



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

Athena SWAN Institution Application

Bronze Award July 2019

Name of institution	University of Adelaide
Date of application	31 July 2019
Award Level	Bronze
Date joined Athena SWAN	7 July 2017
Contact for application	Professor Eileen Scott
Email	eileen.scott@adelaide.edu.au
Telephone	08 8313 7266

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

Contents

- 1. Letter of endorsement from the Vice Chancellor/Director 6
- 2. Description of the Institution 8
- 3. The self-assessment process 14
- 4. A picture of the institution 19
- 5. Supporting and advancing women’s careers 37
- 6. Supporting transgender people 74
- 7. Intersectionality..... 76
- 8. Indigenous Australians 79
- 9. Action Plan..... 82

Glossary and Explanatory Notes

Academic = Academic staff, including research-only staff, unless otherwise specified

AWF = Academic Women's Forum

CEDA = Committee for Economic Development of Australia

DVC = Deputy Vice-Chancellor

DVC(A) = Deputy Vice-Chancellor and Vice-President - Academic

DVC(R) = Deputy Vice-Chancellor and Vice-President - Research

EA = The University of Adelaide Enterprise Agreement 2017-2021

Early career = Academic levels A and B

ECR = Early career researcher

EMCR = Early and mid-career researchers

ECMS = Faculty of Engineering, Computer and Mathematical Sciences

Established career = Academic levels D and E

FTCO = Fair Treatment Contact Officer

FTE = Full-time equivalent

FWA = Flexible workplace arrangements

GEC = staff Gender Equity Committee (University-level)

GEDI = Gender, Equity, Diversity and Inclusion (used as a generic term because two of our faculties use Gender Equity and Diversity, two use Diversity and Inclusion and one uses Gender Equity Diversity and Inclusion)

HDR = Higher degree by research

HMS = Faculty of Health and Medical Sciences

HoS = Head of School

HR = Human Resources

IDAHOBIT = International Day Against Homophobia, Biphobia, Intersexism and Transphobia

LGBTIQ = Lesbian, Gay, Bisexual, Transgender, Intersex and Queer

MCR = Mid-career researcher

Mid-career = Academic level C

NAIDOC = National Aborigines and Islanders Day Observance Committee

PDR = Planning, Development and Review

RAP = The University of Adelaide Reconciliation Action Plan 2019-2021: *Yangadlitya*

SAT = Self-assessment team

STEMM = Science, Technology, Engineering, Mathematics and Medicine

VC = Vice-Chancellor

VCE = Vice-Chancellor's Executive Committee

WGEA = Workplace Gender Equality Agency

Explanatory notes

Academic levels A – E (includes both Academic and Research-only, as defined in the University’s Enterprise Agreement)	A = Associate Lecturer; B = Lecturer; C = Senior Lecturer; D = Associate Professor; E = Professor.
Aboriginal and Torres Strait Islander peoples	<p>Aboriginal refers to Australian First Nations’ people, unless specified otherwise. This term is used for brevity only. We acknowledge the diversity of views with regard to preferences and terms used when identifying First Nations people.</p> <p>Note that the Dean of Indigenous Research and Education Strategy leads initiatives in this area, and we use the term Indigenous as and when it is used in existing structures.</p>
Organisational units	Faculties, and Schools within them, are the major organisational units. A small number of Centres are equivalent to Schools. These units, as appropriate, are equivalent to the “Departments” in the template sub-headings.
Data analysis	Data are reported for positions (headcount) rather than full-time equivalents throughout this document, because some staff work in more than one role for which they hold different contracts. Data are reported as at 31 March in a given year, such that 2018 is always 31 March 2018, 2016-2018 is snapshot of 31 March 2016, 31 March 2017, etc. (not annual average) unless stated otherwise.
STEMM and non-STEMM	<p>STEMM comprises our three STEMM faculties (ECMS, HMS and Sciences).</p> <p>Non-STEMM comprises the Faculties of Arts and the Professions. In some instances, the term “Academic non-STEMM” includes a small number (20) of academics with leadership roles in the Divisions, including the VC, DVCs and PVCs. Where data for Divisions are included within non-STEMM, this is identified in footnotes.</p>
Executive 1 Executive 2	<p>Leadership roles in which staff are employed as their substantive role (e.g. Executive Deans, Heads of School).</p> <p>Non-substantive roles which staff may hold in addition to the role in which they are employed (e.g. Deputy Deans, Directors GEDI).</p>
Key or senior leaders/leadership	Executive 1 and Executive 2

1. LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR/DIRECTOR

Recommended word count: 500 words

Actual word count: 552



Dr Wafa El-Adhami
Executive Director
Science in Australia Gender Equity (SAGE) Initiative
GPO Box 783
CANBERRA ACT 2601

5 July 2019

Dear Dr El-Adhami

I am delighted to support the University of Adelaide's application for the SAGE Athena Swan Bronze Award.

I have been very pleased to adopt the principles of the Athena Swan Charter for the University, as these strongly accord with almost 140 years of history of inclusion at our University.

In 1881, the University of Adelaide became the first in Australia and among the earliest in the world to admit women to all degree programs. This original spirit of inclusion and diversity is something I have raised in staff forums and University town hall meetings since becoming Vice-Chancellor in January 2018. I personally hope and expect that such a spirit of inclusion and diversity will be revived, particularly through the SAGE Athena Swan process, through a range of actions already in place, and through our University's strategic direction.

Having previously been engaged with SAGE Athena Swan at the University of Tasmania, I was pleased to find the Self-Assessment Team already in place at Adelaide. Their work has provided a much clearer picture of our current situation; the SAGE Athena Swan process has also provided an opportunity to involve more staff in identifying barriers and solutions, drawing on staff surveys, roadshows and data analysis.

In 2015, the University of Adelaide established its first gender equity strategy: the Dornwell Framework, named after Edith Dornwell, our first female graduate and first science graduate in 1885. Endorsed by University Council, the Dornwell Framework has already begun to shift our University's culture and outcomes for women. For example, in 2015 the University set its first gender equity target: 30% of senior leader positions to be filled by women. The University met that target one year ahead of schedule.

Office of the Vice Chancellor and President
The University of Adelaide SA 5005 AUSTRALIA
Tel: +61 8 8313 5201 Fax: +61 8 8313 4354 Email: vice-chancellor@adelaide.edu.au www.adelaide.edu.au
CRICOS provider number 00123M

However proud we are of our history, the data tell us we have a long way to go; evidence that there is much more that I, and other senior leaders, can do. Our data show us that the proportion of STEM academic roles held by women in 2018 dropped sharply from Senior Lecturer (41%) to Associate Professor (28%), and that representation across all levels in our Faculty of Engineering, Computer and Mathematical Sciences (ECMS) is poor.

Informed by those data, and reflecting on what will make a difference, we have set a target of 50% of academic roles to be filled by women by the end of 2022. Last year we commenced women-only recruitment campaigns, which so far have resulted in five women academics being appointed in ECMS and one in Sciences. Much more can and must be done.

We know from experience that structural and cultural gender inequalities are in some senses harder to shift in research-intensive universities with significant STEM Faculties, like Adelaide. But I also understand that the leadership role of the Vice-Chancellor is critical to the success of any initiatives we undertake to achieve gender equity. To that end, in writing our new strategic plan, Future Making, I have committed the University to “pursue an agenda of equity and access, including gender balance within the academy and increased recruitment of Indigenous staff”. This aligns with our SAGE Action Plan.

I am pleased to commend to you the University of Adelaide’s application and Action Plan and I confirm that the submission is an honest, accurate and true representation of the University of Adelaide.

Yours sincerely

A handwritten signature in black ink that reads "Peter Rathjen". The signature is written in a cursive, flowing style.

PROFESSOR PETER RATHJEN
Vice-Chancellor and President

2. DESCRIPTION OF THE INSTITUTION

Recommended word count:	500 words
Actual word count:	830

(i) Our institution and progress towards improving gender equity and diversity

The University of Adelaide was founded on egalitarian principles, with a commitment to merit and inclusion (Figure 2.1). We have a long-standing commitment to gender equity, and a growing understanding of what is needed to recruit and retain a more diverse community of talent.

Our University is research-intensive, ranked in the top 1% of the world's universities and a member of Australia's Group of Eight. Our research areas of excellence include agriculture and wine, defence and security, engineering and technology, environment and life sciences, health and medicine, mining and energy. The University has three campuses in South Australia (North Terrace, Waite, and Roseworthy) and, of its five faculties, three are STEMM (Figure 2.2).

Each Faculty has a Director, Gender Equity, Diversity and Inclusion (GEDI) who sits on the University's staff Gender Equity Committee (GEC) and Indigenous Education and Engagement Committee, and convenes their faculty's GEDI committee.

In 2015, with support from the Vice-Chancellor and senior leaders, the University established The *Dornwell Framework* (Figure 2.3), its gender equity strategy for staff (Section 1). This framework addresses 'Strengthening leadership accountability', 'Building an empowered workforce', and 'Growing and strengthening the talent pipeline'. It was informed by a report on institutional culture with respect to diversity and inclusion by Lucinda Hewitson Consulting (2015), which involved focus groups on all three campuses. The report concluded that the University was 'traditional and conservative' and required '**inclusive leadership, culture and infrastructure**' to drive change.

The University set a target in 2015, of 30% of senior positions to be held by women by 2018, which was met one year early. However, in meeting this target, there was little change in the number of women in Associate Professor and Professor roles. Consequently, the Vice-Chancellor's Executive (VCE) adopted a new target: gender balance of 50% across all academic roles by 2022 (Section 4. i). **The University's leadership acknowledges this presents challenges, especially in Sciences and ECMS, where the proportion of women in academic roles has not improved materially in the last 5 years. Only one of the five Executive Deans (Arts) is a woman.**

In recognition of the importance of gender equity, the GEC became a standing subcommittee of the VCE in 2018, whereas its predecessor had reported indirectly. This allows two-way communication between staff and senior leaders. The University's new strategic plan, *Future Making*, developed through University-wide consultation and released in 2019, undertakes to increase recruitment of Aboriginal staff and continue to pursue gender balance within the Academy (pillar to excellence, *A Magnet for Talent*; Section 4 and associated actions).

GENDER EQUITY AND DIVERSITY TIMELINE

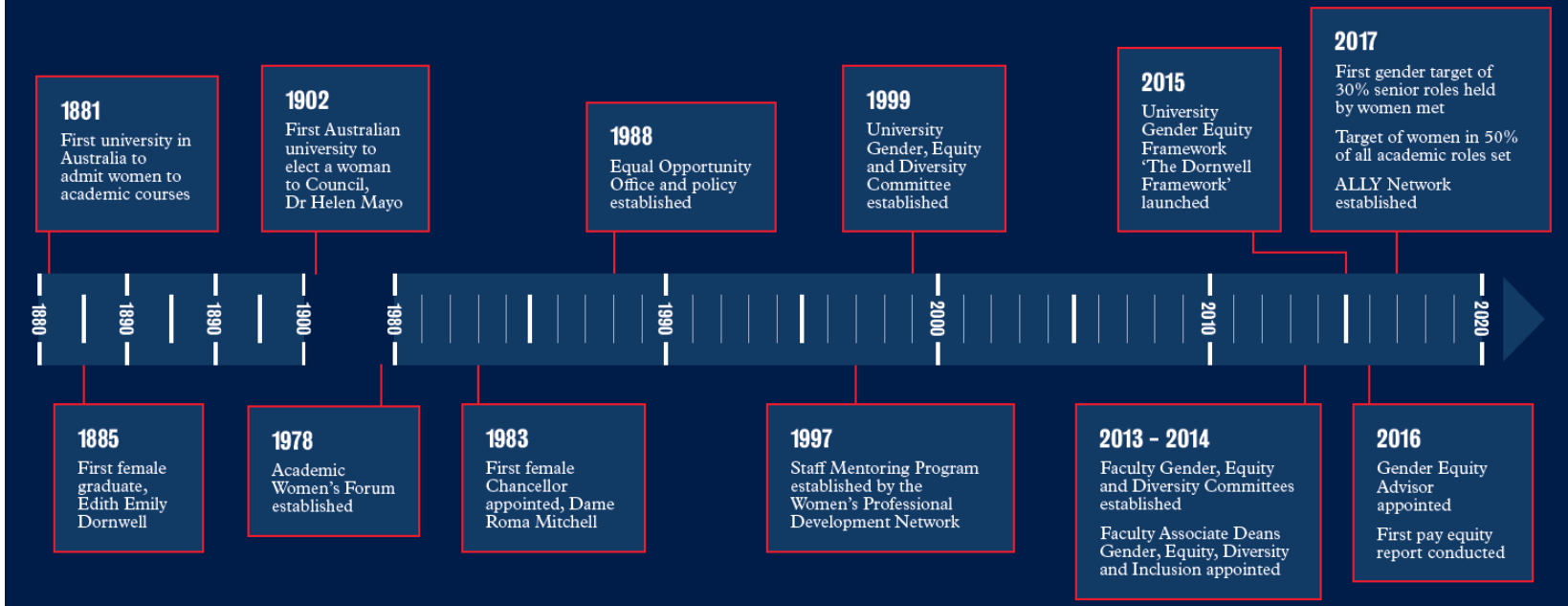


Figure 2.1: Gender equity and diversity history at the University of Adelaide. Note, Women's achievements 1903-1977 are captured in Section 5 x.

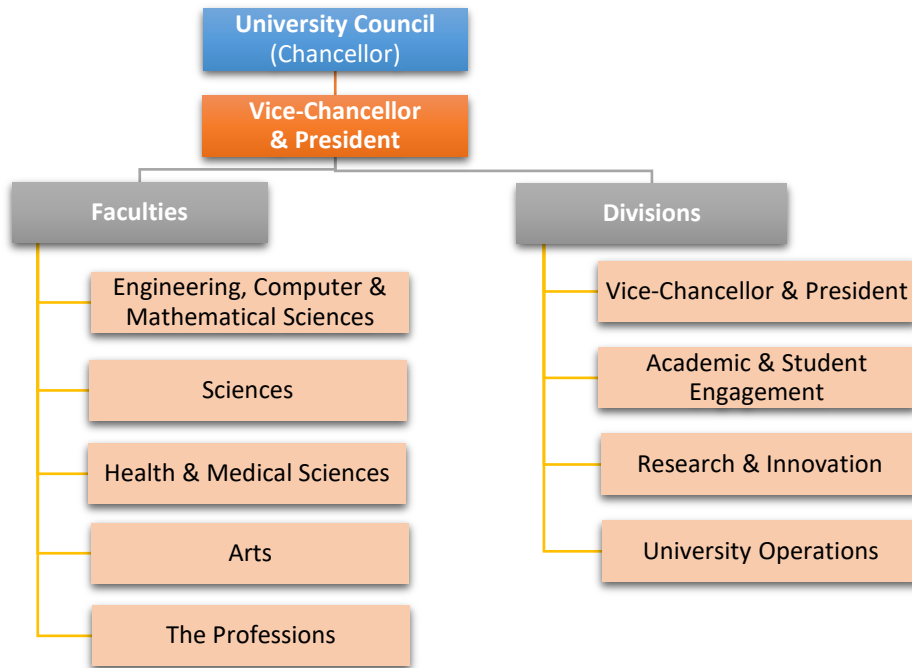


Figure 2.2: University of Adelaide organisational structure.



Figure 2.3: *The Dornwell Framework* – the University’s gender equity framework.

(ii) number of academic, professional and support staff

As of 31 March 2018, the University employed 6747 staff (55% women). There were more women in professional than academic roles, and **only** 38% of executive and key leader roles (academic and professional) were held by women (Figure 2.4). This needs to be addressed through changes to organisational culture (Section 5.4).

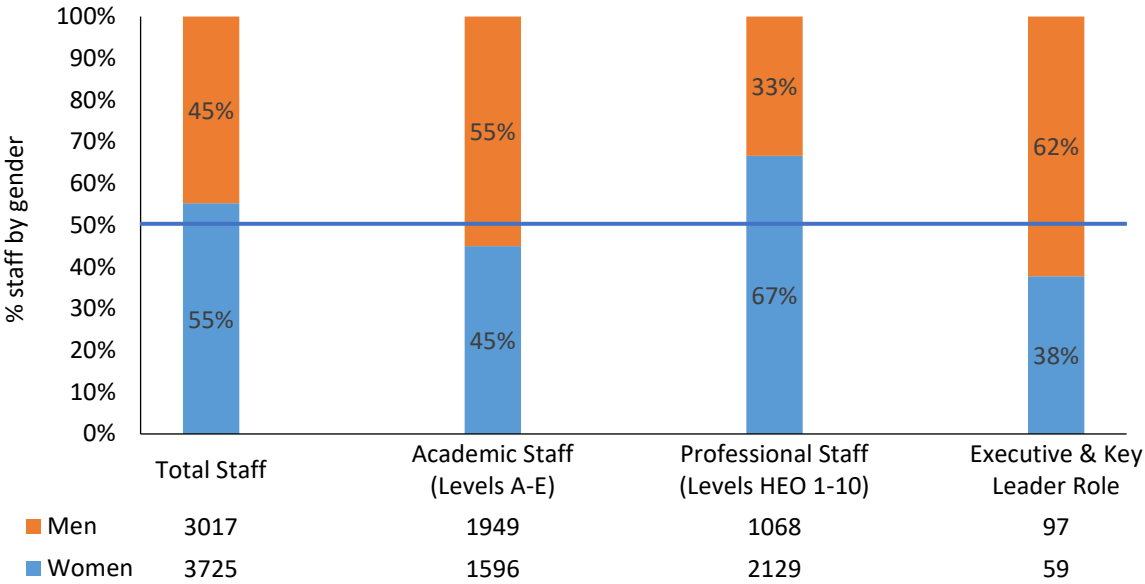


Figure 2.4: Gender distribution of all staff by employment category (31 March 2018)
Numbers in the columns represent total number of women and men (headcount) in each category (5 staff did not identify as woman or man). Executive and Key Leader Roles with Academic or Professional appointments are represented twice. Data include casual staff.

Of the 6747 staff, 53% were academic (Table 2.1). While half of all staff employed in STEMM faculties were women, they accounted for 42% of academics overall and **only** 23% in ECMS, indicating systemic issues in the area, e.g. pipeline, attraction and retention (Section 4).

Table 2.1: Gender distribution of all staff by faculty/division (31 March 2018)

Faculty/Division	Academic Staff ¹			Professional Staff				All Staff	
	Men	Women	%Women	Men	Women	Non-binary	%Women	Total	%Women
STEMM									
Engineering, Computer & Mathematical Sciences	531	158	23%	100	91	0	48%	880	28%
Health & Medical Sciences	418	543	57%	142	439	3	76%	1545	64%
Sciences	446	324	42%	192	336	0	64%	1298	51%
Non-STEMM									
Faculty of Arts	199	242	55%	49	129	1	72%	620	60%
Faculty of the Professions	262	210	44%	43	126	1	74%	642	52%
University Divisions	93	119	56%	542	1008	0	65%	1762	64%
Total STEMM	1395	1025	42%	434	866	3	67%	3723	51%
Total non-STEMM	554	571	51%	634	1263	2	67%	3024	61%
TOTAL University	1949	1596	45%	1068	2129	5	66%	6747	55%

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

¹ No academic staff reported gender other than as man/woman.

(iii) Faculties and number of students

In 2018 the University had 25,158 students; 19,016 undergraduates (49% women) and 6,142 postgraduates (53% women) (Table 2.2). In STEMM faculties, 47% were women; the proportion of women was greatest in HMS and least in ECMS, again reflecting pipeline issues (Section 4).

Table 2.2: Gender distribution of all students by faculty (31 March 2018)

Faculty	Undergraduate Students			Postgraduate Students			All Students	
	Men	Women	%Women	Men	Women	%Women	Total	%Women
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%

Data on number of students who identify as non-binary unavailable.

(iv) STEMM faculties and their staff

In 2018 the University had 31 Schools and Centres, of which 18 were within STEMM faculties (Table 2.3). Among those 18, the proportion of women among academic staff ranged from 0% (Teletraffic Research Centre) to 76% (Nursing). Female academics were under-represented in all ECMS Schools/Centres and two in Sciences (Section 4).

Table 2.3: Gender distribution of STEMM staff by faculty and school/centre (31 March 2018)

School/Centre	Academic Staff			Professional Staff			All Staff	
	Women	Men	%Women	Women	Men	%Women	Total	%Women
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:	703

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

The University established its SAT in September 2017 following the appointment of Professor Eileen Scott as Chair by the Vice-Chancellor. Members were nominated and invited by the Chair to serve during the accreditation process. Our SAT drafted the application **in consultation with colleagues** across the University and actively promoted the principles of SAGE Athena SWAN (Section 3 ii).

The SAT has had 16 members (62% women) from two campuses, comprising academic staff in each STEMM faculty (established, mid and early-career) and professional staff in various roles (Table 3.1). Members include new and long-standing staff on continuing and fixed-term contracts, who bring specialised skill sets, connections to senior leadership, and diverse work-life experiences. Five members sit on the University's GEC. Two SAT members resigned in December 2018 and February 2019, respectively, and Dr Jasmin Packer, then a part-time grant-funded researcher, took up both roles in March 2019.

The involvement of academic members in SAT is considered part of their administration workload. For professional staff, participation is accounted for in their annual planning, development and review.

Table 3.1: The University of Adelaide Self-Assessment Team

Member	Position	Faculty (School) or Division	Experience and Contributions
Simon Clifton	HR Manager (HEO9)	ECMS (Faculty Admin)	Actively supports diversity and inclusion initiatives within the faculty. Works part-time.
Sandra Elias (resigned 2019)	HR Project Officer (HEO6)	Human Resources	SAT Project Officer, SAGE Core Project Team member. Worked flexibly to care for two school-aged children, Ally network member.
Shane Hearn	Dean, Indigenous Research and Education Strategy (Level E)	Academic and Student Engagement	Provides strategic leadership on Indigenous Research and Education policies for the University. Leads Wirrtu Yarlur Aboriginal Education unit. Member of Academic Board. Led RAP working group. Parent of two young children.
Clinton Kempster	Lecturer (Level B 0.8 FTE)	HMS (Dental School)	Part-time lecturer, works flexibly. Fair Treatment Contact Officer, Ally Network member, deputy co-chair GED Committee (HMS). Father to three primary school-aged children.
Kathryn Lawrence	Gender Equity Advisor (HEO7)	Human Resources	SAGE Core Project Team member. Works flexibly to care for two school-aged children, Ally network member, and member of University GEC.
Michael Liebelt	Pro Vice-Chancellor (Research Operations) Dean, Graduate Studies (Executive)	Division of Research and Innovation	Equal Opportunity representative 1997-2000. Head of School for 9 years, Deputy Executive Dean ECMS for 6 years, Interim Executive Dean Sciences 2017-18. Member of Academic Board.
Stuart Matthews	School & Campus Manager (HEO9)	Sciences (Agriculture, Food and Wine)	Flexible work pattern at Waite Campus to care for son who has intellectual disability.
Giang Nguyen	Senior Lecturer (Level C)	ECMS (Mathematical Sciences)	Director Diversity and Inclusion (ECMS, 2019-2022) Member of University GEC. Fair Treatment Contact Officer.
Jasmin Packer (joined 2019)	EMCR Research Fellow (Level B, 0.1 FTE/0.3 Affiliate) and HR SAGE Project Officer (HEO6, 0.6 FTE)	Sciences (Biological Sciences) and Human Resources	SAGE Core Project Team member. Works flexible hours to care for school-aged child. Direct replacement for Victoria Pederick and Sandra Elias.
Victoria Pederick (resigned 2018)	EMCR 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.
Dan (Shirley) Qu	HR Systems & Reporting Analyst (HEO6)	Human Resources	Works from home one day per week, cares for young child.
Elysia Ryan	Executive Director, HR (Senior Management)	Human Resources	SAGE Core Project Team member. Works from home one day per week, cares for four school-aged children, member of University GEC, RAP working group and Vice-Chancellor's Executive.
Eileen Scott	Professor Deputy Head of School (Level E)	Sciences (Agriculture, Food and Wine)	SAT Chair, SAGE Core Project Team member. Deputy Dean GED (Sciences) 2013-18, Equal Opportunity representative 1988-2000, Ally network member. Member of Faculty and University GE Committees. Parent of two adult children, raised while employed at University.
Claude Silvestri	HR Systems & Reporting Analyst (HEO6)	Human Resources	Works flexible hours to care for two school-aged children.

Claudia Szabo	Associate Professor (Level D)	ECMS (Computer Sciences)	Associate Dean Diversity and Inclusion (ECMS; 2013-19), Convenor and member of the University-wide Ally network supporting our LGBTIQ community. Member of University GEC and RAP working group. Parent of two pre-school children.
Deborah Turnbull	Professor (Level E)	HMS (Psychology)	Past chair of University GED Committee (1999-2018), Member of RAP working group and Ally network. Worked part-time for 2 years to care for child.

(ii) An account of the self-assessment process

Our SAT was formally introduced to the University’s senior leaders (VCE and GEC) at our SAGE Athena SWAN launch in November 2017 (Figure 3.1).



Figure 3.1: Interim Vice-Chancellor, Professor Mike Brooks, at SAGE institutional launch (left); and Vice-Chancellor, Professor Peter Rathjen, re-confirmed our commitment to SAGE at IDAHOBIT 2019 (right).

The inaugural SAT meeting was in February 2018. Four additional meetings were held in 2018, and three in 2019. Additional *ad hoc* meetings among SAT members were held as required. Meeting summaries were made available to all staff via the University’s Gender Equity and Diversity website.

A Core Project Team, comprising four SAT members (Table 3.1) and Tina Gevaux (Director, Organisational Development), provided administrative and organisational support.

Available to the SAT were an independently commissioned qualitative analysis of institutional culture in relation to gender equity and diversity (Hewitson 2015, based on 10 focus groups) and data from workforce engagement surveys (Your Voice, 2016/2018) and targeted focus groups (Section 5). Additional questions concerning gender equity and diversity were included in the 2018 Your Voice survey to obtain representative feedback for the SAGE application. Your Voice is the University’s principal mechanism for staff surveys, based on previous reluctance of staff to complete multiple surveys.

Two-way communication across the University was facilitated by members of the SAT on key committees across the University (Figure 3.2). Staff at the non-city campuses (Roseworthy and Waite) were **invited to provide feedback** about gender equity issues to the SAT Chair when she was on campus. **Feedback from all staff** on the draft SAGE application and Action Plan was sought in March 2019 through email, the GED website and a roadshow to all faculties. **Constructive feedback**

from individuals (anonymous and otherwise) and groups was incorporated and a revised action plan discussed at, and endorsed by, Academic Board in May and the VCE in July.

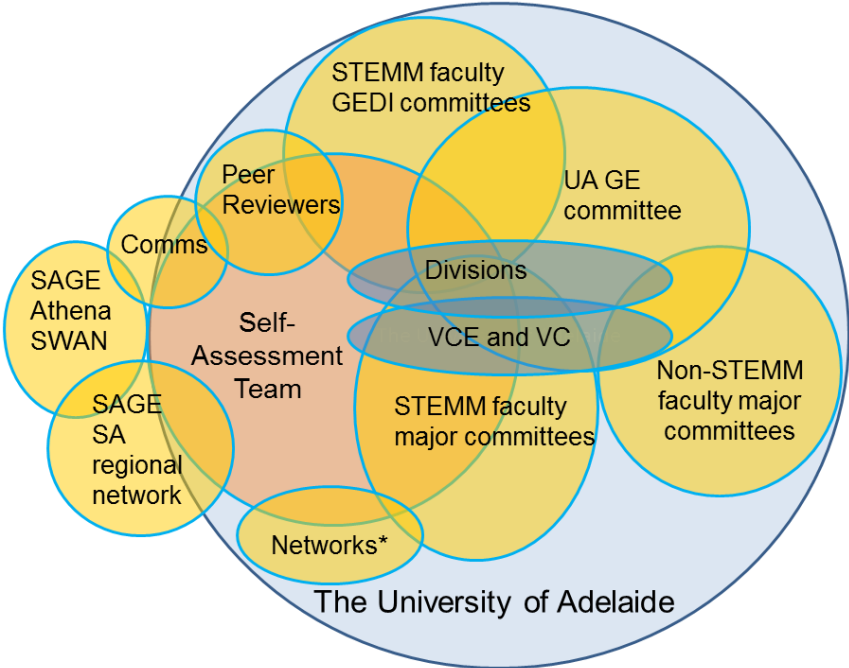


Figure 3.2: SAT Consultation and Communication Framework

*Ally Network, Women’s Professional Development Network, Academic Women’s Forum, Fay Gale Centre, and Wirltu Yarl Aboriginal Education

External consultations involved participation in the SAGE Athena SWAN Regional Network and review by Monash University and University of Nottingham, who provided constructive feedback which strengthened our understanding of gaps.

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

Pending the outcome of this application, the role of SAT will be transferred to the GEC and GEDI to ensure that the action plan is implemented and Athena SWAN principles are embedded in the broader equity agenda (Figure 3.3) and faculty planning frameworks. The GEC and faculty committees, which include five SAT members, will be responsible for monitoring and reviewing the SAGE Action Plan, including alignment with the *Dornwell Framework* and faculty action plans. As this **will require a change** from the University’s annual plan to a 4-year action plan, careful monitoring and engagement with faculty GEDI committees will be required ([Actions 1.1-1.6](#)).

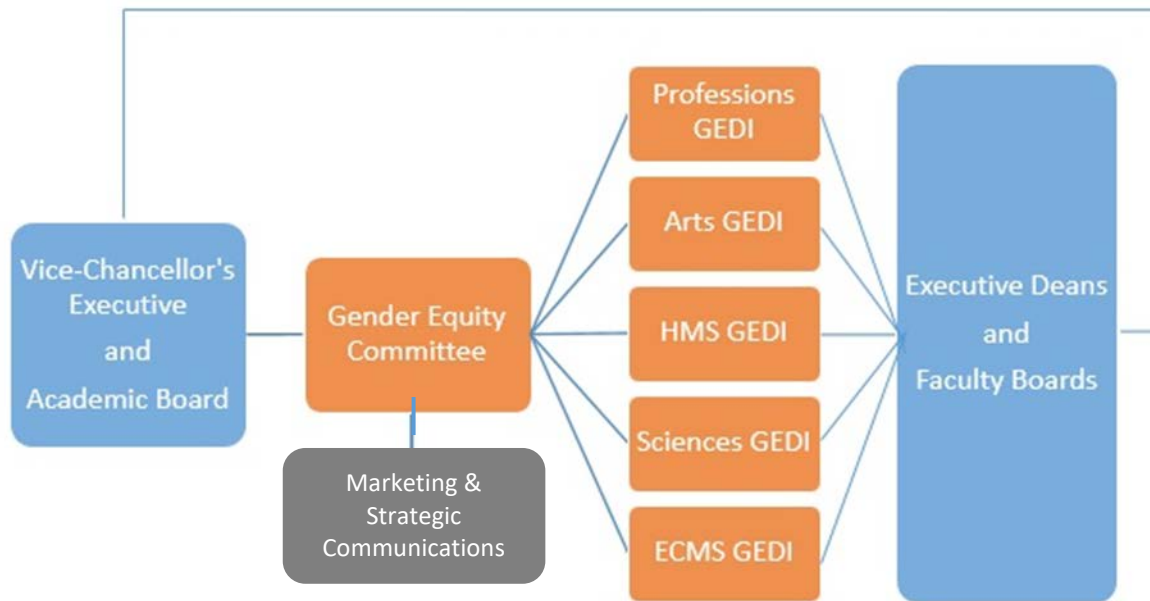


Figure 3.3: Monitoring and reporting structure for SAGE Action Plan

Senior leadership (VCE and Academic Board) will receive updates on progress in the Action Plan via the GEC, and **all staff will be informed** via the University’s Gender Equity and Diversity website, Staff News, and staff forums. The **University Senior Leadership acknowledges the importance of maintaining a sense of shared responsibility** to accelerate gender equity.

Action 1.1: Embed SAGE Athena Swan principles in the Magnet for Talent Pillar of *Future Making*, the University’s Strategic Plan.

Action 1.2: Transfer responsibility for implementation and monitoring of the SAGE Action Plan to University’s GEC.

Action 1.3: Undertake an annual review of the SAGE Action Plan.

Action 1.4: Report on progress against the SAGE Action Plan to executive and governing committees.

Action 1.5: Utilise Staff News and the Gender Equity and Diversity website to report to the University community on progress against the SAGE Action Plan.

Action 1.6: Engage with, and report progress on the SAGE Action Plan, to the Academic Women’s Forum, the Women’s Professional Development Network, the Fay Gale Centre for Research on Gender, the Ally Network, the Indigenous Education and Engagement Committee and the Reconciliation Action Plan implementation group.

4. A PICTURE OF THE INSTITUTION

Recommended word count:	2000 words
Actual word count:	1529

4.1 Academic and research staff data

Women are well-represented in professional staff (Section 2); our emphasis is therefore on improving representation of women amongst academic staff ([Actions 2.1-2.2](#)). It is not possible to report details for staff who identify as non-binary gender; they are so few there is the risk of identifying individuals (Section 6). All actions in this section have been developed through the all-staff consultation process (Section 3) and the data communicated institution-wide.

(i) Academic and research staff by grade and gender

The proportion of women academic staff overall has remained between 44% and 45% since 2016, and the proportion in established and/or in leadership in 2018 **was small** (30% Level D, 21% Level E) (Figure 4.1). There is a relatively large proportion of women employed at Levels A and B engaged on a fixed-term basis (Table 4.2); their career progression is limited by the term of the contract, whereas staff employed on a continuing basis have an opportunity to progress over time ([Actions 3.4-3.9](#)).

Over the past 3 years, the proportion of STEMM women at all academic levels has **changed little** (Table 4.1). The proportion of women was **lower** than men from level B upwards, particularly at more senior levels in 2018 (51% women at Level A; 20% women at Level E). The trend is similar for non-STEMM academic staff.

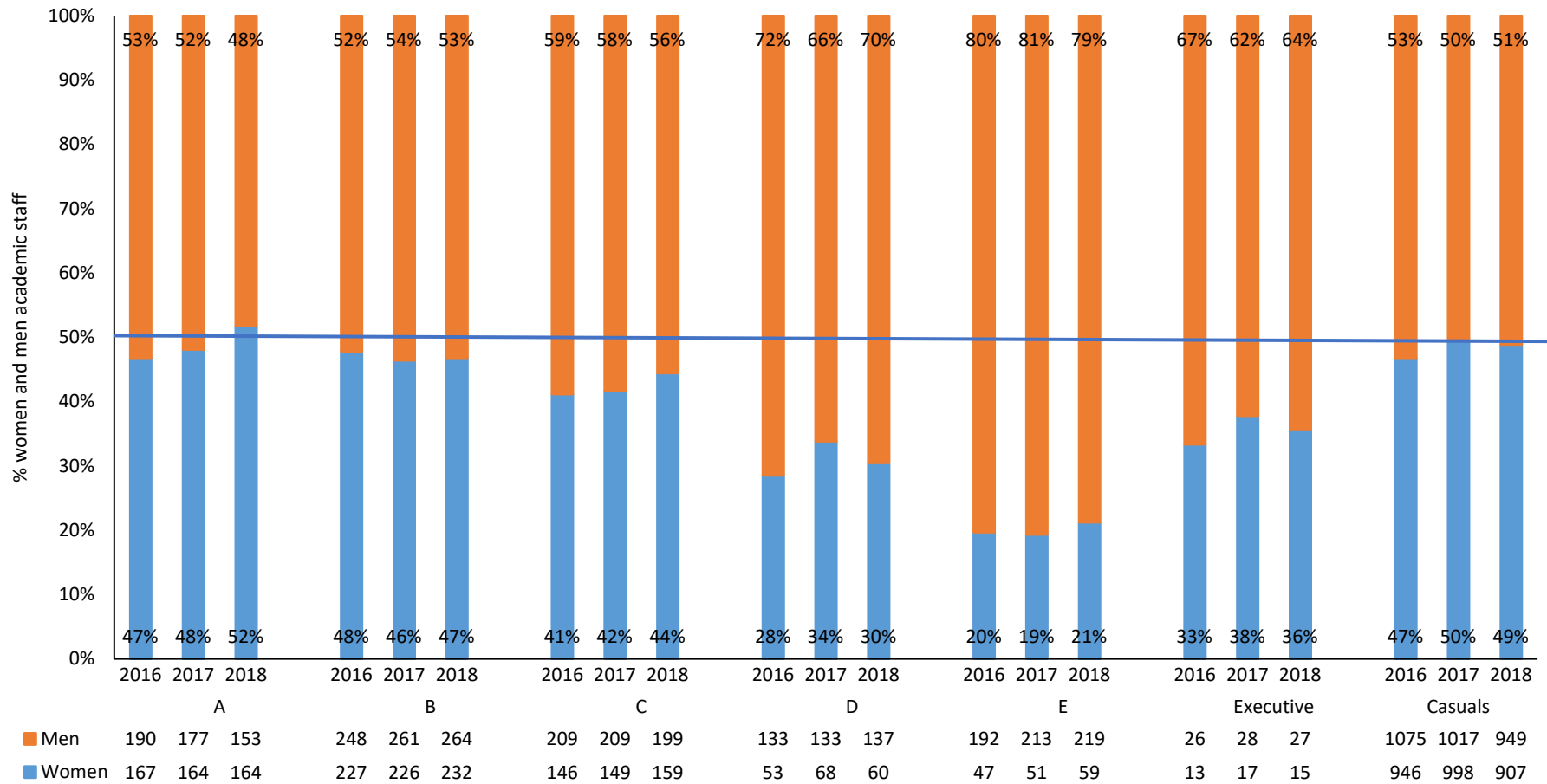


Figure 4.1: Gender distribution of all academic staff by level, 2016-2018

Table 4.1: Gender distribution of all academic staff by level and year, 2016-2018

Academic Level	STEMM								Non-STEMM							
	A	B	C	D	E	Exec 1	Casuals	Total	A	B	C	D	E	Exec 1	Casuals	Total
Number (%) of academics at each level																
2016																
Women	153	167	92	33	34	5	540	1024	14	60	54	20	13	8	406	575
	(46%)	(47%)	(38%)	(24%)	(19%)	(24%)	(44%)	(41%)	(58%)	(52%)	(47%)	(42%)	(23%)	(44%)	(52%)	(50%)
Men	180	192	149	105	148	16	697	1487	10	56	60	28	44	10	378	586
	(54%)	(53%)	(62%)	(76%)	(81%)	(76%)	(56%)	(59%)	(42%)	(48%)	(53%)	(58%)	(77%)	(56%)	(48%)	(50%)
Total	333	359	241	138	182	21	1237	2511	24	116	114	48	57	18	784	1161
2017																
Women	154	176	97	40	38	7	553	1065	10	50	52	28	13	10	445	608
	(47%)	(46%)	(39%)	(28%)	(19%)	(33%)	(46%)	(42%)	(63%)	(47%)	(46%)	(49%)	(19%)	(42%)	(55%)	(51%)
Men	171	204	149	104	159	14	659	1460	6	57	60	29	54	14	358	578
	(53%)	(54%)	(61%)	(72%)	(81%)	(67%)	(54%)	(58%)	(38%)	(53%)	(54%)	(51%)	(81%)	(58%)	(45%)	(49%)
Total	325	380	246	144	197	21	1212	2525	16	107	112	57	67	24	803	1186
2018																
Women	155	184	99	39	40	5	503	1025	9	48	60	21	19	10	404	571
	(51%)	(47%)	(41%)	(28%)	(20%)	(24%)	(45%)	(42%)	(69%)	(46%)	(51%)	(38%)	(25%)	(48%)	(55%)	(51%)
Men	149	208	142	102	161	16	617	1395	4	56	57	35	58	11	332	553
	(49%)	(53%)	(59%)	(72%)	(80%)	(76%)	(55%)	(58%)	(31%)	(54%)	(49%)	(63%)	(75%)	(52%)	(45%)	(49%)
Total	304	392	241	141	201	21	1120	2420	13	104	117	56	77	21	736	1124

The number of Aboriginal academic staff increased from 13 in 2016 (8 women, 5 men) to 18 in 2018 (11 women, 7 men), representing 1.4% of academic staff. **Only** four Aboriginal academic staff (all women) were STEM, spanning early to established career levels. Senior leaders **recognise the importance of building our Aboriginal workforce** (academic and professional) and are committed to a progressive increase in Aboriginal employment (Enterprise Agreement, EA, 2017-2021). The University's Reconciliation Action Plan (RAP) requires Aboriginal and Torres Strait Islander staff **to be visible** in positions across the University, and includes strategies to support this (Section 8 i).

Participation by women in STEM declined with seniority (Figure 4.2). Women were **underrepresented at all levels in ECMS** and, in Sciences, the proportion of women fell below 40% at Level C and was 17-18% at D and E. Only in HMS did the proportion of women exceed 50%, but this **fell sharply** from 49% at D to 28% at E. At Executive level 1, HMS and Sciences had 50% and 40% female representation, respectively. In 2018, **no women held substantive Executive roles** (Executive 1) in ECMS and, when non-substantive Executive 2 roles are included, the proportion of women at leadership level was only 20%. Of leaders (Executive 1 and 2) in STEM faculties, 31% were women. Instigating a flatter leadership structure would provide additional leadership positions into which women may be appointed and which may serve as a development pathway for future Executive Deans and Pro Vice-Chancellors ([Actions 2.3-2.4](#)).

These data **provided the rationale** for the University's target of 50% of academic roles to be held by women by end of 2022 (Section 2 i) and **highlight the need to promote career development for women** in STEM (Section 5.2 iii) and increase the number of women as role models. This is reflected in the University's new Strategic Plan (2019): "to pursue an agenda of equity and access, including gender balance within the Academy" (Section 2).

Each faculty Executive Dean has accountability for progress towards their specific gender equity target, which contributes to the University's overall target of 50%:

- ECMS – 30% of academic roles filled by women by 2022 (15.6% at 31 December 2018)
- HMS and Sciences – 54% of academic roles filled by women by 2022 (54.9% and 36.2%, respectively, at 31 December 2018).

Steps to achieve these targets include initiating women-only recruitment to ECMS and Sciences in 2018 (Section 5.1).

Action 2.1: In 2018 a new target was set: to achieve gender balance (50%) across all academic roles by the end of 2022.

Action 2.2: Faculty plans to be developed in response to the gender equity target.

Action 2.3: Recognising that two of three STEM faculties have 40–50% of key academic leadership roles filled by women, support Sciences to maintain this level, at least, and the remaining STEM Faculty (ECMS) to pursue diversity in recruitment.

Action 2.4: Formalise Deputy Dean roles as part of Faculty structure, to provide more opportunities for women to contribute to formal leadership in each Faculty.

Action 3.4: Encourage women to take up career development opportunities, especially through the Special Studies Program, to enhance preparedness and competitiveness for promotion.

Action 3.5: Identify what research grant resources are available to support academic staff, and develop a comprehensive list to be promoted to academic women.

Action 3.6: Conduct focus groups with early-career and mid-career academic women in STEMM to understand better their needs in terms of career development support.

Action 3.7: Consider and implement key actions arising from focus groups with early-career and mid-career academic women in STEMM.

Action 3.8: Prepare list of existing career support resources available to academic staff at faculty-level and increase awareness of its value through faculty networks.

Action 3.9: Support early- and mid-career Aboriginal academics via an appropriately developed mentoring program.

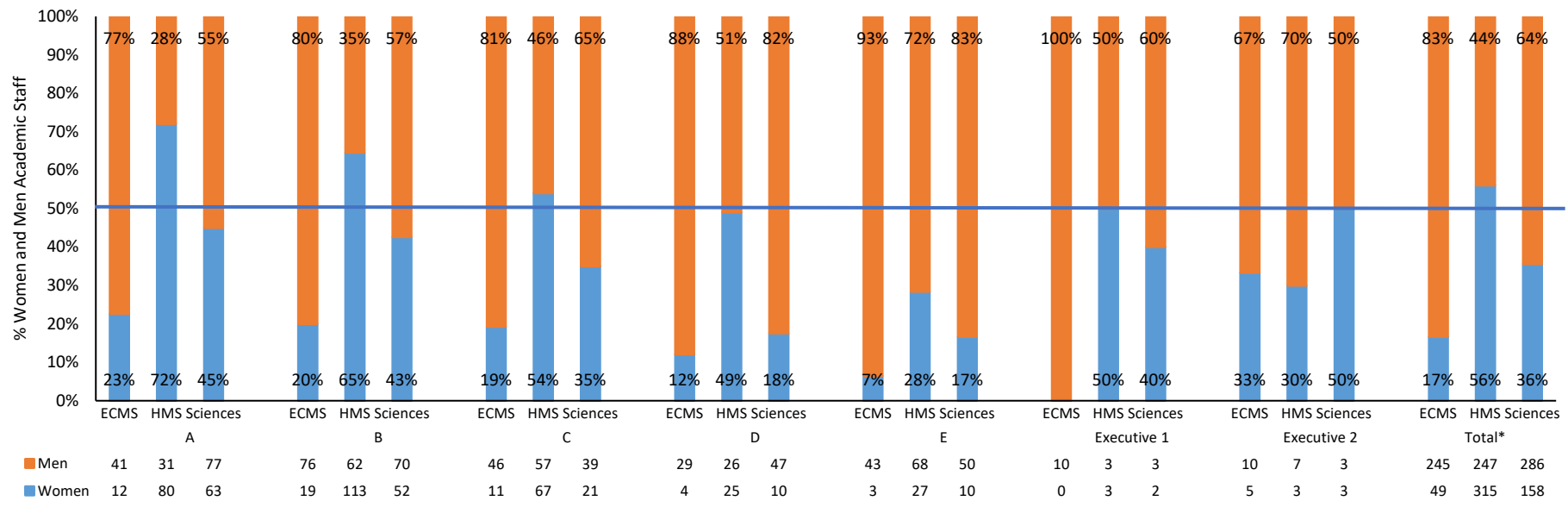


Figure 4.2: Gender distribution of academic STEM staff by faculty and level (31 March 2018)

Executive 1: Academic staff in substantive executive roles (VC, DVC, PVC, Executive Dean, Head of School, Heads of Institutes)

Executive 2: Academic staff with non-substantive executive roles additional to their substantive academic role (Deputy/Associate Dean or Director), are also represented within their Academic Level. *Executive 2 not included in Total.

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

The University's EA (2017-2021) confines the use of fixed-term contracts to specific employment types: Specific Task or Project, Senior Staff Contract, Research-only, Replacement Staff Member, Convertible Academic Employment Contract, and Teaching Fellowship. The proportion of academic staff (headcount) 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).

Table 4.2: Gender distribution of all academic staff by contract type, 2016-2018

Contract Type	STEMM				Non-STEMM			
	Continuing	Fixed-term	Casual	Total	Continuing	Fixed-term	Casual	Total
Headcount (%) of men and women in each contract type								
2016								
Women	154 (34%)	330 (40%)	540 (44%)	1024 (41%)	107 (41%)	62 (52%)	406 (52%)	575 (50%)
Men	301 (66%)	489 (60%)	697 (56%)	1487 (59%)	151 (59%)	57 (48%)	378 (48%)	586 (50%)
Total	455	819	1237	2511	258	119	784	1161
2017								
Women	158 (34%)	354 (42%)	553 (46%)	1065 (42%)	110 (42%)	53 (45%)	445 (55%)	608 (51%)
Men	311 (66%)	490 (58%)	659 (54%)	1460 (58%)	154 (58%)	66 (55%)	358 (45%)	578 (49%)
Total	469	844	1212	2525	264	119	803	1186
2018								
Women	167 (35%)	355 (43%)	503 (45%)	1025 (42%)	106 (42%)	61 (46%)	404 (55%)	571 (51%)
Men	307 (65%)	471 (57%)	617 (55%)	1395 (58%)	149 (58%)	73 (54%)	332 (45%)	554 (49%)
Total	474	826	1120	2420	255	134	736	1125

The proportion of continuing positions held by women was **lower** than men in both STEMM and non-STEMM (Table 4.2). The proportion of fixed-term positions was higher in STEMM (35% women, 34% men) than non-STEMM (10%, 13%), 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 conferred by external bodies. The proportion of casual contracts was higher in non-STEMM (60%) than STEMM (44%) in 2018 due to the number of guest lecturers in The Professions.

Across STEMM faculties, **more women held casual contracts, and fewer had continuing contracts**, than men (Figure 4.3). Proportions have changed little since 2016. Of the three faculties, HMS had the most similar gender representation across contract types in 2018; whereas in Sciences and ECMS, **this remains a work in progress**. The precarious nature of employment for early-career academics has been an area of reflection for senior leaders and the *Magnet for Talent* pillar of our new strategic plan specifically identifies the **need to establish retention initiatives** for this cohort.



Figure 4.3: Gender distribution of academic STEM staff by contract type, 2016-2018

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

Fewer women than men held Research-only or Research & Teaching contracts in STEMM in 2016-2018, which highlights issues in recruitment ([Actions 2.9-2.16](#), [3.3](#), [3.8](#), [3.10](#)). Men held 66% of the Teaching & Research contracts in STEMM, whereas the gender gap was much smaller in non-STEMM (Table 4.3).

In 2016 the University established Education Specialist roles, and an Education Academy, to give staff who specialise in education the opportunity to progress to professorial level. Men are **underrepresented**, as women comprised 62% of this category in 2018.

Table 4.3: Gender distribution of academic staff by contract function, 2016-2018

Contract function	STEMM				Non-STEMM			
	Research-only	Teaching & Research	Education Specialists	Total	Research-only	Teaching & Research	Education Specialists	Total
number (%) of men and women in each contract type								
2016								
Women	264 (41%)	186 (33%)	34 (57%)	484 (38%)	28 (52%)	124 (43%)	10 (53%)	162 (45%)
Men	380 (59%)	384 (67%)	26 (43%)	790 (62%)	26 (48%)	164 (57%)	9 (47%)	199 (55%)
Total	644	570	60	1274	54	288	19	361
2017								
Women	281 (42%)	191 (34%)	40 (56%)	512 (39%)	25 (41%)	116 (42%)	14 (54%)	155 (43%)
Men	393 (58%)	377 (66%)	31 (44%)	801 (61%)	36 (59%)	157 (58%)	12 (46%)	205 (57%)
Total	674	568	71	1313	61	273	26	360
2018								
Women	282 (43%)	189 (34%)	51 (63%)	522 (40%)	26 (43%)	115 (41%)	16 (59%)	157 (43%)
Men	375 (57%)	373 (66%)	30 (37%)	778 (60%)	34 (57%)	165 (59%)	11 (41%)	210 (57%)
Total	657	562	81	1300	60	280	27	367

In terms of career progression from early (Levels A and B) to established (D and E), a **gender gap** was evident at Level C for all STEMM academic staff irrespective of career type in 2018 (Figure 4.4a). For women, irrespective of category, **the trajectory was downwards and the reverse was true for men. The gender gap at established stages was largest for Teaching & Research staff (18% women)**, less so for Research-only (34% women) and only for Education Specialists did **women outnumber men** at all stages. When considered by level, trends were similar overall but a wider gap in favour of women in Teaching & Research roles at Level A, and predominance of male Education Specialists at Level E (albeit a small number), became evident (Figure 4.4b). For non-STEMM staff, in comparison, there was little/no gap between genders at Level C and divergence at the established stage (Figure 4.5a). The gender gap for Teaching & Research academics at the established stage was less than in STEMM; for Education Specialists it was larger and women were in the majority up to Level D, there being no Level E non-STEMM Education Specialists (Figure 4.5b). The non-STEMM Education Specialist was the only category in which the proportion of women increased with career stage. **These trajectories highlight the need to improve support for women's career progression** (Section 5.1).

Across STEMM faculties, more women were employed in Research-only roles than in Teaching & Research or as Education Specialists (Figure 4.6). In 2018, **the proportion of men with Teaching & Research roles was greater than women, especially in HMS (57% men, 40% women) and Sciences (40% and 28%)**, which is a concern ([Action 2.12](#)). More women than men were employed as Education Specialists in all STEMM faculties, although the numbers were small overall.

Career support and promotion opportunities are available to academic staff irrespective of contract function (Section 5.2 iii, Table 5.9). In addition, Education Specialists have access to support from the University's Education Academy (Section 5.2 iii). These opportunities need to be better communicated to all staff, to strengthen their competitiveness for continuing Teaching & Research positions ([Action 3.8](#)).

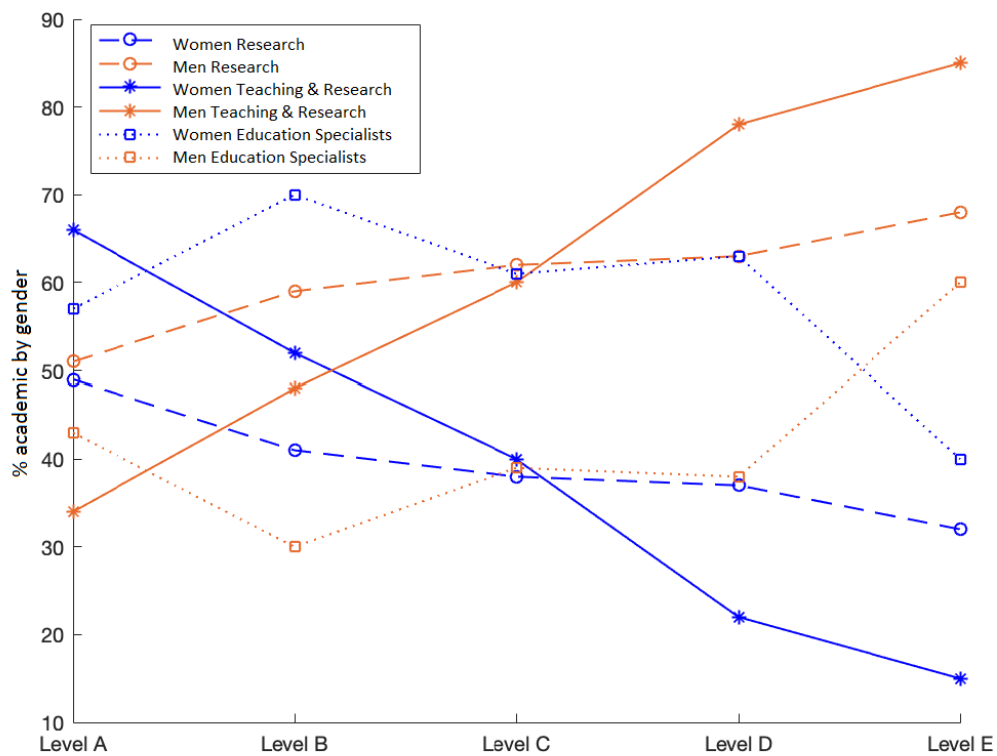
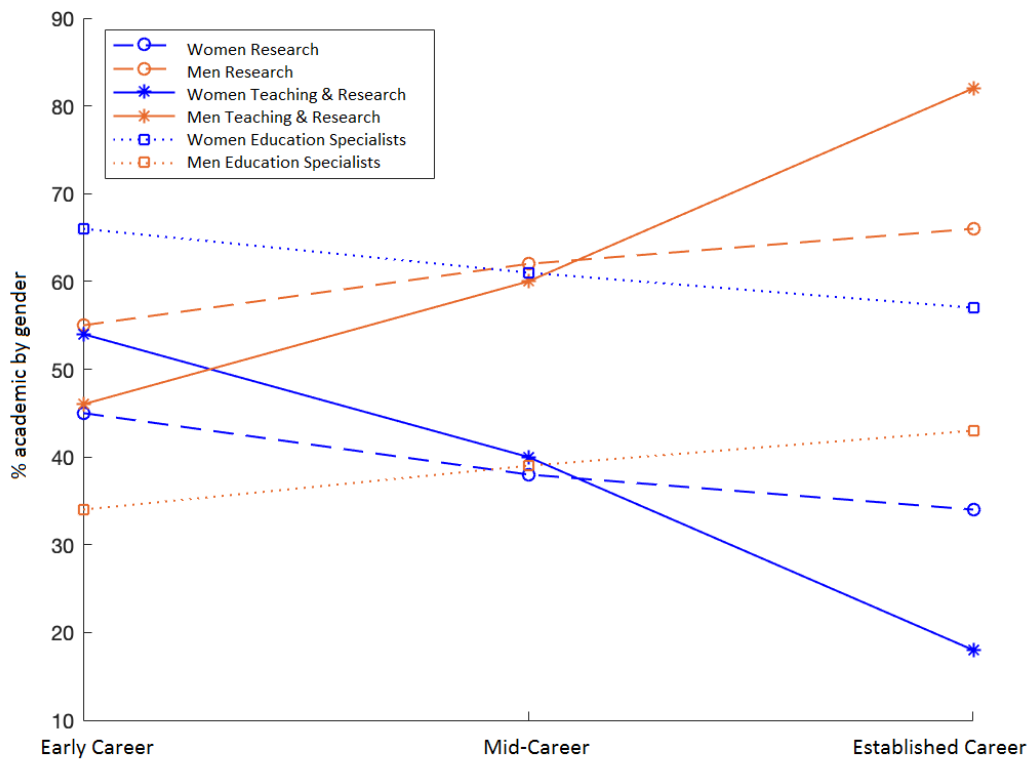


Figure 4.4: Gender distribution of STEMM academic staff by contract function, 2018, by (a) career stage (Early Career = Levels A+B, Mid-Career = Level C, Established Career = D+E) and (b) Level.

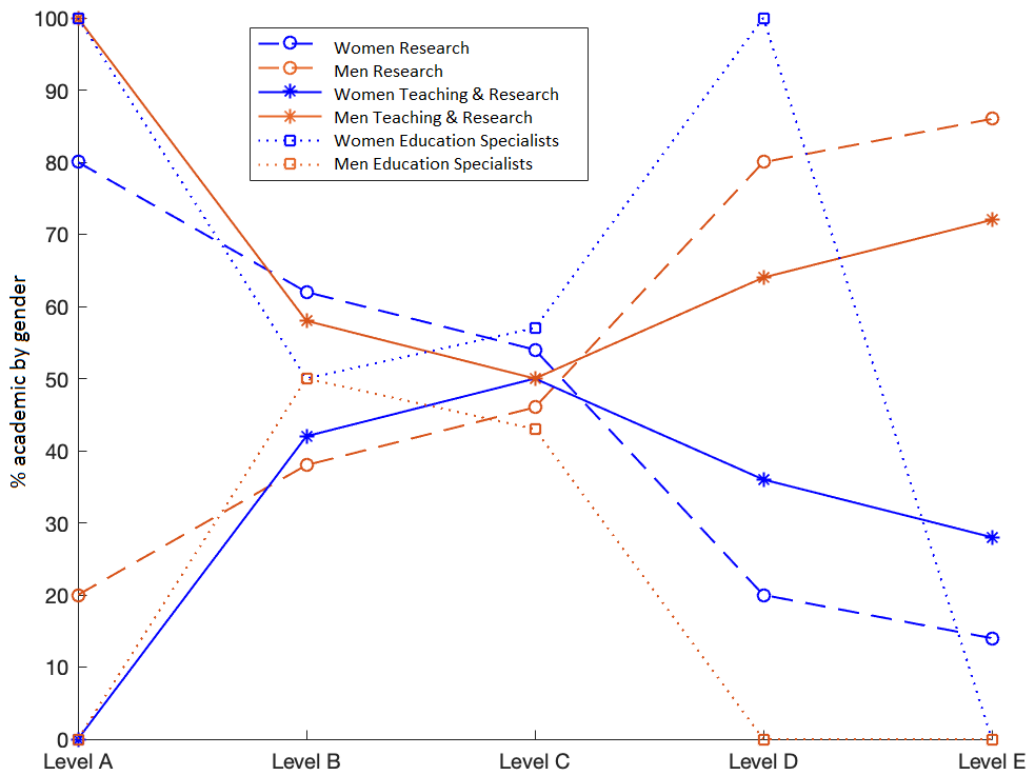
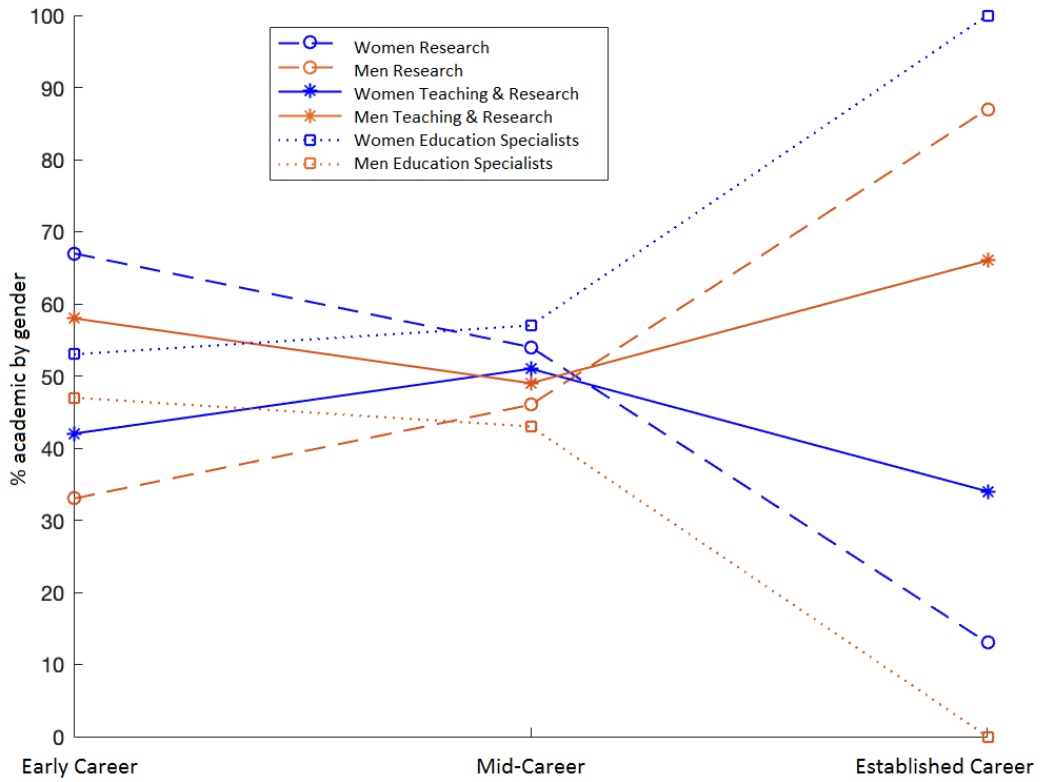


Figure 4.5: Gender distribution of academic non-STEMM (Arts and the Professions) staff by contract function, 2018, by (a) career stage (Early Career = Levels A+B, Mid-Career = Level C, Established Career = D+E) and (b) Level.



Figure 4.6: Gender distribution of academic STEM staff by faculty and contract function, 2016-2018

Action 2.9: Introduce, and promote use of, gender inclusive language testing tool in the preparation of staff recruitment advertising.

Action 2.10: Advertising template to include options for flexible working.

Action 2.11: Seek guidance from the Equal Opportunity Commission on appropriate use of Special Measures in the University's context.

Action 2.12: Each faculty to address gender equity targets when recruiting staff.

Action 2.13: Explore feasibility of gender-equal shortlisting in academic selection processes.

Action 2.14: Recruitment and selection training made available online and face to face to support hiring panels to run more inclusive processes.

Action 2.15: Explore with software provider the feasibility of collecting and reporting gender data across the recruitment lifecycle including for declined offers. Gender data are presently limited to numbers of applications and accepted offers.

Action 2.16: Promote networking and provide support for women who are appointed through Special Measures Women-Only recruitment processes.

Action 3.3: Establish annual reporting cycle from GEC to VCE on gender concentration in academic career types to increase awareness.

See **Action 3.8**

Action 3.10: Incorporate unconscious bias awareness training into management and leadership workshops on recruitment and PDR.

(iv) Academic leavers by grade and gender

The proportion of academic staff who left the University between 2015 and 2017 was largest at early-career levels where approximately one-third of Level A academic staff, irrespective of gender, left (Table 4.4). At Levels D, E and Executive, more men than women left. Patterns reflect early and mid-career researchers (EMCRs) leaving at the end of fixed-term contracts or to take up positions elsewhere, whereas those at Level C and above are already established in their career (Table 4.5). Calculation of proportions for 2016 and 2017 using data in Tables 4.4 and 4.1 shows that leavers are concentrated at levels A and B (except where small numbers skew results, e.g. STEMM Women at Executive level in 2017) and that proportions of men and women leaving are broadly similar overall. There is no evidence that systemic issues cause either gender to leave disproportionately. **Overall, the majority of academic staff leavers were STEMM which may reflect short-term grant funding typical of STEMM disciplines.**

Table 4.4: Gender distribution of all academic staff who left the University, by level, 2015-2017

Academic level		A	B	C	D	E	Executive
number							
2015							
STEMM	Women	48	28	10	3	5	0
	Men	61	32	16	10	13	1
	Total	109	60	26	13	18	1
Non-STEMM	Women	12	13	6	3	2	1
	Men	6	8	4	2	7	4
	Total	18	21	10	5	9	5
Total leavers	Women	60	41	16	6	7	1
	Men	67	40	20	12	20	5
	Total	127	81	36	18	27	6
2016							
STEMM	Women	46	24	5	1	0	0
	Men	52	23	16	10	9	1
	Total	98	47	21	11	9	1
Non-STEMM	Women	4	8	6	0	1	0
	Men	6	3	3	2	5	1
	Total	10	11	9	2	6	1
Total leavers	Women	50	32	11	1	1	0
	Men	58	26	19	12	14	2
	Total	108	58	30	13	15	2
2017							
STEMM	Women	43	23	12	3	2	1
	Men	67	32	10	7	9	1
	Total	110	55	22	10	11	2
Non-STEMM	Women	3	6	4	3	0	0
	Men	4	6	4	4	2	1
	Total	7	12	8	7	2	1
Total leavers	Women	46	29	16	6	2	1
	Men	71	38	14	11	11	2
	Total	117	67	30	17	13	3

Table 4.5: Gender distribution of all academic staff who left the University, by reason for leaving, 2015-2017

	STEMM				Non-STEMM			
	Fixed-term contract ended	Involuntary	Voluntary	Total	Fixed-term contract ended	Involuntary	Voluntary	Total
number								
2015								
Women	108	1	91	200	63	1	96	160
Men	94	0	80	174	32	0	65	97
Total	202	1	171	374	95	1	161	257
2016								
Women	97	1	104	202	41	0	144	185
Men	79	1	76	156	28	0	64	92
Total	176	2	180	358	69	0	208	277
2017								
Women	117	2	80	199	43	1	121	165
Men	88	2	85	175	25	1	89	115
Total	205	4	165	374	68	2	210	280

An exit survey process was implemented from September 2017. Of 354 questionnaires distributed to date, 135 (38%) were returned, 65 (48%) by women. The most common reasons for leaving were *to pursue new opportunities* (28% women, 30% men), *lack of job security* (14%, 16%) and *personal reasons* (10%, 14%). Women were slightly more likely to leave because of *dissatisfaction with workplace culture* (11%, 9%), and only women cited *bullying/harassment* as a reason for leaving (5% of women respondents). Responses were similar for women at Levels A-C and D-E, except that the former were **more likely to leave because of lack of job security** (17%, 5% of women at Levels A-C and D-E, respectively) and the latter because of **relationship with immediate manager/supervisor** (3%, 15%) ([Action 5.3](#)).

Action 5.3: Report aggregated exit survey data to Faculty HR Managers on a half-yearly basis to flag issues that may relate to gender equity and culture.

(v) Equal pay audits/reviews

Outcomes of the most recent pay audit (2018), which took into account total salaries comprising base salary, superannuation, loadings and bonuses, are presented in Table 4.6. Overall, the salary of women and men is similar across academic levels, except for Executive roles where women are paid slightly more than men. These outcomes reflect the University's EA, which fixes minimum salaries for academic staff by level.

Table 4.6: Gender distribution of all academic staff by level and salary (31 March 2018)

Academic level	Women		Men		Gap
	n	Average salary	n	Average salary	%
Level A (Associate Lecturer)	164	\$101,483	153	\$101,975	-0.49%
Level B (Lecturer)	232	\$129,597	264	\$128,595	0.77%
Level C (Senior Lecturer)	159	\$155,155	199	\$158,811	-2.36%
Level D (Associate Professor)	60	\$184,331	137	\$185,353	-0.55%
Level E (Professor)	59	\$237,760	219	\$233,402	1.83%
Executive	15	\$292,393	27	\$278,158	4.87%

Nevertheless, the disparity between proportions of men and women at levels C-E means that the **overall proportion of funds allocated to academic salaries will be greater for men than for women** ([Actions 2.5-2.8](#)).

Action 2.5: Establish standardised pay equity reporting.

Action 2.6: Conduct a further investigation of pay gaps by grade/level, contract function and by STEM/non-STEM.

Action 2.7: Report on progress on closing the pay gap to executive and governing committees.

Action 2.8: Report to University community on pay gap and actions being taken.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 5000 words

Actual word count: 5464

5.1 Key career transition points: academic staff

Feedback from the University community, particularly Faculty Executive and GEDI committees, has informed the actions in this section.

(i) Recruitment

Recruitment Policy and Procedures

The University's recruitment policy and procedures aim to address gender equity through:

- hiring managers '*seek suitably qualified women candidates in collaboration with University networks where possible*'
- Appointment Committees aim for gender-balanced membership, but **gender balance is not recorded (Action 2.3, 2.13)**
- search firms must provide shortlists with 50% women or explain why this is not possible; **this does not address intersectionality (Action 2.13)**
- job advertisements are reviewed for gender inclusive language and statement of the University's commitment to FWA
- women-only recruitment, where applicable.

Staff involved in recruitment must complete *Staff Recruitment and Selection* and *Effective Interview and Negotiating Skills* modules, which address unconscious bias (Section 5.2 i), **but take-up is not monitored (Action 2.14)**.

In 2018, the University's senior leaders engaged with the Equal Opportunity Commission (SA) to initiate a women-only recruitment campaign. Nine women-only roles were advertised using 'special measures'; four continuing and four fixed-term positions (2-3 years) in ECMS, and one fixed-term (3 years) in Sciences. The campaigns included sourcing through LinkedIn and discipline networks. The University received applications from 111 (ECMS) and 36 (Sciences) women; five positions were filled in ECMS, and one in Sciences.

Recognising the importance of women-only recruitment, a team was created within ECMS to manage the process, and to prepare induction and on-boarding support. Gender-balanced panels were selected to reflect diversity and inclusion, and included members from other Go8 universities. All panel members completed the University's recruitment and selection training above. There is a need to share learnings with other faculties considering women-only recruitment.

Recruitment Data

Between 2015 and 2017 the proportion of applications by academic women (0-52%) and acceptances (0-100%) varied (Table 5.1). In STEMM typically more women were recruited at earlier career stages (A-B, 43-61%) than at senior levels (16-39%). In limited circumstances, direct appointment (without advertising) is permitted. In 2015-2017, ECMS recruited more men than women by direct appointment (Figure 5.1), highlighting the need for better practices. **The University's recruitment of women academic staff in STEMM must be improved**, to remove bias and/or structural impediments to establishing an inclusive pool of applicants, allow for women-only processes as appropriate, and focus on mitigating against unconscious bias among the selection panel members in their decision making, **if gender equity targets are to be met (Actions 2.9-2.14)**.

Table 5.1: Representation of women in academic staff recruitment processes by level, 2015-2017

	Number of academic positions ¹			Number (%) of women applied			Number (%) of positions offered and accepted by women		
	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

¹Advertised positions and direct appointments

²Additionally, one man declined an offer at Level A and one woman declined an offer at Level B

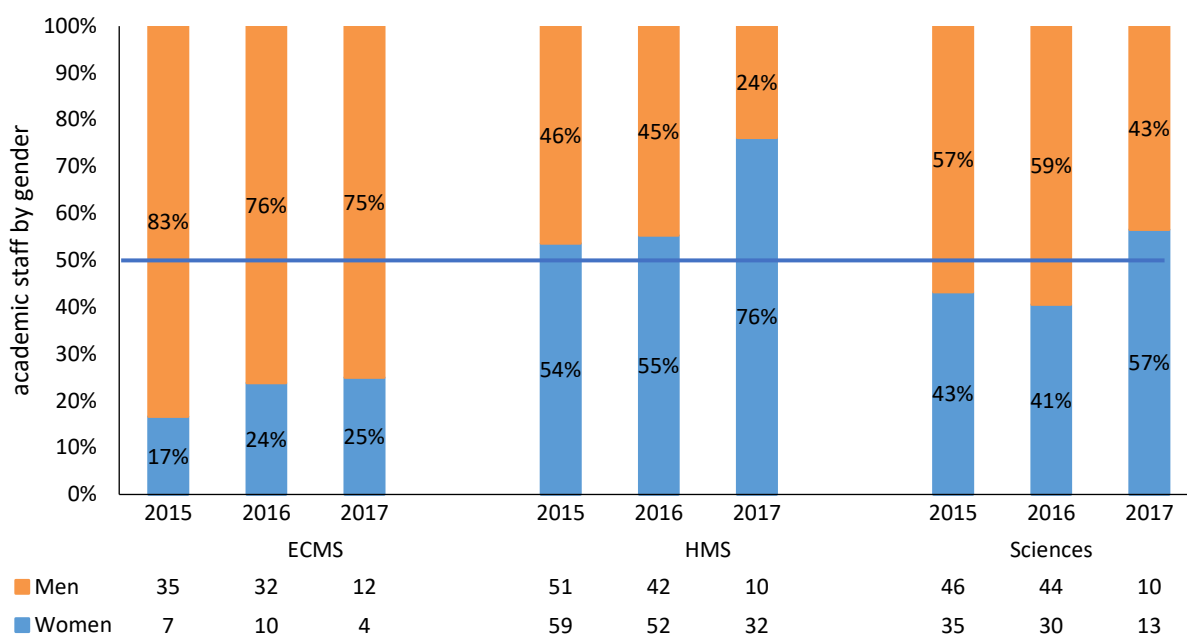


Figure 5.1: Gender distribution of STEMM academic staff appointed directly, 2015-2017

Data systems do not collect data on gender balance of short-listed applicants; this gap must be considered in future updates to data systems ([Action 2.15](#)).

See **Actions 2.3, 2.9-2.15**

(ii) Induction

New staff complete a 3-month Induction Program supported by a local induction coordinator. A personalised agenda is provided which includes scheduled meetings and online mandatory training, such as Equal Opportunity and Aboriginal Cultural Awareness. Engagement with these modules should improve institutional culture with respect to diversity and inclusion ([Actions 5.4, 6.2, 6.7](#)). A 'buddy' may be provided to support new starters.

Managers and induction coordinators are provided with resources for inducting new staff (Induction Framework, Induction Roles and Responsibilities, New Starter Pathway and Checklists). The Welcome to Adelaide, hosted by the VC three times a year, is well-attended and enables new staff to engage with the University's senior leaders.

Completion of the induction program is reviewed by the manager during the probation period. Since 2017, new staff have been invited to evaluate the induction program to facilitate improvement. **We need to consider in particular the experience of staff appointed via women-only recruitment** ([Actions 2.16-2.17](#)).

See **Action 2.16**

Action 2.17: Analyse induction survey results to identify gaps and implement improvements.

Action 5.4: Promote completion of Equal Opportunity course for new staff as part of induction.

Action 6.2: Conduct an audit of staff completion rates for the existing cultural competency module and assess its impact.

Action 6.7: Provide information about the Ally Network in staff induction to build awareness and expand reach of the University's Ally network to support LGBTIQ staff and students.

(iii) Promotion

Fixed-term and continuing academic staff are eligible to apply for promotion annually. Heads of Schools have been asked by senior leaders to encourage women to apply as part of a talent identification strategy that underpins gender equity targets (Section 2). Focus groups run by a SAT member with women who achieved promotion in 2016 reported that this was their prime motivator for applying. Academic Staff Planning, Development and Review (PDR) processes encourage discussion of promotion, **but outcomes are not recorded consistently**.

Annual promotion workshops include a Faculty Executive Dean, representatives from research, teaching, HR, a previous successful applicant and, for Levels D/E, a Deputy Vice-Chancellor. Staff are encouraged to attend through Staff News and faculty networks, and sessions are recorded for those unable to attend. An information and review session is held annually for Promotion Committee members; although unconscious bias is covered briefly, strategies for mitigating bias should be incorporated into training materials ([Action 3.16](#)). The Academic Women's Forum runs an annual event to provide practical and strategic advice to intending applicants ([Action 3.14](#)). Also, Sciences has a promotion support team to assist in reviewing readiness for promotion and advising on the application itself **but there is no equivalent in other faculties** ([Action 3.15](#)). Action is required to ensure that women are encouraged to apply for Academic Promotion.

Until 2018, applications for Levels B/C and D/E were considered by Faculty and University Promotions Committees, respectively, and from 2019, applications for D will be considered at Faculty-level. Applicants are scored on evidence of achievements in the preceding 5 years in Educational Excellence, Research Excellence, and Engagement, Service & Leadership ([Actions 3.12-3.13](#)). 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 or other extenuating circumstances may apply for Special Consideration, where they address achievement relative to opportunity in two of the three areas and/or over a longer period of time. Over the past 3 years, 74% of applicants permitted to apply under special consideration were promoted.

Successful candidates receive a letter from their Faculty ED and are celebrated in Staff News and the University’s website. Unsuccessful candidates are invited to meet the Promotions Committee Convenor (or ED for Level E) and their Head of School for feedback.

The promotion success rate for women in STEMM was consistently greater than men in 2015-2017 (Table 5.2).

Table 5.2: Gender distribution of all academic staff by promotion success rate, 2015-2017

	Women			Men		
	Total n (% successful of all applications)	STEMM	Non-STEMM	Total n (% successful of all applications)	STEMM	Non-STEMM
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%)

Overall, more promotion applications were submitted by men than women, particularly for promotion to Levels D and E in STEMM (Table 5.3). Despite fewer women applying for Level E, the success rate was greater. A **lower proportion of women than men apply for promotion**. In 2017, only 6% of STEMM women at Level C applied for promotion to Level D compared to 14% of men ([Action 3.11](#)).

Action 3.11: Increase the proportion of women applying for promotion.

Action 3.12: Recognise mentoring and sponsorship provided to academic staff in the assessment rubric for academic promotion (Engagement, Service and Leadership).

Action 3.13: Recognise culture-specific ‘service’ contributions by Aboriginal and Torres Strait Islander staff in the assessment rubric for academic promotion.

Action 3.14: Encourage women interested in promotion to take part in the Academic Women’s Forum (AWF) events relating to academic promotion.

Action 3.15: Faculty of Sciences to share its promotion support team approach with other STEMM Faculties.

Action 3.16: Develop enhanced resources for promotion panels on understanding and mitigating unconscious bias.

Table 5.3: Gender distribution of STEMM academic staff by promotion applications and success rates, 2015-2017

STEMM promotions															
Level	B			C			D			E			Total		
	Application	Promotion	Success	Application	Promotion	Success	Application	Promotion	Success	Application	Promotion	Success	Application	Promotion	Success
2015															
Women	8	6	75%	8	6	75%	11	6	55%	4	4	100%	31	22	71%
Men	3	0	0%	17	14	82%	23	12	52%	16	13	81%	59	39	66%
2016															
Women	8	6	75%	15	11	73%	12	10	83%	3	3	100%	38	30	79%
Men	9	8	89%	10	6	60%	23	18	78%	17	13	76%	59	45	76%
2017															
Women	3	3	100%	14	10	71%	6	3	50%	3	3	100%	26	19	73%
Men	7	5	71%	12	9	75%	20	12	60%	12	8	67%	51	34	67%
Non-STEMM promotions															
Level	B			C			D			E			Total		
	Application	Promotion	Success	Application	Promotion	Success	Application	Promotion	Success	Application	Promotion	Success	Application	Promotion	Success
2015															
Women	2	0	0%	4	2	50%	8	4	50%	1	0	0%	15	6	40%
Men	4	4	100%	7	4	57%	7	2	29%	2	1	50%	20	11	55%
2016															
Women	1	0	0%	8	7	88%	10	8	80%	2	1	50%	21	16	76%
Men	3	1	33%	6	4	67%	6	3	50%	4	3	75%	19	11	58%
2017															
Women	0	0	0%	10	7	70%	5	2	40%	7	5	71%	22	14	64%
Men	0	0	0%	5	3	60%	9	6	67%	3	0	0%	17	9	53%

(iv) Higher Education Research Data Collection (HERDC)

The number of research grants received by our academic staff, as a proportion of grant applications (2014-2016), takes into account all named chief investigators (Tables 5.4-5.6). Success rates varied across academic levels and years, irrespective of gender, with a marked improvement in Category 1 in 2016. Women won only 29-31% of Category 1 grants in 2014-2016; women in STEMM won 27-28% of these and Arts and Professions, 45-55%. Proportions for Categories 2 and 3 were generally similar to Category 1. Women earned 22-25% of research grant income in this period, with a larger gender gap in STEMM than non-STEMM (Table 5.7). **These proportions in part reflect the smaller pool of women academics in STEMM eligible to apply and lack of networking opportunities.** Furthermore, career disruption for caring responsibilities impacts the opportunity for women to participate in and attend academic conferences and, in turn, this impacts research grant success.

Support for Academic Staff

A calculation of grants applied for in 2016 (using data in Tables 5.4-5.6 and Figure 4.1) shows rates of 0.33 grant applications per female academic and 0.47 per male academic. In the light of this finding, academic women should be encouraged to take advantage of all resources available to support this activity. Grant-writing support is available in all STEMM faculties ([Action 3.5](#)). Assistance with writing for publication varies across faculties, e.g. Sciences Researcher Development Workshops (Section 5.2 iii).

In response to changes in the rules for NHMRC funding, the Faculty of HMS is negotiating with the NHMRC regarding support for researchers who have family-related career breaks, including end-of-contract salary and extended time for research following career disruption usually associated with birth of a child. The goal is to help researchers complete projects should disruption arise mid-grant.

See **Action 3.5**

Table 5.4: Gender distribution of Category 1 (Australian Competitive Grants Register) research grants awarded to academic staff as Chief Investigator, 2014-2016

		Women					Total	Men					Total	Women
		A	B	C	D	E		A	B	C	D	E		All
		n received (% applied) ¹												% grants
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%)	29%
	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%)	27%
	Arts + Prof	N/A	2 (50%)	0 (0%)	6 (40%)	5 (71%)	13 (42%)	N/A	5 (100%)	6 (40%)	0 (0%)	5 (42%)	16 (47%)	13%
	DVCR	N/A	N/A	0 (0%)	N/A	1 (100%)	1 (100%)	N/A	N/A	N/A	N/A	4 (80%)	4 (80%)	1%
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%)	31%
	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%)	28%
	Arts + Prof	N/A	5 (71%)	2 (29%)	7 (47%)	4 (57%)	18 (50%)	N/A	6 (75%)	6 (67%)	1 (33%)	6 (55%)	19 (61%)	49%
	DVCR	N/A	N/A	N/A	N/A	2 (50%)	2 (50%)	N/A	0 (0%)	N/A	N/A	0 (0%)	0 (0%)	100%
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%)	30%
	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%)	27%
	Arts + Prof	0 (0%)	3 (100%)	1 (25%)	5 (71%)	3 (43%)	12 (63%)	N/A	1 (50%)	3 (60%)	1 (100%)	5 (71%)	10 (67%)	55%
	DVCR	N/A	N/A	N/A	N/A	2 (100%)	2 (100%)	N/A	1 (100%)	N/A	N/A	1 (50%)	2 (67%)	50%

¹Number of successful grants received of the total number applied for x100; N/A indicates no applications in that year.

Table 5.5: Gender distribution of Category 2 (Other Public Sector Competitive & Non-competitive Research Funding) research grants awarded to academic staff as Chief Investigator, 2014-2016

	Women						Men						Women	
	A	B	C	D	E	Total	A	B	C	D	E	Total	All	
	n received (% applied) ¹													% grants
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%)	34%
	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%)	31%
	Arts + Prof	N/A	N/A	3 (75%)	7 (88%)	N/A	10 (83%)	N/A	N/A	3 (75%)	1 (100%)	4 (100%)	8 (89%)	56%
	DVCR	N/A	N/A	N/A	N/A	1 (100%)	1 (100%)	N/A	N/A	N/A	N/A	3 (100%)	3 (100%)	25%
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%)	31%
	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%)	32%
	Arts + Prof	N/A	1 (100%)	N/A	1(100%)	1 (100%)	3 (100%)	N/A	N/A	4 (100%)	N/A	2 (100%)	6 (100%)	33%
	DVCR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3 (100%)	N/A	3 (100%)	0%
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%)	26%
	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%)	25%
	Arts + Prof	N/A	1 (100%)	N/A	N/A	N/A	1 (100%)	N/A	1 (100%)	N/A	N/A	3 (100%)	4 (100%)	20%
	DVCR	N/A	N/A	N/A	N/A	1 (100%)	1 (100%)	N/A	N/A	N/A	N/A	N/A	N/A	100%

¹See Table 5.4

Table 5.6: Gender distribution of Category 3 (Industry and Other Research Funding) research grants awarded to academic staff as Chief Investigator, 2014-2016

		Women					Total	Men					Total	Women
		A	B	C	D	E		A	B	C	D	E		All
		n received (% applied) ¹												% grants
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%)	36%
	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%)	37%
	Arts + Prof	N/A	1 (100%)	1 (100%)	0 (0%)	2 (100%)	4 (80%)	N/A	N/A	N/A	2 (100%)	8 (100%)	10 (100%)	29%
	DVCR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1 (100%)	1 (100%)	0%
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%)	38%
	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%)	36%
	Arts + Prof	N/A	4 (67%)	4 (57%)	1 (50%)	1 (50%)	10 (59%)	N/A	2 (67%)	1 (50%)	N/A	3 (100%)	6 (75%)	63%
	DVCR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1 (100)	N/A	N/A	1 (100%)	2 (100%)	0%
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%)	33%
	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%)	34%
	Arts + Prof	N/A	1 (100%)	N/A	1 (100%)	N/A	2 (100%)	N/A	N/A	3 (100%)	N/A	3 (100%)	6 (100%)	25%
	DVCR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1 (100%)	1 (100%)	0%

¹See Table 5.4

Table 5.7 Gender distribution of total research grant income, 2014-2016

	STEMM		Non-STEMM		Total	
	Women	Men	Women	Men	Women	Men
2014	21%	79%	36%	64%	22%	78%
2015	22%	78%	39%	61%	24%	76%
2016	23%	77%	44%	56%	25%	75%

5.2 Career development: academic staff

Senior leaders are fully committed to improving engagement by all staff in career development opportunities. All actions in this section have been informed by University-wide consultation, including Your Voice surveys, and communicated institution-wide (Section 3 ii).

(i) Training

In relation to equity, diversity and leadership, the University offers:

- Equal Opportunity online course: covers equal employment opportunity, anti-discrimination laws, discrimination, harassment, inappropriate relationships, and complaints processes. To be completed during induction, but it is not mandatory to keep up to date ([Action 5.5](#)).
- Gender equity awareness session: provided by two SAT members at the 2016 Senior Leaders' Retreat, followed by unconscious bias training to 13 academic leaders and 10 professional staff (7 men, 16 women). Unconscious bias awareness training for Recruitment and Selection managers, and Promotion Committees will be enhanced ([Actions 3.10, 3.16](#)) and will be integrated into other management programs as they are reviewed and/or developed.
- Women's Professional Development Network offers professional development opportunities for academic and professional women, including a mentoring program, financial literacy, and a leadership program.
- Executive Leaders Program: offered in 2017 and designed to enhance the collective capability of the VCE with a focus on leading change and strategy execution. Connected to University challenges to ensure linkage to fundamental priorities for 2017 and beyond.
- Leaders and Influencers Forums: launched in 2018, held twice each year and involve 200 academic and professional leaders to build better connections across the University and provide participants an opportunity to reflect on their role in shaping University culture. Participants are selected annually to represent work area, life experience and commitment to improving the University.
- Adelaide Women Leadership Development Program: supports the University's commitment to strengthening leadership capability and accountability, and increasing the profile of women. Provides targeted activities (leadership diagnostic tools, tailored learning workshops, individual coaching and participation in shadowing program) for selected **women at or above Level D/HEO10**. Since 2013, 54 women have completed the program (Figure 5.2). A mechanism for sharing of learnings from this program with all interested academic women would add value to the current offerings. **Demand to extend this program to women at level C cannot be met at present, but is under consideration for 2020** ([Action 3.1-3.2](#)).

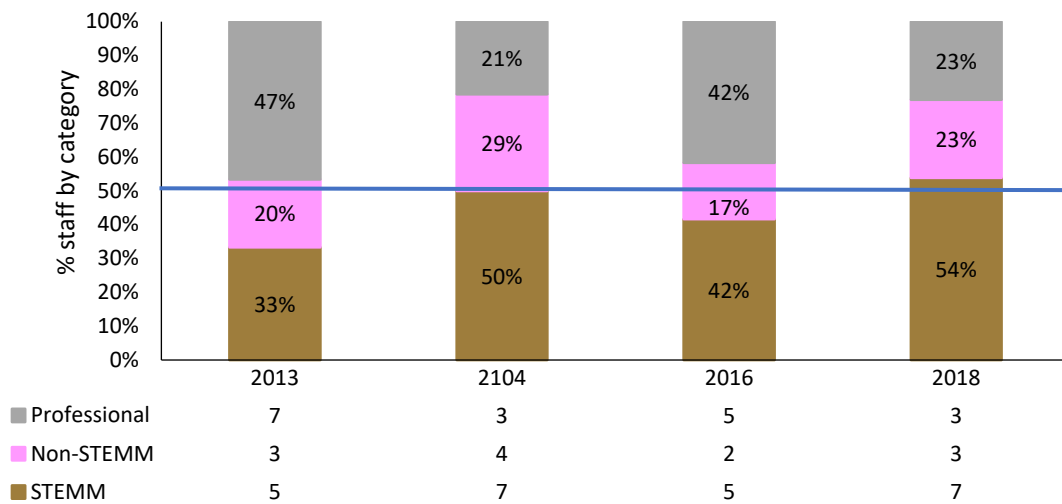


Figure 5.2: Distribution of Adelaide Women Leadership Development Program participants, 2013-2018

“Adelaide Women has been instrumental in supporting me to make a transition from employee to leader. 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)

Heads of School nominate candidates for Adelaide Women; from the first three cohorts, 9 participants have obtained leadership roles (7 academic, 2 professional) and an additional 12 (7 academics) were promoted.

Staff are encouraged to participate in training through the Learning and Development website, all-staff emails, Learning and Development Calendar of Events, and word-of-mouth.

Action 3.1: Ensure representation from each STEMM Faculty in the University’s flagship *Adelaide Women Leadership Development Program*.

Action 3.2: Invite graduates of the Adelaide Women program to share their learnings, and further promote the program.

See **Actions 3.10, 3.16**.

Action 5.5: Promote refresher training in Equal Opportunity awareness to be undertaken by staff every 3 years.

(ii) Appraisal/development review

All staff on continuing and fixed-term contracts (>12 months) are expected to participate in Planning and Development Review (PDR) with their supervisor. This encompasses individual planning, objective setting, two-way feedback, career planning and development, and performance review throughout the year. Workload allocation, development opportunities and promotion are included in the PDR conversation for academic staff. Supervisors are encouraged to discuss flexible working preferences with their staff.

Resources for PDR are available online for staff and supervisors, and HR also organises training workshops. Women constituted the majority of completions of *PDR for Supervisors* training in 2015-2017 (Figure 5.3); most were professional staff. Only 34 academic staff (~10% of all academic staff managers) completed training, of whom 22 (65%) were STEMM (8 women, 14 men).

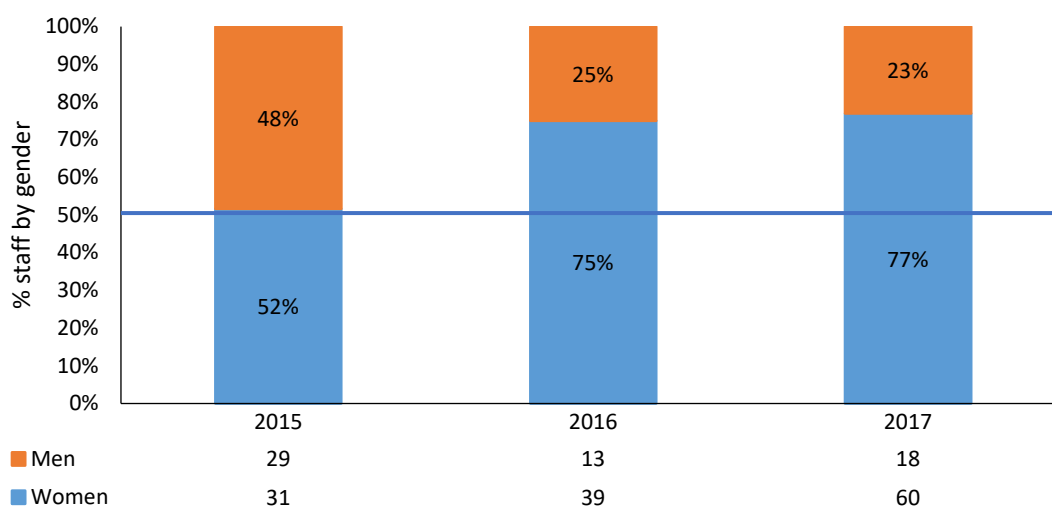


Figure 5.3: Gender distribution of *PDR for Supervisors* training participants (completed), 2015-2017

The PDR training available to support managers was reviewed, and a suite of workshops and online modules developed and made available from 2018 ([Action 3.10](#)).

Although staff are expected to participate in PDR, consultation through focus groups, staff surveys and SAT membership has shown that **EMCRs are not routinely having PDR conversations with supervisors, not discussing career pathways and that academics may complete PDR with supervisors but not record completion.** For these reasons we present PDR participation rates from staff engagement surveys (Table 5.8). Most academic staff agreed that “*my performance has been formally reviewed and evaluated in the last 12 months*” in the 2016 and 2018 surveys. Analysis of participation by career stage and gender will inform whether further strategies are required to increase participation of EMCRs in this process; this may support the retention of female academics ([Action 3.17](#)).

Table 5.8: Gender distribution of all academic staff who agreed that they had participated in Planning, Development and Review, based on Your Voice survey 2018

Faculty		Women	Men
		% agree (% change from 2016)	
STEMM	ECMS	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%)

The University values the PDR process and set a target for 2018 that 90% of staff participate in the PDR process. In 2016 and 2018, overall staff participation, as indicated by Your Voice surveys, was high (Table 5.8). However, in Your Voice 2018 only 55% of STEMM academic staff agreed that “*the way my performance is evaluated provides me with clear guidelines for improvement*”. **This requires attention** ([Actions 3.17-3.18](#)).

See **Action 3.10**

Action 3.17: Undertake further analysis of PDR participation rates by academic career stage to assess if PDR conversations are conducted with EMCRs at the same rate as for later career stages.

Action 3.18: Provide a blended learning program for managers about PDR to improve understanding of importance and benefits of PDR and increase effectiveness of PDR conversations.

(iii) Support given to academic staff for career progression

The following support is available to assist with career progression:

- Barbara Kidman Fellowships, established by the DVCR, enhance and reinvigorate the careers of female academic staff at Levels B and C whose research momentum has been impeded by caring responsibilities. During 2015-2017, 19 fellowships (\$30,000/FTE) were awarded, 15 to STEMM academics.
- University Research Fellowships, established in 2016 to retain/attract and support EMCRs of outstanding calibre and potential. In 2016-2017, 44 fellowships were awarded, 23 to women. Discontinued in 2018 and re-focussed as Emerging Leadership Development Grants in 2019.
- Dependant Travel Awards, available to all staff with caring responsibilities to enable participation in conferences. Funds may be used to cover travel costs for a carer or to employ a carer at the conference venue. In 2015-2017, awards were made to 22 women (17 STEMM) and three men (two STEMM).
- Special Studies Program (SSP), available to all academic staff, provides up to 6 months to engage in professional development activities and be released from departmental duties. In 2015-2018, 75 females (18 STEMM) and 177 males (104 STEMM) received funding. Staff consultation suggested that women are less likely to apply for SSP if their area is not actively

encouraging them to apply. All staff, especially women, should be encouraged to take up this opportunity to strengthen their track record (Action 3.4).

- Academic Women's Promotion Forum, attracts approximately 20 women considering promotion per year (Section 5.1 iii).
- Women's Research Excellence Awards, established by senior leaders (VC, DVCR, GEC) to celebrate and promote academic women's research. In 2015-2018, 46 women received these awards, 35 in STEMM.
- The Adelaide Education Academy, established in 2017, supports, promotes and recognises teaching excellence at the University. Members can apply for Learning and Teaching Advancement Grants for professional development. At the end of 2018, 43 women (36 STEMM) and 27 men (21 STEMM) were members.

Each faculty provides additional support for staff (Table 5.9); arrangements differ among faculties because there are choices to be made in respect of the allocation of scarce resources relative to the challenges and opportunities identified by each faculty. In the 2018 Your Voice survey, 56% of academic staff agreed (57% women, 54% men, 55% STEMM, 57% non-STEMM) to the statement "*I am given opportunities to develop skills needed for career progression.*" This **identifies the need to raise awareness of existing opportunities** for STEMM staff, especially amongst EMCR, **identify and address gaps** in offerings, and encourage faculties to share their success stories and broaden the range of support offered ([Actions 3.6-3.8](#)).

Table 5.9: Faculty support for academic staff career development, 31 December 2018

	STEMM faculties			Non-STEMM faculties	
	<i>ECMS</i>	<i>HMS</i>	<i>Sciences</i>	<i>Arts</i>	<i>Professions</i>
Conference Travel Support (other than Special Studies)	X	X			X
Coordinated approach for staff award nominations	X	X	X		
Dependant Travel Awards	X	X	X	X	X
Enable research collaboration between researchers internal and external to University	X	X	X	X	X
Faculty-sponsored Research Grants		X			X
Grant development support	X	X	X	X	X
Leadership/Coaching support	X	X	X	X	X
Mentoring program	X	X	X	X	X
Networking events		X	X	X	
Promotion application support			X		
Researcher Development Workshops			X		
Transition-to-work support scheme (post-parental leave)	X				

See **Actions 3.4, 3.6, 3.7, 3.8**

5.3 Flexible working and managing career breaks

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

All actions in this section have been informed by University-wide consultation, including focus groups and staff surveys. The actions have been communicated to all staff through our gender equity and diversity website and Staff Notices.

The University offers best-practice policies to allow staff to work flexibly and manage career breaks. This includes Special Considerations in promotion (Section 5.1 iii) and Barbara Kidman Fellowships (Section 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

Information about parental leave is endorsed by senior leadership, and provided in the EA (2017-2021) and supporting policies and procedures are 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 5.10) ([Action 4.1](#)). **Informal comment suggests that managers need to be more aware of the support available and inform their staff accordingly ([Actions 4.2-4.3](#)).**

Table 5.10: Parental leave options available, 31 December 2018

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 to a maximum of 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, the Vice-Chancellor approved pro-rata parental leave being available to staff who had completed less than 12 months of continuous service. Pro-rata leave applies to Maternity, Adoption, Special Paid Parental and Shared Paid Parental leave.

Before maternity/adoption leave:

- Personal leave for prenatal appointments
- Unpaid special maternity/adoption leave for appointments, pregnancy-related illness if required
- Reserved paid parking for women in third trimester or those with pregnancy complications, at North Terrace (city) campus ([Action 4.4](#)).

During maternity/adoption leave:

- Employer contributions to superannuation while on leave
- Keeping in touch days (up to 10 days for training/planning whilst on paid leave).

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 such as:
 - Access to conference/study leave, 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 North Terrace and Waite campuses, but not at Roseworthy ([Action 4.5](#))
- ECMS is the **only faculty** to offer a Parents' Network and a Research Support Transition Scheme for staff and HDR students returning from parental leave, providing funds to hire 0.5 FTE Academic Level A for 6 months (other faculties are limited by funding)
- Dependant Travel Awards for academic staff (Section 5.2 iii)
- Personal leave may be used as carer's leave
- Staff may request FWA (Section 5.3 vi).

Action 4.1: Make paid parental leave available to staff irrespective of length of service (previously available only to staff with more than 12 months' service).

Action 4.2: Develop parental leave resources (such as an expectant and new parents' guide) for line managers and staff.

Action 4.3: Develop a short annual survey for staff returning from parental leave to improve the understanding of the needs of staff and establish if they are aware of the options available.

Action 4.4: Extend pregnancy parking to Waite and Roseworthy campuses.

Action 4.5: Establish a parenting room at Roseworthy campus.

(iv) Maternity return rate

Table 5.11 Paid maternity leave taken by academic and professional women¹, 2014-2016

	Leave starts	Returned	Returned on reduced hours	Not returning: reasons		Still on leave ²	Return rate (%)
				Contract-end	Resigned		
Academic staff⁴							
2014	35	31	15	4	0	0	89%
2015	31	30	11	0	0	1	97%
2016	26	26 ³	7	0	0	0	100%
Professional staff⁴							
2014	60	50	37	7	1	2	83%
2015	75	59	38	7	7	2	79%
2016	57	49	28	3	5	0	86%

¹includes staff in Divisions

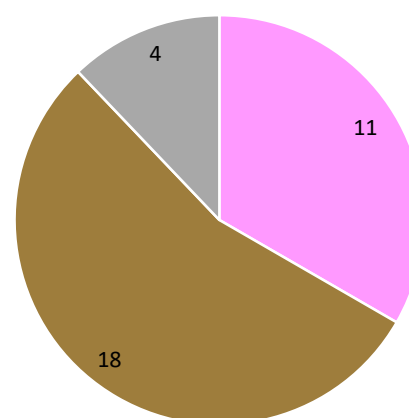
²still employed with the University and on second maternity leave, not included in the return rate

³one woman resigned 3 months after returning from maternity leave

⁴system does not allow us to present data by grade

The average return rate for academic and professional women on maternity leave is high, more so for the former (Table 5.11). The main reasons for professional staff not returning were resignations (reasons unknown) or end of fixed-term contracts. Of the 92 academic staff who took parental leave in the reporting period, 5 left the University, and 33 returned on reduced hours. **The longer the period of leave taken, the more likely staff were to leave altogether or return on reduced hours** (Figure 5.4) ([Action 4.6](#)).

Length of leave before returning	Number of people returning (% of total who returned)	Number of people returning on reduced hours (% of those who returned in this timeframe)
3-6 months	46 (53%)	11 (24%)
7-12 months	34 (39%)	18 (53%)
>12 months	7 (8%)	4 (57%)
Total	87	33 (38%)



■ 3-6 months ■ 7-12 months ■ >12 months

Figure 5.4: Academic staff returning on reduced hours based on length of maternity leave, 2014-2016

Action 4.6: Examine data from Exit Surveys, of staff who resigned during or at completion of paid maternity leave, to identify any unmet needs relating to parenting a new family as an employee of the University.

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

Uptake of parental leave by academic staff in 2014-2016 was largely by women; only three men took parental leave (1%; two academic, one professional) (Figure 5.5). 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 3 years.

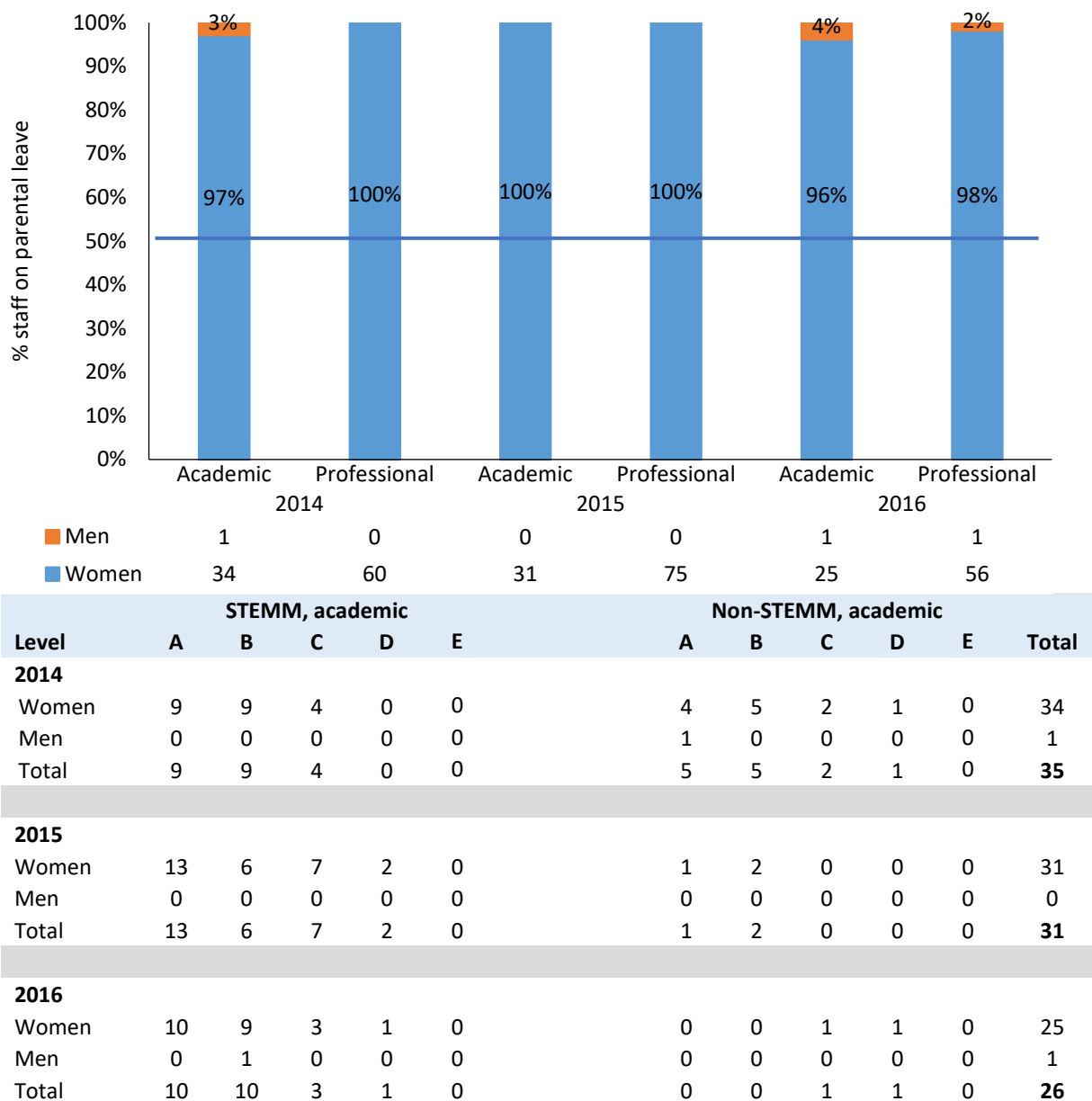
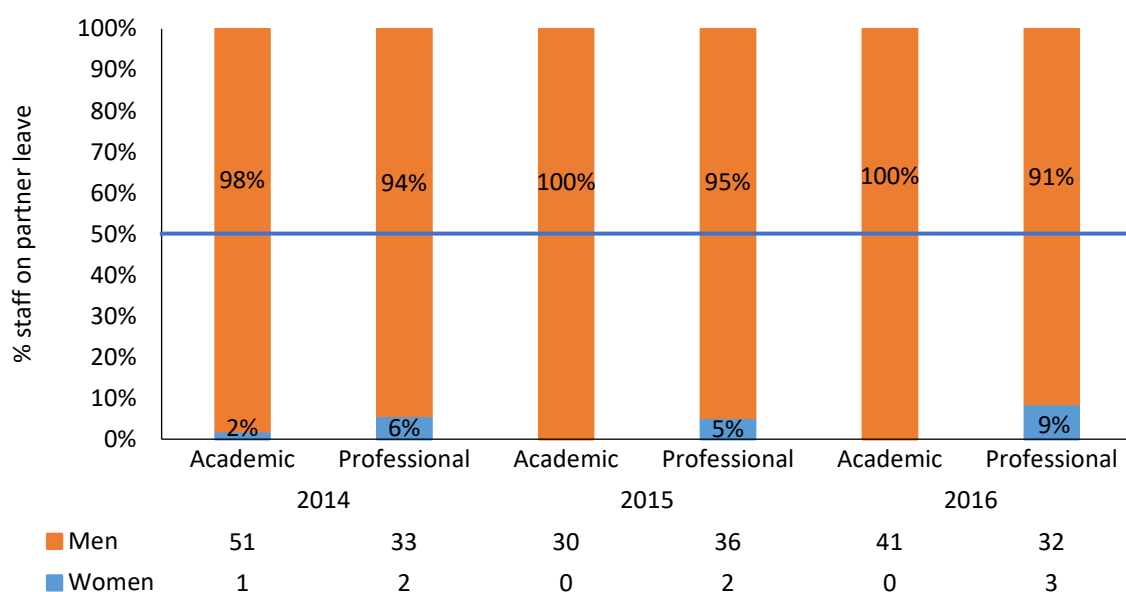


Figure 5.5: Distribution of parental leave uptake by all staff, including Divisions, (top) and more detailed distribution of academic staff (bottom), 2014-2016

The majority of staff taking partner leave were men (Figure 5.6); only eight women (one academic, seven professional) took partner leave in 2014-2016.



Level	STEMM, academic					Non-STEMM, academic					Total
	A	B	C	D	E	A	B	C	D	E	
2014											
Women	1	0	0	0	0	0	0	0	0	0	1
Men	21	17	6	1	0	1	3	2	0	0	51
Total	22	17	6	1	0	1	3	2	0	0	52
2015											
Women	0	0	0	0	0	0	0	0	0	0	0
Men	7	15	6	1	0	0	1	0	0	0	30
Total	7	15	6	1	0	0	1	0	0	0	30
2016											
Women	0	0	0	0	0	0	0	0	0	0	0
Men	14	10	10	2	0	1	2	2	0	0	41
Total	14	10	10	2	0	1	2	2	0	0	41

Figure 5.6: Distribution of partner leave uptake by all staff, including Divisions (top) and more detailed distribution of academic staff (bottom), 2014-2016

In 2017 a **focus group** was held with staff who returned from parental leave that year, to identify additional support required. **Priorities were:**

- clear, consistent information on leave entitlements and working flexibly ([Action 4.2](#))
- access to breastfeeding facilities and child-care options.

Following the focus group, additional parenting rooms were made available on North Terrace and Waite campuses, but facilities are yet to be established at Roseworthy ([Actions 4.5, 4.7](#)). Information

about existing rooms has been added to the University’s website. Anecdotal reports from staff to SAT members suggest that some parenting rooms are sub-standard.

See **Actions 4.2, 4.5**

Action 4.7: Assess the availability, use and standard of existing parenting rooms.

(vi) Flexible working

New Flexible Work Arrangements (FWA) were developed in response to the Hewitson report (2015) on workplace culture at the University, and endorsed by senior leaders. Offerings continue to evolve. Staff with formal FWA, but not requests, are logged in our HR system so we are unaware of the number of requests declined. The number of staff on FWA increased by 50% between 2015 and 2017 (Table 5.12).

Table 5.12: Gender distribution of Flexible Working Arrangements usage, 2015-2017

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

Reduced hours for the care of children is the predominant reason for FWA for both academic and professional staff (Table 5.13).

Academic staff, irrespective of gender, are less likely to have FWA than professional staff and, anecdotally, few apply. This is likely due to the greater autonomy inherent in academia which was reflected in feedback during staff consultation on the revised VFWA Procedure in July 2018.

Table 5.13: Type of Flexible Working Arrangements taken by staff, 2015-2017

	Total flexible working arrangements n	Care of child (reduced hours) n (% of total flexible working arrangements for the year)	Care of family (reduced hours) n (% of total flexible working arrangements for the year)	Compressed weeks	Purchased leave
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%)
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%)

In Your Voice surveys in 2016 and 2018, **only** 68-84% of respondents agreed to the suite of flexibility statements (Table 5.14). These surveys were undertaken prior to the FWA campaign and therefore reflect the previous work arrangements and policies. Focus groups have identified the need for education for staff and supervisors about flexible working options to support women and men to further their careers. This builds on the University’s commitment to building a better understanding of the principle of merit relative to opportunity ([Actions 4.9-4.12](#)).

Table 5.14: Gender distribution of staff responses on flexible working arrangements, based on Your Voice survey 2018

Question	Academic staff		Professional staff	
	Women	Men	Women	Men
	% agree (% change from 2016)			
Q1: My supervisor supports the use of flexible work arrangements	81% (-5%)	84% (-1%)	83% (+2%)	82% (-1%)
Q2: The University has enough flexible work arrangements to meet my needs ¹	78% (n/a)	79%	83%	77%
Q3: I have access to the flexibility I need to manage my work and caring responsibilities	77% (-4%)	76% (-7%)	82% (0%)	79% (-2%)
Q4: I can change my working hours if I need to	72% (-6%)	76% (-3%)	73% (+1%)	68% (-1%)

¹new in 2018

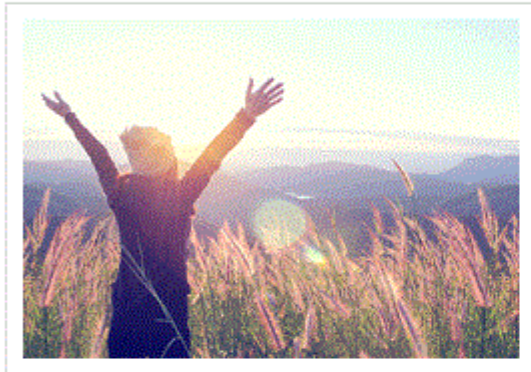
Most survey respondents with dependant children (77%), and staff who identified as carers (80%), agreed that “*The University has enough flexible work arrangements to meet my needs*”. Voluntary FWA were subsequently publicised to enhance staff awareness of entitlements (Figure 5.7).

Flexible Work Arrangements

The University provides a flexible workplace for our staff. Whether it is having enough leave to cover school holidays, caring for a family member, working remotely, choosing your own hours of work, or taking time off for an emergency, the University is here to support you to perform in your role.

We have well-established, family-friendly and culturally respectful policies designed to empower staff seeking flexible work arrangements.

To learn how some of our staff have benefitted from flexible work arrangements, read their [testimonials](#). The flexible arrangements we offer are listed below.



Open All ▼

- ▶ What works for me? Looking beyond 9-5
- ▶ Want to reduce your hours to support your family or passion?
- ▶ Need extra leave to cover school holidays or pursue a special adventure?
- ▶ Emergencies happen, we can help
- ▶ Time off to move
- ▶ Flexibility in your retirement
- ▶ Caring for your family
- ▶ Supporting your family when you return to work
- ▶ Supporting a diverse and inclusive workplace
- ▶ Why not consider working from home?
- ▶ Dependant travel assistance

Figure 5.7: Screenshot of Flexible Work Arrangements webpage, 31 December 2018

Action 4.9: Establish an annual publicity campaign regarding flexible work arrangements.

Action 4.10: Establish training for line managers about flexible working.

Action 4.11: Use testimonials of senior leaders and male academic staff to promote flexible working to cohorts of staff where take-up is low.

Action 4.12: STEMM Faculties include commitment to family-friendly hours in Terms of Reference for key committees.

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

See Section 5.3 (*After maternity/adoption leave*).

(viii) Childcare

Childcare services are offered at two of the three campuses. Each centre provides part- and full-time care and prioritises access for children of University staff and students, who occupy approximately 90% of places. Feedback from parents in a 2015 Adelaide University Childcare Services Inc. report suggested that staff view these centres as essential in supporting women to participate in the University workforce.

The Roseworthy Campus childcare centre closed in 2014 due to lack of demand and non-compliance with legal requirements. Feedback provided by staff to the SAT Chair identified this as a serious concern. A scoping study was undertaken in 2018-19 to determine the viability of re-opening the centre ([Action 4.8](#)).

Action 4.8: Prioritise completion of a scoping plan for childcare services at Roseworthy campus.

(ix) Caring responsibilities

Academic and professional staff may utilise FWA, including purchased leave, to assist with caring responsibilities. In 2017, the majority of FWA was in the form of reduced hours for care of children (89% academic, 63% professional) or family (5%, 2%; Section 5.3 vi).

The **majority of carer leave days were taken by professional staff**, more so by women than men (Figure 5.8). Academic staff, irrespective of gender, **take fewer carer days than professional staff, again likely reflecting the autonomy inherent in academia**. Proportions of academic women and men taking carer leave were relatively even over time at Levels A-C, and fluctuated at Levels D-E, largely due to the small number of staff concerned.

The rate of uptake of carer days by woman is generally greater than that for men (compare Tables 4.1 and Figure 5.8), with the exceptions of STEMM level E in 2016, STEMM Executive in 2017 and non-STEMM A-D in 2016 and E in 2017.

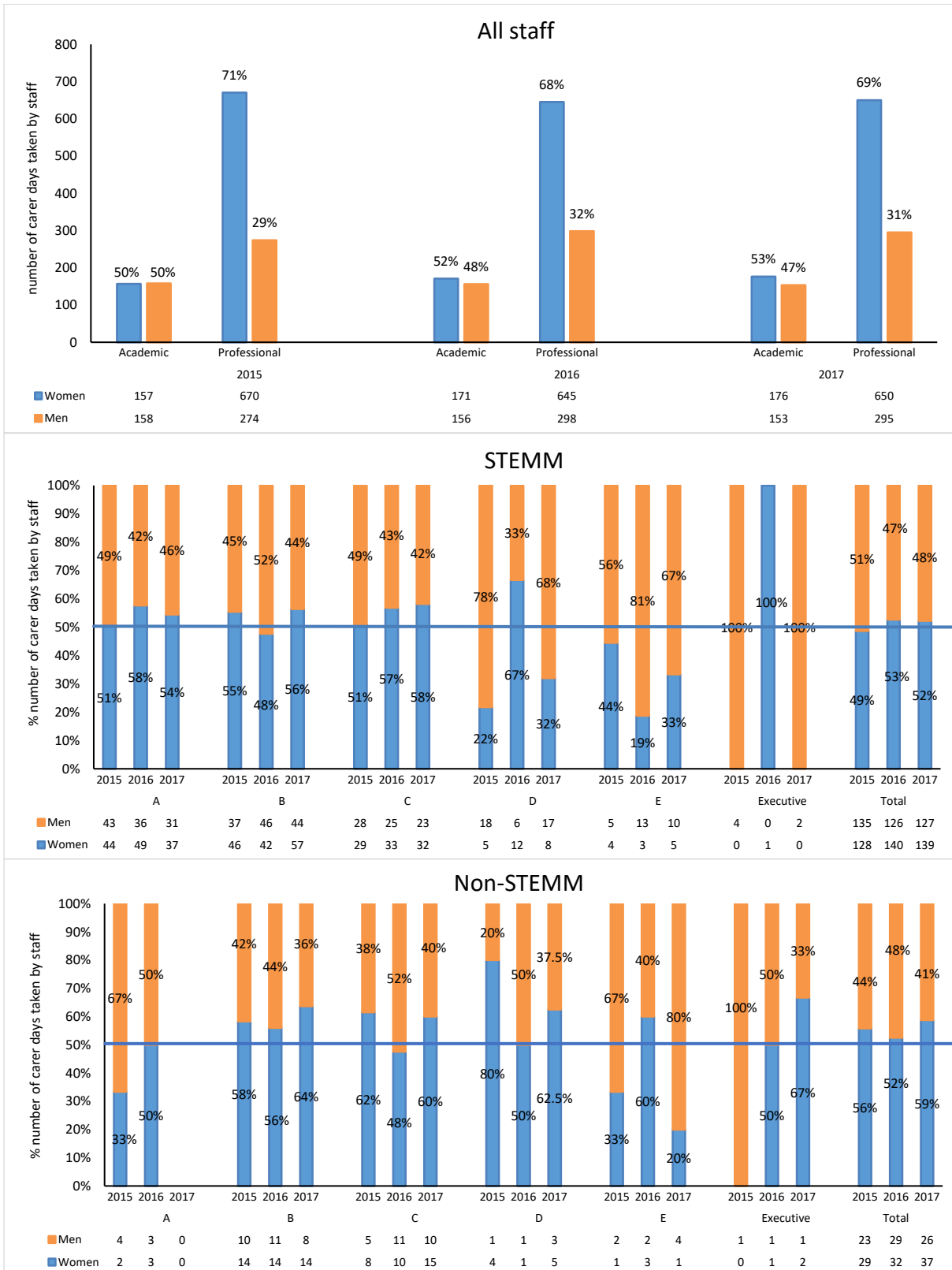


Figure 5.8: Gender distribution of carer leave uptake by all staff, 2015-2017

5.4 Organisation and culture

(i) Culture

The University's five established values of *honesty, respect, fairness, discovery* and *excellence* have been affirmed by our staff as appropriate (93% believe in the University's values; Your Voice survey 2018), however the behaviour of leaders and staff **is reported as not always congruent** with those values (as per feedback in free text survey comments and through focus groups reported in the Hewitson review 2015). Recognising that culture is directly influenced by the behaviour of leaders, twice yearly *Leaders' and Influencers' Forums* have been established to support our leaders to reflect on their leadership (Section 5.2 ii). **There remains more work to be done with leaders through these forums** ([Actions 5.1, 5.5, 6.2, 6.9](#)).

Culture is also the first of four themes that comprise the *Magnet for Talent* Pillar of the new strategic plan, *Future Making*. Initiatives that are funded under the plan to support improvements in culture are concerned with leadership development, staff wellbeing and community building. These new initiatives will complement many existing frameworks, initiatives, activities and networks that are described elsewhere in this application, which do not substitute for effective leadership, but which can complement and support leaders to shape the inclusive and positive organisational culture we aspire to have.

Staff responses to gender-equity related statements in the Your Voice surveys show an overall improvement (positive change for 84% of 19 cohorts) in perceptions of our culture of gender equity from 2016 to 2018 (Table 5.15), **although female academics viewed this less positively than men, notably in ECMS.**

Table 5.15: Gender distribution of staff responses on gender equity and diversity, based on Your Voice survey 2018

Your Voice 2018 ‘Gender Equity and Diversity’ statements		
	<ul style="list-style-type: none"> • 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 	
Faculty		Women Men % agree (% change from 2016)
Academic staff		
STEMM	ECMS	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	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)

¹Insufficient data in 2016 for comparison

Action 5.1: Expand on the University’s existing values and establish a behaviours framework that explicitly articulates behaviours that are expected and those for which there is zero tolerance, including those related to diversity and inclusion.

See **Actions 5.5, 6.2**

Action 6.9: Increase engagement of staff with events that support our LGBTIQ community.

(ii) HR policies

A Policy Specialist oversees policy review and development in line with the Adelaide Policy Framework (Section 5.4 vii). Staff and the unions are invited to comment during drafting. Policies are reviewed at least every 3 years and communicated to all staff through Staff News and HR websites ([Action 5.2](#)).

To monitor compliance with policy and address differences between policy and practice:

- complaints are assessed to **identify shortfalls and areas of risk to gender equity**
- the Joint Consultative Committee, with the unions, enables feedback about practice shortfalls.

Workshops are held for managers to discuss major changes to policies and practices. In **2015-2017, most participants in training workshops for managers were women (52-91%)**.

Action 5.2: Ensure that all reviews of HR policies apply a gender equity and diversity lens.

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

Senior leadership in STEMM faculties remains male-dominated, with only 31% of senior leadership roles held by women in 2018 (Figure 5.9), resulting in lack of role models for women ([Action 2.3](#)). In contrast, the non-STEMM faculties on average have 47% of senior leadership roles held by women. HMS is the **only STEMM faculty with >50% senior leadership roles held by women** (Figure 5.10).

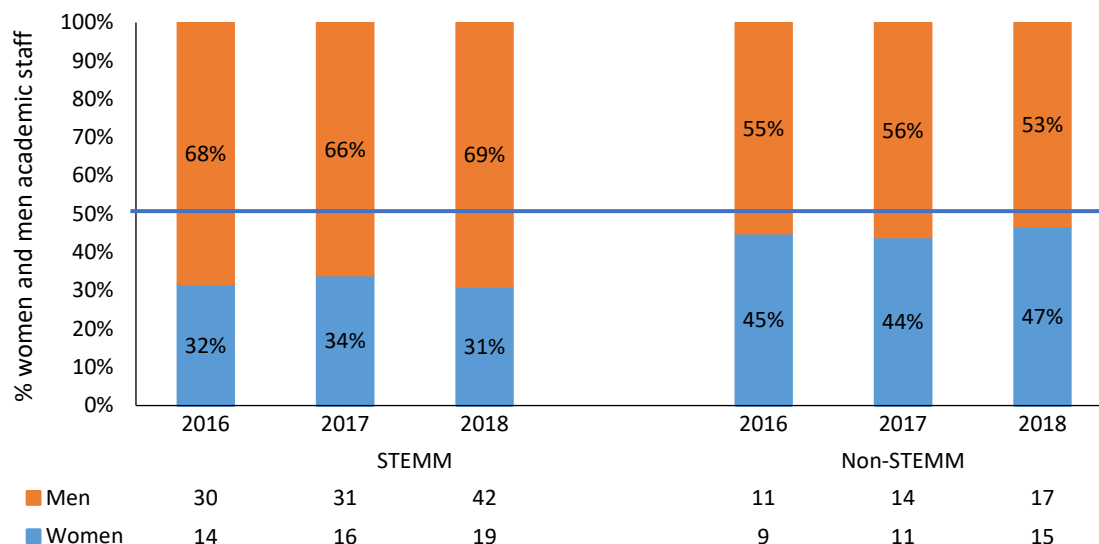


Figure 5.9: Gender distribution of senior leadership roles in academic staff, including Divisions, 31 March

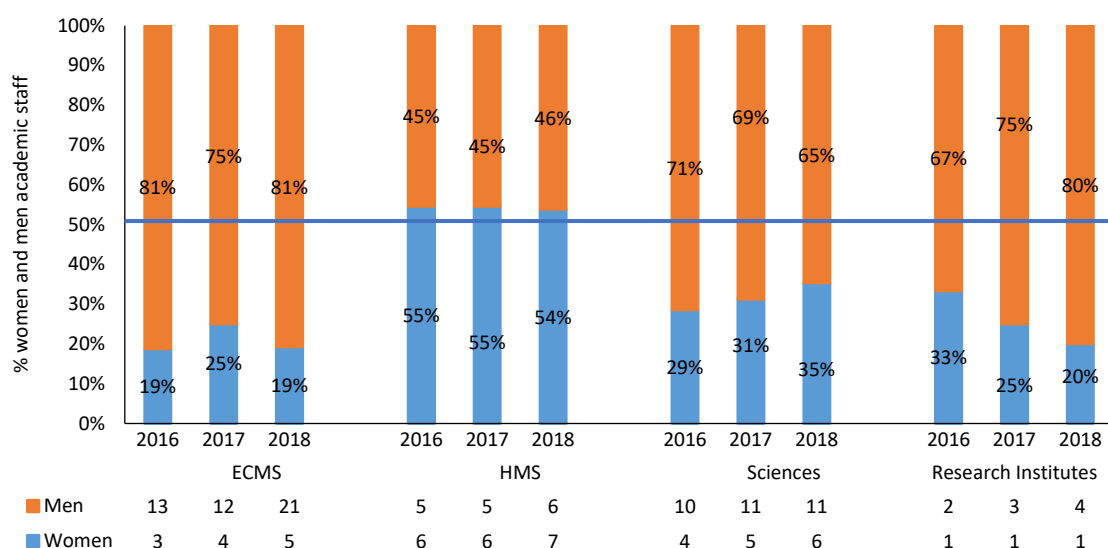


Figure 5.10: Gender distribution of senior leadership roles in STEM faculties and Research Institutes¹, 31 March

¹includes Executive Deans, Associate/Deputy Deans, Heads of Schools, Associate Heads of School, Directors of University Research Institutes, and Faculty Executive Managers/Directors (includes academic and professional staff)

Heads of Schools (HoS) may be appointed through internal or external selection process, guided by the Faculty’s ED in consultation with the other HoS (EA 2017-2021). The selection committee is chaired by the VC or delegate and gender balance is recommended **but not mandated**. The term of appointment is 5 years and may be renewed. The process for EDs is similar except that it is directed by the VC.

In 2018, academic women were proportionately represented in leadership roles in the STEM faculties, as follows: women as a percentage of academic staff and in leadership roles in ECMS = 17% and 19% respectively; in Health and Medical Sciences = 56% and 54%; in Sciences = 36 and 35% (data from Figures 4.2 and Figure 5.10).

All Faculty EDs and HoS are considered leaders. They are encouraged to participate in leadership development programs, **but participation is not mandatory** ([Action 5.1](#)).

See **Actions 2.3, 5.1**.

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

Neither the University Council (governing body) nor the VCE (senior management) exhibited gender balance in 2016-2018 (Table 5.16).

Table 5.16: Gender distribution of governance and senior management committees, 31 March 2018

Committee	2016			2017			2018		
	W ¹	M ²	% W	W	M	% W	W	M	% W
University Council (Governance)	4	7	36%	4	9	31%	3	10	23%
Vice-Chancellor's Executive Management)	6	11	35%	6	11	35%	9	11	45%

¹W=women

²M=men

The proportion of women on the University Council is **small and decreased** from 2016 to 2018 following the election of three men, whereas the proportion of women on the VCE increased with the appointment of three women. The Chancellor and Vice-Chancellor, both men, chair these committees whereas the secretaries of Council and VCE are a woman and man, respectively.

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. The majority of elected members are men and **few women nominate** for positions on Council. Membership of the VCE is by role (*ex-officio*) rather than by appointment ([Actions 5.6–5.7](#)).

Action 5.6: Review University Committee Terms of Reference template to include prompt to consider gender balance.

Action 5.7: Call for nominations for Council elections (to staff, students and alumni) to be accompanied by a statement from the Chancellor encouraging nominations from women.

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

In 2018, **only** nine of the University's 16 influential committees had 40-60% female representation (Table 5.17). Between 2016 and 2018, gender distribution varied considerably and there is **a need to improve balance**.

Table 5.17: Gender distribution of influential committees, 31 March 2018

Committee	2016			2017			2018		
	W ¹	M ²	% W	W	M	% W	W	M	% W
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%

¹W=women

²M=men

The composition of University committees listed above is regulated by Governance/Terms of Reference which outlines membership criteria, including *ex-officio* roles, those appointed by Council or EDs, or elected by staff and/or student bodies ([Action 5.8](#)). Appointed members of Council Committees hold office for 2 years and may serve multiple terms for a maximum of 12 years.

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 5.8: Review University Council subcommittee selection process to require gender balance to be considered.

(vi) Committee workload

Committee duties for academic staff are counted as 'administration, service and leadership in the University' (EA 2017-2021). Mid-career and senior academics are more likely to have committee duties than ECRs who are expected to focus on research/teaching. Most roles on influential committees are *ex-officio*, held by senior academic and professional leaders. Women are **disproportionately represented on lower-level committees** e.g. faculty and school learning and

teaching, but under-represented on promotion committees, in part due to workload of senior women.

(vii) Institutional policies, practices and procedures

The Adelaide Policy Framework is the operational structure for developing, implementing, reviewing and maintaining the University's policies and procedures.

University policy templates and guidelines recommend the “*avoidance of gender-specific pronouns*” ([Action 5.9-5.10](#)). When reviewed, policies are benchmarked against ‘like’ policies at peer institutions. Draft policies must be made available for comment by Legal and Risk, staff and students directly affected, and formal committees/unions as appropriate. In 2018, a draft Working from Home Procedure attracted constructive feedback from numerous staff including a combined submission from GEDI Directors, which shaped the final document approved by senior leaders.

Action 5.9: Gender inclusive language guidelines developed and promoted.

Action 5.10: Increase visibility of gender inclusive language guidelines by referencing these in staff induction.

(viii) Workload model

The academic workload model is defined in the University's EA (2017-2021) as:

- teaching and related duties, including supervision (20-90%)
- research, scholarship and creative activity (20-60%)
- administration, professional activity, and/or community engagement (10-40%).

Schools are responsible for developing academic workload models, which are approved by the ED and submitted to the DVCA for review. Workload allocations are considered in PDR and promotion (Sections 5.2 ii, 5.1 iii). More than one workload model may exist within a faculty to recognise differences in teaching practices or other responsibilities.

Each faculty has Academic Role Statements which outline minimum performance expectations for each classification and workload band. These are discussed during PDR (Section 5.2 ii).

(ix) Timing of institution meetings and social gatherings

The University **does not have a policy or procedure related to timing of meetings and institutional gatherings**, however many are agreed in consultation with committee members e.g. Sciences Faculty Executive ([Action 4.12](#)).

Significant University events, including the VC's Welcome to Adelaide and Annual Meeting of the University Community, and many committee meetings (Section 5.4 v) are held in '*family friendly hours*'; many events are recorded for staff unable to attend. Focus groups suggested **more attention needs to be paid to holding events during family friendly hours** (Hewitson 2015).

See **Action 4.12**

(x) Visibility of role models

The gender distribution of speakers at the University’s public lecture series *Research Tuesday* and graduation ceremonies in 2016-2018 was **variable, but always <50% women** (Table 5.18).

Table 5.18: Gender distribution of speakers at public lectures and graduations, 2016-2018

Year	Research Tuesdays				Graduation Orations		
	Number lectures	Total number presenters	Number Women presenters	% Women presenters	Total number orations	Number Women orators	% Women 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%

While preparing this application, the SAT Chair and staff responsible for selecting *Research Tuesday* speakers **agreed on the importance of gender balance**, whereas graduation orators are selected from those awarded special degrees, who have been predominantly men ([Actions 5.11–5.12](#)).

The University also celebrates women as role models through:

- stories and images on the University website, banners, and in marketing publications
- renaming the Frome Street medical research buildings in 2017 in honour of Dr Helen Mayo OBE, pioneer of women’s and children’s health
- Diversifying Portraiture initiative (Figure 5.11).



Professor Rachel Burton, Superstar of STEM 2017-2018.

Diversifying Portraiture was launched by the VC in 2016 to promote a more diverse environment in public spaces on campus. Posters of eminent women associated with public and academic life at the University were produced by a working party which included members of the GEC and University Collections. New portraits are revealed at annual International Women’s Day events.



Figure 5.11: Diversifying Portraiture images, 2017-2018

Action 5.11: Gender equity established as a principle in planning speakers for *Research Tuesday* events.

Action 5.12: Gender equity established as a principle in the planning of speakers for University graduation ceremonies.

(xi) Outreach activities

Involvement in outreach activities is considered *service to the University or the community* within workload models and is included in PDR and promotion applications. Staff participation is not recorded at an institutional level, and only sometimes at Faculty-level.

Key outreach activities which feature STEMM include:

- **Open Day** for potential students, parents and teachers attracts approximately 10,000 people, 50% school leavers. Involves mainly professional staff and students.
- **Marni Wingku**, an immersive on-campus program for SA Aboriginal and Torres Strait Islander high school students. In 2017, 223 students and 30 teachers from 24 schools participated.
- **Women in STEM Careers program** to develop career-ready leadership skills in University students. Since 2017, 187 women have completed this program, with over 96% reporting positive interactions with industry, e.g. work experience and jobs. STEM academic and professional staff contribute to the program.

Additional ECMS activities to encourage women into STEM since mid-2000s include:

- Female students
 - Young Women in Tech Day (Year 9-10, 300/year)
 - Women in Math Workshop (Year 12, 30/year)
- All students
 - Ingenuity Day (primary and high school, 4000-5000/year)
 - Google Coding Workshop (university, 50-100/year).

(xii) Leadership

The **University leadership's strong support** for the SAGE Athena SWAN application is demonstrated in:

- regular discussion at People and Culture subcommittee of Council
- SAT chair in-kind contribution throughout and 0.6 FTE for final 6 months
- appointment of dedicated Project Officer to manage the SAGE application
- inclusion of STEMM Faculty Directors, GEDI, on the SAT
- GEC considers SAGE as a standing agenda item and will monitor implementation of the Action Plan
- Academic Board and VCE dedicated time to review and endorse the application and Action Plan
- SAGE Action Plan will be embedded within the University's *Dornwell Gender Equity Framework*
- implementation of Action Plan to be resourced through the new strategic plan, *Future Making*
- focus on gender equity and diversity through *Future Making (A Magnet for Talent)*
- implementation of annual pay equity audits
- the VC is committed to sponsoring leadership development, including an ongoing biennial commitment to the *Adelaide Women* program ([Actions 2.1-2.2](#), [3.10](#), [5.1](#)).

Senior leadership has committed to leading cultural change for a more diverse community through:

- commitments to gender equity and diversity in the strategic plan (Section 1)
- realignment of the University's GEC in 2018 to strengthen the link with leadership (Section 2)
- gender equity and inclusivity as a discussion topic at the University's Senior Leader's retreat (Section 5.2 i)
- sponsorship of events: International Women's Day, Reconciliation Week, White Ribbon, CEDA, WGEA.

See **Actions 2.1, 2.2, 3.10, 5.1**

6. SUPPORTING TRANSGENDER PEOPLE

Recommended word count: 500 words

Actual word count: 478

(i) Current policy and practice

The University's Equal Opportunity Policy, and Code of Conduct, stipulate our commitment to an inclusive, respectful and fair working environment for all staff. Very few staff report having non-binary gender (Section 2 i). Policy on gender transitioning or affirmation is **lacking and is therefore a gap that needs attention** ([Action 6.10](#)).

In 2017 the University established an Ally Network (Figure 6.1), sponsored by the Interim VC. This visible network of staff and students supports our commitment to provide an inclusive and respectful environment for people who identify as LGBTIQ. A budget is allocated for Pride in Diversity membership, IDAHOBIT ceremony, and operational expenses, and staff contribute time in-kind. All actions within this section have been developed in consultation with all staff (Section 3), particularly our Ally Network which will continue to be an important mechanism for two-way communication.

Vice-Chancellor Professor Peter Rathjen spoke at our 2019 IDAHOBIT event of the need to reinforce our commitment to building an inclusive environment and to show solidarity with LGBTIQ staff and students.



Figure 6.1: Ally Network launched by Interim Vice-Chancellor Professor Brooks (sponsor and patron), 2017.

Allies receive training to understand experiences, challenges and fears faced by people who identify as LGBTIQ, and the importance of having allies to advocate for and alongside them. Allies are empowered to advocate for our LGBTIQ community in their area. The University has 194 allies across campuses in all Faculties/Divisions, with representation from students, academic and professional staff, and senior leaders (including two EDs, one DVC). We seek to increase the number of allies, particularly senior leaders and among staff at Waite and Roseworthy campuses ([Actions 6.7–6.8](#)).

The University joined Pride in Diversity in 2016. Pride in Diversity has provided training, held networking sessions, and conducted inclusive recruitment workshops for HR staff.

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

(ii) Review

The University has generic policies and procedures to promote fair treatment for all staff (Section 5.4) and needs to integrate Inclusive Language Guidelines into its regular review process to ensure they are LGBTIQ-inclusive ([Action 5.9](#)).

Attendance at events to celebrate gender diversity, while not formally recorded, **is poor** ([Action 6.9](#)). **Participation by senior leaders** (Figure 6.1) is one visible measure of support.

Our participation in SAGE has led us to recognise that the University's organisational culture is **immature with respect to supporting members of our LGBTIQ community**. We acknowledge that the **proposed actions are preliminary steps**; building on these actions will be critical for future progress.

(iii) Further work

The new strategic plan supports equity and diversity and identifies the Ally Network as an important part of this framework. To support transgender and gender-diverse staff and students we **need to increase awareness of the challenges they may face and support them through policies and guidelines** ([Actions 5.9–5.10](#)). Actions will be implemented in consultation with the University's Ally Network. Shaping an inclusive culture for staff who identify as LGBTIQ will contribute to a broader culture of inclusion across the University.

Action 6.8: Increase number of Allies across the University with a particular focus on senior leaders, and staff at Waite and Roseworthy campuses.

Action 6.10: Establish gender affirmation procedure for staff who transition.

See **Actions 5.9, 5.10, 6.7, 6.9**

7. INTERSECTIONALITY

Recommended word count: 500 words

Actual word count: 401

(i) Current policy and practice

The University **acknowledges its historical ethnic, cultural and social homogeneity** (Hewitson 2015, Section 2 i), however, changes are underway. All new and refurbished infrastructure projects have a disability and gender equity and diversity checklist, reviewed in 2018 by GEC, to ensure that parenting and prayer rooms, and gender-neutral, accessible toilets are included. The University's new Strategic Plan is driving engagement with social and cultural activities to become 'The Beating Heart of Adelaide' and boost inclusivity within and around the University community.

The University monitors compliance with Equal Opportunity and related policies (Section 5.4 ii) to promote inclusivity, supported by:

- Disability Action Plan
- Parental leave for same-sex relationships
- Ally Network
- Diversity & Inclusion Community of Practice
- Cultural Obligation Leave.

(ii) Review

The Your Voice 2018 survey provided responses from discrete cohorts, **but data do not permit analysis of intersectionality**. It is clear that staff in certain groups have concerns about ethics, bullying and wellness (Table 7.1). However, we do not know to what extent intersectionality contributes to these concerns. Furthermore, feedback during the University-wide consultation (Section 3 ii) highlighted the need for actions in this area, and was used to strengthen the Action Plan; and this has been communicated to the University via Staff News. Improvements to staff data acquisition must be considered to understand the needs of staff with intersecting identities ([Action 6.12](#)).

The Your Voice survey has been used to monitor and evaluate the impact of policies and procedures and the *Dornwell Framework* and Disability Action Plans are revised annually to address emerging issues ([Actions 3.10, 6.11](#)).

Based on learnings through SAGE, we recognise that the University's awareness of intersectionality is underdeveloped and requires work. **University leaders need to be role models to help shape a workplace culture that supports diversity and inclusion** ([Action 5.1](#)).

Table 7.1: Staff responses to questions on gender equity and diversity, and wellbeing, by diverse groups in Your Voice 2018

Question	Gender Identity				Aboriginal or Torres Strait Islander	First language other than English	Disability	Parent with dependant children	Family carer (other)	University of Adelaide
	Male	Female	Gender diverse or non-binary	LGBTIQ						
No. respondents:	870	1326	Insufficient data		58	333	50	962	426	2196
Gender, Equity & Diversity	Q15: Sex-based harassment is not tolerated	92%	89%		86%	92%	82%	90%	89%	90%
	Q16: My supervisor genuinely supports equality between women and men	91%	90%		84%	91%	86%	90%	88%	90%
	Q18: Individuals of all genders recognised equally for their contributions	84%	74%		79%	85%	66%	78%	75%	78%
	Q19: Commitment to achieving a gender diverse workforce	84%	79%		81%	84%	70%	81%	79%	81%
Wellness Bullying Ethics	Q9: Discrimination prevented/discouraged	81%	79%		62%	81%	68%	81%	78%	80%
	Q20: Bullying and abusive behaviours prevented/discouraged	71%	66%		60%	80%	52%	69%	69%	68%
	Q69: The University cares about my health and wellbeing	56%	60%		49%	64%	54%	59%	55%	59%

(iii) Further work

We must understand the needs of staff with intersecting experiences to improve recruitment, retention and success of a diverse workforce. Initial work includes endorsement by senior leaders of our Reconciliation Action Plan, Disability Action Plan, Ally Network expansion and enrichment of the cultural environment. **We need to engage with our staff, highlight existing policies for diverse communities and design initiatives that go beyond education and training.**

See **Action 3.10, 5.1**

Action 6.11: Review the University Disability Action Plan which expires in 2019.

Action 6.12: Formulate demographic identifiers for the *Your Voice* 2020 staff survey so that we can interrogate data on experiences relating to intersectionality.

8. INDIGENOUS AUSTRALIANS

Recommended word count: 500 words

Actual word count: 548

All actions in this section have been informed by the development of our Innovate Reconciliation Action Plan 2019-2021, *Yangadlitya*, itself built on University-wide consultation (Section 3 ii), and communicated alongside this Plan. The RAP working group included four SAT members.

(i) Current policy and practice

The University's Innovate Reconciliation Action Plan 2019-2021, *Yangadlitya*, was endorsed by senior leaders at Academic Board in June, and VCE in July, 2019. Actions are organised under:

- *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 students to enrol and succeed in studies at the University).

The University recognises the importance of Aboriginal and Torres Strait Islander culture:

- all new staff must complete an online cultural training module during induction and all staff will be expected to complete the course from 2020 (Section 5.1 ii) ([Action 6.2](#))
- Welcome/acknowledgement of country occurs at all major events and meetings
- we employ two Kurna Elders (one man, one woman; Figure 8.1) as cultural advisors who provide Aboriginal knowledge and perspective across the University
- Aboriginal and Torres Strait flags are displayed at each campus, and artwork in 'high-traffic areas'
- cultural obligation leave is available to Aboriginal and Torres Strait Islander staff.



Figure 8.1: IDAHOBIT 2019 Welcome to Country by Kurna Elder, Aunty Rosemary Wanganeen

The University's senior leaders, through the EA (2017-2021), strategic plan (*Future Making*), *Yangadlitya*, the University's Aboriginal and Torres Strait Islander Employment Strategy and the Integrated Aboriginal and Torres Strait Islander Education Strategy aim to:

- **increase the number of Aboriginal and Torres Strait Islander staff by appointing five new staff annually**
- provide access to employment opportunities (cadetships, workshops for HDR graduates)
- provide access to development opportunities such as scholarships and bursaries.

(ii) Review

Policies and procedures afford all staff fair treatment (Sections 6, 7). The Dean of Indigenous Research and Education Strategy deliberates on relevant policy across the University, ensuring that Aboriginal matters are addressed. The Dean sits on influential committees including Academic Board, SAGE SAT, University Learning Committee and University Research Committee, and chairs the Indigenous Education and Engagement Committee, the primary governance mechanism regarding Aboriginal matters.

(iii) Further work

In consultation with the Dean of Indigenous Research and Education Strategy, we have selected actions in *Yangadlitya* that address the gaps identified during the Athena SWAN process. Shaping an inclusive culture for staff who identify as Aboriginal and Torres Strait Islander will contribute to a broader culture of inclusion (Table 7.1; [Actions 6.3, 6.5–6.6](#)).

We **must attract and retain more** early-career Aboriginal researchers ([Action 6.1](#)). Implementing guidelines for mentoring and supervising Aboriginal researchers will support and build our Aboriginal workforce ([Action 3.9](#)). Furthermore, we **need to better recognise achievements** of existing researchers, in particular women. As we advocate for gender balance on the University's influential committees (Section 5.4 v) so should we consider Aboriginal representation on these committees.

We recognise that responsibility for creating, maintaining and monitoring the University's policies, mechanisms, community relationships and culturally appropriate support for Aboriginal students/staff **falls disproportionately on Aboriginal staff**. These tasks and expectations should be considered in workload structures and PDR ([Action 3.13](#)).

At present, **only new staff complete the Aboriginal Cultural Awareness course and we must extend this to all staff** ([Action 6.2](#)).

Staff who identify as Aboriginal or Torres Strait Islander are encouraged to record this in their online HR file; **however**, participation in Your Voice 2018 suggested that **staff are more comfortable to disclose their identity in this confidential environment**. Strategies to ensure staff also feel comfortable to record this information in the University system **need to be explored, so we can accurately report on workforce targets** ([Action 6.4](#)).

See **Actions 3.9, 3.13**

Action 6.1: Increase the number of Aboriginal staff.

See **Action 6.2**

Action 6.3: Conduct a review of cultural learning needs within our organisation.

Action 6.4: Continue to encourage staff who identify as Aboriginal and Torres Strait Islander to record this in their staff profile.

Action 6.5: Ensure design standards for University building projects embed acknowledgement of the Kurna people as traditional owners of the land, including naming buildings and prominent interpretive artwork.

Action 6.6: Develop 'cultural' spaces across the University to promote Aboriginal culture.

This application was published by SAGE in July 2017. © Copyright, Equality Challenge Unit, 2015. Reproduced by the Australian Academy of Science under licence from Equality Challenge Unit.

Athena SWAN® is the registered trade mark of, and is used by the Australian Academy of Science under licence from, Equality Challenge Unit.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited.

9. ACTION PLAN

The University of Adelaide SAGE Athena SWAN Action Plan



This Action Plan complements and responds to the self-reflection detailed in the University of Adelaide's SAGE Athena Swan Bronze application. It sets out a wide range of gender equity and diversity initiatives that the University will undertake in order to advance gender equity in STEM disciplines and across the wider University. The Action Plan has been reviewed by the Academic Board and endorsed by the Vice-Chancellor's Executive (VCE).

A subcommittee of the VCE, the Staff Gender Equity Committee, will take over from the institutional SAGE Self-Assessment Team responsibility for implementing the Action Plan. This will ensure that the SAGE Athena SWAN Principles continue to be embedded within the culture and governance of the University. As such, VCE will consider progress quarterly and ultimately will be responsible for implementation.

The actions in this Plan are organised into six broad categories as follows:

- Institutional Governance and Engagement
- Employment and Recruitment
- Career Development, Progression and Promotion
- Flexible Working and Career Breaks
- Organisation and Culture
- Fostering Diversity and Inclusion

The Action Plan will become the *Dornwell Gender Equity Framework* Action Plan, and is aligned with the University of Adelaide's strategic plan, *Future Making*, and the *Reconciliation Action Plan 2019-2021: Yangadlitya – For the Future*. The SAGE Action Plan should be read in the context of these documents. Due to the University-wide consultation process, there is a strong sense of shared responsibility within the University community. The Action Plan is intended to be read as a stand-alone document, and actions are cross-referenced in the body of the SAGE Athena SWAN application to facilitate review. The Action Plan will be resourced through the *Magnet for Talent* pillar of the strategic plan.

An overarching rationale is provided for each category, and specific objectives and actions are linked back to the application by referencing the page number in the application to which the action is first mentioned.

Actions that are already completed are highlighted in light blue.

Action Plan Glossary and explanatory notes

AWF = Academic Women's Forum

ED = Executive Dean

DVCA = Deputy Vice-Chancellor and Vice-President – Academic

DVCR = Deputy Vice-Chancellor – Research

GEA = Gender Equity Advisor

GEC = Staff Gender Equity Committee (University-level)

GEDI = Gender, Equity and Diversity and/or inclusion Directors and committees (Faculty-level)

HoS = Heads of School

HR = Human Resources

IRES = Indigenous Research and Education Strategy

P&C = People and Culture committee

Q = quarter of the year (planning/reporting cycle)

SAT = University of Adelaide's SAGE Self-Assessment Team

VCE = Vice-Chancellor's Executive committee

Note: Aboriginal refers to Australian First Nations' people, unless specified otherwise. This term is used for brevity only. We acknowledge the diversity of views with regard to preferences and terms used when identifying First Nations people. The term Indigenous is used where it occurs in existing positions or structures.

1. Institutional Governance and Engagement (Athena SWAN Charter Principles 1, 8 and 9)

Rationale: A meaningful improvement in gender equal outcomes will depend on embedding gender equity objectives in the University's strategy and priorities, the visible and tangible commitment of leaders and the continuing engagement of the wider University community. Building on the University's well-established and effective action planning and reporting process for its *Dornwell Gender Equity Framework* will ensure that the implementation and monitoring of the SAGE Athena SWAN Action Plan has a direct line to the Vice-Chancellor through the Vice-Chancellor's Executive (VCE), of which the Chair, Gender Equity Committee (GEC) is a member.

Objective	#	Page	Actions	Responsibility	Timeframe	Success indicator
Articulate commitment to gender equity and SAGE Athena Swan in University strategy.	1.1	18	Embed SAGE Athena Swan principles in the Magnet for Talent Pillar of <i>Future Making</i> , the University's Strategic Plan.	ED, HR	Q3 2019	Magnet for Talent specifically articulates University commitment to diversity and inclusion and defines relevant initiatives to support ambition.
As the Gender Equity Committee (GEC) and Faculty Gender Equity Diversity and Inclusion (GEDI) Committees have the knowledge and expertise to monitor implementation of the Action Plan, embed SAGE Action Plan monitoring in the regular committee structure.	1.2	18	Transfer responsibility for implementation and monitoring of the SAGE Action Plan to University's GEC.	SAT Chair	Q3 2019	SAT Chair and GEC Chair have met to transfer responsibility.
Maintain momentum in SAGE Action Plan implementation and adjust plan as appropriate.	1.3	18	Consistent with the existing and well established annual review/reporting process for the <i>Dornwell Gender Equity Framework</i> , undertake an annual review of the SAGE Action Plan.	GEC Chair	Q3 annually	Action Plan reviewed annually and adjusted if required.
Maintain buy-in from whole of University Executive in the implementation of the Action Plan.	1.4	18	Report on progress against the SAGE Action Plan to executive and governing committees.	GEC Chair with support from GEA	Q4 annually	Progress reviewed at VCE and P&C meetings in light of strategic plan

Maintain engagement of the broader University community by communicating about the implementation of the Action Plan.	1.5	18	Utilise Staff News and the Gender Equity and Diversity website to report to the University community on progress against the SAGE Action Plan.	GEA	Q1–Q4 annually	Staff engagement through: <ul style="list-style-type: none"> • website updates regularly, and at least after each GEC meeting • Faculty GEDI.
	1.6	18	Engage with, and report progress on the SAGE Action Plan to, the Academic Women's Forum, the Women's Professional Development Network, the Fay Gale Centre for Research on Gender, the Ally Network, the Indigenous Education and Engagement Committee and the Reconciliation Action Plan implementation group.	GEC Chair	After each GEC meeting	Engagement occurs at least quarterly.

2. Employment and Recruitment (Athena SWAN Charter Principles 1, 2, 3, 4 and 9)

Rationale: In 2017, the University met its first gender equity target, for 30% of senior positions (key leader, Level D and E and HEO10+) to be held by women. The University Council encouraged the University executive to set a stretch target and adopt bolder strategies in pursuit of gender equity. The new target, that 50% of academic staff will be female, has been articulated at institutional and Faculty levels with progressive annual targets so the University can monitor achievement. The new target will require the University to actively pursue workforce renewal and adopt best practice inclusion practices in staff recruitment and selection, including utilising special measures under the *Equal Opportunity Act 1984* (SA).

<i>Objective</i>	<i>#</i>	<i>Page</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Success indicator</i>
Establish a bold gender equity target to focus initiatives across the University.	2.1	22	In 2018 a new target was set: to achieve gender balance (50%) across all academic roles by the end of 2022.	VCE	2018	Target in place and communicated.
Respond to the gender equity target with meaningful initiatives.	2.2	22	Faculty plans to be developed in response to the gender equity target.	EDs	Q3 2019	50% of academic roles held by women by the end of 2022. Faculty level gender targets reached as follows: <ul style="list-style-type: none"> • Dec 2020: 24% ECMS, 46% Sciences • Dec 2021: 27% ECMS, 50% Sciences • Dec 2022: 30% ECMS, 54% Sciences.
Improve women's participation in STEMM leadership positions.	2.3	22	Recognising that two of three STEMM faculties have 40–50% of key academic leadership roles filled by women, support Sciences to maintain this level, at least, and the remaining STEMM Faculty (ECMS) to pursue diversity in recruitment.	ECMS and Sciences EDs	Q3 2022	An improvement in the % women in leadership roles in ECMS as follows: <ul style="list-style-type: none"> • 23% by Dec 2020 • 34% by Dec 2022.

	2.4	22	Formalise Deputy Dean roles as part of Faculty structure, to provide more opportunities for women to contribute to formal leadership in each Faculty.	ED with HR	Q3 2019	Deputy Dean roles formalised in Faculty structure.
Work towards pay equity for like roles.	2.5	36	Establish standardised pay equity reporting process.	ED, HR supported by Remuneration Specialist	2018	Year on year reduction in pay gap for like roles.
	2.6	36	Conduct a further investigation of pay gaps by grade/level, contract function and by STEMM/non-STEMM.		Q4 2019	
	2.7	36	Report on progress on closing the pay gap to executive and governing committees.		Q4 annually	
	2.8	36	Report to University community on pay gap and actions being taken.		Q4 annually	
Address bias and structural inequalities in recruitment and selection processes.	2.9	33	Introduce, and promote use of, gender inclusive language testing tool in the preparation of staff recruitment advertising.	HR	2019	Gender inclusive language tool adopted widely.
	2.10	33	Advertising template to include options for flexible working.	HR	Q4 2020	5% increase in proportion of new appointments with flexible working arrangements.
	2.11	33	Seek guidance from the Equal Opportunity Commission on appropriate use of Special Measures in the University's context.	GEA	2018	Implement women-only recruitment processes as appropriate.
	2.12	33	Each faculty to address gender equity targets when recruiting staff.	ED	Q4 2022	Faculty targets met (see Action 2.2).

	2.13	33	Explore feasibility of gender-equal shortlisting in academic selection processes.	HoS and HR	Q2 2020	Faculty action plans have gender equal shortlisting as part of their strategy.
	2.14	33	Recruitment and selection training made available online and face to face to support hiring panels to run more inclusive processes (in line with RAP Action 17.6).	ED/ HoS supported by HR	Q4 2022	Year on year increase in staff involved in hiring panels having completed recruitment training.
Address gap in recruitment data for declined offers.	2.15	33	Explore with software provider the feasibility of collecting and reporting gender data across the recruitment lifecycle, including for declined offers. Gender data are presently limited to numbers of applications and accepted offers.	HR	Q4 2019	Improved insight into gender trends for offer, acceptance and decline by discipline.
Support effective on-boarding of women recruited through women-only recruitment rounds.	2.16	33	Promote networking and provide support for women who are appointed through Special Measures Women-only recruitment processes.	ECMS and Sciences Faculty Offices	Q1 2019 and ongoing	Retention of women recruited through women-only recruitment rounds.
Critically analyse feedback provided in Induction surveys.	2.17	39	Analyse induction survey results to identify gaps and implement improvements.	HR	Q4 2019	Induction processes refined in response to feedback.

3. Career Development, Progression and Promotion (Athena SWAN Charter Principles 2, 4, 5 and 6)

Rationale: In the 2018 *Your Voice* staff survey, only 56% of academic staff (57% women, 54% men, 55% STEM, 57% non-STEM) reported they are provided with opportunities to develop skills needed for career progression. Additionally, academic staff are less likely than professional staff to participate in staff development programs offered by the University.

Though the success rate for academic promotion for women has been high (69% women *cf* 63% men 2015-2017), the pool of eligible women for Level D and E promotion is much smaller than for men. The University is committed to enabling staff to pursue career pathways that are respectful of their expertise, preferences and potential to contribute to the University's priorities.

A key area identified for improvement is in respect of the rates of STEM staff participation in the *Planning, Development and Review* (PDR). Given PDR is important, particularly for EMCRs, to discuss career opportunities and support, including promotion opportunities and flexible work arrangements, increasing STEM staff involvement in PDR is essential. In the context of leadership development, the University is committed to building an understanding of the impact of unconscious bias in decision making.

Objective	#	Page	Actions	Responsibility	Timeframe	Success indicator
Leadership development available to STEM academic women so that the leadership pipeline is strengthened.	3.1	48	Ensure representation from each STEM Faculty in the University's flagship <i>Adelaide Women Leadership Development Program</i> .	ED, HoS	Q1 2020 and Q1 2022	60% of <i>Adelaide Women</i> program places filled by STEM academic women.
	3.2	48	Invite graduates of the <i>Adelaide Women</i> program to share their learnings, and further promote the program.	AWF and HR	Q3 2021	Adelaide women graduates share learnings with other women at AWF event. Number of STEM applicants for 2020 and 2022 programs increased from those applying in 2018.
Build awareness of the relative concentration of women and men in the differing academic careers (research, teaching and research, education specialist).	3.3	33	Establish annual reporting cycle, from GEC to VCE, on gender concentration in academic career types to increase awareness.	GEC with support from HR.	Q3 2019	VCE has increased awareness of gender concentrations.

Increase participation of women in the Special Studies Program (sabbatical).	3.4	22	Encourage women to take up career development opportunities, especially through the Special Studies Program, to enhance preparedness and competitiveness for promotion.	ED, HoS	Q3 2022	By 2022, 70% of academic staff agreeing that they are provided with opportunities to develop skills needed for career progression.
Promote research grant support resources to all staff, especially academic women.	3.5	22	Identify what research grant resources are available to support academic staff, and develop a comprehensive list to be promoted to academic women.	DVCR and Deputy Deans Research	Q2 2020	Available resources promoted to academic women, including during PDR processes (see Action 3.8)
Better understand the career support needs of early- and mid-career academic women in STEMM.	3.6	23	Conduct focus groups with early-career and mid-career academic women in STEMM to understand better their needs in terms of career development support.	AWF with support from HR	Q3 2020	Understanding of gaps in career development support to integrate into program planning for 2021.
	3.7	23	Consider and implement key actions arising from focus groups with early-career and mid-career academic women in STEMM.	ED (pending outcomes of focus groups)	Q1 2021	Career progression of early and mid-career academic women reflected in improved success in promotion applications and transition to continuing appointments.
Increase positive responses to the Your Voice survey 2020 statement: <i>I am given opportunities to develop skills needed for career progression.</i>	3.8	23	Prepare list of existing career support resources available to academic staff at faculty-level and increase awareness of their value through faculty networks.	Faculty GEDI	Q3 2022	Percentage of staff agreeing that they are given opportunities to develop skills needs for career progress increased to 60% in 2020 and 70% in 2022 Your Voice surveys.
Develop and retain early and mid-career Aboriginal academics.	3.9	23	Support early-career Aboriginal academics via a culturally appropriate mentoring program (RAP Action 17.4)	Dean of IRES	Develop program in Q3 2020; Offer program in 2021.	Mentoring program established.

An improved understanding by leaders of the impact of unconscious bias in decision making.	3.10	33	Improve coverage of unconscious bias awareness training in management and leadership workshops on recruitment and PDR.	HR	Q4, 2019	Program content updated to improve understanding of unconscious bias at decision points in the University, e.g. recruitment.
Improved academic promotions outcomes for women.	3.11	40	Increase the proportion of women applying for promotion.	Provost and ED	Q3 2022	Proportion of women applying similar to that of men.
	3.12	40	Recognise mentoring and sponsorship provided to academic staff in the assessment rubric for academic promotion (Engagement, Service and Leadership).	Provost supported by HR	Ongoing from Q1 2020	Promotions criteria updated.
	3.13	40	Recognise culture-specific 'service' contributions by Aboriginal and Torres Strait Islander staff in the assessment rubric for academic promotion.	Provost supported by HR	Q1 2020	Promotions criteria updated.
	3.14	40	Encourage women interested in promotion to take part in the Academic Women's Forum (AWF) events relating to academic promotion.	GEC and convenors of AWF	Ongoing	Increasing participation in information sessions year on year.
	3.15	40	Faculty of Sciences to share promotion support team approach with other STEMM Faculties.	Faculty GEDI	Q1 2020	Promotion support teams are in place and operating in all STEMM faculties.
	3.16	40	Develop enhanced resources for promotion panels on understanding and mitigating unconscious bias.	Provost supported by GEA	Q3 2019 and annually	Promotion panel member training updated and delivered.

<p>In relation to PDR conversations, agreement with <i>the way my performance is evaluated provides me with clear guidelines for improvement</i> by STEMM academics was 55% in Your Voice 2018.</p> <p>Increase staff engagement with PDR as this is a key opportunity to discuss career opportunities and support, including promotion opportunities and flexible work arrangements.</p>	3.17	50	Undertake further analysis of PDR participation rates by academic career stage to assess if PDR conversations are conducted with EMCRs at the same rate as for later career stages.	HR	Q2 2020	60% of STEMM academics agree with "the way my performance is evaluated provides me with clear guidelines for improvement" in Your Voice 2020.
	3.18	50	Provide a blended learning program for managers about PDR to improve understanding of importance and benefits of PDR and increase effectiveness of PDR conversations.	HR	2018	95% of STEMM academic staff, irrespective of level, participate in PDR in 2022 (cf with 86% in 2018).

4. Flexible Working and Career Breaks (Athena SWAN Charter Principles 1, 2, 5 and 9)

Rationale: While the University offers excellent paid parental leave to primary carers, partner leave is not often taken up by academic staff. Little is known as to whether staff who access such leave feel appropriately supported by, and connected to, the University through their experience of taking parental leave. Facilities to support pregnant staff and new parents are relatively perfunctory, and there is an opportunity to improve these.

While the University offers formal flexible work arrangements to all staff, the uptake by academic staff is lower than that for professional staff. This may reflect a lack of knowledge about flexible work options, or that informal arrangements are resolved locally. Additionally, academic staff who take career breaks (usually women taking primary carers' leave for the birth of a child) report a disproportionate impact on their career opportunities and progression. Ensuring that line managers are aware of flexible working options, and the principle of merit relative to opportunity, will be important in redressing the structural inequality that exists.

<i>Objective</i>	<i>#</i>	<i>Page</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Success indicator</i>
Improve accessibility to parental leave and relevant supporting resources.	4.1	54	Make paid parental leave available to staff irrespective of length of service (previously available only to staff with more than 12 months' service).	ED, HR	Q1 2019	Updated policy and promotion to staff.
	4.2	54	Develop parental leave resources (such as an expectant and new parents' guide) for line managers and staff.	GEA	Q4 2019	Website for staff and their line managers related to parental leave.
	4.3	54	Develop a short annual survey for staff returning from parental leave to improve the understanding of the needs of staff and establish if they are aware of the options available.	GEA	Q1 2020	Staff survey scheduled annually and 80% of respondents satisfied with guidance provided.
Improve facilities for pregnant staff and parents.	4.4	54	Extend pregnancy parking to Waite and Roseworthy campuses.	ED, Infrastructure	Q1 2020	Pregnancy parking available at Waite and Roseworthy campuses.
	4.5	54	Establish a parenting room at Roseworthy campus.	ED, Infrastructure	Q1 2020	Parenting room available at Roseworthy campus.
	4.6	55	Examine data from Exit Surveys, of staff who resigned during or at completion of	HR	Q4 2019	Information about unmet needs available and those

			paid maternity leave, to identify any unmet needs relating to parenting a new family as an employee of the University.			needs addressed where practicable.
	4.7	58	Assess the availability, use and standard of existing parenting rooms.	ED, Infrastructure	Q3 2020	Parental room facilities updated.
	4.8	61	Prioritise completion of a scoping plan for childcare services at Roseworthy campus.	ED, Infrastructure	Q3 2019	Scoping plan completed; childcare centre not currently viable but building used previously will be maintained so that it can be made compliant should demand increase.
Build awareness of leaders and staff of flexible working options available.	4.9	61	Establish an annual publicity campaign regarding flexible work arrangements.	GEA	Q4 2019	Annual campaign to promote FWA scheduled.
	4.10	61	Establish training for line managers about flexible working.	HR	2018	Workshops offered annually for line managers about flexible working.
	4.11	61	Use testimonials of senior leaders and male academic staff to promote flexible working to cohorts of staff where take-up is low.	GEA	Q2 2020	FWA website updated with new testimonials.
Encourage core business in family friendly hours to meet the work life balance of staff.	4.12	61	STEMM Faculties include commitment to family-friendly hours in Terms of Reference for key committees.	ED with Faculty GEDI	Q2 2020	Staff invited to report to Faculty GEDI representatives on satisfaction with timing of key meetings and social gatherings.

5. Organisation and Culture (Athena SWAN Charter Principles 1, 8 and 9)

Rationale: The University is committed to building a more inclusive institutional culture, so that all staff and students feel valued, regardless of gender. This needs to be reflected in inclusive leadership. Not all of the University's influential committees' current terms of reference (TOR) include a statement related to the gender representation. For some committees, specific roles rather than elections or nominations dictate membership. Nevertheless, committee TOR should reflect the need to strive for gender balance for elected and nominated positions.

Increasing the visibility female academic role models will contribute to a more inclusive institutional culture. The Respect.Now.Always Taskforce recommended the development of gender inclusive language guidelines for staff and students, to foster respectful and dignified communication. The University has adopted the Taskforce recommendations and implementation is already underway.

<i>Objective</i>	<i>#</i>	<i>Page</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Success indicator</i>
Clarify expectations and norms with respect to inclusive behaviour and be informed by staff feedback.	5.1	65	Expand on the University's existing values and establish a behaviours framework that explicitly articulates behaviours that are expected and those for which there is zero tolerance, including those related to diversity and inclusion.	Leaders' and Influencers' Forum in consultation with HR	Q1 2020	Values and Behaviours Framework communicated to all staff. Zero tolerance behaviours addressed.
	5.2	65	Ensure that all reviews of HR policies apply a gender equity and diversity lens.	HR Policy Specialist	Q4 2022	All policies apply a gender equity and diversity lens by 2022.
	5.3	36	Report aggregated exit survey data to Faculty HR Managers on a half-yearly basis to flag issues that may relate to gender equity and culture.	HR	Q3 2019	Faculty HR Managers consider issues raised by review of exit surveys and address where possible.
Promote Equal Opportunity principles.	5.4	39	Promote completion of Equal Opportunity course for new staff as part of induction.	Line Managers	Q4 2020	Course completed by 95% of new starters each year.

	5.5	48	Promote refresher training in Equal Opportunity awareness to be undertaken by staff every 3 years.	HR and EDs	Q4 2020 and ongoing	Year on year increase of repeat enrolment in EO course.
Increase participation of women in formal committees of the University.	5.6	68	Review University Committee Terms of Reference template to include prompt to consider gender balance and diversity (see RAP Action 7.1).	Council Secretary	Q1 2020	Terms of Reference template updated.
	5.7	68	Call for nominations for Council elections (to staff, students and alumni) to be accompanied by a statement from the Chancellor encouraging nominations from women.	Council Secretary	Q3 2020	Increase in number of women on Council and as members of Council subcommittees.
	5.8	69	Review University Council subcommittee selection process to require gender balance to be considered.	Council Secretary	Q2 2020	
Promote the use of inclusive language.	5.9	70	Gender inclusive language guidelines developed and promoted.	GEC	Q1 2019	Gender inclusive language guidelines developed, successfully promoted and adopted widely.
	5.10	70	Increase visibility of gender inclusive language guidelines by referencing these in staff induction.	HR	Q4 2019	
Improve visibility of female role models.	5.11	72	Gender equity established as a principle in planning speakers for <i>Research Tuesday</i> events.	DVCR with Marketing and Communications	Q4 2019	Women constitute at least 40% of speakers at <i>Research Tuesday</i> events.
	5.12	72	Gender equity established as a principle in the planning of speakers for University graduation ceremonies.	Chief Executive of External Relations	Q4 2019	Women constitute at least 40% of speakers at graduation ceremonies.

6. Fostering Diversity and Inclusion (Athena SWAN Charter Principles 1, 7 and 10)

Rationale: In the 2018 *Your Voice* staff survey, 80% of staff reported that they agree that the University is committed to achieving a gender diverse environment. Few staff and students report as identifying as trans or gender-diverse, far fewer than the 11% we might expect, indicating that more work needs to be done to support these members of our University community.

The proportion of staff who identify as Aboriginal and Torres Strait Islander is small and the University's new strategic plan includes a commitment to increased recruitment of Aboriginal staff. The new *Reconciliation Action Plan 2019-2021: Yangadlitya – For the Future*, approved in July 2019, commits to fostering respect and opportunities for, and relationships with, our Aboriginal community.

While the University supports equitable and inclusive treatment of all staff, irrespective of culture, ethnicity, disability, and sexual orientation, awareness of intersectionality is minimal and data are lacking. As such, The University will continue to seek greater understanding of the experiences of our staff.

<i>Objective</i>	<i>#</i>	<i>Page</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Success indicator</i>
Build understanding and enable more effective engagement with Aboriginal colleagues and students in line with our Reconciliation Action Plan.	6.1	81	Increase the number of Aboriginal staff (RAP Action 17.2).	Dean of IRES, HR	Q4 2020	New Aboriginal staff recruited and retained to meet annual targets in Enterprise Agreement (5 additional staff per year to reach 70 in 2021).
	6.2	39	Conduct an audit of staff completion rates for the existing cultural competency module and assess its impact (RAP Action 2.1).	Dean of IRES, HR	Q1 2020	Baseline completion rate established.
	6.3	81	Conduct a review of cultural learning needs within our organisation (RAP Action 2.2).	Dean of IRES, HR	Q3 2020	Improved understanding of cultural learning needs informs new Cultural Protocol document.
	6.4	81	Continue to encourage staff who identify as Aboriginal and Torres Strait Islander to record this in their staff profile.	Dean of IRES, HR	Ongoing	Improved data about Aboriginal staff and alignment with Your Voice survey 2020 responses.

	6.5	81	Ensure design standards for University building projects embed acknowledgement of the Kaurna people as traditional owners of the land, including naming buildings and prominent interpretive artwork (RAP Action 5.2).	Infrastructure	Q1 2021	New University buildings reflect connection to place.
	6.6	81	Develop 'cultural' spaces across the University to promote Aboriginal culture (RAP Action 5.3).	Infrastructure, University Librarian	Q2 2021	At least one new cultural space per campus.
Build understanding and establish effective support for staff who identify as LGBTQI.	6.7	39	Provide information about the Ally Network in staff induction to build awareness and expand reach of the University's Ally network to support LGBTQI staff and students.	Ally Network Coordinator and GEA	Q3 2019	Ally Network is included in staff induction package.
	6.8	75	Increase number of Allies across the University with a particular focus on senior leaders, and staff at Waite and Roseworthy campuses.	Ally Network and Faculty GEDI	Q4 2022	Increase in number of Allies by 20% each year.
	6.9	65	Increase engagement of staff with events that support our LGBTQI community.	Ally Network	Q4 2020	Attendance recorded and increased year on year at IDAHOBIT, Wear it Purple and George Duncan Memorial Day.
	6.10	75	Establish gender affirmation procedure for staff who transition.	Ally Network with HR Policy Specialist	Q2 2022	Gender affirmation procedure available and promoted by Ally Network.
Ensure appropriate support is made available to staff with a disability.	6.11	78	Review the University Disability Action Plan which expires in 2019.	DVCA with ED and HR	Q3 2019	A new Disability Action Plan established.

Better understand the challenges faced by staff with complex intersections between gender equity, culture, ethnicity, disability, and sexual orientation.	6.12	78	Formulate demographic identifiers for the Your Voice 2020 staff survey so that we can analyse data on experiences relating to intersectionality.	GEA	Q1 2020	Data available through the staff survey. Improved understanding of intersectionality within the University .
---	------	----	--	-----	---------	--