



S A G E
 SCIENCE IN AUSTRALIA
 GENDER EQUITY

Athena SWAN Institution Application

Bronze Award

Name of institution	Australian Catholic University
Date of application	30 October 2023
Award Level	Bronze
Date joined Athena SWAN	2021
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Word Limit	Recommended	Actual
Total	14000	13,800
1. Letter from the Head of the Institution	1,000	1008
2. The self-assessment process	500	647
3.1 The Institution workforce	2,500	2794
3.2 Student data		752
4.1 Entry to the Workforce	2,500	965
4.2 Developing and Progressing the Workforce	2,500	3277
4.3 Support for Career interruptions and caring responsibilities	2,500	1467
4.4 Providing a safe, equitable and inclusive environment	2,500	2890
5. Action Plan	NA	4063
6. Enabling Actions and Additional information	NA	728

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Glossary of Abbreviations and Acronyms

Academic levels	A = Associate Lecturer / Research Associate B = Lecturer / Research Fellow C = Senior Lecturer / Senior Research Fellow D = Associate Professor E = Professor
ACP	Academic Career Pathway
ACU	Australian Catholic University
ACUSCC	Australian Catholic University Staff Consultative Committee
Action Plan	Action Plan
ARtO	Achievement Relative to Opportunity
ARC	Australian Research Council
CALD	Culturally and linguistically diverse
CDF	Capability Development Framework
CI	Chief Investigator
COO	Chief Operating Officer and Deputy Vice-Chancellor
CPO	Chief People Officer
DVC	Deputy Vice-Chancellor
EA	ACU Staff Enterprise Agreement
EAP	Employee Assistance Program
ECR	Early career researcher
ED	Executive Dean
EFTSL	Equivalent full-time student load value representing the student load for a unit or part of a unit expressed as a proportion of the workload for a standard annual full-time credit point load for the student's degree course
FEA	Faculty of Education and Arts
FHS	Faculty of Health Sciences
FLB	Faculty of Law and Business
FTE	Full-time Equivalent
FTP	Faculty of Theology and Philosophy
FWA	Flexible Working Arrangements
Gender X	Indeterminate/Intersex/Unspecified Gender
GEDI	Gender Equity, Diversity, and Inclusion
HC	Headcount
HDR	Higher Degree Research
HEW	Higher Education Worker
HEA	Higher Education Academy
LGBTIQ+	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer
NHMRC	National Health and Medical Research Council
NTEU	National Tertiary Education Union
P & C	People and Capability
PhD	Doctor of Philosophy
RAP	Reconciliation Action Plan
RF/SRF/PRP	Research Fellow/Senior Research Fellow/Principal Research Fellow
SAGE	Science in Australia Gender Equality
SAT	Self-Assessment Team

STEM	Science, Technology, Engineering, and Mathematics
TOR	Terms of Reference
VCP	Vice-Chancellor and President
VCAC	Vice-Chancellor's Advisory Committee
VCEB	Vice-Chancellor's Executive Board
WG	Working Groups

30 October 2023



Dr Janin Bredehoeft
Chief Executive Officer
Science in Australia Gender Equity (SAGE)

Dear Dr Bredehoeft

Thank you for the opportunity to resubmit Australian Catholic University (ACU)'s application for the Athena Swan Bronze Award. Learnings from the self-assessment process and reflection on feedback received has resulted in a more focussed analysis, that identifies areas for improvement and actions to enhance gender equity, diversity, and inclusion (GEDI) outcomes. I am confident this application will meet accreditation requirements.

This analysis was informed by comprehensive workforce and student data, and I can confirm this application is an honest, accurate and true representation of the university. The report complies with the word limit of 14,000.

ACU's commitment to GEDI is at the core of our identity, aligning with our Mission, which focusses on the pursuit of knowledge, the dignity of the human person and the common good. I believe that Mission and values are consistent with the Athena Swan principles and will cohesively inform our future actions to embed inclusiveness and equity.

Our Gender Equality, Diversity, and Inclusion Framework 2021-2025 (GEDIF) guides our overall approach to improving GEDI outcomes. The framework integrates an intersectional approach to achieving equity, implemented through our Gender Equality Action Plan (GEAP), which compliments the Athena Swan Action Plan. Accountability is embedded at all levels, including our governing body, senior leaders, and managers, and is operationalised in strategic, portfolio and organisational unit projects and planning.

I am committed to progressing GEDI at ACU, the higher education sector and the broader community through my visible support of programs and initiatives that work to embed inclusiveness. I was thrilled to accept an invitation to join the Athena Swan Australia Advisory Committee and look forward to sharing my experience of the Athena Swan journey and learning from others.

About ACU – a snapshot of the institution

ACU is a faith-based institution, consistent with the Catholic intellection tradition that seeks truth and understanding and is driven by the notion of human dignity, justice, and social harmony to benefit the common good. Our institution was built on the foundations of strong women leaders, including Saint Mary of the Cross (Mackillop), who founded the Sisters of Saint Joseph, and was a trailblazer in providing education and support to the most vulnerable Australians. We acknowledge a faith-based institution faces challenges to ensure all individuals feel welcome and included. Our approach to address these challenges is articulated in Section 4.4 of our application.

ACU is a national university, operating across seven Australian campuses: Ballarat, Blacktown, Brisbane, Canberra, Melbourne, North Sydney, Strathfield. It has two leadership centres (Adelaide and Brisbane) and one international campus (Rome) and is headquartered in North Sydney. We are a world-leading research

university in our priority areas of education, health, theology, and philosophy with a culture of research excellence.

ACU was established in 1991 as a public company limited by guarantee, incorporated pursuant to the Corporations Act. ACU is a public university, funded by the Commonwealth Government, and is open to students and staff of all religious beliefs.

ACU's governing body is the Senate, led by the Chancellor and the Pro-Chancellor, supported by several key committees, including the Academic Board and the Finance and Resource Committee (Figure 1). The ACU Constitution provides the governing framework, and the Statutes regulate how the university is internally organised, managed, and administrated.

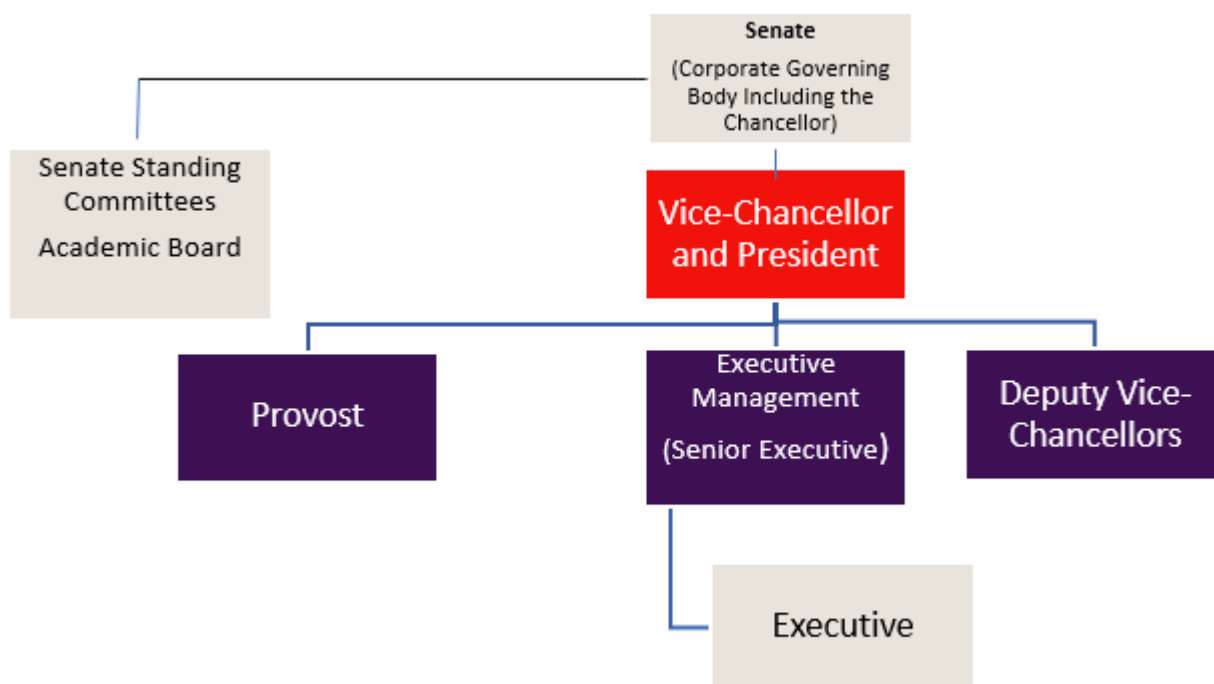


Figure 1: Australian Catholic University Governance Structure

Our institutional structure (Figure 2) consists of portfolio areas led by a senior executive team that include Faculties, Research Institutes and Directorates. Due to our complex, multiple campus structure, Campus Deans represent the Vice-Chancellor locally to provide leadership that engages with communities to better meet their needs.

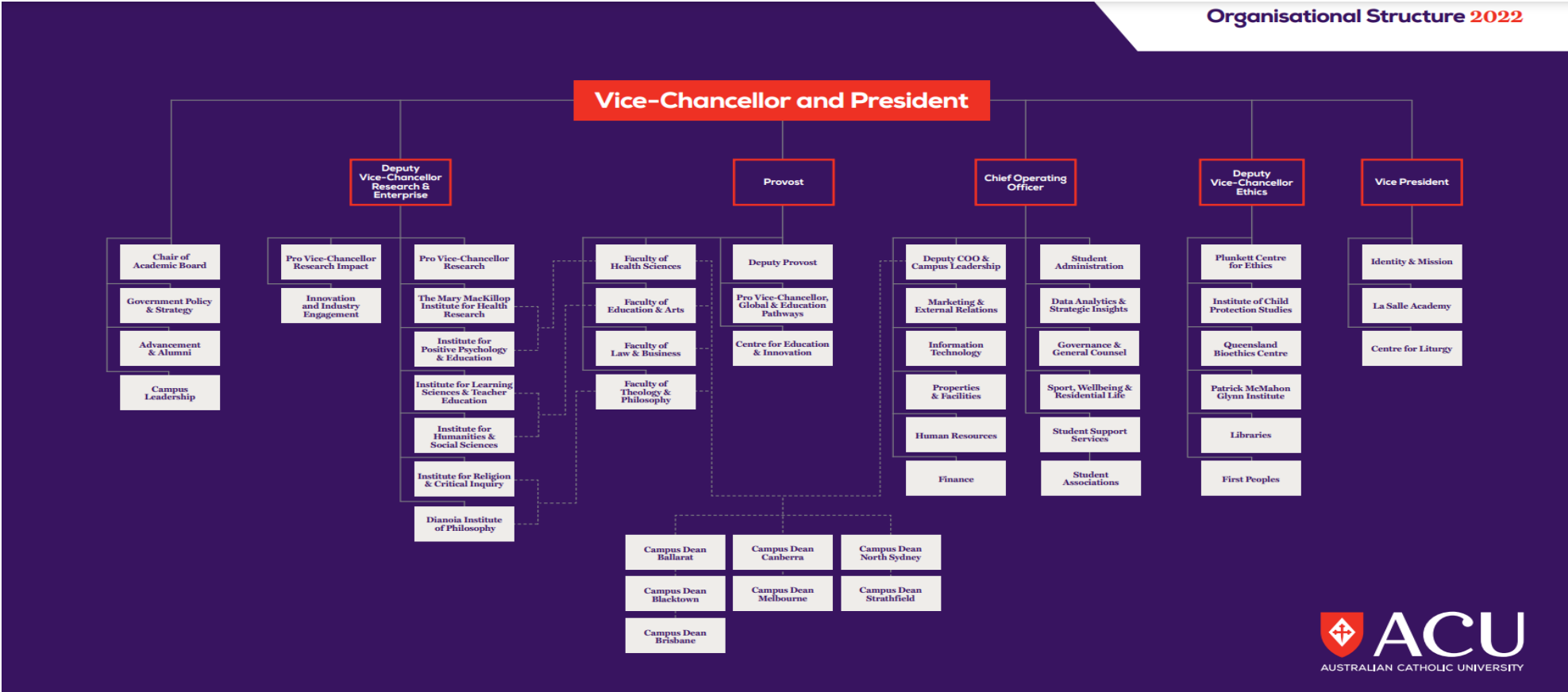


Figure 2: ACU Organisational Structure 2022

Women's representation in ACU's workforce as at 31 March 2022 was 65.7% overall (Table 1)¹, placing us higher than the sector average.² Also consistent with the sector, there is a higher proportion of women professional staff than academic women,³. More detailed analysis of our workforce, including organisational unit level and available intersectional data is provided in Section 3.1 of this application.

Table 1: ACU Continuing and Fixed Term Staff Headcount and Percentage - Classification and Level by Gender – 31 March 2022

Academic Staff by level	Women		Men		Head count	% Women by Level of all Academic Staff (828)	% Men by Level of all Academic Staff (828)	% Women by Level of all Women Academic Staff (500)	% Men by Level of all Men Academic Staff (328)
	Head count	%	Head count	%					
Academic	500	60.4%	328	39.6%	828				
Level A	30	76.9%	9	23.1%	39	3.6%	1.1%	6.0%	2.7%
Level B	256	68.6%	117	31.4%	373	30.9%	14.1%	51.2%	35.7%
Level C	121	57.1%	91	42.9%	212	14.6%	11.0%	24.2%	27.7%
Level D	48	51.6%	45	48.4%	93	5.8%	5.4%	9.6%	13.7%
Level E	32	36.8%	55	63.2%	87	3.9%	6.6%	6.4%	16.8%
Senior	13	54.2%	11	45.8%	24	1.6%	1.3%	2.6%	3.4%
Professional Staff by Level	Women		Men		Head count	% Women by Level of all Professional Staff (1238)	% Men by Level of all Professional Staff (1238)	% Women by Level of all Women Professional Staff (858)	% Men by Level of all Men Professional Staff (380)
	Head count	%	Head count	%					
Professional	858	69.3%	380	30.7%	1238				
HEW 2	1	50.0%	1	50.0%	2	0.1%	0.1%	0.1%	0.3%
HEW 3	6	50.0%	6	50.0%	12	0.5%	0.5%	0.7%	1.6%
HEW 4	25	56.8%	19	43.2%	44	2.0%	1.5%	2.9%	5.0%
HEW 5	206	80.2%	51	19.8%	257	16.6%	4.1%	24.0%	13.4%
HEW 6	174	76.7%	53	23.3%	227	14.1%	4.3%	20.3%	13.9%
HEW 7	209	68.8%	95	31.3%	304	16.9%	7.7%	24.4%	25.0%
HEW 8	110	67.9%	52	32.1%	162	8.9%	4.2%	12.8%	13.7%
HEW 9	86	58.9%	60	41.1%	146	6.9%	4.8%	10.0%	15.8%
HEW 10	10	43.5%	13	56.5%	23	0.8%	1.1%	1.2%	3.4%
Senior	31	50.8%	30	49.2%	61	2.5%	2.4%	3.6%	7.9%
Grand Total	1358	65.7%	708	34.3%	2066				

Women's representation for our student population is 75% overall, with lower proportions among our postgraduate by coursework and higher degree research students (Table 2). A more detailed analysis of student data, including equity groups over three years is provided in Section 3.2 of this application.

¹ Note that the X category has not been included in Table.1. There is an X category included in the HR system for selection by ACU staff, however during the self-assessment period, there were no continuing or fixed-term staff who identified as non-binary in their employee record. This will be addressed by Enabling Action 6.1.

² Source: Australian Department of Education Higher Education Statistics 2021 (58% overall women's representation reported)

³ Source: Australian Department of Education Higher Education Statistics 2021 (66% professional staff; 48% academic staff – women's representation reported)

Table 2: ACU student representation by gender and course type - 2021

Course Type	Gender						Total
	Women	W %	Men	M %	X	X %	
Undergraduate	20,203	76%	6,351	24%	33	0%	26,587
Postgraduate by Coursework	4,122	69%	1,834	31%	18	0%	5,974
Higher degree research	149	56%	118	44%	-	0%	267
TOTAL	24,474	25%	8,303	25%	51	0%	32,777

Our future plans - moving to action

The revised application includes changes to our five key barriers to address inequity and improve GEDI outcomes, and our revised action plan will enable this. These five Key Barriers are:

1. Support for career development and progression through professional development and performance appraisal
2. Support for parents and carers (including childcare) (sub-barrier)
3. Embedding inclusiveness in the institution's culture
4. Understanding and improving the experience of staff who experience bullying, harassment, sexual harassment, and discrimination in the workplace
5. Ensuring the availability of flexible work for all staff members and managing potential impact on career opportunities.

Our action plan to address the key barriers is supported by enabling actions detailed in Section 6 of the application.

The self-assessment process has been a collaborative endeavour, sponsored by our Provost, and co-led by the Deputy Provost and the Senior Consultant, GEDI, with high levels of engagement from the multi-disciplinary self-assessment team. Moving forward, this collaborative approach will continue to drive implementation of the Athena Swan action plan, in conjunction with our GEDIF and GEAP, to enable an integrated approach that will enhance the engagement of the university community.

Yours sincerely,



Professor Zlatko Skrbis
Vice-Chancellor and President

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Section 2- The Self-assessment process

(i) Description of the self-assessment team

ACU's Self-Assessment Team (SAT) was formed in May 2021 and led by the Provost and Deputy Vice-Chancellor (Academic) with accountability to the Vice Chancellor's Executive Board (VCEB).

Membership of the SAT was established via nominations from senior leaders across academic and professional areas of the University, with subsequent adjustments made through consultation and targeted recruitment to address gaps in diversity and lived experience. A total of 16 staff (11 women, 5 men) formed the inaugural ACU SAT. The SAT is not gender balanced but closely reflects the university's overall workforce gender representation.

Membership of the SAT evolved during the course of the Bronze Award project and is outlined in Table 2.i.1.





ACU SAT Membership	Name	Gender	Position/Work Unit	Membership
	Professor Belinda Tynan	F	Provost and DVC (A)	May 2021 - January 2022
	Professor Meg Stuart	F	Interim Provost and DVC (A)	February 2022 – Sponsor from June 2022
	Professor Chris Lonsdale	M	Interim Deputy Provost	March 2022 – Co-Chair – from June 2022
	Ms Kim O'Brien	F	Senior Consultant, Workplace Experience (Gender, Diversity & Inclusion), People & Capability	May 2021 – Co-chair from June 2022



Table 2.i.1 - ACU SAT Memberships 2021 - present

ACU SAT Membership	Name	Gender	Position/Work Unit	Membership
	Professor Susan Broomhall	F	Institute for Humanities & Social Sciences, FEA	May 2021 -
	Professor Noah Riseman	M	School of Arts, FEA ACU ALLY Network Co-Convenor	May 2021 – May 2022
	Professor Anthony Whitty	M	Director, Centre for Education & Innovation	May 2021 -
	Professor Michael Baker	M	Director, Research Services - Office of the Deputy Vice-Chancellor (Research & Enterprise)	May 2021 -
	Professor Elspeth Froude	F	National Head, National School of Allied Health, FHS	May 2021 -
	Associate Professor Maggie Nolan	F	School of Arts and Humanities, FEA	May 2021 – May 2022

Table 2.i.1 - ACU SAT Memberships 2021 - present

ACU SAT Membership	Name	Gender	Position/Work Unit	Membership
	Dr Joel Anderson	M	School of Behavioural & Health Sciences, FHS	June 2022 -
	Dr Janine Luttick	F	National School of Theology, FTP	June 2022- 31 December 2022
	Dr Rebecca Pagano	F	School of Education, FEA	June 2022 -
	Dr Evelyn Parr	F	Centre for Exercise & Nutrition, FHS (NTEU nominee)	May 2021 -
	Dr Maoying Qiao	F	Peter Faber Business School, FLB	May 2022 - 31 October 2022
	Dr Felix Orole	M	Peter Faber Business School, FLB	October 2022 -

Table 2.i.1 - ACU SAT Memberships 2021 - present				
ACU SAT Membership	Name	Gender	Position/Work Unit	Membership Period
	Ms Kerry Bedford	F	Associate Director, Library Client Services, Office of the Deputy Vice-Chancellor (Ethics)	May 2021 -
	Ms Diana Chegwidan	F	HR Director	May 2021 – August 2021
	Mr Chintan Pathak	M	Data Analyst, People & Capability	May 2021 – June 2022
	Ms Anna Phillips	F	Chief People Officer	September 2021 -
	Ms Madelaine Sealey	F	Co-ordinator, Indigenous Higher Education Unit (Yalbalinga)	May 2021 -
	Ms Emily Sloan	F	Senior Administrator (Projects), Office of the Provost	April 2022 – June 2022

ACU SAT Membership	Name	Gender	Position/Work Unit	Membership
	Mr Martin Taylor	M	National Manager, Portfolio Operations & Change, Office of the Provost	May 2021 -
	Ms Amanda Clark	F	Consultant (Workplace Experience), People & Capability Secretary, Athena SWAN SAT Committee	May 2021 -
	CPSU nominee		Vacant	

(ii) An account of the self-assessment process

The SAT met 13 times from its establishment in 2021 until application submission in April 2023. Monthly two-hour meetings were held from January to May 2022 to refine the Terms of Reference and operationalise the project scope. A local SharePoint site was the central point for project documentation and related materials.

As a result of organisational change and to increase the profile of Athena SWAN across ACU, a sponsor and co-chair arrangement was implemented from June 2022 (refer Table 2.1).

This change resulted in the establishment of four Working Groups (WG) to mirror the key barrier areas led by SAT members (refer Table 2.3). WGs met fortnightly to undertake data analysis, develop a project plan, and from June to October 2022 to draft application sections


People & Capability (P&C) staff provided project co-ordination, data collection and analysis, and secretariat support to the SAT and WGs. SAT co-chairs established fortnightly ‘stand up’ meetings to review progress and track actions.

Activities were communicated to staff via the Provost Portfolio Workplace group, and Staff Bulletin. A dedicated website and mailbox were established to share project information and receive and respond to staff feedback.

SAT members were encouraged to participate in SAGE webinars, workshops, and symposia, and promote these activities in their work units. P&C SAT members attended Athena SWAN Regional Meetings and shared information through networks and conferences.

Progress reports on the SAGE Bronze Award application were made via submissions to ACU’s Senate, VCEB and the ACUSCC which assisted in promoting, engaging, and raising awareness.

Figure 2.i – ACU Terms of Reference (extract)



Athena SWAN Committee - Self-Assessment Team

Terms of Reference

1. Governance Structure

Australian Catholic University's Athena SWAN Committee ("Committee") reports to the Vice-Chancellor's Executive Board, which is chaired by the Vice-Chancellor and President.

2. Purpose

The Australian Catholic University Athena SWAN Committee is established to:

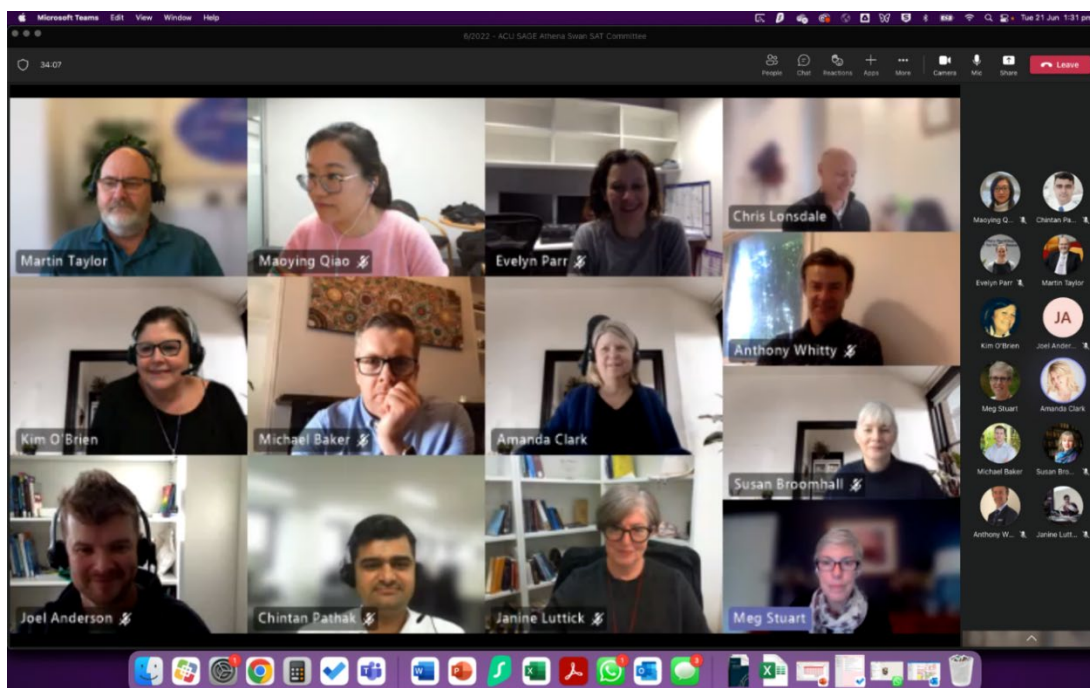
- a) oversee, prepare and submit ACU's Bronze Award application by March 2023, including the development of ACU's Athena SWAN Action Plan
- b) give oversight to the implementation of ACU's Athena SWAN Action Plan.

3. Responsibilities

The Committee will:

- a) formulate and drive the implementation of the ACU Athena SWAN initiative, ensuring its alignment with ACU's Mission, Vision and Values and Gender Equality, Diversity and Inclusion Strategy and Action Plan;
- b) co-ordinate the collection and analysis of quantitative and qualitative data to identify challenges and opportunities that will inform the Athena SWAN action plan and advance gender equality across the university;
- c) oversee, monitor and report on progress made in preparing ACU's Athena SWAN Bronze Award application and action plan, ensuring its completion within the required timeframe;
- d) facilitate information sharing at all levels across the organisation to raise awareness and engage the university community with gender equality, diversity and inclusion;
- e) oversee and report on the implementation of the Athena Swan Action Plan via the implementation Group sub-committee; and
- f) support organisational units in developing and implementing activities aimed at advancing gender equality and a culture of inclusiveness.

Figure 2.ii– ACU SAT Team



Working Groups	Name
WG 1 – Entry to the Workforce	Mr Martin Taylor (Lead) Dr Rebecca Pagano Ms Kerry Bedford Ms Kim O’Brien
WG 2 – Developing and Progressing the Workforce	Associate Professor Michael Baker (Lead) Professor Elspeth Froude Professor Anthony Whitty Dr Janine Luttick Ms Kim O’Brien
WG 3 – Career Interruptions and Caring Responsibilities	Professor Susan Broomhall (Lead) Dr Evelyn Parr Dr Maoying Qiao / Dr Felix Orole Ms Kim O’Brien Ms Amanda Clark
WG 4 – Workplace Culture	Ms Kim O’Brien (Lead) Dr Joel Anderson Ms Madelaine Sealey Ms Amanda Clark

Data Collection and Analysis

The self-assessment process was informed by both quantitative and qualitative data analysis.

Quantitative data was sourced from ACU’s student and staff data reporting teams.

Qualitative data was gathered from sources detailed in Table 2.i.3. GEDI and myVoice Survey results were used for relevant sections of the Self-assessment process, and respondent numbers are captured in Table 2.i.3. Anonymous text-based responses provided by survey participants also informed analysis.

Qualitative analysis also drew on feedback provided in GEDI Focus groups and Promotions Review consultation sessions. Participants included a diverse cross-section of ACU staff including by organisational area, position classifications, lived experiences, and staff from underrepresented groups. Table 2.13 reports higher women’s participation, particularly in the focus groups. Actions to encourage diverse representation in future consultation sessions, including men and staff from underrepresented groups, will be implemented.

Data Source	Dates	Women	Men	Total
Gender Equality Diversity and Inclusion (GEDI) Survey	June 2021	660	340	1000 (49% response rate)
My Voice Staff Engagement Survey	May 2022	913	490	1403 (67% Response rate)
GEDI Focus Groups	Sept 2021/ Jan-Feb 2022	44	10	54
Academic Promotions Review Consultation sessions	August 2021	66	43	109

(iii) Plans for the future of the self-assessment team

The University has identified that there is overlap between the actions in the Athena SWAN Action Plan and commitments made under the GEDI Framework and Action Plan.

Pending the outcome of this application, under the leadership of the VCEB the SAT will transition to a broader university-wide Working Group that will advance the breadth of ACU's GEDI programs of work. It is anticipated that this approach will focus effort and increase engagement.

The Working Group will be formally structured to ensure continued stability, retained expertise and momentum, and ongoing quality leadership into the future. The existing SAT will remain in place until new governance arrangements are finalised.

Section 3 – The Institution’s Workforce

3.1 Staff Data

(i) Staff by employment classification type and level

ACU’s continuing and fixed-term staff are employed in academic and professional roles. ACU’s position classification framework includes Level A-E academic roles, Higher Education Worker (HEW) Levels 1-10, both of which include incremental progression as enshrined in the ACU Staff Enterprise Agreement (EA). Classification levels for casual roles are also articulated in the EA. Senior staff positions are all fixed term contract appointments.

Our Workforce

Table 3.1 provides an overview of gender representation for 2019-2021 at all classification levels.⁴ While the overall proportion of women staff members (64%) is higher than the sector average of 57%⁵, this is not reflected at all classification levels. The data demonstrates a decrease of women at higher classification levels, and for level E academic roles, is less than 40%. This evidence of gaps in the university’s career pipeline aligns with the findings in Section 4.2. Key Barrier 1, which focuses on support for career development and progression, enables actions to address this.

TABLE 3.1: Continuing and fixed term staff (FTE) by gender at 31 March 2019, 2020, 2021*

	Level	2019					2020					2021				
		Women	Men	Total	% of W	% of M	Women	Men	Total	% of W	% of M	Women	Men	Total	% of W	% of M
Academic	A	11.9	7.4	19.3	62%	38%	15.7	7.4	23.1	68%	32%	13.5	5.3	18.8	72%	28%
	B	224.6	116.7	341.3	66%	34%	217	109	326	67%	33%	212.8	99.2	312	68%	32%
	C	96.9	74.4	171.3	57%	43%	99.3	87.2	186.5	53%	47%	108.8	93.1	201.9	54%	46%
	D	39.1	34.8	73.9	53%	47%	42.3	33	75.3	56%	44%	40.3	34.2	74.5	54%	46%
	E	27.5	43.1	70.6	39%	61%	22.2	46.2	68.4	32%	68%	28.5	47.3	75.8	38%	62%
	Senior	13	11	24	54%	46%	12	11	23	52%	48%	10	11	21	48%	52%
	Total	413	287.4	700.4	59%	41%	408.5	293.8	702.3	58%	42%	413.9	290.1	704	59%	41%
Professional	HEW 1	0	0	0	N/A	N/A	0	0	0	N/A	N/A	0	0	0	N/A	N/A
	HEW 2	1.6	1	2.6	62%	38%	0.8	1	1.8	44%	56%	0.8	1	1.8	44%	56%
	HEW 3	10.5	6.9	17.4	60%	40%	7.8	5.9	13.7	57%	43%	5.4	5.9	11.3	48%	52%
	HEW 4	25.9	24.5	50.4	51%	49%	24.5	21.5	46	53%	47%	22.3	22	44.3	50%	50%
	HEW 5	166.5	47.4	213.9	78%	22%	179.2	54.5	233.7	77%	23%	169.6	50.8	220.4	77%	23%
	HEW 6	174.8	52.3	227.1	77%	23%	159.1	55	214.1	74%	26%	164.5	57.4	221.9	74%	26%
	HEW 7	152.1	73.1	225.2	68%	32%	180.7	77.7	258.4	70%	30%	193.5	80.3	273.8	71%	29%
	HEW 8	104.6	49.3	153.9	68%	32%	115	54.7	169.7	68%	32%	115.7	57.1	172.8	67%	33%
	HEW 9	69.7	58	127.7	55%	45%	83.7	61.4	145.1	58%	42%	82.8	59.6	142.4	58%	42%
	HEW 10	0	1	1	0%	100%	5	8	13	38%	62%	8	8	16	50%	50%
	Senior	23	28	51	45%	55%	26	30	56	46%	54%	26	30	56	46%	54%
	Total	728.7	341.5	1070.2	68%	32%	781.8	369.7	1151.5	68%	32%	788.6	372.1	1160.7	68%	32%

*Colour Coding is used in this table and throughout the application where relevant. Green indicates over 60% representation and red indicates less than 40% representation.

Table 3.2, which compares the gender representation of part-time and full-time academic staff at each level, shows higher proportions of women in part-time positions at Levels A to C. The higher concentration of women working part-time at these levels, which often relates to their family responsibilities, can result in reduced opportunity for advancement, consistent with women’s lower representation at Level D and E (Table 3.1).

⁴ Note that the X category, representing non-binary staff has not been included in Table 3.1. There is an X category included in the HR system for selection by ACU staff, however during the self-assessment period there were no continuing or fixed-term staff who identified as non-binary in their employee record. This data has been included in the application where staff or students have identified as non-binary. This will be addressed by the enabling Action 6.1 that will address intersectional data collection and reporting, including gender identity.

⁵ Source: AHEIA Universities Benchmarking Program 2021

Table 3.2 also shows lower percentages of Level D and E part-time appointments compared to overall numbers, but a higher proportion of men in part time roles. Investigations found position holders were often professorial research fellows holding concurrent part-time positions elsewhere, 60% of whom were men. This indicates part-time employment at senior academic levels impacts less on men’s career progression. Differences may be gender- related, impacting opportunities for career development and progression outlined in Section 4.2.

TABLE 3.2: Gender representation of academic staff by level and part-time/full-time status FTE: As at 31 March 2021

	Level	Women		Men	
		No.	%	No.	%
Full-time	A	6	44%	4	75%
	B	149	70%	81	82%
	C	91	84%	87	93%
	D	36	89%	30	88%
	E	23	81%	36	76%
	Total	305	76%	238	85%
Part-time	A	7.5	56%	1.3	25%
	B	63.8	30%	18.2	18%
	C	17.8	16%	6.1	7%
	D	4.3	11%	4.2	12%
	E	5.5	19%	11.3	24%
	Total	98.9	24%	41.1	15%
Total		403.9		279.1	

Table 3.3 demonstrates higher proportions of women professional staff in part-time roles for HEW Levels 1 to 9. Similarly, as with academic staff, there are a higher proportion of women at lower HEW levels. Women working part time early in their career due to family responsibilities may contribute to:

- a. decreased opportunities for progression, and
- b. the lower percentages of women in higher level positions (Table 3.1)

Based on this data and evidence in Section 4, the following Key Barriers likely contribute to the impact of part-time employment on women:

- Key Barrier 1 where gender differences were identified as impacting for career development and progression (Section 4.2)
- Key Barrier 2 regarding the impact of parental leave and related caring responsibilities on the employee experience (Section 4.3.i, ii and iii), and
- Key Barrier 5 relating to the application and management of flexible work practices (Section 4.4.iii).

TABLE 3.3: Gender representation of professional staff by level and part-time/full-time status FTE: As at 31 March 2021

	Level	Women		Men	
		No.	%	No.	%
Full-time	HEW 1	0	N/A	0	N/A
	HEW 2	0	0%	0	0%
	HEW 3	2	37%	5	85%
	HEW 4	14	63%	20	91%
	HEW 5	121	71%	44	87%
	HEW 6	126	77%	52	91%
	HEW 7	151	78%	71	88%
	HEW 8	96	83%	51	89%
	HEW 9	69	83%	59	99%
	HEW 10	8	100%	8	100%
	Total	587	77%	310	91%
Part-time	HEW 1	0	N/A	0	N/A
	HEW 2	0.8	100%	1	100%
	HEW 3	3.4	63%	0.9	15%
	HEW 4	8.3	37%	2	9%
	HEW 5	48.6	29%	6.8	13%
	HEW 6	38.5	23%	5.4	9%
	HEW 7	42.5	22%	9.3	12%
	HEW 8	19.7	17%	6.1	11%
	HEW 9	13.8	17%	0.6	1%
	HEW 10	0	N/A	0	N/A
	Total	175.6	23%	32.1	9%

ACU’s faculty structure, see Figure.3.1, includes four faculties, with six institutes aligned to three of the faculties.

Figure 3.1: ACU Faculty Organisational Structure

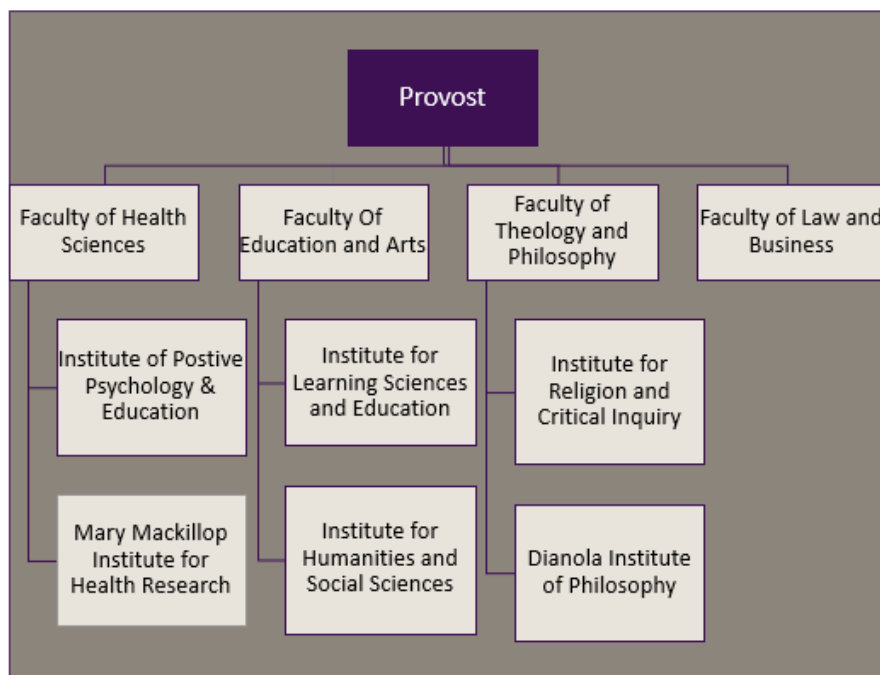


Table 3.4 provides an overview of Faculty academic staff by organisational sub-unit, including the research institute staff attached to the faculties. The two largest faculties, Health Sciences (FHS) and Education and Arts (FEA), have higher percentages of women academic staff, however the proportion of women generally decreases with level, providing further evidence of career pipeline gaps. Actions addressing Key Barrier 1 will work to improve outcomes.

The Faculty of Law and Business (FLB) and Theology and Philosophy (FTP) have lower numbers of academic staff, which can emphasise gender imbalances, however women’s representation is notably lower at 27% and 32% respectively. FTP has more women at Levels A and B, significantly decreasing for Levels C to E. FLB has low percentages of women at all levels. A proactive approach focusing on attracting women to academic roles at all levels, will be recommended to FLB and FTP as part of the recruitment review (Section 4.1.i).

Table 3.5 shows the gender composition of professional staff in faculties and directorates. Women’s representation is similar to Table 3.1 data, demonstrating a higher proportion of women in HEW 3-5, decreasing at higher levels. Actions to address Key Barriers identified in Section 4 will enhance women’s representation at all levels.

Exceptions to the patterns described above are the Information Technology and Properties and Facilities directorates, that have high staff numbers, and only 21% and 33% of positions held by women respectively. While this has not been identified as a Key Barrier due to its smaller impact, actions that support career progression should also impact this cohort. Representation will be monitored to identify whether targeted initiatives are required.

TABLE 3.4: Faculty academic staff by classification level, gender and organisational sub-unit FTE at 31 March 2021

Level	Education & Arts			Health Sciences			Law & Business			Theology & Philosophy		
	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women
A	4.6	2	70%	6.1	0.9	87%	1	2	33%	0.8	0.4	67%
B	45.9	16.2	74%	145.9	57	72%	3.6	8	31%	14.5	13.7	51%
C	35.1	17	67%	57.9	41.1	58%	4	10	29%	5.8	23	20%
D	12.5	8.4	60%	22.6	7.6	75%	1	6	14%	2	8.2	20%
E	12.4	17.8	41%	11.3	14.1	44%	2	5.4	27%	1.8	7.1	20%
Totals	110.5	61.4	64%	243.8	120.7	67%	11.6	31.4	27%	24.9	52.4	32%

TABLE 3.5: Professional staff representation by organisational unit, classification and gender at 31 March 2021

Org Unit	HEW 2-3			HEW 4			HEW 5			HEW 6			HEW 7			HEW 8			HEW 9			HEW 10			Total		
	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women
Vice-Chancellor and President - combined due to small numbers																											
Vice-Chancellor and President	0	0	0	0	0	0	3	0	100%	12	2	86%	5	0	100%	5	2	71%	1	0	100%	1	0	100%	27	4	87%
Chief Operating Officer																											
Chief Operating Officer Office	0	0	N/A	0	0	N/A	0	0	N/A	1	0	100%	1	0	100%	0	0	N/A	0	0	N/A	0	0	N/A	2	0	100%
Corporate Services	0	0	N/A	0	0	N/A	4	2	67%	2	0	100%	0	2	0%	4	0	100%	1	1	50%	0	1	0%	11	6	65%
Data Analytics & Strategic Insights	0	0	N/A	0	0	N/A	0	0	N/A	1	0	100%	2	0	100%	4	2	67%	2	2	50%	0	0	N/A	9	4	69%
Deputy Chief Operating Officer Office	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	50%	0	0	N/A	1	1	50%	0	0	N/A	2	2	50%
Finance	0	0	N/A	0	0	N/A	7	2	78%	6	0	100%	2	0	100%	1	2	33%	4	4	50%	0	0	N/A	20	8	71%
Governance Directorate	0	0	N/A	0	0	N/A	0	0	N/A	0	1	0%	5	1	83%	0	0	N/A	0	2	0%	0	1	0%	5	5	50%
Human Resources	0	0	N/A	0	0	N/A	0	1	0%	8	2	80%	10	2	83%	6	5	55%	7	7	50%	2	1	67%	33	18	65%
Information Technology	0	0	N/A	1	2	33%	1	13	7%	3	9	25%	2	5	29%	5	20	20%	4	10	29%	0	1	0%	16	60	21%
Marketing & External Relations	0	0	N/A	2	0	100%	3	1	75%	11	7	61%	21	3	88%	10	2	83%	8	3	73%	1	0	100%	56	16	78%
Office of General Counsel	0	0	N/A	0	0	N/A	0	0	N/A	1	0	100%	0	1	0%	0	0	N/A	0	2	0%	0	0	N/A	1	3	25%
Properties & Facilities	0	0	N/A	1	13	7%	9	5	64%	2	0	100%	4	10	29%	1	2	33%	1	5	17%	0	2	0%	18	37	33%
Sport Wellbeing Residential Life	0	0	N/A	1	3	25%	4	1	80%	3	0	100%	9	2	82%	1	1	50%	3	0	100%	1	1	50%	22	8	73%
Student Administration	0	0	N/A	0	0	N/A	24	6	80%	14	6	70%	13	7	65%	2	1	67%	8	6	57%	1	0	100%	62	26	70%
Student Support Services	0	0	N/A	0	0	N/A	1	0	100%	5	4	56%	18	4	82%	12	2	86%	5	3	63%	1	0	100%	42	13	76%
Deputy Vice-Chancellor (Ethics)																											
DVC (Ethics) Office	0	0	N/A	2	0	100%	1	0	100%	4	1	80%	4	2	67%	0	1	0%	1	3	25%	0	1	0%	12	8	60%
First Peoples	0	0	N/A	1	1	50%	0	1	0%	0	1	0%	6	0	100%	8	1	89%	0	0	N/A	0	0	N/A	15	4	79%
Libraries	8	7	53%	8	1	89%	11	4	73%	6	3	67%	15	0	100%	12	0	100%	6	2	75%	0	0	N/A	66	17	80%
Deputy Vice-Chancellor (Research & Enterprise)																											
DVC (R & E) Office	0	0	N/A	0	0	N/A	3	0	100%	2	0	100%	4	3	57%	9	3	75%	5	2	71%	0	0	N/A	23	8	74%
Research Impact	0	0	N/A	0	0	N/A	0	0	N/A	2	0	100%	0	0	N/A	2	0	100%	1	0	100%	0	0	N/A	5	0	100%
Provost and Deputy Vice-Chancellor (Academic)																											
Office of the Provost	0	0	N/A	0	0	N/A	0	0	N/A	4	0	100%	2	0	100%	2	0	100%	1	2	33%	0	0	N/A	9	2	82%
Centre for Education & Innovation	0	0	N/A	0	0	N/A	0	0	N/A	1	0	100%	16	15	52%	7	2	78%	2	1	67%	0	0	N/A	26	18	59%
Digital Education	0	0	N/A	0	0	N/A	0	0	N/A	1	0	100%	3	0	100%	2	1	67%	2	0	100%	0	0	N/A	8	1	89%
Faculty of Education & Arts	0	0	N/A	4	2	67%	32	9	78%	19	4	83%	10	3	77%	6	0	100%	5	2	71%	0	0	N/A	76	20	79%
Faculty of Health Sciences	0	0	N/A	6	1	86%	67	6	92%	36	10	78%	21	11	66%	11	3	79%	0	3	0%	0	0	N/A	141	34	81%
Faculty of Law & Business	0	0	N/A	0	0	N/A	4	2	67%	5	2	71%	1	2	33%	1	0	100%	2	0	100%	0	0	N/A	13	6	68%
Faculty of Theology & Philosophy	0	0	N/A	0	0	N/A	5	0	100%	2	1	67%	2	0	100%	3	0	100%	2	0	100%	0	0	N/A	14	1	93%
Global & Education Pathways	0	0	N/A	1	0	100%	19	1	95%	17	3	85%	26	7	79%	11	5	69%	10	0	100%	1	0	100%	85	16	84%
Strategic Partnerships & Executive Education	0	0	N/A	0	0	N/A	0	0	N/A	4	0	100%	0	0	N/A	0	1	0%	4	1	80%	0	0	N/A	8	2	80%
Vice-President - Combined due to small numbers																											
Vice-President	0	0	N/A	1	0	100%	1	0	100%	13	4	76%	12	4	75%	1	0	100%	1	0	100%	1	0	100%	30	8	79%

Intersectional Data

Gaps have been identified in the availability of intersectional data, relating to data collection practices and broader engagement with the university community. **Enabling Action 6.1** will address these gaps through the following activities:

- Activation of equity data categories not currently available e.g., people with disabilities
- Consultation with diversity groups to establish a safe and respectful approach to workforce data collection that staff will be comfortable with, including the Ally Network representing the LGBTIQ+ community and the Aboriginal and Torres Strait Islander staff Network.
- Broad and comprehensive communication with staff to encourage completion of their equity data profiles. For example, less than 5% of staff have recorded their cultural background, precluding the use of this data to inform intersectionality considerations.

Aboriginal and Torres Strait Islander People

Gender representation data for Aboriginal and Torres Strait Islander status may not be a true reflection of the workforce as not all staff have provided this information in their employee record. This will be addressed by Enabling Action 6.1, which will include consultation with ACU's Aboriginal and Torres Strait Islander staff about how ACU can support them to share their cultural identity.

Analysis has been undertaken using available data, including the "no information" category indicating the record had not been completed (Tables 3.6 and 3.7). The overall percentage of fixed-term and continuing Aboriginal and Torres Strait Islander staff in ACU's workforce in March 2021 was 2.2%. Although higher than the sector average of 1.4%,⁶ this does not meet the university's target of 3% representation.

The representation of Aboriginal and Torres Strait Islander academic staff by classification and gender in Table 3.6 shows women hold 59% of academic positions, with a high proportion at Level B and smaller numbers at Levels D and E. For professional staff, women's representation is 70%, with the majority in HEW 7 and 8 positions. Identified positions sit primarily in the First Peoples Directorate.

Actions to address these inequities and improve representation and employment outcomes will be enacted through the Aboriginal and Torres Strait Islander Peoples Employment Plan 2023-2026, the university's Reconciliation Action Plan (RAP), the Cultural Capability Framework, and EA provisions.

⁶ Source: AHEIA University HR Benchmarking Report 2021

TABLE 3.6: Aboriginal and Torres Strait Islander, Neither Aboriginal and Torres Strait Islander and No Information Categories for Academic Staff by Gender 2019–2021

	2019					2020					2021				
	Women	Men	Total	% of W	% of M	Women	Men	Total	% of W	% of M	Women	Men	Total	% of W	% of M
Aboriginal and Torres Strait Islander															
B	2	1	3	67%	33%	3	1	4	75%	25%	4	1	5	80%	20%
C	1	1	2	50%	50%	1	0	1	100%	0%	0	0	0	N/A	N/A
D	0	0	0	N/A	N/A	1	0	1	100%	0%	2	0	2	100%	0%
E	1	0	1	100%	0%	1	0	1	100%	0%	1	0	1	100%	0%
Total	4	2	6	67%	33%	6	1	7	86%	14%	7	1	8	88%	13%
Neither Aboriginal nor Torres Strait Islander															
A	8	8	16	50%	50%	6	8	14	43%	57%	6	5	11	55%	45%
B	180	84	264	68%	32%	140	66	206	68%	32%	119	51	170	70%	30%
C	92	62	154	60%	40%	90	65	155	58%	42%	92	69	161	57%	43%
D	34	30	64	53%	47%	34	27	61	56%	44%	32	29	61	52%	48%
E	30	51	81	37%	63%	25	47	72	35%	65%	20	40	60	33%	67%
Senior	13	8	21	62%	38%	11	8	19	58%	42%	7	9	16	44%	56%
Total	357	243	600	60%	41%	306	221	527	58%	42%	276	203	479	58%	42%
No Information															
A	7	1	8	88%	13%	13	1	14	93%	7%	11	2	13	85%	15%
B	87	45	132	66%	34%	113	53	166	68%	32%	125	57	182	69%	31%
C	12	15	27	44%	56%	17	24	41	41%	59%	25	28	53	47%	53%
D	6	8	14	43%	57%	9	7	16	56%	44%	10	8	18	56%	44%
E	5	9	14	36%	64%	4	13	17	24%	76%	13	20	33	39%	61%
Senior	0	2	2	0%	100%	1	3	4	25%	75%	3	2	5	60%	40%
Total	117	80	197	59%	41%	157	101	258	61%	39%	187	117	304	62%	38%

TABLE 3.7: Aboriginal and Torres Strait Islander, Neither Aboriginal and Torres Strait Islander and No Information Categories for Professional Staff by Gender 2019–2021

	2019					2020					2021				
	Women	Men	Total	% of W	% of M	Women	Men	Total	% of W	% of M	Women	Men	Total	% of W	% of M
Aboriginal and Torres Strait Islander															
HEW 3	1	1	2	50%	50%	1	0	1	100%	0%	1	0	1	100%	0%
HEW 4	2	0	2	100%	0%	2	0	2	100%	0%	1	1	2	50%	50%
HEW 5	5	2	7	71%	29%	5	2	7	71%	29%	5	2	7	71%	29%
HEW 6	2	1	3	67%	33%	0	1	1	0%	100%	0	1	1	0%	100%
HEW 7	6	1	7	86%	14%	6	0	6	100%	0%	8	0	8	100%	0%
HEW 8	3	1	4	75%	25%	3	2	5	60%	40%	4	3	7	57%	43%
HEW 9	0	1	1	0%	100%	0	1	1	0%	100%	0	2	2	0%	100%
Senior	1	0	1	100%	0%	1	0	1	100%	0%	2	0	2	100%	0%
Total	20	7	27	74%	26%	18	6	24	75%	25%	21	9	30	70%	30%
Neither Aboriginal nor Torres Strait Islander															
HEW 2	2	1	3	67%	33%	1	1	2	50%	50%	1	1	2	50%	50%
HEW 3	10	5	15	67%	33%	7	4	11	64%	36%	5	5	10	50%	50%
HEW 4	21	15	36	58%	42%	19	15	34	56%	44%	17	13	30	57%	43%
HEW 5	139	39	178	78%	22%	120	35	155	77%	23%	115	35	150	77%	23%
HEW 6	136	32	168	81%	19%	110	27	137	80%	20%	107	25	132	81%	19%
HEW 7	138	57	195	71%	29%	134	58	192	70%	30%	131	53	184	71%	29%
HEW 8	94	44	138	68%	32%	92	39	131	70%	30%	89	39	128	70%	30%
HEW 9	65	42	107	61%	39%	63	38	101	62%	38%	64	39	103	62%	38%
HEW 10	0	0	0	N/A	N/A	3	4	7	43%	57%	4	3	7	57%	43%
Senior	19	25	44	43%	57%	21	25	46	46%	54%	19	25	44	43%	57%
Outside EA	2		2	100%	0%	1	0	1	100%	0%	0	0	0	N/A	N/A
Total	626	260	886	71%	29%	571	246	817	70%	30%	552	238	790	70%	30%
No Information															
HEW 2															
HEW 3	3	1	4	75%	25%	3	2	5	60%	40%	1	1	2	50%	50%
HEW 4	9	4	13	69%	31%	13	8	21	62%	38%	10	9	19	52%	48%
HEW 5	49	11	60	82%	18%	80	21	101	79%	21%	79	17	96	82%	18%
HEW 6	61	21	82	74%	26%	68	30	98	69%	31%	78	34	112	70%	30%
HEW 7	24	18	42	57%	43%	58	24	82	71%	29%	74	32	106	70%	30%
HEW 8	14	4	18	78%	22%	27	12	39	69%	31%	31	14	45	69%	31%
HEW 9	9	15	24	37%	63%	25	21	46	54%	46%	23	18	41	56%	44%
HEW 10		1	1	0%	100%	2	4	6	33%	67%	4	5	9	44%	56%
Senior	3	3	6	50%	50%	4	5	9	44%	56%	5	5	10	50%	50%
Total	172	78	250	69%	31%	280	127	407	69%	31%	305	135	440	69%	31%

(ii) Staff by contract type (continuing, fixed-term and casual contracts)

Table 3.8 provides an overview of gender composition of academic staff by contract type for headcount and FTE. The headcount data captures casual staff often employed for a small number of hours in a twelve-month period, so FTE data is a more accurate source of workforce composition. The FTE data demonstrates a high proportion of casual academic staff are women (44% women versus 29% men). Most casual academic staff are employed on a sessional semester basis to deliver lectures, tutorials, and student placement supervision. The higher proportion of women in casual academic positions, and corresponding lower percentage in senior academic roles in Table 3.1, are further evidence of barriers to career progression.

TABLE 3.8: Gender composition of all academic staff by contract type, headcount and FTE as at 31 March 2021

Academic	Contract Type	Women		Men		% Total Headcount
		No.	%	No.	%	
Headcount	Continuing	330	8%	213	12%	10%
	Fixed term	142	4%	111	6%	4%
	Casual	3446	88%	1442	82%	86%
	Total Headcount	3918		1766		
FTE	Continuing	290.9	39%	200.1	49%	43%
	Fixed term	122.4	16%	90	22%	18%
	Casual	330.5	44%	118.7	29%	39%
	Total FTE	743.8		408.8		

Analysis at faculty level provides further information regarding the casual academic workforce. Table 3.9 provides gender composition data by contract type for faculty academic staff. Within FHS, clinical placements for students are overseen by practitioners in casual positions. This also applies in Education, where students are required to participate in annual teaching placements, overseen by teachers in schools. The high percentage of women in nursing (88%)⁷ and teaching (71%)⁸ professions is reflected in the gender representation of placement supervisors and thus casual academic gender representation.

FLB, with significantly lower staff numbers, has the highest percentage of casual academic staff. This is impacted by discipline requirements for teaching staff with recent professional or industry experience. Gender representation shows a higher percentage of women in casual roles despite their low representation overall. FTP's lower casual staff representation is potentially due to the smaller undergraduate student numbers in this faculty.

The higher proportion of women in casual employment reduces opportunities for security of employment and career progression (Key Barrier 1).

EA provisions that involve conversion of casual academic staff to continuing academic teaching positions will contribute to decreasing the proportion of casual academic staff and provide more security of employment. Casual academic staff undertaking teaching for 12 months or more are offered the opportunity to apply for conversion to continuing roles. The target is to reduce casual academic staff from 39% to 30% during the life of the EA (2022-2025). A register of eligible casual

⁷ Australian Bureau of Statistics 2022, *A caring nation – 15 per cent of Australia's workforce in Health Care and Social Assistance industry*, ABS, viewed 12 September 2023, <<https://www.abs.gov.au/media-centre/media-releases/caring-nation-15-cent-australias-workforce-health-care-and-social-assistance-industry>>.

⁸ Australian Bureau of Statistics 2020, *Students near 4 million, female teachers outnumber males*, ABS, viewed 12 September 2023, <<https://www.abs.gov.au/articles/students-near-4-million-female-teachers-outnumber-males>>.

academic staff is held, and they are contacted directly to advise them of this opportunity. This provision builds on outcomes from the previous EA initiative, where 21 casual/sessional staff converted to continuing or fixed-term teaching-focussed positions, eighteen (85%) of whom were women.

Based on casual academic gender representation data, and the outcome of the previous casual conversion program, high numbers of women are expected to participate. Conditions in this EA include considerations for career interruption and other personal reasons to promote a fair and equitable process for applicants. Career development and progression support actions to address Key Barrier 1 will be important for this cohort, including those interested in transitioning to research careers.

TABLE 3.9: Gender composition of faculty academic staff by contract type, gender and organisational sub-unit FTE as at 31 March 2021

	Contract Type	Women		Men		% Total Headcount
		No.	%	No.	%	
FEA	Continuing	74.8	41%	47.5	54%	45%
	Fixed-term	37.6	21%	13.9	16%	19%
	Casual	70.3	38%	25.9	30%	36%
FHS	Continuing	181.1	42%	86.1	51%	44%
	Fixed-term	64.7	15%	35.6	21%	17%
	Casual	185.5	43%	48.4	28%	39%
FLB	Continuing	7.6	30%	28	48%	42%
	Fixed-term	5	20%	3.4	6%	10%
	Casual	13	51%	27.5	47%	48%
FTP	Continuing	18.9	68%	33	56%	60%
	Fixed-term	6	22%	22.3	38%	33%
	Casual	2.7	10%	3.2	5%	7%
		Women		Men	Total	%W
Data:	FEA	182.7		87.3	270	68%
	FHS	431.3		170.1	601.4	72%
	FLB	25.6		58.9	84.5	30%
	FTP	27.6		58.5	86.1	32%

Table 3.10 provides headcount and FTE contract type data by gender for professional staff in 2021. The high proportion of professional staff in continuing roles and low FTE percentage of 6% casual appointments for both women and men do not flag any significant areas of concern.

TABLE 3.10: Gender composition of all professional staff by contract type, headcount and FTE as at 31 March 2021

Professional	Contract Type	Women		Men		% Total Headcount
		No.	%	No.	%	
Headcount	Continuing	650	41%	266	39%	41%
	Fixed-term	227	14%	128	19%	16%
	Casual	696	44%	284	42%	44%
FTE	Continuing	587.7	70%	258.5	65%	68%
	Fixed-term	202.7	24%	117.4	29%	26%
	Casual	53.2	6%	24.7	6%	6%

(iii) Staff by contract function (research-only; teaching & research; teaching-only)

ACU’s academic career structure includes five academic career pathways (ACPs). Three ACPs, Teaching-focused (TF)⁹, Teaching and research (T&R), and Research-only, are consistent with those that operate in many institutions, however ACU offers the following additional ACPs:

- Academic Leadership and Service (ALS) which offers a career pathway for roles that involve substantial contributions to leadership, academic administration and/or governance internally or externally, integrated with teaching and/or research in the academic’s discipline.
- Research-focussed (RF) has a strong focus on research, however, includes teaching and other activities in the workload arrangements. Research-only can include research activities for up to 80% of the staff member’s workload allocation.

The purpose of the five ACPs is to provide a broader range of career options for academic staff.

Table 3.11 and Figure 2 illustrate gender representation of academic staff by ACP. The highest proportion of academic staff are in the TF ACP, where women’s representation (69%), is ten percent higher than their overall workforce participation (59%). There are lower percentages of women in research related ACPs.

TABLE 3.11: Gender composition of staff by ACU academic career pathway FTE as at 31 March 2021

Chart data:	Academic Pathway	Women %	Men %	Ave W %
	Academic leadership & services	62%	38%	59%
	Research focussed	50%	50%	59%
	Research only	42%	58%	59%
	Teaching and research	53%	47%	59%
	Teaching focussed	69%	31%	59%

Figure 3.2: Gender composition of staff by ACU academic career pathway FTE as at 31 March 2021

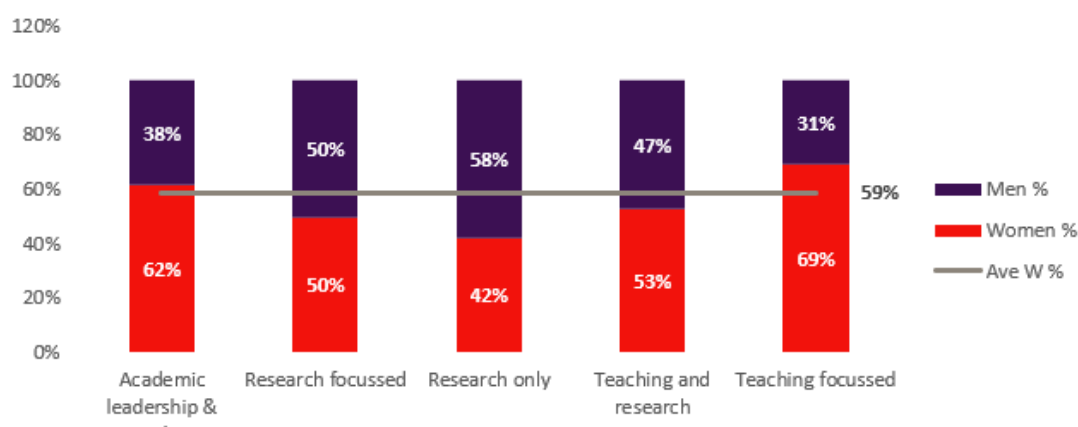


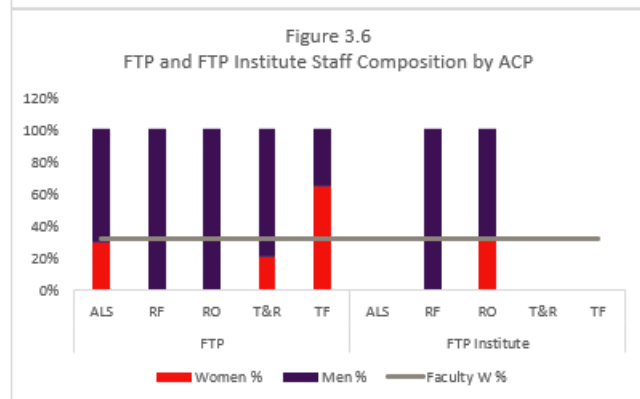
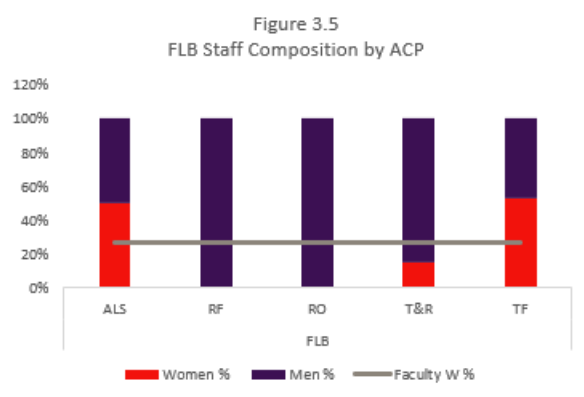
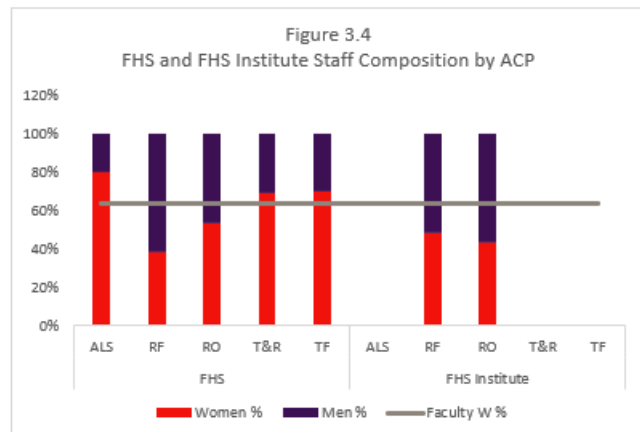
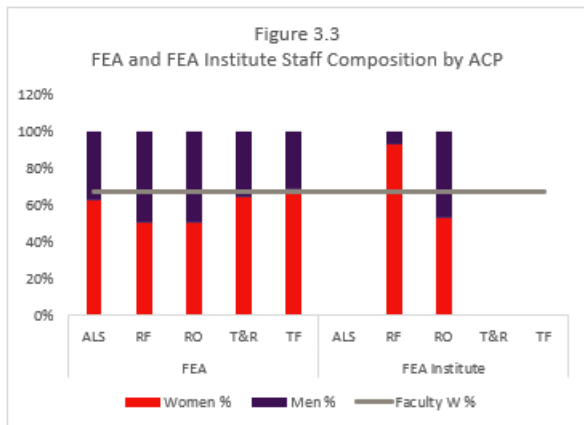
Table 3.12 and Figures 3.3,3.4,3.5 and 3.6 detail the proportion of women and men in each ACP by organisational sub-unit. The line on the graphs indicates women’s representation in each faculty to demonstrate ACP variance by gender. Faculty ACP profiles are mostly consistent with the overall

⁹ ACU uses the term “Teaching-focused” career pathway rather than “Teaching-only.”

gender composition data, demonstrating higher percentages of women in ALS and TF ACPs, and lower in research related ACPs. ACPs by gender for research institute staff is included separately and mostly shows a higher concentration of men in RF and RO pathways.

TABLE 3.12: Gender composition of staff by faculty by ACP and gender at 31 March 2021

Faculty	Academic	Women %	Men %	Faculty W %
FEA	ALS	63%	37%	67%
	RF	50%	50%	67%
	RO	50%	50%	67%
	T&R	64%	36%	67%
	TF	69%	31%	67%
FEA Institute	ALS			67%
	RF	93%	7%	67%
	RO	53%	47%	67%
	T&R			67%
	TF			67%
Faculty	Academic	Women %	Men %	Faculty W %
FHS	ALS	80%	20%	64%
	RF	38%	62%	64%
	RO	53%	47%	64%
	T&R	69%	31%	64%
	TF	70%	30%	64%
FHS Institute	ALS			64%
	RF	48%	52%	64%
	RO	43%	57%	64%
	T&R			64%
	TF			64%
Faculty	Academic	Women %	Men %	Faculty W %
FLB	ALS	50%	50%	27%
	RF	0%	100%	27%
	RO	0%	100%	27%
	T&R	15%	85%	27%
	TF	53%	47%	27%
Faculty	Academic	Women %	Men %	Faculty W %
FTP	ALS	30%	70%	32%
	RF	0%	100%	32%
	RO	0%	100%	32%
	T&R	21%	79%	32%
	TF	65%	35%	32%
FTP Institute	ALS			32%
	RF	0%	100%	32%
	RO	32%	68%	32%
	T&R			32%
	TF			32%



There are promotion pathways available for each ACP. Concerns about reduced opportunities to research impeding career progression were raised during consultation (refer Section 4.2.v). The impact of actions to address Key Barrier 1 in improving career opportunities for academic staff will be monitored and targeted actions will be put in place where required (Actions 1.1 -1.2 & 1.4).

(iv) Staff exit data

ACU staff exit data (Table 3.13) indicates higher separation rates for professional staff than academics in 2021, and a higher percentage of exits from the university by women overall. Table 3.14, which reports separations by FTE, gender, and reason for 2019-2021 calendar years shows resignation rates for women academic and professional staff were higher than men. Separation of academic men was higher through redundancy or retirement. Women professional staff data over the three-year reporting period (Table 3.15) shows a decrease in resignation rates in 2020, which is likely related to uncertainty and lack of opportunity during the COVID 19 pandemic. The data otherwise shows the proportion of women's resignations is higher than their overall representation in the workforce.

TABLE 3.13: Academic and professional staff exits by reason and gender (headcount) in 2021

	Reasons	Women		Men	
		No. of Exits	% Exits	No. of Exits	% of Exits
Academic	Non-renewal	19	32%	10	33%
	Redundancy	0	N/A	2	7%
	Resignation	31	53%	10	33%
	Retirement	8	14%	8	27%
	Other	1	2%	0	N/A
Professional	Non-renewal	26	15%	10	18%
	Redundancy	14	8%	1	2%
	Resignation	122	72%	39	70%
	Retirement	6	4%	3	5%
	Other	2	1%	3	5%

TABLE 3.14: Academic and professional staff exits by reason and gender (FTE) in 2019-2021

	Reasons	Academic Staff				Professional Staff			
		Women		Men		Women		Men	
		No. of Exits	% Exits	No. of Exit	% of Exits	No. of Exits	% Exits	No. of Exit	% of Exits
2019	Non-renewal	11.6	20%	6.3	28%	21.8	18%	7.5	20%
	Redundancy	2.5	4%	1.6	7%	7	6%	2	5%
	Resignation	37.5	65%	10.4	45%	89.2	73%	25.7	70%
	Retirement	5.8	10%	4.6	20%	4.1	3%	1	3%
	Other	0.6	1%	0	0%	0	0%	0.5	1%
2020	Non-renewal	17	36%	13.1	55%	33	39%	10	26%
	Redundancy	0.8	2%	0	0%	1	1%	0	0%
	Resignation	25.9	54%	8.6	36%	46.6	56%	23.8	62%
	Retirement	4	8%	1	4%	0	0%	1.8	5%
	Other	0	0%	1	4%	3.2	4%	2.7	7%
2021	Non-renewal	10.4	25%	7.2	36%	26	17%	10	19%
	Redundancy	0	0%	1.8	9%	14	9%	1	2%
	Resignation	26.2	64%	8.8	44%	107.4	70%	37.9	71%
	Retirement	3.2	8%	2	10%	5.3	3%	2.8	5%
	Other	1	2%	0	0%	1.6	1%	2	4%

TABLE 3.15: Exit rates by gender and reason for academic and professional staff (FTE) 2019-2021

Reason	Year	Academic Staff				Professional Staff			
		Women		Men		Women		Men	
		No. of Exits	% Exits	No. of Exits	% of Exits	No. of Exits	% Exits	No. of Exit	% of Exits
Non-renewal	2019	11.6	65%	6.3	35%	21.8	74%	7.5	26%
	2020	17	56%	13.1	44%	33	77%	10	23%
	2021	10.4	59%	7.2	41%	26	72%	10	28%
Redundancy	2019	2.5	61%	1.6	39%	7	78%	2	22%
	2020	0.8	100%	0	0%	1	100%	0	0%
	2021	0	0%	1.8	100%	14	93%	1	7%
Resignation	2019	37.5	78%	10.4	22%	89.2	77%	25.7	22%
	2020	25.9	75%	8.6	25%	46.6	66%	23.8	34%
	2021	26.2	75%	8.8	25%	107.4	74%	37.9	26%
Retirement	2019	5.8	56%	4.6	44%	4.1	80%	1	20%
	2020	4	80%	1	20%	0	0%	1.8	100%
	2021	3.2	62%	2	38%	5.3	65%	2.8	35%
Other	2019	0.6	100%	0	0%	0	0%	0.5	100%
	2020	0	0%	1	100%	3.2	5400%	2.7	46%
	2021	1	100%	0	0%	1.6	44%	2	56%

Exit surveys are not in place, but an exit interview with People and Capability is offered to all staff. A review of 26 exit interviews conducted in 2021 found 81% of interviewees were women, which is higher than their separation rates. Interviewees expressed support for the university's Mission and values, and were satisfied with their employment at ACU, but indicated there were areas for improvement, summarised below.

Exit interview feedback – Suggested improvements

- high workload/workload pressures and a lack of recognition by leaders regarding individual contributions and discretionary effort
- lack of support for academic career progression, including insufficient academic induction by the work area, challenges to complete doctorates while managing competing priorities as part of probation criteria, a lack of opportunity to change career pathway (e.g., moving into research from teaching-focussed)
- lack of support for career development by both academic and professional staff, along with perceived inequities in the process for offering internal opportunities for career progression
- Leadership handling of major change/restructure was raised as an area for improvement.
- Supervisor leadership capability and support were also raised, including a lack of feedback, communication, inconsistency in staff access to flexibility, and addressing inappropriate workplace behaviour.

Aboriginal and Torres Strait Islander Staff

Key themes from the small number of Aboriginal and Torres Strait Islander who requested interviews are:

- Cultural safety could be improved through an increased university-wide focus on building cultural capability.
- More Aboriginal and Torres Strait Islander senior academic appointments to increase visibility for staff and students and to broaden the sharing of cultural load responsibilities for key university activities.

Qualitative analysis indicates the following factors contributed to resignation rates,

- Lack of support for career development and progression opportunities (Key Barrier 1).
- Inconsistency in supervisor's application of people processes such as performance feedback, addressing workplace behaviour and managing flexibility (Key Barriers 1, 4 and 5).
- Perceived lack of recognition and accountability by the university's leadership.

Based on this evidence, actions to address these identified key barriers to retaining staff will have a positive effect on GEDI outcomes, given the higher resignation rates for women. The Aboriginal and Torres Strait Islander Peoples Employment plan includes actions to enhance cultural safety and other supports.

(v) Composition of the Institution's Governing Body and Decision-making Committees

Table 3.16 details gender representation of the university's peak governing body and key decision-making committees across the four-year period 2019-2022. ACU's constitution requires that gender

equity is a key consideration for elected and externally appointed (non-ex-officio) Senate positions. This is actioned through the Chancellor, the Senate Chair, providing guidance to the election committees to consider gender balance in appointment, and has resulted in women’s representation in the Senate membership increasing to 47% in 2023.

While ACU is moving towards more gender balanced committee membership, with the majority of key decision-making committees including at least 40% women’s representation in recent years, membership does not reflect women’s overall organisational workforce representation (refer Table 3.1). A significant proportion of committee roles are ex-officio, which presents challenges for change to committee gender composition when a high proportion of senior positions are held by men.

Actions to enhance career pipelines for women (particularly Key Barriers 1 and 2) and increase women’s representation in senior positions will positively impact ex-officio appointments. Further steps to improve gender composition of committees are included in the GEAP.

Intersectional data for the university’s key governance bodies is limited to Aboriginal and Torres Strait Islander Peoples by gender. The collection of intersectional data across all ACU’s key decision-making bodies will be addressed by Enabling action 6.1.

TABLE 3.16: Gender composition of ACU's governing body and key decision-making committees 2020-2022 (Headcount)

Committee	Position	2020		2021		2022	
		Women	Men	Women	Men	Women	Men
Senate	Chair	0	1	0	1	0	1
	Members	9	8	8	9	7	10
	Total	9	9	8	10	7	11
	Percentage	50%	50%	44%	56%	39%	61%
VCAC	Chair		1	0	1	0	1
	Members	1	5	4	6	5	5
	Total	1	6	4	7	5	6
	Percentage	14%	86%	36%	64%	45%	55%
VCEB	Chair	0	1	0	1	0	1
	Members	10	17	12	14	10	12
	Total	10	18	12	15	10	13
	Percentage	36%	64%	44%	56%	44%	56%
Academic Board	Chair	1	0	0	1	0	1
	Members	15	24	18	18	18	17
	Total	16	24	18	19	18	18
	Percentage	40%	60%	49%	51%	50%	50%
University Research Committee	Chair	0	1	0	1	0	1
	Members	12	7	16	10	13	9
	Total	12	8	16	11	13	10
	Percentage	60%	48%	59%	41%	57%	43%
University Learning & Teaching Committee	Chair	0	1	0	1	1	0
	Members	13	11	11	14	12	14
	Total	13	12	11	15	13	14
	Percentage	52%	48%	42%	58%	48%	52%
Finance & Resources Committee	Chair	0	1	0	1	1	0
	Members	2	5	2	5	2	5
	Total	2	6	2	6	3	5
	Percentage	25%	75%	25%	75%	37%	63%
Audit & Risk Committee	Chair	0	1	0	1	0	1
	Members	4	4	3	5	2	6
	Total	4	5	3	6	2	7
	Percentage	44%	56%	33%	66%	22%	78%

(vi) Pay Equity

ACU's gender pay gap data for base salary and total remuneration for academic, professional, and whole of organisation is provided in Table 3.17, and over time in Figure 3.3. The base salary structure for the majority of ACU staff, excluding senior staff, is set by the ACU Staff EA, which stipulates the base salary by classification level and increment. Differences in total remuneration for non-senior staff would in most cases be the result of salary loadings and/or higher duties allowances received. Pay gap differences between academic staff base salary and total remuneration is affected by the proportion of men in leadership roles that attract allowances and/or salary loadings offered or negotiated by men more successfully.

Like-for-like analysis demonstrates that gender pay gaps are either close to parity or favour women at most levels, the outliers being HEW 10 and senior professional staff (Table 3.18). The overall gender pay gap is impacted by the high percentage of women in the lower-mid classification levels (HEW 5-7 and Academic levels B & C) and lower proportion at higher classification levels (Table 3.1).

Annual gender pay gap analyses conducted recently have identified and addressed unconscious bias in incremental progression during parental leave and the value of comparable work in remuneration reviews as steps to reduce pay inequity. However, further actions are required to facilitate change that would reduce the gender pay gap, particularly the large difference in total remuneration shown in Table 3.17.

Increasing women's representation in high level positions would contribute to reducing the gender pay gap, supported by actions that address the key barriers, including:

- Support for career development and progression that includes building supervisor capability to enhance career pathways for women (Key Barrier 1).
- Support for parental leave and childcare that improves achievement relative to opportunity (Key Barrier 2)
- Embedding inclusiveness in the university's culture to provide an environment where all staff can reach their potential (Key Barrier 3)
- Enhancing support for addressing inappropriate behaviour that provides an environment where staff feel safe and respected (Key Barrier 4)
- Improving consistency in the management of flexibility (Key Barrier 5)

TABLE 3.17: Gender pay gap as at 31 March 2021 (incl. senior staff) for academic, professional and organisation-wide categories

	Acad/Prof	GENDER SPLIT		
		Women	Men	W %
Average of Base	Academic	132,488.39	145,201.52	8.8%
	Professional	95,515.67	108,828.95	12.2%
	Org wide pay gap	108,406.75	125,437.19	13.6%
Average of Total Rem	Academic	159,251.54	182,346.47	12.7%
	Professional	112,959.74	130,780.56	13.6%
	Org wide pay gap	129,100.06	154,326.30	16.3%

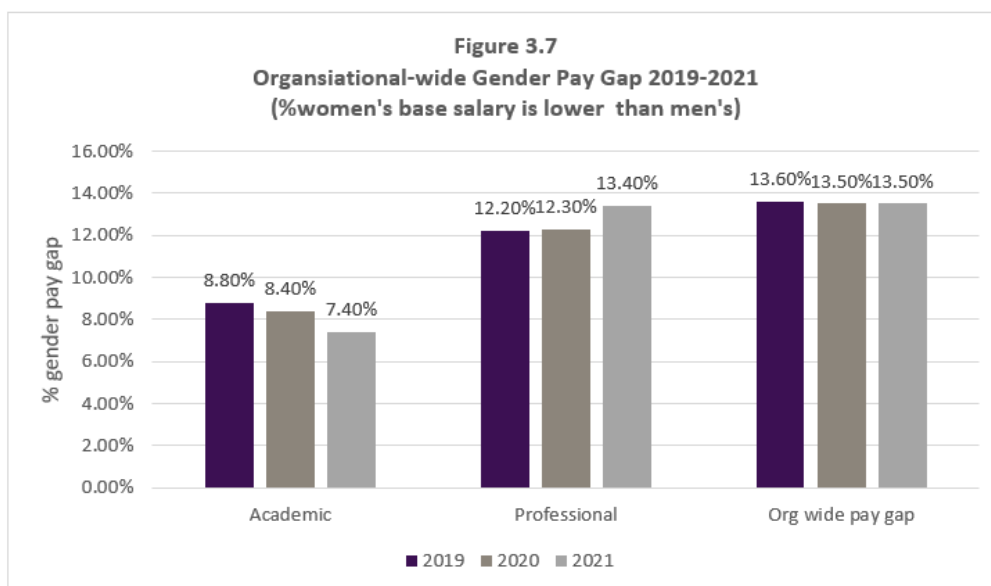


Table 3.18: Like-for-like Gender Pay Gap by Classification and Level at 31 March 2021

Classification & Level	Average Base Salary % Difference	Average Total Remuneration % Difference
Academic Staff		
Level A	1.4%	-0.6%
Level B	0.3%	0.7%
Level C	-0.6%	-0.1%
Level D	0.7%	0.2%
Level E	0.7%	6.6%
Senior*	-9.9%	1.6%
Professional Staff		
HEW 2	-0.2%	-5.5%
HEW 3	-1.5%	-2.7%
HEW 4	-1.0%	-0.4%
HEW 5	0.3%	0.6%
HEW 6	-1.9%	-2.1%
HEW 7	0.3%	0.2%
HEW 8	1.4%	2.9%
HEW 9	0.0%	2.7%
HEW 10	7.4%	8.0%
Senior*	19.5%	20.8%

3.2 Student Data

(i) Undergraduate students

ACU provides a range of undergraduate (UG) study pathways for diverse groups, including:

- Secondary School leavers using ATAR ranking and early entry schemes.
- Aboriginal and Torres Strait Islander peoples
- People over 21
- People from equity groups
- Veterans
- Elite athletes and performance programs.

Approximately 60% of ACU's UG enrolments originate in Tertiary Admissions Centres (TAC) based in Queensland, Victoria, and NSW/ACT, with entry based on secondary school results and additional factors relating to community contributions, vocational courses, and work/life experiences. The remaining 40% comes from the ACU Guarantee program which offers early entry places based on a combination of Year 11 results considering personal circumstances, including those that impact equity groups.

Table 3.2.i summarises student numbers for UG, postgraduate by coursework (PG), and higher degree research (HDR) students by gender for 2019-2021.¹⁰ ACU's UG women participation rates exceed the higher education sector average of 57%.¹¹ This higher concentration of women reflects the disciplines and programs taught at ACU, such as Health Sciences (Nursing, Midwifery), and Education (Table 3.2.ii), and are consistent with women's representation in nursing and teaching professions in Australia at 87%¹² and 71%¹³, respectively. Gender representation in discipline areas for Health Management, Exercise Science, and Nutrition is more balanced, as is Business, while Law has higher women's representation. Adjustment factors are offered to men as part of the application process for courses in Education, Nursing and Midwifery to encourage more men to seek careers in disciplines that traditionally attract more women.

Level of Course - Narrow	Year	Women		Men		X	
		No.	%	No.	%	No.	%
Higher Degree Research	2019	172	58%	126	42%		
	2020	144	57%	110	43%		
	2021	149	55%	121	45%		
Postgraduate by coursework	2019	4,053	69%	1,850	31%	8	0.1%
	2020	4,041	69%	1,819	31%	14	0.2%
	2021	4,043	69%	1,787	31%	18	0.3%
Undergraduate	2019	20,137	75%	6,847	25%	35	0.1%
	2020	19,801	75%	6,446	25%	27	0.1%
	2021	20,275	76%	6,389	24%	39	0.1%

¹⁰ Note: application and offer data by gender was not available for all regions where ACU, as a national university, operates. Enabling action 6.2 will address this.

¹¹ Source: Department of Education, Skills, and Employment Student Load Comparative Graphs from Student Load time Series

¹² Source: hospitalhealth.com.au

¹³ Source: abs.gov.au/article/students near four million, female teachers outnumber males 2019

TABLE 3.2.ii UG Student enrolment by faculty, discipline area and gender 2019-2021

Faculty	Discipline area	Year	Women		Men		X	
			No.	%	No.	%	No.	%
Health Sciences	Nursing, Paramedicine and Midwifery	2019	7495	85%	1336	15%	15	0.2%
		2020	7575	85%	1325	15%	13	0.1%
		2021	7239	85%	1277	15%	18	0.2%
	Health Management, Exercise Science, Science, Nutrition Science	2019	961	48%	1049	52%	-	-
		2020	945	48%	1018	52%	-	-
		2021	1095	50%	1104	50%	-	-
	Allied Health - Psychology, Social Work, Physiotherapy, Occupational Therapy	2019	3310	77%	999	23%	8	0.2%
		2020	3517	77%	1022	22%	8	0.2%
		2021	3680	77%	1066	22%	7	0.1%
Education and Arts	Arts	2019	844	69%	380	31%	<6	0.2%
		2020	703	68%	331	32%	<6	0.1%
		2021	644	68%	305	32%	<6	0.1%
	Education	2019	5003	78%	1444	22%	<6	<.1%
		2020	4828	78%	1373	22%	<6	<.1%
		2021	5003	78%	1444	22%	<6	0.1%
Law and Business	Business	2019	1017	48%	1083	52%	-	-
		2020	898	51%	876	49%	-	-
		2021	782	52%	730	48%	-	-
	Law	2019	481	71%	199	29%	<6	0.1%
		2020	505	69%	227	31%	<6	0.1%
		2021	495	69%	225	31%	<6	0.1%
Theology and Philosophy	Theology and Philosophy	2019	50	39%	78	60%	<6	0.8%
		2020	40	37%	68	62%	<6	0.9%
		2021	37	37%	62	61%	<6	2.0%

UG equity group representation for 2021 by gender is detailed shows the proportion of women and men within these groups is consistent with ACU’s course profile and overall gender representation in (Table 3.2.iii). The data also shows a slightly higher proportion of women from one or more equity groups and are more likely to experience intersectional barriers to their success. The university’s Widening Participation Plan is addressing this.

TABLE 3.2.iii All undergraduate students by equity group by gender 2021

Equity Group	Status Y/N	Women			Men			X	
		No.	%	Women %	No.	%	Men %	No.	%
Aboriginal and/or Torres Strait Islander	Yes	368	74%	2.10%	131	26%	2.20%		0.0%
	No	17,331	75%		5,770	25%		33	0.1%
Low SES	Yes	2,072	76%	12%	650	24%	11%	2	0.1%
	No	15,627	75%		5,251	25%		31	0.1%
NESB	Yes	391	80%	2.20%	95	20%	1.60%		0.0%
	No	17,308	75%		5,806	25%		33	0.1%
Regional	Yes	1,658	78%	9.40%	457	22%	7.70%	4	0.2%
	No	16,041	75%		5,444	25%		29	0.1%
Remote	Yes	28	76%	0.16%	9	24%	0.15%	0	0.3%
	No	17,671	75%		5,892	25%		33	0.1%
Disability	Yes	1,018	79%	5.75%	259	20%	4.40%	7	0.5%
	No	16,681	75%		5,642	25%		26	0.1%

UG student attrition rates for the three-year period 2017 - 2019 were lower for women and non-binary students (Table 3.2.iv). At the PG level, attrition rates across were higher, with a notable increase for women and non-binary students. Although a much smaller cohort, attrition rates for HDR students were lower. Recently introduced initiatives to identify and address risk factors relating to UG and PG attrition rates will be closely monitored to inform future actions.

TABLE 3.2.iv Student attrition rates by gender as a percentage of total enrollments 2017-2019

Study Level	Year	Women	Men	X
Undergraduate	2017	15.60%	22.40%	23.10%
	2018	15.60%	22.40%	25.70%
	2019	14.80%	21.30%	20.00%
Postgraduate by coursework	2017	24.10%	27.80%	
	2018	23.80%	24.70%	33.30%
	2019	22.80%	23.10%	28.60%
Higher degree research	2017	13.30%	16.10%	
	2018	11.00%	17.00%	
	2019	14.40%	13.80%	

(ii) Postgraduate Degree by Coursework and Higher Degree Research (HDR) students

ACU offers graduate certificates, graduate diplomas, and Masters by coursework with selection processes considering UG results, any additional relevant studies, and work / life-related factors.

Applicants for Masters by Research and PhDs can apply for candidature at any time. Applications meeting eligibility criteria are assessed for quality, alignment with university research objectives, and supervisor availability. All successful domestic HDR applicants are awarded Research Training Program (RTP) fee scholarships to cover tuition costs. Additional stipend scholarships, both internally and externally funded to assist with living expenses, are offered twice per year and are awarded through a merit-based process and includes part time students.

To support an institutional wide Indigenous HDR academic pipeline, Aboriginal and Torres Strait Islander peoples accepted into HDR program are offered employment during candidature so that ACU can build individual and cultural capacity across teaching, research, and service. A full-time ongoing identified academic appointment is offered upon successful HDR completion; an initiative embedded in the EA. Progress is monitored through the Aboriginal and Torres Strait Islander Employment Plan.

Gender representation data for PG enrolments shows lower women's representation compared to UG enrolments. In Education, which has the largest number of PG enrolments at ACU, women's participation is 7-8% lower compared to UG enrolments and this reducing pipeline continues for HDR programs.

TABLE 3.2.v PG students by faculty, discipline area and gender 2019-2021

Faculty	Discipline area	Year	Women		Men		X	
			No.	%	No.	%	No.	%
Health Sciences	Nursing, Paramedicine and Midwifery	2019	300	86%	49	14%		0%
		2020	305	91%	30	9%		0%
		2021	267	89%	34	11%		0%
	Health Management, Exercise Science, Science, Nutrition Science	2019	333	53%	300	47%		0%
		2020	318	54%	275	46%		0%
		2021	277	51%	267	49%		0%
	Allied Health - Psychology, Social Work, Physiotherapy, Occupational Therapy	2019	361	78%	104	22%	<6	0%
		2020	348	77%	102	23%	<6	0%
		2021	370	78%	104	22%	<6	0%
Education and Arts	Arts	2019	18	82%	4	18%		0%
		2020	24	83%	5	17%		0%
		2021	17	81%	4	19%		0%
	Education	2019	2164	71%	879	29%	<6	0%
		2020	2235	71%	918	29%	10	0%
		2021	2333	70%	977	29%	13	0%
Law and Business	Business	2019	269	48%	297	52%		0%
		2020	230	53%	206	47%		0%
		2021	163	57%	125	43%		0%
	Law	2019	58	53%	51	47%		0%
		2020	103	46%	120	54%		0%
		2021	111	47%	124	53%		0%
Theology and Philosophy	Theology and Philosophy	2019	142	58%	103	42%		0%
		2020	108	51%	102	49%	<6	0%
		2021	162	58%	119	42%	<6	0%

Gender representation for HDR students in Table 3.2.vi captures the decrease in women's representation. The formation of the Graduate School of Research from 2024 is expected to provide additional supports to enhance HDR performance across the institution.

Scholarship funds awarded to students in 2021 (see Table 3.2.vii) shows women received 80% of available funds; higher than their overall representation (refer Table 3.2.i). The changes to HDR student support will provide data that unpacks gender differences for HDR scholarship recipients in the future.

TABLE 3.2.vi HDR student enrolments by course by year by gender 2019-2021

Course	Year	Women		Men		X	
		No.	%	No.	%	No.	%
Grand Total	2019	175	58%	127	42%		0%
	2020	149	57%	113	43%		0%
	2021	149	56%	118	44%		0%
Doctor of Education	2019	30	57%	23	43%		0%
	2020	27	57%	20	43%		0%
	2021	28	64%	16	36%		0%
Doctor of Philosophy	2019	117	55%	96	45%		0%
	2020	104	56%	83	44%		0%
	2021	110	54%	94	46%		0%
Doctor of Philosophy in Social and Political Thought	2019	4	100%		0%		0%
	2020	3	100%		0%		0%
	2021	2	100%		0%		0%
Master of Education (Research)	2019	13	87%	2	13%		0%
	2020	8	89%	1	11%		0%
	2021	4	100%		0%		0%
Master of Philosophy	2019	11	65%	6	35%		0%
	2020	7	44%	9	56%		0%
	2021	5	38%	8	62%		0%

TABLE 3.2.vii ACU student scholarships - Total amount and percentage by gender 2021

Gender	Total Scholarship Value	Percentage
Women	\$2,065,561	80%
Men	\$532,507	20%
X	\$4,000	<1%
Grand Total	\$2,602,068	

Section 4.1 – Entry to the workforce

4.1.(i) Recruitment

Recruitment data provided in Table 4.1.i shows a higher number of women submitted applications and were shortlisted. The overall appointment rate is slightly higher for women than men, and these success rates do not support recruitment as a key barrier. Internal recruitment data is included in Section 4.2.v, as it is more relevant to internal career progression opportunities and informs actions to address Key Barrier 1.

TABLE 4.1.i Recruitment by gender (excl. outside of EA) 2019-2021

		No. of Applications	No. of Shortlisted	Shortlist rate	No. Appointed	Interview success rate (appointed/shortlisted)	Appointment rate (appointment/application)
2019	Women	3,145	551	18%	235	43%	7%
	Men	2,106	293	14%	125	43%	6%
2020	Women	3,561	650	18%	238	37%	7%
	Men	2,061	234	11%	104	44%	5%
2021	Women	3,199	410	13%	270	66%	8%
	Men	2,098	177	8%	106	60%	5%

External recruitment data is provided for academic and professional staff in Tables 4.1.ii and 4.1.iii. Data for the 2021 reporting period shows at most levels, (for professional and academic staff), women were successfully appointed at higher rates than men. The exceptions were HEW 10, where the proportion of women was 50% and senior professional staff, where two men were appointed. The low numbers preclude identification of any trends. Application and shortlisting data will be available from 2022 as recruitment data is now hosted on an internal platform and can provide more comprehensive reporting.

TABLE 4.1.ii External recruitment of academic staff April 2020 - March 2021

Academic Level	Women		Men		Total No. by Level
	No. of Women	% of Women	No. of Men	% of Men	
Level B	47	72%	18	28%	65
Level C	8	67%	4	33%	12
Level D	2	67%	1	33%	3
Level E	10	59%	7	41%	17
Senior	2	100%		0%	2
Grand Total	69	70%	30	30%	99

TABLE 4.1.iii External recruitment of professional staff by level April 2020 - March 2021

Level	Women		Men		Total No. by Level
	No. of Women	% of Women	No. of Men	% of Men	
HEW 3	1	100%	0	0%	1
HEW 4	3	43%	4	57%	7
HEW 5	30	79%	8	21%	38
HEW 6	27	69%	12	31%	39
HEW 7	34	74%	12	26%	46
HEW 8	12	67%	6	33%	18
HEW 9	8	80%	2	20%	10
HEW 10	1	50%	1	50%	2
Senior	0	0%	2	100%	2
Grand Total	116	71%	47	29%	163

Intersectional recruitment data identifying factors such as cultural background, sexual orientation and people with disabilities is not currently collected. In 2022, the university transitioned its online recruitment system to integrate with the People and Capability information system. This will enable the collection of intersectional data for all applicants once the intersectional data categories are accessible. **(Enabling Action 6.1)**.

Policy, Procedures and Practices

ACU's recruitment and selection practices are supported by a policy and procedure framework that supports inclusive recruitment including:

- Messaging on the "Careers at ACU" web site highlighting that ACU is an inclusive workplace that welcomes people from diverse backgrounds, including people of all faiths.
- Recruitment support provided by the People and Capability Talent Management Team,
- Training for panel chairs, hiring managers and selection panel members, reinforcing an equitable, consistent, and transparent approach to recruitment across ACU.
- A requirement for mixed-gender recruitment panels.
- Ensuring that executive search agencies for senior staff recruitment are briefed about the university's requirement for gender balance in sourcing and referring potential candidates.

There is evidence of inconsistency and areas for improvement in inclusive recruitment and selection practices. Text responses from ACU's Gender Equality, Diversity, and Inclusion (GEDI) survey included the following themes:

- More diversity is needed in senior positions.
- More transparency is needed in recruitment and selection.
- There is a perception of nepotism in the recruitment process.

In addition, myVoice Survey responses included the following results:

- Only 47% of women and 48% of men agree that ACU is good at selecting the right people for the right job.
- Concern related to attracting applicants, with only 47% women and 41% of men agreeing this was managed well by the university.

The university's end-to-end recruitment process is currently under review as an action in ACU's People Plan 2022-2025, which includes "Employing the best people" as one of its six pillars. The review is being conducted through an inclusiveness lens to identify areas for improvement to attract diverse candidates. Recruitment does not represent a Key Barrier in our Athena Swan Action Plan. The findings in this section will be fed into the review to ensure a GEDI lens on the process.

4.1.(ii) Induction

The induction and onboarding of staff members at ACU includes a range of activities focussed on engaging staff with the Mission and values of the organisation, embedding a shared commitment to the dignity of the human person and the common good. This complements ACU compliance training which covers responsibilities relating to workplace behaviour expectations that support inclusiveness, and a safe and respectful working and learning environment.

All new staff are required to complete ACU's induction program within the first six months of commencement, which includes a combination of face-to-face interactions, training workshops, and online modules. One on one orientation and onboarding with the staff member's supervisor also occurs.

Table 4.1.iv describes induction modules and completion rates in 2021 as a proportion of new external appointments. There is little gender difference in participation and not all staff completed the program within the first six months of joining ACU.

In addition, training modules are offered to equip new academic staff with tools to support teaching in ACU's learning environments, including a focus on supporting diverse student needs and inclusive education, the use of technology, scholarly development, and curriculum design.

TABLE 4.1.iv ACU induction program participation by gender 2021

Program		Women	% of Women New Starters (n=185)	Men	% of Men New Starters (n=77)
U@ACU	Introductory workshop facilitated by People and Capability	158	85%	56	73%
Discrimination, harassment and bullying & EEO	Online modules that ensure staff are aware of their rights and responsibilities and options to raise concerns	166	90%	69	90%
Welcome to ACU	E Induction program that introduces staff to the university and provides practical guidance to assist their onboarding	169	91%	66	86%
WHS	Online module that provides staff with guidance regarding their rights and obligations in ensuring ACU is a safe working and learning environment consistent with WHS legislation	160	86%	65	84%
All Endeavours Grounded in Mission	An interactive workshop that engages staff with discussion about the university's Mission and its importance when working at ACU	153	83%	59	77%
Aboriginal and Torres Strait Islander Cultural Awareness	Virtual workshops available to all staff but mandatory for new starters. Note: Participation rates include all participants, including new and existing staff members	307	<i>Not reported as it includes current staff participants</i>	153	<i>Not reported as it includes current staff participants</i>

Staff feedback on Induction

- High levels of overall satisfaction.
- Satisfaction rates for one-on-one onboarding and induction with supervisors were lower than other induction components, which is an indicator of inconsistency in approach and skill levels.
- Academic staff from diverse backgrounds want more induction regarding the Australian higher education system, administrative arrangements, and workload.

Although there was positive feedback about the induction program, staff responses from the myVoice 2022 staff engagement survey to the statement “When people start in new jobs at ACU they are given enough guidance and training” showed 50% satisfaction from both women and men.

Based on this analysis, induction has not been identified as a Key Barrier. An update of the induction program is currently in train and includes:

- A comprehensive Welcome Booklet for new employees that articulates the university's commitment to equity and inclusion and provides information about flexible work and support for parents.
- Updated resources for supervisors to guide one-on-one induction.
- Review of online induction training modules
- A targeted induction program for casual academic staff

In addition, actions to address Key Barrier 1 will work to enhance supervisor capabilities to improve consistency in all areas of the employee experience. (Actions 1.3 & 1.6)

4.1.(iii) Support given to PhD students for career progression

ACU's commitment to supporting and preparing its Higher Degree Research (HDR) students has recently been reinforced in the university's Research and Enterprise Plan 2022-2023. A key objective (Figure 4.1.iii.1) is to enhance *Capability and Capacity* by increasing pathways and opportunities for HDR students and Early Career Researchers (ECR), to ensure ACU develops world-ready graduate researchers, along with a pipeline of graduates who are supported to transition to academia.

The *Capability and Capacity* priorities of the Research and Enterprise Plan focus on:

- Continued growth in the number of HDR completions and HDR enrolments
- Enhancing HDR candidature experience, including increased end-user and broader industry partner collaboration (e.g., career development programs)
- Implementing the ACU ECR Development scheme
- Reviewing the structure and role of all research centres in consultation with faculties
- Training and mentoring for HDR supervisors.



Figure 4.1.i The research ecosystem.

In 2024 the Graduate Research School will commence, bringing together staff with HDR responsibilities from across the university, to enhance the postgraduate student experience and increase HDR enrolments.

Table 4.1.v provides a summary of ACU HDR graduates employed at the university by faculty and gender. A higher number of women graduated over the three-year reporting period, and more women were successful in obtaining employment at ACU. The small numbers preclude identification of trends but do provide evidence that there are career opportunities for HDR students. Currently, there is limited feedback from HDR students regarding the support provided for transitioning to academia. This will be a focus for the Graduate Research School in the future.

Table 4.1.v: ACU HDR Graduates by Gender and Employment Status with ACU 2019-2021

2019										
Faculty/ Qualification	No. Graduates		Graduates employed – Women				Graduates employed - Men			
	Women	Men	Casual	PT	FT	% of Total Grads	Casual	PT	FT	% of Total Grads
FHS/PHD	5	5			3	60%			2	40%
FHS/Masters	1					0%				
FEA /PhD	2	1			1	50%				0%
FEA/ DED		1				0%		1		100%
FEA/Masters		1				0%			1	100%
FTP/PhD										
Total	8	8			4	50%		1	3	50%
2020										
Faculty/ Qualification	No. Graduates		Graduates employed – Women				Graduates <u>employed -Men</u>			
	Women	Men	Casual	PT	FT	% of Total	Casual	PT	FT	% of Total
FHS/PHD	7	2	3			43%			1	50%
FHS/Masters		1								0%
FEA /PhD	5	2			1	25%				0%
FEA/ DED	1				1	100%				
FEA/Masters	1	1			1	100%				0%
FTP/PhD	1	1			1	100%	1			100%
Total	15	7	3		4	47%	1		1	29%
2021										
Faculty/ Qualification	No. Graduates		Graduates employed – Women				Graduates <u>employed -Men</u>			
	Women	Men	Casual	PT	FT	% of Total	Casual	PT	FT	% of Total
FHS/PHD	4	3	1		2	75%		1	1	67%
FHS/Masters	-	1							1	100%
FEA /PhD	1				1	100%				
FEA/ DED	1					0%				
FEA/Masters	2		1			50%				
FTP/PhD	-									
Total	8	4	2		3	63%		1	2	75%

Career progression support for PhD students has not been identified as a Key Barrier. Activities regarding HDR transition will be progressed through the Research and Enterprise Plan. This will be supported by a restructure in the Research and Enterprise Portfolio that has increased staffing to support the HDR program. Findings from the Athena Swan application will be shared with the Graduate Research School to inform their approach.

Section 4.2- Developing and Progressing the Workforce

(i) Professional Development

Professional development is informed by the Capability Development Framework (CDF), that articulates ten core competencies that support individual capability development. The current CDF is displayed in Figure 4.2.i. noting the Lead Self competencies are being revised to reflect a more contemporary approach that includes personal accountability for behaviour.

Figure 4.2.i.1: ACU Capability Development Framework Core Competencies

Live ACU's Mission, Vision and Values		
Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values. <i>Organisational Capabilities: Shared Identity, Provide Clarity</i>		
Lead Organisation	Lead Others	Lead Self
Three competencies that describe how we take action in support of organisation-wide outcomes.	Three competencies that describe how we work with others in a manner consistent with our values.	Three competencies that describe how we are responsible for our individual performance and contribution.
Apply Commercial Acumen Understand the business environment in which ACU operates and adopt a university-wide point of view to seize opportunities and improve commercial viability. <i>Organisational Capabilities: Accountability & Responsibility, Collaboration</i>	Collaborate Effectively Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence. <i>Organisational Capabilities: Collaboration, Accountability & Responsibility</i>	Be Responsible and Accountable for Achieving Excellence Take personal accountability for achieving the highest quality outcomes through understanding the regulatory frameworks at ACU and striving to deliver the best at all levels. <i>Organisational Capabilities: Accountability & Responsibility, Collaboration</i>
Adapt to and Lead Change Display openness and resilience, inspire others to change and act to make change happen with ACU's strategic goals and Mission at the heart of all outcomes. <i>Organisational Capabilities: Accountability & Responsibility, Collaboration</i>	Communicate with Impact Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the Mission, Vision and Values of the University. <i>Organisational Capabilities: Provide Clarity, Shared Identity</i>	Know ACU Work Processes and Systems Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness. <i>Organisational Capabilities: Shared Identity, Accountability & Responsibility</i>
Deliver Stakeholder Centric Service Keep stakeholder interest at the core of ACU business decisions and ACU service excellence as a top priority. <i>Organisational Capabilities: Shared Identity, Accountability & Responsibility</i>	Coach and Develop Coach and develop self and others through setting clear expectations, managing performance and developing required capabilities to establish a culture of learning and improvement. <i>Organisational Capabilities: Shared Identity, Accountability & Responsibility</i>	Make Informed Decisions Make informed, evidence-based decisions by sourcing and interpreting University and business information. <i>Organisational Capabilities: Accountability & Responsibility, Collaboration</i>

Professional development programs are delivered through a combination of self-directed learning through the LinkedIn learning platform and the university's learning hub, and virtual and face-to-face workshops and seminars. Programs are open to all staff members, including casual staff with approval from their supervisor. Dependant on the role, casual staff paid by activity, such as lecturers and tutors, may need to seek approval to cover additional work hours, which can be a barrier to participation. Casual staff participation rates for all programs will be monitored to ensure casual staff have opportunities to engage in professional development.

Professional and career development programs offered include:

- emerging leaders' programs targeting staff at relevant classification levels to develop their leadership capabilities;
- leadership programs for supervisors to build effective leadership skills;
- career development programs for staff at all classification levels; and

- health and well-being programs focussing on individuals and teams.

Programs are reviewed annually using course evaluation data and participation rates to inform future program offerings.

The Centre for Education and Innovation (CEI) and the Office of Research Services provide specialised training for academic staff to build capability in learning and teaching and research skill development. Discipline-specific development is available in the faculties and research institutes. CEI offers workshops, online resources, peer support, and oversees institutional awards and grants related to learning and teaching. A Professional Learning Program was introduced in 2022 across four levels that align with the Advance Higher Education Fellowship awards. This program supports further development, such as Graduate Certificates in Higher Education or Mission and Culture. Scholarships are offered for these programs, and 60 women and 36 men have completed the GCHE since 2022.

Teaching development grants administered by CEI also provide opportunities for academic staff to build their capability. In 2021, six grants with a value of \$68,958 were awarded, five of which were led by academic women, with a similar ratio of women project team members.

Staff are informed about professional development offerings through a range of communication channels including the Staff Bulletin, Workplace, and the online learning and development (L&D) calendar. Progress Plan career conversations between staff and supervisors are an important tool to enable career development planning. Low rates of Progress Plan completion however, (refer Section 4.2.iv) indicates inconsistent engagement levels. (Actions 1.5-1.6).

Participation rates for career and leadership development programs presented in Table 4.2.i.1 show higher participation rates for women than men but do not reflect high levels of staff involvement overall. The data also indicates lower levels of engagement by academic staff. There was increased academic participation in 2020 during the global pandemic in response to changing ways of working, e.g., targeted just-in-time training for moving to online teaching and service provision for students. This suggests staff engage with professional development programs when they meet specific needs, and this will inform actions to enhance engagement (Actions 1.1-1.4).

TABLE 4.2.1.i Summary of professional development program participation by gender and classification

Development Programs	Women		Men		Total	% of Women
	Academic	Professional	Academic	Professional		
Leadership and Management Development Programs						
2019	12	73	4	61	150	57%
2020	45	217	26	62	350	75%
2021	67	200	19	67	353	76%
Career Development Programs for Staff Members at all Levels						
2019	22	172	2	103	299	65%
2020	80	251	35	75	441	75%
2021	46	158	8	50	262	78%
Individual Professional Development Programs that may be of interest						
ACU Emerging Leaders Program - Scholarship program offered by the university						
2019	1	11	1	6	19	63%
2020	3	29	3	15	50	66%
2021	17	22	3	4	46	85%
Certificate IV in Business and Management (University Scholarship)						
2021	4	17	1	9	31	68%
Writing for Results ATEM						
2019	1	16	0	5	22	77%
2020	2	31	3	7	43	77%
2021	1	21	0	5	27	81%

The myVoice 2022 survey results (Table 4.2.i.2) show low levels of satisfaction with training and development activities. The results were lower for men, who have been less likely to participate in development programs (Table 4.2.i.1). A lack of focus on career planning was an evident area of concern, with 53% of respondents expressing dissatisfaction with skill development needed for career progression (Action 1.3-1.6).

Table 4.2.1.2			
myVoice 2022 Survey results relating to Professional and Career Development (n=1403)	Women N=913	Men N=490	Overall T=1403
Survey questions - % satisfied			
There is commitment to ongoing training and development of staff	58%	54%	57%
The training and development I received has improved my performance	58%	52%	56%
I am developing the skills I need for career progression	49%	44%	47%

In addition, consultation feedback from staff members, including those exiting the university (refer Section 3.1i.v) highlighted support for career development as an area in need of action.

Figure 4.2.i.2: Focus group feedback on areas for improvement – Professional and career development

- Programs should more effectively support career progression
- Participation in courses does not translate to career opportunities
- Lack of budget for attendance at external programs & conferences
- Inconsistent support from supervisors for career and professional development
- Need to create a culture of inclusion through professional development offerings
- Need visible and accessible mentoring programs
- Foster opportunities for knowledge sharing/communities of practice

Consultation feedback also indicated some staff felt opportunities to participate in committees could be improved. Currently, staff are supported to become members of internal committees by supervisors providing guidance in identifying and recommending development opportunities. However, this may occur inconsistently (Action 1.5-1.6).

The university offers academic workload allocations for staff chairing internal committees beyond their position requirements. A high proportion of these staff were women in FHS and FEA, two of ACU’s largest faculty groups (Table 4.2.iii.1). Academic staff membership of committees does not usually receive a specific workload allocation, with participation accommodated by the annual mandatory workload allocation of 10% for service-related activities. Membership of external committees relevant to the staff member’s role that provides career development opportunities can attract workload allocations, dependant on the commitments required and level of engagement. See Section 4.2iii for more on Workload.

Informed by the evidence in this Section, and Section 4.2iv, Support for Career Development and Progression is Key Barrier 1. Actions to address this Key Barrier will:

- enable targeted effective professional development offerings that engage all staff cohorts
- develop leadership capability to assist career planning
- support staff member’s career aspirations

Actions- Key Barrier 1	
Item Number	Planned action
1.1	Co-design a leadership development program with academic unit stakeholders targeting academic staff with leadership aspirations.
1.2	Enhance communication and accountability to increase academic staff participation in development programs.
1.3	Design and implement a leadership development program for academic and professional leaders, managers, and supervisors.
1.4	a. Review ACU’s development program, with an inclusiveness lens, to align with the updated capability development framework and future focused skills. b. Implement a learning and development program to support career progression for academic and professional staff cohorts
1.5	Revise and relaunch the ACU progress plan inclusive of measures to support completions on an annual basis.
1.6	review and revise progress plan resources for managers and supervisors to support impactful performance and career conversations.

Mentoring and Communities of Practice

In addition to the planned actions addressing Key Barrier 1, requests for more visible and accessible mentoring programs are being addressed in the CEI mentoring program currently being developed. Findings from the self-assessment will be incorporated to ensure GEDI is considered in the program design.

Opportunities for knowledge sharing and communities of practice already exist at ACU, though these are recent and may not have been visible when this review was conducted. This feedback will be shared with the relevant work areas to inform their future communications.

(ii) Support offered when applying for research funding and demonstrating research impact

The university's Research and Enterprise Plan guides activities that support research funding and research impact. The Office of Research Services (ORS) oversees support and guidance for grants, including sourcing funding, contract and data management, collaboration, and impact support. All major grant scheme applications undergo peer review. ORS also collates publication data and citation metrics for all staff. Faculties and Research Institutes provide further support for grant writing, as well as seminars focused on demonstrating research impact.

The Research and Enterprise Funding Policy outlines the schemes available to support staff success, including:

- Competitive Grant Start Up (\$20k)
- ECR Development (\$20k)
- PartnershipInvest (\$50k)
- Translate4Impact (up to \$100k)
- Research Awards for Women Academic Staff (RAWAS) (\$12.5k x 6).

The RAWAS is a key gender equity initiative which has offered up to \$12,500 in funding to women academic staff returning from parental leave to assist them in re-establishing their research profile. Additionally, women academic staff who present at a conference in Australia or overseas can apply for up to \$1,000 to cover childcare costs. In 2023, the scheme was expanded to support all staff returning from parental leave.

Grant Application data for relevant external (e.g., ARC/NHMRC) and internal grants and funding¹⁴

External grant application numbers and success rates by gender for 2019-2021 are presented in Tables 4.2.ii1 – 4.2.ii.3. Success rates for external grant applications tended to be slightly higher for women for most categories, apart from 2021, where results for men were 7% higher for Category 1-3 applicants, and 2% higher for lead investigator success. This may have been related to the COVID-19 pandemic, which was mentioned in requests for Achievement Relative to Opportunity (ARtO) consideration in the 2022 and 2023 academic promotions round. Further monitoring of grant application numbers and outcomes will occur through the Research and Enterprise Plan.

¹⁴ Consider those grants and funding schemes that are most relevant for the Institution.

TABLE 4.2.ii.1 Headcount and percentage of successful applicants listed on Category 1, 2 & 3 grant applications 2019-2021 by gender

	2019		2020		2021	
	Women	Men	Women	Men	Women	Men
Applications	179	168	200	240	276	289
Successful	79	71	42	40	66	89
In progress					9	7
Success rate	44%	42%	21%	17%	25%	32%

TABLE 4.2.ii.2 Headcount and percentage of successful applicants listed on Category 1 grant applications only 2019-2021 by gender

	2019		2020		2021	
	Women	Men	Women	Men	Women	Men
Applications	83	83	122	148	175	177
Successful	30	29	12	14	35	37
In progress					5	4
Success rate	36%	35%	10%	9%	21%	21%

TABLE 4.2.ii.3 Lead investigators and success rates by gender listed on Category 1, 2 & 3 grant applications 2019-2021

	2019		2020		2021	
	Women	Men	Women	Men	Women	Men
Applications	69	62	79	91	114	86
Successful	34	19	22	15	34	26
In progress					4	6
Success rate	49%	31%	28%	16%	31%	33%

TABLE 4.2.ii.4 Gender distribution and success rates based on the ACU Lead Chief Investigator on internal grant applications

	2019		2020		2021	
	Women	Men	Women	Men	Women	Men
Applications	13	5	8	4	10	5
Successful	6	5	7	4	9	4
Success rate	46%	100%	88%	100%	90%	80%

Internal grant success rates increased for women between 2019-2021 (Table 4.2.ii.4). This includes the RAWAS mentioned above.

Assessment and recognition of research impact¹⁵

Research impact is measured in several ways. ACU's primary KPI in this domain has been "Research that is 'at or above world standard' and 'well-above world standard' in research strategic priorities".

Attainment of 'at world standard' is primarily measured in research outputs (publications) using citation metrics such as Scopus' Field-Weighted Citation Impact (see Table 4.2.ii.6). In addition, research impact is recognised beyond the contribution to academic research:

- ACU recognises knowledge translation and impact in the Research and Enterprise Plan 2022–2023.
- The annual Vice-Chancellor's Staff Awards for Excellence in Research and Research Partnership includes a criterion about impact.
- The *Translate4Impact* scheme recognises potentially impactful research and funds small and large knowledge translation projects.
- Research engagement and impact is recognised in research workload allocation.
- Evidence of quality, impact and esteem are performance metrics in the ACU Promotions Framework.

¹⁵ Consider those demonstrations of research impact that are most relevant for the Institution, for example research publications, commercialisation, patents, etc.

The number of ACU authors listed on research outputs (publications) has been higher for men than women (Table 4.2.ii.5). Women’s research outputs and citation impact are not consistent with their workforce representation (59% overall), though a higher percentage of women academic staff are Teaching-Focussed, which reduces the likelihood of them publishing.

Outcome	2019			2020			2021		
	Women	Men	%W	Women	Men	%W	Women	Men	%W
Academic	629	727	46%	627	769	45%	716	850	46%
Professional	47	15	76%	36	15	71%	60	11	84%
Total	676	742	47%	669	784	46%	776	861	47%

Citation metrics are presented in Table 4.2.ii.6. Field-Weighted Citation Impact has been consistently higher for men in humanities, arts, and social sciences (HASS) disciplines. In Science, Technology, Engineering and Mathematics (STEM)¹⁶ disciplines, the rates were higher for women apart from 2020, where it was slightly higher for men.

		FWCI ¹		
Discipline	Gender	2019	2020	2021
HASS ²	Women	1.41	1.71	1.30
	Men	1.58	1.76	2.03
HASS total		1.50	1.74	1.73
STEM ³	Women	1.66	1.44	1.99
	Men	1.54	1.52	1.78
STEM total		1.60	1.56	1.77

¹ Field-weighted Citation Impact – the ratio of the total citations received, and the citations that would be expected based on the average in the field or discipline. A FWCI of more than one means that the output is more cited than expected according to the global average. Less than one means that the output is cited less than expected according to the global average.

² Humanities, Arts and Social Sciences

³ Science, Technology, Engineering and Mathematics

Action to address gender differences in grant and publication data will be addressed through the *Research and Enterprise Plan 2022-2023*, which focuses on broadening research opportunities for academic staff and building capability. Findings from this section will ensure that GEDI is considered in the plan's implementation.

(iii) Academic Workload

ACU’s Academic Workload Policy guides workload allocations for academic activities (teaching, research, and other academic activities, including academic leadership and service) as relevant to the staff member’s ACP. Supervisors determine workload in consultation with staff annually and on an ad hoc basis where required. Workload allocation for teaching is based on subject taught and related activities, including student support, tutorials, curriculum development and scholarship of teaching. Research workload allocation occurs through an annual application process that considers past research performance, future plans, and where requested, the impact of Achievement Relative to Opportunity (ARtO). A pro-rata annual allocation of 159 hours is provided to all academics to

¹⁶ “STEM” disciplines include publications from Health Sciences disciplines.

undertake 'other university activities', service-related activities such as committee and working party membership and other contributions to the work area.

Key service-related activities requiring additional workload are summarised in Table 4.2.iii.1. The data indicates a higher proportion of women undertaking service roles such as heads of discipline, national and local course co-ordinators and advisors, and committee chairs. There is also evidence of teaching-related ACP staff (disproportionately women) carrying service activities for faculties, and corresponding low levels of participation by staff in the research-related ACPs (disproportionately men). While some of these activities are teaching related, it appears there is less expectation for research academics to contribute to service activities. This disparity can impact on women's opportunity for engagement with discipline-based teaching and research that support career progression. Action items 1.1-1.2 and 1.4 will work to enhance development opportunities.

Table 4.2.iii.1 Academic workload allocation for service/ administration activities by gender, faculty and ACP 2021									
Workload Allocation Title	Academic Career Pathway (ACP)	Faculty							
		FEA		FHS		FLB		FTP	
		M	W	M	W	M	W	M	W
Head of Discipline (HOD)	Teaching Focussed	0	2	4	1	1	0	0	0
	Total	2		5		1		0	
	Teaching and Research	0	1	0	4	3	0	0	0
	Total	1		4		3		0	
	Academic Leadership and Service	1	0	1	2	0	0	0	0
	Total	1		3		0		0	
	Gender totals	1	3	5	7	4	0	0	0
	Total HOD by Faculty	4		12		4		0	
	% by gender by Faculty	25	75	42	58	100	0	0	0
Total	20								
Course Coordinator/Academic Advisor/course advisor	Academic Career Pathway (ACP)	FEA		FHS		FLB		FTP	
		M	W	M	W	M	W	M	W
	Teaching Focussed	29	45	72	168	4	7	2	4
	Total	74		240		11		6	
	Teaching and Research	13	47	38	104	9	7	2	1
	Total	60		142		16		3	
	Academic Leadership and Service	0	1	0	14	0	2	2	0
	Total	1		14		2		2	
	Research Only	0	2	1	0	0	0	0	0
	Total	2		1		0		0	
	Gender totals	42	89	111	286	12	16	6	5
Total by Faculty	137		397		29		11		
% by gender by Faculty	35	65	28	72	45	55	55	45	
total	567								
Chair of committee/ Course development/review committee	Academic Career Pathway (ACP)	FEA		FHS		FLB		FTP	
		M	F	M	F	M	F	M	F
	Teaching Focussed	0	8	1	3	0	0	0	2
	Total	8		4		0		2	
	Teaching and Research	4	6	2	5	2	0	0	0
	Total	10		7		2		0	
	Research Only	0	0	1	0	0	0	0	0
	Total	0		1		0		0	
	Academic Leadership and Service	1	2	0	5	2	0	1	0
	Total	3		5		2		1	
	Gender totals	5	16	4	13	4	0	1	2
Total by Faculty	21		17		4		3		
% of incidents by gender by Faculty	24	76	24	76	100	0	33	67	
Total	45								

Staff satisfaction relating to workload indicated only half of respondents (men and women) felt their workload was manageable and enabled them to do their job well (2022 myVoice survey, Table 4.2.iii.2).

Table 4.2.iii.2			
myVoice 2022 Survey results relating to workload (n=1403)	Women N=913	Men N=490	Overall T=1403
Survey questions - % satisfied			
My workload is manageable	52%	51%	51%
I am given enough time to do my job well	52%	51%	51%

Focus group participants stated that managing workload was dependent on their supervisor’s approach, again with varying levels of consistency. Anecdotal evidence also suggests that workload allocation for some activities does not necessarily reflect the time required to perform them. Additionally, ‘invisible work’¹⁷ related to teaching and service roles (disproportionately held by women), such as developing working relationships with students, staff, and external stakeholders or providing support to colleagues to increase their capacity, does not attract time allocation.

The university is currently undertaking a comprehensive *Academic Workload Policy Review* with completion due in 2024. The goals of the review are to ensure workload allocation supports the university's mission, aligns with strategic priorities, enacts relevant university plans, and ensures compliance with external regulators' requirements. The review process involves extensive consultation with the academic community and is occurring through an inclusiveness lens that aims to address concerns staff have raised relating to equitable workload allocation. Because of this review, Workload is not considered a Key Barrier for the Athena Swan Action Plan. Key Barrier 1 Action 1.5-1.6 contribute to improving supervisor consistency in allocating workload.

(iv) Performance Appraisal

ACU’s performance appraisal framework supports professional and career development for fixed term and continuing staff. In 2021, the university transitioned from a paper-based Performance Review and Plan (PRP) to online Progress Plans accessed through the Staff HR portal. Progress Plans capture the outcome of staff and supervisor conversations about performance expectations, feedback regarding progress, career development and progression planning. Progress Plan user manuals, conversation guides and virtual information sessions support the process.

Table 4.2.iv.1 details completion rates for Progress Plans in 2021, indicating overall engagement of less than 50% of eligible staff members. Completion rates for the paper based PRP forms in 2019 and 2020 were around 60%. The Progress Plan aimed to provide an online process to enhance use, but evidence indicates staff, and their supervisors, did not engage as anticipated. Women in professional and academic classifications have higher completion rates than men, while a much lower proportion of senior women complete (noting the small cohort). The higher engagement rates for women are consistent with professional development participation data (Section 4.2.i) and may reflect women proactively accessing available career development support.

¹⁷ Ashen Caen Crabtree, S., & Shiel, C. (2019). “Playing Mother”: Channelled Careers and the Construction of Gender in Academia. *SAGE Open*, 9(3).

Classification	Gender	No. Staff requested to complete plans	No. of completed plans	% of completed plans
Academic	Women	525	278	53%
	Men	357	158	44%
Professional	Women	1012	489	48%
	Men	431	189	44%
Senior	Women	31	14	31%
	Men	35	21	60%
Total		2391	1149	48%

Table 4.2.iv.2 reports results from the 2022 myVoice Survey. The low satisfaction rates from women and men for the item “Enough time and effort is spent on my career planning” is particularly telling, aligning with low Progress Plan completion rates. Low scores for “I am developing the skills I need for career progression” align with the evidence in Section 4.2.i, while “The performance feedback I am given provides me with clear guidelines for improvement” again suggests a lack of consistency in performance and career conversations between supervisors and staff members. These support the identification of Career Development and Progression as Key Barrier 1 (see Section 4.2.i). Actions 1.5-1.6 aim to engage staff and supervisors with the Progress Plan to ensure it is an effective tool in supporting staff to reach their aspirations.

myVoice 2022 Survey results relating to performance appraisal (n=1403)	Women	Men
My performance is reviewed often enough	73%	70%
The performance feedback I am given provides me with clear guidelines for improvement	63%	58%
I understand how my job contributes to the overall success of ACU	87%	84%
Enough time and effort is spent on my career planning	34%	34%
I am developing the skills I need for career progression	49%	44%

(v) Promotion and pathways for career development

ACU offers a range of options for staff career progression, including formal academic promotions, internal recruitment, secondment opportunities - both horizontal and vertical- and re-classification of professional roles.

Staff are advised of internal fixed-term and continuing vacancies through advertisements on Workplace. Internal secondments to fill temporary vacancies provide opportunities for career development and enhance cross-institution knowledge and collaboration. Recently there has been an increased focus on promoting vacancies to internal applicants, initially prompted by the financial impact of the COVID 19 pandemic and continuing to address the ongoing financial challenges faced by the higher education sector. Since 2022, the recruitment policy requires vacancies to be advertised internally in the first instance, providing more opportunities for staff.

Promotion data for professional and academic staff outside the academic promotions process encompasses internal appointments at higher levels, higher duties, and re-classification of professional staff positions (Table 4.2.v.1). The overall proportion of women professional staff appointed to higher level roles on a temporary or ongoing basis was larger than their overall representation in the workforce, but this was not the case for women academic staff, except for 2020, where the need for changes to working arrangements prompted by COVID-19 restrictions may have created opportunities.

Table 4.2.v.1 Overall Promotions Data for Academic and Professional staff by Gender 2019-2021						
2019	ACADEMIC	% by gender	PROFESSIONAL	% by gender	Grand Total	% by gender
Women	14	44%	77	79%	91	70%
Men	18	56%	21	21%	39	30%
Grand Total	32		98		130	
2020						
Women	20	65%	49	77%	69	73%
Men	11	35%	15	23%	26	27%
Grand Total	31		64		95	
2021						
Women	17	46%	36	88%	53	68%
Men	20	54%	5	12%	25	32%
Grand Total	37		41		78	

Staff feedback highlighted concerns about the lack of transparency, consistency and potential unconscious bias that can impact access to internal career opportunities (Figure 4.2.v.1).

Figure 4.2.v.1 Staff Feedback on areas for Improvement - Internal career progression / promotion

- Communication regarding Internal career opportunities
- Consistency and fairness of internal appointment processes
- Consideration of achievement relative to opportunity
- Availability and effectiveness of supervisor’s support for promotion applicants
- Targeted initiatives to encourage women and other diversity groups to apply for positions.

Actions to support career progression

The above findings will inform a review of internal appointment practices as articulated in ACU's GEAP. This also, aligns with the People Plan Pillar "Ensure outstanding career pathways for academic and professional staff " and commits ACU to:

- a. provide visible opportunities and support for career pathways; and
- b. align policies to enable career moves for personal growth and development.

Actions under Key Barrier 1 to develop leaders, managers, and supervisors, and to increase engagement with the Progress Plan will also contribute to enhancing internal career opportunities (Actions 1.1- 1.3 &1.5-1.6).

Academic Promotions

ACU offers an annual promotion round for continuing and fixed-term academic staff members. Although the process is tailored for the different ACPs, the promotion criteria have been revised as part of the *Academic Promotions Review Project* (see below) to allow more flexibility. They now provide 12 domains of academic activity with applicants applying against those that best match their work.

Applicants are encouraged to work with their supervisors to prepare their applications; however, consultation conducted at the commencement of the Academic Promotions Review Project in 2021 identified inconsistency in the collaboration between applicants and supervisors.

The university offers additional supports including:

- information and advice sessions for prospective applicants and their supervisors about the application process and evidencing the promotion criteria. (Participation rates provided in Table 4.2.v.2).
- web-based resources including information sheets and access to successful exemplars.
- feedback from supervisors and peer reviewers.
- informal mentoring arrangements.

Training participation data indicates higher participation rates for women for most workshops, apart from "Evidencing Research for promotion", reflecting the lower proportion of women in research related ACPs.

Table 4.2.v.2 – Training Programs for staff preparing for Academic Promotion 2019-2021				
Preparing for Academic Promotion - Applicants				
Year	Women	Men	Total	% women
2019	21	15	36	58%
2020	41	23	64	64%
2021	18	20	38	47%
Preparing for Academic Promotion -Supervisors				
2019	17	7	24	71%
2020	10	5	15	67%
2021	3	2	5	60%
Evidencing Research for Promotions				
2019	11	12	23	48%
2020	19	24	43	44%
2021	16	15	31	52%
Evidencing Teaching/Scholarship of Teaching for Promotion				
2019	12	9	21	57%
2020	33	17	50	66%
2021	14	8	22	64%

Promotions Data

Table 4.2.v.3 provides an overview of academic promotions application and success rates by gender and classification level. Application rates are mostly lower for women, particularly at Level B to C. Success rates for women were higher in most cases, indicating women are less likely to apply for promotion but more successful when they do. Nevertheless, because of the low application rates, women’s overall promotion rates are lower than men’s. This contributes to the steadily decreasing representation of women from Level A to E as noted in Section 3.1.i.

TABLE 4.2.v.3 Academic Promotions Application and Success rates by Gender 2019-2022

Level	Women/Men	# at previous level	# applications	Application rate (# applications/ # at previous level)	# successful	Success rate (# successful / # applications)	Promotion rate (# successful/ # at previous level)
2019							
Level B	Women	15	-	0%	-	N/A	N/A
	Men	9	-	0%	-	N/A	N/A
Level C	Women	270	10	4%	8	80%	3%
	Men	130	11	8%	6	55%	5%
Level D	Women	106	6	6%	4	67%	4%
	Men	78	2	3%	-	N/A	N/A
Level E	Women	40	2	5%	-	N/A	N/A
	Men	39	2	5%	1	50%	3%
2020							
Level B	Women	20	1	5%	-	N/A	N/A
	Men	9	1	11%	1	100%	11%
Level C	Women	261	11	4%	6	55%	2%
	Men	121	14	12%	11	79%	9%
Level D	Women	108	5	5%	1	20%	1%
	Men	92	5	5%	2	40%	2%
Level E	Women	44	-	N/A	-	N/A	N/A
	Men	36	2	6%	-	N/A	N/A
2021							
Level B	Women	17	2	12%	2	100%	12%
	Men	7	1	14%	1	100%	15%
Level C	Women	252	10	4%	7	70%	3%
	Men	110	14	12%	5	36%	4%
Level D	Women	117	7	6%	6	86%	5%
	Men	98	13	13%	9	69%	9%
Level E	Women	44	-	0%	N/A	N/A	N/A
	Men	38	-	0%	N/A	N/A	N/A
2022							
Level B	Women	30	-	-	-	N/A	N/A
	Men	9	-	-	-	N/A	N/A
Level C	Women	256	16	6%	14	70%	5%
	Men	117	20	18%	7	36%	6%
Level D	Women	121	9	7%	6	67%	5%
	Men	91	9	10%	5	56%	5%
Level E	Women	48	1	2%	1	100%	2%
	Men	45	3	7%	1	33%	2%

Promotion data by Faculty is presented in Table 4.2.v.4. Levels are aggregated as disaggregated numbers would be too small for any meaningful analysis. Application rates by gender show low proportions of women applicants in FHS, which has the largest number of women academic staff (Table 3.4). In faculties with lower women’s representation, the percentage applicant rate was higher, due to the small numbers. In most cases women’s success rates were higher than men’s, apart for FHS in 2020, which likely relate to COVID-19 restrictions impacts. The evidence indicates that actions to encourage more women to seek promotion should increase representation at more senior levels.

Table 4.2.v.4: Academic Promotion Application and success rates by Faculty and Gender for all combined academic levels 2019-2021

FEA									
	2019			2020			2021		
	Number / % Application Rate by headcount	Success rate		Number / % Application Rate by headcount	Success rate		Number / % Application Rate by headcount	Success rate	
Women	8	6%	50%	8	7%	50%	6	5%	83%
Men	3	5%	33%	1	2%	0%	9	14%	56%
FHS									
Women	9	3%	78%	5	2%	20%	7	2%	71%
Men	6	4%	50%	12	8%	67%	11	8%	45%
FLB									
Women	1	7%	100%	2	14%	50%	1	8%	100%
Men	2	7%	0%	1	3%	0%	3	9%	33%
FTP									
Women	0	0%	n/a	0	0%	n/a	2	7%	100%
Men	4	7%	75%	7	11%	86%	3	5%	100%

Table 4.2.v.5 also provides aggregated data due to the small numbers that preclude meaningful disaggregated analysis. There were higher application rates for Academic Leadership and Service and research-related ACPs, and lower in the Teaching-related ACPs, which have higher women's participation rates. (Tables 3.11- 3.12). The data did not identify any trends in success rates by ACP.

Table 4.2.v.5 Academic Promotion application and success rates for combined levels by ACP 2019-2021						
	2019		2020		2021	
	Application rate by headcount	Success rate	Application rate by headcount	Success rate	Application rate by headcount	Success rate
Teaching-focussed	3%	44%	3%	64%	4%	53%
Teaching & research	3%	78%	6%	54%	4%	60%
Academic Leadership & Service	6%	25%	13%	25%	19%	80%
Research - focussed	8%	75%	6%	0%	11%	33%
Research-only		43%		50%		78%

Promotions data for Aboriginal and Torres Strait Islander academic staff is not presented here as the cohort size risks individual staff being identified. The data does not provide evidence of Aboriginal and Torres Strait Islander academic staff members engagement with the promotions process. Initiatives and actions driven by the Aboriginal and Torres Strait Islander Peoples Employment Plan will work to enhance carer development and progression for this cohort.

GEDI survey data provided in Table 4.2.v.5 indicates lower levels of satisfaction for women, which aligned with Promotions Review consultation feedback. Staff who had career breaks and/or were not in research-aligned career pathways were not confident they could achieve promotion. This is not supported by the data (Table 4.2v.4), and effective communication regarding success rates for staff in teaching related ACPs could improve application rates for women academics, who are more often in these ACPs.

Table 4.2.v.6			
2021 Gender Equality, Diversity & Inclusion Survey Responses - Promotion	Women	Men	Overall
ACU makes fair recruitment and promotion decisions, based on merit	51%	62%	55%
I feel I have an equal chance at promotion in ACU	49%	60%	53%
Gender is not a barrier to success in ACU	69%	80%	73%

Action to address inequities in Academic promotion is being addressed by the Academic Promotions Policy Review Project outlined below.

Academic Promotions Policy Review Project

Actions to enhance academic promotions outcomes are in progress through a comprehensive two-year review project. The review aims to enhance clarity, transparency, and equity in the promotions process, and increase opportunity for career progression.

Phase 1 implementation in 2022 introduced initial changes that were informed by extensive consultation with the university community and included:

- a revised, principles-based policy and procedure framework that provided increased visibility to equity considerations;
- an updated Achievement Relative to Opportunity (ARtO) Guide for applicants and decision-makers; and
- enhancements to application assessment and committee voting to improve impartiality and transparency.

Early indications of the impact of these changes were encouraging with slightly increased application rates for the 2022 round (Table 4.2.v.2).

Phase 2 implementation in 2023 has embedded further changes, including re-imagined criteria that provide more flexibility for applicants and broadened pathways to promotion. Further, a move to online application submission, reporting and assessment has substantially streamlined the application process. There were over 100 applications for promotion in 2023, and more women applied than in any previous year.

Promotion is not addressed as a Key Barrier in this application due to the Promotions Review Project already underway. Actions under Key Barrier 1 complement the project by focusing on career development to support promotion readiness. (Action 1.1 - 1.2 & 1.4)

The Promotion Review Project's success and continuous improvement will be informed by ongoing monitoring of disaggregated promotion application and success rates, along with staff consultation, to identify inequities.

Section 4.3 – Support for career interruptions and caring responsibilities

4.3.(i) Parental leave uptake and return rates

ACU’s parental leave entitlements are enshrined in the EA and described in the Parental Leave Policy. In 2001, ACU became the first Australian employer to offer up to twelve-months’ paid parental leave to women primary carers, including 12 weeks at full pay and 40 weeks at 0.6 pay. In 2014, this entitlement became available to all continuing and fixed-term staff who are primary carers, regardless of gender.

Primary carer parental leave entitlements were revised in the 2022- 2025 EA, providing more flexibility in how staff access parental leave, (see Table 4.3.i.1). In addition, fixed-term and continuing staff can access paid carer’s leave entitlements.

Leave Type	Length of Service	Leave entitlement
Primary Carer	At Commencement	8 weeks
	9 months to 12 months	One additional week for each month of service up to 12 weeks
	53 weeks to 103 weeks	12 weeks
	104 weeks	36 weeks (Leave can be taken flexibly, partially at a fraction of salary for up to a 12-month period)
Secondary Carer	At commencement	3 weeks
Foster Parents	At commencement	6 weeks at half pay regardless of the child’s age

Current policy restricts uptake of leave arrangements to a child’s first birthday or first year of adoption/permanent placement. There is an exception for couples both employed at ACU that provides flexibility for couples to access their leave entitlement within 24 months. Feedback indicated some staff may utilise, for cultural reasons, other carer support arrangements within their family or community, which makes uptake in the first 12 months of a child’s life less useful than at later periods. Future reviews of the Parental Leave Policy will consider more flexible options for parental leave access.

Table 4.3.i.2 demonstrates most staff who accessed primary carer’s leave from 2019-2021 were women, with most men taking secondary carer’s leave. Factors impacting men not accessing primary carer’s leave could relate to personal choice but may also be affected by perceptions about the support and opportunities for staff with caring responsibilities, indicated in survey data and focus group feedback (Section 4.3.ii). There was some variation in parental leave uptake over the three-year reporting period, likely to be related to uncertainty during the global pandemic. Future uptake data will be monitored for any trends.

Table 4.3.i.2					
Parental Leave Summary for Academic, Professional and Senior Staff by Gender 2019-2021					
	WOMEN	% of total	MEN	% of total	Grand Total
2019					
Primary Carer leave					
Academic	21	100%	0	0	21
Professional	38	90%	4	10%	42
Senior	1	100%	0	0	1
Secondary Carer leave					
Academic	0	0	9	100%	9
Professional	0	0	13	100%	13
Senior	0	0	1	100%	1
2020					
Primary Carer leave					
Academic	14	93%	1	7%	15
Professional	53	98%	1	2%	54
Senior	1	100%	0	0	1
Secondary Carer leave					
Academic	0	0	11	100%	11
Professional	1	7%	14	93%	15
2021					
Primary Carer leave					
Academic	14	100%	0	0	14
Professional	38	97%	1	3%	39
Secondary Carer leave					
Academic	0	0	7	100%	7
Professional	0	0	8	100%	8

The rate of return after parental leave, provided in Table 4.3.i.3, indicates the highest number of staff left the university within the first six months following parental leave, including staff who did not return from leave. This indicates further support for this initial period is required and is evidence 'Support for parents and carers' is a Key Barrier. Further analysis is required to understand the employee experience of parental leave, including factors impacting retention. (Actions 2.1 -2.4)

Table 4.3.i.3 Primary Carer Parental Leave Retention Rates 2019-2021												
Total Number of Staff taking Primary Carer's Leave and retention rates after 18 months							Did not return or left ACU in the first 6 months		Left 6-12 months after leave		Left 12-18 months after leave	
	Parental Leave Commenced		Returned to work & remained after 18 months		% returned & remained after 18 months							
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
2019												
Academic	21	-	16	-	76%	-	3	-	-	-	2	-
Professional	38	4	28	3	74%	75%	7	1	2	-	1	-
Senior	1	-	1	-	100%	-	-	-	-	-	-	-
2020												
Academic	14	1	11	1	79%	100%	2	-	1	-	-	-
Professional	53	1	41	1	78%	100%	8	-	2	-	2	-
Senior	1	-	1	-	100%	-	-	-	-	-	-	-
2021												
Academic	14	0	12	-	86%	-	2	-	-	-	-	-
Professional	38	1	30	-	79%	-	6	-	2	-	-	1
Senior	-	-	-	-	-	-	-	-	-	-	-	-

4.3. (ii) Support and cover for parental leave: Before, during and after leave

Staff and supervisors are encouraged to access parental leave policies and the online Supporting Parents Kit to support parental leave discussions. People and Capability staff respond to personalised queries and requests for support through the centralised staff service portal. Data reported in Table 4.3.ii.1 provides evidence that People and Capability support is well utilised by staff, but less by supervisors, which aligns with feedback regarding inconsistent supervisor support for staff with caring responsibilities.

Table 4.3.ii.1: Support offered by People and Capability- 2021 Calendar year		
Type of Enquiry	From Staff members	From supervisors
General query – parental leave	36	6
Work during leave	3	-
Entitlements	11	1
Returning from leave	11	2
Leave extensions	3	1
Total	74	10

The university communicates with staff and supervisors to confirm parental leave arrangements and provides reminders around parental leave commencement and the return-to-work date. These communications provide information about support services available (EAP and ACU's support for childcare) and topics to consider/discuss (e.g., amount of contact during parental leave, return date and flexible work plans).

Communications with staff prior to the resuming work date are managed at the local level, which may lead to inconsistency in the support provided to staff. In addition, there is no formal follow-up process with staff and/or supervisors regarding parental leave arrangements post 12-months.

Actions to embed feedback mechanisms into the operation of ACU’s parental leave procedures beyond general surveys could inform continuous improvement. (Action 2.1).

Parenting rooms, for staff and students are available on all campuses, providing a space with furniture, refrigerator, and microwave. Feeding primary carers returning to work are often reliant on expressing or ceasing day-feeds, which requires personalised flexibility and support. Increasing awareness, reviewing the location and quality of available parenting rooms, the relevant policies and leave entitlements, and considering more options to support primary carer feeding (for staff and students) could support the university’s efforts to improve retention of staff returning from parental leave. (Action 2.1-2.2).

ACU supports women academics who have utilised parental leave through its *Research Awards for Women Academic Staff policy* (described in Section 4.2.ii.) and *Childcare Support for Women Academic Staff policy* which provides childcare funds to women academic staff to attend conferences. Both these policies were recently updated to incorporate a more inclusive approach that offers these entitlements to all staff who are primary carers to encourage shared caring responsibilities.

GEDI survey results relating to family responsibilities (Table 4.3.ii.2) indicated women were less satisfied than men (by about 10%) with the university’s approach to supporting staff with caring responsibilities. Satisfaction levels could be improved for men and women, and this was reinforced by focus group feedback (Figure 4.3.i.). Key themes regarding what could be improved included better communication regarding support offerings, education to support an informed and consistent approach from supervisors and managers and reducing stigma that staff with family responsibilities experience. (Actions 2.3 & 2.5).

2021 Gender Equality, Diversity & Inclusion Survey Questions- Support for staff with Caring responsibilities						
Survey question responses - % who agreed/strongly agreed	Academic women	Academic men	Professional women	Professional men	Total women	Total men
Having family responsibilities is not a barrier to success at ACU	53%	67%	69%	77%	63%	73%
Having caring responsibilities is not a barrier to success at ACU	53%	69%	70%	73%	64%	71%
There is a positive culture within ACU regarding staff who have family responsibilities	64%	76%	69%	80%	68%	78%
There is a positive culture within ACU regarding staff who have caring responsibilities	63%	74%	68%	76%	66%	75%
ACU supports employees with family or other caring responsibilities, regardless of gender	63%	77%	72%	78%	69%	78%
ACU would support me if I needed to take family violence leave	89%	97%	94%	94%	92%	95%

Figure 4.3.i: Focus Group Feedback- What could be improved to support staff with Family responsibilities?

- More understanding of varied needs of carers by managers
- Clarity about how emergency situations should be managed.
- Consistent approach by managers to supporting staff with family responsibilities.
- Encourage men to take time away to share caring responsibilities – sometimes assumptions need to be challenged.
- Showcase flexibility/carer options.
- Onsite care offerings
- Address stigma around staff using flexibility to manage care responsibilities.

Actions to enhance supports for staff with caring responsibilities will work to address feedback by providing resources to supervisors and managers and further consultation with staff with caring responsibilities to inform enhanced support (Actions 2.2-2.3).

Actions to address flexibility concerns (Key Barrier 5) also respond to the above feedback (Actions 5.2, 5.3 & 5.4).

GEDI survey responses also identified staff concerns regarding the ongoing impact of childcare responsibilities on career progression (relates to Key Barrier 1).

“Policies, particularly maternity and carer’s leave, need to be addressed as it strongly affects promotion and opportunities for keeping your research profile”¹⁸

“Develop open and transparent systems....., and which adequately take into account career interruptions, especially child raising”¹⁹

The GEDI survey revealed staff would prefer to see *less gender specific and culturally specific language in all communications*.²⁰ The current policy documents use binary gendered language and employ terminologies that may suggest staff members using parental leave are less committed to their careers. This includes phrases such as ‘return to work’ and ‘absent on parental leave’. A review of policy terminology to encourage a more inclusive and supportive approach will reinforce ACU’s commitment to career continuation and progression. This will be actioned through the policy review currently in progress to include changes to the Fair Work Act and the new EA provisions and has not been included in our Athena Swan Action Plan.

¹⁸ GEDI Survey Text responses.

¹⁹ GEDI Survey Text responses.

²⁰ GEDI Survey text responses

Actions- Key Barrier 2	
Item Number	Planned action
2.1	Develop targeted initiatives to support staff taking and returning from parental leave informed by consultation with staff about their experiences .
2.2	Develop and embed a managers' guide to supporting staff taking and resuming work after parental leave.
2.3	Develop and implement a program of work to address staff perceptions that having a family and caring responsibilities a barrier to success at ACU informed by consultation
2.4	a. Review and consult with staff regarding the current ACU Childcare Referral service to understand gaps, opportunities, and barriers to utilisation. b. Implement initiatives and/or a service to support working parents.
2.5	Embed a communication and engagement program that promotes and encourages men to utilise parental and carers leave and includes stories that highlight broader staffing cohorts that utilise parental leave.

4.3. (iii) Childcare

ACU does not operate childcare centres on its campuses. During 2016, a Gender Equality Pulse Survey was undertaken to gather staff views on childcare preferences and requirements. While responses varied (possibly relating to campus location), in 2017 the university provided funds for a childcare referral service. Since inception the service has had limited uptake with 47 staff members (44 prior to the pandemic) accessing the service.

Actions to address Key Barrier 2 will seek to understand the requirements of working parents at ACU and provide appropriate and tailored options to support staff retention and career progression (Actions 2.3 & 2.4).

4.3. (iv) Carer's Leave, caring and cultural responsibilities

Policy, Process and Practice

ACU provides a range of paid **Personal/Carer's Leave options** for fixed-term and continuing staff with caring responsibilities:

- Carer's Leave component of Personal/Carer's Leave is ten (10) days per annum, accruable from 1 January 2010.
- Grandparents are entitled to take up to ten (10) days personal/carer's leave during the six (6) month period commencing from the date of birth of their grandchild/ren, and can use accrued personal leave for illness, injury, or unexpected emergencies.
- Aboriginal and Torres Strait Islander cultural and ceremonial leave is an additional ten (10) days per annum.
- Staff are entitled to ten (10) days per annum Family or Domestic Violence Leave and 'can make applications for additional leave.'²¹ GEDI Survey results reported in Table 4.3.i.3 indicate staff were satisfied they would be supported if they require family violence leave (W:92% M 95%).

Additional non-leave supports such as flexible working arrangements (refer Key Barrier 5) and training programs that support staff well-being are offered throughout the year.

²¹ Support for Victims of Family or Domestic Violence policy.

Based on the uptake data for Carers and Ceremonial leave 2019-2021 for academic and professional staff in Tables 4.3. iv.1 and 4.3.iv.2, it is observed that:

- Women are carrying a high burden of caring responsibilities with academic and professional women staff accessing carer's leave at a higher proportion than their workforce representation.
- The caring burden for women academic staff is potentially less visible than professional staff due to the flexible nature of academic work.
- The COVID-19 pandemic and associated lockdowns are likely to have impacted the amount and type of carer's leave taken due to staff working from home, home schooling, caring for children in different ways, and difficulties obtaining doctor's appointments to provide medical certificates.

Table 4.3.iv-1								
Uptake of Carer's Leave, Domestic Violence Leave and Ceremonial Leave 2019-2021								
Professional Staff by Gender								
Leave Type	Women				Men			
	HC	Hours	Average	%W	HC	Hours	Average	%M
Professional staff	2603	41980.1	16.13	68	1046	19444.42	18.59	32
2019	845	13763.53	16.29	72	336	5353.12	15.93	28
Domestic Violence	5	73.1	14.62	100				0
Pers Lve – Aboriginal & Torres Strait Islander Peoples' Ceremonial Leave	7	66	9.43	85	2	11.5	5.75	15
Pers Lve – Carers with Medical Cert.	155	3671.37	23.69	74	58	1302.16	22.45	26
Pers Lve – Carers Without Medical Cert.	374	6972.43	18.64	74	137	2465.49	18.00	26
Pers Lve – Emergency Child Care	37	381.58	10.31	56	20	293.99	14.70	44
Pers Lve – Medical Appt Family	214	2047.3	9.57	71	79	824.48	10.44	29
Pers Lve – Relig/Cultural Significance	53	551.75	10.41	55	40	455.5	11.39	45
2020	826	12645.04	15.31	69	345	5706.16	16.54	31
Domestic Violence	2	17.5	8.75	100				0
Pers Lve – Aboriginal & Torres Strait Islander Peoples' Ceremonial Leave	4	45	11.25	100				0
Pers Lve – Carers with Medical Cert.	122	2495.68	20.46	69	49	1141.08	23.29	31
Pers Lve – Carers Without Medical Cert.	388	7042.81	18.15	70	160	2997.75	18.74	30
Pers Lve – Emergency Child Care	42	532.38	12.68	62	22	333	15.14	38
Pers Lve – Medical Appt Family	226	2029.17	8.98	72	80	796.83	9.96	28
Pers Lve – Relig/Cultural Significance	42	482.5	11.49	52	34	437.5	12.87	48
2021	932	15571.53	16.71	65	365	8385.14	22.97	35
Domestic Violence	6	112.2	18.70	100				0
Pers Lve – Aboriginal & Torres Strait Islander Peoples' Ceremonial Leave	2	14	7.00	100				0
Pers Lve – Carers with Medical Cert.	149	3470.1	23.29	57	54	2596.58	48.08	43
Pers Lve – Carers Without Medical Cert.	421	8024.31	19.06	66	165	4125.07	25.00	34
Pers Lve – Emergency Child Care	39	571	14.64	65	24	304.5	12.69	35
Pers Lve – Medical Appt Family	262	2784.67	10.63	77	79	843.99	10.68	23
Pers Lve – Relig/Cultural Significance	53	595.25	11.21	54	43	515	11.98	46

Table 4.3.iv-2

**Uptake of Carer's Leave, Domestic Violence Leave and Ceremonial Leave 2019-2021
Academic Staff by Gender**

Leave Type	Women				Men			
	HC	Hours	Average	%W	HC	Hours	Average	%M
Academic staff	1038	20537.67	19.79	66	476	10486.1	22.03	34
2019	349	6744.82	19.33	67	169	3340.1	19.76	33
Domestic Violence				0				0
Pers Lve – Aboriginal & Torres Strait Islander Peoples' Ceremonial Leave	4	31.5	7.88	100				0
Pers Lve – Carers with Medical Cert.	65	2549.43	39.22	76	24	789	32.88	24
Pers Lve – Carers Without Medical Cert.	167	3033.9	18.17	62	85	1855.1	21.82	38
Pers Lve – Emergency Child Care	14	108	7.71	30	15	253	16.87	70
Pers Lve – Medical Appt Family	85	860.99	10.13	70	37	361.5	9.77	30
Pers Lve – Relig/Cultural Significance	14	161	11.50	66	8	81.5	10.19	34
2020	332	6734.6	20.28	66	148	3435	23.21	34
Domestic Violence	2	14	7.00	100				0
Pers Lve – Aboriginal & Torres Strait Islander Peoples' Ceremonial Leave	1	21	21.00	100				0
Pers Lve – Carers with Medical Cert.	52	1782.75	34.28	67	20	888	44.40	33
Pers Lve – Carers Without Medical Cert.	173	3664.75	21.18	65	78	1938	24.85	35
Pers Lve – Emergency Child Care	11	161.5	14.68	53	13	142.5	10.96	47
Pers Lve – Medical Appt Family	79	905.1	11.46	72	30	354.5	11.82	28
Pers Lve – Relig/Cultural Significance	14	185.5	13.25	62	7	112	16.00	38
2021	357	7058.25	19.77	66	159	3711	23.34	34
Domestic Violence	1	7	7.00	100				0
Pers Lve – Aboriginal & Torres Strait Islander Peoples' Ceremonial Leave	3	56	18.67	100				0
Pers Lve – Carers with Medical Cert.	54	1777	32.91	62	23	1073	46.65	38
Pers Lve – Carers Without Medical Cert.	181	3547	19.60	68	75	1694	22.59	32
Pers Lve – Emergency Child Care	23	580.5	25.24	34	16	327	20.44	36
Pers Lve – Medical Appt Family	80	921.25	11.52	38	33	438	13.27	32
Pers Lve – Relig/Cultural Significance	15	169.5	11.30	49	12	179	14.92	51

Actions to enhance supports for staff with caring responsibilities will work to address feedback by providing resources to supervisors and managers and further consultation with staff with caring responsibilities to inform enhanced support (Actions 2.2-2.3)

Actions to address flexibility concerns (Key Barrier 5) also responds to the above feedback (Actions 5.2, 5.3 and 5.4)

Section 4.4 – Providing a safe, equitable, and inclusive environment

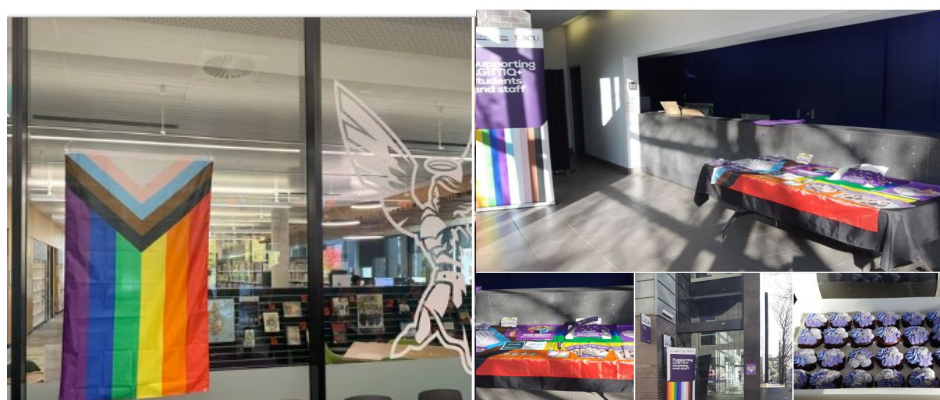
4.4.i Institutional culture

ACU’s culture is underpinned by its Mission: commitment to the pursuit of knowledge, the dignity of the human person and the common good. In the 2022 myVoice Survey, the statement “*I believe in the values of ACU*” was supported by 90% of overall respondents. Table 4.4.i.1 provides responses from a range of diversity groups, and is consistent with the overall satisfaction rates, which indicates broad support for the university’s Mission and values.

Table 4.4.i.1: Diversity group myVoice Survey 2022 results for item “I believe in the values of ACU.”

Women N= 913	Men N = 490	People with Disability N = 77	People whose first language is not English. N = 280	Aboriginal and Torres Strait Islander People N = 94 ³¹
92%	87%	88%	91%	89%

As a faith-based institution there can be challenges that require a transparent and consultative approach to ensure all areas of the community feel safe and respected, and that their perspectives are heard and valued. Recently, concerns were raised by the ACU Ally Network about the university’s response to the display of a Pride Flag in a campus library during 2023 World Pride Week, which resulted in media coverage of the incident. These concerns were shared by the broader university community. The university’s senior executive consulted with the Ally Network, acknowledged this was not consistent with the university’s values, and committed to actions to support the LGBTQI+ community. There was a written apology from the Vice Chancellor to all staff and students and visible support from senior leaders of events for IDAHOBIT and Wear it Purple Days which occurred on all campuses. This incident shows that a proactive approach is needed to ensure an inclusive university community.



Images from recent university events supporting the LGBTQI+ Community.

Table 4.4.i.2 reports staff engagement survey results for workplace culture by gender and other demographic categories²². Gender identity beyond the binary is not included as no respondents identified in this demographic category. Survey results are not available by sexual orientation as this was not included in the survey’s demographic questions. A consistent approach for future

²² Please note approval was received from SAGE on 4.8.22 to map questions from the university’s GEDI Survey (2021) and myVoice Survey (2022) to the questions in the Athena Swan application guide.

²³ Source: 2021 ACU Workplace Gender Equality Agency Compliance Report. Manager employment category total n=371

engagement surveys will be implemented to ensure all diversity group responses can be monitored and reported on (Action 3.7).

Table 4.4.i.2 also shows satisfaction rates by gender were generally over 70% for most questions, but lower for questions related to; comfort in challenging inappropriate behaviour at work (refer Section 4.4.ii, Key Barrier 4), the perception of organisational belief in staff talents and abilities (refer Section 4.2.i and 4.2.iv, Key Barrier 1), and inclusiveness in decision making. Satisfaction rates regarding senior leadership actively supporting diversity and inclusion were 10% lower for women than for men.

There was variance from the total average satisfaction scores in some categories from respondents who identified as members of diversity groups. This is particularly evident in the responses to whether ACU has a positive culture. Action item 3.4 will work to address this, supported by Enabling action 6.1, which involves consultation with staff from marginalised/underrepresented groups that will inform future actions to enhance inclusiveness.

Focus group feedback provided suggestions to improve ACU's culture of inclusiveness (Figure 4.4.i.1). Action items 3.3 and 3.4 address this feedback.

Figure 4.4.i.1: Focus Group Feedback: Suggested improvements to more effectively enable a culture of inclusiveness

- Hire more diverse senior staff.
- Encourage inclusiveness and support growing a diverse workforce.
- Acknowledge as a catholic organisation there may be assumptions regarding support for the LGBTI+ community.
- Address unconscious bias that can impact individual empowerment.
- Encourage open communication about being a faith-based organisation.
- Encourage staff to be their authentic selves in the workplace.

Table 4.4.i.2: Institutional Culture survey data						
Survey Questions drawn from GEDI Survey 2021 and myVoice Survey 2022	Women (n=660)	Men (n=340)	People with disabilities (n=48)	People with a first language other than English (n=196)	Aboriginal and Torres Strait Islander People(n=24)	Overall (n=1000)
<i>My line manager genuinely supports gender equity, diversity & inclusion</i>						
My immediate supervisor/manager genuinely supports equality between genders	87%	88%	83%	87%	80%	87%
My immediate supervisor/manager works effectively with people from diverse backgrounds	87%	88%	83%	88%	92%	87%
<i>Administrative tasks that don't have a specific owner (e.g., taking notes in meetings, scheduling events, cleaning up shared space) are fairly divided at ACU</i>	81%	85%	66%	81%	88%	83%
I feel a sense of belonging at ACU	74%	78%	63%	73%	75%	75%
<i>My organisation believes that people can greatly improve their talents and abilities</i>						
There are adequate opportunities for me to develop skills and experience in ACU	61%	65%	58%	59%	63%	63%
I am satisfied with the way my learning and development needs have been addressed in the last 12 months	54%	59%	56%	52%	52%	56%
<i>I can voice a contrary opinion without fear of negative consequence</i>						
My supervisor listens to what I have to say- MyVoice Survey	85%	83%	83%	87%	84%	85%
GEDI - I feel safe to challenge inappropriate behaviour at work-	58%	70%	50%	62%	50%	62%
<i>Perspectives like mine are included in decision making at ACU</i>						
I am consulted before decisions that affect me are made – MyVoice Survey	48%	42%	44%	52%	48%	46%
I am empowered to make decisions needed to do my role well	66%	59%	60%	48%	55%	64%
I am encouraged to put forward ideas for improvement	74%	68%	67%	65%	66%	72%
Senior leaders actively support diversity and inclusion in the workplace	65%	75%	43%	69%	71%	69%
People in my workgroup accept others for being different	87%	91%	70%	89%	83%	88%
There is a positive culture within ACU in relation to employees who are Aboriginal and/or Torres Strait Islander	88%	90%	82%	89%	67%	88%
There is a positive culture within ACU in relation to employees from varied cultural backgrounds	84%	85%	73%	85%	71%	84%
There is a positive culture within ACU in relation to employees of different genders	76%	83%	60%	75%	58%	78%
There is a positive culture within ACU in relation to employees of different age groups	77%	81%	68%	77%	83%	79%
There is a positive culture within ACU in relation to employees with disability	72%	81%	63%	72%	68%	75%
There is a positive culture within ACU in relation to employees who identify as LGBTIQ+	68%	70%	64%	71%	65%	69%

Having regard to the survey data and focus group feedback, embedding inclusiveness in the Institution’s culture has been identified as an area for improvement and forms Key Barrier 3. This aligns with the ACU People Plan’s Diversity and Inclusion pillar which commits to “Promote and support a diverse workforce and a culture of inclusiveness” (Figure 4.4.i.1), as well as the Gender Equality, Diversity, and Inclusion Framework 2021-2025 (GEDIF) pillars (Culture of Inclusiveness, Equity and Access to Opportunity and Valuing our People), and the Gender Equality Action Plan 2022-2025 (GEAP). Figure 4.iv.2 illustrates the alignment between the university’s strategic framework and GEDI programs and initiatives that will support success.

ACU People Plan 2022-2025

Our mission: Within the Catholic intellectual tradition and acting in truth and love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.

We have long understood and valued the contribution of our people and, while our future success will depend on many factors, we know that excellence in education, research and engagement is only possible because of our people. The plan sets out six inter-related pillars aligned with and in support of ACU’s overall mission and strategic priorities.

<p>Leadership capability to bring life to our mission</p> <ul style="list-style-type: none"> • Build leadership capability • Develop critical role succession plans. 	<p>Professional growth and outstanding careers to enable potential</p> <ul style="list-style-type: none"> • Support staff to grow and develop. • Foster a feedback and coaching culture. • Enable outstanding career pathways for academic and professional staff. • Increase visibility and transparency of the academic promotions process. 	<p>Employing the best people for our future success</p> <ul style="list-style-type: none"> • Recruit the best people with the right skills and values alignment and who feel ‘at home’ at ACU. • Leverage the unique strengths of ACU as a Catholic university in recruitment. • Develop ACU’s next Aboriginal and Torres Strait Islander Employment Plan. 	<p>Health, safety and wellbeing in a supportive and caring culture</p> <ul style="list-style-type: none"> • Foster a culture and work practices that enhance staff health, safety and wellbeing. 	<p>Diversity and inclusion - we welcome everyone</p> <ul style="list-style-type: none"> • Promote and support a diverse workforce and a culture of inclusiveness 	<p>Engaged and enabled workforce- free to focus on what matters</p> <ul style="list-style-type: none"> • Enhance staff communication and listening mechanisms. • Consider the current and future attributes of active and vibrant workplaces at ACU. • Provide staff feedback and HR data to support decisions and build engaged teams. • Create a ‘fit for purpose’ set of contemporary people policies and supporting practices. • Identify and remove barriers to getting work done to free up staff to focus on what matters.
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Figure 4.4.i.2 ACU People Plan 2022-2025 Key Pillars

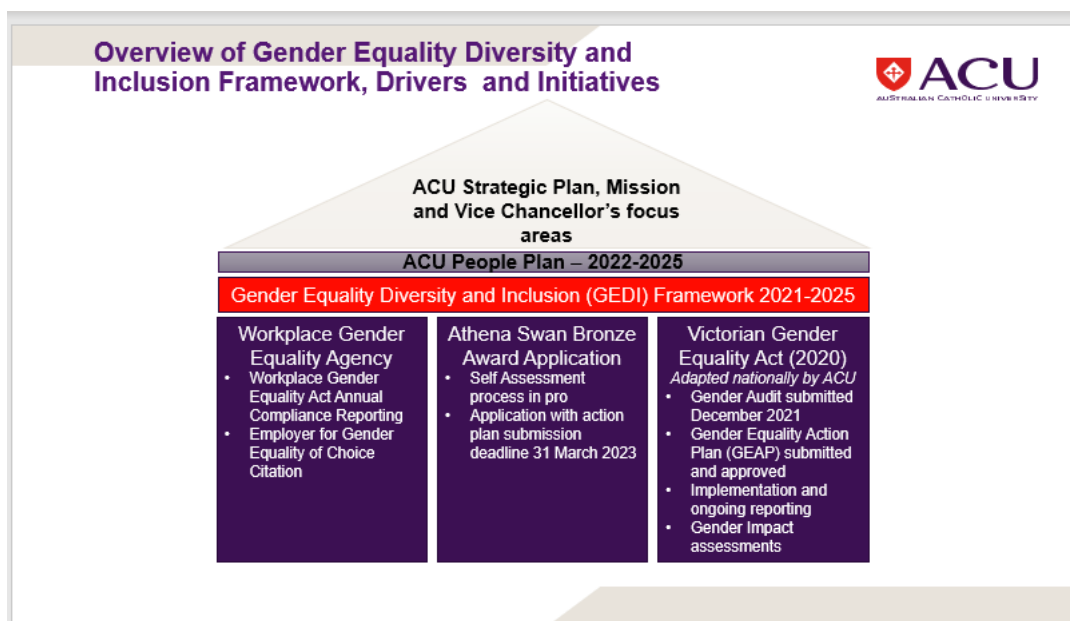


Figure 4.4.i.3 Overview of Gender Equality, Diversity and Inclusion Framework, Drivers, and Initiatives

In addition, the Aboriginal and Torres Strait Islander Cultural Capability Framework, Reconciliation Action Plan, Aboriginal and Torres Strait Islander Employment Plan and student-focused Belonging Strategy and Widening Participation Plan enable actions to embed a culture of inclusiveness. The following networks and societies, supporting diverse staff and student groups, are consulted to seek their feedback regarding policies and programs that can impact inclusiveness. However, more work is required to ensure all voices are included in the conversation.

- Autism @ ACU
- Student religious and cultural societies
- Student Veterans Society
- Ally Network for Staff and Students
- Indigenous Higher Education Units support Aboriginal and Torres Strait Islander students
- Aboriginal and Torres Strait Islander Staff Network

Actions- Key Barrier 3	
Item Number	Planned action
3.1	Senior leaders provide visible support for diversity and inclusion
3.2	Senior leaders will undertake inclusive leadership training every 3 years.
3.3	Embed leadership accountability for diversity and inclusion in individual progress plans.
3.4	Develop and deliver a targeted education program that builds staff and supervisor understanding of unconscious bias and support for inclusiveness.
3.5	Identify opportunities to support and host open conversations about inclusiveness in a faith-based institution
3.6	Develop inclusiveness guidelines for committee members and working groups to increase diversity of perspectives and increase staff involvement in decision making bodies.
3.7	Ensure future engagement surveys across ACU include demographic data questions for all diversity dimensions

4.4. ii Preventing and responding to bullying, harassment, sexual harassment, and discrimination

ACU's Mission and Code of Conduct for Staff emphasise the importance of providing a safe and inclusive workplace where individuals feel valued and respected. This guides the university's approach and actions to respond to and prevent bullying, sexual harassment, and discrimination. The Vice Chancellor and President has publicly communicated his commitment to zero-tolerance for inappropriate behaviour and is visibly supportive of the Safeguarding and Student Safety Advisory Committee that works to provide a safe, respectful, and inclusive learning and working environment, focussing on addressing sex-based violence and sexual harassment.

All staff are required to complete discrimination, harassment, and bullying training, during induction and refresher training every two years, to ensure they are aware of their rights, responsibilities, and steps that can be taken to address concerns. Records indicate over 80% completion rates for this training and online training will be rolled out in November 2023. ACU's induction program, which includes discrimination, harassment, and bullying modules, will be extended (from Dec 2023) to include casual and sessional staff.

GEDI Survey responses provided in Table 4.4.ii were positive about ACU encouraging respectful workplace behaviours (overall 82%; W 81%; M 85%). However, women were less likely to agree that ACU takes steps to eliminate bullying, harassment, and discrimination (W 62%; M 73%) or feel safe to challenge inappropriate behaviour at work (W 58%; M 70%). Further, only 50% of people with disabilities and Aboriginal and Torres Strait Islander people reported feeling safe to challenge inappropriate behaviour at work, 12% lower than the overall satisfaction rate.

The university's complaint management framework addresses inappropriate and discriminatory behaviours, including harassment and sex-based harassment. It includes comprehensive policies, procedures, guidelines and options for students and staff to raise concerns informally and formally. Where a complainant has concerns about being identified, there are also options for staff and students to lodge a complaint through an anonymous protected disclosures process.

An analysis of formal complaint data has been undertaken. Details are not reported here due to the low numbers in each category (<6). The complaint data indicates that formal investigations were conducted, and action was taken to address inappropriate behaviour, including disciplinary action where there was a finding of misconduct. The consequences for proven allegations of misconduct or serious misconduct against a staff member depend on the seriousness of the allegations, ranging from mediation or formal counselling to demotion or dismissal.

The data does not include issues raised informally with managers and resolved at the local level. The informal process guides supervisors and managers to seek advice and support from People and Capability and requires them to inform and update their upline about the matter, the steps taken to resolve it and any potential risks and concerns. This ensures senior leaders have oversight of issues occurring in their organisational area that may require targeted interventions. In situations where a complaint matter cannot be resolved informally, it is escalated to the Employment Relations Team who support the process. Investigation to increase ACU's understanding of informal complaint resolution and better support early intervention is planned (Action item 4.1).

Despite the low numbers of formal complaints, responses to the 2021 Gender Equity, Diversity and Inclusion survey indicate that 16% of respondents have experienced bullying, 8% sexual harassment and 10% discrimination, with women experiencing them more than men (Table 4.4.ii). The main reasons for not submitting formal complaints include concerns about negative consequences for reputation and career, not feeling it would make a difference, or the process being embarrassing or difficult.

Feedback from focus groups was consistent with survey findings in relation to concerns about negative consequences that staff may face for making complaints about inappropriate workplace behaviour, and highlighted inconsistency in supervisor capability to manage complaints. Participants emphasised the need to enhance leadership capabilities to address issues with sensitivity and empathy, and to provide more support for complainants.

Based on this evidence, Key Barrier 4 is “Understanding and improving the experience of staff who experience bullying, harassment, sexual harassment and discrimination in the workplace”. Action plan items to address this Key Barrier will be integrated with relevant GEAP actions, including public reinforcement of ACU’s zero tolerance approach by senior leaders and building supervisor and manager capability to manage workplace issues. The Athena Swan action plan to address Key Barrier 4 will focus on:

Actions- Key Barrier 4	
Item Number	Planned action
4.1	Explore options to implement a process and/or mechanism to track informal complaints raised to support early intervention and prevention of inappropriate workplace behaviour.
4.2	Seek feedback from complainants regarding their level of satisfaction and suggestions to inform process improvement for complaint management processes
4.3	Review bullying, harassment, sexual harassment, and discriminations policy and procedure framework and enhance support mechanisms for complainants
4.4	Review, update and increase visibility of web-based resources about complaint processes and support mechanisms for staff
4.5	Develop and embed a bystander action framework and supporting policy and resources
4.6	Review and implement a new ‘contact officer’ program to support staff with concerns regarding bullying, harassment, sexual harassment, and discrimination

Additionally, consultation to inform Action 6.1 that will address intersectional data gaps will support the university’s actions to enhance safety and feelings of belonging for diversity groups.

Table 4.4.ii

2021 Gender Equality, Diversity & Inclusion Survey Questions- Preventing and addressing Bullying, Sexual harassment and Discrimination		Women N= 660	Men N= 340	Overall T=1000		
Survey question responses - % satisfied						
Gender-based harassment and sexual harassment is not tolerated at ACU		81%	89%	84%		
I feel culturally safe at work		85%	85%	85%		
I feel safe to challenge inappropriate behaviour at work		58%	70%	62%		
ACU takes steps to eliminate bullying, harassment and discrimination		62%	73%	66%		
ACU encourages respectful workplace behaviours		81%	85%	82%		
Responses to questions about experience of harassment, discrimination and bullying						
Percentage of survey respondents who reported experiencing sexual harassment		10%	4%	8%		
Percentage of survey respondents who reported experiencing bullying		18%	13%	16%		
Percentage of respondents who reported experiencing discrimination		11%	8%	10%		
Reasons respondents provided for not submitting formal a complaint regarding the three categories above						
Reasons*	Bullying		Discrimination		Harassment	
	W%	M%	W %	M%	W%	M%
Didn't think it was serious enough	15	7	21	9	65	46
Didn't think it would make a difference	55	43	51	57	46	46
Belief there would be negative consequences to reputation	65	57	71	48	46	38
Belief there would be negative consequences for my career	60	50	57	57	39	36
Belief there would be negative consequences for the person there would complain about	24	10	24	13	18	8
I didn't need to as I made the behaviour stop	8	10	<5	<5	7	8
I didn't need to as I no longer had contact with the individual responsible	12	7	<5	0	9	8
I didn't know who to talk to	<5	<5	10	0	<5	0
I didn't know how to make a complaint	<5	<5	6	0	<5	0
I thought the complaint process would be embarrassing or difficult	28	19	15	17	26	23
I was advised not to	25	10	<5	<5	<5	0
I didn't feel safe to report it	10	12	19	17	12	15

***Notes:**

- Multiple responses could be provided to these items, so the overall total is more than 100%
- Data in the table below is from a smaller percentage of respondents (i.e. those who answered yes in the questions regarding experiences of bullying, discrimination and harassment)

4.4. iii Flexible work practices

ACU offers a range of formal and informal flexible work arrangement (FWA) options that support staff in managing their work-life balance. This is enabled by EA provisions, the Flexible Work Arrangements Policy and guidelines for supervisors and staff.

Arrangements to work flexibly occur through conversations between staff members and their supervisors, and includes the following options:

- Temporary or permanent changes of work patterns to part time to support individual personal circumstances.
- Working remotely for up to two days per week (pro-rata).
- Compressed working week to reduce the number of workdays.
- Job sharing.
- Informal flexible arrangements including changes to start and finish times and ad-hoc requests for flexibility relating to individual personal circumstances.

Arrangements for the timing of meetings, development opportunities and social gatherings that accommodate staff with flexible work arrangements are managed by work area leaders. There is not currently a university-wide approach to ensure consistency of application. Action Plan item 5.1 will address this by developing a university-wide flexibility framework.

Regular communications promote flexible work options to staff and supervisors through the Staff Bulletin, Workplace social media posts and emails from senior leaders, linking to resources and reporting on usage rates. Interactive webinars providing guidance to managers and staff about the process and having effective conversations about flexibility are offered on a regular basis. There have been high levels of engagement from supervisors and managers, with 271 participants in 2020 and 2021, approximately 70% of staff in supervisor or manager roles²³.

Table 4.4.iii.1 reports the number of staff with formal FWAs in place at 31 March 2021 as a proportion of total staff representation.²⁴ More women have formal arrangements in place overall, with a substantially higher proportion of professional staff.

The table does not include local informal FWAs in place by agreement between staff and supervisors. In addition, academic staff formal FWAs reported are likely to be lower than actual numbers, as historically, informal flexible arrangements to meet teaching and research commitments have been in place and have not been formalised.

Gender/ Classification	Women FWA	Women total headcount	% Women FWA	Men FWA	Men total headcount	% Men FWAs	Total FWAs	Total headcount	Total % FWAs
Academic	121	502	24%	32	135	10%	155	837	19%
Professional	401	864	46%	121	389	31%	522	1253	42%

²³ Source: 2021 ACU Workplace Gender Equality Agency Compliance Report. Manager employment category total n=371

²⁴ Recording of formal flexible working arrangements commenced in 2020, therefore data prior to March 2021 is not available.

Table 4.4.iii.2 explores usage of FWA options by gender and classification, with change of location the most used option. Of note, the compressed working week is higher for women academic staff than other groups, which could support managing work/life priorities. The higher proportion of women with work pattern changes, which captures work hour adjustments within employment fraction, is likely to be due to changing teaching schedules or personal circumstances. The higher proportion of academic men with changes to work hours, capturing increased or decreased work hours could reflect a split to two fractional roles or relate to personal or career related circumstances.

Arrangement Type	Professional				Academic			
	Women		Men		Women		Men	
Change of location	289	72%	87	78%	70	58%	22	69%
Change hours of work	31	8%	5	5%	8	7%	4	13%
Change work pattern	19	5%	3	3%	12	10%	2	6%
Compressed work week	25	6%	3	3%	25	21%	3	9%
Other	37	9%	13	12%	6	5%	1	3%
	401		111		121		32	

The GEDI Survey responses reported in Table 4.4.iii.3 indicate that while more women are working flexibly, academic and professional women staff are less satisfied they have the flexibility needed to manage work and other commitments. Additionally, their views about the impact of flexibility on their career were more negative than men’s, however there were lower satisfaction rates from all groups. The lower usage of FWAs by professional men and academic staff could indicate the perception of negative career impact discourages usage of formal FWAs. Notably, women professional staff, who have high uptake of FWAs had the lowest satisfaction for the item relating to a positive culture surrounding FWA at ACU. Lower academic staff satisfaction regarding the institution’s culture appears inconsistent with responses about their confidence that flexibility requests would be considered and may relate to historical approaches providing informal FWAs for academic staff members previously mentioned.

Focus group feedback was consistent with survey responses (Figure 4.4.iii.1).

Figure 4.4. iii.1: Focus Group feedback – Flexible work

- There is a perception of stigma from staff using flexible work arrangements that these may be career impacting.
- Concerns were raised regarding inconsistency in how flexibility requests were managed across different work areas.
- Gender stereotyping potentially impacting men was also raised, as men were viewed as less likely to seek flexible work arrangements or leave provisions to support caring responsibilities.
- Communications from senior leadership promoting flexible work should be more visible and frequent.

Table 4.4.iii.3

2021 GEDI Survey Questions – Flexible Work	Academic Women N=226	Academic Men N=140	Professional Women N=434	Professional Men N=200	Women % Total N=660	Men % Total N=340	Total N=1000
I am confident that if I requested a flexible work arrangement, it would be given due consideration	71%	82%	59%	65%	63%	72%	66%
I have the flexibility I need to manage work and other commitments	78%	83%	71%	83%	73%	83%	77%
Using flexible work arrangements is not a barrier to success at ACU	61%	68%	61%	66%	60%	67%	62%
There is a positive culture within ACU in relation to employees who use flexible work arrangements	53%	71%	45%	58%	48%	63%	53%

Key Barrier 5: “Ensuring the availability of flexible work for all staff members and managing potential impact on career opportunities” will address the issues raised in this analysis through the actions plan items.

Actions- Key Barrier 5	
Item Number	Planned action
5.1	Develop a university-wide flexibility framework to reinforce ACU’s commitment to flexible work arrangements and provide guidance to managers and staff to support its implementation.
5.2	Develop resources to support the flexibility framework and provide education to managers about how to support flexible work arrangements.
5.3	Embed a communication and engagement program that articulates ACU’s commitment to flexible work that shares lived from diverse range of staff successfully using flexible work and includes career success stories.
5.4	Offer development opportunities that accommodate staff with caring responsibilities and flexible work arrangements.

These actions are also likely to have an impact on Key Barrier 1 Career Development and Progression and Key Barrier 2 Support for Caring Responsibilities.

4.4.(iv) Equity and Diversity policies and procedures

ACU’s key equity, diversity and inclusion policies and procedures support: equal employment opportunity, gender pay equity, health, safety, and wellbeing, and aim to eliminate discrimination, harassment, sexual misconduct, and bullying. New and revised policies and procedures are socialised through university communication channels and, where appropriate, supported by targeted training programs. The university’s leadership development programs include content to build capability in inclusive leadership.

Feedback throughout this application, however, has indicated that staff have concerns about a lack of consistency in the application of policy and processes. Actions to develop supervisor and manager capabilities in the application of people management policies and processes are aligned with all five identified Key Barriers. This also aligns with the ACU People Plan Pillar regarding leadership development, which will occur through an inclusiveness lens (Figure 4.4.i.1).

4.4.(v) Equity impact assessment of all policies, practices, and procedures

ACU's policies and procedures framework is managed by the university's Governance Directorate and provides that policies and procedures should support the university's Mission and values and comply with relevant legislative requirements and standards. Policy review is required every five years at a minimum, and consultation with key stakeholders is mandated. New and revised policies are communicated to the university community through staff bulletins and supported with training and written resources where required. As stated throughout, ensuring consistent application of policies and processes across the university will be embedded in the actions to address the five Key Barriers.

While it is expected that equity and diversity considerations occur in policy, procedure and program development and review, this is not currently articulated in the policy and procedure framework. The university policy framework is currently under review and actions to embed the use of inclusive language are in progress, supported by an inclusive language guide driven by the GEDIF. Recent policy and process reviews that have incorporated equity considerations include:

- The review of the Children on Campus and Primary Carer feeding Policy incorporated inclusive, gender-neutral language that encompassed non-birth parents and carers.
- The Promotion Review project team developing the 2023 Academic Promotions considered the impact of gendered language on willingness to apply for promotion. Adjustments were made to the language used in the criteria to address this.

The GEDIF articulates the university's commitment to ensuring ACU policies, practices and processes enable success, including the consideration of the impact of gender and other diversity-related factors in the employee experience. This will be actioned by providing guidance to ensure policy development and review occurs through with a GEDI lens, including:

- Embedding inclusive language considerations in the university Policy Framework; and
- Development of an inclusive language guide.

Gaps in workforce and student data for underrepresented groups were identified in this analysis and will be addressed by enabling actions 6.1. Review of this data, and further consultation with underrepresented groups will inform future policies, procedures, programs, and initiatives to ensure ACU is a supportive and inclusive working and learning environment.

4.4.(vi) Visibility of role models

ACU uses a range of communication channels to celebrate the achievements of staff and students, steered by brand guidelines that support empathy and inclusiveness, aligned with the university's Mission. An example is ACU's Impact Magazine, an external facing publication that promotes the university's positive global impact, showcasing the achievements of ACU community members from diverse backgrounds and lived experiences.

Arrangements for university events consider the diversity of contributors. This approach has been led by the Vice-Chancellor and President, who requires confirmation of gender diversity at events where he is requested to speak. The request form includes the following statement:

“Professor Skrbis has a strong commitment to gender equality as such could you advise whether the speaking panel will have gender diversity.”

In addition, Professor Skrbis has recently accepted an invitation to join the Athena Swan Australia Advisory Committee and is looking forward to contributing to progressing GEDI outcomes through the Athena Swan process. He is a WGEA Pay Equity Ambassador and communicates his commitment to pay equity within the university and in external forums.

Recent ACU events to enhance the visibility of inclusiveness have included:

- Hosting the Equity @ ACU Symposium in October 2022 and September 2023, a professional learning event that brought together leaders and experts in equity and diversity to celebrate ACU’s diverse community and commitment to equity and inclusion and explore cultural and structural change for future impact.
- Co-sponsor of the 2022 HEDx Live event on the topic of Gender Equity and Inclusion in 2022
- Annual International Women’s Day events that feature women from across the university with intersectional diversity, sharing their diverse perspectives and lived experiences.

Sections 4.4.v and 4.4.vi are not considered Key Barriers but will be supported by Action Items 3.1 and 3.5. In addition, future communication planning will embed an integrated approach to ensure the diversity of ACU’s community is recognised and celebrated.

Section 5 – ACU Athena Swan Bronze Award Action Plan 2024-2030

This action plan sets out a series of actions and initiatives to address the key barriers outlined in this application. For each key barrier, desired outcomes and impacts have been identified that will provide evidence that the key barrier has been reduced and/or removed. The desired outcomes and impacts are listed under the key findings of each key barrier. Each action has been mapped to the desired outcome/impact it contributes to within the action table. Where actions under one key barrier can contribute to outcomes and impacts in another key barrier, this has been captured in the action table.

Key Barrier 1 - Support for career development and progression through professional development and performance appraisal	
	<p><u>Key findings</u></p> <ul style="list-style-type: none"> • Staff satisfaction with professional and career development is low (around 49-58%) with men slightly less satisfied than women • Academic staff have significantly lower levels of participation in professional development programs compared to professional staff • Low levels of satisfaction with skill development to progress careers • Low levels of engagement across ACU with the performance review process (progress plans) • Inconsistent approach to performance and career conversations between supervisors and staff • Women’s representation in Level E academic and senior professional roles is lower than overall gender <p><u>Desired outcomes and impact (DO&I) for Key Barrier 1</u></p> <p>DO&I 1.1 Staff satisfaction engagement survey results relating to career development and progression: DO&I 1.1a 75% satisfaction rating overall, with no differences by gender, for the statement <i>There is commitment to ongoing training and development of staff.</i> DO&I 1.1b 75% satisfaction rating overall, with no differences by gender, for the statement <i>The training and development I received has improved my performance.</i> DO&I 1.1c 75% satisfaction rating overall, with no differences by gender, for the statement <i>I am developing the skills I need for career progression.</i></p> <p>DO&I 1.2 Increased levels of participation in professional development programs by academic staff to 40% participation levels.</p> <p>DO&I 1.3 80% completion of the progress plan by all fixed term and permanent employees with no difference by gender, work fraction, classification, or academic work family.</p>

	<p>DO&I 1.4 Staff engagement survey results relating to performance appraisal: DO&I 1.4a 75% satisfaction rating overall, with no differences by gender, for the statement <i>My performance is reviewed often enough.</i> DO&I 1.4b 75% satisfaction rating overall, with no differences by gender, for the statement <i>The performance feedback I am give provides me with clear guidelines for improvement.</i> DO&I 1.4c 90% satisfaction rating overall, with no differences by gender, for the statement <i>I understand how my job contributes to the overall success of ACU.</i> DO&I 1.4d 65% satisfaction rating overall, with no differences by gender, for the statement <i>Enough time and effort are spent on my career planning.</i> DO&I 1.4e 65% satisfaction rating overall, with no differences by gender, for the statement <i>I am developing the skills I need for career progression.</i></p> <p>DO&I 1.5 Increase in the percentage of women at higher classification levels in academic and professional senior roles as follows:</p> <ul style="list-style-type: none"> • Academic Level E 45%W:45%M:10% (W,M,X) • Professional senior roles 45%W:45%M:10% (W,M,X) <p>DO&I 1.6 Reduce the gender pay gap in HEW10 and senior professional staff as follows:</p> <ul style="list-style-type: none"> • HEW10 – reduce to 3% • Senior professional staff – reduce to 10% <p>DO&I 1.7 Increase academic promotions applications from academic women as follows:</p> <ul style="list-style-type: none"> • Gender representation of promotion applications is consistent with workforce representation at each academic level.
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Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 1.1 Ref 3.1i 3.1iv 3.1vi 4.2i 4.2iii 4.2v	Lower levels of engagement in professional development opportunities by academic staff	Co-design a leadership development program with the Centre for Education and Innovation specifically targeting academic staff with leadership aspirations	Q3 2024 – Q4 2026	P&C Centre for Education & Innovation (CEI), DVCR&E	CPO Provost	Contributes to: DO&I 1.1a,b & c DO&I 1.2 DO&I 1.Lo DO&I 1.5 DO&I 1.7 DO&I 2a

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 1.2 Ref 4.2i	Lower levels of engagement in professional development opportunities by academic staff	<ul style="list-style-type: none"> a. Communicate professional development opportunities through key channels utilised by academic staff b. Embed accountability for participating in professional development programs into progress plan 	Q3 2024 – Q4 2025	P&C Centre for Education & Innovation	CPO Provost	Contributes to: DO&I 1.1a,b & c DO&I 1.2 DO&I 1.4d
Action 1.3 Ref 3.1i 3.1iv 3.1vi 4.1ii 4.2i 4.2iii 4.2v	Low MyVoice staff satisfaction levels relating to professional and career development	Design and implement a leadership development program for academic (note co-design action above) and professional leaders, managers, and supervisors	Q3 2024 – Q4 2026	P&C	CPO	Contributes to: DO&I 1.1a,b & c DO&I 1.2 DO&I 1.4e DO&I 1.5 DO&I 1.6 DO&I 1.7 DO&I 2a
Action 1.4 Ref 3.1i	Low MyVoice staff satisfaction levels relating to professional and career development.	<ul style="list-style-type: none"> a. Review ACU’s development approach, with an inclusiveness lens, to align with the updated capability 	Q3 2024 – Q4 2026	P&C	CPO	Contributes to: DO&I 1.1a,b & c DO&I 1.2 DO&I 1.4e DO&I 1.5

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
3.1iv 3.1vi 4.4i 4.1ii 4.2i 4.2iii 4.2v	Feedback around lack of support for leadership development Programs could be improved to support career progress	development framework and future focused skills. b. Implement a development program to support career progression for academic and professional staff cohorts				DO&I 1.6 DO&I 1.7
Action 1.5 Ref 3.1iv 4.2i 4.2iii 4.2iv 4.2v	Less than 50% engagement with progress plan/performance cycle	Revise and relaunch the ACU progress plan as a contemporary and fit for purpose annual performance planning and review process, to support academic and professional staff (inclusive of measures to support completions on an annual basis)	Q3 2024 – Q3 2025	P&C in conjunction with Deputy Provost	CPO VCAC	Contributes to: DO&I 1.3 DO&I 1.4a,b,c, d & e DO&I 1.5 DO&I 1.6 DO&I 1.7
Action 1.6 Ref 4.1i 4.2i 4.2ii 4.2iii 4.2iv 4.2v	Inconsistent support for performance and career conversations from supervisors	Aligned to the relaunched progress plan, review and revise resources for managers and supervisors to support inclusive and impactful performance and career conversations	Q3 2024 – Q3 2025	P&C	CPO	Contributes to: DO&I 1.2 DO&I 1.3 DO&I 1.4a,b,c & d DO&I 1.7

Key Barrier 2 - Support for parents and carers (including childcare) (sub-group barrier)

Key findings

- Data shows highest attrition rates after taking parental leave or in the first six months of returning from leave
- Women are less satisfied than men with ACU's approach to supporting staff with caring responsibilities
- More women than men perceive having family and caring responsibilities as being a barrier to success at ACU
- Workforce data and survey results indicate men are less likely to utilise parental and carers leave.

Desired outcomes and impact (DO&I) for Key Barrier 2

DO&I 2.1 90% "returned" rate of staff returning from parental leave across all staff cohorts and remaining for at least 18 months

DO&I 2.2 Staff satisfaction engagement survey results relating to support for staff with caring responsibilities

DO&I 2.2a 75% satisfaction rating overall, with no differences by gender, for the statement *Having family responsibilities is not a barrier to success at ACU.*

DO&I 2.2b 75% satisfaction rating overall, with no differences by gender, for the statement *Having caring responsibilities is not a barrier to success at ACU.*

DO&I 2.2c 80% satisfaction rating overall, with no differences by gender, for the statement *There is a positive culture within ACU regarding staff who have family responsibilities.*

DO&I 2.2d 80% satisfaction rating overall, with no differences by gender, for the statement *There is a positive culture within ACU regarding staff who have caring responsibilities.*

DO&I 2.2e 80% satisfaction rating overall, with no differences by gender, for the statement *ACU supports employees with family or other caring responsibilities, regardless of gender.*

DO&I 2.3 – Increase in men taking primary carer's leave to 20% across all staff cohorts.

DO&I 2.4 – Increase levels of men taking personal leave across the professional and academic workforce for the following care types:

DO&I 2.4a Carer's with medical certificate - increase to 40%M.

DO&I 2.4b Carer's without medical certificate – increase to 40%M.

DO&I 2.4c Emergency family care – increase to 40%M.

DO&I 2.4d Medical appointment family – increase to 40%M

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 2.1 Ref 4.3i 4.3ii	<p>Data shows highest attrition rate within first 6 months after returning from parental leave.</p> <p>Communication with staff before, during and after parental leave could be improved.</p>	<ul style="list-style-type: none"> a. Consult with staff about their experiences (before, during and returning from parental leave). b. Implement targeted initiatives that will enhance the supports, resources and experiences of staff taking and returning from parental leave. 	<p>Q3 - Q4 2024</p> <p>Q1 2025 – Q4 2027</p>	P&C	CPO	Contributes to: DO&I 2.1 DO&I 2.2a,b,c,d & e
Action 2.2 Ref 3.1vi 4.3i 4.3ii	<p>Communications with staff prior to the return-to-work date are managed at the local level which may lead to inconsistency in the support provided to staff.</p> <p>Educate managers to provide a consistent approach to staff with carers responsibilities.</p>	<p>Develop and embed a managers' guide that:</p> <ul style="list-style-type: none"> a. educates and supports resuming work conversations b. identifies resuming work supports available to staff c. is readily available and 	Q2 2025 – Q4 2025	P&C	CPO	Contributes to: DO&I 2.1 DO&I 2.2a,b,c,d & e DO&I 2.3 DO&I 5.1b,c & d

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
		accessible to all managers.				
Action 2.3 Ref 3.1vi 4.3i 4.3ii 4.3iv	Having family responsibilities and having caring responsibilities is perceived as being a barrier to success at ACU. Improved communication around support offerings. Educate managers to provide a consistent approach to staff with carers responsibilities.	a. Consult with staff about the perception that having a family and caring responsibilities a barrier to success at ACU. b. Implement a program of work, targeted initiatives, resources, and a communication plan that addresses the feedback.	Q3 - Q4 2024 Q1 2025 – Q4 2027	P&C	CPO	Contributes to: DO&I 2.1 DO&I 2.2a,b,c,d & e DO&I 2.3 DO&I 5.1c & d
Action 2.4 Ref 4.3i 4.3ii 4.3iii	Low utilisation of the childcare referral service across ACU.	a. Review and consult with staff regarding the current ACU Childcare Referral service to understand gaps, opportunities, and barriers to utilisation.	Q3 – Q4 2027 Q1 – Q4 2028	P&C	CPO	Contributes to DO&I 2.1 DO&I 2.2a,b,c,d & e DO&I 2.3

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
		b. Implement initiatives and/or a service to support working parents.				
Action 2.5 Ref 4.3i 4.3ii 4.3iv	Workforce data and survey results indicate men are less likely to utilise parental and carers leave Encourage men to take time away to share caring responsibilities	Embed a communication and engagement program that: a. promotes and encourages men to utilise parental and carers leave b. includes stories that highlight broader staffing cohorts that utilise parental leave.	Q1 2025 – Q4 2027	P&C in conjunction with Marketing and External Relations	CPO	Contributes to: DO&I 2.3 DO&I 2.4a,b,c & d

Key Barrier 3 - Embedding inclusiveness in the Institution's Culture	
	<p><u>Key findings</u></p> <ul style="list-style-type: none"> • Being a faith-based institution has led to challenges in our community (staff and students) feeling safe, welcomed, and respected • Staff from different intersectional groups/diversity dimensions have inconsistent views around whether there is a positive culture within ACU • Institutional culture survey data indicates senior leaders are not seen as active supporters of diversity and inclusion across different genders and diversity dimensions • Institutional culture survey data indicates consultation with staff could be improved to include different perspectives into decision making <p><u>Desired outcomes and impact (DO&I) for Key Barrier 3</u></p>

	<p>DO&I 3.1 Staff satisfaction engagement survey results relating to Institutional Culture</p> <p>DO&I 3.1a 85% satisfaction rating overall, with no differences by gender, for the statement <i>I feel a sense of belonging at ACU.</i></p> <p>DO&I 3.2a 85% satisfaction rating overall, from Aboriginal and Torres Strait Islander People, for the statement <i>There is a positive culture within ACU in relation to employees who are Aboriginal and/or Torres Strait Islander</i></p> <p>DO&I 3.2b 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to employees from varied cultural backgrounds.</i></p> <p>DO&I 3.2c 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to employees of different genders.</i></p> <p>DO&I 3.2d 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to employees of different age groups.</i></p> <p>DO&I 3.2e 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to employees with disability.</i></p> <p>DO&I 3.2f 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to who identify as LGBTIQ+</i></p> <p>DO&I 3.3 80% satisfaction rating overall, with no differences by gender or intersectional group, for the statement <i>Senior leaders actively support diversity and inclusion in the workplace.</i></p> <p>DO&I 3.4a 65% satisfaction rating overall, with no differences by gender or intersectional group, for the statement <i>I am consulted before decisions that affect me are made.</i></p> <p>DO&I 3.4b 65% satisfaction rating overall, with no differences by gender or intersectional group, for the statement <i>I am empowered to make decisions to do my role well</i></p>
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Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 3.1 Ref 4.4i 4.4vi	Survey data indicated that senior leaders are not seen as active supporters of diversity and inclusion across all diversity dimensions.	Senior leaders publicly communicate the university's commitment to inclusion and diversity and ACU being a safe and welcoming place for all members of the community.	Q2 2024 – Q2 2028	VCAC	Vice-Chancellor	Contributes to: DO&I 3.1 DO&I 3.2a,b,c,d,e & f DO&I 3.3

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
	Challenges of being a faith-based institution. Need to encourage staff to be their authentic selves in the workplace					
Action 3.2 Ref 4.4i	Survey data indicated that senior leaders are not seen as active supporters of diversity and inclusion.	Senior leaders are required to undertake inclusive leadership training every 3 years.	Q4 2024 Q4 2027 Q4 2030	VCAC	Provost	Contributes to: DO&I 3.1 DO&I 3.2a,b,c,d,e & f DO&I 3.3
Action 3.3 Ref 4.4i		Embed accountability for supporting diversity and inclusion in individual progress plans for all supervisors, managers, and senior leaders.	Q3 2024 – Q3 2025	VCAC	Provost	Contributes to: DO&I 3.2a,b,c,d,e & f DO&I 3.3
Action 3.4 Ref 4.2i 4.4i	Focus group feedback suggested: <ul style="list-style-type: none"> • More diversity in the hiring of senior staff • Encourage inclusiveness and support to growing a diverse workforce • Address unconscious bias 	Develop an education program for supervisors and staff that: <ol style="list-style-type: none"> a. builds understanding and awareness of unconscious bias in the workplace; and b. provides strategies for supervisors and staff to support a more inclusive workplace and improve the experience of unrepresented groups 	Q3 2024 – Q4 2026	P&C	CPO	Contributes to: DO&I 3.1 DO&I 3.2a,b,c,d,e & f DO&I 3.3 DO&I 1.1a & b

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
	<ul style="list-style-type: none"> More visibility valuing the contributions that staff make 					
Action 3.5 Ref 4.4i 4.4vi	Encourage open communication about being a faith-based institution. Address assumptions regarding support for the LGBTIQ+ community	a. Identify opportunities to support and host open conversations about inclusiveness in a faith-based institution (for example, the equity symposium). b. Hold at least two open conversations a year that all staff are invited to attend.	Q2 - Q4 2024 Q1 2025 – Q4 2029	Directorate of Identity & Mission	Provost in conjunction with the Office of the Vice President	Contributes to: DO&I 3.1 DO&I 3.2f DO&I 3.3
Low Action 3.6 Ref 3.1vi 3.5v 4.2i 4.4i	Increase opportunities to include different perspectives/voices in decision making. Access to committee participation could be improved	Develop inclusiveness guidelines for committees and working groups across the professional and academic workforce to: <ol style="list-style-type: none"> increase different perspectives/voices into decision making; and increase involvement of academic and professional staff in decision making bodies. 	Q2 2026 – Q4 2026	P&C in conjunction with Governance Directorate	VC	Contributes to DO&I 3.4a&b DO&I 1.1a DO&I 1.4d&e
Action 3.7	Demographic data was not available in	Ensure future engagement surveys across ACU include	Q1 2025 – Q4 2025	P&C	CPO	Contributes to: DO&I 3.4a

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Ref 4.4i	engagement surveys for reporting for all diversity dimensions	demographic data questions for all diversity dimensions				

Key Barrier 4 - Understanding and improving the experience of staff who experience bullying, harassment, sexual harassment, and discrimination in the workplace.

Key findings

- Women are less likely to feel safe to challenge inappropriate behaviours at work
- Women are less likely to agree that ACU takes steps to eliminate bullying, harassment, and discrimination
- Staff have indicated an unwillingness to raise formal complaints about inappropriate workplace behaviour

Desired outcomes and impact (DO&I) for Key Barrier 4

DO&I 4.1 Staff satisfaction engagement survey results relating to preventing and addressing bullying, sexual harassment, and discrimination

DO&I 4.1a – 75% satisfaction rating overall, with no differences by gender, or intersectional group for the statement *I feel safe to challenge inappropriate behaviour at work*

DO&I 4.2b – 75% satisfaction rating overall, with no differences by gender, for the statement *ACU takes steps to eliminate bullying, harassment, and discrimination*

DO&I 4.2 – 25% reduction in GEDI survey data for each of the following reasons that staff provided for not submitting a formal complaint of bullying, discrimination, or harassment:

4.2a – didn't think it would make a difference

4.2b – belief there would be negative consequence to reputation

4.2c – belief there would be negative consequence to my career

4.2d – I thought the process would be embarrassing or difficult

4.2e – I was advised not to

4.2f – I didn't feel safe to report it

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 4.1 Ref 4.4ii	Complaint data is not available for issues raised informally with managers	Explore options to implement a process and/or mechanism whereby informal complaints raised can be tracked to support early intervention and prevention of inappropriate workplace behaviour.	Q1 - Q3 2025	P&C	CPO	Contributes to: DO&I 4.1a & b
Action 4.2 Ref 4.4ii	Improve the experience of staff who experience bullying, harassment, sexual harassment, and discrimination in the workplace. Increase support for complainants	<ul style="list-style-type: none"> a. Develop a process to assess a complainant's satisfaction with ACU's formal complaints processes. b. Utilise this feedback to implement initiatives to improve the experience of staff. 	Q4 2024 – Q2 2025 Q1 2026 – Q4 2028	P&C	CPO	Contributes to: DO&I 4.1a & b DO&I 4.2a,b,c,d,e & f
Action 4.3 Ref 4.4ii	Low satisfaction rates in survey responses to the question that ACU takes steps to preventing and addressing workplace bullying, harassment, and discrimination. Data indicated staff are unwilling to raise formal complaints because:	<ul style="list-style-type: none"> a. Review bullying, harassment, sexual harassment, and discrimination, policy and response processes. b. Identify and implement practical ways to incorporate care and support 	Q3 2024 – Q4 2025 Q1 2026 – Q4 2028	P&C	CPO	Contributes to: DO&I 4.1a & b DO&I 4.2a,b,c,d,e & f

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
	<ul style="list-style-type: none"> they don't feel it will make a difference of the perceived negative consequences for reputation and career of the process being embarrassing or difficult they don't feel safe to do so they were advised not to 	mechanisms for complainants.				
Action 4.4 Ref 4.4ii	Low survey satisfaction rates to the question that ACU takes steps to preventing and addressing workplace bullying, harassment, and discrimination	Review and update staff webpages to improve visibility and provide clear advice, information, and resources for staff about the complaints process and the support mechanisms available to them.	Q1 2026 – Q4 2028	P&C in conjunction with MER	CPO	Contributes to: DO&I 4.1a & b DO&I 4.2a,b,c,d,e & f

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 4.5 Ref 4.4i 4.4ii	<p>GEDI data indicates that more women than men feel unsafe to challenge inappropriate behaviours at work.</p> <p>Data indicated staff are unwilling to raise formal complaints because they don't feel safe to do so.</p>	<p>Develop and embed an ACU bystander action framework with supporting policies, procedures, and resources to empower bystanders to act on inappropriate workplace behaviours.</p>	Q1 2026 – Q3 2027	P&C in conjunction with Student Support Services Directorate	Chief Operating Officer & DVC (Administration)	Contributes to: DO&I 4.1a DO&I 4.2a,b,c,d,e & f
Action 4.6 Ref 4.4ii	<p>Complaint data is not available for issues raised informally with managers, P&C and/or others.</p> <p>Increase support for complainants.</p> <p>Lack of utilisation and promotion of Discrimination and Harassment advisors</p>	<p>Review and implement a new “contact officer” program that:</p> <ol style="list-style-type: none"> a. supports staff with resources and timely advice around workplace bullying, harassment, sexual harassment, and discrimination; b. provides visibility about the nature of complaints raised and resolved to support early intervention and prevention of inappropriate workplace behaviours. 	Q1 2026 – Q3 2027	P&C	CPO	Contributes to: DO&I 4.1a & b DO&I 4.2a,b,c,d,e & f

Key Barrier 5 - Ensuring the availability of flexible work for all staff members and managing potential impact on career opportunities

Key findings

- There is an inconsistent approach across ACU to supporting flexible work arrangements
- Education and information for managers is required to support staff to work flexibly
- There is a perception by staff utilising flexibility arrangements that it is impeding their career
- Institutional feedback data around flexible work indicates there is not a positive culture within ACU to staff who utilise flexible work arrangements with women indicating they were less positive than men.

Desired outcomes and impact (DO&I) for Key Barrier 5

DO&I 5.1 - GEDI survey results relating to flexible work

DO&I 5.1a – 85% satisfaction rating overall, with no differences by gender, or classification for the statement *I am confident that if I requested a flexible work arrangement it would be given due consideration*

DO&I 5.1b – 90% satisfaction rating overall, with no differences by gender, or classification for the statement *I have the flexibility I need to manage work and other commitments*

DO&I 5.1c – 75% satisfaction rating overall, with no differences by gender, or classification for the statement *using flexible work arrangements is not a barrier to success at ACU*

DO&I 5.1d – 65% satisfaction rating overall, with no differences by gender, or classification for the statement *There is a positive culture within ACU to employees who use flexible work arrangements*

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 5.1 Ref 3.1vi 4.2i 4.4iii	Ensure a consistent approach to managing flexible work arrangements Accommodating staff with flexible work arrangements	Develop a university-wide flexibility framework to: a. reinforce ACU's commitment to flexible work arrangements	Q2 2024 – Q4 2025	P&C in conjunction with Deputy Provost	CPO	Contributes to: DO&I 5.1a,b & c DO&I 2.2a,b,c,d,e & f

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
	<p>is managed at the local level which may lead to inconsistency.</p> <p>Improve manager's understanding of how flexibility can support those with caring/family responsibilities.</p>	<p>b. provide guidance to managers and employees around how to support flexible work arrangements</p> <p>c.</p>				
<p>Action 5.2</p> <p>Ref 3.1vi 4.2i 4.3ii 4.3iv 4.4iii</p>	<p>Clarity about how emergency situations can be managed.</p> <p>Inconsistent approach to timing of meetings and events</p>	<p>Develop a suite of resources to support the flexibility framework that provide education and guidance to managers around how to support flexible work arrangements.</p>	<p>Q2 2024 – Q4 2025</p>	<p>P&C in conjunction with Deputy Provost</p>	<p>CPO</p>	<p>Contributes to: DO&I 5.1a,b & c DO&I 2.2a,b,c,d,e & f</p>
<p>Action 5.3</p> <p>Ref 4.3ii 4.3iv 4.4iii</p>	<p>Address stigma around staff using flexibility to manage care responsibility.</p> <p>Focus group feedback that ACU should showcase flexibility options</p> <p>Improve the perception that there is not a positive culture at ACU to staff who utilise flexible work arrangements</p>	<p>Embed a communication and engagement program that:</p> <p>a. articulates ACU's commitment to using flexible work arrangements.</p> <p>b. Share lived examples from people of all genders across a range of employment types and levels of seniority using flexible work</p>	<p>Q1 2026 – Q4 2029</p>	<p>P&C</p>	<p>CPO</p>	<p>Contributes to: DO&I 5.1a,b & c DO&I 2.2a,b,c,d,e & f</p>

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
		<p>arrangement to manage caring and family responsibilities</p> <p>c. include career success stories from a variety of people across ACU who have been supported to work flexibly</p>				
<p>Action 5.4</p> <p>Ref 3.1vi 4.2i 4.3ii 4.4iii</p>	Focus group feedback that increased flexibility in development programs to accommodate staff with caring responsibilities and part-time or casual employment arrangements	Offer development opportunities that accommodate staff with caring responsibilities and flexible work arrangements	Q3 2024 – Q4 2027	P&C Centre for Education and Innovation, DVCR&E	CPO Provost	Contributes to: DO&I 5.1a,b & c DO&I 2.2a,b,c,d,e & f DO&I 1.1a,b & c DO&I 1.2 DO&I 1.4d & e

Section 6- Enabling Actions and Additional Information

Enabling Action item number	Enabling Action	Accountability	Application section reference
6.1	<p>Actions to address gaps in the availability of intersectional data for employees will be progressed in 2024 by:</p> <ul style="list-style-type: none"> • Activation of equity data categories not currently available e.g., people with disabilities • Consultation with diversity groups to establish safe and respectful approaches to workforce data collection from staff, including the Ally Network representing the LGBTIQ+ community and the Aboriginal and Torres Strait Islander Staff Network. • Proactive communication to encourage staff completion of their equity data profiles. 	P&C	3.1.i 3.1.iv 4.1.i 4.4
6.2	<p>Analysis to identify barriers to collecting comprehensive enrolment and offer data by gender and other equity groups will be completed along with recommendations to improve student data collection.</p>	Student Administration; Equity and Inclusion	3.2.i

In addition to the five identified Key Barriers and associated actions, and the enabling actions listed in the table above, our self-assessment has revealed important programs, plans and initiatives contributing to achieving GEDI in other Barrier areas. The findings from this analysis will contribute to activities already underway or planned, including the implementation of our GEAP and the People Plan.

AS Bronze Award section	Findings contribute to:
<p>Support for Aboriginal and Torres Strait Islander Peoples 3.1.i 3.1.iii</p>	<p>Actions to improve Aboriginal and Torres Strait Islander peoples' employment outcomes and ensure a culturally safe workplace include:</p> <ul style="list-style-type: none"> • The Aboriginal and Torres Strait Islander Peoples Employment Plan 2023-2026 • Reconciliation Action Plan • ACU Cultural Capability Framework • EA Provisions to support Aboriginal and Torres Strait Islander peoples' employment outcomes
<p>Career opportunities for Casual academic staff 3.1.ii</p>	<p>Implementation of the EA provisions offering conversion of casual academic staff to continuing positions to reduce casual academic staff representation from 39% to 30% .</p>

AS Bronze Award section	Findings contribute to:
Recruitment 4.1.i	The current review of recruitment policy and practices is driven by actions in the People Plan and the GEAP. The review includes a focus on embedding inclusiveness and will be informed by findings from this analysis.
3.1.i	Organisational units with low levels of women’s representation will be monitored and where required, targeted initiatives to support inclusive recruitment will be developed.
Induction 4.1.ii	A review of ACU’s induction/onboarding program, driven by the People Plan, is being undertaken through an inclusiveness lens and will be supported by actions to address Key Barrier 1 (1.3 & 1.6).
HDR Student Career Transition 4.1.iii 3.2.ii	Activities regarding HDR student transition will be progressed through the Research and Enterprise Plan. This has been supported by the Research and Enterprise Portfolio restructure that increases resources to support the HDR program. Findings from the Athena Swan application will be shared with the Graduate School to inform their approach.
Mentoring and Communities of Practice 4.2.i	Consultation feedback requesting more visible and accessible mentoring programs and opportunities for knowledge sharing/communities of practice are being addressed by: <ul style="list-style-type: none"> • A mentoring program, under development by CEI, will consider findings from this analysis to embed GEDI in the program, • Enhanced communication regarding communities of practice already in place. Feedback will be shared with the relevant work areas.
Support for publications/grants 4.2.ii	The Research and Enterprise Plan includes initiatives to increase opportunities for academic staff to engage with research and additional support for early career researchers. Actions to address gender differences in grant and publication data will be informed by findings in Section 4.2.ii.
Workload 4.2.iii	The University is currently undertaking a comprehensive review of Academic workload that is being informed by extensive consultation with academic staff and conducted through an inclusiveness lens. Findings from this analysis will be shared with the project lead to ensure GEDI is an ongoing consideration.
Academic Promotions 4.2.v	The Academic Promotions Review Project currently in progress has considered application and success rates and consultation feedback to address GEDI issues. Ongoing continuous improvement, to identify GEDI issues will be informed by monitoring of promotions success rates and future staff consultation.
Support for career development and progression 4.2.v	ACU People Plan Pillar “Defined Career Paths for academic and professional staff to support personal growth and development” will work with GEAP activities relating to career progression and in alignment with actions to address Key barrier 1.
Embedding inclusiveness in Policies and procedures	Actions to ensure policy development and review occurs through a GEDI lens, driven by the GEDIF are in progress. This includes embedding GEDI considerations in the university policy framework and the development of an

AS Bronze Award section	Findings contribute to:
4.4.v	inclusive language guide.