

Section 5 – ACU Athena Swan Bronze Award Action Plan 2024-2030

This action plan sets out a series of actions and initiatives to address the key barriers outlined in this application. For each key barrier, desired outcomes and impacts have been identified that will provide evidence that the key barrier has been reduced and/or removed. The desired outcomes and impacts are listed under the key findings of each key barrier. Each action has been mapped to the desired outcome/impact it contributes to within the action table. Where actions under one key barrier can contribute to outcomes and impacts in another key barrier, this has been captured in the action table.

Key Barrier 1 - Support for career development and progression through professional development and performance appraisal	
	<p><u>Key findings</u></p> <ul style="list-style-type: none"> • Staff satisfaction with professional and career development is low (around 49-58%) with men slightly less satisfied than women • Academic staff have significantly lower levels of participation in professional development programs compared to professional staff • Low levels of satisfaction with skill development to progress careers • Low levels of engagement across ACU with the performance review process (progress plans) • Inconsistent approach to performance and career conversations between supervisors and staff • Women’s representation in Level E academic and senior professional roles is lower than overall gender <p><u>Desired outcomes and impact (DO&I) for Key Barrier 1</u></p> <p>DO&I 1.1 Staff satisfaction engagement survey results relating to career development and progression: DO&I 1.1a 75% satisfaction rating overall, with no differences by gender, for the statement <i>There is commitment to ongoing training and development of staff.</i> DO&I 1.1b 75% satisfaction rating overall, with no differences by gender, for the statement <i>The training and development I received has improved my performance.</i> DO&I 1.1c 75% satisfaction rating overall, with no differences by gender, for the statement <i>I am developing the skills I need for career progression.</i></p> <p>DO&I 1.2 Increased levels of participation in professional development programs by academic staff to 40% participation levels.</p> <p>DO&I 1.3 80% completion of the progress plan by all fixed term and permanent employees with no difference by gender, work fraction, classification, or academic work family.</p> <p>DO&I 1.4 Staff engagement survey results relating to performance appraisal:</p>

	<p>DO&I 1.4a 75% satisfaction rating overall, with no differences by gender, for the statement <i>My performance is reviewed often enough.</i></p> <p>DO&I 1.4b 75% satisfaction rating overall, with no differences by gender, for the statement <i>The performance feedback I am give provides me with clear guidelines for improvement.</i></p> <p>DO&I 1.4c 90% satisfaction rating overall, with no differences by gender, for the statement <i>I understand how my job contributes to the overall success of ACU.</i></p> <p>DO&I 1.4d 65% satisfaction rating overall, with no differences by gender, for the statement <i>Enough time and effort are spent on my career planning.</i></p> <p>DO&I 1.4e 65% satisfaction rating overall, with no differences by gender, for the statement <i>I am developing the skills I need for career progression.</i></p> <p>DO&I 1.5 Increase in the percentage of women at higher classification levels in academic and professional senior roles as follows:</p> <ul style="list-style-type: none"> • Academic Level E 45%W:45%M:10% (W,M,X) • Professional senior roles 45%W:45%M:10% (W,M,X) <p>DO&I 1.6 Reduce the gender pay gap in HEW10 and senior professional staff as follows:</p> <ul style="list-style-type: none"> • HEW10 – reduce to 3% • Senior professional staff – reduce to 10% <p>DO&I 1.7 Increase academic promotions applications from academic women as follows:</p> <ul style="list-style-type: none"> • Gender representation of promotion applications is consistent with workforce representation at each academic level.
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Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 1.1 Ref 3.1i 3.1iv 3.1vi 4.2i 4.2iii 4.2v	Lower levels of engagement in professional development opportunities by academic staff	Co-design a leadership development program with the Centre for Education and Innovation specifically targeting academic staff with leadership aspirations	Q3 2024 – Q4 2026	P&C Centre for Education & Innovation (CEI), DVCR&E	CPO Provost	Contributes to: DO&I 1.1a,b & c DO&I 1.2 DO&I 1.Lo DO&I 1.5 DO&I 1.7 DO&I 2a

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Action 1.2 Ref 4.2i	Lower levels of engagement in professional development opportunities by academic staff	<ul style="list-style-type: none"> a. Communicate professional development opportunities through key channels utilised by academic staff b. Embed accountability for participating in professional development programs into progress plan 	Q3 2024 – Q4 2025	P&C Centre for Education & Innovation	CPO Provost	Contributes to: DO&I 1.1a,b & c DO&I 1.2 DO&I 1.4d
Action 1.3 Ref 3.1i 3.1iv 3.1vi 4.1ii 4.2i 4.2iii 4.2v	Low MyVoice staff satisfaction levels relating to professional and career development	Design and implement a leadership development program for academic (note co-design action above) and professional leaders, managers, and supervisors	Q3 2024 – Q4 2026	P&C	CPO	Contributes to: DO&I 1.1a,b & c DO&I 1.2 DO&I 1.4e DO&I 1.5 DO&I 1.6 DO&I 1.7 DO&I 2a
Action 1.4 Ref 3.1i 3.1iv	Low MyVoice staff satisfaction levels relating to professional and career development.	<ul style="list-style-type: none"> a. Review ACU's development approach, with an inclusiveness lens, to align with the updated capability 	Q3 2024 – Q4 2026	P&C	CPO	Contributes to: DO&I 1.1a,b & c DO&I 1.2 DO&I 1.4e DO&I 1.5 DO&I 1.6

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3.1vi 4.4i 4.1ii 4.2i 4.2iii 4.2v	Feedback around lack of support for leadership development Programs could be improved to support career progress	development framework and future focused skills. b. Implement a development program to support career progression for academic and professional staff cohorts				DO&I 1.7
Action 1.5 Ref 3.1iv 4.2i 4.2iii 4.2iv 4.2v	Less than 50% engagement with progress plan/performance cycle	Revise and relaunch the ACU progress plan as a contemporary and fit for purpose annual performance planning and review process, to support academic and professional staff (inclusive of measures to support completions on an annual basis)	Q3 2024 – Q3 2025	P&C in conjunction with Deputy Provost	CPO VCAC	Contributes to: DO&I 1.3 DO&I 1.4a,b,c, d & e DO&I 1.5 DO&I 1.6 DO&I 1.7
Action 1.6 Ref 4.1i 4.2i 4.2ii 4.2iii 4.2iv 4.2v	Inconsistent support for performance and career conversations from supervisors	Aligned to the relaunched progress plan, review and revise resources for managers and supervisors to support inclusive and impactful performance and career conversations	Q3 2024 – Q3 2025	P&C	CPO	Contributes to: DO&I 1.2 DO&I 1.3 DO&I 1.4a,b,c & d DO&I 1.7

Key Barrier 2 - Support for parents and carers (including childcare) (sub-group barrier)

Key findings

- Data shows highest attrition rates after taking parental leave or in the first six months of returning from leave
- Women are less satisfied than men with ACU's approach to supporting staff with caring responsibilities
- More women than men perceive having family and caring responsibilities as being a barrier to success at ACU
- Workforce data and survey results indicate men are less likely to utilise parental and carers leave.

Desired outcomes and impact (DO&I) for Key Barrier 2

DO&I 2.1 90% "returned" rate of staff returning from parental leave across all staff cohorts and remaining for at least 18 months

DO&I 2.2 Staff satisfaction engagement survey results relating to support for staff with caring responsibilities

DO&I 2.2a 75% satisfaction rating overall, with no differences by gender, for the statement *Having family responsibilities is not a barrier to success at ACU.*

DO&I 2.2b 75% satisfaction rating overall, with no differences by gender, for the statement *Having caring responsibilities is not a barrier to success at ACU.*

DO&I 2.2c 80% satisfaction rating overall, with no differences by gender, for the statement *There is a positive culture within ACU regarding staff who have family responsibilities.*

DO&I 2.2d 80% satisfaction rating overall, with no differences by gender, for the statement *There is a positive culture within ACU regarding staff who have caring responsibilities.*

DO&I 2.2e 80% satisfaction rating overall, with no differences by gender, for the statement *ACU supports employees with family or other caring responsibilities, regardless of gender.*

DO&I 2.3 – Increase in men taking primary carer's leave to 20% across all staff cohorts.

DO&I 2.4 – Increase levels of men taking personal leave across the professional and academic workforce for the following care types:

DO&I 2.4a Carer's with medical certificate - increase to 40%M.

DO&I 2.4b Carer's without medical certificate – increase to 40%M.

DO&I 2.4c Emergency family care – increase to 40%M.

DO&I 2.4d Medical appointment family – increase to 40%M

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 2.1 Ref 4.3i 4.3ii	<p>Data shows highest attrition rate within first 6 months after returning from parental leave.</p> <p>Communication with staff before, during and after parental leave could be improved.</p>	<ul style="list-style-type: none"> a. Consult with staff about their experiences (before, during and returning from parental leave). b. Implement targeted initiatives that will enhance the supports, resources and experiences of staff taking and returning from parental leave. 	<p>Q3 - Q4 2024</p> <p>Q1 2025 – Q4 2027</p>	P&C	CPO	Contributes to: DO&I 2.1 DO&I 2.2a,b,c,d & e
Action 2.2 Ref 3.1vi 4.3i 4.3ii	<p>Communications with staff prior to the return-to-work date are managed at the local level which may lead to inconsistency in the support provided to staff.</p> <p>Educate managers to provide a consistent approach to staff with carers responsibilities.</p>	<p>Develop and embed a managers' guide that:</p> <ul style="list-style-type: none"> a. educates and supports resuming work conversations b. identifies resuming work supports available to staff c. is readily available and 	Q2 2025 – Q4 2025	P&C	CPO	Contributes to: DO&I 2.1 DO&I 2.2a,b,c,d & e DO&I 2.3 DO&I 5.1b,c & d

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
		accessible to all managers.				
Action 2.3 Ref 3.1vi 4.3i 4.3ii 4.3iv	Having family responsibilities and having caring responsibilities is perceived as being a barrier to success at ACU. Improved communication around support offerings. Educate managers to provide a consistent approach to staff with carers responsibilities.	a. Consult with staff about the perception that having a family and caring responsibilities a barrier to success at ACU. b. Implement a program of work, targeted initiatives, resources, and a communication plan that addresses the feedback.	Q3 - Q4 2024 Q1 2025 – Q4 2027	P&C	CPO	Contributes to: DO&I 2.1 DO&I 2.2a,b,c,d & e DO&I 2.3 DO&I 5.1c & d
Action 2.4 Ref 4.3i 4.3ii 4.3iii	Low utilisation of the childcare referral service across ACU.	a. Review and consult with staff regarding the current ACU Childcare Referral service to understand gaps, opportunities, and barriers to utilisation.	Q3 – Q4 2027 Q1 – Q4 2028	P&C	CPO	Contributes to DO&I 2.1 DO&I 2.2a,b,c,d & e DO&I 2.3

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		b. Implement initiatives and/or a service to support working parents.				
Action 2.5 Ref 4.3i 4.3ii 4.3iv	Workforce data and survey results indicate men are less likely to utilise parental and carers leave Encourage men to take time away to share caring responsibilities	Embed a communication and engagement program that: a. promotes and encourages men to utilise parental and carers leave b. includes stories that highlight broader staffing cohorts that utilise parental leave.	Q1 2025 – Q4 2027	P&C in conjunction with Marketing and External Relations	CPO	Contributes to: DO&I 2.3 DO&I 2.4a,b,c & d

Key Barrier 3 - Embedding inclusiveness in the Institution's Culture	
	<p><u>Key findings</u></p> <ul style="list-style-type: none"> • Being a faith-based institution has led to challenges in our community (staff and students) feeling safe, welcomed, and respected • Staff from different intersectional groups/diversity dimensions have inconsistent views around whether there is a positive culture within ACU • Institutional culture survey data indicates senior leaders are not seen as active supporters of diversity and inclusion across different genders and diversity dimensions • Institutional culture survey data indicates consultation with staff could be improved to include different perspectives into decision making <p><u>Desired outcomes and impact (DO&I) for Key Barrier 3</u></p>

	<p>DO&I 3.1 Staff satisfaction engagement survey results relating to Institutional Culture</p> <p>DO&I 3.1a 85% satisfaction rating overall, with no differences by gender, for the statement <i>I feel a sense of belonging at ACU.</i></p> <p>DO&I 3.2a 85% satisfaction rating overall, from Aboriginal and Torres Strait Islander People, for the statement <i>There is a positive culture within ACU in relation to employees who are Aboriginal and/or Torres Strait Islander</i></p> <p>DO&I 3.2b 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to employees from varied cultural backgrounds.</i></p> <p>DO&I 3.2c 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to employees of different genders.</i></p> <p>DO&I 3.2d 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to employees of different age groups.</i></p> <p>DO&I 3.2e 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to employees with disability.</i></p> <p>DO&I 3.2f 85% satisfaction rating overall, with no difference by intersectional group, for the statement <i>There is a positive culture within ACU in relation to who identify as LGBTIQ+</i></p> <p>DO&I 3.3 80% satisfaction rating overall, with no differences by gender or intersectional group, for the statement <i>Senior leaders actively support diversity and inclusion in the workplace.</i></p> <p>DO&I 3.4a 65% satisfaction rating overall, with no differences by gender or intersectional group, for the statement <i>I am consulted before decisions that affect me are made.</i></p> <p>DO&I 3.4b 65% satisfaction rating overall, with no differences by gender or intersectional group, for the statement <i>I am empowered to make decisions to do my role well</i></p>
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Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 3.1 Ref 4.4i 4.4vi	Survey data indicated that senior leaders are not seen as active supporters of diversity and inclusion across all diversity dimensions.	Senior leaders publicly communicate the university's commitment to inclusion and diversity and ACU being a safe and welcoming place for all members of the community.	Q2 2024 – Q2 2028	VCAC	Vice-Chancellor	Contributes to: DO&I 3.1 DO&I 3.2a,b,c,d,e & f DO&I 3.3

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
	Challenges of being a faith-based institution. Need to encourage staff to be their authentic selves in the workplace					
Action 3.2 Ref 4.4i	Survey data indicated that senior leaders are not seen as active supporters of diversity and inclusion.	Senior leaders are required to undertake inclusive leadership training every 3 years.	Q4 2024 Q4 2027 Q4 2030	VCAC	Provost	Contributes to: DO&I 3.1 DO&I 3.2a,b,c,d,e & f DO&I 3.3
Action 3.3 Ref 4.4i		Embed accountability for supporting diversity and inclusion in individual progress plans for all supervisors, managers, and senior leaders.	Q3 2024 – Q3 2025	VCAC	Provost	Contributes to: DO&I 3.2a,b,c,d,e & f DO&I 3.3
Action 3.4 Ref 4.2i 4.4i	Focus group feedback suggested: <ul style="list-style-type: none"> • More diversity in the hiring of senior staff • Encourage inclusiveness and support to growing a diverse workforce • Address unconscious bias 	Develop an education program for supervisors and staff that: <ol style="list-style-type: none"> a. builds understanding and awareness of unconscious bias in the workplace; and b. provides strategies for supervisors and staff to support a more inclusive workplace and improve the experience of underrepresented groups 	Q3 2024 – Q4 2026	P&C	CPO	Contributes to: DO&I 3.1 DO&I 3.2a,b,c,d,e & f DO&I 3.3 DO&I 1.1a & b

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
	<ul style="list-style-type: none"> More visibility valuing the contributions that staff make 					
Action 3.5 Ref 4.4i 4.4vi	Encourage open communication about being a faith-based institution. Address assumptions regarding support for the LGBTIQ+ community	a. Identify opportunities to support and host open conversations about inclusiveness in a faith-based institution (for example, the equity symposium). b. Hold at least two open conversations a year that all staff are invited to attend.	Q2 - Q4 2024 Q1 2025 – Q4 2029	Directorate of Identity & Mission	Provost in conjunction with the Office of the Vice President	Contributes to: DO&I 3.1 DO&I 3.2f DO&I 3.3
Action 3.6 Ref 3.1vi 3.5v 4.2i 4.4i	Increase opportunities to include different perspectives/voices in decision making. Access to committee participation could be improved	Develop inclusiveness guidelines for committees and working groups across the professional and academic workforce to: <ol style="list-style-type: none"> increase different perspectives/voices into decision making; and increase involvement of academic and professional staff in decision making bodies. 	Q2 2026 – Q4 2026	P&C in conjunction with Governance Directorate	VC	Contributes to DO&I 3.4a&b DO&I 1.1a DO&I 1.4d&e
Action 3.7	Demographic data was not available in	Ensure future engagement surveys across ACU include	Q1 2025 – Q4 2025	P&C	CPO	Contributes to: DO&I 3.4a

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Ref 4.4i	engagement surveys for reporting for all diversity dimensions	demographic data questions for all diversity dimensions				

Key Barrier 4 - Understanding and improving the experience of staff who experience bullying, harassment, sexual harassment, and discrimination in the workplace.

Key findings

- Women are less likely to feel safe to challenge inappropriate behaviours at work
- Women are less likely to agree that ACU takes steps to eliminate bullying, harassment, and discrimination
- Staff have indicated an unwillingness to raise formal complaints about inappropriate workplace behaviour

Desired outcomes and impact (DO&I) for Key Barrier 4

DO&I 4.1 Staff satisfaction engagement survey results relating to preventing and addressing bullying, sexual harassment, and discrimination

DO&I 4.1a – 75% satisfaction rating overall, with no differences by gender, or intersectional group for the statement *I feel safe to challenge inappropriate behaviour at work*

DO&I 4.2b – 75% satisfaction rating overall, with no differences by gender, for the statement *ACU takes steps to eliminate bullying, harassment, and discrimination*

DO&I 4.2 – 25% reduction in GEDI survey data for each of the following reasons that staff provided for not submitting a formal complaint of bullying, discrimination, or harassment:

4.2a – didn't think it would make a difference

4.2b – belief there would be negative consequence to reputation

4.2c – belief there would be negative consequence to my career

4.2d – I thought the process would be embarrassing or difficult

4.2e – I was advised not to

4.2f – I didn't feel safe to report it

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 4.1 Ref 4.4ii	Complaint data is not available for issues raised informally with managers	Explore options to implement a process and/or mechanism whereby informal complaints raised can be tracked to support early intervention and prevention of inappropriate workplace behaviour.	Q1 - Q3 2025	P&C	CPO	Contributes to: DO&I 4.1a & b
Action 4.2 Ref 4.4ii	Improve the experience of staff who experience bullying, harassment, sexual harassment, and discrimination in the workplace. Increase support for complainants	<ul style="list-style-type: none"> a. Develop a process to assess a complainant's satisfaction with ACU's formal complaints processes. b. Utilise this feedback to implement initiatives to improve the experience of staff. 	Q4 2024 – Q2 2025 Q1 2026 – Q4 2028	P&C	CPO	Contributes to: DO&I 4.1a & b DO&I 4.2a,b,c,d,e & f
Action 4.3 Ref 4.4ii	Low satisfaction rates in survey responses to the question that ACU takes steps to preventing and addressing workplace bullying, harassment, and discrimination. Data indicated staff are unwilling to raise formal complaints because:	<ul style="list-style-type: none"> a. Review bullying, harassment, sexual harassment, and discrimination, policy and response processes. b. Identify and implement practical ways to incorporate care and support 	Q3 2024 – Q4 2025 Q1 2026 – Q4 2028	P&C	CPO	Contributes to: DO&I 4.1a & b DO&I 4.2a,b,c,d,e & f

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
	<ul style="list-style-type: none"> • they don't feel it will make a difference • of the perceived negative consequences for reputation and career • of the process being embarrassing or difficult • they don't feel safe to do so • they were advised not to 	mechanisms for complainants.				
Action 4.4 Ref 4.4ii	Low survey satisfaction rates to the question that ACU takes steps to preventing and addressing workplace bullying, harassment, and discrimination	Review and update staff webpages to improve visibility and provide clear advice, information, and resources for staff about the complaints process and the support mechanisms available to them.	Q1 2026 – Q4 2028	P&C in conjunction with MER	CPO	Contributes to: DO&I 4.1a & b DO&I 4.2a,b,c,d,e & f

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 4.5 Ref 4.4i 4.4ii	<p>GEDI data indicates that more women than men feel unsafe to challenge inappropriate behaviours at work.</p> <p>Data indicated staff are unwilling to raise formal complaints because they don't feel safe to do so.</p>	<p>Develop and embed an ACU bystander action framework with supporting policies, procedures, and resources to empower bystanders to act on inappropriate workplace behaviours.</p>	<p>Q1 2026 – Q3 2027</p>	<p>P&C in conjunction with Student Support Services Directorate</p>	<p>Chief Operating Officer & DVC (Administration)</p>	<p>Contributes to: DO&I 4.1a DO&I 4.2a,b,c,d,e & f</p>
Action 4.6 Ref 4.4ii	<p>Complaint data is not available for issues raised informally with managers, P&C and/or others.</p> <p>Increase support for complainants.</p> <p>Lack of utilisation and promotion of Discrimination and Harassment advisors</p>	<p>Review and implement a new “contact officer” program that:</p> <ol style="list-style-type: none"> a. supports staff with resources and timely advice around workplace bullying, harassment, sexual harassment, and discrimination; b. provides visibility about the nature of complaints raised and resolved to support early intervention and prevention of inappropriate workplace behaviours. 	<p>Q1 2026 – Q3 2027</p>	<p>P&C</p>	<p>CPO</p>	<p>Contributes to: DO&I 4.1a & b DO&I 4.2a,b,c,d,e & f</p>

Key Barrier 5 - Ensuring the availability of flexible work for all staff members and managing potential impact on career opportunities

Key findings

- There is an inconsistent approach across ACU to supporting flexible work arrangements
- Education and information for managers is required to support staff to work flexibly
- There is a perception by staff utilising flexibility arrangements that it is impeding their career
- Institutional feedback data around flexible work indicates there is not a positive culture within ACU to staff who utilise flexible work arrangements with women indicating they were less positive than men.

Desired outcomes and impact (DO&I) for Key Barrier 5

DO&I 5.1 - GEDI survey results relating to flexible work

DO&I 5.1a – 85% satisfaction rating overall, with no differences by gender, or classification for the statement *I am confident that if I requested a flexible work arrangement it would be given due consideration*

DO&I 5.1b – 90% satisfaction rating overall, with no differences by gender, or classification for the statement *I have the flexibility I need to manage work and other commitments*

DO&I 5.1c – 75% satisfaction rating overall, with no differences by gender, or classification for the statement *using flexible work arrangements is not a barrier to success at ACU*

DO&I 5.1d – 65% satisfaction rating overall, with no differences by gender, or classification for the statement *There is a positive culture within ACU to employees who use flexible work arrangements*

Action Plan item number/application section reference	Rational/evidence	Actions and outputs	Timeframe	Person/group responsible for implementing action	Senior Leader accountable for the action delivery	Desired outcomes, targets, and success indicators
Action 5.1 Ref 3.1vi 4.2i 4.4iii	Ensure a consistent approach to managing flexible work arrangements Accommodating staff with flexible work arrangements	Develop a university-wide flexibility framework to: a. reinforce ACU's commitment to flexible work arrangements	Q2 2024 – Q4 2025	P&C in conjunction with Deputy Provost	CPO	Contributes to: DO&I 5.1a,b & c DO&I 2.2a,b,c,d,e & f

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	<p>is managed at the local level which may lead to inconsistency.</p> <p>Improve manager's understanding of how flexibility can support those with caring/family responsibilities.</p>	<p>b. provide guidance to managers and employees around how to support flexible work arrangements</p>				
<p>Action 5.2</p> <p>Ref 3.1vi 4.2i 4.3ii 4.3iv 4.4iii</p>	<p>Clarity about how emergency situations can be managed.</p> <p>Inconsistent approach to timing of meetings and events</p>	<p>Develop a suite of resources to support the flexibility framework that provide education and guidance to managers around how to support flexible work arrangements.</p>	<p>Q2 2024 – Q4 2025</p>	<p>P&C in conjunction with Deputy Provost</p>	<p>CPO</p>	<p>Contributes to: DO&I 5.1a,b & c DO&I 2.2a,b,c,d,e & f</p>
<p>Action 5.3</p> <p>Ref 4.3ii 4.3iv 4.4iii</p>	<p>Address stigma around staff using flexibility to manage care responsibility.</p> <p>Focus group feedback that ACU should showcase flexibility options</p> <p>Improve the perception that there is not a positive culture at ACU to staff who utilise flexible work arrangements</p>	<p>Embed a communication and engagement program that:</p> <p>a. articulates ACU's commitment to using flexible work arrangements.</p> <p>b. Share lived experience examples from people of all genders across a range of employment types and levels of seniority using</p>	<p>Q1 2026 – Q4 2029</p>	<p>P&C</p>	<p>CPO</p>	<p>Contributes to: DO&I 5.1a,b & c DO&I 2.2a,b,c,d,e & f</p>

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		flexible work arrangement to manage caring and family responsibilities c. include career success stories from a variety of people across ACU who have been supported to work flexibly				
Action 5.4 Ref 3.1vi 4.2i 4.3ii 4.4iii	Focus group feedback that increased flexibility in development programs to accommodate staff with caring responsibilities and part-time or casual employment arrangements	Offer development opportunities that accommodate staff with caring responsibilities and flexible work arrangements	Q3 2024 – Q4 2027	P&C Centre for Education and Innovation, DVCR&E	CPO Provost	Contributes to: DO&I 5.1a,b & c DO&I 2.2a,b,c,d,e & f DO&I 1.1a,b & c DO&I 1.2 DO&I 1.4d & e

Section 6- Enabling Actions and Additional Information

Enabling Action item number	Enabling Action	Accountability	Application section reference
6.1	<p>Actions to address gaps in the availability of intersectional data for employees will be progressed in 2024 by:</p> <ul style="list-style-type: none"> • Activation of equity data categories not currently available e.g., people with disabilities • Consultation with diversity groups to establish safe and respectful approaches to workforce data collection from staff, including the Ally Network representing the LGBTIQ+ community and the Aboriginal and Torres Strait Islander Staff Network. • Proactive communication to encourage staff completion of their equity data profiles. 	P&C	3.1.i 3.1.iv 4.1.i 4.4
6.2	<p>Analysis to identify barriers to collecting comprehensive enrolment and offer data by gender and other equity groups will be completed along with recommendations to improve student data collection.</p>	Student Administration; Equity and Inclusion	3.2.i

In addition to the five identified Key Barriers and associated actions, and the enabling actions listed in the table above, our self-assessment has revealed important programs, plans and initiatives contributing to achieving GEDI in other Barrier areas. The findings from this analysis will contribute to activities already underway or planned, including the implementation of our GEAP and the People Plan.

AS Bronze Award section	Findings contribute to:
<p>Support for Aboriginal and Torres Strait Islander Peoples</p> <p>3.1.i 3.1.iii</p>	<p>Actions to improve Aboriginal and Torres Strait Islander peoples' employment outcomes and ensure a culturally safe workplace include:</p> <ul style="list-style-type: none"> • The Aboriginal and Torres Strait Islander Peoples Employment Plan 2023-2026 • Reconciliation Action Plan • ACU Cultural Capability Framework • EA Provisions to support Aboriginal and Torres Strait Islander peoples' employment outcomes
<p>Career opportunities for Casual academic staff</p> <p>3.1.ii</p>	<p>Implementation of the EA provisions offering conversion of casual academic staff to continuing positions to reduce casual academic staff representation from 39% to 30% .</p>

AS Bronze Award section	Findings contribute to:
Recruitment 4.1.i 3.1.i	<p>The current review of recruitment policy and practices is driven by actions in the People Plan and the GEAP. The review includes a focus on embedding inclusiveness and will be informed by findings from this analysis.</p> <p>Organisational units with low levels of women’s representation will be monitored and where required, targeted initiatives to support inclusive recruitment will be developed.</p>
Induction 4.1.ii	<p>A review of ACU’s induction/onboarding program, driven by the People Plan, is being undertaken through an inclusiveness lens and will be supported by actions to address Key Barrier 1 (1.3 & 1.6).</p>
HDR Student Career Transition 4.1.iii 3.2.ii	<p>Activities regarding HDR student transition will be progressed through the Research and Enterprise Plan. This has been supported by the Research and Enterprise Portfolio restructure that increases resources to support the HDR program. Findings from the Athena Swan application will be shared with the Graduate School to inform their approach.</p>
Mentoring and Communities of Practice 4.2.i	<p>Consultation feedback requesting more visible and accessible mentoring programs and opportunities for knowledge sharing/communities of practice are being addressed by:</p> <ul style="list-style-type: none"> • A mentoring program, under development by CEI, will consider findings from this analysis to embed GEDI in the program, • Enhanced communication regarding communities of practice already in place. Feedback will be shared with the relevant work areas.
Support for publications/grants 4.2.ii	<p>The Research and Enterprise Plan includes initiatives to increase opportunities for academic staff to engage with research and additional support for early career researchers. Actions to address gender differences in grant and publication data will be informed by findings in Section 4.2.ii.</p>
Workload 4.2.iii	<p>The University is currently undertaking a comprehensive review of Academic workload that is being informed by extensive consultation with academic staff and conducted through an inclusiveness lens. Findings from this analysis will be shared with the project lead to ensure GEDI is an ongoing consideration.</p>
Academic Promotions 4.2.v	<p>The Academic Promotions Review Project currently in progress has considered application and success rates and consultation feedback to address GEDI issues. Ongoing continuous improvement, to identify GEDI issues will be informed by monitoring of promotions success rates and future staff consultation.</p>
Support for career development and progression 4.2.v	<p>ACU People Plan Pillar “Defined Career Paths for academic and professional staff to support personal growth and development” will work with GEAP activities relating to career progression and in alignment with actions to address Key barrier 1.</p>
Embedding inclusiveness in Policies and procedures	<p>Actions to ensure policy development and review occurs through a GEDI lens, driven by the GEDIF are in progress. This includes embedding GEDI considerations in the university policy framework and the development of an</p>

AS Bronze Award section	Findings contribute to:
4.4.v	inclusive language guide.