

Victorian Commission for Gender Equality

Progress Report Supporting Document

This supporting document provides additional information to support ACU's Progress Report to the Victorian Gender Equality Commission. The document:

- provides clarification and context about the university's operating environment,
- explains our integrated approach to improving gender equality, diversity, and inclusion (GEDI) outcomes,
- includes additional information to inform the Progress report;
- presents additional workforce data to inform the university's workforce profile and reporting progress against the Gender equality indicators (GEIs).

Setting the Context

The university has undergone a significant program of organisational change which has impacted all areas of the institution during the progress reporting period. The purpose of the change programs has been to position ACU as a stronger, more agile, and resilient institution to meet future challenges, and effectively support Vision 2033, our new strategic plan. Change was driven by several factors including reducing student enrolments, which is having a broad impact on the higher education sector and was an opportunity to right-size and right-profile the institution to address future challenges.

While work continues to progress on GEDI programs and initiatives, major change has impacted resourcing and focus. The revised organisational structure, which included redundancies, portfolio re-organisation and redistribution of work, is being finalised. Practically, a "settling in" period to embed the change will be required to ensure we optimise engagement with GEDI plans and initiatives to enable success. Where an initiative or GEI has been impacted by change, this is referenced in the relevant section of the Progress report, and where applicable, information about future plans to embed inclusiveness have also been included.

Our Approach to Gender Equality, Diversity, and Inclusion

The university's commitment to GEDI remains a priority during this time of institution wide change. In 2021 ACU signed onto the Athena Swan charter administered by Science in Australia Gender Equality (SAGE) and recently received its prestigious Bronze Award accreditation. The accreditation process involved extensive analysis of three years of institutional data and consultation feedback by a self-assessment team consisting of staff from across the university and sponsored by senior leadership. The analysis, which was conducted during the progress reporting period, identified five key barriers to GEDI that are being addressed by a comprehensive seven-year action plan. The implementation of the action plan will focus on addressing the key barriers, which are:

1. Support for career development and progression through professional development and performance appraisal.
2. Support for parents and carers (including childcare).
3. Embedding inclusiveness in the institution's culture.
4. Understanding and improving the experience of staff who experience bullying, harassment, sexual harassment, and discrimination in the workplace.
5. Ensuring the availability of flexible work for all staff members and managing potential impact on career opportunities.

The Athena Swan application evaluation process endorsed the five key barriers as appropriate based on the analysis. The action plan incorporates SMART success measures that enable improved GEDI outcomes.

The university's program of work to improve GEDI outcomes requires an integrated approach which enables alignment of the university's GEDI Framework and the Gender Equality Action Plan (GEAP) with the Athena Swan Action Plan. This is referenced in the **Strategies and Measures** section of the progress report, where action plan items that have transitioned to the Athena Swan Action Plan were voided. This will ensure an integrated approach that optimises available resources to support improved GEDI outcomes.

The Staff Experience Survey

The staff experience survey was completed in October 2023 while significant institutional change, which had commenced in 2022, was still in progress. Engagement with the survey was lower than 2021 (1000 respondents) reducing to 549, which was anticipated given the context. Most staff across the university were directly or indirectly impacted by the change which is likely to have affected participation rates and staff satisfaction results.

The 2021 version of ACU's survey questions were not all consistent with the People Matters Staff Experience Survey template used in 2023, and therefore in some cases, comparative data was not available.

Intersectional Data

Enhancement of intersectional data collection and reporting capabilities to improve the understanding of our workforce is a priority for ACU. Currently the university collects information for gender identity, Aboriginal and Torres Strait Islander peoples and age. Our GEAP includes an action to expand our workforce data collection capabilities to include additional categories such as disability, and cultural background. This program of work was delayed due to the organisational change previously referred to. This project has been prioritised and will be progressed in 2024 to support our efforts to embed intersectionality in our GEDI initiatives and programs.

Progress Report sections supporting information

Gender Impact Assessments

To support the completion of Gender Impact Assessments for this reporting period, the university took the view that embedding intersectionality into the assessments was important. ACU developed an Equity/Gender Impact Assessment template and supporting documentation to help support and guide people when completing assessments.

ACU's Widening Participation Plan for students complemented this process. This began the conversation of equity and inclusion at the university as staff members began to critically evaluate their policies, programs, and services. This was a 6 month whole of institution process that engaged over 23 work areas, including all Directorates, Faculties, and Portfolios. In undertaking the Widening Participation Plan, ACU is working towards equity through the development of an institutional culture of enquiry to highlight and address problematic and deep-rooted structures and practices that result in educational outcome disparities. We have commenced an iterative process to embed equity into the very fabric of the university to increase opportunity and reduce disadvantage by

examining our institutional culture, structures, practices, and processes and shift towards equity-enabling policies, systems, and pedagogical approaches.

While we are pleased with what we have been able to achieve to date, there is still considerable work to be done. The impact of the organisational change in 2022 and 2023 has also impacted our Gender Impact Assessments progress. In 2024, we will continue to progress embedding GIAs across our service areas, increase staff awareness of the GIA process and consider learning and development opportunities that will improve equity and inclusion across our policies, programs, and services.

Clarifying information for Gender Equality Indicator (GEI) Progress Reporting

Additional workforce data is included here to provide further clarification for GEI progress reporting. Data tables are cross referenced in the commentary for the relevant GEIs in the Progress report.

1. Gender Composition at all levels of the Workforce

Table 1 provides a summary of ACU's fixed term and continuing workforce gender composition by classification level at 31 March 2023, referred to in the progress report commentary for this GEI. This data is commonly used in the university's internal and external workforce reporting. It is included here in addition to the gender audit data that reports by level to CEO to provide further understanding of the university's organisational structure.

Table 1: ACU Continuing and Fixed Term Staff Headcount and Percentage - Classification and Level by Gender – 31 March 2023

Academic Staff by Level	Women		Men		Head count	% Women by Level of all Academic Staff (855)	% Men by Level of all Academic Staff (855)	% Women by Level of all Women Academic Staff (515)	% Men by Level of all Men Academic Staff (340)
	Head count	%	Head count	%					
Academic	515	60.7%	340	39.3%	855				
Level A	36	72.1%	14	27.9%	50	4.2%	1.6%	7.0%	4.1%
Level B	246	69.8%	106	30.2%	352	28.8%	12.4%	47.8%	31.2%
Level C	126	54.7%	104	45.3%	230	14.7%	12.2%	24.5%	30.6%
Level D	60	54.8%	50	45.2%	110	7.0%	5.9%	11.6%	14.7%
Level E	29	37.3%	49	62.7%	78	3.4%	5.7%	5.6%	14.4%
Senior	18	51.4%	17	48.6%	35	2.1%	2.0%	3.5%	5.0%
Professional Staff by Level	Women		Men		Head count	% Women by Level of all Professional Staff (1294)	% Men by Level of all Professional Staff (1294)	% Women by Level of all Women Professional Staff (911)	% Men by Level of all Men Professional Staff (383)
	Head count	%	Head count	%					
Professional	911	70.4%	383	29.6%	1294				
HEW 2	1	50.0%	1	50.0%	2	.1%	.1%	.1%	.3%
HEW 3	7	54.3%	6	45.7%	13	.5%	.5%	.8%	1.6%
HEW 4	20	62.7%	12	37.3%	32	1.5%	1.0%	2.2%	3.1%
HEW 5	202	79.9%	51	20.1%	253	15.6%	3.9%	22.2%	13.3%
HEW 6	208	79.4%	54	20.6%	262	16.1%	4.2%	22.8%	14.1%
HEW 7	215	67.1%	105	32.9%	320	16.6%	8.1%	23.6%	27.4%
HEW 8	130	71.0%	53	29.0%	183	10.0%	4.1%	14.3%	13.8%
HEW 9	81	57.4%	60	42.6%	141	6.3%	4.6%	8.9%	15.7%
HEW 10	17	60.4%	11	39.6%	2	1.3%	.9%	1.9%	2.9%
Senior	30	50%	30	50%	60	2.3%	2.3%	3.2%	7.8%
Grand Total	1426	66.4%	723	33.6%	2149				

Casual staff are not included in this table, due to the differences in classification of casual positions. In addition, staff whose gender is self-described are not included in this analysis due to the small numbers and related privacy considerations.

2. Gender Composition of Governing Bodies

No additional information is included for this section.

3. Gender Pay Gap

Table 3 provides a summary of the average gender pay gap for base salary and total remuneration. Analysis regarding the university's gender pay gap is provided in the GEI 3 section of the Progress report.

Table 3 :Average Gender pay gap data for the 2021 and 2023 reporting periods		
	2021	2023
Average Base salary	12.2%	12.7%
Average Total remuneration	14.6%	13.9%

Tables 4.1 and 4.2 detail the university's level by level pay gap analysis for fixed term and continuing staff aligned to our organisational structure and is referred to in the progress report commentary for the gender pay gap GEI.

**Table 4.1: Like-for-like Gender Pay Gap by Classification and Level Academic Staff–
Excluding Casual Staff at 31 March 2023**

	Female		Male		Base Salary GPG	Total Rem GPG
	Average of Base Salary	Average of Total Remuneration	Average of Base Salary	Average of Total Remuneration		
Level A	94,997	112,490	92,039	108,873	-3.2%	-3.3%
Level B	118,082	139,155	119,754	141,524	1.4%	1.7%
Level C	139,252	165,536	140,433	167,670	0.8%	1.3%
Level D	160,796	192,238	158,326	192,032	-1.6%	-0.1%
Level E	195,317	248,302	195,418	267,670	0.1%	7.2%
Senior	291,952	349,650	307,221	375,008	5.0%	6.8%
Grand Total	137,050	163,433	151,347	186,015	9.4%	12.1%

Table 4.2: Like-for-like Gender Pay Gap by Classification and Level Professional Staff– Excluding Casual Staff at 31 March 2023

	Female		Male		Base Salary GPG	Total Rem GPG
	Average of Base Salary (Annualised Full Time Equivalent)	Average of Remuneration (Annualised Full Time Equivalent)	Average of Base Salary (Annualised Full Time Equivalent)	Average of Remuneration (Annualised Full Time Equivalent)		
HEW 2	59,706	73,439	59,722	69,725	0.0%	-5.3%
HEW 3	64,031	75,014	66,189	76,650	3.3%	2.1%
HEW 4	71,486	83,907	72,435	85,894	1.3%	2.3%
HEW 5	79,374	93,526	79,703	93,679	0.4%	0.2%
HEW 6	86,552	102,170	87,523	102,680	1.1%	0.5%
HEW 7	96,745	113,959	97,840	115,557	1.1%	1.4%
HEW 8	109,321	129,046	111,915	134,801	2.3%	4.3%
HEW 9	124,651	152,640	127,839	158,485	2.5%	3.7%
HEW 10	145,237	179,682	156,939	192,900	7.5%	6.9%
Senior	224,808	263,818	270,896	316,315	17.0%	16.6%
Grand Total	99,117	117,487	114,479	136,504	13.4%	13.9%

4. Sexual Harassment in the Workplace

No additional information is included for this GEI analysis.

5. Recruitment and Promotion

Additional recruitment data is not included

Table 5 provides a summary of academic promotions outcomes for 2020 – 2022 that demonstrates increased success rates for women referred to in the Progress report for this GEI.

Level of Promotion	2020		2020 Total	2021		2021 Total	2022		2022 Total
	Women	Men		Women	Men		Women	Men	
Level A to B		1	1	2	1	3			
Level B to C	6	10	16	7	5	12	14	17	31
Level C to D	1	2	3	6	9	15	6	5	11
Level D to E							1	1	2
Grand Total	7	13	20	15	15	30	21	23	44

6. Leave and Flexibility

No additional information is included for this section

7. Gendered work segregation

No additional information is included for this section.