



University of
South Australia



S A G E

SCIENCE IN AUSTRALIA
GENDER EQUITY

Athena SWAN Institution Application

Bronze Award

Name of institution	University of South Australia
Date of application	2019
Award Level	Bronze
Date joined Athena SWAN	2016
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ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

Completing the form

Please refer to the SAGE Athena SWAN Charter Bronze Institutional Award Handbook when completing this application form.

Do not remove the headers or instructions. Each section begins on a new page.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. Please state how many words you have used in each section. Please refer to page 11 of the handbook for inclusions and exclusions regarding word limit.

We have provided the following **recommended** word counts as a guide.

Word limit	guide
1. Letter of endorsement	500
2. Description of the institution	500
3. Self-assessment process	1000
4. Picture of the institution	2000
5. Supporting and advancing women's careers	5000
6. Supporting transgender people	500
7. Intersectionality	500
8. Indigenous Australians	500
9. Further information	500
10. Action plan	N/a
Total	11,000

List of Abbreviations

Abbreviation	In Full
AEC	Aboriginal Employment Consultant
ARC	Australian Research Council
ATN	Australian Technology Network
CI	Chief Investigator
EA	Enterprise Agreement
EEO Act	Equal Opportunity Act
EFTSL	Equivalent Full Time Student Load
FTE	Full Time Equivalent
FRL	Family Responsibility Leave
HoS	Head of School
ITEE	Division of Information Technology, Engineering and the Environment
KPI	Key Performance Indicator
KRA	Key Result Area
MOD	Museum of Discovery
PDA	Professional Development Allowance
PDM	Performance Development and Management (process)
RAP	Reconciliation Action Plan
RIS	Research and Innovation Services
RBF	Research Benchmark Framework
SAGE	Science Australia Gender Equity
SAT	Self-Assessment Team
SG	(SAGE) Steering Group
SMG	Senior Management Group
SSG	SAGE Strategy Group
STEMM	Science, Technology, Engineering, Maths and Medicine
STEM	Science, Technology, Engineering and Maths
UniSA	University of South Australia
VDTL	Visiting Distinguished Thought Leader
WGEA	Workplace Gender Equity Agency

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1. LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR/DIRECTOR

Recommended word count: 500 words

Actual word count: 463

Refer to Page 17 of the Handbook

Dear Dr El-Adhami

It is with great pleasure that I endorse the University of South Australia's application for Bronze SAGE Athena SWAN accreditation.

We are Australia's University of Enterprise, open and inclusive, agile and astute, and known for relevance, equity and excellence. We take great pride in our commitment to change and innovation, and to embracing the challenges of our sector. Our commitment to the SAGE Charter and accreditation process reflects our values, mission and strategic intent.

As a chemist I am acutely aware of the under-representation of women in STEMM disciplines, and particularly in leadership roles. While Dean and Vice President of Research at Trinity College Dublin I was pleased to sponsor the creation of the Centre for Women in Science and Engineering Research (WiSER). As Vice Chancellor for UniSA, I have been determined to increase the number of women in senior leadership positions. Through the active recruitment of women into available positions we achieved gender balance in our Senior Management Group in 2017, and in 2018 we appointed our first female Chancellor, Pauline Carr.

The strategic intent of this University combined with the collective efforts of all our staff will result in UniSA truly achieving gender equity. Over the last year we developed Enterprise 25, a strategic plan that cements UniSA's commitment to our people as one of three strategic pillars and is our pledge to becoming a culturally competent workplace. Gold SAGE Athena SWAN accreditation is a major objective of this plan. As we implement Enterprise 25 priorities, I will ensure that gender equity is a design principle for institutional change and that impact assessments are undertaken.

We will also refine the core attributes that establish expectations of how we behave and inform recruitment, performance management and promotion. Unconscious bias training is among the initiatives we will introduce to foster diversity and equity consciousness as a behavioural expectation.

I commend the leadership of Professor Tanya Monro, Deputy Vice Chancellor: Research and Innovation, and Jane Booth, Executive Director: People, Talent and Culture, co-project sponsors for this application, along with the SAGE Steering Group, our Self-Assessment Team and our project manager Caroline Batty. I also acknowledge the many staff who participated in focus groups and internal peer review processes, and who provided information, insight and suggestions – particularly those who have "leaned in" to explore the reality of gender inequity and are working to change their perceptions and behaviours.

UniSA's Senior Management Group and Council fully support this application, which reflects my guarantee to pursue gender equity in all levels of our workforce and is an honest, accurate and comprehensive assessment of gender equity at our University. I look forward to working with our Senior Management Group and staff to implement our Bronze action plan and progress our ambition to achieve SAGE Athena SWAN Gold accreditation.



Professor David Lloyd
Vice Chancellor and President

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: 500 words

Actual word count: 719

Refer to Page 17 of the Handbook

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i) Information on where the institution is in the Athena SWAN process; that is, an indication of how the institution is progressing in their journey to improve gender equity, diversity, and inclusion

State legislation established the University of South Australia (UniSA) in 1991, bringing together institutions founded as early as 1861. The legislation outlines a responsibility to provide educational programs to meet the needs of those who have suffered educational disadvantage; it is the foundation from which we have sought, pursued and introduced policies and values aligned with advancements in social justice, including gender equity and inclusion.

Preparing our application has been an opportunity to review UniSA's achievements, including:

- Policies established within three years of the university's creation: 'Equality of Opportunity' (1991), 'Sexual Harassment' (1993) and 'Diversity and Representation on Committees and Working Groups' (1994)
- the Women's Development Program, established in 1996
- appointing Professor Denise Bradley, a leading Australian contributor to higher education policy and practice, as Vice Chancellor in 1997
- introducing paid maternity leave (22 weeks), paid partner leave (10 days) and phased 'return to work' in 2004
- earning the national 'Diversity@work Award' for work/life balance policies in 2006
- being named 'Employer of Choice for Women' for 11 consecutive years from 2002.

However, it is clear we have more to do to achieve gender equity, particularly in the Professoriate (35% women), and even more in our STEMM Professoriate (24% women). While 75% of staff who responded to our 2017 culture survey agreed or strongly agreed that "there is practical sponsorship, support and commitment to gender equity within UniSA", that survey, the *Behind the Scenes* focus groups conducted in 2017 and 2018, and feedback from our Self-Assessment Team reveal that we have much to do to ensure that institutional level commitment is consistently evident in staff's daily experience.

While preparing this application, UniSA developed and launched a new strategic plan, Enterprise 25. The interplay of the strategic conversations that occurred during these processes influenced both documents and reinforced that people are central to our institution's success. Enterprise 25 articulates our ambition to be a culturally competent organisation that values diversity, social justice, integrity and accountability. To support this, we will implement unconscious bias training, which will help each staff member understand that we are all biased, and that as individuals we are responsible for becoming aware of and managing the impact of that bias. Enterprise 25 also outlines our aim to achieve Gold Athena SWAN accreditation. Our Bronze action plan has been shaped with this longer-term ambition in mind, in particular establishing corporate KPIs to track progress which will flow through to KRAs for work-area heads and decision-makers.

Action 1.5 Design and implement an integrated suite of gender equity corporate and unit People reports/dashboards.

Action 1.6 Include KPIs for gender equity and Aboriginal staff in senior staff KRAs.

Action 4.3 Systematically implement mandated unconscious bias training.

We are launching a People Strategy in 2019 that will clarify and communicate how we recruit, employ and nurture people who demonstrate our core attributes (Figure 1). In outlining how we promote gender equity and diversity within a culturally safe environment, this strategy will address staff feedback that our equity and diversity agenda is not clear.

Action 1.1 Include our commitment to workforce diversity, equity and inclusion in the new People Strategy.



Figure 1 UniSA core attributes

(ii) Information on its teaching and research focus

UniSA is South Australia's largest university, offering 400 undergraduate and post-graduate programs across six campuses and online. Our STEMM disciplines are clustered on two metropolitan campuses.

Programs in business, law, education, arts, social sciences, health sciences, information technology, engineering and the environment attract students from around the world.

We believe a university's reputation is determined largely by the quality of its graduates and we are proud that 87% of our graduates are in full-time work within four months of completing their degrees.

UniSA's strong commitment to cutting-edge research and engagement with industry is well recognised, with 97% of our research rated at or above world-class standard (Excellence for Research in Australia 2015).

We pride ourselves on our capacity to create interdisciplinary teams that tackle significant challenges; our researchers strive to have real-world impacts across key themes (Figure 2).

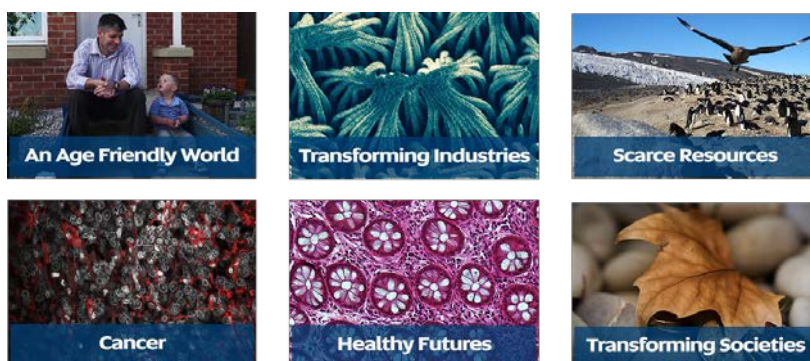


Figure 2 UniSA's research themes

(iii) The number of staff; present data for academic staff, and professional and support staff separately

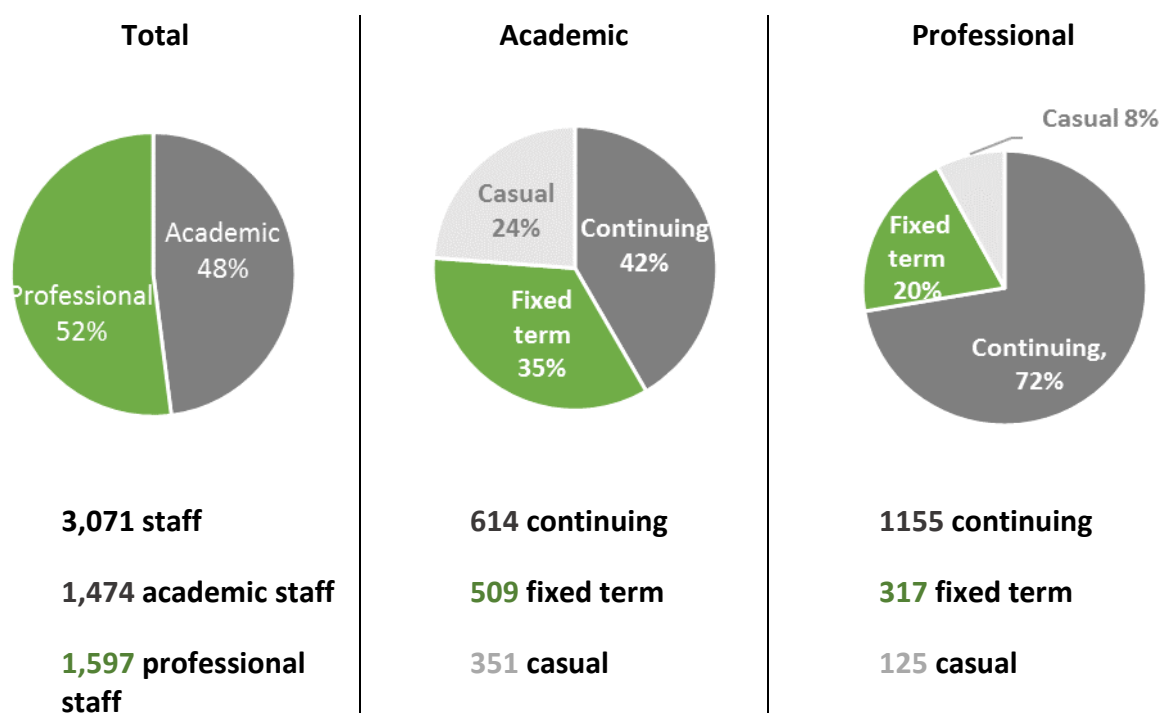


Figure 3 Full time equivalent (FTE) University staff 2017

(iv) The total number of departments and total number of students

UniSA has 31,035 students with an equivalent load of 21,016 EFSTL across four academic divisions. STEMM schools (Table 2) within three of these divisions account for 51% of total EFSTL.

Table 1 UniSA student EFTSL by division 2017

Division	2017 EFSTL	Proportion
Education Arts and Social Sciences	7,019	32%
Health Sciences	5,917	27%
Information Technology Engineering & Environment (ITEE)	3,282	15%
UniSA Business School	4,798	22%
Students @ STEMM Schools	10,754	49%
All Programs	21,016	100%

(v) List and sizes of Science, Technology, Engineering, Mathematics and Medicine (STEMM) departments; present data for academic staff and support staff separately

For this application, our STEMM departments are eight schools, two research institutes, two divisional academic units and MOD, UniSA's futures-focused science museum (Table 2). STEMM staff in these departments comprise 63% of our academic workforce and 20% of our professional workforce. Overall, 58% of UniSA's workforce and 53% of our STEMM workforce are women.

Table 2 Continuing and fixed-term FTE in STEMM/non-STEMM unit, professional and academic staff, 2017

Division	Work unit	STEMM	2017 FTE			% Women
			Academic Staff	Professional Staff	Total Staff	
Education, Arts and Social Sciences	Division Office	No	14.0	27.7	41.7	85%
	Sch Art Architecture & Design	Yes	57.0	20.2	77.1	46%
	Sch Creative Industries	No	47.2	14.9	62.1	57%
	Sch Education	No	72.6	27.6	100.2	66%
	Sch Psychology Social Work & Social Policy	No	47.5	16.8	64.3	71%
Health Sciences	Centre for Cancer Biology	Yes	63.0	3.5	66.5	60%
	Division Office	Yes	21.9	45.2	67.1	69%
	Sch Health Sciences	Yes	113.0	33.5	146.5	67%
	Sch Nursing & Midwifery	Yes	49.2	21.6	70.8	82%
	Sch Pharm & Med Sciences	Yes	114.2	47.8	162.0	57%
Information Technology, Engineering and Environment	Division Office	Yes	6.6	25.1	31.7	71%
	Sch Info Tech & Math Sciences	Yes	83.1	15.1	98.2	30%
	Sch Natural & Built Environments	Yes	51.3	25.5	76.8	33%
	Sch of Engineering	Yes	57.9	22.6	80.5	25%
UniSA Business School	Division Office	No	8.8	49.2	58.0	71%
	Centre for Business Growth	No	4.0	6.0	10.0	80%
	Institute for Choice	No	11.4	5.0	16.4	49%
	Sch Commerce	No	58.5	13.4	71.9	39%
	Sch Management	No	57.1	14.4	71.5	74%
	Sch Marketing	No	26.9	14.7	41.6	61%
	Sch of Law	No	20.0	8.6	28.6	63%
Central Units	Chancellery	No	7.6	208.3	215.9	78%
	Academic Services	No	39.8	294.8	334.6	71%
	External Relations	No	3.0	22.2	25.2	86%
	Future Industries Institute	Yes	86.4	31.4	117.7	33%
	MOD	Yes	0	6.9	6.9	68%
	Resources	No	0	420.9	420.9	47%
	Research and Innovation Services	No	0	29.9	29.9	67%
Total workforce			1121.7	1472.8	2594.5	58%
Total STEMM			703.4	291.4	291.4	466.6
% STEMM			63%	20%	38%	53%

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Actual word count: 1248

Refer to Page 18 of the Handbook

Describe the self-assessment process. This should include:







(i) A description of the self-assessment team





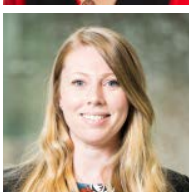




Project sponsors Professor Tanya Monro and Ms Jane Booth, with the support of UniSA's Senior Management Group (SMG), invited staff to join the Self-Assessment Team (SAT). The resulting SAT comprises 20 staff (15 women), with 12 staff from STEMM disciplines. It includes senior, mid and early career academics; mid and senior professional staff; women and men; Aboriginal staff; and staff identifying as LGBTIQ from across the university.





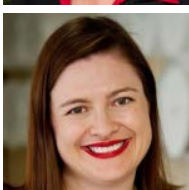
Ms Booth and Professor Julie Mills, Head of School: Natural and Built Environments, co-chair the SAT.

UniSA's SAGE application has been designated a strategic project and has a Senior Project Manager and Project Officer from the Vice Chancellor's Office.

Table 3 UniSA Self-Assessment Team (SAT)

	Name/title	Role	Experience
	Ann Morgan Manager, Research and Data Management Support	Professional staff representative, and key academic support unit	Experience with gender equality and support/engagement with Australian NFPs, e.g., UN Women National Committee Australia.
	Dr Ashleigh Smith, Research Fellow, School of Health Sciences	STEMM ECR	Early career STEMM-focussed neuroscientist leading a small research team. Balances full-time science and raising small children. Identifies as LGBT.
	Caroline Batty Senior Project Manager Office of Strategic Programs, Chancellery	SAGE Project Manager	Experience with flexible work arrangements as a manager and staff member. Public policy expertise in women and work, women in STEM and Aboriginal employment.
	Daniel Byrnes Manager: HR Information and Systems	HR data management	Expertise in compiling and analysing human resource data to inform strategy.
	Professor David Giles Strand Leader, Minerals & Resources Engineering	STEMM Professor	Twenty-five years experience as a geologist in the minerals industry and as an academic working with the minerals industry.
	Deanne Hanchant-Nichols Consultant: Aboriginal and Torres Strait Islander Employment and Development	Aboriginal employment advisor	Experience in policy development, Aboriginal culture, community and employment. Equity and diversity experience.

	Name/title	Role	Experience
	Professor Enzo Lombi Strand Leader, Environmental Science and Engineering, Future Industries Institute	STEMM Professor	Twenty years of research experience in STEMM across several institutions in Europe and Australia.
	Jane Booth Executive Director: People, Talent and Culture	Leads people, talent and culture development across UniSA SAGE Co-sponsor SAT Co-chair	Culture change and diversity champion with experience leading HR teams in support of strategic aspirations in public and private sectors.
	Professor Julie Mills Head, School of Natural and Built Environments	SAT Co-chair STEMM Professor	Forty years as a woman engineer, student, industry practitioner, lecturer, researcher and leader.
	Justene Knight Senior Consultant, Organisational Development, Human Resources	Equity and diversity advisor	Experience in equity and diversity, especially gender equity and disability. Also academic promotion, communication, industrial relations and organisational development.
	Kerry Mora Manager Communications and Marketing	STEMM marketing advisor	Experience in science communication and tertiary education student recruitment. Expertise in advertising and digital communications.
	Kola Ostrikov PhD Student, Future Industries Institute	STEMM PhD student	Early career STEMM researcher's perspective.
	Associate Professor Lesley Ward School of Information Technology and Mathematical Sciences	STEMM Assoc Professor	Mathematician, equity activist, mentor, parent. Past chair, AustMS Women in Mathematics Group. Fellow of US Association for Women in Mathematics.
	Dr Manuela Klingler- Hoffmann Research Fellow, Future Industries Institute	Mid-career STEMM Academic	Passionate part-time scientist and full-time mum, 20 years' research experience in STEMM, excellent analyst.
	Professor Nicholas Procter Chair: Mental Health Nursing, School of Nursing and Midwifery	STEMM Professor	Twenty-five years of research and public policy contributions supporting marginalised and under-represented groups in Australian society.

	Name/title	Role	Experience
	Professor Pat Buckley Dean of Graduate Studies, Chancellery and Council Services	STEMM Professor. Leads researcher development across UniSA	Experience in leading researcher development from higher degree through early and mid-career. Co-founder of SA Women in Science & Engineering Network.
	Dr Ross McLennan Director, Research and Innovations Services	Leads research support services across UniSA	Experience in research and research support from the perspective of universities, funding agencies, and industry. Leader with demonstrated commitment to supporting diversity, enabling work-life balance, and professional development.
	Dr Sanjee Perera Lecturer: School of Management	Mid-career Academic. Expertise in workplace diversity	Researcher with expertise in diversity management with a focus on gender. Former HR practitioner experienced in leading gender diversity initiatives.
	Sue Mikilewicz Director, Business Intelligence and Planning	Leads UniSA business intelligence and data warehouse, performance monitoring and planning	Data and information management experience. Expertise in institutional research, survey administration and data analysis across HR, teaching and research domains.
	Professor Tanya Monro Deputy Vice-Chancellor: Research & Innovation	Leads research and innovation strategy across UniSA SAGE Co-sponsor STEMM Professor	Experienced physicist and advocate for women in science. Sponsor of 'Research Momentum during Maternity Leave' scheme. Foundation sponsor of the SAGE program and expert panel member for the Women in STEM decadal plan.

ii) An account of the self-assessment process

Our self-assessment process was designed to engage and share ownership for data analysis and assessment. SAT members used workbooks to individually and collectively review UniSA's institutional structures, workforce profile, policies and culture. The data reviewed and presented in this application is for 2017, except in relation to pay equity, for which 2018 data was available.

An unconscious bias workshop to create a shared understanding and common language was followed by six meetings in 2017 during which the SAT analysed data and identified insights, potential action and information gaps. UniSA's robust human resource, student and research-related data supported institutional analysis. An early decision was to add five gender equity-related questions to our 2017 culture survey to understand how gender equity is perceived and experienced at UniSA.

Conclusions from the SAT reviews were communicated to the Steering Group and UniSA's Senior Management Group (SMG). Actions that could be implemented immediately were captured in our Quick Wins list (page 79).

Our SAT is an engaged group of advocates for gender equity who provide high-quality advice and insight. We created an additional forum in late 2017, the SAGE Steering Group to bring together key decision-makers to provide direction and recommendations to SMG on action and investment priorities.

Table 4 UniSA SAGE Steering Group (SG)

Name/title	Role
Prof Tanya Monro	Co-chair Deputy Vice Chancellor: Research and Innovation
Jane Booth	Co-chair Executive Director: People Talent and Culture
Prof Roger Eston	Head of School: Health Sciences
Prof Julie Mills	Head of School: Natural and Built Environments
Adrienne Nieuwenhuis	Director: Office of the VC and Strategic Programs
Phil Clatworthy	Director: Facilities Management
Sue Mikilewicz	Director: Business Intelligence and Planning
Caroline Batty	Senior Project Manager



Figure 4 UniSA SAGE Steering Group

To enhance UniSA SAGE Steering Group insight into staff perceptions and experiences, the SG supported UniSA's participation in *Behind the Scenes*, UniSA CI Professor Carol Kulik's ARC research project on managing diversity. In 2017 and 2018 focus groups were conducted across four campuses with academic and professional staff and senior leaders, and each member of SMG was interviewed. The findings shaped our action plan, particularly:

- Action 1.1** Include our commitment to workforce diversity, equity and inclusion in the new People Strategy.
- Action 1.5** Design and implement an integrated suite of gender equity corporate and unit People reports/dashboards.
- Action 1.6** Include KPIs for gender equity and Aboriginal staff in senior staff KRAs.
- Action 2.3** Implement a People Strategy communications campaign to maximise awareness of gender equity at UniSA.
- Action 4.2** Refine our core attribute descriptors to include diversity consciousness as an attribute.

In early 2018 the SAT held a Bold Initiatives Workshop to challenge thinking about how to drive change towards a workplace in which gender parity has been achieved. The workshop developed four action areas that evolved into specific actions:

- Action 1.7** Prepare three-year talent and workforce plans for all schools and research institutes.
- Action 3.1** Seek exemption from the EEO Act to implement women-only recruitment.
- Action 3.4** Pilot an "invitation to apply" promotion process.
- Action 5.2** Progress gender pay equity.

In late 2018 the SAT, SG and heads of STEM disciplines replicated the SAGE Peer Review process. The draft application was assessed individually with feedback provided through an online survey. The group then came together to challenge the analysis, evaluate the effectiveness of the action plan and decide how to strengthen the application. As a result, we significantly changed and reframed our application and actions.

Following this process, five members of SMG acted as internal “critical friends” to assess the application. They considered whether the draft application met SAGE criteria, the outcome measures were appropriate, the action plan would achieve those outcomes, and the governance model was effective. In addition, the Project Sponsors sought external feedback from our SAGE Regional Network and among UK partners and long-term academic collaborators.

This application has the full support of UniSA’s SMG and Council.



Figure 5 UniSA self-assessment governance model

Communication and engagement

To support awareness among staff, a UniSA SAGE website (Quick Win 1) was launched in early 2017. It includes videos from project sponsors along with “Bright spots”, a forum for staff to share stories and examples of good practice (using Padlet), and an interesting articles repository (using Flipboard). Staff engagement in “Bright spots” and the flipboard was lower than expected. After a review in early 2018 they were replaced with a curated online resource (Quick Win 2) that provides topic-specific information for managers, TED talks, peer-reviewed journal articles, social media feeds, and links to external resources. Launched in August 2018, this resource has had 800 views (to February 2019); visits are expected to increase after we launch our action plan.

In 2017 and again in 2018, Professor Monro met each school seeking its ideas about how UniSA could support gender equity and details of action they had taken at a school level. Heads of School were consulted individually and SAGE Steering Group members presented to our Heads of School Forum and our Directors Forum to raise awareness of the SAGE process and seek insight and feedback. STEM Heads of School were also involved in the internal peer review process. These consultations brought all academic units “along the SAGE journey” and informed our action plan.

A series of “all staff” communiques were distributed from mid-2018 to address staff feedback that they wanted more information about the SAGE process and UniSA’s gender equity initiatives. The communiques addressed “Why are we participating in SAGE?”, “What have we already done?”, “What is gender inequity?”, “What have we heard?”, “How can you contribute?” and “What we will do?”. The United

Kingdom's John Innes Centre, which has Gold accreditation, is adapting our “What is Gender Equity” communique to remind its team about why a focus on gender equity is necessary.



Figure 6 SAGE communiques

iii) Plans for the future of the self-assessment team

SMG will continue to oversee implementation of our SAGE action plan. To focus the evaluation of our efforts to achieve gender equity and SAGE Athena SWAN Gold accreditation, we will establish a SAGE Strategy Group comprising Heads of STEMM Schools and chaired by an SMG member.

Action 1.2 Establish a SAGE Strategy Group (SSG).

This action reflects our increased understanding that as the leaders responsible for culture and workforce development within academic work areas, Heads of School must be directly involved. The SAGE Strategy group will meet at least biannually to monitor implementation of the SAGE action plan, progress in achieving UniSA's corporate diversity KPIs (Action 1.5), and to oversee future SAGE accreditation applications.

Based on the current profile of our Heads of STEMM Schools, the SSG will have more men than women which will provide an opportunity for greater visibility from our male leaders. As appointments to these positions change over time we expect to achieve greater gender balance in the SSG. We anticipate that work area SATs will be needed for department-level accreditation and will ensure these groups engage with and inform the SAGE Strategy Group.

We recognise that it may be a challenge to maintain momentum after our application is submitted, particularly when the implementation of Enterprise 25 begins. To this end, we are investing in a Gender Equity Manager who will coordinate and support the SAGE Steering Group and department-level accreditations, provide expert gender equity and change advice, and increase the visibility of gender equity effort across the University. We will also ensure that the gender impact of Enterprise 25 organisational change is understood and assessed before implementation.

Action 1.3 Appoint a Gender Equity Manager to coordinate implementation of gender equity activities at UniSA.

Action 1.4 Embed gender equity as a design principle for Enterprise 25 organisational change.

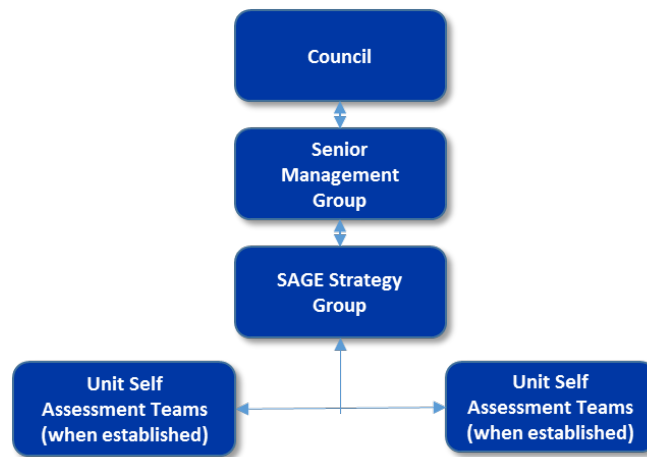


Figure 7 Gender equity governance 2019 onwards

To increase visibility and engagement, all management and academic committees will have targeted discussions on gender equity aligned to International Women’s Day in March each year. This will embed institutional understanding of the state of gender equity within UniSA, what shapes and drives gender equity, and encourage action to improve that status.

Action 2.4 During March each year, ensure all management and academic committees have gender equity discussion.

We implemented a soft launch of “gender equity month” with 10 committees including Academic Board, Audit and Risk Committee, Senior Management Group and UniSA Council in March 2019. With the expertise of Prof Carol Kulik we have also created “Small Steps” a literature review of gender inequity in academia. This slide deck will support School Boards and other academic fora discuss what every day action academics can take to support gender equity as teachers, researchers and managers (Quick Win 17).



Figure 8 Small Steps slide deck

4. A PICTURE OF THE INSTITUTION

Recommended word count: 2000 words

Actual word count: 1437

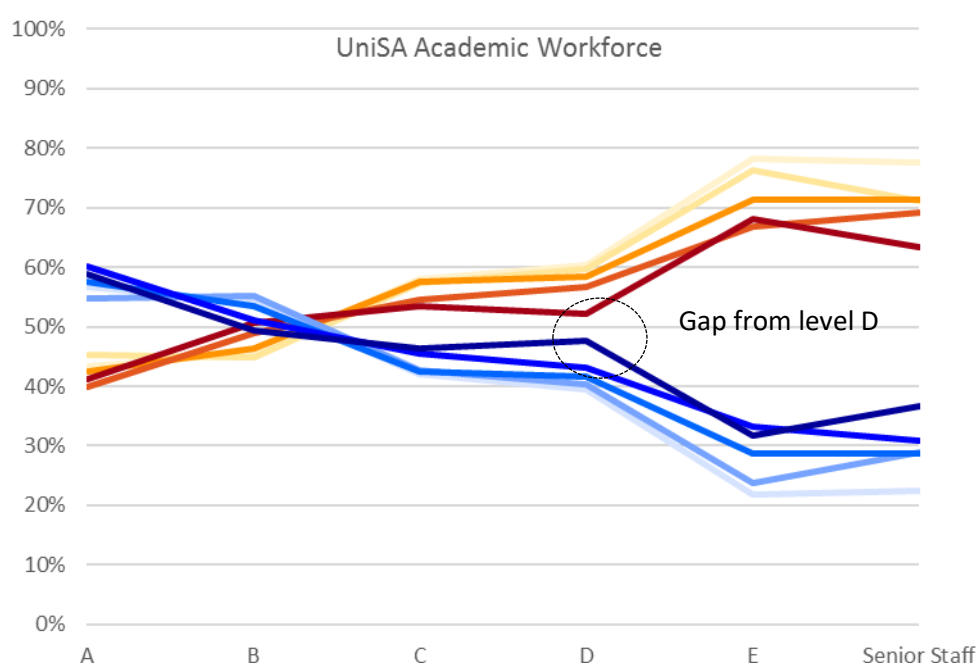
Refer to Pages 19-20 of the Handbook

4.1 Academic and research staff data

i) Academic and research staff by grade and gender

Over the past five years UniSA has increased the proportion of women employed at level B and above. As a result, we have largely achieved gender balance to Level D (Figure 9). Our successful focus on attracting women leaders has led to nearly 40% of senior staff academic positions being filled by women.

Comparing our academic workforce gender profile (Figure 9) to those of our ATN counterparts and most Go8 institutions,¹ UniSA has a higher proportion of women at each level. Compared to other “QS Top 50 under 50” institutions our proportion is mid-range.²



2013 – Men	95.7	165.2	183.9	48.9	70.9	31.2
2014 – Men	112.2	152.6	184.4	48.2	74.5	27.0
2015 – Men	122.3	147.2	174.8	48.5	71.0	24.8
2016 – Men	99.6	141.6	164.2	46.5	66.9	27.0
2017 – Men	111.3	156.7	162.0	47.3	73.9	26.0
2013 – Women	124.8	195.5	133.2	32.0	19.8	9.0
2014 – Women	135.6	188.3	137.4	32.5	23.2	11.0
2015 – Women	165.5	169.6	129.1	34.5	28.7	10.0
2016 – Women	149.8	148.1	137.0	35.4	33.2	12.0
2017 – Women	159.6	152.4	140.4	43.2	34.5	15.0

Figure 9 UniSA academic workforce (fixed-term and continuing) by level and gender 2013-2017, % and FTE

We are showing consistent improvements in the proportion of women employed in our STEMM academic workforce, but do need to focus on promotions from level B through the academic hierarchy (Figure 10). UniSA’s focus on attracting women to senior staff positions is also evident in STEMM disciplines, where the

¹ Department of Education and Training uCube <http://highereducationstatistics.education.gov.au/Default.aspx>.

² Department of Education and Training uCube <http://highereducationstatistics.education.gov.au/Default.aspx>.

proportion of women increased from 18% in 2013 to 37% in 2018 for senior staff – greatly increasing the visibility of women leaders at UniSA.

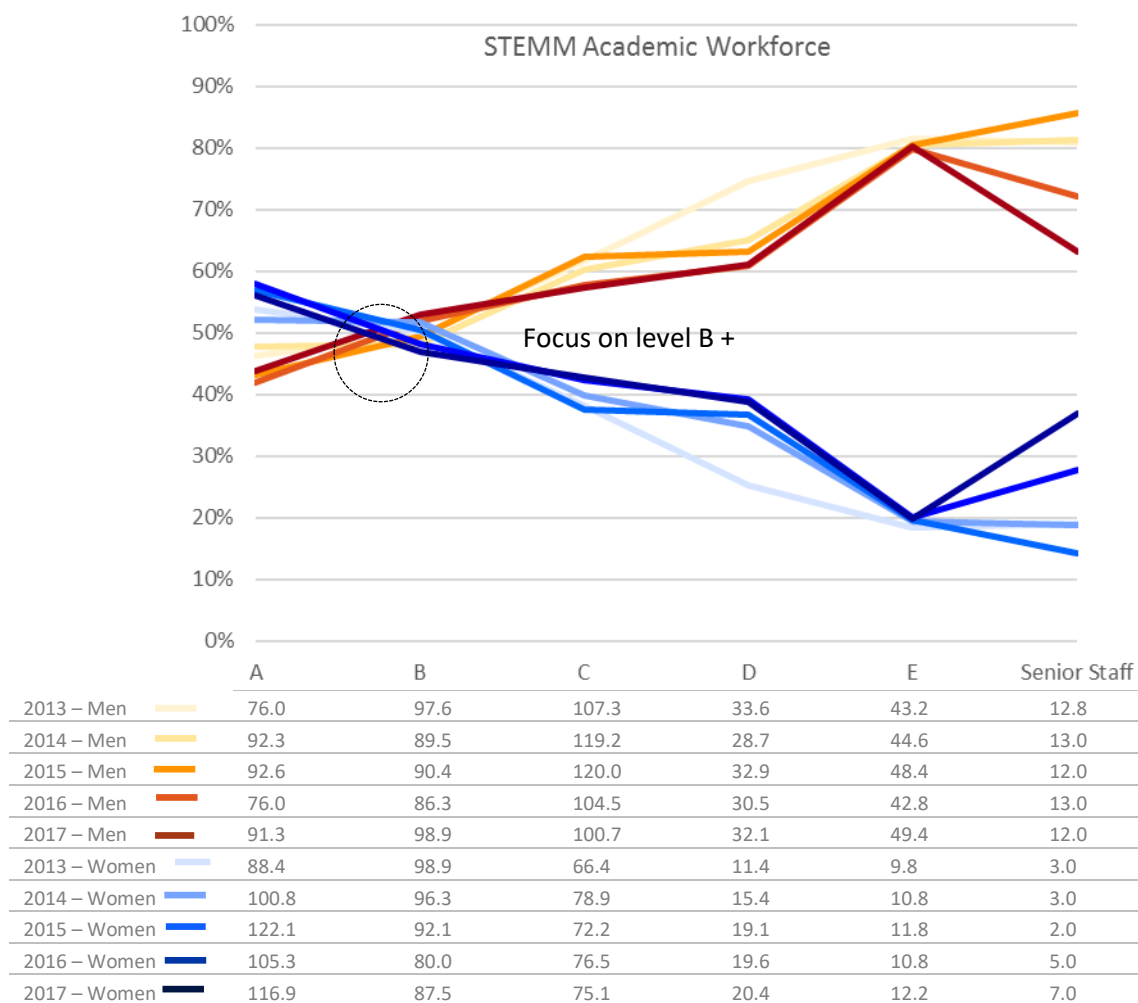


Figure 10 STEMM academic workforce (fixed-term and continuing) by level and gender 2013-2017, % and FTE.

Discussion of UniSA’s STEMM academic workforce profile with Heads of Schools revealed a concern about the difficulty of attracting women to non-medical related STEMM disciplines; this is not revealed in Figure 10. These discussions led to a STEM-only (i.e., removing medical disciplines) analysis of the data (Figure 11), which demonstrated a need to focus on attracting, retaining and promoting women in the STEM academic workforce.

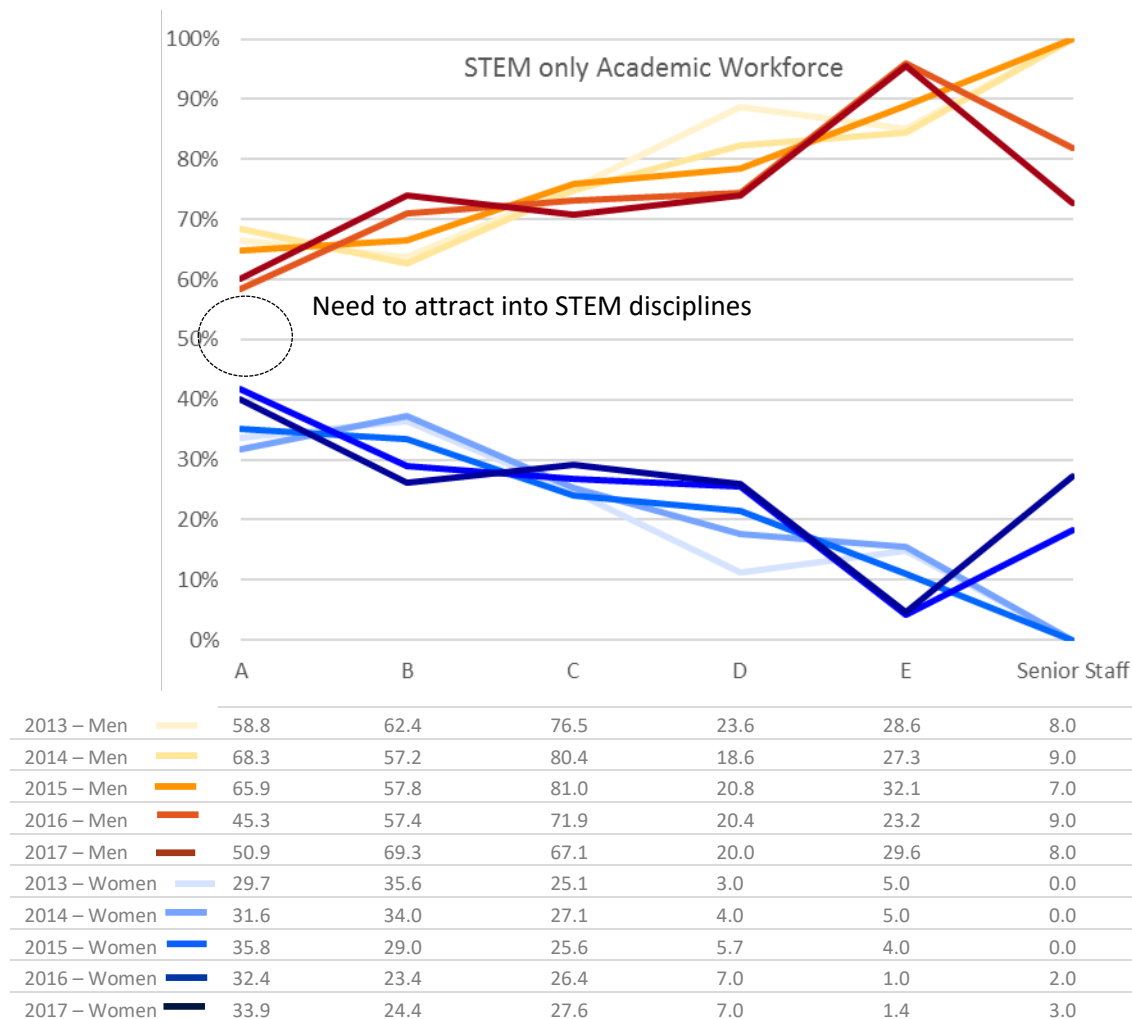


Figure 11 STEM-only academic workforce (fixed term and continuing) by level and gender 2013-2017, % and FTE

The difference between STEM and STEM becomes clearer when looking at workforce profile by school (Figure 12): schools in “medical” disciplines have more than 50% women. The variation in the proportion of women at each classification and the overall numbers of women by school suggests customised action at a work area level is needed to achieve change.

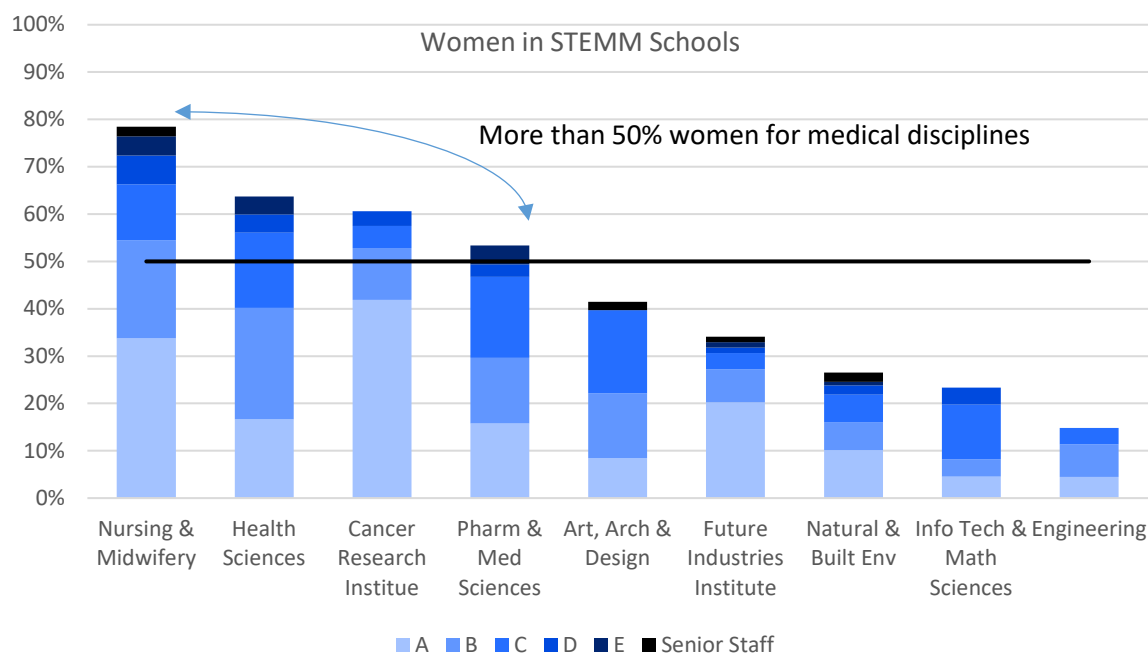


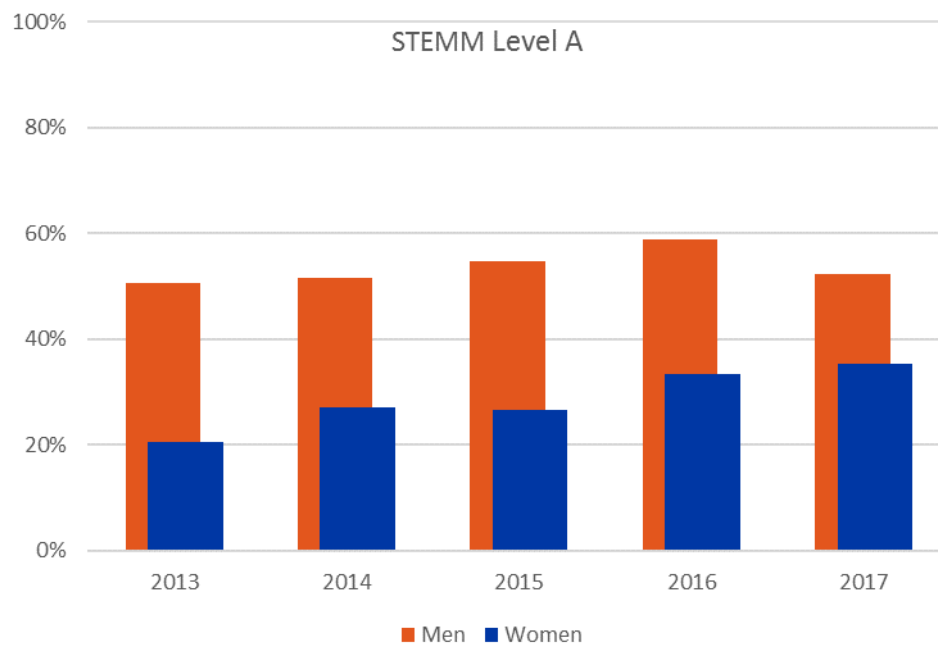
Figure 12 Academic women by STEMM school by level 2017, %³

To enable customised responses to work area opportunities and challenges we will implement school-based talent and workforce planning. This process will also identify positions for women-only recruitment and succession planning for women and Aboriginal academics.

Action 1.7 Prepare three-year talent and workforce plans for all schools and research institutes.

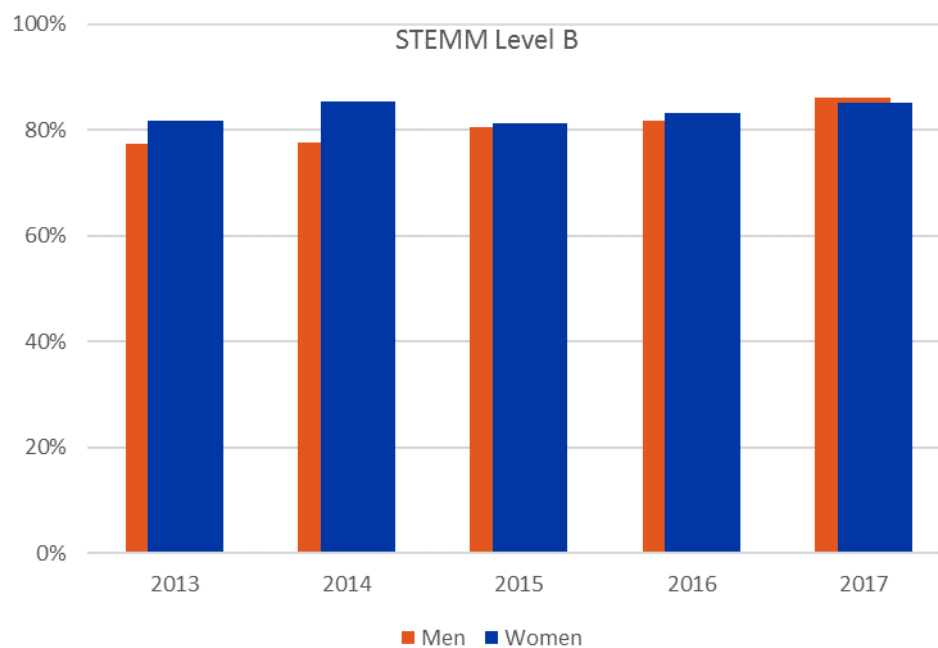
Also arising from the discussion of the STEMM workforce profile was the question of potential gender difference in the PhD profile of junior classifications. Figure 13 shows that the gap between the PhD qualification rate of men and women at level A has become smaller since 2013. This reflects our practice of supporting teaching and research staff to undertake their PhD as their 40% research load. Pleasingly, there is no discernible difference between PhD qualifications of men and women at level B (Figure 14), so additional action is not a priority

³ Excludes Division offices (small numbers) and MOD (no academic staff).



Men	44	53	57	50	57
Women	23	35	40	44	51

Figure 13 Level A STEMM academics with a PhD qualification, by gender 2013-2017, % and headcount.



Men	82	76	78	81	87
Women	90	93	86	79	85

Figure 14 Level B STEMM academics with a PhD qualification, by gender 2013-2017, % and headcount.

ii) Academic and research staff on fixed-term, open-ended/permanent and casual contracts by gender

UniSA employs academic staff on a continuing basis, on fixed-term contracts (for specific tasks or projects, research grants, teaching only positions or to temporarily replace a staff member) and as casual “sessional staff” and “research assistants”.

Within the STEMM academic workforce, a smaller proportion of women are employed on an ongoing basis and on fixed-term contracts compared to men, and a higher proportion of women are employed on a casual basis (Figure 15, Figure 16, Figure 17).

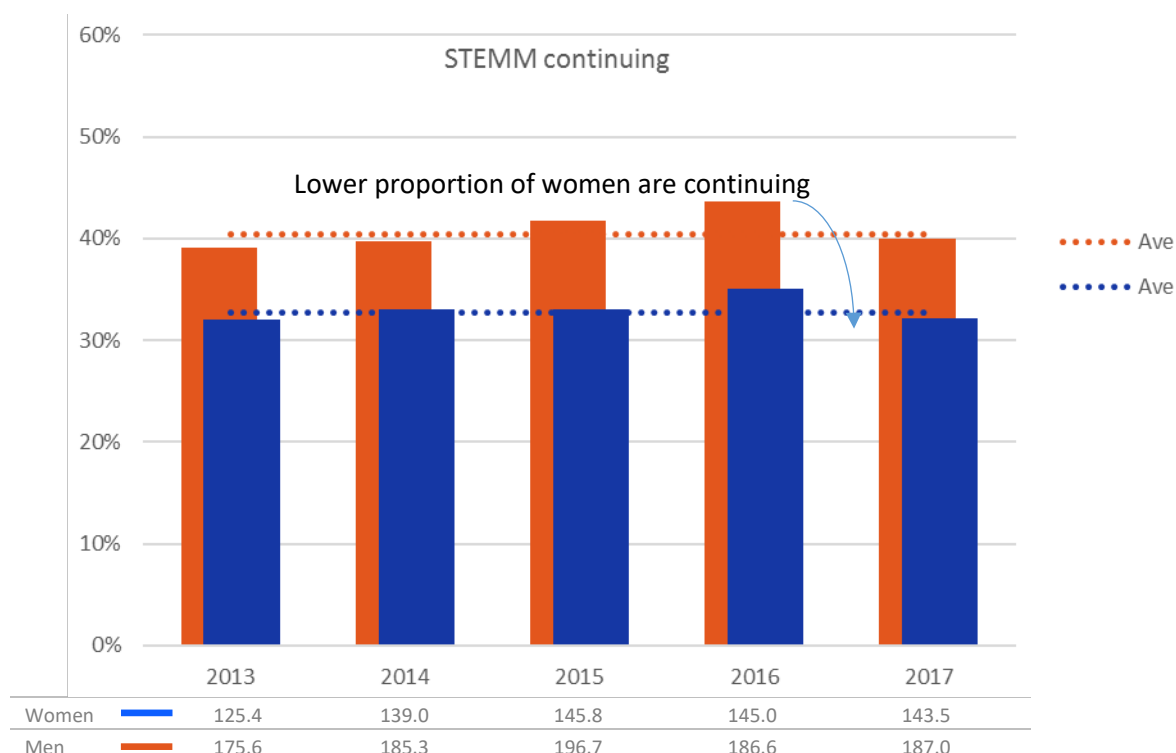


Figure 15 STEMM academic workforce - continuing, by gender 2013-2017, % and FTE

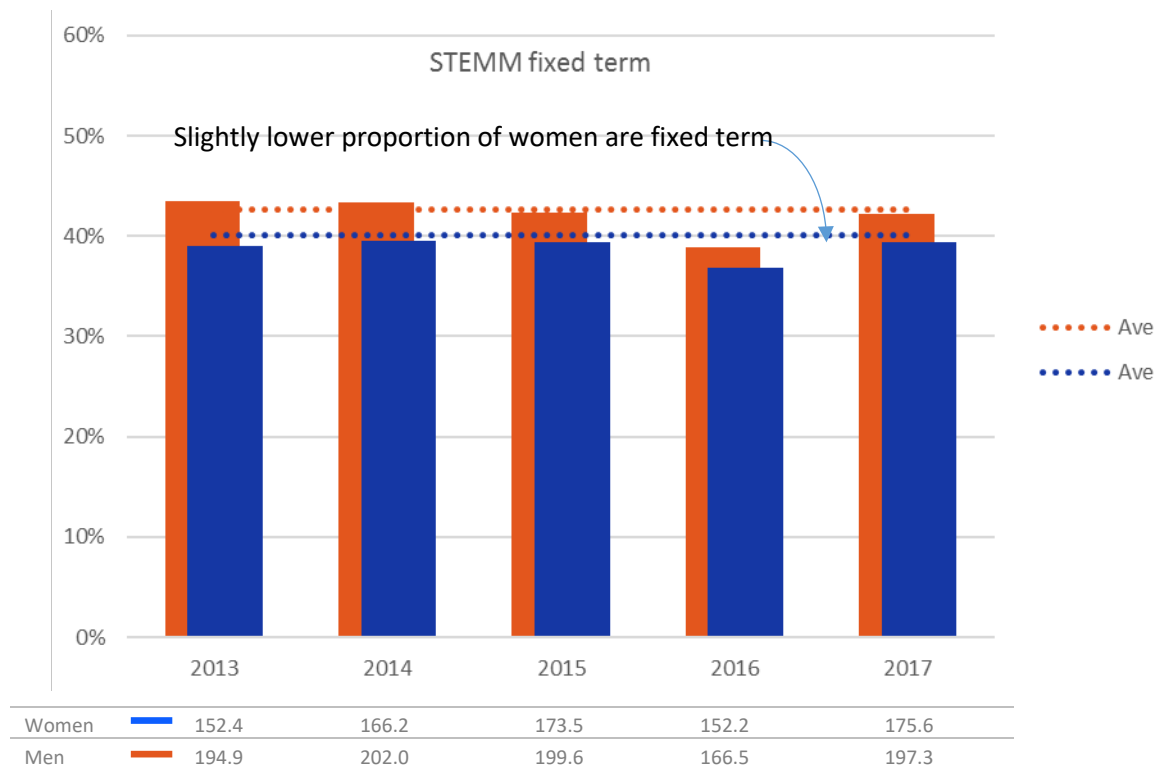


Figure 16 STEMM academic workforce - fixed-term contracts, by gender 2013-2017, % and FTE

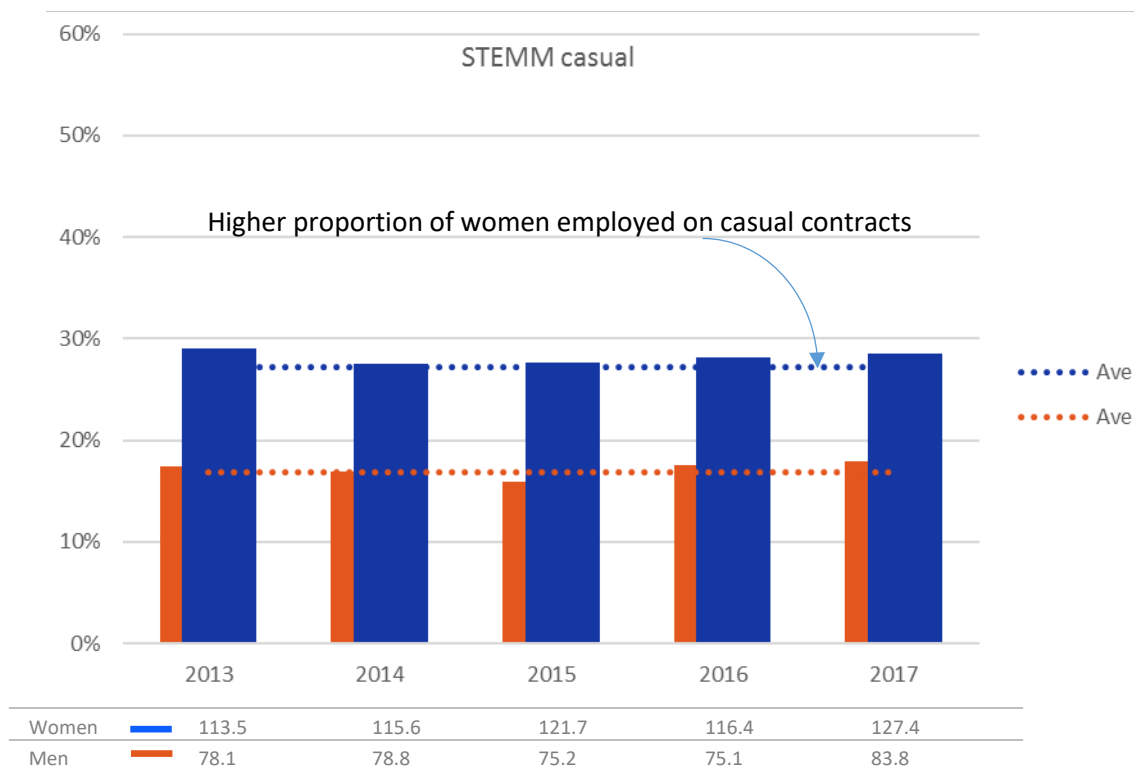


Figure 17 STEMM academic workforce -casual contracts, by gender 2013-2017, % and FTE

There is a similar gender skew across employment type in non-STEMM disciplines (Figure 18, Figure 19, Figure 20), but, overall, a higher proportion of non-STEMM academics is employed on a continuing basis. The skew to STEMM for fixed-term appointments (64% of fixed-term appointments were STEMM academics in 2017) reflects contract appointments for research grants.

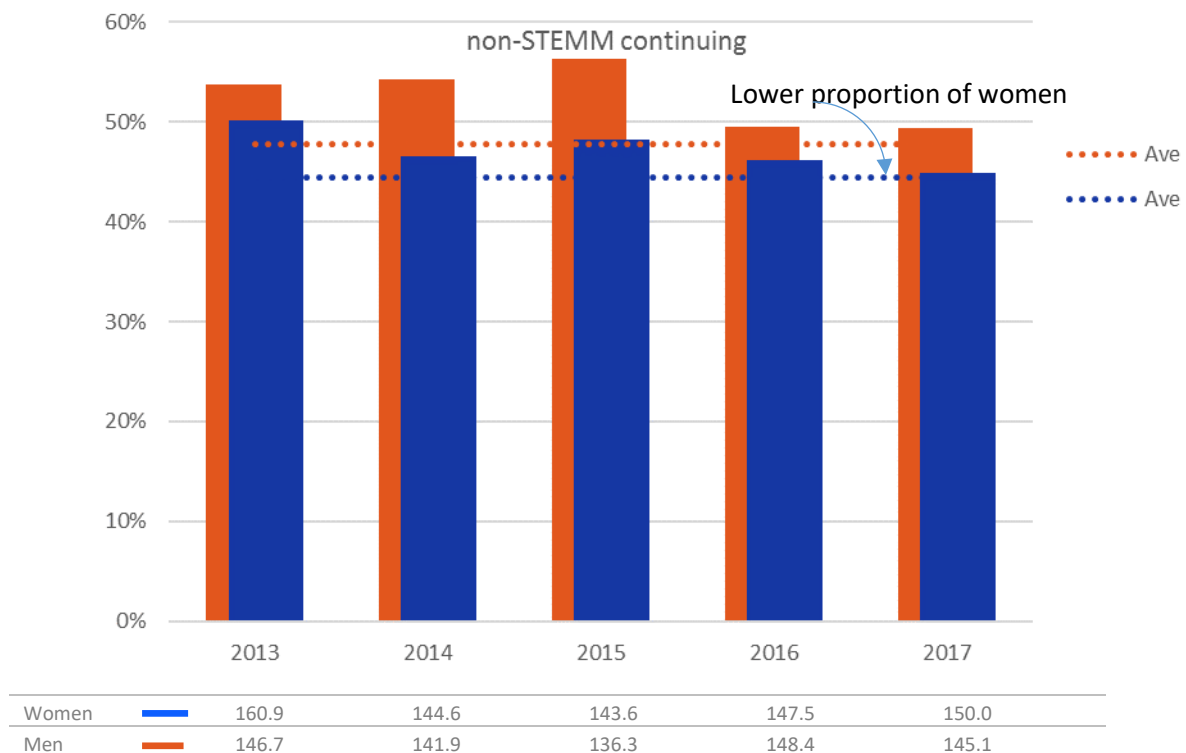


Figure 18 Non-STEMM academic workforce - continuing, by gender 2013-2017, % and FTE.

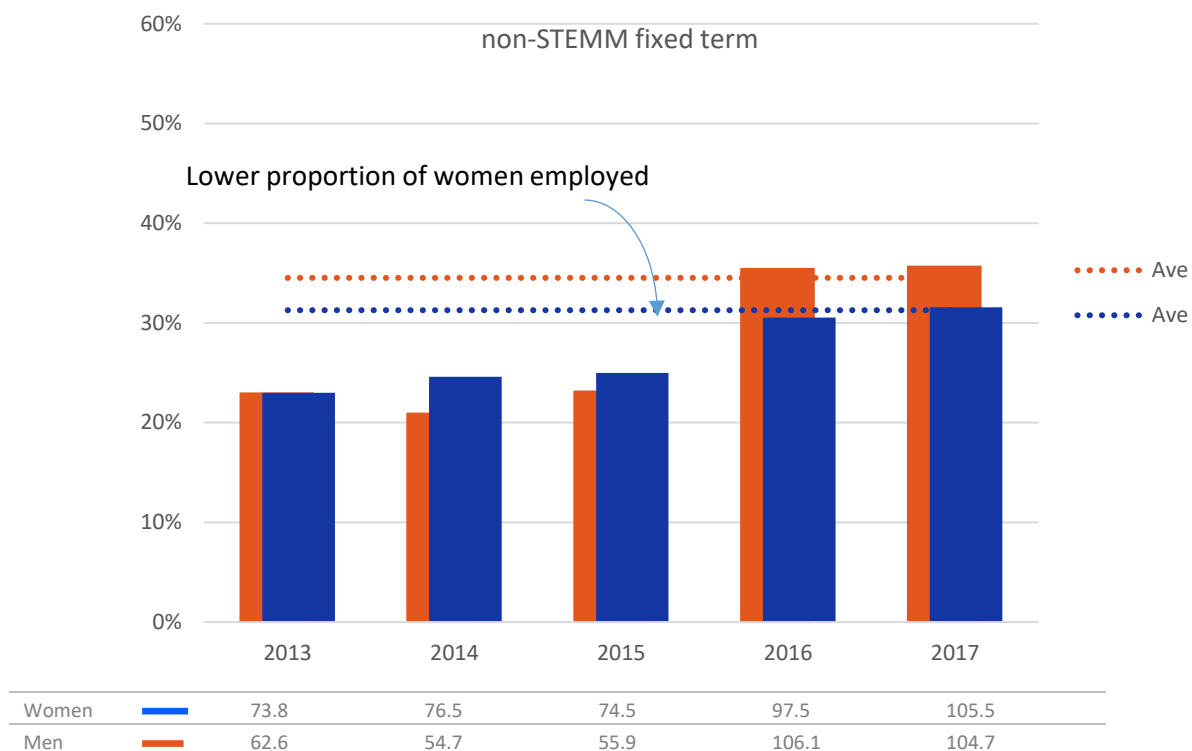


Figure 19 Non-STEMM academic workforce - fixed-term contract, by gender 2013-2017, % and FTE

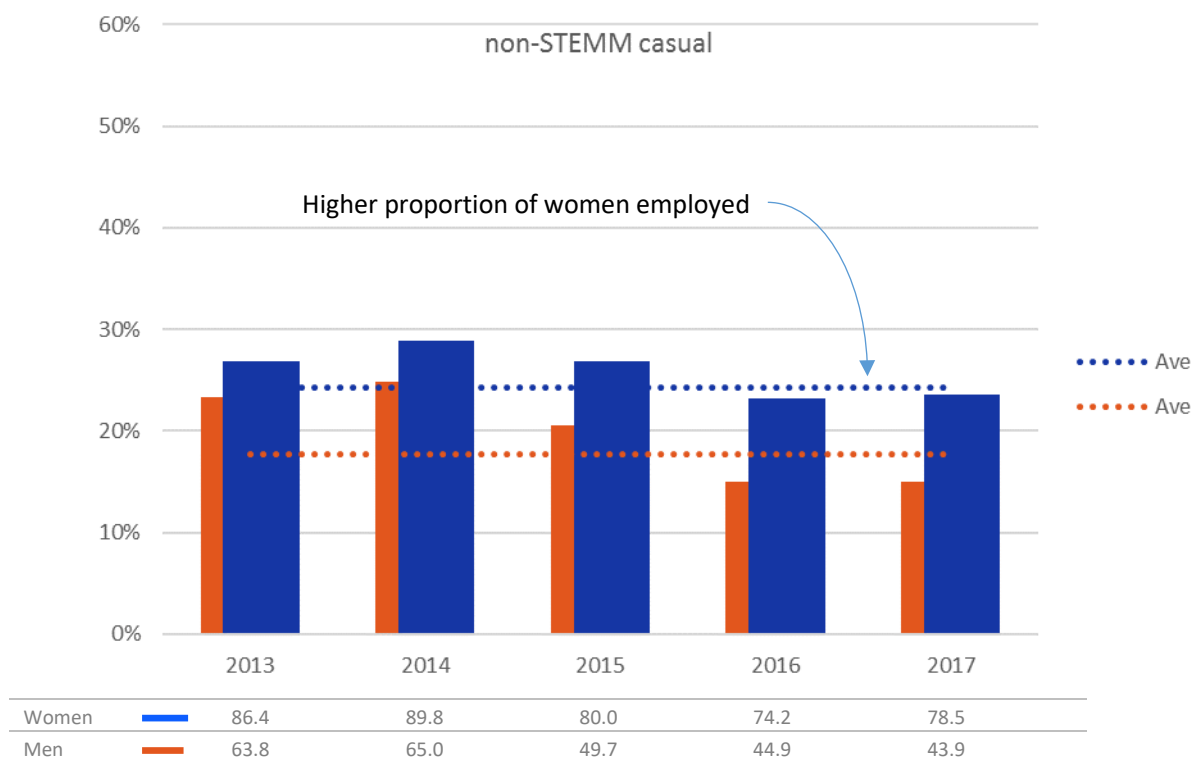


Figure 20 Non-STEMM academic workforce - casual contract,⁴ by gender 2013-2017, % and FTE

Given the high proportion of staff employed on fixed-term contracts in STEMM disciplines, the SAT investigated contract staffing practices in relation to grant agreements (Quick Win 10). Where staff are appointed on contract for externally funded research, normal practice is for them to be appointed for the whole grant period; staff are considered to have unbroken service if the period between successive contracts is less than six months. A concern was the possibility that a contract term may be shorter than the grant term. In matching the data between the contract term and grant agreement, the SAT found two STEMM schools with a high proportion of contracts that did not align to the grant terms. The reasons will be investigated and any necessary action taken.

Action 5.3 Investigate the alignment of staff contracts and grant agreements.

The gender skew in casual employment for women is also of potential concern. We will investigate whether casual employment aligns to women's work preferences or is an area where change, such as to career support, are required. If women want other forms of employment then actions to support transition into fixed-term or continuing appointments will be needed.

Action 5.5 Investigate casual-staff work preferences to understand the extent to which the gender skew in casual employment is linked to staff preferences.

⁴This is the only data set that includes casual staff data. All other data sets are continuing and fixed term data only.

iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

UniSA's enterprise agreement allows research only, teaching and research, or teaching only continuing appointments. Staff may be appointed on a fixed-term contract for:

- research only – for a specific research grant
- teaching only – up to three years, where the person has previously been appointed on a casual contract, has other relevant work experience or is enrolled as a student
- teaching and research – to replace/backfill a teaching and research staff member.

In practice this means most teaching and research staff are continuing staff, and most research-only staff have fixed-term contracts (Table 5).

Table 5 Academic staff by work function and basis of employment 2017

2017	Teaching and research	Research only	Teaching only	Other	Total
Continuing	80%	7%	8%	5%	100%
Fixed term	6%	69%	23%	2%	100%

Reviewing our STEMM academic workforce by function shows there is a relatively even distribution-of-work function for women and men (Figure 21, Figure 22 and Figure 23), except for teaching-only staff.

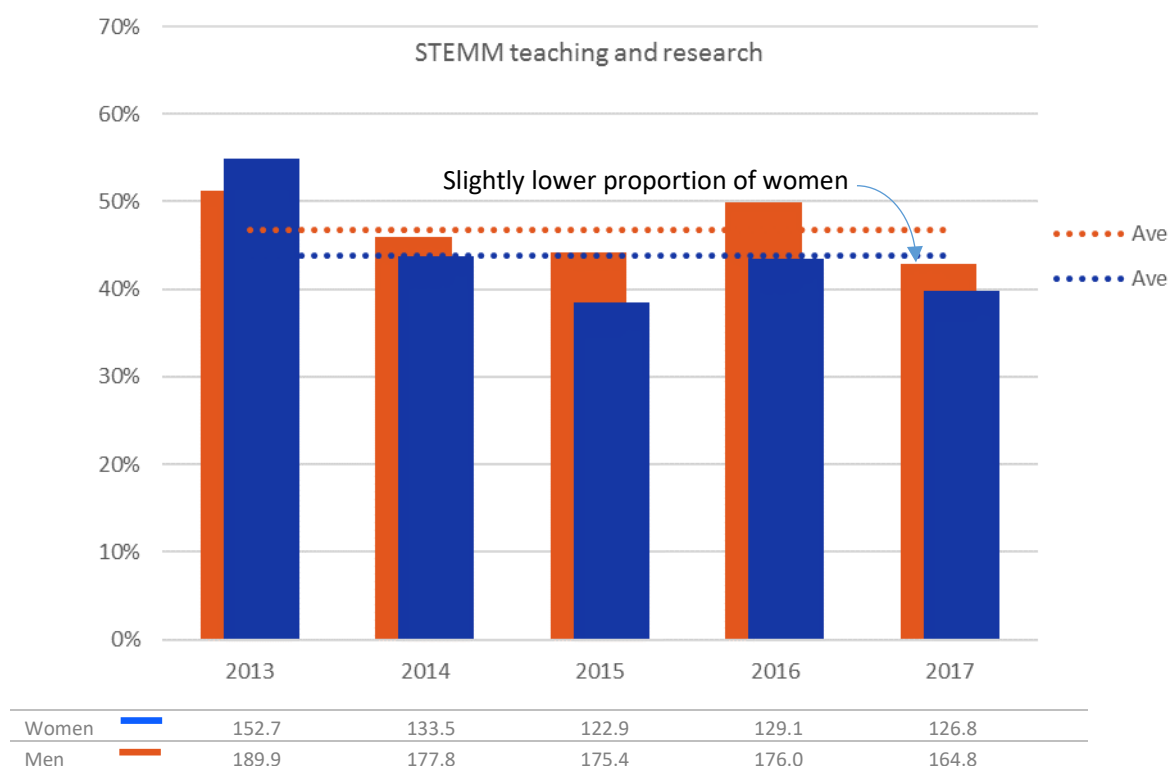


Figure 21 STEMM academic workforce - teaching and research, by gender 2013-2017, % and FTE

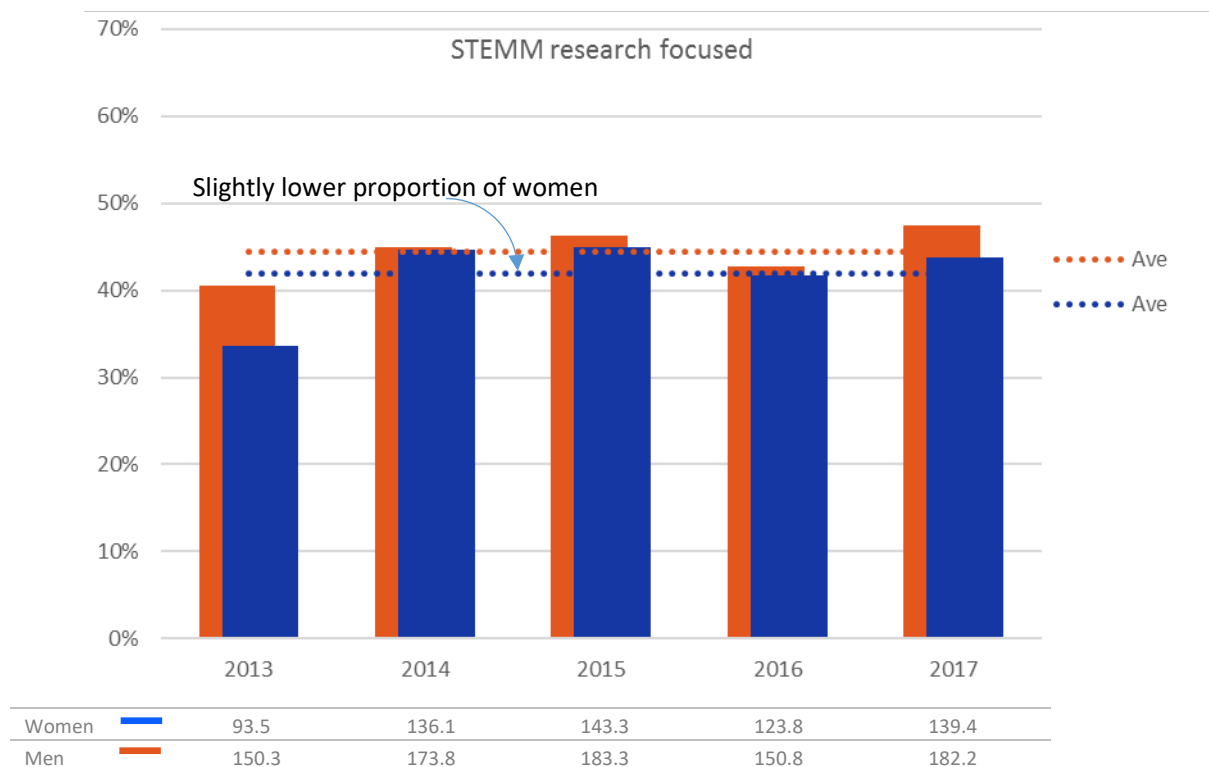


Figure 22 STEMM academic workforce - research-focused, by gender 2013-2017, % and FTE

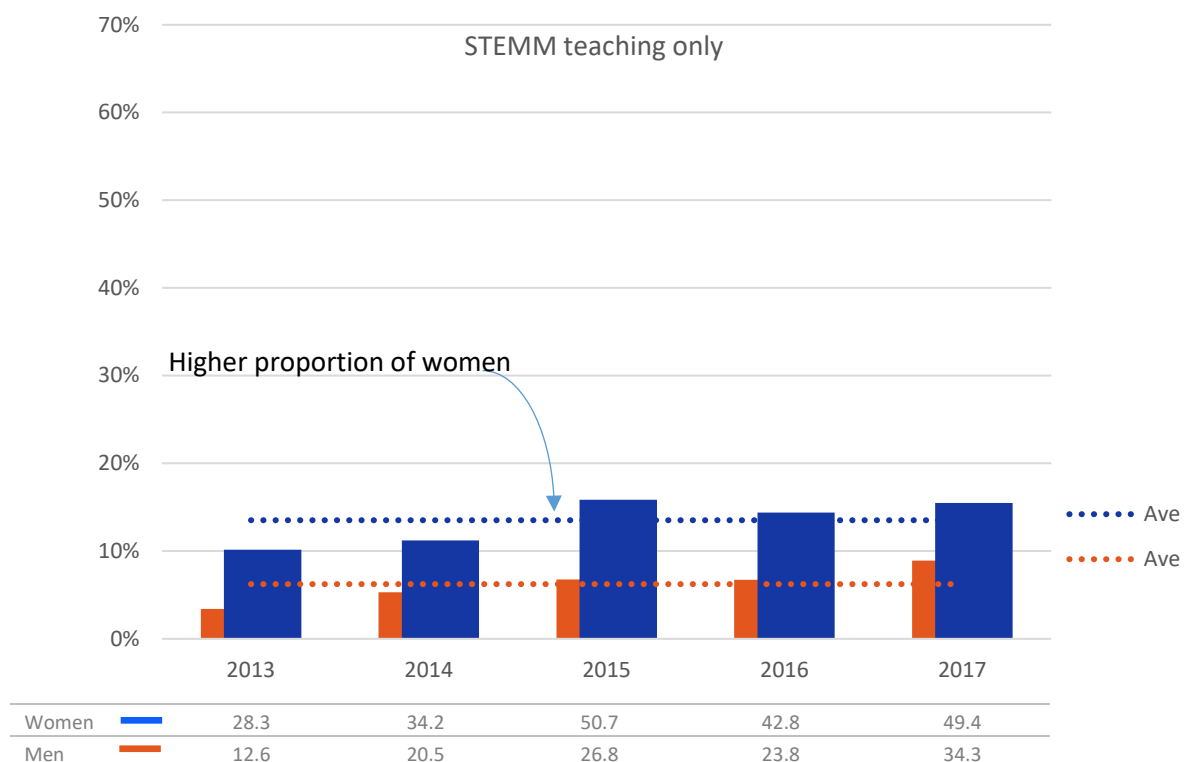


Figure 23 STEMM academic workforce - teaching only, by gender 2013-2017, % and FTE

UniSA introduced teaching-only appointments in 2014. We have clear standards of performance for teaching-only promotion through to level E; the success rate of applications for promotion is 84%. Acknowledging that this promotions pathway is relatively new, it is possible that teaching-only roles may affect women's career progression. We will investigate the aspirations and motivations of teaching-only staff to assess if action is required.

Action 5.4 Investigate the aspirations and motivations of teaching-only staff to identify alignment with career aspirations.

We also reviewed the workforce pipeline by function and appointment type, to identify whether there are different career transition points for women in research-only pathways compared to women in teaching and research pathways.

This analysis provides more nuance to the conclusion formed from Figure 10 for the STEMM workforce overall, identifying two transition points that warrant attention within workforce planning and performance development processes:

- the progression of level C women on research-only contracts to level D (Figure 24)
- the progression of level A women in teaching and research positions to level B and above (Figure 25).

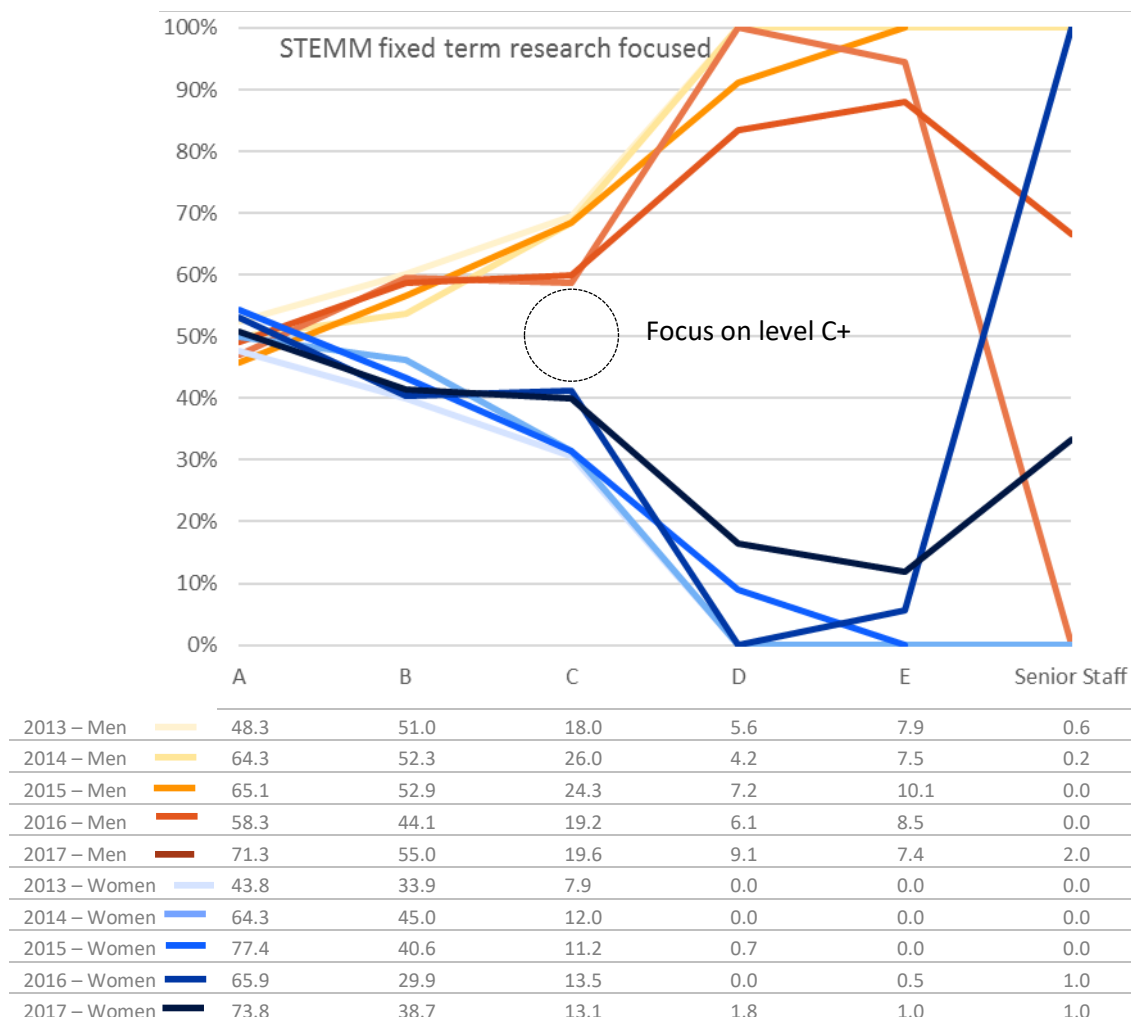


Figure 24 STEMM academic workforce- research focused on fixed term appointments, by gender 2013-2017, % and FTE

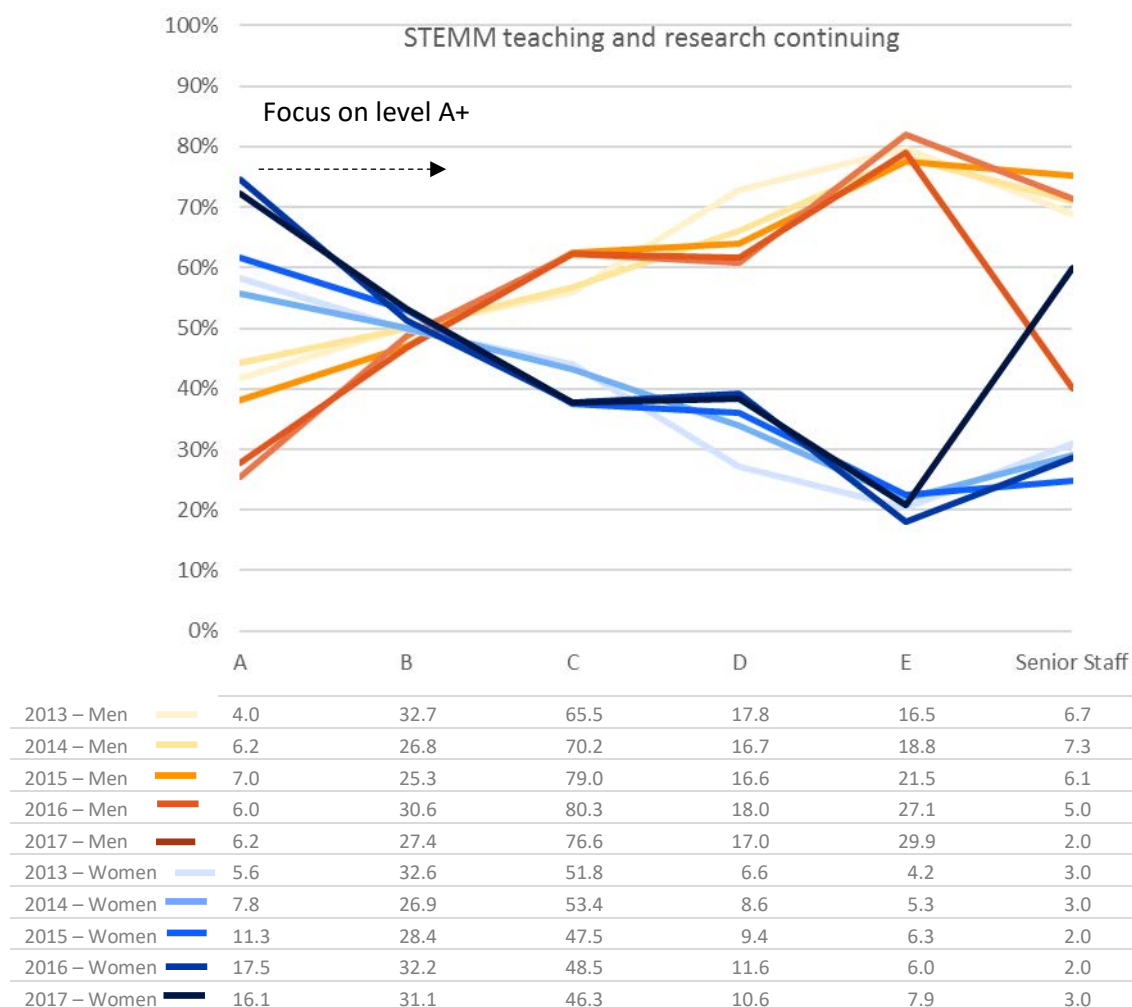


Figure 25 STEMM academic workforce - teaching and research on continuing appointments by gender 2013-2017, % and FTE

iv) Academic leavers by grade and gender

There is a similar pattern for women and men leaving our STEMM academic workforce, both in numbers and as proportions of the workforce, with most separations occurring at level A and fewest at level D.

In 2017, separations were higher as a proportion of the workforce for STEMM (15% women, 20% men) compared to non-STEMM (9% women, 12% men), which is expected given the higher proportion of contract appointments in STEMM disciplines. For STEMM women, the most common reason for separation was their contracts ending, followed by resignation.

Table 6 Separations for STEMM academics by level, by gender 2013-2017

Level	2013		2014		2015		2016		2017	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
A	31 58%	22 42%	42 68%	20 32%	57 56%	44 44%	39 70%	17 30%	32 44%	41 56%
B	11 31%	25 69%	18 47%	20 53%	24 47%	27 53%	13 54%	11 46%	12 41%	17 59%
C	4 31%	9 69%	10 50%	10 50%	3 18%	14 82%	6 35%	11 65%	10 45%	12 55%
D	0 0%	4 100%	0 0%	3 100%	0 0%	3 100%	2 33%	4 67%	1 25%	3 75%
E	1 25%	3 75%	1 14%	6 86%	2 14%	12 86%	1 25%	3 75%	1 11%	8 89%
Senior Staff	-	-	-	-	-	-	-	-	-	-
Total	47 43%	63 57%	71 55%	59 45%	86 46%	100 54%	61 57%	46 43%	56 41%	81 59%

Table 7 Separations for non-STEMM academics by level, by gender 2013-2017

Level	2013		2014		2015		2016		2017	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
A	17 89%	2 11%	10 91%	1 9%	5 56%	4 44%	6 55%	5 45%	11 69%	5 31%
B	13 59%	9 41%	14 67%	7 33%	11 65%	6 35%	7 54%	6 46%	6 55%	5 45%
C	12 48%	13 52%	8 50%	8 50%	5 31%	11 69%	4 44%	5 56%	2 25%	6 75%
D	7 78%	2 22%	2 67%	1 33%	4 50%	4 50%	4 67%	2 33%	1 25%	3 75%
E	3 38%	5 63%	1 10%	9 90%	1 25%	3 75%	2 33%	4 67%	1 17%	5 83%
Senior Staff	1 33%	2 67%	2 33%	4 67%	0 -	0 -	0 0%	1 100%	1 50%	1 50%
Total	53 62%	33 38%	37 55%	30 45%	26 48%	28 52%	23 50%	23 50%	22 47%	25 53%

Table 8 Reasons for separation for STEMM academics, by gender 2013-2017

Separations	2013		2014		2015		2016		2017	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Contract ended	6%	9%	12%	7%	14%	12%	10%	6%	7%	11%
Resignation	7%	5%	5%	5%	8%	10%	6%	4%	8%	8%
Other	2%	2%	2%	2%	1%	2%	1%	2%	0%	1%
Total	15%	16%	20%	13%	23%	24%	18%	12%	15%	20%

Staff are offered exit interviews (which can be with an SMG member) but these are voluntary and there is no automated system to identify why people resign from UniSA. Given our goal to retain women in STEMM disciplines we will introduce an online exit survey to better understand attrition drivers and any discipline or intersectionality influences.

Action 4.7 Introduce an online exit survey.

v) Equal pay audits/reviews

Each year the Vice Chancellor and Executive Director: People Talent and Culture review UniSA's Workplace Gender Equity Agency profile (Table 9). Currently it shows a gap between the average salary paid to women and the average salary paid to men, as is evident across the tertiary sector.⁵ This gap is driven by the workforce profile (

Figure 26): 32% of women employed in professional roles are between HE01 and HE05, compared to 16% of men. Importantly, however, the institutional level gap between average salaries has narrowed since 2013, from 19.8% to 16.3% (Table 9).

⁵ http://data.wgea.gov.au/industries/203#pay_equity_content viewed 22/02/2019

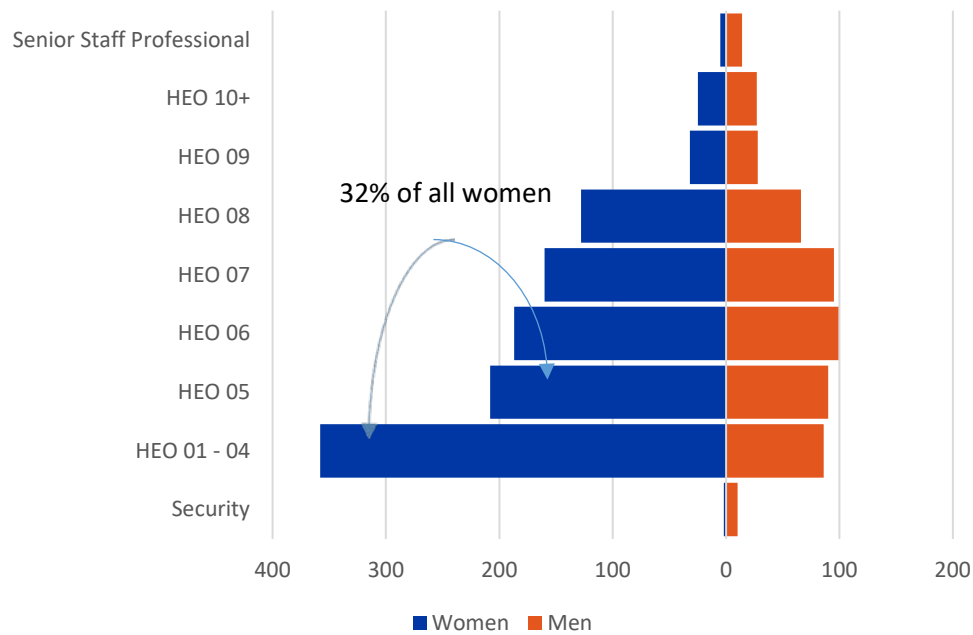


Figure 26 WGEA workforce profile, professional staff 2018

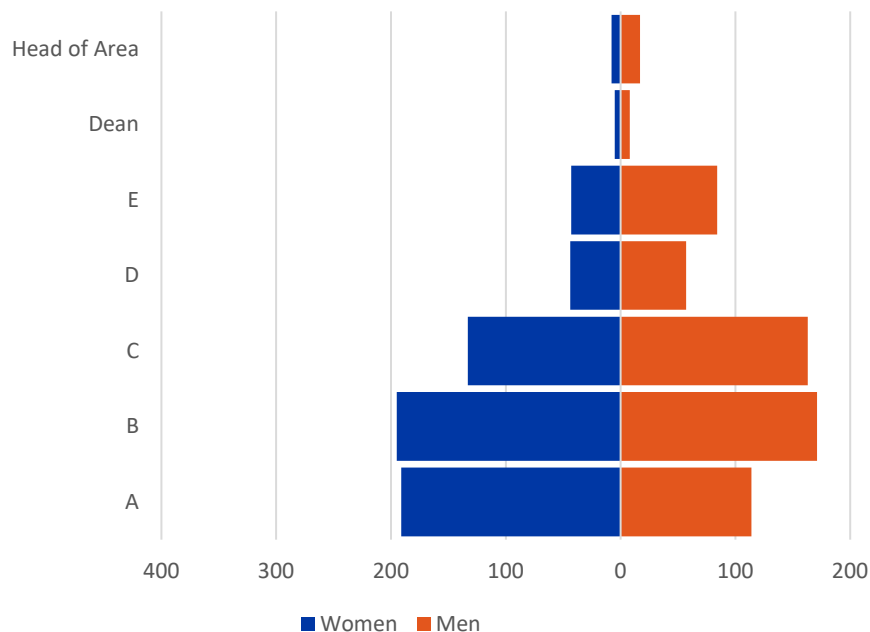


Figure 27 WGEA workforce profile, academic staff 2018

While there are minor gaps at some classifications, Table 9 shows that women and men appointed to a classification have equivalent base salary and total remuneration. Total remuneration gaps exist for senior professional staff, deans and senior management. As organisational change is implemented through Enterprise 25, we will review remuneration for these leadership positions and ensure gender is not the reason for any differences.

This data was discussed at our Bold Initiatives Workshop. Despite clear evidence that there are no significant remuneration gaps for academic classifications A-E (1% or less), there was a perception among workshop attendees that gaps exist. The conversation highlighted the limitations of the WGEA data set, which does not reflect negotiated supports for professional development or research support such as

equipment and staffing. We have robust data for professional development allowances, and these will be reviewed in 2019 by unit and by level to identify any gender differences. The WGEA data will also be presented to SMG each year to increase the visibility of gender pay within UniSA.

Action 5.2 Progress gender pay equity.

Table 9 WGEA data 2018

Occupational Category	Total Headcount			Average Base Salary		Total Remuneration		
	Women	Men	% Women	Women / Men	% Gap	Women / Men	% 2018 Gap	% 2013 Gap
CEO	1							
Professional	1105	515	68%	89.7%	10.3%	88.9%	11.1%	11.4%
Security	2	10	17%	103.3%	(3.3%)	100.8%	(0.8%)	(4.8%)
HEO 01 – 04	358	86	81%	101.0%	(1.0%)	100.8%	(0.8%)	(1.1%)
HEO 05	208	90	70%	99.5%	0.5%	97.9%	2.1%	(0.9%)
HEO 06	187	99	65%	98.7%	1.3%	99.0%	1.0%	0.0%
HEO 07	160	95	63%	99.8%	0.2%	99.5%	0.5%	0.2%
HEO 08	128	66	66%	100.0%	0.0%	99.2%	0.8%	1.3%
HEO 09	32	28	53%	100.4%	(0.4%)	99.2%	0.8%	2.9%
HEO 10+	25	27	48%	101.1%	(1.1%)	105.4%	(5.4%)	(3.8%)
Senior Staff Professional	5	14	26%	90.7%	9.3%	91.6%	8.4%	15.3%
Academic	620	613	50%	90.5%	9.5%	89.5%	10.5%	12.9%
Level A	191	114	63%	101.0%	(1.0%)	101.8%	(1.8%)	(0.4%)
Level B	195	171	53%	99.7%	0.3%	99.2%	0.8%	0.8%
Level C	133	163	45%	99.5%	0.5%	99.7%	0.3%	0.9%
Level D	44	57	44%	100.8%	(0.8%)	101.1%	(1.1%)	0.9%
Level E	43	84	34%	99.2%	0.8%	99.0%	1.0%	(6.1%)
Dean	5	8	38%	92.7%	7.3%	92.8%	7.2%	5.3%
Head of Area	8	17	32%	97.7%	2.3%	95.0%	5.0%	(3.8%)
Senior Management	6	5	55%	75.0%	25.0%	75.7%	24.3%	100.0%
DVC/Equivalent	1	3	25%	89.2%	10.8%	90.9%	9.1%	100%
PVC/ Equivalent	4	2	67%	87.7%	12.3%	87.2%	12.8%	100%
Grand Total	1728	1134	60%	84.4%	15.6%	83.7%	16.3%	19.8%

Table 10 WGEA data – Senior staff pay gap compared to the pay gap for all other staff 2018

Occupational Category	Total			Average Base Salary		Total remuneration	
	Women	Men	% Women	Women / Men	% Gap	Women/ Men	% Gap
Senior Professional, Head of Area, Senior Management	19	36	35%	97.2%	2.8%	96.5%	3.5%
All other staff	1711	1098	61%	86.3%	13.7%	85.8%	14.2%
Grand Total	1728	1134	60%	84.4%	15.6%	83.7%	16.3%

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 5000 words

Actual word count: 5687

Refer to Pages 21-25 of the Handbook

5.1 Key career transition points: academic staff (pages 21-22 of the Handbook)

(i) Recruitment

In 2015, UniSA established a central recruitment team and improved business processes to attract talented staff aligned with our core attributes (Figure 1, Page 9). The central team supports each phase of the recruitment process, ensures consistency and fairness of process, and provides strategic advice to hiring managers.

In May 2017 UniSA, the University College London (Faculty of Engineering) and Santos launched a \$2 million fellowships program targeting women in future industries development – minerals and resources engineering, energy and advanced manufacturing, environmental science, engineering, biomaterials engineering and nanomedicine. We received 70 applications and made three (rather than two) appointments due to the outstanding quality of the candidates. This program is a case study in Universities Australia's *Best Practice Gender Equity Guide* and our experience informs UniSA's commitment to using women-only appointments where we can secure EEO Act exemption. In future, we will better communicate to the public the reasons for women-only recruitment.

Over the last five years we have recruited 249 women into STEMM disciplines compared to 206 men (Table 11), and appointed 39% of women interviewed compared to 30% of men interviewed. External talent agencies, when used, are asked to include quality women in candidate pools. All job advertising uses gender-inclusive terms and there is a gender mix on all panels. Recruitment central staff have completed unconscious bias training and support panel members to ensure that the potential impact of bias is understood and managed.

Table 11 Academic recruitment by gender, STEMM and non-STEMM 2013-2017

Recruitment	2013			2014			2015			2016			2017	
	Women	Men	Un-known	Women	Men	Un-known	Women	Men	Un-known	Women	Men	Un-known	Women	Men
STEMM														
Total Applicants	602	964	51	757	1034	52	461	703	50	606	988	2	675	821
Total Interviewed	123	120	8	122	116	9	291	315	16	401	681	0	295	352
Total Offers Accepted	42	39	0	49	39	0	49	26	0	60	53	0	49	49
Non-STEMM														
Total Applicants	307	258	34	280	376	64	274	374	100	259	429	3	328	419
Total Interviewed	70	36	9	74	70	9	63	64	17	59	41	0	79	54
Total Offers Accepted	23	13	0	37	37	0	25	31	0	27	11	0	29	20

Reviewing the STEMM recruitment pipeline by academic level shows that over the past five years there have been increases in the proportions of applications from women (Figure 28), women who are interviewed (Figure 29), and offers made to women (Figure 30), with 2017 results much closer to parity.

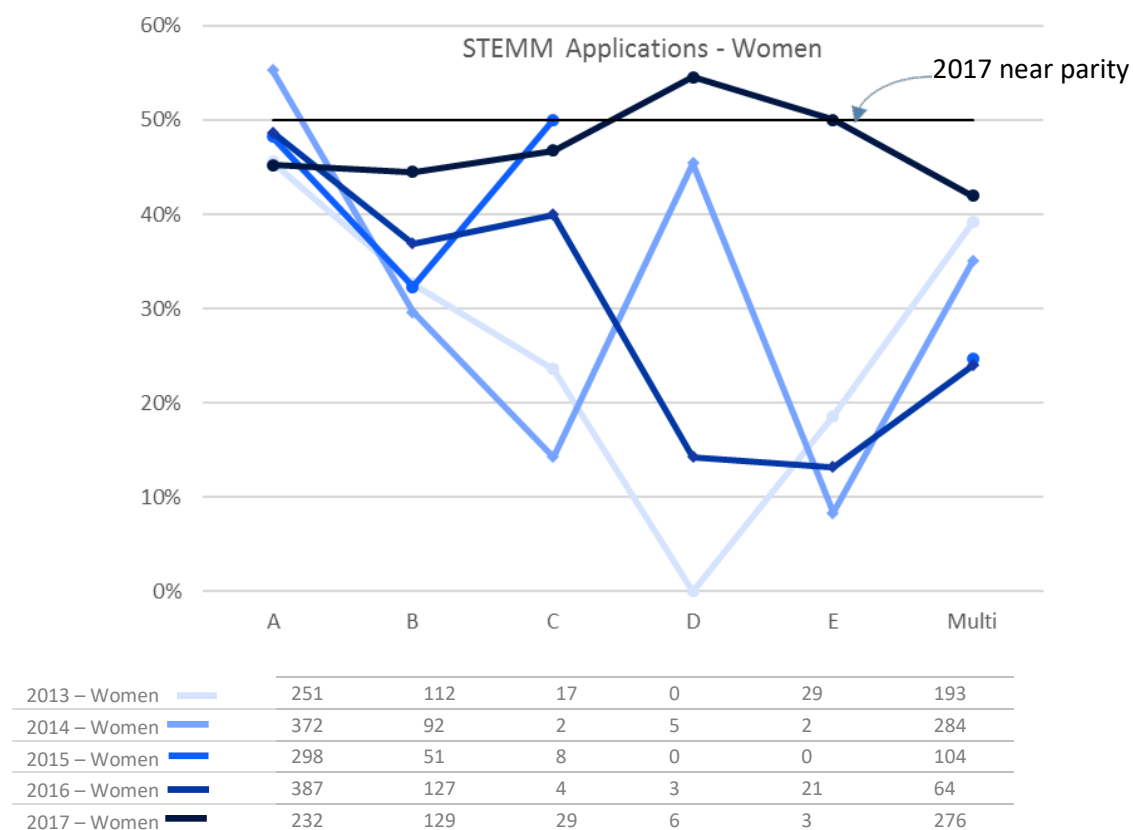


Figure 28 Applications from women for STEMM academic positions by classification 2013-2017, % and numbers.

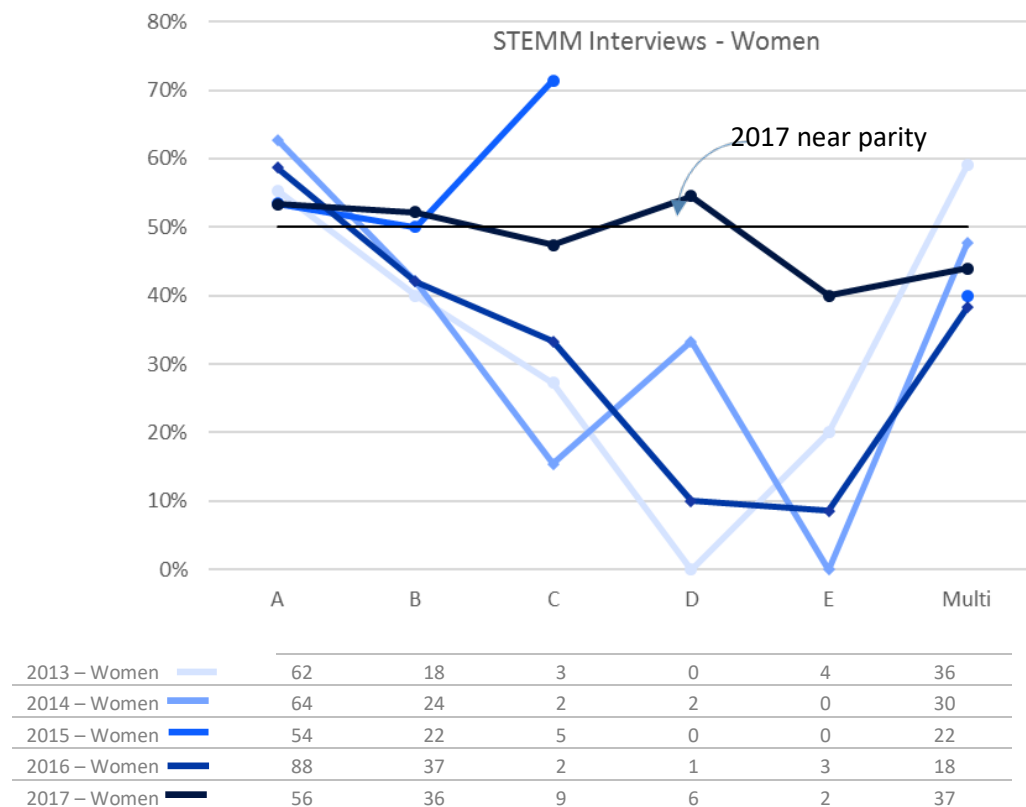


Figure 29 Women interviewed for STEMM academic positions by classification 2013-2017, % and numbers.

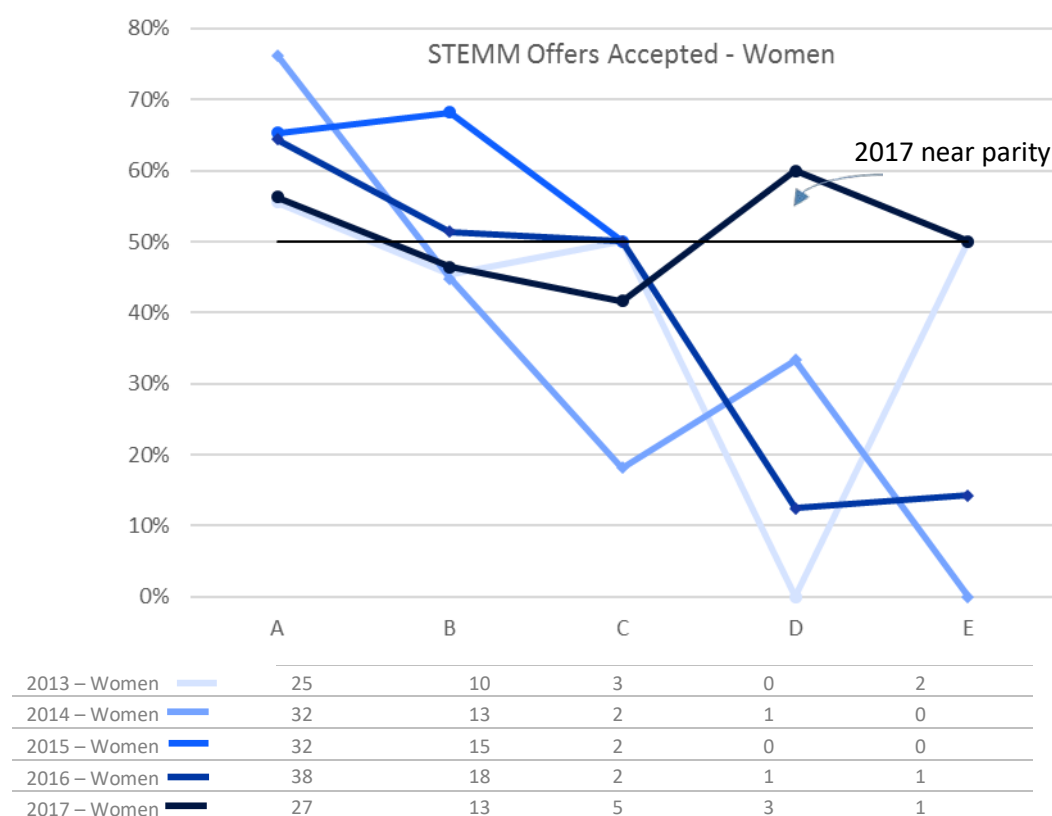


Figure 30 Total offers accepted by women for STEMM academic positions by classification 2013-2017, % and numbers

As we are attracting a significant number of applications from women, we will create a talent pool to keep connected to high-quality but unsuccessful candidates. We will also continue to seek EEO exemption for identified positions in disciplines in which women are significantly under-represented. This will support progress towards gender balance in STEMM disciplines.

Action 3.1 Seek exemption from the EEO Act to implement women-only recruitment.

Action 3.3 Establish talent pools for women and Aboriginal applicants.

(ii) Induction

At our corporate induction event, held four times a year, SMG members welcome new academic and professional staff and share their personal experiences at UniSA; the University's approach to teaching, research, marketing, internationalisation, people and culture; and our participation in SAGE and gender equity goals. We seek qualitative feedback after these sessions and have now introduced a quantitative rating that shows 85% of participants rate the induction as very good or excellent.

"The SMG's willingness to share some information regarding their backgrounds and what drew them to UniSA was a great reminder of the core values of UniSA and what attracted me to the role here."

Corporate induction is supported by structured area induction managed by the relevant line manager, using the Induction Booklet and UniSA induction website. A checklist covers logistics from day one and the first six months' milestones. Staff are also given relevant Quick Guides to explain UniSA's policies and practices.

(iii) Promotion

Academic promotion is a standardised university-wide annual process. The Pro Vice Chancellor of each Division leads the promotions panels for level B/C. The Vice Chancellor leads the Senior Promotions Panels for applications to level D/E.

Our promotions process is reviewed annually. The most recent change requires academics to self-assess how they demonstrate UniSA's core attributes. This important change signals UniSA's behavioural and leadership expectations for promotion, beyond the expectation of research and teaching excellence. We also recognise that sponsorship and mentoring, particularly in the STEMM disciplines, is critical for early career staff to progress to senior levels, and so level C and D academics applying for promotion are now asked to explain how they mentor and develop the capabilities of junior staff (Quick Win 4).

UniSA provides significant support and information to academics about the promotions process:

- each year, SMG stages an academic promotion information session.
- workshops and podcasts cover topics such as using data to demonstrate impact, reflecting UniSA's core attributes within applications, and engagement activities
- each unsuccessful applicant has a debrief and planning discussion with their respective Pro Vice Chancellor and Head of School (level B/C applicants) or a Deputy Vice Chancellor (D/E applicants) to discuss areas of possible development..

To encourage academic promotion applications from women, two information sessions are for women only (applications to B/C and for applications to D/E), which are well received by participants.

"Thanks for the opportunity to ask questions in an all-female environment."

Figure 31 shows that women in STEMM have continued to apply for promotions at a slightly lower rate than their colleagues (6% women, 8% men), and women in STEMM are less likely to apply for promotions than women in non-STEMM disciplines (8% women non-STEMM).

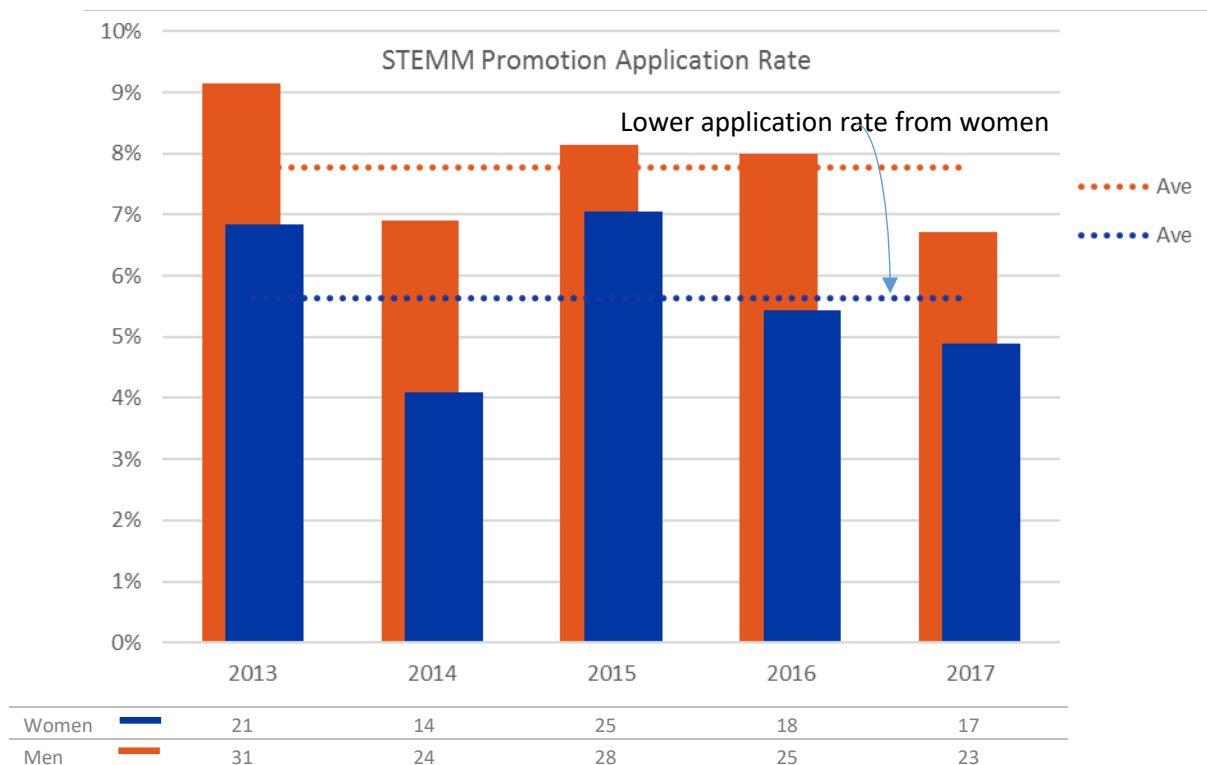


Figure 31 Application for promotion STEMM academics, by gender 2013-2017, rate and number

However, the applications from women in STEMM have been more successful than applications from men in STEMM (75% women, 63% men) (Figure 32) and compared to women and men in non-STEMM (66% women non-STEMM, 69% men non-STEMM).

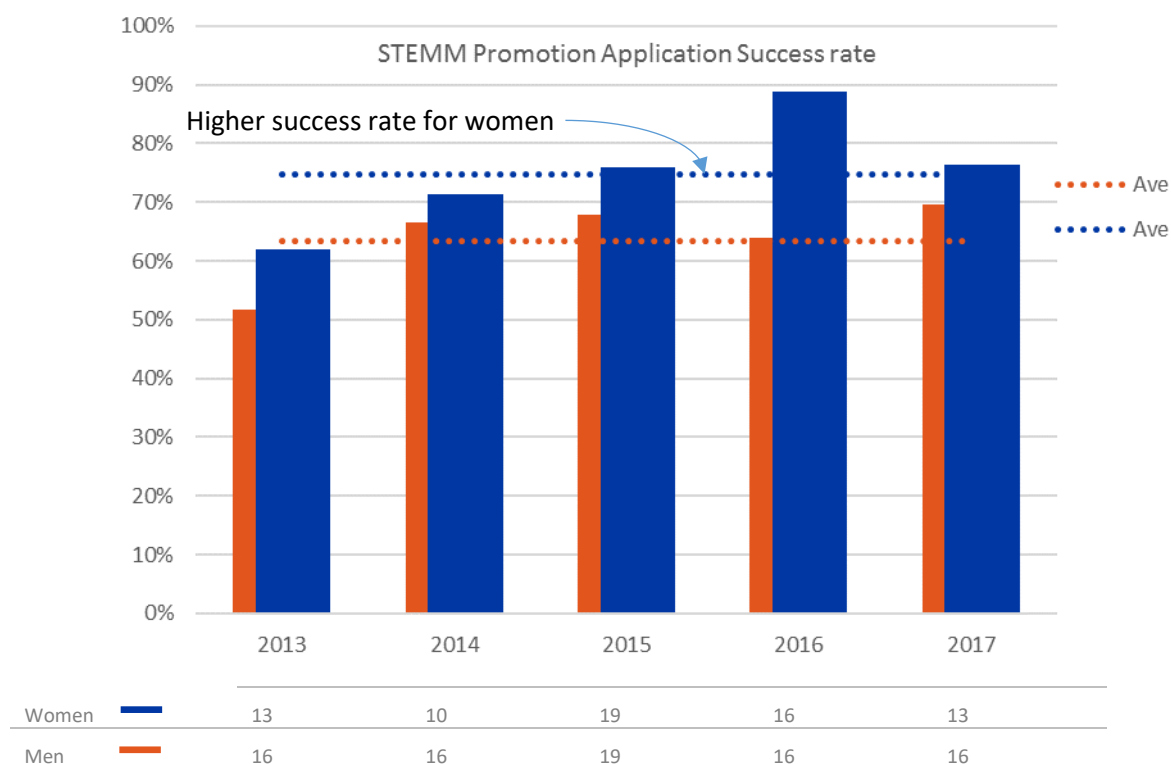


Figure 32 Successful promotion applications by STEMM academics by gender 2013-17, rate and number.

Part-time applicants have high success rates that reflect UniSA's requirement that promotion panels consider how personal circumstances, work arrangements and achievement relative to opportunity have affected personal productivity (Table 12). An applicant can submit a one-page statement to support this assessment. However, we note both the lower application rate from part-time academics and the results of our 2017 culture survey indicating that only half of our staff believe that employees who work part-time have the same career opportunities as full-time employees.

Table 12 Applications for academic promotion by part-time academics 2013-2017

	2013		2014		2015		2016		2017	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Successful Applications	4	0	2	1	7	0	4	0	10	0
Applications	5	0	2	1	8	0	5	0	10	0
Application Success Rate	80%	n/a	100%	100%	88%	n/a	80%	n/a	100%	n/a
Headcount (A – D only)	128	38	145	36	174	48	170	48	182	56
Application Rate	3.9%	0.0%	1.4%	2.8%	4.6%	0.0%	2.9%	0.0%	5.5%	0.0%

The promotions process and the lower application rate by women and part-time staff were discussed at the Bold Initiatives Workshop. As a result we will pilot a process to assess whether directly inviting academics to apply for promotions will encourage earlier applications from women and part-time candidates. The implementation of workforce planning and closer alignment of career development with the annual Performance Development and Management Process are also designed to encourage women and part-time academics to apply.

Action 1.7 Prepare three-year talent and workforce plans for all schools and research institutes.
Action 3.4 Pilot an “invitation to apply” promotion process.
Action 4.5 Revise our Performance Development and Management Framework to provide tools to support career conversations

(iv) Higher Education Research Data Collection (HERDC)

There has been a 6.9% increase in the number of STEMM women with reportable research income over the past three years. This coincides with a 40% increase in the average income for women. There are still more STEMM chief investigators with reportable income who are men than women (Table 13). This reflects our workforce profile: 37% of women in STEMM were level A compared to 20% men, and there are more senior men than women in STEMM. Similarly, the total income reported for women in STEMM and the average reportable income per woman are less than for men; however, the gap is narrowing (from 31% in 2015 to 13% in 2017).

Table 13 HERDC chief investigators with reportable income for STEMM disciplines, by gender 2015-2017

HERDC- STEMM disciplines	2015	2016	2017	% Change 2015-2017
CI's with reportable income – Women	116	142	124	6.9%
CI's with reportable income – Men	205	208	236	15.1%
Total income – Women	\$12,982,415	\$15,657,547	\$19,428,499	49.7%
Total income – Men	\$33,415,998	\$31,319,221	\$42,659,128	27.7%
Average income – Women	\$ 111,917	\$ 110,264	\$ 156,681	40.0%
Average income – Men	\$ 163,005	\$ 150,573	\$ 180,759	10.9%
Ratio of average income Women: Men	69%	73%	87%	

In 2017, we introduced an annual review process in which the Deputy Vice Chancellor: Research and Innovation meets with each school to discuss and review research output and staff performance, and to agree on priorities for the coming year. The discussion is informed by key metrics such as the proportion of staff meeting research benchmarks for their discipline and for international collaboration, HDR completions, engagement, and research income by gender and by level. This process provides a more nuanced understanding of research productivity by gender and will inform workforce and talent-planning processes.

Action 1.7 Prepare three-year talent and workforce plans for all schools and research institutes.

As part of this annual review, ARC and NHMRC outcomes and success rates by gender are benchmarked against national data. Pleasingly, UniSA's success rate for grants announced in 2017 for women was higher than the national average for ARC Discovery Grants (25% UniSA, 20% national) and NHMRC grants (29% UniSA, 21% national).

After consultation during 2017, UniSA piloted its Research Benchmarking Framework (RBF) for academics with research roles at level C and above. The RBF benchmarks (output, quality, income, HDR and engagement) indicate what good performance looks like, taking into account Excellence in Australia discipline norms and the time individuals have available for research. The RBF will support effective career discussions, particularly for STEMM academics at level B and above.

Similarly, we expect the review of our PDM framework will better align performance development conversations with career planning and provide a structured environment for STEMM women to build their research-income track records.

Action 4.5 Revise our Performance Development and Management Framework to provide tools to support career conversations

We also launched our “Scale and Focus: Institutes and Centres Research Policy” to expand research capacity in areas of strength and potential for impact. Gender skews in membership were very apparent in some applications for Institute and Centre status in 2018. Policies now require gender equity plans, recognising that centre membership is an important mechanism to develop women’s research careers and the academic pipeline (Quick Win 5).

Position descriptions for Research Centre Directors have also been revised to reflect responsibility for gender equity (Quick Win 6). A research leadership statement was launched that encourages a research culture that models diversity (Quick Win 7), and level C and level D academics are now required to demonstrate their mentoring track record to achieve promotion (Quick Win 4). These changes reinforce our expectation that research leaders develop the pipeline, particularly of STEM women.

5.2 Career development: academic staff (Refer to page 22 of the Handbook)

(i) Training

UniSA programs support the development of our core staff attributes, building innovation and leadership, teaching and learning, and research capacity. Our commitment is recognised by our staff; when compared to the Denison Benchmark (section 5.4(i)), UniSA is at the 73 percentile (women) and 68 percentile (men) in response to the statement, “There is continuous investment in the skills in staff”.

Equity and diversity

Two Quick Guides, *Legislated and Ethical Responsibilities of Staff* and *Equity and Diversity* promote expectations of behaviour to staff. As part of the self-assessment process we updated and revised the language and content of our Equity and Diversity guide (Quick Win 8).

To support a culturally inclusive workplace, all staff undertake Aboriginal Cultural Awareness Training in their first year of employment, all senior staff complete training in their first six months, and all current employees are encouraged to complete the training (1,218 staff have participated since the current program was introduced in 2014).

The SAT established a working group to conduct a literature review on unconscious bias training that identified the benefits, limitations and best practice. As a result UniSA is introducing unconscious bias training that:

- includes senior leaders as recipients, deliverers and endorsers of training
- incorporates evidence-based examples from university settings
- focuses on behaviours and is sensitive to resistance to training
- is required before serving on selection and promotion panels.

Action 4.3 <i>Systematically implement mandated unconscious bias training.</i>

SAGE discussions and activity have raised the awareness of unconscious bias across the University. Three areas implemented unconscious bias training in 2018: the Future Industries Institute, Communications and Marketing Unit, and the ITEE Division Executive (Quick Win 11).

Management and leadership

UniSA actively develops and engages its senior staff through a structured program of retreats, targeted development workshops and executive coaching. In 2017 there were two senior staff retreats, a two-day retreat for Heads of Schools, seven workshops (negotiation, developing culture and leadership), and executive coaching was provided to 25 senior staff. During 2016 and 2017, 264 participant sessions were provided,⁶ with women comprising 54% of places.

⁶ Includes participants who may have attended multiple offerings.

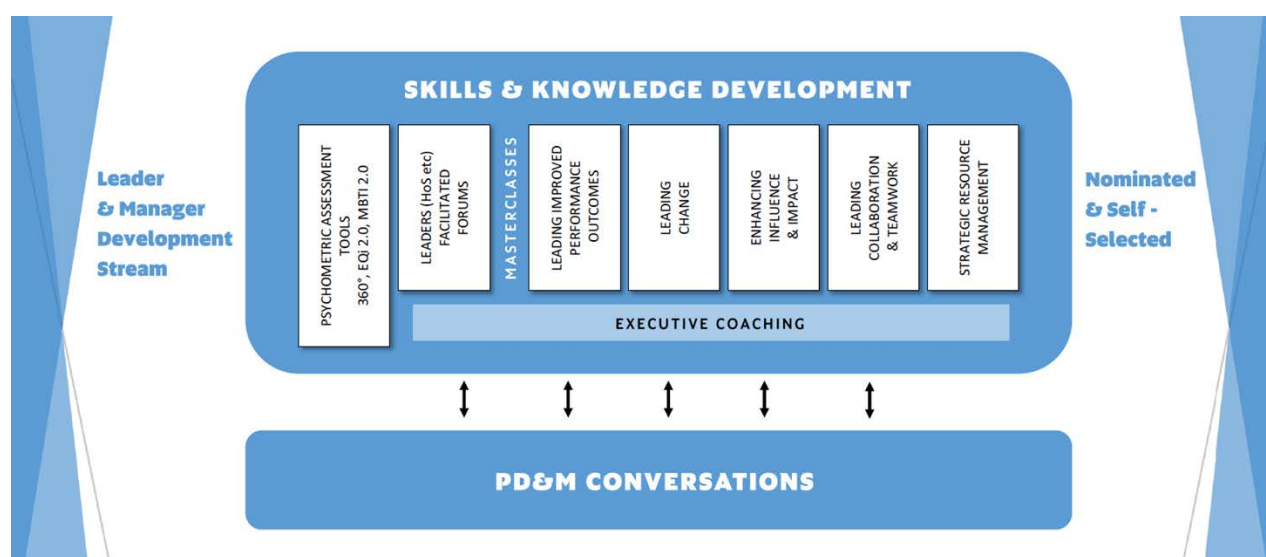


Figure 33 UniSA Senior Leadership Development Model 2017

We recognise that managing people is a specific skill set and that if we want policies applied consistently across the University, we must ensure managers are aware of them. UniSA introduced the *Managers' Essentials Program* in 2013 to induct professional and academic managers who are new to the university or to managing people. The program has been reviewed each year, with increased satisfaction ratings (Table 14). In 2017 an opportunity for participants to forward "burning issues or questions" was introduced to maximise the program's impact on managers' decision-making. From 2018 the program will be available to existing managers to refresh their knowledge.

Table 14 Participant feedback Manager Essentials Program 2015-2017

Managers Essentials Program	2015	2016	2017
% participants that rated the program as met expectations	70%	78%	85%
% of participants who would recommend the program to others	85%	89%	97%

Action 4.1 Continue the Women's Development Program, prioritising access to STEMM women.

Action 4.10 Complete a study on barriers to employment and development for Aboriginal women.

(ii) Appraisal/development review

UniSA's performance development and management (PDM) process is an annual discussion between each staff member and their manager about their achievements and their goals and development priorities for the next 12 months. A PDM plan is signed by the Head of School or Research Director for each academic and lodged within the HR Management System. There is a significant degree of under-reporting, with only about two-thirds of staff having their PDM conversations registered. However, there does not appear to be a gender skew.

Managers and staff are supported in this process through an interactive process guide, video vignettes and workshops (such as giving and receiving feedback). Managers receive coaching in how to support underperforming staff.

The Bold Initiatives Workshop and feedback from staff through *Behind the Scenes* identified an opportunity to build stronger connections between career development and the annual PDM process as a practical mechanism to support career development for STEMM women. As a result, we will consider best-practice

methods of supporting supervisors and staff to engage in strategic career development conversations and multi-year career planning. Our People Communications Strategy will promote awareness of the approach.

Action 4.5 *Revise our Performance Development and Management Framework to provide tools to support career conversations*

Action 2.3 *Implement a People Strategy communications campaign*

(iii) Support given to academic staff for career progression

Academic staff at UniSA are supported through two key development programs.

The *Development Program for Academics* develops technical skills, strengthens the demonstration of UniSA's core attributes within daily practice and decision-making, shares knowledge among staff about university processes, and builds collaborative networks. Each year, between 200 and 300 staff participate in this program.

The *Early Career Researcher Program* supports postdoctoral researchers within five years of completing their PhD (with allowances for career breaks). This competitive program provides workshop discussions with experienced researchers and individual mentoring. To date, 56% of participants have been women. More women than men apply to join the program, with a slightly lower success rate for women in the past two years (Table 15).

Consistent with our other development activities, feedback from participants prompts improvements.

Table 15 Early Career Research Program application and success rate 2015-2018

Early Career Research Program	2015		2016		2017		2018	
	Women	Men	Women	Men	Women	Men	Women	Men
Applicants	22	14	22	26	22	14	25	18
Successful applicants	22	14	18	21	21	14	22	17
Success Rate	100%	100%	82%	81%	95%	100%	88%	94%
Participants	18	14	16	22	20	14	22	17
Drop-out rate	18%	0%	11%	-5%	5%	0%	0%	0%

Each division also supports a women's networking group for exchange of ideas and experience, informal support and career advice. UniSA supports biannual meetings of all senior women sponsored by the Pro Vice Chancellor: UniSA Business School.

We recognise that sponsorship and mentorship play significant roles in enabling early career researchers to access networks and build their international and grant profiles. This is particularly critical for women in male-dominated disciplines and women leaders. We will introduce an academic mentoring program to help STEMM women develop their careers and prepare for promotion.

Action 4.6 *Develop a support mechanism for academic mentoring for STEMM women.*

5.3 Flexible working and managing career breaks (refer to page 23 of the handbook)

Note: Present professional and support staff and academic staff data separately

UniSA recognises that family responsibilities are often gendered. However, we are working to normalise expectations that all staff can achieve family and career aspirations. Staff have indicated that we have supportive policies but that they are applied inconsistently. This is being addressed through the policy review process (Action 1.9) and a review of flexible work arrangements (Action 5.1). Continuing staff and staff on fixed-term contracts have the same entitlements.

(i) Cover and support for maternity and adoption leave: before leave

Staff are provided with one day's pre-natal leave a month, at full pay, during the final six months of pregnancy to attend pregnancy-related appointments.

Staff adopting a child are entitled to up to two days' unpaid pre-adoption leave to attend any interviews or examinations required to obtain approval for the adoption.

Staff are encouraged to use our online parental leave tool and discuss parental leave plans with their manager and/or their local People Talent and Culture contact to ensure they know their options and can access benefits.

(ii) Cover and support for maternity and adoption leave: during leave

In 2017 the Deputy Vice Chancellor: Research and Innovation introduced a pilot "Maintaining Research Momentum" scheme that provides researchers on maternity leave (or within six month of returning to work) funding to maintain research momentum. The fully subscribed pilot has supported high-quality research and will be extended for four years with increased funding, to provide bridging support during this transition period for women researchers.

Action 4.4 *Extend the Research Momentum Scheme pilot, prioritising STEMM women.*

Maternity leave is budgeted at the corporate level, enabling staff on maternity leave to be backfilled without budget impact for work areas, avoiding the potential for bias against employing women of child-rearing age.

Managers and staff arrange how they will communicate while on leave, with managers encouraged to maintain informal contact. Formal communication is sent to staff at least six weeks before their return to work date to clarify their intention to:

- exercise their entitlement to phased-in return to work
- return to work at their substantive work fraction
- return to work on a flexible work arrangement
- apply for alternative period of leave such as child-rearing leave (additional 52 weeks' unpaid leave).

While on leave, staff can access 10 paid "keeping in touch" days. This provision enables them to undertake work that keeps them in touch or facilitates their return to work, such as participating in a planning day, conference or training.

(iii) Cover and support for maternity and adoption leave: returning to work

UniSA actively supports staff returning to work through our leading practice of phased return to work. Staff may work a fraction (0.6 for a full-time staff member) and be paid their substantive full-time salary for a period of eight weeks, to help balance work and parental responsibilities, and to test a workable work fraction.

(iv) Maternity return rate

Just over 100 academics and 264 professional staff took maternity or adoption leave over the period 2013-2017. On average a higher proportion of STEMM academics commence maternity leave than non-STEMM academics (Table 16). This may reflect the younger age profile of STEMM academics.

Table 16 Percentage of women who commenced maternity leave, academic and professional staff, STEMM and non-STEMM, 2013-2017

Maternity Leave	Professional Staff		Academic Staff	
	STEMM	non-STEMM	STEMM	non-STEMM
Year				
2013	8.7%	5.6%	6.6%	1.3%
2014	5.8%	4.6%	5.1%	3.2%
2015	4.2%	3.6%	3.3%	0.4%
2016	3.7%	5.4%	5.2%	2.1%
2017	3.8%	4.0%	2.5%	2.8%

On average, professional and academic staff return to work from maternity leave at similar rates but professional staff access unpaid and child-rearing leave at high rates (Table 17). The primary reason staff do not return from maternity leave is the conclusion of their contracts (Table 18).

Table 17 Maternity leave return, unpaid leave and child-rearing leave rates for academic and professional staff, STEMM and non-STEMM, five-year average 2013-2017

Maternity Leave	Professional Staff			Academic Staff		
	ML Return	Unpaid Leave	Child Rearing Leave	ML Return	Unpaid Leave	Child Rearing Leave
Discipline						
STEMM	89%	55%	20%	79%	55%	12%
Non-STEMM	82%	78%	24%	94%	38%	13%
Total	84%	74%	24%	87%	53%	13%

Table 18 Reasons for staff on maternity leave not returning, academic and professional, STEMM and non-STEMM, five-year average 2013-2017

Reasons for not returning	Professional Staff			Academic Staff		
	Contract ended	Resignation	Voluntary redundancy	Contract ended	Resignation	Voluntary redundancy
Discipline						
STEMM	83%	17%	0%	54%	46%	0%
Non-STEMM	50%	44%	6%	0%	0%	100%
Total	55%	39%	5%	50%	43%	7%

(v) Paternity, shared parental, adoption leave and parental leave uptake

UniSA provides 15 days' paid partner leave to ongoing and contract staff at any point within the 12 months following the birth or adoption of a child. In benchmarking our leave entitlements we have recognised that our current structure of maternity and paternity leave provisions are gendered and do not provide staff with flexibility to choose which parent will be the primary carer. As a result we included broadening the current paid maternity leave provision within our Enterprise Agreement negotiation. Our intent is to enable staff to share this paid leave with their partner, where the partner is also a staff member and they become the primary care giver (Quick Win 9).

Over the past five years partner leave has been taken up by a higher proportion of men in STEMM disciplines than by their colleagues (Table 19). This in part reflects the younger age profile of our STEMM academics. No women have yet taken up partner leave.

Table 19 Percentage of men who have accessed partner leave 2013-2017

Partner Leave Year	Professional staff		Academic staff	
	STEMM	non-STEMM	STEMM	non STEMM
2013	4.8%	3.4%	2.8%	2.3%
2014	2.7%	4.0%	5.4%	1.0%
2015	2.4%	3.6%	2.7%	2.0%
2016	5.3%	3.6%	3.5%	0.7%
2017	1.8%	2.0%	1.7%	0.0%

(vi) Flexible working

UniSA offers flexible work arrangements that are explained in recruitment material and online. Managers are educated about relevant policies and procedures through *Managers' Essentials Program* training undertaken throughout the year.

As our systems do not record why staff choose flexible work arrangements, the SAT reviewed academic staff who recorded changes in work fraction over the last five years. It found that academic men in STEMM and non-STEMM disciplines are using flexible work arrangements but at a significantly lower rate than women (Figure 34 and Figure 35). This gender skew is replicated for professional staff (Figure 36 and Figure 37).

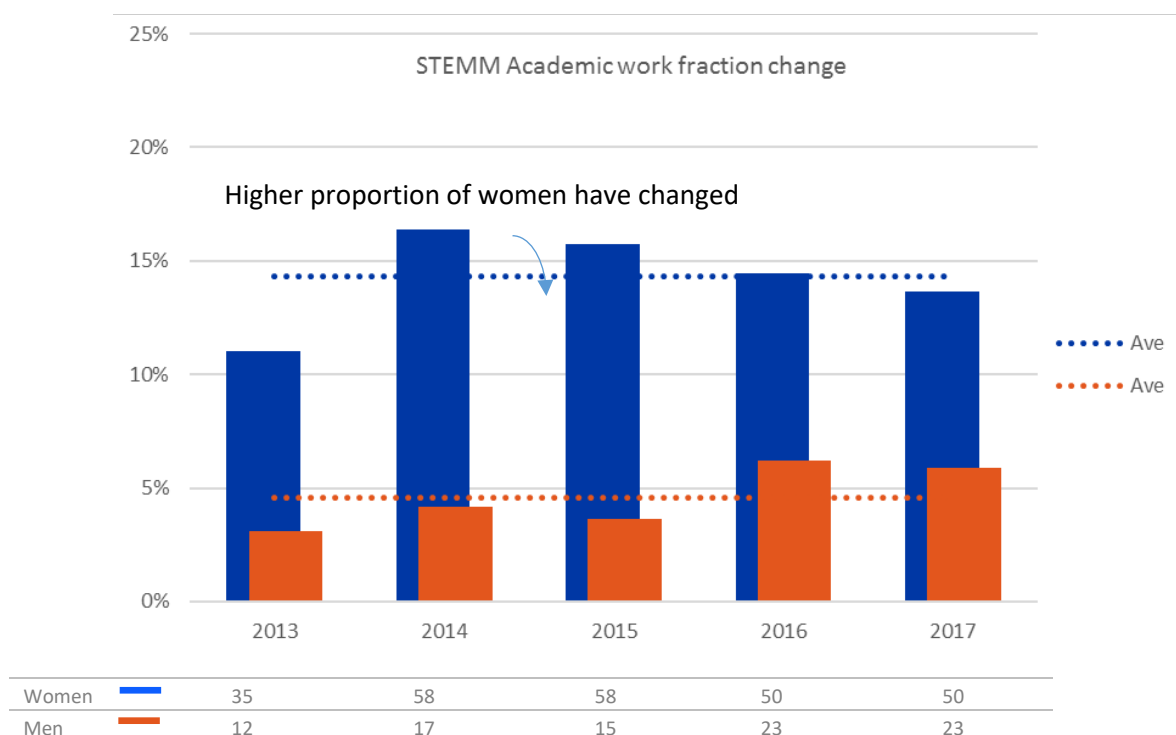


Figure 34 STEMM academics who changed their work fraction, by gender 2013-2017, % and number.

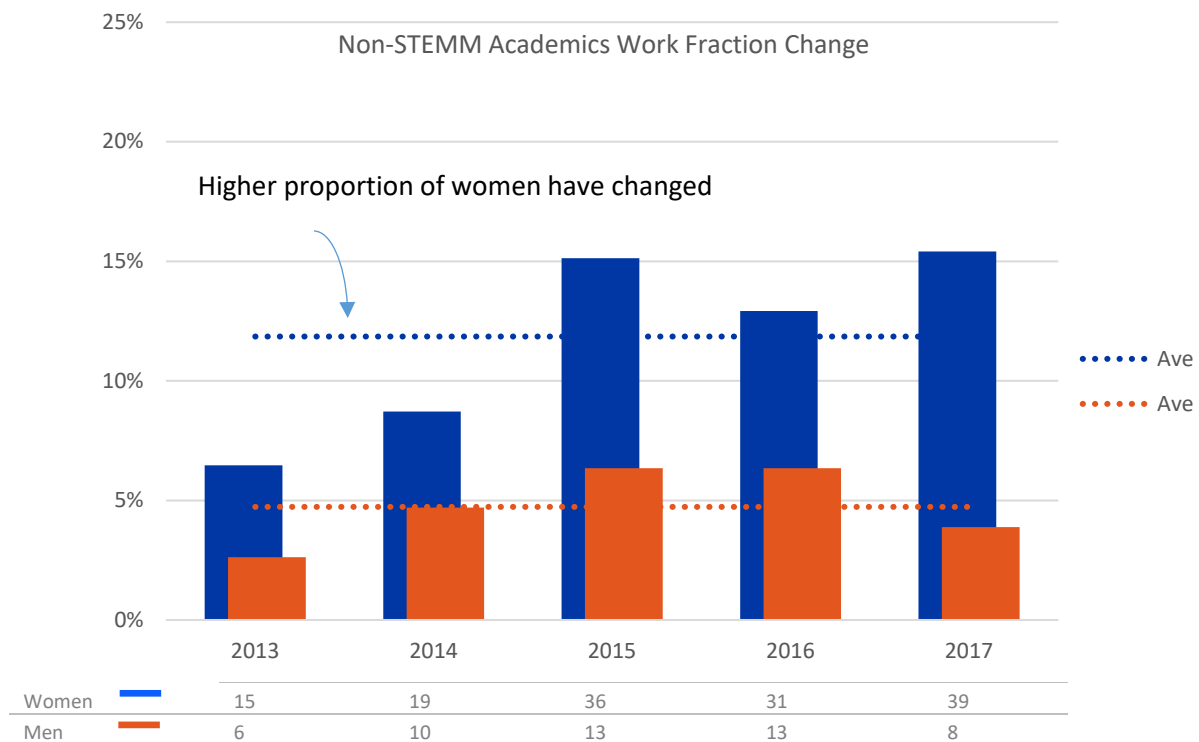


Figure 35 Non-STEMM academics who changed their work fraction, by gender, 2013-2017, % and number.

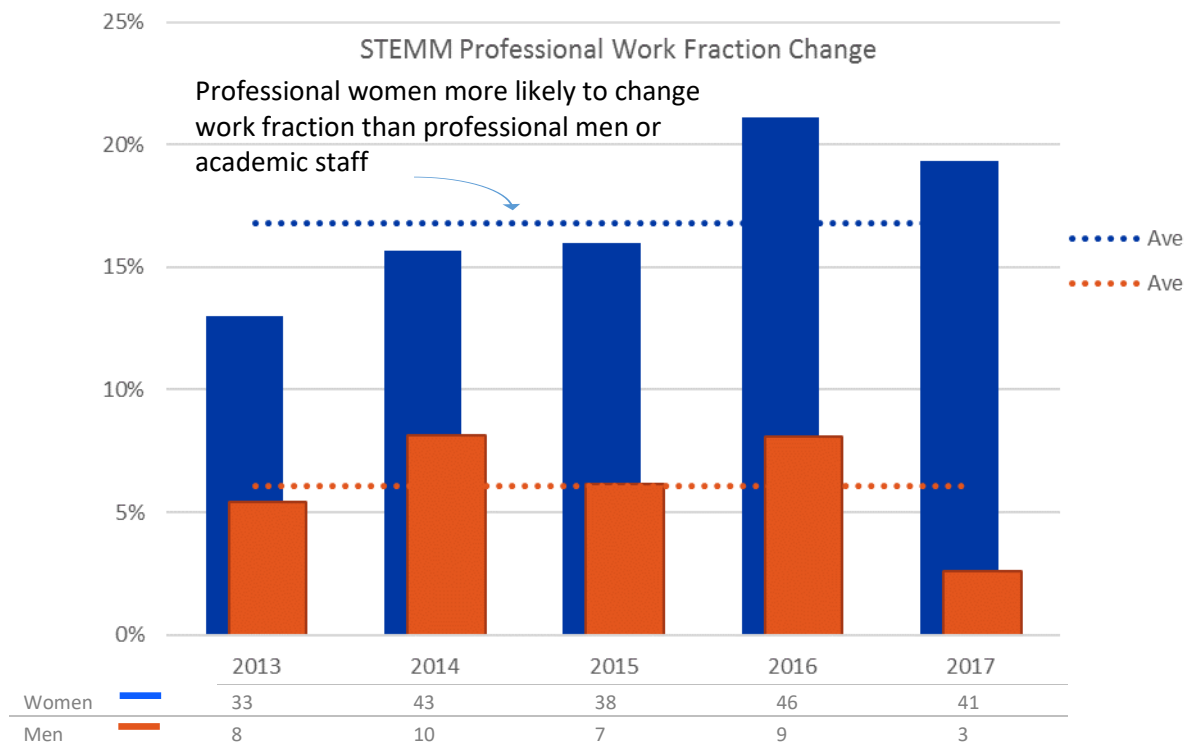


Figure 36 STEM professional staff who changed their work fraction by gender, 2013-2017, % and number

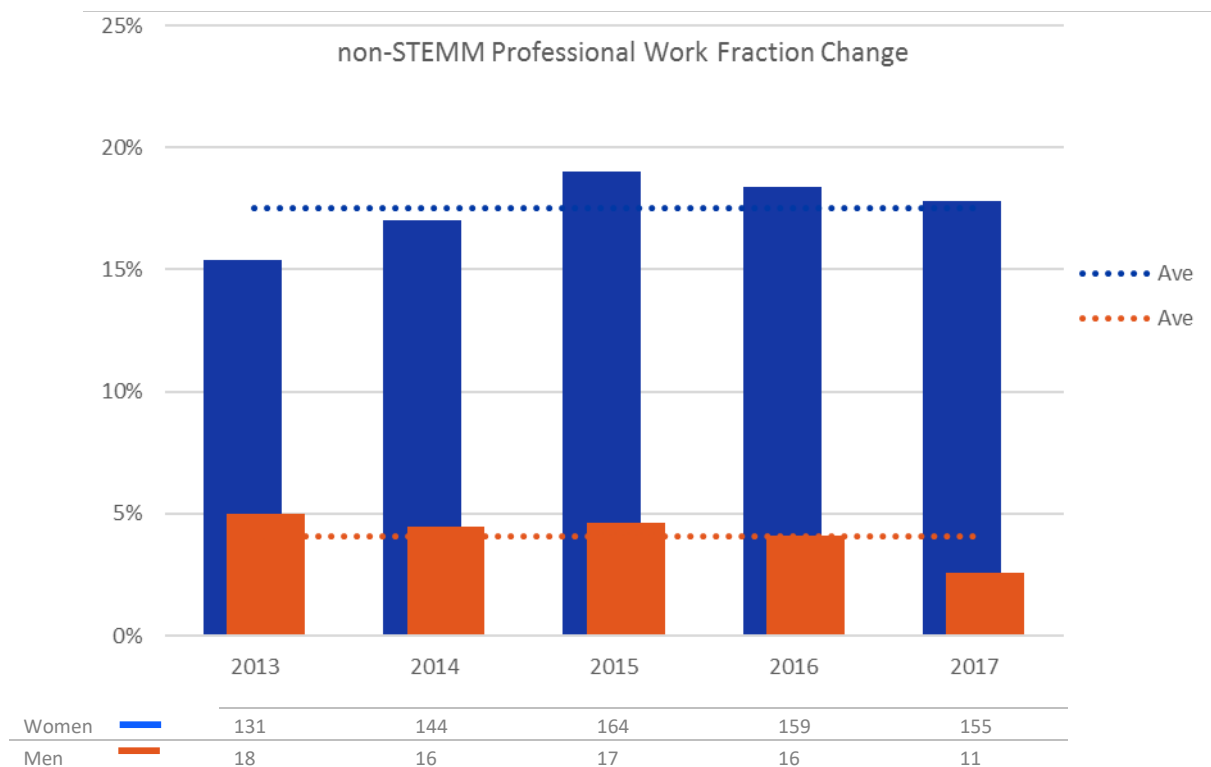


Figure 37 Non-STEMM professional staff who changed their work fraction by gender, 2013-2017, by gender, % and number

The five-year average (Table 20) shows there is little difference between the proportions of STEM and non-STEM or professional and academic staff who have changed their work fractions. The primary variation is gender, with men in professional non-STEM areas the least likely to change their work fraction. This data indicates that using flexible work practices is not considered normal for all genders within UniSA.

Table 20 Proportion of staff who have changed their work fraction, five-year average 2013-2017

Five year average		STEM	non-STEM
Academic	Women	14%	12%
	Men	5%	5%
Professional	Women	18%	18%
	Men	6%	4%

This pattern is also reflected in our 2017 Culture Survey. While 61% of all staff agreed or strongly agreed that “all genders are actively encouraged to adopt flexible work arrangements”, only 57% of STEM women agreed compared to 70% of STEM men.

We also know from the *Behind the Scenes* research that staff perceive the capacity to take up flexible work arrangements depends on individual managers. Given this feedback and the gender skew in survey responses, we will identify a mechanism to track applications for flexible work practices to identify the reasons why applications are/are not supported and identify how we can make it easier for managers to support applications and encourage consistent decision-making.

Action 5.1 Review flexible work practice arrangements.

(vii) Transition from part-time back to full-time work

UniSA supports phased increases in work fraction when staff return to work after maternity or child-rearing leave, with arrangements managed by the local area.

(viii) Childcare

UniSA was an early adopter of multi-access suites, introducing them at all UniSA metropolitan campuses in 2006. These suites provide private space within each library and our city administration centre to support parents and breastfeeding mothers.

UniSA held breastfeeding accreditation from 2006-2014. We continue to meet these standards but do not participate in the ongoing accreditation process.

Childcare facilities are accessible from five of our six campuses and our main City West Campus has access to a new \$5 million childcare facility that cares for children of staff and students. These facilities are promoted to staff and students through a dedicated childcare webpage.

(ix) Caring responsibilities

UniSA provides staff (irrespective of their work fraction) with nine days' family responsibility leave (FRL), with pay, for each completed year of service for carer responsibilities, compassionate or bereavement support, and other special personal circumstances.

Staff can use an online tool to determine whether they can access FRL. If they exhaust their entitlement, they can use accrued personal leave for carer-related absences. Staff can also access two days' unpaid leave per occasion for absences related to carer responsibilities.

Our 2017 culture survey demonstrates that staff view UniSA as strongly supportive of caring responsibilities, with 90% agreeing or strongly agreeing that their manager is responsive to their needs when they have caring responsibilities.

There are no significant difference between STEMM and non STEMM academics accessing FRL over the past five years, but there is a gender difference: a higher proportion of women academics has accessed leave than men (Figure 38 and Figure 39), reflecting societal norms about the distribution of caring responsibilities.

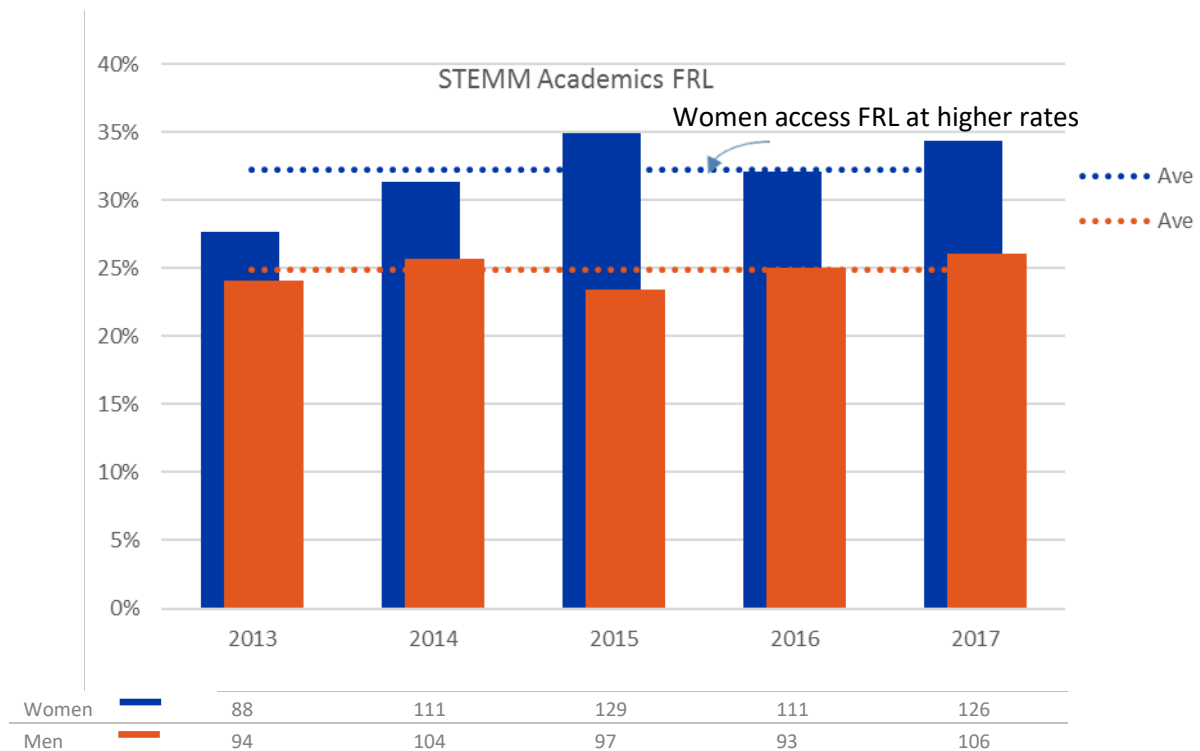


Figure 38 STEMM academics accessing Family Responsibility Leave, by gender 2013-2017, % and number.

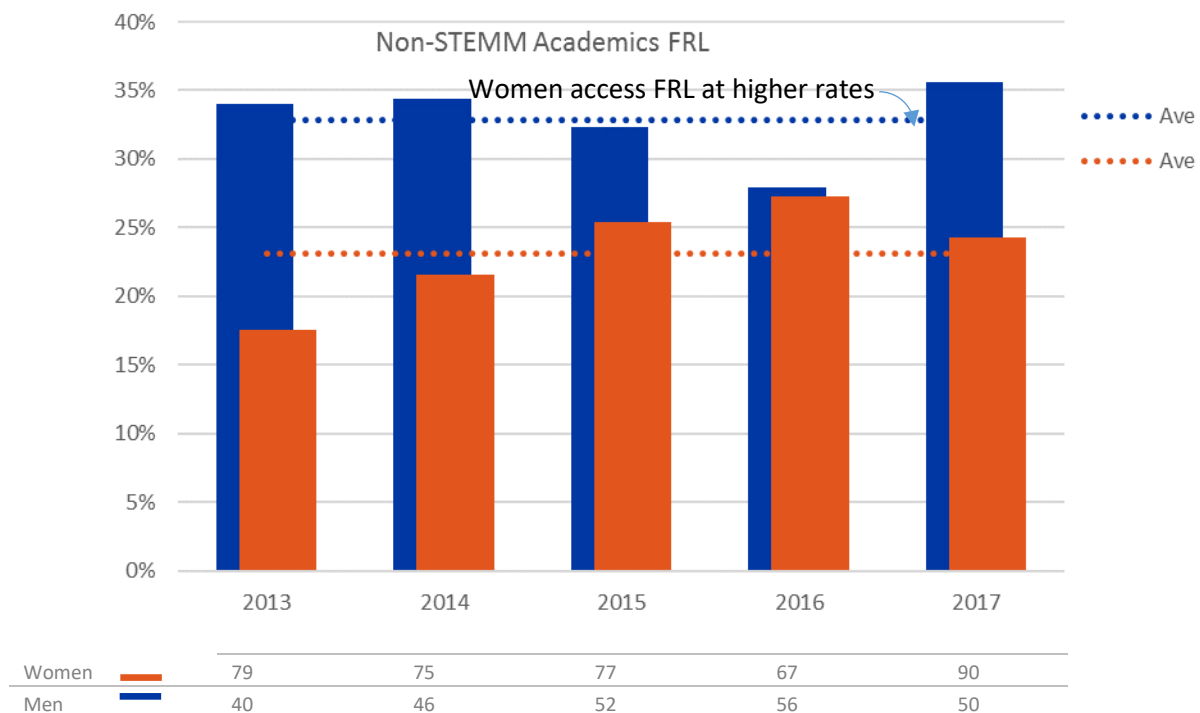


Figure 39 Non-STEMM academics accessing Family Responsibility Leave by gender 2013-2017, % and number

5.4 Organisation and culture (Refer to pages 24-25 of the Handbook)

(i) Culture

UniSA's core attributes (Figure 1, Page 9) are embedded in key organisational processes and drive our culture of enterprise.

Our culture survey, using the Denison Consulting survey tool, provides global benchmarking every three years on key institutional dimensions that directly impact high performance. Comparing responses from 2014 to 2017 (Figure 40) shows significant improvement across all measures of:

- mission (strategic direction and intent, goals and objectives, vision)
- adaptability (creating change, customer focus and organisational learning)
- consistency (core values, agreement, and coordination and integration)
- involvement (empowerment, team orientation, capability development).

By 2017 the variation between the responses of women and men had also narrowed significantly, with women slightly more positive than men. There is very little difference between STEM and non-STEM (Figure 41), with STEM women slightly more positive than STEM men (Figure 42). Across these cohorts, ratings of the consistency measures are lower than all others; this aligns with *Behind the Scenes* focus group feedback, discussed below.

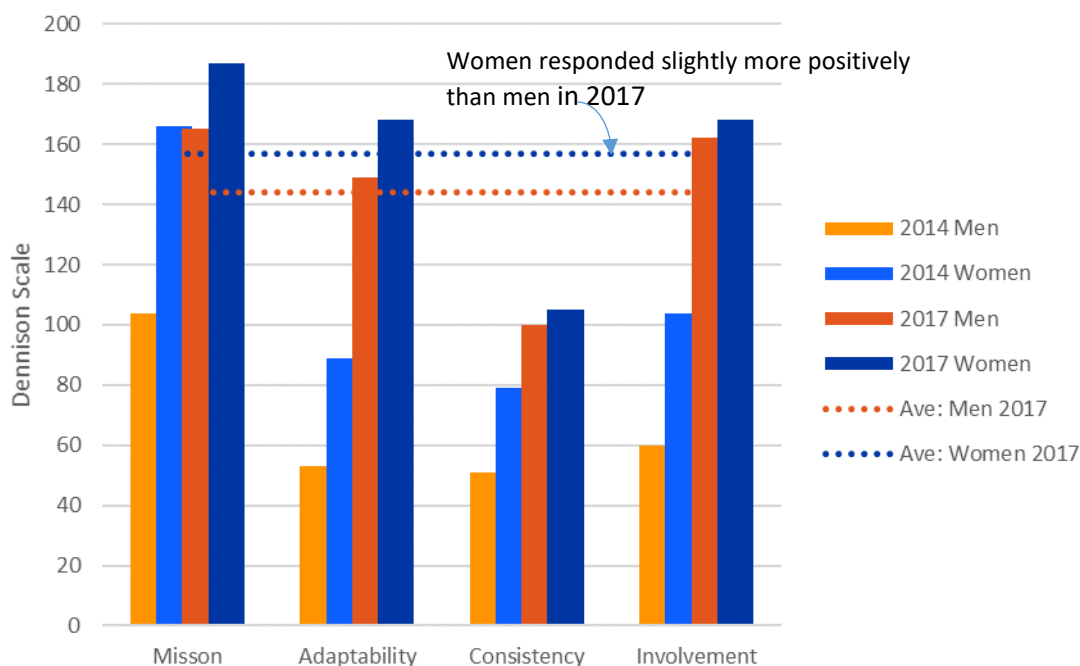


Figure 40 Summary of UniSA Cultural Survey Results for women and men 2014 and 2017

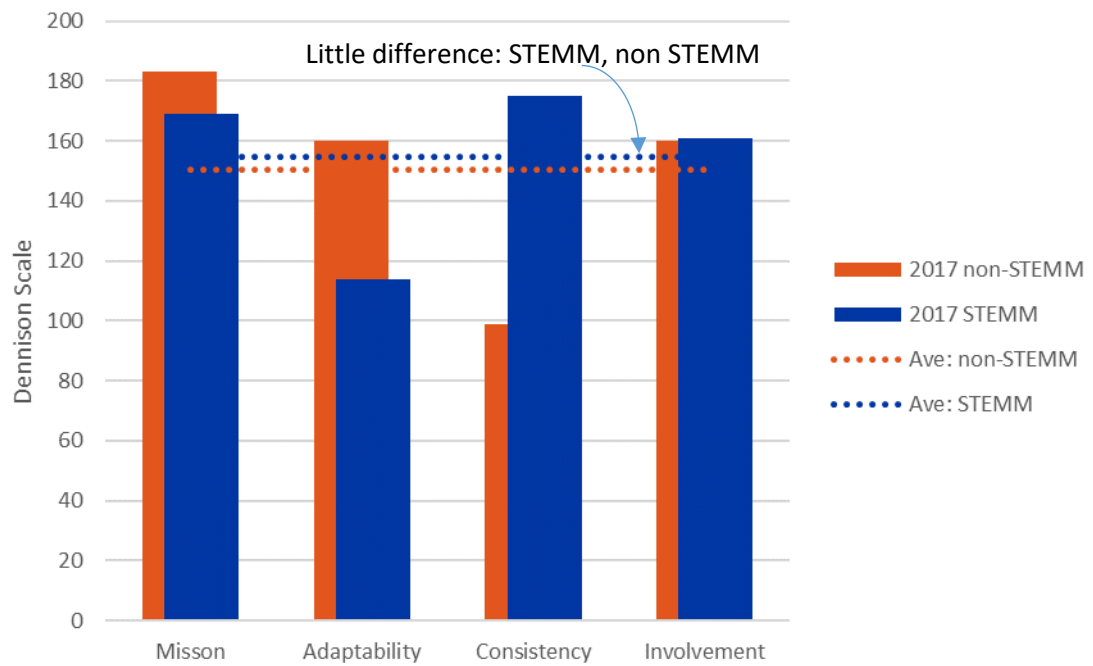


Figure 41 Summary of UniSA Culture Survey for STEMM and non-STEMM areas 2017

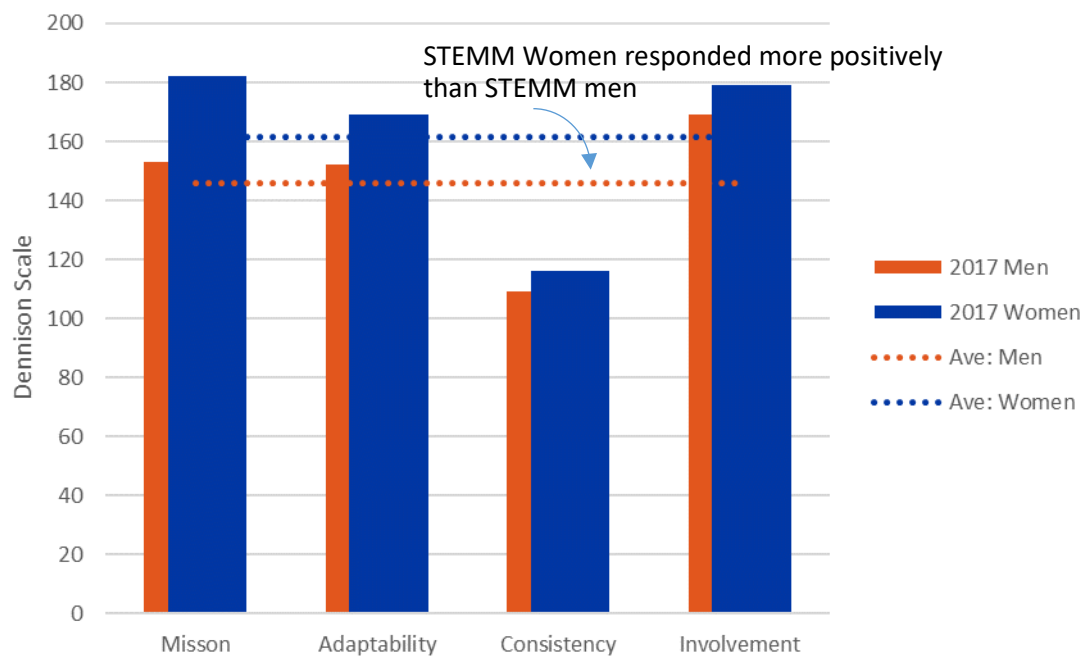


Figure 42 Summary of UniSA Culture Survey response for STEMM, by gender 2017

As identified in section 3ii) UniSA participated in the *Behind the Scenes* research project that assessed diversity consciousness (Figure 43).

Paradigm Philosophy
NO AGENDA Diversity is not a major agenda item; we are focusing on other key issues for our business
PEOPLE ARE PEOPLE (DIVERSITY BLIND) We have a commitment to maintaining fair practice and eliminating discrimination but we have not made any major changes to our work practices as a result of greater diversity
RECRUITING AND SELECTION (DIVERSITY CONSCIOUS) We have changed recruiting and selection practices so that the demographic composition of our workforce reflects the composition of our customers or clients; that gives us a competitive advantage
LEARNING AND EFFECTIVENESS (DIVERSITY CONSCIOUS) We have used employee diversity as a resource for learning and adaptive change; we have dramatically changed our day-to-day work practices

Figure 43 Diversity paradigms used in the *Behind the Scenes* research

The research found that most SMG members (71.4%) viewed UniSA as diversity conscious, recognising the change to UniSA's recruitment and selection practices. This view was shared by 30.2% of employees, with a larger group (41.5%) recognising the university's approach as "People are People" (Figure 43).

To help address this gap in perception our new People Strategy will articulate a learning and effectiveness diversity philosophy. The People Strategy communications campaign will expand awareness across the University of this philosophy and the policies and practices that support it. We will review the descriptors of our core attributes to clarify their roles in developing a diverse workforce and creating an environment in which talent thrives and difference is valued. This will support the attraction and recruitment of diversity-conscious senior leaders, particularly in STEMM disciplines (which was suggested in the *Behind the Scenes* focus groups). The *Behind the Scenes* research and the culture survey results highlight the need to improve consistency across the institution in how policies and practices are applied. The policy review process and unconscious bias training will encourage this consistency, while introducing KPIs related to gender equity and Aboriginal recruitment for senior staff will reinforce local level action and visibility.

Action 1.1 Include our commitment to workforce diversity, equity and inclusion in the new People Strategy.

Action 1.6 Include KPIs for gender equity and Aboriginal staff in senior staff KRAs.

Action 1.9 Review all UniSA policies with a diversity and gender equity lens.

Action 2.3 Implement a People Strategy communications campaign

Action 4.2 Refine our core attribute descriptors to include diversity consciousness as an attribute.

Action 4.3 Systematically implement mandated unconscious bias training.

(ii) HR policies

In 2018 we developed a new People Talent and Culture Policy Framework. In 2019 we will start developing new policies within this framework, beginning with those policies affected by recent enterprise bargaining and legislative reform. To increase consistency in their application new policies will take a principle rather than prescriptive rule approach. The application of principles will encourage and support decision-making that reflects our core attributes, values and enterprise culture. Gender and LGBTIQ lenses will be applied

to the policy review and development process to avoid unintended biases. We will also seek staff feedback about our policies, their application and impact, and capitalise on technological changes to communicate policies and changes and evaluate their impact.

Action 1.9 Review all UniSA policies with a diversity and gender equity lens.

Action 2.3 Implement a People Strategy communications campaign

Equity, bullying, harassment, grievance and disciplinary action

In 2017 UniSA reviewed its equity, bullying, harassment, grievance and disciplinary policies. As a result we are developing a new trauma-informed sexual misconduct procedure and protocol for staff and students to improve management of alleged sexual harassment incidents. The policy is supported by our Employee Relations and Partnerships team that manages and reviews equity, bullying, harassment, grievance and disciplinary cases.

(iii) Proportion of heads of school/faculty/department by gender

Historically, UniSA has always had women in leadership roles. However, in June 2013 the SMG consisted entirely of men due to positions in transition. Importantly, as a result of active recruitment of women, gender balance was achieved in 2017 (Figure 44). We have also achieved an increase in the proportion of women in senior staff roles in STEMM disciplines, from 22% in 2013 to 37% in 2017.

We recruit Heads of School through standard, merit-based recruitment practices and will encourage potential candidates to apply. Internal expressions of interest are used to make short term A/Head of School appointments, along with direct offers to high-performing individuals.

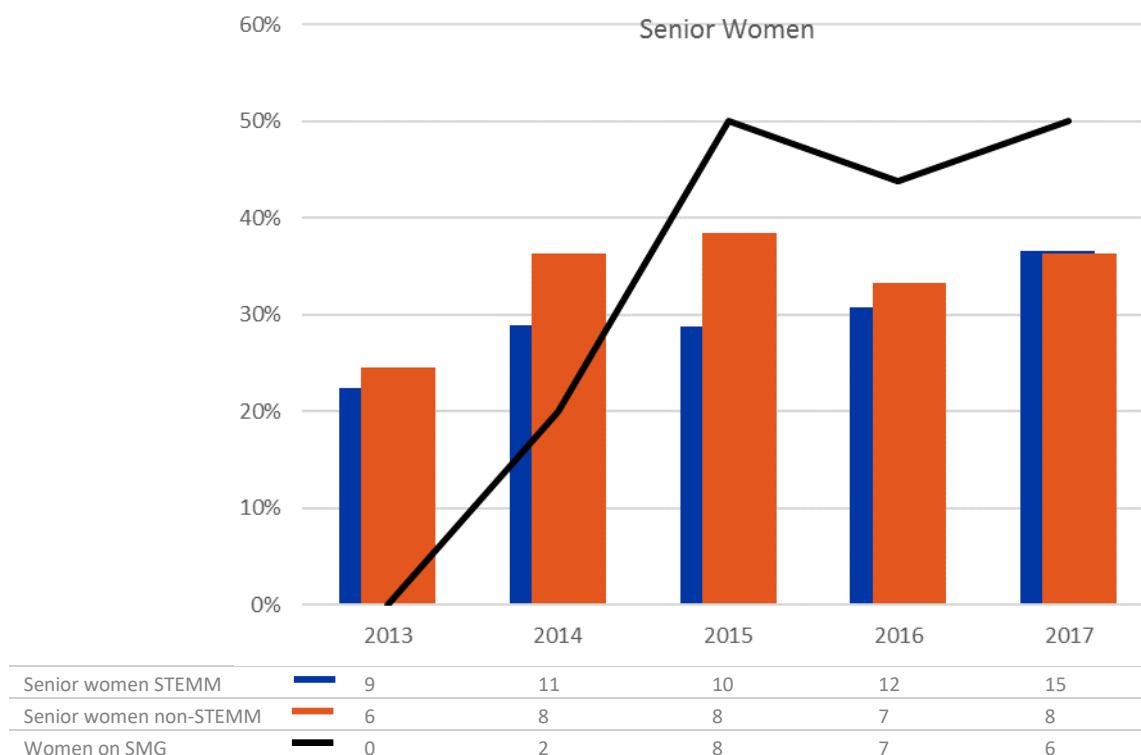


Figure 44 Women Senior Staff, STEMM, non-STEMM and SMG 2013-2017, % and number

iv) Representation of men and women on senior management committees

The Senior Management Committee of UniSA is the Senior Management Group (Figure 45). As previously identified, UniSA achieved gender parity within this group in 2017 (Figure 44).



Figure 45 Members of UniSA's Senior Management Group 2017

v) Representation of men and women on influential institution committees

UniSA recognises the importance of gender balance on institution committees to maximise effective decision-making. Overall representation of women across all institutional committees has increased:

- Council and subcommittees (excluding Academic Board) – from 43% in 2012-13 to 50% in 2016-17
- Academic Board and its subcommittees – from 43% in 2012-13 to 53% in 2016-17.

The success of UniSA Council in attracting and appointing women (Figure 46) contrasts with ASX200 Boards⁷ where 30% of appointments are women.

External appointments to UniSA Council and sub-committees are made via recommendation, with regard to the expertise and knowledge required to support the goals of the committee. Appointments to Academic Board and its subcommittees are either as designated positions (such as Pro Vice Chancellors) or as representative positions. Representative positions are determined by election by the relevant cohort.

⁷ Australian Institute of Company Directors 28 February 2019.

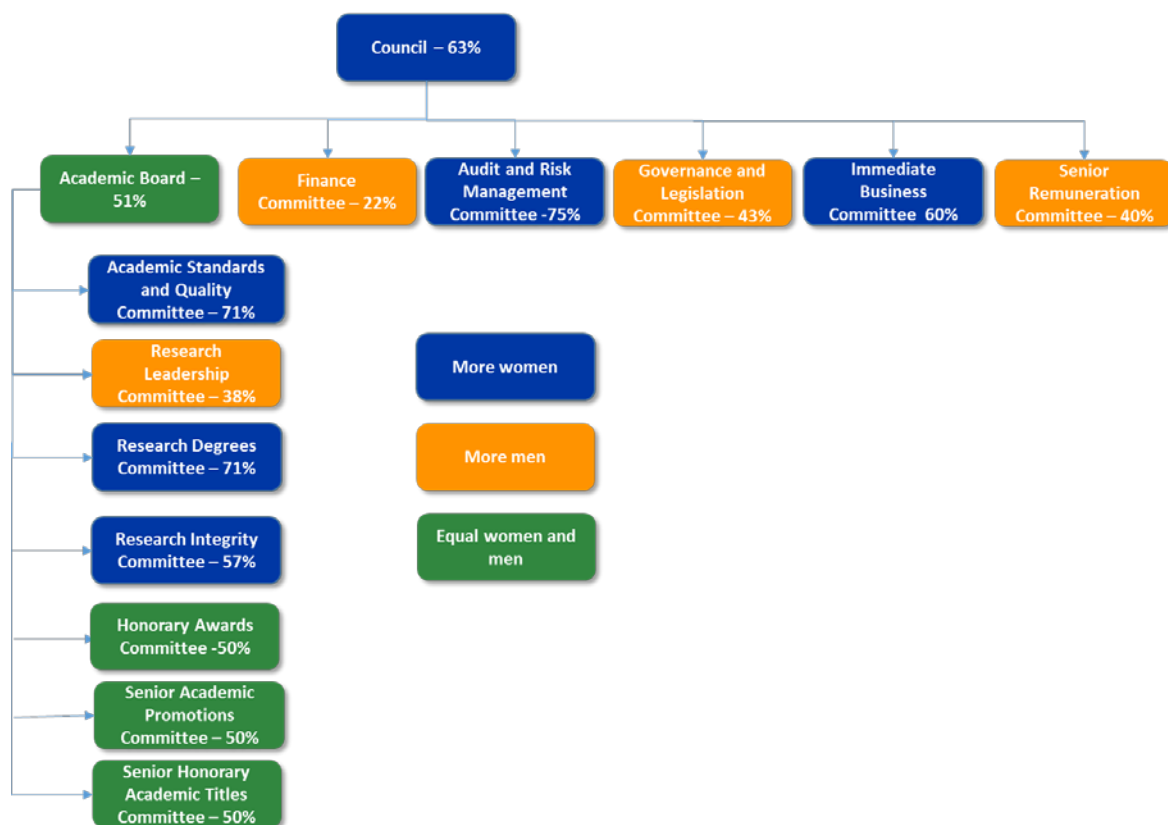


Figure 46 Percentage of women on UniSA influential committees (academic and corporate governance committees) 2017

vi) Committee workload

Committee membership is considered in the workload allocation of individual staff (Refer 5.4viii)). The chair of the Academic Board has professional development funds to access research support or other tools to manage workload.

vii) Institutional policies, practices and procedures

UniSA's commitment to equity stems from founding legislation that demands we focus on meeting the educational needs of people who have suffered educational disadvantage. Our University Council endorsed our policy of equality of opportunity in June 1991, within six months of the institution's establishment. The policy committed UniSA to taking steps to remove barriers that may have barred women from some jobs or from advancing within the University. As outlined in section 2(i) we have specific policies to support full and active involvement of women in all aspects of the University.

These policies have been reviewed and updated many times. However, we recognise that there is value in reviewing all institutional and research policies with a diversity and equity lens, to complement the review of our human resource policies.

Action 1.9 Review all UniSA policies with a diversity and gender equity lens.

viii) Workload model

Each academic has an individual workload allocation that aligns the school or divisional workload model with UniSA's Academic Workload Principles.

- The total hours of work will be reasonable.
- The work value of an individual's duties will be appropriate and align with their academic level.
- Workloads should be tailored to each individual with consideration to the staff member's PDM Plan.

- Performance outcomes will be evaluated.
- Allocation of workload will be appropriately transparent.

Led by changes at the Business School, three of the four divisions (the Business School, Health Sciences, and Information Technology, Engineering and Environment) have implemented division-wide principles to increase consistency in workload allocation and output, and to reflect UniSA's core attributes.

Workload allocations are finalised during Performance Development and Management (PDM) discussions between the academic and Head of School or Research Centre Director. Workload profiles vary for research, teaching, and teaching and research staff but will include:

- teaching
- supervision
- research
- creative activities
- scholarship
- leadership (including within the staff member's areas of academic and professional expertise, and/or leadership and administration associated with specific roles such as course coordination and program direction).

If an academic has been unable to resolve workload concerns with their Head of School or Research Centre Director, the workload allocation can be reviewed by their Pro Vice Chancellor.

Staff feedback indicates that the allocation of service roles such as program directors, as well as participating on HDR supervisory panels, may affect career progression. To address this we will introduce tools to support discussion of these issues between managers and staff during PDMs.

Action 4.5 *Revise our Performance Development and Management Framework to provide tools to support career conversations*

ix) Timing of institution meetings and social gatherings

UniSA corporate governance committees and the SMG meet during standard business hours. Regular meeting times enable members to plan attendance. An audit of division executive, school board meetings, teaching and learning committee and research committee meetings shows this practice is consistent across UniSA, with most meetings held during lunch and between 9.30am and 4pm.

Most social gatherings are also staged during standard business hours. The exceptions are some Christmas functions that extend beyond 5pm but are planned and promoted well ahead of time to encourage opportunities for participation.

x) Visibility of role models

UniSA actively promotes women in STEMM by sponsoring high-profile events such as the annual Women in Innovation Awards and the CEDA Women in Leadership series.

We also promote women in STEMM through our publications, social media and structured programs, and will review our marketing and communications plan annually to maximise opportunities to promote STEMM women.

We are mindful that our student and staff recruitment collateral must present women as STEMM role models. We have updated our photo stock (Quick Win 13) to create a pool of images of academic women in STEMM, in active roles with research partners and students, and in leadership roles with colleagues. In 2019 we will review all student and formal external communications collateral from a gender lens to identify any unintended biases or stereotypes. We will also develop staff collateral that reflects the UniSA

brand, our commitment to gender equity, and our aspiration to be an Employer of Choice for Aboriginal people.

Action 2.2 *Ensure all formal external and internal communications and collateral promote gender equity and showcase UniSA's STEMM women.*



Figure 47 UniSA Tweet Women in STEMM (at time of Ocean's 8 film release)

Our public engagement program *Enterprising Research* presents four public talks each year that promote and explore impactful partnerships between UniSA researchers, industry and the community. Since it was introduced, we have deliberately invited five women and five men to present their solutions for a changing world. To engage public debate in our diversity agenda, Prof Carol Kulik spoke on 'The Future for Gender Diversity' in 2018 (Quick Win 15).

UniSA's *Visiting Distinguished Thought Leaders Scheme* (VDTL) provides funding for academics to facilitate a short-term visit of a world-leading professor to support strategic fore-sighting and research opportunities. VDTL aims to inspire, enrich and challenge our researchers to become visible thought leaders. We recognise that we have not considered the visibility of women through the VDTL and will revise our grant guidelines to do so.

Action 1.9 *Review all UniSA policies with a diversity and gender equity lens.*

xi) Outreach activities

UniSA launched MOD (Museum of Discovery) in 2018 to promote the intersection of science, art and innovation. MOD embeds Aboriginal knowledge and understanding within its exhibition programs, showcases research and innovation, and caters for a wide range of prior knowledge and capabilities. Its exhibitions and experiences are designed to generate questions and challenge traditions. MOD's Youth Advisory Board comprises four young women and two young men and includes people from a range of discipline and cultural backgrounds and with lived experience of disability.

Our *UniSA Connect* programs inspire science, technology, engineering and maths study and career awareness with secondary schools, and play an important role in promoting pathways into STEM academia. The programs provide a suite of enrichment and experiential learning opportunities linked to secondary curriculum and are free to students. UniSA Connect is run by professional staff (73% women) with academic staff delivering specific content, generally with a 50:50 gender ratio, from the Samsung Smart School on our premises. Within UniSA Connect our targeted "STEM Girls" program, supported by seven dedicated staff, is one of the largest in Australia. Introduced in 2015 to 20 students, "STEM Girls" offers students two inquiry-based learning days at UniSA, a networking workshop and dinner, and a full-day industry tour. By 2018 it had grown to 90 students, with a third from regional locations.



Figure 48 STEM Girls 2018 cohort with sponsor Prof Tanya Monro, Deputy Vice Chancellor: Research and Innovation

Action 3.2 Continue UniSA Connect/STEM Girls and other outreach programs promoting STEM careers, in particular to women.

Once on campus we support and encourage the retention and development of students through our Women in STEM club. We host events throughout the year such as panels where students get to hear from women leaders and industry representatives and participate in professional development workshops.

xii) Leadership

As identified in section 3ii) this application has been resourced through the Office of the Vice Chancellor, signalling the strategic significance of our commitment to gender equity and our Enterprise 25 ambition to achieve SAGE gold accreditation.

STEMM Heads of School and our SMG have actively shaped this application and our action plan through our internal peer review process and “De Bono Black Hat” review. The new governance model for SAGE (section 3iii)) reflects senior staff commitment to gender equity, and gender equity and Aboriginal KPIs will be visible within corporate and local area reports as well as assigned to all senior staff to encourage accountability within work areas. Our action plan will be launched through town hall discussions led by SMG, followed by discussions at every school board led by Heads of School, demonstrating high-level commitment to gender equity.

Action 1.5 Design and implement an integrated suite of gender equity corporate and unit People reports/dashboards.

Action 1.6 Include KPIs for gender equity and Aboriginal staff in senior staff KRAs.

Action 2.1 Launch the SAGE Action Plan.

6. SUPPORTING TRANSGENDER PEOPLE

Recommended word count: 500 words

Actual word count: 425

Refer to Page 26 of the Handbook

(i) Current policy and practice

Our Enterprise Agreement (EA), as the core document that articulates the relationship between UniSA and our staff, refers to “staff members” to reflect our intent to be inclusive and to recognise that sex/gender may not be binary. We apply a broad definition of family, for example, in the application of leave entitlements (de facto partner, same sex partner, former spouse, a member of the household, person standing in the place of a parent), recognising the complexity of personal relationships and obligations. We also state our commitment to employment practices that prevent and eliminate discrimination on the basis of sex and sexual preference.

Our Equal Opportunity Policy articulates our commitment to employment practices that prevent and eliminate discrimination and will be broadened to include gender identity.

Action 1.9 Review all UniSA policies with a diversity and gender equity lens.

We enable staff members to change their gender identity within our HR system and staff can identify their gender as unspecified/intersex/indeterminate. Staff may also take pre-emptive sick leave for gender reassignment surgery and we welcome people who have transitioned to female in our women’s development program.

(ii) Review

In the past UniSA has had internal networks for LGBTIQ staff to provide support and inform policy and practice, but recently this has not been the case.

Considering LGBTIQ staff and their needs and perspectives in the review of policies, practice and culture has been an informal part of UniSA practice. For example, in 2013 UniSA implemented UniJAM, a two-day online discussion and ideas forum that connected staff, students, alumni, research partners and leading thinkers to inform UniSA strategic direction and practice. Within UniJAM, a targeted forum was held for LGBTIQ staff and students. In 2017 we flew the Rainbow flag during Marriage Law Postal Survey.

However, our review highlights a gap in providing proactive support to LGBTIQ staff.

(iii) Further work

Our intent is to be inclusive of the breadth of the LGBTIQ community and to reinvigorate UniSA’s approach. As a starting point we are developing an “ALLY network” for staff and students, to provide more support and increase the exposure of LGBTIQ perspectives. LGBTIQ lenses will be included in the People Strategy and the PTC policy review process. We will also review our culture survey questions from the perspective of LGBTIQ staff and identify whether more questions are required to capture their experiences.

Action 1.1 Include our commitment to workforce diversity, equity and inclusion in the new People Strategy.

Action 1.8 Incorporate an equity and diversity focus in staff culture surveys to evaluate diversity and equity strategies.

Action 1.9 Review all UniSA policies with a diversity and gender equity lens.

Action 4.8 Introduce an ALLY network of students and staff committed to creating an inclusive and respectful culture for LGBTIQ people.

We are aware of the advocacy for unisex toilets from the trans-community. We introduced unisex toilets in a 2017 building refurbishment of our City West Campus and implemented unisex toilets in two STEM buildings in early 2019 (Quick Win 16). We are now reviewing the provision of toilets in all new buildings and major refurbishments.

Action 6.1 *Review whether the provision of unisex toilets in all building development and major redevelopment supports diversity and gender equity.*

7. INTERSECTIONALITY

Recommended word count: 500 words

Actual word count: 374

Refer to Page 26 of the Handbook

(i) Current policy and practice

UniSA has recognised that intersectionality may create barriers for women who are members of more than one equity group. For example, initiatives such as the Women's Indigenous Network and Women in Professional Isolation Network provide social supports and networks to specific cohorts.

We are a diverse organisation with a high proportion of staff born overseas. We have targeted programs and policies for equity, disability, Aboriginality, age and cultural background. Our new People Strategy will bring these together within a coherent framework that recognises intersectionality, articulates our commitment to shaping a diverse workforce, and creates an environment in which talent thrives and difference is valued.

(ii) Review

We do not systemically monitor and evaluate the impact of institutional policies and procedures on staff with intersecting identities.

(iii) Further work

In assessing how UniSA can better respond to intersectionality and to ensure we are culturally inclusive and "safe" for all staff, we have considered how intersectionality is understood within UniSA and the degree to which staff experience problems due to intersectionality.

Data collection and analysis is a starting point. We have a voluntary survey that enables staff to confidentially record their country of birth, cultural background, first language, Aboriginality, cultural or linguistic diversity and disability. We have not sought information about sexual orientation due to its highly personal nature. Improving the response rate to this survey will enable more robust analysis of our people data from an intersectionality perspective.

We will also broaden the demographic questions within our confidential culture survey to enable analysis of intersectionality and help identify cohorts within UniSA that could be better supported through targeted engagement. Our new staff exit survey will be an opportunity to obtain feedback from staff on how we support diversity and equity.

To raise awareness and continue to develop our University as a culturally competent and inclusive organisation, our People Strategy will embed consideration of intersectionality in how we employ and nurture talent. We will also ensure the case studies that promote the effective application of human resource policies reflect how intersectionality can impact people's experience at work and that bias can come from multiple perspectives. We will revise our EEO policy to explicitly acknowledge and recognise the complex and cumulative manner in which different forms of discrimination combine, overlap or intersect.

Action 1.1 *Include our commitment to workforce diversity, equity and inclusion in the new People Strategy.*

Action 1.8 *Incorporate an equity and diversity focus in staff culture surveys to evaluate diversity and equity strategies.*

Action 1.9 *Review all UniSA policies with a diversity and gender equity lens.*

Action 2.3 *Implement a People Strategy communications campaign to maximise awareness of gender equity at UniSA.*

Action 4.7 *Introduce an online exit survey.*

8. INDIGENOUS AUSTRALIANS

Recommended word count: 500 words

Actual word count: 527 words

Refer to Page 27 of the Handbook

(i) Current policy and practice

UniSA's founding legislation includes the function to meet the educational needs of Aboriginal people, in part reflecting the leadership and expertise of our antecedent institutions. Building on this legacy UniSA was the first University in Australia to make a formal "Statement of Reconciliation" in 1997 and it has had an Aboriginal Employment Strategy since 2002.

Commitment to Aboriginal people and reconciliation is a key feature of UniSA. Our Vice Chancellor acknowledges country in the Kurna language of the people and land at UniSA's metropolitan campuses during graduations and other institutional ceremonies and significant meetings. We appointed a Pro Vice Chancellor: Aboriginal Leadership and Strategy as a member of our Senior Management Group in 2017; an Aboriginal woman holds this position.

Following successful implementation of our first Reconciliation Action Plan (RAP) in 2014, we launched our Stretch RAP and Yaita Wapulai Tappa, our Aboriginal Employment Action Plan, in 2018. This committed us to a stretch target that Aboriginal people will comprise 3% of our workforce by 2025 (1.3% in 2017).

UniSA's Enterprise Agreement has been shaped by our commitment to Aboriginal employment: our definitions of family are broad to recognise Aboriginal kinships, we provide paid cultural leave (three days a year) for Aboriginal staff and an Aboriginal language allowance for Aboriginal staff who use a language in the course of their employment. In 2017 UniSA introduced a recruitment policy declaring that vacancies advertised internally will be open to external Aboriginal applicants.

We have an Aboriginal Employment Consultant (AEC) who supports existing Aboriginal staff, works with Recruitment Central to encourage applications by Aboriginal applicants and participates on recruitment panels where there are Aboriginal applicants. The AEC contacts unsuccessful applicants to identify potential barriers to the employment process. Recruitment metrics including applications, shortlists, interviews and offers are monitored monthly. The AEC also coordinates our Aboriginal Staff Network, which meets three times each year.

UniSA invests 20% of commencement salary plus on-costs for professional development for all new Aboriginal staff employed on a continuing basis or a contract of three years or longer. We have a two-year Aboriginal Graduate Program that enables participants to develop skills across the University.

ii) Review

UniSA has 36 Aboriginal FTE (fixed-term and continuing), of whom 21 are women, 16 are academics and 36 are in STEMM (health) units. All staff level C and below are women. There is a skew towards men in level D and above academic positions (one woman, five men). Aboriginal academics are more likely to be on contract than their non-Aboriginal colleagues (75% compared to 45%).

This year we have introduced cultural awareness training as a prerequisite for all recruitment panel members to improve cultural safety for Aboriginal applicants (Quick Win 12).

As part of the *Behinds the Scenes* research we conducted two focus groups with Aboriginal staff to provide safe spaces for open conversation. The opportunities and tensions identified by the Aboriginal and non-Aboriginal focus groups were consistent.

iii) Further work

As our focus to date has been Aboriginal people, without regard to gender, we will undertake a study to identify the barriers to employment and development of Aboriginal women (Action 4.10). We have also identified milestones with an Aboriginal focus within the action plan, for the following actions.

Action 1.6 *Include KPIs for gender equity and Aboriginal staff in senior staff KRAs.*

Action 1.7 *Prepare three-year talent and workforce plans for all schools and research institutes.*

Action 2.3 *Implement a People Strategy communications campaign to maximise awareness of gender equity at UniSA.*

Action 3.3 *Establish talent pools for women and Aboriginal applicants.*

Action 4.9 *Implement an early career framework for Aboriginal staff.*

9. FURTHER INFORMATION

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Refer to Page 28 of the Handbook

Please comment here on any other elements that are relevant to the application.

10. ACTION PLAN

Refer to Pages 28-29 of the Handbook

The action plan should present prioritised actions to address the issues identified in this application.

Bronze Accreditation Action Plan 2019-2022

1. *Integrate gender equity in governance, institutional strategy and the priorities of senior leaders.*

Impact Measure 1: By 2022, increase the proportion of STEMM women who strongly agree there is practical sponsorship, support and commitment to gender equity within UniSA from 20% to 30%, as measured by the culture survey.

Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
1.1. Include our commitment to workforce diversity, equity and inclusion in the new People Strategy.	<p>Developing and communicating a clear proactive diversity, inclusion and talent agenda for UniSA will raise awareness of our strategic intent and address feedback from staff about lack of clarity of our diversity agenda.</p> <p>Bringing together people priorities that are currently managed separately, i.e., gender, disability, culture, sexual identity, Aboriginality, will enable coordinated effort and intersectionality to be better managed.</p>	1	Strategy launched to staff	Dec 2019	Executive Director PTC
1.2. Establish a SAGE Strategy Group (SSG) to lead progression towards SAGE gold accreditation.	<p>The SSG will ensure that we maintain momentum as we transition from development of this application to implementation. The SSG will monitor implementation of the SAGE action plan and progress in achieving UniSA's corporate diversity KPIs, and will drive UniSA's ambition to achieve gender equity and Gold SAGE accreditation.</p> <p>A midpoint strategic review, informed by the 2020 Culture Survey, will identify any modifications needed to make progress on gender equity at UniSA.</p>	1	SSG established	Apr 2019	VC
			Mid-term review of Bronze action plan complete	Mar 2021	Chair SSG
			Department Bronze applications submitted	Jan 2022	Chair SSG, STEM HoS, GE Manager
			Institutional Silver application submitted	Mar 2023	Chair SSG, GE Manager

Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
1.3. Appoint a Gender Equity Manager to coordinate implementation of gender equity activities at UniSA.	Establishing this position addresses implementation and momentum risks for this action plan and supports UniSA's ambition to progress to Gold accreditation. The position will manage and monitor this action plan and provide expert gender equity and cultural change advice to work areas to develop their Bronze accreditation applications and support the SAGE Strategy Group.	2	Manager recruited	Apr 2019	Executive Director PTC
1.4. Embed gender equity as a design principle for Enterprise 25 organisational change.	Enterprise 25 will result in organisation change as academic, administrative and support structures that contribute to outstanding program development and delivery are reviewed and refined. Embedding gender equity as a design principle will help avoid unintended consequences for UniSA's commitment to achieving gender equity.	1	Principles established	Jun 2019	VC
			Impact assessed	Dec 2020	E25 working group
1.5. Design and implement an integrated suite of gender equity corporate and unit People reports/dashboards.	Reporting gender equity measures at SMG and Council level will ensure the highest visibility of the impact of SAGE initiatives, prompting review and intervention where appropriate. Unit reports will support local area focus on gender equity. Including gender equity KPIs in review processes such as the Curriculum Innovation Process and Research Benchmarking Framework will raise the visibility of gender equity impact and better inform decision-making.	2	Suite available to staff, units, SMG and Council	Dec 2020	Director BIP and Executive Director: PTC
1.6. Include KPIs for gender equity and Aboriginal staff in senior staff KRAs.	These KPIs will align senior staff priorities with our People Strategy and SAGE objectives.	2	KPIs established	Jan 2019	VC
			Outcomes reviewed	Annually	VC
1.7. Prepare three-year talent and workforce plans for all schools and research institutes.	These plans will take a long-term view and focus on talent development and workforce needs, particularly career paths for level A and above teaching and research, level C and	1	Plans developed for each work area	Dec 2019	Heads of Schools Supported by PTC

Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
	<p>above research-focused, part-time STEMM women and Aboriginal academics. They will embed Enterprise 25 and SAGE priorities in local area decision-making.</p> <p>The plans will be a mechanism for Heads of School to translate their KPIs into action. They will also support development of local area Bronze SAGE applications and identify opportunities for women-only recruitment.</p>		Career plans for STEMM women reviewed	Annually	Head of Schools
1.8. Incorporate an equity and diversity focus in staff culture surveys to evaluate diversity and equity strategies and actions.	This will provide direct feedback from staff on how gender equity and diversity is managed within UniSA and will inform practice.	2	Revise Survey	Oct 2020	Executive Director: PTC
	It will also enable analysis of perceptions about inclusion based on different demographic variables and how intersectionality impacts experience and perception at UniSA, the impact of this action plan and the People Strategy.		Advice provided to SSG	Dec 2020	Executive Director: PTC
1.9. Review all UniSA policies with a diversity and gender equity lens.	These reviews will ensure policies support an enterprising culture that values diversity and difference by using inclusive language, recognising intersectionality, removing unintended negative impacts and avoiding stereotypes. Staff input to the review process will ensure changes strengthen policy impact.	2	Revised PTC policies communicated to staff	Dec 2019	Executive Director: PTC
	Case studies will provide staff with real world examples of how the policy principles are applied (particularly recognising intersectionality) and increase consistency in application across work areas.		Revised Corporate policies communicated to staff	Dec 2020	Director: Chancellery and Council Services (supported by SEU and PTC)
	More effective communication mechanisms will be implemented to increase staff awareness and an evaluation framework will assess impact.		Revised Research policies and grant guidelines communicated to staff	Dec 2021	Director: RIS

Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
2. Raise staff awareness of UniSA action to support gender equity and engage staff in co-production of change. Impact Measure 1: By 2022, increase the proportion of STEMM women who strongly agree there is practical sponsorship, support and commitment to gender equity within UniSA from 20% to 30%, as measured by the culture survey. Impact Measure 2: By 2022, increase the proportion of STEMM women who strongly agree that UniSA is doing enough to support a culture that supports and encourages everyone to advance their chosen careers, regardless of gender, from 20% to 30%, as measured by the culture survey.					
2.1. Launch the SAGE Action Plan.	Launching the SAGE Action plan will ensure all staff are aware of the status of gender equity at UniSA and the actions we are taking.	1	Town halls across all campuses delivered	Jun 2019	VC
	Launching SAGE through town halls will reinforce the centrality of gender equity to Enterprise 25 and the UniSA's success as an institution.		School Board conversation led by all HoS	Jun 2019	Heads of School
	The Heads of School are the leaders for academic units. Their visible commitment to the SAGE action plan will support implementation, acceptance and culture change.				
2.2. Ensure all formal external and internal communications and collateral promote gender equity and showcase UniSA's STEMM women.	A structured process of review for all marketing and communications material will maximise opportunities to promote women in STEMM. A structured review will also minimise the likelihood of UniSA reinforcing gender bias or stereotypes in images, language or content.	2	Marketing and Communications Plan reviewed	Feb Annually	Chief Marketing and Communications Officer
			All "prospective student" collateral reviewed	Dec- 19	Deputy Director, Marketing Student Recruitment
			STEMM women receive Science Media training	Annually	Chief Marketing and Communications Officer
2.3. Implement a People Strategy communications campaign to	The campaign will increase awareness of our diversity and equity agenda and increase the likelihood that priorities are	2	Communications Campaign developed	Dec 19	Executive Director PTC, Chief Marketing and

Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
maximise awareness of gender equity at UniSA.	reflected in local area decision-making. It will use a range of tools to reach and engage with all groups across the university and introduce collateral demonstrating that diversity is central to our People Strategy.		Staff collateral developed	Dec 20	Communications Officer
	The campaign will encourage staff to volunteer diversity information and allow analysis of workforce profile and intersectionality, enabling the provision of specific support and/or policy amendments where needed.		Voluntary diversity questionnaire and the Aboriginal Mark My identity Campaign promoted	Annually	Executive Director PTC, Chief Marketing and Communications Officer
					Executive Director: PTC
2.4. During March each year, ensure all management and academic committees have gender equity discussions.	This will encourage ongoing conversations about gender equity, after the launch of the action plan.	2	All corporate committees have discussed gender equity	March annually	Director: Chancellery and Council Services
	In particular, embedding gender equity as a core conversation within management committees will create visibility and shared learning through staff who are members of more than one committee.		All teaching, research committees and School Boards have discussed gender equity	March annually	Heads of Schools

Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
3. Attract and promote talented women to extend UniSA's pipeline of leading STEMM academics. Impact Measure 3: Achieve gender parity in STEMM academic recruitment consistently each year 2019-2023, as evidenced in recruitment data. Impact Measure 4: Increase the application for promotion rate for STEMM women from 6% to 8% by 2023, as evidenced in promotions data.					
3.1. Seek exemption from the EEO Act to implement women-only recruitment where needed.	Proactive and targeted attraction of women has proved successful in surfacing talent that has not applied in general recruitment processes. Identifying targeted positions through workforce planning and then seeking EEO exemption provides an opportunity for step change in key STEMM disciplines.	1	Exemption applied for nine women-only STEMM appointments	Dec 2022	Heads of School/ Research Centre Directors Supported by Manager: Recruitment, PTC
3.2. Continue UniSA Connect/STEM Girls and other outreach programs promoting STEM careers, in particular to women.	We need to attract more women into the STEM academic pipeline (Figure 11). By promoting STEM careers to female school students we help address issues in the broader cultural context in which they make decisions about undergraduate study. These programs then encourage women to study at undergraduate level and then HDR.	2	STEM Girls Program delivered	Annually	Head: School of Education
3.3. Establish talent pools for women and Aboriginal applicants.	Talent pools are a mechanism to offer high-quality women positions that align with their skills and experience as they arise.	3	Talent pools established	Dec 2019	Manager Recruitment
3.4. Pilot an "invitation to apply" promotion process.	Women tend to apply for promotions later than men. Introducing a mechanism to enable Heads of School to encourage and invite high performers (informed by our RBF) to apply for promotion is intended to result in more timely promotion of women and part-time academics. As Heads of School do not make promotion decisions there is no potential for perceived bias.	2	Pilot implemented	Apr 2019	Executive Director: PTC
			Pilot evaluated	Dec 2020	Executive Director: PTC

Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
4. Strengthen organisational culture and capability building to support gender equity. Impact Measure 2: By 2022, increase the proportion of STEMM women who strongly agree that UniSA is doing enough to support a culture that supports and encourages everyone to advance their chosen careers, regardless of gender, from 20% to 30%, as measured by the culture survey.					
4.1. Continue the Women's Development Program, prioritising access to STEMM women.	Our investment in women's development recognises that they operate in a more complex environment due to societal norms and unconscious biases. This program builds confidence and supports women to be competitive in career development and leadership positions.	1	Program delivered to women in STEMM	Annually	Executive Director: PTC
4.2. Refine our core attribute descriptors to include diversity consciousness as an attribute.	Our core attributes define our culture and expectations. They are embedded in our recruitment, performance management and promotion processes. Explicit recognition of diversity consciousness and valuing difference in our core attributes will support recruitment, development and promotion of diversity conscious managers and leaders, an opportunity identified in the <i>Behind the Scenes</i> focus groups.	1	Communicated to staff	Jun 2019	Executive Director: PTC
4.3. Systematically implement mandated unconscious bias training.	This training will help normalise the understanding that all people are biased and how we each can become responsible for and aware of our biases and their impact.	2	100% of senior leaders have completed	Jun 2019	Executive Director: PTC
			All recruitment panel members have completed	Annually	Executive Director: PTC
			All promotions panel members have completed	Annually	Executive Director: PTC
4.4. Extend the Research Momentum Scheme pilot, prioritising STEMM women.	Maintaining research momentum is important to career progression. The pilot scheme has supported high-quality research and has been fully subscribed.	2	Program communicated to all eligible women (on maternity leave or within	Annually	DVC: Research and Innovation

Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
			six months of returning to work)		
4.5. Revise our Performance Development and Management Framework to provide tools to support career conversations with STEMM women.	This action will help address staff feedback about inconsistency in the quality of PDM conversations. Providing tools for managers will assist them in strategic career conversations with STEMM women, and particularly the key cohorts: level A and above teaching and research, level C and above research only, and part-time. The tools will help staff and managers develop multi- year career plans and prompt managers to review how program director and other roles are allocated and to ensure that women who research are utilised on PhD panels.	2	Tools available to support PDM communicated to staff (including STEMM women)	Dec 2020	Executive Director: PTC
			Changes evaluated	Dec 2022	Executive Director: PTC
4.6. Develop a support mechanism for academic mentoring for STEMM women.	Mentorship plays a significant role in enabling early career researchers to access networks and build their international and grant profiles. It is particularly critical for women in male-dominated disciplines and women leaders. Encouraging more women to seek mentors will help them with career development and preparation for promotion.	3	Model developed	Jun 2021	Executive Director: PTC
			Delivered to STEMM women	Annually	Executive Director: PTC
4.7. Introduce an online exit survey.	A structured exit survey process will generate data and feedback from departing staff and provide a basis from which to identify trends for women.	3	Launched	Jun 2020	Executive Director: PTC
			Data and recommendations provided to SSG	Annually	Executive Director: PTC
4.8. Introduce an ALLY network of students and staff committed to creating an inclusive and respectful culture for LGBTIQ people.	The network will build a support and advocacy network and identify visible champions (allies) to become agents of change.	2	Network available to staff and students	Sep 2019	Director: Student Engagement Executive Director PTC

Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
4.9. Implement an early career framework for Aboriginal staff.	The framework will support Aboriginal women's career development and recognise the complexity of being an Aboriginal staff member in a non-Aboriginal organisation.	2	Framework implemented for Aboriginal women	Jun 2020	Executive Director: PTC
4.10. Complete a study on barriers to employment and development for Aboriginal women.	This study will provide an evidence base from which to develop specific actions to address compounding barriers for Aboriginal women.	3	Recommendations provided to SSG	Dec 2020	Executive Director: PTC PVC Aboriginal Strategy and Leadership

5. Ensure conditions of employment support staff career and family aspirations.

Impact Measure 5: By 2022, increase the proportion of STEMM women who strongly agree that all genders are encouraged to adopt flexible work arrangements from 19% to 29%, as measured by the culture survey.

5.1. Review flexible work practice arrangements.	Focus groups identified a gap between the supportive flexible work policy and daily practice. This review will identify what can be put in place to enable managers to support applications for flexible work arrangements and increase the consistency of decision-making across work areas. The review will also identify a mechanism to track requests and approvals for flexible work arrangements.	2	Recommendations on whether further action is required provided to SSG	Jun 2021	Executive Director: PTC
5.2. Progress gender pay equity.	Professional Development Allowances (PDAs) are not included in the WGEA gender pay data but can support career progression. This data will be reviewed to identify whether there are any gender imbalances in allocation PDAs and any action required.	2	Recommendations on whether further action is required provided to SSG	Dec 2020	Manager Human Resource Systems
	Reviewing remuneration for key leadership positions (currently senior professional staff, deans and senior management) as organisational change is implemented under		Leadership remuneration reviewed	Dec 2019	VC

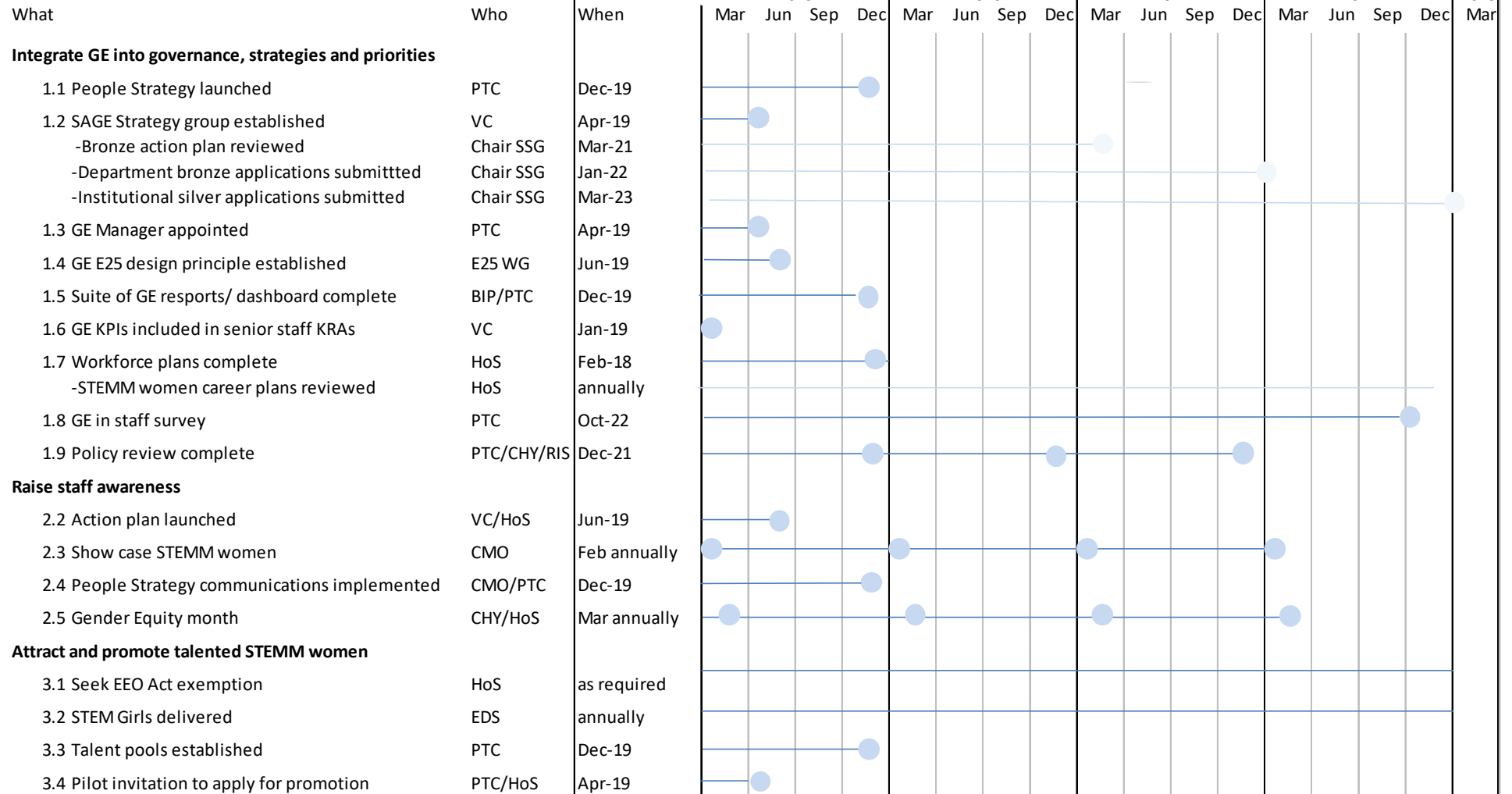
Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
	Enterprise 25 will ensure that gender pay imbalances do not exist.				
5.3. Investigate the alignment of staff contracts and grant agreements in key STEMM disciplines.	In STEMM disciplines, 30% of women are on fixed-term contracts. This work will investigate how the areas with most contracts that do not align to grant funding periods can address this gap, focusing on women.	3	Recommendations on whether further action is required provided to SSG	Jun 2019	Two STEMM work areas
5.4. Investigate the aspirations and motivations of teaching-only staff to identify alignment with career aspirations.	STEMM Women are more likely to be teaching-only academics than men (Figure 21). Understanding whether this reflects preferences and career aspirations or other factors will determine whether action is required.	3	Recommendations on whether further action is required provided to SSG	Jun 2020	Executive Director: PTC
5.5. Investigate casual-staff work preferences to understand the extent to which the gender skew in casual employment is linked to staff preferences.	A higher proportion of STEMM women academics are employed on a casual basis than men (Figure 15). This action will explore the reasons for this difference and whether better career supports are required.	3	Recommendations on whether further action is required provided to SSG	Dec 2021	Executive Director: PTC

6. *Ensure our physical environment supports gender equity.*

Impact Measure 2: By 2022, increase the proportion of STEMM women who strongly agree that UniSA is doing enough to support a culture that supports and encourages everyone to advance their chosen careers, regardless of gender, from 20% to 30%, as measured by the culture survey.

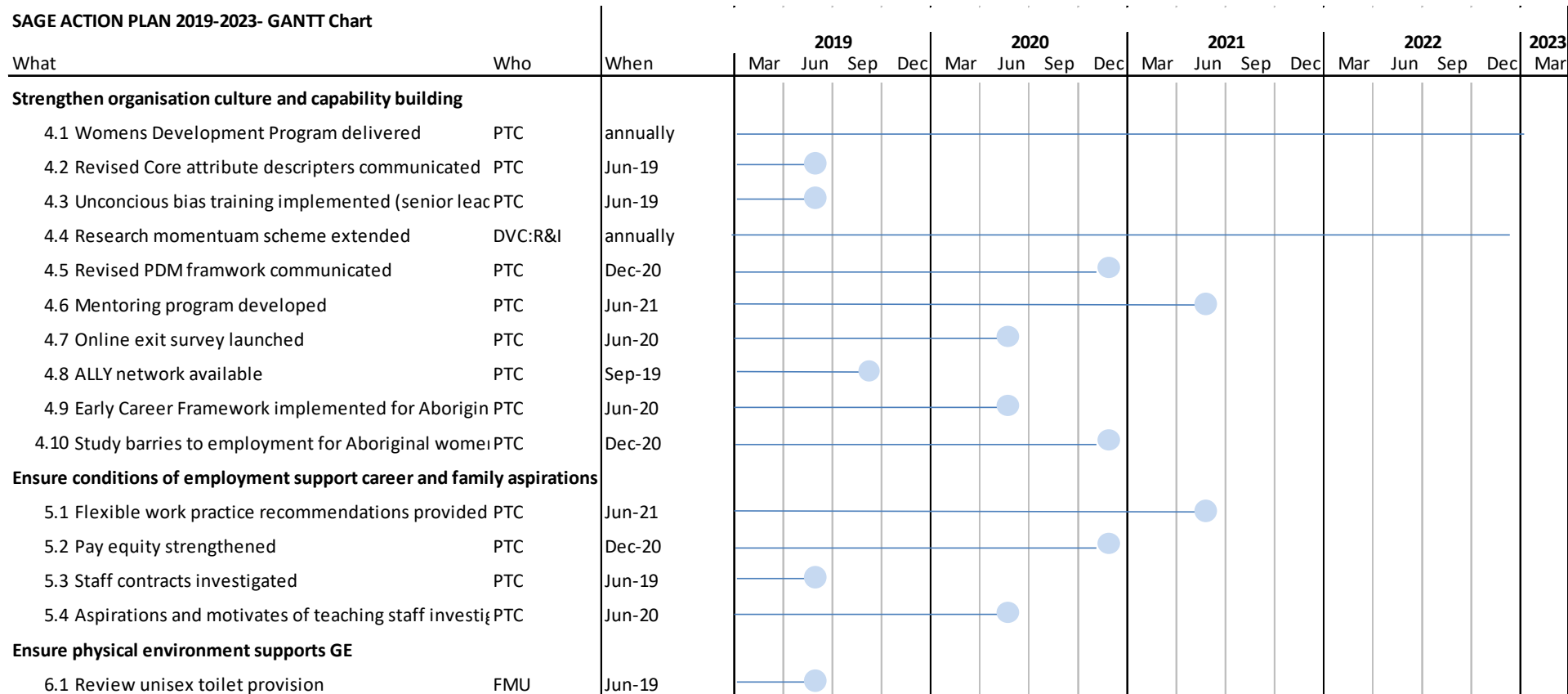
6.1. Review whether the provision of unisex toilets in all building development and major redevelopment supports diversity and gender equity.	Unisex toilets are advocated to foster inclusiveness of transgender and intersex employees, and are more family friendly as they allow either parent to accompany children. A review of evidence and designs will inform whether proposed benefits will be realised.	3	Recommendations to implement or not provided	Jun 2019	Director: Facilities Management
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SAGE ACTION PLAN 2019-2023- GANTT Chart



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UniSA Quick Wins – 2017 to March 2019

Description	Rationale	Position Responsible
1. SAGE Website launched	To promote awareness and understanding of the SAGE process, the alignment with UniSA priorities and the importance of gender equity in STEMM.	Project Manager SAGE
2. Diversity and Equity online resource launched	To provide staff and managers with topic specific gender equity resources for managers, TED talks, peer reviewed journal articles, social media feeds, and links to external resources consistent with the SAGE agenda.	Project Officer SAGE
3. SAGE Communiques shared with staff	To raise awareness of SAGE and the state of gender equity at UniSA, how staff can contribute and what action UniSA has taken and will take.	Project Manager/ Project Officer SAGE
4. Promotion guidelines revised to require evidence from candidates for promotion to level D and E that they mentor colleagues	Mentorship plays a significant role in enabling early-career researchers to access networks and build their international and grant profiles. Mentorship is particularly critical for women in male-dominated disciplines.	Senior Consultant Organisational Development
5. Scale and Focus – Institute and Centre Strategy revised to incorporate gender equity objectives	The review of applications for institutions and centre status identified significant gender skews in some applications. The Scale and Focus policy now requires institutes or centres to develop a gender action plan (where gender inequity exists).	DVC: Research and Innovation
6. Position descriptions for research centre directors revised to include that their responsibility for gender equity within their institutes or centres	Research centre directors have a significant influence on research culture and the promotion and development of talent. This change clarifies the responsibility for promoting gender equity.	DVC: Research and Innovation
7. Research leadership Statement issued, including a key principle to foster a research culture that models diversity	The Research Leadership Committee has developed a leadership statement to articulate and share what research leadership at UniSA “looks like”. The statement recognises that research leaders should make visible a focus on diversity and foster a culture that supports diversity.	DVC: Research and Innovation
8. Equity and Diversity Good Practice Guide revised	The SAGE self-assessment process highlighted that the Equity and Diversity Guide needed refreshing to reflect UniSA’s understanding of contemporary equity and diversity issues.	Associate Director People Development and Performance
9. Shared Maternity Leave provisions included in UniSA’s Enterprise Bargaining agenda	Our intent is to enable staff to choose which partner takes primary carer responsibility and normalise the role of fathers as caregivers. Shared maternity leave has been included within the process but the outcome of the EB negotiation is not yet confirmed.	Vice Chancellor

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10. Staff contracts and grant time periods investigated to identify whether the alignment of timeframes is normal practice	The Bold Initiatives Workshop identified a concern that staff were being offered one-year contracts rather than longer-term contracts that aligned to grant periods. The process identified some areas where this was not normal practice, which is being followed up.	Manager HR Information and Systems, Manager Research Projects Management
11. Unconscious bias training implemented for Communications and Marketing Unit, the Futures Industries Institute and the ITEE Division Executive	These areas recognised the need to build their understanding of unconscious bias and how it may influence their daily operations and the delivery of UniSA's gender equity objectives.	Deputy Director, Campaigns and Services Director Future Industries Institute PVC: Information Technology, Engineering and the Environment
12. Cultural Awareness Training becomes prerequisite for all recruitment panels	This training supports panels to be inclusive of Aboriginal perspectives and evaluate candidates appropriately.	Executive Director: PTC
13. Photo stock for women in STEMM reviewed and new photos commissioned to show women in leadership positions, in active research with industry partners and in family friendly workplaces	There was consistent feedback we did not have sufficient volume or variety of photos to communicate the positive work environment for women at UniSA, the leadership roles they can take on, or the career potential for women in STEMM.	Deputy Director, News and Media Manager Publications and Visual Communications
14. Diversity and gender lens incorporated into UniSA One Team Project Framework	The Framework provides the basis on which SMG determines which projects to prioritise and invest. The framework now encourages proponents to consider gender equity and diversity lenses in the assessment of project risks and benefits.	Director Office of Strategic Programs 2018
15. Prof Carol Kulik speaks on 'The Future for Gender Diversity' in 2018	Our Enterprising Research program invites UniSA researchers to share their impactful research partnerships with the public, to raise awareness and influence thinking.	Portfolio Manager: Research and Innovation
16. All toilets in building H and J (which house information technology, engineering and environment teaching facilities) converted to unisex toilets	This conversion recognises that it is important practically and culturally that sufficient toilets that can be accessed by women in STEM teaching buildings. It also provides greater cultural safety for trans staff and students. Before the conversion, women's toilets were not available on the ground floor and there were fewer women's than men's toilets in these buildings, even though the allocation across the campus met requirements.	Deputy Director Facilities Management
17. Small Steps" slide deck created from literature review of gender inequity in academic.	Using the academic literature provides an authoritative evidence base to engage academic staff. The slide deck provides an easy to use tool for Heads of School and other leaders to initiate conversations about gender equity in their units. The slides provide suggestions of every day action staff can take to promote action and debate about culture, policy and practice.	Project Manager, SAGE & Director Centre for Workplace Excellence

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