Athena SWAN Institution Application

Bronze Award

Name of institution	University of Adelaide
Date of application	31 July 2019
Award Level	Bronze
Date joined Athena SWAN	7 July 2017
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> **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

Please refer to the SAGE Athena SWAN Charter Bronze Institutional Award Handbook when completing this application form.

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. Please state how many words you have used in each section. Please refer to page 11 of the handbook for inclusions and exclusions regarding word limit.

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

Word limit	11,000
Recommended word count	
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

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Glossary and Explanatory Notes

AUCS

CEDA

CPT

DVC

DVC(A)

DVC(R)

Early Career

ECMS

FTCO

FTE

FWA

GEC

GEDI

HDR

HMS

HoS

HR

IDAHOBIT

Late Career

LGBTIQ

Mid-Career

NAIDOC

Non-substantive roles

PDR

RAP

SAT

STEMM

Substantive roles

VC

VCE

WGEA

Academic Levels

Level A

Level B

Level C

Level D

Level E

1. LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR/DIRECTOR
Recommended word count: **500 words**
Actual word count: Click here to enter text.

- **Demonstrate support, commitment and investment not only from the institution but an individual commitment to gender equity and diversity from the VC**
- **Outline why the institution values the Athena SWAN Charter principles, how these principles are communicated to staff, and how the action plan will contribute to the overall institutional strategy and mission.**
- **Describe specific examples of activities/initiatives undertaken by the institution to promote gender equity in STEMM, highlight challenges or describe any activities that have made a significant contribution to the achievement of the institution's mission. Do not focus on the institution's history and achievements.**
- **Include a statement that the information presented in the application is an honest, accurate and true representation of the institution.**

For example: Does the VC demonstrate a personal commitment to involvement in and engagement with the Athena SWAN process? Does the VC outline data, analysis and/or actions that clearly link to those discussed throughout the application? Has the VC provided an honest reflection, acknowledgment and analysis of challenges and/or issues impacting the achievement of GED? How are GED considerations embedded within the culture and vision of the institution? How will the actions to drive transformative change be supported and resourced in the future?

2. DESCRIPTION OF THE INSTITUTION
   Recommended word count: 500 words
   Actual word count: 771 (includes 127 words in Figure 1 and 18 in Figure 2)

Describe the institution so that panellists can readily understand this without specific prior knowledge –high-level description. Outline the reporting structure and anything that may be particularly different from sector norms.

Please provide a brief description of the institution, including any relevant contextual information. This should include:

   i.   information on where the institution is in the Athena SWAN process; that is, an indication of how the institution is progressing in their journey to improve gender equity, diversity, and inclusion

The University of Adelaide, established in 1874, has a strong history of championing women in higher education being the first university in Australia to admit women into academic courses and appoint a women to University Council (Figure 2.1). Its egalitarian roots underpin its commitment to equal opportunity; in the 1980s an Equal Opportunity Office was established and in 1999 the University Gender, Equity and Diversity Committee (now the Gender Equity Committee) was formed. Despite past achievements, the University recognises substantial changes are still needed to achieve gender equity across the University.

The Dornwell Framework, the University's first gender equity strategy for staff, was established in 2015 (Figure 2.2). Underpinned by annual action plans and indicators of success, it aligns with the University's Operational Plan. The University's Gender Equity Committee (GEC), in partnership with faculties and divisions, promotes the development of the Dornwell Framework and makes recommendations to the Vice-Chancellor's Executive (VCE) on organisational priorities related to gender equity. It also promotes equitable standing for staff who identify as lesbian, gay, bisexual, transgender, intersex, and queer (LGBTIQ) and monitors activities of the faculty Gender Equity, Diversity, Inclusion (GEDI) committees.
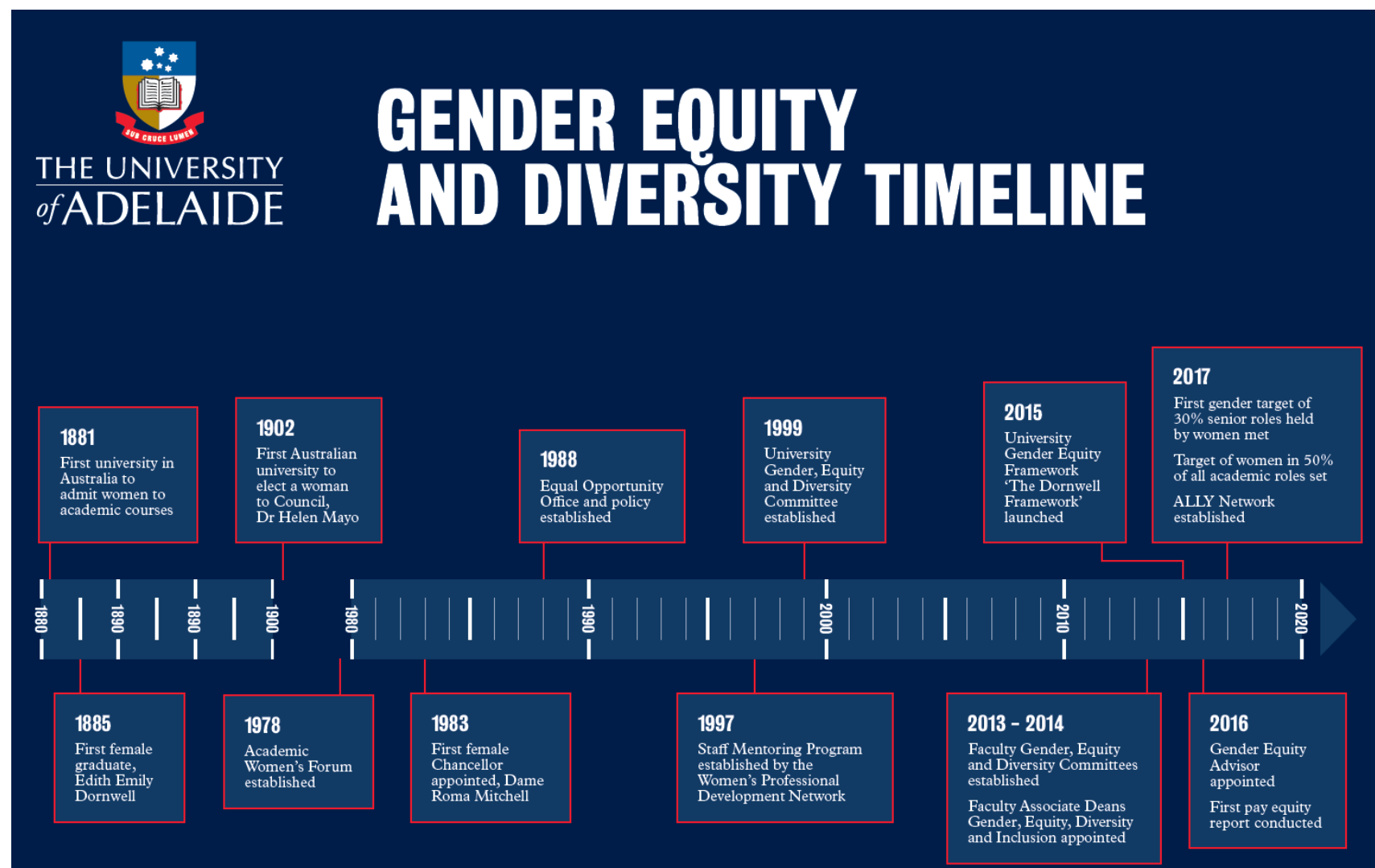
Figure 2.1: Gender equity and diversity history at the University of Adelaide

Figure 2.2: The Dornwell Framework – the University's gender equity framework

Each faculty has a Director of Gender Equity who sits on the University's GEC and Indigenous Education and Engagement Committee, and convenes its faculty GEDI committee. These committees are responsible for developing, implementing and disseminating positions on gender, equity and diversity issues concerning their staff. The establishment of these leadership roles and the appointment of a Gender Equity Advisor, illustrates the institution's commitment to support gender equity and diversity strategies. In 2017, the University met its 30% target of women in senior leadership positions. Noting that the target provided focus for the University's gender equity initiatives, the Chancellor and Deputy Chancellor encouraged the University to set stretch targets and adopt bolder strategies to drive rapid success. A new goal, gender balance of 50% across all academic roles by 2022, was then set including specific faculty targets (section 4.1). Can discuss road show engagement across the institution?

### ii.   information on its teaching and its research focus

The University of Adelaide is a research-intensive university, a member of Australia's prestigious Group of Eight, ranked in the top 1% of the world's universities. Our research areas of excellence include agriculture, food and wine, defence and security, health and medicine, engineering and technology, life sciences, mining and energy, and the environment. The University has three campuses (Adelaide, Waite, and Roseworthy), and of its five faculties three are STEMM; Engineering, Computer & Mathematical Sciences (ECMS), Health & Medical Sciences (HMS), and Sciences (Figure 2.3).
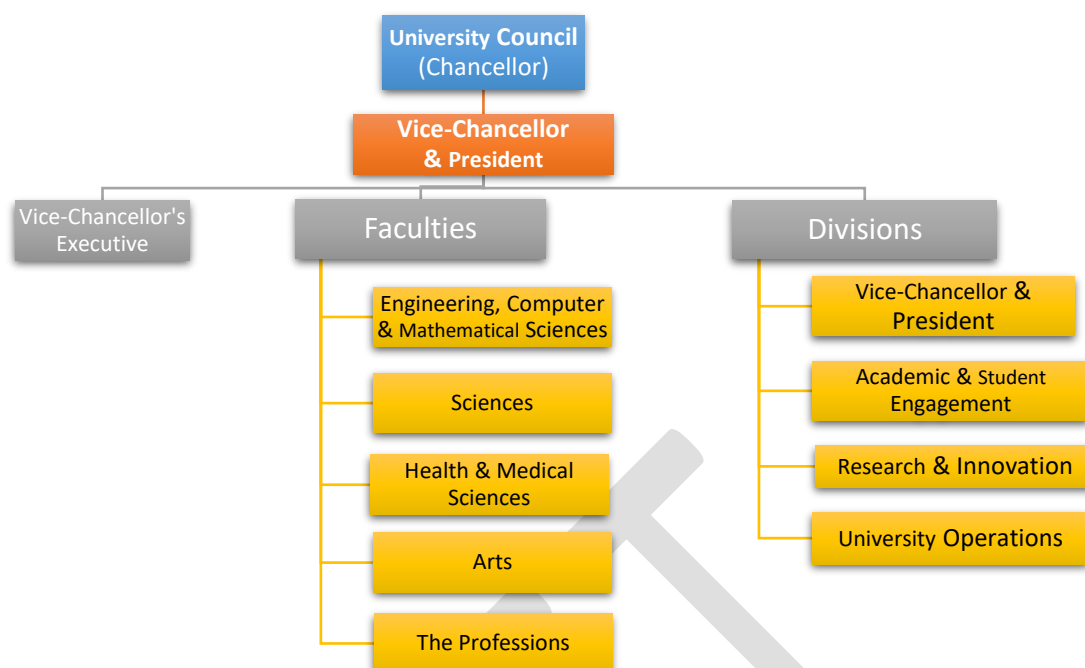
Figure 2.3: University of Adelaide organisational structure

iii.   **the number of staff; present data for academic staff, and professional and support staff separately**

Figure 2.4 portrays the University's gender breakdown of staff by employment category as of 31 March 2018. Women represent 55% of all staff however this balance is skewed with more women in professional (67%) than academic roles (45%). Furthermore, women only represent 38% of executive and key leader roles (academic and professional) at the University.
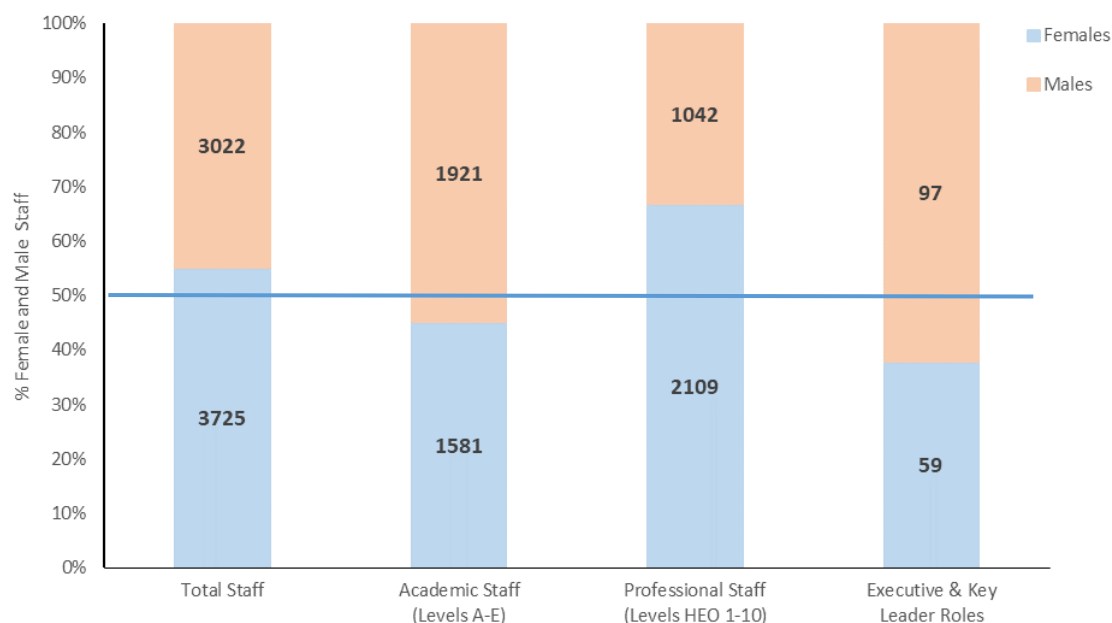
Figure 2.4: Gender breakdown of staff by employment category

Numbers in the columns represent total number of females and males in each employment category. Executive and Key Leader Roles include Academic and Professional Staff and those with Academic A-E or Professional HEO 1-10 appointments are represented twice.

In 2018, the University had 6747 staff (53% academic, 47% professional) in five faculties and four divisions (Table 2.1). Over half of STEMM staff are women (51%) however when compared by Faculty, women are largely underrepresented in ECMS (28%) and overrepresented in HMS (64%).

Table 2.1: University of Adelaide staff distribution by Faculty/Division

Faculty/Divisions	Academic Staff			Professional Staff			All Staff	
	Males	**Females**	**% Females**	**Males**	**Females**	**% Females**	**Total**	**% Females**
STEMM								
Engineering, Computer & Mathematical Sciences	531	158	**23%**	100	91	48%	880	**28%**
Health & Medical Sciences	418	543	57%	142	439	75%	1545	64%
Sciences	446	324	42%	192	336	64%	1298	51%
Non-STEMM								
Faculty of Arts	199	242	55%	49	129	72%	620	60%
Faculty of the Professions	262	210	44%	43	126	74%	642	52%
University Divisions[2]	93	119	56%	542	1008	65%	1762	64%
Total STEMM	**1395**	**1025**	**42%**	**434**	**866**	**66%**	**3723**	**51%**
Total non-STEMM	**554**	**571**	**51%**	**634**	**1263**	**67%**	**3024**	**61%**
TOTAL	**1949**	**1596**	**45%**	**1068**	**2129**	**66%**	**6747**	**55%**

Data includes all paid University staff (excludes Honorary and Adjunct appointments) and staff with more than one contract (n=586) are counted multiple times to reflect the number of positions at the University.

[1] total of 3 staff in HMS and 1 in Arts did not identify gender, 1 in Professions identified as Gender X
[2] includes Vice-Chancellor & President, Research & Innovation, Academic Student Engagement, and Operations

iv. the total number of departments and total number of students

In 2018 the University had 25,158 students (50% female); 19,016 undergraduates (49% female) and 6,142 postgraduates (53% female) (Table 2.2). The overall gender distribution of STEMM students is 47% however when compared by faculty the proportion of females is greatest in HMS (undergraduate 68%, postgraduate 71%) and least in ECMS (undergraduate 18%, postgraduate 21%), similar to staff data (Table 2.1).

Table 2.2: Gender distribution of University of Adelaide students (headcount) by faculty

	Undergraduate Students			Postgraduate Students			All Students	
	Males	**Females**	**%Females**	**Males**	**Females**	**%Females**	**Total**	**%Females**
STEMM								
Engineering, Computer & Mathematical Sciences	3077	680	**18%**	797	214	**21%**	**4768**	**19%**
Health & Medical Sciences	1275	2708	**68%**	363	906	**71%**	**5252**	69%
Sciences	1125	1311	54%	441	500	53%	**3377**	54%
Non-STEMM								
Faculty of Arts	1724	2491	59%	253	374	60%	**4842**	59%
Faculty of the Professions	2548	2077	45%	1059	1235	54%	**6919**	48%
Total STEMM	**5477**	**4699**	**46%**	**1601**	**1620**	**50%**	**13397**	**47%**
Total non-STEMM	**4272**	**4568**	**52%**	**1312**	**1609**	**55%**	**11761**	**53%**
TOTAL	**9749**	**9267**	**49%**	**2913**	**3229**	**53%**	**25158**	**50%**

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

In 2018 the University had 16 Schools and 2 Centres within STEMM Faculties that ranged in size from 14 to 452 academic staff (Table 2.3). The proportion of female academics in all nine ECMS Schools/Centres and two Schools in Sciences are largely underrepresented (0-38%). In contrast, male academics are underrepresented in the Nursing School (24%). Professional staff have a higher female representation than academic staff in HMS (76%) and Sciences (62%).

Table 2.3: Gender distribution of STEMM staff by Faculty and Departments

	Academic Staff			Professional Staff			All Staff	
	Females	Males	% Females	Females	Males	% Females	Total	% Females
Faculty of Engineering, Computer & Mathematical Sciences								
Australian School of Petroleum	8	23	26%	1	3	25%	35	26%
Centre for Automotive Safety Research	3	11	21%	2	6	25%	22	23%
School of Chemical Engineering	14	49	22%	3	2	60%	68	25%
School of Civil, Environmental & Mining Engineering	23	69	25%	0	3	0%	95	24%
School of Computer Science	34	119	22%	12	17	41%	182	25%
School of Electrical & Electronic Engineering	12	54	18%	2	5	29%	73	19%
School of Mathematical Sciences	28	82	25%	1	0	100%	111	26%
School of Mechanical Engineering	21	100	17%	0	2	0%	123	17%
Teletraffic Research Centre	0	14	0%	1	2	33%	17	6%
Faculty Administration	15	10	60%	69	60	53%	154	55%
Total	*158*	*531*	*23%*	*91*	*100*	*48%*	*880*	*28%*
Faculty of Health & Medical Sciences								
Medical School	244	208	54%	194	63	75%	709	62%
Dental School	104	112	48%	29	8	78%	253	53%
Nursing School	28	9	76%	4	1	80%	42	76%
School of Psychology	21	18	54%	8	1	89%	48	60%
School of Public Health	51	27	65%	47	25	65%	150	65%
Faculty Administration	95	44	68%	157	44	78%	343	73%
Total	*543*	*418*	*57%*	*439*	*142*	*76%*	*1545*	*64%*
Faculty of Sciences								
School of Agriculture, Food & Wine	89	90	50%	111	69	62%	359	56%
School of Animal & Veterinary Sciences	87	67	56%	91	28	76%	273	65%
School of Biological Sciences	71	115	38%	54	36	60%	276	45%
School of Physical Sciences	75	172	30%	23	24	49%	294	33%
Faculty Administration	2	2	50%	57	35	62%	96	61%
Total	*324*	*446*	*42%*	*336*	*192*	*64%*	*1298*	*51%*

3. THE SELF-ASSESSMENT PROCESS
   Recommended word count: **1000 words**
   Actual word count: 715 words (includes 35 words in Figure 3)

(i)   **Description of the self-assessment team (SAT)**

Describe each members' role/contribution to SAT, relevant experience/expertise, function/level within the institution
For example: what is the SAT membership by seniority/gender? Does SAT have diverse membership (grades, roles, function)? What influence do SAT members have for driving change and implementing the action plan to ensure success? How has each member contributed? Has the time allocation for SAT members to participate in SAGE activities been included within their formal workload allocations? Do SAT members have relevant experience (working flexibly, maternity/paternity leave)?

The University established it's SAT in September 2017 following the appointment of Professor Eileen Scott as Chair by the Vice-Chancellor (VC). Members were nominated and invited by the Chair to serve during the accreditation process.

The SAT has 15 members from two campuses (60% women), comprising academic staff in each STEMM faculty (late, mid and early-career) and professional staff in various roles (Table 3.1). Members bring specific skill sets (data analysis, equity and diversity, leadership) and work-life experiences (flexible work arrangements, maternity leave, part-time). The SAT includes a mix of new and long-standing staff in both continuing and fixed term contracts. Seven SAT members are also members of the University's GEC.

The involvement of academic members in SAT is considered part of their administration workload. For professional staff, involvement in the SAT is accounted for in their annual planning, development and review. All members of the SAT actively contributed to drafting the application and performed in-depth review of appropriate sections.

Table 3.1: The University of Adelaide Self-Assessment Team

Member	Position	Faculty (School) or Division	Experience and Contributions
Victoria Pederick (*resigned 2018*)	Postdoctoral Researcher (Level A)	Sciences (Biological Sciences)	Early-career researcher in area with gender parity at student/postdoctoral level, but few women at senior levels
Clinton Kempster	Lecturer (Level B)	HMS (Dental School)	Part-time lecturer, deputy co-chair GED Committee (HMS)
Giang Nguyen	Senior Lecturer (Level C)	ECMS (Mathematical Sciences)	Leads Diversity and Inclusion initiatives in her area
Claudia Szabo	Associate Professor (Level D)	ECMS (Computer Sciences)	Associate Dean GED Committee (ECMS); Convenor and member of the University-wide Ally network supporting our LGBTIQ community
Shane Hearn	Dean, Indigenous Research and Education (Level E)	Academic and Student Engagement	Provides strategic leadership on Indigenous Research and Education policies for the University and leads the Wirltu Yarlu Aboriginal Education unit
Eileen Scott	Professor Deputy Head of School (Level E)	Sciences (Agriculture, Food and Wine)	**SAT Chair, SAGE Core Project Team member,** Deputy Dean GED Committee (Sciences), past Equal Opportunity representative, Ally network member
Deborah Turnbull	Professor (Level E)	HMS (Psychology)	Past chair of the University GED Committee, Ally network member
Michael Liebelt	Pro Vice-Chancellor (Research Operations) Dean, Graduate Studies (Executive)	Academic and Student Engagement	Trained as an Equal Opportunity representative in 1997; Head of School for nine years, Deputy Executive Dean for six years, Interim Executive Dean for ==two== years
Claude Silvestri	HR Systems & Reporting Analyst (HEO6)	Operations (HR)	Works flexible hours to care for two school-aged children
Dan (Shirley) Qu	HR Systems & Reporting Analyst (HEO6)	Operations (HR)	Works from home one day per week, cares for young child
Sandra Elias	HR Project Officer (HEO6)	Operations (HR)	**SAT Project Officer, SAGE Core Project Team member,** works flexibly to care for two school-aged children, Ally network member
Kathryn Lawrence	Gender Equity Advisor (HEO7)	Operations (HR)	**SAGE Core Project Team member,** Works flexibly to care for two school-aged children, Ally network member, member of University GED Committee
Simon Clifton	HR Manager (HEO9)	ECMS (Faculty Admin)	Actively supports diversity and inclusion initiatives within the faculty
Stuart Matthews	School & Campus Manager (HEO9)	Sciences (Agriculture, Food and Wine)	Has flexible work pattern at Waite Campus to care for his intellectually disabled son
Elysia Ryan	Executive Director, HR (Senior Management)	Operations (HR)	**SAGE Core Project Team member,** Works from home one day per week, cares for four school-aged children, member of University GED Committee

(ii)   An account of the self-assessment process

- Describe formation of the SAT, structure and work process
- Outline how the SAT communicated, how often the SAT met, and the focus of the meetings
- Outline internal and external consultation
- Describe integration of the SAT within institutional and reporting structures

For example: how regularly does SAT meet and what processes did SAT undertake to develop actions? How did SAT consult with staff (via staff surveys/focus groups)? How does SAT fit into the formal structure of the institution? Has there been sufficient support for and resourcing of SAT to carry out the self-assessment process? How has the SAGE Athena SWAN process been communicated to the institution?

The University's SAT was formally established at the SAGE Athena SWAN launch held in November 2017. The launch involved members of the SAT, GEC, and University senior leaders (Figure 3.1).


Figure 3.1: Interim Vice-Chancellor and President Mike Brooks at SAGE institutional visit and launch

The inaugural SAT meeting occurred in February 2018 with four additional meetings held in 2018 and two in 2019. To support the SAT, a SAGE Core Project Team (CPT) was established to manage administrative and organisational aspects of the project. The CPT included the SAT Chair, SAT Project Officer, HR Executive Director, HR Director, Organisational Development, and Gender Equity Advisor.

Additional face-to-face meetings with SAT members and others across the University were structured to review data, identify areas of concerns or gaps, and recommend priorities and actions. Meeting agendas and supporting documents were circulated by email and accessible online.

The SAT consulted with the GEC and faculty GEDI committees, The Ally Network, and Indigenous Research & Education to identify areas of progress, collect and verify data, and obtain feedback on strategies and actions relevant to the application. In addition, the SAT Chair met with staff at the non-city campuses (Roseworthy and Waite) to discuss the SAGE initiative and receive feedback about gender equity issues specific to these sites. SAT members also consulted with SAGE members, both local and interstate, for input on presenting data and approaches to address gender equity issues.

Figure 3.2 shows the various groups and committees included in the consultation plan, including the review process, allowing communication to be delivered and received across the University throughout the course of the application. The SAT also reviewed data from workforce engagement surveys (Your Voice) in 2016 and 2018 with participation rates of 70% (2016) and 57% (2018). Given the 2016 participation rate additional questions related to gender equity and diversity were included in the 2018 survey to obtain representative feedback for the SAGE application. Describe consultation process in Feb/March 2019.
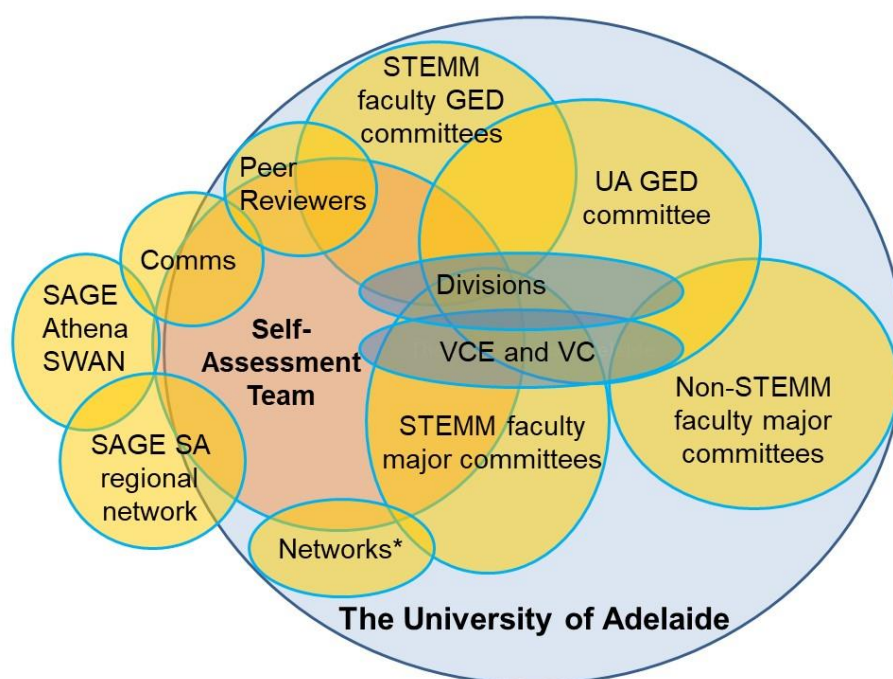
Figure 3.2: SAT Consultation and Communication Plan

Ally Network, Women's Professional Development Network, Academic Women's Forum, Fay Gale Centre, and Indigenous Research & Education

The SAT Chair reported to the VCE, via the University's Chief Operating Office, and provided a SAGE report at each University GED committee meeting. University staff were provided with SAGE updates following each SAT meetings in the form of email (Staff News) and on the Gender Equity website. Faculty Directors, GEDI were provided with updates to share with their respective GEDI committees, Faculty Boards and Executives. Regular updates were also sent to stakeholders including the Ally Network, Academic Women's Forum, Women's Professional Development Network and the Fay Gale Centre.

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

- **Describe continuation of the SAT**
- **Outline the role of SAT in monitoring implementation of the action plan and updating staff?**
- **Address SAT succession plan**

For example: How will SAT operate in the future? What succession planning is in place for SAT members? How will actions be implemented and monitored, how and when will the action plan be reviewed and revised? Who will be ultimately accountable for assuring resourcing of and monitoring, tracking and reporting across the action plan for change?

After submitting the University's application, the SAT will be disestablished as its purpose was to provide information, support and critical review of the application. The GEC will be held accountable to monitor and review the SAGE action plan alongside the Dornwell Framework and Faculty GEDI action plans. With five SAT members continuing in their role on the GEC, continuity and context concerning SAGE will be retained. This approach will embed, rather than stand alone, the SAGE Athena SWAN action plan within the University's existing GEDI structures and framework.

The GEC has representatives from each of the five faculties which will ensure that information is distributed across STEMM and non-STEMM faculties. The VCE will continue to receive SAGE updates via the GEC. Furthermore, updates on SAGE will continue to be provided to staff via the University's Gender Equity website and Staff News emails. The SAGE action plan will also be available online to give visibility to staff and encourage feedback.

If successful, the University plans to apply for Bronze re-accreditation in three years.

> **Action 1:** Organise handover of SAGE responsibilities from SAT to GEC Chair
>
> **Actions 2.1, 2.2:** Develop monitoring and reporting milestones for the SAGE Action Plan
>
> **Actions 3.1, 3.2:** Establish clear communication plan to ensure all stakeholders, including all University staff, are informed of SAGE initiatives and progress

4. A PICTURE OF THE INSTITUTION
Recommended word count: 2000 words
Actual word count: 1116 words

4.1 Academic and research staff data

Each sub-section should:

- **Summarise and discuss data by gender (n and %)**
- **Discuss similarities/differences between STEMM and non-STEMM**
- **Identify and discuss differences in and between groups if relevant; Identify and discuss trends over time**
- **Discuss existing and planned initiatives and actions to address issues identified**

For example: Do the data suggest biases toward particular groups of staff? Where are the key transition points in the pipeline? What initiatives are in place to address any inequity in employment structures?

Professional staff gender participation rates, including representation in executive and senior leader positions, are not problematic and for this reason professional staff have been excluded from this section.

(i)   Academic and research staff by grade and gender

- **Discuss the career pipeline in the institution**

The proportion of female academic staff across all grade levels has remained between 40 and 45% since 2016. Despite an increase in the number of women across levels, the proportion at late-career levels remains low (30% Level D, 21% Level E) in 2018 (Figure 4.1).
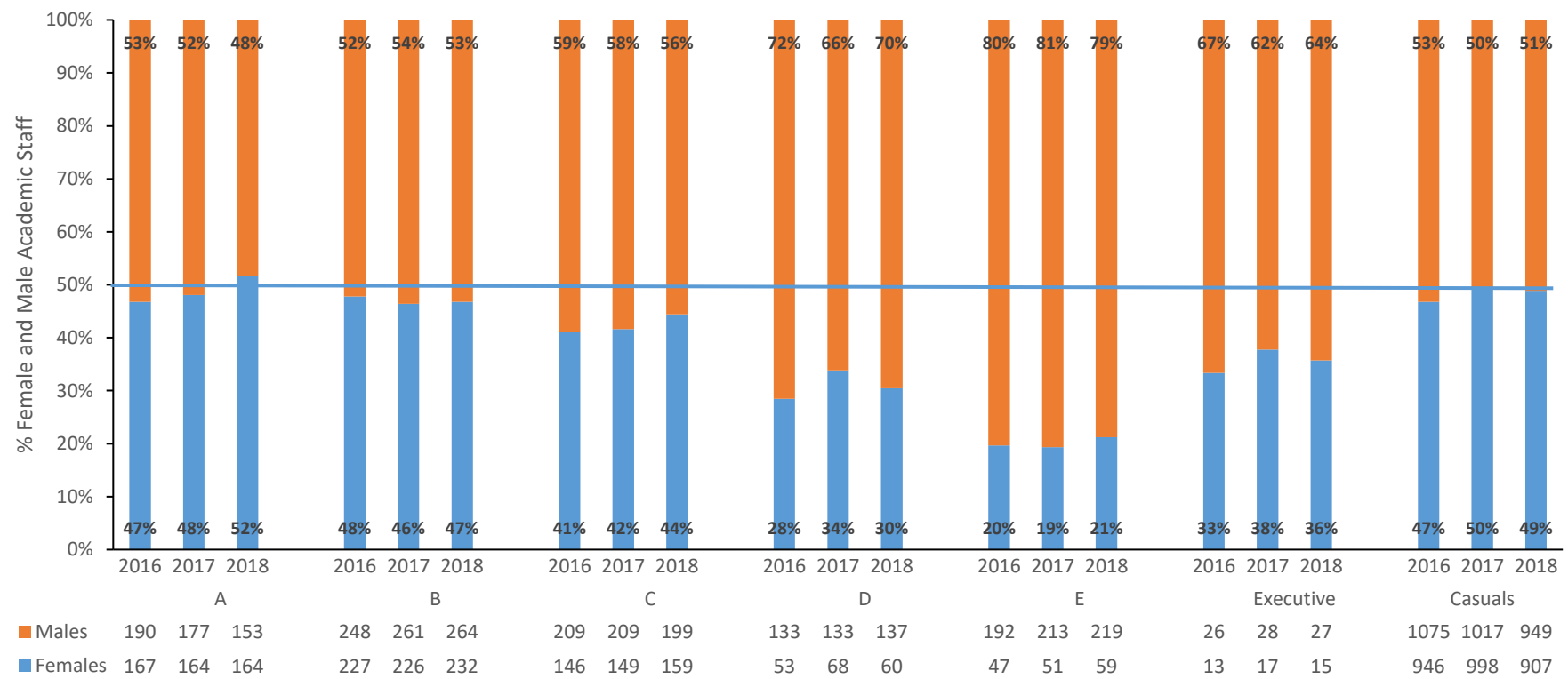
Figure 4.1: Gender distribution of staff across academic levels between 2016 and 2018

Over the past three years the number of STEMM women has increased at all academic levels (Table 4.1). The proportion of women, however remains lower than men from level B upwards, particularly at higher levels in 2018 (49% cf 47% at Level A; 14% cf 58% at Level E). The same is true for nonSTEMM academic staff.

Table 4.1: Gender distribution of staff in STEMM and non-STEMM by academic level between 2016 and 2018

Academic Level	Year	STEMM Females	STEMM Males	nonSTEMM Females	nonSTEMM Males
			n (%)[1]		
A	2016	153 (43%)	180 (50%)	14 (4%)	10 (3%)
	2017	154 (45%)	171 (50%)	10 (3%)	6 (2%)
	2018	155 (49%)	149 (47%)	9 (3%)	4 (1%)
B	2016	167 (35%)	192 (40%)	60 (13%)	56 (12%)
	2017	176 (36%)	204 (42%)	50 (10%)	57 (12%)
	2018	184 (37%)	208 (42%)	48 (10%)	56 (11%)
C	2016	92 (26%)	149 (42%)	54 (15%)	60 (17%)
	2017	97 (27%)	149 (42%)	52 (15%)	60 (17%)
	2018	99 (28%)	142 (40%)	60 (17%)	57 (16%)
D	2016	33 (18%)	105 (56%)	20 (11%)	28 (15%)
	2017	40 (18%)	104 (52%)	28 (14%)	29 (14%)
	2018	39 (20%)	102 (52%)	21 (11%)	35 (18%)
E	2016	34 (14%)	148 (62%)	13 (5%)	44 (18%)
	2017	38 (14%)	159 (60%)	13 (5%)	54 (20%)
	2018	40 (14%)	161 (58%)	19 (7%)	58 (21%)
Executive	2016	5 (13%)	16 (41%)	8 (21%)	10 (26%)
	2017	7 (16%)	14 (31%)	10 (22%)	14 (31%)
	2018	5 (12%)	16 (38%)	10 (24%)	11 (26%)
Casuals	2016	540 (27%)	697 (34%)	406 (20%)	378 (19%)
	2017	553 (27%)	659 (33%)	445 (22%)	358 (18%)
	2018	503 (27%)	617 (33%)	404 (22%)	332 (18%)

[1] Percentage of total academic staff in each year and academic level

The number of Indigenous academic staff has increased from 13 in 2016 (8 women, 5 men) to 18 in 2018 (11 women, 5 men). Only six (33%) Indigenous academic staff are STEMM, in early, mid and late career positions including one male Executive. The University recognises the importance of building our Indigenous workforce (academic and professional staff) and has established a target of 2% by 2023. The University's Reconciliation Action Plan (RAP) states that Aboriginal and Torres Strait Islander staff must be visible in positions across the University not only in Indigenous-specific roles, and includes strategies to support this (Section 8).

In STEMM faculties, participation by women declines with seniority (Figure 4.2). Women are underrepresented at all levels in ECMS. In HMS, there is a strong pipeline for women however the proportion declines steadily to 28% at level E. In Sciences, the proportion of women drops below 40% at level C and falls further at levels D (18%) and E (17%). At Executive level, HMS and Sciences have 50% and 40% female representation, respectively. In 2018 no females held substantive Executive roles (Executive 1) in ECMS; however, when secondary (non-substantive) roles are included (Executive 2) the proportion of females in Executive roles increased to 20%. The proportion of women in Executive 1 and 2 roles is 31%.

Each faculty has specific targets to help reach the University's target – 50% of academic roles to be filled by women by end of 2022. Faculty plans have been established to assist in reaching these targets and are reported on annually.
- ECMS – 30% of academic roles filled by women by 2022
- HMS – 54% of academic roles filled by women by 2022
- Sciences – 54% of academic roles filled by women by 2022

Actions 4 and 5: Establish meaningful gender target (University-wide and Faculty-specific) and report against faculty targets annually as part of faculty performance review process, to help reach the university target of gender balance across all academic roles.
Action 6: Review process for appointing non-substantive leadership roles and address inconsistencies.
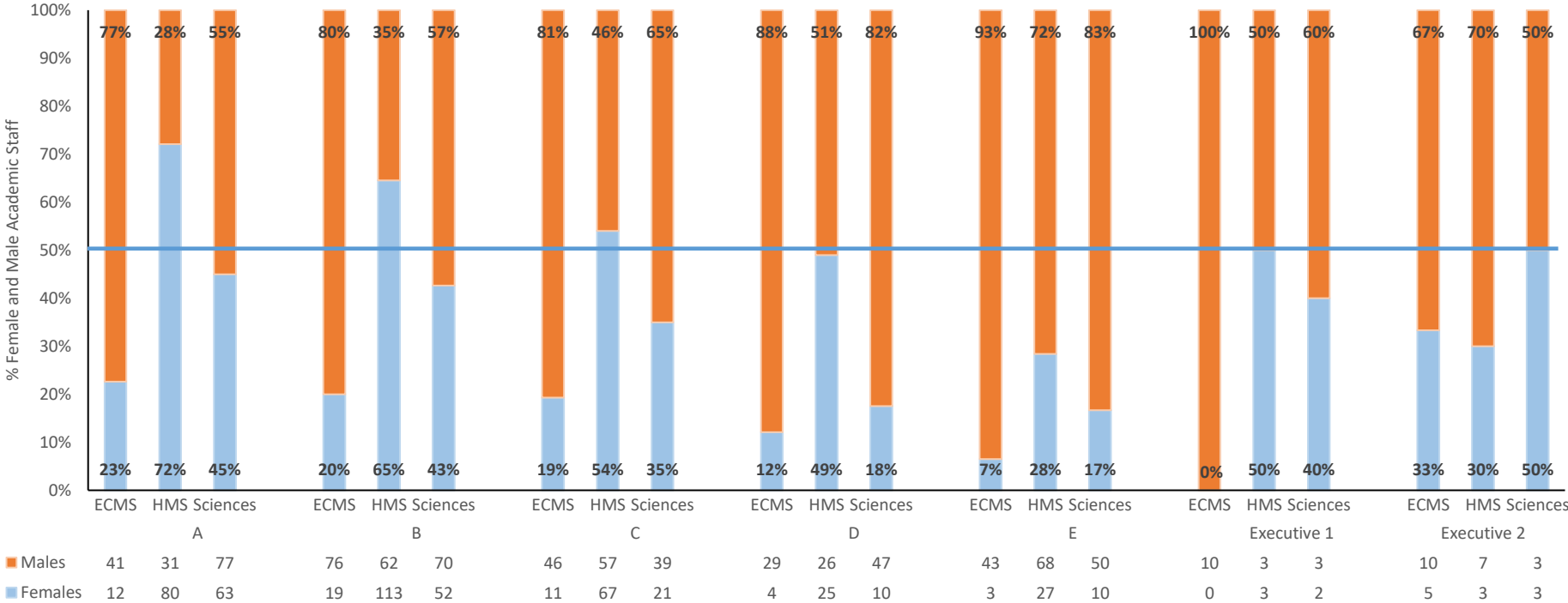
Figure 4.2: Gender distribution of staff in STEMM faculties across academic levels in 2018
Executive 1 = Academic staff in substantive executive roles (Head of School, Executive Dean)
Executive 2 = Academic staff with non-substantive executive roles secondary to their academic role (Deputy/Associate Dean or Director), are also represented within their Academic Level

(ii)   Academic/research staff on fixed-term, open-ended/permanent, casual contracts by gender
Discuss any existing initiatives to ensure continuity of employment, e.g. redeployment schemes

The University's Enterprise Agreement (EA) confines the use of fixed-term contracts to specific employment types including: Specific Task or Project, Senior Staff Contract, Research-only, Replacement staff member, Convertible Academic Employment Contract, and Teaching Fellowship. The proportion of staff across the University by contract type has remained similar since 2016; continuing 19-21%, fixed term 26-27% and casual 52-55% (Table 4.2). Despite the high proportion of casual contracts, the University of Adelaide engages fewer casual staff than other universities (ref. AHEIA benchmark).

Table 4.2: Gender distribution of academic staff by contract type between 2016 and 2018

Re-do with each contract type by gender, i.e. Continuing M/F, Fixed M/F, Casual M/F

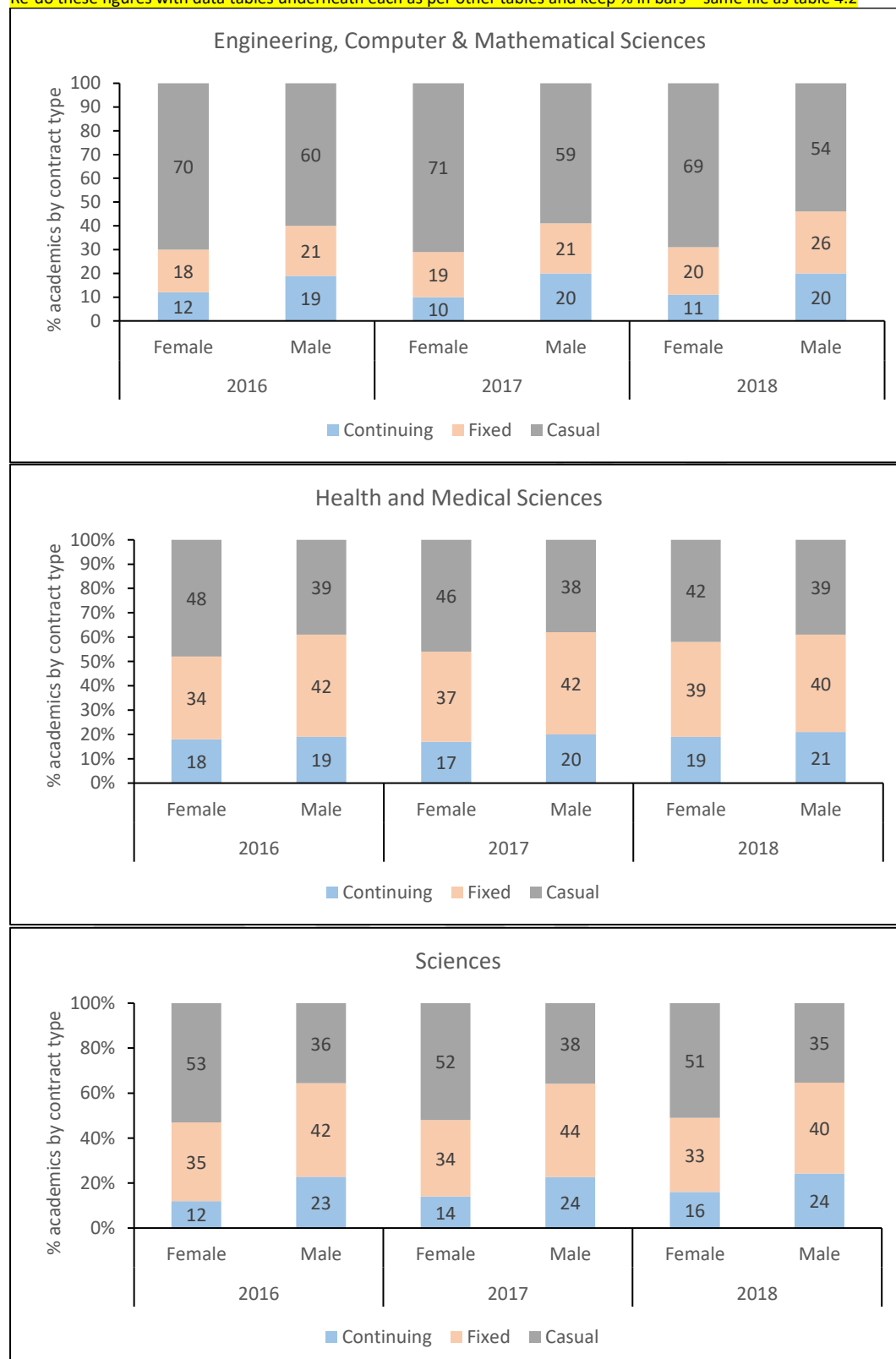|	Females			Males		
	Continuing (%)[1]	Fixed Term (%)	Casual (%)	Continuing (%)[2]	Fixed Term (%)	Casual (%)
2016						
University	261 (16%)	392 (25%)	946 (59%)	452 (22%)	546 (26%)	1075 (52%)
STEMM	*154 (15%)*	*330 (32%)*	*540 (53%)*	*301 (20%)*	*489 (33%)*	*697 (47%)*
Non-STEMM	*107 (19%)*	*62 (11%)*	*406 (70%)*	*151 (26%)*	*57 (10%)*	*378 (64%)*
2017						
University	268 (16%)	407 (24%)	998 (60%)	465 (23%)	556 (27%)	1017 (50%)
STEMM	*158 (15%)*	*354 (33%)*	*553 (52%)*	*311 (21%)*	*490 (34%)*	*659 (45%)*
Non-STEMM	*110 (18%)*	*53 (9%)*	*445 (73%)*	*154 (27%)*	*66 (11%)*	*358 (62%)*
2018						
University	273 (17%)	416 (26%)	907 (57%)	456 (23%)	544 (28%)	949 (49%)
STEMM	167 (16%)	355 (35%)	503 (49%)	307 (22%)	471 (34%)	617 (44%)
Non-STEMM	106 (19%)	61 (10%)	404 (71%)	149 (27%)	73 (13%)	332 (60%)

[1]percentage of females in each contract type as a percentage of total females
[2]percentage of males in each contract type as a percentage of total males

The proportion of women in continuing contracts is lower than men in both STEMM and nonSTEMM. The proportion of fixed term contracts is higher in STEMM (35% females, 34% males) than non-STEMM (10% females, 13% males), largely explained by the greater number of research grant-funded positions in STEMM. This is an ongoing challenge arising from the cyclical nature of research grants. The proportion of casual contracts is higher in non-STEMM (60%) than STEMM (46%) in 2018 due to a large number of guest lecturers in the Faculty of Professions.

Across STEMM faculties women have a lower percentage of continuing contracts but higher percentage of casual contracts than men (Figure 4.3). Of the three faculties, HMS has achieved the most similar proportions by gender across each contract type in 2018; 19% female cf 21% male in continuing, 39% female cf 40% male in fixed, and 42% female cf 39% male in casual contracts.

Engineering, Computer & Mathematical Sciences

	Female 2016	Male 2016	Female 2017	Male 2017	Female 2018	Male 2018
Casual	70	60	71	59	69	54
Fixed	18	21	19	21	20	26
Continuing	12	19	10	20	11	20

■ Continuing   ■ Fixed   ■ Casual

Health and Medical Sciences

	Female 2016	Male 2016	Female 2017	Male 2017	Female 2018	Male 2018
Casual	48	39	46	38	42	39
Fixed	34	42	37	42	39	40
Continuing	18	19	17	20	19	21

■ Continuing   ■ Fixed   ■ Casual

Sciences

	Female 2016	Male 2016	Female 2017	Male 2017	Female 2018	Male 2018
Casual	53	36	52	38	51	35
Fixed	35	42	34	44	33	40
Continuing	12	23	14	24	16	24

■ Continuing   ■ Fixed   ■ Casual

Figure 4.3: Academic STEMM by gender and contract type between 2016 and 2018

(iii)   Academic staff by contract function and gender: research, research/teaching, teaching
Discuss any differences in career support for different contract functions

The proportion of female academic staff employed for Research-only improved slightly between 2016 and 2018 across the University (41% to 46%) and within STEMM (40% to 43%). Women are underrepresented in Research & Teaching roles; 36% University, 34% STEMM and 41% nonSTEMM (Table 4.3).

In 2016 the University established Education Specialist roles and an Education Academy to give teaching staff the opportunity to specialise in education. Men are underrepresented as Education Specialists, with females representing 62% of this group in 2018.

Casual staff are not included in Table 4.3 and Figures 4.4-4.6, however in both Research-only and Teaching-only there has been gender balance of casual staff (40-60%) over the past three years. No casual staff are employed in Research & Teaching.

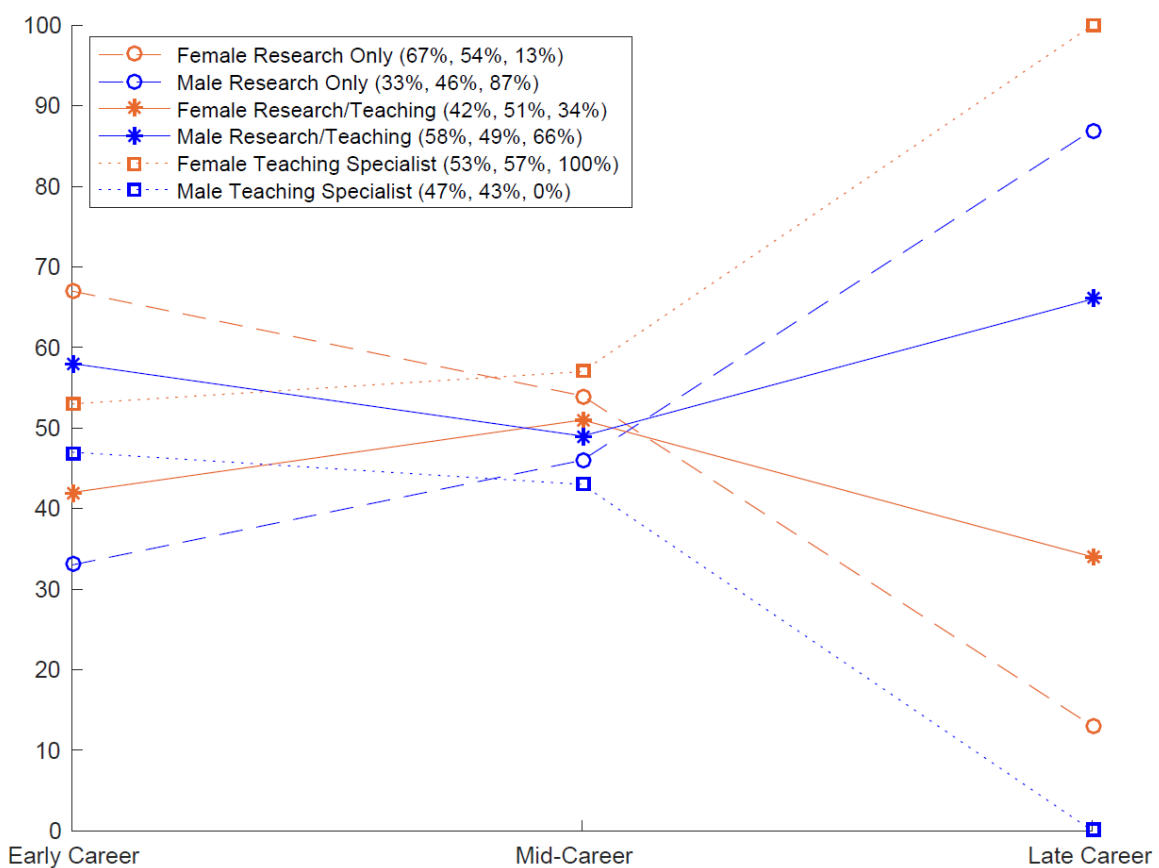**Table 4.3: Gender distribution of academic staff by contract function between 2016 and 2018**

	Research Only		Research & Teaching		Education Specialists[1]	
	Females (%)	Males (%)	Females (%)	Males (%)	Females (%)	Males (%)
2016	**306 (41%)**	**442 (59%)**	**305 (36%)**	**533 (64%)**	**44 (56%)**	**35 (44%)**
STEMM	*278 (40%)*	*416 (60%)*	*181 (33%)*	*369 (67%)*	*34 (57%)*	*26 (43%)*
Non-STEMM	*28 (52%)*	*26 (48%)*	*124 (43%)*	*164 (57%)*	*10 (53%)*	*9 (47%)*
2017	**318 (41%)**	**453 (59%)**	**313 (37%)**	**544 (63%)**	**53 (55%)**	**43 (45%)**
STEMM	*293 (41%)*	*418 (59%)*	*185 (34%)*	*364 (66%)*	*39 (56%)*	*31 (44%)*
Non-STEMM	*25 (41%)*	*36 (59%)*	*116 (42%)*	*157 (58%)*	*14 (54%)*	*12 (46%)*
2018	**428 (46%)**	**500 (54%)**	**310 (36%)**	**544 (64%)**	**66 (62%)**	**41 (38%)**
STEMM	*315 (43%)*	*426 (57%)*	*185 (34%)*	*358 (66%)*	*50 (63%)*	*30 (37%)*
Non-STEMM	*26 (43%)*	*34 (57%)*	*115 (41%)*	*165 (59%)*	*16 (59%)*	*11 (41%)*

[1] Teaching-only academic staff

As shown in Figure 4.4 the proportion of women in STEMM with research-only contracts has dropped to <40% at mid-career (Level C). In 2018 the greatest gender disproportion occurred in late-career (Levels D and E) in STEMM (34% women) and non-STEMM (13% women, Figure 4.5). At early career (Levels A and B) women make up 42-54% of Research & Teaching staff; however this drops to 18-34% at Levels D and E. The proportion of female Education Specialists in late career levels is higher than for men, however the number of positions is small (less than 10).
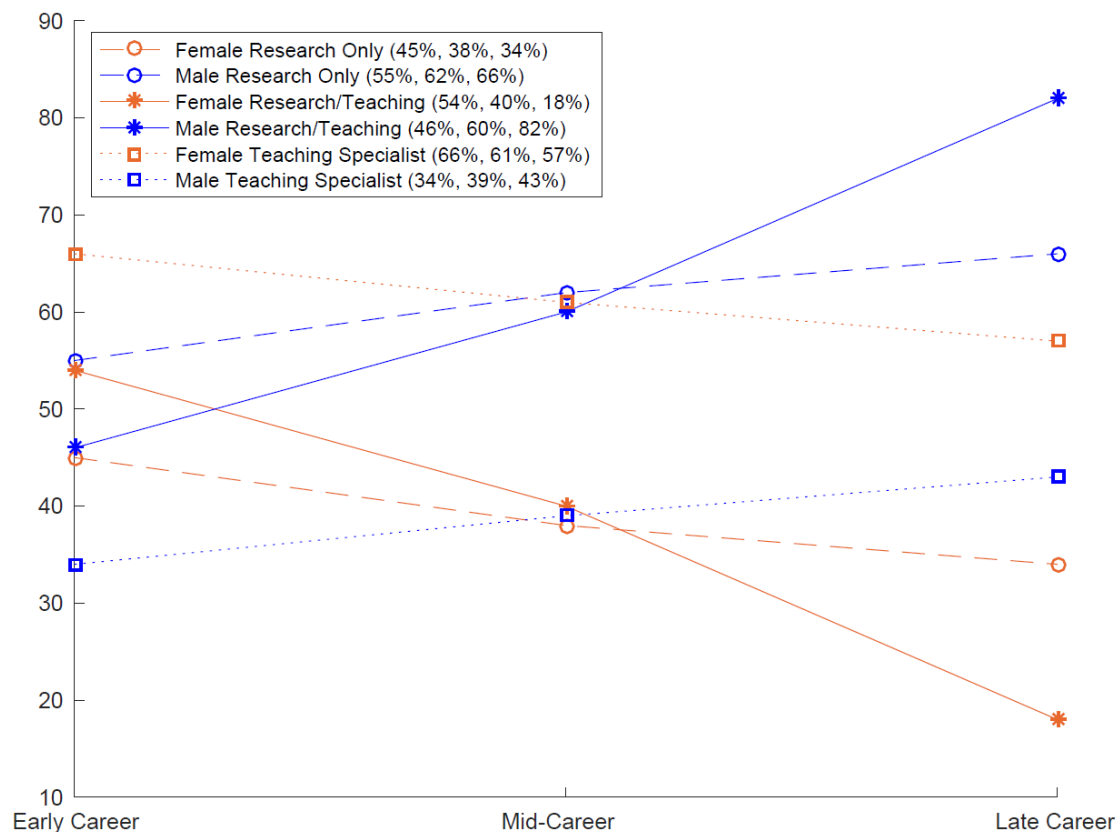
Figure 4.4: Gender distribution of STEMM academic staff by contract function across career stages in 2018


Figure 4.5: Gender distribution of non-STEMM academic staff by contract function across career stages in 2018

Across STEMM faculties more women are employed in Research-only contracts than Research & Teaching or as Education Specialists (Figure 4.4). In 2018, the proportion of women and men in Research & Teaching in ECMS reached parity (39%) whereas in HMS and Sciences the proportion of men with Research & Teaching contracts is higher than women (40% women, 57% men in HMS; 28% women, 40% men in Sciences). More women than men are employed as Education Specialists in all STEMM faculties (ECMS: 16% women cf 3% men; HMS: 9% women cf 6% men; Sciences: 9% women cf 3% men).

> **Action 8:** Monitor gender participation in each contract type.

Education Specialists have access to the University's Education Academy (Section 5.2 iii). All other career support provided by the University is available to academic staff irrespective of contract function (Section 5.2 iii Table 5.9).
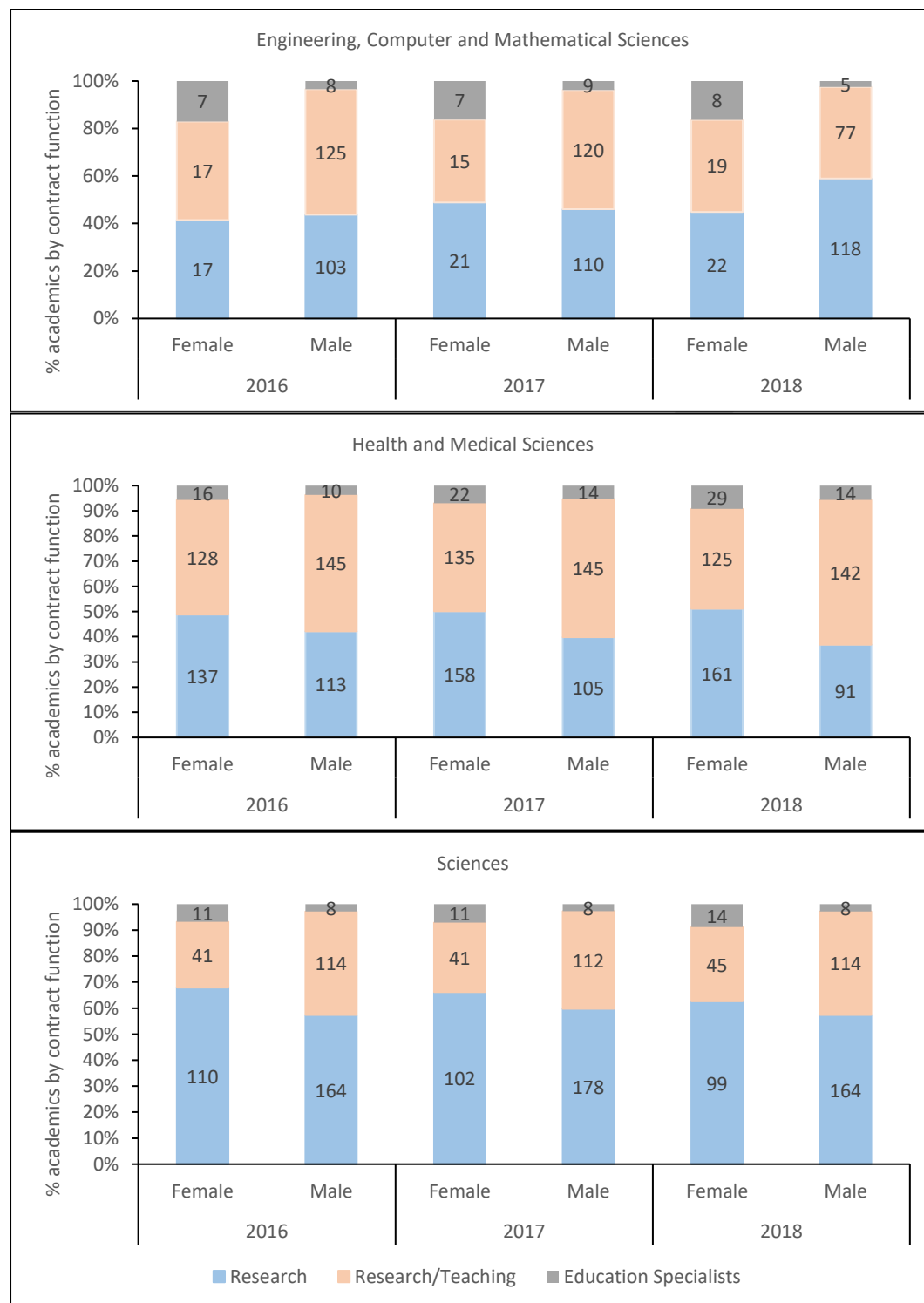
Figure 4.6: STEMM academic staff by faculty and contract function between 2016 and 2018

Re-do these figures with data tables underneath each as per other tables, replace n with % in bars

(iv)   Academic leavers by grade and gender

Identify and discuss main reasons for and the level/grade at which staff leave institution, by gender

Table 4.4 shows the number of academic staff who left the University between 2015 and 2017. The proportion of leavers is highest at early-career levels where approximately one-third of level A academic staff leave the institution irrespective of gender. At late-career academic levels (D, E and Executive) more men than women leave. Overall, the majority of academic staff leavers are STEMM.

Table 4.4: Gender distribution of academic staff who left the University of Adelaide between 2015 and 2017

	Total Leavers n (% total staff)	Females n	STEMM Females n (% female leavers)	Males n	STEMM Males n (% male leavers)
2015					
Level A	127 (33%)	60	48 (80%)	67	61 (91%)
Level B	81 (17%)	41	28 (68%)	40	32 (80%)
Level C	36 (10%)	16	10 (63%)	20	16 (80%)
Level D	18 (10%)	6	3 (50%)	12	10 (83%)
Level E	27 (12%)	7	5 (71%)	20	13 (65%)
Executive	6 (14%)	1	0 (0%)	5	1 (20%)
2016					
Level A	108 (30%)	50	46 (92%)	58	52 (90%)
Level B	59 (12%)	33	24 (73%)	26	23 (88%)
Level C	30 (8%)	11	5 (45%)	19	16 (84%)
Level D	13 (7%)	1	1 (100%)	12	10 (83%)
Level E	15 (6%)	1	0 (0%)	14	9 (64%)
Executive	2 (5%)	0	0 (0%)	2	1 (50%)
2017					
Level A	117 (34%)	46	43 (94%)	71	67 (94%)
Level B	67 (14%)	29	23 (79%)	38	32 (84%)
Level C	30 (8%)	16	12 (75%)	14	10 (71%)
Level D	17 (8%)	6	3 (50%)	11	7 (64%)
Level E	13 (5%)	2	2 (100%)	11	9 (82%)
Executive	3 (7%)	1	1 (100%)	2	1 (50%)

Reasons for leaving – need information from exit survey and include % of leavers that complete the survey.

> **Action 14:** Continue to utilise exit surveys to inform understanding of staff leavers.

(v)   Equal pay audits/reviews

Summarise and discuss findings from the most recent equal pay audit within the institution – general guide is a difference in pay of 5% or more or patterns of 3% or more / Discuss top priorities to address any pay gaps (if relevant)

The University is proud of the pay equity that exists across the institution. The most recent pay audit was conducted in 2018. Table 4.5 provides the average salary and gender gap for academic staff by grade level. Total salaries were used which includes base salary, superannuation, loadings and bonuses.

Table 4.5: Comparison of academic staff salary by academic level and gender in 2018

	Females		Males		Gap
	n	Average Salary	n	Average Salary	%
Academic Level					
Level A (Associate Lecturer)	166	$101,483	155	$101,975	-0.49%
Level B (Lecturer)	232	$129,597	265	$128,595	0.77%
Level C (Senior Lecturer)	159	$155,155	201	$158,811	-2.36%
Level D (Associate Professor)	61	$184,331	13	$185,353	-0.55%
Level E (Professor)	60	$237,760	220	$233,402	1.83%
Executive	17	$292,393	32	$278,158	4.87%

The salary of women and men is similar across academic levels with the exception of Executive roles where women are paid slightly higher than men.

The University's EA provides salary rates for academic staff by level, including clinical loadings. In addition, the University's Executive Remuneration Framework provides guidance for setting remuneration for senior executives, senior leaders and senior staff. The framework principles includes: flexibility to enable attraction and retention of key talent, recognise and reward outstanding performance, and provide fair and equitable pay.

> **Actions 15.1, 15.2, 15.3**
> Continue to conduct annual pay equity audits and report to University Council, VCE and staff.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: **5000 words**   6805 total
Actual word count: 5.1 – 1478
                                          5.2 – 1164 (includes 28 words Figure 12, 41 Table 17)
                                          5.3 – 1400 (includes 166 words in FWA Figure)
                                          5.4 – 2763

5.1 Key career transition points: academic staff

Each sub-section should where appropriate:

- **Summarise and discuss both quantitative and qualitative data by gender**
- **Outline and discuss relevant policies, practices and procedures, including staff feedback/consultation**
- **Discuss any similarities and/or differences between STEMM and non-STEMM areas**
- **Identify/discuss difference in and between relevant groups and Identify and discuss trends over time (min 3 years)**
- **Discuss existing and planned initiatives and actions to address any issues identified**

For example: what feedback have staff provided about the institution's culture and systems? Do the systems or culture suggest biases towards particular groups of staff? Does the institution have robust policies which are implemented in a consistent manner? What initiatives are in place to address any inequitable practice within the institution?

(i)   Recruitment

- **Summarise and discuss job application data by gender and grade, including total number of applications, long and short-listed candidates, offers and acceptance rates**
- **Describe the recruitment process for academic staff with an emphasis on how under-represented groups are encouraged to apply, and how the institution mitigates any potential bias throughout the process.**

For example, how are underrepresented groups encouraged to submit applications? What steps are put in place to combat unconscious biases in the process?

Recruitment Policy and Procedures

The following are ways in which the University's recruitment policy and procedures aim to address gender equity in recruitment:

- hiring managers '*seek suitably qualified women candidates in collaboration with University networks where possible*'
- Appointment Committees aim for gender balance wherever possible
- Chairs of Appointment Committees or Hiring Managers negotiate remuneration package including special conditions i.e. flexible work arrangements (FWA)
- when search firms are used they must provide shortlists with 50% females or explain why unable to reach this target
- all new job advertisements are reviewed by HR in terms of gender inclusive language and to ensure they include a statement regarding the University's commitment to FWA
- female-only recruitment guidelines

Additionally, staff involved in recruiting staff are required to complete the online modules *Staff Recruitment and Selection Program* and workshop on *Effective Interview and Negotiating* which addresses unconscious bias in the recruitment process. When job advertisements are submitted to HR the staff member who submitted the advertisement receives an email reminding them to complete the recruitment training. All staff involved in recruitment are given access to relevant

recruitment tools. This includes access to a gender decoder which reviews documents (advertisements and job descriptions) for inclusive language.

In 2018, the University proactively engaged with the South Australia Equal Opportunity Commission to initiate a women-only recruitment campaign. Nine roles in the Faculties of ECMS and Sciences used 'special measures' to advertise women-only positions; four continuing and four fixed term positions (2-3 years) in ECMS, and one fixed-term (3-years) in Sciences. The campaigns were highly targeted involving standard print advertising and targeted advertising, i.e. sourcing through LinkedIn and existing discipline networks. The University received applications from 111 women for the ECMS positions and 36 women for the Sciences position. <mark>Provide information on how many were filled</mark>.

As part of the women-only recruitment initiative, an 'Inclusion & Diversity' project team was created within ECMS to discuss induction and on boarding support (<mark>more detail here</mark>) for the women-only positions. In addition, panels were selected to ensure gender balance and to reflect diversity and inclusion including involvement of external panel members from other Go8 universities. All panel members completed the University's recruitment & selection training described previously.

> **Action 16.1:** Use gender inclusive testing tool for all advertisements and job descriptions to ensure they are written with gender inclusive language
>
> **Action 16.2:** Continue to conduct women-only recruitment for positions where women are under-represented.
>
> **Action 17**: Mandate recruitment and selection training for all recruitment panel members.

Recruitment Data

Between 2015 and 2017 the proportion of applications by women ranged between 0-52%; higher for early-career positions (32-51% Level A, 33-52% Level B) than mid-career (18-40%) and late-career (0-38% Level D, 0-29% Level E).

Table 5.1: Proportion of academic female staff across the recruitment process between 2015 and 2017

	Number of academic positions[1]			Number (%) of female applicants			Number (%) of positions offered and accepted by female applicants		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
STEMM									
Level A	132	133	49	301 (41%)	358 (32%)	56 (34%)	65 (49%)	58 (44%)	30[2] (61%)
Level B	104	84	39	145 (34%)	193 (36%)	45 (42%)	45 (43%)	42 (50%)	22[2] (56%)
Level C	37	43	11	34 (22%)	132 (18%)	8 (35%)	12 (32%)	13 (30%)	4 (36%)
Level D	9	13	2	3 (38%)	5 (25%)	20 (10%)	3 (33%)	4 (31%)	2 (100%)
Level E	25	18	3	10 (14%)	7 (27%)	6 (15%)	4 (16%)	7 (39%)	1 (33%)
Non-STEMM									
Level A	9	7	0	8 (42%)	82 (51%)	0 (0%)	6 (67%)	4 (57%)	N/A
Level B	34	11	8	51 (33%)	89 (52%)	16 (44%)	11 (56%)	7 (64%)	4 (50%)
Level C	15	14	3	93 (25%)	173 (40%)	3 (18%)	4 (27%)	10 (71%)	2 (67%)
Level D	11	2	3	33 (25%)	0 (0%)	21 (28%)	5 (45%)	N/A	0 (0%)
Level E	16	17	4	16 (29%)	40 (22%)	0 (0%)	9 (56%)	4 (24%)	N/A

[1] Includes advertised positions and direct appointments

[2] In addition to the acceptances, one male declined an offer at Level A and one female declined an offer at Level B

The proportion of STEMM positions offered and accepted by women varied across academic levels (16-100%). Three of the five late-career STEMM positions in 2017 were filled by female applicants; however fewer positions were available than in previous years.

The University does not collect gender balance of short-listed applicants; this could be considered in future updates to data systems to promote best practice in terms of recruitment.

Action 18: Investigate feasibility of collecting gender data for reporting across all recruitment steps

(ii)   Induction

- **Outline and discuss the induction process and support provided to new staff**
- **Summarise and discuss its uptake and how its effectiveness is reviewed**

For example: What training is provided to new staff? What resources are available and how are new staff informed about them? How are staff welcomed into their new workplace? How are new staff made aware of key information such as flexible working policies, maternity/paternity polices? Are staff aware of how to access this information if they need it in the future?

The University has a comprehensive personalised approach to induction. New staff complete a 3-month Induction Program supported by a local induction coordinator. A personalised agenda is provided to new staff outlining induction requirements. This agenda includes scheduled meetings and activities to complete, i.e. introduction to university policies, FWA and work area practices, local health and safety, and mandatory training such as Equal Opportunity and Aboriginal Cultural Awareness. Resources including online courses are accessed via the Induction website.

Managers and induction coordinators are provided with resources for inducting new staff in their area (Induction Framework, Induction Roles and Responsibilities, New Starter Pathway and Checklists). A 'buddy', an informal connection outside the new starter's team, may be provided to support new starters. The University also organises a VC's Welcome to Adelaide three times annually for new staff. These are well attended and provide new staff an opportunity to meet some of the University's senior leaders.

Completion of a staff member's induction program is reviewed by their manager during the staff member's probation period. Since 2017 new staff are asked to complete an evaluation of the induction program. Need to include data here from 2018.

Action 19: Promote completion of Equal Opportunity course for all staff

Actions 20.1 and 20.2: Promote and monitor completion rates of the Aboriginal Cultural Awareness course, a requirement for all (new) staff.

Action 21.1: Provide information about the Ally Network on the University's Induction website

(iii) Promotion

- **Summarise and discuss promotion application data by gender, grade and status (PT/FT) including success rates**
- **Outline and discuss the promotions process including the identification of candidates**
- **Outline and discuss the selection criteria for promotion including range of activities considered (including admin, pastoral and outreach) and how impact of career breaks is taken into account**
- **Outline and discuss how information regarding promotions process and selection criteria is communicated to staff**
- **Outline and discuss any training/mentoring offered to staff regarding promotion**

For example: What is the process for identifying staff for promotion? Do staff understand the promotion process? How are staff supported through promotion? What is done to support staff that were unsuccessful in applying for promotion? What is the decision-making process within the institution for promotion cases? How are career breaks accounted for? Is pay negotiable or standardised?

Fixed term and continuing academic staff are eligible to apply for promotion. Calls for promotion applications are issued annually. In recent years, Heads of Schools have been asked to identify women for promotion to assist in meeting gender targets. Furthermore, the Academic Staff Planning, Development, Review process encourages discussion of promotion.

The promotions process, selection criteria and forms are available on the University's website. Promotion workshops are organised annually at each campus and recorded for those unable to attend. The workshops include a Faculty Executive Dean (ED), representatives from research, teaching, HR, a previous successful applicant and for Levels D/E the Deputy Vice-Chancellor Academic (DVCA). An information session, including unconscious bias, is held annually for Promotions Committee members to review the promotions process. The Academic Women's Promotion Forum, an annual event intended to encourage academic women to apply for promotion, provides practical and strategic advice on preparing and writing an application. In addition the Faculty of Sciences has a promotion support team to assist in reviewing applicants' readiness for promotion and providing advice on the application itself. There is no University-wide peer support approach to encourage or assist academic staff in applying for promotion.

Applications for Levels B/C/D are considered by Faculty Promotions Committees and Level E by the University Promotions Committee. Applicants are scored on evidence of achievements in the preceding five years in four areas: Teaching, Research, Administration, and Professional Activity. Each area is weighted and dependent on the individual's contract function. Staff employed less than full-time and/or those with a career interruption (extended illness, parental leave, caring responsibilities or other extenuating circumstance) may apply for Special Consideration. These applicants provide evidence of achievement for only two areas (Teaching or Research, and Administration or Professional Activity) over a period that takes into account major career interruptions so that staff can focus on achievements relative to opportunity. These applications are first reviewed by the DVC(A), Provost and HR Executive Director. Over the past three years, 74% of applicants permitted to apply under special consideration were promoted. The promotions policy/procedure is reviewed annually (section 5.4 ii).

Successful candidates receive a letter from their Faculty ED. Names of those promoted are included in all-staff email and on the University's website. In 2019, unsuccessful candidates will meet with the Promotions Committee Convenor (or ED for Level E) and their Head of School to receive feedback.

The promotion success rate for both genders was similar in 2015 (61-63%) and higher in STEMM than non-STEMM. In both 2016 and 2017 success rates were better for women than men (Table 5.2).

Table 5.2: University of Adelaide promotion success rates between 2015 and 2017

	Females			Males		
	Total	**STEMM**	**Non-STEMM**	**Total**	**STEMM**	**Non-STEMM**
	n (% of all applications)			n (% of all applications)		
2015	28 (61%)	22 (71%)	6 (40%)	50 (71%)	39 (66%)	11 (55%)
2016	46 (77%)	30 (79%)	16 (76%)	56 (72%)	45 (76%)	11 (58%)
2017	33 (69%)	19 (73%)	14 (64%)	43 (63%)	34 (67%)	9 (53%)
2018						

More promotion applications are submitted by STEMM men than STEMM women except at Level B (Table 5.3). Despite fewer female applicants at Level E, the success rate is greater for women (100% over past 3 years). In addition, fewer eligible women than men apply for promotion; in 2017 only 6% of eligible STEMM women applied for Level D compared to 14% men.

Action 22: Increase the number of women applying for promotion
Action 23: Recognise mentoring provided by female staff to others for their own promotion application
Action 24: Establish promotion support resources in each Faculty.
Action 25: Provide unconscious bias training for promotion panel members.

Table 5.3: Promotion applications and success rates for STEMM academic staff between 2015 and 2017

	Females						Males					
	Promotion Applications (n)			Successful Promotions (n)			Success Rate (%)	Promotion Applications (n)			Successful Promotions (n)			Success Rate (%)
	Total[1]	FT Staff	PT Staff	Total	FT Staff	PT Staff		Total[1]	FT Staff	PT Staff	Total	FT Staff	PT Staff	
Level A to B													
2015	8 (5%)	6	2	**6**	4	2	**75%**	3 (2%)	2	1	**0**	0	0	**0%**
2016	8 (5%)	7	1	**6**	5	1	**75%**	9 (5%)	9	0	**8**	8	0	**89%**
2017	3 (2%)	3	0	**3**	3	0	**100%**	7 (5%)	5	2	**5**	3	2	**71%**
2018													
Level B to C													
2015	8 (5%)	5	3	**6**	5	1	**75%**	17 (9%)	17	0	**14**	14	0	**82%**
2016	15 (9%)	12	3	**11**	8	3	**73%**	10 (5%)	9	1	**6**	5	1	**60%**
2017	14 (8%)	12	2	**10**	8	2	**71%**	12 (6%)	11	1	**9**	8	1	**75%**
2018													
Level C to D													
2015	11 (12%)	10	1	**6**	6	0	**55%**	23 (15%)	22	1	**12**	12	0	**52%**
2016	12 (12%)	10	2	**10**	9	1	**82%**	23 (15%)	22	1	**18**	17	1	**78%**
2017	6 (6%)	6	0	**3**	3	0	**50%**	20 (14%)	19	1	**12**	11	1	**60%**
2018													
Level D to E													
2015	4 (12%)	4	0	**4**	4	0	**100%**	16 (15%)	15	1	**13**	12	1	**81%**
2016	3 (8%)	2	1	**3**	2	1	**100%**	17 (16%)	14	3	**13**	10	3	**76%**
2017	3 (8%)	3	0	**3**	3	0	**100%**	12 (12%)	12	0	**8**	8	0	**67%**
2018													

[1] Total number of applications (number of applications as a percentage of total applicants eligible to apply for promotion)

(iv) Higher Education Research Data Collection (HERDC)

This section should summarise and discuss research income and research publications by gender

For example: Are there any difference in the application/success rates, and /or amount of funding applied for by gender? How are staff supported in applying for research funding grants? What support is given to those who are unsuccessful? How are staff supported in writing publications? Are staff aware of the Australian Code for Responsible Conduct of Research?

Tables 5.4-5.6 show the number of research grants received by academic staff as a proportion of grants applied for between 2014 and 2016. All academic staff named on a grant are accounted for in the tables and therefore one grant may be represented multiple times.

The success rate for category 1 grants has varied between 2014 and 2016 with highest rates in 2016 for both women and men (63% cf 66%). In 2014 and 2015 the success rate for nonSTEMM was higher than STEMM but was similar in 2016 (women 58% cf 64%, men 67% cf 66%).

There were no significant differences in the number of category 2 grants received by gender or by STEMM/nonSTEMM. Overall success rates were high with the exception of applications submitted by early-career women (38% in 2015 and 67% in 2016). The success rate for category 3 grants fell between 2014 and 2015 for both genders, in particular at level A and B, but rose in 2016 (74% women cf 77% men).

The proportion of grants held by women as first-named Chief Investigators in 2014 was 29% and rose minimally to 31% in 2015 and 2016.

Support for Academic Staff

Grant writing support is available in all STEMM faculties and for category 1 grants the Division of Research and Innovation provide support to the top 10% of unsuccessful applicants. Assistance with writing for publication varies across faculties, for example in Sciences this included in their Researcher Development Series whereas HMS and ECMS provide…

Mentoring and the provision of assistance with the preparation of large grant applications will be important in terms of women achieving grants in their name and gaining recognition in their field.

Action 9: Identify what research grant and publication resources are available to support staff (women) across the University

Table 5.4: Category 1 (Australian Competitive Grants Register) research grants awarded to academic staff between 2014 and 2016

| | | Females | | | | | | Males | | | | | |
| | | **A** | **B** | **C** | **D** | **E** | **Total** | **A** | **B** | **C** | **D** | **E** | **Total** |
				n (% applied)[1]						n (% applied)[1]			
2014	**University**	9 (69%)	12 (43%)	6 (14%)	26 (39%)	23 (40%)	76 (37%)	7 (47%)	23 (42%)	28 (37%)	37 (43%)	91(42%)	186 (42%)
	STEMM	*9 (69%)*	*10 (42%)*	*6 (16%)*	*20 (38%)*	*17 (34%)*	62 (35%)	*7 (47%)*	*18 (36%)*	*22 (37%)*	*37 (44%)*	*82 (41%)*	*166 (41%)*
	non-STEMM	*N/A*	*2 (50%)*	*0 (0%)*	*6 (40%)*	*6 (75%)*	14 (44%)	*N/A*	*5 (100%)*	*6 (40%)*	*0 (0%)*	*9 (53%)*	*20 (51%)*
2015	**University**	8 (32%)	20 (33%)	15 (21%)	14 (22%)	25 (28%)	82 (26%)	5 (15%)	37 (43%)	37 (42%)	36 (34%)	65 (20%)	180 (28%)
	STEMM	*8 (32%)*	*15 (28%)*	*13 (20%)*	*7 (14%)*	*19 (24%)*	62 (23%)	*5 (15%)*	*31 (39%)*	*31 (39%)*	*35 (34%)*	*59 (18%)*	*161 (26%)*
	non-STEMM	*N/A*	*5 (71%)*	*2 (29%)*	*7 (47%)*	*6 (55%)*	20 (50%)	*N/A*	*6 (75%)*	*6 (67%)*	*1 (33%)*	*6 (55%)*	*19 (61%)*
2016	**University**	6 (75%)	11 (73%)	18 (67%)	16 (64%)	21 (53%)	72 (63%)	10 (83%)	26 (81%)	21 (58%)	25 (53%)	86 (67%)	168 (66%)
	STEMM	*6 (86%)*	*8 (67%)*	*17 (74%)*	*11 (61%)*	*16 (52%)*	58 (64%)	*10 (83%)*	*24 (83%)*	*18 (58%)*	*24 (52%)*	*80 (67%)*	*156 (66%)*
	non-STEMM	*0 (0%)*	*3 (100%)*	*1 (25%)*	*5 (71%)*	*5 (56%)*	14 (58%)	*N/A*	*2 (67%)*	*3 (60%)*	*1 (100%)*	*6 (67%)*	*12 (67%)*

[1]Number of successful category 1 grants received over the total number of category 1 grants applied for x 100; N/A indicates no category 1 grants applied for in that year

Table 5.5: Category 2 (Other Public Sector Competitive and Non-competitive Research Funding) research grants awarded to academic staff between 2014 and 2016

		Females						Males					
		A	B	C	D	E	Total	A	B	C	D	E	Total
				n (% applied)						n (% applied)			
2014	**University**	5 (100%)	9 (75%)	12 (92%)	12 (86%)	9 (100%)	**47 (89%)**	5 (100%)	10 (100%)	15 (75%)	13 (100%)	50 (93%)	93 (91%)
	STEMM	*5 (100%)*	*9 (75%)*	*9 (100%)*	*5 (83%)*	*8 (100%)*	36 (90%)	*5 (100%)*	*10 (100%)*	*12 (75%)*	*12 (100%)*	*43 (91%)*	*82 (91%)*
	non-STEMM	*N/A*	*N/A*	*3 (75%)*	*7 (88%)*	*1 (100%)*	11 (85%)	*N/A*	*N/A*	*3 (75%)*	*1 (100%)*	*7 (100%)*	*11 (92%)*
2015	**University**	3 (38%)	11 (92%)	10 (83%)	8 (100%)	13 (93%)	**45 (83%)**	12 (92%)	9 (75%)	16 (73%)	15 (79%)	48 (89%)	100 (83%)
	STEMM	*3 (38%)*	*10 (91%)*	*10 (83%)*	*7 (100%)*	*12 (92%)*	42 (82%)	*12 (92%)*	*9 (75%)*	*12 (67%)*	*12 (75%)*	*46 (88%)*	*91 (82%)*
	non-STEMM	*N/A*	*1 (100%)*	*N/A*	*1(100%)*	*1 (100%)*	3 (100%)	*N/A*	*N/A*	*4 (100%)*	*3 (100%)*	*2 (100%)*	*9 (100%)*
2016	**University**	2 (67%)	6 (86%)	4 (100%)	1 (100%)	9 (100%)	**22 (92%)**	5 (83%)	12 (100%)	10 (100%)	9 (90%)	28 (93%)	64 (94%)
	STEMM	*2 (67%)*	*5 (83%)*	*4 (100%)*	*1 (100%)*	*8 (100%)*	20 (91%)	*5 (83%)*	*11 (100%)*	*10 (100%)*	*9 (90%)*	*25 (93%)*	*60 (94%)*
	non-STEMM	*N/A*	*1 (100%)*	*N/A*	*N/A*	*1 (100%)*	2 (100%)	*N/A*	*1 (100%)*	*N/A*	*N/A*	*3 (100%)*	*4 (100%)*

[1]Number of successful category 2 grants received over the total number of category 2 grants applied for x 100; N/A indicate no category 2 grants applied for in that year

Table 5.6: Category 3 (Industry and Other Research Funding) research grants awarded to academic staff between 2014 and 2016

		Females						Males					
		A	B	C	D	E	Total	A	B	C	D	E	Total
				n (% applied)						n (% applied)			
2014	**University**	**9 (90%)**	**15 (65%)**	**11 (50%)**	**9 (60%)**	**11 (100%)**	**55 (68%)**	**7 (64%)**	**8 (73%)**	**8 (57%)**	**13 (68%)**	**61 (81%)**	**97 (75%)**
	STEMM	*9 (90%)*	*14 (64%)*	*10 (48%)*	*9 (64%)*	*9 (100%)*	*51 (67%)*	*7 (64%)*	*8 (73%)*	*8 (57%)*	*11 (65%)*	*52 (79%)*	*86 (72%)*
	non-STEMM	*N/A*	*1 (100%)*	*1 (100%)*	*0 (0%)*	*2 (100%)*	*4 (80%)*	*N/A*	*N/A*	*N/A*	*2 (100%)*	*9 (100%*	*11 (100%)*
2015	**University**	**7 (39%)**	**22 (58%)**	**24 (59%)**	**8 (44%)**	**13 (62%)**	**74 (54%)**	**8 (32%)**	**14 (48%)**	**12 (44%)**	**21 (62%)**	**68 (77%)**	**123 (61%)**
	STEMM	*7 (39%)*	*18 (56%)*	*20 (59%)*	*7 (44%)*	*12 (63%)*	*64 (54%)*	*8 (32%)*	*11 (44%)*	*11 (44%)*	*21 (62%)*	*64 (76%)*	*115 (60%)*
	non-STEMM	*N/A*	*4 (67%)*	*4 (57%)*	*1 (50%)*	*1 (50%)*	*10 (59%)*	*N/A*	*3 (75%)*	*1 (50%)*	*N/A*	*4 (100%)*	*8 (80%)*
2016	**University**	**8 (73%)**	**21 (91%)**	**8 (62%)**	**10 (63%)**	**9 (69%)**	**56 (74%)**	**11 (92%)**	**12 (75%)**	**17 (89%)**	**13 (87%)**	**59 (70%)**	**112 (77%)**
	STEMM	*8 (73%)*	*20 (91%)*	*8 (62%)*	*9 (60%)*	*9 (69%)*	*54 (73%)*	*11 (92%)*	*12 (75%)*	*14 (88%)*	*13 (87%)*	*55 (69%)*	*105 (76%)*
	non-STEMM	*N/A*	*1 (100%)*	*N/A*	*1 (100%)*	*N/A*	*2 (100%)*	*N/A*	*N/A*	*3 (100%)*	*N/A*	*4 (100%)*	*7 (100%*

[1]Number of successful category 3 grants received over the total number of category 3 grants applied for x 100; N/A indicate no category 3 grants applied for in that year

5.2 Career development: academic staff

(i) Training

- **Outline and discuss training available to staff related to equity and diversity, management and leadership or linked to career progression**
- **Summarise and discuss the uptake of courses by gender and grade**
- **Outline and discuss the process to monitor the effectiveness of the training**

For example: what relevant training and development opportunities are available to staff? Are opportunities arranged centrally or externally facilitated? How many people have attended relevant training events and how does the institution promote these opportunities?

The following training opportunities are available to academic staff at the University:

- Equal Opportunity online course includes theoretical knowledge and practical understanding of equal employment opportunity, anti-discrimination laws, discrimination, harassment, inappropriate relationships, and complaints process. All new staff are required to complete this course during their induction period.

- Unconscious Bias Training offered to 100 University senior leaders in 2016 by an external consultant. Additional sessions attended by 13 academic leaders and 10 professional staff (7 males, 16 females). Unconscious bias awareness is integrated into recruitment and selection training for managers and will be integrated into other management programs as they are reviewed and/or developed.

- Adelaide Women Leadership Development Program supports the University's commitment to strengthening leadership capability and accountability, and increases the profile of women across the University. Facilitated by external consultants, it provides targeted activities (leadership diagnostic tools, tailored learning workshops, individual coaching and participation in shadowing program) for women at or above Level D/HEO10, identified as having aspirations and ability to progress into senior leadership positions at the University. Since 2013, 38 women have completed the program (Figure 5.1).
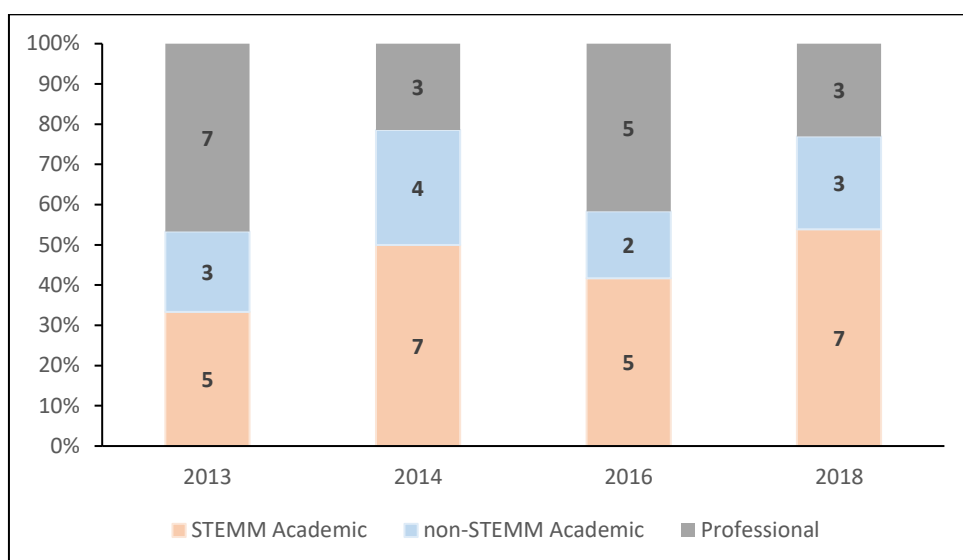
Figure 5.1: Adelaide Women Leadership Development Program participants by job classification
Numbers in the column represent total number of females in each employment category.

"Adelaide Women has been instrumental in supporting me to make a transition from employee to leader. It has strengthened my belief in my ability to deliver on key strategic plans for the University. It has also reinforced my confidence that this University is serious about gender equity in both theory and practice, and that by supporting and investing in professional development of women the University is reinvesting in its own future." (2014 participant)

All activities offered through HR are advertised on the Learning and Development website and included in all-staff emails and on the annual Learning and Development Calendar of Events. For targeted programs (Adelaide Women), Heads of School (HoS) are asked to nominate suitable candidates. Program outcomes are tracked, for example from the first three cohorts, 9 participants have been successful in obtaining leadership roles (7 academic, 2 professional) and an additional 12 (7 academics) were promoted.

Action 7: Ensure representation from each STEMM Faculty in the Adelaide Women Program

Action 11.1: Explore development opportunities for early and mid-career female academic staff.

Action 12: Incorporation of unconscious bias awareness into relevant management programs.

Action 19: Embed ongoing Equal Opportunity training requirement for all staff not only new staff

(ii)   Appraisal/development review

- **Outline and discuss the current appraisal/development review process at all levels, including what is expected to be covered**
- **Outline and discuss any training to prepare for this review process**
- **Summarise and discuss the uptake of appraisal/development reviews by gender**

For example: who conducts the appraisal/development review process and what training have they undertaken for this? Are staff guided in how to prepare for their review? Are promotion opportunities and work-life balance discussed? Is career

progression and support covered in appraisals? How is content coverage monitored? Do early and mid-career researchers also participate in review process?

All staff on continuing and fixed term contracts (>12 months) are expected to participate in a planning, development and review (PDR) process with their supervisor. This includes individual planning, objective setting, two-way feedback, career planning and development, and performance review at various time points throughout the year.

Workload allocation, development opportunities and academic promotion are included in the PDR conversation record for academic staff. Supervisors are also encouraged to discuss work-life challenges and flexible working with their staff.

Resources for setting and reviewing objectives, and preparing for mid-term and final reviews are available online for staff and supervisors. The Learning and Development team also organise training workshops for supervisors and staff. Figure 5.2 shows the number of supervisors who completed the *PDR for Supervisors* training over the past three years.
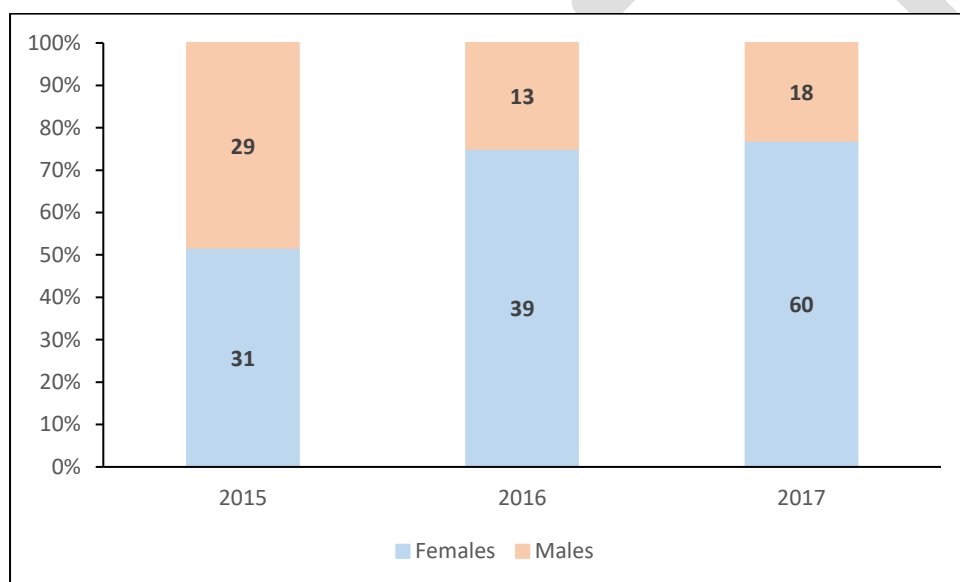
Figure 5.2: *PDR for Supervisors* training completed between 2015 and 2017
Numbers in the column represent total number of females and males in each year who completed training

The majority of supervisors who completed *PDR for Supervisors* training were female professional staff. Only 34 academic staff (~10% of all academic staff managers) completed training and of those 22 (65%) were STEMM (8 females, 14 males).

In 2018 the PDR training available to support managers was reviewed. A suite of workshops and online modules were developed, available late 2018 and into 2019.

Although encouraged it is not mandatory for staff to complete a PDR. Anecdotally, we know that early-career researchers with <1-year contracts are not routinely having PDR conversations with supervisors and that academics complete PDR with supervisors but do not always record this online. For this reason we have used responses from staff engagement surveys to assess PDR participation rates.

Table 5.7 shows the proportion of academic staff who agreed that "*my performance has been formally reviewed and evaluated in the last 12 month.*" from the 2016 and 2018 employee engagement surveys.

Table 5.7: Planning, Development and Review participation rates by academic staff in 2018

	Faculty	Female	Male
		% agree (% change from 2016)	
STEMM	ECMS[1]	95% (+3%)	85% (-8%)
	Health & Medical Sciences	83% (-5%)	89% (-3%)
	Sciences	86% (+1%)	78% (-10%)
Non-STEMM	Arts	93% (+1%)	95% (+5%)
	The Professions	86% (-5%)	93% (0%)

[1]Engineering, Computer and Mathematical Sciences

The University values the PDR process and set a key target for 2018 that 90% staff participate in the PDR process. In 2016, there was 84% staff participation and in 2018 this increased to 86%, nearing the target. Despite a slight drop between 2016 and 2018, participation rates remain high in STEMM (83-95% females, 78-89% males) and non-STEMM (86-93% females, 93-95% males).

> **Actions 26.1 and 26.2:** Promote the benefit of PDR with all staff and review current PDR data by academic level to establish validity of ad hoc comments that ECRs are not having PDR conversations completed
> **Action 27**: Enhanced participation in PDR resources and learning tools for managers

(iii)   Support given to academic staff for career progression

- **Outline and discuss any support given to assist staff with career progression**
For example: are mentoring, coaching schemes, or shadowing opportunities offered? What is the uptake of these opportunities? Is there any specific support provided for early and mid-career researchers?

The following support is available for staff to assist with career progression:
- Barbara Kidman Fellowships, designed to enhance and reinvigorate the carers of female academic staff at levels B and C whose research momentum has been affected by caring responsibilities, resulting in career-disruption or reduced working hours. Between 2015 and 2017, 19 fellowships ($30,000/FTE) have been awarded, 79% (n=15) to STEMM academics.

- The University of Adelaide Research Fellowships Scheme was established in 2016 to retain, attract and support early-career and mid-career researchers of outstanding calibre and potential. In 2016, 26 Fellowships were awarded, 12 to women (46%). In 2017, 18 Fellowships were awarded, 11 to women (50%). Due to lack of funding, no fellowships were awarded in 2018.

- Australian Federation of University Women South Australian Postdoctoral Grants were established in perpetuity in 2010 to help two to three female postdoctoral fellows annually to establish their careers through conference participation or as small grant support for research not covered by other funding sources.

- Dependant Travel Awards, established in 2015, are available to women and men with caring responsibilities to participate in conferences held overseas or within Australia. Funding may be used to cover travel costs for a carer or to employ a carer at the conference venue. Between 2015 and 2017, 22 women (77% from STEMM) and 3 men (67% from STEMM) have received Dependant Travel Awards.

- Special Studies Program is available to all academic staff, providing up to six months for staff to engage in professional development activities (research, teaching, professional practice or general scholarship) and be released from departmental duties. Between 2016 and 2018, 75 females (24% from STEMM) and 177 males (59% from STEMM) have received Special Studies Program funding.

- Academic Women's Promotion Forum (Section 5.1 iii).

- Women's Research Excellence Awards were established by the Office of the VC in partnership with the GEC and the Office of the Deputy VC and Vice-President (Research) in 2015 to recognise, celebrate and promote academic women's research excellence. Between 2015 and 2018, 46 women have received these awards with 35 (76%) given to STEMM female staff. This scheme is now managed by the DVC(R)'s office with input from the Faculty Directors, GEDI.

- The Adelaide Education Academy, established in 2017, supports, promotes and recognises teaching excellence at the University. Education Academy members can apply for Learning and Teaching Advancement Grants of up to $10,000/year for professional development support. At the end of 2018, 39 women (X% STEMM) and 23 men (X% STEMM) were members (waiting for data).

In addition, each faculty provides various programs and initiatives for staff (Table 5.8).

In the 2018 staff engagement survey 53% of academic staff agreed (52% females, 54% males) to the statement "*I am given opportunities to develop skills needed for career progression.*" The lowest and highest responses were from nonSTEMM academic staff (39% females in Arts, 59% males in Arts).

Table 5.8: Faculty support for academic staff career development

	STEMM Faculties			Non-STEMM Faculties	
Thursday, 28 February 2019	*ECMS*	*HMS*	*Sciences*	*Arts*	*Professions*
Mentoring program		X	X	X	X
Leadership/Coaching support	X	X	X	X	X
Grant development support	X	X	X	X	X
Faculty-sponsored research grants		X			X
Enable research collaboration between researchers internal and external to University	X	X	X	X	X
Conference travel support		X			X
Offer transition-to-work support schemes (post-parental leave)	X				X
Offer networking events		X	X	X	
Promotion support			X		
Coordinated approach for staff award nominations		X	X		

Action 10: Prepare annual audit of career support and training opportunities available across the University and make available to all academic staff and managers.

5.3 Flexible working and managing career breaks
Note: Present professional and support staff and academic staff data separately

The University offers best practice to support staff to work flexibly and manage career breaks. Refer also to Special Considerations (5.1 iii), and Barbara Kidman Fellowships (5.2 iii).

(i)   Cover and support for maternity and adoption leave: before leave
(ii)   Cover and support for maternity and adoption leave: during leave
(iii)   Cover and support for maternity and adoption leave: after leave

- **Outline and discuss any proactive arrangements for maternity and adoption leave cover that are put in place before leave begins, during leave and any support offered on return from leave including funding**
- **Outline and discuss how staff are supported before maternity and adoption leave begins, and any arrangements that enable staff, if they wish, to keep in touch during leave**

For example: what support is in place for staff before, during, and after periods of maternity and adoption leave? How does the institution manage the process for supporting staff before leave, during and after? How does the institution support and enable parents-to-be in their choice of leave? How are these processes communicated to staff?

Information about parental leave is provided in the EA with supporting policies and procedures accessible to staff online. Staff also have access to the Employee Assistance Program (counselling) at any time if further support is required before, during or after returning from maternity/adoption leave. The University offers parental leave options for fixed term and continuing staff (Table 5.9).

Table 5.9: Parental leave options available at the University of Adelaide

Type of Leave	Entitlement
Paid*	
Maternity leave	26 weeks to birth mother of child
Paid maternity leave on late pregnancy miscarriage/stillbirth	7 weeks from date of miscarriage/stillbirth, not inclusive of maternity leave already taken for same pregnancy
Adoption leave	26 weeks to primary carer of child
Special paid parental leave	26 weeks to staff not eligible for paid maternity/adoption leave at the discretion of the University
Shared paid parental leave	26 weeks (combined) to employee couples
Concurrent partner leave	10 days paid plus 6 weeks unpaid leave to staff not primary carer of child
Unpaid	
Unpaid parental leave	52 weeks, may be extended for additional 52 weeks. Total paid/unpaid parental leave cannot exceed 104 weeks; available to all staff.
Unpaid pre-adoption leave	2 days to staff members where no other leave is available
Unpaid special maternity leave	Entitlement determined on case-by-case basis to female staff unfit for work as a result of pregnancy-related illness or pregnancy that ends within 28 weeks of expected birth date.

* In 2018, pro-rata parental leave became available; previously parental leave was available only to staff who had completed 12 months of continuous service. Pro-rata leave applies to Maternity, Adoption, Special Paid Parental and Shared Paid Parental leave.

Before maternity/adoption leave:
- ==Sick days for prenatal appointments==
- Unpaid special maternity/adoption leave for appointments, pregnancy-related illness ==(is this if sick days all used?)==
- Reserved paid parking for women in third trimester or those with pregnancy complications at North Terrace (city) campus

During maternity/adoption leave:
- Employer contributions to superannuation while on leave
- ==Keeping in touch days==

After maternity/adoption leave:
- Staff returning from parental leave may convert up to 12 of the 26 weeks of paid parental leave to a return-to-work option which may include:
  - Access to conference/study leave, attend seminars or job-related training
  - Converting to part-time while being paid full-time
  - Opportunity to employ a research assistant or teaching support (academics only)
- Access to seven parenting rooms across two campuses (North Terrace and Waite)
- ECMS offers a Research Support Transition Scheme for staff returning from parental leave, providing funds to hire 0.5 FTE position (Academic Level A) for 6 months.
- Dependant Travel Awards for academic staff with caring responsibilities (section 5.2 iii)
- Personal leave may be used as carer's leave
- Staff may request FWA (section 5.3 vi)
- Access to childcare centres at City and Waite campuses

> **Action 29:** Provide pro-rata access to parental leave for all continuing and fixed-term staff (completed)
>
> **Action 30:** Develop parental leave information checklist for manager and staff, including survey for staff returning from parental leave
>
> **Action 31:** Extend pregnancy parking to Waite and Roseworthy campuses

(iv)   Maternity return rate

- **Summarise and discuss the maternity leave return rate, including returning on reduced hours**

For example: do all staff return from maternity leave? If not, are there specific reasons why? Are there differences in provision for staff on fixed-term contracts?

Table 5.10: Paid maternity leave taken by academic and professional staff between 2014 and 2016

	Leave starts	Returned	Returned on reduced hours	Reasons for not returning		Still on leave[1]	Return rate (%)
				Contract-end	Resigned		
Academic Staff							
2014	35	31	15	4	0	0	89%
2015	31	30	11	0	0	1	100%
2016	26	26[2]	7	0	0	0	100%
Professional Staff							
2014	60	50	37	7	1	2	86%
2015	75	59	38	7	7	2	81%
2016	57	49	28	3	5	0	86%

[1] still employed with the University and on second maternity leave, not included in the return rate
[2] one female resigned 3 months after returning from maternity leave

The average return rate for academic and professional women on maternity leave is high (88%), for academic (96%) and professional (84%) women (Table 5.10). The number of women returning increased between 2014 and 2016, with all academic women returning from leave taken in 2016. Main reasons for professional staff not returning were end of fixed-term contracts and resignations.

Of those who returned, only 7 (8%) staff took >12 months leave prior to returning. The majority (n= 46, 53%) took 3-6 months leave with the remaining 34 (39%) taking 7-12 months before returning. Between 2014 and 2016 a total of 33 academic women returned from maternity leave on reduced hours (Figure 5.2). Of the 7 women taking >12 months leave, 4 returned on reduced hours; only 11 of the 46 women who took the shortest leave (3-6 months) returned on reduced hours.
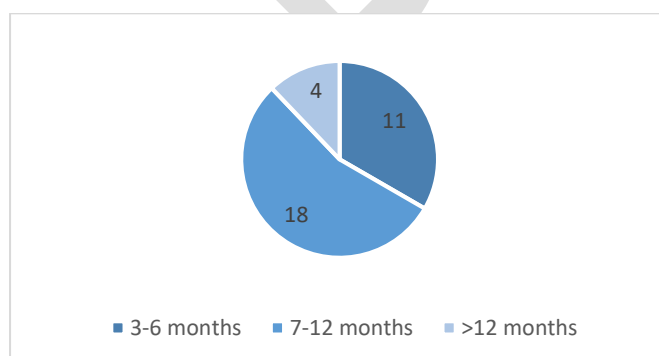
Figure 5.2: Academic staff returning on reduced hours based on length of maternity leave

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

- **Summarise and discuss the uptake of paternity, adoption and parental leave by grade and gender**
- **Discuss the uptake of statutory paternity leave and/or parental leave**
- **Outline and discuss the institutional paternity packages and arrangements**

For example: are there differences in the uptake of paternity/adoption/parental leave across the institution? Are the current packages and arrangements sufficient? Is the feedback from staff accessing these packages/arrangements positive?

The uptake of all parental leave by academic staff in 2014-2016 is shown in Figures 5.3 and 5.4. The majority of staff taking parental leave were women, only three were men (two academic, one professional). We are unable to identify adoption or shared parental leave as our system uses one code for all parental leaves (maternity, shared, and adoption). We are aware, however, that shared parental leave has been taken by at least one employee couple within the past three years.
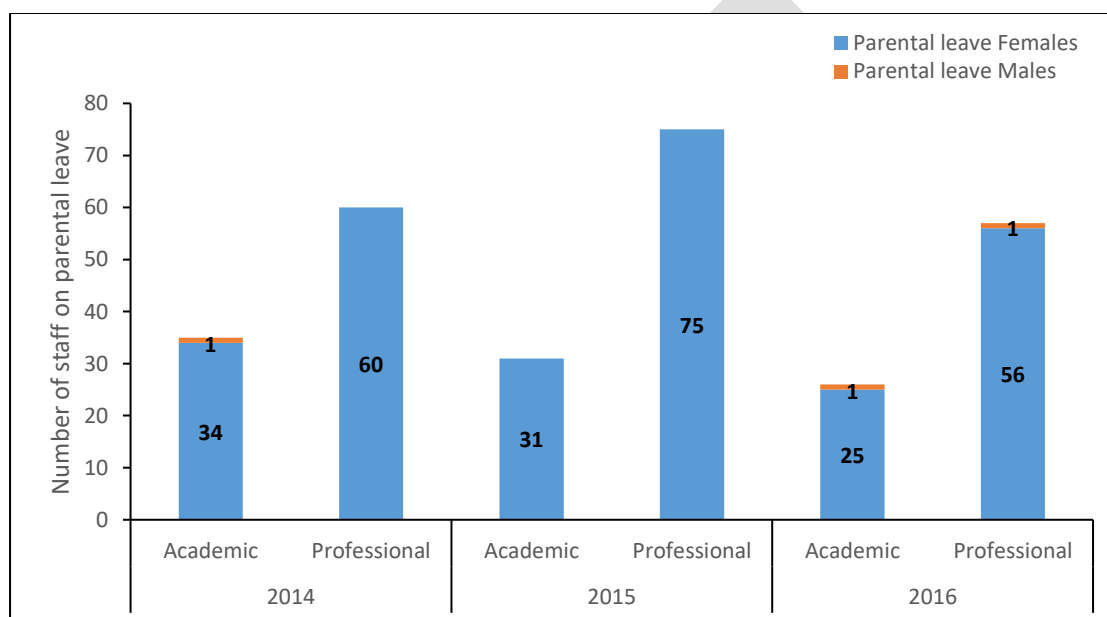
Figure 5.3: Parental leave uptake by academic and professional staff between 2014 and 2016
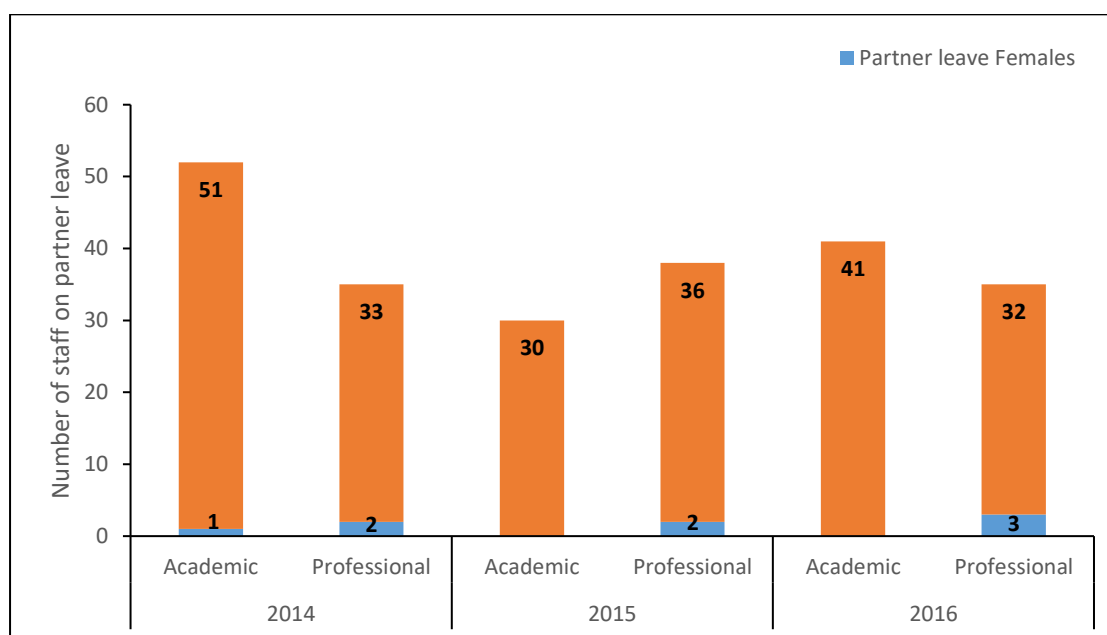
Figure 5.4: Partner leave uptake by academic and professional staff between 2014 and 2016

In contrast to parental leave, the majority of staff taking partner leave were men. A total of eight women (one academic, seven professional) took partner leave between 2014 and 2016.

In 2017 a focus group was held with staff returning from parental leave that year, with the purpose of identifying areas of support for parents. Key themes from the focus group included the need for:

- consistent and clear information for parents on utilising leave and working flexibly,
- access to breastfeeding facilities and child-care options.

Following the focus group, additional parenting rooms were made available on the North Terrace campus and information about these rooms included on the University's website.

> **Action 32**: Establish secure parenting room at Roseworthy campus

(vi) Flexible working

- **Outline and discuss any formal/informal institutional systems for arranging flexible working hours**
- **Summarise and discuss applications for flexible work, and approval rates, by gender and grade**
- **Outline and discuss any support provided to managers for promoting and managing flexible working arrangements**
- **Discuss staff awareness of flexible working policies**

For example: How is flexible working supported within the institution? What formal and informal options for flexible working does the institution offer? How are the options communicated to staff? Is it an option offered to all staff (i.e. not just parents/women returning from maternity leave)?

FWA are open to all staff and may include requests for flexibility in working hours or location of work, reduced employment fraction, purchased leave arrangement, and compressed weeks. In 2018 guidelines for working remotely were developed to enhance FWA for all staff.

The University offers a workshop for managers on flexible work options that includes understanding the University's offering, how to positively engage with staff requests, and implement flexible

working arrangements into staff workload. Staff with formal FWA, not requests, are logged in our HR system. The number of staff on FWA increased by 50% between 2015 and 2017 (Table 5.11).

Table 5.11: Number of academic and professional staff with Flexible Working Arrangements

	Females		Males		Total
	Academic	**Professional**	**Academic**	**Professional**	
2015	37	143	1	18	199
2016	28	187	5	45	265
2017	32	221	6	43	302

The type of FWA taken by staff is displayed in Table 5.12. Care of Child is the predominant type of FWA for both academic and professional staff.

Table 5.12: Type of Flexible Working Arrangements taken by staff between 2015 and 2017

	Total Flexible Working Arrangements n	**Care of Child**	**Care of Family**	**Compressed Weeks**	**Purchased Leave**
			n (%)[1]		
Academic					
2015	38	35 (92%)	1 (3%)	1 (3%)	1 (3%)
2016	33	31 (94%)	1 (3%)	0 (0%)	1 (3%)
2017	38	34 (89%)	2 (5%)	1 (3%)	1 (3%)
Professional					
2015	161	117 (73%)	5 (3%)	37 (23%)	2 (1%)
2016	232	162 (70%)	8 (3%)	53 (23%)	9 (4%)
2017	264	166 (63%)	6 (2%)	88 (33%)	4 (2%)

[1] % of total Flexible Working Arrangements for that year

The 2018 staff engagement survey revealed 79% of respondents (n=2196) agreed to the suite of Flexibility statements, up from 78% in 2016. Responses to individual FWA statements are displayed in Table 5.13.

Table 5.13: Staff responses to questions on flexible working arrangements from Your Voice 2018

Question	Academic Staff		Professional Staff	
	Females	**Males**	**Females**	**Males**
	% agree (% change from 2016)			
1. My supervisor supports the use of flexible work arrangements	81% (-5%)	84% (-1%)	83% (+2%)	82% (-1%)
2. The University has enough flexible work arrangements to meet my needs[1]	78% (n/a)	79% (n/a)	83% (n/a)	77% (n/a)
3. I have access to the flexibility I need to manage my work and caring responsibilities	77% (-4%)	76% (-7%)	82% (0%)	79% (-2%)
4. I can change my working hours if I need to	72% (-6%)	76% (-3%)	73% (+1%)	68% (-1%)

[1]question added in 2018 Your Voice survey

In addition to the results presented above 77% of respondents with dependent children and 80% of staff who identified as carers agreed that "*The University has enough flexible work arrangements to meet my needs."* To enhance staff awareness of current available entitlements, a Voluntary FWA Promotion took place in 2018. This included a redevelopment of the FWA webpage (Figure 5.5), targeted emails to managers and HR staff, and showcasing FWA options in all-staff news over several months.

Figure 5.5: Screenshot of Flexible Work Arrangements webpage

> **Action 34**: Promote FWA to managers and staff across the University (Completed)
>
> **Action 35:** Showcase high performers and males who work flexibly
>
> **Action 36:** Amend University Committee TORs to include "meetings should be arranged during 'family-friendly hours' whenever possible to accommodate all staff"

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

- **Outline and discuss any support given to staff wishing to transition between part-time and full-time work**

For example: What support does the institution provide to assist staff wishing to change between part-time and full-time workloads? How are the policies and practices communicated to staff?

Staff returning from parental leave may convert up to 12 weeks of paid parental leave to a return-to-work option. Academic staff in ECMS may use the Research Support Transition Scheme to transition to full-time work (section 5.3 i). Furthermore, staff are able to use FWA, including working from home and flexi-time, to support a transition to full-time.

(viii)   Childcare

- **Outline and discuss any institutional childcare provisions**
- **Discuss uptake and the way any shortfall in provisions is being/will be addressed**

For example: Is there on-site childcare for staff to use? Do the provisions (including opening times and availability) meet the needs of staff? What other initiatives are in place to support and assist those who have childcare responsibilities?

The University has a long standing agreement with Adelaide University Childcare Services Incorporated (AUCS), an independent, not-for-profit association that provides childcare services on two campuses (North Terrace and Waite). Each centre provides part- and full-time care and prioritises access to children of staff and students at the University. University and partner families occupy approximately 90% of places. Feedback from parents obtained from a 2015 AUCS report suggested that staff view these centres as an essential element in supporting and encouraging women to participate in the University workforce. A scoping study is underway at Roseworthy in regard to establishing childcare facilities for staff at that location.

> **Action 33:** Prioritise completion of scoping plan for childcare services at Roseworthy.

(ix)   Caring responsibilities

- **Outline and discuss any policies, practices and procedures to support staff with caring responsibilities**
- **Summarise and discuss their uptake by gender**
- **Outline and discuss any staff communication that describes the available support**

For example: What policies and practices are in place? Is the institution proactive in communicating available support to staff? Are these implemented consistently across the institution? When/how are these policies and practices reviewed?

As outlined in our workforce management policy and EA all staff members are entitled to use paid personal leave (15 working days per year) for caring responsibilities. In addition, staff who have used all paid personal leave may take two days of unpaid carer's leave for each occasion a member of their family or household requires care or support because of illness/injury or emergency. This policy is reviewed every three years (section 5.4 ii).

Academic and professional staff may also utilise voluntary FWA, including purchased leave, to assist with caring responsibilities. In 2018, 67% of FWA allocated to staff were Reduced Employment Fraction, Care of Child or Care of Family Member (section 5.3 vi).

Figure 5.6 shows that the majority of carer leave days were taken by professional staff; 650-700 days/year taken by women and 275-300 days/year by men. Academic staff, irrespective of gender, take fewer carer days than professional staff.
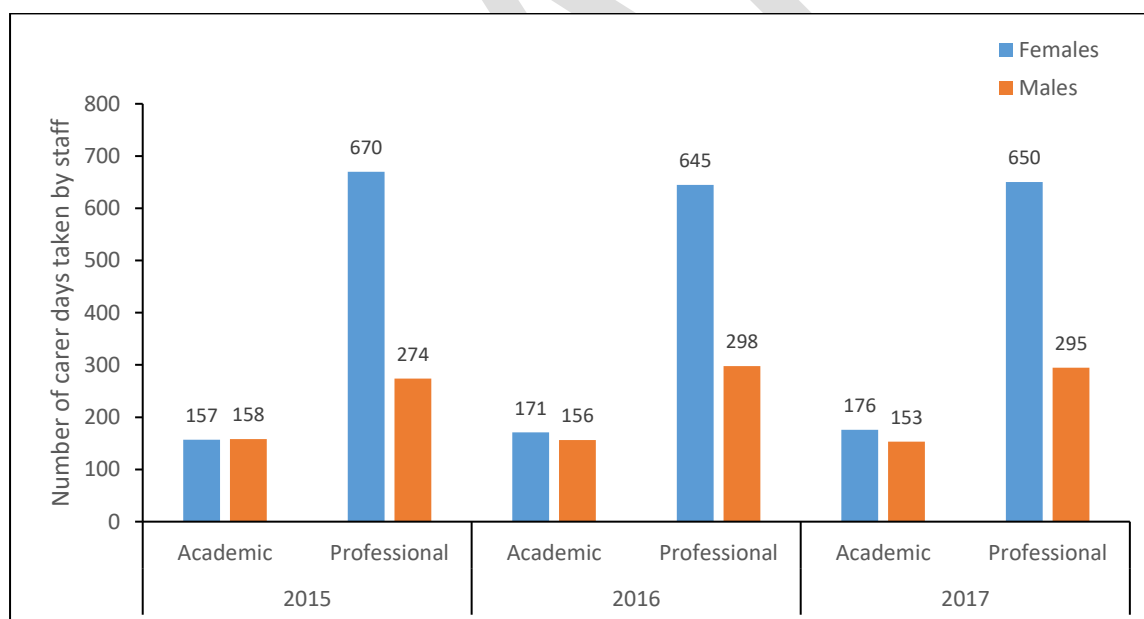
Figure 5.6: Carer leave uptake by academic and professional staff between 2015 and 2017

5.4   **Organisation and culture**

Academic staff and professional data should be shown and discussed separately where appropriate

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(i)   Culture

- **Reflect on the culture of the institution, including the values and beliefs that influence how staff and students behave and operate**
- **Outline and discuss how the institution actively considers gender equity and diversity**
- **Discuss any institutional staff networks or health and wellbeing initiatives**
- **Discuss any staff and (if applicable) student consultation relating to institutional culture**
- **Discuss how the Athena SWAN principles have been and will continue to be embedded into the culture of the institution**
- **Identify and discuss sharing of good practice across the institution.**

For example: Do staff report that they feel valued and respected at work? Do staff think that the institution supports an inclusive culture and is accepting of diversity? Do staff report that they feel they are treated fairly and equally? Do staff report that they generally have positive relationships with co-workers? How are the Athena SWAN principles becoming part of the institutions' culture?

The following demonstrate how the University actively addresses gender equity and inclusivity therein embedding the Athena SWAN principles into our culture:

- setting Institution-wide gender target of 50/50 across academic positions by 2022, with specific Faculty and Division targets
- appointment of Faculty Directors, GEDI with the goal to improve the Faculties' diversity in staff and student cohorts (Section 2)
- establishment of networks:
    - **Women's Professional Development Network –** 'grassroots' network to support professional and personal development of staff through activities that promote leadership, personal job satisfaction, positive work attitude and career advancement.
    - **Women of Waite** – established in 2018 for female staff on Waite Campus to connect, share, inspire and be inspired.
- provision of health and well-being initiatives: access to counselling (employee assistance program), Fair Treatment Contact Officers (FTCO) to address bullying and harassment, rehabilitation for non-work-related injuries or illness, and funding to support faculty/school health promotion initiatives.
- University and faculty-led leadership/mentoring programs, forums/networks and funding to support career development (section 5.2 iii)
- advertising positions as 'flexible', and promoting FWA to all staff (section 5.3 vi)
- preparation of annual pay equity reports for VCE (section 4.1 v)
- celebrating relevant events, e.g. International Women's Day, IDAHOBIT Day to celebrate our LGBTIQ community, Reconciliation and NAIDOC Week events
- continued support for the University's Ally Network (section 6)
- The University' Respect.Now.Always Taskforce implemented an action plan to reduce the incidence of sexual harassment/assault on campus, and support those affected, including the development of Inclusive Language Guidelines which will be integrated into HR policies and procedures and promoted across the University
- development of a Stretch RAP (Section 8)

Table 5.14 summarises the 2018 workforce engagement survey responses to the statements related to gender equity.

Your Voice 2018 'Gender Equity and Diversity' statements
- My supervisor genuinely supports equality between women and men
- Individuals of all genders are recognised equally for their contributions
- The University is committed to achieving a gender diverse workforce

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Table 5.14: Staff responses to questions on gender equity and diversity from Your Voice 2018

	Faculty	Female	Male
		% agree (% change from 2016)	
	Academic Staff		
STEMM	ECMS[1]	68% (-3%)	86% (+2%)
	Health & Medical Sciences	75% (+4%)	87% (+2%)
	Sciences	78% (+7%)	86% (+2%)
Non-STEMM	Arts	66% (0%)	71% (-16%)
	The Professions	76% (+8%)	86% (+5%)
	Professional Staff		
STEMM	ECMS[1]	87% (+10%)	93% (+11%)
	Health & Medical Sciences	87% (+6%)	89% (+4%)
	Sciences	84% (+9%)	89% (+5%)
Non-STEMM	Arts	92% (+4%)	92% (+1%)
	The Professions	84% (+3%)	88% (n/a[1])

[1]Insufficient data in this category in 2016 to allow comparison

Staff are generally satisfied with the University's performance as it relates to gender equity and diversity. Female academic staff were less likely than males to agree with the gender equity and diversity statements, and those in Arts and ECMS were least satisfied.

(ii)   HR policies

-
-

A policy specialist role oversees HR policy review and development including consultation with subject matter expertise, consideration of contemporary social issues and HR practice, and maintaining consistency between HR policies and procedures. HR policy development involves a joint consultative committee review, consultation with HR, and where relevant with specialist University committees. University staff are invited to provide comment at draft stage as per the University policy framework (section 5.4 vii). HR policies are reviewed every three years (or earlier) and upon finalisation are communicated across all staff. HR Advisors work alongside department heads, facilitate policy compliance with matters as they arise, and push key policy changes out though interactions with schools.

To address differences between policy and practice the following actions are implemented:
- Assessment of complaints to identify shortfalls and areas of risk to gender equity
- Joint consultative committee operates to enable feedback about practice shortfalls

Strategies to handle inappropriate behaviour:
- Fair Treatment Procedure – to prevent and/or respond to unlawful unfair treatment; sits under the Behaviour and Conduct Policy in the HR policy framework.
- Fair Treatment Contact Officers (FTCO) – In 2016 the University expanded the role of its Bullying Contact Officers to include fair treatment, and changed their title to FTCO. In 2017 additional officers were recruited taking the number of FCTOs operating across all Faculties and campuses from six to 16. These officers are trained to assist staff with enquiries about discrimination, sexual harassment or bullying. They provide, distribute and explain information in a confidential, independent manner. The number of staff approaching FTCOs increased in 2017; however Workplace Relations did not see an increase in the number of formal complaints and none of the investigations substantiated a claim of bullying in the workplace.
- Staff Complaints Procedure for managing poor performance of other staff including grievances about harassment, discrimination and bullying
- Managing Staff Misconduct – the EA provides for disciplinary procedures for alleged misconduct and serious misconduct.
- Early Intervention Group (DVCA) – to monitor and respond to student complaints and where matters relate to staff this aligns with the Workplace Relations team who case manage alleged misconduct.
- Staff-Student Relationships Procedure and Sexual Assault and Harassment information sheet.

Workshops are held throughout the year for managers that provide opportunity to review and discuss HR policies and practices. The majority of managers who completed the workshops were female (52-91%).

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

- **Outline and discuss the process for deciding HOS, Faculty or department roles**
- **Discuss any support or leadership training provided**

For example: what is the gender balance of head of school/faculty/department? What is the process for deciding these roles? Are the roles rotated and, if so, over what time period? Is there any targeted support or leadership training provided?

Senior leadership in STEMM faculties remains male-dominated with 38% of senior leadership roles held by females (Figure 5.7). The non-STEMM faculties on average have 50% of senior leadership roles held by females, with Arts and Professions at 56% and 55%, respectively in 2018HMS is the only STEMM faculty with >50% senior leadership roles held by women (Figure 5.8).
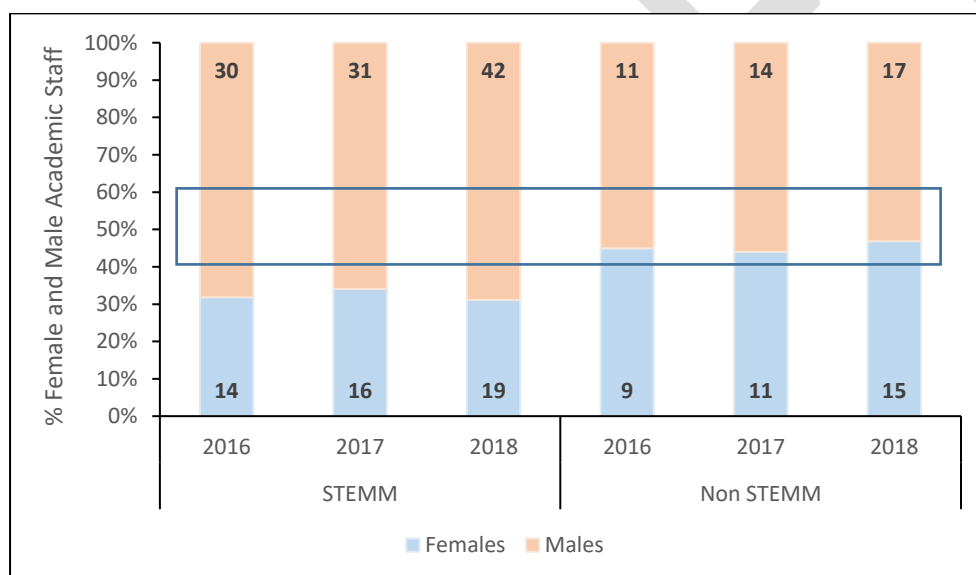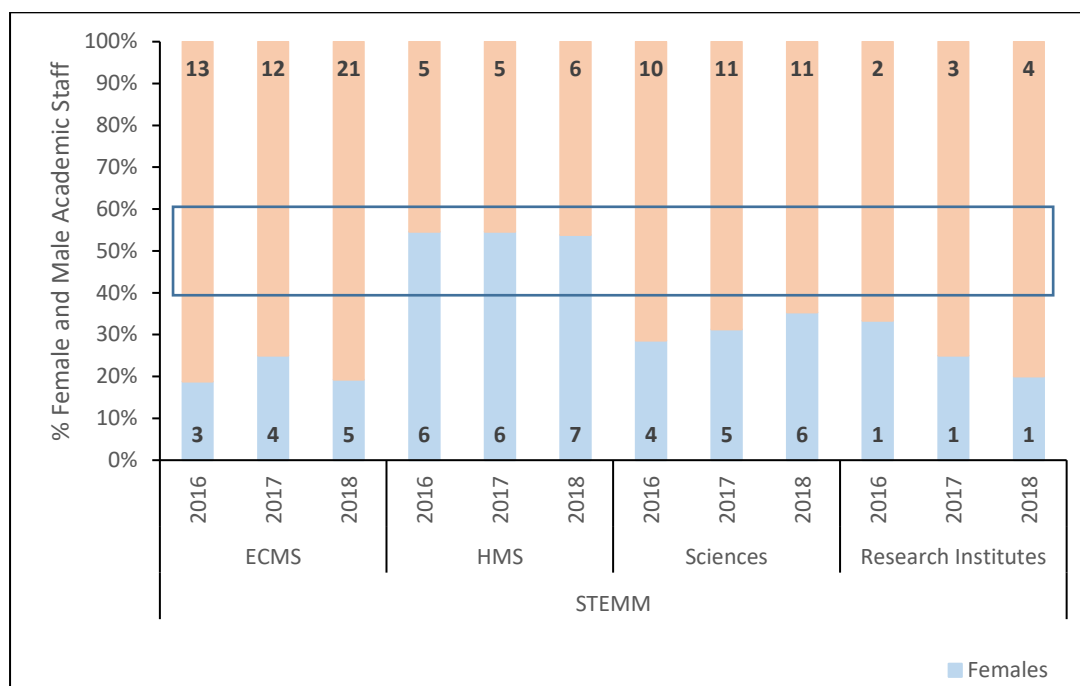
Separate HoS from Deans/Deputy Deans

Figure 5.7: Gender distribution of senior leadership roles in STEMM cf nonSTEMM

Figure 5.8: Gender distribution of senior leadership roles in STEMM faculties and Research Institutes
includes Executive Deans, Associate/Deputy Deans, Heads of Schools, Directors of University Research Institutes, and Faculty Executive Managers/Directors

The process for deciding HoS can be an internal or external selection process and is at the discretion of the Faculty's ED in consultation with HoS. The composition of the Selection Committee is pre-determined based on the University's current EA. Gender balance is strongly recommended on the selection committee. A HoS is appointed for up to five years and may be renewed for an additional five years. The selection process for Faculty EDs is similar except that it is directed by the VC.

All Faculty EDs and HoS are considered managers. They are encouraged to participate in management development workshops and web-based resources focused on practical elements of success including recruitment, managing performance, flexible work arrangements, and challenging conversations.

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

- **Summarise and discuss the membership of senior management committees by gender/role in committee (chair, secretary, member)**
- **Outline and discuss the process for deciding membership of senior management committees**

For example: what is the gender balance of senior management committees? Is the institution actively training and providing opportunities for succession planning?

The gender distribution of University Council (governing body) and VCE (senior management/operations) between 2016 and 2018 is presented below (Table 5.15).

Table 5.15: Gender distribution of University of Adelaide's governance and senior management committees

Committee	2016			2017			2018		
	F	M	% F	F	M	% F	F	M	% F
University Council (Governance)	4	7	36%	4	9	31%	3	10	23%
Vice-Chancellor's Executive (Operations)	6	11	35%	6	11	35%	9	11	45%

The number of women on the University's Governance committee has dropped by one since 2016; however, the proportion fell from 36% to 27% following the appointment of three men to Council. The proportion of women in the VCE increased from 35% to 45% in 2018 with the addition of three women. Since 2016, the role of Chair in each committee has been occupied by a male; the role of Secretary has been held by a female (Council) and male (VCE).

Members of the University Council are either appointed (recommended by the Council Selection Committee), or elected by Academic or Professional Staff as per the University of Adelaide Act which states that "*the appointing authority much recognise that the council is, as far as practicable, to be constituted of equal numbers of men and women…*". Membership in the VCE is by role (ex officio) and therefore appointments are made to individuals in these respective roles.

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

- **Summarise and discuss membership of influential institutional committees by gender and role within the committee**
- **Outline and discuss how committee members are selected**

For example: what is the gender balance of influential institutional committees? How is gender equity considered and communicated in the selection of members? It the institution actively training and providing opportunities for succession planning? How are the roles decided? Is there gender/grade inequity in these roles?

In 2018, nine (56%) of the University's influential committees had 40-60% female representation (Table 5.16). Between 2016 and 2018 gender distribution improved in six committees and only one (People and Culture) experienced a drop in female representation. Three committees improved female representation to >40% between 2016 and 2017 however dropped below 40% in 2018.

Table 5.16: Gender distribution of University of Adelaide's influential committees

Committee	2016			2017			2018		
	F	M	% F	F	M	% F	F	M	% F
University Council Committees									
Academic Board	19	27	41%	22	24	48%	20	29	41%
Audit, Compliance & Risk	3	5	38%	3	5	38%	4	3	57%
Finance and Infrastructure	*Finance & Infrastructure Committees merged in 2017*						1	8	**11%**
Council Selection	2	4	33%	4	3	57%	4	3	57%
People and Culture	3	3	50%	2	6	25%	2	6	**25%**
Committees Reporting to the Vice-Chancellor and President									
Planning and Budgeting	2	8	20%	2	8	20%	2	8	**20%**
Health and Safety	9	11	45%	9	11	45%	9	11	45%
Gender, Equity and Diversity	10	1	91%	8	2	80%	11	1	92%
Promotions Level D	2	6	25%	3	4	43%	2	6	**25%**
Promotions Level E	3	7	30%	4	6	40%	3	7	**30%**
Committees Reporting to the Deputy Vice-Chancellor and Vice-President (Academic) or (Research)									
Indigenous Education and Engagement	3	10	23%	15	4	79%	15	4	79%
Internationalisation Strategy	3	5	38%	5	6	45%	5	8	**38%**
Program Approval and Entry	5	7	42%	7	4	64%	3	4	43%
Quality Enhancement	4	6	40%	6	6	50%	6	6	50%
University Learning	5	6	45%	6	5	55%	6	5	55%
University Research	2	10	17%	2	8	20%	2	9	**18%**

The composition of University committees listed above is regulated by Governance/Terms of Reference which outlines membership criteria. Membership includes ex officio roles and those appointed or elected by either Council, EDs, staff and/or student bodies. Appointed members of Council Committees hold office for two years but may serve multiple terms for a maximum of 12 years. Governance does not state length of term for non-Council committees.

In 2018, 50% of committees were chaired by women, and 81% (13) had women in the secretary role. Of the committees that meet more than once/year, 69% (9) are scheduled within '*family-friendly hours*' (10am-3pm), and outside school holidays.

> **Action 36:** Amend University Committee TORs to include "meetings should be arranged during 'family-friendly hours' whenever possible to accommodate all staff"

(vi)   Committee workload

- **Outline and discuss how committee overload is addressed**

For example: Is committee work included in workload allocation model? Are there particular groups of staff who have a higher load of participation and what are their roles typically? Does the institution consider duration of committee membership and options for rotating roles?

Committee duties for academic staff contribute to their workload models, in 'administration, service and leadership in the University', which accounts for 10-40% workload. Early-career researchers are expected to focus on research and/or teaching, depending on their career focus, thereby having fewer committee duties than mid-career and senior academics. Most roles in influential committees are ex officio, held by senior academic and professional leaders.

Professional staff contribute to committees as part of their assigned workload and are expected to discuss these roles in their annual PDR process. Any staff with concerns about workload are expected to speak to their supervisor and, if not resolved, may lodge a grievance.

(vii)   Institutional policies, practices and procedures

- **Outline and discuss how equity is considered in the development, implementation and review of institutional policies, practices and procedures**
- **Outline and discuss any staff consultation around the fairness and transparency of institutional policies.**
- **Describe how the impact of current and future policies is determined and acted upon**

For example: What feedback has the institution received from staff regarding equity in current policies, practices and procedures? How does the institution review, seek feedback, respond to, and communicate any changes to staff?

The University is governed by its Council, established by the University of Adelaide Act 1971. As per the Act, Council is responsible for establishing policy and procedural principles, consistent with legal requirements and community expectations. The Adelaide Policy Framework is the operational structure for developing, implementing, reviewing and maintaining the University's policies and procedures in a consistent format.

A University policy template and guidelines for writing policy is available, which includes the "*avoidance of gender-specific pronouns*". All policies must be reviewed at least every three years and are benchmarked against other 'like' policies at peer institutions such as Go8 universities. Consultation with interested parties is strongly recommended throughout the development and review of a policy. Once drafted, policies must be made available for comment by Legal and Risk, staff and students directly affected, and formal committees/unions as appropriate. Draft, new or revised policies are published online and available for feedback from staff for three weeks. In 2018, a Working from Home Procedure was developed, to support the Workforce Management Policy. The draft procedure received substantial feedback from staff including a combined submission from GEDI Directors, which contributed significantly to the final document.

A Feedback/Issues log is maintained by the Council Secretariat which includes comments on the effectiveness of policies and any difficulties in the implementation or interpretation of policies.

(viii)   Workload model

- **Outline and discuss any workload allocation model and what it includes**
- **Outline and discuss who is responsible for setting and reviewing the workload model**
- **Discuss how the model is monitored for fairness and transparency**
- **Discuss any links to promotion criteria and the appraisal/development review processes**

For example: Does the institution have a robust mechanism to ensure that research, teaching, pastoral, administrative, and outreach responsibilities are equitably allocated? Is there a gender difference in the allocation of research teaching, pastoral, administrative and/or outreach responsibilities? Are the different roles equally valued within the institution and included in promotion and appraisal processes?

The academic workload model is defined in the University's EA as:

1. Teaching and related duties including supervision (range 20-90%)
2. Research, scholarship and creative activity (range 20-60%)
3. Administration, professional activity, and/or community engagement (range 10-40%)

Each School is responsible for the development of academic workload models, approved by the ED, and submitted to the DVC (Academic) for review. Where there are recognised and significant differences in teaching practices or other academic work across a faculty more than one workload model may exist within the faculty.

Workload is discussed annually between each academic and their supervisor taking into consideration their appointment, time fraction, need to establish their career as an early-career academic, and balance between work and family life. In addition, each faculty has established Academic Role Statements. These outline minimum performance expectations for each classification and workload band and apply to both continuing and fixed-term academic staff. Staff have the opportunity to discuss and review their performance against their Academic Role Statement through regular PDR meetings.

Furthermore, workload models can be altered for staff who have taken parental leave. Altered workloads are considered in both the PDR, and Promotion processes.

(ix)   Timing of institution meetings and social gatherings

- **Outline and discuss how the timing of meetings and social gatherings is determined**
- **Reflect on any staff feedback regarding the timing of meetings and social gatherings**

For example: Does the institution have formal core hours? What consideration is given to ensure part-time staff and those with caring responsibilities are able to attend meetings and events? Do staff feel they are welcome to attend formal/informal social gatherings, and that events are inclusive and held at appropriate times? What systems are in place to prevent staff from being excluded from activities?

The University does not have a policy or procedure related to timing of meetings and institutional gatherings. However, significant University events, including the VC Welcome to Adelaide, Reconciliation Day, and Annual Meeting of the University Community, and committee meetings (section 5.4 v) are held in '*family friendly hours*'. Many University events are also recorded for staff unable to attend.

(x)   Visibility of role models

- **Summarise and discuss the gender balance of speakers and chairs at seminars, workshops and other relevant activities organised by the institution**
- **Outline and discuss how the institution considers GE when planning events**
- **Discuss how diversity is considered and promoted in institutional publicity material**

For example: what is the gender balance of invited/key note speakers? Are images on the institutions webpages, teaching, and/or publicity materials representative of a diverse workplace? How are diverse role models promoted and celebrated within the institution?

Table 5.17 provides the gender distribution of speakers at the University's public lecture series Research Tuesday and those providing graduation orations between 2016 and 2018.

Table 5.17: Gender distribution of speakers at public lectures and graduations between 2016 and 2018

Year	Research Tuesdays				Graduation Orations		
	Number lectures	Total number presenters	Number female presenters	% female presenters	Total number orations	Number female orators	% female orators
2016	10	17	7	41%	19	9	47%
2017	9	20	4	20%	21	10	48%
2018	9	23	9	39%	21	5	24%

In 2017 the number of female presenters at Research Tuesdays dropped from near gender balance to 20% but increased towards balance (39%) in 2018. In 2016-2017 there was gender balance in orators at the University's graduations, however, in 2018 only one-quarter of orations were given by females To ensure better representation of women in Research Tuesdays the Chair of the SAT discussed with individuals responsible for selecting speakers the importance of gender balance.

> **Action 37:** Improve visibility of female researchers in the Research Tuesday sessions by increasing proportion of female speakers to > 40% per year.
>
> **Action 38:** Improve visibility of female orators the University's graduation by increasing proportion of female speakers to >40% per year.

The University celebrates women as role models:
- on the University website and in marketing materials and publications
- highlighting achievements of female researchers in weekly Staff News emails
- renaming the Frome Street medical building Helen Mayo North and South in 2017, after Dr Helen Mayo who was instrumental in health, research and education at the University
- in the University's Diversifying Portraiture initiative (Figure 5.9)

Diversifying Portraiture was established in 2016, with the goal of upgrading public spaces across campuses to promote a more diverse and inclusive environment. A series of posters of eminent women associated with public and academic life at the University was produced. The project working party has included members of the GEC, and Director of University Collections. Portraits are revealed at an annual International Women's Day event, launched by the VC.

Figure 5.9: Diversifying Portraiture images from 2017 and 2018

> **Action 40:** Create a Kaurna Elders STEMM award for Indigenous women.

(xi)   Outreach activities

- **Summarise and discuss staff involvement in outreach activities, by gender and grade**
- **Outline and discuss how outreach activities are formally recognised, e.g. whether they are included in workload modelling, promotion and/or appraisal processes**
- **Summarise and discuss participant uptake by gender**

For example: which groups within the institution typically conduct outreach activities? Who are these activities aimed at? What is the gender and grade breakdown of the organisers and the participants? Are outreach activities included in promotion and appraisal processes?

Involvement in outreach activities is considered *administrative and service to the University*, or *professional activity including service to the community* within an academic's workload. Staff are to include these activities in their annual PDR and in promotion applications. Academic staff participation in outreach activities is not generally recorded by outreach programs or at an institutional level.

The University's key outreach activities include:

- **Open Day** for potential students, parents and teachers attracts approximately 10,000 people annually to the campus, with 50% school leavers. The majority of individuals involved in this event are professional staff and students.

- **Children's University Adelaide** offers educational experiences for children 7-14 years and volunteering opportunities for 15-18 year olds. Since 2014, 9000 Passports to Learning and Volunteering have been issued to students (59% females) from 120 schools (Government, Independent and Catholic) in SA. The program relies mostly on student volunteers; academic staff participate ad hoc, typically to give presentations on their research.

- **Marni Wingku** is an immersive on-campus program for Aboriginal and Torres Strait Islander high school students from across SA. In 2017, 223 students and 30 teachers across 24 schools participated in this event organised by Wirltu Yarlu Aboriginal Education and all Faculties. <mark>Check re: gender of staff, in particular academic, involved in program.</mark>

- **Women in STEM Careers program** aims to develop women studying STEM degrees at the University to become innovative leaders equipped with confidence, resilience and leadership skills and give industry well-rounded, highly regarded, prepared graduates. Students participate in personal development activities, attend workshops (developing online brand, writing applications, interviewing), and network with industry representatives. Since its launch in 2017, 187 women have completed this program. Both male and female academic and professional staff are involved in the delivery of the program.

Within the STEMM Faculties, ECMS has made considerable effort in providing outreach activities to primary, secondary and university students since mid-2000s for both genders.
- Female students
    - Young Women in Tech Day (Year 9-10, 300/year)
    - Women in Math Workshop (Year 12, 30/year)
    - Super Hero Daughter Day (5-12 year-olds, 85/year)
- Female and male students
    - Ingenuity Day (primary and high school, 4000-5000/year)
    - Google Coding Workshop (university, 50-100/year)

(xii)   Leadership

- **Outline and discuss the institutional support for this application and the role of the SAT**

For example: What has the institution done to assist with the submission of a quality Athena SWAN application? How has the institution ensured actions identified will be implemented, resourced and supported into the future? What evidence is there of support from senior staff for the SAGE process? What evidence is there of commitment to cultural change in the institution which will positively affect staff at all levels?

The following demonstrate the University's support for the Athena SWAN application:
- Appointment of HR Project Officer responsible for project management of SAGE application
- Inclusion of STEMM Faculty Directors, GEDI on the SAT
- University GED committee considers SAGE as a standing agenda item and will be responsible for monitoring implementation of the action plan
- The SAGE action plan to be embedded within the University's Gender Equity Strategy (Dornwell Framework)

Furthermore the University is committed to gender equity as evidenced by:
- Review and realignment of the University's GEC in 2018 to strengthen the link between committee and senior leadership, and focus exclusively on the staff gender equity strategy.
- The Gender Equity Roadshow commenced in March 2018 to communicate the target of 50% women across all academic roles by 2022. Presentations were held at each faculty executive team meeting on the target and provided data specific to the faculty's current situation, including gender equity data at the school level across academic levels. The presentations

communicated opportunities to diversify the academic workforce through recruitment, contract types and promotions.

- Gender equity and inclusivity was a topic for discussion in the 2016 University's annual management planning retreat with the goal of raising awareness around unconscious bias with regard to gender.
- Sponsorship of events: International Women's Day, CEDA, Reconciliation Week, White Ribbon, WGEA

6. SUPPORTING TRANSGENDER PEOPLE
Recommended word count: 500 words
Actual word count: 499 words

This section provides an opportunity for institutions to contextualise and consider broadly the complexity of the intersection of equity and trans and gender diverse identities. Consideration of equity and trans and gender diverse identity can also be referred to within Sections 4 and 5 where appropriate. Each subsection should include a discussion of any internal or external consultation that has been undertaken to better understand the intersection of equity and trans and gender diverse identify. Any similarities and/or differences between STEMM and non-STEMM areas can also be discussed if relevant. Quantitative data are not expected to be presented in this section.

(i)   Current policy and practice

- **Outline and discuss any existing policies or practices designed to support trans and gender diverse staff and any that aim to promote equitable and inclusive treatment irrespective of gender identity**

For example: What policies/practices/programs does the institution currently have to understand, support and/or recognise the intersection of equity and trans and gender diverse identity for staff? What mechanisms does the institution have in place to increase awareness of how trans and gender diverse identity impacts staff within the institution?

The University's Equal Opportunity Policy, which operates in conjunction with the University Code of Conduct, and Behaviour and Conduct Policy, stipulates the University's commitment to providing an inclusive, respectful and fair working environment for staff. The University has no policy on gender transitioning or affirmation, an apparent gap that needs attention, therefore Gender Affirmation Guidelines will be developed in consultation with the Ally Network.

In 2017 the University of Adelaide Ally Network was established, sponsored by the University's DVC(R). This is a visible network of allies (staff and students) who support the University's commitment to provide an inclusive and respectful environment for people who identify as LGBTIQ. The Ally Network receives an annual budget of $10,500 to cover the Pride in Diversity membership, annual IDAHOBIT ceremony, and operational expenses.

Figure 6.1: Ally Network launched by Interim Vice-Chancellor (17 May 2017)

Allies receive training to understand LGBTIQ issues, reasons why many people who identify as LGBTIQ are fearful of being harassed or discriminated against, and why it's important to have allies to speak out on their behalf or advocate alongside them. The University has 174 allies across campuses in all Faculties/Divisions with representation from students, academic and professional

staff, and senior leaders (including two EDs, one DVC). We would like to increase the number of allies, with a focus on increasing representation from senior leaders.

The University has been a member of Pride in Diversity, a not-for-profit organisation supporting organisations towards LGBTI inclusiveness, since 2016. Pride in Diversity have provided training, held networking sessions for staff and students, and conducted inclusive recruitment workshops for HR staff.

In 2018, the use of Gender X was provided as an option for gender on the University's staff census and in recruitment forms. In addition, all campuses have All-Gender toilets, albeit scarce, clearly marked on Campus Maps; this is now a requirement for new or refurbished build projects.

(ii)   Review

- **Outline and discuss how the institution considers, monitors and evaluates any positive or negative impact of institutional policies and procedures on trans and gender diverse staff**

For example: What mechanisms are in place to allow the institution to monitor the impact and effectiveness of institutional policies, practices and/or programs on trans and gender diverse staff to better ensure they meet the lived experiences of staff and students?

The University has procedures to ensure staff are provided fair treatment:
- Behaviour and Conduct Policy which includes Fair Treatment Procedure outlining the role of Fair Treatment Officers with respect to discrimination against sex or gender, harassment and workplace bullying and inappropriate behaviour (section 5.4 i)
- Staff Complaints Procedure for all staff

As described earlier (5.4 ii and vii) all policies are reviewed, and the Inclusive Language Guidelines will be integrated into the review process for all relevant policies to ensure they are LGBTIQ inclusive.

The Ally Network provides support for our LGBTIQ staff and students and broader University community through awareness and training sessions, and access to best practice HR resources and guidelines. Information about the network, its activities and resources needs to be accessible to all staff.

Together with the student Pride Club, the Ally Network provides support for celebratory events including IDAHOBIT, Wear it Purple Day and the George Duncan Memorial. Attendance at these events has been poor and further efforts should be made to increase participation by staff and senior leaders.

(iii) Further work

- **Discuss any further initiatives that have been identified that aim to promote equitable treatment irrespective of gender identity**

For example: How is the institution proactively planning to create an inclusive culture and provide support for trans and gender diverse staff? How will the institution monitor the progress and outcomes of any new initiatives related to gender identity for staff?

To support transgender and gender diverse staff and students we will focus on the following actions, in consultation with the University's Ally Network.

Action 21.1: Provide information about the Ally Network and Ally training on the University's Induction website.

Action 21.2: Increase the number of University Allies with a focus on increasing representation from senior leaders.

Action 39: Increase participation in significant events including George Duncan Memorial Day, Wear it Purple, and IDAHOBIT.

Actions 42.1 and 42.2: Develop and promote gender inclusive language guidelines across the University to both staff and students.

Action 43: Develop Gender Affirmation Guidelines to support staff and students who transition, in consultation with our trans community and Pride in Diversity.

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7. INTERSECTIONALITY
Recommended word count: **500 words**
Actual word count: 436 words

Refer to Page 26 of the Handbook

This section provides an opportunity for institutions to contextualise and consider broadly the complexity of the intersection between gender equity and other factors including culture, ethnicity, disability, and sexual orientation. Consideration of gender equity and intersectionality can also be referred to within sections 4 and 5 where appropriate. Each subsection should include a discussion of any internal or external consultation that has been undertaken to better understand the intersection of gender equity and other factors as above. Any similarities/differences between STEMM and non-STEMM can also be discussed if relevant. Quantitative data not expected in this section.

(i)   Current policy and practice

- **Outline and discuss whether any existing equity policies are designed to support equitable and inclusive treatment irrespective of factors such as ethnicity, disability and sexual orientation**

For example: what policies, practices, procedures and/or programs does the institution currently have to understand, support and/or recognise the intersection of gender equity and other factors including culture, ethnicity, disability and sexual orientation? What mechanisms does the institution have in place to increase awareness of how intersectionality impacts staff?

The University supports equitable and inclusive treatment of all staff irrespective of culture, ethnicity, disability, and sexual orientation as outlined in its Equal Opportunity Policy, Code of Conduct, Behaviour and Conduct Policy, and Fair Treatment Procedures. The current Disability Action Plan demonstrates the University's commitment to providing an inclusive environment for staff and students with a disability. For example, the Workplace Modifications Procedure ensures staff with disabilities, including those returning to work post-injury or illness, are provided with appropriate work conditions.

Religious support groups and prayer rooms are available to staff and students at North Terrace and Waite campuses. All new or refurbished build projects now include a disability and gender equity and diversity checklist, reviewed by GEC, to ensure that breastfeeding and praying rooms, gender neutral, and accessible toilets are included.

Parental leave is available for same-sex relationships, and inclusive language has been integrated into the University's parental leave procedures.

To recognise the importance of cultural requirements or obligations, the University provides Cultural Obligation Leave for staff. Additional leave is available for staff who identify as a member of the Aboriginal or Torres Strait Islander community.

Leaders at the University need to be role models, demonstrating the University's values of respect and fairness, to help shape a workplace culture that supports diversity and inclusion. Clear expectations must be set for all leaders, current and future, concerning diversity and inclusion, and embedded into the University's Leadership Capability Framework. This should include integration of

unconscious bias within management training, and for recruitment and promotion panel members, and committee chairs.

(ii)   Review

- **Outline and discuss how the institution will raise awareness of intersectionality and gender equity**
- **Outline and discuss how the institution considers, monitors and evaluates any positive or negative impact of institutional policies and procedures on staff with intersecting identities**

For example: What mechanisms are in place to allow the institution to monitor and evaluate the impact and effectiveness of institutional policies, practices, procedures, and/or programs to better ensure they meet the lived experiences of staff and their intersecting identities?

Staff data on intersectionality is limited and not routinely collected by HR. However, from the 2018 staff engagement survey we know that 2.3% of respondents (n=50) identify as a person with a disability requiring work-related adjustment, and 15% (n=333) do not have English as their first language. Improvements to staff data acquisition must be considered to better understand the needs of staff with intersecting identities. Add information here as to how we aim to obtain that information, ie. through Your Voice not centrally

Describe consultation process with the Ally Network if not highlighted in section 3.

The University's staff engagement survey, with its high participation rate, has been used to monitor and evaluate the impact of policies, practices, procedures and programs. As previously described (5.4 i), the 2018 staff feedback on equity and diversity was positive (85%) however these questions were targeted to gender only. The University's Dornwell Framework and Disability Action Plans are reviewed and updated annually to address relevant issues that impact gender and disability, respectively.

(iii)   Further work

- **Outline how the institution will create opportunities to improve the attraction, retention, and success of under-represented groups over time**

For example: What further steps have been taken or might be explored to proactively address issues regarding gender equity and intersectionality? How will the institution monitor the progress and outcomes of any new initiatives related to gender equity and intersectionality?

To improve the attraction, retention and success of under-represented groups we must understand the needs of staff with intersecting identities. The data we have is limited and must be improved to progress in this area. To provide an inclusive workplace we need to embed diversity and inclusion strategies within staff recruitment, promotion and career development procedures and practices, and ensure leaders are held accountable.

Action 12: Incorporate unconscious bias training (diversity and inclusion) into management training courses

Action 13: Embed diversity and inclusion expectations into the University's Leadership Capability Framework

Action 17: Recruitment and selection training that incorporates awareness and mitigation of unconscious bias for all staff involved in recruitment including recruitment panels

Action 25: Provide unconscious bias training for promotion panel members.

Action 44: Improve collection of intersectionality data

8. INDIGENOUS AUSTRALIANS
     Recommended word count: 500 words
     Actual word count: 679 words

Refer to Page 27 of the Handbook

This section provides an opportunity for institutions to contextualise and consider broadly the complexity of the intersection of gender equity and Aboriginal and Torres Strait Islander identify. Consideration of gender equity and Aboriginal and Torres Strait Islander identity can also be referred to within sections 4 and 5 where appropriate. Each subsection should include a discussion of any internal or external consultation that has been undertaken to better understand the intersection of gender equity and Aboriginal and Torres Strait Islander identity. Similarities/differences between STEMM and non-STEMM areas can also be discussed if relevant. Quantitative data is not expected in this section.

(i)   Current policy and practice

- *Outline and discuss any policies, practices and/or programs designed to improve gender equity in the attraction, retention and success and/or recognise the contributions of Aboriginal and Torres Strait Islander staff*

For example: What policies, practices, procedures and/or programs does the institution currently have to understand, support and/or recognise gender equity for Aboriginal and Torres Strait Islander staff? How does the institution engage and consult with Aboriginal and Torres Strait Islander leaders, representative groups and staff on gender equity issues?

The University recognises the importance of Aboriginal and Torres Strait Islander culture demonstrated through the following procedures and practices:

- All new staff must complete an online cultural training module during induction and all staff will be expected to complete the course from 2019 (Section 5.1 ii).
- The University employs two Kaurna Elders (one male, one female) as cultural advisors who provide Indigenous knowledge and cultural perspective to groups across the University.
- Aboriginal and Torres Strait flags displayed beside Australian flag at each campus, and artwork in 'high-traffic areas'
- Welcome/acknowledgement of country performed at all major events including graduations
- Cultural obligation leave available to Aboriginal and Torres Strait Islander staff for ceremonial or cultural purposes
- Yaitya Purruna Indigenous Health Unit provides support services to Aboriginal and Torres Strait Islander students and staff in HMS.

The University's Aboriginal and Torres Strait Islander Employment Strategy aims to increase the participation of Aboriginal and Torres Strait Islander peoples and works within and alongside the Integrated Aboriginal and Torres Strait Islander Education Strategy to:

- increase the number of Aboriginal and Torres Strait Islander staff to 2% of University staff by setting staff targets in faculty annual business plans
- provide access to employment opportunities (cadetships, workshops for HDR graduates)
- provide access to development opportunities
  - Indigenous Research Scholarships awarded to postgraduate research students
  - Indigenous Staff HDR Completion Program provided scholarships in 2016-2017 to staff to complete PhD/Masters

   o Taplin Bursary awarded to Indigenous researchers/staff to attend conferences for first nation peoples internationally, won by a female researcher from HMS in 2018.

In 2018 the University developed its Stretch RAP, under the direction of the Dean of indigenous Research and Education and the RAP Working Group. The RAP organised its actions into three headings: respect, relationships and opportunities. Guiding themes that relate to the Athena SWAN charter include:

- *Respect* (engage employees in understanding the significance of Aboriginal and Torres Strait Islander cultural protocols),
- *Relationships* (ensure Aboriginal and Torres Strait Islander engagement or involvement in all aspects of University business),
- *Opportunities* (develop pathways and mechanisms to support all Indigenous students to enrol and succeed in studies at the University).

(ii) Review

- **Outline and discuss how the institution considers, monitors and evaluates any positive or negative impact of institutional policies or procedures for Aboriginal and Torres Strait Islander staff**

For example: What mechanisms are in place to allow the institution to consider, monitor and evaluate the impact and effectiveness of institutional policies, practices and/or programs for Aboriginal and Torres Strait Islander staff to better ensure they meet the lived experiences of staff?

The University has policies and procedures to ensure all staff, including Aboriginal and Torres Strait Islanders, are provided fair treatment (Sections 6 and 7). The Dean of Indigenous Research and Education deliberates on relevant policy across the University ensuring that Indigenous matters are acknowledged and recognised. This academic sits on key influential committees including Academic Board, University Learning Committee and University Research Committee, and chairs the Indigenous Education and Engagement Committee, the primary governance mechanism regarding Indigenous matters.

(iii) Further work

- **Outline how the institution will create opportunities to improve gender equity in the attraction, retention and success of Aboriginal and Torres Strait Islander staff**

For example: How is the institution planning to proactively promote opportunities for Aboriginal and Torres Strait Islander staff? How will the institution monitor the progress and outcomes of any new initiatives related to gender equity and Aboriginal and Torres Strait Islander identity?

In consultation with the Dean of Indigenous Research and Education we have selected actions in the RAP that align with the Athena SWAN charter.

It is important to support early-career researchers for the purpose of attraction and retention, particularly for Indigenous researchers, as outlined in the RAP. Implementing guidelines for mentoring and supervising Indigenous researchers is intended to support and build our Indigenous workforce. Furthermore, we need to recognise achievements of existing Indigenous researchers, in particular women.

As described in section 5.4 v) each of the University's influential committees should aim for equal gender participation. Consideration should also be given to having Indigenous representation on these committees.

We recognise that responsibility for creating, maintaining and monitoring the University's Indigenous policies, mechanisms, community relationships and pastoral care of Aboriginal and Torres Strait Islander students/staff falls disproportionately on Aboriginal and Torres Strait Islander staff. These tasks and expectations should be considered in workload structures and PDR.

It is important that all staff engage in cultural awareness to increase understanding and appreciation of other cultures. At present, only new staff complete the Aboriginal Cultural Awareness course.

Staff who identify as Aboriginal or Torres Strait Islander are encouraged to record this in their online HR file; however data obtained from the recent staff engagement survey revealed discrepancies with our HR data. Strategies to ensure staff record this information in the University system needs to be explored so we can accurately report on workforce targets.

> **Action 11.2:** Mentoring guidelines/program for Indigenous researchers.
>
> **Actions 20.1 and 20.2:** Review the Cultural Awareness induction module and monitor completion rates and impact on all staff.
>
> **Action 28:** Ensure that the workload of Aboriginal and Torres Strait Islander staff takes into account culture-specific roles.
>
> **Action 40:** Create a Kaurna Elders STEMM award to recognise the achievements of Indigenous female researchers/education specialists.
>
> **Action 45:** Encourage staff who identify as Aboriginal and Torres Strait Islander to record this in their online HR file.

9. FURTHER INFORMATION
Recommended word count: **500 words**
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Refer to Page 28 of the Handbook

Please comment here on any other elements that are relevant to the application.

10.   ACTION PLAN

Refer to Pages 28-29 of the Handbook

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