

# Gender Equality Strategy 2015 – 2020 Action Plan

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## Introduction

Australian Catholic University (ACU) is a leader in gender equality in the higher education sector, being one of twelve universities in Australia to be awarded the Employer of Choice in Gender Equality (EOCGE) Citation in 2015. The University also received the Equal Opportunity for Women in the Workplace Agency (EOWA) Employer of Choice for Women Citation in 2010 and 2011 and was awarded the EOWA Business Achievement Award in 2010. The University's success in gender equality is demonstrated by the high percentage of female representation at all levels of the organisation. The 2015 Universities HR Benchmarking Report (using 2014 Department of Education data) provided confirmation that ACU continues to be well positioned in the sector, with high levels of female representation at all levels of academic and professional staff in comparison with other universities.

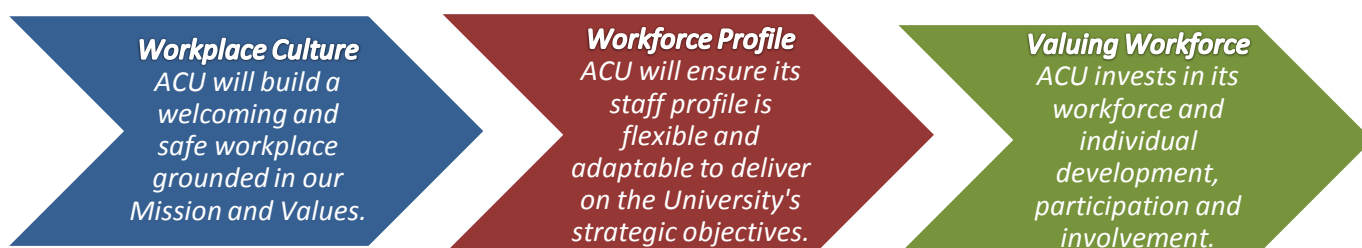
ACU's Workforce Framework, with a focus on Workforce Culture, Workforce Profile and Valuing ACU Staff grounded in the University's Mission and values, enables ACU's success. It is in the interest of ACU's future success to ensure there is a continued focus on developing and retaining talented women that ACU's remuneration packaging, flexible work practices, and family friendly provisions have assisted to attract. This is needed to support the University's ongoing success through the achievement of its strategic objectives.

## Legislative and External Stakeholder Context

The Workplace Gender Equality Act, 2012 requires the University to report annually to the Workplace Gender Equality Agency (WGEA) on the development, implementation and outcomes of gender equality practices. Furthermore, the National Health and Medical Research Council (NHRMC) require research bodies such as ACU to have particular gender equality initiatives that support the progression and retention of women in health and medical research to secure future medical research funding as a lead researcher in a project.

## The Strategy

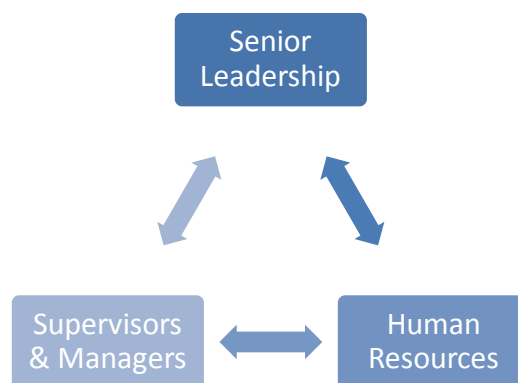
The Gender Equality Strategy 2015 – 2020 (GES) (Refer Attachment 1) aims to exceed legislative and external stakeholder's requirements, and facilitate ACU to remain a gender equality leader by *"Continuing to build upon ACU's strong gender equality foundations in the University's planning and core business"*. This requires an approach that is driven by the whole university with a common vision and shared responsibility. The GES cascades from ACU's Workforce Strategy's three main aims by articulating the gender equality goals that will contribute to achieving them. The Workforce Strategy's aims are:



## The Action Plan

The actions required to achieve ACU's gender equality goals are summarised below in 'Table 1: Summary of Current Achievements and GES Goals for ACU in Gender Equality' and described in detail in 'Table 2: Actions for Gender Equality Strategy 2015-2020'. For some Goals, ACU is currently performing at a high level that reflects leading practice, which means that maintenance initiatives should be considered. For the remaining Goals, ACU's current achievements are described, as well as the initiatives required to reach the goal. Importantly, the GES and the GES Action Plan define the key partnerships between ACU's senior leadership (Executive Planning Group), supervisors and managers, and Human Resources required to actualise this vision.

**Figure 1: Accountability for Implementation of the GES**



Senior leaders, who are identified as members of the Executive Planning Group (EPG), are responsible for:

- championing gender equality through both internal and external forums;
- providing guidance on the management of identified university wide gender equality issues;
- developing and implementing GES goals in their areas of responsibility;
- providing context regarding the GES for supervisors and managers; and
- Cascading goals for action by supervisors and managers.

Supervisors and managers will:

- identify and manage local issues related to the achievement of the GES goals;
- encourage career development of women and men through utilising development initiatives; and
- embed flexibility into their workplace teams.

Human Resources will work in partnership with senior leadership and supervisors and managers to:

- offer strategic support in the development and implementation of GES actions;
- provide relevant gender data analysis; and
- develop resources and training to support knowledge and skill development required to progress on GES goals.

**Table 1: Summary of Current Achievements and GES Goals for ACU in Gender Equality**

	GES Goal	Current Achievements and GES initiatives
<b>Workplace Culture</b>	❖ <b>Leadership</b> - <i>ACU leaders visibly champion gender equality by seeking opportunities to support gender equality outcomes and communicating progress to the University community.</i>	A workplace culture is informed by its leadership and their actions; therefore all levels of leadership will demonstrate a commitment to achieving the GES goals, as illustrated in Figure 1.
	❖ <b>Culture</b> - <i>ACU staff contribute to a safe, respectful and inclusive working environment, free from sex-based discrimination and harassment.</i>	The University currently has zero tolerance for sex-based harassment, reflected in the myVoice survey that reported 90% of respondents felt it was not tolerated at the University. The GES continues this tradition by mandating bi-annual University wide training in dealing with sex-based discrimination and harassment for all staff and supervisors and managers, and maintaining clear information pathways and support mechanisms for addressing staff concerns.
	❖ <b>Flexible Work</b> - <i>Flexible work practices are embedded in ACU's culture.</i>	ACU offers a range of flexible work options that are utilised by a significant number of staff, as demonstrated in the 2014 myVoice survey in which three quarters of all respondents reported use of flexible work arrangements. The management of Flexible work options will be enhanced by resources such as the "Working Flexibly@ACU Guides" and training for supervisors and managers outlined in the GES.
<b>Workforce Profile</b>	❖ <b>Gender equality in all areas of the university</b> - <i>ACU strives to meet gender equality targets that contribute to the achievement of the University's strategic objectives, including gender pay equity.</i>	ACU has high levels of women's representation at all levels of the workforce, including senior leadership. Ongoing monitoring and analysis of workforce data, including women's representation on the University Senate, management, and recruitment shortlists will support continued positive outcomes.  ACU's gender pay gap of 13.31% in 2015 is lower than the national average, which is over 18%. Annual gender pay gap analyses conducted will inform actions that aim to address potential inequities and reduce the gender pay gap year on year.
	❖ <b>Business Planning</b> - <i>Gender equality is incorporated into broad business planning.</i>	This will occur through consideration of initiatives such as including a standard clause and/or statement in procurement contracts with external providers that they demonstrate a commitment to gender equality, which aligns with WGEA objectives.

	GES Goal	Current Achievements and GES initiatives
<b>Valuing Workforce</b>	❖ <b>Celebrate Achievements</b> - <i>The University continues to acknowledge and celebrate women's achievements at ACU, both internally and externally.</i>	ACU's current marketing and communications practices across all campuses strongly support women's achievements and the GES aims to strategically strengthen these existing practices.
	❖ <b>Career Progression</b> - <i>Career progression opportunities are accessed by all staff members, with a focus on increasing the participation of women researchers, part time staff and staff with caring responsibilities.</i>	ACU has high levels of women's representation in both academic and professional roles that the GES will assist to develop through critical analysis of data, and reviewing career progression and career planning processes.
	❖ <b>Support staff through all work transitions</b> - <i>Staff are actively supported in their work transitions relating to all life circumstances through a range of leave and non-leave people management practices and initiative.</i>	ACU's pioneering parental leave provisions, which are utilised by both men and women carers, has increased the retention rate of continuing staff returning from parental leave to 96% in 2014. This growing cohort of staff members has led to the need to explore initiatives to support our staff in accessing childcare. ACU also became one of the first Australian universities to provide leave entitlements to assist victims of domestic violence, and will continue to promote the policy through involvement in White Ribbon Day activities, for which the Vice Chancellor is an ambassador. ACU has supported male staff in life transitions and wellbeing issues unique to men, including becoming a father.

Acronyms			
AVC	Associate Vice Chancellor	HRRM	Human Resources Relationship Managers
CD	Campus Dean	HR C&D	Human Resource Capabilities and Development Team
DHA	Discrimination and Harassment Advisor	WS	Workforce Strategy
EPG	Executive Planning Group	NHMRC	National Health and Medical Research Council
EOCGE	Employer of Choice in Gender Equality	PCAC	People and Culture Advisory Committee
FWP	Flexible Work Practices	SEG	Senior Executive Group
HR	Human Resources	VC	Vice Chancellor
HRCC	Human Resource Communications Coordinator	WGEA	Workplace Gender Equality Agency

**Table 2: Actions for Gender Equality Strategy 2015-2020**

Goal	Initiatives/Actions	Accountability	Timeline	Measure
<b>1. Workplace Culture</b>				
1.1 ACU staff contribute to a safe, respectful and inclusive working environment, free from sex-based discrimination and harassment.	<b>1.1.1 Develop staff awareness</b> <ul style="list-style-type: none"> <li>- New staff members and managers undertake sex-based discrimination and harassment training;</li> <li>- All staff members and managers undertake refresher training in sex-based discrimination and harassment at least every two years.</li> </ul>	HR C&D Supervisors & Managers	Launch 2015. Refreshed biannually (2017, 2020)	<ul style="list-style-type: none"> <li>- Sex-based discrimination and harassment training participation rates.</li> <li>- Number of grievances related to sex-based discrimination and harassment.</li> <li>- myVoice survey results relating to sex-based discrimination and harassment items.</li> </ul>
	<b>1.1.2 Ensure clear support mechanisms for staff concerns are maintained</b> <ul style="list-style-type: none"> <li>- The Discrimination Harassment Advisor (DHA) network is maintained and provides support to all staff in relation to issues of concern relating to discrimination, harassment and bullying;</li> <li>- Human Resources (HR) provide support to Supervisors and Managers in the management and resolution of staff concerns.</li> </ul>	HR DHAs	Ongoing	
1.2 ACU leaders visibly champion gender equality by seeking opportunities to support gender equality outcomes and communicating progress to the University community.	<b>1.2.1 Develop knowledge, skills and attitudes of ACU's leaders in championing gender equality:</b> <ul style="list-style-type: none"> <li>- The Senior Executive Group (SEG) members, led by the Vice Chancellor, champion gender equality through providing guidance on university wide issues, developing GES goals for their portfolios, and championing gender equality in both internal and external forums</li> <li>- The People and Culture Advisory Committee (PCAC) manage the GES and assist in the communication of GES goals throughout the leadership groups, as well as identifying opportunities to support GES outcomes;</li> <li>- Incorporation of training content into the Leadership and Accountability of the Supervisor that will provide an opportunity through case study for participants to engage with the GES and consider how it applies in their areas of responsibility.</li> </ul>	Senate EPG PCAC Supervisors & Managers HR C&D WS	Gender Equality is a standing agenda item for Senate, EPG and PCAC meetings by 2016  Training developed and rolled out by 2017	<ul style="list-style-type: none"> <li>- Gender Equality initiatives are university led.</li> <li>- Gender Equality is a regular agenda item in Senate, EPG and PCAC meetings.</li> <li>- WGEA compliance.</li> <li>- Ongoing achievement of EOCGE Citation.</li> <li>- Number of communications highlighting ACU's achievements in gender equality by ACU Leaders.</li> <li>- Evidence that consideration has been given to Gender Equality initiatives in organisational unit planning where applicable.</li> </ul>

Goal	Initiatives/Actions	Account ability	Timeline	Measure
	<ul style="list-style-type: none"> <li>- Consider further options for incorporating Gender Equality Initiatives in leadership development training programs in the future where applicable.</li> </ul>			
	<p><b>1.2.2 Gender Pay Equity is visibly championed by the Vice-Chancellor (VC)</b></p> <ul style="list-style-type: none"> <li>- The VC demonstrates commitment to the achievement of gender pay equity at ACU and externally. This includes consideration to sign up as a WGEA Gender Pay Equity Ambassador.</li> <li>- The VC promotes the University's approach to achieving gender pay equity in internal and external forums.</li> </ul>	VC	Jan 2016 and ongoing	<ul style="list-style-type: none"> <li>- The VC signs up as a WGEA Gender Pay Equity Ambassador by 30 June 2016.</li> <li>- Internal and external communications highlight the VC's commitment to gender pay equity.</li> </ul>
1.3 Flexible work practices are embedded in ACU's culture.	<p><b>1.3.1 Develop and promote resources</b></p> <p>Launch of 'Working Flexibly @ ACU Guide for Supervisors and Managers' and 'Working Flexibly @ ACU Guide for Staff' and accompanying communications plan.</p>	HR	Sept/Oct 2015	<ul style="list-style-type: none"> <li>- Participation rate of training for managers.</li> <li>- Participation rate of staff using flexible work arrangements – as measured through myVoice.</li> <li>- Download rate of the flexible work guidelines from intranet.</li> <li>- Manager training and Flexible work guidelines reviewed and continually improved based on feedback.</li> <li>- Regular opportunities for staff consultation are held.</li> <li>- Feedback is incorporated into the resources and processes relating to flexible work.</li> </ul>
	<p><b>1.3.2 Consultation with staff</b></p> <ul style="list-style-type: none"> <li>- HR run focus groups across organisational units and classification levels using the 'Flexibility Focus Group Guidance – <i>How to run an effective focus group on workplace flexibility</i>' (WGEA, March 2015) as a guide for focus group structure and questions;</li> <li>- HR critically analyses data from focus groups;</li> <li>- Relevant feedback is integrated into Manager's Flexible Work training (see 1.3.3 below).</li> </ul>	HR C&D WS	Focus groups conducted by December 2015, Outcomes report is presented to PCAC by February 2016	
	<p><b>1.3.3 Consultation and training of key staff in effective flexible work management</b></p> <ul style="list-style-type: none"> <li>- Develop and deliver workshop based training to ensure all existing and new supervisors and managers are trained in Flexible Work Practices. This will also serve as an opportunity to engage in consultation with supervisors and managers about their current experience of flexible work, and act as a baseline measure. Workshop will include: <ul style="list-style-type: none"> <li>o Developing the business case for how flexible work practices contribute to the ACU strategic goals and vision;</li> </ul> </li> </ul>	HR C&D WS HRRM Supervisors & Managers	Training is commenced by July 2016, refresher training by 2017	

Goal	Initiatives/Actions	Accountability	Timeline	Measure
	<ul style="list-style-type: none"> <li>○ Facilitating supervisors and managers to provide feedback on their experience of current flexible work practices;</li> <li>○ Introduce the issues unique to ACU based on outcomes of the focus group above (see 1.3.2);</li> <li>○ Train key skills required for effective flexible work management based on the 'Manager Flexibility Toolkit' (WGEA, March 2015); and</li> <li>○ Brainstorm solutions and develop action plans for organisational units to overcome challenges associated with working flexibly. Challenges may be at a local level (co-workers perception, team communication, employee experience, and/or client experience) or systemic (i.e. a technology and infrastructure issue, manager capability, educational resources);</li> <li>- Deliver workshop based training to supervisors and managers, and key HR staff such as HRRM and HR Service and Support;</li> <li>- Supervisors and managers filter down key messages and actions to their teams, and implement actions developed in workshop;</li> <li>- Develop strategy to ensure that new supervisors and managers are trained in Flexible Work Practices and to refresh current supervisor's and manager's knowledge.</li> </ul>			
	<p><b>1.3.4 Systemic issues are addressed</b> Any systemic issues that are revealed in the consultation process in 1.3.2 and 1.3.3 are reported to PCAC and relevant stakeholders to address the issues. Systemic issues may involve:</p> <ul style="list-style-type: none"> <li>- ACU's policies and guidelines;</li> <li>- Infrastructure and technology; or</li> <li>- Training for managers and/or staff in technology.</li> </ul>	<p>WS PCAC</p> <p>Relevant stakeholders to issues identified</p>	<p>Report delivered to PCAC by November 2016</p>	

Goal	Initiatives/Actions	Account ability	Timeline	Measure
	<p><b>1.3.5 Continuous improvement</b> Methods of continuous improvement are developed, such as the opportunity for staff, supervisors and managers to comment on their experience of flexible work, comparing against baseline measures in section 1.3.2 and 1.3.3. A process for addressing identified issues is developed and implemented.</p>	WS	March 2018 & March 2020	

## 2 Workforce Profile

2.1 ACU strives to meet gender equality targets that contribute to the achievement of the University's strategic objectives, including gender pay equity.	<p><b>2.1.1 Critical analysis of gender representation data</b> HR performs an annual data analysis on:</p> <ul style="list-style-type: none"> <li>- gender pay equity;</li> <li>- starting salaries by gender (from 2016);</li> <li>- promotions data by gender by female and male managers and non-managers, part-time and full-time;</li> <li>- workforce profile of gender representation at all levels and like-for-like gaps of pay; and</li> <li>- recruitment shortlists.</li> </ul>	WS	In July annually from 2015 to 2020	<ul style="list-style-type: none"> <li>- Recruitment shortlists include at least 50% women.</li> <li>- ACU's gender pay gap is reduced year on year.</li> <li>- EOCGE Citation is maintained 2015 – 2020.</li> <li>- Performance Review and Planning participation rates by gender.</li> <li>- Participation by women and men in development opportunities.</li> <li>- Promotions outcomes by gender.</li> </ul>
	<p><b>2.1.2 Report and Evaluate</b> Progress towards GES aims are reviewed bi-annually and results reported internally to the University's governing body and key management personnel, including PCAC, EPG, and Senate.</p>	WS PCAC EPG Senate	In October and April bi-annually from 2015 to 2020	
	<p><b>2.1.3 Senior leadership, defined as members of the Executive Planning Group, drive gender equality initiatives in their organisational units, including workforce planning</b></p> <ul style="list-style-type: none"> <li>- Where relevant senior leadership works to integrate Portfolio gender equality goals, targets and initiatives at an organisational unit level and visibly champion the GES with their leadership team and staff;</li> <li>- HR provides gender equality data to relevant ACU senior leaders to drive gender equality in their own areas.</li> </ul>	HR EPG	In July annually from 2015 to 2020	



Goal	Initiatives/Actions	Account ability	Timeline	Measure
	<b>2.1.4 Monitoring of gender representation in management roles</b> Workforce profile data is monitored to ensure that women's representation management targets are met.	WS EPG	In July annually from 2015 to 2020	Women's representation at all levels, including the EPG, is maintained at no less than 50%
	<b>2.1.4 Monitoring of gender representation in governing bodies</b> Gender balance will be a consideration when nominating University Senate members in line with Section 13.4(g) of the University Constitution.	University Senate	Ongoing	<ul style="list-style-type: none"> <li>- The University Senate has 40% women's representation (where the University nominates the positions).</li> <li>- WGEA compliance.</li> </ul>
2.2 Gender equality is incorporated into business planning.	<b>2.2.1 Procurement contracts</b> The Planning, Quality and Risk Committee considers incorporating gender equality considerations into business planning by reviewing practices and including a requirement that external providers demonstrate commitment to gender equality. This would apply in areas such as: <ul style="list-style-type: none"> <li>- conditions in research partnership agreements;</li> <li>- the use of consultants, and</li> <li>- procurement contracts.</li> </ul>	Planning, Quality, and Risk Committee	October 2016	<ul style="list-style-type: none"> <li>- All ACU's contracts by 2020 are with external providers that value gender equality through established processes and outcomes.</li> </ul>

### 3 Valuing ACU's Workforce

3.1 The University continues to acknowledge and celebrate women's achievements at ACU, both internally and externally.	<b>3.1.1 Develop existing communication strategies</b> <ul style="list-style-type: none"> <li>- ACU continues to acknowledge and celebrate women's achievements through external forums, the ACU website, and internal staff publications such as the staff bulletin;</li> <li>- Develop methods to quantify the frequency of communications celebrating women's achievement at ACU;</li> <li>- Review and enhance the Women@ACU webpage.</li> </ul>	SEG MER HRCC AVCs/CDs	Ongoing, and reviewed annually in July	Number of communications acknowledging women's achievements, in both internal and external mediums.
3.2 Career progression opportunities are accessed by all	<b>3.2.1 Critical analysis of representation of women researchers and address any identified gender inequality</b> <ul style="list-style-type: none"> <li>- Investigate methods for obtaining baseline data regarding gender balance for:</li> </ul>	HR PCAC	In July annually from 2016 to 2020	<ul style="list-style-type: none"> <li>- The University aims for women to constitute at least 50% of recipients of ACU's Research Funding Scheme, Early Career</li> </ul>

Goal	Initiatives/Actions	Accountability	Timeline	Measure
<p>staff members, with a focus on increasing the participation of women researchers, part time staff and staff with caring responsibilities.</p>	<ul style="list-style-type: none"> <li>o ACU Research Funding Scheme (ACURFS);</li> <li>o Early Career Researchers/Early Career Academics workload allocation;</li> <li>o Academic Promotions; and</li> <li>o Research Institute membership;</li> <li>- Determine if strategy or maintenance monitoring is required to ensure that women constitute at least 50% of ACURF, Early Career Researchers/Early Career Academics, Academic Promotions and Research Institute memberships.</li> </ul>			<p>Researchers/Early Career Academics, Academic Promotions and Research Institute membership annually.</p> <ul style="list-style-type: none"> <li>- The University aims for equity in support provided to Early Career Academics across all Academic Career Pathways.</li> </ul>
	<p><b>3.2.2 Career progression and succession planning</b></p> <ul style="list-style-type: none"> <li>- Consider all people management processes in the context of talent identification and succession planning and gender;</li> <li>- Continue to support career trajectory through academic career pathways;</li> <li>- Monitor women and men's participation in the Performance Review and Planning Process;</li> <li>- ACU engages in opportunities to engage in higher education sector development projects, for example University Australia Executive Women's Group Workshops.</li> </ul>	<p>HR C&amp;D WS</p>	<p>Review to commence 2017</p>	<ul style="list-style-type: none"> <li>- ACU people management practices consider gender equality in succession planning and talent identification initiatives.</li> <li>- Participation rates of University led leadership programs by women.</li> <li>- Promotions by gender data analysis.</li> </ul>
<p>3.3 Staff are actively supported in their work transitions relating to all life circumstances through a range of leave and non-leave people management practices.</p>	<p><b>3.3.1 Critical analysis of parental leave data, and address any identified gender inequality</b></p> <p>Monitor, review and report on parental leave and carer's leave participation and turnover, taking action if gender bias is identified, using:</p> <ul style="list-style-type: none"> <li>- Analysis of Parental Leave participation rates, including use by Supervisors and Managers;</li> <li>- Positions upon return to work in comparison to the substantive position before they went on parental leave;</li> <li>- Exit Surveys of staff that leave ACU while on parental leave.</li> </ul>	<p>WS</p>	<p>In July annually from 2015 to 2020</p>	<ul style="list-style-type: none"> <li>- WGEA Compliance achieved and minimum standards met annually.</li> <li>- Analysis of the impact of Parental Leave and Extended Parental Leave on employment at 1 and 2 years post return from leave. Measures include: <ul style="list-style-type: none"> <li>o Retention of staff on Parental and Extended Parental Leave.</li> <li>o Exit Surveys of staff that leave ACU while on parental leave demonstrate no gender equality issues.</li> <li>o All staff return to their positions at the same level or</li> </ul> </li> </ul>

Goal	Initiatives/Actions	Accountability	Timeline	Measure
				higher when returning from parental leave, excluding exceptional circumstances (i.e. restructure).
	<p><b>3.3.2 Enhance non-leave based measures to support staff with caring responsibilities</b></p> <ul style="list-style-type: none"> <li>- Proposal developed to explore relevant non-leave based measures to support ACU staff with caring responsibilities and presented to ACU leadership; including:               <ul style="list-style-type: none"> <li>o Options for staff to access childcare;</li> <li>o Information packs to support new parents and/or those with elder care responsibilities;</li> <li>o Referral services to support workers with general family and/or caring responsibilities; and</li> <li>o Targeted communication mechanisms, for example intranet/forums;</li> </ul> </li> <li>- Based on the outcomes of the proposal, working parties of relevant experts are formed to investigate University chosen options via feasibility studies;</li> <li>- Feasibility studies presented to ACU leadership for review and based on the outcomes and SEG approval, project implementation and review.</li> </ul>	HR Properties Finance PCAC SEG	<p>Proposal completed by July 2015</p> <p>Other aspects dependent upon outcomes of proposal &amp; feasibility studies</p>	<ul style="list-style-type: none"> <li>- ACU assists staff to access childcare on all campuses.</li> <li>- ACU has a range of non-leave based measures to support staff with caring responsibilities.</li> <li>- NHMRC requirements met.</li> </ul>
	<p><b>3.3.3 Exploration of men's initiatives</b></p> <ul style="list-style-type: none"> <li>- Critical analysis of data relating to men's wellbeing and participation in secondary and primary parental leave;</li> <li>- Development of initiatives to support men during life transitions, such as becoming a father;</li> <li>- Acknowledgement of men supporting gender equality initiatives.</li> </ul>	WS	2018	<ul style="list-style-type: none"> <li>- Participation of men in wellbeing and other initiatives.</li> <li>- University communications highlighting male staff engagement in gender equity initiatives.</li> </ul>
	<p><b>3.3.4 Support staff who experience domestic violence</b></p> <ul style="list-style-type: none"> <li>- Events acknowledging and supporting White Ribbon Day occur on every campus;</li> <li>- Communication of leave measures and support systems in conjunction with White Ribbon Day;</li> </ul>	VC AVCs/CDs Supervisors & Managers HR	November annually from 2015 to 2020	<ul style="list-style-type: none"> <li>- Attendance at White Ribbon events on each campus annually.</li> <li>- Downloads of policy.</li> <li>- Review of the use by Managers and Supervisors.</li> </ul>

Goal	Initiatives/Actions	Accountability	Timeline	Measure
	- Active promotion of VC as White Ribbon Ambassador.			

## Attachment 1

# Workforce Framework

*KRA 4.2 The University has a sustainable staffing profile that meets the changing needs of the University's operations. The University continues to cultivate the knowledge, capabilities and skills of its staff to align with the strategic directions and priorities.*

This is achieved through ACU's workplace culture, workforce profile and valuing our staff.

## Gender Equality Strategy 2015 - 2020

*Continuing to build upon ACU's strong gender equality foundations in the University's planning and core business*

### Workplace Culture

*ACU will build a welcoming and safe workplace grounded in our Mission and Values.*

### Workforce Profile

*ACU will ensure its staff profile is flexible and adaptable to deliver on the University's strategic objectives.*

### Valuing ACU's Workforce

*ACU invests in its workforce and individual development, participation and involvement.*

#### Goal 1

ACU staff contribute to a safe, respectful and inclusive working environment, free from sex-based discrimination and harassment.

#### Goal 2

ACU leaders visibly champion gender equality by seeking opportunities to support gender equality outcomes and communicating progress to the University community.

#### Goal 3

Flexible work practices are embedded in ACU's culture.

#### Goal 1

ACU strives to meet gender equality targets that contribute to the achievement of the University's strategic objectives, including gender pay equity.

#### Goal 2

Gender equality initiatives are incorporated into business planning.

#### Goal 3

Managers and supervisors provide opportunities for staff participation and feedback at both an organisational and work unit level to embed gender equality across the University.

#### Goal 1

The University continues to acknowledge and celebrate women's achievements at ACU, both internally and externally.

#### Goal 2

Career progression opportunities are accessed by all staff members, with a focus on increasing the participation of women researchers, part time staff and staff with caring responsibilities.

#### Goal 3

Staff are actively supported in their work transitions relating to parental and carer's responsibilities through a range of leave and non-leave people management practices.

#### Actions:

- New staff members and managers undertake sex-based discrimination training.
- All staff members and managers undertake refresher training in sex-based discrimination and harassment every at least two years.
- The Discrimination and Harassment Advisor network is active.
- ACU leaders actively support, develop and communicate gender equality initiatives and outcomes.
- Training and resources develop Manager's skills in embedding flexible work practices.

#### Measures:

- Sex-based discrimination and harassment training participation rates reach 100%
- Number of grievances related to sex-based discrimination are managed
- myVoice survey responses relating to sex-based discrimination and harassment
- Communications highlight ACU's achievements in gender equality
- Participation rate of 'Managing flexible work' training for managers
- Participation rate of staff using flexible work arrangements

#### Actions:

- Data is provided to ACU leaders to assist them to monitor gender equality in their work units on a regular basis.
- Leaders review workforce data and where required develop action plans to meet targets for women's representation at all levels and in recruitment shortlists.
- Gender balance will be a consideration when nominating University Senate members.
- The University conducts a gender pay equity analysis and develops and implements an action plans to address any identified pay gaps.

#### Measures:

- Women's representation at all levels including senior leadership is not less than 50%
- Recruitment shortlists include at least 50% women
- ACU's gender pay gap is reduced year on year
- The University Senate has 40% women's representation (where the University nominates the positions)
- WGEA and NHMRC compliance
- WGEA Employer of Choice for Gender Equality Citation
- Performance Review and Planning participation rates by gender
- Promotions outcomes by gender
- Participation by women and men in development opportunities

#### Actions:

- Develop leaders to promote and support gender equality
- Monitor, review and report on parental leave and carer's leave participation and turnover, taking action if gender bias is identified.
- Enhance non-leave measures to support staff with parental responsibilities, e.g. considering options for childcare access.
- Staff who experience domestic violence are supported.
- Talent identification and Emerging Leaders Programs have a focus on gender equality.
- Exploration of initiatives to support men through work and life transitions.

#### Measures:

- Gender equality initiatives are University led
- People and Culture Advisory Committee steer and monitor gender equality initiatives
- NHMRC requirements met
- WGEA compliance
- Analysis of the impact of return to work from Parental Leave at 1 and 2 years post return including:
  - retention rates of staff
  - Exit Survey data of staff who leave the University after parental leave
  - positions upon return to work (to monitor if they are at the same or higher level).