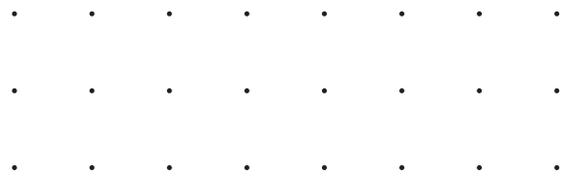


# Science Australia Gender Equity Action Plan

2022-2025



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## Acknowledgement of Country

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging

We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands

We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors. We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.



# Foreword from the Vice-Chancellor

Swinburne was in the first cohort of Australian universities to join the Science in Australia Gender Equity (SAGE) national pilot program and obtain bronze accreditation in 2018.

Our original SAGE Action Plan has been instrumental in progressing gender equity throughout the university and created a strong foundation for continuing to advance gender equity and inclusion in Science, Technology, Engineering, Mathematics and Medicine (STEMM). Our gender equity actions are designed to provide opportunities for women and gender diverse communities to advance their education and careers in areas that will give them a voice and make a difference in the world.

While Swinburne has been a sector leader in gender equity for some time, leading in parental leave provisions for all genders and being an employer of choice for gender equality for over a decade, we acknowledge that there is still a long way to go.

This iteration of our SAGE action plan will continue to strengthen our approach to addressing systematic and cultural barriers and bias towards underrepresented groups in STEMM to help reduce the STEMM gender gap. Our SAGE actions over the next four years are designed to increase enrolments and completions in STEMM education, and to attract, advance and retain women in STEMM careers.

To achieve gender equity, we need a culture and environment where all staff feel supported, included, celebrated and empowered to thrive and succeed. I am confident, by working together, we will achieve greater equity across Swinburne where everyone has equal access and opportunities to realise their personal and Swinburne's ambitions.



**Professor Pascale G Quester**  
Vice-Chancellor and President  
Swinburne University of Technology



# Our SAGE Journey

Swinburne was awarded the Athena SWAN Science in Australia Gender Equity (SAGE) Bronze accreditation in December 2018 and immediately began implementing the SAGE Action Plan in January 2019. The 4-year SAGE Action Plan contained 132 actions across 11 themes.

In January 2021, a mid-term review was completed that involved the audit of all SAGE actions. The audit included a

desktop review and meetings with SAGE stakeholders to obtain progress reports. The audit identified that 89 actions (67%) were either complete or on track, 38 actions (29%) were delayed or due to commence, and 5 actions (4%) were not proceeding. Delayed SAGE actions were predominately due to the need to prioritise our COVID-19 responses. Originally, Swinburne's Athena SWAN Bronze accreditation was for four years, from December 2018 to December 2022, with an additional year granted due to COVID-19. The SAGE Bronze award validity period to lead our journey towards a silver award has

since been extended from five to seven years in recognition of the impact of COVID-19. Given the extension of the validity period, our Revised SAGE Action Plan is from 2022 to 2025 to support our journey towards achieving SAGE silver accreditation.

## Progress to Date

Despite the disruption caused by COVID-19, the mid-term review identified that great progress has been made, and we have established a solid foundation for progressing gender equity and diversity in STEM at Swinburne.

Actions have resulted in improvements to recruitment practices and advertising, including resources and training for hiring managers; implementing an Indigenous workforce strategy and Indigenous talent pool; establishing SAGE baseline metrics; targets for women in STEM, women in leadership and gender pay gap attached to leadership KPIs; the use of affirmative measures to advertise women-only roles in some STEM areas, and offering women in STEM scholarships.

SAGE actions have had a positive and broad impact across Swinburne, benefiting both staff and students. SAGE initiatives such as Swinburne's preferred name change program, inclusive language guide, gender transition protocols, parent

and family rooms, Swinburne school holiday program, campus childcare services, dedicated women and queer safe spaces, and Swinburne's diversity and inclusion strategy, have all contributed to creating a safe and inclusive workplace for everyone.

Nevertheless, despite the efforts to date and the SAGE actions in place, Swinburne still has a long way to go to ensure our STEM fields are equitable and inclusive for all staff and students. There have been improvements in women's representation in the STEM workforce at Swinburne, however the gender gap for our academic staff remains the worst in Victoria (39% women academics at Swinburne vs 48% sector average). Similarly, although there has been a steady increase in women enrolling in Swinburne STEM courses, Swinburne has consistently had the lowest percentage of women in STEM enrolments among Victorian universities and the difference is significant (29% women in STEM courses at Swinburne vs 48% Victorian average). Our greatest gender pay gap in like-for-like academic roles is in the STEM professoriate (1.5% like-for-like

gender pay gap across all Swinburne roles vs up to 6.1% like-for-like gender pay gap in STEM professoriate).

Increasing women's participation and completion rates in STEM courses are critical for building a gender diverse STEM pipeline. A comprehensive STEM student attraction strategy and KPIs to increase women in STEM enrolments are needed. In addition, more focused effort in creating supportive pathways for diverse students to complete STEM studies and build a STEM career is a priority, along with targeted talent attraction, recruitment and retention strategies to ensure we continue to improve gender equity and diversity in STEM at Swinburne. These priorities are included as actions in a revised SAGE Action Plan 2022-2025.

# Revising the SAGE Action Plan

The mid-term review recommended that our revised SAGE Action Plan streamline and prioritise SAGE themes and actions in response to progress made. The original 11 SAGE themes have been consolidated into six themes. The following table details these changes.

11 Original SAGE Themes	6 Consolidated SAGE Themes
Recruitment and Onboarding	Embracing Intersectionality
Academic Promotions	Attraction, Recruitment, Onboarding
Career Support	Career Development, Transition, Advancement
Managing Career Breaks, Childcare & Carer's Support	Flexibility, Work Life Balance & Career Breaks
Flexibility and Workload	Leadership & Organisational Culture
Organisation & Culture	Governance, Measurement, Reporting
Manager Training	
Systems, Policy, Reporting, Data, Frameworks	
Embracing Intersectionality	
Facilities	
Monitoring & Evaluation	

# 2021 SAGE Data Analysis

To measure the impact of the SAGE actions to date and gather insights to support the development of the revised SAGE Action Plan, the SAGE Steering Committee conducted a second SAGE gender equity survey, held a series of focus groups, and reassessed our SAGE data and metrics.

Three workstreams were established to analyse the SAGE data and provide insights and recommendations to inform our revised action plan. These included:

- SAGE gender equity survey workstream
- DAPPER<sup>1</sup> data insights workstream
- Gender equity staff focus groups workstream

A summary of insights from the SAGE 2021 equity survey, staff focus groups, and SAGE DAPPER metrics is contained in Annex A.

The 2021 Gender Equality, Diversity & Inclusion Experience Survey combined a SAGE gender equity survey for academic staff in order to compare with our 2017 SAGE Equity & Inclusion survey, and a broader gender equity survey for all staff to assist in developing our Gender Equality Action Plan (GEAP) for the Victorian Commission for Gender Equality in the Public Sector.

<sup>1</sup> DAPPER = Data & Analytics Performance, Planning & Executive Reporting, Swinburne's integrated management reporting tool.

# Leveraging Our Gender Equity Efforts

The SAGE data analysis was combined with a University-wide gender equity workforce audit and staff consultation conducted during 2021 to assist in the development of Swinburne's Gender Equality Action Plan (GEAP) as part of our obligations under the Victorian Gender Equality Act 2020.

Our four-year GEAP (2022–2025) contains enterprise-wide gender equity strategies for all staff cohorts (Professional, VET and Academic), whilst our SAGE Action Plan 2022 – 2025 provides focused actions to improve gender equity in the academic cohort. This is consistent with the principles in our original SAGE Action Plan, where actions which support gender equity in STEMM also support gender equity more broadly across all academic staff and indeed many professional and VET staff.

The SAGE Action Plan and the GEAP have been designed to align and maximise our gender equity efforts for 2022–2025. In addition, both plans have been developed to align with other key Swinburne programs and plans, all of which are working to improve equity, inclusion and diversity at Swinburne.

## Aligning with Swinburne's Diversity and Inclusion Framework

Our SAGE Action Plan 2022 –2025, along with the GEAP, sits within Swinburne's diversity and inclusion framework and priorities.

This alignment includes an intersectional approach to implementing our SAGE actions, recognising that our STEMM students and staff may experience inequality in nuanced and different ways and our actions need to recognise and respond to a diversity of needs.

In developing our revised SAGE Action Plan we referenced existing plans and programs, including our [Horizon 2025](#) strategic plan, Swinburne's Diversity and Inclusion Strategy, our [Elevate](#) [Reconciliation Action Plan 2020-2023](#), and the Swinburne Women's Academic Network (SWAN). These key plans and programs will continue to be a reference point in shaping how our SAGE actions are implemented.



## Gender Equity Framework

Our SAGE Action Plan and GEAP are underpinned by a framework which identifies accountabilities across four cohorts: Swinburne Council, senior leaders, people leaders and staff.

The framework reinforces that gender equity is a collective responsibility and everyone at Swinburne has a role to play in progressing gender equity and implementing our SAGE and GEAP strategies and actions. The following diagram illustrates our framework for driving gender equity change.

At Swinburne, gender equity change is driven by four levels of accountability, supported by a comprehensive implementation plan, sound governance, systems, policies, processes and practices.



# Our SAGE Priorities

Our revised SAGE Action Plan has been structured over four years. A number of the SAGE actions are timed to coincide with broader gender equity work being undertaken with our GEAP.

SAGE implementation, engagement and communication plans and annual resourcing will support the delivery of the

SAGE Action Plan 2022 – 2025. Progress will be regularly monitored. Our annual SAGE forum and SAGE report will enable us to reflect on progress and refine priorities.

Given SAGE has been in implementation since 2019, the focus of this iteration of the plan is to continue to embed STEM gender equity targets and interventions, along with the continuous improvement of talent attraction, recruitment, career advancement and retention initiatives. Increasing enrolments and completions

in STEM education to increase gender equity and diversity and build our talent pipeline is a key priority. Another focus is creating a pathway to move SAGE from bronze to silver accreditation. A snapshot of priority actions over the 4-year SAGE Action Plan is detailed below.

Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
<ul style="list-style-type: none"> <li>• SAGE implementation, engagement and communication plans initiated</li> <li>• Senior leaders champion gender equity in STEM</li> <li>• Indigenous and STEM employment and education targets embedded in University and School planning and YPD processes</li> <li>• SAGE activities aligned and support Swinburne's Reconciliation Action Plan</li> <li>• Career impact of Indigenous Research Fellowship and Women in STEM Fellowship recipients tracked</li> <li>• Staff onboarding processes and reporting enhanced</li> <li>• Regular engagement with STEM student cohorts initiated</li> <li>• Manager training updated with intersectionality and STEM gender equity content</li> <li>• Leading hybrid teams masterclasses for academic managers offered</li> <li>• STEM Schools implement SAGE equity survey priority actions</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancement to STEM workforce data collection commences</li> <li>• Indigenous STEM education and employment pathways investigated and initiated</li> <li>• Leadership fundamentals training for academic managers and training for ECR supervisors underway</li> <li>• STEM student recruitment strategy implemented</li> <li>• Strategic STEM talent attraction and recruitment processes reviewed, aligned with sector best practice</li> <li>• Gender equity STEM targets embedded in leadership framework and succession planning processes</li> <li>• Promotions support to academic staff reviewed</li> <li>• Monitoring, evaluation and refinement of ECR career support</li> <li>• Pathways supporting fixed-term and sessional STEM staff to apply for continuing roles investigated</li> <li>• Student feedback survey data reviewed for gendered biases</li> <li>• Pathway to silver cygnet accreditation developed</li> <li>• Remuneration review and gender pay gap analysis of STEM Level E conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Unconscious bias mitigation training initiated for key cohorts</li> <li>• SWAN career programs target and tailor support for STEM and priority cohorts</li> <li>• Promotions process reviewed. Promotions intersectional data collection enhanced</li> <li>• STEM best practice sector retention strategies and initiatives investigated and implemented</li> <li>• Exits of STEM women in ongoing contracts analysed</li> <li>• Cygnet applications for silver accreditation underway</li> </ul>	<ul style="list-style-type: none"> <li>• Review SAGE progress. Identify successful interventions and opportunities to enhance, expand and embed STEM gender equity progress.</li> <li>• Silver cygnet applications for silver accreditation continue</li> <li>• Comprehensive evaluation of SAGE progress. Review silver cygnet progress to determine the need to extend existing Bronze SAGE Action Plan</li> </ul>

# SAGE Plan 2022-2025



## Theme 1 - Embracing Intersectionality

Rationale	Action	Lead Accountability	Start Date	Success Measure
<b>1.1 Embed an intersectional approach to gender equity in STEMM education and careers at Swinburne</b>				
<p>A greater awareness of intersectional factors impacting diverse women and people participating in STEMM education and careers is needed to enable more tailored interventions to improve diversity in STEMM.</p> <p>There is an opportunity to continue to build awareness of intersectionality and gender equity and STEMM targets that all managers need to progress, and to require completion of training at regular intervals to ensure education of current D&amp;I best practice.</p> <p>Gender impact assessments of STEMM programs should be consistently undertaken. This means opportunities to identify the needs of diverse people and barriers to participation in STEMM should be identified and addressed.</p> <p>Swinburne needs to improve its maturity in collecting intersectional gender workforce data, so that STEMM workforce and talent strategies are informed by intersectional data.</p>	1.1.1 Update diversity and inclusion training to include intersectional gender equity and STEMM content.	CPO	2022	Diversity and Inclusion training resources reviewed and updated annually.
	1.1.2 Ensure staff complete the diversity and inclusion training module.	Executive	2022	> 90% staff complete the diversity and inclusion training module.
	1.1.3 Conduct Gender Impact Assessments (GIA) when planning new Swinburne student courses and programs.	SDVC A - Courses DVC EEE - Programs	2022	100% completion of GIA for new student facing programs and courses.
	1.1.4 Enhance STEMM workforce data collection and reporting, including intersectional data to inform STEMM gender equity interventions.	COO	2023	By end of 2024 intersectional gender equity and STEMM data is routinely captured in systems, student and staff surveys, and SAGE reporting.
	1.1.5 Embed STEMM gender equity employment and education KPIs by School in University annual planning and YPD processes, ensuring they are cascaded down to relevant staff.	SDVC A, DVC R	2022	Gender KPIs by School are set and achieved. Improvements in gender equity and increased diversity in STEMM workforce year on year.
<b>1.2 Identify and implement tailored strategies that embrace intersectionality and increase diversity and gender equity in STEMM education and careers</b>				
<p>The Australian Chief Scientists' 2020 <u>'Australia's STEM Workforce'</u> report indicates just 1 in 200 Aboriginal or Torres Strait Islander people of working age have a STEMM degree compared to 1 in 20 non-Indigenous working age people. In 2021 0.7 % of the total Swinburne workforce is Aboriginal and Torres Strait Islander.</p>	1.2.1 Ensure Swinburne's Aboriginal and Torres Strait Islander workforce strategy and employment targets include specific STEMM targets and support their achievement.	PVC Indigenous Engagement	2022	STEMM Indigenous and Torres Strait Islander employment targets are set and achieved.
	1.2.2 Embed Aboriginal and Torres Strait Islander workforce employment targets as KPIs by School in University annual planning and YPD processes, ensuring they are cascaded down to relevant staff.	SDVC A, DVC R	2022	Aboriginal and Torres Strait Islander workforce employment target KPIs by School are set and achieved. Improvements in Aboriginal and Torres Strait Islander workforce employment in STEMM workforce year on year.

## Theme 1 - Embracing Intersectionality (continued...)

Rationale	Action	Lead Accountability	Start Date	Success Measure
<b>1.2 Identify and implement tailored strategies that embrace intersectionality and increase diversity and gender equity in STEMM education and careers</b>				
<p>Fellowships in STEMM are an intervention that can build the STEMM workforce pipeline. The Vice Chancellor's Women in STEMM Fellowship program has supported five women. Our last fellowship was in 2019. The Indigenous Research Fellowship, a key RAP target, has employed four Indigenous academics. Insights on the fellowships' impact on career progression are needed to inform future fellowship programs and retention strategies.</p> <p>2020 HEIMS student enrolment data shows Swinburne has an opportunity to improve women in STEMM enrolments.</p> <p>Making diverse women and girls in STEMM visible is one of the three actions in the Australian Advancing Women in STEMM strategy identified to increase gender equity in STEMM. Visibility helps address bias and stereotyping and includes visibility on screens, in classrooms, at work and across media channels.</p>	1.2.3 Investigate and where appropriate implement programs and pathways that support Indigenous students to develop their STEMM capability enabling access to STEMM education.	VET PVC, PVC Indigenous Engagement	2023	Year on year increase in the number of Indigenous STEMM students at Swinburne.
	1.2.4 Support Swinburne's 2020-2023 RAP targets of providing an annual Swinburne Indigenous Research Fellowship and an Indigenous PhD Scholarship in STEMM areas where possible.	DVC R	2023	2023 RAP targets for Indigenous Research Fellowship and Indigenous PhD scholarships achieved.
	1.2.5 Track the career progress and impact of recipients of Swinburne Indigenous Research Fellowships and VC Women in STEM Fellowships to determine the effectiveness and impact of these schemes to inform potential future Fellowship options.	PVC Indigenous Engagement, SDVC A, DVC R	2022	Report produced with recommendations on future Fellowships implemented.
	1.2.6 Implement a comprehensive STEMM student recruitment strategy & plan with annual enrolment targets to increase enrolments in STEMM courses for women and priority diversity groups: people with disability, culturally and linguistically diverse women, LGBTIQ+, gender diverse and Indigenous students.	SAGE Lead, CMO	2023	Annual STEMM student enrolment targets are set and achieved.
	1.2.7 Ensure Swinburne marketing collateral continues to include diverse genders and an intersectional mix, especially in STEMM.	CMO	2022	Images and stories of diverse women and people in STEMM published in Swinburne content across multiple channels and marketing collateral.
	1.2.8 Regularly showcase diverse STEMM role models and images as part of marketing activities.	CMO	2022	
	1.2.9 Swinburne has representation on at least two national and/or international forums/programs that support and advance equity for underrepresented groups in STEMM education and employment.	Executive, SAGE Lead, Senior Leaders	2023	Swinburne is highly visible (>2 presences) in advancing equity and is viewed as an Employer of Choice and sector leader in diversity, inclusion and equity.

## Theme 2 Attraction, Recruitment, Onboarding

Rationale	Action	Lead Accountability	Start Date	Success Measure
<b>2.1 Strengthen talent attraction and end-to-end recruitment strategies, processes and reporting</b>				
<p>The proportion of employees who identify as women in STEMM at Swinburne has improved from 30% in 2017 to 35% in 2020. This improvement has occurred through targeted strategies including workforce gender targets and women-only recruitment. Targeted attraction and recruitment strategies are required to improve the rate of change in gender equity.</p> <p>Since 2019 more women have been recruited to Swinburne in STEMM roles (2019 59%; 2020 61% and 2021 67%), however the gender gap continues to be the largest in STEMM areas. Expanding the use of affirmative action measures in recruitment and strengthening talent attraction and recruitment strategies will accelerate the rate of change.</p> <p>Current recruitment reporting is manual and lacks intersectional gender data.</p> <p>There is an opportunity for greater accountability, oversight and monitoring of the gender balance of the end-to-end recruitment process and outcome by hiring managers.</p>	2.1.1 Review and update STEMM recruitment practices (including any associated procedures/artefacts) to ensure that they reflect intersectionality and equity principles and best practice.	CPO	2023	STEMM recruitment practices (including any associated procedures/artefacts) are reviewed and updated to ensure that they reflect intersectionality and equity principles.
	2.1.2 Cascade and embed University STEMM workforce target of 45% women by December 2025 in annual School gender equity and diversity targets (as per action item 1.1.5).	SDVC A, DVC R	2023	University STEMM workforce target of 45% women by December 2025, is cascaded and embedded in annual School gender equity and diversity targets (as per action item 1.1.5).
	2.1.3 Using sector best practice, implement strategic STEMM talent attraction and hiring practices, including: <ul style="list-style-type: none"> <li>expanding the use of affirmative measures to hire under-represented groups (women, gender diverse people, Indigenous Australians and people with disability)</li> <li>developing a talent attraction plan prior to advertising STEMM roles outlining talent search options, job boards, STEMM networks and channels to attract candidates.</li> </ul>	CPO	2023	Strategic STEMM talent attraction and hiring practices implemented
	2.1.4 Enhance and automate recruitment reporting at the Portfolio and School level to ensure oversight of recruitment activity to inform decisions and ensure gender targets are met.	CPO	2023	Improved recruitment reporting and insights provided to Portfolio and School areas
	2.1.5 Develop and deliver unconscious bias mitigation training to key STEMM cohorts (senior leaders, people leaders, HR business partners, promotions committee, hiring managers) to support best practice in recruitment.	CPO	2024	90% of hiring managers have completed unconscious bias mitigation training.
<b>2.2 Improve and embed consistent onboarding process across Academic and STEMM work groups</b>				
<p>There are inconsistent onboarding experiences at a localised level across the University. Local induction in the 2021 SAGE gender equity survey had a significant (20%) decrease in staff satisfaction compared to 2017 survey results (noting that the 2021 survey included staff who commenced during COVID lockdowns which impacted onboarding experiences).</p> <p>An onboarding survey testing staff's experience to inform improvements does not exist.</p>	2.2.1 Schools, Departments and Centres implement a consistent onboarding checklist and process, aligned with P&C practices.	Senior Leaders, People Leaders	2022	Satisfaction with local induction improves by at least 15% at the next SAGE gender equity survey.
	2.2.2 New academic employees complete Swinburne's P&C induction program in addition to a local onboarding process, with participation rates monitored and reported.	Senior Leaders, People Leaders	2022	100% of new STEMM employees completed P&C induction and local workgroup onboarding.
	2.2.3 Implement onboarding experience survey to identify and remediate issues to improve the local onboarding experience.	CPO	2022	Insights from regular onboarding surveys inform onboarding enhancements.

## Theme 3 - Career Development, Transition, Advancement

Rationale	Action	Lead Accountability	Start Date	Success Measure
<b>3.1 Build manager capability in having effective career conversations and supporting career development</b>				
<p>2021 SAGE gender equity survey showed a ~20% decrease in staff satisfaction with manager encouragement and support for career development and promotion compared to 2017 survey results. The survey highlighted gaps in manager capability in having effective career and performance development conversations.</p>	<p>3.1.1 Academic managers complete leadership fundamentals training to build capability in giving effective performance feedback, career conversations, supporting career development and promotion, including supporting staff returning from career breaks.</p>	<p>Executive Group, Senior Leaders</p>	<p>2023</p>	<p>90% of Academic managers complete Leadership Fundamentals training.</p> <p>SAGE gender equity survey has a <math>\geq 15\%</math> increase in positive results from women academics across all levels and staff with a disability for the survey categories appraisal and performance; career development; and academic promotions.</p>
<b>3.2 Support the career development and progression of priority diversity groups</b>				
<p>Our like-for-like role analysis identifies that there is still a gender pay gap at Swinburne in senior leadership roles. Our greatest gender pay gap in academic roles is in the STEM professoriate.</p> <p>SAGE metrics show the gender gap at level E has decreased for both STEM and non-STEM. While non-STEM is close to parity (49%, 2020), the gender gap at level E in STEM remains significant (24% women, 2020). Women in STEM leadership has improved from 17% (2016) to 33% (2020).</p> <p>Swinburne promotion success rates generally decrease with increasing academic levels. The SWAN promotions program, established in 2015, has kept application and success rates for women positive. However, the 2021 SAGE gender equity survey shows a 12% decrease in overall staff satisfaction around familiarity with promotions criteria. Women, academics level B &amp; C, and staff with a disability were significantly more dissatisfied across all survey questions, including appraisal and performance, career support and development, and promotions.</p> <p>2020 SAGE audit identified several ECR career support programs, but evaluation of the participation rates and program effectiveness is lacking. Effective ECR career support programs are important for retaining STEM talent.</p> <p>Research shows that COVID-19 has had a greater impact of the career progression of women and gender diverse academics than their male counterparts.</p>	<p>3.2.1 Conduct a systematic review of the remuneration packages of all STEM staff at level E to understand local gender pay gaps and report quarterly. Review and update University's remuneration framework to ensure that it delivers pay equality in like-for-like roles.</p> <p>3.2.2 Tailor and target SWAN career programs to support cohorts across all academic levels and priority cohorts (staff with a disability, gender diverse staff, CALD women and Indigenous staff) and track participation. Regularly assess the effectiveness of SWAN programs to support career progression of priority cohorts and STEM women.</p> <p>3.2.3 Ensure Swinburne P&amp;C leadership programs target participation of women and gender diverse staff in STEM.</p> <p>3.2.4 Evaluate the effectiveness of career support programs for early and mid-career researchers and implement sector best practice improvements in tailoring support.</p> <p>3.2.5 Implement processes to monitor the impact of COVID-19 on STEM career progression, especially for academics with carer responsibilities, and refine career support programs based on insights.</p>	<p>CPO, Executive Group</p> <p>SDVC A, PVC Indigenous Engagement</p> <p>CPO</p> <p>DVC R</p> <p>SDVC A, DVC R</p>	<p>2023</p> <p>2024</p> <p>2023</p> <p>2023</p> <p>2023</p>	<p>Analysis of gender pay gap at academic professoriate complete and new governance in place for salary package approval outside of remuneration framework. Year on year reduction in gender pay gap</p> <p>Increased year on year participation of priority groups in SWAN programs.</p> <p>Leadership program target established and met year on year.</p> <p>Incremental positive increase in SAGE survey results from ECRs regarding career support.</p> <p>Increased promotion application and success rates for diverse women across all academic levels.</p> <p>Employee feedback and employee survey data from academic staff with carer responsibilities indicate improved staff satisfaction with career support and career progression.</p>

## Theme 3 - Career Development, Transition, Advancement (continued...)

Rationale	Action	Lead Accountability	Start Date	Success Measure
<b>3.3 Enhance the promotions process and reporting</b>				
<p>From 2017 to 2021, there has been no shift in staff satisfaction of the perceived fairness in assessments completed by the academic promotions panel (45% positive response rate). There are some concerns about potential biases in student feedback on teaching data used in the teaching portfolio of staff promotions.</p> <p>2021 SAGE gender equity survey results included: 46% of staff indicated they delayed applying for academic promotions; 35% of staff perceived they were not ready for promotion; and 27% of staff indicated a lack of encouragement as reasons to not apply for promotion.</p> <p>Intersectional gender equity data of promotions applicant and success rates is currently not captured.</p>	<p>3.3.1 Consult with staff with regard to the perceived fairness in assessments completed by the academic promotions panel. In light of feedback received review the academic promotions process to address perceptions.</p>	SDVC A, CPO	2024	The academic promotions process at Swinburne is updated to address concerns regarding perceived fairness.
	<p>3.3.2 Review the support provided to academic staff in relation to the promotions process including how to assess when you're ready to apply for promotion and the standards and evidence needed to meet them in order to be successful.</p>	SDVC A, CPO	2023	Perceptions of the fairness of assessments completed by the academic promotions panel improve by at least 10% at the next SAGE equity survey.
	<p>3.3.3 Review our student feedback survey data for biases against the teacher based on gender and share high level results with staff. Use sector best practice to ensure that any biases built into student feedback (if found) is accounted for in promotion process.</p>	SDVC A, CPO	2023	<p>Student feedback reviewed for gender biases (and intersectional biases were possible).</p> <p>Promotion process has a process to account for evidenced biases in student feedback on teaching.</p>
	<p>3.3.4 Ensure that the academic promotions committee:</p> <ul style="list-style-type: none"> <li>• has equity training, including awareness of intersectional considerations</li> <li>• uses an equity observer during the promotions assessment process</li> <li>• includes diverse committee representation, including Indigenous representation</li> <li>• undertakes Indigenous cultural competency training with the Koorie Heritage Trust</li> </ul>	DVC A, PVC Indigenous Engagement	2023	<p>Year on year increase in promotion application and success rates from diverse women and Indigenous staff across all academic levels.</p> <p>Equity observers are consistently used in the promotions process, and the Promotions Committee is diverse (including Indigenous representation)</p> <p>100% of Promotion Committee members have completed Indigenous cultural competency training and Equity Training.</p>
	<p>3.3.5 Enhance the collection and analysis of intersectional demographic data on promotions to gain deeper insights, identify trends and improve performance.</p>	CPO	2024	Intersectional demographic data from promotions reported on.
<b>3.4 Implement strategies to retain STEM talent</b>				
<p>Since 2017 there has been an overall increase in women in STEM at Swinburne from 30% to 35%, though minimal improvement in women in STEM on continuing contracts (from 28% 2017 to 29% 2020).</p>	<p>3.4.1 Investigate sector best practice retention strategies in STEM and other gender segregated sectors such as IT, to identify relevant initiatives to implement.</p>	CPO, SDVC A, DCV R	2024	STEMM retention strategy developed and implemented.

## Theme 3 - Career Development, Transition, Advancement [continued...]

Rationale	Action	Lead Accountability	Start Date	Success Measure
<b>3.4 Implement strategies to retain STEM talent (continued...)</b>				
<p>STEMM women in continuing positions are leaving Swinburne at a greater rate than men in continuing positions: in last 3 years, women are ~1.5 times more likely than men to leave Swinburne.</p> <p>In 2020 women represented 43% of STEM staff employed on a fixed-term basis, which presents a potential risk to retaining women in STEM talent.</p> <p>Sessional staff are a potential STEM talent pipeline. Supporting sessional staff to build skills and a pathway to continuing contracts where appropriate, may be a mechanism for improving gender equity and diversity in Swinburne's workforce.</p>	3.4.2 Investigate, through exit interviews & other means, the reasons why STEM women in continuing positions are leaving Swinburne at a greater rate than men in continuing positions.	CPO	2024	Exit interview data is used to inform the STEM retention strategy
	3.4.3 Investigate initiatives and pathways that support women and gender diverse staff on fixed-term and sessional contracts to apply for continuing opportunities.	CPO, SVDC A, DVC R	2023	Year on year increase in the proportion of women in STEM continuing contracts
	3.4.4 Undertake workforce planning and succession planning to identify STEM women and priority diversity groups for leadership development.	Senior Leaders, CPO	2023	STEM workforce planning and succession planning is routinely undertaken.
<b>3.5 Enhance support to STEM students</b>				
<p>COVID-19 lockdowns over 2020-2021 impacted student engagement. Feedback from the SAGE HDR and undergraduate representatives indicates that an improved understanding of the student experience at Swinburne is needed to identify actions to support and enable students to complete their education and build a STEM career.</p>	3.5.1 Regularly engage with our STEM student cohort (both HDR and undergraduate students) and provide opportunities to obtain feedback on their experiences at Swinburne. Identify actions to improve support to students.	DVC EEE, DVC R	2022	Incremental increase in Equity & Inclusion HDR Student Survey satisfaction scores related to (i) regular contact, guidance and support from supervisors, and (ii) inclusiveness of culture and respectful working environment
	3.5.2 Build capability of supervisors to support HDR students, including implementing gender equity and inclusion training for all HDR supervisors.	DVC R	2023	90% of HDR supervisors have completed gender equity and inclusion training

## Theme 4 - Flexibility, Work Life Balance & Career Breaks

Rationale	Action	Lead Accountability	Start Date	Success Measure
<b>4.1 Implement consistent and inclusive flexible working practices</b>				
<p>Responses in the 2021 SAGE gender equity survey in relation to flexible working were in the top 5 performing questions (82% positive), including manager support of staff with carer responsibilities (80% positive). Continuing our commitment to flexible working is vital for supporting gender equity.</p>	4.1.1 Continue to monitor STEM employee SAGE survey data on experiences with accessing flexible work practices and leave.	CPO	2023	>85% positive result in SAGE survey re: flexible working and leave provisions
	4.1.2 Managers of academic staff undertake Leading Hybrid Teams masterclass to support staff flexibility.	Executive Group, Senior Leaders	2022	>90% of managers of academic staff have undertaken Leading Hybrid Teams masterclass

## Theme 4 - Flexibility, Work Life Balance & Career Breaks (continued...)

Rationale	Action	Lead Accountability	Start Date	Success Measure
<b>4.1 Implement consistent and inclusive flexible working practices</b>				
<p>SAGE metrics identified an increase in academic women working part-time, with the largest increase being amongst women in STEMM. Swinburne's flexible working practises and Future Ways of Working Framework needs to support academic staff with a range of needs, including staff with carer commitments.</p> <p>Data gaps exist with flexible working data and the impact of working part time on career progression is not measured or understood.</p>	4.1.3 Promotions reporting captures flexible working data to track and compare promotion rates of part-time and full-time staff to determine trends.	CPO	2022	Annual promotions report includes working hours of applicants and career progression rates of part-time staff is reported.

## Theme 5 - Leadership and Organisation Culture

Rationale	Action	Lead Accountability	Start Date	Success Measure
<b>5.1 Foster a commitment to promoting gender equity and an inclusive culture</b>				
<p>2021 gender equity staff consultation highlighted that visible leadership, accountability and setting KPIs are important for driving gender equity change.</p> <p>The 2021 SAGE gender equity survey data showed a marginal improvement in overall inclusiveness score of 72% compared to 70% in 2017. There was an increase in 2021 of staff observing negative behaviours. There was minimal change around bullying and being made to feel uncomfortable due to gender (positive change of 1% in 2021).</p> <p>2021 gender equity staff consultation identified sexual harassment prevention programs and building an inclusive, respectful and safe workplace continue to be a priority for all staff cohorts, with strategies outlined in Swinburne's GEAP.</p>	<p>5.1.1 Senior leaders visibly champion gender equity and diversity in STEMM by circulating at least biannual communication on our gender equity and diversity in STEMM commitments, activities and progress.</p> <p>5.1.2 Deans to identify two priority areas from the 2021 SAGE gender equity survey to improve in each of their Schools and implement an action plan, using pulse surveys to measure progress.</p> <p>5.1.3 Swinburne's GEAP strategies on building a positive, safe and inclusive workplace culture and sexual harassment prevention strategies are implemented across all academic areas.</p>	<p>Executive Group</p> <p>School Deans</p> <p>SDVC A, School Deans</p>	<p>2022</p> <p>2022</p> <p>2023</p>	<p>Biannual news on Swinburne's progress in gender equity and STEMM featured on Swinburne's internal and external channels.</p> <p>School pulse surveys demonstrate improved staff satisfaction in priority areas.</p> <p>≥ 80% positive response for inclusiveness in SAGE gender equity survey and the Swinburne staff engagement survey related to inclusion, respectful behaviours, gender based, and sexual harassment not tolerated; steps taken to eliminate bullying.</p>



# Annexe A: Summary of SAGE 2021 data analysis

From July 2021 to December 2021, the SAGE gender equity survey, gender equity staff focus groups and SAGE DAPPER data were analysed. Below is a summary of insights from the analysis.

## Summary of 2021 SAGE Gender Equity Survey Themes and Insights

The SAGE gender equity survey ran in July 2021 and was designed to follow up on the 2017 SAGE survey and track progress.

- **Response rate** – total of 237 participants responded, a response rate of 16.5%.
- **Gender response rate** - 43.5% responses identified as women, 39.2% men, 0.8 gender diverse and 27% prefer not to say/no response
- **STEMM/non-STEMM** – 45.6% respondents were STEMM; 40.1% non-STEMM and 14.3% prefer not to say/no response
- Lower response rates and a high number of prefer not to say responses for some diversity demographic questions, thus intersectional data insights were somewhat limited.

The following is a summary of key themes identified by the SAGE Survey Workstream:

**Local induction, performance appraisal, career development and promotions** should continue to be a priority. Comparing 2021 and to 2017 survey data identified the local induction, employee and line manager having regular career conversations, effective performance appraisal and feedback, learning and career development opportunities and promotions support and encouragement are low performing areas requiring improvement.

**Intersectional Data Collection and Insights** - Low survey responses from Indigenous staff; staff identifying as gender diverse and a significant number of staff opting not to identify as

culturally and linguistically diverse, as well as LGBTIQ+ means there is a significant data gap in SAGE metrics regarding employee experiences at Swinburne. Improving intersectional data collection to understand the experiences of diverse staff in STEMM, including barriers to career development and promotion will enable tailored career support programs to be developed.

**Priority Cohorts** - Academics B & C; length of service <10 years; priority diversity groups: women and gender diverse, Indigenous, staff with a disability, culturally and linguistically diverse women were identified as priority cohorts for SAGE career support and promotion actions.

## Survey Highlights

Below is a summary of the 2021 survey highlights.

- Overall bottom performing questions were:
  - departments supporting conference attendance
  - encouragement to apply for University awards and incentives
  - advice on publishing research
  - advice on preparing research grants
  - fairness of assessment by the academic promotions panel.
- When comparing 2017 to 2021 SAGE survey data, the 2021 questions with the largest decrease in satisfaction (which was a significant decrease) were:
  - local department induction
  - manager encouragement and support around academic promotions
  - familiarity with promotion criteria
  - encouragement to undertake further training and pursue relevant career development opportunities.
- Non-STEMM academic staff were significantly less satisfied with guidance and support for promotions and familiarity with promotions criteria than STEMM staff.
- STEMM staff were significantly more dissatisfied with department support to attend conferences and encouragement to undertake further training and development compared to non-STEMM staff.

- Women academics at levels B & C and staff with a disability were much less satisfied across the majority of survey questions.
- Women were significantly less satisfied than men across all survey questions pertaining to induction, promotions support and professional development.
- When comparing job functions of teaching-only (academic tutors), research-only, and teaching and research, staff who have both teaching and research functions were significantly dissatisfied with questions relating to performance appraisal, career conversations and career development.
- Teaching-only staff were significantly less satisfied with academic promotions.
- Challenges varied across Schools and require a localised response to survey results. Schools should develop action plans in response to their results.

## COVID-19 Impact on the Employee Experience

The impact of COVID-19 on employee experience with induction, performance appraisal, career development and promotions is unclear. COVID-19 may have contributed to the higher employee dissatisfaction levels in 2021 compared to the 2017 survey questions.

## 2021 Focus Group Themes and Insights

Two, 90-minute academic & STEMM focus groups were run with a total of 12 participants. Some academic staff also participated in the other GEAP focus groups including focus groups for senior leaders, staff living with a disability, culturally and linguistically diverse women, women in leadership and 1:1 interviews with Indigenous staff.

The following summary of focus group insights relates to the STEMM and Academic focus groups. Academic staff insights also informed broader GEAP strategies that will support all Swinburne staff.

Staff feedback indicated the SAGE program and Swinburne Women's Academic Network (SWAN) were considered effective in providing mentoring and career development support to women.

The SAGE use of metrics to track progress, setting gender targets, women STEM scholarships and affirmative measures women only recruitment was viewed by staff as successful actions in redressing the under representation of women in STEM.

**Intersectional focus** – a consistent theme was SAGE, SWAN programs and other gender equity initiatives having a greater emphasis on supporting intersectional diversity. To increase diversity in STEM, talent attraction, recruitment, career support and development strategies should be tailored to priority diversity groups including women, gender diverse staff, Indigenous, culturally and linguistically diverse women and people with disability. Expanding SAGE and SWAN to provide targeted support to priority diversity groups, including establishing staff networks for these groups was a common theme.

**Targeted and consistent recruitment practices** - investigating and implementing strategic intersectional hiring practices. Expanding the use of special measures recruitment to recruit more diverse women in STEM, applying consistent, equitable recruitment practices and intersectional gender lens to recruitment processes.

**Accountability and diversity targets** - Deans and Schools setting intersectional diversity and gender targets.

**Enhance Reporting** - Improving oversight of recruitment at the School level, monitoring the gender profile of recruitment actions, automating recruitment reporting and incorporating intersectional diversity data in recruitment and promotions reports.

**Retention** - Prioritising exit interviews with women in STEM and priority diversity groups. Investigating and implementing strategic retention strategies that have been effective in STEM and Higher Ed sectors.

**Leadership** - Leadership training for diversity priority groups and ensuring leaders and managers are accountable for STEM gender targets.

**Resourcing** - Increase resourcing allocation to deliver gender equity actions.

**Review and enhance promotions process** – consideration of using peer feedback as an alternative to student

satisfaction in promotions (student feedback is often gendered, discriminatory and culturally unsafe) and embedding equity in the promotions process, using equity observers and diverse committee representation, including cultural and Indigenous representation and equity training of promotions committees.

## 2021 SAGE DAPPER Metrics Data Insights

The SAGE DAPPER workstream analysed data over multiple years up to and including 2020. At the time of analysis 2021 data was not available.

**Women in STEM are increasing** - but the rate of change is slow.

- Gender representation of women in STEM has improved (30% 2017 to 35% 2020).
- Gender representation of academic workforce has improved from 38% (2017) to 41% (2020).
- Improvements are small due to the small number of women in our STEM workforce.
- Continuing a focus on women-only recruitment and women in STEM fellowships will continue to grow the STEM talent pool.

**Moving in the right direction** – but more to do.

- Since 2019 more women have been recruited to STEM roles than men (2019 59%; 2020 61% and 2021 67%), however gender gap remains largest in STEM areas.
- There have been improvements in gender representation in all academic STEM roles (research-only, teaching & research, teaching-only) between 2017 and 2020, with significant improvements in the number of women in research-only STEM roles (36% increase vs 8% increase in research-only STEM men) and teaching-only STEM roles (3x increase vs 2.5x increase in teaching-only STEM men).
- The gender gap in STEM has reduced somewhat across all academic levels (and more so for fixed-term than continuing roles), with more movement at the lower academic levels. However level D has seen increases in the gender gap in STEM, potentially as women are promoted to level E.
- The gender gap at level E has reduced a little though the staff numbers are low (from 16 women and 21% in 2017 to 23 women and 24% in 2020).

**Women are advancing** – positive gains are seen.

- The SWAN promotions support has kept application and success rates by women very positive.
- Women in STEM leadership have increased (21% in 2017 to 33% in 2020) and women in leadership for non-STEM have also increased (45% in 2017 to 61% in 2020) (leadership definition includes department heads).
- Promotion success rate generally decreases with increasing academic levels for all genders.
- STEM success by academic level at Swinburne is close to parity over time. Continuing to offer promotion support to STEM women is critical.

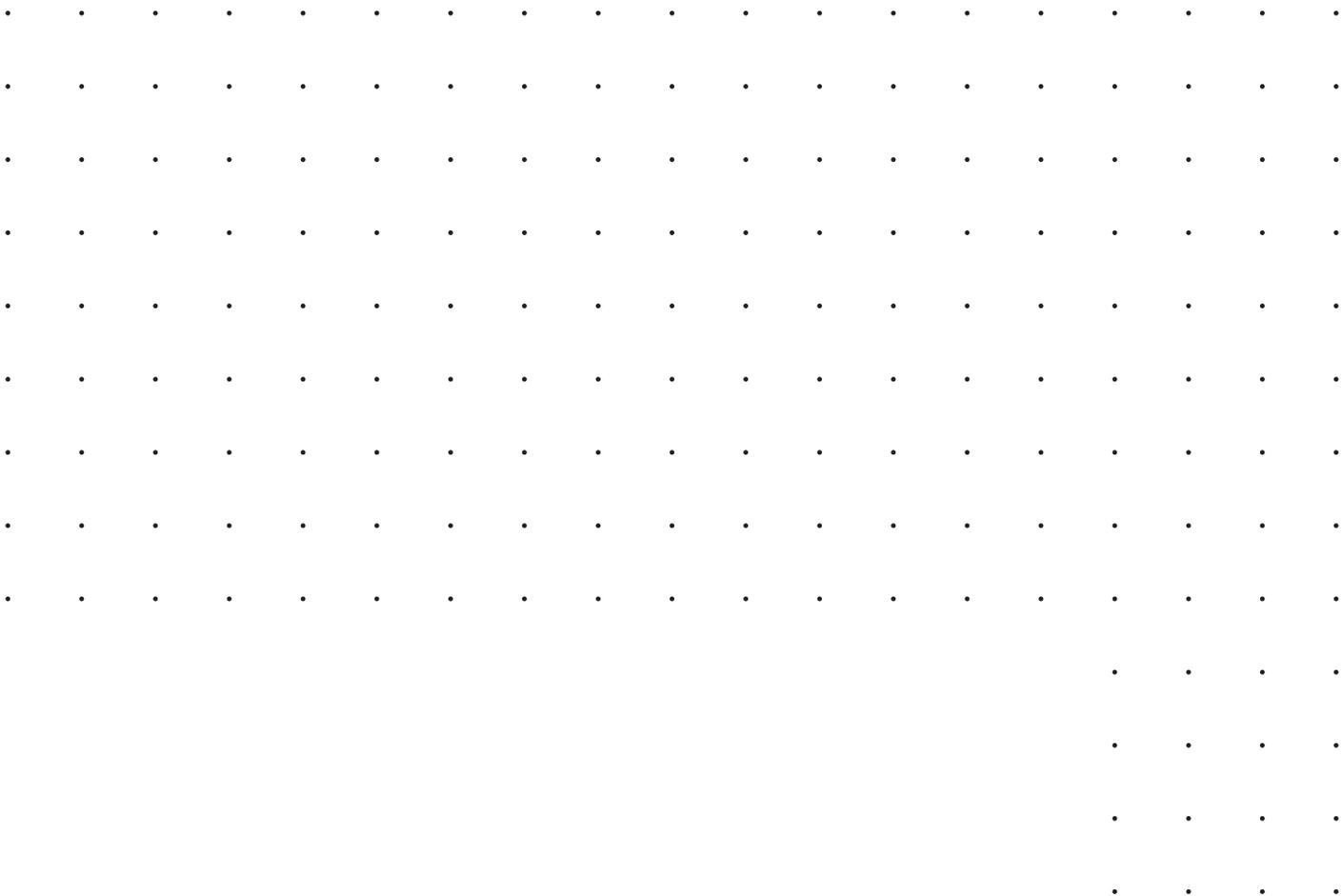
**Challenges with retention** – attention required to ensure we don't lose our gains.

- There has been minimal change in the proportion of women in STEM in continuing roles (from 28% in 2017 to 29% in 2020).
- In 2020 women represented 43% of STEM fixed-term contracts.
- Converting fixed-term STEM women to continuing contracts should be part of our retention strategy.
- Proportion of STEM women leaving is disproportionately high. Over the 4 years from 2017-2020, women comprised 30% 47% 42% 44% of the total exits of continuing STEM staff (during which time women comprised 28% 28% 30% 29% of continuing STEM staff).
- Rate of continuing STEM women leaving is concerning. There are relatively small numbers of departures for continuing STEM staff, but over 3 years (2018-2020) the trend is clear that women are ~1.5 times more likely to leave (breakdown cross levels more difficult due to small numbers).
- The redundancy of Swinburne staff in 2020 was gender neutral. More women chose voluntary redundancy while involuntary redundancy impacted more men.

**Supporting flexible working** – more important than ever.

- There has been an increase in academic women working part-time, with the biggest increase with women in STEM.
- Supporting flexibility is important for attracting and retaining STEM talent.





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The information in this report was correct at the time of publishing (July 2022).

ABN: 13 628 586 699  
ISSN: 1477-8242  
CRICOS provider code: 00111D  
RTO 3059  
TEQSA PRV12148 Australian University



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