

Mr Steve Barrett
Chair, Self-Assessment Team
Flinders University

19 December 2018

Dear Mr Barrett,

Re: Request for Extension to Overall Word Limit and Submission Date

Thank you for your letter of 7 December 2018 seeking an extension of 500 words to the overall word limit for Flinders University's application for an Athena SWAN Bronze Institutional Award, as well as a two-week extension to the submission deadline.

I note that the exceptional circumstances described in your correspondence are consistent with the provisions of and processes applicable under the SAGE policy for extensions. Accordingly, your request for an extension of 500 words to the overall word limit, and a two-week extension to the submission date, are approved.

This word limit extension is to be used to outline the institution restructure; the impact of the restructure on the institution's structures, systems or culture, with particular reference to the impact on women in STEMM disciplines; and any consultation and change management process undertaken.

The extension to the submission date now makes your application due for submission on Friday 12 April at 5pm (your local time).

I ask that you please append this approval to the front of your application when it is submitted in due course to ensure that it is taken into account as part of the SAGE validation process.

Should you require further assistance, please do not hesitate to contact Tamzen Armer (tamzen.armer@science.org.au; (02) 6201 9440) or me (wafa.el-adhami@science.org.au; (02) 6201 9476).

Yours sincerely,

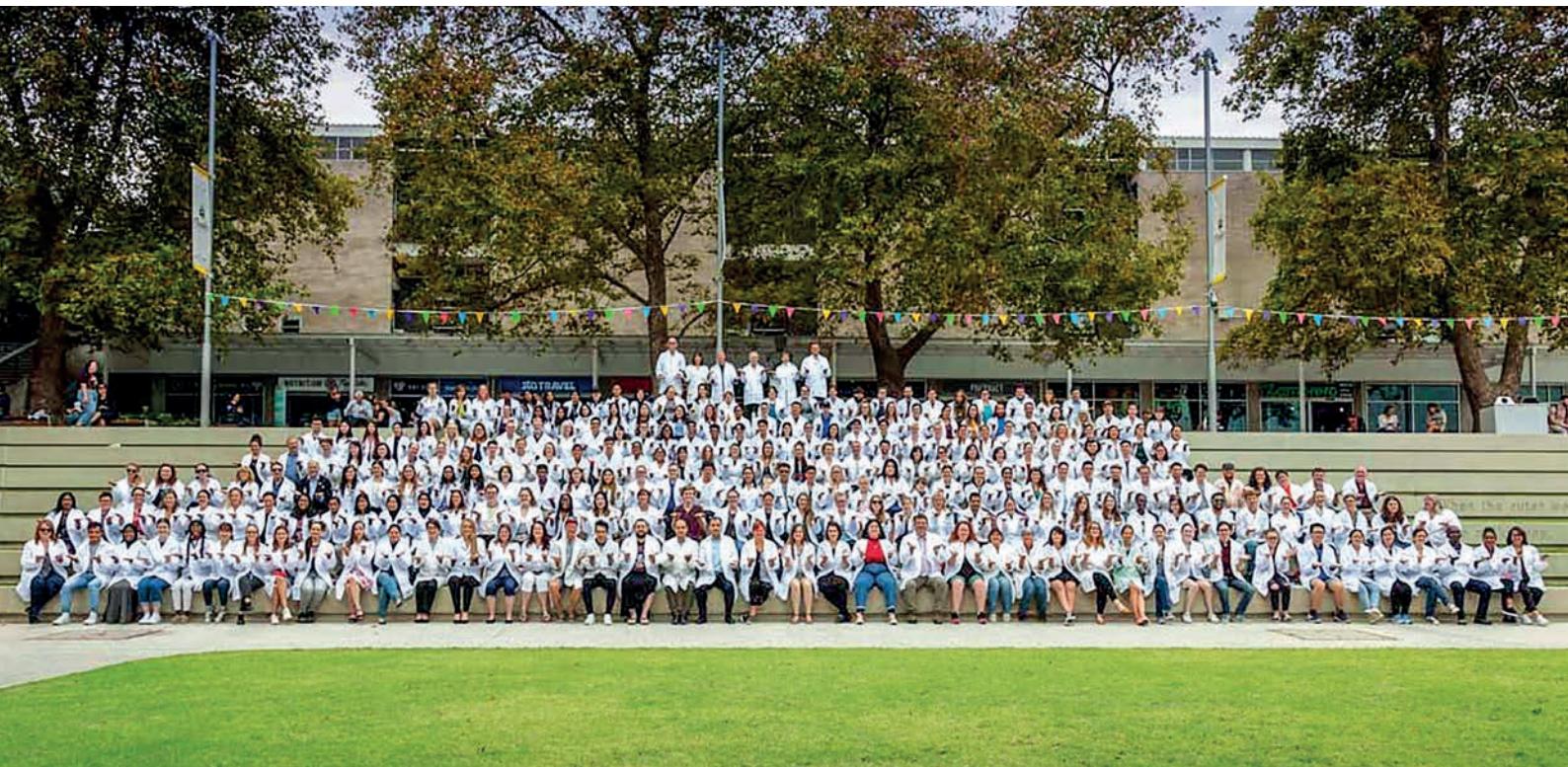


Dr. Wafa El-Adhami
SAGE Executive Director



ATHENA SWAN INSTITUTION APPLICATION

BRONZE AWARD



Name of Institution Flinders University **Date of Application** 11 April, 2019 **Award Level** Bronze
Date joined Athena Swan September, 2015 **Contact for Application** Lisa O'Neill
Email lisa.oneill@flinders.edu.au **Telephone** (08) 8201 3735

CONTENTS

Glossary	2
1. Letter of Endorsement from the Vice-Chancellor	4
2. Description of the Institution	6
3. The Self-Assessment Process	15
4. A Picture of the Institution	23
5. Supporting and Advancing Women's Careers.....	42
5.1 Key Career Transition Points: Academic Staff.....	42
5.2 Career Development: Academic Staff	59
5.3 Flexible Working and Managing Career Breaks	69
5.4 Organisation and Culture	93
6. Supporting Transgender People	121
7. Intersectionality.....	126
8. Indigenous Australians.....	130
9. Further Information	135
Action Plan	136

GLOSSARY

ARC	Australian Research Council
AWEI	Australian Workplace Equality Index
BFW	Breastfeeding Friendly Workplace
BGL	College of Business, Government and Law
CALD	Culturally and Linguistically Diverse
CILT	Centre for Innovation in Learning and Teaching
COP	Community of Practice
DCS	Director of College Services
DVC(R)	Deputy Vice-Chancellor (Research)
DVC(S)	Deputy Vice-Chancellor (Students)
ECR	Early Career Researcher
EO	Equal Opportunity
EOCO	Equal Opportunity Contact Officer
EODC	Equal Opportunity and Diversity Committee
EPSW	College of Education, Psychology and Social Work
FEAST	Adelaide LGBTIQ+ annual festival
PGP	Gender Pay Gap
HASS	College of Humanities, Arts and Social Sciences
HDR	Higher Degree Research
HERDC	Higher Education Research Data Collection
IDAHOBIT	International Day Against Homophobia, Biphobia, Intersex- and Trans-phobia
LGBTIQ+	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer plus other sexes, sexual and gender diverse identities
MPH	College of Medicine and Public Health
MPLQ	Maternity and Parental Leave Questionnaire
MLF	Maternity Leave Forums
MLS	Maternity Leave Surveys

NHS	College of Nursing and Health Sciences
NT	Northern Territory
NTMP	Northern Territory Medical Program
OCME	Office of Communication, Marketing and Engagement
P&C	People and Culture
PPOC	Pregnancy and Parenting Online Community
PSP	Professional Services Project
PVC	Pro Vice-Chancellor
RAP	Reconciliation Action Plan
SA	South Australia
SACE	South Australian Certificate of Education
SAT	Self-Assessment Team
SE	College of Science and Engineering
SET	Senior Executive Team
VC	Vice-Chancellor
VP	Vice President and Executive Dean
VPCS	Vice President Corporate Services
WGEA	Workplace Gender Equality Agency
WH&S	Work Health and Safety

1. LETTER OF ENDORSEMENT FROM THE VICE-CHANCELLOR/DIRECTOR

Recommended Word Count: **500 Words** | Actual Word Count: **592 Words**

As President and Vice-Chancellor, it is my privilege to endorse Flinders University's application for an Athena SWAN Bronze award, and assure the assessment panel that it is an honest, accurate and true representation.

I arrived at Flinders in 2015, and made setting a strategic vision for the University's future an early priority. My consultations with the University community reflected my aspiration to lead a university which truly champions equity, and *Making a Difference - The 2025 Agenda* prioritises our people and an inclusive, values-based community.

My commitment to equality is borne of my experience as a boy growing up in a sectarian town in Scotland, divided along Catholic-Protestant lines. Even as a child, I rejected arbitrary labelling of people and discrimination. My experiences led to a deep, abiding sense of fairness in which everyone deserves equal opportunity.

I recognise that my actions send signals to others and I regard equal opportunity not as a target, but as a principle to constantly champion. With this principle foremost, Flinders joined the SAGE pilot in 2016.

Since then we have applied ourselves to the rigorous task of assessing our strengths and weaknesses, reviewing our policies and behaviours, and forensically analysing our data to inform this application and our priorities for future action.

Over the past two years our representation of women has grown, particularly in senior leadership, with one of our two Deputy Vice-Chancellors a woman, and three of our six College Vice-Presidents women. Of my 11 Executive Direct Reports, five are women and six men. Moreover, the University's Governing Council comprises 14 councillors with a 50:50 gender balance.

Nonetheless, there remains much to be done. Women make up 67% of our workforce, but are underrepresented at senior Academic Levels D and E, especially in our STEMM Colleges. We need to better support our women to win grant funding, increase publications and achieve promotion. Increasing our women's representation at senior academic levels will help reduce our gender pay gap, which is influenced by the lower proportion of women in senior positions.

We are making progress. An example of the kind of initiatives borne of such focus is our STEMM: Women Branching Out Group, creating visible role models for students and early career researchers. From showcasing women achievers in giant illuminations on city buildings to driving a science photo competition for girls in high school, it is making a difference across Flinders and the wider community and I am committed to increasing support for its activities.

Other initiatives include our support for maternity leavers and return-to-work provisions. Flinders has been an accredited Breastfeeding Friendly Workplace since 2011 and I strongly support provisions such as parenting rooms, paid lactation breaks and special breastfeeding car park permits.

However, we also have identified that access to childcare can be problematic regardless of gender, negative stereotypes and unconscious bias can be invisible barriers for Indigenous people, and poor systems hamper capacity to track progress and inhibit accountability.

We are committed to doing better.

Our draft Gender Strategy and Action Plan is currently going through its final approval processes, and will define and prioritise our gender actions. The actions in this plan have been integrated into our Athena SWAN Action Plan and will be operationalised across the University. Further, I commit funding for monitoring implementation and assessment of our Action Plan, including for a full-time project officer. I also commit to report on progress to the University Council and Senior Executive, recognising that leadership and advocacy from the top is critical to genuine change.



Professor Colin J Stirling
President and Vice-Chancellor

2. DESCRIPTION OF THE INSTITUTION

Recommended Word Count: **500 Words** | Actual Word Count: **568 Words**

2i. INFORMATION ON WHERE THE INSTITUTION IS IN THE ATHENA SWAN PROCESS; THAT IS, AN INDICATION OF HOW THE INSTITUTION IS PROGRESSING IN THEIR JOURNEY TO IMPROVE GENDER EQUITY, DIVERSITY, AND INCLUSION

Established at Bedford Park, Adelaide, South Australia in 1966, Flinders University is known for supporting diverse students, many first in family to study. As we have grown (Figure 1), we've remained committed to staff and student gender equity, diversity and inclusion - evidenced over the years by activities and strategies focusing on Indigenous Australians, women, parents and flexibility (Figure 2).

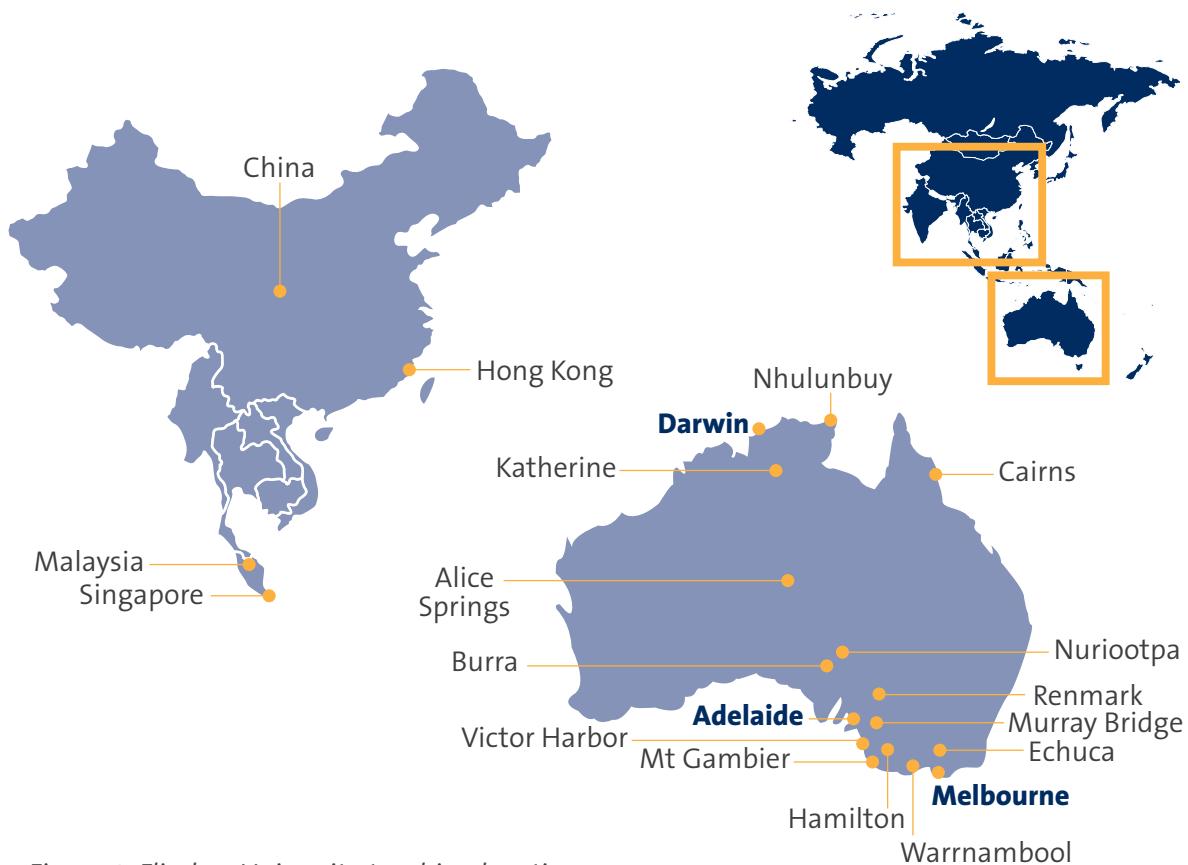


Figure 1. Flinders University teaching locations.

In 2016, we consulted with staff and students to develop a strategic plan built on four pillars:

- People and Culture
- Research
- Education
- Engagement and Impact

It includes core values of integrity, courage, innovation and excellence, with an underlying ethos of being student-centred.

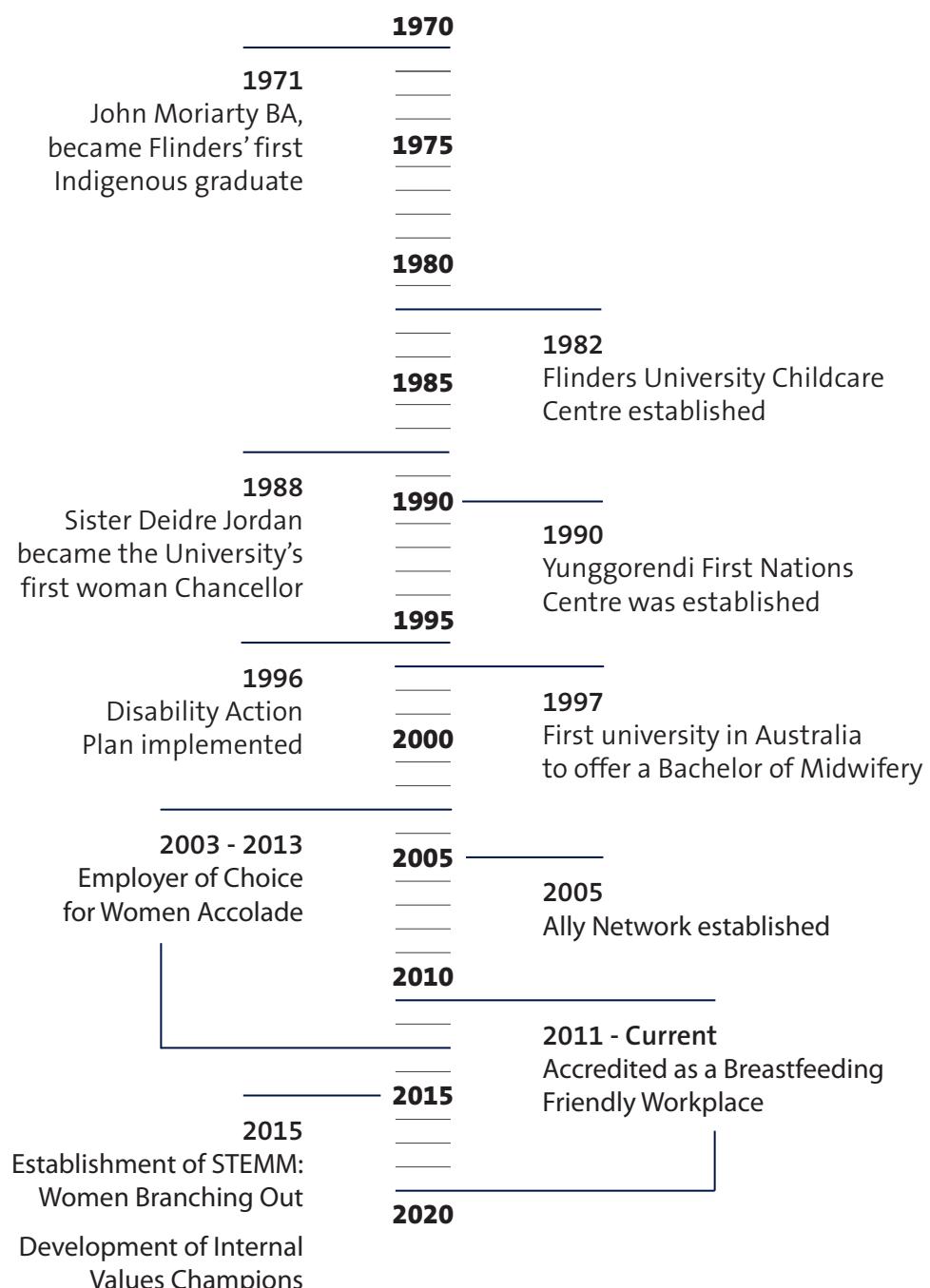


Figure 2. Flinders University timeline.

An extensive restructure during the 2015-2017 application period (Figure 3) transformed our previous 14 schools and four faculties into six Colleges and realigned professional support services accordingly. Some incompatibility of data systems occurred in the changeover, affecting our data collection, and where applicable, this is noted. However, wherever possible, pre-structure (faculty and school) data has been converted into College representation, to facilitate comparisons. Where trends appear we include notes around the possible effect of the restructure.

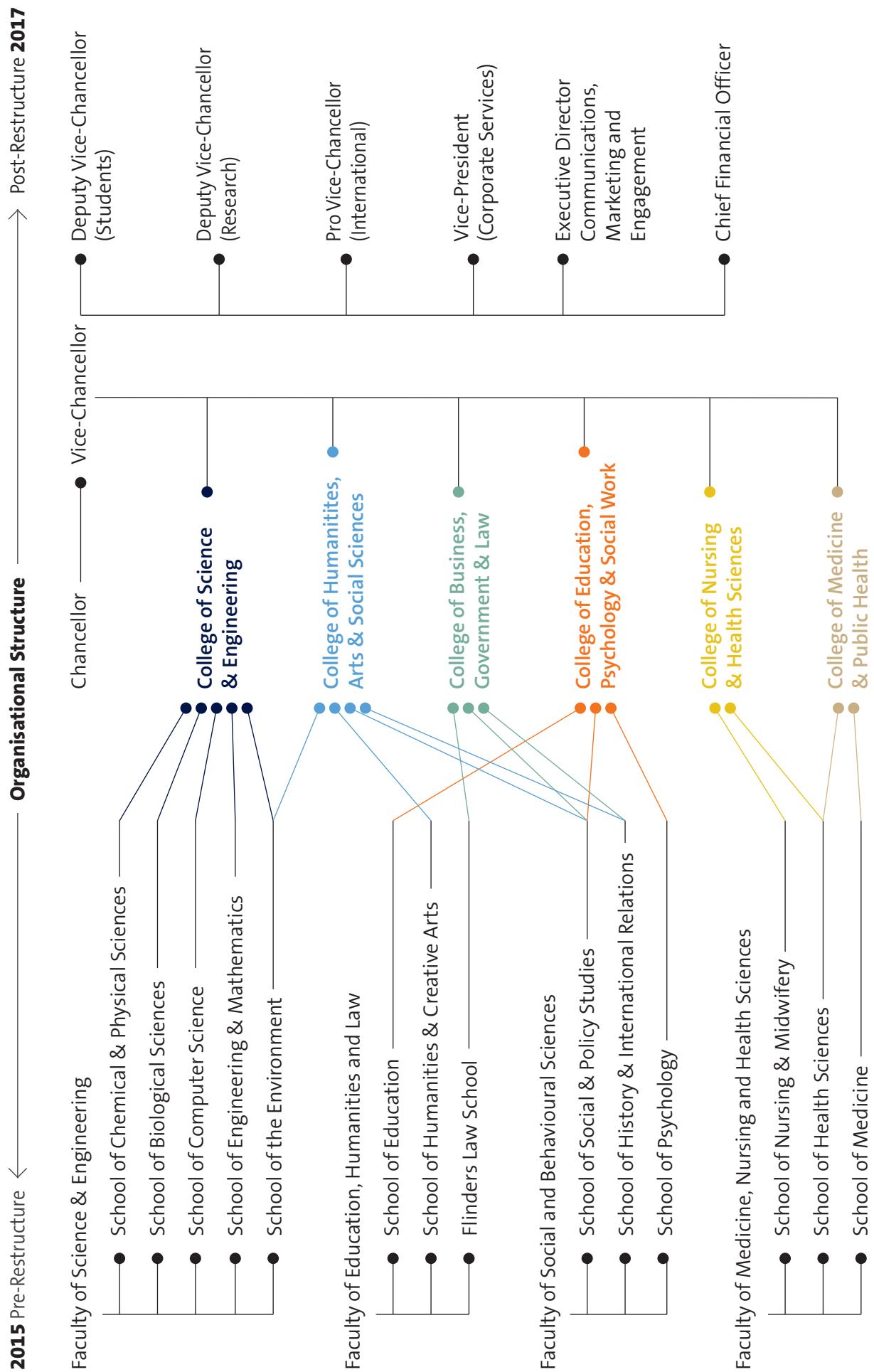


Figure 3. Flinders University organisational structure.

2 ii. INFORMATION ON ITS TEACHING AND ITS RESEARCH FOCUS

Flinders' teaching and research focuses on the disciplines within our six Colleges, across teaching locations from suburban Adelaide to remote Nhulunbuy and beyond (Figure 1). The Flinders NT Medical Program provides training to Flinders and James Cook Universities' medical students, with special recognition of Indigenous knowledge and doctors. In Alice Springs, Flinders co-manages the Centre for Remote Health (with Charles Darwin University), enabling a range of undergraduate and postgraduate courses.

Education and research are also provided by Flinders Rural Health South Australia, which facilitates undergraduate and postgraduate programs with community-engaged training for medical, nursing and allied health students.

Our Tonsley campus is a hub for computer science, engineering and mathematics, as well as technology and entrepreneurship research centres. Areas of research focus include Biomedical Engineering and defence technology. Other STEMM research includes whole-of-body cancer research, groundwater research, and ageing. Non-STEMM research includes sleep, eating disorders and schoolyard bullying.

2 iii. THE NUMBER OF STAFF; PRESENT DATA FOR ACADEMIC STAFF, AND PROFESSIONAL AND SUPPORT STAFF SEPARATELY

In 2017, women represented two-thirds of the Flinders workforce (Table 1), with the majority of Academic staff in Research and Teaching positions (Table 2).

Table 1. Number of staff employed at Flinders University in 2017 (including casual staff).

	♀	♂	⚥	Total	% ♀
Academic	2,017	1,174	1	3,192	63%
Professional	1,956	805	1	2,762	71%
Total	3,973	1,979	2	5,954	67%

♀ Women ♂ Men ⚡ Non Binary Gender

Table 2. Teaching & Research, Teaching-only and Research-only Academic Staff in Colleges at Flinders University in 2017 (including casual staff).

Teaching & Research Academic Staff	♀	♂	⚥	% ♀
Business Government & Law	34	51		40%
Education, Psychology & Social Work	56	31	1	64%
Humanities, Arts & Social Science	58	42		58%
Medicine & Public Health	86	78		52%
Nursing & Health Sciences	114	27		81%
Science & Engineering	38	82		32%

Teaching-Only Academic Staff

Business Government & Law	1		100%
Education, Psychology & Social Work	4		100%
Humanities, Arts & Social Science	6	3	67%
Medicine & Public Health	20	13	61%
Nursing & Health Sciences	17	7	71%
Science & Engineering	6	1	86%

Research-Only Academic Staff

Business Government & Law	13	5	72%
Education, Psychology & Social Work	5	5	44%
Humanities, Arts & Social Science	2	1	67%
Medicine & Public Health	57	36	61%
Nursing & Health Sciences	13	4	76%
Science & Engineering	19	44	30%

● Non STEMM Colleges ● STEMM Colleges

♀ Women ♂ Men ✎ Non Binary Gender

Proportions of women in teaching-only positions are higher in every College, even when the higher proportion of academic women in most Colleges is taken into account. Science and Engineering has only 35% academic women in the College, so the 86% proportion of teaching-only women is concerning. Qualitative data from the 2018 Your Voice survey suggests some staff perceive a culture of valuing research over teaching, and believe teaching needs better recognition. We are already responding to change this perception, by organising University-wide and college-specific events, meeting with teaching-only staff, facilitating promotional events and establishing teaching awards (Actions 2.A and 2.B). The proportions of women in dual teaching and research positions are more in line with the overall proportions of women in each College.

2 iii. The number of staff; present data for academic staff, and professional and support staff separately

ISSUE TO BE ADDRESSED

1. Higher numbers of women in Teaching roles across all Colleges.
2. The need to create a University culture that overtly values teaching.

Action 2.A

June 2019 – December 2020

Develop and initiate a communication strategy highlighting successful teaching staff and resulting student successes, including messages in public and staff forums by senior leaders outlining the value of teaching and teaching staff.

Action 2.B

June 2019 – December 2019

Review the Vice-Chancellor Teaching Awards and include grant funding for teaching-focused research.

2 iv. THE TOTAL NUMBER OF DEPARTMENTS AND TOTAL NUMBER OF STUDENTS

In 2017, the creation of our six Colleges (Table 3) saw women comprise more than 50% of students in each College except Science and Engineering. This College has similar gender proportions in its staff. It is working to increase women's representation for staff and students (Actions 2.C, 2.D and 2.E).

Table 3. Flinders University College structure and the number (by headcount) of students enrolled in 2017.

Flinders University College	♀	♂	⚥	%♀
Business Government & Law	2,187	2,013	1	52%
Education, Psychology & Social Work	4,860	1,763		73%
Humanities, Arts & Social Science	1,720	982	2	64%
Medicine & Public Health	1,992	1,257		61%
Nursing & Health Sciences	4,787	1,024		82%
Science & Engineering	1,200	2,236		35%

● Non STEM Colleges ● STEM Colleges

♀ Women ♂ Men ⚡ Non Binary Gender

2 v. LIST AND SIZES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS AND MEDICINE (STEMM) DEPARTMENTS; PRESENT DATA FOR ACADEMIC STAFF, AND PROFESSIONAL AND SUPPORT STAFF SEPARATELY

Within STEMM Colleges, the Colleges of Medicine and Public Health and Nursing and Health Sciences employ more Academic women than men (Tables 4 and 5). The College of Science and Engineering features fewer women Academic staff, due to underrepresentation in the non- biological sciences. The College will endeavour to identify barriers for women (Actions 2.C and 2.D) and develop a strategy to address the challenges (Action 2.E).

*Table 4. Total number of **Academic** staff (including casuals) in STEMM Colleges for 2017.*

STEMM College	♀	♂	%♀
College of Medicine & Public Health	522	343	60%
College of Nursing & Health Sciences	587	114	84%
College of Science & Engineering	220	332	40%

♀ Women ♂ Men

*Table 5. Total number of **Professional** staff (including casuals) in STEMM Colleges for 2017.*

STEMM College	♀	♂	%♀
College of Medicine & Public Health	394	103	79%
College of Nursing & Health Sciences	243	31	89%
College of Science & Engineering	107	100	52%

♀ Women ♂ Men

2. Description of the institution

KEY OBSERVATION

Flinders University is an Australian University leader in the area of employment of Academic women. (Ranked 6th out of 43 Australian based universities for “representation of female academic staff” in Universities Australia 2016 Selected inter-Institutional Gender Equity Statistics).

ISSUE TO BE ADDRESSED

Lower numbers of women staff and students in College of Science and Engineering.

Action 2.C

June 2019 – December 2019

Review current processes used to recruit, appoint and support women (including students) in the College of Science and Engineering.

Action 2.D

June 2019 – December 2019

Develop and undertake survey and focus group discussion with women in the College of Science and Engineering – to consider recruitment and retention of women staff and students, identify and address barriers to research/teaching success, and improve recognition of success through promotion.

Action 2.E

March 2020 – December 2022

Develop and initiate a strategy to increase the number of women in the College of Science and Engineering staff and students. Include actions around flexible work practices, mentoring, teaching and research support.

3. THE SELF-ASSESSMENT PROCESS

Recommended Word Count: **1000 Words** | Actual Word Count: **709 Words**

3.i. A DESCRIPTION OF THE SELF-ASSESSMENT TEAM

At the commencement of the Athena SWAN project in 2016, the Self-Assessment Team (SAT) contained 29 members. In the intervening period the university has undergone a significant restructure and this, as well as other staff changes, has seen the SAT and Governing Group evolve. Several key members, including chairs, have left the SAT since its inception, and this has led to a sense of disconnection from the project for some members. Some of this was a result of more than half of the Governance Group members changing, with new senior executive members coming into the team and taking some months to get to know people and the project. Coming out of these changes, however, there has been strong leadership from the Governance Group, and clear direction is coming from both this group and the Vice-Chancellor in the way forward for implementing the Action Plan (Actions 3.A, 3.B and 3.C).

On a positive note, we have maintained the diverse membership of the SAT and Governance Group with a balance of gender, seniority, age, ability, LGBTIQ+, race, Indigenous, Academic and Professional staff. All SAT members have specific life experiences and skills pertaining to STEMM, diversity and/or gender equity (Table 6). This diversity of expertise has enabled SAT lived experience to inform some of the questions we have asked of our data.

SAT members have voluntarily incorporated their Athena SWAN commitment into their existing workloads by:

- > Attending SAGE meetings/seminars, webinars and focus group sessions
- > Providing input into survey and focus group questions
- > Providing data and analysis support
- > Application preparation support including researching and drafting of sections
- > Reviewing and critiquing draft sections
- > Preparing agendas, minutes, action times and follow-up



Flinders Athena SWAN 2016 official launch.

Table 6. Membership of the Flinders University Self-Assessment Team.

SAT Member	SAT Position	Position	Areas of Expertise & Other Contributions
COLLEGE OF SCIENCE AND ENGINEERING			
Professor David Day*	Initial Co-Chair	Strategic Professor in Plant Biology	Academic, STEMM, led initiatives supporting women in STEMM
Dr Saulo Martelli	Committee Member	Lecturer in Biomedical Engineering	Academic, STEMM, mentoring, parenting, caring and flexible working
Associate Professor Maria Parappilly	Committee Member	Senior Lecturer Physics; STEM Education Research Head	STEMM, STEMM Women Branching Out (women studying STEMM)
Associate Professor Rachel Popelka-Filcoff	Committee Member	Associate Professor	Academic STEMM (mid-career), Parenting, Australian Academy of Science EMCR Forum representative
Professor Karen Reynolds	Committee Member	Dean (Research)	Senior Academic STEMM, mentoring, parenting, caring
Dr Margaret Shanafied	Committee Member	DECRA Fellow Chief Investigator	Academic STEMM (mid-career), Parenting
COLLEGE OF MEDICINE AND PUBLIC HEALTH			
Professor Justine Smith*	Initial Co-Chair	Matthew Flinders Distinguished Professor in Ophthalmology	Senior Academic STEMM
Ms Angela Binns	Committee Member	Manager College Technical Services	Senior Professional STEMM, Editing and Focus Group contributions
Professor Briony Forbes	Committee Member	Head of Medical Biochemistry	Senior Academic STEMM, parenting, flexible working, part-time research
Dr Kate Laver*	Committee Member	NHMRC Dementia Research Fellow	Academic research-only STEMM clinician, parenting, researching support for STEMM women
Professor Paul Ward*	Committee Member	Head of Public Health	Senior Academic STEMM
Professor David Watson	Committee Member	Head of Surgery, Matthew Flinders Distinguished Professor	Academic STEMM, mentoring

SAT Member	SAT Position	Position	Areas of Expertise & Other Contributions
Professor Bogda Koczwara*	Committee Member	Professor of Oncology	Senior Academic STEMM, Parenting, CALD, mentoring, leadership
Professor John Wakermann	Committee Member	Associate Dean, Flinders Northern Territory	Senior Academic STEMM, experience in Indigenous communities, rural and remote
COLLEGE OF NURSING & HEALTH SCIENCES			
Professor Alison Kitson	Co-Chair	Vice-President and Executive Dean	Senior Academic STEMM, supporting flexible working, particularly parenting and caring
Professor John Coveney	Committee Member	Professor of Global Food, Culture and Health	Senior Academic, Food policy
Dr Ivanka Prichard	Committee Member	Senior Lecturer	Academic woman in STEMM, Early career researcher, parenting, Section 5 contributor
Professor Lily Xiao	Committee Member	Associate Professor	Academic woman in STEMM, CALD, Intersectionality, lead author Section 7
COLLEGE OF EDUCATION, PSYCHOLOGY & SOCIAL WORK			
Professor Mike Kyrios	Co-Chair	Vice-President and Executive Dean	Senior Executive Academic
Dr Yarrow Andrew	Committee Member	Lecturer Early Childhood Education	Ally Advisor, LGBTIQ+, developer and writer Section 6 Supporting Transgender people
Professor Damien Riggs	Committee Member	ARC Future Fellowship	Parenting, flexible working, mental health, LGBTIQ+, Ally Advisor, EO Contact Officer
COLLEGE OF BUSINESS, GOVERNMENT AND LAW			
Professor Margaret Davies*	Committee Member	Matthew Flinders Distinguished Professor	Senior Academic woman, Ally Ambassador

SAT Member	SAT Position	Position	Areas of Expertise & Other Contributions
OFFICE OF COMMUNICATION, MARKETING AND ENGAGEMENT			
Callista Thillou	Governance Group	Executive Director	Senior Executive woman, communications, community engagement, parenting
OFFICE OF COMMUNICATION, MARKETING AND ENGAGEMENT			
Associate Professor Simone Ulalka Tur	Committee Member	Associate Professor	Indigenous, LGBTQ+, Intersectionality
PORTFOLIOS AND CORPORATE SERVICES			
Tom Symonds*	Governance Group	Manager, Strategic Research Services	Policy and strategy, governance, research management, business development, staff supervision and healthcare
Steve Barrett	Governance Group	Director, People and Culture	Supporting staff with flexible-working, driving organisational change
Lisa O'Neill	Governance Group	Manager Equal Opportunity and Diversity	Parenting, Ally Network Coordinator, Drafting, Editing, Focus Groups
Pia Grimm	SAT Governance Group Executive Officer	Coordinator, People and Culture	Administrative support for Governance Group and SAT, parenting, flexible working
Romana Challans	Committee Member	Senior eResearch Officer	Ally Ambassador, Disability, Intersectionality, Woman in STEMM, Previous Academic now Professional staff member
Julie Herraman	Committee Member	Manager, Evaluations and Reporting	Parenting, data expertise
Ann-Marie O'Connor	Committee Member	Business Partner, People and Culture	Parenting, flexible work practices, workplace diversity/gender equity

*Retired from the SAT or resigned from their university positions.

● Non STEMM Colleges ● STEMM Colleges ● Offices

3 ii. AN ACCOUNT OF THE SELF-ASSESSMENT PROCESS

Although membership changed during 2015-2017 the Governance Group maintained a regular schedule of meetings across this time to prepare for SAT meetings, to monitor and assist with SAT tasks and to be updated on the project plan and governance tasks associated with the project.

Meeting approximately bi-monthly, the SAT analysed initial gender data and developed questions for small focus groups, inviting staff participation by direct email and social media communication. Workshops were held to capture feedback from the following diverse staff groups across the colleges and portfolios:

- > Early, mid and senior-career researchers
- > Professional and Academic STEMM and NON-STEMM
- > LGBTIQ+
- > Disability and Mental Health
- > Part-time and flexible work arrangements
- > Culturally and Linguistically Diverse (CALD)
- > Parenting and caring

Feedback was categorised into themes (*Table 7*).

Table 7. Athena Swan Focus Group Feedback Themes.

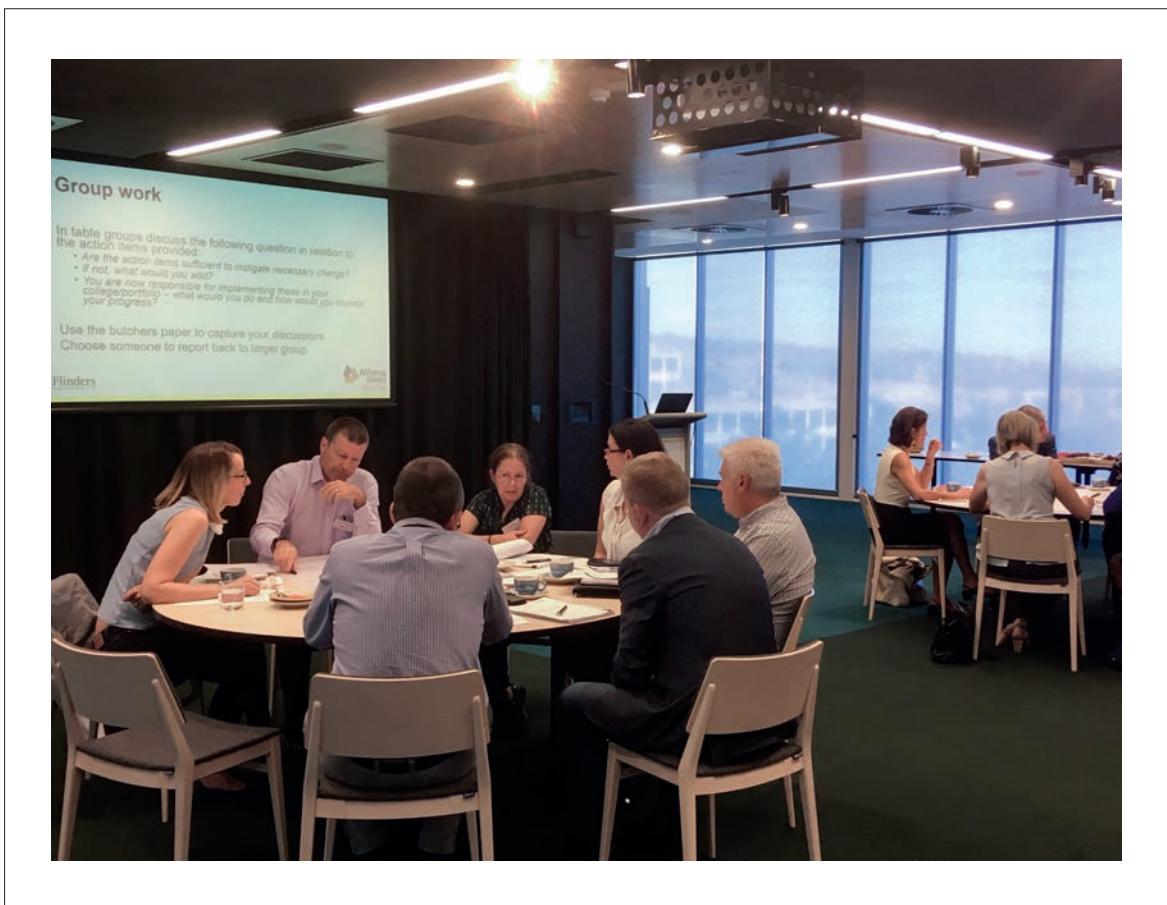
Levels of Employment Support	> Human Resource support and due diligence > Return to Work > Professional Development > Promotion > Post-graduate/ECR employment > Reduced administrative/technical support > Work Health and Safety (WHS) Matters
Communication/ Consultation/Engagement	> Top down approach > Professional Services Project Matters > Effective communication needs
Equity and Diversity	> Gender split across senior positions > Visible role models > Ally/LGBTIQ+ > CALD
Research	> Funding matters > Employment support - Administrative/ technical support, WHS
Bullying/Harrasment	> Power imbalance > Sex discrimination > Peer-to-peer issues

Feedback has been incorporated into actions in the various sections within this application.

The initial tasks of identifying and analysing data, drafting and reviewing sections and developing actions have been completed by SAT members. In addition to the bi-monthly face-to-face meetings (our regional member teleconferenced), a good deal of communication took place via email, particularly in the case of SAT members with caring responsibilities and/or multiple roles.

Looking back, the SAT had some early difficulties around communicating and engaging with the broader University that may have been better facilitated if there had been a clear position for the SAT within the formal structures of University governance. Section 3iii outlines our proposed mechanism for addressing this issue (Action 3.A).

Additionally, the voluntary nature of the SAT members' roles has added extra tasks onto some members' already busy schedules, prompting the Vice-Chancellor to commit funds for a full-time project officer to assist with monitoring and facilitating implementation of the Athena SWAN Action Plan in our Colleges and Portfolios (Action 3.C).



Athena SWAN Leadership forum 2018.

3 iii. PLANS FOR THE FUTURE OF THE SELF-ASSESSMENT TEAM

In order to effectively monitor the progress of implementing the Action Plan, the role of the SAT will change and membership will reduce (Action 3.A), to create a task force that will act as a sub-committee of the Equal Opportunity and Diversity Committee (which reports to the Vice-Chancellor). There will be specific allowance made in SAT member workloads to ensure that their Athena SWAN activity is not in addition to their existing role, but an integrated and recognised part of it. This condensed SAT will, with the support of the project officer, liaise with responsible officers in Colleges and Portfolios, to monitor implementation and also facilitate communication between the areas thereby aiding consistency across the University. The responsible officers in Colleges will be the Deans (People and Resources), while the Director (People and Culture) will oversee Portfolio activities (Action 3.B).

3. The Self Assessment Process

ISSUES TO BE ADDRESSED

1. SAT restructure and governance changes to be developed to ensure the implementation and monitoring of the Action Plan.
2. Mechanisms to be developed to enable colleges to have the capacity to consider applying for a silver departmental award.

Action 3.A

April 2019 - June 2019

The self-assessment team will be restructured into a smaller focused taskforce that oversees and monitors the implementation of the Action Plan. This group will report to the Equal Opportunity and Diversity committee (EODC) which in turn reports to the Vice-Chancellor.

Action 3.B

June 2019 – December 2022

College Deans (People and Resources) will have responsibility for working with their College Senior Leadership Teams and Director (People and Culture) will work with Portfolio Senior Leadership to embed the implementation of the Action Plan across teaching, research and human resource strategies.

Action 3.C

June 2019 - December 2022

An Athena SWAN Project Officer position will be developed and recruited, with responsibilities including executive support of the SAT and liaison with College Deans (People and Resources) and Director (People and Culture) in the implementation of the Action Plan.

4. A PICTURE OF THE INSTITUTION

Recommended Word Count: **2000 Words** | Actual Word Count: **1774 Words**

4.1 Academic and research staff data

4.1i. ACADEMIC AND RESEARCH STAFF BY GRADE AND GENDER

Throughout the institution, over the period 2015-2017, proportionally more women held Level A, B and C positions and more men were at Levels D and E (Figure 4). A steady increase in the proportion of women at Level D has been recorded and parity is expected in the near future. The lower proportion of women at Level E, although higher than the sector average (Universities Australia 2016 27.1%) is nevertheless an issue that Flinders wishes to address (Actions 4.1iA, B, C, and D).

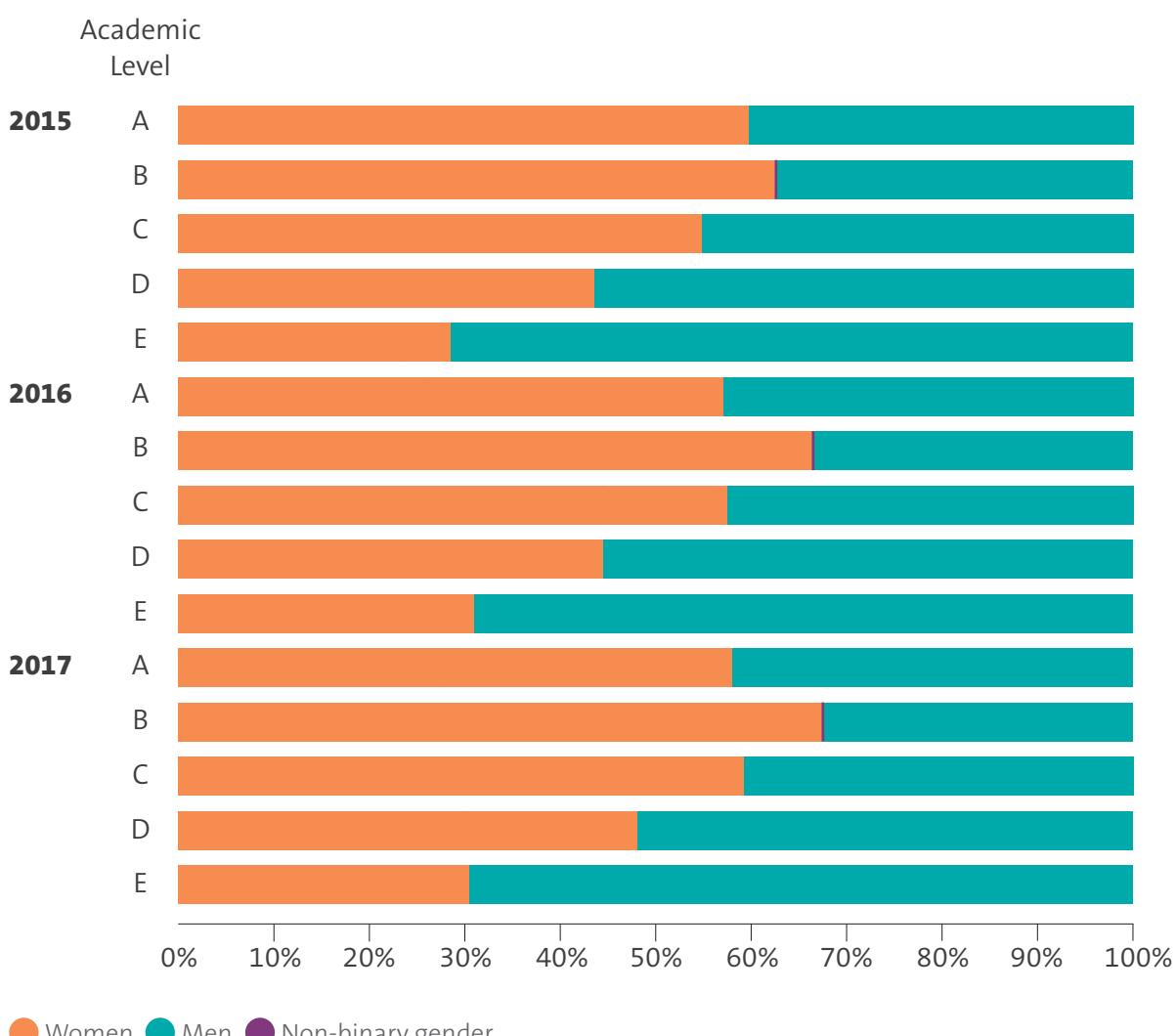


Figure 4. University-wide proportion of Academic staff by level and gender, 2015-2017.

Note: Casuals are not included in charts, and this chart represents headcount staff numbers.

To help Flinders better understand these gender differences, staff feedback was sought during 2017 through focus group workshops, a maternity leave survey and discussion with College leaders. As a result we have found that:

- a) University-wide strategies need to be developed to encourage women to apply for more senior positions (particularly in Computing, Engineering, Business, Government and Law where underrepresentation of women is especially pronounced)
- b) Women may be less inclined to apply for promotion than men; factors could include unfamiliarity with application processes, lack of supervisor support, personal choice for family reasons and the perception that they are not sufficiently qualified or experienced to apply, even though they may have greater qualifications and/or experience than their male colleagues.

Action 4.1i.A specifically focuses on the recruitment of women at Level E, and career trajectories and development across the academic levels, while Action 4.2i.C will review the series of promotions workshops specifically for women that were held prior to 2012 and consider reinstating these in a revised format.

Focus group feedback also identified that some women choose to remain at a lower level, believing this enables better work/life balance, and prioritises their family and caring. The University is therefore asking two further questions of our academic women (Actions 4.1i.A, 4.1i.B and 4.1i.C):

- > What can Flinders do to encourage women to further develop their career?
- > What can Flinders do to better value and access the skills of women who choose to remain at the same level?

In Action 4.1i.D (linking with 5.3v.A) , the University will explore how it can better support men to improve their work/life balance and to access greater opportunities to share family and caring responsibilities.

Within the College of Science and Engineering, more men are employed at each level (Figure 5). While there has been growth in women at Level B over the period, the College is seeking a deeper understanding of why there are fewer women in this college and is developing a strategy for improvement (Actions 2.C, 2.D, 2.E).

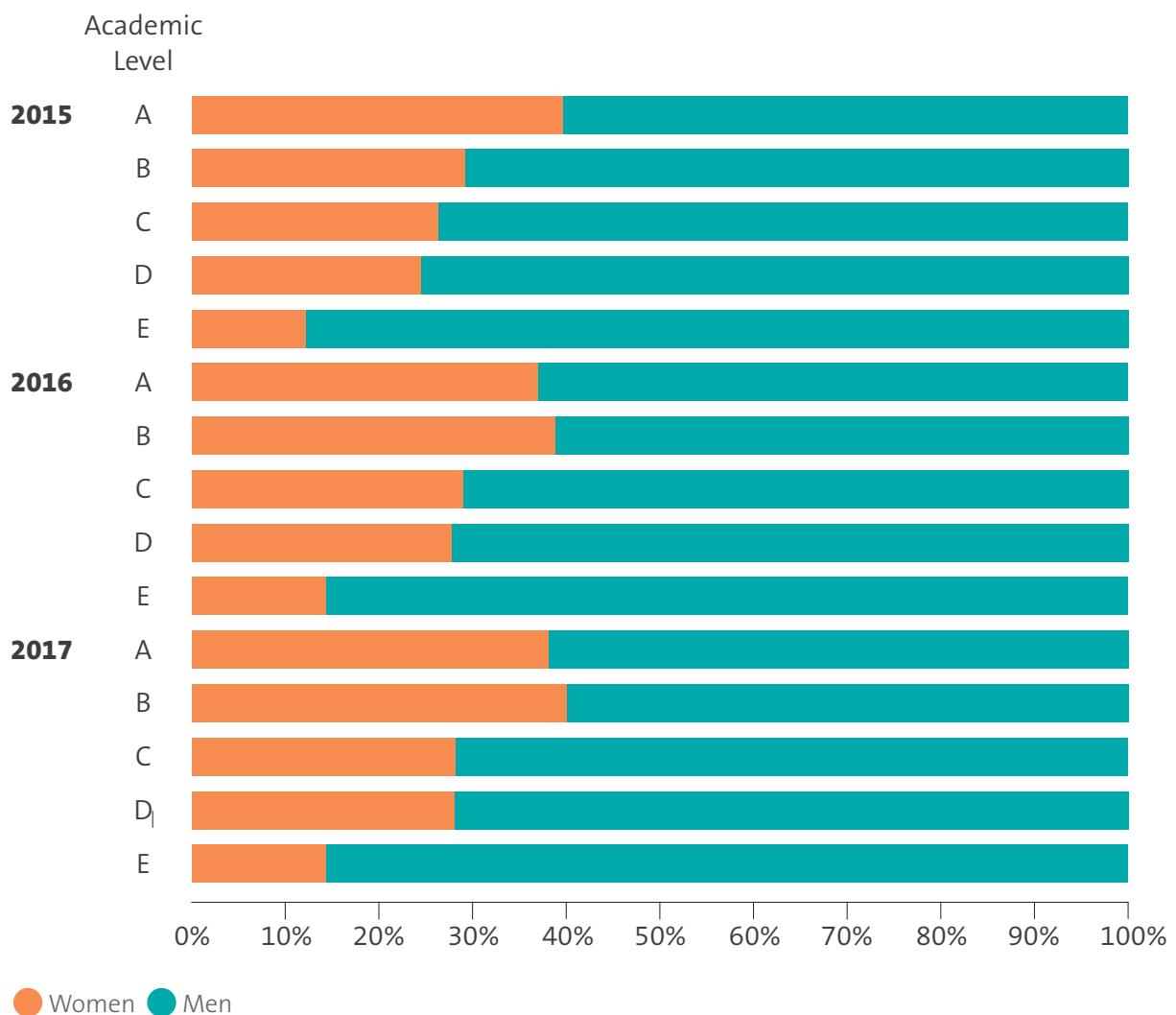


Figure 5. Proportion of Academic Staff employed in the College of Science and Engineering, 2015-2017.

Note: Casuals are not included in charts, and this chart represents headcount staff numbers.

Within the College of Medicine and Public Health it is encouraging to see the generally high proportion of women employed at Levels A, B and C. With Level D approaching parity, the low proportion of women employed at Level E is disappointing (Figure 6).

[Action 4.1i.A](#) will investigate the reasons and solutions.

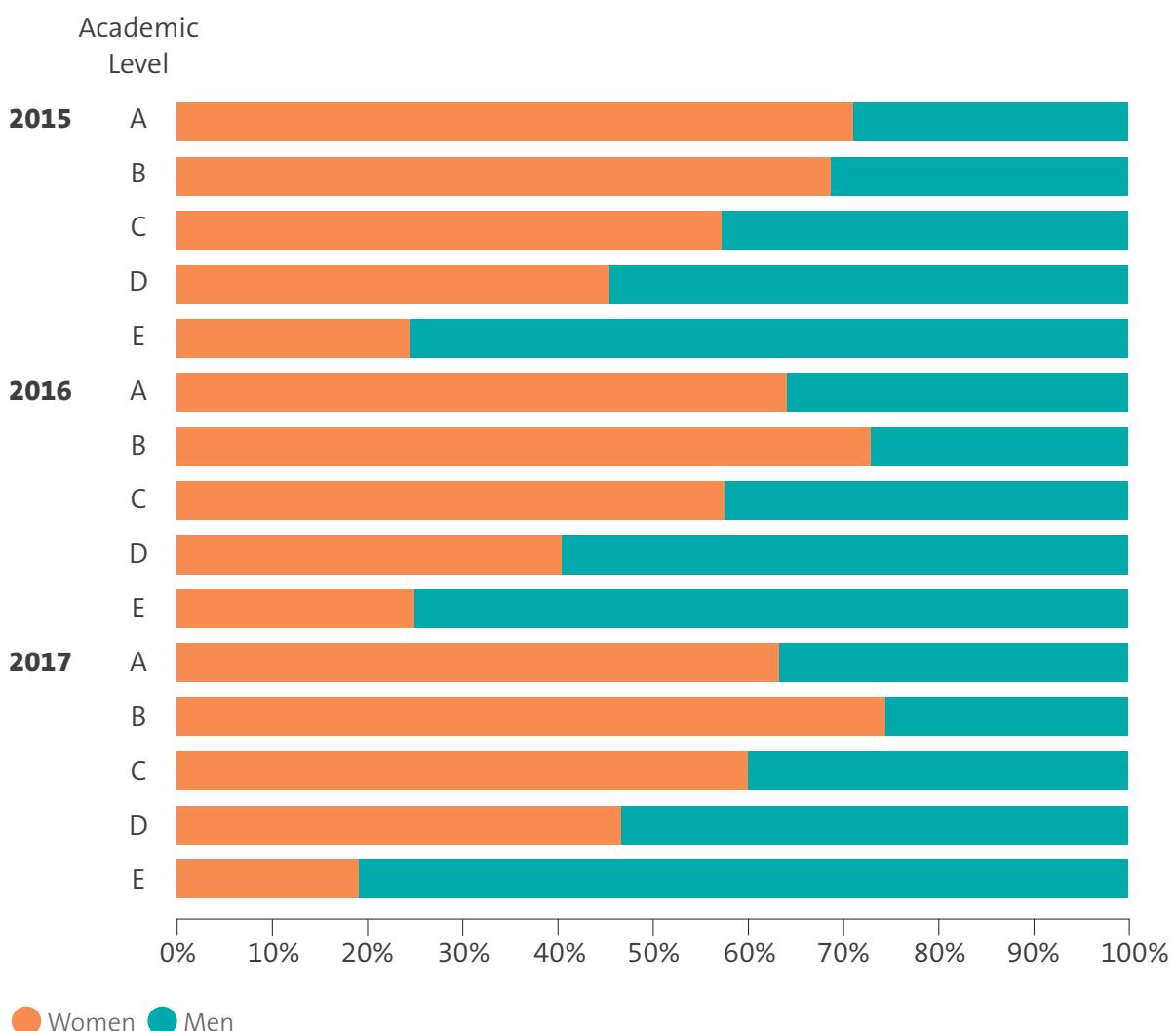


Figure 6. Proportion of Academic staff employed in the College of Medicine and Public Health, 2015-2017.

Note: Casuals are not included in charts, and all charts represent headcount staff numbers.

The College of Nursing and Health Sciences comprised largely women during the 2015-2017 period (Figure 7). Recognising that nursing is historically a predominantly female profession, and many women are employed in allied health services, Flinders is prioritising better understanding the fewer men and seeking to increase their representation (Actions 4.1i.F).

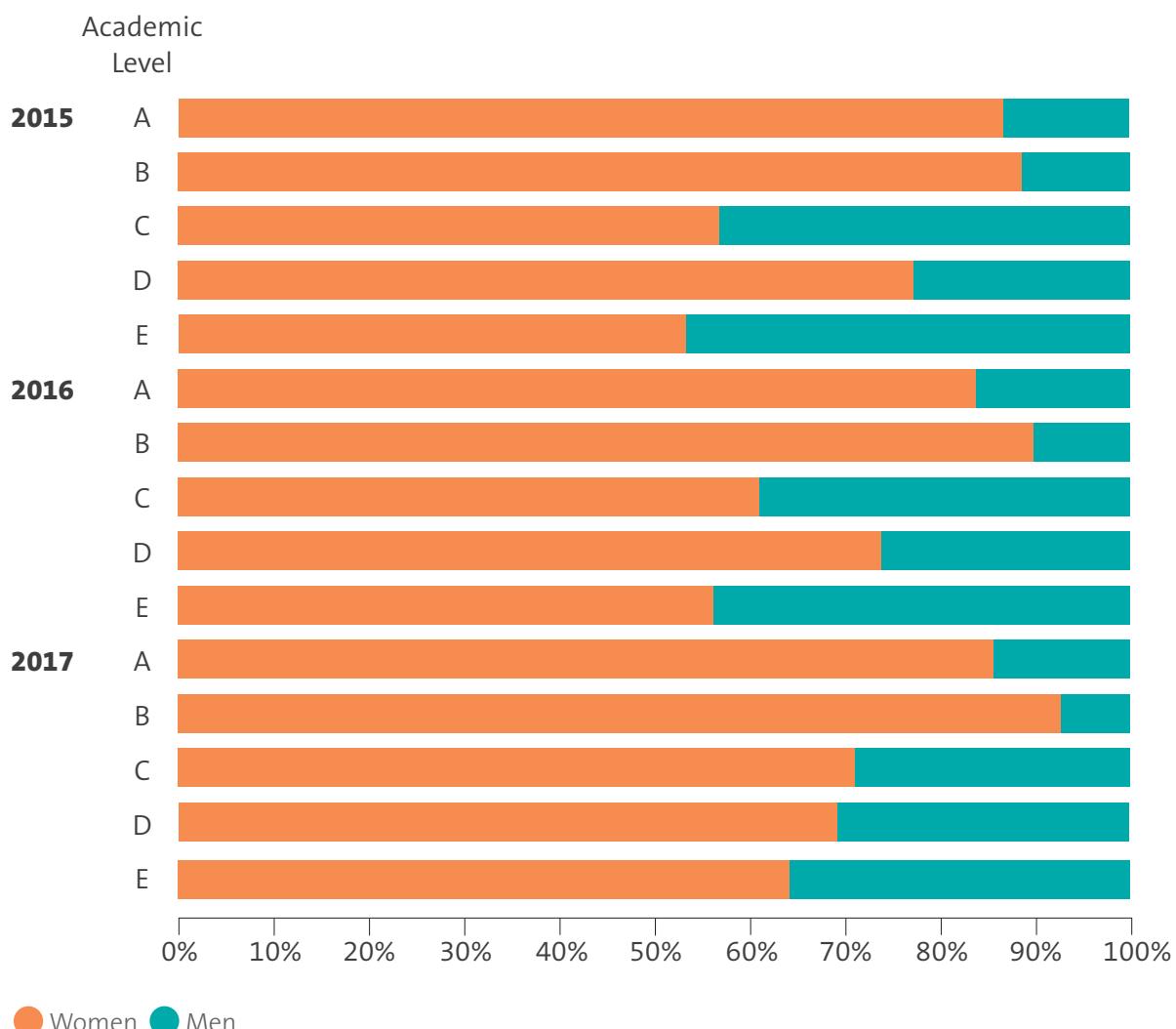


Figure 7. Proportion of Academic staff employed in the College of Nursing and Health Sciences, 2015-2017.

Note: Casuals are not included in charts, and this charts represent headcount staff numbers.

Within the Non-STEMM Colleges there has been a steady increase in the proportion of women employed at Level D (Figure 8). The lower proportion of women at Level E is of concern. Further investigation of the data reveal that while there was a solid proportion of women at Level E in the Colleges of Education, Psychology and Social Work (56% at 2017) and Humanities, Arts and Social Sciences (44% at 2017), the proportion for the College of Business, Government and Law is unacceptably low (15% at 2017). Action 4.1i.A will endeavour to address this inequity.

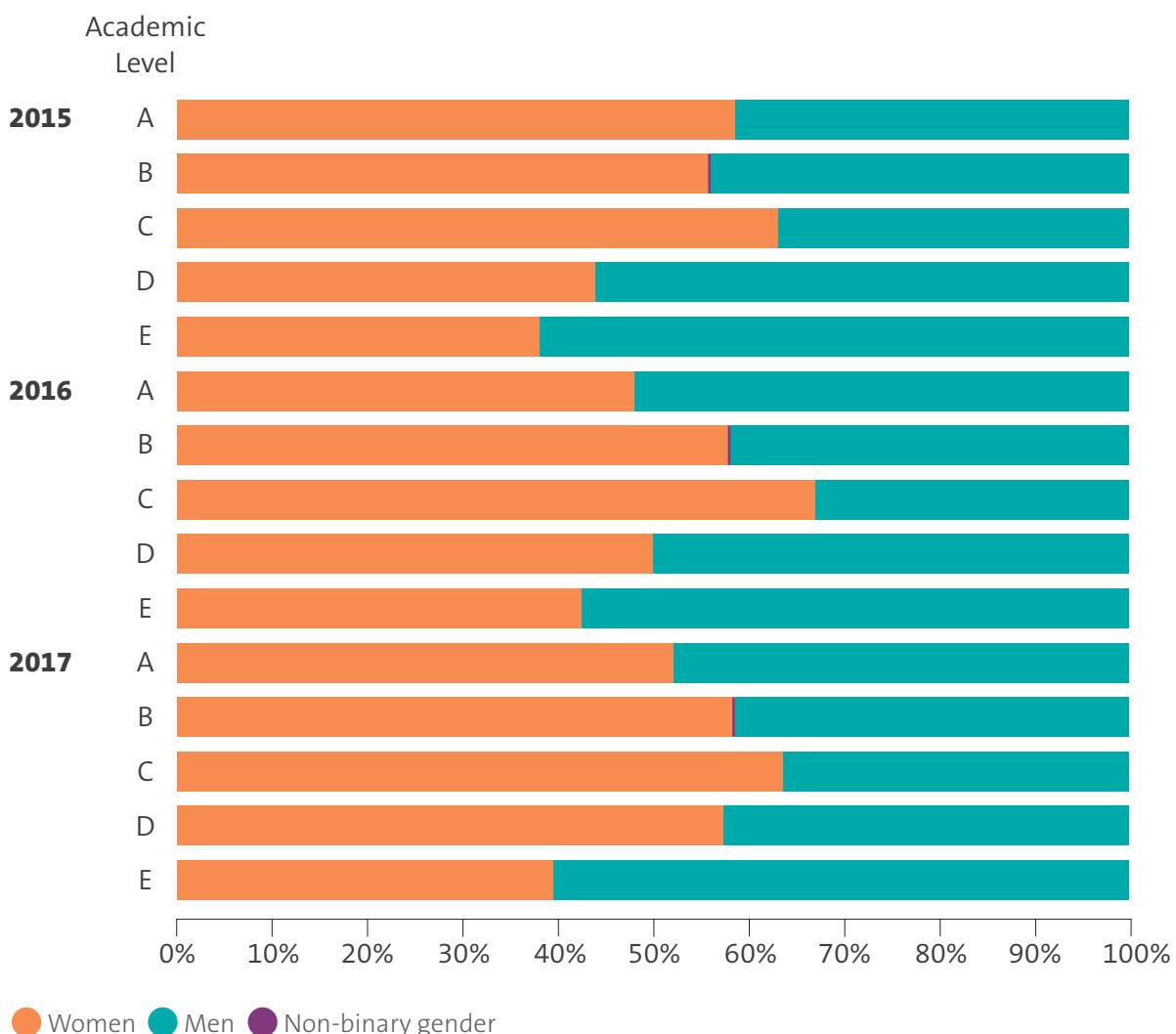


Figure 8. Proportion of Academic staff employed in the Non STEM Colleges, 2015-2017.

Note: Casuals are not included in chart, and chart represents headcount.

4.1 i. Academic and research staff by grade and gender

KEY OBSERVATION

Academic women are well represented across the University and across most academic levels.

ISSUE TO BE ADDRESSED

1. In most Colleges (Nursing and Health Sciences and Education Psychology and Social Work being the exceptions), women are not well represented at the higher levels, and Level E in particular.
2. The College of Science and Engineering has lower proportions of women at all levels, with Level C and D under 30% and Level E at 14% and the College of Business, Government and Law also has a low proportion of women at Level E at 15%.

Refer Actions 2.C, 2.D and 2.E around surveying staff, reviewing recruitment and support and developing a strategy in regard to increasing and supporting women in the College of Science and Engineering.

Additional actions for Section 4.1i:

Action 4.1i.A

January 2020 - June 2020

Each College to develop an Action Plan with time-linked targets, outlining proposed mechanisms for increasing Level E women. Action Plans should include ways to mitigate loss of career trajectory through caring responsibilities and career breaks, as well as inadvertent bias towards men in promotion and performance appraisals. Data and proposed actions to be presented to the Senior Executive Team in a workshop dedicated to this aspect of the Athena SWAN Action Plan, for input and final approval. Action Plan outcomes are to be included in College Accountability Cycle commitments.

Action 4.1i.B

July 2021 - December 2021

Develop and implement a series of communications that outline the actions and possible impacts from 4.1i.A, across a range of channels in order to awareness-raise as well as to continue to seek staff input on the University activities.

Action 4.1i.C

April 2020 - June 2020

Review the previous Promotions Workshops for Academic Women and develop a revised workshop, led by a Senior Executive woman, to discuss approaches to applying for promotion and encourage more women to submit applications.

Action 4.1i.D

June 2020 - December 2020

Deliver a Senior Executive-sponsored series of exploratory forums for staff across the University, including regional and rural locations, to discuss the institutional and systemic factors and biases that lead to fewer women progressing through academic levels. Forums will also explore the types of supports, policy changes and initiatives that may better enable women to develop their careers while enabling work/life balance, as well as how to better support men to access work/life balance and greater opportunities to share in caring responsibilities. A further aspect for exploration will be how the University can better appreciate, reward and access the skills of those women who choose to remain at a lower level, recognising their expertise and experience.

Action 4.1i.E

January 2020 - March 2020

The College of Nursing and Health Sciences will develop an Action Plan investigating reasons for fewer applications from men and outlining activities to seek to create change in this regard.

4.1 ii. ACADEMIC AND RESEARCH STAFF ON FIXED-TERM, OPEN-ENDED/PERMANENT AND CASUAL CONTRACTS BY GENDER

Considering the major changes taking place throughout the University during the 2015- 2017 period, the **proportions** of women and men in fixed-term, casual and continuing positions have remained relatively stable (Figure 9). The **numbers** of staff in **fixed-term** roles, however, have reduced across these years for both women and men. **Numbers** of casual and continuing staff, on the other hand, have increased, women slightly more than men. These changes have come about through a recruitment freeze in 2016 with contracts expiring during the period of that freeze not renewed. A voluntary early retirement scheme also occurred during this time, and the low number of roles that were re-filled during that period went through a process of being exempted from the freeze.

Where previously efforts would have been made to retain staff experience and expertise, the underlying necessity behind these changes required that the University allow staff to leave.

Although it is encouraging that the number of continuing academic women positions increased across these years, the University needs to continue to collect and analyse this data until the change processes (still continuing through 2019) are complete (Action 4.1iiA).

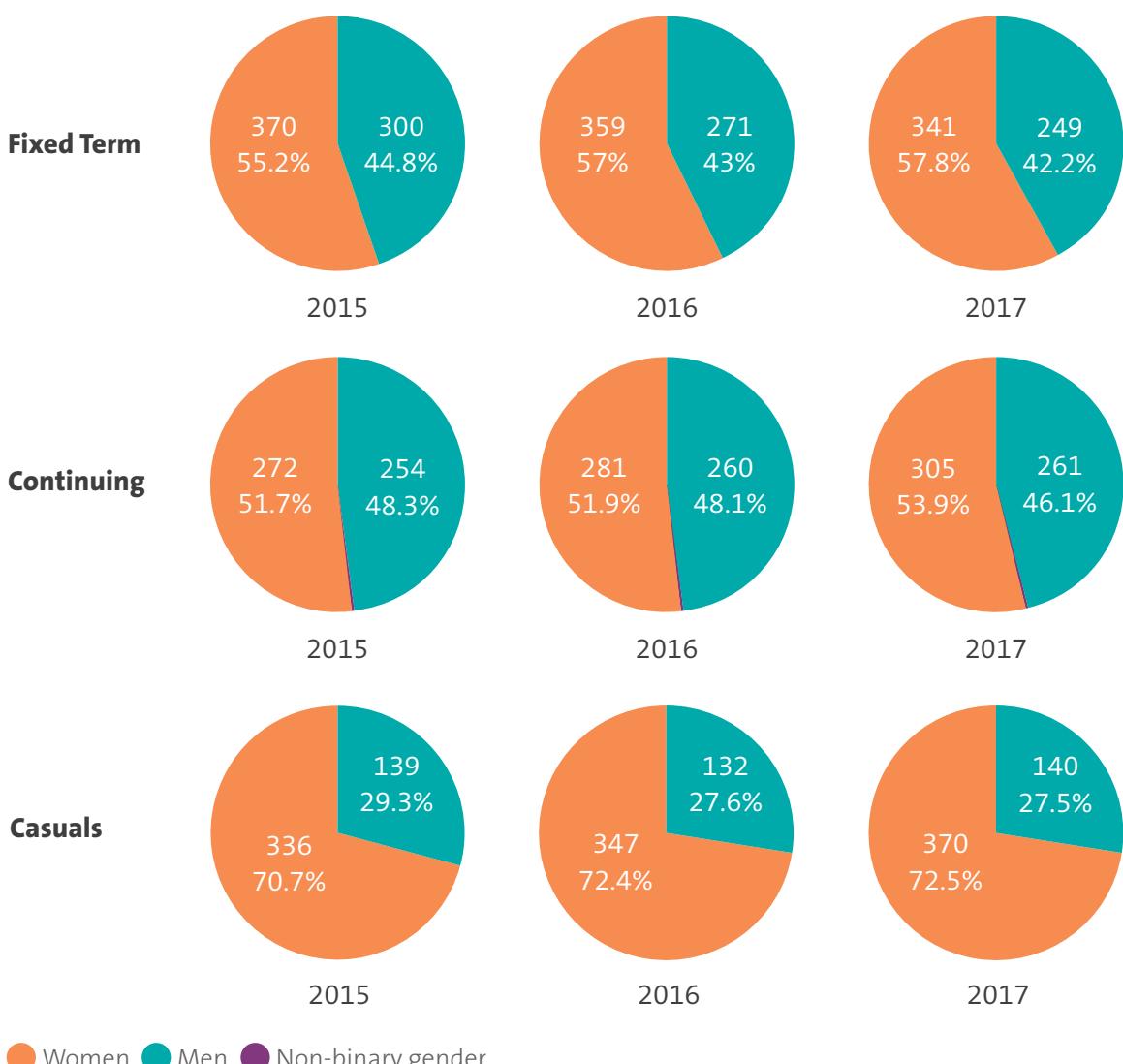


Figure 9. University-wide proportion of academic staff by employee status.

Note: The proportion of non-binary gender was too small to reflect in the percentages but is indicated in the chart by colour.

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

ISSUES TO BE ADDRESSED

The 2015 to 2017 period has been one of great change and it is difficult to know whether the data presented in this section is capable of being extrapolated for future years.

Action 4.1iiA

January 2019 – December 2023

Collect and analyse data for academic staff by gender and employee status to assess for gender equity. Where any inequity is discovered, actions to account for reasons and to address inequity should occur. (This action links with actions 4.1iiiA and 4.1ivA and will be added to College and Portfolio Accountability Cycle commitments.)

4.1 iii. ACADEMIC STAFF BY CONTRACT FUNCTION AND GENDER: RESEARCH-ONLY, RESEARCH AND TEACHING, AND TEACHING-ONLY

Across the institution, over 2015-2017, most Academic staff were in teaching-and-research positions (Figure 10). As previously noted (Section 4.1i), more women are in Levels B and C and more men in Level E.

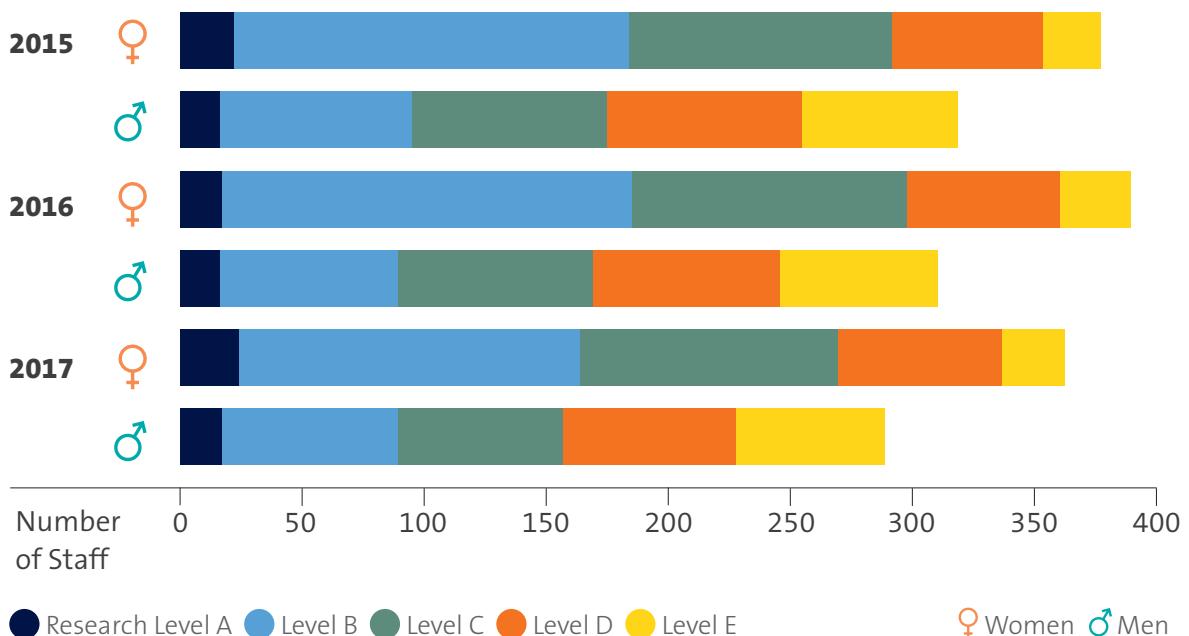


Figure 10. Teaching-and-research Academic staff by gender 2015-2017.

Women predominate teaching-only roles across all levels (Figure 11).

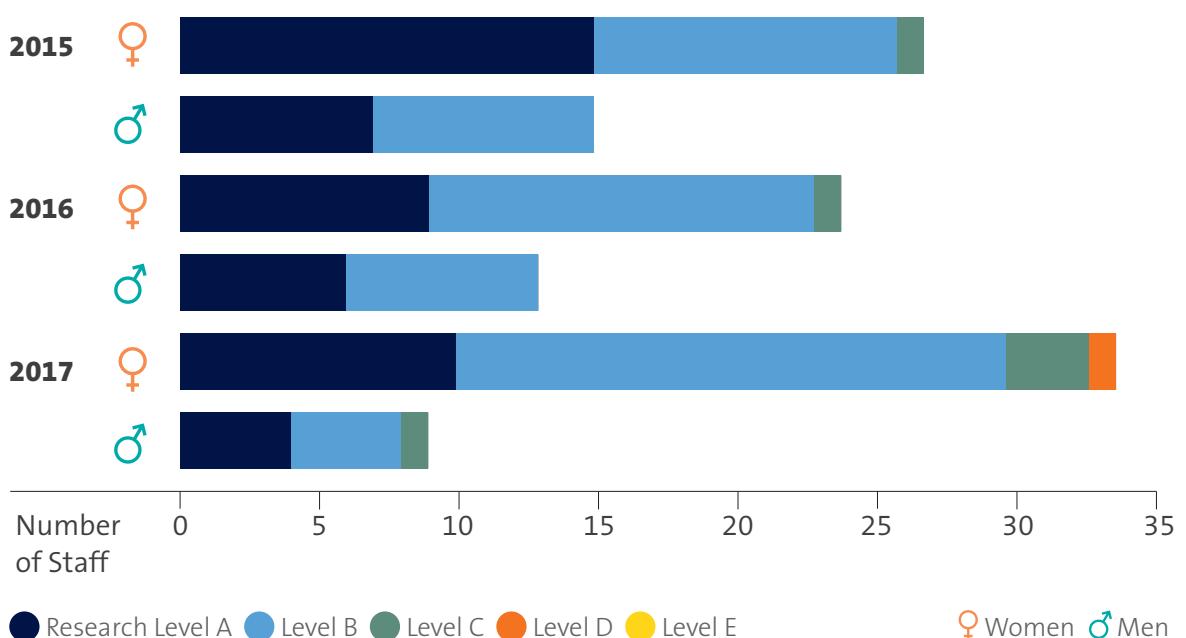


Figure 11. Teaching-only Academic staff by gender 2015-2017.

The proportion of women research-only staff is also generally higher than men, and even at Level C is 50% by 2017 (Figure 12). Level D was similar across genders for 2015 and 2016, but with more men in 2017. It will be important for the University to ascertain whether that increased number of Level D men is sustained in future years, and continuing analysis of data and actioning issues will occur (Action 4.1iii.A).

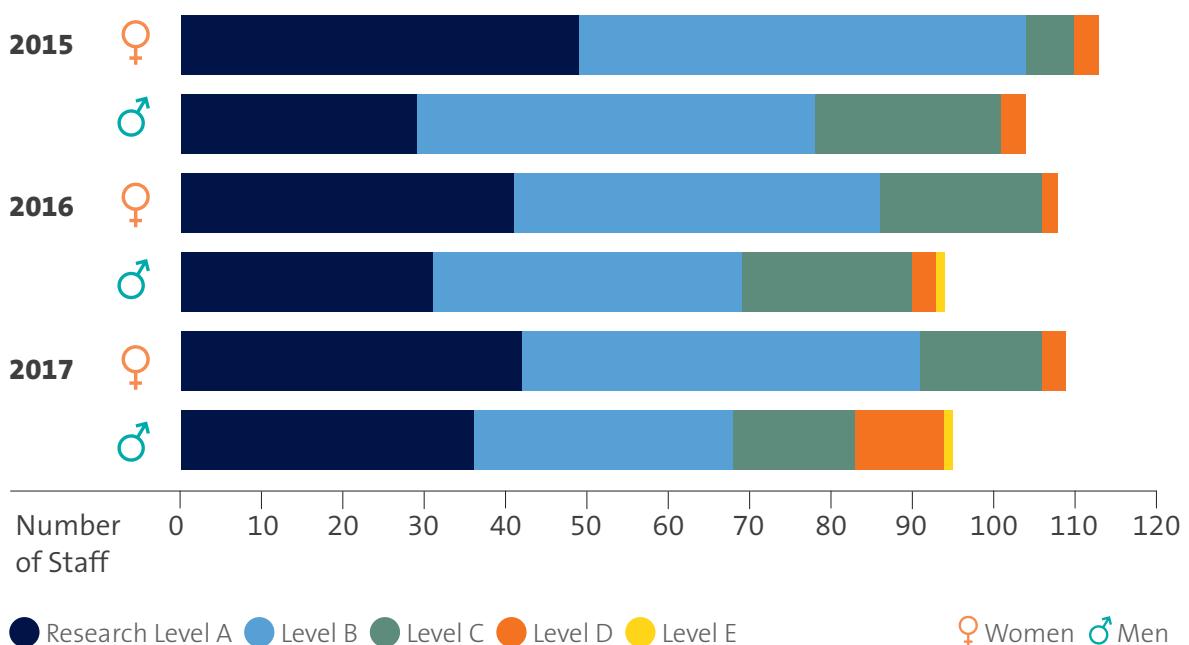


Figure 12. Research-only Academic staff by gender 2015 - 2017.

The University's restructure created a number of separate teaching-only and research-only positions , but data reflecting these new positions will not be available until 2020, following completion of the restructure.

Future analysis of the data will be required to determine whether the new policies and practices improve gender balance (Action 4.1iii.A).

4.1 iii. Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

KEY OBSERVATION

Academic women are well represented across contract functions and academic levels.

ISSUE TO BE ADDRESSED

With the creation of new research-specialist and teaching-specialist roles from 2019, the resultant gender distribution across these roles is not yet known.

The existing teaching-only roles are filled predominantly by women, and there is a need to create a University culture that overtly values teaching (See Section 2).

Refer Actions 2.A and 2.B around communicating our value of teaching and rewarding teachers.

Additional action for Section 4.1iii:

Action 4.1iii.A

January 2021 - June 2021

Collect and analyse data for academic staff by gender and contract function to assess for gender equity. Where any inequity is discovered, actions to account for reasons and to address inequity should occur. (This action links with Actions 4.1iiA and 4.1ivA)

4.1 iv. ACADEMIC LEAVERS BY GRADE AND GENDER

During 2015-2017 Flinders underwent a period of change that included a recruitment freeze, restructuring with associated redundancies, and a voluntary early retirement scheme. The recruitment freeze resulted in a higher number of unrenewed contracts than had occurred previously (Figure 13). This impacted on 2015 and 2016 numbers.

In 2016 there were also a number of redundancies, spread across the academic levels (52% women), but the numbers are too low to separate out and have been included with the end of contract numbers in that year. Similarly, there were a low number of voluntary early retirements in 2016 (42% women), and these have been included with retirement numbers.

As outlined in the explanations above, 2016 saw a peak of contracts ending as well as retirements (Figure 13). The gender split for the end of contracts is reflective of the overall academic gender split, however the number of men retiring in 2016 is higher than would normally be expected and due to the voluntary early retirement scheme.

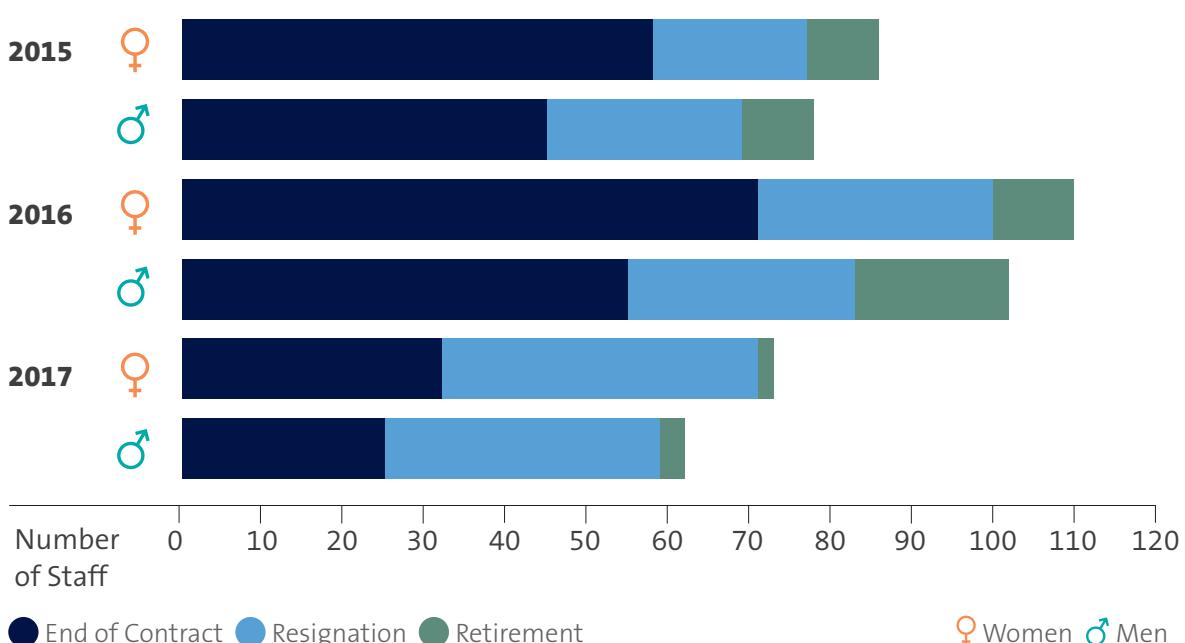


Figure 13. Number of academic leavers by gender and reason 2015 - 2017.

The number of resignations increased in 2017 compared with 2015 and 2016. Again, it is difficult to know to what degree the change processes occurring during this time have impacted. Most resignations during these years occurred at Level B for both genders, however, which suggests a need to consider further if there are actions the University can take to retain these staff (Action 4.1iv.A).

We will continue to collect and analyse this data across the period of the Action Plan to assess whether gender inequity exists once this period of restructuring concludes in 2019 (Action 4.1iv.A).

When considering academic leavers by level, the numbers are too low to report, but have been represented by percentage instead. As can be seen (Figure 14 and 15), for both women and men academic leavers through end of contract, most leavers were at the lower Levels A and B across the years, but with more leavers at higher levels during the change processes of 2016. We will continue to track this data across future years (Action 4.1iv.A).

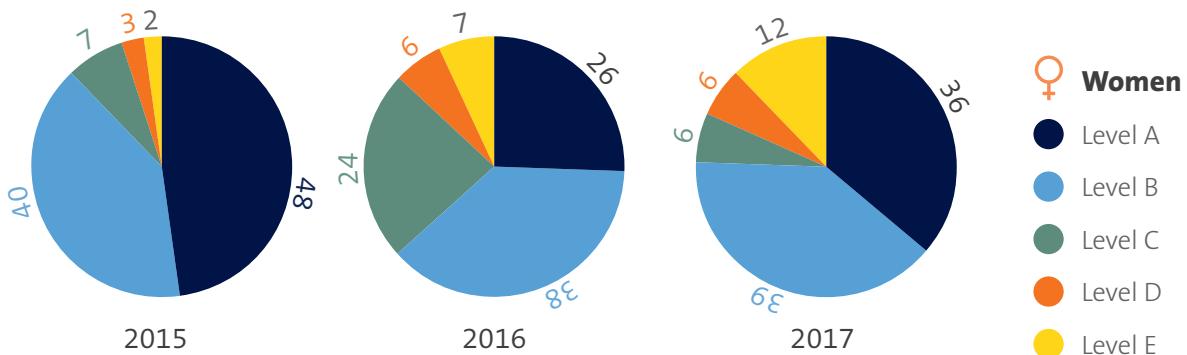


Figure 14. Women Academic Leavers through end of contract 2015 - 2017.

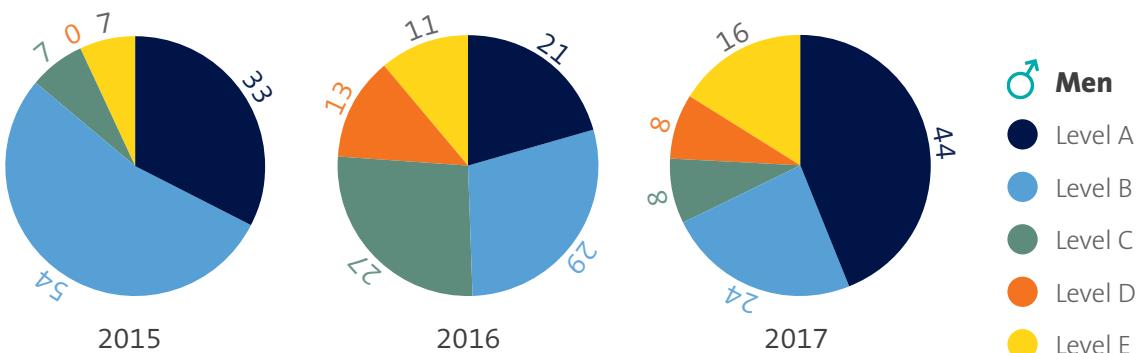


Figure 15. Men Academic Leavers through end of contract 2015 - 2017.

4.1 iv. Academic leavers by grade and gender

ISSUE TO BE ADDRESSED

The 2015 to 2017 period has been one of great change and it is difficult to know whether gender inequity may exist in the area of academic leavers.

Action 4.1iv.A

January 2019 - December 2023

Collect and analyse data for academic leavers by gender, Level and reason for departure to assess for gender inequity. Where any inequity is discovered, actions to account for reasons and to address inequity should occur. (This action links with actions 4.1iiA and 4.1iiiA). Consider particularly whether Level B staff leave in higher numbers than other levels and if further qualitative data needs to be collected to develop actions to reduce this.

4.1 v. EQUAL PAY AUDITS/REVIEWS

We have analysed our Gender Pay Gap (GPG) for over ten years, with more detailed analysis across that time. Level-by-level gaps and overall workforce gaps for both base salary and total remuneration have been calculated and reported on to the Equal Opportunity and Diversity Committee since 2010, including recommended actions for addressing gaps. Analysis of total remuneration has included the elements of allowances, loadings and superannuation rates, where significant gaps of over 3% between gender in a classification level occurred. We have, for example, identified that different levels of superannuation have increased the GPG in some levels, with women more likely to receive the lower rate of superannuation. This anomaly is expected to be corrected with the next Enterprise Agreement, which is currently under negotiation.

With base Salary data (Table 8) few gaps are 3% or higher; Level D at -3% in 2015 was the only academic level with this gap, and this has been addressed across the years (as recently promoted women at lower increments within the level progressed to higher increments). The small numbers of staff at HEO10 and Senior Executives account for the fluctuations across the years, but in 2017 the gaps for both reduced, and in 2018 there was a gap in favour of women for Senior Executives, due to the recruitment activities in 2017 at this level.

Table 8. Gender Pay Gap* level-by-level 2015-2018.

Gender Pay Gap on Base Salary*	2015	2016	2017	2018
Level A	0.59%	0.93%	-2.06%	-1.36%
Level B	1.22%	0.78%	0.29%	-0.71%
Level C	0.04%	0.13%	-0.34%	-0.94%
Level D	-3.00%	-2.11%	-1.74%	-1.46%
Level E	-2.03%	-1.18%	-0.21%	0.00%
HEO2/3	0.06%	-1.23%	-0.03%	3.59%
HEO4	-0.14%	-0.39%	-0.04%	-0.54%
HEO5	-1.51%	-1.81%	-1.33%	-1.79%
HEO6	-0.46%	-0.54%	-0.85%	-0.13%
HEO7	-0.39%	-0.11%	-0.17%	-0.80%
HEO8	-0.98%	-0.43%	-0.91%	-0.55%
HEO9	0.23%	-0.46%	0.12%	0.58%
HEO10	1.16%	-7.63%	-2.99%	-2.04%
Senior Executives**	-6.27%	9.35%	0.33%	4.23%

* Using annualised average salaries of women and men, and calculating the difference between the two as a percentage of women's to men's earnings. A negative percentage equates to women earning less than men.

** Includes both Academic and Professional Senior Executives (due to numbers being too low if separated).

Generally, the gap on base salary increases when the other salary elements are taken into account with Total Remuneration analyses. More gaps over 3% are evident in this analysis (Table 9), although most have decreased to below 3% across the years. The reduction in gap at Level E across these years has primarily occurred due to the retirement/redundancy of staff with higher allowances/loadings during the 2016-2017 restructuring.

Table 9. Gender Pay Gap* level-by-level 2015-2018.

Gender Pay Gap on Total Remuneration*	2015	2016	2017	2018
Level A	-1.35%	-1.02%	-2.58%	-1.42%
Level B	1.16%	1.16%	0.17%	-1.39%
Level C	1.25%	-1.33%	-1.63%	-2.09%
Level D	-3.09%	-1.76%	0.41%	-0.21%
Level E	-5.97%	-5.29%	-3.71%	0.18%
HEO2/3	0.65%	-1.52%	-0.81%	3.57%
HEO4	-4.53%	-5.18%	-2.53%	-3.29%
HEO5	-3.19%	-2.81%	-1.49%	-1.82%
HEO6	-1.06%	-1.54%	-1.85%	-0.68%
HEO7	-1.07%	-0.64%	-0.66%	-1.63%
HEO8	-2.52%	-3.02%	-3.16%	-2.25%
HEO9	2.04%	1.31%	3.29%	4.21%
HEO10	0.12%	-6.47%	-3.75%	-2.36%
Senior Executives**	-7.99%	5.76%	0.49%	4.63%

* Using annualised average salaries of women and men, and calculating the difference between the two as a percentage of women's to men's earnings. A negative percentage equates to women earning less than men.

** Includes both Academic and Professional Senior Executives (due to numbers being too low if separated).

Actions are planned to continue reducing the gaps. We will maintain transparent performance assessment, promotions and recruitment processes (see Sections 5.2ii, 5.1iii and 5.1i actions respectively). GPG-specific actions are to conduct a gender-based job evaluation process (Action 4v.A), to hold senior leaders accountable for GPGs in their areas through developing and monitoring College and Portfolio-specific Action Plans (Action 4v.B), and creating an awareness campaign regarding pay equity and strategies to reduce inequity (Action 4v.C).

In relation to the overall University-wide pay gap (-15.97 on total remuneration in 2018), this has primarily been influenced by the lower proportion of women in senior leadership positions. The University-wide gap was consistently high across 2015-2017 (*Figure 16*) due to our lower numbers of senior women. The 2016-2017 restructuring saw a major change in senior gender balance, consequently improving the University-wide gap. The proportion of senior women in 2018 was 41% (from 22% in 2015).

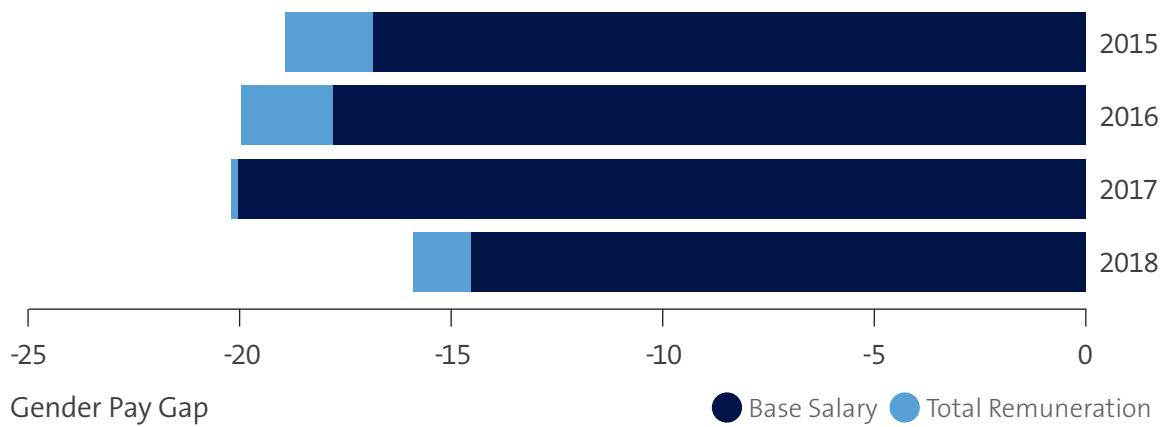


Figure 16. Gender Pay Gaps for total University Academic and Professional Staff 2015 - 2018.

The Vice-Chancellor and our Pay Equity Champion, the Vice-President Corporate Services, are committed to continuing to reduce this University-wide gap, which is now mainly influenced by gender imbalance at Level B (68% women) and Level E (28% women). Actions in Section 5.1iv around increasing the academic output of women (5.1iv.A, 5.1iv.B and 5.1iv.C) will work to increase promotion prospects for these women, and may therefore contribute to a reduction in the University-wide gap. Similarly, actions throughout Section 5.3 that support increased uptake of partner leave and assist women return to work may lessen the impact of career breaks and maternity leave on the trajectory of women's careers.

4.1 v. Equal pay audits/reviews

KEY OBSERVATION

Decreased GPGs in both level-by-level and University-wide analyses have been observed across the 2015 to 2018 period.

ISSUE TO BE ADDRESSED

The University-wide GPGs are still unacceptable and need further reduction.

Action 4v.A

June 2020 - December 2020

Conduct a gender-based job evaluation process, including analysing the language in position descriptions, professional staff classification descriptors and academic profiles

Action 4v.B

January 2020 - June 2023

Colleges and Portfolios will develop awareness of the reasons for GPGs in their areas and develop and monitor Action Plans that support development, progression and retention of women and strategically reduce the GPGs.

Action 4v.C

January 2020 - December 2020

A University-wide awareness-raising and communication campaign will be created to educate staff about GPGs and the range of issues that cause them, as well as the actions planned to reduce inequity.

5. SUPPORTING & ADVANCING WOMEN'S CAREERS

Recommended Word Count: **5000 Words** | Actual Word Count: **5686 Words**

5.1 Key career transition points: academic staff

5.1i. RECRUITMENT

Our recruitment resources include the Flinders Indigenous Engagement Framework and the Appointing Staff – Good Practice Guide which recognises career interruptions and outlines training, equity best practices and search plans for women. People and Culture assists with recruitment processes and delivers regular panel training, referencing the guide. Panel training discusses under-represented groups, unconscious bias and adjustments for people with a disability. Some positions specifically invite applications from under-represented groups (for example women or Indigenous Australians). Panel composition is required by the Appointment Policy to be as gender balanced as possible, with at least one woman and one man. We will develop detailed guidelines to better assist panels, reduce bias and increase success for women (Action 5.1i.B).

The 2015-2017 college restructure and voluntary early retirement scheme affected academic appointments (Table 10). The acceptance rate was extremely high, and due to the low number of declined offers, is not reported by levels or STEMM/Non-STEMM. Similarly, to maintain confidentiality, non-binary gender people are not included in tables and graphs.

Table 10. University-wide Academic recruitment processes 2015-2017 by Gender.

University Wide Academic Recruitment	2015		2016		2017	
	♀	♂	♀	♂	♀	♂
Applicants	357	522	561	661	444	492
Shortlisted	62	53	125	74	102	53
Offer Declined	1	3	1	0	3	0
Appointments	33	27	46	33	27	9
Acceptance Rate	93.3%		98.7%		99.7%	

♀ Women ♂ Men

The proportion of women applicants (Figure 17) is growing each year, nearing 50%. Their shortlisting and appointment success rate exceeds men, and is also increasing.

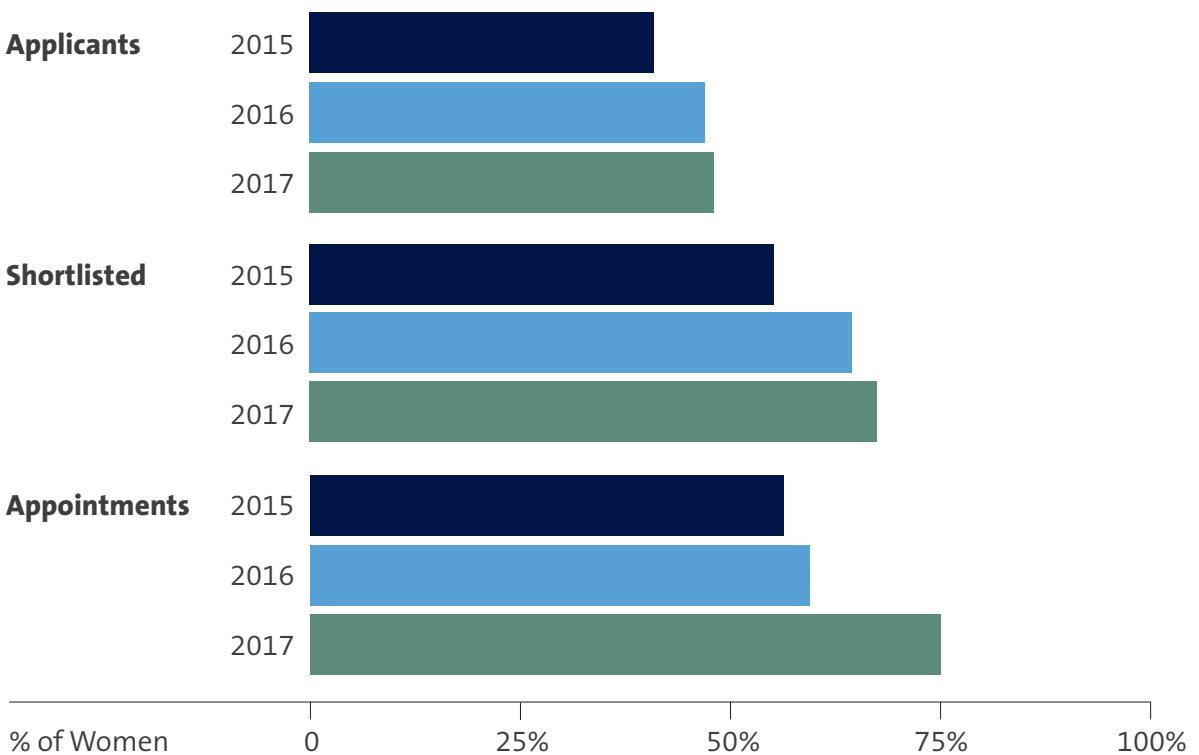


Figure 17. University-wide proportions of women applicants and success 2015 - 2017.

This increased success reflects the guiding principles of the restructure, which introduced training, resources and documentation for applicants as well as panels and continues for ongoing recruitment.

Regarding recruitment across levels, women were highly successful at Level D across 2015-2017 (Figures 18,19 and 20). Success at Level C improved - 15% in 2015, 27% in 2016, 80% in 2017. However the numbers are low (especially at the higher levels) and we will continue to monitor (Action 5.1i.A).

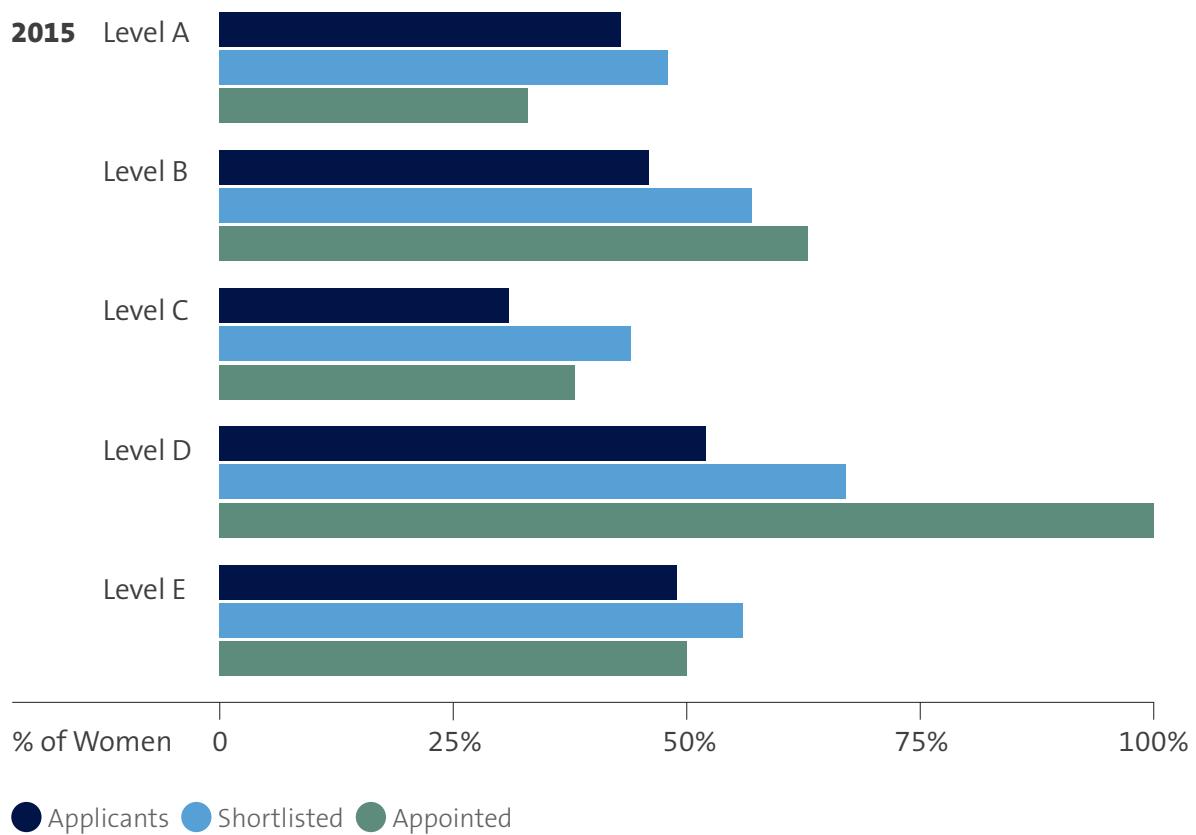


Figure 18. University-wide proportions of women applicants, shortlisting and appointments, by academic level: 2015.

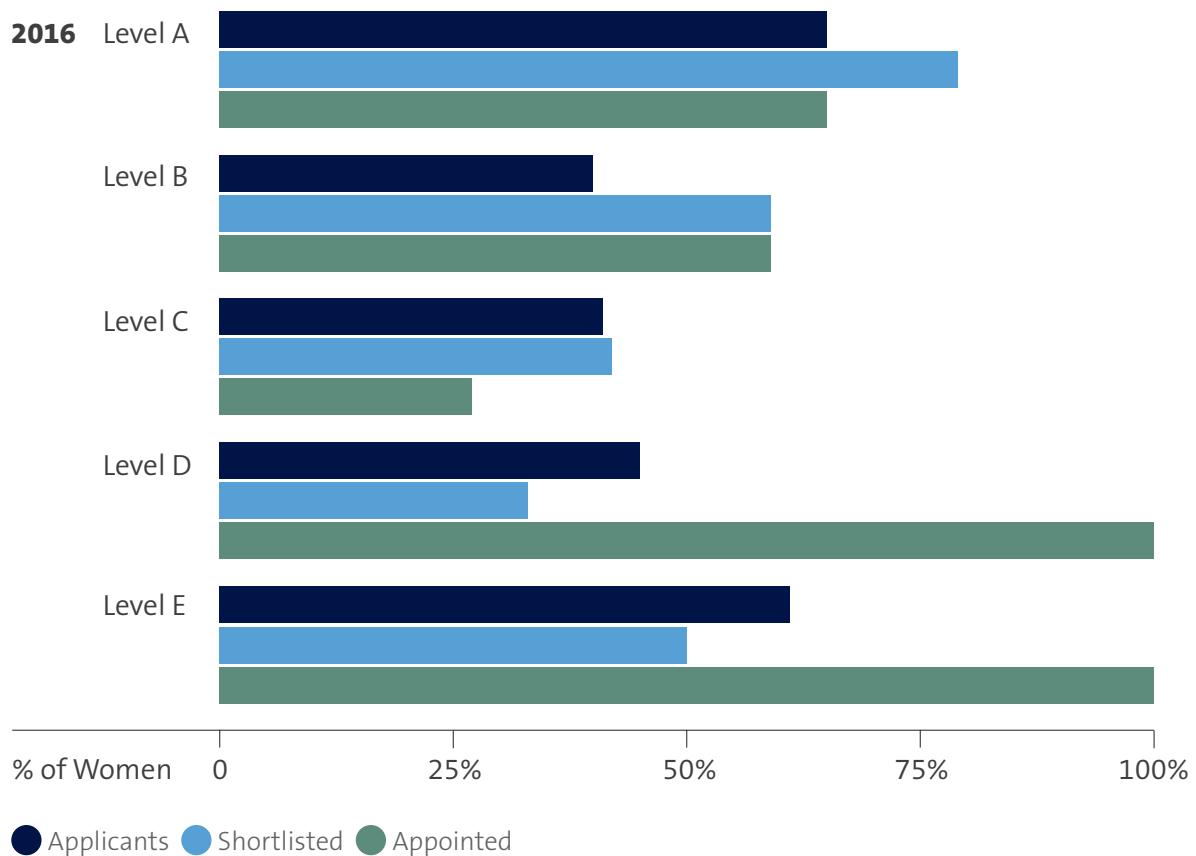


Figure 19. University-wide proportions of women applicants, shortlisting and appointments, by academic level: 2016.

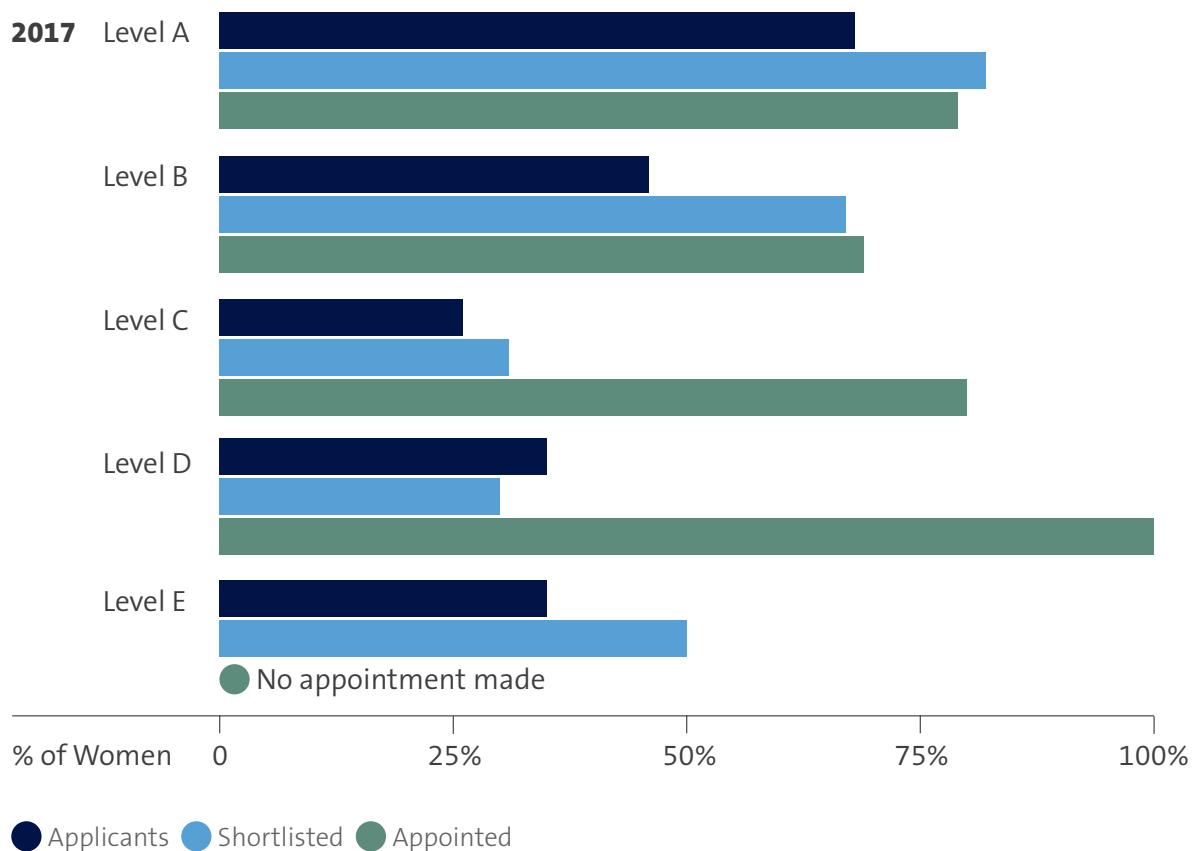


Figure 20. University-wide proportions of women applicants, shortlisting and appointments, by academic level: 2017.

Although **proportions** of applications from women in 2017 reduced at the higher levels, the actual **numbers** of applications from women are not so reduced, except at Level C. Several actions have been developed to encourage more applications from women, including internal women through promotion processes (Action 4.1i.B), and ensuring that applicants' performance is assessed relative to opportunity (Action 5.1i.B).

Women in STEMM Colleges were increasingly successful, noticeably at higher levels, and better than for Non-STEMM (Figures 21 and 22). Again, Level C raises some questions, and closer College-by-College consideration will be part of annual data monitoring and reporting (Action 5.1i.A). With more informed data, a project will be developed to target particularly Level B women, to better enable and encourage them to apply for Level C positions (Action 5.1i.C).

These actions will be included in College annual 'University scorecard performance' reporting to the Senior Executive Team and Vice-Chancellor. Values, including gender equity, must be accounted for with corroborative evidence in this Accountability Cycle.

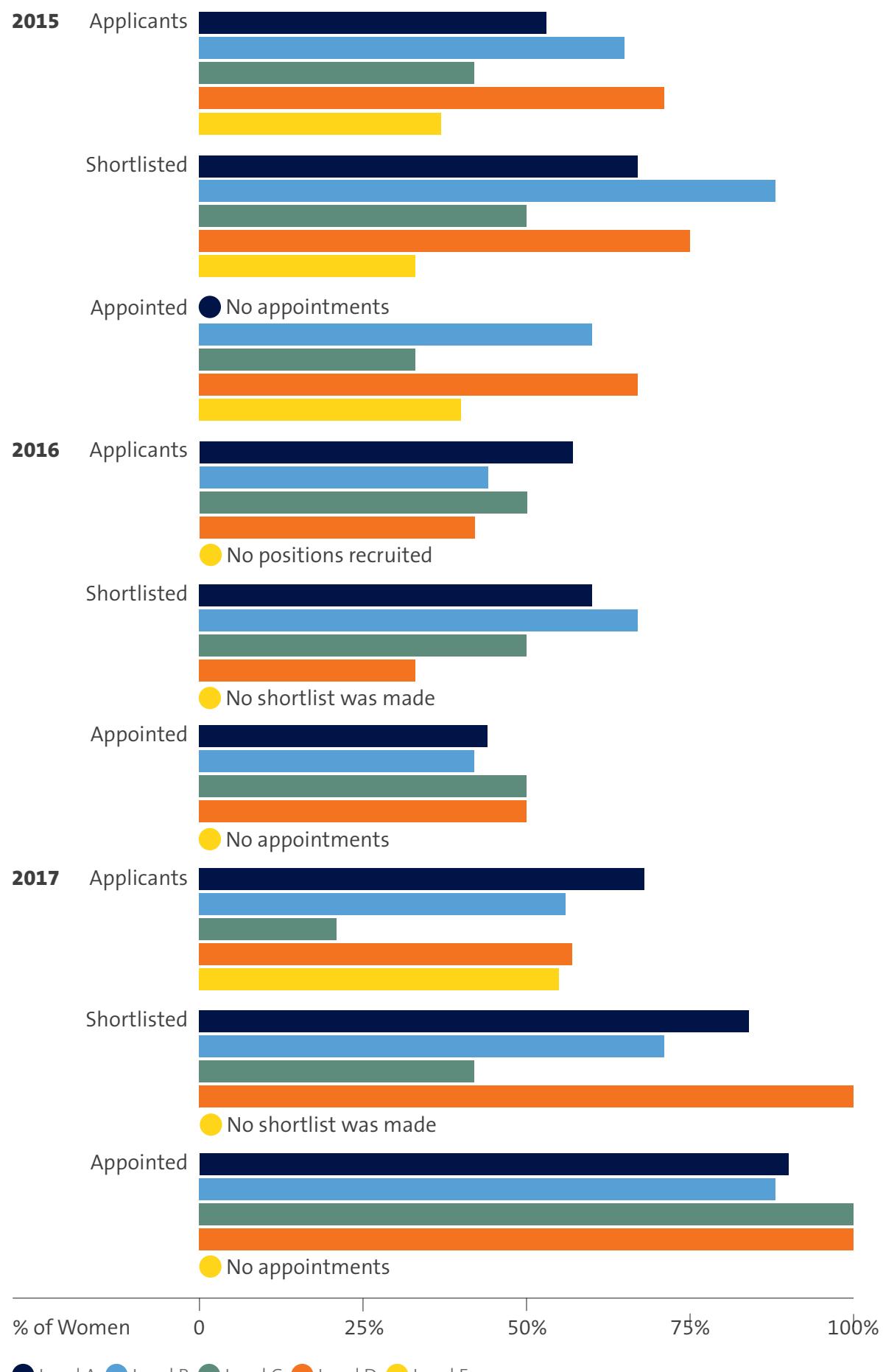


Figure 21. STEMM Colleges: Proportions of women's success compared with men (numbers are low and not reported here to maintain confidentiality).

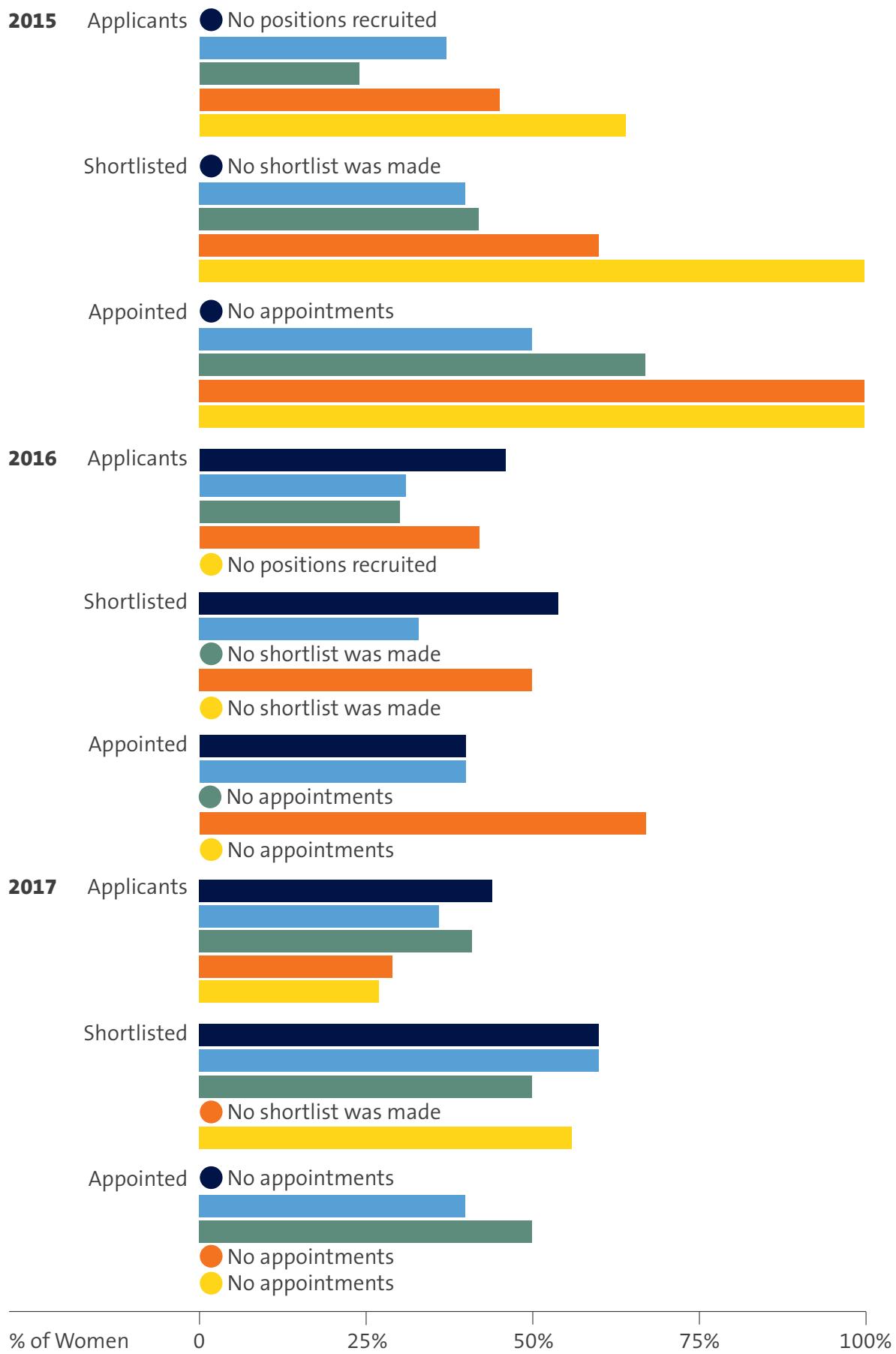


Figure 22. Non-STEMM Colleges: Proportions of women's success compared with men (numbers are low and not reported here to maintain confidentiality).

5.1 i. Recruitment

KEY OBSERVATION

There have been high proportions of successful women applicants at Flinders, even at the higher academic levels.

ISSUES TO BE ADDRESSED

There is a need to ensure that the positive increase in proportions of applications from women does not revert to less than 50%, and to ensure continued success of appointment at the higher levels (as well as Level C).

There is a particular need to understand barriers and how to mitigate them for women at Level B to apply for Level C.

Action 5.1i.A

January - June each year

Collect and analyse gender recruitment data by application, short-listing and appointment stages, across levels (with a particular focus on Level C) and by Colleges. Reports to be presented each October by Colleges and Corporate Services to Equal Opportunity and Diversity Committee, which shall then report, with recommendations to the Vice-Chancellor.

Action 5.1i.B

January 2020 - June 2021

Develop guidelines for recruitment panels to assess applicant performance relative to opportunity. (Link this action with action 5.1iiib which develops similar guidelines for promotion panels.) Additional guidelines to be developed for recruitment panels to interrogate their process for any inherent bias.

Action 5.1i.C

January 2020 - June 2022

With the aid of data collected under 5.1i.A consider what resources would assist women at Level B to apply for Level C. The project should include seeking feedback via workshop and survey from Level B women, to inform development of resources.

5.1 ii. INDUCTION

Flinders University has mandatory induction for all new staff, consisting of eleven modules (Table 11).

Table 11. Academic mandatory induction training courses 2015-2017.

Academic Induction Training Course	Responsible Department
Introduction to Flinders University	Office of Communication, Marketing and Engagement and People and Culture (P&C)
Workplace Health and Safety	Work Health and Safety
Equal Opportunity	EO
Security	Security
Employment Conditions and Contacts	P&C
Employment Responsibilities	P&C
University Staff Responsibilities	P&C
Services offered by various units/departments	P&C
Flinders Foundations of University Teaching	Centre for Innovation, Learning and Teaching
Work Integrated Learning	Centre for Innovation, Learning and Teaching
Higher Degree by Research Supervision	Centre for Innovation, Learning and Teaching

In response to feedback that face-to-face sessions were difficult to attend and time-consuming, an online program was developed. Introduced in 2018, it's more easily accessible. The EO and P&C modules contain information/links to policies/resources around parental and other leave, breastfeeding facilities/supports, flexible working policies and proactive opportunities such as Ally Network membership. The EO module also includes the requirement to complete EO Online, a more comprehensive course, and supervisors complete an additional module.

Staff must complete the online induction in their first 3 months and reminder and supervisor follow-up occurs. Completion rates are monitored and tracked monthly. Since commencing online delivery, induction completion rates are higher and more timely than the previous face-to-face workshops. The system also provides a record of completions for staff and collects feedback, with evaluation and review commencing in 2019. This will be included in the Athena SWAN Action Plan (Action 5.1ii.A), enabling comparisons of differences in feedback from STEMM/Non-STEMM, genders or academic levels.

5.1 ii. Induction

ISSUE TO BE ADDRESSED

With the recent introduction of online induction it is not known if there are any differences in completion rates or in the feedback according to STEMM/Non-STEMM, gender or academic level.

Action 5.1ii.A

January 2020 – June 2020

Review the online induction program completion rates, time taken before completion, and feedback with particular consideration as to any differences between STEMM/Non-STEMM, gender or academic levels.

5.1 iii. PROMOTION

All academic staff except casuals are eligible to apply for promotion. Fixed- term staff require a cumulative appointment of at least three years. Applicants must show evidence of sustained high performance at their current level, and of their ability to perform at the level to which they seek promotion.

During 2015-2017 Level B-E Promotion Panels were University-wide, however from 2018, Level B and C applications have been considered by panels within the relevant College. Level D and E Panels continue as University-wide.

For many years Flinders had an extra academic level between Levels D and E, called D+, providing a step between Levels D and E, particularly for women. Data across the years, however, did not support benefit for women and Level D+ was removed after 2017. We will therefore include an action tracking promotions from Level D to Level E across this Action Plan, to assess whether the removal of Level D+ has affected women's promotion to Level E (Action 5.1iii.A). The tables below include data for Level D+, as it existed 2015-2017.

Most success rates were 50% or greater for both genders (Table 12). This is partly due to information sessions and the robust nature of the peer review panel assessment of applications. The four promotion panels (for Levels B, C, D and D+/E) consisted of two Deputy Vice-Chancellors and two academic staff members from each College of at least the classification level being applied for, balanced for gender. Members are appointed for a three-year term.

Special circumstances can be outlined in a specific section of the application, enabling panellists to consider performance relative to opportunity. This includes part-time staff, those on short-term contracts, career breaks, caring responsibilities or other equity characteristics warranting adjustment. The Equity Manager discusses equity issues with panel chairs before panel meetings.

Panels have recognised performance relative to opportunity by calculating full-time equivalent from an applicant's part-time status across the years being assessed. While this has assisted, it falls short of the full impact of part-time working, and misses other special circumstances. We will therefore develop detailed guidelines for assessing performance relative to opportunity (Action 5.1iii.B).

Table 12. Academic Promotion: Numbers of applicants and success rates by gender.

Level	Number of Applicants		Number of Successful Applicants		% Successful Applicants	
	♀	♂	♀	♂	♀	♂
2015	B	5	0	5	0	100% 0%
	C	12	10	8	6	67% 60%
	D	8	9	5	6	63% 67%
	D+/E	4	1	3	0	75% 0%
	E	2	6	2	6	100% 100%
2016	B	3	1	2	1	67% 100%
	C	19	12	13	4	68% 33%
	D	14	12	12	9	86% 75%
	D+/E	5	3	1	1	20% 33%
	E	0	2	0	1	- 50%
2017	B	5	1	4	0	80% 0%
	C	15	17	13	11	87% 65%
	D	15	10	10	5	67% 50%
	D+/E	9	11	5	9	56% 64%
	E	1	0	0	0	0% -

♀ Women ♂ Men

STEMM and non-STEMM data below (Table 13) show similar success rates for both genders, but low numbers make conclusions difficult. When the 3 years are combined, STEMM applicants of 64 women and 56 men were higher than the non-STEMM 47 women and 30 men. Success rates for STEMM were also higher across the combined period, with STEMM women 72% and men 64%, while non-STEMM women's success rate was 64% and men's 54%. Notably, numbers of applicants and success-rates were higher for women than for men in STEMM, and non-STEMM disciplines.

Table 13. 2015-2017 Applicants and success by gender for STEM and Non-STEMM.

Level		Number of Applicants		Number of Successful Applicants		% Successful Applicants	
		♀	♂	♀	♂	♀	♂
STEMM							
2015	B	3	-	3	-	100%	-
	C	3	8	1	4	33%	50%
	D	4	5	3	3	75%	60%
	D+/E	2	1	2	0	100%	0%
	E	1	4	1	4	100%	100%
2016	B	3	-	2	-	66%	-
	C	9	4	8	2	89%	50%
	D	7	9	6	7	86%	78%
	D+/E	3	2	1	1	33%	50%
	E	-	1	-	1	-	100%
2017	B	3	-	2	-	66%	-
	C	9	9	8	5	89%	56%
	D	10	7	6	5	60%	71%
	D+/E	7	6	3	4	43%	67%
	E	-	-	-	-	-	-
Non-STEMM							
2015	B	2	-	2	-	100%	-
	C	6	2	3	2	50%	100%
	D	3	4	2	3	66%	75%
	D+/E	2	-	1	-	50%	-
	E	1	2	1	2	100%	100%
2016	B	-	1	-	1	-	100%
	C	9	7	4	2	44%	29%
	D	6	3	5	2	83%	66%
	D+/E	2	1	0	0	0%	0%
	E	-	1	-	0	-	0%

Level	Number of Applicants		Number of Successful Applicants		% Successful Applicants	
	♀	♂	♀	♂	♀	♂
2017						
B	1	-	1	-	100%	-
C	6	6	5	4	83%	66%
D	5	3	4	0	80%	0%
D+/E	3	5	2	3	67%	60%
E	1	-	0	-	0%	-

♀ Women ♂ Men

Unfortunately promotions data have been stored in a format that does not interact well with other employment data/reporting systems, and we are unable to identify the part- or full-time status of applicants. The introduction of the new HR system should enable this data to be better captured and more accessible to enquiries such as this, so deeper review will occur when that system is fully operational (Action 5.1iii.C).

5.1 iii. Promotion

ISSUES TO BE ADDRESSED

1. We need to consider whether there has been any unforeseen impact with the removal of Level D+ after the 2017 promotion round.
2. Our current methods for assessing performance relative to opportunity are limited.

Action 5.1iii.A

January 2019 - December 2023

Continue to monitor rates of promotion, with a particular lens towards rates of promotion to Level E by gender, and whether there is any change from 2018 onwards, with the removal of Level D+.

Action 5.1iii.B

January 2020 - June 2021

Develop guidelines for assessing performance relative to opportunity which includes discussion paper for consultation (survey, focus group) and enables development of the guidelines. Link this action with Action 5.1i.B which develops similar guidelines for recruitment panels and 7.C guidelines for intersecting identities.

Action 5.1iii.C

June 2020 – December 2020

Analyse promotion data according to areas of the University, gender, academic levels and part/full-time status to ascertain any difference in success rates. Where inequity is discovered, actions to address should occur.

5.1 iv. HIGHER EDUCATION RESEARCH DATA COLLECTION (HERDC)

During the period 2011-2015, our HERDC reports outlined the number of Academic outputs attributed to Flinders University staff at 15,091. Analysis of the data for each of the Colleges reveals that there was at least one woman author for more than 50% of the papers published for the Colleges of:

- > Education, Psychology and Social Work
- > Humanities, Arts and Social Sciences
- > Nursing and Health Science

The comparative figures for the Colleges of:

- > Business, Government and Law
- > Medicine and Public Health
- > Science and Engineering

are less than 50% (Table 14).

The lower proportion of women in the College of Science and Engineering is largely responsible for the lower proportion of papers in that College with at least one woman author. We anticipate actions outlined in Section 2 will help increase papers by women in that College (Actions 2.C and 2.E). The College of Medicine and Public Health, however, has a higher proportion of women academics (Table 4), so the low proportion of women authors in this College requires particular focus. We will collect qualitative data for these Colleges through workshops and focus groups (Action 5.1iv.A) in order to determine reasons for low numbers of women authors. This will occur across the entire action plan period, regularly checking with women to assess the effectiveness of our assistance. One possible action would be to pair early-career women researchers with academic staff who have regular publications - a suggestion we will take to focus groups.

Table 14. Percentage of academic papers with at least one female/male author.

Organisational Unit	1+ ♀	1+ ♂
Flinders University	43.5%	71%
College of Business, Government and Law	34.8%	69.4%
College of Education, Psychology and Social Work	57.8%	53.5%
College of Humanities, Arts and Social Sciences	50.7%	53.8%
College of Medicine & Public Health	41.6%	73.9%
College of Nursing & Health Sciences	66.2%	45.9%
College of Science & Engineering	22.5%	88.1%
Other Organisational Offices	49.1%	55.4%

● Non STEMM Colleges ● STEMM Colleges ♀ Women ♂ Men

Our data for Academic grant income 2011-2016 shows that average income for academic women is lower than men in all Colleges (Table 15). These concerning statistics require a similar long-term action to 5.1iv.A – collection of qualitative data from women across the University, development with them of actions to assist their grant writing, and follow-up across the years of the action plan to adjust actions according to their feedback (Action 5.1iv.B).

Table 15. Average female and male academic income for 2011-2016.

Organisational Unit	♀	♂
Flinders University	\$246,577	\$412,289
College of Business, Government and Law	\$50,038	\$300,092
College of Education, Psychology and Social Work	\$106,755	\$241,124
College of Humanities, Arts and Social Sciences	\$201,395	\$389,924
College of Medicine & Public Health	\$305,087	\$406,626
College of Nursing & Health Sciences	\$289,165	\$586,464
College of Science & Engineering	\$365,912	\$471,588
Other Organisational Offices	\$54,809	\$125,912

● Non STEMM Colleges ● STEMM Colleges

♀ Women ♂ Men

5.1 iv. Higher Education Research Data Collection (HERDC)

ISSUES TO BE ADDRESSED

Lower (HERDC) output from Academic women in the Colleges of Science and Engineering and Medicine and Public Health.

Lower value of average Academic women grant income.

Action 5.1iv.A

January 2020 - December 2023

Engage women Academic staff in Colleges of Science and Engineering and Medicine and Public Health via focus groups and surveys to discern how the University can better support their writing. Develop a summary paper of the feedback with recommended actions.

Action 5.1iv.B

January 2020 - June 2020

Based on summary paper (5.1iv.A), Colleges of Science and Engineering and Medicine and Public Health develop and initiate a strategy and actions to increase published papers by women.

Action 5.1iv.C

January 2020 – December 2023

Engage academic women across the University to discuss the factors associated with grant writing and attracting grant income (focus groups/survey) and develop actions to assist. Follow up with women will occur each 12 months to review effectiveness of the University assistance.

5.2 Career development: academic staff

5.2i. TRAINING

Flinders offers academic staff career development, leadership and diversity/equity training through:

- > Research Development and Support
- > Centre for Innovation, Learning and Teaching
- > Professional Development Unit
- > External consultancies

More women than men across STEMM Colleges accessed the full range of training (Figure 23) except in Science and Engineering, where the proportion approached 50%. This aligns with anecdotal evidence that suggests many men do not prioritise training. The ratios of women to men accessing Researcher Development training are 60% or higher, suggesting an appetite to increase effectiveness. Improvements in the HERDC gender data (Section 5.1iv) may become evidence in the future.

Non-STEMM colleges display a similar pattern of more women undertaking training (Figure 24), even where women are in a lower proportion in Business, Government and Law.

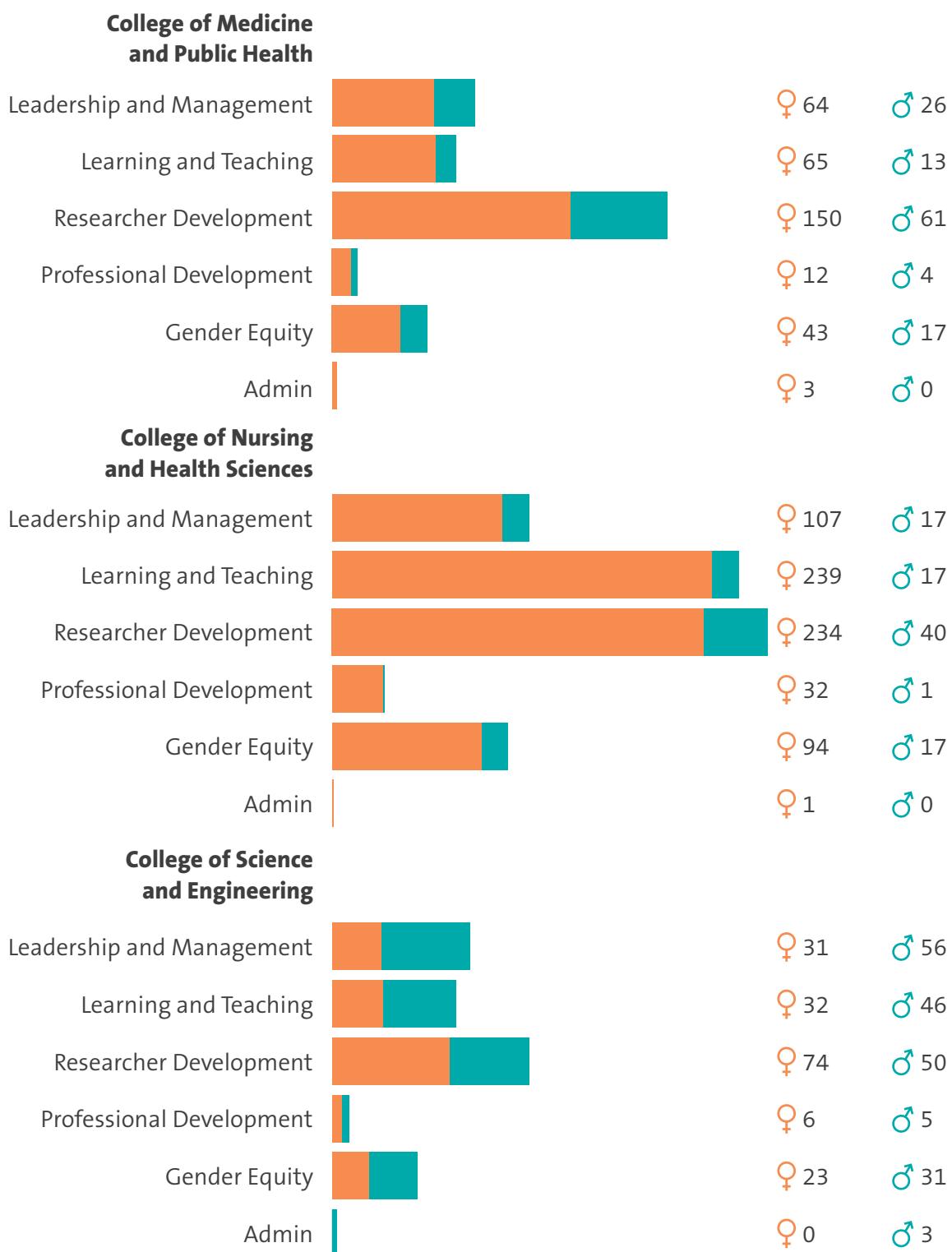


Figure 23. Training undertaken by Academic Staff in STEMM Colleges during 2015-2017.
Note: staff may have attended multiple training opportunities within each category.

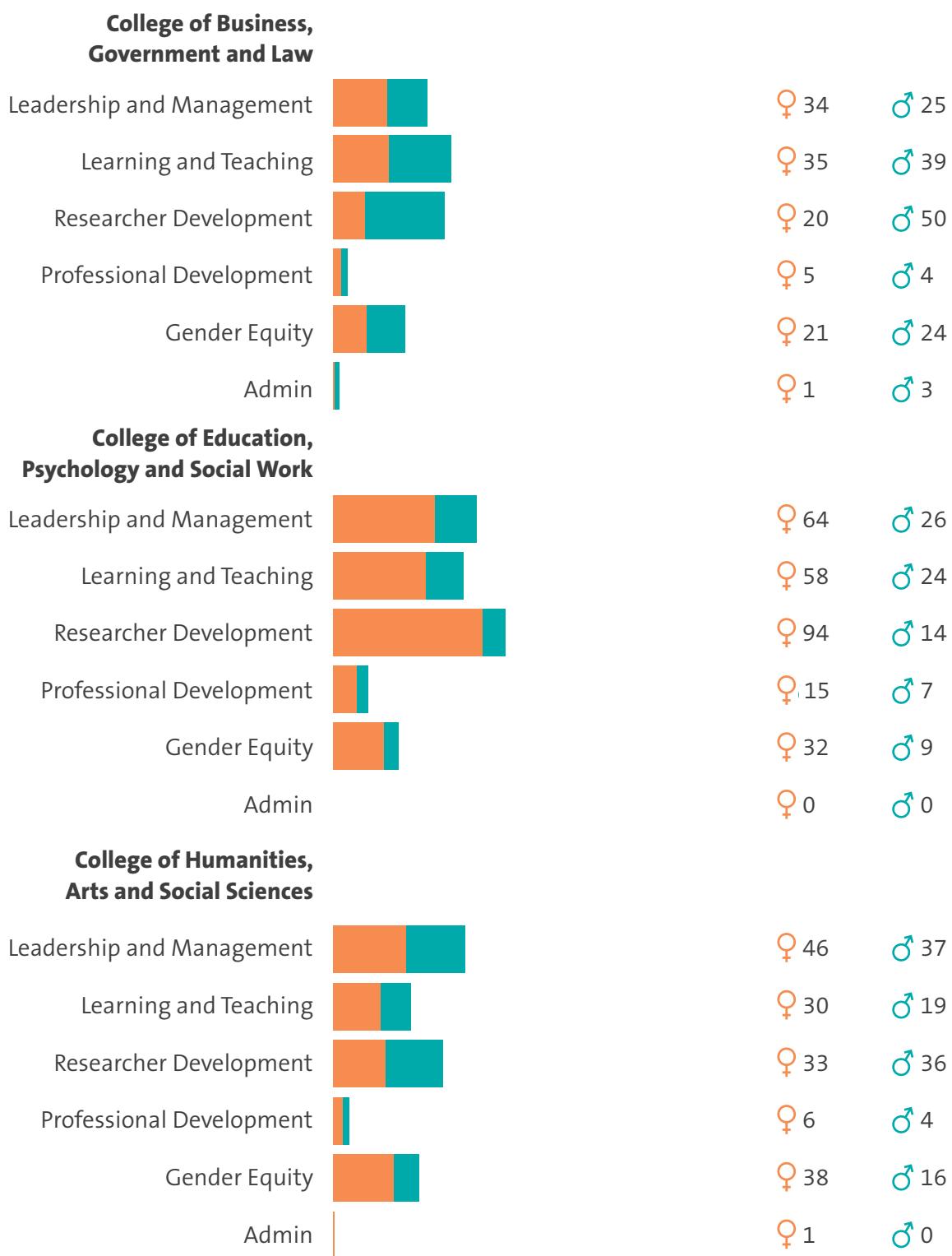


Figure 24. Training undertaken by Academic Staff in Non-STEMM Colleges during 2015-2017.

Note: staff may have attended multiple training opportunities within each category.

University changes during this period may have affected these figures, and collection and analysis of data across the Action Plan is necessary to get a better picture of who accesses training. Although all areas collect feedback from participants, we don't know reasons why certain groups may not access training. Additionally, we have limited understanding how training may impact on academic output and career progression because our current data does not include academic levels.

Our 2018 Your Voice survey showed the proportion of staff who agreed the University is committed to ongoing training and development declined to 51% from 69% in 2015. There was a similar reduction (62% to 52%) in those who felt the training they received improved their performance. Notwithstanding the results may be influenced by the restructure, we are concerned by these data and plan action for more sophisticated data collection, analysis and response (Action 5.2i.A).

Recognising that many higher degree research (HDR) students may be our future staff, we assessed their take-up of available programs, including critical thinking, questionnaire design and career development.

Given HDR student numbers during 2015-2017 (Table 16), the relatively low numbers accessing training (Table 17) is disappointing. Feedback from 2017 focus groups indicated many HDR students would like to participate in career development training, but didn't know it was available. Action 5.2i.B will raise awareness of such training.

Table 16. Higher Degree Research Student Enrolments for the period 2015-2017.

Responsible College	2015			2016			2017		
	♀	♂	Total	♀	♂	Total	♀	♂	Total
Business Government & Law	82	91	173	76	77	153	73	68	141
Education, Psychology & Social Work	84	23	107	102	30	132	113	32	145
Humanities, Arts & Social Science	130	102	232	115	99	214	93	84	177
Medicine & Public Health	90	95	185	104	87	191	102	85	187
Nursing & Health Sciences	125	35	160	130	30	160	110	30	140
Science & Engineering	141	205	346	145	198	343	135	184	319
Grand Total	652	551	1203	672	521	1193	626	483	1109

● Non STEM Colleges ● STEMM Colleges

♀ Women ♂ Men

Table 17. Career Development Training undertaken by Higher Degree Research Students during the period 2015-2017.

Flinders University College	♀	♂
Business Government & Law	25	24
Education, Psychology & Social Work	127	26
Humanities, Arts & Social Science	44	48
Medicine & Public Health	53	28
Nursing & Health Sciences	151	17
Science & Engineering	104	104

● Non STEMM Colleges ● STEMM Colleges

♀ Women ♂ Men

5.2 i. Training

ISSUES TO BE ADDRESSED

The University needs to develop a more sophisticated data set, to better understand gender, academic level and College differences in uptake of training and development opportunities, and the reasons for lower 2018 Your Voice ratings.

Higher Degree Research students are not aware of all training and development opportunities open to them and proportions of students accessing these are low.

Action 5.2i.A

January 2020 - December 2020

When the new Human Resources system is fully operational, collect analyse and compare data for training participation by College, gender and grade. Qualitative data collection through focus groups and survey will also occur, to seek a better understanding of the 2018 Your Voice results and how to improve these ratings. A paper summarising qualitative and quantitative data analysis and associated recommendations to be provided to the Senior Executive Team in early 2021.

Action 5.2i.B

October 2019 - April 2020

Develop and initiate strategies to raise awareness about HDR career development training opportunities.

5.2 ii. APPRAISAL/DEVELOPMENT REVIEW

The Academic Staff Performance Review Scheme is designed to review regularly the performance and professional development of staff, and to assist supervisors and staff members to jointly plan work and achieve desired goals.

During 2015-2017, all Flinders Academic staff were required to undertake an annual performance development review. Supervisors had responsibility for undertaking reviews and were provided with the opportunity to attend training to learn/enhance their performance review management. Table 18 outlines elements expected to be included in reviews.

Table 18. Elements included in Academic Staff Performance Review.

University expectations and values	Innovation practices and achievements
Staff member's contract and position	Scholarship of teaching e.g. grants, prizes, publications etc
Leave taken	Research outputs, goals and strategies
Training undertaken (mandatory and non mandatory)	Goals and strategies for non-traditional outputs
Probationary status	HERDC/ECR research income
Teaching topics, goals and strategies	Higher degree by research supervision (where relevant)
Aggregated student evaluation of teaching	Research professional development, leadership and excellence
Peer evaluation review	Service and leadership roles, goals and strategies

In 2017 Flinders recognised it wasn't collecting data on which supervisors were participating in training. Staff were invited to participate in focus groups to provide feedback about the performance review process. Feedback concluded that:

- > Some staff received reviews and applied outcomes which resulted in career progression benefits
- > Some staff did not receive reviews but would have liked them and appreciated the potential benefits
- > Some staff perceived supervisor bias (conscious and unconscious) and/or discrimination in relation to not receiving a review or during the review process
- > Some staff did not have the confidence to request a review.

In 2018 a new performance development review template was developed and trialled, with refinements made in response to feedback. The template aligns to the workload model and includes pre-populated data for research, teaching and peer review, and is designed for structuring collaborative conversations. Supervisors must now attend training, to learn/ enhance supervisory performance review management. Review and evaluation feedback strategies will be implemented annually.

As reflected in focus group feedback, Performance Reviews have not always occurred, and the new template and training will be linked with the new HR system to monitor Performance Review completion (Action 5.2ii.A). Additionally, more emphasis will be placed on supervisor/staff member discussion around workload and work/life balance (Action 5.2ii.B).

5.2 ii. Appraisal/development review

ISSUE TO BE ADDRESSED

In the past, completion data for Performance Reviews has not been collected, and focus group feedback highlighted a number of supervisors have not conducted annual reviews.

Action 5.2ii.A

January 2020 - June 2020

Once the new HR system is operational, track Performance Review completion data and follow up where completion of reviews has not occurred.

Action 5.1ii.B

June 2019 - August 2019

Ensure the Performance Development Review template includes a section for a staff member to outline their aspirations in relation to workload and work/life balance and how these align with career development.

5.2 iii. SUPPORT GIVEN TO ACADEMIC STAFF FOR CAREER PROGRESSION

The new online performance review templates (Section 5.2ii) include sections relating to career progression, and improved training for Supervisors is being rolled out university-wide. Additionally, as part of the Professional Services Project, People and Culture staff are now physically located within Colleges, increasing accessibility for staff seeking career progression guidance.

We also offer a number of mentoring programs and networking support to staff and postgraduate students (Table 19).

Table 19. Flinders University Mentoring Programs, Networking and Support Resources.

Industry Mentoring	STEMM Women
Network in STEM - Medical Technologies and Phamaceuticals Program	STEMM Women Branching Out
Network in STEM - Mineral Resources and Energy Resources (including renewables)	Leader Lab - a program for female STEMM postgraduates
Academic Development Skills	Leadership and Careers Mentoring
Writing and Editing Your Thesis	Early Career Researcher Mentoring Scheme
Computer Skills	Careers in STEM networking events
Statistic Skills	Building Research Leaders
Seven Secrets of Highly Successful Research Higher Degree Students	Career Pathways
International Student Specific	Early Career Researcher Professional Development Program
English Writing for International Students	Thinker in Residence
Placement Mentoring	Writing and Editing Your Thesis
Work Integrated Learning	Computer Skills Statistic Skills
Observational Professional Experience Placement	Seven Secrets of Highly Successful Research Higher Degree Students
Internships	International Student Specific
	English Writing for International Students
Other Networking Support Resources	
Early-Mid Career Researcher Network Emails	
Careers in STEM networking events	

A well-respected mentoring example is our Early Career Researcher Mentoring Scheme. Dating back to 2012, it has mentored more than 150 early career researchers. Its benefits include increasing academic publications and grants, assistance to achieve promotion and providing insight into how to build capacity and be strategic.

“ As a direct result of being in the mentoring scheme I've written many more papers and grant applications; in particular this scheme has highly impacted on my publication output - I've written and submitted seven manuscripts in the last six months - up from zero in the previous six months.

Quote from past program participant

It is an annual scheme that provides a mentoring opportunity to researchers up to ten years post-PhD conferral, supporting those who are, or transitioning to, mid-career status. Each mentee is assisted in developing and maintaining a one-on-one mentoring partnership with a mentor, who is a senior Flinders academic matched to a mentee's requirements. Researcher development opportunities are also offered to mentees throughout the year.

Women participated in this program in good numbers between 2015-2017 (Table 20), but given the disappointing HERDC statistics (Section 5.1.iv) the University needs to consider whether a specific program along these lines is needed for women, and in particular (Actions 5.1iv.A and B) for women in the Colleges of Science and Engineering and Medicine and Public Health.

Table 20. Participants in the Flinders University Early Career Researcher Mentoring Scheme 2015-2017.

Early Career Researcher Mentoring Scheme	♀	♂
2015	15	3
2016	10	11
2017	11	7

♀ Women ♂ Men

5.2 iii. Support given to academic staff for career progression

KEY OBSERVATION

Flinders' well-recognised Early Career Researcher Mentoring Scheme has been in place since 2012, with over 150 early career researchers mentored since then and highly positive feedback from participants.

ISSUE TO BE ADDRESSED

The HERDC data in Section 5.1iv outlines lower output from academic women in the Colleges of Science and Engineering and Medicine and Public Health and lower average income in women across all Colleges, raising the question of what more can be done to assist academic women (see Actions 5.1ivA and B).

Action 5.2iii.A

June 2020 - December 2020

Once outcomes of investigations in Actions 5.1iv.A, and B are known, review the provisions of the current Early Career Researcher Mentoring Scheme, with a view to providing specific provision for women, and particularly women in the Colleges of Science and Engineering and Medicine and Public Health.

5.3 Flexible working and managing career breaks

5.3i. COVER AND SUPPORT FOR MATERNITY AND ADOPTION LEAVE: BEFORE LEAVE

Eight days ante-natal leave is available for pregnancy-related reasons. Unpaid adoption leave is available to attend appointments pre-dating the child's placement.

We have surveyed our returning maternity leavers since 1998. The most recent 2015-2017 survey results (Figure 25) emphasise the range of supports they accessed before taking leave.

Twice-yearly Maternity Leave Forums were initiated in response to earlier feedback to improve knowledge of available supports. In 2015-2017, all respondents were aware of the option of working closer than 6 weeks before their expected delivery date, for example.

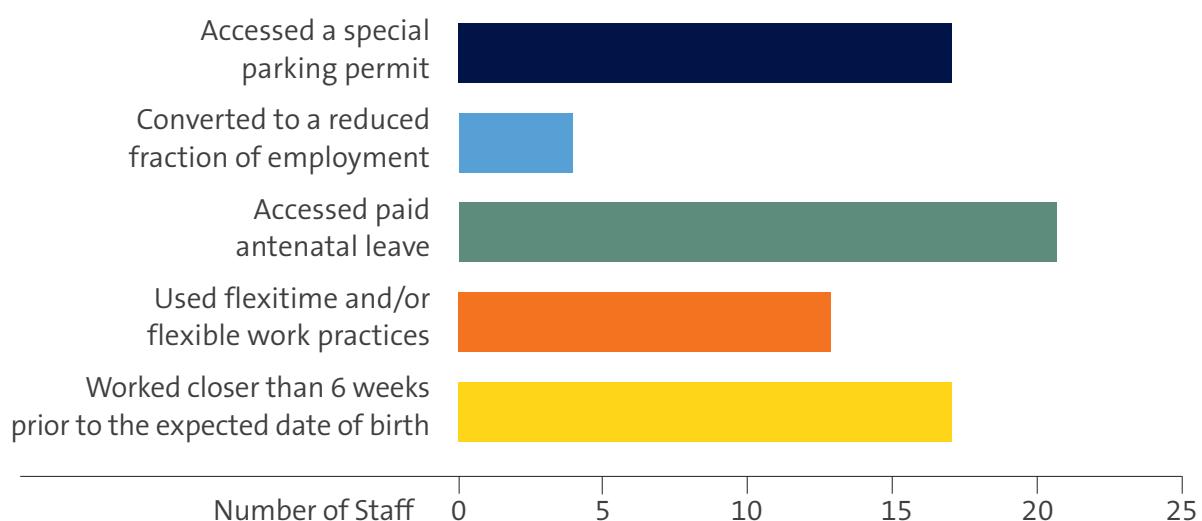


Figure 25. Maternity leave support accessed before leave 2015-2017.

To inform a small number of respondents or supervisors unaware of some supports, we will feature articles in our all-staff newsletter (Action 5.3i.A). We will also raise awareness by updating our Pregnancy and Parenting Online Community (Action 5.3i.B). Action 5.3i.C seeks to expand supervisor knowledge of supports.

5.3 i. Cover and support for maternity and adoption leave: before leave

KEY OBSERVATION

Flinders University has been engaging staff (including supervisors and people of all genders) for many years through Maternity Leave Surveys and Maternity Leave Forums.

ISSUES TO BE ADDRESSED

Some staff and supervisors are still unaware of the full range of supports available for maternity leavers before they commence leave.

Action 5.3i.A

June 2019 - December 2019

Profile staff using supports, in particular special parking permits and antenatal leave, in articles in Flinders in Touch weekly newsletter, and include examples in online orientation training.

Action 5.3i.B

January 2020 - June 2020

Review the Pregnancy and Parenting Online Community online networking forum and consider ways of making this more accessible as a communication mechanism and to facilitate collection of feedback.

Action 5.3i.C

June 2019 - December 2019

Develop an online module for supervisors outlining their responsibilities to pregnant staff and partners, and the provisions available to them, before, during and upon return from leave.

5.3 ii. COVER AND SUPPORT FOR MATERNITY AND ADOPTION LEAVE: DURING LEAVE

Staff with 12 months service can access paid leave, with new entitlements currently being finalised (Figure 26).

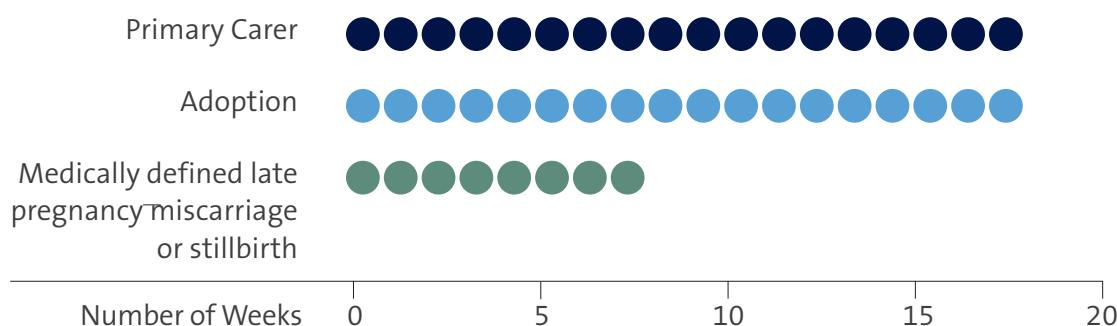


Figure 26. Paid periods of leave for staff that have completed 12 months of continuous services at the University.

Primary Carer Leave has been accessed more by professional women than early career researcher women (Figure 27) who told us they felt work opportunities are limited and having children may mean "...placing career on hold" (quote from Athena SWAN parenting focus group).

Section 5.3iii expands on support for returning academic staff. The restructure may have contributed to the reduction in professional staff taking Primary Carer leave and we will continue to monitor numbers (Action 5.3iiA).

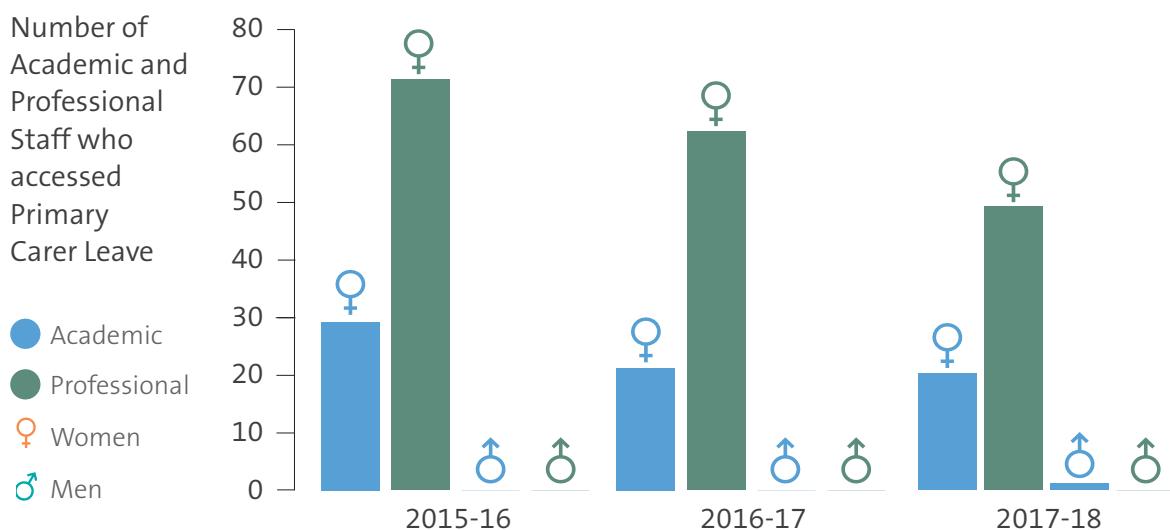


Figure 27. Numbers of Academic and Professional staff who accessed Primary Carer Leave by gender 2015 - 2018.

Note: Data captures leave between 1 April-31 March to align with Workplace Gender Equality Reporting.

All survey respondents were aware of the option of adding accrued Annual and/or Long Service Leave to their leave and all did so with one or both.

Our Keeping in Touch Discussion Tool was developed to assist staff members and supervisors plan for contact during leave, but the tool could be better utilised. Although 71% of respondents were happy with the amount of contact while on leave, some preferred a different level (Figure 28).

I missed out on leadership opportunities because I was on leave. I would have liked to have been updated on admin and procedures changes while I was away.

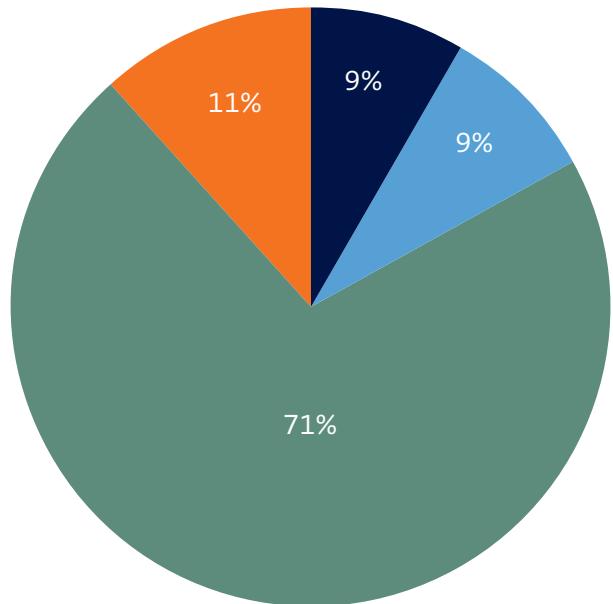
Quote from Maternity and Parental Leave Questionnaire 2015-2017

No data have been collected around the use of the tool, so we will review and develop it into a user-friendly online tool that tracks rate of access and also enables feedback (Action 5.3ii.B).

Was the contact you experienced sufficient for your needs?

- No, would have liked more contact
- No, would have liked less contact
- Yes
- Not sure

Figure 28. Responses in the Maternity and Parental Leave Questionnaire 2015-2017 to the question “Was the contact you experienced sufficient for your needs?”



5.3 ii. Cover and support for maternity and adoption leave:
during leave

KEY OBSERVATION

Maternity Leavers advise that Flinders' Primary Carer Leave provisions are excellent and they feel well supported.

ISSUES TO BE ADDRESSED

Some staff and supervisors are not aware of the full range of provisions for Maternity Leavers, and the Keeping in Touch tool is not always being used.

Refer Actions 5.3i.A, B and C in Section 5.3i.

Additional actions:

Action 5.3ii.A

January 2019 – December 2023

Continue to collect and analyse parental leave data, noting any changes through the restructure period and beyond, and developing actions to address any long term reduction in staff taking leave. Annual parental leave report to be provided to the Equal Opportunity and Diversity Committee, to then report to the Vice-Chancellor.

Action 5.3ii.B

January 2020 - December 2020

Review the existing Keeping in Touch information and Discussion tool and further develop it into an accessible and responsive online resource. Include a communication strategy to inform Flinders staff, particularly supervisors, of this resource and the importance of ensuring that maternity leaver preferences are respected.

5.3 iii. COVER AND SUPPORT FOR MATERNITY AND ADOPTION LEAVE: RETURNING TO WORK

Options to support returning to work include university-subsidised salary for up to 0.4 of substantive salary for 16 weeks. Almost all survey respondents accessed this when they returned to work. Those that didn't were Academic staff. They have the option of up to \$7,000 financial support to assist workload management. Some academics were unaware of this option, so awareness-raising actions are planned (Actions 5.3ii.A and 5.3ii.B).

There are some differences between Academic and Professional staff access of support structures (Figures 29 and 30). Job-share, for example, is more difficult to arrange for Academic staff. Action 5.3iiB will develop a Job-share Network where staff can register interest.

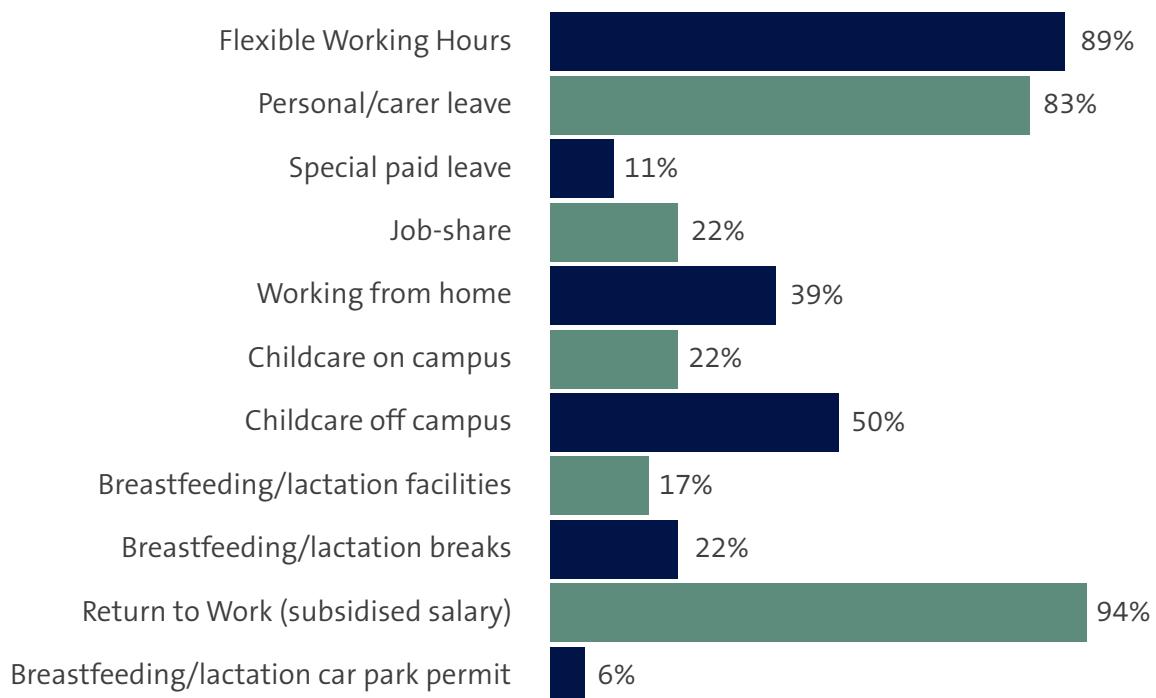


Figure 29. Return to Work Support Structures accessed by Professional Staff 2015-2017 (percentages as a proportion of Professional Staff numbers of survey respondents).

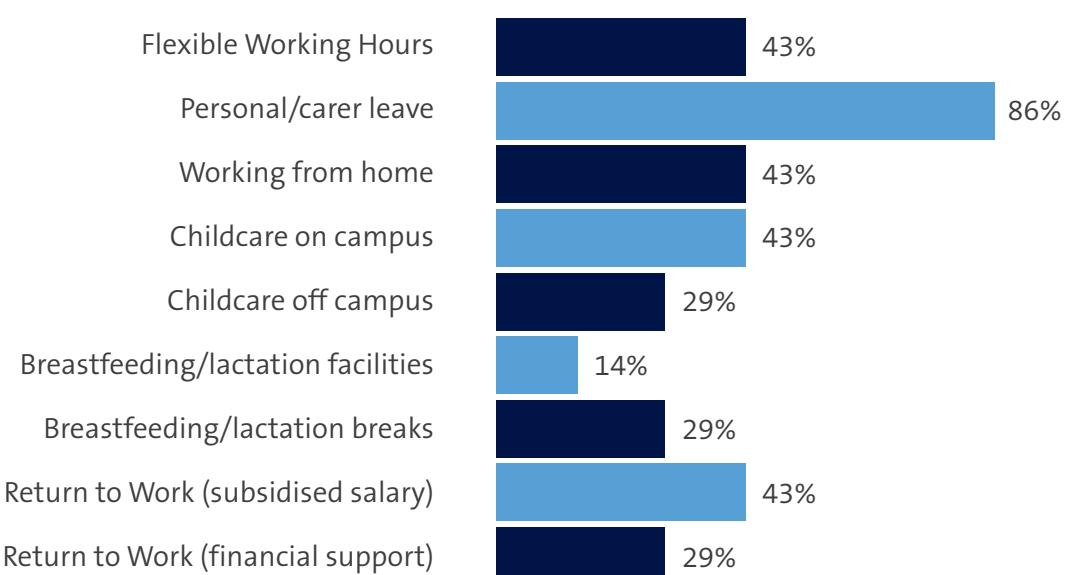


Figure 30. Return to Work Support Structures accessed by Academic Staff 2015-2017 (percentages as a proportion of Academic staff numbers of survey respondents).

I feel very lucky to work for this organisation, with its family friendly flexible opportunities for me as a new Mum.

Quote from Maternity and Parental Leave Questionnaire 2015 - 2017

Feedback indicates women appreciate the leave and return-to-work options, but feel workload pressure regarding reduced hours. In the 2015-2017 survey, several respondents said their reduced fraction had not been backfilled due to the recruitment freeze. However the freeze did not prevent backfill of maternity leave or return-to-work arrangements, which further emphasises the need for supervisor education (Action 5.3.i.C).

Our Parenting Rooms are regularly assessed by the Australian Breastfeeding Association - we have been accredited as a Breastfeeding Friendly Workplace since 2011.

To support Academic parents returning from leave and carers (Figure 31), we also offer:

- > A Conference Travel Fellowship (Carer Support) providing financial support to researchers with carer responsibilities to attend conferences
- > A Re-entry Fellowship provides financial support for academic staff returning from parental leave to re-establish their research .

Conference Travel Fellowship Recipients

2017 ♀ ♀ ♀ ♂ ♂ 2016 ♀ ♀ ♀ 2015 ♀ ♀ ♀

Re-Entry Fellowship Recipients

2017 ♀ 2016 ♀ ♀ 2015 ♀ ♀ ♀ ♀

♀ 1 x Woman ♂ 1 x Man

Figure 31. Fellowships provided to women and men 2015-2017.

5.3 iii. Cover and support for maternity and adoption leave: returning to work

KEY OBSERVATIONS

Flinders has been recognised as a Breastfeeding Friendly Workplace through accreditation with the Australian Breastfeeding Association since 2011. Flinders provides Fellowship funding for researchers with caring responsibilities.

ISSUES TO BE ADDRESSED

Some supervisors are not aware of the provisions to assist those returning from Parental Leave.

Academic staff are not accessing Parental Leave in the same numbers as Professional Staff, and are not accessing the same amount of support upon return to work.

Refer to Actions 5.3iA, 5.3iC and 5.3iiB

Action 5.3iiiA

January 2020 - December 2020

Review the support provisions available to staff returning from Parental Leave, with a view towards providing improved support for Academic staff.

Action 5.3iiiB

January 2021 – December 2021

Develop online job-share resources including an online discussion area and a register where staff can express interest in trialling a job-share arrangement. Information sessions for staff and supervisors, communication plan and regular review will be included in this project.

5.3 iv. MATERNITY RETURN RATE

Staff accessing Flinders parental leave are not required to return to work to access the employer-funded component of the leave.

During 2015-2017, 141 staff returned from primary/secondary carer leave (Figure 32).

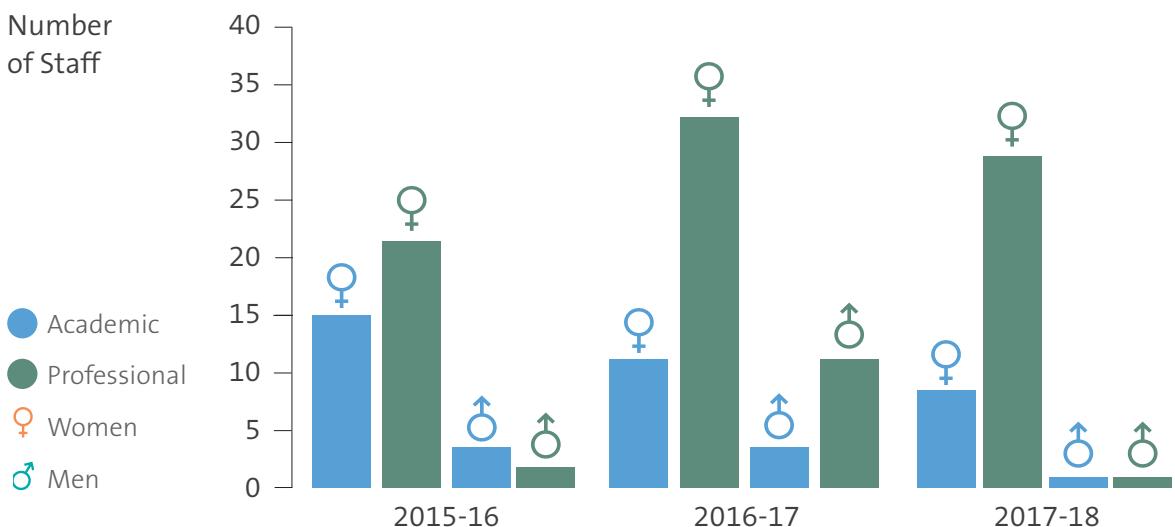


Figure 32. Academic and Professional Men and Women returning from Parental Leave.

NOTE: All women during this period were returning from Primary Carer's Leave and all men were returning from Secondary, or Partner Leave. These numbers will not be the same as those reported in Section 5.3ii, as staff may begin leave in one year and return in another, or did not return during this reporting period.

Until our new HR system becomes fully operational, data on non-returning staff are unavailable, so we have manually cross-checked data on staff voluntarily ceasing work, and whether they had just completed Maternity/Parental leave. Several non-returning staff took restructure redundancies in 2017, and several had contracts ending. All were Professional women.

As outlined in Section 5.3iii most staff returning from maternity leave accessed the University-subsidised return-to-work reduced hours. After the 16 weeks, 25% of survey respondents continued to work at the Return-to-Work reduced fraction, with the appropriate reduction in salary (Figure 33). Many women who had previously worked full-time chose to return at 0.8FTE after their Return-to-work period.

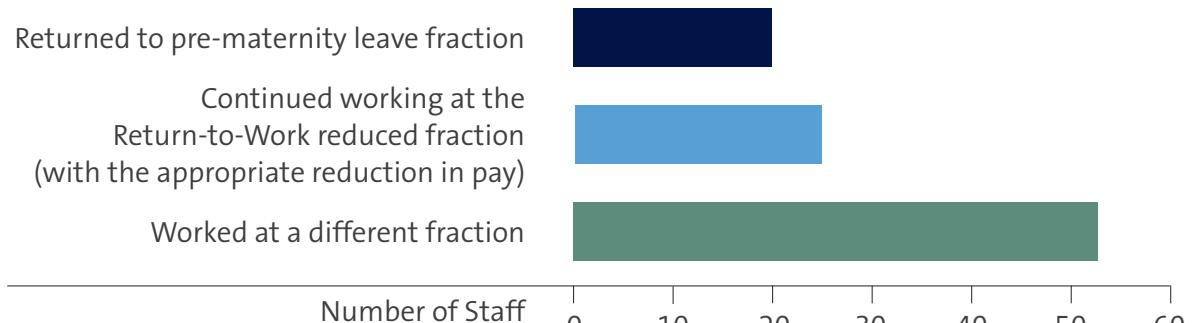


Figure 33. Fraction of work accessed by returned maternity leavers after the subsidised return-to-work period concluded (2015-2017 Maternity and Parental Leave survey responses).

5.3 iv. Maternity return rate

KEY OBSERVATION

All staff who took Maternity leave returned to work (unless their contract ended).

ISSUES TO BE ADDRESSED

Data collection of staff who do not return from Maternity or Parental leave is a complicated, manual process that needs to be automated and streamlined.

Action 5.3iv.A

June 2021 - December 2021

Once the new Human Resources system is fully operational, develop reporting capacity that automatically captures those who do not return from Maternity or Parental leave.

5.3 v. PATERNITY, SHARED PARENTAL, ADOPTION LEAVE AND PARENTAL LEAVE UPTAKE

The 2015-2017 Maternity and Parental Leave Questionnaire was the first time partners were surveyed. A specific open-ended question was included regarding partner leave. The response rate of partners was high, (almost a third of total responses), and support from all respondents was strong. In 2015-2018 most staff accessing partner leave (Figure 34) were men.

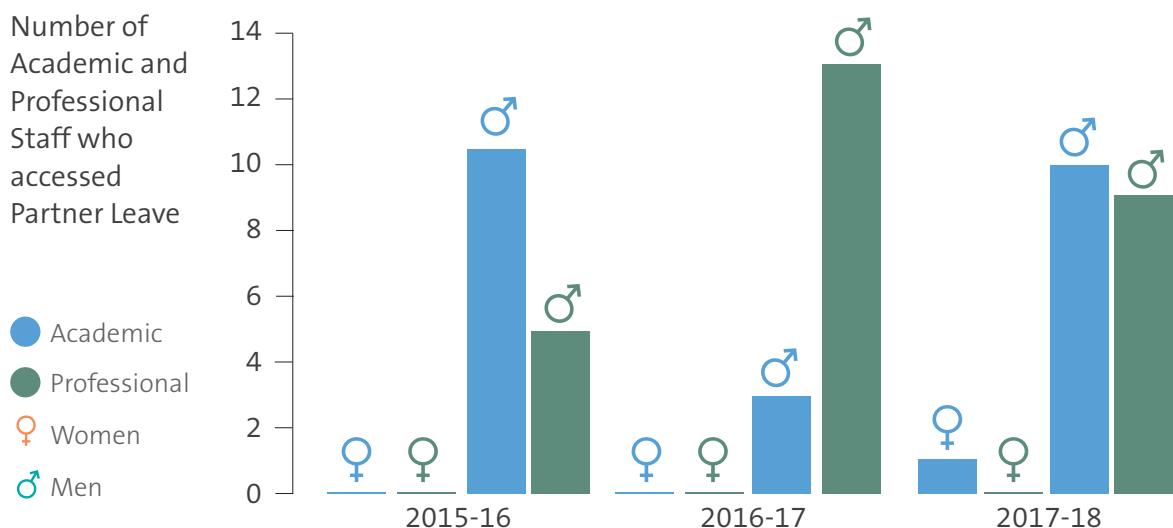


Figure 34. Academic and Professional staff who accessed Partner Leave by gender 2015-2018.

Note: Because data is presented for Workplace Gender Equality Reporting as at 31st March, the data in this figure represents staff who took leave between 1st April and 31st March in each of the periods.

In addition to Action 5.3i.C the Senior Executive Team recognises the need to display leadership to improve uptake of leave and have committed to modelling their own support for family and including information on Flinders' leave provisions in their communications with staff. A special series of lunchtime forums, led by senior executives, will focus on aspects of parental leave, with one forum dedicated specifically to partner leave (Action 5.3v.A).

... it's really important for partners to have ample leave at the time of the birth of their baby. The support for their partner is crucial and certainly had such a positive impact on my own experience.

Quote from Maternity and Parental Leave Questionnaire 2015 - 2017

Furthermore, Partner leave will be increased to three weeks when the new Enterprise Agreement takes effect. This will provide further opportunity for emphasising the University's value of parents accessing leave.

5.3 v. Paternity, shared parental, adoption leave and parental leave uptake

KEY OBSERVATION

Uptake of Partner Leave, particularly by academic men, is good.

ISSUES TO BE ADDRESSED

Some supervisors are not aware of the availability of Partner Leave.

The University needs to provide an environment/culture where partners feel comfortable taking the available partner leave.

Refer Actions 5.3i.A and 5.3i.C

Action 5.3v.A

January 2020 - December 2020

Present a series of Senior Executive-led lunchtime forums, with each forum focusing on an aspect of parental leave and associated issues. Each Senior Executive will provide their own stories and emphasise their strong support of family and caring, as well as the benefits for the University in supporting staff to take leave, work flexibly and embrace diversity. Partner leave will be a focus of one of these forums.

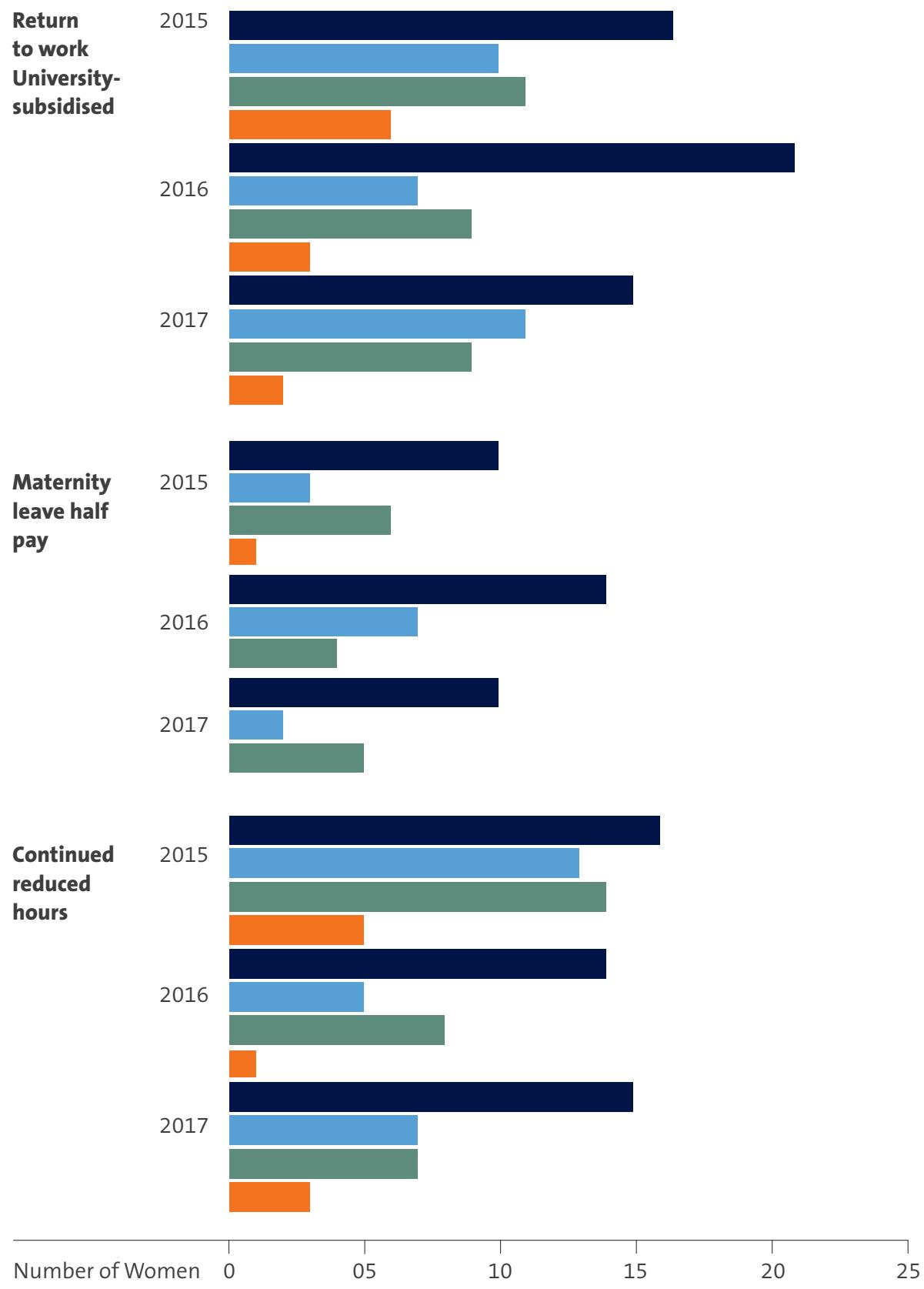
5.3 vi. FLEXIBLE WORKING

Flinders' flexible arrangements include changes in hours, patterns, or location of work. Policies include conversion to part-time (family care or staff over 55) and part-year employment (48/52).

Women returning from Maternity/Parental Leave accessed maternity leave at half pay and subsidised return-to-work provisions, with many continuing on reduced hours beyond the 16 weeks (Figure 35).

Although professional women HEO3-6 are the largest group taking unpaid leave (Figures 36 and 37), women and men across the full range of Professional/Academic classifications access this option.

As can be seen (Figure 38 and 39), many staff changed hours during 2015-2017. Again HEO3-6 women were the largest group, however men and the full range of classifications also feature.



● HEO3-6 ● HE07-9+ ● Level A, B ● Level C, D

Figure 35. Women completing Maternity/Parental Leave who accessed flexible working arrangements 2015 - 2017.

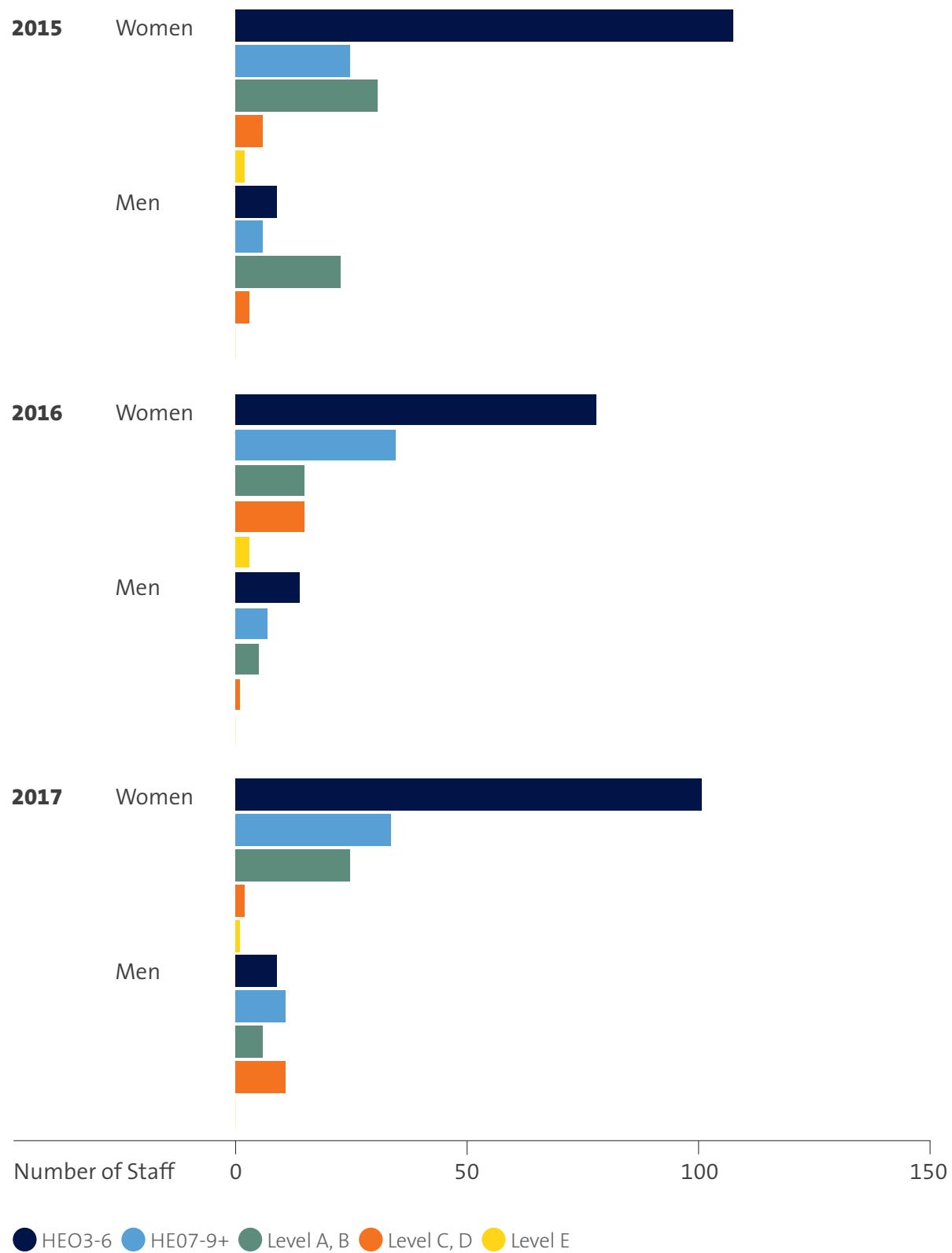


Figure 36. Commencements of unpaid leave 2015 - 2017.

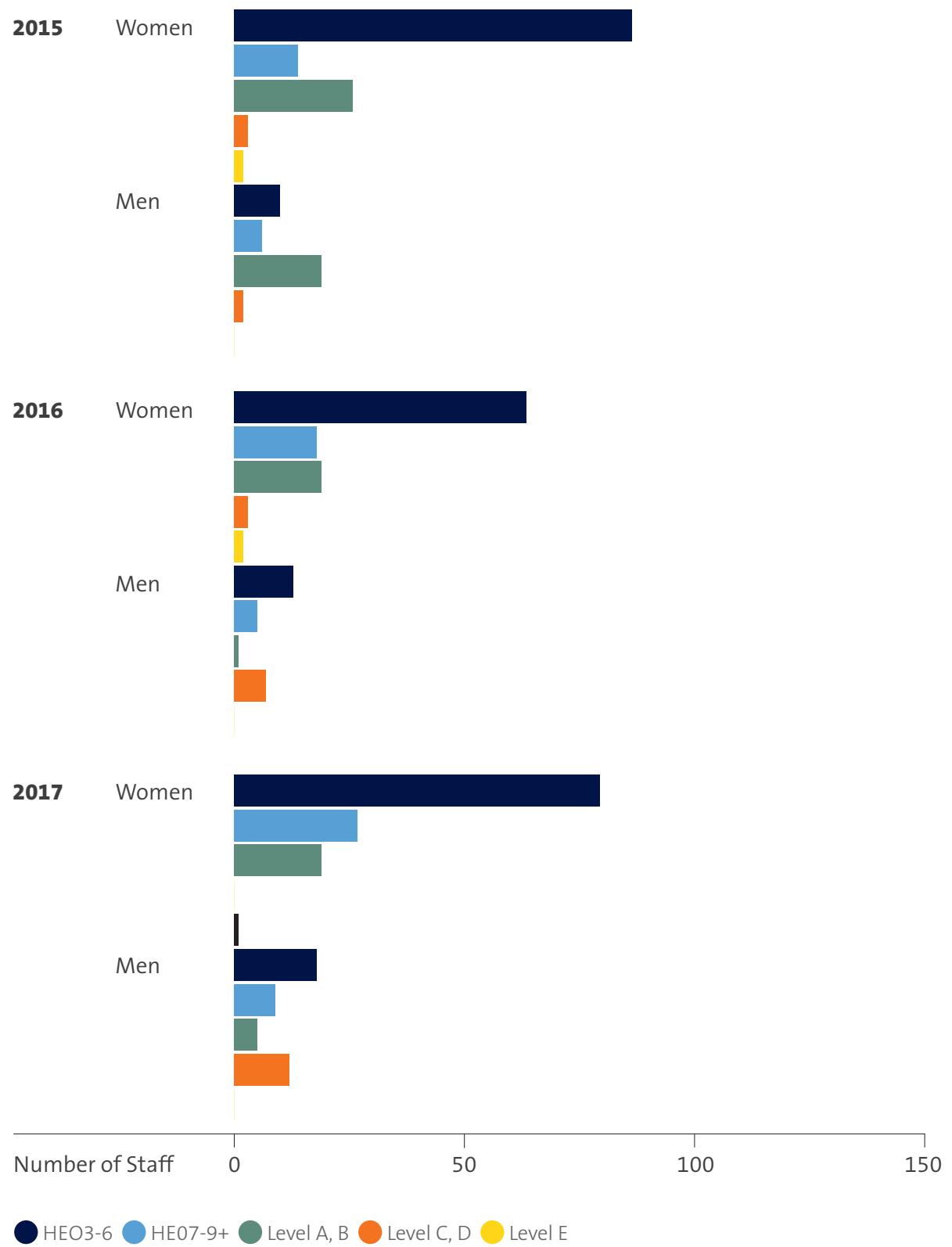


Figure 37. Returns from unpaid leave 2015 - 2017.

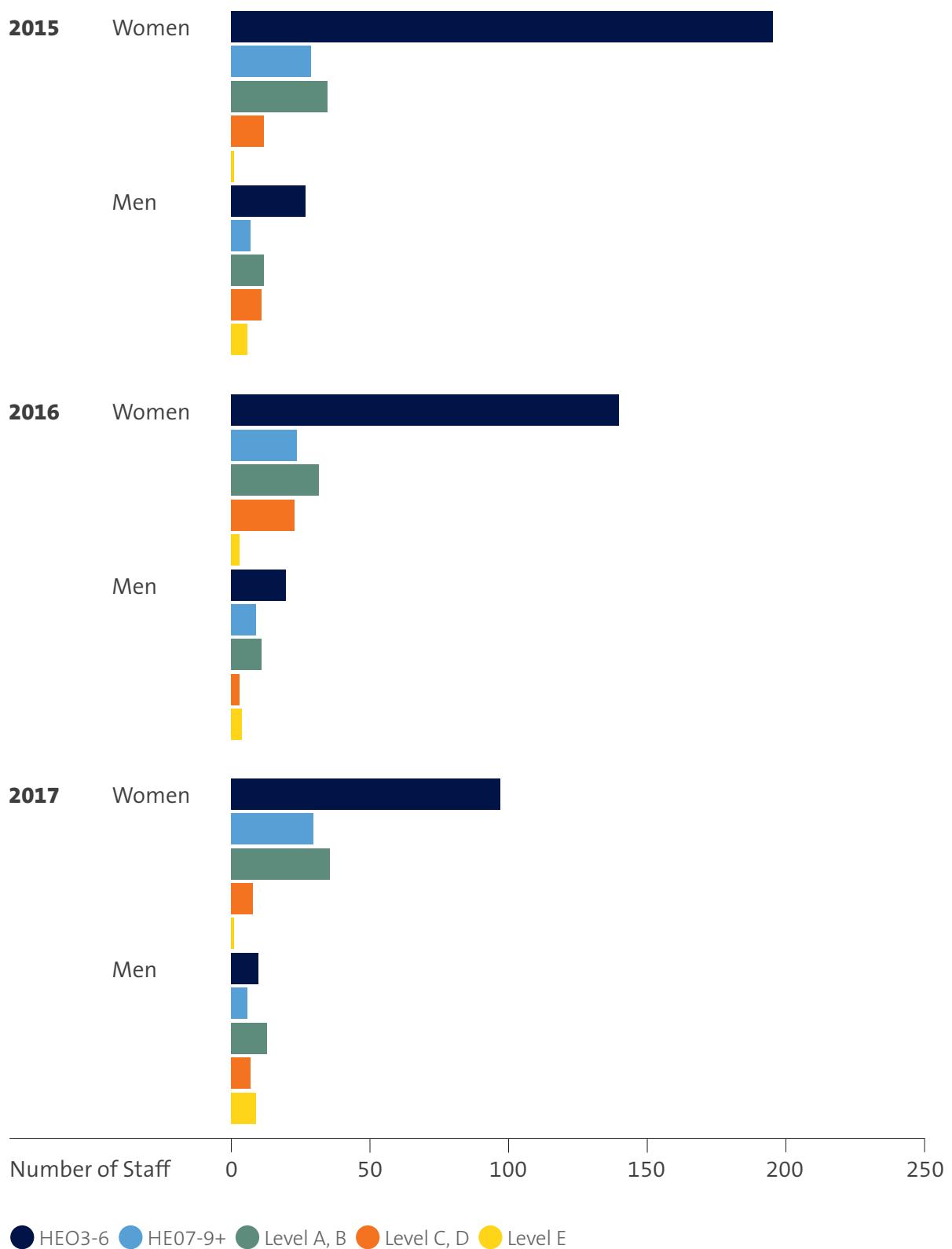


Figure 38. Reduction of hours 2015 - 2017.

Note: Numbers represented in these figures may reflect the same staff member making more than one change of hours in a given year.

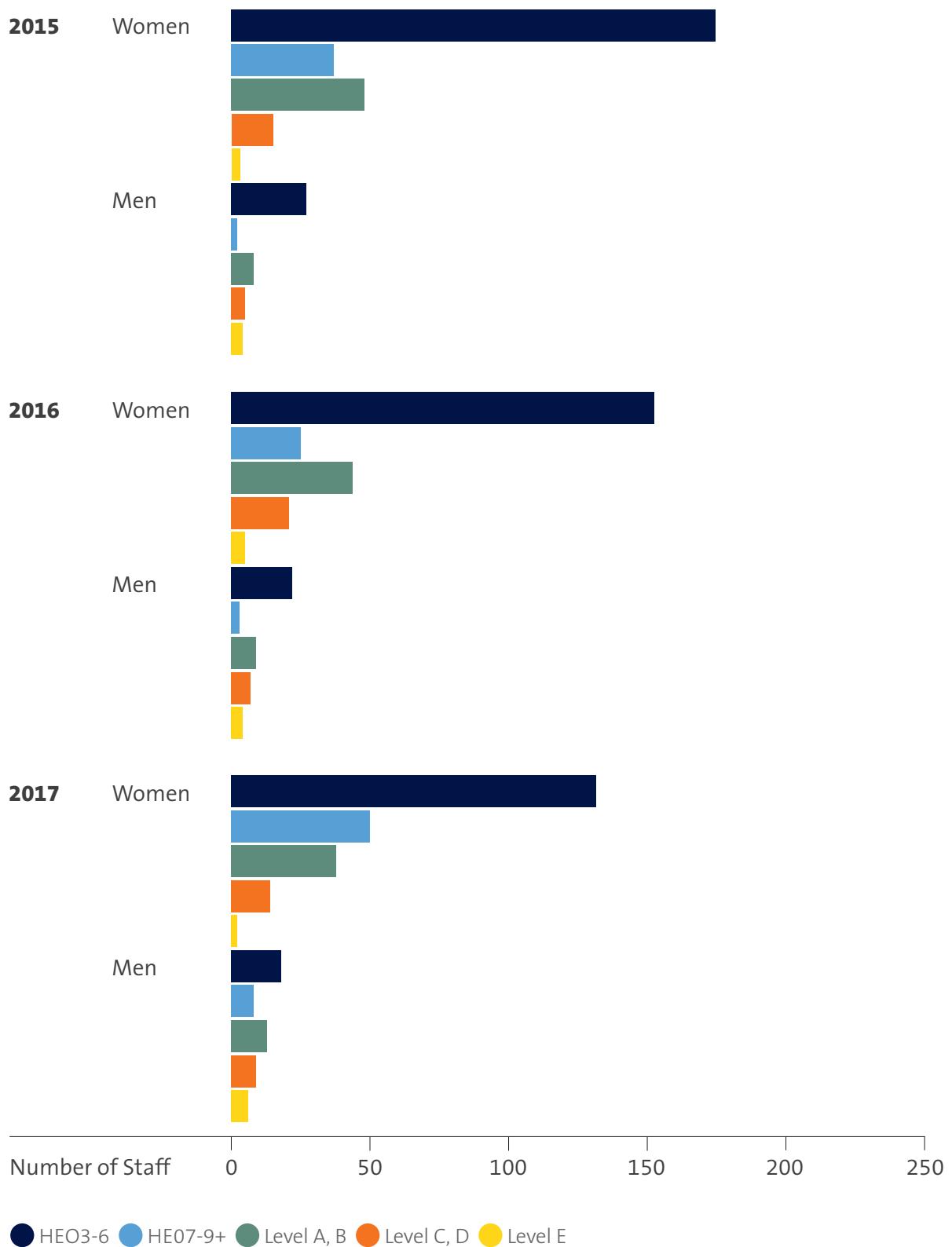


Figure 39. Increase of hours 2015 - 2017.

Note: Numbers represented in these figures may reflect the same staff member making more than one change of hours in a given year.

In addition, many flexible working arrangements (including flexitime) are agreed between supervisors and employees and managed locally.

It's very helpful to have supportive colleagues in my immediate team and in the wider office more generally.

People are very understanding when various ones of us need carer's leave or get to work late after drop-off . . .

Quote from Maternity and Parental Leave Questionnaire 2015-2017

The featured quote underlines the importance of supportive teams, and we will place greater emphasis on flexible working and leave options (Actions 5.3i.A and B, 5.3ii.B and 5.3v.A). The online module for supervisors (5.3i.C) will also assist in creating supportive supervisors and teams.

5.3 vi. Flexible working

KEY OBSERVATION

A broad range of Academic and Professional women and men of all classifications access flexible working arrangements.

ISSUE TO BE ADDRESSED

Supervisors may not be aware of the full range of flexible options, or of the University obligations in supporting requests for flexible working arrangements.

Supervisors need more support to assist them in managing their staff accessing flexible working arrangements.

See Actions 5.3i.A, 5.3i.B, 5.3i.C, 5.3ii.B and 5.3v.A

5.3 vii. TRANSITION FROM PART-TIME BACK TO FULL-TIME WORK

As mentioned previously, data on changes to working hours is not easily accessible, but manual data retrieval (Figure 40) shows 59% of the Professional women who returned at reduced fractions from parental leave increased their fraction by the end of 2017. A similar proportion of Academic women (53%) increased their fraction.



Figure 40. Changes to work fraction for staff returning from Parental Leave between 2015 - 2017

Face-to-face training for supervisors to assist them manage flexible staffing was discontinued due to decreased attendance. We will develop an online toolkit, based on those face-to-face sessions and feedback received (Action 5.3vii.B). This would extend the online module of Action 5.3i.C and respond to feedback from Maternity Leavers that supervisors need more information to better support staff working flexibly.

“Overall my experience has been fantastic because of the policies and practices in place at Flinders. . . . Having lots of options and flexibility played a big role over this time.”

Quote from Maternity and Parental Leave Questionnaire 2015-2017

Within the numbers reported above for 'Returned to an increased fraction' are women who have transitioned from part-time back to full-time work (16 academic, 34 professional).

5.3 vii. Transition from part-time back to full-time work

KEY OBSERVATION

Staff returning from Parental Leave are able to seek flexible working arrangements, including changes in hours across the years, and many transition back to full-time hours after having accessed part-time work.

ISSUES TO BE ADDRESSED

Tracking data on requests and approvals of changes in hours is difficult and efficient reporting capacity needs to be developed.

Supervisors need support to assist them managing their staff accessing flexible working arrangements.

Action 5.3vii.A

June 2020 - December 2020

Develop capacity for tracking and reporting on requests and approvals of flexible working arrangements, once the new human resources system upgrade is complete

Action 5.3vii.B

January 2020 - December 2020

Develop an online toolkit with resources for supervisors, which is available as an extension of the online module of Action 5.3ii.A but also available as a stand-alone resource that provides links to information, tips and examples for supporting staff with flexible working arrangements and contacts for further assistance.

5.3 viii. CHILDCARE

Two community-based childcare centres are located on the University's Bedford Park campus, and both are in demand for high quality care. Waiting times can exceed 12 months. Most clients are University staff or students (*Table 21*).

Table 21. Proportion of employees using Flinders based childcare centres during 2015 - 2017.

	2015	2016	2017
Flinders Medical Centre	90%	90%	90%
Flinders University	46%	67%	69%

Feedback through the Maternity Leave survey and forums indicates the childcare needs of a number of women were not met. We recognise this negatively impacts on return-to-work plans and creates stress. Changes to Flinders University child care centre's waiting list policy in January 2019 prioritised University-affiliated families. Recognising our limited data, we will develop an issues paper by surveying all staff, including beyond Bedford Park (Action 5.3viii.A and B) to awareness-raise, identify and address issues.

5.3 viii. Childcare

KEY OBSERVATION

Two “high quality” child care centres are based on the Flinders University main campus. The majority of clients are university staff or students.

ISSUES TO BE ADDRESSED

Difficulties in accessing childcare remain the most common reason maternity leavers delay returning to work.

Action 5.3viii.A

January 2020 – December 2020

Survey staff and students to determine their childcare needs (including staff not located at Bedford Park), including questions around vacation care for school-aged children. An issues paper with recommended options to be developed and provided to the Equal Opportunity and Diversity Committee. It should include input from the University Property, Facilities and Development division and the two on-campus childcare centres. Options to include childcare and vacation care needs, as well as options apart from Bedford Park.

Action 5.3viii.B

June 2019 - September 2019

Expand current web resources to include information regarding other childcare options, for example, Family Day Care.

5.3 ix. CARING RESPONSIBILITIES

As well as parents caring for children, carers of family members with a disability or elderly parents may apply for flexible arrangements.

We recognise that caring for relatives is increasingly a responsibility for our staff, and believe our flexible provisions can be adapted accordingly. Unfortunately, our current HR system does not identify carers or staff who access flexible arrangements for this purpose (Action 5.3ix.A). We therefore propose an extensive series of workshops, forums and a survey (Actions 5.3ix.B and C) to better understand how many of our staff currently access flexible provisions to assist in caring (other than for young children), how many more would like flexibility, what other provisions would assist, and what awareness among staff and supervisors exists in relation to supporting carers.

5.3 ix. Caring responsibilities

KEY OBSERVATION

Anecdotally, the University understands a number of staff access flexible work arrangements to assist in their role as carers and that the current Flinders policies and practices enable this.

ISSUES TO BE ADDRESSED

The current HR system does not provide functionality to access data on staff carers and the flexible work provisions they access

We also do not know how we can better support our staff who are carers of dependents of others who are not young children

Action 5.3ix.A

June 2019 - December 2019

Ensure there will be functionality to access data on staff carers and flexible work arrangements is accessible through the new HR system being implemented.

Action 5.3ix.B

June 2020 - December 2020

Develop and implement a project that includes workshops, forums and a survey to better understand how many staff are carers, what their needs are and how to better support them. Issues paper with recommendations to be provided to the Equal Opportunity and Diversity Committee.

Action 5.3ix.C

January 2021 - December 2021

With the findings coming out of the project at 5.3ix.B, introduce a series of awareness-raising activities spread across the year, through a variety of communications and include real-life examples of staff carers and senior leaders' experiences where available.

5.4 Organisation and culture

5.4i. CULTURE

Our core values of Integrity, Courage, Excellence and Innovation support an ethos of being Student-Centred. Developed in 2015, these followed extensive consultation and workshops with staff, students and stakeholders. Our values underpin decision-making and are incorporated into marketing, recruitment, position descriptions and policies.

Our Council-endorsed wellbeing program features monthly themed activities ranging from flu vaccinations to mental health sessions.

Gender equity and diversity initiatives are promoted across staff networks and committees, including Ally network, EO contact officers, Disability and EO and Diversity Committees.

Gender equity awareness is high, according to our 2018 Your Voice survey, with 87% staff believing their supervisor genuinely supports gender equality and 85% agreeing sex-based harassment is not tolerated.

Notwithstanding the favourable gender feedback, some other responses were less positive than previous surveys, reflecting reduced satisfaction with management due to recent change processes. Celebrating our successes across the University community (see Actions 2.A, 5.3i.A, 5.3ix.C, 6.H, 7.E and 8.D) and having senior leaders engage in exploratory and awareness-raising forums (see Actions 4.1i.C, 5.3ii.B and 5.3v.A) are proposed to support and encourage positive cultural growth



Values Brochure: Student gender and disability diversity

5.4 i. Culture

ISSUE TO BE ADDRESSED

The 2018 Your Voice survey results contained a number of question responses that reflected reduced satisfaction with management compared with previous years.

See Actions 2.A, 5.3i.A, 5.3ix.C, 6.H, 7.E and 8.D regarding celebrating successes across the University community. Actions 4.1i.C, 5.3ii.B and 5.3v.A outline forums where senior leaders explore issues, seek feedback and raise awareness of University support mechanisms.

5.4 ii. HR POLICIES

When HR policies change, designated Responsible Officers ensure that communication and implementation requirements are followed according to the *Policy Development and Review Procedures*. This includes all-staff notifications such as the weekly e-newsletter, targeted email communications to stakeholders, training as required, web resources/forms, and annual email reminders of policy responsibilities. Mandatory orientation and supervisor training includes policy and procedure information

Recently reviewed (see Section 5.4vii) *Equal Opportunity, Disability and Bullying* policies and *Student Grievances* underwent extended consultation through student and staff committees and communications. Other HR policies including Sexual Harassment, Grievances and Disciplinary procedures will be reviewed during 2019-20.

EO Contact Officers, trained through the SA EO Commission, provide information to staff around equity policies/processes. De-identified statistics are reported annually to EODC and the Vice-Chancellor (Figure 41).

Reports monitor whether implementation of policies is consistent across the University, including:

- > time taken before the contact/complaint is made
- > whether incidents are single/repeated
- > actions around resolution

Ongoing actions include training in specific topics/workplaces, awareness-raising events, poster campaigns and all-staff communications. To facilitate staff being up-to-date in policy/HR knowledge, HR staff are physically located within each College.

Reports monitor whether implementation of policies is consistent across the university, including:

- > time taken before the complaint is made
- > whether incidents are single/repeated
- > actions around resolution

Follow-up actions across the years include training in specific topics/workplaces, awareness-raising events/poster campaigns and all-staff communications. To facilitate staff being up-to-date in policy/HR knowledge, HR staff are physically located within each College.

What can you do to STEP UP?

- 1 Learn about harassment, discrimination and bullying.
- 2 If you see or hear something, take action.
- 3 If it feels safe: Say something. Support the target of the abuse. Ask them if they are okay or need help.
- 4 If it doesn't feel safe to take any action you could:
 - Report the incident
 - Support the target of the abuse to report what has happened.

FLINDERS.EDU.AU/STEPUP



Example of 2015 Poster Campaign

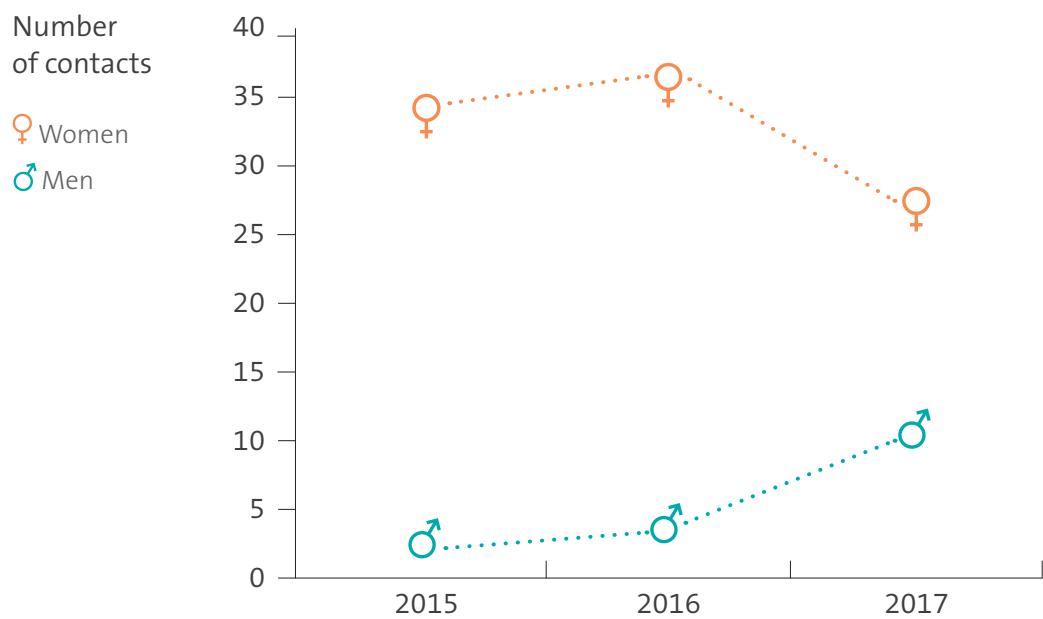


Figure 41. Contacts from staff to Equal Opportunity Contact Officers by gender 2015-2017

5.4 ii. HR Policies

See Section 5.4vii and Action 5.4vii.A for policy review activity/action

5.4 iii. PROPORTION OF HEADS OF SCHOOL/FACULTY/DEPARTMENT BY GENDER

At the highest level, Flinders' male Vice-Chancellor is supported by two Deputy Vice-Chancellors (one woman, one man). The Senior Executive Team (SET) comprises these three, plus College Executive Deans and Executive Directors/Vice-Presidents reporting to the Vice-Chancellor (Figure 42).

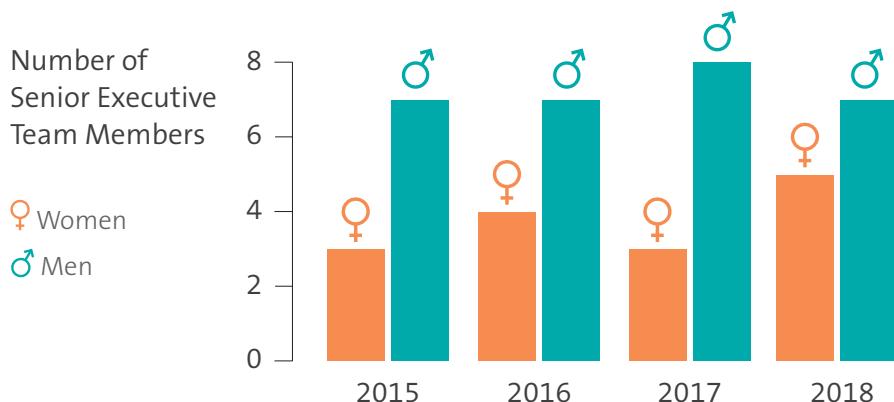


Figure 42. Senior Executive Team 2015 - 2018 (including the Vice-Chancellor)

With the College restructure, the recruitment of Executive Deans has improved SET's gender balance (27% women in 2017, 42% in 2018).

The next leadership level includes Directors and Deans. Senior women were encouraged to apply for these roles, with the proportion of women increasing to 40% (Figure 43).

Nevertheless, we recognise the need to increase numbers of senior women leaders (see Actions 4.1i.A to E, 5.1i.A to C, 5.1iii.A and B as well as Actions 5.4iii.A and B below).

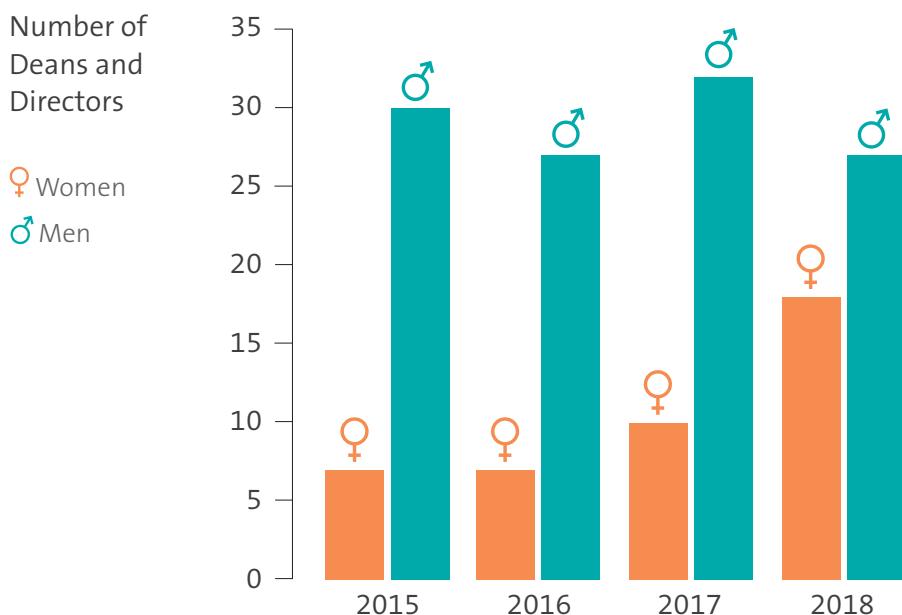


Figure 43. Deans and Directors (including Faculty General Managers/Directors of College Services, Associate Directors, Pro Vice-Chancellors, Chief Financial and Chief Information Officers 2015 - 2018

5.4 iii. Proportion of heads of school/faculty/department by gender

KEY OBSERVATION

Although there has been significant gender imbalance in the upper levels of University leadership, recent changes have seen new positions created and better gender diversity in those recruited to the new roles.

ISSUES TO BE ADDRESSED

The University-wide gender split is 67% women, so there is a need to continue to increase the number of senior women leaders.

Action 5.4iii.A

June 2020 - December 2020

Colleges and Corporate Services develop Action Plans to deliver gender equality at senior management level and on influential University committees and advisory boards. Reporting on outcomes to be provided to Equal Opportunity and Diversity Committee annually, with that committee providing a summary to the Vice-Chancellor. Reporting to commence in 2021. (This action is embedded in the University Gender Strategy and Action Plan.)

Action 5.4iii.B

June 2021 - December 2021

A whole-of-University report, compiling College and Corporate Services reports and including central University committees to be provided by the Vice-Chancellor to University Council. Where at least 40% women representation has not been achieved, Action Plans are to accompany the report. This report to be provided annually to Council. (This action is also embedded in the University Gender Strategy and Action Plan.)

5.4 iv. REPRESENTATION OF MEN AND WOMEN ON SENIOR MANAGEMENT COMMITTEES

Our Gender Representation on Committees policy outlines the goal of at least 40% women and 40% men on all major committees, including Council and Academic Senate.

These central committees mostly have a gender balance of at least 40% women and 40% men. In the case of our highest management University Council, at least 50% of members were women during 2015-2017 (Table 22). Academic Senate includes a number of staff/student members determined through elections, impacting gender balance – this committee is committed to achieving 40/40/20% gender representation (Action 5.4iv.A).

Table 22. Representation of men and women on senior management committees

Committee	2015			2016			2017		
	♀	♂	% ♀	♀	♂	% ♀	♀	♂	% ♀
University Council	11	10	52%	11	9	55%	9	9	50%
Academic Senate	9	16	36%	10	15	40%	9	15	36%
Executive Committee	3	4	43%	3	4	43%	3	4	43%

♀ Women ♂ Men

Restructuring has affected the senior management committees with Faculty Boards ceasing to exist when Colleges were created. During 2015-2016 these boards comprised good gender balance (Table 23), including the Faculty of Science and Engineering, where women's proportion was lower. College committee structures are still in development, but leadership teams have committed to 40/40/20% gender representation (action 5.4iv.B) and will report annually to EODC (action 5.4iv.C).



2016 Council (Absent: 5 Women, 3 Men)

Table 23. Representation of men and women on Faculty Boards

Faculty Boards	2015			2016		
	♀	♂	% ♀	♀	♂	% ♀
Education, Humanities, Law	13	10	57%	13	10	55%
Medicine, Nursing and Health Sciences	10	8	56%	10	10	40%
Science & Engineering	11	17	39%	10	16	38%
Social & Behavioural Sciences	22	13	63%	21	14	60%

♀ Women ♂ Men

5.4 iv. Representation of men and women on senior management committees

KEY OBSERVATION

Flinders University historically has had good gender balance on most committee structures

ISSUES TO BE ADDRESSED

The introduction of Colleges has seen progressive recruitment in leadership teams, which is still in progress in some Colleges, and committee structures and processes for deciding membership are yet to be completed.

Action 5.4iv.A

January 2020 - June 2020

Each central University committee will be expected to have at least 40% women and 40% men in its membership. Where 40/40/20%* is not in place at June 2019, an action plan will be developed for this target to be achieved within two years.

Action 5.4iv.B

June 2019 - October 2019 (and annually thereafter)

Each College and Portfolio to adopt clear guidelines of how membership of senior management committees is determined, whether roles are rotated, and any targeted support or leadership training. This information to be reported annually to the Equal Opportunity and Diversity Committee, which will report to the Vice-Chancellor.

**where 40% women, 40% men and 20% non-binary gender, women or men*

5.4 v. REPRESENTATION OF MEN AND WOMEN ON INFLUENTIAL INSTITUTION COMMITTEES

In line with committees previously represented (Section 5.4iv), the EODC is working towards 40/40/20% (to increase representation of men) (Figure 44).

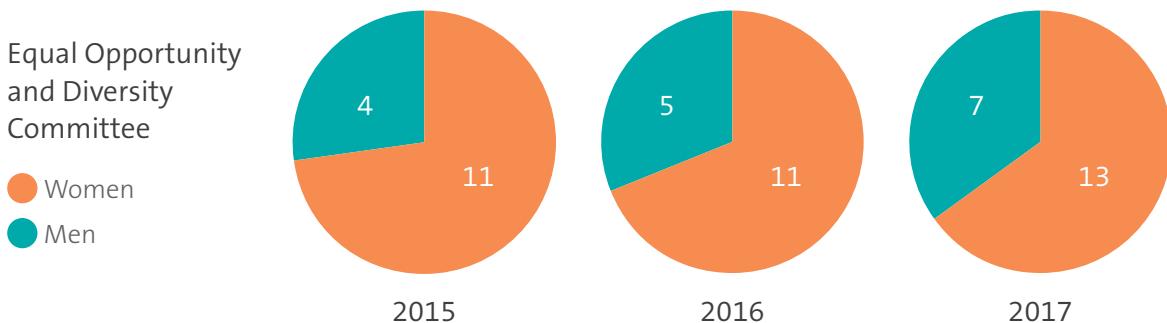


Figure 44. Gender of membership on the Equal Opportunity and Diversity Committee 2015 - 2017

The University Work, Health and Safety Committee has also improved gender representation across 2015-2017 (Figure 45).

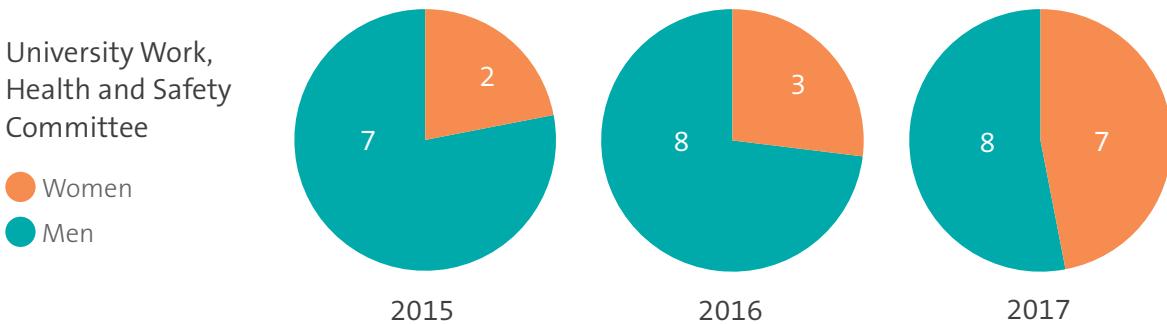


Figure 45. Gender of membership on the University Work, Health and Safety Committee 2015-2017.

Promotions committees have 40/40/20% gender representation (Figure 46).

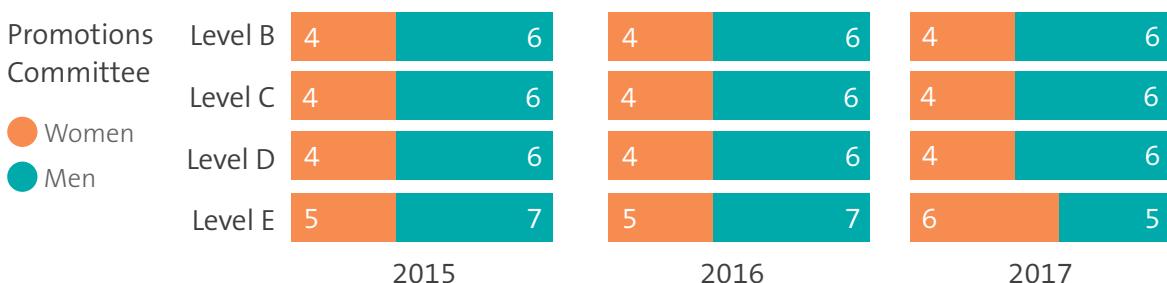


Figure 46. Numbers of men and women on Promotions Committees 2015-2017

With the College restructure University-wide sub-committees of Academic Senate were reviewed and new sub-committees will sit for the first time in 2019:

- > Education Quality Committee
- > Research Quality Committee
- > University Higher Degrees by Research Committee
- > Student Appeals Committee

The first three of these comprise mainly ex officio members, linking the committees' gender representation to the University leadership gender balance (Figure 47). Co-opting additional members from Academic Senate to achieve at least 40% women may be necessary (Action 5.4v.A).

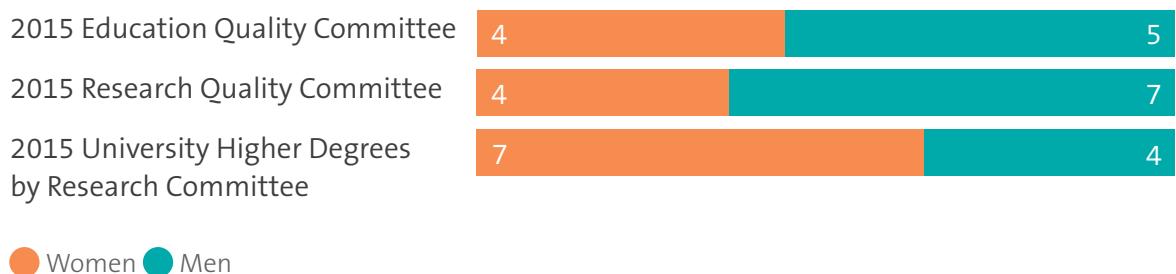


Figure 47. Post-restructure gender representation on Academic Senate Sub-Committees

The Student Appeals Committee has changed less with the restructure, but the panel (of Academic Senate members) from which each committee draws members improved gender balance in 2017 (Figure 48).

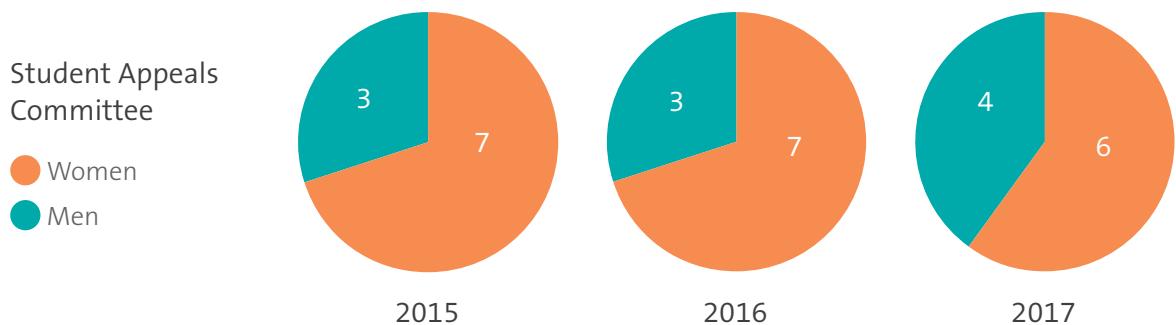


Figure 48. Number of members on the Panel for Student Appeals Committees by gender 2015-2017

5.4 v. Representation of men and women on influential institution committees

KEY OBSERVATION

Flinders University's restructuring and recruitment has affected gender representation on committees, with some committees (e.g. University Work, Health and Safety Committee) having increased numbers of women members as part of ex officio roles.

ISSUES TO BE ADDRESSED

Gender imbalance due to ex officio roles is an issue for the University Research Quality Committee.

Action 5.4v.A

January 2020 - June 2020

Terms of Reference for the University Research Quality Committee will be amended to enable co-opting additional members from Academic Senate to meet the gender target of 40/40/20%* (see Action 5.4iv.A).

**where 40% women, 40% men and 20% non-binary gender, women or men*

5.4 vi. COMMITTEE WORKLOAD

Participation on committees is factored into workload for all staff, including in workload models for Academic staff. Significant time allocation is provided to key Senior Academic leaders (College Deans).

Many Committees rotate membership on a regular basis (for example, every two years for EODC).

Chairs of Committees are responsible for ensuring committee workload is evenly distributed among members wherever possible.

Anecdotally, however, we believe that some women have high committee workloads, and conversely that more men chair committees. Once College committee structures are in place we will collect gender and role data for committees (Action 5.4vi.A), consider ways to support women new to key committee roles, and to increase the number of women chairs (Action 5.4vi.B). Additionally, we will develop guidelines around timing of meetings (Section 5.4ix Action 5.4ix.A).

5.4 vi. Committee workload

ISSUE TO BE ADDRESSED

Committee structures under the restructure are still being formed, so data around gender and role of members and committee workloads is not known.

Action 5.4vi.A

January 2020 - June 2020

Collect data of College and Portfolio committee membership by gender and role and analyse for any inequity.

Action 5.4vi.B

June 2020 – June 2021

Develop a project to support women new to key committee roles, supplementing data from 5.4vi.A with qualitative data (focus group) to consider the best ways to do this. The project should also outline actions to develop more women into committee chair roles (should data at 5.4vi.A support this need).

5.4 vii. INSTITUTIONAL POLICIES, PRACTICES AND PROCEDURES

Our *Policy Development and Review Procedures* require consultation for all new and significantly amended policies/procedures. Open consultation on drafts occurs for at least two weeks; all staff and students may comment during this period, ensuring consideration of wide-ranging views.

Stakeholder consultation occurs and often includes committees/working groups from a range of backgrounds, including EODC, Disability Committee, *Respect. Now. Always* Advisory Group and Flinders University Student Association.

Consultation in 2015 identified staff wanted simpler, consistent policies, and the 2017 *Policy Redesign* Project responded, beginning with Equal Opportunity policies. Reviewed policies are values- and principles-based and in line with the Universities Australia best practice guidelines. Upon completion of the redesign project, periodic review will continue, ensuring they remain fit for purpose, legally compliant and aligned with current practice and community expectations.

5.4 vii. Institutional policies, practices and procedures

ISSUE TO BE ADDRESSED

The University Community needs to have the opportunity to feedback whether its expectations of policies being streamlined and simplified have been met once the Flinders *Policy Redesign* project is completed.

Actions 5.4ii.A

January 2021 – June 2021

Upon completion of the *Policy Redesign* project, conduct survey and focus groups to provide staff and students with the opportunity to feedback on the effectiveness or otherwise of streamlining and simplification of policies.

5.4 viii. WORKLOAD MODEL

Our Enterprise Agreement has separate workload clauses for Academic and Professional staff, outlining principles recognising the importance of work/life balance.

Academic staff workloads identify components of teaching, research/creative activity and administration/professional activities. Workloads are set through consultation between staff members and supervisors. Monitoring occurs across academic units and there is a mechanism of review for aggrieved staff.

However, we have no data around possible gender differences in the setting of workloads and anecdotally, there may be differences that the University needs to better understand (Action 5.4viii.A). This will link with our actions regarding the predominance of women in teaching-only roles (Actions 2.A, 2.B and 4.1iiiA) if workload is implicated in decisions to seek teaching-only roles.

5.4 vii. Workload Model

ISSUE TO BE ADDRESSED

There is a lack of data on existing workload agreements and how well consultation occurs. Possible gender differences are unknown. (This action is scheduled for later in the Action Plan to allow for current Enterprise Agreement negotiations to conclude and for the new Human Resources System to be fully implemented.)

Action 5.4viii.A

January 2020 - June 2020

Develop and initiate a project to seek qualitative (survey/focus group) and quantitative data from staff and supervisors on the fairness and transparency of workload, setting, review and monitoring processes. A particular focus of the project is to identify any gender differences in staff and/or supervisors regarding workload and workload setting processes. This action may link with actions in Section 2 and 4iii.

5.4 ix. TIMING OF INSTITUTIONAL MEETINGS AND SOCIAL GATHERINGS

Our flexible working hours policy for professional staff defines daily start/finish times and formal core hours (10:00-12:00 and 2:00-4:00). Staff can also request flexible start/finish times and/or fractional employment (see 5.3vi).

Meeting organisers are responsible for scheduling times to suit attendees. Adjustments to start times recognising family responsibilities occur, including the Senior Executive Team adjusting its regular weekly meeting to meet attendees' family needs.

Social activities are organised locally and usually in work hours and timed to accommodate as far as possible part-time staff. However qualitative feedback from the Maternity Leave Survey 2015-2017 provided at least one example where a returning staff member struggled with the timing of meetings and social gatherings. To complement the actions in Section 5.3 we will develop guidelines outlining the benefits of scheduling meetings and social gatherings during core hours (Action 5.4ix.A).

5.4 ix. Timing of institutional meetings and social gatherings

ISSUE TO BE ADDRESSED

There is no accepted University-wide guidance to encourage meetings and social gathering times to be held in the middle of the day, and practices vary across the University.

Action 5.4ix.A

January 2020 - June 2020

Develop guidelines, in consultation with returned Maternity Leavers and other interested staff, to outline preferred times for meetings and social gatherings, and provide information regarding workplace benefits in this. Communications to awareness-raise will include senior executive modelling.

5.4 x. VISIBILITY OF ROLE MODELS

The office responsible for marketing, events, media, art museum and alumni has conducted a year-long culture exercise which included diversity training for senior staff. As a result, we are increasingly focusing on gender balance in representation at events and activities, in our physical and digital promotional collateral, media coverage, social media and presentations to students (see photos throughout this section from news articles, exemplifying this). The most recent Your Voice survey showed our focus on gender is recognised, (Section 5.4i) and anecdotally, the conversations and considerations of staff and students are also recognising our gender and diversity.

Our increased gender consciousness has seen representation focused on women increase from 31% in 2016 to 50% in 2017 (Figure 49).

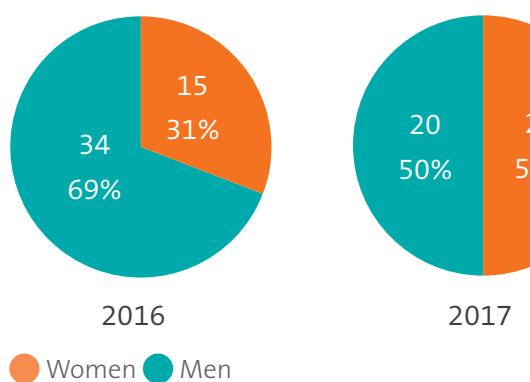


Figure 49. Gender representation in public lecture series, events, seminars, workshops and launches

Flinders' annual alumni magazine, *Encounter*, showcases achievements of staff and students, present and past. Improvement in representation in this magazine is seen in 2018 (Table 24).

Table 24. *Encounter* magazine representations (pictures and quotes) by gender: 2016-2018.

2016 Encounter Magazine	♀	9 Pictured	10 Quoted	♂	18 Pictured	14 Quoted
2017 Encounter Magazine	♀	9 Pictured	11 Quoted	♂	23 Pictured	19 Quoted
2018 Encounter Magazine	♀	27 Pictured	13 Quoted	♂	24 Pictured	13 Quoted

♀ Women ♂ Men

OUR PEOPLE

Flinders University expresses its deep appreciation for the efforts of all its extraordinary staff, including its new arrivals and those to whom we said farewell in 2016.

Flinders University's outstanding staff complement was enhanced with a number of significant appointments during 2016, including Deputy Vice-Chancellor (Student Experience) Glyn Pollock. A PhD graduate of the University of London with a distinguished research career, Professor Pollock left the role of Associate Provost at Curtin University to join Flinders in January.

Leading Australian digital health experts Professor Anthony Wunder and Professor Troy Williams joined Flinders to become Australia's first Chairs in Digital Health Systems with the launch of the Flinders Digital Health Research Centre in July. The Centre is supported by the Australian Research Project's Research and Industry Fund and Cisco Systems Australia Pty Ltd.

As reflected in the Vice-Chancellor's message, Flinders' academic ranks were further strengthened by the appointment of members of a suite of Matthew Flinders Fellows.

The many accolades earned in 2016 reflect the excellence of the research and education in which Flinders staff and students can be justifiably proud.

Dr Karen Burke da Silva was named the best university teacher in the nation at the Australian Awards for University Teaching, and Flinders University's Academic Project, led by Associate Professor Sushil Kambhampati proudly received a second coveted award for Global Citizenship and Internationalisation.

Another 12 Flinders academics were recognised in five categories for outstanding contributions to student learning: Associate Professor Karen

Orlitzky, Associate Professor Shane Pfl, Associate Professor Susan Krieg, Dr Jess Jovanovic, Ms Jennifer Fene, Dr Georgia Gurnett, Ms Natalie Lomax, Dr Suzanne-Arline Lho-Tava Lomax and Ms. Jocelyn Mine.

In addition to being appointed to the advisory board of the Australian Government's Wealth Research Future Fund, Professor Karen Reynolds was the first woman to receive Engineering Australia's most prestigious national honour, the David Gruenfeld award, for her internationally significant contribution to biomedical research.

She was also recognised as one of South Australia's most innovative women after winning the Engineering category at the 2016 Women in Innovation (Mimordien) awards.

But it was not only our staff who managed to make the grade among the accolades. Flinders Bachelor of Law and Legal Practice (Hon) and Bachelor of Arts (American Studies & Politics) student Jordan Gifford-Moore was named South Australia's 2017 Rhodes Scholar, and intends to study law with a focus on public private partnerships at Oxford University in the UK.

Flinders University doctor of medicine Edmund Ho Basyay was named

South Australian International Student of the Year 2016 at the sixth annual StudyAdelaide South Australia awards. Edmund, who is blind, has brought his unique disease has encouraged a visual rehabilitation unit in a tertiary eye hospital in Nigeria. He plans to begin a PhD to investigate adult-onset visual impairment in July 2017 as he continues his quest to make a difference.

Reaffirming the excellence of our Northern Territory Medical Program, fourth-year student and Alice Springs Base Hospital intern Clare Chandler was named the Royal Doctors Association of Australia 2016 national rural medical student of the year.

Flinders recognises its people are its greatest strength and congratulates all for their courage, humility and commitment to making a difference.

Below

Associate Professor Karen Burke da Silva, winner of the 2016 Award for University Teaching, receives the Year with David Learmonth, Deputy Secretary, Higher Education, Research and International, Australian Government Department of Education and Training.



FLINDERS UNIVERSITY ANNUAL REPORT 2016



2017 Annual Report: Brochure and webpage photo highlighting student diversity.



Sight pioneer Professor Keryn Williams was celebrated upon receiving a 2017 Australia Day honour.

KEEPING A KEEN EYE ON THE ADVANCEMENT OF WOMEN

One of just 30 Australian women scientists named a 'Superstar of STEM' for her work encouraging and supporting young women to follow a career in science, technology, engineering or mathematics, ophthalmology researcher, Professor Justine Smith (PubMed ID 99) never set out to be a gender equality champion – until she stepped up onto the world stage.

Her research on inflammation in the eye has led to treatments for eye diseases, and it's children's eye health that's her latest focus.

She has made significant headway for new treatments for trachoma – a common, treatable eye infection, and is leading an international team. Along with leading international researchers with multidisciplinary expertise, she has assessed the eye's ability to heal after trachoma infection, living above a patient's eye surface.

Her other role, that's rapidly becoming an international leadership role, is to lead and to teach through this love that the advancement of women is an absolutely important component.

'Women contribute to different women in their field, until there is the breakthrough of the "Athena factor" in women's (ophthalmology) or STEM, which is the "Ptolemy global network" in this field,' she said. 'A number of women take time to teach women in STEM, (engineering, mathematics), who are not, (give credit or) acknowledge that, and it's called the Athena effect at the start, and then you have that effect.'

Whether her contributions were explicitly acknowledging an 'incredibly important role' in the advancement of women in STEM, or 'the Athena factor' in ophthalmology research – and that's what she's been pushing for – changes.

Now back at Flinders, where she completed her PhD in 1992, Professor Smith also contributes to the University's Athena Committee for the STEW Athena Swan program, which champions diversity and equality.



Professor Justine Smith

'She was only the fourth female scientist in the [WHO's] 800-year history and, after commanding her own other teams, was selected by the management to serve as a representative, representing the needs of the executive committee to a massive 400 staff in Wellington from her office in Australia.'

'I did a little bit of research in the lab, until I got a job in the office and I then had to do what was required to do my job,' she said. 'I have a very simple job; I am not doing any research now.'

'It's also an important, challenging and constantly evolving job.' The Flinders breakthroughs in women's eye health have been 'lived back' by what she calls 'a perfect presentation' for her.

ACTION ON EQUALITY

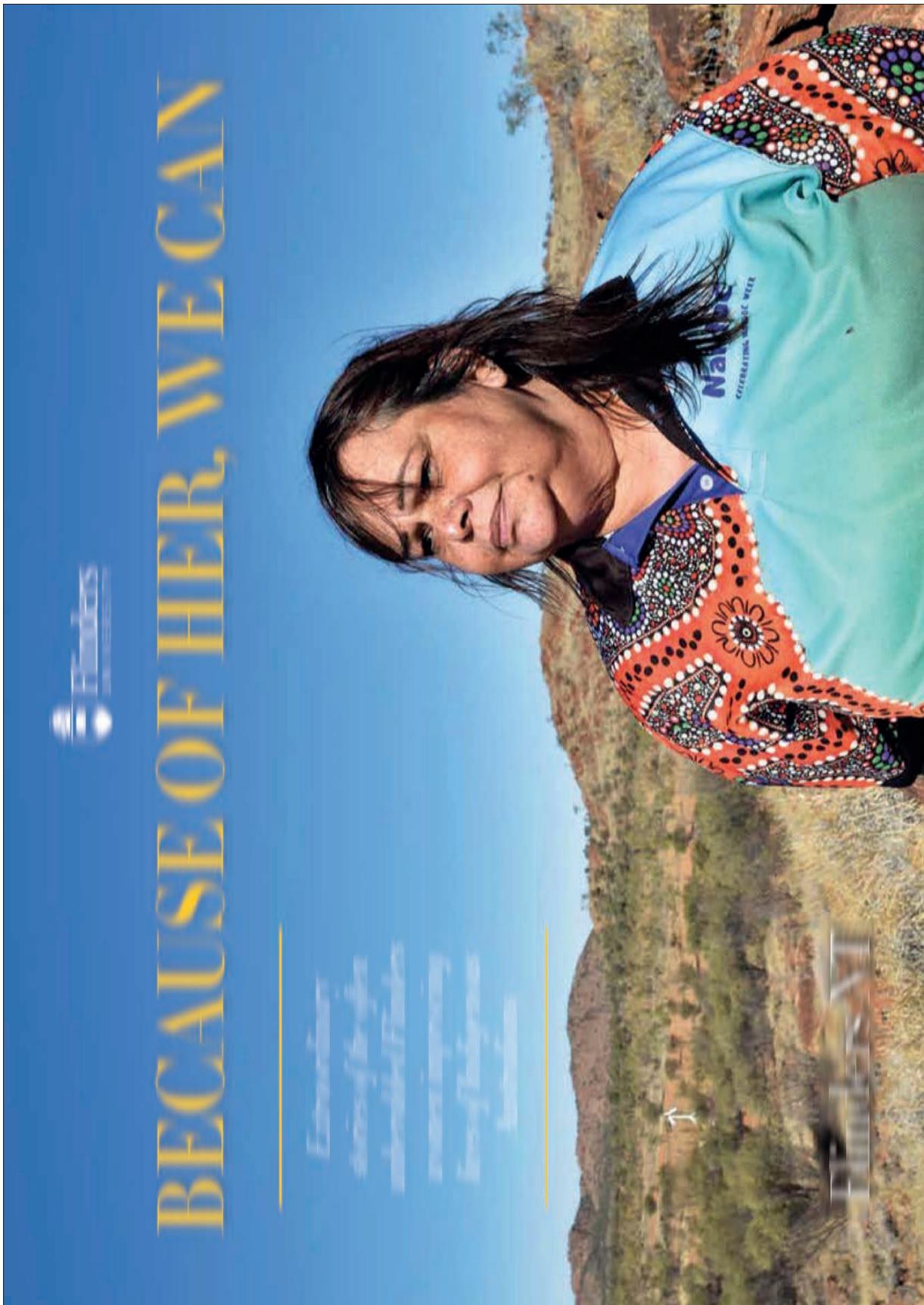
Flinders is participating in the Australian pilot of the Athena SWAN program run by the Science in Australia Gender Equity (SAGE) group of the Australian Academy of Science, and the Australian Academy of Technology and Engineering. The driving principle is a commitment to advancing the careers of women employed in higher education and research.

Learn more: flinders.edu.au/about/sage
The Superstar of STEM initiative is co-ordinated by Science & Technology Australia: scienceandtechnologyaustralia.org.au

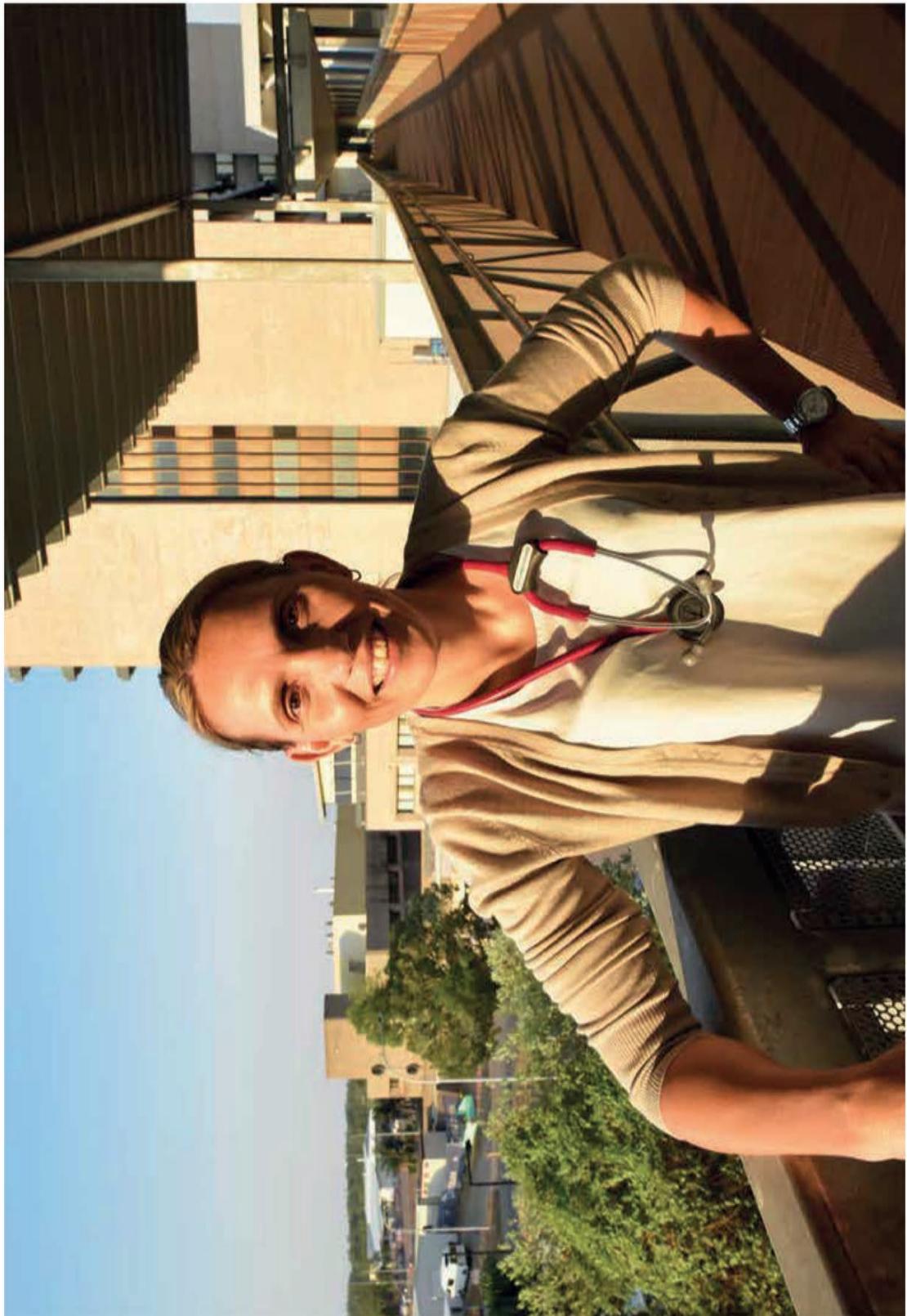
ENCOUNTER



2016 *Encounter* Front Cover: Aboriginal female PhD Poche Scholar



Because Of Her We Can: Publication highlighting the extraordinary contribution of our Indigenous women across the Northern Territory.



Because Of Her We Can: Dr. Belinda Washington

5.4 xi. OUTREACH ACTIVITIES

Our Office of Student Recruitment delivers STEMM outreach to high schools throughout South Australia and beyond, collaborating with academic/professional staff across the university. Initiatives have included seminar and workshops featuring leading STEMM academics/researchers as guest speakers. Seminar topics included women in physics, sustainable materials research, technology and biotechnology.

Unfortunately earlier data is unavailable (Action 5.4xi.A), but 2018 data is provided (Table 25 and Figure 50).

Table 25. Summary of 2018 outreach

Activities	Participant numbers
Hosting schools for campus tours	88 schools
Activities at secondary schools	222 schools (over 600 activities)
Interstate secondary school visits	24 schools
Enrichment program students on campus	over 880 students
University Open Days	2,300 secondary school students

Event	Target Audience	Main Presenters / Staffing	Number of Attendees
Digital STEM Challenge	Year 10	Academic Ambassador STEMM	88888888
April STEM Taster	Year 10	Ambassador STEMM	8888888888888888
September STEM Taster	Year 10	Ambassador STEMM	8888888888888888
SASTA Conference	STEMM	Academic STEMM	8888888888888888+8888888888888888
May Teacher PD Evening	STEMM	Academic PSO STEMM	88888888
Forensics Day @ Flinders	Year 10	Academic STEMM Ambassador	8888888888888888

 Students  Teachers  Prospective Students/Families  1 Woman  1 Man  10 People

Figure 50. High School Student Outreach 2018

Figure 50 High School Student Outreach 2018 Cont.

Event	Target Audience	Main Presenters / Staffing	Number of Attendees
September Teacher PD Evening	🍎	Academic PSO STEMM	♂♂♂♂ ♀+♀+♂
Exploring Tonsley	🔍	Academic Ambassador CSE OCME STEMM	♂♂♂♂♂♂♂♂ ♂♂♂♂♂♂♂♂♂♂ ♂♂♂♂♂♂♂♂♂♂ ♀+♀+♂ ♀+♀+♂ ♀+♀+♂
Inspiring Women	девушк	Year 11 Ambassador STEMM Industry Rep.	♀♀♀♀♀♀♀♀♀♀
Game Dev Boot Camp	девушк	Ambassador STEMM	♂♂ ♀+

 Students  Teachers  Prospective Students/Families  1 Woman  1 Man  10 People

Figure 50. High School Student Outreach 2018 Cont.

Many staff are involved in outreach, and performance reviews/promotion applications formally capture staff outreach activities. However, while data for the gender of participants for outreach programs is collected, it is not centrally accessible, so we will develop an accessible online knowledge transfer database (Action 5.4xi.A).

5.4 xi. Outreach activities

KEY OBSERVATION

Flinders University is well respected for its outreach programs to high schools and their students.

ISSUES TO BE ADDRESSED

1. The enhancement of outreach data collection and collation to include the gender, position and level of staff participating in programs, and the gender breakdown of attendees.
2. The need to develop online knowledge transfer software to enable the university to market its outreach activities.

Action 5.4xi.A

March 2020 -December 2020

Resource and develop knowledge transfer online software in line with other universities e.g. <https://info.ktponline.org.uk/action/search/current.aspx>, to enable staff to automatically update data and project information and for stakeholders to search for intelligence. Launch and market the software both internally and externally.

5.4 xii. LEADERSHIP

The Vice-Chancellor has committed to ensuring the continuance of our Athena SWAN efforts. A full-time project officer, reporting to the chair of EODC, will support Colleges and Portfolios to implement the Athena SWAN Action Plan. The University leadership group, including the Senior Executive Team, Directors of College Services, and College Deans (People and Resources) have endorsed and committed to implementing the Action Plan. College Deans (People and Resources) will be the primary people responsible for implementing actions. They and the rest of their leadership teams will work with the restructured SAT (Action 3.B), which will provide advice or assistance as required. This new SAT will monitor and report (Action 3.A) on actions to EODC. This committee reports to the Vice-Chancellor, who has committed to provide annual Athena SWAN updates to the University's governing Council.

5.4 xii. Leadership

ISSUE TO BE ADDRESSED

University governance needs to change to ensure effective implementation of the Action Plan.

Action 5.4xii.A

January 2020 - June 2020

A full-time Athena SWAN Implementation project officer position has been developed to provide oversight and assistance to Colleges, Portfolios and SAT in their implementation of the Action Plan, with a reporting line to the chair of EODC.

6. SUPPORTING TRANSGENDER PEOPLE

Recommended Word Count: **500 Words** | Actual Word Count: **457 Words**

6.i. CURRENT POLICY AND PRACTICE

Sex, gender, gender identity, gender expression, sexuality and intersex status are grounds protected under our recently revised Equal Opportunity policy. Our policies also promote language which is gender- and sexuality-inclusive language across all public usage, including teaching. However we need guidelines to support staff and students who are transitioning gender, and their supervisors and colleagues. Our membership with Pride in Diversity, the National not-for-profit organisation, affords a valued collaborator to develop necessary resources (Action 6.A).

Our staff and student databases have a third option for identifying gender. We will conduct an audit of when and where gender information is collected, to protect privacy and ensure gender data is collected only when mandated by legislation or for diversity monitoring for affirmative action (Action 6.B).

Only our newest buildings have universal access toilets suitable for all users on all floors, limiting transgender people. We will therefore conduct an audit of available non-gendered bathroom spaces and ensure gender-neutral signage is provided (Action 6.C). This action also commits to developing new non-gendered spaces.

Although face-to-face LGBTIQ+ awareness-raising and Ally training sessions are held across each year, we will also develop an online module on sexual and gender diversity to combine with our mandatory orientation training (Action 6.D).

Our Ally Network partners with student Queer organisations, celebrating special days like International Day Against Homophobia, Biphobia, Intersex- and Trans-phobia (IDAHOBIT), Wear It Purple Day, and Transgender Day of Remembrance, supported by Senior Executives (such as Ally Network patron the Deputy Vice-Chancellor). In recent years we have also participated in the Adelaide LGBTIQ+ FEAST Festival Pride March, Picnic in the Park and facilitating a 2017 session on how to be a good Ally.

6 ii. REVIEW

We have participated in the Australian Workplace Equality Index (AWEI) and its survey (Pride in Diversity initiatives), with survey participation rising by almost 70% from 57 (2017) to 96 (2018). A high majority in both years believe Flinders genuinely supports LGBTIQ+ inclusion with no “Not at all” responses either year (Figure 51).

To what extent do you believe your organisation genuinely supports LGBTI inclusion?

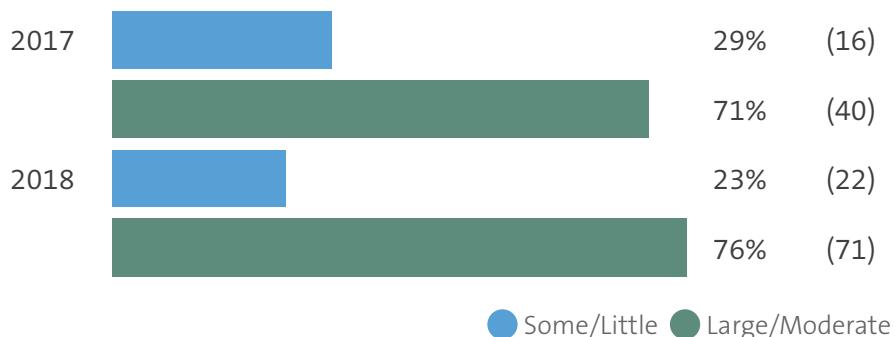


Figure 51. Australian Workplace Equality Index for Flinders University.

Our Ally Network, created in 2005, has grown in size and awareness (Figure 52).

Awareness of the Ally Network

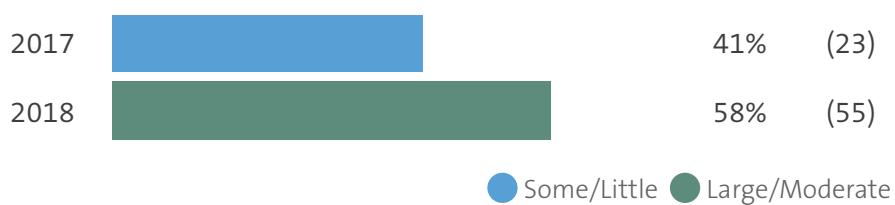


Figure 52. Australian Workplace Equality Index for Flinders University.

We propose to further increase the network’s visibility, with more Senior Executives and the Vice-Chancellor committing to attend events.

The new HR system will feature non-binary as a third gender option and non-binary gender language is being applied to all policy documents. Current policy revisions will make transgender and non-binary status explicit where relevant.

Training for People and Culture staff has occurred, and will continue to be provided each year, and will expand into Colleges (Action 6.E).

6 iii. FURTHER WORK

The University will continue to take part in the AWEI survey in coming years, and commits to being active in LGBTIQ+ inclusion.

We also recognise extra responsibilities in relation to research and LGBTIQ+ people, and will develop guidelines for researchers (Action 6.F).



Ally Network tree planting honouring the Flinders queer community, 2017.

6. Supporting transgender people

KEY OBSERVATION

Flinders University Ally Network was established in 2005 and senior executives have visibly supported staff and student LGBTIQ+ celebrations each year, including through sponsorship of an Ally Network Patron by Deputy Vice-Chancellors and Vice-Chancellor across the years.

ISSUES TO BE ADDRESSED

Need to expand awareness of and provide better support for staff and students identifying as LGBTIQ+.

Action 6.A

August 2019 - December 2019

Develop draft guidelines and web-based resources to support staff and students who are transitioning gender, and assist supervisors and colleagues to be available and supportive. Consultation with Ally Network and student Queer organisations should be part of this development, along with reference to Pride in Diversity expertise and resources.

Action 6.B

January 2020 - June 2020

Conduct a University-wide audit of when and in what databases staff and student gender information is collected, in order to clarify which gender information is required to meet legislation or diversity monitoring for affirmative action. Gender data that does not meet either of these needs is to cease being collected, in order to ensure privacy of staff and students.

Action 6.C

January 2020 - April 2020

Conduct an audit of bathroom spaces to ascertain where non-gendered bathrooms are available and to ensure that gender-neutral signage is associated with those spaces. This audit should also outline a priority list of building spaces that do not have gender-neutral bathrooms, and align each space according to building funding priority areas, or to a list for development of capital bid applications.

Action 6.D

January 2020 - June 2020

Develop an online LGBTIQ+ awareness module to be included in mandatory Orientation training.

Action 6.E

April 2019 - December 2019

Expand current LGBTIQ+ face-to-face sessions to include College-specific sessions.

Action 6.F

January 2020 - June 2020

Develop guidelines to support staff undertaking research in relation to LGBTIQ+ people.

Commitments: The University commits to progressively enhance and develop gender-neutral bathroom spaces according to the priority list developed during the 2020 audit, with an aim for at least one gender-neutral space in every building on each University campus by March 2021, and on every floor of every building by March 2025.

7. INTERSECTIONALITY

Recommended Word Count: **500 Words** | Actual Word Count: **467 Words**

7i. CURRENT POLICY AND PRACTICE

As described in Sections 4 and 5, Flinders has well-established policies to ensure equitable and inclusive treatment for all staff, students and visitors. Explicit policies protecting gender, other diversities and legislatively protected characteristics are supported by a network of EO Contact Officers and the EODC, which reports to the Vice-Chancellor.

Additionally, mandatory Equal Opportunity training at Orientation is supplemented by regular training sessions across the year devoted to awareness-raising of sexual and gender diversity and disability. Conversations about Race sessions are also conducted. As outlined in Section 6, our active Ally Network has been promoting awareness across Flinders since 2005.

Despite the limitations of our current HR system, we collected data showing the intersection of gender/CALD (Figure 53) and gender/disability (Figure 54).

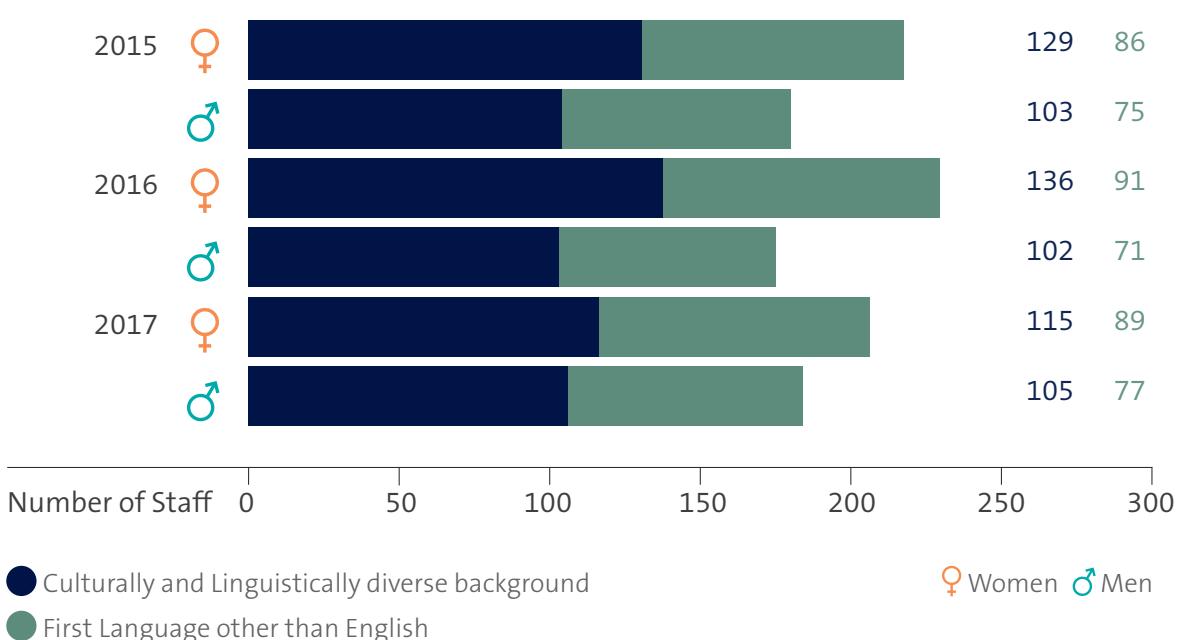


Figure 53. Staff identifying with Culturally and Linguistically diverse background

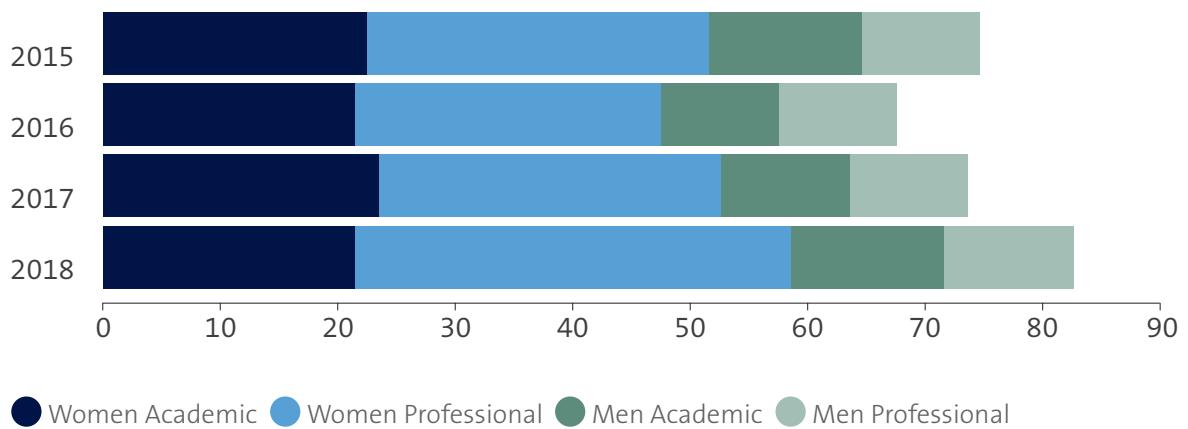


Figure 54. Continuing and Fixed Term staff identifying with a disability 2015 to 2018

Although these numbers are low, across all years women comprise the majority for both Disability and CALD. There were also more women Indigenous staff across all years (Figure 27). Given the predominance of women in these groups, we need to better understand and support these intersecting identities. We will continue to monitor this data and work with staff with intersecting identities to better capture numbers (Action 7.A). In line with actions in other sections (5.1i.B and 5.1ii.B), we will develop guidelines for recruitment and promotion panels to assist in assessing achievement relevant to opportunity (Action 7.B).

7 ii. REVIEW

Our policy review has highlighted that the concept of ‘intersectionality’ is not explicit and mechanisms to monitor effectiveness for people of intersecting identities are needed.

Focus groups were conducted with staff with intersectional identities to explore their experiences and issues of concern. Women identifying as CALD advised that they felt valued for this background, and career development opportunities sometimes arose (for example representing the University in networking with International guests). However, they often felt extra responsibilities and work pressures in relation to representing their culture. Some participants reported experiences of harassment or discrimination, based on their race or accent. While unacceptable behaviour occurred rarely and mostly came from students, it nevertheless highlights a need to raise awareness.

Participants supported the University’s strategic work on the Disability, Reconciliation, and Gender Action Plans, and encouraged action on University-wide communication to highlight the achievements of women with disabilities, CALD and Indigenous identities. They also recommended increased awareness-raising activities and the development of an online social communication tool to assist sharing and networking. The University is committed to implementing these recommendations (Actions 7.C and 7.D).

7 iii. FURTHER WORK

In addition to a need for University-wide communications that highlight experiences of staff with intersecting identities, more work is required to understand how many staff identify in this space, possible barriers to identifying, the difficulties they experience and how the University can better support them. Importantly, differences for STEMM and non-STEMM need to be explored (Action 7.A).

We will create a working group to develop an Intersectional Action Plan to build on the actions in this section, include mechanisms for feedback and ensure consistency across the University (Action 7.E).

7. Intersectionality

ACTIONS

Action 7.A

January 2019 – December 2022

Improve the collection of data of staff identifying as CALD and/or with a disability and engage staff with intersecting identities to better understand staff numbers and needs, and to identify group differences (e.g. STEMM/Non-STEMM).

Action 7.B

January 2020 - June 2021

Develop a framework for assessing achievement relevant to opportunity for use by recruitment and promotion panels assessing applications for staff with intersecting identities. (This action should align with similar activities at 5.1i.B, guidelines for recruitment panels, and 5.1iii.B, guidelines for promotion panels.)

Action 7.C

June 2019 - December 2019

Create web pages providing information about intersectionality, including what intersectionality is and means, and positive stories on the contributions of people with intersectional identities.

Action 7.D

January 2020 - December 2020

Develop and fund a CALD “One Stop Shop” Communication Portal to enable staff to connect and network, including through activities to engage with non-CALD staff.

Action 7.E

January 2020 - December 2020

Identify a working group to consult and develop an Action Plan that builds on the above actions and includes mechanisms for feedback, monitoring and accountability across the University. Colleges and Portfolios to develop action plans that report into the University-wide plan.

8. INDIGENOUS AUSTRALIANS

Recommended Word Count: **500 Words** | Actual Word Count: **534 Words**

8i. CURRENT POLICY AND PRACTICE

Our Indigenous support initiatives include:

- > An Indigenous Engagement Framework, embodying:
 1. Recognition and respect for Indigenous peoples, knowledges and cultures
 2. Integrated, university-wide strategies, policies and programs
 3. High expectations with clear goals

The Framework strategies aim to increase Indigenous participation, retention and success in higher education, contributing to higher levels of economic and social participation for Indigenous peoples and their communities. Our current draft Reconciliation Action Plan will eventually replace the Framework.

- > Our Enterprise Agreement 2014-2017 encompasses an employment strategy for Indigenous staff. A new agreement is in development.
- > Incorporation of criteria specific to Indigenous staff in Academic Profiles
- > *Conversations about Race* training.
- > Indigenous Outreach programs, engaging primary/high school students (metropolitan and regional SA and NT)
- > Scholarships
- > Alternative entry pathways for Indigenous Australians, including foundation programs, Indigenous Access Scheme and Indigenous Entry Scheme into the Doctor of Medicine degree program
- > Mentoring

STEMM initiatives include: “Life in the Uni Lane” and the Indigenous Science, Technology, Engineering and Mathematics five day camp for secondary students.

Partly due to these programs, 2015-2017 has seen a steady increase in Indigenous enrolments (Table 26).

Table 26: Indigenous student enrolments 2015-2017.

College	2015			2016			2017		
	♀	♂	Total	♀	♂	Total	♀	♂	Total
College of Business, Government and Law	15	17	32	28	15	43	28	17	45
College of Education, Psychology and Social Work	62	18	80	60	15	75	63	17	80
College of Humanities, Arts and Social Sciences	31	15	46	37	26	63	32	23	55
College of Medicine and Public Health	34	11	45	34	11	45	29	15	44
College of Nursing and Health Sciences	44	8	52	40	8	48	44	7	51
College of Science and Engineering	6	16	22	11	20	31	13	29	42
Non College	5	3	8	16	6	22	15	7	22
Grand Total	197	88	285	226	101	327	224	115	339

♀ Women ♂ Men

Indigenous staff provide important support to Indigenous students. These staff numbers fluctuated in 2015-2017 (Table 27), comprising just 0.7% of total staff. We commit to employing more Indigenous people.

Table 27. The number of Indigenous staff at Flinders 2015-2017 (Headcount)

College	2015		2016		2017	
	♀	♂	♀	♂	♀	♂
College of Medicine and Public Health	17	5	16	8	15	7
Other Colleges and Portfolios	10	10	10	12	12	9
Total	27	15	26	20	27	16

♀ Women ♂ Men

The higher proportion of Indigenous staff in the College of Medicine and Public Health reflects Flinders' commitment to providing rural health tertiary programs and support in SA/NT regions. Employment of Indigenous staff is prioritised in those areas.

During 2018 the College of Education, Psychology and Social Work commenced two Indigenous traineeships. Other Colleges expect to do likewise in 2019.

Senior Executives are committed to better supporting Indigenous staff and students and participated in Indigenous Cultural Safety Training in 2018.

8 ii. REVIEW

Numbers and locations of Indigenous staff are monitored across the year and reported to the Employment Strategy for Indigenous Australians Advisory Committee and the University Consultative Committee.

Biennial Your Voice surveys collect staff feedback, informing actions to address areas of need. Recent examples include new courses such as unconscious bias training and improved performance development reviews which capture employees' community engagement and cultural needs.

Flinders also reports annually to the Department of Prime Minister and Cabinet on Indigenous student access, participation and success, outreach activities, governance and employment.

8 iii. FURTHER WORK

Flinders' strategic plan explicitly references Indigenous people and culture, commits to engage with and respect Indigenous knowledge systems and communities and supports Indigenous advancement in education, employment, research and wellbeing. Annual celebrations such as Springfest, Reconciliation Week and NAIDOC are harnessed to highlight the importance of indigenous culture through activities such as Welcome to Country, basket weaving and musical performances. We will continue these activities (Action 8.D), to promote awareness of Indigenous culture and values.

A priority is to increase our Indigenous students (currently less than 2% of total student enrolments) by:

- > Working with the Federal Government Rural Health Multidisciplinary Training scheme to increase Indigenous enrolment targets for medicine, nursing and health sciences in regional areas
- > Supporting Indigenous students entering Medicine
- > Providing cultural safety training to staff
- > Providing health literacy and undertaking research and engagement with remote communities

We aim to increase our student enrolments to 3% of total enrolments by 2025 (Action 8.C), and Indigenous staff numbers to at least 2% by 2020 and 3% by 2025 (Action 8.B).

8. Indigenous Australians

KEY OBSERVATION

Senior Executives are committed to better understanding how to support Flinders' Indigenous Staff and Students, having undertaken Indigenous Cultural Safety Training in November 2018.

ISSUES TO BE ADDRESSED

We need to increase Indigenous staff.

We need to increase Indigenous student enrolments and completions.

Action 8.A

June 2019 - December 2019

Develop a Reconciliation Action Plan that reflects and extends the Flinders Indigenous Engagement Framework.

Action 8.B

June 2019 - December 2020

Colleges and Portfolios to develop Indigenous Employment Action Plans, with an aim to increase Indigenous staff to at least 2% by 2020 and 3% by 2025.

Action 8.C

June 2019 - December 2020

Colleges and Portfolios to develop strategies for attracting Indigenous students, with the aim to increase enrolments to at least 3% by 2025. Strategies should include actions for increasing completions.

Action 8.D

May 2019 onwards

Prioritise awareness of and involvement in NAIDOC and Reconciliation Week celebrations year on year.

9. FURTHER INFORMATION

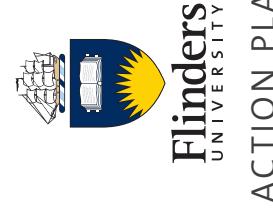
Recommended Word Count: **500 Words** | Actual Word Count: **0 Words**



ATHENA SWAN

INSTITUTION APPLICATION

BRONZE AWARD



SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
2iii	1. Over-representation of women in Teaching roles across all Colleges.	2iii.A	June 2019 - December 2020	Develop and initiate a communication strategy to encourage gender balance by highlighting successful teaching staff and resulting student successes, including messages in public and staff forums by senior leaders outlining the value of teaching and teaching staff.	VC and Executive Director OCME	Communication Strategy developed and enacted. Messages delivered in public and staff forums, including internal and external emails and social media.	
	2. The need to create a University culture that overtly values teaching.	2iii.B	June 2019 - December 2020	Review the Vice-Chancellor Teaching Awards and include grant funding for teaching-focused research.	VC and Executive Director OCME	Review of Teaching Awards undertaken. Funding strategy developed and enacted for teaching focused research.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
					Director P&C and SE VP	Review of processes undertaken and report presented to VC.	
2v	1. Lower numbers of women staff and students in College of Science and Engineering.	2v.C	June 2019 - December 2020	Review current processes used to recruit, appoint and support women (including students) in the College of Science and Engineering.	Director P&C and SE VP	Focus groups conducted and summary of feedback with barriers provided to College leadership	
		2v.D	June 2019 - December 2020	Develop and undertake survey and focus group discussion with women in the College of Science and Engineering - to consider recruitment and retention of women staff and students. Identify and address barriers to research/ teaching success, and improve recognition of success through promotion.	Director P&C and SE VP		
		2v.E	March 2020 - December 2022	Develop and initiate a strategy to increase the number of women in the College of Science and Engineering staff and students. Include actions around flexible work practices, mentoring, teaching and research support.	Director P&C and SE VP	Strategy developed and initiated. Report presented to VC.	
						Increased women staff and students in the College of Science and Engineering by 20% by 2022.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
					Director P&C	Smaller focused taskforce developed and reports presented to EODC and VC.	
3	<p>1. Change the structure and governance of SAT to ensure implementation and monitoring of the Action Plan.</p> <p>2. Develop mechanisms to support colleges to consider applying for silver departmental award.</p>	<p>3.A</p> <p>3.B</p>	<p>April 2019 - June 2019</p> <p>June 2019 - December 2022</p>	<p>The self-assessment team will be restructured into a smaller focused taskforce that oversees and monitors the implementation of the Action Plan. This group will report to the Equal Opportunity and Diversity Committee (EODC) which in turn reports to the Vice-Chancellor.</p> <p>College Deans (People and Resources) will have responsibility for working with their College Senior Leadership Teams and Director P&C will work with Portfolio Senior Leadership to embed implementation of the Action Plan across teaching, research and human resource strategies.</p>	<p>College VPs and Director P&C</p>	<p>Responsibilities undertaken and reports presented to the EODC and VC detailing Action Plan implementations.</p>	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
3	As above.	3.C	June 2019 - December 2022	An Athena SWAN Project Officer position will be developed and recruited, with responsibilities including executive support of the SAT and liaison with College Deans (People and Resources) and Director P&C in the implementation of the Action Plan	Director P&C	Athena SWAN Project Officer recruited and evidence of support presented in reports to the EODC.	
		4.1i	January 2020 - June 2020	Actions then monitored and reported annually.	College VPs and Director P&C	College Action Plans developed. Data and proposed actions presented to the SET workshop, then included, reported on and monitored through the College Accountability Cycle.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
4.1i	2. The College of Science and Engineering has lower proportions of women at all levels, with Level C and D under 30% and Level E at 14% and the College of Business, Government and Law also has a low proportion of women at Level E at 15%.	4.1i.B	July 2021 - December 2021	Develop and implement a series of communications that outline the actions and possible improvements from 4.1i.A, across a range of channels in order to awareness-raise and continue to seek staff input on the University activities.	College VPs, Director P&C and Executive Director OCME	Communications developed and presented to staff through internal communications including Flinders InTouch, email, online portals and performance development reviews and Inductions. Increased numbers of senior women, with a target of 40% Level D and 25% Level E by 2022 in Science and Engineering and 25% Level E in Business, Government and Law by 2022.	
		4.1i.C	April 2020 - June 2020 (initial forum with a view to annually thereafter)	Review the previous Promotions Workshops for Academic women and develop a revised workshop, led by a Senior Executive woman, to discuss approaches to applying for promotion and encourage more women to submit applications.	Director P&C	Renewed workshop/s held and supportive feedback received. Increased promotion applications from women, particularly for Level C, D and E, with targets of 30% more applications from women at each level in 2021 and 2022 (with no lowering of success rate).	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
					Director P&C	Feedback is supportive and forum series continue year by year. Survey feedback indicates increased knowledge of University supports.	
4.1i	As above.	4.1i.D	Monthly June 2020 - December 2020 with a view to quarterly thereafter	Deliver a Senior Executive-sponsored series of exploratory forums for staff across the University, including regional and rural locations, to discuss the institutional and system factors and biases that lead to fewer women progressing through academic levels. Forums will also explore the types of supports, policy changes and initiatives that may better enable women to develop their careers while enabling work/life balance, as well as how to better support men to access work/life balance and greater opportunities to share in caring responsibilities. A further aspect for exploration will be how the University can better appreciate, reward and access the skills of those women who choose to remain at a lower level, recognising their expertise and experience.	Director P&C	Feedback will be collected and future forums will endeavour to respond to it.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
4.1i	As above.	4.1i.E	January 2020 - March 2020	The College of Nursing and Health Sciences will develop an Action Plan investigating reasons for fewer applications from men and outlining activities to seek to create change in this regard. Targets and timeframes should be included.	CNHS VP and Director P&C	Action Plan developed, enacted and reported to EODC and VC.	
4.1ii	1. 2015 to 2017 has seen significant structural change and it is difficult to know whether the data presented in this section is capable of being extrapolated for future years.	4.1ii.A	January 2020 - December 2023	Collect and analyse data for academic staff by gender and employee status to assess for gender equity. Where any inequity is discovered, actions to account for reasons and to address inequity should occur. (This action links with Actions 4.1iii.A and 4.1.iv.A and will be added to College and Portfolio Accountability Cycle commitments).	Director P&C	Data collected and analysed. New required actions and targets developed, initiated and monitored. Report presented to EODC and VC.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
4.1.iii	<p>1. With the creation of new research-specialist and teaching-specialist roles from 2019, the resultant gender distribution across these roles is not yet known.</p> <p>2. The existing teaching-only roles are filled predominantly by women, and there is a need to create a University culture that overtly values teaching (Section 2).</p>		January 2021 - June 2021	<p>Review University-wide and College-by-College gender distributions across teaching-only, research-only and teaching-and-research roles, and develop specific strategies to address inequity.</p>	Director P&C	<p>Data collected and analysed.</p> <p>Report and recommendations provided to SAT and EODC.</p> <p>Strategies implemented.</p> <p>Increased men take on new teaching-specialist roles, with a target of 30% increase by 2022 and reviewed target set at that time for 2023.</p>	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S	ACTION	
4.1iv	1. 2015 to 2017 saw significant structural change and it is difficult to ascertain gender equity in the area of academic leavers.	4.1iv.A	January 2019 - December 2023	Collect and analyse data for academic leavers by gender, level and reason for departure to assess for gender inequity. Where any inequity is discovered, actions to account for reasons and to address inequity should occur. (This action links with Actions 4.1ii.A and 4.1iii.A). Consider particularly whether Level B staff leave in higher numbers than other levels and if further qualitative data needs to be collected to develop actions to reduce this.	Director P&C	Data collected and analysed. New required actions developed and initiated. Report presented to EODC and VC.	
4.1v	1. University-wide gender pay gaps remain unacceptable and need further reduction.	4.1v.A	June 2020 - December 2020	Evaluate employment documents through a gender lens, analysing the language in position descriptions, professional staff classification descriptors and academic profiles to ensure equity.	Director VPs and Director P&C	Evaluation undertaken, language modified as needed and report presented to EODC and VC.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S	ACTION PLANS DEVELOPED.	
4.1v	As above.	4.1v.B	January 2020 - June 2023	Colleges and Portfolios will develop awareness of the reasons for GPGs in their areas and develop and monitor Action Plans that support development, progression and retention of women and strategically reduce the GPGs.	College VPs and Director P&C	Action Plans developed. Actions undertaken and monitored. Annual reports presented to EODC and VC.	
		4.1v.C	January 2020 - December 2020	Create a University-wide awareness-raising and communication campaign to educate staff about gender pay gaps and their causes, and proposed actions to reduce inequity.	Director P&C and Executive Director OCME	Campaign created and communicated to all staff through internal channels e.g. email, InTouch, online portals, performance reviews and inductions.	
		5.1i	5.1.A	January – June each year	VP&EDs and VP (Corporate Services)	Data analysed and summary reports with recommendation provided to EODC EODC and VC to approve addition/amendment in actions in this Action Plan, if required	
				Collect and analyse gender recruitment data by application, short-listing and appointment stages, across levels (with a particular focus on Level C) and by Colleges. Reports to be presented each October by Colleges and Corporate Services to Equal Opportunity and Diversity Committee, which shall then report, with recommendation to the Vice-Chancellor.			

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
5.1i	As above.	5.1B	January 2020 – June 2021	Develop guidelines for recruitment panels to assess applicant performance relative to opportunity. (Link this action with Action 5.1iB which develops similar guidelines for promotion panels and Action 7.C, guidelines for intersecting identities). Additional guidelines to be developed for recruitment panels to interrogate their process for any inherent bias.	Director P&C	Guidelines developed and promulgated	
		5.1i.C	January 2020 – June 2021	With the aid of data collected under 5.1i.A consider what resources would assist women at Level B to apply for Level C. Conduct a workshop and survey Level B women. Incorporate their feedback to inform development of resources.	Director P&C and VPs.	Training and workshops delivered to embed guideline principles	Paper summarising qualitative (5.1i.C) and quantitative (5.1i.A) data and making recommendations provided to EODC and VC to consider addition/amendment in this Action Plan if required

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
					Director P&C	Yearly data summary to be provided to EODC for consideration and recommendations to VC as relevant	
5.1.iii	<p>1. We need to consider whether there has been any unforeseen impact with the removal of Level D+ after the 2017 Promotion Round.</p> <p>2. Our methods for assessing performance relative to opportunity are limited.</p>	<p>5.1.iii.A</p> <p>5.1.iii.B</p>	<p>January 2019 – December 2023</p> <p>January 2020 – June 2022</p>	<p>Continue to monitor rates of promotion, with a particular lens on rates of promotion to Level E by gender, and whether there is any change from 2018 onwards, with the removal of Level D+.</p> <p>Develop guidelines informed by consultation (discussion, paper survey, focus group) for assessing performance relative to opportunity. Link this action with Action 5.1.i.B which develops similar guidelines for recruitment panels and 7.C guidelines for intersecting identities.</p>	<p>Director P&C</p>	<p>Guidelines developed and promulgated</p> <p>Training and workshops delivered to embed guideline principles</p> <p>Promotion panel chairs' and members' feedback indicates increased awareness and ability to incorporate differences of opportunity in their assessment of applications.</p>	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
5.1iv	1. Lower (HERDC) published papers from Academic women in the Colleges of Science and Engineering and Medicine and Public Health	5.1iv.A	June 2019 – December 2019	Engage women Academic staff in Colleges of Science and Engineering and Medicine and Public Health via focus groups and surveys to discern how the University can better support their writing. Develop a summary paper of the feedback with recommended actions.	SE and MPH VPs	Summary paper delivered to VPs outlining feedback and recommendations for actions. Actions implemented and data tracked, with results reported to EODC from 2021 and annually thereafter.	HERDC data shows increased published papers for Academic women in these Colleges.
		5.1iv.B	January 2020 – June 2020	Based on summary paper (5.1iv.A), Colleges of Science and Engineering and Medicine and Public Health develop and initiate a strategy and actions to increase published papers by women.	CSE and MPH VPs	Target of 20% increase in published papers with at least one woman author for these Colleges by 2021. Strategy and actions developed and integrated with this Action Plan	HERDC data shows increased published papers by Academic women in these Colleges.

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S	COLLEGE VPS	
5.1iv	2. Lower (HERDC) value of average Academic women income.	5.1iv.C	June 2019 – December 2019	Identify reasons (focus group, survey) why women across all Colleges are securing lower average income. Each College will develop strategy and action plans to address reasons. Each action plan to include targets and timeframes.	College action plans developed and integrated with this Action Plan as appropriate. Each College to report to EODC on progress against targets from 2021 and annually thereafter.	College VPs	College action plans developed and integrated with this Action Plan as appropriate. Each College to report to EODC on progress against targets from 2021 and annually thereafter.
5.2i	1. The University does not understand the reasons behind gender imbalance in those accessing training and development opportunities	5.2i.A	June 2020 – December 2020	Once the new HR system is fully operational in early 2020, develop reporting capacity to capture levels of participation in training. Analyse with a view to determining potential reasons for different gender trends in Academic training differences.	Director P&C	Summary report and recommendations provided to EODC	Summary report and recommendations provided to EODC, who will include actions (5.2i.C) in this Action Plan if appropriate. Increased men participating in training, with a target of 30% overall increase in training participated by men by 2022.
		5.2i.B	January 2021 – June 2021	If analysis at 5.2i.A does not reveal clear evidence to inform actions, undertake a series of focus groups with a range of Academic staff to gain understanding of potential issues.	Director P&C		

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
5.2i	As above.	5.2i.C	June 2021 – December 2021	Develop a strategic plan that outlines actions to encourage greater gender equity in the accessing of training and development by Academic staff.	Director P&C	As above.	
	2. Higher Degree Research students are not aware of all training and development opportunities open to them and proportions of students accessing these are low.	5.2i.D	October 2019 – April 2020	Develop and instigate strategies/actions to raise awareness about Higher Degree Research career development training opportunities.	Dean of Graduate Research	Actions implemented. Proportions of Higher Degree Research students participating in training and development increase. Target of 40% increase in HDR students participating in training by 2022.	
5.2ii	1. In the past, completion data for Performance Reviews has not been collected, and focus group feedback highlighted a number of supervisors have not conducted annual reviews.	5.2ii.A	January 2020 – June 2020	Ensure the new HR system has functionality to track Performance Review completion data and to follow up where completion of reviews has not occurred.	Director P&C	Performance Review completion data is collected – summary report to EODC with any recommended actions. Rate of completions rises by 30% by 2022.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
5.2ii	As above.	5.2ii.B	June 2019 – August 2019	Ensure the Performance Development Review template includes a section for a staff member to outline their aspirations in relation to workload and work/life balance and how these align with career development	Director P&C	Template includes work/life balance section. Work/life balance is actively incorporated into staff career development. Your Voice survey responses show increased satisfaction in this area.	
		5.2ii.C	January 2021 – August 2021	Collect follow-up qualitative data (survey, focus groups) once the new template has been in use over several years, to ascertain its effectiveness for staff and supervisors. Data on the completion of the annual performance review cycle will also be collected and analysed.	Director P&C	Summary report with recommendation provided to EODC. Further action taken as required. Your Voice survey responses show increased satisfaction in this area.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S	ACTIONS	
5.2iii	1. The HERDC in Section 5.1iv outlines lower output from Academic women in the Colleges of Science and Engineering and Public Health and lower average income in women across all Colleges, raising the question of what more can be done to assist academic women (Actions 5.1iv.B and C). Perhaps the Early Career Researcher Mentoring Scheme could assist.	5.2iii.A	June 2020 – December 2020	Once outcomes of investigations in actions 5.1iv.A, B and C are known, review the provisions of the current Early Career Researcher Mentoring Scheme, with a view to providing specific provision for women, those in the Colleges of Science and Engineering and Medicine and Public Health.	Director Research Development and support	Early Career Researcher Mentoring Scheme review report with recommendations is provided.	
5.3i	1. Some staff are still unaware of the full range of supports available for Maternity Leavers before they commence leave.	5.3i.A	June 2019 – December 2019	Profile staff using supports, in particular special parking permits and antenatal leave, in articles in Flinders in Touch weekly e-newsletter and include a case study in online orientation training.	Director P&C	Maternity Leave forum feedback indicates increased awareness. Maternity and Parental Leave questionnaire 2018-2020 indicates increased awareness. More staff access supports.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
					Director P&C	Increased online commentary and conversations occur. Feedback is collected with responding actions included with this action plan. The forum becomes another communication mechanism to ensure staff are aware of supports available.	Completion data and feedback from supervisors collected with responding actions included in this action plan. Maternity and Parental Leave questionnaire 2018-2020 indicates increased satisfaction in supervisor support and knowledge.
5.3i	As above.	5.3i.B	January 2020 – June 2020	Review the Pregnancy and Parenting Online Community networking forum and consider ways of making this more accessible as a communication mechanism and to facilitate ongoing collection of feedback.			
		5.3i.C	June 2019 - December 2019	Develop an online module for supervisors outlining their responsibilities to pregnant staff and partners, and the provisions available to them, before, during and upon return from leave.			

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
					Director P&C	Report and recommendations provided to EODC and VC and relevant actions included in this Action Plan.	
5.3ii	1. Some staff and supervisors are not aware of the full range of provisions for Maternity Leavers and the Keeping in Touch tool is not always being used	5.3ii.A	June 2019 – December 2023	Continue to collect and analyse parental leave data, noting any changes through the restructure period and beyond, and developing actions to address any long term reduction in staff taking leave. Annual parental leave report to be provided to EODC and VC	Director P&C	Provisions for maternity leavers are accessed more (as reported in the Maternity and Parental Leave questionnaire and at Maternity Leave forums).	
		5.3ii.B	January 2020 – December 2020	Review the existing Keeping in Touch information and Discussion tool and further develop it into an accessible and responsive online resource. Include a communication strategy to inform Flinders staff, particularly supervisors, of this resource and the importance of ensuring that Maternity Leaver preferences are respected.	Director P&C	Keeping in Touch resources, including Discussion Tool are reviewed and relaunched, with communication strategy to assist broad reach	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
5.3iii	1. Academic staff are not accessing Parental Leave in the same numbers as Professional Staff, and are not accessing the same amount of support upon return to work.	5.3iii.A	January 2020 – December 2020	Review the support provisions available to staff returning from Parental Leave to provide improved support for Academic staff.	Director P&C	Report summarising review and making recommendations provided to EODC and VC	
		5.3iii.B	January 2021 – December 2021	Develop online job-share resources including an online discussion area and a register where staff can express interest in trialling a job-share arrangement. Information sessions for staff and supervisors, communication plan and regular review will be included in this project.	Director P&C	Increased numbers of Academic staff access Parental Leave, reported to EODC from 2021 and annually thereafter.	
						Resources are developed, trialled and then launched, with associated information sessions.	
						Review to take place annually, and feedback mechanism for staff accessing the resource to be provided.	
						Job sharing increases (by 40% by 2022) as measured by Maternity and Parental Leave questionnaire.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
5.3iv	1. Data collection of staff who do not return from Maternity or Parental leave is a complicated, manual process that needs to be automated and streamlined.	5.3iv.A	June 2021 – December 2021	Once the new Human Resources system is fully operational in early 2020, develop reporting capacity that automatically captures those who do not return from Maternity or Parental Leave	Director P&C	Regular data is available and ability to follow up with staff not returning explored, to enable continued improvement in support for Parents	
5.3v	1. Some supervisors are not aware of the availability of Partner Leave. 2. The University needs to provide an environment/culture where partners feel comfortable taking the available Partner Leave.	5.3v.A	January 2020 – December 2020	Present a series of Senior Executive-led lunchtime forums, with each forum focusing on an aspect of parental leave and associated issues. Each Senior Executive will provide their own stories and emphasise their strong support of family and caring, as well as the benefits for the University in supporting staff to take leave, work flexibly and embrace diversity. Partner leave will be a focus of one of these forums.	Senior Executive Team (SET)	Lunchtime forums held and feedback collected. Maternity/Partner Leave surveys report improved awareness of provisions. Increased uptake of Partner Leave. Target of 30% increase of Partner Leave uptake by 2021.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
					Director P&C	Data is captured and reported on numbers of staff requesting, being approved/not approved flexible working. Reports presented annually to EODC with recommendations if applicable.	Toolkit developed, launched and reviewed after 12 months to assess impact.
5.3vii	<p>1. Tracking data on requests/approvals of changes in hours is difficult and efficient reporting capacity needs to be developed</p> <p>2. Supervisors need support to assist them managing their staff accessing flexible working arrangements.</p>	<p>5.3vii.A</p> <p>5.3vii.B</p>	<p>June 2020 – December 2020</p>	<p>Develop capacity for tracking and reporting on requests and approvals of flexible working arrangements, once the new human resources system upgrade is complete.</p> <p>Develop an online toolkit with resources for supervisors, which is available as an extension of the online module of Action 5.3i.C but also available as a stand-alone resource that provides links to information, tips and examples for supporting staff with flexible working arrangements and contacts for further assistance.</p>	<p>Director P&C</p>		

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
5.3viii	1. Difficulties in accessing childcare remain the most common reason Maternity Leavers delay returning to work.	5.3viii.A	January 2020 – December 2020	Survey staff and students to determine their childcare needs at all campuses, including questions around vacation care for school-aged children. An issues paper with recommended options to be developed and provided to the EODC. It should include input from the Property, Facilities and Development Division (PF&D) and the two on-campus childcare centres at Bedford Park. Options to include childcare and vacation care needs at Bedford Park and other campuses.	Director P&C, Director PF&D	Issues paper presented to EODC and VC with options and recommendations. Maternity and Parental Leave questionnaire responses indicate increased satisfaction with access to childcare.	
		5.3viii.B	June 2019 - September 2019	Expand current web resources to include information regarding other childcare options, for example, Family Day Care.	Director P&C	Web pages developed	
5.3ix	1. The current HR system does not provide functionality to access data on staff carers and the flexible work provisions they access.	5.3ix.A	June 2019 – December 2019	Ensure functionality to access data on staff carers and flexible work arrangements features in the new HR system.	Director P&C	Data is available on staff carers and flexible work arrangements they access	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
					Director P&C	Paper and recommendations to EODC and VC, with relevant actions becoming part of this Action Plan.	
5.3ix	2. We do not know how we can better support our staff who are carers of dependents of others who are not young children.	5.3ix.B	June 2020 – December 2020	Develop and implement a project that includes workshops, forums and a survey to better understand how many staff are carers, their needs and how to better support them. Issues paper with recommendations to be provided to EODC.	Director P&C	Feedback from activities confirms increased awareness and provides suggestions to improve support for carers.	
		5.3ix.C	January 2021 – December 2021	With the findings coming out of the project at 5.3ix.b, introduce a series of awareness-raising activities spread across the year through a variety of communications and include real-life examples of staff carers and senior leaders' experiences where available.	Director P&C		

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
5.4iii	1. The University-wide gender split is 67% women, so there is a need to continue to increase the number of senior women leaders.	5.4iii.A	June 2020 – December 2020	Colleges and Corporate Services develop Action Plans to deliver gender equality on senior management and influential University committees and advisory boards. Reporting on outcomes to be provided to EODC annually, with that committee providing a summary to the VC. Reporting to commence in 2021. (This action is embedded in the University Gender Strategy and Action Plan.)	College VPs, VP Corporate Services	Action Plans developed and implemented and reported upon annually from 2021 to EODC and VC. 40% representation of women on all senior management and influential University committees is achieved by 2021.	Annual report provided to Council commencing in 2021
		5.4iii.B	June 2021 – December 2021	A whole-of-University report, compiling College and Corporate Services reports and including central University committees to be provided by the Vice-Chancellor to University Council. Where at least 40% women representation has not been achieved, Action Plans are to accompany the report. This report to be provided annually to Council. (This action is also embedded in the University Gender Strategy and Action Plan.)	Vice-Chancellor		

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S	COMMITTEE	
5.4iv	1. The introduction of Colleges has seen progressive recruitment in leadership teams. This is still underway in some Colleges, and committee structures and processes for deciding membership are yet to be completed.	5.4iv.A	January 2020 – June 2020	Each central University committee will be expected to have at least 40% women and 40% men in its membership. Where 40/40/20%* is not in place at June 2019, an action plan will be developed for this target to be achieved within two years.	Committee chairs and VC	All central University committees have 40/40/20%* membership as at June 2021 <i>*where 40% women, 40% men and 20% non-binary gender, women or men</i>	
		5.4iv.B	June 2019 – October 2019 (and annually thereafter)	Each College and Portfolio to adopt clear guidelines to determine the membership of senior management committees, whether roles are rotated, and any targeted support or leadership training. This information to be reported annually to EODC, which will report to the Vice-Chancellor.	College VPs, VP Corporate Services	Guidelines are applied and gender balance targets are met as per 5.4iv.A. Annual reports on committees provided to EODC and VC.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
5.4v	Gender imbalance due to ex officio roles is an issue for the University Research Quality Committee	5.4v.A	January 2020 – June 2020	Terms of Reference for the University Research Quality Committee will be amended to enable co-opting additional members from Academic Senate to meet the gender target of 40/40/20%* (Action 5.4iv.A)	DVC Research	University Research Quality Committee achieves 40/40/20% membership by 2021	
5.4vi	Committee structures under the restructure are still being formed, so data around gender and role of members and committee workloads is not known.	5.4vi.A	January 2020 – June 2020	Collect data on College and Portfolio committee membership by gender and role and analyse for any inequity.	VP Corporate Services	Report provided to EODC and VC with recommendations and actions built into this Action Plan where applicable	
		5.4vi.B	June 2020 – June 2021	Develop a project to support women new to key committee roles, supplementing data from 5.4vi.A with qualitative data (focus group) to consider the best ways to do this. The project should also outline actions to develop more women into committee chair roles (should data at 5.4vi.A support this need).	VP Corporate Services	Summary report delivered with findings and recommendations to EODC and VC. Actions built into this action plan where applicable.	At least 40% of committee chairs are women by December 2021.

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
5.4vii	1. The University community needs to have the opportunity to express whether the Flinders policy redesign project met expectations of policies being streamlined and simplified.	5.4vii.A	January 2021 – June 2021	Upon completion of the Policy Redesign project, conduct survey and focus groups to provide staff and students with the opportunity to provide feedback on the degree to which streamlining and simplification of policies has succeeded.	VP Corporate Services	Summary report and recommendations provided, with further actions occurring, should results indicate expectations have not been sufficiently met.	
5.4viii	There is a lack of data on existing workload agreements and how well consultation occurs. Possible gender differences are unknown. (This action is scheduled for later in the Action Plan to allow for current Enterprise Agreement negotiations to conclude and for the new HR system to be fully implemented)	5.4viii.A	January 2020 – June 2020	Develop and initiate a project to seek qualitative (survey/focus group) and quantitative data on how fair and transparent staff and supervisors believe workload, setting, review and monitoring processes are. A particular focus of the project is to identify any gender differences in staff and/or supervisors regarding workload and workload setting processes. This action may link with actions in Section 2 and 4iii.	Director P&C	Project summary report with recommendations provided to EODC and VC and actions built into this action plan as applicable.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S		
5.4ix	1 There is no accepted University-wide guidance to encourage meetings and social gathering times to be held in the middle of the day, and practices vary across the University.	5.4ix.A	January 2020 – June 2020	Develop guidelines, in consultation with Maternity Leavers and other interested staff, to outline preferred times for meetings and social gatherings, and provide information regarding workplace benefits in this. Communications to awareness-raise will include Senior Executive modelling.	Director P&C	Guidelines developed and promulgated, including Senior Executive messages. Positive feedback through Maternity/Parental leave surveys and forums, that meeting/gathering times have become more friendly for staff who are parents/carers.	
	2 The enhancement of outreach data collection and collation to include the gender, position and level of staff participating in programs and the gender breakdown of attendees at activities.	5.4xi.A	March 2020 – December 2020	Resource and develop knowledge transfer online software aligned with other universities e.g https://info.ktponline.org.uk/action/search/current.aspx , to enable staff to automatically update data and project information and stakeholders to search for intelligence. Launch and promote software both internally and externally.	DVC Research	Software resourced, launched and communicated to the University community	
5.4xi	1. University governance needs to change to ensure effective implementation of the Action Plan.	5.4xii.A	January 2020 – June 2020	A full-time Athena SWAN Implementation project officer position has been developed to provide oversight and assistance to Colleges, Portfolios and SAT in their implementation of the Action Plan, with a reporting line to the chair of EODC.	Director P&C	Project officer appointed	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S	GUIDELINES AND RESOURCES DEVELOPED AND LAUNCHED AWEL SURVEY RATINGS INCREASE	
6	1. Need to expand awareness of and provide better support for staff and students identifying as LGBTIQ+.	6.A	August 2019 – December 2019	Develop guidelines and web-based resources to increase awareness of gender diversity, support staff and students who are transitioning gender, and assist supervisors and colleagues to be available and supportive. Consultation with Ally Network and student Queer organisations should be part of this development, along with reference to Pride in Diversity expertise and resources.	Director P&C	Guidelines and resources developed and launched AWEL survey ratings increase	
	2. Need to clarify reasons for gender data collection and ensure privacy.	6.B	January 2020 – June 2020	Conduct a University-wide audit of when and in which databases staff and student gender information is collected, and clarify what gender information is required to meet legislation or diversity monitoring for affirmative action. Gender data that does not meet either of these needs is to cease being collected, in order to ensure privacy of staff and students.	Director P&C	Audit is conducted. Report and recommendations provided to EODC and VC. Ally Advisory Group consulted at each stage of this project.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S	ACTION	
6	3. Need to provide safe spaces for those who use gender-neutral bathrooms.	6.C	January 2020 – April 2020	Conduct an audit of bathroom spaces to ascertain where non-gendered bathrooms are available and to ensure that gender-neutral signage is associated with those spaces. This audit should also outline a priority list of building spaces that do not have gender-neutral bathrooms, and align each space according to building funding priority areas, or to a list for development of capital bid applications.	Director Property Facilities and Development	Audit conducted and priority list created At least one gender-neutral space in every building on each University campus by March 2021, and on every floor of every building by March 2025.	
	4. Expand range of delivery for LGBTQ+ training and increase numbers of staff exposed to it.	6.D	January 2020 – June 2020	Develop an online LGBTQ+ awareness module to be included in mandatory Orientation training.	Director P&C	Module completed and included in training. Increased Ally members, with a target of 30% increase by 2022.	
	5. Increase numbers of staff accessing LGBTQ+ training.	6.E	April 2019 – December 2019	Expand current LGBTQ+ face-to-face sessions to include College-specific sessions.	Director P&C	Training delivered: At least 3 sessions per year. Ally Network increased membership with a target of 30% increase by 2022.	
	6. Need for LGBTQ+ support for researchers.	6.F	January 2020 – June 2020	Develop guidelines to support staff undertaking research in relation to LGBTQ+ people.	Director P&C	Guidelines developed, launched and promulgated across the University.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
					Director P&C	Data collection summary and recommendations reported annually to EODC and VC with actions incorporated into this Action Plan as applicable.	
7	1. Lack of data, information and resources around intersectionality.	7.A	January 2019 – December 2022	Engage staff with intersecting identities to improve data collection of staff identifying as CALD and/or with a disability to better understand staff numbers and needs, and to identify group differences (e.g. STEM/Non-STEM).	Director P&C	Framework developed, launched and promulgated.	
		7.B	January 2020 - June 2021	Develop a framework for assessing achievement relevant to opportunity for use by recruitment and promotion panels assessing applications from staff with intersecting identities. (This action should align with similar activities at 5.1i.B, guidelines for recruitment panels, and 5.1iii.B, guidelines for promotion panels).	Director P&C		
		7.C	June 2019 – December 2019	Create web pages providing information about intersectionality, including what intersectionality is and means, and positive stories on the contributions of people with intersectional identities.	Director P&C	Web pages developed with feedback mechanism included to enable further development in response	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES		DATE COMPLETED
					RESPONSIBLE ROLE/S	ACTION	
7	As above.	7.D	January 2020 – December 2020	Develop and fund a CALD “One Stop Shop” Communication Portal to better enable staff to connect.	Director P&C	Portal developed, with feedback mechanism to allow future improvement.	
		7.E	January 2020 – December 2020	Establish a working group to consult on and develop an Action Plan that builds on the above actions and includes mechanisms for feedback, monitoring and accountability across the University. Colleges and Portfolios to develop action plans that report into the University-wide plan.	Director P&C	Action Plans developed and actions implemented. Mechanisms for feedback and review built into plans.	
8		8.A	June 2019 – December 2019	1. Need to increase Indigenous staff. 2. Need to increase Indigenous student enrolments and completions.	DVC Students	Reconciliation Action Plan developed with Reconciliation Australia and applied University-wide.	
		8.B	June 2019 – December 2019	Colleges and Portfolios to develop Indigenous Employment Action Plans, with an aim to increase Indigenous staff to at least 2% by 2020 and 3% by 2025.	DVC Students	Indigenous Employment Action Plans developed and implemented. Indigenous staff numbers increase to 2% by 2020 and 3% by 2025.	

SECTION NUMBER	ISSUE/S TO BE ADDRESSED	ACTION NUMBER	TIMELINE	ACTION	RESPONSIBLE ROLE/S	TARGET OUTCOMES OF ACTION/SUCCESS MEASURES	DATE COMPLETED
8	As above.	8.C	June 2019 – December 2020	Colleges and Portfolios to develop strategies for attracting Indigenous students and increasing enrolments with an aim to lift Indigenous student numbers least 3% by 2025. Strategies should include actions to support improved completions.	DVC Students	Strategies developed and actions implemented. Indigenous student numbers increase to 3% by 2025. Indigenous student completion rates increase	
		8.D	May 2019 onwards	Prioritise awareness of and involvement NAIDOC and Reconciliation week celebrations year on year.	Executive Director Marketing Communication and Engagement	Celebrations take place each year, with increased community engagement measured by attendee numbers and feedback mechanisms.	