



S A G E
SCIENCE IN AUSTRALIA
GENDER EQUITY

Athena SWAN Institution Application

Bronze Award
(Published Copy - 6 August 2018)

Name of institution	Swinburne University of Technology
Date of application	29 March 2018
Award level	Bronze
Date joined Athena SWAN	September 2015
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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	11,000
1. Letter of endorsement	500
2. Description of the institution	500
3. Self-assessment process	1,000
4. Picture of the institution	2,000
5. Supporting and advancing women's careers	5,000
6. Supporting transgender people	500
7. Intersectionality	500
8. Indigenous Australians	500
9. Further information	500
10. Action plan	N/A

A. GLOSSARY OF TERMS

For ease of reference, we include a glossary of terms and abbreviations used throughout the document.

Acronym	Definition
ACAD	Academic
CALD	Culturally and linguistically diverse
DNS	Data Not Shown
E&I Survey	Equity and Inclusion Survey issued to academic staff in August 2017, with 287 respondents (15% participation rate).
EG	Senior Executive Group
FBL	Faculty of Business and Law
FHAD	Faculty of Health Arts and Design
FSET	Faculty of Science, Engineering and Technology
FT	Full Time
FTE	Full-time equivalent
HDR	Higher Degree by Research
HE	Higher Education
HEW	Higher Education Worker including university services employees and Swinburne Research employees
HR	Human Resources
P&C	People and Culture, our Human Resources
PAVE	Pathways and Vocational Education
PBCA	Performance Based Contract Academic staff
PBCG	Performance Based Contract General staff
Professional staff	Professional staff include University Services staff, which include some STEM staff in the technical support areas in PAVE and Higher Education
PT	Part Time
PVC	Pro Vice-Chancellor
RSCHA	Research Assistant
SAT	Self-Assessment Team – referred to as Swinburne SAGE Steering Committee
STEMM	Science, Technology, Engineering, Mathematics, Medicine (Health Sciences at Swinburne)
SUT	Swinburne University of Technology
VE	Vocational Education
X	Government definition of gender identity X =Indeterminate/Intersex/Unspecified

Table 1 Glossary of terms used throughout the application.

B. SOURCES CONSIDERED

This document presents Swinburne University of Technology's application for the SAGE pilot of the bronze Athena SWAN award. The data analysed is extracted from a number of sources (Table 2).

Data source	Additional details regarding data used	Application of data analysed
HR information system – Ascender Pay	Demographic data from HR system. Census date 1 April 2014, 2015, 2016 and 2017.	Comparison of data sets (by contract type, gender, STEMM/non-STEMM, work fraction, etc.) across 3 or 4 year period, provided 'master data sets' to compare demographic information.
Informal Focus Groups with women in STEMM	5 focus groups of women in STEMM conducted July/Aug 2016 by SAGE project lead. Comments collated by support staff.	Some of the comments from the focus groups were used in the qualitative data findings.
Formal Focus Groups with STEMM staff and students (PhD)	8 focus groups with STEMM staff and PhD students conducted June/July 2017 with Ethics Committee approval to understand perceptions of equity/inclusion at Swinburne. External gender equality consultant conducted sessions.	Some focus group comments were used in the qualitative data findings.
Equity and Inclusion Survey	Academic staff survey created by SAT and working group members with Ethics Committee approval. Analysis undertaken by internal statistics team.	Quantitative and qualitative data analysed (casual, ongoing and fixed-term academic staff participated). Results suggest a number of gender differences, mainly relating to perceptions, rather than increased personal experience, of inequity for women relative to men.
1:1 Interviews	Several (less than 10) 1:1 interviews conducted by SAT member and academic staff post participation in E&I Survey.	Qualitative responses analysed and used in this report where appropriate.
Your Voice Survey	Regular staff engagement and job satisfaction survey facilitated by the Voice Project.	Voice data provided global and faculty-based gender perspectives. Comparative 2016 and 2017 responses used.

Table 2 Data sources considered in the application

C. NOTES ON THE DATA

We chose to represent staff data predominantly by headcount to understand the representation of people in respective departments. Where headcount differs significantly from full-time equivalent (FTE) data, we show FTE to highlight intensity of work by gender comparable to standard full-time contract. In some instances, data are averaged over a 3-year period. Data for the years used in our analysis (2014-2017) is effective 1 April annually. Where data is used in relation to employment processes (e.g., recruitment, leave), data is based on entire calendar year. Academic staff are those on teaching and research, research-only, or teaching-only contracts from academic classifications Research Assistant to Professor.

Swinburne's HR systems capture diversity information in an inconsistent manner. We need to start capturing data systematically to gather insights to improve decision-making. This includes information on non-binary gender identities, including gender diverse and transgender staff, disability, culturally and linguistically diverse (CALD) and Aboriginal and Torres Strait Islander staff. Our student systems provide gender options: M, F or X since 2015.

Table 2 lists primary sources used in our data collection and analysis.

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1. LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR/DIRECTOR

Recommended word count: **500 words**

Actual word count: **556 words**

Refer to Page 17 of the Handbook

Dr Wafa El-Adhami
SAGE Executive Director
Australian Academy of Science
GPO BOX 783
CANBERRA ACT 2601

29 March 2018

Dear Dr El-Adhami,

I am delighted to endorse Swinburne University of Technology's (Swinburne) application for an Athena SWAN Bronze Institution Award. As SAGE project sponsor, and Swinburne's Vice Chancellor, I am committed to a strong culture of gender equity and inclusion. This report is an honest, original, accurate, and true representation of our institution and our approach to gender equity, especially in STEM areas.

As a health sciences practitioner and senior Higher Education leader, I am very aware of the systemic challenges in achieving gender equity. We need to face these challenges head-on to achieve our vision of being a world-class university, creating social and economic impact through science, technology and innovation. We value and embrace diversity and celebrate how it enriches experiences, fosters understanding, drives innovation and impacts on a social and global scale. Gender equity is a crucial aspect of our diversity and inclusion culture.

The SAGE pilot brings our existing gender equity programs under one framework, enabling us to assess our gaps and implement a range of initiatives. Staff and students have shared their experiences of equity and we have developed several important actions and already seen improvements in culture.

Some initiatives we are proud to include: the introduction of a Women in STEM Fellowship program; a peer-support program for women applying for promotion; financial assistance for academics re-establishing their research careers after extended leave; a school holiday program; a parents meeting room; parents feeding rooms; gender neutral bathrooms; and policy improvements to enhance gender neutrality.

Our senior executive leadership team has hosted seminars and attended events on topics of intersectionality, supporting transgender and gender diverse people and Indigenous Australians. Our Self-Assessment Team (SAT) has engaged staff and students in data collection and analysis, sharing insights, and action planning to support gender equity, diversity and inclusion at Swinburne.

Our data analysis reveals the following opportunities:

- **Recruitment:** implement temporary measures to increase the number of women in STEM to help close our gender gap; improve our HR systems to monitor, report on and evaluate our practices across the recruitment pipeline; and carefully monitor our direct hiring practices.
- **Career Support:** specific, targeted efforts to support the careers of female academics enabling them to achieve their research goals; better support for our line managers to have honest and meaningful career development conversations with academic staff; and training programs aligned to staff needs.
- **Culture:** clear guidelines of expectations and behaviours that embed gender equity into our standard practices; a safe and effective complaints system; a clear understanding of flexible work options and manager training to support its implementation; and appropriate support for our academics during and after parental leave.
- **Systems:** having identified gaps in our recording and reporting of data we need fit for purpose systems that allow us to track metrics and ensure accountability amongst our leaders around gender equity, diversity and inclusion. This will also allow us to evaluate our programs and initiatives to ensure that benefits are being realised.

In alignment with Swinburne's strategy, our 4-year SAGE action plan enables us to continue developing a sustainable and diverse culture of inclusion, focussing on attracting and retaining women in STEM.

Yours sincerely,



Professor Linda Kristjanson AO
Vice Chancellor and President
Swinburne University of Technology

Swinburne University of Technology | Chancellery



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2. DESCRIPTION OF THE INSTITUTION

Recommended word count: **500 words**

Actual word count: **456 words**

Refer to Page 17 of the Handbook

Please provide a brief description of the institution, including any relevant contextual information

- 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**

The SAGE pilot has consolidated Swinburne's existing programs and strategic plans to enhance gender equity, diversity and inclusion. Our participation has sharpened our efforts towards a systematic approach to gender equity and encouraged collective action for a number of initiatives. By embracing the SAGE principles, we have already seen improvements in the past 2 ½ years in our culture and approach to diversity and inclusion benefiting all staff and students.

- ii. Information on its teaching and its research focus**

In 1908, George and Ethel Swinburne established the Eastern Suburbs Technical College in Hawthorn, to provide education to those otherwise without access. The college initially focused on engineering and technology.

In 1992, the institute became Swinburne University of Technology, a dual-sector university offering both vocational education (skills-based) and higher education (academic-based). The University remains committed to its original vision of ensuring all community members have access to education, regardless of their previous educational attainment. Through our pathway and vocational education (PAVE) programs, students can pathway to employment or to higher education programs. We maintain our strong STEMM focus, and our 2025 vision is to be a world-class university creating social and economic impact through science, technology and innovation.

In 1998, the first of our Research Centres was established. By concentrating resources, we have built a strong research culture and a world-class reputation for research excellence in key areas. Our main strengths include astronomy and physics, engineering, materials science, computer science, information technology, design and innovation. We also have substantial capability and research excellence in health science, and the humanities and social sciences, particularly in measuring the impact of technology on society.

In 2017, our research ecosystem expanded to include five interdisciplinary, university-wide Research Institutes: Data Science, Manufacturing Futures, Smart Cities, Social Innovation, and Iverson Health Innovation. Our Swinburne Innovation Precinct, where design, manufacturing and digital innovation engage with commercial partners to create technology-based innovations for our society, launches in 2018.

Our academic programs align with our research, covering science, engineering, technology, design, business and humanities. In the last 5 years, we have broadened our teaching offerings to include health sciences, education, law and architecture. We continue to maintain a strong technology foundation in all programs.

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

Our professional staff (by FTE) is female dominated (67%) (Table 3 and 4). PAVE numbers are balanced. These numbers remain relatively constant when casuals are included (Table 3).

Employee Group	Total	Male	Female	% Female
Headcount (Includes casuals)				
Academic	2,167	1,298	869	40%
(PAVE) Teaching	760	359	401	53%
Professional	1,151	379	772	67%
Total HC	4,078	2,036	2,042	50%
FTE (Includes casuals)				
Academic	918.9	578.3	340.6	37%
(PAVE) Teaching	403.2	201.7	201.5	50%
Professional	1,069.8	368.0	701.8	66%
Total FTE	2,391.9	1,148.0	1,243.9	52%

Table 3 Staff headcount and FTE by employee group and gender, including casual staff (1 April 2017).

Employee Group	Total	Male	Female	% Female
Headcount (Excludes casuals)				
Academic	800	498	302	38%
(PAVE) Teaching	266	127	139	52%
Professional	1,151	379	772	67%
Total HC	2,217	1,004	1,213	55%
FTE (Excludes casuals)				
Academic	719.0	457.3	261.7	36%
(PAVE) Teaching	225.7	114.5	111.3	49%
Professional	1,069.8	368.0	701.8	66%
Total FTE	2,014.5	939.8	1,074.7	53%

Table 4 Staff headcount and FTE numbers by employee group and gender, excluding casual staff (1 April 2017).

iv. The total number of departments and total number of students

The university is divided into three main areas: Higher Education (three faculties), Pathways and Vocational Education (PAVE) and University Services (**Table 5**).

Organisational Area	Organisational Unit	Total	Schools	Departments	Centres
Higher Education	FBL	7	2	3	2
	FHAD	18	3	10	5
	FSET	15	3	8	4
PAVE	Trades, and Engineering Technology	10	-	10	-
	Design, Business, Media, ICT	6	-	6	-
	Health, Science and Community	5	-	5	-
	Foundation and Pathways	3	-	3	-
University Services	Students	4	-	4	-
	People and Culture	5	-	5	-
	Engagement	7	-	7	-
	Operations	6	-	6	-
	Research and Development	4	-	4	-
	Academic	4	-	4	-
	PAVE services/operations	2	-	2	-
Grand Total		96	8	77	11

Table 5 Total number of schools, departments and centres (1 October 2017).

As a dual-sector university, our students are across Higher Education (HE) and Vocational Education (VE) (**Table 6**)

Sector	STEMM					Non-STEMM				
	Total	M	F	X	% Female	Total	M	F	X	% Female
Higher Education (HE)	10,059	7,782	2,270	7	23%	22,287	8,991	13,285	11	60%
Vocation Education (VE)	5,207	3,008	2,193	6	42%	9,255	4,663	4,581	11	49%
TOTAL	15,266	10,790	4,463	13	29%	31,542	13,654	17,866	22	57%

Table 6 Student enrolment headcount by sector and gender identify in STEMM/non-STEMM (November 2017). Source: Swinburne Student One system.

Our 46,808 students come from PAVE, undergraduate, and postgraduate.

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

Our STEMM staff include HE academics, PAVE teaching staff, and professional technical support staff.

- STEMM staff within our HE faculties are defined as:
 1. All of FSET
 2. School of Health Sciences and Department of Interior Architecture & Industrial Design within FHAD
 3. Some academics in the Information Systems group within the Department of Business Technology & Entrepreneurship of FBL.
- In PAVE, STEMM teaching staff are in six teaching departments: Engineering, Networking and Security, Games and Web Development, Science, Nursing and Allied Health, and Foundation and Pathways – Science, Engineering and Technology.
- Some professional staff provide STEMM technical support in Higher Education and PAVE.

Table 7 summarises our total STEMM staff numbers, indicating 31% are women. In the future, our HR systems will flag new staff as STEMM/non-STEMM to assist with reporting. For this application, we have focused our analysis on academic and professional staff. We refer to PAVE teaching staff in relevant areas of Section 5.

Employee group	Area	Male	Female	% Female
Academic	FBL	9	4	31%
	FHAD	73	69	49%
	FSET	217	57	21%
Academic Total		299	130	30%
Professional	FHAD	1	10	91%
	FSET	35	8	19%
	PAVE	4	2	33%
Professional Total		40	20	33%
Teaching	PAVE	38	13	30%
Teaching Total		38	16	30%
Total STEMM Total		377	166	31%

Table 7 All STEMM staff (excluding casual) by employee groups across the organisation (1 April 2017).

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: **1000 words**

Actual word count: **737 words**

Refer to Page 18 of the Handbook

Describe the self-assessment process. This should include:

i. A description of the self-assessment team

We identify the Self-Assessment Team (SAT) and their roles in Table 8. Members were nominated or expressed interest to join, and include representation across the entire university. Throughout the 2.5-year pilot, twenty-four SAT members joined and five left either due to workload or other commitments (e.g. sabbatical).

The key SAT roles included:

- **SAGE Project Lead:** drives the SAGE pilot across the organisation, engaging directly with the SAGE regional network, key internal and external stakeholders, and the senior EG. Sets the strategy for data collection and analysis, and supports implementation of actions over the 2.5 years. With the Project Manager, drives the recommendations to the SAT and WGs to lead project outcomes and University engagement.
- **SAGE Project Manager:** oversees the implementation and operationalisation of the SAGE pilot, including managing and contributing to data collection and analysis activities, and supporting SAT and WG efforts.
- **SAT Chair:** runs the SAT meetings, and tracks and approves SAT actions, ensuring accountability amongst members.

The self-assessment process involved:

- exploratory data collection and analysis and review of current practices and policies, to produce explanatory visuals for deep self-reflection,
- engagement with Swinburne community via information forums, workshops, focus groups, surveys & interviews,
- development of SMART actions using affinity mapping processes, reporting to SAT and senior EG on draft action plans and SAGE application.



Picture 1: SAGE forum on equity in STEM, November 2017 (left) and affinity mapping workshop to identify actions, August 2017 (right).

No	Name	Position Title and SAGE role (where relevant)	Gender Equity and diversity background	Time on SAT
1	Prof Sarah Maddison (STEMM) Academic	Pro Vice-Chancellor (Academic Change and Innovation); SAGE Project Lead, and Demographics WG lead	SAGE Project Lead for Swinburne and long-term advocate for gender equity at Swinburne and the astrophysics community. Working single parent, Sarah tries to demonstrate flexible working and advocates flexible work for her team and for others. Previous roles during SAGE pilot: Acting Faculty Pro Vice-Chancellor FSET and Dean, School of Science (FSET). Substantive role: Professor of Astrophysics.	2 ½ years
2	Ms Angela McMillan (non-STEMM) Professional	SAGE Project Manager (P&C)	Angela has worked at Swinburne for 5 years in the P&C team. Angela is a working parent of a pre-school aged child and transitioned to full time work in May 2017 after 2 years part-time. She is a passionate supporter of gender equity, intersectionality and inclusion and flexible working. Angela has managed a data analyst who worked flexibly from home. Angela has a background in Human Resources Business Partnering helping organisations optimise their business and people outcomes. Angela is a certified HBDI and KFLA Competency framework practitioner and continuing to work in the field of organisational development and culture change.	1 ½ years
3	Ms Rita Cincotta (non-STEMM) Professional	Vice President People and Culture; SAT Chair, and Supporting and Advancing Women's Careers WG lead	Rita has worked at Swinburne for 5 years as a professional staff member and currently oversees all People and Culture functions. Rita was nominated to be on the SAT by her previous manager, Dr Andrew Smith, and adjusts her workload to accommodate these commitments. Rita has 3 young children and regularly works flexibly and advocates flexible working for her team. She commenced her PhD in 2014, however it is currently on hold. Her topic focuses on the efficacy of gender targets in workplaces.	2 ½ years
4	Dr Andrew Smith (non-STEMM) Professional	Vice President Students (previous SAT Chair Dec 2015-Dec 2016)	Andrew was the Chair of the SAT for the first 12 months and then passed on the mantle to Rita Cincotta. Andrew has worked at Swinburne for over 20 years as a professional staff member. He currently leads the Students team, providing all operational services to students including Media, External Communications, Student Administration & Library Services, Marketing & Recruitment, Student & Academic Services. Andrew is a working step-parent of two children, and regularly role models flexible start and finish times and working from home, actively promoting this for his team. He has previously worked as Director, P&C, and is a passionate spokesperson for gender equality, including his presentation at the Australian Council of Women in Policing conference in 2015.	2 ½ years

5	A/Prof Helana Scheepers (STEMM) Academic	Associate Professor, Information Systems (FBL)	Helana helped establish the Swinburne Women's Academic Network (SWAN) in 2014 which has been a key program to enhancing gender equity for women in academic promotions. Working parent who also demonstrates flexible working and researching overseas in the area of Information Systems. (Recently returned from research sabbatical in Atlanta, USA, in August 2017)	2 years
6	Prof Sarah Russell (STEMM) Academic	Professor, Centre for Micro-Photonics (FSET); Career Development, HERDC and Appraisal sub-WG lead	Sarah is a research academic and has actively promoted gender equity for several research organisations. Her major cause is improving female success, career stability and work-life balance in research and academic careers. Sarah has raised children while working flexibly, and encourages flexible work in her team.	1 year
7	Prof Ajay Kapoor (STEMM) Academic	Pro Vice-Chancellor (International Research and Engagement); Key Transition Points sub-WG lead	Ajay is responsible for Swinburne's international research engagement. He studied in India and UK and was an academic in UK for over 20 years before moving to Swinburne in 2007. He brings an intersectional lens to the subject of gender equity. He was nominated to be the Research voice on the SAT by Bernadine Van Gramberg who moved away from the SAT in early 2017. He spends about 5% of his workload on SAGE commitments.	1 year
8	Prof John Wilson (STEMM) Academic	CEO and Deputy Vice-Chancellor Sarawak campus, Malaysia	John has worked for Swinburne since 2005 in STEMM academia and leadership roles. He is currently the Deputy Vice Chancellor and CEO of Swinburne Sarawak, our University campus based in Malaysia. Prior to joining Swinburne, John was an academic at the University of Melbourne for 12 years and a consulting engineer for a further 12 years. He is a keen advocate for gender equity and has balanced family and working life raising two children who are now young adults. As a researcher, John is very aware of the challenges associated with academics taking a career break yet needing to stay current with the latest global research in their field. John has advocated for balanced recruitment interview panels and candidate shortlists that are representative, particularly in the physical STEM fields which tend to be predominately male. Previous roles during SAGE pilot: Pro Vice-Chancellor (Academic Implementation); and Executive Dean, FSET	2 ½ years

9	Prof Scott Thompson-Whiteside (STEMM) Academic	Faculty Pro Vice-Chancellor, FHAD	Scott has a STEMM background in Industrial Design and Design Management with extensive experience in teaching and educational management in the UK, Malaysia and Australia. Since joining Swinburne in 2005, Scott has had varied roles including Associate Dean International, Deputy Dean and Dean. He has been responsible for a range of strategic international engagement activities and partnerships. Scott has supported and advocated flexible working for teams and the promotion of women in the workplace. He has demonstrated this personally by appointing a number of women in the Faculty Executive Group and individually supported female academics through career counselling and promotions.	2 ½ years
10	Ms Sandra Kozelj (non-STEMM) Professional	Senior Manager, Graduations, Scholarships and Orientation; Organisation and Culture sub-WG lead	Sandra represents the Student and Professional Staff voice on the SAT. Sandra currently works full time but has worked part-time whilst raising a family, and advocates for flexible working with her team. Sandra has a background in leadership and management.	1 year
11	Ms Ellen Horvat (non-STEMM) Professional	Senior New Product Development Manager (Operations); Flexible Working & Managing Career Breaks sub-WG lead	Ellen was nominated to join the SAT in March 2017 by the Vice President People and Culture to represent a Financial and Product and Professional Staff voice on the SAT. Ellen has 2 young children and works part-time and flexibly with start and finish times and from home one day per week.	1 year
12	Ms Zoë Bradley (non-STEMM) Professional	Senior Internal Communications Manager (P&C)	Zoë was nominated to provide a Communications voice on the SAT in December 2016. Zoë's workload has been adjusted according to key SAGE communications peaks and troughs and allocated approximately 1 day per month to the project with the support of her leaders. Zoë works flexibly and promotes SAGE activities actively and demonstrates this to her team by encouraging them to work flexibly with tailored start and finish times and accommodating requests to work from home.	1 ½ years
13	Ms Gaynor Wiffts (non-STEMM) Professional	Head of Organisational Development (P&C); Supporting Transgender WG lead, and Intersectionality WG lead	Gaynor has helped working women with both professional development and personal effectiveness in her career. She has built leadership capability across many sectors focusing on high performing cultures. Her current role includes diversity and talent development. Working parent of three adult children, she works flexibly and advocates for her team and others to do so.	1 ½ years

14	Ms Tara Waller (non-STEMM) Professional	Diversity Manager (P&C)	Previously at Brisbane City Council, Tara has designed and delivered development for LGBTI inclusion awareness and allies, as well as graduate development programs and leadership programs for senior women in the public service. Recognised as the Institute of Public Administration Australia's Queensland young leader of the year. Tara is committed to intersectional inclusion and has actively advocated for LGBTI inclusion, gender equity and the proactive recruitment of people from a refugee background. Tara combines full time work with her studies in Human Rights and works flexibly from home or in the office. Currently, Tara is creating Swinburne's first Diversity and Inclusion overarching framework.	6 months
15	Dr Jahar Bhowmik (STEMM) Academic	Senior Lecturer in Statistics (FHAD)	Jahar joined Swinburne in February 2007. He was nominated onto the SAT when the Dean of Health Sciences left the group. His nomination was due to his academic experience in statistics. Jahar's workload has been adjusted to accommodate SAT commitments by approximately 1 day per month. He has 2 high school-aged children and works flexible start and finish times and from home.	1 year
16	Ms Amy Sapountzoglou (STEMM) PAVE Teaching	Manager, Sciences (PAVE); supports Indigenous Australians WG	Amy joined Swinburne in September 2006. Amy was nominated to be part of the SAT given her STEMM role in the PAVE team. Amy's workload has been adjusted in consultation with her manager to accommodate SAT commitments by approximately 1 day per month. Amy currently works full time across 2 roles and organisations. Amy works 4 days for Swinburne and 1 day in industry as a partner in a lab. There is some night and weekend work undertaken to run the business. Amy has two high-school aged children and manages a large team of Science teachers and lab technicians. She works flexibly and encourages her team to do the same. Recently, Amy has also had to juggle carer duties for her elderly father and severely disabled brother. Her manager and colleagues in the PAVE working environment have accommodated these needs.	1 year

17	A/Prof Christine Critchley (STEMM) Academic	Associate Professor and Department Chair; Statistics, Data Science and Epidemiology (FHAD); supports Demographics WG	Christine is an applied statistician and social psychologist employed at Swinburne for 18 years. During that time she has mentored many female students and junior staff in the area of statistics and actively promotes statistics amongst her psychology students. In the area of Social Psychology, her teaching often emphasises gender stereotypes, attitudes towards women and implicit (unconscious) bias in relation to gender. As a Department Chair, Christine has consistently modeled inclusive behaviours and empathy towards minorities, women and those with carer responsibilities. Christine was a sole parent for 10 years whilst working as a full-time academic. Christine was nominated to be part of the SAT given her statistical experience and once the Dean of the School of Health Sciences was unable to attend the SAT. Christine's workload has been adjusted to accommodate SAT commitments by approximately 1 day per month, in consultation with her manager. Christine works flexible start and finish times and from home and encourages her staff to do the same.	1 year
18	Prof Andrew Gunstone (non-STEMM) Academic	Executive Director, Reconciliation Strategy and Leadership	Working parent of 3 school aged children. Works flexible start and finish times and advocates flexibility for his team. Andrew joined Swinburne in October 2015. He was nominated to be part of the SAT given his expertise in the area of Indigenous Studies and Reconciliation Studies and his leadership of Swinburne's Indigenous teaching and research, and the Reconciliation Action Plan.	1 year
19	Ms Sarah Bahri (non-STEMM) Professional	Business Analyst	Sarah joined Swinburne in May 2016. Sarah was nominated to be part of the SAT given her business analysis expertise and involvement in the development of dynamic visualisations of Swinburne's data. Sarah's workload has been adjusted by her manager to reasonably accommodate her SAGE commitments. She works from home with flexible start and finish times with support from her manager. Sarah has a background in Business Analytics, Design Thinking and facilitation to help business explore and draw out business insights to make effective strategic decisions to progress organisations and develop people.	1 year
20	Ms Joyce Howard (non-STEMM) Professional	Executive Assistant, Vice President Students; SAGE secretariat (until Nov 2017)	Works flexible start and finish times, as supported by her manager and is a passionate supporter of gender equity. Provided full secretariat support for SAT meetings and engagement activities across campus.	2 years (left SAT Nov 2017)

21	Ms Deborah Rice (non-STEMM) Professional	Executive Assistant, Vice President P&C; SAGE secretariat (from Nov 2017)	Deborah joined Swinburne in July 2017, and was nominated to be on the SAT given her role is to support the SAT Chair. Deborah's workload has been adjusted accordingly to accommodate agenda and minute preparation for the SAT committee meetings, as agreed with her manager. Deborah works flexible start and finish times, as supported by her manager.	4 months
22	Prof Janet Hiller (STEMM) Academic	Dean, School of Health Sciences (FHAD)	Janet is an epidemiologist and health services researcher with extensive teaching and research experience in Public Health and joined Swinburne in March 2014. She was nominated to be on the SAT by the Executive Dean, Faculty Health Arts and Design. Her workload was not adjusted as part of her commitment on the SAT given she is not on a workload model. However, given the University's Health Strategy, Janet needed to focus her attention on this and withdrew from the committee. Janet has two children and is carer to 3 parents aged over 93 living in 3 geographically dispersed locations. Janet works full time, approximately from 8am to 5pm and flexibly after hours and on weekends. Janet supports flexible start and finish times following consultation with line managers.	1 year (left SAT early 2017)
23	Prof Bernadine Van Gramberg (non-STEMM) Academic	Pro Vice-Chancellor (Graduate Research and Research Training)	Bernadine joined Swinburne in 2012. She was nominated to be on the SAT by Dr Andrew Smith. Her workload was adjusted initially as part of her commitment on the SAT but then given commitments, Bernadine needed to focus her attention on other projects and withdrew from the committee and nominated her replacement, Ajay Kapoor. Both Bernadine and Ajay represent Swinburne's researching academic staff and related professional staff. Bernadine works flexible start and finish times and from home and supports her staff to do the same by arrangement.	1 year (left SAT early 2017)

24	Ms Michelle Gillespie (non-STEMM) Professional	Director Student Administration & Library Services	Michelle joined Swinburne in 2013 as a professional staff member. She was nominated to be on the SAT by Dr Andrew Smith given her position leading the experience of students. Her workload was adjusted initially as part of her commitment on the SAT but then given commitments, Michelle withdrew from the committee for other priorities, and nominated her replacement, Sandra Kozelj. Michelle has 3 children aged 19, 14 and 11 and returned to the workplace when her eldest was 9 months old full time, working one day per week from home. Michelle works flexible start and finish times and from home and actively encourages her staff to do the same by ensuring their work hours are family friendly, such as start times of 9.30am where possible to allow for school drop offs. Michelle has been an active advocate for a family friendly work environment to enable women to have a career and a family.	1 year (left SAT early 2017)
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Table 8 Self-Assessment Team members (current employees) involved throughout the SAGE project.

Describe the self-assessment process. This should include:

ii. An account of the self-assessment process

The SAT formed and first met in December 2015, initially conducting six-weekly meetings to explore data requirements and staff engagement with SAGE. The pilot evolved throughout 2016, with monthly meetings and effective project management and governance. A shared drive and wiki were established for document and ideas sharing. Each SAT member provided feedback on issues, reviews, debates, and made decisions for the project.

Six working groups (WGs) assisted the SAT with data analysis and determining actions for the key sections of the application. Three workshops were organised for WGs in March, July and October 2017. Each WG held physical and virtual meetings to analyse their data, discuss key issues, and establish draft actions. Over 40 people engaged in the WGs, along with SAT leads and support members.

Broader engagement across the university occurred with:

- 4 open forums (November 2015, November 2016, February 2017, November 2017)
- 4 external visits (Dr Zuleyka Zevallos, Nov 2015; Prof Hilary Lappin-Scott, Feb 2016; Dr Wafa El-Ahamdi and Dr Saraïd Billiards, November 2016; Prof Tom Welton, January 2017)
- 5 SAGE deep dives led by internal or external experts (Intersectionality 101, July 2017; Aboriginal and Torres Strait Islander initiatives, August 2017; Supporting Transgender and Gender Diverse People, September 2017; Women and Super – Bridging the Gap, September 2017; Women in STEMM Soapbox, October 2017).
- Regular communications through our On Course weekly staff newsletter, providing project updates and advertised new initiatives (e.g. school holiday program and support for academic carers after career breaks).

External consultation regarding best practice in the sector involved liaising with the SAGE Regional Network, discussions with UK Athena SWAN visitors, and consultation with a range of professionals in the diversity and inclusion space.

The SAT also engaged with the FSET Gender Equity Committee and the Swinburne Women's Academic Network (SWAN). The SAGE Project Lead and Project Manager reported twice yearly to the Senior EG with updates and to seek endorsement of recommended actions.

iii. Plans for the future of the self-assessment team (Meeting regularity, Monitoring Action Plan, Engagement with other departments)

The SAT will continue to champion the project, keep the action plans on track, and make decisions to implement actions. The SAT will meet monthly for the duration of the four-year action plan to maintain momentum and monitor implementation of actions. New people will be brought into the project, allowing others an opportunity to participate. Consideration of membership will ensure representation across gender and other identities, a mix of staff by classification and areas of the organisation. STEMM undergraduate and postgraduate student representation will also be sought. Our SAT needs a mix of leadership buy-in, as well as passion and enthusiasm for the Athena SWAN principles.

SAT members will participate in events and liaise with Faculties, PAVE and departments where necessary and interact with relevant committees. SAT members will also report annually to their respective department meetings to encourage deep and wide engagement with the SAGE action plan, issues and progress. Workload will be accounted for by individual SAT members and discussed at the beginning and middle of each calendar year.

Staff and students will be updated on the Action Plan via regular open forums and internal newsletters such as Student News and On Course. Biannual progress reports will also be presented to the senior EG.

Swinburne will incorporate the SAT actions into the overall diversity key performance indicators for the university. These form part of Executive member KPIs, received at an aggregate level and reviewed by University Council.

Ref No.	Actions planned: Recruitment and Onboarding
11.1	<p>Implement SAGE Action Plan</p> <ul style="list-style-type: none"> i. Develop the SAGE implementation and engagement plan to roll out the actions and embrace the Athena SWAN principles. ii. Appoint dedicated SAGE resource(s) to support the implementation of SAGE action plan and continue to monitor progress and provide support to the SAT.
11.2	<p>Continuing momentum for SAGE</p> <ul style="list-style-type: none"> i. Maintain momentum for SAGE activities by continuing regular staff forums, reporting on achievements to date to staff/students/EG/Council.
11.3	<p>Ensure solid governance foundation</p> <ul style="list-style-type: none"> i. Establish SAGE governance. ii. Report SAGE pilot project achievements, challenges and learnings internally to IDLG, EG and externally.
11.4	<p>Maintain relevance of SAGE Action Plan</p> <ul style="list-style-type: none"> i. Review, refresh and update the SAGE action plan and encourage departments to apply for other levels of accreditation as they become available. ii. Annual consultation conducted and feedback incorporated into action plan.

4. A PICTURE OF THE INSTITUTION

Recommended word count: **2000 words**

Actual word count: **892 words**

Refer to Page 19-20 of the Handbook

Swinburne context

The gender balance of our academic workforce is the poorest in the state of Victoria (**Figure 1**), which may reflect our history and focus as a technical university. We also have the largest gender gap compared to the technical institutes in the Australian Technology Network (ATN) (**Figure 2**).

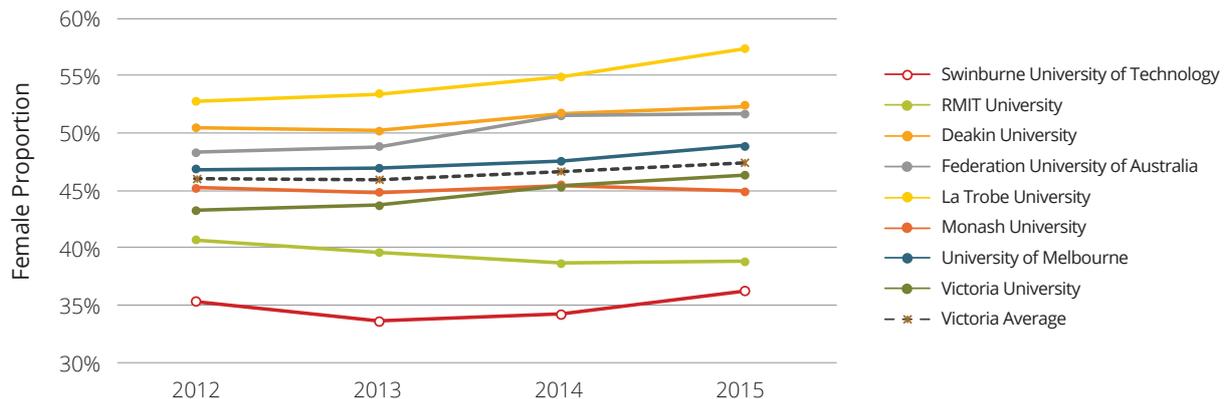


Figure 1: Comparison of female academic staff at Victorian universities, excluding casuals. (Source: HEIMS)

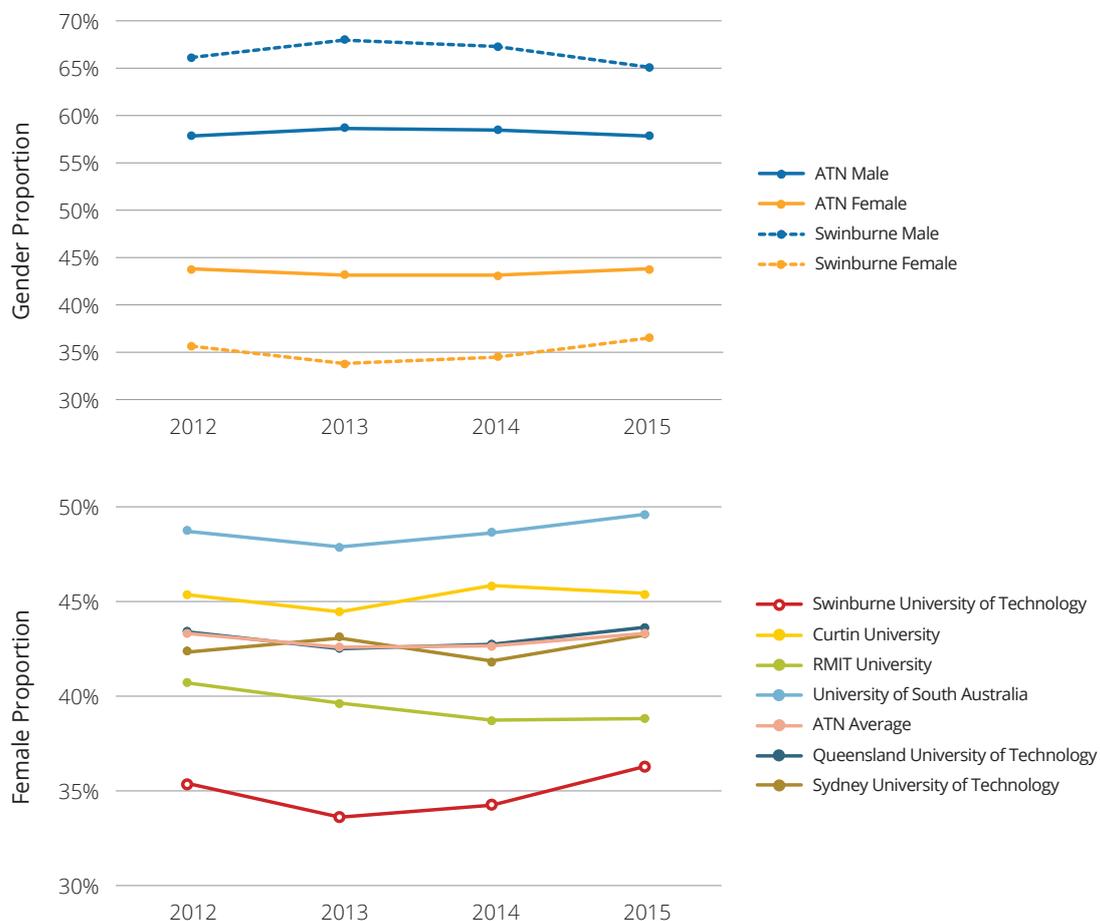


Figure 2: Comparison of academic staff gender representation at Swinburne and the ATN, excluding casuals. Left: ATN average compared with Swinburne. Right: proportion of women at each ATN institute and Swinburne. (Source: HEIMS)

4.1 ACADEMIC AND RESEARCH STAFF DATA

i. Academic and research staff by grade and gender

Across all staff at Swinburne, our gender balance is 49% female by headcount on average (2014-2017, DNS). Women comprise 38% of our academic staff (excluding casuals), and this gender gap widens with academic level (**Figure 3**).

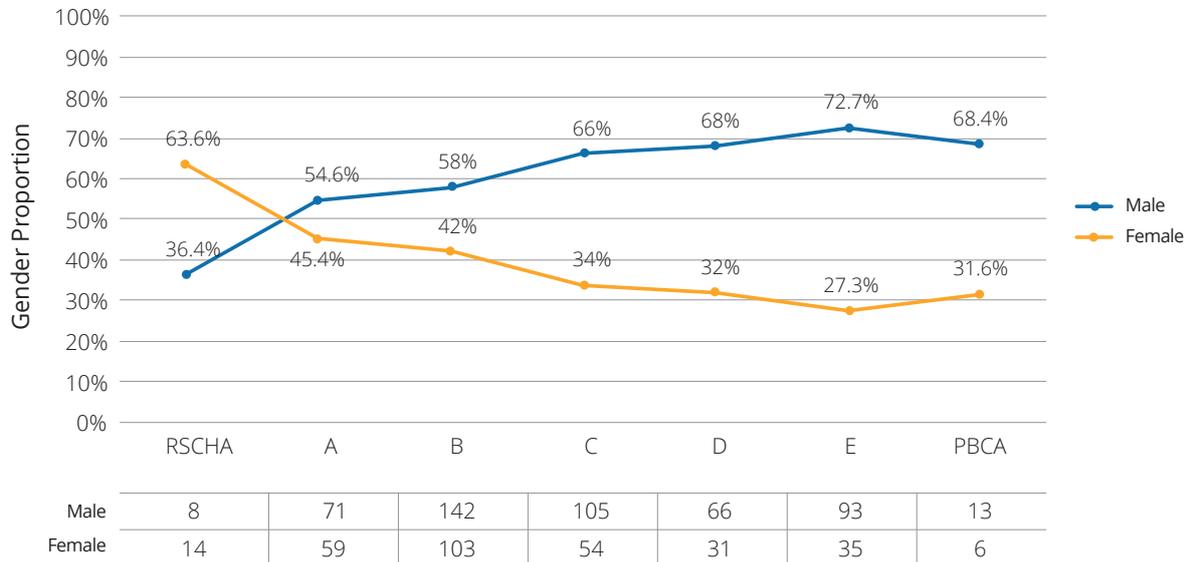


Figure 3: Academic staff (excluding casuals) by academic classification level and gender (1 April 2017). Table shows headcount.

Gender disparity is worse in STEMM compared to non-STEMM areas, with 30% vs 46% women respectively. Although the gender gap has been decreasing in our non-STEMM areas over the past 4 years, little has changed in STEMM (**Figure 4**). The STEMM gender disparity is also discipline-specific. Across all academic levels, women comprise just 14% (n=11) of academics in the School of Engineering, and 18% (n=13) in the School of Software and Electrical Engineering (1 April 2017), with few women at levels D and above (**Figure 5**). Further analysis is required into contract types across various classification levels.

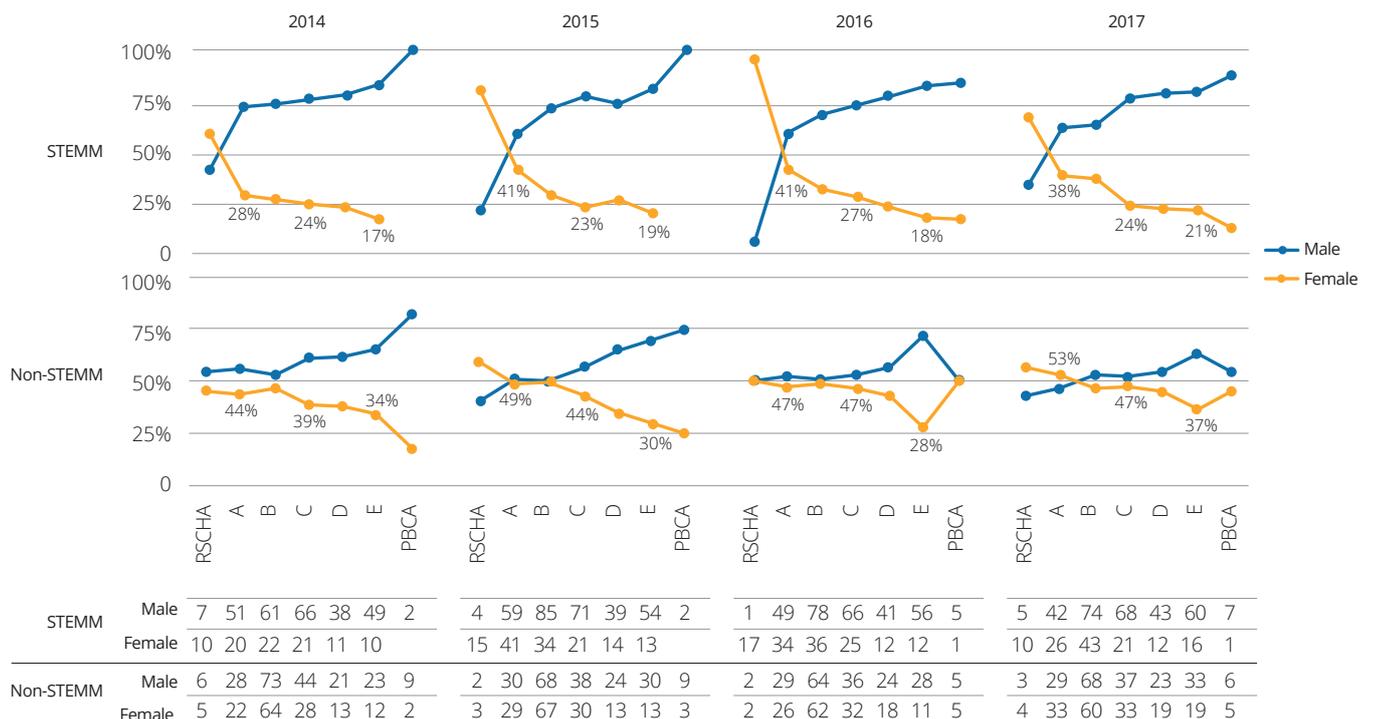


Figure 4: Gender representation by academic classification level in STEMM and non-STEMM (2015-2017). Table shows headcount.

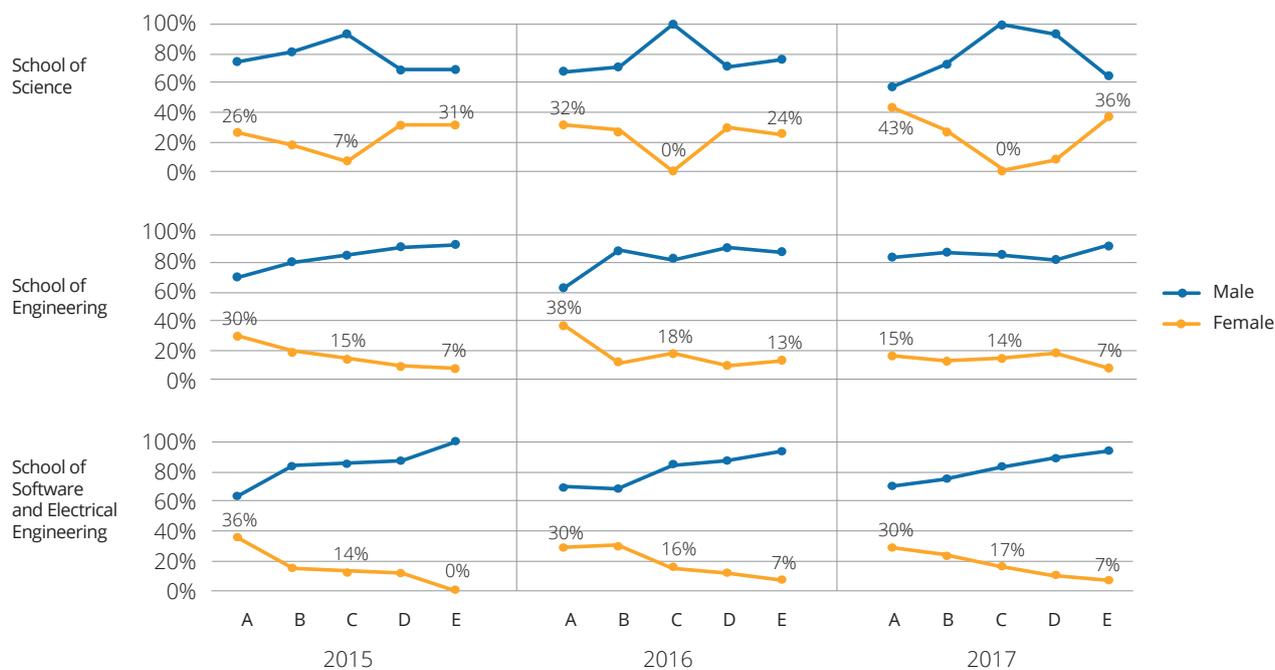


Figure 5: Gender representation by headcount per academic classification across the three FSET Schools (2015-2017).

Key findings

- Women are relatively well represented at lower academic levels, but poorly represented at higher levels.
- The gender gap is larger in the STEMM areas, but a gap remains at the higher levels of non-STEMM.
- Improvements have been made in closing the gender gap in non-STEMM areas, but little has changed in STEMM over the past 4 years.
- Deeper analysis of key transition points from STEMM fixed term to ongoing positions and from lecturer to senior lecturer and to the professoriate positions, is required.

Ref No.	Actions planned: Recruitment and Onboarding
1.2	<p>Report and monitor on organisation gender ratios</p> <p>i. Establish specific gender KPIs for STEMM leadership and STEMM staff ratios.***</p> <p>ii. Use gender dashboards to report and evaluate this against gender statistics with KPIs for EG. ***</p> <p>iii. Annually report and monitor against broader gender equity scorecard, specifically in recruitment activity.</p> <p>iv. Monitor and report gender of nominated (targeted) hires annually and application of gender equity strategies in these processes</p>
1.3	<p>Investigate key career transition points</p> <p>i. Analyse key transition points from STEMM fixed term to ongoing positions, and across the academic classification levels and develop actions to mitigate barriers for women's advancement.</p>

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

On-going staff comprise 59% of our academic workforce by FTE, with fixed-term and casual contract types contributing 19% and 22% respectively. In non-STEMM, there is near gender parity in on-going and casual contracts, and more men in fixed-term roles (Figure 6). In STEMM, about a quarter of the on-going and casual contracts, and 34% of fixed-term contracts, are held by women.

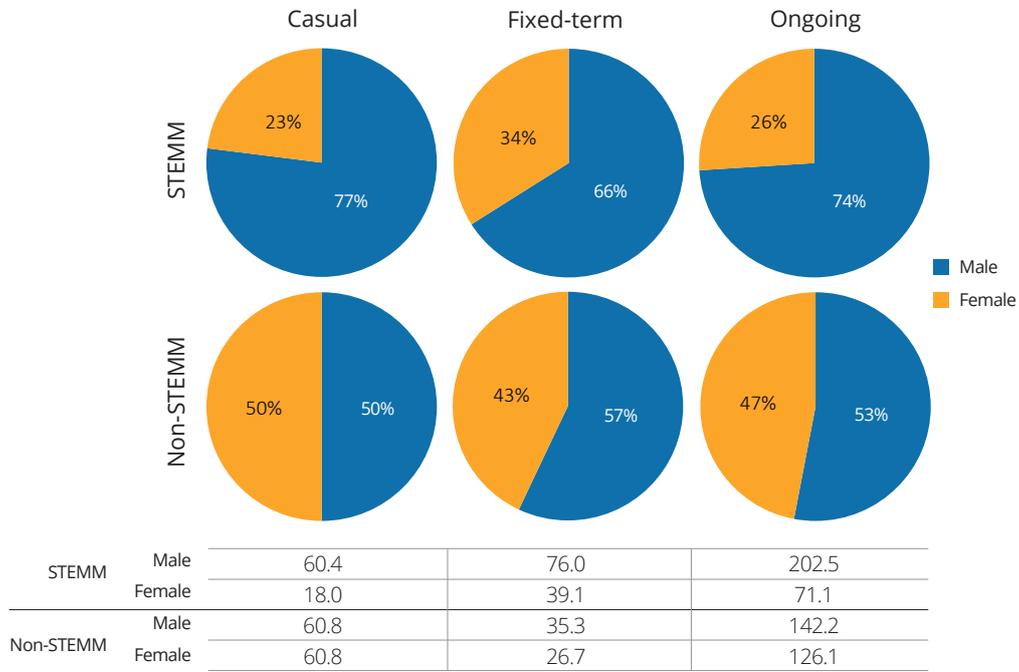


Figure 6: Academic staff (FTE) by contract type and gender (1 April 2017).

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

Table 9 reflects headcount by gender and work function of academic staff (excluding casuals). The majority of academic roles are research & teaching (67%), with 26% research-only roles. **Figure 7** shows the distribution by academic level of research & teaching and research-only staff in STEMM and non-STEMM areas.

Work Function	Total	Male	Female	% Female
Research & Teaching	532	328	204	38%
Research only	208	136	72	35%
Teaching only	34	17	17	50%
Leadership	26	17	9	35%

Table 9 Headcount of academic staff (excluding casual) by work function and gender (1 April 2017).

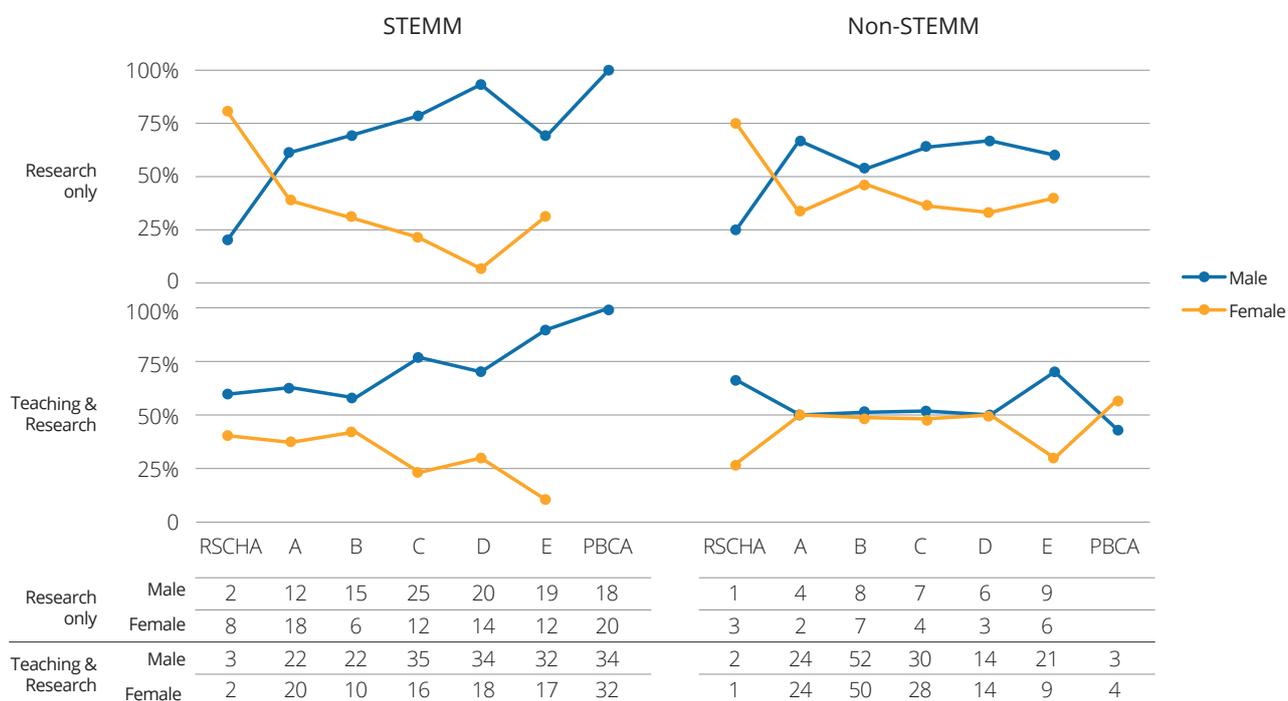


Figure 7: Distribution of research & teaching and research-only academics (by headcount) by academic classification and gender (1 April 2017).

Key findings

- Fewer women than men have research-only positions, in STEMM and non-STEMM areas. This requires further investigation to understand why.
- The only work functions with gender parity are teaching-only positions.

iv. Academic leavers by grade and gender

Swinburne undertook a faculty restructure in 2014, moving from five to three faculties. We therefore focused on 2015-2017 staff exit data only. **Figure 8** shows that the largest group of academic leavers averaged over those 3 years are at level A, primarily due to expiration of fixed-term contracts (**Figure 9**). A number of level A resignations are likely due to fixed-term contract staff accepting positions at other institutes before their current contract expires.

There is little gender disparity amongst academic leavers, except for the jump in level E women in STEMM leaving the organisation, which appears to be at almost twice the rate of their male counterparts. Note, however, that headcount is very low. **Figure 9** shows that these level E women all resigned or took voluntary early retirement (offered in 2016). Given the low numbers of senior women in STEMM, this is a concern. Swinburne does not systematically conduct exit interviews or surveys to investigate in detail why these senior STEMM women are leaving.

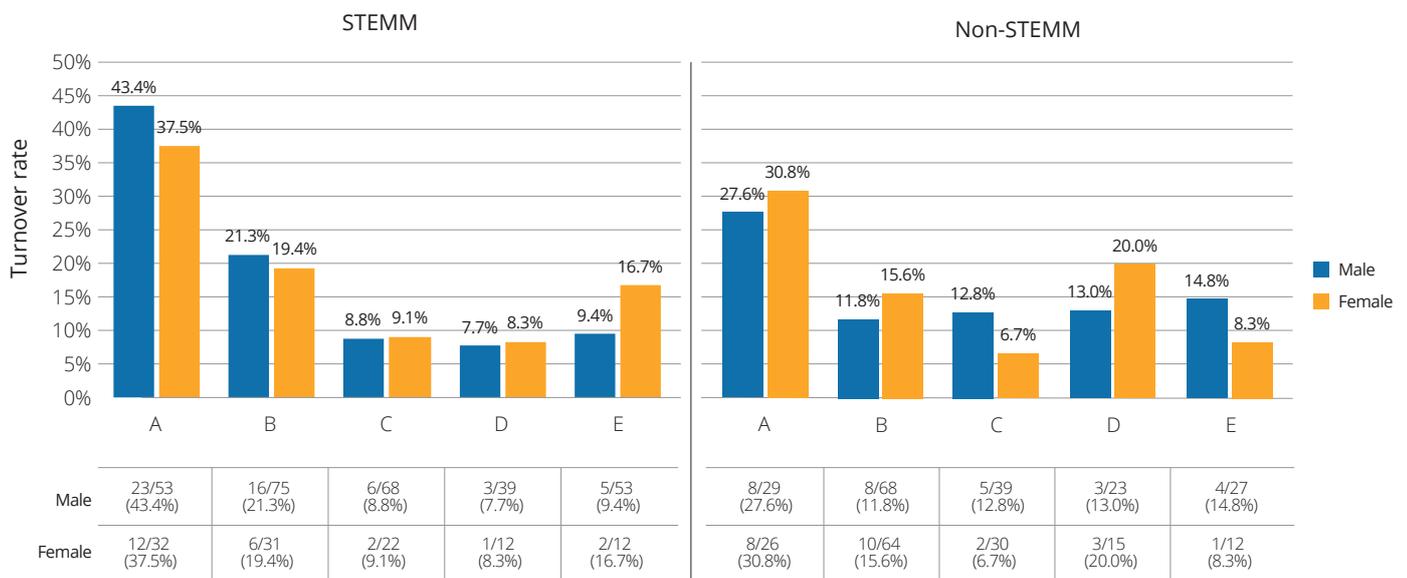


Figure 8: Turnover rates by gender and classification for STEMM/non-STEMM academics averaged over 2015-2017. The numbers shown in table: [average number of exits]/[average number of staff] (% of departures for each cohort).

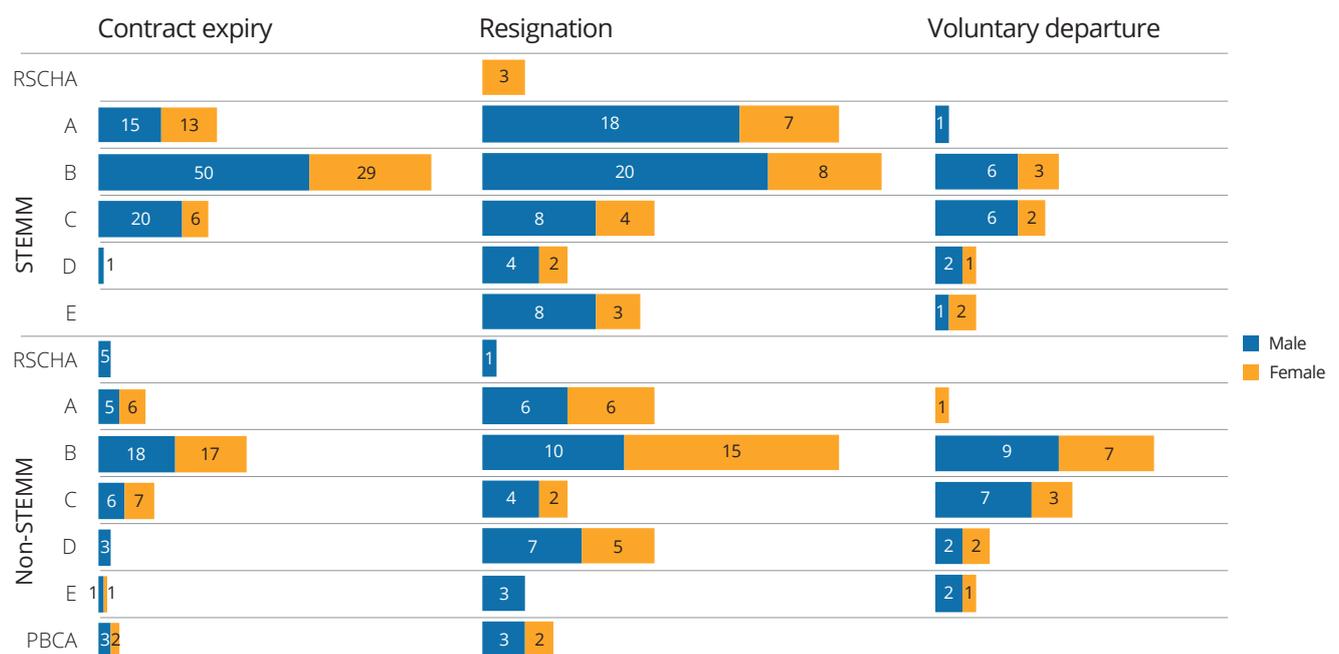


Figure 9: Total headcount of all exits by classification and departure reasons (2015-2017). Includes ongoing and fixed-term staff.

Key findings

- The largest cohort of academic leavers are Level A staff, with departure associated with contract expiration.
- STEMM women at level E are leaving at twice the rate of their male counterparts, due to resignation or voluntary departures, though numbers are very small.

Ref No.	Actions planned: Systems, Policy, Reporting, Data, Frameworks
8.1	Implement Staff Exit interviews i. Implement staff exit interviews and surveys, and monitor and report on departure reasons, by gender and STEMM/non-STEMM. ii. Use information to improve retention, job satisfaction and support of staff as appropriate.

v. Equal pay audits/reviews

Our overall gender pay gap is approximately 14%, confirmed by the Workplace Gender Equality Agency, February 2018. This calculation includes base salary, overtime, WorkCover payments, casual staff annualised salaries and allowances, bonuses and superannuation. Our internal SAGE pay gap analysis includes base salary, superannuation and allowances in the remuneration package (RP), which results in a pay gap of 15.3% in April 2017.

We determined the pay gap by: $[\text{average female RP} - \text{average male RP}] / [\text{average male RP}]$.

Table 10 shows the pay gap across each employee group. **Table 11** shows academic staff pay gaps. Analysing each academic classification level shows relatively small pay gaps. Large annual pay gap fluctuations are seen in groups with small staff numbers (RSCHA and PBCA). Because of the higher proportion of men at Level E and PBCA, the total academic pay gap is skewed towards higher salaries, resulting in an overall academic pay gap of -9.49%.

Table 12 compares STEMM and non-STEMM academics, where we see disparities at the higher academic levels. Once again, the total pay gap in each of STEMM and non-STEMM is driven by the higher proportion of men in more senior positions.

Deeper analysis of total remuneration package, including investigation of upper classification level outliers and loadings, is required to determine effective actions.

Employee group	Overall Pay Gap			
	2016	Headcount	2017	Headcount
Higher Education (including PBCA)	-11.24%	776	-9.49%	797
PAVE Teaching	4.58%	226	-0.032	261
Professional (including PBCG)	-12.16%	1,075	-9.73%	1,146

Table 10 Total gender pay gap by employee group, 2016 and 2017.

Academic Level	Overall Pay Gap			
	2016	Headcount	2017	Headcount
RSCHA	-28.79%	22	20.85%	22
A	-2.12%	138	-3.21%	128
B	-0.55%	239	0.02%	244
C	-2.20%	159	-1.53%	159
D	-1.36%	95	-1.94%	97
E	-2.25%	107	-2.70%	128
PBCA	-8.81%	16	-0.33%	19
TOTAL	-11.24%	776	-9.49%	797

Table 11 Academic staff gender pay gap by classification, 2016 and 2017.

1 Vice-Chancellor salary and casual staff excluded

2 Further details about SWAN in section 5.3 iii

Academic Level	STEMM				Non-STEMM			
	2016	Headcount	2017	Headcount	2016	Headcount	2017	Headcount
RSCHA	13.80%	18	27.10%	15	-24.70%	4	13.40%	7
A	-6.30%	83	-2.20%	66	-2.30%	55	-2.10%	62
B	0.80%	114	0.30%	117	-0.20%	125	-0.50%	127
C	-1.10%	91	-0.20%	89	-3.50%	68	-2.10%	70
D	-0.50%	53	-0.50%	55	-3.20%	42	-3.60%	42
E	-5.70%	68	-4.30%	76	1.90%	39	-2.30%	52
PBCA	-30.90%	6	-0.50%	8	7.60%	10	14.80%	11
TOTAL	-16.97%	433	-12.91%	426	-5.61%	343	-5.79%	371

Table 12 Academic staff gender pay gap by classification for STEMM and non-STEMM staff, 2016 and 2017.

Key findings

- Our overall gender pay gap is driven by proportion of men in senior positions.
- The key driver in the STEMM pay gap that drives the total gap is at levels E and PBCA which is male dominated. The large shift in the PBCA pay gap was likely due to one senior female appointment in STEMM.
- The women leaders in the non-STEMM areas drive the positive gap in PBCA levels. However, there is a consistent pay gap in levels C and D. The increase in number of level E academics has shifted the pay gap in favour of men.

Ref No.	Actions planned: Systems, Policy, Data, Reporting, Frameworks
8.2	<p>Conduct detailed pay gap analysis</p> <p>i. Undertake detailed and transparent reporting of our gender pay gap.</p> <p>ii. Align with WGEA's approach to pay gap analysis and identify corrective systemic actions required to close pay gap, which may include financial increases, targets for female hires, and gender targets in our succession planning processes.</p> <p>iii. Determine Executive Group member KPIs for closing the gender pay gap, connected to targets for proportions of women in senior leadership roles and achieve these targets.</p> <p>iv. Develop transparent reporting processes of the salaries paid outside of standard classification system, including performance-based contracts (PBC) and loadings and market rate allowances for non-PBC academic salaries.</p>

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: **5000 words**

Actual word count: **5953 words**

Refer to Page 21-25 of the Handbook

5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF (PAGES 21-22 OF THE HANDBOOK)

i. Recruitment

Our academic recruitment data is incomplete and noted in our action plan. Using available data, twice as many men are appointed to STEMM roles as women (**Figure 10**). The discrepancy is STEMM-specific, and increases with academic level. 25% of STEMM roles are filled by women at levels C and above, compared to 40% in more junior roles.

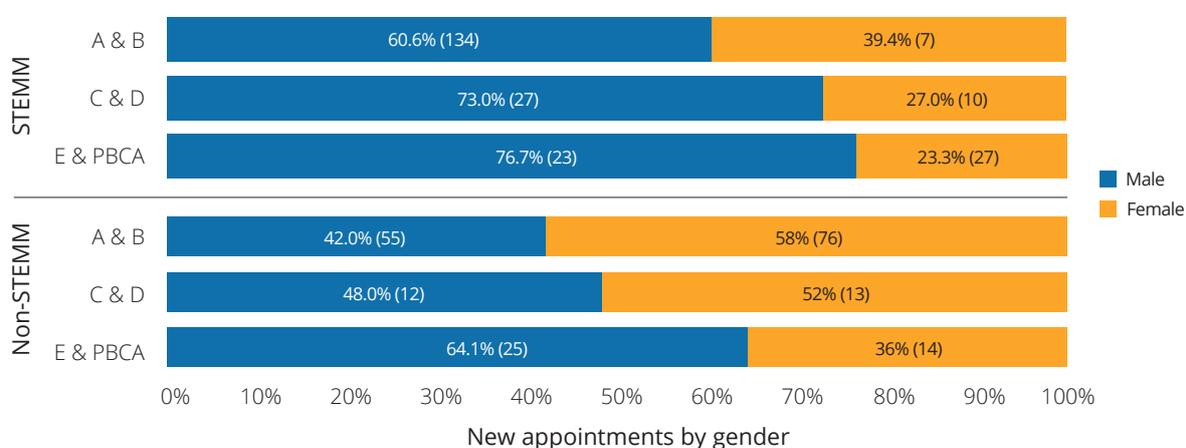


Figure 10: Appointments by academic classification levels, gender and STEMM/non-STEMM (2014-2016).

Targeted appointments to support strategic objectives, combined with limited focus on gender diversity in our hiring practices, meant 64% of STEMM appointments in 2014-2016 went to men, compared to 47% of non-STEMM appointments.

Sessional (casual) staff recruitment practices vary between open processes and direct recruitment of PhD students and industry partners with appropriate skills. While teaching experience is important career development for PhD students, we note that the gender profile of our STEMM PhD students, academics and consequently sessionals, are similar. In FSET, 28% of sessional staff and 29% of PhD students were women (February 2016). Given we offer ongoing teaching-only academic tutor roles to some of our sessional staff, consistent recruitment processes need to be applied.

Key findings

- Two times more men than women were appointed as STEMM academics at Level C and above. This is the primary driver of our STEMM gender gap.

Recent Actions

- Four Women in STEM Fellows were appointed in 2017. This scheme provides a 3-year fellowship to focus on research profile building, followed by the security of an ongoing role.
- HR system updates in 2017 are improving our recruitment data collection.
- FSET introduced a policy requiring all hiring panels to have gender balance.

Ref No.	Actions planned: Recruitment and Onboarding
1.1	<p>Offer women-only positions in STEMM</p> <ul style="list-style-type: none"> i. Continue Women in STEMM Fellowships: appoint at least 4 more over 4 year plan, subject to funding. ii. Implement temporary women-only positions for standard Research & Teaching academic STEMM roles as they become available in STEMM. iii. Implement temporary women-only PAVE teaching roles as they become available, minimum 4 over 4-year plan. iv. Expand existing women in STEMM mentoring and networking programs to support the retention and advancement of all women in STEMM at Swinburne.
1.4	<p>Develop a comprehensive end-to-end recruitment process to support gender equity and diversity in STEMM</p> <ul style="list-style-type: none"> i. Support faculties in all recruitment processes across all contract types (casual, fixed term, ongoing). ii. Implement training for all recruitment panel members to mitigate unconscious bias, and embed strategies into all recruitment processes. iii. Monitor and report on gender ratios throughout the recruitment process. iv. Trial blind recruitment process in STEMM areas, and evaluate and report on success. v. Actively seek and build an external talent pool of diversity in women in STEMM including: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander talent • People living with disability talent vi. Expand advertising of vacancies to peak bodies and other networks (e.g. Pride in Diversity, Women in Engineering).
1.6	<p>Investigate and support sessional engagement</p> <ul style="list-style-type: none"> i. Document and review current state in selected area (systems, processes) for engagement of sessional workforce and develop recommendations for consideration. ii. Implement recommendations in selected area and review post-implementation. Project scope includes recruitment; on-boarding, training & development. iii. Use 2017 sessional cohort as baseline for diversity demographics.
9.4	<p>Enhance Swinburne equity, inclusion and diversity online presence</p> <ul style="list-style-type: none"> i. Update all existing equity and diversity intranet/internet pages to communicate our inclusion and diversity strategy and programs. Include information on intersectionality; tools for employees who identify with diverse backgrounds; and tools for managers and employees of diverse colleagues. ii. Regularly communicate content to ensure increased use of the information available and monitor 'hit rates' of pages. iii. Establish diversity role models promotion/communications strategy.

ii. Induction

All staff are offered a half-day organisation induction within the first six months of employment, covering Swinburne's culture, history and strategy. The E&I survey results and direct feedback suggest the program is generally effective.

Local departmental inductions vary.

- Only 50% of respondents reported receiving a local induction.
- Women were less likely to have received a local induction than men.
- Respondents were dissatisfied with the lack of specific information about the discipline/role/Swinburne processes.
- This correlates with 2017 Your Voice results.

Key findings

- Swinburne has an effective organisation induction, but departmental induction participation varies.

Ref No.	Actions planned: Recruitment and Onboarding
1.5	Review and improve visibility and content of University-wide and local on-boarding processes i. Train managers in on-boarding staff to effectively induct new staff and provide relevant information to support career development. ii. Implement buddy system - all new starters assigned a buddy during induction process. iii. Provide mentor for STEMM women in fixed term & ongoing academic and technical support positions.

iii. Academic Promotion

Women applied for promotion at a similar rate to men from 2014-2016 (**Figure 11**), and were more successful than men (**Figure 12**).

- Gender differences are seen at level A and D in STEMM.
- No Level A applications were received in 2014 and 2016.
- Application rates by level D women in STEMM exceeded all other cohorts, due to their lower numbers and their doubling of applications (3 to 6) 2015-2016.

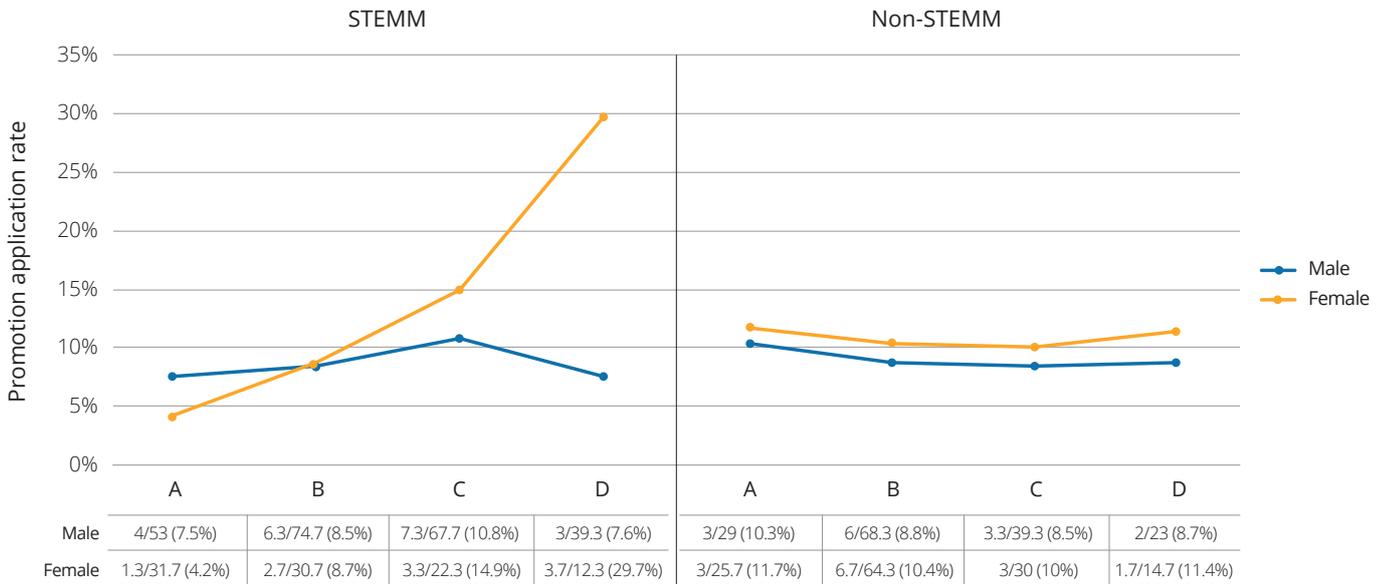


Figure 11: Academic promotion application rates averaged over 2014-2016, normalised to the gender representation of each level. The numbers shown in table: [average number of applications] / [average size of cohort] (% application rate per cohort).

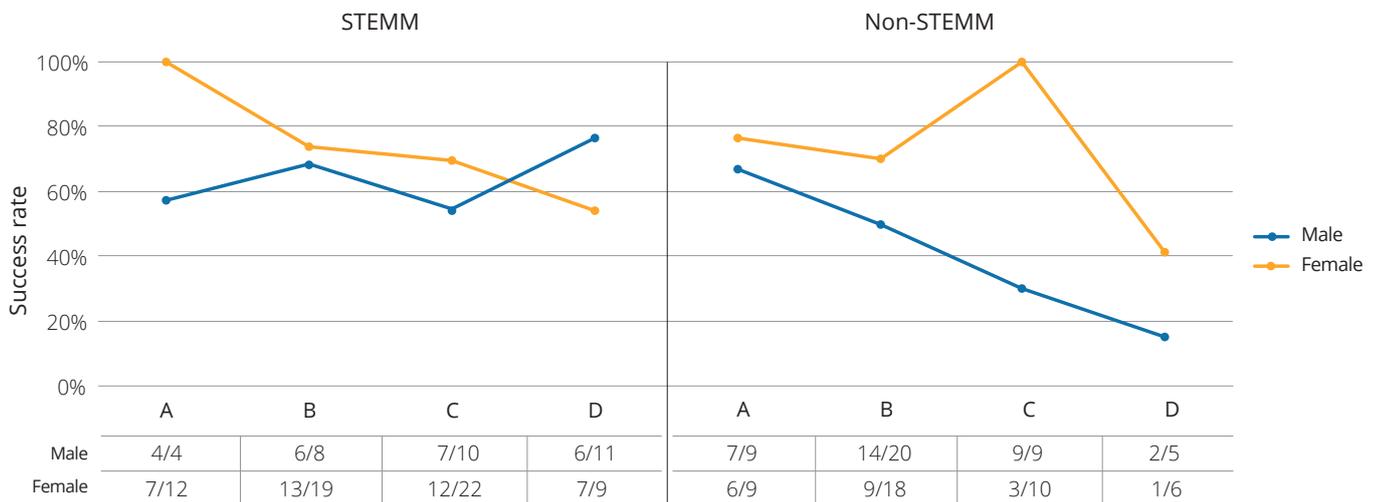


Figure 12: Academic promotion success rates (relative of applications per cohort) averaged over 2014-2016.

- E&I survey qualitative feedback indicated some staff feel the process lacks transparency in how the criteria are used by the committee, and how ‘eminence’ (Level D to E applications) is assessed.
- Focus groups reported that “achievement relative to research opportunity and performance evidence” was generally accepted, but assessment was unclear.
- 39% of staff felt that “when I apply for promotion, I receive appropriate and useful feedback”.

Factors for delaying a promotion (e.g. lack of encouragement, advice against applying, the perception that the application would not be fairly assessed, and avoidance of anxiety) were reported by between 24% and 43% of respondents, with no significant gender skew. The only factor disproportionately affecting women was “taking a career break”.

Ethnic minorities were twice as likely to feel that:

- they were not encouraged, or were actively discouraged, from applying by their line managers;
- they were unfamiliar with the criteria; and
- their application would not be fairly assessed.

Caregivers of all genders were more than twice as likely to delay academic promotion and 30% less likely to receive:

- feedback that encouraged career progression;
- encouragement to undertake further training/professional development; and
- advice about how to publish.

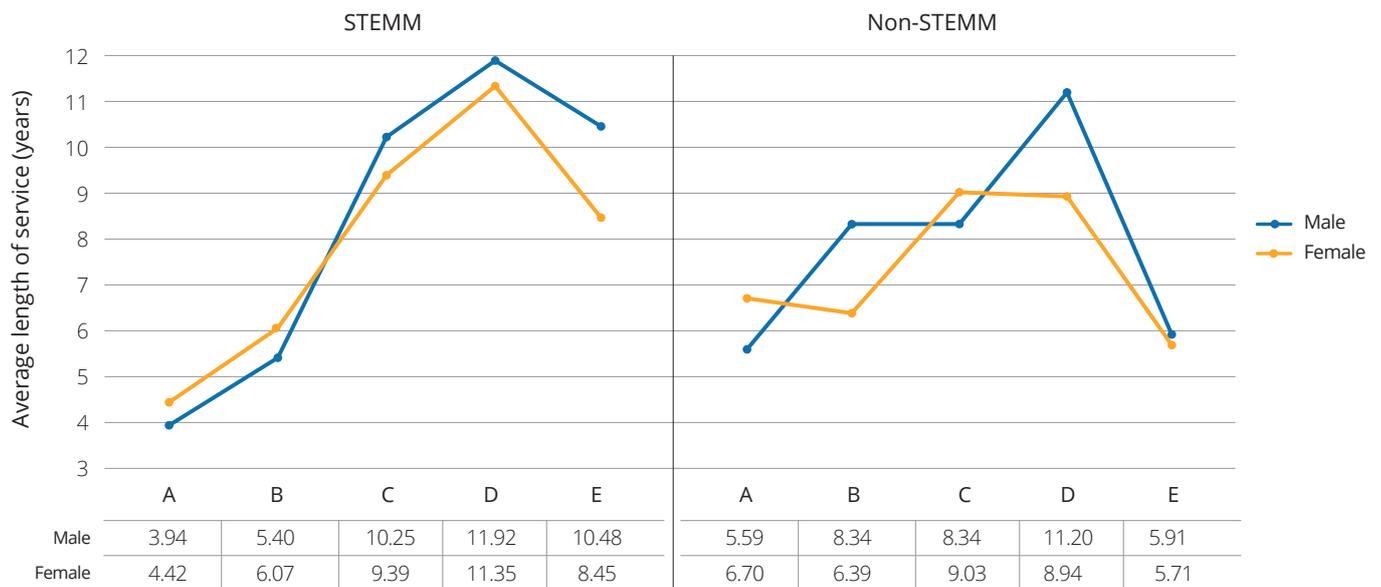


Figure 13: Average length of service for all staff (fixed-term and on-going) by gender and academic level (1 April 2017).

No gross gender disparities were observed in the average length of service (LOS) for each cohort (**Figure 13**).

- LOS decreased from level D to E in all cohorts.
- The level E drop in LOS may be due to relatively recent recruitment of external professors and/or faster promotion of high performers.

To explore this we considered the proportion of staff commencing at different levels (**Figure 14**). Of the current level C women in STEMM, 24% started at level A, 52% level B, and 24% level C. Half the level E STEMM academics were recruited at that level.

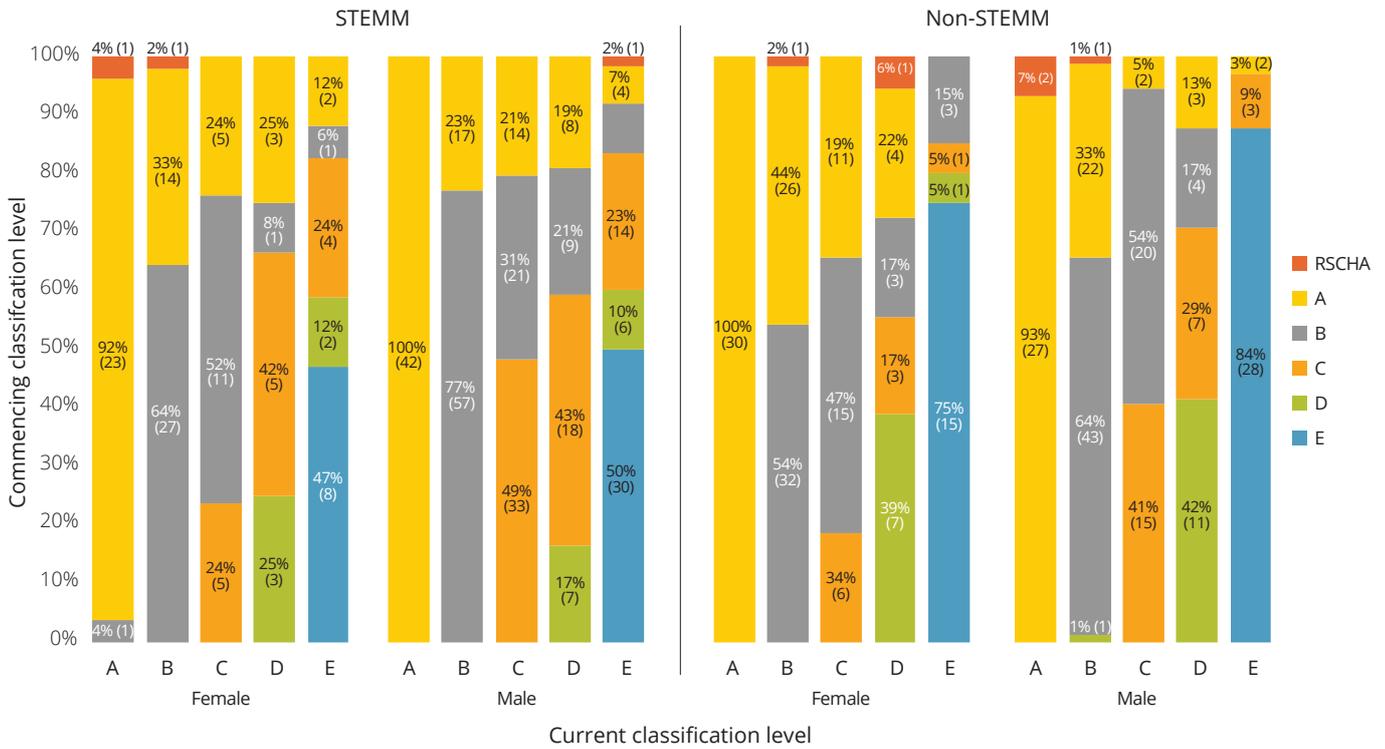


Figure 14: STEMM/non-STEMM academics by gender at each academic level by proportions of staff commencement levels (1 April 2017).

Recent actions

Swinburne Women's Academic Network (SWAN)

SWAN, established in 2015, is a peer-mentoring program supporting women's application for academic promotion. SWAN is an exemplar of best practice in the sector, now being emulated at other universities. It has been extremely successful in improving the promotion experience for women academics, and in creating and sustaining a vibrant network across Swinburne as evidenced in the qualitative E&I survey and focus group results. Both the number of women applying for promotion and their success rates have increased (Figure 15 and 16).

The increasing proportion of women at higher academic levels (Figure 4) is attributed to this program. The 2017 drop in applications is likely due to a clearing of the 'backlog' of promotions.



Figure 15: Academic applications and promotions headcount by gender (2009-2017).

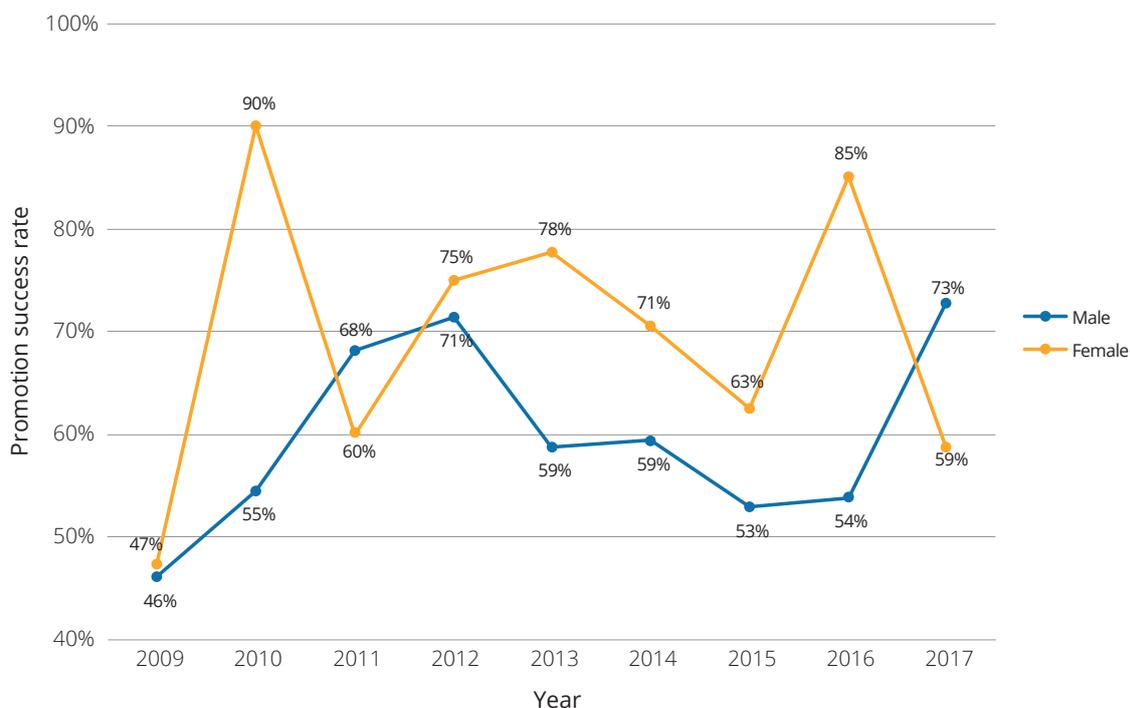


Figure 16: Academic promotion success rates by gender 2009-2017 (merge with fig 16 and add table 10)

Ref No.	Actions planned: Academic Promotions
2.1	<p>Support staff through academic promotions process</p> <ul style="list-style-type: none"> i. Maintain support for the SWAN program, with specific focus on support for Academic level A. ii. Determine assistance required by ethnic minorities and care givers and propose and implement appropriate support. iii. Review and update promotion guidelines incorporating E&I survey feedback. iv. Provide guidelines on how to apply the term 'eminence' in Level E academic promotion applications for candidates and promotion panel members. Investigate what activities lead to eminence and gender representation of staff involved in these. v. Provide more appropriate and useful promotion feedback to staff on the outcomes of their promotion application.
2.2	<p>Incorporate academic promotion advice in career conversations</p> <ul style="list-style-type: none"> i. Ensure academic promotion discussion occurs during career development conversations, as part of YPD process, especially staff returning from career breaks. ii. Provide supporting documentation and training for managers on effective career conversations.
9.4	<p>Enhance Swinburne equity, inclusion and diversity online presence</p> <ul style="list-style-type: none"> i. Update all existing equity and diversity intranet/internet pages to communicate our inclusion and diversity strategy and programs. Include information on intersectionality; tools for employees who identify with diverse backgrounds; and tools for managers and employees of diverse colleagues. ii. Regularly communicate content to ensure increased use of the information available and monitor 'hit rates' of pages. iii. Establish diversity role models promotion/communications strategy.

iv. Higher Education Research Data Collection (HERDC)

Publications

Women contributed 35% of all STEMM HERDC-reportable publications and almost 50% of all non-STEMM publications 2014-2016 (**Table 13**). Given women comprise approximately 25% (STEMM) and 42% (non-STEMM) of active researchers, women are publishing at higher rates than men relative to their representation.

Year	STEMM			Non-STEMM			All Swinburne		
	M	F	% F	M	F	% F	M	F	% F
2014	2031	1001	33%	714	793	53%	2745	1794	40%
2015	2097	1090	34%	729	747	51%	2826	1837	39%
2016	2506	1233	33%	846	919	52%	3352	2152	39%

Table 13 Swinburne author contributions to HERDC eligible publications (20014-2016) by gender and STEMM/non-STEMM.

- Swinburne Research and some research groups offer publication development workshops for early career researchers (ECRs).
- These workshops are not specifically targeting women.
- In the E&I survey, 47% of staff reported they “receive advice about getting my research published”.

Grants

Women’s participation and success rate in being awarded research funding averaged about 30% in all categories 2014-2017. Non-STEMM contributions were at almost 50%; STEMM just 20% (**Table 14**).

Year	STEMM			Non-STEMM			All Swinburne		
	M	F	% F	M	F	% F	M	F	% F
2014	174	48	22%	72	78	52%	246	126	34%
2015	159	40	20%	68	61	47%	227	101	31%
2016	172	49	22%	83	81	49%	255	130	34%
2017	222	55	20%	92	99	52%	314	154	33%

Table 14 Individual Swinburne researchers named on successful Category 1-4 grants over the past 4 years by gender and STEMM/non-STEMM.

Category 1 STEMM grants are an important metric of researcher success.

- Women in STEMM were under-represented in both submission and success rates.
- Of Australian Research Council (ARC) Discovery Project (DP) funding rounds during 2014-2016, only 13% of Swinburne’s STEMM applicants were women (**Figure 17**) and just 7% (2/27) of successful applicants were women.
- In 2017, only 16% of our ARC DP applications (STEMM and non-STEMM) were led by women, compared to the national average of 25%, and our success rate by women was 0% (compared to 17.5% nationally).

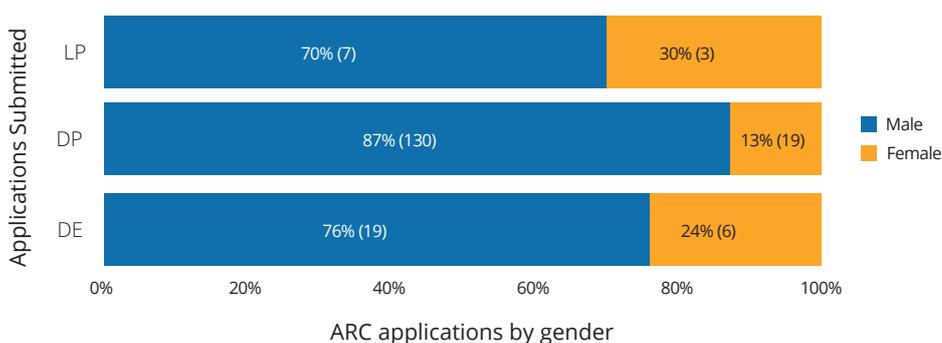


Figure 17: STEMM applications submitted for ARC funding during 2014-2016, including DECRA fellowships (DE); Discovery Projects (DP) and Linkage Projects (LP).

Swinburne Research offers support and coaching in writing ARC and NHMRC grants.

- Only 49% of E&I survey respondents reported they “receive advice about preparing research grants”.
- Non-STEMM staff more strongly agreed that they received support (37%) than STEMM staff (27%), with no significant gender differences.

PhD supervision

68% of Swinburne’s 451 active PhD supervisors are male. The STEMM gender distribution of active PhD supervisors is similar to their overall gender distribution (24% female:76% male), suggesting no particular bias against female supervisors (**Figure 18**).

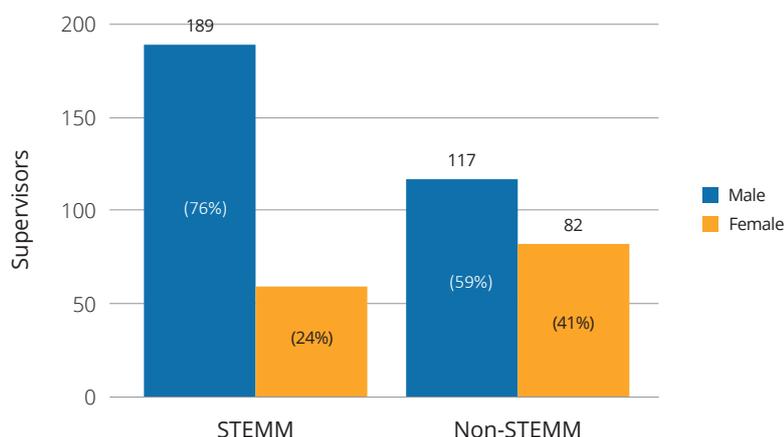


Figure 18: Total number of active PhD supervisors in STEMM and non-STEMM (September 2017).

- Female supervisors are more likely to have female students (**Table 15**).
- The fraction of female students with female supervisors is 26% STEMM and 50% non-STEMM compared to female supervisor fractions in **Figure 18**.
- Male STEMM researchers supervise more students. In STEMM areas, the average number of PhD students is 5.2 for men and 4.4 for women. In non-STEMM areas, men have 3.6 students on average, women have 4.3.

Supervisors		Students		
		M	F	Total
STEMM	Male	610	382	992
	Female	122	138	260
Non-STEMM	Male	224	194	418
	Female	156	196	352

Table 15 Distribution of students across active PhD supervisors, by gender and STEMM/non-STEMM.

Key findings

- No major gender discrepancy is seen in publication rates and student supervision.
- Women in STEMM publish at higher rates than men relative to their representation.
- Female students are predominantly supervised by female supervisors.
- Women are under-represented in Category 1 grants.

Ref No.	Actions planned: Career Support
3.1	<p>Review and improve ECR career support process</p> <ul style="list-style-type: none"> i. Investigate what sort of career support our ECRs desire to identify their needs. ii. Evaluate all ECR training programs (including monitoring attendance) to ensure it meets ECR needs. iii. Provide guidance/resources to line managers of ECRs regarding career support and advice (including research transition plans related to career breaks, research options etc). iv. Provide targeted career support and guidance for early career researchers (ECRs) in Teaching and Research roles. v. Mimic ARC extension to ECR status by 2 years per child for primary carers. Implement into Swinburne research activities (e.g. ECR status in academic workload model; access to ECR scholarships and seed funding).
3.3	<p>Provide effective grant application development and support</p> <ul style="list-style-type: none"> i. Provide a comprehensive program to support academics at different levels across the academic pipeline. ii. Provide a targeted women in STEMM mentoring program connecting to SWAN new career support program, with focus on specific career phases, career breaks, carers leave.

5.2 CAREER DEVELOPMENT: ACADEMIC STAFF (PAGES 22 OF THE HANDBOOK)

i. Training

Data analysis throughout this section includes PAVE teaching staff.

Swinburne's career training and diversity programs are covered in **Tables 16-19**. Total staff attendance, but not demographic information, was collected for most programs, so gender data is patchy.

Of the (non-gendered) 2016 leadership programs (**Table 16**), women comprised 61% of participants, mainly professional staff. Academic uptake was 20%, with women participating at near equal rates to men (9.6%). Participation rates by women in STEMM were 3%. The Senior Leadership Development program attracted the greatest number of academics.

Overhauled research training programs were relaunched in 2016. Most focused on funding schemes/ grant proposals. Over 900 people attended 43 workshops. No demographic data is available, but coordinators indicate most events were attended by academic levels A-C, reflective of gender representation at these levels.

The Learning Transformations Unit supports academic/PAVE staff (**Table 19**). Over 2700 attendees (54% women) participated in 97 programs in 2014-2016.

The E&I survey data indicates that 56% of staff agreed they were *"encouraged to undertake further training and pursue personal development opportunities relevant to my career"*.

Systematic data collection to measure/evaluate session outcomes is required.

Training Title	Objective	Audience/ Duration	Mode of Promotion	Current/ Future Plans	Uptake
Leadership training (People and Culture department)					
Senior Leadership Development	<ul style="list-style-type: none"> Establish leadership mindset Provide resources across key leadership roles 	Senior Leaders 3 day retreat	<ul style="list-style-type: none"> Email Intranet 	Redesign for 2018	102 attendees (53% women; 47% academics; 7% women in STEMM) [2016]
Management Essentials	<ul style="list-style-type: none"> Equip new managers with core team leadership skills 	People Leaders 2.5 days	<ul style="list-style-type: none"> Intranet 	Replacing with 'New Supervisor' and 'Positive Leadership' training in 2018	235 attendees (62% women; 15% academics; 3% women in STEMM) [2016]
Emerging Managers	<ul style="list-style-type: none"> Provide aspiring/current managers with fundamental leadership skills 	Aspiring People Leaders 2 days			46 attendees (15% academics; 6% women academics) [2016-2017]
Coaching Essentials	<ul style="list-style-type: none"> Deepen managers' coaching knowledge/application 	New People Leaders 2 days			42 attendees (5% academics; 2% women academics) [2014-2017]

Table 16 Leadership training 2014-2017.

3 Not including PhD supervisor training.

Training Title	Program Objectives	Audience and Duration	Mode of Promotion	Current & Future Plans	Uptake
Women in Leadership					
Being bold for change	<ul style="list-style-type: none"> Improve skills of women (confidence, influence, communication) to assist career progression 	Academic women <ul style="list-style-type: none"> 1 day 	<ul style="list-style-type: none"> Email intranet ELMO 	Launched 2017	5 in 2017 9 registered for 2018
Women's Development Program	<ul style="list-style-type: none"> Assist female academics with professional development/ career opportunities. <i>(*detailed program description below)</i>	Academic women, all levels (10-15 women/year) <ul style="list-style-type: none"> 1 year Monthly group meetings Bi-monthly one-on-one coaching 	<ul style="list-style-type: none"> Targeted email 	Ended 2016	Ran 2012-2016: 46 women completed
Envisage (Academic Mentoring for Women)	<ul style="list-style-type: none"> Combines mentoring with executive coaching Several Swinburne leaders mentor for this program, delivered by ETHOS Consulting.	Academic women (3-5 years' experience) <ul style="list-style-type: none"> 3 mentoring sessions per year Virtual workshops 		Launched late 2017	17 women to start 2018

Table 17 Women in leadership career development programs (2014-2017)

Training title	Objective	Audience and Duration	Uptake
Diversity training			
Workplace Behaviours (face-to-face)	<ul style="list-style-type: none"> Leaders learn responsibilities & management practices for a safe and healthy workplace. 	People Leaders <ul style="list-style-type: none"> 2 hours 	2014-2017 <ul style="list-style-type: none"> 410 attended 53% women Academic completions: <ul style="list-style-type: none"> 30% academics 34% women
Working Together (Online)	<ul style="list-style-type: none"> Inform all staff about supporting positive workplace culture Provide understanding of bullying, discrimination and harassment. 	All employees <ul style="list-style-type: none"> 30 minutes* 	2014-2017 <ul style="list-style-type: none"> 3,457 attended 54% women 1 person identified gender as 'x' Academic completions: <ul style="list-style-type: none"> 30% academics 34% women
Unconscious Bias (face-to-face)	<ul style="list-style-type: none"> Inform senior leaders about biases Offer mitigating strategies <i>Seminar by Robert Wood & Cordelia Fine (Centre for Ethical Leadership).</i>	People Leaders and staff <ul style="list-style-type: none"> 2 hours; ran in 2014-2016 	2016 <ul style="list-style-type: none"> 81 attended 64% women Academic completions: <ul style="list-style-type: none"> 10% academics 4% women, 1% women in STEM
Aboriginal and Torres Strait Islander Cultural Awareness (Online)	<ul style="list-style-type: none"> Inform staff of our RAP Build cultural competence Discuss working appropriately and respectfully in culturally diverse areas. 	All employees including casuals <ul style="list-style-type: none"> 30 minutes* 	2016-2017 <ul style="list-style-type: none"> 3,609 completed 53% women Academic completions: <ul style="list-style-type: none"> 48% academics 42% women

Table 18 Diversity training programs (2014-2017). *Compliance requirement; biennial training.

Training Title	Program Objectives	Audience and Duration	Mode of Promotion	Current & Future Plans	Uptake
Academic career development					
ARC and NHMRC funding programs (various)	<ul style="list-style-type: none"> Grant writing support 17 programs, 2016-2017 (including visits by funding agencies, external consultants, researchers/ industry speakers) 	All academic staff <ul style="list-style-type: none"> 1.5 hours (most programs) 1-on-1 sessions -30 minutes 1-day retreats 	<ul style="list-style-type: none"> Email all staff Researcher Development (RD) Portal 	Continue into 2018	384
Industry engagement programs (various)	<ul style="list-style-type: none"> Industry engagement support (preparing industry grants and government tenders, engaging with industry and managing relationships) 6 programs, 2016-2017 (including visits by the funding agencies, consultants, and industry speakers) 	All academic staff <ul style="list-style-type: none"> 1-3 hours (most programs). 			149
General research funding (various)	<ul style="list-style-type: none"> Using funding databases and international funding opportunities 3 programs, 2016-2017 	All academic staff <ul style="list-style-type: none"> 1.5 hours. 			124
Ethics & integrity programs (various)	<ul style="list-style-type: none"> Ethics and integrity training (codes of research conduct, conflicts of interest, ethics in media, communications) 11 programs, 2016-2017 	All academic staff <ul style="list-style-type: none"> 2 hours (most programs) Half day and full-day retreats 			254
Early Career Research support (various)	<ul style="list-style-type: none"> ECR support (research strategy, grant writing, paper writing, and mentoring) 6 programs, 2016-2017 	All Early Career Researchers <ul style="list-style-type: none"> 1-2 hours. 	<ul style="list-style-type: none"> Email all ECRs RP Portal 		Unknown
Functional training & development (various)	<ul style="list-style-type: none"> Training in use of digital teaching tools (Blackboard and TurnItIn, general pedagogy support, grading rubrics, effective feedback and learning design) 55 programs, 2014-2016 	All academic and teaching staff	<ul style="list-style-type: none"> Email all staff LTU training portal 	Continually revised to suit teaching needs.	1604; 54% women
Grant and award writing programs (various)	<ul style="list-style-type: none"> Training in the scholarship of learning and teaching Assisting staff to prepare for internal/ external grants and awards 66 programs, 2014-2016 			Continue into 2018	48; 38% women
Innovative teaching practices (various)	<ul style="list-style-type: none"> Lunch sessions, the latest pedagogic approaches, informed teaching practices 36 programs, 2014-2016 			Continually revised to suit teaching needs.	801; 57% women

Table 19 Academic career development programs. Data on Swinburne research & development programs 2016-2017; LTU learning & teaching programs 2014-2016.

Women's Development Program (Table 15)

- Approximately 50% of participants have since been successful in academic promotion; about 25% moved to leadership roles.
- Participants connected to alumni program.
- SWAN program leaders are alumni.
- E&I surveys/focus groups say it was extremely valuable.
- Participants say it changed how they thought about themselves/their careers.

Key findings

- E&I survey results indicate that managers are not encouraging staff to pursue the many career development opportunities available, or staff are not aware of them.
- Systematic data collection/evaluation is required to determine program effectiveness.

Ref No.	Actions planned: Career Support
3.2	<p>Improve the mentoring program</p> <ul style="list-style-type: none"> i. Provide a comprehensive program to support academics at different levels across the academic pipeline. ii. Provide a targeted women in STEMM mentoring program connecting to SWAN new career support program, with focus on specific career phases, career breaks, carers leave.
3.4	<p>Equip line managers to have effective career conversations</p> <ul style="list-style-type: none"> i. Create and implement capability framework to support career development conversations. ii. Enhance the University's performance development processes to attract academic STEMM participation and to ensure regular effective conversations occur. iii. Ensure managers are trained to properly support their staff.

Ref No.	Actions planned: Manager Training
7.1	<p>Develop effective manager training</p> <ul style="list-style-type: none"> i. Design, pilot and implement a series of development programs, communications and promotions for leaders, specifically: <ul style="list-style-type: none"> • A leadership induction program that clarifies expectations of leaders and introduces the processes they are required to execute.

Ref No.	Actions planned: Systems, Policy, Reporting, Data, Frameworks
8.4	<p>Evaluate effectiveness of academic training</p> <ul style="list-style-type: none"> i. Implement system to report on uptake of training. ii. Monitor and evaluate effectiveness (quality) of academic, research and teaching training programs offered by Swinburne Research and LTU. iii. Use results to address gaps and recommend actions.

ii. Appraisal/development review

'Your Performance and Development' (YPD) is Swinburne's appraisal/development process.

- While not compulsory, senior managers encourage participation.
- Fewer STEM than non-STEM academics participated.
- The gender difference was minimal within employee groups (**Figure 19**).

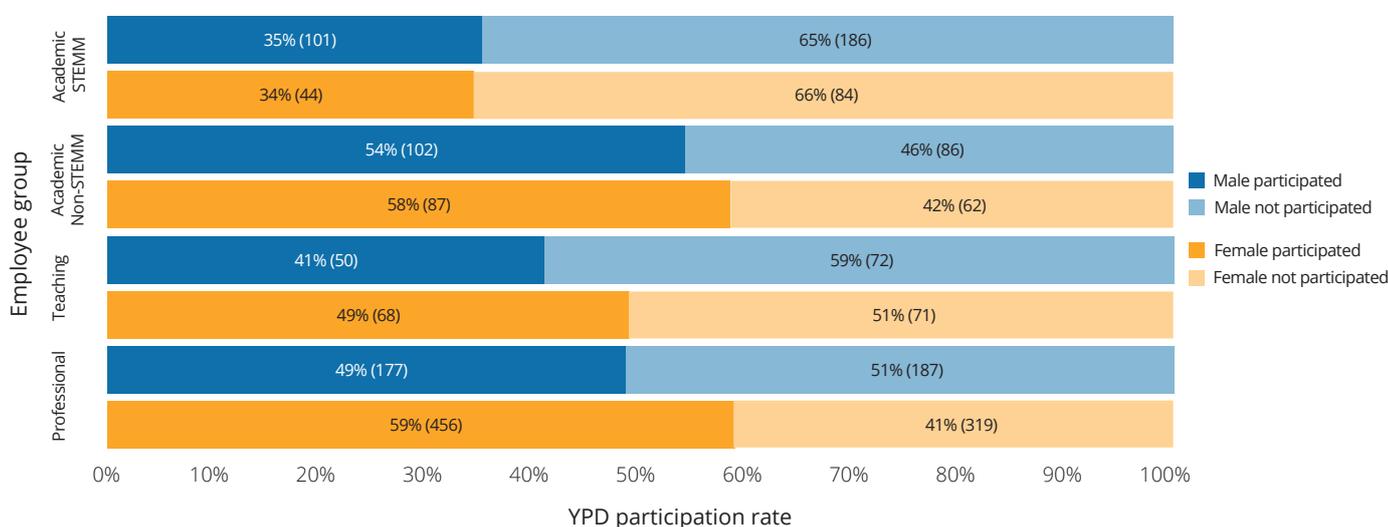


Figure 19 Appraisal (YPD) participation rates by employee group and gender (30 November 2016).

E&I survey results indicate a lack of 'helpful feedback' (54% n=104), performance development conversations (66% n=123) and career progression feedback from supervisors (49% n=95). Men more likely than women to consider workload model conversations development discussions.

The 2017 Your Voice results indicate women in FSET were more likely to respond positively (**Table 20**), but scored lower than men when asked if they received valuable performance feedback.

Performance Appraisal	Performance evaluated fairly			Clear guidelines for improvement			Frequent informal feedback			Valuable feedback on performance		
	FSET	FHAD	FBL	FSET	FHAD	FBL	FSET	FHAD	FBL	FSET	FHAD	FBL
Women (%)	73	69	65	60	66	57	61	58	60	55	66	60
Men (%)	59	49	71	53	48	70	45	51	75	63	65	75
Gender diff. (%)	14	20	-6	7	18	-13	16	7	-15	-8	1	-15

Table 20 2017 Voice Survey responses by gender and faculty for performance appraisal questions.

Key findings

- A significant number of staff and managers do not see YPD as relevant.
- Academics want more regular advice regarding career development (through YPD or other means).

iii. Support given to academic staff for career progression

Career progression is supported via mentoring, training and development (in research/academia), promotion advice, YPD, and SWAN. No formal shadowing program is offered, though some staff informally shadow leaders if they are moving into similar roles.

Swinburne’s mentoring program, open to all staff, has about 100 mentors, but only 11 known mentees. E&I survey responses (**Table 21**) and focus groups revealed an appetite for mentoring that covers all aspects of academic roles.

Swinburne Research’s ECR training program (**Table 19**) covers community building, role modelling/mentoring, skills development, and engagement initiatives. Some Research Centres and Departments offer ECR programs.

2017 Your Voice indicates:

- 80% of academic staff (regardless of gender) feel supported by their managers.
- Men are more likely than women to feel their managers help them make career decisions (**Table 22**).
- Staff satisfaction with career development increased 5 percentage points (pp) to 52% from 2016.
- This is low compared to professional staff (70%).

The SWAN program offers a general academic support network. Focus groups want this network to continue.

The qualitative data from all sources suggests staff want more effective career development conversations with their managers.

Question	Supportive responses
<i>"I have regular career and performance development conversations with my supervisor."</i>	34% (n=187)
<i>"I receive helpful feedback about my performance."</i>	46% (n=193)
<i>"my department supports me to attend conferences."</i>	45% (n= 187)

Table 21 Summary of appraisal related E&I survey responses, August 2017

Performance Appraisal	Support for teaching goals			Support for research goals			Manager gives me help & support			Manager support to make career decisions		
	FSET	FHAD	FBL	FSET	FHAD	FBL	FSET	FHAD	FBL	FSET	FHAD	FBL
Cohort												
Women (%)	43	53	60	77	51	44	82	80	76	48	67	57
Men (%)	62	53	59	65	33	68	82	82	80	61	71	76
Gender diff. (%)	-19	0	1	12	18	-24	0	-2	-4	-13	-4	-19

Table 22 2017 Voice Survey responses by gender and faculty regarding career support.

Recent Actions

- Financial investment to facilitate career support of Early and Mid-Career Researchers (EMCRs) was established in 2017. 8 PhD scholarships were provided to ECRs paired with senior research supervisors, supported by a mentoring program for the ECR as co-supervisor on the project.
- The SWAN program was expanded to include Career Development in 2017. This program met with broad enthusiasm and will be formally evaluated in 2018.

5.3 FLEXIBLE WORKING AND MANAGING CAREER BREAKS (PAGES 22 OF THE HANDBOOK)

i. Cover and support for primary carer and adoption leave: before leave

Swinburne’s Parental Leave Kit includes comprehensive information about leave options (**Table 23**). Checklists are available to help staff and managers plan for leave.

Primary Carer/ Adoption Parental Leave ^[1]	Secondary Carer Parental Leave	Foster Parent Leave
14 weeks @ full pay	20 days @ full pay	6 weeks @ 50% pay for child <5 years
38 weeks @60% pay		3 weeks @ 50% pay for child ≥ 5 years

*Table 23 Parental leave provisions at Swinburne for all staff as of December 2017.
[1] Primary carer entitlements with at least 12 months of continuous service; else one week full pay per month of service.*

Swinburne Connections supports:

- transition to parental leave
- staff on leave
- their return to work.

HR coordinates twice-yearly events about leave entitlements/keep-in-touch days. Staff are encouraged to discuss how they will keep in touch with their supervisor.

Swinburne Connections events were not offered in 2017 due to HR staffing changes. Only 2/30 invitees attended in November 2016, due possibly to inconvenient timing, insufficient notice or the challenges of attending with a young child. The program is under review for 2018.

Focus groups/E&I survey qualitative data suggests insufficient discussion between managers and staff prior to commencing parental leave. Anecdotal evidence suggests managers are not well-informed about parental leave provisions and/or comfortable discussing this with their employees. Some managers did not know the parental leave checklists existed and wanted more easily accessible information regarding leave and their role.

From 20 October 2016, Swinburne extended paid parental leave entitlements to all primary carers, beyond the birth parent. To date, three non-birth parents have taken primary carer parental leave. It is unclear whether all employees are aware of this benefit.

The Academic & General Enterprise Agreement offers the flexibility of returning to work 2 days a week after the first 14 weeks of full pay parental leave. In conjunction with their 38 weeks of leave at 60% pay, staff receive full salary. This enables academics to continue their research whilst parenting, but appears relatively unknown to employees.

Postdoctoral researchers also receive these entitlements. However, their contract is not automatically extended by the duration of their parental leave. This depends on the funding source, and potentially puts them at a career disadvantage.

In 2014-2016, professional staff made up 84% of staff taking primary parental leave (**Figure 20**).

- Academics were just under 14% of leave-takers.
- 17 women in STEMM took primary carers leave.

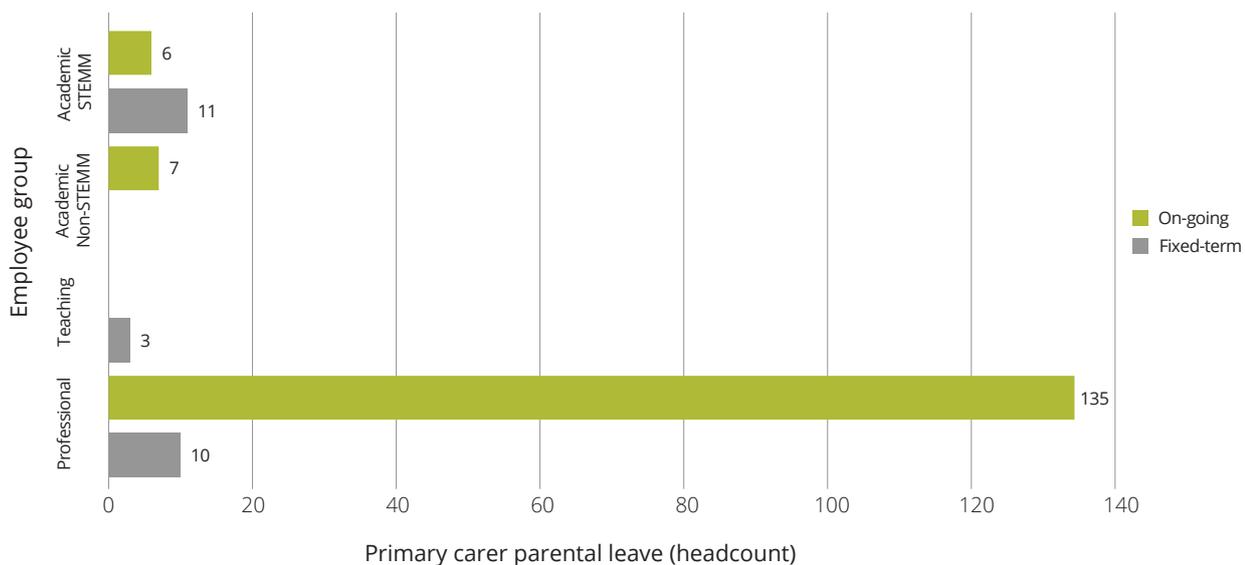


Figure 20: Primary carer parental leave uptake by employee group and contract type (2014 - 2016).

ii. Cover and support for primary carer and adoption leave: during leave

Staff may take up to 10 “Keeping in Touch Days” per parental leave period, under the Paid Parental Leave Act (2010). This allows staff to attend work (e.g. field work/conferences) and be paid at their normal pre-primary carer leave rate following 14 weeks paid parental leave.

- The related pay timesheets are kept by payroll; however analysis of uptake is unavailable.
- Few staff seem aware of this provision.
- Academic women in STEMM might find this valuable.

Currently, conversations about contact preferences on leave appear to be the employee’s responsibility.

- Practices vary.
- It is unclear whether effective conversations are taking place prior to taking leave.
- 44% of staff agreed in the E&I survey that the level of contact during breaks was “appropriate and supportive”.

iii. Cover and support for primary carer and adoption leave: returning to work

Professional staff take the longest periods of leave; academics the shortest (**Figure 21**).

- Academic STEMM staff take shorter parental leave than their non-STEMM colleagues.
- From 2014-2016, parental leave was only taken by staff at academic levels A to C. This correlates with the average (child-bearing) age for academic levels A (36) and B (41).
- 70% of staff return from parental leave part time (**Figure 22**).
- Professional staff are more likely to work part time than academic staff.

Some department managers accommodate a range of flexible options for returning staff, but knowledge of Swinburne Connections is limited.

- Managers know that HR provides information, but want system prompts to help.
- Some staff are unsure how to navigate the return-to-work conversation; and expressed concerns around flexibility of timetabling/personal needs.

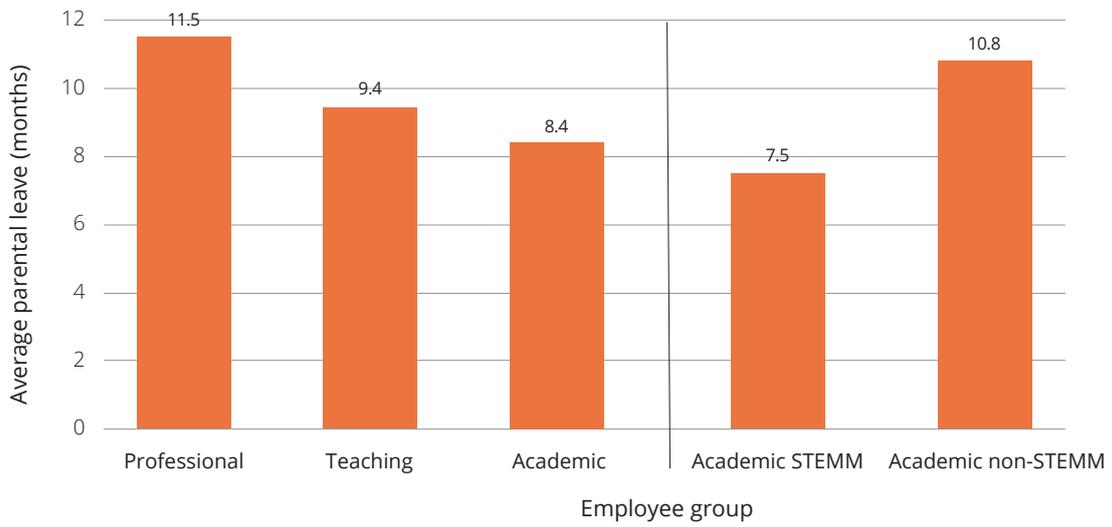


Figure 21: Average length of parental leave between 2014 and 2016 across all employee groups.

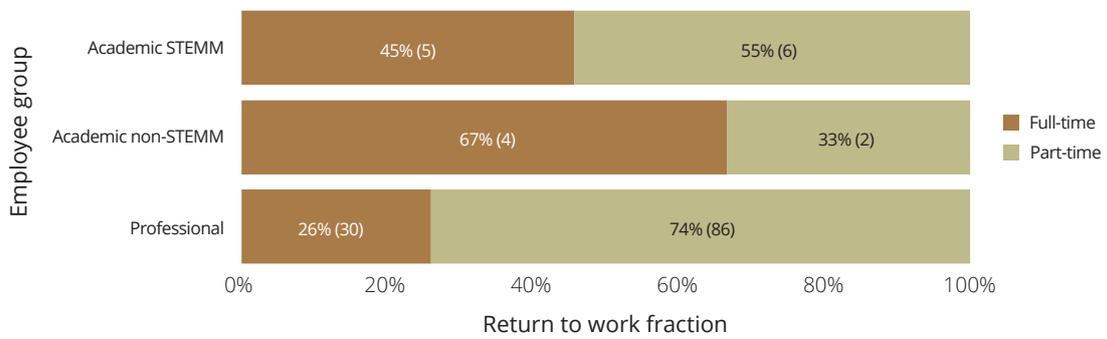


Figure 22: Return to work employment fraction after parental leave (2014-2016).

iv. Primary Carer Leave (Application titled 'Maternity') return rate

Primary carer leave return rates for 2014-2016 averaged 78% (Table 24).

Parental leave	Employee group	On-going	Fixed-term
172	24 Academics	13	11
	145 Professional	135	10
	3 PAVE Teaching	-	3
Returned to work	Employee group	On-going	Fixed-term
135	17 Academics (11 STEMM)	12 (6 STEMM)	5 (5 STEMM)
	117 Professional (1 STEMM)	114 (1 STEMM)	3
	1 PAVE Teaching	-	1

Table 24 Primary carer return rates for 2014-2016 by employee groups and contract type.

Focus groups revealed that returning to work is difficult for women in both academic and professional roles. Concerns about *"falling behind"* may be influencing the shorter parental leave taken by women in STEMM (Figure 21).

- While non-birth parents can now take primary parental leave, from 2014-2016 all primary carers were women.
- Most staff taking primary carers leave were professional staff (Figure 20). Larger numbers of professional staff take leave; hence the larger numbers of staff g/who do not return (Table 25).
- Resignations over 2014-2016 across all employee groups dropped from 13% to 7%.
- No adoption leave was accessed 2014-2016.

Did not return	Reasons	Employee group	Academic staff
29	19 resigned	2 academics 16 professional 1 PAVE teaching	1 fixed-term STEMM 1 on-going non-STEMM
	10 contracts ended on leave	4 academics 6 professional	4 fixed-term STEMM

Table 25 Reasons staff did not return from primary carer leave by employee group and staff cohort during 2014-2016.

v. Secondary (Application titled 'Paternity') Carer, shared parental, adoption leave and parental leave uptake

Professional and academic staff uptake of secondary carers leave numbers are evenly split (Figure 23).

- One woman took secondary carers leave 2014-2016.
- On average, 24 staff (11 academics) take this leave per year.
- 100% of secondary carers returned from leave 2014-2016.
- Not all staff/managers are aware of this leave option.

5 8 staff were still on leave at time of data collection.

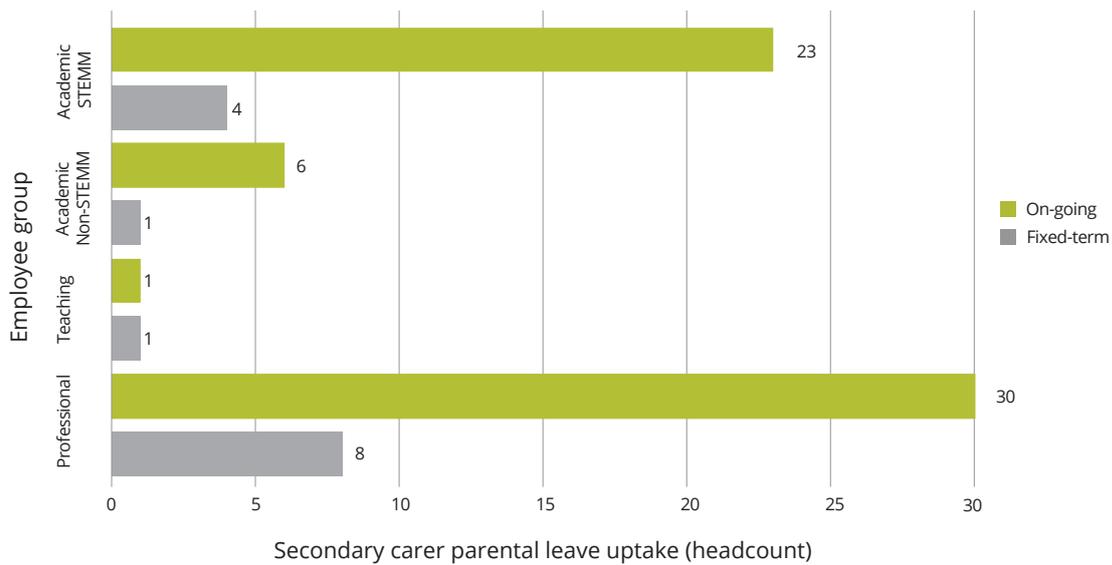


Figure 23: Secondary carer parental leave uptake by employee group and contract type (2014 - 2016).

vi. Flexible working

Flexible working arrangements are available to staff (part-time, flexible or compressed work hours; time off in lieu; job share; working from home; 48/52 week employment purchased leave).

- Options are advertised through the staff intranet/HR website.
- The Flexibility@Swinburne campaign shares stories from employees/managers who work flexibly to encourage uptake.
- Staff apply to their line manager for flexible work.
- HR advises on reasonable business consideration of requests.

Limited data exists on the uptake of flexibility, except for part-time work (Figure 24).

- Effective 1 April 2017, 24% of all (non-casual) staff work part-time.
- Women are twice as likely to work part-time as men (31% vs 15%).
- Of academic staff, 27% (n=83) of women and 17% (n=87) of men work part-time.
- In academic STEMM areas, nearly twice the percentage of women work part-time compared to men.

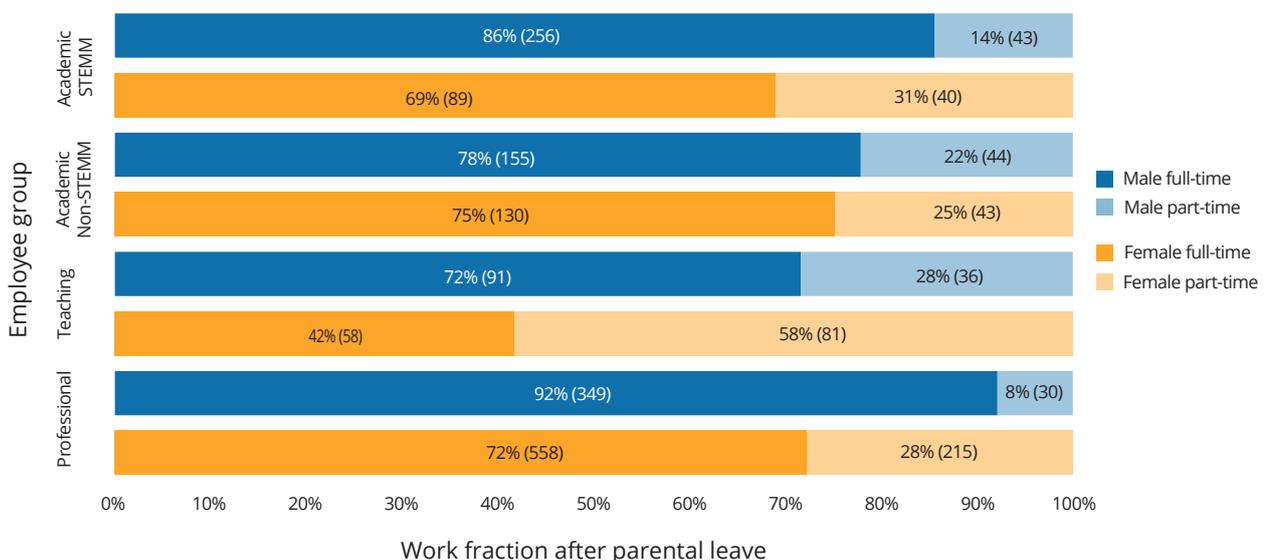


Figure 24: Percentage of part-time and full-time staff by employee group and gender (1 April 2017).

70% of E&I survey respondents (n=121) are aware of flexible working options and indicated that they met their needs. However, focus groups indicated that for some STEMM staff (academic and professional support) managers do not consistently consider or make efforts to accommodate requests for part-time work. Reports suggest that:

- part-time roles were considered a “privilege”;
- part-time academics, though thought to have job flexibility, are likely to work many more hours than stipulated by their contracts, due to a culture of long hours, which makes flexibility difficult.

Staff are concerned about the effects of flexible working on career progression.

- Approximately 60% of E&I survey respondents saw flexibility (e.g. part-time work) as potentially career-limiting.
- Comments included “A colleague was told that they were not on campus often enough, and just because they are not on campus does not mean they are not productive”.

Ref No.	Actions planned: Flexibility and Workload
5.1	<p>Embrace flexibility</p> <ul style="list-style-type: none"> i. Develop a clear statement on what flexibility entails at Swinburne. ii. All roles at Swinburne to be offered flexibly, where practical. iii. Equip managers and teams with the skills to understand the benefits of flexibility and how to make it work and update available resources. iv. Effectively communicate flexible working options for staff returning to work after career break. v. Devise and implement a communications strategy to raise awareness of all types of flexible working and employment benefits. vi. Communicate the technology and associated processes which support flexible working arrangements (e.g. remote access to all required tools and systems) and evaluate effectiveness of this support. vii. Collect and report on uptake of all types of flexible work options.
5.2	<p>Clearly articulate and communicate all leave options to staff</p> <ul style="list-style-type: none"> i. Launch the newly updated parental leave information kit to provide access to necessary information for people leaders and staff. ii. Regularly clearly articulate and communicate other leave entitlements for staff (e.g. including parental leave for all gender identities). iii. Clearly articulate and communicate personal leave for gender transitioning and return to work. iv. Profile and share stories of staff who access different types of leave and the impact of this leave.
5.3	<p>Promote parental leave to all genders</p> <ul style="list-style-type: none"> i. Ensure gender-neutral language is associated with parental leave in all our systems and policies; communicate updated terminology to staff (e.g. replacement terms for maternity and paternity leave given parental leave is available to all genders).

vii. Transition from part-time back to full-time work

To return to full-time work, staff complete the flexible working arrangement request form and access HR advice.

- Data is limited on staff transitioning from part-time to full-time work following a career break.
- The duration of temporary part-time work arrangements is not restricted. However, some part-time staff feel they work more than their FTE, and return full-time sooner than preferred in order to be paid for the work they are expected to deliver.

viii. Childcare

All three Swinburne campuses offer long day childcare. See 2016 uptake in **Table 26**.

The E&I survey results indicated:

- some staff want access to more on-campus childcare, especially at Hawthorn;
- some want other options (e.g. parents' room where children can play and parents can work/have meetings without interrupting their colleagues);
- 7.5% (n=5/67) of respondents considered childcare options sufficient.

At Hawthorn, securing salary-sacrificed childcare places is difficult: available places are limited as the centre is often at capacity. The centre's contract requires it to prioritise Swinburne staff and students, but how this occurs is unclear.

It is unclear which childcare options staff require (pre-primary school-aged care; school holiday programs; flexibility during pupil free-days).

Our School Holiday Program, trialled in July 2017, was successful.

- 43 families have accessed it each subsequent holiday period.

Campus location	Swinburne staff with children at centre	Swinburne students with children at centre	Public with children at centre	Opening times	Centre capacity (children)
Croydon	1 (n=2%)	17 (n=34%)	32 (n=64%)	7am-6pm	50
Hawthorn	3 (n=9%)	14 (n=40%)	18 (n=51%)	8am-6pm	35
Wantirna	3 (n=7%)	24 (n=53%)	18 (n=40%)	7:30am-6pm	45

Table 26 Details related to childcare services provided at Swinburne campuses, effective October 2016.

Ref No.	Actions planned: Managing Career Breaks; Childcare and Carer's Support
4.1	<p>Support childcare options at Swinburne</p> <p>i. Effectively communicate and regularly promote childcare offerings, evaluate usage satisfaction annually and adjust offerings for continuous improvement.</p> <p>ii. Investigate, identify and evaluate which childcare options have the greatest demand across all campuses.</p> <p>iii. Continue support for our newly established childcare options – the School Holiday Program and parents feeding rooms.</p> <p>iv. Investigate how 'priority' access is provided to our Swinburne associated childcare centres and ensure this meets our needs.</p>
4.2	<p>Support the academic careers of carers to re-establish their research careers</p> <p>i. Continue Academic Carer's Financial Assistance (ACFA) scheme, supporting research productivity impacted by carers/parental leave breaks. Run annually between 2018-2021; monitor effectiveness and impact on recipients' career trajectories.</p> <p>ii. Update travel policy to enable parents to take dependants with them whilst working.</p> <p>iii. Provide guidance and support for line managers and academics prior to parental or carers leave, to have plans in place for their research to continue via collaboration support or other avenues whilst on leave.</p> <p>iv. Investigate and recommend options for covering academics' duties beyond teaching while on parental leave which could include an RA to continue some of the research and service duties.</p>

ix. Caring responsibilities

Information on carer responsibilities is only available through their leave requests. In our HR system, staff must select the 'carers leave' category (and not 'sick leave') when taking personal leave to care for others.

In 2014-2017, most carers leave was taken by professional staff (**Table 27**).

- On average, 30% of professional staff take carer's leave annually (compared to 17% PAVE teaching staff/ 12% academic staff).
- Women take on more carer responsibilities in each employee group.
- Women in STEMM are the smallest cohort of women taking carers leave.

Employment group	Gender	Average headcount	Cohort	% of cohort
Academics	Male	51.5	498	10%
	Female	46.0	302	15%
STEMM	Male	33.3	299	11%
	Female	19.0	130	15%
Non-STEMM	Male	18.3	199	9%
	Female	27.0	172	16%
PAVE	Male	16.0	127	13%
	Female	29.5	139	21%
Professional	Male	101.0	379	27%
	Female	245.3	772	32%

Table 27 Average annual carers leave uptake (based on personal leave) by cohort between 2014-2017 by employment group and gender.

The E&I survey indicated:

- Only 34% of respondents had a good understanding of the support available.
- Caregivers were 95% more likely than other groups to perceive they experienced bullying (21/247).
- These ongoing staff (14 women, 6 men, 1 x) are spread across the Faculties (FBL 7; FHAD 11; FSET 3) and equally spread across STEMM (11) and non-STEMM (10) areas.
- Intersectionality may also play a role: 9 people identified from an ethnic minority.

5.4 ORGANISATION AND CULTURE (PAGES 22-25 OF THE HANDBOOK)

i. Culture

Our people strategy aims to build a supportive and inclusive culture. Our participation in the SAGE pilot has been inclusive and enhanced staff awareness of gender equity.

Staff and student networks include:

- Swinburne Professional Staff Network (SPSN)
- Swinburne Staff Club
- Student networks (including the Queer Department, Women’s Department, Indigenous Network, Women in ICT, Women in STEM, and (Tech) Platform Female).

Other inclusiveness/diversity initiatives include Pride Day, International Women’s Day, Midsumma Festival, White Ribbon Day, Reconciliation Week, Chinese New Year, Health and Wellbeing Week, R U OK? Day, Breast Cancer Awareness Day, and Australia’s Biggest Morning Tea.

Your Voice includes workplace culture questions (**Table 28**). On average, 75% of faculty staff agree that *‘the culture of my work unit is positive and constructive’*.

Overall, women are less positive than men that *‘my manager treats me and my colleagues fairly’*. FSET women responded least favourably to *‘we have a non-blame culture in my department’*.

Local culture	Positive culture			Fair treatment			Non-blame culture		
Cohort	FSET	FHAD	FBL	FSET	FHAD	FBL	FSET	FHAD	FBL
Women (%)	85	71	67	84	82	75	65	74	75
Men (%)	79	75	78	85	85	87	84	78	76
Gender diff. (pp)	6	-4	-11	-1	-3	-12	-19	-4	-1

Table 28 2017 Your Voice results in the faculties related to local workplace culture. The final row lists the percentage point (pp) difference in response by gender.

All faculties felt that Swinburne supports inclusive culture and accepts diversity. Responses to, *‘this organisation is committed to achieving a gender diverse workforce’* increased 42pp to 97%, demonstrating significant change in perceptions. This may relate to initiatives such as establishing the FSET Gender Equity Committees, appointing four Women in STEM Fellows (all in FSET), and the FSET senior leader in 2017 being the SAGE Project Lead.

The Centre for Astrophysics and Supercomputing’s Equity & Diversity Committee won the Astronomical Society of Australia’s bronze Pleiades Award in 2014 and a silver Pleiades in 2016 for their sustained commitment to improving gender equity.

We have little data on student perceptions of culture. The results of a 2017 PhD survey are not yet available. However, focus groups of female PhD students in 2016 indicate:

- FSET students generally felt supported,
- the issues women face in male-dominated environments was not well understood in some areas,
- supportive professional networks, visibility of women in seminars, and hearing from women in industry were all considered important,
- FBL STEM students wanted a Women in STEMM PhD network.

247 respondents to the E&I survey answered questions about experiences of inappropriate behaviour (**Table 29**). Respondents perceived they personally experienced inappropriate behaviours in the last 12 months; harassment (9%), bullying (12%), sexual harassment (2%) and discrimination (13%). This is a concern. Further support is required to address these behaviours and help staff in responding to/reporting inappropriate behaviours.

Table 29 redacted to maintain privacy of individuals as per ethics approval.

Ref No.	Actions planned: Organisation and Culture
6.1	<p>Implement a diversity and inclusion framework</p> <ul style="list-style-type: none"> i. Create and implement a Diversity and Inclusion (D&I) framework. ii. Establish appropriate staff training including being inclusive and valuing diversity. Focus on intersectionality; inclusive culture, gender equity, diverse sexes, sexual orientations and gender identities, Indigenous Australians, accessibility, cultural linguistic and religious diversity, intergenerational workforces and financial inclusion. iii. Implement a version of the Male Champions of Change in STEMM program with key leaders involved (including Executive Group) to lead change relating to D&I framework.
Ref No.	Actions planned: Systems, Policy, Reporting, Data, Frameworks
8.8	<p>Run a PhD student equity and inclusion survey</p> <ul style="list-style-type: none"> i. Design, develop, implement and analyse survey data regarding PhD student equity and inclusion perceptions. ii. Identify actions to better support our students.

ii. HR policies

Policy: Bullying, harassment and discrimination are not tolerated. The HR manual and Enterprise Agreements include grievance processes and disputes and misconduct procedures.

- Staff receive training in workplace behaviours and diversity policies and procedures (**Table 18**).
- There are no specific consequences for remaining delinquent, but data (excluding casuals) show a high number of completions.
- Managers monitor completion rates and ideally ensure staff complete their training.
- This SAGE data collection is the first gender-based analysis of training completion rates.

Practice:

- The E&I Survey shows that staff perceptions of practice can differ markedly.
- A relatively high number of staff personally witnessed/experienced inappropriate behaviours in the past 12 months, but there were issues around reporting and follow up.
- 59% (n= 145/246) of staff felt that they “*would be comfortable reporting instances*” of inappropriate behaviour.
- Of staff who did report, only 44% (n= 15/33) were satisfied with the actions taken.

There are consequences when formal complaints about inappropriate behaviour are upheld and substantiated. HR guides and supports employees through the grievance and disciplinary processes.

Our existing HR systems cannot quantify the time it takes to process a formal complaint. WorkCover complaints are not currently analysed against formal workplace complaint data, E&I Survey or Voice Survey relevant results.

Ref No.	Actions planned: Organisation and Culture
6.3	<p>Addressing inappropriate behaviours</p> <ul style="list-style-type: none"> i. Enhance our current workplace behaviours training with additional training specifically for teams - pilot this and offer to all disciplines and across university as appropriate. Include intersectionality lens. ii. Implement Contact Officer program across the University to assist early intervention and support (including bystander training).
Ref No.	Actions planned: Systems, Policy, Reporting, Data, Frameworks
8.7	<p>Improve reporting and analysis of inappropriate behaviours</p> <ul style="list-style-type: none"> i. Develop an integrated system of complaints management, from informal local resolution to formal complaints processes. Staff and students are in scope. Consider numbers of issues raised about sexual harassment, bullying, discrimination and harassment claims and outcomes. Correlate with Health and Safety indicators (WorkCover Claims, lost time injury frequency rates, absenteeism rates) and Voice engagement survey results (and other survey results). ii. Leverage our “Respect now Always” student campaign for staff through online training modules and awareness campaigns. iii. Regularly monitor and report on inappropriate behaviours to EG and Council (formal and informal complaints), and recommend actions to address the issues.

iii. Proportion of heads of school/faculty/department by gender

In 2017, 48% of all school/faculty/department heads across all employee groups were women (**Figure 25**).

- Women were 36% of academics heads, 21% of STEM and 50% of non-STEM heads.
- Men in STEM are almost twice as likely to hold a head role than women (10% vs 6%).
- In the female dominated professional staff areas, men are still 50% more likely to hold head roles than women (9% v 6%).

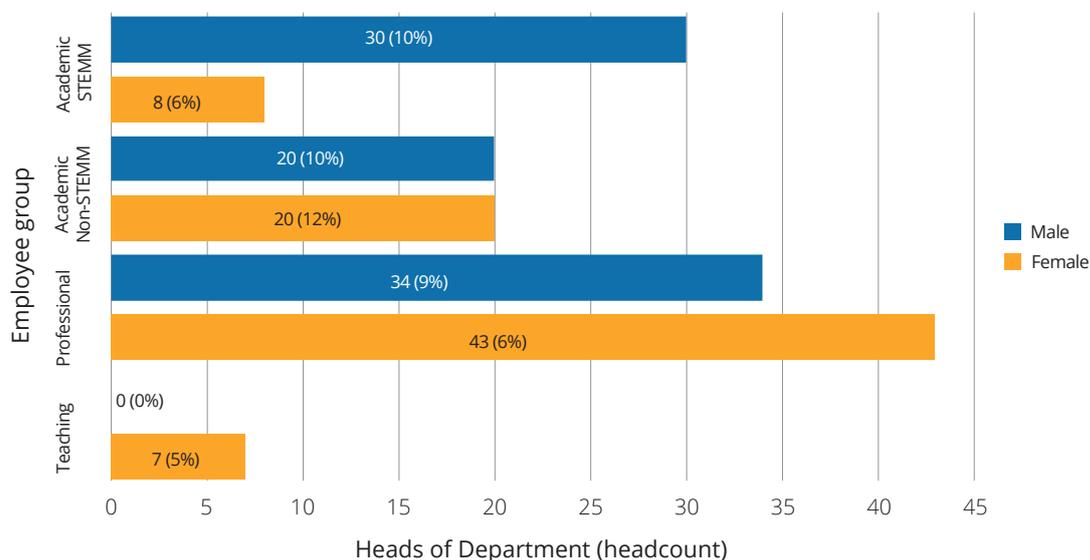


Figure 25: Heads of departments by employee group and gender (1 April 2017). Heads include Faculty Executive Deans (retitled Pro Vice-Chancellors mid-2017), Faculty Associate Deans, School Deans, Centre Directors and Department Chairs. In the non-academic areas, Assistant/Associate Directors and Heads.

All Faculty leadership roles have fixed terms (3-5 years).

- Swinburne does not currently have a strategy for leadership rotation.
- Succession plans are reviewed annually.
- Our organisational workforce strategy specifies inclusiveness.

The FSET Gender Equity Committee is considering actions to improve its leadership gender balance. Its Management Advisor Committee has just 13% women academics (3/23).

iv. Representation of men and women on senior management committees

Over 100 active committees support Swinburne's day-to-day activities. Fifteen 'senior committees', which relate to Academic Governance, were analysed (**Table 30**). Women represent 49% (n=72) of committee members and 27% (n=4) of committee Chairs.

Chairs are allocated according to each Committee's Terms of Reference and are generally assigned by role. Committee workload/overload is not formally considered in workload, as most committee members are in leadership roles.

Committee Name	Composition	Members	Male	Female	% Female	Chair
Council	P, Externals	13	6	7	54%	M
Senior Executive Group*	A, P, PAVE	13	7	6	46%	F
Academic Executive Group	A, P	8	6	2	25%	M
Research Executive Group	A, P	14	10	4	29%	M
Resources Committee	P, External	6	2	4	67%	F
Executive & Remuneration Committee	A, P, External	6	4	2	33%	M
Audit & Risk Committee	P, External	6	2	4	67%	M
Academic Senate Steering Committee	A, P, PAVE	8	6	2	25%	F
Academic Senate Courses Committee	A, P, PAVE	16	4	12	75%	M
Academic Quality and Standards Committee	A, P	12	6	6	50%	F
Academic Regulation and Quality Committee	A, P	12	6	6	50%	M
Research Policy and Quality Committee	A, P	11	4	7	64%	M
Faculty Executive Committee (FHAD)	A, P	7	2	5	71%	M
Faculty Executive Committee (FSET)	A, P	8	5	3	38%	M
Faculty Executive Committee (FBL)	A, P	8	4	4	50%	M

Table 30 Senior committees identified between October 2016 and March 2017 (* Senior EG 1/4/2017). Staff composition of members includes A = academic; P = professional; and PAVE = PAVE teaching.

v. Representation of men and women on influential institution committees

Swinburne's 60+ 'influential committees' recommend Swinburne policy decisions, or feed into important national or international projects. Service on some of these committees is well regarded for academic promotion.

Analysing 12 of these committees (**Table 31**):

- Women comprise 56% of members and 50% of chairs.
- Almost half of these committee members are academic staff.
- Academic women represent 21% of all committee members.

In some committees, Chairs are appointed based on the incumbent's role.

Committee Name	Composition	Members	Male	Female	% Female	Chair
Learning and Teaching Committee	A, P	9	4	5	56%	M
Capital Investment Committee	P	6	4	2	33%	M
Pricing and Scholarships Committee	P	6	3	3	50%	M
Higher Degrees Research Executive Committee	A, P	4	2	2	50%	F
PAVE Academic Committee	PAVE, P	32	4	28	88%	F
PAVE Leadership Team Committee	PAVE, P	39	15	24	62%	F
Faculty Research Committee (FSET)	A, P	7	5	2	29%	M
Faculty Research Committee (FHAD)	A, P	25	13	12	48%	F
Faculty Research Committee (FBL)	A, P	11	8	3	27%	M
Faculty Academic Committee (FSET)	A, P	20	14	6	30%	M
Faculty Academic Committee (FHAD)	A, P	12	2	10	83%	F
Faculty Academic Committee (FBL)	A, P	26	12	14	54%	F

Table 31 Influential institution committees identified between October 2016 and March 2017. Staff composition of members includes A = academic; P = professional; and PAVE = PAVE teaching.

vi. Committee workload

Swinburne encourages female representation and recognises the need for diversity of thinking on senior and influential committees. There is, however, no formal reporting of the gender composition of committees, and senior leaders are expected to participate on a range of committees.

Some influential committees have a specific workload allocation (e.g. Faculty Academic Committees), but most committee workload is covered within the 50 hours general service allocation in the Academic Workload Model.

Focus groups suggested women undertake more committee work (relative to their representation) than men in order for there to be reasonable gender representation on committees in male-dominated departments.

vii. Institutional policies, practices and procedures

Our current policy suite was reviewed in 2016. Gender-specific language changed to *'they/their'* pronouns and replaced *'sex'* with *'gender'* to reflect the non-binary aspects of gender identity. A review of all other non-HR policies is planned to remove binary gendered language.

Practices and procedures are developed at the local level. While policy owners approve any policy changes, there is no formal process for reviewing procedures.

Ref No.	Actions planned: Systems, Policy, Reporting, Data, Frameworks
8.6	Update organisation policies incorporating inclusion and diversity i. Review and update all policies (P&C, Finance, Payroll, Integrity, Risk etc) to ensure an intersectional approach. ii. Implement a biennial policy review and benchmark our policies against appropriate organisations; update where necessary. iii. Explicitly include detailed references to transgender and gender diverse staff in policies to include and educate all.

Ref No.	Actions planned: Organisation and Culture
6.4	Adopt gender neutral course content i. Create guidance (tools/resources) and professional development program to upskill and enable gender-neutral course content preparation by Swinburne staff (building on existing gender neutral language pilot that is underway in the Engineering Practice Academy). ii. Update content in HR compliance module titled 'Working Together' to adopt gender-neutral language and how it is applied in our teaching practices. iii. Assess implementation of gender-neutral course content, in Education and Quality Services (EQS) assessment of units.

viii. Academic Workload Model (AWM)

Swinburne's single academic workload model (AWM) prescribes the allocated hours for teaching, research, and leadership & service.

- All staff have 10% of their workload unallocated.
- In 2017, 50 additional hours of general service was allocated for meetings and committee work.

Workload by gender across academic levels (**Figure 26**) shows:

- women at level C and above have disproportionately larger leadership & service allocation than men.
- men have higher teaching allocations at levels B and above, and slightly higher research allocations across almost all levels.

The gender differences at each level are stronger in non-STEMM (**Figure 27**)

- Level A STEMM staff are predominately researchers (postdocs).
- Level A non-STEMM staff split their time between research and teaching.
- Across all levels, STEMM academics have more research time than non-STEMM staff.
- Men have more research and teaching.
- Women have more leadership & service.
- This likely advantages men.
- Women are well represented on decision-making committees (**Tables 30, 31**), but less well represented in leadership roles (**Figure 25**), particularly STEMM.

The E&I survey asked about workload allocation:

- 78% of respondents felt that their manager *"tried to be fair and reasonable"*.
- 64% think *"service is allocated fairly"*.
- 54% of respondents feel that tasks *"are not well accounted for by official workload hours"*.
- Some felt career development time is inadequately allocated.

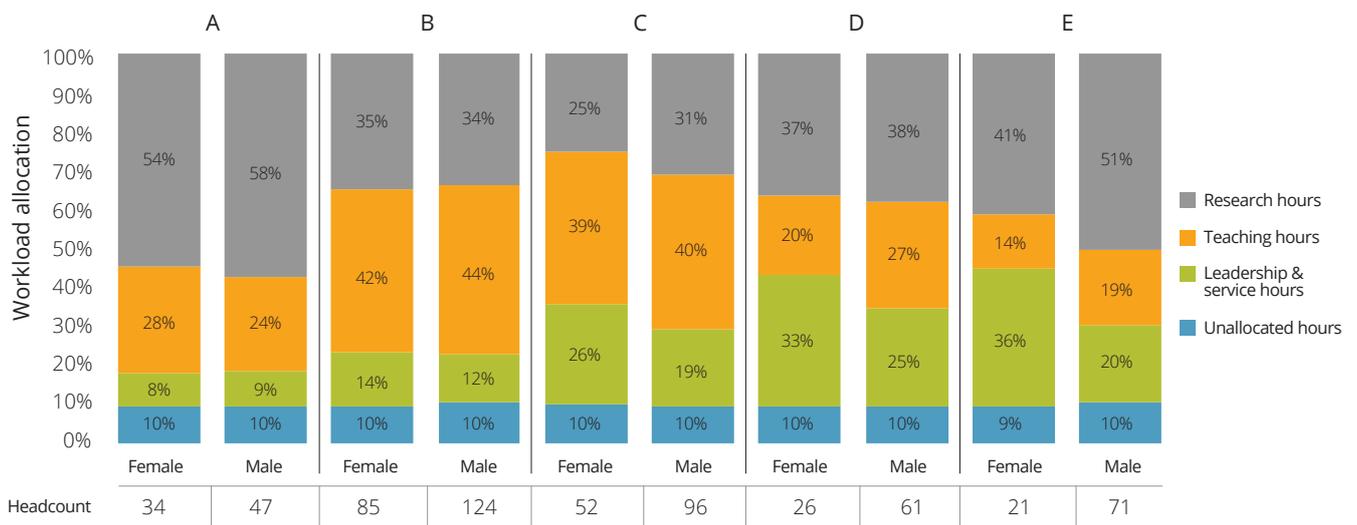


Figure 26: Academic workload allocation for staff by classification and gender (2016)

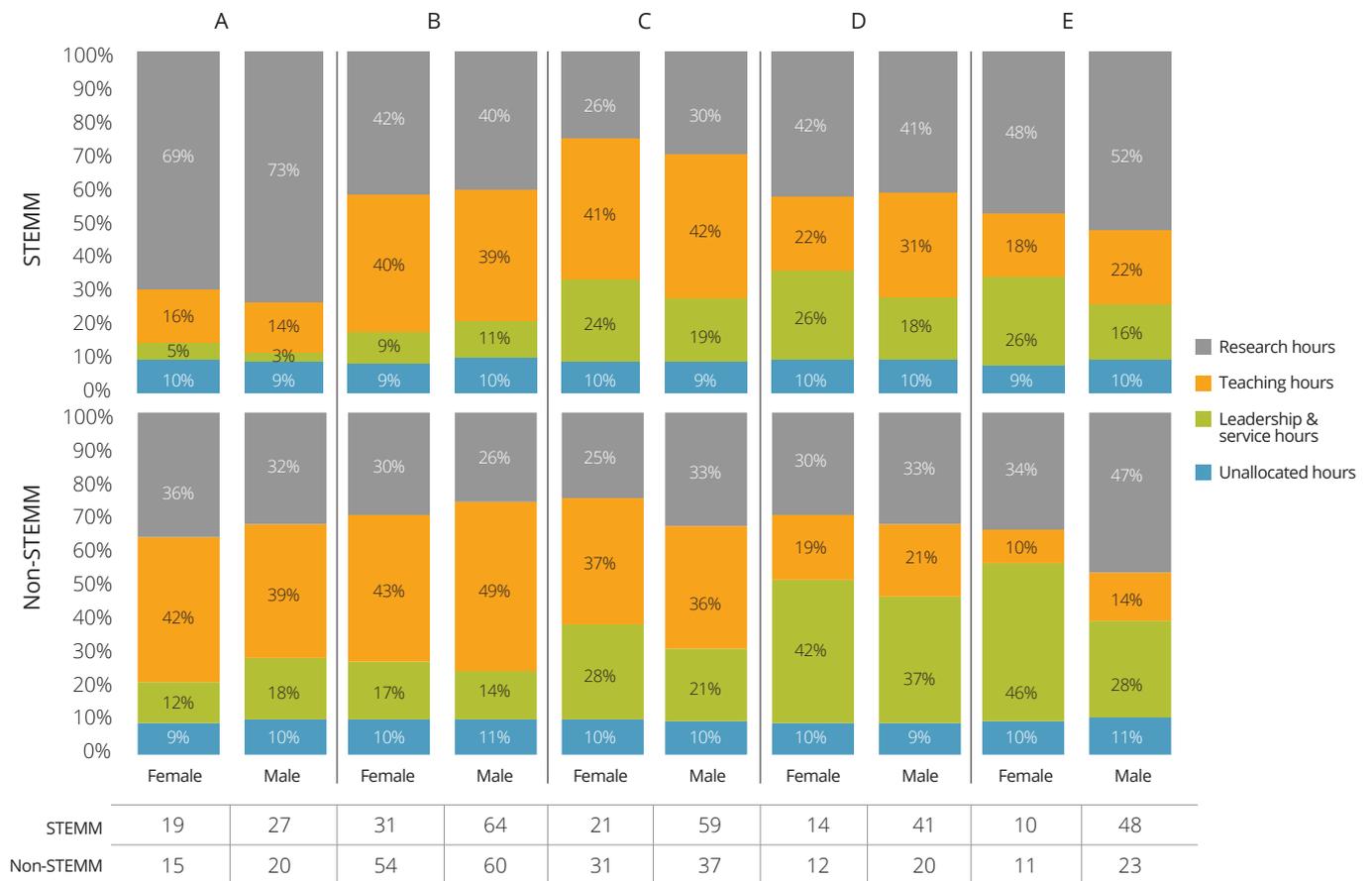


Figure 27: Academic workload allocation for staff by classification and gender in STEMM/non-STEMM (2016)

Key findings

- Senior academic women have higher leadership and service allocations; men systematically have slightly higher research allocations. These trends are strongest at levels D and E in both STEMM and non-STEMM areas.
- While women are well-represented on decision-making committees, they contribute more to influential rather than senior committees.
- Men outnumber women in leadership roles, particularly in STEMM.

Ref No.	Actions planned: Flexibility and Workload
5.4	Support equitable academic workload allocation i. Undertake a detailed investigation into the reasons for gender disparities in the academic workload model (AWM) and make recommendations to ensure no barriers to career progression for women occur, as a result of AWM allocation.

ix. Timing of institution meetings and social gatherings

Asked whether “meetings and events are deliberately scheduled to be within family friendly hours” in the E&I survey, 61% responded positively, with no significant gender or STEMM/non-STEMM differences.

However, focus groups and interviews revealed that some managers are unwilling to change meeting times for extenuating circumstances. Some cited their busy calendars as reasons why meetings need to start early/end late.

Some staff felt reasonable requests for family-friendly hours were not being accommodated, either departmentally or from central timetabling. The perception is that some departments allowed flexibility while others allocated teaching load with little staff discussion.

x. Visibility of role models

Our Vice-Chancellor’s messages highlight that diversity and inclusion are a part of our DNA and are role modeled in the events in which the Senior Executive Group participates. Presenters at Senior Leaders’ events are selected to ensure gender diversity.

A respect and inclusion communications framework has been developed to reflect our commitment to a culture of respect, valuing diversity and inclusion.

Throughout 2017, we raised the profile of women in STEMM. All our student communications included women. Our ‘Venture’ magazine featured a women in STEMM edition, and continues to focus on diversity.

Demographic data are not routinely collected on event speakers and chairs. Some STEMM areas are acutely aware of gender imbalances and actively report on gender statistics. For example:

- The Centre for Astrophysics and Supercomputing’s Equity & Diversity Committee aims to increase women presenters at their weekly seminars. Since 2015, women presenters have risen from 10% to 30%.
- The Department of Physics & Astronomy’s public lecture series requires gender parity in its invited speakers. In the past 2 years women comprised 45% of their speakers.
- FSET achieved its target of at least relative gender representation in its STEMM Blitz series in 2017 (from 23% to 30% women speakers).
- FSET does not co-fund workshops or conferences that do not actively consider the gender of their invited speakers and chairs.

Focus groups indicate mentors and role models are particularly important for women in STEMM.

- However, only 60% of E&I survey respondents felt that “my working environment has people of all genders as visible role models” and,
- Women were less likely than men to agree with this statement.
- Women consistently perceive less equality of treatment in sourcing in-house presenters.

xi. Outreach activities

Swinburne’s wide range of outreach and engagement activities include 3 in-house outreach programs for secondary and primary students (KIOSC, AstroTour, PrimeSci!); STEMM enrichment programs with external STEMM partners; and one-off events (e.g., during National Science Week).

These activities have diversity of presenters and role model women in STEMM. Staff participation is generally voluntary and, depending on the event, is discipline-specific.

In 2017, we audited the gender of presenters (**Table 32**), indicating reasonable gender balance (52% F; 48% M). Given the gender imbalance of our STEMM academic workforce, this suggests women are participating at higher rates than men.

Workload allocation for outreach and engagement activities are generally covered in the 50 hours of general service time allocated to academic staff. Some staff are assigned or request outreach coordination roles as part of their leadership and service allocation.

Outreach Program	Purpose	Guides	% Female
BrainSTEM Innovation Challenge	STEM challenge lead by academic mentor aimed to increase STEM engagement by secondary students	21 mentors	24%
In2Science	Mentoring program designed to increase secondary student engagement in STEM	55 mentors	44%
Conoco Phillips Science Experience	Extending year 9 and 10 students' interested in Science	11 staff 13 volunteers	64% 69%
AstroTours	Supporting astronomy and astrophysics curriculum (years 3 to 12) with 3D flights through the universe	75 guides	53%

Table 32 Sample of outreach events run in 2017 and gender of guides.

Ref No.	Actions planned: Organisation and Culture
6.2	<p>Foster role model visibility</p> <ul style="list-style-type: none"> i. Monitor the gender identity of seminar and colloquia speakers in schools and departments across Swinburne and report annually. ii. Implement Jenny Martin’s “rules of organising a gender balanced conference”. Create and implement gender balance checklist for conference organisers. iii. Implement the Panel Pledge for all Swinburne funded and hosted conferences and events. Swinburne staff to take the panel pledge also.

xii. Leadership

Senior EG support SAGE through attendance and participation in SAGE events.

- At least one Senior EG member was present at each.
- Four Senior EG members have been members of SAT.
- Four progress reports were presented to Senior EG.
- Gender targets will form part of their KPIs and they welcome this approach.

The University committed new roles of Project Manager (P&C Organisational Development) and Reporting and Business Analysts (from HR and Operations respectively) to the SAGE team. Financial support covers costs of data gathering and analysis (**Table 33**). Senior EG members also sponsored early university-funded SAGE-related actions*, devoting approximately 227 hours support.

No.	SAGE Expenditure	Cost (approximate)
1	Salaries (Project Manager, Data Analysts)	redacted
2	Events*	\$4,545
3	Data gathering/Analysis	\$18,208
4	Academic Carer's Financial Assistance Scheme	\$10,000
5	Other employee time (SAGE Network) (10 days average)	\$5,769
6	4 Vice-Chancellor's Women in STEM Fellowships*	\$666,800
7	School holiday program	\$25,000
8	Parents' feeding rooms (EN, WA, SPW, LL buildings)*	\$16,320
9	Unisex bathrooms*	\$5,000
Total		redacted

Table 33 Summary of SAGE investment to date (2015-2017). *Senior EG sponsored early university-funded SAGE-related actions.

Ref No.	Actions planned: Facilities
10.1	<p>Maintain and increase numbers of Parent feeding rooms</p> <p>i. Increase the number of parents feeding rooms across our 3 campuses with the aim of having at least one room for 4 neighbouring buildings.</p> <p>ii. Adequately advertise availability of these facilities to all staff, students and visitors.</p>
10.2	<p>Maintain gender-neutral bathrooms</p> <p>i. Ensure gender-neutral facilities are marked on campus maps and searchable on the Swinburne Intranet.</p> <p>ii. Ensure that every new building and building refurbishment contains at least 1 gender-neutral bathroom facility.</p>

Ref No.	Actions planned: Systems, Policy, Data, Framework
8.5	<p>Establish a University-wide inclusion and diversity leadership group (IDLG)</p> <p>i. Establish an Inclusion and Diversity Leadership Group (IDLG) to oversee delivery of the Inclusion and Diversity. IDLG will comprise the Diversity Manager, at least one EG member and representative voices from each of the diversity portfolios; and will report framework progress to EG every 6 months.</p> <p>ii. Establish governance framework which embraces SAGE, SWAN, Multicultural Charter, RAP, and implement reporting mechanisms and requirements.</p>

6. SUPPORTING TRANSGENDER PEOPLE

Recommended word count: **500 words**

Actual word count: **544 words**

Refer to Page 26 of the Handbook

i. Current policy and practice

Swinburne's key policies and strategic documents reference the inclusion of non-binary staff and students:

- 2025 Strategy identifies sustainability, inclusivity, diversity as key pillars for success.
- People Strategy 2018–2020 recognises that diversity of sex, gender identity and gender expression in a diverse workforce increases team effectiveness, and the capacity for innovation.
- The Pride@Swinburne Strategic Action Plan (PSAP) draft, which incorporate a 'Safe Zone'; our ally network of visible advocates; education initiatives to build knowledge and understanding; external engagement with Transgender Victoria and Pride in Diversity; best practice to support our LGBTIQ people.

All new staff complete training about harassment, bullying, vilification and discrimination, which specifically identifies gender expression and identity as protected attributes. No references in policy are currently made to define what it means to be transgender or gender diverse, or the challenges faced by identified people.

Current practices that support transgender inclusion:

- promotion of Pride week events include transgender issues.
- 2017 seminar on 'Supporting Transgender and Gender Diverse people' 30 staff/students attended.
- Ally program supporting staff/students who identify as LGBTI+.
- Conversion of seven unisex bathrooms across 3 campuses during 2016-2017.

ii. Review

A Diversity and Inclusion strategy and PSAP will demonstrate our support for transgender people, and enable a review of our performance against this plan.

E&I survey results indicate a perception that our workplace is not "welcoming of people who do not identify as male or female" (41%, n= 103). 43% of respondents indicated that they neither agreed nor disagreed with this item, reinforcing the need for action to support people who do not identify as male or female. We had less than 10 people respond to the E&I survey who identified they were gender diverse or transgender; this restricts our ability to draw statistically significant conclusions and given our ethics commitment to report on 10 or more aggregate scores.

Students who experience discrimination as a transgender person are encouraged to raise issues via the Safer Communities team, who investigate and liaise with the student complaints team. Separate complaints procedures apply to staff who experience discrimination, bullying and/or harassment.

No formal mechanisms currently measure or monitor experiences of transgender staff and students. Support guidelines are in development. We will continue to use E&I and Your Voice surveys to understand experiences and perceptions of transgender and gender diverse staff, and take appropriate action.

8 To be launched by September 2018, during PRIDE week

We have added non-binary gender identifiers in our recruitment process to identify whether we are attracting and recruiting people of all genders, including people who are intersex, gender diverse or transgender. Currently we have insufficient data to draw any conclusions to generate recruitment actions. Collecting quantitative and qualitative perspectives will allow us to refine our approach to supporting transgender and gender diverse people.

iii. Further work

Implementing the PSAP is essential to improve policies, practices and support of transgender staff and students. Key priorities over the next 12-18 months include several actions in our SAGE action plan. Options we are considering to support transgender people include:

- Streamlining name changing processes, ensuring a '*preferred name*' option is used in formal documents/communications wherever possible.
- Exploring leave options to enable transgender employees to affirm their gender without exhausting annual leave entitlements.
- Increased consultation with people who identify as transgender or gender diverse to understand their lived experiences, needs, and what we can do to remove barriers, enabling success.

Ref No.	Actions planned: Embracing Intersectionality
9.1	<p>Support transgender people in transition</p> <p>i. Develop stakeholder specific education, awareness and guidelines to enable IT, payroll, facilities and other relevant stakeholders to efficiently execute processes that support transgender employees. This is to include a clear policy identifying steps required to support transgender people (staff, students and external partners), those considering gender affirmation, are in the process of transitioning, and are post-transition.</p>
9.2	<p>Raise awareness of transgender issues</p> <p>i. Raise overall staff awareness of transgender issues and inclusion through:</p> <ul style="list-style-type: none"> • Updating our Bullying and Harassment policy and related training programs to include relevant statements about discrimination against transgender and gender diverse people, including explicit inclusion of mis-gendering as a form of inappropriate behaviour. • Developing education tools to increase awareness and competence across the university about the needs of transgender staff and students.
9.3	<p>Support for transgender and gender diverse people</p> <p>i. Develop clear support processes and contacts so that transgender and gender diverse people can easily connect with and obtain face-to-face confidential support. This will include:</p> <ul style="list-style-type: none"> • A dedicated intranet presence that contains guidelines, procedures and relevant information for employees and managers of transgender staff. • Trained contact people who can support staff through gender affirmation and associated processes.
10.2	<p>Gender-neutral restrooms</p> <p>i. Ensure gender-neutral facilities are marked on campus maps and searchable on the Swinburne Intranet.</p> <p>ii. Ensure that every new building and building refurbishment contains at least 1 gender-neutral restroom.</p>

7. INTERSECTIONALITY

Recommended word count: **500 words**

Actual word count: **514 words**

Refer to Page 26 of the Handbook

i. Current policy and practice

Diversity contributes to high performing innovative teams. Individuals may identify with several diversity indicators, providing potential for multiple layers of discrimination and disadvantage. Intersectionality is considered in several ways within our existing policies/procedures, including:

- **Recruitment and Selection:** recognises the importance of equitable consideration of gender, disability, nationality, reasonable adjustment requirements and cultural background. An opportunity to enhance these procedures is to identify all diversity groups..
- **Employment conditions and benefits:** acknowledges need for flexible work options without any eligibility discrimination; including leave provisions for religious, cultural and ceremonial purposes for all staff; leave provisions for repatriation, domestic violence, carer's responsibilities, parental, adoption and foster carer needs. An opportunity exists to extend definitions beyond binary gender.
- **People, Culture and Integrity Policy:** articulates behavioural expectations of staff, specifically identifying diversity and inclusion as core to these behaviours. Includes specific section on equal opportunity, diversity and merit, stating *"the University celebrates and respects the strength that difference creates. We respect and celebrate the diversity of our people and recognise that success comes from incorporating a wide variety of approaches and perspectives."*

We have senior leader representation at key inclusion events and Senior EG committed to diversity and inclusion. Diversity is a KPI for this group: aiming for 50% female representation in senior leadership roles by 2020.

ii. Review

The Diversity and Inclusion framework (in draft) builds on existing action plans and university commitments to diversity and intersectionality. Critical to measuring success will be our ability to accurately report on and analyse demographic data to reveal different experiences of Swinburne based on diversity indicators. Through a combination of benchmarking across the higher education sector and industry, and more intimate knowledge of the lived experience of our people, targeted and relevant actions can be implemented to remove barriers and enable people to succeed.

Embedding intersectionality targets into core strategic documents, and committing to monitoring the impact of our initiatives, will enable us to ensure communications, procedures, processes and training recognise diverse needs. Inclusion of intersectionality data is a priority in the short-term, followed by setting targets and initiatives to mitigate intersectional disadvantage. Proactive mentoring of staff and efforts to understand issues will assist to find appropriate mitigations and support.

iii. Further work

Implementing our Inclusion and Diversity framework is needed to address intersectional issues in STEMM and beyond. Our primary focus is on increasing the quality and availability of data about our people to enable benchmarking against Diversity Council of Australia, Australian Bureau of Statistics and United Nations diversity indicators. Understanding the lived experience of our people will enable us to create intersectional appropriate interventions. We will also monitor whether actions designed to increase women in STEMM have inadvertently negative outcomes.

Identifying tangible actions to increase intersectional awareness and responsiveness requires further engagement with employees to identify emerging issues, or those exacerbated due to intersectionality. This research will include a 'Swinburne census' and further demographics in Your Voice survey to identify intersectional issues. Greater ability to identify intersectional disadvantage will be actioned through our current data improvement project, enabling diversity indicator reporting, including intersectionality such as, culturally diverse women in STEMM, or in leadership positions.

Ref No.	Actions planned: Systems, Policy, Data, Framework
8.3	<p>Incorporate diversity identifiers in our systems</p> <ul style="list-style-type: none"> i. Use fields in current HR systems to collect data that staff which to share and improve data metrics and reporting capabilities on all aspects of diversity and inclusion. ii. Embed demographic fields from Diversity and Inclusion framework to collect, analyse and report on staff diversity. iii. Conduct a staff census asking them to self-select diversity identifiers. iv. Update the gender equality strategic action and maintain KPIs on equal gender representation in senior leadership positions by 2020, with a specific target of 30% (from 21%) female representation in STEMM leadership. v. Profile a variety of gender identities as STEMM role models to encourage and embrace diversity.
8.5	<p>Establish a University-wide diversity and inclusion leadership group</p> <ul style="list-style-type: none"> i. Establish an Inclusion and Diversity Leadership Group (IDLG) to oversee delivery of the Inclusion and Diversity. IDLG will comprise the Diversity Manager, at least one EG member and representative voices from each of the diversity portfolios; and will report framework progress to EG every 6 months. ii. Establish governance framework which embraces SAGE, SWAN, Multicultural Charter, RAP, and implement reporting mechanisms and requirements.
9.4	<p>Enhance Swinburne equity, inclusion and diversity online presence</p> <ul style="list-style-type: none"> i. Update all existing equity and diversity intranet/internet pages to communicate our inclusion and diversity strategy and programs. Include information on intersectionality; tools for employees who identify with diverse backgrounds; and tools for managers and employees of diverse colleagues. ii. Regularly communicate content to ensure increased use of the information available and monitor 'hit rates' of pages. iii. Establish diversity role models promotion/communications strategy.

8. INDIGENOUS AUSTRALIANS

Recommended word count: **500 words**

Actual word count: **504 words**

Refer to Page 17 of the Handbook

i. Current policy and practice

Our Indigenous strategies are derived from Swinburne's primary Indigenous policy, our Reconciliation Action Plan (RAP). Our 2017-2019 Elevate RAP was developed after significant consultations with Aboriginal and Torres Strait Islander peoples, communities and organisations. RAP actions for Indigenous Australians include:

- embedding reconciliation into management and governance structure of the university;
- ensuring University culture values Indigenous peoples and cultures;
- increasing recruitment and retention of Indigenous staff;
- growing Indigenous student enrolments, retentions and completions;
- engaging with Indigenous peoples, communities, organisations;
- developing Indigenous knowledge, curriculums, pedagogies into our teaching & learning; and
- strengthening Indigenous research knowledge.

Our RAP has been endorsed by Reconciliation Australia at their highest level, Elevate. Less than 3% of organisations with RAPs have an Elevate status and Swinburne is the first Australian university to attain this level. It means we have embedded reconciliation in core business practices and decision-making at the highest level. The RAP has 80 targets across seven interrelated themes of governance and leadership, culture, Aboriginal and Torres Strait Islander staff and students, engagement, teaching & learning, and research.

Targets within our Indigenous Research Strategy, Employment Strategy and Teaching & Learning Strategy include:

- Increasing low numbers of staff (11 Indigenous staff and none in STEMM) employing Indigenous staff (academic and professional) in all Faculties and all Executive portfolios, with employment KPIs for all Senior Executive members.
- Increasing low numbers of students (currently 544) in all areas, including higher education, vocational and online education.
- Ensuring all students are exposed to Indigenous Studies through an on-line module to be delivered to all HE students and implementation of relevant content across all VE programs.

ii. Review

Targets identified in the RAP are monitored and reported in accordance with RAP reporting model. The RAP and Indigenous Strategies are overseen by the RAP Steering Group led by Executive Director, Reconciliation Strategy and Leadership.

iii. Further work

The gender balance of our Indigenous staff is at near parity (5:6 M:F). To increase numbers of Indigenous staff of all genders across the university, we need to implement targets, actions and strategies of the RAP and the Indigenous Strategies.

We acknowledge that STEMM needs dedicated effort. Any scholarship, fellowship or position that targets women in STEMM must ensure that it considers the cultural needs of Indigenous Australian women, and will actively seek applications from diverse candidates, including Indigenous women.

Additionally, actions identified in earlier sections of this application need to consider cultural appropriateness. For example, the cultural appropriateness of providers selected to deliver childcare and school holiday programs will be critical to ensuring programs are equally beneficial to Indigenous Australian staff/students. Likewise, mentoring programs must be assessed for cultural appropriateness and relevance, both in terms of the program itself and any mentor assigned.

Embedding cultural considerations into all university recruitment and development activities will contribute to achieving the ambitious targets committed to in the RAP, and increase the diversity of women in STEMM. We will work to understand the unique gender needs of Indigenous people through increased consultation. This will enable practical actions identifying what we can do to remove barriers and enable success.

Ref No.	Actions planned: Embracing Intersectionality
9.5	<p>Support recruitment, retention and advancement of Indigenous Australians</p> <p>i. Implement all ELEVATE RAP 2017-2019, targets and initiatives Including:</p> <ul style="list-style-type: none"> • Implement the Indigenous Employment Strategy • Organise a gender sensitive elders in residence program <p>Implement individualised professional development for all current Aboriginal and/or Torres Strait islander employees, including provision of funding equivalent to 20% of the employee's base salary.</p>
9.6	<p>Increase numbers of Aboriginal and Torres Strait Islanders completing our STEMM degrees</p> <p>i. Implement and enhance support for current students to maximise their chance of successfully completing qualifications.</p> <p>ii. Identify high potential Aboriginal and Torres Strait Islander students completing certificate and/or diploma level qualifications and actively encourage them to upgrade to degrees and postgraduate qualifications.</p> <p>iii. Include a specific focus on STEMM in our current Aboriginal and Torres Strait Islander student recruitment strategy</p> <p>iv. Explore feasibility of Aboriginal and Torres Strait Islander student scholarships in STEMM.</p>
9.7	<p>Ensure cultural appropriateness of all programs and interventions aimed at increasing women in STEMM</p> <p>i. Explore and define needs of Aboriginal and Torres Strait Islander women and build these requirements into women only roles in STEMM.</p> <p>ii. Apply a cultural lens to all professional development, mentoring or advancement opportunities to actively encourage Aboriginal and Torres Strait Islander women to apply.</p>
9.8	<p>Ensure cultural appropriateness is considered when offering employee benefits</p> <p>i. Consult with appropriate people regarding cultural requirements (e.g., people from culturally and linguistically diverse backgrounds and Indigenous Australians) when considering employee benefits.</p> <p>ii. Ensure any partners engaged by Swinburne are aware of and trained in Aboriginal and Torres Strait Islander services.</p>

9. FURTHER INFORMATION OF THE INSTITUTION

Recommended word count: **500 words**

Actual word count: **0 words**

Refer to Page 28 of the Handbook

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

Athena SWAN SAGE Action Plan 2018-2021

This Action Plan was created by the Swinburne community, students and staff, across 6 working groups and 1 steering committee. Actions were generated via a series of workshops, open forums, brainstorming, data analysis, story finding, flip-charting, affinity mapping activities and steering committee meetings.

The plan acknowledges pre-existing University strategies and plans and connects to our 2025 Strategy, People and Culture Strategy 2018-2020, and Gender Equality Strategic Action Plan 2018-2020 (*in draft*), as well as our ELEVATE RAP, SWAN activities and Diversity and Inclusion framework (*in draft*).

The Vice-Chancellor, Senior EG and SAT have endorsed the action plan and commit to implementing the actions and revising/contextualising sections as appropriate throughout the 4-year process. Progress updates will be available to Senior EG and on the SAGE @Swinburne intranet site. The aim is that as one organisation, we actively support the advancement of women in STEM and continue to build inclusive and equitable cultures for the Swinburne community.

Action Plan Structure:

The action plan is divided into 11 themes that came out of our working group activities related to the SAGE application sections. These are:

- 1 Recruitment and On-boarding;
- 2 Academic Promotion;
- 3 Career Support;
- 4 Managing Career Breaks, Childcare and Carer's Support;
- 5 Flexibility and Workload;
- 6 Organisation and Culture;
- 7 Manager Training;
- 8 Systems, data, policy, reporting, governance frameworks;
- 9 Facilities;
- 10 Embracing Intersectionality; and
- 11 Monitoring and Evaluation.

Highest priority actions are marked ***

GLOSSARY OF TERMS

Acronym	Definition
VC	Vice-Chancellor
DVC R&D	Deputy Vice-Chancellor Research and Development
DVC A	Deputy Vice-Chancellor Academic
PVC FSET	Pro-Vice Chancellor Faculty of Science, Engineering and Technology
PVC FHAD	Pro-Vice Chancellor Faculty of Health, Arts and Design
PVC FBL	Pro-Vice Chancellor Faculty of Business and Law
VP Students	Vice-President Students
COO	Chief Operations Officer
VP P&C	Vice President People and Culture
CFO	Chief Finance Officer
VP E	Vice President Engagement
DVC PAVE	Deputy Vice-Chancellor Pathways and Vocational Education
DVC Sarawak	Deputy Vice-Chancellor, Sarawak Campus

Ref No.	Rationale for Action	Specific Action	Timeframe		Responsible	Success Criteria and/or Outcome
			Start	End		
THEME 1. Recruitment and Onboarding						
1.1	Lower than national average proportion of women in STEM at Swinburne - especially in School of Engineering & School of Software & Electrical Engineering, and Engineering and Technology areas of PAVE.	<p>Offer women-only positions in STEMM</p> <p>i. Continue Women in STEMM Fellowships: appoint at least 4 more over 4-year plan, subject to funding.***</p> <p>ii. Implement temporary women-only positions for standard Research & Teaching academic STEMM roles as they become available in STEMM. ***</p> <p>iii. Implement temporary women-only PAVE teaching roles as they become available minimum 4 over 4-year plan.***</p> <p>iv. Expand existing women in STEMM mentoring and networking programs to support the retention and advancement of all women in STEMM at Swinburne.</p>	JULY 2018	DEC 2021	DVCR&D (i) PVC FSET (i, ii) PVC FHAD (i, ii) PVC FBL (i, ii) DVC PAVE (iii) DVC A (ii) VP P&C (iv)	<ul style="list-style-type: none"> At least 4 Women in STEMM fellows appointed. Women-only positions appointed and our STEMM gender ratio exceeds national average. Network of support established. Departments welcome and support women-only appointments, demonstrated by increasing Your Voice gender equality results from 86% to 90% overall, and specifically greater than 90% in all 3 faculties). Achieve national proportion of women in STEMM within Swinburne's STEMM disciplines.
1.2	We do not currently report and monitor on gender ratios of staff (total number in, leadership, recruitment). Gender KPIs exist but not specifically in STEMM. Application of gender equity strategies to underpin all hiring practices. Gender KPIs exist but not specifically in STEMM. Application of gender equity strategies to underpin all hiring practices.	<p>Report and monitor on organisation gender ratios</p> <p>i. Establish specific gender KPIs for STEMM leadership and STEMM staff ratios.***</p> <p>ii. Use gender dashboards to report and evaluate this against gender statistics with KPIs for EG. ***</p> <p>iii. Annually report and monitor against broader gender equity scorecard, specifically in recruitment activity.</p> <p>iv. Monitor and report gender of nominated (targeted) hires annually and application of gender equity strategies in these processes.</p>	JULY 2018	DEC 2019 (then ongoing)	Senior EG (i, ii, iv) PVC FHAD (i, ii) PVC FBL (i, ii) PVC FSET (i, ii) COO (i, iii) VP P&C (i, iii, iv)	<ul style="list-style-type: none"> Noticeable closing of gender gap in gender ratios. Increased proportion of women hired in STEMM positions. 5% improvement in responses to recruitment fairness (65% to 70%) questions in Your Voice survey. Increase Your Voice gender equality results from 86% to 90% satisfaction. Increase Your Voice recruitment results by 3%. Increase Equity & Inclusion recruitment results from 79% to 85%. Analysed E&I survey results and assessed progress based on actions taken since last survey. Increase Your Voice recruitment results by 3%. Increase Equity & Inclusion recruitment results from 79% to 85%. Analysed E&I survey results and assessed progress based on actions taken since last survey.

Ref No.	Rationale for Action	Specific Action	Timeframe		Responsible	Success Criteria and/or Outcome
			Start	End		
THEME 1. Recruitment and Onboarding						
1.3	Key career transition points need deeper analysis. These include STEMIM fixed-term to ongoing positions, lecturer to senior lecturer and to professoriate positions.	<p>Investigate key career transition points</p> <p>i. Analyse key transition points from STEMIM fixed term to ongoing positions, and across the academic classification levels and develop actions to mitigate barriers for women's advancement.</p>	MARCH 2019	OCT 2019	VP P&C(i) PVC FHAD (i) PVC FBL (i) PVC FSET (i)	<ul style="list-style-type: none"> Analysis completed and actions designed.
1.4	<p>The current fragmented recruitment process & lack of hiring manager accountability potentially disadvantages women.</p> <p>Blind recruitment can create a more 'level playing field' for women and ethnic minorities who may otherwise be overlooked by selection panels.</p> <p>Diversification of our applicant pool will result in greater diversity of our teams and will promote us as an inclusive employer to current and prospective employees.</p>	<p>Develop a comprehensive end-to-end recruitment process to support gender equity and diversity in STEMIM</p> <p>i. Support faculties in all recruitment processes across all contract types (casual, fixed term, ongoing).</p> <p>ii. Implement training for all recruitment panel members to mitigate unconscious bias, and embed strategies into all recruitment processes.</p> <p>iii. Monitor and report on gender ratios throughout the recruitment process.</p> <p>iv. Trial blind recruitment process in STEMIM areas, and evaluate and report on success.</p> <p>v. Actively seek and build an external talent pool of diverse women in STEMIM including:</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander talent. People living with disability talent. <p>vi. Expand advertising of vacancies to peak bodies and other networks (e.g. Pride in Diversity, EA Women in Engineering).</p>	JULY 2018	JULY 2019	VP P&C (i-vi)	<ul style="list-style-type: none"> Identification of baseline of proportion of applicants, shortlist and offers. Improvement of applicant and shortlist gender ratios in STEMIM. Your Voice survey recruitment results increased. Your Voice survey diversity and inclusion results increased. Equity & Inclusion recruitment fairness results increased from 73% to 76%. Increased application rate of employees from diverse backgrounds targeting: 1.1% for Aboriginal and Torres Strait Islander staff; 9.76% for people living with disability; and 30% women in STEMIM.

Ref No.	Rationale for Action	Specific Action	Timeframe		Responsible	Success Criteria and/or Outcome
			Start	End		
THEME 1. Recruitment and Onboarding						
1.5	Focus groups highlight success of SWAN networking program. However not all new starters know the program. Only 50% staff new staff receive local induction.	<p>Review and improve visibility and content of University-wide and local on-boarding processes</p> <ul style="list-style-type: none"> i. Train managers in on-boarding staff to effectively induct new staff and provide relevant information to support career development. ii. Implement buddy system - all new starters assigned a buddy during induction process. iii. Offer mentor for STEM women in fixed term & ongoing academic and technical support positions.*** 	JULY 2018	DEC 2019	VP P&C (ii, ii, iii)	<ul style="list-style-type: none"> • Increase in new starters receiving local induction and satisfaction with local induction process (from 79% and 77% respectively, to 85% in the Equity and Inclusion survey (by Dec 2021)). • All new starters assigned buddy from July 2019. • All academic and technical support STEM women offered to participate in the mentor program by July 2019.
1.6	Our sessional recruitment processes vary. Consistency is required to get the best outcomes for staff and students and ensure diversity of staff.	<p>Investigate and support sessional engagement</p> <ul style="list-style-type: none"> i. Document and review current state in selected area (systems, processes) for engagement of sessional workforce and develop recommendations for consideration. ii. Implement recommendations in selected area and review post-implementation. Project scope includes recruitment; on-boarding, training & development. iii. Use 2017 sessional cohort as baseline for diversity demographics. 	DEC 2017	DEC 2021	PVC FBL (i, ii, iii) PVC FHAD (ii, iii) PVC FSET (ii, iii) DVCA (i, ii, iii) VP P&C (i, ii, iii)	<ul style="list-style-type: none"> • Recommendations implemented across all areas. • Greater diversity in sessional staff.

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THEME 2: Academic Promotion						
2.1	Need to maintain full support of women through academic promotion process. Intersectionality affects promotion. Promotion guidelines seen as unfair and lacking transparency by some staff.	<p>Support staff through Academic Promotions process</p> <ul style="list-style-type: none"> i. Maintain support for the SWAN program, with specific focus on support for Academic level A. ii. Determine assistance required by ethnic minorities and care givers and propose and implement appropriate support. iii. Review and update promotion guidelines incorporating E&I survey feedback. iv. Provide guidelines on how to apply the term 'eminence' in Level E academic promotion applications for candidates and promotion panel members. Investigate what activities lead to eminence and gender representation of staff involved in these. v. Provide more appropriate and useful promotion feedback to staff on the outcomes of their promotion application. 	(Continue 2014 SWAN program) JULY 2018	JULY 2019	DVCA (i-iv) DVC R&D (i-iv) VP P&C (ii, iii, v) Promotions Committee (v)	<ul style="list-style-type: none"> • 5% improvement in promotion perception from Equity and Inclusion survey (up from current 58% rate). • Level A academic STEM women applying for academic promotion at same rate as men. • Updated academic promotion guidelines implemented.
2.2	Annual appraisal rarely includes career development and promotion advice. No consistent career support provided to staff returning from career breaks.	<p>Incorporate promotion advice in career conversations</p> <ul style="list-style-type: none"> i. Ensure academic promotion discussion occurs during career development conversations, as part of YPD process, especially staff returning from career breaks. ii. Provide supporting documentation and training for managers on effective career conversations.*** 	JULY 2018	JULY 2019	PVC FHAD (i) PVC FBL (i) PVC FSET (i) VP P&C (ii)	<ul style="list-style-type: none"> • 5% improvement in perception of academic promotion guidelines, especially by ethnic minorities in E&I Survey. • 5% improvement in perception of effectiveness of promotion feedback in E&I Survey. • Supporting documentation and training provided to managers.

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THEME 3: Career Support						
3.1	<p>ECRs are a vital career transition point and dedicated support of ECRs is needed to ensure we have more women in STEMM.</p> <p>We currently offer a range of training programs but do not evaluate their effectiveness for ECRs.</p> <p>Most ECRs are post-doctoral researchers, however we have a number of ECRs in Teaching and Research roles. These staff potentially miss out on researcher-focused support opportunities.</p> <p>ECRs returning from career breaks will often feel disadvantaged as their research momentum has slowed.</p>	<p>Review and improve ECR career support</p> <p>i. Investigate what sort of career support our ECRs desire to identify their needs.</p> <p>ii. Evaluate all ECR training programs (including monitoring attendance) to ensure it meets ECR needs.</p> <p>iii. Provide guidance/resources to line managers of ECRs regarding career support and advice (including research transition plans related to career breaks, research options etc).</p> <p>iv. Provide targeted career support and guidance for early career researchers (ECRs) in Teaching and Research roles.</p> <p>v. Mimic ARC extension to ECR status by 2 years per child for primary carers. Implement into Swinburne research activities (e.g. ECR status in academic workload model; access to ECR scholarships and seed funding).***</p>	<p>JULY 2019</p> <p>JULY 2020</p> <p>Ongoing with annual review</p>	<p>DVCR&D (i-v)</p> <p>DVCA (i-iv)</p> <p>VP P&C (i)</p>	<ul style="list-style-type: none"> Increase E&I Survey results related to career breaks and career support from 51% to 55%. Training programs evaluated with system implemented. Guidance for ECR managers produced and implemented. Targeted support and guidance for ECR staff developed and implemented. Introduced process and policy to mimic ARC extension. All ECRs receive extension on research allocation allowance with 2 years per child if primary carer. 	
3.2	<p>Academics desire effective mentors to provide career and personal guidance (indicated by qualitative results in E&I survey, particularly with respect to research guidance).</p>	<p>Improve the mentoring program</p> <p>i. Provide a comprehensive program to support academics at different levels across the academic pipeline.</p> <p>ii. Provide a targeted women in STEMM mentoring program connecting to SWAN new career support program, with focus on specific career phases, career breaks, carers leave.</p>	<p>JULY 2018</p> <p>JULY 2019</p>	<p>DVCA (i, ii)</p> <p>VP P&C (i, ii)</p>	<ul style="list-style-type: none"> Improvement in academics' experience of mentoring in E&I survey with and more women accessing mentors (37% to 42% access to mentors). 	

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THEME 3: Career Support						
3.3	<p>While we run comprehensive grant writing support programs through our Research office, women in STEM are applying for grants at far lower rates than men.</p> <p>Our data collection of demographics of grant applications and success is incomplete.</p>	<p>Provide effective grant application development and support</p> <p>Improve women in STEM's representation in grant applications & success rates by:</p> <ol style="list-style-type: none"> Expanding the SWAN program to include a third stream providing research grant application support for women. Evaluate current grant writing support programs and their effectiveness in supporting women in STEM. Implement systematic data collection of grant application and success demographic data to track our progress. 	MARCH 2019	MARCH 2020	DVCA (i) DVC R&D (i) COO (iii)	<ul style="list-style-type: none"> SWAN supported until 2021. SWAN introduces 3rd program by 03/20. Surveys of program participants indicates 70% satisfaction. Increase grant success for women in STEM from 20% to 30% across Category 1-4 grants. Systematic data collection implemented and reported annually to DVC R&D.
3.4	<p>E&I Survey show staff are not having effective career conversations and YPD framework is not widely used to support this.</p>	<p>Equip line managers to have effective career conversations</p> <ol style="list-style-type: none"> Create and implement capability framework to support career development conversations. Enhance the University's performance development processes to attract academic STEM participation and to ensure regular effective conversations occur. Ensure managers are trained to properly support their staff. 	JULY 2018	DEC 2021	VP P&C (i, ii, iii) DVC R&D (i) DVC PAVE (i) DVCA (i) PVC FSET (iii) PVC FHAD (iii) PVC FBL (iii) All Senior EG (iii)	<ul style="list-style-type: none"> YPD participation rates to increase (from 49% to 60% for all staff; from 35% to 45% for academic STEM staff). Your Voice performance appraisal results increase from 59% to 65%.

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THEME 4: Managing Career Breaks; Childcare and Carer's Support						
4.1	<p>Only 8% of Swinburne academic staff feel childcare options are sufficient.</p> <p>We do not know what childcare options have the greatest demand (pre-school, primary school or curriculum day/occasional care needs).</p> <p>Staff are not aware of all childcare options currently available.</p> <p>Some staff find it difficult to get into Swinburne childcare centres and it is unclear how the centres prioritise Swinburne people.</p>	<p>Support childcare options at Swinburne</p> <p>i. Effectively communicate and regularly promote childcare offerings, evaluate usage satisfaction annually and adjust offerings for continuous improvement.</p> <p>ii. Investigate, identify and evaluate which childcare options have the greatest demand across all campuses.</p> <p>iii. Continue support for our newly established childcare options – the School holiday program and parents feeding rooms.</p> <p>iv. Investigate how 'priority' access is provided to our Swinburne associated childcare centres and ensure this meets our needs.</p>	JULY 2018	DEC 2021	VP P&C (i, ii, iii) COO (i, ii, iii, iv) VP STUDENTS (i, ii)	<ul style="list-style-type: none"> The School holiday program is a thriving success providing employee and student benefit. Achieve minimum enrolments as per business case, during school holiday program. E&I survey responses indicate 30% satisfaction with childcare options (up on current 8%). A clear strategy that caters for childcare needs of our staff.
4.2	<p>Career interruptions slow the advancement of our academics' careers.</p> <p>Staff find it difficult to travel for research related events when they have carer responsibilities.</p> <p>Conversations about maintaining research productivity while on parental/carer's leave and/or returning from such leave are not always taking place.</p>	<p>Supporting the academic careers of carers</p> <p>i. Continue Academic Carer's Financial Assistance (ACFA) scheme, supporting research productivity impacted by carers/parental leave breaks. Run annually between 2018-2021; monitor effectiveness and impact on recipients' career trajectories.***</p> <p>ii. Update travel policy to enable parents to take dependants with them whilst working.</p> <p>iii. Provide guidance and support for line managers and academics prior to parental or carers leave, to have plans in place for their research to continue via collaboration support or other avenues whilst on leave.</p> <p>iv. Investigate and recommend options for covering academics' duties beyond teaching while on parental leave which could include an RA to continue some of the research and service duties.</p>	Started NOV 2017	DEC 2021	DVCA (i, iv) COO (ii) VP P&C (ii, iii) DVC R&D (iii)	<ul style="list-style-type: none"> Positive feedback from academics on the value of the ACFA scheme. Travel policy updated and easily accessible and understood. Options identified for covering academics' duties whilst on leave.

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THEME 5: Flexibility and Workload						
5.1	Swinburne has a <i>Flexibility@Swinburne</i> program but awareness and local implementation varies.	<p>Embrace flexibility</p> <ul style="list-style-type: none"> i. Develop a clear statement on what flexibility entails at Swinburne. ii. All roles at Swinburne to be offered flexibly, where practical.*** iii. Equip managers and teams with the skills to understand the benefits of flexibility and how to make it work and update available resources. iv. Effectively communicate flexible working options for staff returning to work after career break. v. Devise and implement a communications strategy to raise awareness of all types of flexible working and employment benefits. vi. Communicate the technology and associated processes which support flexible working arrangements (e.g. remote access to all required tools and systems) and evaluate effectiveness of this support. vii. Collect and report on uptake of all types of flexible work options. 	FEB 2019	DEC 2020	COO (vi) VP P&C (i, ii, iii, iv, vii) VP Students (iv, v)	<ul style="list-style-type: none"> • Your Voice flexibility question increases by 6% from 64% to 70%. • 5% improvement in Workload results (47% to 52%) in next Your Voice survey and 5% in worklife/balance results (68% to 73%). • 75% baseline satisfaction with digital support for flexible working (feedback survey to be designed and implemented). • Start to see new roles taken up flexibly. • Applicants will be attracted to Swinburne's flexibility approach.
5.2	Whilst we have a parental leave information kit, other forms of leave, and how to access them are unclear for staff.	<p>Clearly articulate and communicate leave options to all staff</p> <ul style="list-style-type: none"> i. Launch the newly updated parental leave information kit to provide access to necessary information for people leaders and staff. ii. Regularly clearly articulate and communicate other leave entitlements for staff (e.g. including parental leave for all gender identities). iii. Clearly articulate and communicate personal leave for gender transitioning and return to work. iv. Profile and share stories of staff who access different types of leave and the impact of this leave. 	MARCH 2019	DEC 2019	VP P&C (i-iv) VP Students (i-iv)	<ul style="list-style-type: none"> • Greater uptake by all gender identities of parental leave. • Employee satisfaction with leave kit is 75%.

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THEME 5: Flexibility and Workload						
5.3	Swinburne offered Parental Leave to all genders from Oct 2016, however some of our policies and systems still refer to maternity and paternity leave.	<p>Promote parental leave to all genders</p> <p>i. Ensure gender-neutral language is associated with parental leave in all our systems and policies; communicate updated terminology to staff (e.g. replacement terms for maternity and paternity leave given parental leave is available to all genders).***</p>	JULY 2018	OCT 2018	VP P&C (i)	<ul style="list-style-type: none"> All HR policies and systems updated.
5.4	Academic workload analysis shows that women academics are allocated 50% more leadership and service than men. Men have a higher research allocation.	<p>Supporting equitable academic workload allocation</p> <p>i. Undertake a detailed investigation into the reasons for gender disparities in the academic workload model (AWM) and make recommendations to ensure no barriers to career progression for women occur, as a result of AWM allocation.***</p>	JULY 2019	DEC 2019	DVCA (i) DVC R&D (i) PVC FHAD (i) PVC FBL (i) PVC FSET (i) VP P&C (i)	<ul style="list-style-type: none"> Detailed analysis of AWM service loads and recommendations for resolution.

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THEME 6: Organisation and Culture						
6.1	We have many programs and policies related to diversity, but no overarching diversity and inclusion governance framework.	<p>Implement a Diversity and Inclusion Framework</p> <ol style="list-style-type: none"> i. Create and implement a Diversity and Inclusion (D&I) framework. ii. Establish appropriate staff framework training including being inclusive and valuing diversity. Focus on intersectionality; inclusive culture, gender equity, diverse sexes, sexual orientations and gender identities, Indigenous Australians and accessibility, cultural linguistic and religious diversity, intergenerational workforces and financial inclusion. iii. Implement a version of the Male Champions of Change in STEM program with key leaders involved (including Executive Group) to lead change relating to D&I framework. 	JULY 2018	DEC 2020	VP P&C (i-iii) VP Students (i) All Senior EG (iii)	<ul style="list-style-type: none"> • Framework implemented. • 75% diversity and inclusion targets met. • Diversity training programs implemented. • Minimum 75% satisfaction rate for diversity training programs. • E&I survey results indicate 5% improvement in response to “my working environment is a great place for women to work” (70% to 75%) and “people of all genders are offered equal access to various career opportunities” (62% to 67%) and “my workplace is a great place for people that don’t identify as male or female to work” (41% to 46%). • Maintain above 90% male responses to Your Voice survey gender equality questions, following implementation of MCC in STEM program.
6.2	Visible role models have been demonstrated to encourage people who identify with various groups to be confident in who they are and to pursue and develop their career within an organisation.	<p>Foster role model visibility</p> <ol style="list-style-type: none"> i. Monitor the gender identity of seminar and colloquia speakers in schools and departments across Swinburne and report annually. ii. Implement Jenny Martin’s “rules of organising a gender balanced conference”. Create and implement gender balance checklist for conference organisers. iii. Implement the Panel Pledge for all Swinburne funded and hosted conferences and events. Swinburne staff to take the panel pledge also. 	JULY 2019	DEC 2021	DVCA (i-iii) DVC R&D (i-iii) PVC FHAD (i-iii) PVC FBL (i-iii) PVC FSET (i-iii) VP P&C (i-iii)	<ul style="list-style-type: none"> • System to capture data efficiently and effectively implemented, introduced and utilised by schools. • E&I survey results regarding visible role models (“I feel my working environment has people of all genders as visible role models” increases from 60% to 65%), and “Perception of equality of treatment in my dept with sourcing of in-house guest speakers” increases from 73% to 78%. • Seminars and colloquia hosted at Swinburne achieve or exceed national average for gender diversity in their discipline.

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THEME 6: Organisation and Culture						
6.3	<p>Survey results show staff are experiencing inappropriate behaviours at higher rates than what is reported.</p> <p>We need to address this with greater support for reporting and early intervention.</p>	<p>Addressing inappropriate behaviours</p> <p>i. Enhance our current workplace behaviours training with additional training specifically for teams - pilot this and offer to all disciplines and across university as appropriate. Include intersectionality lens.</p> <p>ii. Implement Contact Officer program across the University to assist early intervention and support (including bystander training).</p>	MARCH 2019	DEC 2021	VP P&C (i, ii)	<ul style="list-style-type: none"> • Team training regarding appropriate workplace behaviours implemented and evaluated. • Reduction in personal experience of inappropriate behaviours. • In Your Voice survey, maintain or exceed awareness of mechanisms to deal with inappropriate workplace behaviours at 80% or above. • Contact officer program implemented with supporting tools and training.
6.4	<p>There have been reports specifically from students about gendered language used in courses that make them uncomfortable.</p>	<p>Adopt gender-neutral course content</p> <p>i. Create guidance (tools/resources) and professional development program to upskill and enable gender-neutral course content preparation by Swinburne staff (building on existing gender neutral language pilot that is underway in the Engineering Practice Academy).</p> <p>ii. Update content in HR compliance module titled <i>'Working Together'</i> to adopt gender-neutral language and how it is applied in our teaching practices.</p> <p>iii. Assess implementation of gender-neutral course content, in Education and Quality Services (EQS) assessment of units.</p>	Started in the Academy SEPT 2017	DEC 2020	DVCA (i, iii) VP P&C (i, ii)	<ul style="list-style-type: none"> • Tools available and utilised. • Training available and utilised. • Routine part of EQS unit assessment process. • HR compliance module updated.

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THEME 7: Manager Training						
7.1	<p>SAGE pilot highlighted our line managers require upskilling in people management in order to have effective development and career conversations that support an inclusive culture. This capability gap is exacerbated when the employee is from a diverse background, and report they do not feel comfortable being themselves at work.</p> <p>Upskilling is needed in areas of: standard HR processes, staff induction, performance planning and appraisal, transition points in staff careers, flexibility, career development and building team culture.</p>	<p>Develop effective manager training</p> <p>i. Design, pilot and implement a series of development programs, communications and promotions for leaders, specifically:</p> <ul style="list-style-type: none"> A leadership induction program that clarifies expectations of leaders and introduces the processes they are required to execute. People management capability programs to upskill in coaching conversations, giving and receiving feedback, managing performance Specific capability tools, information and programs on gender diversity and LGBTIQ+ inclusion at work. <p>ii. A range of learning modes will be employed including face-to-face development, webinars, online learning and AR/VR technology meet various learning styles.</p>	MAY 2018	JULY 2019	VP P&C (i; ii)	<ul style="list-style-type: none"> All training types implemented, evaluated and become part of BAU. Improved perceptions of leadership capability as evidenced by the following improvement in a second rollout of our E&I survey with: <ul style="list-style-type: none"> - 3% improvement in response to the question - "did you receive a local induction?" (50% to 53%), - 3% improvement in response to the question "did your manager talk to you about career development?" (52% to 55%) and, - 3% improvement in response to the question "did your manager talk to you about flexible working arrangements" (44% to 47%). Our inaugural participation in the 2018 <i>Australian Workplace Equality Index</i> survey creates a baseline for inclusion experiences for LGBTI and transgender staff.

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THEME 8: Systems, Policy, Reporting, Data, Frameworks						
8.1	Level E women in STEM leave the organisation at twice the rate of men (though numbers are small). Without exit interviews we cannot fully understand why.	<p>Implement Staff Exit interviews</p> <ul style="list-style-type: none"> i. Implement staff exit interviews and surveys, and monitor and report on departure reasons, by gender and STEM/non-STEM. ii. Use information to improve retention, job satisfaction and support of staff as appropriate. 	JULY 2018	MARCH 2019	VP P&C (i-ii)	<ul style="list-style-type: none"> • All exiting employees offered an exit interview. • 50% response rate for exit interviews. • Retention improves.
8.2	Our pay gap analysis by academic classification level is currently quite crude. The initial appointment level of academics can have long-term impact on the gender pay gap.	<p>Conduct detailed pay gap analysis</p> <ul style="list-style-type: none"> i. Undertake detailed and transparent reporting of our gender pay gap*** ii. Align with WGEA's approach to pay gap analysis and identify corrective systemic actions required to close pay gap, which may include financial increases, targets for female hires, and gender targets in our succession planning processes. iii. Determine Executive Group member KPIs for closing the gender pay gap, connected to targets for proportions of women in senior leadership roles and achieve these targets.*** iv. Develop transparent reporting processes of the salaries paid outside of standard classification system, including performance-based contracts (PBC) and loadings and market rate allowances for non-PBC academic salaries. 	JULY 2018	NOV 2018	VP P&C (i-iv) All Senior EG (iii)	<ul style="list-style-type: none"> • Baseline gender pay gap analysis complete. • Annual gender pay gap reporting implemented. • KPIs reported to VC Executive Group and Council. • Gender pay gap decreases.

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THEME 8: Systems, Policy, Reporting, Data, Frameworks						
8.3	<p>You can't be what you can't see</p> <p>Our diversity reporting is incomplete. We do not currently track staff demographic data in our systems consistently.</p>	<p>Incorporate diversity identifiers in our systems</p> <ol style="list-style-type: none"> Use fields in current HR systems to collect data that staff which to share and improve data metrics and reporting capabilities on all aspects of diversity and inclusion. Embed demographic fields from Diversity and Inclusion framework to collect, analyse and report on staff diversity. Conduct a staff census asking them to self-select diversity identifiers. Update the gender equality strategic action and maintain KPIs on equal gender representation in senior leadership positions by 2020, with a specific target of 30% (from 21%) female representation in STEM leadership. Profile a variety of gender identities as STEM role models to encourage and embrace diversity. 	<p>Started OCT 2017</p>	<p>JULY 2019</p>	<p>VP P&C (i-v) COO (i, ii, iii) All Senior EG (iv) PVC FBL (v) PVC FHAD (v) PVC FSET (v)</p>	<ul style="list-style-type: none"> System in place to collect and report on staff diversity. Measure diversity attributes of workforce demographic. Staff census conducted. Staff gender identity stories communicated and promoted.
8.4	<p>There is insufficient data available regarding the effectiveness of training and research related programs offered internally. This makes it difficult to ensure that they appropriately support the development needs of our staff, especially women in STEM and ECRs.</p>	<p>Evaluate effectiveness of academic staff training</p> <ol style="list-style-type: none"> Implement system to report on uptake of training. Monitor and evaluate effectiveness (quality) of academic, research and teaching training programs offered by Swinburne Research and LTU. Use results to address gaps and recommend actions. 	<p>JULY 2019</p>	<p>DEC 2021</p>	<p>DVC R&D (i, ii, iii) DVCA (i, ii, iii) COO (i, ii)</p>	<ul style="list-style-type: none"> Effective system to monitor uptake of training programs in place. Achieve at least 75% satisfaction in quality and effectiveness of training programs. Targeted training for ECRs and women in STEM with satisfaction of at least 75%.

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THEME 8: Systems, Policy, Reporting, Data, Frameworks						
8.5	<p>While a number of action plans have been developed for inclusion and diversity, a lack of clear reporting lines, governance and accountability has made tracking progress and effectiveness of these plans.</p> <p>A strong governance and reporting structure is required for inclusion and diversity to maximise outcomes.</p>	<p>Establish a university-wide inclusion & Diversity leadership group</p> <p>i. Establish an Inclusion and Diversity Leadership Group (IDLG) to oversee delivery of the Inclusion and Diversity. IDLG will comprise the Diversity Manager, at least one EG member and representative voices from each of the diversity portfolios; and will report framework progress to EG every 6 months.</p> <p>ii. Establish governance framework which embraces SAGE, SWAN, Multicultural Charter, RAP, and implement reporting mechanisms and requirements.</p>	JULY 2018	DEC 2018 (ongoing)	VP P&C (i; ii) VP Engagement (ii)	<ul style="list-style-type: none"> • Clear governance structure for Inclusion and diversity is in place with representation across the University. • IDLG is established with reporting mechanisms back to EG. • IDLG monitors progress against Executive KPIs on Inclusion and Diversity. • Better equal opportunity for all results in Your Voice survey moving from 71% to 75%.
8.6	<p>While policy and procedures include all Swinburne employees, no review has been undertaken to ensure that the unique needs of diverse employees are considered and inclusive language is used.</p>	<p>Update organisational policies incorporating inclusion and diversity</p> <p>i. Review and update all policies (P&C, Finance, Payroll, Integrity, Risk etc) to ensure an intersectional approach.</p> <p>ii. Implement a biennial policy review and benchmark our policies against appropriate organisations; update where necessary.</p> <p>iii. Explicitly include detailed references to transgender and gender diverse staff in policies to include and educate all.</p>	OCT 2018	JULY 2019 (ongoing review)	VP P&C (i-iii) COO (i-iii)	<ul style="list-style-type: none"> • Policies updated. • Meet benchmark policy status as defined by independent peak bodies (e.g. Pride in Diversity, Transgender Victoria, Australian Network on Disability).

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			Start	End		
THEME 8: Systems, Policy, Reporting, Data, Frameworks						
8.7	The SAGE discovery process revealed that while we systematically collect information on formal complaints, informal complaint information is not consistently collected. Also, complaints are not cross referenced with other relevant data (including Student complaints against staff, Workcover complaints, excessive absenteeism, survey results).	<p>Improved reporting and analysis of inappropriate behaviours</p> <p>i. Develop an integrated system of complaints management, from informal local resolution to formal complaints processes. Staff and students are in scope. Consider numbers of issues raised about sexual harassment, bullying, discrimination and harassment claims and outcomes. Correlate with Health and Safety indicators (WorkCover Claims, lost time injury frequency rates, absenteeism rates) and Voice engagement survey results (and other survey results).</p> <p>ii. Leverage our “Respect now Always” student campaign for staff through online training modules and awareness campaigns.</p> <p>iii. Regularly monitor and report on inappropriate behaviours to EG and Council, (formal and informal complaints) and recommend actions to address the issues.</p>	JULY 2019	DEC 2020	VP P&C (i, ii, iii) COO (i) VP Students (i, ii)	<ul style="list-style-type: none"> E&I Survey results relating to satisfaction rates of action taken regarding inappropriate behaviours increased from 44%. Lower rates of inappropriate behaviours experienced (refer Table 29). Improved views of culture in qualitative responses in Your Voice survey.
8.8	We lack PhD student perceptions of equity and inclusion and thus an understanding of their lived experiences, what they need and what Swinburne can do to improve their experience.	<p>Run a PhD student equity and inclusion survey</p> <p>i. Design, develop, implement and analyse survey data regarding PhD student equity and inclusion perceptions.</p> <p>ii. Identify actions and determine actions to better support our students.</p>	MARCH 2019	DEC 2019	DVC R&D (i, ii) VP Students (i, ii)	<ul style="list-style-type: none"> Survey run. Actions determined. Student satisfaction around E&I improves.

Ref No.	Rationale for Action	Specific Action	Timeframe		Responsible	Success Criteria and/or Outcome
			Start	End		
THEME 9: Embracing Intersectionality						
9.1	Our current processes to support people who affirm their gender are disconnected and rely on the capability and good will of individual stakeholders.	<p>Supporting transgender people in transition</p> <p>i. Develop stakeholder specific education, awareness and guidelines to enable IT, payroll, facilities and other relevant stakeholders to efficiently execute processes that support transgender employees. This is to include a clear policy identifying steps required to support transgender people (staff, students and external partners), those considering gender affirmation, are in the process of transitioning, and are post-transition.</p>	JULY 2018	JULY 2019	VP P&C (i)	<ul style="list-style-type: none"> Transitioning employees can arrange all system and process requirements through one central contact. Process developed and implemented in IT and payroll systems required as a result of gender affirmation.
9.2	A lack of awareness and understanding of transgender issues has the potential to result in the harassment and/or bullying of transgender people.	<p>Raise awareness of transgender issues</p> <p>i. Raise overall staff awareness of transgender issues and inclusion through:</p> <ul style="list-style-type: none"> Updating our Bullying and Harassment policy and related training programs to include relevant statements about discrimination against transgender and gender diverse people, including explicit inclusion of mis-gendering as a form of inappropriate behaviour. Developing education tools to increase awareness and competence across the university about the needs of transgender staff and students. 	MARCH 2019	DEC 2019	VP P&C (i)	<ul style="list-style-type: none"> Bullying and Harassment policy updated, published and communicated. At least one scenario in bullying and harassment training programs relates to transgender and/or gender diverse issues. Education tools, including guidelines, intranet information and training are published and accessible, particularly for academics teaching transgender or gender diverse students and managers of transgender or gender diverse employees.
9.3	There are no formal support mechanisms for people who identify as transgender, thus the level of support available is ad hoc and difficult to find.	<p>Support for transgender and gender diverse people.</p> <p>i. Develop clear support processes and contacts so that transgender and gender diverse people can easily connect with and obtain face-to-face confidential support. This will include:</p> <ul style="list-style-type: none"> A dedicated intranet presence that contains guidelines, procedures and relevant information for employees and managers of transgender staff. Trained contact people who can support staff through gender affirmation and associated processes. 	APRIL 2018	DEC 2018	VP P&C (i)	<ul style="list-style-type: none"> Intranet content developed, published and communicated. Two staff in HR trained to support transgender employees.

Ref No.	Rationale for Action	Specific Action	Timeframe		Responsible	Success Criteria and/or Outcome
			Start	End		
THEME 9: Embracing Intersectionality						
9.4	<p>Engaging and informative communication tools are a key lever for raising awareness and understanding of inclusion and diversity.</p> <p>The likelihood that people from diverse backgrounds will apply for employment, career development and/or promotions at Swinburne increased where there are visible role models from diverse backgrounds</p>	<p>Enhance Swinburne equity, inclusion and diversity online presence</p> <p>i. Update all existing equity and diversity intranet/ internet pages to communicate our inclusion and diversity strategy and programs. Include information on: intersectionality; tools for employees who identify with diverse background; and tools for managers and employees of diverse colleagues.</p> <p>ii. Regularly communicate content to ensure increased use of the information available and monitor 'hit rates' of pages.</p> <p>iii. Establish diversity role models promotion/ communications strategy.</p>	JULY 2018	DEC 2018 (Ongoing)	VP P&C (i, ii, iii)	<ul style="list-style-type: none"> New intranet presence for the Inclusion and Diversity, and the 8 portfolios identified in the inclusion and diversity framework are published. Page hit rate increases over time. Increased recruitment application rates from people who identify with one or more diversity indicators. Increased applications for academic promotion for people from diverse backgrounds.
9.5	<p>Increasing the representation and engagement of Aboriginal and Torres Strait Islander Peoples at Swinburne is critical to our 2025 strategy and reflects our position as a leader in reconciliation.</p>	<p>Support recruitment, retention and advancement of Indigenous Australians</p> <p>i. Implement all ELEVATE RAP 2017-2019, targets and initiatives including:</p> <ul style="list-style-type: none"> Implement the Indigenous Employment Strategy Organise a gender sensitive elders in residence program. Implement individualised professional development for all current Aboriginal and/or Torres Strait Islander employees, including provision of funding equivalent to 20% of the employee's base salary. 	JULY 2018	DEC 2018 (Ongoing)	VP P&C (i) VP Engagement (i)	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander representation at Swinburne is 1.01% by December 2019. At least one Aboriginal and Torres Strait Islander person is employed in a STEM related role by December 2019. Engagement indicators in Your Voice survey show that Aboriginal and Torres Strait Islander staff are at least as engaged as all staff.

Ref No.	Rationale for Action	Specific Action	Timeframe		Responsible	Success Criteria and/or Outcome
			Start	End		
THEME 9: Embracing Intersectionality						
9.6	Supporting current Aboriginal and/or Torres Strait Islander students to upgrade their qualifications and encouraging more students to start programs will increase the diversity of our student pool and enhance the overall learning experience. It may also assist Swinburne to 'grow our own' Indigenous academics in STEMM	<p>Increase numbers of Aboriginal and Torres Strait Islander students completing our STEMM degrees</p> <p>i. Implement and enhance support for current students to maximise their chance of successfully completing qualifications.</p> <p>ii. Identify high potential Aboriginal and Torres Strait Islander students completing certificate and/or diploma level qualifications and actively encourage them to upgrade to degrees and postgraduate qualifications.</p> <p>iii. Include a specific focus on STEMM in our current Aboriginal and Torres Strait Islander student recruitment strategy.</p> <p>iv. Explore feasibility of Aboriginal and Torres Strait Islander student scholarships in STEMM.</p>	JULY 2018	DEC 2021 (Ongoing)	VP Students (i-iv) DVCA (i-iv) PVC FBL (i-iv) PVC FHAD (i-iv) PVC FSET (i-iv) VP Engagement (i-iv)	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander student enrolments in STEMM to represent 0.3% of all HE enrolments. Aboriginal and Torres Strait Islander STEMM student completion rate is equivalent to completion rates for all students in STEMM.
9.7	Aboriginal and Torres Strait Islander cultural considerations forming a part of all SAGE interventions and programs will ensure Aboriginal women are as likely to apply and/or participate as non-Indigenous women	<p>Ensure cultural appropriateness of all programs and interventions aimed at increasing women in STEMM</p> <p>i. Explore and define needs of Aboriginal and Torres Strait Islander women and build these requirements into women only roles in STEMM.</p> <p>ii. Apply a cultural lens to all professional development, mentoring or advancement opportunities to actively encourage Aboriginal and Torres Strait Islander women to apply.</p>	JULY 2018	Ongoing	DVCA (i, ii) DVC R&D (i, ii) VP Engagement (i, ii) VP P&C (i, ii)	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander women apply for positions in STEMM roles at Swinburne University of Technology. Increased cultural awareness of all staff in STEMM through staff training and Aboriginal and Torres Strait Islander culture being embedded in learning opportunities.
9.8	By ensuring the cultural appropriateness of interventions that are designed to support women in STEMM, Swinburne can ensure these interventions are equally available to women from all backgrounds.	<p>Ensure cultural appropriateness is considered when offering employee benefits</p> <p>i. Consult with appropriate people regarding cultural requirements (e.g., people from culturally and linguistically diverse backgrounds and Indigenous Australians) when considering employee benefits.***</p> <p>ii. Ensure any partners engaged by Swinburne are aware of and trained in Aboriginal Torres Strait Islander services.</p>	JULY 2018	Ongoing	VP- P&C (i, ii) VP Engagement (i, ii)	<ul style="list-style-type: none"> All cultural requirements are taken into account. All partners are aware of Indigenous Australian services and needs.

Ref No.	Rationale for Action	Specific Action	Timeframe		Responsible	Success Criteria and/or Outcome
			Start	End		
THEME 10: Facilities						
10.1	<p>We have 5 parents feeding rooms across the campuses for 4000 staff and students.</p> <p>Given high volumes of people at Swinburne more facilities are required.</p> <p>Many new parents and visitors are unaware of our parents' feeding rooms</p>	<p>Parent Feeding rooms</p> <p>i. Increase the number of parents feeding rooms across our 3 campuses with the aim of having at least one room per 4 neighbouring buildings.</p> <p>ii. Adequately advertise availability of these facilities to all staff, students and visitors.</p>	DEC 2016	DEC 2021	COO (i) VP Students (ii)	<ul style="list-style-type: none"> • Rooms are established. • Usage of rooms increases. • Returning to work parents feel better supported with facilities that meet their needs (survey to be created).
10.2	<p>While the University has identified 7 gender-neutral restrooms across 3 campuses, they are not currently marked on University maps which makes them difficult for people to locate.</p>	<p>Gender-neutral restrooms</p> <p>i. Ensure gender-neutral facilities are marked on campus maps and searchable on the Swinburne Intranet.</p> <p>ii. Ensure that every new building and building refurbishment contains at least 1 gender-neutral restroom.</p>	JULY 2018	DEC 2019 (ongoing)	COO (i, ii)	<ul style="list-style-type: none"> • Updated maps, wayfinder signage and online facilities information.

Ref No.	Rationale for Action	Specific Action	Timeframe		Responsible	Success Criteria and/or Outcome
			Start	End		
THEME 11: Monitoring & Evaluation						
11.1	In order to enact and achieve our SAGE actions, an implementation plan needs to be established.	<p>Implement SAGE Action Plan</p> <p>i. Develop the SAGE implementation and engagement plan to roll out the actions and embrace the Athena SWAN principles. ***</p> <p>ii. Appoint dedicated SAGE resource(s) to support the implementation of SAGE action plan and continue to monitor progress and provide support to the SAT.</p>	APRIL 2018	JULY 2018	VP P&C (i, ii) SAGE SAT (i)	<ul style="list-style-type: none"> SAGE implementation plan developed SAGE action plan on track and implemented per schedule
11.2	<p>Cultural change projects like SAGE require the continued communication and engagement with the respective community to maximise success.</p> <p>As we move from the action-planning phase into implementation phase, we require broader engagement from the Swinburne community.</p>	<p>Continuing momentum for SAGE</p> <p>i. Maintain momentum for SAGE activities by continuing regular staff forums, reporting on achievements to date to staff/students/EG/Council.</p>	JULY 2018	DEC 2021	PVC FBL (i) PVC FHAD (i) PVC FSET (i)	<ul style="list-style-type: none"> Uplift in engagement score in Your Voice survey 6 monthly update on SAGE activity to students, staff and council across 11 key themes
11.3	Successful projects require robust governance to support and facilitate progress.	<p>Ensure solid governance foundation</p> <p>i. Establish SAGE governance.</p> <p>ii. Report SAGE pilot project achievements, challenges and learnings internally to Inclusion, Diversity, Leadership Group, EG and externally.</p>	APRIL 2018	DEC 2018 (ongoing)	VP P&C (i, ii) SAGE SAT (i, ii)	<ul style="list-style-type: none"> SAGE governance embedded into IDLG framework Annual update aligned with other diversity activities and SWAN updates
11.4	Monitoring the effectiveness of actions undertaken will ensure ongoing improvement to equity and inclusion improvement at Swinburne.	<p>Maintain relevance of SAGE action plan</p> <p>i. Review, refresh and update the SAGE action plan and encourage departments to apply for other levels of accreditation as they become available.</p> <p>ii. Annual consultation conducted and feedback incorporated into action plan.</p>	APRIL 2018	DEC 2021	VP P&C (i)	<ul style="list-style-type: none"> 6 monthly update of action plan and progress made Action plan maintained