

REPORT OF THE COMMITTEE
ESTABLISHED TO REVIEW THE POSITION
OF ACADEMIC WOMEN ON THE STAFF OF THE
UNIVERSITY OF AUCKLAND

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I N T R O D U C T I O N :

In October 1986 the Council of the University of Auckland set up an ad-hoc sub-committee to review the Status of Academic Women in the University of Auckland. This action was taken largely in response to the Report on the Status of Academic Women in New Zealand, prepared for the A.U.T. by Margaret Wilson. The terms of reference of the Committee were to

- review the position of academic women on the staff of the University of Auckland and to
- recommend recruitment, appointment promotions and tenure procedures which would further the aims of more equal representation and participation in the affairs of the University.

From the outset, the Committee interpreted its terms of reference to mean that

- (a) Council had already made the decision that it wished to achieve more equal representation and participation by women in the affairs of the University, and that therefore our deliberations should focus not on the desirability or otherwise of this policy, but on mechanisms for achieving it, and
- (b) that our brief was to focus specifically on Academic Women as opposed to other groups such as non-academic women, Maoris, Polynesians etc, who may well have related claims.

Because personnel records are not computerised and often not gender specific, the Committee decided fairly early in its deliberations that it was impractical to seek all the statistical information that was originally felt desirable. We therefore confined ourselves to acquiring a basic profile of existing staff by sex, status, and department, and an analysis of staff by gender at decade intervals. (see Appendices).

Submissions were sought from all members of the University, from all departments and from a number of outside organisations. Some sixty submissions were eventually received. An analysis of these reveals a consensus that there is indeed a problem within the University regarding the status of women.

Also revealed is a very broad expression of goodwill and willingness to take positive steps to rectify this. More disturbingly the submissions show how widespread is the feeling of alienation from University life, felt by many academic women.

The Committee would like to acknowledge the work contributed by many on campus, but in particular, by the meetings of the Academic Women's Group and their sub-committees.

contd..

Introduction (contd)

Each major area for consideration became the responsibility of a working sub-committee and the sections within the report reflect this division. Every recommendation from every submission received, was considered by at least one of these sub-committees.

The initial recommendations of the working sub-committees were then considered by the Committee as a whole and after lengthy consideration, amendment, deletion or endorsement, the final report and recommendations represent the unanimous views of the Committee.

The report reflects our view that if genuine progress is to be achieved then measurable goals must be set and monitored.

There are therefore recommendations relating amongst other things to the setting of targets, and the appointments of an assistant to the Vice Chancellor, Equal Employment Opportunities (EEO), an EEO Committee, and an EEO officer.

The Committee recommends that the report should be submitted to Senate, Academic Committee, Finance Committee, Works Committee, A.U.T., Lecturers Association, the Academic Womens Group and any other relevant group for comment.

It is also felt that the Committee should reconvene in early 1988 to consider any recommended changes.

Members of the Committee were

Council	Mrs J Gibbs (Convenor) Mr J H Ingram Professor P Bergquist Professor J Woodward Mr Morris
Senate	Professor O'Connor Professor Cole Dr Salmond
Two members elected by) female members of the) academic staff)	Associate Professor Raewyn Dalziel Mrs Mere Roberts
Women's Rights Officer, A.U.S.A.	Ms Sue Adams
Vice-Chancellor's Nominee	Dr N Alcorn

We have pleasure in submitting this Report to Council.

REPORT OF THE COMMITTEE ON THE STATUS OF ACADEMIC WOMEN:

SECTION 1:

EQUAL EMPLOYMENT OPPORTUNITIES, RECRUITMENT AND APPOINTMENT POLICIES AND PROCEDURES, MONITORING:

PREAMBLE:

All of the submissions to the Committee criticised, either directly or by implication, the low proportion of women among the academic members of the University staff. All submissions expressed the view that it was desirable to increase the number and proportion of women academic staff. Four or five submissions considered that this would happen naturally in time or were at a loss as to how it might be achieved. About one-third of the submissions supported explicitly the institution of an equity employment programme (also referred to as affirmative action or positive discrimination) as the best way of bringing more women on to the staff.

Most submissions which did not explicitly refer to an equity employment programme but which favoured an increase in the proportion of women academics, made specific suggestions as to how the University might achieve this aim. Three suggestions stood out.

- (a) that the University should accept a greater responsibility in seeking out qualified women as job applicants.
- (b) that appointment criteria should be clarified and redefined to take into account the different career paths of women and to evaluate positively skills and qualifications they may have but which are currently downgraded in the New Zealand academic job market.
- (c) that the University should extend its use of permanent fractional appointments and/or introduce job-sharing arrangements.

A number of submissions pointed out that any equity employment programme or revised set of hiring procedures would need to be monitored, preferably by an equal employment opportunities officer.

RECOMMENDATIONS:

1. That the University of Auckland adopt a policy of Equal Employment Opportunities and issue a policy statement such as the following:

The University of Auckland has adopted a policy of equal employment opportunities for academic staff. A programme has been established to ensure that women are more equally represented on the academic staff and participate more equally in the affairs of the University.

RECOMMENDATIONS:

2: The University should adopt an Equal Employment Opportunities Programme.

This should include the following procedures:

(a) Targets for the employment of academic women:

Each Department or School within the University should be asked to consider the sex ratio of its academic staff and, in cases where inequalities exist, to establish targets for the appointment of women at all levels of the academic hierarchy. These targets should be set at realistic levels, taking into account staff age profiles and expected patterns of resignation and retirement. Targets are likely to vary widely between Departments and need to be flexible and long term. A statement of the targets should be lodged with the administration.

(b) Advertising:

All advertisements for academic appointments should state that the University has a policy of equal employment opportunities and welcomes applications from both female and male candidates. Advertisements should be placed in publications that are known to have a wide readership and those that may be specially directed to women members of the discipline.

(c) Recruitment:

Until the University goal of a more equal representation of women is met, Departments should make a positive attempt to recruit applications from suitably qualified women candidates for academic positions. When a position is advertised the Head of Department should consult widely within the Department, within the University and with outside organizations, to ensure that the vacancy is drawn to the notice of suitably qualified women.

(d) Selection Procedures:

Within present procedures for appointment to academic staff there should be a requirement that women be involved in both the pre-selection process and in interviews, both local and overseas. If a Department does not have women staff members, it should invite a woman from an allied Department to assist in this procedure. Departmental or School targets for the employment of women should be taken into consideration in formulating departmental recommendations to appointments committee.

(e) Criteria of Merit:

The University should make a formal statement of the criteria of merit applied when making appointments to the academic staff. Merit means possessing qualities for a position which are relevant to good performance in that position. For academics, relevant qualities include excellence and achievement in the following areas : teaching, research, the support and encouragement of students, administration and management, contributions to one's profession, the University and the community.

The special contribution women may make in developing curricula, research projects and knowledge relevant to women, and the fact that they serve as role models should be recognized as positive factors in evaluating applications for academic positions. It should also be recognized that female career patterns often differ from those of the 'normative' academic male. Women may begin academic study later than men or interrupt it for a time as a result of child care and family responsibilities. Such delays and interruptions should not be regarded as negative factors in reaching decisions about academic appointments.

(f) Appointments:

If, after careful consideration of the merits of applicants, a female and male candidate are considered more or less equally suitable for the position, the female candidate should be appointed. Women should be appointed at the same starting salary and under the same tenure conditions as equivalently qualified males.

(g) Monitoring of Policy:

(i) A senior academic should be appointed as an Assistant to the Vice-Chancellor (Equal Employment Opportunities)

(ii) Equal Employment Opportunities Officer:

To enable the programme to be effective the University should appoint a senior administrator, initially on a three year contract, as the Equal Employment Opportunities Officer. An appropriate job description may be modelled on the example of the University of New South Wales (see appendix).

The duties of the Officer should include :

assisting Departments and Schools to achieve the goals of the programme; monitoring the progress of Departments and Schools towards achieving the goals of the programme; monitoring procedures employed in selection and appointment processes; liaising with the Registry, AUT Departments and Schools to arrange the collection and collation of relevant statistics and to develop a data base for future evaluation of the programme; developing programmes designed to raise awareness of equity issues and their resolution in the University; liaising with appropriate public bodies responsible for equity employment policies; reporting to the Assistant to the Vice-Chancellor (Equal Employment Opportunities)

(iii) Advisory Committee on Equal Employment Opportunities:

A standing sub-committee of Council should be established to oversee and develop policy on equal employment opportunities within the University and to report regularly to Council on the progress of the programme. This Committee should be chaired by the Assistant to the Vice-Chancellor (Equal Employment Opportunities).

(h) Allocation of Staffing Resources:

In establishing priorities for the allocation of staffing resources the University should recognize the under-employment of women in academic positions and should regard the recruitment of women as an opportunity for growth and initiatives which respond to the changing needs of New Zealand society.

When vacancies arise Heads of Department or Schools should be able to recommend that there is a need in the Department or School to introduce new teaching areas relevant to women or that there is a need to try and attract women applicants so as to achieve a more equitable balance of the sexes on the staff. Such recommendations would have the same status as a recommendation that there is a need in the Department or School for a specialist in a particular area of the discipline.

In the short term the University should establish a small pool of permanent positions, some at professorial level, arising from retirements or resignations in Departments where there is no longer a good case for replacement. Departments entitled under existing procedures to further staff allocations may compete for these by putting forward meritorious women candidates.

(i) Flexible Appointments:

A very large number of submissions have argued for the extended use of flexible conditions of appointment. The three proposals which appear regularly are job-sharing, permanent fractional appointments, and permanent part-time appointments. As far as we can see fractional and part-time appointments are essentially similar. However job-sharing is very different.

There are a number of reasons given in support of flexible appointments. The main one is that they offer women the possibility of combining child care and domestic responsibilities with a career. However there are other reasons why people might prefer a less than full-time appointment. The University has already recognized this in the case of the professional schools where staff have been appointed to permanent fractional appointments to enable them to combine University teaching with outside paid employment in a professional area, to carry out creative work, contract work, and research or to accept part-time public office. We would like to see child care responsibilities given the same kind of consideration. In particular we would Recommend that women already on the staff be able to alter the conditions of their employment in order to devote time to child care. They should be able to take up a fractional appointment with the right to return to full-time employment within five years. This should be stated in the general conditions of employment.

WE ALSO RECOMMEND that when permanent full-time vacancies arise Departments should be asked whether the position might usefully and desirably be advertised as a position that could be held on a fractional basis. If the Department agrees, the advertisement should carry the information 'this job may be held as a half-time appointment for up to five years'.

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We recognize that there are some difficulties in accommodating permanent fractional appointments, especially at a time when Departments are anxious to safeguard their staffing entitlements. We would not like to see any Department lose staffing funds because it made fractional appointments available. WE RECOMMEND that any salary funds released by a permanent fractional appointment remain within the Department.

It seems that most existing permanent fractional appointments have been made under special arrangements. WE RECOMMEND that the University formalize the conditions of such appointments. It is our view that a person appointed to a permanent fractional position should have access to the rights and privileges of a full time staff member on a pro rata basis. This should cover access to promotion, leave and conference funds. They should also have access to research funds, membership of faculties, voting rights for representation on Senate and other University Committees, and their names should be listed in the Calendar and telephone directories.

At this stage we do not wish to recommend job-sharing. We can see that job-sharing may be advantageous to the University and to the job sharers; however it may have unexplored difficulties. We are concerned about an employment situation that depends so heavily on the continuing good relationship between two people. Promotion seems to be one area that could cause considerable conflict. We are also concerned about the situation created if one partner resigns. Where two persons apply to share a single position, and the department approves their application, two individual part-time appointments should be made.

Temporary Appointments:

Submissions document the difficulty some women have in bridging the gap between temporary and permanent employment. Some who accepted positions during graduate study have been held at minimal rates and rehired on an annual temporary basis year after year. Because they are heavily engaged in undergraduate teaching they may also be discouraged from further study. WE RECOMMEND that prolonged and potentially exploitative use of temporary contracts be discouraged.

REPORT OF THE COMMITTEE ON THE STATUS OF ACADEMIC WOMEN:

SECTION II:

PROMOTIONS:

The Committee was unable to find evidence that discrimination on the grounds of gender had been practised in the annual promotions' exercise. For example, in 1986, of the 574 staff members below the rank of Professor, 472 (82%) were male and 92 (16%) were female. Of these staff members 14% of both males and females applied for promotion, of whom 5 out of 13 (38%) females and 23 out of 67 (34%) males were successful. There was no marked difference in the various levels of promotion sought, especially if one took the small sample size into account.

The percentage of women on the staff has risen only 2.2% over the last decade and so it might have been expected that the ratio of female to male applicants should have remained reasonably constant over this time. It does seem, however, that females are more reluctant to apply for promotion. In 1985, for example, only 5 females applied, compared with 70 males.

RECOMMENDATION:

- (a) That Heads of Department be asked to encourage all qualified staff to seek promotion and that they draw the candidates' attention to the very broad criteria outlined in the Staff Registrar's document on Promotions.
- (b) That staff members be encouraged to consult with members of the Promotions Advisory Committee before submitting their applications for promotion.

The perception of criteria for promotion hinges upon a definition of merit. It is neither stated nor implied in existing documentation that merit is applied in the narrow context of publication and numbers of same, nor has this restrictive evaluation been used in practice. Nevertheless there is clearly some misunderstanding in this area, and 'merit' needs to be clarified.

If merit were evaluated solely in terms of volume of publication it would discriminate against those whose careers are, for one reason or another, interrupted. Interruption may apply to any person who changes fields in their research or training or who wishes to accommodate new directions. Such is increasingly the case in science. It also applies to those who break their study/career path for family or financial reasons and therefore it applies to many women.

The same criteria for merit should apply both in appointments and promotions. In particular, however, where operational evidence of 'merit' is sought in respect of confirmation of appointment and promotion, it should consist of capability to bring work to completion and publication. This definition relies not on volume but on proven capability in a primary area of a University teacher's employment.

The Committee sees positive value in the University adopting a staff development and evaluation programme. If formal staff evaluation procedures were to be introduced within the context of an effort to attain greater accountability of the University, then this should be coupled with the prior introduction of a comprehensive staff development programme.

With one exception, it was not felt that the University criteria for promotion needed to be further expanded. In particular, high scholastic achievement should normally be the first criterion for promotion to the rank of Associate-Professor, but in exceptional circumstances, an outstanding record as a teacher, and where applicable, professional skills, though a lesser record as a research scholar, may be considered. Professional skills should be interpreted very broadly so as to include, for example, community and social work (where applicable) as well as contributions to professional fields.

In the case of promotion to Senior Lecturer the existing criteria are currently considered under the headings:

- (i) teaching
- (ii) research; and
- (iii) other contributions within the University.

RECOMMENDATION:

That this third criterion be amended to read :

OTHER CONTRIBUTIONS WITHIN THE UNIVERSITY, PROFESSION, OR COMMUNITY.

Promotion within the tutors' scales is based on the candidate's contribution to teaching and administration, but current research achievement may also be taken into account where applicable. Contributions to administration should not be restricted to departmental contributions but should also include contributions to the wider community.

In the case of part-time appointments, IT IS RECOMMENDED that Promotions Advisory Committee assess the candidate's qualifications on a pro rata basis as is the current practice of Appointments Committee when staff are considered for tenure.

REPORT OF THE COMMITTEE ON THE STATUS OF ACADEMIC WOMEN:

SECTION III:

LEAVE:

The categories of leave available to academic staff may be defined with varying degrees of precision under the following headings:

Research and Study Leave is available to permanent members of the academic staff having 'the status of lecturer and above' to permit them to pursue approved Research and Study programmes. The types of Research and Study Leave are Long Leave (3 terms), Short Leave (2 terms), Condensed Leave ("a short period"), and Local Leave (1 term).

Research and Study Leave may be taken on full salary, and further financial support in the form of a Grant-in-Aid may be awarded for Long, Short, and Condensed Leave.

Leave of Absence (with salary) is granted during long or short vacations or for short periods (not normally exceeding 3 weeks) during term, for the purpose of attendance at conferences or for approved research activities.

Conference Leave (with salary) is granted for short periods during term (not exceeding 2 weeks) or during vacations, for attendance at conferences. Whereas most Leave applications must be considered by the Leave and Conference Committee, the Head of Department has authority to approve such Conference Leave.

Special Leave (with or without salary) is granted in situations where particular staff are not eligible for Research and Study Leave (tutors), where a staff member is in receipt of salary from a different source, or where leave is taken for purposes not consistent with the University's obligation to engage in teaching and research.

Financial support for approved leave may take the form of a Grant-in-Aid (Research and Study Leave) or Special Leave with salary (for Tutors), or the allocation of a share of the Departmental Conference Fund.

In that women are more likely to hold temporary appointments, part-time appointments (whether temporary or permanent), or positions in the tutor/senior tutor category, they are perceived to be at a disadvantage to men. There may well be features of the career situations of women holding permanent full-time appointments at the status of lecturer or above which disadvantage them in their access to Leave, or in their willingness or ability to utilise Leave privileges, but they are perhaps better treated elsewhere.

Temporary appointments do not as of right accrue any entitlement to Research and Study Leave, though the existing rules provide for temporary full-time service at the grade of lecturer or above at Auckland or permanent full-time service at another University to count for leave purposes at Auckland. If permanent tutors were to be brought within the ambit of the Research and Study Leave provisions a consequential amendment should be made to the above rule. Temporary assistant lecturers have stated eligibility for a share of the departmental Conference Fund but not temporary tutors. Some departments may however, ignore the restriction on tutors in practice.

Permanent part-time appointments do exist although they are not acknowledged in the Staff Handbook. The Research and Study Leave entitlement of permanent part-time lecturers is also not specified, although the existing practice of the Leave Committee is to grant leave to the same time-scale as for full-time staff, but on part-salary and with the Grant-in-Aid calculated on a pro-rata basis.

By their terms of appointment permanent tutors/senior tutors are not eligible for Research and Study Leave. They may however apply to the Leave Committee for Special Leave with salary to undertake an approved overseas programme of study and research. Such Special Leaves have been granted regularly to tutors over a period of at least 7-8 years, but have never carried a Grant-in-Aid such as that awarded for Research and Study Leave. In keeping with the style of work normally performed by tutors these programmes have usually emphasised teaching and educational objectives, although where appropriate there has been more of a research emphasis. A significant limitation however is that paid leave has been normally restricted to one term, any additional leave taken being without pay. Tutors are eligible for a share of the Departmental Conference Fund.

It would be logical to amend the Research and Study Leave rules to formally acknowledge the eligibility of tutors which Leave Committee has in effect tacitly recognised over a considerable period. This liberalisation would also carry with it the possibility of financial support. The amended rules might also provide for flexibility in the length of leave granted to match the nature and needs of the proposed Leave programme.

RECOMMENDATIONS:

- (i) That the existence of the permanent part-time staff category be formally acknowledged, that the Research and Study Leave rules relating to this category be spelt out formally, and that provision be made for the award of a full Grant-in-Aid where the University is the only employer of a part-time member of staff.
- (ii) That permanent tutors/senior tutors be made eligible for the granting of 'Study Leave', under conditions which are not necessarily identical to those which apply to Research and Study leave as defined for lecturers/senior lecturers etc., but which include provision for financial support.

(iii)

That the rules covering the allocation of Departmental Conference Funds be amended to extend eligibility to part-time permanent members of academic staff and to temporary full-time tutors, and that departmental allocations should be increased accordingly to take account of these people.

REPORT OF THE COMMITTEE ON THE STATUS OF ACADEMIC WOMEN:

SECTION IV:

CREATION OF AN ENCOURAGING ENVIRONMENT FOR WOMEN WITHIN THE UNIVERSITY:

PREAMBLE:

Submissions to the Committee indicate that there are still structural and attitudinal barriers to women's equal participation in academic affairs within the University, and that current curriculum provisions largely ignore or trivialise scholarly literature on women's issues, concerns and perspectives. Language (the constant use of male pronouns for instance) can make women feel invisible. In addition, women suffer from the often unconscious assumptions of many male staff that they will not be committed to a career because of family expectations and responsibilities. Those women entering academic life have to combat these assumptions as well as their own lack of confidence or feelings of guilt about adopting a life-pattern for which there are few successful role models.

- 1:1 Many submissions document the fact that women's career patterns are different from those of their male colleagues, because of the dual role many of them have as parents and as academics. However the University does little at present to recognise and cater for these differences. Women may find graduate study difficult or impossible on a full-time basis while their children are young. Because of this they may need to defer their study and thus complete a doctorate at an older age than their male colleagues. Further, they may be precluded by family ties from studying overseas and are more likely than men to hold a New Zealand degree. To date, because of a tendency to regard male career patterns as the norm, women constrained by the exigencies of a dual role have been disadvantaged in applying for academic posts.

RECOMMENDATIONS:

- (1) That PhD candidates with child-rearing responsibilities be exempt from the requirement that all PhD candidates, except those on the staff of a tertiary institution, must initially enrol as a full-time student.
- (2) That age barriers for the award of any post graduate or post-doctoral awards and scholarships be removed where possible.
- (3) That in order to assist retraining, new Rehabilitation Fellowships be made available to qualified women who have interrupted their careers for child-rearing.

- 1:2 The perception of many submissions is that women have not felt encouraged to continue with graduate studies, to plan careers, to apply for promotion. Both anecdotal and research evidence in overseas studies shows that encouragement, guidance, support and advocacy from those who are already established in the system, is crucial to success.

Because women have often been excluded from the so-called old boys' network, it is important that the strongest possible support be given to the setting up of formal mentoring programmes to help academic women.

RECOMMENDATIONS:

- (4) That each department or school be expected to set up a small committee (or appoint an individual) to encourage and support women students and staff. Where possible each group should include either senior women staff and/or women graduates in related careers outside the University. Such groups will be able to identify promising women students, encourage them to continue further academic study, and provide vocational advice. Such committees should report annually to the Assistant to the Vice Chancellor (Equal Employment Opportunities)

- 1:3 American research on minority groups within the workforce suggests that until the percentage of a minority group rises above 30% its members tend to feel and be treated as tokens. They lack support and role models. Since the proportion of female academic staff at University of Auckland is currently well below that level, it is important that every possible opportunity be taken to increase the proportion of women visitors who can serve as role models and provide advice. The University should also ensure that women are among those who are awarded academic honours.

RECOMMENDATIONS:

- (5) That Departments of the University of Auckland Foundation and Academic Committee be encouraged to attract visiting women scholars and to promote women to give public seminars, and that the Honorary Degrees Committee be asked to give specific consideration to seeking qualified women to receive honorary degrees.

- 1:4 The issue of language is also important since the continued use of male pronouns and nomenclature can make women feel excluded. Senate has already made a commitment to the use of non-sexist language in its reports and those of its Committees. The University now needs to make a conscious and public effort to implement the proposal it has endorsed.

RECOMMENDATIONS:

- (6) That the Calendar and other official publications be carefully checked and amended to avoid any gender specific terms.
 - (7) That Departments be requested to monitor their use of gender-specific language in lectures and that this be noted in teaching evaluations.
- 1:5 If women are to feel encouraged to continue in academic life they must be able to feel both physically and mentally comfortable on campus. The University of Auckland has already taken steps to deal with this issue. It is important that its commitment to educating students and staff, as well as providing grievance procedures, continues.

RECOMMENDATIONS:

- (8) That the University reaffirm its opposition to all forms of harassment, and its commitment to the eradication of such practices.
- (9) That University Campus sites be adequately lighted so that access is secured and people are not inhibited from using the library or attending classes or meetings at night.

Attitudinal Change:

- 2:1 Overseas experience shows that a significant improvement in the status of women in any institution must be preceded by formal policy statements from the governing bodies and heads of those institutions. This gives the highest legitimacy to efforts to change attitudes which may consciously or unconsciously impede development. It is for this reason that such emphasis has been placed earlier in this report on recommendations to adopt a policy statement and programme of equal employment opportunity.
- 2:2 Changing entrenched attitudes which underly perceptions of what is regarded as normal behaviour by males and females is a most difficult task. As one submission noted, male colleagues need to be educated and encouraged to support the advancement of women. Some women also need education to regard their own progress in academic life as normal and not a special privilege.
- 2:3 There is considerable evidence in submissions to this Committee, that women on this campus find the environment unwelcoming and unsympathetic to the needs of women in spite of the professed goodwill of male colleagues.

RECOMMENDATIONS:

- (10) That Review Committees take into account issues such as whether or not a department provides a sympathetic working environment for women when evaluating departments.
- (11) That the recommended departmental committees discuss with women students those aspects of university life which discourage them from advancing in their academic careers and participating more fully in class.

Curriculum Change:

- 3:1 Submissions to the Committee note that there is a current imbalance in many Auckland departments towards a male-centred perspective, and suggest that the University has an obligation to encourage research, teaching and scholarly work about women and issues of concern to women. It is also important to combat the view that subjectivity has no place in scholarship since this leads to a continuation of the still widely held belief that values have no place in research.

RECOMMENDATION:

- (12) That in curriculum planning, Departments should review their course structure and restructure where relevant those courses where women's perspectives and scholarship have been ignored, and should give positive encouragement where appropriate, to women-focussed areas of research.

REPORT OF THE COMMITTEE ON THE STATUS OF ACADEMIC WOMEN:

SECTION V:

SUPPORT SERVICES:

1: Submissions:

- (a) A substantial number of the submissions made reference to the difficulties created by the dual role of many academic women involving child caring and family responsibilities in addition to academic duties.

These dual roles were seen as difficult enough in themselves but were compounded by the lack of adequate child facilities on main campus. Half of all submissions included a strong recommendation that the University as an employer must recognise its obligation to provide adequate quality child care facilities if it is to encourage equality of opportunity for academic women.

The importance of this issue was best summarized by the Biochemistry Department who in fact made this their entire submission:

'We believe that inadequate facilities exist within the University to allow academic staff to pursue careers while they have young children. This inevitably acts as a disincentive particularly to women who seek academic posts. The resulting delayed return to academic life disadvantages them in competition with those who have not interrupted their careers.

It is suggested that all academic staff should have access to University creche facilities, as of right, on a full-time basis.'

- (b) A number of submissions also referred to the need to encourage more women students to continue on and take higher degrees in order to facilitate the recruitment and appointment of women graduates onto the academic staff. In achieving this aim adequate child care facilities for such students, especially full day care, would need to be available if the objective of equity employment is to be met.
- (c) The range of child care services requested in the submissions included:
- (i) hourly and sessional care - mainly for student parents
 - (ii) full day care - mainly for staff parents
 - (iii) after school care
 - (iv) holiday care.

- (d) A 1986 survey of all New Zealand Universities reveals that only Auckland and Lincoln fail to provide full-time child care facilities (See Appendix).

(e) Tax Deductions:

Several submissions raised this issue, pointing out that if child care expenses were fully tax deductible, this would provide parents with an attractive alternative to employer-provided child care.

This issue needs to be raised with the appropriate ministries, e.g., Ministry of Women's Affairs.

RECOMMENDATIONS ON CHILD CARE SERVICES:

Equal opportunity policies will depend largely on the availability of appropriate child care services in the work place. In the contemporary climate a greater social obligation is imposed on employers and the provision of quality child care services should be regarded as a normal condition of employment of all employees. It is difficult to see how equality of opportunity can emerge in the absence of such a policy.

RECOMMENDATIONS:

- (i) That the University formally recognises that the provision of child care services be regarded as a normal condition of employment and accepts its responsibility to provide such facilities for members of its staff.
- (ii) That in order to encourage more women students to undertake graduate studies, the University should extend its responsibility to provide child care facilities to children of graduate students.
- (iii) That planning for child care services be incorporated into the routine planning and budgeting procedures, in order to meet future extension and replacement needs.
- (iv) That the annual running costs of the staff child care facilities be recovered on a fee paying basis, and that the capital costs of establishment and long-term maintenance be met by the University, supplemented by the outside funding that is available from UGC and SSC.
- (v) That the Child Care Facilities Committee be asked to conduct an annual survey in conjunction with appropriate associations, in order to assess the ongoing pattern of needs for child care facilities.

- (vi) That consideration be given to the setting up of after school and holiday programmes on a cost recovery basis.
- (vii) That council write to the appropriate Ministries, e.g., Ministry of Women's Affairs, requesting their assistance in obtaining an increase in the maximum amount rebateable for child care services.
- (viii) RECOMMENDATION ON PARKING:
That the University ensure that sufficient short-term parking is available adjacent to the child care facilities to enable parents to safely transfer their children.

REPORT OF THE COMMITTEE ON THE STATUS OF ACADEMIC WOMEN:

SECTION VI:

UNIVERSITY GOVERNMENT:

Some recurrent concerns in submissions to our Committee related to issues which can best be addressed by a committee charged with re-evaluating and reassessing the structure of University Government.

The main examples of such concerns are :

- (i) the roles of Heads of Department and the desirability of adopting a more flexible 'chair of department' model in order to broaden the spectrum of decision makers, thus involving in the particular case of our brief, more women.
- (ii) Achieving wider participation of women in University Committees across the board.

It has been noted repeatedly of recent date that 'ad hoc' tampering with the structure of University Government in response either to pressure groups who inevitably are single issue motivated, or to accommodate changes in areas such as legislative requirements, social climate, and structural evolution of the institution, is ill advised. It works for a while, but each change distorts the framework which was set up taking the whole institution into consideration at a particular point in time.

The University has been subject to pressure of new academic developments, pressure for enhanced or initial representation from many sectors of the University community and been required to respond to new public awareness on matters of harassment and Equal Opportunity Employment, etc. It has reached a stage where we must recommend that the Committee on University Government be reconvened. We have been well served by the structure evolved by the last committee but it is time for a new look, taking into account new concepts.

We submit that it is in this context that the concerns coming through in our submissions can best be appraised.

RECOMMENDATION:

That the Committee on University Government be Reconvened.

SUMMARY OF RECOMMENDATIONS:

Section I:

- THAT the University of Auckland adopt a policy of Equal Employment Opportunities and issue a Policy Statement to that effect.
- THAT the University adopt an Equal Employment Opportunities programme.

This recommendation carries many detailed consequential recommendations relating to :-

the setting of targets, advertising, recruitment, selection procedures, definition of merit, appointments, monitoring of policy, employment of an equal opportunities officer, appointment of an Assistant to the Vice Chancellor (EEO), appointment of an Advisory Committee on EEO, allocation of staffing resources, flexible appointments and temporary appointments.

Section II:

- THAT Heads of Departments encourage all qualified staff to seek promotion.
- THAT the criteria for promotion to senior lecturer be amended to read "other contributions within the University profession, or community"

Section III:

- THAT the existence of the permanent part-time staff category be formally acknowledged, and that certain regulations be amended accordingly.
- THAT permanent tutors/senior tutors be made eligible for the granting of "Study Leave".
- THAT the rules covering the allocation of Departmental Conference Funds be amended.

Section IV:

- THAT various regulations be amended to take account of womens' different career patterns.
- THAT departments set up small sub-committees to encourage and support women students and staff.
- THAT the University in various capacities place emphasis on the need to provide suitable women role models.
- THAT the University reaffirm and implement its support of the use of non-sexist language.

- THAT the University reaffirm its opposition to all forms of sexual harassment.
- THAT Departmental Review Committees and Departments place emphasis on the need to provide a sympathetic working environment for women.
- THAT in curriculum planning, Departments should review their course structure and restructure where relevant, those courses where womens' perspectives and scholarship have been ignored.

Section V:

- THAT the University provide child care facilities for children of its staff and graduate students.
- THAT child care services be incorporated into budgeting and planning procedures.
- THAT running costs of staff child-care facilities be recovered on a fee-paying basis and that capital costs and long term maintenance be met by the University, supplemented by any funding available from UGC and SSC.
- THAT an annual survey be conducted to assess the ongoing pattern of needs for child care facilities.
- THAT the University seek assistance in efforts to obtain an increase in tax deductibility of child care costs.
- THAT short term parking adjacent to child-care facilities is available.

Section VI:

- THAT the Committee on University Government be Reconvened.

STATUS OF ACADEMIC WOMEN

UNIVERSITY OF AUCKLAND

APPENDIX D1

SUMMARY OF DEPARTMENTAL PROFILES AS AT 31 OCTOBER 1986

DEPARTMENT	PRESENT FULL TIME										PRESENT PART TIME										FACULTY TOTALS										GRAD. STUD.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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APPENDIX B2

STATUS OF ACADEMIC WOMEN

UNIVERSITY OF AUCKLAND : DEPARTMENTAL PROFILES AT 31 OCTOBER 1986

% OF WOMEN ON FULL-TIME PERMANENT LECTURING STAFF (% OF WOMEN GRADUATE STUDENTS)

41%	31 - 40%	21 - 30%
CONT. ED 42.8% (-)	ASIAN LG 36.3% (57%) GERM LG 33.3% (70%)	ART HIST 28.5% (51%) ROM LG 28.5% (70%) LAW 25.7% (31.3%) ACCOUNT 25.9% (33%) SOCIOLOG 25% (58.4%) PAEDIATRICS 25% (33%) MUSIC 25% (50%) HISTORY 22.2% (40%)
11 - 20%	1 - 10%	0%
ECONOMICS 20% (18%) PSYCHOL 20% (57.4%) EDUCATION 12.5% (71%) ANTHRO 17% (57.5%) TOWN PLAN 17% (0%) PATHOLOGY 16.6% (33%) PHARMAC 16% (66%) PHYSIOL 14% (50%) ANATOMY 12.5% (0%) CLASSICS 12.5% (30%) BIOCHEM 12.5% (57%) PSYCHIATRY & BEHAV SCI 12.5% (70%) SURGERY 11% (-) OBSTETRICS 14.2% (50%)	TAM ENG 10.5% (30%) FINE ARTS 10% (57%) BOTANY 9.1% (53%) POL. STUDS 9% (36%) ARCHITECTURE 9% (43%) PHILOSOPHY 9% (50%) CHEMISTRY 7.6% (29%) GEOLOGY 7% (18%) ZOOLOGY 7% (39%) ENGLISH 5% (58.6%) MATHS & STATS 3.8% (20%)	IMMUNOBIOLOG 0% (66.6%) OPTOMETRY 0% (50%) MEDICINE 0% (50%) CELL BIOL 0% (40%) GEOGRAPHY 0% (33.3%) COMMUN HEALTH 0% (33%) MECHAN ENG 0% (20%) MANAGEMENT ST 0% (18%) C & M ENG 0% (11%) PHYSICS 0% (4%) COMPUTER SCI 0% (0%) CIVIL ENG 0% (0%) ELECT & EL ENG 0% (0%) MINING ENG 0% (0%) GEOTHERM INST 0% (0%) LEIGH LAB 0% (-)

PLEASE NOTE THAT THE ABOVE IS A SUMMARY PROFILE OF DEPARTMENTS AT A PARTICULAR POINT IN TIME AND INCLUDES ONLY FULLTIME, PERMANENT LECTURING STAFF (I.E. NOT TUTORING, TEMPORARY OR PART-TIME).

there are real logistic, financial and regulatory difficulties. It is suggested that the University draws the Education Department's attention to the fact that their outdoor space-per-child regulatory requirements constitute a major block to implementing the full Equal Employment Opportunity policy, as required by the State Sector Act. It should also be pointed out to the U.G.C. that the requirements of the State Sector Act provide a more compelling argument than ever for the provision of the capital costs involved in a full-time child care facility at Auckland.

SECTION VI

The Committee formulated the recommendation 'that the Committee on University Government be reconvened' as a response to very strong submissions relating to the access of women academic staff to policy and decision making. In a period of little growth and with the present structure of University government, the number of women staff members able to participate at the higher levels of policy making (Senate and its committees) is small relative to their numbers in the University and relative to the number of men participating. Our recommendation was therefore formulated with a view to taking a fresh look at the decision-making procedures in order to increase participation and consultation at every level, and received strong support. The Committee has since had lengthy and fruitful discussion with the Vice Chancellor on this issue. We now wish to withdraw that particular recommendation on the grounds that it is obviously not practicable to reconvene a Committee fifteen years later and this is not necessarily the most appropriate mechanism by which to achieve the objective. We now wish to substitute a recommendation 'That Council invite the Vice Chancellor to initiate a review of University Government.'

Jennifer Gibbs
CHAIR

SECTION III

The Committee wishes to clarify its recommendations regarding leave. These are intended to include both permanent full-time and permanent part-time tutors, but not temporary tutors. We note that modifications to Study Leave have already been formulated, and await comment by A.U.T.

SECTION IV

Regarding the freeing up of Ph.D. requirements and the removal of age barriers for some postgraduate awards, we note that both Deans Committee and the U.G.C. are in the process of acting on these matters. Several departments have already revised their Masters Regulations, and we would urge all Departments and Faculties to review their degree regulations to ensure that women are not disadvantaged.

Recommendation 4. The recommendation 'that each department be expected to set up a small committee' to encourage women students and staff, should be more flexible. We would amend it to 'each department be encouraged to have some form of support system for women students and staff'. It is envisaged that various mechanisms will evolve. This will affect recommendation 11 which should refer to any committees or groups set up to support women students and staff.

It is noted that support for programmes such as those envisaged under recommendation 12, relating to women's perspective and scholarship, could constitute part of any future University submission for access to any U.G.C. funds available to aid disadvantaged groups.

SECTION V

It became apparent in the responses to our Report, as it was in the original submissions, that the availability of affordable quality full time child care is the paramount issue in encouraging women into University careers. Women staff will judge the importance of an Equal Employment Opportunity policy by the speed with which the University acts in this area. It is recognised that

Similarly, the role of the Advisory Committee on Equal Employment Opportunities is broadened and made essential by the State Sector Act. It may be that the interests of different groups encompassed by the Act are better served by different sub-committees or other structures. Whatever the final structure, we would urge that appointments to the Advisory Committee be undertaken only after consultation with the affected groups, and that such groups should have a right to representation. To this end we draw Council's attention to the fact that there is already constituted an active, broadly representative, Academic Women's Group. We suggest that representation from A.U.T. and the Lecturers' Association may also be desirable.

Regarding our recommendations relating to more flexible appointments, we have had drawn to our attention the fact that the Report assumes that it is women who will wish to avail themselves of such considerations in order to accommodate child care responsibilities. We freely acknowledge that such assumptions perpetuate sexual stereotypes and that such recommendations should apply to all persons with child-rearing responsibilities. We would also reiterate that an essential component of such flexibility would be the necessity for any salary funds thus released, to remain within the Department concerned.

SECTION II

Some responses showed concern about the criteria of merit used in promotions. The Committee wants to make it clear that it considers the same criteria of merit should apply for promotions as in appointment, viz. excellence and achievement in teaching, research, the support and encouragement of students, administration and management, contributions to one's profession, the University and the community. These areas are not listed in any order of priority.

contd...

There has been some confusion regarding our recommendation that where 'a male and female candidate are considered more or less equally suitable for an appointment, the female candidate should be appointed'.

The intention of the Committee was not to advocate the appointment of a woman where she was merely 'suitable'. We envisaged this formula being invoked only in a 'tie-breaker' situation, where a woman was among the top ranking candidates.

The Committee welcomed the appointment of one of its members, Professor Charmian O'Connor, to the recommended position of Assistant to the Vice Chancellor (Equal Employment Opportunities). We noted that the appointment has currently been combined with responsibility for a Staff Development and Evaluation Programme. It was felt that these two roles may involve a conflict of interest, but more importantly it was noted that both roles involve major new programmes to be developed within the University, and that with the advent of the State Sector Act, the responsibilities of the Equal Employment Opportunities role have broadened very considerably. We recommend that the double role be closely monitored to ensure that neither conflict of interest, nor overburdening of one individual occurs. It may prove necessary to separate the functions. We also note that there is some feeling from within the University that wider consultation in the appointment might have been desirable and would have strengthened the position of the Assistant to the Vice Chancellor.

We would stress that we regard consultation over the job description and appointment of the recommended Equal Employment Opportunities Officer to be essential. This appointment at a senior level becomes crucial with the new requirements placed on the University by the State Sector Act. The functions of this officer will now presumably be broadened to cover an Equal Employment Opportunities programme, not only for academic women, but also for women on the general staff, for Maoris, Pacific Islanders, the disabled, and any other minority groups, and we urge that such groups be fully involved in consultations over this appointment. An Ad Hoc Committee, chaired by the Assistant to the Vice Chancellor (EEO) may be the appropriate mechanism.

contd...

SECTION I

We note with pleasure that the University has already adopted a policy of Equal Employment Opportunities. Some concern has been expressed that the setting of targets is unrealistic in a climate of low growth and low staff turnover. These difficulties are fully recognised and emphasis should be placed on the flexible and longterm nature of targets. They would be subject to review, and may not always be achievable, but experience elsewhere indicates a much higher degree of failure in Equal Employment Opportunities programmes without the setting and monitoring of targets. It was noted that a clearly enunciated early retirement policy would expedite staff movement.

The committee hoped that Auckland University would incorporate, as soon as possible, the statement that it is an Equal Employment Opportunities Employer into all advertisements for staff, job descriptions, and conditions of employment.

It was agreed that the recommendation that Departments without women staff should involve a woman from an allied department in selection procedures was too restrictive. Recommendation 2(d) should be amended to read 'If a Department does not have women staff members, it should invite a suitable woman to assist in this procedure.' It should be made clear that the intention was to involve a woman/women at all levels of the appointments procedure.

There continues to be some misunderstanding within the University about the criteria of merit applied in both appointments and promotions. We would stress the need for the University to make a clear, formal statement of the criteria of merit. In particular, it should be made clear that involvement in University administration and management by staff is regarded as a responsibility and will be recognized for the purposes of promotion. We draw attention to the fact that the same merit criteria should apply to promotions as to appointments (see Section II).

contd...

SUPPLEMENTARY REPORT OF THE COMMITTEE ESTABLISHED TO REVIEW THE
POSITION OF ACADEMIC WOMEN ON THE STAFF OF THE UNIVERSITY OF AUCKLAND

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10 May, 1988

This supplementary report is presented to Council as a result of invited responses from departments and relevant committees to the original Report and recommendations of this Committee. The Report, having already been presented to Council, stands in its original form.

It was noted with pleasure that, on the whole, the Report and recommendations have been received and commented upon in very favourable and supportive terms, and that several departments have already undertaken steps to implement some of the recommended policy.

We did note with concern, however, that there are some departments that have not participated in the procedures of this Committee at any point.

It was also noted that since the circulation of the Report and recommendations, government has passed a State Sector Act which makes mandatory many of the measures recommended in our Report. Amongst other things, the Council of each University is now legally required to develop and publish an equal employment opportunities programme, and include in its annual report a summary of the programme and an account of the extent to which the programme was complied with each year. The general principles outlined in the Act make it clear that such programmes apply not only to academic women, (the focus of this Committee), but to women generally, Maori people, ethnic or cultural minority groups, and to the disabled. Publication of similar programmes in the state sector involves distribution to all employees.

Our Committee feels that Auckland University has achieved a head start in complying with such requirements, but that some of the recommendations in our Report will now need, after consultation with the relevant groups, to be broadened. The comments that follow arise specifically from either new requirements under the State Sector Act, or from responses to the Report from within the University. They should be read as clarification or recommended amendments to the Report, which should now be read in conjunction with this supplementary report.

contd...

APPENDIXPOSITION SPECIFICATION:DUTIES OF THE DIRECTOR OF E.E.O. UNIVERSITY OF NEW SOUTH WALES:

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

(Marian Sawyer, Towards Equal Opportunity: Women and Employment at the Australian National University. A report submitted for the consideration of the Vice-Chancellor of The Australian National University, March 1984, p. 11).

APPENDIX C.

DISTRIBUTION OF ACADEMIC STAFF BY SEX & STATUS

AS AT 31 OCTOBER, 1986

PERMANENT FULL-TIME

<u>Professors</u>		<u>Associate-Professors</u>		<u>Senior Lecturers</u>	
<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
94	4	112	7	296	36
96%	4%	94%	6%	89%	11%

<u>Lecturers</u>		<u>Senior Tutors</u>		<u>Tutors</u>	
<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
62	27	10	21	4	1
70%	30%	32%	68%	80%	20%

	AUCKLAND	CANTERBURY	LINCOLN	MASSEY	OTAGO	VICTORIA	WAIKATO
1. Availability of full-time staff child-care	NONE, short-term places available at Creche	YES - At CUSA Child Care Centre	NONE	YES - Joint Staff/Student Facility	Yes - Run by independent Parents' Assn for staff and students	YES - Centre for Staff run by Management C. nominated by V.C.	Yes - Run by independent society for staff & students
2. Number of P.T. places for staff & student children	TOTAL 0	44	0	7	45	25 (staff)	76 (about 3)
2½		24		50%	28	10 only)	23 for students
2½	-	20		50%	17	15	48
3. Fees weekly (excl. GST)	2½			\$52.30	\$85.00	\$92-107	\$90.00
2½		\$2.50 p.hr	-	\$44.00	\$75.00	\$86.00	\$75.00
4. Hourly wages	Supervisor \$21,430 pa Trained Child-care Worker \$8.12	\$7.00 \$6.48	-	\$9.51 \$6.83	\$7.06 \$6.38	\$10.82 \$8.12	\$9.10 \$6.33
5. Proportion of staff trained	95%	100%	-	80%	100%	100%	50%
6. University subsidies	Buildings maintenance, power, phone & supervisor's salary	Indirectly through CUSA for maintenance	-	Buildings power, maintenance & supervisor's salary	Buildings maintenance \$4000 pa	Buildings maintenance, power, phone	Buildings maintenance, power, phone
7. Waiting list	Not known	0	65 on basis of questionnaire to potential users	0	0	35	Not known
8. Year established	1970	1975	-	Early 1970's	1969	1980	1976
9. Current development	2nd Creche available 1987. Site & bldg. selected for day-care centre, but insufficient funding	Extension to older child area planned. AUT seeking quote of staff places.	Several years of attempts to set up a centre; proposal for 28 child centre before Council	Consulting on extension to existing building	Recently expanded to 3rd house	2nd Centre sought since 1983 No progress	Expansion of under 2's area desired.

Source: Peter Donelan
Mathematics Department
Victoria University
21 October, 1986

APPENDIX F

The University of Auckland
STATUS OF ACADEMIC WOMEN BY DECADE

1936-1986

	1936	1946	1956	1966	1976	1986
TOTAL STAFF (in categories listed)	48	69	156	293	573	674
WOMEN STAFF (in categories listed)	3	4	14	27	69	96
WOMEN AS % OF TOTAL	6.25%	5.8%	8.9%	9.2%	12%	14.2%

% OF WOMEN STAFF IN CATEGORIES

PROFESSOR	0%	0%	0%	0%	1.1%	4%
ASSOCIATE-PROFESSOR	-	0%	0%	5.7%	8.3%	6%
SENIOR LECTURER	-	0%	4.4%	3.7%	8.4%	11%
LECTURER	3.5%	3.2%	7.4%	16%	21%	27%
SENIOR TUTOR	-	-	16%	0%	57%	68%
TUTOR	50%	30%	50%	66%	75%	20%

EXTRAPOLATIONS:

1. Given the most recent rate of increase of women on the academic staff of approximately 2.5% per decade, population parity for academic women at the University of Auckland would be achieved in 144 years, i.e. 2130AD.
2. Given the average rate of increase of women on the academic staff over the past 50 years (1.6% per decade), population parity for academic women at the University of Auckland would be achieved in 225 years i.e. 2211AD.

LIST OF SUBMISSIONS RECEIVED BY THE COMMITTEE ON STATUS OF ACADEMIC WOMEN:

School of Architecture
 Department of Biochemistry
 Department of Education
 Department of English
 Elam School of Fine Arts
 Department of Geography
 Department of Geology
 Department of Germanic Languages and Literature
 Department of History
 Department of Management Studies
 Department of Mathematics and Statistics
 Department of Medicine - Professor Scott
 Post Graduate School of Obstetrics and Gynaecology
 Department of Pharmacology and Clinical Pharmacology
 Department of Physiology
 Department of Physics
 Department of Political Studies
 Department of Romance Languages
 Department of Town Planning
 Department of Zoology
 Professor Black - Geology
 Dr. Jensen. Anatomy
 Dr. McAlpine. Music
 Judith O'Brien. Cell Biology
 Academic Women of the Law School
 Academic Women in Town Planning Department
 Academic Women of Auckland University
 Academic Women's Submission on Parenting and Child Care
 Academic Women's Group on Job Sharing
 Tutors Group Submission
 Women in Science and Engineering
 Parent Action
 Lecturers Association
 University Feminists
 Women Who Complete New Zealand Doctorates
 Association of University Teachers
 National Council of Women - Auckland Branch
 N.Z. Medical Womens Association
 Federation of University Women
 Mrs. Temm. Classics and Ancient History
 Department of Classics and Ancient History
 G.M. Stoffel. Department of Germanic Languages
 Dr. MacPherson. Sociology
 Department of Theoretical and Applied Mechanics. School of Engineering
 Dr. Philippa Reed
 Department of Medicine
 Maori Academic Women
 Dr. M.I. Asher. Department of Paediatrics
 Dorothy Howie. Department of Education
 Professor J.D. Sinclair. Department of Physiology
 Letters from Professor Jack Woodward
 Letters from Professor David Cole
 Professor Carter. Sociology

Other Documents Received:

Wilson Report on Status of Academic Women.
 Ministry of Womens Affairs - submission to the University Review Committee.
 Letters from Ministry of Womens Affairs.
 Report to Faculty of Medicine on Vocational Guidance for Women Doctors in the Faculty.
 Faculty of Medicine Statistics.
 University of Waikato Report of Committee on Affirmative Action.
 Submission of Academic Women Staff at University of Auckland to Government Tertiary Review Committee.
 Summaries of the Australian Affirmative Action Programmes.
 Women in Architecture Submission to Auckland University Review of School of Architecture.
 CSIRO Equal Employment Opportunity Management Plan.
 Otago University Staff Women's Caucus Submission to University Review Committee.
 Australian Government Affirmative Action Implementation Manual.
 University of Western Ontario Senate Committee to review Appointments, Promotions and Tenure Policies.
 University of Melbourne Equal Opportunity Policy.
 Submission to Lincoln College Council from Lincoln Students Association on Equal Employment Opportunities.
 Canadian Association of University Teachers paper on positive Action to Improve the Status of Women in Canadian Universities.