

# Report submitted in support of NTEU Award Review Applications (AM2015/6)

## SECTION 1: PERSONAL DETAILS

### Professor Glenda Strachan

Glenda Strachan is Professor in the Department of Employment Relations and Human Resources, Griffith Business School, Griffith University, Australia. She has held this position since 2003 and prior to this was Associate Professor and Deputy Executive Dean, Faculty of Business and Law, University of Newcastle. She holds a PhD from the University of Queensland.

### Awards

In February 2016, Professor Glenda Strachan was presented with the **Vic Taylor Distinguished Long-Term Contribution Award by the Association of Industrial Relations Academics of Australia and New Zealand**. This award recognises the outstanding contribution of academics in Australia or New Zealand to the field of Industrial Relations. The citation reads: ‘Your contribution to the field, through cementing the place of industrial relations scholarship at Newcastle and Griffith Universities, feminist IR research, and your significant mentoring efforts, has influenced many researchers in our field and makes you a very worthy recipient of this award.’

### Overview of Research

Throughout her career Glenda Strachan has developed a body of research on contemporary and historical workplace change, with a special emphasis on gender and equity. Since the 1980s she has been researching and writing about contemporary developments in equal employment opportunity (EEO) policies and legislation, including the recent developments called managing diversity. An Australian Research Council (ARC) Discovery Grant ‘Equal Employment Opportunity in Australia and Britain: Policy Approaches and Progress’ with Burgess from 2002 examined equal employment initiatives at the national and organisational level in a selection of firms. **From 2009 to 2012 she was the lead Chief Investigator on the ARC Linkage Grant, Gender and Employment Equity: Strategies for Advancement in Australian Universities**. This study resulted in the report “*Work & Careers in Australian Universities: Gender and Employment Equity: Strategies for Advancement in Australian Universities*”, Centre for Work, Organisation and Wellbeing (WOW), Griffith University, (2012)- Attachment 4 to this Statement.

A unique aspect of some of this work is the linkage of policies and programs on EEO with other developments in the workforce and labour market, especially the changes in industrial relations, the increase in the temporary workforce and the specific impact of these changes on women workers.

In 2010 she jointly edited, and wrote more than half the chapters in a book on equity and diversity: Strachan, G., French, E. & Burgess, J. (eds) 2010, *Managing Diversity in Australia: Theory and Practice*, McGraw Hill: Sydney. She has undertaken research and lectured on women in management and in the professions.

Glenda Strachan's research has placed her at the forefront of research, nationally and internationally into EEO, diversity and women's employment, and especially employment in universities. Recent book chapters on equity in Australia, for example, show that she is regarded as a leader in this field of scholarship.

She has written two books, 31 book chapters, 37 refereed journal articles and presented over 100 conference papers nationally.

She has received \$1 million in ARC grants and over \$100,000 in smaller grants. The most recent (2009-2012) is the Linkage Grant on Gender and Employment Equity: Strategies for Advancement in Australian Universities. This is the first major examination of employment in this sector for over a decade and the report of the major component of this, the Work and Careers in Australian Universities Survey, conducted in 2011, is available at <http://www.griffith.edu.au/business-government/centre-work-organisation-wellbeing>.

Her work has informed national and organisational practice through industry research and consultancies. For example, the report *Women's Labour Market Participation in Regional Australia* (Strachan and Burgess 2000), produced for the Human Rights and Equal Opportunity Commission, emphasised the distinct character of labour markets outside of capital cities.

Strachan has made submissions to pay equity inquiries in Qld and NSW. Most recently she was invited to make a submission to the 2007 Qld Industrial Relations Commission Pay Equity Inquiry and her work was instrumental in the focus of the report on a 'proactive approach which focuses on workplace responses' (QIRC *Qld Pay Equity Report 2007*, p. 99). The conclusion from her research that 'cohesive, universal legislation premised on equal opportunity and anti-discrimination principles is required if gender equity, including pay equity, is to be achieved' (p. 100) is a major driver for the report recommendations.

## **PUBLICATIONS (selected)**

### **BOOKS**

Strachan, G., French, E. & Burgess, J. (eds) 2010. *Managing Diversity in Australia: Theory and Practice*, McGraw Hill: Sydney.

Glenda Strachan, *Labour of Love: The History of the Nurses' Association in Queensland 1850 - 1950*, Allen & Unwin, Sydney, 291 pp., 1996.

### **BOOK CHAPTERS**

31 Book chapters

#### **Recent chapters include:**

Strachan, G., E. French and J. Burgess, 2015. Equal Opportunity. In Wilkinson A. and Johnstone, S. (eds) *The Encyclopaedia of Human Resource Management*, Edward Elgar: Cheltenham, UK, 126-128.

Pringle, J. and Strachan, G., 2015. Duelling Dualisms: A History of Diversity Management. In R. Bendl, I. Bleijenbergh, E. Henttonen and A. Mills (eds), *Oxford Handbook on Diversity in Organizations*, Oxford University Press, Oxford, 39-61.

Strachan, G., French, E. and Burgess, J. 2014. Equal access to the opportunities available? Equity and Diversity Laws and Policies in Australia. In A. Klarsfeld (ed.),

- International Handbook on Diversity Management: Country Perspectives on Diversity and Equal Treatment*, 2<sup>nd</sup> edn, Edward Elgar: Cheltenham, UK, Chapter 1, 13-34.
- French, E., Strachan, G. and Burgess, J. 2013. The Challenges and Opportunities in Developing an Organizational Approach to Managing Workforce Diversity. In M. Paludi (ed.) *Women and management: Global Issues and Promising Solution*, vol. 2, Praeger: Santa Barbara, Cal., 91-112.
- Strachan, G., Burgess, J. and French, E. 2011. Equity in the twenty-first century workplace. In K. Townsend and A. Wilkinson (eds), *Research Handbook on the Future of Work and Employment Relations*, Edward Elgar: Cheltenham, UK, 345-369.
- Strachan, G. 2011. Equity and Diversity in Public Sector Employment. In R. Koch, P. Conrad and W. Lorig (eds), *New Public Service*, 2<sup>nd</sup> edn, Gabler Verlag: Weisbaden, Germany, 345-365.
- Strachan, G., French, E. and Burgess, J. 2010. Equity and Diversity within Organisations: Putting policy into practice. In Strachan, G., French, E. and Burgess, J. (eds), *Managing Diversity in Australia: Theory and Practice*, McGraw Hill: Sydney, 57-74.
- Strachan, G., Burgess, J. and Henderson, L. 2010. Work and Family Policies and Practices: Balance, collision or compromise? In Strachan, G., French, E. and Burgess, J. (eds), *Managing Diversity in Australia: Theory and Practice*, McGraw Hill: Sydney, 89-106.
- Burgess, J., Henderson, L. and Strachan, G. 2010. Women in Male-dominated Industries: Organisations do it differently. In Strachan, G., French, E. and Burgess, J. (eds), *Managing Diversity in Australia: Theory and Practice*, McGraw Hill: Sydney, 107-119.
- Strachan, G. 2009. Women's Pay and Participation in the Queensland Workforce. In Bowden, B, Blackwood, S., Rafferty, C. and Allen, C. (eds), *Work and Strife in Paradise: The History of Labour Relations in Queensland 1859-2009*, Federation Press: Sydney, 146-162.
- Strachan, G. and French, E. 2008. The Equal Opportunity for Women in the Workplace Agency: Equity for Women under an Individualised Employment System. In Michelson, G., Jamieson, S. and Burgess, J. (eds), *New Employment Actors: Developments from Australia*, Peter Lang AG: Bern, Switzerland, pp. 109-131.

## REFEREED JOURNAL ARTICLES

37 refereed articles

### Recent articles include:

- Bailey, J., Peetz, D., Whitehouse, G., Strachan, G. and Broadbent, K. forthcoming 2016. Academic pay loadings and gender in Australian universities, *Journal of Industrial Relations*.
- Skinner, T., Peetz, D., Strachan, G., Whitehouse, G., Bailey, J. and Broadbent, K. 2015. Self-Reported Harassment and Bullying in Australian Universities: Explaining differences between Regional, Metropolitan and Elite Institutions, *Journal of Higher Education Policy and Management*, vol. 37, no.5, 558-571.
- French, E. and Strachan, G. 2015. Women at Work! Evaluating equal employment policies and outcomes in construction, *Equality, Diversity and Inclusion: An International Journal*, vol. 34, no. 3, 227-243.
- Strachan, G. and Bailey, J., Wallace, M. and Troup, C. 2013. Gender equity in professional and general staff in Australian universities: the contemporary picture, *Labour and Industry*, vol.23, no.3, 215-230.

- Broadbent, K., Troup, C. and Strachan, G. 2013. Research staff in Australian universities: is there a career path? *Labour and Industry*, vol.23, no.3, 276-295.
- May, R., Peetz, D. and Strachan, G. 2013. The casual academic workforce and labour market segmentation in Australia, *Labour and Industry*, vol.23, no.3, 258-275.
- Strachan, G., Burgess, J. and Henderson, L. 2007. Equal Employment Opportunity Legislation and Policies: the Australian Experience, *Equal Opportunities International*, vol. 26, no. 6, 525-540.
- Strachan, G., Burgess, J. and Henderson, L. 2007. 'I just juggle': Work and Family Balance in Australian Organisations', *Hecate*, vol. 33, no. 1, 94-115.
- Burgess, J., Henderson, L., and Strachan, G. 2007. Work and Family Balance through EEO Programs and Agreement Making in Australia, *Employee Relations*, vol. 29, no. 4, 415-430.
- French, E. and Strachan, G. 2007. Equal Employment Opportunity and Women in the Finance and Insurance Industry, *Asia Pacific Journal of Human Resources*, vol. 45, no. 3, 314-332.
- Burgess, J., Henderson, L., and Strachan, G. 2005. Women Workers in Male Dominated Industrial Manufacturing Organisations: Contrasting Workplace Case Studies from Australia, *Management Revue*, vol. 16, no. 4, 458-474.
- Burgess, J., Sullivan, A. and Strachan, G. 2004. Australian Workplace Agreements, EEO and family friendly arrangements in the retail sector, *Employment Relations Record*, vol.4, no. 2, 61-70.
- Strachan, G., Burgess, J. and Sullivan, A. 2004. Affirmative Action or Managing Diversity – What is the Future of Equal Opportunity Policies in Organisations, *Women in Management Review*, vol. 19, no. 4, 196-204.
- Strachan, G., and Burgess, J. 2001. Will Deregulating the Labour Market in Australia Improve the Employment Conditions of Women? *Feminist Economics*, vol. 7, no. 2, 53-76.
- Burgess, J. and Strachan, G. 2005. Integrating Work and Family Responsibilities: Policies for Lifting women's labour activity rates, *Just Policy*, no. 35, 5-12.

## SECTION 3: MY OWN RESEARCH

### WORK AND CAREERS IN AUSTRALIAN UNIVERSITIES

This section provides details of the Work and Careers in Australian University Survey. The Work and Careers in Australian Universities Survey was conducted as part of the Australian Research Council Linkage Grant Project LP0991191: *Gender and Employment Equity: Strategies for Advancement in Australian Universities*. The overall aim of the project was to advance understanding of existing gender inequalities in Australia which remain, despite increasing gender equity policy and attention to work and family policy.

The Chief Investigators were Professor Glenda Strachan (Griffith University), Professor Gillian Whitehouse (University of Queensland), Professor David Peetz (Griffith University), Assoc. Professor Janis Bailey (Griffith University) & Dr Kaye Broadbent (Griffith University).

The Research Partners are Universities Australia Executive Women (UAEW), National Tertiary Education Union (NTEU), UniSuper.

A study of the university sector permits a detailed examination of organisational practice in a sector which is 'high performing' in equity. Universities in Australia have extensive gender equity policies and this industry has the greatest proportion of organisations with the national accolade for high performance in gender equity, the Employer of Choice for Women award administered by Australian Government statutory authority, the Equal Opportunity for Women in the Workplace Agency. Yet despite these policies, pronounced gender inequalities remain in universities.

Through a detailed examination of the inter-related nature of barriers, organisational practices and outcomes, this study sought to identify strategies for advancement to ensure Australia's future university workforce is based on sustainable, equitable practices.

The specific aims of the project were:

- (a) To provide a comprehensive analysis of the gendered nature of employment, working conditions and career patterns of university staff, with emphasis on key points in the career life cycle for:
  - (i) women in senior academic, professional and management positions;
  - (ii) classifications and career paths of general staff, especially the female-dominated administration stream; and
  - (iii) casual teaching and research staff with particular reference to female employees.
- (b) To provide a detailed explanation of the underlying influences on the (re)production of gender pay inequity in universities, with specific attention to the gendered impact of recent changes in the sector and the ways in which these intersect with gender equity and work/family policy innovations.
- (c) To devise practical strategies to promote gender equity in modern universities. These results will be applicable in other industry sectors.

#### **Methodology**

The study employed a multi-level design with information collected at the organisational and employee level. To ensure the sample was representative of university workers across Australia a subset of the contactable population were randomly selected from each participating university. This target group received both online and hard copy surveys.

The Work and Careers in Australian Universities Survey consists of three survey instruments designed to collect information on working life among university employees. The three groups of employees are defined by staff classification and employment agreement type below are:

- Group 1. Professional/General (fixed term or continuing)
- Group 2. Academic (fixed term or continuing)
- Group 3. Sessional Teaching Staff (engaged on a casual, that is hourly, basis only as per last pay period prior to study launch).

All groups of staff were asked a broad range of questions on work life including:

- demographic questions including country of birth;
- educational qualifications;
- job details and classification;
- income;
- working hours;
- job satisfaction and security;
- details about career history, assistance with career, and future intentions;
- promotion or reclassification;
- work and family issues including parental leave and flexible work;
- retirement income.

*The survey instrument is attached at Appendix 1 to this Report.*

### **Data Collection Procedure**

Following ethics clearance, negotiations were held with senior university staff, and 19 universities agreed to participate in the study. The data collection was undertaken by the Institute of Social Science Research at the University of Queensland (ISSR). The total number of contactable university workers was n=80,868, which was made up of 30% academic employees (n=24165) 41% professional/general staff (n=32983) and 29% sessional employees (n=23720).

Data collection was undertaken between August 2011 and January 2012. Each of the universities commenced participation in the study at different times but followed the same data collection process. At one university, only sessional employees received the survey.

### **Response Rates**

Of the contactable sample (n=80,868) there were 23,869 people who returned a survey. Of these 1875 participants provided incomplete surveys. This report provides information on 21,994 university employees who completed useable data, representing an overall response rate of 27%. The response rate within each of the staff groups was 35% for academic staff, 32% for professional staff and 12% for sessional staff. Detailed response rates are displayed in tables 1 and 2.

Table 1: Response Rates by university type

	Universities in the study	Total Sample <sup>1</sup>	Academic Staff		General Staff		Sessional staff
			Target Group	Non-Target Group	Target Group	Non-Target Group	Non-Target Group
			%	%	%	%	%
Group of Eight Universities (ANU, Adelaide, UWA, Melbourne, Monash, UQ, Sydney, UNSW)	5	27	44	28	45	29	15
Innovation Research Universities Australia (Charles Darwin, Flinders, Griffith, James Cook, La Trobe, Murdoch, Newcastle)	4	29	57	38	53	31	9
Australian Technology Network Universities (Curtin, SA, RMIT, UTS, QUT)	2	22	50	31	54	28	9
Unaligned Universities (Macquarie SCU, UNE, UWS, Wollongong, Deakin, Ballarat, Swinburne, Victoria, Bond, CSU, USQ, Sunshine Coast, Notre Dame, CSU, ECU, Tasmania, Canberra, ACU)	8	30	51	37	54	31	14

<sup>1</sup> based on combined contactable populations supplied by participating universities.

NB: There were no sessional teaching staff in the target respondent group.

Table 2: Respondents and response rates by staff group and gender

	Respondents in the study						DEEWR Population Statistics <sup>2</sup>							
	General		Academic		Sessional		Total Responses <sup>1</sup>		General		Academic		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Respondents:														
Women	7432	70	4311	51	1664	57	13407	61	21809	66	10861	45	32670	57
Men	3250	30	4080	49	1254	43	8584	39	11362	34	13481	55	24843	43
Total	10683	100	8391	100	2918	100	21991	100	33171	100	24342	100	57513	100
Contactable population	32983		24165		23720		80868		-		-		-	
Response rate	32%		35%		12%		27%		-		-		-	

<sup>1</sup> The total responses were 21994, but 3 respondents did not identify their gender.

<sup>2</sup> 2011 DEEWR university staff statistics for the universities that participated in the study – taken from table 2.6 number of full-time and fractional full-time for academic and non-academic staff.

### University workers: Who are they?

A majority of participants in the study are women (61%) and 39% men, with larger numbers of women among the professional/general staff (70% women and 30% men), sessional teaching staff (57% women and 43% men) and almost equal proportions of women and men among academics (51% women and 49% men). These figures are consistent with Department of Education, Employment and Workplace Relations (DEEWR) statistic on university staff.

The university workforce is older than many other industry workforces. This is particularly the case among the academic staff (42% over 50 years), compared with 23% among sessional teaching staff. Among the professional/general staff 35% are aged over 50 years.

Although the majority of university workers are born in Australia (68% among professional/general staff, 60% among sessional teaching staff and 58% among academic staff) a greater proportion of academic staff are born outside of Australia (42%).

A significant proportion of university staff are employed on fixed-term contracts or casual hourly paid contracts. Almost half (44%) of the academic staff are on fixed-term contracts, as are 28% of professional/general staff. By definition, all sessional teaching staff are on casual contracts. In total numbers, this represents almost 10,000 respondents.

### **Work and Family**

Almost half the university employees have caring responsibilities, higher among academics (49%) and professional staff (43%) than among sessional staff (28%) who are younger. These responsibilities include caring for older adults (14% among professional and academic staff, 8% among sessional staff). Women are more likely than men to be the main person responsible for caring for dependent children. This difference is greater among sessional teaching staff (63% of women, 10% of men), than professional/general staff (49% of women, 5% of men) or academic staff (46% of women, 4% of men).

For both general and academic staff, the proportion of women who have had to work part-time because of caring responsibilities is five to six times the proportion of men (general staff: 18% of women compared to 3% of men; academic staff: 20% of women compared to 4% of men). Also, the proportion of women stating that they missed opportunities to apply for career advancement due to caring responsibilities is double the proportion of men (general staff: 12% of women compared to 6% of men; academic staff: 13% of women compared to 7% of men).

### **Key Findings for Professional/General Staff**

An ongoing pattern of gender segregation was observed among professional/general staff. Greater proportions of women than men are at HEW 4 and HEW 5 levels (36 % of women and 20% of men), with lower proportions for HEW 8 and above (23 % of women compared to 37% of men). Women are present in higher concentrations in faculties and schools doing administrative and clerical work whereas men are in greater numbers within information services and technology and facilities management.

Men are more likely than women to occupy management positions (23% of men and 16% of women) and are more likely to supervise staff and manage a budget. Just over one third of the men (37%) earn more than \$78,000 per annum compared with one-fifth (19%) of the women. Over four-fifths of staff have a degree, with 37% having a Bachelor degree, 42% having a post-graduate qualification and 5% a PhD.

Overall, professional/general staff are satisfied with their jobs and their balance between work and home life. The majority of staff (80%) report there is a less than 50% chance they will leave their job voluntarily. Most want to remain within the sector, only 15% of staff (equal proportions of men and women) report they would like to work outside the university sector.

However, just over a third report that their job classification was lower than it should be. Less than half of the professional/general staff had applied for promotion in the last five years. Among those who had applied, the majority are successful on at least one occasion that they make an application for promotion. While more than half (59%) reported receiving help from



supervisors in advancing their careers, assistance from senior staff and staff at their level was less than this. Although about one half of respondents felt that help received from supervisors in applying for promotion, guidance in performance reviews, and level of support to gain qualifications or attend training had been helpful to advance their career, there was about a proportion of respondents (15-23%) who had not received help in career development. Only 13% had been involved in a formal mentoring scheme and among these people one quarter found that this had been of little benefit. Together these findings suggest that attention is needed in the programs for professional development.

In terms of career prospects, there are distinct differences between what professional/general staff would like to do in the next 5 years and what they expect they will be doing. Over half (54%) would ideally like to be in a higher position at their current university, with slight differences among men and women in those who want a higher managerial position (30% of men, 24% of women) and a higher level non-managerial position (24% of men, 30% of women). However, only one third are confident that they will achieve this (36% of women and 32% of men).

### **Demographic Characteristics of Professional/General Staff**

This section reports the findings from the professional/general staff group who completed the survey. There were 10683 professional/general staff, of whom 7432 (70%) were women and 3250 were men (30%).

The survey collected a broad range of demographic characteristics from the respondents. The majority of respondents, 64%, were aged between 25 and 49 years, 35% were over 50 years of age and only 2% were less than 25 years of age. A range of demographic characteristics are reported in table 3.

Table 3: Demographic characteristics

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Age</b>						
15-19 years	4	0	0	0	4	0
20-24 years	160	2	39	1	199	2
25-29 years	797	11	257	8	1054	10
30-34 years	994	13	405	13	1399	13
35-39 years	989	13	431	13	1420	13
40-44 years	1024	14	479	15	1503	14
45-49 years	934	13	414	13	1348	14
50-54 years	1004	14	471	15	1475	13
55-59 years	871	12	395	12	1266	12
60-64 years	466	6	243	8	709	7
65 + years	120	2	98	3	218	2
<b>Australian born</b>	5075	69	2123	66	7198	68
<b>Identify as Aboriginal or Torres Strait Islander</b>	71	1	35	1	106	1
<b>English language spoken at home</b>	6765	91	2875	88	9640	90
<b>Highest educational qualification</b>						
PhD	287	5	176	6	463	5
Other post-graduate qualification	2379	37	1049	36	3428	37
Bachelor Degree	2362	37	1081	37	3443	37
Other tertiary qualification (e.g., TAFE)	1342	21	625	21	1967	21
<b>Currently studying for a qualification</b>	1266	17	488	15	1754	17
<b>Marital Status</b>						
Registered marriage/defacto relationship	5100	69	2464	76	7564	71
Currently not with a partner	2260	31	759	24	3019	29
<b>Have a long term health condition</b>	606	8	301	9	907	9
<b>Member of a trade union</b>	1661	22	845	26	2506	24

### Employment Characteristics of Professional/General Staff

The survey collected a broad range of employment characteristics. Respondents were asked where they worked, their job classification, level and the associated tasks they performed as part of this role, tenure with the university, terms of employment, how they had obtained their current position and whether they had negotiated the entry level point when they commenced employment. These findings are presented in tables 4 to 8.

**Table 4: What part of the university do you work in?**

	Women		Men		Total	
	N	%	N	%	N	%
Offices of Senior management (VCs, DVCs, PVCs)	505	7	163	5	668	6
Central Administration (including HR, Finance, marketing, etc)	1060	14	459	14	1519	14
Student Administration	522	7	137	4	659	6
Student Services	509	7	131	4	640	6
Information Services and Technology	284	4	637	20	921	9
Library Services	677	9	195	6	872	8
Faculty or School (e.g. school secretary, faculty staff)	2729	37	832	26	3561	33
Facilities Management	131	2	278	9	409	4
Other, ( e.g., retail childcare, art gallery, museums, community engagement)	998	13	409	13	1407	13
<b>Total</b>	<b>7415</b>	<b>100</b>	<b>3241</b>	<b>100</b>	<b>10656</b>	<b>100</b>

**Table 5: What is your current job?**

	Women		Men		Total	
	N	%	N	%	N	%
Administrative /Clerical	3073	42	459	14	3532	33
Technical/Scientific/Research	499	7	411	13	910	9
Professional (e.g. librarian or accountant)	1316	18	428	13	1744	16
IT	236	3	699	22	935	9
Manual or trades	11	0	73	2	84	1
Management	1165	16	753	23	1918	18
Senior Management (PVC,DVC)	22	0	27	1	49	0
Other	1071	14	379	12	1450	14
<b>Total</b>	<b>7393</b>	<b>100</b>	<b>3229</b>	<b>100</b>	<b>10622</b>	<b>100</b>

**Table 6: What are your terms of employment?**

	Women		Men		Total	
	N	%	N	%	N	%
Continuing or permanent	5174	70	2429	76	7603	72
Fixed-term contract	2207	30	777	24	2984	28
<b>Total</b>	<b>7381</b>	<b>100</b>	<b>3206</b>	<b>100</b>	<b>10587</b>	<b>100</b>

**Table 7: How long have you worked at this university?**

	Women		Men		Total Sample	
	N	%	N	%	N	%
Less than 1 year	1413	19	511	16	1924	18
1-2 years	966	13	347	11	1313	12
3-5 years	1972	27	819	25	2791	26
6-9 years	1123	15	516	16	1639	15
10-14 years	896	12	423	13	1319	12
15-19 years	467	6	262	8	729	7
20-29 years	483	6	257	8	740	7
30 or more years	112	2	115	4	227	2
<b>Total</b>	<b>7432</b>	<b>100</b>	<b>3250</b>	<b>100</b>	<b>10682</b>	<b>100</b>

**Table 8: What is your HEW level classification?**

	Women		Men		Total	
	N	%	N	%	N	%
HEW 1	13	0	7	0	20	0
HEW 2	55	1	24	1	79	1
HEW 3	210	3	93	3	303	3
HEW 4	876	12	193	6	1069	10
HEW 5	1770	24	447	14	2217	21
HEW 6	1429	19	585	18	2014	19
HEW 7	1164	16	577	18	1741	16
HEW 8	877	12	592	18	1469	14
HEW 9	410	6	293	9	703	7
HEW 10	221	3	151	5	372	3
Above HEW 10	119	2	148	5	267	3
Don't know	110	1	64	2	174	2
Other classification	160	2	63	2	223	2
Total	7414	100	3237	100	10651	100

### Working Hours of Professional/General Staff

Questions relating to work hours and preference for work hours are presented in tables 9 to 11.

**Table 9: Are you employed full-time or part-time?**

	Women		Men		Total Sample	
	N	%	N	%	N	%
Full-time	5530	75	3020	93	8550	80
Part-time	1887	25	220	7	2107	20
Total	7417	100	3240	100	10657	100

**Table 10: How many hours per week do you usually work in your current job?**

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Full-time workers (N=8519)</b>						
Fewer than 10 hours	32	1	17	1	49	1
10-19 hours	1	0	2	0	3	0
20-29 hours	27	0	2	0	29	0
30-34 hours	34	1	13	0	47	1
35-39 hours	3182	58	1580	52	4762	56
40-49 hours	1801	33	1062	35	2863	34
50 or more hours	431	8	335	11	766	9
<b>Part-time workers (N=2099)</b>						
Fewer than 10 hours	43	2	2	1	45	2
10-19 hours	428	23	46	21	474	23
20-29 hours	1013	54	122	55	1135	54
30-34 hours	292	16	38	17	330	16
35-39 hours	60	3	8	4	68	3
40-49 hours	29	2	4	2	33	2
50 or more hours	14	1	0	0	14	1

Table 11: If you could choose the number of hours you work, would you prefer to work:

	Women		Men		Total Sample	
	N	%	N	%	N	%
Fewer hours than now	2642	36	1071	33	3713	35
About the same hours as now	4046	55	1833	57	5879	56
More hours than now	356	5	149	5	505	5
Don't know not sure	330	4	165	5	495	5
Total	7374	100	3218	100	10592	100

### Work and Family Issues of Professional/General Staff

These questions asked respondents to provide information related to their responsibilities for children and others who needed regular care. Other questions sought information on perceptions of work and family balance, and impediments to balancing work and family responsibilities. The findings from these questions for general staff are presented in tables 12 to 22.

Table 12: Do you have caring responsibilities?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Has caring responsibilities (children & or others who need regular care as outlined below)	3130	42	1429	44	4559	43
<b>Details of those who reported any caring responsibilities</b>						
Responsible for an adult who needs regular care, due to ill health, disability, age	1097	15	359	11	1456	14
Children under 18 years living at home	2363	32	1200	37	3563	33
Children under 4 years	808	11	501	15	1309	12
Children aged 5-12 years	1166	16	593	18	1759	16
Children aged 13 – 18 years	999	13	455	14	1454	14

Table 13: What is your partner's employment status?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Partner works full-time in university sector	492	10	267	11	759	10
Partner works full-time in another sector	3597	70	966	39	4563	60
Partner works part-time in university sector	99	2	109	4	208	3
Partner works part-time in another sector	457	9	640	26	1097	14
Partner is retired or not employed	467	9	481	20	948	13
Total	5112	100	2463	100	7575	100

Table 14: Who is mainly responsible for the care of your children?

	Women		Men		Total Sample	
	N	%	N	%	N	%
I am	1147	49	55	5	1202	34
My partner	60	3	409	34	469	13
Shared equally with my partner	1081	46	697	58	1778	50
Other	62	3	37	3	99	3
Total sample	2350	100	1198	100	3548	100

**Table 15: During the past five years has your work been affected by your family or caring responsibilities in any of the following ways? Multiple responses allowed.**

	Women		Men		Total Sample	
	N	%	N	%	N	%
Having to work part-time	1339	18	92	3	1431	13
Having to take additional leave (other than parental leave)	1619	22	675	21	2294	21
Stress from home affecting my abilities to do my job well over a sustained period	998	13	474	15	1472	14
Missing opportunities to apply for advancement	868	12	196	6	1064	10
Missing other opportunities e.g. to travel, attend conferences	1076	14	344	11	1420	13
Having to change jobs or responsibilities	538	7	156	5	694	6
Inability to complete qualifications	494	7	185	6	679	6
None of the above	4072	55	2036	63	6108	57

**Table 16: Have you ever resigned from, or not taken up work in, a university due to caring responsibilities, and how long were you out of the sector as a result of this?**

	Women		Men		Total Sample	
	N	%	N	%	N	%
No	6945	94	3159	98	10104	95
Yes	450	6	60	2	510	5
Total	7395	100	3219	100	10614	100
<b>For how long were you out of the university sector as a result of this?</b>						
Less than or equal to 12 months	117	34	18	45	135	36
1-2 years	66	19	6	15	72	19
2-5 years	94	28	10	25	104	27
More than 5 years	64	19	6	15	70	18
Total	341	100	40	100	381	100

**Table 17: Thinking about the balance between your work and the rest of your life, how often does work:**

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
<b>Women</b>						
Interfere with your responsibilities or activities outside work?	1134	15	2867	39	3367	46
Keep you from spending the amount of time you would like with your family and friends?	1235	17	2462	33	3678	50
Interfere with your ability to develop or maintain connections and friendship in your community?	933	13	1806	24	4582	62
<b>Men</b>						
Interfere with your responsibilities or activities outside work?	501	16	1277	40	1441	45
Keep you from spending the amount of time you would like with your family and friends?	508	16	1145	35	1560	48
Interfere with your ability to develop or maintain connections and friendship in your community?	357	11	823	25	2000	62
<b>Total Sample</b>						
Interfere with your responsibilities or activities outside work?	1635	15	4144	39	4808	45
Keep you from spending the amount of time you would like with your family and friends?	1743	16	3607	34	5238	49
Interfere with your ability to develop or maintain connections and friendship in your community?	1290	12	2629	25	6582	62

NB: Percentages across the rows do not add to 100% due to a number of don't know responses.

**Table 18: Thinking about the balance between your work and the rest of your life, how often does your personal life:**

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
<b>Women</b>						
Interfere with your work activities?	227	3	1948	26	5204	70
Restrict the time you spend at work?	395	5	1445	20	5513	75
<b>Men</b>						
Interfere with your work activities?	91	3	916	28	2214	68
Restrict the time you spend at work?	116	4	668	21	2415	75
<b>Total Sample</b>						
Interfere with your work activities?	318	3	2864	27	7418	70
Restrict the time you spend at work?	511	5	2113	20	7928	75

NB: Percentages do not add to 100% due to a number of don't know responses.

**Table 19: Thinking about your life in general, how often do you feel rushed or pressed for time?**

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
Women	4098	55	2607	35	689	9
Men	1476	46	1297	40	451	14
Total Sample	5574	52	3904	37	1140	11

**Table 20: Do you see any of the following as being an impediment to balancing your work and family life:**

	Major or somewhat of an impediment %			Minor Impediment %			Not an Impediment %		
	Women	Men	Total Sample	Women	Men	Total Sample	Women	Men	Total Sample
Attitudes of my supervisors	23	23	23	15	15	15	59	59	59
Attitudes of my colleagues	13	10	12	17	18	17	66	68	67
Workloads	39	38	39	27	31	28	31	29	31

NB: Percentages across the rows do not add to 100% due to a number of don't know responses

**Table 21: To what extent do you agree or disagree with the following statements:**

	Agreed Strongly or Somewhat %			Disagree Strongly or Somewhat %		
	Women	Men	Total Sample	Women	Men	Total Sample
I am satisfied with the balance between my work and personal life (n=10595)	72	70	72	22	21	22
I am satisfied with my job overall (n=10615)	76	71	75	18	20	19

NB: Percentages across the rows do not add to 100% due to don't know or neither agree/disagree responses.

Table 22: To what extent have each of the following gone up or down for you personally in the last two years (or since you started if less than 2 years ago).

	Gone Up		Stayed the Same		Gone Down	
	N	%	N	%	N	%
<b>Women</b>						
My satisfaction with balance between my work and personal life	1300	18	4319	59	1694	23
<b>Men</b>						
My satisfaction with balance between my work and personal life	477	15	1974	61	743	23
<b>Total Sample</b>						
My satisfaction with balance between my work and personal life	1777	17	6293	59	2417	23

NB: Percentages across the rows do not add to 100% due to a number of don't know responses.

### Flexible Work Arrangements for Professional/General Staff

This section presents information on professional/general staff members' attitudes and behaviour related to flexible work arrangements. Respondents were asked whether they would prefer a change in work arrangements (for example, change in the hours of work). Overall, 48% (n=5121) of the total sample thought they would prefer a change in their work arrangements (51% of women, 42% of men).

Table 23: Have you wanted one of these work arrangements in the last 12 months:

	Women		Men		Total Sample	
	N	%	N	%	N	%
Work reduced hours, on ongoing basis	1540	21	563	17	2103	20
Work reduced hours, for limited period	823	11	337	10	1160	11
Work fewer hours each day	692	9	260	8	952	9
Work in school term-time only	386	5	115	4	501	5
Job share	355	5	92	3	447	4
Have more flexible start and finish times	1156	16	433	13	1589	15
Work extra overtime	268	4	135	4	403	4
Transfer into a different job at the same level	467	6	225	7	692	6
Work different days of the week	420	6	200	6	620	6



**Table 24: Have you requested this change in work arrangements:**

	Women		Men		Total Sample		Granted in full	
	N	%	N	%	N	%	W %	M %
Work reduced hours, on ongoing basis	515	7	150	5	665	6	56	48
Work reduced hours, for limited period	458	6	136	4	594	6	65	50
Work fewer hours each day	195	3	83	3	278	3	46	30
Work in school term-time only	99	1	46	1	145	1	24	17
Job share	190	3	62	2	252	2	40	24
Have more flexible start and finish times	1091	15	378	12	1469	14	61	56
Work extra overtime	258	3	132	4	390	4	40	25
Transfer into a different job at the same level	189	3	104	3	293	3	42	27
Work different days of the week	421	6	103	3	524	5	74	41

**Table 25: If you have requested but did not receive flexible work arrangements, what was the main reason your request was not possible:**

	Women		Men		Total Sample	
	N	%	N	%	N	%
Too difficult to fit in with schedule in my work unit	326	27	120	21	446	21
Not enough staff to make it possible	381	31	170	30	551	30
Don't know	507	42	279	49	786	49

# Attachment 1

## Work and Careers in Australian Universities

### Academic Staff Questionnaire

Thank you in advance for participating in this important survey. It will provide new information about how work and careers in universities have changed over the past decade and what policies are needed to enhance our working conditions for the coming decade. Your responses are crucial!

Most respondents to our pilot study completed the questionnaire within 20 minutes – it certainly shouldn't take more than 30 minutes of your time.

If you wish to provide additional comments about issues you think we should have covered, please do so in the box provided at the end of the survey. We welcome your comments.

#### **Consent to participate**

Submission of the completed survey will constitute your consent to participate. Your participation is completely voluntary.

#### **Confidentiality**

Survey responses are totally confidential. They can only be accessed by the researchers and cannot be linked back to your contact details.

#### **PRIZE DRAW**

**SURVEY RESPONDENTS ARE ELIGIBLE TO ENTER A PRIZE DRAW FOR AN IPAD2 (64GB, WITH WI-FI AND 3G) – SEE OVER THE PAGE FOR DETAILS**

When you have completed this form please enclose it in the reply paid envelope provided and mail it to:

Work and Careers Survey, ISSR Surveys (777)  
Institute for Social Science Research  
Level 4, GP North 3  
**Reply Paid 6469**  
ST LUCIA QLD 4067  
**YOU DO NOT NEED A STAMP**

## Instructions for completing this form

1. To answer most of the questions you only need to **tick a box**. Please tick the box which is closest to your situation. If you are unsure about how to answer a question, mark the response for the answer closest to your situation.

For example:

How often do you feel you have spare time that you don't know what to do with?

Almost always	<input type="checkbox"/>
Often	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input checked="" type="checkbox"/>
Never	<input type="checkbox"/>

2. Sometimes you are asked to write in an answer. In that case simply use the space provided.

For example:

How long have you worked at this university?

*Number of years*

3. Sometimes your response to a specific question may mean that you are asked to skip a question(s) or move on to another section of the survey.

For example:

Are you in your formal probation period?

Yes	<input type="checkbox"/>	
No	<input checked="" type="checkbox"/>	→ go to B4

### **WOULD YOU LIKE TO ENTER OUR PRIZE DRAW FOR AN iPad2 (64GB, with Wi-Fi and 3G)?**

If you would like to be entered into the prize draw to win an iPad, please tick 'Yes' and provide an email address or telephone number below. Contact details will be kept totally confidential and separate from your survey responses – no one will be able to link your responses with your contact details.

Yes, I would like to be entered into the prize draw

Email:

Phone:

## To Start With: A Few Questions About You

**A1. In what year were you born?** 19

**A2. Are you?**

Female  1  
Male  2

**A3. Which of the following educational qualifications have you completed?** (Please tick any you have completed and enter the year awarded.)

Qualification	Year awarded
PhD	<input type="checkbox"/> 1. <input type="text"/>
Research Masters Degree	<input type="checkbox"/> 2. <input type="text"/>
Coursework Masters Degree	<input type="checkbox"/> 3. <input type="text"/>
Graduate Diploma	<input type="checkbox"/> 4. <input type="text"/>
Graduate Certificate	<input type="checkbox"/> 5. <input type="text"/>
Bachelor Degree	<input type="checkbox"/> 6. <input type="text"/>
Teaching Diploma	<input type="checkbox"/> 7. <input type="text"/>
TAFE or Trade Certificate or Diploma	<input type="checkbox"/> 8. <input type="text"/>
Other (please specify)	<input type="checkbox"/> 9. <input type="text"/>

**A4. Are you currently studying for a qualification?**

No  1. → Please go to B1.  
Yes— full time  2. → Please go to A5  
Yes – part time  3. → Please go to A5.

**A5. Name of qualification:**

**A6. Year commenced studying this qualification**

## Your Current Job

**B1. How long have you worked at this university?**

years OR months

**B2. When you were first employed at this university, did you negotiate over your entry point?** (e.g. offered Lecturer B1, asked for B5; offered Lecturer A, wanted Lecturer B.)

No  1. → Please go to B4.  
Yes  2. → Please go to B3.  
Don't recall  3. → Please go to B4.

**B3. Did you achieve the outcome you sought?**

No  1.  
Yes  2.

**B4. What is the discipline or field in which you work?**

Physical, Chemical, Mathematical & Earth Sciences  01.  
Biological, Behavioural and Cognitive Sciences  02.  
Information, Computing and Communication Sciences  03.  
Engineering and Technology  04.  
Agriculture, Urban Environment and Building  05.  
Medical and Health Sciences  06.  
Law, Justice and Law Enforcement  07.  
Business, Economics and Tourism  08.  
Education  09.  
Performing and Visual Arts  10.  
Humanities and Arts  11.  
Social Sciences  12.  
Other (please specify)  13.

**B5. What is the name of your work unit?** *(In most universities, this is a school, department or institute, e.g. School of Architecture, Medical Research Institute.)*

**B6. Would you say that the academic staff in your work unit are:**

- |  |                          |    |
|--|--------------------------|----|
| Mostly men (i.e. two-thirds or more men) | <input type="checkbox"/> | 1. |
| Roughly balanced between men and women   | <input type="checkbox"/> | 2. |
| Mostly women (two-thirds or more women)  | <input type="checkbox"/> | 3. |

**B7. Are you currently in any of the following roles?**

- |   |                          |    |
|---|--------------------------|----|
| DVC   | <input type="checkbox"/> | 1. |
| PVC   | <input type="checkbox"/> | 2. |
| Dean or Executive Dean in charge of a faculty   | <input type="checkbox"/> | 3. |
| Associate/Assistant Dean, or Dean responsible for a particular function e.g. teaching, research | <input type="checkbox"/> | 4. |
| Head of School / Department / Centre  | <input type="checkbox"/> | 5. |
| None of these   | <input type="checkbox"/> | 6. |

## Your Terms of Employment

**C1. What is your current job and classification?**

**1. Academic with teaching and/or managerial responsibilities** *(which level)*

- |         |                          |     |
|---------|--------------------------|-----|
| Level A | <input type="checkbox"/> | 01. |
| Level B | <input type="checkbox"/> | 02. |
| Level C | <input type="checkbox"/> | 03. |
| Level D | <input type="checkbox"/> | 04. |
| Level E | <input type="checkbox"/> | 05. |

**2. Research assistants or fellows** *(which level)*

- |                               |                          |     |
|-------------------------------|--------------------------|-----|
| Research Assistant            | <input type="checkbox"/> | 06. |
| Senior Research Assistant     | <input type="checkbox"/> | 07. |
| Research Fellow               | <input type="checkbox"/> | 08. |
| Senior Research Fellow        | <input type="checkbox"/> | 09. |
| Post-Doctoral Fellow          | <input type="checkbox"/> | 10. |
| Professorial Fellow           | <input type="checkbox"/> | 11. |
| Other <i>(please specify)</i> | <input type="checkbox"/> | 12. |

**C2. On what terms are you employed?**

- |   |                          |    |
|---|--------------------------|----|
| Continuing or Permanent                                       | <input type="checkbox"/> | 1. |
| Fixed-term contract   | <input type="checkbox"/> | 2. |
| Casual or sessional (i.e. no access to sick or holiday leave) | <input type="checkbox"/> | 3. |

**C3. Which of the following best describes the way the university depicts your contract?**

- |  |                          |    |
|--|--------------------------|----|
| Teaching intensive or teaching focused | <input type="checkbox"/> | 1. |
| Research intensive or research only    | <input type="checkbox"/> | 2. |
| Teaching and research                  | <input type="checkbox"/> | 3. |

**C4. Are you in your formal probation period?**

- |     |                          |    |
|-----|--------------------------|----|
| No  | <input type="checkbox"/> | 1. |
| Yes | <input type="checkbox"/> | 2. |

## Your Income

**D1. For your current job what is the total gross amount you usually receive each fortnight before tax or any other deductions?**

Amount in whole dollars \$  per fortnight

**D2. Does your annual income from this university include any salary loadings or bonuses?** *(Excluding leave loading)*

- |     |                          |    |                    |
|-----|--------------------------|----|--------------------|
| No  | <input type="checkbox"/> | 1. | ➔ Please go to D4. |
| Yes | <input type="checkbox"/> | 2. | ➔ Please go to D3. |

**D3. Please tick the relevant box or boxes and enter the amount(s) received per annum.**

Reason for loading or bonus			
Market loading (e.g. for your discipline)	<input type="checkbox"/>	1.	\$ _____ per annum
Performance loading (for your individual performance)	<input type="checkbox"/>	2.	\$ _____ per annum
Responsibility or higher duties loading	<input type="checkbox"/>	3.	\$ _____ per annum
Other (please specify)	<input type="checkbox"/>	4.	\$ _____ per annum
<input type="text"/>			

**D4. Have you received any consultancy income in the past 12 months?**

No	<input type="checkbox"/>	1.	➔ Please go to E1.
Yes	<input type="checkbox"/>	2.	➔ Please go to D5

**D5. Approximately how much consultancy income did you receive in that 12 months?**

Into your research account	\$ _____
Into your salary	\$ _____

## Your Hours and Workload

**E1. Are you full-time or part-time?**

Full-time	<input type="checkbox"/>	1.	➔ Please go to E4.
Part-time	<input type="checkbox"/>	2.	➔ Please go to E2.

**E2. What fraction is your part-time appointment? (e.g. 0.5, 0.7)**

**E3. What is the main reason you're working part time? (Please tick one response only)**

Family responsibilities	<input type="checkbox"/>	1
Study or research	<input type="checkbox"/>	2
Demands of other paid work	<input type="checkbox"/>	3
Part-time is all that is available	<input type="checkbox"/>	4
Health reasons	<input type="checkbox"/>	5
Not interested in full-time work	<input type="checkbox"/>	6
Other (please specify)	<input type="checkbox"/>	7
<input type="text"/>		

**E4. How many hours per week do you usually work in your current job?**

 hours per week

**E5. If you could choose the number of hours you work each week in this job, would you prefer to work:**

Fewer hours than you do now	<input type="checkbox"/>	1
About the same hours as you do now	<input type="checkbox"/>	2
More hours than you do now	<input type="checkbox"/>	3
Don't know/not sure	<input type="checkbox"/>	4

**E6. In your current job, what percentage of your time are you expected to spend on each of these activities, and what proportion do you actually spend?**

	Expected	Actual	
a. Teaching			%
b. Research			%
c. Administration			%
<b>TOTAL</b>	100	100	%

**E7. Would you rather spend more time, less time, or about the same amount of time that you spend now, on each of those activities?**

	More	About the same	Less
a. Teaching	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Research	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Administration	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

**E8. What is the usual number of hours of face to face teaching you do each week during teaching semesters?**

hours per week

**E10. How many students are you usually responsible for per semester?**

a. Students I teach or supervise

b. Students I mark work for

**E9. How many subjects do you usually teach per semester?**

	Taught mainly by me	Team taught
a. On campus		
b. Online or distance		

**E11. How many casual/sessional staff do you usually supervise per semester? (If none, please enter 0)**

per semester

## Job Satisfaction and Security

**F1. Thinking about your employment over the next 12 months, what do you think is the percent chance that you will leave your current job voluntarily (i.e., quit or retire) in the next 12 months?**

% from 0% (i.e. no chance) to 100% (i.e. absolute certainty)

**F2. To what extent do you agree or disagree with the following statements about your current job?**

	Strongly Disagree	Somewhat Disagree	Neither	Somewhat Agree	Strongly Agree	Don't know/not relevant
a. I have a lot of input into changes that affect me	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. I feel there are unrealistic expectations of me in terms of <u>teaching</u> outcomes	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
c. I feel there are unrealistic expectations of me in terms of <u>research</u> outputs	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
d. I am satisfied with the balance between my work and personal life	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
e. I am satisfied with my job overall	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

**F3. And to what extent have each of the following gone up or down for you personally in the last two years (or since you started here if that is less than two years ago)?**

	Gone up	Stayed the same	Gone down	Don't know
a. The level of input I have into changes that affect me	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
b. Expectations of the <u>teaching</u> outcomes I will achieve	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3..	<input type="checkbox"/> 9.
c. Expectations of the <u>research</u> outputs I will achieve	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
d. My satisfaction with balance between my work and personal life	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
e. My satisfaction with my career prospects	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
f. My satisfaction with my job overall	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.



## Career—Job History

**G1. Thinking about your career as a whole since you left school; can you indicate the number of years you have worked in casual positions in universities?** (Please write number of years in relevant box. Leave blank those boxes that do not apply.)

	Full-time	Part-time
a. Casual work while studying, e.g. for a PhD	years	years
b. Casual work after obtaining a PhD	years	years
c. Casual work at any other times	years	years

**G2. In what year were you first appointed to a continuing or fixed-term salaried position in a university?**

Year

**G3. What was the level of this appointment?**  
(e.g. A, B,...)

Level

**G4. Thinking about your career as a whole, can you indicate the number of years you have worked in continuing or fixed-term positions in universities at the following levels?** (If you have held multiple positions at any time, please respond just for your main job.)

	Full-time	Part-time
a. Level A	years	years
b. Level B	years	years
c. Level C	years	years
d. Level D	years	years
e. Level E	years	years

**G5. Please indicate the number of years you have spent working outside the university sector since you left school.**

	Full-time	Part-time
a. In work related to your current discipline	years	years
b. In other work	years	years

**G6. Have you done any of the following?** (Please tick any that apply.)

- |  |                          |    |
|--|--------------------------|----|
| Held a post-doctoral fellowship or similar research-only position for 1 year or more | <input type="checkbox"/> | 1. |
| Worked overseas in an academic job for 1 year or more                                | <input type="checkbox"/> | 2. |
| Worked in an academic position at a lower level than one you'd previously held       | <input type="checkbox"/> | 3. |

**G7. In the last five years, how many times have you applied for, and been successful in obtaining, promotion to a higher level?** (Several of our questions ask about activities in the last five years – if you haven't been in the university sector for this long, please just answer for the period of time that you have been in the university sector.)

	Times applied	Times been successful
a. While you were at this university		
b. While you were at another university		

**G8. In the last five years, how many times have you applied for, and been successful in obtaining, appointment to a higher level position through a competitive selection process?**

	Times applied	Times been successful
a. For a job at this university		
b. For a job at another university		

### G9. How did you first get to your current substantive level?

Competitive appointment process	<input type="checkbox"/> 1.
Internal promotion	<input type="checkbox"/> 2.
I was appointed without a competitive selection process	<input type="checkbox"/> 3.

## Career Supports and Difficulties

### H1. In the last five years, to what extent have the following helped you in advancing your career, or been a problem for you in holding back your career?

	A major problem for my career	Somewhat of a problem	Neither	Somewhat of a help	A great help for my career	Don't know / not relevant
a. Level of support from supervisors in applying for promotion	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. Guidance received in performance reviews	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
c. Opportunities for leadership development	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
d. Access to internal research funding	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
e. The attitude within this university towards people of my age	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
f. The attitude within this university towards people of my ethnic background	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
g. The attitude within this university towards people of my gender	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
h. The attitude within this university towards people with family responsibilities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
i. Other ( <i>please specify</i> )	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

### H2. Have you experienced any kind of harassment or bullying at work in the last five years?

No	<input type="checkbox"/> 1.	➔ Please go to H6.
Yes	<input type="checkbox"/> 2.	➔ Please go to H3.

### H3. Have you taken, or seriously considered taking, a formal case in relation to harassment or bullying at work in the last five years?

No	<input type="checkbox"/> 1.	➔ Please go to H4.
Yes	<input type="checkbox"/> 2.	➔ Please go to H5.

### H4. Why did you decide not to take a case?

The incident was too minor	<input type="checkbox"/> 1
I lacked faith in the complaints process	<input type="checkbox"/> 2
It would have made things worse for me	<input type="checkbox"/> 3
Other ( <i>please specify</i> )	<input type="checkbox"/> 4

### H5. Did the harassment have an adverse impact on your career?

No	<input type="checkbox"/> 1.
Yes	<input type="checkbox"/> 2.
Don't know	<input type="checkbox"/> 9.

### H6. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Somewhat Disagree	Neither	Somewhat Agree	Strongly Agree	Don't know
a. I have career mobility between universities and other sectors	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. I would like to remain in the university sector for the rest of my career	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
c. I am satisfied with my career opportunities in <u>this university</u>	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
d. I am satisfied with my career opportunities in the university sector as a whole	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
e. I would be able to move interstate to advance my career	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

## Mentoring and Career Intentions

### I1. In the last five years, have you been mentored in a formal mentoring course/scheme in your workplace?

- Yes, in this university  1. → Please go to I2
- No, but I have been in a previous university  2. → Please go to I3
- No  3. → Please go to I3

### I2. How much benefit did the formal mentoring course/scheme provide? (Please tick one option only.)

- No benefit  1.
- A little benefit  2.
- Some benefit  3.
- A lot of benefit  4.
- Highly beneficial  5.

### I3. Over the past five years, how much help have you received from the following people in advancing your career?

	Received a lot of help	Received some help	Not received much help	Not sought help from them
a. My supervisor	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. Academic staff at my university	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. Academics from other universities in Australia	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. Academics from overseas	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e. My PhD supervisor	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

### I4. Where would you like to be in five years time? And where do you expect to be? (Please select only one option for where you'd like to be, and only one option for where you expect to be.)

	At this level	At a higher level academic job in this university	In a management position in this university	At another university	Outside the university sector	Retired
a. <u>Like to be</u>	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 6.
b. <u>Expect to be</u>	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 6.

## Work and Family

**J1. Do you have any children under 18 years of age living with you at home?**

- No  1. → Please go to J4.  
 Yes  2. → Please go to J2.

**J2. How many children are living with you at home in each of the age groups listed below:**

- | Number of children |                             |
|--------------------|-----------------------------|
| a.                 | children aged 0 – 4 years   |
| b.                 | children aged 5 – 12 years  |
| c.                 | children aged 13 - 18 years |

**J3. Who is mainly responsible for the care of these children? (Please only tick one option.)**

- I am  1.  
 My partner is  2.  
 Shared equally with my partner  3.  
 Other (please specify)  4.

**J4. Are you responsible for any adult who needs regular care due to ill health, disability or age?**

- No  1.  
 Yes – living with me  2.  
 Yes – not living with me  3.

**J5. During the past five years, has your work been affected by your family or caring responsibilities in any of the following ways? (Please tick all that apply.)**

- Having to work part-time  1.  
 Having to take additional leave (other than parental leave)  2.  
 Stress from home affecting my ability to do my job well over a sustained period  3.  
 Missing opportunities to apply for promotion  4.  
 Missing other opportunities, e.g. to travel, attend conferences  5.  
 Having to change jobs or responsibilities  6.  
 Inability to complete qualifications  7.  
 None of the above  8.

**J6. Have you ever resigned from, or not taken up work in, a university due to caring responsibilities?**

- No  1. → Please go to J8.  
 Yes  2. → Please go to J7.

**J7. For how long were you out of the university sector as a result of this?**

\_\_\_\_\_ years                      OR                      \_\_\_\_\_ months

**J8. Thinking about the balance between your work and the rest of your life, how often does your work:**

	Almost always	Often	Sometimes	Rarely	Never	Don't know
a. interfere with your responsibilities or activities outside work?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. keep you from spending the amount of time you would like with your family and friends?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
c. interfere with your ability to develop or maintain connections and friendships in your community?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

**J9. Thinking about the balance between your work and the rest of your life, how often does your personal life:**

	Almost always	Often	Sometimes	Rarely	Never	Don't know
a. interfere with your work activities?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. restrict the time you spend at work?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

### J10. Thinking about your life in general:

	Almost always	Often	Sometimes	Rarely	Never	Don't know
how often do you feel rushed or pressed for time?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

### J11. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Neither	Somewhat agree	Strongly agree	Don't know / not relevant
a. There is adequate support in my work unit for women in their caring responsibilities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. There is adequate support in my work unit for men in their caring responsibilities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

### J12. Do you see any of the following as being impediments to balancing your work and personal life?

	Major impediment	Somewhat of an impediment	Minor impediment	Not an impediment	Don't know
a. Attitudes of my supervisors	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 9..
b. Attitudes of my colleagues	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 9.
c. Workloads	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 9.
d. Anything else ( <i>please specify</i> )	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 9.

## Parental Leave

### K1. Have you ever taken parental (maternity, paternity or adoption) leave while employed in a university?

No	<input type="checkbox"/> 1.	➔ Please go to L1.
Yes	<input type="checkbox"/> 2.	➔ Please go to K2.

### K2. How many times have you taken parental leave?

### K3. For the most recent occasion, please indicate when it started and how many weeks paid and unpaid leave you took.

a. Year leave commenced	<input type="text"/>	(e.g. 2009)
b. Duration of paid leave	<input type="text"/>	weeks
c. Duration of unpaid leave	<input type="text"/>	weeks

### K4. On that occasion, did you take the full amount of parental leave to which you were entitled?

No	<input type="checkbox"/>	➔ Please go to K5
Yes	<input type="checkbox"/>	➔ Please go to K6
Don't know	<input type="checkbox"/>	➔ Please go to K6

### K5. If you did not take your full parental leave entitlement, why not? (*Please tick all that apply.*)

Concerned about household finances	<input type="checkbox"/> 1.
Concerned about colleagues' workloads	<input type="checkbox"/> 2.
Concerned about the impact on my career	<input type="checkbox"/> 3.
Concerned about reaction of colleagues	<input type="checkbox"/> 4.
Concerned about reaction of supervisors	<input type="checkbox"/> 5.
My partner took the primary carer role	<input type="checkbox"/> 6.
I was keen to return to work	<input type="checkbox"/> 7.
Other ( <i>please specify</i> )	<input type="checkbox"/> 8.

**K6. If you have taken parental leave, were any of the following options available to assist your return to work? Did you access any of these options? (Please tick all that apply.)**

	Not Available	Available but not used	Used	Don't know
a. Option to work reduced hours	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
b. Option to work from home	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
c. Job sharing	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
d. Purchased leave (e.g. 48/52)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
e. Breastfeeding facilities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.

## Flexible Work Arrangements

**L1. At any time in the past 12 months have you thought you would prefer a change in work arrangements (such as a change in your hours of work) that would last for a sustained period of time, that is for longer than 1 month?**

- No  1. → Please go to M1  
 Yes  2. → Please go to L2.

**L2. Please indicate below which changes in working arrangements you thought you would prefer and what happened if you asked. (Please tick any you a) thought you would like; b) that you asked for and c) what the outcome was).**

	I thought I would like this (a)	I asked for this (b)	The outcome was that it was :		
			Granted in full (c)	Granted in part (c)	Refused (c)
a. Work reduced hours per week, on an ongoing basis	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Work reduced hours per week, for a limited period	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Work fewer hours each day	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Work in school term-time only	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Job share	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Any other arrangement (please specify)	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

**L3. If you have requested but not received flexible working arrangements, what was the main reason your request was refused?**

- Too difficult to fit in with schedules in my work unit  1.  
 Not enough staff to make it possible  2.  
 Other (please specify)  3.  
 \_\_\_\_\_  
 I don't know  9.

## Retirement Planning

**M1. What are your expected income sources when you retire or as you get older and work less?** (Please indicate all expected income sources in the first column, and which one will be your main source of income in the second column.)

	Sources of income (a)	<u>Main</u> source of income (please select only one) (b)
UniSuper	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Other Australian superannuation	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
Overseas pension fund	<input type="checkbox"/> 3.	<input type="checkbox"/> 3.
Government pension	<input type="checkbox"/> 4.	<input type="checkbox"/> 4.
Own assets (including rent, properties, farm, business investments, interest, stocks, debentures, bank account)	<input type="checkbox"/> 5.	<input type="checkbox"/> 5.
Spouse or partner's income	<input type="checkbox"/> 6.	<input type="checkbox"/> 6.
Someone else's income	<input type="checkbox"/> 7.	<input type="checkbox"/> 7.
Other (please specify) <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="checkbox"/> 8.	<input type="checkbox"/> 8.
Don't know	<input type="checkbox"/> 9.	<input type="checkbox"/> 9.

**M2. As you move towards retirement, which of the following would you like to do, and which do you think you will be able to do?** (Please tick all that apply.)

	Like to do (a)	Able to do (b)
Continue working as I currently do	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Reduce the hours I work each day	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
Reduce the days I work each week/fortnight	<input type="checkbox"/> 3.	<input type="checkbox"/> 3.
Reduce my level of responsibility	<input type="checkbox"/> 4.	<input type="checkbox"/> 4.
Seek contract or casual employment	<input type="checkbox"/> 5.	<input type="checkbox"/> 5.
Change the type of work I do (e.g. project work rather than teaching or administration)	<input type="checkbox"/> 6.	<input type="checkbox"/> 6.
Other (please specify) <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="checkbox"/> 7.	<input type="checkbox"/> 7.

**M3. If you indicated that you will not be able to work the way you would ideally like to as you approach retirement, why is this?** (Please tick all that apply.)

May not be able to afford to	<input type="checkbox"/> 1.
My organisation is unlikely to support my preference	<input type="checkbox"/> 2.
Too much impact on my final Defined Benefit superannuation payout	<input type="checkbox"/> 3.
May lose organisational benefits such as office or funding	<input type="checkbox"/> 4.
Other (please specify) <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="checkbox"/> 5.

## A Few More Questions About You

### N1. Were you born in Australia?

- No  1. ➔Please go to N2.  
 Yes  2. ➔Please go to N3.

### N2. In which country were you born?

### N3. Do you identify as Aboriginal or Torres Strait Islander?

- Yes, Aboriginal  1.  
 Yes, Torres Strait Islander  2.  
 Yes, both  3.  
 No  4.

### N4. What language do you speak at home?

- English  1.  
 Language other than English  2.

### N5. Are you a member of a trade union?

- No  1.  
 Yes  2.

### N6. What is your current marital status (regardless of whether an opposite sex or same sex relationship)?

- Registered marriage or de facto relationship  1. ➔Please go to N7.  
 Currently not with a partner  2. ➔Please go to N8.

### N7. Which of the following best describes your partner's current employment status?

- My partner works full-time in the university sector  1.  
 My partner works full-time in another sector  2.  
 My partner works part-time in the university sector  3.  
 My partner works part-time in another sector  4.  
 My partner is retired or not employed  5.

### N8. Do you have a long term health condition, impairment or disability that restricts you in your everyday activities and has lasted, or is likely to last, 6 months or more?

- No  1.  
 Yes  2..



## And Finally

**O1. What do you think are the most important things that the university could do to improve your opportunities or satisfaction at work?**

**O2. Are there any other issues you'd like to raise that have not been covered in the survey?**

## Work and Careers in Australian Universities

### General and Professional Staff Questionnaire

Thank you in advance for participating in this important survey. It will provide new information about how work and careers in universities have changed over the past decade and what policies are needed to enhance our working conditions for the coming decade. Your responses are crucial!

Most respondents to our pilot study completed the questionnaire within 20 minutes – it certainly shouldn't take more than 30 minutes of your time.

If you wish to provide additional comments about issues you think we should have covered, please do so in the box provided at the end of the survey. We welcome your comments.

#### **Consent to participate**

Submission of the completed survey will constitute your consent to participate. Your participation is completely voluntary.

#### **Confidentiality**

Survey responses are totally confidential. They can only be accessed by the researchers and cannot be linked back to your contact details.

#### **PRIZE DRAW**

**SURVEY RESPONDENTS ARE ELIGIBLE TO ENTER A PRIZE DRAW FOR AN IPAD2 (64GB, WITH WI-FI AND 3G) – SEE OVER THE PAGE FOR DETAILS**

When you have completed this form please enclose it in the reply paid envelope provided and mail it to:

Work and Careers Survey, ISSR Surveys (777)

Institute for Social Science Research

Level 4, GP North 3

**Reply Paid 6469**

ST LUCIA QLD 4067

**YOU DO NOT NEED A STAMP**

## Instructions for completing this form

1. To answer most of the questions you only need to **tick a box**. Please tick the box which is closest to your situation. If you are unsure about how to answer a question, mark the response for the answer closest to your situation.

For example:

How often do you feel you have spare time that you don't know what to do with?

Almost always	<input type="checkbox"/>
Often	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input checked="" type="checkbox"/>
Never	<input type="checkbox"/>

2. Sometimes you are asked to write in an answer. In that case simply use the space provided.

For example:

How long have you worked at this university?

*Number of years*

3. Sometimes your response to a specific question may mean that you are asked to skip a question(s) or move on to another section of the survey.

For example:

Are you in your formal probation period?

Yes	<input type="checkbox"/>	
No	<input checked="" type="checkbox"/>	→ go to B4

### **WOULD YOU LIKE TO ENTER OUR PRIZE DRAW FOR AN IPAD2 (64GB, with Wi-Fi and 3G)?**

If you would like to be entered into the prize draw to win an iPad, please tick 'Yes' and provide an email address or telephone number below. Contact details will be kept totally confidential and separate from your survey responses – no one will be able to link your responses with your contact details.

Yes, I would like to be entered into the prize draw

Email:

Phone:

## To Start With: A Few Questions About You

**A1. In what year were you born?** 19

**A2. Are you?**

- Female  1  
 Male  2

**A3. Which of the following educational qualifications have you completed?** *(Please tick any you have completed and enter the year awarded.)*

Qualification	Year awarded
PhD	<input type="checkbox"/> 1. <input style="width: 50px;" type="text"/>
Research Masters Degree	<input type="checkbox"/> 2. <input style="width: 50px;" type="text"/>
Coursework Masters Degree	<input type="checkbox"/> 3. <input style="width: 50px;" type="text"/>
Graduate Diploma	<input type="checkbox"/> 4. <input style="width: 50px;" type="text"/>
Graduate Certificate	<input type="checkbox"/> 5. <input style="width: 50px;" type="text"/>
Bachelor Degree	<input type="checkbox"/> 6. <input style="width: 50px;" type="text"/>
Teaching Diploma	<input type="checkbox"/> 7. <input style="width: 50px;" type="text"/>
TAFE or Trade Certificate or Diploma	<input type="checkbox"/> 8. <input style="width: 50px;" type="text"/>
Other <i>(please specify)</i>	<input type="checkbox"/> 9. <input style="width: 50px;" type="text"/>

**A4. Are you currently studying for a qualification?**

- No  1. ➔ *Please go to B1.*  
 Yes— full time  2. ➔ *Please go to A5*  
 Yes – part time  3. ➔ *Please go to A5.*

**A5. Name of qualification:**

**A6. Year commenced studying this qualification**

## Your Current Job

**B1. How long have you worked at this university?**

\_\_\_\_\_ years                      OR                      \_\_\_\_\_ months

**B2. When you were first employed at this university, did you negotiate over your entry point?** *(e.g offered level 5.2, asked for level 5.5)*

- No  1. ➔ *Please go to B4.*  
 Yes  2. ➔ *Please go to B3.*  
 Don't recall  3. ➔ *Please go to B4.*

**B3. Did you achieve the outcome you sought?**

- No  1.  
 Yes  2.

**B4. What part of the university do you work in?**

- Offices of Senior Management (VCs, DVCs, PVCs)  01.  
 Central Administration (including HR, Finance, Marketing, etc)  02.  
 Student Administration  03.  
 Student Services  04.  
 Information Services and Technology  05.  
 Library Services  06.  
 Faculty, School or Department (e.g. departmental/school secretary, faculty staff)  07.  
 Facilities Management  08.  
 Other *(please specify)*  13.

**B5. What is the name of your work unit?** (A work unit is a school, department, institute or administrative unit within the university, for example Library, Office of Financial Services, Faculty of Law, etc.)

**B6. Would you say that the general staff in your work unit are:**

- |  |                          |    |
|--|--------------------------|----|
| Mostly men (i.e. two-thirds or more men) | <input type="checkbox"/> | 1. |
| Roughly balanced between men and women   | <input type="checkbox"/> | 2. |
| Mostly women (two-thirds or more women)  | <input type="checkbox"/> | 3. |

## Your Terms of Employment

**C1. What is your classification?** (e.g. your HEW, HEO, HEE or HEGS level?)

Level 1	<input type="checkbox"/>	01.
Level 2	<input type="checkbox"/>	02.
Level 3	<input type="checkbox"/>	03.
Level 4	<input type="checkbox"/>	04.
Level 5	<input type="checkbox"/>	05.
Level 6	<input type="checkbox"/>	06.
Level 7	<input type="checkbox"/>	07.
Level 8	<input type="checkbox"/>	08.
Level 9	<input type="checkbox"/>	09.
Level 10	<input type="checkbox"/>	10.
Above Level 10	<input type="checkbox"/>	11.
Other (please specify)	<input type="checkbox"/>	12.
<input type="text"/>		
Don't Know	<input type="checkbox"/>	13.

**C2. On what terms are you employed?**

Continuing or Permanent	<input type="checkbox"/>	1.
Fixed-term contract	<input type="checkbox"/>	2.
Casual or sessional (i.e. no access to sick or holiday leave)	<input type="checkbox"/>	3.

**C3. What is your current job?**

Administrative/Clerical	<input type="checkbox"/>	1.
Technical/Scientific	<input type="checkbox"/>	2.
Professional (e.g. librarian, accountant)	<input type="checkbox"/>	3.
IT	<input type="checkbox"/>	4.
Manual/trades	<input type="checkbox"/>	5.
Management	<input type="checkbox"/>	6.
Senior management (e.g. PVC or DVC)	<input type="checkbox"/>	7.
Other (please specify)	<input type="checkbox"/>	8.
<input type="text"/>		

**C4. Are you in your formal probation period?**

No	<input type="checkbox"/>	1.
Yes	<input type="checkbox"/>	2.

**C5. Do you do any of the following in your current job?** (please tick all that apply.)

Regularly supervise other staff	<input type="checkbox"/>	1.
Train other staff	<input type="checkbox"/>	2.
Manage a budget (excluding petty cash)	<input type="checkbox"/>	3.
Authorise payments	<input type="checkbox"/>	4.
None of the above	<input type="checkbox"/>	5.

## Your Income

**D1. For your current job what is the total gross amount you usually receive each fortnight before tax or any other deductions?**

Amount in whole dollars \$ \_\_\_\_\_ per fortnight

**D2. Does your annual income from this university include any salary loadings or bonuses?** (excluding allowances and loadings such as shift allowances and leave loading)

No	<input type="checkbox"/>	1.	➔ Please go to E1.
Yes	<input type="checkbox"/>	2.	➔ Please go to D3.

**D3. Please tick the relevant box or boxes and enter the amount(s) received per annum.**

Reason for loading or bonus			
Market loading	<input type="checkbox"/>	1.	\$ <input type="text"/> per annum
Performance loading (for your individual performance)	<input type="checkbox"/>	2.	\$ <input type="text"/> per annum
Responsibility or higher duties loading	<input type="checkbox"/>	3.	\$ <input type="text"/> per annum
Other (please specify)	<input type="checkbox"/>	4.	\$ <input type="text"/> per annum
<input type="text"/>			

## Your Hours

**E1. Are you full-time or part-time?**

Full-time	<input type="checkbox"/>	1. ➔ Please go to E4.
Part-time	<input type="checkbox"/>	2. ➔ Please go to E2.

**E2. What fraction is your part-time appointment? (e.g. 0.5, 0.7)**

**E3. What is the main reason you're working part time? (Please tick one response only)**

Family responsibilities	<input type="checkbox"/>	1
Study or research	<input type="checkbox"/>	2
Demands of other paid work	<input type="checkbox"/>	3
Part-time is all that is available	<input type="checkbox"/>	4
Health reasons		
Not interested in full-time work	<input type="checkbox"/>	5
Other (please specify)	<input type="checkbox"/>	6
<input type="text"/>		

**E4. How many hours per week do you usually work in your current job?**

 hours per week

**E5. When you work more than your set weekly hours, how are you compensated?**

Overtime payment	<input type="checkbox"/>	1
Time off in lieu of overtime	<input type="checkbox"/>	2
No compensation	<input type="checkbox"/>	3
Other (please specify)	<input type="checkbox"/>	4
<input type="text"/>		

**E6. If you could choose the number of hours you work each week in this job, would you prefer to work:**

Fewer hours than you do now	<input type="checkbox"/>	1
About the same hours as you do now	<input type="checkbox"/>	2
More hours than you do now	<input type="checkbox"/>	3
Don't know/not sure	<input type="checkbox"/>	4

## Classification Review

**F1. Given the responsibilities and skill levels required for your current job, is your current classification:**

higher than it should be?	<input type="checkbox"/>	1.
lower than it should be?	<input type="checkbox"/>	2.
about right?	<input type="checkbox"/>	3.
Don't know	<input type="checkbox"/>	9.

**F2. Has the classification of your current job been reviewed in the last 5 years (or since you've been in the job if that is less than 5 years)?**

No	<input type="checkbox"/>	1. Please go to G1
Yes	<input type="checkbox"/>	2. Please go to F3
Don't know	<input type="checkbox"/>	9. Please go to G1

**F3. Who initiated this review?**

I did	<input type="checkbox"/>	1.
My supervisor/manager	<input type="checkbox"/>	2.
It was the result of a regular review process	<input type="checkbox"/>	3.
It was the result of restructuring	<input type="checkbox"/>	4.

**F4. What was the outcome of this review?**

The job was not reclassified	<input type="checkbox"/>	1.
The job was reclassified at a higher level	<input type="checkbox"/>	2.
I'm waiting to hear the outcome	<input type="checkbox"/>	3.
Don't know	<input type="checkbox"/>	9.

**F5. From your experience of the review, do you think the process:**

	Yes	No	Don't Know
was thorough?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 9.
was fair?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 9.
allowed the requirements of the job to be properly evaluated?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 9.

## Job Satisfaction and Security

**G1. Thinking about your employment over the next 12 months, what do you think is the percent chance that you will leave your current job voluntarily (i.e., quit or retire) in the next 12 months?**

% from 0% (i.e. no chance) to 100% (i.e. absolute certainty)

**G2. To what extent do you agree or disagree with the following statements about your current job?**

	Strongly Disagree	Somewhat Disagree	Neither	Somewhat Agree	Strongly Agree	Don't know/not relevant
a. I have a lot of input into changes that affect me	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. I am satisfied with the balance between my work and personal life	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
c. I am satisfied with my job overall	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

**G3. And to what extent have each of the following gone up or down for you personally in the last two years (or since you started here if that is less than two years ago)?**

	Gone up	Stayed the same	Gone down	Don't know
a. The level of input I have into changes that affect me	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
b. My satisfaction with balance between my work and personal life	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
c. My satisfaction with my career prospects	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
d. My satisfaction with my job overall	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.

## Career—Job History

**H1. In what year were you first appointed to a continuing or fixed-term salaried position in a university?**

Year

**H2. What was the level of this appointment?**

*(e.g. level 1, level 2...)*

Level

**H3. Could you please use the following table to tell us how many years you have spent working at each level since you started working, including the position you are currently in? *(If you have held multiple positions at any one time, please respond for just your main job.)***

	Full-time		Part-time	
a. LEVEL 1	<input type="text"/>	years	<input type="text"/>	years
b. LEVEL 2	<input type="text"/>	years	<input type="text"/>	years
c. LEVEL 3	<input type="text"/>	years	<input type="text"/>	years
d. LEVEL 4	<input type="text"/>	years	<input type="text"/>	years
e. LEVEL 5	<input type="text"/>	years	<input type="text"/>	years
f. LEVEL 6	<input type="text"/>	years	<input type="text"/>	years
g. LEVEL 7	<input type="text"/>	years	<input type="text"/>	years
h. LEVEL 8	<input type="text"/>	years	<input type="text"/>	years
i. LEVEL 9	<input type="text"/>	years	<input type="text"/>	years
j. LEVEL 10	<input type="text"/>	years	<input type="text"/>	years
k. Above LEVEL 10	<input type="text"/>	years	<input type="text"/>	years

**H4. Please indicate the number of years you have spent working outside the university sector since you left school.**

	Full-time		Part-time	
a. In work related to your current job	<input type="text"/>	years	<input type="text"/>	years
b. In other work	<input type="text"/>	years	<input type="text"/>	years

**H5. In the last five years, how many times have you applied for, and been successful in obtaining, appointment to a higher level? *(Several of our questions ask about activities in the last five years – if you haven't been in the university sector for this long, please just answer for the period of time that you have been in the university sector.)***

	Times applied	Times been successful
a. While you were at this university	<input type="text"/>	<input type="text"/>
b. While you were at another university	<input type="text"/>	<input type="text"/>



**H6. In the last five years, how many times have you moved between jobs at the same level?**

Number of times:

**H7. How did you first get to your current substantive level?**

Competitive appointment process  1.

Reclassification  2.

I was appointed without a competitive selection process  3.

Other (please specify)   4

## Career Supports and Difficulties

**I1. In the last five years, to what extent have the following helped you in advancing your career, or been a problem for you in holding back your career?**

	A major problem for my career	Somewhat of a problem	Neither	Somewhat of a help	A great help for my career	Don't know / not relevant
a. Level of support from supervisors in applying for advancement	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. Level of support to obtain qualifications or attend training	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
c. Guidance received in performance reviews	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
d. Opportunities for leadership development	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
e. Availability of secondment opportunities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
f. The attitude within this university towards people of my age	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
g. The attitude within this university towards people of my ethnic background	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
h. The attitude within this university towards people of my gender	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
i. The attitude within this university towards people with family responsibilities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
j. Other (please specify)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

**I2. Have you experienced any kind of harassment or bullying at work in the last five years?**

- No  1. → Please go to I6.  
 Yes  2. → Please go to I3.

**I3. Have you taken, or seriously considered taking, a formal case in relation to harassment or bullying at work in the last five years?**

- No  1. → Please go to I4.  
 Yes  2. → Please go to I5.

**I4. Why did you decide not to take a case?**

- The incident was too minor  1  
 I lacked faith in the complaints process  2  
 It would have made things worse for me  3  
 Other (please specify)  4

**I5. Did the harassment have an adverse impact on your career?**

- No  1.  
 Yes  2.  
 Don't know  9.

**I6. To what extent do you agree or disagree with the following statements?**

	Strongly Disagree	Somewhat Disagree	Neither	Somewhat Agree	Strongly Agree	Don't know
a. I have career mobility between universities and other sectors	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. I would like to remain in the university sector for the rest of my career	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
c. I am satisfied with my career opportunities in <u>this university</u>	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
d. I am satisfied with my career opportunities in the university sector as a whole	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
e. I would be able to move interstate to advance my career	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

**Mentoring and Career Intentions**

**J1. In the last five years, have you been mentored in a formal mentoring course/scheme in your workplace?**

- Yes, in this university  1. → Please go to J2  
 No, but I have been in a previous university  2. → Please go to J3  
 No  3. → Please go to J3

**J2. How much benefit did the formal mentoring course/scheme provide? (Please tick one option only.)**

- No benefit  1.  
 A little benefit  2.  
 Some benefit  3.  
 A lot of benefit  4.  
 Highly beneficial  5.

**J3. Over the past five years, how much help have you received from the following people in advancing your career?**

	Received a lot of help	Received some help	Not received much help	Not sought help from them
a. My supervisor	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. Senior staff in my work area	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. Senior staff in other work areas of this university	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. Staff at my level	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e. People in other universities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

**J4. Where would you like to be in five years time? And where do you expect to be? (Please select only one option for where you'd like to be, and only one option for where you expect to be.)**

	At this level, in this job	At this level but in a different part of this university	At a higher level non-managerial job in this university	In a higher managerial position in this university	At another university	Outside the university sector	Retired
a. <u>Like to be</u>	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 6.	<input type="checkbox"/> 7.
b. <u>Expect to be</u>	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 6.	<input type="checkbox"/> 7.

## Work and Family

**K1. Do you have any children under 18 years of age living with you at home?**

- No  1. ➔ Please go to K4.  
 Yes  2. ➔ Please go to K2.

**K2. How many children are living with you at home in each of the age groups listed below:**

**Number of children**

- |    |                      |                             |
|----|----------------------|-----------------------------|
| a. | <input type="text"/> | children aged 0 – 4 years   |
| b. | <input type="text"/> | children aged 5 – 12 years  |
| c. | <input type="text"/> | children aged 13 - 18 years |

**K3. Who is mainly responsible for the care of these children? (Please only tick one option.)**

- I am  1.  
 My partner is  2.  
 Shared equally with my partner  3.  
 Other (please specify)  4.

**K4. Are you responsible for any adult who needs regular care due to ill health, disability or age?**

- No  1.  
 Yes – living with me  2.  
 Yes – not living with me  3.

**K5. During the past five years, has your work been affected by your family or caring responsibilities in any of the following ways? (Please tick all that apply.)**

- Having to work part-time  1.  
 Having to take additional leave (other than parental leave)  2.  
 Stress from home affecting my ability to do my job well over a sustained period  3.  
 Missing opportunities to apply for advancement  4.  
 Missing other opportunities e.g. to travel, attend training  5.  
 Having to change jobs or responsibilities  6.  
 Inability to complete qualifications  7.  
 None of the above  8.

**K6. Have you ever resigned from, or not taken up work in, a university due to caring responsibilities?**

- No  1. ➔ Please go to K8.  
 Yes  2. ➔ Please go to K7.

**K7. For how long were you out of the university sector as a result of this?**

years                      OR                       months

**K8. Thinking about the balance between your work and the rest of your life, how often does your work:**

	Almost always	Often	Sometimes	Rarely	Never	Don't know
a. interfere with your responsibilities or activities outside work?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. keep you from spending the amount of time you would like with your family and friends?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
c. interfere with your ability to develop or maintain connections and friendships in your community?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

**K9. Thinking about the balance between your work and the rest of your life, how often does your personal life:**

	Almost always	Often	Sometimes	Rarely	Never	Don't know
a. interfere with your work activities?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. restrict the time you spend at work?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

**K10. Thinking about your life in general:**

	Almost always	Often	Sometimes	Rarely	Never	Don't know
how often do you feel rushed or pressed for time?	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

**K11. To what extent do you agree or disagree with the following statements?**

	Strongly disagree	Somewhat disagree	Neither	Somewhat agree	Strongly agree	Don't know / not relevant
a. There is adequate support in my work unit for women in their caring responsibilities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.
b. There is adequate support in my work unit for men in their caring responsibilities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 9.

**K12. Do you see any of the following as being impediments to balancing your work and personal life?**

	Major impediment	Somewhat of an impediment	Minor impediment	Not an impediment	Don't know
a. Attitudes of my supervisors	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 9..
b. Attitudes of my colleagues	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 9.
c. Workloads	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 9.
d. Anything else ( <i>please specify</i> )	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 9.

## Parental Leave

**L1. Have you ever taken parental (maternity, paternity or adoption) leave while employed in a university?**

- No  1. → Please go to M1.  
 Yes  2. → Please go to L2.

**L2. How many times have you taken parental leave?**

**L3. For the most recent occasion, please indicate when it started and how many weeks paid and unpaid leave you took.**

- |                             |   |                    |
|-----------------------------|---|--------------------|
| a. Year leave commenced     | <input style="width: 50px; height: 20px;" type="text"/> | <i>(e.g. 2009)</i> |
| b. Duration of paid leave   | <input style="width: 50px; height: 20px;" type="text"/> | weeks              |
| c. Duration of unpaid leave | <input style="width: 50px; height: 20px;" type="text"/> | weeks              |

**L4. On that occasion, did you take the full amount of parental leave to which you were entitled?**

- No  1. → Please go to L5  
 Yes  2. → Please go to L6  
 Don't Know  9. → Please go to L6

**L5. If you did not take your full parental leave entitlement, why not? (Please tick all that apply.)**

- |   |                          |    |
|---|--------------------------|----|
| Concerned about household finances      | <input type="checkbox"/> | 1. |
| Concerned about colleagues' workloads   | <input type="checkbox"/> | 2. |
| Concerned about the impact on my career | <input type="checkbox"/> | 3. |
| Concerned about reaction of colleagues  | <input type="checkbox"/> | 4. |
| Concerned about reaction of supervisors | <input type="checkbox"/> | 5. |
| My partner took the primary carer role  | <input type="checkbox"/> | 6. |
| I was keen to return to work            | <input type="checkbox"/> | 7. |
| Other (please specify)                  | <input type="checkbox"/> | 8. |

**L6. If you have taken parental leave, were any of the following options available to assist your return to work? Did you access any of these options? (Please tick all that apply.)**

	Not Available	Available but not used	Used	Don't Know
a. Option to work reduced hours	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
b. Option to work from home	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
c. Job sharing	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
d. Purchased leave (e.g. 48/52)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.
e. Breastfeeding facilities	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 9.

## Flexible Work Arrangements

**M1. At any time in the past 12 months have you thought you would prefer a change in work arrangements (such as a change in your hours of work) that would last for a sustained period of time, that is for longer than 1 month?**

- No  1. → Please go to N1  
 Yes  2. → Please go to M2.

**M2. Please indicate below which changes in working arrangements you thought you would prefer and what happened if you asked.** (Please tick any you a) thought you would like; b) that you asked for and c) what the outcome was).

	I thought I would like this (a)	I asked for this (b)	The outcome was that it was :		
			Granted in full (c)	Granted in part (c)	Refused (c)
a. Work reduced hours per week, on an ongoing basis	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Work reduced hours per week, for a limited period	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Work fewer hours each day	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Work in school term-time only	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Job share	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Have more flexible start and finish times	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Work extra overtime	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Transfer into a different job at the same level	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Work different days of the week					
j. Any other arrangement (please specify)	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

**M3. If you have requested but not received flexible working arrangements, what was the main reason your request was refused?**

Too difficult to fit in with schedules in my work unit	<input type="checkbox"/> 1.
Not enough staff to make it possible	<input type="checkbox"/> 2.
Other (please specify)	<input type="checkbox"/> 3.
<input type="text"/>	
I don't know	<input type="checkbox"/> 9.

## Retirement Planning

**N1. What are your expected income sources when you retire or as you get older and work less?** (Please indicate all expected income sources in the first column, and which one will be your main source of income in the second column.)

	Sources of income (a)	<u>Main</u> source of income (please select only one) (b)
UniSuper	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Other Australian superannuation	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
Overseas pension fund	<input type="checkbox"/> 3.	<input type="checkbox"/> 3.
Government pension	<input type="checkbox"/> 4.	<input type="checkbox"/> 4.
Own assets (including rent, properties, farm, business investments, interest, stocks, debentures, bank account)	<input type="checkbox"/> 5.	<input type="checkbox"/> 5.
Spouse or partner's income	<input type="checkbox"/> 6.	<input type="checkbox"/> 6.
Someone else's income	<input type="checkbox"/> 7.	<input type="checkbox"/> 7.
Other (please specify)	<input type="checkbox"/> 8.	<input type="checkbox"/> 8.
<input type="text"/>		
Don't know	<input type="checkbox"/> 9.	<input type="checkbox"/> 9.

**N2. As you move towards retirement, which of the following would you like to do, and which do you think you will be able to do? (Please tick all that apply.)**

	Like to do (a)	Able to do (b)
Continue working as I currently do	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Reduce the hours I work each day	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
Reduce the days I work each week/fortnight	<input type="checkbox"/> 3.	<input type="checkbox"/> 3.
Reduce my level of responsibility	<input type="checkbox"/> 4.	<input type="checkbox"/> 4.
Seek contract or casual employment	<input type="checkbox"/> 5.	<input type="checkbox"/> 5.
Change the type of work I do (e.g. project work)	<input type="checkbox"/> 6.	<input type="checkbox"/> 6.
Other (please specify)	<input type="checkbox"/> 7.	<input type="checkbox"/> 7.

**N3. If you indicated that you will not be able to work the way you would ideally like to as you approach retirement, why is this? (Please tick all that apply.)**

May not be able to afford to	<input type="checkbox"/> 1.
My organisation is unlikely to support my preference	<input type="checkbox"/> 2.
Too much impact on my final Defined Benefit superannuation payout	<input type="checkbox"/> 3.
May lose organisational benefits such as office or funding	<input type="checkbox"/> 4.
Other (please specify)	<input type="checkbox"/> 5.

## A Few More Questions About You

**O1. Were you born in Australia?**

No	<input type="checkbox"/> 1. → Please go to O2.
Yes	<input type="checkbox"/> 2. → Please go to O3.

**O2. In which country were you born?**

**O3. Do you identify as Aboriginal or Torres Strait Islander?**

Yes, Aboriginal	<input type="checkbox"/> 1.
Yes, Torres Strait Islander	<input type="checkbox"/> 2.
Yes, both	<input type="checkbox"/> 3.
No	<input type="checkbox"/> 4.

**O4. What language do you speak at home?**

English	<input type="checkbox"/> 1.
Language other than English	<input type="checkbox"/> 2.

**O5. Are you a member of a trade union?**

No	<input type="checkbox"/> 1.
Yes	<input type="checkbox"/> 2.

**O6. What is your current marital status (regardless of whether an opposite sex or same sex relationship)?**

Registered marriage or de facto relationship	<input type="checkbox"/> 1. → Please go to O7.
Currently not with a partner	<input type="checkbox"/> 2. → Please go to O8.

**O7. Which of the following best describes your partner's current employment status?**

My partner works full-time in the university sector	<input type="checkbox"/> 1.
My partner works full-time in another sector	<input type="checkbox"/> 2.
My partner works part-time in the university sector	<input type="checkbox"/> 3.
My partner works part-time in another sector	<input type="checkbox"/> 4.
My partner is retired or not employed	<input type="checkbox"/> 5.

**O8. Do you have a long term health condition, impairment or disability that restricts you in your everyday activities and has lasted, or is likely to last, 6 months or more?**

No	<input type="checkbox"/> 1.
Yes	<input type="checkbox"/> 2.

## And Finally

**P1. What do you think are the most important things that the university could do to improve your opportunities or satisfaction at work?**

**P2. Are there any other issues you'd like to raise that have not been covered in the survey?**



# Attachment 4



# Work & Careers in Australian Universities: Report on Employee Survey

---

Gender and Employment Equity: Strategies for Advancement in Australian Universities

---

© October 2012

Published by the Centre for Work, Organisation and Wellbeing (WOW), Griffith University.

<http://www.griffith.edu.au/business-government/centre-work-organisation-wellbeing>

Street & Postal Address

Business 3 Building (N63)

Griffith University

170 Kessels Road

Nathan Qld 4111

Information about the Work & Careers In Australia Universities can be obtained on the Project website at:

<http://www.griffith.edu.au/business-government/centre-work-organisation-wellbeing/research/regulation-institutions/projects/work-careers-australian-universities>

Report prepared by: Professor Glenda Strachan, Dr Carolyn Troup, Professor David Peetz, Professor Gillian Whitehouse, Dr Kaye Broadbent and Assoc. Professor Janis Bailey.

ISBN: 978-1-921760-91-4

Title

Work and Careers in Australian Universities: Report on Employee Survey

Citation

Strachan, G., Troup, C., Peetz, D., Whitehouse, G., Broadbent, K., & Bailey, J. (2012) Work and Careers in Australian Universities: Report on Employee Survey. Centre for Work, Organisation and Wellbeing, Griffith University.

## ***Gender and Employment Equity: Strategies for Advancement in Australian Universities***

This report on Surveys conducted for the Australian Research Linkage Grant LPO991191 presents preliminary findings from surveys conducted for an Australian Research Council Linkage Grant (LPO991191) titled *Gender and Employment Equity: Strategies for Advancement in Australian Universities*. The views expressed herein are those of the authors and are not necessarily those of the Australian Research Council.

The **Chief Investigators** are Professor Glenda Strachan (Griffith University), Professor Gillian Whitehouse (University of Queensland), Professor David Peetz (Griffith University), Assoc. Professor Janis Bailey (Griffith University) & Dr Kaye Broadbent (Griffith University).

The research team members included Dr Emma Ruckley, Dr Chris Kynaston, Dr Carolyn Troup, and PhD candidates Ms Robyn May, Ms. Brona Farrelly.

The **Research Partners** are Universities Australia Executive Women (UAEW), National Tertiary Education Union (NTEU), UniSuper.

The **Advisory group included members** from Universities Australia Executive Women (UAEW), National Tertiary Education Union (NTEU), UniSuper and Queensland Industrial Relations Commission (QIRC).

**Contact for follow up:** Professor Glenda Strachan, Department of Employment Relations and Human Resources, Griffith Business School, Griffith University, Nathan Campus, g.strachan@griffith.edu.au

## **Acknowledgements**

The researchers would like to express their gratitude to the universities which participated in the survey and especially to the staff members who found the time in their busy lives to complete the survey.



# Contents

---

Acknowledgements .....	iii
<b>Section 1: Introduction and Methodology .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Methodology .....	2
1.3 Data Collection Procedure .....	3
1.4 Response Rates .....	3
1.5 Presentation of Data .....	5
<b>Section 2: Professional/General Staff .....</b>	<b>7</b>
2.1 Demographic Characteristics.....	7
2.2 Employment Characteristics .....	8
2.3 Working Hours .....	11
2.4 Classification Review .....	12
2.5 Job Satisfaction, Security and Future Intentions .....	13
2.6 Career and Job History .....	15
2.7 Career Support and Difficulties .....	18
2.8 Work and Family .....	22
2.9 Parental Leave.....	26
2.10 Flexible Work Arrangements .....	27
2.11 Income .....	28
2.12 Retirement .....	29
<b>Section 3: Academic Staff .....</b>	<b>31</b>
3.1 Demographic Characteristics.....	31
3.2 Employment Characteristics .....	32
3.3 Working Hours and Workload.....	35
3.4 Job Satisfaction, Security and Future Intentions .....	38
3.5 Career and Job History .....	41
3.6 Career Support and Difficulties .....	46
3.7 Work and Family .....	50
3.8 Parental Leave.....	54
3.9 Flexible Work Arrangements .....	55
3.10 Income .....	56
3.11 Retirement .....	56

<b>Section 4: Sessional Teaching Staff</b> .....	<b>59</b>
4.1 Demographic Characteristics .....	59
4.2 Employment Characteristics .....	60
4.3 Working Hours and Workload .....	61
4.4 Job Satisfaction, Security and Future Intentions.....	63
4.5 Career and Job History .....	65
4.6 Career Support and Difficulties .....	67
4.7 Work and Family .....	70
4.8 Parental Leave .....	74
4.9 Income.....	75
4.10 Retirement.....	76

# Section 1: Introduction and Methodology

---

## 1.1 Introduction

The Work and Careers in Australian Universities Survey was conducted as part of the Australian Research Council Linkage Grant Project LP0991191: *Gender and Employment Equity: Strategies for Advancement in Australian Universities*. The overall aim of the project is to advance understanding of existing gender inequalities in Australia which remain, despite increasing gender equity policy and attention to work and family policy.

A study of the university sector permits a detailed examination of organisational practice in a sector which is 'high performing' in equity. Universities in Australia have extensive gender equity policies and this industry has the greatest proportion of organisations with the national accolade for high performance in gender equity, the Employer of Choice for Women award administered by Australian Government statutory authority, the Equal Opportunity for Women in the Workplace Agency. Yet despite these policies, pronounced gender inequalities remain in universities.

Through a detailed examination of the inter-related nature of barriers, organisational practices and outcomes, this study seeks to identify strategies for advancement to ensure Australia's future university workforce is based on sustainable, equitable practices.

The specific aims of the project are:

- (a) To provide a comprehensive analysis of the gendered nature of employment, working conditions and career patterns of university staff, with emphasis on key points in the career life cycle for:
  - (i) women in senior academic, professional and management positions;
  - (ii) classifications and career paths of general staff, especially the female-dominated administration stream; and
  - (iii) casual teaching and research staff with particular reference to female employees.
- (b) To provide a detailed explanation of the underlying influences on the (re)production of gender pay inequity in universities, with specific attention to the gendered impact of recent changes in the sector and the ways in which these intersect with gender equity and work/family policy innovations.
- (c) To devise practical strategies to promote gender equity in modern universities. These results will be applicable in other industry sectors.



## **1.2 Methodology**

The study employed a multi-level design with information collected at the organisational and employee level. The employee level survey instruments were developed to enable comparison with earlier research in the Australian university sector conducted by Probert, Ewer & Whiting (1998). To ensure the sample was representative of university workers across Australia a subset of the contactable population were randomly selected from each participating university. This target group received both online and hard copy surveys. These details are discussed in the section on data collection procedure.

The Work and Careers in Australian Universities Survey consists of three survey instruments designed to collect information on working life among university employees. In May 2011 the survey instruments were piloted at one university. A total of 244 university workers from each of the three staff groups participated in the pilot. A number of questions were revised and dropped from the final instruments which consisted of approximately 150 questions in each.

The three groups of employees are defined by staff classification and employment agreement type below are:

- ◆ Group 1. Professional/General (fixed term or continuing)
- ◆ Group 2. Academic (fixed term or continuing)
- ◆ Group 3. Sessional Teaching Staff (engaged on a casual, that is hourly, basis only as per last pay period prior to study launch).

All groups of staff were asked a broad range of questions on work life including:

- ◆ demographic questions including country of birth;
- ◆ educational qualifications;
- ◆ job details and classification;
- ◆ income;
- ◆ working hours;
- ◆ job satisfaction and security;
- ◆ details about career history, assistance with career, and future intentions;
- ◆ promotion or reclassification;
- ◆ work and family issues including parental leave and flexible work;
- ◆ retirement income.

Information collected from sessional teaching staff was varied to reflect their working conditions and included specific questions about the nature of the work they were undertaking. In universities this group of staff are variously referred to as sessional staff or casual staff. In this report we refer to them as sessional teaching staff.

### **1.3 Data Collection Procedure**

Following ethics clearance, negotiations were held with senior university staff, and 19 universities agreed to participate in the study. The survey was administered as an online survey and in hard copy. The data collection was undertaken by the Institute of Social Science Research at the University of Queensland (ISSR). Participating universities provided a sample data file containing contact details of employees for each of three staff groups to the data collection agency. The total number of contactable university workers was n=80,868, which was made up of 30% academic employees (n=24165) 41% professional/general staff (n=32983) and 29% sessional employees (n=23720).

From the contactable sample a random sample of target employees from the professional/general staff (n=250) and from the academic staff (n=250) at each of the participating universities was selected. Target respondents were sent a hard copy survey as well as having the option to complete the survey online. It was not possible to do this with the sessional employees due to lack of reliable address details for these workers. There was some variation in the procedures for delivering surveys to university staff. The majority of university staff were contacted directly by the data collection agency and received an email invitation with a link to the online survey, with the target group also being mailed a hard copy with a reply paid envelope enclosed. Four of the 19 universities chose to distribute the survey link invitation and hard copy surveys via their own internal distribution processes.

Data collection was undertaken between August 2011 and January 2012 at 19 universities across Australia. Each of the universities commenced participation in the study at different times but followed the same data collection process. Initial contact was made with employees with a link to the online survey. One week after the initial invitation target respondents were sent a hard copy questionnaire. Target respondents also received a follow-up mail reminder and 2 email reminders at 4 and 6 weeks after the start of the survey. Non-target respondents received two email reminders. At one university, only sessional employees received the survey.

### **1.4 Response Rates**

Of the contactable sample (n=80,868) there were 23,869 people who returned a survey. Of these 1875 participants provided incomplete surveys. This report provides information on 21,994 university employees who completed useable data, representing an overall response rate of 27%. The response rate within each of the staff groups was 35% for academic staff,

32 % for professional staff and 12% for sessional staff. Detailed response rates are displayed in tables 1,2 and 3.

Table 1: Response Rates by university type

	Universities in the study	Total Sample <sup>1</sup>	Academic Staff		General Staff		Sessional staff
			Target Group	Non-Target Group	Target Group	Non-Target Group	Non-Target Group
			%	%	%	%	%
Group of Eight Universities (ANU, Adelaide, UWA, Melbourne, Monash, UQ, Sydney, UNSW)	5	27	44	28	45	29	15
Innovation Research Universities Australia (Charles Darwin, Flinders, Griffith, James Cook, La Trobe, Murdoch, Newcastle)	4	29	57	38	53	31	9
Australian Technology Network Universities (Curtin, SA, RMIT, UTS, QUT)	2	22	50	31	54	28	9
Unaligned Universities (Macquarie SCU, UNE, UWS, Wollongong, Deakin, Ballarat, Swinburne, Victoria, Bond, CSU, USQ, Sunshine Coast, Notre Dame, CSU, ECU, Tasmania, Canberra, ACU)	8	30	51	37	54	31	14

<sup>1</sup> based on combined contactable populations supplied by participating universities.

NB: There were no sessional teaching staff in the target respondent group.

Table 2: Respondents and response rates by staff group and gender

	Respondents in the study						DEEWR Population Statistics <sup>2</sup>							
	General		Academic		Sessional		Total Responses <sup>1</sup>		General		Academic		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Respondents:														
Women	7432	70	4311	51	1664	57	13407	61	21809	66	10861	45	32670	57
Men	3250	30	4080	49	1254	43	8584	39	11362	34	13481	55	24843	43
Total	10683	100	8391	100	2918	100	21991	100	33171	100	24342	100	57513	100
Contactable population	32983		24165		23720		80868		-		-		-	
Response rate	32%		35%		12%		27%		-		-		-	

<sup>1</sup> The total responses were 21994, but 3 respondents did not identify their gender.

<sup>2</sup> 2011 DEEWR university staff statistics for the universities that participated in the study – taken from table 2.6 number of full-time and fractional full-time for academic and non-academic staff.

Table 3: Breakdown of staff group by target and non-target groups

	General				Academic				Sessional		Total Sample			
	Target		Non-Target		Target		Non-Target		Non-target		Target		Non-target	
Respondents	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Women	1508	69	5924	69	1076	50	3235	52	1664	57	2584	60	10823	61
Men	665	31	2585	31	1071	50	3009	48	1254	43	1736	40	6848	39
Total Responses	2173	100	8509	100	2147	100	6244	100	2918	100	4320	100	17671	100
Contactable population	4252		28731		4285		19880		23720		8537		72331	
Response Rates	51 %		30 %		50 %		31 %		12 %		51 %		24%	

## 1.5 Presentation of Data

The data are presented for each staff group: professional/general staff, academic and sessional teaching staff and are presented separately for women and men. They have been presented merely to highlight where differences may exist, but care needs to be taken when interpreting these comparisons. In most tables the number of staff who responded to each question are reported alongside percentages among women, men and total sample. There are a few tables where we report percentages only. In these tables the number of missing cases for each staff group is less than five % of the total staff group sample.



## Section 2: Professional/General Staff

This section reports the findings from the professional/general staff group who completed the survey. There were 10683 professional/general staff, of whom 7432 (70%) were women and 3250 were men (30%).

### 2.1 Demographic Characteristics

The survey collected a broad range of demographic characteristics from the respondents. The majority of respondents, 64%, were aged between 25 and 49 years, 35% were over 50 years of age and only 2% were less than 25 years of age. A range of demographic characteristics are reported in table 4.

Table 4: Demographic characteristics

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Age</b>						
15-19 years	4	0	0	0	4	0
20-24 years	160	2	39	1	199	2
25-29 years	797	11	257	8	1054	10
30-34 years	994	13	405	13	1399	13
35-39 years	989	13	431	13	1420	13
40-44 years	1024	14	479	15	1503	14
45-49 years	934	13	414	13	1348	14
50-54 years	1004	14	471	15	1475	13
55-59 years	871	12	395	12	1266	12
60-64 years	466	6	243	8	709	7
65 + years	120	2	98	3	218	2
<b>Australian born</b>	5075	69	2123	66	7198	68
<b>Identify as Aboriginal or Torres Strait Islander</b>	71	1	35	1	106	1
<b>English language spoken at home</b>	6765	91	2875	88	9640	90
<b>Highest educational qualification</b>						
PhD	287	5	176	6	463	5
Other post-graduate qualification	2379	37	1049	36	3428	37
Bachelor Degree	2362	37	1081	37	3443	37
Other tertiary qualification (e.g., TAFE)	1342	21	625	21	1967	21
<b>Currently studying for a qualification</b>	1266	17	488	15	1754	17
<b>Marital Status</b>						
Registered marriage/defacto relationship	5100	69	2464	76	7564	71
Currently not with a partner	2260	31	759	24	3019	29
<b>Have a long term health condition</b>	606	8	301	9	907	9
<b>Member of a trade union</b>	1661	22	845	26	2506	24

## 2.2 Employment Characteristics

The survey collected a broad range of employment characteristics. Respondents were asked where they worked, their job classification, level and the associated tasks they performed as part of this role, tenure with the university, terms of employment, how they had obtained their current position and whether they had negotiated the entry level point when they commenced employment. These findings are presented in tables 5 to 13.

Table 5: What part of the university do you work in?

	Women		Men		Total	
	N	%	N	%	N	%
Offices of Senior management (VCs, DVCs, PVCs)	505	7	163	5	668	6
Central Administration (including HR, Finance, marketing, etc)	1060	14	459	14	1519	14
Student Administration	522	7	137	4	659	6
Student Services	509	7	131	4	640	6
Information Services and Technology	284	4	637	20	921	9
Library Services	677	9	195	6	872	8
Faculty or School (e.g. school secretary, faculty staff)	2729	37	832	26	3561	33
Facilities Management	131	2	278	9	409	4
Other, ( e.g., retail childcare, art gallery, museums, community engagement)	998	13	409	13	1407	13
Total	7415	100	3241	100	10656	100

Table 6: What is your current job?

	Women		Men		Total	
	N	%	N	%	N	%
Administrative /Clerical	3073	42	459	14	3532	33
Technical/Scientific/Research	499	7	411	13	910	9
Professional (e.g. librarian or accountant)	1316	18	428	13	1744	16
IT	236	3	699	22	935	9
Manual or trades	11	0	73	2	84	1
Management	1165	16	753	23	1918	18
Senior Management (PVC,DVC)	22	0	27	1	49	0
Other	1071	14	379	12	1450	14
Total	7393	100	3229	100	10622	100

Table 7: What are your terms of employment?

	Women		Men		Total	
	N	%	N	%	N	%
Continuing or permanent	5174	70	2429	76	7603	72
Fixed-term contract	2207	30	777	24	2984	28
Total	7381	100	3206	100	10587	100

Table 8: How long have you worked at this university?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Less than 1 year	1413	19	511	16	1924	18
1-2 years	966	13	347	11	1313	12
3-5 years	1972	27	819	25	2791	26
6-9 years	1123	15	516	16	1639	15
10-14 years	896	12	423	13	1319	12
15-19 years	467	6	262	8	729	7
20-29 years	483	6	257	8	740	7
30 or more years	112	2	115	4	227	2
Total	7432	100	3250	100	10682	100

Table 9: What is your HEW level classification?

	Women		Men		Total	
	N	%	N	%	N	%
HEW 1	13	0	7	0	20	0
HEW 2	55	1	24	1	79	1
HEW 3	210	3	93	3	303	3
HEW 4	876	12	193	6	1069	10
HEW 5	1770	24	447	14	2217	21
HEW 6	1429	19	585	18	2014	19
HEW 7	1164	16	577	18	1741	16
HEW 8	877	12	592	18	1469	14
HEW 9	410	6	293	9	703	7
HEW 10	221	3	151	5	372	3
Above HEW 10	119	2	148	5	267	3
Don't know	110	1	64	2	174	2
Other classification	160	2	63	2	223	2
Total	7414	100	3237	100	10651	100



Table 10: Do you do any of the following in your job? Multiple responses allowed.

	Women		Men		Total	
	N	%	N	%	N	%
Regularly supervise other staff	2715	37	1565	48	4280	40
Train other staff	3471	47	1767	54	5238	49
Manage a budget (excluding petty cash)	1892	25	1019	31	2911	27
Authorise payments	2197	30	1116	34	3313	31
None of the above	2675	36	920	28	3595	34

Table 11: Are you in your formal probation period?

	Women		Men		Total	
	N	%	N	%	N	%
Yes	452	6	175	5	627	6
No	6911	94	3035	95	9946	94
Total	7363	100	3210	100	10573	100

Table 12: When you were first employed at this university, did you negotiate over your entry point?

	Women		Men		Total	
	N	%	N	%	N	%
Yes	1327	18	658	20	1985	19
No	5982	81	2511	78	8493	80
Don't recall	105	1	70	2	175	2
Total	7414	100	3239	100	10653	100

For those who indicated Yes, did you achieve the outcome you sought?

Yes	1007	76	508	77	1515	76
No	317	24	149	23	466	24
Total	1324	100	657	100	1981	100

Table 13: Approximately what proportion of general staff in your work unit are women?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Mostly men (i.e., two-thirds or more men)	512	7	891	28	1403	13
Roughly balanced between men and women	1761	24	1132	35	2893	27
Mostly women (two-thirds or more women)	5103	69	1195	37	6298	59
Total	7376	100	3218	100	10594	100

## 2.3 Working Hours

Questions relating to work hours and preference for work hours are presented in tables 14 to 16.

Table 14: Are you employed full-time or part-time?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Full-time	5530	75	3020	93	8550	80
Part-time	1887	25	220	7	2107	20
Total	7417	100	3240	100	10657	100

Table 15: How many hours per week do you usually work in your current job?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Full-time workers (N=8519)</b>						
Fewer than 10 hours	32	1	17	1	49	1
10-19 hours	1	0	2	0	3	0
20-29 hours	27	0	2	0	29	0
30-34 hours	34	1	13	0	47	1
35-39 hours	3182	58	1580	52	4762	56
40-49 hours	1801	33	1062	35	2863	34
50 or more hours	431	8	335	11	766	9
<b>Part-time workers (N=2099)</b>						
Fewer than 10 hours	43	2	2	1	45	2
10-19 hours	428	23	46	21	474	23
20-29 hours	1013	54	122	55	1135	54
30-34 hours	292	16	38	17	330	16
35-39 hours	60	3	8	4	68	3
40-49 hours	29	2	4	2	33	2
50 or more hours	14	1	0	0	14	1

Table 16: If you could choose the number of hours you work, would you prefer to work:

	Women		Men		Total Sample	
	N	%	N	%	N	%
Fewer hours than now	2642	36	1071	33	3713	35
About the same hours as now	4046	55	1833	57	5879	56
More hours than now	356	5	149	5	505	5
Don't know not sure	330	4	165	5	495	5
Total	7374	100	3218	100	10592	100

## 2.4 Classification Review

The survey asked a series of questions relating to position classification review processes and professional/general staff attitudes relating to this process.

Table 17: Given the responsibilities and skill levels required for your current job, is your current classification:

	Women		Men		Total Sample	
	N	%	N	%	N	%
Higher than it should be	294	4	168	5	462	4
Lower than it should be	2584	35	1295	40	3879	36
About right	4094	55	1622	50	5716	54
Don't know	442	6	152	5	594	6
Total	7414	100	3237	100	10651	100

Table 18: Has the classification of your current job been reviewed in the last 5 years?

	Women		Men		Total Sample	
	N	%	N	%	N	%
No	3926	53	1801	56	5727	54
Yes	2258	30	991	31	3249	31
Don't know	1224	17	444	14	1668	16
Total	7408	100	3236	100	10644	100

Table 19: What was the outcome of this review:

	Women		Men		Total Sample	
	N	%	N	%	N	%
The job was not reclassified	620	28	299	30	919	28
The job was reclassified at a higher level	1344	60	558	57	1902	59
I'm waiting to hear the outcome	135	6	54	6	189	6
Don't know	154	7	70	7	224	7
Total	2253	100	981	100	3234	100

Table 20: From your experience of the review, do you think the process:

	Yes		No	
	N	%	N	%
<b>Women</b>				
Was thorough?	1339	61	401	18
Was fair?	1356	63	356	16
Allowed the requirements of the job to be properly evaluated	1224	56	550	25
<b>Men</b>				
Was thorough?	588	61	220	23
Was fair?	585	61	197	21
Allowed the requirements of the job to be properly evaluated	510	53	278	29
<b>Total Sample</b>				
Was thorough?	1927	61	621	20
Was fair?	1941	62	553	18
Allowed the requirements of the job to be properly evaluated	1734	55	828	26

Percentages across the rows do not sum to 100% due to don't know responses.

## 2.5 Job Satisfaction, Security and Future Intentions

The survey collected information on job satisfaction, job security and future employment intentions. This information is presented in tables 21 to 24.

Table 21: What is the per cent chance that you will leave your current job voluntarily in the next 12 months?

Per cent chance you will leave your job	Women		Men		Total Sample	
	N	%	N	%	N	%
Zero %	2967	41	1039	33	4006	38
5-50 %	2902	40	1511	47	4413	42
51-80 %	703	10	342	11	1045	10
81-100 %	729	10	294	9	1023	10
Total	7301	100	3186	100	10487	100

Table 22: To what extent do you agree or disagree with the following statements:

	Agreed Strongly or Somewhat %			Disagree Strongly or Somewhat %		
	Women	Men	Total Sample	Women	Men	Total Sample
I have a lot of input into changes that affect me (n=10604)	56	55	56	34	35	34
I am satisfied with the balance between my work and personal life (n=10595)	72	70	72	22	21	22
I am satisfied with my job overall (n=10615)	76	71	75	18	20	19

NB: Percentages across the rows do not add to 100% due to don't know or neither agree/disagree responses.

Table 23: To what extent have each of the following gone up or down for you personally in the last two years (or since you started if less than 2 years ago).

	Gone Up		Stayed the Same		Gone Down	
	N	%	N	%	N	%
<b>Women</b>						
My satisfaction with balance between my work and personal life	1300	18	4319	59	1694	23
The level of input I have into changes that affect me	1864	25	3888	53	1325	18
My satisfaction with my career prospects	1485	20	3352	46	2348	32
My satisfaction with my job overall	1636	22	3412	46	2255	31
<b>Men</b>						
My satisfaction with balance between my work and personal life	477	15	1974	61	743	23
The level of input I have into changes that affect me	761	24	1670	52	704	22
My satisfaction with my career prospects	545	17	1436	45	1175	36
My satisfaction with my job overall	647	20	1514	47	1035	32
<b>Total Sample</b>						
My satisfaction with balance between my work and personal life	1777	17	6293	59	2417	23
The level of input I have into changes that affect me	2625	25	5558	52	2029	19
My satisfaction with my career prospects	2030	19	4788	45	3523	33
My satisfaction with my job overall	2283	22	4926	46	3290	31

NB: Percentages across the rows do not add to 100% due to a number of don't know responses.

Table 24: Where would you like to be, and where do you expect to be, in five years time?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Where would you like to be in five years time?</b>						
At this level in this job	693	9	276	9	969	9
At this level but in a different part of the university	291	4	78	2	369	3
At a higher level non-managerial job in this university	2207	30	782	24	2989	28
In a higher managerial position in this university	1770	24	979	30	2749	26
At another university	370	5	199	6	569	5
Outside the university sector	1127	15	488	15	1615	15
Retired	906	12	422	13	1328	13
Total	7364	100	3224	100	10588	100
<b>Where do you expect to be in five years time?</b>						
At this level in this job	1867	26	831	26	2698	26
At this level but in a different part of the university	505	7	144	5	649	6
At a higher level non-managerial job in this university	1471	20	512	16	1983	19
In a higher managerial position in this university	968	13	515	16	1483	14
At another university	495	7	218	7	713	7
Outside the university sector	1301	18	645	20	1946	19
Retired	686	9	323	10	1009	10
Total	7293	100	3188	100	10481	100

## 2.6 Career and Job History

This section reports on questions related to career history since leaving school including promotion and work outside the university sector.

Table 25: In what year were you first appointed to a continuing or fixed term salaried position in a university?

	Women		Men		Total	
	N	%	N	%	N	%
Less than 12 months	869	12	312	10	1181	11
12 to 23 months	915	12	353	11	1268	12
24 to 35 months	709	10	269	8	978	9
3-5 years	1514	21	648	20	2162	20
6-9 years	1071	15	481	15	1552	15
10-14 years	967	13	455	14	1422	13
15-19 years	519	7	262	8	781	7
20-29 years	572	8	302	9	874	8
30 or more years	195	3	138	4	333	3
Total	7331	100	3220	100	10551	100

NB: data reported in years since the year of first appointment it does not take into account time spent outside the university sector, or time spent not working in university sector due to caring responsibilities.

Table 26: What was the level of this appointment?

	Women		Men		Total	
	N	%	N	%	N	%
HEW 1	246	4	114	4	360	4
HEW 2	247	4	145	5	392	4
HEW 3	1044	15	317	10	1361	13
HEW 4	1733	25	508	17	2241	22
HEW 5	1694	24	661	22	2355	23
HEW 6	870	12	483	16	1353	13
HEW 7	601	9	365	12	966	10
HEW 8	349	5	239	8	588	6
HEW 9	142	2	132	4	274	3
HEW 10	88	1	104	3	192	2
Above level 10	5	0	6	0	11	0
Total	7019	100	3074	100	10093	100

Table 27: Have you worked outside the university sector in work related to your current job?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	3769	86	1851	84	5620	85
No	620	14	340	16	960	15
Total	4389	100	2191	100	6580	100
<b>For those who indicated Yes above, length of time in work related to current job</b>						
5 years or less	1648	44	706	38	2354	42
6-10 years	945	25	443	24	1388	25
11 or more years	1176	31	702	38	1878	33
Total	3769	100	1851	100	5620	100

Table 28: Have you worked outside the university sector in other work?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	5580	94	2242	92	7822	94
No	334	6	205	8	539	6
Total	5914	100	2447	100	8361	100
<b>For those who indicated Yes above, length of time in other work outside universities</b>						
5 years or less	1997	36	839	37	2836	36
6-10 years	1416	25	503	22	1919	25
11 or more years	2167	39	900	40	3067	39
Total	5580	100	2242	100	7822	100

Table 29: How did you get to your current substantive level?

	Women		Men		Total	
	N	%	N	%	N	%
Competitive appointment process	4389	61	1950	61	6339	61
Reclassification	1196	17	581	18	1777	17
Appointed without a competitive selection process	1485	20	597	19	2082	20
Other	181	2	60	2	241	2
Total	7251	100	3188	100	10439	100

Table 30: In the last five years how many times have you moved between jobs at the same level?

	Women		Men		Total	
	N	%	N	%	N	%
Zero	4592	65	2190	70	6782	66
1	1203	17	481	15	1684	17
2	729	10	241	8	970	10
3	394	6	154	5	548	5
4	106	1	28	1	134	1
5 or more	52	1	29	1	81	1
Total	7076	100	3123	100	10199	100

Table 31: In the past 5 years how many times have you applied for and been successful in obtaining promotion to a higher level at this university?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Have never applied	3074	46	1397	47	4471	46
Applied at least once	3649	54	1589	53	5238	54
<b>Success rate for those who had applied</b>						
Have never been successful	784	23	427	28	1211	24
Have been successful less than half the time I have applied	337	10	170	11	507	10
Have been successful more than half the times I have applied, but not every application had been successful	493	14	199	13	692	14
All my applications have been successful	1866	54	730	48	2596	52
Total	3480	100	1526	100	5006	100



Table 32: In the past 5 years how many times have you applied for and been successful in obtaining promotion to a higher level at another university?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Have never applied	2909	78	1311	80	4220	79
Applied at least once	802	22	325	20	1127	21
<b>Success rate for those who had applied</b>						
Have never been successful	127	17	66	22	193	18
Have been successful less than half the time I have applied	86	11	31	10	117	11
Have been successful more than half the times I have applied, but not every application had been successful	92	12	44	15	136	13
All my applications have been successful	446	59	160	53	606	58
Total	751	100	301	100	1052	100

## 2.7 Career Support and Difficulties

The survey asked a broad range of questions related to career support and difficulties, including information on mentoring and harassment. The findings for professional/general staff are presented in tables 33 to 38.

Table 33: To what extent do you agree or disagree with the following statements:

	Agreed Strongly or Somewhat %			Disagree Strongly or Somewhat %		
	Women	Men	Total Sample	Women	Men	Total Sample
I have career mobility between universities and other sectors	51	47	50	23	27	24
I would like to remain in the university sector for the rest of my career	46	49	47	25	24	24
I am satisfied with my career opportunities in this university	43	35	41	37	43	39
I am satisfied with my career opportunities in the university sector as a whole	49	43	47	22	27	24
I would be able to move interstate to advance my career	24	29	25	45	43	44

NB: Percentages across the rows do not add to 100% due to neither or don't know responses.

Table 34: In the last five years to what extent have the following helped you in advancing your career or been a problem for you in holding back your career?

	Help		Problem	
	N	Great/ Somewhat	N	Major/ Somewhat
<b>Women</b>				
Level of support from supervisors in applying for promotion (N=7304)	3400	47	1493	20
Guidance received in performance reviews (N=7276)	3167	44	1318	18
Opportunities for leadership development (n=7234)	2611	36	1623	22
Level of support to obtain qualifications or attend training (N=7247)	3788	52	979	14
Availability of secondment opportunities (7274)	1592	22	1596	22
<b>Men</b>				
Level of support from supervisors in applying for promotion (N=3218)	1425	44	742	23
Guidance received in performance reviews (N=3197)	1228	38	675	21
Opportunities for leadership development (n=3182)	1116	35	783	25
Level of support to obtain qualifications or attend training (N=3195)	1452	45	554	17
Availability of secondment opportunities (N=3199)	624	20	765	24
<b>Total Sample</b>				
Level of support from supervisors in applying for promotion (N=10522)	4825	46	2235	21
Guidance received in performance reviews (N=10473)	4395	42	1993	19
Opportunities for leadership development (n=10416)	3727	36	2406	23
Level of support to obtain qualifications or attend training (N=10442)	5240	50	1533	15
Availability of secondment opportunities (N=10473)	2216	21	2361	23

NB: Percentages across the rows do not add to 100% due to don't know/not relevant responses.

Table 35: In the last five years to what extent have the following helped you in advancing your career or been a problem for you in holding back your career?

	Help Great/ Somewhat		Neither a problem or a help		Problem Major/ Somewhat	
	N	%	N	%	N	%
<b>Women</b>						
The attitude within this university towards people of my age (n=7264)	1336	18	3475	48	832	11
The attitude within this university towards people of my ethnic background (n=7287)	632	9	3845	53	204	3
The attitude within this university towards people of my gender (n=7270)	1048	14	3805	52	563	8
The attitude within this university towards people with family responsibilities (n=7272)	1637	23	3039	42	687	9
<b>Men</b>						
The attitude within this university towards people of my age (n=3197)	619	19	1652	52	357	11
The attitude within this university towards people of my ethnic background (n=3207)	332	10	1873	58	130	4
The attitude within this university towards people of my gender (n=3194)	327	10	1917	60	175	5
The attitude within this university towards people with family responsibilities (n=3197)	634	20	1685	53	173	5
<b>Total Sample</b>						
The attitude within this university towards people of my age (n=10461)	1955	19	5127	49	1189	11
The attitude within this university towards people of my ethnic background (n=10494)	964	9	5718	54	334	3
The attitude within this university towards people of my gender (n=10464)	1375	13	5722	55	738	7
The attitude within this university towards people with family responsibilities (n=10469)	2271	22	4724	45	860	8

NB: Percentages across the rows do not add to 100% due to don't know/not relevant responses.

Table 36: Have you experienced any kind of harassment or bullying at work in the last five years?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	2454	33	867	27	3321	31
No	4941	67	2372	73	7313	69
Total	7395	100	3239	100	10634	100

Table 37: Have you taken or seriously considered taking a formal case in relation to harassment or bullying at work in the last five years?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	1031	42	354	41	1385	42
No	1417	58	511	59	1928	58
Total	2448	100	865	100	3313	100

Table 38: If not, why did you decide not to take case? Multiple responses allowed.

	Women		Men		Total Sample (N=1928)	
	N	%	N	%	N	%
The incident was too minor	418	29	154	29	572	29
I lacked faith in the complaints process	409	28	167	32	576	29
It would have made things worse for me	705	48	262	50	967	49

Table 39: Respondents who reported experiencing harassment were asked: Did the harassment have an adverse impact on your career?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	941	38	321	37	1262	38
No	942	39	303	35	1245	38
Don't know	562	23	236	27	798	24
Total	2445	100	860	100	3305	100

Table 40: In the last five years, have you been mentored in a formal mentoring course or scheme in your workplace?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes, at this university	660	9	275	9	935	9
Yes, at another university	297	4	135	4	432	4
No	6433	87	2823	87	9256	87
Total	7390	100	3233	100	10623	100

Table 41: Respondents who experienced a formal mentoring arrangement or scheme were asked: How much benefit did the formal mentoring course/scheme provide?

	Women		Men		Total Sample	
	N	%	N	%	N	%
No benefit	39	6	26	9	65	7
A little benefit	118	18	57	20	175	18
Some benefit	218	33	97	35	315	33
A lot of benefit	190	29	69	25	259	27
Highly beneficial	101	15	31	11	132	14
Total	666	100	280	100	946	100

Table 42: Over the past five years, how much help have you received from the following people in advancing your career?

	Received a lot/some help		Not received much help		Not sought help	
	N	%	N	%	N	%
<b>Women</b>						
My supervisor (n=7348)	4382	60	1745	24	1231	17
Senior staff in my work area (n=7303)	3371	46	1858	25	2074	28
Senior staff, in other work areas of the university (N=7292)	2063	28	1651	23	3578	49
Staff at my level (N=7290)	2905	40	1438	20	2947	40
People in other universities (n=7278)	1196	16	1030	14	5052	69
<b>Men</b>						
My supervisor (n=3225)	1891	59	868	27	466	14
Senior staff in my work area (n=3206)	1388	43	989	31	829	26
Senior staff, in other work areas of the university (N=3198)	894	28	921	29	1383	43
Staff at my level (N=3202)	1236	39	748	23	1218	38
People in other universities (n=3197)	609	19	586	18	2002	63
<b>Total Sample</b>						
My supervisor (n=10583)	6273	59	2613	25	1697	16
Senior staff in my work area (n=10509)	4749	45	2847	27	2903	28
Senior staff, in other work areas of the university (N=10490)	2957	28	2572	25	4961	47
Staff at my level (N=10492)	4141	39	2186	21	4165	40
People in other universities (n=10475)	1805	17	1616	15	7054	67

## 2.8 Work and Family

These questions asked respondents to provide information related to their responsibilities for children and others who needed regular care. Other questions sought information on perceptions of work and family balance, and impediments to balancing work and family responsibilities. The findings from these questions for general staff are presented in tables 43 to 52.

Table 43: Do you have caring responsibilities?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Has caring responsibilities (children & or others who need regular care as outlined below)	3130	42	1429	44	4559	43
<b>Details of those who reported any caring responsibilities</b>						
Responsible for an adult who needs regular care, due to ill health, disability, age	1097	15	359	11	1456	14
Children under 18 years living at home	2363	32	1200	37	3563	33
Children under 4 years	808	11	501	15	1309	12
Children aged 5-12 years	1166	16	593	18	1759	16
Children aged 13 – 18 years	999	13	455	14	1454	14

Table 44: What is your partner's employment status?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Partner works full-time in university sector	492	10	267	11	759	10
Partner works full-time in another sector	3597	70	966	39	4563	60
Partner works part-time in university sector	99	2	109	4	208	3
Partner works part-time in another sector	457	9	640	26	1097	14
Partner is retired or not employed	467	9	481	20	948	13
Total	5112	100	2463	100	7575	100

Table 45: Who is mainly responsible for the care of your children?

	Women		Men		Total Sample	
	N	%	N	%	N	%
I am	1147	49	55	5	1202	34
My partner	60	3	409	34	469	13
Shared equally with my partner	1081	46	697	58	1778	50
Other	62	3	37	3	99	3
Total sample	2350	100	1198	100	3548	100

Table 46: During the past five years has your work been affected by your family or caring responsibilities in any of the following ways? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
Having to work part-time	1339	18	92	3	1431	13
Having to take additional leave (other than parental leave)	1619	22	675	21	2294	21
Stress from home affecting my abilities to do my job well over a sustained period	998	13	474	15	1472	14
Missing opportunities to apply for advancement	868	12	196	6	1064	10
Missing other opportunities e.g. to travel, attend conferences	1076	14	344	11	1420	13
Having to change jobs or responsibilities	538	7	156	5	694	6
Inability to complete qualifications	494	7	185	6	679	6
None of the above	4072	55	2036	63	6108	57

Table 47: Have you ever resigned from, or not taken up work in, a university due to caring responsibilities, and how long were you out of the sector as a result of this?

	Women		Men		Total Sample	
	N	%	N	%	N	%
No	6945	94	3159	98	10104	95
Yes	450	6	60	2	510	5
Total	7395	100	3219	100	10614	100
<b>For how long were you out of the university sector as a result of this?</b>						
Less than or equal to 12 months	117	34	18	45	135	36
1-2 years	66	19	6	15	72	19
2-5 years	94	28	10	25	104	27
More than 5 years	64	19	6	15	70	18
Total	341	100	40	100	381	100

Table 48: Thinking about the balance between your work and the rest of your life, how often does work:

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
<b>Women</b>						
Interfere with your responsibilities or activities outside work?	1134	15	2867	39	3367	46
Keep you from spending the amount of time you would like with your family and friends?	1235	17	2462	33	3678	50
Interfere with your ability to develop or maintain connections and friendship in your community?	933	13	1806	24	4582	62
<b>Men</b>						
Interfere with your responsibilities or activities outside work?	501	16	1277	40	1441	45
Keep you from spending the amount of time you would like with your family and friends?	508	16	1145	35	1560	48
Interfere with your ability to develop or maintain connections and friendship in your community?	357	11	823	25	2000	62
<b>Total Sample</b>						
Interfere with your responsibilities or activities outside work?	1635	15	4144	39	4808	45
Keep you from spending the amount of time you would like with your family and friends?	1743	16	3607	34	5238	49
Interfere with your ability to develop or maintain connections and friendship in your community?	1290	12	2629	25	6582	62

NB: Percentages across the rows do not add to 100% due to a number of don't know responses.

Table 49: Thinking about the balance between your work and the rest of your life, how often does your personal life:

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
<b>Women</b>						
Interfere with your work activities?	227	3	1948	26	5204	70
Restrict the time you spend at work?	395	5	1445	20	5513	75
<b>Men</b>						
Interfere with your work activities?	91	3	916	28	2214	68
Restrict the time you spend at work?	116	4	668	21	2415	75
<b>Total Sample</b>						
Interfere with your work activities?	318	3	2864	27	7418	70
Restrict the time you spend at work?	511	5	2113	20	7928	75

NB: Percentages do not add to 100% due to a number of don't know responses.

Table 50: Thinking about your life in general, how often do you feel rushed or pressed for time?

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
Women	4098	55	2607	35	689	9
Men	1476	46	1297	40	451	14
Total Sample	5574	52	3904	37	1140	11

Table 51: To what extent do you agree or disagree with the following statements:

	Strongly Agree / Agree %			Strongly Disagree / Disagree %			Don't know %		
	Women	Men	Total Sample	Women	Men	Total Sample	Women	Men	Total Sample
There is adequate support in my work unit for mothers in their caring responsibilities	68	68	68	12	5	10	13	21	15
There is adequate support in my work unit for fathers in their caring responsibilities	54	60	56	8	14	10	28	15	24

NB: Percentages across the rows do not add to 100% due to a number of neither agree/disagree responses.

Table 52: Do you see any of the following as being an impediment to balancing your work and family life:

	Major or somewhat of an impediment %			Minor Impediment %			Not an Impediment %		
	Women	Men	Total Sample	Women	Men	Total Sample	Women	Men	Total Sample
Attitudes of my supervisors	23	23	23	15	15	15	59	59	59
Attitudes of my colleagues	13	10	12	17	18	17	66	68	67
Workloads	39	38	39	27	31	28	31	29	31

NB: Percentages across the rows do not add to 100% due to a number of don't know responses



## 2.9 Parental Leave

The survey collected information on parental leave taken. There were 1921 general staff who reported taking parental leave while employed in a university: 1302, or 18% of women and 619 or 19% of men. Of these, 1894 reported how many times they had made use of these entitlements while employed in a university. A majority of these people had taken parental leave only once as reported in table 49. For the most recent occasion just over three quarters (79%) had taken the full amount of their entitlement. There were 260 respondents who reported that they did not take their full entitlement. Details of parental leave are reported in tables 53 and 54.

Table 53: How many times have you taken parental leave?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Once	736	57	313	51	1049	55
Twice	439	34	207	34	646	34
Three or more times	110	9	89	15	199	11
Total	1285	100	609	100	1894	100

Table 54: If you did not take your full parental leave entitlement, why not? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
N=260 did not take full entitlement						
Concerned about household finances	100	52	11	16	111	43
Concerned about colleagues' workloads	22	11	22	33	44	17
Concerned about the impact on my career	54	28	15	22	69	27
Concerned about reaction of colleagues	13	7	8	12	21	8
Concerned about reaction of supervisors	26	13	18	27	44	17
My partner took the primary carer role	10	5	29	43	39	15
I was keen to return to work	58	30	8	12	66	25

## 2.10 Flexible Work Arrangements

This section presents information on professional/general staff members' attitudes and behaviour related to flexible work arrangements. Respondents were asked whether they would prefer a change in work arrangements (for example, change in the hours of work). Overall, 48% (n=5121) of the total sample thought they would prefer a change in their work arrangements (51% of women, 42% of men).

Table 55: Have you wanted one of these work arrangements in the last 12 months:

	Women		Men		Total Sample	
	N	%	N	%	N	%
Work reduced hours, on ongoing basis	1540	21	563	17	2103	20
Work reduced hours, for limited period	823	11	337	10	1160	11
Work fewer hours each day	692	9	260	8	952	9
Work in school term-time only	386	5	115	4	501	5
Job share	355	5	92	3	447	4
Have more flexible start and finish times	1156	16	433	13	1589	15
Work extra overtime	268	4	135	4	403	4
Transfer into a different job at the same level	467	6	225	7	692	6
Work different days of the week	420	6	200	6	620	6

Table 56: Have you requested this change in work arrangements:

	Women		Men		Total Sample		Granted in full	
	N	%	N	%	N	%	W %	M %
Work reduced hours, on ongoing basis	515	7	150	5	665	6	56	48
Work reduced hours, for limited period	458	6	136	4	594	6	65	50
Work fewer hours each day	195	3	83	3	278	3	46	30
Work in school term-time only	99	1	46	1	145	1	24	17
Job share	190	3	62	2	252	2	40	24
Have more flexible start and finish times	1091	15	378	12	1469	14	61	56
Work extra overtime	258	3	132	4	390	4	40	25
Transfer into a different job at the same level	189	3	104	3	293	3	42	27
Work different days of the week	421	6	103	3	524	5	74	41

Table 57: If you have requested but did not receive flexible work arrangements, what was the main reason your request was not possible:

	Women		Men		Total Sample	
	N	%	N	%	N	
Too difficult to fit in with schedule in my work unit	326	27	120	21	446	
Not enough staff to make it possible	381	31	170	30	551	
Don't know	507	42	279	49	786	

## 2.11 Income

The survey collected information on gross income and loadings obtained as part of annual income from the university. Gross income is presented in table 58, followed by a summary of information on loadings.

Table 58: Total gross income per week

	Women		Men		Total Sample	
	N	%	N	%	N	%
\$2,995 or more pw (\$150,000 or more per year)	77	1	94	3	171	2
\$2,000-\$2,994 pw (\$104,000 - \$149,999 per year)	268	4	245	8	513	5
\$1,500-\$1,999 pw (\$78,000-\$103,999 per year)	937	14	786	26	1723	18
\$1,000-\$1,499 pw (\$52,000-\$77,999 per year)	3317	50	1430	47	4747	49
\$700-\$999 pw (\$36,400-\$51,999 per year)	1459	22	384	13	1843	19
\$500-\$699 pw (\$26,000-\$36,399 per year)	548	8	83	3	631	7
Total	6606	100	3022	100	9628	100

Loadings included in annual income were reported by 1546 respondents (12% of women and 20% of men). Of these, 20% reported market loadings, 26% performance loadings, and 11% reported loadings for performing higher duties. There were a higher proportion of men compared to women who reported that they had received a market loading (30% versus 13%).

## 2.12 Retirement

Information relating to income in retirement and working arrangements in the transition to retirement is presented in table 59 to 62.

Table 59: What are your expected income sources when you retire or as you get older or work less? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
Unisuper	6716	90	2910	90	9626	90
Other Australian superannuation	1827	25	840	26	2667	25
Overseas pension fund	274	4	129	4	403	4
Government pension	1717	23	713	22	2430	23
Own assets (including rent, properties, farms, business investments, interest, stocks, debentures, bank account)	3520	47	1628	50	5148	48
Spouse or partner's income	2213	30	552	17	2765	26
Someone else's income	56	1	18	1	74	1
Don't know	179	2	54	2	233	2

Table 60: What will be your main income source in retirement?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Unisuper	3501	49	1864	59	5365	52
Australian superannuation	493	7	283	9	776	8
Overseas pension fund	34	0	18	1	52	1
Government pension	436	6	147	5	583	6
Own assets (including rent, properties, farms, business investments, interest, stocks, debentures,, bank account)	889	12	392	12	1281	12
Spouse or partner's income	471	7	54	2	525	5
Someone else's income	13	0	3	0	16	0
Other	95	1	45	1	140	1
Don't know	1184	17	344	11	1528	15
Total	7116	100	3150	100	10266	100

Table 61: As you move towards retirement, which of the following would you like to do, and which do you think you will be able to do? Multiple responses allowed.

	Like to do this		Able to do this	
	N	%	N	%
<b>Women</b>				
Continue working as I currently do	2230	30	3662	49
Reduce number of hours worked each day	1644	22	1119	15
Reduce number of hours worked each week/fortnight	4117	55	2537	34
Reduce level of responsibility	857	12	699	9
Seek contract or casual employment	759	10	901	12
Change the type of work (e.g. research or project work rather than teaching and administration)	1723	23	1318	18
<b>Men</b>				
Continue working as I currently do	1282	39	1882	58
Reduce number of hours worked each day	673	21	458	14
Reduce number of hours worked each week/fortnight	1544	48	927	29
Reduce level of responsibility	408	13	305	9
Seek contract or casual employment	405	12	446	14
Change the type of work (e.g. research or project work rather than teaching and administration)	801	25	660	20
<b>Total Sample</b>				
Continue working as I currently do	3512	33	5544	52
Reduce number of hours worked each day	2317	22	1577	15
Reduce number of hours worked each week/fortnight	5661	53	3464	32
Reduce level of responsibility	1265	12	1004	9
Seek contract or casual employment	1164	11	1347	13
Change the type of work (e.g. research or project work rather than teaching and administration)	2524	24	1978	19

Table 62: Why do you think you may not be able to work the way you would ideally like? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
May not be able to afford to	2641	36	1090	34	3731	35
My organisation is unlikely to support my preference	1142	15	701	22	1843	17
Too much impact on my final Defined Benefit superannuation payout	475	6	277	9	752	7
May lose organisational benefit such as office or funding	181	2	98	3	279	3

## Section 3: Academic Staff

This section reports the findings from the academic staff who completed the survey. In total, 8393 academic staff responded to the survey, of whom 4311 (51%) were women and 4080 (49%) were men. Two respondents did not provide information on their gender.

### 3.1 Demographic Characteristics

The survey collected a broad range of demographic characteristics from the academic staff. Two-fifths of respondents, 42%, were aged over 50 years and only 4% were less than 30 years of age. A range of demographic characteristics are reported in table 63.

Table 63: Demographic characteristics

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Age</b>						
15-19 years	3	0	0	0	3	0
20-24 years	10	0	0	0	10	0
25-29 years	205	5	96	2	301	4
30-34 years	584	14	466	12	1050	13
35-39 years	567	13	562	14	1129	14
40-44 years	600	14	568	14	1168	14
45-49 years	650	15	536	13	1186	14
50-54 years	675	16	601	15	1276	15
55-59 years	545	13	537	13	1082	13
60-64 years	308	7	401	10	709	9
65 + years	117	3	275	7	392	5
<b>Australian born</b>	2722	63	2083	51	4805	58
<b>Identify as Aboriginal or Torres Strait Islander</b>	50	1	22	1	72	1
<b>English language spoken at home</b>	3881	90	3331	82	7212	86
<b>Highest educational qualification</b>						
PhD	2922	75	3276	85	6198	80
Other post-graduate qualification	967	25	530	14	1497	19
Bachelor Degree	0	0	0	0	0	0
<b>Currently studying for a qualification</b>	23	1	26	1	49	1
<b>Marital Status</b>						
Registered marriage/ de facto relationship	3217	76	3497	87	6714	81
Currently not with a partner	1034	24	535	13	1569	19
<b>Have a long term health condition</b>	419	10	345	9	764	9
<b>Member of a trade union</b>	1667	39	1308	32	2975	36

### 3.2 Employment Characteristics

The survey collected a broad range of employment characteristics. Respondents were asked for details about their academic discipline, faculty and job classification, as well as their tenure with the university, terms of employment, how they had obtained their current position and whether they had negotiated the entry level point when they commenced employment. Findings are presented in tables 64 to 73.

Table 64: What is the discipline or field in which you work?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Science	989	23	1886	46	2875	34
Medical and health	1476	34	741	18	2217	27
Law and business	445	10	517	13	962	12
Education	431	10	215	5	646	8
HASS (Humanities, Arts, Social Science)	950	22	712	18	1662	19
Total	4291	100	4071	100	8362	100

Table 65: Current job and classification

	Women		Men		Total Sample	
	N	%	N	%	N	%
Level A	404	9	206	5	610	7
Level B	1241	29	844	21	2085	25
Level C	820	19	789	19	1609	19
Level D	373	9	551	14	924	11
Level E	278	7	627	15	905	11
Postdoctoral fellow	340	8	334	8	674	8
Other Researchers	773	18	619	15	1392	17
Award Fellowships – Super Science, Future Fellows	4	0	8	0	12	0
Professorial Research Leaders	40	1	69	2	109	1
DVC and Executive Role	1	0	2	0	3	0
Total	4274	100	4050	100	8324	100

Table 66: What are your terms of employment?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Continuing or permanent	2271	53	2372	58	4643	56
Fixed-term contract	2022	47	1693	42	3715	44
Total	4293	100	4065	100	8358	100

Table 67: How long have you worked at this university?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Less than 1 year	663	16	566	14	1229	15
1-2 years	617	15	534	13	1151	14
3-5 years	1047	25	913	23	1960	24
6-9 years	769	18	657	16	1426	17
10-14 years	521	12	510	13	1031	12
15-19 years	275	6	324	8	599	7
20-29 years	297	7	393	10	690	8
30 or more years	49	1	128	3	177	2
Total	4238	100	4025	100	8263	100

Table 68: Are you currently in any of the following roles? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
DVC	7	0	5	0	12	0
PVC	6	0	8	0	14	0
Dean or Executive in charge of a faculty	10	0	22	1	32	0
Associate/Assistant Dean or Dean responsible for a particular function	125	3	143	4	268	3
Head of School/Dept /Centre	248	6	361	9	609	7
None of these	3879	90	3511	86	7390	88

Table 69: How did you first get to your current substantive level?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Competitive appointment	2390	56	2259	56	4649	56
Internal promotion	922	22	999	25	1921	23
Appointed from outside without a competitive selection process	931	22	788	19	1719	21
Total	4243	100	4046	100	8289	100



Table 70: Are you in your formal probation period?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	612	14	504	12	1116	13
No	3659	86	3541	88	7200	87
Total	4271	100	4045	100	8316	100

Table 71: When you were first employed at this university, did you negotiate over your entry point?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	923	21	1005	25	1928	23
No	3324	77	2996	74	6320	76
Don't recall	48	1	68	2	116	1
Total	4295	100	4069	100	8364	100
<b>For those who indicated Yes, did you achieve the outcome you sought?</b>						
Yes	265	29	245	24	510	26
No	657	71	759	76	1416	74
Total	922	100	1004	100	1926	100

Table 72: Approximately what proportion of academic staff in your work unit are women?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Mostly men (i.e., two-thirds or more men)	1009	24	1586	39	2595	31
Roughly balanced between men and women	1864	43	1963	48	3827	46
Mostly women (two-thirds or more women)	1414	33	509	13	1923	23
Total	4287	100	4058	100	8345	100

Table 73: Which of the following best describes the way the university depicts your contract:

	Women		Men		Total Sample	
	N	%	N	%	N	%
Teaching-focused	524	12	349	9	873	11
Research-focused	1464	34	1378	34	2842	34
Teaching & research focused	2270	53	2316	57	4586	55
Total	4258	100	4043	100	8301	100

### 3.3 Working Hours and Workload

This section presents information on workload and a range of questions related to working hours including usual working hours per week, percentage of time spent on specific work activities and preferences related to working hours. These findings are presented in tables 74 to 83.

Table 74: Are you employed full-time or part-time?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Full-time	3262	76	3683	91	6945	83
Part-time	1034	24	383	9	1417	17
Total	4296	100	4066	100	8362	100

Table 75: How many hours per week do you usually work in your current job?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Full-time workers (N=6893)</b>						
Fewer than 10 hours	6	0	7	0	13	0
10-19 hours	0	0	7	0	7	0
20-29 hours	6	0	9	0	15	0
30-34 hours	14	0	15	0	29	0
35-39 hours	315	10	351	10	666	10
40-49 hours	1325	41	1346	37	2671	39
50 or more hours	1567	48	1925	53	3492	51
<b>Part-time workers (N=1408)</b>						
Fewer than 10 hours	61	6	38	10	99	7
10-19 hours	193	19	76	20	269	19
20-29 hours	345	34	120	32	465	33
30-34 hours	213	21	57	15	270	19
35-39 hours	100	10	21	6	121	9
40-49 hours	86	8	46	12	132	9
50 or more hours	30	3	22	6	52	4

Table 76: What percentage of your time are you expected to spend, and what proportion do you actually spend, on the following activities:

Hours	Women (%)		Men (%)		Total Sample (%)	
	FT	PT	FT	PT	FT	PT
<b>Expected teaching time</b>						
0-25	42	49	45	43	44	47
26-50	44	27	44	26	44	26
51-75	11	13	8	13	10	13
76-100	3	11	2	17	2	13
<b>Actual time spent on teaching</b>						
0-25	44	49	47	45	46	48
26-50	32	19	34	23	33	20
51-75	17	18	14	15	16	17
76-100	7	14	5	17	6	15
<b>Expected research time</b>						
0-25	20	33	16	37	18	34
26-50	47	26	48	26	47	26
51-75	7	6	9	7	8	6
76-100	26	35	28	30	27	34
<b>Actual time spent on research time</b>						
0-25	45	48	37	45	41	47
26-50	24	15	28	18	26	16
51-75	11	9	13	11	12	10
76-100	19	28	22	26	21	28
<b>Expected administration time</b>						
0-25	79	79	80	80	80	80
26-50	15	15	15	15	15	15
51-75	3	2	3	1	3	2
76-100	3	3	2	4	3	3
<b>Actual time spent on administration</b>						
0-25	56	65	60	70	58	66
26-50	33	24	30	21	31	23
51-75	6	6	6	4	6	5
76-100	5	5	4	4	5	5

Table 77: If you could choose the number of hours you work, would you prefer to work:

	Women		Men		Total Sample	
	N	%	N	%	N	%
Fewer hours than now	2313	56	1865	48	4178	52
About the same hours as now	1601	39	1888	49	3489	44
More hours than now	187	5	129	3	316	4
Total	4101	100	3882	100	7983	100

Table 78: Preference for teaching time:

	Women		Men		Total Sample	
	N	%	N	%	N	%
More	573	15	585	15	1158	15
About the same	2075	54	2027	54	4102	54
Less	1218	32	1171	31	2389	31
Total	3866	100	3783	100	7649	100

Table 79: Preference for research time:

	Women		Men		Total Sample	
	N	%	N	%	N	%
More	2861	68	2591	65	5452	67
About the same	1178	28	1247	31	2425	30
Less	152	4	161	4	313	4
Total	4191	100	3999	100	8190	100

Table 80: Preference for administration and service activity time:

	Women		Men		Total Sample	
	N	%	N	%	N	%
More	71	2	77	2	148	2
About the same	1325	33	1259	33	2584	33
Less	2675	66	2480	65	5155	65
Total	4071	100	3816	100	7887	100

Table 81: Do you teach any online or distance courses?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	791	36	649	32	1440	34
No	1435	64	1358	68	2793	66
Total	2226	100	2007	100	4233	100

Table 82: How many subjects do you usually teach per semester?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Taught mainly by me</b>						
Zero	992	32	887	28	1879	30
1-2	1730	56	1842	59	3572	57
3-4	315	10	344	11	659	11
5 or more	44	1	71	2	115	2
<b>Taught by a team</b>						
Zero	841	34	812	34	1653	34
1-2	1331	54	1290	53	2621	54
3-4	255	10	248	10	503	10
5 or more	56	2	65	3	121	2

Table 83: Number of casual/sessional staff that you usually supervise per semester

	Women		Men		Total Sample	
	N	%	N	%	N	%
Zero	1770	43	1784	45	3554	44
1 - 2	1171	28	1050	26	2221	27
3 - 5	721	17	697	18	1418	17
6 - 10	324	8	311	8	635	8
11 - 20	105	3	85	2	190	2
21 or more *	45	1	41	1	86	1
Total	4136	100	3968	100	8104	100

\*maximum reported was 100

### 3.4 Job Satisfaction, Security and Future Intentions

The survey collected information on job satisfaction, job security and future employment intentions. This information is presented in tables 84 to 87.

Table 84: What is the per cent chance that you will leave your current job voluntarily in the next 12 months?

Per cent chance you will leave your job	Women		Men		Total Sample	
	N	%	N	%	N	%
Zero %	2317	55	1962	49	4279	52
5-50 %	1307	31	1516	38	2823	34
51-80 %	261	6	181	5	442	5
81-100 %	340	8	309	8	649	8
Total	4225	100	3968	100	8193	100

Table 85: To what extent do you agree or disagree with the following statements:

	Agreed Strongly or Somewhat %			Disagree Strongly or Somewhat %		
	Women	Men	Total Sample	Women	Men	Total Sample
I have a lot of input into changes that affect me	44	46	45	46	41	43
I feel there are unrealistic expectations of me in terms of teaching outcomes	31	29	30	34	38	36
I feel there are unrealistic expectations of me in terms of research outputs	53	46	49	29	33	31
I am satisfied with the balance between my work and personal life	41	46	43	52	46	49
I am satisfied with my job overall	69	68	69	23	23	23

NB: Percentages across the rows for do not add to 100% due a number of don't know or neither agree/disagree responses

Table 86: To what extent have each of the following gone up or down for you personally in the last two years (or since you started if that was less than 2 years ago).

	Gone Up		Stayed the Same		Gone Down	
	N	%	N	%	N	%
<b>Women</b>						
The level of input into changes that affect me	1136	27	1889	44	1065	25
Expectations of the teaching outcomes I will achieve	1315	31	2045	49	265	6
Expectations of the research outputs I will achieve	2276	54	1572	37	239	6
My satisfaction with balance between my work and personal life	497	12	1928	45	1771	42
My satisfaction with my career prospects	869	20	1727	41	1569	37
My satisfaction with my job overall	836	20	1909	45	1462	34
<b>Men</b>						
The level of input into changes that affect me	952	24	1812	45	1105	27
Expectations of the teaching outcomes I will achieve	1203	30	2144	54	226	6
Expectations of the research outputs I will achieve	2041	51	1655	41	205	5
My satisfaction with balance between my work and personal life	380	9	2063	51	1547	38
My satisfaction with my career prospects	673	17	1875	46	1416	35
My satisfaction with my job overall	672	17	1983	49	1350	33
<b>Total Sample</b>						
The level of input into changes that affect me	2088	25	3701	45	2170	26
Expectations of the teaching outcomes I will achieve	2518	31	4189	51	491	6
Expectations of the research outputs I will achieve	4317	52	3227	39	444	5
My satisfaction with balance between my work and personal life	877	11	3991	48	3318	40
My satisfaction with my career prospects	1542	19	3602	43	2985	36
My satisfaction with my job overall	1508	18	3892	47	2812	34

NB: Percentages across the rows may not add to 100% due to small number of don't know/not relevant responses.

Table 87: Where would you like to be and where do you expect to be in five years time?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Where would you <u>like to be</u> in five years time?</b>						
At this level in this job	316	7	467	12	783	9
At a higher level academic job in this university	2440	57	2104	52	4544	55
In a management position in this university	182	4	186	5	368	4
At another university	516	12	483	12	999	12
Outside the university sector	452	11	330	8	782	9
Retired	361	8	480	12	841	10
Total	4267	100	4050	100	8317	100
<b>Where do you <u>expect to be</u> in five years time?</b>						
At this level in this job	912	22	886	22	1798	22
At a higher level academic job in this university	1757	41	1528	38	3285	40
In a management position in this university	111	3	141	4	252	3
At another university	558	13	520	13	1078	13
Outside the university sector	574	14	460	12	1034	13
Retired	329	8	463	12	792	10
Total	4241	100	3998	100	8239	100

### 3.5 Career and Job History

The survey collected a broad range of questions relating to the job history of academic staff. This included time spent working in casual academic positions, work experience within the university sector and at different academic classifications, time spent outside the university sector, as well as information about promotion. This information is presented in tables 88 to 96.

Table 88: Thinking about your career as a whole since you left school, can you indicate the number of years you have worked in sessional positions in universities?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Casual work while studying for a PhD</b>						
None	491	17	594	20	1085	18
Less than 1 year	21	1	12	0	33	1
1-3 years	1203	41	1177	40	2380	40
4-5 years	764	26	793	27	1557	26
6-10 years	426	14	327	11	753	13
11 or more years	43	1	30	1	73	1
Total	2948	100	2933	100	5881	100
<b>Casual work after obtaining a PhD</b>						
None	928	52	1139	58	2067	55
Less than 1 year	33	2	28	1	61	2
1-2 years	615	35	545	28	1160	31
3-5 years	113	6	112	6	225	6
6-10 years	68	4	91	5	159	4
11 or more years	21	1	49	2	70	2
Total	1778	100	1964	100	3742	100

Table 89: In what year were you first appointed to a continuing or fixed term salaried position in a university?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Less than 12 months	406	9	236	6	642	8
12 to 23 months	412	10	328	8	740	9
24 to 35 months	373	9	301	7	674	8
3-5 years	828	19	603	15	1431	17
6-9 years	712	17	640	16	1352	16
10-14 years	604	14	584	14	1188	14
15-19 years	406	9	433	11	839	10
20-29 years	436	10	615	15	1051	13
30 or more years	119	3	328	8	447	5
Total	4296	100	4068	100	8364	100

NB: data reported in years since the year of first appointment it does not take into account time spent outside the university sector, or time spent not working in university sector due to caring responsibilities.



Table 90: What was the level of this appointment?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Level A	1911	47	1715	44	3626	46
Level B	1797	45	1644	42	3441	44
Level C	216	5	335	9	551	7
Level D	32	1	91	2	123	2
Level E	24	1	68	2	92	1
Research Assistant	24	1	11	0	35	0
Research Fellow	9	0	5	0	14	0
General Staff	13	0	7	0	20	0
Total	4026	100	3876	100	7902	100

Table 91: Time worked at level A to E in continuing or fixed-term university positions by current job level classification.

Current position		Mean years spent and proportion of staff who spent time working full-time at level									
		Spent time at, Level A		Spent time at, Level B		Spent time at, Level C		Spent time at, Level D		Spent time at, Level E	
		Mean Yrs	%	Mean Yrs	%	Mean Yrs	%	Mean Yrs	%	Mean Yrs	%
Current Level A	Women	3.8	68.7%	5.5	5.2%	7.0	0.8%	0.0	0.0%	0.0	0.0%
	Men	4.9	80.3%	6.1	7.8%	5.9	4.7%	5.3	3.6%	3.3	2.1%
	Total	4.2	72.6%	5.7	6.1%	6.2	2.1%	5.3	1.2%	3.3	0.7%
Current Level B	Women	3.7	29.7%	4.5	82.1%	3.4	2.8%	2.0	0.3%	2.3	0.3%
	Men	4.1	39.4%	5.4	92.8%	5.8	5.5%	10.0	0.9%	0.0	0.0%
	Total	3.9	33.7%	4.9	86.4%	4.7	3.9%	7.6	0.5%	2.3	0.1%
Current Level C	Women	3.6	35.4%	5.9	76.1%	4.4	86.3%	5.3	2.0%	5.7	0.4%
	Men	4.2	37.9%	6.3	78.2%	6.3	93.9%	5.3	3.8%	5.3	1.9%
	Total	3.9	36.6%	6.1	77.1%	5.4	90.0%	5.3	2.8%	5.3	1.1%
Current Level D	Women	3.5	32.9%	5.9	82.5%	6.0	85.5%	3.8	94.2%	3.3	1.1%
	Men	3.5	40.0%	5.6	80.1%	6.4	85.6%	5.2	95.2%	5.5	2.2%
	Total	3.5	37.2%	5.7	81.0%	6.2	85.6%	4.6	94.8%	4.9	1.8%
Current Level E	Women	3.4	31.2%	5.3	76.8%	5.0	80.1%	4.7	77.9%	6.0	96.7%
	Men	3.3	35.0%	5.2	76.0%	5.7	82.6%	5.7	76.2%	7.8	96.9%
	Total	3.3	33.9%	5.2	76.3%	5.5	81.8%	5.4	76.7%	7.3	96.9%
Post-Doctoral Fellowship Award	Women	3.1	77.7%	2.3	29.4%	3.7	2.3%	10.0	0.3%	15.0	0.3%
	Men	3.2	84.3%	2.8	30.3%	3.5	3.7%	3.2	1.7%	4.0	0.7%
	Total	3.1	81.0%	2.5	29.9%	3.6	3.0%	4.3	1.0%	7.7	0.5%
Other Researchers	Women	3.6	58.6%	4.0	42.3%	3.5	14.3%	2.1	1.4%	14.5	0.3%
	Men	3.6	64.7%	4.1	63.2%	4.2	22.5%	4.1	3.7%	6.7	1.1%
	Total	3.6	61.4%	4.1	51.7%	3.9	18.0%	3.5	2.5%	8.6	0.6%
Total sample	Women	3.6	43.5%	5.0	62.5%	4.8	34.5%	4.2	15.1%	6.0	7.7%
	Men	3.8	48.0%	5.4	71.7%	6.0	50.0%	5.4	28.4%	7.8	18.3%
	Total	3.7	45.7%	5.2	67.0%	5.5	42.0%	4.9	21.6%	7.2	12.9%

NB: The survey asked respondents to provide details of their current and previous job classification and levels.

How to read this table:

Example: Look at the second major row (labelled "Current Level B"). The first data column within that row indicates that:

- ◆ 29.7 per cent of women who are currently at level B have spent some time employed full-time at level A;
  - ◇ and that, amongst those women who spent time at level A full-time, the average time spent at level A full-time was 3.7 years;
- ◆ 39.4 per cent of men who are currently at level B have spent some time employed full-time at level A;
  - ◇ and that, amongst those men who spent time at level A full-time, the average time spent at level A full-time was 4.1 years.

Table 92: Time worked at level A to E in continuing or fixed-term university positions by current job level classification.

Current position		Mean years spent and proportion of staff who spent time working part-time at level									
		Spent time at, Level A		Spent time at, Level B		Spent time at, Level C		Spent time at, Level D		Spent time at, Level E	
		Mean Yrs	%	Mean Yrs	%	Mean Yrs	%	Mean Yrs	%	Mean Yrs	%
Current Level A	Women	3.4	47.8%	3.4	1.8%	0.0	0.0%	0.0	0.0%	0.0	0.0%
	Men	3.8	35.8%	5.0	1.6%	6.0	0.5%	0.0	0.0%	0.0	0.0%
	Total	3.5	43.8%	3.9	1.7%	6.0	0.2%	0.0	0.0%	0.0	0.0%
Current Level B	Women	4.2	14.7%	3.8	33.7%	2.2	0.9%	2.0	0.1%	2.0	0.2%
	Men	3.2	12.0%	3.6	14.0%	2.3	0.4%	0.0	0.0%	5.0	0.1%
	Total	3.8	13.6%	3.8	25.7%	2.2	0.7%	2.0	0.0%	3.0	0.1%
Current Level C	Women	3.3	12.6%	5.0	18.2%	3.6	19.8%	5.0	0.2%	0.0	0.0%
	Men	3.2	9.1%	4.7	7.3%	4.2	8.8%	4.3	0.4%	4.0	0.3%
	Total	3.3	10.9%	4.9	12.9%	3.8	14.4%	4.6	0.3%	4.0	0.1%
Current Level D	Women	3.7	9.6%	3.4	14.5%	5.1	9.6%	4.5	7.9%	0.0	0.0%
	Men	3.4	5.7%	4.4	4.6%	7.9	3.9%	3.7	6.1%	2.0	0.2%
	Total	3.6	7.3%	3.7	8.6%	6.1	6.2%	4.1	6.8%	2.0	0.1%
Current Level E	Women	3.0	11.2%	3.9	9.4%	4.1	7.2%	4.4	3.6%	3.6	5.4%
	Men	2.9	5.1%	3.0	2.9%	4.3	2.6%	6.5	2.6%	4.1	5.0%
	Total	2.9	7.0%	3.5	4.9%	4.2	4.0%	5.7	2.9%	3.9	5.1%
Post-Doctoral Fellowship Award	Women	3.3	20.7%	3.1	10.4%	1.8	1.0%	6.0	0.3%	3.0	0.3%
	Men	2.5	10.0%	2.0	1.3%	1.0	0.3%	0.0	0.0%	0.0	0.0%
	Total	3.0	15.4%	3.0	5.9%	1.6	0.7%	6.0	0.2%	3.0	0.2%
Other Researchers	Women	3.5	29.9%	3.5	19.0%	2.8	4.9%	1.3	0.4%	1.0	0.1%
	Men	2.6	11.8%	3.5	5.8%	4.7	3.3%	1.8	0.7%	6.3	0.5%
	Total	3.3	21.7%	3.5	13.1%	3.5	4.2%	1.6	0.6%	5.0	0.3%
Total sample	Women	3.6	19.7%	3.9	19.8%	3.7	6.6%	4.2	1.3%	3.3	0.5%
	Men	3.1	10.3%	3.9	6.6%	4.8	3.3%	4.3	1.5%	4.5	1.0%
	Total	3.4	15.1%	3.9	13.3%	4.0	5.0%	4.3	1.4%	4.0	0.8%

NB: The survey asked respondents to provide details of their current and previous job classification and levels.

How to read this table:

Example: Look at the second major row (labelled "Current Level B"). The first column within that row indicates that:

- ◆ 14.7 per cent of women who are currently at level B have spent some time employed part-time at level A;
  - ◇ and that, amongst those women who spent time at level A part-time, the average time spent at level A part-time was 4.2 years;
- ◆ 12.0 per cent of men who are currently at level B have spent some time employed part-time at level A;
  - ◇ and that, amongst those men who spent time at level A part-time, the average time spent at level A part-time was 3.2 years.

Table 93: Have you done any of the following?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Held a post-doctoral fellowship for 1 or more years	1283	30	1684	41	2967	35
Worked overseas in an academic job	846	20	1458	36	2304	27
Worked in an academic position at a lower level than one you'd previously held	715	17	704	17	1419	17

Table 94: Have you spent time working outside the university sector since you left school?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	3661	91	3112	85	6773	88
No	368	9	560	15	928	12
Total	4029	100	3672	100	7701	100

Table 95: In the past 5 years how many times have you applied for and been successful in obtaining promotion to a higher level at this university?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Have never applied	2036	60	1940	58	3976	59
Have applied at least once	1360	40	1416	42	2776	41
Total	3396	100	3356	100	6752	100
<b>Success rate for those who had applied</b>						
Have never been successful	186	14	239	17	425	16
Have been successful less than half the time I have applied	29	2	38	3	67	3
Have been successful more than half the times I have applied, but not every application had been successful	148	11	174	13	322	12
All my applications have been successful	937	72	918	67	1855	70
Total	1300	100	1369	100	2669	100

Table 96: In the past 5 years how many times have you applied for and been successful in obtaining promotion through a competitive selection process?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Have never applied	2012	63	1938	62	3950	63
Have applied at least once	1157	37	1163	38	2320	37
Total	3169	100	3101	100	6270	100
<b>Success rate for those who had applied</b>						
Have never been successful	179	16	207	18	386	17
Have been successful less than half the time I have applied	29	3	30	3	59	3
Have been successful more than half the times I have applied, but not every application had been successful	68	6	84	7	152	7
All my applications have been successful	841	75	810	72	1651	73
Total	1117	100	1131	100	2248	100

### 3.6 Career Support and Difficulties

The survey asked a broad range of questions related to career support and difficulties, including information on mentoring and harassment. The findings for academic staff are presented in tables 97 to 106.

Table 97: To what extent do you agree or disagree with the following statements:

	Agreed Strongly or Somewhat %			Disagree Strongly or Somewhat %		
	Women	Men	Total Sample	Women	Men	Total Sample
I have career mobility between universities and other sectors	47	45	46	38	39	38
I would like to remain in the university sector for the rest of my career	48	55	51	25	22	24
I am satisfied with my career opportunities in this university	41	42	41	42	41	42
I am satisfied with my career opportunities in the university sector as a whole	43	43	43	36	36	36
I would be able to move interstate to advance my career	29	37	33	51	40	46

NB: Percentages across the rows do not add to 100% due to neither or don't know responses.

Table 98: In the last five years to what extent have the following helped you in advancing your career or been a problem for you in holding back your career?

	Help Great/ Somewhat		Problem Major/ Somewhat	
	N	%	N	%
<b>Women</b>				
Level of support from supervisors in applying for promotion (N=4251)	1725	41	964	23
Guidance received in performance reviews (N=4230)	1645	39	956	23
Opportunities for leadership development (n=4229)	1722	41	988	23
Access to internal research funding (n=4203)	1494	36	1118	27
<b>Men</b>				
Level of support from supervisors in applying for promotion (n=4019)	1650	41	771	19
Guidance received in performance reviews (n=3998)	1410	35	732	18
Opportunities for leadership development (n=3997)	1425	36	761	19
Access to internal research funding (n=3970)	1363	34	975	25
<b>Total Sample</b>				
Level of support from supervisors in applying for promotion (n=8270)	3375	41	1735	21
Guidance received in performance reviews (n=8228)	3055	37	1688	21
Opportunities for leadership development (n=8226)	3147	38	1749	21
Access to internal research funding (n=8173)	2857	35	2093	26

NB: Percentages across the rows do not add to 100% due to don't know/not relevant responses.

Table 99: In the last five years to what extent have the following helped you in advancing your career or been a problem for you in holding back your career?

	Help Great/ Somewhat		Neither a problem or a help		Problem Major/ Somewhat	
	N	%	N	%	N	%
<b>Women</b>						
The attitude within this university towards people of my age (n=4236)	627	15	2202	52	621	15
The attitude within this university towards people of my ethnic background (n=4225)	235	6	2475	59	147	3
The attitude within this university towards people of my gender (n=4235)	501	12	2103	50	797	19
The attitude within this university towards people with family responsibilities (n=4218)	539	13	1918	45	744	18
<b>Men</b>						
The attitude within this university towards people of my age (n=4003)	597	15	2063	52	543	14
The attitude within this university towards people of my ethnic background (n=3999)	241	6	2348	59	189	5
The attitude within this university towards people of my gender (n=3995)	224	6	2458	62	178	4
The attitude within this university towards people with family responsibilities (n=3985)	368	9	2211	55	367	9
<b>Total Sample</b>						
The attitude within this university towards people of my age (n=8239)	1224	15	4265	52	1164	14
The attitude within this university towards people of my ethnic background (n=8224)	476	6	4823	59	336	4
The attitude within this university towards people of my gender (n=8230)	725	9	4561	55	975	12
The attitude within this university towards people with family responsibilities (n=8203)	907	11	4129	50	1111	14

Table 100: Have you experienced any kind of harassment or bullying at work in the last five years?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	1515	35	939	23	2454	29
No	2768	65	3120	77	5888	71
Total	4283	100	4059	100	8342	100

Table 101: Have you taken, or seriously considered taking a formal case in relation to harassment or bullying at work in the last five years?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	644	43	427	46	1071	44
No	870	57	510	54	1380	56
Total	1514	100	937	100	2451	100

Table 102: If not, why did you decide not to take a case? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
The incident was too minor	215	24	144	27	359	25
I lacked faith in the complaints process	245	28	167	32	412	29
It would have made things worse for me	474	54	269	51	743	53

Table 103: Respondents who reported experiencing harassment were asked: Did the harassment have an adverse impact on your career?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	642	43	454	49	1096	45
No	443	29	248	27	691	28
Don't know	418	28	229	25	647	27
Total	1503	100	931	100	2434	100

Table 104: In the last five years, have you been mentored in a formal mentoring course or scheme in your workplace?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes, at this university	761	18	720	18	1481	18
Yes, at another university	273	6	267	7	540	6
No	3249	76	3072	76	6321	76
Total	4283	100	4059	100	8342	100

Table 105: Respondents who experienced a formal mentoring arrangement or scheme were asked: How much benefit did the formal mentoring course/scheme provide?

	Women		Men		Total Sample	
	N	%	N	%	N	%
No benefit	61	8	90	12	151	10
A little benefit	156	20	173	24	329	22
Some benefit	255	33	263	36	518	35
A lot of benefit	188	25	143	20	331	22
Highly beneficial	106	14	61	8	167	11
Total	766	100	730	100	1496	100



Table 106: Over the past five years, how much help have you received from the following people in advancing your career?

	Received a lot/some help		Not received much help		Not sought help	
	N	%	N	%	N	%
<b>Women</b>						
My supervisor (n=4241)	2658	63	1159	27	424	10
Academic staff at my university (n=4251)	2705	64	937	22	609	14
Academics from other universities in Australia (n=4229)	1746	41	680	16	1803	43
Academics from overseas (n=4199)	1579	38	563	13	2057	49
My PhD supervisor (n=3991)	1896	48	577	14	1518	38
<b>Men</b>						
My supervisor (n=4021)	2392	59	1002	25	627	16
Academic staff at my university (n=4010)	2305	57	910	23	795	20
Academics from other universities in Australia (n=4008)	1555	39	838	21	1615	40
Academics from overseas (n=3981)	1754	44	623	16	1604	40
My PhD supervisor	1602	42	486	13	1725	45
<b>Total Sample</b>						
My supervisor (n=8262)	5050	61	2161	26	1051	13
Academic staff at my university (n=8261)	5010	61	1847	22	1404	17
Academics from other universities in Australia (8237)	3301	40	1518	18	3418	41
Academics from overseas (n=8180)	3333	41	1186	14	3661	45
My PhD supervisor (n=7804)	3498	45	1063	14	3243	42

### 3.7 Work and Family

These questions asked respondents to provide information related to their responsibilities for children and others who needed regular care. Other questions sought information on perceptions of work and family balance, and impediments to balancing work and family responsibilities. The findings from these questions for academic staff are presented in tables 107 to 116.

Table 107: Do you have caring responsibilities?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Has caring responsibilities (children & or others who need regular care)	2055	48	2084	51	4139	49
<b>Details of those who reported any caring responsibilities</b>						
Responsible for an adult who needs regular care, due to ill health, disability, age	745	17	469	11	1214	14
Children under 18 years living at home	1573	37	1799	44	3372	40
Children under 4 years	557	13	718	18	1275	15
Children aged 5-12 years	796	18	928	23	1724	21
Children aged 13 – 18 years	641	15	650	16	1291	15

Table 108: What is your partner's employment status?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Partner works full-time in university sector	542	17	450	13	992	15
Partner works full-time in another sector	1837	57	997	29	2834	42
Partner works part-time in university sector	113	4	331	9	444	7
Partner works part-time in another sector	374	12	928	27	1302	19
Partner is retired or not employed	350	11	785	22	1135	17

Table 109: Who is mainly responsible for the care of your children?

	Women		Men		Total Sample	
	N	%	N	%	N	%
I am	729	46	67	4	796	23
My partner	72	5	634	35	706	21
Shared equally with my partner	728	46	1046	58	1774	53
Other	40	3	49	3	89	3
Total sample	1569	100	1796	100	3365	100

Table 110: During the past five years has your work been affected by your family or caring responsibilities in any of the following ways? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
Having to work part-time	869	20	166	4	1035	12
Having to take additional leave (other than parental leave)	861	20	518	13	1379	16
Stress from home affecting my abilities to do my job well over a sustained period	1052	24	870	21	1922	23
Missing opportunities to apply for advancement	543	13	278	7	821	10
Missing other opportunities e.g. to travel, attend conferences	1460	34	1037	25	2497	30
Having to change jobs or responsibilities	352	8	190	5	542	6
Inability to complete qualifications	344	8	169	4	513	6
None of the above	1838	43	2243	55	4081	49

Table 111: Have you ever resigned from, or not taken up work in, a university due to caring responsibilities, and how long were you out of the sector as a result of this?

	Women		Men		Total Sample	
	N	%	N	%	N	%
No	3865	91	3921	97	7786	94
Yes	385	9	108	3	493	6
Total	4250	100	4029	100	8279	100
<b>For how long were you out of the university sector as a result of this?</b>						
Less than or equal to 12 months	142	46	63	73	205	52
1-2 years	45	15	10	12	55	14
2-5 years	82	26	9	10	91	23
More than 5 years	41	13	4	5	45	11
Total	310	100	86	100	396	100

Table 112: Thinking about the balance between your work and the rest of your life, how often does work:

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
<b>Women</b>						
Interfere with your responsibilities or activities outside work?	1876	44	1635	38	763	18
Keep you from spending the amount of time you would like with your family and friends?	2000	47	1491	35	783	18
Interfere with your ability to develop or maintain connections and friendship in your	1697	40	1316	31	1232	29
<b>Men</b>						
Interfere with your responsibilities or activities outside work?	1514	37	1647	41	871	21
Keep you from spending the amount of time you would like with your family and friends?	1606	40	1536	38	891	22
Interfere with your ability to develop or maintain connections and friendship in your	1342	33	1303	32	1347	33
<b>Total Sample</b>						
Interfere with your responsibilities or activities outside work?	3390	41	3282	39	1634	20
Keep you from spending the amount of time you would like with your family and friends?	3606	43	3027	36	1674	20
Interfere with your ability to develop or maintain connections and friendship in your	3039	37	2619	31	2579	31

NB: Percentages across the rows do not add to 100% due to a number of don't know responses.

Table 113: Thinking about balance between your work and the rest of your life, how often does your personal life:

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
<b>Women</b>						
Interfere with your work activities?	333	8	1427	33	2511	59
Restrict the time you spend at work?	486	11	1162	27	2608	61
<b>Men</b>						
Interfere with your work activities?	376	9	1431	35	2226	55
Restrict the time you spend at work?	449	11	1240	31	2324	58
<b>Total Sample</b>						
Interfere with your work activities?	709	9	2858	34	4737	57
Restrict the time you spend at work?	935	11	2402	29	4932	59

NB: Percentages across the rows do not add to 100% due to a number of don't know responses.

Table 114: Thinking about your life in general, how often do you feel rushed or pressed for time?

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
Women	3333	78	824	19	125	3
Men	2736	67	1059	26	251	6
Total Sample	6069	73	1883	23	376	5

Table 115: To what extent do you agree or disagree with the following statements:

	Strongly Agree / Agree %			Strongly Disagree / Disagree %			Don't know %		
	Women	Men	Total Sample	Women	Men	Total Sample	Women	Men	Total Sample
There is adequate support in my work unit for mothers in their caring responsibilities	44	46	45	27	14	21	17	31	24
There is adequate support in my work unit for fathers in their caring responsibilities	34	38	36	18	24	21	34	24	29

NB: Percentages across the rows do not add to 100% due to don't know/not relevant responses.

Table 116: Do you see any of the following as being an impediment to balancing your work and family life:

	Major or somewhat of an impediment %			Minor Impediment %			Not an Impediment %		
	Women	Men	Total Sample	Women	Men	Total Sample	Women	Men	Total Sample
Attitudes of my supervisors	31	27	29	15	14	15	49	54	51
Attitudes of my colleagues	21	14	17	20	18	19	55	63	59
Workloads	70	61	66	18	20	19	11	17	14

NB: Percentages across the rows do not add to 100% due to a number of don't know responses.

### 3.8 Parental Leave

The survey collected information on parental leave taken. There were 1767 academic staff who reported taking parental leave while employed in a university: 1009, or 24 % of women and 758, or 19 % of men. A majority had taken parental leave only once. For the most recent occasion about three quarters had taken the full amount of their entitlement. There were 280 respondents who did not take their full entitlement. Details of parental leave are reported in tables 117 and 118.

Table 117: How many times have you taken parental leave?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Once	538	55	419	56	957	55
Twice	362	37	261	35	623	36
Three or more times	80	8	65	9	145	9
Total	980	100	745	100	1725	100

Table 118: If you did not take your full parental leave entitlement, why not? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
N=280 did not take full entitlement						
Concerned about household finances	63	37	10	9	73	26
Concerned about colleagues workloads	22	13	42	38	64	23
Concerned about the impact on my career	91	54	35	32	126	45
Concerned about reaction of colleagues	24	14	14	13	38	14
Concerned about reaction of supervisors	40	24	23	21	63	23
My partner took the primary carer role	10	6	39	35	49	18
I was keen to return to work	61	36	22	20	83	30

### 3.9 Flexible Work Arrangements

This section presents information on academic staff members' attitudes and behaviour related to flexible work arrangements. Respondents were asked whether they would prefer a change in work arrangements (for example, change in the hours of work). Overall, 38% (n=3190) of the total sample thought they would prefer a change in their work arrangements (46% of women, 30% of men).

Table 119: Have you wanted one of these work arrangements in the last 12 months:

	Women		Men		Total Sample	
	N	%	N	%	N	%
Work reduced hours, on ongoing basis	1019	24	640	16	1659	20
Work reduced hours, for limited period	578	13	418	10	996	12
Work fewer hours each day	506	12	388	10	894	11
Work in school term-time only	295	7	157	4	452	5
Job share	172	4	116	3	288	3

Table 120: Have you requested this change in work arrangements:

	Women		Men		Total Sample		Granted in full	
	N	%	N	%	N	%	%	
Work reduced hours, on ongoing basis	207	5	132	3	339	4	54	
Work reduced hours, for limited period	199	5	123	3	322	4	53	
Work fewer hours each day	66	2	55	1	121	1	38	
Work in school term-time only	26	1	32	1	58	1	19	
Job share	49	1	38	1	87	1	21	

Table 121: If you have requested but did not receive flexible work arrangements, what was the main reason your request was not possible:

	Women		Men		Total Sample	
	N	%	N	%	N	
Too difficult to fit in with schedule in my work unit	33	1	33	1	66	
Not enough staff to make it possible	92	2	62	2	154	
Don't know	93	2	41	1	134	

### 3.10 Income

The survey collected information on gross income and loadings obtained as part of annual income from the university. Gross income is presented in table 122, followed by a summary of information on loadings.

Table 122: Total gross income per week

	Women		Men		Total Sample	
	N	%	N	%	N	%
\$2,995 or more pw (\$150,000 or more per year)	143	4	317	9	460	6
\$2,000-\$2,994 pw (\$104,000 - \$149,999 per year)	647	17	1083	29	1730	23
\$1,500-\$1,999 pw (\$78,000-\$103,999 per year)	1192	32	1171	32	2363	32
\$1,000-\$1,499 pw (\$52,000-\$77,999 per year)	1196	32	902	24	2098	28
\$700-\$999 pw (\$36,400-\$51,999 per year)	374	10	157	4	531	7
\$500-\$699 pw (\$26,000-\$36,399 per year)	148	4	58	2	206	3
Total	3700	100	3688	100	7388	100

Loadings included in annual income were reported by 1565 academic respondents (15% of women (n=658) and 22% of men (n=907). Overall the largest proportion of these loadings were for responsibility of higher duties (31%), followed by loadings for individual performance (20%) and market loading for discipline (19%).

### 3.11 Retirement

Information relating to income in retirement and working arrangements in the transition to retirement is presented in tables 123 to 126.

Table 123: What are your expected income sources when you retire or as you get older or work less? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
Unisuper	3942	91	3709	91	7651	91
Other Australian superannuation	945	22	748	18	1693	20
Overseas pension fund	301	7	452	11	753	9
Government pension	556	13	488	12	1044	12
Own assets (including rent, properties, farms, business investments, interest, stocks, debentures,, bank account)	2203	51	2056	50	4259	51
Spouse or partner's income	1252	29	748	18	2000	24
Someone else's income	18	0	16	0	34	0

Table 124: What will be your main income source in retirement?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Unisuper	2297	55	2520	64	4817	60
Other Australian superannuation	252	6	295	8	547	7
Overseas pension fund	42	1	78	2	120	1
Government pension	112	3	84	2	196	2
Own assets (including rent, properties, farms, business investments, interest, stocks, debentures,, bank account)	521	13	476	12	997	12
Spouse or partner's income	220	5	40	1	260	3
Someone else's income	1	0	0	0	1	0
Other	64	2	62	2	126	2
Don't know	631	15	368	9	999	12
Total	4140	100	3923	100	8063	100

Table 125: As you move towards retirement, which of the following would you like to do, and which do you think you will be able to do? Multiple responses allowed.

	Like to do this		Able to do this	
	N	%	N	%
<b>Women</b>				
Continue working as I currently do	1298	30	2120	49
Reduce number of hours worked each day	1112	26	602	14
Reduce number of hours worked each week/fortnight	2077	48	1193	28
Reduce my level of responsibility	780	18	478	11
Seek contract or casual employment	407	9	516	12
Change the type of work (e.g. research or project work rather than teaching and administration)	1213	28	717	17
<b>Men</b>				
Continue working as I currently do	1760	43	2306	57
Reduce number of hours worked each day	1024	25	620	15
Reduce number of hours worked each week/fortnight	1535	38	894	22
Reduce my level of responsibility	877	21	576	14
Seek contract or casual employment	362	9	447	11
Change the type of work (e.g. research or project work rather than teaching and administration)	943	23	619	15
<b>Total Sample</b>				
Continue working as I currently do	3058	36	4426	53
Reduce number of hours worked each day	2136	25	1222	15
Reduce number of hours worked each week/fortnight	3612	43	2087	25
Reduce my level of responsibility	1657	20	1054	13
Seek contract or casual employment	769	9	963	11
Change the type of work (e.g. research or project work rather than teaching and administration)	2156	26	1336	16



Table 126: Why do you think you may not be able to work the way you would ideally like?  
Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
May not be able to afford to	1247	29	983	24	2230	27
My organisation is unlikely to support my preference	922	21	967	24	1889	23
Too much impact on my final Defined Benefit superannuation payout	359	8	287	7	646	8
May lose organisational benefit such as office or funding	350	8	321	8	671	8

## Section 4: Sessional Teaching Staff

This section reports the findings from the sessional teaching staff who completed the survey. In total 2918 sessional staff participated in the study, of these 1664 (57%) are women and 1254 (43%) are men.

### 4.1 Demographic Characteristics

The survey collected a broad range of demographic characteristics from respondents. The majority are aged between 25 and 49 years of age (69%), with 23% aged over 50 years of age. Just over one half are Australian born and 1% identify as Aboriginal or Torres Strait Islander. Almost one fifth (17%) have a PhD, and over one half (54 %) are currently studying for a qualification.

Table 127: Demographic characteristics

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Age</b>						
20-24 years	107	6	124	10	231	8
25-29 years	386	23	280	22	666	23
30-34 years	291	18	219	18	510	17
35-39 years	181	11	141	11	322	11
40-44 years	168	10	118	9	286	10
45-49 years	154	9	65	5	219	8
50-54 years	148	9	85	7	233	8
55-59 years	110	7	75	6	185	6
60-64 years	75	5	61	5	136	5
65 + years	40	2	79	6	119	4
<b>Australian born</b>	910	64	626	56	1536	60
<b>Identify as Aboriginal or Torres Strait Islander</b>	14	1	4	0	18	1
<b>English language spoken at home</b>	1230	86	859	77	2089	82
<b>Highest educational qualification</b>						
PhD	251	16	208	18	459	17
Other post-graduate qualification	728	46	499	42	1227	44
Bachelor Degree	583	37	434	37	1017	37
Other tertiary qualification	34	2	37	3	71	3
<b>Currently studying for a qualification</b>	889	53	703	56	1592	55
<b>Marital Status</b>						
Registered marriage/defacto relationship	902	63	684	61	1586	63
Currently not with a partner	521	37	430	39	951	37
<b>Member of a trade union</b>	243	17	143	13	386	15

## 4.2 Employment Characteristics

The survey collected a broad range of employment characteristics. Respondents were asked where they worked, the tasks they performed as part of this role, length of time working at the university, and how they had obtained their current position. These findings are presented in tables 128 to 132.

Table 128: What is the discipline or field in which you work?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Science	424	27	535	44	959	35
Medical and health	285	18	140	12	425	15
Law and business	189	12	203	17	392	14
Education	165	11	51	4	216	8
HASS (Humanities, Arts, Social Science)	500	32	285	23	785	28
Total	1563	100	1214	100	2777	100

Table 129: How long have you worked at this university?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Less than 1 year	641	39	454	36	1095	38
1-2 years	270	16	245	20	515	18
3-5 years	490	29	342	27	832	29
6-9 years	155	9	124	10	279	10
10-14 years	70	4	52	4	122	4
15-19 years	21	1	16	1	37	1
20-29 years	16	1	18	1	34	1
30 or more years	1	0	3	0	4	0
Total	1664	100	1254	100	2918	100

Table 130: How did you obtain your current sessional position?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Responded to an advertisement	118	8	98	9	216	8
I approached the dept or an academic	401	28	390	35	791	31
Offered work by a contact or friend at the university	566	39	357	32	923	36
Offered work by my PhD supervisor	216	15	200	18	416	16
Other	133	9	74	7	207	8
Total	1434	100	1119	100	2553	100

Table 131: Do you currently work at more than one institution?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	332	23	205	18	537	21
No	1118	77	924	82	2042	79
Total	1450	100	1129	100	2579	100

Table 132: Where do you undertake your teaching preparation?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Mostly at home	933	65	664	59	1597	62
Mostly at the institution where I teach	507	35	459	41	966	38
Total	1440	100	1123	100	2563	100

### 4.3 Working Hours and Workload

This section presents information on working hours and workloads for sessional teaching staff.

Table 133: At all the universities where you work how many hours of face to face teaching did you perform over the last week, and how many other hours do you usually spend each week on preparation, student consultation, meetings and marking?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Hours spent lecturing</b>						
Zero	283	40	253	42	536	41
1-5 hrs	361	51	280	46	641	49
6-10 hrs	49	7	50	8	99	8
11-20 hrs	15	2	23	4	38	3
<b>Hours spent tutoring</b>						
Zero	118	10	94	11	212	10
1-5 hrs	701	62	526	59	1227	61
6-10 hrs	247	22	217	24	464	23
11 - 20 hrs	67	6	51	6	118	6
<b>Preparation time (student consultation, meetings, marking)</b>						
1-5 hrs	677	51	622	60	1299	55
6-10 hrs	370	28	237	23	607	26
11 - 20 hrs	220	16	125	12	345	15
21 or more hrs	69	5	46	4	115	4

Table 134: By the end of this year, how many weeks will you have worked in 2011 in sessional or casual university jobs?

	Women		Men		Total Sample	
	N	%	N	%	N	%
1 to 12 weeks	189	14	140	13	329	13
13 to 24 weeks	484	35	405	38	889	37
25 to 52 weeks	695	51	533	49	1228	50
Total	1368	100	1078	100	2446	100

Table 135: What is the length in weeks of your current (or most recent) sessional/casual employment contract?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Less than 2 weeks	29	2	19	2	48	2
2 – 9 weeks	95	7	80	7	175	7
10 -12 weeks	429	31	371	34	800	33
13 or more weeks <sup>1</sup>	823	60	615	57	1438	58
Total	1376	100	1085	100	2461	100

<sup>1</sup> 19 cases reported between 53 and 260 weeks

Table 136: Do you receive separate payment for marking?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	1004	70	781	70	1785	70
No, I mark but don't get paid extra	271	19	213	19	484	19
No, I don't do marking	156	11	129	11	285	11
Total	1431	100	1123	100	2554	100

Table 137: Do you currently supervise other sessional staff?

	Women		Men		Total Sample	
	N	%	N	%	N	%
No	1251	87	968	86	2219	87
Yes	185	13	154	14	339	13
Total	1436	100	1122	100	2558	100

#### 4.4 Job Satisfaction, Security and Future Intentions

The survey collected information on job satisfaction, job security and future employment intentions for sessional teaching staff. This information is presented in tables 138 to 143.

Table 138: What is the per cent chance that you will leave your current job voluntarily in the next 12 months?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Zero %	617	44	424	38	1041	41
5-50 %	479	34	424	38	903	36
51-80 %	129	9	104	9	233	9
81-100 %	184	13	153	14	337	13
Total	1409	100	1105	100	2514	100

The survey found that 2121 sessional workers wanted work in the following year (1185 women and 936 men). Only 17% of the sessional staff who responded to this question said they did not want future sessional work.

Table 139: What is the per cent chance that you will have sessional teaching work in 2012?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Zero %	5	0	3	0	8	0
5-50 %	337	29	246	26	583	28
51-80 %	309	26	249	27	558	26
81-100 %	528	45	438	47	966	46
Total	1179	100	936	100	2115	100

Table 140: To what extent do you agree or disagree with the following statements:

	Agreed Strongly or Somewhat %			Disagree Strongly or Somewhat %		
	Women	Men	Total Sample	Women	Men	Total Sample
I have a lot of input into changes that affect me	35	42	38	47	40	44
I feel there are unrealistic expectations of me in terms of teaching outcomes	26	23	24	55	56	56
I am satisfied with the balance between my work and personal life	65	68	66	27	22	25
I am satisfied with my job overall	78	78	78	15	14	15

NB: Percentages across the rows do not add to 100% due a number of don't know or neither agree/disagree responses.

Table 141: To what extent have each of the following gone up or down for you personally in the last two years (or since you started if less than 2 years).

	Gone Up		Stayed the Same		Gone Down	
	N	%	N	%	N	%
<b>Women</b>						
The level of input I have into changes that affect me	347	24	796	56	164	12
Expectations of the teaching outcomes I will achieve	445	31	836	59	62	4
My satisfaction with balance between my work and personal life	278	20	781	55	345	24
My satisfaction with my career prospects	391	28	558	39	425	30
My satisfaction with my job overall	393	28	722	51	294	21
<b>Men</b>						
The level of input I have into changes that affect me	256	23	636	57	128	11
Expectations of the teaching outcomes I will achieve	342	31	663	60	49	4
My satisfaction with balance between my work and personal life	195	17	685	61	209	19
My satisfaction with my career prospects	288	26	487	44	294	26
My satisfaction with my job overall	295	26	612	55	195	17
<b>Total Sample</b>						
The level of input I have into changes that affect me	603	24	1432	56	292	11
Expectations of the teaching outcomes I will achieve	787	31	1499	59	111	4
My satisfaction with balance between my work and personal life	473	19	1466	58	554	22
My satisfaction with my career prospects	679	27	1045	41	719	28
My satisfaction with my job overall	688	27	1334	52	489	19

NB: Percentages across the rows may not add to 100% due to small number of don't know/not relevant responses.

Table 142: Where would you like to be and where do you expect to be in five years time?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Where would you like to be in five years time?</b>						
Employed as a sessional / casual academic	167	10	139	11	306	11
Employed as an academic in a continuing position	914	55	664	53	1578	54
Employed outside of the university sector	344	21	284	23	628	22
Retired not working	86	5	92	7	178	6
Other	141	9	67	5	208	7
Total	1652	100	1246	100	2898	100
<b>Where do you expect to be in five years time?</b>						
Employed as a sessional / casual academic	435	26	241	19	676	23
Employed as an academic in a continuing position	406	25	367	30	773	27
Employed outside of the university sector	551	34	453	37	1004	35
Retired not working	76	5	88	7	164	6
Other	176	11	91	7	267	9
Total	1644	100	1240	100	2884	100

Table 143: To what extent do you agree with the following statements:

	Agreed Strongly or Somewhat %			Disagree Strongly or Somewhat %		
	Women	Men	Total Sample	Women	Men	Total Sample
I would accept a salaried full-time academic position	62	71	66	27	21	25
I would accept a salaried part-time academic position	78	72	75	12	17	14
Casual work suits my circumstances	74	74	74	18	17	18
Casual work is the only work I can get	49	47	48	33	32	33
Casual work will help me secure an academic position in the future	55	52	54	22	22	22
Casual work allows me to balance work and home life	64	58	62	18	18	18

NB: Percentages across the rows do not add to 100% due to a number of don't know or neither agree or disagree.

## 4.5 Career and Job History

The survey collected information on the job history of sessional teaching staff which is presented in tables 144 to 147.

Table 144: Thinking about your career as a whole since you left school, can you indicate the number of years you have worked in sessional positions in universities?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Sessional/casual work while studying for a PhD</b>						
Less than 1 year	54	5	44	5	98	5
1-3 years	719	66	589	68	1308	67
4-5 years	211	19	144	17	355	18
6-10 years	88	8	77	9	165	8
11 or more years	14	1	9	1	23	1
Total	1086	100	863	100	1949	100
<b>Sessional/casual work after obtaining a PhD<sup>1</sup></b>						
Less than 1 year	7	3	5	3	12	3
1-2 years	115	56	76	46	191	51
3-5 years	53	26	46	28	99	27
6 -10 years	26	13	24	15	50	13
11 or more years	6	3	13	8	19	5
Total*	207	100	164	100	371	100

<sup>1</sup> n=459 sessional respondents reported having obtained a PhD.



Table 145: Have you ever applied for a fixed term academic position?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	414	29	344	31	758	30
No	1020	71	775	69	1795	70
Total	1434	100	1119	100	2553	100
<b>For those who had applied – have you ever been successful?</b>						
Yes	170	41	162	47	332	44
No	244	59	182	53	426	56
Total	414	100	344	100	758	100
<b>If No, why do you think your application was unsuccessful? Multiple responses allowed.</b>						
I did not have a PhD	112	46	67	37	179	42
Lack of research outputs	77	32	62	34	139	33
The field of applicants was very competitive	104	43	84	46	188	44

Table 146: Have you done any of the following?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Held a post-doctoral fellowship for 1 or more years	62	4	56	4	118	4
Worked overseas in an academic job	139	8	128	10	267	9

Table 147: Have you spent time working outside the university sector since you left school?

	Women		Men		Total Sample	
	N	%	N	%	N	%
No	98	10	137	18	235	14
Yes	883	90	612	82	1495	86
Total	981	100	749	100	1730	100

## 4.6 Career Support and Difficulties

The survey items in this section refer to career support and difficulties related to aspects relevant to sessional staff.

Table 148: At this university, have you ever taken part in or received any of the following?  
Was this paid or unpaid?

	Women		Men		Total Sample	
	N	%	N	%	N	%
<b>Induction</b>						
No	502	36	324	29	826	33
Yes - paid	529	38	466	42	995	40
Yes - unpaid	336	24	285	26	621	25
Yes – partly paid for	41	3	25	2	66	3
<b>Professional development (courses, seminars, training)</b>						
No	509	36	407	37	916	36
Yes - paid	435	31	354	32	789	31
Yes - unpaid	392	28	302	27	694	28
Yes – partly paid for	73	5	41	4	114	5
<b>Staff meetings of your school/department/faculty</b>						
No	672	48	507	46	1179	47
Yes - paid	248	18	192	18	440	18
Yes - unpaid	427	30	367	34	794	32
Yes – partly paid for	53	4	27	2	80	3
<b>Been a member of a committee at your university</b>						
No	1107	81	868	80	1975	81
Yes - paid	62	5	45	4	107	4
Yes - unpaid	198	14	161	15	359	15
Yes – partly paid for	5	0	6	1	11	0
<b>Meetings about a course you are teaching</b>						
No	244	17	185	17	429	17
Yes - paid	427	30	309	28	736	29
Yes - unpaid	629	44	550	50	1179	47
Yes – partly paid for	121	9	62	6	183	7

Table 149: At this university do you have access to:

	Women		Men		Total Sample	
	N	%	N	%	N	%
A workspace, computer & phone (n=2551)	1087	76	863	77	1950	76
A suitable space for student consultation (n=2528)	785	55	663	60	1448	57
Financial support for your research e.g. support to attend a conference (n=2472)	530	38	474	44	1004	41

Table 150: To what extent do you agree with the following statements:

	Agreed Strongly or Somewhat			Disagree Strongly or Somewhat		
	%			%		
	Women	Men	Total Sample	Women	Men	Total Sample
I could work in either universities or in other sectors	88	85	86	8	9	8
I would like to remain in the university sector for the rest of my career	59	57	58	20	23	21
I am satisfied with my career opportunities in this university	41	40	41	40	38	39
I am satisfied with my career opportunities in the university sector as a whole	45	45	45	33	34	33
I would be able to move interstate to advance my career	44	54	48	38	27	34

NB: Percentages across the rows for total sample may not add to 100% due to small number of don't know or neither agree/disagree responses.

Table 151: In the last five years to what extent have the following helped you in advancing your career or been a problem for you in holding back your career?

	Help Great/ Somewhat		Neither a problem or a help		Problem Major/ Somewhat	
	N	%	N	%	N	%
<b>Women</b>						
The attitude within this university towards people of my age (n=1429)	300	21	697	49	194	14
The attitude within this university towards people of my ethnic background (n=1427)	126	9	826	58	49	3
The attitude within this university towards people of my gender (n=1423)	175	12	869	61	114	8
The attitude within this university towards people with family responsibilities (n=1417)	200	14	660	47	141	10
<b>Men</b>						
The attitude within this university towards people of my age (n=1116)	294	26	489	44	153	14
The attitude within this university towards people of my ethnic background (n=1113)	155	14	601	54	45	4
The attitude within this university towards people of my gender (n=1115)	141	13	674	60	36	3
The attitude within this university towards people with family responsibilities (n=1106)	149	13	583	53	53	5
<b>Total Sample</b>						
The attitude within this university towards people of my age (n=2545)	594	23	1186	47	347	14
The attitude within this university towards people of my ethnic background (n=2540)	281	11	1427	56	94	4
The attitude within this university towards people of my gender (n=2538)	316	12	1543	61	150	6
The attitude within this university towards people with family responsibilities (n=2523)	349	14	1243	49	194	8

Table 152: Have you experienced any kind of harassment or bullying at work in the last five years?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	202	14	126	11	328	13
No	1231	86	994	89	2225	87
Total	1433	100	1120	100	2553	100

Table 153: Have you taken, or seriously considered taking a formal case in relation to harassment or bullying at work in the last five years?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	81	40	48	38	129	39
No	120	60	78	62	198	61
Total	201	100	126	100	327	100

Table 154: If not, why did you decide not to take a case? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
The incident was too minor	36	28	24	30	60	29
I lacked faith in the complaints process	33	26	18	23	51	25
It would have made things worse for me	68	54	38	48	106	51

Table 155: Respondents who reported experiencing harassment were asked: Did the harassment have an adverse impact on your career?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Yes	87	43	56	46	143	44
No	52	26	36	29	88	27
Don't know	62	31	31	25	93	29
Total	201	100	123	100	324	100

## 4.7 Work and Family

These questions asked respondents to provide information related to their responsibilities for children and others who needed regular care. Other questions sought information on perceptions of work and family balance, and impediments to balancing work and family responsibilities. The findings from these questions for sessional teaching staff are presented in tables 156 to 165.

Table 156: Do you have caring responsibilities?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Has caring responsibilities (children & or others who need regular care)	509	31	313	25	822	28
<b>Details of those who reported any caring responsibilities</b>						
Responsible for an adult who needs regular care, due to ill health, disability, age	136	8	89	7	225	8
Children under 18 years living at home	420	29	241	22	661	26
Children under 4 years	130	8	122	10	252	9
Children aged 5-12 years	238	14	117	9	355	12
Children aged 13 – 18 years	168	10	68	5	236	8

Table 157: What is your partners' employment status?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Partner works full-time in university sector	97	11	47	7	144	9
Partner works full-time in another sector	582	64	260	38	842	53
Partner works part-time in university sector	36	4	46	7	82	5
Partner works part-time in another sector	90	10	145	21	235	15
Partner is retired or not employed	98	11	181	27	279	18
Total	903	100	679	100	1582	100

Table 158: Who is mainly responsible for the care of your children?

	Women		Men		Total Sample	
	N	%	N	%	N	%
I am	263	63	23	10	286	44
My partner	8	2	76	32	84	13
Shared equally with my partner	137	33	134	56	271	41
Other	9	2	7	3	16	2
Total sample	417	100	240	100	657	100

Table 159: During the past five years has your work been affected by your family or caring responsibilities in any of the following ways?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Having to work part-time	342	21	94	7	436	15
Having to take additional leave (other than parental leave)	169	10	62	5	231	8
Stress from home affecting my ability to do my job well	247	15	154	12	401	14
Missing opportunities to apply for continuing or fixed-term positions	192	12	78	6	270	9
Missing other opportunities e.g. to travel, attend conferences	272	16	131	10	403	14
Having to change jobs or responsibilities	133	8	52	4	185	6
Inability to complete qualifications	138	8	63	5	201	7
None of the above	771	46	749	60	1520	52

Table 160: Have you ever resigned from, or not taken up work in, a university due to caring responsibilities?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Have you ever resigned from, or not taken up work in, a university due to caring responsibilities = Yes	139	10	27	2	166	7
<b>For how long were you out of the university sector as a result of this?</b>						
Less than or equal to 12 months	59	50	15	62	74	53
1-2 years	18	16	6	25	24	17
2-5 years	21	18	3	13	24	17
More than 5 years	18	16	0	0	18	13
Total	116	100	24	100	140	100

Table 161: Thinking about balance between your work and the rest of your life, how often does work:

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
<b>Women</b>						
Interfere with your responsibilities or activities outside work?	336	24	598	42	486	34
Keep you from spending the amount of time you would like with your family and friends?	332	23	547	38	541	38
Interfere with your ability to develop or maintain connections and friendship in your community	251	18	398	28	761	53
<b>Men</b>						
Interfere with your responsibilities or activities outside work?	228	20	427	38	455	41
Keep you from spending the amount of time you would like with your family and friends?	217	19	401	36	493	44
Interfere with your ability to develop or maintain connections and friendship in your community	167	15	310	28	617	55
<b>Total Sample</b>						
Interfere with your responsibilities or activities outside work?	564	22	1025	40	941	37
Keep you from spending the amount of time you would like with your family and friends?	549	22	948	37	1034	41
Interfere with your ability to develop or maintain connections and friendship in your community	418	16	708	28	1378	54

NB: Percentages do not add to 100% due to a number of don't know responses.

Table 162: Thinking about balance between your work and the rest of your life, how often does your personal life:

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
<b>Women</b>						
Interfere with your work activities?	93	7	449	31	879	62
Restrict the time you spend at work?	125	9	362	25	929	65
<b>Men</b>						
Interfere with your work activities?	93	8	325	29	693	62
Restrict the time you spend at work?	84	8	287	26	740	66
<b>Total Sample</b>						
Interfere with your work activities?	186	7	774	30	1572	62
Restrict the time you spend at work?	209	8	649	26	1669	66

NB: Percentages may not add to 100% due to small number of don't know responses.

Table 163: Thinking about your life in general, how often you feel rushed or pressed for time?

	Almost Always or Often		Sometimes		Rarely or Never	
	N	%	N	%	N	%
Women	886	62	428	30	110	8
Men	492	44	444	40	179	16
Total Sample	1378	54	872	34	289	11

Table 164: To what extent do you agree with the following statements:

	Strongly Agree / Agree %			Strongly Disagree / Disagree %			Don't know %		
	Women	Men	Total Sample	Women	Men	Total Sample	Women	Men	Total Sample
There is adequate support in my work unit for mothers in their caring responsibilities	32	31	32	19	6	13	34	50	41
There is adequate support in my work unit for fathers in their caring responsibilities	22	28	25	11	11	11	51	46	48

NB: Percentages across the rows do not add to 100% due to a number of neither agree/disagree responses.

Table 165: Do you see any of the following as being an impediment to balancing your work and family life:

	Major or somewhat of an impediment %			Minor Impediment %			Not an Impediment %		
	Women	Men	Total Sample	Women	Men	Total Sample	Women	Men	Total Sample
Attitudes of my supervisors	17	18	17	12	10	11	63	64	63
Attitudes of my colleagues	12	11	11	13	14	14	67	67	67
Workloads	43	34	39	24	26	25	28	35	31

NB: Percentages across the rows do not add to 100% due to a number of don't know responses.



## 4.8 Parental Leave

The survey collected information on parental leave taken. There were 88 sessional staff who reported taking parental leave while employed at a university (63, or 4% of, women and 25, or 2% of, men). Three quarters of these people had taken parental leave only once as reported in table 166.

Table 166: Number of times parental leave had been taken

	Women		Men		Total Sample	
	N	%	N	%	N	%
Once	47	75	18	72	65	74
Twice	13	21	4	16	17	19
Three or more times	3	5	3	12	6	7
Total	63	100	25	100	88	100

For the most recent occasion just over half (n=49, 60%) had taken the full amount of their entitlement, 12 reported that they had not and 20 did not know.

For those who did not take their full entitlement, 3 reported that household finances were a concern, 1 colleagues' workloads, 4 were concerned about the impact that leave would have on their career, 2 about the reaction of their colleagues and 2 the reaction of their supervisors. Two respondents stated that their partner was the primary carer and 4 were keen to get back to work.

In relation to paid leave, 54 people provided information on the amount of paid leave they took: 17 reported taking 1-2 weeks, 6 took 3-6 weeks, 15 took between 7-12 weeks and 12 took between 13-20 weeks, 4 reported taking more than 20 weeks.

In relation to unpaid leave, 44 people provided information on the amount of unpaid leave they took: 7 reported no unpaid leave, 3 reported taking 1-2 weeks, 3 took 3-6 weeks, 7 took between 7-12 weeks, 6 took between 13-20 weeks, and 18 took more than 20 weeks.

## 4.9 Income

The survey collected information on gross income and main source of income. This information is presented in tables 167 and 168.

Table 167: Total gross income per week

	Women		Men		Total Sample	
	N	%	N	%	N	%
\$2,995 or more pw (\$150,000 or more per year)	2	0	7	1	9	0
\$2,000-\$2,994 pw (\$104,000 - \$149,999 per year)	15	1	16	1	31	1
\$1,500-\$1,999 pw (\$78,000-\$103,999 per year)	16	1	29	3	45	2
\$1,000-\$1,499 pw (\$52,000-\$77,999 per year)	117	8	108	10	225	9
\$700-\$999 pw (\$36,400-\$51,999 per year)	167	12	106	10	273	11
\$500-\$699 pw (\$26,000-\$36,399 per year)	227	16	174	16	401	16
\$499 or less pw (25,999 or less)	842	61	654	60	1496	60
Total	1386	100	1094	100	2480	100

Table 168: What is your main source of income?

	Women		Men		Total Sample	
	N	%	N	%	N	%
University scholarship/ other scholarship	358	25	335	30	693	27
My sessional employment	542	38	399	36	941	37
Employment in another non-academic university position	77	5	42	4	119	5
Employment outside the university sector	246	17	221	20	467	18
My family (e.g. partner, parents, other family)	175	12	56	5	231	9
Pension/Income support as I am retired	24	2	60	5	84	3
Other Centrelink payment	11	1	4	0	15	1
Other	8	1	6	1	14	1
Total	1441	100	1123	100	2564	100

## 4.10 Retirement

Information relating to income in retirement and working arrangements in the transition to retirement is presented in tables 169 to 172.

Table 169: What are you expected income sources when you retire or as you get older or work less? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
Unisuper	901	54	719	57	1620	56
Other Australian superannuation	590	35	448	36	1038	36
Overseas pension fund	66	4	55	4	121	4
Government pension	274	16	222	18	496	17
Own assets (including rent, properties, farms, business investments, interest, stocks, debentures,, bank account)	674	41	569	45	1243	43
Spouse or partner's income	465	28	155	12	620	21
Someone else's income	13	1	11	1	24	1
Don't know	137	8	125	10	262	9

Table 170: What will be your main income source in retirement?

	Women		Men		Total Sample	
	N	%	N	%	N	%
Unisuper	203	16	200	20	403	18
Australian superannuation	217	17	186	19	403	18
Overseas pension fund	17	1	12	1	29	1
Government pension	115	9	80	8	195	9
Own assets (including rent, properties, farms, business investments, interest, stocks, debentures,, bank account)	233	18	228	23	461	20
Spouse or partner's income	135	10	19	2	154	7
Someone else's income	1	0	1	0	2	0
Other	27	2	31	3	58	3
Don't know	345	27	237	24	582	25
Total	1293	100	994	100	2287	100

Table 171: As you move towards retirement, which of the following would you like to do, and which do you think you will be able to do? Multiple responses allowed.

	Like to do this		Able to do this	
	N	%	N	%
<b>Women</b>				
Continue working as I currently do	543	33	678	41
Reduce number of hours worked each day	288	17	225	14
Reduce number of hours worked each week/fortnight	482	29	352	21
Reduce level of responsibility	155	9	145	9
Seek contract or casual employment	232	14	276	17
Change the type of work (e.g. research or project work rather than teaching and administration)	310	19	287	17
<b>Men</b>				
Continue working as I currently do	533	43	583	46
Reduce number of hours worked each day	246	20	219	17
Reduce number of hours worked each week/fortnight	320	26	260	21
Reduce level of responsibility	147	12	127	10
Seek contract or casual employment	167	13	219	17
Change the type of work (e.g. research or project work rather than teaching and administration)	213	17	219	17
<b>Total Sample</b>				
Continue working as I currently do	1076	37	1261	43
Reduce number of hours worked each day	534	18	444	15
Reduce number of hours worked each week/fortnight	802	27	612	21
Reduce level of responsibility	302	10	272	9
Seek contract or casual employment	399	14	495	17
Change the type of work (e.g. research or project work rather than teaching and administration)	523	18	506	17

Table 172: Why do you think you may not be able to work the way you would ideally like? Multiple responses allowed.

	Women		Men		Total Sample	
	N	%	N	%	N	%
May not be able to afford to	395	24	288	23	683	23
My organisation is unlikely to support my preference	201	12	202	16	403	14
Too much impact on my final Defined Benefit superannuation payout	26	2	16	1	42	1
May lose organisational benefit such as office or funding	75	5	70	6	145	5