2016-2018

The Dornwell Framework

A strategy to improve gender equality for staff

Contents

Introduction

> "Gender equity ensures a university flourishes. We know for instance, that once women occupy their fair share of senior staff positions, a university achieves a better record of productivity, creativity and staff well-being.
>
> But Adelaide has a long way to go to match the gender balance of its peers. For a university that was an international pioneer in accepting women as students, we cannot be satisfied while we lag the sector in accepting women as staff."
>
> Professor Warren Bebbington,
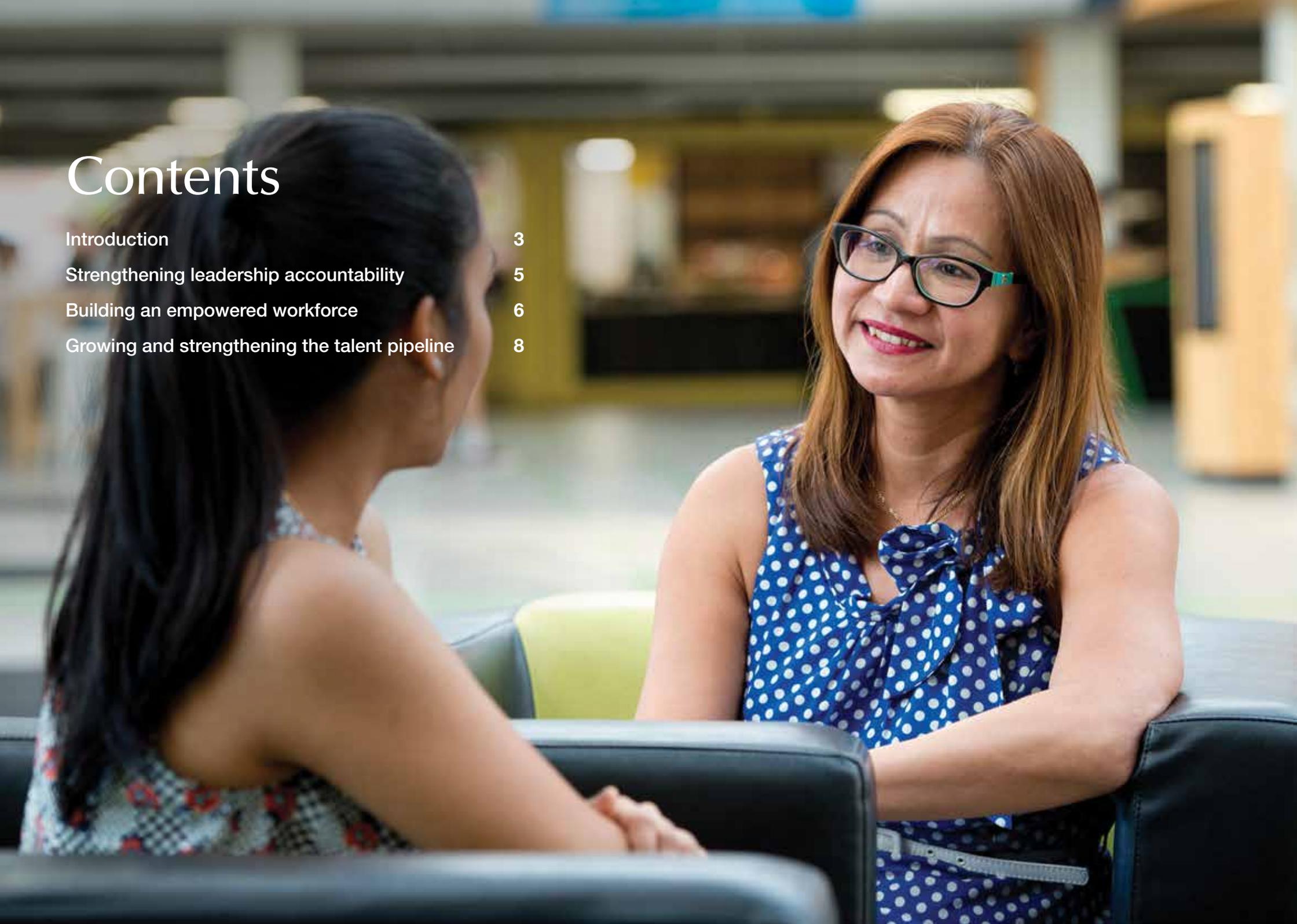> Vice-Chancellor and President

In 1885, Edith Dornwell graduated from the University of Adelaide with a Bachelor of Science, the first woman to graduate from any program at the University and the first woman in Australia to graduate with a science degree.

In 2015, the University of Adelaide launched the Dornwell Framework, the University's first gender equity strategy for staff. That strategy has now been updated to align with the Beacon of Enlightenment Operational Plan 2016-2018.

The Dornwell Framework 2016-2018 is organised around three areas of focus as follows:

> strengthening leadership capability and accountability

> building an empowered workforce

> growing and strengthening the talent pipeline

Why have a gender equality strategy?

Each year approximately 51% of the University's graduates are women. However, only 23.7% of its professorial staff are women and in some schools there are not and have never been any women at the professorial level.

Like many organisations, the University of Adelaide recognises that there exist structural and cultural impediments to women staff being represented in equal numbers to men. This is particularly the case for academic staff in Science, Technology, Engineering, Mathematics and Medicine (STEMM) disciplines.

The Beacon of Enlightenment Operational Plan 2016-2018 sets as a goal that 30% of senior staff roles (Level D+ and HEO10+) will be held by women by 2018. In 2016, this is at 28% up from 23%, in 2011.

What would success look like?

If the University of Adelaide were to achieve gender equity for our staff, we would expect to have:

> Women in academic roles in every faculty in percentages similar to that of our current cohort graduate ratios from the same faculty.

> Promotion intervals that take into account relative opportunity for women who have taken career breaks for caring responsibilities.

> Flexible work options genuinely available in every school/branch including men taking up flexible roles, and flexible work openly discussed as something to be celebrated.

> Leaders who are aware of and understand how their unconscious bias might be impacting their decisions, and manage their behaviour in view of their knowledge.

> Staff describing the university culture as positive and enabling for all.

> Reaching and exceeding the Beacon of Enlightenment Operational Plan target of 30% of women in senior roles.

> Showing improvement from one survey period to the next in the biennial Voice Survey.

What is the University already doing to build awareness of gender inequity as an issue?

With the advent of the inaugural Dornwell Framework in 2015, the University of Adelaide committed afresh to building an awareness of gender inequities within the University and to pro-actively addressing cultural and structural impediments to equity. The University's leaders participate in a range of forums to enable these initiatives as follows:

SA Chiefs for Gender Equity

The Vice-Chancellor was appointed to the SA Chiefs for Gender Equity, signalling his personal commitment to gender equity and a willingness to both learn from, and to benchmark against other South Australian industry leaders.

Male Champions of Change (MCC)

The Vice-Chancellor has established an MCC group within the University to support gender equity initiatives for women. The men involved are committed to challenging their own biases, those around them and positive role-modelling.

Gender Equity and Diversity committee

The Gender Equity and Diversity (GED) committee is a standing subcommittee of the Vice-Chancellor's Executive (VCE). One member of VCE is a member of the GED committee, responsible for reporting back to and liaising with VCE. Each faculty has a nominated Associate Dean who sits on the committee and is committed to ensuring the objectives and commitments are clearly communicated and delivered within their own faculties.

Senior Gender Equity Advisor

The University has employed a Senior Gender Equity Advisor to educate, provide advice and focus activities to improve gender equity. This new and dedicated resource analyses the University's workforce data to inform strategies for improvement, offers training and supports gender equity initiatives focussed on workplace culture, employment and academic promotion processes. This initial two year position has been established with the intent to build internal capability and to incorporate gender equity practices into business processes.

1. Strengthening leadership accountability

Effective leadership underpins cultural change. The University will educate, support, and guide our leaders to take personal responsibility for gender equity, to display appropriate workplace behaviour, and to lead and shape organisational culture by their example.

Our commitment

1.1. Setting expectations

> Include a gender equity KPI in PDR work objectives (KPIs) for all Senior Leaders.

> Review induction for leaders to ensure it adequately address matters of gender equity, discrimination, harassment and complaint management in line with the 'reasonable steps' outlined in both the SA Equal Opportunity Act (1984) and Sex Discrimination Act (1984).

> Mandate participation of leaders in relevant training.

1.2. Training and development

> Offer unconscious bias awareness sessions to managers.

> Offer as a standard part of our leaders Masterclass series, a Flexible Work Arrangements masterclass, building on the pilot in 2015 to educate leaders about encouraging and enabling flexible work.

> Design and deliver a recruitment masterclass to educate leaders about best practice approaches to advertising, shortlisting and interviewing to effect gender equal outcomes.

> Keep leaders abreast of current research and best practice in terms of gender equity initiatives.

1.3. Measuring the University's performance

> Schedule gender equity as a topic for discussion and reporting as part of the University's annual management planning retreat.

> Develop a standard suite of gender outcomes reports to enable leaders to track progress over time. These will include:
> - gender outcomes by classification and work area over time
> - academic promotion intervals by gender by work area
> - uptake of flexible work options by work area and gender over time
> - uptake of masterclasses and relevant training
> - compare academic staff numbers by gender to graduate outcomes by gender
> - separations by gender, work area and level
> - number of women returning from maternity leave
> - pay equity by classification and work area over time
> - seek external accreditation at an appropriate time, eg, SAGE Athena Swan.

2. Building an empowered workforce

The University of Adelaide's success is built on the talent and performance of its staff. The University will continue to involve our staff in determining issues that affect them, and we will support them, enabling flexible ways of working for both women and men. We expect our staff to adhere to the University's code of conduct and to participate actively in building a culture of inclusion.

Our commitment

2.1. Setting expectations

> Undertake a review of induction for staff to ensure it adequately addresses matters of equal opportunity and gender equity, including complaint management, and is refreshed at appropriate intervals.

2.2. Engaging our staff

> Ensure the biennial staff engagement survey includes questions with respect to leadership, managing conduct, enabling reporting of issues, and enabling flexibility in order to track and improve the University's culture over time.

> Develop a communication and marketing strategy to tie together existing efforts and to promote activities/opportunities for women. Generate a calendar which takes into account significant days to promote particular messages related to gender equity.

2.3. Support for staff

> Hold 'new parent network forums' twice per year for women and men with an interest in issues impacting on pregnant or breastfeeding women, childcare, returning to work, flexible work options etc.

> Develop a parental leave information pack, including return to work provisions, child care etc. (This is also required by SAGE Athena Swan)

> Review availability and standard of parenting rooms across all campuses and off campus locations and embed parenting rooms in all new buildings and refurbishments.

> Develop working from home guidelines to enable this form of flexible work as appropriate.

> Ensure information about flexible work options is easily available to staff.

> Develop a network of Fair Treatment Officers, in addition to a framework and reporting mechanism to enable staff to have informal and confidential discussions about inappropriate behaviour and the complaints process within the University. The network will also enable the University to better understand the culture and areas in need of supports and/or training and development.

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3. Growing and strengthening the talent pipeline

The University of Adelaide's success depends on attracting the right people. The University will actively source and encourage women candidates into our recruitment processes, develop our existing staff, and encourage and enable applications for academic promotion.

Our commitment

3.1. Recruitment

> Develop information for hiring managers to encourage and enable positions to be advertised as flexible.

> Develop information for search committees, to encourage and enable their active search for suitably qualified women candidates and to enable gender-equal shortlisting, particularly in areas where there is a disparity.

> Implement women-only recruitment in some areas of the University as a special measure to apply under the SA Equal Opportunity Act (1984).

3.2. Development and promotion

> Offer the Adelaide Women Leadership Development Program for hi-potential women leaders aspiring to senior leadership roles in order to grow the University's internal pipeline.

> Extend special consideration provisions as part of academic promotion beyond that required by the Enterprise Agreement.

> Actively identify women for academic promotion, and offer coaching, including support around the application of special measures, and preparing and reviewing applications.

> Require and recognise senior academic staff to mentor women as part of their research teams, especially in applying for research grants.

> Provide support for staff attending conferences (Dependant Travel Awards) who also have caring responsibilities to defray the travel costs of a dependant relative or carer, or to employ a carer at the conference location.

> Facilitate the awarding of the Barbara Kidman Fellowships to support female academics to enhance and promote their career.

> Offer awards to recognise, celebrate and promote academic women's excellence at the University of Adelaide.

> Ensure information about special measures and support for career development for women is easily available to staff.

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