



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

Athena SWAN Institution Application

Bronze Award

Name of institution	Southern Cross University
Date of application	29 March 2018
Award Level	Bronze
Date joined Athena SWAN	September 2015
Contact for application	Dr Nicole Rice for Professor Susan Nancarrow
Email	dvcr@scu.edu.au
Telephone	02 6620 3809

ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

Do not remove the headers or instructions. Each section begins on a new page.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section. The action plan is not included in the word count.

We have provided the following **recommended** word counts as a guide.

Word limit	11,000
<i>Recommended word count</i>	
1. Letter of endorsement	500
2. Description of the institution	500
3. Self-assessment process	1,000
4. Picture of the institution	2,000
5. Supporting and advancing women's careers	5,000
6. Supporting transgender people	500
7. Intersectionality	500
8. Indigenous Australians	500
9. Further information	500
10. Action plan	N/A

1. LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR/DIRECTOR

Recommended word count: 500 words

Actual Word Count 370

An accompanying letter of endorsement from the Vice Chancellor, Director or equivalent should be included. If the Vice-Chancellor/Director is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming leader.

Refer to Page 17 of the Handbook



Office of the Vice Chancellor

ovc@scu.edu.au

Office of the Vice Chancellor
PO Box 157, Lismore, NSW, 2480

Thursday, 29 March 2018

SAGE Executive Director
Australian Academy of Science
GPO Box 783
CANBERRA ACT 2601

Dear SAGE Executive Director

Re: Letter of Endorsement from the Vice Chancellor/Director

Southern Cross University is committed to excellence and the fair treatment and equal opportunity of all staff and students in our university community. The University wholeheartedly supports the Athena SWAN initiative and believes that our participation will assist us to attract, retain and advance our talented STEM staff and students. Beyond the STEM discipline, we believe the initiative will embed cultural change which will benefit our development as a whole.

The Southern Cross University SAT Team, chaired by Professor Anja Scheffers and championed by our Deputy Vice Chancellor (Research), Professor Susan Nancarrow have led the development of this application, fostering a culture where gender equity and the lived experience of staff is respected in open dialogue to raise issues around barriers to gender equity.

Equity and Diversity are embedded in practice at Southern Cross University and its principles inform our decision-making processes throughout the matrix of the organisation from senior to junior levels of responsibility. This Athena SWAN application has the full support of the Southern Cross University Executive, all of whom have responsibility for key actions in the accompanying Action Plan, developed to ensure that those have agreed to these accountabilities and the timeframes proposed.

www.scu.edu.au

Lismore
PO Box 157, Lismore NSW 2480 Australia
T +61 2 6620 3000 F +61 2 6620 3700

Coffs Harbour
Hogbin Drive, Coffs Harbour NSW 2450 Australia
T +61 2 6659 3777

Gold Coast
Locked Mail Bag 4, Coolangatta QLD 4225 Australia
T +61 7 5589 3000 F +61 7 5589 3700



Office of the Vice Chancellor

I am proud to go on record as being a 'male champion of change' in this area. For example, I initiated the holiday 'child care' support scheme at Southern Cross for aspiring female researchers and also created the first-ever Indigenous Excellence in Research award for a female colleague in the Gnibi Wandarahn College of First Australian People.

At a time of considerable changes in how the sector is supported, Southern Cross University is currently navigating challenges to facilitate growth aimed at long term sustainability. This initiative is one of many priorities being managed within a constrained resource environment.

I am delighted to endorse and offer this application from Southern Cross University for the Bronze Athena SWAN institutional award (SAGE Pilot) for your favourable consideration.

Sincerely,



Professor Adam Shoemaker
Vice Chancellor
Southern Cross University

GLOSSARY OF TERMS

CALD	Culturally and Linguistically Diverse
Casual Academic	Academic staff employed on a casual contract. May include 'Lecturing, Tutoring, Clinical Nurse Education, Marking, Other academic activity, IASS Study Support Officers'
DVCA	Deputy Vice Chancellor (Academic)
DVCR	Deputy Vice Chancellor (Research)
EA	Enterprise Agreement
ECR	Early Career Researcher up to 5 years post PhD
EFTSL	Equivalent Full-time Student Load
F	Female
FTE	Full-time equivalent
Gnibi	Gnibi, College of Indigenous Australian Peoples
Health	School of Health and Human Sciences
HERDC	Higher Education Research Data Collection
HEW	Higher Education Worker
JCF	Joint Consultative Forum
Levels A, B, C, D, E, E⁺	A Associate Lecturer B Lecturer C Senior Lecturer D Associate Professor E Professor E ⁺ Professors and those holding a senior position above their substantive appointment
M	Male
MCR	Mid-Career Researcher between 5 and 15 years post PhD
MIS	Management Information System
Other	Academic Function not including R&T, RO, or TO, normally senior management, executive or administrative roles
PRP	Performance Review and Planning
PVCS	Pro Vice Chancellor (Students)
RAP	Reconciliation Action Plan
R&T	Research and Teaching Academic Function
RO	Research Only Academic Function
SAT	Athena SWAN Self-Assessment Team
SAT2	SAGE Action Team (post submission application)
SCU	Southern Cross University
STEMM	Science, Technology, Engineering, Mathematics and Medicine
STEM	Science, Technology, Engineering and Mathematics (excluding health disciplines)
The Professoriate	Academic Levels D, E and E ⁺
TO	Teaching Only Academic Function (SCU term is Teaching Scholar)
Teaching Scholar	Southern Cross University classification for Teaching Only appointments
UGSD	Understanding Gender and Sexuality Diversity
VC	Vice Chancellor
WHS	Work, Health and Safety
X	Other gender, not female or male

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words
Actual Word Count 544

Refer to Page 17 of the Handbook

Please provide a brief description of the institution, including any relevant contextual information.

This should include:

(i) information on where the institution is in the Athena SWAN process

Southern Cross University (SCU) joined the Australian Athena SWAN pilot in **September 2015**. The initiative is championed by Professor Susan Nancarrow, Deputy Vice Chancellor (Research), the SAT chaired by Professor Anja Scheffers, and support provided by the University Executive and staff within their relevant portfolios. The principles of Athena SWAN are aligned to our strategic values of openness and respect, collaboration and trust, and honest and ethical behavior. Our commitment is commensurate with our size (and constraints), and we have tailored our approach as a result. The aim is to embed actions which ultimately drives a cultural shift beyond just STEM.

Southern Cross University is a relatively young (est. 1994), regional university headquartered in the Bundjalung nation in Lismore New South Wales. There are three main campuses: Gold Coast (Queensland), Lismore and Coffs Harbour (NSW), with branch campuses in Sydney, Perth and Melbourne as well as tailored online delivery modes.

(ii) information on its teaching and its research focus

Teaching and research activities span a range of disciplines which fall broadly into these groupings: arts and social science, law and justice, Indigenous studies, education, health (eg.; nursing, podiatry), engineering, business, tourism, and environmental and agricultural science (eg.; marine, plant, geoscience). Community engagement as a collaborative process is woven throughout, and linked to creating inspired student learning and innovative research.

The Excellence in Research Australia (ERA) 2015 assessment rated twenty-four discipline areas as performing 'at or above world standard'. Many areas of research excellence do not align closely with our teaching portfolio. This reduces academic sustainability due to the inability to leverage between our teaching and research strengths.

(iii) the number of staff; present data for academic, professional and support staff separately

In 2016, SCU employed **333** academic staff (**166** women and **167** men) and **562** professional staff (**377** women and **185** men) in continuing and fixed term positions (tables 1 and 2). Women and men were equally represented in the academic workforce, which exceeds the sector average of **45%** for women's representation in academic roles (2016).¹ Southern Cross University had **36%** women at Level E in 2016 and is within the top 5 Australian universities for female representation.¹ In terms of leadership, SCU has **2** women on the Executive.

¹ [Universities Australia 2016 Interinstitutional Gender Equity Statistics.](#)

Table 1: SCU staff holding continuing and fixed term contracts by gender and employment classification level (academic and professional) at 31 March 2016

Level	F	M	Total	% F
A	18	20	38	47
B	70	56	126	56
C	45	46	91	49
D	16	18	34	47
E	12	21	33	36
E ⁺	4	2	6	67
Academic Executive	1	3	4	25
VC	0	1	1	0
Academic Total	166	167	333	50
HEW1	0	1	1	0
HEW2	1	0	1	100
HEW3	10	4	14	71
HEW4	106	23	129	82
HEW5	102	43	145	70
HEW6	65	37	102	64
HEW7	53	48	101	52
HEW8	21	12	33	64
HEW9	7	5	12	58
HEW10	6	4	10	60
Senior Managers	5	6	11	45
Executive	1	2	3	33
Total	377	185	562	67
OVERALL TOTAL	543	352	895	61

Table 2: SCU academic staff by gender and grade (2014–2016)

Year	2014				2015				2016			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
A	27	17	44	61	28	19	47	60	18	20	38	47
B	77	71	148	52	67	59	126	53	70	56	126	56
C	42	48	90	47	41	45	86	48	45	46	91	49
D	15	20	35	43	19	18	37	51	16	18	34	47
E⁺	15	26	41	37	16	28	44	36	17	27	44	39
Total	176	182	358	49	171	169	340	50	166	167	333	50

(iv) the total number of departments and total number of students

In 2016, across eight Academic Schools and seven Research Centres (table 3), our student load was **9750** EFTSL, with **29%** enrolled in undergraduate STEMM programs (table 4). Students from more than **50** countries study with SCU in Australia; the university delivers degrees with collaborators in China, Singapore, Papua New Guinea and New Zealand. Academic and/or STEMM employees are also employed in the Centre for Teaching and Learning, SCU College and Environmental Analysis Laboratory (EAL).

Table 3: SCU Academic Schools and Research Centres		
STEMM	STEM (excl. Health)	School of Environment, Science and Engineering School Research Centres: National Marine Science Centre Centre for Coastal Biogeochemistry Marine Ecology Research Centre Forest Science Research Centre
		Southern Cross Plant Science Research Centre
		Southern Cross GeoScience Research Centre
		Environmental Analysis Laboratory
	Health	School of Health and Human Sciences
Non-STEMM		School of Arts and Social Science
		School of Law and Justice
		School of Education School Research Centre: Centre for Children and Young People
		School of Business and Tourism
		Gnibi College of Australian Indigenous Peoples
		Centre for Teaching and Learning
		SCU College (University Access Pathways/English Language)

Table 4: SCU Student Enrolments (headcount) by degree classification and gender																
		2014					2015					2016				
		F	M	X	Total	% F	F	M	X	Total	% F	F	M	X	Total	% F
STEM (excl. Health)	Undergraduate	273	388	0	661	41%	225	366	0	591	38%	234	352	0	586	40%
	Postgraduate	74	70	0	144	51%	77	81	0	158	49%	100	173	0	273	37%
Health	Undergraduate	1,739	520	0	2,259	77%	1,810	514	0	2,324	78%	2,153	602	0	2,755	78%
	Postgraduate	216	91	0	307	70%	241	88	0	329	73%	360	106	0	466	77%
Non-STEMM	Undergraduate	5,255	2,670	0	7,925	66%	5,228	2,795	0	8,023	65%	5,135	2,913	3	8,051	64%
	Postgraduate	1,079	935	1	2,015	54%	1,195	944	1	2,140	56%	1,385	1,193	1	2,579	54%
SCU OVERALL	Undergraduate	7,267	3,578	0	10,845	67%	7,263	3,675	0	10,938	66%	7,522	3,867	3	11,392	66%
	STEMM %	28%	25%	0%	27%		28%	24%	0%	27%		32%	25%	0%	29%	
	Postgraduate	1,369	1,096	1	2,466	56%	1,513	1,113	1	2,627	58%	1,845	1,472	1	3,318	56%
	STEMM %	21%	15%	0%	18%		21%	15%	0%	19%		25%	19%	0%	22%	

(v) list and sizes of Science, Technology, Engineering, Mathematics and Medicine (STEMM) departments. Present data for academic and support staff separately.

In 2016, STEMM area employees represented **44%** of academics, and **17%** of the professional workforce (table 5). While there was relative parity for professional STEM employees, the School of Environment, Science and Engineering and Southern Cross Plant Science had the lowest representation of female academic appointments of all STEMM areas (table 5).

With exceptions for Southern Cross GeoScience and Southern Cross Plant Science, data for research centres is presented as part of an academic school. Due to the predominance of women, data for the School of Health and Human Sciences (Health) has been presented separately where feasible. While it is acknowledged niche STEMM academics work in non-STEMM areas (eg.; Maths within the School of Education), this cohort was considered out of scope for analysis. [\[ACTION 4\]](#)

Table 5: SCU Overall fixed term and continuing staff by organisational area 2016 (Headcount)									
		Academic				Professional			
		F	M	Total	% F	F	M	Total	% F
STEM	School of Environment, Science & Engineering	13	38	51	25	12	10	22	55
	Southern Cross GeoScience	4	6	10	40	3	2	5	60
	Southern Cross Plant Science	2	7	9	22	12	12	24	50
	Environmental Analysis Laboratory	-	-	-	-	5	10	15	33
	STEM Total	19	51	70	27	32	34	66	48
Health	School of Health & Human Sciences	54	24	78	69	23	9	32	72
STEMM TOTAL		73	75	148	49	55	43	98	56
SCU OVERALL		166	167	333	50	377	185	562	67

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words
Actual Word Count 1021

Refer to Page 18 of the Handbook

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The Self-Assessment Team (SAT) governed the preparation and drafting of this application (table 6). To facilitate flexibility, the structure was based on a three-tiered model of stakeholder engagement:

- a. Senior Advisory Group (University Executive with visible role modelling and endorsement)
- b. Core Working Group (ex-officio; e.g. HR, Equity, Gnibi, Communications, Data)
- c. Advisory Group (diverse stakeholders from STEM and non-STEM to drive local engagement)

This model has given the project continuity, navigating considerable changes in personnel (including ex officio members) which occurred throughout 2015–2018.

Tier	Name	Substantive Position	Skills set and influence	Redacted
Senior Advisory Group	Prof Susan Nancarrow	Deputy Vice Chancellor (Research)	Senior responsibilities for research strategy / Matrix influence	Redacted
	<i>Prof Geraldine Mackenzie (2015–Sept 2017)</i>			
	Prof John Jenkins	Deputy Vice Chancellor (Academic)	Oversight Academic quality and seven Schools / Matrix influence	Redacted
	<i>Prof Andrew McAuley (2015–Oct 2017)</i>			
	Prof Nan Bahr	Pro Vice Chancellor (Students) <i>(new role Nov 2017)</i>	Student experience / Dean School of Education / Matrix influence	Redacted
	Prof Anja Scheffers	Director, Southern Cross GeoScience	Chair SAT / Senior STEM Academic Leader	Redacted
Core Working Group	Dr Hanabeth Luke <i>(2015–July 2017)</i>	Lecturer, Southern Cross GeoScience	SCU Athena SWAN Project Manager / Survey design and analysis	Redacted
	Ms Julie Porter <i>(2015–April 2017)</i>	Equity and Diversity Officer	WGEA and gender knowledge and implementation	Redacted
	Ms Rachel Callahan	Head, Equity and Diversity	Gender equity strategy, policy and intersectionality advice (GLBTIQ / Indigenous / CALD)	Redacted
	Mrs Sharon Farquhar	Director, HR Services	Organisational culture and Human Resources expert advice	Redacted
	Ms Wendy Poole / Ms Stephanie Jarvis	HR Workforce Planning Managers	Human Resources / WGEA data and advice / Gender and HR Policy	Redacted
	Dr Nicole Rice	Executive Officer to DVCR	Research grants, systems, policies and procedures / Matrix influence	Redacted

Table 6: SCU Athena SWAN Pilot Self-Assessment Team (2015–2017)				
Tier	Name	Substantive Position	Skills set and influence	Redacted
	Prof Norm Sheehan	Head Gnibi	Indigenous expertise and cultural guidance / Knowledge of Indigenous STEM	Redacted
	Prof Bill Boyd	Environment, Science and Engineering	Advice on research design, data analysis / Expertise in ethics / STEM research	Redacted
	Dr Renaud Joannes-Boyau	Senior Lecturer, Southern Cross GeoScience	STEMM researcher / Male champion of gender equity / Research methodology	Redacted
	Ms Brigid Veale (2015–April 2017)	Head, SCU Communications	Communications and engagement / Advice on promoting Athena SWAN	Redacted
Advisory Group	Associate Prof Geoff Woolcott	School of Education	Specialist STEM Education / STEM academic in a non-STEM work area	Redacted
	Dr Ellen Moon	Research Associate, Southern Cross GeoScience	STEMM Early Career Researcher / Expertise in social media communications	Redacted
	Prof Leslie Christidis	Dean, Graduate Studies, Graduate School	Post graduate student experience, policy and process / STEM researcher / Matrix influence	Redacted
	Prof Isaac Santos	Environment, Science and Engineering	STEMM academic / Senior research leadership / Male champion of gender equity	Redacted
	Associate Prof Danny Bucher	Environment, Science and Engineering	STEMM academic / Research methodology / Male champion of gender equity	Redacted
	Dr Kathryn Taffs	Senior Lecturer, Environment, Science and Engineering	Course Coordinator Bachelor of Science / Research design and analysis	Redacted
	Prof Bill MacNeil	Dean, Law & Justice	Non-STEMM senior leader / Research methodology	Redacted
	Dr Rudi Meir	Senior Lecturer Health and Human Sciences	Research methodology and ethical practice	Redacted

(ii) an account of the self-assessment process

Senior Advisory Group

Met as required with Core Working Group and quarterly with SAT

The DVCR initiated participation in the Athena SWAN Pilot; the DVCA, and the incoming PVC (Students) joined, embedding the initiative within their portfolios. As members of Executive with responsibility for research and teaching, collectively they share accountability for gender equity across our academic environment. They engage the broader University community and decision making groups through senior management meetings and reports to Academic Board and Council.

Professor Scheffers accepted an invitation to Chair the SAT and lead Athena SWAN; she was allocated one day per week (Redacted). Professor Scheffers has been supported by an Athena SWAN Project Officer for 2 days per week (Redacted), and dedicated resources have been provided through Equity and Diversity (Redacted) and HR Services for data reporting (Redacted).

Core Working Group

Met fortnightly

To ensure SCU's participation in Athena SWAN was guided by stakeholders with relevant knowledge and skills, a Core Working Group was established (table 6). Members have regularly attended Athena SWAN Regional Meetings with NSW and Qld Universities. They have shared information through networks and at conferences, for example, Equity Practitioners in Higher Education Australasia.

This group has focused on collating relevant data and preparing the application. The data sets were derived from the SCU Management Information System (MIS), HR services, manual collation and the research management system. Due to size, and relatively small data sets, collated data is presented for some sections to avoid identification of individuals and ensure discussions were not biased. Given the relatively low representation of women academics in STEM, this group has been prioritised.

Qualitative findings were drawn from the following activities:

- *All Staff (Athena SWAN) Survey (June 2017)* – an all staff career experience survey (All Staff Survey) was conducted to better understand factors influencing women. A total of 441 staff responded (~ 30–40% of staff); findings are included throughout this application.
- *Key Stakeholder Interviews (2017)* – a series of 1–1½ hour Interviews were conducted with Heads and Deputy Heads of STEMM Schools, and Directors of Research Centres.
- *SAT interviews (2017)* – a series of independent Interviews were conducted with each member on their experience and views within their own work units and disciplines.
- *Key cohort consultations (conducted by SAT team members)* – Work Unit discussions and consultations/ECR consultations on two campuses.
- *Gender Program Evaluations* – responses from women attending the annual SCU Academic Promotion for Women, and the Women in Research workshops have informed this application. Attendees included women from STEMM and non-STEMM disciplines across a range of grades and academic functions.
- *Yarning Circle (June 2017)* – views from members of Gnibi were gained through a culturally appropriate consultative process.

Advisory Group

Met quarterly

This group included invited staff and student representatives to advise on various aspects of participation, especially data collection and the design and rollout of the All Staff Survey. Membership included academic and professional staff from STEMM and non-STEMM areas, of all genders, senior and junior, Indigenous and culturally and linguistically diverse backgrounds. This ensured diversity of opinion and the capacity to influence across the matrix of the university.

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

SCU Athena SWAN Action Team 2018+ (SAT 2) Model

The SAGE principles will be embedded within existing SCU hierarchies and governance structures, and in planning to ensure sustainability. Our VC is committed to ensuring Executive leadership and all members of the Executive team will have performance targets specific to SAGE, and will be responsible for leading visibility at all levels. The project will continue as a standing item at Academic Board (and sub-committees), and progress reported to University Council through the VC. [\[ACTION 1\]](#)

The plans for the future of the SAT is to approach 2018–2022 with a refreshed, forward looking 'SAGE Action Team' (SAT2) which will fulfil broad diversity principles, for example, in gender balance, Indigenous Australians, cultural and linguistic diversity, GLBTIQ, and career stage. Individuals will be able to apply for Action Champion positions via an expression of interest process against a duty statement. This allows staff

with a particular interest in gender equity, who seek leadership opportunities, to be change agents. We will retain the tiered model for SAT2, which supports sustainability and facilitates membership. [ACTION 2]

The focus of this new team is to drive the implementation of the Action Plan over the next 4 years through informal and formal meetings. The SAT2 members will consult regularly within their areas (with Athena Swan recorded as a standing item on all agendas) in order to monitor the program's effectiveness and overall engagement. Quarterly reports on the activities and meetings from within SAT2 member's organisational areas will be published in the SAT2 minutes. [ACTION 2]

Our communication strategy will increase awareness of the initiative, progress and issues. We will develop new marketing tools, webpage infrastructure and engagement activities to drive an attitudinal shift, ensuring gender equity informs all decisions. High profile women STEMM speakers will be engaged through our new seminar program to be launched in mid-2018. [ACTION 3]

Through this application, we have identified a range of issues around the integration of complex data from multiple sources. To ensure we maintain progress it is essential we streamline processes to facilitate collection and data integrity. Executive have agreed to form a data integrity working group to improve our collection and management. [ACTION 4]

Central positions in the core SAT2 have been provided with the following workload allocations:

- Chair, Athena SWAN SAT2 (Redacted)
- HR Services Officer for Data retrieval (Redacted)
- Executive Officer to DVCR (Redacted)

ACTION 1: Integrate initiative and action plan within governance and management framework.

ACTION 2: Establish 'stage two' SAGE ACTION Team (SAT2).

ACTION 3: Implement a SAGE outreach and communication strategy.

ACTION 4: Establish a SAGE Data Integrity Working Group.

4. A PICTURE OF THE INSTITUTION

Recommended word count: 2000 words
Actual Word Count 1774

Refer to Pages 19-20 of the Handbook

4.1 Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between Science, Technology, Engineering, Mathematics and Medicine (STEMM) subjects. Comment on and explain any differences between women and men, and any differences between STEMM subjects.

Identify any issues in the pipeline at particular grades/levels.

In 2016, gender parity existed at the lower academic levels (A–D). However, the proportion of women at Level A declined over the period of 2014 to 2016 (table 7). Our profile is consistent with higher education trends across the sector, with decreasing representation as women reached the professoriate.² Consistent with national trends, women comprised **67%** of professional staff (table 5) at SCU and were clustered in the mid-range HEW 4-7 employment bands (table 1).

Pleasingly, the number and proportion of female academic staff holding PhD qualifications is increasing. In 2016, **119** female staff and **125** male staff held PhD's, compared to **115** and **135**, respectively, in 2014. For professional staff, there was gender parity on staff holding PhDs and these were primarily employed at HEW 6 and above.

Table 7: SCU academic staff by gender and level (2014–2016)

NB: E does not include Executive or senior managers

Year	2014				2015				2016			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
A	27	17	44	61	28	19	47	60	18	20	38	47
B	77	71	148	52	67	59	126	53	70	56	126	56
C	42	48	90	47	41	45	86	48	45	46	91	49
D	15	20	35	43	19	18	37	51	16	18	34	47
E	14	21	35	40	11	23	34	32	12	21	33	36
Total	175	177	352	50	166	164	330	50	161	161	322	50

Across all STEMM areas, females held **49%** of academic and **56%** of professional continuing and fixed term appointments, placing SCU on par with the sector average of **45%** for women's representation in academic roles (2016).³ However, inclusion of Health data hides underlying issues in STEM (excl. health) areas which span the disciplines known to be dominated by males from the point of bachelor qualification.⁴ Women represented around **25%** of all academics in STEM areas, with the highest representation at Level A (figure 1). This is consistent with national trends, with the representation of women in STEM at only **32%**.²

² [SAGE website reports](#) – nationally 43% academics in STEMM are women, women represent 43% of all level A STEMM Academics, and 20.6% of all level E STEMM Academics

³ [Universities Australia 2016 Interinstitutional Gender Equity Statistics.](#)

⁴ [Office of the Chief Scientist 2016 Australia's STEM Workforce Australian Government Canberra](#)

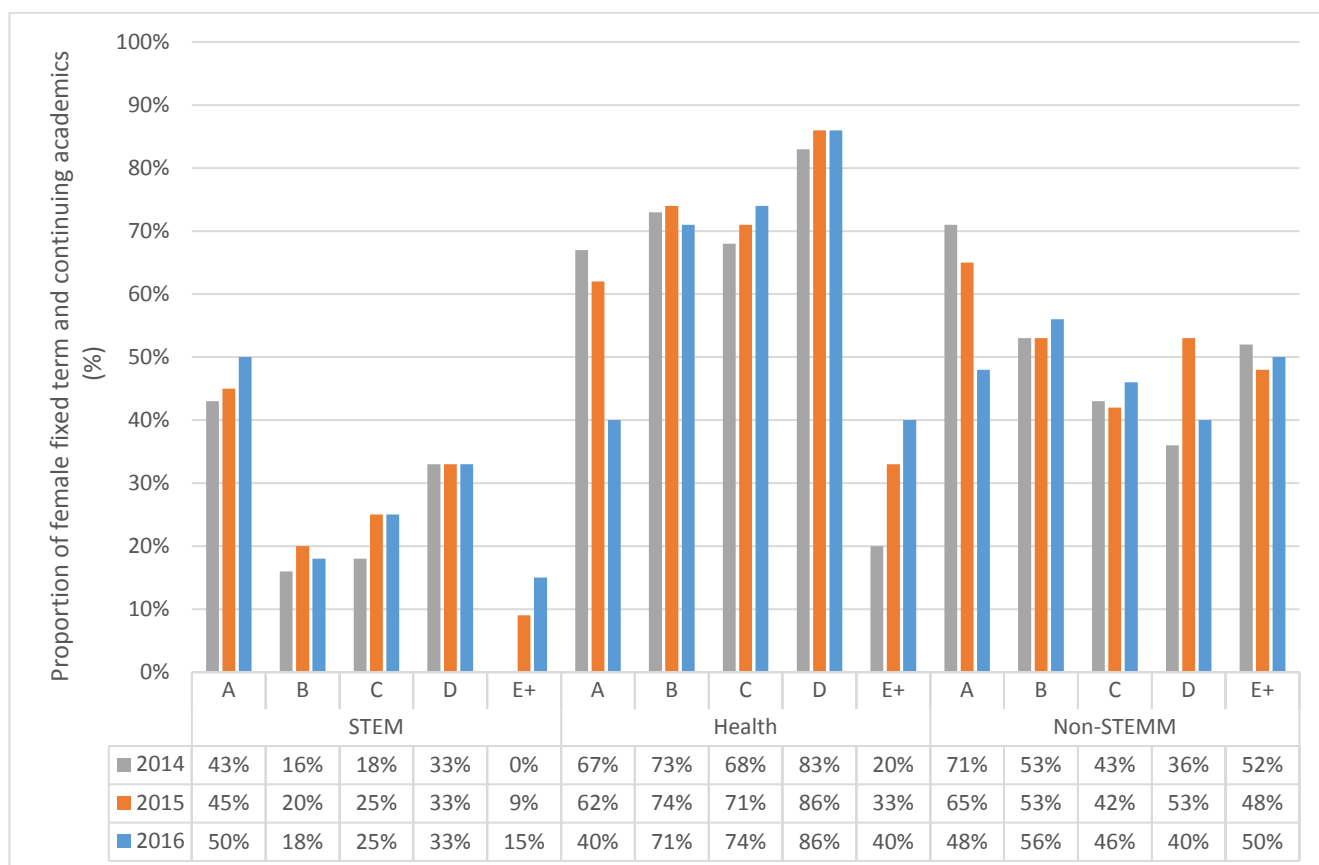


Figure 1: Proportion of female fixed term and continuing academics by level and area

The Health disciplines at SCU are female dominated, as such, women represented **69%** of academics, compared with only **25%** in the STEM areas (figure 1). In Health, the highest proportions of women were clustered at Levels B–D, however, there are still relatively fewer women advancing to the professorial level.

In non-STEMM areas, the proportion of women across all levels remained fairly stable over the three years, at around **50%** (data not shown). The representation of women in our non-STEMM was generally higher than STEM and lower than Health (figure 1). A higher proportion of women in our non-STEMM held Level E appointments, however, we still observed a general decline in women above Levels A–B (figure 1).

These patterns of decline at higher levels are similar to national trends.⁵ Beyond this initiative, SCU is navigating challenges to facilitate growth, which includes understanding factors limiting progression opportunities to more senior roles.

⁵ [SAGE Website Reports](#)

(ii) Academic and research staff on fixed-term, open-ended/permanent and casual contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

From 2014-2016, across all academic levels, the proportion of women on fixed term and continuing contracts was relatively stable. At the lower academic levels (A–C) women were more likely to hold continuing contracts in comparison with Levels D and E (figure 2).

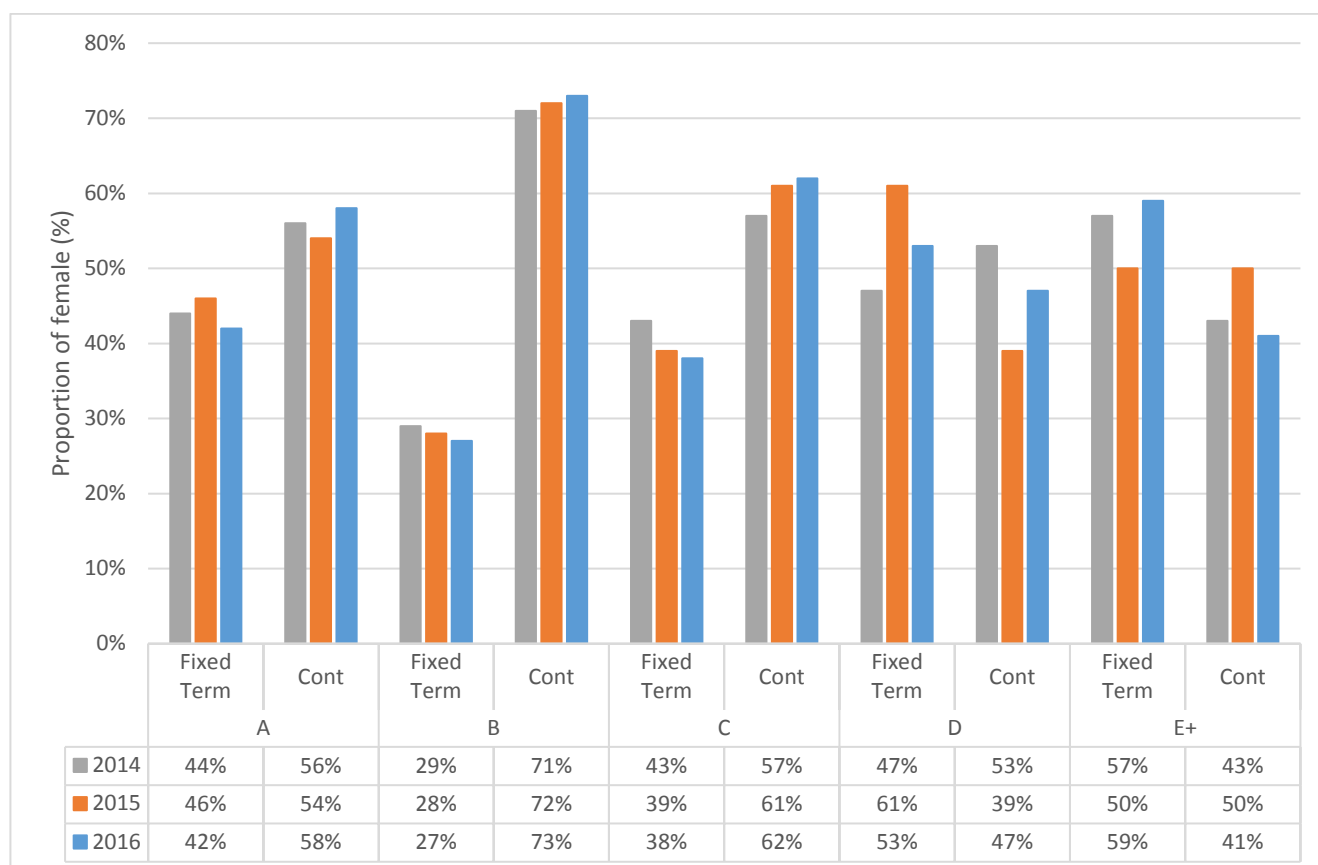


Figure 2: Proportion of female academic staff by level on continuing or fixed term contracts (NB: Individuals may be counted twice as some may hold more than one contract type across any year)

For academic staff holding fixed term and continuing contracts, there were fewer women in STEM areas, with a notable decline above Level A (figure 1). In contrast, Health had high representation of women holding fixed term and continuing contracts (**69%** overall), with women representing over **68%** of Levels B–D, and the lowest representation at Level E+ (figure 1). As noted in 4.1(i), across SCU there is an under-representation of women in our professoriate, which includes senior management and executive.

Across SCU, the numbers of academic staff employed on a casual contract remained relatively stable around **30%**. In STEM areas, the proportion of casual academic staff was around **10%** (2016) with women more likely to hold a casual contract (figure 4). Health had a higher reliance on casual academics, representing around **23%** (2016) of their workforce, with the proportion of women holding casual contracts higher (figure 3). Due to the professional nature of Health degrees, there is significant

engagement with local health professionals, via casual contracts, to ensure teaching is relevant and of high quality. Overall, we need to understand both the use and profile of our casual workforce, to ensure we can maintain flexibility for individuals (eg.; health care professionals and/or PhD candidates engaged in sessional teaching) and monitor use (eg.; contract research funding) so we can identify any issues which may impact on our STEMM areas. [\[ACTION 5\]](#)

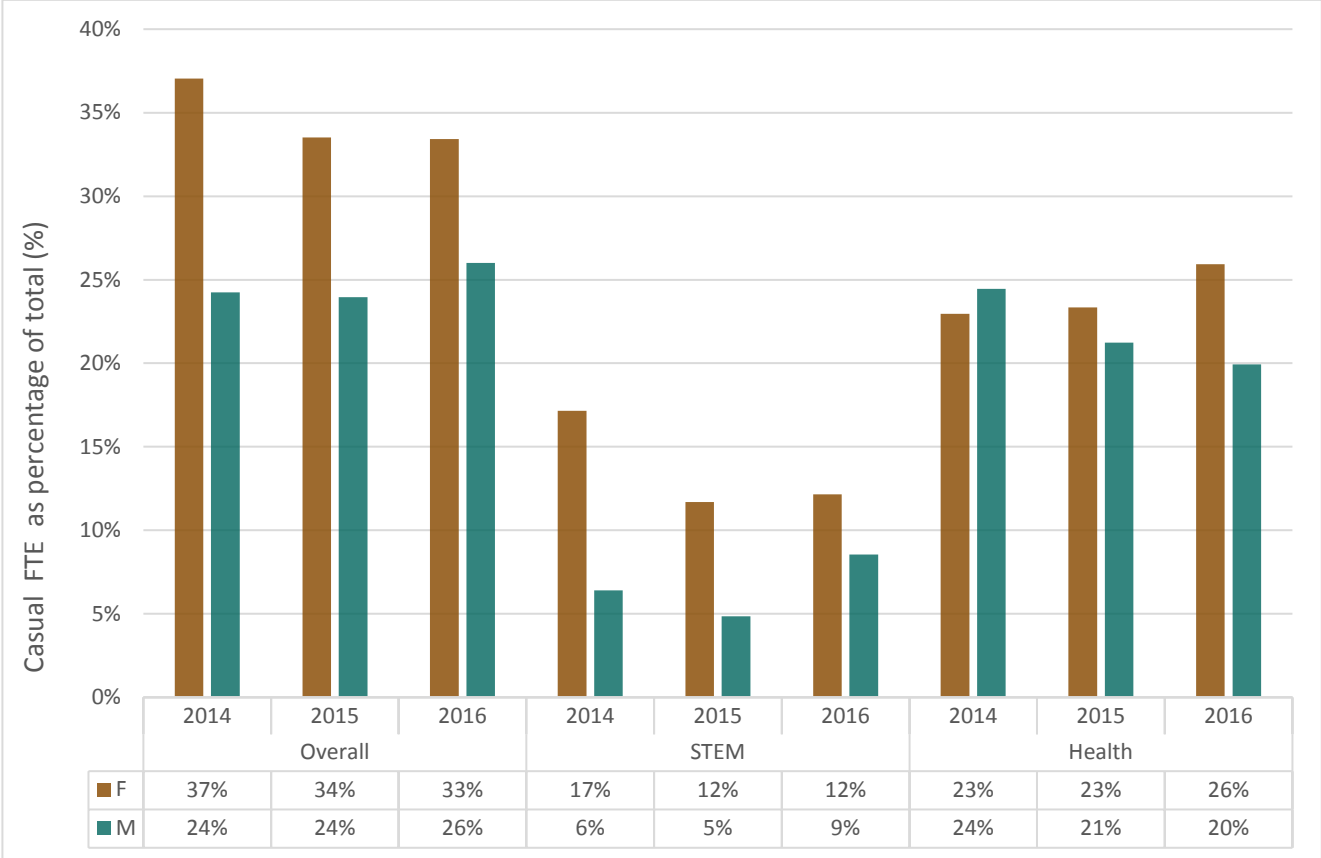


Figure 3: Casual Academic FTE as a percentage of total by gender and area

ACTION 5: Formally monitor use and the profile of our casual workforce.

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

The majority of fixed term and continuing academic staff were Research and Teaching (R&T) and Teaching Only (TO), with women more likely to hold TO appointments (figure 4). Teaching Scholar (TO) provides a pathway for those pursuing a teaching career, and the ability to transition to R&T. Generally, there was a higher representation of women holding TO appointments, notably higher in Health (figure 4).

To highlight gender differences by function, contract type and level, this discussion focuses on 2016 data (figures 5–6). The data indicates the majority of continuing positions at SCU were R&T, with was relative parity between women and men in R&T positions (figure 5c).

Within the STEM, there was an under-representation of women holding R&T and a higher proportion holding TO positions (figure 4). However, there was relative parity between contract types for these functions (figure 5a). Within Health, the majority of R&T roles were continuing; no men held fixed term R&T, TO appointments, or both (figure 5b).

Research Only (RO) contracts are common within STEM areas (~ 60% of total, data not shown), known for their high performance in competitive research funding. However, the representation of women holding this contract type was low (no RO in Health in 2016) (figure 5a and 5b). Due to the short term funding cycles of research grants, RO appointments tend to be fixed term and aligned to these short term contract cycles funding their activity, and often salary (figure 5a). More men held RO appointments (figure 5) in STEM, while no women hold RO appointments at Level E (figure 6a).

It is more common for R&T and TO contracts to be continuing (figure 5c) as these are the engine room of our academic workforce. The SCU's [Enterprise Agreement](#) (EA) facilitates continuity for positions linked to central funding and core activity. Health has strategically broadened its undergraduate offerings, whilst increasing overall undergraduate numbers, thereby, largely explaining the focus on building capacity around a traditional mix of R&T and TO appointments (figure 5b). In line with the relatively high representation of women in Health, there is a high representation of women holding R&T and TO appointments (figure 4). As stated in section 4.1 (i) women in STEMM areas are not moving from Level D to E. There is an under-representation of women holding Level E, Senior Managerial appointments, or both, such as Head of School, irrespective of contract type. The development of a workforce plan identified in later sections will help SCU address any issues limiting progression of women to Level E.

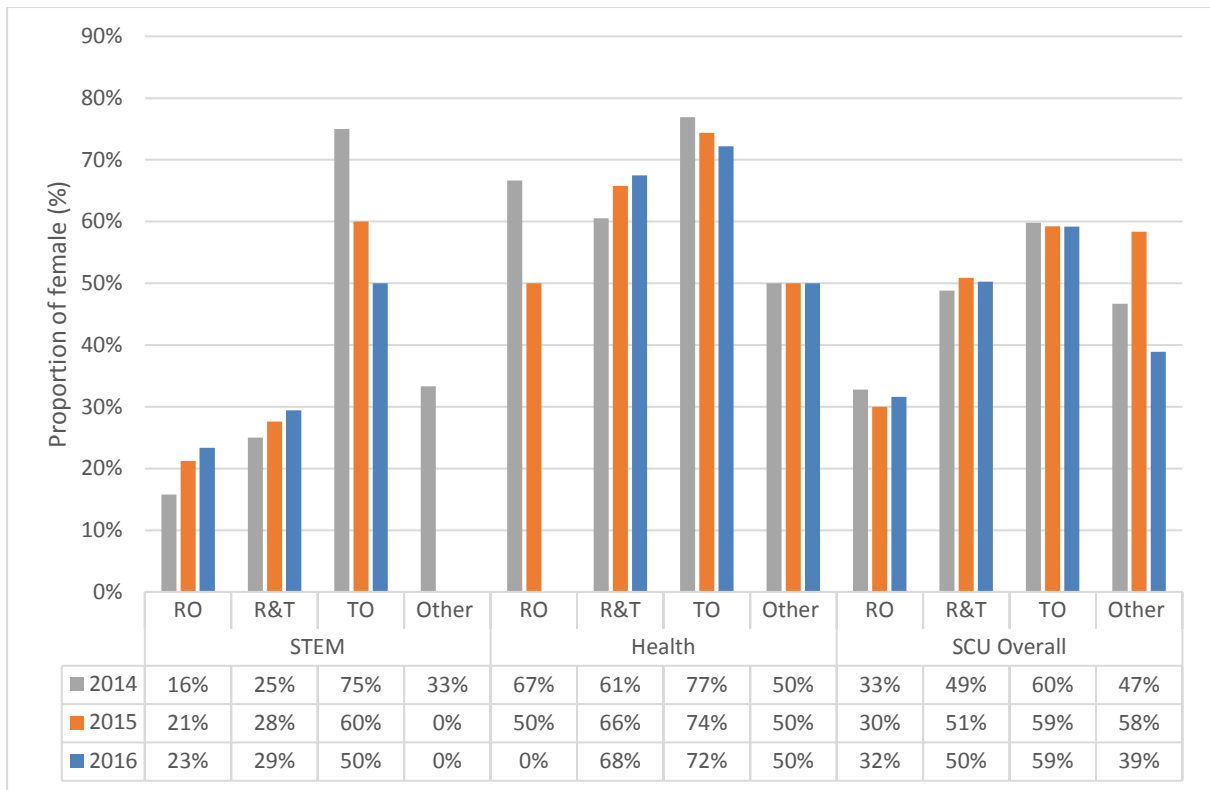
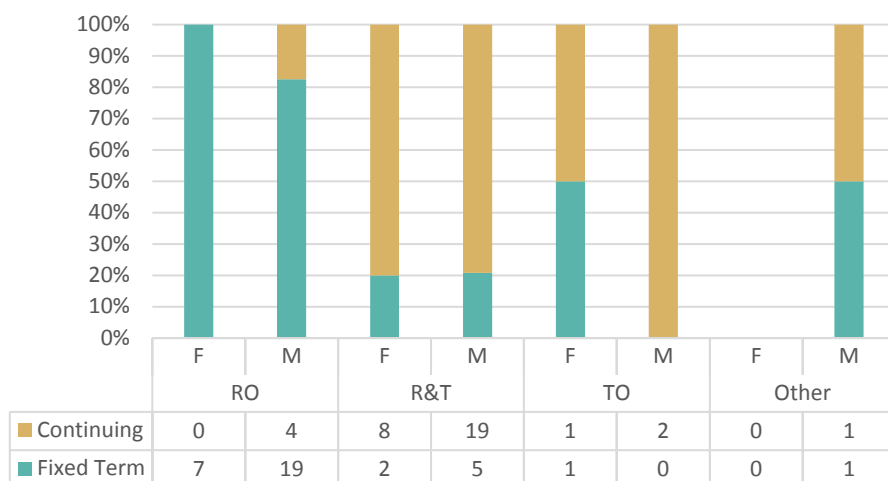
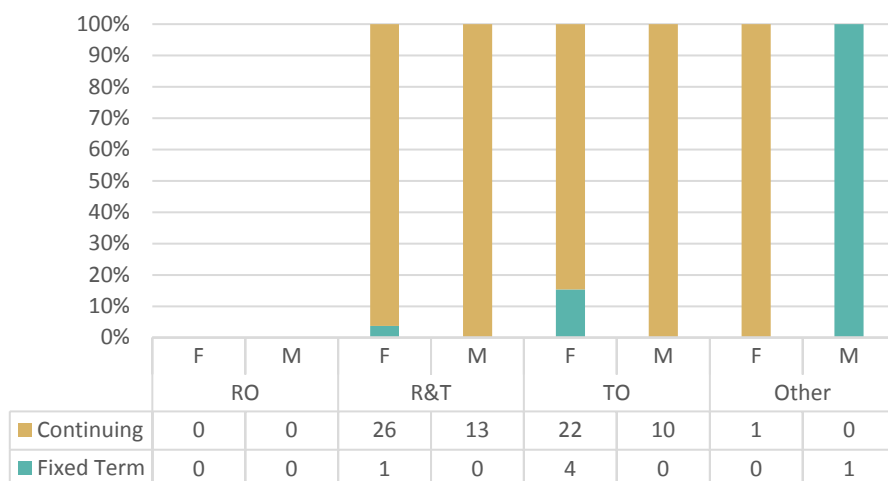


Figure 4: Proportion of female continuing and fixed term academic by area and function

a) STEM



b) Health



c) SCU Overall

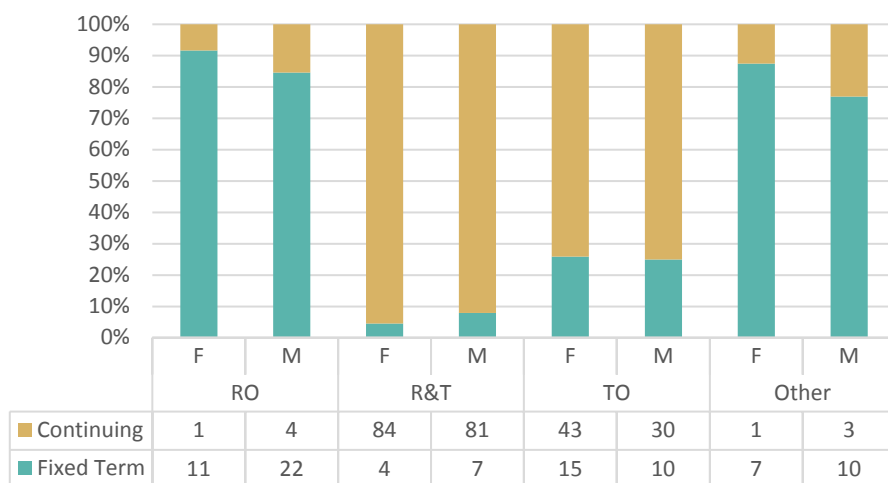


Figure 5: Proportion of Fixed Term and Continuing Academics by gender and function (2016 only) (NB: tables contain headcount of employees)

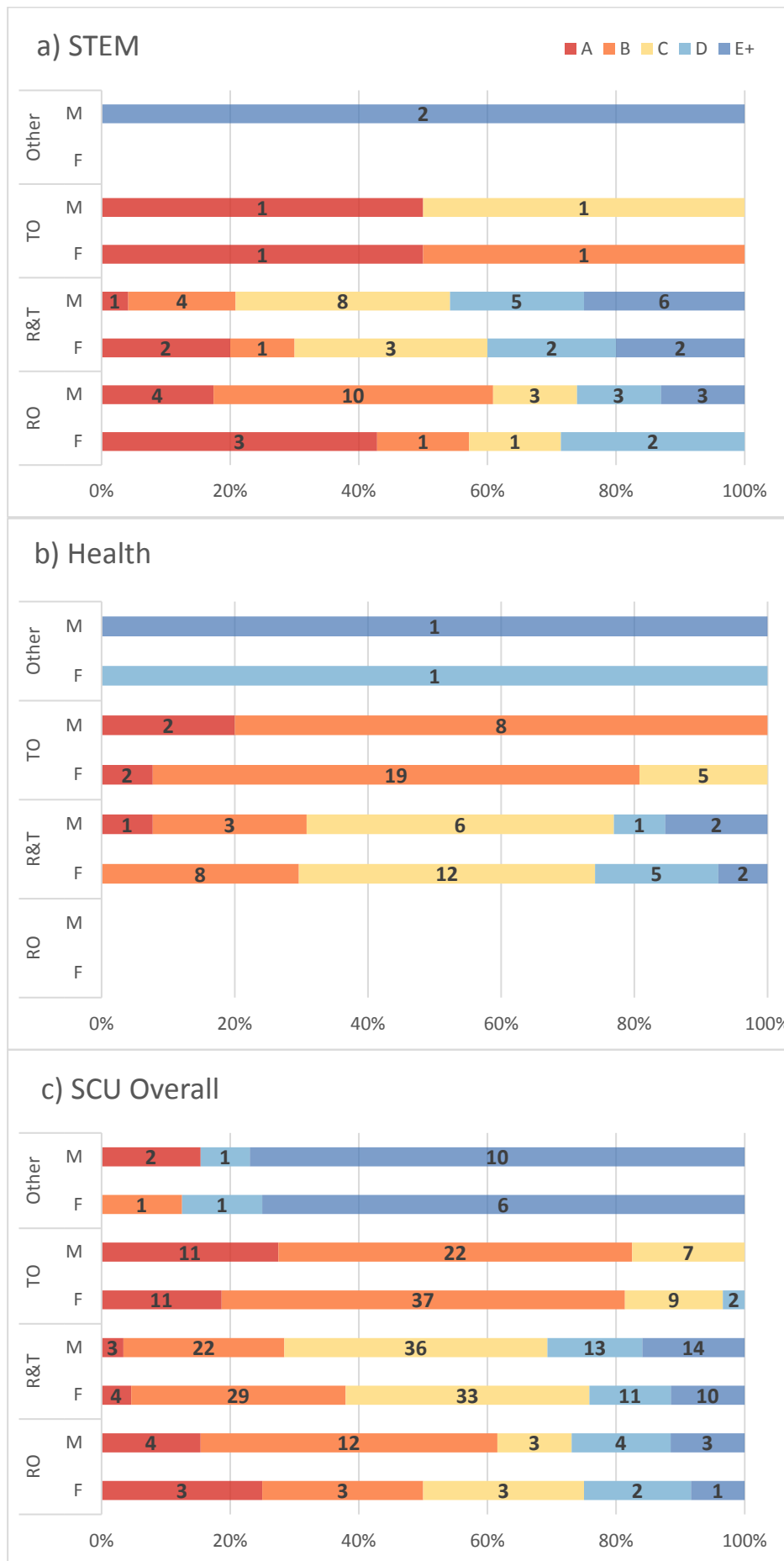


Figure 6: Proportion of fixed term and continuing academics by level and function (2016 only) (NB numbers of bars is headcount of employees)

Across a three year period (2014–2016), the proportion of casual academic staff was relatively stable (figure 7); the following discussion will focus on 2016. In 2016, there were **202.1** full-time equivalent (FTE) (**77.7** women and **124.4** men) casual academic staff at SCU, reflecting a significantly higher representation of men in the casual academic workforce (**62%**). Caution must be exercised as our FTE data does not allow us to fully understand the number of individuals holding multiple consecutive casual contracts, or those who may be employed concurrently in other sectors (eg; health staff with clinical roles).

Overall, most casual academics were classified as TO, with relatively few RO or R&T (figure 7). Of the **32%** of academic staff employed on casual contracts in 2016, **38%** were female (figure 7).

Across STEMM, we have an increase in the representation of women holding casual contracts with the TO classification (figure 7). Traditionally, postgraduate research candidates (students) are engaged casually in teaching roles across our STEMM, providing training for those considering an academic career. As highlighted earlier (4.1 (iii)) the factors around the use of casual contracts are not evident from FTE based data with further analysis required. [\[ACTION 5\]](#)

The number of women and men (proportionate to FTE) engaged in casual TO roles increased over the three years. While this may have resulted from our investment in new course offerings, the stabilisation and qualitative decisions around casual appointments needs to be monitored, in line with the overall objectives of Athena SWAN.

The All Staff Athena SWAN survey (2017), found 52% (n = 21) of casual staff respondents were satisfied with their current role; however, a desire for increased job security was a common concern for casual staff. Of the respondents identifying as fixed term academics (n = 32), 72% reported being satisfied with their current role, but expressed the desire for increased job security and the opportunity to undertake more research. In contrast, 65.3% (n = 98) of respondents in continuing academic positions were satisfied with their current role. Those with continuing academic appointments reported job satisfaction through engaging with students and seeing SCU as an enjoyable workplace.

[ACTION 5: Formally monitor use and the profile of our casual workforce.](#)



Figure 8: Proportion of casual⁶ academics by gender and area

⁶ Casual staff data at SCU is calculated by full-time equivalency according to the Enterprise Agreement hourly model, not by headcount.

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Overall, between **15** and **17%** of the academic workforce left SCU, per annum, between 2014 and 2016 (table 8). At Levels A and B, the majority departed due to their contract ending (between **58** and **60%**). These Levels also contributed the largest numbers of leavers (between **63** and **74%**). At Level C, the main reason was resignation, and at Levels D and E+, a fairly even split between contracts ending, resignation and retirement.

More women than men exited the STEMM workforce (**55%** of **82** exits between 2014 and 2016) (table 9). The most common exit reasons were contracts ending (**62%** female), and resignations (**57%** female) (table 10). The STEM areas contribute significantly to SCU’s overall research performance. However, as individuals within these areas are not always aligned with teaching, they depart when research income declines; as the lack of alignment influences SCU’s ability to offer continuity of employment. [\[ACTION 6\]](#)

Table 8: Academic Leavers as a percentage (%) of the total workforce									
	2014			2015			2016		
	F	M	Total	F	M	Total	F	M	Total
STEM (excl. Health)	6	11	9	22	18	19	16	14	14
Health	18	12	16	18	12	16	20	4	15
SCU Overall	18	16	17	15	14	15	20	13	17

ACTION 6: Review organisation of research centres to provide more continuity for our STEM workforce.

Table 9: Academic staff leavers by level and gender

	Year	2014			2015			2016		
	Level	F	M	% F	F	M	% F	F	M	% F
STEM (excl. Health)	A	0	4	0	3	4	43	3	2	60
	B	1	2	33	1	3	25	0	3	0
	C	-	-	-	0	1	0	0	1	0
	D	-	-	-	0	1	0	-	-	-
	E+	-	-	-	-	-	-	0	1	0
Health	A	1	0	100	5	2	71	2	1	67
	B	7	1	88	4	0	100	5	0	100
	C	1	1	50	0	1	0	3	0	100
	D	1	1	50	1	0	100	-	-	-
	E+	-	-	-	0	1	0	1	0	100
SCU Overall	A	8	7	53	11	10	52	9	4	69
	B	17	13	57	9	7	56	14	8	64
	C	3	3	50	3	4	43	6	3	67
	D	1	2	33	2	1	67	1	1	50
	E+	3	4	43	1	2	33	4	5	44

Table 10: Academic staff reasons for leaving

*'Other' includes termination, retirement or death (Redundancy includes voluntary and involuntary)

	Year	2014			2015			2016		
	Reason for Leaving	F	M	% F	F	M	% F	F	M	% F
STEM (excl. Health)	Resignation	5	2	71	6	6	50	0	3	0
	Contract End	5	5	50	8	5	62	3	4	43
	Redundancy	0	1	0	0	1	0	-	-	-
	Other*	1	1	50	0	1	0	-	-	-
Health	Resignation	4	1	80	5	3	63	8	0	100
	Contract End	5	1	83	5	1	83	2	1	66
	Redundancy	0	1	0	0	0	-	-	-	-
	Other*	1	0	100	0	0	-	1	0	100
SCU Overall	Resignation	7	10	41	9	8	53	17	6	74
	Contract End	20	11	65	15	10	60	12	13	48
	Redundancy	2	2	50	0	2	0	-	-	-
	Other*	3	6	33	2	4	33	5	2	71

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

A gender-pay analysis is currently under development to determine specific remuneration gaps, and is due for completion in 2018. Remuneration is specified in the SCU [EA](#) with salaries and the standard classification scales for Higher Education Worker (HEW/Professional) and Academic determined by the industrial agreement.

The [EA](#) does not apply to Executive, Heads of School and Directors, whose base salary exceeds the salaries for Academic Level E and HEW 10. Outside of this agreement and standard practices, discretionary increases can occur as part of annual performance assessments.

The pay gap analysis will allow the prioritisation of any gender specific issues identified. In parallel, SCU will work through the implementation of targeted actions around recommendations from the Workplace Gender Equality Agency pay equity analysis. [\[ACTION 7\]](#)

<p>ACTION 7: Complete a pay equity analysis to identify whether there are gender inequities in remuneration.</p>
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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 5000 words
Actual Word Count 4850

Refer to Pages 21-25 of the Handbook

5.1. Key career transition points: academic staff (*pages 21-22 of the Handbook*)

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Data across three years (2014–2016), shows **43%** of applications for positions were from women (table 11). For Levels A and B, applications were on par by gender. At Level B there were around two and half times more women than men appointed (**29** female, **11** male; table 11), despite the relative gender parity between applicants. However, the proportion of applications from women reduced to **35%** for Level C (**77** female, **145** male). A further reduction was observed for professorial appointments, with women applying for only **23%** of positions. This was significantly below SCU workforce representation rates in 2016 of **49%** and **39%** for Levels C and E, respectively (table 2).

For STEMM areas, **39%** of applicants were women (**4%** lower than SCU overall), and regardless of level, there were more applications from men (table 11). At Level B in STEMM, there were **20** female appointments which was five times the number of male appointments at the same level (table 11). We observed a decrease in the number of applications from women for positions at Level C and above; at Level E there were nine times more male applicants (**3** female, **27** male; table 11).

Overall, women were more successful at progressing to shortlisting and appointment for all levels, except Level E (table 11). Our regional locations, combined with structural limitations, limit both the number of vacancies, and our ability to attract women. A comprehensive workforce plan for SCU will facilitate the implementation of proactive initiatives to increase our ability to attract women to opportunities in our STEMM areas. [\[ACTION 8\]](#)

Table 11: Academic Recruitment Aggregated Fixed Term and Continuing									
(fixed term appointments in brackets)									
		Female				Male			
		Applied	Short Listed	Appointed	Success rate	Applied	Short Listed	Appointed	Success rate
SCU Overall	A	250	24	10 (5)	4%	251	10	7 (4)	3%
	B	232	78	29 (8)	13%	251	48	11 (2)	4%
	C	77	20	5 (2)	6%	145	27	8	6%
	D	13	0	0	0%	66	4	0	0%
	E+	26	12	4 (4)	15%	68	17	4 (4)	6%
	Total	598	134	48 (19)	8%	781	106	30 (10)	4%
STEMM	A	76	7	3 (1)	4%	114	1	0	0%
	B	139	39	20 (5)	14%	159	19	4 (1)	3%
	C	28	9	3 (1)	11%	79	12	3	4%
	D	-	-	-	-	-	-	-	-
	E+	3	3	0	0%	27	8	2 (2)	7%
	Total	246	58	26 (7)	11%	379	40	9(3)	2%

SCU's [Recruitment and Appointment policy](#) guides recruitment, with equal opportunity principles embedded throughout and promoted to applicants via the [Jobs@SCU](#) website. Flexible working conditions and wellbeing initiatives are promoted as part of the 'information for candidates', and a personal contact in HR Services is provided for all vacancies.

All selection panels have gender balance, with processes incorporating the principles of equity and cultural diversity. They accommodate particular needs of applicants from equity groups including Indigenous Australians, people with disabilities and individuals from diverse cultural backgrounds (to be monitored through [ACTION 1](#) and [ACTION 3](#)).

Where there is an identified gender imbalance, statements are included in advertisements to encourage female (or male) applicants. We explicitly encourage the recruitment of men and women with an Indigenous background, and in Health, male applicants are encouraged.

ACTION 8: Develop a comprehensive workforce plan that drives increased recruitment and sustainable career pathways for female STEMM staff, recognising the regional and contextual issues.

(ii) Induction

Describe the induction and support provided to new staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Induction for new employees takes two forms: an online formal induction, and a local work area induction arranged by the line manager (introductions, work space, behavioural expectations). New employees complete Work Health and Safety (WHS) and Equity on-line (includes gender) training; supervisors are accountable for ensuring new employees complete these. The Centre for Teaching and Learning offers induction support for new teaching staff.

An introductory suite of training programs, including EO Online, Respectful Workplace, Cultural Competency, and WHS for Supervisors, are required to be completed by new supervisors. A tailored induction program exists for new Heads of Work Units.

The uptake of induction training is high, however, it is not systematically evaluated. Confirmation of completed inductions are received by HR Services and direct follow up is undertaken with the employee where confirmation is not received.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Academic promotion is an annual process, and the criteria and associated processes are embedded in the [Academic Promotion Policy](#). Workshops guide applicants, with staff and their supervisors encouraged to discuss and plan for promotion, as part of annual performance reviews.

Over three years (2014–2016), there were **31** applications from women and **36** from men, with women having a higher success rate (**81%**) than men (**67%**) (table 12). Part-time staff comprised only **3%** of promotion applications, despite the fact that they represented **16%** of all fixed term and continuing academics.

In our STEMM workforce, there were **11** applications from women and **20** from men, with women having a higher success rate (**91%**) than men (**65%**) (table 12). There were no applications in STEMM for promotion to Level B in 2014 or 2015, and there were no women seeking promotion to Level C or D in 2016 (table 14). Across the three years, only one part-time STEMM staff member, who was female, applied for promotion to Level B.

Our staff survey data highlighted that female academic staff respondents (**n = 83**) were more likely than their male counterparts (**n = 63**) to wait until they fulfilled all promotion criteria before they applied (**54.2% vs 46.6%**). This may have some bearing on the overall higher success rates for women.

Table 12: SCU Academic staff promotion applications received as a percentage of those eligible to apply

Year	2014			2015			2016		
	F	M	Total	F	M	Total	F	M	Total
STEMM	8.2	10.1	9.2	4.2	14.5	9.0	2.9	6.6	4.6
Non-STEMM	8.9	6.0	7.5	6.0	3.9	5.0	8.8	10.4	9.6
Total	8.6	7.9	8.3	5.2	8.6	6.8	6.0	8.7	7.3

Table 13: SCU overall academic promotion by gender and level

Year	Level	Female			Male		
		Applied	Appointed	Success rate	Applied	Appointed	Success rate
2014	B	1	1	100%	0	0	-
	C	6	5	83%	5	3	60%
	D	5	4	80%	4	2	50%
	E	2	1	50%	3	2	67%
2015	B	3	3	100%	0	0	-
	C	3	2	67%	3	3	100%
	D	1	1	100%	4	3	75%
	E	1	1	100%	5	3	60%
2016	B	3	3	100%	0	0	-
	C	5	3	60%	6	2	33%
	D	1	1	100%	6	6	100%
	E	0	0	-	0	0	-

Table 14: STEMM academic promotion by gender and level							
Year	Grade	Female			Male		
		Applied	Appointed	Success rate	Applied	Appointed	Success rate
2014	B	0	0	-	0	0	-
	C	2	2	100%	3	1	33%
	D	2	2	100%	2	1	50%
	E	2	1	50%	2	1	50%
2015	B	0	0	-	0	0	-
	C	1	1	100%	2	2	100%
	D	1	1	100%	3	2	67%
	E	1	1	100%	4	3	75%
2016	B	2	2	100%	0	0	-
	C	0	0	-	2	1	50%
	D	0	0	-	2	2	100%
	E	0	0	-	0	0	-

When analysing applications as a percentage of those eligible to apply, fewer women than men applied (table 12); a consistent trend in all areas, including STEMM. This suggests a more proactive identification, encouragement and preparation of female candidates prior to the promotion process is required. In implementing initiatives to support promotion we need to consider other factors and constraints [ACTIONS 7 and 8], which we know our data does not reveal, such as the decline in opportunities resulting from a reduction in research income and overall sustainability in our STEM. [ACTION 9]

ACTION 9: Implement a formal mechanism to monitor the eligibility for promotion of STEMM women and ensure that where possible, eligible women are supported and encouraged to apply for promotion.

Related actions from previous sections:

ACTION 7: Complete a pay equity analysis to identify whether there are gender inequities in remuneration.

ACTION 8: Develop a comprehensive workforce plan that drives increased recruitment and sustainable career pathways for female STEMM staff, recognising the regional and contextual issues.

(iv) Staff submitted to the Higher Education Research Data Collection (HERDC) by gender

Provide data on staff, by gender, submitted to Higher Education Research Data Collection (HERDC) for the past five years. Comment on any gender imbalances identified.

Section 2 (v) identified that across all academic levels, we have **148** continuing and full-term academics in STEM areas, compared to **185** in non-STEM areas. When we exclude Health, we know that the representation of women in STEM areas is less than **30%**, and these areas also have the highest proportion of Research Only academics (**72%**; data not shown). The HERDC data indicates our STEM areas are responsible for around **55%** of the University’s total research income over a five year period (table 15).

However, the proportion of women involved in successful applications is consistent with the low representation employed in STEM areas (table 16), despite the success rate for female lead investigators (table 17). Childcare assistance packages are one mechanism to support women applicants, during applications periods, which overlap with caring responsibilities. [ACTION 10]

ACTION 10: Increase research income by supporting female STEM staff research grant applications through a program of financial support for women applying for research grants to cover childcare costs during the peak grant application period each year.

	2012	2013	2014	2015	2016
STEM (excl. Health)	\$7,219,644	\$7,268,666	\$6,873,018	\$6,403,102	\$6,048,427
Health	\$847,855	\$1,055,030	\$629,762	\$810,223	\$417,207
Non-STEMM	\$4,986,543	\$5,177,654	\$4,503,429	\$4,294,647	\$4,609,027
SCU Overall	\$13,054,042	\$13,501,350	\$12,006,209	\$11,507,972	\$11,074,661

	All Investigators		Number of applications per category				
	Number of Individuals		Cat 1	Cat 2	Cat 3	Cat 4	Total
STEM (excl. Health)	F	23	63	26	13	0	102
	M	62	249	159	156	0	564
Health	F	28	6	53	41	0	100
	M	12	4	3	15	0	22
SCU OVERALL	F	96	102	192	113	0	407
	M	117	279	234	225	1	739

Table 17: SCU grant applications (Cat 1–4) by gender of lead applicant (2014–2016)

NB: Split reports value of the signed contract and may vary from the invoiced income (HERDC)

	Female					Male				
	Number of Applications	Number Successful	Success rate	Award amount (\$ '000)	Average per award \$ '000)	Number of Applications	Number Successful	Success rate	Award amount (\$ '000)	Average per award \$ '000)
STEM (excl. Health)										
2014	14	9	64%	3,913	435	82	31	38%	10,571	341
2015	29	7	24%	161	23	88	33	38%	13,351	405
2016	15	5	33%	264	53	98	32	33%	11,031	345
Health										
2014	10	2	20%	129	65	14	1	7%	60	60
2015	22	8	36%	1,544	193	9	3	33%	19	6
2016	22	5	23%	92	18	12	2	17%	28	14
Non-STEMM										
2014	25	10	40 %	5,392	539	18	2	11 %	717	359
2015	35	18	51 %	5,498	305	18	3	17 %	21	7
2016	27	3	11 %	50	17	28	4	14 %	161	40
SCU OVERALL										
2014	49	21	43%	9,434	449	114	34	30%	11,348	334
2015	86	33	38%	7,203	218	115	39	34%	13,392	343
2016	64	13	20%	405	31	138	38	28%	11,220	295

5.2. Career development: academic staff (Refer to page 22 of the Handbook)

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Southern Cross University provides career development workshops to a range of staff via HR Services, Research and Equity and Diversity. Programs are offered throughout the year and communicated via email, websites and the HR employee interface MyHR. In addition, planning processes support tailored options for some teams and individuals, including access to external programs, for example, the National Excellence in Educational Leadership Initiative.

The Schools and Research Centres offer discipline specific opportunities in the form of planning activities, technical workshops and seminar programs. Centralised programs are wide ranging, for example, Business Writing, Cultural Competency, Understanding Gender and Sexual Diversity, and Respectful Workplace. All courses are evaluated to monitor the suitability of the trainer and effectiveness of the content; however, this feedback is not held in a database or used in regular institutional reporting.

More females have attended in-house development programs over the last six years. In June 2016, 77.5% of female academic staff and 72.8% of male academic staff had participated in one, or more training programs in the preceding six years. A review of research development workshops in 2016 (table 18) also demonstrated high attendance by women.

The SAGE All Staff Survey indicated 68.9% of academic staff respondents (n = 117) agreed their supervisor encouraged them to undertake training and pursue personal development opportunities, while 29.4% disagreed. Furthermore, 42.8% of academic staff (n = 138) agreed their supervisor encouraged them to apply for university incentives or development opportunities, while 35.5% disagreed.

Table 18: Research Development Workshops Attendance 2016 (STEMM in brackets)

Note: Data includes postgraduate students, professional and academic staff, regardless of contract type. Organisational areas of attendees has not been captured through the workshop registration system and, therefore, is not included.

Workshop	F	M	Total	% F
Turbocharge your writing	24	8	32	75
Unravelling the ARC Selection Process: Key observations for improving your chance of success	13	21	34	38
12 Weeks to publication success	7	4	11	64
Seven Secrets of Highly Successful Research Students	8	7	15	53
Finding Research Funding - How the Research Professional Grant Seeking Database can help!	22	12	34	65
Graduate School - Supervisor Workshop	29	27	56	52
Shameless Self Promotion Workshop	31	6	37	84
ARC Linkage Projects Workshop	25	7	32	78

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

The SCU [Performance Review and Planning Policy](#) (PRP) applies to all fixed term and continuing staff, and is an annual discussion, review and planning process. The process aims to: review work expectations; develop goals and plans to guide the work of staff; discuss learning and development needs; recognise achievements; and plan for future individual and organisational growth and development. The process consists of discussions, formal planning and review meetings between individual staff and their supervisor.

Southern Cross University has recently designed a new approach based on feedback received from staff, managers and focus groups convened by HR Services to test ideas about the process. The key concepts of this new approach include: a focus on the conversation, not the form; the creation of a positive experience for both employee and their supervisor; a greater focus on achievements; enhancement of career planning; and more open discussion about SCU values, culture and contributions to the success of the team, the work unit and the University. For example, in Health and Human Sciences, through this process academic staff are encouraged to include mentorship, coaching, or participation on professional bodies or Health boards as mechanisms for career development.

The timing of the process is integrated with the work unit’s annual planning cycle so that operational plans inform PRP discussions. Two training programs are offered by SCU on PRP: PRP for Supervisors, and PRP Essentials for Staff; programs on managing performance are also offered (table 19). Over a six year period, the overall numbers of staff participating in this training is relatively low, and there are no significant differences due to gender.

Table 19: Academic Staff participation in Performance Management Training (2011–2016)			
Programs	F	M	Total
Managing Poor Performance	0	1	1
Performance Feedback	0	1	1
PRP Essentials – Staff	5	6	11
PRP for Supervisors	14	16	30
Grand Total	19	24	43

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, including postdoctoral researchers, to assist in their career progression.

Southern Cross University supports and recognises career progression, and high performing individuals through: special studies program, VC awards for excellence, engagement awards, teaching and learning citations and staff development programs.

Southern Cross University staff are eligible to apply for [Special Studies Program](#) (SSP) if they are appointed on a continuing or fixed-term basis of four years or more, and have completed a minimum of three years continuous service. The program is designed to build capacity through the fostering of intellectual and professional development (including completion of PhD), and provides scope for a focussed activity which builds the individual’s and SCU’s track record. Across a three year period, the numbers of applications received for SSP were low. Of those funded, the representation of women from all STEMM areas was approximately **30%** (table 20); no women from STEMM areas at Level E applied. Our low numbers may be partly due to SSP only being awarded if the location of leave was at least 400 km from the base workplace. A review in 2017 resulted in this being removed to ensure primary carers were not precluded.

	Level	Female			Male		
		Applied	Funded	Success rate	Applied	Funded	Success rate
2014	B	1 (1)	1 (1)	100 %	-	-	-
	C	1	1	100 %	-	-	-
	D	-	-	-	1	1	100 %
	E	-	-	-	2 (1)	2(1)	100 %
2015	B	-	-	-	1	1	100 %
	C	2 (1)	2 (1)	100 %	1	1	100 %
	D	1 (1)	1 (1)	100 %	-	-	-
	E	-	-	-	2	1	50 %
2016	B	2	2	100 %	2 (1)	2(1)	100 %
	C	-	-	-	2 (1)	2(1)	100 %
	D	-	-	-	1	1	100 %
	E	2	1	50 %	4 (2)	2(1)	50 %

In Health, many staff are health practitioners who have been in practice since their initial qualification. As such, many do not hold a PhD as this is not a natural progression for clinical staff. Support is available for these employees to undertake a PhD, through workload allocation.

The [SCU Leadership Capability Framework](#) provides development for academics across all levels. High performing women are targeted for external programs. In 2015, SCU introduced a cohort model for Early Career Researcher (ECR) Development (table 21). Generally, the representation of women was reasonably high, although the numbers of women from STEM areas was low (table 21).

	Female	Male	Total	% F
ECR Workshops	16 (7)	11 (7)	27	59
Leadership Capability Framework Module 1	18 (7)	10 (7)	28	64
Leadership Capability Framework Module 2	10 (6)	5 (3)	15	67
Leadership Capability Framework Module 3	4 (3)	7 (5)	11	36
Leadership Capability Framework Module 4	4 (3)	4 (4)	8	50

In addition to the initiatives mentioned in 5.1 (iii), 5.2 (ii), 5.2 (iii), additional support for academic career progression includes: internal leadership opportunities (eg., School Director of Research, Director of Research Training and positions on Academic Board); secondments with industry or government; and the Early Career Development Fellowship provision in our [EA](#) targeted at casual academics.

All Staff Survey data provided feedback around career progression, with **80.3%** of academic staff respondents (**n = 152**) indicating notable people had supported their career progression. This number was higher amongst women (**85.9%**) and higher still amongst women in STEMM (**88.2%**). Of those academic staff who had received support in their career progression, **61.5%** reported they were supported by individuals of the same gender. For STEMM academic staff, the numbers were slightly more skewed towards male support, which is consistent with staffing data, with females accounting for **55.6%** of support for female staff, and males accounting for **67.3%** of support for male staff members. Responses also revealed women in STEMM were more likely to report having a mentor at SCU (**62.8%**) compared to men in STEMM (**54.8%**), and compared to female academics across all disciplines (**60.9%**) and all academics (**47.1%**).

Overall, **58.1%** of academic staff (**n = 141**) agreed their supervisor encouraged them to progress in their career, while **24.8%** disagreed. Responses suggest more needs to be done to provide structured support for junior academics, with **49.7%** of academic staff disagreeing that SCU values time spent mentoring ECRs, while **19.5%** agreed. If we look at the responses from Level A and B academics (normally considered ECRs) (**n = 68**), **54.4%** of staff disagreed that SCU values mentoring, while **11.7%** agreed. [ACTION 11 and 12]

ACTION 11: Develop and implement career development pathways for academic and professional staff including ECR and MCR programs as well as academic leadership and management development opportunities.

ACTION 12: Increase access to and quality of SCU's staff mentoring program so that it is multi-dimensional, more network based, and regularly evaluated so it delivers stronger outcomes for both mentees and mentors.

5.3. Flexible working and managing career breaks (*Refer to page 23 of the Handbook*)

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

[Parental Leave Procedures](#) outline eligibility, and terms across a range of circumstances, including adoption, along with notice, commencement and duration. Primary carer's leave normally commences four weeks prior to the expected date of birth for pregnant employees, and anyone wishing to continue beyond this may do so, provided they have a medical certificate which indicates their fitness for duty. Requests may be made for the commencement of primary carer leave up to 20 weeks prior to the expected date of birth of the child, and provisions are in place for leave in the event of still birth.

SCU encourages organisational areas to review flexible work arrangements, including working off campus, where the role and individual circumstances allow. Organisational areas have a degree of autonomy when facilitating flexible working arrangements for staff, and as such, this allows tailored support to individuals leading up to leave.

Through our All Staff Survey, we had **10** responses from academic staff who were pregnant while working at SCU; of these, the majority (**60.0%**) felt supported during their pregnancy. Similarly, from the pool of responses from professional staff (**n = 27**), the majority (**63.0%**) felt supported during their pregnancy.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

Southern Cross University supports staff on parental leave by ensuring work unit and All-Staff communication is shared with the employee during leave. Staff are invited to attend staff meetings and planning days, whether in person, or remotely through technology. Southern Cross University uses 'keeping in touch' days – where an employee performs work on a day, or part of a day, while on a period of approved parental leave. This enables the employee to keep in touch with their employment and assists when the employee returns to work once their leave has ended.

Parental leave backfill is at the discretion of the organisational area, and practices can differ widely, often dependent on the nature of the work. Most positions are backfilled through internal acting arrangements, the appointment of new staff or reallocation of responsibilities to existing team members.

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Our [Parental Leave Procedures](#) entitles employees to return to the substantive position they held immediately prior to proceeding on parental leave. Requests from employees to return to work on a part-time basis, while the child is of school age or younger, are supported. For some staff, flexibility is also provided through working from home arrangements or flexible start and finishing times.

Employees who return to work *within the child's first year* are entitled to up to *nine hours paid leave per week*, to be taken up until the child's first birthday (pro-rata basis for part-time). In addition to this, for staff returning part-time, flexibility around the use of salary savings for activities that underpin their academic performance, should be considered, for example, PhD scholarships. [ACTION 13]

Our survey indicated female academic staff who took parental leave at SCU (n = 6), **50.0%** felt supported on their return to work, while **50.0%** felt unsupported. Of male academic staff who took parental leave at SCU (n = 3), **66.7%** felt supported on their return to work, while **33.3%** felt neither supported nor unsupported.

ACTION 13: Framework based on case studies which facilitates alternative backfill arrangements for part-time employees.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

Based on manual data for 2016, the return rate following parental leave was **88%**, with **38%** returning full-time, **50%** returning part-time and **12%** not returning (table 22). Of those not returning, only three were due to their contract concluding.

Table 22: Maternity Leave Return Rate				
Staff Level	Returned full time	Returned part time	Did not return	Reason
Academic				
A	1	1	0	
B	1	1	2	2 x contract concluded
C	2	1	1	Illness
Professional				
HEW 3	0	0	1	Resigned
HEW 4	4	9	0	
HEW 5	1	4	0	
HEW 6	3	5	1	Resigned
HEW 7	5	2	0	
HEW 8	0	1	0	
HEW 9	0	0	1	Contract concluded
Senior	1	0	0	
Total	18	24	6	

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

The [EA](#) and [Parental Leave Procedures](#) entitle partners to two weeks paid partner leave. Our data indicates the uptake is higher for professional employees (table 23).

From our All Staff Survey, of female staff respondents (**n = 31**), **48.4%** felt their leave period was too short, with academic female staff (**n = 6**) more likely to report their leave period was too short compared to professional female staff (**83.3% vs 41.7%**). Responses from male staff who took parental leave while working at SCU (**n = 8**) indicated **37.5%** felt their leave period was too short, while **62.5%** felt it was about right; these proportions were consistent amongst academic and professional staff.

Table 23: Partner leave (2014–2016)				
Staff Level	Staff taking leave with pay		Staff taking leave without pay	
	F	M	F	M
Academic				
A		3		1
B	1	6*		
C		2		
D		3		
Professional				
HEW 3		3		1
HEW 4		5		
HEW 5		6*		
HEW 6				
HEW 7		4*		
HEW 8		2		1
HEW 9				
Senior				
Total	1	34*		3

* indicates an individual staff member took two periods of parental leave between 2014–2016. Whereas 34 individual male staff took leave with pay, there were 37 periods of leave with pay taken by male staff.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Flexible Work principles are enshrined within SCU’s [EA](#), policies and [Flexible Work Guidelines](#). An employee may request flexible working arrangements including a temporary reduction in the number of hours worked per week, or job-sharing. Across SCU, women, and Research Only staff are more likely to be working part-time (table 24). Negotiations are held at the organisational unit level, and we have not attempted to collect information on the drivers which may influence an individual’s decision to reduce their hours. For example, the higher proportion of Research Only academics working part-time may be reflective of the total amount of funding received for their salary from external sources. Further investigation is required to understand all the influencing factors if we are to use both data and experience to monitor the effectiveness of our policies and procedures.

[ACTION 14]

Function	Research Only		Research & Teaching		Teaching Only		Other		Total		
	F	M	F	M	F	M	F	M	F	M	% F
Full-time	7	18	76	83	42	36	6	12	131	149	47
Part-time < 35 h/wk	5	8	11	5	17	4	2	1	35	18	66
Total	12	26	87	88	59	40	8	13	166	167	50
% Part-Time	42	31	13	6	29	10	25	8	27	11	

Level	A		B		C		D		E ⁺	
	F	M	F	M	F	M	F	M	F	M
Full-time	15	13	48	51	39	45	15	15	15	25
Part-time < 35 h/wk	3	7	22	5	6	1	1	3	2	2
Total	18	20	70	56	45	46	16	18	16	27
% Part-Time	17	35	31	9	13	2	6	17	13	8

The survey results highlighted that **53.5%** of academic staff (**n = 114**) agreed their supervisor was supportive of requests for flexible working arrangements; **18.4%** of staff disagreed. Similarly, **70.4%** of professional staff (**n = 152**) agreed their supervisor was supportive of requests for flexible working arrangements, while **15.1%** of staff disagreed.

In addition, **62.9%** of academic staff (**n = 140**) agreed their supervisor was generally supportive of working from home when appropriate, however, **11.4%** of staff disagreed. Overall, a high proportion of respondents with caring responsibilities (**81.2%** (**n = 186**) professional; **81.4%** (**n = 86**) academic) indicated that, due to their caring role, they needed to be away from work during business hours occasionally, sometimes or frequently. [\[ACTION 14\]](#)

ACTION 14: Formally monitor flexible work patterns and develop a contextually appropriate framework that optimises support for individual arrangements.

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Arrangements for staff to return to full-time work are handled within work units and between employee and supervisor. Our policies, procedures and [Flexible Work Guidelines](#) support a range of options and we encourage our managers to be as flexible and accommodating as possible while ensuring the needs of the work unit are met. However, these practices are not captured or monitored centrally.

Southern Cross University encourages managers to ensure staff meetings and similar work activities are held at family friendly times (eg, after 9.30 am and prior to 3.30 pm) to accommodate caring responsibilities for all staff. [ACTION 13 and 14]

ACTION 13: Framework based on case studies which facilitates alternative backfill arrangements for part-time employees.

ACTION 14: Formally monitor flexible work patterns and develop a contextually appropriate framework that optimises support for individual arrangements

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

Southern Cross University does not provide on campus childcare facilities at all campuses. Information on available childcare and associated facilities is provided through a [webpage](#) which includes location and contact details for the parent rooms at Coffs Harbour, Lismore and Gold Coast, and the on-site childcare centre at Lismore. A description of the facilities in each parent room is listed, along with the opening hours for ease of planning.

When asked about the support provided by SCU for carers/parents, of academic staff caring for their children (n = 60) 21.7% thought the support was sufficient, whilst 53.3% were unsure. Support could be improved through the provision of campus specific information around childcare options. [ACTION 15]

ACTION 15: Provide online sign-posting to regional (campus specific) childcare services and emergency childcare provision to assist staff access quality childcare.

Related actions from previous sections:

ACTION 10: Increase research income by supporting female STEM staff research grant applications through a program of financial support for women applying for research grants to cover child care costs during the peak grant application period each year.

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

Carer's leave provisions are set in SCU's [EA](#), and [Carer's Leave Procedures](#), with full-time employees entitled to 10 days per annum (pro-rata for part-time). An employee who has exhausted their annual carer's leave entitlement may be able to access their accrued personal leave entitlement. Carer's leave is available to an employee to care for, or support, a member of their family, or their household, and includes unexpected emergencies arising from domestic violence. The definition of family is broad including spouse, de-facto spouse or same sex partner; child (birth, adopted, foster, ex-nuptial or step child); parent (foster parent or legal guardian); grandparent, grandchild or sibling; another relative who is a member of the employee's household; child, parent, grandparent, grandchild or sibling of the employee's spouse or de facto partner; and for Indigenous Australian employees: aunts, uncles, cousins and significant Indigenous community leaders.

To assist staff with caring/childcare responsibilities, SCU has a purchased leave scheme detailed in the [EA](#), where the employee may choose to forego their annual leave loading payment in return for 3.5 days additional annual leave per annum.

5.4. Organisation and culture (Refer to pages 24-25 of the Handbook)

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

Southern Cross University's Equity and Diversity committee oversees the development and monitors the progress of the [Equity and Diversity Plan](#). The Committee is chaired by the PVCS and has representation of senior staff, including Indigenous staff, and student representatives. All policies and guidelines relating to staff and employment, as well as our [EA](#), include the principles of equity and inclusivity, for example, our [Code of Conduct](#). Southern Cross University's [Reconciliation Action Plan](#) (RAP) and [Indigenous Employment strategy](#) were developed through consultation with staff and students.

The Equity and Diversity Unit is dedicated to promoting staff and student equity and delivering support across all equity areas, including gender equity. They work with HR Services to design and deliver training programs and other initiatives to promote inclusivity, such as the Women's Networking Lunches.

Southern Cross University routinely engages in staff consultation when developing or reviewing employment related matters, including policy, programs, high level plans and other initiatives. We use focus groups, the formally established Joint Consultative Forum and other technology-based feedback mechanisms, to ensure employment practices are respectful and inclusive of all views from stakeholders. For example, our DVC (Research) met with focus groups of students from each campus so feedback could be incorporated in our actions around the Respect Now Always report.

Positive practice is driven by HR Business Partners through engagement with management and individuals on a range of principles around structure, design of roles, planning, equity, leadership development, behavior, and performance management. Southern Cross University encourages and supports the lodgment and efficient management of complaints, grievances and disputes. This complaint management framework promotes a positive and transparent culture that provides confidence to staff and students to raise issues and have them resolved.

Southern Cross University regularly monitors culture and engagement through Staff Engagement Surveys. The results drive the implementation of initiatives to support improvements, with employees kept apprised of progress. Organisational change is facilitated by our Joint Consultative Forum which enables direct discussion between staff representatives and management. It is an open and respectful forum with good practices being shared across the University. Practices that might be perceived as negative are identified and improved.

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

The monitoring of HR policies for consistency in application occurs daily through conversations between HR staff and employees to gauge how policy and procedures are being applied. We also monitor the application of HR policies through the recording and measuring of complaints, grievances and disputes received.

We use this feedback to review and promote the areas of need and develop new training or awareness programs. For example, in 2017 a new program, 'The People Manager', was developed in response to an identified need for practical people management skills around issues like negotiating flexible work practices, leave management, having difficult conversations and resolving workplace grievances.

Identified gaps are regularly addressed by HR Services in meetings with work unit managers to focus on particular areas, deliver short responsive training and directly target the level of manager involved (eg., team leaders of professional staff). In addition to individual and area discussion, we communicate quickly to the SCU community by email, to set out the issues arising and what needs to be done more effectively.

Where recurring problems with HR policy application are identified, and direct discussions do not change behavior, we escalate the concern to the line manager and participate in meetings with the managers to resolve the gaps in practice.

Southern Cross University recognises these informal practices are not as effective, or as thorough as they could be, and separate to this exercise we will continue to develop more systematic monitoring processes as required.

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM departments.

In 2016, five of our 15 Heads of Schools and research centres were female, with only one female leader across STEMM areas (table 26). Southern Cross University recognises this imbalance of gender equity and this gap is already being considered as part of SCU's workforce planning priorities.

The majority of these roles are recruited externally for fixed periods of time, rather than filled on a rotational basis by existing staff. When recruitment opportunities arise, SCU proactively seeks interest from female candidates. The ability of SCU to attract quality candidates to regional areas, such as Lismore and Coffs Harbour, significantly impacts on our ability to improve the gender balance in these senior roles.

Southern Cross University is prioritising the development and advancement of women into management roles in academic school and research centres. We support the career progression of female candidates, providing internal opportunities within these work unit to 'grow our own' future leaders, through leadership training programs (internal and external) and fixed term appointments to middle management roles, for example, Deputy Heads of School.

Table 26: Proportion of Heads of School and Research Centres by Gender						
	2014		2015		2016	
	F	M	F	M	F	M
STEM (excl. Health)	0%	100% (8)	0%	100% (8)	12% (1)	88% (7)
Health	0%	100% (1)	0%	100% (1)	0%	100% (1)
Non-STEMM	50% (3)	50% (3)	67% (4)	33% (2)	67% (4)	33% (2)

(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

Southern Cross University has attempted to improve the gender balance on its Executive Committee in recent years, however, this continues to be a challenge (table 27). Our most recent Executive appointment (in 2017) – PVC (Students) – is female, as is our most recent Head of School (and joint Head of Gold Coast campus), who joined SCU in 2018.

The composition of the capital expenditure committee is role specific - comprised of members of Executive, Heads of Schools and Heads of Work Units (eg; Technology Services and Finance), and the representation of women is low (table 27). During 2017, the recruitment of two women to roles which participate in this committee will continue to help address this imbalance.

Table 27: Representation of women on senior management committees							
NB: all positions are Executive, Head of School or Head of Work Unit							
Management Committee	Level	2014		2015		2016	
		F	M	F	M	F	M
SCU Executive	Academic	0	4	1	3	1	3
	Professional	1	3	1	3	1	3
	% Female	12.5%		25%		25%	
Capital Expenditure	Academic	1	4	1	3	1	3
	Professional	0	5	0	5	0	5
	% Female	10%		11%		11%	

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Southern Cross University has only recently commenced monitoring gender balance on influential committees (figure 8, table 28), and has yet to implement any priorities to address this. As the term for committee members conclude new membership will become available. A proactive approach to gender equity is required. Amending the formal composition requirements to include gender, where possible, is one step SCU will take. [ACTION 16]

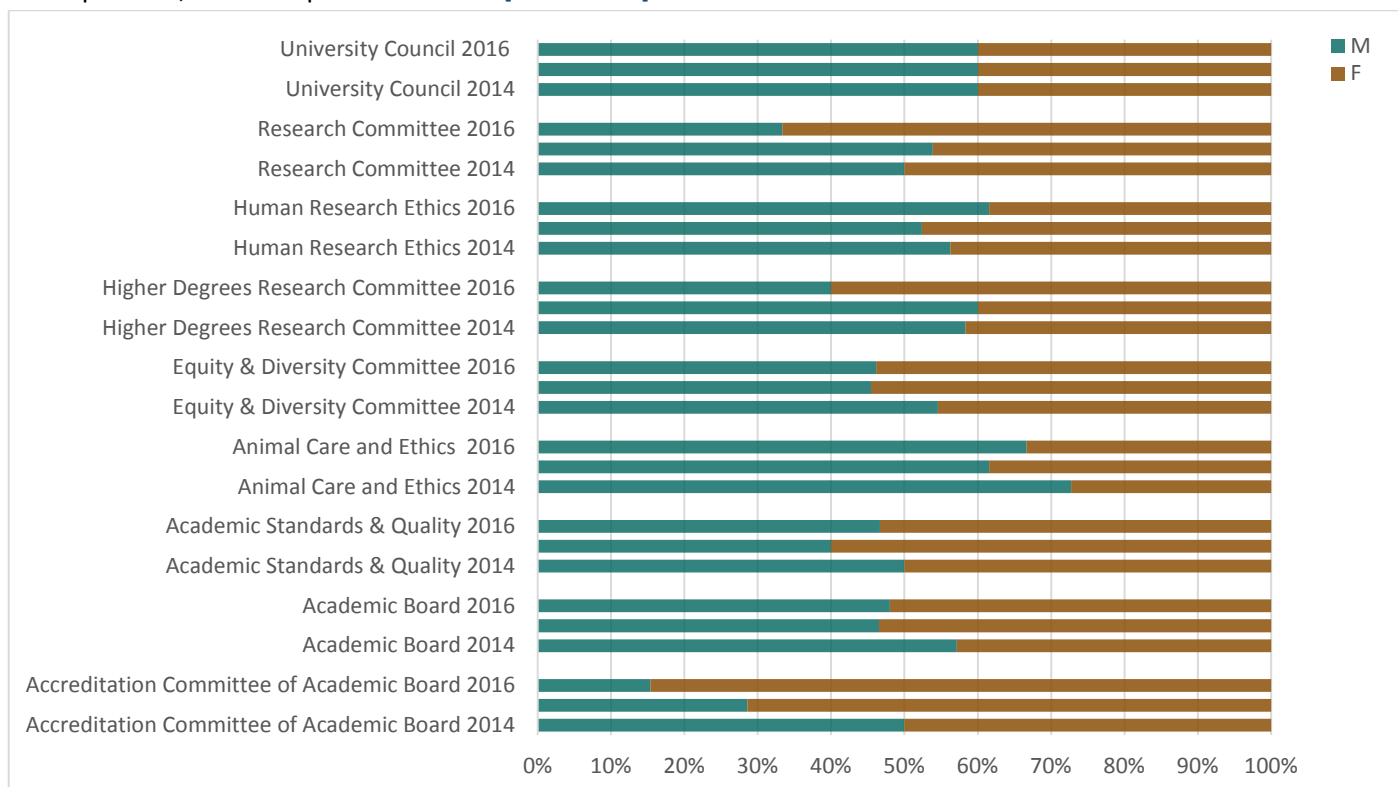


Figure 8: Representation of men and women on SCU committees

	2014	2015	2016
Equity and Diversity Committee	M	M	M
Academic Board	M	F	F
Academic Standards and Quality	M	F	F
Higher Degrees Research Committee	M	M	M
Research Committee	M	F	F
Human Research Ethics	M	M	M
Animal Care and Ethics	M	M	M

ACTION 16: Review and amend SCU committee composition requirements to achieve gender balance.

(vi) Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

Membership for academic staff is provided for in annual workload allocation, under the 'service' category. If the committee is a School-based one, the allocation of a reasonable workload is based on the manager's assessment of time needed. Where the committee is a university-wide one, the allocation is driven by the University's formal Academic Workload Framework, for example, a school academic participating on Research Committee will receive the same annual workload amount.

Terms vary depending on the committee and range from 12 months to three years. Every attempt is made to rotate roles, however, some committees require membership at a minimum academic level (e.g. Level C) which often restricts the ability to rotate load.

Southern Cross University has taken steps to drive efficiencies in committee processes, and where appropriate, tasks have been allocated to the Committee Secretary to reduce workload for members. Technology is also being used to ease workload and provide flexibility, through the use of OneDrive for sharing papers and Zoom meeting rooms.

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

Consultation surrounding the development, implementation and review of policies and procedures is undertaken in the context of SCU's commitment to a workplace that promotes diversity, equity and fairness (Goal 2, [Equity and Diversity Plan](#)).

Gender equality is considered by ensuring that the drafting of policies is always undertaken by an appropriately skilled professional, for example, Director of Human Resources or Head of Equity and Diversity. Prior to commencing any review or new draft, a review of the sector's policies and practices is undertaken.

Consultative mechanisms include the Joint Consultative Forum (on issues relating to employment and change), Staff Engagement Survey, HR Business Partners and the use of a [Policy Library](#) to ensure policies are accessible to staff and students. For example, a major review of [PRP policy](#) was led through consultation with staff focus groups to discuss issues, gather feedback and develop a draft.

The positive or negative impact is determined through anecdotal feedback to HR Services and Equity and Diversity, the use of focus groups, close monitoring of complaints and grievances, and through the Staff Engagement Survey. Our Joint Consultative Forum (comprising staff and management representatives) meets every two months providing feedback on policies and fairness of practices.

(viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Southern Cross University has a university-wide Academic Workload Framework which has been in operation for three years. It sets out a number of key principles guiding the allocation of workload. The principles promote fairness, equity, career progression and flexibility, with workloads monitored and planned through the annual review process. Additionally, the allocation must align to the individual's career development.

Southern Cross University's [EA](#) explicitly considers the workloads of professional staff, again ensuring that workload allocation is fair, equitable and managed.

The Framework is not formally monitored for gender bias and no feedback has been received to suggest any issues. An Academic Workload Committee (membership **40%** women) conducts an annual review with staff and management representation, and within our [EA](#) we have escalation steps for employees not satisfied with their workload allocation.

(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

Southern Cross University is respectful of staff with caring responsibilities, as demonstrated through the timing of meetings and other work-based gatherings. There is no formal guideline in place so the practices within work units will vary.

Our advice to managers is to rotate the days and times, so that part-time staff are able to attend some meetings regularly. Technology assists by providing flexibility through virtual attendance via Zoom.

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

In the absence of guidelines, discretion is left to the work unit responsible for the event, with many areas consciously considering gender representation for speakers, participants and in publications (table 29). Equity and Diversity hold regular networking events for women which feature internal female role models, for example, female heads of school.

Name	Event
Professor Mary O'Kane, NSW Chief Scientist and Engineer	VC Awards for Excellence 2012
Ms Lindy Hume, Artistic Director of Opera Queensland	VC Awards for Excellence 2013
Mr Simon McKeon AO, Chairman of CSIRO, Chairman of AMP Ltd	VC Awards for Excellence 2014
Ms Rose Hiscock, Director of Science Gallery, Melbourne	VC Awards for Excellence 2015
Dr Jan Owen AM, CEO of Foundation for Young Australians	VC Awards for Excellence 2016
The Hon Karen Andrews MP, Assistant Minister for Science	Research Week 2015 Industry
Professor Ian Chubb AC, Australia's Chief Scientist	Research Week 2015 Keynote
Dr Geoff Garrett AO FTSE, Qld Chief Scientist	Research Week 2016 Keynote
Dr Christine Williams, Qld Chief Scientist	Research Week 2017 Keynote
Ms Lisa Messenger	Graduation Speaker 2016
Mrs Marion Charlton	Graduation Speaker 2016
The Honourable Ben Franklin MLC	Graduation Speaker 2016
Professor Andrew McAuley	Graduation Speaker 2016
Dr Leigh Summers	Graduation Speaker 2016
Emeritus Professor Peter Lee	Graduation Speaker 2016
Rear Admiral John Lord AM (Rtd)	Graduation Speaker 2016
Professor Ross Bailie	Graduation Speaker 2016
Dr Ray Moynihan	Graduation Speaker 2016
Dr Robyn Williams AM	Graduation Speaker 2016
Professor Geraldine Mackenzie	Graduation Speaker 2016
Ms Jennifer Dowell	Graduation Speaker 2016
Ms Margot Cairnes	Graduation Speaker 2016

(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

Southern Cross University makes every attempt to ensure a range of levels and balance of gender is reflected through our websites, advertisements, and publications (eg.; Research Reports). All academic staff are encouraged to develop strong relationships with industry, their profession or discipline, and the community; this is recognised through annual workload allocation. Service and Engagement is a criteria for academic promotion, and is a component of the annual performance review and planning process. This activity is also rewarded by issuing annual Engagement awards for both academic and professional staff. Engagement activities in our STEM often target female participation, for example, [Women in Engineering](#).

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

At this stage, SCU will focus effort on implementing this initial action plan, and concentrate on embedding the principles in each school and research centre. [\[ACTION 1 and 17\]](#)

ACTION 17: Develop and include gender equity KPI's for Head of Schools and Departments

Related actions from previous sections:

ACTION 1: Integrate SAGE initiative and action plan within existing university governance and management frameworks.

6. SUPPORTING TRANSGENDER PEOPLE

Recommended word count: 500 words

Actual Word Count 524

Refer to Page 26 of the Handbook

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being transgender, including tackling inappropriate and/or negative attitudes.

Support for Transgender staff and students is set in the context of the institutional policy and practices for LGBTIQ people and the University's commitment to inclusion and diversity.

Southern Cross University's [Harassment, Bullying and Discrimination Prevention Policy](#) defines harassment as unwelcome behavior towards individuals or groups. This reinforces that behavior which discriminates between people based on 'sexual orientation, gender identity or intersex status' (clause 20 (d)) is against federal and state anti-discrimination laws.

The SCU [EA](#) includes 'same sex partner' in its definition of family, for the purposes of an employee's leave entitlements. Our [Inclusive Language Factsheet](#) provides guidance on appropriate language for transgender people, and is linked to the [Student Responsibilities Charter](#).

The annual [Diversity Calendar](#) aims to tackle inappropriate and/or negative attitudes by demonstrating it is an inclusive and supportive environment for LGBTIQ students and staff:

- Acknowledgement of the International Day Against Homophobia, Transphobia & Biphobia Day (IDAHOBIT Day), to reflect on and draw attention to the violence and discrimination experienced by LGBTIQ people.
- Celebration of Wear it Purple Day, to show LGBTIQ young people they are supported and respected.

Southern Cross University developed, and runs annually, Understanding Gender and Sexuality Diversity (USGD) workshops for staff and relevant service providers (eg.; medical practitioners) at each campus. The aim is to inform participants about the lived experience of diverse groups, and assist with creating a more inclusive environment at the University.

The University's network of LGBTIQ Safe Places across the three campuses aims to create a sense of safety, connection and inclusivity for LGBTIQ people, visibly demonstrating that it is welcoming and supportive of members of the LGBTIQ community.

(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

Implementation and support to LGBTIQ visibility and inclusion strategies is monitored via the [Equity and Diversity Plan 2016–2020 \(to be reviewed in 2018\)](#), which is aligned to the [University’s Strategic Plan](#).

Southern Cross University engages with LGBTIQ communities and external organisations on LGBTIQ issues, particularly in relation to student and staff experiences. Staff and students may contact Equity and Diversity officers, who have been trained in LGBTIQ awareness, to discuss any equity or discrimination matters they perceive or experience. Referrals to Equity and Diversity contact officers are reviewed by the Equity office (on a confidential basis), which allows transgender and other issues to be identified. However, it is recognised the practices in providing information and support to LGBTI+ students and staff can vary: for example, there is anecdotal evidence about different responses to requests by transgender students regarding the use of their preferred name.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure transgender people do not experience unfair treatment at the institution.

Southern Cross University is developing a suite of initiatives to strengthen its commitment as a trans-inclusive environment, by reflecting the needs of transgender people in the [Equity and Diversity Plan 2016–2020](#) and other policies and procedures. Specific initiatives include:

- building staff knowledge regarding gender diversity through participation in the UGSD workshops (ongoing)
- promoting cultural change and challenging homophobia through the establishment of an Ally Network (by end 2018)
- ensuring a third gender (non-binary) option is available on forms (by end 2019)
- developing a Trans policy setting for staff and students to confirm the University’s commitment as a trans-inclusive organisation (by end 2019).

ACTION 18: Implement initiatives to strengthen SCU’s commitment to LGBTIQ and trans-inclusive environment.

7. INTERSECTIONALITY

Recommended word count: 500 words
Actual Word Count 339

Refer to Page 26 of the Handbook

(i) **Current policy and practice**

Previous sections should have considered how intersectionality impacts on gender equity. That is, reflecting an understanding of how gender outcomes are affected by interconnected issues such as sexism, racism, homophobia, transphobia, disability discrimination, classism and ageism. Review whether existing gender equity policies enable the institution to address intersectionality in STEMM, or otherwise identify how policies and practices might better support gender diversity and inclusion in STEMM with regards to intersectionality.

The University offers a range of mechanisms and strategies in place to support staff and students who are:

- women
- Aboriginal and Torres Strait Islander peoples
- people with disabilities (including those requiring a work or study-related adjustment)
- people from culturally and linguistically diverse backgrounds, and
- people of diverse sexualities and gender identifications.

This support reflects SCU's commitment as an inclusive and culturally safe work and study environment where diversity is valued, including engagement with the diverse communities surrounding the campuses and alignment with the Values stated in the [University's Strategic Plan](#). Associated policies and principles which aim to improve participation include: [Harassment, Bullying and Discrimination Prevention Policy](#), [Equal Employment Opportunity Policy](#), [Employees with Disabilities Policy](#), [Aboriginal and Torres Strait Islander Employment Strategy 2016–2020](#), the [University's Principles for a Culturally Diverse Society](#), support for the Australian Human Rights Commission 'Racism. It Stops With Me' campaign, [Sexual Harassment Guidelines](#) and [Inclusive Language Fact Sheet](#).

Equity and Diversity Contacts act as a point of contact for staff and students who may have a query or concern about an equity or diversity matter, which includes issues of intersectionality. They are staff of the University based at each of the three campuses who have a genuine commitment to the principles of equity and social justice, and volunteer to take on this role.

(ii) Monitoring

Consider how the institution will boost awareness of intersectionality within STEMM. Analyse how the institution will ensure under-represented groups with intersecting identities do not experience unfair treatment at the institution. Assess how the educational, research and professional needs of under-represented STEMM faculty, staff and students will be met more effectively.

Reports from Equity and Diversity Contact Officers, and the broader Complaints processes, will be monitored to ensure individuals with intersecting identities are not subject to unfair treatment. As a smaller institution, the University is able to be more nimble in 'work arounds' to support individual staff or students, while recognising short-term stop-gaps should not replace stronger institutional policies and practices.

(iii) Further work

Evaluate how the institution will create opportunities to raise the participation, recruitment, promotion, retention, recognition and leadership potential of under-represented groups within STEMM over time.

Southern Cross University recognises we do not have a thorough understanding of the issues around intersectionality, partly due to the under-reporting by individuals across our workforce. Through HR Services, Equity and Diversity, and this initiative, we will strive to proactively encourage reporting in order to facilitate the recognition and inclusion of these under-represented groups, thereby reducing bias.

8. INDIGENOUS AUSTRALIANS

Recommended word count: 500 words

Actual Word Count 484

Refer to Page 27 of the Handbook

(i) **Current policy and practice**

Discuss how gender equity policy and programs are designed to lift the contributions of Indigenous Australians in STEMM. Discuss initiatives to provide cultural training to STEMM staff and students to increase awareness of intersectionality, unconscious gender bias, racism and other forms of discrimination faced by Indigenous Australians within STEMM.

Southern Cross University has a large and engaged Indigenous Elders Council. With the new VC having a disciplinary background in Indigenous scholarship, there is support at the most senior levels. In 2017, a new co-designed and visually mapped Reconciliation Action Plan (RAP) was launched. Three enabling strategies underpin the RAP – employment, research, education. These strategies provide a strong structural foundation to Indigenous advancement, and impetus to positively strengthen organisational culture and STEMM involvement.

Consultations with STEMM Heads showed there is strong interest in working collaboratively with Gnibi, under the new RAP and Employment Strategy, to increase the recruitment and career pathways for Indigenous students and staff. Current figures show Indigenous Australians are underrepresented at SCU and even more so in STEMM. In 2016, SCU had **24** staff who identified as Indigenous Australians (excluding casual), which was marginally less than in the two previous years. Of these, only six are in the academic workforce (one male in STEMM). Addressing the underrepresentation of Indigenous Australians in the SCU workforce, within STEMM and within feeder groups to academia (eg.; HDR students/PhD completion), remain an ongoing challenge, and is linked to the provision of a culturally safe and welcoming organisation with targeted opportunities which aim to redress historical disadvantage.

In the School of Health and Human Sciences, many of the programs are subject to external accreditation in which significant attention is given to Aboriginal and Torres Strait Islander health. This includes addressing inequalities relating to healthcare access and disease presentation, and therefore, initiates attention to cultural awareness, safety and sensitivity. The School has regular communication with: CATSINaM, IAHA, SARRAH which provides direction about Indigenous health issues.

Occupational segregation is also a risk (where Indigenous staff are mainly employed within Indigenous Units, Health and Education). Attention needs to be paid to mainstreaming employment for Indigenous Australians across discipline areas and in types of employment in STEMM.

[ACTION 19]

Table 30: SCU academic staff identifying as Indigenous Australians (2014–2016)

	Level	2014				2015				2016			
		F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
STEMM	D	0	2	2	0	0	2	2	0	0	1	1	0
Non-STEMM	B	1	1	2	50	1	1	2	50	1	1	2	50
	C	2	0	2	100	2	0	2	100	2	0	2	100
	E+	0	1	1	0	0	1	1	0	0	1	1	0
Total		3	4	7	42.9	3	4	7	42.9	3	3	6	50

(ii) Monitoring

Provide details of how the institution measures the effectiveness of these policies and practices, and acts on any findings, to ensure gender equity and diversity policies will raise the recruitment, promotion, retention and contribution of Indigenous Australians within STEMM fields.

Southern Cross University’s RAP includes a number of measures that determine the overall success of the strategy. In addition, the Aboriginal and Torres Strait Islander Employment Strategy has a goal to promote and increase Indigenous employment, with career development fellowships specifically targeted at academic staff across all discipline areas, including STEMM. Both the Employment and Education Strategy are included in reporting to the University’s Executive through the VC, and the outcomes are reported to the Joint Consultative Forum.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure Indigenous Australians do not experience unconscious gender bias, racism, and other forms of discrimination at the institution. Also consider how the institution will elevate the knowledge and contributions of Indigenous Australian faculty, staff and students within STEMM.

The RAP and Employment strategy launched in 2017 inform regular initiatives including:

- Courageous conversations about race – addresses racial issues in order to uncover personal and institutional biases that create barriers for staff and students in reaching their potential
- Respectful workplace – in depth overview of the University’s policies surrounding a range of workplace issues, including our commitment to equity and anti-discrimination
- Interactive Ochre – online cultural competency tool raising awareness of Indigenous history, culture and customs.
- Staff selection and interview skills – includes strategies for identifying and eliminating unconscious bias from SCU’s recruitment and selection processes.

ACTION 19: Implement a formal program to enable STEMM areas and Gnibi to collaboratively develop ‘grow your own pathways’ to attract and retain Indigenous female students from undergraduate to PhD to post-doc at SCU.

9. FURTHER INFORMATION

Recommended word count: **500 words**

Actual Word Count [Click here to enter text.](#)

Refer to Page 28 of the Handbook

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

10. ACTION PLAN

Refer to Pages 28-29 of the Handbook

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART). See the awards handbook for an example template for an action plan.

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SOUTHERN CROSS UNIVERSITY ATHENA SWAN ACTION PLAN 2018–2022

Our Action Plan prioritises actions related to:

- Systematic collection of SAGE data embedded in strategic planning, HR processes and staff survey
- Support for career progression of STEM staff and continued work to address gender issues
- Support for career progression of part-time staff
- Improvements which support staff by implementing Gender Equity and Equity KPI's for Head of Schools and Departments

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
GENDER EQUITY GOVERNANCE						
1	3 (iii) (14-15)	Integrate SAGE initiative and action plan within existing university governance and management framework	<p>Drive sustainability of the SAGE initiative by ensuring visibility and accountability across the University with leadership from the Executive team</p> <p>Led by the VC, Executive will act as role models for removing 'unconscious bias', ensuring the initiative drives cultural change through leadership at the senior management level</p>	VC DVCR	<p>1) March 2018</p> <p>2) June 2018 with annual review and reporting</p> <p>3) Annually</p>	<p>1) VC to regularly brief all staff and Council on initiative and progress with SAGE outcomes</p> <p>2) Inclusion of SAGE as a standing item on agendas for governance (e.g. Council and Academic Board), management committees and School staff meetings</p> <p>3) Executive leadership through KPI's being published on website and included in regular reports</p> <p>4) Actions integrated with operational plans for STEM Schools and Research Centres</p>
2	3 (iii) (15)	Establish 'stage two' SAGE ACTION Team (SAT2)	To support the operational success of the Action Plan and integrate its implementation into all work units, the SAT2 needs	DVCR DVCA PVCS	<p>1) June 2018 – New SAT2 established</p> <p>2) June 2020 and 2022 – review</p>	1) SAT2 established with members and terms of reference published on website; Members to link SAT2 with organisational area staff

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
			to be representative of staff and with membership renewed regularly		and renew membership	meetings; Reports and minutes published on website; Senior Advisory Group to provide quarterly reports to VC 2) SAT2 membership recognised through formal workload allocation
3	3 (iii) (15)	Implement a SAGE outreach and communication strategy	Increase awareness of SAGE initiative and issues, and report on progress across SCU Visibly celebrate achievements of STEMM women	SAT Chair SAT Members DVCR Director of HR Head of Marketing	1) Quarterly 2) Annually 3) Annually 4) Ongoing	1) Profile STEMM female staff members on SAGE website 2) Provide regular written report on progress to Executive, Heads of Schools and Research Centres 3) Introduce annual lecture series from a high profile STEMM role model to increase awareness and engage students and staff 4) Monitor outreach and communication via event attendance and biennial staff survey
4*	3 (iii) (15)	Establish a SAGE Data Integrity Working Group	Improve systematic collection of data underpinning SAGE drivers and outcomes; analyse and further embed within institutional reporting and	VC Director of HR	1) June 2018 2) Dec 2018 3) June 2019 4) Annually	1) Establish group and membership; meet quarterly 2) Introduce a categorisation to capture STEMM staff in non-STEMM work units

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
			monitoring processes and strategic planning			3) Comprehensive data collection plan in place to support initiative. 4) Publish data report to support organisational area planning
WORKFORCE GENDER BALANCE						
5	4 (iii) (19)	Formally monitor use and the profile of our casual workforce	Casual contracts can both enhance and limit workforce opportunities in STEMM. We know they support academic training opportunities for postgraduate candidates and facilitate health professional engagement of in teaching. We need to understand the balance of opportunity versus risks of casual contract use for different sub-groups of the STEMM workforce	Director of HR Heads of Schools Directors of Research Centres	1) Dec 2019 2) June 2020 with annual review 3) June 2020 with annual review	1) A report to Senior Managers outlining the numbers and types of contracts and employee choices to support career pathways for casual employees. 2) Implementation of recommendations and by which we can engage health professionals and postgraduates in sessional teaching; and address any identified issues with overuse or inappropriate use of casual contracts in certain areas. 3) Implementation of recommendations to identify solutions for staff engaged for long periods on casual contracts
6	4 (iv) (26)	Review organisation of research centres to provide more	Some of our STEM areas are not aligned to our teaching and solely reliant	DVCR DVCA	Mid 2019	Integration of research centres and Academic Schools completed.

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
		continuity for our STEM workforce	on external grant income to support activity. This lack of alignment also makes it challenging to develop a student feed from undergraduate to PhD	VC		
7	4 (v) (28)	Complete a pay equity analysis to identify whether there are gender inequities in remuneration	Without completing an analysis we cannot identify whether there are gender based inequities in remuneration	VP Financial Operations Director of HR	1) 2018–2019 2) Dec 2019 with annual review	1) Pay equity analysis completed. 2) Implement the recommendations and targets to remediate issues.
RECRUITMENT & INDUCTION						
8*	5.1 (i) (29-30)	Develop a comprehensive workforce plan that drives increased recruitment and sustainable career pathways for female STEMM staff, recognising the regional and contextual issues	A range of regional complexities exist for SCU around recruitment and progression which need to be considered in the action plan. These include: - the regional location of some campuses and difficulty attracting staff to Lismore and Coffs Harbour due to limited career opportunities for their partners - SCU has an ageing workforce which may limit opportunities	Director of HR DVCR DVCA	Dec 2019 with annual review	Workforce plan published and implemented.

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
			<ul style="list-style-type: none"> - instability for some STEMM academics who are reliant on external grant income - the contraction of HERDC income impacting directly on the number of new opportunities - the need to create career pathway opportunities for women, including Indigenous women, in STEMM from HDR to Level A/B 			
PROMOTION						
9*	5.1 (iii) (33)	Implement a formal mechanism to monitor the eligibility for promotion of STEMM women and ensure that where possible, eligible women are supported and encouraged to apply for promotion.	<p>There were no promotions applications to Level B in STEMM in 2014 or 2015 or from women for C , D and E in STEMM in 2016.</p> <p>Potential barriers for STEMM women applying for promotion include:</p> <ul style="list-style-type: none"> - a time lag for newly appointed Health staff 	DVCA DVCR	<ul style="list-style-type: none"> 1) Sept 2018 for implementation prior to the 2019 round 2) Annual report and review 3) Jan 2019 for implementation 2020 4) 2020 	<ul style="list-style-type: none"> 1) Increase the percentage of eligible women from STEMM applying for promotion from 6 to 20% across all levels 2) Report annually to executive and Heads of School/Research Centres on eligible women to facilitate planning and discussions 3) Implement a dedicated peer coaching scheme for STEMM

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
			<p>who need to wait until they are eligible;</p> <ul style="list-style-type: none"> - a decline in HERDC income resulting in a decrease in staffing numbers in areas in some STEMM units - fewer vacancies for junior staff post PhD 			<p>women identified for promotion to support their preparation and application</p> <p>4) Enable STEMM women who may be eligible for promotion to apply early at the discretion and approval of the Vice Chancellor</p>
10	5.1 (iv) (34)	Increase research income by supporting female STEMM staff research grant applications through a program of financial support for women applying for research grants to cover child care costs during the peak grant application period each year	In 2017 the VC introduced a child care support package for the peak grant season which overlaps with January school holidays.	DVCR	Annually	<p>Program implemented January 2017 with \$1800 per individual available annually to offset childcare costs.</p> <p>Increased numbers of women from STEMM applying for research grants</p>
11*	5.2 (iii) (40)	Develop and implement career development pathways for academic and professional staff including ECR and MCR programs as well	In 2017, we implemented a Mid-Career Research (MCR) development program, 57% of participants were women, with only one from STEMM	<p>DVCR</p> <p>DVCA</p> <p>PVCS</p> <p>Heads of Work Unit</p>	<p>1) 2018 and ongoing</p> <p>2) 2020</p>	<p>1) Increase the number of women from STEMM involved in targeted talent programs such as ECR and MCR.</p> <p>2) New STEMM Professional Masters and Doctorates accredited ready for new</p>

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
		as academic leadership and management development opportunities	Increasingly, the postgraduate qualification options for professionals will improve career progression opportunities for individuals, and increase our ability to attract talent to vacant positions.			enrolments for Health and other relevant local industry
12*	5.2 (iii) (40)	Increase access to and quality of SCU's staff mentoring program so that it is multi-dimensional, more network based, and regularly evaluated so it delivers stronger outcomes for both mentees and mentors	Responses suggest more needs to be done to provide structured support for our junior academics; 50% of academic staff did not agree that SCU values time spent mentoring ECRs, while 20% agreed. Responses from Level A and B academics (normally considered ECRs) (n = 68) indicated 54% of staff did not agree that SCU values mentoring, while 12% agreed.	DVCR DVCA Head, Equity & Diversity	1) Dec 2018 2) Annual 3) Dec 2021	1) New SCU Mentoring Program launched 2) Formal training and recognition provided for mentors 3) 75% of junior STEMM academics having mentors
FLEXIBLE WORK AND CAREER BREAKS						
13*	5.3 (iii) (42)	Framework based on case studies which facilitates alternative	Employees returning	Director HR VP Finance	2019	Finance and HR assisted framework implemented which supports a range of options to

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
		backfill arrangements for part-time employees				backfill part-time employees returning to work.
14	5.3 (vi) (44-45)	Formally monitor flexible work patterns and develop a contextually appropriate framework that optimises support for individual arrangements	<p>Flexible work practices are not monitored; there is a perception of inconsistent application.</p> <p>The survey indicated that academic staff did not necessarily feel supported through career breaks resulting from caring responsibilities.</p> <p>Undertake benchmarking to identify best practice case studies from across the sector that can be adapted for SCU purposes.</p>	Director of HR Head, Equity & Diversity	2018 and ongoing	HR assisted flexible working framework implemented which directly supports flexible work arrangements for individuals Support implemented for managers and supervisors including sharing case studies of good practice.
15	5.3 (viii) (46)	Provide online sign-posting to regional (campus specific) childcare services and emergency childcare provision to assist staff access quality child care.	<p>With the exception of Lismore, there is no information on SCU webpages to refer carers to quality child care options close to each campus.</p> <p>A child care facility is located at Lismore, and SCU has brokered a new</p>	Vice President (Operations)	By Dec 2018, reviewed annually	Childcare information for each campus published on website and included in new staff induction packages; updated annually

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
			centre located near our Gold Coast Campus.			
ORGANISATION AND CULTURE						
16	5.4 (v) (51)	Review and amend SCU committee composition requirements to achieve gender balance	The gender balance of our committees is relatively balanced, however, we tend to have an under-representation of female chairs	Head, Governance Services DVCR	2018	Revised terms of reference and membership terms for committees which include a commitment to achieving gender balance
17*	5.4 (xii) (55)	Develop and include gender equity KPI's for Head of Schools and Departments	To embed gender equity initiatives and outcomes in all work units and ensure accountability sits at the appropriate level	DVCA	2019 and ongoing	Report on staff profile by gender provided to all areas annually
18	6 (iii) (57)	Implement Initiatives to strengthen SCU's commitment to LGBTIQ and trans-inclusive environment	Policies, practices and understanding in providing information and support services to LGBTIQ+ students and staff varies	Head Equity and Diversity	2018 -2019 Ongoing	Ally Network Established Trans Policy Published Third gender (non-binary option) incorporated on all forms Understanding Gender and Sexual Diversity workshops
19	8 (iii) (60-61)	Implement a formal program to enable STEM areas and Gnibi to collaboratively develop 'grow our	Southern Cross Indigenous Research Award to support aspiring Indigenous scholars through to PhD qualification. The first award was celebrated in	VC Head of School, Gnibi	2018	Annual Award of "SCU Indigenous Research Award" to support Indigenous scholars

No. *Priority Action	Reference Section (page)	ACTION	RATIONALE	RESPONSIBILITY	TIMEFRAME	SUCCESS MEASURE
		own' pathways to attract and retain Indigenous female students from undergraduate to PhD to post-doc at SCU	2017. The recipient was an Indigenous female scholar			