



Australian
National
University

Measuring progress towards gender equality at ANU

Report on the selection of
Workplace Gender Equality Agency targets

Further description

Contents

Acknowledgements	2
Executive summary	3
2. Everyday gender inequality	4
3. Addressing gender inequality with WGEA targets.....	5
3.1 Increased parental leave	5
3.2 Flexibility in the workplace	6
3.3 Sexual harassment reporting	7
3.4 Gender pay gap.....	8
4. Addressing ANU-specific inequalities.....	10
4.1 Gender balanced leadership	10
4.1.1 Workload imbalances.....	11
4.1.2 Academic promotion.....	12
4.2 Variability of gender equality practice	14
5. Improving gender equality culture at ANU.....	14
5.1 Improve data transparency and accountability	15
5.2 Understand inequality as intersectional.....	17
5.3 Normalise gender equality in safe spaces	18

Acknowledgements

The consultations that form the basis on which this report is written were organised and conducted by Lauren Sayers, Manager, Diversity, Equity and Inclusion, People and Culture Division, ANU. The report was written by Associate Professor Sonia Palmieri, with input from Honorary Associate Professor Sally Moyle of the ANU Gender Institute.

Executive summary

In November 2025, the Diversity, Equity and Inclusion (DEI) team within The Australian National University (ANU) People and Culture Division prepared the report *Workplace Gender Equality Agency target selection: recommendations for ANU, 2026-2029 cycle*.

Under the Workplace Gender Equality Amendment (Setting Targets) Act 2025, employers with more than 500 employees are required to select and commit to three gender equality targets by 31 May 2026. As a large employer, ANU must comply with these requirements. Failure to do so may result in public reporting of non-compliance and ineligibility for Commonwealth government contracts.

To inform the target selection at ANU, the DEI team undertook university-wide consultation during early 2026, including staff workshops, a survey, and consideration of feedback from engagement sessions convened by Interim Vice-Chancellor Professor Rebekah Brown. Feedback from the 139 participants in these activities was sought on the selection of three targets from WGEA's menu of 19 available options and on broader experiences of gender equality across the University. Consultation findings demonstrated support for ANU to prioritise the following WGEA targets:

- increasing uptake of primary parental leave by the underrepresented gender
- improving flexible work arrangements for employees, and
- strengthening reporting mechanisms on sexual harassment to the Vice-Chancellor, senior leadership and governing bodies.

Consultation participants also identified a range of ongoing gender equality challenges within the ANU context. These included the cumulative impacts of gendered workloads, persistent gender imbalances in leadership representation, perceptions of barriers to academic promotion and career progression, and variability in gender equality practices across different parts of the University.

Responses were analysed and reported in a de-identified format. While reasonable steps were taken to ensure the accuracy of data collection, analysis and interpretation, findings should be regarded as indicative of participant views at the time of consultation.

This report outlines participants' experiences¹ of everyday gender inequality at ANU and presents recommendations to address these issues through both WGEA target selection and broader institutional action. In addition to recommending three targets for the 2026-2029 WGEA cycle at ANU, the report identifies opportunities to address organisation-specific challenges and strengthen the University's culture of inclusion, equity and respect.

The recommended WGEA targets are supported by the consultation findings and were endorsed for WGEA selection by Interim Vice-Chancellor Professor Rebekah Brown. Additional actions identified through the consultation process will be reviewed and progressed through existing University initiatives, including implementation of recommendations arising from the Nixon Review, the University's Athena Swan Bronze Award renewal activities, and broader work supporting the University's strategic priorities and commitment to an inclusive and equitable workplace.

¹ In this report, open ended responses to the survey are presented in italics, while responses from each of the consultations are presented in quotation marks, noting the number of the consultation.

2. Everyday gender inequality

In contextualising the need for a robust reporting system, discussions frequently highlighted concern with the “existing culture” at ANU which acts as a barrier to gender equality progress. According to our survey respondents, everyday gender inequality is evident in:

- who is listened to, and who is silenced
- how we, as a community, (mis)understand differential experiences
- the (mis)behaviours we accept and normalise
- the work we reward and recognise
- and who we charge with the responsibility for gender equality work.

As this report outlines in greater detail (and summarised in Table 1), participants suggested that diverse women’s voices were marginalised and silenced, and that there was little genuine understanding of gender diverse experiences at ANU which created barriers to equal pay, equal remuneration and safety in the workplace. This included unequal workloads, with particularly high service loads allocated to Early Career Researcher (ECR) women. Some respondents noted that poor behaviours – including sexual harassment and bullying – continued without consequence in some parts of the university.

Table 1: Survey responses on everyday gender inequality

Action	Survey responses
Who is listened to, and who is silenced	<i>A male voice is still given more space and assumed to be more logical.</i> <i>Mansplaining.</i> <i>The silencing of women and belittling of women's expertise.</i> <i>Very limited female voices are heard; only male School colleagues represent the School leadership; very limited senior female staff who mentor the many female ECRs.</i>
How we understand differential experience	<i>Gender equality has focused on women for a long time, and for a good reason (and there is still much to do there), but I just want to reiterate that gender equality also needs to include gender diverse people as well.</i> <i>Biases in perceptions of capability based on age and gender.</i> <i>Biased comments and attitudes create an uneasy atmosphere which effects staff members’ ability to focus on their job, which in turn effects their performances, which in turn justifies the unfair biases towards these minorities.</i> <i>A lack of genuine understanding of the barriers women face. Not a practice or a behaviour, but a blindness.</i> <i>[We need to understand] intersectional barriers of class, race, culture and ability.</i>
Behaviours we accept or normalise	<i>Deeply embedded normalised misogyny.</i> <i>Leaders remaining in their positions despite having been charged with bullying and found to have engaged in bullying.</i> <i>Keep doing....no tolerance of sexual harassment. Keep having family friendly policies.</i>
How we recognise and reward work	<i>Unequal awarding of opportunities (more to men) and service/education duties (more to women).</i>

Action	Survey responses
Who we expect to support gender equality initiatives	<i>All leaders are male and despite attempts, no one is leading GE work, except junior women which is not valued and even punished.</i> <i>That often the loudest voices against progressive changes are those with the least at risk. Do not expect the people who have been systematically marginalised to be the ones needing to lead at every point or to be coming up with the policy ideas on their own in the face of those louder, regressive voices.</i> <i>We have lots [of flexibility] available but not all managers understand or value why flexible work is good for ANU</i>

3. Addressing gender inequality with WGEA targets

Consultations (excluding Interim Vice-Chancellor run sessions) began with an outline of targets that could be selected for monitoring and evaluation over the reporting period – that is, from 2026 to 2029. Here, an analysis of those consultations is presented in relation to four targets:

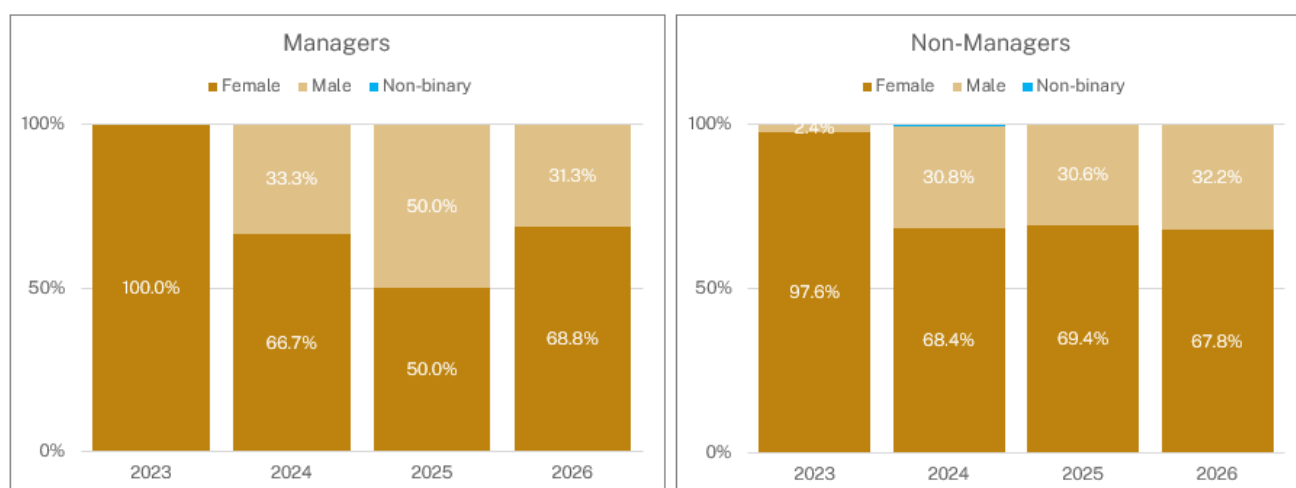
- increased parental leave by non-birth parents
- improved flexibility in the workplace
- ease of reporting of sexual harassment incidence
- and reduced gender pay gaps.

3.1 Increased parental leave

There was support for the selection of the WGEA target to “increase the uptake of primary parental level by the underrepresented gender”.

The University’s current enterprise agreement (EA) came into effect in 2023, bringing with it a new provision that ‘primary’ parental care could be taken by men or the non-birth partner. Since 2023, men have taken advantage of the new leave provision; including 33.3 per cent of managers and 30.8 per cent of non-managers in 2024, 50 per cent of managers and 30.6 per cent of non-manager in 2025, and 31.3 per cent of managers and 32.2 per cent of non-managers in 2026 (see Figure 1). Prior to this entitlement, the primary carer category of leave still included career re-entry leave for primary carers, which men utilised, however due to calculation methodology at the time did not evidence much use by men.

Figure 1: Primary carer’s parental leave



There was a strong sense that ANU managers were supportive of colleagues taking parental leave, according to 88 per cent of survey respondents (see Figure 2). However, focus group discussions elicited the view that there was still low awareness of the parental leave provisions in the ANU EA.

Figure 2: ‘Is your manager supportive of you or your colleagues taking parental leave?’



In part, this was attributed to continuing discriminatory social norms that assume women will take responsibility for care work. For example, survey respondents remarked:

I'm a senior male staff member, who needs a lot of flexibility to care for my young children. There is an assumption that my wife will do that. We need to encourage people to realise that male staff can do that work, which in turn will hopefully lesson the burden on our female staff to undertake the caring duties.

Male or female supervisors without children who have zero clue about real world problems.

During the senior women academics' forum, a participant remarked that “despite overwork [norms], it's always men who take advantage of women taking time off for kids' activities”. A participant in Consultation 5 cautioned that “senior men may be past the age of paternity leave, which may influence males' use of parental leave”.

To ensure progress on this target, participants suggested that “senior male leaders beyond child rearing age still need to be responsive (vocal) and show compassion to carers” (Consultation 3); use this “*increased understanding [to] support flexible arrangements and the taking of parental leave*” (survey response). There were also calls to “*proactively champion, recognise and reward men playing an active role in caring*”. In monitoring progress towards this target, it was suggested that data would need to be disaggregated by age, level, and gender diversity (Consultation 5).

While not specifically related to the take up of parental leave by non-birth partners, it was suggested that the experience of parents on campus would be improved by providing cheaper parking for parents “*particularly as they are more likely to work part-time and do school drop off/pick up*” (survey response), more childcare (senior women academics' forum) and the promotion of “*women returning to work after extended time in a caring role*” (survey response). The senior women academics' forum also heard a suggestion for “school holiday support” including “organised school holiday programs, camps for kids linked to research/teaching e.g. space camps”.

3.2 Flexibility in the workplace

There was support for the selection of the WGEA target to “improve flexible work offerings for employees”.

Overall, survey respondents considered that they had sufficient flexibility to manage work and other commitments (78 per cent either agreed or strongly agreed, see Figure 3).

Figure 3: ‘I have the flexibility I need to manage work and other commitments.’



Some participants considered that despite an enabling policy framework, flexibility at ANU was inconsistently applied across colleges and teams, with one survey respondent noting “we have lots available but not all managers understand or value why flexible work is good for ANU as an organisation”. A participant in Consultation 3 explained this inconsistency as being linked to trust in the workplace, suggesting that “managers need to trust their staff to work from home”. By implication, where there is no trust, flexibility is not offered. A different interpretation of this inconsistency was based in “the nature of the work” that “requires on campus presence almost year-round, effecting flexibility/attractiveness/retention” (survey response). This was seen to have a gendered dimension:

The workplace is still designed, even with today's hybrid working, to favour full-time employees who are able to work extra hours. This mainly favours men who have a female partner that takes on most of the childcaring and domestic responsibilities (survey response)

To further improve flexibility at ANU and improve workplace culture – including trust between managers and staff – calls were made for more job sharing:

Consider more easily allowing full time roles to be advertised as a possible job share between two staff members.

I want to see long term trends of improvements, especially regarding flexibility. I like the target suggesting more part-time managers, to see flexible working at all levels and developing a culture where people trust that the flexibility available will be honoured and not negatively impact career pathways.

The ability for a full-time worker to drop to part-time work and job-share more easily as family responsibilities change over time.

Flexibility was also seen as an opportunity that required greater transparency and accountability from senior management. Consultations 3 and 5 in particular elicited suggestions that flexibility in the workplace should be actively encouraged as an open discussion and that newsletters could prompt those discussions with questions like “Do you have flexible hours? If not, why?” A participant in Consultation 5 suggested that “a clear vision statement... endorsed by the VC [would signal that] we’re serious about people having access to flexible work hours”.

One participant suggested that contact points could be established outside the immediate team where staff are unclear of workplace flexibility norms to enable a ‘sense check’: “we have in-person meetings daily, so I am unable to work from home. Is this normal?”. The senior women academics’ forum heard calls for more caregiver support for participation in academic conferences with a “fully accessible application process”.

3.3 Sexual harassment reporting

There was support for the selection of the WGEA target to “establish mechanisms for reporting to an employer’s CEO, key management personnel and the governing body on sexual harassment.”

Figure 4: ‘In my organisation, gender-based harassment and sexual harassment is not tolerated.’



Survey respondents were more likely to suggest that gender-based harassment and sexual harassment was not tolerated at ANU (56 per cent agreed or strongly agreed). Though the survey also found that 32 per cent of respondents had experienced unwelcome remarks, suggestions, or jokes of a sexual nature in the past 12 months. Concern was expressed with the reluctance among staff and students to report poor behaviour for fear of recrimination, specifically, blocked promotions.

As it is, when employees are unclear about their rights in a situation where they feel they have been targeted for harassment, it often bleeds over into many areas of their working life. If I think my supervisor doesn't take me seriously or views me as less than my colleagues, I'm also less likely to feel comfortable asking for maternity leave or pushing for a promotion when I deserve one.

The WGEA target to establish mechanisms for easier reporting was therefore supported:

*Having a system that made it very easy to know exactly what the process was with a submitted complaint *and* having a way to know how many active complaints are open around the university, what stage of inquiry they are at, *and* (obviously in a generalised and de-identified manner) kept track of the types of remediations that had resulted from the conclusion of complaints. As it is now, it feels like anything I submit about an issue on campus disappears into a black box. I may be able to follow up on a non-anonymous submission, but those choosing to report anonymously deserve to have some idea of how the university has been handling these reports on the whole so that they can trust that their concerns will be taken seriously and actually be addressed in some way.*

One of the survey responders noted, however, that sexual harassment was not the only form of gender-based violence evident at the ANU: “*what about the other comments, like not good enough, gagging, power plays, ageism for older women, put downs to some women, women of colour, not good enough etc*”.

These findings suggest that beyond monitoring incidences of misconduct, there is still considerable work to do at ANU to redress a culture of sexism, and that this extends across both academic and professional staff (see more on this in Section 5).

3.4 Gender pay gap

Consultations uncovered strong interest in understanding further the nature of – and, in line with the WGEA target, reducing – the gender pay gap (GPG) at ANU.

Overall, the gender pay gap at ANU in 2025 was 9.4 per cent (see Figure 5). This is lower than the national gender pay gap (of 21 per cent, see wgea.gov.au/pay-and-gender/gender-pay-gap-data), but higher than the median gender pay gap of many other Australian universities (see Figure 6).

Figure 5: ANU average GPG (2021-2025)

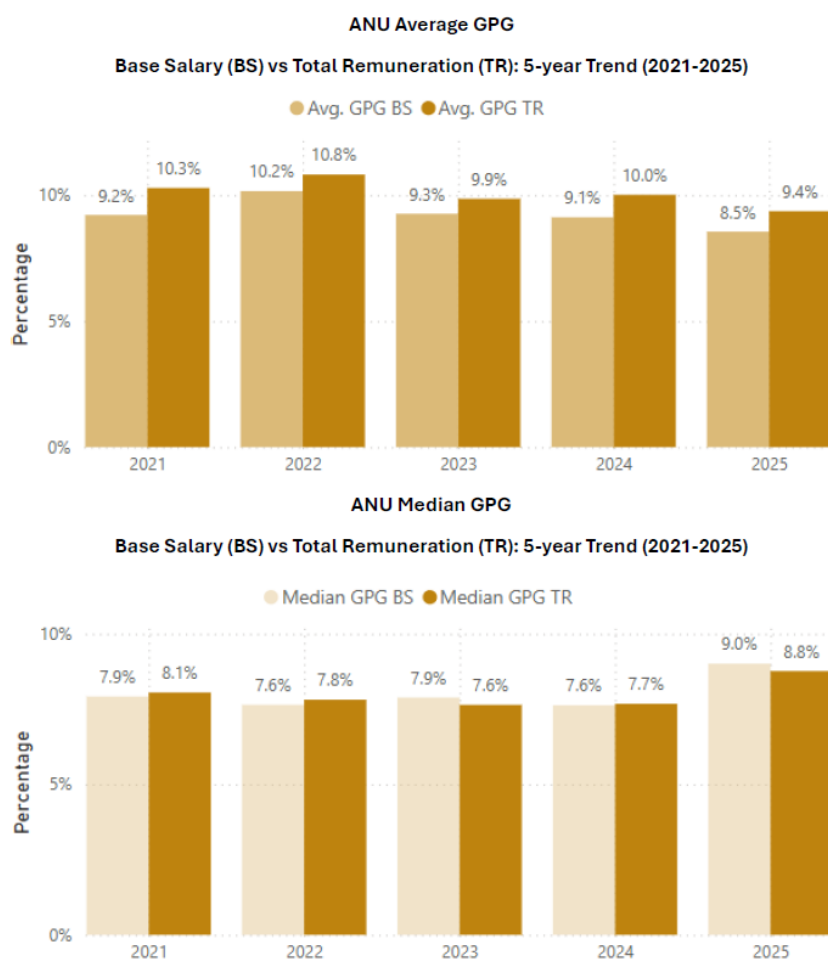


Figure 6: University League Table, Gender Pay Gap 2024-25 (see attachment A for full size table)

Organisation Name	SAGE Subscriber 2024-25?	Median Total Remuneration Gender Pay Gap 2024-5	Difference vs Average Total Universities (p-p)	Change in Median Total Remuneration GPG from 2023-24 (p-p)	Proportion of Women by Pay Quartile Lower -> Upper	Has a formal policy/strategy on equal remuneration between women and men	Has conducted a gender pay gap analysis	Taken actions as a result of gender pay gap analysis	Most recent gender pay gap analysis (totals within the last 12 Mths)
AVERAGE TOTAL SAGE SUBSCRIBERS	28	6.4%	-1.0%			96%	96%	86%	79%
AVERAGE TOTAL NON-SAGE SUBSCRIBERS	13	9.5%	2.1%			85%	77%	62%	62%
AVERAGE TOTAL UNIVERSITIES	41	7.4%				93%	90%	78%	73%
Torrens University Australia Limited	N	0.0%	-7.4%	0.0%		Yes	Yes	Yes	Within the last 12 Mths
University Of Sydney	Y	1.7%	-5.7%	-0.1%		Yes	Yes	Yes	Within the last 1-2 years
The University Of Queensland	Y	1.0%	-6.6%	-1.7%		Yes	Yes	Yes	Within the last 12 Mths
University Of New South Wales	Y	2.4%	-5.0%	-0.1%		Yes	Yes	Yes	Within the last 12 Mths
University Of Canberra	Y	3.1%	-4.3%	-1.2%		Yes	Yes	Yes	Within the last 12 Mths
Charles Darwin University	N	3.2%	-4.2%	-0.1%		Yes	Yes	No	Within the last 12 Mths
Royal Melbourne Institute Of Technology	Y	3.7%	-5.7%	-0.7%		Yes	Yes	Yes	Within the last 12 Mths
Monash University	Y	3.9%	-5.5%	-0.1%		Yes	Yes	Yes	Within the last 12 Mths
University Of Tasmania	N	3.9%	-3.5%	3.0%		Yes	Yes	Yes	Within the last 1-2 years
Edith Cowan University	Y	4.1%	-3.3%	-1.2%		Yes	No	No	N/A
University Of Technology Sydney	Y	4.4%	-3.0%	0.9%		Yes	Yes	Yes	Within the last 12 Mths
The University Of Newcastle	Y	4.5%	-2.6%	1.6%		Yes	Yes	Yes	Within the last 12 Mths
Queensland University Of Technology	N	4.8%	-2.6%	-1.2%		Yes	Yes	Yes	Within the last 12 Mths
University Of Melbourne	Y	5.5%	-1.9%	1.5%		Yes	Yes	No	Within the last 12 Mths
The University Of Wollongong	N	5.6%	-1.8%	-1.6%		Yes	Yes	Yes	Within the last 12 Mths
Western Sydney University	Y	5.8%	-1.6%	0.3%		Yes	Yes	Yes	Within the last 12 Mths
University Of Western Australia	Y	5.8%	-1.6%	-0.3%		Yes	Yes	Yes	Within the last 12 Mths
University Of South Australia	Y	6.2%	-1.2%	-3.2%		Yes	Yes	Yes	> 2 years ago < 4 years ago
Deakin University	Y	6.5%	-0.9%	-1.5%		Yes	Yes	Yes	Within the last 12 Mths
Griffith University	Y	6.8%	-0.6%	0.7%		Yes	Yes	No	Within the last 12 Mths
Curtin University	Y	6.9%	-0.5%	2.3%		Yes	Yes	Yes	Within the last 12 Mths
University Of The Sunshine Coast	Y	7.1%	-0.3%	-2.9%		Yes	Yes	Yes	Within the last 12 Mths
Australian Catholic University Limited	Y	7.2%	-0.2%	0.3%		Yes	Yes	Yes	Within the last 12 Mths
Swinburne University Of Technology	Y	8.1%	0.7%	-1.3%		Yes	Yes	Yes	Within the last 12 Mths
Southern Cross University	Y	8.3%	0.9%	-1.0%		Yes	Yes	Yes	Within the last 12 Mths
Federation University Australia	Y	8.3%	0.9%	-3.2%		Yes	Yes	Yes	Within the last 12 Mths
La Trobe University	Y	8.4%	1.0%	1.1%		Yes	Yes	Yes	Within the last 12 Mths
Flinders University	Y	8.5%	1.1%	-1.2%		Yes	Yes	No	Within the last 1-2 years
Murdoch University	Y	8.7%	1.3%	-1.6%		No	Yes	No	N/A
Australian National University	Y	8.8%	1.4%	1.1%		Yes	Yes	Yes	Within the last 12 Mths
Macquarie University	Y	8.8%	1.4%	0.0%		Yes	Yes	Yes	Within the last 12 Mths
University Of Southern Queensland	N	9.0%	1.6%	0.6%		Yes	Yes	Yes	Within the last 12 Mths
Victoria University	N	9.1%	1.7%	2.2%		Yes	Yes	Yes	Within the last 12 Mths
Bond University Limited	N	9.1%	1.7%	-2.8%		Yes	Yes	Yes	Within the last 12 Mths
Charles Sturt University	Y	10.1%	2.7%	0.6%		Yes	Yes	Yes	Within the last 1-2 years
James Cook University	N	11.5%	4.1%	0.3%		No	Yes	No	Within the last 12 Mths
The University Of New England	N	11.7%	4.3%	1.3%		Yes	No	No	N/A
Central Queensland University	N	13.3%	5.9%	-0.2%		Yes	Yes	Yes	Within the last 1-2 years
The University Of Adelaide	Y	14.3%	6.9%	0.0%		Yes	Yes	Yes	Within the last 12 Mths
The University Of Notre Dame Australia	N	18.0%	10.6%	-0.9%		Yes	No	No	N/A
Avondale University Limited	N	24.6%	17.2%	5.6%		No	No	No	N/A

Source: WGEA Data Explorer, data correct as of 5 March 2026.

Salary data suggests that the gender pay gap at the ANU is perhaps more pronounced among middle management roles, where men appear to be holding more positions that attract loadings and allowances. The ANU is currently in an unprecedented era where women do hold senior roles – including the Interim Vice-Chancellor and Provost– equalising the top quartile of salaries.

However, a likely growth projection of these roles would suggest that men will again hold top roles in the future – given their predominance in the middle two salary quartiles.

There was also some concern with the predominance of women in the lowest salary quartile and the challenge of career progression (see also Section 4 below).

More positively, recent recruitment has been more gender balanced, producing a negative gender gap. If this growth projection were to hold strong, the overall gender pay gap at ANU would reduce. As a participant in Consultation 5 noted: “equal pay rights exist; current pay discrepancies reflect differences in roles and seniority influenced by gender imbalances among university graduates 30 years ago”. This participant suggested that today’s more gender balanced graduation rates should, in theory at least, positively impact pay equity. Research shows, however, that other structural barriers continue to mitigate this.

Nonetheless, correlation between recruitment practices and the gender pay gap led to the suggestion in Consultation 1 for stronger gender pay gap literacy among supervisors and recruiters. As one survey respondent noted:

Whenever pay rates are compared, [there should be] an acknowledgement that existing staff awards should already guarantee equal pay.

Monitoring of the gender pay gap target was also seen as an opportunity to seek further funding for research.

RECOMMENDED ACTION 1

To meet its obligations under the WGEA Act, the ANU should monitor progress towards targets on:

- increased parental leave by non-birth parents;
- improved flexibility in the workplace; and
- ease of reporting of sexual harassment incidence.

In addition, the ANU should continue to monitor progress towards reduction of the gender pay gap, and consider strategies to improve literacy of the gap among supervisors and recruiters.

4. Addressing ANU-specific inequalities

While these targets were endorsed, consultations raised the need to address inequalities specific to the ANU. These, outlined further below, include gender imbalanced leadership among both professional and academic staff and ongoing silos of gender equality resistance.

4.1 Gender balanced leadership

When asked “what type of gender equality target would most improve retention or progression in your area”, survey responders frequently nominated gender balanced representation at senior levels of both academic and professional staff.

*Equality of level D and E academics (i.e. stopping the scissor effect for female researchers)
50/50 split in the higher-level staff (i.e. Managers, etc.)*

Aiming higher is important - so perhaps a 60 per cent females in leadership goal across all roles from SM1 and other higher targets across higher grades

By 2029, no leadership team (SM2 and above) will be comprised of less than 40 per cent of any one gender.

40/40 per cent male/female leadership representation with 20 per cent flexible to any gender.

At the time of these consultations (March and April 2026), ANU had a strong female leadership team, described by one group as “listening, showing respect, working hard everywhere, building community”. This group was seen to include “amazing role models”; even with a small number of women, they were described as “impressive” (senior women academics’ forum).

And yet, participants were not convinced that this current cohort of senior leaders was sufficient in shifting cultures that recognise and legitimise the leadership of women across campus to involve women in decision making. As one participant in Consultation 4 suggested: “Executive women’s representation does not translate to experience – 1) being in the room (diversity), 2) being able to speak (equity), 3) being heard (inclusion).”

Beyond the targets suggested above, there were multiple calls for initiatives that support women to become leaders. As one participant in Consultation 3 suggested, there is a need to analyse trends among professional and academic staff to identify pipelines and target support to women emerging leaders.

Not surprisingly, these were a strong focus of discussion in both the senior women professional staff forum, and the senior academic women’s forum. While the professional staff forum heard specific calls for targeted, gender-sensitive leadership training – that is, training that is customised to women’s experience at the ANU, with an emphasis on breaking down work silos – the academic forum focused more on recruitment practices, including the suggestion that women-only appointments be (re)instated. On leadership training more specifically, it was suggested that it should be offered to women “rather than requiring women to self-nominate or ask”, and that these opportunities be “accessible at multiple career stages”. Across both forums, suggestions were made to highlight the contributions women make to decision making at ANU as a way of increasing women’s visibility and recognition.

The unequal distribution of women in senior roles was seen as a product of two related processes: workload imbalance and academic promotion.

4.1.1 Workload imbalances

The imbalance in workload was frequently cited in consultations and survey responses. Women at ANU are commonly perceived to bear disproportionate responsibility for service roles, despite the requirement that all academic staff serve the university and/or their discipline. Survey respondents suggested that these high workloads have become normalised:

Address the gendered division of labour where women do the work that is undervalued and under-recognised, and men do the work that advances their career.

People worry that if they reduce hours or take a break, they won't be allowed to pick that up again.

It was suggested that early career women were the most likely to be given disproportional service loads. The tendency of male academics to seek funding for senior women ECRs rather than at more senior levels was a specific topic of discussion in Consultation 2 and the senior women academics’ forum. A participant noted that this recruitment pattern ensured women remained in less autonomous positions where service loads can be more easily added: “Gender equality at the ANU [should be] to support independent women; when women don’t have role models, it just starts the real service inequity, the exclusion...” (Consultation 2). A call to “stop incentivising overwork for men and women” was heard in the senior women academics’ forum.

The restructures proposed and implemented under ANU Renew were seen to exacerbate workload imbalances, particularly among professional staff where the workforce is highly

feminised. A particular focus of discussion in the women professional staff forum revolved around reclassification of centralised positions: it was noted that additional responsibilities were often not recognised in reclassification processes, which is an essential mechanism for professional staff promotion at ANU. A survey respondent suggested:

Implement a structure and classification review for professional roles affected by restructure. Many roles have significantly expanded in scope and accountability post-COVID, yet classifications have not been reassessed. Because professional staff roles are predominantly held by women, failure to align classification with actual responsibility entrenches structural gender inequality. Classification review should be systematic, transparent and linked to funded outcomes, not dependent on individuals self-nominating.

The current ANU project to improve role clarity, responsible and level alignment, and identify progression pathways is an important step in addressing these concerns.

Discussions on workload imbalance also surfaced the tendency to rely on marginalised and minority groups for service work related to diversity, equity and inclusion:

Significant burden is placed on marginalised group members to take on extra work, increasing burnout. It is important to consider the capacity and availability of people, rather than expecting people to take it on to make sure that someone in a marginalised group is actually being represented.

Mainstreaming this work, including by celebrating diversity across our campus, was championed in these discussions:

Make gender inclusivity more visible on campus through signage and artworks that clearly and directly celebrate and support marginalised gender identities, as well as signage that makes it explicit around the campus that gender discrimination and hate are not tolerated. It cannot be an implied priority in our daily lives, it needs to be big and abundant as we move through campus.

As identified by a number of participants, addressing service imbalances requires both formal and informal recognition, including an understanding that this leadership recognition might look very different for men, women and gender diverse people.

4.1.2 Academic promotion

The leadership pipeline at ANU is also a function of academic promotion. There is a widely held perception that promotions are not gender balanced, particularly to senior levels (D and E). In Consultation 2 it was suggested that “it is difficult to recruit Level E women to ANU – the interest from within Australia is not great”. In Consultation 4, the University’s perceived poor comparability with other Australian universities was noted as having significant consequences: “the [perceived] low representation of female professors compared to other universities creates a flow on effect that impacts mentorship opportunities and determines whose voices are heard.”

While some areas of the university were considered to support women’s academic promotion relatively well (one college was identified as a strong example in the senior women academics’ forum), this was not seen as uniform across campus (see also Section 4.2, below): *attention [is required] to the slow rates of women being promoted to Level E in [local area].*

Calls for more attention to promotion trends were heard across multiple forums:

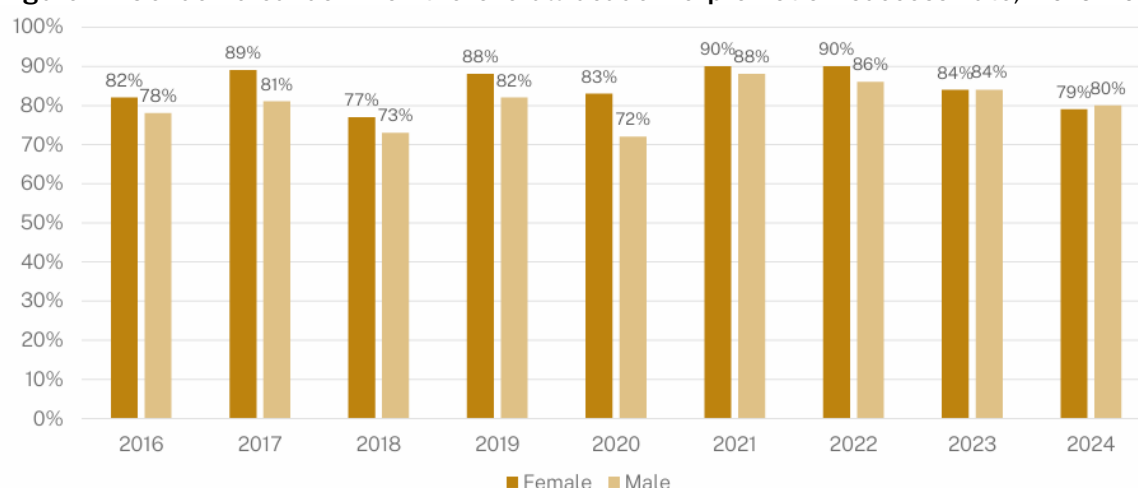
Noticing and reporting on gender disparities at different promotion levels, including the years between promotions.

The *Academic Promotion: Information for applicants to academic levels B-E1* seminar held in April 2026 shared data on overall the promotion rates by gender from 2016 to 2024 (see Figure 7), and the promotion rates by level and gender in 2025 (see Figure 8).

In the aggregate, the promotion success rate for women has been consistently higher than for men (with the exception of 2023 when it was the same, and 2024 when it was marginally

lower). Though Figure 8 shows that there are differences in these success rates according to the level sought. In 2025, slightly more women applied and were promoted to Level B (88 per cent success women compared with 75 per cent men). At Level C, many more men applied (and were successful), while at Level D, slightly more women applied but were marginally less successful than their male counterparts (83 per cent success for women compared with 91 per cent for men). More men than women applied to Level E in 2025, with a marginally lower success rate (47 per cent women, 43 per cent men). As was noted in the senior women academics' forum, women represent 37 per cent of the ANU professors (Level E+).

Figure 7: Gender breakdown of the overall academic promotion success rate, 2016-2024



Source: 2026 Academic Promotion: Information for applicants to academic levels B-E1

Figure 8: Gender breakdown of 2025 Academic promotion round, by level

Level applied for / Gender		Applications	Successful	Success rate
Level B	Female	17	15	88%
	Male	16	12	75%
	Total	33	27	82%
Level C	Female	17	15	88%
	Male	30	28	93%
	Total	47	43	91%
Level D	Female	24	20	83%
	Male	22	20	91%
	Total	46	40	87%
Level E1	Female	15	7	47%
	Male	21	9	43%
	Total	36	16	44%
Total	Female	73	57	78%
	Male	89	69	78%
	Total	162	126	78%

Source: 2026 Academic Promotion: Information for applicants to academic levels B-E1

More detailed (longitudinal and qualitative) attention to promotion trends by level is required. Anecdotes shared in one consultation suggested that promotion was linked to grant opportunities which were not always perceived as openly distributed:

“where research money is very important, actually finding out who is getting ... retention packages, kickbacks, who can go to the School Director and say ‘oh, I might leave’ and [the response is hundreds of thousands of dollars] a year to keep a lab going, when the rest of

us are trying to compete for the 8 per cent success rate grants. So, it's like, they're the things that stop us. And then [the managers] go, 'oh well, you can't get a promotion because you don't have as many publications or as many grants' but somebody over here had millions dropped down to them to get their next grant." (Consultation 2)

In addressing this, senior women academics nominated "targeted mentoring and leadership programs ... mentoring for promotion, especially one on one for women". It was suggested that "elder women on campus, before they retire, give support to build capacity". Given the differential experience across campus, it was suggested that this be offered "consistently ... not just in pockets of good practice' and *"equitably [with] a sharing of the labour of such mentoring among men and women senior academics"* (survey response).

Work to better reflect career interruptions was also nominated as a strong support for women's academic promotion, as were non-linear career pathways.

4.2 Variability of gender equality practice

The variability of gender equality practice at ANU was highlighted in consultations. A participant in Consultation 4 suggested that "aggregated staff survey results on respect do not capture the significant variance across different areas of the ANU." Equally, a survey respondent noted:

I am extremely privileged to work at such a wonderful and supportive centre. I have friends and colleagues in other centres, as well as the students I teach from other schools and colleges, who have had absolutely wretched experiences. This university can do better for inclusive and equitable policy across the board and its entire staff and student body deserve better.

It was identified that there remain specific areas of the ANU workforce that are particularly resistant to gender equality policies and practices. Perhaps unsurprisingly, these sites are identifiable by low pay equity and limited availability of flexible work arrangements, frequent occurrences of sexism and women feeling unsafe, and leadership structures comprised almost exclusively of (older) men.

Participants suggested that tailored and targeted interventions should be directed where:

- *"the gender breakdown is lopsided"*
- a culture of full-time work is the norm and *"working part-time causes a problem"*
- exclusionary practices – for example "the transactional benefit of mateship" evident in phrases like *'hey mate, just on that', 'I can do that for you, mate'* – help some and exclude others;
- everyday sexism means "female staff and visitors' lived experience is of being spoken over, and gender-based hostility" and/or
- "the entire management line is male dominated – there are no female managers – and many are past child rearing age".

5. Improving gender equality culture at ANU

One of the participants in Consultation 5 noted "these targets are sensible, but how do we actually think about gender equality cultural factors?" Participants were clearly concerned with underlying cultures of sexism and inequality at ANU:

Until recently I thought our area was attentive to gender equality. When issues are raised, however, women are seen as being difficult, and it is therefore detrimental to our careers to say anything. A mechanism to make academic leaders go beyond simply saying words, to actually understanding, is needed. A rambling comment, apologies, but I am tired with all the labour this takes.

My immediate manager does not directly undermine efforts to address workplace culture, although they do not actively make efforts to improve it either. The managers above them definitely have biased attitudes, which they struggle to keep in check during day-to-day interactions. While they have not stated this, their attitudes align very much with "I'm not sexist, but... [insert sexist comment]" mentality.

As suggested in Consultation 1, the University's gender equality culture ought to be "volcanic", in the sense that it should seep from the top down. As raised above, various measures were recommended in support of shifting gender inequality cultures at ANU. We present these here under the overall recommendations to establish stronger data transparency and accountability; understand inequality as intersectional; and establish safe spaces in which to have honest conversations and improve the visibility of gender equality initiatives.

5.1 Improve data transparency and accountability

Across all consultation forums there was widespread recognition that "honest", "accurate" and timely reporting on gender equality targets was critical at ANU. One survey participant suggested that honesty would be best protected through "independent oversight" of the data, rather than "self-reporting", to avoid any conflict of interest. Others would be satisfied with "a performance dashboard for the School/College/ANU that is available to all staff and reported against", accessible through the ANU website, and produced by the "data team with a clear methodology". It was suggested that currently "there is no easy platform to find this information".

A participant in Consultation 1 was concerned with the communication of gender equality data, noting that "transparency is only transparent if people are allowed to give feedback. If you were just presenting information and people have to just say 'thanks, okay, cool,' that's not quite transparency. Transparency is when you can then turn around and be like 'oh it's good to see that; I'd like to see more figures around this...'"

There were also calls for timely reporting. One staff member encouraged "honesty when something's happened, an incident has occurred", while another focused on regularity, suggesting target reporting should be "include[d] in regular reports to staff", or even a "biannual report" (survey response). In Consultation 3 it was suggested that "VC level events [should be] dedicated to sharing the data".

Suggestions were also made in terms of the specific data to be collected, including:

- *the number of women/gender diverse individuals in leadership positions*
- *the number of promotions that were awarded*
- *leadership KPIs; not just top levels but going down to local areas where possible*
- *how much ANU invests in men's and women's careers, reporting of undergrad and postgrad gender percentages, transparency of women's and men's earnings*
- *staff levels, i.e. so that large numbers of women at lower professional and/or academic levels cannot be used to balance out the deficit at senior levels, i.e. how many men/women/etc at Level 4, Level 5, Level E, CSAs*
- *pay data by gender, and transparently link identified gaps to funded, time-bound actions.*
- *structural conditions such as workload, staffing ratios, progression and restructure impact, not just representation at senior levels.*

It was recognised that this level of data accountability and transparency would require resourcing (or "prioritised resourcing"), not only to maintain the system but to train users – including supervisors – on how to use it and report on the collected data.

Implement short-term high levels of funding and resourcing to support change in systems and staff education to improve accountability ... move away from gender equity (the journey) and move into a conversation around gender equality (the destination). (Survey response)

"That's always a challenge here at ANU, prioritising resourcing..." (Consultation 1).

RECOMMENDED ACTION 2

To support stronger data analysis and transparency, and further to similar recommendations of the Nixon Review response, the ANU should make structural adjustments to prevent bias by publishing data on diversity, equity and inclusion, presenting annual snapshots of the following data:

- School/Unit recruitment outcomes by demographics
- School/Unit promotion rates and patterns
- School/Unit pay gap analysis
- School/Unit workload distribution
- School/Unit staff satisfaction and engagement by demographics
- School/Unit complaints and disclosure data
- School/Unit Inclusion Diversity Equity and Access (IDEA) targets and progress
- School/Unit ANU Focus response rates
- School/Unit Pulse survey response rate

In consultations, data transparency was strongly associated with greater accountability and leadership at ANU. Advocacy for stronger data transparency has been longstanding, consistent feature of gender equality discussions (see, for example, Recommendations from the Nixon Review and working groups). Across consultations, the senior women academics' forum and the women professional staff forum, it was consistently suggested that progress on specific measures should be a feature of key performance indicators (KPIs) of senior leaders at ANU:

ANU has been consulting with staff about this problem for years without a lot of action. We need a performance framework that's available to all staff which measures and tracks progress and mechanisms for holding Deans and School Directors accountable for making progress.

Establishing a set of gender equality KPIs was identified as essential to “stronger senior leader buy-in”. Rather than a performative exercise, this kind of accountability measure was seen as critical in encouraging “genuine male engagement” (Consultation 3). Making gender equality a feature of annual performance reviews for all staff was also suggested as a way of improving all staff accountability.

RECOMMENDED ACTION 3

To ensure accountability for a stronger gender equality culture, the ANU should:

- include specific measures to eliminate harmful behaviours, including sexism, in the workplace in the next ANU Strategic Plan;
- communicate progress and setbacks in relation to the WGEA targets in campus-wide newsletters (e.g. On Campus);
- recommend all ANU staff – including members of the University Leadership Group – to nominate at least one appropriate gender equality metric in their annual progress reports (Focus or equivalent). These could include commitments to:
 - ensure gender diversity is mainstreamed in research and/or teaching;
 - mentor gender diverse and/or marginalised colleagues, including number of days dedicated to meeting with and supporting mentees, and/or specific outcomes from this support;
 - refrain from participating in panels composed of people of only one gender;
 - undertake training relating to gender diversity and applying one aspect of that training in work practices. For example, Rights, Relationships and Respect@Work training.

5.2 Understand inequality as intersectional

An intersectional approach to gender equality at ANU was seen as “tokenistic” (Consultation 1). Specifically, it was suggested that lessons from the token experiences of women academics have not been translated to gender diverse academics:

“at ANU, our gender diversity doesn’t really represent diversity; we don’t formally acknowledge anything other than man and male, women and female ... As a non-binary person, there is not a lot of us and we are often the token ... they are expected to represent the whole pocket of people, but they are then expected to stand up for themselves” (Consultation 1).

Participants in Consultation 3 suggested that more attention be paid to “increase representation and support for trans/intersex staff; they have similar barriers to women plus additional challenges, especially when also Indigenous, CALD and/or have a disability.”

In a similar vein, the senior women academics’ forum noted the poor treatment of Indigenous women. Participants in this forum called for measures to “address the pattern where minority groups are encouraged to apply for roles but are not ultimately selected ... and increased visibility of diverse candidates and ensure equitable selection processes.”

RECOMMENDED ACTION 4

To support a more nuanced understanding of the experiences of gender diverse and other marginalised communities:

- Explore offering Intersectional Walks workshop at ANU, facilitation guide co-authored by Professor Merryn McKinnon, for ANU staff and students. This training will be piloted initially, with an ongoing approach including regular sessions annually through the Inclusive and Respectful Communities team;
- the forthcoming ANU Strategic Plan should be particularly mindful of the intersectional dimensions of gender equality; and
- intersectional categories should be refined through a university-wide consultation and, when terms are agreed, be used to collect data to monitor representation and leadership trends and shared with the ANU community (see recommended action 2).

5.3 Normalise gender equality in safe spaces

Participants considered that deliberative practices and spaces are required to shift underlying cultures of sexism at ANU. These would aim to establish a stronger sense of safety for those who promote gender equality and extend a further welcome to those who are genuinely eager to begin promoting this work. Given the reported sense of (job) insecurity in reporting misconduct and championing gender diverse voices, calls were made for “regular check-ins” and safe platforms in which to “*share experiences, to provide a [shared] sense of the problems faced by women and gender diverse people and scale.*” The perception of job insecurity was particularly high among “externally funded staff” who do not have the incentives to support ANU gender equality initiatives, particularly when their funding/pay is tied to externally determined deliverables (e.g. research outputs) (Consultation 3).

Participants in the senior women academics’ forum suggested that “an initiative to prioritise solution development and implementation” be created. Specifically, that:

- “a formal program [be established] to identify, document, and address everyday sexism across the university”
- “mechanisms [be created] for reporting subtle and overt sexist behaviours, with follow-through and accountability” and
- “the perception that some men feel exempt from rules or behavioural expectations” be addressed with “clear, consistent behavioural standards for all staff regardless of seniority or funding power”.

In building these platforms and safe spaces, participants were clear that the facilitation of honest conversations among staff about appropriate behaviour and standards and establish tailored training programmes. Honest conversations could be one-on-one (as suggested in Consultation 3) to “address personal situations where policy [itself is inadequate]”, or through regular Q&A drop-in sessions which were considered “culturally safe as you don’t need to formalise it in an appointment” (Consultation 5). Participants suggested that many ANU staff avoid formal bookings for issues they perceive as less serious. Many feel their concerns are “too small” to escalate formally, but significant enough to lead to resignation. Casual conversations with People and Culture could therefore support the reduction of barriers and catch issues early. Student safety and wellbeing teams drop-ins were identified as a model to consider.

There could also be a community of practice to champion positive role models and allies. One participant considered that this should be established specifically for male champions to encourage men’s sponsorship of women’s success.

Honest and positive conversations were also seen as a function of appropriate language. The change from maternity/paternity to parental leave was seen as positive but participants urged for more attention to the specific terms used in reference to gender diversity: “ensure sex is not confused with gender identity (Consultation 1) and “gender diverse people can be seen at the appropriate semantic level (survey response).”

“Even making pronouns more common use so that it increases that awareness of the flexibility of gender roles and how people can move across them.” (Consultation 1)

There may also be a need to make more explicit the inappropriateness of sexist, racist, homophobic and otherwise exclusionary language in the ANU Code of Conduct.

In addition to deliberative spaces, consultations also raised the need for ANU infrastructure to be inclusive and safe, particularly public toilets and breastfeeding rooms. While public toilets were seen as more gender inclusive in newer or refurbished buildings, participants suggested that this was not the case in other buildings, making gender diverse people feel unsafe. In a similar vein, breastfeeding rooms were more commonly found in newer or refurbished buildings, but less available elsewhere.

Finally, it was suggested that staff in People and Culture division could provide outreach activities on gender equality, “reaching out to new starters to build relationships”. Participants in Consultation 5 suggested that new staff could be assigned “a specific contact person building rapport and trust; ‘if anything goes wrong, reach out to me’”. This practice could be extended to newly appointed leaders (Heads of Department/Directors/Deans/Deputy and Pro Vice-Chancellors).

RECOMMENDED ACTION 5

To create welcoming spaces that promote gender equality, the ANU should:

- in line with Recommendations of the Nixon Review and working groups, develop governance structures for Inclusion Diversity Equity and Access (IDEA) across campus coordinating representation across school, college and portfolio committees.
- ensure local area IDEA leads offer scheduled, regular forums through which all staff can raise relevant matters.

It was suggested that a stronger understanding of the experiences those who have left the ANU (either through the Voluntary Separation Scheme or other separation processes) would establish a “more honest” assessment of gender equality culture “*precisely because they have less to lose, and their patterns of departure are themselves data about gender equity (survey response)*”.

The idea would be to build a qualitative data bank of poor, as well as positive, experiences to be used to train office holders – such as senior leaders or “committee chairs” – “to take actions to prevent this occurring.” A survey participant suggested that “*routine training at least every 2 years ... needs to align with positive duty, inclusion, psychosocial hazards and respect. I don't think managers currently understand what is vs what isn't appropriate*”. Other survey respondents were keen to ensure training was rolled out across areas of continuing gender equality resistance.

Consultations also heard the need to implement bystander training broadly: “people don't understand how much power it can offer to a situation if they do stand up for somebody else or say something or contribute to creating a safe space” (Consultation 1). This was particularly crucial for the safety of gender diverse communities at ANU but also noted as important practice in calling out “the taking of credit for others' ideas and projects” (Consultation 1).

RECOMMENDED ACTION 6

To build a broader cadre of gender equality allies, the ANU should:

- in line with recommendations of the Nixon Review and working groups, focus on supervision capability, of both staff and students, measuring performance on equitable and respectful practice before new supervision is supported.
- review relevant training offered by the ANU with a view to extending its offering across campus through a train-the-trainer program for relevant diversity and inclusion specialists from People and Culture's DEI and Inclusive and Respectful Communities teams;
- offer all staff an exit interview with an Inclusion Diversity Equity and Access (IDEA) lead, and with consent and confidentiality, continue to build a qualitative data bank of positive and negative IDEA-related experiences at ANU to be used in developing training materials.

Creating safe spaces was also seen as a way in which to increase the visibility of gender equality work at ANU which would in turn improve gender equality culture. Participants in Consultation 5 and the senior academic women's forum suggested that there be more events at ANU that build community, visibility and shared purpose, and that there be a "central hub" with an events calendar "to boost awareness".

In many respects, this has been the work of the ANU Gender Institute, noted in the Nixon Review process as having worked well to create exactly this community. There remains a need to linking the Gender Institute closer to the work done by colleagues in People and Culture's DEI team, and Experience, Wellbeing and Inclusion Divisor's Inclusive and Respectful Communities, for stronger collaboration and institutional accountability.

Attachment A

Organisation Name	SAGE Subscriber 2024-25?	Median Total Remuneration Gender Pay Gap 2024-5		Difference vs Average Total Universities (p-p)	Change in Median Total Remuneration GPG from 2023-24 (p-p)	Proportion of Women by Pay Quartile Lower -> Upper	Has a formal policy/strategy on equal remuneration between women and men	Has conducted a gender pay gap analysis	Taken actions as a result of gender pay gap analysis	Most recent gender pay gap analysis (totals within the last 12 Mths)
AVERAGE TOTAL SAGE SUBSCRIBERS	28	6.4%		-1.0%			96%	96%	86%	79%
AVERAGE TOTAL NON-SAGE SUBSCRIBERS	13	9.5%		2.1%			85%	77%	62%	62%
AVERAGE TOTAL UNIVERSITIES	41	7.4%					93%	90%	78%	73%
Torrens University Australia Limited	N	0.0%		-7.4%	0.0%		Yes	Yes	Yes	Within the last 12 Mths
University Of Sydney	Y	1.7%		-5.7%	-0.1%		Yes	Yes	Yes	Within the last 1-2 years
The University Of Queensland	Y	1.8%		-5.6%	-1.7%		Yes	Yes	Yes	Within the last 12 Mths
University Of New South Wales	Y	2.4%		-5.0%	-0.1%		Yes	Yes	Yes	Within the last 12 Mths
University Of Canberra	Y	3.1%		-4.3%	-1.2%		Yes	Yes	Yes	Within the last 12 Mths
Charles Darwin University	N	3.2%		-4.2%	-0.1%		Yes	Yes	No	Within the last 12 Mths
Royal Melbourne Institute Of Technology	Y	3.7%		-3.7%	-0.7%		Yes	Yes	Yes	Within the last 12 Mths
Monash University	Y	3.9%		-3.5%	-0.1%		Yes	Yes	Yes	Within the last 12 Mths
University Of Tasmania	N	3.9%		-3.5%	3.0%		Yes	Yes	Yes	Within the last 1-2 years
Edith Cowan University	Y	4.1%		-3.3%	-1.2%		Yes	No	No	N/A
University Of Technology Sydney	Y	4.4%		-3.0%	0.9%		Yes	Yes	Yes	Within the last 12 Mths
The University Of Newcastle	Y	4.8%		-2.6%	1.6%		Yes	Yes	Yes	Within the last 12 Mths
Queensland University Of Technology	N	4.8%		-2.6%	-1.2%		Yes	Yes	Yes	Within the last 12 Mths
University Of Melbourne	Y	5.5%		-1.9%	1.5%		Yes	Yes	No	Within the last 12 Mths
The University Of Wollongong	N	5.6%		-1.8%	-1.6%		Yes	Yes	Yes	Within the last 12 Mths
Western Sydney University	Y	5.8%		-1.6%	0.3%		Yes	Yes	Yes	Within the last 12 Mths
University Of Western Australia	Y	5.8%		-1.6%	-0.3%		Yes	Yes	Yes	Within the last 12 Mths
University Of South Australia	Y	6.2%		-1.2%	-3.2%		Yes	Yes	Yes	> 2 years ago < 4 years ago
Deakin University	Y	6.5%		-0.9%	-1.5%		Yes	Yes	Yes	Within the last 12 Mths
Griffith University	Y	6.8%		-0.6%	0.7%		Yes	Yes	No	Within the last 12 Mths
Curtin University	Y	6.9%		-0.5%	2.3%		Yes	Yes	Yes	Within the last 12 Mths
University Of The Sunshine Coast	Y	7.1%		-0.3%	-2.9%		Yes	Yes	Yes	Within the last 12 Mths
Australian Catholic University Limited	Y	7.2%		-0.2%	0.3%		Yes	Yes	Yes	Within the last 12 Mths
Swinburne University Of Technology	Y	8.1%		0.7%	-1.3%		Yes	Yes	Yes	Within the last 12 Mths
Southern Cross University	Y	8.3%		0.9%	-1.0%		Yes	Yes	Yes	Within the last 12 Mths
Federation University Australia	Y	8.3%		0.9%	-3.2%		Yes	Yes	Yes	Within the last 12 Mths
La Trobe University	Y	8.4%		1.0%	1.1%		Yes	Yes	Yes	Within the last 12 Mths
Flinders University	Y	8.5%		1.1%	-1.2%		Yes	Yes	No	Within the last 1-2 years
Murdoch University	Y	8.7%		1.3%	-1.6%		No	Yes	Yes	Within the last 1-2 years
Australian National University	Y	8.8%		1.4%	1.1%		Yes	Yes	Yes	Within the last 12 Mths
Macquarie University	Y	8.8%		1.4%	0.0%		Yes	Yes	Yes	Within the last 12 Mths
University Of Southern Queensland	N	9.0%		1.6%	0.6%		Yes	Yes	Yes	Within the last 12 Mths
Victoria University	N	9.1%		1.7%	2.2%		Yes	Yes	Yes	Within the last 12 Mths
Bond University Limited	N	9.1%		1.7%	-2.8%		Yes	Yes	Yes	Within the last 12 Mths
Charles Sturt University	Y	10.1%		2.7%	0.6%		Yes	Yes	Yes	Within the last 1-2 years
James Cook University	N	11.5%		4.1%	0.3%		No	Yes	No	Within the last 12 Mths
The University Of New England	N	11.7%		4.3%	1.3%		Yes	No	No	N/A
Central Queensland University	N	13.3%		5.9%	-0.2%		Yes	Yes	Yes	Within the last 1-2 years
The University Of Adelaide	Y	14.3%		6.9%	0.0%		Yes	Yes	Yes	Within the last 12 Mths
The University Of Notre Dame Australia	N	18.0%		10.6%	-0.9%		Yes	No	No	N/A
Avondale University Limited	N	24.6%		17.2%	5.6%		No	No	No	N/A