

Athena SWAN action plan

| Issue | Actions | | Outcome/ measure |
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| 1. Recruitment and induction | | | |
| Inequity within appointment process where men without doctorates are appointed at higher levels more often than women in STEMM, and men appointed at higher steps within levels than women (Section 4.1.i) | 1.1 | Develop process for interview panels to check for bias prior to final decision on candidate and prior to confirming step/level of appointment | Process used by all interview panels |
| | 1.2 | Deliver unconscious bias/inclusivity refresher resources to panel members prior to interview panel | All interview panels receive refresher resources |
| More women appointed as sessional academics than men (Section 4.1.ii) | 1.3 | Pockets of activity to support sessional academics exist across the University. The SAT will consult with these existing groups/roles across CSU who support sessional staff and aggregate the known issues/data | Report and recommendations submitted to E&D Committee |
| | 1.4 | Conduct focus groups with sessional staff to clarify equity issues | |
| More women appointed in fixed-term, teaching-only and teaching/professional roles, while more men are appointed to research-only roles (Section 4.1.iii) | 1.5 | Conduct focus groups with staff employed in each role across CSU to clarify equity issues <ul style="list-style-type: none">Develop report and recommendations for E&D Committee | Report and recommendations submitted to E&D Committee |
| | 1.6 | The Gender Equity Strategy will develop actions that address continuity of employment issues for fixed-term (and sessional) staff. The issues identified within this application will be raised with the Vice-Chancellor's Leadership Team to gain their support for implementation of the GE Strategy. | Actions to address security of employment included within Gender Equity Strategy |
| Low positivity amongst staff in relation to induction/support when starting a new job, particularly in STEMM (Section 5.2.i) | 1.7 | FoS will ensure induction processes are completed as intended by HR: <ul style="list-style-type: none">Heads of School will reinforce the induction process with supervisorsSupervisors will interview staff members after the induction process (6-weeks post-commencement) | Increase Your Voice results from 27% in 2017 to 30% in 2019 and 35% in 2021 |

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| CSU has not yet achieved its Indigenous staffing targets (Section 8.i) | <ul style="list-style-type: none"> Supervisors will provide sign-off to the ED after the induction process is completed | |
| | 1.8 To increase the number of Indigenous academic staff, the Faculty of Science will trial Indigenous Academic Cadetships that support Indigenous Australians to gain postgraduate qualifications. High-achieving Indigenous students will be identified and supported to go into further study at CSU | 2 Indigenous Academic Cadets appointed annually |
| | 1.9 Training workshops will be held to better support Indigenous Australian researchers and their supervisors <ul style="list-style-type: none"> Workshop 1 caters for specific learning needs of Indigenous Academic Fellows, all CSU Indigenous PhD students in any subject area, and any CSU students whose PhD is focused on Indigenous topics or issues. Workshop 2 caters for specific learning needs of CSU staff who either supervise Indigenous PhD students or students undertaking PhD on Indigenous topics, as well as researchers wishing to become more effective in engaging and working with Indigenous communities, staff and students. | 2 workshops held |
| Academic staff have requested greater guidance in delivering Indigenous content within their courses, yet there are no Indigenous Australian educational designers (Section 8.i) | 1.10 Identify Divisions and Faculties not achieving Indigenous employment targets and work with them to implement actions from the Indigenous Employment Strategy <ul style="list-style-type: none"> Gain endorsement from VCLT Consult with and support relevant Divisions and Faculties | Achievement of Indigenous Employment targets by 2021 |
| | 1.11 We will explore the possibility of recruiting three Indigenous Australians Educational Designers (one per Faculty) to support the delivery of Indigenous Australian content | 3 Indigenous Australian Educational Designers employed |

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| 2. Career progression and promotion | | |
| Pipeline issue: Loss of female representation from Level A to E (Section 4.1.i) | 2.1 Develop policy to: <ul style="list-style-type: none"> Actively recruit women to academic positions Ensure gender balance is considered when shortlisting for each academic role advertised | Policy implemented |
| | 2.2 Faculty of Science Forum to include day-long stream for EMCR STEMM academics <ul style="list-style-type: none"> Level A and B academics will be specifically invited and provided additional assistance with travel and accommodation costs Sessions will cover issues and successes of women in STEMM, eg entry and retention into research and setting up networks | Positive feedback/ evaluations from attendees |
| Gender imbalance of academic staff in some STEMM Schools: Engineering (25%F), Computing and Mathematics (21%F), Agriculture and Wine Sciences (27%F), Nursing Midwifery and Indigenous Health (89%F), and Community Health (74%F) (Section 4.1.i) | 2.3 Discuss School-specific results with relevant Schools and identify appropriate actions <ul style="list-style-type: none"> SAT to partner with Schools to determine reasons behind the gender imbalance for each School and assist with implementing programs to redress these | Decrease gender gap by 5% |
| Low number and proportion of part-time staff applying for promotion (Section 5.1.iii) | 2.4 Work with HR to communicate information about promotion process to improve perceptions across CSU <ul style="list-style-type: none"> Develop guidelines and examples for applicants and panel members to understand “merit relative to opportunity” principles Inform line managers, through webinars and staff intranet, about merit principles to encourage support of applications from PT staff Develop and share (de-identified) profiles of success stories | Increase application rate for PT staff from 3% in 2016 to 6% in 2019 and 10% by 2022 |

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| | 2.5 FoS to set School targets to identify and support part-time staff to apply for promotion <ul style="list-style-type: none"> • ED FoS to ensure HoS are aware that part-time staff are eligible to apply for promotion • Each School to identify and encourage at least 1 part-time staff to apply for promotion each year • HoS/Supervisors to actively encourage part-time staff to apply for promotion | Minimum of 4 applications for promotion submitted by PT academics in FoS each year |
| Historical inequity of the academic promotion process and the need to change remaining negative perceptions of the process (Section 5.1.iii) | 2.6 The new promotion process was implemented in 2015 and has already shown positive results for academic women, however this needs to be communicated to all staff by: <ul style="list-style-type: none"> • Preparing guidelines for applicants and panel members eg explaining the information requirements for EEO considerations and how this information is used to evaluate applications • Developing and sharing (de-identified) success stories | Increase number (and quality) of applicants |
| Your Voice survey shows noticeable differences between academic and overall staff satisfaction with EDRS processes, especially for STEMM academics (Section 5.2.ii) | 2.7 ED FoS to ensure HoS value and complete EDRS processes appropriately | Your Voice results for STEMM to increase from 42% favourable in 2017 to 50% in 2019 |
| Low number of women employed as Heads of Schools, especially in STEMM (Section 5.4.iii) | 2.8 Build pipeline of potential female candidates through supporting School leadership teams (Associate Heads of School) in FoS <ul style="list-style-type: none"> • Establish a female AHoS group for these women to network • Encourage women AHoS to apply for LDW (if not already completed) | Increase number of women HoS in FoS from 13% to 39% by 2022 |

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| | <ul style="list-style-type: none"> Partner with Organisational Culture and Capabilities, Division of HR, to organise appropriate training | |
| Historical lack of data available to identify gender inequities within workload allocations (Section 5.4.viii) | 2.9 Analyse AWM data on workload allocations by gender in STEMM schools annually | Report and recommendations submitted to E&D Committee |
| 3. Gender pay gap | | |
| Pay gap between women and men (Section 4.1.v) | 3.1 There are a range of complex causes for CSU's current gender pay gap of 14.6%. To build upon existing WGEA reporting, we will further identify the reasons contributing to the pay gap, including: <ul style="list-style-type: none"> Undertake gender remuneration analysis at the organisational unit/departmental level Some of the pay gap is due to more women being employed part-time. We will consult staff to understand the personal value placed on part-time employment Examine the effect of starting step on pay gap | Report and recommendations submitted to E&D Committee |
| 4. Research | | |
| There is a gender imbalance in numbers of research grants acquired, amount of research funding secured, and numbers of publications, especially for STEMM women (Section 5.1.iv) | 4.1 Support women researchers to redress imbalance in research funding and publication output for women through <ul style="list-style-type: none"> A mentoring program, led by recognised female research leaders Targeted invitations from the DVC-RDI to individual female researchers to encourage increased participation of women in external research roles such as grant assessors and reviewers. Such participation will provide greater exposure to and hands-on experience within the national research environment in which researchers compete for research funding and reputation | 50% of female teaching/research staff involved in the mentoring program by 2021 25% of female teaching/research staff participating in external research roles by 2022 |
| | 4.2 The Faculty of Science will pilot a program to explore appropriate work arrangements to support women undertaking external research roles. While there is workload | Pilot is completed |

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| | <p>allocation for research, the travel and blocks of time required to participate in these roles do not always fit well in the academic calendar. The pilot will also recognise participating in these roles as professional development and not just a research activity.</p> <ul style="list-style-type: none"> The pilot will require consultation and discussions between the DVC-RDI, FoS and HR Outcomes of the pilot will inform academic EDRS at the end of 2019 | Outcomes of pilot inform next EDRS round |
| | 4.3 FoS sponsor 2 women annually to attend EMCR Forum conference to build research capacity/succession planning and ensure pipeline progression | 2 women attend annually |
| Women returning to work after taking maternity leave can struggle to pick up their research (Section 5.3.iii) | 4.4 Pilot a “return to research” scheme in the Faculty of Science, where staff are given up to \$7,000 to support research activities after a period of leave | <p>Positive feedback from staff involved in scheme</p> <p>Volume of research outputs (no existing benchmark, will be established in 2020)</p> |
| 5. Leave and flexible work | | |
| Men are underrepresented in the uptake of primary carers leave (Section 5.3.v) | 5.1 Encourage men to increase their uptake of primary carers leave, through <ul style="list-style-type: none"> Event for Father’s Day 2018, endorsed by VC Reminders to staff about primary carers leave using institutional communication tools such as staff intranet and equity newsletter (Action 1.15) | 100% increase in the number of men taking primary carers leave from 2 in 2016 to 4 by 2019 |
| HoS and line managers have a lack of knowledge of best practice processes to support staff before, during or after parental leave, leading to inconsistent support provided for staff (Section 5.3.iii). In addition, average length of maternity | 5.2 Investigate reasons for shorter maternity leave to ascertain whether institutional barriers or personal decisions are causing this | Report and recommendations submitted to E&D Committee |
| | 5.3 Executive Dean of Science has consulted women returning from maternity leave over the past few years to understand | Positive feedback from staff indicating their |

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| leave is shorter for staff in STEMM and in professional roles (Section 5.3.iv) and lower rates of parental leave in STEMM (Section 5.3.v) | <p>their needs and how the Faculty can better meet those. This consultation will be formalised by piloting a parental leave support scheme</p> <ul style="list-style-type: none"> • Senior Faculty staff member to meet with each person before and after taking parental leave to ensure they understand their rights and identify any support needed and to reassure them that their position is safe • Needs are documented and reported to ED FoS and, as required, individual or Faculty-wide responses are developed • Report annually to E&D Committee | <p>needs were identified and responded to appropriately</p> <p>FoS HoS adopt these practices as developed/ demonstrated by the Senior leadership of FoS</p> |
| 6. Promoting inclusivity | | |
| Heads of School and other managers need to understand our obligations with regards to parental leave, flexible leave, and other equity issues (Sections 5.3.iii and 5.3.vi) | <p>6.1 Ensure managers are informed of best practice, CSU policy and legislation</p> <ul style="list-style-type: none"> • University-wide webinar hosted March 2018 • Develop guidelines/handout outlining obligations • Deliver face-to-face training sessions • Develop online refresher training | <p>At least 9 face-to-face training sessions delivered</p> <p>Webinar attended by 35 staff</p> |
| Staff report meetings/events are held at times when it is impossible for staff with carer's responsibilities to attend (Section 5.4.ix) | <p>6.2 Review institutional policy on timing of meetings and social gatherings as part of the GE Strategy</p> <ul style="list-style-type: none"> • Issue will need to be raised at Academic Senate | Revised policy implemented by 2021 |
| There is no current requirement for consideration of gender parity of presenters when organising events (Section 5.4.x) | <p>6.3 The Faculty of Science will implement a requirement for all events, such as conferences and forums, to have gender parity of presenters</p> | Gender parity of presenters at all future events |

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| Awareness of unconscious bias and the desirability of inclusive practices (Section 5.4.x) | 6.4 To embed equity and Athena SWAN principles within standard practices we will develop and deliver inclusivity training for staff groups including VCLT; managers; HoS; interview panel members; promotion panel members; marketing and communication staff; others as needed <ul style="list-style-type: none"> • Develop training resources (online module and face-to-face) • Attend HoS Forum to introduce availability of online training and explain issue to all Schools | At least 9 face-to-face training sessions delivered 460 people completing online module by 2021 Endorsement of training from Vice-Chancellor |
| | 6.5 Ongoing communication about the benefits of equity and diversity practices for everyone through: <ul style="list-style-type: none"> • A quarterly newsletter distributed via the intranet. The newsletter will include case studies, research findings and updates on the progress of the AS action plan and GE Strategy • Promotion of principles by senior leaders, eg VC's involvement with Male Champions of Change | Increase in Your Voice results for Respect & Equity (overall) from 62% in 2017 to 70% in 2019 80% in 2021 |
| Ensure CSU remains a safe place for transgender people to work (Section 6.iii) | 6.6 An initial review of existing policies by the SAT identified gaps for transgender people and policies were amended as required. We will continue to consult with transgender staff to make policy and cultural changes that will maintain CSU as a safe place to work <ul style="list-style-type: none"> • Regular consultation to be included as part of the GE Strategy | Changes and progress reported annually to E&D Committee No complaints from transgender staff relating to CSU policy |
| Lack of understanding and awareness of issues of intersectionality (Section 7.i) | 6.7 Consult staff on issues of intersectionality (eg webinars and focus groups) and continue identifying policies and practices to better support gender diversity and inclusion | Report and recommendations submitted to E&D Committee |
| Programs for Indigenous staff and students are managed across a number of portfolios without central oversight (Section 8.iii) | 6.8 Through the 'Our CSU RAP' project an updated overview of Indigenous programs will be achieved. 'Our CSU RAP' will articulate the University's commitment and provide overarching guidance for the ongoing development of | 'Our CSU RAP' project completed |

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| | initiatives and activities across the University within the appropriate areas | |
| 7. Embedding the Athena SWAN principles | | |
| Ongoing role of the SAT (Section 3.iii) | <p>7.1 Continue to investigate data and issues, reporting to the Equity & Diversity Committee on the findings and recommended actions.</p> <ul style="list-style-type: none"> SAT to meet bi-monthly Working groups formed to investigate and report on identified issues. Two reports/year will be submitted by the SAT to the E&D Committee Decide upon the priority of issues to be addressed at the first meeting post-application submission Support Schools to identify School-specific actions to redress academic gender imbalances Support ongoing Athena SWAN award submissions (post-pilot) Maintain appropriate balance of membership Ensure findings are communicated to CSU senior leadership, including the Research Office, to ensure known issues are addressed and prevention of future issues is considered | <p>2 reports/year submitted to E&D Committee</p> <p>Priorities identified at first meeting post-submission</p> |
| | 7.2 Coordinate across the institution to achieve recognition of workload for academic members of the SAT | Workload provided by 2019 |
| | <p>7.3 Continue communication of Athena SWAN (and equity) principles across CSU, via</p> <ul style="list-style-type: none"> Monthly webinars (4 held to date and were well attended) Videos highlighting women in STEMM Quarterly equity newsletter | <p>Produce 12 videos (3/year); measure uptake of views by hosting on YouTube</p> <p>Host monthly webinars in 2018; increase attendees from 32 at initial webinar to at least 50 on average</p> |

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| Communicate data findings contained within the Athena SWAN application (Section 5.4.xii) | <p>7.4 Executive Dean of Science to discuss findings with each STEMM HoS</p> <ul style="list-style-type: none"> • HoS to develop priority list of at least 3 areas to focus on and actions • Throughout this process appropriate Schools to apply for School-level Athena SWAN awards (at the end of the pilot) will be identified | <p>Progress against School-specific actions/issues – reviewed at EDRS annually</p> <p>Measurable changes delivered by end 2022</p> |
| Ongoing focus is needed to ensure the Athena SWAN principles continue to be embedded within our culture (Section 5.4.i) | <p>7.5 Ensure action plan remains up-to-date and achievable. Annual updates to be received from each role/section with responsibilities allocated within this plan, reporting on progress and timelines</p> <ul style="list-style-type: none"> • E&D Committee to receive updates, consider progress and revise timelines and priorities as needed • Communicate summary of progress updates to all staff via quarterly newsletter | Targets achieved and within timelines indicated |
| | <p>7.6 Maintain connection with institutional Gender Equity Strategy through monthly meetings between the project managers for Athena SWAN and the GE Strategy</p> | Shared resources and strategy; complimentary actions |
| | <p>7.7 The Vice-Chancellor has committed to being an MCC, and this will be extended to include senior leaders across the university</p> | 10 senior leaders to complete the 'Leadership Shadow' program |