

Report on the Equity and Diversity Survey at RSES, ANU

September 2015

This report was prepared by Research Assistant, Amanda Edwards, supervised by Equity and Diversity Committee (EDC) Co-Chairs Assoc. Prof. Penny King and Prof. Ian Williams.

A. INTRODUCTION

A1. The Purpose of the Survey

In September 2014, Faculty of the Research School of Earth Sciences (RSES) at the Australian National University (ANU) set up an Equity and Diversity Committee (EDC). This committee arose in response to the recognition that there is significantly less diversity amongst senior staff members of Academic, Administrative and Research and Technical staff than amongst the general population, and also amongst the RSES higher degree research (HDR) students and the RSES staff as a whole. The leadership profile of all staff at the School is heavily skewed towards able-bodied males of Caucasian (white) heritage with English as a mother tongue. Some, or even many, of the reasons for this profile may be independent of RSES (e.g., wider social and structural issues) but whether there were also reasons specific to RSES was unknown. Therefore, the Terms of Reference of the EDC include:

- undertaking both **general and RSES-specific research** into issues related to equity and diversity, including identifying any barriers for underrepresented groups;
- undertaking a **survey of RSES staff and students** related to equity and diversity issues; and
- providing **recommendations** to the School leadership.

A2. Logistics of the Survey

A2.1. The Research Team

Committee Co-Chairs: Assoc. Prof. Penny King, Prof. Ian Williams

Committee Members: Dr. Bishakhdatta Gayen, Ms. Kate Holland, Mr. Tim Jones, Ms. Joy McDermid, Prof. Eelco Rohling, Prof. Daniela Rubatto, Mr. Dave Thompson, Assoc. Prof. Paul Tregoning, Dr. Jimin Yu

Research Assistant (employed by the ANU solely to work on this project): Ms. Amanda Edwards

A2.2. The Survey Design

The survey questions explore the perceptions of staff and students of the climate at RSES, and issues that affect the working environment of staff and students. The survey was based on questions which have been used by universities world-wide. These questions were collated and organised into a questionnaire through an iterative process involving the Research Assistant and the EDC. In line with common practice in surveys, and in order to encourage participants to think carefully about their responses, some questions were phrased positively, whilst others were phrased negatively. The balance between positively and negatively phrased questions was slightly biased

towards the positive. The questions were entered into Survey Monkey by staff of the Science Teaching and Learning Centre at the ANU. Responses were analysed by the Research Assistant following discussions with the Co-Chairs of the EDC.

Each survey was divided into four sections that sought to identify:

- 1) **perceptions** of institutional attitudes and practices relating to equality and diversity;
- 2) **personal experiences** of different demographic groups at RSES;
- 3) **future career intentions** and the reasons behind these intentions; and
- 4) an **open-ended question** asking for additional comments.

A2.3. The Participants

All current members of staff and all Higher Degree by Research (HDR) students at RSES were invited by email to complete one of four surveys with each survey relevant to a particular employment group:

- 1) **Academic staff** including continuing, non-continuing, visiting, emeritus and casual academic staff;
- 2) **Administrative staff**;
- 3) **Research and Technical (Res + Tech) staff**; and
- 4) **HDR students** including both those in years 1-2 of their degrees (HDR 1-2) and those who have been undertaking their degrees for 3+ years (HDR 3+).

Members of staff and HDR students who have left RSES in the past three years, and have e-mail details known to RSES, were also invited to complete the survey.

Each survey had a core of common questions with additional questions relevant to the employment group. The participants self-assigned themselves to a particular survey.

A2.4. Ethics Approval and Invitations to Complete the Survey

Ethics approval for the survey was obtained from the ANU Human Research Ethics Committee (Application King_2015_073). The survey was launched at a meeting of RSES Faculty on May 5, 2015, and invitations to participate (plus an information sheet outlining the project, the basis of participation, data confidentiality and storage, and contact details for counselling services) were e-mailed to current RSES staff and students following that meeting on a weekly basis until the end of that month. The survey closed in early June, 2015. Former staff and students had approximately one week less than current staff and students to complete the survey. The numbers of current and past staff and students who were invited to complete the survey are listed in Table 1.

As can be seen from Table 2, the response rate was very high at around 70 % of those believed to have received the request to complete the survey. For comparison, a 2009 survey at the University of Sydney had a response rate of approximately 22 % amongst academic staff at all levels within the Faculties of Science, Veterinary Science, Agriculture, Food and Natural Resources and the School of Medical Science.

HDR students made up 42 % of the total survey respondents. Within this group, the response rate from males is significantly less than that from females. Academic staff make up 31 % of the total respondents. Some members of Faculty (Academic staff) appear to have responded to the Research and Technical Staff Survey, rather than the Academic Survey; resulting in a 120 % response rate amongst females for the former survey. A question was asked to subdivide Academic staff based on the nature of their contract – i.e., Continuing (C), Non-Continuing (NC), Visiting (V), Emeritus (E) or Casual (C) – however the number of people responding does not correspond exactly with HR data of the numbers of people in those groups. Thus Academic staff members are combined into either one or two groups in the tables:

- Academic, which includes all Academic staff, or
- Academic CNC (Continuing and Non-Continuing) and Academic VEC (Visiting, Emeritus and Casual), where it is considered that this distinction is helpful in interpreting the results of a specific question.

Table 1
Numbers of current and past staff and students invited to complete the survey by group

Group	Current			Past (left in last 3 yrs)			Total		
	All	Female	Male	All	Female	Male	All	Female	Male
Academic	69	11	58	14	7	7	83	18	65
Administrative	14	9	5	3	2	1	17	11	6
Res + Tech	48	9	39	9	1	8	57	10	47
HDR Students	69	36	33	46	16	30	115	52	63
Total	200	65	135	72	26	46	272	91	181

Table 2
Response to the survey by group

Group	Current and Past Invitees			Number of Respondents			Response Rate (%)		
	All	Female	Male	All	Female	Male	All	Female	Male
Academic	83	18	65	51*	10	40	61	56	61
Administrative	17	11	6	13	8	5	77	73	83
Res + Tech	57	10	47	45	12	33	79	120	70
HDR Students	115	52	63	82	45	37	71	87	59
Total	272	91	181	191	75	115	70	82	64

* One academic did not report their gender.

A3. Reporting of the Survey Data

A3.1. Intent, Layout and Approach in Preparing This Report

It was intended that this report should act as a **discussion document** for the EDC and the staff and students of RSES. As such, the document **reports the results of the survey** and offers very limited interpretation of, or comment upon, these results. The EDC will provide a set of **Draft Recommendations** to the School following ongoing research and discussions.

Overall responses to questions are given inside white boxes. However, it must be noted that in some cases there are very different views amongst employment groups (e.g., HDR students versus staff) and amongst gender groups (only male vs. female are reported) or amongst combined demographic groups (male vs. female at different levels).

Many results are reported as a percentage of respondents answering each question. **Each percentage is rounded to the nearest whole number, therefore the total percentages for all answers may not be exactly equal to 100.**

At various stages throughout the survey, respondents were invited to make comments. Some of these comments have been included in the report to illustrate particular issues. Where possible, comments have been organised to reflect both positive and negative responses, however, at times only one view was reflected in the comments. Minor editing of comments has been undertaken only in cases where it would have been possible otherwise to identify the respondent.

The EDC Co-Chairs (Assoc. Prof. Penny King and Prof. Ian Williams) consulted on the clarity of the presentation and helped with organising and formatting the document. Unfortunately, Research Assistant time was limited due to finite resources. Therefore, Penny King contributed to writing the introduction and prepared some of the graphics using processed data (i.e., from tables with aggregate data) provided by Amanda Edwards. We emphasise that only Amanda Edwards accessed the raw data.

A3.2. Known Limitations Affecting the Report

It is clear that a very small number of respondents chose to fill in a survey inconsistent with their HR classification, thus these people are necessarily grouped in the wrong employment type. Some respondents did not fill in the demographics questions, thus are not included in the data presented by demographic group.

The gender classification in the original survey documents included the category “other”, in accordance with ANU HR recommendations, but unfortunately this was not included in the Survey Monkey version, therefore, data for “other” gender types are not reported.

Data analysis is not reported where there is any possibility of individuals being identified, for example, where there are small groups of people within a particular demographic category.

A4. Acknowledgements

This Survey was proposed and endorsed by RSES Faculty and endorsed by the RSES Executive through the Terms of Reference for the EDC. Funds were received for the Research Assistant’s

salary through a Gender Institute grant and the College of Physical and Mathematical Sciences (CPMS). Survey Monkey was accessed through the CPMS Science Teaching and Learning Centre.

B. RESULTS

Section B1: Perceptions

In this section, respondents were offered the choice of answering “Strongly disagree”, “Disagree”, “Agree”, “Strongly Agree” or “I do not have sufficient information to decide”. For ease of reading, and because the distinction is somewhat subjective, responses of “Strongly disagree” and “Disagree” have been amalgamated into one category, “Disagree”, and responses of “Strongly agree” and “Agree” have been amalgamated into one category, “Agree”, in this report.

B1.1 General Perceptions

The majority of staff and HDR students at RSES believe that they are working in an environment that is “friendly” (90 %), “respectful” (86 %), “co-operative” (80 %), “supportive” (79 %) and “fair” (78 %). However, proportionately fewer staff than students, and considerably fewer females than males, are positive about the overall working environment.

As can be seen from Figure 1, proportionately fewer staff than students believe that the working environment is respectful, co-operative, supportive or fair. Few HDR students in Years One and Two (hereafter referred to as HDR 1-2) **disagree** that the School is co-operative (6 %), supportive (9 %) or fair (6 %). These proportions are slightly higher amongst HDR students in Years 3 and beyond (hereafter referred to as HDR 3+) where 14 % **disagree** that the School is co-operative and 11 % **disagree** that it is supportive or fair. Amongst the staff groups, staff who identified as Academic Non-Continuing are most likely to **disagree** that RSES is co-operative (30 %), supportive (30 %) or fair (40 %). Beyond this, it is difficult to identify any patterns for staff type in this section of questions. For example, relatively high proportions of Administrative staff **disagree** that RSES is supportive (29 %) or co-operative (29 %) but a relatively low proportion of Administrative staff **disagree** that RSES can be considered fair (14 %).

Proportionately, more than twice as many females as males **disagree** that the environment at RSES is friendly (18 % vs. 4 %), respectful (22 % vs. 10 %), co-operative (25 % vs. 12 %), supportive (28 % vs. 12 %) or fair (25 % vs. 12 %) (see Figure 2).

Related comments include:

My overall experiences at RSES are very positive ... I feel extremely well supported by the majority of the staff. In particular some RSES staff members have gone out of their way to foster my career and I am very appreciative of the support they have given me. But I have had some very negative experiences with one member of staff...

I don't find the constant scrutiny and ad hoc comparison of perceived performance by many academic staff at RSES pleasant or conducive to an enjoyable work environment. I find this type of behaviour leads to a closed, less collaborative and more hostile working environment.

I really like the research teams at RSES, and that even academics outside my research area were approachable and supportive ... I hadn't realized how valuable all this was until I left RSES.

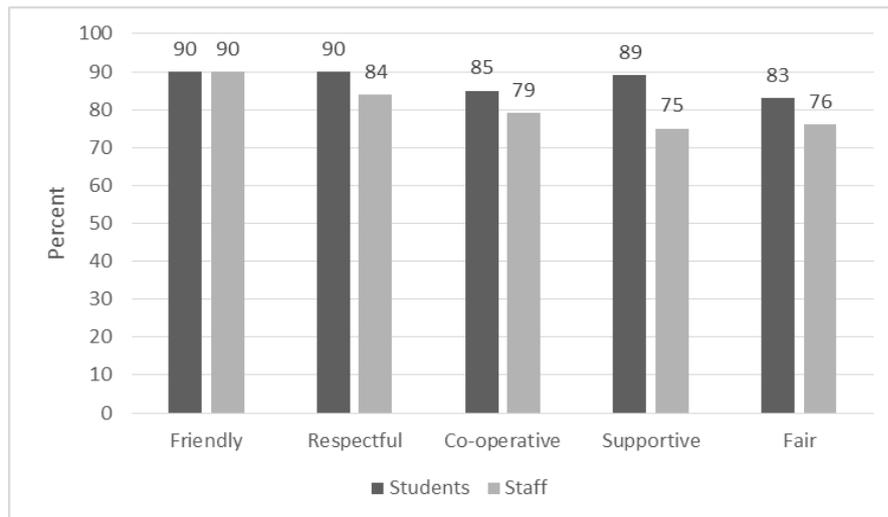


Figure 1: The percentage of respondents who agree that the work environment at RSES is friendly, respectful, co-operative, supportive and / or fair

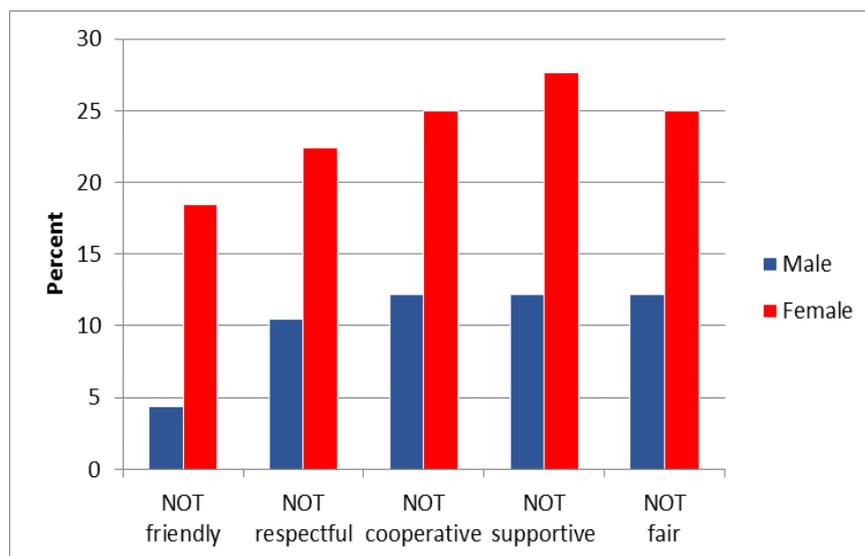


Figure 2: The percentage of respondents by gender who perceive that the work environment at RSES is not friendly, respectful, co-operative, supportive and / or fair

B1.2 Perceptions of Discrimination

The majority (58 %) of staff agree that “*RSES does not discriminate in any way against people from diverse backgrounds*”. Twenty three respondents (21 % of staff) **disagree**; that is, they perceive that RSES *does* discriminate in some way. Students were not asked this question.

Other questions addressed *specific* forms of discrimination. Fifty five people (35 of whom are staff), agree with the statement “*I perceive that there is discrimination at RSES on the basis of gender*”; this represents 30 % of all respondents (Table 3). Smaller, but significant, numbers of people perceive that there is discrimination on the basis of *age* (22 %), *parental or carer status* (13 %) and *mother tongue* (11 %) (see Table 3).

Smaller numbers of people perceive that there is *discrimination on the basis of ethnicity* (7 %), *Aboriginal or Torres Strait Islander Heritage* (6 %), *(dis)ability* (6 %) and *sexuality* (4 %). In these four areas, many participants responded that they do not have sufficient information on which to base a decision. For example, 43 % of respondents reported that they do not have sufficient information to decide whether or not discrimination takes place with regard to people of Aboriginal or Torres Strait Islander Heritage. No respondents identified themselves in the surveys as being of Aboriginal or Torres Strait Islander Heritage and very few consider themselves to be disabled. Unfortunately, no questions were asked about the sexuality of respondents. The smaller numbers of people identifying as being from each of these groups may restrict the likelihood of members of RSES witnessing overt acts of discrimination, or reduce their sensitivity to such acts, in relation to these issues.

Table 3
Responses to the statement, “*I perceive that there is discrimination at RSES on the basis of...*”

Basis of Discrimination	Response			
	Disagree	Agree	Insufficient information	Total responses (students and staff)
Gender				
Number	114	55	15	184
% Responses	62	30	8	
Age				
Number	124	40	21	185
% Responses	67	22	11	
Parental or carer status				
Number	121	24	37	182
% Responses	67	13	20	
Mother tongue				
Number	124	21	39	184
% Responses	67	11	21	

Related comments include:

When there are no (sic) 'openly' ATSI, gay or Muslim employees with whom to interact on a daily basis, it is difficult to ascertain whether exclusion/discrimination takes place. Perhaps the skewed staffing profile says everything.

Since 55 respondents perceive that there is discrimination on the basis of gender, and 40 on the basis of age, an exploration of responses to these questions by gender, age, and employment category (e.g. HDR student, Administrative staff) now follows.

B1.2.1. Perceptions of Gender Discrimination from Different Demographic Groups

Women (36 %) are almost twice as likely as men (19 %) to agree with the statement “I perceive that there is discrimination at RSES on the basis of gender” (Table 4).

The age of respondents appears to have a limited influence on perceptions of gender discrimination, although more 40-49 year olds (39 %) perceive that there is evidence of gender discrimination than other groups (average across all age groups = 26 %).

The percentage of respondents who perceive that gender discrimination does take place at RSES is broadly similar for HDR 1-2 students (22 %), HDR 3+ students (26 %), Academic Non-continuing (20 %) and Research and Technical staff (25 %). Academic staff members on a continuing contract are much more likely to perceive that gender discrimination is evident (48 %), whilst Academic VEC (Visiting, Emeritus or Casual - 11 %) and Administrative staff (15 %) are much less likely. However, it should be noted that a greater proportion of Academic VEC (53 %), Academic Non-Continuing (50 %) and Administrative staff (31 %) report that they do not have sufficient information on which to base a decision when compared with other groups (e.g. 3 % for Academic Continuing staff).

Table 4

Please respond to the following statement: "I perceive that there is discrimination at RSES on the basis of gender", response by gender

Type of Respondent	Response			
	Disagree	Agree	Insufficient information	Total Responses
Male				
Number	70	21	20	111
% Responses	63	19	18	
Female				
Number	33	25	12	70
% Responses	47	36	17	

Further analysis of the responses to this question by employment type and gender shows that Research and Technical and Administrative staff follow the general trend, with females being more likely than males to have concerns about gender discrimination. For people on an Academic

pathway, the proportion of women who perceive that gender discrimination is evident at RSES increases from HDR 1-2 students (13 %) through HDR 3+ students (38 %) to Academic staff (90 %) (Figure 3). The corresponding figures for males do not follow an obvious pattern.

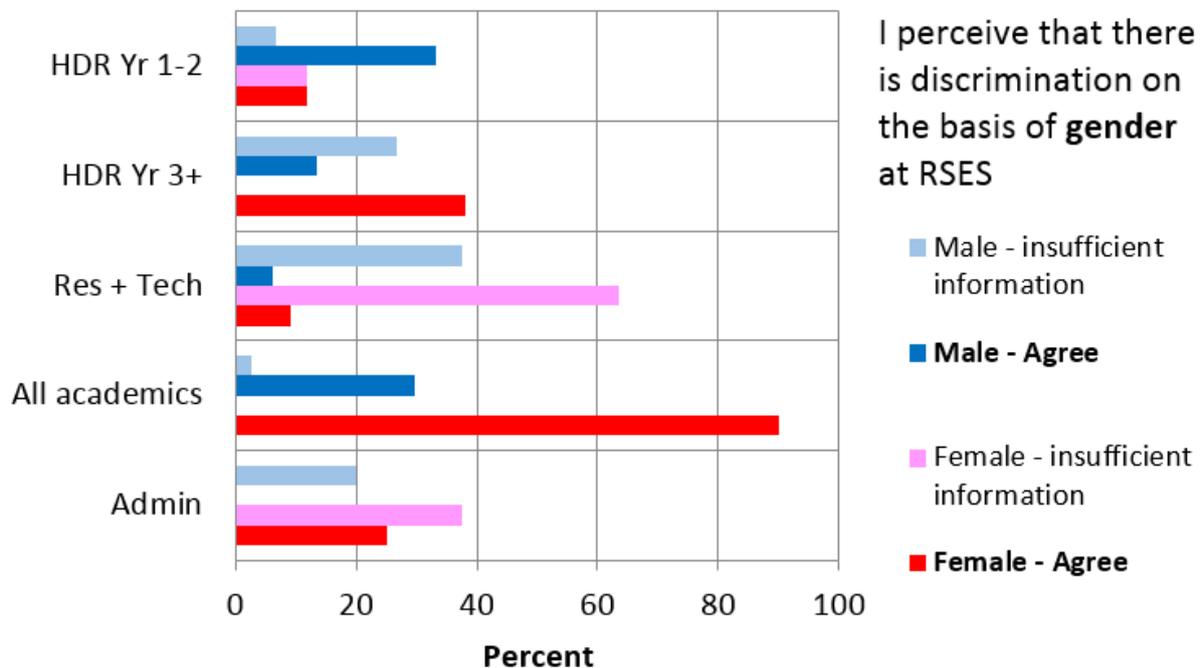


Figure 3: Perceptions of gender bias at RSES

Related comments include:

The negative gender bias at RSES, is subtle and ingrained...

RSES is an old boys club...

Issues at RSES are systemic and in need of external review.

B1.2.2. Perceptions of Age Discrimination from Different Demographic Groups

Males (18 %) and females (22 %) agree with the statement that “I perceive that there is discrimination at RSES on the basis of age” in approximately equal proportions. The youngest group of respondents, i.e. those under 29 years old, are least likely to perceive that there is evidence of age discrimination (8 %), whilst the proportion is highest for 40-49 year old respondents (37 %). For all other groups, the percentage is broadly similar (between 19 % and 27 %).

In-keeping with the breakdown of results by age, HDR 1-2 students are least likely to agree with the statement, “I perceive that there is discrimination at RSES on the basis of age” (7 %). HDR 3+ students are somewhat more likely to agree (11 %) and Academic Continuing (48 %) and Non-Continuing (40 %) staff are most likely to agree with this statement. The percentages for Administrative staff (21 %), Research and Technical staff (20.5 %) and Academic VEC (22 %) closely match the average for all groups.

Figure 4 shows the perceptions of the permanent staff with regards to discrimination on the basis of age. Across all age groups, proportionately more Academic staff than Research, Technical and Administrative staff agree that age discrimination is evident at RSES.

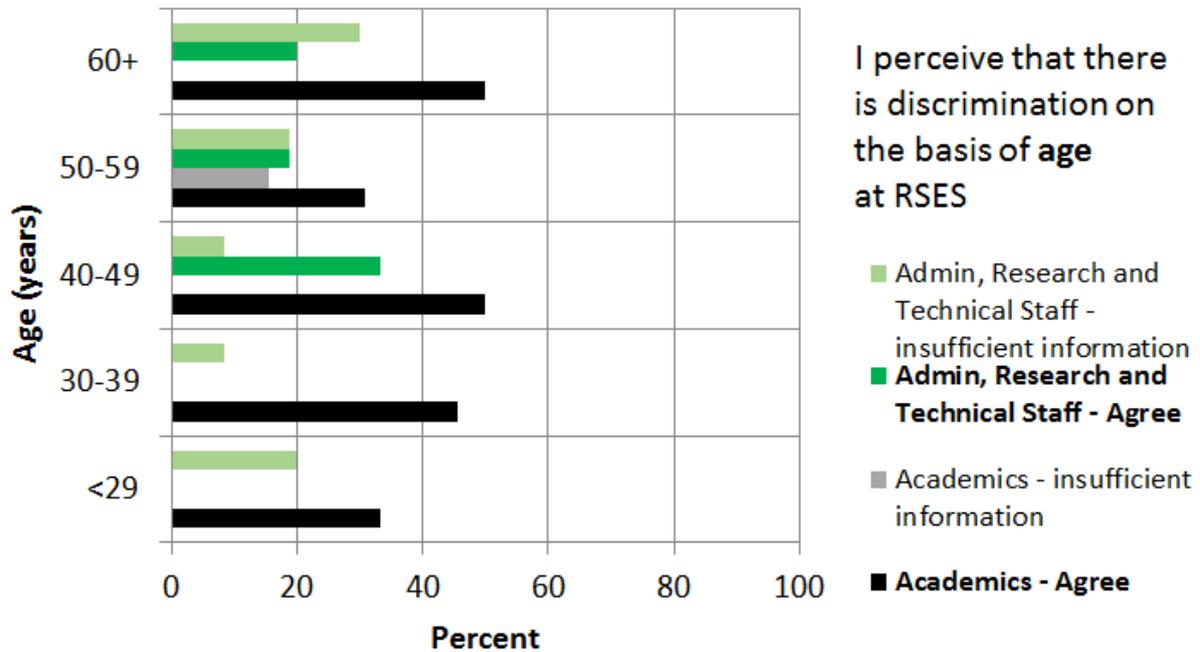


Figure 4: Perceptions of age discrimination at RSES

B1.3 Perceptions of Diversity in Employment

Almost half of all respondents (89 people, or 48 %) agree that RSES does not have sufficient faculty from diverse backgrounds.

Overall, females (52 %) are slightly more likely to agree than males (44 %). Academic staff are the most likely employment type to agree (Academic Continuing = 78 %, Academic Non-continuing 78 % and Academic VEC = 50 %), followed by HDR 3+ students (47 %).

Just under a third of respondents (28 %) believe that RSES has actively recruited faculty from diverse backgrounds, just over a third disagree (37 %) and around a third (35 %) perceive that they do not have enough information on which to make a decision. Students were not asked this question.

Over half (53 %) of all respondents **disagree** that “RSES has an appropriate number of faculty from diverse backgrounds in leadership positions”.

Academic staff (CNC = 74 % and VEC = 60 %) and HDR 3+ students (63 %) are more likely to **disagree** with this statement than HDR 1-2 students (24 %), Administrative staff (36 %) and Research and Technical staff (44 %).

A higher proportion of women than men **disagree** that RSES has sufficient diversity in faculty leadership (62 % compared with 50 %) and, as shown in Figure 5, a gendered pattern of responses is consistent across all employment categories.

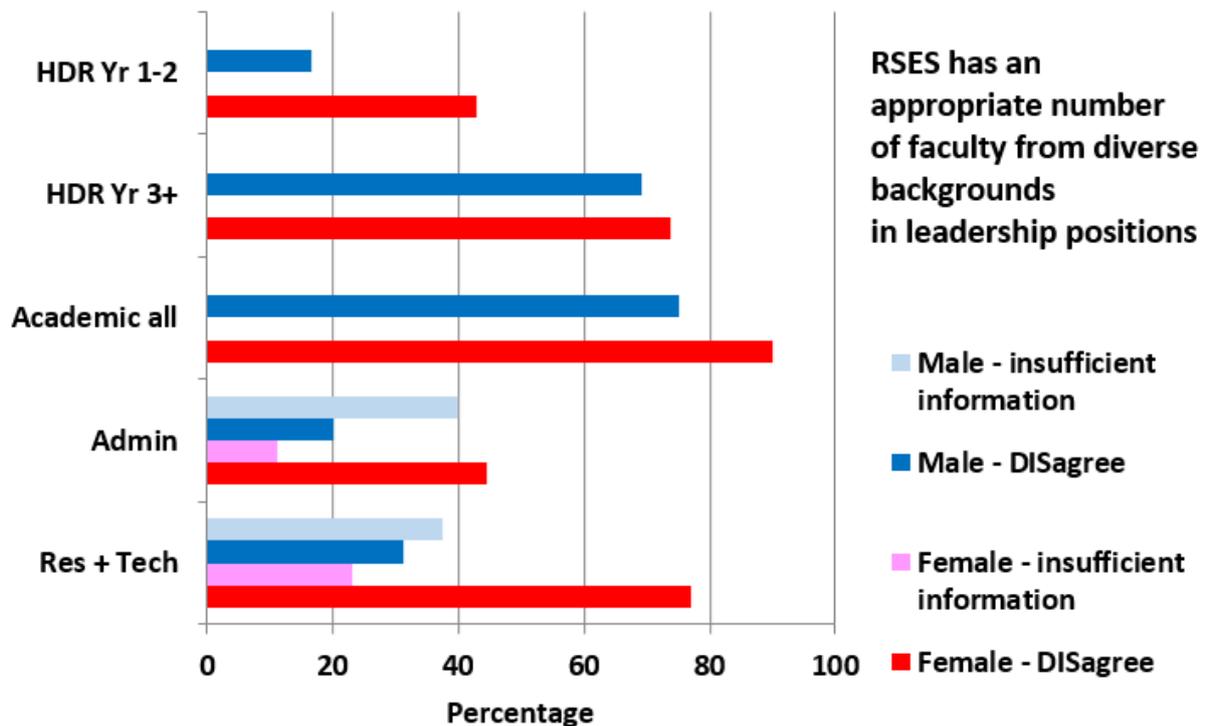


Figure 5: Perceptions of diversity in academic leadership positions at RSES

Related comments include:

People should be hired based on merit only. I only hope that this survey is not intended to give RSES a "quota" to achieve with regards to personnel. Recruiting based on merit and achievement is the only way we will keep a good ranking.

I would guess a large part of the gender imbalance at senior levels is related to the difficulties women experience balancing research and family, which is a problem much larger than a single institution.

The underrepresentation of women in permanent positions is a cause for concern. While women are well represented amongst PhD students and post-docs, I can only name 2 women in permanent positions at RSES [note – there are 3]. This needs to change.

...many Faculty members can't even see that there's a problem having a male-dominated staff profile. Faculty blame women for the male-dominance: "no women applied for our job".

35 % of all respondents agree, and 42 % **disagree**, with the statement “RSES has an appropriate number of faculty from diverse backgrounds mentoring students and early to mid-career scientists”.

54 % of women **disagree** that there is an appropriate level of diversity amongst mentors, compared with 33 % of men. Academic staff and HDR 3+ students are considerably more likely to **disagree** than HDR 1-2 students, Administrative staff and Research and Technical staff. Female Academic staff (including non-continuing and continuing positions) are the most likely to perceive that there is an inappropriate level of diversity amongst faculty (see Figure 6).

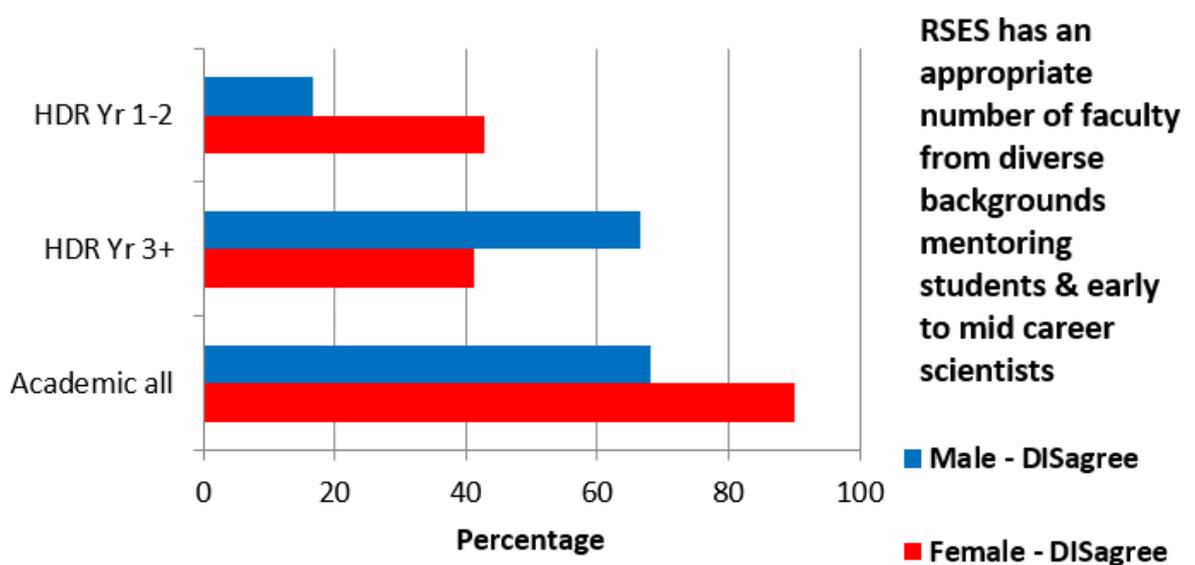


Figure 6: Perceptions of diversity amongst mentors at RSES

Related comments include:

The training I received from (mostly male) lecturers, (male) supervisors & (male) mentors was brilliant, and I highly value it. Not one of them treated me differently because I was female... However, I really struggled with figuring out what to do after my PhD as there were very few female academic role models.

Respondents are almost equally divided on whether RSES has an appropriate number of Administrative staff from diverse backgrounds with 40 % agreeing and 38 % disagreeing. Females (50.7 %) are more likely to **disagree** than males (29 %). Around a quarter (24 %) of all respondents agree with the statement “RSES has not made sufficient efforts to promote Administrative staff from diverse backgrounds into leadership positions”, 29 % **disagree** and 47 % indicate that they do not have sufficient information to decide. Students were not asked this question.

90 respondents (49 %) agree that there is *sufficient diversity amongst Research and Technical staff* at RSES whilst 59 respondents (32 %) **disagree**. However, 46 % of respondents **disagree** that RSES has an appropriate number of Research and Technical Staff from diverse backgrounds in leadership positions.

Females are more likely than males to **disagree** that there is sufficient diversity amongst Research and Technical staff and Academic staff, are the most likely employment type to **disagree**. When subdivided based on employment and gender (Figure 7), there is a significant difference between the perceptions of female and male Research and Technical staff.

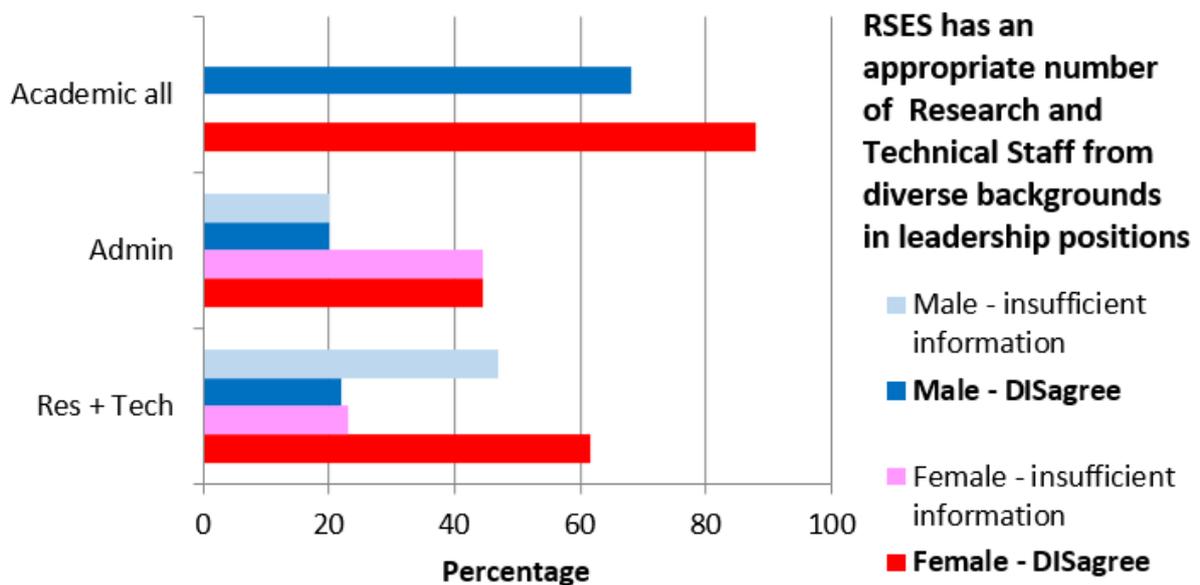


Figure 7: Perceptions of diversity in research and technical leadership positions at RSES

Section B2: Personal Experiences

In this section, several questions were asked of all respondents, whilst others were asked only of specific groups.

B2.1 Experiences of the Working Environment

B2.1.1. Experiences of Fairness and Transparency

About half (49 %) of all respondents **disagree** that “*Decisions about resources, including office space, are always fair and transparent*”.

Overall, the proportion is broadly similar for men (50 %) and women (49 %). Academic Continuing (74 %) and Non-Continuing (80 %) staff are much more likely than Administrative staff to believe that resource allocation is not always transparent. The figures for HDR students, Academic VEC and Research and Technical staff are broadly similar.

Within employment groups (Figure 8), Academic males (71 %) and females (80 %), and Administrative males (20 %) and females (25 %), **disagree** that resource allocation is fair and transparent in broadly equal proportions. However female Research and Technical staff (62 %) **disagree** in higher proportions than male Research and Technical staff (39 %).

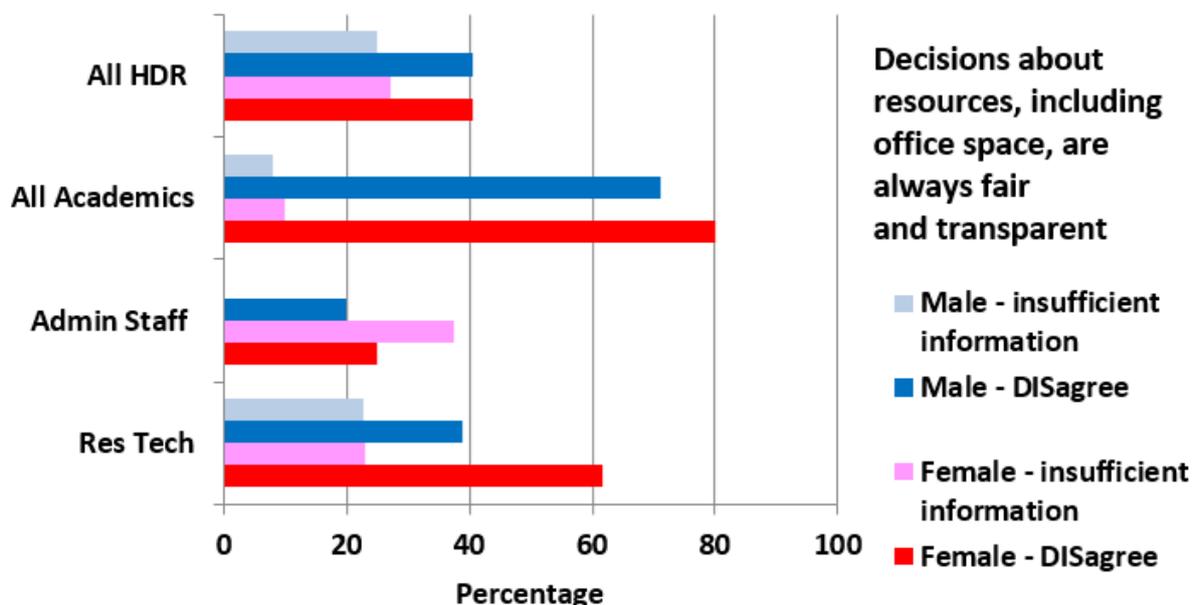


Figure 8: Perceptions of decisions about resource allocation

51 % of staff respondents (61 % female and 46 % male) **disagree** with the statement, “Decisions about workloads are always fair and transparent”.

Academic Continuing (65 %) and Non-Continuing (60 %) staff were more likely than people in other employment groups to disagree. The data for the other staff groups ranged from 38 % to 43 %. A significantly higher proportion of female Research and Technical staff disagree (69 %) when compared with male Research and Technical staff (32 %) (Figure 9). No female Academic believes that decisions about workloads are always fair and transparent.

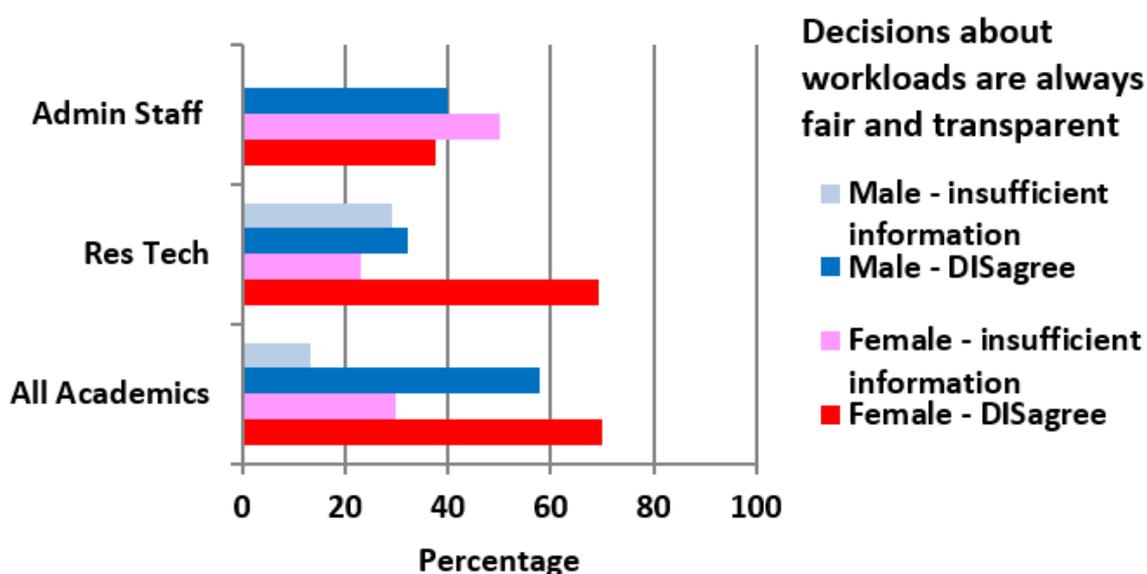


Figure 9: Perceptions of decisions about workloads

Just over a quarter (26 %) of all respondents agree with the statement that “Achievements (e.g. awards, publications) are **not** always fairly and equally promoted and recognised throughout the school (e.g. in meetings and through email, the website, celebration events and so on)”.

A higher proportion of females (40 %) than males (28 %) agree that achievements are not always fairly and equally promoted. The figures are broadly similar across staff / student types, ranging from 21 % for Research and Technical staff to 32 % for HDR 3+ students. The proportion of female academics agreeing with the statement was higher than any other group (70 %), and more than twice the rate of male academics (34 %) (see Figure 10).

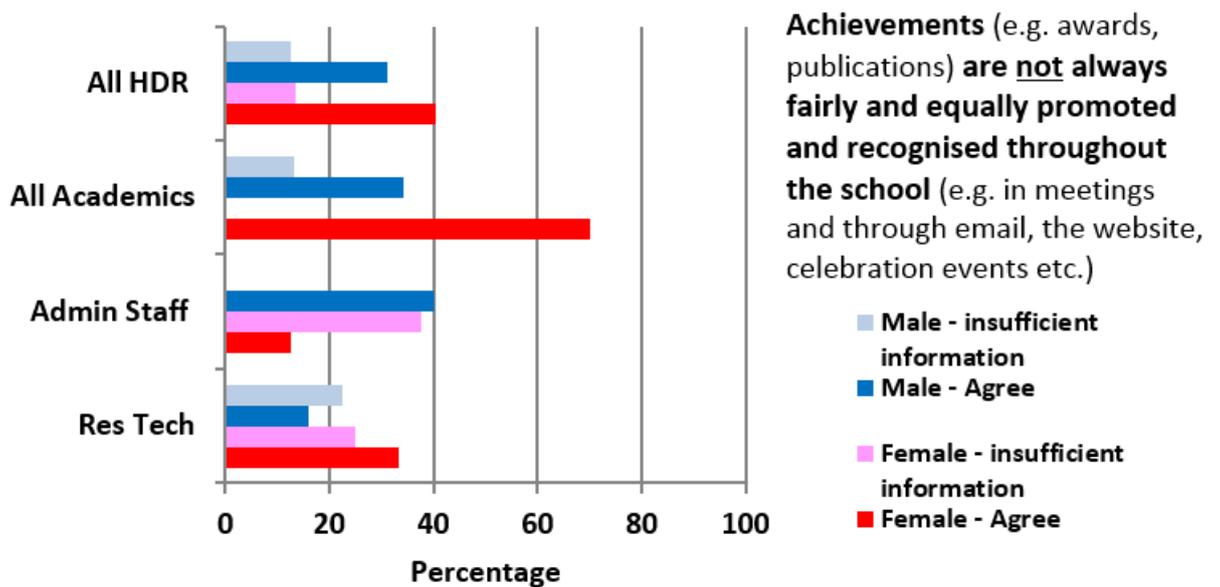


Figure 10: Perceptions of the promotion of achievements across RSES

B2.1.2. Experiences of Feeling Valued

Overall, 68 % of staff and HDR respondents agree that they are a *valued part of the social community at RSES*.

The proportions of HDR students who feel socially valued are approximately equal for men and women (63 % and 76 % respectively). Administrative staff are least likely to feel that they are valued socially (46 %), with almost half believing that they do not have sufficient information to decide. Across most of the student / staff groups, 15 – 30 % disagree that they are a valued part of the social community, with the exception of Academic VEC staff who all feel valued in this regard.

20.8 % of all staff respondents agree that their *contributions to the running of the School* (e.g. work on committees, comments in meetings) are **not** valued at RSES, and 61 % disagree (i.e. they feel that their contributions are valued).

A very small proportion of Administrative staff (8 %) feel that their contributions are not valued. The figures for the other staff groups range from 19 to 25 %. A higher proportion of women (30 %) than men (18 %) feel that their contributions are not valued.

Within staff employment groups, females feel more strongly than males that their contributions are not valued (Table 5). Female Academics are equally split between agreeing (40 %) and disagreeing (40 %), as are Female Research and Technical Staff (33 % each). No male

Administrative Staff agreed with the statement (i.e., they all feel valued or have insufficient information).

Table 5
My contributions to the running of the School (e.g. work on committees, comments in meetings)
are not valued at RSES

Respondents	Gender	Disagree (%)	Agree (%)	Insufficient information (%)
Academic	Males	66	24	11
	Females	40	40	20
Res Tech	Males	68	13	19
	Females	33	33	33
Admin	Males	80	0	20
	Females	63	13	25

23 % of student and faculty respondents agree with the statement, “*My teaching / demonstrating is **not** valued at RSES*”, 53 % feel that their teaching / demonstrating is valued and 24 % feel that they have insufficient information on which to base a decision.

Overall, 28 % of women feel that their teaching is not valued compared with 19 % of men. A higher proportion of Academic staff (33 %) than HDR students (15 %) perceive that their teaching is not valued.

The majority (80 %) of student and faculty respondents agree with the statement, “*My research and scholarship is valued at RSES*”. 74 % of women and 84 % of men agree with this statement.

Proportionately, more HDR 1-2 students (83 %), HDR 3+ students (86 %) and Academic Continuing staff (87 %) feel that their research and scholarship is valued than Academic Non-Continuing (50 %) and Academic VEC (63 %) staff.

Related comments include:

Over my career, I have had a number of people tell me that I shouldn't be a geologist because I was female - however, none of this was during my time at RSES. It was at mine sites & in high school. I have found RSES much more supportive in ignoring my gender and just valuing me for my personality and research skills...

[RSES] does not feel any obligation to support early or mid-career staff on non-continuing contracts. It is a 'sink' or 'swim' approach... [however, RSES is] willing to include their publications and grants in their output reports.

There have been many instances where I have been made to feel inadequate due to my part time employment.

RSES has great analytical resources and fabulous, but undervalued, specialist technicians.

Professional and technical staff are deprived of information and discussion of issues affecting the School through exclusion from faculty meetings. The staff forums are not a substitute because many issues are not raised there and others are only discussed briefly, with the real discussion happening at the faculty meeting.

Faculty members don't receive enough support from [the finance] team ... [and are] expected to do all administrative work, there is less and less time for science, and, consequently, this creates unhealthy environment for researchers. In my opinion, this is by far the most important problem for ANU to overcome, and this issue for me overshadows many issues raised through this survey.

Some faculty shoulder much of the teaching load and teaching relief is awarded inconsistently.

B2.1.3. Experiences of a Creative Working Climate

Over three quarters of staff and HDR respondents are happy with the creative opportunities they are afforded at RSES, with 76 % **disagreeing** with the statement “*I do **not** have sufficient opportunities to be creative at RSES*”.

All student and staff types responded in broadly similar proportions, with the exception of the Administrative staff, 46 % of whom agree that they do not have sufficient opportunities to be creative. Amongst all respondents, women are more likely than men to agree with the statement, not least because they are disproportionately represented amongst Administrative staff.

B2.1.4. Understanding of Equal Opportunity Policies

Just over half of the respondents (52 %) agree with the following statement: “*I know and fully understand ANU policies around equity and diversity (for example, policies on equal opportunity; indigenous employment; disability; work, study and family responsibilities; breast-feeding; carers' career development assistance)*”. 55 % of men and 46 % of women agree.

Reported understanding of these policies is higher amongst male Academic staff (63 %) than female Academic staff (50 %), and amongst male HDR students (44 %) than HDR female students (37

%) (Table 6). Research and Technical staff report understanding of these policies in similar proportions to Academic staff (around 53 %). Only 28 % of HDR 3+ students agree with this statement, compared with 77 % of Administrative staff and 68 % of Academic Continuing staff.

Table 6

I know and fully understand ANU policies around equity and diversity (for example, policies on equal opportunity; indigenous employment; disability; work, study and family responsibilities; breast-feeding; carers' career development assistance)

Respondents	Gender	Disagree (%)	Agree (%)	Insufficient information (%)
HDR	Males	38	44	19
	Females	50	37	13
Academic	Males	32	63	5
	Females	50	50	0
Res Tech	Males	42	52	6
	Females	46	54	0
Admin	Males	20	80	0
	Females	13	75	13

44 % of staff respondents **disagree** with the statement, “My position at RSES has been / is / would be negatively impacted when/if I took advantage of the ANU’s policies around equity and diversity (e.g. sense of acceptance by faculty, staff or students and opportunities for professional advancement)”.

Overall, 19 % agree, which reflects a much higher proportion of women (42 %) than men (10 %). Proportionately, more than twice as many Academic Non-Continuing staff (50 %) as Academic Continuing (23 %), Academic VEC (13 %), Administrative staff (8 %) and Research and Technical Staff (14 %) agree with this statement. A large difference is observed between female Academic staff who have the highest rate of agreement with this statement (60 %) and male Academic staff who have the highest rate of disagreement (84%) (Table 7).

Related comments include:

No attempt is made to make RSES family friendly. Carers juggling both academic work and families may be thoroughly demoralised and feel unsupported.

If I ever have to leave work for a child's needs, I sneak through RSES hoping that no one will see me. I worry that if my office door is closed that people will assume I am caring for my family, but in reality I am almost always working.

I was ignored when I asked if it was appropriate to bring my child [to an event at RSES]

It is hard to imagine taking advantage of ANU equity and diversity policies in an academic position – there is too much to do to maintain a high research profile and teach.

...only Mrs and Dr partners were invited to an RSES event – what about partners who are Mr?

Several comments were received on the insensitivity of some supervisors on the topics of pregnancy and planning to have a family.

Table 7

My position at RSES has been / is / would be negatively impacted when/if I took advantage of the ANU's policies around equity and diversity (e.g. sense of acceptance by faculty, staff or students and opportunities for professional advancement)

Respondents	Gender	Disagree (%)	Agree (%)	Insufficient information (%)
Academic	Males	84	13	3
	Females	20	60	20
Res Tech	Males	81	10	10
	Females	46	31	23
Admin	Males	80	0	20
	Females	50	25	25

B2.2 Experiences of Potentially Discriminatory Behaviour in the Past 12 Months

Participants were asked “How frequently over the past 12 months (1 – never, 2 – once or twice, 3 – several times, 4 – on a regular basis)...” they have witnessed or experienced particular behaviours at RSES, and whether the person conducting these particular acts was a member of the Academic, Administrative, Research or Technical staff or students.

It is recognised that even people with good intentions make mistakes and that most people are tolerant of occasional errors. Because the survey aims to identify frequent or systematic occurrences of behaviour that might prove obstacles to diversity, we report only on responses 3 (several times) and 4 (on a regular basis) which have been amalgamated.

The response rates to this section were much lower than for earlier sections (around 130 to 145 respondents per question). Thus these results are presented simply as the numbers of people who reported that they have witnessed or experienced the behaviours in question several times or on a regular basis over the past year.

B2.2.1. Data Indicating Frequent Occurrences of Potentially Discriminatory Behaviour

Table 8

How frequently over the past 12 months has a person or people in RSES excluded you from social or work group activities, either overtly or neglectfully? (Numbers show the total of those who responded “several times” or “on a regular basis”)

	Number of respondents identifying that the behaviour was conducted by...			
	Academics	Administrative Staff	Research or Technical Staff	Students
Males	3	3	3	4
Females	12	2	1	4
Total	15	5	4	8

Table 9

How frequently over the past 12 months has a person or people in RSES devalued your work, either overtly or neglectfully? (Numbers show the total of those who responded “several times” or “on a regular basis”)

	Number of respondents identifying that the behaviour was conducted by...			
	Academic Staff	Administrative Staff	Research or Technical Staff	Students
Males	10	5	0	2
Females	14	3	2	1
Total	24	8	2	3

Table 10

How frequently over the past 12 months has a person or people in RSES talked down to you or another person because of personal characteristics such as gender, age, ethnicity, religion or sexuality? (Numbers show the total of those who responded “several times” or “on a regular basis”)

	Number of respondents identifying that the behaviour was conducted by...			
	Academic Staff	Administrative Staff	Research or Technical Staff	Students
Males	6	0	0	1
Females	13	2	2	0
Total	19	2	2	1

Table 11

How frequently over the past 12 months has a person or people in RSES made assumptions about you or another person because of personal characteristics? (Numbers show the total of those who responded “several times” or “on a regular basis”)

	Number of respondents identifying that the behaviour was conducted by...			
	Academic Staff	Administrative Staff	Research or Technical Staff	Students
Males	10	0	2	5
Females	15	1	3	4
Total	25	1	5	9

Table 12

How frequently over the past 12 months has a person or people in RSES made assumptions about you or directed insensitive or disparaging comments, jokes or insults towards you or other people with particular personal characteristics? (Numbers show the total of those who responded “several times” or “on a regular basis”)

	Number of respondents identifying that the behaviour was conducted by...			
	Academic Staff	Administrative Staff	Research or Technical Staff	Students
Males	8	4	0	2
Females	12	5	1	2
Total	20	9	1	4

Table 13

How frequently over the past 12 months has a person or people in RSES made comments about you or another person as “typical” of people from a group with particular personal characteristics? (Numbers show the total of those who responded “several times” or “on a regular basis”)

	Number of respondents identifying that the behaviour was conducted by...			
	Academic Staff	Administrative Staff	Research or Technical Staff	Students
Males	6	4	1	3
Females	11	2	1	1
Total	17	6	2	4

As can be seen from the Tables, more women than men report that members of Academic staff engage in the behaviours described above. There is a more even balance between males and females reporting that members of Administrative, Research and Technical Staff and students engage in these behaviours. Women are much more likely than men to feel that they have been excluded from social or work group activities, either overtly or neglectfully “several times” or “on a

regular basis” over the past 12 months. Women are also much more likely than men to report that they or another person has been talked down to because of a personal characteristic, such as gender, age, ethnicity, religion or sexuality.

B2.2.2. Data Indicating Occurrences of Potentially Discriminatory Behaviour by Faculty

Members of Academic staff are the group most commonly reported to have behaved in potentially discriminatory ways, hence some of the results for Academic staff are analysed by staff / student type in Table 14. It can be seen that, whilst Academic and Research and Technical staff most commonly report these behaviours, individuals from all categories of staff and students claim to have witnessed or experienced members of Academic staff engaging in these behaviours. Note that Table 14 indicates the number of reports of potentially discriminatory behaviour by Academic staff. It is not clear if each and / or all of these reports refers to one or more faculty members.

Table 14

Reports of Academic staff members engaging in particular behaviours several times or on a regular basis over the past 12 months by staff / student type

Respondent	Devalued your work, either overtly or neglectfully?	Talked down to you or another person because of personal characteristics?	Made assumptions about you or another person because of personal characteristics?	Directed insensitive or disparaging comments, jokes or insults, towards you or other people with particular personal characteristics?
HDR Yr 1+2	0	1	1	1
HDR Yr 3 +	3	3	5	4
Academic	11	8	12	9
Research and Tech	7	4	4	3
Admin	1	1	1	1
Total	22	17	23	18

Related comments include:

Verbal behaviours

RSES faculty and professional staff do not feel the need to apologise to students when they are wrong or have done something offensive or disrespectful, even when they are told they have done so. This is not professional.

There are other examples of more overt sexism - the continually negative comments about (a woman) for her sexuality. I could say much more ...

Insensitive and disparaging comments are way down on the levels of several decades ago. However arrogance, brashness and insensitivity still get a serve from time to time.

Regular anti-Semitic and racist comments are tolerated at RSES.

I was yelled at and threatened by two academics. One academic called me names and made sexist comments. The leadership indicated that "students deserve to be bullied because it makes them work harder"... they inferred that being bullied was my fault and ... I should be "grateful".

Some of the PhD students are super rude to Honours students.

Sexism and chauvinism are rife... I should have reported sexual harassment on more than one occasion.

Jokes

In RSES there is kind of a casual jocular disparagement of women which I think is intended to be funny rather than malicious but which is nonetheless occasionally uncomfortable.

These were jokes that I do not mind!!!!

...not all comments, jokes or insults are taken offensively

Most of the time comments and/or jokes made are not malicious in nature, but I'm aware that some people might find them to be.

[During a meeting, an] academic staff member commented on a woman's appearance and many people laughed in response. Someone else commented on her weight.

Professional behaviours

I was forced to include people as co-authors who had not contributed to or even read my paper.

[This person was] aggressive... lying... undermined my reputation, made derisive statements about my accomplishments...other forms of academic misconduct.

Women who visit faculty meetings to present information from other parts of campus are routinely treated poorly – it is embarrassing to be part of this culture. It is clear to many men and women that this behaviour is inappropriate, but no one says anything in the meetings. It feels like we are all scared of stirring, or – even worse – being accused of being a "feminist"...

A senior academic rudely referred to a woman asking a question as "that woman" when he indicated that her question was "nonsense" in a seminar.

...there are sections of the RSES community that have at times developed inappropriate group behaviours that are directed toward and impact individuals who are on the margins/overlap with the workplace space/resources of these groups. This behaviour could be characterized by dominantly or exclusively male groups disempowering the 'targeted', often female, individual... I see this as a significant lack of awareness by these groups of the unintended consequences of their behaviours and how they impact the individuals affected. In some instance however this group behaviour is conscious and purposeful (and consequently of a much more serious nature).

Reporting inappropriate behaviours

... at least eight women have been bullied by more senior academics ... over decades to months. At least four were bullied by one academic. Most will not come forward – they do not want to be whistle blowers or trouble makers. The victims are disempowered in the work place and several have left RSES or science altogether after these experiences. It erodes one's confidence in the RSES work environment.

...there is no way for people who have experienced bullying to address the issue properly without it damaging the careers of other people targeted by the bully.

Social environment

It is difficult to get invited to social events (coffee, lunch, beer etc.) if you are a woman staff member and it is hard to invite yourself.

Some activities are necessarily group specific, e.g. many student activities.

Physical behaviour

One respondent reported inappropriate physical behaviour which made them feel uncomfortable.

B2.3 Mentorship

In this section respondents were asked whether or not there is a person, or people, who support(s) them in particular ways, and were invited to respond 1- Yes too much, 2- Yes just right, 3- Yes but not enough, or 4- No.

B2.3.1. Mentoring related to general career progression

Overall, more women than men feel that they have no, or insufficient, access to a person who devotes time and consideration to their career (Figure 11, Table 15), acts as a role model (Figure 12), or provides feedback on overall progress (Figure 13) or promotion (Figure 14).

Table 15

Is there a person who devotes time and consideration to your career (e.g. through networking, helping you co-ordinate professional goals)?

Respondents	No (%)	Yes but not enough (%)	Yes just right (%)	Yes too much (%)	N.A (%)
HDR Yr 1-2	33	30	33	0	3
HDR Yr 3+	25	29	32	7	7
Academic CNC	45	15	35	0	5
Academic VEC	25	13	25	0	38
Admin Staff	15	15	38	0	31
Research and Tech	37	19	40	0	5

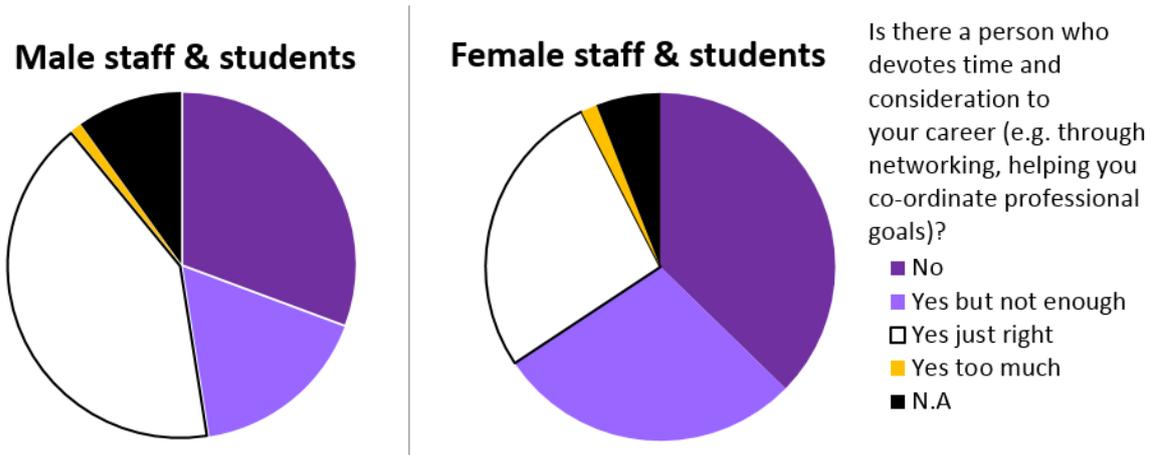


Figure 11: Access to a person who devotes time and consideration to careers

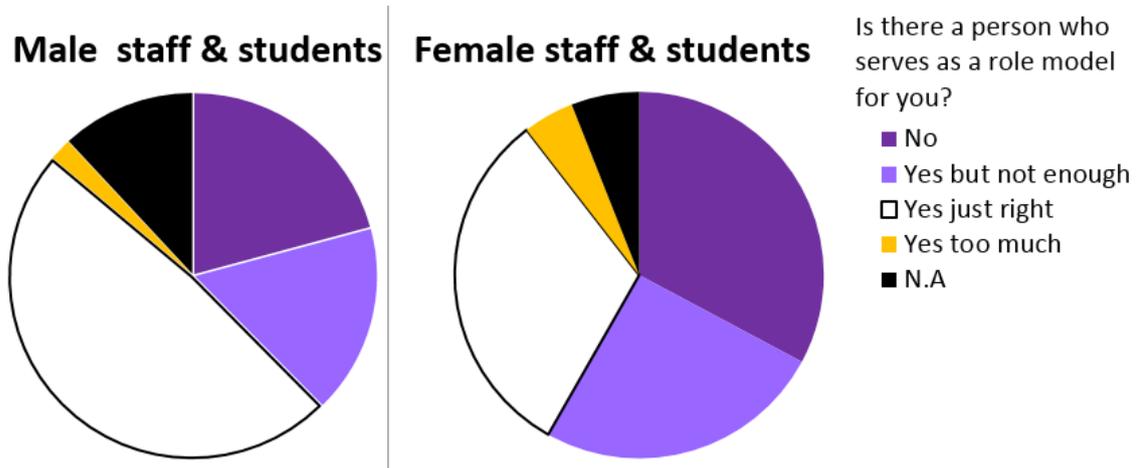


Figure 12: Access to a person who serves as a role model

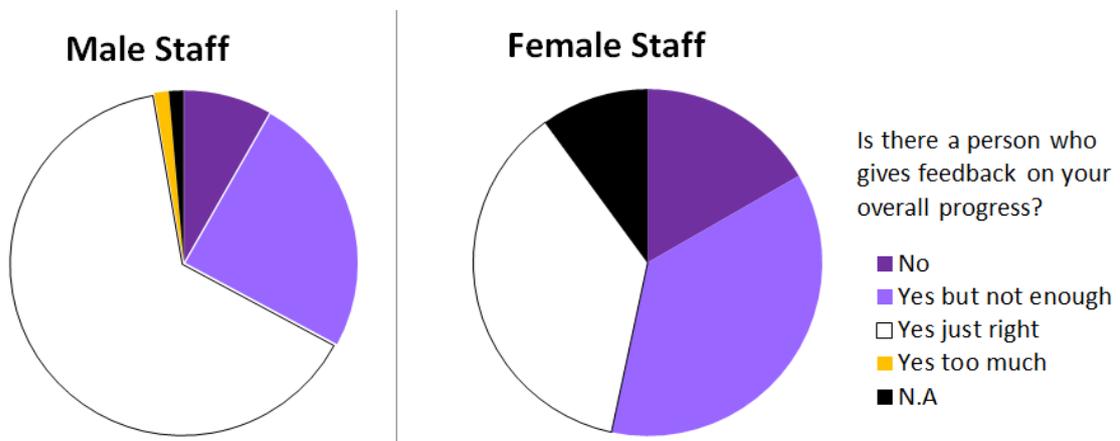


Figure 13: Availability of a person who provides feedback on progress to RSES staff

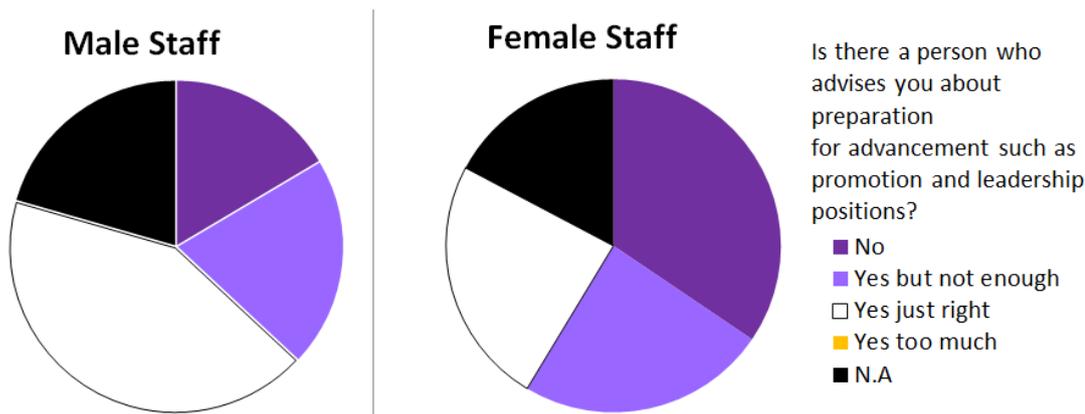


Figure 14: Availability of a person who provides promotion advice to RSES staff

Across different staff types, similar proportions of people report that they receive no guidance about preparation for advancement such as promotion and leadership positions (17 – 33 %) (Table 16). 17 – 30 % of people have access to some guidance but would welcome more.

Table 16

Is there a person who advises you about preparation for advancement such as promotion and leadership positions?

Respondents	No (%)	Yes but not enough (%)	Yes just right (%)	Yes too much (%)	N.A (%)
Academic CNC	22	20	53	0	5
Admin Staff	17	17	17	0	50
Research and Tech	21	28	30	0	21

B2.3.2. Mentoring related to specific skills

Amongst male and female academics and HDR students about 40 % feel that there is a person who advises them at the right level about getting their research published. About 30 % would like further advice in this area (Figure 15).

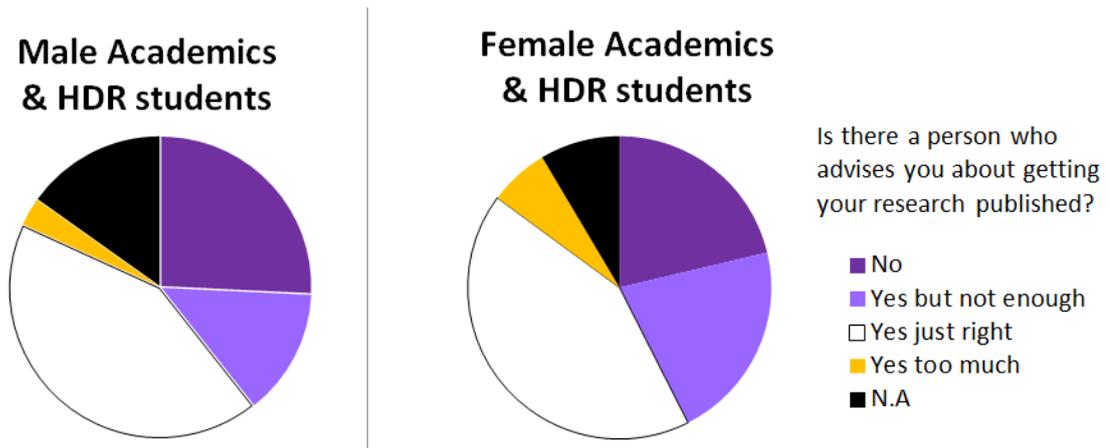


Figure 15: Availability of a person who provides advice about publication to academics and students

Amongst male and female academics and HDR students about a quarter feel that there is a person who advises them at the right level on how to improve their teaching or demonstrating. More women than men report that they receive no advice in this area (Figure 16).

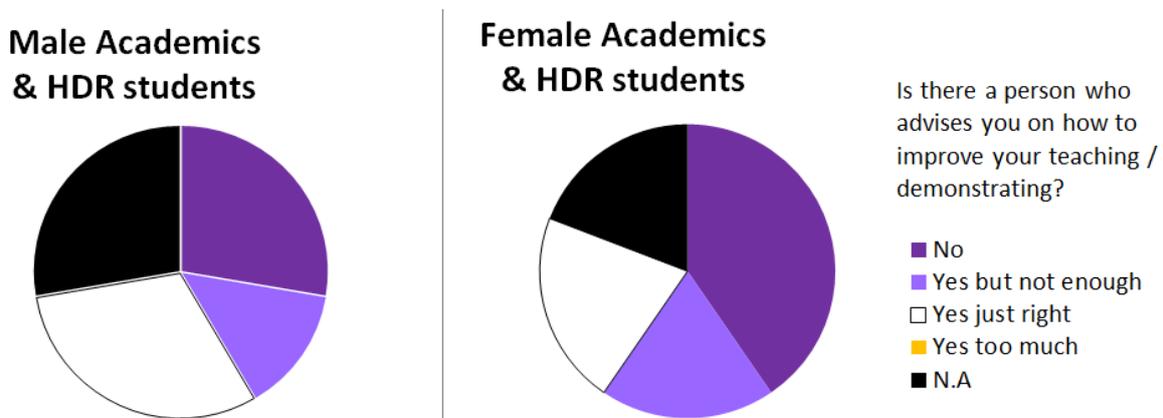
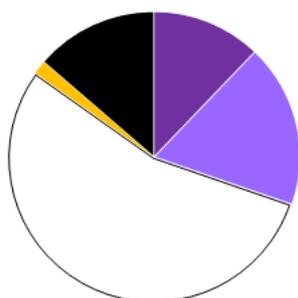


Figure 16: Availability of a person who provides advice about teaching or demonstrating to academics and students

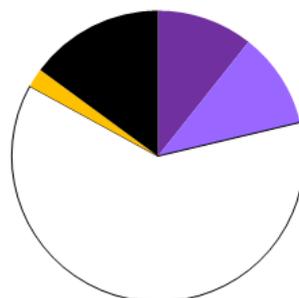
B2.3.3. Support for specific tasks

About half of the male and a little more than half of the female academics and HDR students report that there is a person who provides laboratory support for their research. More men than women report that they would like more support in this area (Figure 17).

Male Academics & HDR students



Female Academics & HDR students



Is there a person who provides laboratory support for your research ?

- No
- Yes but not enough
- Yes just right
- Yes too much
- N.A

Figure 17: Availability of a person who provides laboratory support to academics and students

As shown in Table 17, a quarter to a third of people in each employment type receives no advice on how to prepare research grants. Academic Continuing staff are most likely to report that they receive the right amount of advice (47%), and HDR 3+ students (61%) and Academic VEC staff (63%) are least likely to feel satisfied with the amount of support in this area.

Table 17: Is there a person who advises you about preparing research grants?

Respondents	No	Yes but not enough	Yes just right	Yes too much	N.A
HDR Yr 1-2	29	26	32	0	13
HDR Yr 3+	32	29	14	0	25
Academic CNC	27	20	43	3	8
Academic VEC	25	38	13	0	25

Half or more Academic staff report that they have no or insufficient support with data analysis or interpretation (Table 18).

Table 18: Is there a person who collects data or provides the means to interpret your research data (e.g., performs analyses, executes experiments or writes computer programs)

Respondents	No (%)	Yes but not enough (%)	Yes just right (%)	N.A (%)
Academic continuing	48	12	23	17
Academic VEC	50	0	38	13

Related comments include:

As individuals the people at RSES are largely wonderful, however I experienced a real incoherence in mentorship. This contributed to a sense of dissatisfaction ... although it was likely unrelated to my being a young woman...

Section B3: Future plans to stay at RSES, leave RSES and continue working or retire

This section asked all respondents about their intentions on completion of their current contract (non-continuing staff), over the next 5 years (ongoing staff), or on completion of their higher degree (students). The questions were set in the context of “an ideal world”, in order to allow respondents to explain their preferred options. Table 19 shows the responses to these questions.

Table 19: In an ideal world, on completion of your higher degree, current contract or, for ongoing staff, over the next 5 years, would you prefer to:

	Stay at RSES (HDR: Conduct research/teaching at RSES) %	Leave RSES and...				% wishing to leave RSES & continue working	Retire %
		Stay at the ANU %	Pursue your career at another university %	Pursue research / teaching / other work outside the university environment %	Completely change career %		
All HDR students	22	0	46	19	12	77	0
Male	24	0	48	20	8	76	0
Female	21	0	50	15	15	80	0
Academics	57	6	24	2	2	34	10
Male	59	3	23	0	3	29	13
Female	45	18	27	9	0	54	0
Research & Tech Staff	52	2	10	2	10	24	22
Male	55	0	10	0	6	16	29
Female	50	10	10	10	20	50	0
				Leave the university environment			
Admin Staff	36	0	0	14	0	14	50
Male	40	0	0	20	0	20	40
Female	38	0	0	0	0	0	63

As might be expected, HDR students are more likely to wish to leave RSES than members of staff. Amongst Academic and Research and Technical staff, proportionately more females than males wish to leave RSES but continue working.

B3.1. Reasons for Planning to Stay at RSES

All staff and most of the students who wish to stay at RSES indicated that a major or minor contributing factor in this decision is enjoyment of their work (Figure 18). Other factors contributing to the preference for staying at RSES include personal circumstances, the social environment and the status awarded by ANU.

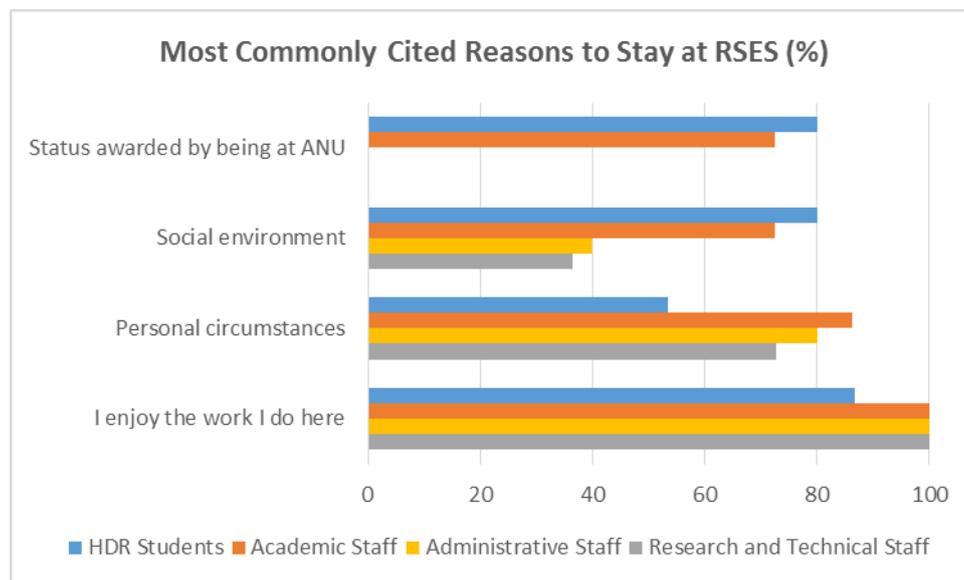


Figure 18: Most commonly cited reasons to stay at RSES.

Related comments include:

Quality of staff and students

Staff in RSES are exceptional people who are dedicated to work, ethics and science

RSES is one of the top Earth Science departments worldwide; I respect and enjoy the colleagues, students and professional staff.

Responsibility to other people

I wish to contribute to my colleagues' research and encourage them to contribute to mine. I have supervisory responsibilities to students.

I would ... like to make possible the same opportunities and sense of potential for others who are at or come to RSES (students, professional and administrative, as well as early and mid-career academics)

Facilities

Facilities are amazing, you can do stuff here that you wouldn't do elsewhere

Climate

I highly value that people feel that they can (scientifically) disagree with each other and that students and post-docs are allowed to ask questions. I hadn't realized how valuable all this was until I left RSES.

Practical / personal

I like living in Canberra

It would be a major career interruption to set up a new laboratory at another university.

B3.2. Reasons for Planning to Leave RSES, but Stay at ANU

Very few people (4 in total, both male and female) indicated that they would like to leave RSES but stay at the ANU. Of those who did, the most common reasons were because they do not like the social environment at RSES (3 respondents) and because they do not get enough support for their work at RSES (3 respondents).

B3.3. Reasons for Planning to Leave RSES and Move to a Different University

In total 47 people indicated that they would like to leave the ANU and move to a different university. As can be seen from Figure 19, the most common reasons for this are to facilitate personal development, to improve career prospects and simply because people like change. However small numbers of people report that they would like to leave the ANU because they have been bullied (3) or they do not like the social environment at RSES (4).

For HDR students, the most commonly cited reasons for leaving ANU for another university are related to personal and career development, and liking change. These are also important factors for Academics, however, Academics would also like to leave to obtain a higher salary and better working terms. For Research and Technical Staff, the most commonly cited reason for leaving ANU for another university was problems with a particular individual, followed by personal and career development, liking change and to improve the alignment with their research interests.

Related comments include:

Could get better funded for my research in another country.

External funding situation.

Students are treated as second class. When complaints are made at the regarding behaviour by staff, the student is asked to change the situation, not the staff member who is the bully or who is unprofessional, even when the errors are widely agreed upon by other staff or support systems at ANU.

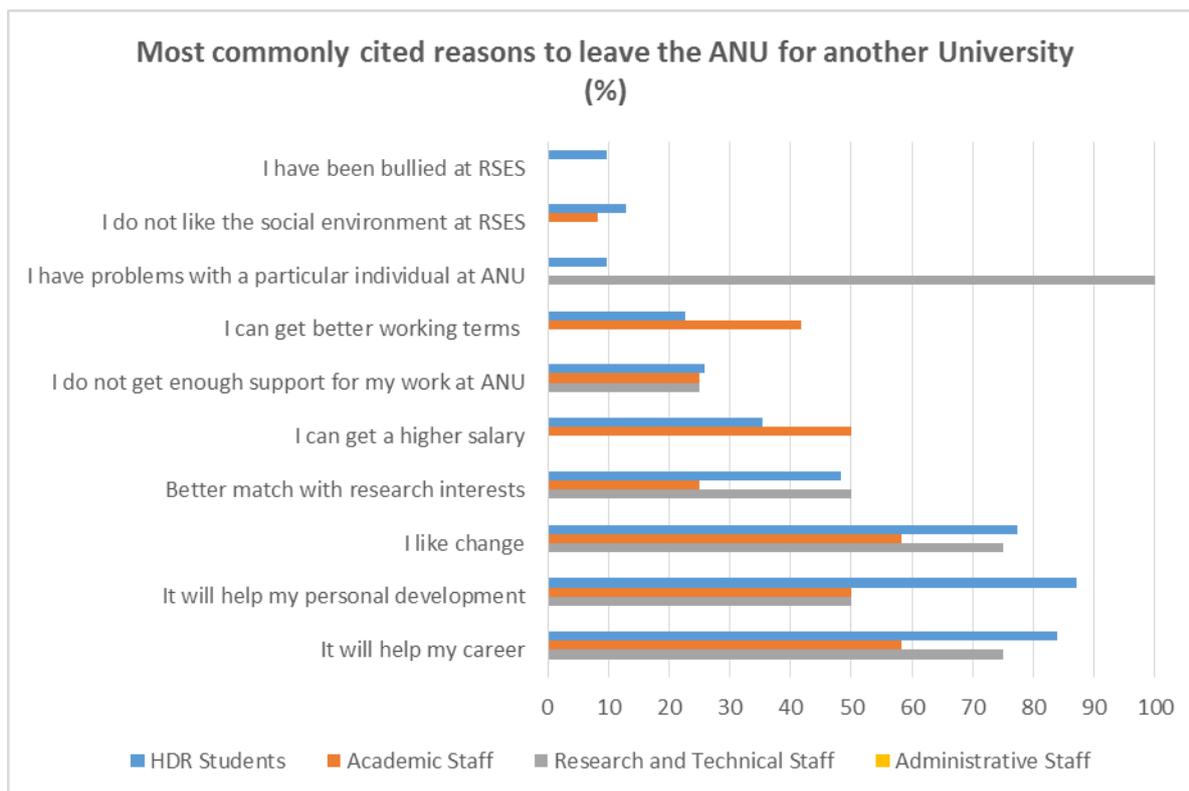


Figure 19: Most commonly cited reasons to leave RSES for another university.

B3.4. Reasons for Planning to Leave RSES to Pursue a Career Outside the University Environment

Eighteen people, mainly students (13), would like to pursue their research, teaching or other careers outside the university environment. Whilst the most common reason was to command a higher salary (12), several respondents perceive that aspects of academic / university life are difficult to deal with. These include the short-term nature of contracts (11), the solitary (9) and all-consuming (9) nature of the work itself and the requirement to write papers (11). Nine people reported that they would rather work in a more collaborative environment.

Related comments include:

(I will be) moving into industry rather than research.

(I would like) the ability to pursue other passions outside of work.

My experience at RSES was largely miserable. I wanted very much to be an academic before I started four incredibly isolated years of being entirely undervalued.

Completing my PhD at RSES made me feel like I don't belong in academia and am not welcome.

I have become very disillusioned with the uncaring and selfish people I work with and would like to move into a more caring environment. Most of the staff I have worked with at RSES are only concerned with themselves and do not care about anyone around them. There are a few who do care about others however they are so overworked as they DO care.

(There are a) limited number of genuine career opportunities in academia compared to the number of qualified candidates

Most academic employers do not regard my extensive, relevant employment in earth sciences as an asset, while most non-academic workplaces view both my academic qualifications and employment experience favourably.

B3.5. Reasons for Planning to Leave RSES to Pursue a Completely Different Career

Thirteen people (8 students, 1 Academic and 4 Research and Technical staff) reported that they would like a complete change of career. The most common reason for this is that people feel “bored or disillusioned” with their current job (11). Nine people reported that they would rather work in a more collaborative environment. A number of people perceive that university jobs are too solitary (5), stressful (5) or all-consuming (5). Six students (4 male, 2 female) feel that they are not good enough to compete against other researchers.

Related comments include:

I am sick of short term contracts (2-3 years) which do not allow me to make plans for my future

...job stability is needed to build a life, for example, buy a house, raise a family, etc. Academia does not provide that stability very often and it doesn't come until much later in your career. This is hard for females who, after 10 years studying, want a career in academia but also want to have a family. You often hear that you will have to make a choice between them

I still don't consider it is possible to be a successful academic and have a family, or to be an academic at all - it is just too competitive. I believe that only the truly most exceptional women can do it.

The future for technical roles and funding and support for science seems dire in Australia.

B3.6. Reasons for Planning to Retire from RSES

Twenty one people would like to retire at some point in the next 5 years. The main reasons for this are approaching retirement age (14) and a desire to pursue other interests (13). However, 11 people are bored or disillusioned with their jobs and 7 feel under pressure to retire from people at RSES or in the ANU (Figure 20).

Related comments include:

(I wish to) create opportunities for the next generation

Management continually offering packages and asking people to leave or retire, in their hundreds, is very bad for moral at the ANU

The marked and ongoing drop in moral in RSES driven largely by the Governments cuts, amendments and tinkering with funding is the largest contributing factor in fuelling my

desire to leave. These cuts destroy my self-worth by telling me that what I do and have done for ANU and RSES is no longer appreciated.

Heavy workloads, budgetary pressures and low staff morale evident among many groups in the School has resulted in a working environment that's no longer enjoyable.

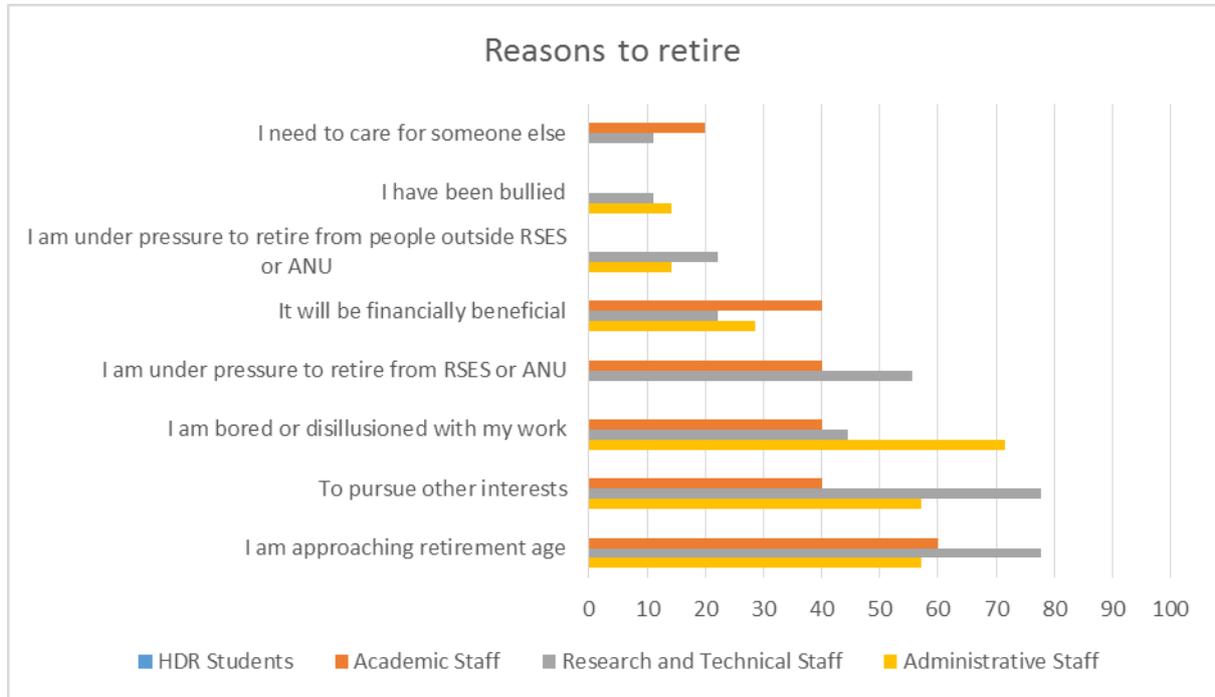


Figure 20: Most commonly cited reasons to retire.

B3.7. Role of Gender on Future Plans

In order to investigate whether reasons for leaving RSES are gendered we combined results from respondents who wish to pursue research and / or teaching outside the university environment and those who would like a complete change of career.

Approximately equal proportions of males and females would rather work in a more collaborative environment and find university jobs too solitary. Around twice as many females as males perceive that university jobs are too stressful or all-consuming. The data collected as part of this survey would allow a detailed analysis of the reasons for leaving or retiring and the differences between staff and students; however, at the current time insufficient funds are available for such a study.

C. NEXT STEPS

As indicated in Section A, the intent of this report is to fulfil the Terms of Reference of the RSES EDC to provide data on potential barriers to diversity in the School. This document is intended as a starting point for further discussion and recommendations. A workshop on these topics is planned for the future.