

## UNSW ATHENA SWAN ACTION PLAN: 2018-2022

---

The Action Plan sets out the key areas where the University of New South Wales (UNSW) will make progress in order to address the issues identified in the Bronze award self-assessment submission. Work on our Action Plan has already commenced and full implementation will be overseen by the University's Self-Assessment Team (SAT), chaired by the Academic Lead for Athena SWAN. A report on progress against the Action Plan will be produced on an annual basis. In addition, progress will be reported quarterly to the University's Equity Diversity and Inclusion (EDI) Board and published on the University's Athena SWAN website. The EDI includes the Vice Chancellor, DVC Academic, all Deans, and is chaired by the DVC Inclusion and Diversity and is well placed to monitor, challenge progress and resolve coordination issues.

This Action Plan should be read in the context of the UNSW 2025 Strategy, which establishes gender equity as one of the University's most pressing challenges over the coming years. The Action Plan will support and underpin the University's high-level commitment to promoting gender equity and to building and maintaining an inclusive environment which supports and values the diversity of students, staff and the wider community.

The plan is structured around key areas of action (i.e. Infrastructure and support, addressing pipeline issues, career development etc) and as such many overlap the individual sections of the submission document itself. Our intent is for the Action Plan to be used as a standalone document, which anyone could pick up and understand separate from our submission. Relevant actions are cross-referenced throughout the submission for ease of review. The Action Plan will be supplemented by a comprehensive Communications Strategy and Data and Reporting Plan.

The plan is a living document which will change over time as we review progress and respond to new challenges and issues. While many of our actions commence in the first half of the four-year program, a number of the more significant ones (such as representation targets, leadership training and career progression activities) will continue across the full four years. Activities, timeframes and success measures will be reviewed regularly and expanded or altered as necessary. While many activities list responsibility under the remit of various parts of Human Resources, the Self-Assessment Team (led by the Athena SWAN Academic Lead) will play a central role in having oversight of the implementation of the plan as a whole.



Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
<b>1. Infrastructure and support for ongoing self-assessment and reflection</b>	Ensure ongoing and adequate levels of infrastructure are provided across the institution to support the implementation phase of the Athena SWAN @ UNSW.	<b>Action 1.1:</b> Develop a business case for endorsement by Management Board to formalise budget allocation and personnel requirements over the four-year implementation phase of the Athena SWAN Program. <i>NOTE: Until approved, leadership of Athena SWAN will continue to be provided through the SAT Chair with support from the Workplace Diversity team.</i>	Project Officer appointed for the period Oct 2016 - Mar 2018. Budget allocated for 2016 – 2018.	<ul style="list-style-type: none"> <li>• DVC Inclusion and Diversity</li> <li>• Athena SWAN Academic Lead</li> <li>• Head, Workplace Diversity</li> </ul>	By end Q2 2018	<ul style="list-style-type: none"> <li>• Business case submitted, and funding secured.</li> <li>• Project Officer appointed.</li> </ul>
	Embed institutional commitment to Athena SWAN and ensure implementation of the action plan is built around ongoing reflection and consultative processes.	<b>Action 1.2:</b> Update the SAT Terms of Reference and refresh membership.	Self-Assessment Team was formed in 2015 and has met monthly since establishment.	<ul style="list-style-type: none"> <li>• Athena SWAN Academic Lead</li> <li>• DVC Inclusion and Diversity</li> </ul>	Q2 2018	<ul style="list-style-type: none"> <li>• Revised ToR endorsed by EDI Board</li> <li>• Call for expressions of interest disseminated</li> <li>• Existing SAT members invited to continue for 2018</li> <li>• At least 25% of the SATs existing membership is retained.</li> </ul>
<b>2. Addressing pipeline challenges through recruitment, retention and promotion to achieve University wide target (from 2025 Strategy) of 40% academic women at levels D and above.</b>	Ensure we <b>retain</b> a diversity of talent, especially in STEMM disciplines, by increasing the number of women in academic positions.	<b>Action 2.1:</b> Implement and monitor student pipeline activities in Engineering (e.g. Women in Engineering Summer Camp, schools outreach, industry-sponsored scholarships etc.) to achieve 30% female undergraduate enrolments in engineering by 2020. <i>This action is based on a large program of work that has been a focus of Engineering for several years.</i>	Women in Engineering Summer Camp run annually since 2013; School outreach through multi-day engineering events - 2,545 school students were directly engaged in 2017. 11 industry-sponsored scholarships for 2017. Women in Engineering Development Program for current students, providing volunteering and professional development opportunities and create highly employable female engineers on graduating.	<ul style="list-style-type: none"> <li>• Women in Engineering Manager</li> </ul>	Q2 2018 (but ongoing activity annually)	<ul style="list-style-type: none"> <li>• Female enrolments increase to 30% in engineering by 2020.</li> </ul> <p><i>Note: 2020 is an Engineering Faculty set target.</i></p>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
		<p><b>Action 2.2:</b> Embed institutional gender representation targets for academic women based on the University's 2025 Strategy (40% academic women at levels D and E by 2025) in all Deans key performance indicators (KPIs) and report regularly on progress. <i>This action underpins a number of other relevant pipeline actions under recruitment, retention and promotion which will assist in achieving institution-wide gender targets and more specific targets at faculty level.</i></p>	<p>Targets of 40% academic women at levels D and E and 50% professional women at levels 10+ endorsed by University Council.</p> <p><i>Note: These targets have been set as part of UNSW's 2025 Strategy, and as such the target date is 2025. Wherever possible we have listed a 2022 delivery date to keep within the scope of our Athena SWAN Plan.</i></p>	<ul style="list-style-type: none"> <li>• DVC Inclusion and Diversity</li> <li>• Deans</li> </ul>	Q2 2018 (and reviewed annually)	<ul style="list-style-type: none"> <li>• Increase in women academics at levels D and E (combined) from 28% to 35% by 2022 and thereafter 40% by 2025.</li> <li>• Increase in women academics at levels D and E in STEMM faculties from 23% to 30% by 2022.</li> </ul> <p><i>Targets will be reviewed annually and adjusted as necessary.</i></p>
		<p><b>Action 2.3:</b> Update performance appraisal (myCareer) processes, support materials and training for conversation leaders (managers) and staff to include the topic of <i>conversion to continuing</i>, with a specific prompt for conversation leaders (managers) to discuss with staff in relevant cases.</p>	<p>Complete overhaul of performance review process resulting in the implementation of the myCareer program across UNSW in 2017.</p>	<ul style="list-style-type: none"> <li>• myCareer Program Lead, HR</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>• A specific <i>conversion to continuing</i> prompt is added to myCareer forms (staff and conversation leaders).</li> <li>• Conversion to continuing issues are integrated into all existing and new support materials and training.</li> <li>• Increase in the number of relevant cases where conversion to continuing issues are discussed AND actioned.</li> </ul>
		<p><b>Action 2.4:</b> Promote and disseminate opportunities for academic women to apply for continuing positions under the Women in STEMM priority area of the Scientia Fellowship Scheme via:</p> <ul style="list-style-type: none"> <li>- STEMM Faculty EDI Committee's;</li> <li>- newsletters;</li> <li>- Women in Research Network</li> </ul>	<p>Women in STEMM established as a priority area under the Scientia Fellowship Scheme in 2017.</p>	<ul style="list-style-type: none"> <li>• PVC (Research Training)</li> <li>• Athena SWAN Lead</li> </ul>	Every quarter from Q2 2018	<ul style="list-style-type: none"> <li>• Increase in successful applicants from STEMM disciplines to 60 by 2022.</li> <li>• At least 75% of the above appointments are appointed on a conversion to</li> </ul>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
		<b>Action 2.5:</b> Promote and disseminate opportunities for academic women to apply for education focussed roles via: - STEMM Faculty EDI Committee's; - newsletters; - Women in Research Network	Education-focussed roles established in 2017.	<ul style="list-style-type: none"> <li>PVC Education</li> </ul>	Every quarter from Q3 2018	<ul style="list-style-type: none"> <li>continuing / tenure track basis.</li> <li>Gender parity in education-focussed roles by 2022.</li> </ul>
	Build improved <b>retention</b> strategies, especially within STEMM disciplines, to retain women across all levels of the organisation.	<b>Action 2.6:</b> Undertake a targeted survey of recent female leavers in STEMM at level D and above to develop improved understanding of barriers to retention.	Development of an online exit survey which has been piloted by the Faculty of Science.	<ul style="list-style-type: none"> <li>Athena SWAN Lead</li> <li>Workplace Diversity</li> </ul>	Q4 2018	<ul style="list-style-type: none"> <li>Survey successfully administered.</li> <li>Results analysed and report disseminated to all Faculty Deans and EDI Committees.</li> <li>Results being used to improve and develop retention strategies for women.</li> </ul>
	Implement actions which will close gender pay gaps and help support attraction and <b>retention</b> of female talent to UNSW.	<b>Action 2.7:</b> Undertake a regular and comprehensive pay review, at a minimum of every two years, with the results reported to UNSW's EDI and Management Boards. These reports will include an assessment of whether we are on track to achieving our target which is: for the proportion of all monies paid to females to equal the proportion of all positions filled by females, by 2025.	Periodic University-wide pay-gap reviews (the most recent analysis was in 2017). Results from the 2017 analysis were reported to UNSW Management Board, the Equity Diversity and Inclusion Board and each Dean and Division Leader. Management Board endorsed a list of actions expected to be taken by each Dean and Division Leader.	<ul style="list-style-type: none"> <li>Management Board</li> <li>Deans and Division Leads</li> <li>Remuneration Manager</li> <li>Head, Workplace Diversity</li> </ul>	At least every two years	<ul style="list-style-type: none"> <li>Decrease of University and faculty / division level pay gaps.</li> <li>The proportion of positions filled by females and males matches the proportion of money paid to females and males in 2022, with year-on-year improvement in prior years.</li> </ul>
		<b>Action 2.8:</b> Undertake a regular bonus review by gender, at least once annually and coinciding with UNSW's bonus payment cycle, to ensure the average bonus percentage outcome for men and women is the same from 2018 onwards.	See above	<ul style="list-style-type: none"> <li>Deans and Division Leads</li> <li>Remuneration Manager</li> </ul>	Annual reviews from 2018	<ul style="list-style-type: none"> <li>The average bonus percentage outcome for men and women is the same from 2018 onwards.</li> </ul>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
	Build a solid pipeline of talent through robust <b>recruiting</b> practices and systems to address the under-representation of women at all levels in STEMM and of senior female leaders at levels D and above for both.	<b>Action 2.9:</b> Prepare regular gender pay equity progress reports by Faculty and Division, and ensuring these are cascaded to each Dean/Division Leader (as appropriate) and any other key stakeholders that they nominate.	See above	<ul style="list-style-type: none"> <li>Remuneration Manager</li> </ul>	Annually	<ul style="list-style-type: none"> <li>Reports prepared and distributed</li> </ul>
		<b>Action 2.10:</b> Introduce into policy a requirement for all candidate shortlists to have at least 33% female candidates before proceeding to interview.	A review of existing recruitment levels, university-wide and by Faculty.	<ul style="list-style-type: none"> <li>Head, Talent Acquisition</li> <li>Deans</li> </ul>	By end June 2018	<ul style="list-style-type: none"> <li>All candidate shortlists have at least 33% competitive female candidates</li> </ul>
		<b>Action 2.11:</b> Pilot an employee referral program to increase the diversity in the pool of potential talent in STEMM disciplines applying for positions at UNSW.	None to date	<ul style="list-style-type: none"> <li>Head, Talent Acquisition</li> <li>Head, Workplace Diversity</li> </ul>	June 2019	<ul style="list-style-type: none"> <li>At least 50% of employee referrals are female.</li> </ul>
		<b>Action 2.12:</b> Identify and act upon opportunities to create female-identified positions in areas where there is a significant under-representation of females.	Female identified roles for the Scientia Fellowship Program. Female identified scholarship created in Quantum Physics in 2017.	<ul style="list-style-type: none"> <li>Deans</li> <li>Head, Talent Acquisition</li> <li>Head, Workplace Diversity</li> </ul>	Quarterly review of opportunities from Q2 2018	<ul style="list-style-type: none"> <li>Successful application to the NSW or ACT Anti-Discrimination Board and hiring of suitable female candidate.</li> </ul>
		<b>Action 2.13:</b> Implement gender reporting requirements for the new recruitment system, to enable detailed gender analysis throughout the recruitment life cycle.	None to date	<ul style="list-style-type: none"> <li>Head, HR Operations and Systems</li> <li>Head, Talent Acquisition</li> </ul>	From Q3 2018 and then quarterly	<ul style="list-style-type: none"> <li>Gender reports against recruitment statistics tabled at key management meetings.</li> <li>Quarterly gender reports provided to the Athena SWAN Lead and SAT.</li> </ul>
		<b>Action 2.14:</b> Centralise oversight of recruitment advertisements and position descriptions to ensure consistency in approach and inclusion of Athena SWAN principles.	Commenced roll out of this during 2017.	<ul style="list-style-type: none"> <li>Head, Talent Acquisition Team</li> </ul>	Q2 2018	<ul style="list-style-type: none"> <li>Increase in female applicants and regular tracking and reporting of female recruitment (applications, shortlists, hires)</li> </ul>
		<b>Action 2.15:</b> Survey recent female hires about their recruitment	None to date	<ul style="list-style-type: none"> <li>Head, Talent Acquisition</li> </ul>	Q3, 2019	<ul style="list-style-type: none"> <li>Survey successfully administered.</li> </ul>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
		experience and use the feedback to refine recruitment processes.				<ul style="list-style-type: none"> <li>Results analysed and used to improve and develop recruitment strategies for women.</li> </ul>
		<b>Action 2.16:</b> Implement a new online induction toolkit which includes relevant support materials for new staff and managers that specifically highlight the range of resources and support for women at UNSW.	Development of a Workplace Diversity Induction presentation, for new and recently hired HR Client Services team members.	<ul style="list-style-type: none"> <li>Head, Capability &amp; Development</li> <li>Head, Workplace Diversity</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>System up and running.</li> <li>Number of women accessing the system and materials provided.</li> </ul>
		<b>Action 2.17:</b> Survey a random selection of female new inductees within six months of being hired in order to evaluate their experience and knowledge of relevant resources and support available to them.	None to date	<ul style="list-style-type: none"> <li>Head, Capability &amp; Development</li> </ul>	Q4 2019	<ul style="list-style-type: none"> <li>Survey successfully administered.</li> <li>Results analysed and report disseminated to all Faculty Deans and EDI Committees.</li> <li>Results being used to improved and develop retention strategies for women.</li> </ul>
	Address the under representation of academic women at senior levels by increasing the support given to women going for <b>promotion</b> particularly at Levels C and D.	<b>Action 2.18:</b> Pilot Advance-400, a UNSW career development initiative designed for all academic women at Levels C and D in both STEMM and AHSSBL faculties.	Advance-400 working group established and Project Officer appointed to develop the program.	<ul style="list-style-type: none"> <li>Head, Capability and Development</li> </ul>	One-year pilot from Jun 2018-Jun 2019	<ul style="list-style-type: none"> <li>Pilot program established.</li> <li>At least 50% of level C&amp;D women participate in the program.</li> <li>Increase in applications for promotion from academic women at levels C and D.</li> </ul>
		<b>Action 2.19:</b> Undertake a review of staff who opt not to go for promotion to see if there is a gender imbalance.	None to date	<ul style="list-style-type: none"> <li>Head of School</li> <li>Academic Promotions Manager</li> </ul>	Annually from Q2 2019	<ul style="list-style-type: none"> <li>Review completed</li> <li>Results reported to DVC Academic and Academic Promotions Manager.</li> </ul>
		<b>Action 2.20:</b> Set annual targets for the number / proportion of women to be included in the promotion pool.	None to date	<ul style="list-style-type: none"> <li>Head of School</li> <li>Deans</li> </ul>	Annually from Q1 2019	<ul style="list-style-type: none"> <li>Targets set, tracked and reported on by Schools / Faculties</li> </ul>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
		<b>Action 2.21:</b> Pilot a Promotion Partner scheme which matches “promotion ready” candidates with a recently promoted academic staff member who can provide support and guidance through the process.	Promotion support and training is provided to all academic staff via group workshops, including one-on-one coaching.	<ul style="list-style-type: none"> <li>Academic Promotions Manager</li> <li>Head of School</li> </ul>	Q1 2019	<ul style="list-style-type: none"> <li>Increase in number of women successfully applying for promotion.</li> </ul>
	Minimise the potential for <b>unconscious bias</b> to adversely impact recruitment and promotion outcomes for female academics.	<b>Action 2.22:</b> Provide a mix of face to face and online unconscious bias training and guides to all promotion panel members to minimise bias in the promotion process.	Unconscious bias training for senior leaders and Talent Acquisition Team.	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> <li>Academic Promotions Manager</li> </ul>	From Q1 2019	<ul style="list-style-type: none"> <li>Guides provided to all panel members</li> <li>100% completion rate for unconscious bias training.</li> </ul>
		<b>Action 2.23:</b> Implement a train the trainer unconscious bias awareness program across divisions and faculties so sessions can be run for recruitment and promotion panels to minimise bias in employment-related decisions.	Face-to-face unconscious bias training was rolled out in 2016/2017 to approximately 300 senior leaders across the University, including Human Resources. Optional online training was made available to all UNSW staff.	<ul style="list-style-type: none"> <li>Head, Talent Acquisition Team</li> <li>Academic Promotions Manager</li> <li>Recruitment selection panel members</li> <li>Head, Workplace Diversity</li> </ul>	Q2 2018	<ul style="list-style-type: none"> <li>100% of Talent Acquisition Team has completed training</li> <li>Recruitment panel members have completed online or face to face unconscious bias training.</li> <li>Unconscious bias guide incorporated into interview materials.</li> <li>Review of recruitment processes is completed.</li> </ul>
<b>3. Career development</b>	Address the lack of a holistic approach to career development and training opportunities for academic women.	<b>Action 3.1:</b> Undertake a review of training and development programs across the institution to ensure consistent, standard and quality delivery which better meets the needs of staff, especially women.	None to date	<ul style="list-style-type: none"> <li>Head, Capability &amp; Development</li> <li>Head, Research Development</li> <li>Head, Learning and Teaching</li> </ul>	By end of Q1 2019	<ul style="list-style-type: none"> <li>Establishment of committee</li> <li>Review completed</li> <li>Recommendations taken forward into action plan</li> <li>Priorities established for implementation</li> </ul>
		<b>Action 3.2:</b> Pilot two leadership development programs targeted at Heads of Schools and emerging leaders (Orion and Carina Programs)	In early 2017, a consultation process was held with a cross-section of UNSW leaders to review	<ul style="list-style-type: none"> <li>Head, Capability &amp; Development</li> </ul>	Q2 2018 to Q1 2019	<ul style="list-style-type: none"> <li>At least 50% of participants in both programs are women.</li> </ul>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
		and identify top talent women to participate.	current talent and leadership succession capability at UNSW.			
<b>4. Managing career breaks and flexible working</b>	Minimise the impact of career interruptions due to parenting and caring responsibilities.	<b>Action 4.1:</b> Develop and implement multi-channel communications to inform staff and managers consistently about the employee entitlements and other benefits that are relevant for parents, before, during and after a period of parental leave.	In 2016, UNSW produced a Parenting Booklet and manager and employee checklists to assist staff preparing for and returning from maternity leave.	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> <li>VP, External Relations</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>Communications plan in place</li> <li>Increase in staff awareness measured by survey</li> </ul>
		<b>Action 4.2:</b> Introduce a UNSW Parents at Work Program that is capable of supporting staff as they transition to and from parenting leave, comprising of information and workshops, with digital and face-to-face participation options.	None to date	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>Number of sessions delivered</li> <li>Attendance rates</li> <li>Attendee feedback survey</li> </ul>
		<b>Action 4.3:</b> Review and expand the UNSW Career Advancement Fund to allow <i>all</i> those on extended parenting leave (regardless of gender) to access Career Advancement funding either during the period of parental leave or upon their return to work.	UNSW's Career Advancement Fund provides funding of up to \$10,000 for academic women returning to work to help them restart their academic career.	<ul style="list-style-type: none"> <li>VP, Human Resources</li> </ul>	Launch revised scheme in June 2018	<ul style="list-style-type: none"> <li>Revised Career Advancement Fund launched</li> <li>Staff across the institution are informed of the change</li> </ul>
		<b>Action 4.4:</b> Pilot a new fund for any member of academic staff returning from an extended parenting and caring leave break, which releases them from teaching and administrative duties for one semester.	A number of STEM faculties have similar schemes in place, but only offer a very limited number of places.	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> </ul>	Q1 2019	<ul style="list-style-type: none"> <li>Pilot commenced</li> <li>Numbers of staff applying</li> <li>Satisfaction of participants</li> </ul>
		<b>Action 4.5:</b> Establish an internal support network for employees returning from parenting leave.	None to date	<ul style="list-style-type: none"> <li>Network group members</li> <li>Head, Workplace Diversity</li> </ul>	Q1 2019	<ul style="list-style-type: none"> <li>Number of staff who sign up to be a 'buddy'</li> <li>Number of staff who request a 'buddy'</li> </ul>
		<b>Action 4.6:</b> Develop communications plan to raise awareness of parents rooms on campus.	Parents rooms are promoted via the Workplace Diversity website and are listed on campus maps.	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>Plan developed</li> <li>Feedback from staff</li> </ul>



Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
	Increase manager and staff awareness of UNSW's flexible work options and support.	<b>Action 4.7:</b> Develop a comprehensive flexible work toolkit to support managers and staff to have a positive conversation about working flexibly. It will feature case studies of staff of all genders, at a range of levels, in a variety of roles who are working flexibly with success. Communication about the tool kit will be via multiple channels.	The UNSW Australia Enterprise Bargaining Agreements for academic and professional staff both contain a right for all staff to request a flexible work arrangement.	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> <li>Flexible Work Champion</li> </ul>	Q2 2018	<ul style="list-style-type: none"> <li>Results of Voice Survey question on flexibility.</li> </ul>
		<b>Action 4.8:</b> Conduct regular staff workshops on flexible working. Topics will include the types of flexible work arrangements, the benefits of flexible working to UNSW and staff, and considerations for staff and managers to help them plan / review a request for a flexible work arrangement.	None to date	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>Attendee numbers at workshops.</li> <li>Workshop feedback survey.</li> </ul>
	Support people with caring responsibilities for young children, particularly female academics, to maximise their workforce participation.	<b>Action 4.9:</b> Establish a steering committee that reports into the Management Board, who will make recommendations about the best options for expanding childcare services at UNSW.	None to date	<ul style="list-style-type: none"> <li>Director, Early Years</li> </ul>	Q4 2018	<ul style="list-style-type: none"> <li>Establishment of Committee and recommendation to Management Board</li> </ul>
		<b>Action 4.10:</b> Develop a communications plan, using multiple channels, to inform staff about the leave options and support available to staff with caring responsibilities (child and elder care).	None to date	<ul style="list-style-type: none"> <li>VP, External RelationsHead, Workplace Diversity</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>Track visitor traffic to webpages.</li> <li>Conduct survey every two years to see if awareness of Parent Rooms has increased.</li> </ul>
<b>5. Workplace culture</b>		<b>Action 5.1:</b> Implement inclusive leadership training for all senior management across the university, including the executive team, deans, heads of school, division heads and other relevant senior staff.	Pilot of inclusive leadership workshop in 2017 / 18 by Engineering Faculty	<ul style="list-style-type: none"> <li>DVC Inclusion and Diversity</li> <li>Head, Workplace Diversity</li> </ul>	Q1 2019	<ul style="list-style-type: none"> <li>Number of attendees and workshops conducted</li> <li>Results to workplace culture questions in staff 'Voice Survey'</li> </ul>
	Ensure policies are regularly reviewed and there is consistency in how grievances are handled at all levels of the institution.	<b>Action 5.2:</b> Ensure all policies apply a diversity, equity and inclusion lens when undergoing review or development and have this tracked by Governance.	In 2017 we: <ul style="list-style-type: none"> <li>Updated UNSW's Equity Diversity and Inclusion Policy which applies to staff and students</li> </ul>	<ul style="list-style-type: none"> <li>VP, Human Resources</li> <li>DVC for Inclusion and Diversity</li> <li>Head, Governance</li> </ul>	Commence from Q2 2018 and review quarterly	<ul style="list-style-type: none"> <li>Policies reviewed and updated where necessary and changes</li> </ul>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
			<ul style="list-style-type: none"> <li>Updated information about UNSW's complaints procedure and support</li> <li>Introduced a new portal for reporting instances of sexual misconduct</li> <li>Commenced development of a new, university-wide sexual misconduct prevention policy</li> </ul>			communicated to all staff.
		<b>Action 5.3:</b> Deploy a new training module on sexual misconduct prevention to be completed by all new staff joining the University.	None to date	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> <li>Gendered Violence Research Network</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>Module deployed to all new staff</li> <li>100% completion rate</li> </ul>
		<b>Action 5.4:</b> Introduce a University-wide complaints reporting system which gives staff and students the ability to raise concerns or complaints anonymously.	None to date	<ul style="list-style-type: none"> <li>DVC Inclusion and Diversity</li> </ul>	Q3 2019	<ul style="list-style-type: none"> <li>Online reporting system deployed</li> </ul>
	Address the lack of gender diversity in key management structures which limits the quality of discussion and sharing of diverse perspectives.	<b>Action 5.5:</b> Develop diversity guidelines for key institutional committees, which sets out representation targets of 40% women, 40% men, 20% mixed and a process through which selection criteria is reviewed to ensure it supports gender equality.	None to date	<ul style="list-style-type: none"> <li>Head, Governance</li> <li>Head, Workplace Diversity</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>Review undertaken</li> <li>Improved gender representation on key committees &amp; boards</li> </ul>
	Ensure workload is equitably allocated across all academic staff, especially with regard education and engagement and leadership expectations	<b>Action 5.6:</b> Undertake a review of workload allocation models used across STEMM and AHSSBL disciplines to develop a guideline for Deans and HoS in considering gender equity in workload allocation decisions.	In 2017 UNSW sought staff feedback via the UNSW Athena SWAN Gender Equity Survey and focus groups on existing workload models.	<ul style="list-style-type: none"> <li>Heads of School</li> <li>Deans</li> </ul>	Q1 2019	<ul style="list-style-type: none"> <li>Review complete</li> <li>Guidelines for Faculties and Schools developed and disseminated via Deans.</li> </ul>
	Develop principles on core / family friendly hours to support UNSW's commitment to fostering an inclusive work environment and flexible work.	<b>Action 5.7:</b> Develop core hours guidelines that will support carers while also maintaining the University's efficient operation. Develop principles to create a shared understanding about when staff are	Endorsement from Management Board to develop core / family friendly hours guidelines.	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> <li>Athena SWAN Self-Assessment Team</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>Core / family friendly hours policy implemented and reviewed annually</li> </ul>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
	Ensure maximum participation by staff with caring responsibilities (particularly females).	expected to be on duty and when they have more flexibility to complete the rest of their hours.		<ul style="list-style-type: none"> <li>• Faculties and Divisions – including staff and leaders</li> </ul>		
	Increase participation and visibility of academic women in professional forums, ensuring they have meaningful roles and representation	<b>Action 5.8:</b> UNSW senior leaders commit to the Male Champions of Change 'Panel Pledge' ensuring consideration is given in the planning stage to representation of women at conferences, events and lectures with the aim of gender parity.	None to date	<ul style="list-style-type: none"> <li>• VP, External Relations</li> <li>• Head, Workplace Diversity</li> </ul>	Q2 2018	<ul style="list-style-type: none"> <li>• Increase in women participating in lectures, conferences, events.</li> </ul>
<b>Action 5.9:</b> Develop University guidelines for public events to ensure gender balance is always considered.		None to date	<ul style="list-style-type: none"> <li>• VP, External Relations</li> <li>• Head, Workplace Diversity</li> </ul>	Q2 2018	<ul style="list-style-type: none"> <li>• Guidelines in place and being used</li> </ul>	
<b>Action 5.10:</b> Develop a directory of UNSW female STEMM experts who can be called on for media opportunities and commentary so women are represented as experts in newsprint media and part of public discourse.		None to date	<ul style="list-style-type: none"> <li>• VP, External Relations</li> <li>• Athena SWAN Lead</li> <li>• WiRN Executive</li> </ul>	Q4 2018	<ul style="list-style-type: none"> <li>• Number of women put forward as commentators</li> </ul>	
<b>Action 5.11:</b> Create a UNSW women in STEMM portal and profile role models to inspire up and coming female academics.		None to date	<ul style="list-style-type: none"> <li>• Athena SWAN Lead</li> <li>• Project Officer</li> <li>• VP, External Relations</li> </ul>	Q3 2018	<ul style="list-style-type: none"> <li>• Portal launched</li> <li>• Site visit statistics</li> </ul>	
<b>6. Supporting transgender people</b>	Increase understanding of issues facing transgender staff and promote awareness of support resources in place.	<b>Action 6.1:</b> Conduct Ally training for the University's senior leaders.	Development of gender affirmation guidelines in 2017. Webpages created with range of online resources for transgender staff.	<ul style="list-style-type: none"> <li>• LGBTIQ Diversity Champion</li> </ul>	Q2 2018	<ul style="list-style-type: none"> <li>• Number of senior leaders completing training</li> </ul>
		<b>Action 6.2:</b> Increase engagement/participation in initiatives that mark significant days: IDAHOT Day (International Day Against Homophobia, Transphobia and Biphobia) in May and Transgender Day of Remembrance.	Celebration of significant days, e.g. Mardi Gras, IDAHOT Day, Wear It Purple and Transgender Day of Remembrance to help raise awareness about trans and LGBTIQ issues.	<ul style="list-style-type: none"> <li>• Head, Workplace Diversity</li> <li>• Student Life</li> </ul>	Annually from 2018	<ul style="list-style-type: none"> <li>• Year on year increase in participation by staff</li> </ul>
		<b>Action 6.3:</b> Participate in the Australian Workplace Equality Index employee survey on LGBTI inclusion.	UNSW participated in the Index in 2017.	<ul style="list-style-type: none"> <li>• Head, Workplace Diversity</li> </ul>	Annually from 2018	<ul style="list-style-type: none"> <li>• Participation rates of staff in the survey</li> </ul>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
		The survey contains a set of questions specifically for transgender staff on workplace culture. Use results to inform plans to support transgender employees.				
	Limited data available on UNSW's existing LGBTIQ population.	<b>Action 6.4:</b> Give potential staff / existing staff the option to identify as LGBTIQ on their personal statistical profile pages (via myUNSW) so the University can start to get an understanding of our LGBTIQ population.	None to date	<ul style="list-style-type: none"> <li>Head, Workplace Diversity</li> <li>HR Systems</li> </ul>	Q1 2019	<ul style="list-style-type: none"> <li>Disclosure rates</li> <li>Regular diversity reporting.</li> </ul>
<b>7. Intersectionality</b>	Build understanding of intersectionality and with the Diversity Champions and advisory groups develop our intersectional approach and framework.	<b>Action 7.1:</b> Implement improvements to the questions in the Personal Statistical Profile and to the way personal data is captured in UNSW's information systems to encourage higher completion rates of the Personal Statistical Profile.	In 2016 the University-appointed Diversity Champions for Gender, Cultural Diversity, Disability, LGBTIQ inclusion and Flexible Work and Leave Options	<ul style="list-style-type: none"> <li>HR Systems</li> <li>Diversity Champions and advisory groups</li> <li>Head, Workplace Diversity</li> </ul>	Q2 2019	<ul style="list-style-type: none"> <li>Questions are updated</li> <li>Increase in completion rate.</li> </ul>
		<b>Action 7.2:</b> With the help of UNSW's Diversity Champions and their advisory groups, consult on the development of a formalised intersectionality framework.	None to date	<ul style="list-style-type: none"> <li>Diversity Champions</li> <li>Diversity Advisory Groups</li> <li>Head, Workplace Diversity</li> </ul>	Q3 2019	<ul style="list-style-type: none"> <li>Development of intersectionality framework</li> </ul>
		<b>Action 7.3:</b> Conduct focus groups with female staff to explore how inequities due to gender are amplified by other personal characteristics such as cultural background, Indigenous status and disability.	None to date	<ul style="list-style-type: none"> <li>Diversity Champions</li> <li>Head, Workplace Diversity</li> </ul>	Q2 2019	<ul style="list-style-type: none"> <li>Focus groups completed</li> <li>Key findings presented to Cultural Diversity Champion and EDI Board</li> <li>Number of findings actioned</li> </ul>
<b>8. Indigenous Australians</b>	Attract and retain Aboriginal and Torres Strait Islander women to UNSW.	<b>Action 8.1:</b> Employ an Indigenous Employment Coordinator to assist faculties and divisions with their Indigenous recruitment program including developing and maintaining Indigenous employment advertising networks. Coordinator to produce guidance materials for potential applicants on resume preparation and the interview process, to be	In 2017: <ul style="list-style-type: none"> <li>Appointment of Professor Megan Davis as the PVC Indigenous to lead the Strategy.</li> <li>Establishment of an Indigenous Workforce Strategy Advisory Committee and</li> </ul>	<ul style="list-style-type: none"> <li>PVC Indigenous</li> <li>Head, Talent Acquisition</li> </ul>	By end Q3 2018	<ul style="list-style-type: none"> <li>Year on year increase in Indigenous representation</li> </ul>

Key Action Area	Rationale / Objective	Proposed actions	Actions to date	Responsibility	Timeframe	Success measures
		made available during the application phase.	Indigenous Workforce Strategy			
		<b>Action 8.2:</b> Establish an institution-wide policy for Indigenous identified positions and obtain anti-discrimination approvals.	In 2017 successfully sought an exemption from the NSW Anti-Discrimination Commission for Indigenous-only Scientia fellowship positions.	<ul style="list-style-type: none"> <li>• Head, Talent Acquisition Team</li> <li>• VP, Human Resources</li> <li>• Head, Employee Relations</li> </ul>	By end of Q2 2018	<ul style="list-style-type: none"> <li>• Policy developed and communicated across the University</li> </ul>
	Address low Indigenous academic staff representation at through proactive recruitment initiatives.	<b>Action 8.3:</b> Identify appropriate Indigenous mentors for all Indigenous staff.	None to date	<ul style="list-style-type: none"> <li>• Deans and HoS</li> <li>• PVC Indigenous</li> </ul>	By end of 2018	<ul style="list-style-type: none"> <li>• Mentoring relationships in place</li> </ul>
		<b>Action 8.4:</b> Introduce an Indigenous graduate internship / cadetship employment program and promote to all Indigenous graduates.	None to date	<ul style="list-style-type: none"> <li>• Head, Talent Acquisition Team</li> <li>• Human Resources</li> <li>• Graduate Research School</li> <li>• Nura Gili</li> </ul>	Q2 2019	<ul style="list-style-type: none"> <li>• Number of interns / cadets in the program</li> </ul>
		<b>Action 8.5:</b> Develop awareness of Indigenous history through a video to be made available on the PVC Indigenous website.	None to date	<ul style="list-style-type: none"> <li>• PVC Indigenous</li> <li>• Local Aboriginal land council</li> <li>• Nura Gili</li> <li>• Human Resources</li> </ul>	Q4 2018	<ul style="list-style-type: none"> <li>• Video produced and promoted to staff</li> </ul>