



Gender Equality Action Plan

2022-2025

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The Gender Equality Action Plan

1. Introduction

ACU's long-standing commitment to gender equality, diversity and inclusion continues to advance through our Gender Equality, Diversity and Inclusion Framework (GEDIF) 2021–2025. This framework informed the development of the Gender Equality Action Plan (GEAP) 2022–2025 and enables future initiatives such as the SAGE Athena Swan program.

Our GEAP is guided by our mission and core values by responding to ACU's commitment to the dignity of the person and the common good. This informs our actions in education and service, and our contribution to society.

The GEAP responds to the requirements of the Victorian Gender Equality Act 2020 and

specifically to the gender equality principles articulated in the Act. We have decided to expand the coverage of our plan beyond Victoria to the whole of ACU.

The GEAP articulates shared accountabilities to ensure a whole-of-university approach that identifies what organisational success looks like following the action plan's implementation.

The GEAP will be reviewed and updated to meet the changing needs of the university and to reflect the external context.

2.

The consultation process

Extensive consultation across all levels of the organisation informed the development of the GEAP, including:

- Providing the draft framework to the university Senate and the Vice-Chancellor's Advisory Committee for endorsement and feedback.
- Conducting the Gender Equality, Diversity and Inclusion (Employee Experience) Survey in June 2021, which was completed by 1,000 fixed-term and continuing staff and 137 casual staff, providing rich qualitative and quantitative data.
- Inviting staff to participate in two rounds of focus groups in July/August 2021 and January/February 2022 following the workforce gender audit and survey data.
- Seeking staff feedback through an online form on the gender equality, diversity and inclusion (GEDI) website.
- Consultation with employee staff representatives through the ACU Staff Consultative Committee, in line with the university's consultation processes.

Ongoing consultation with the university community will ensure the GEAP evolves over time to meet our changing needs.





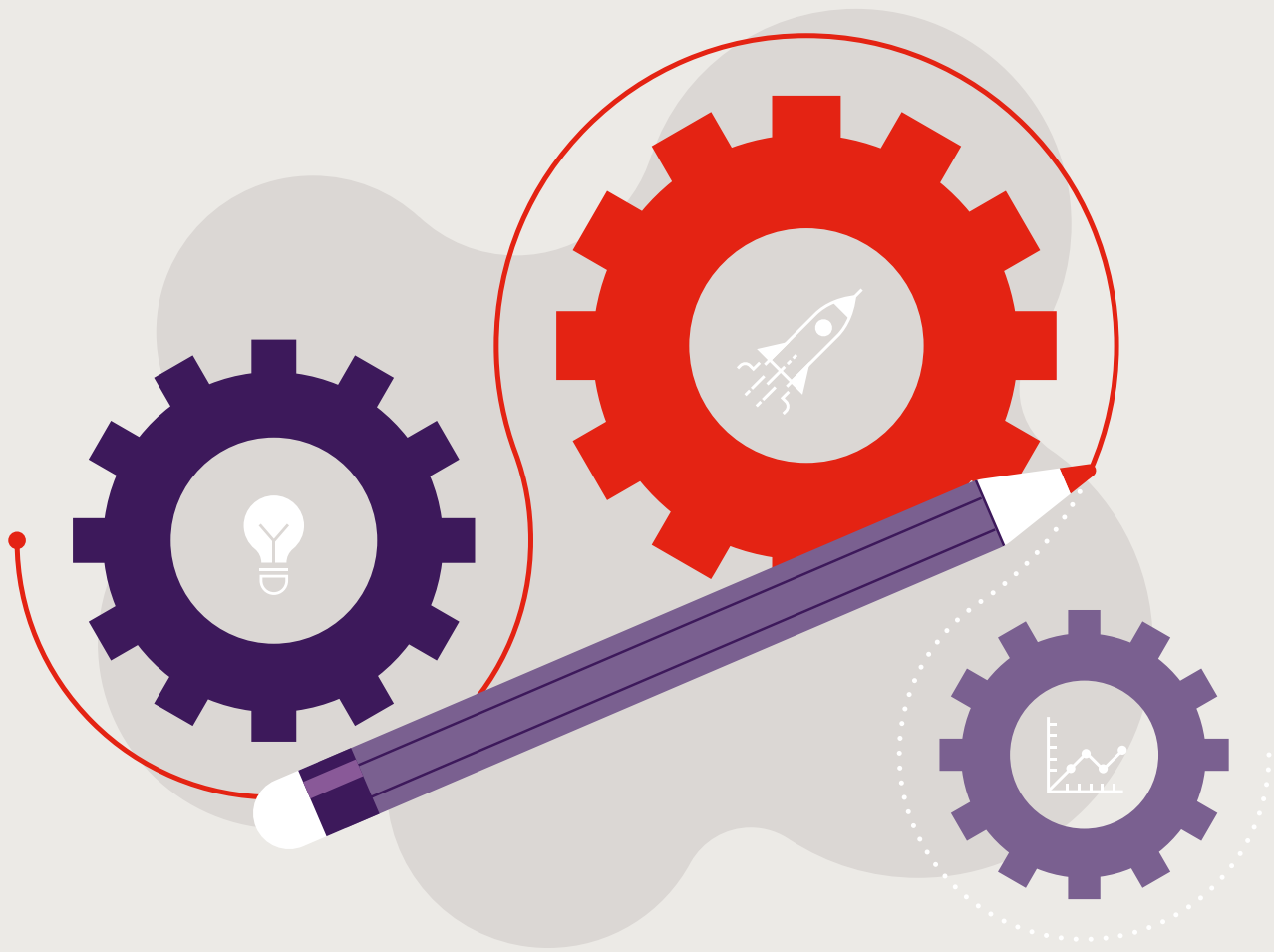
3.

Leadership and resourcing of the GEAP

ACU's GEDIF and GEAP are owned and driven by the university's senior leadership. Senior leadership support has resulted in ACU receiving the WGEA Employer of Choice for Gender Equality citation for 12 years.

The development and implementation of the GEAP has been led by the People and Capability Workplace Experience Team. An additional senior diversity and inclusion specialist joined the team in June 2021 to oversee and drive a coordinated approach to our gender equality, diversity and inclusion initiatives.

Moving forward, the university's SAGE Athena Swan Self-Assessment Team, with membership drawn from areas across ACU, will oversee a coordinated approach to monitor the university's progress in GEDI and drive the implementation of key GEDI initiatives.



4.

Developing ACU's GEAP

The GEAP was developed based on data collected from the following actions:

- extensive data collection and analysis consistent with the gender equality indicators prescribed by the Victorian Commission for Gender Equality in the Public Sector and aligned with the ACU Gender Equality, Diversity and Inclusion Framework 2021–2025
- comprehensive feedback received from over 1,000 staff extracted from the 2021 Gender Equality, Diversity and Inclusion (Employee Experience) Survey results
- broad consultation on the audit and survey results.

5.

GEAP Priorities

To support ACU’s expanded coverage, the seven gender equality indicators specified in the *Victorian Gender Equality Act* have been incorporated into five key priority areas of our GEAP, as listed in the table below. The five priority areas are our framework for action.

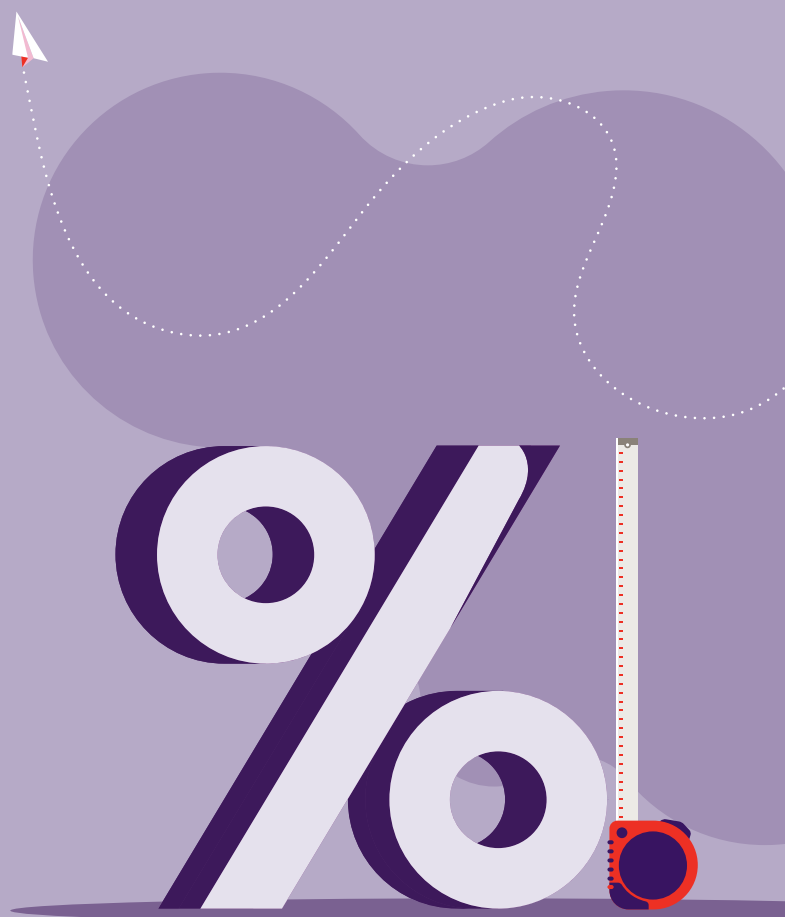
GENDER EQUALITY ACTION PLAN PRIORITY	VICTORIAN ACT GENDER EQUALITY INDICATOR (GEI)
Priority 1: Understanding our workforce	GEI 1: Gender composition of the workforce GEI 2: Gender composition of the governing body GEI 7: Gendered segregation within the workplace
Priority 2: Achieving gender pay equity	GEI 3: Equal remuneration
Priority 3: Providing a safe and respectful workplace	GEI 4: Sexual harassment in the workplace
Priority 4: Recruitment, career development and progression	GEI 5: Recruitment and promotion practices
Priority 5: Flexibility and support for carers	GEI 6: Family violence, flexible work and support for staff with family or caring responsibilities

Appendices 1 and 2 provide context to the identification of actions under each of the five priority areas.

6.

How progress will be measured

Consistent with the university’s current practice, our Senate, senior executive leaders and the broader university community will receive regular reports – annual at minimum – regarding the progress of gender equality initiatives. The GEAP will be reviewed annually, and adjustments made to adapt it where required to meet changing requirements.



GEAP

Priorities

Priority 1: Understanding our workforce

INITIATIVES/ACTIONS	TIMELINE	ACCOUNTABILITY	SUCCESS MEASURES
Link to ACU GEDI Framework 2020-25: Embed leadership accountability			
Vice-Chancellor's Advisory Committee (VCAC) members to support gender equality and diversity, internally and externally, by participating in forums and associated national events, and communicating with staff.	2022 and ongoing	VCAC members	Public participation and communication from VCAC members on gender equality, diversity and inclusion.
Review terms of reference for key university committees to include gender composition targets of at least 40 per cent women and 40 per cent men.	From January 2023	Chairs of key university committees	At least 40 per cent women and 40 per cent men representation.
Include commitment and actions to support gender equality, diversity and inclusion in annual portfolio plans.	2023 and ongoing	VCAC members	GEDI inclusions in portfolio plans.
Include gender equality, diversity and inclusion action statement in the next iteration of the ACU Strategic Plan.	2024	VCAC members	Action statement is included in the next iteration of the ACU Strategic Plan.
Link to ACU GEDI Framework 2020-25: Understanding the workforce to inform actions			
Complete the SAGE Athena Swan Bronze Award self-assessment process and application within required timeframe.	March 2023	Provost People and Capability Athena Swan Self-Assessment Team	SAGE Athena Swan application submitted in March 2023 and ACU Bronze Award Accreditation achieved.
Monitor gender composition of the ACU Senate. Gender equity is a matter to be considered in electing university senators pursuant with clauses 13.2 (g) and 3.4 (g) of the ACU Limited Constitution.	Annually	People and Capability	Gender representation for relevant gender composition indicators aims for a minimum of 40 per cent participation of women and/or men.
Review, analyse and track gender composition at all classification levels and gendered workforce segregation and make recommendations to address identified gaps.	Annually	People and Capability	Gender representation is measured for a range of employee metrics and reported to the university annually.
Executive leaders develop actions to address gender representation gaps identified in their organisational units.	From January 2024	Vice-Chancellor's Executive Board (VCEB) members	Recommendations based on achieving representation of 40 per cent women and/or 40 per cent men in workforce participation are actioned.
Link to ACU GEDI Framework 2020-25: Diversity group representation			
Form a working group, consult staff and make recommendations on the implementation of a voluntary workforce diversity data collection process, consistent with the attributes identified in the Victorian Gender Equality Act 2020.	March 2023	People and Capability VCAC members	Workforce diversity data available to inform future initiatives consistent with the Victorian Government requirements.
Link to ACU GEDI Framework 2020-25: Recognising and celebrating achievements			
Celebrate diversity through visibly acknowledging and communicating the achievements of our diverse workforce.	Ongoing	ACU staff, managers and senior leaders People and Capability	University communications, publications and profile reflect increased diversity in staff achievements over the life of the framework and action plan.

Priority 2: Achieving gender pay equity

INITIATIVES/ACTIONS	TIMELINE	ACCOUNTABILITY	SUCCESS MEASURES
Link to ACU GEDI Framework 2020-25: Gender pay equity			
Conduct annual gender pay equity audit to identify where pay gaps exist and report to the university community.	Annually	People and Capability VCAC members	Analysis of factors that contribute to the gender pay gap, with consequent consideration for policy and procedure.
Set gender pay targets to address any gaps and recommend actions to enable gender pay equity. Executive leaders implement recommended actions to improve gender pay equity at organisational unit level.	Ongoing	People and Capability VCAC members VCEB members	Reduction in organisational average base salary and average total remuneration gender pay gap.
Review remuneration policies and processes to enhance gender pay equity.	Ongoing	People and Capability	Reduction in organisational average base salary and average total remuneration gender pay gap.
Link to ACU GEDI Framework 2020-25: Staff entitlements and benefits			
Develop and implement communications and resources to inform all staff about financial wellbeing.	Quarterly	People and Capability	Increase in participation rates and positive feedback among staff by gender and identified attributes.

Priority 3: Providing a safe and respectful workplace

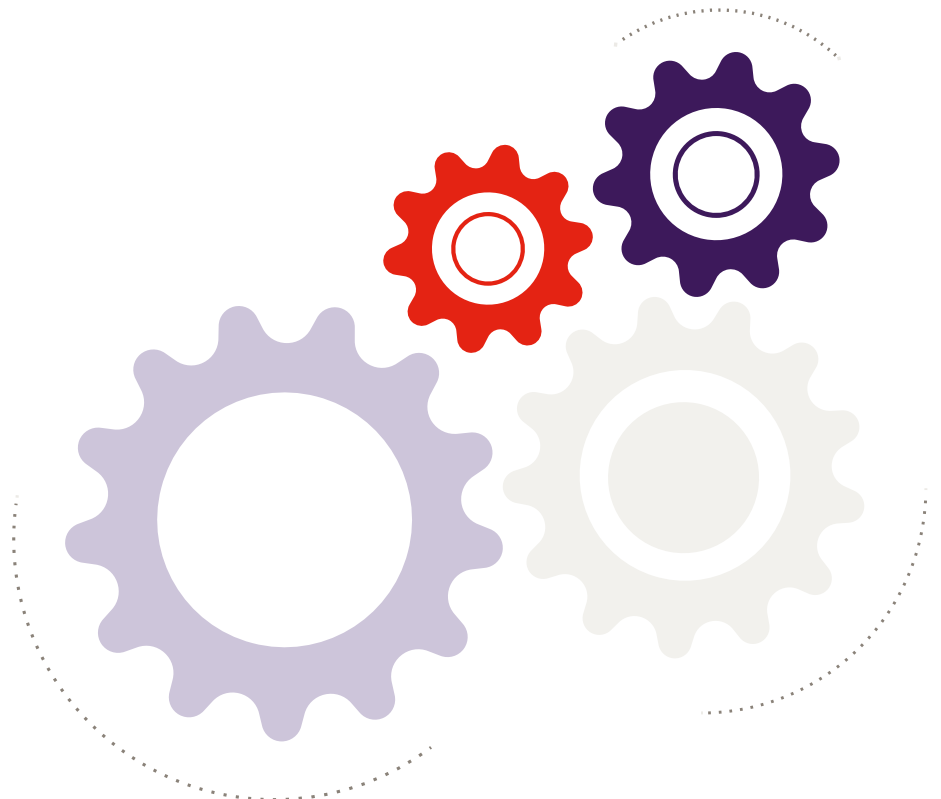
INITIATIVES/ACTIONS	TIMELINE	ACCOUNTABILITY	SUCCESS MEASURES
Link to ACU GEDI Framework 2020-25: Workplace culture			
All managers and staff complete discrimination, harassment and bullying training on commencement and at least every two years thereafter.	Ongoing	Managers and staff People and Capability	Biennial completion rates for training are above 65 per cent.
Enhance support mechanisms for staff to safely raise concerns regarding sexual harassment and other identified unethical and inappropriate behaviour.	December 2022	People and Capability	Number and type of complaints received and how they are resolved is reported annually to the university community.
Explore, recommend and implement options to support supervisors and managers to develop capability in managing workplace behaviour issues	December 2023	People and Capability	ACU staff engagement survey results relating to the university's culture of respect and inclusiveness are maintained or improved compared with previous survey results.
Supervisors and managers at all levels participate in development activities to enhance their capability in managing workplace behaviour issues.	From March 2024	Supervisors and managers	Participation rates by gender in relevant leadership/supervisor programs.
Offer bystander training for staff.	December 2022	People and Capability	Participation rates for women and men.
VCAC members publicly acknowledge their commitment to zero tolerance of sexual harassment, discrimination and bullying in a range of relevant fora and staff communications.	Ongoing	VCAC members	Public acknowledgement and staff communications.

Priority 4: Recruitment, career development and progression

INITIATIVES/ACTIONS	TIMELINE	ACCOUNTABILITY	SUCCESS MEASURES
Link to ACU GEDI Framework 2020-25: Appointment and career progression			
Monitor and report gender composition of applications and shortlists, and recommend actions to address identified gaps.	Annually	People and Capability	Recommendations made and actions undertaken.
Hiring managers implement recommended actions to enhance gender representation in applications and shortlists.	From July 2023	Hiring managers	Monitoring of relevant appointment data by gender and identified attributes.
Link to ACU GEDI Framework 2020-25: Career Development			
Review modes of learning and participation rates in learning and development programs to identify potential barriers to success.	Ongoing	People and Capability	Different modes of learning available to assist staff with work/life balance and participation (including part-time staff) to support continued career progression.
Pilot Radiate Confidence (Women in Leadership), a training program which utilises neuroscience to empower and build leadership ability.	From May 2022	People and Capability	Positive participant feedback. Participation rates in development activities by diversity group categories are monitored.
Link to ACU GEDI Framework 2020-25: Reward and recognition. Succession planning and career progression			
Undertake staff consultation on the implementation of the <i>Achievement Relative to Opportunity Guide</i> to enhance equity in employment processes such as recruitment, probation, progress plans and promotion.	December 2022	People and Capability Managers and staff	Positive feedback is received regarding the adoption of the <i>Achievement Relative to Opportunity Guide</i> across relevant employment processes.
Review and enhance staff career development program(s) using Progress Plan data and staff consultation to identify potential barriers to career development and progression.	By December 2023 and ongoing	People and Capability ACU staff	Recommendations made and implemented. Monitoring of relevant career development program participation data by gender and identified attributes.
Supervisors and managers implement actions to enhance career development and progression opportunities.	By December 2024	Supervisors and managers	Recommendations made and implemented. Monitoring of relevant career development program participation data by gender and identified attributes.
Review and evaluate current internal appointment practices, make recommendations, and implement actions to enhance internal career development and progression opportunities for all staff.	June 2023	People and Capability	Internal appointments data is reviewed and analysed by gender and relevant attributes to inform and address barriers to career progression. Monitoring of academic promotions success rate by gender.
Supervisors and managers implement actions to enhance internal career development and progression opportunities for all staff.	From April 2024	Supervisors and managers	Internal appointments data is reviewed and analysed by gender and relevant attributes to inform and address barriers to career progression. Monitoring of academic promotions success rate by gender.
Implement actions from the 2021 Academic Promotions Review project, monitor annual promotion outcomes by gender and consider further actions where required.	March 2024	Provost People and Capability	Internal appointments data is reviewed and analysed by gender and relevant attributes to inform and address barriers to career progression. Monitoring of academic promotions success rate by gender.

Priority 5: Flexibility and support for carers

INITIATIVES/ACTIONS	TIMELINE	ACCOUNTABILITY	SUCCESS MEASURES
Link to ACU GEDI Framework 2020-25: Flexible work practices; caring responsibilities			
Review and analyse the utilisation of formal flexible working arrangements and personal/carer's leave types and make recommendations to improve guidance and support as required.	December 2022	People and Capability	Report on utilisation using a range of workforce profile metrics (ie gender, age, classification level), make recommendations and implement as required.
Supervisors and managers engage with development activities and resources that will enable a proactive and consistent approach to conversations with staff relating to flexible work and personal/carer's leave requests.	From March 2023	Supervisors and managers	ACU staff engagement survey results related to flexibility are maintained or improved compared with previous survey results
Link to ACU GEDI Framework 2020-25: Caring responsibilities			
Review and update policies and practices to improve support for staff with caring responsibilities, including working parents, grandparents and staff with family members with a disability, medical conditions and eldercare responsibilities.	June 2023	People and Capability	Positive feedback from surveys/staff consultation regarding support for ACU staff across the range of carer's responsibilities.



Appendix 1: Consultation, audit and survey data informing GEAP priorities

Priority 1: Understanding our workforce

GENDER COMPOSITION OF THE WORKFORCE, THE GOVERNING BODY AND GENDERED SEGREGATION OF THE WORKFORCE

Monitoring and analysis of workforce gender data to inform gender equality initiatives is undertaken annually. Our 2021 gender audit for this priority area involved a comprehensive review of workforce data, including by employment type (full-time, part-time and casual) which informed the development of the GEAP and future GEDI initiatives. A summary of key findings is provided below (see also Appendix 2, Tables 1 and 2, Figures 1 and 2).

- Overall, ACU's women's workforce participation is 67.8 per cent women (including casual staff). This is above the higher education sector average of 59.1 per cent.
- This gender workforce composition is reflected in continuing/fixed-term (non-casual) academic and professional staff, being 59.4 per cent and 69.7 per cent women respectively.
- The higher proportion of women than men in part-time roles at ACU when compared to their overall representation in the workforce is noted and will be further explored.

- The higher ratio of women to men in the continuing/fixed-term academic and professional workforce in lower to mid classification levels is evident in Figures 1 and 2. This is consistent with trends in the higher education sector.
- In some higher classification levels, the percentage of women to men decreases and is not consistent with the overall gender composition of the workforce. In some higher classification levels, it is close to parity, while in others there is higher representation of men (refer to Appendix 2, Figures 1 and 2). Deeper analysis will be conducted to identify and address the potential causes and barriers to career progression and appointment.
- The audit considered the GEDI (Employee Experience) Survey result for the item, "There is a positive culture within ACU in relation to employees of different sexes/genders", which 78 per cent of survey respondents agreed or strongly agreed with. While this is a positive result, the response from women was less positive than men (75 per cent and 82 per cent respectively), prompting further consideration in the GEAP.

The audit identified gaps in the workforce diversity data in the context of the *Victorian Gender Equality Act 2020*: "gender inequality may be compounded by disadvantage or discrimination that a person may experience on the basis of (i) Aboriginality; (ii) age; (iii) disability; (iv) ethnicity; (v) gender identity; (vi) race; (vii) religion; (viii) sexual orientation". Workforce data is available for the attributes Aboriginal and Torres Strait Islander staff and staff by age, but not for the other attributes prescribed in the Act. This will be addressed in the GEAP and will involve consultation with the university community, considering appropriateness and sensitivity of diversity data provided on a voluntary basis.

ACU Limited's governing body (Senate) at March 2021 included 39 per cent women's membership (refer to Appendix 2, Table 2). From 1 July 2022, ACU's first woman Pro-Chancellor will join Senate, increasing women's membership to 44 per cent. The composition of Senate is guided by the ACU Limited Constitution which references gender equity as a consideration for elected positions. Broader gender composition of key university committees and decision-making bodies will be reviewed and actioned during the life of the GEAP.

Priority 2: Achieving gender pay equity

EQUAL REMUNERATION FOR WORK OF EQUAL OR COMPARABLE VALUE ACROSS ALL LEVELS OF THE WORKFORCE, IRRESPECTIVE OF GENDER

ACU’s organisational gender pay gap continues to be lower than the Workplace Gender Equality Agency (WGEA) data gender pay gaps of 15 per cent average base salary and 20.1 per cent average total remuneration (see also Appendix 2, Table 3).

VICTORIAN COMMISSION FOR GENDER EQUALITY IN THE PUBLIC SECTOR (VCGEPS) ACU REPORTED:

Median base salary gap	8.6%	Average base salary gap	12.2%
Median total remuneration gap	8.3%	Average total remuneration gap	14.6%

FEDERAL WGEA ACU REPORTED

Average base salary gap	11.9%*	Average total remuneration gap	14.2%
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*Difference is due to minor inclusion/exclusion between VCGEPS and WGEA data requirements.

The gender pay gap is impacted by gendered segregation in the workplace. The proportion of women in the ACU workforce is higher in the lower-mid classification levels and lower in the higher classification levels (refer to Appendix 2, Figures 1 and 2). The higher proportion of women at lower-mid level classifications and the proportion of women at higher classifications compared to men contributes to the overall gender pay gap. If more men are in higher paid positions, and more women in lower paid positions, this contributes to a gender pay gap in favour of men.

Using a classification level-by-level (like-for-like) basis, gender pay gaps are either close to parity or favouring women in most cases (see Appendix 2, Table 3).

The university has undertaken annual gender pay gap analyses for a number of years and has identified and addressed unconscious bias in incremental progression during parental leave, value of comparable work in remuneration reviews, and aligning the employer 17 per cent superannuation contributions for all fixed-term staff.

Narrowing the organisational gender pay gap requires annual analysis of both remuneration and gendered segregation, as both of these factors contribute to pay inequity. ACU is committed to closing the gender pay gap and will do this by recognising, understanding and addressing barriers that prevent staff from realising their full potential through a range of initiatives and actions in our GEAP. The Vice-Chancellor has made a personal commitment to addressing pay equity as a WGEA Pay Equity Ambassador.

Priority 3: Providing a safe and respectful workforce

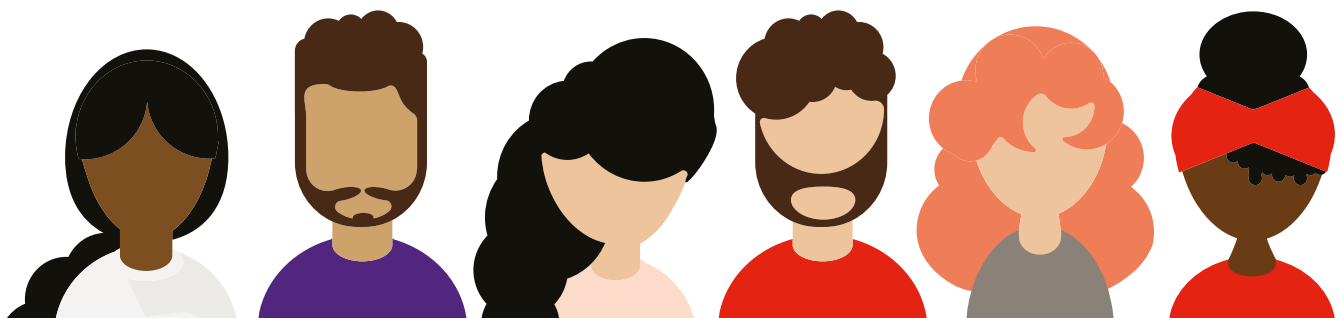
SEXUAL HARASSMENT, DISCRIMINATION AND BULLYING IN THE WORKPLACE

The importance of providing a safe and inclusive workplace where all staff feel valued and respected, consistent with our mission and Code of Conduct for Staff, drives the university's approach and actions for this priority. ACU has a zero-tolerance policy in relation to sexual harassment and acknowledges there are a range of inappropriate and discriminatory behaviours that staff may experience in the workplace which can negatively impact their experience and wellbeing. The university has comprehensive complaint management processes, including policies, guidelines and options for staff to raise their concerns informally and formally. All staff are required to complete discrimination, harassment and bullying training during their induction, with further refresher training every two years.

The workplace gender audit included the analysis of workplace complaint data and feedback from surveys and consultation. Responses in the 2021 GEDI Survey found women were less likely to agree that ACU takes steps to eliminate bullying, harassment and discrimination (62 per cent compared with 73 per cent for men) or feel safe to challenge inappropriate behaviour at work (58 per cent compared to 70 per cent). While both women and men are positive that ACU encourages respectful workplace behaviours (81 per cent and 85 per cent), these survey results identify there is room for improvement in the support offered to staff in raising matters of inappropriate behaviour safely and confidentially (see also Appendix 2, Table 4).

Safety for staff will be addressed through enhancing the support mechanisms and contacts on each campus to enable staff to informally discuss experiences and concerns confidentially, and consider actions relevant to their situation.

Staff should be empowered to feel safe to call out any form of inappropriate behaviour, bullying or harassment, whether they observe it occurring to others as a bystander or they are the recipient of it. Some 31 per cent of survey respondents considered they had witnessed negative behaviours in the workplace, with incivility being the major form of bullying behaviour experienced. Bystander training will be made available to staff to prepare them to appropriately support staff seen to be recipients of negative behaviours.



Priority 4: Recruitment, career development and progression

RECRUITMENT AND PROMOTION PRACTICES

Ensuring ACU's workplace embraces diverse thoughts, beliefs and lived experiences aligns with our mission and vision and is important for our continued success. The gender audit results have informed actions that seek to enhance the inclusiveness of the university's recruitment, career development, and progression policies and practices

Recruitment and internal career progression

The GEDI Survey found 53 per cent of respondents agreed or strongly agreed that they have an equal chance at promotion, and 55 per cent that ACU makes fair recruitment and promotion decisions based on merit. The satisfaction rates for women were lower across both items (49 per cent women and 60 per cent men, and 51 per cent women and 62 per cent men respectively). The gender difference in these results requires further exploration and action.

Survey responses mirrored feedback from staff focus groups. Staff voiced concerns about a

lack of transparency in internal recruitment practices that impacts their career progression opportunities. Focus group participants also expressed perceptions on the role unconscious bias might play in decision-making for internal appointment opportunities.

Learning and development

The GEDI Survey results for learning and development items indicate staff believe opportunities for ACU staff to develop their skills and experience can improve, with 63 per cent overall agreeing and strongly agreeing. Results by gender were 61 per cent for women and 65 per cent for men. Satisfaction with addressing learning and development needs over the past 12 months was 56 per cent overall and were lower for women than men (54 per cent women, 59 per cent men).

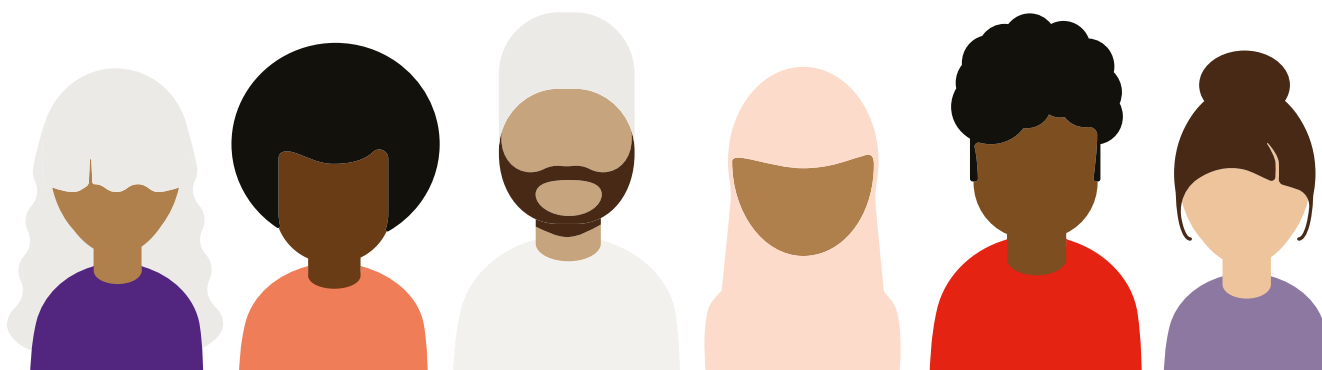
Feedback from staff focus groups positively acknowledged ACU's commitment to learning and development, and the opportunities available that align with the Capability Development Framework. To build on this, staff

suggested that more opportunities for cross-unit collaboration and mentoring to enable personal and professional development for career progression would be beneficial. (See also Appendix 2, Table 5.)

Next steps

Further review of recruitment, career development and progression activities to inform the development and implementation of actions and initiatives to enhance inclusiveness are included in the GEAP.

The Academic Promotions Review has considered actions to enhance fairness and inclusion in the promotions process. The review has prompted the development of the Achievement Relative to Opportunity Guide, which provides information that supports the fair and equitable evaluation of the impact of a staff member's achievements based on the opportunities available to them. This guide will apply for the 2022 academic promotions round and will be applied to other decision-making processes following consultation with the university community.



Priority 5: Flexibility and support for carers

FAMILY VIOLENCE, FLEXIBLE WORK AND SUPPORT FOR STAFF WITH FAMILY OR CARING RESPONSIBILITIES

The university offers a range of options that assist staff to manage personal circumstances, including family and caring responsibilities, cultural obligations and staff wellbeing. This includes leading-practice parental leave provisions, personal and carers leave, and a range of options to work flexibly.

ACU offers both formal and informal flexible working arrangements that support staff in managing their work and life balance. Formal flexible work arrangements are in place for 32.7 per cent of our continuing and fixed-term staff, 25.7 per cent of whom are women and 7 per cent men. Staff also access informal arrangements with regard to start and finish times and ad-hoc requirements for flexibility related to individual personal circumstances that are supported locally. (See also Appendix 2, Table 6.)

GEDI Survey responses were more positive for men than women for questions about flexibility and caring responsibilities, including:

- higher positive responses from men on their flexibility to manage work and non-work activities and responsibilities (83 per cent for men compared with 73 per cent for women)
- greater confidence among men that a request for a flexible working arrangement would be given due consideration (72 per cent for men compared with 63 per cent for women)
- in response to the statement “ACU supports staff with family or other caring responsibilities, regardless of gender”, 76 per cent of men were positive compared with 68 per cent women.

While a higher proportion of women than men access formal flexible work arrangements, women reported less satisfaction with the support offered to them around flexibility and managing caring responsibilities. Feedback from the focus groups indicated there was a perceived stigma attached to staff with flexible work arrangements and/or caring responsibilities, which is consistent with the survey results. This was also seen to impact men, as they were viewed as less likely to seek flexible work arrangements or leave provisions to support caring responsibilities.

Suggested focus for improvements provided during consultation included:

- encouraging men to access flexibility and parental and carer’s leave to share responsibilities and break down gender stereotypes by sharing lived examples of ACU men across the range of employment types
- showcasing more positive stories about staff working flexibly to reduce any perceived stigma attached to accessing flexible work
- enhancing education for staff and supervisors about the broad range of caring responsibilities across the employee life cycle, including those with children, family members with disabilities and eldercare.

While ACU has been acknowledged for its generous parental leave provisions, and there are a range of options available to support staff with their caring and flexibility requirements, this audit has identified areas for improvement. The GEAP will further explore these issues, taking into consideration feedback from staff to inform recommendations and actions.

Appendix 2: Data tables and figures

Priority 1: Understanding our workforce

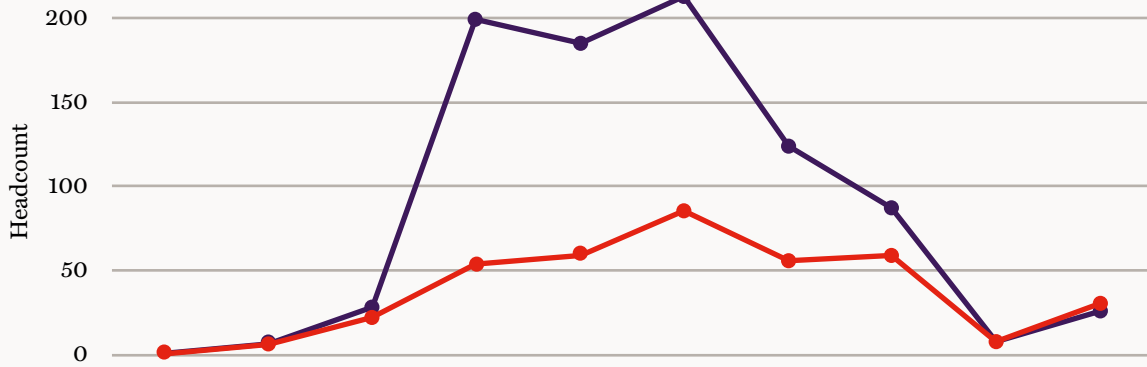
GENDER COMPOSITION OF THE WORKFORCE, THE GOVERNING BODY AND GENDERED SEGREGATION OF THE WORKFORCE (GEI 7)

TABLE 1: GENDER COMPOSITION OF THE WORKFORCE AT 31 MARCH 2021		
	WOMEN	MEN
All staff (including casual staff) (headcount 3,581)	67.8%	32.2%
Full-time	25.7%	16.4%
Part-time	12.0%	3.3%
Casual	30.2%	12.5%
Gender composition of continuing and fixed-term staff (headcount 2,052)	65.7%	34.3%
Full-time	44.8%	28.6%
Part-time	20.9%	5.8%
Continuing and fixed-term academic staff	59.4%	40.6%
Continuing and fixed-term professional staff	69.7%	30.3%
2021 GENDER EQUALITY, DIVERSITY AND INCLUSION SURVEY QUESTION	WOMEN	MEN
<i>There is a positive culture within ACU in relation to employees of different sexes/genders – overall result 78%</i>	75%	82%

TABLE 2: GENDER COMPOSITION OF ACU SENATE AT 31 MARCH 2021		
GOVERNING BODY POSITION	WOMEN	MEN
Chair		1
Other members of governing body	7	10
Total	7	11
Percentage	39%	61%

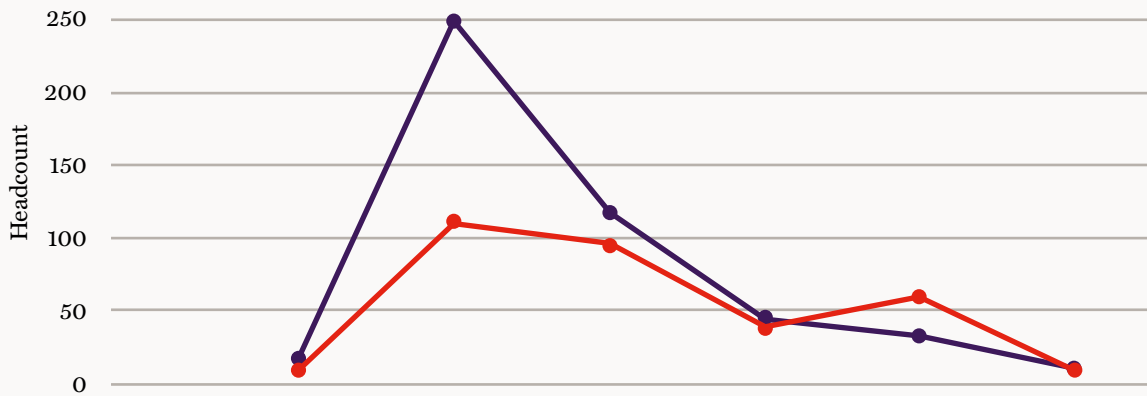
FIGURES 1 AND 2: GENDERED SEGREGATION IN THE WORKFORCE BY CLASSIFICATION AND LEVEL

FIGURE 1: NON-CASUAL PROFESSIONAL STAFF BY LEVEL BY GENDER



	HEW 2	HEW 3	HEW 4	HEW 5	HEW 6	HEW 7	HEW 8	HEW 9	HEW 10	SENIOR
Women	1	7	28	199	185	213	124	87	8	26
Men	1	6	23	54	60	85	56	59	8	30

FIGURE 2: NON-CASUAL ACADEMIC STAFF BY LEVEL BY GENDER



	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	SENIOR
Women	17	248	117	44	34	10
Men	7	109	97	37	60	11

Priority 2: Achieving gender pay equity

EQUAL REMUNERATION FOR WORK OF EQUAL OR COMPARABLE VALUE ACROSS ALL LEVELS OF THE WORKFORCE, IRRESPECTIVE OF GENDER

TABLE 3: LIKE-FOR-LIKE GENDER PAY GAP BY CLASSIFICATION AND LEVEL AT 31 MARCH 2021			
CLASSIFICATION AND LEVEL	AVERAGE BASE SALARY % DIFFERENCE	AVERAGE TOTAL REMUNERATION % DIFFERENCE	
Academic staff			
Level A	1.4%	-0.6%	
Level B	0.3%	0.7%	
Level C	-0.6%	-0.1%	
Level D	0.7%	0.2%	
Level E	0.7%	6.6%	
Senior*	-9.9%	1.6%	
Professional staff			
HEW 2	-0.2%	-5.5%	
HEW 3	-1.5%	-2.7%	
HEW 4	-1.0%	-0.4%	
HEW 5	0.3%	0.6%	
HEW 6	-1.9%	-2.1%	
HEW 7	0.3%	0.2%	
HEW 8	1.4%	2.9%	
HEW 9	0.0%	2.7%	
HEW 10	7.4%	8.0%	
Senior*	19.5%	20.8%	

Note: - (minus) denotes gender pay gap positive to women. * Senior denotes staff employed on individual contracts covering a broad group from Associate Directors to Deputy Vice-Chancellors. Hence the percentage gender pay gap is not a true like-for-like comparison.

Priority 3: Providing a safe and respectful workplace

SEXUAL HARASSMENT, DISCRIMINATION AND BULLYING IN THE WORKPLACE

TABLE 4			
2021 GENDER EQUALITY, DIVERSITY AND INCLUSION SURVEY QUESTIONS	WOMEN	MEN	OVERALL
Percentage of survey respondents who experienced sexual harassment by gender	10%	4%	8%
Gender-based harassment and sexual harassment is not tolerated	81%	89%	84%
I feel culturally safe at work	85%	85%	85%
I feel safe to challenge inappropriate behaviour at work	58%	70%	62%
ACU takes steps to eliminate bullying, harassment and discrimination	62%	73%	66%
ACU encourages respectful workplace behaviours	81%	85%	82%

Priority 4: Recruitment, career development and progression

RECRUITMENT AND PROMOTION PRACTICES

TABLE 5			
2021 GENDER EQUALITY, DIVERSITY AND INCLUSION SURVEY QUESTIONS	WOMEN	MEN	OVERALL
ACU makes fair recruitment and promotion decisions, based on merit	51%	62%	55%
I feel I have an equal chance at promotion in ACU	49%	60%	53%
Gender is not a barrier to success in ACU	69%	80%	73%
There are adequate opportunities for me to develop skills and experience in ACU	63%	61%	65%
I am satisfied with the way my learning and development needs have been addressed in the last 12 months	56%	54%	59%

Priority 5: Flexibility and support for carers

FAMILY VIOLENCE, FLEXIBLE WORK AND SUPPORT FOR STAFF WITH FAMILY OR CARING RESPONSIBILITIES

TABLE 6	
WORKFORCE GENDER AUDIT DATA AT 31 MARCH 2021	
Proportion of the workforce using formal flexible working arrangements	32.7%
Proportion of the workforce using formal flexible working arrangements by gender	W:25.7% M:7.0%
Gender composition of people in the organisation who have taken parental leave (number)	W:50 M:16
Number of people who exited the organisation during parental leave	W:6 M:1
I am satisfied with the way my learning and development needs have been addressed in the last 12 months	56%

2021 GENDER EQUALITY, DIVERSITY AND INCLUSION SURVEY QUESTIONS	
My organisation would support me if I needed to take family violence leave	All:93% W:92% M:94%
I am confident that if I requested a flexible working arrangement, it would be given due consideration	All:66% W:63% M:72%
My organisation supports employees with family or other caring responsibilities, regardless of gender	All:71% W:68% M:76%

Note: ACU commenced recording formal flexible working arrangements from 1 July 2020 and as such these figures do not cover a full 12 months.

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