



Athena SWAN Institution Application

Bronze Award

James Cook University September 2020



# SAGE

SCIENCE IN AUSTRALIA  
GENDER EQUITY

<b>Name of institution</b>	James Cook University
<b>Date of application</b>	September 2020
<b>Award Level</b>	Bronze
<b>Date joined Athena SWAN</b>	June 2016
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Word limit	Recommended	Actual
<i>Total</i>	15,000	14,995
1. Letter of endorsement	500	522
2. Description of the institution	500	721
3. Self-assessment process	1,000	1,895
4. Picture of the institution	2,000	2,101
5. Supporting and advancing women's careers	5,000	8,213
6. Supporting transgender people	500	426
7. Intersectionality	500	436
8. Indigenous Australians	500	604
9. Further information	500	77
10. Action plan	N/A	N/A

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

Recommended word count: 500 words

Actual word count: 522 words



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Dear SAGE

I am very pleased to submit this application for Bronze Award accreditation of James Cook University (JCU) for your consideration.

We would like to acknowledge and thank the reviewers of our original application for their valuable feedback. This submission addresses the two key areas that were identified for further development– Leadership and Commitment, and Data Analysis and Discussion. The additional analysis and planning undertaken in these two areas has further informed a revision of our SMART actions, and the application as a whole.

September 2020 marks a major milestone at JCU with the conclusion of the Self-Assessment Team's term of service. I acknowledge the tremendous efforts of those colleagues, primarily women, who have contributed to the SAT over the past 3 years. We have now established a Gender Equity Action Research (GEAR) team, which I chair, that provides an ongoing mechanism to support the implementation of initiatives to progress gender equity across our four priority areas: Recruitment, Retention, Career Progression and Promotion, and Governance and Implementation. The GEAR team has broad representation from members of the university community, three of whom are designated and resourced as GEAR Co-ordinators.

It is the Senior Leadership Group, myself and my colleagues in their various roles as DVCs, Deans and Directors however, who are responsible for the implementation and success of initiatives outlined in this application. The GEAR team will assist in ensuring implementation, and the monitoring and evaluation of actions, are coordinated at a university level. In this way we are ensuring that responsibility and activity is embedded and resourced within the operations of the university as a core part of what we do.

Universities are subjected to close regulatory oversight with requirements to report to various bodies on many aspects of operations, including equity initiatives. A key step for JCU is integrating the data collection and reporting formats within our Policy, Planning and Performance divisional area so that we are able to more easily use, and provide to others, data that can inform decision-making and track progress.

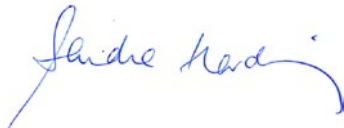
COVID-19 has changed the world as we know it, and has put additional financial pressure on a sector already stretched to respond to community demand for research and education.

Our people have demonstrated their commitment to the mission of the university, with herculean efforts to ensure that disruption has been minimised to those who rely on us. Part of our reflection as a university has been to consider and act, to ensure that women working at JCU are not disproportionately disadvantaged by current circumstances. The institutional caring work that is essential to the success of any university simply must be shared by all, and not be left, unseen and acknowledged, on women's shoulders.

As an institution dedicated to education and research, and committed to the communities we serve, we have a special responsibility to critically reflect, and create the change that is required. This is a both a personal, and an institutional, commitment that has been publicly made in many forums.

I confirm that the information presented in this application (including data), is an honest, accurate, and true representation of the University.

Yours sincerely,

A handwritten signature in blue ink, reading "Sandra Harding". The signature is fluid and cursive, with a long horizontal stroke at the end.

Professor Sandra Harding AO  
Vice Chancellor and President

27 September 2020

## 2. DESCRIPTION OF THE INSTITUTION

Recommended word count: 500 words

Actual word count: 721 words

### i. information on where the institution is in the Athena SWAN process

James Cook University (JCU) joined the SAGE Pilot Cohort 2 in June 2016 and submitted a Bronze application in March 2019. Following feedback in September 2019, we have undertaken substantial revision of the application and action plan. Our analysis within this application, and our Action Plan, now focus on four key priority areas: Recruitment, Retention, Career Progression & Promotion, and Governance & Implementation. Notably, the commitment of senior leadership to the action plan is evidenced on page 88 and through the ownership of actions by senior leaders. The revision of data analysis has provided an opportunity for better alignment of data sets, uniformity of data presentation and a more thorough analysis and discussion of findings.

Gender equity and diversity have been focal points at JCU for over a decade, and some of those efforts are evident in the current culture at JCU. However, the SAGE Athena SWAN program provides the opportunity for JCU to take a OneJCU approach to improving our gender equity & diversity practices.

In 2017 the University commissioned former Sex Discrimination Commissioner Elizabeth Broderick to conduct a review into policies, practice and culture at JCU<sup>1</sup>. A culture of gender equality is vital to eliminating violence against women, and it is important that JCU Respect (the program responding to the Broderick recommendations) and the Athena SWAN action plan are consistent. Thus, an overarching set of principles brings together both SAGE Athena SWAN and Broderick actions (Action 1.1), and a new Equity & Diversity Community of Practice (Action 2.2) will ensure that there is clear communication between these two and other relevant working groups at JCU.

#### 1.1 Develop overarching gender equality principles for JCU.

Culture change needs to come from both JCU leadership and from all staff. The Athena SWAN program is built on ten principles and JCU affirms our commitment to these principles.

The recent Broderick Review contains three principles:

1. Successful and sustainable change depends on strong and courageous leadership that reverberates through the institution;
2. Effective systems are needed to create a safe and supportive response for individuals who experience sexual harassment or sexual assault and to ensure individuals are accountable for their actions; and
3. Education underpins behaviour change to create a safe, respectful and inclusive culture

A cohesive set overarching principles will be used to guide University planning, training programs, and policy reviews.

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<sup>1</sup> <https://www.jcu.edu.au/safety-and-wellbeing/broderick-review/Broderick-Review-Report-JCU-2017.pdf>

## 2.1 Establish an Equity & Diversity Community of Practice.

Establishing a Community of Practice will allow the existing groups working on equity issues to work effectively by information-sharing and strategic partnerships, without introducing another layer of reporting and committee work.

Image: Elizabeth Broderick AO and JCU Vice Chancellor Professor Sandra Harding publicly launch the report on Effectively Responding to Sexual Harassment and Sexual Assault at James Cook University 2017.



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

JCU is a regional university with a strong focus on teaching and research, particularly in the STEMM disciplines, and providing educational opportunities for the people of northern Queensland, Australia, and the tropical world. We have an outstanding research reputation in marine and environmental sciences and tropical health and medicine<sup>2</sup>. JCU ranked in the top 400 universities in the pre-eminent global rankings system, the [Academic Ranking of World Universities \(ARWU, 2020\)](https://www.arwu.org/). JCU ranked above world average (5 out of 5) in Organic Chemistry, Geology, Ecological Applications, Environmental Science and Management Ecology, Plant Biology Fisheries Sciences and Medical Microbiology (Excellence in Research for Australia 2018).

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

In 2019, there were a total of 1794 FTE staff employed by JCU Australia (JCUA) (Table 2.1). This includes more women than men, with a large proportion of Professional & Technical (P&T) staff. Women dominate the P&T workforce but are close to parity with men in the Academic workforce (see Section 4). Approximately 75% of Academic staff at JCUA are in STEMM.

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<sup>2</sup> <https://www.jcu.edu.au/research/about/jcu-research-profile>

Table 2.1 Total staff at JCU Australia by gender and work function, 2019. Numbers indicate FTE positions; percentages indicate proportion of FTE by gender, and the total JCUA workforce for each category.

Category	Women			Men			Total		
	FTE	Headcount	% Headcount	FTE	Headcount	% Headcount	FTE	Headcount	% Headcount
Academic	378	516	53.97%	346	440	46.03%	724	956	100%
Professional & Technical	740	921	70.47%	330	386	29.53%	1,070	1,370	100%
Total	1,118	1,425	63.39%	676	823	36.61%	1,794	2,248	100%

JCU has three campuses, in Townsville, Cairns, and Singapore, and a number of study centres, including Mackay, Mt Isa, and Thursday Island (Figure 2.1). 93% of JCUA staff work in Townsville and Cairns. A small number of staff work remotely, including at study centres and research stations, and as clinical educators on fractional contracts around Australia. All quantitative data in this application are for all JCUA employees.

Figure 2.1 JCUA location map with 2019 staff FTE per location.

Note: Staff at locations other than Cairns, Townsville, Mt Isa, Mackay, and Thursday Island (employed by JCUA) equate to 70.47 FTE and are distributed across all Australian states and territories (WA: Nanson 0.03; SA: Adelaide 0.11; NT: Alice Springs 1.00, Darwin 0.99, Nhulunbuy 0.02; Tas: Legana 0.64; Vic: Melbourne: 3.54; ACT: Canberra 0.36; NSW: Armidale 0.01, East Lismore 0.04; other Qld locations: Weipa 1.49; Cape Tribulation 3.29, Burketown 0.05, Orpheus Island 4.03, Fletcher View 1.44, Rockhampton 5.26, Gladstone 0.2, Bundaberg 5.08, Toowoomba 0.33, Brisbane 4.06; Gold Coast 1.16, Sunshine Coast 8.60). 2.89 FTE are based overseas.



JCU Singapore (JCUS) and JCU Brisbane (JCUB) staff are not employed by JCUA; they have different employment frameworks and sociocultural contexts, and their data are managed separately. Thus, we have not included them in this application. To ensure consistency of values and practices across the three main campuses while allowing for local specificity, JCUS will undertake a similar gendered analysis as is outlined in this application (Action 2.2).

## 2.2 Extend gender equity analysis to JCUS.

JCUS staff are managed under a very different employment framework, and work within a very different sociocultural context, so aggregating our analysis of JCUA and JCUS is not practical, and doing so would likely mask important considerations. But the OneJCU agenda calls for consistency in our values and principles. A JCUS-specific data analysis exercise will parallel the JCUA Athena SWAN application as much as practical while accounting for local contexts.



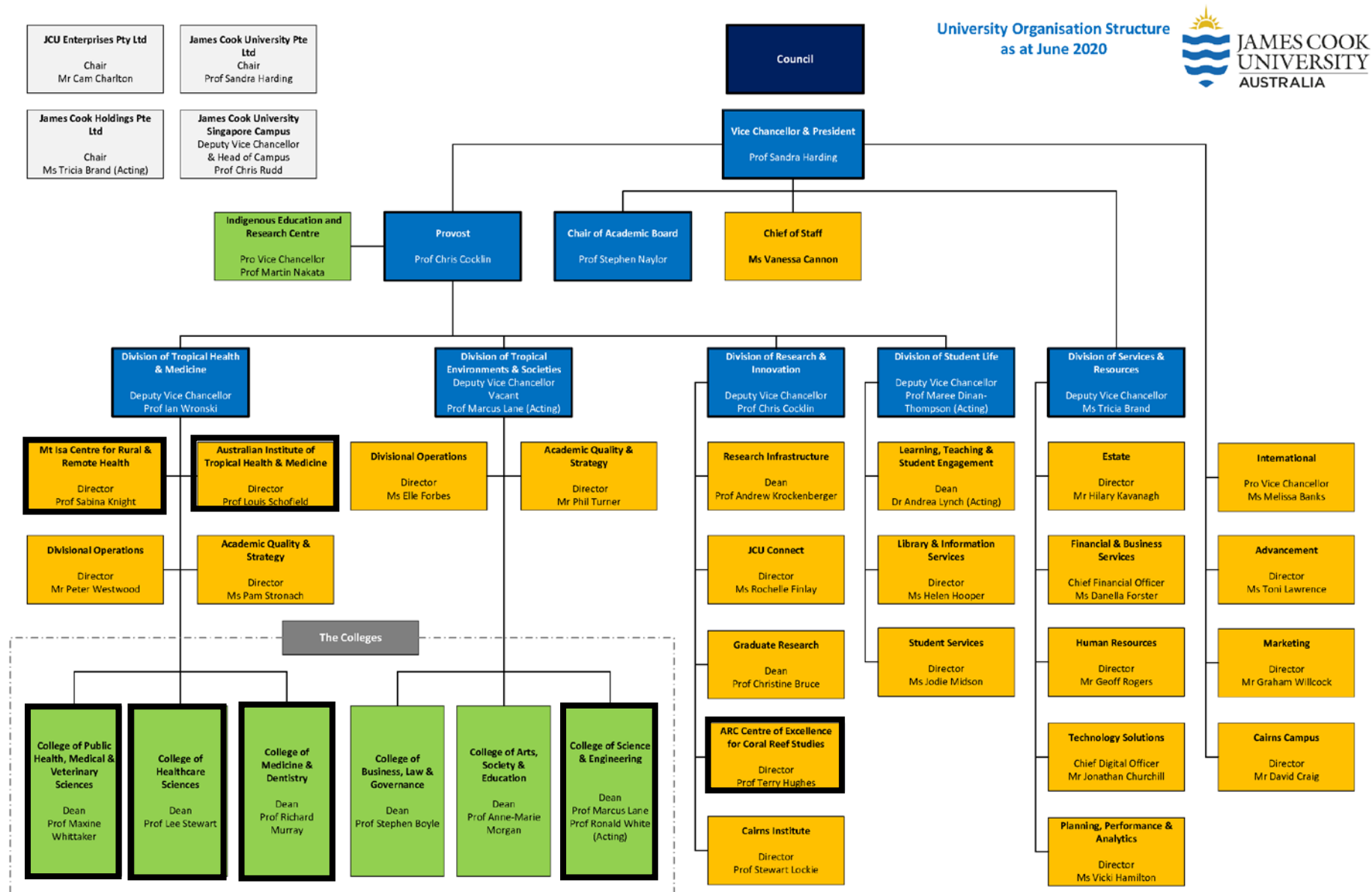
Table 2.2 Number of academic staff by gender, level, and College. Table shows full-year data from 2019. Table continues onto the next page.

	College	Academic Level	Women			Men			Total		
			FTE	Headcount	% Headcount	FTE	Headcount	% Headcount	FTE	Headcount	% Headcount
HASS	College of Arts, Society & Education (CASE)	A	2.8	7	87.50%	0.8	1	12.50%	3.6	8	100%
		B	14.5	21	67.74%	7.8	10	32.26%	22.4	31	100%
		C	11.1	12	54.55%	9.1	10	45.45%	20.2	22	100%
		D	11.3	15	78.95%	3.2	4	21.05%	14.5	19	100%
		E	3.0	4	40.00%	5.2	6	60.00%	8.2	10	100%
		Total	42.8	57	66.28%	26.2	29	33.72%	68.9	86	100%
	College of Business, Law & Governance (CBLG)	A	0	0	0%	1.0	1	100%	1.0	1	100%
		B	9.8	11	57.89%	6.4	8	42.11%	16.2	19	100%
		C	7.8	10	62.5	6.0	6	37.5%	13.8	16	100%
		D	5.5	7	43.75%	8.4	9	56.25%	13.8	16	100%
		E	1.2	2	28.57%	2.6	5	71.43%	3.9	7	100%
		Total	24.3	28	50%	24.4	28	50%	48.7	56	100%
	College of Healthcare Sciences (CHS) - HASS staff	A	0	0	0%	0	0	0%	0	0	0%
		B	7.0	9	69.23%	3.0	4	30.77%	10.0	13	100%
		C	1.5	2	66.67%	0.4	1	33.33%	1.9	3	100%
		D	4.0	4	80%	1.0	1	20%	5.0	5	100%
		E	0	0	0%	0	0	0%	0	0	0%
		Total	12.6	15	75%	4.4	5	25%	16.9	20	100%
HASS Total		79.6	100	61.73%	55.0	62	38.27%	134.6	162	100%	

Table 2.2 (continued) Number of academic staff by gender, level, and College. Table shows full-year data from 2019.

	College	Academic Level	Women			Men			Total		
			FTE	Headcount	% Headcount	FTE	Headcount	% Headcount	FTE	Headcount	% Headcount
STEMM	College of Healthcare Sciences (CHS) - STEMM staff	A	7.9	11	68.75%	2.8	5	31.25%	10.7	16	100%
		B	39.0	49	77.78%	10.2	14	22.22%	49.2	63	100%
		C	9.1	10	76.92%	1.7	3	23.08%	10.8	13	100%
		D	6.8	7	70%	2.5	3	30%	9.3	10	100%
		E	2.0	2	100%	0	0	0%	2.0	2	100%
		Total	64.7	77	78.79%	17.2	21	21.21%	82.0	98	100%
	College of Medicine & Dentistry (CMD)	A	4.0	13	61.9%	3.6	8	38.1%	7.6	21	100%
		B	20.0	33	67.35%	10.8	16	32.65%	30.8	49	100%
		C	29.2	63	57.27%	23.4	47	42.73%	52.6	110	100%
		D	9.6	13	41.94%	9.4	18	58.06%	18.9	31	100%
		E	4.8	5	33.33%	9.0	10	66.67%	13.8	15	100%
		Total	67.6	124	55.61%	56.1	98	44.39%	123.7	222	100%
	College of Public Health, Medical & Veterinary Sciences (CPHMVS)	A	6.4	18	81.82%	2.0	4	18.18%	8.4	22	100%
		B	15.3	24	72.72%	7.2	9	27.27%	22.5	33	100%
		C	17.3	18	56.25%	11.5	14	43.75%	28.8	32	100%
		D	8.1	9	20%	12.7	14	60.87%	20.7	23	100%
		E	2.0	2	20%	40.1	47	40.87%	8.8	10	100%
		Total	49.1	68	59.13%	40.1	47	40.87%	89.2	115	100%
	College of Science & Engineering (CSE)	A	6.0	10	41.67%	10.3	14	58.33%	16.2	24	100%
		B	20.9	26	37.14%	34.1	44	62.86%	55.1	70	100%
		C	7.6	10	31.25%	17.7	22	68.75%	25.3	32	100%
		D	7.7	8	27.53%	20.7	21	72.41%	28.4	29	100%
		E	1.4	2	7.14%	24.2	26	92.86%	25.6	28	100%
		Total	43.5	54	30.17%	107	125	69.83%	150.6	179	100%
STEMM Total			226.0	323	52.61%	221.5	291	47.39%	447.5	614	100%

Figure 2.2 JCU Organisational Structure as at October 2018. STEMM organisational units indicated with additional border.



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

The University currently consists of five Divisions, and the Indigenous Education and Research Centre which reports directly to Provost. There are two academic Divisions, organised into six Colleges, and the Division of Research & Innovation contains two centres (Figure 2.2, Table 2.2). JCU restructured in 2014, with refinements in 2016 and 2018. However, our quantitative data program allows for longitudinal analysis of the current structure.

More than half of JCUA students are enrolled in a STEMM degree, and women make up almost two-thirds of enrolments (Table 2.3). This is consistent with national trends – 59.4% of Australian higher education students are women<sup>3</sup>.

Table 2.3 Student enrolments, 2019. Numbers indicate student headcount; percentages indicate proportion of students by gender, and the total JCUA students for each discipline category. Other degree types include non-award programs and enabling programs.

Degree type		Women		Men		Other / Unspecified		Total
		Headcount	%	Headcount	%	Headcount	%	
HASS	Undergraduate	3,072	65.28%	1,626	34.55%	8	0.17%	4,706
	Postgraduate	532	58.02%	385	41.98%	0	0%	917
	Higher Degree by Research	161	64.14%	89	35.46%	1	0.4%	251
	Non-Award	204	71.83%	80	28.17%	0	0%	284
	<b>HASS Total</b>	<b>3,967</b>	<b>64.46%</b>	<b>2,178</b>	<b>35.39%</b>	<b>9</b>	<b>0.15%</b>	<b>6,154</b>
STEMM	Undergraduate	4,591	61.37%	2,888	38.6%	2	0.03%	7,481
	Postgraduate	1,685	65.01%	906	34.95%	1	0.04%	2,592
	Higher Degree by Research	333	53.37%	291	46.63%	0	0%	624
	Non-Award	243	71.05%	97	28.36%	2	0.58%	342
	<b>STEMM Total</b>	<b>6,831</b>	<b>62.08%</b>	<b>4,167</b>	<b>37.87%</b>	<b>5</b>	<b>0.05%</b>	<b>11,003</b>
Other	Undergraduate	378	57.19%	282	42.66%	1	0.15%	661
	Postgraduate	2	100%	0	0%	0	0%	2
	Higher Degree by Research	1	100%	0	0%	0	0%	1
	Non-Award	22	59.46%	15	40.54%	0	0%	37
	Enabling	75	58.59%	53	41.41%	0	0%	128
	<b>Other Total</b>	<b>469</b>	<b>57.56%</b>	<b>342</b>	<b>42.12%</b>	<b>1</b>	<b>0.12%</b>	<b>812</b>
<b>JCU Total</b>		<b>10,351</b>	<b>63.96%</b>	<b>5,818</b>	<b>35.95%</b>	<b>14</b>	<b>0.09%</b>	<b>16,183</b>

<sup>3</sup> <https://www.wgea.gov.au/data/fact-sheets/higher-education-enrolments-and-graduate-labour-market-statistics>

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

Table 2.4 List of STEMM academic units at JCUA showing FTE of academic and P&T staff. Data are from 2019 and report all ongoing & fixed-term staff by headcount.

Division	College	Work Unit	Women		Men	
			Academic	P&T	Academic	P&T
Division of Research and Innovation (DR&I)	ARC Centre of Excellence for Coral Reef Studies	ARC COE for Coral Reef Studies	12.7	11.0	17.5	1.8
	DR&I	Division of Research & Innovation	0.0	0.2	0.1	0.6
	Research Infrastructure	Advanced Analytical Centre	1.0	0.0	3.0	2.0
		Boating and Diving	0.0	0.1	0.0	0.0
		Daintree Rainforest Observatory	1.0	0.2	0.0	1.8
		eResearch Centre	1.0	1.0	1.9	4.2
		Fletcherview	0.0	0.0	0.0	1.4
		Marine & Aquaculture Research Facilities	0.0	0.2	0.0	3.1
		Orpheus Island Research Station	0.0	1.7	0.0	3.0
Division of Tropical Environments and Societies	Australian Tropical Herbarium	Australian Tropical Herbarium	0.0	2.6	3.3	1.0
	College of Science and Engineering	College of Science and Engineering	2.1	18.7	14.5	8.5
		Cyclone Testing Station	0.7	2.9	4.8	2.2
		Earth Sciences	12.0	0.3	16.1	2.9
		Economic Geology Research Unit	0.0	1.3	0.0	0.0
		Engineering	3.5	0.1	25.9	1.7
		Information Technology	5.6	0.2	7.8	0.5
		Marine & Aquaculture Sciences	14.0	14.8	22.4	8.5
		Physical Sciences	6.4	1.7	16.6	8.0
		Terrestrial Technology	6.7	3.0	12.1	1.4
	TropWater	TropWater	11.7	8.7	12.1	10.0
Division of Tropical Health and Medicine	Australian Institute of Tropical Health and Medicine (AITHM)	Australian Institute of Tropical Health and Medicine	13.1	22.9	24.4	14.6
	College of Healthcare Sciences	College of Healthcare Sciences	8.7	16.1	0.0	1.0
		Nursing and Midwifery	40.8	1.1	6.7	0.6
		Occupational Therapy	9.7	0.0	2.0	0.0
		Physiotherapy	11.5	0.3	1.7	0.1
		Speech Pathology	3.3	0.0	2.2	0.0
		Sport & Exercise Sciences	6.9	0.0	7.3	0.0

Division	College	Work Unit	Women		Men	
			Academic	P&T	Academic	P&T
	College of Medicine & Dentistry	College of Medicine and Dentistry	2.1	31.1	1.9	2.0
		Dentistry	9.0	0.5	19.4	1.0
		General Medical Training	10.2	44.8	6.7	2.7
		Medicine	52.9	47.2	33.2	4.0
		Pharmacy	5.4	0.0	3.4	0.0
	College of Public Health Medical and Veterinary Sciences	Biomedical Sciences	14.3	0.4	7.5	0.3
		College of Public Health Medical and Veterinary Sciences	1.8	15.0	2.1	0.2
		Molecular and Cell Biology	3.5	1.4	7.1	0.2
		Public Health and Tropical Medicine	12.1	1.0	9.9	1.4
		Veterinary Science	20.7	0.0	15.1	1.2
	Centre for Rural and Remote Health	Centre for Rural and Remote Health	15.5	10.3	2.0	3.5
Grand Total			319.9	261.1	310.7	95.3

Even in women-dominated areas of the University, the number of women declines as seniority increases (Table 2.5, Figure 2.3). The exception to this rule is the College of Healthcare Sciences (CHS), which we discuss in Section 4. Please note: CHS includes both STEM and HASS academics. Where analysis compares STEM and HASS, CHS academics are counted according to their discipline, but where College-level statistics are discussed, all CHS staff are included.

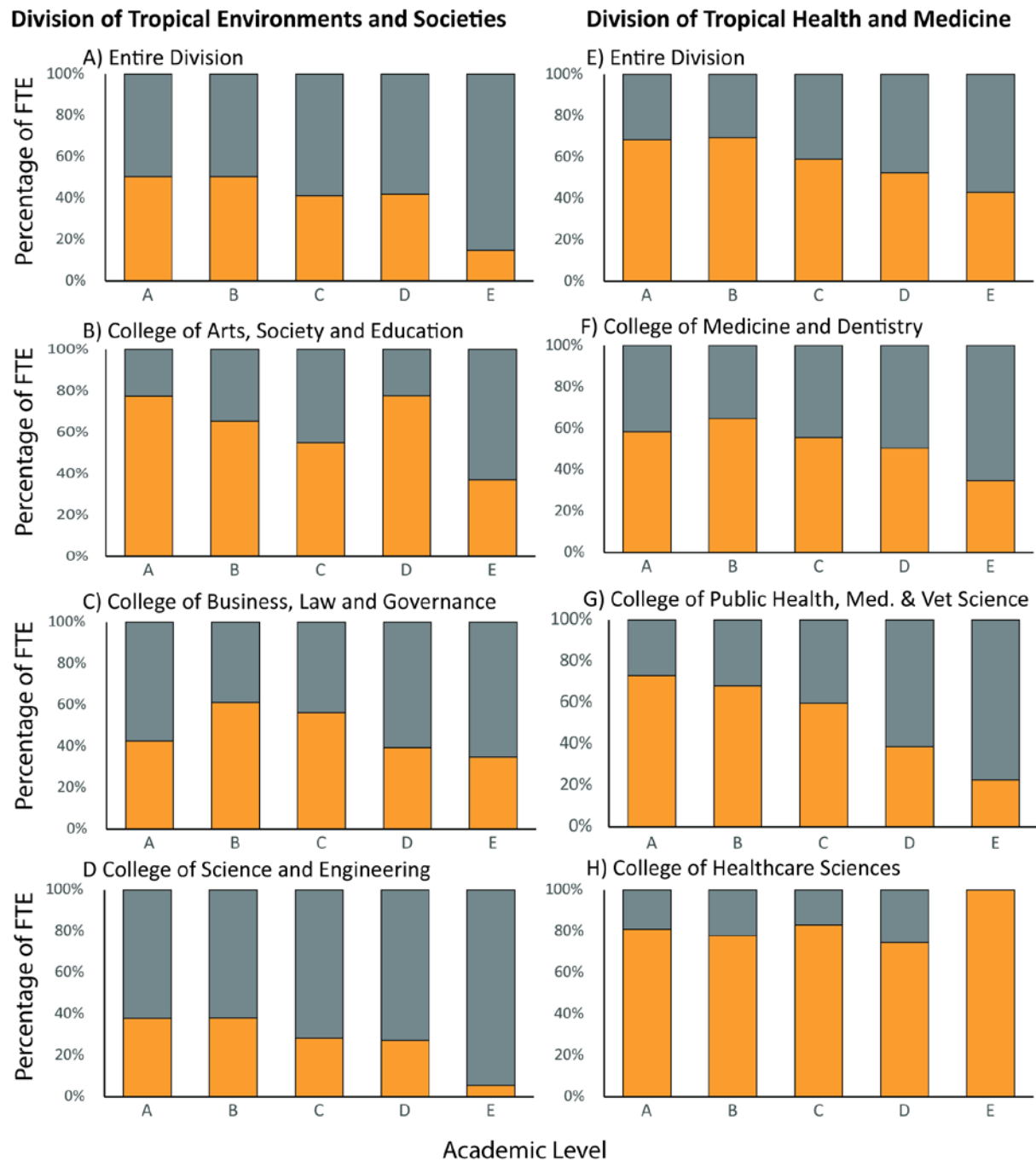
Table 2.5 Proportion and number (FTE) of academic staff by gender, level, and organisational unit, 2019. Data show the two academic divisions and the colleges within them, where most academic staff are employed.

employed.

	Gender	Acad A	Acad B	Acad C	Acad D	Acad E	Other
Division of Tropical Environments and Societies (DTES)	Female	24.30%	32.71%	19.16%	17.41%	4.17%	2.26%
		34.1	45.9	26.9	24.4	5.8	3.2
	Male	18.74%	26.46%	18.91%	17.60%	17.46%	0.84%
		34.4	48.6	34.7	32.3	32.1	1.5
Division of Tropical Health and Medicine (DTHM)	Female	21.41%	36.03%	25.42%	12.51%	3.87%	0.76%
		48.6	81.9	57.8	28.4	8.8	1.7
	Male	15.33%	23.98%	28.66%	19.76%	12.09%	0.19%
		20	31.2	37.3	25.7	15.8	0.2
Grand Total		20.12%	30.46%	23.00%	16.27%	9.16%	0.98%
		137.1	207.6	156.7	110.9	62.5	6.7

	Gender	Acad A	Acad B	Acad C	Acad D	Acad E	Other
College of Science and Engineering	Female	25.64%	41.02%	14.88%	15.10%	2.70%	0.67%
		13.1	20.9	7.6	7.7	1.4	0.3
	Male	17.89%	28.48%	15.99%	17.21%	20.13%	0.29%
		21.5	34.2	19.2	20.7	24.2	0.3
College of Medicine and Dentistry	Female	19.23%	25.17%	37.13%	12.03%	6.03%	0.41%
		15.3	20	29.6	9.6	4.8	0.3
	Male	17.07%	17.08%	36.95%	14.71%	14.15%	0.00%
		10.9	10.9	23.5	9.4	9	0
College of Healthcare Sciences	Female	25.04%	48.84%	11.42%	11.33%	2.10%	1.27%
		23.8	46.5	10.9	10.8	2	1.2
	Male	22.65%	52.92%	8.88%	14.65%	0.00%	0.89%
		5.7	13.2	2.2	3.7	0	0.2
College of Arts, Society and Education	Female	25.68%	26.18%	19.52%	19.85%	5.36%	3.42%
		14.6	14.9	11.1	11.3	3	1.9
	Male	13.99%	26.08%	30.11%	10.69%	17.13%	2.00%
		4.2	7.9	9.1	3.2	5.2	0.6
College of Business, Law and Governance	Female	19.76%	31.08%	25.26%	16.77%	4.39%	2.73%
		6.4	10.1	8.2	5.5	1.4	0.9
	Male	26.18%	19.41%	19.23%	25.36%	8.04%	1.77%
		8.6	6.4	6.4	8.4	2.7	0.6
College of Public Health, Medical and Veterinary Sciences	Female	18.11%	29.28%	33.07%	15.38%	3.81%	0.35%
		9.5	15.4	17.3	8.1	2	0.2
	Male	8.30%	17.15%	27.88%	30.48%	16.19%	0.00%
		3.5	7.2	11.6	12.7	6.8	0
Grand Total		20.12%	30.46%	23.00%	16.27%	9.16%	0.98%
		137.1	207.6	156.7	110.9	62.5	6.7

Figure 2.3 Proportion of academic staff by gender, level, and organisational unit, 2019. Data show the two academic divisions and the colleges within them, where most academic staff are employed. Orange = women, grey = men



### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Actual word count: 1895 words

#### i. a description of the self-assessment team

Table 3.1 JCU Gender Equity Self-Assessment Team members at the time of application submission. Women are indicated with blue shading, men with no shading. We would like to acknowledge those staff and students who contributed to the SAT since 2016, especially Elise Howard who collected and analysed the qualitative data, Rie Hagihara and Prof Emma McBryde who conducted some statistical analyses, Dan Zamykal, who established Tableau dashboards for our use, Prof Iain Gordon who chaired the SAT from 2016-2019, Bradley Smith who was an integral SAT member from 2016-2019, and Dr Lalita Simpson, who was an excellent student representative on the SAT from 2018-2019. <sup>®</sup> indicates SAT members who have been on the team since it was established in 2016. <sup>‡</sup>Dr Theresa Petray was seconded to the SAT at .25FTE, Kristin Perry at .17FTE, in 2020 to coordinate the application and action plan with support from Dr Ryl Harrison, Strategic Policy Adviser in the Office of the Vice Chancellor. \*Damian Dunne provides secretarial support to the SAT in his capacity as Equity & Diversity Consultant.

Member	Organisational Unit	Position	PhD awarded (if relevant)	Contract type
Prof Sandra Harding, Chair		Vice Chancellor		Fixed-term, F/T
Dr Ryl Harrison <sup>®‡</sup>	Chancellery	Strategic Policy Advisor	2014	Fixed-term, F/T, P&T
A/Prof Mia Hoogenboom <sup>®</sup>	CSE	Associate Professor, Marine Biology	2008	Ongoing, F/T, Academic
Dr Sandip Kamath <sup>®</sup>	AITHM	Research Fellow	2015	Fixed-term, F/T, Academic
A/Prof Bunmi Malau-Aduli	CMD	Associate Professor, Medical Education	2002	Ongoing, F/T, Academic
Ms Kristin Perry <sup>‡</sup>	HR	Manager, Talent	--	Ongoing, F/T, P&T
A/Prof Theresa Petray <sup>®‡</sup>	CASE	Associate Professor, Sociology	2011	Ongoing, F/T, Academic
A/Prof Jan Strugnell	CSE	Associate Professor, Aquaculture and Marine Science	2004	Ongoing, F/T, Academic
Mr Damien Watson <sup>®</sup>	Chancellery	Manager, Advancement	--	Ongoing, F/T, P&T
Dr Ines Zuchowski <sup>®</sup>	CASE	Senior Lecturer, Social Work	2015	Ongoing, F/T, Academic
Mr Damian Dunne*	HR	Equity & Diversity Consultant	--	Ongoing, F/T, P&T

Following receipt of feedback in September 2019, the original SAT members met to discuss the best structure for resubmission. The team decided to maintain all original SAT members who were still at JCU and had capacity to continue, and to invite the Vice Chancellor to Chair the SAT. The VC's involvement allows for high-level leadership that crosses all university boundaries, and ensures a coherent approach to gender equity.

The decision to maintain existing SAT members was made to facilitate speedy transition back into data analysis and application revision, without the need to hand-over or orientate new members. However, plans for the post-submission SAT were amended, below.

SAT members have a range of relevant personal experience (Table 3.2).

Table 3.2 Diversity of experience for SAT members. Experiences have been aggregated to protect SAT members' confidentiality.

Experience relevant to this application	SAT members with this experience
Career Breaks	3
Current caring responsibilities	3
Flexible Work	1
Part-time work	3
Recent periods of casual and/or fixed-term work	1
Senior management experience	1
Ethnically diverse / different from Australian majority	2
LGBTQIA+	1
Current student	1

Workload allocation is individually negotiated by staff members and their managers. For most Academic members, the SAT is included in Service allocations, which has meant many SAT members have struggled to fit this work in. We have learned from this and considered how to better structure this contribution going forward (see Section 3.iii). For Petray, Perry, and Harrison, who led the resubmission process, a centrally-funded, partial buy-out from their usual work enabled them to focus on the application.

With a few valuable exceptions, the self-assessment process has been undertaken by women, and largely by staff outside Senior Management positions. There is value in this - namely, the self-assessment and action planning has been produced by the staff who experience the organisation as it is described, and who will benefit the most from the changes outlined. However, the limitations are also important to acknowledge. In our resubmission process discussed below, we have worked directly with STEMM leaders to discuss the application and action plan, and ensure positive working relationships as we move to the implementation phase.

## ii. an account of the self-assessment process

In September 2019, the team met to discuss the SAGE peer reviewers' feedback to determine how best to strengthen our application and action plan. Two key focal areas were:

1. Obtaining and analysing more consistent quantitative data; and
2. Extensive consultations with strategic and operational leaders to ensure and demonstrate ownership of the Action Plan at senior levels.

Rather than simply adding updates to our previous submission, the whole application has been substantially revised.

The Quantitative Data Working Group (Hoogenboom, Kamath, Strugnell) met weekly in February and March with Dan Zamykal (Manager, Reporting & Analytics) to source, organise, and analyse the appropriate data. The team worked for the remainder of the year on presenting the data presented in this application. STEMM leaders were included in the process of analysis for data relating to their organisational unit.

Key changes to our approach to quantitative data have been to utilise Tableau for consistency and regular monitoring, rather than manual analysis; and extending our analysis years to include 2013-2019. Some data remain outside of Tableau, such as recruitment, promotions, and parental leave, and our analysis in those sections doesn't cover the whole 2013-2019 period. We note where that is the case, and Action 3.1 seeks to integrate all relevant quantitative data into one set of dashboards.

### 3.1 Improve quantitative data tracking, analysis, and monitoring.

Evidence-based strategies for gender equity rely on the quality of the evidence. While good data exist within JCU, it isn't all accessible for regular, systematic monitoring. Improving the consistency of how we collect data and collating it all in one place is an important step in ensuring that we are able to measure progress, identify problem areas, plan for the future, and develop SMART actions.

The SAT Coordinators spent much of January and February exploring the Athena SWAN program, the findings of the original research, and the Action Plan with senior leaders, especially those in STEMM. In these meetings we discussed the original Action Plan, which had previously been approved by VCAC, and explored how the actions might be refined and operationalised, and confirm what work was already underway in different parts of the University.

Meetings and workshops with the whole SAT have ensured that the application revisions have progressed with broad team input. SAT members have contributed important feedback, have undertaken benchmarking against other successful Athena SWAN applications, and have supported the implementation of several actions.

Throughout the resubmission process, regular updates to the Chair between meetings have ensured that she has a good understanding of the key issues that have arisen and can continue conversations with those leaders who have been engaged in discussions.

### *Covid-19 Disruptions*

The application process was significantly disrupted by the COVID pandemic. SAT members with caring responsibilities were particularly disrupted, but all SAT members were required to spend time transitioning their work online.

In response to COVID, the SAT developed a VCAC paper on the gendered impacts of the crisis, allowing for explicit discussion with senior leaders about the ways women were carrying larger burdens for emotional labour and caring responsibilities at work and at home, the need for flexibility, and some practical solutions to support all staff in trying times.

Table 3.3 Key milestones and engagement activities in preparation for Athena SWAN Bronze re-submission.

Time	Activity
Late 2017	Qualitative research with University community
February 2019	Feedback to focus group participants Open lectures for JCU community about findings and Action Plan
September 2019	Communication of application outcome to SAT, Senior Leaders, and University staff via email
October 2019	Open SAT meeting to discuss feedback with interested staff
November 2019	SAT workshop to revisit Action Plan, particularly focusing on demonstrable commitment from senior leaders. Meeting with Dan Zamykal (PPA) to discuss data needs.
December 2019	Workshop with key stakeholders: VC/SAT Chair, Dean CPHMVS, Acting DVC DTES, Executive Officer DSR, SAT Coordinators. Discussion of data, Action Plan and commitment from senior leaders.
January 2020	SAT Coordinators appointed.
January - March 2020	Meetings with senior STEMM leaders about actions relevant to their area. Quantitative data team begins weekly meetings and analysis. SAT Coordinators attend AAS/SAGE Symposium and Awards dinner.
March - May 2020	COVID-19 response - SAT members pause work to transition to working and/or teaching remotely. SAT produces Gender Equity & COVID-19 discussion paper to VCAC.
June - August 2020	Quantitative data analysis continues. SAT workshops to discuss findings and approach to revisions.
August - September 2020	Application and Action Plan revisions finalised. Presentation of findings and actions to Human Resources Committee of Council. Presentation of application draft to VCAC. Communication about resubmission progress to University via email. Handover process from SAT to GEAR.

## The Research Process

This application is informed by quantitative and qualitative research. Following feedback, we have worked closely with JCU Planning, Performance & Analytics (PPA) to ensure that quantitative data are consistent and show 2013-2019 for all JCUA staff wherever possible. We have developed Tableau dashboards that will allow these data to be updated each year for regular monitoring by senior leaders.

In some cases, quantitative data are not included in Tableau and is manually obtained from HR databases or directly from relevant organisational units. We are working with PPA to extend our current dashboards to include all additional data to allow for regular monitoring (Action 3.1).

The qualitative data collection included: six online testimonials open to all staff; nine focus groups with women in Townsville and Cairns; and nine interviews with senior men and women in Townsville and Cairns. This research was approved by JCU's Human Research Ethics Committee and conducted by Elise Howard, a casual research assistant, to ensure participants felt able to speak honestly.

1) A series of six short, anonymous, open-ended questionnaires were distributed to all staff via email over six weeks in late 2017 (Table 3.3). Responses came primarily from women, which reflects the tendency to think of gender inequity as something for women to worry about.

Table 3.3 Participation Rates for Qualitative Data Collection Method 1, Online Anonymous Testimonial Responses. Each testimonial asked the open-ended question below, and several demographic questions about gender, contract type & length, and whether they were in a STEMM field to allow for focused qualitative analysis.

Week	Topic	Number of responses	Women	Men
1	What are your experiences of accessing family friendly arrangements at JCU (e.g. entitlements, family friendly lecture or tutorial times, children on campus, welcoming environments)?	81	81.3%	18.7%
2	In many workplaces, important 'invisible' and undervalued work is undertaken to promote effective and collegial work environments, while other forms of work are rewarded and celebrated. Please tell us about your experiences with the less visible or undervalued work that occurs at JCU.	82	82.0%	18.0%
3	How would you describe your sense of belonging in your work unit? Do you feel like you fit in easily? If so, what supports your sense of belonging? Alternatively, do you adapt to fit in with the workplace culture? If so, what happens that makes you feel like you have to adapt? Please tell us your thoughts.	74	79.3%	20.7%

Week	Topic	Number of responses	Women	Men
4	How would you describe your experiences of interactions and dynamics amongst and between male and female staff at JCU?	64	75.3%	24.7%
5	What is JCU doing well in relation to gender equity? What ideas do you have for promoting gender equity at JCU?	38	74.5%	25.5%
6	Do you encounter stereotypes in your daily work? If so, please tell us about your experiences.	33	75.8%	24.2%

2) All women employees were invited to participate in focus group interviews. The goal was to conduct three groups to capture:

- staff at JCUA for <3 years;
- staff at JCUA for >3 years; and
- casual staff with >15 contracts.

Within less than 72 hours of an email being sent on a Friday afternoon there were registrations from 127 women. The rapid response to the email invitation indicates a strong commitment from women to share their experiences and contribute to change at JCU. The original plan was adjusted to nine groups (Townsville: 7; Cairns: 2), accommodating 53 staff. Only women in Townsville and Cairns responded to the invitation. Given the sensitive nature of focus group discussions, direct quotes are only used where individuals have given permission.

Given how valued these focus groups were by women, we will seek to replicate their function as a way of hearing from staff about how policies and practices are implemented, whether they see impacts of actions, and as a means for women to come together in a safe and supportive space (Action 3.2). In particular, we will seek to extend the invitation to staff outside of Townsville and Cairns.

### 3.2 Establish GEAR Forums as an ongoing feedback mechanism for women at JCU.

There was an overwhelming level of interest in the qualitative research for the Athena SWAN application, indicating that women at JCU want to share their opinions and experiences, and do not currently have an appropriate avenue for doing so. Moreover, the Athena SWAN Focus Groups were important to women who valued the safe space to come together with other women. The data we collect from these forums, appropriately anonymised, will be fed back to appropriate senior leaders for action as relevant, and will allow us to measure the impacts of our action plan.

3) Senior staff purposively sampled for their knowledge in the area of gender equity or in positions particularly relevant to recruitment, promotion, and retention were invited to participate in one-on-one interviews. Nine interviews were conducted with senior staff (six women; three men) from three Divisions.

### iii. plans for the future of the self-assessment team

From September 2020, the Gender Equity Action Research (GEAR) team will champion gender equity, monitor progress on actions, and provide advice & support to action owners (Action 3.3). The GEAR will consist of:

- Vice Chancellor (Chair);
- GEAR Coordinators, with dedicated hours (totalling .6FTE);
- an analyst (appointed by Performance, Planning & Analytics);
- a convenor (appointed by HR); and
- 8-12 GEAR Change Champions.
  - Champions are self-nominated through an Eol process, with an aim for diversity of demographics, campus, position type, level, and so on.
  - In particular, no more than two-thirds of members from one gender to ensure that everyone contributes to change.
  - Champions will be expected to commit to up to 20 hours annually, and will need the support of their managers to participate. Casual staff will be remunerated for their time.

Through the Chair, the GEAR will have regular engagement with senior leaders via the Vice Chancellor's Advisory Committee (Figure 3.1). The Action Plan will be implemented by "Action Owners", that is, senior members of staff who will be considered accountable for their progress. Each Action Owner will be provided with a personalised Action Dashboard, listing their accountabilities, which will be used to track progress. Action Owners will report on their progress at VCAC meetings, and to the GEAR Coordinators.

The GEAR Coordinators are primarily responsible for supporting Action Owners as they do the work of the Action Plan, tracking Action Plan progress via tracking dashboards, and coordinating high-level strategic advice to the Chair and VCAC on policy, procedures, training and communication, as well as facilitating GEAR forums.

The GEAR will meet at least quarterly to monitor the implementation of the Action Plan, review data relating to key equity indicators, and discuss other issues related to gender equity and diversity at JCU.

The GEAR Convenor will be the key liaison with SAGE, and will also regularly communicate with an Equity & Diversity Community of Practice at JCU – chairs and stakeholders of key groups responsible for the Reconciliation Action Plan, the Indigenous Education & Research Centre, JCU Respect, and so on (Action 2.1).

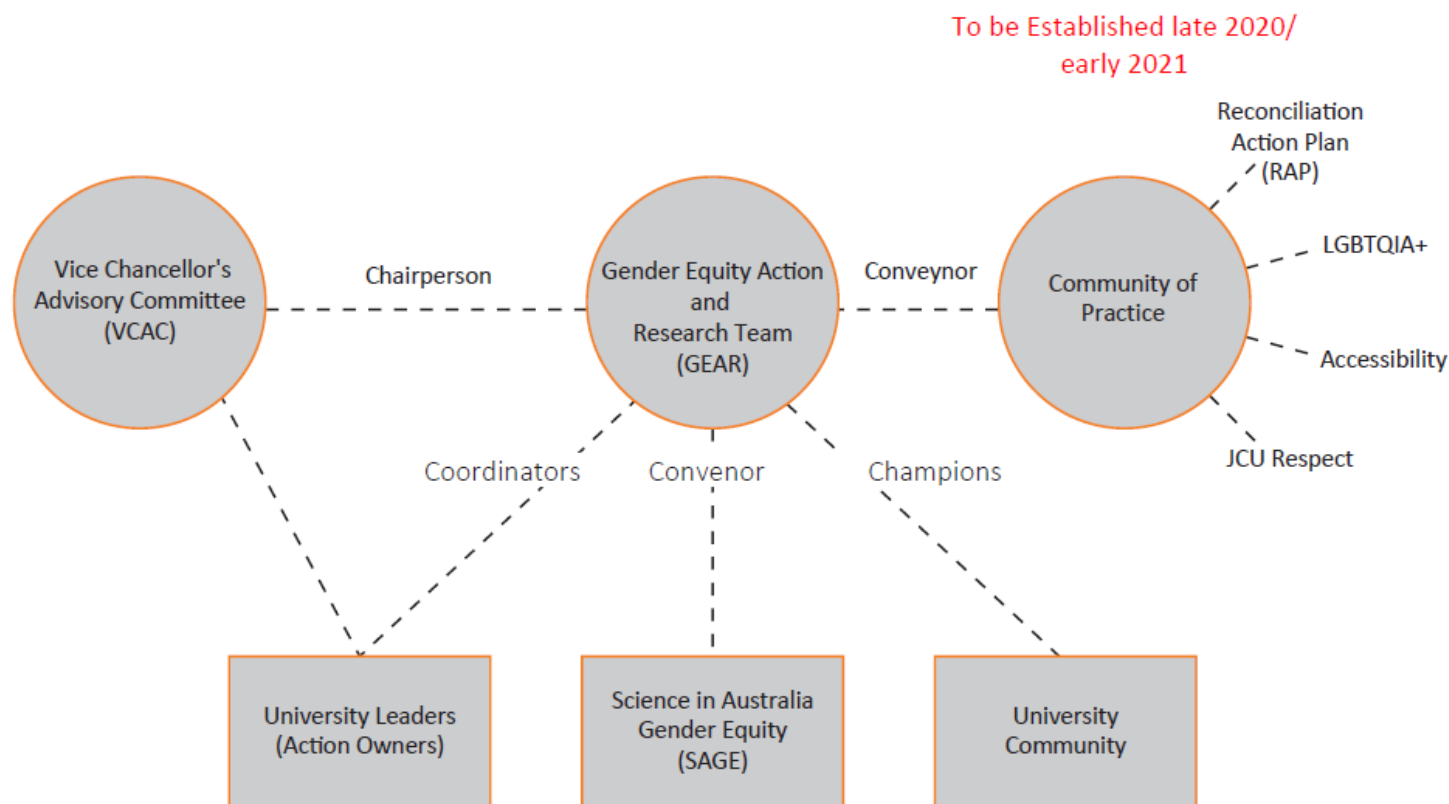
#### 3.3 Establish committee to oversee implementation of the Action Plan.

Regardless of our application's success, JCU is committed to the implementation of the Action Plan. A committee will coordinate ongoing research, maintain an ongoing engagement channel with JCU staff and management, and provide support and guidance to Action Owners.

#### 2.1 Establish an Equity & Diversity Community of Practice.

Establishing a Community of Practice will allow the existing groups working on equity issues to work effectively by information-sharing and strategic partnerships, without introducing another layer of reporting and committee work.

Figure 3.1 GEAR structure. Dashed lines show important communication channels between GEAR and other groups, and GEAR member roles primarily responsible for maintaining that relationship. Equity & Diversity Community of Practice is to be established.



## 4. A PICTURE OF THE INSTITUTION

Recommended word count: 2000 words

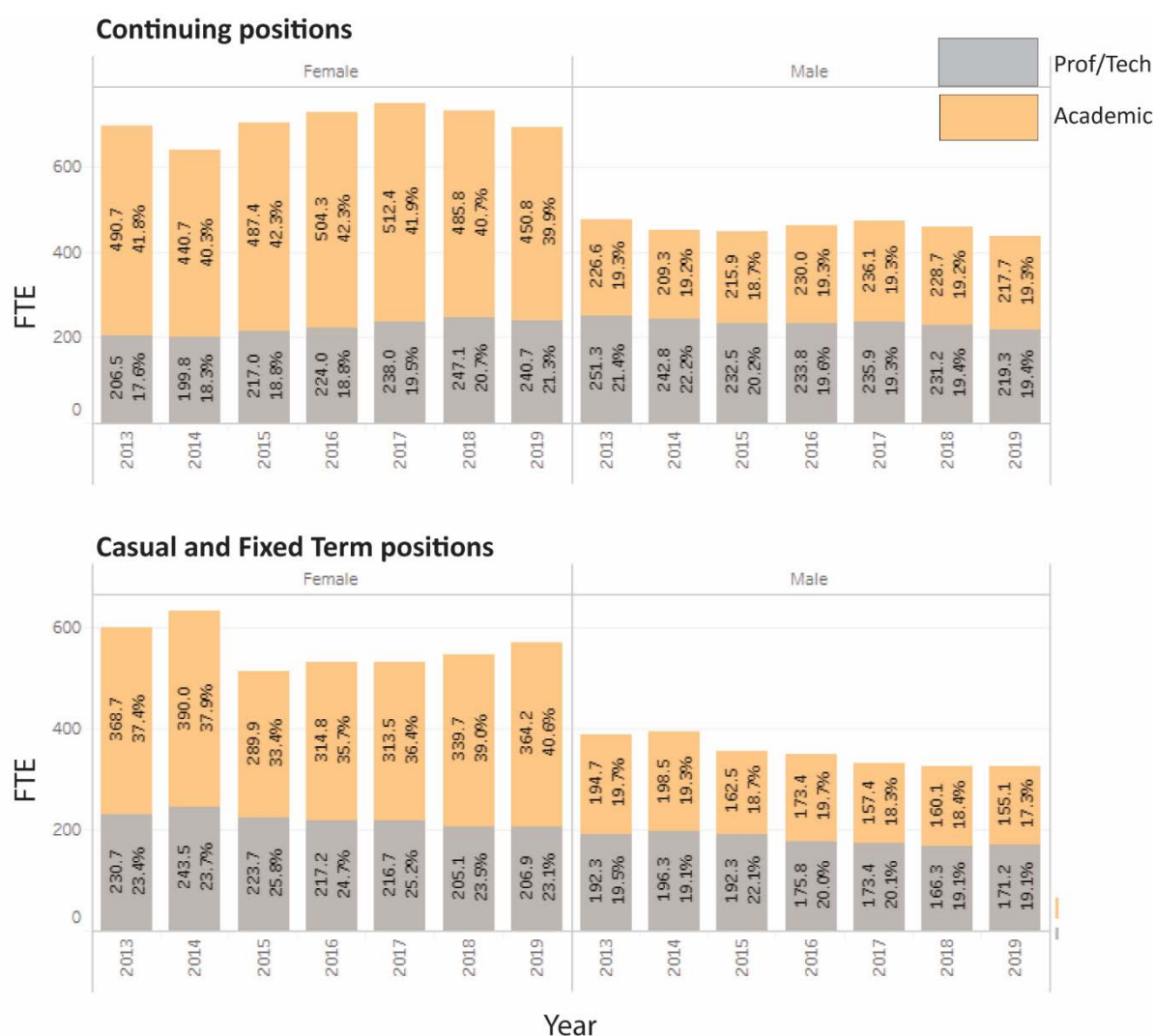
Actual word count: 2101 words

### Overview

Between 2013 and 2019, the workforce at JCU ranged from 2021 to 2162 FTE and included approximately 60% Professional and Technical staff and 40% Academic Staff. Overall, approximately 62% of staff are women (range 60% to 62.3% across years, Figure 4.1). More women than men are employed on a casual or fixed-term basis for both Professional and Technical and Academic staff (Figure 4.1, bottom panel). For staff employed on a continuing basis, the over-representation of women only occurred in the Professional and Technical staff (Figure 4.1, top panel).

Among academic staff, there were approximately the same numbers of women and men between 2013 and 2019 (Figure 4.1) except for a small (2%) increase in the number of academic women and a small (0.7%) decrease in the number of academic men between 2013 and 2019. This may be indicative of changes made in recruitment and retention in previous years, but this low rate of change suggests more targeted efforts are necessary.

Figure 4.1 Number (FTE) of JCUA staff by gender and work function, 2013-2019. Top panel shows continuing staff, bottom panel shows fixed-term and casual staff. Both STEMM and HASS staff are included. Numbers inside bars show FTE and proportion of total FTE across categories within each year.



## 4.1 Academic and research staff data

### i. Academic and research staff by grade and gender

Within continuing academic staff at JCU, there has been a general increase of the number of women in STEMM disciplines over time, with approximately consistent numbers of men in STEMM over the same time period (Figure 4.2). For comparison, in HASS disciplines women were approximately consistent over time (apart from a decrease in 2019) while numbers of men decreased from 72 FTE in 2013 to 47 FTE in 2019.

Within STEMM, women on continuing Level B contracts increased from 45 to 69 FTE from 2013 to 2019, whereas men fluctuated between 31 and 41 FTE. The increase in Level B women was not accompanied by a decrease in Level A women indicating that this change was driven by external recruitment rather than promotion of existing staff. In contrast, the small decline in numbers of Level C women (from 59 FTE in 2013 to 48 FTE in 2019) was matched by an increase in Level D women from 16 in 2013 to 28 in 2019. This suggests that the increase in women at Level D is largely attributable to internal promotions, rather than external recruitment. Numbers of level E women increased slightly between 2013 and 2019 (from 6 to 12), but remain well below the numbers of Level E men (range 38 to 47). There was consistently higher representation of men at Level E (Professor) in both STEMM and HASS disciplines between 2013 to 2019 (Figure 4.2).

Amongst staff on fixed-term contracts, the majority are at Levels A&B, with women underrepresented at Levels D&E (Figure 4.3). Casual academic staff, where they are provided an academic level, are almost exclusively employed at Level A (see Figure 4.6).



Figure 4.2 Number (FTE) of JCUA continuing staff by gender and academic level, 2013-2019, and disaggregated by STEMM (top panel) and HASS (bottom panel). Academic levels are represented by different colours; dark grey = A; medium grey = B; light grey = C; light orange = D; medium orange = E. Only continuing academic staff are included to better capture progression of staff among academic levels. Numbers inside bars show both FTE and proportion of total FTE across categories within each year.

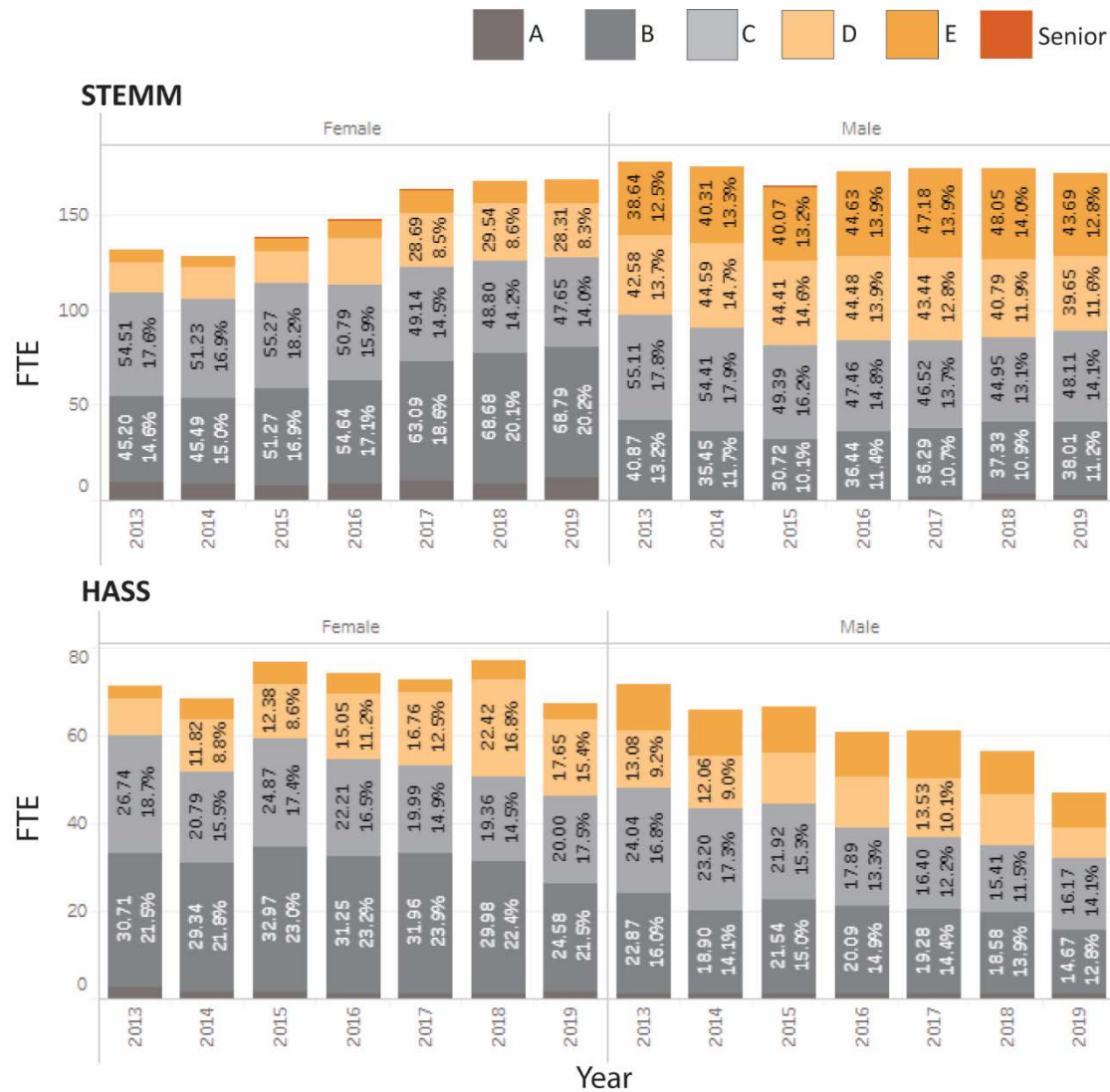
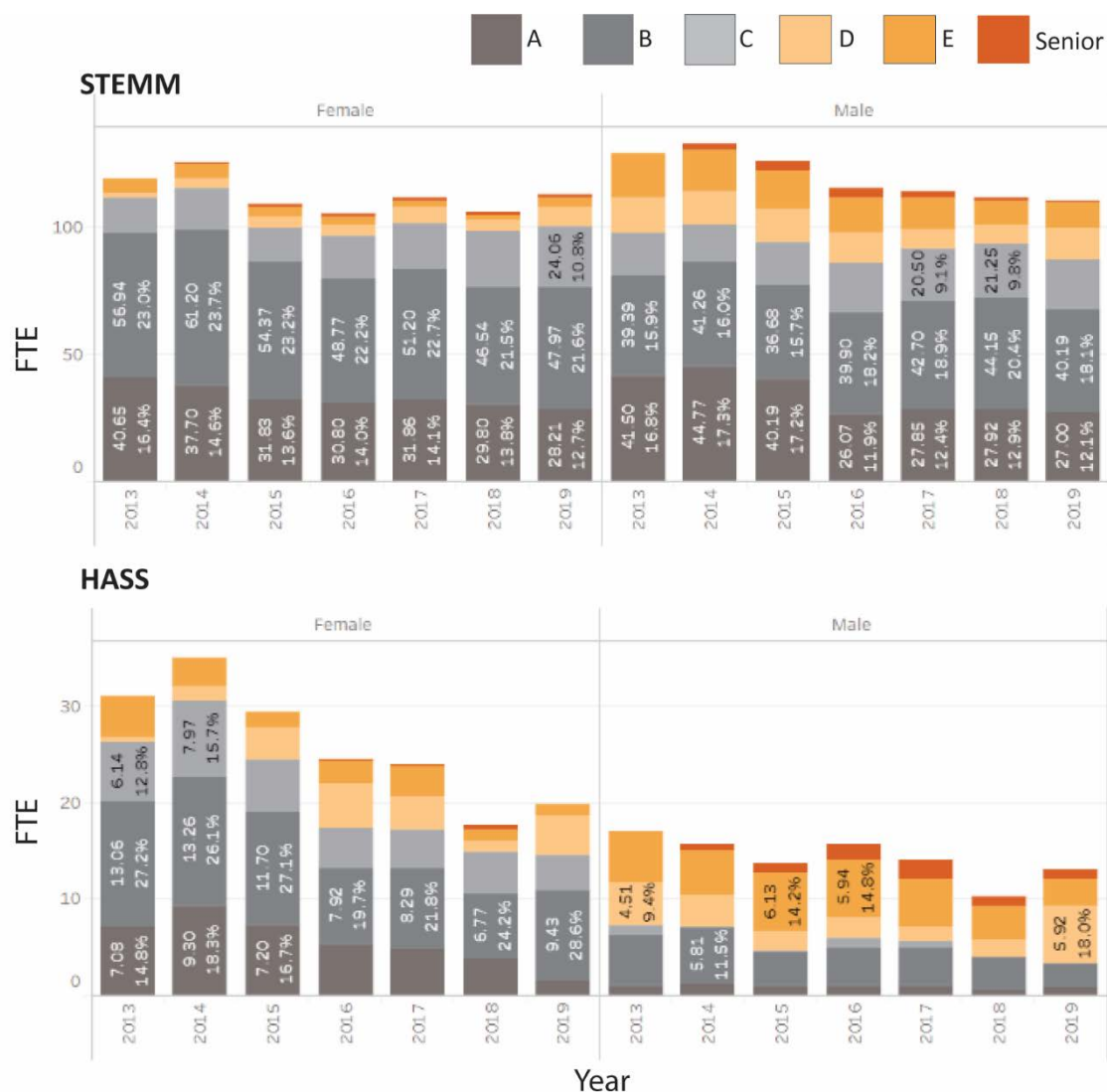


Figure 4.3 Number (FTE) of JCUA fixed-term staff by gender and academic level, 2013-2019, and disaggregated by STEMM (top panel) and HASS (bottom panel). Academic levels are represented by different colours; dark grey = A; medium grey = B; light grey = C; light orange = D; medium orange = E. Only fixed-term academic staff are included. Numbers inside bars show both FTE and proportion of total FTE across categories within each year.



Within continuing academic staff at JCU, the median ages of women and men in STEMM were approximately equal within each academic level (Figure 4.4). For example, median ages of Level B women ranged from 43 to 50 between 2013 and 2019, and ages of Level B men ranged from 42 to 48. For Level E, median ages were also similar (range 55 to 68 for women compared with 58 to 60 for men). In HASS disciplines, median ages of Level B, C and D women were slightly lower than median ages for men in the same academic levels (Figure 4.4, lower panel). These data are similar for fixed-term staff (Figure 4.5).

Casual level A women in STEMM (median ages range from 37 to 43) are older than casual level A men in STEMM (median ages range from 30 – 35) (Figure 4.6). This may represent women beginning academic careers later in life or remaining at lower levels for longer.

While age does not necessarily equate to time since the award of PhD, these data do not support the presence of particular pipeline blockages that might impede the promotion of women to Level E.

Figure 4.4 Median ages of continuing JCUA staff by gender and academic level, 2013-2019. Academic levels are represented by different colours; dark grey = A; medium grey = B; light grey = C; light orange = D; medium orange = E; dark orange = 'senior'. Data are disaggregated by STEMM and HASS disciplines. Numbers inside bars show the median age of staff within each age and year group.

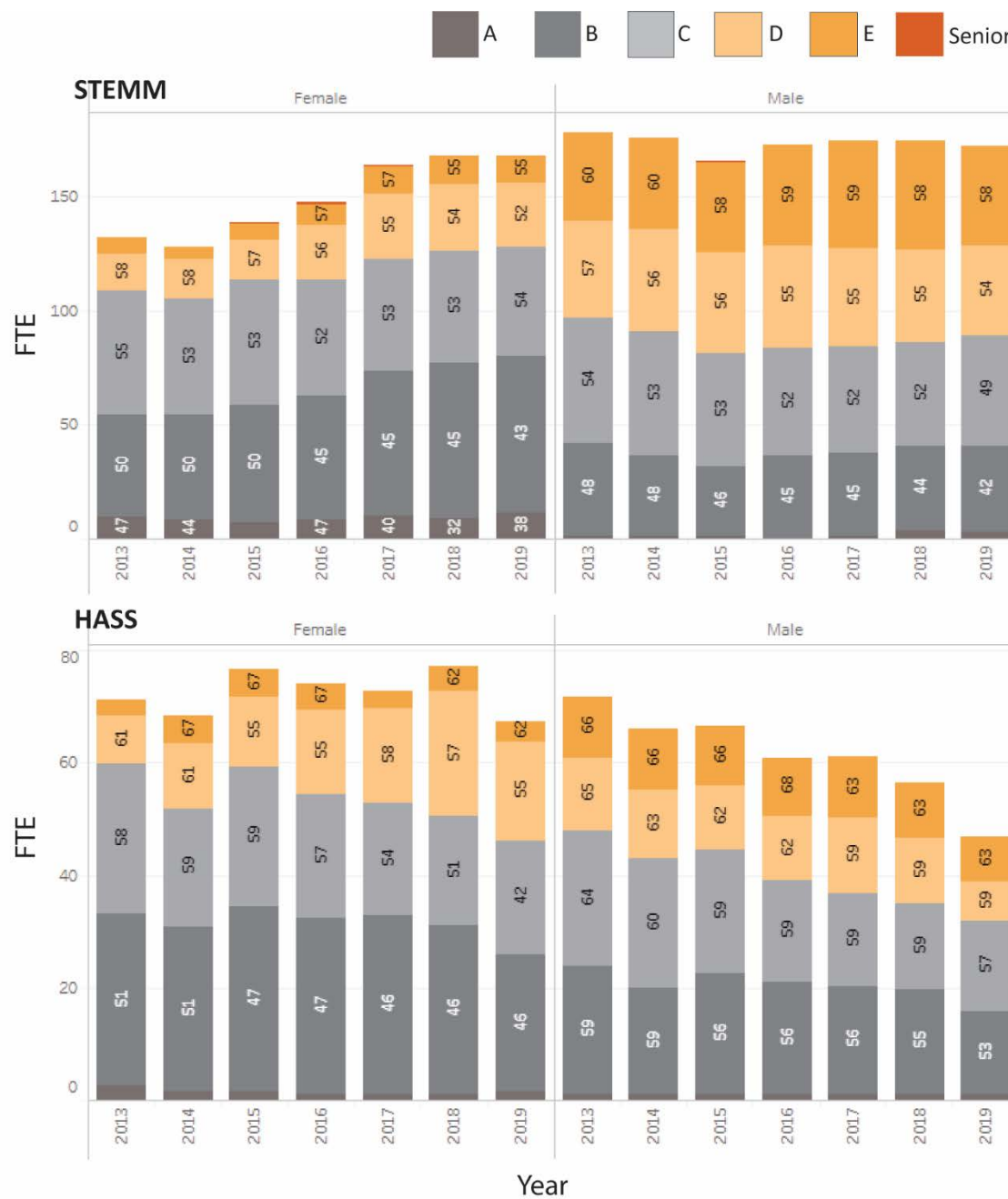


Figure 4.5: Median ages of fixed-term JCUA staff by gender and academic level, 2013-2019. Academic levels are represented by different colours; dark grey = A; medium grey = B; light grey = C; light orange = D; medium orange = E; dark orange = 'senior'. Data are disaggregated by STEMM and HASS disciplines. Numbers inside bars show the median age of staff within each age and year group.

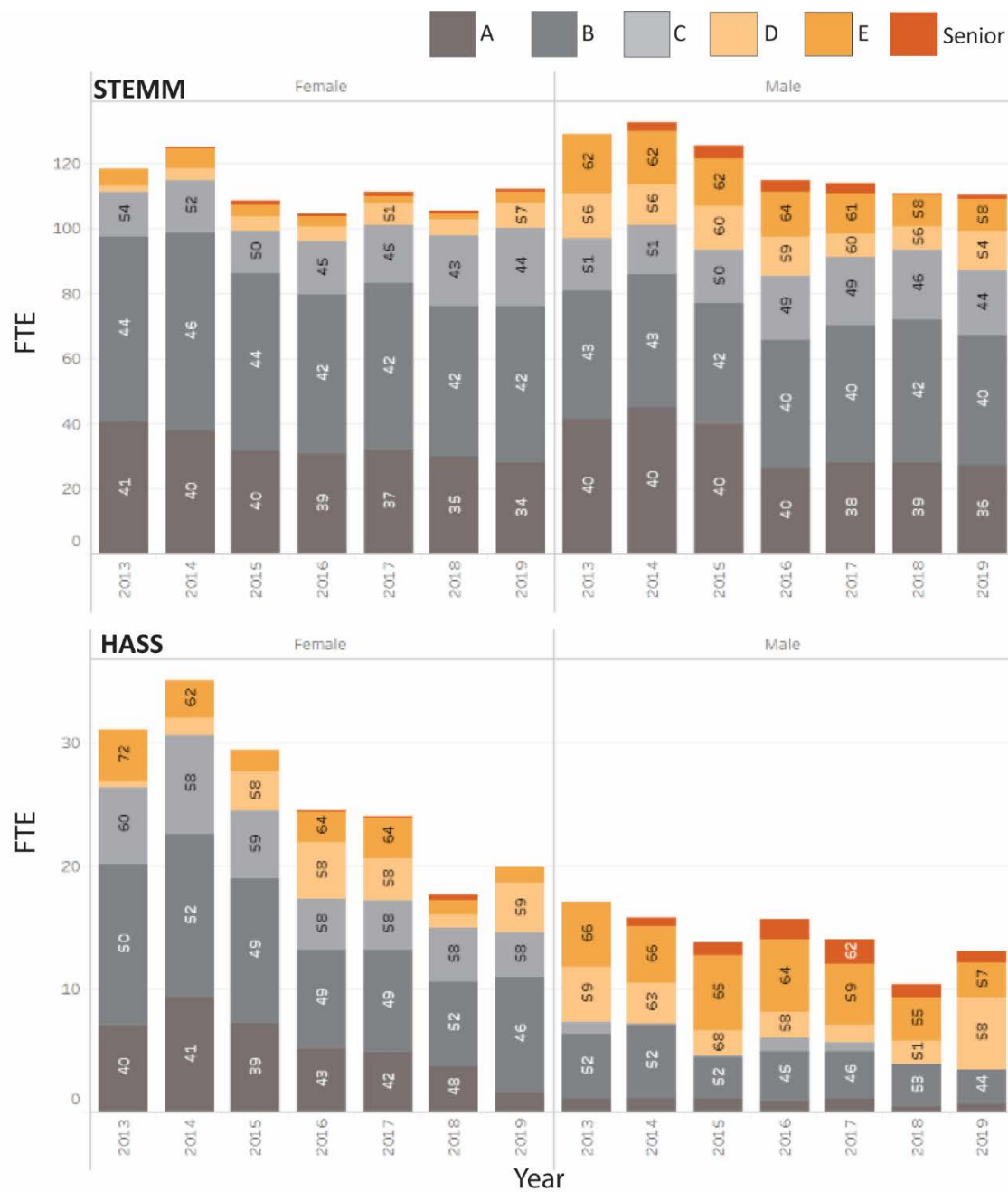
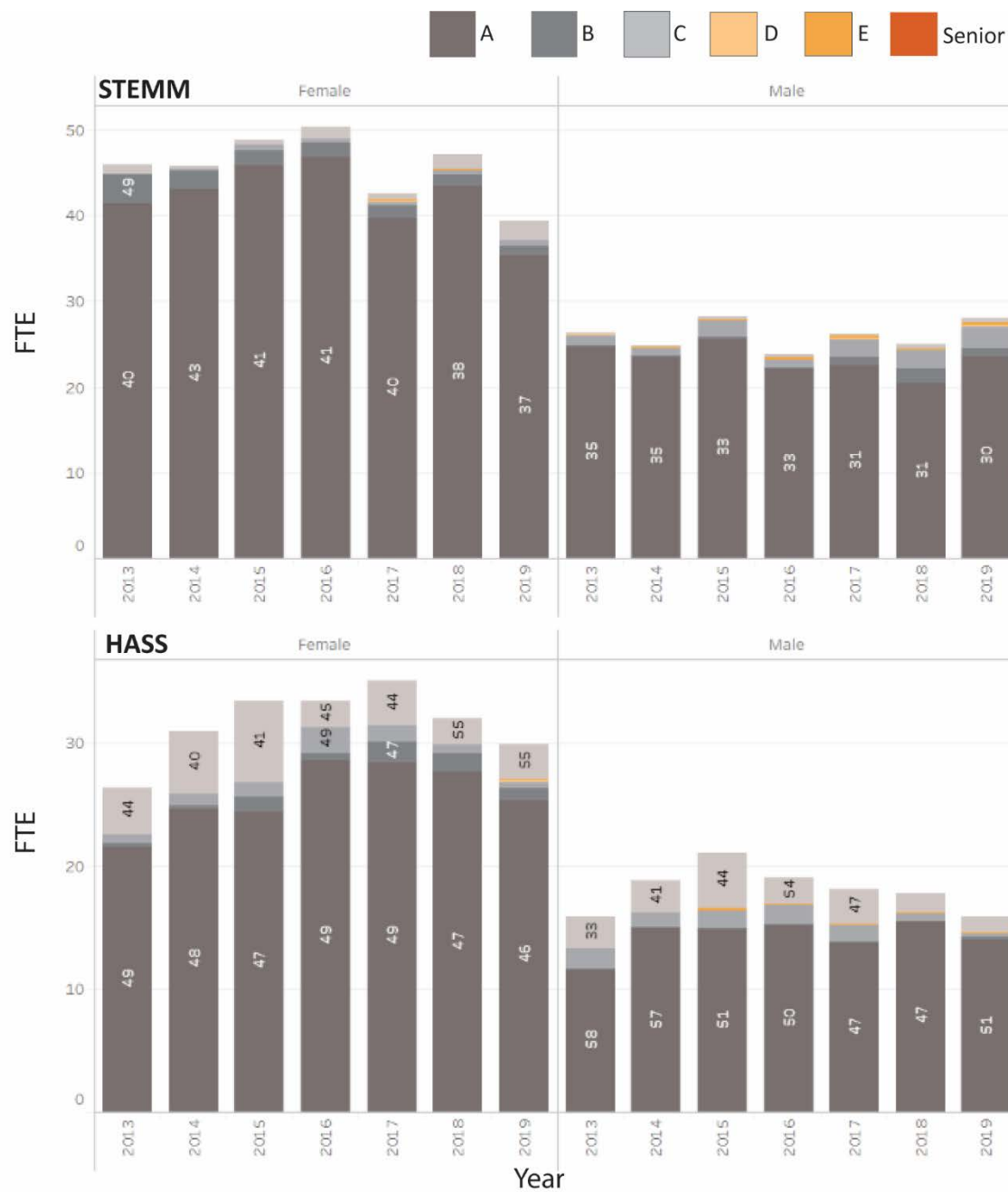


Figure 4.6: Median ages of casual JCUA staff by gender and academic level, 2013-2019. Academic levels are represented by different colours; dark grey = A; medium grey = B; light grey = C; light orange = D; medium orange = E; dark orange = 'senior'. Data are disaggregated by STEMM and HASS disciplines. Numbers inside bars show the median age of staff within each age and year group.



As discussed above (Figure 2.3), representation of women declines at higher academic levels, particularly at levels D and E. Underrepresentation of women at these levels is most pronounced in certain Colleges and Research Centres. Figures 4.7-4.9, below, provide more detail including changes over time, and we explore reasons for local staffing patterns.

Figure 4.7: Proportion of JCUA staff (FTE) by gender and academic level, 2013-2019, STEMM Colleges. Academic levels are represented by different colours; dark grey = A; medium grey = B; light grey = C; light orange = D; medium orange = E; dark orange = 'senior'. All employment types and work functions are included from STEMM disciplines - so CHS data here excludes Psychology staff who are coded as HASS.

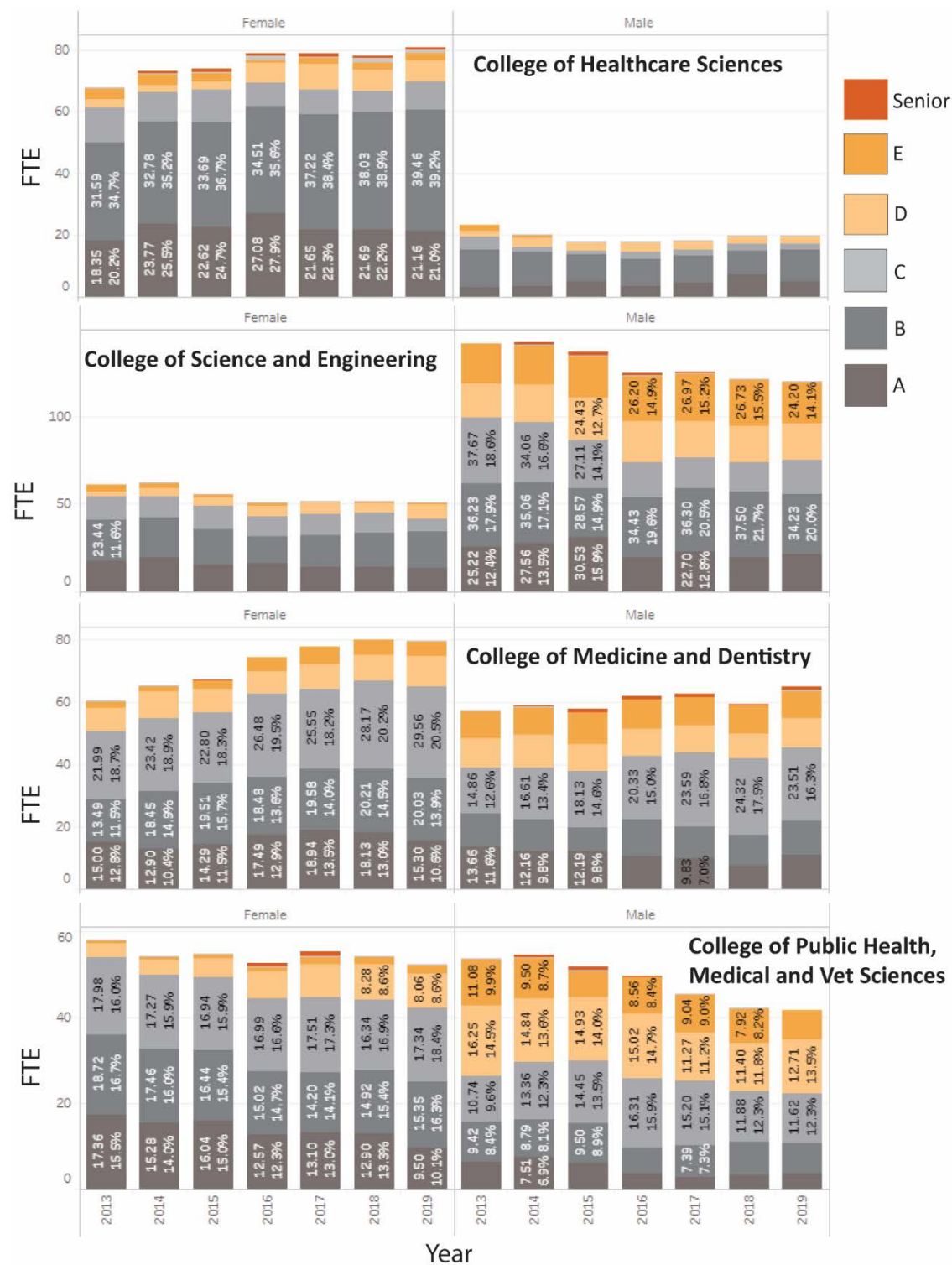


Figure 4.8 Proportion of JCUA staff (FTE) by gender and academic level, 2013-2019, Colleges which include both STEMM and HASS disciplines. Academic levels are represented by different colours; dark grey = A; medium grey = B; light grey = C; light orange = D; medium orange = E; dark orange = 'senior'. All employment types and work functions are included from STEMM and HASS - so here, CHS data includes Psychology, Nursing & Midwifery, and allied health disciplines.

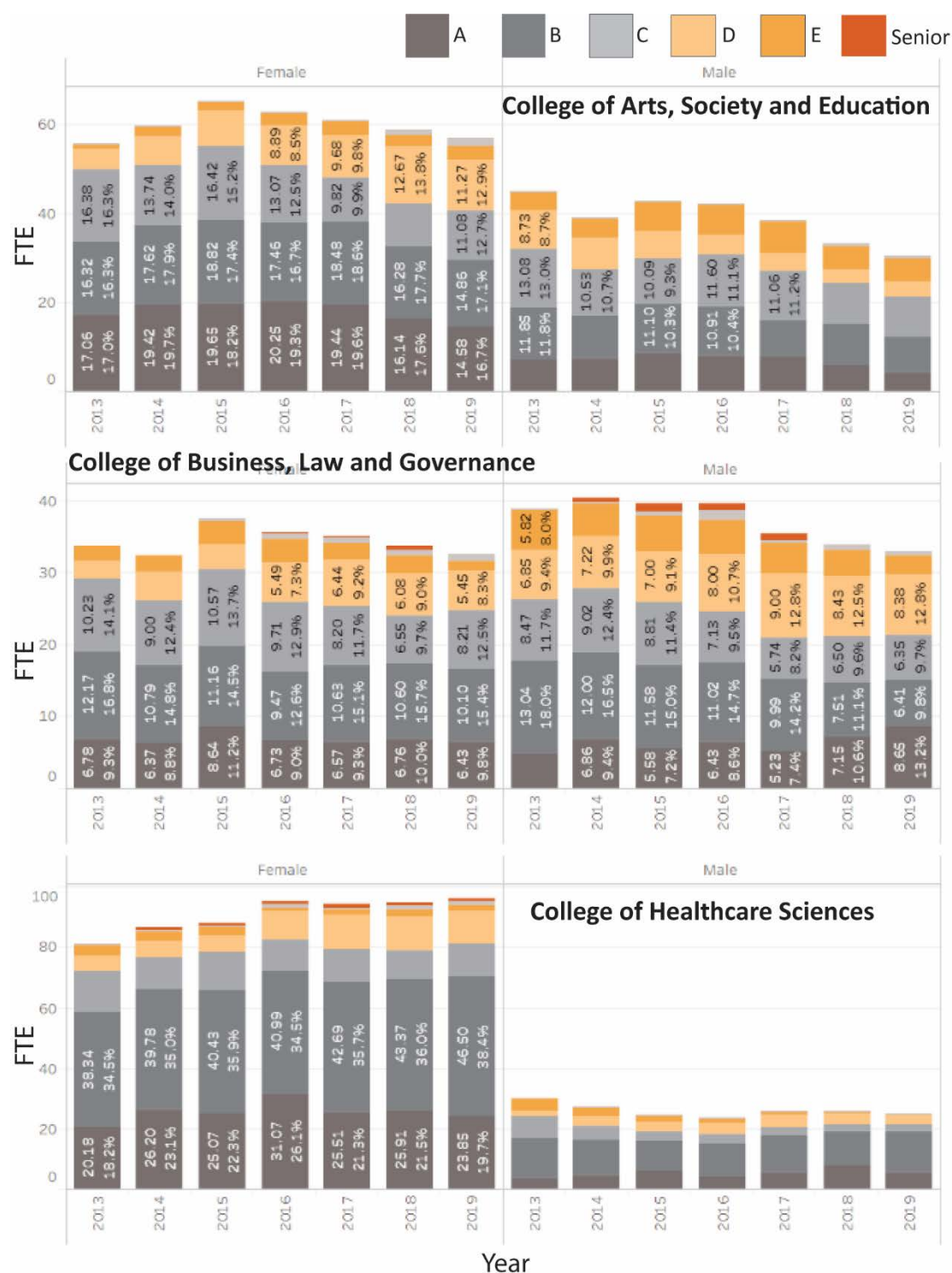
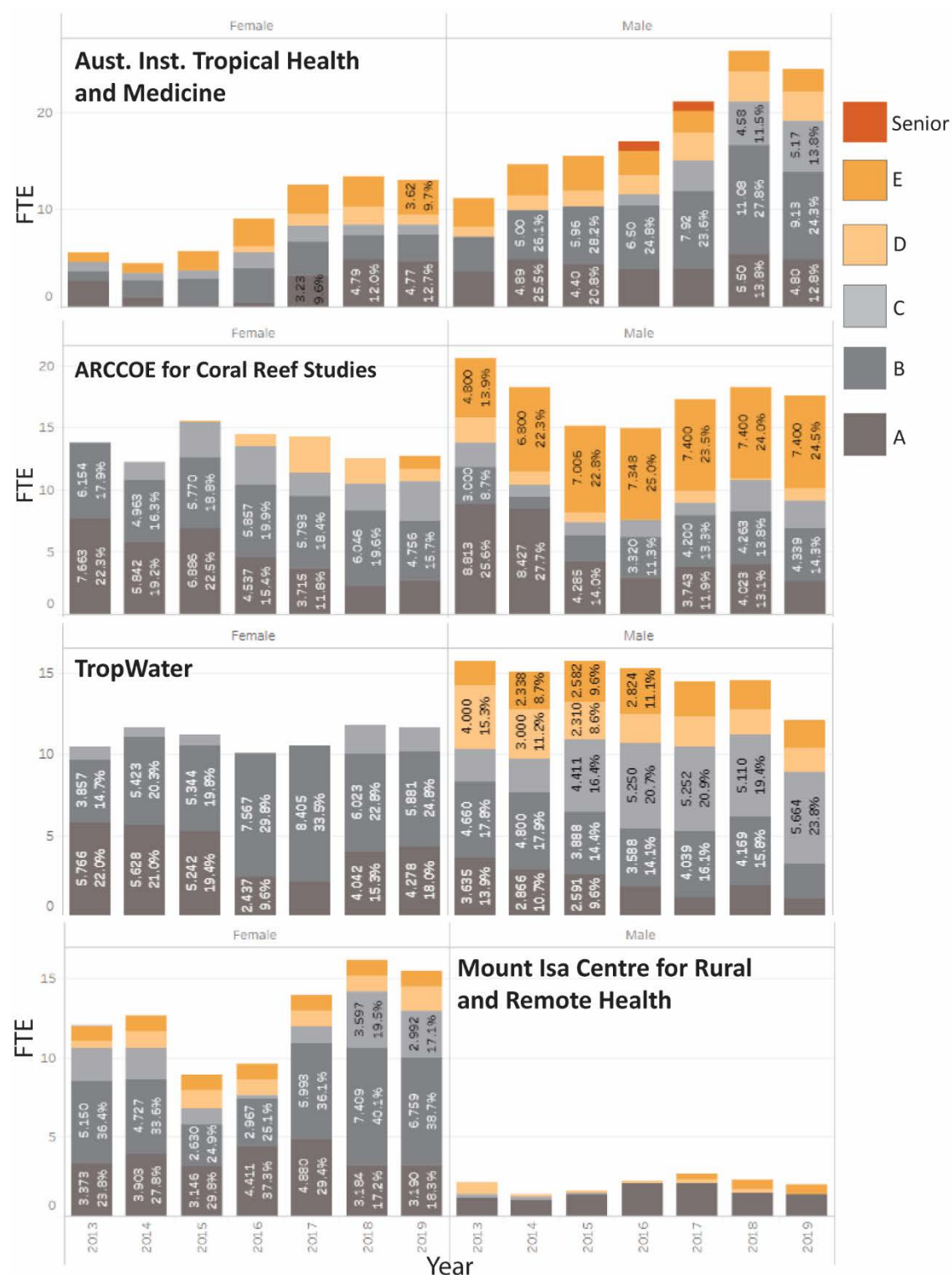


Figure 4.9 Proportion of JCUA staff (FTE) by gender and academic level, 2013-2019, Research Institutes & Centres. Academic levels are represented by different colours; dark grey = A; medium grey = B; light grey = C; light orange = D; medium orange = E; dark orange = 'senior'. All employment types and work functions are included for Centres and Institutes with at least 10FTE staff.



College of Healthcare Sciences is the outlier amongst the STEMM Colleges, Centres, and Institutes with women in the majority of staff at upper levels. This College includes Nursing & Midwifery, Psychology, and allied health disciplines Physiotherapy, Occupational Therapy, Speech Pathology, and Sport & Exercise Science. Many of these are industries predominantly staffed by women – for example, 89.1% of Queensland nurses are women<sup>4</sup>. Amongst students in health-coded degrees, almost three-quarters are women<sup>5</sup>. Thus, the high proportions of women in CHS is consistent with their student cohort and their professions more broadly.

College of Medicine & Dentistry, and College of Public Health, Medical & Veterinary Sciences both similarly have more women than men overall, but not at Level E. However in CMD, women are well represented at Level D. Like CHS, CMD academics are reflective of their students and their professions. These colleges also include many practicing health professionals and the culture of flexibility to accommodate staff continuing in those roles may translate to a more appealing workplace for many women.

In contrast, College of Science & Engineering has an underrepresentation of women overall, and at each academic level. This again reflects some disciplinary trends, where women are underrepresented in student and professional cohorts, but areas like natural sciences have a high proportion of women students<sup>6</sup>. But, as we discuss below, this also suggests some issues with attracting and retaining high quality women within the College. In particular, the underrepresentation of women at Level E (7% in 2019) is a stark problem for CSE to grapple with.

In the STEMM research centres and institutes, smaller groups of staff mean that proportions may be easily skewed. The Australian Institute of Tropical Health & Medicine has seen a substantial increase in men, particularly at lower levels, without the same rise for women. Here women are well represented at the highest levels, however.

The ARC Centre of Excellence for Coral Reef Studies has a large proportion of men at Level E, 6 with ongoing contracts, largely as a result of recruitment decisions in 2014/2015. Of 6 positions advertised in that time, 5 men and 1 woman were recruited. All Level A-D staff have fixed-term contracts because their positions are funded by external grants. While the Centre has successfully mentored EMCR women to ARC fellowships, prestigious awards and competitive CVs, this has resulted in many women leaving JCU for tenured positions in other universities.

At TropWATER, all positions are reliant on external funding. The move towards overall parity in recent years is not because of deliberate equity strategies. In this Centre, staff retention is high despite the insecurity that comes with externally-funded positions.

MICRRH, like CHS, has a predominance of women – again, this largely reflects the professions this centre represents.

Some STEMM units identified their representation of women is due to enabling part-time work to balance caring responsibilities. This flexibility is possible across the university but workplace cultures may make it more difficult to take up. Further research into the uptake of part-time and flexible arrangements across STEMM units is necessary to understand the different patterns across the university.

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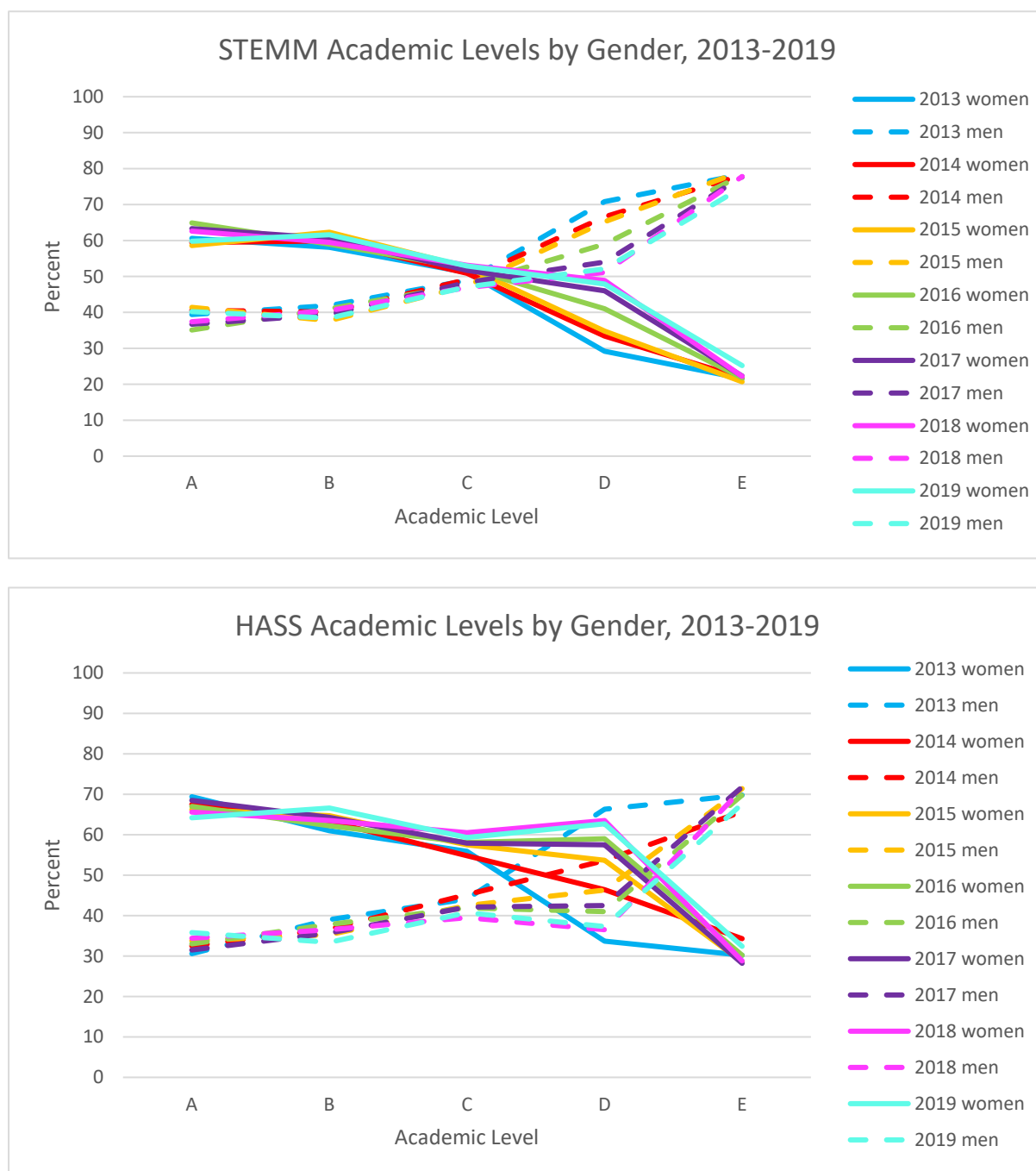
<sup>4</sup> Nursing and Midwifery Board of Australia Registrant data, 1 January to 31 March 2020

<sup>5</sup> [https://melbourne-cshe.unimelb.edu.au/\\_data/assets/pdf\\_file/0012/2894718/Gender-Enrolment-Trends-F-Larkins-Sep-2018.pdf](https://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0012/2894718/Gender-Enrolment-Trends-F-Larkins-Sep-2018.pdf)

<sup>6</sup> <https://www.sciencegenderequity.org.au/gender-equity-in-stem/>

The representation of women at level E amongst all STEMM academics was 25.2% in 2019, a 3.6% increase since 2013 (Figure 4.10). This is slightly higher than the national rate of 20.6%<sup>7</sup>, however if we remove Healthcare Sciences from the analysis, the proportion of women at level E drops to 20.4%. Even in HASS, women make up just 28.8% of Level E academics. The noteworthy change has been an increase in women at Level D since 2013 in both STEMM and HASS. No single organisational unit leads this increase; all STEMM Colleges follow this trend line. We explore possible explanations in the Promotion section below.

Figure 4.10 Academic Levels by Gender, 2013-2019. Data include fixed-term and continuing staff only because casual academics are typically employed on contracts without academic level classification. Top graph shows STEMM academics and bottom graph shows HASS academics for comparison.



<sup>7</sup> <http://www.sciencegenderequity.org.au/gender-equity-in-stem/>

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

Amongst academics, the gendered nature of insecure work is revealed. Women are more likely to be casually employed (Figure 4.11, Figure 4.12).

Opportunities for casual work are important: it provides students with experience in teaching and research, and can be a flexible choice for some staff. However, women in focus groups told us that insecure work is not solely providing students work experience but also a response to limited budgets and imperatives for a flexible workforce, and this 'flexibility' is disproportionately feminised.

The JCU Enterprise Agreement (EA) 2016-2021 commits to reduce the proportion of casual academic teaching by 10% FTE from 2016 rates. The EA contains provisions for casual and fixed-term staff to be converted to more secure positions. Teaching-only fixed-term contracts are not eligible for this conversion process, possibly reflecting a general devaluing of teaching relative to research. Action 4.1 seeks to extend eligibility for fixed-term conversion to teaching-only staff to ensure equity in how these feminised work functions are valued.

Only four staff have utilised the formal conversion process since it was introduced in 2013, with three moving from casual to fixed-term employment and one from casual to continuing employment. Of these four, two were women. It is possible that other staff have approached their line managers seeking conversion unsuccessfully but those data are not recorded (Action 4.2). Conversely, several Deans told us they have sought to increase job security for long-term casuals with longer-term contracts, but that they have done this outside the conversion process - making it difficult to measure. Action 4.2 aims to proactively implement conversion processes, introducing an audit of staff with a high number of contracts to investigate whether ongoing employment is appropriate for them and if so, whether it has been discussed.

### 4.1 Extend eligibility for fixed-term conversion to teaching-only staff when EA is renegotiated in 2021.

Women make up the majority of fixed-term teaching-only FTE. Extending fixed-term conversion entitlements to teaching-only staff will provide job security to the feminised contingent labour force at JCU. Participants in the qualitative research reported that teaching is undervalued related to research in career advancement.

### 4.2 Improve implementation of conversion processes.

Given the gendered nature of insecure work at JCU, improved conversion processes are likely to speed up equity for women. Some Deans report that they have attempted to reduce casualization by offering staff more secure work which is a positive move, though as it has not occurred through formal conversion processes, no data are available to measure this. A more proactive process will reduce the onus on staff to ask for conversion.

Figure 4.11 Proportion of JCUA STEMM staff FTE by gender, contract type, and work function, 2013-2019. Data are disaggregated by work function (teaching - top panel'; teaching and research - middle panel; research - lower panel). Employment types are represented by different colours; dark grey = fixed term; medium grey = continuing; light grey = casual. Only staff in STEMM disciplines are shown.

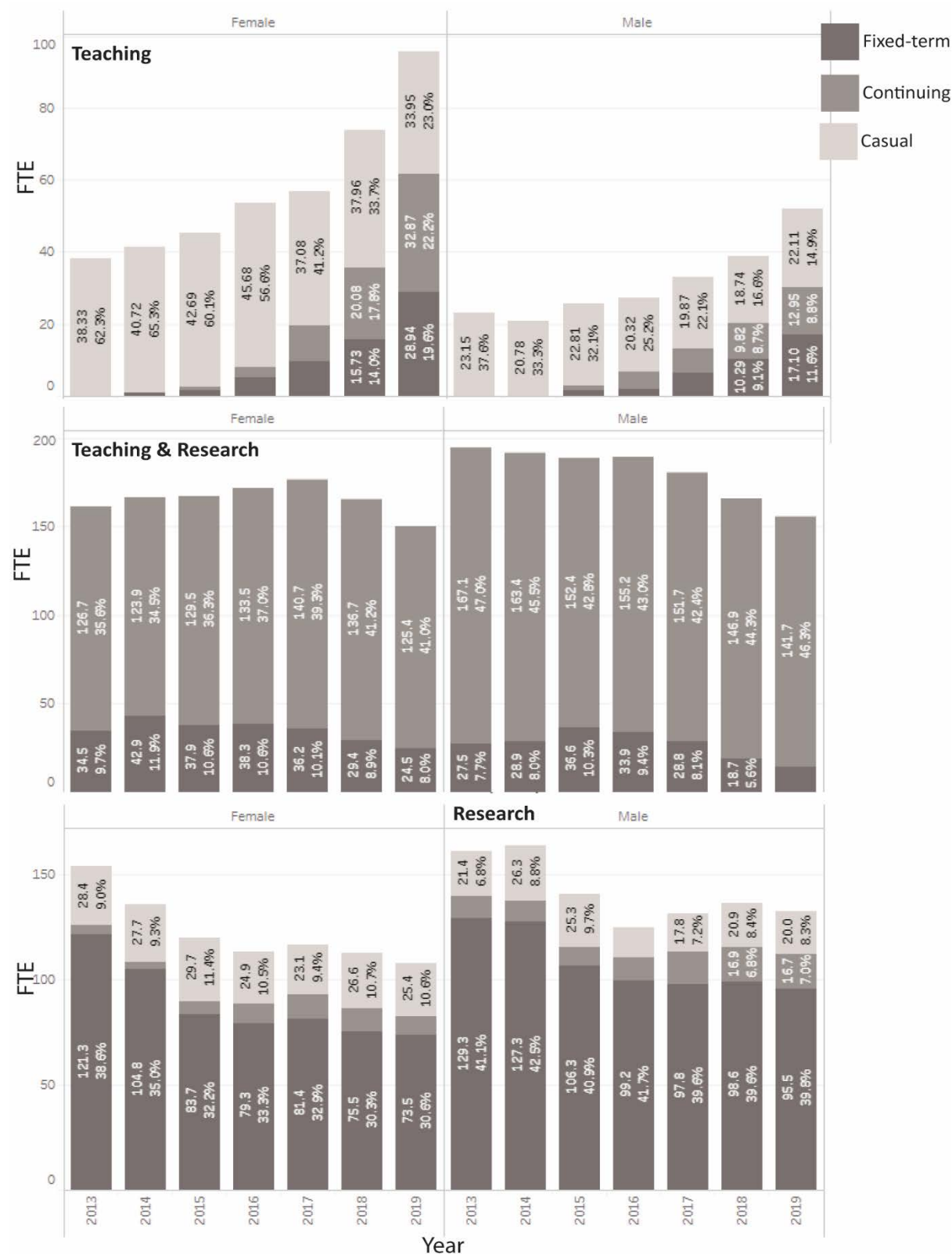
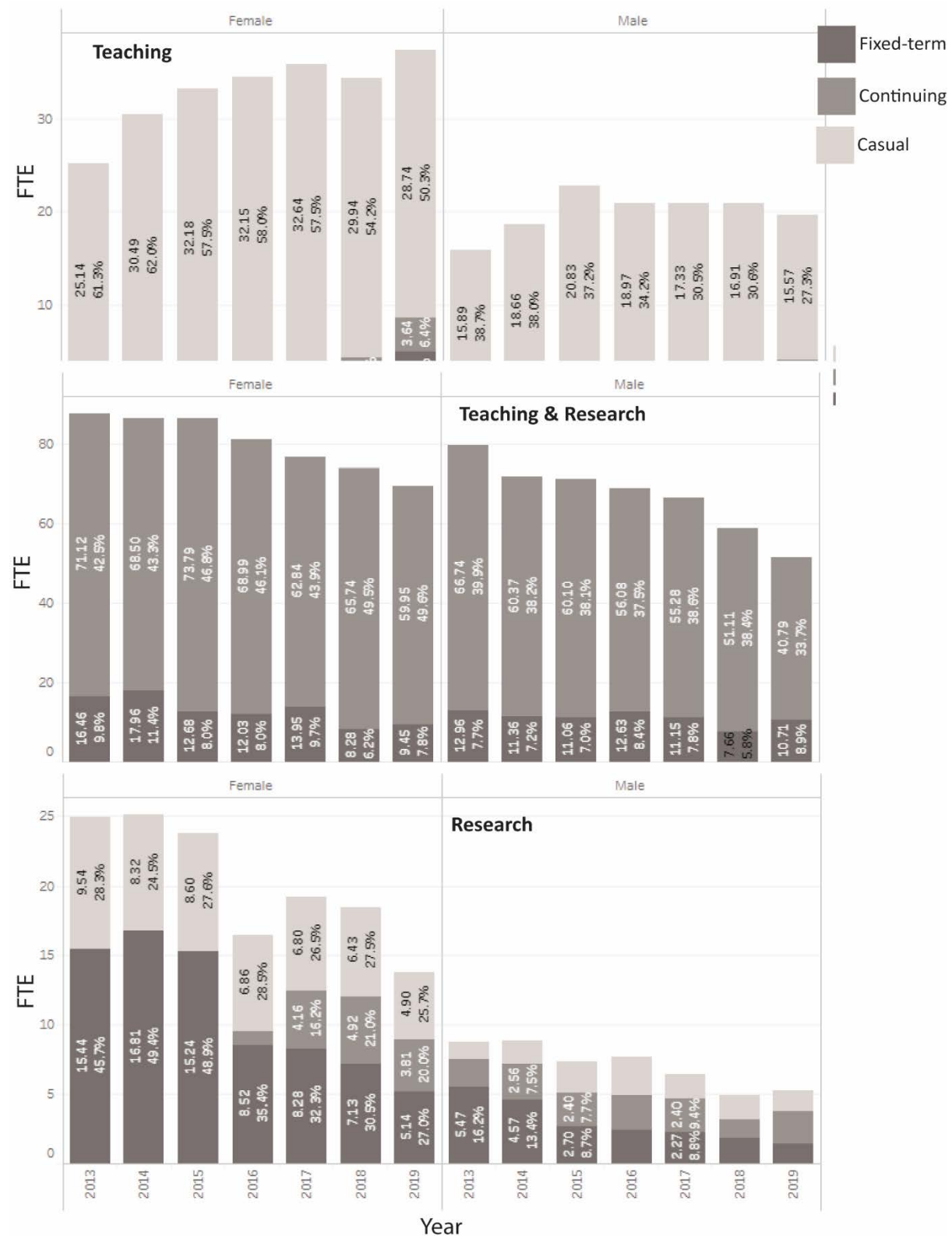


Figure 4.12 Proportion of JCUA HASS staff FTE by gender, contract type, and work function, 2013-2019. Data are disaggregated by work function (teaching - top panel; teaching and research - middle panel; research - lower panel). Employment types are represented by different colours; dark grey = fixed term; medium grey = continuing; light grey = casual. Only staff in HASS disciplines are shown.



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

STEMM women are overrepresented in teaching-only roles and underrepresented in research-only roles (Figure 4.13). Teaching-specialist roles for fixed-term and ongoing staff were first introduced at JCU in 2013. Since the introduction of this contract function, there are two different mechanisms for becoming teaching-only: 1) new staff are hired on fixed-term, teaching-specialist contracts; and 2) existing T&R staff are re-classified to teaching-specialist (typically based on poor research-performance but increasingly to reflect their expertise or work-profile).

The predominance of women in teaching-only positions across all contract types may explain some of the patterns in STEMM colleges described above. Teaching is not afforded the same respect as research in academia generally. Thus, staff who spend their time teaching and not researching will likely struggle to progress their careers. Pathways for promotion that value teaching, discussed in Section 5, are important but our research participants still treated these pathways with scepticism, doubting that teaching would ever be valued in the same way as research.



Figure 4.13 Proportion of JCUA STEMM staff FTE by gender, work function, and contract type, 2013-2019. Data are disaggregated by contract type (continuing - top panel; fixed-term - middle panel; casual - lower panel). Work functions are represented by different colours (dark grey = fixed term; medium grey = continuing; light grey = casual; and orange = professional and technical functions of academic staff). Only staff in STEMM disciplines are shown.

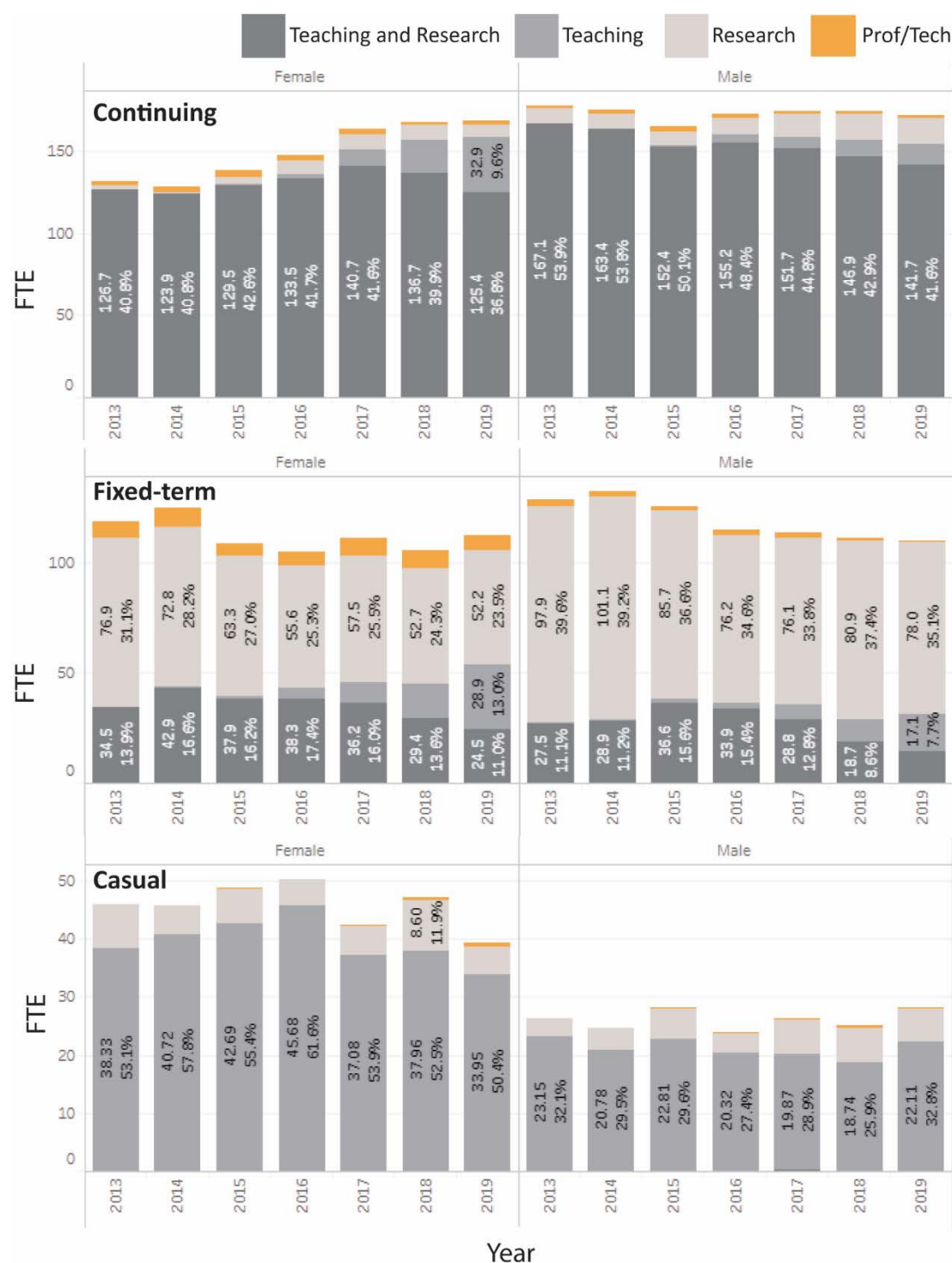
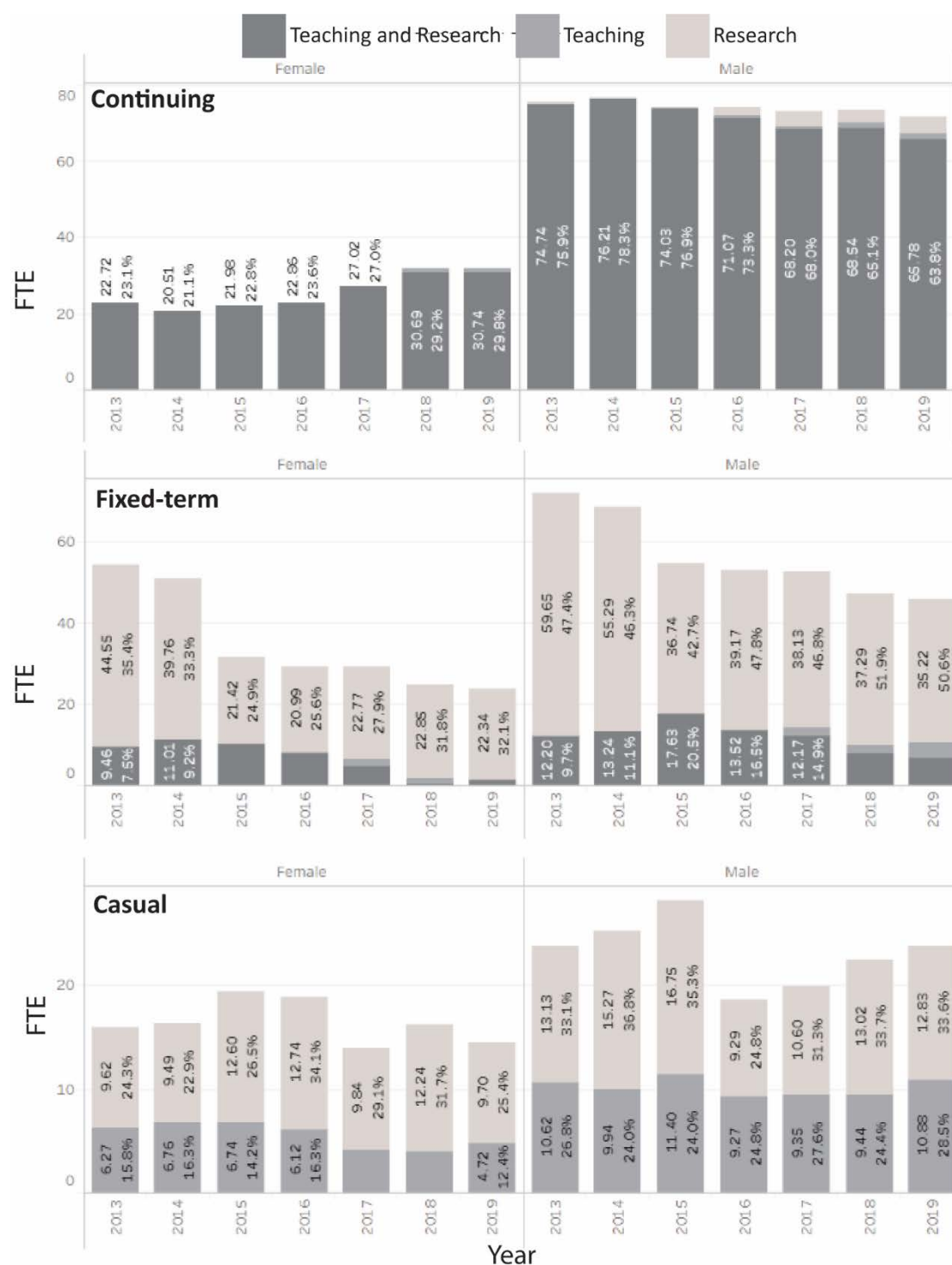


Figure 4.14 Proportion of College of Science & Engineering staff FTE by gender, work function, and contract type, 2013-2019. Data are disaggregated by contract type (continuing - top panel; fixed-term - middle panel; casual - lower panel). Work functions are represented by different colours (dark grey = fixed term; medium grey = continuing; light grey = casual; and orange = professional and technical functions of academic staff). Only teaching and research functions in STEMM disciplines are shown.



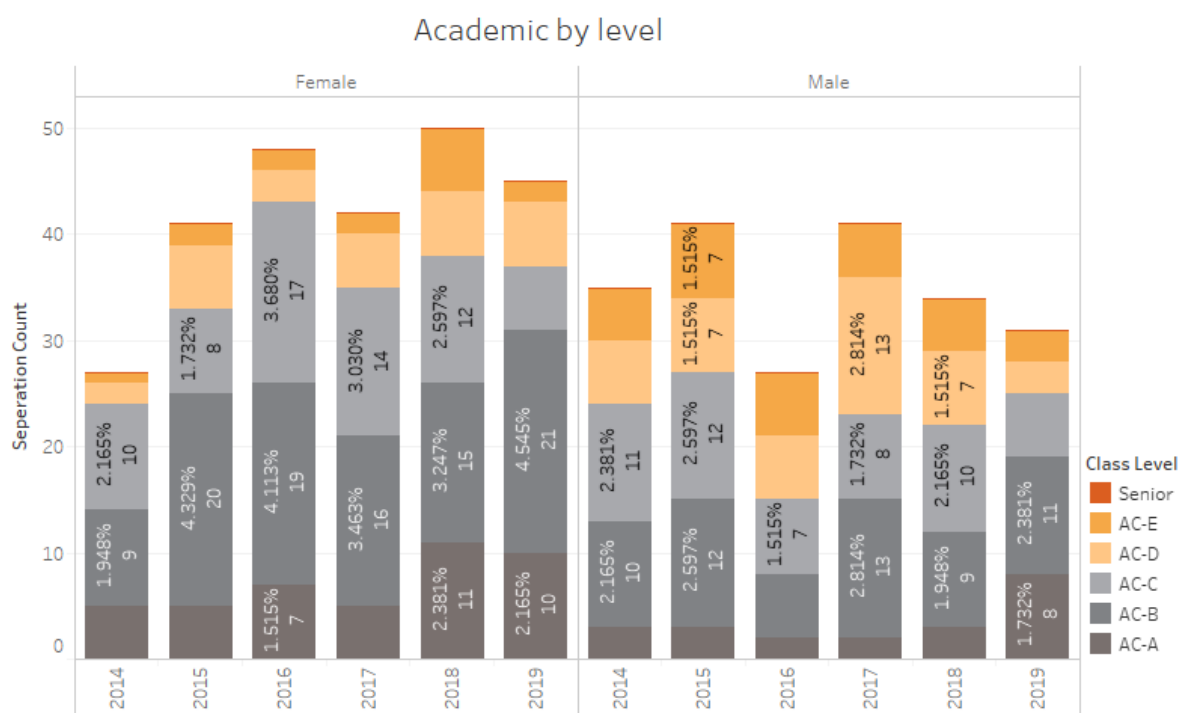
#### iv. Academic leavers by grade and gender

Amongst academic staff, the notable difference in Academic leavers is at Level B, where women are leaving approximately twice as much as men, a trend which is consistent across the reference period (Figure 4.15). However, current data collection means we can see only the broad reasons for departure - resignation being most common, followed by very small numbers of redundancies and retirements. We cannot ascertain from our data, then, the reasons for staff leaving. We do know from parental leave data (Section 5.3) that academic women at Level B&C are most likely to take parental leave so this may influence their departures. Action 4.3 seeks to make the process of exit interviews more consistent across the University, and to collate the data in a central location for regular analysis, monitoring, and development of appropriate actions.

#### 4.3 Trial online exit interview form for collation of data.

JCU has an exit interview tool but it is used inconsistently and the data are not centrally collated. This makes it difficult to assess pipeline blockages that could be cleared or cultural change that is required.

Figure 4.15 Proportion of JCUA Academic Leavers by gender and academic level, 2013-2019.

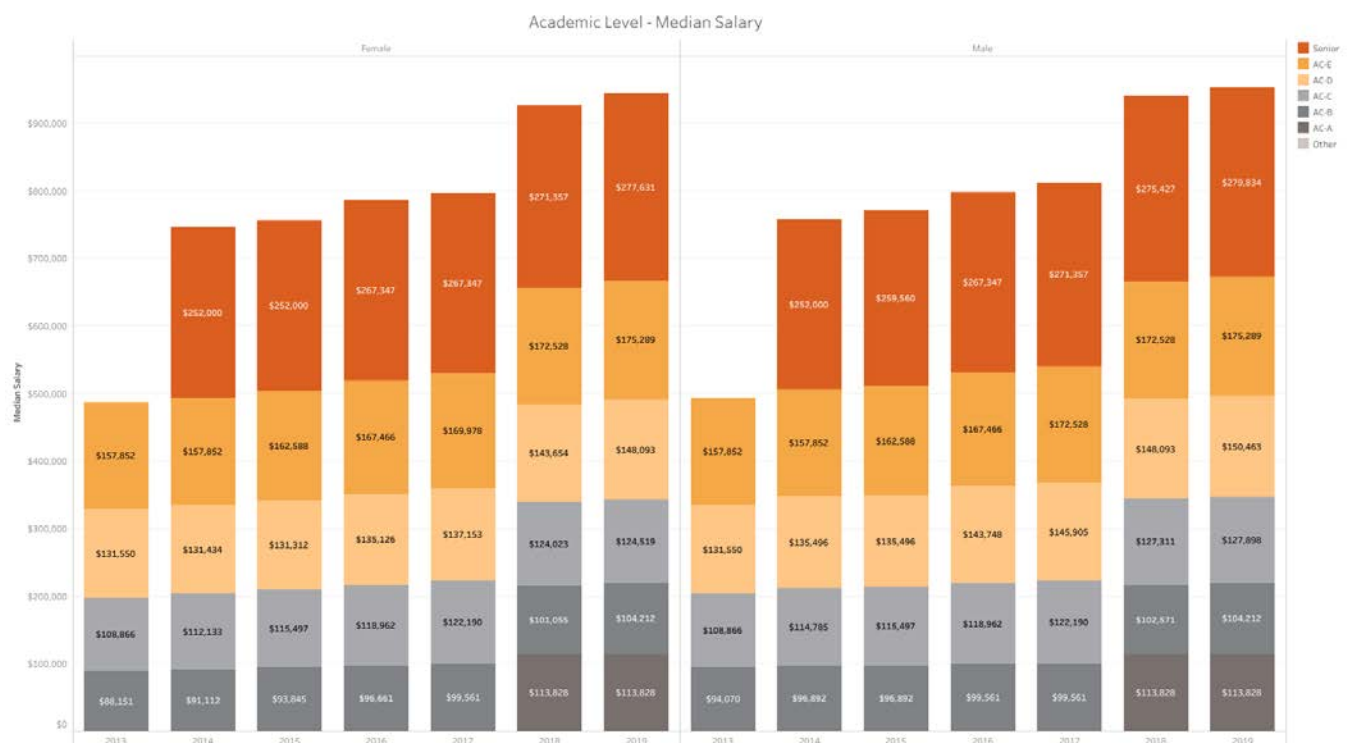


## v. Equal pay audits/reviews

In general, pay rates are set by the EA which allows little individual variation. Academic and HEWL categories both include annual increment rises which staff members earn every 12 months. Academics who have been at their current level for a longer period of time (excluding level E) will therefore be at a higher increment and have a higher salary compared to those Academics who are newly established at their classification

Figure 4.16 shows the median salary for each level, without loadings, and the small variations are likely the result of a higher proportion of men or women at particular increments.

Figure 4.16 Median Salary 2013-2019 by Gender and Classification Level



Across the University, analysis of three types of gender pay gaps (like-for-like, by level, and organisation-wide) finds small differences by level and like-for-like, but a 2.74% difference across Academic positions (an increase from 2.49% from 2018). This is likely due to a few individuals who have negotiated loadings for their industry-partnerships or clinical responsibilities. These infrequent variations affect the mean salary in some Levels.

The gender pay gap by academic level increases at more senior levels (Table 4.1). While these percentages are small relative to the national gap of 14.6%<sup>8</sup>, men consistently earn more than women with the exception of Level B, suggesting this is not a random outcome. These differences fluctuate each year so further monitoring is needed to ensure there are no long-term gender pay gaps amongst academic staff.

<sup>8</sup> <https://www.wgea.gov.au/sites/default/files/gender-pay-gap-statistic.pdf>

Table 4.1 Gender pay gap by academic level. Data are a snapshot of equivalent full-time annual salaries as at June 2020 and include all academics at each level with fixed-term or ongoing contracts.

Academic Level	Women	Men	Difference	%
AC-A	\$82,543.62	\$83,425.23	\$881.61	1.06%
AC-B	\$106,071.03	\$105,759.88	-\$311.15	-0.29%
AC-C	\$132,012.13	\$133,967.20	\$1,955.07	1.46%
AC-D	\$147,030.54	\$154,885.16	\$7,854.62	5.07%
AC-E	\$189,530.30	\$197,649.08	\$8,118.78	4.11%
<b>Average all levels</b>	<b>\$131,437.52</b>	<b>\$135,137.31</b>	<b>\$3,699.78</b>	<b>2.74%</b>

The GEAR will continue to monitor this pay gap to investigate change over time, however at the moment the data do not suggest this is one of our strategic Action Plan priorities.

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 5,000 words

Actual word count: 8,213 words

### 5.1 Key career transition points: academic staff

#### i. Recruitment

##### *Overview*

As one of the largest employers within the Townsville and Cairns communities, JCU is often sought-after by professional and technical staff, attracting high numbers of applications for advertised vacancies. Many qualitative research participants applied to JCU due to personal ties, or connections to place. Networks can assist applicants with feeling more comfortable about applying for a role with JCU. However, attracting Academic staff is often more challenging, particularly where Academics within niche disciplines are required to relocate to northern Queensland, and in the context of resource scarcity transparency and efficiency of the recruitment process is paramount. Thus, Recruitment is a key priority area in our Action Plan to ensure transparency and equity in attracting staff.

##### *Policy & Practice*

JCU has adopted a de-centralised recruitment, selection, and on-boarding model whereby the hiring manager and a selection panel are responsible for recruitment outcomes. This is due to a small recruitment team (2.5 FTE), and a small HR team in general.

Recruitment is further complicated by our systems. Recruitment processes are transacted through the Ascender Pay system – a dedicated payroll engine with an optional e-recruitment module, which is used to advertise vacancies and collect and store applications. As a payroll system it has very limited recruitment reporting capabilities (and it is no longer supported by the provider so further refinements are not possible).

The combination of the current operating model and technology systems contribute to several issues discussed in this section of the application. In particular, the de-centralised recruitment process adopted by JCU can often result in disparate experiences for both candidates and selection panel members. A series of training modules seeks to ensure consistency in practices across the university, including in recruitment (Action 5.1).

JCU has a Recruitment, Selection and Appointment Policy and a Recruitment & Selection Best Practice Guide with additional obligations under our Enterprise Agreement. The policy does not require gender balance on selection panels, though the Guide suggests that panels be 'diversity inclusive'. While there is a record of who served on recruitment panels, these data need to be manually collated and are not regularly reported (Action 5.1).

There is currently no requirement for stereotype or equity training for selection panels, nor for a HR or external representative to be part of selection processes – though, again, these are suggested in JCU's Best Practice Guide. HR staff are available to coach any panel members and Action 5.1 includes Equity & Diversity training for selection panel members.

## 5.1 Revise Recruitment, Selection & Appointment Policy & Procedures.

Women made up less than 30% of applicants for academic jobs of all contract types in 2019, and in CSE only 18.3% of applicants. Universities Australia has developed a set of Best Practice Gender Equality Recruitment Guidelines. This allows JCU to benchmark our policy revisions against the industry standard.

From the very initial stages of recruitment, potential staff members must be made aware of JCU's commitment to gender equity & diversity. This includes mentioning diversity & equity in position descriptions, and ensuring that jobs are widely advertised (ie on Indigenous job sites).

JCU currently has no formal equity & diversity training for selection panels. Research<sup>9</sup> finds that training which challenges gender stereotypes results in people being more likely to support equity initiatives, as compared to unconscious bias training which may uphold beliefs that focus on inherent differences between men and women. Ensuring that staff responsible for hiring have undergone training on the social construction of gender stereotypes and the material impacts of this on hiring practices will contribute to more awareness of equity in the hiring process.

## Findings

Recruitment data are not currently integrated into Tableau, our quantitative analysis program. Thus, the data in this section include 2015-2019 only. We will develop dashboards for regular monitoring of recruitment data (Action 3.1) to measure the progress and impact of recruitment-related actions.

Across the university, women apply for positions at greater rates than men, which is consistent with our overall staff profile. However, this trend is not true for Academic positions where, at all levels, women applicants are underrepresented (Figure 5.1). This pattern has not shifted in the past five years.

Within STEMM units, there is substantial variation in application rates across genders. In particular, there have been challenges attracting women applicants to:

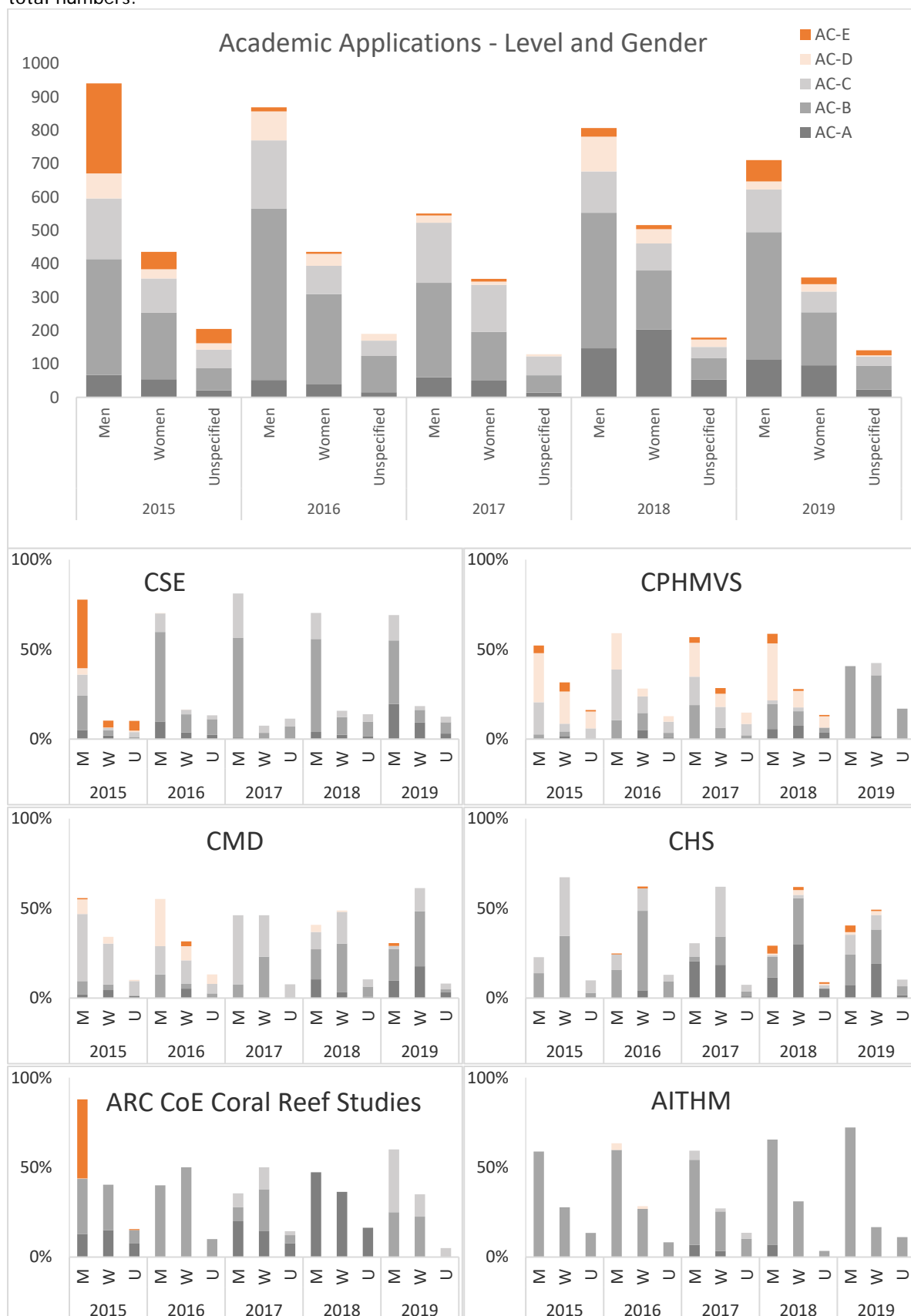
- CPHMVS (2019 59 applications total; range 41%-59% men applicants; though we note improvements in 2019);
- AITHM (2019 36 applications total; range 59%-72% men applicants; and the gap has widened in recent years); and
- CSE (2019 424 applications total; range 69%-81% men applicants; with slight decrease in men since 2017).

CSE is JCU's largest STEMM unit and has the lowest representation of women, so it is particularly important to attract and retain women academics to increase gender equity in this College.

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<sup>9</sup> <https://journals.plos.org/plosone/article/authors?id=10.1371/journal.pone.0200921>

Figure 5.1 Academic job application rates by gender and level, 2015-2019. Top graph shows applicants for all academic positions, and shows total number of applications. Small graphs below show applicants for academic positions in key STEMM organizational units. To allow for comparison despite variable total numbers between organizational units, and between years, smaller panels show percentages rather than total numbers.



Due to the limited capability of our e-recruitment system (Ascender) we were unable to determine which of these applicants were successful so are unable to quantify the success rates for women progressing to interviews and then onto appointment.

Appointment data draw from recruitment activities, direct appointment, fixed-term extensions and casual conversions. Between 2015 and 2019 women made up 59.0% of all academic commencements, while making up only 30.7% of the applicant pool for the same period. Further analysis is required to understand the nature of women's pathways into JCU and whether this presents any opportunities for improvement (Action 3.1).

### **3.1 Improve quantitative data tracking, analysis, and monitoring.**

Evidence-based strategies for gender equity rely on the quality of the evidence. While good data exist within JCU, it isn't all accessible for regular, systematic monitoring. Improving the consistency of how we collect data and collating it centrally is an important step in ensuring that we can measure progress, identify problem areas, plan for the future, and develop SMART actions.

Some positive developments to improve attraction and selection processes are happening.

For example, the Nursing and Midwifery group, within CHS, maintain a casual talent pool. This attempts to reduce reliance on networking, which can have unequal gendered outcomes, and we will seek to extend that practice across the University (Action 5.2).

Action 5.3 responds to the small numbers of women applying to CSE, and to the overall underrepresentation of women in that College, via targeted recruitment campaigns.

In 2020 the first of these positions was advertised and a high-quality pool of applications was received and a woman was appointed. Further, Action 5.1, above, includes a deliverable of developing templates outlining JCU's commitment to gender & equity for inclusion with *all* job advertisements, to ensure prospective applicants know we are on a journey to a more inclusive workplace.

### **5.2 Establish casual talent pools more systematically across the university.**

Women make up 66% of casual FTE and 58% of fixed-term FTE across the University for all contract functions. A casual talent pool will ensure that positions go to the best person for the job rather than relying heavily on networks and direct appointments. This might lead to more permanent employment opportunities for the highly feminised casual staff at JCU.

### 5.3 Increase representation of women in STEMM units where they are currently underrepresented.

CSE is the largest STEMM organisational unit at JCU and women are underrepresented in this college. Women make up just 30% of academics in CSE, a rate which has not meaningfully shifted since at least 2013.

CSE is facing significant demographic transition through an aging workforce over the next five years, which provides an opportunity for enacting change.

An important part of change at JCU will be workforce planning and the establishment of internal talent pipelines ie. internal applicants, such as long-term casuals, who could be transitioned from insecure to secure employment. Pipelines should be established to consider the needs of the organisational unit in terms of skills, gender, age, race/ethnicity, and so on.

## ii. Induction

### *Overview*

Robust induction processes ensure that staff know the values and culture of the University, their entitlements, and how to advocate for themselves. However, research participants reported a lack of induction at JCU, and many learned of entitlements from colleagues during our research focus groups. They told us a lack of strong induction causes isolation and uncertainty, more so for women with intersecting identities.

### *Policy & Practice*

JCU provides corporate induction for all staff to ensure they are aware of the University structure, Code of Conduct, JCU Respect, and Workplace Health and Safety (WHS) expectations. The centralised induction process is online, compulsory, but with no efficient way to monitor completions. Thus, with the exception of WHS induction and JCU Respect, it is not enforced, and has not been updated recently. The JCU Corporate Induction package includes an external module on Equal Opportunity Training. As with all other sections of the induction program, even when staff do complete it, they do so in the first week of employment (when they don't yet know the University, and are receiving an influx of other information) and there is no tracking of how well the information is absorbed.

Further, all teaching staff, including casuals, receive induction into the Foundations of Learning and Teaching.

Primary induction is delegated to the staff member's immediate manager, including workspace allocation, organising meetings with key people, planning initial work for new staff, nominating a mentor, showing the new staff member around and introducing them to colleagues. There is currently no centralised process across the broader institution of ensuring the induction is completed. Some colleges have a specific process for inducting their own employees and best practice will be shared in our action implementation.

## Findings

Women in focus groups reported inadequate induction, particularly in relation to entitlements, appropriate workloads and professional development opportunities. A number of participants told us that they explored their rights after putting up with unfair practices for some time, and eventually realising that at JCU it is up to individuals to advocate for themselves. Participants reported when they advocated to address practices that are inconsistent with policy, they were labelled as the 'tricky individual' or 'troublemaker', such as this woman:

I think that maybe more of us need to be squeaky. You're saying if you're being squeaky but I'm just going, "I'll just deal with it." Or, "It's not worth it," it makes you even louder, do you know what I mean? Like it seems like you're the only one, but I think if we can support each other. (Woman focus group participant)

Our Induction Actions respond to this feedback. In particular, Action 5.4 will introduce a face-to-face group induction to ensure more consistency and also provide new staff with a cohort of colleagues to reduce isolation. Action 5.5 will create a method of tracking induction and professional development. In combination with increased manager training in HR policies and procedures (Action 5.12), we hope to see more consistency between policy and practice across the institution.

### 5.4 Revise Corporate Induction Policies & Procedures.

Qualitative data reveal that many women feel their induction process was inadequate. Qualitative data also highlight the value of meeting colleagues and sharing experiences. Face-to-face group induction sessions will provide more opportunities for staff at similar stages of induction to socialise and learn information. Officially assigned mentors will ensure new staff have a contact person to ask about entitlements, policies, and practices at JCU.

### 5.5 Establish a centralized record of staff professional development & training.

Keeping track of professional development will assist induction and progression of staff at JCU. This is important for the University to identify gaps in individual training, and for individual staff members to track their career development.

## iii. Promotion

JCU, like many institutions, has grappled with promotion processes and seemingly have had some improvements in recent years. The traditional focus on 'fixing women' or encouraging them to 'apply like men' must shift towards an imperative to 'fix systems'. Promotion is a key priority area in our Action Plan, with actions focused on processes to ensure the positive improvements are sustainable.

Women in focus groups told us that their promotion timelines are longer because of 'invisible work' that is undervalued in the Promotion process. Some of this work is expected of women more than men, like pastoral care, mentoring, and being responsive to students. Many staff reported that they do this work because it needs to be done and they want to ensure good outcomes for students and colleagues. The burden of pastoral care is likely to particularly affect Indigenous women, who report doing additional supporting roles for Indigenous students and colleagues.

One step in this process is to measure contribution to the unacknowledged and undervalued work required for the University to be successful and collegial to ensure all staff contribute equally. Some leaders have attempted to formally recognise this informal work and the changes to Promotion in Action 5.6 attempt to incorporate this.

**5.6 Revision of Academic Promotion Policy & Procedures. This will incorporate actions 5.7-5.11 below. It will also include a change in focus from individual achievement to collegiality and demonstration of university values as OneJCU.**

Qualitative data highlight that some participants have 'given up' on promotions because of complex and bureaucratic procedures and documents. Moreover, there was an indication of perceived prioritising of promotion based on research outputs. Quantifying individual contributions creates competitive work environments, but prioritising collegiality will also increase the value of labour which is currently invisible and largely performed by women.

### *Promotion Policy, Procedure & Process*

Within JCU, responsibility for Academic Promotions is shared between Provost, Chair of Academic Board, and HR Talent team. The program typically occurs annually from June to November with promotions coming into effect from 1 January. Salary increases resulting from promotion are in accordance with the EA with no room for negotiation. In 2020, COVID-19 disrupted our usual timelines and applications will be due in February 2021 instead.

The Academic Promotion Policy clearly states that promotion is based on "merit and consistent with equal employment opportunity principles", with achievements considered "in the context of the applicant's career path, relevant personal circumstances and opportunities which have been available".

Promotion criteria focuses on performance areas of Learning and Teaching, Research and Scholarship, and Service and Engagement, with Leadership underpinning all areas particularly at the more senior academic levels. Applicants can choose to be assessed as Teaching-Focused, Research-Focused, or balanced applications.

Qualitative data revealed that many women do not know about the three options, which were introduced in 2013 following the introduction of Teaching-Specialist positions in the EA. There are perceptions that research counts the most towards a successful promotion. Where teaching is considered, it is through quantitative measures like student feedback. Participants noted the gendered nature of student evaluations, making the Teaching-Specialist pathway more difficult for women, as highlighted below.

I have male colleagues who coordinate big first-year subjects but have young women (PhD students) who do all of the tutoring, marking, emailing students, setting up LearnJCU, even developing the subject outline and are only paid for their contact time. On the flip side, I and my female colleagues who teach similar subjects seem to put far more effort into looking after the students but get criticised for lots of things – like if we don't respond to emails quickly enough it shows very clearly in teaching feedback, whereas male colleagues don't suffer the same criticism. (*Woman testimonial respondent*)

While leadership is expected across all areas, it is not clearly defined (which Action 5.6 aims to address). Individuals must 'quantify their individual contribution' to any collaborations. Thus, the promotion process rewards outputs over teamwork. Women in focus groups pointed out the impact of this on the culture of JCU more generally in devaluing the invisible labour usually taken up by women.

Applicants are required to provide substantial evidence to support their application including student feedback, peer reviews, research metrics and outputs and evidence of their service and engagement activities. External referee and assessor reports are also required for promotion to Academic Levels D and E. The process of applying is in addition to the Academic workload and is reportedly quite time consuming.

Applicants are currently not required to provide specific evidence of typically invisible work, however can include this in their narratives responding to the broader banners above. There is no separate criteria to assess this contribution.

Since 2013, data are collected on some key equity indicators (Table 5.1). Further, there is a section of the application for notes about career breaks in accordance with the "context" described in the Promotion Policy. These sections are not collated in any way; they are purely for the information of the promotion panel. As senior academics pointed out in interviews, however, there is no consistent approach for considering this context. Action 5.7 aims to improve the way intersectionality data are collected and monitored in the promotion process, and Action 5.8 aims for more consistency in measuring the impact of career breaks when assessing achievement relative to opportunity.

Table 5.1 Equity Indicators in 2019 Promotion Application.

Equity Information	Women Australian Aboriginal and/or Torres Strait Islander Culturally and/or linguistically diverse Person with a disability
Relevant Personal Circumstances (Achievement Relative to Opportunity)	Family responsibilities (e.g. child rearing, elder care, illness of a partner/dependent) A temporary or permanent disability

## 5.7 Improve promotion data collection, storage, and monitoring.

Ongoing monitoring of changes to the Promotion Policy & Procedures requires robust data, and embedding Athena SWAN principles across JCU requires better understanding of intersectionality in areas like Promotion.

5.8 Develop consistent principles for measuring Research Opportunity & Performance Evidence (ROPE), ensure that Promotions Panels report on how they have accounted for individual contexts, and monitor the impacts on Promotion outcomes over time.

Senior staff interviews highlighted inconsistency and lack of guidance on how to account for career breaks and interruptions. Promotion should consider the context of academic career paths to ensure equity.

Generally, staff self-select for the promotion process, seeking informal support from their managers before completing the Academic Promotion Form. The form includes space for comments and endorsement by the College Dean and the Division Deputy Vice Chancellor once completed by the applicant. The applicant may respond to the comments, and applications may be submitted without support.

The majority of applications are submitted with the support of both Dean and DVC. STEMM men were more likely to submit a promotion application *without* support (16% of men and 3% of women submitted unsupported applications in the period of our analysis).

There is no promotion process for casual staff. The Academic Promotion Policy applies to research and/or teaching staff on fixed-term or continuing contracts only. Given the high rate of casualisation described in Section 4, this leaves behind a large proportion of the workforce, most of whom are women (Action 5.9).

5.9 Strengthen Performance Development Process, incorporating long-term casual staff, to discuss career progression outside of formal promotion. Ensure PDP completion is incentivised via Promotion process and integrated with the Academic Expectations Framework.

Promotion is not the only means of advancing one's career, particularly for staff in insecure employment. The PDP process can be strengthened to ensure staff enhance their career in ways that are meaningful.

### Promotion Training

HR, in conjunction with key stakeholders such as the Chair of Academic Board, Dean Learning Teaching and Student Engagement, Research and Library Officers, hold information sessions in the lead up to the application process. Academic Workshops for Women, introduced in 2016, provide additional information and support and have been attended by 196 women since inception.

Women in focus groups told us that these workshops have a 'great really kind of supportive empowering message'. In the early years this was contradicted by exemplifying women who maintain research activity through maternity leave:

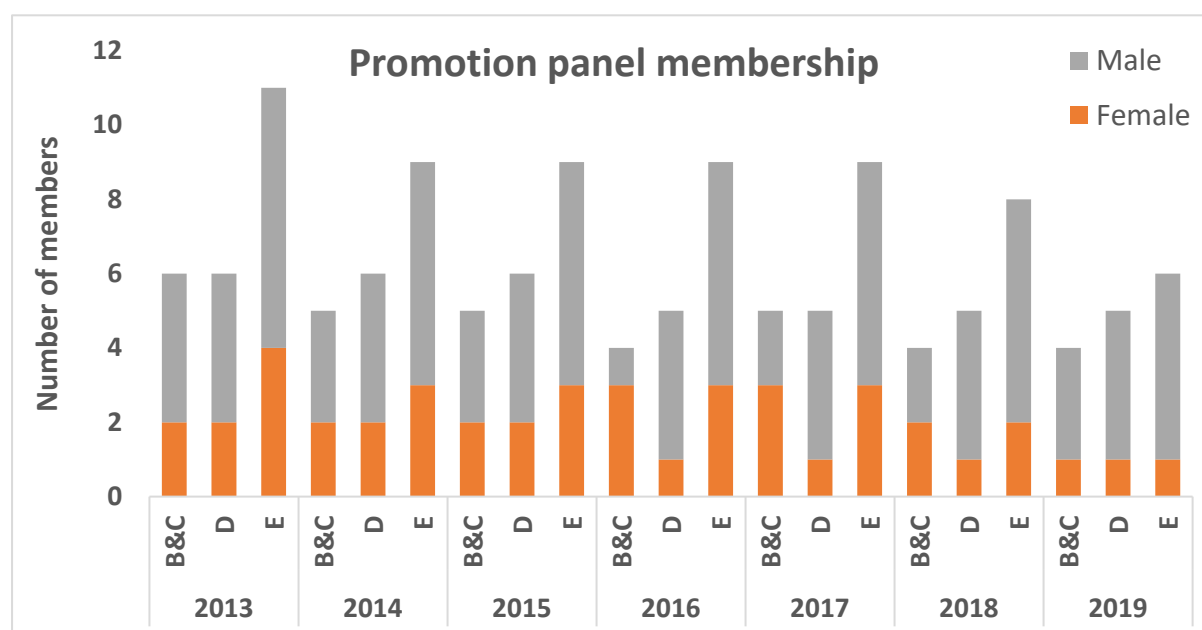
So there are these kinds of contradictory messages of, 'yeah, you can do this stuff but we are actually expecting you to submit the ARC on the way into labour', kind of - like that's what he was saying. 'And she's so amazing, she was signing it off before she was having, literally having the baby'. And I was like, you've just completely contradicted any good work that you might have been trying to do. (*Woman focus group participant*)

Whilst training is provided prior to the promotion application there are no formal post-application training or support programs for unsuccessful applicants. The panel do provide brief summary feedback to unsuccessful applicants but it is up to the individual, in conjunction with their Academic Head or Dean, to undertake development activities to address any shortfalls or strengthen future applications. Under the policy there is a 2 year waiting period before unsuccessful applicants can re-apply, unless by exemption from the Provost.

Promotion applications are assessed by a panel of academics. Panel membership is defined in procedure and is made up of 4-8 members of staff at or above the level being considered and must include some gender diversity.

In the past decade, men outweigh women on these panels, making up 67% of panel members since 2013, due largely to the predominance of men at Levels D & E across the University (Figure 5.3). Action 5.10 aims to increase diversity on these panels.

Figure 5.3 Promotion panel membership by gender and level, 2013-2019. Promotion applications for levels B and C are assessed by the same panel.



While the Procedure notes panel members are required to complete 'equity training', this has not been consistently offered in recent years. Action 5.11 aims to see the existing procedures followed so that Promotion Panel members are sensitive to gender equity & diversity when assessing applications.

**5.10 Revise selection criteria for Promotion Panel members.**

Since 2013, men have made up two-thirds of Promotion panels. Qualitative research included suggestions from participants that the inclusion of junior staff on promotion panels would change the culture that prioritises outputs at the expense of teamwork. Procedures for selecting Promotion panels need to ensure that members can discharge their responsibilities appropriately. Where there have been demonstrated difficulties in a relationship or any other conflicts of interest, these must be considered. Revised procedures require panel members to demonstrate University values and include steps to account for any conflicts, and these will continue to be considered.

**5.11 Ensure adequate training for Promotion Panel members and line managers.**

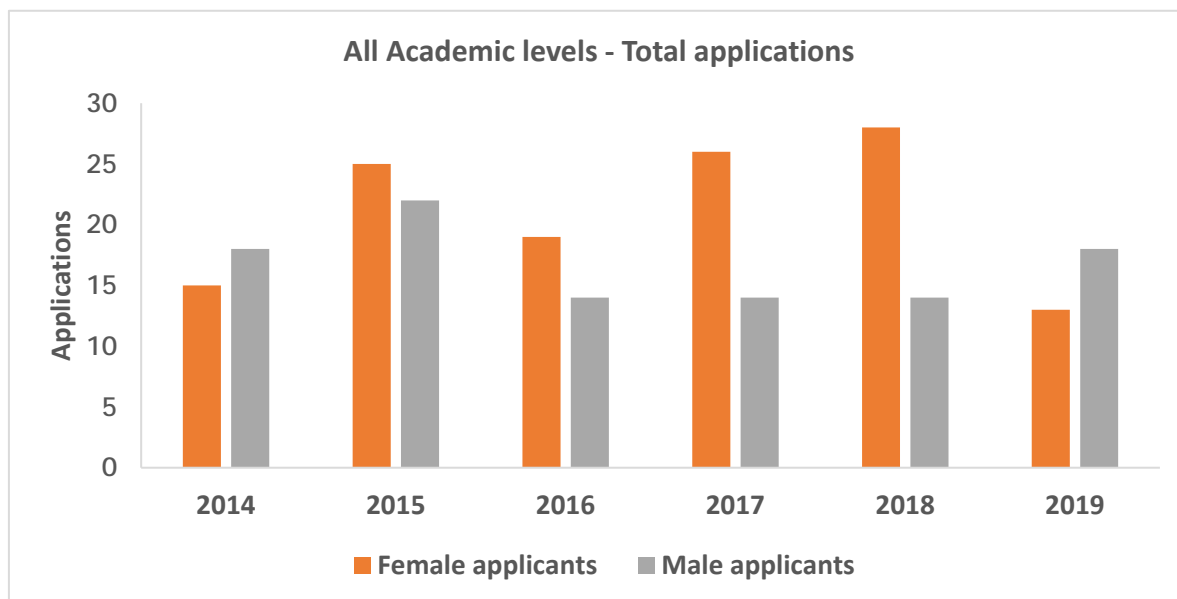
HR reports indicate that the Promotion Procedure-mandated equity training has not happened consistently. Training programs should include managers as well as Promotion panel members to ensure that staff are not discouraged from applying based on gender stereotypes.

### *Promotion Success*

Promotion data are not currently integrated into Tableau, our quantitative analysis program. Thus, the data in this section include 2014-2019 only. As above, developing these dashboards are a priority action to measure progress (Action 3.1).

As a proportion of all eligible staff, applications are typically 7-9% and show no consistent differences between men and women. With the exception of two years within the reporting period, the total number of applications have been greater from women than from men (Figure 5.4).

Figure 5.4 Total number of applications by gender from 2014 to 2019.



With the exception of one year within the reporting period, women have been more successful at gaining promotion than men (Figure 5.5). HASS men applying for promotion have been more successful on average than women, whereas STEMM women have had a marginally higher success rate than men (Figure 5.6). These are small numbers and in general it appears there is no meaningful gender difference in promotion success.

Figure 5.5 Promotion success rate by gender, 2014-2019. Data include applicants from all academic levels.

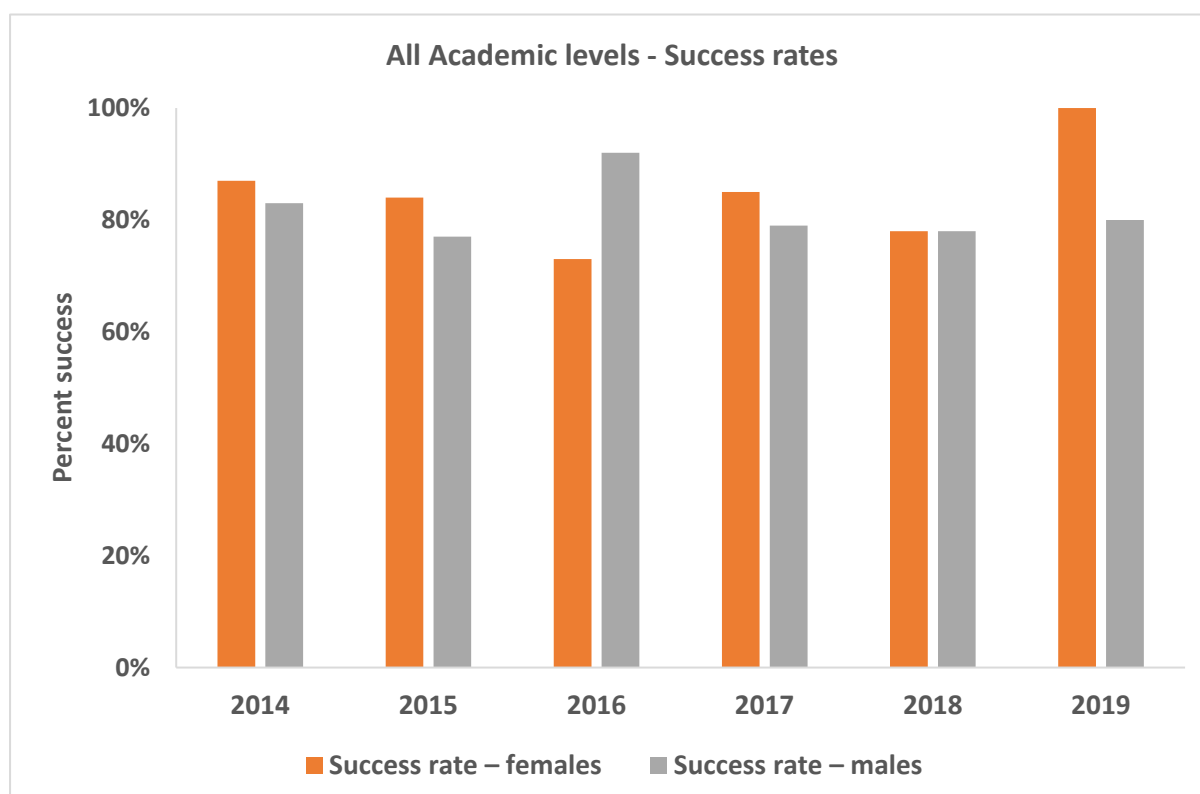
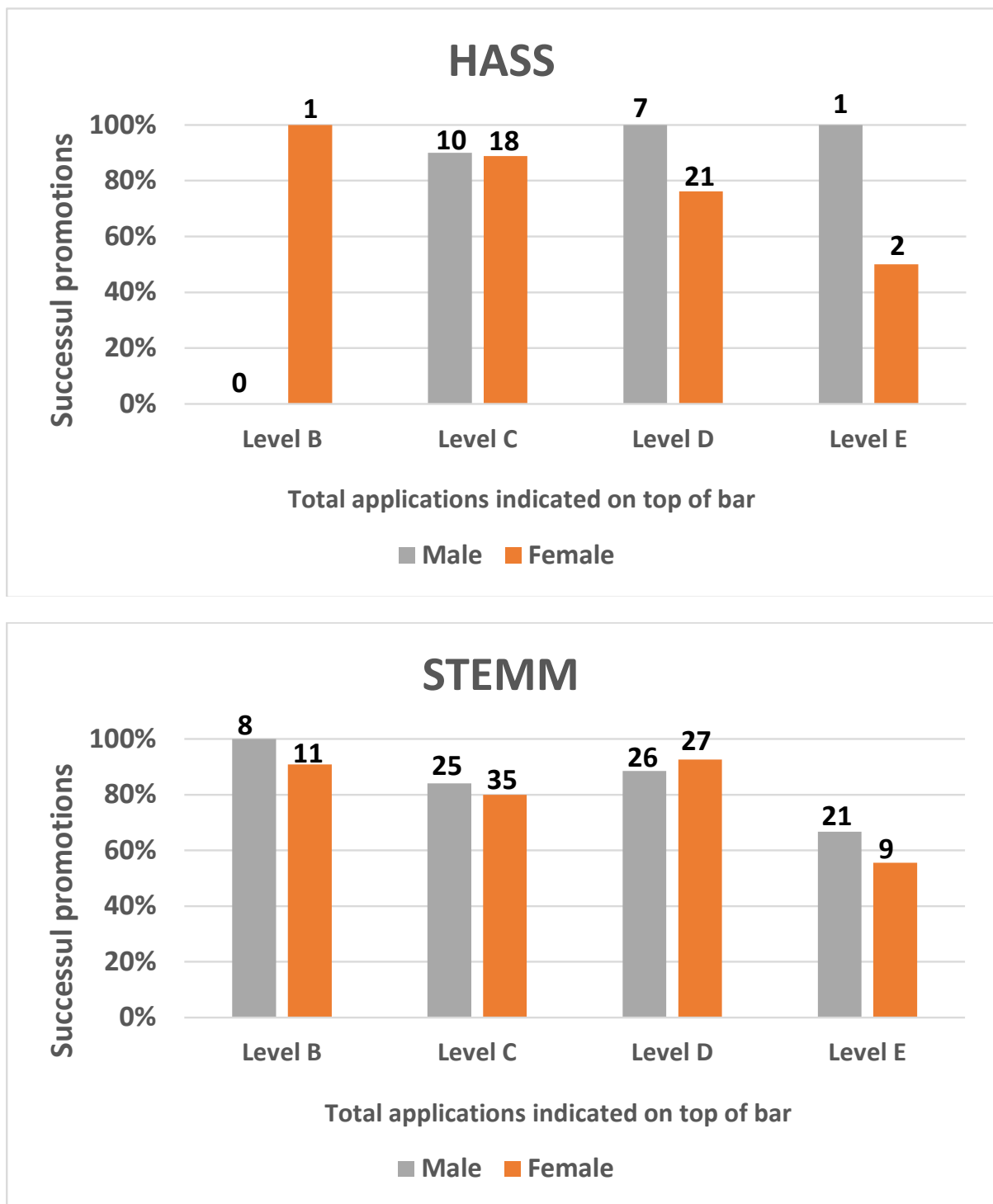
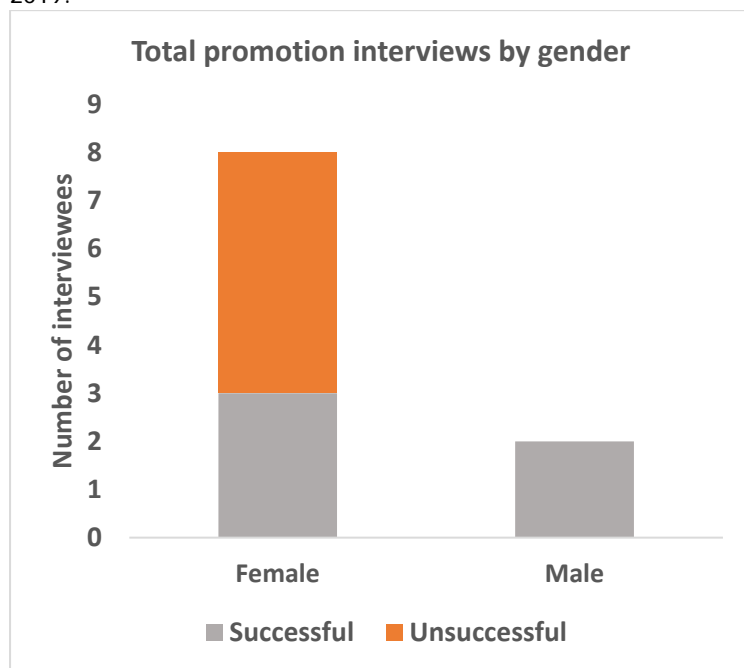


Figure 5.6 Promotion success rate by gender, HASS and STEMM, 2014-2019. Data are aggregated for all years due to small numbers at each level.



If an application is considered 'borderline', the panel may interview the candidate. Interview numbers are quite small, but women are more likely to be interviewed, and women's interviews rarely lead to successful promotion (Figure 5.7).

Figure 5.7 Promotion interviews by gender, academic level, and promotion outcome. Data are from 2011-2019.



While the statistics indicate relative gender equity in the promotion process, qualitative data suggest promotion success for women requires compromising values. Women describe working towards promotion as being ‘indulgent’, ‘selfish’, or ‘neglectful’ to prioritise their research – as they describe it, working more ‘like men’. Of this trade-off between working collegially versus focusing on research, one participant said:

Are you going to do this, take on this extra role because you’re feeling sorry for all of your overworked colleagues versus it will actually look good on your resume? So on one hand, okay, that’s sound advice but at the same time it’s encouraging that kind of delinquency in terms of not being conscious of your work colleagues, their environment, what other people are dealing with. (*Woman focus group participant*)

Further, women in focus groups noted a lack of support from their managers, and feel it is more acceptable for men to apply ‘too soon’. Participants observed that women take longer to feel ready to apply, or they wait to be tapped on the shoulder. Others have ‘given up’ on the promotion process altogether because the criteria are ‘debilitating’ and ‘so onerous’, and they are not willing to adopt the ‘competitive’ work-style described above.

The facilitation of the process for JCU has been largely manual with information collated outside any automated systems. This makes fine-grained analysis of trends very onerous. Action 3.1, the improvement of data collection and analysis, is particularly relevant to our promotion data.

### 3.1 Improve quantitative data tracking, analysis, and monitoring.

Evidence-based strategies for gender equity rely on the quality of the evidence. While good data exist within JCU, it isn't all accessible for regular, systematic monitoring. Improving the consistency of how we collect data and collating it all in one place is an important step in ensuring that we are able to measure progress, identify problem areas, plan for the future, and develop SMART actions.

Where applicants believe the policy, procedure and process have not been followed they have the ability to appeal the outcome of the decision, based on procedural fairness. Whilst appeal numbers are low, women do make up the majority of appellants in the reporting period. As above, improved tracking of our quantitative data will allow us to better monitor whether this is a result of gender inequity or an anomaly due to small numbers.

#### iv. Higher Education Research Data Collection (HERDC)

Research funding and publications are key measures of academic success, and crucial to career progression discussed above. These data also contribute to the JCU Research Performance Model (RPM) and workload models in some organisational units.

At JCU, women are underrepresented in funding applications across all HERDC Categories (Figure 5.8). However, Category 1 funding applications with women as first Principle Investigator (PI) have a higher success rate for JCU staff.

The other notable difference in funding success is Category 3 funding, which includes industry funding. This is likely a result of several factors. First, industry contracts are likely to be with professors, where women are underrepresented across JCU. Second, industry contracts may be influenced by conscious or unconscious bias from industry partners, or networking patterns that privilege men. These data need further analysis and monitoring to investigate these hypotheses and develop targeted actions. This currently falls outside of our Action Plan's key priority areas but we will reassess this when better analyses have been completed.

In terms of publications, women and men are publishing as first author at effectively equal rates (Figure 5.9).

Figure 5.8 Funding by Gender and HERDC Category. Data are aggregated for 2017-2019 and show the years in which funding was provided, not when the grant was applied for - as per HERDC reporting requirements. Data show gender of first PI only, and include only grants where a JCUA staff member is the first PI. Data include both STEMM and HASS staff, and show the total number of grants, not the value. Pending or withdrawn applications are not included due to very small numbers. Data label above bars shows the success rate for that HERDC category. HERDC funding categories include: 1 - Australian Competitive Grants; 2 - Other Public Sector Funding; 3 - Private Sector or International Funding; 4 - CRC funding; N/A - ineligible for HERDC.

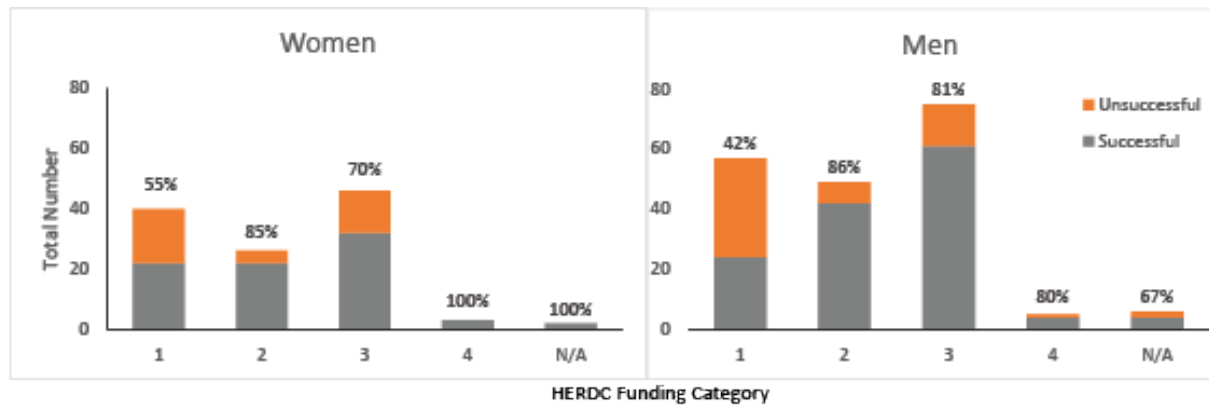
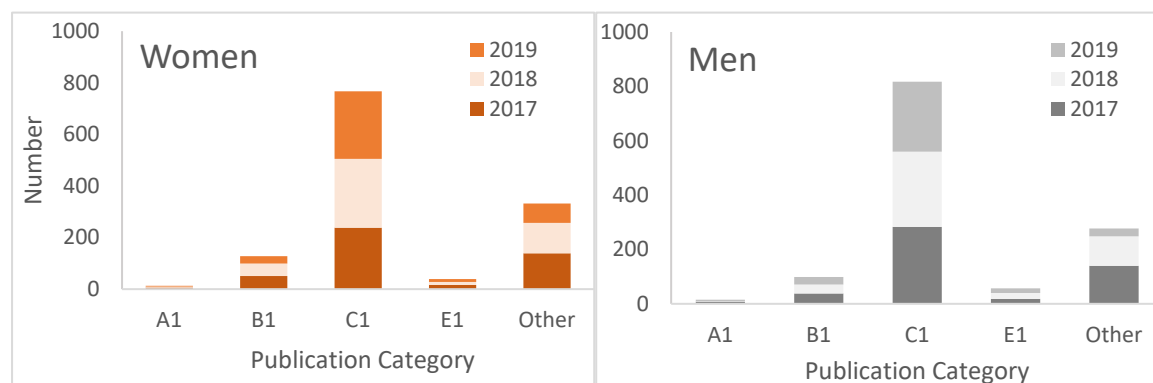


Figure 5.9 Research outputs by gender and publication type, 2017-2019. Data show all publications by first author, where the first author is a JCUA staff member. Publication categories include: A1 - Research Book; B1 - Chapter in a Research Book; C1 - Refereed Journal Article; E1 - Peer-reviewed Conference Paper; and Other - all other outputs. One C1 publication by an author with Other/Unspecified gender is not presented in the graph.



## 5.2 Career development: academic staff

### Overview

JCU offers good opportunities for development outside of formal promotion processes, including many opportunities for women. Indeed, many of these training programs are taken up by women at higher rates than men. This is both positive and potentially negative: women are taking opportunities to develop skills and leadership, but these development opportunities may represent another form of invisible labour predominantly done by women. Given the promotion rates for men and women are similar (Section 5.1.iii), this training does not appear to be speeding up women's academic progression.

### i. Training

Key professional development programs include induction (Section 5.1.ii), teaching-related workshops offered by Learning, Teaching & Student Engagement, supervision-related workshops offered by the Graduate Research School, research-related workshops offered by the Research Office, and generic staff development offered by Human Resources. However, the records for these training opportunities are currently managed by each of these areas, making tracking difficult for the University and for individual staff, which our Action Plan aims to address (Action 3.1, Action 5.5).

These training programs offer opportunities to integrate content-specific discussions of gender equity and intersectionality, to ensure that, for example, HDR Advisors consider equity in their supervisions (Action 5.12).

#### 3.1 Improve quantitative data tracking, analysis, and monitoring.

Evidence-based strategies for gender equity rely on the quality of the evidence. While good data exist within JCU, it isn't all accessible for regular, systematic monitoring. Improving the consistency of how we collect data and collating it all in one place is an important step in ensuring that we are able to measure progress, identify problem areas, plan for the future, and develop SMART actions.

#### 5.5 Establish a centralized record of staff professional development & training.

Keeping track of professional development will assist induction and progression of staff at JCU. This is important for the University to identify gaps in individual training, and for individual staff members to track their career development.

## 5.12 Incorporate gender equity & intersectionality into training across JCU.

Throughout the action plan, targeted training programs are proposed for staff on selection panels, promotion panels, and for managers. The latter is especially important given how much of our data focused on inconsistent implementation of policies and procedures. Further, throughout 2019 and 2020, training on respectful relationships, consent, and responding to sexual assault & harassment has been developed for all staff and students at JCU, with targeted programs for HDR advisors, students living on colleges, and so on.

Rather than add another all-staff training program, this action seeks to embed JCU's gender & equity principles (Action 1.1) in existing training programs. This will ensure that leaders across the University take ownership for the culture change required to move towards gender equity & intersectionality.

Amongst HR training programs, we see women attending at far greater rates than men (70% vs 30%) (Figure 5.10) which is proportionately higher than the number of women at JCU.

This gap is particularly noteworthy in the Mental Health Awareness and Aboriginal & Torres Strait Islander Cultural Awareness training modules. This suggests that women are taking responsibility for much of the invisible work in the university, such as caring for their colleagues' and students' mental health.

Figure 5.10 Attendance at HR training programs by gender, 2019. Training programs include: (1) Aboriginal & Torres Strait Islander Cultural Awareness; (2) Academic Promotions Information Session; (3) Academic Promotions Research Workshop; (4) Academic Promotions SciVal Training; (5) Academic Promotions Workshop for Women; (6) Discrimination, Bullying and Harassment; (7) Introduction to Project Management; (8) Mental Health Awareness; and (9) Mentally Healthy Workplaces Workshop for Managers.

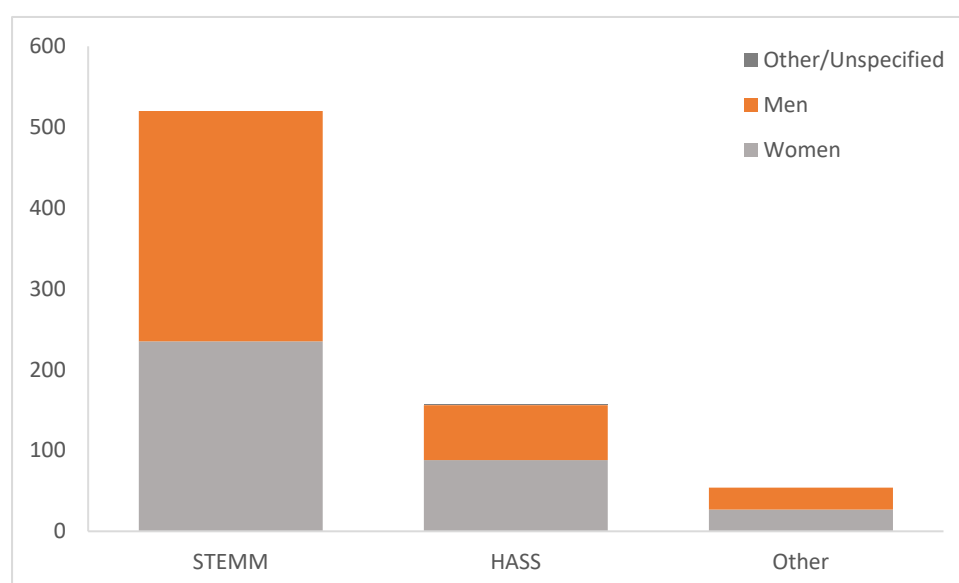


The GRS offers annual training to HDR advisors which is mandatory for placement on the Advisor Register. In 2019, women attended this training at a slightly higher rate than men (which is consistent with previous years), though this is skewed by very few HASS men attending training (Table 5.3). This is consistent with the distribution of the Advisor Register in general (Figure 5.11). Women made up 45% of Registered Advisors in STEMM in 2019.

Table 5.3 GRS Advisor Training by gender and STEMM/HASS, 2019. Table shows percentages and headcount in brackets.

	Women	Men	Total
STEMM	46% (23)	54% (27)	65% (50)
HASS	81% (22)	19% (5)	35% (27)
TOTAL	58% (45)	42% (32)	100% (77)

Figure 5.11 HRD Advisors by gender and STEMM/HASS. Other staff are in organisational units outside the Colleges and Research Centres who may be STEMM or HASS staff.



Other training opportunities are provided on an ad hoc basis by specific organisational units. Anecdotally, STEMM leaders are conscious of gender and support women academics to participate in external training opportunities to advance their careers, but this is currently impossible to track systematically.

Action 5.5, above, aims to assist staff members with tracking their training efforts across the University for inclusion in PDP and promotion applications.

## ii. Appraisal/development review

All JCU staff are required to discuss a six-monthly Performance Development Plan (PDP) with their managers. There are online resources to assist staff in completing their PDP forms and meetings, and on-request training courses for managers. It is clear that PDP is inconsistently conducted across the University, particularly amongst academic staff. When it is used to identify the need for PD and provide mentorship to advance careers, it can be a powerful tool.

In 2019, JCU contracted PricewaterhouseCoopers to conduct an audit of PDP as part of regular monitoring. The focus was on compliance with the EA, and the audit didn't specifically consider gender equity. The findings were consistent with our qualitative research – compliance is variable. Recommendations from the report include improving training for PDP supervisors, and more consistency in procedures across the University. Our Action Plan supports these recommendations, in particular improving reporting on PDP completion so the responsibility moves from individual staff to their managers (Action 5.13). PDP is crucial to our Action Plan's key focus on both retention and career progression, so this action is a high priority.

### 5.13 Strengthen Performance Development Process (PDP).

Promotion is not the only means of advancing one's career, particularly for staff in insecure employment. PDP has the potential to be a very powerful tool but it is inconsistently applied across JCU. Strengthening the process will enable staff to enhance their career in ways that are meaningful, and a strong PDP will feed into other priority areas for JCU, especially Promotion, workforce planning, sponsorship, and flexible work.

PDP is also an opportunity to plan for leave and Special Studies Program (SSP) (Table 5.4). Women in focus groups indicated that SSP is an important policy for career progression. However, some on fractional appointments felt they did not have equal access to this opportunity, in one case because their line manager interpreted their reduced fraction as providing additional time for research. Further, women felt that international SSP is held in higher esteem and therefore disadvantages staff with caring commitments. SSP is expensive, and some leaders told us they have tried to find alternative means of providing research time to staff. Nonetheless, as a key career development opportunity defined by the EA, the procedures around SSP need attention to ensure equity (Action 5.14).

Table 5.4 Special Studies Program recipients, 2016-2019 by College and gender. \* indicates College with a greater than 10% gap between proportion of women academic staff and proportion of women taking SSP (see Table 2.4) – in CPHMVS and CHS women have lower than expected rates of SSP and in CMD the SSP rate is higher for women. These data come from HR files however some leaders told us they have staff not accounted for here who may have had informal SSP arrangements.

College	Women	Men	Total
<b>Division of Tropical Environments and Societies</b>			
CASE	13 57.1%	9 42.9%	21
CBLG	6 50.0%	6 50.0%	12
CSE	4 26.7%	11 73.3%	15

College	Women	Men	Total
<b>Division of Tropical Health and Medicine</b>			
CPHMVS*	1 20.0%	4 80.0%	5
CMD*	4 80.0%	1 20.0%	5
CHS*	13 68.4%	6 31.6%	19
TOTAL	40 52.0%	37 48.0%	77

#### 5.14 Revise Special Studies Program (SSP) procedures.

Qualitative data reveal a perceived lack of equity in accessing SSP, and a priority placed on international opportunities which is challenging for those with caring responsibilities. SSP remains an important opportunity for staff to develop their research program, however it is costly for individual Colleges to support.

Statistics from the previous three years are based on very small numbers, however they suggest SSP recipients are broadly reflective of staff profiles by gender in DTES colleges but not in DTHM. Current data do not allow for a measure of recipients as a proportion of eligible staff. Better data will allow for more targeted actions to improve equity, especially in DTHM.

### iii. Support given to academic staff for career progression

From 2011 to 2018, JCU implemented a robust program to support the career progression of ECRs. The program did not specifically address gender equity.

An annual, week-long intensive training program was offered to all ECRs on both campuses, including fixed-term post-doctoral researchers. Staff who completed the ECR Intensive training, and who had an ongoing position with JCU, were then eligible to apply

for the Rising Star Award. The award included research funding and additional professional development. Women outnumber men in applications (with the exception of 2016), in rates roughly equal to the overrepresentation of women at lower academic levels. However, success rates for men and women are equal across the life of the program (Table 5.5).

This ECR support program has shifted to within the academic divisions due to changes in staffing and resourcing, and as a result the participation rates are harder to track. Action 5.15 includes an impact assessment of the Rising Star program to inform the most effective mentoring strategies for the University to adopt.

Table 5.5 Rising Star Award applications and success rate by gender, 2011-2018. All five award rounds since the program's implementation in 2011 are included.

	Applications			Awards		Success Rates		
	F	M	Total	F	M	F	M	Total
2011	25	14	39	6	4	24%	29%	26%
2012	13	6	19	3	2	23%	33%	26%
2014	12	8	20	5	2	42%	25%	35%
2016	8	13	20	3	6	38%	46%	45%
2018	20	20	40	7	5	35%	25%	30%
Total	78	61	138	24	19	31%	31%	31%

Women in focus groups reported a lack of mentoring and were interested in taking up more structured mentoring and leadership development programs. This varied across the institution, though, with some areas boasting strong cultures of mentoring and others lacking it. Some research participants felt that a general overall culture of nurturing and supporting others needs to be developed at JCU. This includes holding senior staff accountable for mentoring and developing career pathways for junior staff.

Staff on casual and fixed-term contracts are more insecurely employed and thus, while some may access PD opportunities, they do not feel they receive fair recognition for the work they perform, which impacts on their career progression. Further, they feel that JCU has no obligation to insecurely employed staff. The impacts of this include lack of opportunities for planning ahead and career progression, as their future employment is uncertain. In addition, when they do advocate for themselves, they are met with repercussions such as not being offered work again when their contract expires.

Action 5.15 is to develop a JCU strategy for mentoring, training, and career development, to ensure that we take a systematic approach that ensures all staff have equitable access to programs, and targets our efforts where they are most needed.

#### 5.15 Develop a University Mentoring, Training, and Career Development Strategy

Many staff want more opportunities for mentoring, and Senior Staff felt we could be more systematic and supportive with career development opportunities like shadowing and sponsorship. Training, mentoring, and career development is mostly ad hoc in nature. A University-wide strategy, informed by research such as University Australia's guidelines on sponsorship, will ensure that best practice is shared and that staff have equitable access to development opportunities.



### 5.3 Flexible working and managing career breaks

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

#### Overview

Australian women carry the responsibility for the lion's share of caring work in the family. JCU can adopt practices that support women and incentivise men to take responsibility for their fair share of caring work. Men who contribute in this way in their personal lives are likely to contribute more equitably to institutional caring work. Our Action Plan's focus on Retention includes a number of actions related to balancing caring work and paid work equitably.

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

JCU's policies for parental leave are generous (Table 5.17). However, the application of these entitlements is dependent on "reasonable business grounds", and does not apply to casual staff or staff who have less than 12 months continuous service at the University. However, the wording of the Parental Leave clause in the EA is complicated, with multiple variations of the same provisions. Action 5.16 aims to simplify these provisions to ensure that all staff have equitable access to parental leave.

Table 5.6 Key Parental Leave Provisions as per JCUA Enterprise Agreement, 2016-2021.

Eligible Staff Member	Leave Provision	Additional notes
Primary carer - birth parent or adoptive parent of <5yo	26 weeks, or 52 weeks at 50% salary	Can be shared when both parents are JCU staff.
Staff with <12 months continuous service	Up to 26 weeks unpaid leave	Returning staff may negotiate part-time work within 2 years of return to work.
Casual staff	Up to 52 weeks unpaid leave	
Partner	5 days	

#### 5.16 Simplify Parental Leave provisions in JCUA Enterprise Agreement.

Recent research in Victoria quantified that women contribute 63.2% of unpaid labour, a rate likely to be similar across Australia. At JCU, women take parental leave at a far greater rate than men. JCU cannot single-handedly change the gendered nature of unpaid household labour, but enabling and encouraging partners, especially men, to participate in child-rearing is one way that JCU can contribute to broader social change.

Academic women in focus groups reported some positive experiences including accessing funding for research assistance during parental leave. However, these experiences were the minority of cases and opportunities to progress research while managing caring commitments were not well known or accessed. Parental leave costs are centrally funded, which means that individual organisational units decide how to use the budgets that would normally be spent on that staff member's salary. Several managers see this as an opportunity to meet cost-savings KPIs and do not fully back-fill their staff.

For many participants, this means they returned to a role that had not been properly filled while they were away. Women reported planning pregnancies around teaching periods or grant cycles to minimise inconvenience to their colleagues.

In contrast, P&T staff are almost always fully back-filled while on parental leave.

Action 5.17 seeks to clarify practices around back-filling staff on parental leave to ensure consistency in utilising the provision. This does not seek a one-size-fits-all approach and will need to remain responsive to the needs of the staff member and the organisational unit.

#### 5.17 Clarify back-filling staff on parental leave.

P&T staff are generally completely back-filled while on parental leave but academic staff have very different experiences. Back-filling decisions should be made with consideration for completing the work that needs to be done, and allowing the staff member to maintain research and supervision capacity if desired.

A meeting before parental leave commences between the staff member, their manager, and HR will allow for decisions to be made that minimise disruption to women's careers. Likewise, a re-induction meeting on return to work will aim to smooth the return to work.

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

JCUA staff on parental leave are entitled to up to 10 paid 'keeping in touch' days as per legislation. These are guaranteed in the EA, and align with the Fair Work Best Practice Guide. However, some staff reported being told that certain work-related activities are not allowed during 'keeping in touch' days, and some managers were unfamiliar with this entitlement, making it impossible to communicate the option to their staff. Action 5.18 aims to increase visibility of 'keeping in touch' days, consistency in their use, and reporting on their uptake.

#### 5.18 Consistently implement Keeping in Touch Days.

Staff have reported inconsistency in how Keeping in Touch Days are administered. This is further complicated by some funding bodies, like the NHMRC, allowing staff to remain active as CIs while they are on parental leave. All staff taking parental leave should be aware of, and able to fully utilise, their Keeping in Touch days if they choose to.

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

The EA guarantees staff the right to return to work after parental leave. T&R academics are entitled to a 40 hour reduction in teaching contact hours in the first year after they return to work from Parental Leave.

Generally, women in focus groups felt disadvantaged by career breaks and reported that a year off has a compound effect on research performance that amounts to much longer out of the workplace.

This was corroborated by Senior Staff. For our participants, it seems that women's progression just equals doing more - maintaining motherhood and home life and their professional work at the same time. Action 5.8 aims for consistency in accounting for time off, though we note this action does not yet address the compound effect of childrearing.

#### 5.8 Develop consistent principles for measuring Research Opportunity & Performance Evidence (ROPE).

Senior staff interviews highlighted inconsistency and lack of guidance on how to account for career breaks and interruptions. This affects women's career progression as they may be considered less research-active when compared against colleagues without breaks. ROPE principles need to be applied during PDP discussions, workload allocations (where teaching load is related to research activity), and promotion applications, and at any other time that staff members are measured against the Academic Performance and Development Framework.

#### iv. Maternity return rate

The return rates post parental leave across JCU are high. This suggests staff want to come back to the workplace and are enabled to do so by things like the provision in our Enterprise Agreement which offers part-time employment for up to two years post-return and childcare facilities on the Townsville campus. The return rates for STEMM women were slightly higher than the University average for the 2018 and 2019 periods.

Table 5.7 Return rates post maternity leave 2017-2019 all JCU and STEMM

	2017	2018	2019
All JCU	95.8%	96.2%	95.2%
STEMM	94.4%	96.9%	100.0%

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

Women continue to take primary carer parental leave at a substantially higher rate than men at JCU, and for a greater length of time (Table 5.8, Table 5.9). The 2010-2013 EA entitled partners to 20 days of paid leave. This entitlement was reduced to 5 days in the 2013-2016 EA following the introduction of Australian Government “Dad and Partner Pay”, but this may contribute to the significant gap between women and men’s average hours taken (Action 5.9)

Table 5.8 Total number of staff taking parental leave 2017-2019 by gender for all JCU and mean number of hours per staff member by gender. Data include academic and P&T staff. P&T women at HEWL 5 represent the largest group of leave-takers followed by Academic Level B women and P&T HEWL 6 women.

All JCU	2017		2018		2019	
	Women	Men	Women	Men	Women	Men
<b>Total number of staff</b>	95	29	105	15	105	23
<b>Mean hours per staff member</b>	541	79	456	51	469	106

Table 5.9 Total number of staff taking parental leave 2017-2019 by gender for STEMM and median number of hours per staff member by gender. Median hours per staff member were chosen over mean to control for outliers, such as one STEMM man who took 20 weeks paid adoption leave in 2019.

STEMM	2017		2018		2019	
	Women	Men	Women	Men	Women	Men
<b>Total number of staff</b>	36	11	32	6	30	6
<b>Median hours per staff member</b>	519	54	444	36	373	50

### 5.16 Simplify Parental Leave provisions in JCUA Enterprise Agreement.

Recent research in Victoria quantified that women contribute 63.2% of unpaid labour, a rate likely to be similar across Australia. At JCU, women take parental leave at a far greater rate than men. JCU cannot single-handedly change the gendered nature of unpaid household labour, but enabling and encouraging partners, especially men, to participate in child-rearing is one way that JCU can contribute to broader social change.

## vi. Flexible working

Research participants pointed out that academic work is, by its nature, flexible. Permanent roles provide for greater predictability and planning about workloads and therefore can provide the most flexibility. Casual staff reported constant stress about not knowing what their future held and being unable to make plans.

P&T staff have far less flexibility and reported difficulties accessing formal flexible work arrangements.

Our research participants reported some positive experiences with flexible work arrangements and many provided positive feedback on JCU's policies for balancing work and caring commitments. However, many staff feel they are perceived as less committed to JCU if they take up flexible arrangements. Some women in focus groups reported hiding the fact that they have children. Others feel compelled to work while on annual leave or maternity leave. These women constantly raised feelings of 'guilt'. Moreover, staff experiences are dependent on their manager's attitude towards flexible work arrangements.

Centralised administration, such as automated timetabling, was also reported by staff as impacting on flexible work arrangements. Automated timetabling removes control from staff over their individual work arrangements. Participants reported that timetabling creates difficulties for staff and students with children in childcare or after school care. Timetabling have a "Staff Non-Availability Form" for individual staff to indicate times they are unable to teach. This means that staff with specific caring timetables can have their teaching scheduled accordingly. This form has become more normalised in recent years and we will continue to monitor its use and staff perceptions of timetabling (Action 5.19).

### 5.19 Continue promoting Staff Non-Availability Forms for automated class timetabling system.

Centralised systems like automated timetabling caused considerable stress for staff when they were first introduced, particularly for staff with caring responsibilities that affect their availability to teach at certain times. However, as the system has become more familiar, and processes like the Staff Non-Availability Form has become more normalised, the stress of balancing teaching times with caring responsibilities is likely to decrease. This needs to be monitored through conversations with affected staff and with the Timetabling team.

COVID-19 did mean that for a period of approximately four months almost all staff worked remotely. For ten weeks of that period, staff with children were largely responsible for remote schooling or holiday care on top of their work. This was an unexpected experiment in flexible working. Some areas of the University have maintained that flexibility for the remainder of the year, while other areas (especially P&T staff) have been required to return to the workplace unless individual circumstances required a flexible approach.

The Gender Equity SAT contributed to high-level conversations about equity & diversity during this time, presenting a paper to VCAC about the unequal impacts of work-from-home and the need for trust in staff, and 'radical flexibility', during that time period.

Through GEAR Forums with women, and workforce data modelling, we will investigate the long-term impacts of this COVID-pause on women's careers, including the positives like increased flexibility, and the negatives like increased burdens of caring work (Action 3.2).

### 3.2 Establish GEAR Forums as an ongoing feedback mechanism for women at JCU.

There was an overwhelming level of interest in the qualitative research for the Athena SWAN application, indicating that women at JCU want to share their opinions and experiences, and do not currently have an appropriate avenue for doing so. Moreover, the Athena SWAN Focus Groups became a collective problem-solving space where women worked together to find solutions - including letting each other know about entitlements. This moves the problem of gender inequity from the individual to collective and structural.

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

No data emerged from the qualitative research about transitioning from part-time to full-time work. There are no formal policies or procedures in place, and it is likely that these are ad hoc practices that depend on one's manager and colleagues, and the quote below highlights why this can be problematic.

I wanted an opportunity to note that JCU is not good at converting family-friendly policy into family-friendly practice. I have gone fractional because I have two small children and I want them to know who I am. Going fractional has led to discrimination over access to opportunities and has identified me as a non-team player (to my manager). I will endure the fallout because my family is important to me, but I have sacrificed career advancement. (*Woman testimonial participant*)

Instead, the main area of concern for JCU staff is transitioning *to* part-time work, and the difficulties of doing so.

Part-time work was reported as a disadvantage from a number of aspects. Senior staff noted their apprehension around approving part-time roles as the remainder of the position is seen to be 'swallowed' by the organisation. Women in focus groups felt their managers and colleagues feel they are not 'team players' when they go part-time.

Action 5.20 identifies several steps we will take in an attempt to begin to shift the culture that devalues part-time workers, though we note this is a long-term commitment.

## 5.20 Begin culture change around flexible & part-time work.

Research participants reported a sense that staff on part-time and/or flexible arrangements are considered less committed to JCU. They have feelings of guilt for taking “time off”, and a need to work outside their rostered hours (including during leave). A key challenge of job-sharing is the cost (ie 2x .5FTEs cost more than 1FTE). Some managers may decide not to backfill positions as a way to reduce budgets. And many staff may not request flexible arrangements due to the perceptions above.

Changing attitudes around flexible work is necessary to encourage more staff to take up these entitlements. This kind of culture change is a big job and will not be completed in a short timeframe, but it is important to begin.

### viii. Childcare

Onsite childcare is available at the JCU Townsville campus which women with young children regarded as extremely helpful in their return to work. There are additional childcare centres in nearby suburbs in multiple directions. The two on-campus childcare centres can accommodate 124 children. The centres are open from 7.30am until 5.30pm and 6pm respectively, but do not offer casual hours. However, the facilities are quite old. In an effort to provide more childcare places and to upgrade facilities, two new, larger, childcare centres are being jointly planned by JCU and Townsville Hospital on the edges of the campus.

No onsite child care is available in Cairns, though a number of facilities are available very near the campus in both main directions. Further, Catholic Education QLD have done market analysis that found on-campus childcare was not viable due to this nearby competition. Nonetheless, the Cairns Campus Masterplan includes space for a childcare centre when the market analysis is more positive.

JCU’s Children in the Workplace and Study Environment Policy outlines responsibilities and requirements for staff and students bringing children to campus. Once again, though, data show that these policies are variably applied. Some staff report welcoming managers and team members, and a culture of helping one another when children do come to campus or on field trips. Others find “little or no responsiveness to individual needs” (*Woman testimonial participant*).

There are several parenting rooms on both campuses, though only three in Townsville and one in Cairns suitable for breast pumping with chairs and refrigerators. Due to past incidents of students taking up residence in parenting rooms, these remain locked and are accessible through contact with JCU Security. Testimonial respondents noted the facilities are substandard, and/or difficult to access, particularly in Cairns. Estate have taken this into consideration and new buildings and renovations will follow best practice guidelines provided by the Australian Breastfeeding Association (Action 5.21).

## 5.21 Improve family-friendliness of JCU campuses.

Staff have noted that the campuses are not designed for children. Children are welcome on campus in accordance with the Children in the Workplace and Study Environment Policy. In addition, a number of recent and planned works will increase the visibility of children on campus, such as the co-location of primary and high schools with the university.

To ensure that parents are well-supported, consideration for best practice guidelines from the Australian Breastfeeding Association should be considered for all new buildings and substantial renovations.

## ix. Caring responsibilities

The EA entitles staff to Personal and Carer's Leave, Compassionate Leave, Domestic and Family Violence Leave, and Leave without Pay. These are available to all staff gender. Participants particularly noted that Domestic & Family Violence leave (up to 10 days paid, non-accruing leave) is important to enable women to continue in their positions. We have not included data on the uptake of DV leave here for reasons of confidentiality, but we note it has been used since it was introduced.

Likewise, the Optional Working Hours (Op Time) policy is available to Professional & Technical staff and research assistants. This policy's intent is "to provide employees with a system of flexible, family friendly working hours allowing variable start and finish times and the provision of periodic rostered days off duty". Op Time is largely locally managed - approval is by Directors (and then signed off by HR) and the tracking of periodic days off is informal. Thus, it is only possible to track approvals - not total requests for Op Time arrangements. Nor is it possible to track how it is implemented on the ground.

The normal span of working hours for Professional & Technical staff is 7.00am to 7.00pm. Staff rostered outside of these times are entitled to overtime or Time Off in Lieu (TOIL). Academic staff do not have normal working hours and thus do not have access to overtime or TOIL.

## 5.4 Organisation and culture

### Overview

A positive aspect of JCU culture is the visibility of women leaders. Women in focus groups told us that these women are held to high standards by staff. Our research found considerable inconsistencies in the implementation of policies and procedures. Thus, several actions in our key priority area of Retention focus on increasing training for managers to improve consistency, which is also in line with the OneJCU approach.

### i. Culture

JCU's University Plan (2018-2022)<sup>10</sup> refers to a commitment to building "OneJCU" culture<sup>11</sup> across the geographically dispersed campuses of JCU. The Plan refers to building a 'can do' approach, a culture with institutional priorities at the centre, building a closer relationship between its Australian campuses and the campus in Singapore, and prioritising flexibility and agility. The Plan aligns with JCU's values: excellence, authenticity, integrity, sustainability, mutual respect and discovery.

However, our research participants reported that there was limited discussion around gender inequity at the University; either it is not regarded as a problem because some workspaces are women-dominated, or gender inequity conversations are shut down.

Through Action 1.1, we aim to integrate the SAGE Athena SWAN principles and the principles from the Broderick Review within the OneJCU culture and ensure that gender equity & diversity considerations are included in high-level planning, development of policies and programs, and training.

**1.1 Develop overarching gender equality principles for JCU.**  
Culture change needs to come from both JCU leadership and from all staff. The Athena SWAN program is built on ten principles and JCU affirms our commitment to these principles.

The recent Broderick Review contains three principles:

1. Successful and sustainable change depends on strong and courageous leadership that reverberates through the institution;
2. Effective systems are needed to create a safe and supportive response for individuals who experience sexual harassment or sexual assault and to ensure individuals are accountable for their actions; and
3. Education underpins behaviour change to create a safe, respectful and inclusive culture

To some extent these overlap, and should be articulated as a single set of overarching principles that underpin University planning, training programs, and policy reviews to embed them across University culture.

<sup>10</sup> [https://www.jcu.edu.au/\\_data/assets/pdf\\_file/0012/589764/JCU-University-Plan.pdf](https://www.jcu.edu.au/_data/assets/pdf_file/0012/589764/JCU-University-Plan.pdf)

<sup>11</sup> [https://www.jcu.edu.au/\\_data/assets/pdf\\_file/0012/589764/JCU-University-Plan.pdf](https://www.jcu.edu.au/_data/assets/pdf_file/0012/589764/JCU-University-Plan.pdf)

## ii. HR policies

Our research highlighted significant inconsistencies in how policies and procedures are interpreted across organisational units. While JCU has a centralised 'shared service' model, as noted above HR is a small unit and as a result many HR functions are decentralised.

The 2017 Broderick Review<sup>12</sup> acknowledges that eliminating sexual harassment and sexual assault cannot happen in a vacuum, and must be built on a foundation of gender equality.

However, there remains no systematic mechanism to ensure policies are consistently and equitably applied. Compulsory training regarding JCU's Code of Conduct and sexual harassment are intended to ensure that all staff are aware of the University's expectations. A Manager Skills Implementation Series is in development to ensure that all managers have a clearer understanding of key policies and procedures (Action 5.12).

### 5.12 Incorporate gender equity & intersectionality into training across JCU.

Throughout the action plan, targeted training programs are proposed for staff on selection panels, promotion panels, and for managers. The latter is especially important given how much of our data focused on inconsistent implementation of policies and procedures. Further, throughout 2019 and 2020, training on respectful relationships, consent, and responding to sexual assault & harassment has been developed for all staff and students at JCU, with targeted programs for HDR advisors, students living on colleges, and so on.

Rather than add another all-staff training program, this action seeks to embed JCU's gender equality principles (Action 1.1) in existing training programs. This will ensure that leaders across the University take ownership for the culture change required to move towards gender equity & intersectionality.

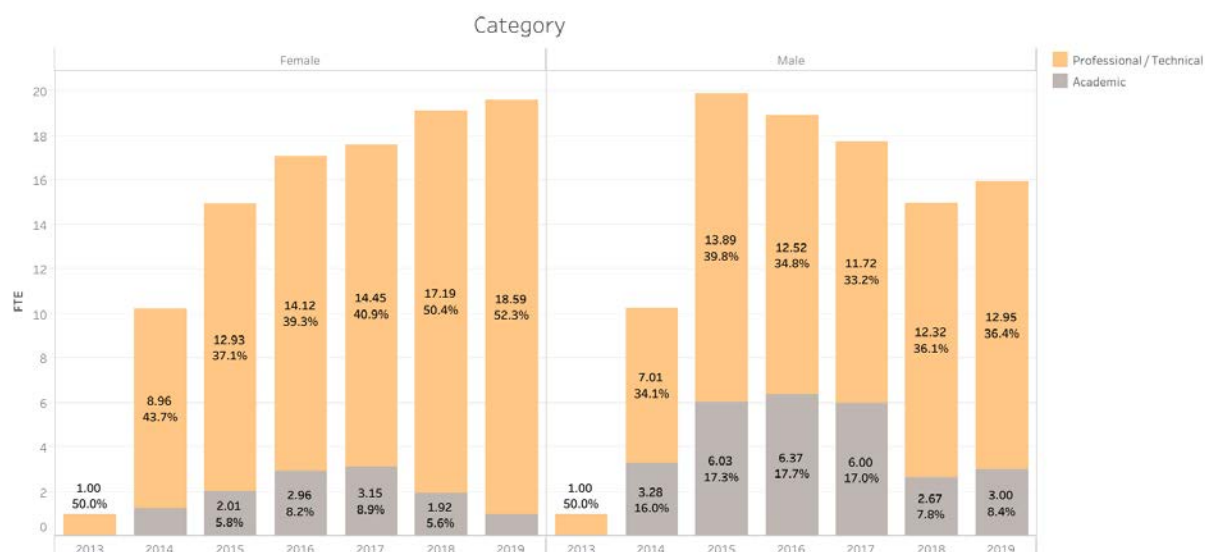
## iii. Proportion of heads of school/faculty/department by gender

There has been an increase in the proportion of women in senior leadership in recent years and women currently make up just over half of all Senior Staff (Figure 5.12).

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<sup>12</sup> <https://www.jcu.edu.au/safety-and-wellbeing/broderick-review/Broderick-Review-Report-JCU-2017.pdf>

Figure 5.12 Proportion of Senior Staff by gender. Senior Staff includes Deans, Directors, DVCs, PVCs, Provost, and VC. This is a relatively new category of contracts, and in general even academic senior staff are employed on P&T contracts.

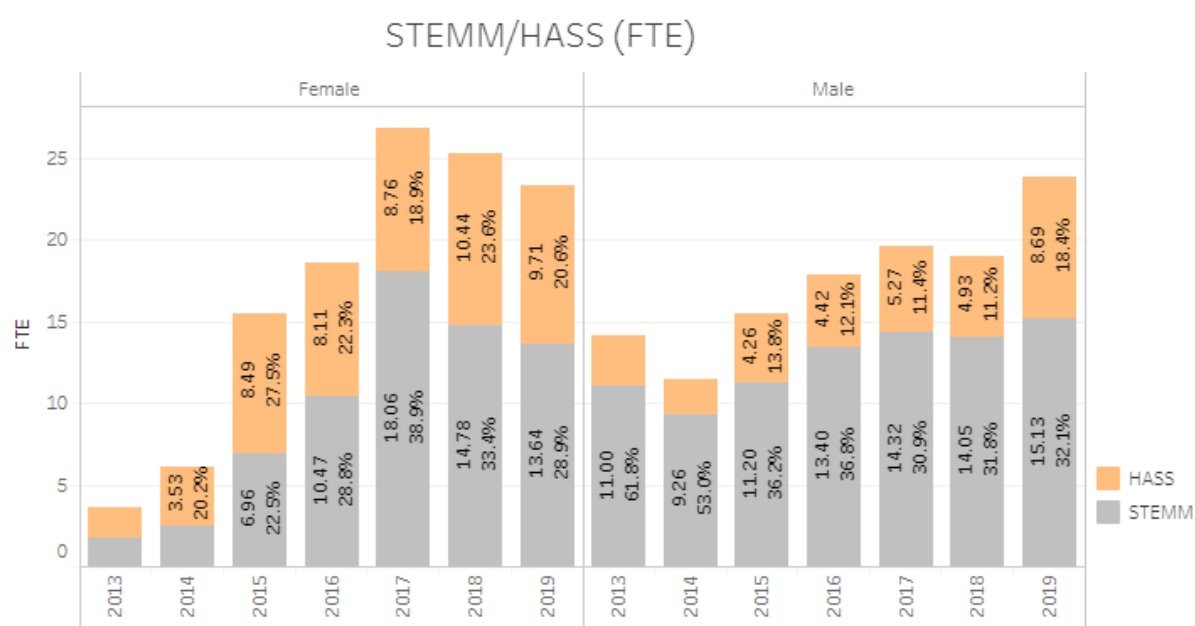


Within the Academy, key leadership roles include Deans, Associate Deans (of Research, Research Education, and Learning & Teaching), and Academic Heads. Dean positions are advertised externally, while Associate Dean and Academic Head positions tend to be advertised internally with a call for Expressions of Interest.

Figure 5.13 shows the proportion of women and men in these leadership roles by FTE. Again, the representation of women has improved in recent years, and in STEMM the proportion was approximately equal in 2019. However, these women in leadership are concentrated in DTHM, with just one woman in a leadership role in CSE in 2019 (and none in 2020).

As the representation of women at Level D has increased in recent years, we expect to see these leadership roles continue to be fairly equitable.

Figure 5.13 Academic leadership roles by gender and STEMM/HASS. Leadership roles include Deans, Associate Deans of Research, Research Education, and Learning & Teaching, and Academic Heads for each college. Data include total FTE; some leadership roles are employed at lower fractions (ie Academic Heads) as a sub-set of their substantive teaching and/or research position. These data also include staff who filled these roles in an acting capacity at any point throughout the year, at a pro rated FTE.



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

Men slightly outnumber women on both senior management committees (Table 5.10), but this is within an acceptable range given the small numbers.

Table 5.10 Representation of men and women on Senior Management Committees. Data show membership as at August 2020.

Senior Management Committee	Appointment	Women	Men
Chancellor's Committee (Council)	4 by role; 1 appointed by Council	2 40%	3 60%
Vice Chancellor's Advisory Committee (VCAC)	By position	9 47%	10 53%
Total		45.8%	54.2%

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

Council is the primary governance body, and it includes a number of influential committees and sub-committees (Table 5.11). These committees include a range of Council members, who may be either JCU staff or experts from outside the University.

Other influential committees include College-level research, learning & teaching, and engagement committees. These are de-centralised so we do not include data for them here.

Across the range of committees, women occupy almost two thirds of positions. This is partially explained by senior leadership roles held by women, such as the VC, who sit on multiple committees.



Table 5.11 Representation of men and women on influential institution committees as at August 2020; \* includes 1 Council member awaiting appointment by the Queensland Government.

Influential Institution Committees	Staff	Students	External	Appointment	Women	Men
<b>Council</b> Includes JCU staff and external members	✓		✓	3 by role (ex officio); 4 by election; 8 by appointment	10* 66.7%	5 33.3%
<b>Academic Board</b> Includes JCU staff and students	✓	✓		5 by role; 10 by appointment	7 46.7%	8 53.3%
<b>Education Committee</b> Includes JCU staff	✓			14 by position	8 57.1%	6 42.9%
<b>Research Committee</b> Includes JCU staff	✓			11 by position; 5 by appointment	8 40%	8 60%
<b>Research Education Sub-Committee</b>	✓	✓		16 by position; 2 by appointment	15 83.3%	3 16.7%
<b>Audit, Risk and Compliance Committee</b> Includes Council members and external members			✓	2 by role; 6 appointed by Council	6 75%	2 25%
<b>Work Health &amp; Safety-Committee</b> Includes Council members and external members			✓	3 by role; 5 appointed by Council	6 75%	2 25%
<b>Awards and Ceremonies Committee</b> Includes Council members and JCU staff	✓		✓	3 by role; 3 appointed by Council	4* 66.7%	2 33.3%
<b>Finance Committee</b> Includes Council members and external members			✓	3 by role; 5 appointed by Council **Currently 2 vacancies	5* 62.5%	2 37.5%
<b>Estate Committee</b> Includes Council members and external members			✓	3 by role; 5 appointed by Council	6 75%	2 25%
<b>Human Resources Committee</b> Includes Council members and external members			✓	3 by role; 5 appointed by Council	5 71.4%	2 28.5%
<b>Joint Consultative Committee</b> Includes JCU staff & union staff	✓		✓	5 appointed by VC; 4 elected by staff; 6 nominated by unions **Currently 1 vacancy	5 35.8%	9 64.2%
<b>Total</b>					<b>62.93%</b>	<b>37.07%</b>

## vi. Committee workload

In focus groups some women highlighted their experience of feeling tokenised or unrepresented on committees. When women are included on committees or selection panels, they told us they feel responsible for knowledge of important legislation such as EEO, or that the men on the committee expect the women to 'keep them in order'.

Women, including senior women, told us they do not always have a voice at meetings. Our research participants feel that male colleagues receive greater recognition and support for ideas presented at meetings, including repeating the same idea that a woman had presented earlier in the same meeting.

Action 5.22 aims to increase meaningful diversity on the more ad hoc, College-level committees by developing diversity principles and reporting procedures for membership.

### 5.22 Improve diversity and voice on committees.

Research participants highlighted feeling underrepresented, or tokenised, on committees and panels, and suggested clear targets for committee membership. Given the small membership of most committees, exactly equal representation is not required in a single year but a five-year average should include 50% women.

Increasing the number of women on committees will not necessarily solve the lack of recognition women told us they experience when they are in meetings.

## vii. Institutional policies, practices and procedures

Gender equity is not currently addressed in the Policy Handbook or the Policy Development and Review Policy, which are the primary sources of information within the University describing how to undertake policy review, development and implementation. Individual teams may use a gender lens when reviewing, or developing, individual policies, but a JCU-wide, coordinated approach to promoting gender equity in the policy development space does not exist. Thus, Action 5.23 introduces a process whereby all policies will be analysed through a gendered lens before ratification.

### 5.23 Undertake a gender analysis of all policies before ratification to ensure the JCU Gender Equality Principles (Action 1.1) are embedded across the University.

Policies that seem gender neutral may have unintended effects for women. Women told us about detrimental effects to changes around, for example, fieldwork policies, which did not consider the realities of women's lives.

#### viii. Workload model

Academic workloads are determined through models designed by each College following principles in the EA. Such principles include a cap on teaching contact hours, with exact teaching workloads determined based on research performance and service commitments. Workload models are a key tool for allocating casual teaching support.

Our research participants identified an expectation of overwork and reported unsustainable workloads. Women felt that they were picking up tasks that had not been resourced properly, particularly pastoral care for students, due to their intrinsic motivation to do the job well. They noted that this work is time-consuming and important to the core functions of the University, yet is neither recognised nor rewarded. Action 5.6, discussed above, aims to make this valuable work more visible.

#### ix. Timing of institution meetings and social gatherings

JCU does not have formal core meeting hours. However, official university meetings typically begin after 11am to enable JCUS staff to attend. Some women in focus groups did tell us that attending meetings early or late in the day can be a challenge when juggling caring responsibilities.

JCU has long relied on videoconferencing to allow for teaching and meetings between campus locations. In recent years, meetings have used Zoom, allowing for staff to join remotely. And as a result of COVID-19, 2020 has seen most meetings become remote to observe safe physical distancing. Thus, attending meetings remotely, including with children nearby, has become far more normalised. The extent to which this practice continues remains to be seen, and of course it does not solve all the problems women with caring responsibilities face in attending meetings, but it does make an important start.

#### x. Visibility of role models

Few events are organised by JCU centrally; instead, events are typically led by organisational units or by individual staff. This makes it difficult to track the gender balance of speakers and chairs at these events. However there are sometimes external guidelines imposed – for example, an individual staff member organising a conference for their discipline association may have to meet diversity guidelines of that association. Further, there is a general awareness of the need for gender diversity in such events. Where there have been all-male panels in recent years, it has been noteworthy. At the moment this awareness of diversity is not particularly intersectional and more work needs to be done to ensure that speakers from a range of backgrounds are visible as role models in the institution. We will continue to monitor this and consider effective actions, but this currently falls outside our Action Plan's priority areas.

JCU Marketing provides a toolkit of images for use in promotional materials which include a diverse range of staff and students. Again, it is difficult for us to track this formally but we note instances of deliberate diversification of marketing materials. For example, when advertising several academic positions in CSE, images of women were chosen to highlight the value of gender diversity.

At JCU we have several high profile women in leadership positions, including our Vice Chancellor. Staff have high expectations of these women: qualitative data indicate that they are expected to be consultative and open to dialogue and listening. Yet women in focus groups felt that this style of leadership is not valued by the organisation and that women need to adopt more masculine, competitive behaviour to be able to rise to higher ranks within the University.

## xi. Outreach activities

JCU holds several centralised outreach events, like Open Day and University Experience, and a number of smaller events that are arranged within specific organisational units. These events vary; some are during regular hours and others are on evenings and weekends.

Academic workloads include a baseline recognition of participation in engagement and outreach activities, but our qualitative data suggest that this work is not evenly distributed amongst staff. Our conversations with leaders suggest that this is deliberate; some staff are particularly good at outreach, and particularly enjoy it, while others are less so. Nonetheless, there is a real chance that this work may be outside the workload of those who do it most often. Action 5.24 aims to work with College Marketing & Engagement coordinators to keep track of who contributes to these outreach events. This will allow for those staff who do the most to be recognised for their efforts in workloads and promotion processes in a more systematic way.

### 5.24 Monitor outreach event staffing.

Outreach events may occur outside of normal working hours and may clash with caring responsibilities, or be held during working hours and clash with time for research, postgraduate supervision, etc. Because this is important and necessary work for the university, it needs to be evenly distributed across all staff and/or be appropriately accounted within workloads.

## xii. Leadership

In response to feedback on our previous application for SAGE Athena SWAN Bronze accreditation, a number of key actions have been undertaken to demonstrate embedded leadership and support for gender equity at JCU.

First, considerable thought has been given to the role of the Gender Equity Action Research (GEAR) team, its membership, and how it relates to University leadership. The GEAR is now chaired by the VC, and its key function is to offer guidance and support to senior leaders who are accountable for the actions. These “action owners” will report on their progress on actions to VCAC and to the GEAR via regular check-ins with GEAR Coordinators. GEAR Coordinators have been resourced centrally and locally - these positions are currently filled by a Level D academic and a HEWL 9 HR professional who bring considerable expertise to the roles.

Another key aspect of our revision process has been direct conversations between SAT Coordinators and leaders and managers. These have focused on the problems identified in our research, how they manifest within a specific staff group, and the actions to address them. These conversations have allowed for significant refinement of our Action Plan.

Further, as we have prepared this revision, we have communicated with leadership about our findings and our Action Plan. JCU’s Chancellor is strongly committed to equity & diversity principles and affirmed the institutional support for this application following a presentation to Human Resources Committee in August 2020.

Finally, and importantly, conversations about gender equity & diversity are not limited to this application. Athena SWAN Bronze is a mechanism to progress our equity journey, not a goal in itself. JCU leaders have had important conversations about the gendered impacts of working from home during COVID-19, and have applied a gendered lens to resource reallocation requests during this period, for example. Likewise, the JCU Senior Staff Conference in November 2020 includes equity & diversity as a central theme. JCU has contracted Professor Lisa Kewley to model the impacts of recent demographic changes and the strategies outlined in this application. This conference, attended by Senior Staff and the professoriate, sets the tone for leadership priorities in the year ahead, and is an important place to have conversations about gender equity & diversity.



## 6. SUPPORTING TRANSGENDER PEOPLE

Recommended word count: 500 words

Actual word count: 426 words

### i. Current policy and practice

JCU has begun to put measures in place to support trans and non-binary students and staff. The Discrimination, Bullying, Harassment and Sexual Misconduct Policy covers discrimination or harassment on the basis of gender identity.

Policies that apply to students are more advanced than those for staff. Students may change their recorded gender via a brief electronic form. This form requires no evidence if gender is changed to Other, and if changed to male or female evidence can be from a medical or mental health professional, or official government recognition of affirmed gender. The Change of Personal Details page clearly states "Gender affirmation surgery and/or hormone therapy are not pre-requisites for recognising a change of gender in JCU records." There are provisions in place for a graduate whose gender has changed to receive a reissued testamur.

All staff are assigned a gender by HR staff (male, female, or not required) at the time of employment. There are no policies in place for staff to easily change their recorded gender, nor can gender be self-managed in the online HR portal. Changes to employee information happen through a generic online form (ServiceNow) that covers all employee information.

In 2018 JCU joined the Pride in Diversity program. This program aims to increase LGBTI Awareness, institute Ally Training, and review JCU policies. The Ally Network was established in 2018 and will now focus on supporting LGBTQIA+ staff and students, and increasing visibility.

### ii. Review

Our systems do not allow staff to self-select gender, as per the Australian Government Guidelines on the Recognition of Sex and Gender. Thus, the quantitative data we have does not allow for monitoring trans or non-binary genders within our analysis.

Monitoring is currently qualitative and individualised. The Ally Network will provide an important source of ongoing information about the experiences of trans and non-binary staff and students at JCU. The communication between the Ally Network and the GEAR via the Community of Practice (Action 2.1) will be essential here, and trans women will be welcome at GEAR Forums (Action 3.2) as well.

#### 2.1 Establish an Equity & Diversity Community of Practice.

JCU has no Equity & Diversity committee to assist with coordination of the work of these groups. Rather than introducing another layer of reporting and committee work, the Community of Practice will allow the existing committees to work together effectively by information-sharing and strategic partnerships.

- 3.2 Establish GEAR Forums as an ongoing feedback mechanism for women at JCU.**  
There was an overwhelming level of interest in the qualitative research for the Athena SWAN application, indicating that women at JCU want to share their opinions and experiences, and do not currently have an appropriate avenue for doing so. Moreover, the Athena SWAN Focus Groups became a collective problem-solving space where women worked together to find solutions – including letting each other know about entitlements. This moves the problem of gender inequity from the individual to collective and structural.

### iii. Further work

Action 6.1 identifies short-term and longer-term changes to HR systems to enable staff to identify their own gender and transition more easily. Removing administrative hurdles sends important messages that JCU is a safe space.

Action 6.2 focuses on adapting infrastructure to best meet the needs of all genders.

Action 5.12 supports staff across the University with training that ensures trans and non-binary staff are included and do not face discrimination. A key deliverable in this action is development of training materials for managers who have a trans or non-binary staff member.

- 6.1 Update HR processes to be more inclusive of trans and gender diverse staff.**  
Currently JCU staff do not self-identify their gender, but rather HR staff input gender into the system with assumptions based on title, name, and sometimes photographs. This is not in line with the Australian Government Guidelines on the Recognition of Sex and Gender, which recommends people be allowed to select their gender (M/F/X) on personal records.  
Changing one's gender within the existing HRMS is currently possible but no information is provided to explain this process. Removing procedural hurdles like this sends an important message that JCU is a safe and inclusive workplace for staff of all genders.
- 6.2 Update infrastructure to adopt best practice in gender inclusive signage.**  
The physical environment of the university sends clear messages about the institution's priorities. Further, it directly impacts staff and student safety and security. While numbers of trans & non-binary staff and students are expected to be very small, inclusive infrastructure is important to have in place to send a positive message about diversity at JCU.

#### 5.12 Incorporate gender equity & intersectionality into training across JCU.

Throughout the action plan, targeted training programs are proposed for staff on selection panels, promotion panels, and for managers. The latter is especially important given how much of our data focused on inconsistent implementation of policies and procedures. Further, throughout 2019 and 2020, training on respectful relationships, consent, and responding to sexual assault & harassment has been developed for all staff and students at JCU, with targeted programs for HDR advisors, students living on colleges, and so on.

Rather than add another all-staff training program, this action seeks to embed JCU's gender equality principles (Action 1.1) in existing training programs. This will ensure that leaders across the University take ownership for the culture change required to move towards gender equity & intersectionality.

## 7. INTERSECTIONALITY

Recommended word count: 500 words

Actual word count: 436 words

### i. Current policy and practice

The Discrimination, Bullying, and Harassment Policy recognises a number of intersectional factors (sexuality, gender identity, disability, impairment, race, accent, colour, national or ethnic origin, nationality, ethnicity, descent or ancestry, immigration, age, religion, and more) and acknowledges that someone may be discriminated against or harassed because of a combination of them.

In addition, the Students with Disabilities Policy and a number of teaching-related policies outline the University's responsibility to accessibility. A number of recent infrastructure changes, such as the Veranda Walk project in Townsville, have increased the overall accessibility of the campus for mobility- and vision-impaired staff and students.

### ii. Review

HR data currently lack in-depth information about many key intersectionality indicators. We do have data on staff from non-English speaking backgrounds, staff with disabilities, and Indigenous staff (see Section 8). Given small numbers, this section focuses on JCU as a whole rather than narrowing down to STEMM, and do not disaggregate by gender.

The proportion of JCU staff from non-English speaking backgrounds has remained fairly steady in the past five years (Figure 7.1). NESB data comes from the Commencement Form and is not a mandatory field, so may reflect underreporting. We also note that language does not perfectly correlate to racial and ethnic diversity, but these data are not currently collected.

Both women and men face stereotypes related to culture, race, or ethnicity. Women in focus groups noted racism, including comments on their bodies, especially via Student Feedback.

The stereotypes I experience are more based on my cultural identity more than anything. I work in a female dominated team so I don't experience sexism that much in the workplace, but I do experience racism, or micro-aggressions. This is something I have experienced my whole life so I wasn't expecting Higher Ed to be much different but it's still shits me no end.  
(*Woman testimonial participant*)

Since 2013, staff with disabilities have remained extremely small as a proportion of all staff (Figure 7.2). This is likely because staff must proactively request their disability be added to their HR profile via ServiceNow. It is likely that many staff have not disclosed their disability.

Figure 7.1. Total JCUA staff who identify as NESB, FTE and headcount. As a proportion of all staff FTE (2019), NESB staff make up 6.7%; as a proportion of all staff headcount, NESB staff make up 15.2%.

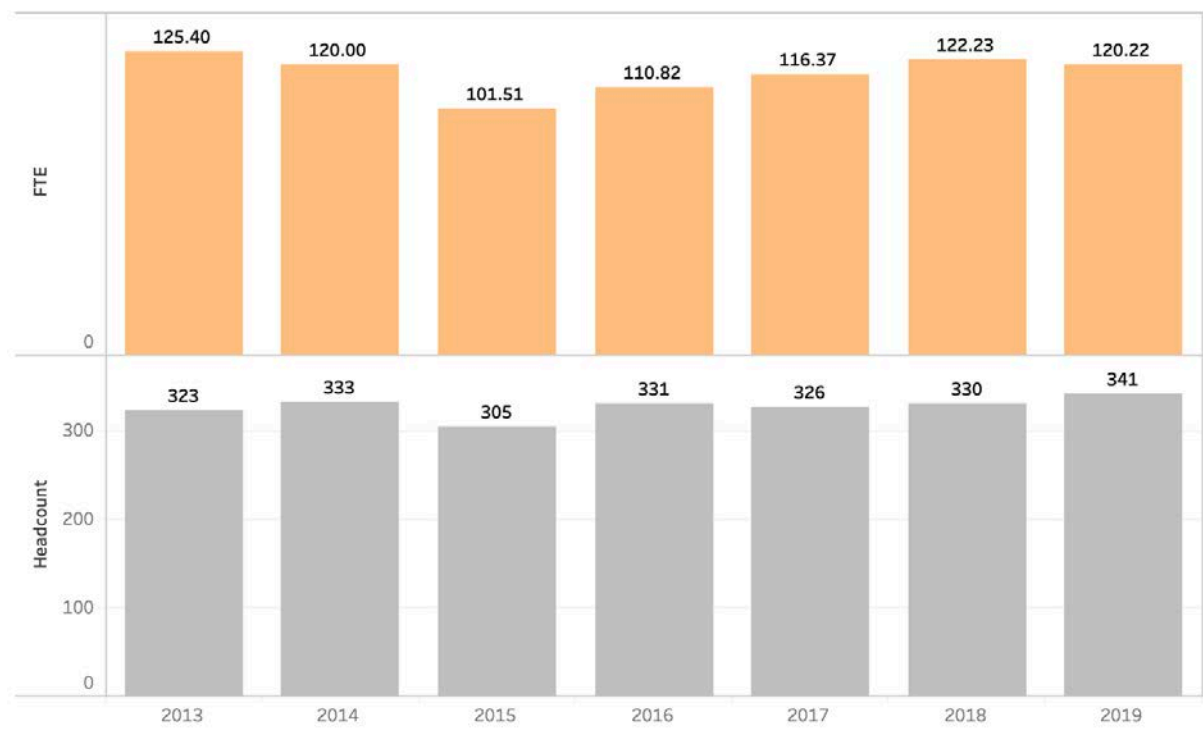
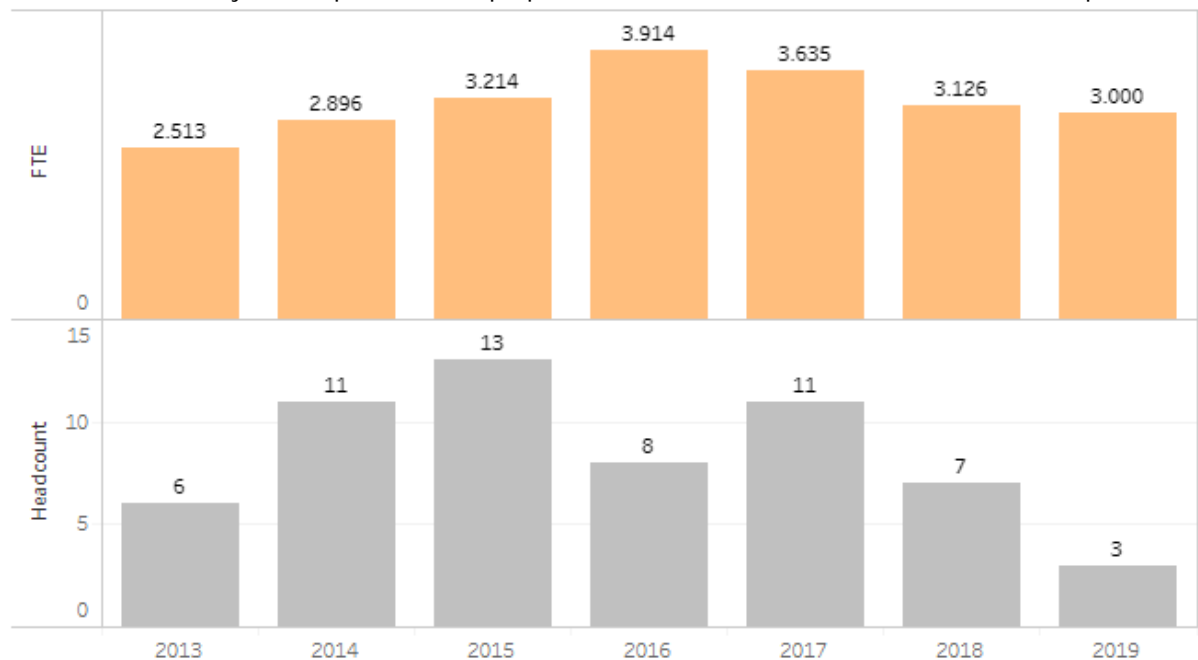


Figure 7.2 Total JCUA staff with a disability, FTE and headcount. As a proportion of all staff FTE (2019), staff with a disability make up 0.17%; as a proportion of all staff headcount, NESB staff make up 0.13%



### iii. Further work

Better quantitative data will help us understand intersectionality and develop targeted actions (Action 3.1).

Issues of intersectionality are central to the broad revisions to existing training programs, and will include discussions of the harmful impact of intersecting prejudices and stereotypes (Action 5.12). Likewise, a review of Student Feedback mechanisms is underway, and gender equity & intersectionality have been raised there (Action 7.1).

JCU Estate have proactively committed to accessibility, and are responsive to requests to adapt lab and office spaces for staff with disabilities. A review of the policy will more proactively affirm that commitment to accessibility (Action 7.2).

#### **3.1 Improve quantitative data tracking, analysis, and monitoring.**

Evidence-based strategies for gender equity rely on the quality of the evidence. While good data exist within JCU, it isn't all accessible for regular, systematic monitoring. Improving the consistency of how we collect data and collating it all in one place is an important step in ensuring that we are able to measure progress, identify problem areas, plan for the future, and develop good actions.

#### **5.12 Incorporate gender equity & intersectionality into training across JCU.**

Throughout the action plan, targeted training programs are proposed for staff on selection panels, promotion panels, and for managers. The latter is especially important given how much of our data focused on inconsistent implementation of policies and procedures. Further, throughout 2019 and 2020, training on respectful relationships, consent, and responding to sexual assault & harassment has been developed for all staff and students at JCU, with targeted programs for HDR advisors, students living on colleges, and so on.

Rather than add another all-staff training program, this action seeks to embed JCU's gender equality principles (Action 1.1) in existing training programs. This will ensure that leaders across the University take ownership for the culture change required to move towards gender equity & intersectionality.

### **7.1 Investigate alternatives to existing Student Evaluations of Learning and Teaching (SELT).**

Staff noted that women in particular receive negative comments in student feedback, including comments on their bodies, and/or racial microaggressions. This is consistent with published research which finds anonymous student feedback is influenced by the teacher's gender and race<sup>13</sup>.

Teaching feedback contributes to staff members' PDP discussions, and to promotion applications, and harmful feedback can damage opportunities for career progression.

While student feedback is important, JCU has a duty of care to staff to ensure that they are not subjected to harmful comments in student feedback. Currently, such comments are explicitly not allowed, but it is up to staff to request they be removed.

### **7.2 Ensure accessibility is central and positively affirmed in the Space Allocation & Management policy.**

JCU meets the legislative requirements and Estate are committed to improving accessibility at JCU. For example, both main campuses now have wide, covered pathways; new buildings and refurbishments are increasing availability of lifts; and there is a commitment to adapt spaces like lab facilities as needed. However, the current policy focuses on requirements rather than positive inclusivity.

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<sup>13</sup> [Mitchell & Martin 2018](#), [Boring 2017](#), [Martin 2016](#), [MacNeill, Driscoll & Hunt 2015](#), [Reid 2010](#)

## 8. INDIGENOUS AUSTRALIANS

Recommended word count: 500 words

Actual word count: 604 words

### i. Current policy and practice

JCU has a long-standing commitment to improving equity with Aboriginal and Torres Strait Islander staff, students, and communities:

- 1991: Centre for Aboriginal and Torres Strait Islander Participation, Research and Development established
- 1998: Centre becomes School of Indigenous Australian Studies (SIAS)
- 2008: JCU Reconciliation Statement released
- 2014: SIAS moves to Senior Deputy Vice Chancellor (now Provost) portfolio and centralises support staff
- 2015: Reconciliation Action Plan (RAP) 2015-2017 launched
- 2016: Pro Vice Chancellor Indigenous Australian Education & Strategy appointed  
SIAS becomes Indigenous Education and Research Centre (IERC)
- 2020: RAP 2020-2022 launched

The RAP commits to increase Aboriginal and Torres Strait Islander employment, and also identifies important STEMM outreach events coordinated by the Indigenous Education and Research Centre (IERC).

The IERC has implemented initiatives including summer and winter schools and enrichment programs, participation in STEMM research projects to foreground Indigenous knowledges, and strengthened student support roles. The IERC Operation Plan includes a target to:

*Achieve participation rates of Indigenous students in STEM disciplines at levels higher than the sector average for Indigenous students.*

These strategies are part of a concerted effort to remove pipeline blockages that prevent Indigenous students from progressing to University and succeeding once they get here, and potentially moving into academic careers in the future.

JCU's Australian Aboriginal and Torres Strait Islander Workforce Strategy 2021-2025 is currently under development by an Indigenous Action Group of Indigenous and non-Indigenous staff, chaired by a senior Indigenous academic woman. The Workforce Strategy will further develop employment pathways for Indigenous staff.

The Indigenous Action Group also directs JCU's RAP, and the Universities Australia Framework for Indigenous Employer of Choice. The Group includes 4 women and 3 men and takes an intersectional lens, including developing actions to increase Indigenous women's participation in STEMM through, for example, targeted recruitment.

### ii. Review

As a proportion of JCUA FTE, Indigenous staff make up just 2.7%. While this is level with the Australian population, it is far below population rates in northern Queensland (10% in Cairns and 8% in Townsville).

While JCU has committed to increasing employment rates, the number of Aboriginal and Torres Strait Islander staff has steadily declined since 2013 (Figure 8.1). Worryingly, this decline is concentrated amongst academic women; numbers of P&T women have remained relatively stable since 2015.

Looking closer at academic staff, Indigenous women have seen growth at Level D following a decline in 2015, but two Level E women, one STEMM and one HASS, have left the University since 2017. All other academic levels have declined since 2015.

The decline in staff is not mirrored by a decline in students, however (Figure 8.3). Further, the retention of those students is improving, which suggests that the support priorities implemented by the IERC are having a positive impact.

Figure 8.1 Aboriginal and/or Torres Strait Islander staff at JCUA by gender and contract function, 2013-2019.

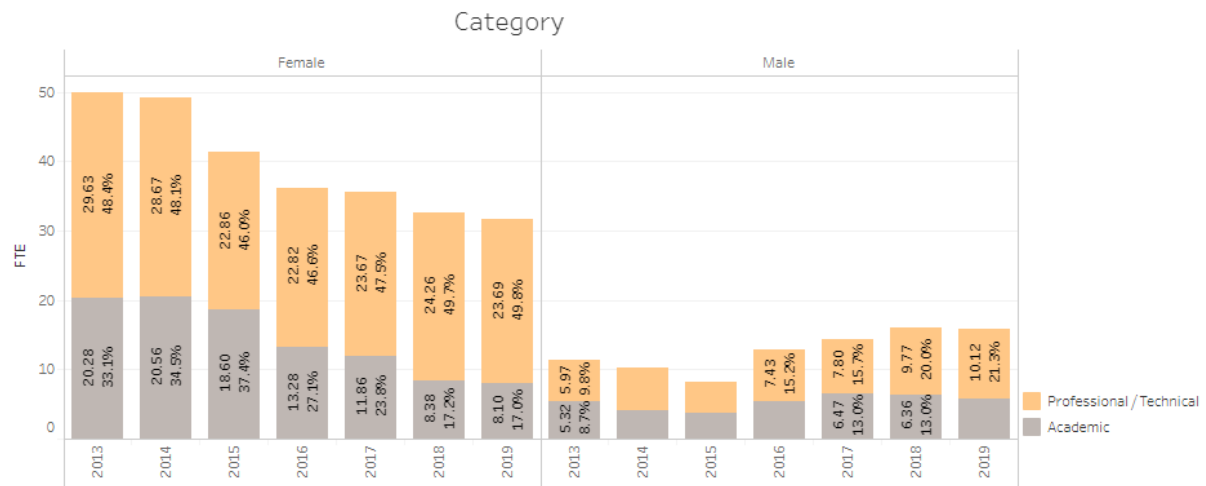


Figure 8.2 Aboriginal and/or Torres Strait Islander staff at JCUA by gender and academic level, 2013-2019. All academic staff are shown.

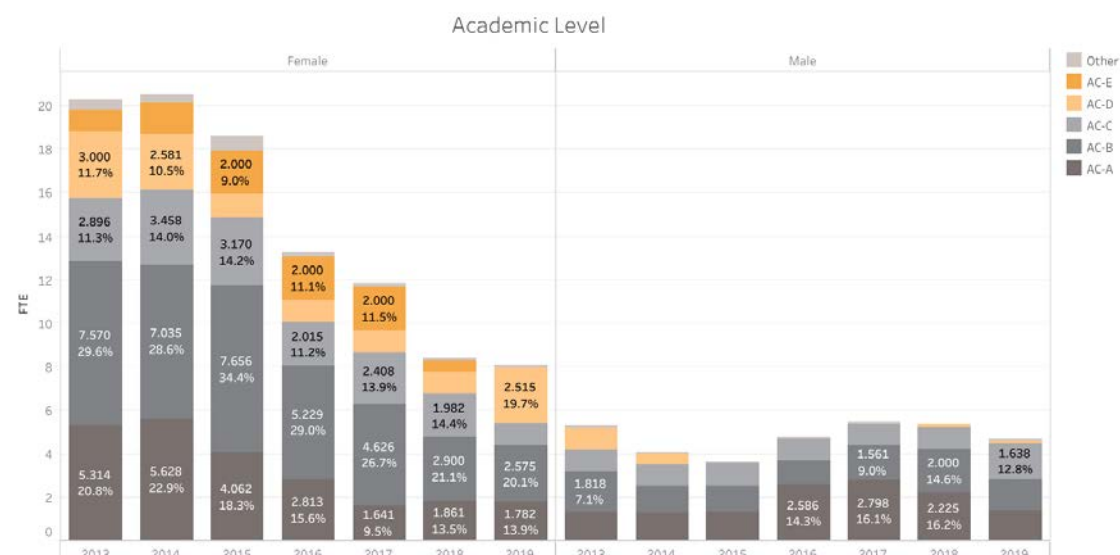
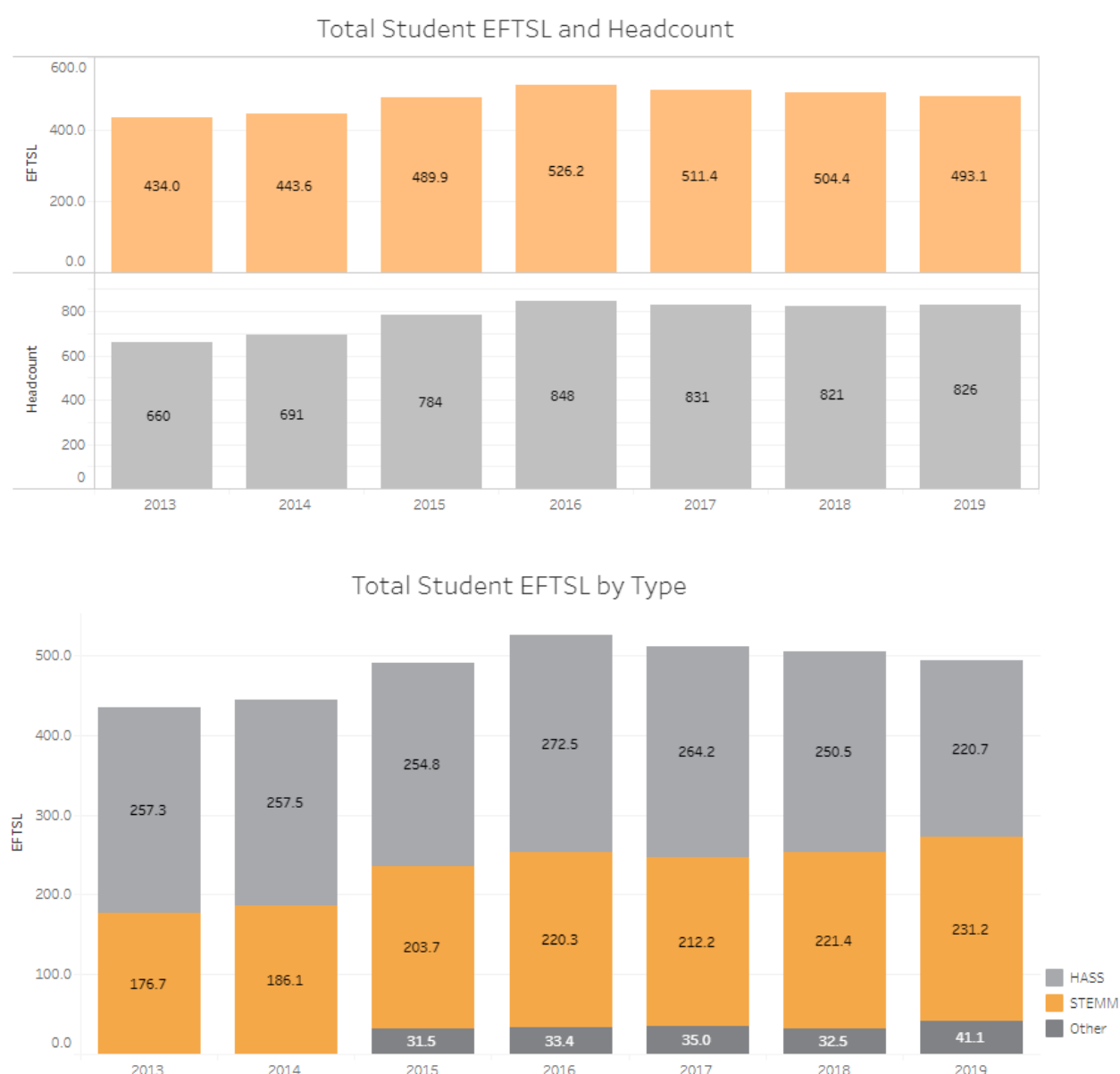


Figure 8.3 Aboriginal and/or Torres Strait Islander students, 2013-2019. Top panel shows total student FTE and head count. Bottom panel shows FTE by STEMM/HASS.



### iii. Further work

The decline in Aboriginal and Torres Strait Islander staff is worrying. The EA 2016-2021 includes a target 3% or 53 FTE positions held by Aboriginal and Torres Strait Islander staff, excluding casuals - and in 2019 we employed 40.19 FTE excluding casuals. The Australian Aboriginal & Torres Strait Islander Workforce Strategy will respond to this downward trend with targeted actions, and we do not seek to duplicate its efforts here. However, Action 8.1 seeks to ensure gender equity in that strategy's implementation.

Further, in the same way that gender equity is seen as women's work, Indigenous equity is often seen as the responsibility of the IERC. However, any improvements in equity for Aboriginal & Torres Strait Islander people require a whole-of-university approach. The Indigenous Action Group shares two common members with the GEAR, who will ensure the respective Action Plans complement one another and avoid duplication. Action 8.2 seeks an intersectional approach to the implementation of the RAP.

**8.1 Increase representation, engagement and retention of Indigenous women.**

The Australian Aboriginal & Torres Strait Islander Workforce Strategy 2021-2025 includes a number of actions that can include a gendered lens to ensure all Aboriginal and Torres Strait Islander staff benefit.

**8.2 Take an intersectional approach to RAP implementation.**

JCU's Reconciliation Action Plan includes a number of important items. The Gender Equity Action Plan endorses and supports those actions without seeking to replicate them here. However, it is important that some attention to gender equity is given to the implementation of those actions, to ensure that all Aboriginal and Torres Strait Islander staff benefit from the RAP.

## 9. FURTHER INFORMATION

Recommended word count: 500 words

Actual word count: 77 words

### *A note about language*

The words 'sex' and 'gender' have different meanings in different contexts, and are often conflated and used interchangeably in everyday language. We appreciate that there are a range of theories about 'gender' and 'sex', and tensions to be managed with respect to the role biology and identity plays in questions relating to sex and gender. As a university committed to Academic freedom, we strive to be clear, and respectful of all people, in our language and actions.

## 10. ACTION PLAN

JCU's Action Plan is organised across four key priority areas:

- Recruitment
- Retention
- Career Progression & Promotion
- Governance & Implementation

The Plan sets out an ambitious, but achievable path towards JCU's gender equity goals over the next four years. Our University Council, University Executive, and Senior Management Group are fully committed to its success and, as our qualitative research demonstrates, there is a strong base of support and leadership coming from women spread across the institution.

We will celebrate and share successful initiatives that in place in some work units with other areas of JCU. The actions set out here are designed to be enabling, each a building block towards cultural and systemic change.

JCU's shared services model, and commitment to a OneJCU approach, provides one mechanism for supporting excellence consistently across the institution. The DVC, Services & Resources is accountable for enabling a number of the actions, in partnership with the Academic Divisions and Colleges, Research Institutes, and Directorates.

The Plan includes a column indicating the Action Owners, as well as the managers and staff most likely to undertake the work. This is indicated in the Plan according to the following symbols:

### Legend:

Accountability (@):

Responsibility (®):

Consultation &  
collaborations (©):

Senior Leader who is the  
action owner

staff member responsible  
for the action

other staff or groups  
involved in the action

Where an item has more than one Action Owner, the Vice Chancellor will take the lead on reporting progress to the GEAR, and to VCAC.

The Action Plan also includes an embedded Progress Dashboard to allow for regular tracking of progress. Progress is indicated according to the following colours:

### Progress Indicators

Not due to start

Not yet started

In progress

Completed



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						2020				2021				2022				2023				2024					2025			
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Priority Area: Recruitment																														
5.3	52; 58	<b>Increase representation of women in STEMM units where they are currently underrepresented.</b>  CSE is the largest STEMM organisational unit at JCU and women are underrepresented in this college. Women make up just 30% of academics in CSE, a rate which has not meaningfully shifted since at least 2013.  CSE is facing significant demographic transition through an aging workforce over the next five years, which provides an opportunity for enacting change.  An important part of change at JCU will be workforce planning and the establishment of internal talent pipelines i.e. internal applicants, such as long-term casuals, who could be transitioned from insecure to secure employment. Pipelines should be established to consider the needs of the organisational unit in terms of skills, gender, age, race/ethnicity, and so on.  The example of CSE’s targeted recruitment strategy demonstrates the success of the talent consultant approach. However, contracting external recruitment agencies is very costly and can only be done for select positions.	At least four vacancies in CSE to be advertised for “suitably qualified women” only. Through the legislation’s positive discrimination provisions proactively attract and appoint women into four vacancies within the College of Science and Engineering.	@ DVC, DTES ® Dean, CSE © HR Manager, Talent	August 2021																								At least 75% of all new vacancies in CSE are filled with women 2020-2025.  CSE to reach 40% women academics by 2023.  Equal gender representation in CSE by 2025.	
		Contract consultant for modelling of likely demographic trajectories to inform decision-making on workforce planning.	@ VC ® HR Manager, ODE ® HR Business Partner DTES © GEAR Coordinators	December 2020																										Documented workforce strategies, including reporting mechanisms by College, by 2023.
		Implement workforce data and analytics processes to determine diversity composition of the work group. Use these data to inform hiring strategies and decisions for under-represented areas within the University.  Prior to recruitment for any position, monitor gender breakdown of that organisational unit as part of workforce planning.	@ DVCs ® Deans © HR Talent Consultants	Launch March 2021  Ongoing planning at least annually																										Quarterly reporting on diversity hires in place by end 2021
		Monitor spending on external talent recruiters by level and diversity brief on a quarterly basis. Develop existing Talent team members to focus on diversity in hiring.	@ DVC Services & Resources ® HR Manager, Talent	Launch January 2021																										

#	Page	Action & Rationale	Key outputs & milestones	Accountability Responsibility Consultation & Collaboration	Actions Completed by	Progress dashboard																				Success Criteria/ Outcome				
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8.1	99	<b>Increase representation, engagement and retention of Indigenous women.</b>	Participate in the updating of the Aboriginal and Torres Strait Islander Workforce Strategy as active members of the Indigenous Action Group to ensure that all actions associated with the RAP and Workforce Strategy implementation are addressing gender inequity for women	@ VC ® HR Diversity & Equity Consultant © PVC Indigenous, Aboriginal & Torres Strait Islander staff © GEAR Coordinator © Manager, Talent	From September 2020 for the duration of the action plan																							Outcomes will be in conjunction with the Indigenous Action Group in line with the RAP and Aboriginal and Torres Strait Islander Workforce Strategy - ensuring increases of representation of Indigenous women staff		
		The Australian Aboriginal & Torres Strait Islander Workforce Strategy 2021-2025 includes a number of actions that can include a gendered lens to ensure all Aboriginal and Torres Strait Islander staff benefit.  JCU is not meeting the Aboriginal & Torres Strait Islander employment targets laid out in the Enterprise Agreement, nor in the Aboriginal and Torres Strait Islander Workforce Strategy.  Aboriginal and Torres Strait Islander women staff numbers have been in decline since 2014.	Undertake quarterly cross-group collaboration ‘check ins’ with the GEAR and IAG to ensure actions are aligned and on track to increasing gender equity for Indigenous women	@ VC © Gear Coordinators © Gear Convenor © JCU Community of Practice	From October 2020 for the duration of the action plan																									

#	Page	Action & Rationale	Key outputs & milestones	Accountability Responsibility Consultation & Collaboration	Actions Completed by	Progress dashboard																				Success Criteria/ Outcome				
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5.1	49; 52	Ensure Recruitment/Attraction, Selection and Appointment Policy, Procedures and processes are contemporary, fit for purpose and support gender equity actions.	Update Policy with reference to UA Best Practice Gender Equality Recruitment Guidelines.	@ DVC Services & Resources ® HR Manager, Talent; Quality, Standards and Policy Officer	June 2021																								By 2023, 100% of Selection Panel members to have completed Equity Training within past 3 years.	
		Women made up less than 30% of applicants for academic jobs of all contract types in 2019, and in CSE only 18.3% of applicants.	Update procedures and processes to align with policy requirements.	@ DVC Services & Resources ® HR Manager, Talent	May 2021																								Selection panels composed of equitable gender representation (averaged across each organizational unit).	
		From the initial stages of recruitment, potential staff members must be made aware of JCU’s commitment to gender equity & diversity.	Develop information sheet/web page outlining JCU’s commitment to gender & equity for inclusion with all job advertisements - with particular emphasis on how the individual workgroups support inclusion.	@ DVC Services & Resources ® Deans and HR Manager, Talent	June 2021																								By 2023, 100% of selection panels include one member external to the organizational unit.	
		JCU currently has no formal equity & diversity training for selection panels. Research finds that training which challenges gender stereotypes results in people being more likely to support equity initiatives, as compared to something like unconscious bias training which may uphold beliefs that focus on inherent differences between men and women.	Develop Information Kits/Fact Sheets to help attract new women with information such as destination services, school searches and job opportunities for partners.	@ DVC Services & Resources ® HR Manager, Talent	June 2021																								Women comprise 50% of academic job applications and at least 40% of applications for STEMM positions by 2023.	
		Ensuring that staff responsible for hiring have undergone training on the social construction of gender stereotypes and the material impacts of this on hiring practices will contribute to more awareness of equity in the hiring process.	Manager Skills Implementation Series (see Action 5.12) will include a session on Recruitment, Selection & Appointment. This training will ensure legislative, policy, and procedural compliance, and is suitable for all staff on selection panels.	@DVC Services & Resources ® Director HR © HR Manager, ODE and HR Manager, Talent	August 2021																									

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		(Action 5.1 cont'd)	Develop Manager Skills Implementation Series Module 2 on Recruitment, Selection & Appointment. Module 2 will focus on equity & diversity, candidate experience, and best practice in talent attraction and hiring.	@ DVC Services & Resources ® Director HR © HR Manager, ODE and HR Manager, Talent	August 2021																									
			Source compulsory Equity Training for selection panel members, to be completed at least every 2 years.	@DVC Services & Resources ® HR Manager, Organisational Development & Equity; HR Manager, Talent	Commenced rollout Q3 2020 and ongoing for duration of plan																									
			Develop centralized reporting process to track selection panels for: gender composition; external member of Selection Panel; completion of Equity Training. Reporting annually to GEAR and VCAC.	@ DVC Services & Resources ® HR Manager, Talent © HR Manager, Services	April 2021																									
			Report on make-up of every selection panel, and indicate composition of short-list and decision on successful candidate through HR online portals.	@ Deans & Directors © HR Talent Consultants	April 2021																									
			Advertise all positions on Indigenous-specific employment websites and provide information on entitlements relevant to Aboriginal & Torres Strait Islander staff.	@ DVC Services & Resources ® HR Manager, Talent	From January 2021 and ongoing for duration of plan																									

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5.4	54	<b>Revise Corporate Induction Policies &amp; Procedures.</b>	Review & revise policy & procedure to include face-to-face or virtual induction sessions with attendance recorded	@ DVC Services & Resources ® HR Manager, Organisational Development & Equity © Line managers	June 2021																							At least 50% of new staff on fixed-term and ongoing contracts attend face-to-face group induction sessions in first year.		
		Qualitative data reveal that many women feel their induction process was inadequate. Qualitative data also highlight the value of meeting colleagues and sharing experiences. Face-to-face group induction sessions will provide more opportunities for staff at similar stages of induction to socialise and learn information. Officially assigned mentors will ensure new staff have a contact person to ask about entitlements, policies, and practices at JCU.	Introduce quarterly, face-to-face or virtual group induction sessions for new staff from all areas of the university. Trial for at least one year, reviewing attendance rates by gender and staff type.	@ DVC Services & Resources ® HR Manager, Organisational Development & Equity	March 2022																						At least 75% of new staff on fixed-term and ongoing contracts attend face-to-face or virtual group induction sessions in 2023.			
5.2	52	<b>Establish casual talent pools more systematically across the university.</b>	Explore technology solutions to enable the use of casual talent pools, searchable by keyword.	@ DVC Services & Resources ® HR Manager, Talent	Late 2022																							Technology enabled management of talent pools through centralised system is in place		
		Women make up 66% of casual FTE and 58% of fixed-term FTE across the University for all contract functions.	Advertise for interested applicants to submit details to online casual talent pool.	@ DVCs, Deans, Directors ® College Managers ® HR Manager, Talent	Mid-2024																						All casual appointments facilitated through the technology platform by end 2025			
		A casual talent pool will ensure that positions go to the best person for the job rather than relying heavily on networks and direct appointments. This might lead to more permanent employment opportunities for the highly feminised casual staff at JCU.	Use casual talent pool across all colleges when appointing staff on casual contracts.	@ DVCs, Deans, Directors ® College Managers	January 2025																									

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Priority Area: Retention																														
5.17	73	<b>Review back-filling practices to ensure a consistent approach is applied across the University to support staff on parental leave</b>	Review current backfilling practices across the University. Present findings and recommendations for best practice to VCAC.	@ DVC Services & Resources ® Director HR © HR Consultant	June 2021																								Women in GEAR forums report improved experiences of back-filling following parental leave.	
		P&T staff are generally completely back-filled while on parental leave but academic staff have very different experiences. Back-filling decisions should be made with consideration for completing the work that needs to be done, and allowing the staff member to maintain research and supervision capacity if desired.	Implement pre-parental leave meetings between staff member, line manager, and HR to inform decision-making about back-filling.	@ DVCs ® Deans and Directors ® Director HR © HR Consultant	July 2021																								HR Payroll team experience a reduction in error rates for parental leave requests	
		A meeting before parental leave commences between the staff member, their manager, and HR will allow for decisions to be made that minimise disruption to women’s careers. Likewise, a re-induction meeting on return to work will aim to smooth the return to work.	Implement re-induction meetings between staff member, line manager, and HR to enhance the return-to-work process. Meetings to include information about return-to-work entitlements (ie reduced teaching load, flexible options) and inquire about whether Keeping in Touch days were utilised, why or why not, and any challenges in their use.	@ DVCs ® Deans and Directors © HR Consultant	July 2021																									

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5.18	73	<b>Maintain employee engagement by consistently utilising Keeping in Touch Days.</b>  Staff have reported inconsistency in how Keeping in Touch Days are administered. This is further complicated by some funding bodies, like the NHMRC, allowing staff to remain active as CIs while they are on parental leave. All staff taking parental leave should be aware of, and able to fully utilise, their Keeping in Touch days if they choose to.	Develop a fact sheet about Keeping in Touch Days with reference to legislation and JCU EA.	@ DVC Services & Resources ® Director, HR; Industrial Relations Specialist	February 2020																							Reliable quantitative data on Keeping in Touch days is easily extracted for analysis.  Women in GEAR forums report improved experiences of accessing Keeping in Touch Days.		
			Fact sheet distributed to all HR Business Partners to ensure consistent and accurate information is widely available across the University.	@ DVC Services & Resources ® Director, HR; Industrial Relations Specialist	March 2020																									
			Fact sheet provided to any staff member on enquiry into Parental Leave.	@ DVC Services & Resources ® HR Business Partners	From September 2020																									
			Manager Skills Implementation Series (see Action 5.12) will include a session on EA entitlements, which will include information for managers about Parental Leave entitlements to ensure Keeping in Touch Days are consistently implemented.	@ DVC Services & Resources ® HR Manager, Organisational Development & Equity; Industrial Relations Specialist	June 2021																									
			Develop monitoring system to record uptake of Keeping in Touch Days.	@ DVC Services & Resources ® Director, HR; HR Manager Services	December 2021																									
			Analyse usage of Keeping in Touch Days and develop actions to improve their accessibility if necessary.	@ DVC Services & Resources ® Director, HR; HR Manager Services	March 2023																									

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5.16	72; 75	<b>Simplify Parental Leave provisions in JCU Enterprise Agreement.</b>  Recent research <sup>1</sup> in Victoria quantified that women contribute 63.2% of unpaid labour, a rate likely to be similar across Australia. At JCU, women take parental leave at a far greater rate than men. JCU cannot single-handedly change the gendered nature of unpaid household labour, but enabling and encouraging partners, especially men, to participate in child-rearing is one way that JCU can contribute to broader social change.	Commitment to this change in the next round of Enterprise Bargaining.	@ VCAC	Completed March 2019																								Increases in median and mean partner leave hours taken.	
			JCU Log of Claims to propose a simplified parental leave clause that remains gender neutral in its language to highlight that the responsibility for parenting belongs to any parent.	@ DVC Services & Resources ® HR Manager, Industrial Relations & Policy	June 2021																									
			Investigate costs and benefits of increasing paid partner leave to 20 days for consideration in next round of Enterprise Bargaining.	@ DVC Services & Resources ® HR Manager, Industrial Relations & Policy	June 2021																									
			Annual monitoring of Paid Partner Leave uptake.	@ DVC Services & Resources ® Director, HR	From September 2020																									
5.21	78	<b>Improve family-friendliness of JCU campuses.</b>  Staff have noted that the campuses are not designed for children. Children are welcome on campus in accordance with the Children in the Workplace and Study Environment Policy. In addition, a number of recent and planned works will increase the visibility of children on campus, such as the co-location of primary and high schools with the university footprint.  To ensure that parents are well-supported, consideration for best practice guidelines from the Australian Breastfeeding Association should be considered for all new buildings and substantial renovations.	Actively consider gender equity and family-friendliness in renovations, new buildings, and campus planning, according to JCU Gender Equality Principles (Action 1.1) and relevant national guidelines such as the Australian Breastfeeding Association.	@ DVC Services & Resources ® Director, Estate	From January 2020																							Women in GEAR forums report improved experiences of family-friendliness.		
			Change parenting room access to swipe card to allow staff who need to use these facilities to independently access them at any time.	@ DVC Services & Resources ® Director, Estate	February 2021																									

<sup>1</sup> <https://www.premier.vic.gov.au/wp-content/uploads/2018/10/181013-Women-Doing-More-Than-Half-The-Work-For-Free.pdf>

#	Page	Action & Rationale	Key outputs & milestones	Accountability Responsibility Consultation & Collaboration	Actions Completed by	Progress dashboard																Success Criteria/ Outcome								
						2020				2021				2022				2023					2024				2025			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4.1	40	Extend eligibility for fixed-term conversion to teaching-only staff when EA is renegotiated in 2021.	Commitment to this change in the next round of Enterprise Bargaining.	@ VCAC	Completed March 2019																							Parity in fixed-term teaching-only positions by 2025.		
		Women make up the majority of fixed-term teaching-only FTE. Extending fixed-term conversion entitlements to teaching-only staff will provide job security to the feminised contingent labour force at JCU. Participants in the qualitative research reported that teaching is undervalued related to research in career advancement.	JCU Log of Claims to include extension of fixed-term conversions to teaching-only staff.	@ DVC Services & Resources ® HR Manager, Industrial Relations & Policy	June 2021																									
4.2	40	Improve implementation of conversion processes.	Formalise HR processes for systematic data collection & proactive management of casual and fixed-term conversions.	@ DVC Services & Resources ® HR Manager, Industrial Relations & Policy	June 2022																						Parity in conversions to ongoing employment.			
		Given the gendered nature of insecure work at JCU, improved conversion processes are likely to speed up equity for women. Some Deans report that they have attempted to reduce casualization by offering staff more secure work which is a positive move, though as it has not occurred through formal conversion processes, no data is available to measure this. A more proactive process will reduce the onus on staff to ask for conversion.	Audit of staff with over 50 contracts with invitation to those staff to apply for conversion, or assessment on why those staff have not been converted, with attention to gender distribution of relevant staff. Findings reported to JCC annually.	@ DVC Services & Resources ® HR Manager, Industrial Relations & Policy © HR Business Partners	December 2022																									
			Develop communication plan (Info_Bytes and Union member updates) informing staff of existing conversion clauses.	@ DVC Services & Resources ® HR Manager, Industrial Relations & Policy © Unions	April 2022 April 2023 April 2024 April 2025																									
			Develop Conversion fact sheet for line managers.	@ DVC Services & Resources ® HR Manager, Industrial Relations & Policy © Unions	April 2022																									

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						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
5.20	77	<b>Begin culture change around flexible &amp; part-time work.</b>	Annual Info_byte email informing staff of existing flexible and part-time entitlements.	@ DVC Services & Resources ® HR Manager, Industrial Relations & Policy	August 2021 August 2022 August 2023 August 2024 August 2025																							Women in GEAR forums report improved experiences of flexibility following return to normal business post-COVID-19.		
		Research participants reported a sense that staff on part-time and/or flexible arrangements are considered less committed to JCU. They have feelings of guilt for taking “time off”, and a need to work outside their rostered hours (including during leave). A key challenge of job-sharing is the cost (ie 2x .5FTEs cost more than 1FTE). Some managers may decide not to backfill positions as a way to reduce budgets. And many staff may not request flexible arrangements due to the perceptions above.	Develop HR page collating staff resources related to flexible and part-time arrangements. Include profiles of 4 staff members from a variety of levels, including men and women, who have taken advantage of these entitlements.	@ DVC Services & Resources ® HR Manager, Industrial Relations & Policy	August 2021																						Maintain high (90%+) return rate from parental leave.			
		Changing attitudes around flexible work is necessary to encourage more staff to take up these entitlements. This kind of culture change is a big job and will not be completed in a short timeframe, but it is important to begin.	Investigate options to improve existing working location flexibility, in consultation with staff and managers.	@ DVC Services & Resources ® Executive Officer DSR	December 2020																									









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						Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4		Q 1	Q 2	Q 3	Q 4
Priority Area: Career Progression & Promotion																														
5.9	57	<b>Strengthen Performance Development Process, incorporating long-term casual staff, to discuss career progression outside of formal promotion. Ensure PDP completion is incentivised via Promotion process and integrated with the Academic Expectations Framework.</b>  Promotion is not the only means of advancing one’s career, particularly for staff in insecure employment. The PDP process can be strengthened to ensure staff enhance their career in ways that are meaningful.	Review existing templates for PDP to ensure fit-for-purpose and inclusion of 360-degree reviews (especially for staff in leadership positions).	@ DVC Services & Resources ® Director HR and Manager ODE	December 2022																								Compliance rates reach 85% for ongoing and fixed-term staff having completed PDP by 2022	
			Manager Skills Implementation Series (see Action 5.12) has a session on PDP with a tailored session for Academic PDP.	@ DVC Services & Resources ® Director HR and Manager ODE © HR Consultants	June 2020																									85% of long-term (>2 years) casual staff have completed PDP.
			Develop a recording and monitoring process via TRIM and report PDP completion compliance to the HR Committee of Council on a six-monthly basis	@ DVC Services & Resources ® Director HR and Manager ODE	June 2021																									Managers to attend PDP training at least every 3 years
			DVCs and Deans to report on completion rates for PDP with all staff, including long-term casual staff who opt-in.	@ DVCs & Deans © Line Managers	June 2021																									
5.6	55; 87	<b>Revise Academic Promotion Policy &amp; Procedure (in conjunction with actions 5.7-5.11 below).</b>  Qualitative data highlights that participants have ‘given up’ on promotions because of complex and bureaucratic procedures and documents. Moreover, there was an indication of perceived prioritising of promotion based on research outputs. Quantifying individual contributions creates competitive work environments, but prioritising collegiality will also increase the value of labour, which is currently invisible and largely performed by women.	Promotion Working Group established to revise Policy. Revisions included a change in focus from individual achievement to collegiality and demonstration of university values and also reducing the burden of applying for promotion for individual staff.	@DVC Services & Resources ®HR Manager, Talent ©Promotion Working Group (Chair of Academic Board; Head, Nursing & Midwifery; Head, Physical Sciences; Director, Cairns Institute; Manager, Talent)	Working group formed from 2018-2019 and is now complete																								Promotion application rates by women in STEMM equal to JCU average promotion application rates (as a proportion of eligible staff), especially at levels D & E.	
			Promotion procedure updated to align with new policy. Procedure revision will focus on reducing the burden of applying for promotion.	@DVC Services & Resources ®HR Manager, Talent	March 2021																									Maintain high success rates (>80%) for women and men in promotion applications.
			Implement new procedures and processes for	@ Provost and DVC Services & Resources	June 2021																									











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Priority Area: Governance & Implementation																														
1.1	7; 80	<b>Develop overarching gender equality principles for JCU.</b>	Consult Athena SWAN principles & JCU Broderick principles to develop a single set of gender equity principles.	@ VC	Completed March 2019																									Qualitative data from GEAR forums indicates broad familiarity with JCU's gender equality principles
		Culture change needs to come from both JCU leadership and from all staff. The Athena SWAN program is built on ten principles and JCU affirms our commitment to these principles. The recent Broderick Review contains three principles: 1. Successful and sustainable change depends on strong and courageous leadership that reverberates through the institution; 2. Effective systems are needed to create a safe and supportive response for individuals who experience sexual harassment or sexual assault and to ensure individuals are accountable for their actions; and Education underpins behaviour change to create a safe, respectful and inclusive culture  A cohesive set overarching principles will be used to guide University planning, training programs, and policy reviews.	Develop tools to assist staff across the University in operationalising these principles. In particular, guidelines for staff developing training and other programs, and audit tools to assess gendered impacts of policies, will be developed.	@ VC ® GEAR Coordinators	December 2020																									
3.1	22; 24; 50; 52; 59; 62; 65; 95	<b>Improve quantitative data tracking, analysis, and monitoring.</b>  Evidence-based strategies for gender equity rely on the quality of the evidence. While good data exists within JCU, it isn't all accessible for regular, systematic monitoring. Improving the consistency of how we collect data and collating it all in one place is an important step in ensuring that we are able to measure	Further develop Tableau data dashboards for data which are currently manually analysed. Priority areas include recruitment and promotion data. These data will improve our abilities to fulfil reporting requirements to WGEA, Reconciliation Australia, AHEIA, and more.	@ VC ® Director Planning, Performance & Analytics © GEAR Coordinators	December 2021																								Quarterly monitoring of data trends in priority areas via Tableau dashboards.  Tableau dashboards allow for analysis of trends by gender and other key indicators.	







