Gender equity and inclusion by design

A toolkit for the Australian university sector 2022

UNIVERSITIES AUSTRALIA

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Toolkit overview

About the toolkit

This toolkit is designed as a resource to assist leaders in the Australian university sector to implement practices that support greater equity for women. While this toolkit is focused on women, these practices may also contribute to positive outcomes for other underrepresented or marginalised groups in the sector.

Focus areas

Gender Equity and Inclusion by Design is underpinned by research into leading practice in gender equity initiatives in universities and other knowledge-industry organisations. The toolkit focuses on three main action areas for gender equity in the university sector:

1. **Organisational policy and practice: shifting rigid gender inequities**
2. **Influencers: the leaders we need**
3. **Sector collaboration: shared challenges and solutions**

What's in this toolkit?

The pages that follow provide tangible tools and strategies for universities and university leaders in each of the three action areas above. Each section provides tips, case studies and links to further resources.

The project

The toolkit is part of a Universities Australia Women project that aimed to provide new insights into leading inclusive practices in Australian universities, as well as tools to support their implementation. It is a companion to the report **Gender inclusive practices and work-life balance in Australian Universities.**

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1. Organisational policy and practice

Shifting rigid gender inequities

Organisational gender equity actions: Overview

This table outlines actions universities can take to enhance gender equity in the organisational domain.

Action	Impact
Develop a gender equity strategy closely linked to organisational strategy (Pages 6-8).	Ensures that gender equity measures are not siloed but are part of core business with shared KPIs and measurable targets that are owned at all layers of the institution.
Undertake data collection, analysis and transparent reporting (Pages 9-11).	Keeps leaders accountable and identifies emerging issues.
Build gender-inclusive recruitment processes (Page 12).	Increases representation of women, particularly in male dominated areas.
Build gender-inclusive career development and progression opportunities (Pages 13-15).	Increases representation of women in Levels C-E (academic) and 7-10 (professional and in senior leadership.
Ensure pay equity (Page 17).	Overcomes inequitable pay structures and undervaluation of women.
Create and promote opportunities for work-life balance and flexibility. Support people with care responsibilities to mitigate rather than reinforce negative impacts on career progression (Page 18-20).	Overcomes entrenched inequities arising from having unpaid care responsibilities, provides high performing staff with care responsibilities with equitable access to opportunities for career progression and leadership, improves retention, productivity and wellbeing of staff with care responsibilities.
Monitor and overcome gender inequities in the distribution and recognition of work (research, teaching and service) (Page 22).	Reduces inequities associated with disproportionate allocation of teaching and service/leadership activities to women, more adequately values teaching and leadership.
Monitor and address impacts of casualisation on gender equity (Page 23).	Produces data that better represents university workforce, extends equity measures to casual staff, potential to improve retention of ECR women.
Gender Equity Challenge Panel (Page 23).	Applies EDI principles to key decision-making processes and offers a 'challenge' to achieve more equitable outcomes.

Developing a gender equity strategy

Create a gender equity strategy that becomes part of core business, with each step tailored to your organisation. The journey map below outlines each step.

Principles for a good gender equity strategy

There are six principles to keep in mind to create an effective gender equity strategy in universities:

Inclusive – encompasses the experiences and needs of all staff and students at your organisation.

Aspirational – the goals and objectives of the strategy are future-focused, yet achievable.

Evidence-driven – the actions and measures to achieve the goals are supported by leading practice and research, and informed by data collected within the organisation.

Adaptable – strategies should remain dynamic as organisations achieve their goals and objectives and establish new targets or focus areas.

Owned and actionable – the goals, objectives, or target areas articulated in the strategy are driven by an individual or team to implement.

Tangible – leaders regularly engage staff on outcomes and progress.

Developing a gender equity strategy

1. Define the vision

Work with leaders to define the overarching vision for gender equity at your organisation. **Consider:**
- Making specific reference to the gender equity strategy in the university strategy.
- How this vision aligns with all elements of your organisational strategy.
- How the strategy engages with staff, students, and stakeholders.

2. Establish current position

Collect and analyse data to assess your organisation's current position in relation to the vision. See pages 9-11 for more. **Consider:**
- Conducting an annual 'EDI census' to provide demographic and staff experience data to inform strategy development and monitoring.

3. Communicate

Work with your internal communications team to engage with staff, students and stakeholders early and often. **Consider:**
- Establishing employee reference groups to provide input into the development of vision, goals and measures from the beginning.
- Communicating progress against the strategy to date, lessons learnt, and opportunities for staff to challenge, comment or get involved.
- Communicating through leader modelling: Leadership behaviour and commitment is integral to delivering the strategy.

4. Set goals

These goals will be enshrined in your gender equity strategy document. **Consider:**
- Goals that are specific, measurable, achievable, relevant, and time bound.
- Goals that have clear budget and resource allocation proportional to expected effort required to achieve.

5. Review and iterate

Regularly review strategy and actions, identify successes and gaps, and continuously improve. **Consider:**
- Reviewing progress quarterly.
- Making annual updates to the strategy as required.
- Linking reviews to structural annual planning processes that connect long-term vision to short-term action.
- Committing to revisiting the strategy when there is a change in legislation.

Embedding a gender equity strategy

Gender equity strategies are most effective when they are integrated with the broader organisational and business strategies. This enables gender equity measures, behaviours, and practices to become a part of core business and workplace culture.

Incorporating the gender equity strategy into an annual business planning and monitoring process is one way to ensure that there is alignment between the longer term strategic gender equity vision and shorter term operational planning. An overview of an annual planning process is below.

Annual integrated planning process

1 The annual integrated planning process begins with a one-two pager (see next slide for an example) circulated through the organisation that articulates the vision, values, methods, obstacles and measures for gender equity in the organisation. This one-two pager is used to communicate the gender equity strategy to the organisation and provide opportunity for each area to determine how to best contribute to implementing the strategy.

2 The leadership team in each area (i.e. school, department etc) conducts a separate planning session to develop an annual plan linked to the gender equity strategy. This facilitates full enterprise wide commitment to and alignment with the strategic intent of the gender equity strategy for the next 12 months.

3 Outputs from each area are collected and presented to the Executive Board (or primary decision making body) and budget is allocated or altered accordingly. This allows for the decision-making body to have clear visibility of how each area will contribute to the overall gender equity vision, how this will be measured, and how much budget and resourcing will be required.

Case study: Integrated business planning for EDI

Integrated business planning for EDI is a process for translating desired EDI outcomes into financial and operational resource requirements. This top-down, iterative process ensures that the overarching strategic EDI vision is underpinned by measures, actions, and budget to achieve against organisational priorities.

One private sector organisation conducts their EDI integrated business planning by asking each individual business unit to provide an annual EDI plan, outlining how that business unit will work towards achieving the vision of the whole organisation set out in the organisation's EDI strategy.

The annual plan for each business unit not only draws on the actions and measures articulated in the organisation's EDI strategy, but can add in additional actions and measures that are specific to that business unit. This creates enterprise buy-in without restricting the ways in which the business unit can progress EDI in their context.

Example of a 'gender strategy on a page'

The template below provides an outline of key elements to convey in a one-two pager circulated as part of an annual strategy planning process. The gender equity strategy should be considered a component of the broader university strategy.

Our context and drivers

> What are the major factors influencing gender equity at your organisation?

Our vision

> What is your gender equity vision?

Our high level goals/strategic priorities

1. e.g. we will increase the proportion of women in leadership positions

2.

3.

4.

5.

6.

Who we are now?

> Provides a visual, practical overview of gender equity at your organisation. Includes data and statistics of workforce (e.g. total headcount, demographics, attrition rate).

How do we achieve our vision?

Include information related to:
- Measures and mechanisms against each gender equity goal / strategic priority.
- Anticipated funding required.
- Owners for each goal, measures and mechanisms.

Collecting gender equity data

Collecting and analysing equity data supports accountability and shared responsibility, tracks progress, and identifies emerging issues and strategic focus areas. The indicators you select will be relevant to your own organisation's needs and those suggested below are a sample only.

Recruitment

Consider:
- Are there pockets within the university that are not attracting, and appointing, women and other diversity groups?
- Are diversity groups represented on recruitment panels?

Measures:
- Track number of applicants, shortlisted candidates, and appointees by gender.
- Track recruitment panel composition by gender, other diversity characteristics, and department.

Performance measurement and promotion

Consider:
- Do men and women have different performance outcomes on average?
- Do male and female teaching staff receive different student evaluations?

Measures:
- Number of women and men promoted at each level, against number of applications.
- Number of applications against gender breakdown of staff in each Faculty.
- Gender-based differences in student evaluation and feedback.
- Promotion rates by seniority, job types, and department.

Pay equity

Consider:
- What are the points at which pay inequities can emerge?

Measures:
- Data on starting salaries by gender.
- Data on bonuses and loadings by gender.
- Data on consultants/'non standard' contracts by gender.

Flexible working/care

Consider:
- Are staff enabled and empowered to work when and where best suit their individual needs?
- Are women penalised for working flexibly?

Measures:
- Flexible work uptake data.
- Flexibility availability for professional staff.
- Career progress of staff, against full-time and fractional work loads.
- Staff experience/pulse data on perceived manager support for flexibility/family friendly environment.

Collecting gender equity data

Workloads

Consider:
- Do women have greater teaching loads than men?
- Are there differences in the amount and type of service allocations?
- Are men receiving larger and more prestigious grants?

Measures:
- Teaching load allocations, by gender.
- Research allocations, by gender.
- Academic 'housework'(i.e. administration and pastoral care), by gender.
- Grant awards and funding amounts, by gender.
- CIs on grants by gender.
- First/last author analysis by gender.

Workforce casualisation

Consider:
- Are women remaining in casual roles for longer than their male peers?
- Are women more likely to be tutors (and therefore casual) than lecturers?

Measures:
- Casual and short term contracts by gender, and by type of role.
- Duration of casual/short term contract employment by gender.
- Conversion rate from casual to permanent roles by gender.

Leadership and accountability

Consider:
- Do leaders actively support or provide opportunities to women?
- Do leaders and managers effectively support and foster an equitable and inclusive culture and enhance diversity in their teams?

Measures:
- Proportion of leaders who are women, against organisational/school composition by gender.
- Data on reasons women leave leadership roles, using exit interviews and surveys.
- Leaders' KPI progress on improvements to and maintenance of their team's gender diversity and opportunities by gender.
- Staff feedback on their leader's commitment to university EDI policies.

Discrimination and sexual harassment

Consider:
- Can staff safely report issues of concern – from casual sexism to more extreme forms of bullying, harassment and violence?
- Do casual staff underreport sexual harassment and bullying?

Measures:
- Staff turnover data, by gender and department.
- Summary of EAP usage.
- Stop Bullying applications to the Fair Work Commission.
- Pulse data on staff experience of sexism, bullying and harassment.

Using gender equity data

Leading organisations have sophisticated approaches to using the data they collect to achieve change. They use people analytics to optimise management decisions and workforce planning. Managers are provided with the data they need before making decisions.

People analytics

People analytics involves the use of statistical insights from employee data to understand workforce behaviour and model options for change. An example of how this may be used, focusing on retaining women leaders, is below.

Retaining women leaders

- Conduct thematic analysis of characteristics of those leaving, how and when they leave, and their reasons for leaving.
- Conduct predictive modelling of how workplace changes may shape future retention.

Using gender data in real time

Commonwealth Bank
- The bank uses a pay range tool that benchmarks salaries against the market and highlights gender bias. Managers have access to this tool in real time when recruiting new staff.
- Managers also have access to a dashboard that displays 'like-for-like' pay gaps in their teams on a yearly rolling basis. (Source: Champions of Change (2017) – Closing the Gender Pay Gap.)

University faculty
- A university faculty has developed a shared dashboard that allows staff to see how their workload compares to others in the faculty at any given time. This improves workload transparency and allows any gender bias to be observed.
- Managers use the dashboard when making workload decisions.

Transparency challenge
Providing staff with the option to access, drill down into, and share the data that you collect creates a workplace environment that is seen as fair and trustworthy. The following mechanisms are helpful for sharing data with your staff:

- PowerBI Dashboard, with functionality to isolate and refine key metrics.
- Regular reporting through internal communications, providing. updates on progress towards goals and targets. Gender-equitable recruitment processes.

Tip: Analyse data 'locally' to spotlight specific faculties/ departments.

Gender-equitable recruitment processes

Inclusive recruitment processes improve gender inclusion outcomes, particularly in male-dominated roles.

The table below outlines some examples of leading practices in universities that you can apply to improve gender equitable outcomes in your recruitment processes.

Leading practices	Examples
Informed by data, identify disparities and develop targets, action plans, and strategies to overcome gender inequity in specific areas of the organisation.	• Women-only PhDs and scholarships. • Women-only recruitment campaigns. • Recruitment firms instructed to prioritise gender diversity.
Remove rigid eligibility criteria and develop systems and processes that help 'even the playing field'.	• Gender Equity Challenge Panel (see page 22). • Value diverse candidate attributes and experience (i.e. across research, teaching, and service) and use clear processes for taking into account performance relative to opportunity at all stages of the recruitment process.
Review recruitment and hiring language in job advertisements and remove generic/outdated position descriptions.	• Use software to identify gendered language, such as Gender Decoder, and update accordingly. • Reshape or reclassify roles for greater inclusivity, such as a job share or remote working model.
Apply a gender lens to recruitment shortlists.	• Consider a 'blind' system when long-listing candidates that removes name and gender-related information. Once the long list is created, make candidates' identities visible. • Mandate gender balance on interview shortlists. • Include more junior female candidates with identified potential on short lists. • In faculties with low gender diversity, consider interviewing all women applicants.
Careful attention to interview panel composition.	• Carefully select individuals for panels, don't assume that mixed gender will eliminate gender bias. • Include representatives from other minority groups. • Provide training for panel members on how to identify bias. • Facilitate short pre-interview sessions with interview panel to discuss potential bias. • Provide current organisational gender diversity statistics, including gender of recent appointments, to interview panel.
Ensure starting salary is gender neutral.	• Make pay equity data available to managers when nominating starting salaries to ensure that decisions are gender equitable (i.e. women are not appointed on lower steps than men).
Identify systems and practices that will support the new hire.	• Review flexible work requirements before commencement. • Provide induction and on-going support.

Gender-equitable career development and progression

Gender-inclusive career development and progression opportunities increase representation of women at all levels including senior leadership.

Signs that current career pathways could be disadvantaging women

- Women are under-represented in key career development opportunities and in senior leadership positions.
- Women score lower on self-reported access to informal networks (i.e. collected in Pulse surveys).
- Performance and promotion processes are very focused on narrow research metrics (i.e. volume of outputs, number of citations).
- Forms of achievement such as teaching, governance, collaboration, capacity building are not as likely as outputs metrics to lead to promotion.
- Early and mid-career women are leaving the institution due to limited opportunities for career progression or overwork.
- A lower proportion of women than men put themselves forward for promotion.

Tips for improving career development opportunities for women

- Create leadership programs for women in your organisation and/or support sectoral programs (for some examples, see the box on this page), and support participants with time buyouts.
- Develop, or promote, formal and informal mentoring programs that assist women with developing career networks and applying for promotion and senior leadership roles.
- Make mentoring programs available to part time, short term contract and casual employees.
- Resource internal employee networks to identify barriers to gender equitable career pathways and provide input into university policy and practice.
- Provide women-only seed funding, research grants, and research and development awards.

Have you heard about these career development programs?

The WATTLE program is a sector wide residential professional development and career advancement program to support academic women at Levels D and E, and professional women levels 9 and 10 into senior leadership. The program builds networks, leadership skills, and strategies for career progression. Find out more

The Community Mentoring Program run by the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) is a formal mentoring program in which experienced members provide mentorship in areas such as: academic practice, early career research, teaching innovations, and learning design. Find out more

Career progression

Tips for improving career progression opportunities for women

- Use data to monitor and improve the promotions process.
- Address gender inequities in the distribution of research, teaching and service (see page 23).
- Review promotion criteria and ensure teaching, leadership, and engagement contributions (that women are more likely to participate in) are adequately acknowledged and valued (see Case Study below).
- Pay careful attention to promotion panel composition (see examples on recruitment panels, page 14).
- Introduce gender equity advisors to disrupt the promotions process at critical points, for example through a Challenge Panel (see page 24).
- At the level where women academic staff begin to be under-represented (Level C), create targeted programs to boost women's representation e.g. 6-12 months' teaching relief.

Pillars and points, Macquarie University

From 2015, Macquarie University's promotion system began using five pillars to measure university academics' performance: (1) discovery (research); (2) teaching; (3) application; (4) integration and (5) leadership and citizenship.

Promotion process

Applicants for promotion self-assess a maximum of 3 points in each of the 5 pillars. A minimum of 8 out of up to 15 points is required to progress from Level A to B and B to C ,and a minimum of 9 points to progress from C to D and D to E. An applicant must obtain the maximum 3 points in at least one pillar (discovery, teaching, integration or application), not only in research, in order to signify excellence. From Levels A to B and B to C, applicants must obtain at least 1 point in leadership and citizenship. For promotion to Levels D and E, applicants must obtain at least 2 points in this category.*

Outcomes

The number of applications by men increased 49% and the number by women increased 87% in the first three years of operation. Within 2-3 years there was a 100% increase in the number of women applying for promotion. Women have been slightly more successful than men at all levels except for level D.

> **Is ROPE/ARTO working as it should at your organisation?**
> Is there clear advice for promotions committees and a robust process in place for **adequately, consistently, and transparently** assessing performance relative to opportunity? Does your Research Office have an inclusive approach to ROPE in grant application processes, or are they advising staff to conceal interruptions or frame them as triumphs over adversity?

Consider:

- Requiring all applicants for promotion to write a statement articulating both their interruptions and their advantages, e.g. no career breaks and/or ample research allocations.
- Mandating that Promotion Committees discuss and record all applicants' career interruptions and research opportunities, including those without interruptions.
- Mandating that Promotions Committees provide feedback to candidates about how they have taken their career interruptions into account in evaluating their performance.
- Providing training to the Research Office on gender-inclusive support with ROPE development.

*Other Australian universities have also implemented similar points systems.

Pay equity

A focus on pay equity helps to identify and address barriers to equal pay for the same or similar work

The first step in ensuring pay equity is to identify where gender pay gaps exist and how large they are. This will determine the scale and type of actions to take.

The Workplace Gender Equality Agency (WGEA) provides a checklist for determining if pay equity is an issue at your university (Guide to Gender Pay Equity, page 8).

Help with determining your gender pay gap
WGEA also has developed an easy-to-use gender pay gap calculator for organisations to use to determine the extent of their gender pay gap.

Tips to establish and maintain pay equity

- Carefully track any gender differences in starting salaries within salary bands.
- Publish clear policies and guidelines on salary market loadings and data by gender.
- Ensure remuneration and market loading policies are consistently applied across the university and across genders.
- Use a Gender Equity Challenge Panel to enable greater transparency, review and consistency of pay across like-for-like roles (see page 22).
- Use a gender equality bargaining framework during enterprise agreement negotiations to influence employees' logs of claim to include issues of particular relevance to women.
- Explore opportunities to increase hours and opportunities for casual staff.
- Review gender pay gaps regularly at team/school level to ensure gaps are not rendered invisible in process of averaging.
- Build in additional budget for formal pay equity corrections in each financial year to mitigate gender pay gaps.

Case study: Proactive pay equity processes

Leading practice organisations collect pay data, undertake gender equity analyses and use this synthesised information to influence remuneration discussions and decisions at the beginning of formal performance appraisal processes.

Managers are provided with salary and discretionary pay information for their team members, overlaid with gender pay gap analysis specific to their teams/sections. This influences how managers approach salary and bonus negotiations, as they are already aware of problem areas. This information can be used to prompt managers to take a gender-equitable approach to pay at the point of appointment.

Work-life balance: Flexibility

Employee-orientated flexibility can provide more equitable access to opportunities for career progression and leadership, and improve retention, productivity and wellbeing of staff, particularly those with care responsibilities or health conditions.

Principles of flexible working

Collaboration
Using technology to collaborate, to interact and to lead work, for example, cloud-based documents that allow multiple people to contribute at once.

Freedom
Freedom, where possible, to determine where and when you work. Where possible, work product and performance are based on quality of outputs, rather than in-person presence.

Connection
Creating chances to connect formally and informally. Create opportunities for social connection and team building outside of traditional meetings.

Consistency
Flexible working is available in a consistent manner to all employees in a work group.

Wellbeing
Creating a healthy and sustainable work-life balance. Ensuring workload remains sustainable to allow staff a work-life balance that suits their needs.

The benefits of universities' flexibility policies can be undermined by: a culture of overwork that creates an environment in which people feel expected to always be available for work; and a culture in which those working flexibly are not offered the same opportunities as those who are not. Addressing these issues requires changes to the **culture of flexibility**.

Tips to improve the culture of flexibility

- Develop organisational guidelines to delineate work and non-work time.
- Ensure that reduced hours are met with genuine reduction in expectation of outputs.
- Monitor and ensure that staff working flexibly are offered similar opportunities (i.e. progression, mentorship) as staff not working flexibly.
- Schedule regular work-life balance meetings (i.e. quarterly) between managers and staff to discuss flexibility and workloads.
- Create a 'conversation tool' to guide regular work-life balance meetings.
- Normalise flexibility throughout the organisation by leader modelling, flexible work design for leaders, and flex champions or other employee advocates in local areas.
- Allow case-by-case flexibility within institutional policies.
- Develop systems that respect flexible working patterns, e.g. the nomination of meeting days; signature blocks; turnaround time for administrative requests.

Flexibility meets career development: Vertical job sharing

Vertical job sharing is a strategy adopted in organisations to better support senior women who have elected to work flexibly or part-time while providing career progression opportunities for more junior women.

In vertical job-sharing, the more senior role description is reviewed and tasks or functions (often process-focused or administrative) that could be completed by a more junior staff member are identified. These 'stretch' areas are built into the more junior staff member's role, providing additional experience and adjusted remuneration to align with the increase in responsibility.

Vertical job sharing:
- Creates more time for the senior individual to focus on key strategic activities in their role.
- Provides more opportunity for the senior individual to invest in career progression.
- Provides 'stretch' areas for more junior team member to professionally grow.
- In the university context, examples of vertical job share are:
  - Teaching role: a senior and junior lecturer can split teaching (e.g. pre-determined lecture topics) and pastoral care load (e.g. office hours).
  - Professional role: a senior executive and less senior employee (1-2 levels below) split the scope and/or workload of the senior executive's role.

Want to explore vertical job share but not sure where to start?

Use these questions to help identify a suitable role.
- Does the role have discrete tasks that can be shared across the working week by two (or more) people?
- Does the role sit within a clear team structure or progression pathway?
- Are there aspects of the role that may benefit from specific, ongoing expertise that can be provided by an additional person?
- Is there a need to establish a succession plan for the role?

Case study: Vertical jobsharing at UNSW

In 2019, the University of New South Wales (UNSW) trialled a world first vertical job share, offering staff one or two levels below the opportunity to gain senior leadership experience and to upskill, with responsibilities split in a flexible way. In the trial, UNSW's Deputy Vice Chancellor EDI shared their position with the Senior Deputy Dean of Business (both women), and Director of Knowledge Exchange in the Division of Enterprise shared their position with a less senior colleague (both men). In both cases, vertical job share allowed the less senior staff member to capably fill in for the more senior position in the event of scheduling clashes and both individuals were able to contribute specialist expertise more often, increasing productivity and effectiveness. Find out more.

Work-life balance: Care

Most university staff will provide unpaid care to a family member at some point, or several points, in their career. Acknowledging care responsibilities among staff and providing adequate supports can mitigate rather than reinforce the negative impacts of care responsibilities on career progression.

This requires support not just during periods of leave, but during key transitions between care and career, and periods of maintaining career/care balance.

Are you supporting employees across the career/care cycle?

Preparing to go on leave	• Creating a safe leave- taking environment for all genders. • Consider enabling early access to long service leave for employees with care responsibilities (i.e. after 8 years). • Pre-agree on a communication plan while on leave (i.e. how much contact and on what topics). • Provide pre-leave consultations about employees' career plans/wishes when they return from leave.
During periods of leave	• Parental leave: At least 26-36 weeks on full pay that can be taken flexibly (i.e. part-time parental leave). • Paid parental leave for both parents. • Provide keeping in touch days/activities. • Carer leave in excess of the National Employment Standards. • Continued access to career mentorship if desired.
Returning from leave	• Fractional and flexible work. • Phased return to work. • Onboarding after leave. • Reduced teaching loads/Non-teaching semester upon return. • Targeted financial supports to boost research (i.e. small grants) (case study below). • Breastfeeding supports (i.e. rooms, breaks).
Ongoing work/care balance	• Parent and carer employee groups and resources. • Change recurring meetings periodically to include fractional staff. • Childcare located on or near campus (with extended hours). • Short-term parking near campus childcare and longer-term affordable parking for parents and carers. • Help with service coordination for staff caring for a person with disability, chronic illness or ageing relative (see case study below).

Case study: Australian Catholic University

Australian Catholic University provides 2 financial supports for women returning from parental leave: Awards of $12,500 to re-establish their research profile; up to $1,250 for childcare while they present at an international conference.

Case study: Fannie Mae

USA mortgage association Fannie Mae employs a geriatric care manager to support its employees with care responsibilities for ageing relatives, by providing help with referral, care service navigation, and crisis support.

Work-life balance: Leaves

Leading institutions provide a variety of leaves to assist staff to better achieve work-life balance, and also facilitate staff access to leave.

How can your leave policies contribute to gender equity in the organisation?

Have you considered the ways in which you could improve the availability, duration, flexibility, or accessibility or the following leaves at your organisation?

- Parental leave
- Domestic and family violence leave
- Gender affirmation leave
- Grandparents leave

- Carer leave
- Miscarriage leave
- Family planning/fertility leave

Tips for tackling barriers to using leaves

- Abolish all eligibility or qualifying periods for parental leave and as a first step, make eligibility periods for parental leave portable across the sector to prevent women being locked into positions or institutions.
- Encourage leaders to model or promote acceptability of taking leave.
- Ensure all employees are aware of carer leave availability and encourage leaders to model or promote acceptability of using carer leave to care for ageing relatives or relatives with a disability or chronic illness.
- Consider employees on leave for promotional and other opportunities.
- Close gaps between policy and employees' experiences of taking leaves.
- Provide assistance for managers on how to support staff with leave requests.
- Keep a 'Carers Register' of staff providing care to dependants and fast track leave approval for these employees.

Create a Leave Café

Think of a Leave Café as a 'drop-in' resource for employees, supervisors and teams with a wide range of information on available leaves. The Café can be run entirely online or can also include a 6-monthly/yearly day where staff can drop in for a coffee and find out about:

- Availability – types of leave available
- Eligibility – who can take leave
- Access – how to take leave
- Approval –
  - Easy ways to apply
  - What to do when the reason for applying for leave is confidential
  - What do to if leave is denied
- Resources for employees, and also for managers and teams
- Templates and links
- Employee resource networks, e.g. parents groups, gender equality networks

Workloads

Addressing the gendered distribution of work reduces inequities associated with the disproportionate allocation of teaching and some service activities to women, and more adequately values teaching and leadership.

Look out for the signs of gendered workload distribution

- Women are overrepresented in teaching only/teaching intensive roles.
- Women are overrepresented in tutoring roles compared to lecturers.
- Women academics are allocated greater teaching loads than their male counterparts, reducing their capacity to undertake research activities.
- Women academics receive fewer research grants (including fewer Category 1 grants) and less overall research funding than men.
- Women are more likely to be in pastoral care type roles in service and leadership, such as taking on greater levels of student support.
- Women and other marginalised groups are predominantly driving Equity, Diversity and Inclusion work but this is not adequately recognised in performance discussions.

Tips to redistribute workload more equitably

- Monitor allocation of research, teaching, and service loads, identify gender differences, and set targets for more equitable distributions.
- For academic staff, use a Workload Allocation Estimation Tool (see Box).
- Develop mechanisms to disrupt the work allocation process at the point of decision-making such as a check list or nudges during workload decision-making by managers (see challenge panel page 22).
- Build dashboards to enable staff to see how their workload compares to others within the school/faculty.
- Adjust systems of performance assessment to ascribe greater value to non-research metric focused outputs and outcomes, such as teaching, leadership, engagement, social impact, and contribution to workplace culture.

Workload Allocation Estimation Tool (WAET)

The WAET is a validated tool for measuring academic workloads across a range of different research, teaching and service activities.

Find out more

Monitor and address gendered impacts of casualisation

Addressing the gendered impacts of casualisation has the potential to improve retention of early career researcher women and overcome barriers to career pathways for women staff.

Signs casualisation is contributing to gender inequity in your organisation

Your workforce data indicates that women are remaining in ongoing short-term contract roles or casual positions for longer than their male counterparts.

Early career women (both academic and professional) are leaving your institution and finding work outside the sector, or moving from academic to professional roles within the sector.

Access to leave, professional development opportunities, and other equity measures are not accessible to people on short-term contracts or employed on a casual basis.

Practices to limit the impact of casualisation on gender equity

- Keep gender equity data on casual workers, including gender attrition.
- Conduct exit interviews and gather exit data to understand the drivers of casual/short term contract staff leaving. Exit data could include:
    - "There are limited career / promotion opportunities for me."
    - "I did not feel supported / respected by my manager."
    - "I received an offer for a role with higher pay."
    - "I was unable to work hours that suited me best."
    - 'I did not have access to the conditions I needed to balance my work and family life'.
- When academics retire or are made redundant, monitor if their permanent teaching/research/service roles are being replaced with education-focused, and short-term, contracts for early career academics, and if this is gendered.
- Consider developing a fund to allow for casual and contracted employees to take periods of paid leave for caring responsibilities. See: Victorian Government initiative for paid sick leave for casual workers.
- Ensure gender equity initiatives and practices (i.e. mentoring, internal grants, research support) are available to casual and short term contract staff, providing them with some benefits that accompany permanent work.
- Strengthen pathways and opportunities for more secure employment where desired by staff.

Gender Equity Challenge Panel

Challenge panels are used to encourage open, transparent and balanced decision-making in processes such as remuneration and market loadings, recruitment, promotion, workloads and performance.

A Gender Equity Challenge Panel is used specifically to apply EDI principles to key decision-making processes within a university and offer a 'challenge' to achieve more equitable outcomes. The panel actively ensures processes and discussions are equitable and transparent.

Panel members should include an EDI expert and relevant process experts and leaders. It is important to ensure that panel members are as far removed from the challenge context as can be achieved in order to minimise bias. For example, a direct supervisor should not be on the challenge panel that is determining salaries or promotions for their team members; instead a like-for-like individual from a different team, who does not work with the team members, could be a panel member.

A Gender Equity Challenge Panel will work best with the following conditions:

A clear concept

Determine and document the purpose of the Gender Equity Challenge Panel, including why they have been established (e.g. to disrupt gendered bias in the moment) and how they will integrate with current systems and processes (e.g. promotion decisions).

A diverse set of panelists

Diverse panels encourage broader and more inclusive thought about the topic at hand. Establishing a panel that reflects the intersections between gender and other axes of inequity helps avoid making decisions based on shared biases.

A neutral facilitator

Someone who can guide discussion by focusing on process and group dynamics. Where appropriate, a facilitator may ask a general leading question to prompt consideration of an alternative view (e.g. "are there unpaid care responsibilities that we might not have considered?").

A focused set of questions

A focused set of questions that are consistent across discussions will help guide the Gender Equity Challenge Panel to address known biases in the system and offer a consistent point of reference to track improvements in the overall system / process. Examples include:

- For teaching and research allocations: "Does this teaching allocation align with the teaching load of their peers?" "What would the impact be if we increased this individual's research allocation?"
- For promotion decisions: "Have we expanded the time period of published papers to account for their time on parental leave?"

2. Influencers

The leaders we need

Gender equity actions for influencers: Overview

This table outlines actions universities can take to enhance gender equity in the influencers domain.

Action	Impact
Demonstrate council/board/senate and executive commitment.	Drives meaningful and sustained cultural change, models inclusive behaviours and cultures, steers implementation and adaptation in strategic direction, corrects persistent biases.
Appoint EDI leaders (i.e. DVC/PVC level, EDI units, and/or EDI staff ambassadors/ champions).	Provides dedicated resources to drive change and build coordinated approach, keeps the executive accountable, supports the filtration of strategies and practices through the university.
Provide training, coaching, or consultancy support for heads of schools, heads of departments, and deans to upskill them in gender equitable decision-making.	Develops equity principles to support leaders to understand and overcome biases in their decision-making and develops consistency in gender-equitable decision making.
Incentivise (e.g. through KPIs) senior managers (Deans, Heads of Schools, Heads of Departments) to improve gender equity in their area.	Creates more equitable decisions at faculty/school/department/research team level on providing flexibility, allocating workloads and supporting promotion, to address 'black spots'.
Create and resource employee networks with reporting channels to the executive.	Makes equity efforts visible across universities, ensures that gender equity strategies are informed by the experiences of staff, helps to hold organisations accountable for progress and change, and provides avenues for like-minded employees to connect and feel included.

Who are the leaders we need?

Leaders drive meaningful and sustained cultural change, model inclusive behaviours and cultures, steer implementation and adaptation in a strategic direction, and correct persistent biases.

The actions of inclusive leaders

Leaders who have led successful gender inclusion initiatives in the private, public and university sectors list a number of practical actions they have taken to transform their organisations. Their actions are underpinned by a broader acceptance that diversity, equity and inclusion work requires continued growth and perseverance.

An inclusive leader:	Examples:
Proactively identifies sources of inequity in talent, performance, strategy and business practices.	• Chairs promotion committee to identify and correct discriminatory practices.
Intervenes to correct systemic and unconscious bias.	• Withholds funding for areas where equitable practices are not evident.
Fosters a culture of accountability.	• Embeds inclusion in key performance indicators, linking outcomes to bonuses, promotion and remuneration. • Reports on workplace and workforce data to own workforce and external bodies (i.e. WGEA) as an added accountability measure.
Mobilises leaders and colleagues around the inclusion agenda.	• Tells an earnest and compelling story about the institution's commitment to inclusion. • Celebrates and elevates milestones and successes.
Actively sponsors women, using their power to facilitate the careers of others.	• Identifies and pursues opportunities to support and build women's careers through projects, leadership and professional development.
Sets the tone from the top.	• Models inclusive behaviour in words and deeds.
Refuses to tolerate high performers who undermine inclusion efforts.	• Encourages staff who are undermining an inclusive culture to 'achieve elsewhere'.

Develop sponsorship programs

Sponsorship involves the active and deliberate use of power (organisational position, professional standing, influence and connections) to facilitate the careers of others. For some organisations, a sponsorship program can be quite groundbreaking, not only facilitating increased women in leadership but also providing the mechanism for other leaders to actively recognise and remove barriers for women in the workplace.

Curious about sponsorship?

Universities Australia Executive Women has developed comprehensive guidelines for gender inclusive sponsorship in universities.

Cultivating the leaders we need

🏃 Action	🎯 Impact
Governance and leadership	• Create or nominate a very senior executive role, e.g. DVC or PVC, to drive gender (and other) equity. • Remove layers of governance and create direct channels between senior leaders and the faculty deans to collaborate on equity initiatives. • Create gender parity in university Senates. • Ensure that the Equity and Diversity unit reports to a DVC, or is located in Provost's office.
Visible leadership	• Have senior leaders chairing gender equity committees, promotion committees, or Respect Now committees. • Have the Vice Chancellor acting as executive sponsor of SAGE-Athena SWAN.
Accountability	• Managers' job descriptions include EDI-related targets and expected behaviours. • Leaders KPIs include gender equity metrics, e.g. gender balance in leadership of local committees, promotions, and proportion of women in leadership positions.
Cohesiveness	• Consider having dual sponsors for your gender equity strategy, e.g. one male and one female, one a senior professional executive and the other a senior academic executive.

Training and coaching	• Managers are assisted to develop awareness and skills in:
	    • supporting their staff to prepare and apply for promotion,
	    • overcoming flexibility biases, i.e. favouring presenteeism,
	    • equity principles to support them to understand biases in their decision-making (i.e. in workloads, access to opportunities etc), and
	    • the ways intersections between gender and LGBTIQ+, ethnicity, age, and disability can produce inequities in opportunities.

The value of feedback

360° feedback tools for executive and line managers specifically provide feedback on their inclusive behaviours and the extent to which they are establishing a psychologically and physically safe, inclusive workplace. Consider using a purpose-built system for your university.

Becoming a gender inclusive leader

This model* assists leaders to self-identify their leadership beliefs at different stages of gender-inclusive leadership capability.

Fear Zone

- I deny that gender equity is a problem
- I avoid asking the hard questions
- I strive to be comfortable
- I surround myself with others who look and think like me

Learning Zone

- I deny that gender equity is a problem
- I ask questions that make me uncomfortable
- I listen to others who look and think differently to me
- I educate myself about structural inequity
- I am vulnerable about my own biases and knowledge gaps
- I recognise my own privilege

Growth Zone

- I identify how I may unknowingly benefit from patriarchal norms
- I educate my peers on how gender bias and exclusionary practices harms our profession
- I do not let mistakes deter me from continuous improvement
- I yield positions of power to those who would otherwise be marginalised
- I promote and advocate for policies and processes that are equitable and inclusive
- I sit with my discomfort
- I speak out when I see unconscious bias in action
- I surround myself with others who look and think differently from me

Reflect on your leadership

- Do you demonstrate and model a growth mindset?
- How might you garner feedback on your gender inclusive practice?
- How will you ensure you will not be defensive if you hear something you don't like?

*Originally focused on anti-racism, many of the elements in this model overlap with gender and intersectional inclusion. Source: Ibrahim, A. M. Becoming Anti-Racist, based on Kendi, I. X. How to Be An Antiracist. New York: One World.

3. Sector collaboration

Shared challenges and solutions

Gender equity actions for the sector: Overview

Action	Impact
Engage in advocacy to shape structures external to universities that drive gender inequities in universities.	Challenges government funding and grant structures that drive gender inequities, leverages collective power and resources.
Build sectoral coalitions between universities on key shared gender equity issues.	Recognises sectoral gender barriers, enables knowledge exchange, coordinates efforts, sets collective targets, pools resources, keeps universities accountable.
Disseminate leading research and expertise, and engage in wider advocacy on gender-inclusive practice within the wider community.	Leverages unique thought leadership role to shape workplace practices in the university sector and the wider workforce, creating positive social change.

Sector collaboration

Barriers to gender equity and inclusion exist across all universities. Improvements can be made by sector collaboration, which enables knowledge exchange, leverages collective power and resources, and keeps universities accountable to greater gender equity.

Sectoral targets

Start collaborative discussions, set national standards and leading indicators of gender equity, such as:

- Sectoral targets for women in underrepresented areas of universities (i.e. some disciplines, leadership positions)

Standardised data collection

Work with other universities to collect/ collate standardised data sets to measure effectiveness of institution-specific EDI programs, such as data on:

- Women in senior positions, and
- The casual workforce.

Portability

Design interventions that provide multi-institutional career paths in the sector:

- Transferability of leaves, e.g. paid parental leave.
- Collectively funded career development programs.
- Shared equity initiatives for casual staff.

Collective advocacy

Engage in collective strategic advocacy on issues that shape gender equity in universities, including challenging:

- Grant structures that disadvantage women i.e. improving function of ROPE in ARC NCGP.
- Government funding directed to male-dominated disciplines.

Exchanging knowledge

Share knowledge about practices across the sector and explore opportunities for leaders to collaborate in the development of leading gender inclusive practices.

Tip: Sexual harassment: Create an anonymous sectoral whistle-blower system.

Case study: Sector alliances

Change coalitions and external reporting forums such as the Champions of Change Coalition, SAGE, WGEA and Equileap are important mechanisms to establish industry standards for issues like sexual harassment, flexibility, domestic violence and women's career development.

The property industry, for example, has made a collective pledge for members to only sit on gender-mixed panels and to stamp out behaviours and processes that adversely affect women. Through their peak body, the Property Council of Australia, the industry set a target for committee positions of 40% women, 40% men and 20% discretionary. Through the support of its members, the Council has exceeded targets every year since the initiative launched, meeting its 2021-22 gender balance target with 44% representation of women across the 2,243 industry committee positions.

Resources

Seeking further guidance? The resource links below may be used to help guide your future efforts and thinking.

Gender equity data

Employer of Choice for Gender Equality, (includes checklist of metrics)

Gender-inclusive recruitment processes

Best Practice Recruitment Guidelines to FAST Forward the advancement of women in Australian University Executive Appointments

Macquarie University Inclusive Recruitment and Induction Guide

Inclusive Recruitment Toolkit – Department of Education, Skills and Employment (dese.gov.au)

Gender-inclusive performance appraisal and promotion processes

Gender equitable recruitment and promotion guide (wgea.gov.au)

UAW Sponsorship Guide

Pay equity

WGEA Pay Equity Resources

Workplace flexibility and care

Employee Flexibility Toolkit (wgea.gov.au)

Workplace Flexibility Toolkit – (dese.gov.au)

Job Share Guide for Managers (nsw.gov.au)

Job Share for Employees (nsw.gov.au)

Employer Toolkit, A guide for employers – Carers NSW

Unpaid Caring Toolkit – Australian Human Rights Commission

Developing a Leading Practice Parental Leave Scheme – WGEA

Workloads

Workloads and Performance – Victorian Public Sector Commission

Influencers

Male Champions of Change – Australian Human Rights Commission

It starts with us: The Leadership Shadow | Champions of Change Coalition

Accelerating the advancement of women in leadership: Listening, Learning, Leading | Champions of Change Coalition

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