



**S A G E**

SCIENCE IN AUSTRALIA  
GENDER EQUITY

## SAGE Cygnet Awards

for the SAGE Athena Swan  
Accreditation Pathway



Edith Cowan University (ECU)  
Institutional Context

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## SAGE CYGNET AWARD APPLICATION FORM



# SAGE

SCIENCE IN AUSTRALIA  
GENDER EQUITY

## SAGE Cygnet Award Institutional Context

<b>Name of Institution</b>	Edith Cowan University (ECU)
<b>Date of Application</b>	25 March 2022
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## GLOSSARY

AHSSBL	Arts, Humanities, Social Science and Business and Law (includes the Schools of Arts and Humanities, Education, WA Academy of Performing Arts and Business and Law)
ASSSFWA	ECU's Athena Swan Staff Survey on FWA
ASBAP	ECU's Athena Swan Bronze Action Plan
BAM	Brand and Marketing
CaLD	culturally and linguistically diverse
CLT	Centre for Learning and Teaching
DVC RF	Deputy Vice-Chancellor (Regional Futures)
ECU	Edith Cowan University
ECUASCC	ECU Athena Swan Charter Committee
E&DC	Equity and Diversity Committee
FWA	flexible working arrangements
FTE	hours worked by 1 employee on a full-time basis
GEDI	gender equality, diversity, and inclusion
HRSC	Human Resources Service Centre
Kurongkurl Katitjin	Kurongkurl Katitjin
LGBTIQA+	lesbian, gay, bisexual, transgender, intersex, queer community, asexual
LSC	Library Services Centre
+M (after STEM)	Medicine [includes Schools of Nursing and Midwifery (SNM) and School of Medical and Health Sciences (SMHS)]
ODAR	Office of Development and Alumni Relations
ODVC RF	Office of the Deputy Vice-Chancellor (Regional Futures)
RFS	Research Focused Scholar
SAH	School of Arts and Humanities
SEDU	School of Education
SENG	School of Engineering
SES	ECU's biennial Staff Engagement Survey
SMHS	School of Medical and Health Sciences
STEM	science, technology, engineering, and mathematics [includes Schools of Engineering (SENG) and Science (SSCI)]
STEMM	science, technology, engineering, mathematics, and medicine
SGS	Strategic and Governance Services
TFS	Teaching Focused scholar
TO	Teaching Only
TRS	Teaching and Research Focused Scholar
Tracking Dashboard	ECU 's Tracking Dashboard that monitors the <i>ECU Athena Swan Bronze Action Plan 2018 - 2023</i>
UE	University Executive – ECU's University Executive team meeting
TRS	teaching and research-focused scholar
VC	Vice-Chancellor
WA	Western Australia
WAAPA	Western Australian Academy of Performing Arts
WFH	Work-From-Home
WSC	Workforce Strategy and Capability

## INSTITUTIONAL CONTEXT

### Introduction

Achieving its 30<sup>th</sup> anniversary in 2021, Edith Cowan University (ECU) is at a pivotal point in its evolution. As a relatively young university, ECU adopts new and innovative approaches to teaching and research with world-class facilities for students studying on campus, offshore and online. The University aims to cultivate world-class research, and in 2021 saw clear improvements in research quality, with higher than national average citations for ECU publications. In the 2022 Good Universities Guide, ECU maintained its long-standing 5-star rating in teaching quality for the 15<sup>th</sup> straight year. As the only Australian university named in honour of a woman and social reformer, ECU is deeply committed to redressing inequalities and improving opportunities for everyone, as it embarks on the Athena Swan Institutional Silver Award pathway.

### Overview of the institution and ECU Strategic Plan

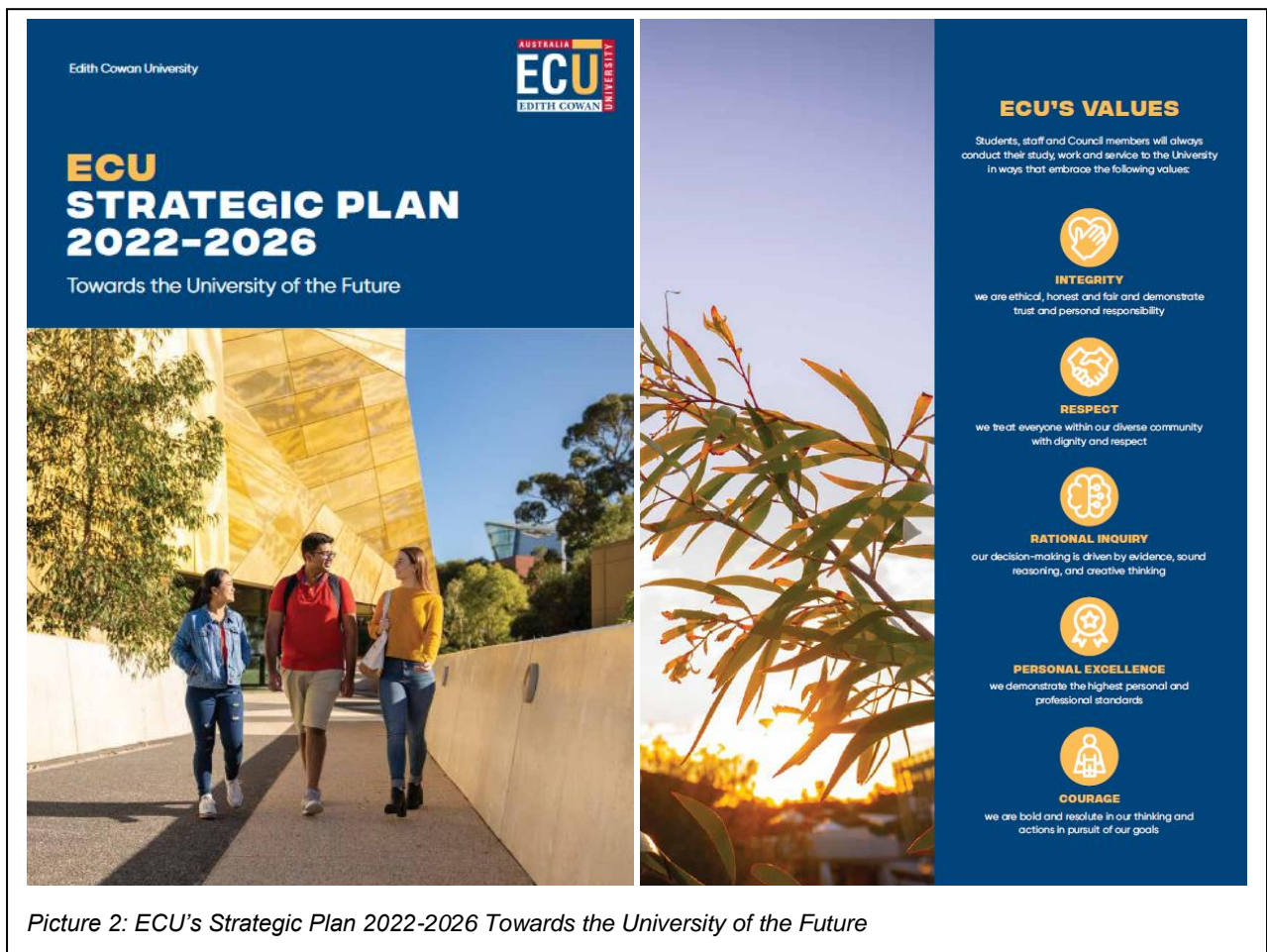
ECU is Western Australia's (WA)'s second largest university and has metropolitan campuses at Joondalup and Mount Lawley and the State's largest regional campus, ECU South West's Bunbury campus, 200 km south of Perth. The new city campus, ECU City, is scheduled for completion in 2025.



**ECU's Strategic Plan 2022-2026: Towards the University of the Future**, articulates ECU's commitment to empowering the talent and potential of all staff. The University aims to cultivate a workforce that is future-ready and reflects community needs, driven by values of personal excellence, respect and courage. The achievement of an '**Athena Swan Silver Award by 2024**' has been identified as a **key success measure** in reaching this goal.

ECU's Strategic Plan (Picture 2) is underpinned by seven supporting plans, providing a bridge to the operational plans of the University's schools, strategic research institutes and centres, and service centres. Three five-year supporting plans [**Equity and Inclusion Plan, Research Plan, and Regional Plan (2022-2026)**] (Figure 1) reference ECU's commitment to Athena Swan and its work in redressing gender inequality.





Picture 2: ECU's Strategic Plan 2022-2026 Towards the University of the Future

**Athena Swan in the ECU Strategic Plan 2022-2026: Towards the University of the Future – Supporting Plans**

The **Equity and Inclusion Plan 2022-2026** includes a key objective to further build on its gender equity achievements through the implementation and monitoring of whole-of-university gender equity action plans with the Deputy Vice-Chancellor (Regional Futures) [DVC (RF)] leading collective actions to progressively achieve institutional Athena Swan Silver accreditation.

The **Research Plan 2022-2026** has a focus on women researchers, including a key objective to improve gender equity in research leadership, directly linking to ECU's Athena Swan gender equality accreditation.

The **Regional Plan 2022-2026** drives the University's presence within the State's regions, affirming its social responsibility in supporting educational, research, community, and industry needs of regional Australia. The Plan drives social change, working across the region to promote career opportunities for women in science, technology, engineering, and mathematics (STEM).

Figure 1: Athena Swan in the ECU Supporting Plans

## Size and structure of the University

ECU has eight schools, nine strategic research institutes and centres, and fourteen professional service centres (Tables 1 - 3). A snapshot of key overarching statistics is available in Table 4.

<b>Schools</b>	
School of Arts and Humanities	School of Business and Law
School of Education	School of Engineering
School of Medical and Health Sciences	School of Nursing and Midwifery
School of Science	Western Australian Academy of Performing Arts (WAAPA)
Kurongkurl Katitjin	

Table 1. ECU schools

<b>Research Institutes/Centres</b>	
Institute for Nutrition Research	Centre for People, Place & Planet
Exercise Medicine Research Institute	Centre for Sustainable Energy & Resources
Security Research Institute	Centre for Research in Aged Care
Centre for Precision Health	Centre for Work + Wellbeing
Centre for Integrative Metabolomics & Computational Biology	

Table 2. ECU research centres/institutes

<b>Professional Service Centres</b>	
Brand and Marketing	International Office
Business Growth and Development	Library Services Centre
Centre for Learning and Teaching	Office of Development and Alumni Relations
Digital and Campus Services	Research Services (Including Graduate Research Services)
Finance and Business Services	Strategic and Governance Services
Human Resources Service Centre	Student Administration
Student Life	University Project Management Office

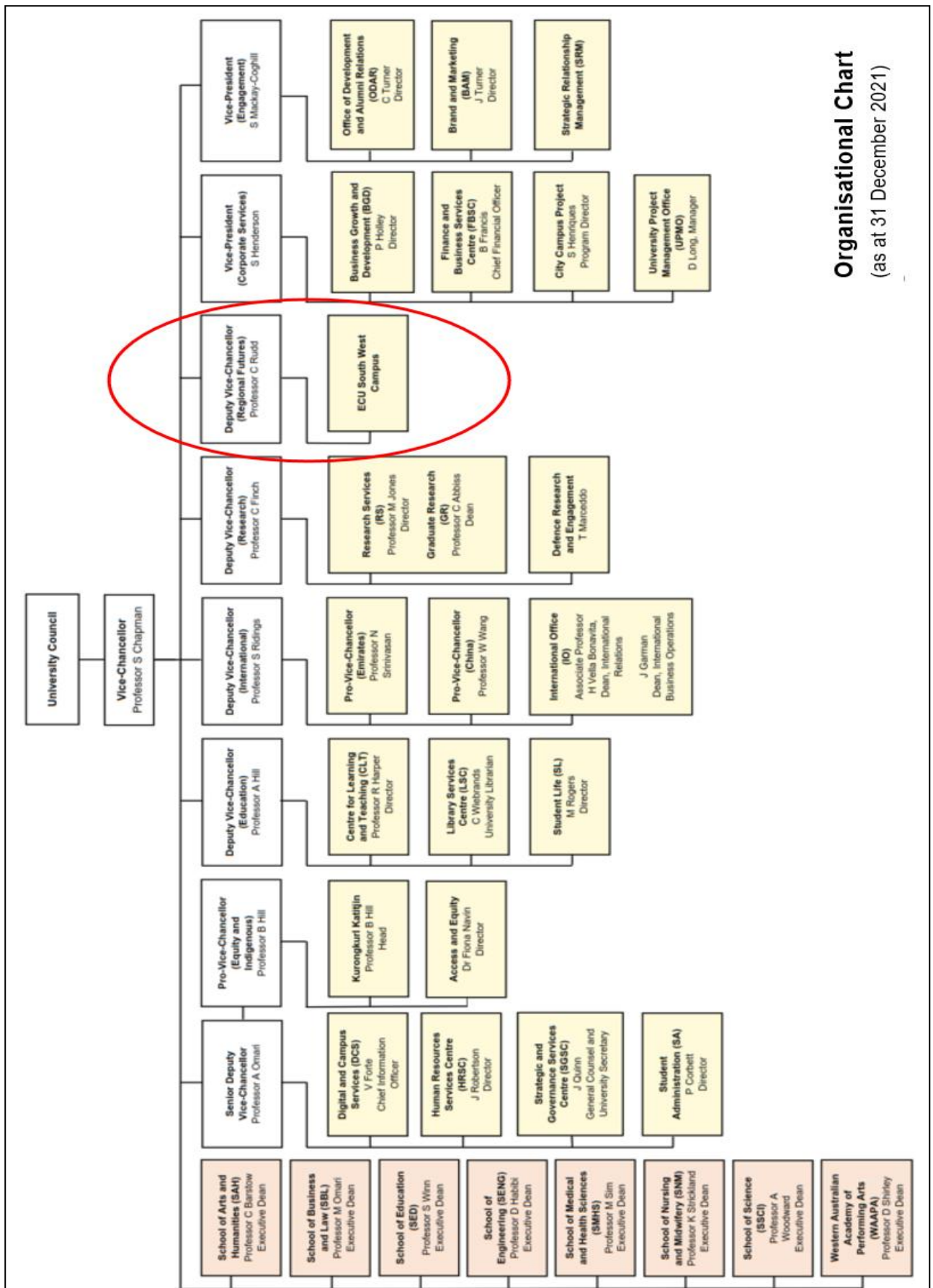
Table 3. ECU professional services centres

### **ECU Key Statistics for 2021**

Student Enrolments 2021 - 30,450
Student Load 2021 (EFTSL) - 19,669 EFTSL
Course Completions 2020 - 8,168
Total Staff 2021 (FTE) - 1,954 FTE
Expenditure 2020 - \$457.0M
Revenue 2020 \$480.4M
Capital Expenditure 2020 - \$15.0M

Table 4: ECU Key Statistics as at December 2021

Figure 2 provides a visual representation of ECU's organisational structure as of 31 December 2021 including all direct reports to the Vice-Chancellor (VC). The Athena Swan initiative resides within the Office of the Deputy Vice-Chancellor (Regional Futures) [DVC (RF)].



**Organisational Chart**  
(as at 31 December 2021)

Figure 2: ECU organisational chart as of 31 December 2021 including the location of the Office of the DVC (RF) circled in red.



## ECU staffing cohort

ECU is a highly feminised workforce. As of December 2021, the University has 1,954 staff including casuals (FTE), 64% identifying as women.

### Professional staff

As Table 5 illustrates, high levels of the professional staff cohort are women 708.20 out of 1040.50 (68%), also dominating the part-time cohort (88%).

Gender	FTE
Male	331.3
Indeterminate/Intersex/Unspecified	1
Female	708.2

Gender	Part-time staff	Full-time staff
Male	26.3	305
Indeterminate/Intersex/Unspecified	0	1
Female	200.2	508

Table 5: ECU's professional staff cohort (FTE) broken down by gender and by part-time/full-time categories, excl. casual staff and Executive.

### Academic staff

As Table illustrates, 56% of the academic staff cohort are women. Somewhat closer to gender balance than professional staff at a full-time capacity, the part-time cohort is dominated by women (74%).

In academic categories, there are higher levels of women in research focussed scholar roles and significantly so for teaching focussed scholar roles (Figure 3). Women dominate science, technology, engineering, mathematics, and medicine (STEMM) and arts, humanities, social science and business and law (ASHBL) disciplines, while there are higher levels of men in science, technology, engineering, and mathematics (STEM) disciplines (Figure 4).

Gender	FTE
Male	274.1
Female	348.5

Gender	Part-time staff	Full-time staff
Male	24.1	250
Female	68.5	280

Table 6: ECU's academic staff cohort (FTE) broken down by gender and by part-time/full-time categories, excl. casual staff and Executive as of March 2021

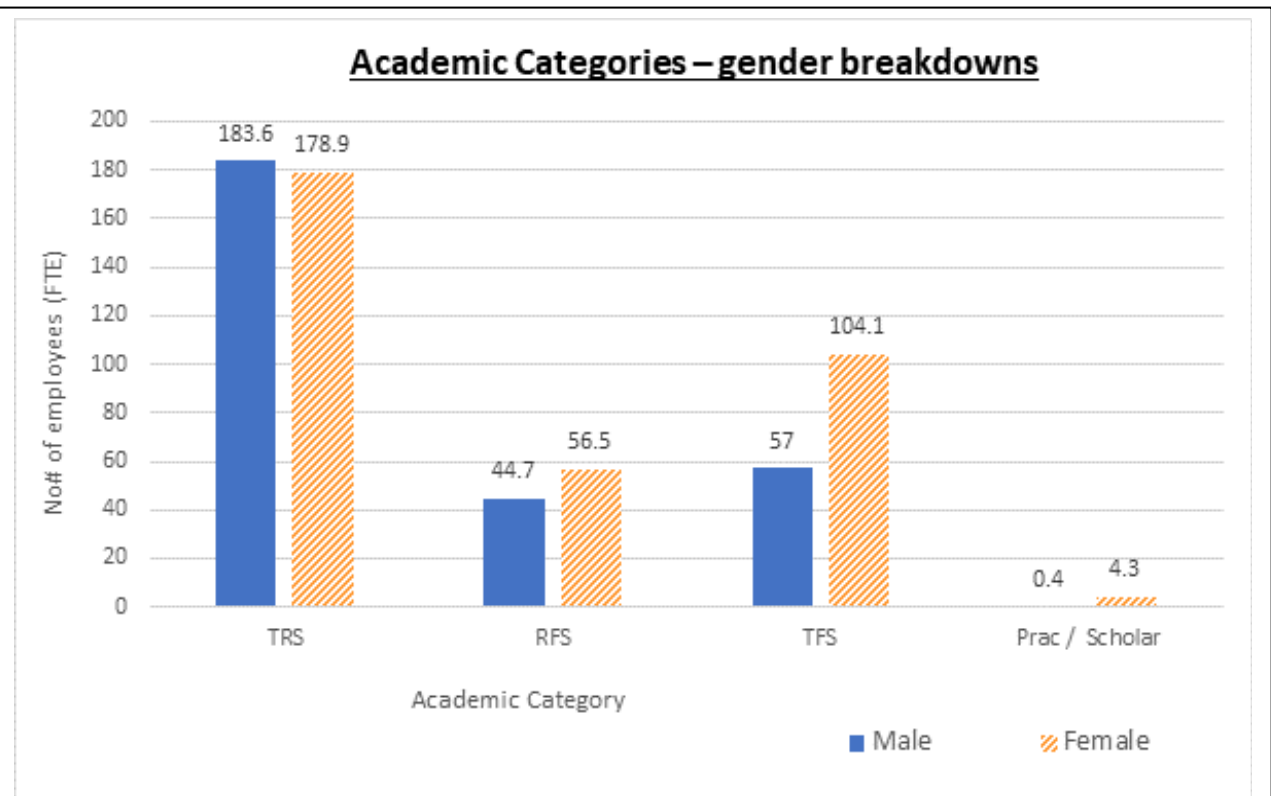


Figure 3: ECU's academic staff cohort (FTE) broken down by academic category as of March 2021

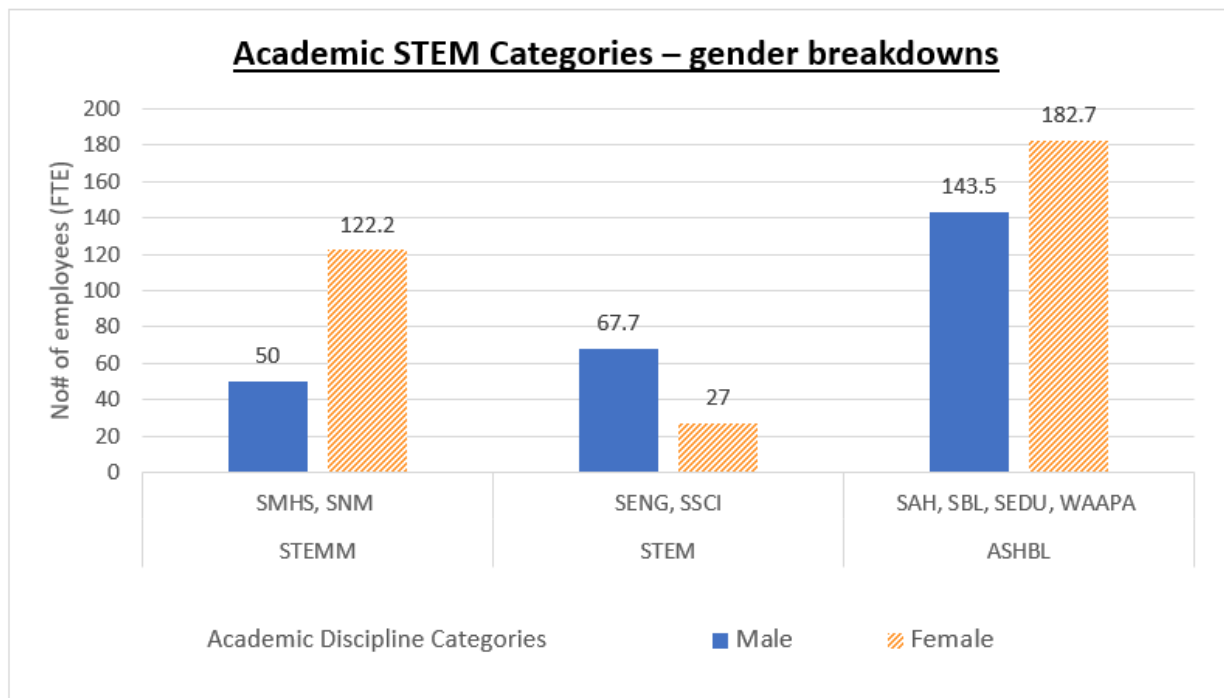


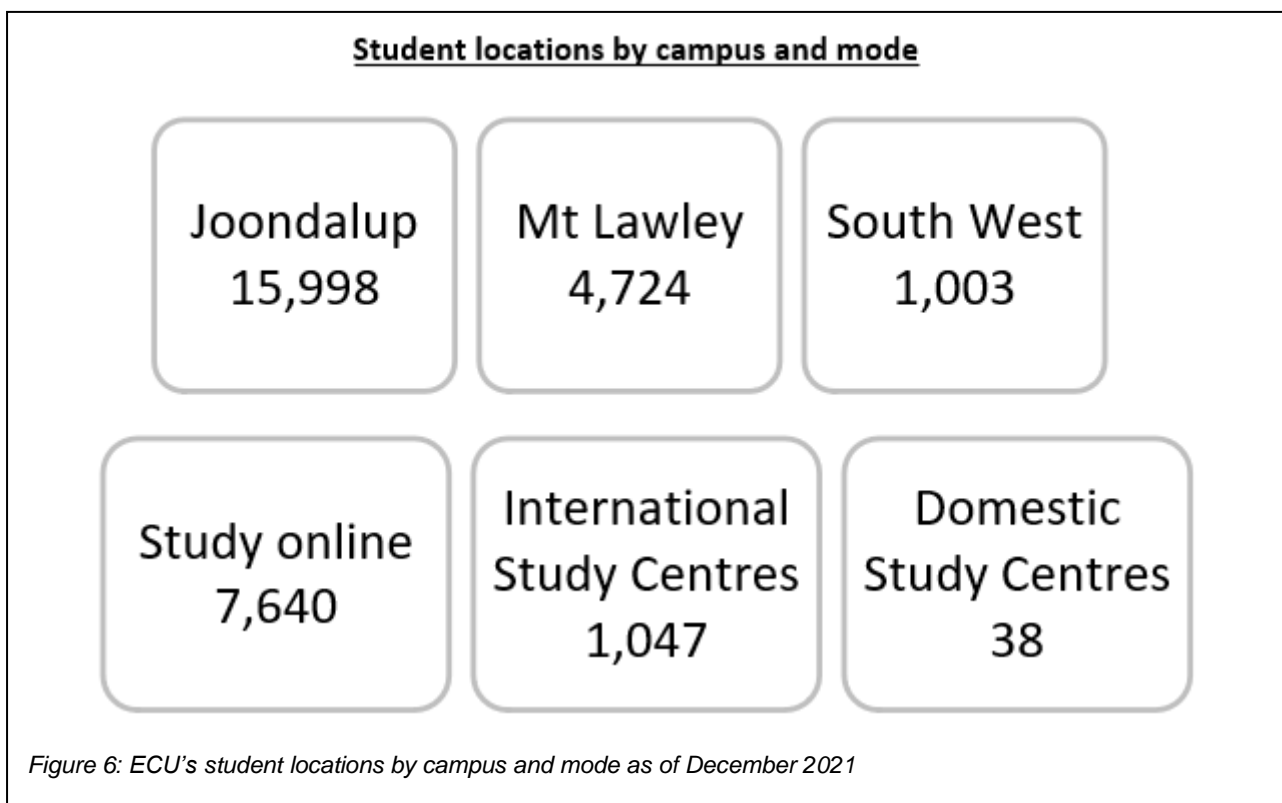
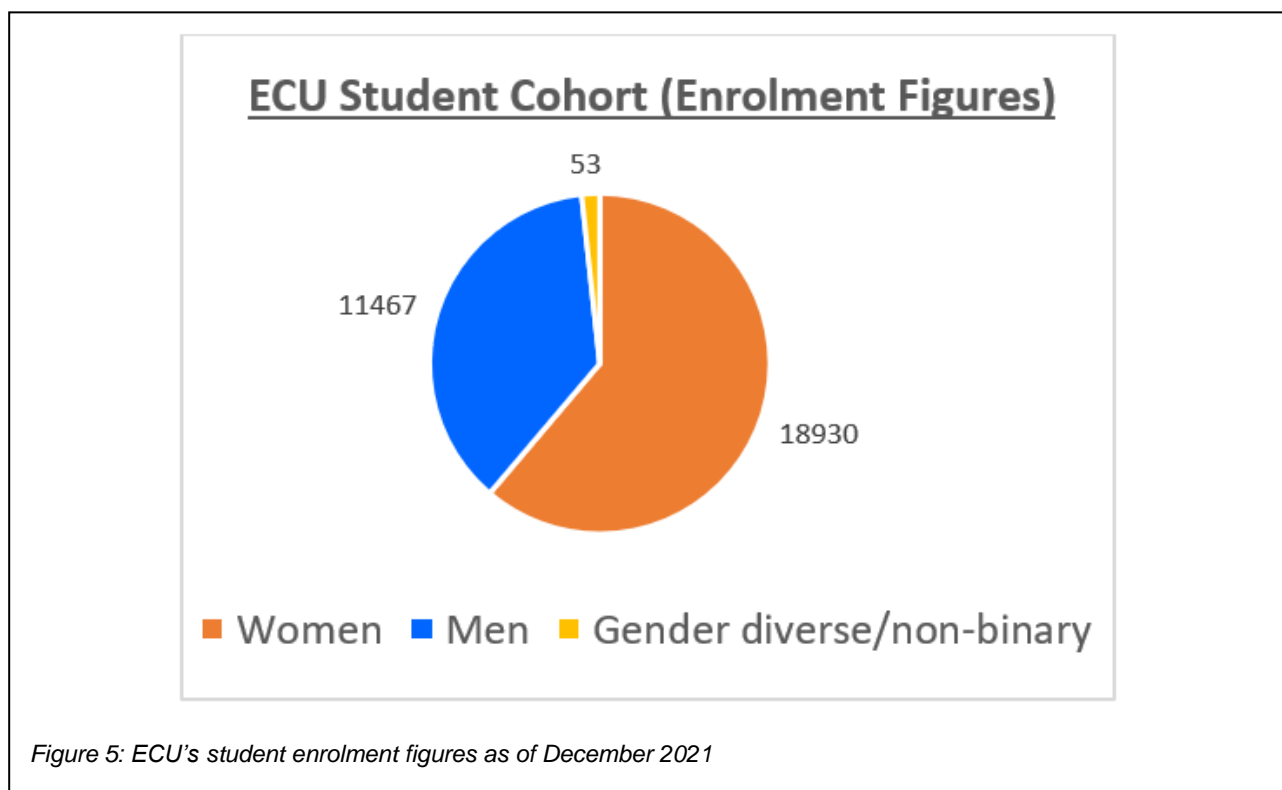
Figure 4: ECU's academic staff cohort (FTE) broken down by academic discipline as of March 2021

**Legend**

RFS	Research Focused Scholar
TFS	Teaching Focused Scholar
TRS	Teaching and Research Focused Scholar
Prac / Scholar	Practitioner Scholar

## ECU student cohort

ECU has a total of 30,450 student enrolments (62% being women) who have access to over 300 industry-relevant courses. 19,331 students currently study in a full-time capacity and 11,119 students are part-time (for additional information see Figures 5 – 8). The University has 5,560 international students and has offshore campus partnerships with China, Hong Kong, the United Arab Emirates, Sri Lanka, Singapore, and Vietnam.



### Student distribution across learning locations

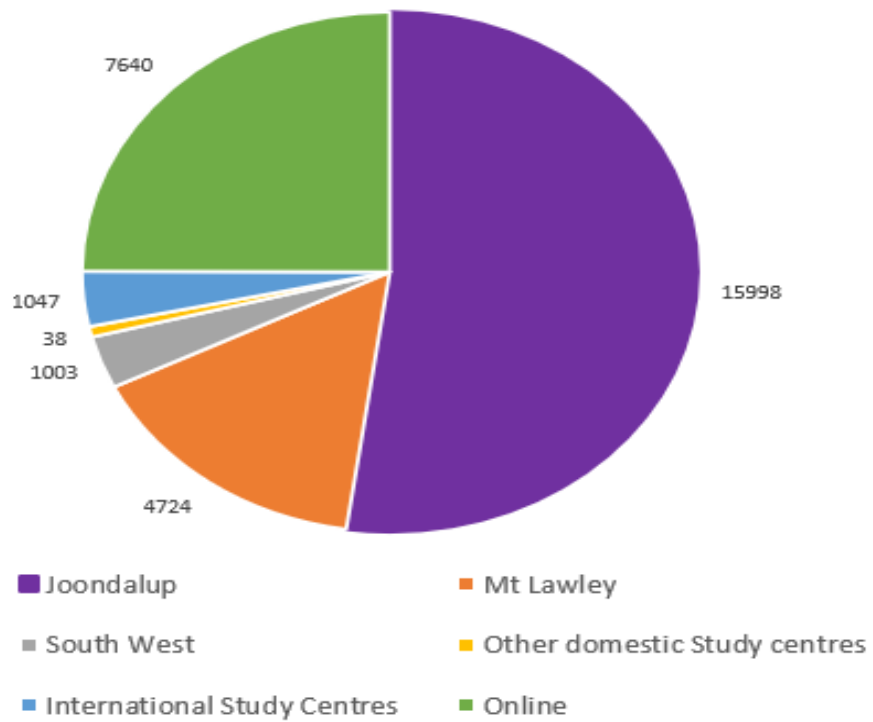


Figure 7. ECU Student distribution across learning locations

### Student distribution across ECU schools

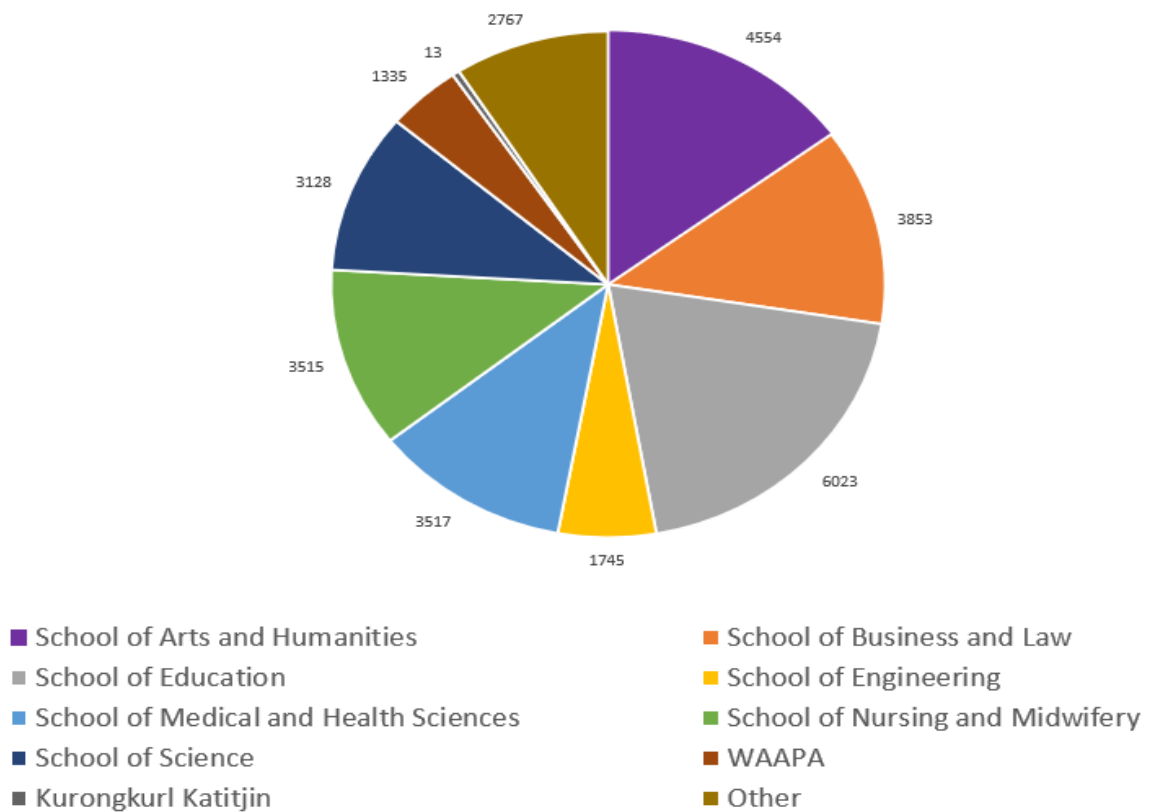


Figure 8. ECU Student distribution across ECU schools

## University governance

As a public university, established under an Act of the State Parliament, ECU's University Council acts as the governing body and oversees the operation, affairs, and property of the University. As head, the Chancellor facilitates this work by effective and ethical means and provides a focus to uphold the reputation of the University in the wider community.

ECU's Senior Executive Team includes the Vice-Chancellor (VC), Deputy Vice-Chancellors, Pro-Vice-Chancellors and Executive Deans. The VC is responsible for both academic and administrative affairs of the University and is the chief executive officer and senior academic officer of the University. ECU's Council and senior executive team work together to ensure that the University achieves its goals. ECU's Council establishes committees to assist it in meeting its responsibilities.

ECU has several well-established committees and networks that provide high-level advice to our University Executive relevant to equity, diversity, and inclusion (Table 7).

<b>ECU Committees supporting equity, diversity and inclusion</b>
Athena Swan Charter Committee
Equity and Diversity Committee (E&DC)
<p><i>Note: The Equity and Diversity Committee oversees the following sub-committees to allow for greater representation and oversight of initiatives relevant to these populations:</i></p> <ul style="list-style-type: none"> <li>• <i>Disability Access and Inclusion</i></li> <li>• <i>Pride @ ECU</i></li> <li>• <i>Kudjukat Wow-r-ing</i></li> </ul>
Respect. Now. Always. Advisory Committee

Table 7. Breakdown of equity, diversity, and inclusion-based committees at ECU.

The Academic Board has overarching responsibility for the academic functions and the academic governance of the University. It is a forum through which senior academics within the University can provide advice to Council on matters relating to teaching, learning and research. The DVC (RF) reports on Athena Swan progress and any issues to Academic Board (and the Research and Higher Degrees Committee) at each meeting.

Maintaining a gender-balanced membership for Council and its sub-committees is an ongoing priority for the VC and Chancellor. ECU Council's gender representation currently operates with a 50/50 balance. Membership of ECU's key decision-making bodies (Figure 9) reflect the wider gender breakdown of the ECU community.

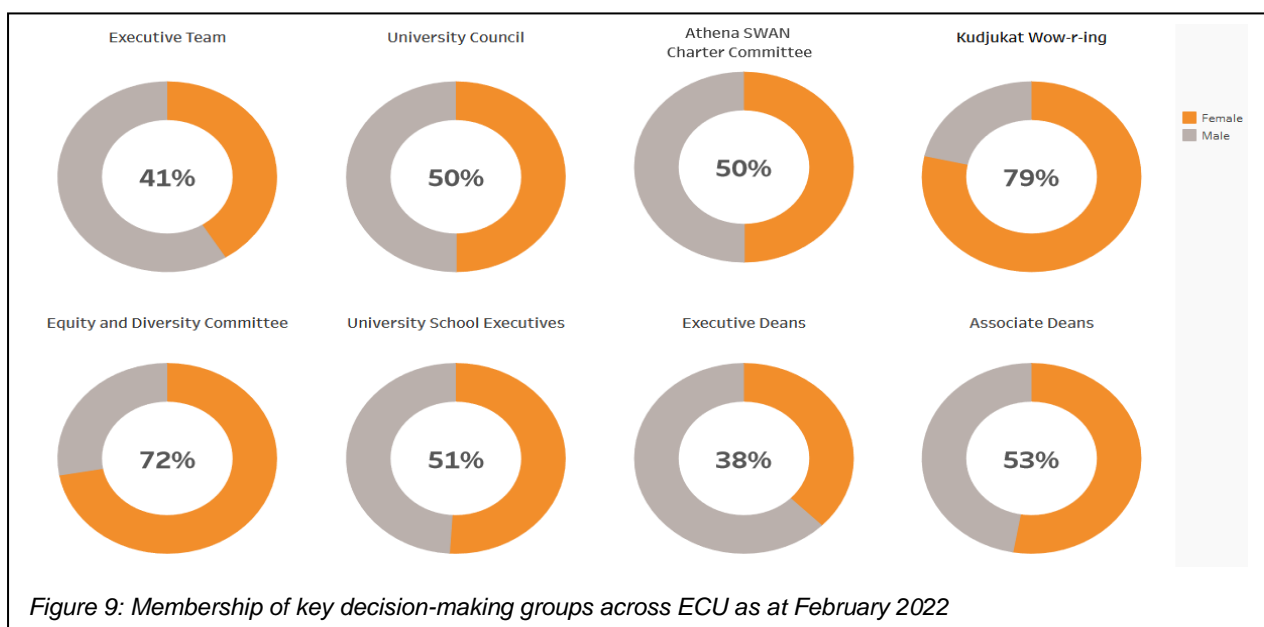


Figure 9: Membership of key decision-making groups across ECU as at February 2022



## Demographic profile

ECU strives to ensure people of all genders, ages, abilities, sexualities, faith, and cultural backgrounds are enabled and supported to progress careers in their chosen fields. The University, where possible, places an intersectional lens on gender, acknowledging its intersecting nature with equity cohorts such as those from culturally and linguistically diverse (CaLD) backgrounds, people living with a disability, and those who are Aboriginal and/or Torres Strait Islanders.

### Aboriginal and/or Torres Strait Islander peoples

ECU's Centre for Indigenous Australian Education and Research, Kurongkurl Katitjin, plays a vital role in guiding ECU to meet its commitments to Indigenous peoples and supports University-wide activities and programs that engage, support, and contribute to Aboriginal and/or Torres Strait Islander people, communities, and cultures. ECU has 44 Aboriginal and/or Torres Strait Islander staff and a student population of 254 (2%).



Picture 2: The Kurongkurl Katitjin building on ECU Mount Lawley campus (Kurongkurl katitjin is a Noongar phrase meaning “coming together to learn”)

### Equity and Inclusion Initiatives

The University's participation in the Athena Swan Accreditation Scheme runs parallel with other ECU programs and initiatives (Figure 10 and 11) across a wide range of equity themes that aim to support staff and student diversity (Table 8) and maintain an inclusive workplace. ECU understands the importance of attracting and retaining staff talent from diverse backgrounds through cultivating an environment free from discrimination.

<b><u>Diversity and inclusion metrics</u></b>		
<b>Diversity and inclusivity group</b>	<b>Number of students and % of student body</b>	
<b>Aboriginal and/or Torres Strait Islander students</b>	254 – 2%	
<b>Students with disability</b>	1,089 – 7%	
<b>Students from regional areas</b>	1,958 – 12%	
<b>Students from remote areas</b>	205 – 1%	
<b>Low socioeconomic status students</b>	2,859 – 17%	
<b>Diversity and inclusivity group</b>	<b>Number of staff</b>	<b>Gender breakdown</b>
<b>Aboriginal and/or Torres Strait Islander staff</b>	44	29 women and 15 men

Table 8. ECU demographics

## **ECU's Gender Equity Initiatives**

### **SAGE Athena Swan Accreditation**

- Commenced Cygnet Award submissions on pathway to an Athena Swan Silver Institutional Award.

### **Women in STEM Decadal Plan Champion**

- Continues to align the University's gender equity plans and activities against the six opportunities identified in the 'Women in STEM Decadal Plan' by the Australian Academy of Science and the Australian Academy of Technology and Engineering.

### **CEOs for Gender Equity**

- The DVC (RF) represents ECU as one of 30 CEOs committed to addressing gender inequity in the State by inspiring workplace cultural shifts from the top down. Leaders meet through summits and roundtables to inspire and influence greater commitment and action to gender balance.

### **WGEA Pay Equity Pledge**

- The VC has signed this pledge with ECU undertaking regular pay audits of its workforce, acting on results and communicating findings with leadership and staff.

Figure 10. ECU's Gender Equity Initiatives

## **ECU's other Equity Initiatives**

### **Overarching Equity, Diversity and Inclusion**

- ECU Equity Diversity and Inclusion Blueprint
- Diversity Development Framework
- Inclusive Language Guide

### **Aboriginal and Torres Strait Islander peoples**

- Reconciliation Action Plan

### **Cultural Faith and Diversity**

- Racism. It stops with me.

### **LGBTIQA+**

- Continues Trans, Gender Diverse and Non-binary Support Guidelines, Pride in Diversity membership, Pride @ ECU committee
- Pride @ ECU committee and Ally Network

### **People with Disability**

- Disability Action and Inclusion Plan

### **Mental Health and Wellbeing**

- Mental Health First Aid Australia – Gold
- Mental Health Strategy 2021-2024

### **Sexual assault and sexual harassment**

- Respect. Now. Always
- Be a better human

Figure 11. Other equity, diversity, and inclusion initiatives at ECU

## Attraction and retention of ECU staff

ECU's enterprise provisions and policies (Table 9) articulate commitments to flexible working arrangements, parental and partner leave provisions, return to work, sick and carers leave, and children in the workplace considerations.

<b><i>ECU Enterprise Provisions 2017 and policies</i></b>	
<b>Provision</b>	<b>Entitlements</b>
<b>Flexible working</b>	<ul style="list-style-type: none"> <li>• Determined with the Line Manager</li> <li>• Flexible start and finish times</li> <li>• Supports where possible i.e., change of work hours, annualised hours, purchased leave and deferred salary scheme</li> <li>• Home-based work dependant on operational need</li> </ul>
<b>Parental and Partner leave</b>	<ul style="list-style-type: none"> <li>• Transfer to a safe job</li> <li>• 37.5 hours antenatal leave</li> <li>• Paid parental leave for primary carers of 24 weeks (48 weeks at half pay) – extended to all genders in September 2017</li> <li>• Partner leave of 2 weeks for secondary carers</li> <li>• Staff couples able to share paid parental leave from September 2017</li> </ul>
<b>Return to work following parental leave</b>	<ul style="list-style-type: none"> <li>• Return to position held prior to parental leave</li> <li>• Return on a part-time basis for up to 3 years with ability to revert to full-time</li> <li>• Continuity of service maintained</li> </ul>
<b>Sick leave and carers leave</b>	<ul style="list-style-type: none"> <li>• Personal illness or injury leave, care for family or household member</li> </ul>
<b>Children in the workplace Policy</b>	<ul style="list-style-type: none"> <li>• Ensure safety of workers and children whilst supporting family commitments</li> </ul>

*Table 9: ECU Enterprise Provisions 2017 and policies relevant to flexible working*

## Flexible work arrangements

ECU provides access to flexible working arrangements (FWA) for its employees to support work and life balance. Requests for FWA are made after discussion between employee and manager, subject to the operational requirements of the immediate working area. Various types of FWA are offered at ECU and the Human Resources Service Centre (HRSC) website provides a suite of resources to support individual staff, managers and teams in its application and management.

## SAGE journey to date

ECU began its SAGE journey with the inaugural meeting of the ECU Athena Swan Charter Committee (ECUASCC) (Figure 12) in July 2015. ECUASCC membership is a diverse mix of ECU leaders, bringing their unique perspectives and skillsets from their areas of expertise and portfolios. ECU participated in the original SAGE Pilot of the Athena Swan Charter and ECU's DVC (RF) and Vice-President, Professor Cobie Rudd, represents the University as Athena Swan Lead, Athena Swan Charter Committee Chair, and CEO for Gender Equity. ECU was proud to be among the first 15 institutions to have received an inaugural Athena Swan Bronze Award and meet our strategic objective (as set out in the '2017 – 2021 Strategic Plan: World Ready') to achieve a Bronze Award accreditation by 2018.

### **ECU Athena Swan Charter Committee**

ECU has established and endorsed Terms of Reference for a gender-balanced Steering Committee that leads the University's participation in the Science in Australia Gender Equity Limited (SAGE) Athena Swan Charter in Australia.

The ECUASCC has successfully harnessed engagement from both male and female champions of gender equality and includes senior members of various academic disciplines and service centres.

- **Professor Cobie Rudd, Deputy Vice-Chancellor (Regional Futures) - Chair**
- **Jenny Robertson, Director, Human Resources Service Centre**
- **Professor Caroline Finch AO, Deputy Vice-Chancellor (Research)**
- **Braden Hill, Pro-Vice-Chancellor, Equity and Indigenous and Head of Kurongkurl Katitjin**
- **Professor Daryoush Habibi, Executive Dean, School of Engineering**
- **Professor Andrew Woodward, Executive Dean, School of Science**
- **Associate Professor Matthew Byrne, Associate Dean (Teaching & Learning), School of Education**
- **Associate Professor Mark Lund, School of Science, Self-Assessment Team - Chair**
- **Associate Professor Jonathan Paget, Associate Dean (Research), West Australian Academy of Performing Arts**
- **Professor Sophia Nimphius, School of Medical and Health Sciences (ECU Ally member)**
- **Melissa Phillips, Workforce Strategy and Capability Manager, Human Resources Service Centre**
- **Marko Remes, Manager, International Business Operations, International Office**
- **Associate Professor Kathryn McMahon, School of Medical and Health Sciences**
- **Jenna Ardagh, Program Manager - Athena Swan (Executive Support)**

In 2018, the Committee was supported by the ECU Self-Assessment Team (SAT), a diverse range of ECU staff who developed the Bronze Level Institutional application. Since this time, the ECUASCC is supported by a cohort of Athena Swan champions and school-level designated officers.

*Figure 12. List of ECU Athena Swan Charter Committee members*

This has been coupled with an extensive Athena Swan Champion network (n=38) whereby staff enablers representing each area of the University have played an 'on the ground' role in circulating and promoting initiatives and information.

#### The role of Athena Swan in institutional governance

Gender equality and inclusivity are explicitly articulated in ECU's strategy and as President of ECU, the VC is a vocal supporter, being a WGEA Pay Equity Ambassador and National Male Champion for Change in STEM. Performance measures relating to ECU's strategy ensure that specific actions around gender equality are embedded in the performance objectives of each Senior Executive member.

#### Athena Swan reporting to University Executive (UE)

The University's Athena Swan reporting mechanisms are a distinguishing factor providing regular executive level reporting and visibility of progress and monitoring. ECU's Athena Swan Bronze Action Plan (ASBAP) is tracked regularly through a high-level Bronze Action Plan Tracking Dashboard. Launched in April 2020, the dashboard includes report updates (Athena Swan is a Standing Item) presented to the UE fortnightly by the Athena Swan lead, ensuring high visibility of the ASBAP. From May 2021, a 'SAGE Athena Swan Cygnet Award Status Update Dashboard' was added to keep UE abreast of ongoing preparations for the Cygnet Awards.

Alongside UE, both the VC and DVC (RF) present Athena Swan Standing Items at Academic Board and its sub-committees, including the Research and Higher Degree Committee. The DVC (RF) presents annually at University Council, providing an update on achievement to date against the ASBAP and progress towards gender equality at ECU.

### Gender-based reporting and metrics

ECU's Athena Swan Data Dashboard (accessed via the University's inhouse Tableau system) provides a comprehensive mechanism for leaders/managers to monitor and track gender-based indicators and metrics (Figure 13). Regular monitoring and auditing of this system helps ECU identify areas of low engagement with processes designed to provide the gendered evidence for decision-making. All Schools include a regular Athena Swan standing item as part of their School Executive meetings as an effective mechanism in channelling key findings from data to leadership groups at a localised level.

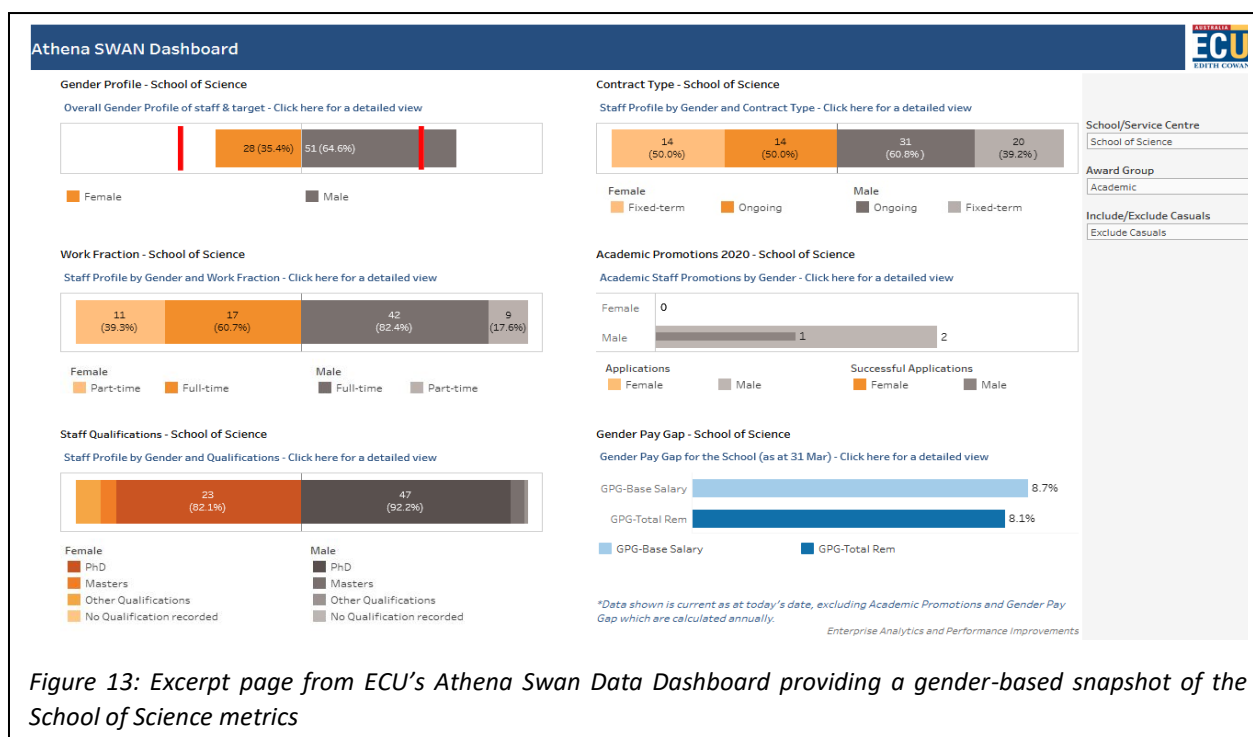


Figure 13: Excerpt page from ECU's Athena Swan Data Dashboard providing a gender-based snapshot of the School of Science metrics

### Athena Swan within the institutional community

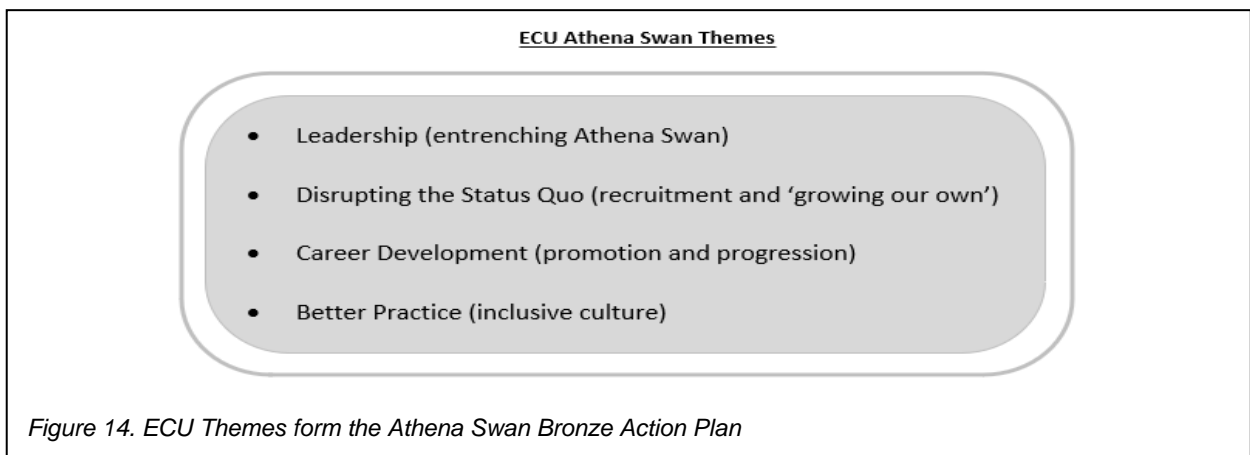
The annual Edith Cowan Athena Swan Advancement Scheme has been a popular and well-attended event in ECU's annual calendar and community since 2016. The initiative provides professional development opportunities to those who have parental or caring responsibilities, as they progress in their careers, and recognises ECU's gender equality champions who make a difference at work through exemplary leadership. In efforts to preserve gender equality initiatives during the COVID-19 pandemic, the initiative continued in 2021, acknowledging that employees with parental and caring responsibilities have been disproportionately affected by the pandemic. In the last six years, ECU has invested over \$190,000 in direct financial assistance to 21 recipients, 17 of these being women in science, technology, engineering, mathematics, and medicine (STEMM).





### Key findings from the Bronze Award self-assessment process

The key findings from the Athena Swan Bronze Award application, are covered by the four overarching themes in the ASBAP (Figure 14).



ECU’s ASBAP process was an opportunity to make an extensive assessment of its current state of gender equity, diversity, and inclusion culture. In understanding the structural, systemic, and cultural barriers that inhibit its ability to attract and retain diversity, the ASBAP became ECU’s blueprint for driving meaningful change.

To guide the development of the SAGE Cygnet Awards, the Tracking Dashboard provides a clear sense of direction. Based on the objectives, strategies, and the items in the ASBAP, key priority areas were identified as action items that had been listed as red status items continuously. Red Status items are those that are not completed within their timeframe, have major issues and/or require deeper attention. By way of example, a key factor in determining ECU’s first Cygnet for submission (application of flexible working arrangements) was that its associated actions within the ASBAP were not completed and consistently marked within the Tracking Dashboard as ‘at risk’, ‘minor issues’ and/or ‘not-on-schedule’.

### Relationship between findings and key barriers being addressed for the SAGE Cygnet Awards

In October 2020, the ECUASCC endorsed five proposed Cygnet Award Key Priority Areas (KPA) for action aligned to the current ASBAP and resulting from the monitoring and review of data collected from the Tracking Dashboard. Each Cygnet clearly reflects direct linkages to the key findings from the ASBAP (Table 10), reflecting an existing barrier where ECU has not yet achieved its measures of success.

### Key findings from ECU's Athena Swan Bronze Accreditation and Action Plan

<b>Data reporting required</b>	A 'one stop shop' is needed for leaders to inform decision-making, incorporating into all school and service centre reviews, reports, and operational plans.
<b>Gender disparity in STEM both ways</b>	There is almost a complete absence of SENG female staff and SNM male staff (female cohort: SENG at 4% (1 individual) to SNM at 91%).
<b>Targeted action required for School of Engineering</b>	Key target of 18% female staffing in School of Engineering by 2022.
<b>Lack of career progression for Teaching-Only (TO) roles</b>	The role is dominated by females (65%), with no teaching-focussed staff above Level C and there is a lack of demonstrable career progression. Examine support for a promotion pathway.
<b>Greater transparency in recruitment, promotion, and reward</b>	Identify ways to accelerate women in STEMM careers, examining 'relative to opportunity' approaches in assessing performance. i.e., increased job applications, improved shortlisting outcomes, increased promotion applications from women.
<b>Research agenda</b>	Assess research outcomes by gender including incentive programs.
<b>Capability</b>	Improve staff attendance at equality and inclusivity training and develop senior leadership capabilities to build an inclusive culture, address bias and implement gender balancing strategies.
<b>Visual role models for STEM</b>	Promote women in STEMM careers and break gendered stereotypes.
<b>Build a wholly inclusive culture</b>	Develop a co-ordinated approach to activities that drive cultural change at ECU.

Table 10. Summary listing key findings from ASBAP as at 2018

Contextual factors that have impacted the activities, implementation and/or desired outcomes of the ASBAP

In early 2020, during the COVID-19 pandemic response phase, ECU migrated all its teaching to online delivery and transitioned most staff to remote working, a significant whole-of-University effort within a short timeframe. Like all universities, ECU continues to monitor, assess, and respond to the financial impacts of the decline of international student enrolments and changing domestic demand. Australian Government funding to universities for teaching and research will likely remain constrained in the medium-term as government responds to employment, public health, environment, and economic priorities.

ECU has weathered these challenges through a range of sensible financial measures, mindful of ongoing restrictions impacting its campuses, students, and staff in 2022. A voluntary early retirement scheme was launched in October 2021 to mitigate the financial challenges of COVID-19. A strategic workforce committee has overseen all ECU recruitments throughout the pandemic, removing the authority to appoint staff at School and Service Centre level.

While progress had been made across the majority of the ASBAP items, some actions have not been fully achieved, causing deviation from original timeframes. This has been a result of resourcing issues, competing priorities due to the pandemic and subsequent changes in organisational structure.

ECU will continue to address persistent barriers to gender quality at the University. A new full time and ongoing role entitled: *Program Manager – Athena Swan* was approved in 2020, reflecting the imperative for committed and dedicated resourcing to the ongoing work for Athena Swan.