

WESTERN SYDNEY
UNIVERSITY



Vice-Chancellor's GENDER EQUALITY FUND Final Report 2020

Report Title:

EPIC-Collaboration: Executive and Peer Intervention for Career Development – Piloting a combined peer and executive mentor support program for level A, B and C women

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Important note:

This project was originally funded via the 2021 Vice-Chancellor’s Gender Equity Fund. In subsequent consultation with the Deputy Vice-Chancellor Research, Enterprise and International, and securing of additional funding, the programme was expanded to a five-year longitudinal study (2021-2026). This report reflects outcomes, recommendations and progress for the originally funded 12 months of the program. Subsequent progress and final reports will be provided at the end of each 12-month funding period.

Recommendations

- The University wide EPIC-Collaboration longitudinal survey to explore support mechanisms and barriers to career development should be administered university-wide, annually, to identify changes in outcomes over time and to pinpoint important areas for targeting support for academics in future.
- The EPIC-Collaboration longitudinal survey should be expanded to include questions exploring well-being of EMCRs in line with Research Australia's wellbeing survey, to allow comparison of Western Syd Uni's EMCRs with other universities and to examine changes in well-being over time as a result of initiatives to support women.
- Consider incentives or articulation with other surveys across the University (to reduce burden on staff) to boost completion of the longitudinal survey
- Further support of the EPIC-Collaboration mentoring program should be considered for additional running of the program in 2023 and beyond within the Health and Wellbeing cluster. Preliminary feedback from mentees in 2022 has been that the program has been beneficial to their career. Data collection at the end of 2022 will explore outcomes for women in depth.
- Expansion of the EPIC-Collaboration mentoring program to other clusters as well as to casual academic staff across the University is now recommended.
- The EPIC-Collaboration team should commence working towards ARC funding to roll out and evaluate the program beyond Western.
- The longitudinal survey results should be leveraged, and EPIC-collaboration should work with other groups across the University to introduce initiatives to address identified needs across the University

Executive Summary

This project set out to design and implement a new career progression mentoring program for women currently in Level A, B and C positions. Our project has 2 stages to achieve this: development and evaluation of an innovative mentoring program including peer alliances (support from colleagues of the same academic level), peer mentoring (support from colleagues who are an academic level above) and executive level mentoring for Level B and C women within the Health and Wellbeing cluster; and to develop a longitudinal University wide survey to evaluate support mechanisms and barriers to career development, which would inform the areas of support that will be important to target within a mentoring program and in other future strategies.

The EPIC-Collaboration mentoring program was launched across the Health and Wellbeing cluster in February 2022, with 25 women within 6 groups (6 executive and 7 peer mentors) currently participating in the program. Preliminary feedback from women has been positive. A midway workshop is planned for August and final workshop and post data collection measurement in February 2023. A preliminary longitudinal survey was successfully administered in November 2021, receiving 42 responses from women in fixed term or permanent academic roles Health and Wellbeing cluster. Initial descriptive analyses identified that 81% have caring responsibilities. However, 79% felt their workload was unmanageable and 81% did not agree they could keep their work stress at an acceptable level reflective of the tension between balancing work and caring responsibilities. Some lack of knowledge was apparent around promotions, with 74% not agreeing they had a clear understanding of what is required during the process of applying for promotion and 80% not having a clear understanding of the threshold of achievement required for to be promoted to the next level, and 76% not agreeing they are offered sufficient support for their career development at the University.

These preliminary findings indicate a clear need for enhanced communication around promotion, as well as mentoring to support career development. Promisingly, however, 98% felt ongoing mentoring would motivate them to seek promotion, underpinning the rationale for establishment of sustainable peer support networks. An advisory group comprising academics from across the university has now been established to guide future administration and updates of the survey as well as interpretation of results to guide initiatives and policy at Western.

Itemised Budget Expenditure

Total funded amount \$ 5000

Date	Activity / Item	Cost (GST incl.)
Feb 2021-current	Ethics preparation; administration and organizing of workshop; project management; liaison point for mentees/mentors; meeting minutes and organization of team; development of survey; background literature searching; mapping of other mentoring programs (Hew Level 4/1 @48 hours 86 hours	\$4,640.00
Feb 2022	Catering for initiative launch	\$370.00
Total expenditure:		\$5,000

Notes on Expenditure

Catering and a small number of RA hours yet to be claimed

Research Report

Across the Australian university sector, current promotion and career support offered to women employed at academic levels A, B and C is suboptimal (Kahn 2012; Peetz, Strachan & Troup 2014). At Western Sydney University (Western), 132 women versus 92 men are employed as level B academics. Despite this, only 56 women are employed as level E academics, compared to 99 men. Previous studies completed at Western which explored barriers and facilitators affecting the promotion of women identified barriers to career development as well as the need for formal mentoring programs for women across the University (Francis & Stulz 2020). While university wide mentoring programs currently exist, especially for women in governance roles, there is currently no structured peer, career support to assist all level A, B and C women in strategic planning for long term career development.

The 2020 My Voice Staff Engagement Survey data indicated that levels A, B and C academics scored poorest in areas including wellbeing and work/life balance. Given heightened care responsibilities, coupled with the prominence of women in governance positions which have experienced increased workloads, the ongoing COVID-19 pandemic is also likely to further inflate the career progression and support gaps between men and women.

The EPIC-Collaboration project comprised of two phases, for which ethical approval was sought and approved before commencing:

Phase 1 aimed to evaluate a pilot executive and peer mentoring intervention designed to assist with holistic career progression, including promotion, among women level A/B/C academics at Western. This program was required before the career progression of women at Western was further negatively impacted by the COVID-19 pandemic. While one of the outcomes of the program was to be successful promotions, the mentoring program also took a longer-term perspective, with a focus on identifying opportunities for career development and fostering women's academic leadership capabilities. In addition, participants did not have to be actively considering or applying for promotion, as these motivations were also explored as part of the program. The program is being evaluated, pre and post, to assess factors such as levels of career support, wellbeing, and work/life balance through a survey distributed among women taking part in the program as well as qualitative feedback.

Phase 2 involves the testing, refinement and roll out of a longitudinal survey as part of the pilot executive and peer mentoring intervention which was designed to a) elicit EOIs for the mentoring programme and b) to measure wellbeing, work/life balance and career support/progression longitudinally across the university. The survey will be refined in consultation with an EPIC advisory group comprising Level C, D and E

academics (the research team, as well as Professor Kerry Robinson, Professor Kate Huppatz, Associate Professor Meg Smith, and Dr Peter Bansell). Existing resources within the university will also be evaluated and leveraged as part of the program to provide a long-term plan for shifting the culture and support for women within Western.

Research Aims/Objectives:

This project aimed to support holistic career progression, including promotion, among women who are level A, B, or C academics at Western. The project had three objectives:

1. To deliver and evaluate a pilot executive and peer mentoring program within the Health and Medicine Cluster.
2. To develop a survey designed to evaluate support mechanisms and barriers to career development among academic level A, B, or C women taking part in the mentoring program; and
3. To develop a longitudinal survey (refined from the survey in step 2) to evaluate support mechanisms and barriers to career development across the University.

Expected Outcomes (delayed due to COVID impacts in 2021, initial program due for completion November 2022):

It is anticipated that this pilot program will inform a framework for sustainable executive and peer mentoring that will lead to enhanced career support for women in academia as well as lay the foundations of multiple small scale peer networks for women, initially from the Health and Medicine Cluster. A further anticipated outcome is that the program will lead to a validated longitudinal survey that will be used initially as part of the pilot, but subsequently to generate data around key barriers and facilitators to academic career progression, as well as work/life balance and career satisfaction across the university.

Together these data will shape future strategies for career support and progression among level A, B and C academics who self-identify as women or non-binary people. This longitudinal study is positioned to provide critical, ongoing data to assess the efficacy of the EPIC Collaboration Mentoring intervention as well as additional University initiatives introduced over the period in which the data are being collected. Once refined and validated as part of the current proposed research, the survey will be a first among Australian universities to generate longitudinal data around the impacts of caring and wellbeing on career progression

(other universities have started to measure EMCR wellbeing under a Research Australia working group but not specifically relating to career progression) among women in academia when it is used post program across the broader university community.

This executive and peer support mentoring programme is using a mixed methods evaluation approach which incorporates the longitudinal survey (administered online) and qualitative semi-structured interviews. This approach has been selected as the questionnaire data will provide empirical data on efficacy in relation to measures of wellbeing and career support (pre and post programme). The qualitative interviews will add rich contextual data to triangulate these survey results (post intervention) to assess feasibility and acceptability as well as provide opportunity to explore appropriateness of the survey.

An intervention approach has been used as this design is best suited to delivery of the executive peer and mentoring program. Participants are attending a monthly meeting with both an executive staff member (e.g., a Distinguished Professor), and a peer mentor (e.g., a level C academic identified to mentor a level B group). As a team, these mentors are providing ongoing career support and mentorship to small groups of approximately five participants (peer alliances), who will remain together for the duration of the pilot (twelve months). The aim is for participants to also become peer mentors to each other, to provide additional ongoing support over and above the executive and peer mentors, leveraging the EPIC Collaboration approach. Existing resources within the University are being leveraged and evaluated as part of the program to inform longer-term support strategies.

Primary outcome for the mentoring program:

1. Optimisation of career development practices, support mechanisms, and barriers for career progression for participants.

Secondary outcomes for the mentoring program:

1. Number and success of promotion submissions from participants; and
2. The feasibility of implementing the program across the University through exploration of program reach, engagement, and maintenance.

Pilot evaluation of the mentoring program will be conducted using mixed methods:

- Qualitative interviews and/or focus groups will be conducted at the conclusion of the program among participants and mentors to assess the feasibility and effectiveness of the program, as well as opportunities for program optimisation. An

experienced facilitator from the research team will conduct these interviews while the research assistant will observe and take field notes on paper. All interviews will be audio recorded and then transcribed verbatim and de-identified. Focus groups will be undertaken by a research assistant who has experience with facilitating qualitative research, in order to avoid conflicts of interest.

- A quantitative assessment of career support, wellbeing, and work/life balance among participants to assess the impact on career progression and planning.

Once optimised through Phase 1 (pilot testing), phase 2 will involve disseminating the refined survey on an annual basis to help identify tipping points where career satisfaction and support mechanisms may change and will inform decision-making to address gaps in career support at Western. The longitudinal survey is being co-developed in partnership with the EPIC advisory group and the SAGE Executive Team and leverages existing items from an existing Equity and Diversity Working Party survey.

Progress and findings to date

Mentoring program progress to date

Of a total of 30 women who expressed their interest, 25 commenced and are currently participating in the program. These 25 mentees are split across 6 groups with 6 executive mentors and 7 peer mentors working with these groups. Reasons for not participating in the 5 who did not commence included unforeseen personal circumstances, and a reported lack of time. A total of 7 peer and 7 executive level mentors are participating in the program.

A hybrid workshop was successfully delivered on 18 February 2022 to launch the program, with a number of mentees and mentors in attendance in-person in Campbelltown as well as online. Informal feedback from mentees included:

“I honestly thought this morning was incredible! I think I have grown accustomed to not seeing many women around, given our department, so to have so many incredible women, all willing to support each other in one room was amazing!”

“You all did a brilliant job of organising and coordinating. The discussions were super engaging and any one of the topics could have been talked about for hours. I can’t imagine how hard it must have been trying to make it work in a hybrid fashion but from perspective, it was very well done!”

Planning for a mid-point workshop is underway, which will be held in August, to reflect on progress to date and to brainstorm solutions to challenges identified by groups. A vUWS site was developed and launched following the workshop for those participating

in the program as a central place to hold resources and to share recordings of the workshops. Further development of the vUWS site is planned to include individualised progress journals for mentees, regular targeted resources to help mentee’s journey through the program and to support online interaction between mentees between their face to face/online mentor groups.

Reflections on mentor groups

Mentees were asked to contact the EPIC-collaboration team if there were any issues with their groupings. Only one mentee contacted the team due to an issue in being able to physically meet with the group they had been allocated. This issue was successfully resolved by reallocating the mentee to a group that were collocated closer to the mentee. The EPIC-collaboration team will consider mentees main campus in future in addition to the specific career goals of the women when matching them with others.

Descriptive summary of surveys

A preliminary longitudinal survey was successfully administered in November 2021, receiving 42 responses from academics in fixed term or permanent roles in the Health and Wellbeing cluster, all of whom were women. Initial descriptive analyses identified that 81% have some form of caring responsibilities (Figure 1). However, 79% felt their workload was unmanageable and 81% did not agree they could keep their work stress at an acceptable level reflective of the tension between balancing work and caring responsibilities (Figure 2).

Figure 1 Caring Responsibilities among survey respondents

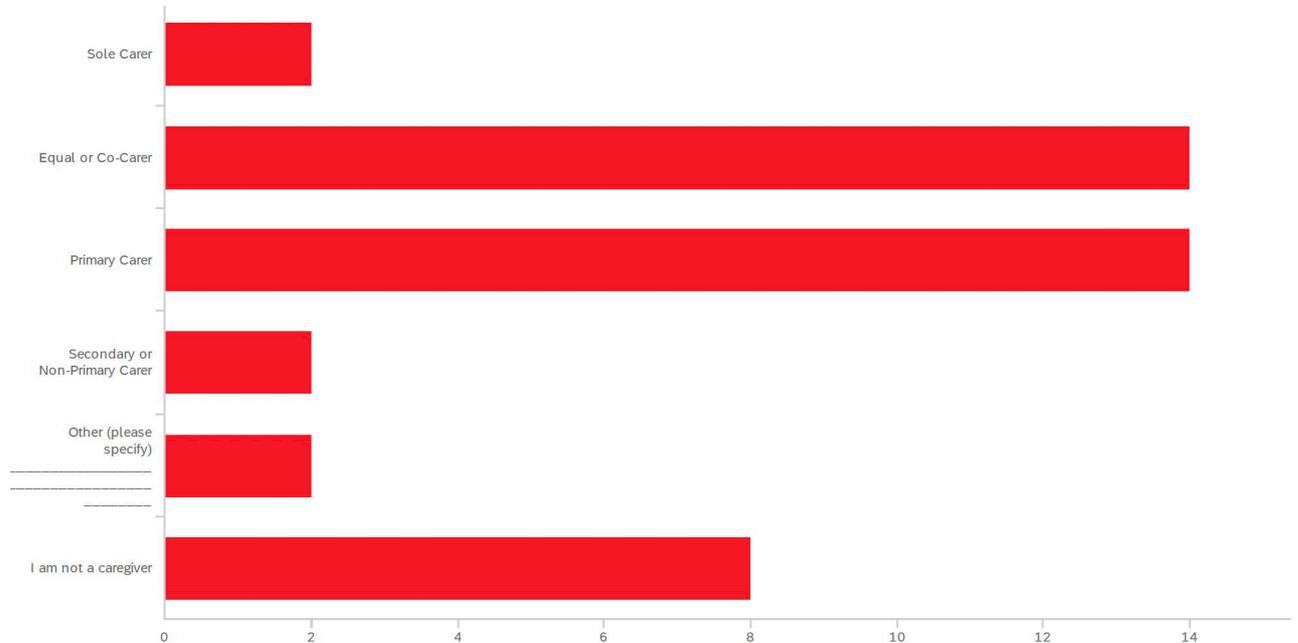
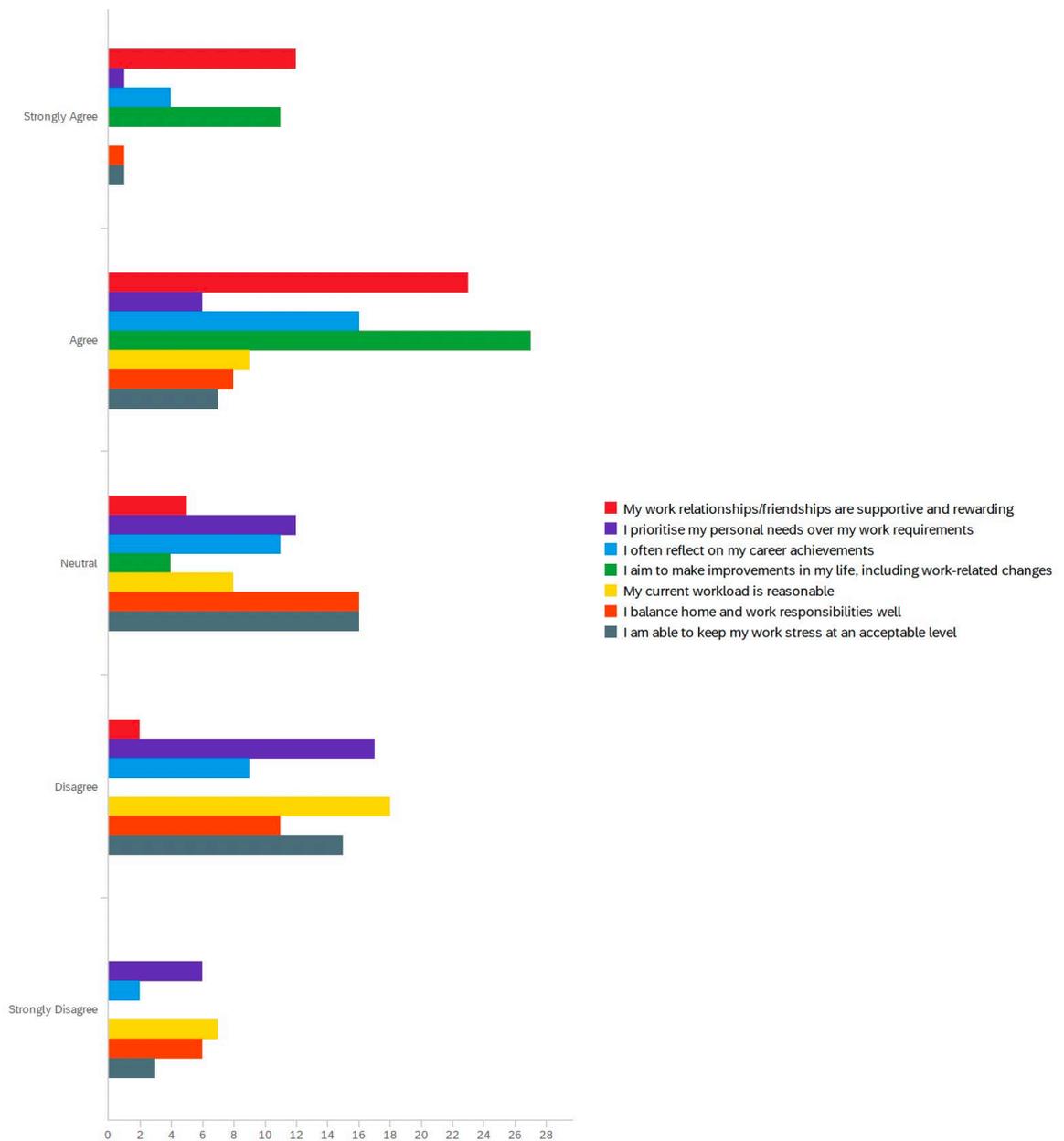


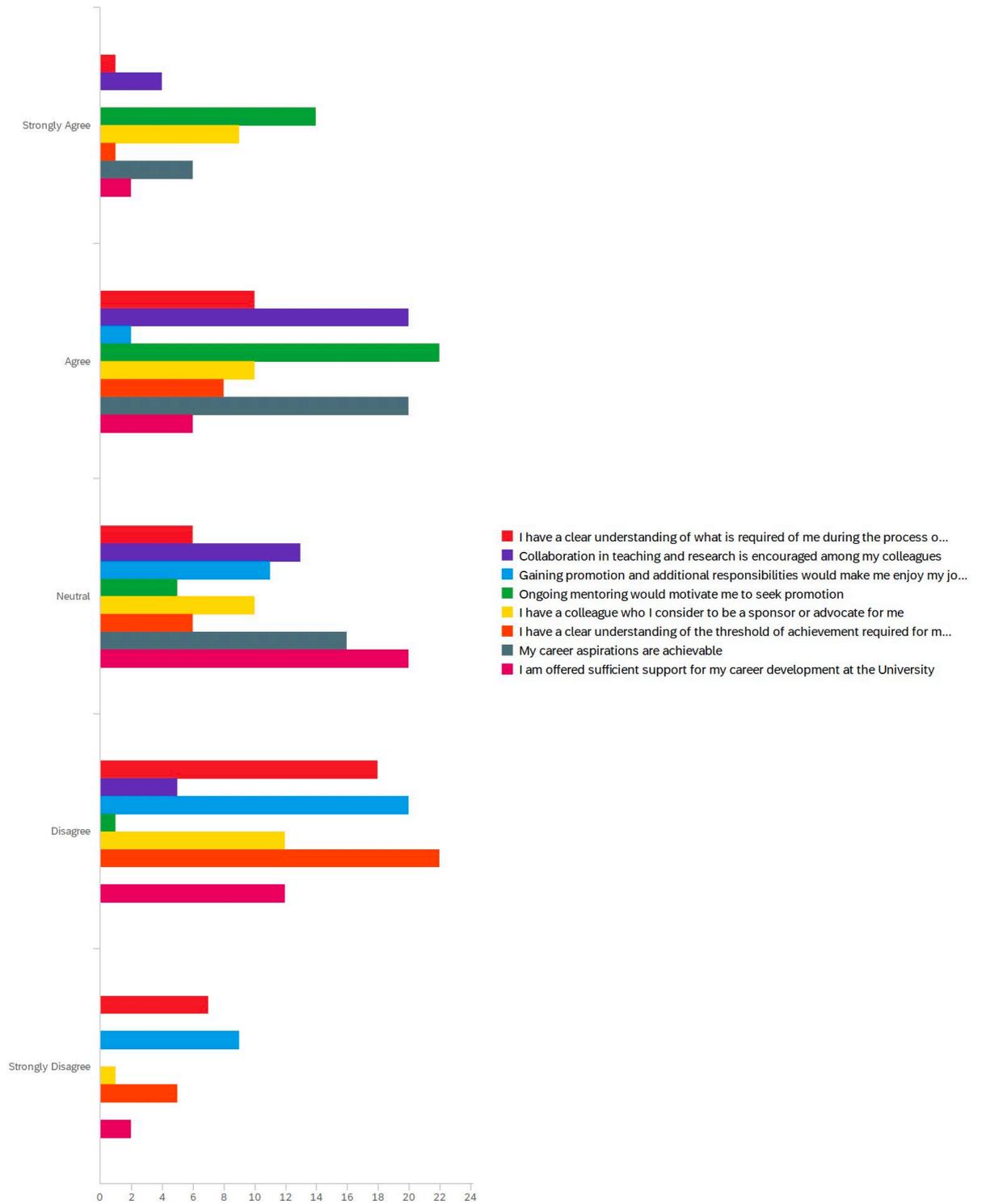
Figure 2 Statements concerning wellbeing and work/life balance



Some lack of knowledge was apparent around promotions, with 74% not agreeing they had a clear understanding of what is required during the process of applying for promotion and 80% not having a clear understanding of the threshold of achievement required for to be promoted to the next level, and 76% not agreeing they are offered sufficient support for their career development at the University (Figure 3). These preliminary findings indicate a clear need for enhanced communication around promotion, as well as mentoring to support career development. Promisingly, however, 98% felt ongoing mentoring would motivate them to seek promotion, underpinning the rationale for establishment of sustainable peer support networks. An advisory group comprising academics from across the university has now been established to guide

future administration and updates of the survey as well as interpretation of results to guide initiatives and policy at Western.

Figure 3 views on barriers and facilitators to academic promotion



Bibliography

Kahn, S. (2012). *Gender Differences in Academic Promotion and Mobility at a Major Australian University*. *Economic Record*, 88(282), 407-424. doi:10.1111/j.1475- 4932.2012.00828.x

Peetz, D., Strachan, G., & Troup, C. (2014). *Discipline, Change and Gender in the Academic Workforce*. Conference paper at *the 28th AIRAANZ conference*, Melbourne, Australia: Association of Industrial Relations Academics of Australia and New Zealand.

Francis, Lyn, and Virginia Stulz. *Barriers and Facilitators for Women Academics Seeking Promotion: Perspectives from the Inside*. *The Australian universities' review* 62.2 (2020): 47-60.

Appendix 1 The EPIC Collaboration - Longitudinal Survey

Start of Block: Participant Information Sheet

Q1 Evaluation and Development of Executive and Peer Intervention for Career Development - Piloting a combined peer and executive mentor support program for women at Western

Project Summary:

You are invited to participate in a research study exploring academic promotion for female academics, as well as wellbeing across the Health & Medicine Cluster at Western.

Across the Australian university sector, current promotion support offered to women employed at academic levels B and C is suboptimal (Kahn 2012; Peetz, Strachan & Troup 2014). At Western Sydney University (Western), for instance, 132 women versus 92 men are employed as level B academics. Despite this, 56 women are employed as level E academics, compared to 99 men. Previous similar studies completed at Western which explored barriers affecting the promotion of women employed at levels B and C identified the need for formal mentoring programmes for women across the University. While such programmes now exist, especially for women in high governance roles, there is currently no structured support to assist all level B and C women in their promotion.

Moreover, the 2020 My Voice Staff Engagement Survey data indicated that levels B and C academics scored poorest in areas including wellbeing and work/life balance. Given heightened carer responsibilities, coupled with the prominence of women in governance positions which have experienced increased workloads, the COVID-19 pandemic will likely further inflate the career progression and support gap between men and women.

This program aims to assist with holistic career progression, including promotion,

among women who are level A, B, or C academics at Western. The program has three objectives and phases: 1) To deliver and evaluate a pilot executive and peer mentoring program within the Health and Medicine Cluster; 2) To develop a survey designed to evaluate support mechanisms and barriers to career development among academic level A, B, or C women taking part in the mentoring program; and 3) To develop a longitudinal survey designed to evaluate support mechanisms and barriers to career development across the University.

How is the study being paid for? The study is being paid for through a grant received as part of the Vice-Chancellor's Gender Equality Fund.

What will I be asked to do? As part of Phase 1, you will be asked to undertake a self-reported questionnaire which explores personal barriers and facilitators to promotion. If found to meet the eligibility criteria for the peer and executive mentor groups, you will also be asked to complete an Expression of Interest (EOI) form exploring your motivations toward the program. Peer and executive mentor groups will then be formed based on the key characteristics of those who express interest. We will explore running groups face-to-face or online depending on the current COVID-19 pandemic situation and the availability of participants. You will also be asked to respect the confidentiality of all personal information shared by fellow participants.

Phase 2 will consist of undertaking a self-reported questionnaire which will be delivered longitudinally on an annual basis. The questionnaire will assess changes in barriers and facilitators to career progression, explore levels of participation in career development opportunities, and understand the impact of this programme on female academics' career progression.

How much of my time will I need to give? The questionnaires are expected to require approximately eight to ten minutes to complete, while the EOI form will require approximately fifteen minutes to complete. Participants will be asked to complete the surveys when it is feasible to do so, whether it be inside or outside of work hours. Qualitative interviews will go for approximately one hour in length.

What benefits will I, and/or the broader community, receive for participating? The proposed project will provide structured support to assist all level B and C women in evidence gathering, framing, and writing of their promotion applications, which incorporates both peer and executive level support. This will strengthen retention practices by promoting gender inclusive and participatory decision-making, thus improving, and promoting gender equality and diversity at Western.

Will the study involve any risk or discomfort for me? If so, what will be done to rectify it? It is not anticipated that participation in this project will cause harm to participants. Some participants will be sharing experiences which may have been negative and where they may have received a lack of support at the time. We will advise you to let us know if any of the questions asked trigger a response which causes distress for the participant. Distressed participants may contact Lifeline for free on 13 11 14. Confidentiality is guaranteed and will be protected at all times. If you feel any distress from participating in the study, you can talk to the research team or contact the Employee Assistance Program which can be accessed 24 hours a day for 7 days a week. Emergency support can be accessed via 1900 81 87 28. We may also encourage you to seek assistance that day from your general practitioner. There are no additional risks.

How do you intend to publish or disseminate the results? It is anticipated that the results of this research project will be published and/or presented in a variety of forums. In any publication and/or presentation, information will be provided in such a way that the participant cannot be identified, except with your permission.

Will the data and information that I have provided be disposed of? Please be assured that only the researchers will have access to the raw data you provide. However, your data may be used in other related projects for an extended period of time, such as in the establishment of similar programs in the coming years. Please note that minimum retention period for data collection is five years post publication. The data and information you have provided will then be securely disposed of.

Can I withdraw from the study? Participation is entirely voluntary, and you are not obliged to be involved. If you do participate you can withdraw at any time without giving reason and without affecting your relationships with the organisers or Western Sydney University. If you do choose to withdraw after contributing to a focus group, we will not be able to remove the information you have provided as it is not possible to remove quotes from one participant from a focus group recording.

Can I tell other people about the study? Yes, you can tell other people about the study by providing them the study's research assistant's details (j.metri@westernsydney.edu.au) to discuss their participation in the project and obtain a link to the baseline questionnaire. Alternatively, you are able to disseminate the baseline questionnaire.

What if I require further information? Please contact Joelle Metri (j.metri@westernsydney.edu.au) should you wish to discuss the research further before deciding whether or not to participate.

What if I have a complaint? If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development, and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome. If you agree to participate in this study, you may be asked to sign the Participant Consent Form. The information sheet is for you to keep, and the consent form is retained by the researcher/s.

This study has been approved by the Western Sydney University Human Research Ethics Committee. The Approval number is H41655.

Q12 I hereby consent to participate in the above-named research project.

I acknowledge that:

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to participating in focus groups and interviews, undertaking a series of self-reported questionnaires as part of a two-phase project, and having my information audio recorded.

I consent for my data and information provided to be used in this project and other related projects for an extended period of time. I understand that my involvement is confidential, and that the information gained during the study may be published and stored for other research use but no information about me will be used in any way that reveals my identity.

I understand that my participation in this study will have no effect on my relationship with the researcher/s, and any organisations involved, now or in the future. I understand that I am required to respect the confidentiality of the personal information shared by fellow participants. I understand that I will be unable to withdraw my data and information from this project, as focus group information cannot be withdrawn although will be de-identified.

Yes (1)

No (2)

End of Block: Participant Information Sheet

Start of Block: Demographics

Display This Question:

If Q12 = Yes

Q14 Please indicate your gender:

- Female (1)
 - Male (2)
 - Prefer not to say (3)
-

Display This Question:

If Q12 = Yes

Q15 What is your age group?

- Under 25 (1)
 - 23 - 35 (2)
 - 36 - 45 (3)
 - 46 - 55 (4)
 - 55 - 65 (5)
 - >66 (6)
 - Prefer not to say (7)
-

Display This Question:

If Q12 = Yes

Q16, Do you identify as Aboriginal and/or Torres Strait Islander?

- Yes (1)
- No (2)
- Prefer not to say (3)

Display This Question:

If Q12 = Yes

Q17, Do you identify as of a culturally or linguistically diverse background?

- Yes (1)
- No (2)
- Prefer not to say (3)

Display This Question:

If Q12 = Yes

Q18, Do you have a disability or chronic medical condition?

- Yes, requiring workplace adjustment (1)
 - Yes, but not requiring workplace adjustment (5)
 - No (6)
 - Prefer not to say (7)
-

Display This Question:

If Q12 = Yes

Q22 Which of the following best describes your carer status?

- Sole Carer (1)
- Equal or Co-Carer (4)
- Primary Carer (5)
- Secondary or Non-Primary Carer (6)
- Other (please specify)
_____ (7)

Display This Question:

If Q12 = Yes

Q15 Please select your School or Institute

- School of Business (1)
- School of Education (2)
- School of Engineering, Design and Built Environment (4)
- School of Health Sciences (3)
- School of Humanities and Communication Arts (5)
- School of Law (6)
- School of Medicine (7)
- School of Nursing and Midwifery (8)
- School of Psychology (9)
- School of Science (10)
- School of Social Sciences (11)
- Graduate Research School (12)
- Australia-China Institute for Arts and Culture (13)
- Hawkesbury Institute for the Environment (20)
- Institute for Culture and Society (21)
- NICM Health Research Institute (22)
- The MARCS Institute (23)
- Translational Health Research Institute (24)

Display This Question:

If Q12 = Yes

Q21 What is your current academic level:

A (1)

B (2)

C (3)

D (4)

Display This Question:

If Q12 = Yes

Q23 Is your current employment:

Permanent full time (1)

Permanent part time (2)

Fixed term full time (3)

Fixed term part time (4)

End of Block: Demographics

Start of Block: Wellbeing & Work/Life Balance

Display This Question:

If Q12 = Yes

Q3 The following statements concern wellbeing and work/life balance. Please enter the most suitable response for each question.

If you have additional thoughts to share, please note that there will be an opportunity for this at the end of the survey.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
My work relationships/friendships are supportive and rewarding (1)	<input type="radio"/>				
I prioritise my personal needs over my work requirements (2)	<input type="radio"/>				
I often reflect on my career achievements (3)	<input type="radio"/>				
I aim to make improvements in my life, including work-related changes (4)	<input type="radio"/>				
My current workload is fair and reasonable (5)	<input type="radio"/>				
I balance home and work responsibilities well (6)	<input type="radio"/>				
I am able to keep my work stress at an acceptable level (7)	<input type="radio"/>				

Display This Question:

If Q12 = Yes

Q4 The following statements aim to elicit your view on barriers and facilitators to academic promotion. Please enter the most suitable response for each question.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
I have a clear understanding of what is required of me during the process of applying for promotion (2)	<input type="radio"/>				
Collaboration in teaching and research is encouraged among my colleagues (3)	<input type="radio"/>				
Gaining promotion and additional responsibilities would make me enjoy my job less (6)	<input type="radio"/>				
Ongoing mentoring would motivate me to seek promotion (9)	<input type="radio"/>				
I have a colleague who I consider to be a sponsor or advocate for me (10)	<input type="radio"/>				
I have a clear understanding of the threshold of achievement required for me to be promoted to the next level (12)	<input type="radio"/>				
My career aspirations are achievable (13)	<input type="radio"/>				
I am offered sufficient support for my career development at the University (14)	<input type="radio"/>				

Display This Question:

If Q12 = Yes

Q12 When are you planning to apply for promotion?

- Within the next 12 months (1)
- Within 2-3 years (2)
- Within 4-5 years (3)
- I don't plan to apply for promotion, or I am not actively seeking promotion in the near future. (4)

Page Break

Display This Question:

If Q12 = I don't plan to apply for promotion, or I am not actively seeking promotion in the near future.

Q5 What are some of the reasons that are impacting on your decision to apply for promotion? Please select all that apply.

- I don't want or am hesitant to take on additional work responsibilities (2)
- I don't want to go through the process of applying for promotion (3)
- I value my work/life balance at the moment (4)
- I prefer and am comfortable in my current role (5)
- The additional responsibilities associated with gaining promotion would compromise my ability to balance my home/family duties (6)
- I am on a fixed-term contract (8)
- It is difficult to dedicate the time required to prepare the application (10)
- I don't feel adequately prepared to apply for promotion (11)
- I don't feel adequately accomplished to apply for promotion (12)
- There is a lack of career mentorship (13)
- There is a lack of support from my supervisor(s) (14)
- There is a lack of support from my School or Institute (15)
- I have had an unsuccessful application in a previous round (16)

- COVID-19 related challenges (17)
- Part-time workers are not supported/encouraged to apply for promotion (21)
- The promotions process is intimidating (22)
- Other (9) _____

Page Break

Display This Question:

If Q12 = Yes

Q6 In your view, are there any additional barriers or facilitators to applying for promotion we may have missed, or do you have any other thoughts you would like to share?

End of Block: Barriers & Facilitators to Academic Promotion

Start of Block: EOI Form

Display This Question:

If Q12 = Yes

Q7 Would you be interested in participating in an executive and peer-mentoring program aimed at supporting women to apply for academic promotion?

- Yes (1)
- No (2)
- I would like some further information before I decide. (5)

Display This Question:

If Q7 = I would like some further information before I decide.

Q22 Thank you for your interest. Please feel free to contact research assistant Joelle Metri (j.metri@westernsydney.edu.au) for further information about the program.

Display This Question:

If Q7 = No

Q9 If you are not interested in participating, please indicate why below.

- I don't have time to participate. (1)
- I'm not interested in seeking promotion. (2)
- I don't think it would help me. (3)
- My School or Institute already provides a mentoring program. (5)
- Other (4) _____

Display This Question:

If Q7 = Yes

Q19 Thank you for your interest in our peer and executive mentoring strategy. Currently, this program is limited to women employed at academic levels A, B, or C within the Health and Medicine Cluster at Western Sydney University. Do you meet this criterion?

- Yes (1)
- No (2)

Display This Question:

If Q19 = Yes

Q20 Thank you again for your interest in our peer and executive mentoring strategy. Below is a link to the program's Expression of Interest form. We look forward to hearing from you.

https://surveyswesternsydney.au1.qualtrics.com/jfe/form/SV_eVCTKnh753uAJIs

Display This Question:

If Q19 = No

Q21 Thank you again for your interest in our peer and executive mentoring strategy. Moving forward, we aim to expand this program to all interested female academics.

End of Block: EOI Form
