

SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

1

ATHENA SWAN INSTITUTION APPLICATION

ATHENA SWAN INSTITUTION APPLICATION

Bronze Award

Name of institution	Southern Cross University
Date of application	31 July 2019
Award Level	Bronze
Date joined Athena SWAN	September 2015
Contact for application	Professor Mary Spongberg
Email	dvcr@scu.edu.au
Telephone	07 5589 3083

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

Recommended word count	500 words
Actual word count	584 words

Office of the Vice Chancellor

Thursday 25 July 2019

Dr Wafa El-Adhami
SAGE Executive Director
Australian Academy of Science
GPO Box 783
CANBERRA ACT 2601

ovc@scu.edu.au

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

Dear Dr El-Adhami

Re: Letter of Endorsement from the Vice Chancellor

It is with great pleasure that I endorse this application from Southern Cross University for the Bronze Athena SWAN Institutional Award (SAGE Pilot). I can state without reservation that this represents a top priority for the University.

I believe our participation in the Athena SWAN program will assist us to attract, retain and to advance our talented STEMM staff and students. Beyond the STEMM disciplines, we are equally sure that the initiative will embed cultural change which will enhance the development of the entire University.

Southern Cross is committed to excellence in diversity, fairness and recognition. We are resolved to provide equal opportunity, access and development to all colleagues in our community.

On a personal note, I am fully committed to leading the achievement of gender equity through Athena SWAN as Chair of the new Southern Cross University Gender Equity Committee. I have introduced Key Performance Indicators in the area of gender equity for all members of the Senior Executive and I report regularly to the University Council on our progress.

Professor Anja Scheffers, supported by our Deputy Vice Chancellor (Research), Professor Mary Spongberg, has led the development of this application. I am deeply grateful to both of them. We are fostering a culture where gender equity and the lived experience of staff is respected in open dialogue and colleagues are encouraged to raise issues around any barriers which they perceive.

We are excited to see the changes which are already underway at Southern Cross. These include the development of the University Gender Equity Committee, a targeted recruitment strategy for academic STEMM women; new training and resources to better support female academic promotion and career progression; and our re-launched staff mentoring program.

As a mark of our commitment to enlightened social transformation, the University's governing Council voted unanimously in 2018 to support Marriage Equality. This year it resolved equally strongly to back the Uluru Statement – Voice from the Heart.

This application – founded as it is on principles of clear gender fairness – stems from that same sense of enlightened accountability.

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Equally, our institution is one of just four Australian university pilot sites to develop the strongest possible strategy to prevent violence against, and harassment of, women. That is something of which we are particularly proud. This project is being undertaken in collaboration with the leading Australian NGO, Our Watch; another indication of our strong belief in potential betterment and in gender equity.

However, while we have achieved many goals, I recognise that we must do much more – as this application demonstrates. We have reflected on our current position and practices and have consulted widely with colleagues and students. We seek to understand the challenges, barriers and issues impacting on gender equity at Southern Cross and to address them forthrightly. We still have important work to do to increase our numbers of women – and, in particular, senior women in STEMM. Our challenge is to embed the principles, practices and attitudes required to sustain a more equitable gender profile and to create a truly inclusive environment in which staff and students can thrive.

We are looking forward to celebrating and sharing our efforts, commitment and successes with the Southern Cross community, including the citizens of our region. We aspire to become an exemplary model of contemporary workplace gender equity. Finally, we have a strong desire to collaborate with other regional employers, to enable them to follow suit.

I commend this application to you. Please feel free to contact me if I can amplify it in any way.

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
SCU	Southern Cross University
SCUGEC	Southern Cross University Gender Equity Committee
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

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Description of the Institution

Recommended word count	500 words
Actual word count	561

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

Southern Cross is a young (est 1994) regional university headquartered in the Bundjalung nation in Lismore New South Wales and has had a long history of commitment to the advancement of Indigenous peoples, and the promotion of gender equity and diversity in our research and teaching. There are three main campuses: Lismore, Coffs Harbour (NSW) and Gold Coast (Queensland), with branch campuses in Sydney, Perth and Melbourne as well as tailored online delivery modes.

Southern Cross University (SCU) joined the Australian Athena SWAN pilot in September 2015. The initiative was initially led by Professor Susan Nancarrow, Acting Deputy Vice Chancellor (Research), and now Professor Mary Spongberg, 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. Our implementation plan will embed actions which ultimately drives a cultural shift in STEMM and across the University.

(ii) information on its teaching and its research focus

Teaching and research activities span a range of disciplines: arts and social science, law and justice, Indigenous studies, education, health (e.g. nursing, podiatry), engineering, business, tourism, and environmental and agricultural science (e.g. 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) 2018 assessment rated 23 discipline areas as performing 'at or above world standard', with 14 areas rated as 'well above world standard'.



(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 (table 1). 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. The under-representation of women on Executive is recognized as a gender equity issue which is a priority for SCU and is being addressed in our Action Plan.

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

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

In 2016, across eight Academic Schools and seven Research Centres (table 2), our student load was **9750** EFTSL, with **29%** enrolled in undergraduate STEMM programs (table 3). 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 2: SCU Academic Schools and Research Centres

STEMM		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 3: 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
STEMM (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%	69%	28%	24%	0%	27%	70%	32%	25%	0%	29%	71%
	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%	64%	21%	15%	0%	19%	65%	25%	19%	0%	22%	62%

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

In 2016, STEMM employees represented **44%** of academics, and **17%** of the professional workforce (table 4). While there was relative parity for professional STEMM 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 4) which is not unusual in the sector.

With exceptions for Southern Cross GeoScience and Southern Cross Plant Science, data for research centres are presented as part of an academic school. Due to the predominance of women, data for the School of Health and Human Sciences (Health) have been presented separately where feasible.

TABLE 4: SCU STEMM and Health fixed term and continuing staff by organisational area 2016 (Headcount)

		Academic				Professional			
		F	M	Total	% F	F	M	Total	% F
STEMM	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
	STEMM 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 TOTAL		166	167	333	50	377	185	562	67

3

The Self-Assessment Process

Recommended word count	1000 words
Actual word count	711

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 5). 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 Services, Equity, Gnibi)
- c. Advisory Group (diverse stakeholders from STEMM and non-STEMM to drive local engagement).

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

TABLE 5: SCU Athena SWAN Pilot Self-Assessment Team (2015–2018)

Tier	Name	Substantive Position	Skills set & influence	Diversity
	Prof Susan Nancarrow* <i>Prof Geraldine Mackenzie (2015–Sept 2017)</i>	Deputy Vice Chancellor (Research)	Senior responsibilities for research strategy / Matrix influence	[redacted]
	Prof John Jenkins <i>Prof Andrew McAuley (2015–Oct 2017)</i>	Deputy Vice Chancellor (Academic)	Oversight Academic quality and seven Schools / Matrix influence	[redacted]
	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 STEMM Academic Leader	[redacted]
	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*	Equity and Diversity Head,	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]
	Prof Norm Sheehan	Head Gnibi	Indigenous expertise and cultural guidance / Knowledge of Indigenous STEMM	[redacted]

TABLE 5: SCU Athena SWAN Pilot Self-Assessment Team (2015–2018)

Tier	Name	Substantive Position	Skills set & influence	Diversity
	Prof Bill Boyd	Environment, Science and Engineering	Advice on research design, data analysis / Expertise in ethics / STEMM 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]
	Associate Prof Geoff Woolcott	School of Education	Specialist STEMM Education / STEMM academic in a non-STEMM 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 / STEMM 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 as members of Executive with responsibility for gender equity across our academic environment. They engaged the broader University community and decision making groups through senior management meetings and reports to Academic Board and Council.

Professor Anja Scheffers accepted an invitation to Chair the SAT and lead Athena SWAN. From 2015 until 2018, Professor Scheffers was supported by a part-time Athena SWAN Project Officer and dedicated resources have been provided through Equity and Diversity and HR Services for data reporting.

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 5). Members 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 STEMM, 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).
- **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)** – independent interviews were conducted with each member on their experience and views within their work units and disciplines.
- **Key cohort consultations (conducted by SAT team members)** – Work Unit discussions and consultations.
- **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 levels.
- **Yarning Circle (June 2017)** – views from members of Gnibi were gained through a culturally appropriate consultative process.

ADVISORY GROUP: Met quarterly

In addition to the SAT, an Advisory Group included invited staff and student representatives to advise on 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 University.

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

To ensure the success of our SAGE Action Plan the SAT team will be reformed and formally re-launched as the Vice Chancellor's Gender Equity Committee.

Chaired by the Vice Chancellor, the Committee will comprise the Deputy Vice Chancellor (Research) and all Deans and Research Centre Directors to ensure direct accountability for the successful implementation of SAGE Actions. The Chair of the SAT Team and additional SAT member – the Director, Human Resources, will be members of the new Committee to provide continuity, expertise and further momentum to the SAGE goals and objectives.

The performance and success of Committee members' participation and contribution will be measured and evaluated through individual KPIs linked directly to annual performance reviews.

The Committee will meet quarterly and report to the Executive committee, SCU Council, Academic Board and the Equity & Diversity Committee (following each meeting) on progress to date, successful outcomes, resourcing of projects and new actions that arise during implementation.

Members of the SCU Gender Equity Committee will be accountable for demonstrating leadership in gender equity, and leading and reporting on the implementation of SAGE actions in their portfolio or School. Members will communicate with staff, students and external stakeholders on the commitment and priority of SCU to gender equity, and will provide feedback to the Committee to support new and future gender equity actions.

A detailed communication strategy will be developed by the Committee to ensure awareness of the Action Plan and implementation progress across the institution. New marketing tools, webpage infrastructure and tailored engagement activities will be developed to support the Action Plan and drive an attitudinal shift, ensuring gender equity underpins policy, practice, decision-making, events and organizational processes.

SCU SAGE ACTION PLAN

- Establish the Southern Cross University Gender Equity Committee, chaired by Vice Chancellor and promulgate its aims and outcomes to staff and students at all staff meetings, email and the intranet.
- Report on the implementation of the SAGE Action Plan to Council, Exective Group, Academic Board, School Boards, and to staff at the all-staff briefings.

4

A picture of the Institution

Recommended word count	2000 words
Actual word count	2379

ACADEMIC AND RESEARCH STAFF DATA

(i) Academic and research staff by grade and gender

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 6) due to the practice of appointing early career staff at Level B. 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 4) at SCU and were clustered in the mid-range HEW 4-7 employment bands (table 1).

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.

TABLE 6: SCU academic staff by gender and level (2014–2016)

NB: E does not include Executive or senior managers

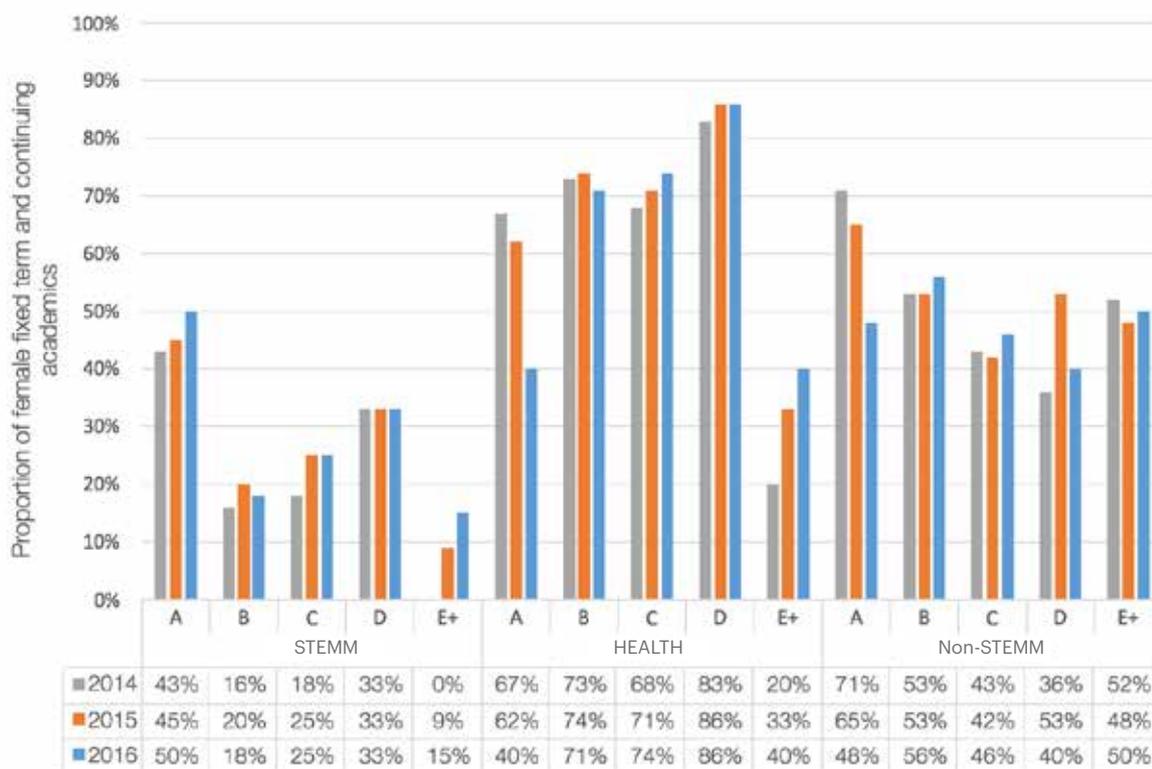
LEVEL	2014				2015				2016			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
A	27	17	44	61	28	19	47	60	18	20	38	47
B	77	71	148	52	67	59	126	53	70	56	126	56
C	42	48	90	47	41	45	86	48	45	46	91	49
D	15	20	35	43	19	18	37	51	16	18	34	47
E	14	21	35	40	11	23	34	32	12	21	33	36
Total	175	177	352	50	166	164	330	50	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 STEMM 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 STEMM areas, with the highest representation at Level A (figure 1). This is consistent with national trends, with the representation of women in STEMM 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 STEMM 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 STEMM 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 areas was generally higher than STEMM and lower than Health (figure 1). A higher proportion of women in our non-STEMM areas held Level E appointments, however, we still observed a general decline in women above Levels A–B (figure 1).

The data reveal an opportunity to improve the proportions of women at key career pipeline positions, which is occurring through staff renewal. A number of factors contribute to the lack of female academic staff in STEMM disciplines and the lack of female STEMM staff at Professorial level, which is typical in the sector.

Qualitative feedback from the staff survey included calls for targeted programs to better enable career progression for part-time staff, and greater staff diversity within schools – including those already with strong female staff numbers.

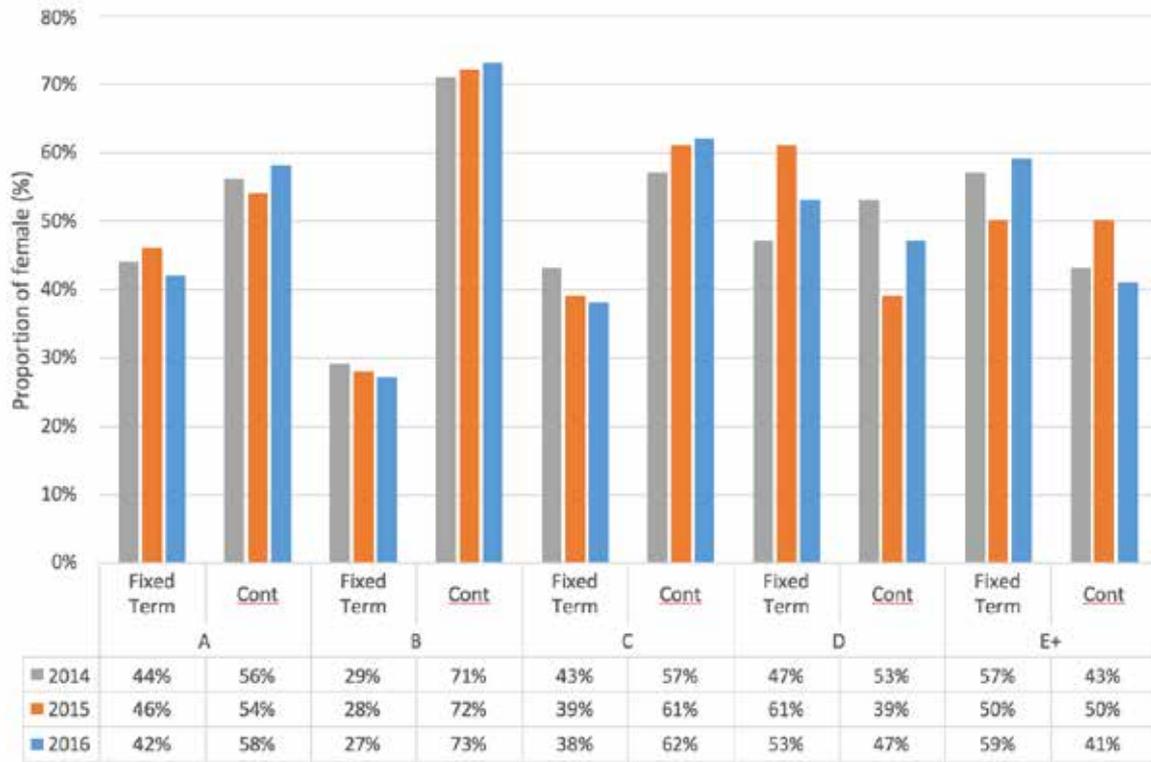
We are adopting specific recruitment and appointment targets to attract female STEMM staff and are providing significantly improved promotion support for women; and a number of retention initiatives in the area of flexible work arrangements, better support for part-time staff and actions to improve the return rate of female staff from parental leave.

In addition, the Action Plan includes measures to improve gender equity culture and governance within SCU which will positively impact the numbers and levels of women across all cohorts of staff.

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

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 STEMM 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.

The number of academic staff employed on a casual contract remained relatively stable at **30%**. In STEMM areas, the proportion of casual academic staff was around **10%** (2016) with women more likely to hold a casual contract (figure 3). 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 casual engagement of local health professionals, to ensure teaching is relevant and of high quality. Overall, at SCU there is a disproportionate number of female staff in casual employment.

Under SCU's Enterprise Agreement, fixed-term staff may apply to have their position converted where the work is ongoing and their appointment was through an externally advertised vacancy. There are prescribed reasons for employing fixed-term staff under the SCU EA. One of these reasons is for the employment of Early Career Development Fellows which enables SCU to appoint long-term, appropriately qualified casual academics on a fixed-term basis, providing beneficial career opportunities. Also within the EA, casual academic staff may be redeployed to sessional employment on either a fixed-term or continuing basis.

Consistent feedback was received through the staff survey (64% of survey respondents were female) regarding the challenges and impact of insecure employment. Dominant themes were evident in relation to:

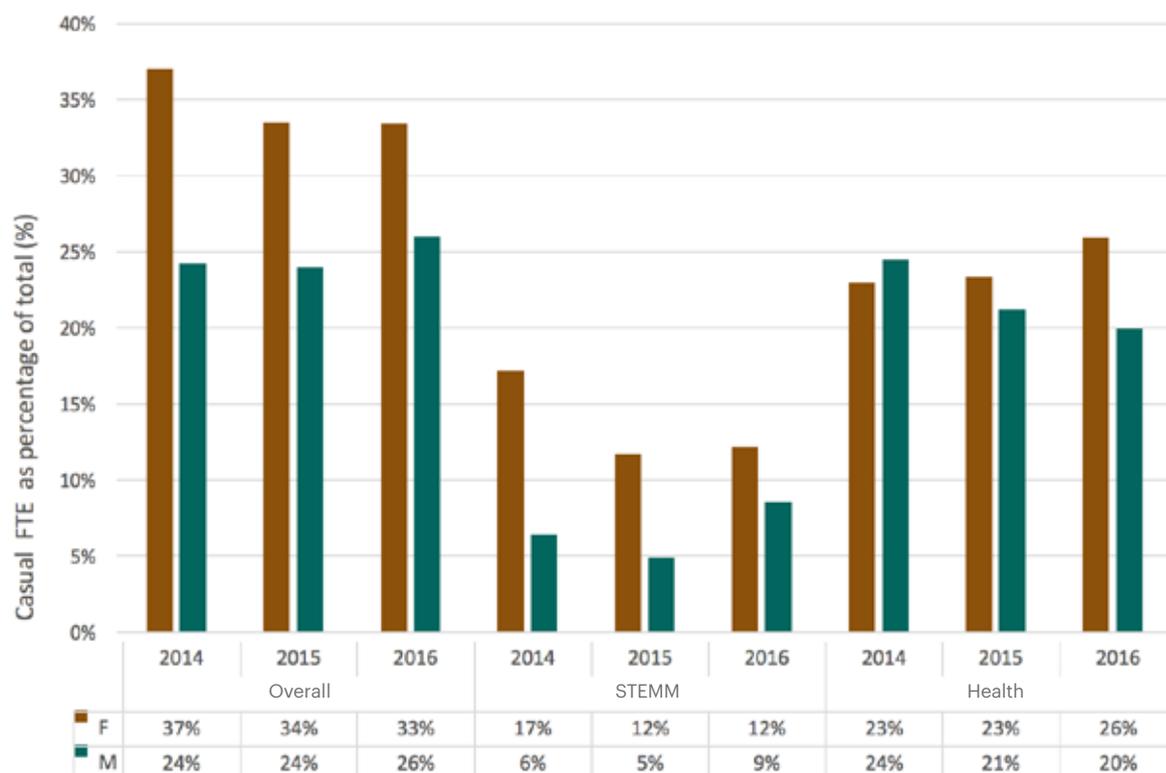
- **the need for longer term contracts**
 - **the lack of transparent and clear career pathways**
 - **the need for more effective performance management processes to support career planning.**
-

SCU recognises the imbalance in our profile relating to the proportion of women on casual and fixed-term contracts. To improve and maintain continuity of employment, and facilitate the career development of female staff in STEMM, SCU will set targets to convert existing female STEMM casual and fixed-term staff to continuing employment.

In addition, in 2019 a review of research at SCU will address the use of short-term contracts, and move casual and fixed-term research staff from Research Centres into academic Schools. This will provide stronger and more direct pathways for current STEMM staff to continuing employment and enable career development opportunities that come with more stable employment.

SCU SAGE ACTION PLAN

- Set targets to convert existing casual and fixed-term female STEMM staff to continuing employment to achieve an overall increase of 20% in continuing female STEMM staff numbers.

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

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

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) profiles provide 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 indicate the majority of continuing positions were R&T, with relative parity between women and men (figure 5c).

Within STEMM, 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 STEMM areas (60% of total, data not shown), and are linked to 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 the short term contract cycles funding their activity (figure 5a). More men hold RO appointments (figure 5) in STEMM, 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). SCU’s [Enterprise Agreement](#) (EA) facilitates continuity for positions linked to central funding and core activity. Health has strategically broadened its undergraduate offerings and increased undergraduate numbers, and has focussed on building capacity around a traditional mix of R&T and TO appointments (figure 5b).

In line with the high representation of women in Health, there is a high representation of women holding R&T and TO appointments (figure 4). 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.

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

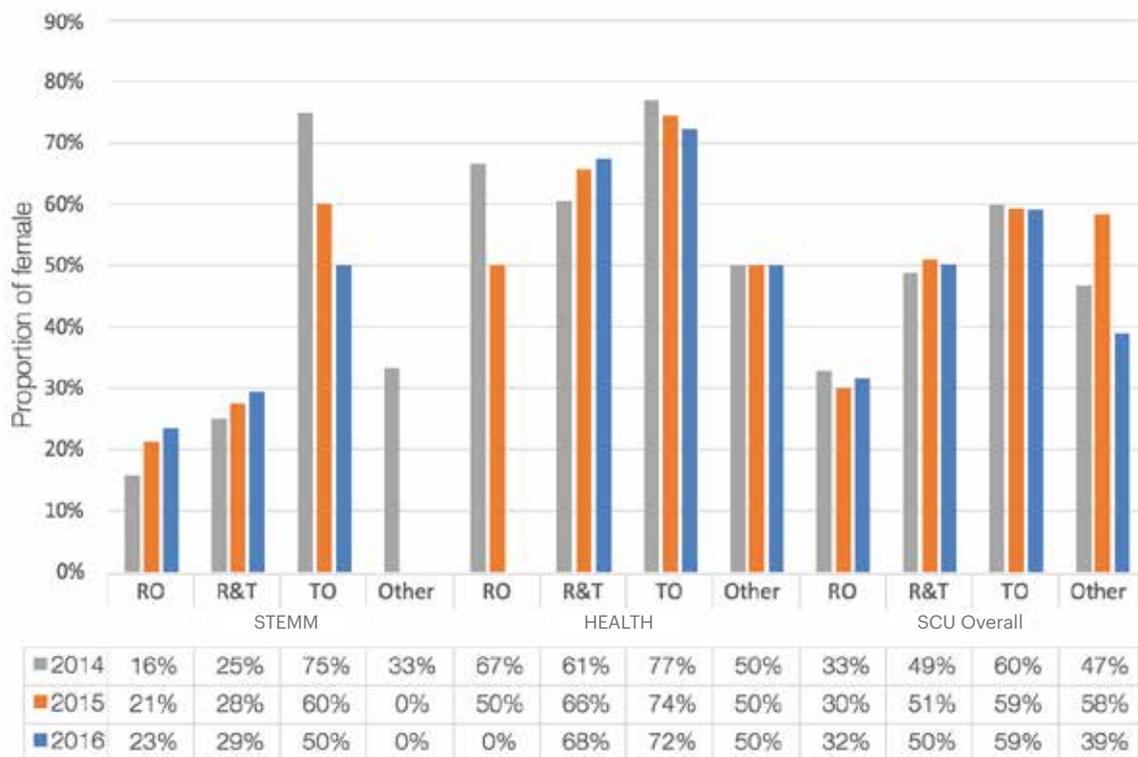


FIGURE 5: Proportion of Fixed Term and Continuing Academics by gender and function (2016 only)

(NB: tables contain headcount of employees)

a) STEMM



b) Health

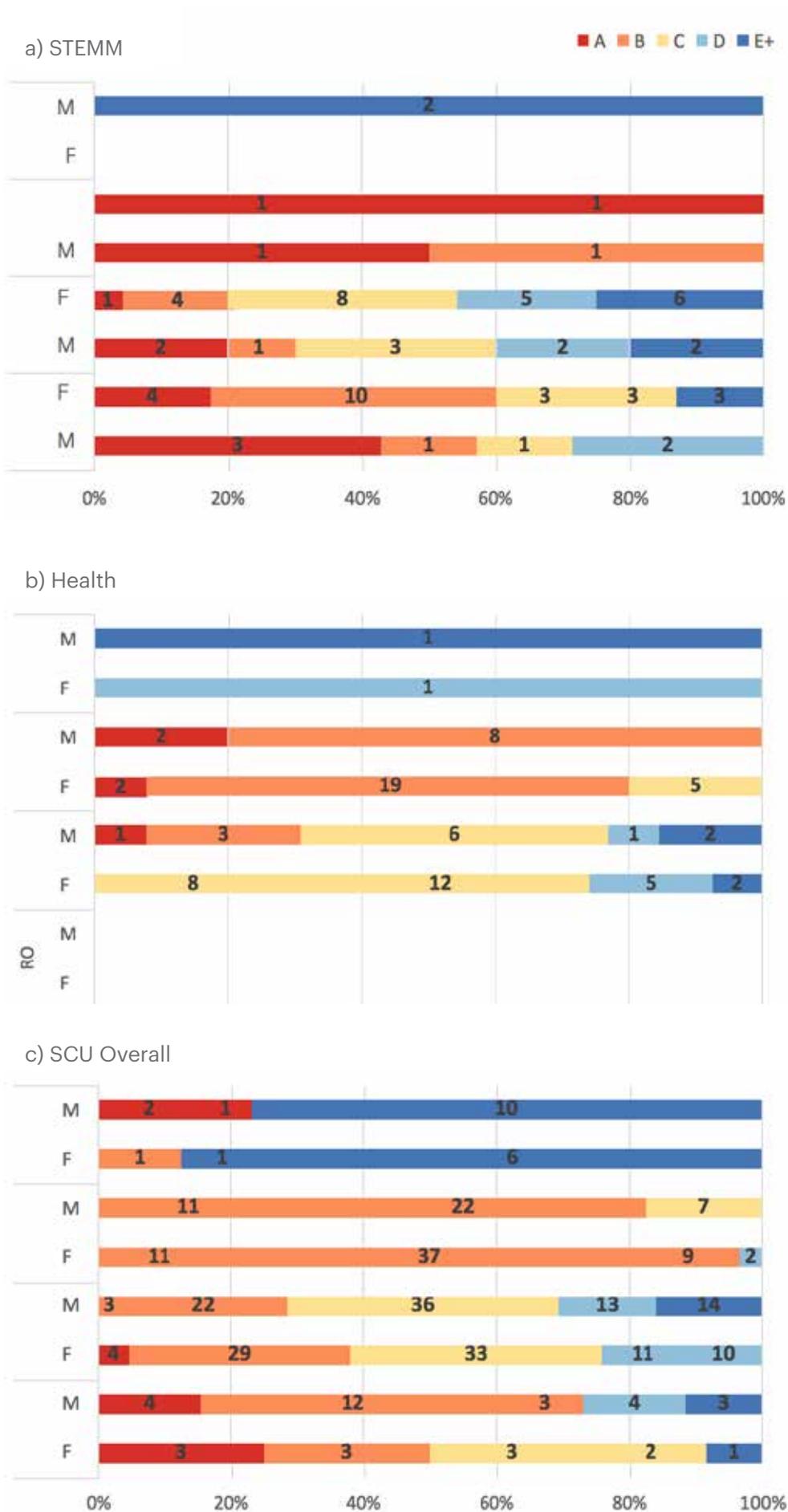


c) SCU



FIGURE 6: Proportion of fixed term and continuing academics by level and function (2016 only)

(NB. Numbers in bars is headcount of employees)



Across a three year period (2014–2016), the proportion of casual academic staff was relatively stable (figure 7).

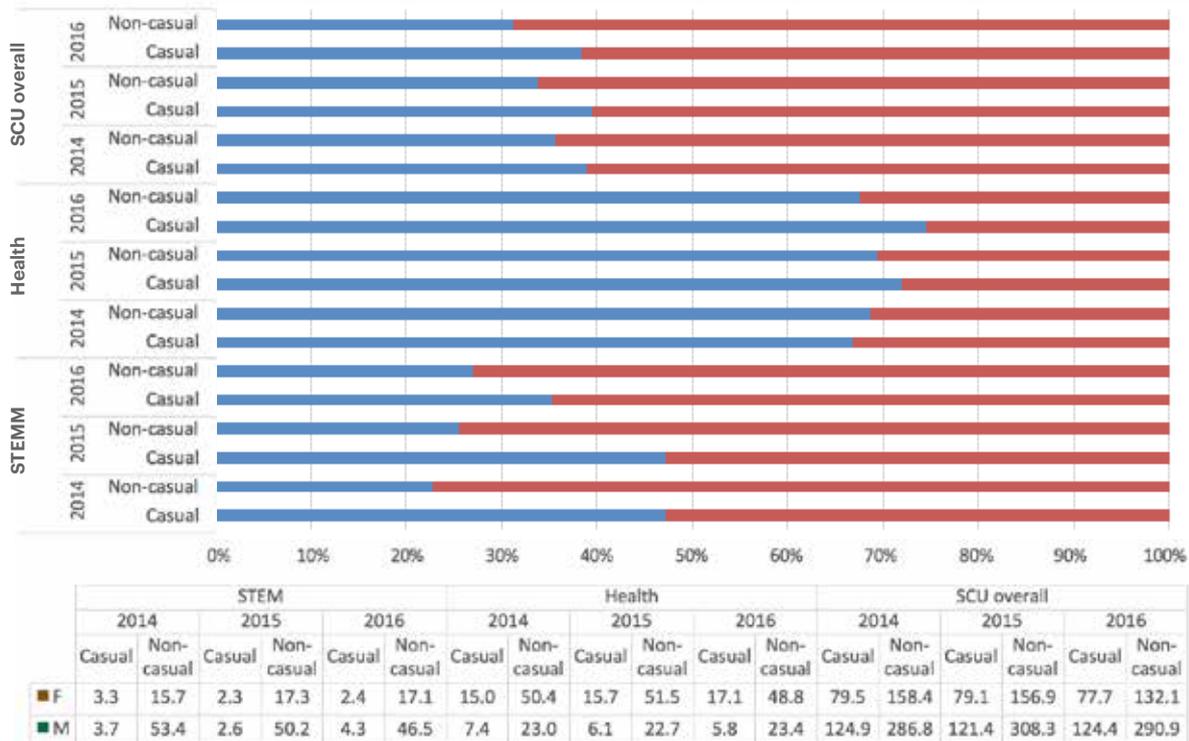
Across STEMM, there is an increase in the representation of women holding casual contracts (figure 7). Traditionally, postgraduate research candidates (students) are engaged casually in teaching roles across our STEMM, providing training for those considering an academic career.

The number of women and men (proportionate to FTE) engaged in casual TO roles increased over the three years. Factors contributing to this include the University’s investment in new course offerings, and the rapid expansion of courses and student numbers at our Gold Coast Campus.

The equity and balance of our overall academic profile is of concern and requires a deeper analysis. The research only contracts are an artefact of our Special Research Centre structure and the fellowships attached to those Centres. We are currently in the process of self-assessment and review of these Centres and it is likely that this structure will not continue. It is an aim of the new research strategy to move away from research only positions to support research intensive roles across the University, and particularly in STEMM. Such roles will be appointed on the basis of integrated performance, opportunity, and organizational priorities, rather than a single funding source. The broadening of criteria for appointment, beyond a single funding source, will open up the possibility of more research pathway opportunities for female staff across the STEMM disciplines.

While some academic staff may choose a teaching scholar profile for professional or personal reasons, or both, SCU needs to further interrogate this data to better understand the drivers of the proportion of women in such roles. Evidence from staff surveys and annual performance review discussions indicate that career interruptions and lack of metrics to support teaching excellence are sometimes impediments to women successfully progressing to an integrated teaching and research role, and to being promoted. Unconscious bias training that promotes greater understanding of research performance relative to opportunity will remove potential barriers to promotion for women academics, in STEMM and other disciplines. Supporting transition from teaching only to integrated teaching and research roles through a review of promotion process and targeted research equity initiatives will also enhance career progression for women in STEMM and other disciplines.

FIGURE 7: 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.

SCU SAGE ACTION PLAN

- Review and improve the career development opportunities and promotional pathways for female staff with Teaching Scholar profiles.
- Implement regular staff surveys and improve the annual performance review and planning (PRP) guide to capture qualitative data on academic profile preferences and links to career progression.

(iv) Academic leavers by grade and gender

Overall, between **15** and **17%** of the academic workforce left SCU, per annum, between 2014 and 2016 (table 7). 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 8). The most common exit reasons were contracts ending (**62%** female), and resignations (**57%** female) (table 9). The data reflect SCU's historical reliance on short fixed-term contracts in STEMM Research Centres which has had a gendered impact on turnover and retention. The current review of Special Research Centres will promote greater integration between the Centres and our largest STEMM School – Environment, Science and Engineering. The integration will result in better job security for current fixed-term STEMM research staff and improved pathways to maintaining a career at SCU.

TABLE 7: Academic Leavers as a percentage (%) of the total workforce

	2014			2015			2016		
	F	M	Total	F	M	Total	F	M	Total
STEMM (excl. Health)	6	11	9	2	18	19	16	14	14
Health	18	12	16	8	12	16	20	4	15
SCU Overall	18	16	17	5	14	15	20	13	17

Feedback from the staff survey provides insight into possible drivers.

- **a need for dedicated mentoring programs.**
- **better career progression opportunities for part-time staff.**
- **improved recognition and support particularly for teaching.**
- **more options regarding child care for staff.**

The high number of women leaving the School of Health and Human Sciences due to resignation is of concern and needs further investigation.

Qualitative data on leavers needs to be improved. Currently staff leaving have the option to complete an online exit survey with a further option for an interview. The latter option is rarely taken up by either female or male staff and the reasons for this are not yet known.

Programs targeting the progression and retention of female academic staff at all levels are required and the Action Plan addresses the retention of STEMM staff. Work on converting and offering more stable employment, particularly for STEMM women, forms part of this program of work (as per 4.1 (ii)).

Further targeted retention Actions include: implementing a career support and promotion program for early and middle career women in STEMM; better management of career interruption, to ensure female staff are aware of support for research re-establishment and equity fellowships; and developing a program of work promoting good gender and flexible work arrangement practices to improve workplace culture.

SCU SAGE ACTION PLAN

- Implement an improved Exit Survey process.

TABLE 8: Academic staff leavers by level and gender

	Level	2014			2015			2016		
		F	M	%F	F	M	%F	F	M	%F
STEMM (excl. Health)	A	4	4	0	3	4	43	3	2	60
	B	2	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 9: Academic staff reasons for leaving

	Reason for Leaving	2014			2015			2016		
		F	M	%F	F	M	%F	F	M	%F
STEMM (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

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

(v) Equal pay audits/reviews

SCU's gender pay equity is analysed through our annual submission to WGEA. SCU's overall pay gap (base salary and total remuneration) is significantly better than the "Comparison Group" (Tertiary Education – All Employees) and is improving. In 2018 the gap was **5.9%** which was a reduction from **9.6%** in 2017. The comparison group median percentage was **11.5%** and **12.0%** respectively.

SCU's current gap of 5.9% is primarily due to occupational segregation of SCU's workforce with women over-represented in lower paid administrative roles, and under-represented in senior academic and management roles.

As the majority of SCU staff are paid according to EA salary schedules and a formal classification system is in place, at an individual level, women and men are paid the same for similar work.

The EA does not apply to senior managers whose base salary exceeds the salaries for Academic Level E and HEW 10. Outside of the EA, performance-based increases occur as part of annual review processes.

Building on the WGEA submissions, we are undertaking a detailed gender pay audit which is an important priority for SCU and is currently underway.

Based on the outcome of this audit, further priorities will be determined and actioned. A strong focus will be on analysing the starting salaries of new appointees to determine if there are any gender-based trends. Discretionary remuneration, such as market loadings and bonus arrangements will also be analysed (by HR Services on commencement or renewal of each case) to ensure gender equity across the SCU workforce in this area of remuneration.

SCU SAGE ACTION PLAN

- Complete and report on the outcome of the Gender pay Audit including making recommendations for changes in remuneration practices.

5

Supporting and advancing women's careers

Recommended word count	5000 words
Actual word count	7991

5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i) Recruitment

Data across three years (2014–2016), shows **43%** of applications for positions were from women (table 10). 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 10), 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 10). At Level B in STEMM, there were **20** female appointments which was five times the number of male appointments at the same level (table 10). 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 10).

Overall, women were more successful at progressing to shortlisting and appointment for all levels, except Level E (table 10). Anecdotal evidence from recruiters suggests the low level of women applying for senior academic roles is caused by a combination of factors including our regional location and the University's limited capacity to appoint spouses. The development of improved attraction techniques to increase the number of women applying for senior academic roles is needed and will form part of the targeted SAGE Actions. An example is the development of a STEMM women onboarding package that will be available for candidates to access prior to submitting an application and promoted during induction and on the staff intranet.

SCU's [Recruitment and Appointment policy](#) guides recruitment, with equal opportunity principles embedded throughout and promoted to applicants via the SCU website and throughout [Jobs@SCU](#). The benefits of working at SCU are strongly promoted including the range of flexible working conditions and an active Employee Wellbeing program. Applicants are also provided with the University's Values, professional learning opportunities and detailed information about the selection process.

Selection panels must observe policy on gender balance (50% women) and this is closely monitored by HR Services. Selection processes articulate and accommodate the particular needs of applicants from equity groups including Indigenous Australians, people with disabilities and individuals from diverse cultural backgrounds, and we actively promote applications from candidates from these groups.

Where there is an identified gender imbalance within the work unit or discipline, 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 to apply.

TABLE 10: 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
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%
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%

Actions to improve SCU's gender equity performance in recruitment include targets for the recruitment of STEM women, the development of a STEM women onboarding package (which, for example, will include information on flexible work arrangements available and our support for women with caring responsibilities). Specialised training for hiring managers for STEM vacancies, and the roll-out of Unconscious Bias training for all senior managers will boost SCU's experience in attracting strong female candidates and improve our processes and outcomes in merit-based selection.

The Jobs@SCU website will also be improved to better showcase our flexible work arrangements, leave conditions, career support programs and the University's strong commitment to gender equity – as per the Vice Chancellor's Gender Equity Committee and SAGE Action Plan.

SCU SAGE ACTION PLAN

- Set targets for the recruitment of STEM women at each level (targets to include numbers of applicants, shortlisted applicants and those appointed) to achieve an overall increase of 20% in continuing female STEM staff numbers.
- Deliver specialised training to Hiring Managers for STEM vacancies.

(ii) Induction

Induction for new employees takes two forms: a formal online induction, and a local work area induction by the line manager (introductions, work space, behavioural expectations). In addition, prior to commencement, we provide a list of discussion points to the manager of the new appointee and require them to cover off on these issues on or prior to commencement (e.g. working hours, office provisions, the importance of completing the online induction program).

New employees complete Work Health and Safety (WHS) and Equity online (includes gender equity) training, and supervisors are accountable for ensuring completion. The Centre for Teaching and Learning offers a wide range of induction support for new teaching staff.

An introductory suite of training programs, including EO Online, Respectful Workplace and Cultural Competency, is required to be completed by new supervisors. A tailored induction program exists for new Heads of Work Units. Confirmation of completed inductions are received and monitored by HR Services.

HR Services has commenced a new initiative where HR Advisors contact new staff within a fortnight of commencing to follow up directly on their induction experience, record their feedback on ways to improve the induction (using a questionnaire template), and answer questions. This process has been very effective although it has demonstrated a lack of consistency in the 'thoroughness' of induction - particularly for new academic staff. This matter will be addressed through immediate changes to our manager training programs.

The Action to create and implement a STEM women onboarding package will be our priority in addressing induction shortcomings. Following this, and based on continuously seeking feedback from new employees, implementation of more effective and consistent onboarding packages for all staff will be prioritized.

SCU SAGE ACTION PLAN

- Develop a STEM women onboarding package.

(iii) Promotion

Academic promotion is an annual process, and the criteria and processes are embedded in the [Academic Promotion Policy](#). Annual workshops are held to inform and guide applicants, with staff and their supervisors expected 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 STEM workforce, there were **11** applications from women and **20** from men, with women having a higher success rate (**91%**) than men (**65%**) (table 13). There were no applications in STEM for promotion to Level B in 2014 or 2015, and there were no women seeking promotion to Level C or D in 2016 (table 13). Across the three years, only one part-time STEM staff member, who was female, applied for promotion to Level B.

TABLE 11: Academic staff promotion applications received as a percentage of those eligible to apply

	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 12: 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 13: STEMM academic promotion by gender and level

	Level	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 may reflect a lack of confidence in women's perceptions of their readiness to apply and be successful, or perceptions of a lack of support for career progression from their managers and peers.

The Staff Survey data highlighted that female academic staff (n = 83) were more likely than men (n = 63) to wait until they fulfilled all promotion criteria before applying (54.2% vs 46.6%). This may have some bearing on the overall higher success rates for women.

The combination of lower applications from women but with overall higher success rates demonstrates that SCU needs to do more work in building the confidence of female academic staff in applying for promotion.

Women only promotion information sessions are held with strong take-up. In the last three years between eight and ten women have attended the sessions. A feature of these sessions is discussion on effectively addressing the "relative to opportunity" component of the application. In addition, several of SCU's most successful senior female STEMM academics are available to offer application guidance to promotion applicants.

A new mentoring program has recently been launched with career progression as a strong element. Interest in this program from female staff has been strong - four applications for every application from male staff members.

The new Performance Review and Planning policy for academic staff, as well as the associated manager training has a dedicated component on planning for academic promotion. The intention is to start planning and preparation for future promotion as early as possible and to be reviewing progress at least annually. Managers are required to provide constructive feedback to staff about promotion prospects and to provide the support needed to facilitate successful promotion applications.

The SAGE Action Plan has a strong focus on improving promotion outcomes for female staff, including working with Deans to identify and target potential applicants, the implementation of tailored career support programs for early and mid-career women in STEMM, and a review of the Academic Promotions Policy and Procedures to remove any barriers identified in this process that impede women in this process.

Feedback from the Staff Survey showed that 27% of staff experienced challenges or barriers in their career associated with their supervisor. As a result, actions are planned to ensure greater accountability of line-managers in their support and encouragement of women to apply for promotion when ready.

This will occur through annual manager briefings prior to each promotion round, the inclusion of Key Responsibilities for female career development and progression in manager role statements, and the reporting of gender promotion metrics to the Executive committee and SCU Gender Equity Committee to measure the success of these initiatives.

SCU SAGE ACTION PLAN

- Review Academic Promotions policy and procedures to ensure the removal of perceived barriers to the participation of women in the promotion process.
- Report annually to the Executive Committee and SCU Gender Equity Committee on the participation and success of female promotion applicants.

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

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, 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 14).

However, the proportion of women involved in successful applications is consistent with the low representation employed in STEM areas (table 15), despite the success rate for female lead investigators (table 16). Sector data indicate that male researchers often put together all male teams, and that male led teams are generally more successful in ARC and NHMRC schemes. At SCU several senior male researchers have taken significant steps to include women in their teams, and mentor women to take leadership roles on major projects, as is evidenced by the 3 DECRA applications from female researchers in the 2019 ARC Discovery round by the Centre for Coastal Biogeochemistry.

Staff Survey data that showed 62% of staff (n=336) felt that taking a career break had adversely affected their career. 56% of these employees reported that the career break was due to child care responsibilities. The DVCR and the Research Office are currently developing a series of initiatives to improve outcomes for women, including equity fellowships, and research re-establishment funds designed to ameliorate the disruption caused to research trajectories incurred during maternity or carer's leave.



Staff and higher degree researchers in the Centre for Coastal Biogeochemistry Research - 2018

TABLE 14: Higher Education Research Collections Data 2012–2016

	2012	2013	2014	2015	2016
STEMM (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

TABLE 15: Distribution of HERDC income for all named applicants (2012–2016)

	ALL INVESTIGATORS		NUMBER OF APPLICATIONS PER CATEGORY				
	Number of Individuals		CAT 1	CAT 2	CAT 3	CAT 4	Total
STEMM (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 16: 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)
STEMM (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

(i) Training

SCU provides career development workshops to staff via HR Services, Office of Research, Centre for Teaching and Learning and Equity and Diversity. Programs are communicated via email, websites and the HR employee interface MyHR.

In addition, tailored training programs are developed and delivered for teams and individuals, and support is provided to attend external programs, for example, the National Excellence in Educational Leadership Initiative.

Schools and Research Centres offer discipline-specific opportunities in the form of technical workshops and seminar programs.

Professional Learning programs offered annually are wide ranging, for example, Facilitation Skills, People Manager Workshops, Business Writing, Cultural Competency, Understanding Gender and Sexual Diversity, and Respectful Workplace.

Feedback from participants is sought after every program and is considered in detail prior to offering the program again. The content, format, suitability of trainer and attendance/level of interest of all programs are reviewed and evaluated on a regular basis. The feedback and evaluation is held centrally in HR Services and by the work units managing the training.

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 17) also demonstrated high attendance by women.

The 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.**
- **42.8% of academic staff (n = 138) agreed their supervisor encouraged them to apply for University incentives or development opportunities, while 35.5% disagreed.**

The SAGE Action Plan includes several key actions to improve the range of staff training, with the aim of minimising bias in recruitment, promotion and performance planning. These include: mandatory Unconscious Bias training for senior managers (as a first priority prior to all of university roll-out); mandatory Respectful Workplace training; a new program for managers in supporting flexible work arrangements, and training of hiring managers in relation to recruitment of STEMM positions.

In addition, to support the new Employee Mentoring Program several online training resources are being developed and promoted to both mentors and mentees to ensure the most positive and effective mentoring relationship.

SCU SAGE ACTION PLAN

- All senior managers to undertake Unconscious Bias training.
- All staff to undertake Respectful Workplace training.
- Develop and deliver training to managers in Gender Equity in the Workplace including flexible work, parental leave and carer's leave, and managing career breaks.

TABLE 17: Research Development Workshops Attendance 2016

Note: Data includes postgraduate students, professional and academic staff, regardless of contract type. Organizational 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

The SCU [Performance Review and Planning Policy](#) (PRP) was reviewed and amended in 2016 and applies to all fixed-term and continuing staff. It is an annual review and career planning process, which enables employee and manager to:

- discuss and review the University's and work unit's goals
- develop goals and plans for the employee
- discuss learning and development needs
- acknowledge achievements
- plan for future individual and organisational development.

Staff Survey feedback (64% female) highlighted a common perception that there was a need for "improved use of the PRP process for engagement with staff aspirations and career planning".

In addition, a majority of staff were wanting the performance review process to provide clearer guidelines for improvement. This supports anecdotal feedback to HR Services that managers find the process of giving clear and constructive feedback challenging.

As a result, focus groups were convened by HR Services to gather and test ideas about the perceptions of its value and effectiveness. The key concepts of the 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
- more open discussion about SCU values, culture and contributions to the success of the team, the work unit and the University.

Two core training programs are offered to support performance review and planning: PRP for Supervisors, and PRP Essentials for Staff which cover the Policy, process, preparation and how it aligns with University and work unit planning (table 18).

Over a six year period, the numbers of staff participating in the PRP training is relatively low, and there are no significant differences due to gender. This is attributed to the general perception that the outcomes from this training were not meaningful or useful. More recent data from 2016 to 2018 shows a much higher take-up of new programs - Courageous Conversations and the People Manager Workshop.

It is recognised that a more effective program is required to support staff planning and participating in their annual reviews. The development of this new program, to be delivered online with follow up in-person sessions with HR Advisors, is due for completion in 2019.

TABLE 18: 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

SCU SAGE ACTION PLAN

- Review and improve the existing training programs in Performance Review and Planning to ensure they directly support career planning for female staff.

(iii) Support given to academic staff for career progression

SCU supports and recognises academic career progression through programs including a comprehensive annual training calendar (teaching, research, engagement, corporate programs and soft skills training), annual Special Studies Program, Vice Chancellor's Excellence Awards, teaching and learning citations, and the Staff Mentoring program.

The **Special Studies Program** (SSP) is designed to build capacity through the fostering of intellectual and professional development (including completion of PhD), and allows for a focused activity which builds the individual's academic profile.

Across the three year period, the number of applications received for SSP were low. Of those funded, the representation of women from all STEMM areas was approximately 30% (table 19); no women from STEMM areas at Level E applied. Successful female applications have increased in 2017 and 2018 with four approved in 2017 and six approved in 2018.

A review of the SSP Policy was undertaken in 2017 and it was identified that a significant component of the Program disadvantaged staff with caring responsibilities as there had been a requirement for work to be undertaken at another institution for a minimum six week period. The Policy was subsequently amended to remove this barrier.

The **SCU Leadership Capability Framework** provides leadership development guidance and opportunities for academic staff (table 20). Over the past five years, SCU has focused on the leadership development of senior female staff. This has been done to improve our succession plans and gender representation in senior roles. High performing women are targeted for external leadership programs as well as mentoring under the Regional Universities Network Executive Women Mentoring Program.

Career progression is also supported through internal opportunities. Three-year roles such as School Directors of Teaching & Learning, Research and Research Training as well as Discipline Leads are offered internally to staff wanting to pursue leadership roles. The staff are supported in these roles through training (internal and external) and mentoring.

In 2015, SCU introduced a new model for Early Career Researcher (ECR) Development (table 20) where the 'group' undertakes the annual activities together. The aim of this is to build valuable networks that continue beyond the period of the training program. The representation of women was reasonably high, although the numbers of women from STEMM areas was low (table 20).

TABLE 19: Special Studies Program SCU academic staff participation by gender and level 2014–2016 (fixed term appointments in brackets)

	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%

TABLE 20: Academic Staff participation in Leadership Programs (2011–2016) (STEMM in brackets)

PROGRAMS	F	M	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

The Staff Survey data on career progression showed:

- **80.3%** of academic staff respondents (**n = 152**) indicated notable people had supported their career progression.
- This number was higher amongst women (85.9%) and higher still amongst women in STEMM (**88.2%**).
- **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 –

- Females accounting for **55.6%** of support for female staff, and males accounting for **67.3%** of support for male staff.

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 –

- **49.7%** of academic staff disagreeing that SCU values time spent mentoring ECRs while **19.5%** agreed.
- For Level A and B academics (normally considered ECRs) (**n = 68**), **54.4%** of staff disagreed that SCU values mentoring, while **11.7%** agreed.

As a result of this feedback, a number of actions have or are occurring:

- A new staff Mentoring Program was launched in 2019 with female academic staff showing strongest interest;
- Formal succession plans are being developed across SCU that identify academic staff with leadership potential and support their progression;
- The new Performance Planning and Review process requires managers to discuss and assist staff plan for career progression through future internal and external leadership opportunities, mentoring and coaching services, industry and community collaborations, and academic promotion planning;
- The implementation of a Research Re-establishment Fund and Equity Fellowships.

SCU SAGE ACTION PLAN

- Implement a mentoring program aimed at supporting women in STEM advance their careers.
- Establish a funding framework to assist women in STEM re-establish their academic careers following extended leave or other career breaks (Research Re-establishment Fund and Equity Fellowships).

5.3. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

Parental Leave Procedures cover a range of circumstances, including adoption, with details on notice, commencement and duration. Primary carer's leave normally commences four weeks prior to the expected date of birth for pregnant employees. 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. Staff are also provided with paid leave for pre-natal and pre-adoption appointments, if they are unwell during pregnancy, and to care for a pregnant partner.

SCU supports the provision of flexible work arrangements, including working off campus, where the pregnant employee or their partner might need it for care purposes. Organizational areas have a degree of autonomy when facilitating flexible working arrangements for staff, and this allows tailored support to individuals leading up to leave. Resources such as guides and checklists are promoted directly to staff when they apply for leave and are also available on the SCU staff intranet. Current planned improvements in this area include reviewing materials to ensure the use of gender neutral language and more regularly promoting the availability of these resources to staff.

An information and support guide for Managers and Supervisors is also provided once we become aware of an employee's impending leave.

We had 10 Staff Survey 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.

Adequate planning and preparation for extended leave is important for both employee and their manager as it impacts on the rate of return of female staff. It is recognized that SCU needs to improve the support mechanisms in this area and work is currently being undertaken to develop better resources for both employees and managers, and to ensure that managers are informed and supportive of the leave and flexible return to work options available to staff.

The resources in development include a Checklist for employees planning their leave, a Guide for Managers to support staff planning leave, Case Studies using current staff to outline their experiences and a comprehensive Flexible Work Arrangements Guide which includes options available to staff needing flexibility in the lead up to their extended leave.

SCU SAGE ACTION PLAN

- Develop and implement a range of Guides, Checklists and Case Studies for staff and managers on planning, preparing and supporting staff before, during and following parental leave and flexible work arrangements.

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

SCU offers 26 weeks paid leave for primary carers (continuing and fixed-term staff), which may be taken as 52 weeks at half pay. Regular communication is maintained via work unit email list to ensure that staff on leave are invited (but not compelled) to attend staff meetings and planning days, with the option of attending in person, or remotely through technology.

We support, and promote through our online resources, 'keeping in touch' days – where an employee can choose to work on a day, or part of a day, while on a period of parental leave. This enables the employee to keep in touch with their team, reduces the sense of isolation and assists when the employee returns to work once their leave has ended. Of staff on parental leave, the majority of users of these days are female academic staff.

Managers are also expected to ensure that annual processes that might be of relevance and importance to staff (ie, applications for entry into the mid-career research program) are made available to staff on leave and that discussions around facilitating these applications occur in person.

Employees whose partners are primary carers are also provided with information (online resources and in-person advice) about available leave for caring and supporting their partners during this time.

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

Our [Parental Leave Procedures](#) entitles employees to return to the substantive position they held immediately prior to proceeding on leave. Requests from employees to return to work on a part-time basis, while the child is of school age or younger, are accommodated in the majority of cases. Through the parental leave resources provided to staff and managers, post-leave flexible work arrangements are outlined e.g. 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). For staff accessing 26 weeks leave (instead of 52 weeks at half pay), the take up of this option is 100%.

Breastfeeding and expressing support is offered to staff in the provision of dedicated Parents Rooms on each campus. Staff are also supported to take lactation breaks when required.

The Staff 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.**
 - **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.**
-

Survey data reveal the impact that extended leave has on academic staff - and their research career and promotion plans. Currently, little funding is made available to support returning staff and there is no University-wide policy or funding framework in place.

To address this, the SAGE Action Plan includes the establishment of a funding framework to assist primary carers re-establish their research careers following extended leave or career breaks.

The perceived level of support may also be related to non-financial support such as workload allocation, assistance with marking, or a phased return to committee or administrative duties. The regular biennial SCU Staff Engagement Survey (next scheduled for late 2019) will directly question staff on the type of support needed.

(iv) Maternity return rate

In 2016, the return rate following parental leave was **88%**, with **38%** returning full-time, **50%** returning part-time and **12%** not returning (table 21). Of those not returning, three were due to their contract concluding. Of the 24 staff returning to part-time employment, 19 held substantive full-time roles.

No data are currently captured that might assist SCU understand the reasons why women do not return after a period of parental leave. This is important information to gather and actions relating to improved Exit Surveys (including direct contact with supervisors to gather this feedback) will assist to bridge this gap. Once this data is available, SCU will take the appropriate steps to address and improve this measure where possible.

TABLE 21: 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

On average, approximately 50 staff take a form of parental leave each year. This includes primary Carer’s Leave and Partner Leave. The majority of leave is taken by female staff however in the past two years there has been a small increase in the number of male staff accessing primary Carer’s Leave

The **EA** and **Parental Leave Procedures** set out the entitlement to primary Carer’s Leave which is 26 weeks leave at full pay or 52 weeks leave at half pay. SCU allows variations to these periods of leave where requested (eg. between 26 and 52 weeks).

Partners are entitled to two weeks paid Partner Leave and up to 12 months leave in total. Requests for greater periods of leave – either unpaid leave or using other forms of paid leave are supported. Our data indicates the uptake is higher for professional employees (table 22).

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%). Male SCU staff who took parental leave (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 22: Partner leave (2014–2016)

	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

Flexible Work principles, benefits and options are set out in the [EA](#) and [Flexible Work Guidelines](#).

An employee may request flexible working arrangements including a reduction in the number of hours worked per week, or job-sharing. Across SCU, female academic staff are more likely to be working part-time (table 23), and this is more so at levels B, C and E (table 24).

New resources to better support flexible work arrangements are being developed by HR Services and these include Guides, Checklists and recent SCU Case Studies showcasing the variety of workplace flexibility possible and the circumstances in which they might be needed.

Website information and in-person advice is available to staff and managers, on the responsibilities and benefits of accommodating flexible work. The Guides, Checklists and Case Studies will be promoted to staff via email and available on the Staff Intranet, and are provided directly to employees where contact is made.

TABLE 23: SCU academic staff by gender, contract function and contract hours (2016)

FUNCTION	Research Only		Research & Teaching		Teaching Only		Other		Total		
	F	M	F	M	F	M	F	M	F	M	% F
Contract Hours											
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	71

TABLE 24: SCU academic staff on full-time/part-time contracts, by gender by level (2016)

LEVEL	A		B		C		D		E+	
	F	M	F	M	F	M	F	M	F	M
Contract Hours										
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 Staff Survey results highlighted:

- **53.5% of academic staff (n = 114) agreed their supervisor was supportive of requests for flexible working arrangements, while 18.4% of staff disagreed.**
- **70.4% of professional staff (n = 152) agreed their supervisor was supportive of requests for flexible working arrangements, while 15.1% of staff disagreed.**
- **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.**
- **a high proportion of respondents with caring responsibilities (81.2%, n = 186) indicated that, due to their caring role, they needed to be away from work during business hours occasionally, sometimes or frequently.**

Further work needs to be undertaken to improve the level of awareness and confidence in managers to support, negotiate and implement flexible work arrangements for staff.

As part of the SAGE Action Plan to promote and improve flexible work practices in STEM areas, SCU will be developing a suite of training and awareness programs for managers to:

- ensure that all requests for flexible work arrangements are managed in a fair and consistent manner;
- that staff working flexibly are not isolated or ignored - but supported and included; and
- the culture within all work units becomes one of inclusivity, respect and more positive work-life balance.

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

Arrangements for staff to return to full-time work are handled within work units and between employee and supervisor. Resources available include policies, procedures and dedicated Flexible Work resources which outline options and obligations as employers.

With an underpinning message of the benefits of diverse and inclusive workplaces, through our training, induction, regular email communication and website resources, we strongly encourage managers to be as flexible and accommodating as possible when managing staff requests for “transition” to full-time, while ensuring the needs of the work unit are met.

The options articulated in our Flexible Work resources, and provided through direct advice from HR Services, include working from home, reduced daily work hours on campus and other negotiated outcomes that allow a gradual and phased return, and position the employee for a successful return. Data are not currently recorded on the take-up of these options and this is an area of more detailed reporting that we are currently planning for.

A key component of the SAGE Action Plan is the creation of a funding framework by the DVCR to assist women returning from extended leave or career breaks to re-establish their research careers that includes research re-establishment funding and equity fellowships.

(viii) Childcare

A private childcare provider is located at the Lismore Campus and preference for places is given to the children of SCU staff and students. On campus childcare facilities are yet to be provided at the Gold Coast and Coffs Harbour campuses, however recommended service providers in these two locations are communicated to staff through induction, the Staff Intranet and on-campus notices.

When asked about the support provided by SCU for carers and parents of academic staff caring for their children (n = 60) 21.7% thought the support was sufficient, whilst 53.3% were unsure.

SCU will develop and communicate more helpful information and options for staff and students on available childcare at all locations through regular emails, website information for candidates and existing staff, and inclusion in induction resources. In addition, to ensure SCU stays abreast of staff and student expectations, needs and challenges around childcare, and its impact on work and study, regular surveys of staff and students will be undertaken.

(ix) Caring responsibilities

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 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.

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, and grandchild or sibling of the employee's spouse or de facto partner.

For Indigenous Australian employees our definition is expanded to include aunties, uncles, cousins and significant Indigenous community leaders.

The Office of Research offers academic staff with caring responsibilities funding for childcare each year to support the completion and submission of funding grant applications. The take-up of this support since its introduction in 2017 has been steady at, on average, four each year, with the majority of applications from female staff.

5.3. ORGANISATION AND CULTURE

(i) Culture

Social justice, inclusivity and equity operates in and from the foundation of SCU – present in its strategic and operational plans, policies, programs and practices. A suite of formal plans demonstrate this commitment including the SCU Strategic Plan, [Equity and Diversity Plan](#), our [EA](#), the [Code of Conduct](#) as well as Southern Cross University's [Reconciliation Action Plan](#) (RAP) and [Indigenous Employment Strategy](#).

SCU openly engages in broad stakeholder consultation to ensure inclusivity, social justice and equity are at the forefront when developing or reviewing the range of policy, programs and high level plans. We use focus groups, the Joint Consultative Forum and other technology-based feedback mechanisms to ensure study and work practices are respectful and inclusive. For example, our DVC (Research) met with focus groups of students from each campus so feedback could be incorporated into actions relating to the Respect Now Always report.

The Equity and Diversity Unit promotes staff and student equity across all areas, including gender equity. Equity & Diversity delivers training programs and special events to promote inclusivity, such as the Women's Networking Lunches, Fusion Festival and International Women's Day.

Positive practice is driven by, and shared across the University by the Vice Chancellor and senior managers through engagement with staff on planning, leadership development, and the University's values. SCU encourages the lodgment and efficient management of complaints, grievances and disputes. This complaint management framework promotes transparency that provides confidence to staff and students to raise issues and have them resolved.

Culture and engagement is monitored through biennial Staff Engagement Surveys. In the 2017 Survey **81%** of staff indicated their "supervisor genuinely supports equality between men and women" and **76%** believe SCU is "taking positive steps towards being gender diverse".

The results drive the implementation of initiatives to support improvements, with employees encouraged to contribute to the process. Organizational change is facilitated by the Joint Consultative Forum which enables direct discussion between staff representatives and management.

Good practice in gender equity and inclusivity is also shared through the annual Staff and Alumni Awards which recognizes, rewards and communicates role models and exemplar practices in this and other categories each year.

The principles of the Athena Swan charter are now being strongly and clearly embedded in policy, practice and plans and this will continue under the leadership of the Vice Chancellor as chair of the new SCU Gender Equity Committee.

Good practice in gender equity and inclusivity – by University community members - is regularly shared through internal communication processes including Vice Chancellor updates, digital newsletters from the Office of Research, and the promotion of achievements and awards received by staff and students.

The promotion of the Athena Swan initiative and SCU's regular reporting of progress against the SAGE Action Plan led by the SCU Gender Equity Committee, will continue to impact our organisational culture in the most positive ways.



Vice Chancellor's All Staff Briefing

SCU SAGE ACTION PLAN

- Introduce a Social Inclusion Leadership award as part of SCU's annual Staff and Alumni Awards.

(ii) HR policies

HR policies are monitored for consistency in application through direct contact with managers and staff, regular surveys and the Joint Consultative Forum. Policy application is also monitored through complaints, grievances and disputes. Identified gaps are regularly addressed by HR Services in meetings with managers to focus on particular areas, deliver short, responsive training and directly target the level of manager involved (eg., team leaders of professional staff). Draft new and amended HR policies are open to staff for feedback via the online policy management system.

Where gaps in policy application are identified, the appropriate information and reminders are communicated to managers and staff via email, new induction and training content and the Staff Intranet. 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.

On reflection of the above processes, it is acknowledged that different gaps are identified in new areas at different times e.g. application of flexi-time for professional staff. These gaps in application of HR policy are caused by many factors including the high volume of policy and procedures in existence, the lack of regular 'update' training of existing managers, and a lack of confidence in some managers to apply policy where it might be negatively received.

In response, SCU is currently developing a new format of succinct and engaging briefings (a combination of in-person and online) focusing on fair and consistent policy application, that will be rolled out to SCU managers on a regular basis.

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

In 2016, five of our 15 Heads of Schools and Research Centres were female, with only one female leader across STEMM areas (table 25). In 2018 female representation increased to 50% (four out of eight Heads of School and three out of six Research Centre Directors with two STEMM directors).

The majority of these roles are recruited externally for fixed periods of time. When recruitment opportunities arise, SCU proactively seeks interest from female candidates using direct approaches through networks and existing collaborations. Challenges exist in relation to our ability to attract appropriately experienced candidates to regional areas, such as Lismore and Coffs Harbour, which impacts our ability to improve the gender balance in senior roles.

SCU is prioritising the development and advancement of women into management roles in academic Schools and Research Centres. We support the career progression of female staff, providing internal opportunities within work units 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. For example, in 2017 and 2018, in two of our largest STEMM Research Centres, existing female staff were offered the opportunity to undertake the Centre Director role. Both women accepted the positions and were immediately supported through mentoring, coaching and leadership development training.

When advertising or using search consultants to fill senior roles, we actively source female applicants and require search consultants to produce a balanced shortlist. This work will continue under the SAGE Action Plan in relation to our targeted recruitment goals.

TABLE 25: Proportion of Heads of School and Research Centres by Gender

	2014		2015		2016	
	F	M	F	M	F	M
STEMM (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

In 2016, SCU's Executive committee of eight had two females which is well below our target of **50%**. In 2019 this figure remains at **25%**. SCU has attempted to improve the gender balance on the Executive Committee in recent years, however, this continues to be a challenge (table 26).

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 26). During 2017, the recruitment of two women to roles which participate in this committee will help address this imbalance.

Other committees have a more balanced gender profile but are not at the same level of seniority or influence. Since the commencement of our SAGE application, a new focus is being applied to all senior recruitment and the Vice Chancellor is fully committed to improving the gender balance of the Executive. The composition of all senior committees are being reviewed with the aim being to achieve an equal number of males and females where practicable.

The gender balance in committee representation will improve in time, buoyed by the SAGE Action Plan (e.g. the STEMM recruitment targets). Accountability for this improvement will occur through the SCU Gender Equity Committee.

TABLE 26: Representation of women on senior management committees

NB: all positions are Executive, Head of School or Head of Work Unit

MANAGEMENT COMMITTEE	Level	2014		2016		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%	

SCU SAGE ACTION PLAN

- Review and make changes to SCU committees to achieve 50% gender balance.

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

SCU recently commenced monitoring gender balance on influential committees (figure 8, table 27), and is a priority.

The **40%** female representation on SCU's Council is low. As the term for committee members conclude, SCU will identify and approach suitable female candidates. This is being undertaken through current and ongoing consultation with the Vice Chancellor, Chancellor and Head, Governance Services. A briefing on diversity and gender is planned for the Nominations Committee of Council meeting in 2019 and yearly thereafter.

Unconscious Bias training will be rolled out to Council members in 2019. The awareness and commitment of Council will also be improved by regular reporting of the SAGE Action Plan progress by the Vice Chancellor.

For SCU's other influential institution committees, we are reviewing membership for appropriate gender balance at regular intervals. The Chair of each committee, together with the responsible Executive member has been advised in writing of our commitment to achieving gender balance, by having 50% of membership filled by female staff, and requesting their assistance in ensuring progress toward this outcome as the opportunity arises.

FIGURE 8: Representation of men and women on SCU committees

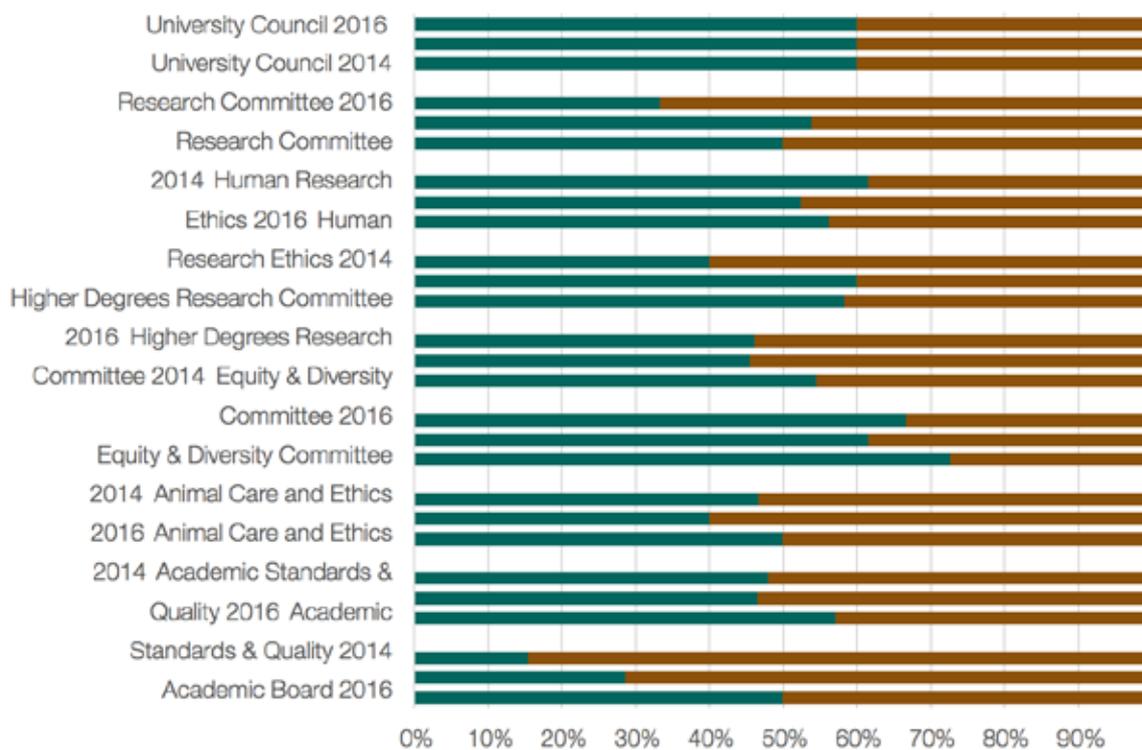


TABLE 27: Chairs of SCU Committees

	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

(vi) Committee workload

Committee membership for academic staff is set out under 'Service' in annual workload allocation. A reasonable workload (up to 10% or 172 hours for a full-time employee) for School and University committee representation is provided. The monitoring of committee workload occurs at least annually through the performance review and planning process.

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.

A recent survey of academic staff on the Academic Workload Framework showed a perception that committee workload is a gendered issue with more women on teaching and school-based committees.

The more equitable sharing of workload is currently being analysed and addressed through the Academic Workload Committee, chaired by the DVC (Academic). To ensure greater awareness and accountability of line managers in relation to gender and committee workload, this issue will be explicitly addressed in workforce planning discussions and associated documentation.

Steps to drive efficiencies in committee processes have been undertaken 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

Gender equity and social inclusion is a fundamental consideration of all staff and student related policies and forms the guiding principles of our policy development framework. SCU's commitment to respect and fair treatment and to an inclusive, culturally diverse and equitable workplace is also set out under the "Purpose" of SCU's EA.

Widespread consultation is undertaken to support the development and review of policies and procedures which aligns with SCU's [Equity and Diversity Plan](#). Consultative mechanisms include the Joint Consultative Forum, Staff Engagement Survey and other staff and student surveys, Focus Groups, working groups of key stakeholders and the use of consultation workflow processes within the [Policy Library](#).

Policy impact is measured through survey feedback, the use of focus groups, the monitoring of complaints and grievances, and direct feedback to HR Services and Office of Equity and Diversity. Our Joint Consultative Forum (comprising staff and management representatives) meets every two months providing feedback on policies and fairness of practices.

From 2019, the SCU Gender Equity Committee will, through regular reporting, monitor policy for gender equity and the impact of our policies on staff and students. The Committee will also lead improvements in organizational policy to ensure SCU strives for best practice in diversity, inclusivity and gender equity.

SCU SAGE ACTION PLAN

- Review and amend SCU policies to ensure they promote gender equity.

(viii) Workload model

SCU has a university-wide Academic Workload Framework which has been in operation since 2014. The key principles guiding the allocation of workload include fairness, equity, career progression and flexibility, with workloads monitored and planned through the annual review process.

The **EA** explicitly considers the workloads of professional staff, again ensuring that workload allocation is fair, equitable and managed.

An Academic Workload Committee (membership **40%** women) conducts an annual review of the application of the Framework, and within our **EA** escalation steps exist for employees not satisfied with their workload allocation. As part of the annual review the Framework is monitored for gender bias.

Feedback from staff of both genders indicates a lack of satisfaction with the allocations and processes relating to workload. This includes the need for more time to be allocated for unit assessing and teaching preparation, as well as more recognition of time spent on engagement and outreach activities.

The Committee is currently reviewing the framework and academic staff have been recently surveyed to gather more current and detailed feedback. As part of this process, data on teaching activity by gender as well as data on Course Coordination and Unit Assessor roles by gender will be sought and reviewed to ensure gender equity is a strong consideration in the annual workload process.

(ix) Timing of institution meetings and social gatherings

There is currently no formal guideline in place in relation to meetings and social gatherings so the practices within work units varies.

The recent staff survey included suggestions to improve practice in this area e.g. “we need a culture of family friendly and part-time friendly meeting times.”

Information and recommendations for managers will now be developed as part of the suite of flexible work arrangements Guides and resources. This will include recommendations relating to SCU's most senior management committees including the Executive Committee. Progress has already occurred in this space with the weekly Monday morning Vice Chancellor's Executive Group briefing previously scheduled for 8.30am moved to 10 am to allow for working parents to attend more easily.

(x) Visibility of role models

SCU showcases staff and student achievements through internal digital media including SCU's Media website, social media channels as well as the regular all-staff email updates from the Vice Chancellor. The annual Staff and Alumni Awards also publicly acknowledge exceptional performance and achievements of staff and students.

It is long-standing practice at SCU that images used in publications and marketing material are representative of our diverse community. Gender representation is an important consideration when inviting speakers, participants and in publications (table 28). Equity and Diversity holds regular networking events for women which feature internal female role models, for example, female Deans.

However, there is room for improvement at SCU in relation to events, speakers and chairpersons, and actions are underway. The Executive, Campus Services Manager and Events Manager are now incorporating into their planning processes the need to be aware of and where practicable incorporate gender equity into all events. For example, we now consciously plan for balance in our seating arrangements on stage at our graduation ceremonies.

Our Media and Publications team are working to improve the visibility of senior female role models particularly in the STEMM disciplines. These two areas of improvement will be reported to and monitored by the SCU Gender Equity Committee.

TABLE 28: Examples of High Profile Speakers

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

SCU is very active in outreach activities and values highly the mutual benefit such activities have to SCU and the regional communities in which we operate. Staff and students participate in outreach activities such as:

- SCU Enterprise Lab
- Public seminars
- Local school visits and competitions
- SCU Open Days
- Research and advocacy activities
- Community and charity event hosting and sponsorships
- Engagement activities in STEMM targeting female participation, for example, [Women in Engineering](#).

Staff are strongly supported (through public recognition, service allocation and other modes of compensation) to engage in outreach and develop strong relationships with industry, their profession or discipline. Success, achievements and impact in engagement activities are rewarded through academic promotion and the annual awards program.

Central data on staff involvement is currently not recorded, however all Schools are actively involved and dedicated positions in facilitating outreach and engagement exist in most Schools.

(xii) Leadership

The SAGE Action Plan as well as other gender equity initiatives already commenced and noted in this application will continue. Our priority is to fulfil our stated plans and do so successfully, setting up SCU to demonstrate the Athena Swan charter principles in a sustainable way. The sustainable growth and success of SCU in all aspects of gender equity will be led by the Vice Chancellor as Chair of the SCU Gender Equity Committee.

The SAGE Action Plan and measures of success will be integrated into each Executive Member's performance plans and into each Work Unit's operational plan. Reporting will be undertaken regularly on progress and achievements to the SCU Gender Equity Committee.

Future applications for Athena Swan awards will be undertaken as whole-of-institution.



SCU's Vice Chancellor, Professor Adam Shoemaker launching the Ally Network in 2019

6

Supporting Transgender People

Recommended word count	500 words
Actual word count	574

(i) Current policy and practice

SCU proudly supports transgender and gender diverse staff and students and this support is set out in institutional policy and practices for LGBTIQ people and the University's strategic commitment to inclusion and diversity.

SCU'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' 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.

The annual [Diversity Calendar](#) is designed to tackle inappropriate and/or negative attitudes by demonstrating the SCU 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.

SCU 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.

In March 2019 the University launched its [Ally Network](#), a university-wide commitment championed by the Vice Chancellor to the inclusion, success and celebration of our LGBTIQ students and staff. All Allies (16 staff across three campuses) undergo Understanding Gender and Sexuality Diversity combined with Ally training. In addition, SCU's network of LGBTIQ Safe Places across the three campuses aims to create a visible sense of safety, connection and inclusivity for LGBTIQ people.



"Congratulations on what you have achieved with LGBTI inclusion at Southern Cross University. Your work has consistently demonstrated leadership and creativity in effecting positive change for a more inclusive campus life for everyone and LGBTI staff and students in particular. We consider the Equity & Diversity Office and the University more broadly as a key stakeholder for ACON's work in the Northern Rivers and Coffs Harbour regions."

Marie Reilly, Regional Manager, ACON Northern Rivers

(ii) Monitoring

Implementation and support for LGBTIQ visibility and inclusion strategies is monitored via the [Equity and Diversity Plan 2016–2020](#).

SCU engages with LGBTIQ communities and external organisations on LGBTIQ issues, particularly in relation to student and staff experiences. In addition to the role of Allies launched in March 2019, SCU promotes its Equity and Diversity Contact Officers, who are trained in LGBTIQ awareness for contact and discussion on equity or discrimination matters. Referrals to Allies or Equity and Diversity Contact Officers are reviewed by the Equity office (on a confidential basis), which allows the needs of transgender people and other issues to be identified and addressed.

However, it is recognised the practices in providing information and support to LGBTIQ students and staff can vary: for example, there is anecdotal evidence about different responses to requests by transgender and gender diverse students regarding the use of their preferred name and pronoun. SCU is currently reviewing its training and information resources for both students and staff so that better understanding and consistency is achieved.

(iii) Further work

SCU is currently developing a suite of initiatives to strengthen its commitment as a trans- and gender diverse-inclusive environment, by reflecting the needs of transgender and gender diverse people in relevant resources, support mechanisms, policies and procedures. Initiatives completed or underway 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 (completed and launched in 2019).
- providing a third gender (non-binary) option is available on University forms (by end 2019).
- developing a Trans policy for staff and students to confirm the University's commitment as a trans-inclusive organisation (by end 2019).

7

Intersectionality

Recommended word count	500 words
Actual word count	423

(i) Current policy and practice

SCU's Plans, policies, practices and events strongly 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.

The proportion of SCU staff representation in equity groups is shown in table 29 and table 30. This reflects SCU's experience as an inclusive and culturally safe work and study environment where diversity is valued, including engagement with our diverse communities.

Relevant policies demonstrating this commitment 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 Contact Officers are available for staff and students who have concerns about issues of intersectionality. They are trained staff of the University based at each campus who have a genuine commitment to the principles of equity and social justice, and volunteer to take on this role.

TABLE 29: SCU Academic Staff Representation of EEO Groups (2015–2018)

Academic Staff	2015	2016	2017	2018
Women	50.3%	49.8%	49.3%	48.8%
Aboriginal people and Torres Strait Islanders	1.5%	1.8%	1.8%	2.5%
People whose first language was not English	7.4%	8.7%	8.4%	11.9%
People with a disability	6.5%	6.3%	6.6%	7.2%
People with a disability requiring work-related adjustment	0.6%	0.6%	0.6%	1.3%

TABLE 30: SCU Professional Staff Representation of EEO Groups (2015–2018)

Professional Staff	2015	2016	2017	2018
Women	67.9%	67.1%	66.3%	67.2%
Aboriginal people and Torres Strait Islanders	3.2%	3.2%	2.8%	2.9%
People whose first language was not English	3%	2.8%	3.8%	5.1%
People with a disability	3.5%	3.6%	3.3%	3.4%
People with a disability requiring work-related adjustment	0.2%	0.2%	0.2%	0.5%

(ii) Monitoring

Through more focused collaboration between Equity & Diversity, HR Services and the SCU Gender Equity Committee, a better awareness of intersectionality by our staff and students will be targeted for improvement. We will encourage more feedback from people with multiple and intersecting identities so that we can examine how these groups experience gender equity issues in unique ways, better understand the areas of disadvantage and work to support them.

In addition to the current activity and proposed SAGE Actions such as rolling out Respectful Workplace training, 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 agile in addressing the needs and required support for individuals, while recognising short-term stop-gaps should not replace stronger institutional policies and practices.

(iii) Further work

The activities outlined in the SCU SAGE Action Plan, together with existing work being undertaken by SCU (such as the Disability Action Plan), will guide SCU's achievements in this important area. We recognise that more data needs to be captured on our staff and students to enable links to be made between gender, STEMM and other areas of diversity. That information does not currently exist. SCU is currently addressing this gap by proactively encouraging self-reporting of equity information.

8

Indigenous Australians

Recommended word count	500 words
Actual word count	443

(i) Current policy and practice

SCU has a large and engaged Indigenous Elders Council. Our Vice Chancellor has a disciplinary background in Indigenous scholarship, thus there is support at the most senior level. 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 an impetus to positively strengthen organisational culture including gender equity.

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.

Indigenous Australians are currently under-represented 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) (table 31). Addressing the under-representation of Indigenous Australians, including females, in the SCU workforce, within STEMM and within feeder groups to academia (e.g. HDR students/PhD completion), remains an ongoing challenge, and is linked to the provision of a culturally safe and welcoming organisation.

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 external Aboriginal health agencies such as Indigenous Allied Health Australia, 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, male and female, across discipline areas and in types of employment in STEMM.

TABLE 31: 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

The University's RAP and Employment Strategy have embedded actions, timeframes and responsibility for implementation. Progress on these actions are reported to the University's Executive, the Equity and Diversity Committee and the SCU Gender Equity Committee.

(iii) Further work

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 – 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.

9

Further information

Recommended word count **500 words**

Actual word count

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

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

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
LEADERSHIP AND GOVERNANCE							
1.1	17	Establish the Southern Cross University Gender Equity Committee (SCUGEC) chaired by the Vice Chancellor and promulgate its aims and outcomes to staff and students	<p>To ensure the successful implementation of SCU's SAGE Action Plan the SAT team will be reformed and formally re-launched as the SCU Gender Equity Committee.</p> <p>This committee will have direct accountability for the implementation plan across the University.</p> <p>The Committee will also lead improvements in organisational policy to ensure SCU strives for best practice in diversity, inclusivity and gender equity</p>	Vice Chancellor	SCU Council	<p>Committee established in 2019</p> <p>Meetings held three times yearly</p>	<p>Aims and outcomes are communicated to staff and students after each meeting</p> <p>SCU's performance and success in gender equity and female participation in STEMM demonstrably improves</p>
1.2	17	Report on the implementation of the SAGE Action Plan to Council, Vice Chancellor's Executive, Academic Board, School Boards, and staff	<p>Institutional commitment to Athena Swan will be made visible by regular reporting of this committee and the</p> <p>University's SAGE and gender equity achievements to Council, Executive Group Academic Board, School Boards and at all Staff meetings</p>	Vice Chancellor, DVC (R) and Director, HR	SCUGEC	<p>Reporting to commence 2019 and three times each year thereafter</p>	<p>Reporting cycle of three reports per year is implemented</p> <p>Feedback and future recommendations provided to Executive Group and SCUGEC</p>
1.3	49	Introduce a Social Inclusion Leadership Award as part of SCU's annual Staff and Alumni Awards	<p>Promote, acknowledge and reward good practice in gender equity and inclusivity within the SCU community to drive a positive organizational culture</p>	Vice Chancellor	SCUGEC	<p>New Award established and awarded in 2019</p> <p>Annually thereafter 2021-2022</p>	<p>Award is established and promoted</p> <p>Number and quality of applications increases by 10% per year</p>

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
LEADERSHIP AND GOVERNANCE							
1.4	53	Review and amend SCU policies to ensure they promote gender equity	Gender equity and social inclusion is a fundamental consideration of all staff and student related policies, and currently forms the guiding principles of our policy development framework. It is important to review all policies to ensure gender equity is promoted	Head, Governance Services Director, HR	Executive Group	2020 Annually thereafter	Policies reviewed and amended as required
1.5	56	Work units to collect and report on staff involvement in outreach and engagement activities, including diversity data	Central data on staff involvement in outreach and engagement activities is not currently centrally recorded, although it is recognised most schools are participating in these activities and in some cases there dedicated positions exist to undertake this work	Vice President	Executive Group	Reporting to commence in 2020 Annually thereafter	Data collected and reported
1.6	56	Implementation of the SAGE Athena Swan action plan and measures of success included in each Executive Member's performance plan	Whole of institutional ownership of the SAGE Athena Swan program is essential to its success. To ensure this occurs, the action plan needs to be integrated into all aspects of the University's work, from Executive KPIs to work unit operational plans	Vice Chancellor	SCU Council	2020 - ongoing	Executive KPIs include implementation of action plan and measures of success
1.7	56	SAGE action plan measures of success included in operational plans for every work unit		Vice Chancellor Heads of Work Units	Executive group	2020 - ongoing	Action plans measures of success included in all work unit operational plans

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
LEADERSHIP AND GOVERNANCE							
1.8	17	Develop a detailed communication strategy to ensure awareness of this action plan and its implementation across the whole of SCU	A detailed communication strategy is required to ensure awareness of the Action Plan and its implementation progress across the institution. The communication strategy will include new marketing tools, webpage infrastructure and tailored engagement activities to support the Action Plan and drive an attitudinal shift, ensuring gender equity underpins policy, practice, decision-making, events and organisational processes.	SCUGEC	Vice Chancellor	2020 2020 and ongoing	Strategy developed Strategy implemented
RECRUITMENT, CAREER PROGRESSION AND PROMOTION							
2.1	22	Set targets to convert existing casual and fixed term female STEM staff to continuing employment to achieve an overall increase of 20% in continuing female STEM staff numbers	<p>Across all STEM areas, females held 49% of academic and 56% of professional continuing and fixed term appointments. Excluding the School of Health data revealed that women represented around 25% of all academics in STEM areas, with the highest representation at Level A</p> <p>Consistent feedback in staff surveys revealed that women at SCU experienced career insecurity caused by short term contracts, lack of clear and transparent pathways, and lack of support for career planning</p>	DVC (Academic)	SCUGEC HR Services	2019 – Each academic work unit to set targets for conversion 2020 to 2022 – implement and report to SCUGEC on achievement of targets	The number of STEM women in continuing positions increases by 20% (i.e. from 27% to 32%)

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
RECRUITMENT, CAREER PROGRESSION AND PROMOTION							
2.2	27	Review and improve the career development opportunities and promotional pathways for female staff with Teaching Scholar profiles	<p>Within STEMM there has been an under- representation of women holding T&R positions and a higher proportion holding TO positions</p> <p>While some academic staff may choose a teaching scholar profile for professional or personal reasons, or both, SCU needs to further interrogate this data to better understand the drivers of the proportion of women in such roles</p> <p>Supporting transition from teaching only to integrated teaching and research roles will enhance career progression for women in STEMM and other disciplines</p>	DVC (Academic) Deans Director, HR	SCUGEC DVC(A) HR Services	<p>2019 – Consultation with Deans and Teaching & Learning staff</p> <p>2020 – Plans agreed and implemented in each School</p> <p>2021 to 2022 – Plans reviewed and adjusted each year</p> <p>2020 and ongoing</p>	<p>The number of female staff with Teaching Scholar profiles successful in Promotion increases from 80% to 100%</p> <p>The retention rate of female staff with Teaching Scholar profiles improves (i.e. the departure rate is reduced from 8% to ≤5%)</p>
2.3	32	Set targets for the recruitment of STEMM women at each level to achieve an overall increase of 20% in continuing female STEMM staff numbers (targets to include numbers of applicants, shortlisted applicants and those appointed) building on current STEMM numbers	Across all STEMM areas, females held 49% of academic and 56% of professional continuing and fixed term appointments. Excluding the School of Health data reveals that women represented around 25% of all academics in STEMM areas, with the highest representation at Level A	DVC (Academic) Deans (STEMM) Director, HR	SCUGEC DVC(A) HR Services	<p>2019 – Each academic work unit to set targets for conversion</p> <p>2020 to 2022 – Implement and report to SCUGEC on achievement of targets</p>	The number of STEMM women in continuing positions increases by 20% (i.e. from 27% to 32%)

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
RECRUITMENT, CAREER PROGRESSION AND PROMOTION							
2.4	32, 37	Deliver specialised training to Hiring Managers for STEMM vacancies	<p>For STEMM vacancies, only 39% of applications were from women and the number of applications from women decreased for vacancies at Level C, D and E</p> <p>Improving our hiring practices through specialised training will increase SCU's ability to attract female applicants and improve the processes and outcomes in merit-based selection</p>	Director, HR	SCUGEC	<p>2019 – Training program designed and developed</p> <p>2020 – Commence roll out of training and deliver regularly throughout each year</p>	<p>100% gender neutral advertisements</p> <p>Applications for STEMM positions from female applicants will increase from 39% to 50%)</p> <p>A 20% increase in females applicants shortlisted for STEMM positions (i.e. from 22% to 26%)</p>
2.5	29	Complete and report on the outcome of the Gender Pay Audit including making recommendations for changes in remuneration practices	SCU's current gender pay gap is 5.9%. An audit of our remuneration practices will ensure we continue to reduce this gap and achieve gender equity in workforce remuneration	Director, HR	Executive Group SCUGEC	<p>2019 – Audit report submitted</p> <p>2020 – Implement recommendations and monitor progress in annual WGEA reports</p>	<p>A 50% reduction in SCU's gender pay gap as measured annually by WGEA (from 5.9% to 3%)</p> <p>Annual audit of pay gap confirms new remuneration practices are effective</p>
2.6	32	Develop and implement a STEMM women on-boarding package	Feedback from staff on their induction at SCU indicated a lack of consistency in the 'thoroughness' of induction particularly for new academic staff	Director, HR	Executive Group SCUGEC	<p>2019 – Package developed and implemented</p> <p>Work Unit Managers trained</p> <p>2020 – 2022 – feedback from STEMM women recorded and reported to Work Unit Managers and SCUGEC</p>	<p>New STEMM women employees experience a more effective induction and orientation</p> <p>Retention of STEMM women employees increases by 20% (i.e. leavers reduce from 43% to 34%)</p>

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
RECRUITMENT, CAREER PROGRESSION AND PROMOTION							
2.7	27	Implement an improved Exit Survey process	<p>More women than men exited the SCU STEMM workforce between 2014 and 2016</p> <p>No data are currently captured that might assist SCU understand the reasons why women do not return after a period of parental leave.</p> <p>There is low take-up of exit interviews and so little data is collected on the reasons women leave the SCU workforce</p>	Director, HR	SCUGEC	<p>2019 – Develop and trial survey</p> <p>2020 – Roll out University-wide</p> <p>2020 to 2022 – Report to SCUGEC on data and associated recommendations</p>	<p>Meaningful information is obtained recorded and analysed on the reasons for staff leaving</p> <p>New and/or improved employment practices are implemented as a result</p>
2.8	42	Develop a program to facilitate career progression for part-time staff	Survey feedback included calls for targeted programs to better enable career progression for part-time staff	Director, HR	Executive Group SCUGEC	2020 2020 and ongoing	<p>Program developed</p> <p>Program implemented</p>
2.9	20	Set targets to enable greater staff diversity within Schools with a focus on STEM	Survey feedback indicated that staff were seeking greater staff diversity in Schools, including those with already strong ratios of female staff	Deans	DVC(A) SCUGEC	2020 and ongoing	Targets set and strategy developed to address greater staff diversity
2.10	42	Develop formal succession plans that identify female academic staff with leadership potential and support the progression of these staff members	Over the past five years, SCU has focused on the leadership development of senior female staff. This has been done to improve our succession plans and gender representation in senior roles.	Deans	DVC(A) SCUGEC	2020 and ongoing	A 10% increase in female senior staff

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
RECRUITMENT, CAREER PROGRESSION AND PROMOTION							
2.11	34	Identify potential applicants for promotion and encourage them to apply for promotion	Data reveal that fewer women who were eligible for promotion than men applied; a consistent trend in all areas, including STEMM, suggesting that women waited longer than men to apply for promotion. Deans can play an important role in identifying and supporting potential applicants	Deans	DVC(A)	2020 and ongoing	Potential applicants identified 20% increase in female STEMM applications for promotion (i.e. from 43% to 52%)
2.12	35	Amend line manager role statements to specifically include female career development and progression as key responsibilities	Feedback from the Staff Survey showed that 27% of staff experienced challenges or barriers in their career associated with their supervisor. Greater accountability of line-managers in their support and encouragement of women to apply for promotion when ready is required to redress this	Director, HR	Vice Chancellor	2020 – existing role statements 2020 and ongoing – new role statements	Role statements amended
2.13	53	Set a target for a 50% gender balance for Executive positions	SCU's Executive has 25% female representation	Vice Chancellor	SCU Council	2022 and ongoing	50% representation of women on the SCU executive
3.1	42	Implement a mentoring program aimed at supporting women in STEMM advance their careers	Survey feedback showed that staff perceive more needs to be done by SCU to provide structured support for junior academics 54% of Level A and B staff disagreed that SCU values mentoring	Director, HR	Executive Group SCUGEC	2019 – Program developed and launched 2020 – 2022 – take up and success monitored through career progression data and feedback from mentees and mentors	The career progression and promotion of women in STEMM improves by 20% (i.e. from 62% to 74%) - data monitored and reported annually Feedback from staff in biennial all staff survey shows a 50% improvement in satisfaction against the measure – support for career progression (from 28% to 42%)

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
RECRUITMENT, CAREER PROGRESSION AND PROMOTION							
3.2	35	Review Academic Promotions policy and procedures to ensure the removal of perceived barriers to the participation of women in the promotion process	Data reveal that fewer women who were eligible for promotion than men applied; a consistent trend in all areas, including STEMM, suggesting that women waited longer than men to apply for promotion	Director, HR	Executive Group SCUGEC	2019 – Review undertaken and changes made 2020 – 2022 – Annual review of policy and procedures undertaken based on data and staff feedback	A 20% increase in promotion applications from women (from 43 to 52%) 50% increase in Positive feedback received from female staff on their participation in the promotion process
3.3	27	Implement regular staff surveys and improve the annual PRP guide to capture qualitative data on academic profile preferences and links to career progression	Within STEMM there is an under-representation of women holding T&R positions and a higher proportion holding TO positions Staff survey feedback showed that career interruptions and lack of metrics to support teaching excellence are impediments to women progressing to integrated teaching and research roles and being promoted	Director, HR	Executive Group SCUGEC	2019 – Develop and trial survey 2020 – Roll out to all relevant work units 2020 to 2022 –PRP guide reviewed and amended in response to survey feedback Report to SCUGEC on data and associated recommendations	Feedback is used to review and amend the annual PRP process Data on academic profiles and career progression is captured, analysed and used to inform new career progression programs for academic staff
3.4	35	Report annually to the Executive committee and SCUGEC on the participation and success of female promotion applicants	27% of staff experienced challenges or barriers in their career associated with their supervisor Actions to increase the accountability of line managers in supporting the career progression of staff, particularly female staff will address these challenges The reporting of promotion gender metrics will track and measure the success of these initiatives	Director, HR	VC, DVC (A) and DVC (R) SCUGEC	Reporting to commence 2019 and three times each year thereafter	Data is used to inform future recommendations to improve female staff participation in the promotion process

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
RECRUITMENT, CAREER PROGRESSION AND PROMOTION							
3.5	42	Establish a funding framework to assist women in STEMM re-establish their academic careers following extended leave or other career breaks – Research Re-establishment Fund and Equity Fellowships	Feedback in staff surveys revealed that high numbers of staff (62%) felt that career interruptions, especially child care, (56%) had adversely affected their career progress	DVC (Research)	SCUGEC	2019 – Funding framework established and communicated to staff 2020 –ongoing – funds open for access recommendations and monitor progress in annual WGEA reports	Funds are accessed by women in STEMM and linked to academic outcomes A 20% increase in the number of women in STEMM promoted (i.e. from 62% to 74% successful) Greater than 60% of Feedback from staff is positive and is used to inform future improvements to the framework
3.6	40	Review and improve the existing training programs in Performance Review and Planning to ensure it directly supports career progression for female staff	Staff survey feedback (64% female) highlighted a common perception that there was a need for improved use of the PRP process for engagement with staff aspirations and career planning Staff feedback on the PRP showed that the process needs to provide clearer guidelines for performance improvement	Director, HR	Executive Group SCUGEC	2019 – Review undertaken and changes made to training program 2020 – 2022 – Implement new training and monitor feedback from staff evaluations	50% increase in positive feedback received from staff on the value of the new PRP training program 50% increase in positive feedback received from female staff on their participation in and perceived value from the annual PRP process
3.7	48	Continue to make available funding for childcare to support the completion of funding grant applications	The Office of Research offers academic staff with caring responsibilities funding for childcare each year to support the completion and submission of funding grant applications. The take-up of this support since its introduction in 2017 has been steady at, on average, four each year, with the majority of applications from female staff	DVC(R)	SCUGEC	2019 and ongoing	Funding provided

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
FLEXIBLE WORK PRACTICES							
4.1	37	Develop and deliver training to managers on Gender Equity in the Workplace including – flexible work, parental leave and carer’s leave and managing career breaks	<p>Staff survey feedback revealed that of female academic staff who took parental leave only 50% felt supported on their return to work, while 50% reported feeling unsupported.</p> <p>Of the male academic staff who took parental leave 67% felt supported, while 33% reported that they felt neither supported nor unsupported.</p> <p>Adequate planning and preparation for extended leave is important for both employee and manager as it impacts on the rate of return of female staff</p>	Director, HR All Work Unit Managers	SCUGEC	<p>2019 / 2020 – new training program developed and rolled out</p> <p>2020 and ongoing – feedback on training recorded and monitored and reported to SCUGEC</p>	<p>Training program delivered with 70% positive participant feedback</p> <p>Staff feedback in biennial survey shows a 20% increase in satisfaction against these measures</p> <p>Rate of return of female staff following extended leave increases by from 88 to 100%</p>
4.2	43	Develop and implement a range of Guides, Checklists, briefings and Case Studies for staff and managers on planning, preparing and supporting staff before, during and following parental leave and flexible work arrangements	While SCU has a range of flexible work practices that support return to work following parental leave, there is a low awareness of relevant policies and programs that are available to support parents and carers and that supervisors could be more supportive of requests for flexible work arrangements, and to ensure that all requests for flexible work arrangements are managed in a fair and consistent manner	Director, HR	SCUGEC	<p>2019 / 2020 – new resources developed and communicated</p> <p>2020 and ongoing – feedback on resources recorded, monitored and reported to SCUGEC</p>	<p>Resources developed and rolled out to staff with 70% positive feedback</p> <p>Staff feedback in biennial survey shows a 30% increase in satisfaction against these measures</p> <p>Rate of return of female staff following extended leave increases from 88% to 100%</p>

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
DIVERSITY AND INCLUSIVITY							
5.1	37	All senior managers to undertake Unconscious Bias training	<p>A commitment to social justice, inclusivity and equity inform SCU's strategic and operational plans, policies, programs and practices</p> <p>Despite taking proactive measures to promote an inclusive workplace, 'gender bias' in the masculine culture of the STEMM disciplines may influence across recruitment, promotion, funding and access to infrastructure</p> <p>Unconscious Bias training is currently being undertaken by senior managers across SCU to raise awareness of the impact implicit biases have on decision making and strategies to mitigate these biases</p>	Vice Chancellor Director, HR	Executive Group SCUGEC	<p>2019 – roll out to all senior managers</p> <p>2020 – deliver to all staff</p> <p>2021 – continue rollout to all staff</p> <p>2020 and ongoing – new managers on commencement</p>	<p>100% of Senior Managers complete training</p> <p>50% of staff complete training</p> <p>80% staff complete training</p> <p>All new managers complete training</p>
5.2	37	All staff to undertake Respectful Workplace training	<p>Respectful Workplace training supports staff to understand, identify and adopt supportive and inclusive workplace behaviour and practices and raise awareness of bullying, harassment and discrimination</p> <p>The training supports SCU's aim to improving organisational culture in equity, diversity and inclusion</p>	Director, HR	Executive Group SCUGEC	2019 to 2020 – roll out to all staff including new staff on commencement	<p>80% of Staff complete training</p> <p>Increases seen, over time, in SCU's workforce diversity profile</p> <p>A 30% increase in staff satisfaction in the biennial survey in response to this measure</p>

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
DIVERSITY AND INCLUSIVITY							
5.3	51	Review and make changes to all SCU committees to achieve 50% gender balance	<p>SCU's Executive committee has 25% female representation, well below our target of 50%</p> <p>SCU's Council has 40% female representation</p> <p>The capital expenditure committee has an 11% female representation.</p> <p>Other committees have a more balanced gender profile but are not at the same level of seniority or influence</p>	Vice Chancellor, DVC (Research) and DVC (Academic)	Executive Group SCUGEC	2019 to 2022 – as membership vacancies arise	By 2022 all SCU committees have 50% gender balance
5.4	48	Develop and communicate information for staff and students on childcare available for all campuses	A private childcare provider is located at the Lismore campus and preference for places is given to the children of SCU staff and students. On campus childcare facilities are yet to be provided at the Gold Coast and Coffs Harbour campuses. It is important that recommended service providers in these two locations are communicated to staff through induction, the Staff Intranet and on-campus notices and communications	Director, HR	Executive Group SCUGEC	2019/2020 Ongoing – update information as needed and continue to communicate to staff and students	Information communicated through the website, regular emails, and inclusion and induction resources
5.5	27, 48	Undertake regular surveys about staff and student expectations, needs and challenges around childcare, and its impact on work and study	Understanding staff and student expectations is important to understanding and staying abreast of emerging challenges, needs and the effectiveness of current measures so that action can be taken to better support staff and students	Director, HR	Executive Group SCUGEC	2020 and annually thereafter	<p>Survey undertaken and results reported</p> <p>Implement new or improved childcare arrangements, as required</p>

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
DIVERSITY AND INCLUSIVITY							
5.6	54	Develop guidelines to encourage the implementation of more friendly and part-time worker meeting and staff social gathering times	Recent staff survey indicated a need to improve practice in relation to family and part-time friendly meeting times and for social gatherings. There are currently no formal guidelines in place and practices within work unit varies	Director, HR	Executive Group SCUGEC	2020 new guidelines released and implemented by all work units	Guidelines developed and implemented
5.7	54	Review workload allocation framework and ensure gender equity is included with criteria used to assess annual workloads and is responsive to feedback from staff surveyed regarding the framework	<p>Recent staff survey revealed dissatisfaction with the academic workload allocation framework, including the need to allocate more time for unit assessing and teaching, as well as better recognition of outreach and engagement activities</p> <p>The survey also showed a perception that committee workload is a gendered issue with more women on teaching and school-based committees.</p> <p>The more equitable sharing of workload is currently being analysed and addressed through the Academic Workload Committee, chaired by the DVC (Academic)</p>	Academic Workload Committee Director HR	Executive Group SCUGEC	<p>2020 new framework implemented by all relevant/academic work units</p> <p>Seek feedback on revised workload framework and review as required – ongoing</p>	<p>New framework completed and implemented</p> <p>Staff feedback indicates 30% increase in satisfaction with workload allocation framework</p>
5.8	54	Collect and report data on teaching activity, Course Coordinator and Unit Assessor roles by gender	The review of the academic workload allocation framework includes seeking data on teaching activity, Course Coordinator and Unit Assessor roles by gender, to ensure gender equity is a strong consideration in the annual workload allocation process	Director, HR	Executive Group SCUGEC	2019 2019 – 2020	<p>Data collected and reported</p> <p>Data used to inform review of academic workload framework</p>

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
DIVERSITY AND INCLUSIVITY							
5.9	54	Set targets to increase gender equity in relation to events, speakers and chair persons	Gender representation needs to be an important consideration when inviting speakers, participants at events and as chair persons for committees etc.	Vice Chancellor	SCU Council SCUGEC	By 2020 By 2022 By 2022	50% of participants invited to SCU events will be female 50% of speakers at SCU ceremonies will be female 50% gender balance of chair persons
5.10	54	Promote the work of senior female role models, with priority given to STEM disciplines, through the media and stories promoting their research impact	Better representation of senior female role models is needed in publications and promotional materials, to reflect SCU's commitment to gender representation and to encourage other female students and staff and potential students and staff	Vice President (Engagement)	SCUGEC	2019-2022 – as opportunities arise	25% increase in media releases and research impact stories featuring the work of senior female role models on the SCU website and promotional material
5.11	59, 62	Set targets to increase staff participation in UGSD and respectful workplace training	Continuing to build knowledge regarding gender and sexual diversity are important factors in achieving gender and trans equity and promoting cultural change	Director, HR	SCUGEC	2020-2022 2022 ongoing	50% of staff participated in UGSD and respectful workplace training All staff participated in UGSD and respectful workplace training
5.12	59	Support continued operation of the Ally network	The Ally network was established and launched in 2019 to promote cultural change and challenge homophobia	DVC (Students)	Executive Group SCUGEC	2019 and ongoing	Resources allocated for the effective operation of the Ally network

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
DIVERSITY AND INCLUSIVITY							
5.13	59	Non-binary gender option included on all SCU forms	As part of a suite of initiatives to strengthen SCU's commitment to providing a trans and gender diverse-inclusive environment all forms requiring gender to be identified will include a non-binary gender option	Director, HR	Executive Group SCUGEC	2019 2020 and ongoing	All existing forms updated All new forms include a non-binary gender option
5.14	59	Develop a Trans policy for staff and students	A Trans policy is a part of the suite of initiatives to strengthen SCU's commitment to being a trans-inclusive environment, and will confirm the SCU's commitment as a trans-inclusive organisation	Director, HR	Executive Group SCUGEC	2019	Policy developed and implemented
5.15	62	Undertake regular staff and student surveys to measure awareness of intersectionality	Understanding the level of awareness will assist in understanding the level of awareness of intersectionality amongst staff and students and to tailor the type of response needed to address awareness and appropriate behaviour	Director, HR	Executive Group SCUGEC	2020 and annually thereafter	Staff and student survey completed
5.16	62	Undertake targeted qualitative surveys to determine how to better support people with multiple and intersecting identities	Encouraging feedback from people with multiple and intersecting identities will enable SCU to better determine how these groups experience gender equity issues in unique ways and the areas of disadvantage. This will enable SCU to more effectively support these groups.	Director, HR	Executive Group SCUGEC	2020	Targeted feedback obtained from people with multiple and intersecting identities

No.	Page ref.	Action	Rationale	Responsibility	Progress monitored by	Timeframe	Success measure
DIVERSITY AND INCLUSIVITY							
5.17	62	Report on monitoring of Equity and Diversity contact officers reporting and broader complaints process regarding people with multiple and intersecting identities	Monitoring reporting by Equity and Diversity Contact officers and broader SCU complaints processes will enable SCU to ensure individuals with intersecting identities are not subject to unfair treatment	Director, HR	Executive Group SCUGEC	2019 and 6 monthly thereafter	Report on Equity and Diversity Contact Officers reporting and broader SCU complaints processes regarding people with multiple and intersecting identities completed
5.18	62	Encourage and enable staff and students to self-report diversity data	More data about staff and student gender and other diversity needs to be captured to enable links to be made between gender STEMM and other areas of diversity, and for SCU to more effectively support women and gender diverse people. Existing SCU systems, such as Aurion could be better used to collect gender and diversity data.	Vice Chancellor Director, HR	Executive Group SCUGEC	2019 2020 and ongoing 2020 and ongoing	All opportunities for the capture of gender and other diversity data identified Forms and systems modified Benefits of self-reporting gender and other diversity data to staff and students communicated regularly