

Gender Equity Action Plan

2019-2023



DEAKIN
UNIVERSITY

STRATEGIC OBJECTIVE

Deakin aspires to be Australia's premier university in achieving equal representation, recognition, reward and value of staff irrespective of gender.

We recognise that individual experiences are shaped through the interplay between multiple experiential and identity factors. The three goals in the Diversity and Inclusion strategy are:

- Foster an inclusive and respectful culture
- Promote access pathways for students into higher education
- Enable support and success of all staff and students

These goals seek to provide a framework to support staff and students as they experience different aspects of Deakin.

PURPOSE

The Gender Equity Action Plan offers an understanding of the barriers to diversity and inclusion and uses this understanding to introduce meaningful actions to address gender inequities for staff.

The Plan seeks to address the additive effect of gender intersecting with other inequities and the impact this has on staff development, career progression and job satisfaction.

Additionally, the Plan serves as a driving force towards attaining Bronze level SAGE Athena SWAN accreditation, as well as Workplace Gender Equality Agency (WGEA) Employer of Choice citations and the Australian Workplace Equality Index (AWEI).

WHY GENDER EQUITY?

The benefits of a balanced and diverse workforce have been established through peer-reviewed research. These include, but are not limited to, increased performance in decision-making, innovation, ability to attract the best candidates, and job satisfaction for all genders.

Women continue to experience discrimination, harassment, reduced opportunities for career success, and a pay gap persists (Australian pay gap: 16%)¹. Research has established that these inequalities do not stem from a lack of merit or women's confidence, which are often provided as explanations, but are a direct result of the negative impacts of gender stereotypes. In addition, the intersection between gender and other inequities, such as CALD (Culturally and Linguistically Diverse) status, sexuality and low socio-economic status has not been addressed by prevailing gender equity strategies².

Deakin University is committed to ensuring gender equity becomes a business and cultural norm, which is the indicator for success of the Workplace Gender Equality Agency (WGEA). As encapsulated in Deloitte's 2017 Global Human Capital Trends report, our aim is for diversity and inclusion work to 'move beyond HR' and to:

Consider diversity and inclusion as part of the corporate infrastructure, just like compliance, IT, and security; it must be practiced by everyone and owned by all line leaders. Diversity and inclusion is a business responsibility, not an HR responsibility.²

¹ WGEA, "Gender Equity Insights 2017: Inside Australia's Gender Pay Gap," WGEA, 2017.

² Deloitte, "2017 Deloitte Global Human Capital Trends: rewriting the rules for the digital age", Deloitte, 2017.

As outlined in this Plan, over the next four years Deakin aims to make significant progress in:

- Increasing the participation of women in senior academic roles
- Embedding flexible work practices as business-as-usual to assist all staff in achieving an equitable work-life balance
- Committing to equal work equal pay, and ensure all staff have equal opportunity for career advancement.

'I am committed to advancing this work and to ensure that, as a workplace and a place for study, Deakin fosters a welcoming and nurturing culture for all individuals, irrespective of their personal attributes.'

Professor Iain Martin
Vice Chancellor

PRIORITY AREAS

Recruitment

Deakin is strongly committed to providing a work and learning environment that celebrates diversity and inclusion. We are an Employer of choice for Gender Equality and a gold award holder in the Australian Workplace Equality Index for LGBTIQ+ inclusion. However, we recognise that historically women have not had equal representation, particularly within STEMM work areas. Through our assessment we have identified some areas for growth and development in order to rectify this.

Promotions

Through examination of the promotions process at Deakin, we found that women faced several barriers to promotion based on a number of different factors such as whether they were part-time or had taken a career break. There is more work to be done in developing a better understanding of barriers to promotion particularly for our Early Career Researchers and our part time staff and casual staff.

Career Advancement

Deakin makes it a priority to provide career development opportunities to all staff. However, we recognise there are a number of areas that we could improve on in order to ensure career advancement opportunities are equitable for all staff and students.

Culture, Leadership and Increasing Diversity

Deakin is committed to promoting diversity and inclusion within and beyond our University community and we work hard to ensure that our workplace reflects this. We acknowledge the intersectionality inherent in our society and realise that an individual may face multiple barriers and disadvantages based on a variety of attributes and life experiences. We seek to encourage and enable our leaders through delivering capacity building experiences that promote diversity and inclusion to nurture inclusive leaders at all levels of the university.

The Gender Equity Action Plan will be led by Diversity and Inclusion on behalf of the Chief Operating Officer. Implementation of the Plan will be led by Diversity and Inclusion alongside the Human Resources Division and key partners across the University to progress the identified actions and initiatives in the attached Action Plan. Consultation with key stakeholders will continue to inform and progress the work to ensure that Deakin is a leader in gender equity.

Kean Selway
Chief Operating Officer
August 2019

1. Recruitment actions

Action detail and rationale	Outcomes	Responsibility	Completion
1.1 Gender representation targets for schools and institutes where senior female representation is under 40%.			
STEMM data shows women are underrepresented in senior roles, particularly Levels D-E. Setting targets for representation will ensure gender is always a factor in staffing decisions. The targets will form part of the Head of Schools' and relevant Executive Deans' annual performance reviews. Schools/Institutes will be provided with guidance from Diversity and Inclusion (D&I) and supported by the Talent Acquisition (TA) team in the Human Resources Division (HRD) to adopt various strategies, including female-only recruitment and the use of targeted sourcing strategies.	<ul style="list-style-type: none"> - Increased female representation across STEMM schools and institutes measured through the HRD Analytics and Insights dashboards. 	<ul style="list-style-type: none"> - University Executive - Heads of School - Heads of Departments - Directors of Institutes - D&I - HRD 	<ul style="list-style-type: none"> - Targets set by July 2019.
1.2 Advertise STEMM positions across Levels C-E for female candidates only.			
<p>Workplace profile data show that higher proportions of women in STEMM at Levels A-B are not translating to senior Levels D-E. These data suggests transition through Level C is the critical point for women in STEMM. Targeted recruitment at Levels C-E will increase representation, and increase the pool for advancement to senior levels.</p> <p>This action will communicate Deakin's commitment to gender equity, and will increase the retained pool of female applicants for future academic vacancies. Recruitment will be directed at schools, institutes and divisions where female representation is less than 40%.</p>	<ul style="list-style-type: none"> - Eight new academic STEMM positions across Levels C-E advertised only to female applicants. 	<ul style="list-style-type: none"> - HRD - DVCR - Faculties - Schools - Institutes 	<ul style="list-style-type: none"> - First adverts by December 2019. All positions advertised by April 2023.
1.3 Provide comprehensive additional research support for female recruits from action 1.2.			
<p>Support to include start-up funding for developing a research program and lab, with flexibility to spend those funds over three years. Funding will sit with the DVCR and will apply to appointments made through the female-only recruitment process. This funding will not be a substitution but will be in addition to standard support offered by the School/Institute. Where possible, recruits will receive extra research and reduced teaching in workload allocation during their first three years.</p>	<ul style="list-style-type: none"> - Staff recruited and support funding in place. 	<ul style="list-style-type: none"> - DVCR - Faculties - Schools - Institutes 	<ul style="list-style-type: none"> - New staff at each of Levels C and D by April 2021.
1.4 Gender targets for strategic recruitment of Level E research appointments.			
<p>Over recent years, funding has been provided to the DVCR to make strategic appointments which will raise the research outputs of the University. Faculties or research institutes identify individuals or teams that they wish to employ and seek funding and approval from the DVCR to make the appointments. The action will ensure that achieving gender equity is a consideration in identifying and appointing academics, aiming to address the inequity at senior levels, increase the female leadership representation, and place senior role models for younger academics.</p>	<ul style="list-style-type: none"> - 50% (+/- 5%) of all strategic STEMM appointments to be female. 	<ul style="list-style-type: none"> - DVCR 	<ul style="list-style-type: none"> - Appointments commencing June 2019, then ongoing.
1.5 New positions to be advertised as flexible with part-time options (or job share for positions that must be 1.0 FTE).			
<p>For all STEMM positions, women are more likely to work part-time. As such, a lower proportion of women are likely to apply for positions advertised as full-time. If all positions advertised as full-time offer flexible work options for the right candidate, the pool of female applicants should increase. Furthermore, the number of part-time staff at senior positions will increase, providing incentive for part-time staff at mid-career levels to apply for promotions.</p> <p>Following negotiation, the agreed flexibility arrangements will be embedded in the employment contract.</p> <p>The action has precedence in other industries at Telstra and ANZ where all positions are advertised as flexible.</p>	<ul style="list-style-type: none"> - Process detailed in formal procedure. - Increase in female applicants. - Increase in part-time staff in senior positions. 	<ul style="list-style-type: none"> - Faculties and portfolios hiring managers - HRD 	<ul style="list-style-type: none"> - Procedure describing process completed by December 2019 as part of updated Working @ Deakin policy and procedure. - Appointments commencing June 2019, then ongoing.

Action detail and rationale	Outcomes	Responsibility	Completion
1.6 TA team consider internal applicants in talent pool before advertising.			
<p>Women apply for promotion at similar rates to men and have good success rates. However, the small increase in the headcount of women as a result of promotion success at senior positions is offset by the high numbers of men recruited externally.</p> <p>The new PageUp software will enable staff to create a profile within it, enabling the TA team to assess Deakin candidates prior to an external advertisement.</p> <p>Seeking high performing/potential individuals from more junior levels before external advertising will help to progress existing female staff.</p> <p>The system will improve retention and career progression of high-performing/potential staff, and demonstrate career support and pathways for current staff and potential new recruits.</p>	<ul style="list-style-type: none"> - High proportion of Deakin staff creating profile within <i>PageUp</i>. - Increase in internal appointments. 	<ul style="list-style-type: none"> - D&I - HRD - Faculties 	<ul style="list-style-type: none"> - Campaign for academics to create <i>PageUp</i> profile completed by May 2020. - Appointments from June 2020 , then ongoing.
1.7 Introduce collection of confidential data on gender for all applicants via PageUp software, used at Deakin for the recruitment process.			
<p>Currently, disclosing gender is optional for the job application process, with over 90% of applicants choosing not to disclose. Gender profile information is unavailable until an individual is hired. The PageUp system will enable collection of the data to assess Deakin's success at attracting diverse candidates, and enable identification of any gender inequities in job applications, shortlisting and appointments. Additionally, identification and prioritisation of applicants from equity groups during the shortlisting process will be possible.</p>	<ul style="list-style-type: none"> - Commissioned PageUp software within the TA process. 	<ul style="list-style-type: none"> - HRD 	<ul style="list-style-type: none"> - Implement November 2018.
1.8 Prominent and strong diversity statement on job advertisements.			
<p>The diversity statement on current job adverts is inconspicuous and near the end of the downloadable advert. The template will be redesigned, and the statement will prominently advertise Deakin's inclusiveness, and encourage applications from women and minority groups.</p>	<ul style="list-style-type: none"> - Advert template updated. 	<ul style="list-style-type: none"> - D&I - HRD 	<ul style="list-style-type: none"> - Completed December 2018.
1.9 Language in job advertisements and social media releases to be gender neutral			
<p>External research demonstrates differences in how men and women read and interpret their suitability for advertised jobs. The language and structure of Deakin's job advertisements will now be gender neutral. Strategies to include:</p> <p>Gendered language will be identified using the software tool Textio.</p> <p>Cap on the number of key selection criteria.</p>	<ul style="list-style-type: none"> - TA team work instructions to include process and strategies. 	<ul style="list-style-type: none"> - HRD - D&I 	<ul style="list-style-type: none"> - Ongoing – commenced October 2018.
1.10 Commence exit surveys and follow-up interviews to understand reasons staff resign from Deakin.			
<p>After contract expiry, resignation is the next main reason for early-mid career academics to leave Deakin. However, reasons for resignations are currently only recorded upon request. Introduction of an online exit survey (with scope for follow up in exit interviews) to understand reasons for leaving, and next work placement, will enable better understanding of any factors within the workplace that are adversely affecting retention. Noting that the exit survey and interview process is a voluntary one.</p>	<ul style="list-style-type: none"> - Exit survey commissioned (potentially developed by People Pulse) and in use. 	<ul style="list-style-type: none"> - HRD 	<ul style="list-style-type: none"> - December 2019.
Success measures for recruitment actions			
<ul style="list-style-type: none"> - 8 women appointed through female-only recruitment by 2023 in STEMM portfolios. - 50% of STEMM strategic Level E appointments between 2019-2023 to be women (spread across portfolios) <ul style="list-style-type: none"> - Measurable targets for representation will be set as per Action 1.1. 			

2. Promotions actions

Action detail and rationale	Outcomes	Responsibility	Completion
2.1 Achievement relative to opportunity section placed first on promotion application form.			
<p>Feedback from applicants following career breaks, and period of part-time work indicates that the online box to outline Achievement relative to Opportunity (ARO) section is too removed from the main application form. Applicants (the majority of whom are women) need to use up valuable space in other sections to explain their research opportunity.</p> <p>By placing the ARO section at the start of the application, the evidence is read first, and the achievement sections of the application are considered in the context of that evidence.</p>	<ul style="list-style-type: none"> - Promotion form to be redesigned with the ARO section first, for the start of the 2020 promotions cycle. 	<ul style="list-style-type: none"> - HRD - DVCE 	<ul style="list-style-type: none"> - Completed December 2019.
2.2 Representative on promotion panels to outline the research opportunity of the applicant to the panel before consideration of the application.			
<p>A promotion candidate's achievements can only be comprehensively understood when considered in the context of the opportunity available to that academic. Current promotion procedures require the panel to have read the application, and the separate opportunity statement. This new action would mean all panel discussion is considered in the context of the opportunity outlined from the outset. This is standard practice at NHMRC grant review panels.</p>	<ul style="list-style-type: none"> - Promotion procedure for panels to be updated, and panel members trained in new procedures for the start of the 2020 promotions cycle. 	<ul style="list-style-type: none"> - D&I - HRD - DVCR - DVCE 	<ul style="list-style-type: none"> - January 2020, then ongoing.
2.3 All Heads of School and managers leading DeakinAchieve discussions to receive training that recognises and encourages academics who are ready to apply for promotion.			
<p>Understanding when to go for a promotion is complex for an academic, particularly if they are part-time or are seeking promotions based on criteria other than research performance. Training will enable Heads of School and managers performing <i>DeakinAchieve</i> to recognise potential promotion candidates, and encourage them to apply.</p>	<ul style="list-style-type: none"> - Increased proportion of applicants for promotions. - Increased applications from part-time staff. 	<ul style="list-style-type: none"> - Faculties - Institutes - Heads of School - Heads of Departments - HRD 	<ul style="list-style-type: none"> - Training to commence January 2020.
2.4 Skills development (promotions) for Academics.			
<p>Skills development (promotions) for academics: assessing achievement relative to opportunity, and helping academics understand when they are ready for a promotion.</p> <p>Qualitative data and interviews show 51% of female academics surveyed (22% of men) feel career breaks have negatively impacted their careers. Furthermore, more female academics work part-time. These same academics then count themselves out of the promotion process assuming they won't be competitive. Improving understanding of ARO and how to provide a clear narrative around this can increase the understanding of Academics about when they are ready to apply for promotions. To address these issues, specific training will be developed for all staff who have taken career breaks and/ or work part-time. Throughout the university, there is little understanding of the promotion routes available through teaching and service, compared with the routes available through research. The DVCE has presented workshops on how to be promoted through teaching, and these can be expanded across the whole University.</p>	<ul style="list-style-type: none"> - Uptake of training. - Increase in promotion applications from female academics. - Increase in promotion applications from all part-time academics. - Increase in promotion applications from teaching focused academics. 	<ul style="list-style-type: none"> - DVCR - DVCE - HRD - Faculties 	<ul style="list-style-type: none"> - First workshops completed by start of 2021 promotions cycle. - Two workshops per year thereafter.

Action detail and rationale	Outcomes	Responsibility	Completion
2.5 Skills assessment (promotions) for panellists.			
<p>Promotion panellists must comprehensively understand ARO to enable fair assessment of all applications. Specific training will enable all panellists to judge applications in the context of opportunity.</p>	<ul style="list-style-type: none"> - All promotion panellists to have completed courses in the year before they assess promotions. - Increased applications from part-time academics, and academics who have had career breaks. 	<ul style="list-style-type: none"> - HRD - Faculties - DVCR 	<ul style="list-style-type: none"> - First workshops completed by start of 2021 promotions cycle. - All panellists must have completed the course prior to sitting on panels.
2.6 Commission the DeakinAchieve performance review system for academic staff.			
<p>Standard performance, planning and review systems work on an annual timescale. This is often incompatible with the longer-term career planning for academics. The system will enable career planning over multiple years to enable staff to build towards their goals, and training will be provided on gender differences in career planning.</p> <p>Furthermore, planning meetings are currently easy to sideline in preference of other work.</p> <p>The new <i>DeakinAchieve</i> system tracks and sends reminders to managers to undertake the process, to ensure all staff are able to formally plan their career.</p>	<ul style="list-style-type: none"> - <i>DeakinAchieve</i> system commissioned and in use for academic staff. 	<ul style="list-style-type: none"> - HRD - Heads of Departments - Heads of Schools - Institute Directors - DVCR - DVCE 	<ul style="list-style-type: none"> - <i>DeakinAchieve</i> in use for academic staff commencing November 2018 through to December 2019, then ongoing.
Success measures for promotions actions			
<p>For each portfolio:</p> <ul style="list-style-type: none"> - Proportion of eligible staff applying for promotion to be equal for each gender at each level by 2023. - Proportion of part-time and full time staff applying to be equal by 2023. - Cumulative promotion success rates (2019-2023) to be equal for each gender. - Cumulative promotion success rates to be equal for part time and full time staff from 2021 onwards. 			

3. Career advancement actions

Action detail and rationale	Outcomes	Responsibility	Completion
3.1 Develop a carer support program for mid-career female academics with caring responsibilities.			
<p>Introduce measures to enable continued participation in academia for mid-career academics. 1) Funding for carers to enable attendance at conferences, and 2) funding to enable continued work participation.</p> <p>Career breaks are more often taken by women and predominantly occur at Levels B-C. Most are child related leave. Furthermore, women are likely to return to part-time positions. Qualitative interview responses suggested most respondents felt carers leave had negatively impacted their careers, supported by D&I survey data in which 48% of women felt their career had been impacted by breaks.</p> <p>Providing support will increase the retention of Level B-C women, and will increase the pool of female academics to progress and address the imbalance at Levels D-E. Furthermore, positive support will increase positive word-of-mouth interactions between academics, thereby increasing the female applicant pool for future academic positions.</p>	<ul style="list-style-type: none"> - Introduction of Vice-Chancellor's Conference Care Fund to facilitate conference attendance for carers (now active). - Introduction of career continuity funding scheme to enable carers to continue to participate in work activities (now active). - Uptake of each to be measured annually. - Research outcomes of supported academics to be measured over the subsequent three years. 	<ul style="list-style-type: none"> - DVCR - D&I - HRD 	<ul style="list-style-type: none"> - Funding schemes introduced in March 2017, and remain ongoing.
3.2 Improve Career Continuity for Primary Carers in Research (CCPCR) scheme in line with recommendations from 2018 evaluation.			
<p>The CCPCR has received positive feedback from participants. In a 2018 evaluation, participants suggested three changes:</p> <ul style="list-style-type: none"> - Greater clarity for guidelines and application form - Scheme promoted more widely to academic staff <p>Consider extension of funding to one month either side of leave.</p>	<ul style="list-style-type: none"> - Further positive feedback from participants, reduced confusion in next evaluation. Increased uptake of the scheme. 	<ul style="list-style-type: none"> - Deakin Research - D&I 	<ul style="list-style-type: none"> - Review of guidelines and application form completed December 2019. - CCPCR promoted via all-staff email in 2019, then once per year. - Funding extended to include one month either side of leave to enable handover time for any maternity-cover staff.
3.3 Adjust interpretation of 2017 Enterprise Agreement clause 52.8 to clarify that staff can take partner leave and primary carer's leave.			
<p>Current interpretation of Clause 52.8 in the Enterprise Agreement prevents men taking both partner leave at birth, and longer term primary carer's leave within three months. Clarifying the interpretation to enable men to take both types of leave will enable uptake of primary carer's leave to increase, without forcing men to use other leave types at birth.</p>	<ul style="list-style-type: none"> - Interpretation clarified to enable both types of leave. 	<ul style="list-style-type: none"> - D&I - HRD 	<ul style="list-style-type: none"> - HRD clarified interpretation in February 2019 to enable partners to take secondary carer's leave, and remain eligible for primary carer's leave.

Action detail and rationale	Outcomes	Responsibility	Completion
3.4 Faculty and research institutes to provide support for staff whose contract is approaching expiry.			
Provide staff with a dedicated contact person to provide individualised career support as contract expiry is approaching.		<ul style="list-style-type: none"> - Faculties - Institutes - Portfolios - DVCR 	
3.5 Increase the flexibility of the Deakin Academic Future Leaders' Program (DAFL) to enable participation by part-time staff, and those with carer responsibilities.			
<p>DAFL is a program designed to target Deakin's future academic leaders. Each year, Faculty and School managers are asked to nominate a small selection of applicants for the program. The program requires attendance at multiple events across all campuses. The timing and location of the events can impact those who work part-time, and/or have carer responsibilities, discouraging participation. However, the interactive nature of the sessions means it is necessary for all staff to meet in one location.</p> <p>To facilitate attendance, DAFL sessions are to be arranged to maximise the opportunity for attendance of all staff through advance notice (> 2 calendar months) to enable attendees to make alternative caring arrangements. DAFL sessions are also only organised on Monday – Thursday, as a large proportion of our part time and academic staff do not work on Fridays. Once final nominees are advised, the program coordinator will check in with individuals regarding any availability concerns.</p> <p>Through the review of the program set to occur in 2019, hours of the face to face components will be assessed to ensure maximum access and participation is achieved (with consideration given to 9:30 and 15:00 from 2020).</p>	<ul style="list-style-type: none"> - Advance notice of DAFL events provided. Increased uptake by part time staff. 	<ul style="list-style-type: none"> - HRD 	<ul style="list-style-type: none"> - Immediate and ongoing.
3.6 Alfred Deakin Postdoctoral Research Fellowships (ADPRFs) to offer part-time options, including completing the fellowship over two years FTE (at no less than 0.6 FTE), in addition to current conditions that offer part-time with research assistant for outstanding FTE.			
Current ADPRFs are awarded for two calendar years. While part-time options are available, the duration is fixed, and spare funds must be used to employ a research assistant for the outstanding FTE. These arrangements remove some control from the research fellow, introduce the presence of an individual with less career investment in the project, and necessitate additional supervision time to ensure the assistant is informed. Given the higher proportions of part-time women at Deakin, women will be discriminated by the calendar duration, and may be discouraged from applying.	<ul style="list-style-type: none"> - Duration conditions to be changed to allow two years FTE (to a minimum 0.6 FTE) or two calendar years part-time with research assistant at the choice of the applicant. 	<ul style="list-style-type: none"> - DVCR 	<ul style="list-style-type: none"> - Duration conditions changed by the start of the next ADPRF application round in June 2019.
3.7 Review mentorship programs and processes.			
<p>Deakin runs multiple mentorship programs. Details of Deakin-wide programs are available online to all staff. Faculty and School also run internal mentorship schemes, though no data is kept on these.</p> <p>However, uptake of mentoring is inconsistent. Survey data showed that over 60% of respondents were not assigned a mentor. They either had no mentor, or had to seek their own. Inductions and ongoing communications will ensure all staff are aware of mentorship options.</p>	<ul style="list-style-type: none"> - Increase in uptake of mentorship opportunities. Expect over 80% of staff at Levels A-C to be assigned a mentor. 	<ul style="list-style-type: none"> - Faculties - Institutes - HRD - D&I 	<ul style="list-style-type: none"> - Uptake of mentorship programs for Levels A-C to be over 80% by April 2021.

Action detail and rationale	Outcomes	Responsibility	Completion
3.8 All academic staff returning from a career break are to be assigned a mentor.			
<p>The Professional Development (Academic Staff) procedure suggests all staff returning from a career break should be assigned a mentor. A pulse survey suggested in practice only 1% of staff returning from a career break are assigned a mentor.</p> <p>Going forward, all academic staff at Levels A – C returning from a career break are to be assigned a mentor for six months.</p>	<ul style="list-style-type: none"> - 100% assignation of mentors to academic staff at Levels A-C who are returning from a career break. - Connection and commitment to be made during DeakinAchieve discussions. - HRD to develop a reboarding strategy for all staff returning from long term absences, including parental leave. 	<ul style="list-style-type: none"> - Heads of Departments - Heads of Schools - Directors of Institutes - HRD 	<ul style="list-style-type: none"> - Reboarding strategy developed by December 2019. - All returning staff to be assigned a mentor from January 2020.
3.9 Faculties to increase the use of DeakinPeople for organising and administrating non-centrally (non-HRD) offered training and courses.			
<p>Deakin faculties run multiple internal, non-centrally offered courses. Currently, the courses are organised informally, by email and calendar invites. This means that there is no central data source for attendance records and uptake is difficult to assess. Faculties will identify a local DeakinPeople training administrator to be upskilled in the system through a training session with the HR Information Systems (HRIS) team. This will enable all Faculties to organise and administer their courses through the DeakinPeople system ensuring course attendance by all staff is retained within the DeakinPeople database and holistic reports to be pulled. Any gender differences in uptake can subsequently be identified.</p>	<ul style="list-style-type: none"> - Increased records of course attendance by all staff. 	<ul style="list-style-type: none"> - Faculties - HRIS 	<ul style="list-style-type: none"> - Training in course organisation to be provided to organisers by December July 2020.
3. 10 Create Flexibility in Leadership animations.			
<p>Many staff don't aspire to leadership roles believing they will not be able to balance work and family commitments. The animations will be created to promote examples of leaders working flexibly and to encourage senior managers to consider flexibility for senior roles.</p>	<ul style="list-style-type: none"> - Increase in examples of Flexible working for HEW 10+ and senior academic roles measured through a pulse survey. 	<ul style="list-style-type: none"> - D&I 	<ul style="list-style-type: none"> - Completed December 2018.
Success Measures for career advancement actions			
<ul style="list-style-type: none"> - Female representation in ADPRF applications to be at least 50% by 2022. - Female recipients of ADPRF to comprise at least 50% of all recipients by 2022. - 100% of staff returning from a career break provided with mentors from 2020. - 100% of new staff to receive a mentor for probation by 2020. 			

4. Culture, Leadership and Increasing diversity actions

Action detail and rationale	Outcomes	Responsibility	Completion
4.1 Include section on internal funding scheme applications for Early to Mid-Career academics in which team diversity is described.			
Women are underrepresented in research teams, particularly in HDR supervision teams. ARC research shows men are more likely to work with men. Additionally, Australia-wide trends show most NHMRC and ARC linkage grants are awarded to male-only teams. The section will enable accurate data collection on the diversity within teams. Furthermore, including a section on diversity will encourage grant authors to consider their team from a diversity perspective, and will provide benefit to multiple diversity groups beyond gender. If the data reveals gender imbalances in research teams, diverse teams can potentially be preferred in applications.	<ul style="list-style-type: none"> - Increased diversity on research teams. - Increased research funding for diverse research teams. 	<ul style="list-style-type: none"> - Faculties - Institutes - DVCR 	<ul style="list-style-type: none"> - March 2019 – December 2019.
4.2 External grant application teams to be mixed.			
Australia-wide data shows men are more likely to work on all-male teams. Grant application teams led by Deakin staff, and comprising four or more Deakin-based academics, will be required to show gender diversity. If unavoidable, all-male teams will have an opportunity to justify why there are no women included to the DVCR before grants are approved for submission.	<ul style="list-style-type: none"> - Increased rate of grant submission by female academics. - Reduction in the proportion of all-male teams. 	<ul style="list-style-type: none"> - Faculties - Research group leaders - DVCR 	<ul style="list-style-type: none"> - January 2019 – ongoing.
4.3 STEMM School executive to report to all staff on gender equity initiatives and progress at least once per year.			
<p>The SAGE Athena SWAN pilot was successfully communicated to the SAT, leadership groups, and other key stakeholders, but was not well communicated to the wider STEMM community. To improve communication, Heads of STEMM schools and institutes will be expected to communicate annually to all staff in their school on current initiatives underway, and on progress in gender equity outcomes.</p> <p>The nominated school executive member on the SAT will report to the SAT when the communications are to occur.</p>	<ul style="list-style-type: none"> - Annual communication of gender equity actions and progress to all staff in each STEMM school. 	<ul style="list-style-type: none"> - Heads of School - Faculty Executive Deans 	<ul style="list-style-type: none"> - First communication delivered by December 2019.
4.4 The proportion of women in academic roles in the school executives must, at minimum, reflect the female proportion of the total academic population at Levels C-E.			
In SEBE, the proportion of women at Levels C-E is not reflected in the school executive. (Women comprise 21% of the academic population at Levels C-E, but only 11% of all executive roles). Not participating in these roles potentially reduces the leadership experience, and associated promotion opportunities for women.	<ul style="list-style-type: none"> - Proportional representation of women on school executive committees. 	<ul style="list-style-type: none"> - Faculty - School executives 	<ul style="list-style-type: none"> - School executives to reflect gender representation by January 2021. - 50:50 representation on School Executives to occur by April 2023.
4.5 Replacement or renewal of school executive committee members to be undertaken through a transparent and open consultation with all staff.			
<p>Tenure on many school executive committees in Deakin is fixed to avoid workload. However, the renewal of tenure for the incumbent, or the selection of a new committee member is often undertaken in private, and reported to all staff only after a decision has been taken. This process denies new volunteers the opportunity to serve on the committee.</p> <p>End of tenures are to be communicated to all staff with a call for volunteers, and tenure is only to be renewed in the absence of qualified volunteers. Opportunities for leadership experience, and associated promotion opportunities, will therefore be decided through a transparent process.</p>	<ul style="list-style-type: none"> - Increased turnover of committees, and more opportunity for women to hold leadership roles. 	<ul style="list-style-type: none"> - Faculty - School executives 	<ul style="list-style-type: none"> - Transparent process to commence January 2021, then ongoing.

Action detail and rationale	Outcomes	Responsibility	Completion
4.6 All school executive committees to have an academic representative on SAT.			
<p>The SAT for this application was formed through a combination of volunteering and strategic invitation. Moving forward, the SAT will be formed through a formal process overseen by the Executive Deans for each Faculty.</p> <p>The SAGE Athena SWAN process needs leadership commitment to drive progress in gender equity outcomes. STEMM leadership will be represented on the SAT through the presence of a School Executive member from each STEMM school, demonstrating commitment, providing a reporting channel back to school leadership, and providing valuable input to achievable actions. Heads of schools will nominate the executive member and will be held accountable for their presence and involvement.</p> <p>The Executive member will also oversee the task forces (Action 4.5), and will report twice yearly to the school and faculty executive on local progress against this action plan.</p>	<ul style="list-style-type: none"> - All STEMM schools to be represented by a member of the school executive at all meetings of the SAT. 	<ul style="list-style-type: none"> - Executive Deans - Heads of School - D&I 	<ul style="list-style-type: none"> - April 2019 – ongoing.
4.7 SAT to have representation from all equity groups including Aboriginal and Torres Strait Islanders and people with disability.			
<p>The SAT team in this project did not have representation from Aboriginal and Torres Strait Islander staff. The SAT formed following submission will include at least one member from the Aboriginal and Torres Strait Islander community. Additionally, we will ensure that members of the LGBTIQ+ community, people with disability and people from diverse cultural backgrounds and ages are always included.</p>	<ul style="list-style-type: none"> - Diversity of SAT. 	<ul style="list-style-type: none"> - D&I - HRD Indigenous consultant 	<ul style="list-style-type: none"> - April 2019 – ongoing.
4.8 Introduce Task Forces into STEMM areas to drive actions.			
<p>Unlike committees, task forces are action focused. Meetings are for the purpose of working on joint initiatives, rather than sharing information.</p> <p>Task forces will be created in all faculties, schools, departments and institutes and, in consultation with D&I, will create local action plans. The task forces will be overseen by the representative nominated in Action 4.3, who will report bi-annually to faculty and school executives on progress.</p>	<ul style="list-style-type: none"> - Pilot task forces commenced in SEBE. - Task forces introduced in other STEMM areas. 	<ul style="list-style-type: none"> - Faculty Executive Dean - Heads of School - HR Partners - D&I 	<ul style="list-style-type: none"> - Pilot in SEBE to commence January 2019 - Introduction to other areas by December 2019.
4.9 A new committee formed by the Chairs of the D&I strategy plans to meet biannually.			
<p>Currently all the plans are operating without proper consideration of intersectionality. A meeting of the Chairs will facilitate actions that will improve the culture for all staff and additionally prioritise actions and communicate progress to Deakin's Executive.</p>	<ul style="list-style-type: none"> - Meetings held and reports provided to Executive. 	<ul style="list-style-type: none"> - D&I 	<ul style="list-style-type: none"> - First meeting held by June 2019.
4.10 DeakinAchieve enhanced to allow confirmation that a mentor has been assigned for probation, and after extended leave.			
<p>Academic mentors are recommended for probation and return from extended leave. However, no formal process exists to track whether mentors are assigned. <i>DeakinAchieve</i> can be enhanced to include systems to track assigning of mentors, and flag if this does not occur.</p>	<ul style="list-style-type: none"> - DeakinAchieve enhancement. 	<ul style="list-style-type: none"> - HRD 	<ul style="list-style-type: none"> - December 2020.
4.11 Apply for Australian Workplace Equality Index AWEI Silver award in 2019.			
<p>Deakin currently holds the AWEI bronze accreditation, and will apply for the silver award in 2019.</p>	<ul style="list-style-type: none"> - Awarding of AWEI silver accreditation. 	<ul style="list-style-type: none"> - D&I - HRD 	<ul style="list-style-type: none"> - July 2019.

Action detail and rationale	Outcomes	Responsibility	Completion
4.12 Introduce more gender options for staff to choose on their staff profile beyond <i>male, female and undisclosed</i>.			
<p>Current gender options are not inclusive of all gender identities, and, furthermore do not provide data enabling assessment of the success of Deakin inclusion actions.</p> <p>New options will comprise:</p> <ul style="list-style-type: none"> - Female - Male - Non-binary - Trans/Gender Diverse - Prefer to self-describe - Prefer not to specify. 	- New options available to staff.	- HRD	- New options were activated June 2018.
4.13 Provide LGBTIQ+ spaces and gender neutral toilets on all campuses, and design these spaces into all new buildings.			
Deakin has a limited number of gender neutral toilets and assigned LGBTIQ+ spaces. Consultation with the Property and Infrastructure Group will enable wider introduction of these facilities across all campuses, and to include these spaces in all new buildings.	- LGBTIQ+ spaces and gender neutral toilets available to students and staff.	- D&I - Infrastructure and Property Group	- December 2021.
4.14 Introduce gender transition procedure, including trained advisors to assist staff and students throughout their transition.			
The procedure provides support and guide transgender staff and students through their transition. The procedure provides a plan for discussion with a trained advisor for the staff member or student, who will be a confidential contact to help reduce the stress and anxiety around the process.	- Procedure endorsed by Executive, and communicated to the University.	- D&I - HRD	- October 2018.
4.15 Introduce paid gender transition leave category.			
The gender transition leave category provides up to 10 days paid leave to be taken during the transition process. The leave category will simplify the process to provide flexibility to reduce stress and anxiety for the staff member, reduce the number of people who need to be informed, and communicate support and acceptance to any staff seeking to transition.	- Paid leave category endorsed by the University Executive and communicated to all staff.	- HRD - D&I	- Completed October 2018.
4.16 Create a parent portal on DeakinSync to provide a central location for resources for current and prospective parents.			
<p>Leave options and procedures are currently spread across multiple dispersed documents. The portal will collate all resources in one location. Included are all parental leave options, links to relevant policies, references to the Enterprise Agreement, <i>Keeping Connected</i> guidelines, and guidelines for returning to work. Furthermore, the portal will include links to LGBTIQ+ information for rainbow families.</p> <p>A link to the portal will be placed in all relevant policies and procedures within the Deakin policy library.</p>	- Parent Portal created, links placed in all formal policies and procedures.	- HRD - D&I	- Portal commissioned by January 2020. - Policies and procedures updated by July 2020.
4.17 Parental leave applications to include reminders to undertake planning discussions with direct manager.			
<p>Deakin's Keeping Connected guidelines recommend planning meetings occur between staff and supervisors in the lead up to parental leave. However, it is unknown if such meetings occur, and nearly one in five Deakin staff who have taken a career break considered the contact from Deakin to be inadequate.</p> <p>To encourage planning meetings, planning forms will be posted on the parent portal.</p>		- Faculties, - Portfolios - HRD	- December 2019.

Action detail and rationale	Outcomes	Responsibility	Completion
4.18 Digital campaign to encourage men and partners to take up flexible work arrangements, and extended parental leave.			
While attitudes are changing, women still perform most domestic and care duties (20.4 hours and 11.3 hours p/w respectively, to men's 13.3 and 4.8 hours p/w. Source: 2018 HILDA report). Likewise, men spend more time in employment (35.9 hours p/w to 25 hours for women. Source: 2018 HILDA report). These data are reflected in Deakin's part-time and parental leave statistics. Encouraging men to work flexibly and access programs available to carers can influence cultural change not just at Deakin, but potentially within the community and organisations in which the families of Deakin staff are employed.	- Increase in men accessing parental leave and primary carer's funding schemes.	- D&I - HRD	- Campaign completed July 2020.
4.19 Develop and circulate guidelines on timing and location of University meetings, courses and events to ensure consideration of work arrangements for carers.			
Staff with caring responsibilities are often restricted in their daily hours of work, for example by school drop-off and pick-up times. Consequently, these staff may miss out on important courses, meetings and events that fall outside of these hours. Currently, there are no policies or guidelines that specify inclusive practices in the timing and location of such events.	- Policies updated to specify inclusive practices in timing of courses, meetings, and events.	- D&I - HRD	- Flexible work arrangements policy and procedures updated by December 2019 Guidelines circulated February 2020.
4.20 Develop and circulate expectations on gender balance and representation from diverse cultural backgrounds for invited external speakers.			
Many areas within Deakin show imbalances in the gender split of invited speakers. Expectations circulated by school leadership will seek diversity of speakers.	- Expectations developed and circulated. - Improvements in the gender balance of external speakers.	- D&I - Faculties	- Expectations developed and circulated July 2019.
4.21 Apply for Breastfeeding Friendly Workplace accreditation.			
Deakin currently provides breastfeeding facilities at all campuses. However, to achieve accreditation, these facilities need improvements, including access to refrigeration.	- Award and maintenance of Breastfeeding Friendly Workplace accreditation.	- D&I - Infrastructure and Property Group	- March 2019.
4.22 Produce the reflective Reconciliation Action Plan (RAP) for Aboriginal and Torres Strait Islander.			
Following consultation with colleagues, the NTEU, and the Indigenous community, the Aboriginal & Torres Strait Islander Higher Education Agenda was considered sufficient and more impactful at this time than a RAP. Following completion of the Agenda, the first RAP will be developed.	- Plan developed and publicly available on the website.	- D&I - HRD	- RAP consultation and development to commence December 2020.
4.23 TA recruitment processes to actively increase the representation of Aboriginal and Torres Strait Islanders.			
Demographic data only identifies two Aboriginal and Torres Strait Islander academics in STEM. The TA remit includes the improvement of Aboriginal and Torres Strait Islander representation throughout Deakin, as outlined in, and including increases of academics in STEM areas.	- At least 5 Aboriginal and Torres Strait Islander academics in STEM areas.	- Faculties	- Academics employed by December 2021.

Action detail and rationale	Outcomes	Responsibility	Completion
4.24 STEM Faculty to nominate research by Aboriginal and Torres Strait Islanders for publication in Deakin's research and marketing newsletters.			
Deakin <i>Invenio</i> (Deakin's research newsletter) and Deakin This (Deakin's marketing newsletter) must publish an article on collaborative research conducted between Indigenous staff and staff from a STEM Faculty at least once per year (increasing as Indigenous representation increases).	- Deakin <i>Invenio</i> to publish at least one article per year by Aboriginal and Torres Strait Islanders in STEM, rising as representation increases.	- Faculty Executive - Heads of School	- Articles to commence January 2020.
4.25 STEM faculties to undertake at least one outreach activity per year aimed at the Aboriginal & Torres Strait Islander community.			
The Aboriginal & Torres Strait Islander Employment Strategy mandates the development of Strong Community Partnerships, for example with the community or local schools. STEM disciplines are to undertake outreach event aimed at the Indigenous community, for example, open days, school visits, mentoring, academic enrichment, preparatory courses and financial support.	- STEM disciplines to undertake at least one outreach event per year aimed at Aboriginal & Torres Strait Islanders.	- Faculty Executive - Heads of School	- Outreach to commence in 2020.
4.26 Review and update all HRD managed compliance training modules to ensure all modules are digitally accessible, and to ensure content is meeting legislative requirements.			
Deakin aims to keep all compliance training up-to-date. In its current form, some training has been identified as not being digitally accessible to all new inductees. The modules are under review to ensure they are leading practice, meeting legislative requirements and that all inductees can undertake the online training.	- All modules are digitally accessible, and content is meeting current legislation requirements.	- HRD - D&I	- Review of all modules complete. - Modules updated for digital accessibility completed by June 2019.
4.27 Gender Equity (Key Performance Indicators) to extend to the Senior Management Group.			
Deakin Executives have KPIs to meet for the gender equity performance of their portfolios. The KPIs are to be extended to be included in the performance reviews of the full senior management group, which includes all directors and heads of school/department/institute who answer to the executive members. The extension of KPIs will ensure all senior leaders become directly accountable for the gender equity performance of their respective schools, departments, institutes or divisions. KPIs are to be introduced in 2020 DeakinAchieve conversations to assess the current state of gender equity in the divisions, schools, departments and institutes. Subsequent KPIs will be assessed on progress against the previous year.	- KPIs introduced for all senior management.	- HRD - Executive - D&I	- KPIs introduced to Deakin Achieve conversations in 2020. - Subsequent KPIs judge progress against the previous year.
4.28 Implement Deakin-wide approach to complaint processes.			
Current complaint processes are fragmented and different approaches are taken in the various areas that handle complaints. Improvements will be made to our data management, record keeping, sharing of information, reporting and cross unit collaboration.	- Deakin wide-complaints process implemented.	- D&I - DSL - HRD	- Process in place by December 2019.
4.29 Relevant equity groups to be consulted in all policy reviews.			
D&I plays a significant role in the review of policy across the organisation. For policies that directly affect equity groups, D&I will now consult with representatives of those groups for both development and review.	- Equity groups consulted in review and development of policies.	- D&I	- Commence 2019, then ongoing.

Action detail and rationale	Outcomes	Responsibility	Completion
4.30 Continue to deliver LGBTQ+ training to leadership across all faculties and portfolios.			
D&I provides LGBTQ+ training to Deakin, which has been delivered to over 300 participants. D&I will continue to deliver the training, focusing on leadership groups from all faculties and portfolios, to assist in creating inclusive and welcoming work environments across the University for all gender and sexual identities.		- D&I	- Ongoing
4.31 D&I to coordinate intersectionality training to senior managers, and other managers undertaking DeakinAchieve conversations.			
Understanding discrimination through intersectionality is not intuitive i.e. despite successfully implementing all D&I plans, discrimination can still exist through attribute interactions. D&I offers training on awareness for different equity cohorts, but no specific training on intersectionality. This will be created and provided to senior managers, extending to all managers and supervisors undertaking DeakinAchieve conversations.	All senior managers and managers undertaking DeakinAchieve conversations to complete training.	- D&I	- All Senior managers to have attended training by Dec 2021. - All other managers undertaking Deakin Achieve conversations to have attended training by Dec 2022.
4.32 Communicate Inclusion courses more widely.			
D&I offers LGBTQ+, unconscious bias, and leading equal opportunity courses, but these are available upon request and not widely communicated. The courses will be communicated twice per year through an all-staff email from the Enterprise portfolio.	At least 100 participants per year on each of the three courses.	- D&I - COO	
4.33 Introduce the Gender Equity Advocates program.			
Communication of the current state of gender equity initiatives is substandard across Deakin, and communication needs to improve. Volunteers from all staff across Deakin can sign on to the Gender Equity Advocates program, in which they are provided with resources and ideas to share information, and introduce and promote gender equity in their local areas.	Advocates program running with volunteers signed on.	- D&I	- Gender Equity Advocates program created in 2018 with 100 volunteers. Aim to grow program by 20% per year.

Success Measures for culture, leadership and diversity actions

- Internal grant team applicants and recipients to be representative of school gender diversity each year from 2020.
- Each STEM school / institute to provide evidence of all-staff update on Gender Equity progress at least once annually.
- School Executive diversity in academic positions to reflect overall school academic gender diversity (Levels C-E) from 2021.
- All Campus buildings to have a least one gender neutral toilet by 2023.
- At least 15 partners (including at least five academics) to take primary carer's leave by 2023.
- Gender Equity Advocates to reach 200 by 2023, and comprise 25% men.
- At least five STEM academics to be from Aboriginal or Torres Strait Islander background by 2023.

5. Workload actions

Action detail and rationale	Outcomes	Responsibility	Completion
5.1 Provide funding to academics returning from a career break to buy out the first six months of teaching after return.			
The way in which workload allocations are distributed currently presents a significant barrier to female academics in particular. Reduced research output leads to greater teaching and/or service allocation, leading to further reduced research output, leading to more teaching allocation. Academics returning from a career break have their research allocations set in line with FTE. However, such a system does not account for the reduced output while research momentum is rebuilt. To enable rebuilding, funds in the Career Continuity Scheme will be available to buy out the first six months of teaching occurring after return, thereby increasing research time substantially upon return from a career break to enable rebuilding of research momentum.	- Uptake of funding by researchers returning from a career break.	- D&I - Faculties - Institutes	- Funding available from January 2020.
5.2 Calculate WAMs on three years FTE, not three calendar years.			
Current WAMs are calculated on three calendar years, potentially discriminating against part-time staff. Calculating WAMs on three years FTE will enable more accurate assessment of research output.	- WAMs in faculties to be adjusted to reflect change.	- Faculties	- WAMs to be adjusted from January 2020.
5.3 Increase awareness and transparency of workload allocation calculations.			
Qualitative survey data shows a high proportion of staff do not consider the WAM process to be fair and transparent, and faculties differ in their implementation of the model. Discussions with Faculty Executive Deans reveal the process often contains a greater depth of work, and more personalised input than is perceived by staff. Therefore, staff need to be better informed on how the process is undertaken to provide greater transparency.	- School and Faculty Leaders to run annual presentation or produce written communication on WAM process.	- Faculty - School leadership	- Commence presentations in 2020.
5.4 Review WAM to develop more flexible, individualised models.			
Qualitative data and consultations through the SAT suggest University-wide perceptions that WAMs are not fit for purpose. Specifically, the WAM assumes uniformity of working, but is applied to a workforce with highly flexible working arrangements, particularly among female staff. Qualitative data show many staff, mainly women, reduce their hours to quarantine unpaid time to dedicate to research. Deakin's 2019 Research Guiding Plan includes an action to review WAMs and develop new flexible workload models that support overall individual career development.	- Academic portfolios and HRD executives to review. - WAM conditions updated in the next Deakin University Enterprise Agreement.	- DVCR - Faculty executives - HRD	- Discussion to commence October 2019. - Corresponding clauses in new Enterprise Agreement 2021.
Success Measures for workload actions			
For each portfolio: - Positive fairness and transparency question to receive 75% agreement in WAM surveys by 2023. - 50% of staff returning from career breaks and responding to the next D&I survey to report no negative impacts.			

6. Further research actions

Action detail and rationale	Outcomes	Responsibility	Completion
6.1 Further investigate the reduction in female academic staff from Level B-C within all schools and departments.			
<p>Present report to University Executive assessing causes of reduction in proportion of academic women after Level B in STEM.</p> <p>The reasons for the decline are currently unclear, and identifying the reasons will enable focusing of resources. The report will use quantitative data from the HRD databases, and qualitative data from exit surveys for resigning staff. The report with recommendations will be presented to the University Executive. Endorsed recommendations will then be implemented.</p>	<ul style="list-style-type: none"> - Report presented by Chief Operating Officer to the University Executive and recommendations endorsed. 	<ul style="list-style-type: none"> - D&I - HRD 	<ul style="list-style-type: none"> - Report: December 2020. - Recommendations: March 2021.
6.2 Gather comprehensive qualitative data from staff on the WAMs.			
<p>WAMs are highly contentious at Deakin. Faculty leadership consider WAMs essential tools to allocate work, but staff often find their allocations underestimate teaching time, thereby either reducing research time, or requiring substantial evening and weekend work. Particularly, part-time staff find workloads do not fit caring responsibilities, and lack the out-of-work hours required to remain competitive.</p> <p>While there is a clear concern among academics about the WAM, the details are complex, and can differ between faculties. Actions 5.1 to 5.4 address some specific points, but we lack sufficient understanding, on a faculty level, to address staff concerns.</p>	<ul style="list-style-type: none"> - Gather qualitative data on part-time working patterns and WAMs. Prepare report for executive with recommendations. 	<ul style="list-style-type: none"> - D&I - Faculties 	<ul style="list-style-type: none"> - July 2019 – July 2020.
6.3 Review of postgraduate load.			
<p>On average, men at Deakin supervise more HDR students per individual than women for both primary and associate supervisory roles. HDR students increase research output, and completions are considered in grant and career progression applications. The reasons why women supervise fewer students are not clear. Further quantitative and qualitative understanding will enable the introduction of measures to address imbalances in HDR supervision.</p>	<ul style="list-style-type: none"> - Completion and report of quantitative and qualitative assessment of the role of supervisors. 	<ul style="list-style-type: none"> - D&I - DVCR 	<ul style="list-style-type: none"> - Report delivered to DVCR by July 2020.
6.4 Categorise academic and research staff to ensure database accurately reflects their role.			
<p>Current data classifies research fellows inconsistently as either research, or academic. Likewise, teaching-only staff are classified as academic.</p> <p>The database is to be updated to enable more accurate ongoing data collection on the proportions and gender for each category.</p>	<ul style="list-style-type: none"> - HRD database updated to reflect role. 	<ul style="list-style-type: none"> - HRD 	<ul style="list-style-type: none"> - Updates complete by December 2020.
6.5 Survey staff opinions on childcare provision at Deakin.			
<p>Most Deakin campuses offer onsite childcare through privately run facilities. However, there are no data on whether childcare facilities are adequate, and the quality of childcare is more likely to affect female staff, given they undertake the majority of caring responsibilities. Results will report on each campus separately.</p>	<ul style="list-style-type: none"> - Report provided on childcare provision at each campus. 	<ul style="list-style-type: none"> - D&I - DSL 	<ul style="list-style-type: none"> - Report submitted to COO by July 2020.
6.6 Review the pay gap at Level D in the Faculty of Health.			
<p>The pay gap at Level D in the Faculty of Health is currently around 8%, driven by men occupying most positions associated with clinical loadings. Both the Gender Equity Plan 2017-2020, and the local Faculty of Health plan will review the loadings to ensure they are awarded equitably throughout the Faculty.</p>	<ul style="list-style-type: none"> - Review completed. - Report submitted and loadings adjusted accordingly. 	<ul style="list-style-type: none"> - Faculty of Health executive - HRD 	<ul style="list-style-type: none"> - Report submitted to University Executive by December 2020.

Action detail and rationale	Outcomes	Responsibility	Completion
6.7 Pulse survey on committee participation.			
<p>The D&I survey revealed women were more likely to be on internal committees than men. This extra workload may be due to women seeking leadership opportunities to assist their promotions or a reflection of the extra service load that women take on either because they are asked or feel obliged. A pulse survey will be developed by D&I to understand the motivations of women who elect to be on committees and gain understanding of the hours men and women spend on committee work.</p>	<p>- Short report on results communicated through the governance committee.</p>	<p>- D&I - Governance committee</p>	<p>- Report submitted to governance December 2020.</p>
6.8 D&I to run survey to assess Aboriginal and Torres Strait Islander views on cultural safety of their local area.			
<p>D&I survey to assess whether Aboriginal and Torres Strait Islanders feel they work in a culturally safe environment, a key component of effective recruitment and retention of Indigenous staff. Where necessary, training will be provided on awareness of Indigenous perspectives and knowledges, and training on discrimination faced by Indigenous Australians (for example, intersectionality, unconscious gender bias, racism).</p>	<p>- Survey run, and results reported to each Portfolio.</p>	<p>- D&I</p>	<p>- Survey completed and reported by December 2020.</p>
6.9 Pilot program to analyse HRD data using multiple demographics to assess effects of intersectionality (with specific focus on interactions with gender in STEMM) on recruitment.			
<p>Unintended discrimination can often occur through the intersection of equity attributes, and may not be detected when each attribute is assessed separately.</p> <p>D&I will run a pilot program using the additional demographic data collected by the TA Team to assess any effects of intersectionality on Deakin staff. Specifically, the pilot will focus on STEMM disciplines using gender as a fixed attribute assessed against other diversity attributes, including comparison of metropolitan and regional campuses.</p>	<p>- Analysis completed, and reported to executive.</p>	<p>- D&I</p>	<p>- Report sent to Executive June 2020.</p>
6.10 Intersectionality-focused “Chilly climate” survey assessing similarities and differences between staff and manager opinions in STEMM.			
<p>Quantitative data is of limited use when assessing all possible intersectional interactions, so qualitative data is essential to understand staff views. The “chilly climate” survey compares and contrasts views of staff to those of managers. The survey will have an intersectionality focus to assess effects of intersections with gender in STEMM.</p>	<p>- Analysis completed, and reported to executive.</p>	<p>- D&I</p>	<p>- Report sent to Executive June 2021.</p>
Outcomes of further research actions			
<p>The further research actions will not, in themselves, produce measureable success outcomes. The findings and recommendations from each report will be incorporated into existing actions, or as new actions in the previous sections, contributing to the success measures outlined for each.</p>			