

Women in Science (WiSci) survey

Female and male academic staff

September 2008



The WiSci project

- WiSci = Women in Science
- Project initiated by Professor David Day, Dean of the Faculty of Science
- Launched 8 August 2008 by the Vice-Chancellor, Dr Michael Spence

Project team

- Penny Oxford, Learning Advisor, Learning Solutions
- Melissa Stone, HR Advisor, SydneyPeople
- Cindy Wilkinson, Director Academic Administration, Faculties of Science



Steering committee

- Dr. Elaine Baker, Principal Research Fellow, School of Geosciences
- Dr. Dieter Hochuli, Senior Lecturer, School of Biological Sciences
- Associate Professor Kate Jolliffe, Deputy HOS, School of Chemistry
- Associate Professor Robyn McConchie, Director of RIAP
- Professor Robyn Overall, HOS, School of Biological Sciences
- Dr Louise Sharpe, Clinical Research Director, School of Psychology
- Associate Professor Rosanne Taylor, ProDean, Faculty of Veterinary Science



Project objectives

- Identify some of the obstacles that prevent women achieving senior roles in the sciences
- To encourage more women into senior academic roles within the Faculties of Sciences
- To support more women to achieve satisfying and productive careers in science



Project steps

Stage 1: May - December 2008

- Surveyed full and part time academics in Sciences who are permanent or on contract (excluding casual).
- Following up with focus groups.
- Prepare report.
- Developed and launched WiSci website.

Stage 2: January – May 2009

- Survey general staff in Sciences, particularly technical/laboratory staff.
- Follow up with focus groups, prepare report, update website.

Stage 3: June – September 2009

- Survey all PhD and Postdoctoral Fellows in Sciences.
- Follow-up with focus groups, prepare report, update the WiSci website.



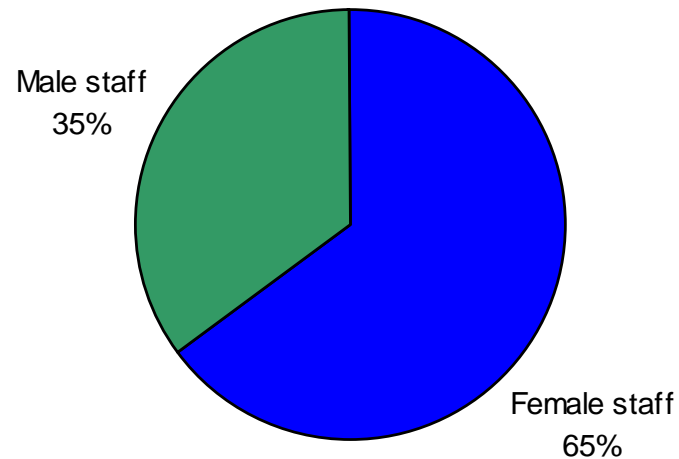
Academic staff survey

- August 2008: online survey sent to 822 female and male academic staff in:
 - Faculty of Science
 - Faculty of Veterinary Science
 - Faculty of Agriculture, Food and Natural Resources
 - School of Medical Science
- 184 responses (22.4% response rate)

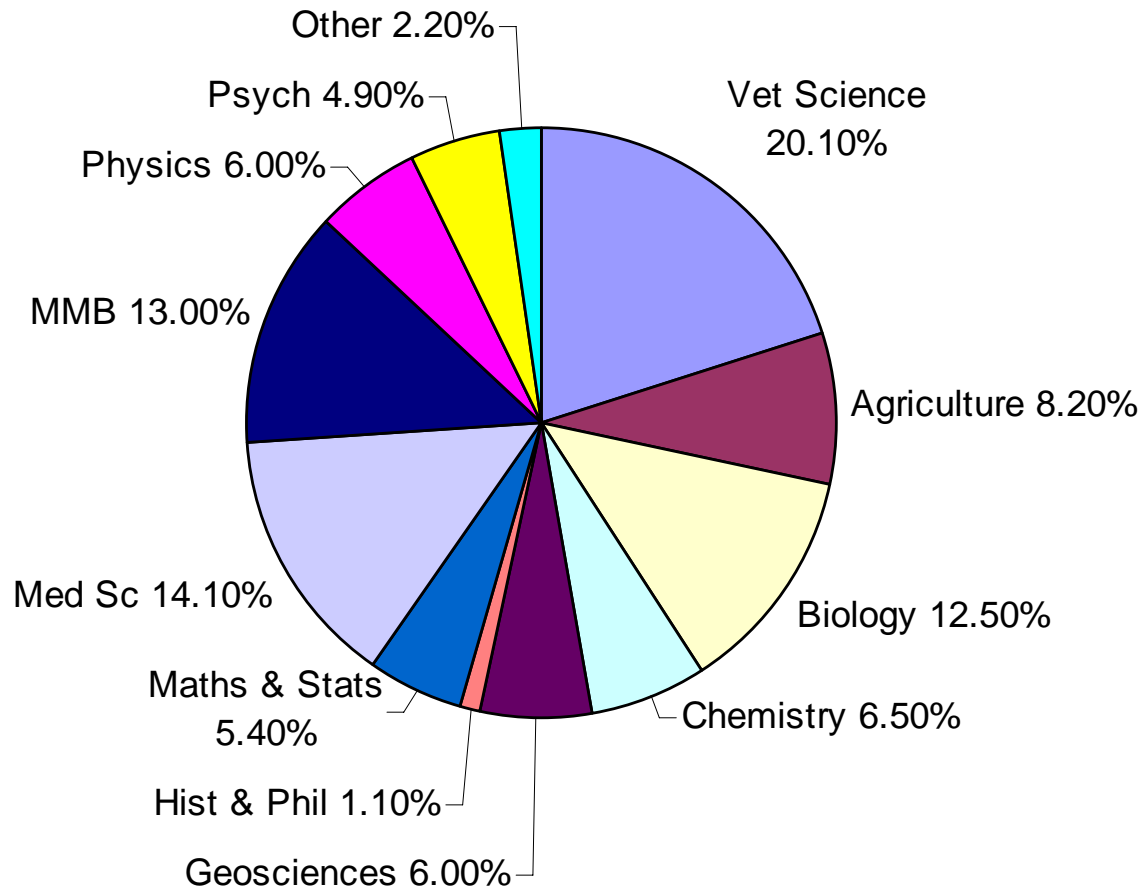


Survey respondents – who?

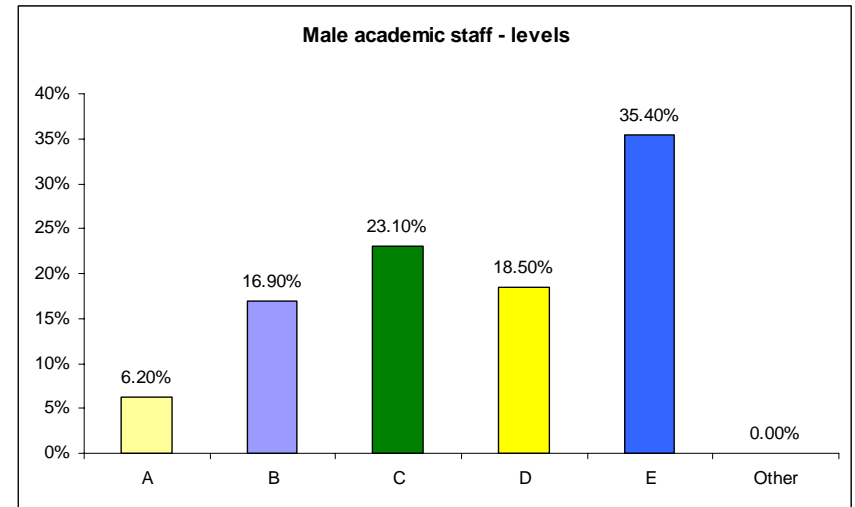
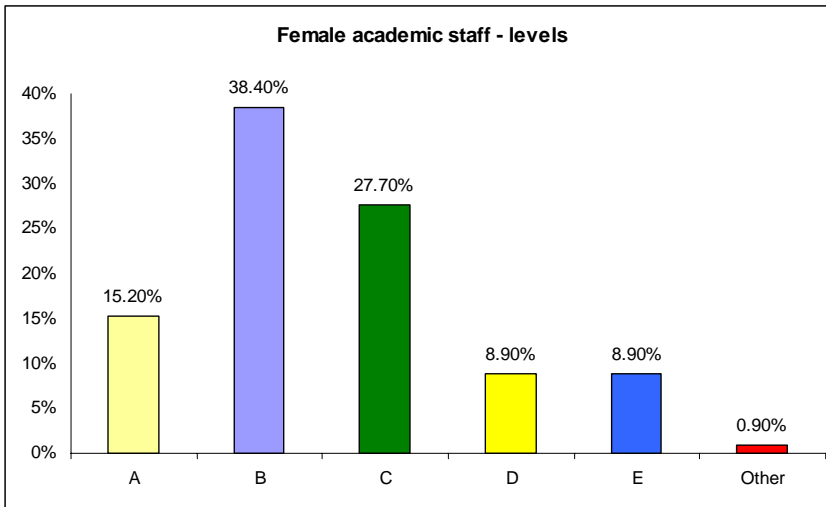
- 119 female respondents and 65 male respondents



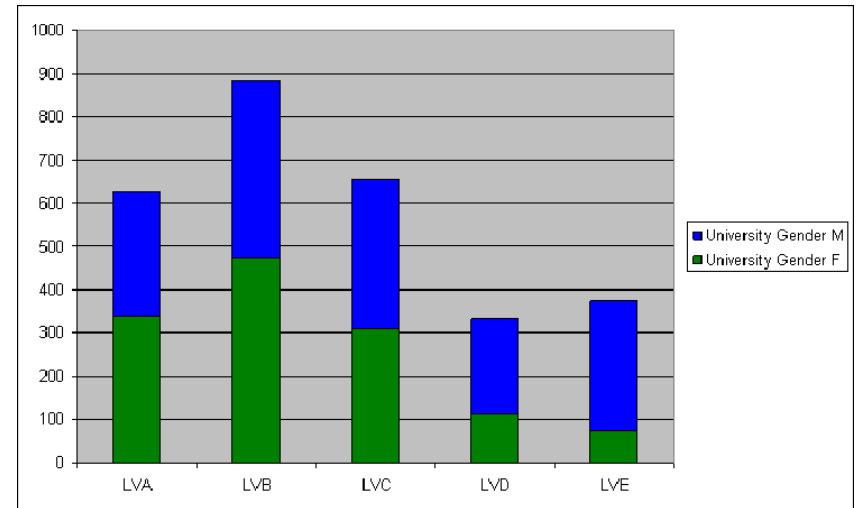
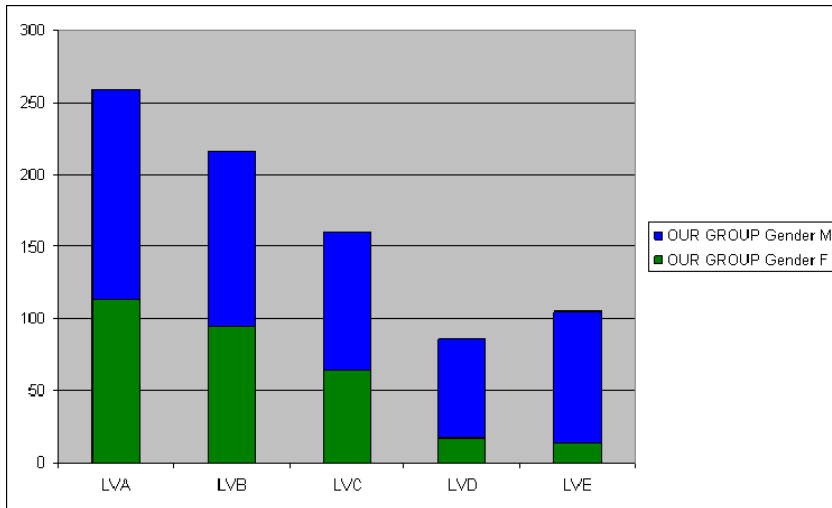
Survey respondents – where?



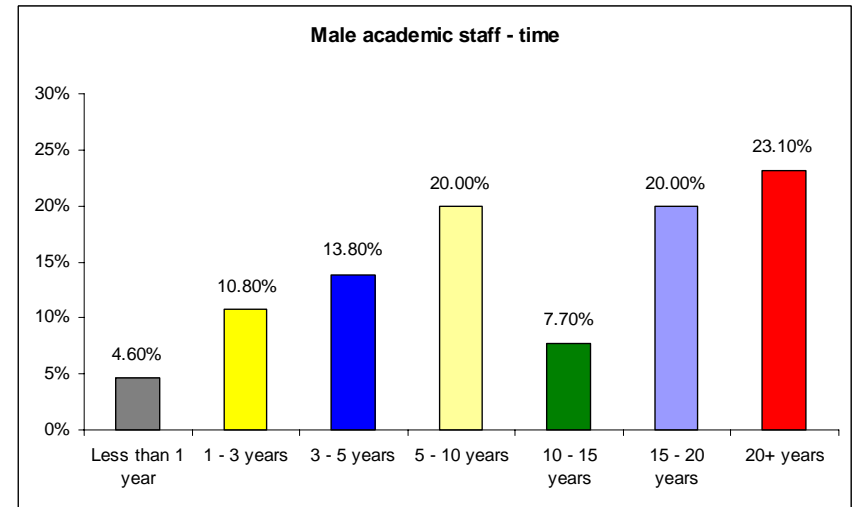
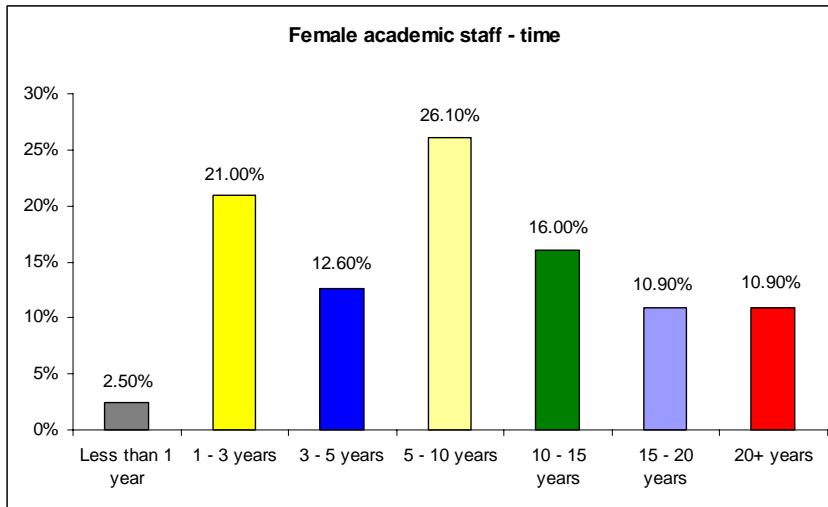
Survey respondents – which levels?



Survey respondents – comparison of levels

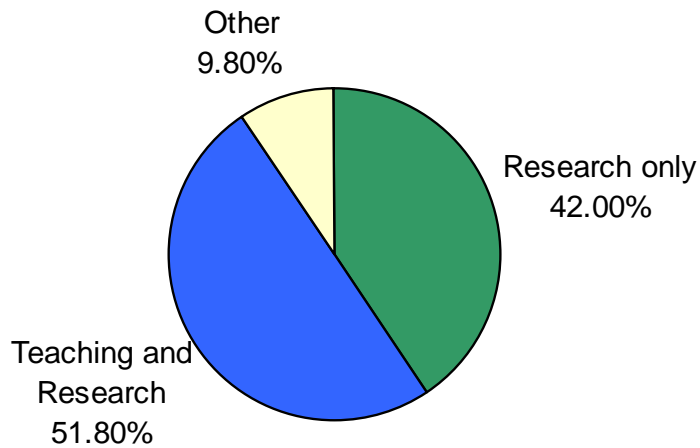


Survey respondents – time at the University

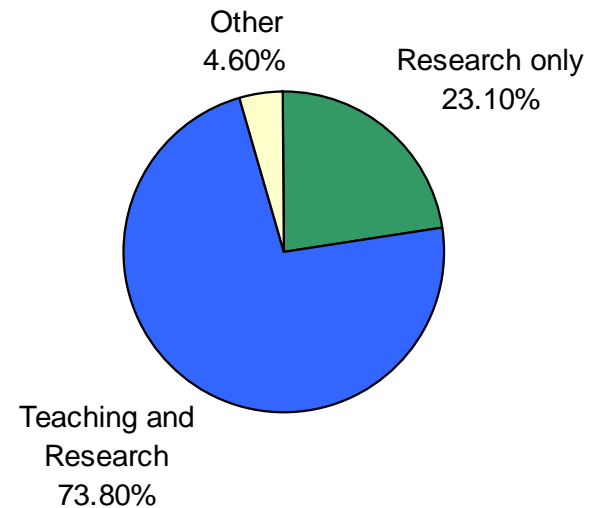


Survey respondents – roles

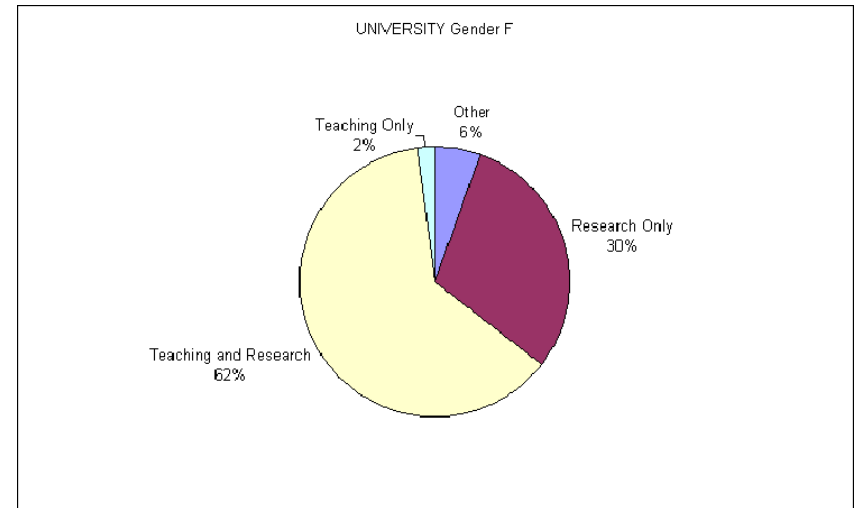
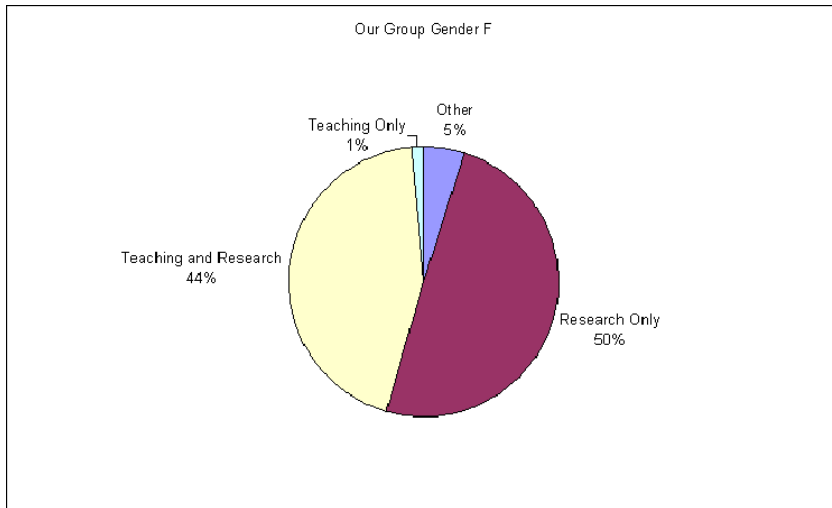
Female staff - role



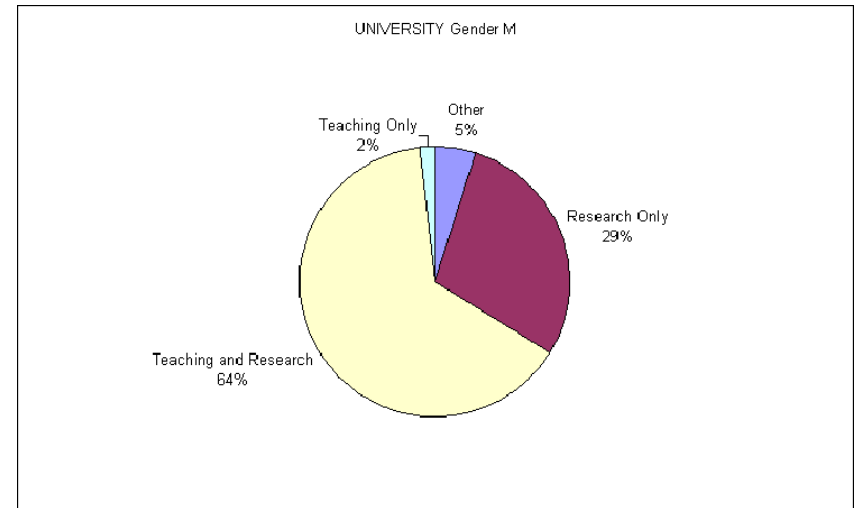
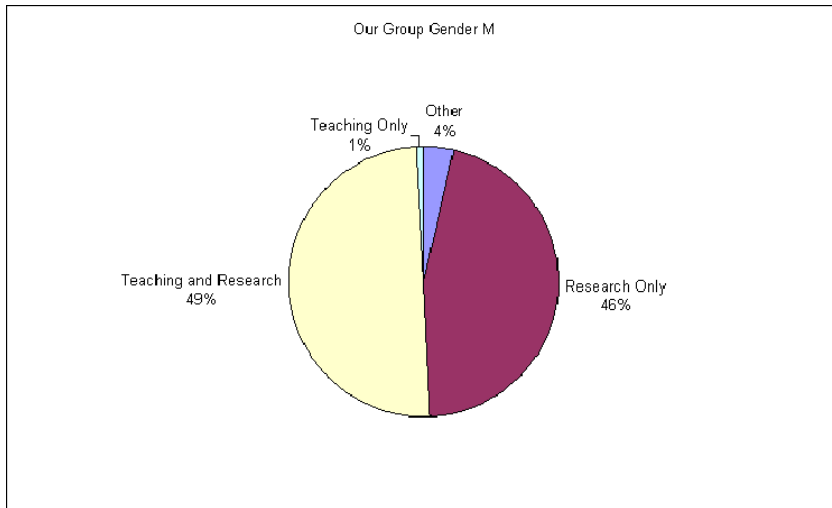
Male staff - role



Female respondents – roles (comparison)



Male respondents – roles (comparison)

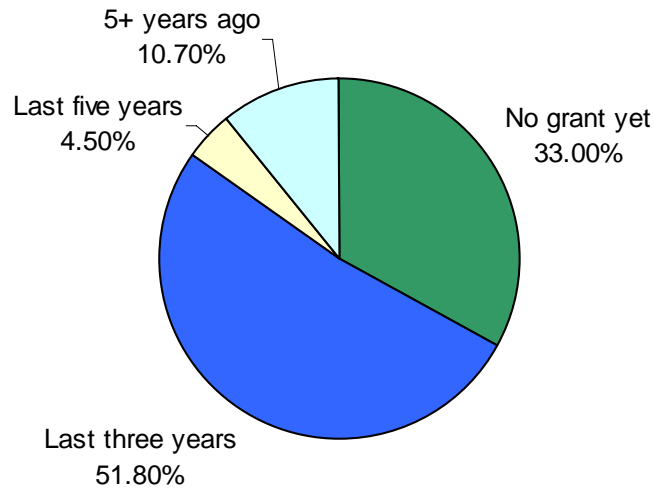


Survey responses

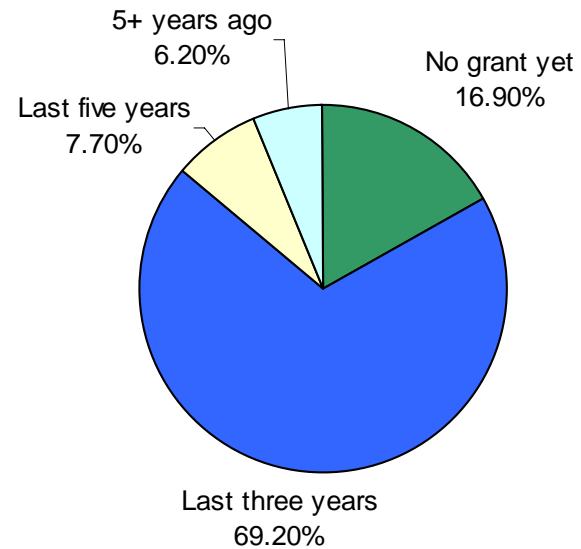


Q7. When did you last receive an external research grant?

Female academic staff - grants

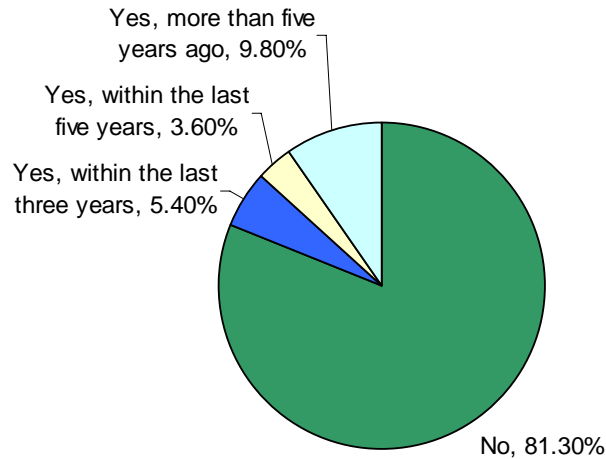


Male academic staff - grants

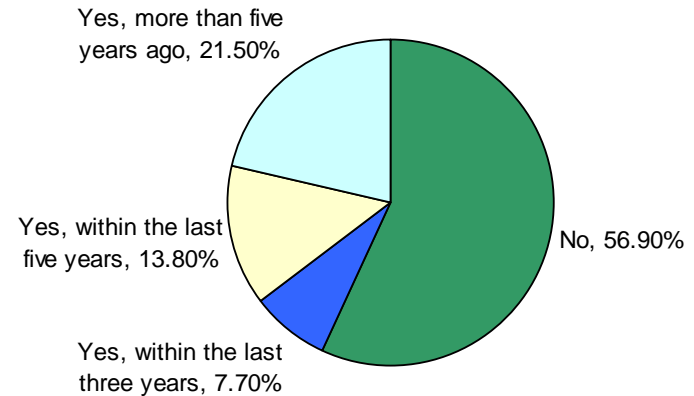


Q8. Have you participated in the Special Studies Program (SSP / Sabbatical)?

SSP - Female staff

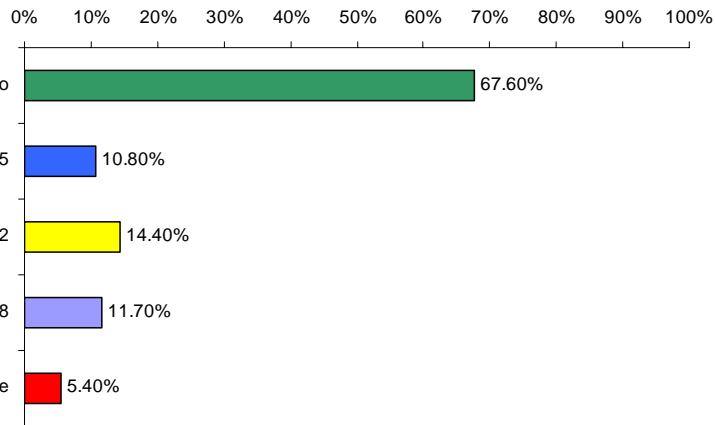


SSP - Male staff

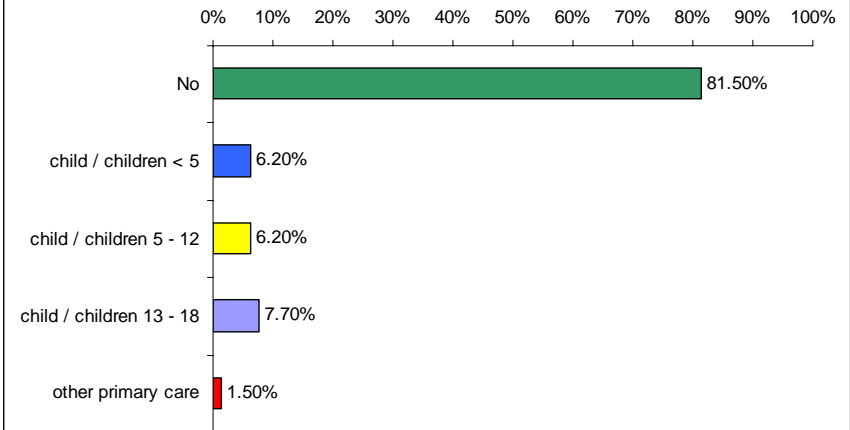


Q9. Do you have primary care responsibilities?

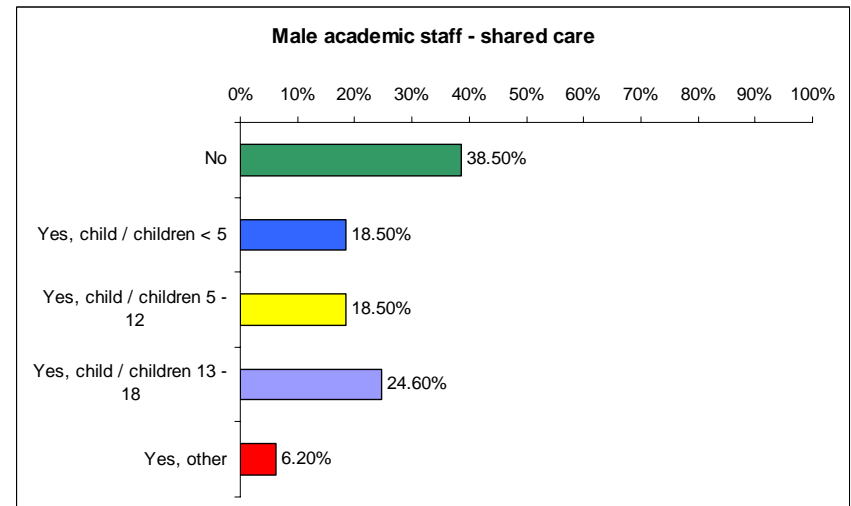
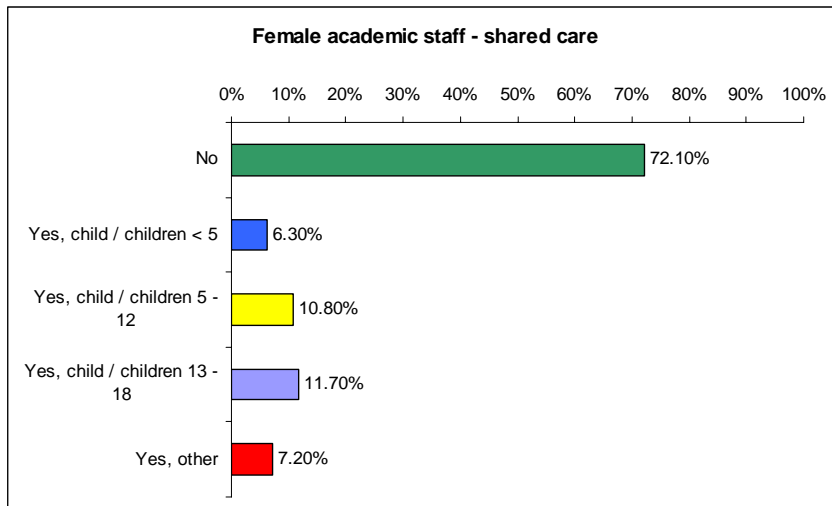
Primary care - female academic staff



Primary care - male academic staff

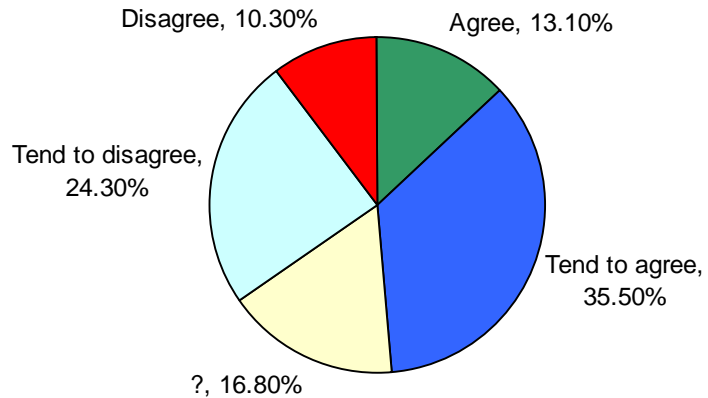


Q10. Do you have shared care responsibilities?

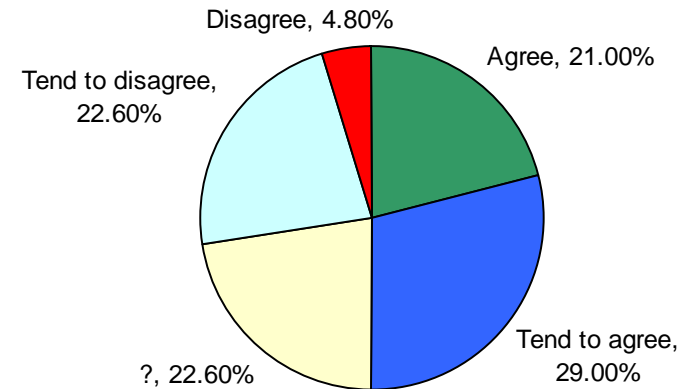


Q 11a. Our management provides a clear sense of direction

11a. Female academic staff

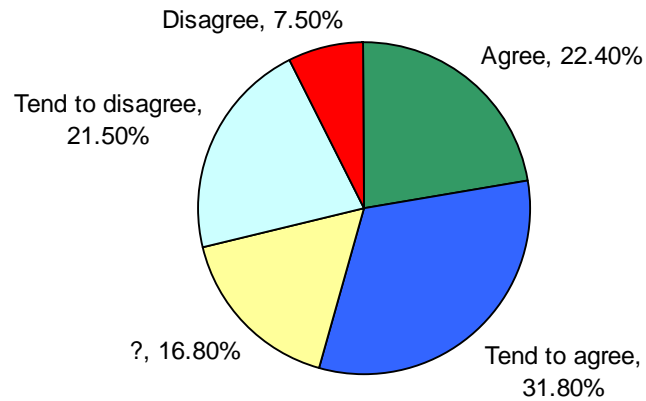


11a. Male academic staff

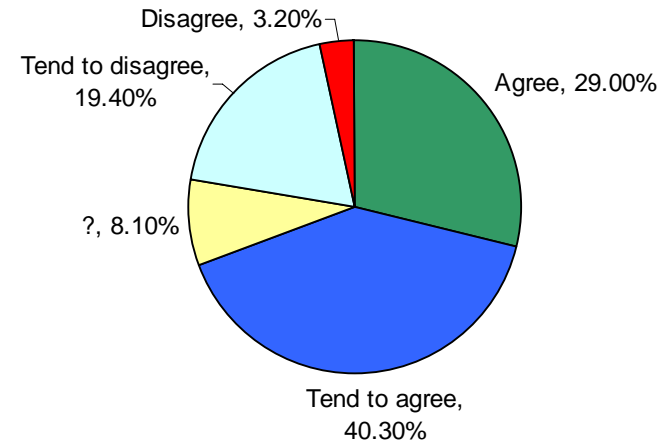


Q11b. Morale in my team is generally high

11b. Female academic staff

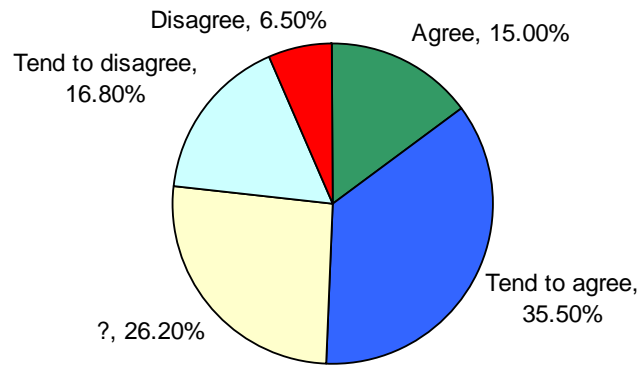


11b. Male academic staff

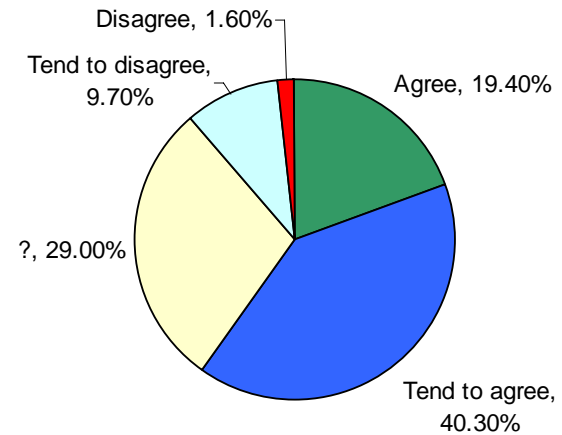


Q11c. The decisions management makes concerning staff are usually fair

11c. Female academic staff

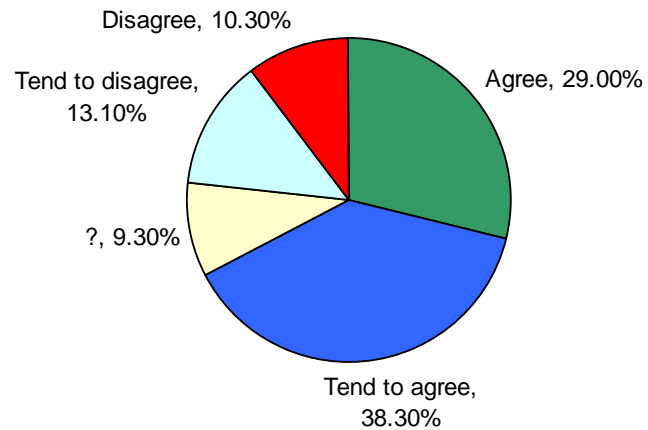


11c. Male academic staff

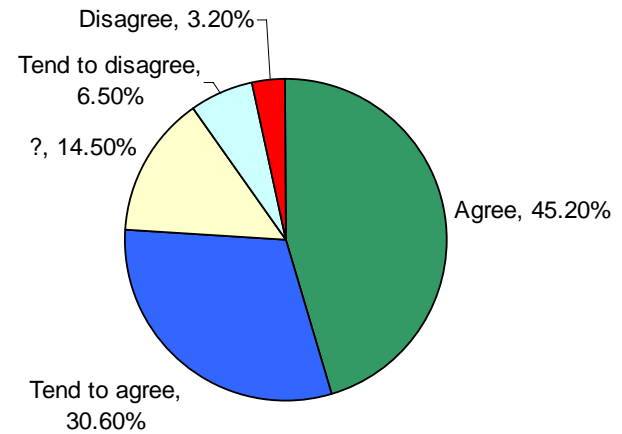


Q11d. I feel like a valued member of my school / unit

11d. Female academic staff

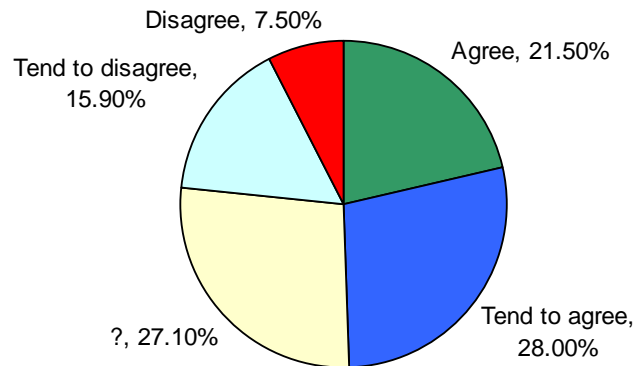


11d. Male academic staff

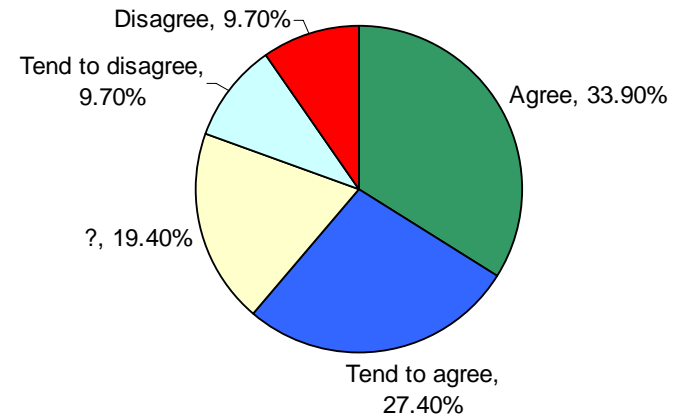


Q11e. I feel like a valued member of my faculty

11e. Female academic staff

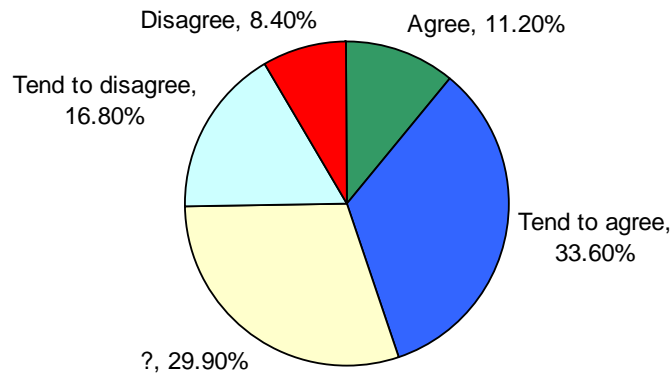


11e. Male academic staff

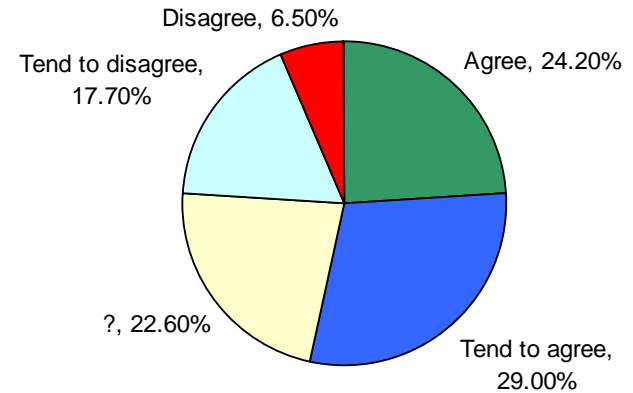


Q11f. I feel like a valued member of the University community

11f. Female academic staff

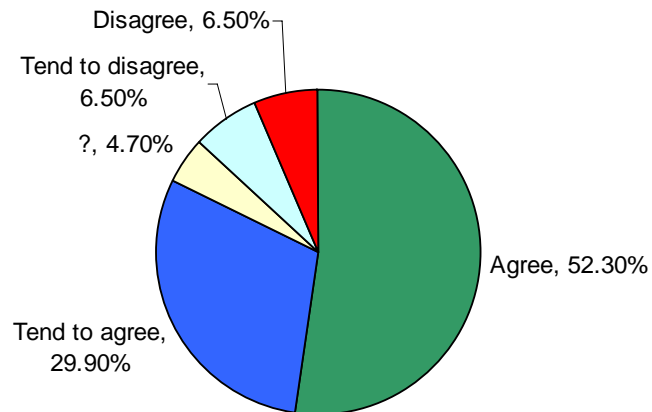


11f. Male academic staff

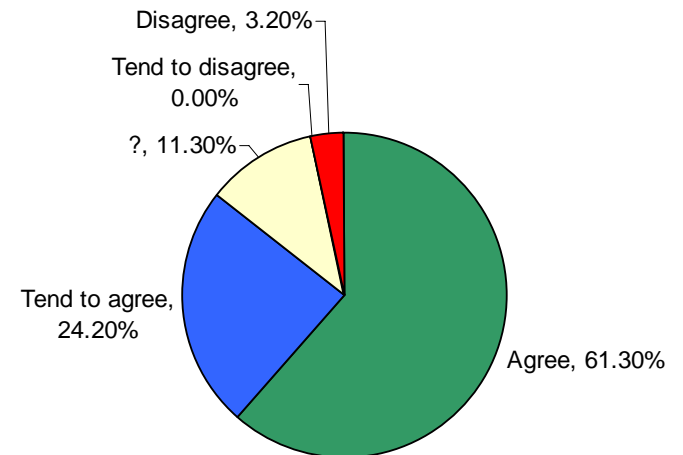


Q12a. Most of the time it is safe to speak up

12a. Female academic staff

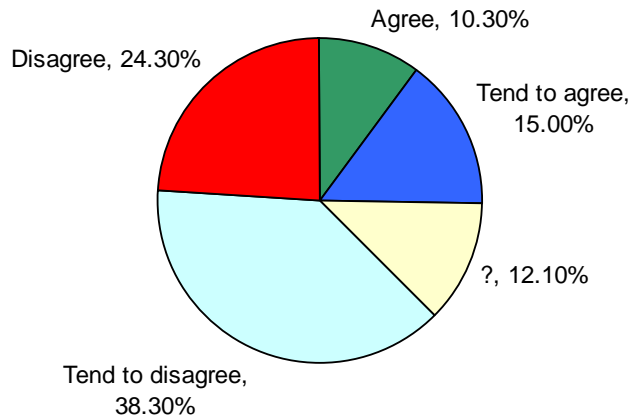


12a. Male academic staff

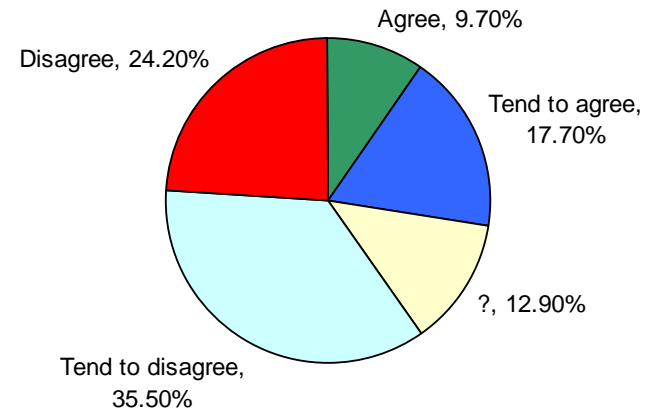


Q12b. Little effort is made to get the opinions and thinking of staff

12b. Female academic staff

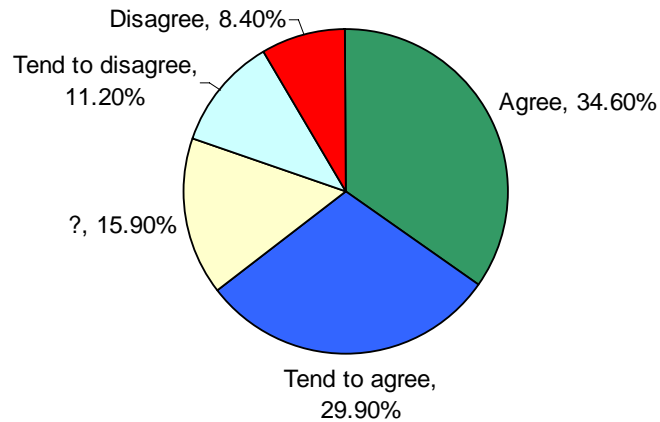


12b. Male academic staff

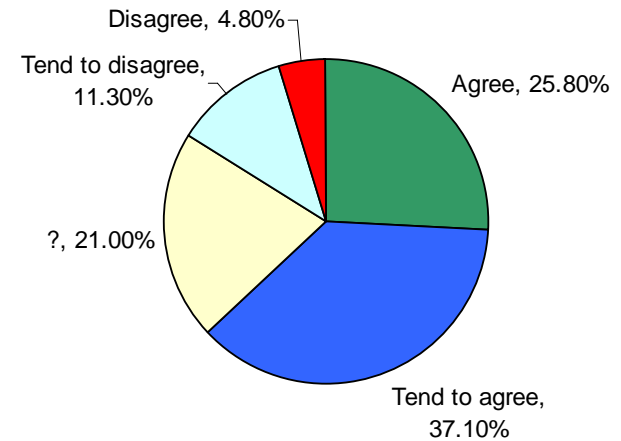


Q12c. I have the opportunity for input before changes are made which will affect my job

12c. Female academic staff

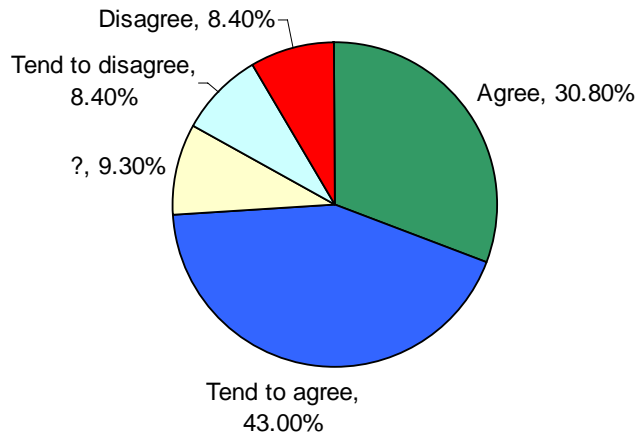


12c. Male academic staff

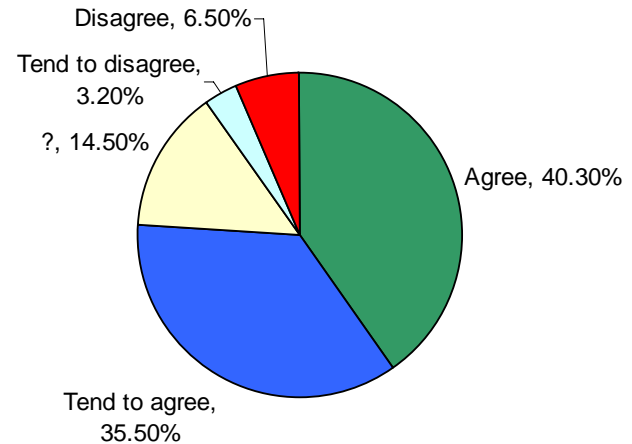


Q12d. My manager generally understands the problems I face in my job

12d. Female academic staff

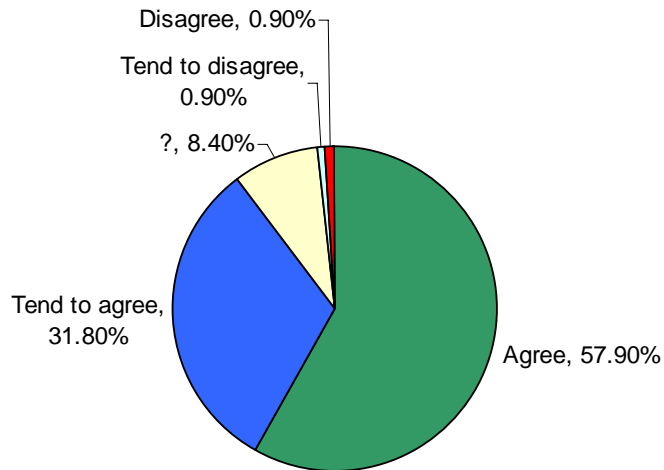


12d. Male academic staff

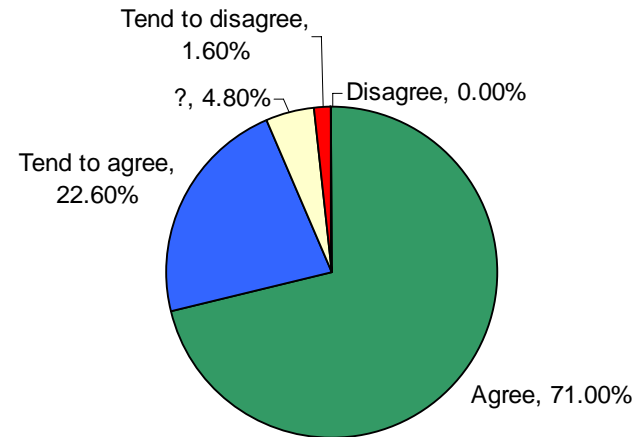


Q13a. My working environment within the faculty / school is accepting of ethnic differences

13a. Female academic staff

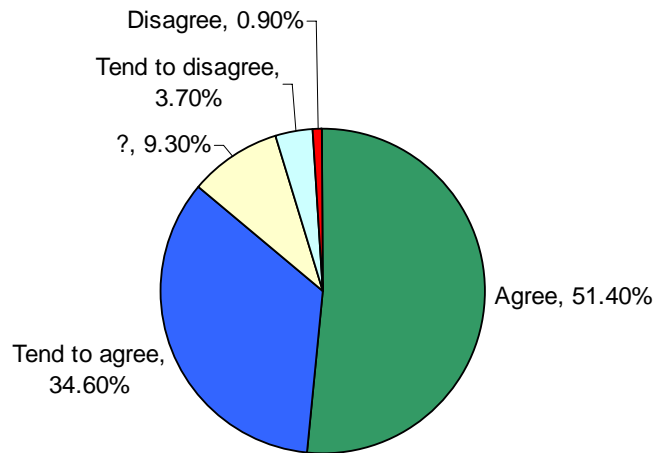


13a. Male academic staff

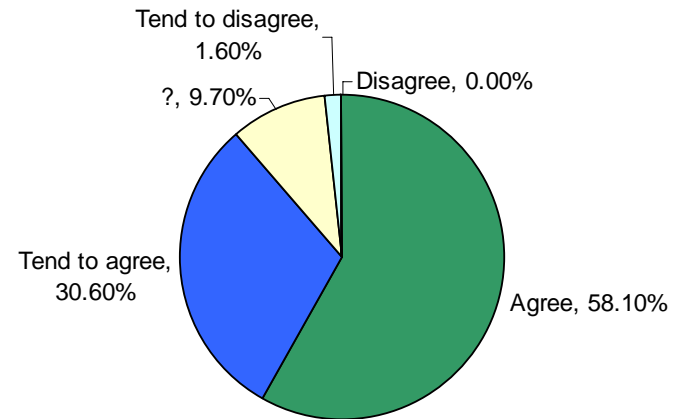


Q13b. My working environment within the faculty / school is accepting of differences in cultural background or lifestyle

13b. Female academic staff

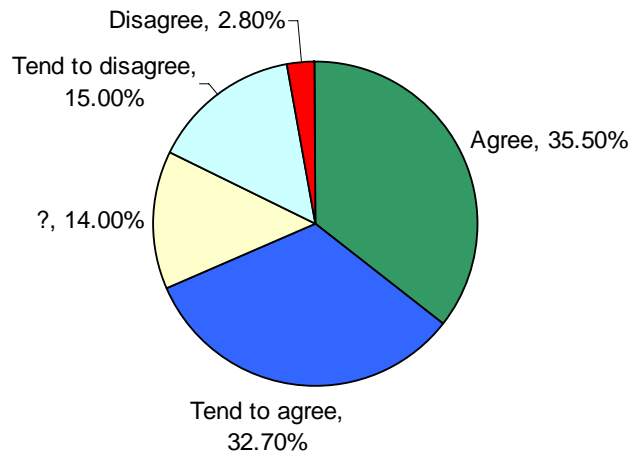


13b. Male academic staff

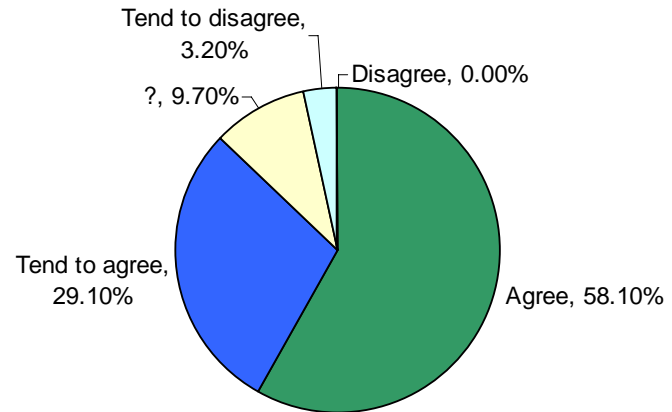


Q13c. My working environment within the faculty / school is accepting of gender differences

13c. Female academic staff

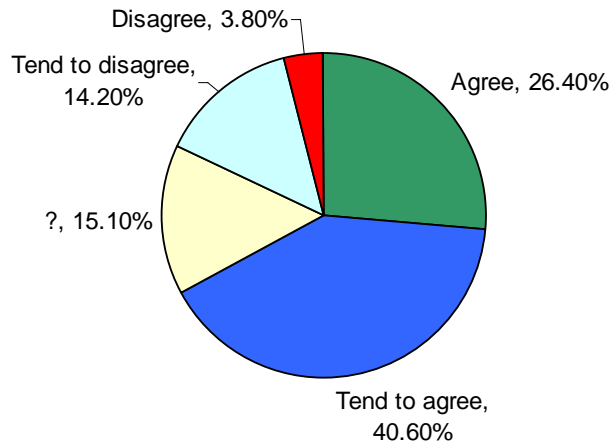


13c. Male academic staff

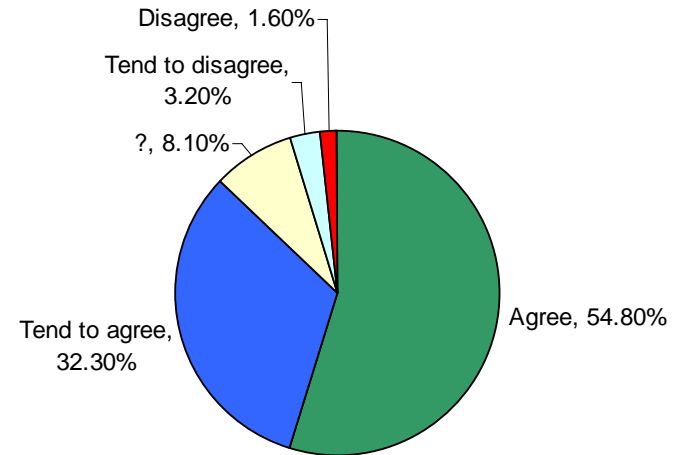


Q14a. I am generally aware of opportunities for career enhancement / advancement

14a. Female academic staff

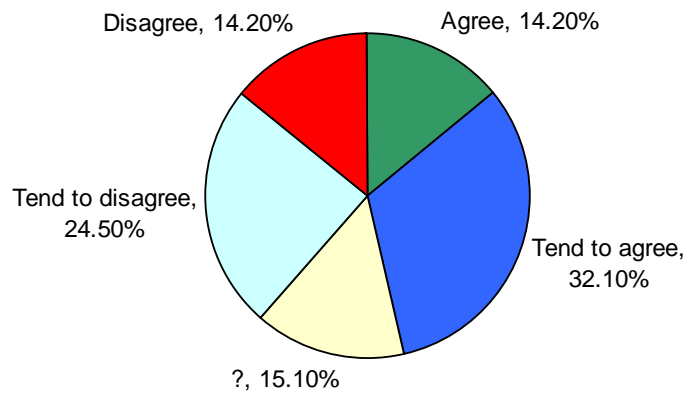


14a. Male academic staff

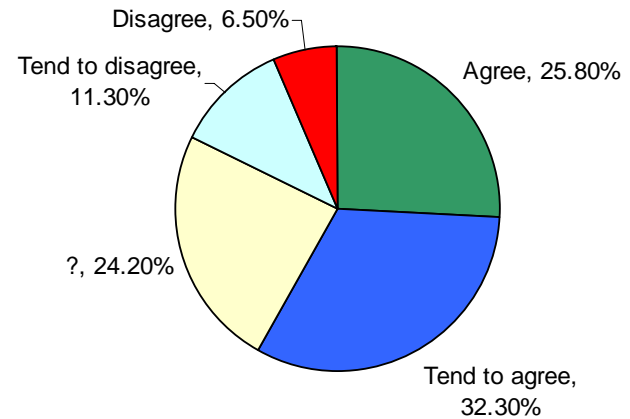


Q14b. I believe my career enhancement/advancement prospects are good

14b. Female academic staff

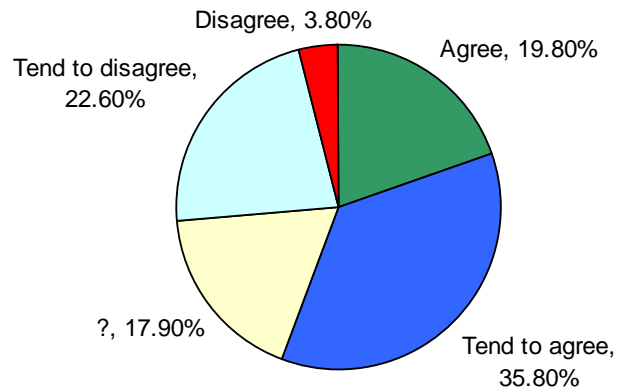


14b. Male academic staff

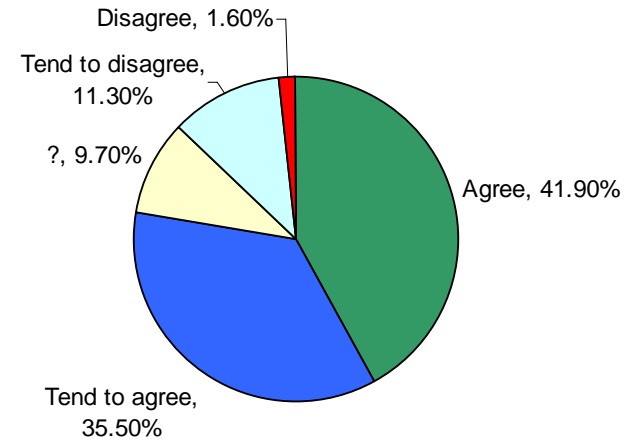


Q14c. I have a good idea of possible career paths at the University

14c. Female academic staff

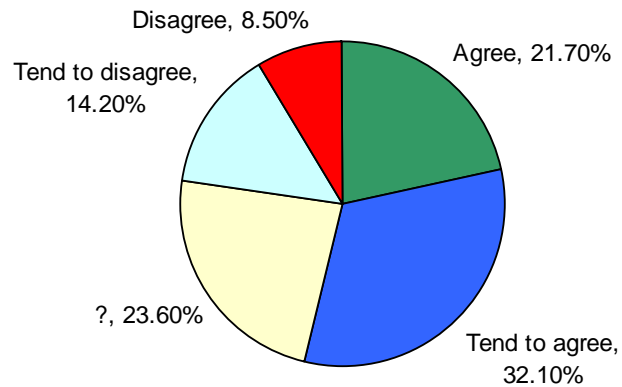


14c. Male academic staff

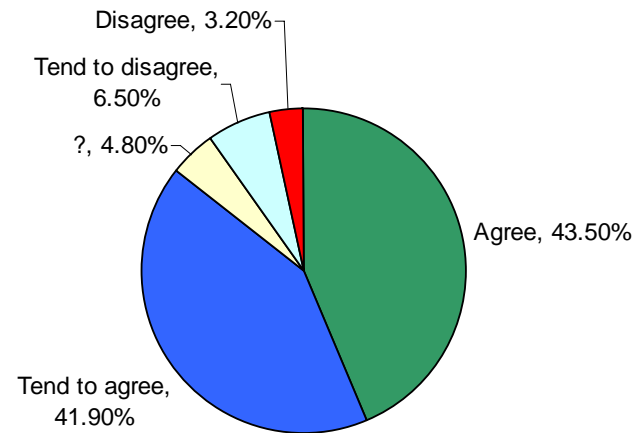


Q14d. I feel that management supports equal opportunity for staff

14d. Female academic staff

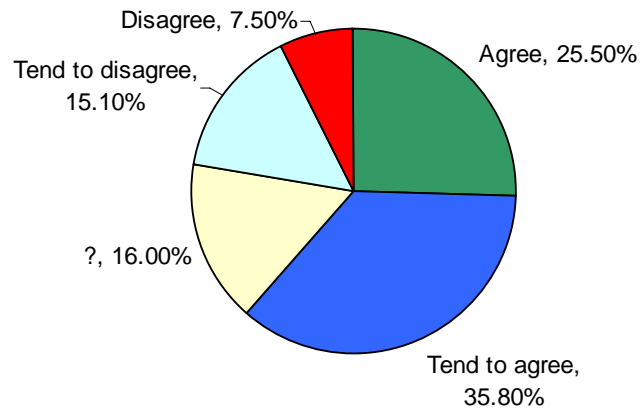


14d. Male academic staff

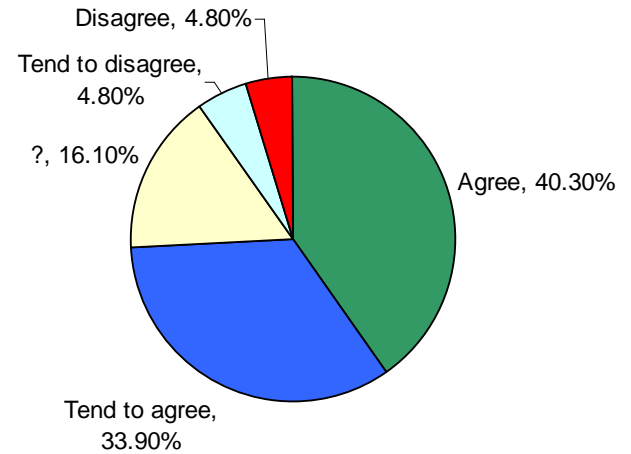


Q14e. I think my performance is evaluated fairly

14e. Female academic staff

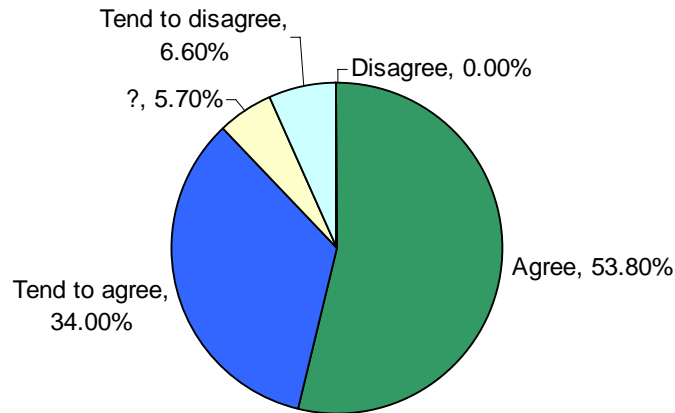


14e. Male academic staff

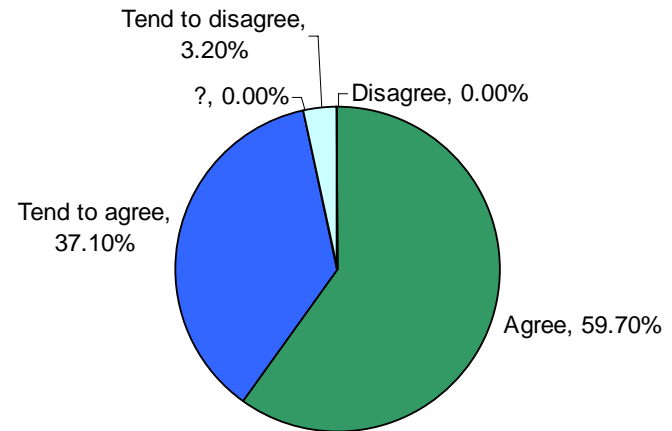


Q15a. I have the skills and knowledge I need in order to perform effectively

15a. Female academic staff

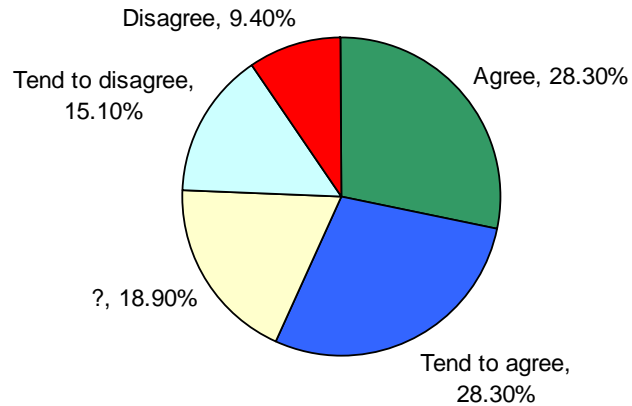


15a. Male academic staff

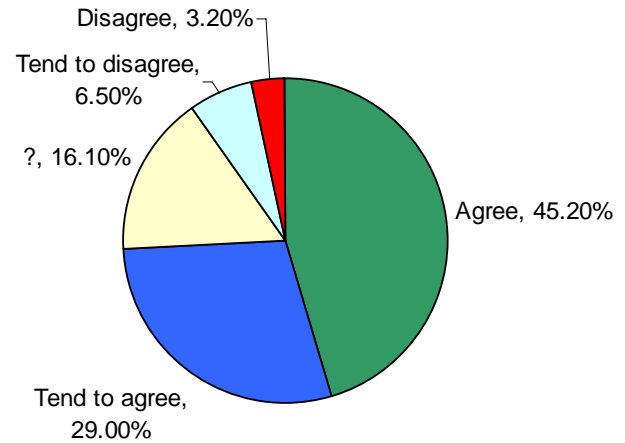


Q15b. Development opportunities are equally available to all the people in my team

15b. Female academic staff

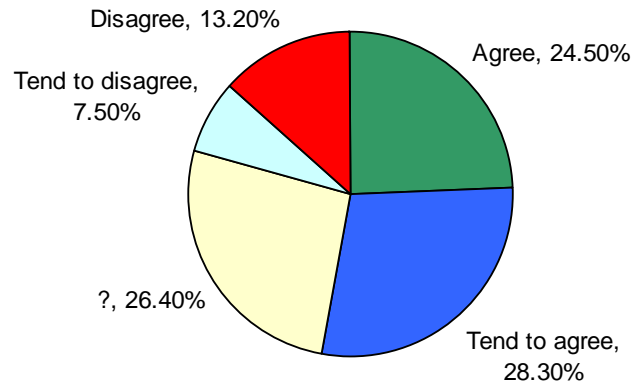


15b. Male academic staff

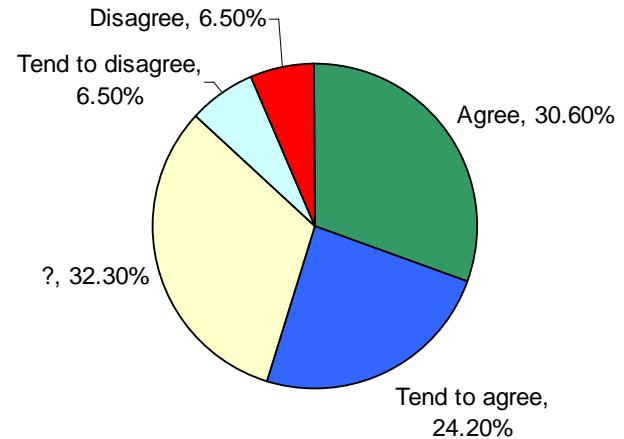


Q15c. My manager / supervisor will encourage me to apply for a more senior role when I'm ready

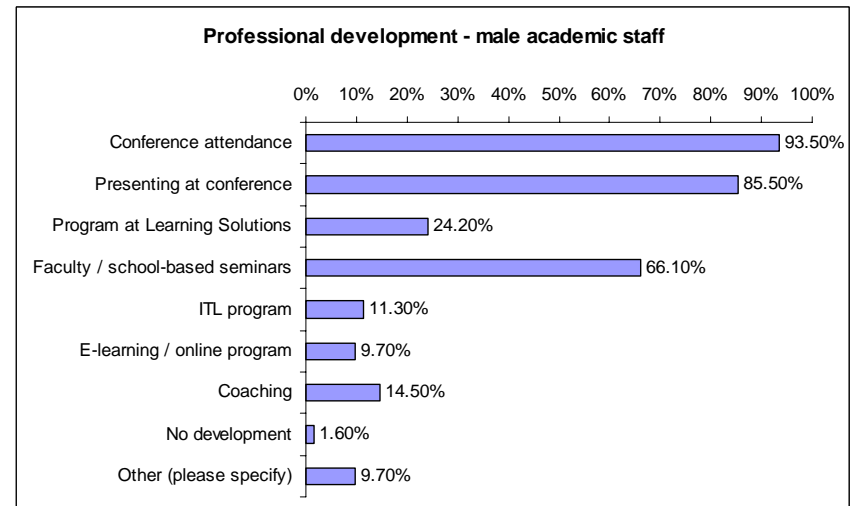
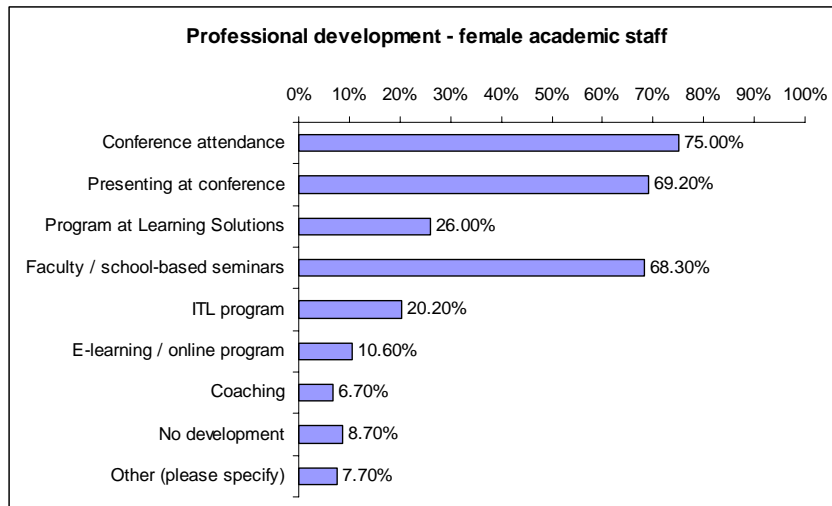
15c. Female academic staff



15c. Male academic staff

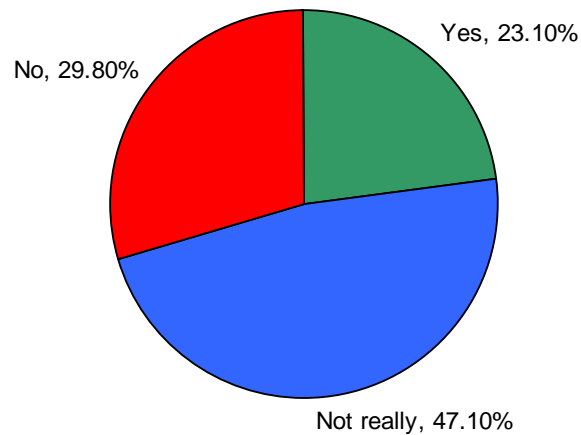


Q16. What professional development activities have you undertaken in the last twelve months?

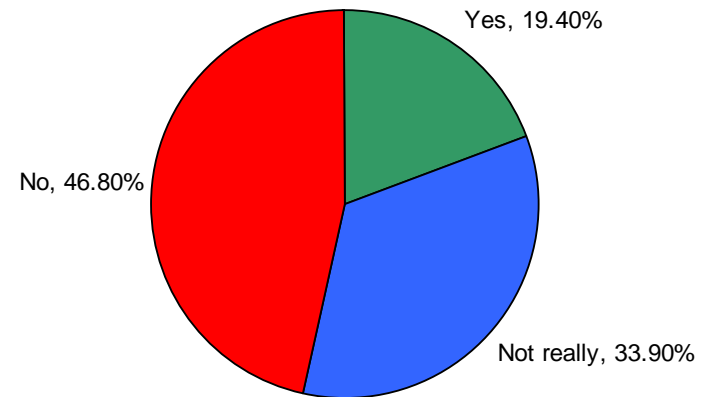


Q17. Do you have a mentor who works with you to help you develop in your role?

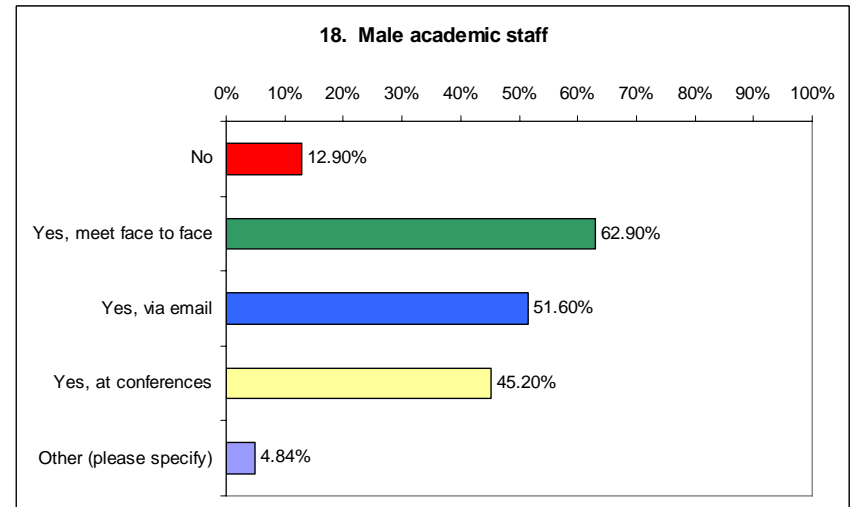
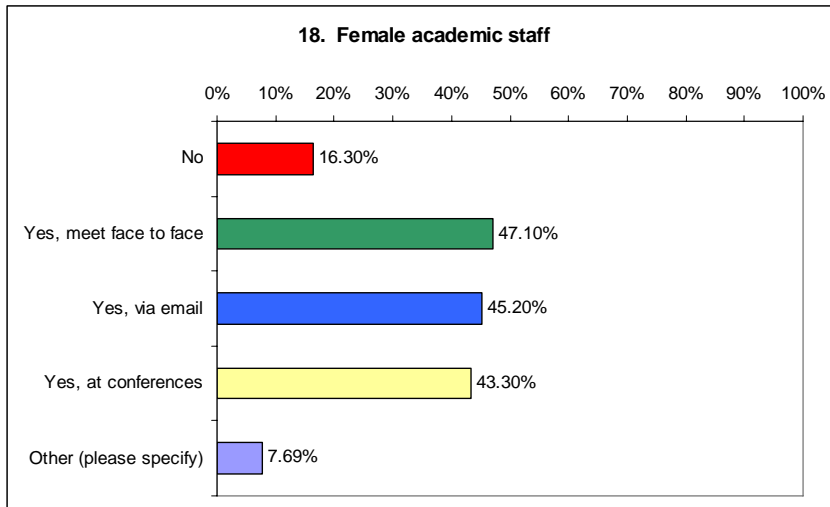
17. Female academic staff



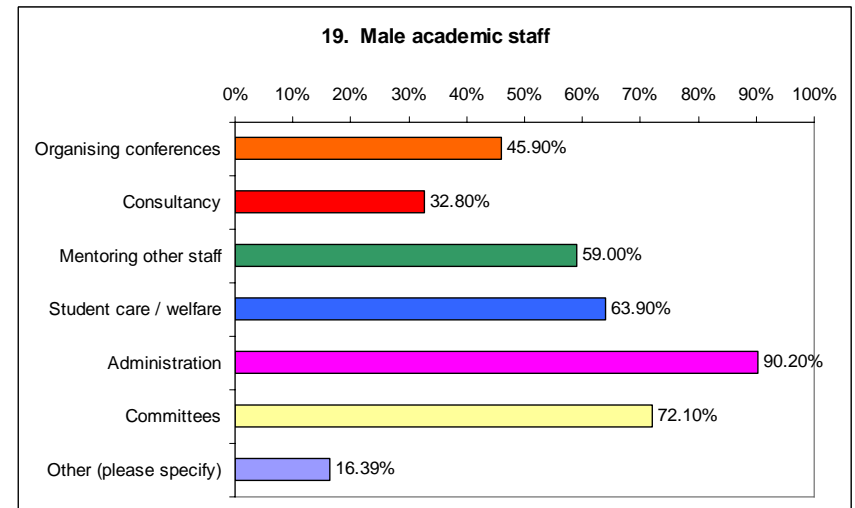
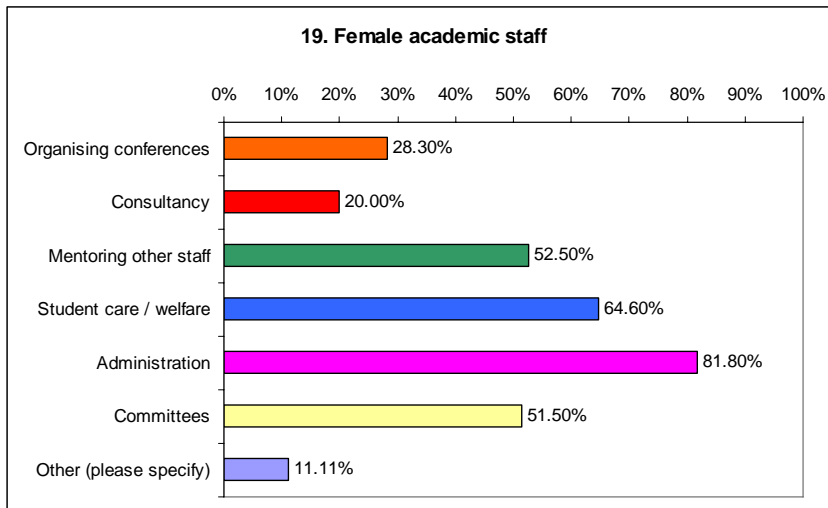
17. Male academic staff



Q18. Do you have a network of colleagues with whom you discuss issues and current developments in your field?

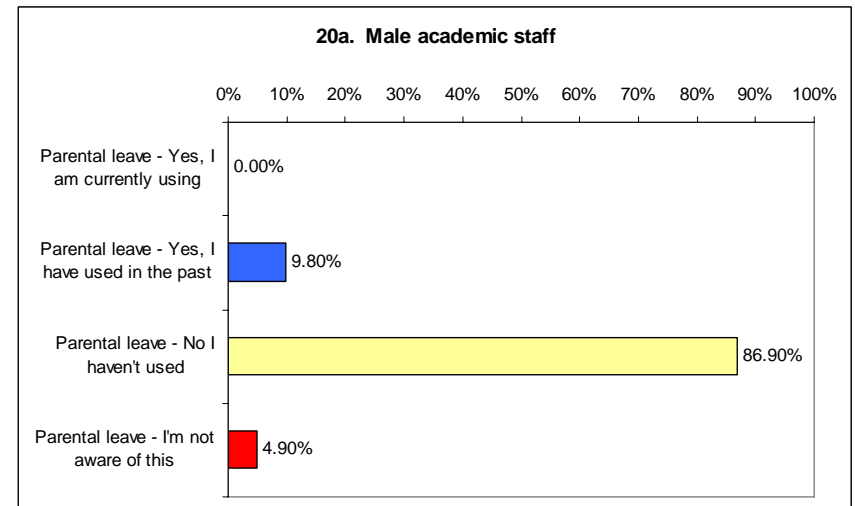
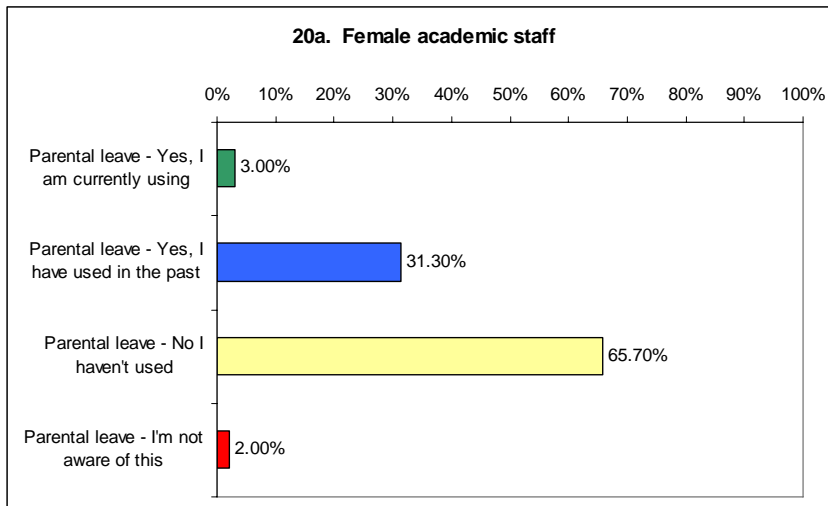


Q19. Apart from teaching and research, what activities do you spend time on at work?



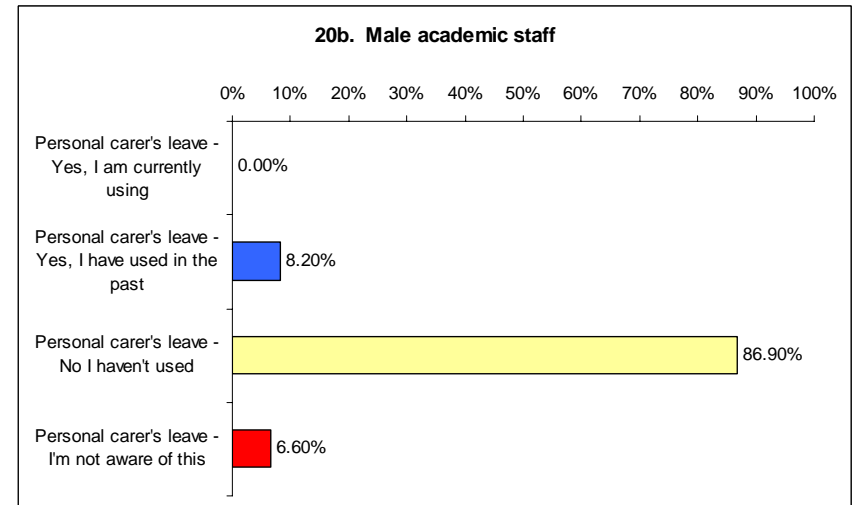
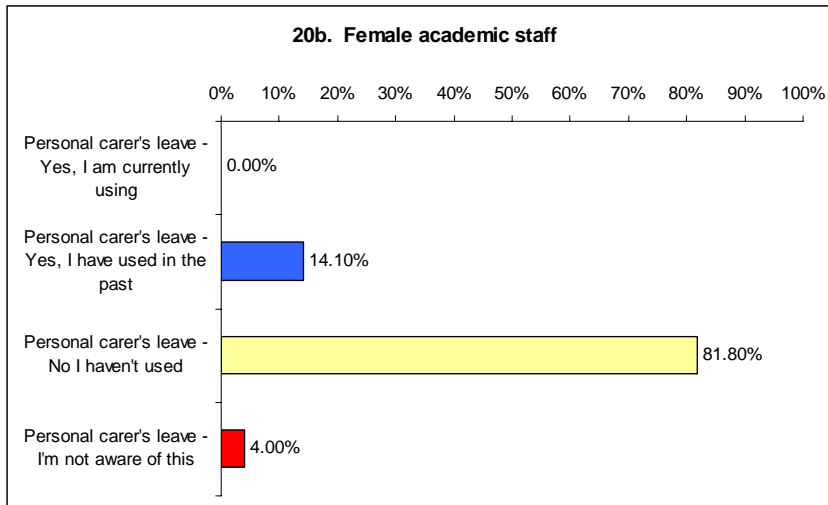
Q20a. Please indicate which, if any, of the following work arrangements and support benefits you have used:

Parental leave



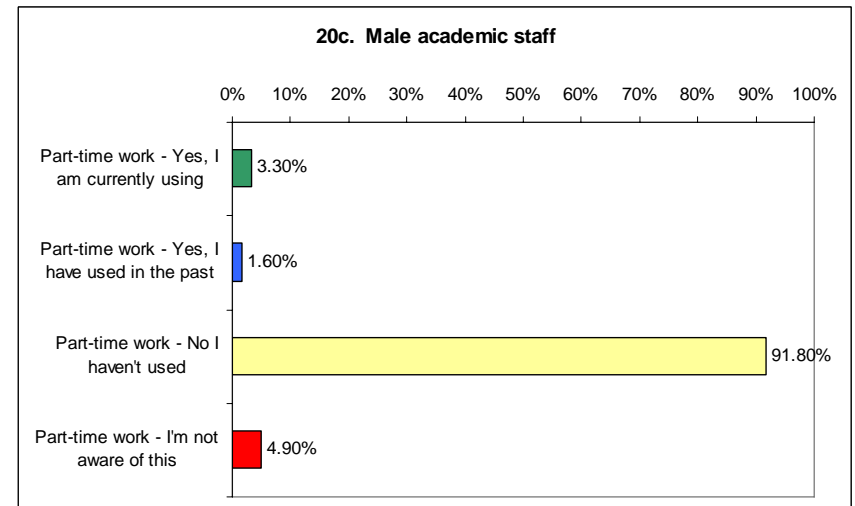
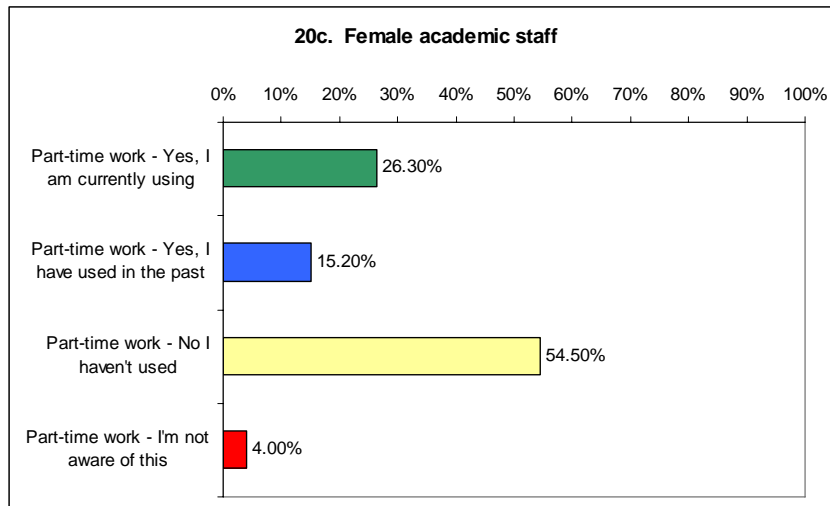
Q20b. Please indicate which, if any, of the following work arrangements and support benefits you have used:

Personal carer's leave



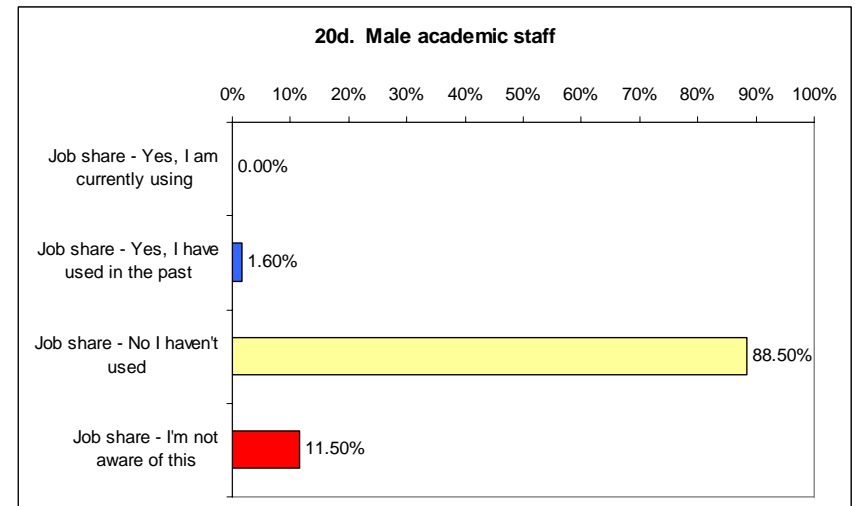
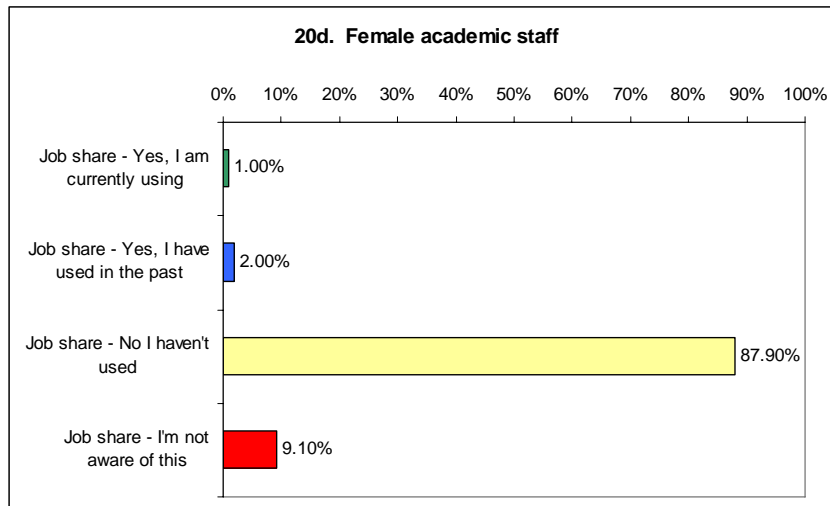
Q20c. Please indicate which, if any, of the following work arrangements and support benefits you have used:

Part-time work



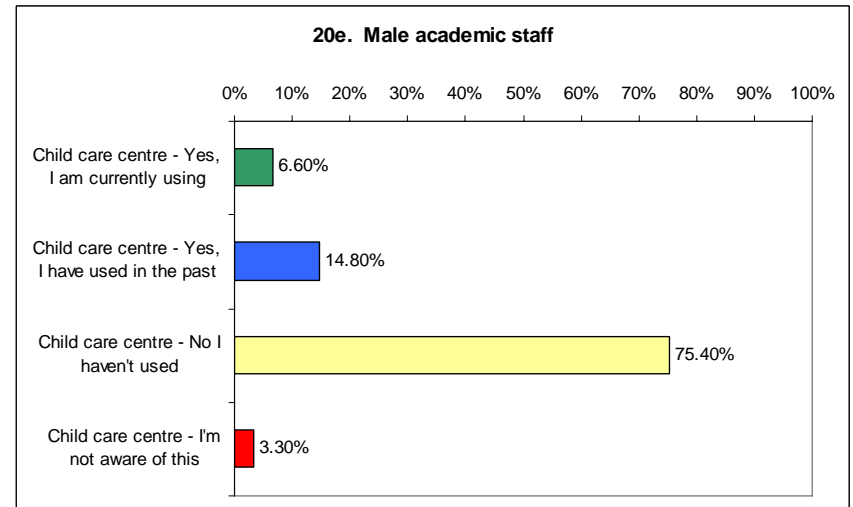
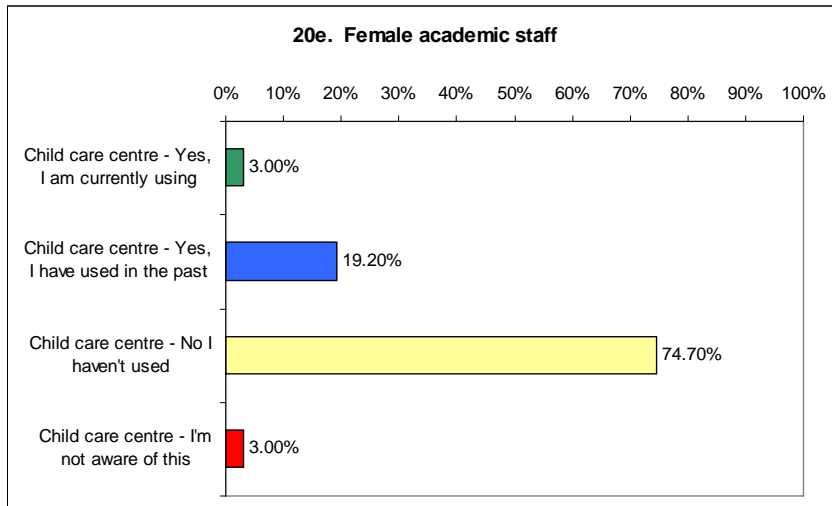
Q20d. Please indicate which, if any, of the following work arrangements and support benefits you have used:

Job share



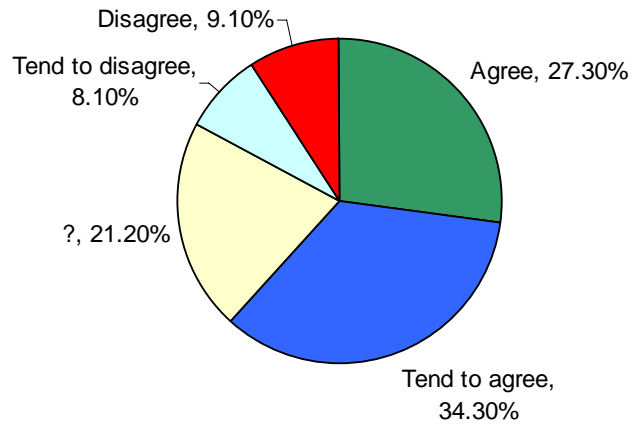
Q20e. Please indicate which, if any, of the following work arrangements and support benefits you have used:

Child care centre

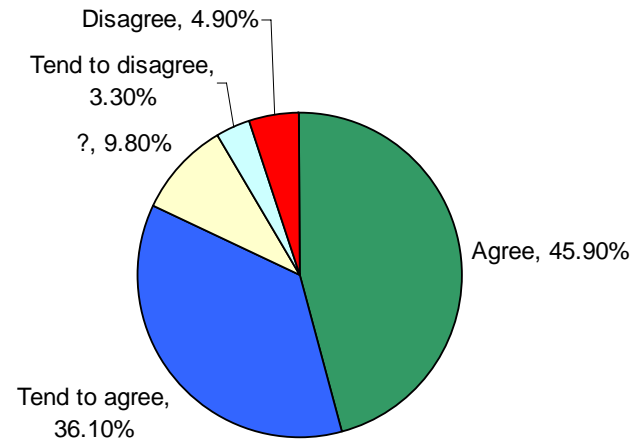


Q21a. I believe I have the opportunity for personal growth and development

21a. Female academic staff

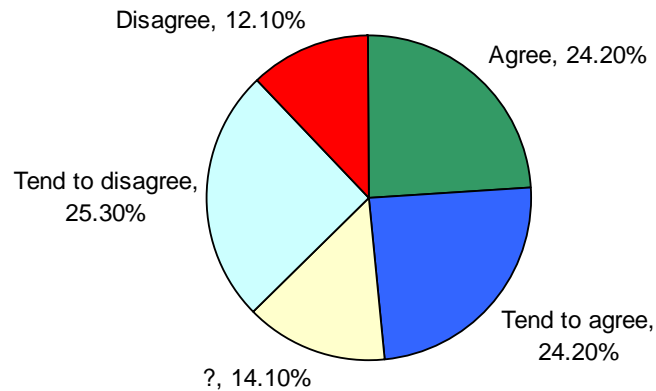


21a. Male academic staff

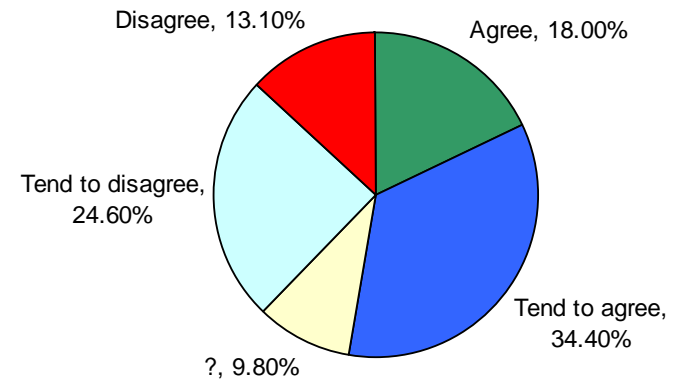


Q21b. I find it very difficult to balance my work and my personal responsibilities

21b. Female academic staff

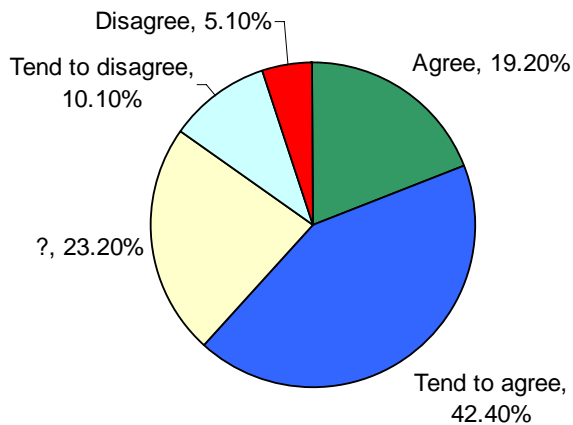


21b. Male academic staff

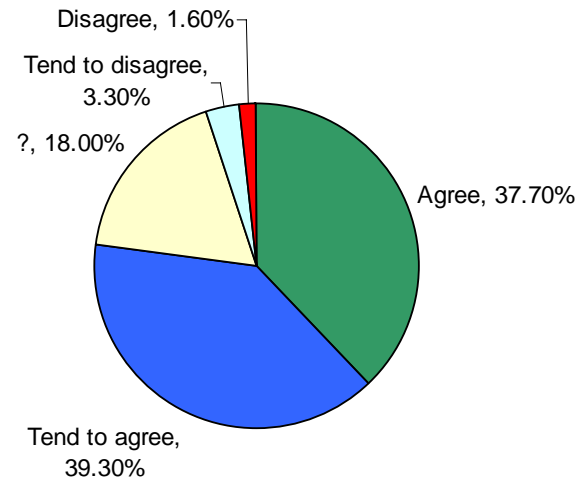


Q21c. I would recommend this faculty / school as a good place to work

21c. Female academic staff

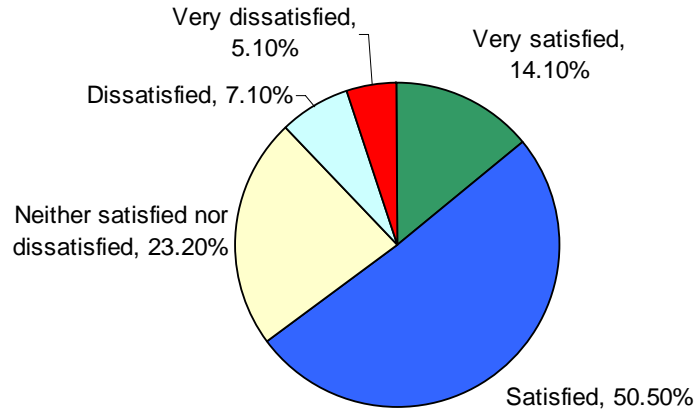


21c. Male academic staff

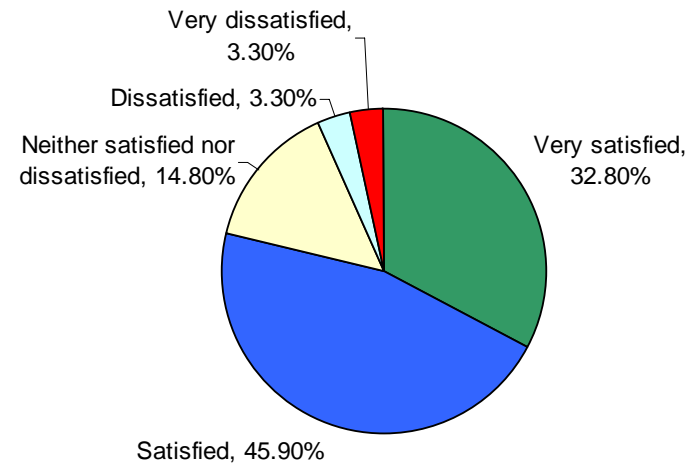


Q22. Taking everything into account, what is your current level of satisfaction with your job?

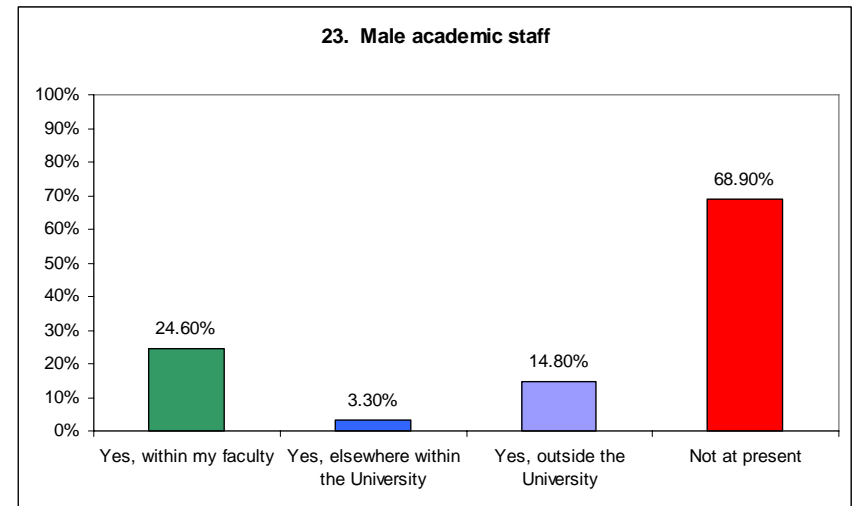
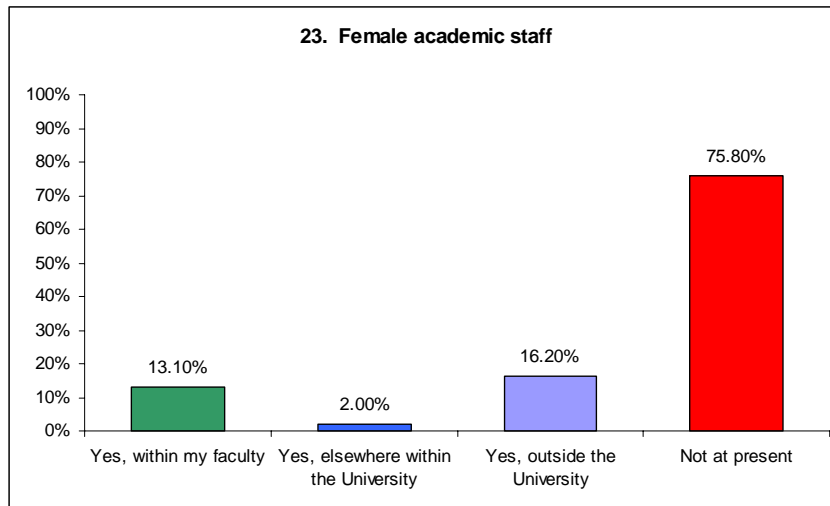
22. Female academic staff



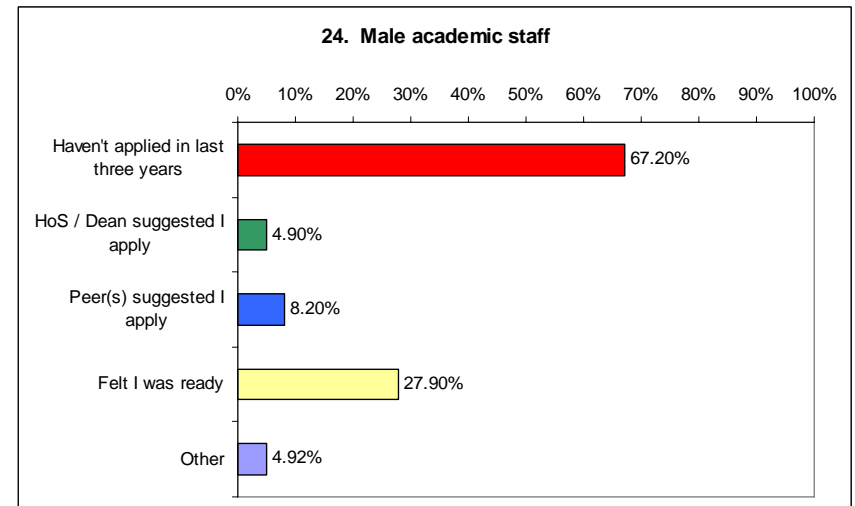
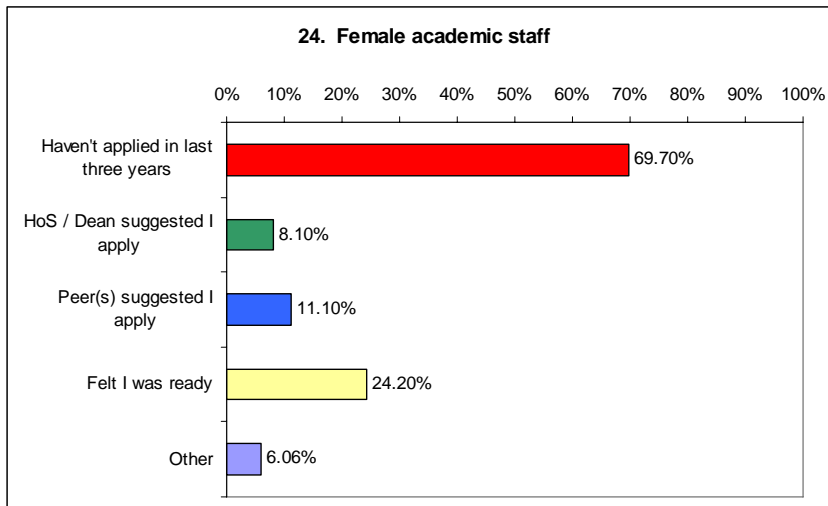
22. Male academic staff



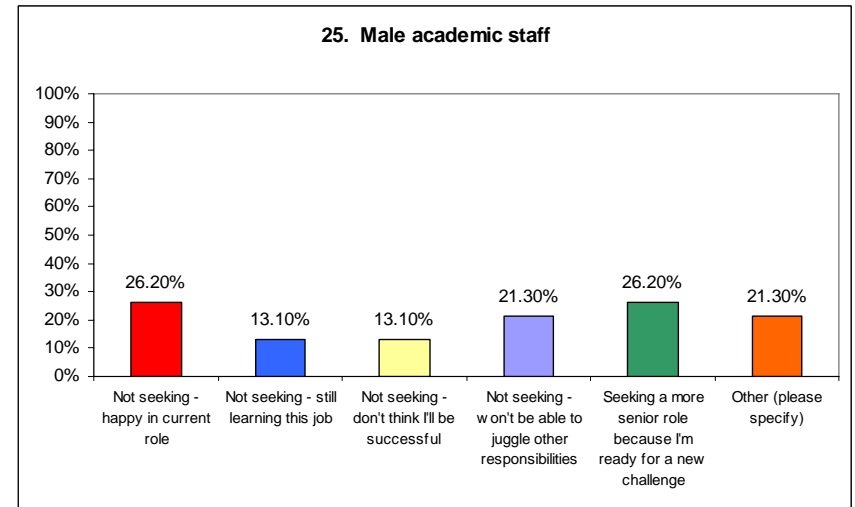
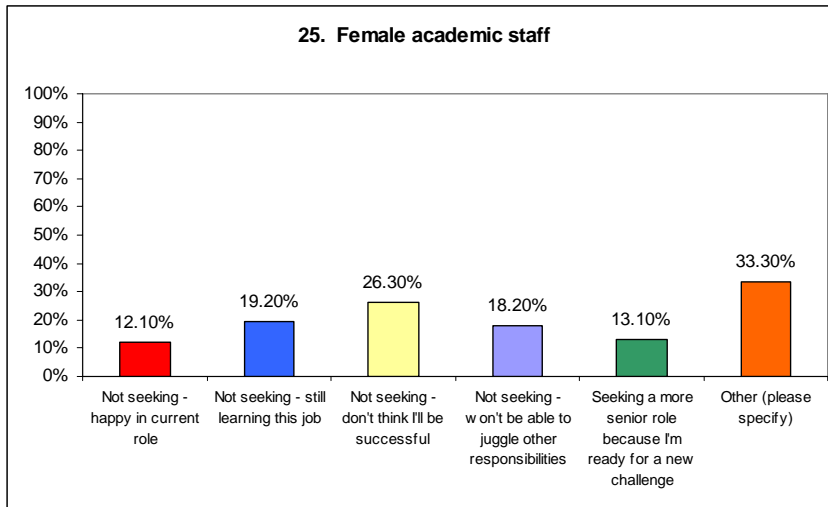
Q23. Are you currently seeking a more senior position?



Q24. Have you applied for promotion in the past three years? If so, what triggered your decision to apply?

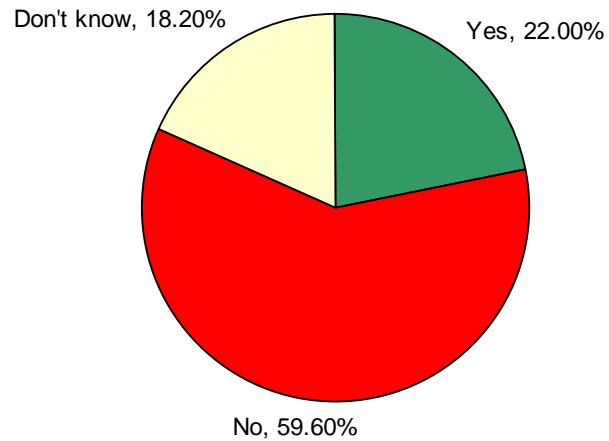


Q25. Thinking about your reasons for seeking or not seeking a more senior role, please indicate the statements that best reflect your feelings at the moment

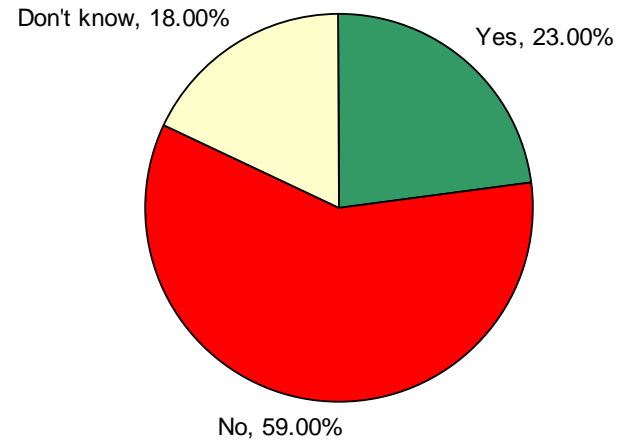


Q26. At the present time, are you seriously considering leaving the University?

26. Female academic staff



26. Male academic staff



Discussion points – focus groups



Time at the University compared to level

- 62.2% of female staff surveyed have been at the University for less than 10 years.
- 49.2% of male staff surveyed have been at the University for less than 10 years.
- 81.3% of female staff surveyed were Level C or below.
- 46.2% of male staff surveyed were Level C or below.
- 8.9% of female staff surveyed were Level E.
- 35.4% of male staff surveyed were Level E.



Number of female staff in research-only roles

- 42% of female surveyed were in research-only roles, compared to 23.1% of male staff.



Types of leave used

- 34.3% of female staff surveyed are using or have used parental leave.
- 9.8% of male staff surveyed are using or have used parental leave.
- 41.5% of female staff surveyed are working part-time or have worked part-time in the past.
- 4.9% of male staff surveyed are working part-time or have worked part-time in the past.



Female staff feeling valued?

- 29% of female staff surveyed agreed with the statement: “I feel like a valued member of my school / unit.”
- 45.2% of male staff surveyed agreed with that statement.
- 21.5% of female staff surveyed agreed with the statement: “I feel like a valued member of my faculty.”
- 33.9% of male staff surveyed agreed with that statement.
- 11.2% of female staff surveyed agreed with the statement: “I feel like a valued member of the University community.”
- 24.2% of male staff surveyed agreed with that statement.



Male staff more positive about acceptance in the work environment

- Male staff agreed that their work environment was accepting of ethnic differences (71.0%), cultural or lifestyle differences (58.1%) and gender differences (58.1%).
- Female staff who agreed with these statements:
 - Ethnic differences 57.9%
 - Cultural / lifestyle differences 51.4%
 - Gender differences 35.5%



Career advancement prospects / development

- 26.4% of female staff surveyed agreed that they were aware of opportunities for career advancement, compared to 58.4% of male staff surveyed.
- 28.3% of female staff surveyed agreed that development was equally available to all people in their teams, compared to 45.2% of male staff surveyed.
- 19.8% of female staff surveyed agreed that they had a good idea of career paths, compared to 41.9% of male staff surveyed.
- 21.7% of female staff surveyed agreed that management supports equal opportunity for staff, compared to 43.5% of male staff surveyed.



Next steps



Focus groups

- Explore topics in more detail / continue to gather information on:
 - SSP (and the idea of joint SSP for couples)
 - Part-time work and its impact on academic careers
 - Research-only roles – stability and flexibility
 - Focus on teaching as a career
 - Access to career development opportunities
 - Networking and mentoring
 - Promotions process
 - Communication and culture in schools and faculties



Next survey

- Complete report on academic survey and circulate to stakeholders.
- Survey general staff in the same faculties / schools.
- Survey post-docs within the same faculties / school.

