

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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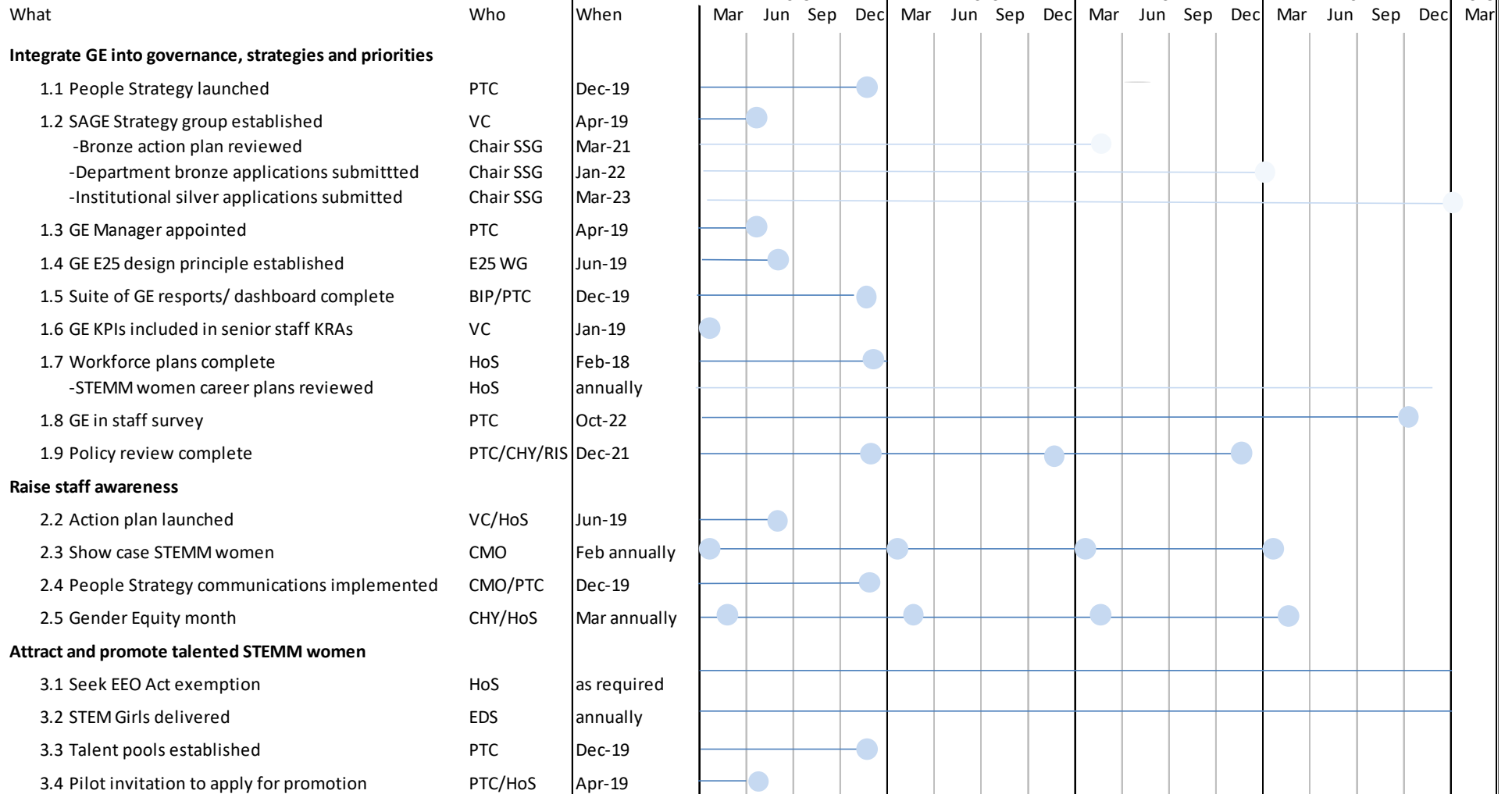
Action	Rationale	Priority	Milestones	Completion Date	Position Responsible
	Enterprise 25 will ensure that gender pay imbalances do not exist.				
5.3. Investigate the alignment of staff contracts and grant agreements in key STEMM disciplines.	In STEMM disciplines, 30% of women are on fixed-term contracts.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

6. Ensure our physical environment supports gender equity.

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

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



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SAGE ACTION PLAN 2019-2023- GANTT Chart

What	Who	When	2019				2020				2021				2022				2023
			Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar
Strengthen organisation culture and capability building																			
4.1 Womens Development Program delivered	PTC	annually																	
4.2 Revised Core attribute descriptors communicated	PTC	Jun-19		●															
4.3 Unconscious bias training implemented (senior leac	PTC	Jun-19		●															
4.4 Research momentuam scheme extended	DVC:R&I	annually																	
4.5 Revised PDM framework communicated	PTC	Dec-20																●	
4.6 Mentoring program developed	PTC	Jun-21																●	
4.7 Online exit survey launched	PTC	Jun-20																●	
4.8 ALLY network available	PTC	Sep-19																●	
4.9 Early Career Framework implemented for Aborigin	PTC	Jun-20																●	
4.10 Study barriers to employment for Aboriginal womei	PTC	Dec-20																●	
Ensure conditions of employment support career and family aspirations																			
5.1 Flexible work practice recommendations provided	PTC	Jun-21																●	
5.2 Pay equity strengthened	PTC	Dec-20																●	
5.3 Staff contracts investigated	PTC	Jun-19		●															
5.4 Aspirations and motivates of teaching staff investi	PTC	Jun-20																●	
Ensure physical environment supports GE																			
6.1 Review unisex toilet provision	FMU	Jun-19		●															

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UniSA Quick Wins – 2017 to March 2019

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

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

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