

# Athena SWAN Gender Equity Survey 2017: Report of Results

## 1. Background

As part of its commitment to gender equity and diversity more broadly the University conducted the Athena SWAN Gender Equity survey<sup>ii</sup> over three weeks in March 2017. This online survey was administered by Voice Project, an independent research company. The survey assessed opinions and experiences of academic and professional staff in relation to gender equity in the workplace. A total of 1438 completed surveys were received from a total of 6000 continuing and fixed term staff invited to participate, representing a response rate of 24%. Of these, 992 completed surveys met the criteria outlined in Section 2 and were included in the final analysis.

## 2. What this report includes

This report presents preliminary analysis of data from 992 respondents who met the following criteria:

- Identified as either male or female<sup>iii</sup>
- Identified their appointment type as academic or professional
- Indicated being in fixed-term or continuing positions

The data analysis evaluated (1) per cent agreement<sup>iv</sup> for each item by gender (male and female in this context) and (2) per cent agreement by gender and appointment type (academic or professional) for each item. The results by gender are presented in Table 1 on page 3, while those examining agreement by gender and appointment type can be found in the graphs presented on pages 4-8.

## 3. Results

### Analysis by gender

A number of areas were identified as areas of **strength** among participating staff, including:

- A high level of pride in UNSW as a workplace
- Supervisor support of gender equality and valuing of diversity
- The use of visible female role models
- UNSW's firm stance on sex-based harassment
- Provision of clear and well known promotion processes and procedures

Participating staff also identified a number of areas for **improvement**, including:

- Ensuring workplace policies effectively prevent gender-based discrimination.
- Increased and proactive encouragement and support for staff in the areas of promotion and career development (including training that is tailored to staff's needs).
- Improved communication about the range of provisions available to staff with caring responsibilities, including flexible work arrangements.

More detailed results can be found in the Table on page 3.

## Analysis by appointment type (academic and professional) and gender

Further analysis of the data by gender and appointment type indicated the following key results:

- Professional staff generally held more positive views than academic staff with regard to how gender equity is managed in the workplace.
- Divergence of opinion between females and males regarding gender equity matters was higher for academic staff than professional staff.
- Female academic staff reported relatively less positive perceptions than male academic staff regarding workplace culture. Results among professional staff were similar and tended to be positive.
- Both female and male academic staff reported being knowledgeable regarding promotion procedures, however, only a minority felt they were proactively encouraged to apply for a promotion.
- Professional staff had less positive views than academic staff across questions related to training and career development, suggesting lower satisfaction with career pathways and development programs.
- A minority of female and male academic staff indicated that they felt aware of the support available to employees with caring responsibilities.

A series of graphs detailing the above summary results can be found on pages 4-8.

## 4. Conclusions & Next Steps

**Leadership-driven inclusive culture:** Generally respondents reported high levels of agreement that UNSW is a good place to work, is firm in its stance on sex-based harassment, and felt managers and supervisors were supportive in a number of pivotal gender equity matters. However leadership was seen less favourably in several areas, particularly in supporting career development and proactive encouragement of promotion. Confidence in leadership support for gender equity was clearly dependent on gender. For example, in regards to the statement “Those in leadership positions at UNSW genuinely support gender equity” only 49% of women (academic and professional staff) indicated agreement compared to 73% of men. More attention needs to be paid to how leaders engage with staff around core issues such as gender equity and more communication is necessary to ensure staff are aware of programs and initiatives currently underway in support of this.

**Translation of policy into practice:** Despite respondents reporting relatively high agreement with understanding or awareness of policy (e.g. promotions), there was clearly lower levels of agreement with the way in which such policy is administered and with perceived support from managers in implementing policy. Future work will examine how university policy is operationalised and ensure consistent implementation at all levels.

**Encouragement of training, development, caring and parenting provisions uptake:** The survey pointed to a number of areas in which staff indicated they had little knowledge or understanding regarding training and development opportunities and provisions available for carers and parents. Further, some staff do not feel that they are encouraged to make use of those same opportunities and provisions. This points to a need for a two-pronged strategy that seeks to increase staff understanding of available opportunities as well as actively encouraging staff uptake.

### Next steps:

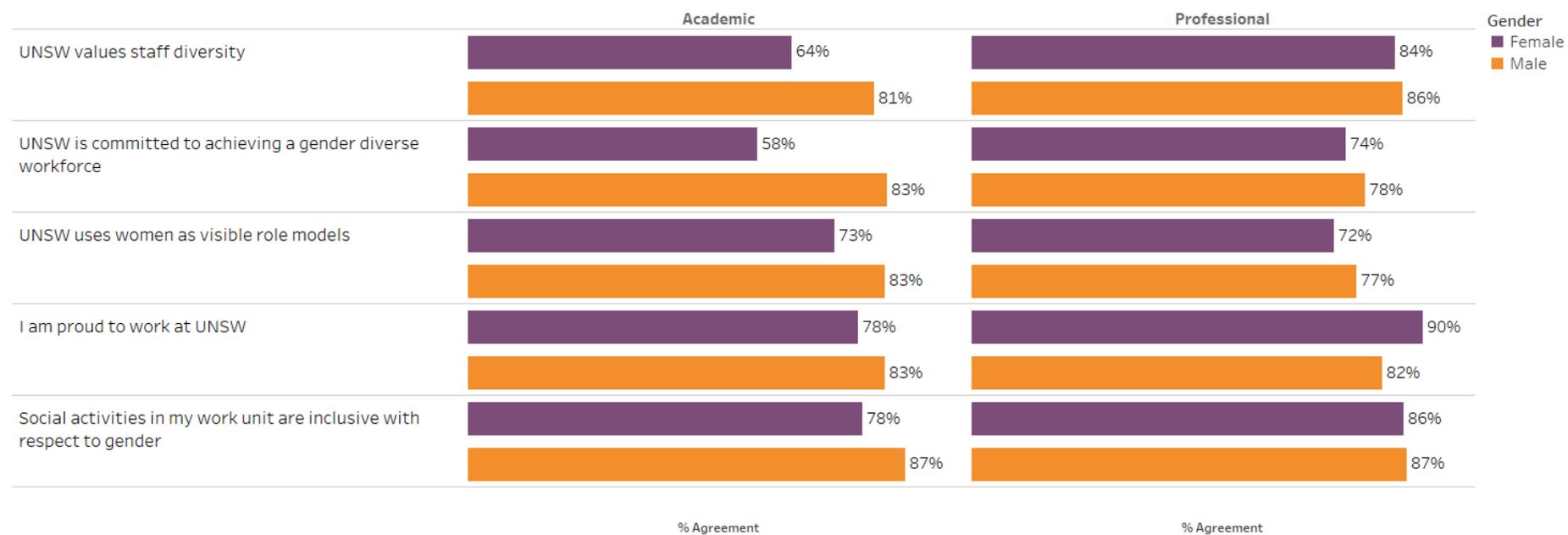
1. Undertake further staff consultation to explore in more detail key findings from the survey.
2. Undertake further analysis of the survey data to better understand the findings, including the text responses collected in the comments sections of the survey. These text responses will be analysed to identify key themes and presented in a report at a later date.
3. Prepare a final report encompassing both the survey and focus group data for key stakeholders.

**TABLE: Per cent agreement\* by gender (female and male) for each survey item**

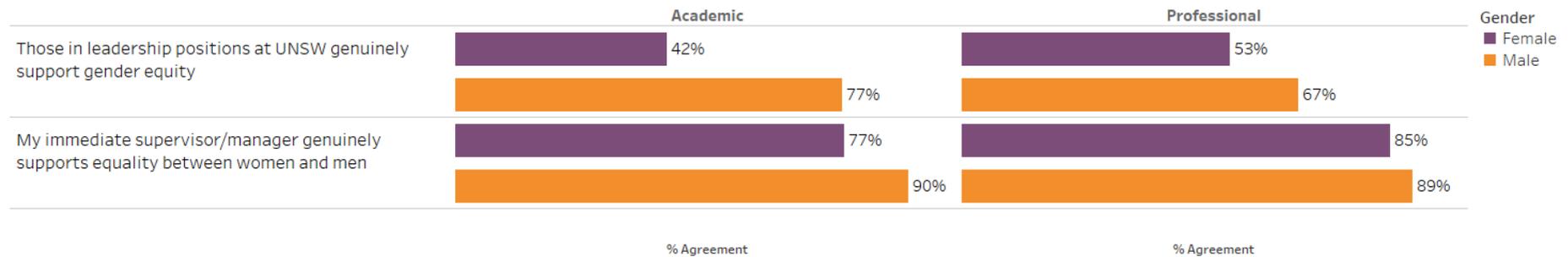
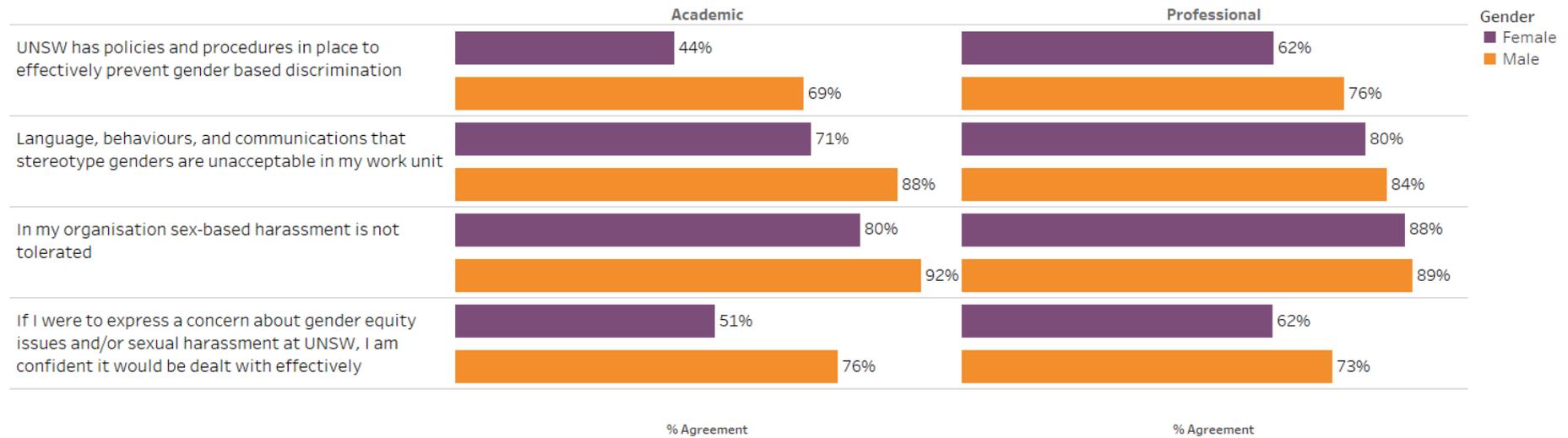
	% agreement	
	Female	Male
<b>Views about the workplace</b>		
I am proud to work at UNSW	85%	82%
My immediate supervisor genuinely supports equality between women and men	82%	89%
UNSW values staff diversity	76%	83%
UNSW is committed to achieving a gender diverse workforce	67%	81%
UNSW has policies and procedures in place to effectively prevent gender-based discrimination	54%	72%
Those in leadership positions at UNSW genuinely support gender equity	49%	73%
<b>Workplace culture</b>		
In my organisation sex based harassment is not tolerated	85%	91%
Social activities in my work unit are inclusive with respect to gender	83%	87%
UNSW uses women as visible role models	72%	81%
Language, behaviours, and communications that stereotype genders are unacceptable in my work unit	76%	86%
If I were to express a concern about gender equity issues and/or sexual harassment at UNSW, I am confident that it would be dealt with effectively	57%	75%
<b>Participation and promotion practices</b>		
I understand the promotion process and criteria at UNSW	81%	83%
Work is allocated in my work unit on the basis of merit irrespective of gender	76%	84%
Individuals of all genders are recognised equally for their contributions at UNSW	61%	80%
I feel that I have peer support networks that I can access for career progression	52%	62%
I feel that there is sufficient support and guidance regarding promotion at UNSW	51%	63%
I have been proactively encouraged to apply for promotion at UNSW	36%	40%
<b>Training and career development</b>		
I am informed about training/development programs & workshops offered by the University	73%	77%
At UNSW, I am encouraged to undertake training and pursue personal development opportunities relevant to my career	60%	59%
I feel I am encouraged to progress my career goals at UNSW	59%	67%
UNSW training/development programs and workshops meet my needs	40%	45%
<b>Flexible work</b>		
I have the flexibility I need to manage my work and personal life, including caring responsibilities	69%	80%
Flexible work is actively encouraged at UNSW	56%	60%
My commitment to this organisation would not be questioned if I chose to use flexible work options	54%	60%
<b>Parenting and caring responsibilities</b>		
My immediate supervisor/manager is responsive to my needs when I have caring responsibilities	70%	71%
Leave arrangements are sufficiently flexible to enable me to handle important caring issues	69%	72%
I am satisfied with the maternity and parental leave options available to UNSW staff	64%	51%
I have a good understanding of the support available to UNSW employees with caring responsibilities	46%	40%

\* Per cent agreement is an aggregate of the percentage of respondents indicating 'agree' or 'strongly agree'.

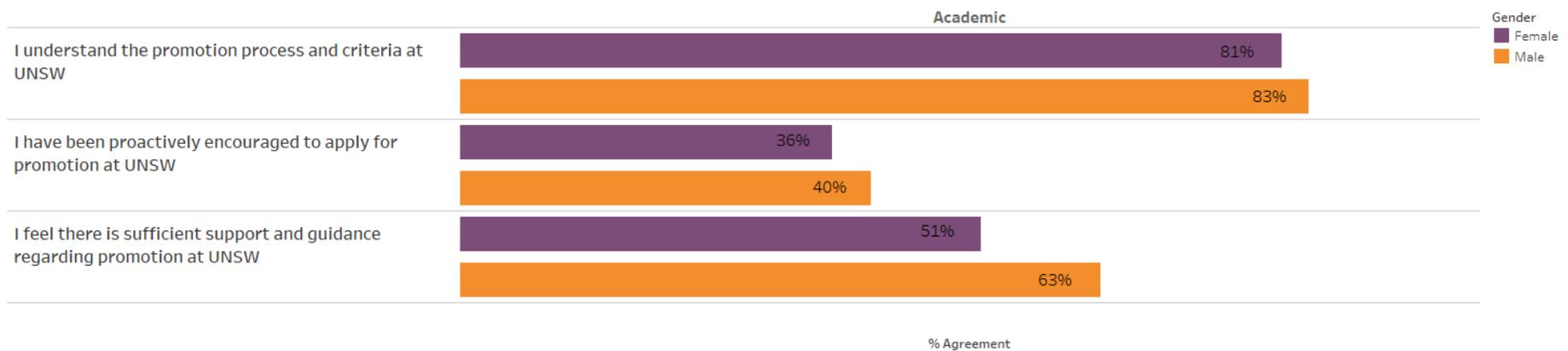
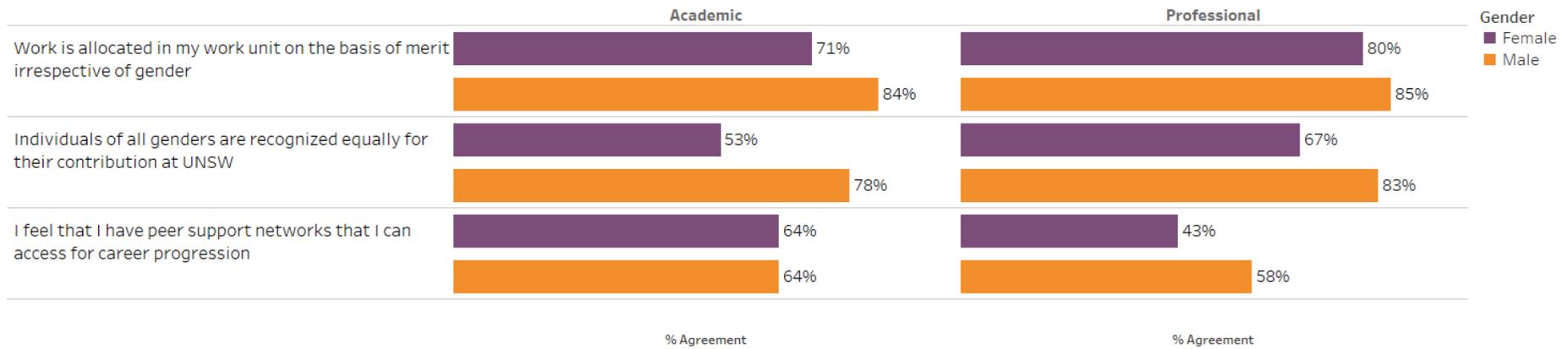
## Views about the Workplace



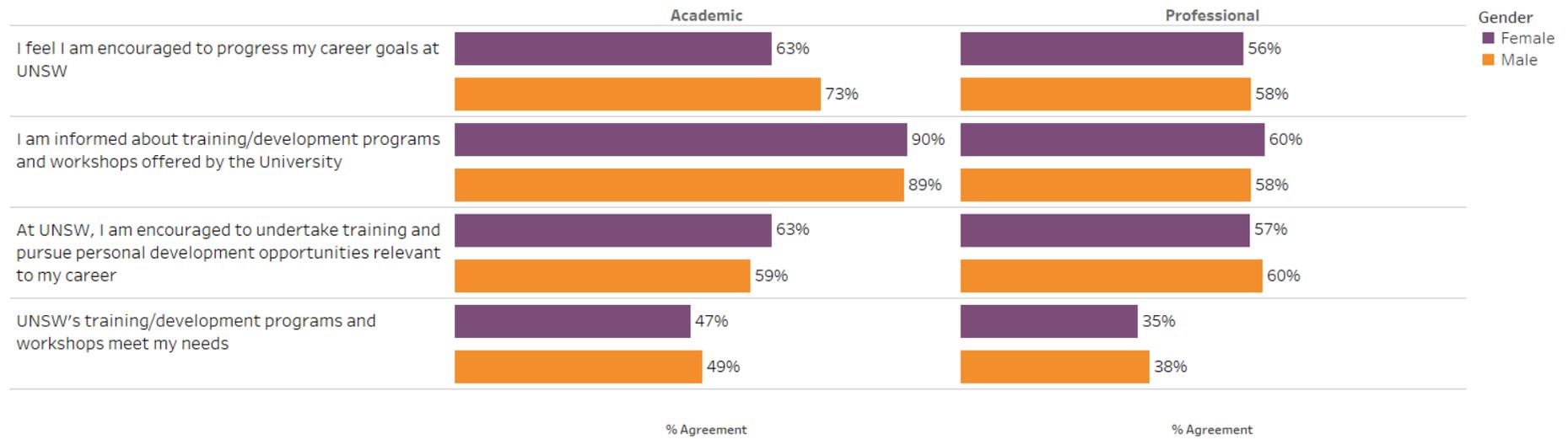
# Workplace Culture & Leadership



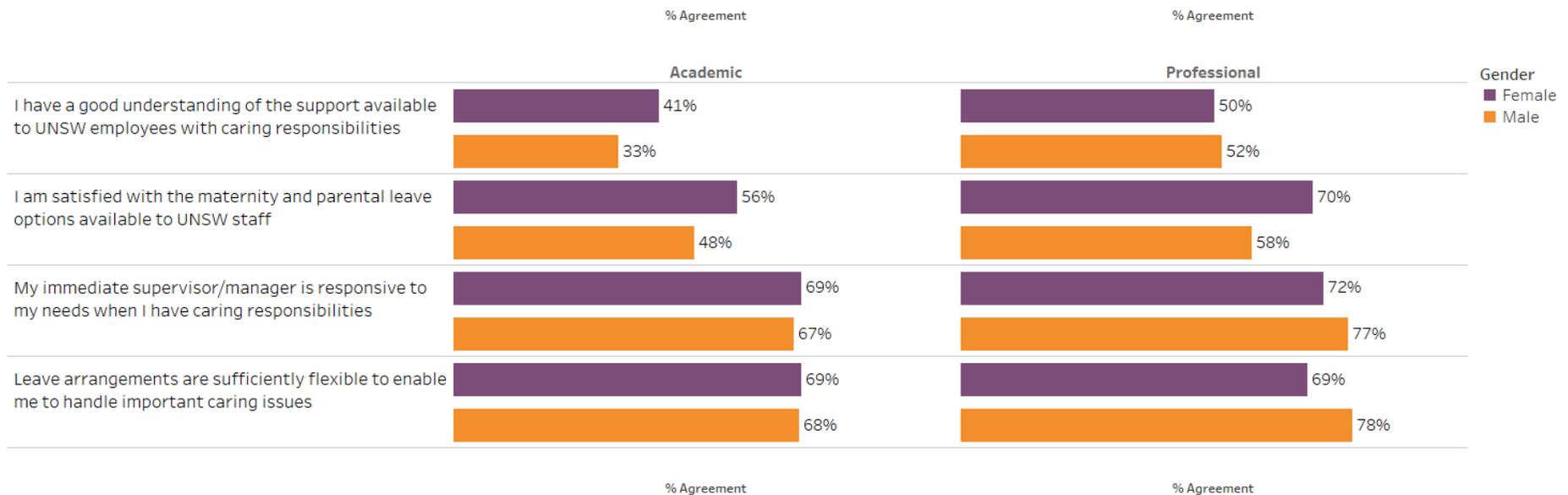
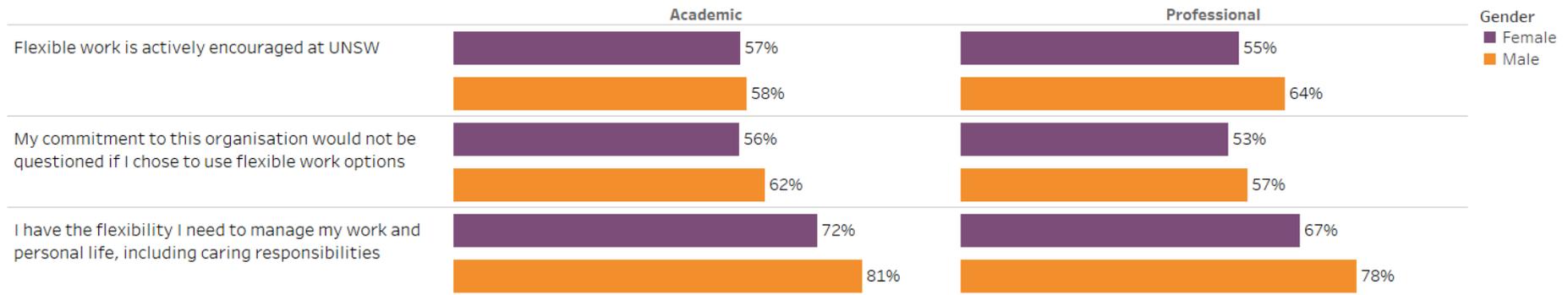
## Progression & Promotion



## Development & Support



## Flexibility & Leave



<sup>i</sup> UNSW is one of 40 institutions participating in the Science in Australia Gender Equity Pilot of the Athena SWAN Award in Australia. The Award seeks to address the underrepresentation of women in the science, technology, engineering, mathematics and medicine (STEMM) disciplines. A Self-Assessment Team (SAT) has been convened at UNSW to guide the development of the submission and undertake analysis and review of data and develop a four year action plan.

<sup>ii</sup> This project received ethics approval from the UNSW Human Research Ethics Advisory Panel B (HC17039).

<sup>iii</sup> Due to a very low number of participants declaring non-binary gender (less than 10 in total) these cases have been excluded from the dataset as per Ethics requirements. This means that only participants identifying as male or female can be included in the analysis.

<sup>iv</sup> An aggregate of "Strongly Agree" and "Agree" response categories.