



Australian
National
University

Institutional Context

SAGE Athena Swan
21 July 2025

Acknowledgement of Country

The Australian National University acknowledges the Ngunnawal and Ngambri-Kamberri people, who are the Traditional Owners of the land upon which the University's Action campus is located.

This Ngunnawal and Ngambri-Kamberri land supports students and staff throughout their time at ANU. It continues to hold a space for future generations to come together and learn from Country and one another.

We pay our respects to all Aboriginal and Torres Strait Islander peoples, Indigenous peoples, past present and future, and acknowledge that this land from which we benefit has an ancient history that is both rich and sacred.

The ANU community makes a commitment to always respect the land upon which we stand and to ensure the voices of this land's Indigenous peoples are both heard and listened to so that we may move towards a future marked by cooperation and mutual respect.



Part of House's work at ANU is to provide everyone with the opportunity to connect with First Nations culture. His tree scarring is a form of truth-telling, a cultural practice he describes as the "legacy of his people".

"Part of the work I do here on Country is providing culturally safe recognition of our identity through sharing our stories here on campus – tree scarring is part of that."

Paul Girrawah House

The scar trees on campus are a reminder to listen to and reflect on the First Nations stories and histories on our campus.

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Acronyms

ANU	Australian National University
BAAP	Bronze Award Action Plan
CoSM	College of Science and Medicine
CSS	College of Systems and Society
DE&I	Diversity, Equity, and Inclusion
GEDI	Gender Equity, Diversity, and Inclusion
HEW	Higher Education Worker (classification system)
HR	Human Resources
IARC	Inclusive and Respectful Communities
LGBTIQA+	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual, and/or other sexualities, gender identities, or expressions.
P&C	People and Culture Division
RRR	Rights, Respect and Relationships (program)
RRU	Respectful Relationships Unit
SAGE	Science in Australia Gender Equity
SLG	Senior Leadership Group
SSW	Student Safety and Wellbeing
STEMM	Science, Technology, Engineering, Mathematics and Medicine
WGEA	Workplace Gender Equality Act

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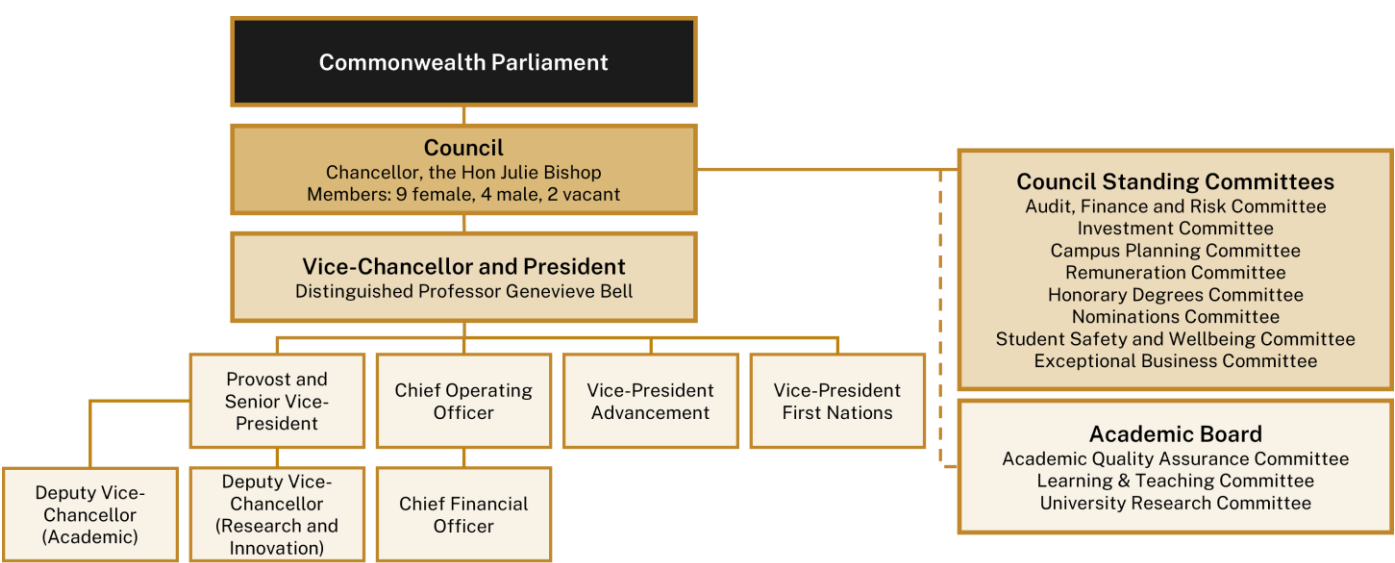
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About the Australian National University (ANU)

Established by Parliament in 1946, the ANU is the first and only national university in Australia. Its foundational mission is to advance solutions to critical national and global challenges through collaborative research and education. The University strives to be a leader in research, innovation, and world-class education, aiming to shape a better future and drive positive global impact.

ANU actively contributes to the development of public policy through its engagement with the Australian Parliament, thereby informing important national discussions. As the nation’s only Commonwealth university, ANU participates in Senate Estimates and Senate Inquiry hearings. Operating within defined regulatory frameworks, the University is committed to upholding the highest standards of governance, transparency, and the wellbeing of its community.

Figure 1: ANU Governance Structure



Note: The ANU website is currently being updated to reflect the latest Committee structure.

Table 1: ANU Governance Framework

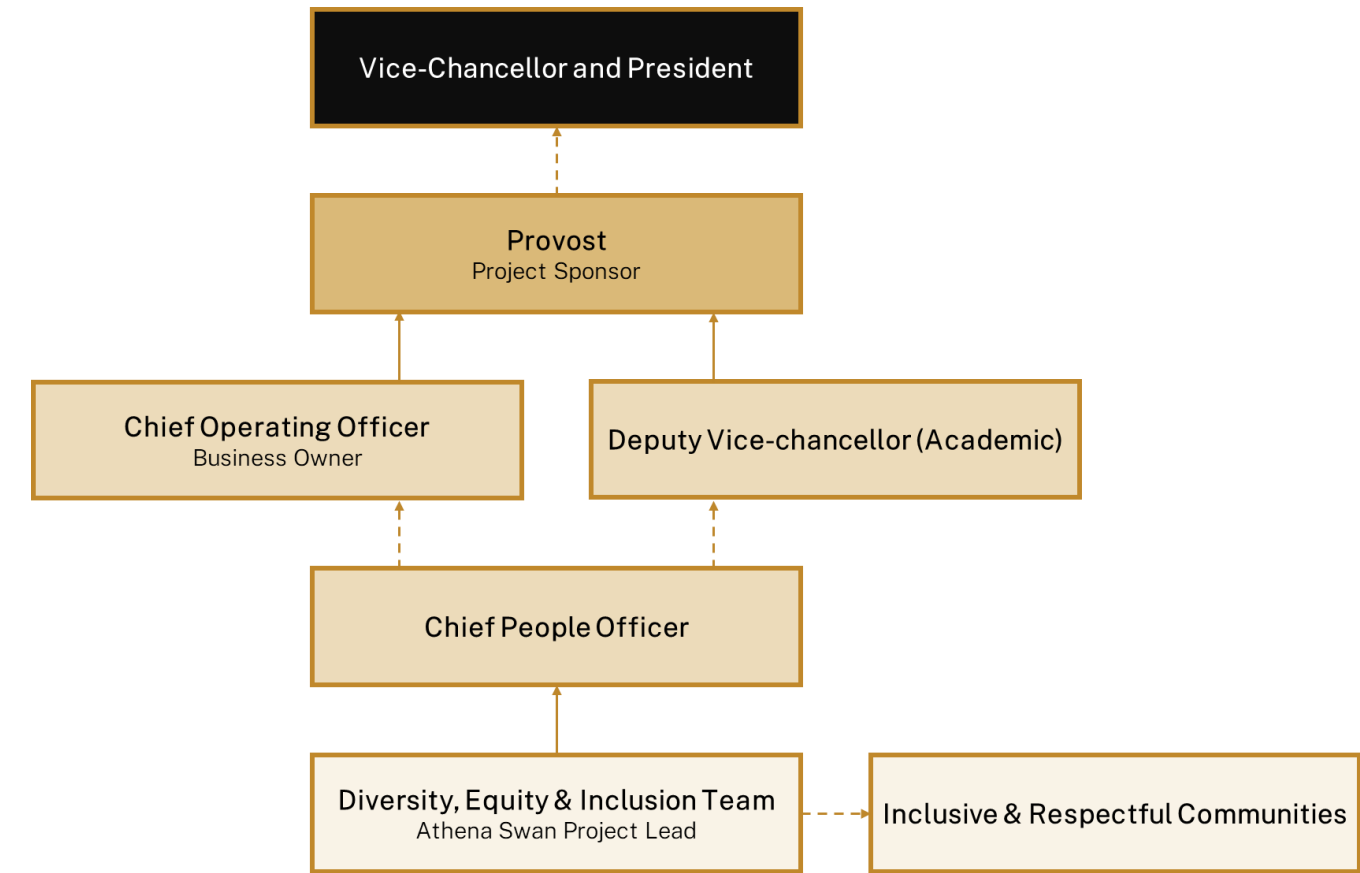
Australian National University Act 1991
Public Governance, Performance & Accountability Act 2013
Public Governance, Performance and Accountability Rule 2014
Tertiary Education Quality and Standards Act 2011
Tertiary Education Quality and Standards Agency (TEQSA)
Higher Education Standards Framework (Threshold Standards) 2021
Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
Voluntary Code of Best Practice for the Governance of Australian Universities
Fair Work Act 2009
Workplace Gender Equality Act 2012

Note: Pending the release of the National Higher Education Code to Prevent and Respond to Gender-based Violence, efforts are underway to align existing practices with the code’s requirements.

Accountability

The Diversity, Equity and Inclusion (DE&I) team within the People and Culture Division (P&C) is responsible for leading SAGE Athena Swan at ANU. This team collaborates closely with various stakeholders across the University, including the Inclusive and Respectful Communities (IARC) team (formerly the Respectful Relationships Unit, or RRU), to support the implementation of Gender Equity, Diversity and Inclusion (GEDI) activities to address and remove barriers identified in our Bronze Award. Collectively, the University has worked on implementing actions that support work across the five identified key barriers to enhance the attraction, retention, and progression of staff and students at ANU.

Figure 2: ANU approval pathway of the SAGE Athena Swan program



Note: Dotted lines indicate feedback and awareness only. Approvers are represented by solid lines.

Our Commitment and Strategy

ANU is committed to fostering an inclusive community that reflects the rich diversity of our nation. We cultivate a culture of respect and inclusion by embedding the University’s values of equity and diversity into every aspect of our study, work and living environment. The University is dedicated to enhancing outcomes for its community and ensuring a safe campus environment for all members of our community. Our policies and procedures prohibit discrimination, vilification, intimidation, violence, and other oppressive and disrespectful behaviour towards anyone, regardless of cultural background, religion, or political conviction.

Pillar 4 of the ANU Strategic Plan 2021-2025, ‘be a standard bearer for equity and inclusion,’ highlights our commitment to rigorous research into student and staff wellbeing, driving meaningful cultural change, and developing high-quality, evidence-based strategies and services. ANU is enhancing its digital and physical campus and services to enhance accessibility and inclusivity, strengthen data capability for equitable decision-making, and enforcing a zero-tolerance stance against behaviour that contravenes ANU values.

The University’s first Gender Equity Strategy 2023-2025 enables Pillar 4 of the ANU Strategic Plan. It aims to advance GEDI by addressing the self-identified barriers based on the Bronze Award Action Plan (BAAP) and supports the implementation of Actions that will guide ANU from Bronze to Silver. Developed through ANU community consultation and informed by best practice and cultural change research, the Gender Equity Strategy addresses cultural, structural, and attitudinal barriers. To achieve our 2035 vision (figure 3), it operates across four key action areas for 2023-2025: 1) driving culture and behavioural change, 2) leadership and governance, 3) work and study environments, and 4) addressing systemic and policy barriers to GEDI. Guided by this central approach, integrating local-level action plans and embracing an intersectional understanding of our diverse community, we will continue to advance efforts to address gendered disadvantages at ANU. The Gender Equity Strategy Action Plan is owned by the Deputy Vice-Chancellor Academic, and progress is reported to the University’s Senior Leadership Group (SLG) and Council.

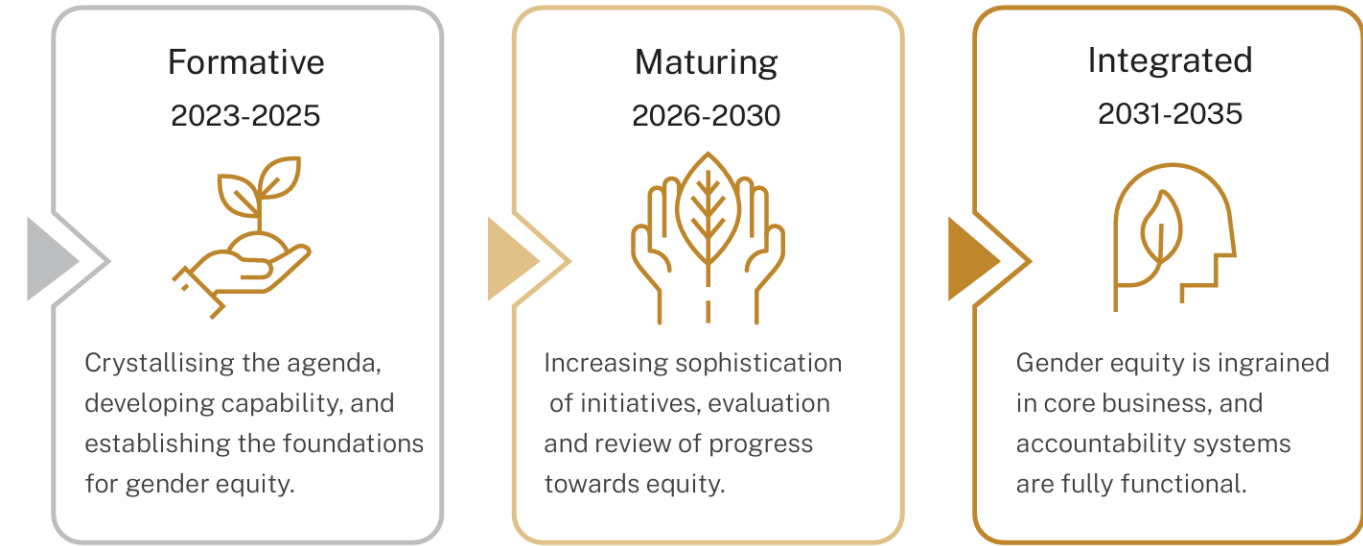
Figure 3: ANU Gender Equity Strategy 2023-2025 ‘Our 2035 Vision’

Our 2035 Vision

ANU will be a place where people of all genders experience a safe, supportive, and enabling environment to work, study, and live in. Everyone’s aspirations can be fully realised, and all backgrounds and experiences are celebrated and supported. People of all gender identities are represented and thrive at all levels of our institution, and our gender equity efforts acknowledge the diversity of barriers and opportunities experienced by people of different genders and sexes.

This commitment to GEDI via the Gender Equity Strategy is further strengthened by the ongoing, collaborative efforts of IARC, the Ally Network, and the DE&I team, all working to foster a more equitable and inclusive environment. ANU is home to the Global Institute for Women’s Leadership, which conducts research to inform policymaking and develop evidence-based solutions for systemic gender barriers in Australia and the Asia Pacific. It also hosts the First Nations Gender Justice Institute, an advisory body amplifying the voices and intersectional representation of First Nations women and girls in decision-making. Supporting our progress towards achieving GEDI maturity (figure 4), the university complies with Workplace Gender Equality Act (WGEA) reporting requirements and actively engages with Champions of Change and SAGE Athena Swan.

Figure 4: ANU Gender Equity Strategy 2023-2025 ‘Gender Equity Organisational Maturity Model’.



Renew ANU

ANU is undertaking a significant transformation initiative, ‘Renew ANU’, to ensure long-term financial sustainability and to effectively deliver on its national responsibilities and mission. This initiative will reshape the University’s operating model and activities, aligning its structure and resource allocation with strategic priorities and financial realities, to better support research and education goals while adapting to the evolving policy landscape. Launched in early 2024, Renew ANU is expected to conclude by mid-2026.

While Renew ANU is necessary, we are deeply aware of the impact these changes have across our entire community. The University is committed to minimising psychosocial risk and supporting staff wellbeing, ensuring transparent engagement and careful consideration of our community’s feedback at every stage. We recognise that Renew ANU will impact 2024-2025 staff data, affecting both workforce demographics and community sentiment.

University Structure

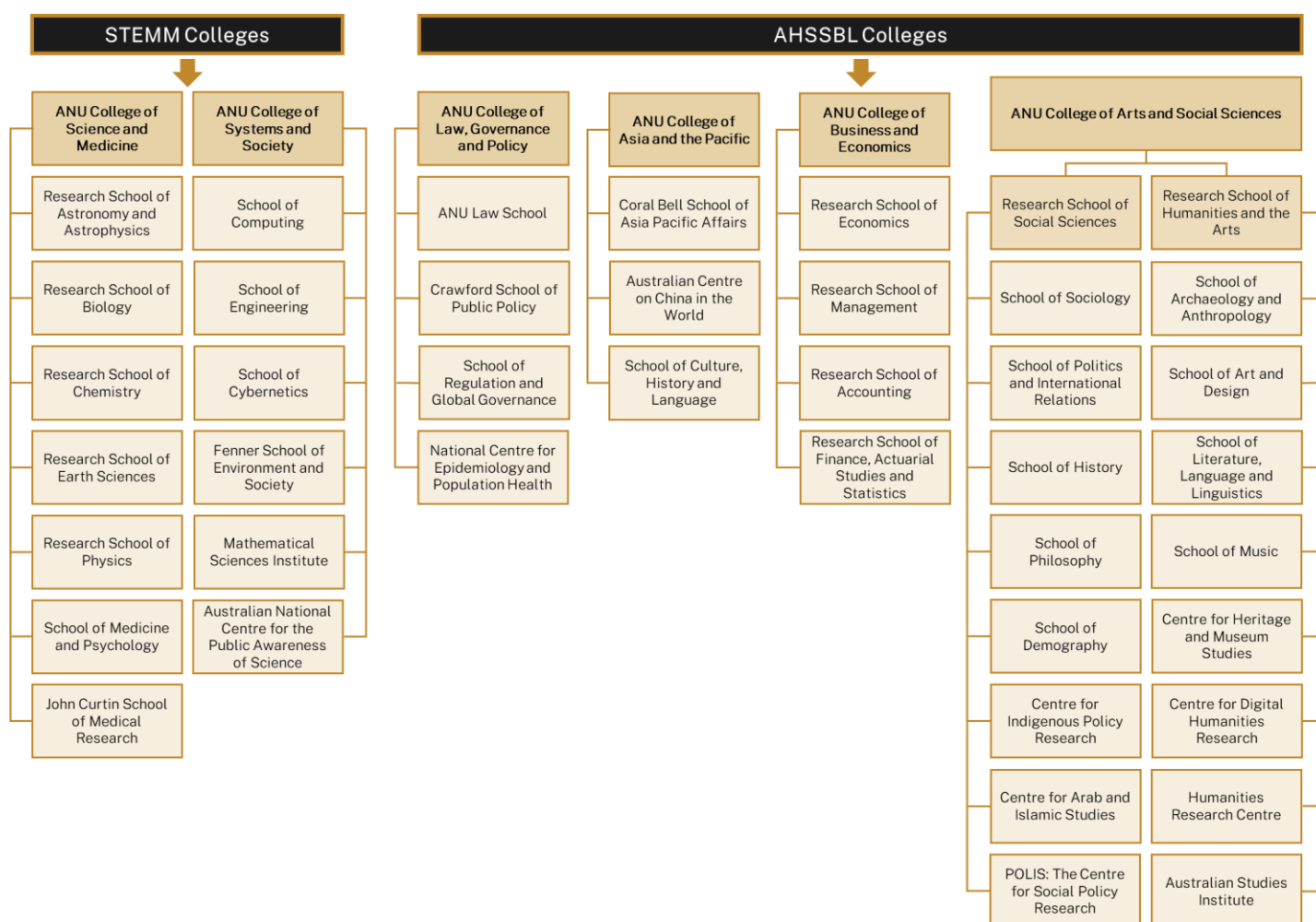
ANU is a research-intensive university operating across 6 campuses and facilities nationwide, with its primary campus located in Canberra. The university’s academic activities in teaching and research are integrated within six colleges, encompassing 42 academic units (schools, centres and institutes). The organisational structure of these colleges as of 1 January 2025 is illustrated in Figure 6. Supporting these academic units are six organisational portfolios, comprising of 31 divisions, as detailed in table 2.

Table 2: ANU Portfolios and Divisions

Portfolios	Divisions
Chief Operating Officer	ANU Communications and Engagement Office
	Brand and Marketing
	Campus Environment
	Finance and Business Services
	Legal, Governance and Risk Division
	Information Security Office
	Information Technology Services
	People and Culture Division
	Planning and Service Performance Division
	Residential Experience Division
Provost & Senior Vice-President	ANU College of Arts and Social Sciences
	ANU College of Asia and the Pacific
	ANU College of Business and Economics
	ANU College of Law, Governance and Policy
	ANU College of Science and Medicine
	ANU College of Systems and Society
	Centre for Asian Australian Leadership
	Global Institute for Women’s Leadership
	Sir Roland Wilson Foundation
Deputy Vice-Chancellor (Research & Innovation)	ACCESS National Research Infrastructure
	ANU Institute for Space
	Drill Hall Gallery
	Graduate Research Office
	National Computational Infrastructure

	Office of the Pro Vice-Chancellor (Research Infrastructure and Entities)
	Research and Information Services
	Scholarly Information Services Division
Deputy Vice-Chancellor (Academic)	ANU International Office
	Careers and Employability
	Division of Student Administration and Academic Services
	International Strategy and Future Students Division
	Office of the Pro Vice-Chancellor (Academic Quality)
	Office of the Pro Vice-Chancellor (Learning and Teaching)
	University Experience Division
Vice-President (Advancement)	ANU Advancement
Vice-President (First Nations)	Office of Vice-President (First Nations)
	Tjabal Indigenous Higher Education Centre

Figure 5: ANU College Structure as of 1 January 2025



Staff and Student Demographics

The ANU staff workforce data presented is primarily sourced from our 2023-2024 WGEA report, reflecting the staff population as at 31 March 2024. The staff demographics below, presented as headcount, provide a high-level view of the staff population at that time, which, while broadly indicative of the current population, does not correspond to the current college structure. This data was captured at a time when staffing was relatively stable, prior to the changes brought about by the Renew ANU initiative. Additionally, the WGEA casual workforce data represents the casual staff paid during the 31 March fortnightly pay period, excluding many casual staff employed throughout the year.

This report reveals that 50% of managers and 54.5% of non-managers are female. However, female staff are underrepresented in academic roles, especially at Level D and Level E (figure 10), and have a higher prevalence of part-time employment (table 3). They also have higher representation in professional classifications 4 to 8 (figure 11), which include administrative roles performing work that has been historically undervalued. Male staff, despite being fewer in number than female professional staff overall, are more likely to be in senior professional positions and less likely to work part-time. These trends vary across different business units and disciplines within the University. While the overall gender distribution of staff in STEMM colleges appears relatively balanced, significant disparities exist across individual schools (tables 4-5). Intersectionality data (figures 7-9 and 14) helps identify potential systemic barriers affecting specific sub-groups within gender categories, and provides nuanced insights to staff experiences, informing strategies to better support diverse staff and student groups.

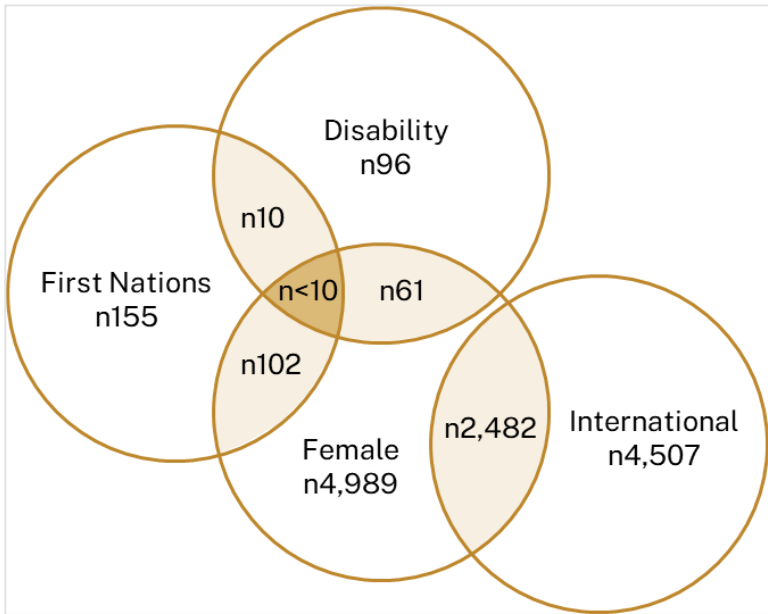
Compared to the previous year, the overall number of female staff at ANU increased by 1.2% to comprise 54.1% of all staff, with permanent female staff increasing by 2.4% and fixed-term female staff decreasing by 1.4%. Total promotions (figure 12) increased by 26.9% from 449 to 570. Female staff promotions rose by 24.1% from 274 to 340, accounting for 59.6% of all promotions. Furthermore, total staff resignations (figure 13) decreased by 2.6% to 527. Among these, female resignations decreased by 6.9% from 332 to 309. While the proportion of female resignations decreased from 61% to 59%, this figure remains disproportionately high compared to female workforce representation (54.1%).

Table 3: ANU Workforce Profile, March 2024 (WGEA)

	Female	Male	F%	M%	Total	
Academic	884	1,121	44%	56%	2,008	31%
Professional	1,919	1,177	62%	38%	3,109	47%
Casual	746	706	51%	49%	1,457	22%
Permanent	2,010	1,598	56%	44%	3,615	55%
Fixed Term	793	700	53%	47%	1,502	23%
Full Time	2,276	2,039	53%	47%	4,327	66%
Part Time	527	259	67%	33%	790	12%
Total Headcount	3,549	3,004	54%	46%	6,574	100%

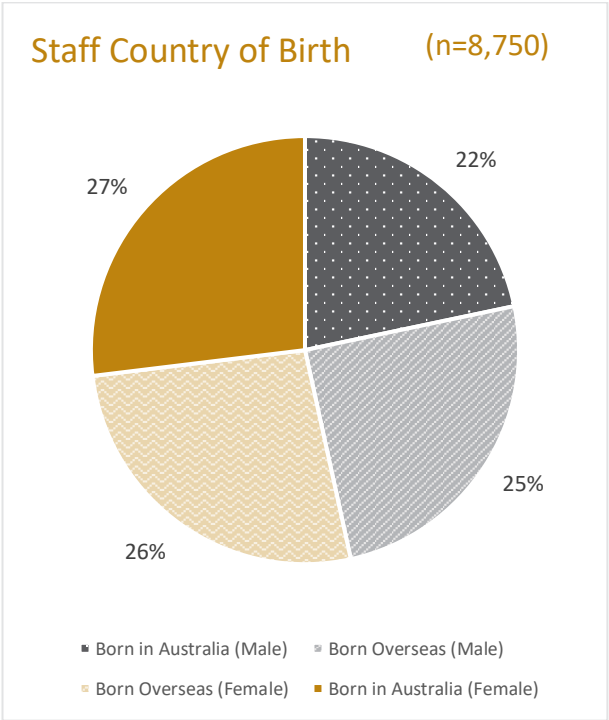
Note: Less than 1% of staff identified their gender as outside male-female binary; however, these staff are included in the 'Total' column.

Figure 6: Professional staff intersectionality Venn Diagram.



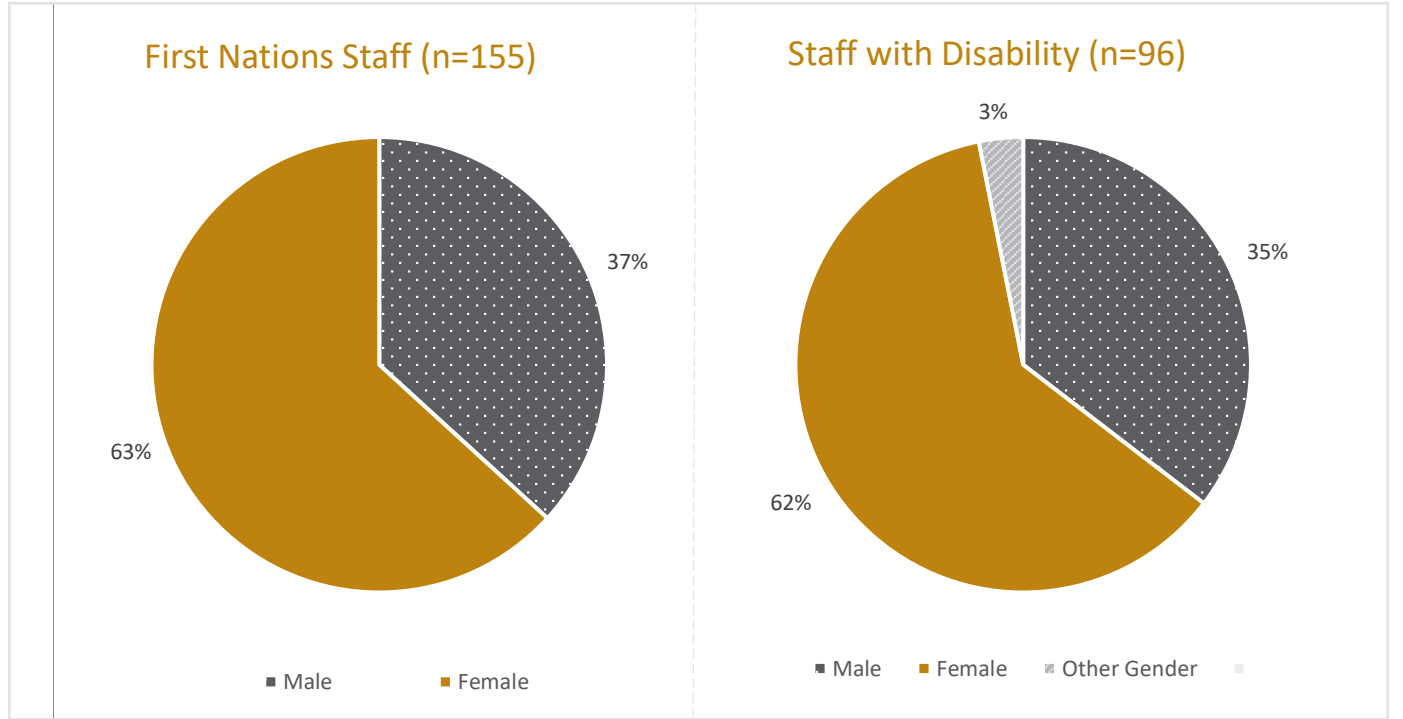
Note: Figure 7 is based on the voluntary disclosures and includes all staff with active casual records as of March 2025, totalling a headcount of 8,881. This differs from Table 3, which reports a headcount of 6,574, reflecting only casual staff who worked during a specific fortnightly pay period one year earlier.

Figure 7: Percentage of staff by birth country.



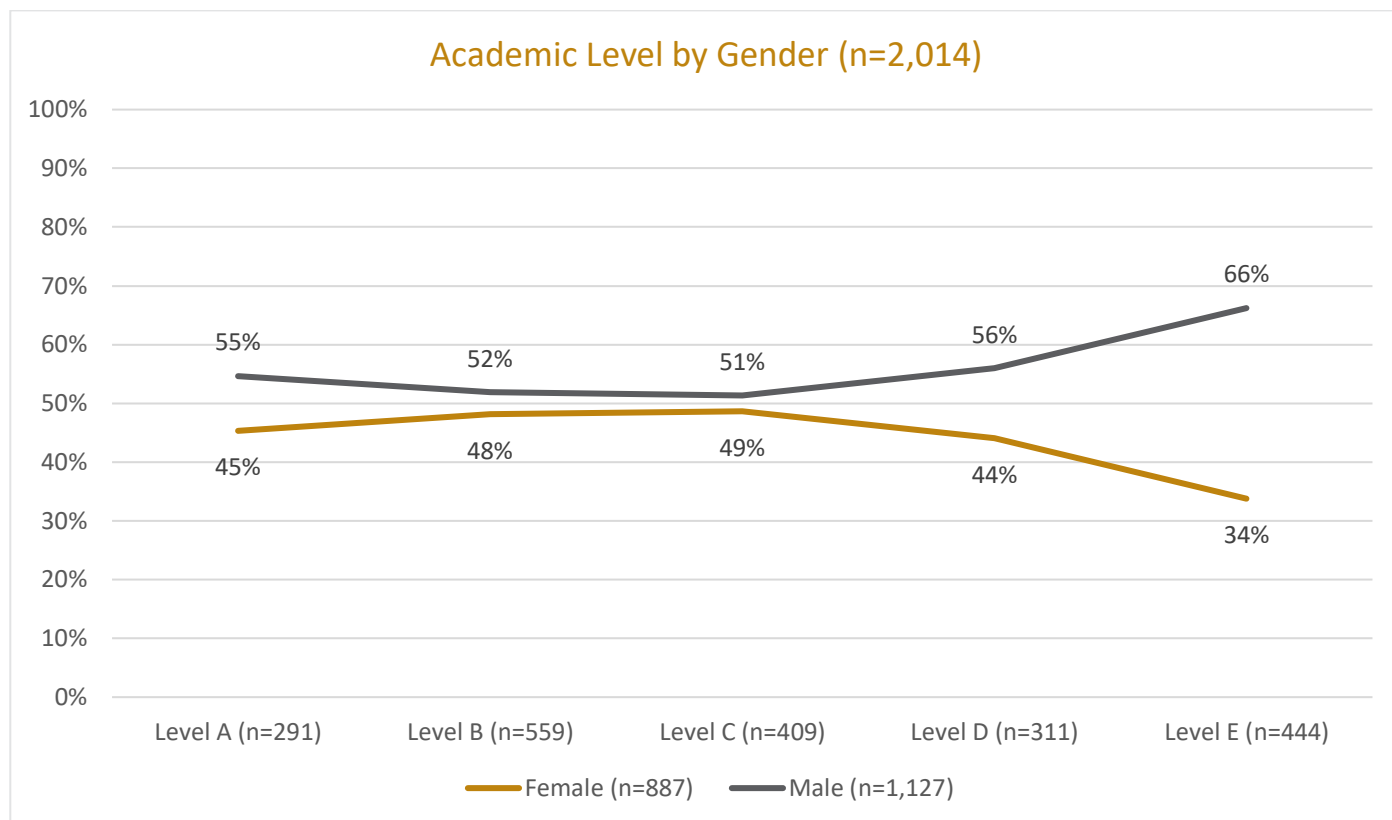
Note: This data is based on records collected in March 2025, reflecting a staff headcount of 8,881. This figure excludes 31 staff who identify outside the binary gender and 100 staff with an unknown country of birth due to data discrepancies.

Figure 8: Staff intersectionality data, March 2025 (based on voluntary disclosures).



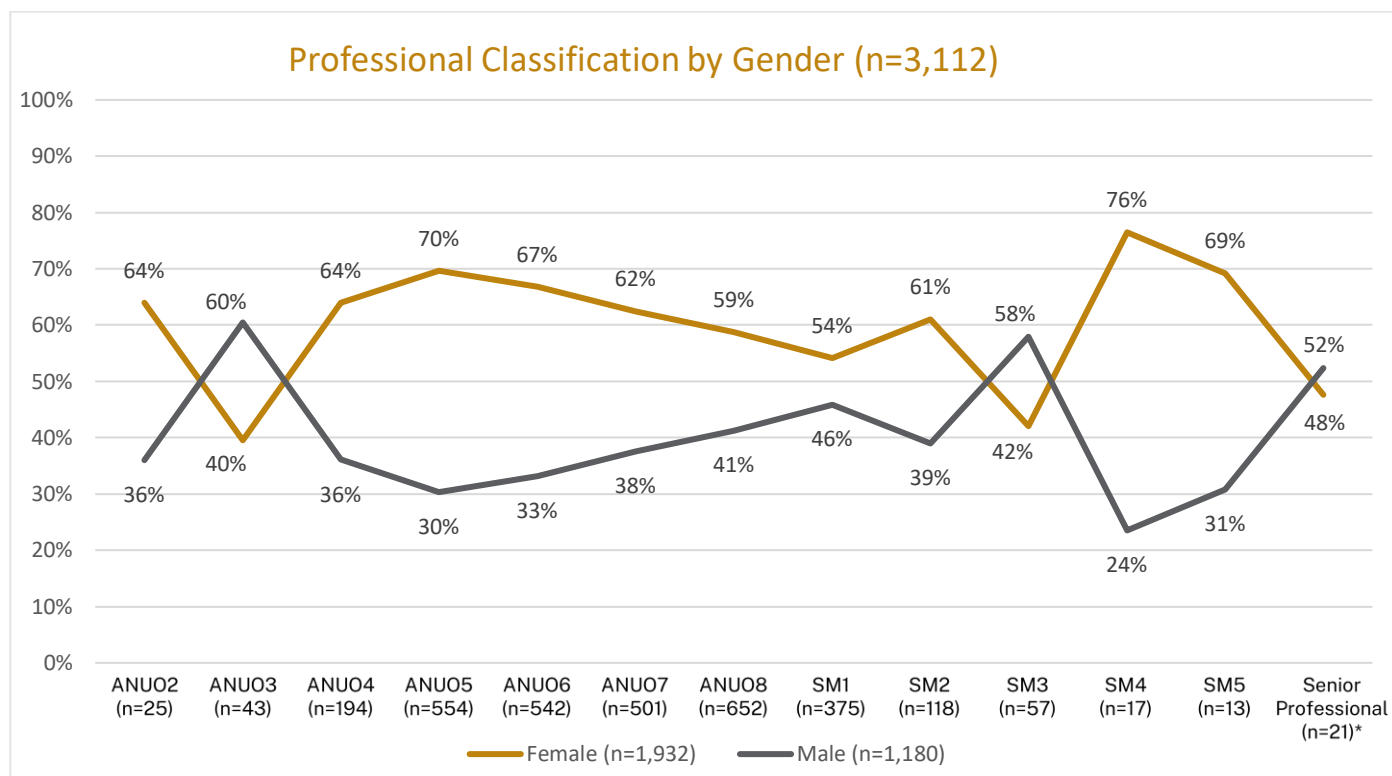
Note: Among First Nations staff, no individuals have voluntarily identified as a gender other than male or female. This data includes full-time, part-time and casual staff.

Figure 9: ANU Academic staff level by gender, March 2024 (WGEA)



Note: Four academic staff do not identify with binary gender, or their gender is unknown. To maintain de-identification, they are excluded from this graph. ANU Academic Levels align with HEW levels, however their internal step structures differ (e.g. ANU A1 corresponds to HEW A1 & A2, etc).

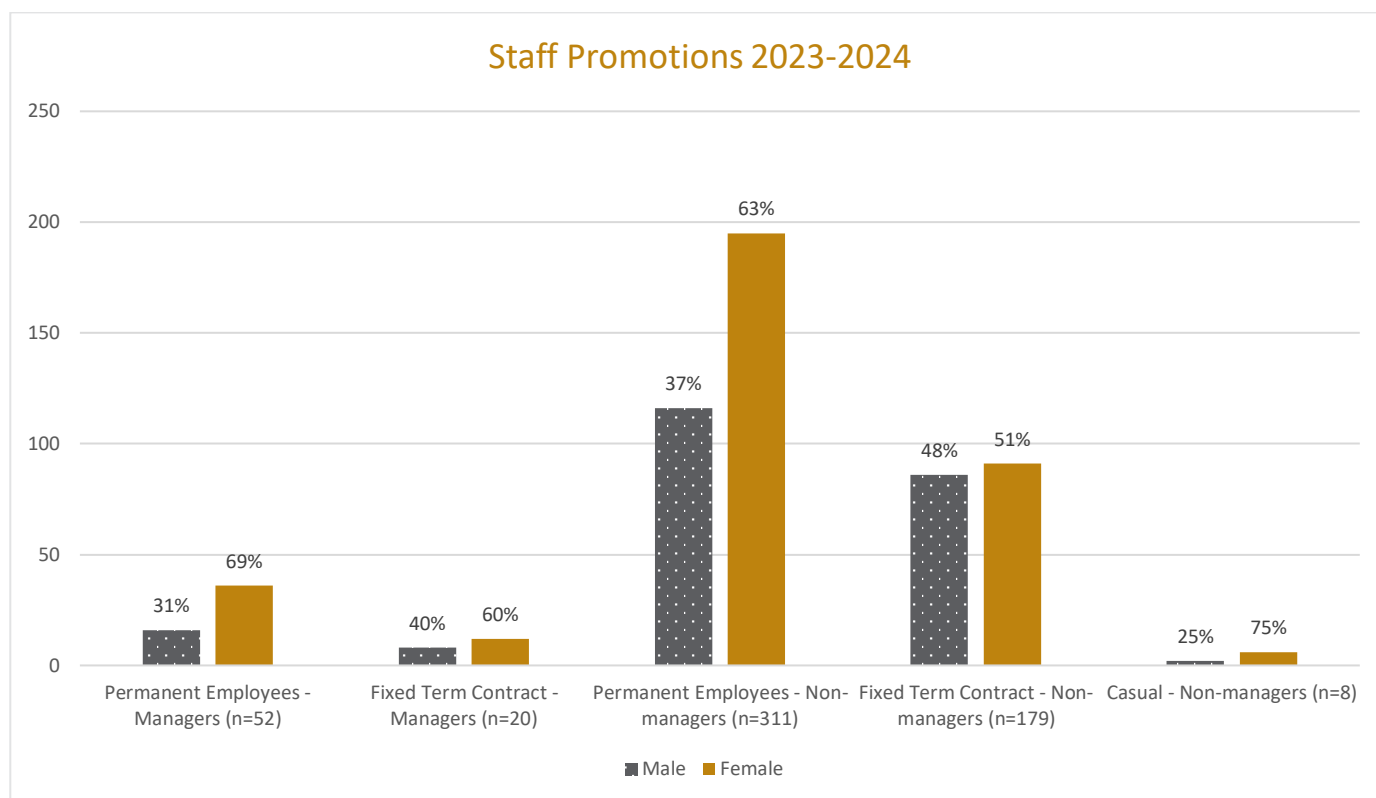
Figure 10: ANU Professional staff classification by gender, March 2024 (WGEA)



*Senior Professionals aligns with WGEA manager categories, encompassing CEOs, high-level executives, general managers, senior managers leading key functions or teams, and staff with significant influence and responsibility for the organisations direction or management.

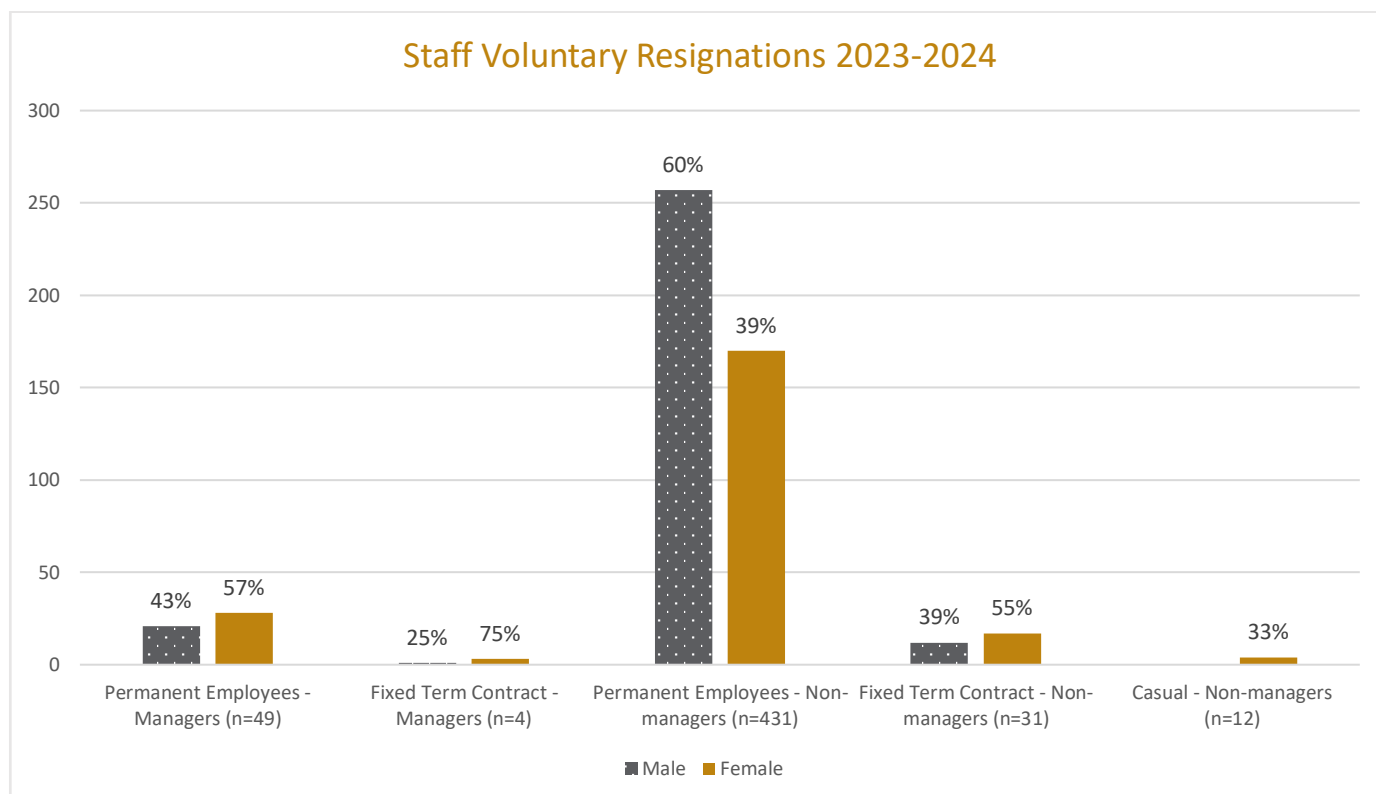
Note: ANU Professional Levels 1-8 align with HEW levels, but their internal step structures differ. HEW 9 and 10 are equivalent to Senior Manager 1, step 1 and step 2 respectively. There are no HEW equivalent for Senior Manager 2 and above (labelled Senior Professional in the graph). Twenty professional staff do not identify with binary gender, or their gender is unknown. To maintain de-identification, they are excluded from this graph.

Figure 11: ANU Staff Promotions 2023-2024 (WGEA)



Note: A total of 570 staff were promoted from March 2023 to March 2024. Individuals identifying as non-binary represented less than 1% of these promotions. This data encompasses both academic promotions, achieved through formal promotion processes, and professional staff reclassifications and opportunity-based promotions, where staff successfully apply for roles at a higher classification than their original level.

Figure 12: Voluntary staff resignations 2023-2024 (WGEA)



Note: A total of 527 staff voluntarily resigned from employment. Voluntary resignations refer to employees who choose to leave or end their contracts early. This excludes internal transfers and natural conclusion of fixed-term or CCF contracts. Employees holding multiple roles are counted separately. Fourteen individuals (2.7%) identified as non-binary.

Table 4: Staff composition by headcount within CoSM, March 2025

CoSM	Female		Male		F%	M%	Total
	Non-Casual	Casual	Non-Casual	Casual			
School of Medicine and Psychology	153	269	57	148	67%	32%	627
John Curtin School of Medical Research	144	33	113	18	57%	42%	309
Research School of Biology	90	186	87	135	55%	44%	501
Research School of Chemistry	26	65	56	95	38%	62%	242
Research School of Earth Sciences	47	28	59	38	44%	56%	172
Research School of Astronomy & Astrophysics	29	27	80	29	33%	65%	168
Research School of Physics	66	54	146	103	32%	67%	371
CoSM Central	50	24	35	20	57%	42%	130
Total Enrolments	603	640	632	548	51%	48%	2,433

Note: Ten staff members have identified their gender outside the male-female binary. Some individuals hold multiple employment records within the College. If a staff member has both casual and non-casual roles within the same school, they are counted only under the non-casual category. If staff work across multiple schools, they are included in each relevant school's data but counted only once in the overall totals to avoid inflating the figures.

Table 5: Staff composition by headcount within CSS, March 2025

CSS	Female		Male		F%	M%	Total
	Non-Casual	Casual	Non-Casual	Casual			
Fenner School of Environment & Society	53	106	43	75	57%	42%	278
Australian National Centre for the Public Awareness Science	11	19	8	15	56%	43%	54
Mathematical Science Institute	17	21	30	84	25%	75%	152
School of Computing	31	94	69	206	31%	68%	402
School of Engineering	48	79	82	138	36%	63%	349
School of Cybernetics	25	8	13	7	62%	38%	53
Professional Services Group	35	21	11	13	69%	30%	81
Total Enrolments	219	326	256	507	41%	58%	1,315

Note: Seven staff members identified their gender outside the male-female binary. Some individuals hold multiple employment records within the College. If a staff member has both casual and non-casual roles within the same school, they are counted only under the non-casual category. If staff work across multiple schools, they are included in each relevant school's data but counted only once in the overall totals to avoid inflating the figures.

Analysis of 2024 student enrolment data (table 6) reveal the gender distribution of 54% female and 45% male, with undergraduate programs comprising of 51% of total enrolments. Female students progress to Higher Degree Research programs at a lower rate to male students, while male students have less representation in coursework programs (figure 13). Although the gender distribution in STEMM colleges appear reasonably balanced (figure 15), a detailed examination at the school level (tables 7-8) uncovers significant variations not otherwise apparent. Female students are predominantly enrolled in disciplines such as medicine, psychology, biology, and environmental science, whereas male students exhibit a greater presence in physics, mathematics, engineering, and computing.

Table 6: ANU Student Enrolments in 2024

	Female	Male	F%	M%	Total***	
Undergraduate	6,744	5,750	54%	46%	12,577	51%
Postgraduate	4,944	3,843	56%	44%	8,814	36%
Higher Degree Research	1,241	1,299	49%	51%	2,549	10%
Non-Award	395	290	57%	42%	689	Less than 1%
Undergraduate Flexible Double Degree	3,066	2,128	59%	41%	5,217	41%*
STEMM Colleges	5,135	5,541	48%	52%	10,747	44%**
Non-STEMM Colleges	10,721	7,579	58%	41%	18,371	75%**
Total Enrolments	13,280	11,122	54%	45%	24,525	100%

*This percentage measures the number of undergraduates enrolled in flexible double degrees. This is 21% of the total student cohort.

**Students may be enrolled in units at both STEMM and non-STEMM colleges.

Note: 123 students identified their gender outside the male-female binary. To maintain de-identification, they are included only in the total counts.

Figure 13: Percentage of male and female students across academic programs

Percentage of male & female students across academic programs

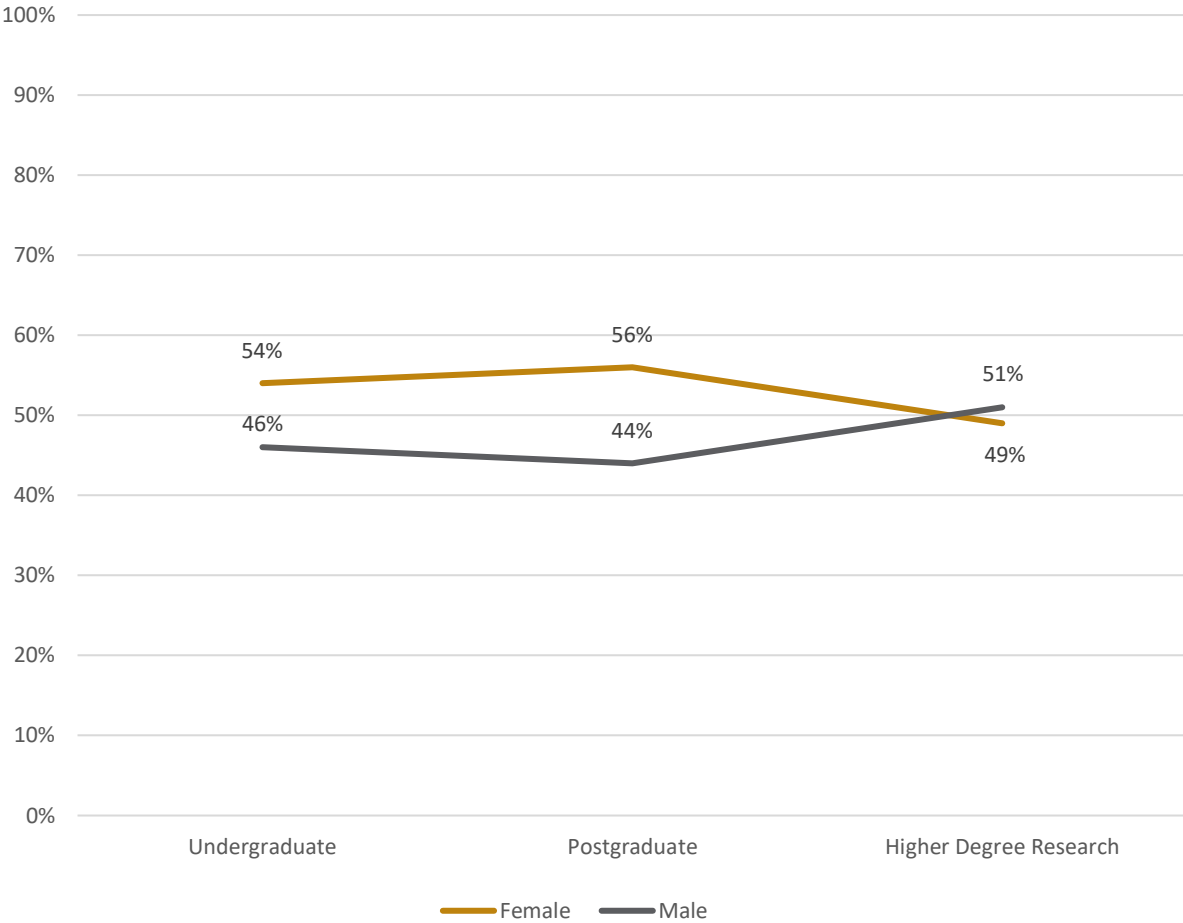
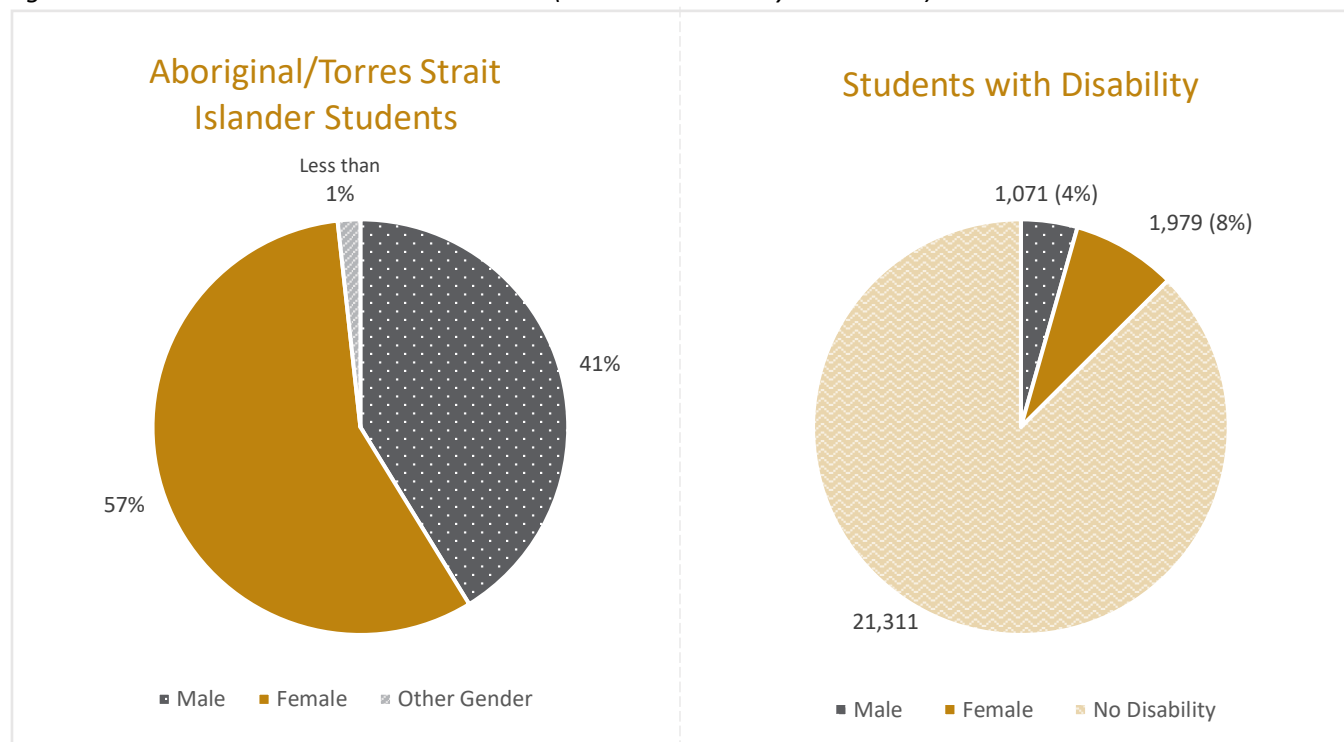


Figure 14: Student intersectional data in 2024 (based on voluntary disclosures)



Note: In the 2024 student enrolment, 228 students voluntarily identified as Aboriginal or Torres Strait Islander, representing less than 1% of the total student population. Additionally, 3,050 individuals have voluntarily disclosed having a disability, representing 12.5% of the total student body, and fewer than 1% of these students identified their gender as outside male-female binary. Data collection limitations prevent representing this data as a Venn diagram.

Figure 15: Student enrolments by college in 2024

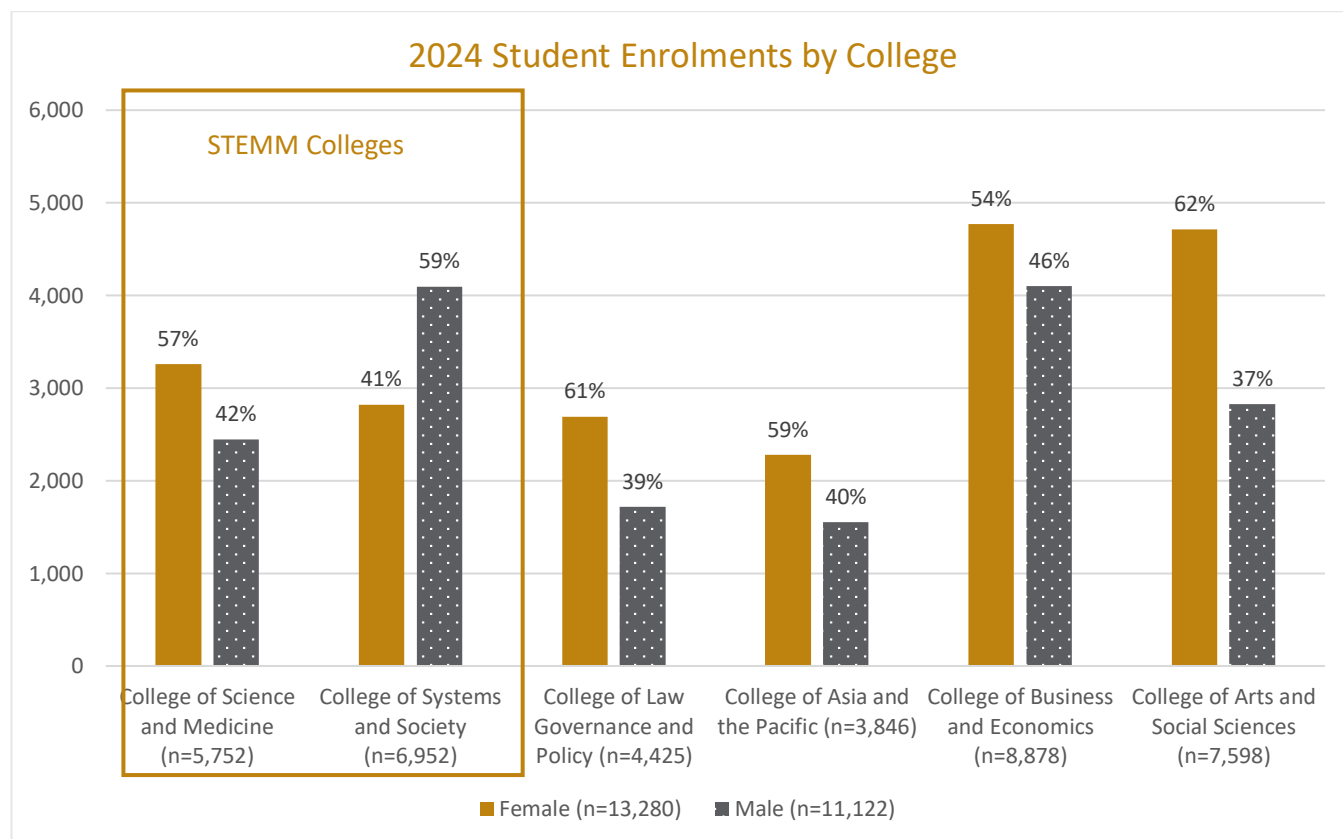


Table 7: Student enrolments per School within CoSM, 2024

CoSM	Female	Male	F%	M%	Total
School of Medicine and Psychology	1,680	714	70%	30%	2,415
John Curtin School of Medical Research	299	164	64%	35%	466
Research School of Biology	1,108	610	64%	35%	1,729
Research School of Chemistry	488	369	57%	43%	863
Research School of Earth Sciences	286	229	55%	44%	517
Research School of Astronomy & Astrophysics	298	331	47%	52%	635
Research School of Physics	281	606	31%	67%	900
Total Enrolments	3,257	2,444	57%	42%	5,752

Note: 51 students identified their gender outside the male-female binary

Table 8: Student enrolments per School within CSS, 2024

CSS	Female	Male	F%	M%	Total
Fenner School of Environment & Society	828	510	62%	38%	1,344
Australian National Centre for the Public Awareness Science	380	230	62%	37%	616
Mathematical Science Institute	697	1,357	34%	65%	2,074
School of Computing	1,278	2,579	33%	67%	3,871
School of Engineering	418	1,025	29%	71%	1,449
Total Enrolments	2,821	4,094	41%	59%	6,952

Note: 37 students identified their gender outside the male-female binary. School of Cybernetics has been excluded due to limited data size.

Our Gender Equity Journey

As an early recipient of the SAGE Athena Swan Bronze Award, ANU focused its submission on determining actions that address barriers to attraction, inclusion, and retention of female and gender diverse individuals. While the ANU Bronze Award application from 2019 did not include articulated barriers underpinning the actions from the BAAP, they were subsequently identified through an analysis of the core themes in alignment with the BAAP (table 9). This ongoing work demonstrates the University's evolving understanding of barriers throughout our GEDI journey and this retrospective identification of barriers has informed the direction of future Cygnets Awards. The insights gained from the Bronze Award process, and the actions that followed have guided strategies and initiatives aimed at fostering a more equitable and supportive environment for all female and gender diverse staff and students within our community.

Table 9: Key Barriers to Gender Equity identified from the ANU Bronze Award Process

Barrier 1	Disrespectful Behaviours Addressing a spectrum of disrespectful behaviours experienced by individuals, including those based on gender, race, disability, and mental health.
Barrier 2	Lack of Gender Diversity Promoting greater gender diversity across all levels.
Barrier 3	Infrastructure and Policies Developing inclusive infrastructure and policies that support everyone regardless of gender, race, disability, carer status, age.
Barrier 4	Leadership Pathways for Female Students Creating clear and supportive pathways for female students to enter leadership roles.
Barrier 5	Women in Leadership Positions Ensuring that women are represented in leadership positions and have the support to succeed.

Since receiving the Bronze Award in 2019, ANU has made significant progress in its GEDI journey and transformed its culture. Through strong engagement with the University community and experts, ANU has streamlined efforts to enhance culture, policies, and practices towards GEDI maturity. This has aided in the strategic development, implementation, and reporting of GEDI initiatives, overseen by the SLG. Strengthening our data collection capabilities provides a deeper understanding of gender-related issues, particularly concerning harmful behaviours disclosures. Participation in Athena Swan and improved organisational maturity have led to the development of several key strategies and policies.

The Student Safety and Wellbeing (SSW) team offers specialised support services for ANU students impacted by sexual harassment and assault. Established within the RRU in 2019, the service received further resource investment when relocated into SSW in 2021, enhancing the effectiveness of trauma-informed, survivor-led incident support and improving response times. To reduce the prevalence of harmful behaviours and cultivate a more respectful workplace and learning environment, the IARC team develops comprehensive and bespoke training to staff and students on harmful behaviours, LGBTIQ+ inclusion, bystander intervention, and responding to disclosures. Through IARC's community engagement, we gain a comprehensive understanding of the diverse gendered and intersectional experiences within the ANU community, improve culture in learning environments and workplaces, and drive practical prevention initiatives on the ground. The Rights, Relationships and Respect (RRR) program, recognised with the Gold Winner award for 'Nurturing Values and Ethics' at the 2023 QS Reimagine Education Awards, continues to expand to meet the specific and evolving needs of the ANU community.

A key action to support staff retention was the introduction of the Staff Respect Consultant role within P&C in 2023. This role provides person-centred, trauma-informed support to staff navigating workplace challenges impacting their health

and wellbeing at work. It involves receiving disclosures of harmful behaviours including ablism, sexism, racism, discrimination, harassment, bullying and sexual harassment, providing staff with the information necessary for informed decision-making, and empowers staff to choose their path to resolution following workplace incidents. This role has been instrumental in applying trauma-informed practices, reviewing and revising policies and procedures, and empowering HR professionals to respond appropriately to disclosures of sexual harassment and assault.

As ANU advances its GEDI maturity, it is transitioning to a more integrated and intersectional framework, fostering enhanced collaboration across teams. This evolution involves moving beyond the current siloed approach to embed GEDI as a fundamental and interconnected component within all organisational strategies and policies. This is demonstrated by the 2024 merging of the RRU, Inclusive Communities, and Student Equity teams to form IARC, and the collaboration between the IARC and DE&I teams in developing the RRR at Work module. Advancements in GEDI are not equally balanced across ANU, with some areas demonstrating innovative practice to support attraction and retention, while others face discipline-specific and historical challenges. In 2022, the College of Science (now CoSM) developed the 'Equitable Hiring Practices for a Diverse Workforce' guidelines and 5-year action plans for each organisational unit, aimed to reduce systemic barriers and increasing participation of women and minoritised groups in STEMM. Building on previous efforts to enhance inclusion and psychosocial wellbeing of women and individuals with diverse and intersecting identities, these efforts laid the foundation for policy and systemic reforms aiming at achieving gender balance by 2030 and increase opportunities for women in STEMM.

Enablement of GEDI at the local level has been critical in addressing discipline-specific challenges and fostering inclusive cultures within Colleges. CSS (formerly the College of Engineering, Computing, and Cybernetics) developed a college specific 'Diversity, Belonging, Inclusion and Equity Strategy 2023-2025'. Informed by student and staff engagement in discovery workshops and focus groups, this strategy aims to redress historical exclusion and amplify the voices of minoritised groups. It responds to longstanding challenges in STEMM disciplines, where entrenched cultural and environmental factors have hindered the recruitment and retention of students and staff from historically excluded groups.

In the time since commencing work on the Bronze Award, ANU has significantly increased the number of awards, scholarships, and grants celebrating GEDI contributions, increasing opportunities for women in underrepresented fields, and promoting broader DE&I advancements. Examples of recognition activities supporting retention include the *Clare Burton Award for Excellence in DE&I*, the *Enhancing Gender Justice through Transdisciplinary Research* grants, the *Judith Whitworth Fellowship for Gender Equity in Science* and John Curtin School of Medical Research *Gender Equity Fund*, the *Jan Morgan Scholarship*, *Kim Jackson Scholarship*, *L'Oreal Australia Indigenous Undergraduate Scholarship for Women in Science*, and the *Natasha Linard Scholarship for Women in Engineering & Technology*.

In 2024, ANU launched the building renaming initiative, recognising that diverse representation within the physical environment helps foster a sense of belonging. This initiative seeks to increase female visibility on campus, and addresses the underrepresentation of women, where only 5 of 150 ANU buildings bore women's names at project commencement. The ANU community nominated trailblazing women whose exceptional contributions have significantly shaped the university. This led to the naming of the *Pauline Griffin Health and Wellbeing Centre*, the *Lowitja O'Donoghue Cultural Centre*, and the *Skaidrite Darius Building*.

ANU staff survey data (table 10) reveals improved sentiment among female staff regarding recognition and opportunities at ANU, while male staff report lower sentiment. Staff survey trends are reported annually to senior executive and council. Gender Compass research¹ suggests potential alienation and disengagement of men from GEDI conversations, which may provide context for ANU survey results and underscores the need for inclusive dialogues that actively engage men in GEDI discussions.

1. The Gender Compass research project explores the diverse attitudes, beliefs, policy preferences, and behaviours of the Australian public towards gender equality. By examining the underlying values, motivations, and challenges that shape these perspectives, it provides evidence-based insights to inform targeted, effective communication strategies that drive engagement and action.

Figure 16: ANU Strategies and Milestones timeline

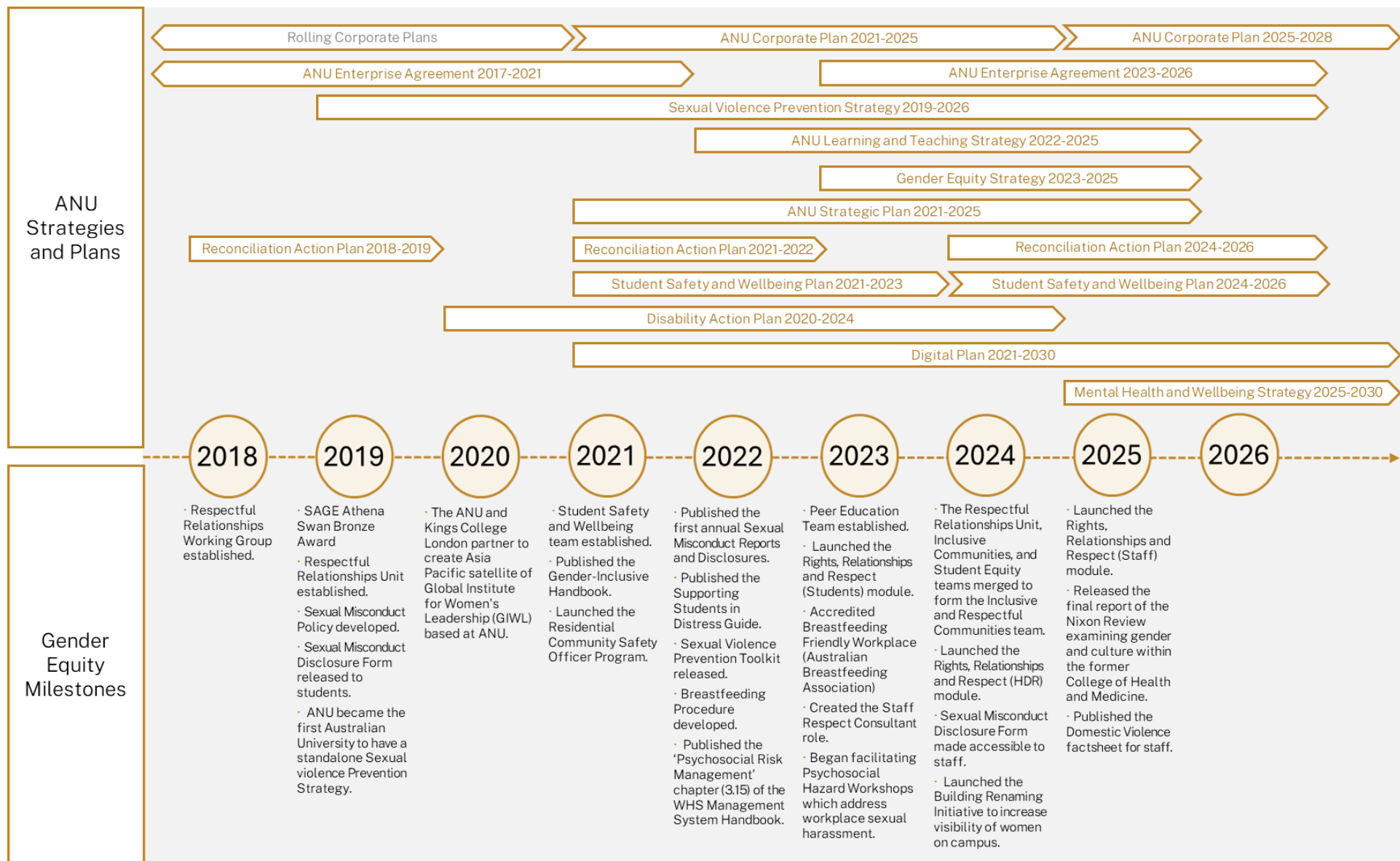


Table 10: Agreement rates in response to Staff 'Voice Survey' on gender equity at ANU (2016 and 2018) and the Staff 'ANYOU Survey' March 2023.

	Academic						Professional					
	F	M	F	M	F	M	F	M	F	M	F	M
	Gender is not a barrier to success at ANU		Individuals of all genders are recognised equally for their contributions		There is equal opportunity for all staff at ANU		Gender is not a barrier to success at ANU		Individuals of all genders are recognised equally for their contributions		There is equal opportunity for all staff at ANU	
2016	35%	73%	37%	71%	32%	63%	68%	84%	69%	83%	64%	61%
2018	42%	66%	50%	66%	45%	58%	68%	77%	71%	76%	59%	61%
	My College/ Portfolio leaders demonstrate that people are important to the university's success		I receive appropriate recognition for good work at ANU		I believe there are good career opportunities for me at ANU		My College/ Portfolio leaders demonstrate that people are important to the university's success		I receive appropriate recognition for good work at ANU		I believe there are good career opportunities for me at ANU	
2023	51%	55%	58%	55%	57%	56%	61%	56%	59%	55%	55%	53%

Note: 2023 results are based on 3,227 respondents.

Table 11: 2023 staff survey feedback on changes that would improve working at ANU, highlighting gendered experiences of individuals within the ANU community, informing actions addressing gendered issues.

Career Progression and Recognition

"Deal with entrenched sexism which means women cannot succeed as easily or be recognised and respected in the way that their male colleagues are."

"More opportunities for career development, progression, promotion for professional staff... to be able to move into senior management positions. ANU still has much work to do to achieve gender equity for women at all levels so they can progress in their careers at the University."

"Support, and clear career pathways for hybrid careers between the professional and academia roles. I fear I have already hit a glass ceiling at ANU... I do not think I can transition internally [from a professional role to an academic role]."

Work-life Balance

"Better recognition and support for [staff] working part-time to manage childcare responsibilities (particularly for women) ... It is often difficult to fit into boxes (e.g. early vs mid-career [academic]), or to feel like I'm making progress in comparison to full-time colleagues."

Sexual Harassment and Safety

"[We need] zero tolerance of bullying, harassment, and micro-aggressions even if that researcher has a big grant. Recognition of gendered contributions... We need better systems for selecting our next leaders."

"Lots of process are siloed and inefficient. [REDACTED] are ill-equipped to deal with many issues."