



SAGE
SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE ATHENA SWAN
SILVER
AWARD

EDITH COWAN UNIVERISTY
SEPTEMBER 2024



FROM SAGE

DR JANIN BREDEHOEFT, CEO



It is my great pleasure to present this successful application for a SAGE Athena Swan Silver Award, as submitted by Edith Cowan University.

The SAGE Athena Swan Silver Award is a prestigious, world-respected accreditation recognising an institution's progress towards greater equity, diversity and inclusion. It represents a milestone in development: the distance an institution has travelled while engaging in the SAGE framework.

The SAGE accreditation pathway itself is a dynamic journey, marked by cycles of self-evaluation, action planning, implementation and measurement. There is always room to improve equity, and the Silver Award does not represent a destination, but rather honours an organisation's ongoing effort and deep engagement with the process of honest reflection and incremental change.

This Award celebrates the success with which ECU has embedded gender equity, diversity and inclusion into strategic and operational functions, right across their institution.

In the nine years that ECU has been part of the SAGE accreditation pathway, they have documented steady and meaningful improvements. Increase in their adoption and implementation of codesign processes. Diverse staff are now engaged in all aspects of decision-making, with influence over the outcomes that affect them most.

A particular highlight of ECU's progress is the new promotion framework, which shows a focus on a systemic approach, targeting structural, cultural, and procedural issues rather than on supporting individuals. No matter how much an individual contributes, their achievements are no substitute for the systemic change that opens up possibility for everyone.

I also want to highlight ECU's deep and genuine effort to providing an honest account of what they have achieved and learned throughout the SAGE process, acknowledging gaps in data and reflecting on the challenges that affect equity at ECU. This recognition will lay the foundation for the improvements they continue to make under their Silver Action Plan. We're excited to continue working with ECU to make further transformative change.





S A G E

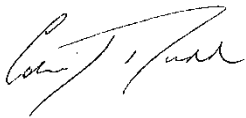
SCIENCE IN AUSTRALIA
GENDER EQUITY

Athena Swan Silver Award for Higher Education Institutions

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DECLARATION

I declare that the information presented in this application (including data) is an honest, original, accurate and a true representation of Edith Cowan University (ECU), and that the application complies with the word limit as negotiated with SAGE.

A handwritten signature in black ink, appearing to read 'Cobie Rudd', written in a cursive style.

Professor Cobie Rudd
Deputy Vice-Chancellor (Regional Futures) and Vice-President

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GLOSSARY

ADD	Associate Dean (Discipline)
ADR	Associate Dean (Research)
ALEV	Academic level
ALEVA	Associate Lecturer
ALEVB	Lecturer
ALEVC	Senior Lecturer
ALEVD	Associate Professor
ALEVE	Professor
AS	Athena Swan
ASBA	ECU's AS Bronze Application [document]
ASBAP	ECU's AS Bronze Action Plan
AS Dashboard	ECU's AS Data Dashboard developed in Tableau
AWEI	Australian Workplace Equality Index
CaLD	culturally and linguistically diverse
DAISC	Disability Access & Inclusion Sub-committee
DVC	Deputy Vice-Chancellor
DVC R	Deputy Vice-Chancellor (Research)
DVC RF	Deputy Vice-Chancellor (Regional Futures)
DVC SEI	Deputy Vice-Chancellor (Students, Equity and Indigenous)
ECU	Edith Cowan University
ECUASCC	ECU AS Charter Committee
ED	Executive Dean
E&DC	ECU's Equity and Diversity Committee
E&I	Equity and inclusion
FTE	Hours worked by one employee on a full-time basis
GEDI	Gender equality, diversity, and inclusion
GPG	Gender Pay Gap
HRSC	Human Resources Service Centre
LGBTIQA+	Lesbian, gay, bisexual, transgender, intersex, queer community, asexual
+M (after STEM)	Medicine [includes School of Nursing and Midwifery (SNM) and School of Medical and Health Sciences (SMHS)]
ODVC RF	Office of the Deputy Vice-Chancellor (Regional Futures)
P&C	People and Culture (formerly Human Resources Service Centre)
RHDC	Research and Higher Degrees Committee
ROPE	Research opportunity and performance evidence
R2O	Assessing achievement 'relative to opportunity'
SAT	Self-Assessment Team
SENG	School of Engineering
SES	ECU's biennial Staff Engagement Survey (Voice survey to be known in the future as Xref Engage)
SET	Senior Executive Team
SMHS	School of Medical and Health Sciences
SNM	School of Nursing and Midwifery
SSCI	School of Science
STEM	Science, technology, engineering, and mathematics [includes School of Engineering (SENG) and School of Science (SSCI)]
STEMM	Science, technology, engineering, mathematics, and medicine
Strategic Plan	ECU's Strategic Plan 2022-2026: Towards the University of the Future
TGDNB	Trans, gender diverse and non-binary (TGDNB)
Tracking Dashboard	ECU 's Tracking Dashboard that monitors the <i>ECU AS Bronze Action Plan 2018 - 2023</i>
UE	University Executive – ECU's University Executive team meeting
VC	Vice-Chancellor
VP	Vice-President
WA	Western Australia
WGA	Workplace Gender Equality Agency
wiE	Women in Engineering (School of Engineering)
wiS	Women in STEMM disciplines (academic)

SECTION 1 – LEADERSHIP AND ACCOUNTABILITY

At Edith Cowan University (ECU), the ten principles of the Athena Swan (AS) Charter are incorporated into our policies and practices, driving our inclusive culture:

AS Charter Principles	Leadership and accountability exemplars over the past five years, since January 2019 (ECU's Bronze Institutional Award achieved December 2018)
<p>#1. Ensure that gender equity, diversity, and inclusion (GEDI) work is appropriately resourced, distributed, recognised, and rewarded</p>	<p>Actions' snapshot</p> <ul style="list-style-type: none"> • ECU's <i>Strategic Plan 2022-2026: Towards the University of the Future</i>, identifies the achievement of an "AS Silver Award by 2024" as a key success measure. • ECU has allocated over \$2,241,120 in core budget funding for AS staffing in the past five years, including a permanent full-time AS Program Manager. Significant and additional in-kind contributions from all academic/service centre areas, additional Strategic Initiative Fund (SIF) bids, further Vice-Chancellor (VC) discretionary funding, and external funding from competitive grant schemes targeting women in Science, Technology, Engineering, Mathematics and Medicine (STEMM). • Since 2016, over \$232,098 for 31 awards through ECU's AS Advancement Scheme (ASAS) to recognise and progress staff. These awards recognised and sponsored women, men and all genders in STEMM and non-STEMM areas and both academic and professional staff. • Since January 2019, the AS Lead has delivered: <ul style="list-style-type: none"> ◦ 130 formal AS Standing Item traffic light monitoring reports to the University Executive (UE); ◦ 35 AS progress reports to the governing body (ECU Council) and five ECU Annual Reports to government that included gender equality and the Gender Pay Gap (GPG) in line with ECU's strategic goals; • 329 global emails addressing the AS Charter principles to over 2,000 staff and over 30,000 students, including AS progress, advancing women, the GPG, diversity and inclusion, and prevention of sexual harassment and violence against women and gender diverse groups. <p>Examples of appropriate resourcing, recognition and reward outcomes</p> <ul style="list-style-type: none"> • ECU's financial results continue to be strong. In 2023; ECU reported an increase in its total operating income (to \$584.1m) and its operating result after income tax (to \$101.2m). All Council financial targets were achieved. Sustainable AS resourcing is supported through recurrent funding, which includes salaries for the permanent positions of AS Program Manager and Senior Analyst. • ASAS winners reported and presented at events on how they used their awarded funding (and why the award facilitated their progress unlike any other opportunities available), e.g.: <ul style="list-style-type: none"> ◦ Presenting at an international nursing conference (single parent pursuing PhD – "By sharing my story being a resilient woman striving for success"); ◦ A Dare to Lead™ Program, including a self-discovery workshop and Courageous Leadership Integration session ("Empowering and inspiring others is at the centre of my personal and professional practice"); ◦ Two-day workshop on concept-based curriculum (significant career disruptions due to parental leave periods, casual status with a seriously sick child – ("I aim to role model women in STEMM, particularly for my children"); and ◦ Participation in the Black and Minority Ethnic Early Career Researchers Conference ("My journey as a working-class woman of colour has defied conventional expectations, as I have transitioned into academia. This conference represents a pivotal moment for me to enhance my leadership skills, especially within the academic context and as a leader of colour. My extensive experience and dedication to fostering diversity and inclusion within academia can make me an asset to our institution and the broader academic community. Receiving this scholarship would enable me to further contribute to these efforts while expanding my knowledge and network in the field"). • Over 55% of ASAS academic staff awardees achieved successful promotion between 2016 and 2022.
<p>#2. Undertake transparent & rigorous self-assessment processes</p>	<p>Actions' snapshot</p> <ul style="list-style-type: none"> • Since Jan 2019, 17 dedicated AS focus groups and 15 interviews have been conducted with a total of 110 staff participating in the identification of sub-issues and co-design of AS actions to redress inequities. • ECU uses the AS Data Dashboard (AS Dashboard), Tableau, and bespoke tracking dashboards for monitoring and renewal. • The AS Dashboard provides metrics for over 100 ECU leaders to assist in decisions that impact on striving for a gender balance and gender equity, including our GPG: <ul style="list-style-type: none"> ◦ Commenced March 2019 with upgrades (including additional reviews in July 2019); and ◦ Currently, 5 metrics across 22 pages, with 90 separate charts/tables depicting progress or gaps. • ECU's AS Champions Network (n=38) represents staff who act as enablers, representing each area of the University. Champions play an 'on the ground' role in circulating and promoting initiatives and information, providing reflection and feedback to the AS Team. • The Staff Engagement Survey (SES) (the Voice Project survey, to be known in the future as Xref Engage) is conducted every two years to help ECU better understand organisational well-being and address development areas – so another system-wide measure of the impact of AS actions. <p>Examples of self-assessment outcomes</p> <ul style="list-style-type: none"> • There are two main outcomes from ECU's whole-of-University biennial Staff Engagement Survey (SES) (Voice Project survey/ Xref Engage): 1) employee engagement that contributes to employee retention and productivity and 2) insights gained of staff perceptions about organisational performance. • ECU is working with Xref Engage and this has maintained longitudinal comparability and sector benchmarking with 41 universities for many of the standard survey questions. • The SES (2020) achieved an 81% response rate; in 2022; it was 75% (2022 captured the impact of COVID). These levels of staff engagement are sector-leading across ANZ universities, as are the results.

Table 1: Snapshot of leadership and accountability at ECU aligned to AS principles.

AS Charter Principles	Leadership and accountability exemplars over the past five years, since January 2019 (ECU's Bronze Institutional Award achieved in December 2018)
	<ul style="list-style-type: none"> Results are made available to all staff via SharePoint. A snapshot of ECU's results includes: <ul style="list-style-type: none"> 80% rated ECU favourably on flexibility, diversity, ethics and respect; 70% responded favourably to "There is equal opportunity for all staff in ECU" (this is 11% higher than the sector average score); 93% responded favourably to: "In my organisation gender-based harassment and sexual harassment is not tolerated" (this is 5% higher than the sector average); 86% responded favourably to "Discrimination is prevented and not tolerated (this is 8% higher than the sector average); and 85% responded favourably to "I am treated with respect by other employees" (this is 7% higher than the sector average). Results are consistent between 2020 and 2022 with strong (positive) perceptions relating to ECU's equity and inclusion actions/ the organisational culture. For example, 86% responded to "ECU's environment is an inclusive one" (2020) and it was 87% in the 2022 survey. As well, 93% responded favourably to "My immediate supervisor/ manager genuinely supports equality between genders". After each biennial survey, there is a detailed analysis provided to each area and following review and analysis of the results, each area (schools and centres) provides initiatives for inclusion in ECU's People and Culture (P&C) Plan which is then implemented, monitored and reported to UE.
<p>#3. Initiatives based on institutional data and best practice</p>	<p>Actions' snapshot</p> <ul style="list-style-type: none"> Developed a database of global leading practice gender equity initiatives to inform our actions. Annual Reporting to ECU Council on AS and GPG. A GPG target striving for +/- 3% GPG within classification levels (achieved total GPG of 3.7% in 2024). <p>Examples of institutional data and best practice outcomes</p> <ul style="list-style-type: none"> In 2019, ECU achieved a worldwide 6th place ranking in the inaugural Times Higher Education (THE) Impact Rankings for the United Nations (UN) Sustainable Development Goal (SDG) #5 Gender Equality. Also in 2019, ECU achieved Gold status as a Mental Health First Aid Skilled Workplace: <ul style="list-style-type: none"> As of 2024, 15% of staff are trained. This is above ECU's target of 10% and the industry target of 3%. In 2021, ECU was recognised as a 'Women in STEM Decadal Plan Champion' by demonstrating how our gender equity plans and activities align with the six opportunities identified in the national Decadal Plan. In 2021, ECU's Vice-Chancellor became a signatory to the Workplace Gender Equality Agency (WGEA) Pay Equity Pledge initiative. In 2022, for the second time, ECU achieved Bronze Employer status for Pride in Diversity's Australian Workplace Equality Index (AWEI) – a benchmarking tool that assesses the progress of LGBTQ+ inclusion initiatives in organisations. <ul style="list-style-type: none"> For the first time in 2019, ECU participated in the Perth Pride Parade since 2019. ECU's commitment to promoting and protecting academic freedom and freedom of speech is provided in its Statement on Academic Freedom and Freedom of Speech (adopted by ECU in 2020). No issues of concern related to academic freedom were reported to the ECU Council in 2022 and 2023. ECU undertakes GPG analysis annually, with P&C also annually inputting data into the AS Dashboard for ease of accessibility to relevant senior staff: <ul style="list-style-type: none"> Based on the most recent analysis (2023), since 2020, institutional data based on the overall base salary GPG has been improving and is now 12.6%. The overall total remuneration GPG has also narrowed to 13.5% with both ECU measures the lowest since 2016. In 2024, ECU was awarded Silver Tier Employer status for LGBTQ+ inclusion in the results of the 2024 AWEI Awards.
<p>#4. Monitor, evaluate, & publicly report on progress, challenges, & impact</p>	<p>Actions' snapshot</p> <ul style="list-style-type: none"> AS progress reported each year in ECU's Annual Report including to governments. Annual reporting to WGEA. Circa 100 public invited Keynotes on AS and Gender Equity and booked until 2025. <p>Examples of publicly reporting on progress outcomes</p> <ul style="list-style-type: none"> In 2020, ECU was amongst the top 4% of universities globally that participated in the 2020 THE University Impact Rankings for the UN SDG #5 Gender Equality. In 2022, the ECU SES showed that the most favourable responses, with 93% agreement, related to gender equity and support for ECU's values. As reported in the SAGE benchmarking analysis of the HER sector in 2024 (based on 2023 data): <ul style="list-style-type: none"> ECU has a total median remuneration GPG of 3.1%. This is -5.2 percentage points lower than the average; GPG for universities at 8.3% and 4.8 percentage points lower than the average GPG for SAGE subscribers; ECU ranks 4th out of 39 universities for our GPG; and ECU has a formal remuneration policy in place and as a result of our GPG analysis, takes actions such as improving equitable recruitment practices, having transparent policies and having an inclusive culture. As reported in ECU's 2023 Annual Report, key factors contributing to ECU's improved GPG in 2023 included: increased representation of women at senior academic levels; and increased representation of men in lower level academic and professional positions.
<p>#5. Actively incorporate Indigenous knowledges and perspectives</p>	<p>Actions' snapshot</p> <ul style="list-style-type: none"> In 2020, consistent with ECU's vision for reconciliation expressed in ECU's fourth Reconciliation Action Plan 2018-2021, ECU publicly endorsed the <i>Uluru Statement from the Heart</i>. Multiple ECU staff were among the 250 delegates from across Australia attending the 2017 Uluru Convention, who overwhelmingly supported the Statement's three key elements of Voice, Truth and Makaratta.

Table 1: Snapshot of leadership and accountability at ECU aligned to AS principles (continued).

AS Charter Principles	Leadership and accountability exemplars over the past five years, since January 2019 (ECU's Bronze Institutional Award achieved in December 2018)
	<ul style="list-style-type: none"> • In 2021, ECU developed a micro-credential to assist academic staff integrate Aboriginal and Torres Strait Islander concepts in all courses. • In 2022, ECU partnered with Kwantlen Polytechnic University in Vancouver, Canada to develop a student learning abroad program for Aboriginal and Torres Strait Islander – First Nations peoples. The inaugural Global Indigenous Learning Experience was held for four weeks over mid-semester break and was attended by 14 First Nations students from the two institutions. • In 2024, ECU developed a staff in-person training program, Dabakarn Koorliny (Walking Slowly), to build cultural responsiveness and literacy of race, racism, and anti-racism attended by the entire UE. • Resources are offered for dismantling structural racism in the workplace, fostering safety and well-being. Koora, Yeye, Boorda (Past, Present, Future), is an online Cultural Awareness module. The module provides an opportunity for students to engage with a range of learning activities and experiences that will enrich knowledge and understanding of Australian Aboriginal and Torres Strait Islander peoples, cultures and histories. From 1 January 2024, all new students (enrolled in an Award Course or an Enabling Course, except Higher Degree by Research candidates) are encouraged to self-enrol in the module via Canvas. This module is being rolled-out in 2024 to new ECU staff as part of staff onboarding. <p>Examples of incorporating Indigenous knowledge and perspectives' outcomes</p> <ul style="list-style-type: none"> • The implementation of the Dabakarn Koorliny program initially targeted UE members and was attended by all UE members early 2024, followed by Council and all staff during 2024. • Koora, Yeye, Boorda is now a Prescribed Module for all ECU students (In 2024, 65 students self-enrolled). • To adopt a cohesive approach across both staff and student learning experiences, this module is being built into the ECU Staff Learning Management System in 2024. • Staff survey results thus far for the Dabakarn Koorliny training: <ul style="list-style-type: none"> ○ 100% of survey respondents anticipate this training will have a lasting impact on their attitudes and behaviours; and ○ 100% of survey respondents would recommend this training to colleagues. • In May 2023, the ECU Council, Executive and Academic Board (AB) supported the call for the constitutional change and recognition of Aboriginal and Torres Strait Islander people through the establishment of a Voice to Parliament and was proud to advocate for a 'Yes' vote in the referendum. • As part of National Reconciliation Week 2024, ECU is collaborating on a "Post-Referendum: What's Next for Universities" event. • In 2024, the VC's Indigenous Futures Fellowship Scheme was established for four Senior Lecturer positions (\$2.6m 2024-2027).
#6. Consciously considering all genders	<p>Actions' snapshot</p> <ul style="list-style-type: none"> • AS Lead serves on Equity & Diversity Committee (EDC); EDC Chair serves on AS Charter Committee (ECUASCC). • Introduction of Pride @ ECU, ECU's first LGBTIQ+ Advisory Committee established in 2019, to lead the inclusion of LGBTIQ+ students and staff with strong focus on addressing systemic and cultural barriers and to provide high-level advice to ECU on matters that impact LGBTIQ+ populations. • ALLY Network was established in 2008 to promote a culture of inclusion and belonging for LGBTIQ+ staff, students, alumni, and members of the wider community. <p>Examples of GEDI outcomes</p> <ul style="list-style-type: none"> • Since 2019, unconscious bias training has been a formal requirement for any ECU staff participating in decision-making panels and as a mandatory requirement to serve as a Panel Chair on selection panels. • ECU applies the principles of achievement relative to opportunity to the assessment of research activities and all academic staff promotion and professional staff work assessment (ROPE and R2O). • In 2017, ECU developed a Gender Bias Busting Checklist that covers a range of impact areas including job advertisements, language, visual images, titles, environment, social media and so forth. This Gender Bias Busting Checklist has been adopted by other universities in Australia as a tool to counteract traditional stereotypes and is referenced to ECU. • ECU has achieved gender parity using a 40:40:20 ratio on committees and boards (20 being flexible to any gender), with 85% compliance achieved on UE-Led committees (11 of 13 committees). <ul style="list-style-type: none"> ○ Furthermore, the AS Dashboard reviews gender breakdowns in leadership groups across ECU. Specifically, 53% of women across ECU's University Council, 50% of the Executive Team, 62% of the Executive Deans (EDs), and for the EDs - three of four STEMM schools' EDs are women. ○ For committees such as the AB, for the Chair and Deputy-Chair positions, the University notes that in striving to achieve gender diversity at leadership and management levels, suitably qualified people of all genders are encouraged to nominate. ○ The current Chair of AB, the Chair of the Human Research Ethics Committee and the Chair of the Animal Ethics Committee are now all women. • The International Day Against LGBTIQ+ Discrimination (IDAHOBIT) is celebrated annually on all campuses (Joondalup, My Lawley, and the South West), as well as online opportunities to communicate and learn. • In March 2024, ECU commenced a Curriculum Transformation Program. This includes addressing the immediate challenges of AI, including course designs that are inclusive and equitable. The Pilot Project has a dedicated Equity, Diversity, and Inclusion Stream.
#7. Taking an intersectional approach to advancing GEDI	<p>Actions' snapshot</p> <ul style="list-style-type: none"> • ECU has conducted confidential AS interviews with staff since January 2019. Anonymity was assured with the aim of securing honest feedback of the ASBAP progress, and to determine if the correct actions are in place, or if the University needs to take different action. • 2 Biennial Staff Engagement Surveys, approx. 15 AS confidential interviews conducted across 5 academic levels (ALEVs) A - E and Executive Dean (ED), Australian Workplace Equity Index Surveys also undertaken.

Table 1: Snapshot of leadership and accountability at ECU aligned to AS principles (continued).

AS Charter Principles	Leadership and accountability exemplars over the past five years, since January 2019 (ECU's Bronze Institutional Award achieved in December 2018)
	<p>Examples of intersectionality and advancing GEDI outcomes</p> <ul style="list-style-type: none"> • Since 2019, Ally Network, AS and Healthy Workplace badging are included in all recruitment advertising, prioritising the importance of diversity and wellness in providing an inclusive and safe working environment. • In building intersectional approaches to recruitment, the <i>ECU Diversity and Inclusion Employment Policy</i> was created in November 2019 to support diversity and inclusion hiring. In 2020, ECU launched the inaugural <i>Equity, Diversity, and Inclusion Blueprint 2020-2021</i> to articulate a whole-of-institution approach to equity, diversity, and inclusion. • In 2022, ECU received six separate Australian Award for University Teaching (AAUT) awards with three of specific relevance to AS and ECU's Cygnets with their intersectional focus; one being for leadership to highlight and redress inequities facing non-traditional health students; one being for a tailored program for international nursing students; and one for ECU's Inclusion in Action program. • In 2022, a group of ECU students won a prestigious British Academy of Film and Television Arts (BAFTA) nomination for an inspirational short film about a young athlete with cerebral palsy and was the only finalist nominated from the Southern Hemisphere. • In July 2023, ECU celebrated Disability Pride Month for the first time.
#8. Engage with those most impacted by inequitable practice	<p>Actions' snapshot</p> <ul style="list-style-type: none"> • ECU has a 2022 – 2026 Equity and Inclusion (E&I) Supporting Plan, together with a dedicated Aboriginal and Torres Strait Islander Plan. The E&I Plan complements other ECU supporting plans, (Diversity Development Framework and Inclusive Language Guide). • ECU has set an internal target for Aboriginal and Torres Strait Islander employment of 3%. • ECU has delivered a new ECU Wellbeing Framework and 2024 Annual Wellbeing Plan; both include building leadership capabilities, creating a network of Wellbeing Committees, centralised calendar for activities, methods to measure effectiveness and a Wellbeing SharePoint page. <p>Examples of redressing inequity outcomes</p> <ul style="list-style-type: none"> • In 2023, ECU was awarded three Accessibility in Action Awards through the Australian Disability Clearinghouse on Education and Training (ADCET) for projects titled: Enhancing Digital Accessibility Student Partnerships; ECU Campus Sensory Spaces; and Lived Experience Led Work. The Campus Sensory Spaces Project was completed in 2023 with new Sensory Spaces now available on each campus as well as a new Neurodivergent Teams Channel (online platform). • In 2024, ECU developed and funded an <i>Aboriginal and Torres Strait Islander Workforce Action Plan 2022 – 2029</i>. This plan articulates the proactive steps ECU will take to achieve our Aboriginal and Torres Strait Islander employment target and outlines the responsibilities and the execution of initiatives to support staff throughout the employee lifecycle. This plan aims to bridge the various strategies and is closely aligned with <i>P&C's Talent Acquisition and Management Strategy</i>: <ul style="list-style-type: none"> ◦ ECU exceeds sector benchmarks for Aboriginal and Torres Strait Islander employment (ECU 2.1%, sector benchmark is 1.68%). 80% are women; ◦ ECU's Aboriginal and Torres Strait Islander staff separation rates have declined significantly from 13 in 2020, seven in 2023 and zero in 2024; ◦ The Aboriginal and Torres Strait Islander talent pool resulted in five new staff appointments in 2023; ◦ ECU's event communications all now include information about the access features of the venue and images; and • In 2024, the VC's Indigenous Futures Fellowship Scheme was developed with funding for the equivalent of four Senior Lecturer positions for three full years from establishment. • ECU increased its staffing levels in the Access and Inclusion Team in 2023. • In 2024, ECU won the Australian Disability Confidence Awards 2024 "Best in Class for Customer Experience".
#9. Preventing bullying, harassment, sexual harassment, gender-based violence & discrimination	<p>Actions' snapshot</p> <ul style="list-style-type: none"> • ECU's Prevention of Harassment, Bullying, Discrimination and Violence Policy commits ECU to providing safe and inclusive work and learning environments. • ECU influences attitudes to prevent discrimination through the 'Respect. Now. Always' initiative and annual events: International Women's Day, Trans Day of Visibility, International Day of People with a Disability, and International Day Against Homophobia, Biphobia and Transphobia. <p>Examples of ECU's systemic approach outcomes</p> <ul style="list-style-type: none"> • In 2021, for the 5th consecutive year, ECU was awarded a Workplace Gender Equality Agency (WGEA) Employer of Choice Citation. ECU remains the only WA university, and one of only three organisations in the State, to have achieved the prestigious award. • In 2023, ECU's Access and Inclusion Index Report from the Australian Network on Disability afforded ECU an overall score of 32% (this is 9 percentage points higher than ECU's 2020 assessment) and in 2023, ECU launched the ECU Disability Ally Network. • In 2023, following a range of research projects, ECU's Centre for Work + Wellbeing (a Strategic Research Centre established in 2021) developed and tested novel tools to enhance employee wellbeing: <ul style="list-style-type: none"> ◦ Healthy Older Worker (HOW) Toolkit for improvements in HR practices including work re-design and workplace accommodations (publicly available); ◦ SIGNAL – an evidence-based organisational intervention that activates high-relational leadership competencies for line managers and team leaders; and ◦ ECU D&I Capability Maturity Model Application Toolkit (ongoing – confirming the support materials required to assist workplace application of the ECU D&I CMM). • 80% of participants in the first ECU Management Foundations Program 2024 are women (ECU women asked for such a program in 2023 and were nominated to attend).

Table 1: Snapshot of leadership and accountability at ECU aligned to AS principles (continued).

AS Charter Principles	Leadership and accountability exemplars over the past five years, since January 2019 (ECU's Bronze Institutional Award achieved in December 2018)
	<ul style="list-style-type: none"> ECU's Centre for People, Place and Planet (a Strategic Research Centre established in 2021) has also delivered a range of outcomes such as: <ul style="list-style-type: none"> Feminist Participatory Action Research, benefitting those who are the most disadvantaged and marginalised, by increasing knowledge and skills, developing stronger community leadership, and improved public policy and social justice infrastructures.
<p>#10. Embedding change in the institution</p>	<p>Actions' snapshot</p> <ul style="list-style-type: none"> As well as providing fortnightly UE updates, the AS Lead has presented an AS Standing Item 50 times at AB and sub-committees, including Research & Higher Degree Committee (RHDC), EDC. Since Jan 2019: <ul style="list-style-type: none"> 24 official ECUASCC meetings (membership = 14) held and over 20 working sub-group meetings. ASCC is gender-balanced with the DVC(RF) and AS Lead as the Chair, and DVC(R), DVC(SE&I), EDs, research leads, gender equity advocates and Director P&C as members. Formal Flexible Work Arrangements (FWA) put in place from 2017 onwards, including: Flexible Working at ECU Strategy; policy amendments, FWA Guidelines and Checklists for employees and teams, resources, FWA website presence, training, best practice guide for flexible and work from home arrangements. Suite of parenting resources released in 2019 that support all staff who are welcoming a child into their family, and for their return to the workplace which is supported by the flexible working arrangements. <p>Examples of embedding institutional change outcomes</p> <ul style="list-style-type: none"> In November 2023, ECU was ranked 6th in Australia in the inaugural Australian Financial Review's Best Universities Top 10 – rankings based on five categories of which equity and access is one. The ECU Enterprise Agreement 2022 includes clauses for Family and Domestic Violence Leave and Support, Gender Affirmation Leave, Cultural and Ceremonial Leave, Flexible Working and the Right to Disconnect. Also included is a staged salary offer totalling 17.5% commencing October 2022, enhanced parenting provisions specifically in relation to breastfeeding, and minimum engagement periods offering casual staff more security. This new EBA was informed by ECU's 2021 EBA staff survey, which showed that the top priorities for staff were job security, remuneration and work intensification. ECU's 2020 and 2022 SES revealed: Flexibility is ranked a strength at ECU - 82% (2022) and 84% (2020) of ECU's staff report flexibility is a strength at ECU "I have the flexibility I need to manage my work and other commitments". In 2022, the most favourable responses, with 93% agreement, related to gender equity and support for ECU's values (integrity, respect, rational inquiry, personal excellence and courage). AS is integral to ECU i.e., it is interwoven into its infrastructure and environment. For e.g.: accredited parenting rooms are named AS rooms, University vehicles have the AS logo, the AS logo on the 98 designated parent and carer parking bays, SAGE Page feature in the staff newsletter, ECU Centre for Work + Wellbeing. These highly visible outputs have resulted in outcomes e.g., widespread reported recognition of ECU's AS commitment and positive impact on working at ECU (SES results for example). ECU's annual budget includes recurrent funding for permanent, ongoing staffing, independent equity and organisational culture consultants, recognition/rewards schemes, and emerging new initiatives. The newly established P&C Plan (2023-2026) includes specific priorities for fostering equity, diversity, inclusion and belonging for staff, and promoting and supporting health and wellbeing. Two new ECU frameworks were established in 2023: a Strategic Workforce Framework to develop and strengthen ECU's workforce; and an Academic Careers Framework to support and enhance academic roles, leadership, workloads and promotions. AS Awards history: AS Bronze Award 2018. Five SAGE Cygnet Awards achieved by December 2023 (one in 2022 and four in 2023).

Table 1: Snapshot of leadership and accountability at ECU aligned to AS principles (continued).



Figure 1: Top to bottom (L-R) Celebrating Pride Parade, 2021. Receiving the SAGE Institutional AS Bronze Award, 2018. A previous International Women's Day ECU event featuring 'first women' – (L-R) ECU AS Lead and Host (Prof. Cobie Rudd); The Hon Anne Aly, MP, the first woman federal parliamentarian of Islamic faith; The Hon Carmen Lawrence, AO, the first woman to become the premier of an Australian state; Dr Liz Constable, the first Independent appointed as a Minister of the Crown in WA; and ECU VC, Prof. Steve Chapman. Accessible via ECU's YouTube channel.

AS Principle 1. Ensure that gender equity, diversity and inclusion work is appropriately resourced, distributed, recognised, and rewarded.

ECU commenced its SAGE journey in 2015 with strong and visible championship from the VC, who immediately appointed DVC, Professor Cobie Rudd, (Figure 2) as the dedicated senior executive with assigned responsibility for leading, executive sponsorship and coordinating the gender equality strategy for ECU, including the SAGE AS initiative. The inaugural meeting of the ECUASCC was held in July 2015. ECUASCC membership is a broad and diverse mix of ECU leaders with unique perspectives and skillsets.



Figure 2: ECU's Deputy Vice-Chancellor (Regional Futures) [DVC(RF)] and Vice-President, Professor Cobie Rudd (AS Lead and Chair, ECU's AS Charter Committee) (pictured left with Vice-Chancellor, Professor Steve Chapman CBE).

In 2020, a full-time permanent position was created: Program Manager - AS. This clearly reflected the imperative for dedicated resourcing and acknowledged AS as an ongoing priority. This, coupled with an extensive AS Champions' Network, has delivered sustained engagement across ECU. A review and reflection of the AS Champions' Network demonstrated substantial turnover, due to staff movements and departures. School representation also requires continual auditing (to ensure whole-of-institution discipline representation), as well as Network compositional reviews and ongoing training to ensure the correct people are AS Champions and are trained appropriately.

Action 1.1.	Review and update the existing ECU AS Champion network (including across all eight schools).
Action 1.1.1.	Audit all eight ECU schools' AS champion representation.

ECU's Strategic Plan 2022-2026: Towards the University of the Future (Figure 3), articulates ECU's commitment to empowering the talent and potential of all staff through establishment of a specific Strategic Goal.

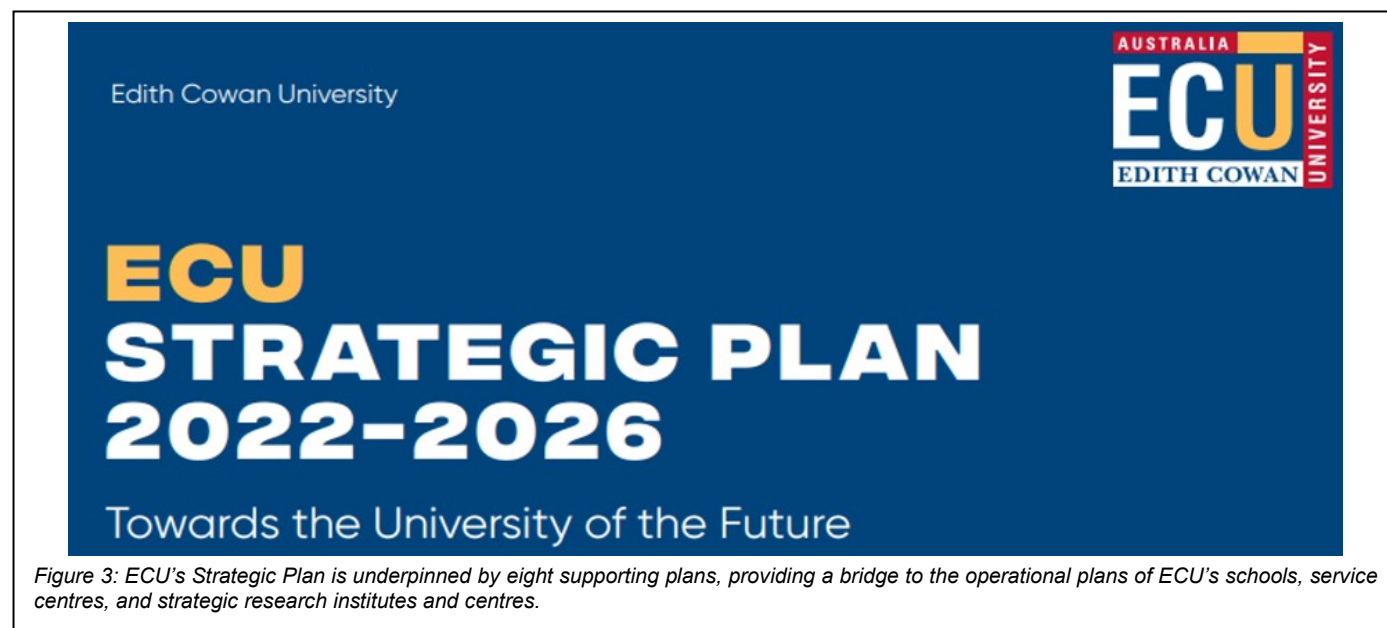


Figure 3: ECU's Strategic Plan is underpinned by eight supporting plans, providing a bridge to the operational plans of ECU's schools, service centres, and strategic research institutes and centres.

The VC aligned the Executive Team's performance measures to AS and the ECU Strategic Plan with 50% of the eight Supporting Plans distributing responsibility for Gender Equality, Diversity, and Inclusion [GEDI] (Figure 4).

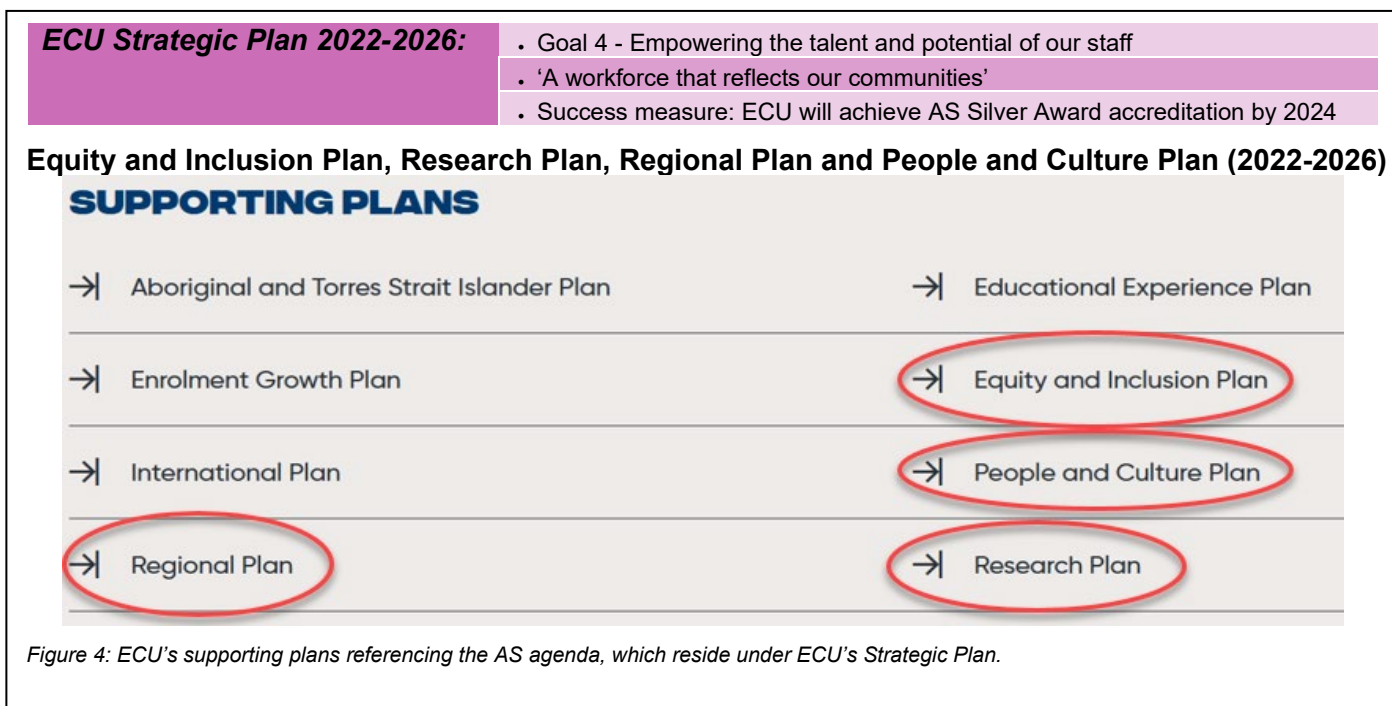


Figure 4: ECU's supporting plans referencing the AS agenda, which reside under ECU's Strategic Plan.

AS Principle 2. Undertake transparent and rigorous self-assessment processes, analysing institutional structures, systems, and cultures to identify the barriers to attraction, retention and progression for staff and students, and thus to gender equity, diversity, and inclusion.

ECU has developed a coordinated, streamlined approach to the collection and analysis of institutional gender-based data - specifically its AS Dashboard that uses real-time data relating to committee compositions, recruitment, promotions, and staff-profiling information (Figure 5).



Figure 5: Exemplar ECU's AS Data Dashboard.

Note: ECU's data collection systems gather data based on sex (male/female) rather than gender (man/woman).

This data allows ECU to measure and track equity data, including gender, both within and external to ECU (including sector benchmarking).

Additionally, ECU developed a customised AS 'Tracking Dashboard' (Figure 6) to oversee, monitor and report on progress made against ECU's *Bronze Institutional Award Action Plan 2018-2023 (ASBAP)* and Cygnet Action Plans, and are regularly reported to the UE, Academic Board, and RHDC along with AS Standing Items.

Over the past five years, through regular monitoring of this Tracking Dashboard, the progress of ASBAP items that were designed to address barriers, were flagged if they were 'not-yet complete'.

Also, a traffic-light system provided for a high-level overview of items that may not be on schedule or have any major or minor issues. Therefore, it became apparent for ECU which barriers and challenges that remained relevant for closer examination due to lack of progress or not reaching completion.

Athena SWAN Bronze Award		Edith Cowan University Athena SWAN Bronze Action Plan 2018-2022 Detailed Theme Tracking Dashboard – 30 July 2020				ECU	
Legend		Is the action strategy complete? (☑ - Yes, ☒ - No)		Trend for the entire action based on the previous reporting period ('=' - no change, ↑ - positive trend in outcomes, ↓ - negative trend in outcomes)			
●	On schedule	●	Not on schedule and/or minor issues	●	Not on schedule and/or major issues		
Theme 1. Leadership – entrench Athena SWAN		Complete ☑/☒	Strategy Status				
1.1 Monitor the implementation of our Action Plan							
a) Use Athena SWAN report cards at institutional, school and service centre level.		☑	●	DVCSP	Yes	●	=
b) Athena SWAN Action Plan progress is a standing item for fortnightly UE meetings		☑	●				
c) Log of leading practice initiatives on a global scale maintained to inform new initiatives (established Dec. 2018 and updated in Nov. each year).		☑	●				
1.2 Introduce a new AS data requirement for incorporation in all school & service centre reviews, reports & op plans.							
a) The Athena SWAN dashboard is used by managers to identify gender inequities within their own organisational unit profile and set appropriate targets and actions.		☑	●	DVCSP	Yes	●	=
1.3 Develop senior leadership capabilities to build an inclusive culture, address bias and implement gender balancing strategies.							
a) Data from leaving interviews with female staff, focus groups with senior leaders, and surveys, is used to inform the development, testing and evaluations of the Leadership Capability Framework and associated 360 feedback tool.		☑	●	D HRSC DVCSP	Yes	●	=
b) A process is developed to maintain an up-to-date University Gender Bias Busting Checklist (annually – Oct)		☑	●				
c) Equality Impact Assessment is undertaken across the University examining how key committees are structured.		☑	●				
1.4 Aspire to achieve 18% female staffing in the School of Engineering (SENG) by 2022.							
a) All SENG appointments (all levels) are monitored by the VC.		○	○				
b) All interview panels are selected to ensure appropriate diversity.		○	○				
c) Unconscious Bias (UB) and E&D training is mandatory for all SENG staff.		○	○	Exec. Deans SENG	Yes	●	=
d) All interview panel members for all SENG positions have received UB training.		○	○				
e) Discussion groups conducted with female engineering students to identify School culture and retention issues.		☑	●				
f) Female adjunct appointments in SENG increased.		☑	●				
1.5 Encourage an increase in applications from females for advertised positions in both the School of Engineering and the School of Science.							
a) All promotional materials, job advertisements, and information packs for applicants, use gender neutral language, non-stereotypical images, and visible female role models and incorporate our gender diversity commitment.		○	○	Exec. Deans STEM	Yes	●	=
b) All position descriptions are renewed each round and role specifications reshaped to appeal to women.		○	○				
c) All women meeting minimum role requirements go through to interview stage.		○	○				
1.6 Select & appoint higher no. of qualified female academic candidates for senior roles in STEM and +M disciplines.							
a) All stages of recruitment consider the candidate's potential, not just their past experience.		○	○	Exec. Deans	Yes	●	↓
b) Flexible working approaches and ECU's parent-friendly environment are promoted in all stages of recruitment.		○	○				
1.7 Identify and preferentially target female Professorial Research Fellow candidates across all disciplines.							
a) Give preference to female candidates for future Professorial Research Fellowships (VC has mandated this)		☑	●	Exec. Deans DVCSP	Yes	●	=
b) Reframe the Professorial Research Fellow Recruitment Campaign so it's clearly targeting women.		☑	●				
c) Use a range of approaches to improve identification of, and engagement with, potential female candidates.		☑	●				
Theme 4. Better practice – inclusive culture		Complete ☑/☒	Strategy Status				
4.1 Provide flexible working opportunities consistently.							
a) Train staff and managers in flexible working practices. This will be integrated into workshops/training, including staff recruitment, change management, job design, and performance management.		☒	●	DVCRF D HRSC	Yes	●	=
b) The Delegations Policy and Flexibility Policy will be amended to allow for escalation of approval to next level up for 'refusal of flexible working request'.		☒	●				
4.2 Further investigate school part-time work modes proportionate to the work roles (reduced FTE) to inform policy, practice and management changes.							
a) Require formal sign off for rejecting a request to work part-time – escalation to Line Manager +1.		☑	●	Exec. Deans	No	●	=

Figure 6. Example: ECU Athena Swan Bronze Action Plan Tracking Dashboard – Actions 4.1 and 4.2 relating to flexible work arrangements (went on to become an area of Cygnet focus).

Data Ethics

Data ethics should focus on collecting meaningful data in an ethical manner, ensuring it is gathered from relevant individuals and used appropriately. At ECU, including initiatives like AS, data collection and usage are strongly guided by our values and codes of behaviour, benefiting both individuals and the wider ECU community. Our framework for ethical data collection is built on principles of fairness, privacy, transparency, and accountability, fostering trust among staff regarding the use of their data, as illustrated in Figures 7/8.

Gender Inclusive Language and Data Collection at ECU

For the purposes of data analysis within this Application, we use the term 'women' for gendered data collected as female and 'men' for gender data collected as male. We acknowledge that inclusive gender data collection does not assume gender is binary (i.e., only male/man or female/woman). However, due to limitations in ECU's current data reporting systems, which are based on 'female/male' terminology, we have adapted this to 'men/women'.

It is important that data collection around sex, gender and/or sexuality is appropriate and well considered. ECU has a number of guides to allow staff to navigate data collection and general use of language in data collection. Also, ECU has a Research Ethics team accompanied by a dedicated website for our approaches to research ethics and integrity. In alignment with the HES, ECU has a Framework for Responsible Conduct of Research that also underpins our approach to research integrity. This is highly relevant for AS data collection activities (e.g., surveys, focus groups).

ECU's Data Ethics systems are highly relevant to this Application, as evidenced by our Trans, Gender Diverse and Non-Binary (TGDNB) Support Guidelines, LGBTIQA+ Inclusive Data Collection Guide, and Inclusive Language Guide.



ECU's analysis considers women, men and gender diverse, however, the number of ECU staff who identify as a gender other than men or women is often not large enough to include without the risk of identifying individuals. When collecting personal information from staff, consideration is given to purpose and how it would benefit staff in some way. If there is no clear need for gender-based information, it should not be collected, and the provision of such information should be voluntary.

Integrity is one of the five ECU's core values. All research conducted at ECU is required to comply with The Australian Code for the Responsible Conduct of Research which sets out the principles that characterise an ethical research culture. ECU has a public facing document that states:



BEST PRACTICE SEX, GENDER AND SEXUALITY DATA COLLECTION

At Edith Cowan University, we are committed to diversity and inclusion. We strive to be a place of belonging for all staff and students including those who are LGBTIQ (Lesbian, Gay, Bisexual, Trans, Intersex, Queer and/or Questioning) or diverse in their sex, gender and/or sexuality.

As our collective understanding of sex, gender and sexuality continues to evolve, it is important that language usage and data collection methods also reflect and acknowledge the diversity that exists in our community

Our inclusive approach to data collection communicates to LGBTIQ students, staff and community members that ECU actively considers them and they are welcome, respected and valued here. Inclusive data collection also allows us to better capture hidden populations and to understand and respond to our diverse ECU community

Figure 7: Overview of gender-inclusive language and gender-inclusive data collection at ECU.

<p>CONTENTS</p> <p>03 BEST PRACTICE SEX, GENDER AND SEXUALITY DATA COLLECTION</p> <p>04 A GUIDE FOR SURVEYS, EVENTS AND FORMS IS THAT QUESTION NECESSARY? BEING INCLUSIVE IN COLLECTING DATA</p> <p>05 KEY TERMINOLOGY</p> <p>06 A NOTE ON THE RESEARCH IMPLICATIONS</p> <p>07 SEX</p> <p>08 GENDER</p> <p>09 SEXUALITY</p> <p>10 OTHER INFORMATION YOU MAY CHOOSE TO COLLECT</p>	<p>A guide for surveys, events and forms</p> <p>This Inclusive Data Collection Guideline provides guidance for ECU staff when developing internal and informal data collection methods such as surveys, event registrations and forms. It does not aim to be directive, rather, it provides a broad range of best practice data collection methods for sex, gender and sexuality to be used and adapted as appropriate</p> <p>Is that question necessary?</p> <p>Not all questions always need to be asked, and sometimes it can be inappropriate or unnecessary to do so. Some useful questions to ask yourself before you start collecting personal information are:</p> <ol style="list-style-type: none"> 1. Is a person's sex/gender/sexuality relevant to this topic? 2. What will the data collected be used for? Are we asking questions based on habit rather than need? 3. How will I guarantee this data is kept confidential and safe? How do I reassure respondents of this? 4. Will this data collection act as a signal or help to visibly include LGBTIQ populations? 5. How do we create an environment where LGBTIQ people feel comfortable to share their identity/experience with ECU? 	<p>Being inclusive in collecting data</p> <p>It is important that data collection around sex, gender and/or sexuality is appropriate and well considered. You will find some useful suggestions for how to collect this data in an inclusive and respectful manner throughout this Inclusive Data Collection Guideline.</p> <p>Please follow these steps:</p> <p>Step 1: Review existing data collection practices</p> <p>Step 2: Reflect on what data information really needs to be collected and why</p> <p>Step 3: Consider how you can collect this information in an inclusive and respectful way – consult where necessary</p> <p>Step 4: Ensure appropriate privacy mechanisms are put in place</p> <p>Step 5: Contribute to building an inclusive culture where people feel safe to disclose their identity/experiences at ECU</p> <p>Step 6: Continue to review and adapt as our understanding of sex, gender and sexuality evolve</p> <p>If you require any further information or you would like advice regarding your data collection methods, please contact the Equity Projects Team at equity@ecu.edu.au or on 08 6304 6170.</p>	<p>KEY TERMINOLOGY</p> <p><i>Sex and gender (and sometimes sexuality) are terms that are often used interchangeably, particularly in data collection. However, in reality, these can be very different aspects of a person, their identity and experience. Understanding the difference between these terms will help you to recognise how to best ask and capture this information and where and when it is or isn't appropriate to do so.</i></p> <p>Sex</p> <p>Sex refers to a person's body – made up of a person's hormones, chromosomes, genitals and internal reproductive system. Sex is recorded on a person's birth certificate as either M (for Male) or F (for Female) in most jurisdictions and is often what is 'legally' recorded. Sex or sex assigned at birth is often collected for legal or medical reasons but doesn't provide the relevant information needed to enable us to engage with a person respectfully or socially.</p> <p>Gender</p> <p>Gender is the social part of a person – who they are, how they feel about themselves and often how they express themselves to the world. For many, gender is also about how individuals want</p>  <p>to be acknowledged and respected by the people around them. How we express our gender varies from person to person and not everyone's sex and gender align. Gender data is often collected so we have a better idea about how to respectfully acknowledge a person based on their identity.</p> <p>Sexuality</p> <p>Sexuality refers to how we feel about other people – our emotional, sexual and romantic feelings and who (if anyone) these are generally directed towards. Sexuality encompasses a person's feelings, experiences and identity. Sexuality can include physical and emotional attraction and can be felt towards multiple genders or none. Sexuality data is often collected when asking about sexual behaviour or relationships.</p> <p>LGBTIQ</p> <p>LGBTIQ refers to Lesbian, Gay, Bisexual, Trans, Intersex, Queer/Questioning. There are different variations of this acronym (LGBTIQ+, LGBTQIA+) but generally they are intended to encompass anyone who is diverse in their sex, gender and/or sexuality.</p>
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<p>SEX</p> <p>The most important thing to consider when collecting data on sex is, do we need to know about a person's body? The answer is most commonly 'no'. If the answer is 'yes', the next question is, how do we collect this information in a way that acknowledges bodily diversity and people with intersex variations?</p> <p>Intersex</p> <p>Intersex is a term used to capture a diverse population of people who share a common experience of having natural variations in sex characteristics (such as genitals, internal reproductive system, hormones and chromosomes). There are a broad range of intersex variations, and people with intersex variations have the same range of sexuality and gender identities as anyone else.</p> <p>Irrespective of intersex status, most countries assign either M (for male) or F (for female) on birth certificates when a child is born. Retrospectively, you can change your 'gender marker' to reflect 'X' or 'non-specific', and in some Australian states/territories, parents can opt to not include sex on the birth certificate at all. It is likely that we will be seeing X being used more broadly in the future.</p> <p>Asking any of these questions will allow you to capture a person's legal sex. Many people with intersex variations have a legal M or F sex and identify their gender as either male or female in line with their sex. Therefore, if you wish to capture participants who have an intersex variation, you will need to ask the below additional question. Asking both questions allows you to collect both 'legal' sex and intersex variations.</p> <table border="1"> <tr> <th>Objective 1 To collect a participant's 'legal' sex which is recorded on their birth certificate</th> <th>Objective 2 To determine those participants who have an intersex variation</th> </tr> <tr> <td> <p>Questions:</p> <p>What was your sex assigned at birth?</p> <ul style="list-style-type: none"> • M – Male • F – Female • X – Non-specified • Prefer not to say <p>OR</p> <p>What is the letter on your birth certificate?</p> <ul style="list-style-type: none"> • M • F • X • Prefer not to say (if possible) <p>OR</p> <p>What is the legally recorded sex on your birth certificate/records?</p> </td> <td> <p>Questions</p> <p>What is the letter on your birth certificate?</p> <ul style="list-style-type: none"> • M • F • X <p>AND</p> <p>Intersex is a term for people born with atypical physical sex characteristics. There are many different intersex traits or variations. Do you have an intersex variation?</p> <ul style="list-style-type: none"> • Yes • No • I don't know <p>I would prefer not to say</p> </td> </tr> </table> <p><small>For more information about intersex experiences and inclusive intersex data collection, you can go to Intersex Human Rights Australia's website at www.ihra.org.au</small></p>	Objective 1 To collect a participant's 'legal' sex which is recorded on their birth certificate	Objective 2 To determine those participants who have an intersex variation	<p>Questions:</p> <p>What was your sex assigned at birth?</p> <ul style="list-style-type: none"> • M – Male • F – Female • X – Non-specified • Prefer not to say <p>OR</p> <p>What is the letter on your birth certificate?</p> <ul style="list-style-type: none"> • M • F • X • Prefer not to say (if possible) <p>OR</p> <p>What is the legally recorded sex on your birth certificate/records?</p>	<p>Questions</p> <p>What is the letter on your birth certificate?</p> <ul style="list-style-type: none"> • M • F • X <p>AND</p> <p>Intersex is a term for people born with atypical physical sex characteristics. There are many different intersex traits or variations. Do you have an intersex variation?</p> <ul style="list-style-type: none"> • Yes • No • I don't know <p>I would prefer not to say</p>	<p>GENDER</p> <p>A person's sex does not necessarily denote their gender and vice versa. Trans or Transgender is an umbrella term often used to encompass anyone whose sex assigned at birth and gender do not align. This may include people whose gender is not exclusively male or female for which umbrella terms such as gender diverse or non-binary may also be used.</p> <p>To understand who a person is and how to relate to them, we need to ask about gender not sex. When gender is collected inclusively, it can provide hints about how to respectfully engage with a person and how to affirm their gender. Inclusive gender data collection does not assume a binary (only male/man or female/woman) and recognises people can have a gender other than male and female.</p> <table border="1"> <tr> <th>Objective 1 To record a person's gender identity regardless of whether it aligns with their 'sex' or body.</th> <th>Objective 2: To determine those participants who have a trans or gender diverse history, experience or identity.</th> </tr> <tr> <td> <p>Questions:</p> <p>1. How do you describe your gender (ie man, woman, non-binary)?</p> <p>If select boxes are required, options like this may be used:</p> <ul style="list-style-type: none"> • Man • Woman • Gender diverse • Another term (please specify ...) • Prefer not to say <p>If limited boxes are allowed, options like this may be used:</p> <p>3. What is your gender?*</p> <ul style="list-style-type: none"> • M – Male • F – Female • X – Prefer not to say </td> <td> <p>Questions:</p> <p>What is your gender?***</p> <ul style="list-style-type: none"> • Man • Woman • Gender diverse • Another term (please specify ...) • Prefer not to say <p>AND</p> <p>What was your sex assigned at birth?</p> <ul style="list-style-type: none"> • M • F • X <p>OR</p> <p>Do you have a transgender or gender diverse history, experience or identity?</p> <ul style="list-style-type: none"> • Yes • No <p>Prefer not to say</p> </td> </tr> </table> <p><small>*This method is gold standard, best practice as it allows respondents to self-describe their own identity, however it can make data collection more difficult as you may need to go through and 'categorise' responses later into required groups.</small></p> <p><small>** Most trans and gender diverse people have a binary gender and will simply state man or woman here when asked about their gender. This question indicates inclusion and allows respondents to accurately record their gender, but it won't give any information about how many trans or gender diverse respondents there are (however, it will allow you to collect the number of participants who have a gender outside the binary). If you need to know if respondents are specifically trans or gender diverse, you would need ask the below questions.</small></p>	Objective 1 To record a person's gender identity regardless of whether it aligns with their 'sex' or body.	Objective 2: To determine those participants who have a trans or gender diverse history, experience or identity.	<p>Questions:</p> <p>1. How do you describe your gender (ie man, woman, non-binary)?</p> <p>If select boxes are required, options like this may be used:</p> <ul style="list-style-type: none"> • Man • Woman • Gender diverse • Another term (please specify ...) • Prefer not to say <p>If limited boxes are allowed, options like this may be used:</p> <p>3. 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<p>Questions:</p> <p>1. How do you describe your gender (ie man, woman, non-binary)?</p> <p>If select boxes are required, options like this may be used:</p> <ul style="list-style-type: none"> • Man • Woman • Gender diverse • Another term (please specify ...) • Prefer not to say <p>If limited boxes are allowed, options like this may be used:</p> <p>3. What is your gender?*</p> <ul style="list-style-type: none"> • M – Male • F – Female • X – Prefer not to say 	<p>Questions:</p> <p>What is your gender?***</p> <ul style="list-style-type: none"> • Man • Woman • Gender diverse • Another term (please specify ...) • Prefer not to say <p>AND</p> <p>What was your sex assigned at birth?</p> <ul style="list-style-type: none"> • M • F • X <p>OR</p> <p>Do you have a transgender or gender diverse history, experience or identity?</p> <ul style="list-style-type: none"> • Yes • No <p>Prefer not to say</p>								

Figure 8: Excerpts from the publicly available ECU LGBTIQ+ Inclusive Data Collection Guide.

Reflecting on the AS Dashboard (operational for six years) as noted above, ECU's data collection systems gather data based on sex (male/female) rather than gender (man/woman). Hence, in redressing limitations which consider the non-binary nature of gender and include ECU's transgender and gender-diverse community, the mapping of functionality enhancements for the future are in progress. The challenge therein lies in self-reporting mechanisms to accurately reflect ECU's staff profile.

Action 1.2.1.	Revisit with Data Governance and Analytics, and P&C, the reporting functionality of the Dashboard to identify and implement functional enhancements.
Action 1.2.2.	Review and revise gendered language used in the Data dashboard and other ECU data capture systems.
Action 1.3.	Review ECU's ability to capture and reflect on intersectional data.

Since 2015, 20 workshops have been held to undertake transparent and rigorous self-assessment processes (Figure 9). These workshops have led to significant improvements in GEDI, such as AS parking bays for carers (91 bays), AS breastfeeding/parenting rooms (seven University-wide) and have helped identify progress and key areas for action.

AS Principle 3. Designing initiatives based on institutional data, and national and global evidence of best practice.

As well as designing initiatives based on the quantitative and qualitative data sources mentioned above, in 2020, ECU developed a database of leading practice global gender equity initiatives. Updated annually, this informs GEDI strategy and direction.



Figure 9: Collaborative insights: Highlighting our engagement through focus groups, consultative sessions every year (pictured 2015, 2019 only).

AS Principle 4. Monitor, evaluate, and publicly report on progress made, challenges experienced, and impact achieved, to inform continuous improvement.

Effective evaluation and monitoring of progress made towards achieving ECU's GEDI goals, has required dedicated tools, leadership, and ongoing commitment to support action and ensure accountability (Table 2).

Summary of ECU's ongoing monitoring and reporting of GEDI data	
Tools	Description
Workforce planning	Activities led by P&C present and discuss data and staffing plans to address GEDI issues in the profile of each school and service centre. For example, regular monitoring of ECU's GPG has occurred since 2016 as part of the commitments made in participating in the AS program.
Reporting and analysis of institutional data	GEDI data reporting to major external monitoring agencies e.g., WGEA and to highest level governance e.g., ECU Council.
Data dashboards	Development of detailed reporting dashboards for use at business unit/school level to identify trends, issues and drive action and accountability. These dashboards work in unison with AS Dashboard, noting the AS Dashboard is specific to progress against the ASBAP.

Table 2: Ongoing monitoring and reporting of GEDI data at ECU.

There is regular monitoring and auditing of ECU's AS Dashboard to identify areas of low engagement and to provide the gendered evidence for decision-making. During review of usage, it is clear user engagement has dropped since its inception.

There are also challenges for the AS Team in monitoring and training staff, who would greatly benefit from user access, due to staff resourcing and positional role changes. Functional issues also exist in the AS Dashboard i.e., time lags on uploading recruitment data.

Action 1.2.	Renew focus and training on ECU's AS Data Dashboard and continue to modify.
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87% of ECU schools include regular AS standing items as part of their School Executive meetings as an effective mechanism in channelling key findings to leadership groups at a localised level.

AS Principle 5. Actively incorporate Indigenous knowledges and perspectives to address the specific inequities and injustices experienced by Aboriginal and/or Torres Strait Islander staff and students.

ECU acknowledges the considerable structural barriers that Aboriginal and Torres Strait Islander staff and students face in terms of their engagement with higher education. The DVC (Students, Equity and Indigenous) leads the University's commitment to Australian Aboriginal and Torres Strait peoples' advancement and serves on the ECUASCC.

ECU acknowledges and respects the continuing association with Noongar people, the traditional custodians of the land, upon which its campuses stand. ECU has a commitment to (Table 3):

ECU's 'Indigenous matters' webpage outlining ECU's commitment to Aboriginal and Torres Strait Islander staff and students
<ul style="list-style-type: none"> Engage closely with Aboriginal and Torres Strait Islander peoples and communities.
<ul style="list-style-type: none"> Fully develop Aboriginal and Torres Strait Islander students and staff, assisting them to realise their potential.
<ul style="list-style-type: none"> Ensure that individual differences and diversity are respected.
<ul style="list-style-type: none"> Contribute positively to Aboriginal and Torres Strait Islander community development and sustainability through its students, staff, and graduates.

Table 3: ECU's commitment to Aboriginal and Torres Strait Islander staff and students.

ECU has several programs and initiatives in place to support Aboriginal and Torres Strait Islander staff and students (Table 4).

Summary of ECU's key initiatives to support Aboriginal and Torres Strait Islander staff and students	
Kurongkurl Katitjin	Kurongkurl Katitjin, ECU's Centre for Indigenous Australian Education and Research provides community engagement programs to inspire Aboriginal and Torres Strait Islander people to seek higher education, leading and facilitating cultural knowledge for the University community. As well, the Centre works closely with all ECU schools on course reviews, curriculum renewal, research guidance and student success.
Aboriginal and Torres Strait Islander Matters SharePoint site	In 2023, ECU launched the Aboriginal and Torres Strait Islander Matters SharePoint site. The site houses a collection of educational resources to build knowledge on Aboriginal culture, history and protocols at ECU. Additionally, a talent pool targeting Aboriginal and Torres Strait Islander candidates was developed to enhance diversity in ECU's recruitment.
Dabakarn Koorliny	The Dabakarn Koorliny training, rolled out to UE members first, has been developed with relevance and connection to ECU, a lens on the higher education sector and with Aboriginal and Torres Strait Islander staff and student perspectives.
Koora, Yeye, Boorda	The Koora, Yeye, Boorda module provides an opportunity for students to engage with a range of learning activities and experiences that will enrich their knowledge and understanding of Australian Aboriginal and Torres Strait Islander people, cultures, and histories.

Table 4: ECU initiatives to support Aboriginal and Torres Strait Islander staff and students.

AS Principle 6. Consciously considering all genders, recognising that gender is not binary, and that trans and gender diverse people face specific inequities because of their gender identities.

ECU is passionate about ensuring a safe, inclusive, and affirming learning and working environment for people of all genders¹ (Table 5).

ECU's LGBTIQ+ workplace inclusion highlights include:	
<ul style="list-style-type: none"> The release of ECU's Trans, Gender Diverse and Non-Binary (TGDNB) Support Guidelines, LGBTIQ+ Inclusive Data Collection Guide, and Inclusive Language Guide 	<ul style="list-style-type: none"> ECU's South West Campus event: IDAHOBIT Festival.
<ul style="list-style-type: none"> Leading the WA chapter of the Higher Education Australia Pride Practitioners (HEAPPs) Network 	<ul style="list-style-type: none"> Involvement in Pride WA's Pride Fair day and the Perth Pride Parade.
<ul style="list-style-type: none"> Ally led Wear It Purple Day events that raise funds for LGBTIQ+ youth space Freedom Centre. 	<ul style="list-style-type: none"> Continued growth of ECU's Ally Network and LGBTIQ+ Staff Network

Table 5: Highlights from ECU's LGBTIQ+ activities and initiatives.

Also, the number of ECU staff who identify with a gender other than a man or a woman is not large enough to include without the risk of possibly identifying individuals. As reflected above, ECU has developed an 'Inclusive Language Guide' and an 'Inclusive Data Collection Guideline' to provide direction and guidance for staff when developing internal and informal data collection methods such as surveys, forms, and event registrations (Figure 10).



Figure 10: Unity in Diversity: Celebrating Pride and Gender Equality events (2020, 2024).

Pride@ECU, ECU's LGBTIQ+ Advisory Committee (est. 2019), focuses on redressing systemic and cultural barriers, while the 150 member 'Ally Network', brings together staff to support ECU in building an inclusive environment where LGBTIQ+ people feel safe, supported, and proud.

ECU currently holds a Silver level employer status with the Australian Workplace Equality Index (AWEI) accreditation.

AS Principle 7. Taking an intersectional approach to advancing gender equity, diversity and inclusion, recognising that people of any particular identity are not a homogeneous group.

ECU's supporting plans provide a coordinated approach to achieving a broad range of objectives for the relevant Strategic Plan Priorities (Figure 4).

In collating diversity data, ECU relies on staff self-reporting. For ECU schools, only a limited amount of data on culturally and linguistically diverse (CaLD) staff from the past 10 years is available. This is because, at the time of the AS Bronze submission, there was no access to CaLD profiles, thus no school was enabled to report on the same.

The monitoring of E&D data was not routinely reviewed, and the lack of historical data is acknowledged as a limitation.

Action 1.3.	Review ECU's ability to capture and reflect on intersectional data.
Action 1.3.1.	Engage with relevant areas (Access and Equity Team, P&C) currently working on system-based reporting for diversity indicators.
Action 1.3.2.	Investigate best practice across the sector on staff self-reporting of diversity information and establish relevant engagement strategies.

¹ As noted earlier, ECU's dashboards currently record sex, not gender data.

AS Principle 8. Engage with those most impacted by inequitable practice to proactively redesign and reshape structures, systems and culture.

Only genuine two-way engagement with people who are marginalised and impacted by inequity, ensures meaningful and potentially sustainable organisational improvements. ECU commits to these principles in their public pledge to equality and diversity on the ECU website (Table 6):

Principles by which ECU engages with marginalised peoples and equity groups	
Engagement	Engage more effectively with marginalised communities.
Training	Equip people from diverse backgrounds with knowledge and skills to succeed.
Research	Undertake research that positively impacts disadvantaged individuals and communities.
Talent	Attract and retain local, national, and international talent.
Relationships	Build and maintain strong and ethical national and international relationships, linkages, and partnerships.

Table 6: Principles by which ECU engages with marginalised peoples and equity groups.

As noted in AS Principle 2, through staff workshops ECU continues to engage with staff when redesigning and reshaping structures, systems, and culture (Figure 11).



Figure 11: Promoting Inclusivity and Support: Showcasing our AS Initiatives with Priority Parking and Parenting Rooms, 2016.

AS Principle 9. Increase the safety and wellbeing of staff and students by proactively and transparently preventing and responding to bullying, harassment, sexual harassment, gender-based violence and discrimination.

ECU's Prevention of Harassment, Bullying, Discrimination and Violence Policy commits ECU to providing safe and inclusive work and learning environments and minimising the risk of unacceptable behaviours, including gender discrimination. Table 7 shows examples of tangible actions implemented:

ECU summary of actions taken to prevent the harassment, bullying, discrimination and violence at ECU.	
1	Responded to the findings of the Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities and implemented all 9 recommendations.
2	Introduced a new, comprehensive Sexual Assault and Sexual Harassment (SASH) Policy.
3	Set up an online reporting tool, where students and staff can report sexual assault and sexual harassment. Students and staff can also report anonymously.
4	Expanded our University Contact Officer program.
5	Made it easier to report by streamlining our website, including reporting sections for both staff and students.
6	Recognised that students will often disclose to their peers first, so we've created resources to support the student peer contacts.
7	Rolled out the online training program, Consent Matters, for ECU students.
8	Updated our Orientation material to include reporting tools, pathways to support and training for new students.
9	Included the Sexual Harassment/Assault: Reducing & Responding module in our staff training schedule.
10	Run both the Respect. Now. Always. and Be a Better Human awareness campaigns across our campuses.

Table 7: ECU action taken to support the Prevention of Harassment, Bullying, Discrimination and Violence.

AS Principle 10. Embedding change in institutional governance and accountability structures; actively and visibly championing and promoting gender equity, diversity and inclusion in our Institutions, the AS community, and across the sector; and holding ourselves and other senior leaders accountable for driving sustainable transformational change.

ECU’s Senior Executive Team (SET) includes the VC, DVCs, and VPs who provide high-level advice to Council, including on GEDI matters. As well, the DVC(RF) tracks gender equality progress and reports on AS and any issues to relevant internal committees at each meeting, and to each Council meeting via the VC’s reporting (Table 8):

Table of ECU committees	
University Council	Applicable items of note are presented at each meeting. The AS Lead also delivers an annual presentation on gender equality at ECU and a formal evaluation on achievement against the Gender Equality Strategy 2019 - 2021 objectives and metrics.
University Executive (UE)	Fortnight AS Standing Item each meeting which reinforces the senior leaders’ accountability at the University in terms of AS Action Plan progress and provides key gender equity information. It is important to note, that this AS Standing Item is the only Standing Item on the UE agenda that has been a permanent fixture since 2015.
Academic Board and its subcommittees	Academic Board and its subcommittees including Research and Higher Degree Committee – Standing items where the VC or DVC(RF) reports on focused gender equity updates.
AS Charter Committee (ECUASCC)	The advisory group to ECU’s AS Program. ECUASCC is a high-level, gender-balanced committee and meets at least quarterly.
Equity and Diversity Committee (EDC)	EDC oversees several subcommittees pertaining to disability, access, and inclusion, the LGBTIQ+ community and Kudjukat. As a point of difference, the AS program at ECU sits within the DVC(RF) portfolio as a high-level accreditation, however both the DVC(RF) and AS Program Manager are a Member/Observer respectively on the E&DC.
Workplace Gender Equality Agency (WGEA)	ECU reports annually to WGEA for our compliance reporting. Previously ECU reported as part of the Employer of Choice for Gender Equality Citation, however, recently challenges have been experienced in reporting both AS and WGEA.

Table 8: ECU committees which include GEDI matters and priorities across the University.

Reporting ensures AS remains at the forefront of UE’s, and other committees’, agendas. All leaders can therefore be challenged when action items aren’t addressed ensuring accountability, and this collective actioning prevents siloing of GEDI actions, ensuring inclusion is ‘business as usual’ (Figure 12). As a result, UE is now more conscious of the need to apply a GEDI lens to all decisions.



Figure 12: Celebrating Equality and Diversity: International Women’s Day Event on Campus (2021).

A key leadership undertaking in 2024 (and beyond) is the commencement of the two new EDs in the School of Science (SSCI) and the School of Engineering (SENG) and aiding them to successfully continue to uphold the achievements and future of AS at ECU.

Action 1.4.	<i>Onboard new executive staff in STEM schools of SENG and SSCI including coaching around ECU’s AS imperatives.</i>
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Across the sector, senior staff, and institutional leaders visibly champion, support, resource, and are held accountable for GEDI as per Table 9.

Summary of reporting lines and accountability for GEDI activities at ECU	
Regular reporting	Regular reporting and leadership meetings including RHDC, Academic Board etc.
Council updates	ECU Council (governing body) updated through the DVC(RF)'s (AS Lead) insert into the VC's Report every Council meeting.
Online profile	ECU AS website – Our stories, development hub.
News	Media releases and fortnightly ECU online newsletter.
Presence at relevant events	Presentations, articles, contribution best practice, external sponsorships.
Events and initiative funding	Initiatives through extensive funding – e.g., ECU's AS Advancement Scheme.
Resourcing	AS team is resourced with full-time permanent positions to manage this whole-of-institution AS portfolio.
Promotion	Raising awareness of SAGE and participation in AS since 2015 – all related activities, initiatives, and events.
Performance metrics	DVC RF directly reports to VC and has AS progress KPIs.

Table 9: Summary of accountability for GEDI activities at ECU.

The decision to focus on all ECU's eight schools as ECU progresses in the AS journey was crucial to addressing persisting issues. With more effort having been focused on STEMM schools earlier, ECU acknowledged less attention was given to 3/8 non-STEMM areas. Not all problems are STEMM-related, and many existing actions are relevant for those areas too.

<i>Action 1.1.</i>	<i>Review and update the existing ECU AS Champion network (including across all eight schools).</i>
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There are three key areas that ECU has credited for its AS progress to date and all factors are equally important, interdependent and need to occur simultaneously to be effective (Table 10).

ECU key areas for leadership and accountability focus	
Leadership	Strong leadership and governance;
Data	Collection of gender equality data and development of tools to effectively assess that data; and
Evaluation	Ongoing and regular evaluation and monitoring of progress.

Table 10: ECU key areas for leadership and accountability focus.

Action Plan

ENABLING ACTIONS: *Leadership and Accountability for Athena Swan (AS) at ECU*

Ref.	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery
	<ul style="list-style-type: none"> • With the considerable evolution of ECU's AS Champions' Network since the beginning of the University's AS journey, there has been substantial turnover due to staff movements and departures. • Recent appointment of AS Champions revealed a lack of availability of data and understanding of the required analysis. • Given the current focus for AS now is on all academic disciplines versus the previous attention given to STEMM areas, the network must now focus on ECU's eight schools in order to effectively address all the issues that persist across the University. • Given the effort historically on Science, Technology, Engineering, Mathematics and Medicine (STEMM) schools, ECU has had a lack of focus and attention given to 3/8 non-STEMM areas. Not all problems are STEMM-related, and many existing actions are relevant for those areas too. 	<p>Actions</p> <ol style="list-style-type: none"> 1.1. Review and update the existing ECU AS Champion network (including across all eight schools). <ol style="list-style-type: none"> 1.1.1. Audit all eight ECU schools' AS Champion representation. <ul style="list-style-type: none"> ❖ Work with School Executive teams to nominate and selection champions who will best reflect the specific needs and interests of the area. ❖ Implement appropriate and up-to-date training for all ECU AS Champions. <p>Outputs</p> <ol style="list-style-type: none"> a) Audit document findings used to achieve an AS Champion gap analysis. b) Revised AS Champions' Network membership and the information about the Network that is available to the wider ECU community. c) New AS Champions appointed (where required). d) Revised training for ECU AS Champions' Network, reflecting current priorities (including Cygnet and Silver Award Action Plans) and extending on original scope of Institutional Bronze Award. 	<p>Q2, 2024</p> <p>Q2, 2024</p> <p>Q3, 2024</p> <p>Q4, 2024</p>	<ul style="list-style-type: none"> • Office of the Deputy Vice-Chancellor (Regional Futures) (ODVC[RF]) – Program Manager AS • AS Champions • EDs 	<ul style="list-style-type: none"> • Deputy Vice-Chancellor (Regional Futures) (DVC[RF]) – AS Lead
	<ul style="list-style-type: none"> • With the AS Dashboard now in operation for over six years it has been noted that all ECU's data collection systems gather data based on sex (male/female) rather than gender. • This approach creates limitations when consciously considering all genders and recognising ECU's transgender and gender-diverse staff. • While functionality enhancements for the Dashboard are possible, the challenge 	<p>Actions</p> <ol style="list-style-type: none"> 1.2. Renew focus and training on ECU's AS Data Dashboard and continue to modify. <ol style="list-style-type: none"> 1.2.1. Revisit with Data Governance and Analytics and P&C, the reporting functionality of the Dashboard to identify and implement functional enhancements. <ul style="list-style-type: none"> ❖ Identify linking opportunities with other university-wide systems to enhance quality of reporting and increase capability (including diversity indicators and research metrics). ❖ Identify gaps in user access across the University where relevant leadership and managerial positions are not accessing the Dashboard. 	<p>Q4 2024</p> <p>Q1, 2025</p> <p>Q1, 2025</p>	<ul style="list-style-type: none"> • ODVC(RF) – Program Manager AS • Manager, Workforce Strategy and Capability (MWSC) –P&C Lead 	<ul style="list-style-type: none"> • DVC(RF) – AS Lead <p><u>Supported by:</u></p> <ul style="list-style-type: none"> • Director, P&C

Ref.	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery
	<p>moving forward lies in self-reporting to accurately reflect the staff profile.</p> <ul style="list-style-type: none"> Linked to the People and Culture (P&C) Plan under Item 6.3 to enhance the employment experience and outcomes for staff from equity groups. Through realising the experience those in different equity groups are enduring, use this Plan, the Employee Value Proposition and the Inclusive Language Guide to ensure more appropriate data is collected and language is used in ECU systems, documents and general language. 	<p>1.2.2. Review and revise gendered language used in the Data dashboard and other ECU data capture systems.</p> <p>Outputs</p> <p>a) Updated AS Data Dashboard to maintain currency of information including new views of data profiles and expanded metrics.</p> <p>b) Conducted training on AS Data Dashboard for both existing and new users.</p>			
	<ul style="list-style-type: none"> ECU's Equity and Inclusion Plan articulates the University's vision to strengthen its work with, and support for students, staff, families, communities, and partners. Relying on staff self-reporting for numerous diversity indicators has been problematic given only a limited amount of culturally and linguistically diverse (CaLD) data is available. This is an ongoing issue, and the monitoring of equity and diversity data is not routinely reviewed. Through qualitative feedback, other intersectionality differentiators were identified but have not been explicitly included in the Silver Award submission. Preliminary research indicates that for example, CaLD women with disabilities are further impacted through greater accessibility barriers to disability support and services. 	<p>Actions</p> <p>1.3. Review ECU's ability to capture and reflect on intersectional data.</p> <p>1.3.1. Engage with relevant areas (Access and Equity Team, P&C) currently working on system-based reporting for diversity indicators (e.g., an Equity and Diversity Institutional Dashboard for students is currently in development).</p> <p>1.3.2. Investigate best practice across the sector on staff self-reporting of diversity information and establish relevant engagement strategies.</p> <p>Outputs</p> <p>a) Integration of relevant diversity data interface with AS Data Dashboard.</p> <p>b) Ongoing regular meetings with relevant areas that report on diversity indicators such as Access and Equity and P&C to ensure opportunities to knowledge exchange are always identified.</p> <p>c) Implementation of engagement strategies to encourage more staff self-reporting based on diversity indicators such as CaLD.</p>	<p>Q4, 2025</p> <p>Q1, 2025</p> <p>Q4, 2024</p>	<ul style="list-style-type: none"> ODVC(RF) – Program Manager AS MWSC – P&C Lead Director, Access & Equity 	<ul style="list-style-type: none"> DVC(RF) – AS Lead <p><u>Supported by:</u></p> <ul style="list-style-type: none"> Director, P&C DVC (Students, Equity and Indigenous) [DVC(SEI)]

Ref.	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery
	<ul style="list-style-type: none"> • ECU's SET includes the Vice-Chancellor (VC), Deputy Vice-Chancellors (DVCs), and Vice-Presidents (VPs) who provide high-level advice to Council, including on gender equality, diversity and inclusion (GEDI) matters. University Executive (UE) includes the Senior Executive Team (SET) and Executive Deans (EDs). • In 2024, ECU will have two new EDs for Science, Technology, Engineering, Mathematics (STEM) disciplines: School of Engineering (SENG) and School of Science (SSCI) (where gender imbalance in favour of men is greatest). • It is important the STEM ED's on commencement are fully across the gender equality progress to date at ECU. This includes AS reports on all GEDI issues relevant to their specific schools in order to report on the work to date and maintain momentum. 	<p>Actions</p> <p>1.4. Onboard new executive staff in STEM schools of SENG and SSCI including coaching around ECU's AS imperatives:</p> <p>1.4.1. Meet with STEM (SSCI and SENG) EDs to discuss Science in Australia Gender Equity Limited (SAGE):</p> <ul style="list-style-type: none"> ❖ AS Bronze Award 2018; and ❖ AS SAGE Cygnet Awards 2022 – 2023. <p>1.4.2. Deliver user access and relevant training on ECU's AS Data Dashboard.</p> <p>Outputs</p> <p>A) ED's of STEM schools are:</p> <ul style="list-style-type: none"> • Fully briefed and across all ECU AS activities and initiatives. • Trained to access and use ECU's AS Data Dashboard. • Across relevant Cygnet Action Plans and Silver Award action items for which they are accountable. 	<p>Q2, 2024</p> <p>Q2, 2024</p> <p>Q3, 2024</p>	<ul style="list-style-type: none"> • ODVC(RF) – Program Manager AS • Working Groups for Cygnet and Silver Award Action Plans (STEM members) • AS School Champions (STEM representatives) 	<ul style="list-style-type: none"> • DVC(RF) – AS Lead • EDs STEM schools

SECTION 2 – KEY BARRIERS TO ATTRACTION, RETENTION AND/OR PROGRESSION

KEY BARRIER 1: Lack of development strategies to assist women in STEMM (wiS) to prepare for promotion

Evidence of Barrier

Table 11 shows an overview of the steps taken to understand and address the key barrier to date:

How we know what the barriers are.	
<ul style="list-style-type: none"> Data shows that the number of wiS is low in senior levels. Analysis shows that wiS are successful when they do apply for academic promotion, however, application rates are low. 	
How we know why these barriers are problems	
<p>Numerous challenges were expressed during engagement with women in STEMM focus groups, workshops, interviews, and surveys during 2019 – 2023:</p> <p><u>Lack of development strategies provided by the University and/or awareness of available guidance processes/lack of University marketing of these processes to know 'how' to prepare and apply for promotion e.g.,</u></p> <ul style="list-style-type: none"> "I don't get that back and forth. I do that for my students so why isn't it done for me?" "... wanted it to be someone that helps you with it; how do I navigate ASPEO (Academic Staff Performance Expectations and Outcomes Framework). How do I work towards promotion etc. Sponsorship is different. Sponsorship is deliberate." "Don't know much about the new frameworks." <p><u>Planning for career progression and academic promotions e.g.,</u></p> <ul style="list-style-type: none"> "For me it was about motivation – I had watched two women that I admired and that I aspired to be like, apply for promotion to a ALEVC and both of them were rejected. Despite the fact that they were incredible. One of them was a course coordinator, they had published papers and I can't imagine how they got it done, both course coordinators, but a man who also applied and hadn't done any of what they had done got promoted and they didn't." "Another thing I am struggling with is the length of time in the whole academic promotions process. It was July I think we had to put in the application, and I get my result in November (4 months). Writing the application took 6 months ... I think that is quite a negative experience for people going through the process that it takes so long. It needs to be timely." <p><u>Lack of opportunity to develop as leaders e.g.,</u></p> <ul style="list-style-type: none"> "So many hurdles to jump through in that promotion application and one of them is – what leadership have you done? ... But you really have to go and forge your own leadership opportunities ... or you can only be a ALEVC to go for the opportunity but in the ALEVC application you need to show you have done leadership, but you are not allowed to apply for it because you are not ALEVC. Chicken and egg. Need to be an ALEVC for leadership but need leadership to be an ALEVC." "So, my issues are the length of time for promotion and knowing the outcomes, the opportunities are just not there (to show leadership) and the leadership opportunities are pushed down through the Executive, within the University to the Executive of the school, who then make a decision. They are not pushed down from the Executive of the University to the people of the University. It comes down this pipeline" <p><u>Mentors and academic networks to successfully progress wiS careers e.g.,</u></p> <ul style="list-style-type: none"> "Sometimes we keep our problems to ourselves. But if we talk there might be changes." "Just being able to sit down and test own assumptions." "In terms of culture. Here we have more women. But interactions are not high as we are all so busy." "As a woman I hear – oh well you haven't had kids so you can do it." 	
Leadership and accountability	<ul style="list-style-type: none"> Appointed EDs of SCI/SENG to be on ECUASCC, engaged with SNM/SMHS AS Champions and their respective schools and across schools. AS focus through school executive meetings and AS Bronze and Cygnet Action Plan tracking in the schools. Regular meetings of AS Team with AS Champions. Reporting to whole-of-school meetings on AS through combined AS Champions/ AS Team approach.
Honesty and self-reflection	<ul style="list-style-type: none"> Qualitative evidence used by the STEMM schools to design and implement corresponding STEMM actions. Applicant rates used as the preferred metric for comparisons. Recognition that data is not easily accessible, and some data is lagging being taken into account in system enhancements and reporting measures. Acknowledgement that the academic promotions process can be arduous and that junior level women can struggle, is being addressed in future frameworks.
Communication and engagement	<ul style="list-style-type: none"> In 2019 (post Bronze consultation), conducted a follow up with women. Ran eight focus groups with 55 staff to develop and encourage women to apply for academic promotion (predominantly women in STEMM). In 2022, an external consultant ran a survey and detailed focus groups with 40 women in STEMM disciplines to seek consultation on progress from actions from the ASBAP. 2019 – 2023 - one-on-one in-depth interviews/consultation sessions with the AS Champions in SMHS (N=3). In 2023, follow up promotion and cultural interviews with SENG/SNM as part of the Cygnet Awards process, also facilitated by an external HR consultant.
Data analysis and discussion	<ul style="list-style-type: none"> Data monitored, reviewed, and reported on a regular basis. Ongoing and consistent follow up with accountable leaders.

Table 11: Overview of the steps taken to understand and address the key barrier to date.

At ECU, academic women in STEMM disciplines (wiS) are underrepresented at senior levels. The number of wiS at Academic Level [ALEV(C-E)] across ECU's four STEMM schools (SENG, SSCI, SMHS and SNM) is low (Table 12).

School/Year	Total staff headcount (Total)		Number of women (W) (No.)		Percentage of women (W) (%)	
	2019	2023	2019	2023	2019	2023
SNM	51	65	47	57	92%	88%
SMHS	141	134	89	81	65%	60%
SSCI	78	91	24	33	31%	36%
SENG	32	27	3	6	9.4%	22%

Table 12: Academic women across ECU's four STEMM schools by number and percentage.

As per above, when calculated as a percentage of headcount in each school, SENG and SSCI have the least women (22% and 36% respectively) however, there were still notable increases across this timespan. SMHS shows a decline in women between 2019 and 2023 by 5%, with SNM decreasing the least at 4%.

While SNM is dominated by women in numbers, further breakdowns in Table 13 (below) and Figures 13 and Figures 14 and 15, reflect significantly less numbers of women in ALEVD and ALEVE compared to the number of women at more junior academic levels.

The drop is proportionately greater than in the neighbouring STEMM schools, while both SSCI and SMHS show declines at ALEVE, they have a more even spread at ALEVD and downwards.

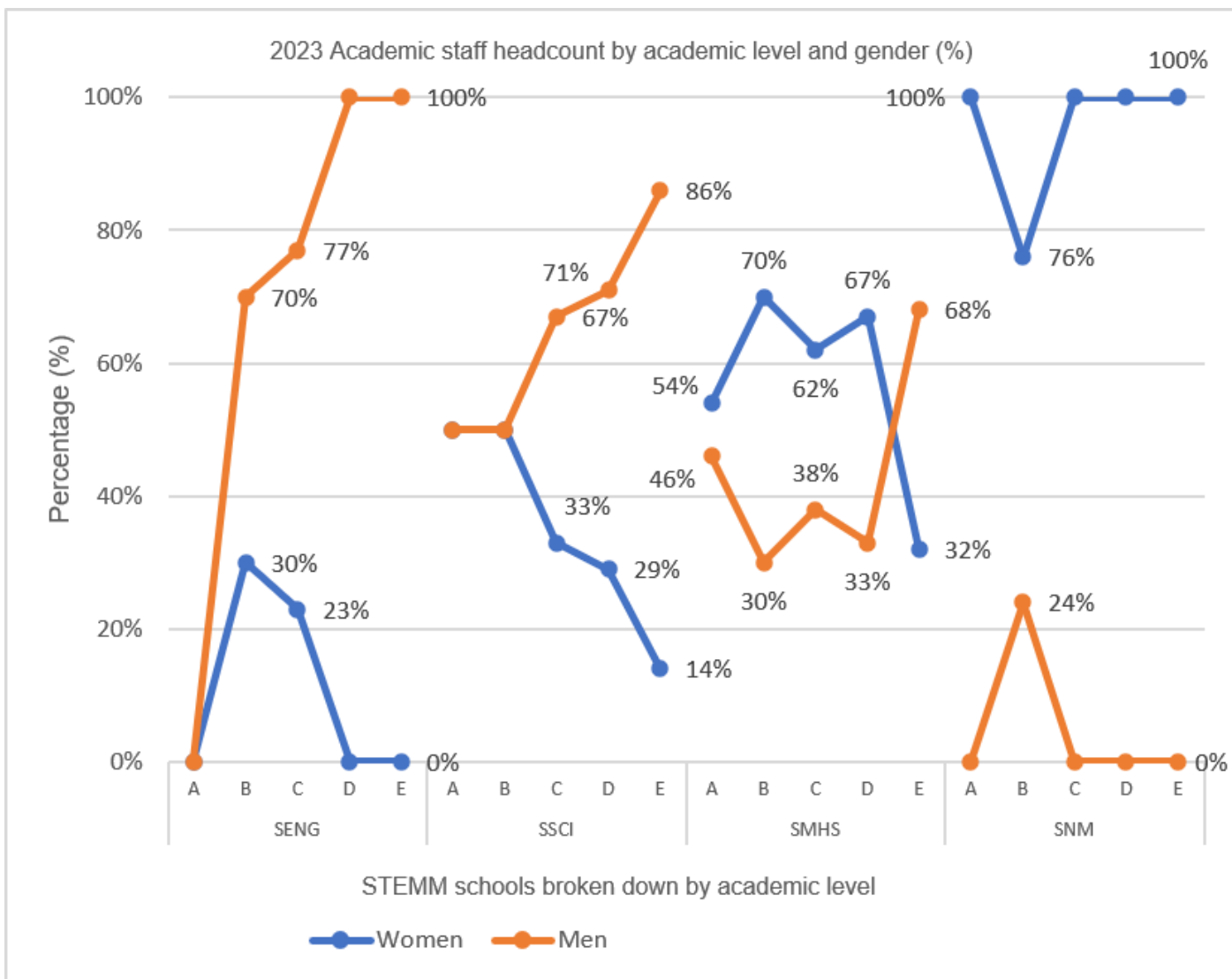


Figure 13 Scissor Graph showing the percentage of women and men across the four STEMM schools.

School of Nursing and Midwifery										
Level	A		B		C		D		E	
Year	2019	2023	2019	2023	2019	2023	2019	2023	2019	2023
Women	5 (100%)	10 (100%)	22 (92%)	26 (76%)	11 (85%)	11 (100%)	5 (100%)	5(100%)	5 (100%)	4 (100%)
Men	0	0	2 (8%)	8 (24%)	2 (15%)	0	0	0	0	0

School of Medical and Health Science										
Level	A		B		C		D		E	
Year	2019	2023	2019	2023	2019	2023	2019	2023	2019	2023
Women	18 (67%)	13 (54%)	40 (77%)	43 (70%)	15 (54%)	13 (62%)	11 (79%)	6 (67%)	5 (25%)	6 (32%)
Men	9 (33%)	11 (46%)	12 (23%)	18 (30%)	13 (46%)	8 (38%)	3 (21%)	3 (33%)	15 (75%)	13 (68%)

School of Science										
Level	A		B		C		D		E	
Year	2019	2023	2019	2023	2019	2023	2019	2023	2019	2023
Women	2 (20%)	5 (50%)	12 (41%)	15 (50%)	3 (23%)	8 (33%)	6 (43%)	2 (29%)	1 (8%)	2 (14%)
Men	8 (80%)	5 (50%)	17 (59%)	15 (50%)	10 (77%)	16 (67%)	8 (57%)	5 (71%)	11 (92%)	12 (86%)

School of Engineering										
Level	A		B		C		D		E	
Year	2019	2023	2019	2023	2019	2023	2019	2023	2019	2023
Women	1 (20%)	0	3 (43%)	3 (30%)	0	3 (23%)	0	0	0	0
Men	4 (80%)	0	4 (57%)	7 (70%)	13 (100%)	10 (77%)	5 (100%)	4 (100%)	3 (100%)	2 (100%)

Table 13: Academic staff headcount across ECU's four STEMM schools by academic level, headcount, and percentage (SNM, SMHS, SSCI, SENG).

It is important to track progress and/or trends over regular intervals across extended period. This is important particularly when examining small numbers (versus 'broad brush' analysis which is easier with larger numbers) and during unforeseen events such as the COVID pandemic where exceptional 'dips' may be observed.

As per below, bar and scissor graphs provide a visual representation of trends and 'the story' over time, with progress or lack of desired impact can be which can be clearly displayed over an extended period. Five years is a suitable time frame to assess progress against actions given ECU's Bronze Action Plan is between 2018 and 2023. Peaks and troughs observed can be backed with narrative that clarifies key trends.

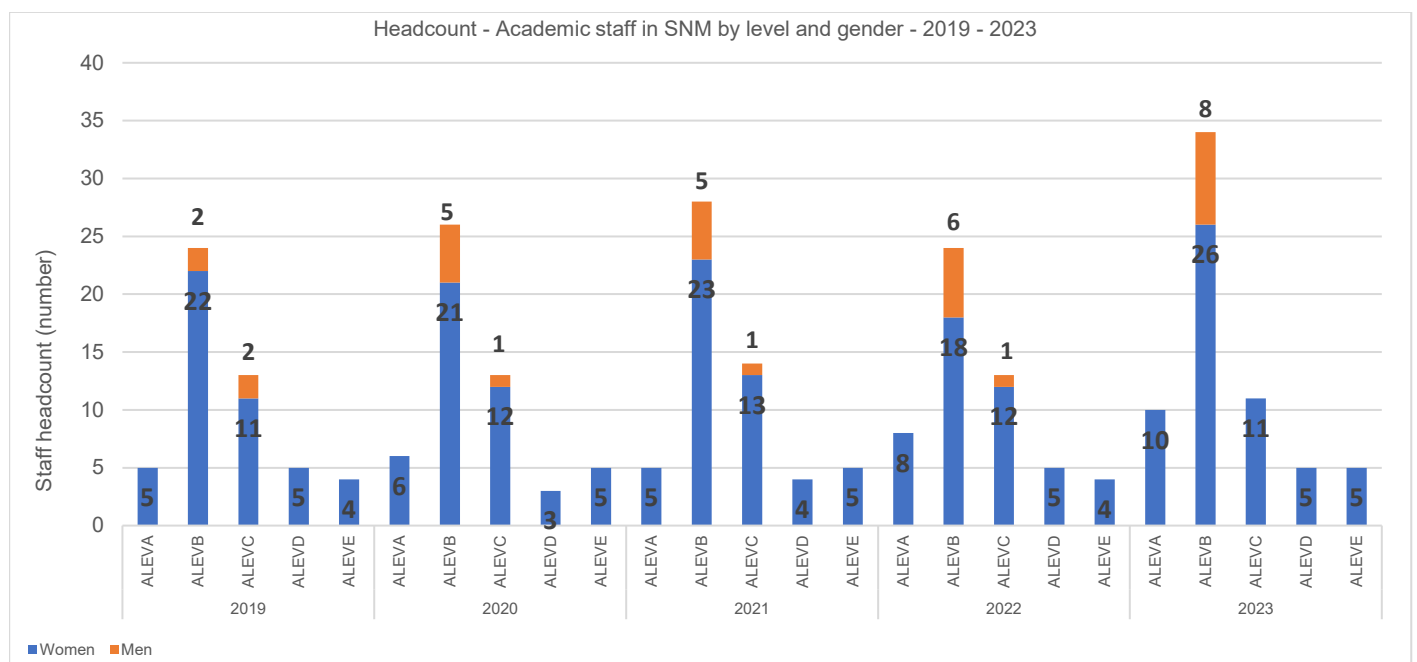


Figure 14: STEMM schools: SNM data – academic staff headcount 2019 – 2023 by school, academic level and gender.

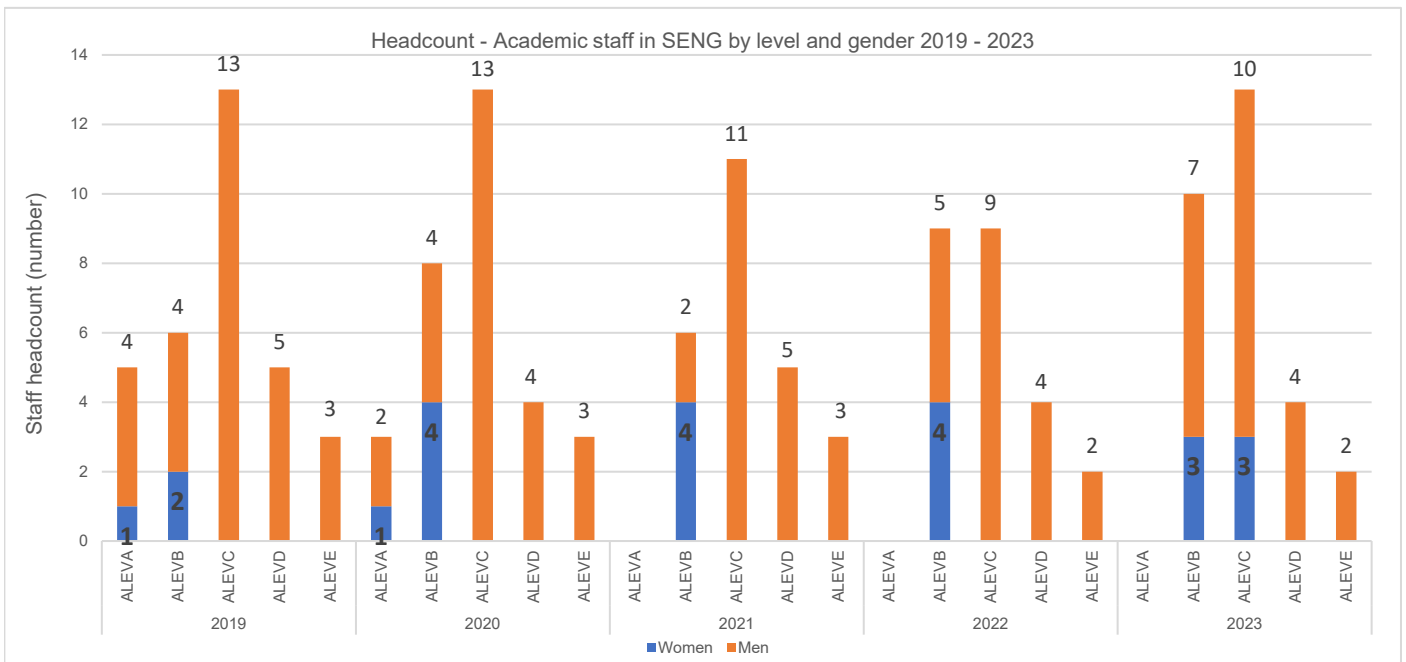
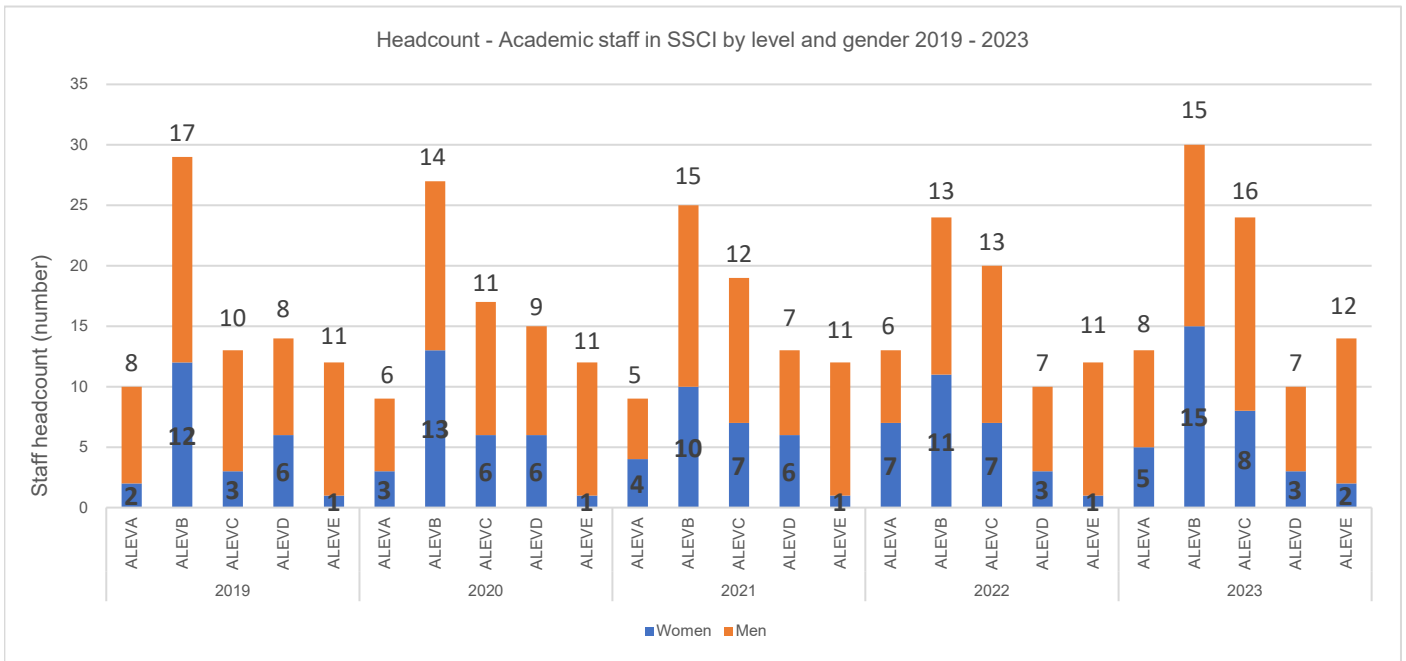
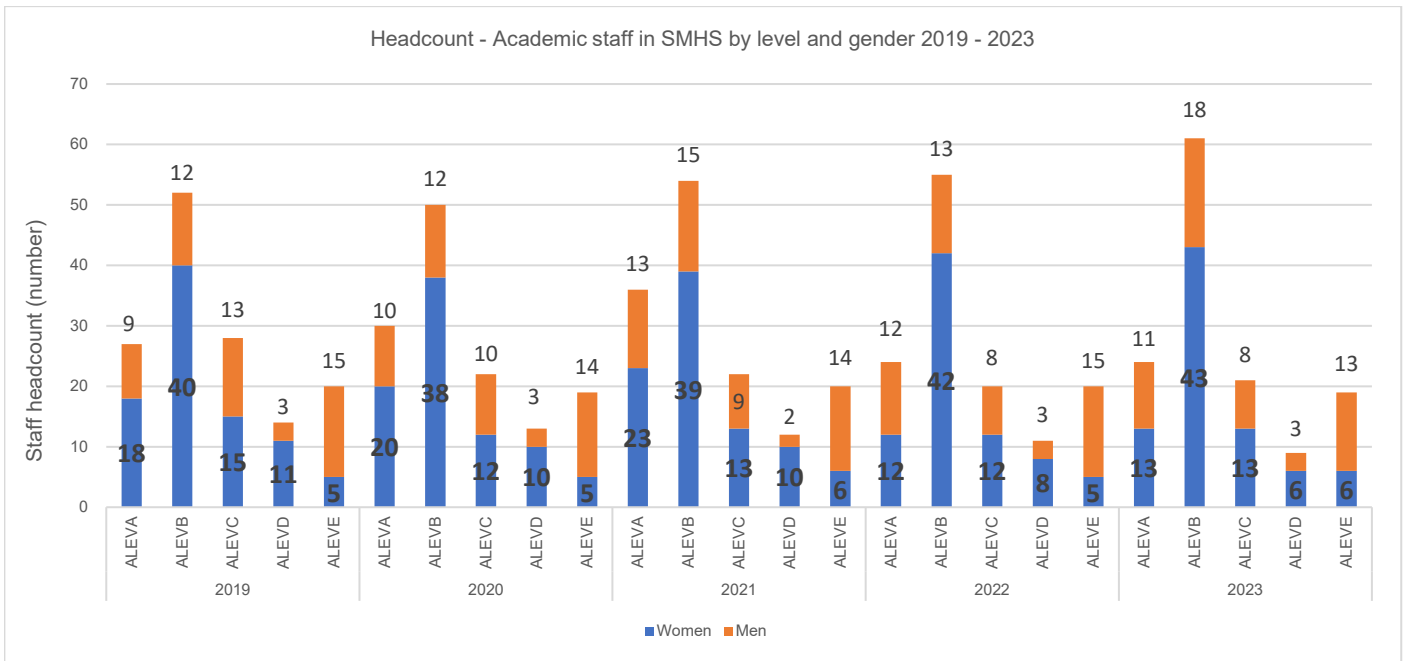


Figure 15: STEMM schools: SMHS, SSCI and SENG data – academic staff headcount 2019 – 2023 by school, academic level and gender.

The academic staff data as per Table 13 and the Figures 12-15 above, indicate the following (Table 14):

School	Gap analysis: Headcount of women across STEMM schools between 2019 to 2023.
SNM	The number of women steadily declines at ALEVD and ALEVE with a bottleneck at lower academic levels. The graph above showing that over the five year period the number of women at ALEVD and ALEVE is never above five. Also, the number of men in SNM is comparatively low to women, although the number of SNM men did improve in 2023. Generally, ALEVB is where most men in SNM are currently located. Previous years had shown a greater spread across numerous academic levels, however as of 2023, all men reside at ALEVB (24%). While analysis of wiS does have linkages to men in SNM, it is not the focus of this key barrier, and proactive steps have already been taken by the School to increase the numbers of academic men in 2024 (not reflected in dataset as not a complete year). The lack of women in senior levels does not correlate to position availability but rather the pipeline losing steam as it approaches the professoriate level and the explicit absence of men.
SMHS	With 60% of the school identifying as women, markedly in recent years, the overall number and percentage of women has declined. Specifically, at ALEVD, moving from 79% academic women in 2019 to 67% in 2023, a key area of analysis and an indicator that this barrier needed future monitoring and investigation. SMHS women have left ECU at ALEVD and are not being promoted or hired at the same rate. Although there are more ALEVD women than men in SMHS, this number changes sharply at ALEVE.
SSCI	The number of women in SSCI and SENG (STEM disciplines) is substantially lower than SNM and SMHS (the +M disciplines, often more dominated by women). In SSCI, although the number of women in 2023 was steadily increasing for ALEVC, it then drops for ALEVD from 45% to 29% (voluntary retirements played a role here). Women at ALEVE only increased by one person from 8% to 14%. This aligns with the ongoing and recognised issues in STEM disciplines, namely women progressing from ALEVB to ALEVC – a significant justification for this key barrier.
SENG	The number of women in SENG has increased significantly by more than 100% moving from 9.2% in 2019 to 22% in 2023. A concentrated effort to employ and retain women in the School was undertaken over the course of ECU's Athena Swan Institutional Bronze Award Action Plan (2018-2023), however it was only in 2023 the School had its first academic women receiving academic promotion.

Table 14: Gap analysis academic women headcount by STEMM school (SNM, SMHS, SSCI and SENG) – 2019 to 2023.

The breakdown of available data provides an overarching analysis which clearly identifies opportunities for action and strategy development. The wiS headcount had been improving for SSCI and SENG as a result of targeted actions (ASBAP). In 2019, the wiS headcount was higher, however, during the COVID-19 pandemic the proportion of wiS declined in 2020/2021. This included the loss of senior academic women due to a number of voluntary retirements (specifically in SSCI), depleting the proportion wiS and resulting in only slight improvements across 2022/2023. This subsequently impacted momentum in building wiS numbers.

All STEMM schools (except SNM) still show an under-representation of women at ALEVE and some schools at ALEVD (SSCI), despite ECU's *Cygnets Award #2* and its focus on recruitment and promotion processes. The past five years of trend data highlights persisting barriers to achieving academic promotion.

Headcount and academic promotion

Data analysis offers a comprehensive view of staff levels across all schools, with opportunities to focus on the lower numbers of women in STEM (and then STEMM) schools and their application rates relative to the applicant pool. As previously illustrated, women are underrepresented at higher academic levels across STEMM disciplines, with variations in representation across each school. This data presented ECU with an opportunity to ask why headcount was low and look at application rates for academic promotion.

Having a lower number of wiS results in fewer instances of academic promotion and opportunities for women to be promoted by virtue of the fact there is a lower pool of wiS to be promoted in the first case. Given academic promotion takes approximately three to five years between each level and recruited women are not eligible for at least one year of employment at the University, and unsuccessful applicants must wait another year before reapplying, there are significant limitations in having low numbers of wiS i.e., in the pipeline e.g., only two women currently at ALEVD in SSCI means only two women maximum could be promoted (if they are even eligible).

With low numbers of wiS being promoted particularly at senior academic levels (and on an intermittent basis), the ongoing theme of underrepresentation of wiS continues given the limited pipeline for progression. However, ECU sees the key reason for the low promotion rates as the low number of wiS actually applying for promotion – it is not success rates as the data shows, when women apply for promotion, often more than not, they are successful (Tables 15 and 16).

Application rates for academic promotion

Tables 15 and 16 provide an evaluation of applicant rates for promotion to senior levels (ALEVC-E) in the context of the number of women that constitute the available pool at the level immediately below over a three-year aggregate.

Applicant rates are the preferred metric for comparisons² but can be difficult to capture reliably as they require measuring the eligible pool of 'potential' applicants at each level, year to year³. Various policies and procedures will change eligibility criteria from time to time and identify and match data across the individuals adding further complexity to creating system level rules or formulas. For this reason and simplicity, the data will provide valid, though less precise percentage comparisons.

2018-2020 STEMM promotion applicants (3 year aggregate)

	All Applicants	By Gender		% Applicants W	# Staff at Application Level		% W at Application Level	Application Rate %		Success Rate %	
		W	M		W	W		M	W	M	W
SNM											
ALEVB to ALEVC	6	6	0	100%	23	2	92%	26%	0%	30%	0%
ALEVC to ALEVD	2	2	0	100%	10	2	80%	20%	0%	50%	50%
ALEVD to ALEVE	0	0	0	0%	3	0	100%	0%	0%	0%	0%
SMHS											
ALEVB to ALEVC	15	11	4	73%	36	13	73%	31%	31%	75%	50%
ALEVC to ALEVD	7	4	3	43%	14	24	60%	29%	13%	100%	30%
ALEVD to ALEVE	8	4	4	50%	8	13	60%	50%	31%	25%	100%
SSCI											
ALEVB to ALEVC	13	6	7	46%	13	21	38%	46%	33%	100%	50%
ALEVC to ALEVD	5	1	4	20%	3	7	30%	33%	57%	100%	25%
ALEVD to ALEVE	1	0	1	0%	4	8	32%	0%	13%	0%	0%
SENG											
ALEVB to ALEVC	2	0	2	0%	2	7	13%	0%	29%	0%	50%
ALEVC to ALEVD	3	0	3	0%	0	12	0%	0%	25%	0%	100%
ALEVD to ALEVE	2	0	2	0%	0	5	0%	0%	40%	0%	50%

W = Women M = Men

Table 15: 2018-2022 promotion applicants by gender STEMM schools.

2021-2023 STEMM promotion applicants (3 year aggregate)

	All Applicants	By Gender		% Applicants W	# Staff at Application Level		% W at Application Level	Application Rate %		Success Rate %	
		W	M		W	W		M	W	M	W
SNM											
ALEVB to ALEVC	6	4	2	57%	27	9	75%	15%	22%	75%	0%
ALEVC to ALEVD	2	2	0	100%	10	3	77%	20%	0%	100%	0%
ALEVD to ALEVE	0	0	0	0%	4	1	100%	0%	0%	0%	0%
SMHS											
ALEVB to ALEVC	7	4	3	57%	48	16	75%	8%	19%	100%	83%
ALEVC to ALEVD	4	1	3	25%	13	8	60%	8%	38%	100%	66%
ALEVD to ALEVE	3	2	1	66%	7	4	66%	29%	25%	66%	33%
SSCI											
ALEVB to ALEVC	5	0	5	0%	18	21	53%	0%	24%	0%	50%
ALEVC to ALEVD	3	1	2	33%	8	15	33%	13%	13%	100%	50%
ALEVD to ALEVE	4	1	3	25%	2	5	30%	50%	60%	100%	66%
SENG											
ALEVB to ALEVC	4	3	1	75%	4	5	57%	75%	20%	100%	83%
ALEVC to ALEVD	0	0	0	0%	3	7	0%	0%	0%	0%	66%
ALEVD to ALEVE	1	0	1	0%	0	8	0%	0%	13%	0%	33%

W = Women M = Men

Table 16: 2021-2023 promotion applicants by gender STEMM schools.

² In academic promotions, the numbers by level, gender, and by year, are very small at the school level, and using percentages for comparison can be opaque. Therefore, an aggregation of the numbers across 3-year windows was performed to enlarge the size of the cohorts to allow better patterns to emerge and percentages to be meaningfully interpreted (Table 12 and Table 13).

³ Alignment of the percentage of applicants in a year(s) round by gender against the percentage of that gender at the applicant (from) level indicates whether a pipeline is flowing at an appropriate rate or has restrictions.

Applicant rates for women in all STEMM schools are low compared to the relevant pool size and compared to ECU averages for all schools/disciplines.

A summary of the specific gaps (Table 16 – red circled) follows below (Table 17):

School	Gaps identified for academic promotion rates
SSCI	In the 2021-2023 period, with 53% of women at application level from ALEVB to ALEVC, it is disappointing to observe a 0% application rate. This is a significant decline given in the 2018-2020 period, with 38% of women at the same application level, there was a 46% application rate. SSCI applicant rates to ALEVD/E are consistently below the percentage of women at applicant level, over the 6-year period. When 'on par' with representation of women in the staff cohort at the applicant level, e.g., ALEVD in 2021-23 (33%), this rate is still below the gender parity being sought at ALEVD/E (50%) in the longer-term.
SMHS	SMHS applicant rates are consistently below the corresponding proportion of women at applicant level across the whole 6-year comparison period. Exception is applicant rate to ALEVE in the 2021-23 period where they formed 66% of all applicants. The corresponding rate of women at ALEVD is 33%. This should be seen as encouraging and sustaining this level will see the gender balance at ALEVE achieved within a few years, particularly if supplemented by targeted recruitment.
SENG	SENG applicant rates for women ALEVB/C have improved across the comparison period 2018-2023 from zero applicants from a 13% cohort at ALEVB (2018-20), to 75% of applicants corresponding with women at 57% of the at ALEVB (2021-2023). This improvement is a result of specific approaches from targeted actions for the School as per ECU's Bronze Award Action Plan 2018-2023.

Table 17: Table of ECU analysis of gaps identified for academic promotion rates by STEMM School (SSCI, SMHS and SENG) 2021-2023.

Overall, the staff pipeline for women up to ALEVC in STEMM schools has improved over recent years but is still a barrier especially at ALEVB-C initially and then ALEVC-D. The only school performing well in this area is SENG and only because of targeted actions over the past 5 years have worked to ensure the first cohort of women was ready for promotion; accordingly, given promotion cycles, the next 3-year aggregate will return to a lower improvement rate. Hence, the challenge remaining is the conversion rate of those promoted to ALEVC to the most senior levels of academia (ALEVE) where the promotion criteria become more competitive, and the numbers of staff employed, and promoted, are much smaller.

Australia's talent pool is limited by the underrepresentation of women in STEMM education and careers such as the SSCI PhD candidate in Figure 16.



Figure 16: ECU SSCI PhD candidate Samantha Ridgeway was featured in the ABC news; Perth rocketeer aims for new record with one of Australia's most powerful amateur rockets. Samantha, a wiS, was the first Australian woman to be certified as a Level 3 Rocketeer.

Still, several academic promotion milestones were achieved in the past 12 months (Table 18):

1	Inclusion of strategies within the ECU Strategic Plan to address gaps of underrepresentation across marginalised groups.
2	The first women being promoted to Professor in the SSCI, and the first women ever being promoted in SENG.

Table 18: Key milestones for ECU's STEMM areas across 2023-2024.

Intersectionality considerations

As part of both the standard academic promotion process review, and the additional application work for Cygnet and AS Silver Awards, ECU analysed academic promotion outcomes from 2019 - 2023. Initially, the analysis focused on gender, but ECU subsequently considered intersectional factors that might influence these outcomes. These factors include Aboriginal and Torres Strait Islander status, disability status, and culturally and linguistically diverse (CaLD) backgrounds, with outcomes reported in Table 19.

Intersectional factors considered	% of applications from intersectional group	% of Successful applications	Comments
Aboriginal and Torres Strait Islander	0%	N/A	There was zero Aboriginal and Torres Strait Islander people that applied for promotion.
Disability	2% (4)	75% (3)	For all genders, out of the four applicants 3 were successful.
Culturally and Linguistically Diverse	30% (67)	24% (35)	For all genders, out of the 67 applicants, 35 were successful.

Table 19: Summary of ECU analysis of academic promotions and intersectional considerations across the period 2019-2023.

Aboriginal and Torres Strait Islander Staff

In 2023, 38 staff members identified as Aboriginal and Torres Strait Islander, with 76% (29) being women. This represents an increase from 2019, when there were 31 staff members, of whom 58% (18) were women. Despite this increase in numbers, only 10 of these staff members in 2023 were academic staff (26%), and among them, two were already at ALEVE, the highest academic level, thus ineligible for further promotion. Thus, a significant portion (74%) of ECU's staff identifying as Aboriginal and Torres Strait Islander are professional staff and professional staff do not apply for promotion under the Academic Careers Framework.

Of the academic Aboriginal and Torres Strait Islander staff, the 8 out of 10 who were not promoted in 2023, was because of a myriad of reasons, namely as many staff were not eligible for academic promotion yet. At ECU, the standard norms for academic promotion include that promotion is considered to be "accelerated" if achieved between three to five years since the last promotion/ commencement and before three years would be considered "exceptional". This is comparable across universities in the sector particularly as when academics move into higher levels, evidence of consistent and sustained achievement is necessary."

In 2019, there were only seven academic Aboriginal and Torres Strait Islander staff members at ECU; not withstanding voluntary redundancies, this means those seven would only be due for promotion in 2024.

ECU has previously identified the absence of Aboriginal and Torres Strait Islander applications for promotion as part of a broader issue concerning the employment and career progression of these groups. This acknowledgement of an issue is aligned with the University's ongoing initiatives spearheaded by the Deputy Vice-Chancellor (Students, Equity, and Indigenous) and driven through ECU's strategic plans such as the *Aboriginal and Torres Strait Islander Plan* and the *Aboriginal and Torres Strait Islander Workforce Action Plan 2022 – 2029* (Table 20).

Aboriginal and Torres Strait Islander Strategic Support Plan 2022 – 2026	
<ul style="list-style-type: none"> This plan articulates the proactive steps ECU will take to achieve our Aboriginal and Torres Strait Islander employment target and outlines the responsibilities and the execution of initiatives to support staff throughout the employee lifecycle. The lack of employment and promotion outcomes from Aboriginal and Torres Strait Islander staff underscores the need for continued and enhanced efforts to support their academic careers through the following objectives: 	
1. Ensure all ECU students engage with Aboriginal and Torres Strait Islander content, perspectives, and histories.	6. Expand high-quality international student experiences for Aboriginal and Torres Strait Islander students.
2. Lead Western Australia for Aboriginal and Torres Strait Islander access and participation.	7. Grow our Aboriginal and Torres Strait Islander workforce
3. Establish a whole-of-institution approach to success and retention for Aboriginal and Torres Strait Islander students.	8. Support ongoing career development for Aboriginal and Torres Strait Islander staff.
4. Become a national leader in Aboriginal research.	9. Develop relationships with external partners to empower Aboriginal and Torres Strait Islander communities within and beyond the University.
5. Support and empower Aboriginal and Torres Strait Islander higher degree by research (HDR) candidates	10. Explore entrepreneurial engagement with industry and communities to share ECU's expertise in Aboriginal and Torres Strait Islander matters.

Table 20: Overview of the Aboriginal and Torres Strait Islander Strategic Support Plan 2022 – 2026.

Disability and CaLD Status

ECU's thorough analysis of intersectional factors in academic promotion outcomes reveals critical areas for improvement aiming to foster a more inclusive academic community. The intersectional analysis on ECU's available collected diversity data for academic promotion included staff who reported as having disabilities and those from CaLD backgrounds. ECU reviewed four-years' worth of academic promotions data, considering these intersecting diversity factors both independently and in conjunction with gender⁴.

However, the number of people identifying as having a disability was low, hence ECU was unable to ascertain meaningful trends. Since 2019, only four applications for promotion were reported as originating from someone experiencing a disability. Of those four, three were successful (75% success rate against 52% University-wide).

From 2019-2023, ECU has strong representation of CaLD applicants through academic promotions to ALEVC. However, only one CaLD woman applied for (and was successful) for ALEVD or ALEVE in 2023. In Figure 17, for a wider perspective, the University is seen as a whole, before being broken down by STEMM schools as the focus of the data analysis in Table 21.

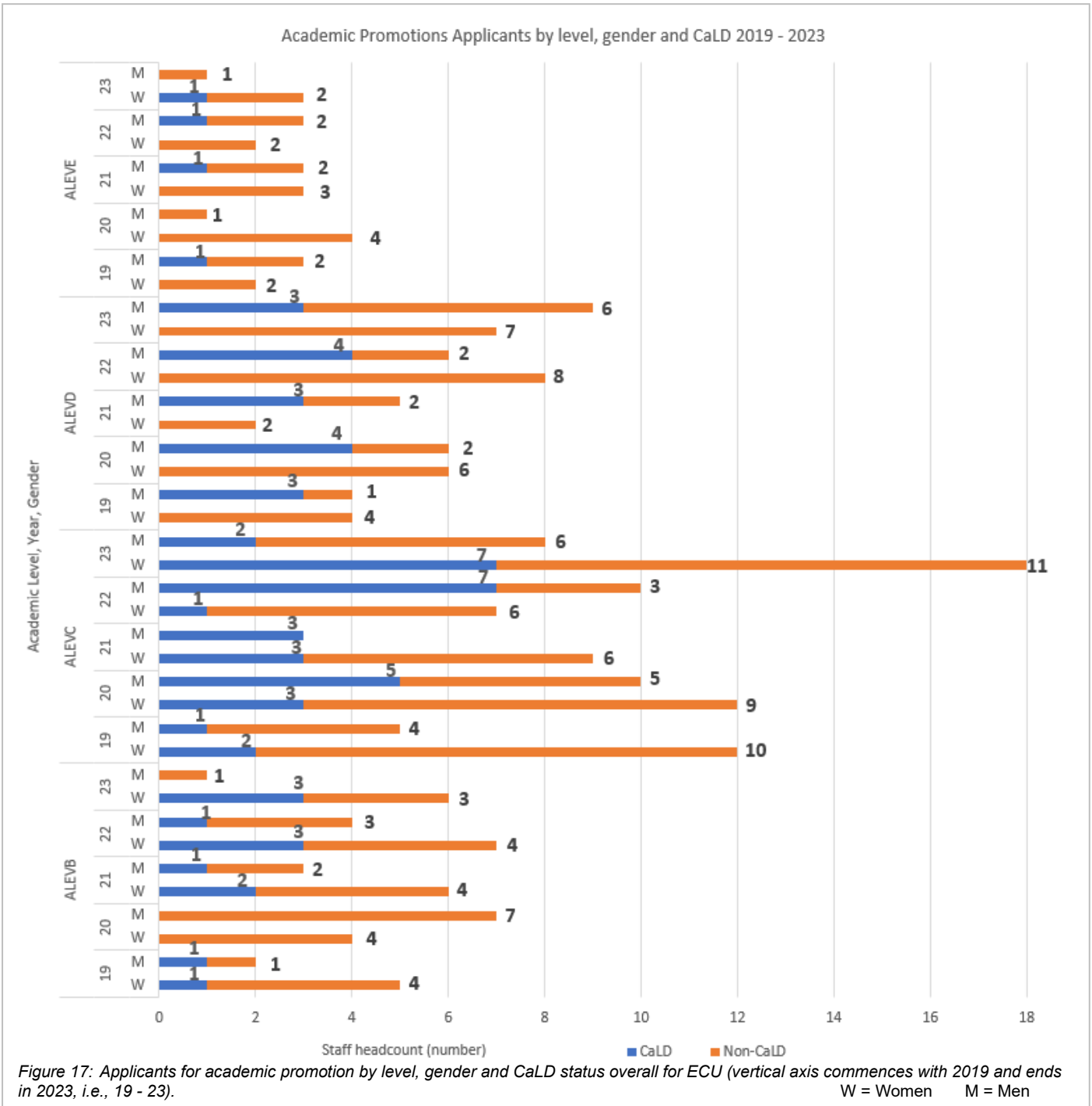


Figure 17: Applicants for academic promotion by level, gender and CaLD status overall for ECU (vertical axis commences with 2019 and ends in 2023, i.e., 19 - 23). W = Women M = Men

⁴ Aligning with the ideas that women specifically from CaLD backgrounds or with disabilities may face compounded challenges that are not immediately visible when considering gender alone.

In the reviewed period 2019 – 2023, when cross referenced with gender, CaLD women across the STEMM schools do not regularly appear as applicants for promotion beyond ALEVC (Table 21). SNM and SMHS had lower CaLD staff applying for promotion and SNM specifically with no women applying for ALEVE at all in 5 years. Hence, this is why ECU chose this as a Key Barrier for a Cygnet and expects there will be many cross-disciplinary learnings from the monitoring of that Cygnet Action Plan.

	ALEVB					ALEVC					ALEVD					ALEVE					Total									
	2019		2020		2021	2022		2023		2019		2020		2021	2022		2023		2019			2020		2021	2022		2023			
	W	M	W	M	W	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W		M	W	M	W	M	W	M	W	M
SNM																														
CaLD					1		1		1		2		1		1														7	
Non-CaLD	1				1		2		2		2		1		2		1		1		2		1		1				17	
SMHS																														
CaLD				1		2				1		1		1				1		1		1		1				9		
Non-CaLD			2	2	2		2	2		2	4	1	1		2		1	2	1	1		1		1	1	1	1	1	37	
SSCI																														
CaLD					1				1		3		1		3				1									11		
Non-CaLD							2	2		1			1		1				1		1		1	1	1	1	1	1	15	
SENG																														
CaLD									1								3				2					2	1		10	
Non-CaLD																									1				1	
Total - STEMM CaLD																														
CaLD				1		2		3		2	1	3		4	1	2		4	5	3		2		2		1		2	41	
Non-CaLD	1		2	2	3		2	2	2		6	2	6	2	2		2	2	2	1	1	2	2	1	1	2	3	1	2	66
All ECU Total - CaLD																														
CaLD	1	1			2	1	3	1	3		2	1	3	5	3	3	1	7	7	2		3		4		3		4	67	
Non-CaLD	4	1	4	7	4	2	4	3	3	1	10	4	9	5	6		6	3	11	6	4	1	6	2	2	2	8	2	7	154

W = Women M = Men

Table 21: STEMM school applicants for academic promotion by level, gender and CaLD status.

Through dissecting these different cuts of data, we can identify contextually where core inequities are located. By analysis of this CaLD data over the four STEMM schools, in 2023 there was only one woman in total that applied for promotion at ALEVE, in SMHS (Table 21). Figure 17 indicates this was less than the women who do not identify as CaLD (no CaLD men applied). SMHS has a more consistent number of CaLD staff compared to the number of overall CaLD academic staff in the School. Although there are smaller numbers, there are women at ALEVD, indicating a potential pipeline of women. Also, 67% (4/6) of the CaLD staff applying for promotion were successful in SMHS.

The total number of CaLD academic women across ECU in 2023 was 91. All STEMM schools had lower numbers of women than men applying for academic promotion. In SNM, despite being a school dominated by women, in 2023 the full dataset revealed that CaLD women (Total N=14) are not represented above ALEVC at all (only two CaLD women at ALEVC). Of the current 61 academic women in SNM identifying as non-CaLD, between 2019 and 2023, 16 applied for academic promotions.

Additionally, CaLD women in SNM have not had a high success rate with academic promotions, with 100% of applications for ALEVC from CaLD women being unsuccessful over the past five years (see Key Barrier 3). This is why ECU's Application concentrates on career development for CaLD women in SNM, in Key Barrier 3 building on the achievements of the corresponding Cygnet Award #3 (Diversity in SNM).

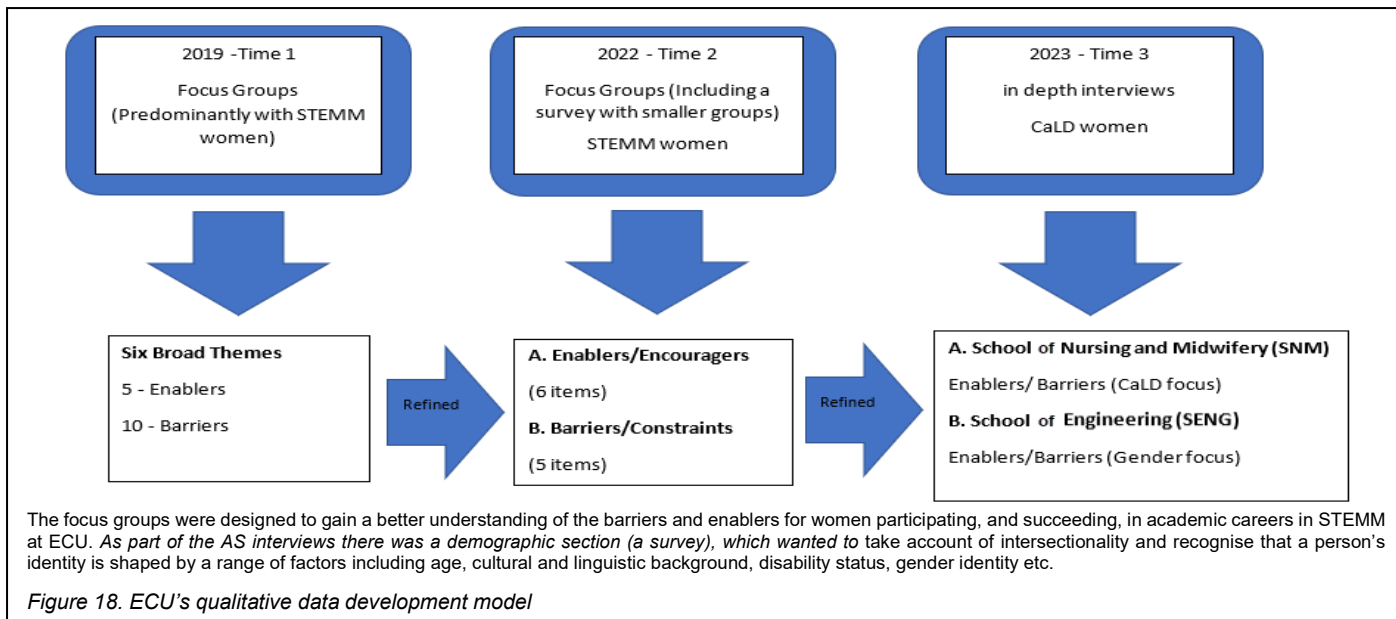
In contrast, SENG and SSCI had such low numbers of women in their respective schools, especially in senior ALEVs, the initial focus was on increasing their numbers. Also, due to academic promotion norms, the women in SENG are not due to apply for promotion to ALEVD for another three to five years minimum as they were promoted in 2023 to ALEVC (all three SENG women that were promoted are CaLD women).

Consultation and feedback on academic promotion

As data showed little evidence of clear patterns, the issue of low application rates was explored with qualitative data methods using dedicated AS focus groups in 2022 (contributing to Cygnet Award applications) and interviews in 2023 (contributing to Cygnet and Silver Award applications).

AS focus groups were facilitated with relevant academic wiS, to capture their lived experiences and confirm if ASBAP actions were being achieved. The focus groups were designed to re-visit the original themes identified

from 2019 (referred to as a Time 1 review), supplemented with additional questions to assess any change to the organisational career context as it is perceived by staff and improve staff engagement with Athena Swan initiatives and guide future actions. In 2023, follow up AS promotion and cultural interviews with SENG and SNM were conducted as part of the Cygnet Award.



Numerous challenges were expressed as per an overview in Table 22.

Women in STEMM staff quotes, 2022 and 2023
• “[Academic Promotion] It’s not about how good you are, but how good you sell yourself.”
• “People who have a more public profile or a champion on the panel get promoted.”
• “I’d like to apply for promotion. Is it reasonable to say to my line manager that I want to reduce what I’m currently doing [with teaching workload] to include more university service. i.e., being on more university committees.”
• “For career advancement, negotiating the workload is the biggest thing for me.”
• “I didn’t study in Australia so I don’t have the links for my research that others may have.”

Table 22: Snapshot of women in STEMM staff quotes from focus groups and staff interviews, 2022 and 2023.

Mainly, feedback from ECU’s wiS, when asked their issues they would like addressed by the University, reported lack of career promotion resources, lack of leadership opportunities and a lack of strategic development or awareness of available guidance processes to know ‘how’ to prepare and apply for promotion as per the sub-issues below.

Lack of development strategies or awareness of available guidance processes to know ‘how’ to prepare and apply for promotion

Staff interviews with wiS indicated they felt there was inadequate guidance from their line managers for them to know ‘how’ to apply for promotion, including the ongoing preparation that is required.

WiS reported they weren’t aware of the long-term strategies ECU was promoting through all-staff global (University-wide) emails, websites, SharePoint sites, and promotion information sessions. Consequently, feedback (Figure 19) indicates a lack of awareness and understanding of ECU’s communication efforts and resources already in place. Despite significant efforts, this highlights the need for the University to facilitate uptake of these resources in a customised way, e.g., via mentors at a school-level.

“I haven’t looked at ASPEO. Like how would I? I am so busy with teaching and finding time for research.”
“I’d like to apply for promotion... I didn’t know there was a website with that information.”
“From my point of view, I’ve recently applied for promotion and was successful [from ALEVA] to an ALEVB but going to ALEVC is way more complex [to me].”
“You need to know what to do, but it’s just confusing...”
“Lack of clarity for promotion process.”

Figure 19: Staff quotes on academic promotions.

Action 2.2.	Develop and implement a ‘career advancement checklist’ equipping line managers to inform all ALEVs – ALEVC through to ALEVE (for all ECU staff).
Action 2.3.1	Continue monitoring of ECU’s wiS workforce through school specific P&C Plans.

ECU is phasing out the previous academic promotion framework, the *Academic Staff Performance Expectations and Outcomes Framework (ASPEO)*. ASPEO will be superseded by ECU's new *Academic Careers Framework* (the Framework) that will be more reflective of the unique journeys staff face, accompanied by a range of organisational enablers, and provides academic staff with significantly greater clarity on performance expectations in the core areas of academic work. This includes what is currently lacking in explicit advice for academic promotion for some wiS as it specifically aims to mitigate exclusionary barriers to academic career success (Figure 20).



Figure 20: ECU Contemporary Academic Careers Framework Plan.

Action 2.2.	Develop and implement a 'career advancement checklist' equipping line managers to inform all ALEVs – ALEVC through to ALEVE (for all ECU staff).
Action 2.3.	Complete the Contemporary Academic Careers Framework Project, addressing issues with existing approaches and academic career structure.

Since mid-2022, ECU undertook extensive consultation as part of the Framework's development to provide a firm foundation for the development of the range of elements and policy and procedure renewal for this profoundly different and innovative approach (Table 23).

The Framework:	
1.	Has involved stakeholder consultation and agreement. Timeline below spanning 2022 to present.
2.	A key project objective is to: <i>Assess internal perceptions and identify issues with existing approaches and academic career structures, the parity of different academic roles, and future drivers of change through internal stakeholder engagement.</i>
3.	A few relevant guiding principles are:
3.1	<ul style="list-style-type: none"> ECU will value and support the emerging diversity of academic career trajectories and acknowledge that the different components of academic work for an individual will change over a career lifecycle and be recognised in the expectations of success.
3.2	<ul style="list-style-type: none"> ECU will underpin academic career development by a contemporary approach to GEDI and mitigation of exclusionary barriers to academic career success.
4.	The Framework enables academic roles and is underpinned by systems, policies, and procedures.
5.	Academic Working Group which has informed the Framework development. Several staff have strong links to AS (and/or strong advocates):

Table 23: ECU Contemporary Academic Careers Framework Overview.

The Framework Project team created the Academic Careers Framework Approach (Figure 21).



Figure 21: Visual representation of the ECU Contemporary Academic Careers Framework approach.

This includes a set of foundational Guiding Principles, which have been developed to describe what has been identified as the essential components and expectations of contemporary academic work, as a means to better align the purpose of the organisation to the aspirations of academics at ECU.

The following figure (Figure 22) disaggregates all the components of the Framework. This helps to focus the thinking and discussion, to ensure all the different aspects and uses of the Framework can be captured.

Element	Definition
1. Academic Careers Framework	This is the overarching narrative that defines what it means to be an academic at ECU, what success looks like, what ECU values, what an academic career looks like, and the domains of activity that underpin these things.
2. Academic Careers Tool	The central 'tool' that is used by academics for the various applications (row five of Figure 1 lists the proposed applications of the Framework). The tool provides the definitions and capabilities for each of the domains across the different levels (ALEV A – ALEV E).
3. Measurement	A measurement tool that provides dashboards and data across each of the domains to enable ongoing performance management and career development. This data will be aligned with, and contribute to reward and recognition processes, including academic promotions. This is similar to data available in current dashboards, however new dashboards will consolidate these to reflect updated and agreed metrics and evidence sources.
4. Assessment	The approach to assessing performance against the domains and capabilities. A core tenet of the contemporary Academic Careers Framework is that it should provide flexibility in the way that academics demonstrate performance and impact. The assessment process enables flexibility and discipline specific assessments.

Figure 22: Outline of the elements of the Framework.

In practice, the design of the Framework aims to attract, develop, and retain a more diverse and talented academic workforce. The Framework ensures that all academic staff can see a clear and valued path to professional growth and recognition. Outline of the elements of the Framework are below (Figure 23):

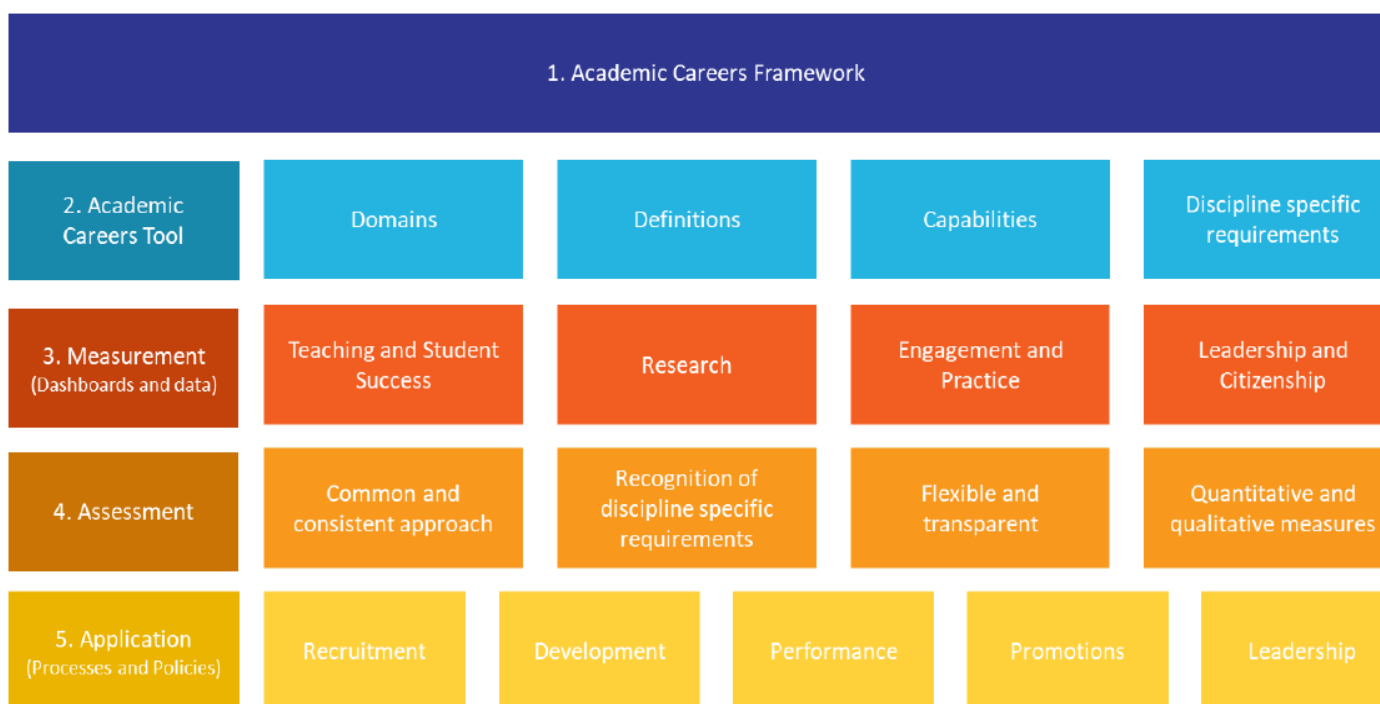


Figure 23: Key components of the ECU Contemporary Academic Careers Framework.

Three illustrative personas are provided (Figure 24) to highlight how the Framework will recognise performance across diverse academic pathways. These personas demonstrate that success within the ECU community is not a linear path and shows that academics can flourish at ECU whether their career focus is on teaching, research, engagement and practice, or an integrated blend of all.

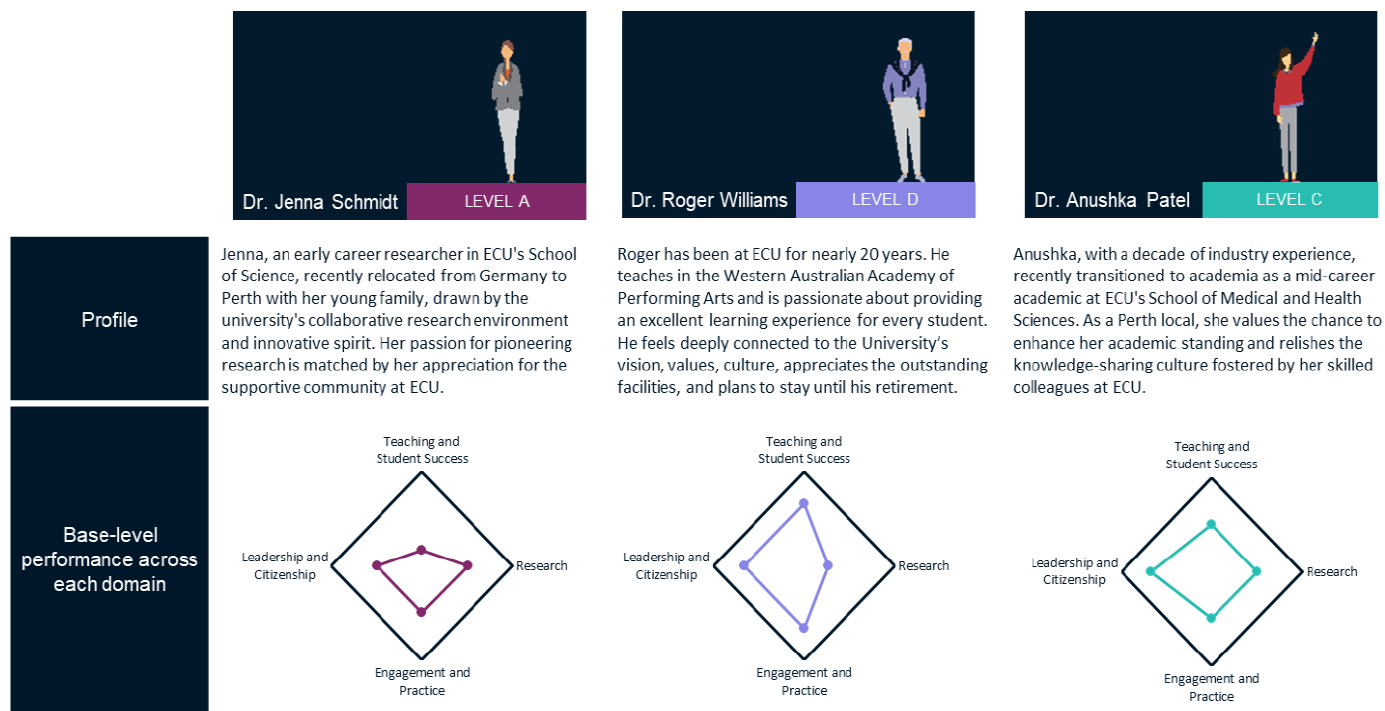


Figure 24: ECU Contemporary Academic Career Framework Illustrative personas.

Key differences of the new Academic Careers Framework compared to the previous ASPEO Framework (Table 24).

New features of the Academic Careers Framework
<ul style="list-style-type: none"> The introduction of "Engagement and Practice" as a new domain, expanding the recognition of academic activities and achievements beyond traditional boundaries, with an explicit outward-facing practice focus.
<ul style="list-style-type: none"> More flexibility in the model allowing academic staff to focus on domains most relevant to their roles, without the requirement to demonstrate performance across all domains.
<ul style="list-style-type: none"> Commitment to scholarly pursuits and discipline-specific requirements across all domains, ensuring that the Framework supports a rigorous and relevant approach to academic work.
<ul style="list-style-type: none"> Inclusive design that recognises and values the diverse identities, backgrounds, and achievements of all academics, supporting career development in a way that is responsive to changing academic landscapes and personal aspirations.
<ul style="list-style-type: none"> The Framework moves away from defining set 'roles' for academics (e.g., teaching only, research only, teaching and research) and instead provides opportunities for academic staff to focus on demonstrating their unique strengths.
<ul style="list-style-type: none"> The Framework is designed to support a variety of different applications at ECU: career development, promotions, recruitment, and performance. A single, agreed, definition of academic capabilities at different levels will ensure clarity and transparency for all ECU academic staff on expectations and measures of success.
<ul style="list-style-type: none"> Illustrative personas are provided above to highlight how the Framework will recognise performance across diverse academic pathways.

Table 24: New features of the Academic Careers Framework.

Planning for career progression and academic promotions

Additionally, (even though ECU encouraged academic promotion) many wiS expressed they did not have career progression/academic promotion discussed in their annual performance review cycle, ECU's Management for Performance System (MPS), for them to plan at least a year-or-two ahead (Figure 25).

"I look at the ASPEO framework, but I would really like to have someone on a year-to-year basis speak to me and say "You have this, but need more focus on that". I think I'm strong at it but maybe I'm not."
 "If I'm going to apply in a couple of years. Collate the outcomes and evidence need to put it away for outcomes and evidence. Need to bank it. Don't leave it until you have the 'bandwidth' that is a big job."
 "[Promotion] requires people who understand the promotion process. Doesn't mean it shouldn't be done or can't be done."

Figure 25: Staff quotes on academic promotions.

ECU will now develop and implement a 'career advancement checklist', equipping line managers to effectively operationalise the MPS process.

Action 2.1.1.	School-specific promotion sessions will interpret the new Academic Career Framework and promotion standards for the levels that are showing sustained gaps in the relevant discipline context. Particularly for non-traditional career path patterns.
Action 2.2.1.	Develop and implement a 'career advancement checklist' equipping line managers to inform all Academic Levels C (ALEVC) through to ALEVE (for all ECU staff).

Mentors and networks which aim to successfully progress wiS careers

There was a mixed representation in participants who expressed that they were encouraged to apply for promotion. Those who did have a mentor had successfully progressed and were promoted through the promotions system showing the importance of these discussions (Figure 26).

"I think having a mentor internal or external gives me a better opportunity to be promoted".

"I pull all my work together and give my papers to my mentor - I ask them to read my resume and my application because they will see the gaps and then I will know what to do [for academic promotion]."

"The main barrier that I see at this stage for progression, because I'm not considered an early-career academic, I couldn't apply for research. There isn't another academic [role-model/mentor] in the school with the same research interests as my research."

Figure 26: Quotes from wiS acknowledging benefits of a mentor to boost academic promotion prospects.

Building on the previous points, wiS wanted their supervisors/mentors to mentor/coach them on what to expect for academic promotion, i.e., at MPS, or generally across the years, to guide them on addressing the criteria and collating/presenting their evidence for promotion.

As part of ECU's AS journey, there have been several initiatives to engage with wiS, namely through surveys, focus groups and confidential staff interviews. ECU continuously profiles women to give them a voice and promote networking opportunities, through the AS webpages and our commitment to equality and diversity; 'Our Stories' women in STEMM series and the 'News and Events' pages (Figure 27).

The screenshot shows the 'Athena Swan in action at ECU' website. The main content is organized into several columns. On the left, there are sections for 'About' (describing the accreditation framework), 'Athena Swan Charter' (based on ten key principles), 'Development Hub' (targeted support and professional development), and 'Gender equity' (passionate commitment to achieving gender equality). The middle section includes 'Our stories' (community members' studies and careers) and 'Workplace Gender Equity Agency (WGEA)' (annual reporting to the Federal Government). On the right, a 'Women in STEMM' profiles section features portraits and names of five women: Dr. Masoumeh Zargar, Dr. Sora Marin-Estrella, Dr. Jemma Berry, Associate Professor Annette Raynor, and Dr. Stacey Reinke, each with a brief description of their role and expertise.

Figure 27: ECU's AS website features images of women in STEMM, including a number of 'Women in STEMM' profiles

Action 2.1.2.	School-specific promotion sessions are inclusive of promotion challenges for wiS disciplines.
Action 2.1.3.	School-specific promotion sessions are inclusive of intersecting challenges for wiS i.e., CaLD backgrounds, living with a disability.
Action 2.1.4.	School-specific promotion sessions provide positive and visible role-models and mentors to guide wiS for academic promotion.
Action 2.4.	Work across sectors with STEM-employing organisations to develop a resource of best practice examples of processes for recruitment and promotion and retention strategies.

Through ongoing media releases, staff profiling and celebration of wiS achievements, ECU strives to engage and inspire junior academic staff that are women in their career progression (Figure 28).



Figure 28: The Ediths Responsive Roundtable Series 1 2024. ECU Centre for People, Place & Planet, Strategic Research Centre. Credit: Cassandra Tytler, *It will not be pure*, 2024, Video still. 2024, Video.

Lack of opportunity for leadership development

ECU has an overall leadership capability framework developed as part of the ASBAP Action Item 1.3. In 2024, the DVC (Research) [DVC(R)] implemented training for research leads and Associate Dean (Research) [ADR] roles. Despite shadowing opportunities being prevalent in some schools (such as SNM), there remains an overarching perceived lack of opportunities to shadow senior executives.

Successful staff in this program were provided opportunities to get valuable academic experience that was rated in promotions, specifically research grants publications and leadership opportunities were cited.

Reflection on available data indicates WiS continue to have a lack of opportunity to participate in leadership opportunities in their schools, as well as a lack of specific training courses (Figure 29).

*“There was an opportunity to go on the organising committee for a conference but you don’t know if that is good for promotion?
 “So many hurdles to jump through in that promotion application and one of them is – what leadership have you done? Unless you go and forge your own leadership, leadership opportunities within the University are not very forthcoming and I have probably had more than most because I have been here for so long.”*

Figure 29: Staff quotes on academic promotions.

As of 2024, ECU is sponsoring ten academic women (early to mid-career looking to enhance their leadership) to undertake the Advance HE Aurora Australia Pilot. Professional staff members will be invited to another program later in 2024. In addition, P&C has developed and is now offering the ECU Management Foundations program, and both academic and professional staff with management responsibilities are being nominated for the first Pilot Program commencing late April.

During the past eight years, ECU has explored and trialled a range of networking opportunities for senior academic women, including an ECU Professorial Women in Leadership informal network. This is ongoing and UE is presently considering subscribing to broader external women’s networking groups as well, e.g., WATTLE leadership development and networking program for women to attain and succeed in senior university leadership roles (this is being coordinated by P&C in concert with AS Team).

Action 2.1.5.	<i>Increase uptake of targeted leadership programs and training for academic women (e.g., Advance HE Aurora Australia Pilot 2024 and facilitate acting up opportunities for staff).</i>
Action 2.1.6.	<i>Build a community of senior academic institutional mentors for emerging women leaders within ECU, and add to that pool from local alumnae (e.g., from Aurora Australia).</i>
Action 2.1.7.	<i>Investigate relevant subscriptions to external women in leadership networking groups and development programs to supplement in-house offerings.</i>

In combination with identifying academic promotion as a key barrier, ECU examined the retention of academic staff University-wide to determine if this was a factor warranting further investigation.

Retention

ECU looked at retention data by comparing academic staff headcount, voluntary separations, turnover rates, and retention rates (being the inverse of turnover).

Turnover rate by itself does not give ECU leaders a complete picture of respective schools, therefore, data was analysed to view the number of staff in any given school, the number of staff separations and then the turnover rate (Table 25).

School	Year	Headcount		Separations		Turnover rate (%)	
		Women	Men	Women	Men	Women	Men
SAH	2020	54	32	2	1	4%	3%
	2021	54	32	4	2	7%	6%
	2022	52	29	6		12%	0%
	2023	60	36	3	3	5%	8%
SBL	2020	43	55		6	0%	11%
	2021	41	55	4	5	10%	9%
	2022	37	49	3	6	8%	12%
	2023	42	55	2	5	5%	9%
SEDU	2020	77	18	1	1	1%	6%
	2021	79	16	4	4	5%	25%
	2022	73	12	1	2	1%	17%
	2023	79	13	7		9%	0%
SENG	2020	5	26			0%	0%
	2021	4	21		2	0%	10%
	2022	4	20			0%	0%
	2023	4	23			0%	0%
SMHS	2020	85	49	6	4	7%	8%
	2021	91	53	3	3	3%	6%
	2022	79	51	9	6	11%	12%
	2023	81	53	5	2	6%	4%
SNM	2020	47	6	5		11%	0%
	2021	50	6	8	1	16%	17%
	2022	47	7	6		13%	0%
	2023	57	8	6		11%	0%
SSCI	2020	29	51	2	2	7%	4%
	2021	28	50		3	0%	6%
	2022	29	50	3	4	10%	8%
	2023	33	58		6	0%	10%
WAAPA	2020	22	42	1	1	5%	2%
	2021	22	44	4		18%	0%
	2022	18	41	2	4	11%	10%
	2023	22	47	1	2	5%	4%

Table 25: Headcount, staff separation number and turnover rates for academic staff at ECU across all eight schools.

ECU's breakdown of voluntary separations (employees who leave ECU on their own terms) is illustrated in the AS Dashboard (Figure 27) and facilitated by further data analysis from ECU's P&C Team (Table 25 and 26). This information is provided to schools and service centres as part of workforce planning.

This breakdown of ECU's academic staff voluntary separations by school and gender individual numbers. Understanding voluntary reasons for separations helps ECU to target our retention efforts and improve recruiting/onboarding processes. Additionally, the mix of involuntary reasons for separations can significantly impact future recruiting efforts, performance management, disciplinary programs, and workforce planning models.

Figure 30 exemplifies the detailed breakdown available through the AS Dashboard, showcasing year-to-date turnover trends, comparisons to the previous year, and a three-year rolling average. Importantly, the AS Dashboard also features built-in functions to flag high or low numbers and identify outliers so that at any given time, line managers and leaders can be aware of the turnover rate.

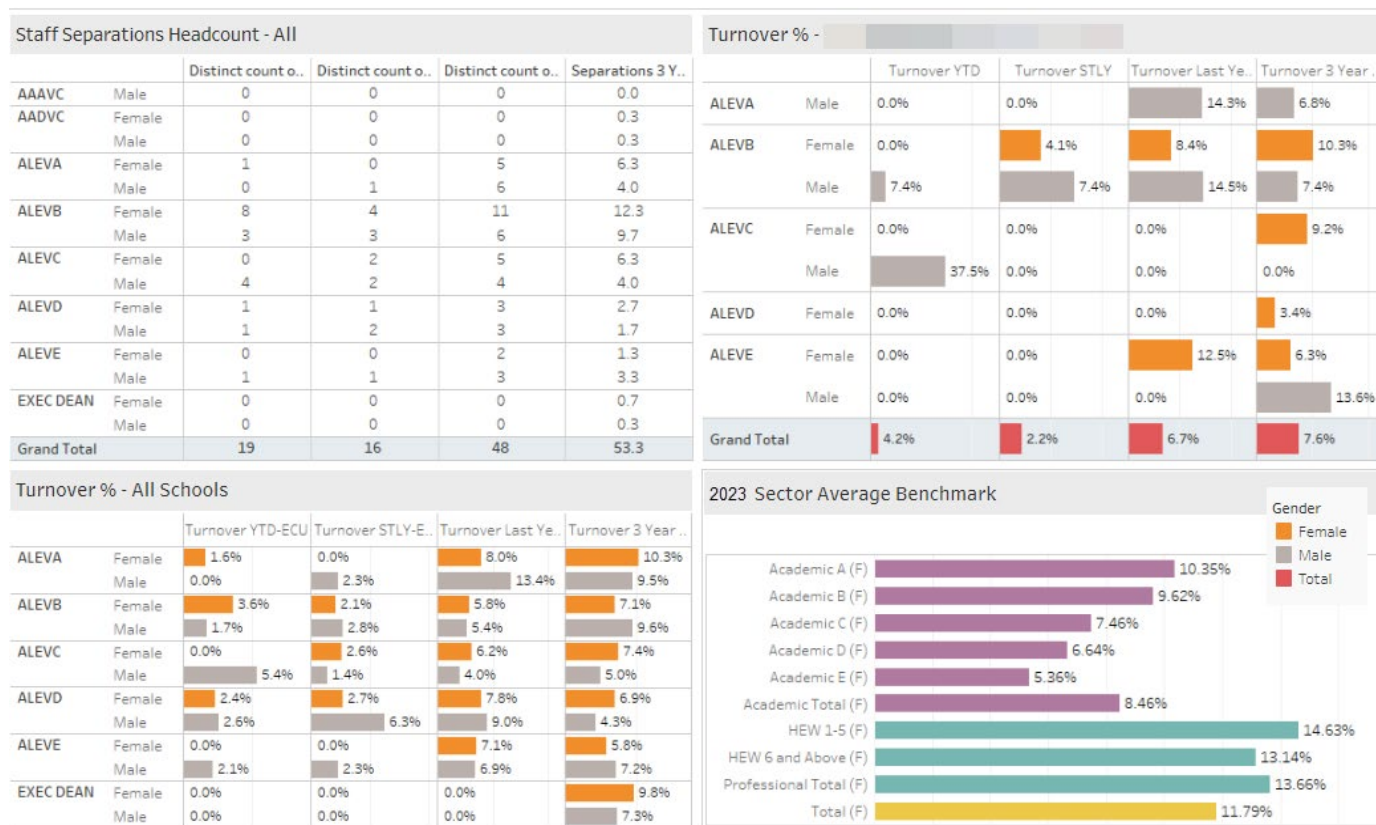


Figure 30: Voluntary staff separations data – example from the AS Dashboard.

Note: ECU's data collection systems gather data based on sex (male/female) rather than gender (man/woman).

Specifically, for wiS, when reviewing the turnover rates there was no indication that retention rates were an issue that needed to be further addressed (Table 26).

School	Year	Turnover rate (%)		School	Year	Turnover rate (%)	
		Women	Men			Women	Men
SAH	2020	4%	3%	SMHS	2020	7%	8%
	2021	7%	6%		2021	3%	6%
	2022	12%	0%		2022	11%	12%
	2023	5%	8%		2023	6%	4%
SBL	2020	0%	11%	SNM	2020	11%	0%
	2021	10%	9%		2021	16%	17%
	2022	8%	12%		2022	13%	0%
	2023	5%	9%		2023	11%	0%
SEDU	2020	1%	6%	SSCI	2020	7%	4%
	2021	5%	25%		2021	0%	6%
	2022	1%	17%		2022	10%	8%
	2023	9%	0%		2023	0%	10%
SENG	2020	0%	0%	WAAPA	2020	5%	2%
	2021	0%	10%		2021	18%	0%
	2022	0%	0%		2022	11%	10%
	2023	0%	0%		2023	5%	4%

Table 26: Turnover rates for academic staff at ECU across all eight schools.

In the absence of intersectionality data there is a distinct opportunity here to assess women attrition rates and trends through exit survey interviews coupled with available diversity demographic staff data.

Action 2.3.3

Conduct trend analysis of staff exit surveys for wiS with an intersectional lens in conjunction with the available diversity demographic data for staff.

Figure 31 below, shows that voluntary separations percentage⁵ across ECU is relatively low for all staff, despite a voluntary early retirement package being offered to eligible staff in 2021.

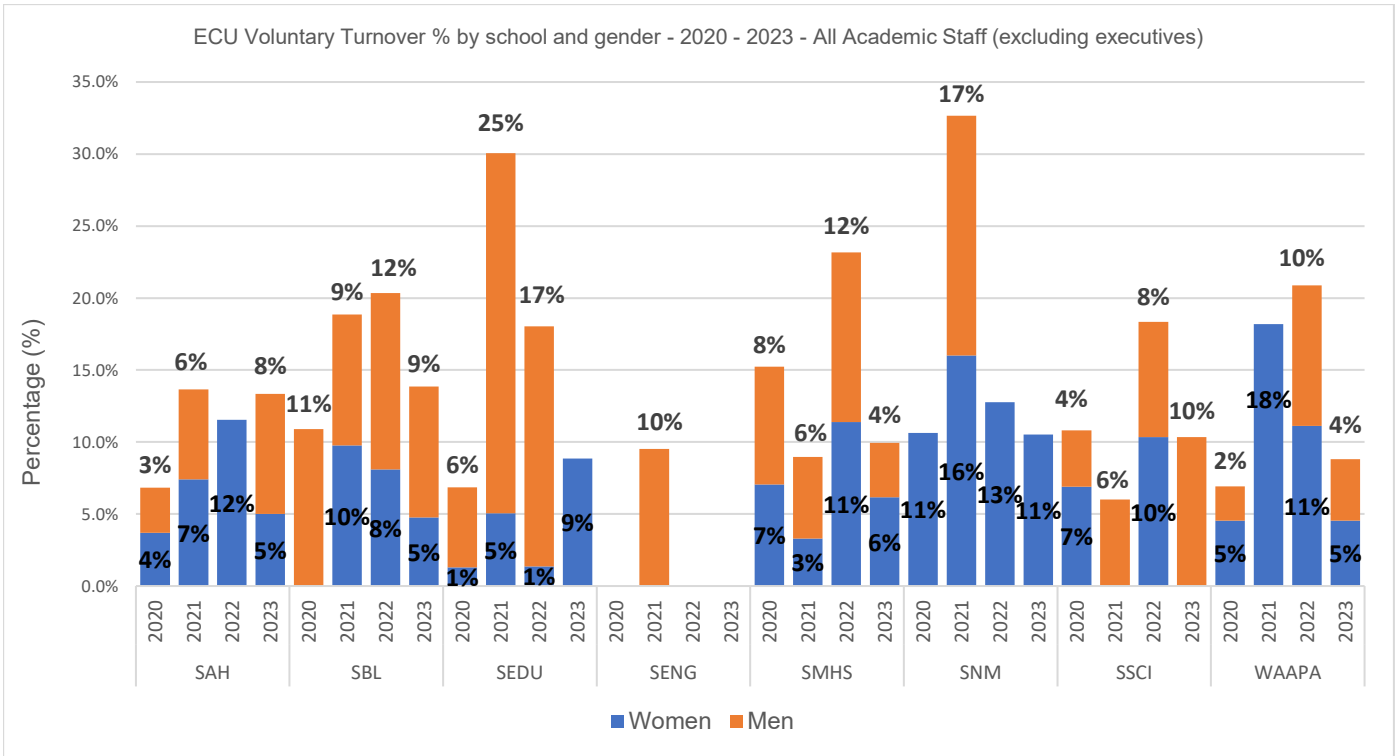


Figure 31. Turnover rates for ECU academic staff across all eight schools by school and gender – 2020 – 2023 in percentages.

SNM had slightly higher rates of turnover and so in addition to the School, the AS Team further reviewed this data as part of data analysis which contributed to the outcomes section in *Key Barrier #3* to ensure there were no additional sub-barriers (investigations did not confirm a need for action). SMHS only had one year where there was a higher number of separations and then returned to lower numbers. Comparatively, SENG and SSCI has low turnover rates and number of staff separations both individually and when assessed women against the men.

In fact, the turnover rate for academic women across all schools didn't exceed 18% for women and 25% (in one single year this 25% turnover rate for men occurred as an outlier, only due to known circumstances) and an average of six percent (men and women respectively) in 2023 across all schools (Figure 32).

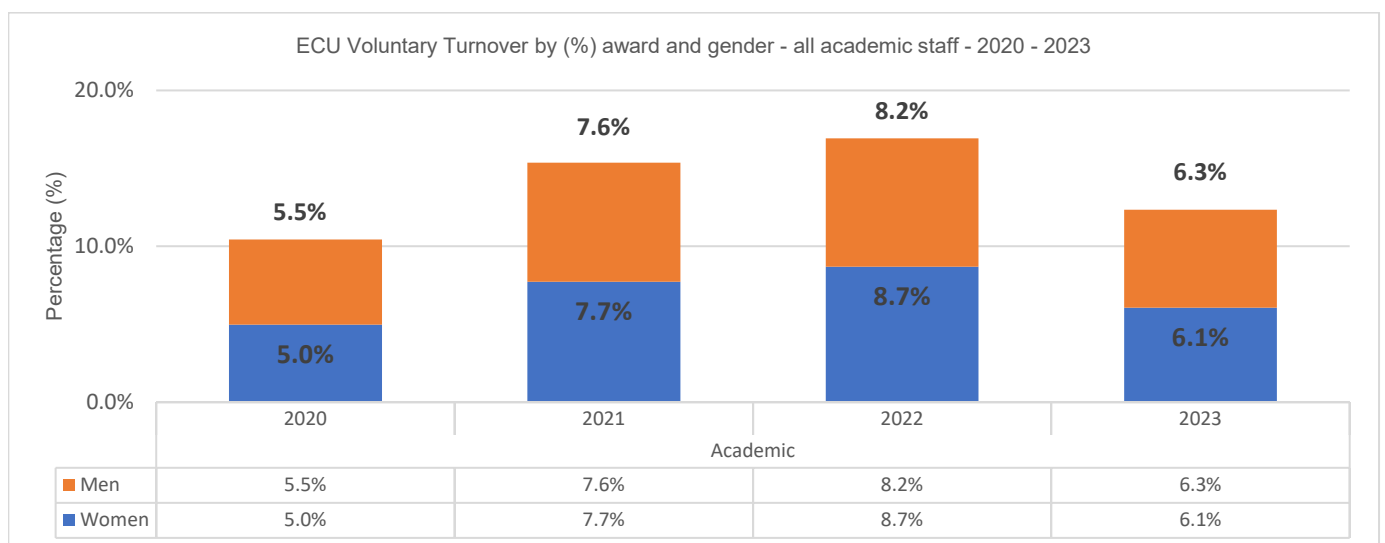


Figure 32. Turnover rates for all ECU academic staff by award and gender – 2020 – 2023 in percentage.

⁵ Voluntary reasons for separations may help organisations to direct retention efforts and interventions in recruiting and onboarding.

To determine whether any actions were needed, specifically for wiS schools, the proportion of staff leaving from each school and those trends and patterns were analysed and also compared to non-STEMM schools and to ECU as a whole.

However, there is no identification of a sub-barrier here or any additional actions required. The average for academic staff (both men and women) is 6.9% over the four years reviewed. The average for all STEMM schools being 6% for women and 5% for men compared to non-STEMM schools of 7% for women and 7% for men, so this is deemed equivalent.

Additionally, when benchmarking, ECU compares its turnover rates to the Australian Higher Education Industrial Association (AHEIA) Benchmarking Results. In 2023, the AHEIA voluntary separations comparisons rates were 8.46% for women and 7.45% for men. Table 25 (on page 40) compares headcount, separations, and turnover rates across ECU's eight schools, showing figures largely in line with the AHEIA rates. Since the numbers are not consistently high within individual schools over time, and ECU's overall retention is comparable to these benchmarks, retention was not deemed a focus for this Application.

When reviewing the data, consideration was given to patterns of high turnover in particular schools. However, more consideration was given when turnover rates was higher than the normal consistent trend rates, this was investigated [hence the two schools, SNM and Western Australian Academy of Performing Arts (WAAPA)], form part of the five Key Barriers of the Silver Application as there were possible flags. However, the figures above show a consistent trend in the number and rate of all genders leaving ECU voluntarily. There was negligible movement up or down and many schools had multiple years of 0% turnover.

Also, ECU's staff retention strategies such as flexible working, a focus on GEDI and gender-balanced leadership, appear to be effective (see *Cygnets #1*) and as such ECU didn't identify retention as a barrier at this time, but will continue to monitor exit rates and intervene with action where necessary.

KEY BARRIER 1: Lack of development strategies to assist women in STEMM (wiS) to prepare for promotion

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
	<p>The continued compression of women at Academic Level B (ALEVB) means there is a number of academic women looking to be promoted in the next 18 – 24 months.</p> <p>Specific target groups:</p> <ul style="list-style-type: none"> • School of Science (SSCI) applicant rates for ALEVB/C and ALEVD/E are consistently below % women at applicant level, over the 6-year period. Applicants to ALEVD in 2021-23 sits at 33% - this rate is still below the gender parity for ALEVD/E (50%). • School of Medical Health Sciences (SMHS) applicant rates are moderately lower below the corresponding % of women at applicant level across the whole 6-year comparison period. • School of Engineering (SENG) applicant rates for women ALEVB to ALEVC have improved across the comparison period 2018-2023 from zero applicants from a 13% cohort at ALEVB (2018-20) to 75% of applicants corresponding with 57% women at ALEVB (2021-23). This group are now the focus for building women's numbers ALEVC to ALEVE over coming years. • School of Nursing and Midwifery (SNM) have improved applicant and success rates for women but will now target culturally and linguistically diverse (CaLD) men and women applicants to ALEVC and above. 	<p>Actions</p> <p>2.1. Develop and deliver a school specific promotion session (for each Science, Technology, Engineering, Mathematics and Medicine (STEMM) school).</p> <p>2.1.1. School-specific promotion sessions will interpret the new Academic Career Framework and promotion standards for the levels that are showing sustained gaps in the relevant discipline context. Particularly for non-traditional career path patterns.</p> <p>2.1.2. School-specific promotion sessions are inclusive of promotion challenges for wiS disciplines.</p> <p>2.1.3. School-specific promotion sessions are inclusive of intersecting challenges for wiS i.e., CaLD backgrounds, living with a disability.</p> <p>2.1.4. School-specific promotion sessions provide positive and visible role-models and mentors to guide wiS for academic promotion.</p> <p>2.1.5. Increase uptake of targeted leadership programs and training for academic women (e.g., Advance HE Aurora Australia Pilot 2024 and facilitate acting up opportunities for staff).</p> <p>2.1.6. Build a community of senior academic institutional mentors for emerging women leaders within ECU and add to that pool from local alumnae (e.g., from Aurora Australia).</p>	<p>Q2, 2024 – Q4, 2024</p> <p>Q2, 2024 – Q4, 2024</p> <p>Q2, 2024 – Q4, 2024</p> <p>Q1, 2024</p> <p>Q3, 2024</p> <p>Q3, 2024</p> <p>Q1, 2024</p>	<ul style="list-style-type: none"> • Executive Deans (EDs), STEMM schools • Deputy Vice-Chancellor (Regional Futures) (DVC[RF]) – AS Lead • Director, People and Culture (P&C) • Office of the Deputy Vice-Chancellor (Regional Futures) (ODVC[RF]) – Program Manager AS 	<ul style="list-style-type: none"> • EDs, STEMM schools 	<p>Outcomes</p> <ul style="list-style-type: none"> • Improved applications for academic promotion for ALEVC-E wiS for all identified schools as per new school level individual targets based on sustained gaps data. <ul style="list-style-type: none"> ○ SSCI – improve application rates for women to an average of 30% overall for ALEVB-E. ○ SENG – maintain application rates for women to an average of 75% for applications to ALEVC. ○ SNM – improve application rates for women to an average of 20% overall for ALEVB-D. For ALEVE improve to a 15% application rate. ○ SMHS – improve application rates for women to an average of 30% overall for ALEVB-E. • Maintain or improve (where relevant) success rates for wiS disciplines in academic promotion ALEVC-E as per individual school targets. <ul style="list-style-type: none"> ○ For example, SSCI applicant rates to ALEVC, D and E are on par with % of women at the applicant level, over a three-year period. When 'on par' with representation of women in the staff cohort at the applicant level e.g., 33% this be an interim goal, but the longer-term goal is 50%.

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
	<p>There is a separate action plan specifically addressing this.</p> <ul style="list-style-type: none"> Schools can utilise People and Culture (P&C Plans) to capture targets and actions. 	<p>2.1.7. Investigate relevant subscriptions to external women in leadership networking groups and development programs to supplement in-house offerings.</p> <p>Outputs</p> <ol style="list-style-type: none"> Annual school-based promotion panel session. wiS to feel more confident through accessible and increased information. Implementation of engagement strategies for the intersectional groups where women do not apply for promotion to senior levels. This includes direction and guidance for research activity and profile where needed. Ten academic women took up the sponsorship opportunity and completed the Advance HE Aurora Australian Pilot in 2024. There was parity of academic women and professional staff completing the ECU Management Foundations program in 2024. 				<p>Impact</p> <ul style="list-style-type: none"> wiS report that when they are applying for promotion they are: <ul style="list-style-type: none"> Mentored by their line managers. Encouraged by their school. The school promotion sessions helped them to prepare for academic promotion. They reported opportunities for leadership development. Women reported the internal and external leadership and management development opportunities offered in 2024 helped accelerate their career progression.
	<ul style="list-style-type: none"> Facilitating conversations, encouraging staff feedback and addressing the availability and correctness of information provided for wiS seeking promotion is key for improvement. 	<p>Actions</p> <p>2.2. Develop and implement a 'career advancement checklist' equipping line managers to inform all Academic Levels C (ALEVC) through to ALEVE (for all ECU staff).</p> <p>2.2.1. Acknowledge ECU's focus wiS disciplines and other under-represented groups.</p> <p>2.2.2. Ensure the checklist aligns to ECU policy, procedures, and decision-making to achieve consistency.</p> <p>2.2.3. Address challenges faced by women from overseas, CALD women and women from other diverse groups.</p>	<p>Q1, 2024 – Q1, 2025</p> <p>Q1, 2024 – Q1, 2025</p> <p>Q1, 2024 – Q1, 2025</p> <p>Q1, 2024 – Q1, 2025</p>	<ul style="list-style-type: none"> ODVC(RF) – Program Manager AS AS School Champions 	<ul style="list-style-type: none"> DVC(RF) – AS Lead EDs, STEMM 	<p>Outcomes</p> <ul style="list-style-type: none"> Improved applications for academic promotion of wiS for all schools as per individual targets. Improved success rates for wiS disciplines in academic promotion as per individual school targets. Improved perceptions from wiS of promotion via discipline feedback mechanisms.

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
		<p>2.2.4. Assess achievement relative to opportunity (R2O) and promote ECU R2O resources.</p> <p>Outputs A) University-wide 'career advancement checklist' available on the ECU intranet, developed in collaboration with P&C</p>	Q1, 2024 – Q1, 2025			<p>Impact wiS report that when applying for promotion, they are using the University-wide 'career advancement' checklist:</p> <ul style="list-style-type: none"> ○ Assisted with time management and navigating the Academic Staff Performance Expectations and Outcomes (ASPEO) and upcoming launch of the Academic Careers Framework in its place in 2024. ○ Allowed easy awareness of, and navigation around the Academic Promotions website, SharePoint site and resources.
	<ul style="list-style-type: none"> • Responsibility is required from a central source to provide updated information and resources. • Evidence showed numerous feedback still about the ASPEO Framework and the career pathway especially for the women-dominated areas of Nursing and Allied Health. • The Contemporary Academic Careers Project is underpinned by the ECU Strategic Plan 2022-2026: Towards the University of the Future and looks to create foundational principles that guide academic staff to achieve their desired career development and aspirations. 	<p>Actions 2.3. Complete the Contemporary Academic Careers Framework Project, addressing issues with existing approaches and academic career structure.</p> <p>2.3.1. Continue monitoring of ECU's wiS workforce through school specific P&C Plans.</p> <p>2.3.2. Continue to maintain the ECU AS Data Dashboard.</p> <p>2.3.3. Increased AS reporting on key gender equity issues.</p> <ul style="list-style-type: none"> ❖ Increased reporting to whole-of-school meetings for STEMM schools. ❖ Conduct trend analysis of staff exit surveys for wiS with an intersectional lens in conjunction with the available diversity demographic data for staff. 	<p>Q4, 2024</p> <p>Q4, 2024</p> <p>Q4, 2024</p> <p>Q4, 2024</p>	<ul style="list-style-type: none"> • Manager, Workforce Strategy and Capability (MWSC) – P&C lead • ODVC(RF) – Program Manager AS 	<ul style="list-style-type: none"> • Senior DVC • Director, P&C • DVC RF – AS Lead • EDs, STEMM 	<p>Outcomes</p> <ul style="list-style-type: none"> • Improved applications for academic promotion for ALEVC-E wiS for all identified schools as per new school level individual targets based on sustained gaps data. ○ SSCI – improve application rates for women to an average of 30% overall for ALEVB-E. ○ SENG – maintain application rates for women to an average of 75% for applications to ALEVC. ○ SNM – improve application rates for women to an average of 20% overall for ALEVB-D. For ALEVE improve to a 15% application rate. ○ SMHS – improve application rates for women to an average of 30% overall for ALEVB-E. • Maintain or improve (where relevant) success rates for wiS disciplines in academic promotion ALEVC-E as per individual school targets. • Improved retention rates of wiS across all identified schools.

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
		Outputs A) An Academic Careers Framework that will replace the current ECU ASPEO Framework. B) Improved AS Data Dashboard reporting C) Establish a renewed workforce planning and capability development approach to academic profile.				Impact <ul style="list-style-type: none"> • wiS report that they have an improved understanding of: <ul style="list-style-type: none"> ○ Current and future expectations for academic roles and work. ○ The capabilities required for academic promotion (i.e., less confusion and more clarity of requirements for promotion). ○ Individual development needs.
	<ul style="list-style-type: none"> • The Diversity in Science, Technology, Engineering and Mathematics (STEM) Review, the STEM Career Pathways Project etc. are just some examples of the comprehensive range of resources available to guide wiS. However, having a tailored bank of resources for wiS in the University including guidance on how to engage with these resources, will improve the low applications rate across ECU STEM schools. • Supervisors/mentors who will be able to mentor/coach wiS to understand what development opportunities are available outside the university to develop industry links. 	Actions 2.4 Work across sectors with STEM-employing organisations to develop a resource of best practice examples of processes for recruitment and promotion and retention strategies.	Q4, 2024 – Q4, 2025	<ul style="list-style-type: none"> • ODVC(RF) – Program Manager AS 	<ul style="list-style-type: none"> • DVC(RF) – AS Lead 	Outcomes <ul style="list-style-type: none"> • Improved applications for academic promotion for ALEVC-E wiS for all identified schools as per new school level individual targets based on sustained gaps data. <ul style="list-style-type: none"> ○ SSCI – improve application rates for women to an average of 30% overall for ALEVB-E. ○ SENG – maintain application rates for women to an average of 75% for applications to ALEVC. ○ SNM – improve application rates for women to an average of 20% overall for ALEVB-D. For ALEVE improve to a 15% application rate. ○ SMHS – improve application rates for women to an average of 30% overall for ALEVB-E. Impact Women applying for academic promotion better understand how to ‘self-promote’ and position themselves within the Higher Education Sector in preparation for academic promotion.
		Outputs A) A standardised resource to improve the number of wiS being promoted.				

KEY BARRIER 2: Recruitment of women in the School of Engineering (SENG)

Evidence of Barrier

Table 27 shows an overview of the steps taken to understand and address the key barrier to date:

How we know what the barriers are	
<ul style="list-style-type: none"> Data shows the recruitment numbers are low for women in engineering (wiE). Analysis shows that women-only job applications were needed to improve the recruitment outcomes in SENG. 	
How we know why these barriers are problems	
<p>Numerous challenges were expressed during engagement with women in STEMM and SENG focus groups, workshops, interviews, and surveys.</p> <p><u>The lack of women in ECU's engineering discipline, limited pipeline for wiE leadership roles and lack of senior SENG role models.</u></p> <ul style="list-style-type: none"> ➤ <i>"I had a research mentor who was very good and available, but sometimes you don't have the time to use these opportunities."</i> ➤ <i>"I tend to complain less here. I might have complaints here, but I don't say it. When you have men who dominate [the school], you have hidden competition."</i> ➤ <i>"R2O is a concept that is also applied where despite trying to get access to exposure, to an opportunity. That hasn't practically been possible."</i> ➤ <i>"Workload is just a balancing act. Whenever the diversity or gender thing needs to happen, they don't have a big pool to work from so they ask the same people. I just had a meeting with 15 people – I was the only woman."</i> ➤ <i>"We are looking to advance our careers and be promoted, but we are sometimes talking with people who went through what you are going through for academic promotion, but they did it 15 years ago ..."</i> ➤ <i>"Some people may say "I don't want to do that", but that actually is a leadership opportunity. When you look at the ASPEO Framework and what you have to reply to (to say what you have done), they would see that, you can say you belong to an organising committee. Maybe people don't understand that those things actually can count as leadership."</i> ➤ <i>"If you are thinking of applying for promotion, someone could sit you down and say to you "this is what [XXX] looks like ... i.e., conference committee, local primary school committees."</i> ➤ <i>"In terms of people's interactions. I was the only [academic staff member that was a woman] in our group."</i> ➤ <i>"The number of women doesn't impact me because we don't really have time to meet/network anyway".</i> 	
Leadership and accountability	<ul style="list-style-type: none"> Leaders of SENG sit on the ECUASCC and SENG has a staff member on the SAT and the AS Champions Network. Focus through school executive meetings and AS Bronze and Cygnet Action Plan tracking in the schools. Regular meetings of AS Team with AS Champions. Reporting to whole-of-school meetings on AS through combined AS Champions/ AS Team approach.
Honesty and self-reflection	<ul style="list-style-type: none"> Qualitative evidence used by SENG to design and implement corresponding SENG recruitment activities. Applicant rates used as the preferred metric for comparisons Acknowledged data is not easily accessible, and some data is lagging. Acknowledged academic promotions process can be arduous and junior level women can struggle.
Communication and engagement	<ul style="list-style-type: none"> In 2019 (post Bronze Award), did a follow up with women. Ran eight focus groups with 55 staff to develop and encourage women to apply for academic promotion (predominantly women in STEMM). In 2022, an external consultant ran a survey and detailed focus groups with 40 women in STEMM disciplines to seek consultation on progress from actions from the ASBAP. 2019 – 2023 - one-on-one in-depth interviews and consultation sessions with the AS Champions in SENG (N=3), also facilitated by an external HR consultant. In 2023, follow up promotion and cultural interviews with SENG as part of the Cygnet Award #3.
Data analysis and discussion	<ul style="list-style-type: none"> Data monitored, reviewed, and reported on a regular basis. Ongoing and consistent follow up with accountable leaders.

Table 27: Overview of the steps taken to understand and address the key barrier to date.

In his 'Letter of Endorsement' for ECU's Bronze AS application, the VC (Figure 33) highlighted a pressing issue for ECU was "the almost total absence of women on the staff complement in the School of Engineering, a situation which is clearly unacceptable" and that ECU would address the situation.



Figure 33: Vice-Chancellor, Professor Steve Chapman CBE speaking to ECU staff on AS priorities, 2019.

This did occur, with a 200% increase of women in engineering by 2022 (*Cygnets* #3: Gender disparity in SENG) (Figure 34). In 2023, two more women were hired into the School to bring the total to six.

"We are offered so many opportunities to do different things and build teaching and leadership skills, so the school does offer opportunity for growth and development. I am not the same person I was professionally in 2019."

"I would describe the culture as very welcoming. I have worked at another Australian University where they also wanted to bring in more women, but they didn't put a focus on nurturing them. I was giving my best but got no appreciation or support ... this is the biggest difference I observed between x and ECU."

"You freely go to your line manager. This is the place where I can talk and present my viewpoint and get feedback."

"We can see things are starting to change – signs are looking positive."

Figure 34: 2019-2023 SENG academic women.

Within SENG, academic staff numbers are consistently skewed towards men, indicative of the previous inability to recruit women, particularly at a senior level (ALEVC-E).

SENG has worked towards building an inclusive culture, a critical part in ensuring the current academic women within the School know there is a pathway as they transition into senior levels, despite a current lack of visible senior women role models.

The SENG ED is an original member of the ECUASCC and ensures a focus on culture and gender issues i.e., recruitment and promotion of women (Figure 35).

"It's our culture of the University and of the School. We know what is important and we are self-aware. The accountability is to us."

"We have scheduled meetings every month with our ED and another member of the school executive, it is an opportunity to raise anything. I have seen many attempts to change the culture, on several occasions the ED has raised with me is there anything happening that is of concern to me."

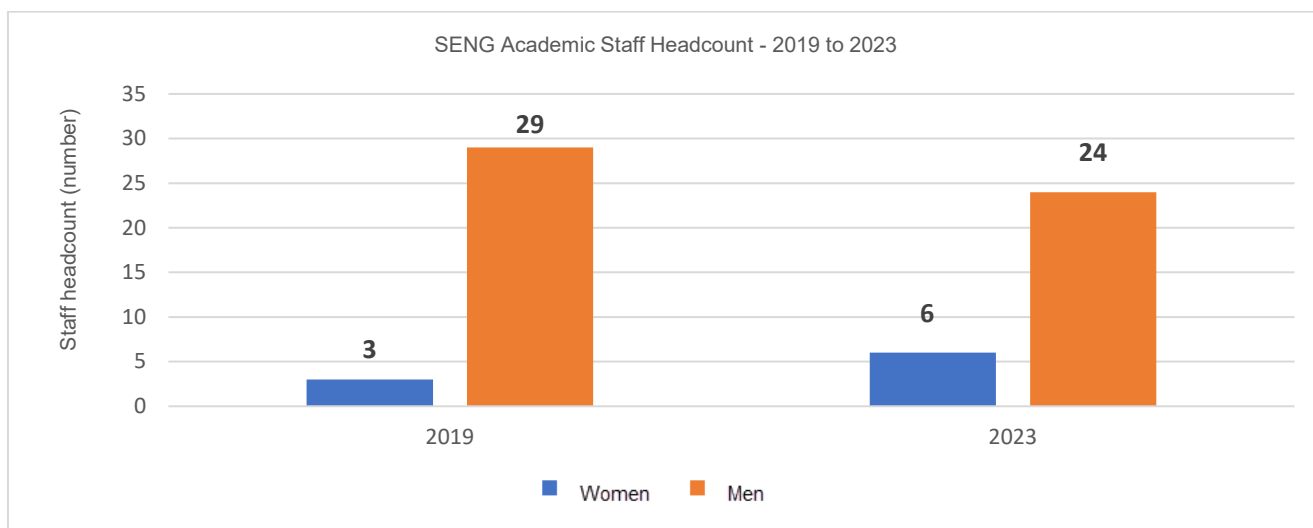
Figure 35: Quotes from recent consultations with SENG academic staff.

The ED has appointed a woman as a representative on the SENG Executive Committee. Also, the ED, Associate Dean Academic (ADA) and the women academics from SENG, continue to have monthly catch-up morning teas, thereby providing those women with direct access to leaders, delivering opportunities to ask questions and engage in a less formal setting.

In the wider context, lack of women in engineering disciplines (wiE) is an ongoing issue across Australia⁶.

⁶ <https://www.engineersaustralia.org.au/sites/default/files/females-in-engineering-report-june-2022.pdf>

Despite ECU's work to date with *Cygnets Award #3*, at the end of 2023, SENG continues to be a school dominated by men with only 20% of the academic cohort being women (six women to 24 men) (Figure 36).



2019 V 2023 SENG Staff Headcount (Men – M, Women – W)			
	2019	2023	Total
# Women in SENG	3	6	+3
# Men in SENG	29	24	-5
Difference between W and M	-26	-18	+8

Figure 36: Trajectory of SENG academic staff headcount between 2019 and 2023.

This still is above the sector average for the workforce which is only 17% for wiE. The wiE (three at ALEVB, three at ALEVC) are still at a junior stage of their career journeys. Ensuring they have opportunities for promotion is covered in *Key Barrier #1*. This second *Key Barrier* acknowledges the persisting low numbers of women being recruited into SENG.

Intersectionality considerations

In alignment with *Section #1* and *Key Barrier #1*, ECU understands that each school has their own complex issues to address, and that intersectional analysis helps to determine if there are any other factors that may need targeted interventions.

As part of the ongoing AS monitoring activities and the preparation for the Silver Application, ECU reviewed staff diversity through Aboriginal and Torres Strait Islander status, disability status, and culturally and linguistically diverse (CaLD) backgrounds for each barrier, with outcomes reported in Table 28 below.

Intersectional factors considered	Staff numbers in SENG	Comments
Aboriginal and Torres Strait Islander	Zero (0%)	There was zero staff members that identified as Aboriginal and/or Torres Strait Islander in SENG.
Disability	Zero (0%)	There was zero staff members that identified as having a disability in SENG.
Culturally and Linguistically Diverse	23 (77%)	23 out of 30 staff members who reported their CaLD status in 2023, identified as CaLD to 4 identifying as non-CaLD, and 3 didn't say.

Table 28: Intersectional factors considered for SENG.

ECU also considered any GEDI and/or intersectionality factors through reviewing gender along with the above staff diversity.

ECU has previously identified the absence of Aboriginal and Torres Strait Islander staff members, and specifically academics, as part of a broader issue concerning the employment and career progression of these respective groups (Table 20) in *Key Barrier #1*. ECU will continue to work with P&C and the Office of the DVC (SEI) to advance those initiatives where required, as they already report to their own strategic plans, strategies and action plans.

ECU reviewed the last five years' worth of staffing data for SENG to determine the number of staff identifying as having a disability and those staff members with a CaLD profile, considering these intersecting diversity factors both independently and in conjunction with gender⁷.

However, the number of people identifying as having a disability was non-existent, hence ECU was unable to ascertain meaningful trends. Nevertheless, ECU acknowledges that this number (or lack of any staff identifying as having a disability at all) may not be accurate. Staff members may feel unsafe declaring a disability out of concern of any implications to their employment status, or they may have developed the disability later in their career and not gone back into the employee 'staff kiosk' our Human Resources and payroll management system to update their relevant information. Hence the University works with the ECU Equity Office to ensure overt messaging and workplace adjustments to ensure that students, staff and community members with any disabilities, medical conditions, and mental health conditions have equal opportunities to access, engage and participate in all aspects of University life.

ECU's commitment to disability access and inclusion is seen in ECU's Strategic Plan as it elevates access and inclusion for people with disability, setting out as a priority that ECU will provide sector leadership in contemporary equity, diversity, and inclusive practice. Improving the Australian Disability Network's Access and Inclusion Index has been set as a Key Performance Indicator within the Strategic Plan and that could encourage those with a disability to apply to work at ECU feeling confident, they will be in an inclusive and discrimination-free environment.

ECU is visibly committed, in a range of public document, to providing a work environment that does not discriminate against people on the basis of disability and increasing the diversity of the workforce through the use of inclusive recruitment practices and the development of accessible workplaces (Table 29).

Summary of ECU's key initiatives for staff and students with a disability	
Australian Disability Network	Participation in the Australian Disability Network's Access and Inclusion Index.
Staff with Disability Network	A group of staff with disability at ECU co-designed the Staff with Disability Network, launched in mid-2024, together with the Equity Projects team under Access and Equity. The mission of the Network is to connect staff with disability at ECU and membership is open to all those with a lived experience of disability.
Disability Ally Network	In 2023, ECU launched the Disability Ally Network (DAN) for staff who identify as allies to people with disability. The ECU Disability Ally Network is a visible network of staff who identify as allies to people with disability. The Network promotes a higher education environment that is inclusive, safe, and respectful for all persons representing ECU's core values – integrity, respect, rational inquiry, personal excellence, and courage. At the foundation are the Network Members who are disability allies committed to fostering an inclusive environment and advocating for the rights of people with disability. These allies engage in various initiatives, events, and awareness campaigns.

Table 29: ECU key initiatives to for staff and students with a disability

ECU's *Equity and Inclusion Plan*, the *Educational Experience Plan*, and the *P&C Plan* incorporate specific focus on access, inclusion and outcomes for students and staff with disability. In terms of governance, the Disability Access & Inclusion Sub-committee (DAISC) meets quarterly to advise ECU, through the ED&C, on policies, procedures, practices, and initiatives that are proactively inclusive and responsive to the needs and experiences of people with disability at ECU.

At ECU, as part of the application forms to work at the University, (a form of data collection for onboarding purposes), P&C collections numerous 'diversity and working rights' information. These questions include, citizenship, country of birth, being from an Aboriginal or Torres Strait Islander origin as mandatory questions. This is followed by a diversity statement:

“Edith Cowan University welcomes diversity in our workplace and we pride ourselves on being respectful, supportive and flexible. We are able to provide reasonable workplace modifications for people, particularly where a disability or medical condition exists.”

Then diversity mandatory questions of “do you have a disability?” and answers allow a ‘prefer not to say’ option.

⁷ Aligning with the idea that women specifically from CaLD backgrounds or with disabilities may face compounded challenges that are not immediately visible when considering gender alone.

ECU's thorough analysis of those staff members from CaLD backgrounds comes from the table below (Table 30). SENG's CaLD data demonstrates that SENG has more than twice the number staff who are from CaLD backgrounds than non-CaLD staff, with 85% of academic staff identifying as CaLD in 2023.

Academic Level	Year	Gender	CaLD	Non-CaLD
ALEVA	2019	W	1	
		M	4	
	2020	W	1	
		M	2	
	2021	W		
		M		
2022	W			
	M			
2023	W			
	M			
ALEVB	2019	W	2	
		M	3	1
	2020	W	4	
		M	3	1
	2021	W	4	
		M	1	1
2022	W	4		
	M	5		
2023	W	4		
	M	6	1	
ALEVC	2019	W		
		M	9	4
	2020	W		
		M	9	4
	2021	W		
		M	7	4
2022	W			
	M	6	3	
2023	W			
	M	7	3	
ALEVD	2019	W		
		M	5	
	2020	W		
		M	4	
	2021	W		
		M	5	
2022	W			
	M	4		
2023	W			
	M	4		
ALEVE	2019	W		
		M	2	1
	2020	W		
		M	2	1
	2021	W		
		M	2	1
2022	W			
	M	2		
2023	W			
	M	2		

W = Women M = Men

Table 30: Headcount SENG by Academic level by gender & CaLD 2019 – 2023

Note: Number will not always match headcount exactly as CaLD status is self-reported and not mandatory to disclose.

Analysis showed that compared to ECU overall this was the highest of the STEMM schools and across the University. Noting this, as part of actions from the ASBAP, ECU reviewed whether SENG and SNM could work together to have mutual learnings about the experiences of wide gender disparities and the experiences of CaLD women/men. This is why the Cygnet Interviews in 2023 conducted by the external consultant focused on the two schools to investigate the positive (and negative) impacts and where strategies can be cross referenced in the future.

ECU does not take an isolated approach to any area and integrates work across many diversity areas. As referred to in Section #1, there are ongoing initiatives as per the ECU Strategic Plan and supporting plans and well as committees and sub-committees reporting on the qualitative data collected.

ECU does not collect LGBTIQ+ status through the HR systems to protect privacy so the University can't provide data on number of people identifying, but we do have mechanisms to receive feedback e.g., biennial SES. Collecting information this way means that staff members can remain anonymous. Also, in line with the Data collection guide (Section #1) 'If there is no clear need for gender-based information, it should not be collected, and the provision of such information should be voluntary'. So, through our extensive initiative and staff networks, ECU promotes LGBTIQ+ inclusion and initiatives, regularly promoting events and information on how the University engages with the community but it does not require staff to individually report their sexuality status.

Recruitment

As part of the AS Dashboard's functionality, in the School, the ED and ADD can monitor SENG gender profile and recruitment history (including appointments by gender, academic level, and year). Functions include providing applicant numbers, panel composition, shortlisting numbers, and successful applicants and can all be reviewed by gender.

What is apparent, is there is limited appointment activity over the last four years, skewed to men. In observing SENG's ongoing recruitment trend, the low appointment numbers between 2020 and 2023 are apparent, 37.5% of which were women (Table 31).

Table of appointments in SENG 2021 – 2023

ALEV/Year	2020		2021		2022		2023	
Gender	W	M	W	M	W	M	W	M
E								
D								
C						1		
B	2			1		2	1	1
A								

W = Women M = Men

Table 31: Gender profile in SENG during recruitment activity between 2020 to 2023.

As per Table 31, in 2020, only two women were recruited however these were not through traditional advertised recruitment opportunities i.e., an ASBAP action to hire more women through women-only recruitment. Hence were not captured on the AS Dashboard. Standard recruitment processes do not focus on men and still have a testimonial from a SENG academic woman and diversity considerations. SENG recruitment data indicates a low number of positions are advertised and it is important to note that alternative recruitment methods such as direct appointments and women-only recruitment rounds, are not included on the AS Dashboard.

This lack of timely recruitment data can be problematic for schools and is a gap in ECU's overall data collection activities and ECU will need to renew focus on recruitment processes.

Action 3.1.	SENG to renew focus on recruitment processes which also include attraction strategies that offer extensive guidance to new recruits that are women.
Action 3.2.	Increase applications from women for advertised positions in SENG, with all women meeting minimum requirements for appointment being shortlisted.
Action 3.3.	Ensure the new SENG ED is fully briefed on the School's AS journey to date and is informed of gender profile in preparation for workforce planning (P&C Plan for the School).

Further analysis into SENG recruitment strategies reported recruitment for women has required the use of ‘women only’ advertising for available positions and international scouting. SENG on two occasions has adopted the Equal Opportunities Act provisions to advertise ‘women only’ positions (Figure 37).

Edith Cowan University
School of Engineering

ECU
EDITH COWAN UNIVERSITY

EXPRESSIONS OF INTEREST
ACADEMIC POSITION IN CIVIL ENGINEERING
AT EDITH COWAN UNIVERSITY – FEMALES ONLY

**CANDIDATE INFORMATION AND
SELECTION CRITERIA**

LECTURER (LEVEL B) OR SENIOR LECTURER (LEVEL C)
IN CIVIL ENGINEERING

**PLEASE NOTE: This role is open for international applicants
- visa sponsorship and relocation will be provided to the
successful candidate if required.**

ECU is a diverse and inclusive workplace reflecting the differences in society. Specific strategies and initiatives are in place to address underrepresentation of specific groups. Applications are encouraged from suitably qualified people from all backgrounds. Aboriginal and Torres Strait Islander people are strongly encouraged to apply.

Athena SWAN Bronze Award

ALLY

RECOGNISED HEALTHY WORKPLACE GOLD

RACISM. IT STOPS WITH ME

WGEA Employer of Choice for Gender Equality

Figure 37: Overview extract from ‘Women Only’ ECU position candidates in Civil Engineering, 2020 and the diversity, inclusion, and flexibility references to try to appeal recruitment towards women.

Note: ECU’s data collection systems gather data based on sex (male/female) rather than gender (man/woman). In redressing limitations which consider the non-binary nature of gender and include ECU’s transgender and gender-diverse community, changes in use of language for advertising are in progress.

Low numbers of applications from women for SENG positions

Since 2018, numerous gender-based interventions (Table 32) are currently in place for SENG recruitment (As detailed in *Cygnets* #3: Decreasing gender disparity in SENG).

Action 3.2.1.	Review advertising to appeal more strongly to domestic markets.
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Additionally, SENG aims to provide opportunities for women recruits to network and have development opportunities, e.g., in 2024 the ED and the ADD (one of the AS Champions) took a number of the women SENG staff to an IWD event.

Initiative	Description
Documentation	<ul style="list-style-type: none"> Gender lens applied when crafting position descriptions and role specifications.
Advertising	<ul style="list-style-type: none"> Recruitment advertising includes diversity and inclusivity statements, emphasising benefits such as flexible working arrangements.
Websites	<ul style="list-style-type: none"> Website, promotional materials, job advertisements, and information packs for applicants including gender neutral language, non-stereotypical images, visible role models that are women, and testimonials from women: <ul style="list-style-type: none"> "I have joined the School of Engineering at ECU in 2019, as it is one of the top engineering schools in Australia and worldwide. I was particularly impressed by the state-of-the-art teaching and research facilities, which are amongst the most up-to-date and best equipped facilities that I have seen anywhere. I enjoy working at ECU because of the positive, vibrant and stimulating work environment; it values, supports, and promotes academics who strive for excellence, and it provides many opportunities for advancement and professional growth and development. So far, I have received a great deal of support from my colleagues, and I have been able to advance my career in many different ways. As an academic woman, I really appreciate the work-life balance school policy and the flexible working environment."
Monitoring	<ul style="list-style-type: none"> All SENG appointments are monitored by the VC with the School's gender profile discussed with the ED on a regular basis.
Interview Panel	<ul style="list-style-type: none"> Interview panels are gender-balanced, with wIE trained as panel members.
Training	<ul style="list-style-type: none"> 100% of staff have undergone Equity & Diversity and Unconscious Bias training in SENG. ECU has a Selection and Recruitment Panel Policy and Guidelines. Gender diversity must be represented on the Selection Panel (i.e., at least 1 man and 1 woman) with selection panels for ongoing STEM positions having a gender-balance; the entire Panel should be as diverse as practicable (for example, consider age and cultural diversity); this helps prevent unconscious bias and encourages different perspectives. ECU is striving towards 100% of selection panel members having completed training in ECU recruitment and selection policy and processes, including unconscious bias training. Maximising the number of panel members trained in unconscious bias will greatly increase the quality of selection decisions and reaffirm ECU's strategic initiative of commitment to the AS accreditation. <i>*At a minimum, unless otherwise agreed with HR, the Panel Chair and at least - *Additional panel member must have completed ECU's Recruitment, Selection and Appointment and Unconscious Bias training within the previous 5 years.</i>

Table 32: Gender-based interventions currently in place for SENG recruitment.

Women only recruitment has been shown to work for ECU. When comparing results of recruitment applications from an all-gender recruitment campaign and a women-only recruitment campaign (Figure 35), there was a significant increase in applications and a successful appointment, which was a woman, was made on both occasions.

Lecturer - Aviation			
Advert - All Applicants		Advert - Women Only	
Men	14	Men	0
Women	1	Women	21
Total App.	15	Total App.	21
% Women	6.67%	% Women	100.00%
Lecturer - Civil Engineering			
Advert - All Applicants		Advert - Women Only	
Men	76	Men	1
Women	14	Women	24
Total App.	90	Total App.	25
% Women	15.56%	% Women	96.00%

Figure 38: Recruitment trajectory by gender breakdowns from 'Women Only' recruitment campaigns.

The SENG ED and AS Champion regularly consults with the AS Team and report on their recruitment activities, which in-turn are reflected in the AS Lead's UE fortnightly report.

The School reported a key challenge for SENG had been recruiting domestically, resulting in increasing

scope to international-level recruitment. This has been a significant step in securing academics that are women with a further appointment in early 2024 (but not reported in the incomplete datasets).

The AS Champions in SENG reported that significant efforts were made to find an ‘organisational fit’ with the right international candidate and to ensure mutually beneficial arrangements to relocate to Perth. While the financial aspects of reallocation are provided for, there is no formal or mandatory ‘set-up’ process in place other than the standard ECU onboarding program managed by P&C (non-gender specific). SENG specifically helped their new international recruits that were women to locate schools etc. and their families to settle in Perth where required.

Action 3.1.	<i>SENG to renew focus on recruitment processes which also include attraction strategies that offer extensive guidance to new recruits that are women.</i>
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There is an opportunity to further augment recruitment efforts through more targeted onboarding processes which aim to advance and progress women, as both an attraction and retention strategy.

Action 3.1.1.	<i>Continue targeted recruitment through the two-step method.</i>
Action 3.1.2.	<i>Monitor application rates of academic women.</i>
Action 3.1.3.	<i>Monitor shortlisting rates of academic women.</i>

Low proportion of women being shortlisted/interviewed.

In examining attraction strategies for potential women applicants for SENG academic positions, inevitably there is a flow on effect to shortlisting. Low levels of applicants that are women equate to lower numbers of women shortlisted. However, in SENG when shortlisting for positions via traditional recruitment methods examined over a three-year period (2021-2023), while applicant numbers for women is low, 2023 saw equal rates of appointment by gender at ALEVB, and in line with the ASBAP action women who applied and met the criteria were being shortlisted.

Action 1.2.	<i>Renew focus and training on ECU's AS Data Dashboard and continue to modify.</i>
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It is important to reinforce this approach of SENG, i.e., that all applicants who are women and meet the minimum role requirements will continue to proceed to interview. SENG has shown early signs of attracting more women into the School, but ensuring that once women are shortlisted, the process advances eligible applicants who are women to succeed is critical⁸.

Action 3.2.	<i>Increase applications from women for advertised positions in SENG, with all women meeting minimum requirements for appointment being shortlisted.</i>
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Appointment of women into SENG

To improve the number of appointments of women, discussions are in train with the School regarding examination of the unique skill sets of qualified women candidates, so if they are not deemed suitable for one position, to identify if there are opportunities elsewhere in the school. When scrutinising applicants, consideration is to be given to their potential and not solely their experience.

Recruitment processes at ECU

International recruitment processes are managed externally; however, ECU is incorporating targeted information for women applicants within the advertising and onboarding process as this is where the University recruitment is currently focused. However, information will be applicable for all genders.

Action 3.7.	<i>SENG new recruits (specifically from international recruitment processes) to be onboarded within the School, with consideration and provisions given to any domestic needs of the candidate.</i>
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⁸ <https://universitiesaustralia.edu.au/wp-content/uploads/2019/06/Best-Practice-Gender-Equity-Recruitment-Guidelines-6.pdf>

In return, the School needs to be flexible and accommodating about the needs of new recruits, particularly where international relocation is needed. This includes being responsive to particular needs when joining the School and advertising successful academics that are women within the School (Figure 39).

Dr Masoumeh Zargar

Dr Masoumeh Zargar

Dr Masoumeh Zargar is a Senior lecturer and ARC DECRA Fellow in the School of Engineering at Edith Cowan University (ECU). Actively engaged in promoting gender equality and supporting women's careers in STEM disciplines, she also serves as the Co-Chair of the ECU Early and Mid-Career Researchers (EMCRs) Committee. Her current research surrounds filtration membranes and processes, environmental remediation, advanced functional materials synthesis, evaluation and application, fluid science, transport and separation mechanisms, solar distillation, and resource recovery.

Masoumeh joined ECU in 2020 and holds a PhD in Chemical Engineering from the University of Adelaide, and a Master's Degree and Bachelor's Degree in Chemical Engineering from the University of Tehran. Before joining ECU, Masoumeh was a Research Associate in the Fluid Science and Resources Research (FSRR) group at the University of Western Australia. There Dr Zargar researched emulsions behaviour and stability, magnetic resonance spectroscopy, produced water treatment and monitoring, and solid phase extraction.

Dr Zargar is an Athena Swan Champion at ECU, saying from the moment she commenced at the school has been focused on gender equality and supporting the careers of women in STEM (the academic discipline of science, technology, engineering, mathematics). Reflecting on her experience at the School of Engineering, she acknowledges the robust support received through establishment grants and additional research funding, stating, "Since joining ECU, I've been strongly supported with establishment grants from the School of Engineering, as well as additional research supports from the University itself."



Dr Masoumeh Zargar is a Senior Lecturer and ARC DECRA Fellow in ECU's School of Engineering.

Figure 39: SENG academic women feature on ECU's AS website, sharing their stories and career journeys.

For example, in consultations with SENG leaders, it was noted that costs for prospective applicants that are women to travel with children for position interviews was covered by the School. While such practices are managed on a case-by-case basis, there is an opportunity to establish greater transparency in processes to attract more women.

All new staff members are required to complete unconscious bias training within their first 12 months of employment and, ongoing maintenance is required.

Action 3.6.	Maintain 100% compliance of SENG staff with unconscious bias training.
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Adjunct appointments and sessional staff

Adjunct appointments may be provided to individuals employed in other institutions or agencies who could assist the University in developing and strengthening engagement with industry and the professions. These appointments can also be a potential source of staffing for SENG. As per the ASBAP (Action item 1.4: *Aspire to achieve 18% academic women in SENG by 2022*), a sub-action was included to improve women adjunct appointments. Numbers have considerably improved since, from a ratio of 8:1 in favour of men to 5:1 (four women; 22 men) today.

Action 3.4.	Increase appointment of adjuncts and sessional staff that are women in SENG to boost pool of potential future staff.
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Sessional staff are also a source of recruitment for the School, potentially offering a mutual opportunity for both the School and the staff member. There have already been successful transitions within SENG from sessional work to ongoing contracts for women, however ECU is cognisant of the need to be more focused on this cohort (Figure 40).

"I was a sessional staff member who converted to ongoing [staff member] in the School... it was great to be able to do my PhD here and then have employment here afterwards."	
Figure 40: Quote from SENG women's staff interviews.	

Action 3.5.	Maintain the number of academic women in the School of Engineering at 20% or above.
Action 3.5.1.	Review and revise the SENG staff interview data and implement a strategy to address outstanding issues.

Action Plan

KEY BARRIER 2: Recruitment of women in the School of Engineering (SENG)

The current SENG People and Culture (P&C) Plan where workforce profiles and strategies are included, is currently on hold while the School awaits the new Executive Dean (ED), scheduled to commence May 2024. With the historical sponsorship of the previous ED in meeting Bronze Action items and goals, the Deputy Vice-Chancellor (Regional Futures) (DVC[RF]) - Athena Swan (AS) Lead will work with the new ED to ensure momentum is maintained.

Ref.	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes and Impact
1.	<ul style="list-style-type: none"> There are still low numbers of women within SENG. The School continues to encourage an increase in applications from women for advertised positions. As part of the related Science in Australia Gender Equity Ltd (SAGE) Cygnet Award Application, an external consultant completed a report on the culture and activities within SENG to continue to build the pipeline for women in STEM. “Whenever the diversity or gender thing needs to happen, they don’t have a big pool to work from so they ask the same people. I just had a meeting with 15 people – I was the only woman.” <i>(Quote extract from recent consultations with SENG academic women)</i> 	<p>Actions</p> <p>3.1 SENG to renew focus on recruitment processes which also include attraction strategies that offer extensive guidance to new recruits that are women.</p> <p>3.1.1 Continue targeted recruitment through the two-step method.</p> <p>3.1.2 Monitor and track application rates of academic women.</p> <p>3.1.3 Monitor and track shortlisting rates of academic women.</p> <p>Outputs</p> <p>A) Targeted recruitment method incorporated into the new SENG P&C Plan.</p> <p>B) Improved monitoring and reporting of academic women in SENG including trend analysis.</p> <p>C) Increase of women in SENG in the academic cohort.</p>	<p>Q1, 2024 – Q4 2028</p> <p>Q1, 2024 – Q4 2025</p> <p>Q4, 2024</p> <p>Q4, 2028</p>	<ul style="list-style-type: none"> ED, SENG SENG School Executive Team (SET) SENG AS Champions Deputy Vice-Chancellor (Regional Futures) (DVC [RF]) – AS Lead Office of the Deputy Vice-Chancellor (Regional Futures) (ODVC[RF]) – Program Manager AS 	<ul style="list-style-type: none"> ED, SENG 	<p>Outcomes</p> <ul style="list-style-type: none"> Increase headcount of women in SENG to 24%. Improve data tracking and monitoring capabilities through the AS Data Dashboard. Increase adjuncts to be 20% women (overall aim for 40% for gender parity). <p>Impact</p> <ul style="list-style-type: none"> Academics that are women in engineering report that having a senior woman in the school provided an opportunity for a mentor for teaching/research. Academics that are women in engineering report that their workload is lessened by having other women representatives attending meetings and being on panels as part of gender-balance requirements.
2.	<ul style="list-style-type: none"> The number of academic women is pooled towards lower levels in SENG. 	<p>Actions</p> <p>3.2 Increase applications from women for advertised positions in SENG, with all women meeting minimum requirements for appointment being shortlisted.</p>	<p>Q4, 2024</p>	<ul style="list-style-type: none"> ED, SENG SENG SET SENG AS 	<ul style="list-style-type: none"> ED, SENG 	<p>Outcomes</p> <ul style="list-style-type: none"> Improved number of women in SENG being promoted to ALEVC 30% (N=2). <p><i>NOTE: Women currently at ALEVC will not likely be eligible</i></p>

Ref.	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes and Impact
	<ul style="list-style-type: none"> To ensure wiE have the tools they need to progress, analysis from feedback will be factored into decision-making. To truly assess staff sentiment towards the School culture, it is important to regularly engage with academic women in obtaining honest feedback. To mentor SENG women from intersectional backgrounds, (particularly those who were born or studied in different countries) for academic promotion and career advancement. As per the Athena Swan Bronze Action Plan (ASBAP) (Action item 1.4: <i>Aspire to achieve 18% academic women in SENG by 2022</i>), a sub-action was included to improve adjunct appointments of women. Numbers have considerably improved since, from a ratio of 8:1 in favour of men to 5:1 (four women; 22 men) today. 	<p>3.2.1 Review advertising to appeal more strongly to domestic markets.</p> <p>3.3 Ensure the new SENG ED is fully briefed on the School's AS journey to date and is informed of gender profile in preparation for workforce planning (P&C Plan for the School).</p> <p>3.4 Increase appointment of adjuncts and sessional staff that are women in SENG to boost pool of potential future staff.</p> <p>Outputs</p> <p>A) Continue the process for shortlisting and ensure compliance.</p> <p>B) SENG policies and rules reviewed for any gender exclusion/ disadvantage and alignment with University policies confirmed.</p>		<p>Champions</p> <ul style="list-style-type: none"> ODVC(RF) – Program Manager AS 		<p><i>for promotion as recently promoted.</i></p> <ul style="list-style-type: none"> SENG Executive increases awareness of nuanced barriers to academic promotion for academic staff that are women in SENG. Increased pipeline of SENG women progressing beyond ALEVB, creating potential for diverse growth in SENG senior levels. <p>Impact</p> <ul style="list-style-type: none"> Women in engineering report that having a pipeline for women has given them confidence that promotion is possible. Junior women in SENG to learn from the successful 2023 cohort of promoted women on what is required to prepare for academic promotion.
2.	<ul style="list-style-type: none"> The number of academics that are women is pooled towards lower levels in SENG. To ensure wiE have the resources and tools they need to progress, analysis from feedback will be factored into decision-making. To truly assess staff sentiment towards the School culture, it is important to regularly engage with academic women in obtaining honest feedback. 	<p>Actions</p> <p>3.5 Maintain the number of academic women in the School of Engineering at 20% or above:</p> <p>3.5.1 Review and revise the SENG staff interview data and implement a strategy to address outstanding issues.</p> <p>3.5.2 Address various intersectional challenges faced by women from diverse backgrounds inclusive of different backgrounds and national origins (i.e., CALD women).</p> <p>3.6 Maintain 100% compliance of SENG staff with unconscious bias training.</p>	<p>Q4, 2024 – Q4 2028</p> <p>Q1, 2025</p> <p>Q2, 2025</p> <p>Q4, 2024</p>	<ul style="list-style-type: none"> ED, SENG SENG Executive Team SENG AS Champions ODVC(RF) – Program Manager AS 	<ul style="list-style-type: none"> ED, SENG 	<p>Outcomes</p> <ul style="list-style-type: none"> As per Key Barrier B#1, improved applications for academic promotion SENG – maintain application rates for women to an average of 75% for applications to ALEVC. Increased number of women in SENG being promoted to 30% (N=2) by 2026. SENG Executive increases awareness of nuanced barriers to academic

Ref.	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes and Impact
	<ul style="list-style-type: none"> To mentor SENG women from intersectional backgrounds, (particularly those who were born or studied in different countries) for academic promotion and career advancement. As the new ED of SENG commences May 2024, his vision for the School's future will need time to operationalise. The ED will meet with P&C and develop the new SENG P&C Plan. As a result of the 2024 SENG P&C Plan, decisions will be reviewed on timing regarding actions. 	<p>3.7 SENG new recruits that are women (specifically from international recruitment processes) to be onboarded within the School, with consideration and provisions given to any domestic needs of the candidate.</p> <p>Outputs</p> <p>A) Table of actions and strategies to address feedback provided from the SENG staff interviews.</p> <p>B) Completed review and audit SENG's processes and policies, ensuring they are inclusive of CaLD provisions, giving consideration to diversity and inclusion principles.</p> <p>C) Increased pipeline of SENG women progressing beyond ALEVB, creating potential for diverse growth in SENG senior levels.</p>	Q4, 2024			<p>promotion for academic staff that are women in SENG.</p> <ul style="list-style-type: none"> By Dec. 2024, 100% staff in SENG should complete unconscious bias training, including the new starters for 2024. <p>Impact</p> <ul style="list-style-type: none"> Academic women in SENG report promotion discussions at least two-years in advance with their line managers. Women recruited into the School from international processes report onboarding within the School has provided appropriate consideration of domestic needs.

KEY BARRIER 3: Lack of institutional practices to enhance the career development of CaLD women in SNM for promotion to senior levels (ALEVC and above)

Evidence of Barrier

Table 33 shows an overview of the steps taken to understand and address the key barrier to date:

How we know what the barriers are	
<ul style="list-style-type: none"> Data shows lack of enablers and specific institutional processes which develop and progress CaLD women in SNM to build career capital for advancement. Analysis shows some structural and cultural workplace issues. 	
How we know why these barriers are problems	
<p>Numerous challenges were expressed during engagement with women in STEMM and SNM focus groups, workshops, interviews, and surveys:</p> <p><u>Barriers to building career capital</u></p> <ul style="list-style-type: none"> “The opportunity to fulfill the criteria [for leadership opportunities] are not being offered evenly across the school.” <p><u>Managing workload</u></p> <ul style="list-style-type: none"> “Barrier to career advancement is the workload model. Limitations form workload and limitations from the cognitive load that I have as a woman.” “So, it is incredibly challenging doing something that is hard enough, let alone juggling a family. Because you don’t have the PhD it is difficult to get research grants ... but then when you are going for promotion, even on a teaching scholarship, you have to demonstrate some form of publication anyway.” <p><u>Inadequate research processes and networks</u></p> <ul style="list-style-type: none"> “I’m not bagging the University because I think the University is doing a lot to support women. But these things are really there, and they need to come out in the open and need to be acknowledged. Especially in terms of research. It is really easy if you have research income/publications, anecdotally, to get promoted. Much harder on service and teaching quality - that’s not right.” <p><u>Absence of role models at more senior academic levels</u></p> <ul style="list-style-type: none"> “I have independently had to seek out mentors.” <p><u>Personal attributes – speaking up and negotiating</u></p> <ul style="list-style-type: none"> “The things with the culture ... it is ingrained, it is not something you can just let go of ... I would say if there were something I am struggling with ... which I blame my background for ... it is something to do with assertiveness to negotiate what I want with my manager. Where I come from, you don’t negotiate things with your manager, you just take it ... here it is normal to negotiate.” 	
Leadership and accountability	<ul style="list-style-type: none"> Leaders of SNM are members of the current SAT and the School has several AS Champions. Focus through school executive meetings and AS Bronze and Cygnet Action Plan tracking in the schools. Regular meetings of AS Team with AS Champions. Reporting to whole-of-school meetings on AS through combined AS Champions/ AS Team approach. SNM Executive reporting as part of the SNM Diversity and Inclusion Pillar.
Honesty and self-reflection	<ul style="list-style-type: none"> Qualitative evidence used by SNM to design and implement corresponding diversity and inclusion activities aimed at improving promotion outcomes for CaLD academics that are women. Acknowledged CaLD data is not easily accessible, and some data is lagging. Acknowledged academic promotions process can be arduous and junior level women can struggle.
Communication and engagement	<ul style="list-style-type: none"> In 2019 (post Bronze Award), did a follow up with women. Ran eight focus groups with 55 staff to develop and encourage women to apply for women for academic promotion (predominantly women in STEMM). In 2022, an external consultant ran a survey and detailed focus groups with 40 women in STEMM disciplines to seek consultation on progress from actions from the ASBAP. 2019 – 2023 - one-on-one in-depth interviews and consultation sessions with the AS Champions in SNM (N=2), also facilitated by an external HR consultant.
Data analysis and discussion	<ul style="list-style-type: none"> Data monitored, reviewed, and reported on a regular basis. Ongoing and consistent follow up with accountable leaders.

Table 33: Overview of the steps taken to understand and address the key barrier to date.

In SNM, barriers for CaLD women academics exist because, not only are there low numbers of CaLD women employed, but they are pooled at lower ALEVs. Feedback indicates CaLD women lack mentors, tailored guidance, networks, and the confidence to seek academic promotion.

SNM Staff profile

Figure 41 data is from 2023 (last full year dataset) and indicates the absence of CaLD staff (all genders) at senior academic levels (ALEVC and above). There are 69 academic staff in total; 20 are CaLD staff and of which 14 are women (70%), with only two CaLD academics at ALEVC.

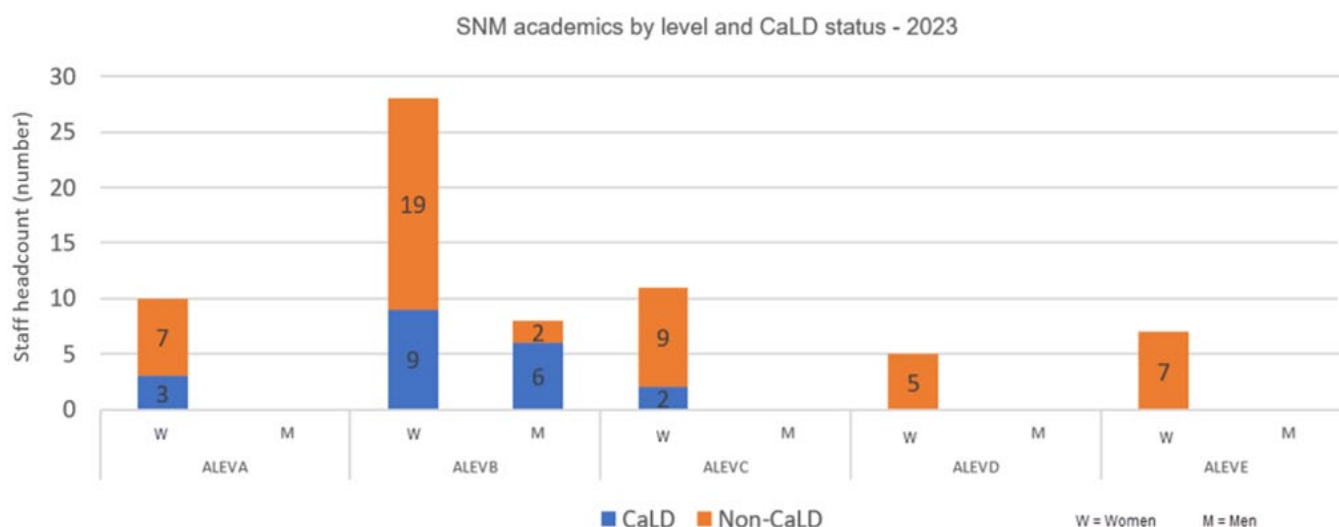


Figure 41: SNM workforce profile for CaLD/non-CaLD by gender, 2023.

CaLD academic promotion application and success rates

The lack of diversity of senior staff in SNM is an issue when looking at a five-year trend of academic promotion outcomes (as discussed in *Key Barrier 1*). Figure 39 indicates a gradual increase of CaLD women mainly at ALEVB/C.

Total CaLD Indicator	
	Headcount
Yes	20
No	46
Unknown	3
Total	69

- **Of the 69 academics in the School:**
- **61 academics are women; and**
- **20 are CaLD (29%), 3 unknown (4%), 46 not CaLD (67%).**

CaLD Indicator for women	
	Headcount
Yes	14
No	44
Unknown	3
Total	61

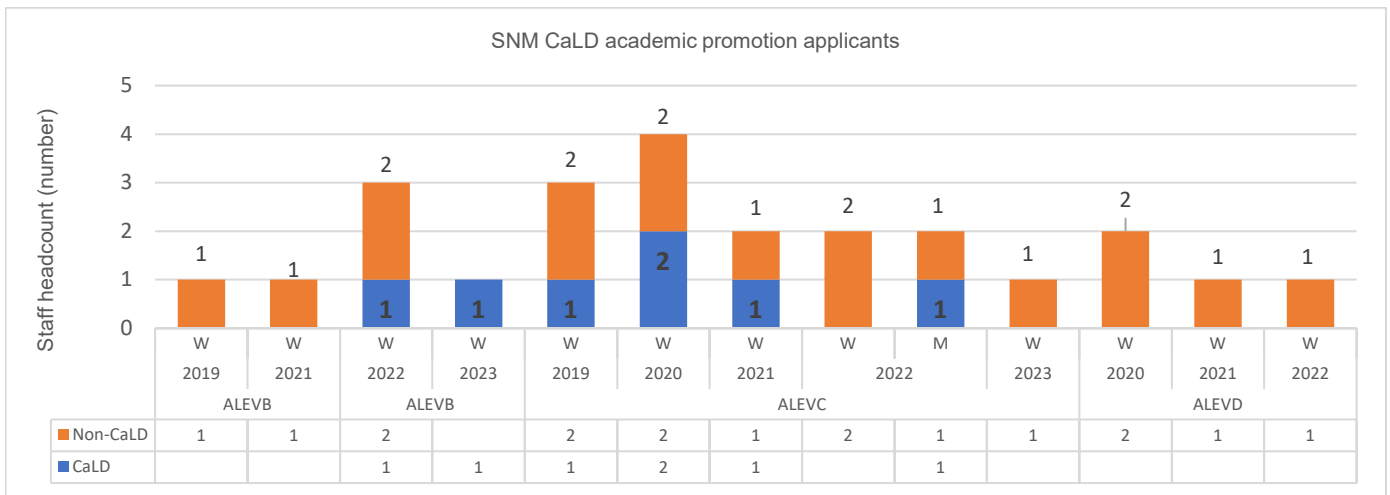
- **Out of the 61 women academics, 14 women identified as CaLD:**
 - **14 CaLD (23%), 3 unknown (5%), 44 not CaLD (72%);**
 - **1 indicated they had a disability; and**
 - **3 X ALEVA, 9 x ALEVB, 2 x ALEVC.**

CaLD Indicator for men	
	Headcount
Yes	6
No	2
Unknown	0
Total	8

- **Out of 6 men who identified as CaLD, 1 identified as having a disability.**

Figure 42: Demographic information for women academics i.e., English as a second language and/or CaLD staff members in the SNM.

The SNM CaLD and non-CaLD women applicants for promotion to ALEVC in the period 2019-23 are almost the same. However, only one CaLD applicant that was a man across the period applied for a ALEVD promotion (Figure 43).



W = Women M = Men

Figure 43: SNM applicants for academic promotion by level, gender and CaLD status.

While applications to ALEVC/D increased in 2019/20, success rates were low.

Action 4.1 Implement and establish systems and structures for all CaLD staff within SNM to prepare for academic promotions.

There are only a few CaLD women applying/succeeding at higher levels.

While nursing nationally is acknowledged as women-dominated at all levels⁹, GEDI issues within SNM were previously acknowledged in ECU's 2023 *Cygnets Award #5: Addressing Diversity in SNM*, identifying intersectional gaps for SNM, in relation to cultural diversity¹⁰ in a women-dominated discipline e.g., with only small numbers of men in SNM, 90% are from CaLD backgrounds. Therefore, SNM and ECU, strategically approached AS to apply a broader GEDI lens, not just more men in SNM, although in 2024 two additional men (ALEVB/C) were recruited through the Vice-Chancellor's Research Fellowship Scheme (VCRFS), aiming to reduce SNM's gender disparity.

Despite 29% of all academics in SNM being from CaLD backgrounds (23% women, 75% men), the SNM leadership group presents as a team with low diversity and CaLD women are reflected more at lower academic levels (ALEVA/B). However, in 2024 a CaLD man is now a representative on the SNM Executive (Figure 44).

"I've always felt in the school, they really value diversity and what the diverse staff can bring to the School. My application is on merit – it's not being a man or being from another country. I have a mentor that guides me ... coming from a CaLD background, pushes me to go for it."

Figure 44: Quote from an academic man in SNM 2024.

In confidential SNM staff interviews in 2023 (N=24), the staff profile was reported as 'appearing very diverse' except for the SNM Executive and senior profile (ALEVC and above) [Figure 45].

"If I look around when I come into the building, I look at the images of culture in the School graduation photos. You can look at them and get the feeling most of the people are from not diverse backgrounds."

Figure 45: Quote from academic woman in SNM.

A 2022 staff focus group gave feedback that this contributed to lower applicant numbers in subsequent years where it was reported that career progression in SNM generally seems to 'hit a ceiling' at ALEVC (emphasised for CaLD staff). Upward progression from ALEVC is not seen as a viable advancement option for CaLD women as there are no role models that are women to mentor them or give them confidence/prove to them it can be done.

As part of the 2023 interviews, a report was prepared by the external consultant for the AS Team and SNM leaders to reflect upon key barriers and why CaLD women are not applying for academic promotion. Women were asked about their experiences, particularly from their CaLD backgrounds, and how this impacted their perceived ability to progress at ECU.

⁹ 88.12% of employed nurses and midwives identify as women, 2022 - <https://www.anmf.org.au/media/rixjep15/nursing-and-midwifery-workforce-overview.pdf>

¹⁰ In 2022 the proportion of Australia's population born overseas was 29.5%. Census data (2022) shows over 40% of Registered Nurses and Aged and Disabled Carers were born overseas - <https://www.abs.gov.au/statistics/people/population>

Barriers/challenges for SNM women from CaLD backgrounds

Managing workload

CaLD women discussed managing their workloads while working flexibly and maintaining appropriate boundaries within family life. Academic work was flexible, but there is significant workload and responsibility. SNM is actively recruiting and guiding academic women from diverse backgrounds to have a workload model that would allow them to finish their PhD if that is what they needed to be promoted (Figure 46).

“The nature of [academic] work is often unpredictable, but if you happen to have a different batch of students who need more attention, or you need them to assist them more (they have high needs), maybe they need more guidance...With that it means [there is more work to do] because it is a different cohort it means there is more workload for you.”

“Very quantitative – hard to quantify the work within the [workload] model.”

“I think it will take time to change steps on the ladder. So, I’m not a senior lecturer but seeing as how I’m struggling in time now, I think it will take time to get up there. How I am and my [current] responsibility.”

Figure 46: Quotes from SNM women’s staff interviews.

Action 4.3. Review the current SNM workload model and benchmark with other schools across ECU.

Understanding inadequate research processes and networks

CaLD women expressed a lack of knowledge, networks, and funding to progress career beyond early mid-career stage. That they wanted their line managers to develop customised research career development plans with them to help them take the next steps in their career development journey (Figure 47).

“As an early career researcher, support is missing. Finished PhD, what do we do now?”

“Standard mentor would be better.”

“I could ask my line manager for support, but it’s not a common practice in my culture.”

“It’s not a thing though [to ask for more help], so no one asks.”

“Everyone should have a research mentor”

Figure 47: Quotes from SNM women’s staff interviews

SNM acknowledged these barriers for CaLD staff and has provided guidance in various ways. Some staff were recruited through industrial arrangements that enabled the conversion of casual staff to contract roles. This typically means a PhD or Higher Degree completion is required before these staff would likely be considered competitive for promotion. Simultaneously, many were upskilled in research skills which also contributed to the opportunity for advancement.

Despite these strategies and the employment of overseas nurses, a PhD is still normally required for promotion. Given the challenges, it is not surprising that most CaLD staff in SNM still remain at lower academic levels (ALEVC and below). As noted, since 2016, SNM applicant rates for women have been low, as were success rates (Figure 48), but picking up in 2023. No SNM men received promotion in this period.

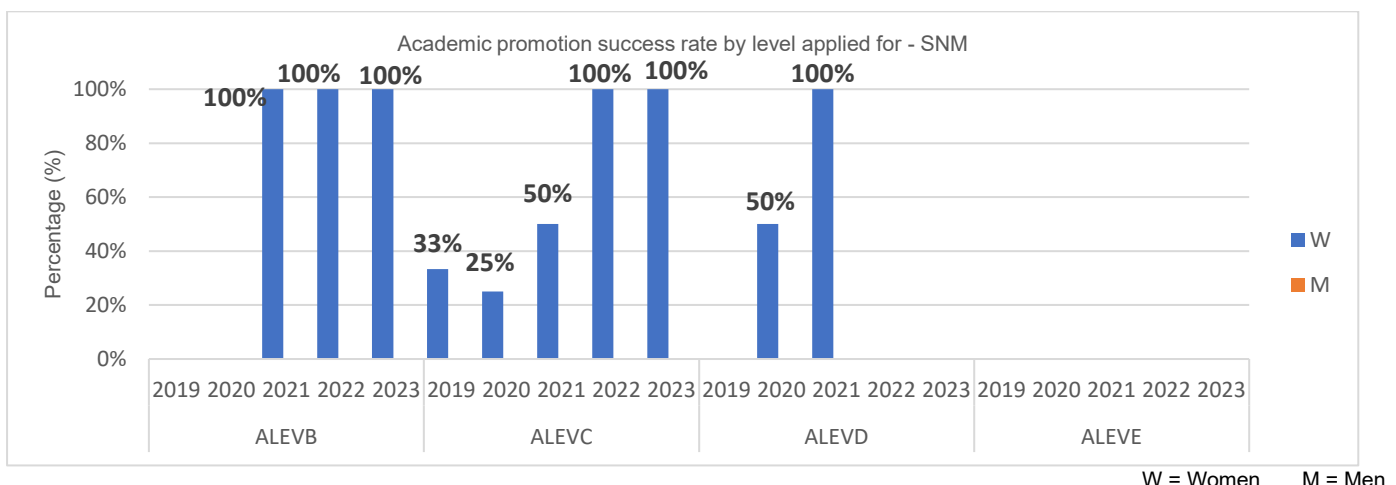


Figure 48: SNM applicants for academic promotion by level, gender and CaLD status.

W = Women M = Men

While SNM applicant rates to ALEVD are now higher than ECU's average of 44%, applicant rates to ALEVE were zero across the six-year period 2018-2023. Success rates to ALEVD have however improved from 50% to 100% across 2018-2023.

The challenge for the School is to maintain the growth of a more diverse staffing cohort, and to retain and encourage them in career progression and promotion. The issues were explored in detail in the confidential 2023 staff interviews (described in *Cygnets Award #5: Addressing Diversity in SNM*). This links back to the new Academic Career Framework and better understanding academic career paths especially for women.

Action 4.1.1.	<i>To raise awareness of the importance on how to build networks, ED, SNM to develop and coordinate an information session for networking for SNM staff.</i>
Action 4.1.2.	<i>Raise awareness of the Early and Mid-Career Researcher Network (EMCRN) and its benefits.</i>
Action 4.1.3.	<i>Promote training events and workshops of the EMCRN for SNM CaLD staff.</i>
Action 4.4.	<i>Continue to develop and implement pathways from sessional conversion including PhD or other qualification completions in workload allocations.</i>

Identifying role models

This overall absence of diversity presents limitations in having role models and finding mentors to guide and encourage junior CaLD academics. This impacts the ability (and confidence) to network, in pursuit of an academic career. The specific absence of CaLD women in senior positions means that CaLD women's perspectives are even less influential in decision-making and workforce culture.

SNM CaLD women stated they wanted to see diverse people in managerial positions and see that success was possible. Not seeing themselves or role models like them at more senior academic levels didn't give them confidence (Figure 49).

<p><i>"People I look up to have retired or are just not available."</i></p> <p><i>"We want to see people from everywhere represented."</i></p>	<p><i>Figure 49: Quotes from SNM women's staff interviews.</i></p>
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Negotiating the academic promotions process and standards

Promotion to more senior levels appear daunting given existing work demands. Several women who had recently completed PhDs and applied for ALEVB/C, found the promotions process quite burdensome when coupled with their regular roles including family responsibilities.

Unsurprisingly a 're-group' period was often planned before the next 'big step' and there was a lack of confidence about how/where to get advice they needed to extend their research profiles to the next level as was required to progress beyond ALEVC. Interviews findings showed that for some, there was limited contact and network building opportunities in facilitating career development (Figure 50).

<p><i>"Written narrative was daunting from my perspective."</i></p> <p><i>"I have heard about it at senior levels [academic promotion] that it is hard, but as a junior, internal promotion is easy. [Going from ALEVA to ALEVB]"</i></p> <p><i>"Promotion process was hard – internal from A to B. Not interested in doing it again!!"</i></p> <p><i>"Promotion process itself may be an impediment!! Tempted to Resign and reapply because the recruitment is easier to complete than academic promotions."</i></p> <p><i>"Road test applications – prior to academic promotions. B to C to D, research profile becomes very important. University will need to look at this."</i></p> <p><i>"Look at applications and give feedback. Assistance process? Won't want to go to Level C ever!!"</i></p> <p><i>"Perspective is unique from third world countries, what they bring from that.... we have it so easy in Australia."</i></p>	<p><i>Figure 50: Quotes from SNM women's staff interviews.</i></p>
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Action 4.2.	<i>Host annual SNM Academic Promotion sessions with a focus on CaLD women staff.</i>
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Personal attributes – speaking up and negotiating

Personal attributes such as assertiveness and negotiation are not a natural part of some cultural backgrounds, meaning that negotiating workload for some CaLD women regarding their academic loads was often a struggle.

This ultimately impacts on promotion readiness and/or confidence to apply. It is important to note that at present, there is no reporting provided to supervisors and managers on when their respective staff may be due for promotion consideration. 'Readiness' is currently discussed informally at annual management performance conversations. While there is a 'Manager's Report' provided by P&C to line managers, it is predominately based on more administrative HR matters such as annual leave, sick leave entitlements, probation, and contract end dates.

Generally, while interviewees felt they were thriving (now), there were times in the past that some did not feel that way particularly when trying to complete PhD qualifications and fulfil teaching requirements while managing young families, in some cases as a single parent. This pressure was mitigated by encouraging supervisors and colleagues, along with some flexibility provided to manage schedule conflicts (Figure 51).

"Having that enabling environment with your Line Manager, this is what you need for academic level D. When you look at the criteria, you must demonstrate and sustain it."

Figure 51: SNM CaLD staff quotes on academic promotions, 2023.

A lack of a PhD inhibits progression past ALEVB and C, so the role of the supervisor or manager is critical in developing customised research career development plans which facilitate the advancement CaLD women.

The former academic career framework known as the ASPEO, and its requirements do not sufficiently recognise the diverse accomplishment profiles particularly from clinical/practitioner academic streams (Figure 52).

"There are barriers around university evaluations (Unit and Teaching Evaluation Instrument)."

Figure 52: Quote from SNM staff consultations, 2024.

Action 4.1.4.	Target women from CaLD backgrounds and mentor to apply for programs such as the ECU AS Advancement Scheme. Provide University funding in the research development/ sponsorship/ funding space to facilitate endeavours.
Action 4.4.	Continue to develop and implement pathways from sessional conversion including PhD or other qualification completions in workload allocations.
Action 4.8.	Continue the recent strategies to coach/mentor and encourage junior women in the School to advance their careers through promotion.

In line with the new *Academic Careers Framework*, key foundational guiding principles will include the cultivation of emerging diversity in academic career trajectories, applying contemporary approaches to equity, inclusion, and mitigation of exclusionary barriers and metrics to academic career success.

The SNM ED provides a strong leadership vision around diversity and inclusion (D&I) arguing that the School profile is better served by a strategy of D&I than gender equality because SNM is dominated by women and SNM staff have provided positive feedback on this strategy (Figure 53).

"We are being seen, the School tries to push the boundaries to say – hey we represent a diverse community, and this is who we are."

"I feel heard [through the conversations I am having with people], and that's why I feel like staying here. I am not just a statistic."

Figure 53: Quote from SNM staff consultations, 2024.

Reflecting on cultural safety for all SNM staff, the current ED has led several initiatives already (Table 34): An E&I update is provided at the fortnightly School Executive meetings using a 'traffic light' approach. A review of SNM's E&I Committee's Terms of Reference will transpire in 12 months.

Intervention Type	Examples
Structural	<ul style="list-style-type: none"> New Equity and Inclusion (E&I) Committee. D&I 'pillar' in the P&C plan for the School.
Planning	<ul style="list-style-type: none"> 2023 SNM Operational Plan includes an E&I Plan where key leaders are held accountable including the ED, AD Midwifery, AD Regional, Director International and AD, Nursing.
Reporting	<ul style="list-style-type: none"> E&I committee currently provides the ED with a report or item for presentation at the monthly School Forum.

Table 34: GEDI interventions completed by SNM.

Furthermore, the School has reflected on how best it can engage with its staff on a regular basis. There is an intent to complete a formal biennial SNM survey on the alternate years of the University-wide staff survey to closely monitor trends.

<i>Action 4.5.</i>	<i>Develop and implement a school-level biennial survey for all staff to provide confidential feedback to the E&I Committee to ensure the lived experiences of all staff are captured.</i>
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This will be sent to staff and initially responses will be collated and reviewed by the E&I committee. A summary and any actions will be provided to the School's Senior Executive and will ultimately inform Operational planning and metrics at the School-level.

<i>Action 4.6.</i>	<i>Review granular intersectional and diversity data in University systems to track progress and provide regular reporting to the SNM E&I Committee on progress of its actions.</i>
<i>Action 4.6.1.</i>	<i>Monitor culturally diverse membership representation on all SNM internal and external committees.</i>
<i>Action 4.7.</i>	<i>Regular diversity reporting, including an annual report from the E&I Committee (annual reporting and appointment of AS Champions).</i>

Action Plan

KEY BARRIER 3: Lack of institutional practices to enhance the career development of CaLD women in SNM for promotion to senior levels (ALEVC and above).

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
	<ul style="list-style-type: none"> The lack of diversity of senior staff is an issue on which SNM is focussed because academic promotion outcomes indicate a gradual increase of CaLD women towards ALEVB/C. Data indicates the absence of CaLD staff (all genders) at senior academic levels (ALEVC and above). There are 69 academic staff total; 20 of whom are CaLD staff and of which 14 are women (70%). There are only two CaLD academics at ALEVC. Despite 29% of all academics in SNM being from CaLD backgrounds (23% women, 75% of men academics), the SNM leadership group presents as a team with low diversity and CaLD academic women are more reflected at lower academic levels (ALEVA/B). Staff focus groups in 2022 gave feedback that this contributed to lower applicant numbers in subsequent years where it was reported that career progression in SNM generally seemed to 'hit a ceiling' at ALEVC (emphasised for CaLD staff). Thus, upward progression from ALEVC is not seen as a viable advancement 	<p>Actions</p> <p>4.1 Implement and establish systems and structures for all CaLD staff within SNM to prepare for academic promotions.</p> <p>4.1.1 To raise awareness of the importance on how to build networks, Executive Dean (ED), SNM to develop and coordinate an information session for networking for SNM staff.</p> <p>4.1.2 Raise awareness of the Early and Mid-Career Researcher Network (EMCRN) and its benefits.</p> <p>4.1.3 Promote training events and workshops of the EMCRN for SNM CaLD staff.</p> <p>4.1.4 Target women from CaLD backgrounds and mentor to apply for programs such as the ECU AS Advancement Scheme. Provide University funding in the research development/ sponsorship/ funding space to facilitate endeavours.</p> <p>4.2 Host annual SNM Academic Promotion sessions with a focus on CaLD women staff.</p> <p>Outputs</p> <p>A) Annual reporting provided to line managers on CaLD staff who are eligible for academic promotion.</p> <p>B) Annual school-based promotion panel session targeting junior CaLD staff (under ALEVC).</p>	Q1, 2024	<ul style="list-style-type: none"> Diversity and Inclusion (D&I) 'Pillar' Lead, SNM Chair, E&I, SNM Office of the Deputy Vice-Chancellor (Regional Futures) (ODVC[RF]) – Program Manager AS Deputy Vice-Chancellor (Regional Futures) (DVC RF) – AS Lead Director, People and Culture (P&C) 	<ul style="list-style-type: none"> ED, SNM 	<p>Outcomes</p> <ul style="list-style-type: none"> Increased CaLD academic women's participation at ALEVC and above to 10% of academic staffing cohort for women. Improved applications rates for academic promotion CaLD staff. Increased number of CaLD staff applications for the annual ECU AS Advancement Scheme (confidential process to be managed by ODVC[RF]). <p>Impact</p> <ul style="list-style-type: none"> CaLD women report: <ul style="list-style-type: none"> An increased in knowledge, networks, and funding to progress career beyond early mid-career stage; or New CaLD women in SNM report awareness of networks, and

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
	option for CaLD women in the absence of role models to provide mentorship.	C) Annually, staff feel confident to apply for the ECU AS Advancement Scheme through increased information.				funding initiatives to progress career into the future.
	<ul style="list-style-type: none"> The challenge for the School is to maintain the growth of a more diverse staffing cohort and to retain and encourage them in career progression and promotion. SNM is actively recruiting and guiding academic women from diverse backgrounds to have a workload model that would allow them to finish their PhD if that is what they need to be promoted. Current absence of accessible and transparent data that reflects diversity staff profile. Tracking and monitoring of diversity actions is necessary to understanding intersectional needs of staff. Baseline data is required to track and keep oversight of success of School-led activities and initiatives to better tailor strategies. SNM acknowledged that academic promotion was underpinned within the Academic Career Framework by a specific teaching-focussed role type. Flexibility from local supervisors in how the workload and teaching scheduling requirements were met and managed was also cited by these women as critical to achieving the completion of their PhD qualification. 	<p>Actions</p> <p>4.3 Review the current SNM workload model and benchmark with other schools across ECU.</p> <p>4.4 Continue to develop and implement pathways from sessional conversion including PhD or other qualification completions in workload allocations.</p> <p>4.5 Develop and implement a school-level biennial survey for all staff to provide confidential feedback to the Equity & Inclusion (E&I) Committee to ensure the lived experiences of all staff are captured.</p> <p>4.6 Review granular intersectional and diversity data in University systems to track progress and provide regular reporting to the SNM E&I Committee on progress of its actions.</p> <p>4.6.1 Monitor culturally diverse membership representation on all SNM internal and external committees.</p> <p>4.7 Regular diversity reporting, including an annual report from the E&I Committee (annual reporting and appointment of AS Champions).</p> <p>Outputs</p> <p>A) Reviewed, updated and benchmarked SNM Workload Model developed and ready for use in 2024 by CaLD academics.</p> <p>B) Improved tracking and monitoring of gender equality, diversity and inclusion (GEDI) in SNM</p>	<p>Q1, 2024</p> <p>Q1, 2024</p> <p>Q4, 2024</p> <p>Q1, 2025</p> <p>Q4, 2024</p> <p>Q4, 2024</p>	<ul style="list-style-type: none"> D&I 'Pillar' Lead, SNM Chair, E&I Committee, SNM ODVC[RF] – Program Manager AS DVC[RF] – AS Lead Director, P&C 	<ul style="list-style-type: none"> ED, SNM 	<p>Outcomes</p> <ul style="list-style-type: none"> Increased CaLD academics in SNM to overall to 40% of academic staffing cohort. Increased CaLD academic women's participation at ALEVC and above to 10% of academic staffing cohort. Improved applications rates for academic promotion for CaLD staff. Improve accessible reporting capability which can provide regular tracking of staff profile including diversity demographics. Set baseline data for selected diversity indicators for CaLD staff and Aboriginal and Torres Strait Islander peoples. Annually conduct 'review and improve' processes for all equity and inclusion activities within the School through standardised feedback processes. <p>Impact</p> <ul style="list-style-type: none"> CaLD women in SNM reported: <ul style="list-style-type: none"> Being able to manage their workloads more successfully. Working flexibly and maintaining appropriate boundaries within family life.

Ref.	Rationale/ Evidence	Actions and Outputs •	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
		<ul style="list-style-type: none"> C) Annual diversity reporting for the School to inform targeted succession planning for academic women ALEVC onwards. D) Consistent review through formalised and regular feedback mechanisms which ensure equity and inclusion initiatives are having a positive impact. E) Have culturally diverse membership/ representation on all internal and external committees (including selection and promotion panels, boards, etc.), 				
	<ul style="list-style-type: none"> • Qualitative feedback revealed that staff wanted to see more cultural diversity in leadership roles. • The School has a mentorship scheme in place for teaching staff through 'iMATE' where new staff are assigned a 'buddy'. Interview feedback from CaLD staff (2023) confirmed that this has had a significant impact on success and retention. • For research, all new staff meet with the SNM ADR and supported to join a research group and assigned a research mentor. • Guidance is in place for all SNM EMCRs through research assistant resources, publication fees support, seminars, and training. • Formal mentor program (iMATE) was acknowledged as a key enabler for women to succeed in SNM in Cygnet #5: Addressing Diversity in SNM. 	<p>Actions</p> <p>4.8 Continue the recent strategies to coach/mentor and encourage junior women in the School to advance their careers through promotion.</p> <hr/> <p>Outputs</p> <p>A) Increased capability of the CaLD women in SNM</p> <p>B) Increased proportion of CaLD women participating in mentoring within SNM.</p>	Q2, 2024	<ul style="list-style-type: none"> • D&I 'Pillar' Lead, SNM • Associate Dean (Discipline), SNM (ADD) • Associate Dean (Research), (ADR), SNM • Director, P&C 	<ul style="list-style-type: none"> • ED, SNM 	<p>Outcomes</p> <ul style="list-style-type: none"> • Improve application rates for CaLD women to an average of 10% overall for ALEVB-D. <p>NOTE: As there is currently no ALEVD CaLD academic women, there is currently no outcome set. This desired outcome will be monitored across the period of the Action Plan.</p> <hr/> <p>Impact</p> <ul style="list-style-type: none"> • CaLD academic women in SNM report having a mentor for research to progress their careers. • CaLD academic women in SNM report they have an improved understanding on: <ul style="list-style-type: none"> ○ Current and future expectations for academic roles and work. ○ The capabilities required for academic promotion (i.e., less confusion and more clarity of requirements for promotion). ○ Individual development needs as a CaLD women and CaLD academics.

KEY BARRIER 4: Underrepresentation of senior academic women in the School of Business and Law (SBL)

Evidence of Barrier

Table 35 shows an overview of the steps taken to understand and address the key barrier to date:

How we know what the barriers are	
<ul style="list-style-type: none"> • Data shows that more men than women were hired over the past years. • Analysis of feedback from the ED states the pool in WA is smaller and overseas recruitments are often men. • In a two-step recruitment of head-hunting women there is a reluctance to move to Perth. 	
How we know why these barriers are problems	
<p>Numerous challenges were expressed during engagement with women in the non-STEMM, (including SBL), focus groups, interviews, and surveys:</p> <p><u>Lack of senior academic women in SBL.</u></p> <ul style="list-style-type: none"> ➤ <i>"I would love to see more women in higher management positions."</i> ➤ <i>"I would like to see more diversity in the senior management roles."</i> ➤ <i>"There needs to be recognition from line managers that are men that family responsibilities extend to elderly parents, not just children; there is sometimes an assumption that if your children are grown up, you have no family responsibilities."</i> ➤ <i>"ECU needs to implement a leadership for women course and a formal mentoring program."</i> ➤ <i>"Being able to work flexibly is critical to both wellbeing and performance outcomes and is a truly inclusive way of working that meets individual needs regardless of their identified diversity dimensions."</i> ➤ <i>"I appreciate that there are programs and initiatives to advance gender equality at ECU. At the organisational level, I think the support that is offered (e.g., parental parking, support for PD for those with care duties) is good, but broad and not without its limitations. In my opinion, our informal support systems (great Executive Deans, Executive leadership, good line managers) provides more targeted support for gender equality. Yet, I think the initiatives could be more targeted (i.e., analysis of precarious employment by care duty and gender - with opportunities for more secure employment; parental parking is full by 8:30am in semester; PD support doesn't help if travel is cancelled). But this is part of our journey, and we have the raw ingredients and commitment to keep growing. Well done!"</i> ➤ <i>"Parent friendly meeting hours, classes and expectations."</i> ➤ <i>"More representation by women on committees, as leaders and as Research Directors."</i> 	
Leadership and accountability	<ul style="list-style-type: none"> • As a non-STEMM school, leaders have been engaged since 2015 to be AS Champions. • SBL has developed a new SBL Strategic Plan (2022 – 2026) and annual Operational Plans and a new mission statement was developed in 2024. • SBL has assigned the School's Manager, Quality, Accreditation and Engagement to now focus on AS and GEDI initiatives and data analysis to ensure Executive-team-level accountability.
Honesty and self-reflection	<ul style="list-style-type: none"> • An annual analysis of the GPG is presented to ECU's Council, UE, ECUASS and the Equity and Diversity Committee (ED&C). Through data analysis, SBL was identified as having an upward GPG trend in 2023. However, there is now the ability in SBL to pick up on these trends, and the school has already begun to make changes resulting in visible improvements in the staff profile gender-balance in 2024. • The SBL Leadership Team is now aware of the gender imbalance and routinely takes this into account in recruitment decision-making. SBL has begun to rectify this imbalance by appointing several women that are ALEVDs.
Communication and engagement	<ul style="list-style-type: none"> • ECU surveyed academics but was not able to separate non-STEMM academics (all genders/ALEVs to ensure anonymity) about their thoughts on: AS, Flexible Working Arrangements (FWA) as part of <i>Cygnets Award #1</i>, and/or feedback from being recruited via VC Research Fellowship (VCRF) and VC Professorial Research Fellowship (VCPRF) schemes. • In a significant achievement, SBL academics have been awarded a substantial grant of \$75,000 by the Department of Communities for a pioneering project called "Empowering Women in Western Australia to Achieve Economic Independence Through Entrepreneurship."
Data analysis and discussion	<ul style="list-style-type: none"> • SBL is reviewing all the strategic plans within the School to ensure there is adequate capture of relevant issues. • The P&C Team and SBL undertook a remuneration analysis focussing on the GPG. • SBL has taken action to address recruitment issues.

Table 35: Overview of the step taken to understand and address the key barrier to date.

A key example of successful organisational maturity at ECU is the understanding of our institutional mechanisms and the identification of persisting barriers. To be honest of what the challenges are for the University, despite existing structures and processes to monitor ECU's GPG, gaps persisted.

However, ECU's mechanisms for double-checking data and conducting detailed discussions revealed the GPG as an indicator of underlying issues and barriers that need addressing. Reducing the GPG is a desired outcome, as stated in the Silver Application, as it is the indicator that the gap is closing between the average pay of men and women. ECU aims to increase applications from women for roles and recruit them to ECU, particularly into senior positions, as a means to address and reduce the GPG.

ECU is working to close the GPG by conducting audits and producing reports to understand the GPG across the University and within each school (Figure 54). This enables ECU to set targets and actions, such as focusing on increasing the number of women in senior and leadership positions where the recruitment is truly needed.

2023 Gender Pay Gap – ECU schools

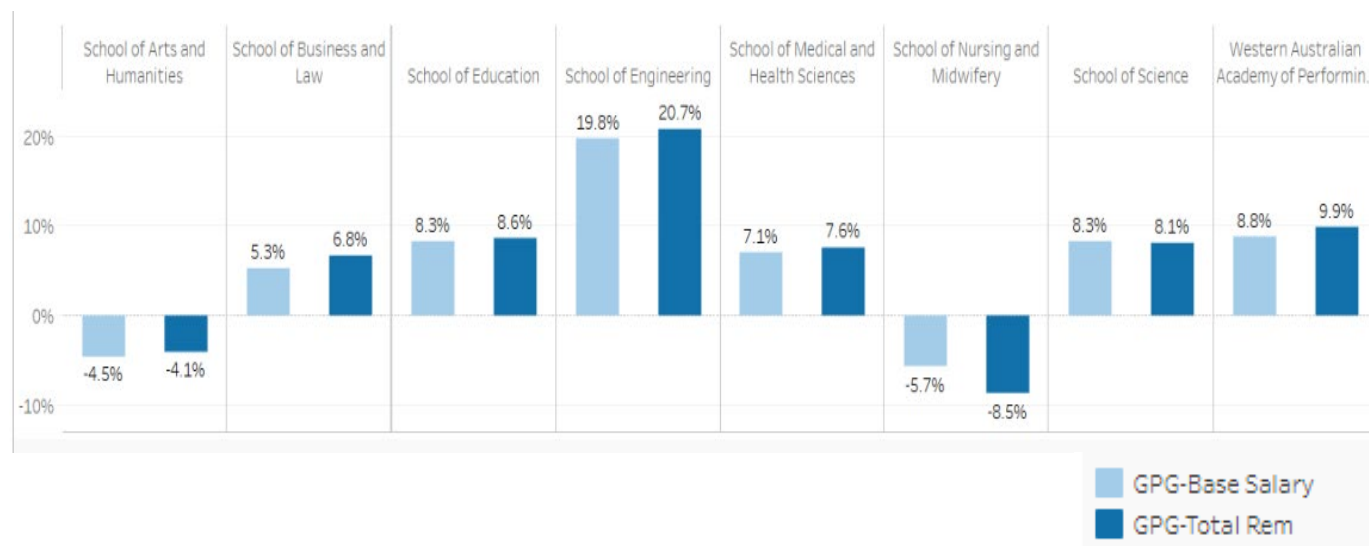


Figure 54: 2023 Gender Pay Gap – Comparison between ECU schools – base remuneration and total remuneration.

Staff Profile Analysis

The academic staff profile for SBL (Figure 56) shows a higher number of men than women, particularly at senior levels (ALEVC-E). This disparity contributes to a higher GPG in the School.

Recruitment analysis revealed that although SBL has been continuously hiring women, men were being hired at a higher rate, with the ratio of men (M) to women (W) at ALEVE increasing from 2W:6M (75% M) in 2022 to 3W:10M (77% M) in 2023. This trend may be partly due to rapid growth in student and staff numbers following the pandemic, with the school growing by 30%.

Achieving gender balance in significant recruitment campaigns, such as the VCRF, is also vital. Maintaining a critical eye on key decision points across the employee lifecycle will ensure ECU's GPG continues to narrow during the life of the *ECU Strategic Plan (2022–2026)* and the *ECU People and Culture Plan 2023–2026*.

Through gender equity data analysis, a more nuanced understanding of gendered data across schools emerged. ECU's *Cygnets #4: Women in Professorial Research Positions*, school engagement activities, and gendered reporting revealed gaps, particularly in recruitment activities. Although there was a negative trend in the man-to-woman ratio for 2022-2023, SBL has now identified these trends and has begun making changes, resulting in visible improvements in the staff profile gender balance in 2024.

Despite being one of the largest schools at ECU, SBL has one of the lowest and thus most positive GPGs within the university (Figure 54). Nonetheless, through reflection activities, a deeper analysis of the data revealed areas where further improvements for gender parity can be realised.

Since 2019, SBL data reflects a relatively consistent gendered pattern for senior academic levels, across ALEVC and ALEVE, skewed towards men, with ALEVD showing greater gender parity (Figure 55).

At the end of 2023 (last complete full dataset) for ALEVA to ALEVE, academic staff numbers were 55 men to 40 women (42% women). While this isn't considered a negative result, an emerging pattern between 2022

and 2023 shows intervention is needed on the growing disparity at ALEVE (increasing numbers of men).

Action 5.1 | *Decrease the disparity between men and women in senior ALEVs in SBL to reduce the School's GPG.*

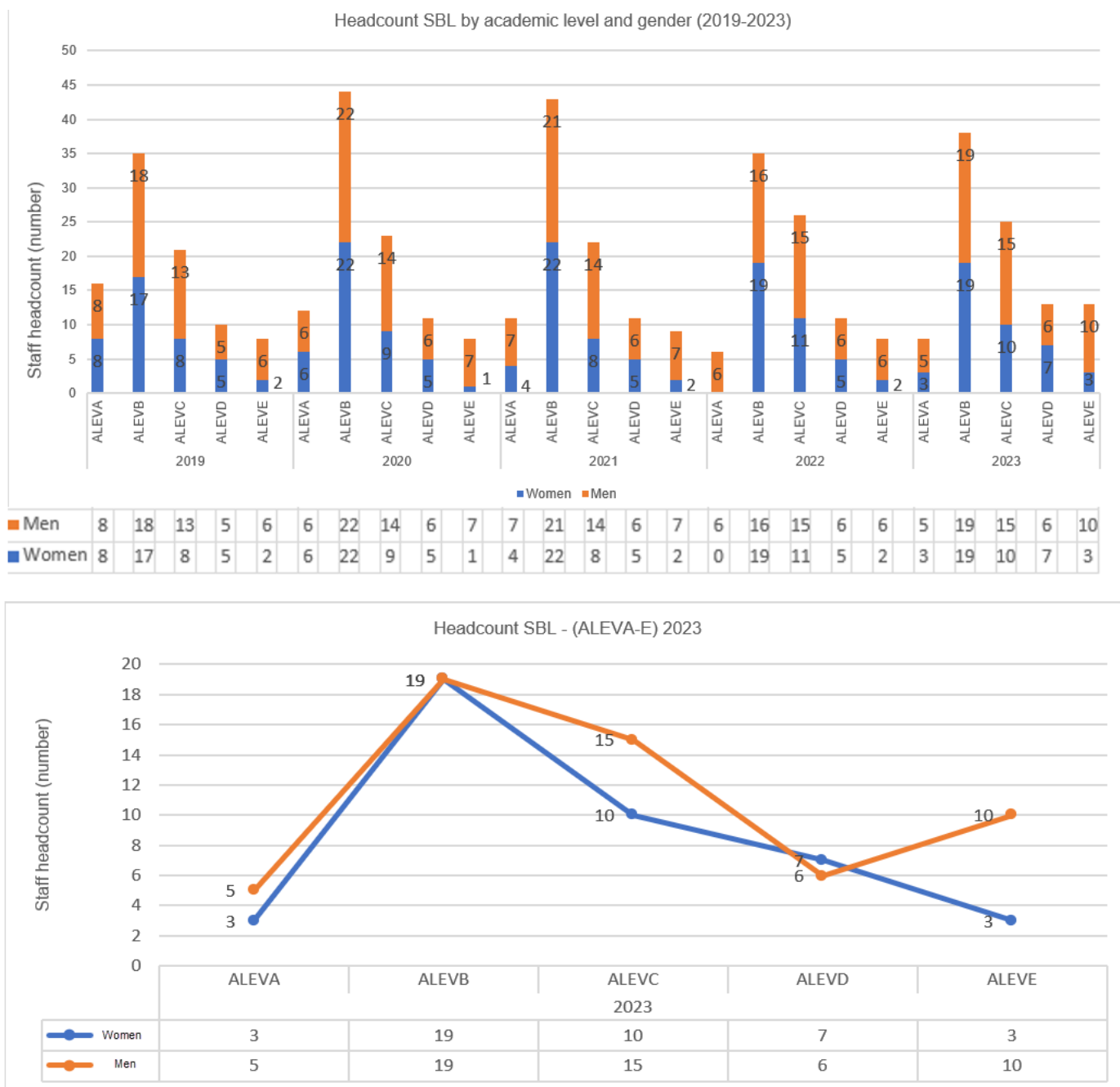


Figure 55: SBL Academic staff breakdown by level and gender 2019 – 2023.

The SBL Leadership Team recruited more men than women and hence, a gender imbalance was now evident. SBL is now aware of the imbalance and routinely takes this into account in recruitment decision-making. In 2024, SBL has begun to rectify this imbalance by appointing several ALEVD women. SBL is a relatively gender-balanced school, and as it is part of the Arts, Humanities, Social Sciences, Business and Law (AHSSBL) category, SBL historically has not been an area of concentration within the ECU AS Bronze Award STEMM focus. As ECU sought to expand on its GEDI journey, aiming to be inclusive of all disciplines, a full institutional analysis was undertaken, and this further facilitated the opportunity for improvements within the School.

Reporting on Data Analysis - Gender Pay Gap (GPG) Reporting

GPG data was analysed and reflected upon as part of established annual GEDI mechanisms and again as part of the Cygnet Award applications. ECU's main accountability for GPG reporting resides with P&C and includes an annual analysis of the GPG. This report is presented to ECU's Council, UE, ECUASCC and the E&DC. However, monitoring and reporting mechanisms/processes are not sufficiently specific enough to identifying gaps at a school level.

P&C undertook a remuneration analysis focussing on the GPG¹¹ at ECU and despite significant action across the University, the GPG still remains as an issue because of the number of women¹² in professorial levels in specific schools (Figure 56).

Academic GPG (excl. relevant UE)

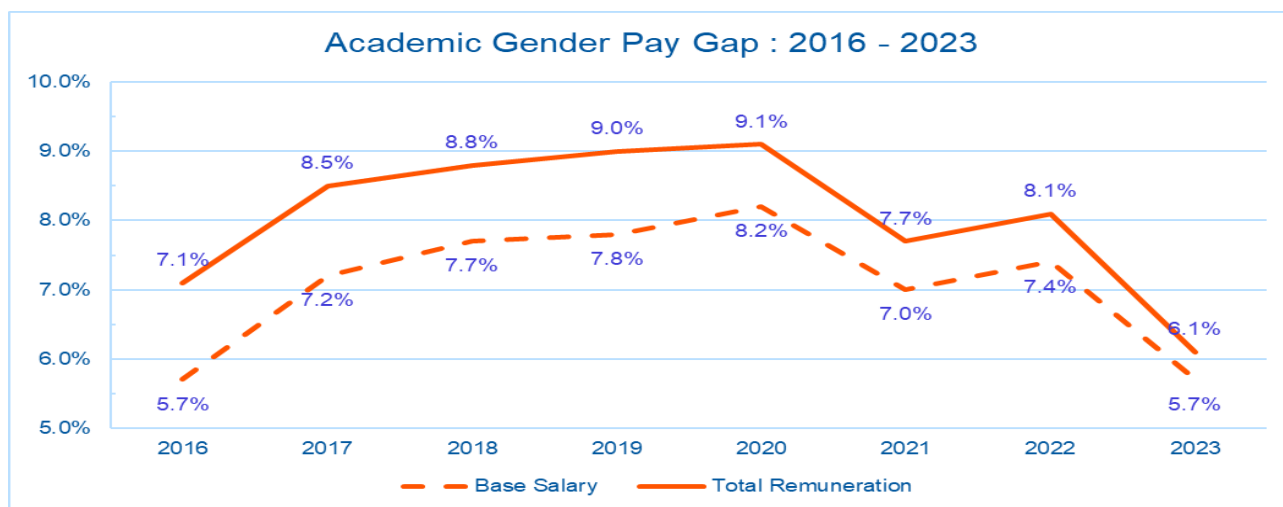


Figure 56: Academic GPG across ECU.

Through data analysis, SBL was identified as having an upward GPG trend in 2023, the School is still in a favourable position compared to the majority of schools at ECU (Figure 54), however, as the University has a focus on continuous improvement in GEDI, this was identified for attention and action.

Action 5.2. GPG reporting to be provided at a more granular level to highlight where the greatest inequities exist.

2023 Gender Pay Gap – ECU Schools

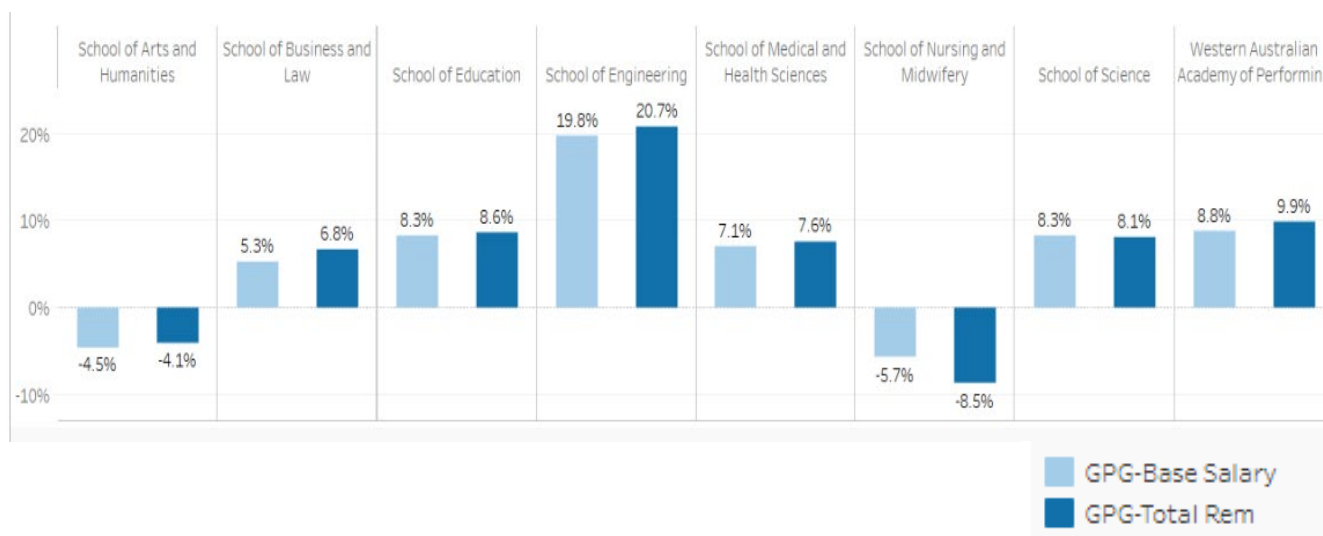


Figure 54: 2023 Gender Pay Gap – Comparison between ECU Schools.

Regular reporting at UE and ECUASCC by the Director, P&C on annual GPG data (that were also shared specifically with the AS Team to facilitate a more detailed analysis and exploration of future GEDI work), was found to oversimplify the data in AHSSBL. The evidence was presented in a high-level snapshot format which lends itself to the risk of oversight on important emerging trends.

¹¹ GPG is calculated as the difference between average women's FTE salaries and average men's FTE salaries expressed as a percentage of average men's FTE salaries. Using FTE salaries eliminates any pay gap caused by less hours through part-time work.

¹² ECU's analysis considers the pay differences between staff who identify as women or men. The number of ECU staff who identify as a gender other than men or women is not large enough to include without the risk of possibly identifying individuals. It is acknowledged that this may make gender diverse individuals feel excluded.

Observing detailed breakdowns, demonstrated to ECU that opportunities for improvement were more visible at a granular level. Schools previously would not have seen data that indicated downward trends or potential issues as they were broadly categorised into STEMM, Non-STEMM and ASSHBL categories. Total remuneration GPG sits at 4.0% for AHSSBL disciplines (which SBL is part of), 5.3% for STEMM and 10.2% for STEM (Figure 57).

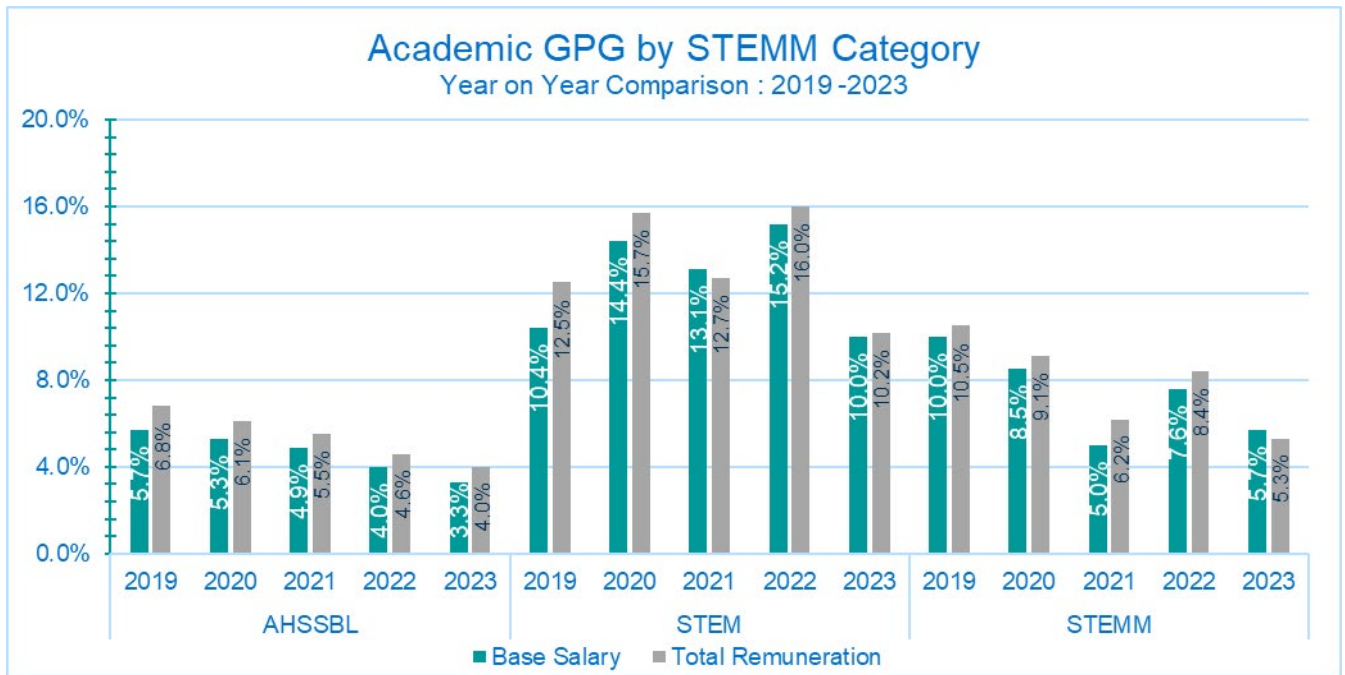


Figure 57: Academic GPG by STEMM and Non-STEMM categories.

AS Data Dashboard

The ED in SBL is across the AS Dashboard and collates the quantitative data regularly to allow reflection on the emerging trends such as in Figure 41 a widening of the GPG from 3% (base remuneration) to 5.3% (Figure 58).

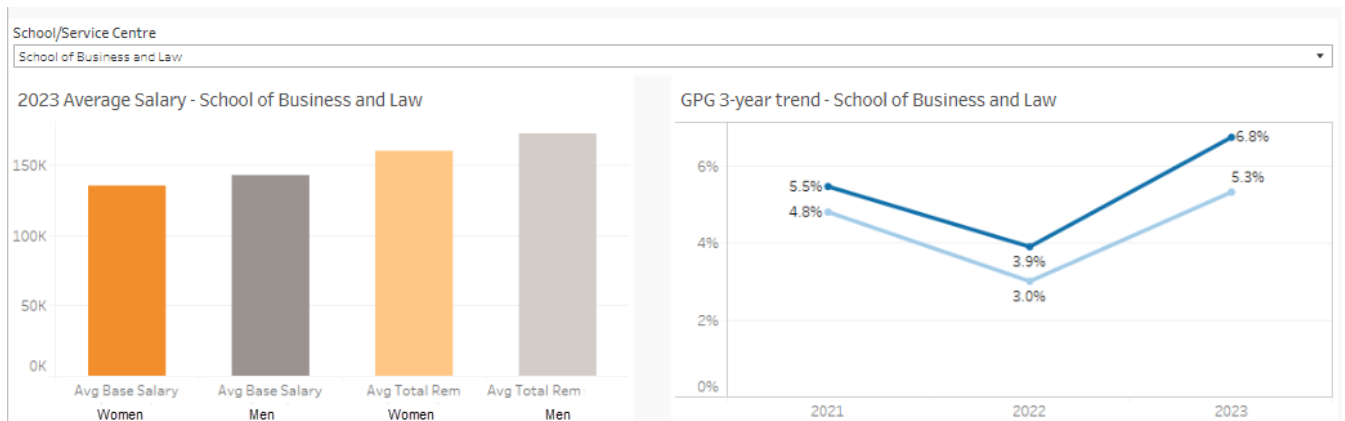


Figure 58: SBL GPG trending upwards in 2023.

The use of the AS Dashboard, however, is not consistent across localised areas and this includes awareness of the Dashboard, which staff have access to, its functionality and how to interpret the data. Although the AS Champions Network is active and Champions are present amongst the schools, as noted in Section #1, the awareness and training need to be revisited by the AS Team to strengthen staff capacity to retrieve and analyse data specific to their areas.

Action 5.2.1.	Implement training for members of the SBL Executive and SBL AS Champions on the AS Data Dashboard.
Action 5.2.2.	AS Team to retrain AS Champions where required (As per Action 1.1 in Section #1).

The role of the AS Champion in schools was not expanded upon through the wider AS Network during the Bronze Award period and SBL didn't previously have data that suggested a need for attention.

Intersectionality considerations

Aligning with the information already stated in this Application, as part of the AS work across the University, initially, data analysis focuses on gender, and then subsequently considers intersectional factors that might influence these areas such as Aboriginal and Torres Strait Islander status, disability status, and staff from CaLD backgrounds.

These outcomes are stated in Table 36:

Intersectional factors considered	Staff numbers in SBL in 2023	Comments
Aboriginal and Torres Strait Islander	Zero (0%)	In early 2024, out of all staff at ECU (n=2012), 38% (774) are academic staff (excluding casuals) and 1.4% (11) are Aboriginal and/or Torres Strait Islanders. This is comparable to the 2023 sector average for benchmarking, which is 1.48%. There was zero staff members that identified as Aboriginal and/or Torres Strait Islander in SBL.
Disability	1 (1%)	There was only one staff member that identified as having a disability in SBL. ECU acknowledge that this number (or lack of any staff identifying as having a disability at all) may not be accurate. Staff members can often feel unsafe identifying a disability, or they may have developed the disability later in their career and not update their records.
Culturally and Linguistically Diverse	55 (57%)	In SBL, out of 97 staff members who reported their CaLD status in 2023, 55 out of the 97 identified as CaLD, whereas 42 identified as non-CaLD. Out of all the CaLD staff members, 42% (23 out of 55) of these people identified as women.

Table 36: Diversity and intersectional factors considered for SBL.

Aboriginal and Torres Strait Islander Staff

Identified in *Key Barrier #1*, only 10 ECU staff members in 2023 who identified as Aboriginal and Torres Strait Islander were academic staff (26%). None of these Aboriginal and Torres Strait Islander staff members identified they were part of SBL. Although ECU cannot adequately address intersection trends for this school from this low dataset, ECU continues to work together with other ECU networks to make SBL (and ECU as a whole) a more appealing place for Aboriginal and Torres Strait Islander people to want to work.

ECU has customised Tableau dashboard reporting, the 'Indigenous Australian Staff Report', that it uses to monitor and produce reports for committees, to be aware of the Aboriginal and Torres Strait Islander and staff with disability employment status at ECU. This information is reported as standard at each E&DC.

P&C and the Office of the DVC (SEI) continue to implement initiatives, e.g., strategic funding investment proposals; one of which is aimed at hiring more Aboriginal and Torres Strait Islander academic staff members for a workforce reflective of ECU's community and enabling the University to meet its 2026 *Aboriginal and Torres Strait Islander Employment Strategic Plan* Key Performance Indicators.

Disability and CaLD Status

ECU currently employs 45 staff (ongoing/fixed term) with a disability which equates to 2.2% of the headcount. There has been 1 new starter in 2024 with a disability (but not in SBL).

Accordingly, the number of people identifying as having a disability is low institution-wise and was low in SBL, hence ECU was unable to ascertain meaningful trends. Again, ECU acknowledges that this low number of staff with a disability may not be accurate and continues providing a work environment that does not discriminate against people on the basis of disability as per the disability action initiatives in Table 29.

Overall, at ECU in 2023 for academic staff, 30% staff identify as CaLD (N=211). Within SBL, 55 out of 97 staff members of these people identify as CaLD and 42% (23) of those CaLD staff members identify as women (Table 37). Showing all five years' worth of data allows ECU to track changes year on year rather than an overarching change in five years.

There is a fairly even CaLD split for women and men at ALEVA to ALEVC, however, at ALEVD and ALEVE the difference between men and women for CaLD becomes greater (skewed towards men).

These strong number of CaLD staff members (men and women) within SBL, is in part attributed to the positive culture in the School with SBL celebrating major 'diversity days', including a wide range of diverse individuals in planning activities, including the School's 'Away Days', and the University-wide training opportunities readily available. Therefore, at this stage, this was believed not to be a key issue of concern.

Academic Level	Year	Gender	CaLD	Non-CaLD	
ALEVA	2019	W	5	3	
		M	3	5	
	2020	W	4	2	
		M	2	4	
	2021	W	3	1	
		M	3	4	
	2022	W			
		M	2	4	
	2023	W	3		
		M	3	2	
	ALEVB	2019	W	6	11
			M	8	10
2020		W	11	11	
		M	14	8	
2021		W	11	11	
		M	13	8	
2022		W	11	8	
		M	10	6	
2023		W	10	9	
		M	11	8	
ALEVC		2019	W	5	3
			M	8	5
	2020	W	5	4	
		M	9	5	
	2021	W	5	3	
		M	9	5	
	2022	W	7	4	
		M	10	5	
	2023	W	7	3	
		M	9	6	
	ALEVD	2019	W		5
			M	5	
2020		W		5	
		M	5	1	
2021		W	1	4	
		M	5	1	
2022		W	1	4	
		M	5	1	
2023		W	2	5	
		M	5	1	
ALEVE		2019	W	1	1
			M	4	2
	2020	W		1	
		M	4	3	
	2021	W		2	
		M	4	3	
	2022	W		2	
		M	3	3	
	2023	W	1	2	
		M	4	2	

W = Women M = Men

Table 37: Headcount SBL by academic level by gender & CaLD 2019 – 2023.

Note: Number will not always match headcount exactly as CaLD status is self-reported and not mandatory to disclosed.

Recruitment

During *Cygnets Award #4: Women in Professorial Research Positions*, recruitment data was reviewed University-wide, and a comparative analysis was conducted (Figure 59).

“Another observation here is that we in the main end up recruiting for our SBL academic vacancies from overseas and interstate as the pool in WA is far too small but people outside end up being far more competitive.

That is one of the reasons why we have more applicants that are men to start with when we advertise as we have found women, even the ones we have tried to tap on the shoulder to recruit, are not keen to move countries/states or relocate to Perth [Western Australia].”

Figure 59: SBL ED speaking on recruitment, 2024.

Findings showed that in 2023, in SBL more men were recruited compared to women. Over the past five years, looking at recruitment numbers, there were 17 women appointed compared to 33 men appointed - mainly at ALEVC-E in the senior levels (25 men: 9 women). ECU does not currently track applicants and their CaLD status through recruitment data.

Once recruitment data for the most recent year became available for analysis, it showed that not only does SBL have more applications from men for positions, but more men were also shortlisted, thus more men were hired as per Figure 60.

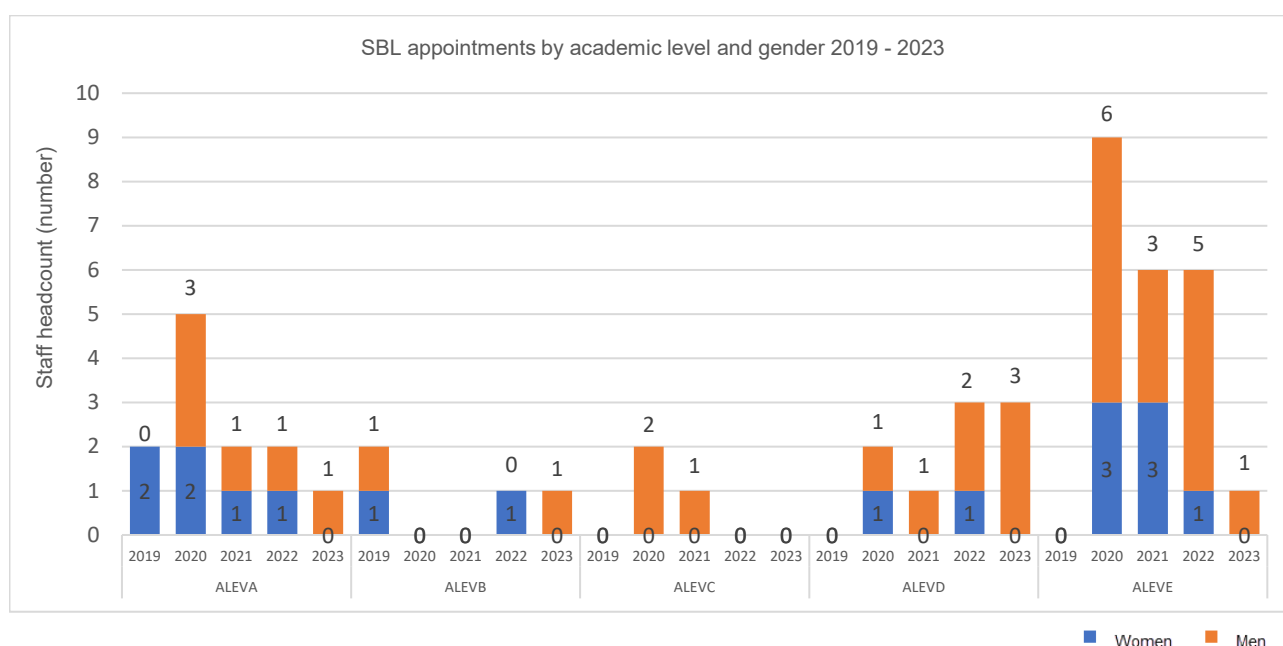


Figure 60: SBL appointments by academic level and gender 2019 – 2023.

The AS Dashboard recruitment data is a ‘lagging instrument’ as noted in *Section #1* and time delays had implications for decision-making. Also, formal processes such as workforce data from centralised ECU service centres proved limited in availability and awareness of gender trends. Having enhanced data will provide more real-time analysis to inform current recruitment activity and workforce planning.

Action 5.3.	Review recruitment advertising to ensure all promotional materials, job advertisements, and information packs for applicants, use gender neutral language, non-stereotypical images, and visible women role models and incorporate our gender diversity commitment.
Action 5.3.1.	AS and P&C to provide up-to-date data for schools to review recruitment information.

SBL was aware of the downward trend in appointments of women in 2023 and was proactive; thus, has already begun to see marked changes in recruitment trends for 2024 with two women appointed into senior positions.

As part of gendered considerations in the School, recruitment advertisements reflect a clear commitment to GEDI (Figure 61). Job advertisements are shared by ECU as well as the ED, with affirmative statements strongly reaffirming the value of inclusivity.

On applications for jobs, all job advertisements say:

“ECU is a diverse and inclusive workplace reflecting the differences in society. Specific strategies and initiatives are in place to address underrepresentation of specific groups. Applications are encouraged from suitably qualified people from all backgrounds. Aboriginal and Torres Strait Islander people are strongly encouraged to apply.”

Additionally, logos displaying the commitment to a healthy and inclusive website are displayed:



Figure 61: Example of recruitment advertisement within the School.

Given the high level of applications from men apparent in 2023, further consideration should be given to reviewing future recruitment rounds to ensure greater appeal to diversity groups with a gendered focus, particularly on senior levels (Figure 62).

“Being appointed as a Strategic Research Fellow has provided me with the opportunity to focus on my research interest and conduct impactful research.”

“My School, SBL, and especially my mentor have helped me hugely for my involvement as an active and contributing member.”

Figure 62: Quotes from academic women in SBL.

Women appointed into SBL noted there were numerous positive opportunities to build research capacity, not only benefiting their career but also mutually benefiting the school and industry engagement opportunities. Hence, once recruited, women in the School could see progression and development options.

Action 5.3.2.	<i>Review and revise the SBL website and job references to see if there are any further references for inclusive environments that could be included on job references.</i>
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Retention

ECU looked at available retention data by comparing academic staff headcount, voluntary separations, turnover rates. Specifically, for SBL, there was no indication that retention rates were an issue that needed to be further addressed (Table 26).

School	Year	Turnover rate (%)		School	Year	Turnover rate (%)	
		Women	Men			Women	Men
SAH	2020	4%	3%	SMHS	2020	7%	8%
	2021	7%	6%		2021	3%	6%
	2022	12%	0%		2022	11%	12%
	2023	5%	8%		2023	6%	4%
SBL	2020	0%	11%	SNM	2020	11%	0%
	2021	10%	9%		2021	16%	17%
	2022	8%	12%		2022	13%	0%
	2023	5%	9%		2023	11%	0%
SEDU	2020	1%	6%	SSCI	2020	7%	4%
	2021	5%	25%		2021	0%	6%
	2022	1%	17%		2022	10%	8%
	2023	9%	0%		2023	0%	10%
SENG	2020	0%	0%	WAAPA	2020	5%	2%
	2021	0%	10%		2021	18%	0%
	2022	0%	0%		2022	11%	10%
	2023	0%	0%		2023	5%	4%

Table 26: Turnover rates for academic staff at ECU across all eight schools.

The turnover rate for academic women in SBL didn't exceed 10% and didn't exceed 12% for men and delivered an average of 6% and 10% (women and men respectively) across the years 2020 – 2023. This was comparable to other non-STEMM schools and to the AHEIA benchmarking data for voluntary separations.

When reviewing the data, consideration was given to patterns of high turnover, however, this was not the case for SBL, and the figures above show a consistent trend in the number and rate of all gender leaving ECU voluntarily and dropped from 2022 to 2023.

In addition, the School has a family-friendly ethos and School level meetings do not commence before 9:30 am to accommodate school drop-offs. As a rule, the ED and members of the School Executive do not send emails to staff outside standard business hours of 9:00 am to 6:00 pm. There is also a strict rule in place in SBL that no one is allowed to send work emails over the weekend¹³.

Action 5.4.	Improve career progression for academic staff that are women by increasing applications for promotion to ALEVC, ALEVD and ALEVE in SBL.
Action 5.3.	Review recruitment advertising to ensure all promotional materials, job advertisements, and information packs for applicants, use gender neutral language, non-stereotypical images, and visible women role models and incorporate our gender diversity commitment.

The ED acknowledges there is some work to be done to further embed AS and gender equity at the School-level. SBL has a *Strategic Plan (2022 – 2026)* and annual Operational Plans and a new mission statement (Figure 63) was developed in 2024 to underpin these.

The mission statement is:

*"We are **inclusive**, and enrich society through high quality teaching and research that matters."*

"As a provider of an accredited law program, the School is proud to express its commitment to the rule of law and the promotion of the highest standards of ethical conduct, professional responsibility, and community service."

Figure 63: SBL mission statement.

The SBL ED has always endeavoured to achieve a balanced profile, not only for women but also in terms of cultural diversity. SBL in recent years has had a goal around diversity in the annual Operational Plans, with a focus on cultural diversity and its new mission that has been socialised this year, setting an agenda around being 'inclusive' that has mandated reporting.

Also, there is currently a project being undertaken to review the plans in the School and ensure they are corresponding to the pillar for workforce representation and having a diverse and inclusive workplace.

For leadership, SBL has a strong advocate in their ED, she openly advocates for GEDI, and this is displayed on the SBL webpages (Figure 64).



Figure 64: SBL's social media and website images from School diversity events.

¹³ Note: Because of ECU's Flexible Working Arrangements (FWA) policies, procedures and commitment, if it suits staff personally to work outside these hours, this is accepted however, a delay-send strategy is encouraged.

<i>Action 5.5.</i>	<i>Revise direction within SBL through completing a project to review current school-level plans.</i>
<i>Action 5.5.1.</i>	<i>Have a GEDI reference in the SBL Strategic Plan.</i>

SBL is further invested through assigning the School's Manager for Quality, Accreditation and Engagement to focus on AS and GEDI data analysis which ensures Executive-team-level accountability.

<i>Action 5.2.3.</i>	<i>Ensure future reporting is broken down at school level for AS and P&C Reporting.</i>
<i>Action 5.5.2.</i>	<i>Have an AS Standing Item on the SBL Executive Agenda.</i>

Action Plan

KEY BARRIER 4: Underrepresentation of senior academic women in the School of Business and Law (SBL)

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
	<ul style="list-style-type: none"> • ECU's Athena Swan (AS) Champions' Network initiative was formed in 2017 and acted as an informal touch point for communications, events and initiatives on the ground level for AS implementation. • While the AS Champions' Network remains active and AS Champions are present in SBL, awareness and training need to be revisited by the AS Team to strengthen staff capacity to retrieve and analyse data specific to their areas. • The role of the AS Champion in schools was not expanded upon through the wider AS Network during the Bronze Institutional Award period and SBL did not previously have data that suggested there was a need for attention. • Gender Pay Gap (GPG) data was analysed and reflected upon as part of ECU's established annual gender, equality diversity and inclusion (GEDI) mechanisms and again as part of Cygnet Award applications. However, ECU's main accountability for GPG reporting resides with People and Culture (P&C) and includes an annual analysis of the GPG. This report is presented to ECU's Council, University Executive (UE), ECU Athen Swan Charter Committee (ECUASCC) and the Equity and Diversity Committee (E&DC). • What is apparent is monitoring and reporting mechanisms/processes are 	<p>Actions</p> <p>5.1. Decrease the disparity between men and women in senior ALEVs in SBL to reduce the School's GPG.</p> <p>5.2. GPG reporting to be provided at a more granular level to highlight where the greatest inequities exist.</p> <p>5.2.1. Implement training for members of the SBL Executive and SBL AS Champions on the AS Data Dashboard.</p> <p>5.2.2. AS Team to retrain AS Champions where required (As per Action 1.1 in Section #1).</p> <p>5.2.3. Ensure future reporting is broken down at school level for AS and P&C Reporting.</p> <p>Outputs</p> <p>A) Annual GPG report provided to SBL to inform recruitment activities and workforce planning. AS Data Dashboard training complete.</p> <p>B) School GPG data to be provided as part of school workforce planning meetings with P&C.</p> <p>C) SBL Executive Dean (ED) to be able to make informed decision-</p>	<p>Q1, 2025</p> <p>Q4, 2024</p> <p>Q2, 2024</p> <p>Q1, 2025</p>	<ul style="list-style-type: none"> • ED, SBL • Manager for Quality, Accreditation and Engagement, SBL • Deputy Vice-Chancellor (Regional Futures) (DVC RF) – AS Lead • Office of the Deputy Vice-Chancellor (Regional Futures) (DVC RF) – Program Manager AS • Director, P&C 	<ul style="list-style-type: none"> • ED, SBL 	<p>Outcomes</p> <ul style="list-style-type: none"> • SBL GPG decrease from 5.3% base remuneration to +3%. <p><i>NOTE: ECU generally sets a target of +3%/-3% base rem for the University.</i></p> <ul style="list-style-type: none"> • 100% of SBL AS Champions to be trained in the use of the AS Data Dashboard and other AS reporting. <p>Impact</p> <ul style="list-style-type: none"> • SBL Executive and AS Champions report greater awareness and understanding of gender pay equity issues School-wide. <ul style="list-style-type: none"> ○ Specific understanding of the causes of the increasing GPG and what impact recruitment decisions will have on the School.

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
	not sufficiently specific enough to identifying gaps at a school level. Breakdowns are shown in science, technology, engineering, and mathematics (STEM), Non-STEMM and STEM plus medicine (+M) clusters.	making with the increased availability and quality of data. D) AS Champions to guide better decision-making in SBL				
	<ul style="list-style-type: none"> Recruitment by SBL across 2023 resulted in more men than women being appointed in SBL, specifically in senior roles (Academic Level C (ALEVC) to ALEVE). Over the past 2 years, in 2022-2023, SBL recruited 6 men to 1 woman staff member. This negatively impacted on SBL's Gender Pay Gap, which increased by 2.3% to 5.3 base remuneration and 3.9% to 6.8% total remuneration. Women are not applying at the same rate as men and as such are not being recruited at the same rate as men in order to see the desired change in the overall gender ratio in SBL. Attraction of applications from women was a problem and specifically from those in a domestic market. We need to focus on attraction, including how we present the University to the market, to make the vacancies more appealing to women. Need to deconstruct recruitment process to look for pipeline loss points. 	<p>Actions</p> <p>5.3. Review recruitment advertising to ensure all promotional materials, job advertisements, and information packs for applicants, use gender neutral language, non-stereotypical images, and visible women role models and incorporate our gender diversity commitment.</p> <p>5.3.1. AS and P&C to provide up-to-date data for schools to review recruitment information.</p> <p>5.3.2. Review and revise the SBL website and job references to see if there are any further references for inclusive environments that could be included on job references.</p> <p>5.4. Improve career progression for academic staff that are women by increasing applications for promotion to ALEVC, ALEVD and ALEVE in SBL.</p> <p>5.5. Revise direction within SBL through completing a project to</p>	<p>Q1, 2024</p> <p>Q4, 2024</p> <p>Q3, 2024</p> <p>Q4, 2026</p> <p>Q4, 2024</p>	<ul style="list-style-type: none"> ED, SBL DVC RF – AS Lead ODVC(RF) – Program Manager AS Director, P&C 	<ul style="list-style-type: none"> ED, SBL 	<p>Outcomes</p> <ul style="list-style-type: none"> Increased recruitment of academic staff that are women so that the SBL ALEVE cohort (professorial staff) increases to 40% by 2026. A gender-balanced professorial cohort for SBL by 2028. <p><i>Note: Always aiming for gender parity at 50% in a woman and a man breakdown.</i></p> <ul style="list-style-type: none"> Increased recruitment of women into senior academic levels (ALEVC-E) in SBL at 50% by 2026.

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
		<p>review current school-level plans.</p> <p>5.5.1. Have a GEDI reference in the SBL Strategic Plan.</p> <p>5.5.2. Have an AS Standing Item on the SBL Executive Agenda.</p>	<p>Q4, 2024</p> <p>Q3, 2024</p>			<p>Impact</p> <ul style="list-style-type: none"> • New recruits to SBL report that they have access to the suite of Flexible Working Arrangements available. <ul style="list-style-type: none"> ○ Additionally, recruits will have a clear understanding of how to access and use benefits. ○ New recruits report a positive, diverse, and welcoming environment. • SBL Executive and AS Champions report that there is a standing item on the SBL Executive Agenda. <ul style="list-style-type: none"> ○ Both groups report an understanding of the data and, that it is presented in an appropriate manner with issues of importance are raised.
		<p>Outputs</p> <p>A) All stages of recruitment acknowledge the candidate's potential, not just their past experience.</p> <p>B) Flexible working approaches and ECU's parent-friendly environment are promoted in all stages of recruitment.</p> <p>C) Standing item for AS on the SBL Executive Agenda.</p> <p>D) Revised AS Champions' Network membership through audit, nominating new members where required.</p> <p>E) Revised training for ECU AS Champions' Network, reflecting current priorities (including Cygnet and Silver Award Action Plans) and extending on original scope of Institutional Bronze Award.</p>				

KEY BARRIER 5: Difficulty recruiting and promoting academic women into senior levels in the Western Australian Academy of Performing Arts (WAAPA)

Evidence of Barrier

Table 38 shows an overview of the steps taken to understand and address the key barrier to date:

How we know what the barriers are	
<ul style="list-style-type: none"> • As a result of evidenced-based data collection as part of <i>Cygnets Award #4</i> increasing women professorial research candidates across ECU, there was a clear risk through: <ul style="list-style-type: none"> ○ Zero academic promotions for women into ALEVE and only one into ALEVD in the past 5-years. ○ Zero recruitment of academic women into ALEVD/E into WAAPA over the past 5-years. • Discussions with the ED, AS Champions and the Diversity, Inclusion and Opportunity Working Group in WAAPA gave feedback to the AS Team. 	
How we know why these barriers are problems	
<p><u>Lack of recruitment into, and promotion of women within, ECU's WAAPA</u></p> <ul style="list-style-type: none"> ➢ <i>"My workload was mainly divided between teaching and administrative responsibilities which made my research take a back seat [due to the teaching load]."</i> ➢ <i>"WAAPA is a different story to the rest (was in School of education previously) ... It's a different framework ... It's the vocational training pathway...equivalent of Professor can be demonstrated through work".</i> ➢ <i>"Lack of recognition of value of artists and their work in general."</i> ➢ <i>"Had to go outside of my School and field to be able to compete in terms of research in international way."</i> ➢ <i>"Limited advancement opportunities."</i> ➢ <i>"Roadblocks along the way."</i> ➢ <i>"Shift the culture."</i> <p><u>Lack of senior women role models in WAAPA</u></p> <ul style="list-style-type: none"> ➢ <i>"As an academic and an artist, I definitely didn't have role models."</i> ➢ <i>"The previous senior woman was head hunted by [XXX] – that was disappointing."</i> ➢ <i>"There are barely any professors in the School at all, let alone women"</i> ➢ <i>"Music discipline is dominated by men."</i> ➢ <i>"In WAAPA and the arts areas, there is intense teaching. Caring responsibilities and teaching don't go together well."</i> ➢ <i>"This is not a regular position, so it's not great for women with small children."</i> ➢ <i>"It was rough – it took leaving and then to come back as an academic and an artist."</i> ➢ <i>"People are shocked the leadership are men."</i> 	
Leadership and accountability	<ul style="list-style-type: none"> • ED was appointed to serve on the ECU EDC (of which the DVC(RF) and Program Manager, AS also serve) and the DVC(SEI) is the Chair (who is a part of the ECUASCC). • Since 2019, representatives from WAAPA have served on the membership of the ECUASCC. • ED is a Champion for AS and has been strategically appointing women both in Profession Staff and Academic Staff roles over the past 4 years. • WAAPA has its own Diversity, Inclusion and Opportunity Working Group to better support GEDI within WAAPA.
Honesty and self-reflection	<ul style="list-style-type: none"> • ED reviews data and can see the lack of academic promotion and recruitment in the School; acknowledging the AS Silver application is a good reflection of what has been happening here at WAAPA and is working to address the gaps. • As part of the Silver Award the ED WAAPA acknowledged the opportunity to drill down into specific reasons why WAAPA has not recruited women in the past. • The ED provided specific names and key positions within WAAPA who contributed to the AS program and qualitative feedback opportunities. • ED was instrumental in hiring a senior woman the VCPRF within WAAPA that could mentor junior women to grow within the disciplines.
Communication and engagement	<ul style="list-style-type: none"> • In 2022, ran a survey as part of <i>Cygnets Award #1</i> and ask detailed questions about AS and non-STEMM disciplines perspectives. • 2023 and 2024 ran consultation sessions with the AS Champions in WAAPA (N=2). • In 2024 ran one-on-one in-depth interviews as a follow-up to information known and data being analysed. • Asked participants questions on recruitment, academic promotion and mentoring questions as part of the AS Silver Award analysis.
Data analysis and discussion	<ul style="list-style-type: none"> • Data is monitored, reviewed, and reported on a regular basis. • Ongoing and consistent follow up with accountable leaders. • ED has been active in reviewing data and understanding complexities of data collection activities.

Table 38: Overview of the steps taken to understand and address the key barrier to date

The staff profile for WAAPA demonstrates low numbers of academic women at senior levels (ALEVC-E). Data from 2023 (year-end complete data set) showed one man at ALEVE only, one woman at ALEVD compared to five men, and at ALEVC, skewed towards men nine to three (Figure 65).

WAAPA 2023	ALEVA	ALEVB	ALEVC	ALEVD	ALEVE
# Women (W)	6	8	3	1	0
# Men (M)	8	20	9	5	1
Difference between W and M	-2	-12	-6	-4	-1

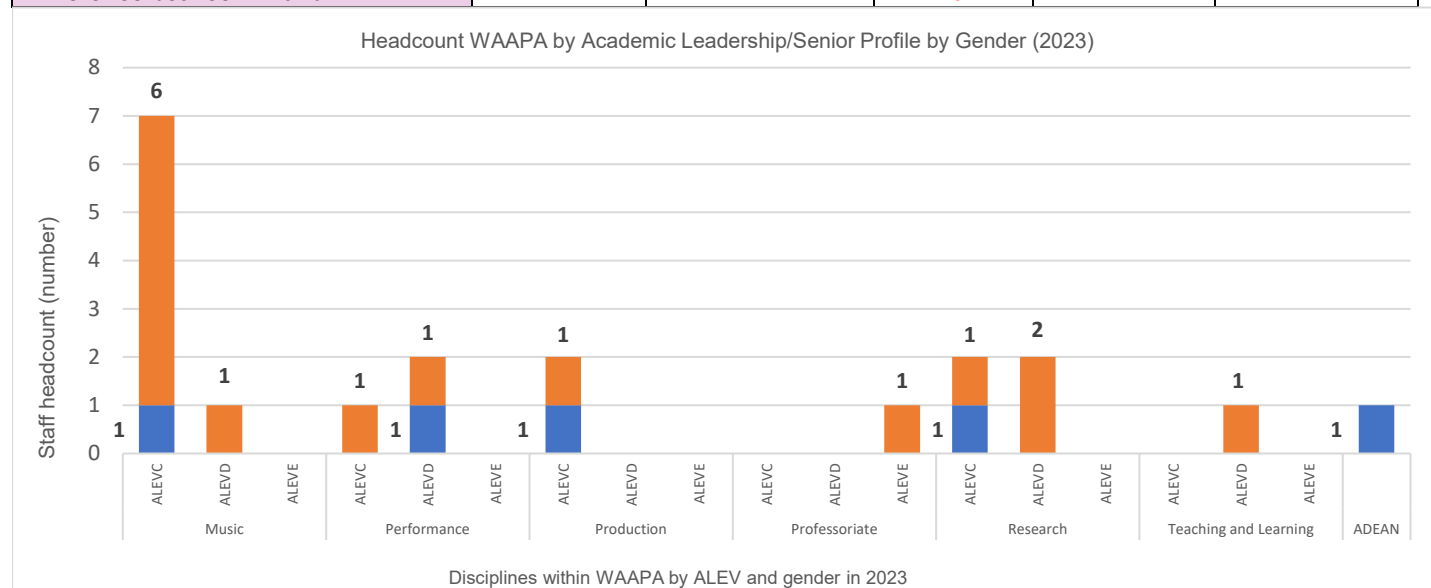


Figure 65: Academic staff (WAAPA) by level and gender - 2019 to 2023

Also, the graph above shows a clear pattern of higher numbers of men in the music discipline compared to women at 6:1 ratio.

Low recruitment and low academic promotion of women into senior levels exhibit this barrier. Historically, WAAPA has always had low numbers of women at ALEVD/E, mainly due to a lack of women role models and mentors (both men and women), non-traditional career pathways, and limited advancement opportunities within WAAPA. In the past five years, there were no ALEVE women and only one at ALEVD (promoted in 2021). Hence, WAAPA has had a lack of recruitment of women into senior levels (Table 39).

		2019		2020		2021		2022		2023	
	Gender	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
ALEVA	Applicants	11	19					1	9		
	Panel Member	1	2					2	2		
	Shortlisted	0	0					1	4		
	Successful	1	1					0	1		
ALEVB	Applicants					82	122	7	13	23	34
	Panel Member					8	7	4	4	5	6
	Shortlisted					11	7	4	4	3	3
	Successful					1	5	1	1	2	0
ALEVC	Applicants							46	49	8	11
	Panel Member							10	11	3	1
	Shortlisted							11	12	1	2
	Successful							3	2	0	0
ALEVD	Applicants										
	Panel Member										
	Shortlisted										
	Successful										
ALEVE	Applicants										
	Panel Member										
	Shortlisted										
	Successful										

Table 39: WAAPA 2019 - 2023 Recruitment data by academic level and gender.

There is also no recruitment of men at ALEVD and ALEVE which suggests an issue with recruitment into senior levels generally, and this lack of recruitment, coupled with the low number of women currently in senior positions, leads to low numbers of women having the ability to apply for and be successful in academic promotion.

Action 6.1. Recruit more women into senior positions in WAAPA (ALEVC-ALEVE).

Also, traditional academic career pathways and classifications have often limited advancement opportunities for women, and this is mirrored within WAAPA because it is an industry-based, Teaching Focused (TF) school (another consideration as part of the *Academic Careers Framework* Project).

Breakdowns of classification and academic roles highlight that while Research Focused Scholar (RFS) positions are now swayed towards women (with a recent ALEVE appointment in 2024), the TF and Teaching and Research Focused Scholars (T&RS) are biased toward men (Figure 66). Additionally, men were hired at ALEVB at a 3:1 ratio.

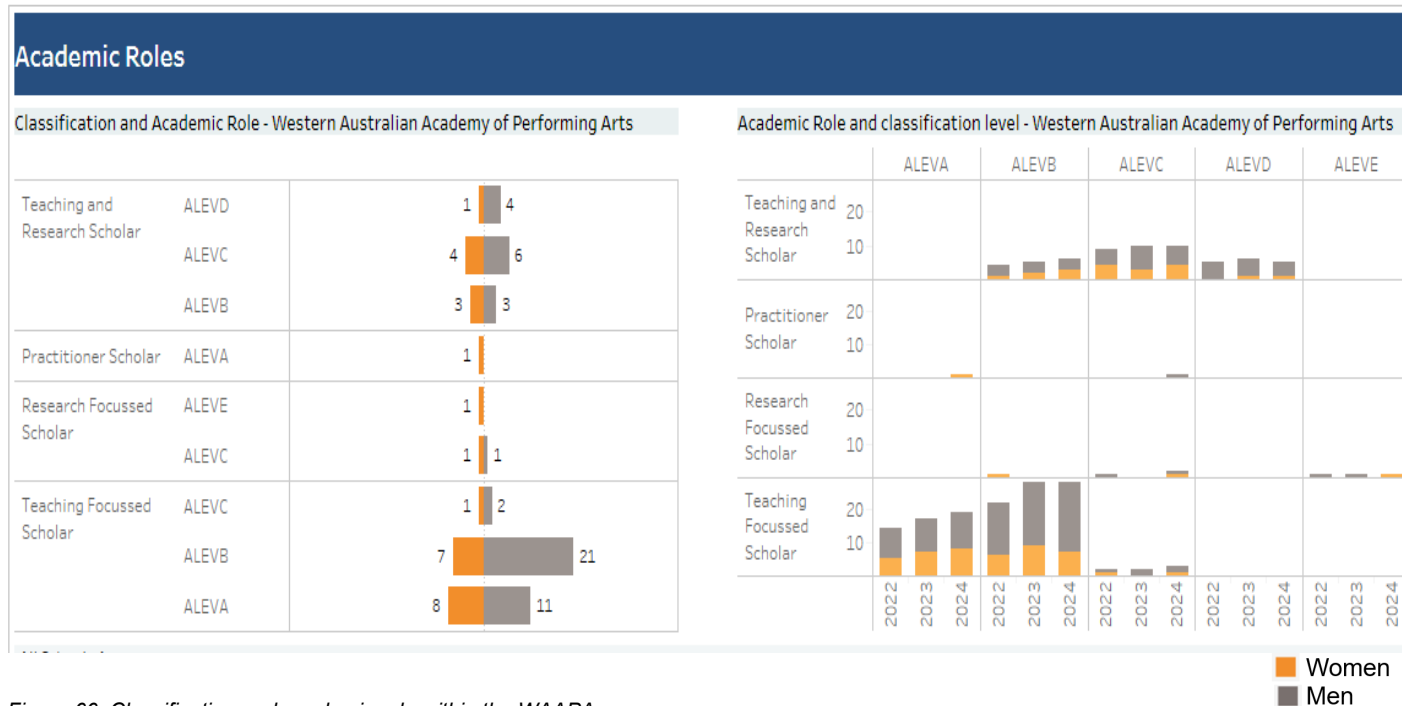


Figure 66: Classification and academic role within the WAAPA

This bias towards leadership from men in the Arts across all areas such as music, performance and screen are well documented nationally and internationally¹⁴ with the GPG in the Arts almost double the current national average in 2024¹⁵.

This analysis of data is overseen by the ED through various mechanisms, including the ED's representation on the E&DC, and WAAPA DI&O Working Group, which allows him to make appropriate strategic decisions for WAAPA in the long term.

Together with P&C, WAAPA strives to reflect on the current gaps that can be seen in the data and uses ECU recruitment policies to make informed decisions designed to address inequities. These are important components of the WAAPA strategic research priorities, which the new ADR has developed since taking up the position in 2023.

Intersectionality considerations

Aligning with the information already stated in this Application, as part of the AS work across the University, initially, data analysis focuses on gender, and then subsequently considers intersectional factors that might influence these areas such as Aboriginal and Torres Strait Islander status, disability status, and staff from CaLD backgrounds.

These outcomes are stated in Table 40:

¹⁴ https://creative.gov.au/wp-content/uploads/2022/12/ACA_302305_Culture-and-the-Gender-Pay-Gap-Documents_FA_Accessible.pdf

¹⁵ <https://www.fwc.gov.au/documents/sites/award-review-2023-24/am202321-sub->

Intersectional factors considered	Staff numbers in WAAPA in 2023	Comments
Aboriginal and Torres Strait Islander	1 (1.4%)	In early 2024, out of all staff at ECU (N=2012), 38% (n=774) are academic staff (excluding casuals) and 1.4% (n=11) are Aboriginal and/or Torres Strait Islanders. This is comparable to the 2023 sector average for benchmarking, which is 1.48%. At the year-end 2023 dataset, there was one staff member who identified as Aboriginal and/or Torres Strait Islander in WAAPA.
Disability	2 (2.9%)	There were only two staff members who identified as having a disability in WAAPA. ECU acknowledges that this number (or low numbers of staff identifying as having a disability) may not be accurate. Staff members may feel unsafe identifying a disability, or they may have developed the disability later in their career and not updated their records, as previously declared.
Culturally and Linguistically Diverse	3 (4%)	In WAAPA, 3 out of 69 staff members who reported their CaLD status in 2023, identified as CaLD to 66 identifying as non-CaLD. 33% (1 out of 3) of those staff identifying as CaLD also identified as women. These numbers acknowledge there is a secondary sub-issue in WAAPA as well as low numbers of women, there is low representation of CaLD staff members.

Table 40: Diversity and intersectional factors considered for WAAPA in 2023

Aboriginal and Torres Strait Islander Staff

As identified previously in this Application, in *Key Barrier #1*, in 2023 out of all academic staff, only 10 staff members identified as Aboriginal and Torres Strait Islander academic staff (26%). Only one of these staff identified or disclosed that they were Aboriginal and/or Torres Strait Islander in WAAPA. As such, due to confidentiality, ECU does not collect qualitative data to show an exploration of the differential experiences for this one person compared to the rest of the School.

Although ECU can therefore not adequately address Aboriginal and Torres Strait Islander quantitative trends for this school, ECU continues to work together with other ECU networks to make WAAPA a more appealing place for Aboriginal and Torres Strait Islander people to work i.e., though the strategies in the *Aboriginal and Torres Strait Islander Plan* and the *Aboriginal and Torres Strait Islander Workforce Action Plan 2022 – 2029 and initiative such as the VC’s Indigenous Futures Fellowship Scheme* that has funding for the four Senior Lecturer positions for three full years from establishment across ECU and other initiatives in Tables 3, 4 and 20.

Disability and CaLD Status

ECU overall currently employs 45 staff (ongoing/fixed term) with a disability which equates to 2.2% of the headcount. There has been 1 new starter in 2024 with a disability (but not in WAAPA). So, the number of people identifying as having a disability is low institution-wise and was low in WAAPA with only two people reporting a disability in 2023. Hence ECU was unable to ascertain meaningful trends. Again, ECU acknowledges that this low number of staff with a disability may not be accurate and continues providing a work environment that does not discriminate against people on the basis of disability as per the initiative in Table 29.

In WAAPA, in 2023 out of the 74 staff members only 5% (N=4) identify as CaLD with 7% (N=5) not disclosing their CaLD status and 88% (N=65) as non-CaLD. Compared to CaLD numbers across all academic staff members at the University at 30% this is low for this School. These numbers acknowledge there is a secondary sub-issue in WAAPA as well as lack of women, a lack of CaLD staff members (Table 41). Also, the CaLD staff have traditionally been pooled at ALEVA.

Action 6.5.	AS Team and WAAPA DI&O Working Group to review other GEDI areas for improvement.
Action 6.5.4.	6.5.4. Review experiences and perceptions of CaLD staff members in WAAPA to capture their lived experiences.
Action 6.2.1	Recruitment initiatives to be designed to take an intersectional approach so that efforts are made to attract women and CaLD people.

Academic Level	Year	Gender	CaLD	Non-CaLD	
ALEVA	2019	W	2	9	
		M	2	8	
	2020	W	3	7	
		M	2	9	
	2021	W	2	5	
		M	2	11	
	2022	W	1	4	
		M	2	7	
	2023	W	1	6	
		M	2	8	
	ALEVB	2019	W		7
			M		19
2020		W		7	
		M		18	
2021		W		9	
		M		16	
2022		W		8	
		M		19	
2023		W		11	
		M		22	
ALEVC		2019	W	1	5
			M		9
	2020	W	1	4	
		M		9	
	2021	W	1	5	
		M		11	
	2022	W	1	4	
		M		7	
	2023	W		3	
		M		9	
	ALEVD	2019	W		
			M		3
2020		W			
		M		3	
2021		W			
		M		3	
2022		W			
		M		5	
2023		W	1		
		M		5	
ALEVE		2019	W		
			M		1
	2020	W			
		M		1	
	2021	W			
		M		1	
	2022	W			
		M		1	
	2023	W			
		M		1	

W = Women M = Men

Table 41: Headcount WAAPA by Academic level by gender & CaLD 2019 – 2023.

Note: Number will not always match headcount exactly as CaLD status is self-reported and not mandatory to disclosed.

ECU will continue to advance its Equity and Diversity and AS dashboard to allow for more intersectional analysis of the quantitative data. WAAPA will also work with their WAAPA DI&O Working Group, to establish how to better drive, promote and be inclusive of people with a disability and CaLD staff members, as well as working with the ED&C and DAISC, where required.

Recruitment

Since 2015, to improve the recruitment of women into research roles, particularly professorial level research roles, ECU has focused on two key Schemes [both overseen by the DVC(R) and P&C]; the Vice-Chancellor’s Professorial Research Fellowship (VCPRF), where there were already acknowledged gender barriers, and a subsequent new initiative in 2019, the VCRF (Table 42).

Scheme Title	Description	Dates Active
VCPRF: The Vice-Chancellor’s Professorial Research Fellowship Scheme	Commenced the first recruitment round in 2015. Aimed at the rapid recruitment of high-level professors (Academic Level E) across the University.	2015 - present
VCRF: The Vice-Chancellor’s Research Fellowship Scheme	Commenced the first recruitment round in 2019. Aimed at Academic Level B and C to build a pipeline of researchers and thus eventually grow the professorial research cohort.	2019 - present

Table 42: ECU’s VCPRF and VCRF schemes.

The appointment of two VCRFs and one VCPRF in WAAPA are in keeping with this trajectory in line with ECU values and research priorities (Figure 67).

“This investment [in me] has enabled me to significantly grow my research track record and make an unprecedented contribution to the WAAPA research program.”

“ECU PSAP supervision program provided me the opportunity to have access to an immense pool of supervision resources and valuable presentations by experienced supervisors as well as the opportunity to practice and reflect on my learnings.”

“External exposure of my research (expertise) to academic and non-academic communities is bringing more opportunities for knowledge transfer by engaging with policymakers and practitioners.”

“The ability to be part of the leadership team [for the research stream] has enhanced my career.”

“Providing the opportunity for EMCR to have a research mentor is one of the best strategies to support them in developing their research skills. Professor [X] has been my research mentor from the start of my appointment. We had several meetings and fruitful discussions on different research strategies and relevant research development skills. She has always been very kind and supportive and has been accessible whenever I needed her support.”

Figure 67: Participant quotes from WAAPA interviews 2024.

Recruitment within WAAPA is internally-led and relies on P&C staffing data to drive approaches. Previously, data from P&C was only provided on a need-to-know ad-hoc basis and no recruitment or promotion data was regularly issued to WAAPA. However, as previously highlighted, although data is available in the AS Dashboard, it wasn’t, until recently that, the ADR and ADD had access to the Dashboard.

Moreover, the data provided was lagging and consequently, didn’t effectively analyse recruitment profiles to allow for more targeted gender recruitment strategies.

Action 6.5.	AS Team and WAAPA DI&O Working Group to review other GEDI areas for improvement.
Action 6.5.1.	AS and P&C to provide up-to-date data for schools to review recruitment information.
Action 6.5.2.	Training for members of the WAAPA Executive and WAAPA AS Champions on the AS Data Dashboard.

Generally, WAAPA has not been an area of concentration within the ECU AS Bronze Award STEMM focus. Feedback from WAAPA stated that the lack of knowledge about the available evaluation mechanisms, including limited communication from P&C and minimal contact with the AS team until recently, resulted in a lack of targeted school-based initiatives. However, significant academic and managerial changes in staff in the past 12 months have led to a more positive outlook (Figure 68).

"The team we now have in place is great."

"[The Leaders] are trying to build a strong research culture and capacity... I'm hoping I can contribute to that in WAAPA."

"There is a lot of trust in this group, and also I feel that from the Executive Dean."

Figure 68: Quotes from academic women in WAAPA.

WAAPA has a number of formal policies and procedures to review the recruitment needs of the School (line management and ECU Management for Performance system [MPS]) and also informal activities (regular staff forums and town hall meetings). These feedback mechanisms allow the leaders to be aware of staff needs and attitudes.

While the WAAPA team has worked closely with the AS team recently, this need for better engagement and communication was acknowledged as an area for improvement. With AS Champions and an E&I Pillar Lead in place, further advancement of the review and synthesis of data around gender inequity in the WAAPA workforce remains an issue.

Action 6.5.	AS and WAAPA DI&O Working Group to review other GEDI areas for improvement.
Action 6.5.2.	Training for members of the WAAPA Executive and WAAPA AS Champions on the AS Data Dashboard.

Prior to the ADR and ADD having access to the AS dashboard data, it was considered that the information available was adequate to make appropriate recruitment and promotion decisions. However, it was realised that in the changeover of staff, access to the Dashboard was unavailable. This oversight was rectified, and the Dashboard is now able to be utilised.

Action 6.5.3	AS Team to retrain AS Champions where required.
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WAAPA's dataset shows that women are regularly applying for positions at WAAPA and being shortlisted and hired at equal rates to men, but only for ALEVA through to ALEVC. Since 2019, the data shows no appointments of women or men at ALEVD or ALEVE (Figure 69).

This highlighted the need to have aspirational role models and mentors to build a pipeline of women who can achieve promotion and seniority.

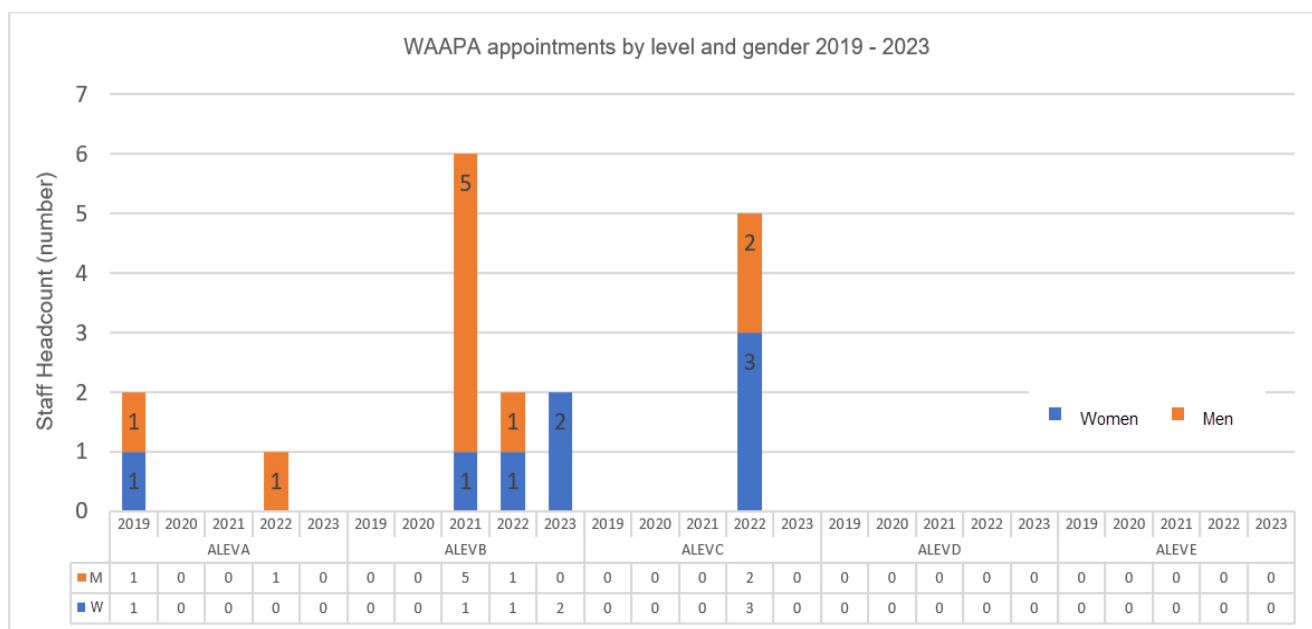


Figure 69: WAAPA appointment by level and gender 2019 – 2023.

In response to the lack of senior women, the VCRF and VCPRF recruitment strategy sought to appoint a new ALEVE (preferably a woman), to encourage and motivate other women to succeed in WAAPA. This was championed by the ED and ADR and in 2024 the first woman professor at ALEVE in WAAPA was hired. This was the first specific appointment of an ALEVE academic woman at WAAPA.

For the VCRF recruitment strategy, in order to ensure rigour and transparency, a six-month process of preparation, strategic recruitment and advocacy followed. The VCRF set parameters that at least half of the applicants should be women. Applicants were encouraged to contact the ADR to discuss alignment with WAAPA’s research priorities, prior to the open application round and interviews.

While these are significant milestones, in comparison to women, there remain more men in ALEVA, significantly more men in ALEVB, double the number of men in ALEVC, and more men than women in ALEVD. Notably, there are small numbers of staff of either gender at ALEVC and ALEVD.

Action 6.1.	Recruit more women into senior positions in WAAPA (ALEVC to ALEVE).
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Promotion

Typically, women remain at ALEVA-C in WAAPA and do not get promoted. Qualitative feedback showed reasons for this included a preference to prioritise a fractional employment to pursue artistic practice, relative to opportunity factors including family responsibilities, prioritising of current workload over promotion, lack of specific and strategic guidance and encouragement to go for promotion, and the non-traditional nature of their career pathways (no PhDs or Postgraduate degrees).

As there was a gender disparity between men and women, ECU focused efforts to why women were at lower levels and not moving to senior levels in academic in WAAPA.

Anecdotally women reported in staff surveys and interviews that: (Table 43):

Summary of feedback from non-STEMM participants on lack of promotion	
1	While they may be operating at the level above their current level, they lack confidence in articulating their achievements
2	Women prioritise their workload over promotion,
3	Women report little encouragement from leadership for career planning including promotion.
4	Women reported a lack of opportunities to progress

Table 43: Summary of feedback from non-STEMM participants on lack of promotion

The 2019-2023 data analysis highlights the low rates of promotion applications and success rates for women, specifically no applications (all genders) for promotion into ALEVE at all (Figures 70-72).

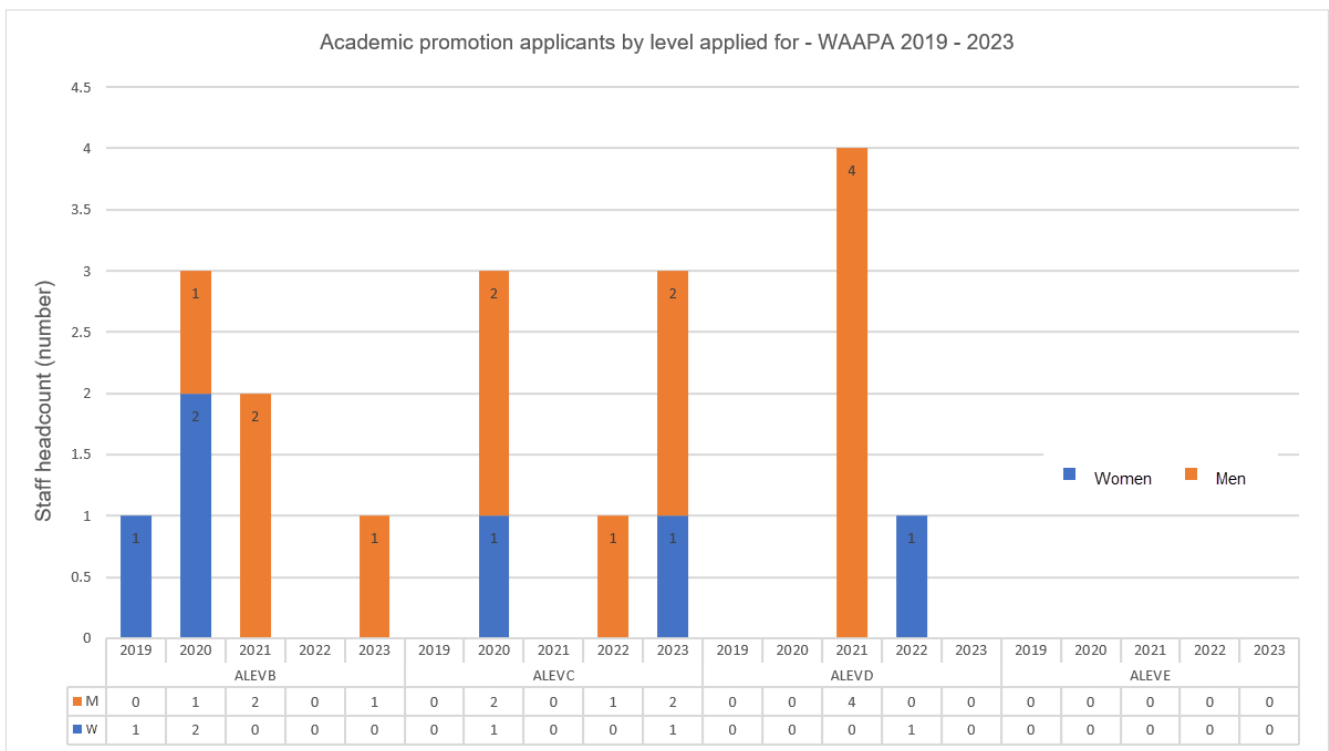


Figure 70: Academic promotion applicants by level applied for - WAAPA 2019 - 2023

This overall gender disparity is evident and is consequently now considered in all workforce planning. Aligning with the low number of applications from women for academic promotion, is the WAAPA staff profile

for women is also proportionately lower than men, particularly at ALEVB and ALEVC. In the specific context of WAAPA, the reason for this is often due to the complex nature of non-traditional and industry-based career pathways.

Hence, there are low promotion application rates because there is a low pool of applicants eligible to apply for promotion to begin with (Figure 71).

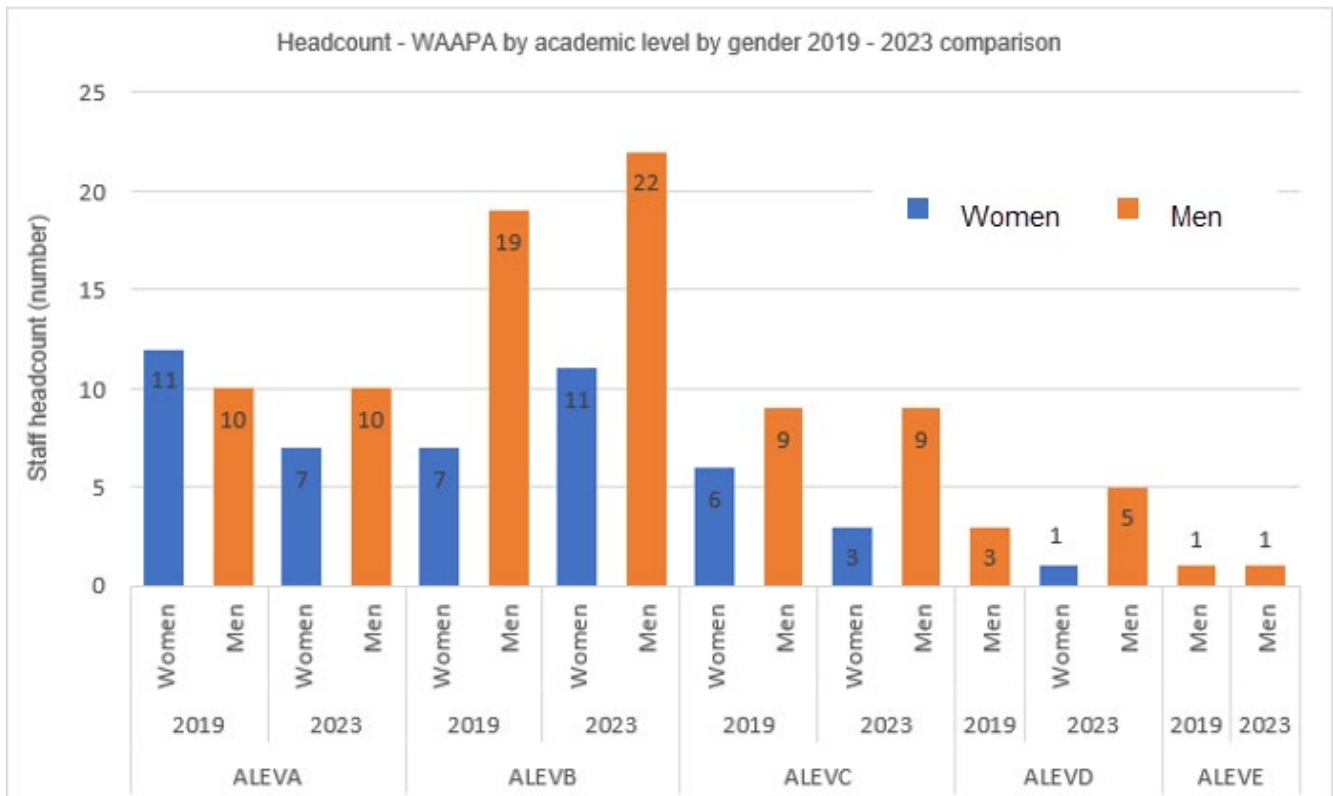


Figure 71: WAAPA staff headcount by academic level by gender 2019 - 2023 comparison

The data shows that in comparison to 2019, the headcount for women in WAAPA has not improved greatly, hence, another reason why ECU chose to have WAAPA as one of the Key Barriers in this Silver Application. When analysing the previous graphs, the trend over the past five years is that women are slowly moving from ALEVA to ALEB, however, they are leaving at ALEVC and not being promoted into senior levels.

ECU's existing centralised payroll system does not currently have the functionality to report on the detailed academic promotion eligibility information. Within the respective schools, individual and relatively informal approaches to promotion planning are employed, with these processes relying on manually compiled staff lists and executive leadership discussions pertaining to all staff such as time at a particular ALEV, staff readiness for promotion, and opportunities for leadership and University service.

However, a formal mechanism for standardised reporting is lacking, which would automatically flag staff who are eligible or ready to apply for promotion. ECU has conceptually identified the possibility of workforce and promotion planning sessions with P&C.

Action 6.6.	<i>AS Team to work with P&C to devise an early alert system to monitor the length of service and track eligibility for academic promotion for all ECU academic staff, ensuring timely identification of promotion opportunities.</i>
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However, when academic staff do apply for promotion, they are successful in all genders (Figure 72).

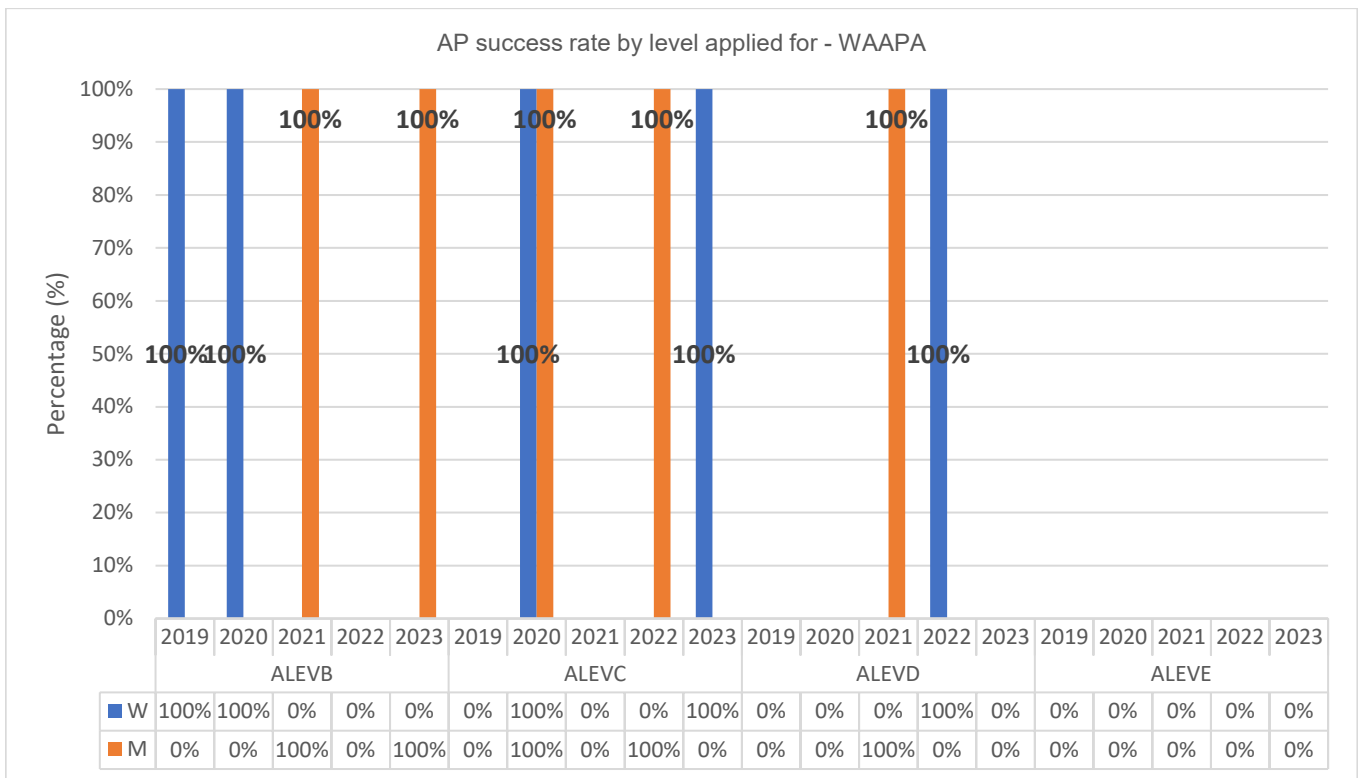


Figure 72: WAAPA academic promotion application and success rates.

Teaching focused school not conducive to traditional community expectations for women.

There are high levels of sessional staff (casuals who are practising artists) employed in WAAPA, skewed towards women, in order to incorporate contemporary industry expertise in the staffing mix. Feedback from 2024 interviews demonstrates this is because (Figure 73):

“Women more often have caring responsibilities and job within this [type of industry] have an intense teaching load”
“The teaching requirements are high and it’s not a regular position so if you have children to take care of... it’s not great”
[Women] don’t put themselves forward as readily as men will – we won’t go for [a promotion] if we are not going to get it”

Figure 73: Quotes from academic women in WAAPA.

Retention

ECU looked at retention data for WAAPA by comparing academic staff headcount, voluntary separations, and turnover rates. As part of this quantitative data review, ECU acknowledges that the turnover rate for academic women in WAAPA was higher than the standard rate of 5% at 18% in 2021, mainly due to retirements by academic women, but due to lower numbers of women and staff the percentage rate is becomes higher.

Also, the COVID-19 pandemic and its impact on the Arts industry was also a factor that was given consideration. Cultural and creative sectors were disproportionately impacted by COVID-19 and along with the WA State Government¹⁶, WAAPA reviewed the impacts in detail¹⁷.

When reviewing retention data, consideration was given to patterns of high turnover over longer periods of time. As mentioned above. as the individual staff headcount in WAAPA is already so low, even when small numbers of staff leave, the percentage will appear higher (Table 26). Hence, ECU determined there was no overwhelming case for WAAPA regarding ongoing high turnover rates, and the figures above show a consistent trend in the number and rate of all genders leaving ECU voluntarily. WAAPA turnover percentage dropped back to normal rates in the 2023 year, and this was comparable across the University.

¹⁶ <https://www.dlgsc.wa.gov.au/culture-and-the-arts/research-hub/covid-19-creative-industries-impact-survey>

¹⁷ https://www.waapa.ecu.edu.au/_data/assets/pdf_file/0006/960387/Breathing-through-the-pandemic.pdf

So, specifically, for this School, there was no indication that retention rates were an issue that needed to be further addressed within this Silver Application.

		Turnover rate (%)				Turnover rate (%)	
School	Year	Women	Men	School	Year	Women	Men
SAH	2020	4%	3%	SMHS	2020	7%	8%
	2021	7%	6%		2021	3%	6%
	2022	12%	0%		2022	11%	12%
	2023	5%	8%		2023	6%	4%
SBL	2020	0%	11%	SNM	2020	11%	0%
	2021	10%	9%		2021	16%	17%
	2022	8%	12%		2022	13%	0%
	2023	5%	9%		2023	11%	0%
SEDU	2020	1%	6%	SSCI	2020	7%	4%
	2021	5%	25%		2021	0%	6%
	2022	1%	17%		2022	10%	8%
	2023	9%	0%		2023	0%	10%
SENG	2020	0%	0%	WAAPA	2020	5%	2%
	2021	0%	10%		2021	18%	0%
	2022	0%	0%		2022	11%	10%
	2023	0%	0%		2023	5%	4%

Table 26: Turnover rates for academic staff at ECU across all eight schools.

There was one outlier in the data above in 2021, where four women left in one year. However, this was already known about due to several retirements but still impacted the pipeline of women with retirements at ALEVC impacting the promotion opportunities to ALEVD. This was an isolated incident as shown by the data where the headcount stayed stable; the individual separations returned to lower levels and the turnover percentage was back to 5% in 2023 – well below the AHEIA benchmarking average and the average across the non-STEMM schools and ECU overall. Initial 2024 data shows the continued low rates of staff turnover in the School for men and women.

Lack of role models

As stated previously WAAPA has only just in 2024 appointed a professor that is a woman. However, other role models in WAAPA have come from other leadership positions. WAAPA has a gender-diverse leadership group (n=9) with 43% of the Committee (four out of nine) women and representation on programming and producing committees, a workload committee, as well as a Diversity, Inclusion and Opportunity (DI&O) working group.

Action 6.2	Recruit senior academic women in WAAPA to provide mentoring opportunities for junior staff.
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Despite this representation of women on committees, it is reported there remains a lack of role models and mentors for academic women at the research and teaching level (Figure 74) and feedback from interviews indicates this will have an impact on academic promotion preparedness.

<p>“As an academic and an artist, I definitely didn’t have role models.”</p> <p>“There are barely any professors in WAAPA at all – let alone professors that are women.”</p>	<p>Figure 74: Quotes from academic women in WAAPA.</p>
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Action 6.4	Develop a school specific promotion session for WAAPA to mentorship for academic promotion.
Action 6.4.1	Be inclusive of promotion challenges for women specifically in non-STEMM disciplines.

Lack of mentors for research

As with role models, having no professors in WAAPA meant there was no opportunity for School-specific mentors at the highest level and when there is only one ALEVD who is a woman, this also gives limited chances and puts pressure on those women in senior levels.

Staff feedback interviews and surveys from non-STEMM academic women indicated that mentoring was something that made a difference in their career trajectory (Figure 75).

“Mentoring is so important, Luckily I had [a woman professor] outside of the School – showing me there was a way to be an academic and artist at that level.”

Figure 75: Quotes from academic women in WAAPA.

However, the women in WAAPA are actively committed to GEDI, proactively aiming to improve the number of women in the Academy by driving activities to rectify this gap (Figure 76).

“WAAPA has a huge emphasis on assessing achievement relative to opportunity.”

“Supporting staff on whatever stage of their research journey they are on.”

Figure 76: Quotes from academic women in WAAPA.

The WAAPA DI&O Working Group (Figure 77) was established in 2020 in recognition that improvements were needed at the individual, group, and systemic levels and this has been championed by the ADR and ADD women.

The working group is chaired by the Associate Dean (Performance), and she reports to the following committees:

- *WAAPA Executive;*
- *School Committee for Learning & Teaching;*
- *Producer’s Committee;*
- *School Research and Research Training Committee.*

Of the 19 current members, 12 are women. The aim of this working group is to take action to make WAAPA equitable, safe and inclusive for all. The role of the working group is to advocate for students and staff, to inform and advise the decision-making bodies at WAAPA using up to date evidence-based research.

The group can advise and advocate but the whole of WAAPA staff community, from professional staff to unit coordinators, and not only course coordinators and leadership, are responsible for valuing equity, diversity, access and inclusion.

The group has had a shifting focus since 2020, beginning with important work in diversifying curriculum content, and strategic changes in audition panels, and in consultation with representatives of the student body, the development with the anti-racism statement.

Figure 77: WAAPA DI&O Working Group Overview

The DI&O Working Group was established with a ‘rotating chair’ system, sharing the role of chair amongst different staff and also with students or alumni where needed, giving further opportunities for leadership and University service.

Key highlights of the DI&O Working Group include as per Table 43.

Initiatives of the WAAPA DI&O	Description
Diversity and Inclusion research	Developing research informed implementation of inclusive intimacy and consent processes in performing arts training.
Program development	Piloting programs and conducting audits relating to access and inclusion for staff, students, audiences and visiting artists.
Policy and Procedures	Diversity and Inclusion Policy, a Code of Practice and Action Plan has been developed and under review.

Table 43: Highlights of the DI&O Working Group.

The ED’s leadership ensures accountability and consistency across WAAPA, ensuring D&I is a standing item on the WAAPA Executive Agenda. In the last three years, the ED has observed major cultural differences and taken action to ensure appropriate systems and processes have been established (Table 44).

Examples of actions taken in WAAPA	Description
Promotion	Women in WAAPA were encouraged to meet with the new VCPRF to discuss opportunities to increase research profile and be eligible for promotion.
Mentoring	Active encouragement to seek out mentors
Support available	Supporting staff in the correct ways they needed to progress through ASPEO

Table 44: Actions taken to improve diversity and inclusion in WAAPA.

Through the recruitment learnings, in the search for the VCPRF candidate, it was determined mentorship opportunities should be a key factor in the successful candidate and that the VCPRF role was ideally suited to champion a mentoring role (Figure 78).

<p><i>“I believed I benefited from mentoring, and I think no point in being a professor if you can’t foster the next of anybody... especially women.”</i></p>	<p><i>Figure 78: Quote from academic women in WAAPA 2024.</i></p>
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It’s noteworthy that the VCPRF has already met with 26 academic staff in the School (men and women) to discuss research opportunities leading to academic promotion.

Additionally, the ACF will play an important factor for WAAPA with the non-traditional career pathways within the School. To succeed within the ACF, a core belief of the contemporary ACF is that it should provide flexibility in the way that academics demonstrate performance and impact. For example, Figure 19 on page 36, the elements of the ACF where the new Framework is designed to reflect the changing nature of academic work, offering a guide for academic staff as they navigate their careers and development, and promotions opportunities e.g., ECU focuses on the new ‘Domain 2: Research’ and where academic staff members can show they are having contributions to creative and cultural fields, leading to significant discipline impact and new knowledge at an international scale. As part of the implementation of this ACF, each School will be working with P&C to determine how they will determine success within the context of the Framework.

Action 6.3	<i>VCPRF in WAAPA to continue to mentor junior research staff.</i>
Action 6.4	<i>Develop a school specific promotion session for WAAPA to mentorship for academic promotion.</i>

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KEY BARRIER 5: Difficulty recruiting and promoting academic women into senior levels in the Western Australian Academy of Performing Arts (WAAPA)

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
	<ul style="list-style-type: none"> • ECU has seen a lack of recruitment of women into senior levels in WAAPA. At the end of 2023, there was only one man (and no women) at ALEVE in WAAPA. • Women are not applying at a fast-enough pace to cultivate the building of a pipeline to senior levels which would improve gender balance in the School. • The arrival of a Vice-Chancellor’s Professorial Research Fellow (VCPRF) in WAAPA (the first professor that is a woman to be recruited into the School in the past 6-years +), has provided an opportunity for mentoring opportunities. • The VCPRF as part of the recruitment strategy was hired to be able to mentor all staff through promotion. There was also a specific requirement to be a role model for women. 	<p>Actions</p> <p>6.1. Recruit more women into senior positions in WAAPA (Academic Level C (ALEVC) to ALEVE).</p> <p>6.1.1. Be considerate of Culturally and Linguistically Diverse (CaLD) applications for recruitment.</p> <p>NOTE: The current 2024 ALEVE woman Professor is the only ALEVE in the School and the first professor that is a woman to be hired in recent years.</p> <p>Outputs</p> <p>A) Table of actions and strategies to address feedback provided in the WAAPA staff interviews.</p> <p>B) Improved staff profile in WAAPA for academic women at all academic levels.</p> <p>C) All academic staff to have an opportunity to meet with the ALEVE Professor in WAAPA.</p> <p>D) All WAAPA staff are aware of the requirements for academic promotion.</p>	Q1, 2028	<ul style="list-style-type: none"> • WAAPA, School Executive Team (SET) • Associate Dean (Research) (ADR), WAAPA • Associate Dean (Discipline) (ADD), WAAPA • ED&I Committee, WAAPA • Deputy Vice-Chancellor (Regional Futures) [DVC(RF)] • DVC(RF) – AS Lead 	<ul style="list-style-type: none"> • Executive Dean (ED), WAAPA 	<p>Outcomes</p> <ul style="list-style-type: none"> • The numbers of women across all ALEVs in WAAPA to increase from 35% to 50% by 2028. • WAAPA Professoriate (ALEVE) to increase to (n=2) by 2028. (At least 1 Professor that is a woman to be recruited). <p>Impact</p> <ul style="list-style-type: none"> • Academic women in WAAPA feel confident they have a role model/mentor they can talk to in the School. • Academic women report they have seen the changes based on feedback provided during 2024 staff interviews. • Academic women in WAAPA give feedback that they see career/future pathways for research academics in the School.
	<ul style="list-style-type: none"> • Staff interviews in 2024 gave feedback that there was no role model nor mentors within WAAPA. • This has contributed to the absence of ALEVE women in the discipline. 	<p>Actions</p> <p>6.2. Recruit senior academic women in WAAPA to provide mentoring opportunities for junior staff.</p> <p>6.2.1. Recruitment initiatives to be designed to take an intersectional approach so that</p>	<p>Q1, 2024</p> <p>Q2, 2024</p> <p>Q4, 2024</p>	<ul style="list-style-type: none"> • WAAPA, SET • ADR, WAAPA • ADD, WAAPA • ED&I Committee, 	<ul style="list-style-type: none"> • ED, WAAPA 	<p>Outcomes</p> <ul style="list-style-type: none"> • Improved applications for academic promotion for ALEVC to ALEVE for academic women in WAAPA: <ul style="list-style-type: none"> ○ WAAPA academic women ALEVD to increase to (n=2) by 2028. (At least 1 woman to be promoted to Professor)

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
	<ul style="list-style-type: none"> Upward progression from ALEVC is not seen as a viable option, largely due to the type of industry. Increased visibility and transparency of the gender equality, diversity and inclusion (GEDI) data at ECU allows decision makers to be better informed. Through transparency, processes such as recruitment, reward and recognition initiatives, and academic promotion can be evaluated and improved. Evidence shows that if gender equity data is measured, it can drive the case for action by highlighting key issues, challenges, and solutions to address these respectively. 	<p>efforts are made to attract women and CaLD people.</p> <p>6.3. VCPRF in WAAPA to continue to mentor junior research staff.</p> <p>6.4. Develop a School specific promotion session for WAAPA to improve mentorship for academic promotion.</p> <p>6.4.1. Be inclusive of promotion challenges for women specifically in non-STEMM disciplines.</p> <p>6.5. Athena Swan (AS) team and WAAPA Diversity, Inclusion and Opportunity (DI&O) Working Group to review other GEDI areas for improvement.</p> <p>6.5.1. AS and People and Culture (P&C) to provide up-to-date data for schools to review recruitment information.</p> <p>6.5.2. Training for members of the WAAPA Executive and WAAPA AS Champions on the AS Data Dashboard.</p> <p>6.5.3. AS Team to retrain AS Champions where required.</p> <p>6.5.4. Review experiences and perceptions of Culturally and Linguistically Diverse (CaLD) staff members in WAAPA to capture their lived experiences.</p> <p>6.6. AS Team to work with P&C to devise an early alert system to monitor the length of service and track eligibility for academic promotion for all ECU academic staff, ensuring timely identification of promotion opportunities.</p>	<p>Q4, 2024</p> <p>Q1, 2025</p> <p>Q2, 2024</p> <p>Q4, 2024</p> <p>Q2, 2024</p>	<p>WAAPA</p> <ul style="list-style-type: none"> DVC(RF) – AS Lead Director, People and Culture (P&C) 		

Ref.	Rationale/ Evidence	Actions and Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes
		<p>Outputs</p> <p>A) Reporting provided to Line Managers on WAAPA staff who are eligible for academic promotion.</p> <p>B) Annual school-based promotion panel session targeting junior CaLD staff (under ALEVC).</p> <p>C) Annually, staff feel confident to apply for the ECU AS Advancement Scheme through increased promotion and information.</p> <p>D) Ongoing bespoke training session relating to diversity provided to all WAAPA Executive staff and those on the Working Group for AS Dashboard data and other GEDI matters.</p> <p>E) Having increased AS data facilitating a more robust review of current data.</p> <p>F) The AS Dashboard is used by managers to identify gender inequities within their own organisational unit profile facilitating the set-up of appropriate targets and actions.</p> <p>G) Improved tracking of staff gender and research profile through standardised reporting mechanisms.</p>				<p>Impact</p> <p>WAAPA staff (all genders) report:</p> <ul style="list-style-type: none"> • The culture in WAAPA has shifted to one of diversity, inclusion and belonging. • All staff were clear on the backing provided from the VCPRF in discussing research and career advancement. • They are aware of the requirements for academic promotion as per the P&C processes and specific WAAPA considerations and it is clear to them what they need do. • There are no barriers for academic women to achieve promotion in WAAPA.

Conclusion

This application for an AS Silver Institutional Award aims to demonstrate ECU's progress in entrenching gender equity, diversity and inclusion in our culture, vision, strategy, and governance structures across the entire University. Some of the key examples of our systemic approach include:

- ECU has noticeably embraced our namesake's (Edith Dircksey Cowan) values of inclusion and equity; ECU is the only university named after a woman in Australia.
- The SET and the UE co-drive AS at ECU as visible champions and are strikingly accountable.
- There is strategy, resourcing, and effective monitoring at the Executive and governing body levels, cascading through policies, practices, and procedures.
- Courage is a new value for ECU (2022) and underpins our commitment to being honest and transparent about what does, and what doesn't, add to positive change.
- We can demonstrate sustained and consistent communication and engagement with staff since 2015, characterised by the wealth of both quantitative and qualitative data; our staff have always given us the road map to fix obstacles and barriers. As well, our students steer us, ranking us with five stars for overall experience for the past 17 consecutive years.
- We've cemented an evidence-based approach strongly informed by our robust data collection and analysis systems – our AS Dashboard, supported by P&C staff reporting.
- We seek out the most current research from others in the sector, including but not limited to the Evaluation of STEMM Equity Programs, STEMM career pathway development, or initiatives for workplace equity and inclusion, so that our actions build upon the success of tested initiatives and the growing and valuable evidence base. Similarly, ECU is eager to share both our successes and where our work has not hit the mark, as ECU aims to build the shared knowledge pool so that collectively, there's a positive shift against some enduring sector-wide issues.

The above snapshot signifies ECU's steadfastness in encapsulating leadership and accountability, honesty and self-reflection, communication and engagement, and data analysis and discussion in our AS work and what is now core business.

ECU remains fully committed to AS, and since 2015, we have seen the benefits this process can bring to the culture of our institution and particularly to the opportunities for those experiencing disparities. To that end, ECU will continue to reveal our weaknesses, reflect, and act where needed. We will also continue to be transparent in sharing our position with our staff, students and the sector as our AS journey carries on (Figure 79).



Figure 79: ECU Gender Equality and Athena Swan website 'Welcome' pages