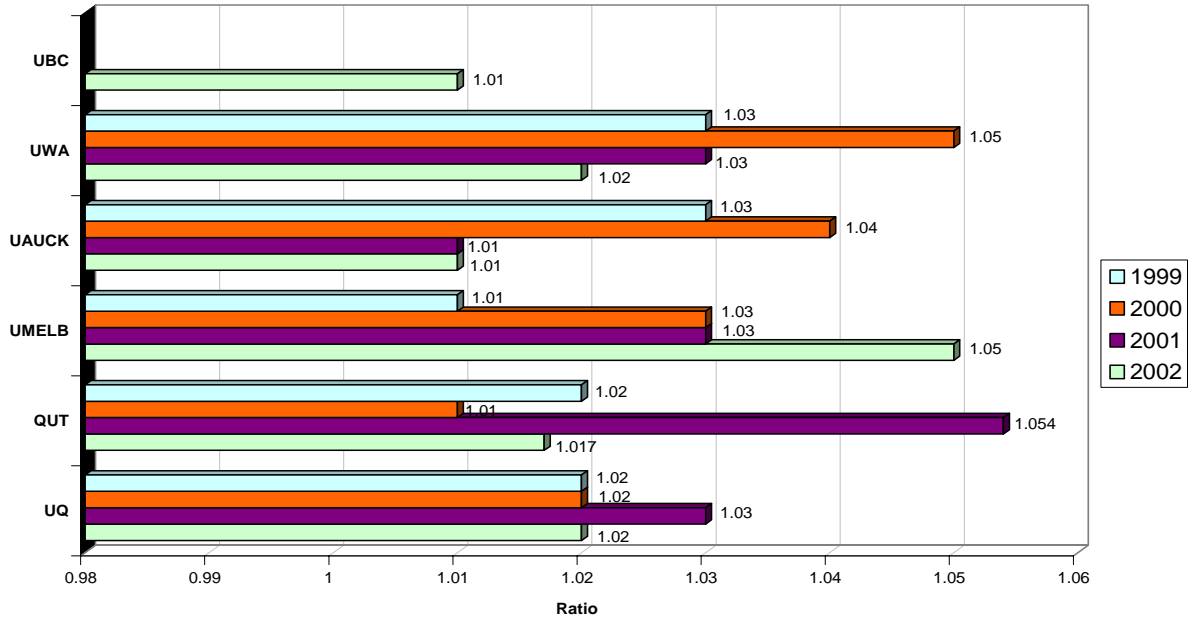
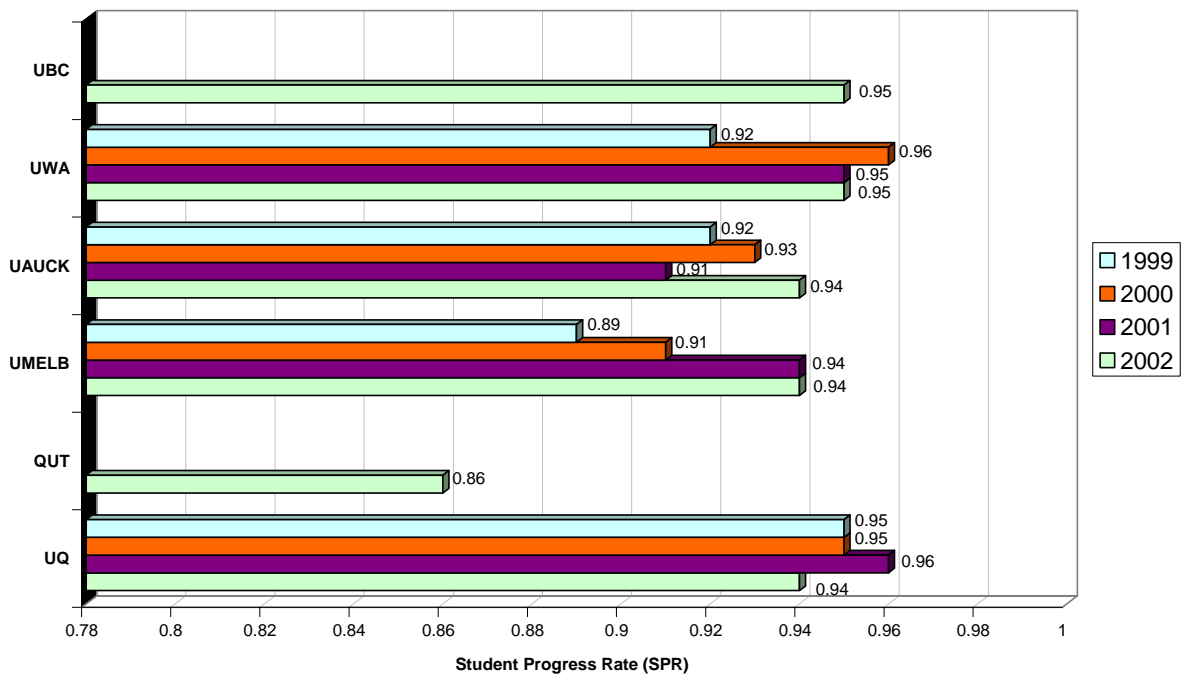


Figure 7: Success (Student Progress Rate [SPR]) Women in Engineering, 1999-2002



Information Technology

Figure 5: Success (Ratio) Women Students in Information Technology, 2001-2002

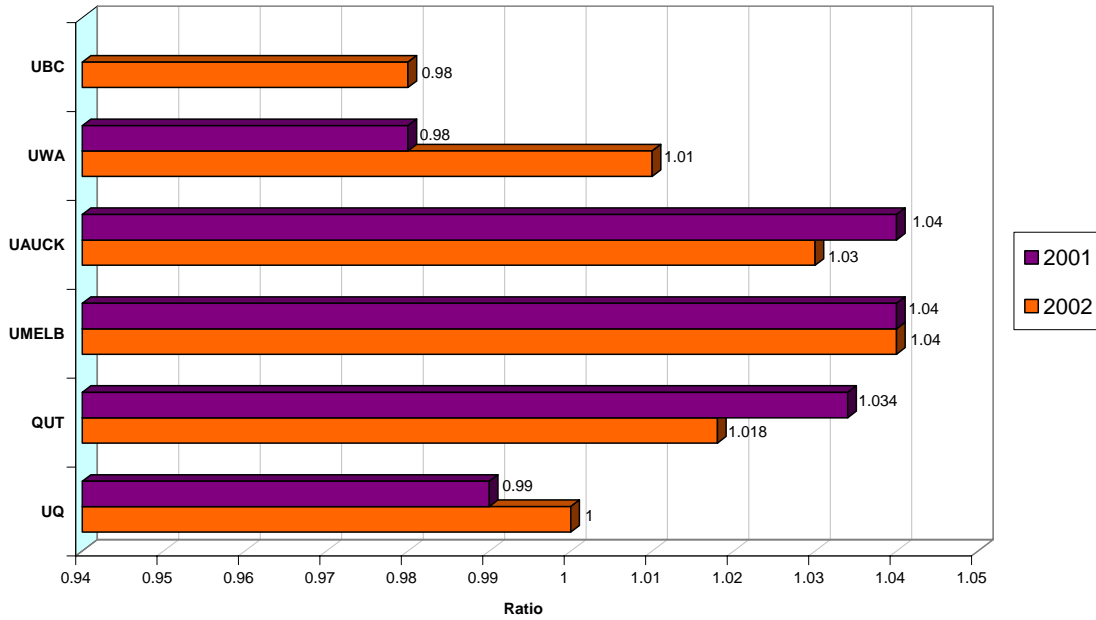
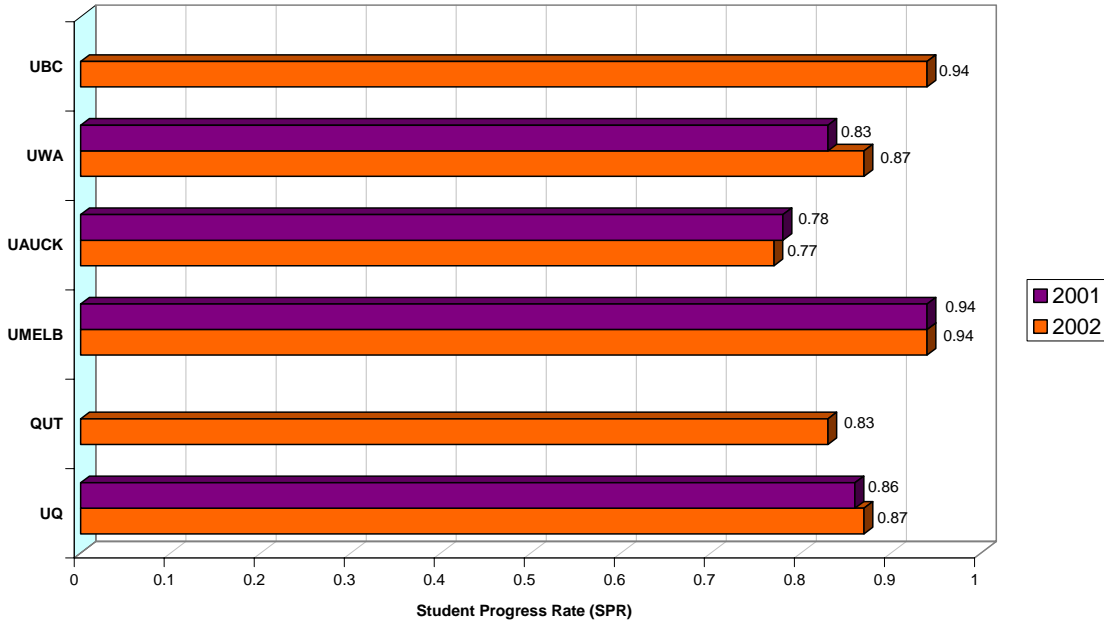


Figure 8: Success (Student Progress Rate [SPR]) Women in Information Technology, 2001-2002



Architecture

Figure 6: Success (Ratio) Women Students in Architecture, 1999-2002

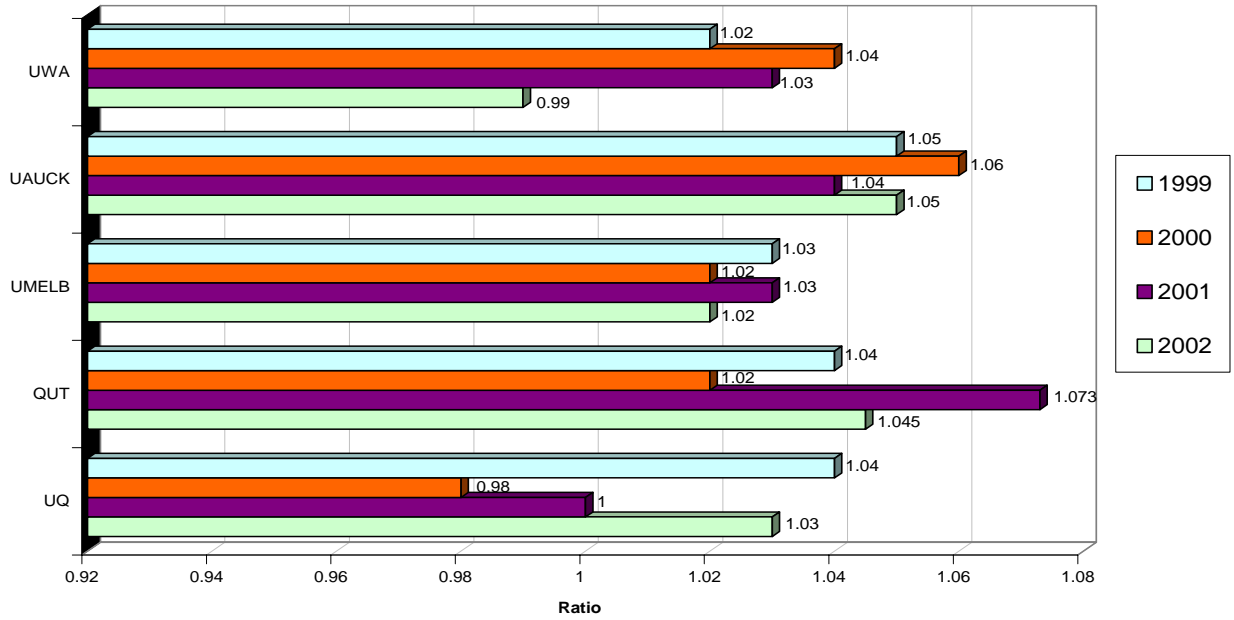
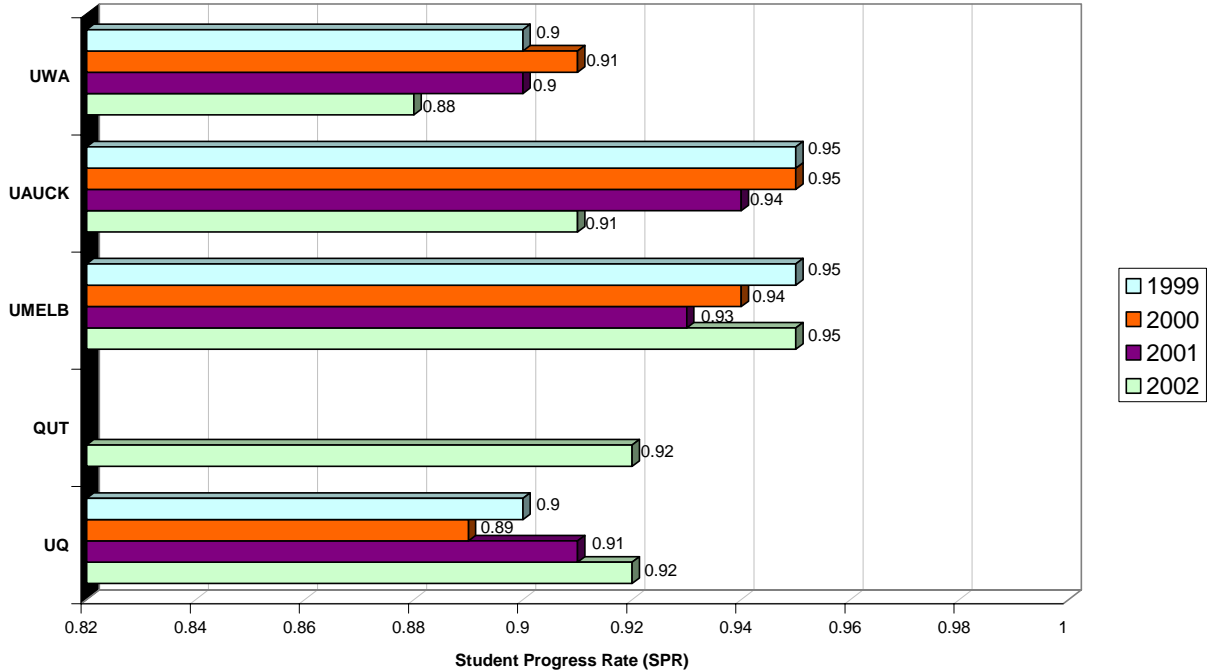


Figure 9: Success (Student Progress Rate [SPR] Women in Architecture, 1999-2002



Staff Quantitative Data

Academic Women – University Wide

Two measures were used to examine academic women's representation:

1. Percentage of women at the level; and
2. Ratio (percent academic women at the level [in the area], divided by percent academic women from Senior Lecturer C/Assistant Professor to Professor [in the area]).

Percentages and ratios were calculated based on full time equivalents (FTEs). The following were compared across designated years on each indicator:

Staff University Wide

- Percent Academic Women at
 - Senior Lecturer/Assistant Professor Level
 - Associate Professor
 - Professor
- Ratio
 - Senior Lecturer/Assistant Professor Level
 - Associate Professor
 - Professor

Academic Women in Engineering

- Percent Academic Women at
 - Senior Lecturer/Assistant Professor Level
 - Associate Professor
 - Professor
- Ratio
 - Senior Lecturer/Assistant Professor Level
 - Associate Professor
 - Professor

Academic Women in Information Technology

- Percent Academic Women at
 - Senior Lecturer/Assistant Professor Level
 - Associate Professor
 - Professor
- Ratio
 - Senior Lecturer/Assistant Professor Level
 - Associate Professor
 - Professor

Academic Women in Architecture

- Percent Academic Women at
 - Senior Lecturer/Assistant Professor Level
 - Associate Professor
 - Professor
- Ratio
 - Senior Lecturer/Assistant Professor Level
 - Associate Professor
 - Professor

Senior Lecturer (C)/Assistant Professor

Figure 10: Percent Academic Women at Senior Lecturer (C)/Assistant Professor level University Wide, 1999-2002

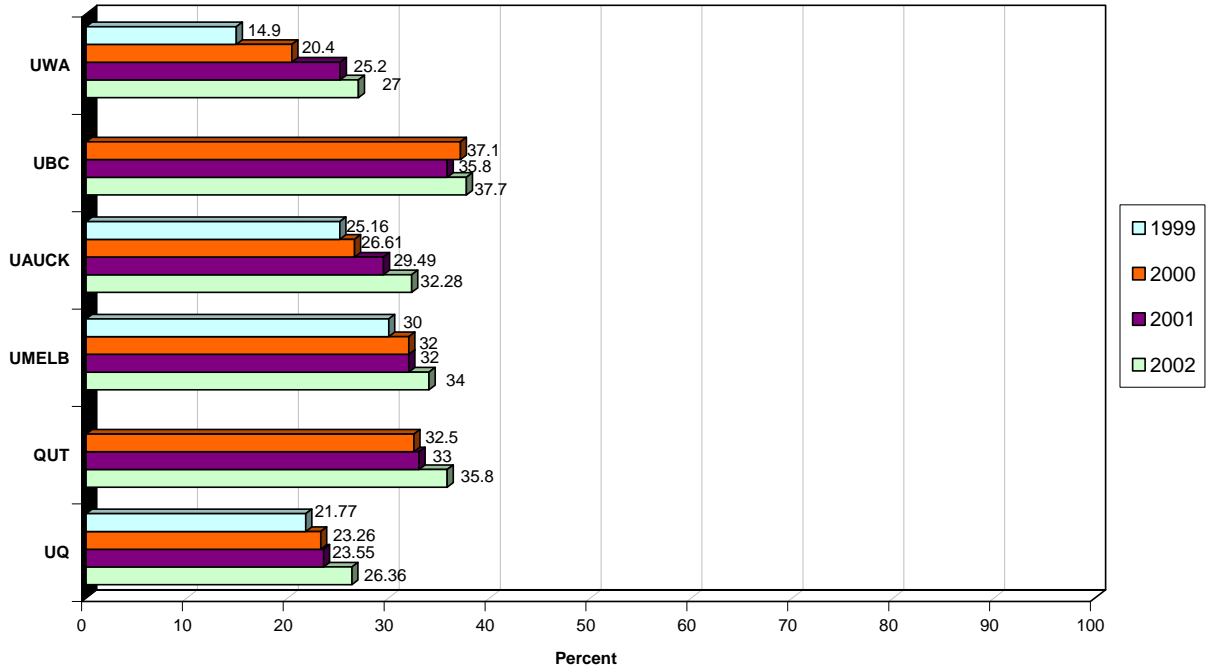
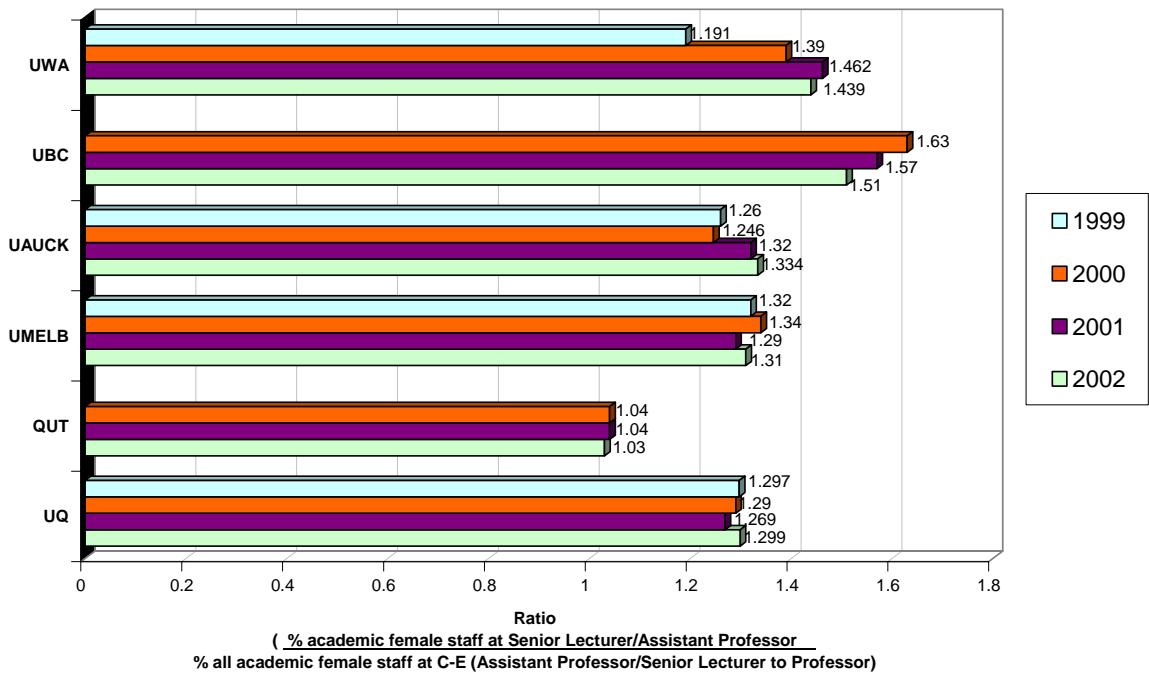


Figure 13: Senior Lecturer (C)/Assistant Professor ratio University Wide, 1999-2002



Associate Professor (D)

Figure 11: Percent Academic Women at Associate Professor (D) level University Wide, 1999-2002

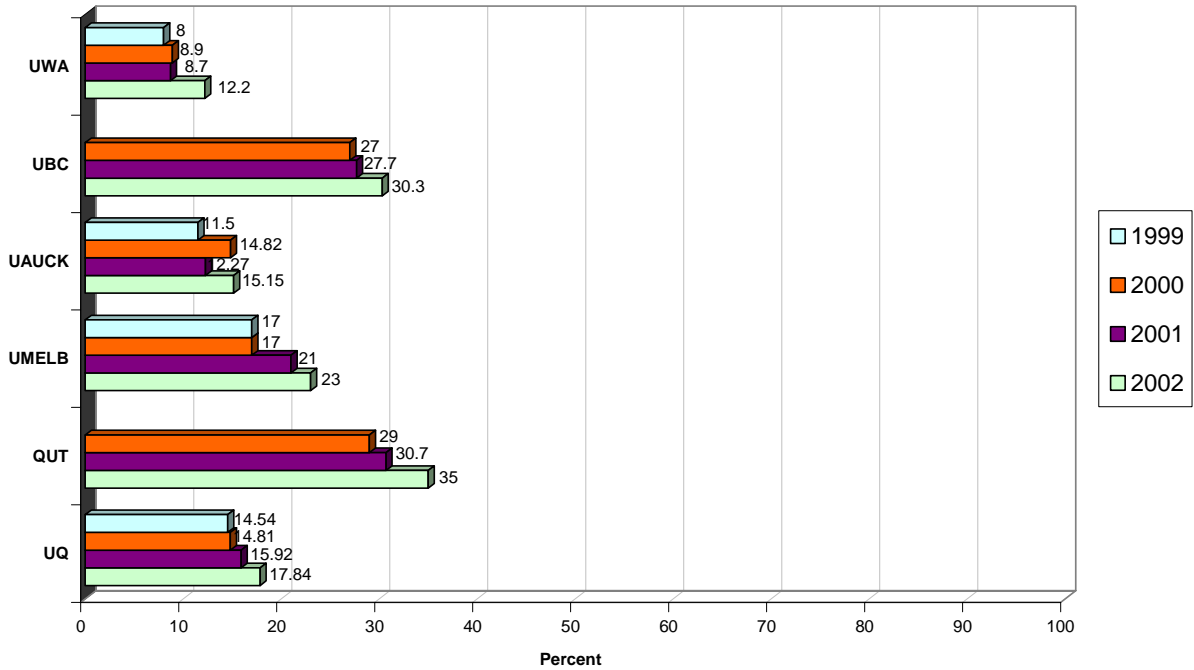
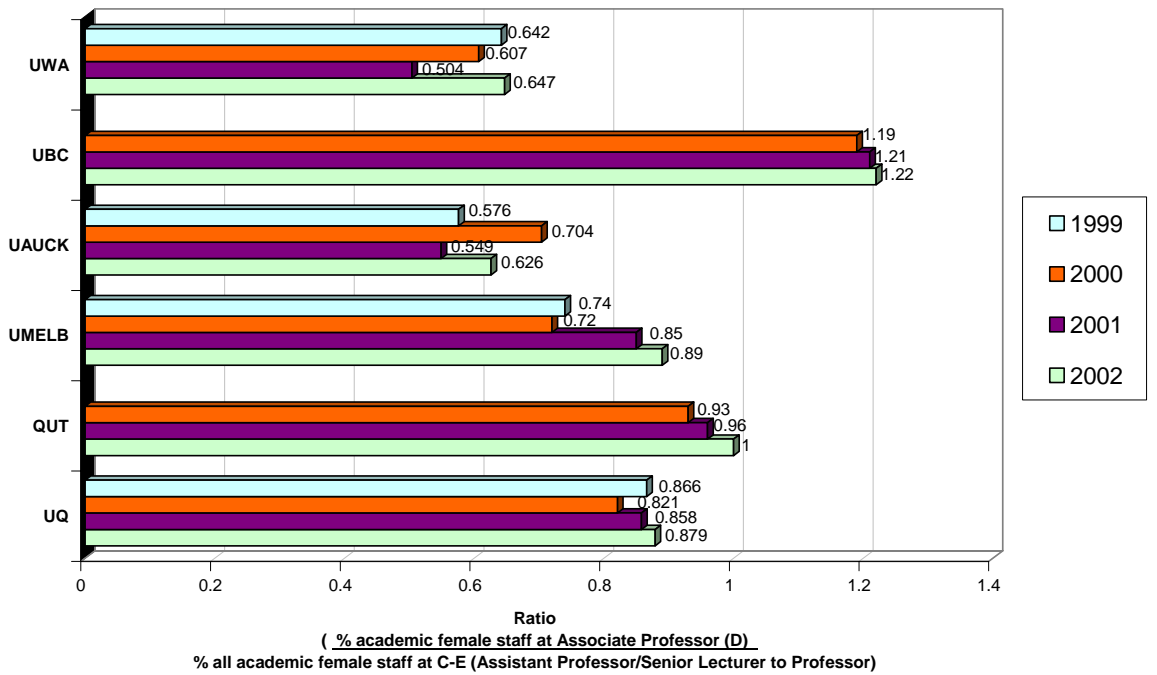


Figure 14: Associate Professor (D) ratio University Wide, 1999-2002



Professor (E)

Figure 12: Percent Academic Women at Professorial level University wide, 1999-2002

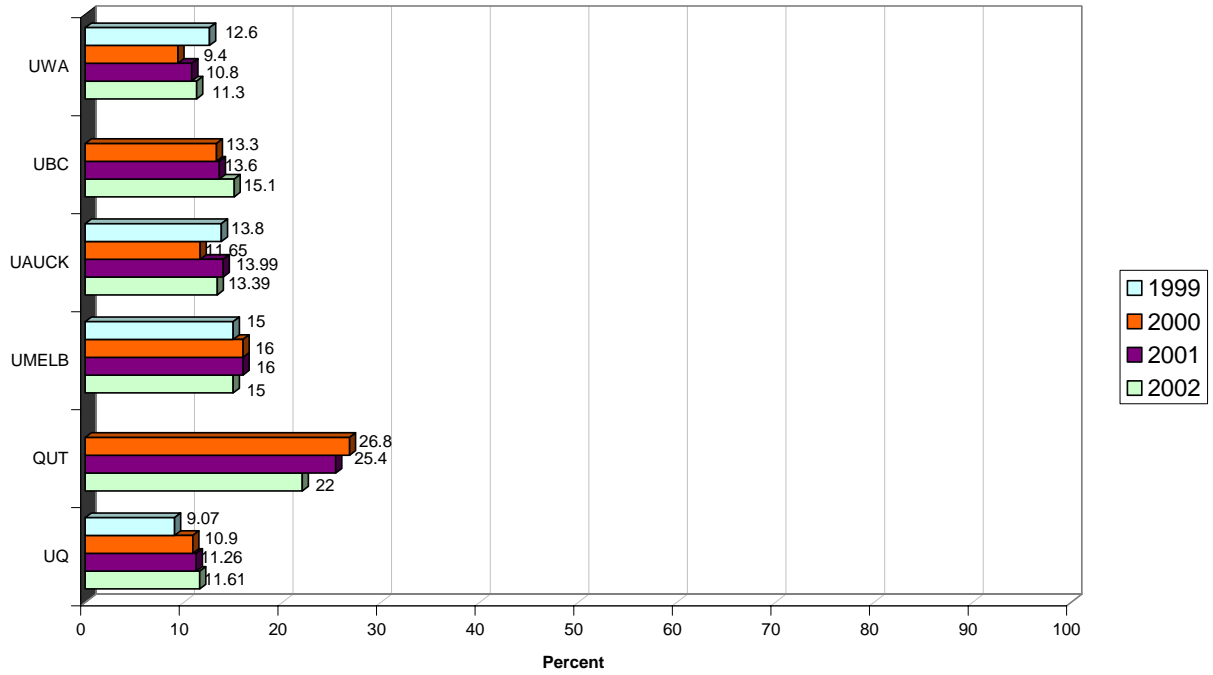
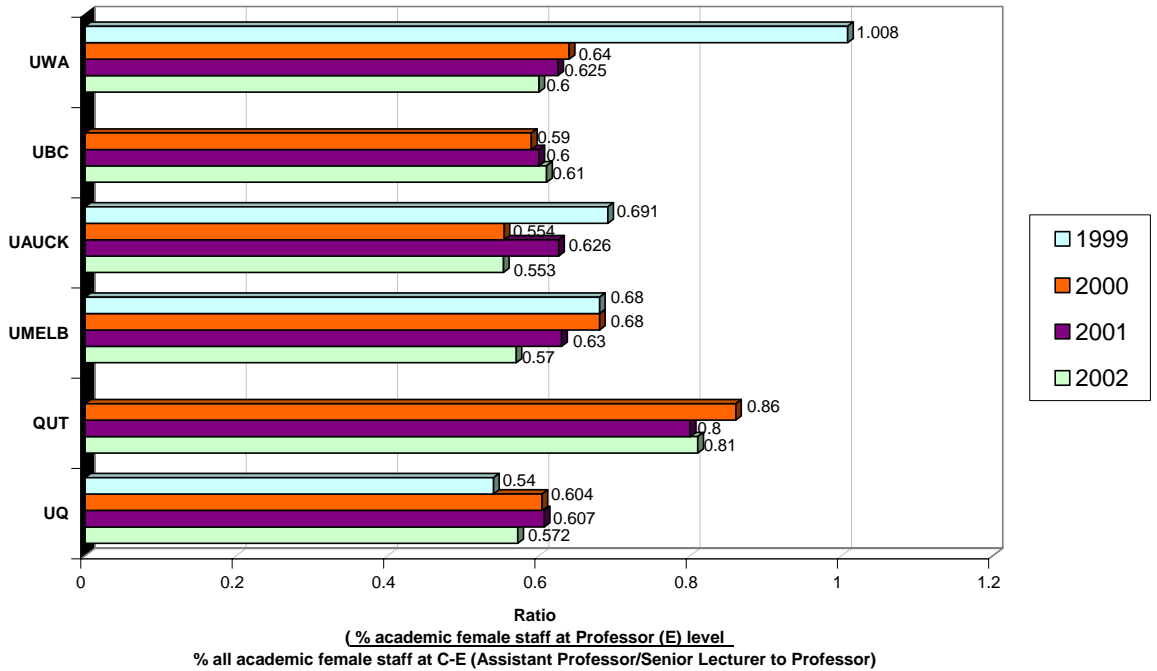


Figure 15: Professorial ratio University Wide, 1999-2002



Academic Women in Engineering

Senior Lecturer (C)/Assistant Professor

Figure 16: Percent Academic Women at Senior Lecturer (C)/Assistant Professor level in Engineering, 1999-2002

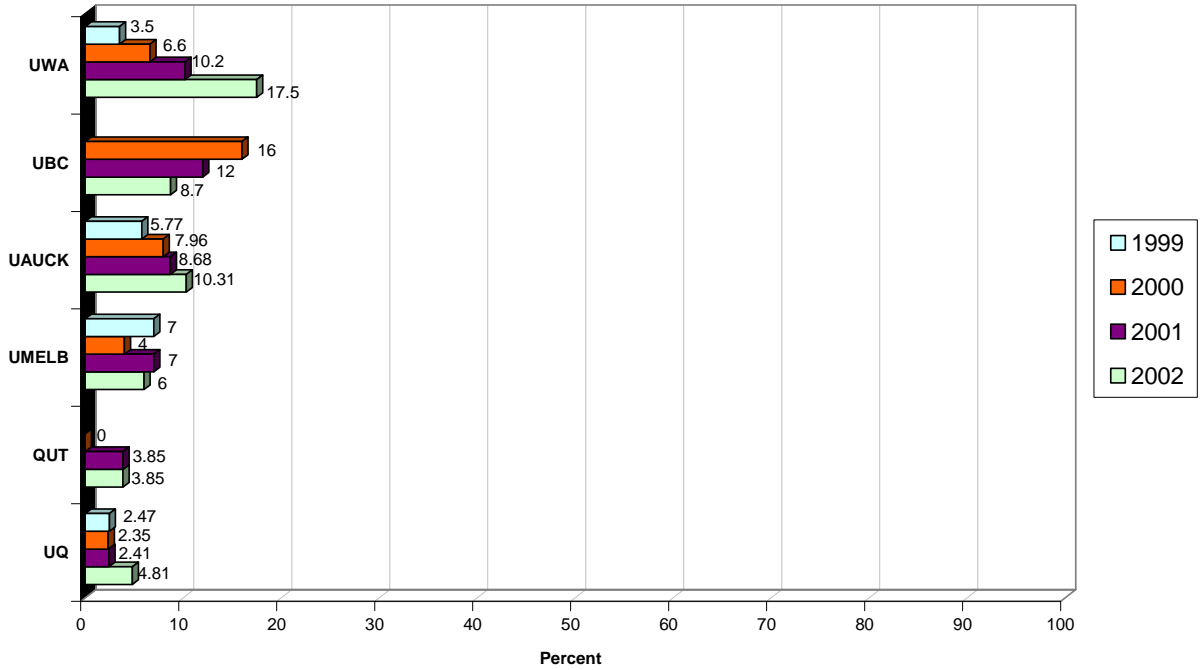
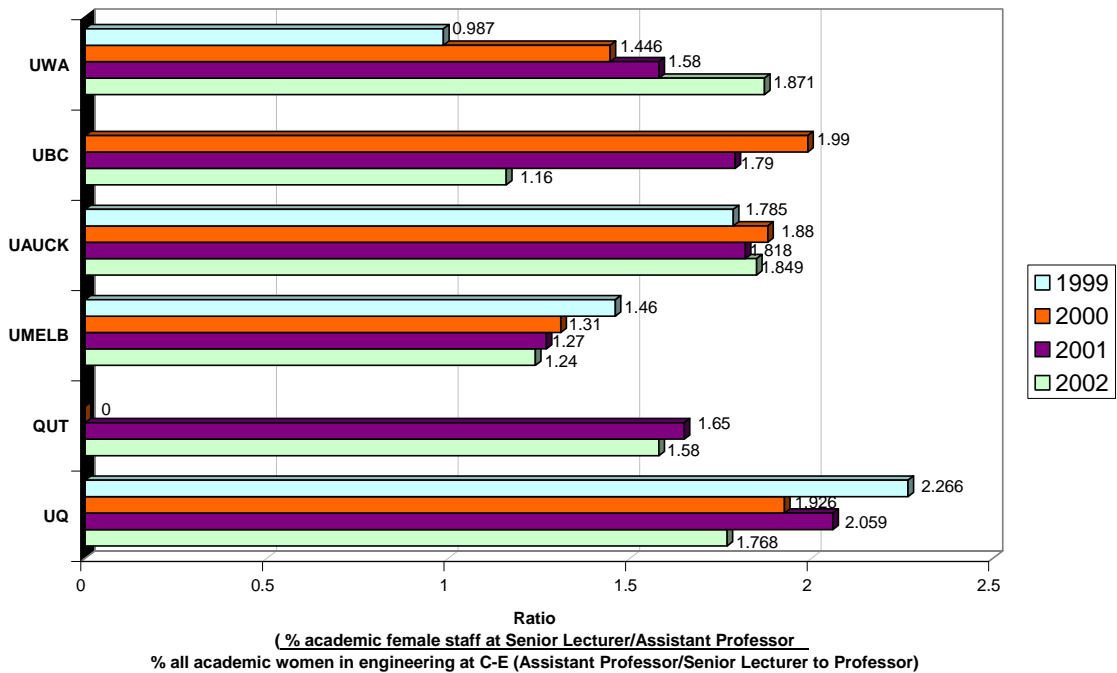


Figure 19: Senior Lecturer (C)/Assistant Professor ratio - Women in Engineering, 1999-2002



Associate Professor (D)

Figure 17: Percent Academic Women at Associate Professor (D) level in Engineering, 1999-2002

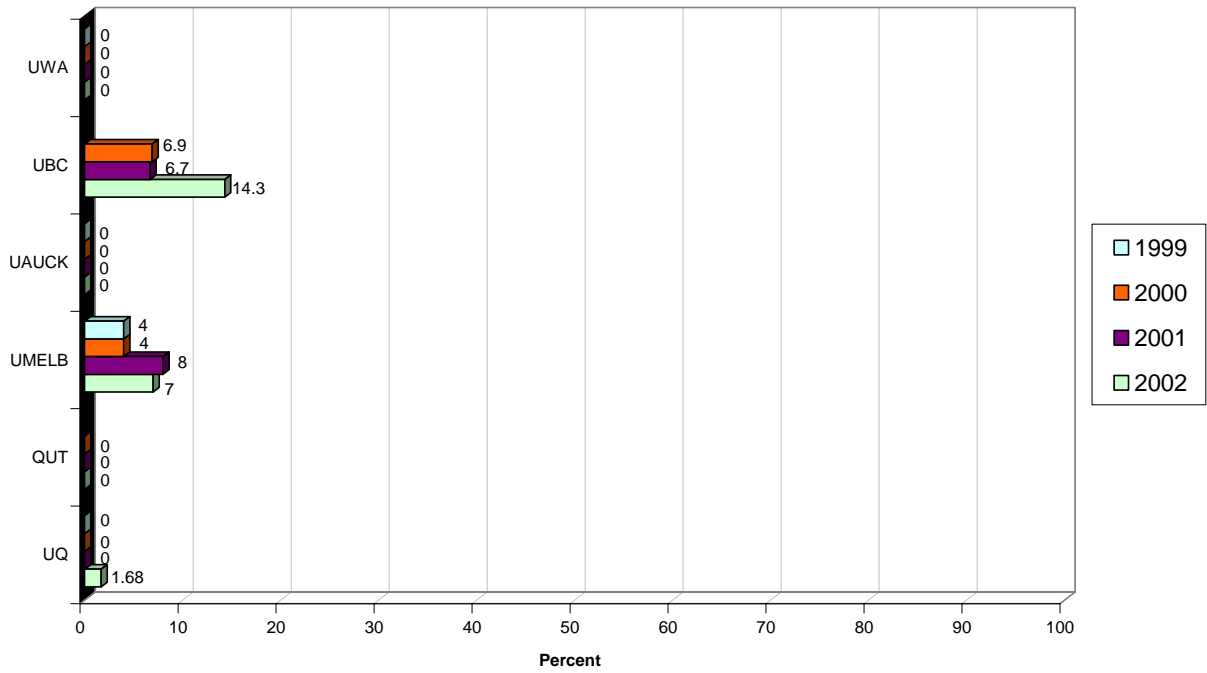
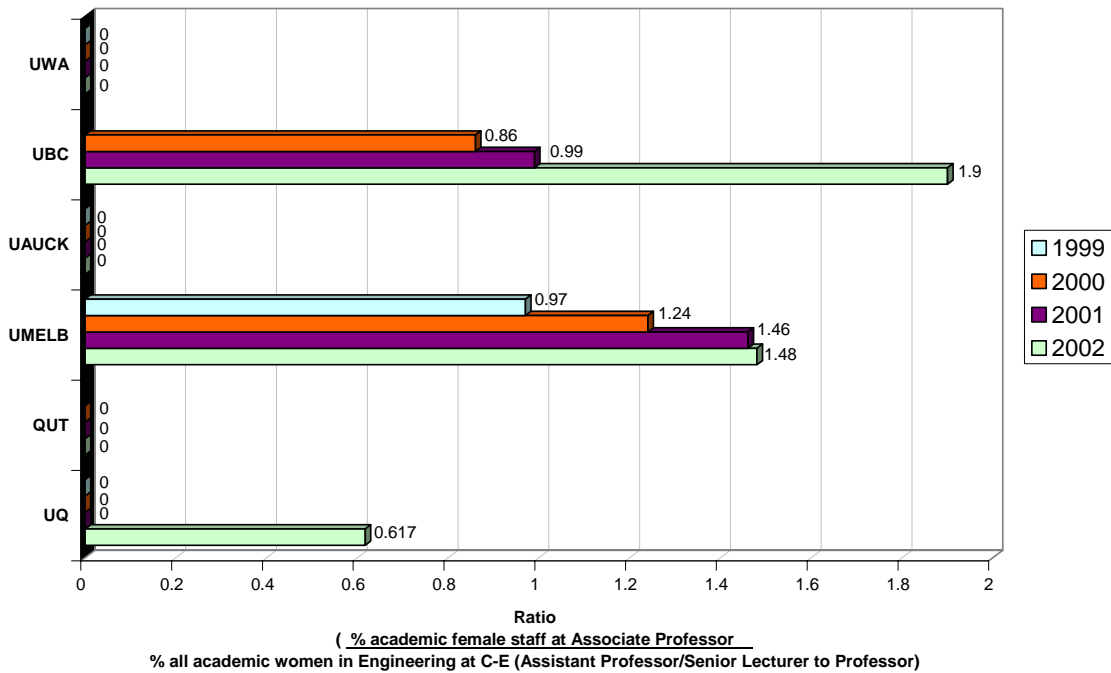


Figure 20: Associate Professor (D) ratio - Women in Engineering, 1999-2002



Professor (E)

Figure 18: Percent Academic Women at Professorial Level (E) in Engineering, 1999-2002

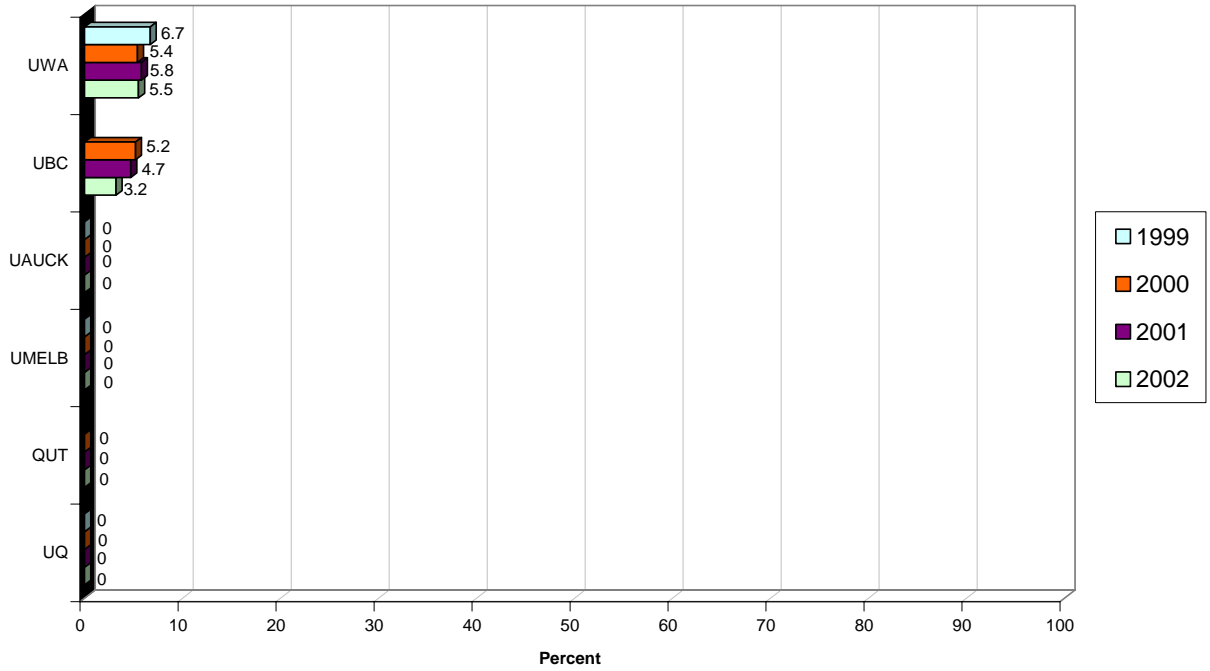
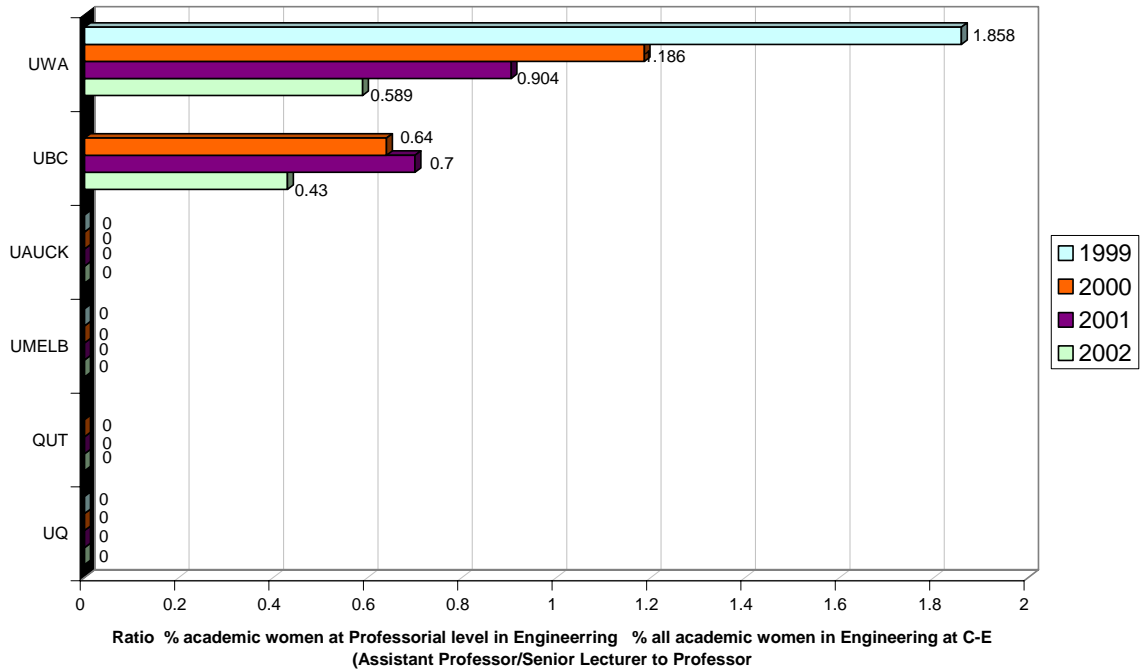


Figure 21: Professor (E) ratio - Women in Engineering, 1999-2002



Academic Women in Information Technology

Senior Lecturer (C)/Assistant Professor

Figure 22: Percent Academic Women at Senior Lecturer (C)/Assistant Professor level in Information Technology, 1999-2002

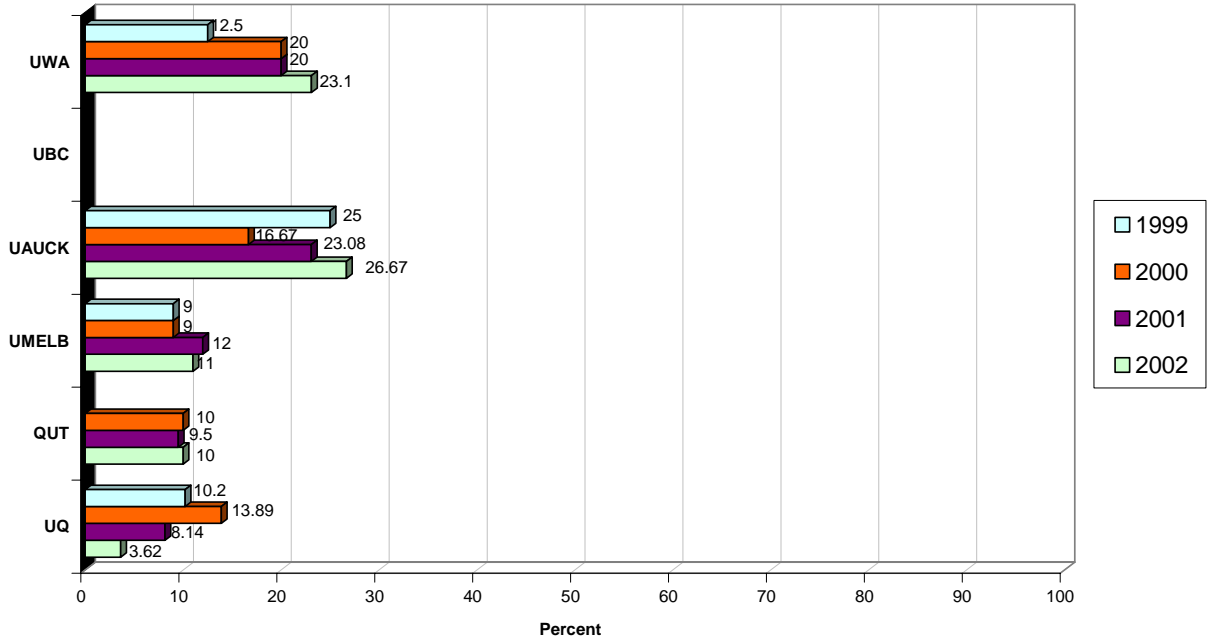
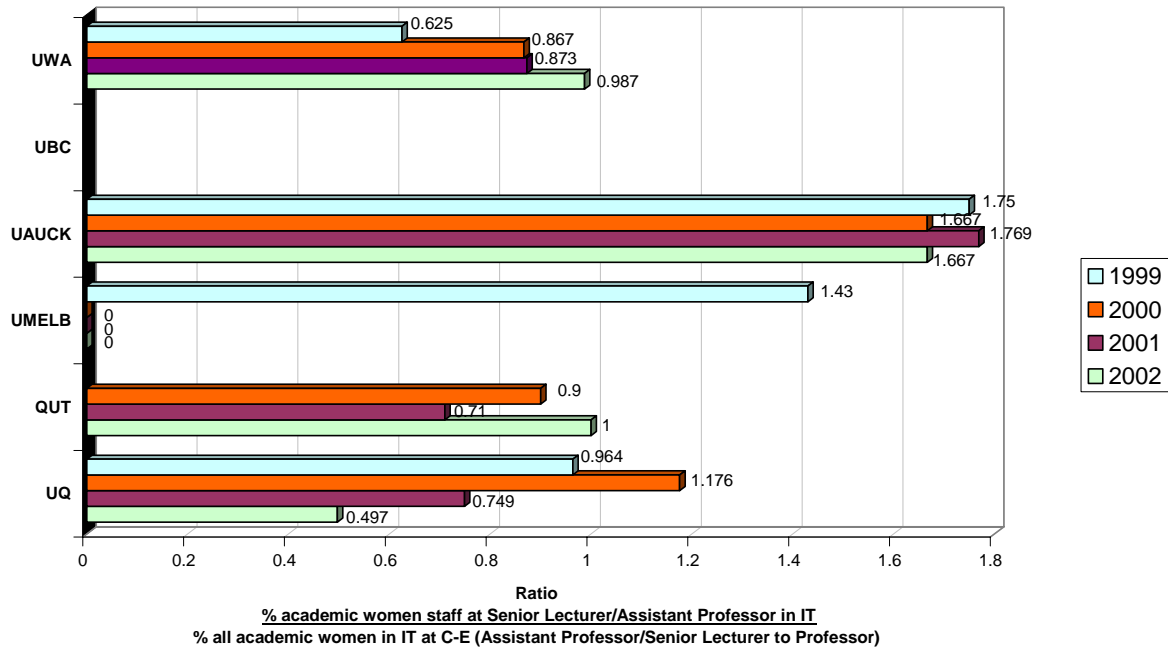


Figure 25: Senior Lecturer (C)/Assistant Professor ratio - Women in Information Technology, 1999-2002



Associate Professor (D)

Figure 23: Percent Academic Women at Associate Professor (D) level in Information Technology, 1999-2002

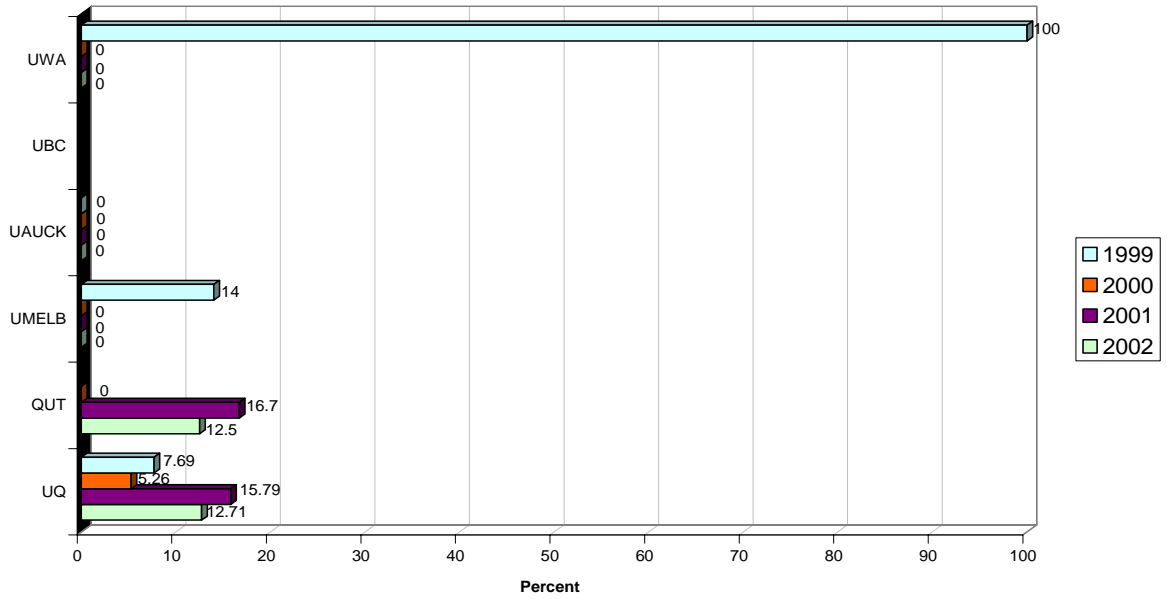
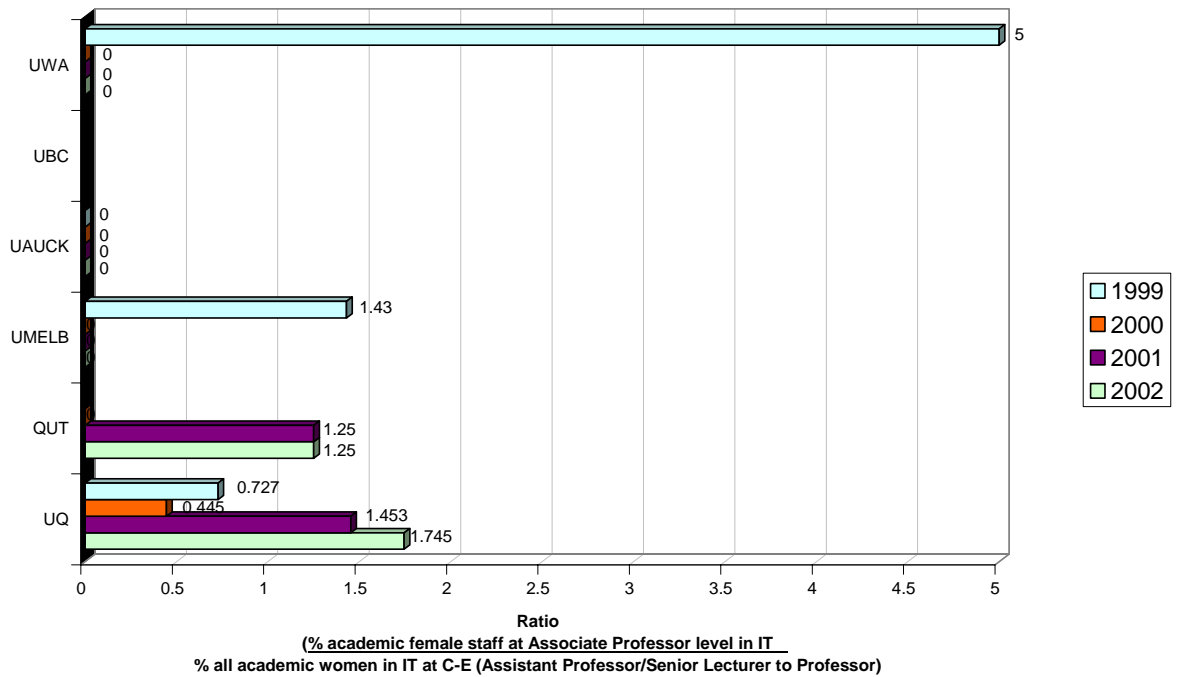


Figure 26: Associate Professor (D) ratio - Women in Information Technology, 1999-2002



Professor (E)

Figure 24: Percent Academic Women at Professorial (E) Level in Information Technology, 1999-2002

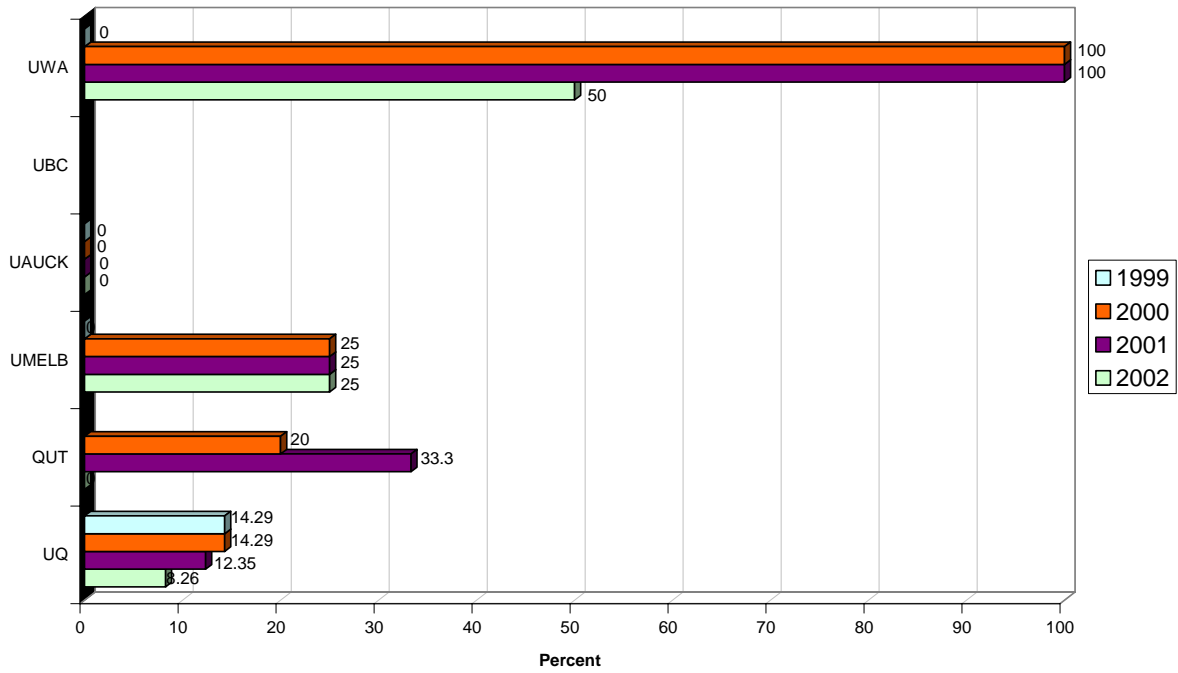
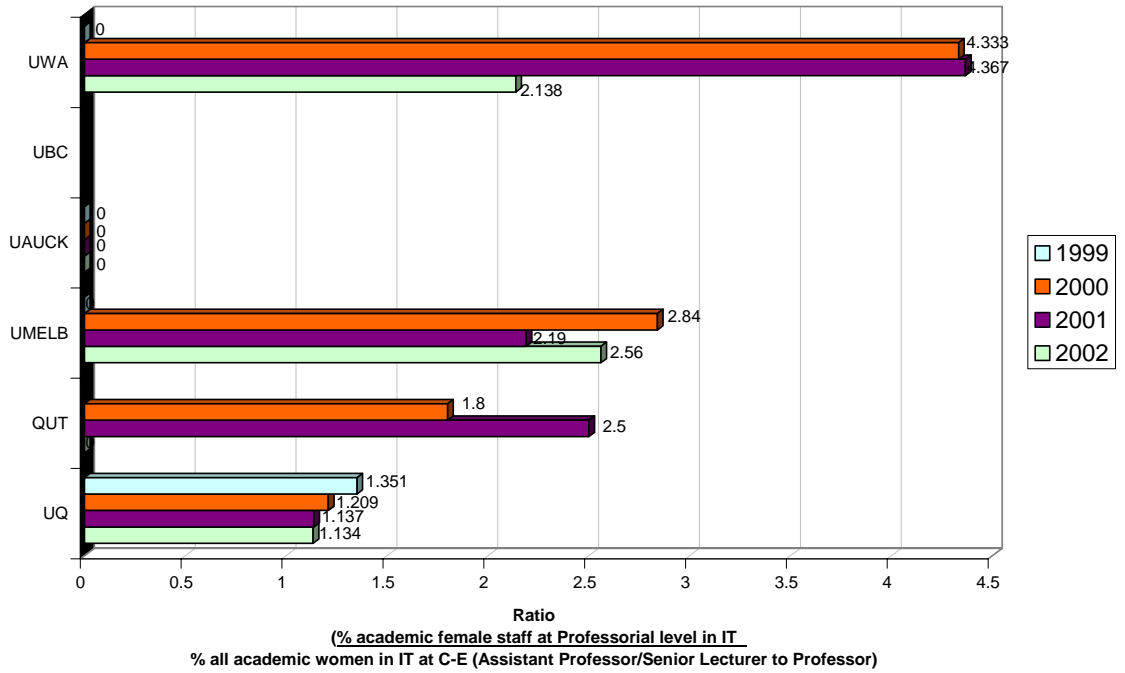


Figure 27: Professor (E) ratio - Women in Information Technology, 1999-2002



Academic Women in Architecture

Senior Lecturer (C)/Assistant Professor

Figure 28: Percent Academic Women at Senior Lecturer (C)/Assistant Professor level in Architecture, 1999-2002

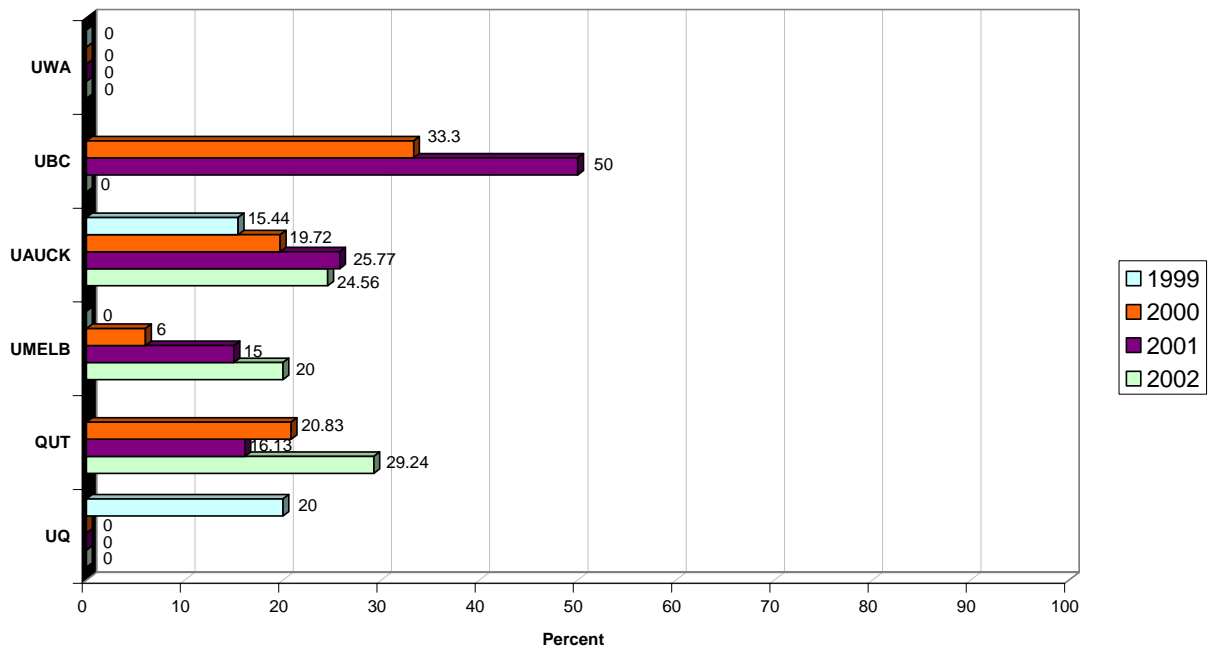
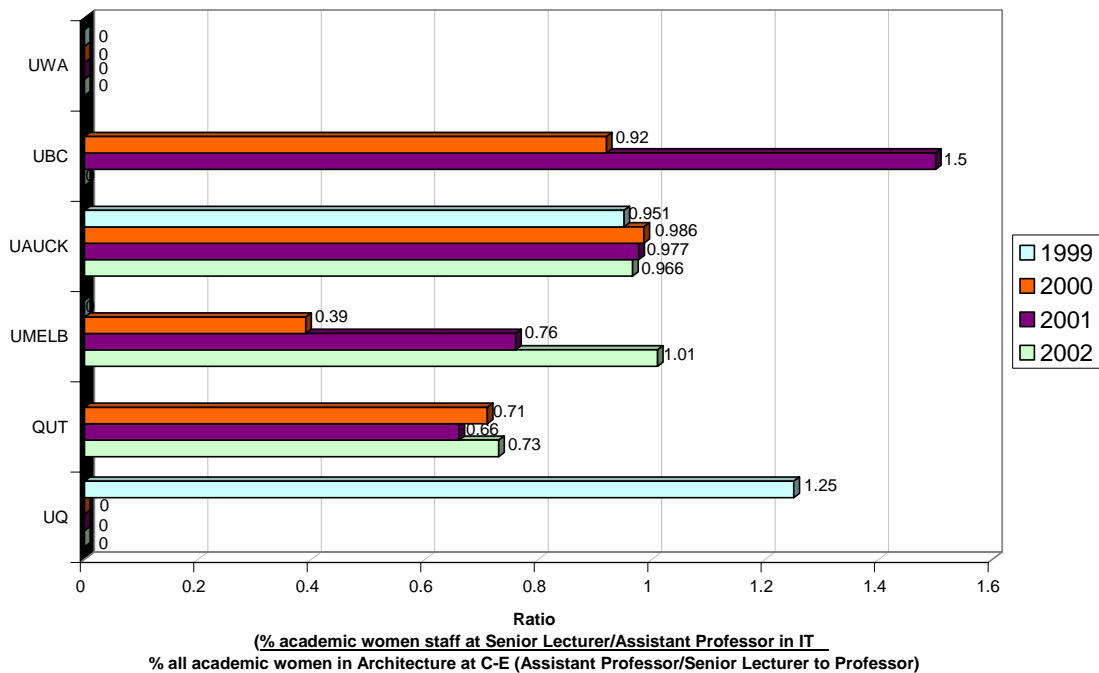


Figure 31: Senior Lecturer (C)/Assistant Professor ratio - Women in Architecture, 1999-2002



Associate Professor (D)

Figure 29: Percent Academic Women at Associate Professor (D) level in Architecture, 1999-2002

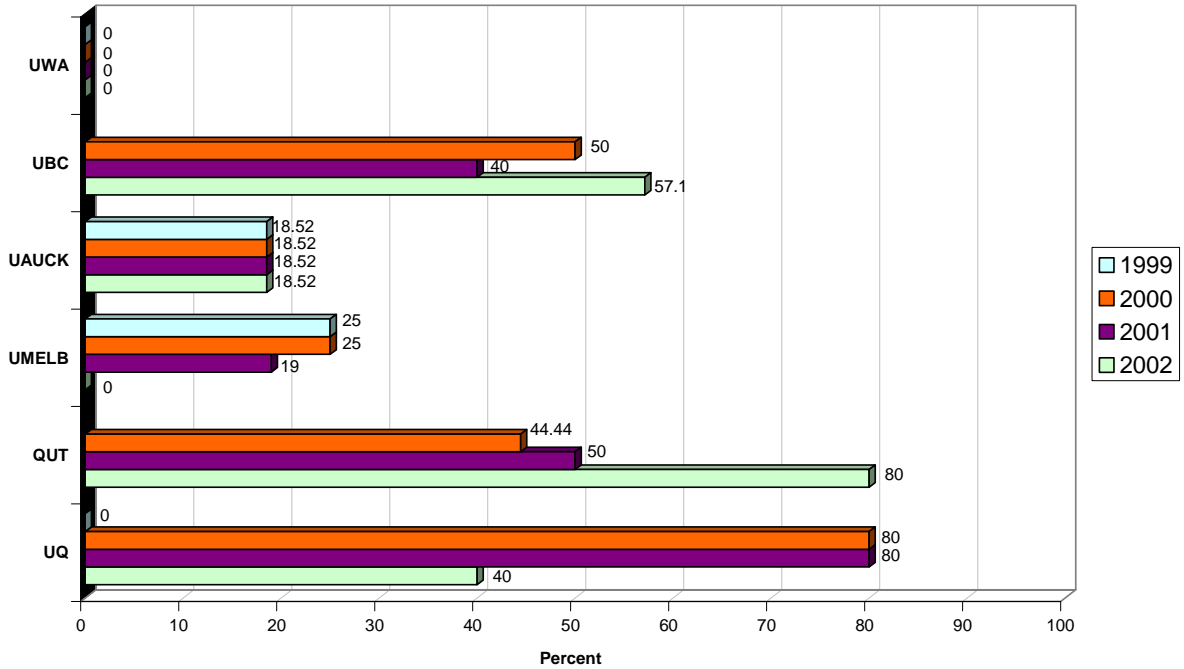
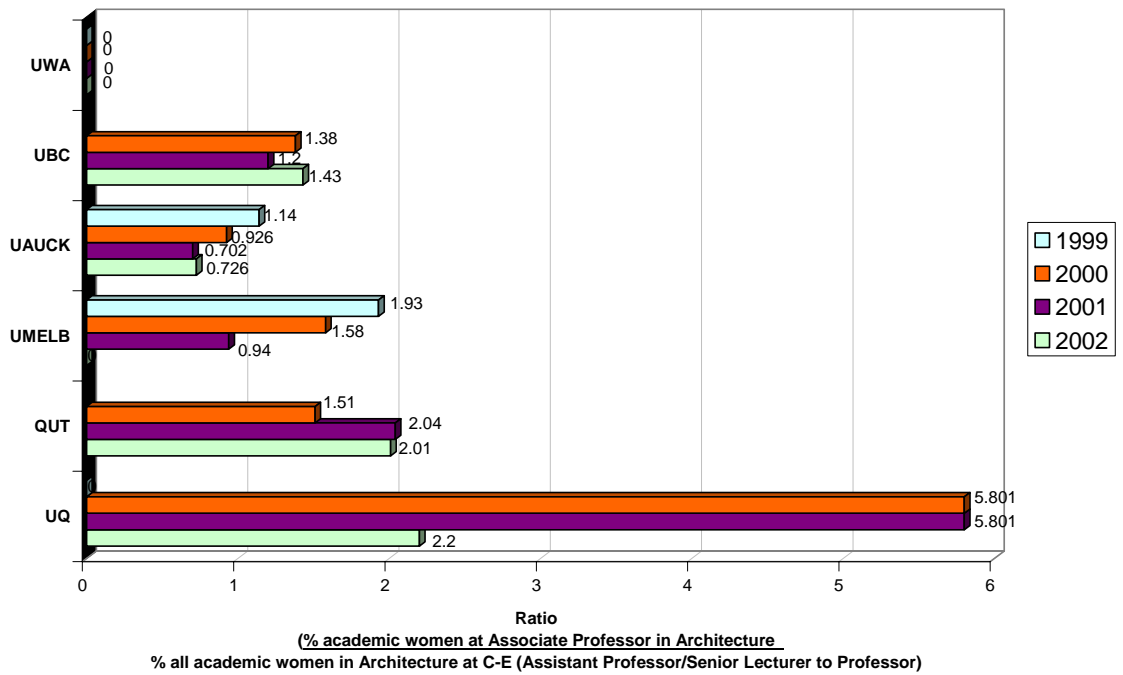


Figure 32: Associate Professor (D) ratio - Women in Architecture, 1999-2002



Professor (E)

Figure 30: Percent Academic Women at Professorial level (E) in Architecture, 1999-2002

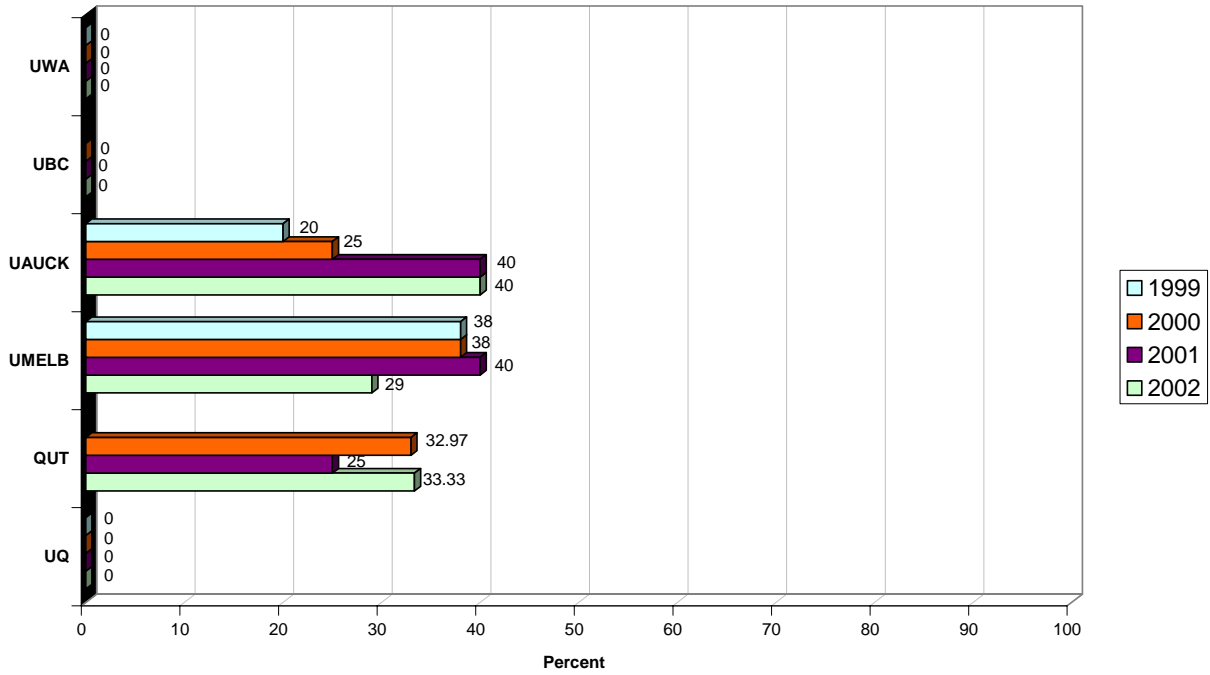
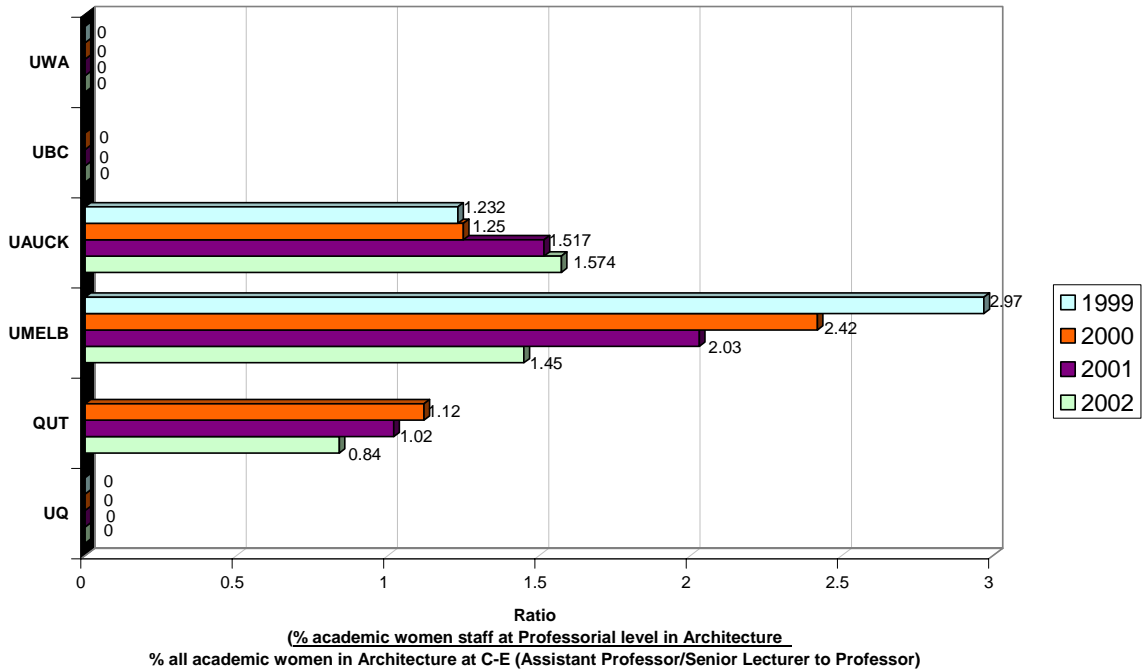


Figure 33: Professor (E) ratio - Women in Architecture, 1999-2002



Equity issues presented and discussed Brisbane 2004

Comparisons of best practice were made in

1) Work Life and Family including

- Paid parental leave
- Childcare facilities
- Support for staff returning to work
- Children on Campus

2) Aging workforce

3) ALLY Programmes to support safe working environment for gay, lesbian, bisexual, transgender, and intersex staff and students

- Surveying staff and students about prevalence of homophobia
- Providing “safe space”
- Training
- Inclusive curriculum

4) Promotions and especially to professor for women

5) UQ Catalyst Research Centre for Society and Technology (presentation)

6) University of British Columbia Cohort study

- Tracking men and women academics over a period of 10 years to compare progress
- Findings indicated progress was influenced more highly by discipline than gender

7) Issues for students from low socio-economic status and rural backgrounds

- Identifying low SES
- Accommodation

8) Access and retention of indigenous staff and students

- Bursaries
- Orientation and preparation
- Mentoring and tutoring
- Inclusive curriculum and indigenous research and teaching centres.
- Skills training
- Leadership programmes

9) Challenges to International Benchmarking

Material Presented

The University of Auckland

- *Starpath: Project for Tertiary Preparation and Success*
- *Guidelines on Parental Leave*
- *EOPHEA email Survey on Parental Leave & EBA negotiations (as at end June, approx)*
- *Strategic Plan to Increase Application and Recruitment Rates of Maori and Pacific Employees Through Advertising*

The University of Western Australia

- *Tapping into Talent: A Review Guide, from Office of EEO Western Australia,*
- *Information on the 'Equity Index' (Gender Data Tool) from Office of EEO Western Australia',*

The University of Queensland

- *Posters and flyers for ALLY program*
- *Review of the Higher Education Equity Programme – The University of Queensland's response to the Discussion Paper*
- *DRAFT- Equity and Diversity Self-Audit Instrument for Organisational Areas*
- *Prevention of Workplace Harassment Advisory Standard 2004*

The University of British Columbia

- *UBC Maternity and Parental Leave summary*
- *Faculty Recruitment Guide*
- *Promoting Equity in Employment at UBC*
- *Faculty Recruitment Guide*

Queensland University of Technology

- *Advancing the AVCC Action Plan for Women*
- *Faculty of Law in partnership with Oodgeroo Unit – initiatives for indigenous students.*

The University of Melbourne

- *Australian universities Benchmarking Program: HR Performance Indicators for University of Melbourne*
- *Demography and Academic Staffing: An International Perspective (Paper prepared for ACU Conference, Stellenbosch, South Africa April 2004. Graeme Hugo, Steve Daysh, Anama Morriss, Dianne Rudd. University of Adelaide.*