



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Awards

for the SAGE Athena Swan
Accreditation Pathway



UNSW
SYDNEY

UNSW Institutional Context

SAGE Cygnet Awards Institutional Context - UNSW



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SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Award Institutional Context

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UNSW Institutional context

1. Overview of the institution and UNSW Strategic Plan

Established in 1949, UNSW aims to be an exemplar Australian university and an employer of choice, for people from diverse backgrounds. More than 7000 continuing and fixed-term staff and 13,000 casual staff are employed at UNSW.¹pa There are more than 65,000 students across four main campuses (Figure 1.1).

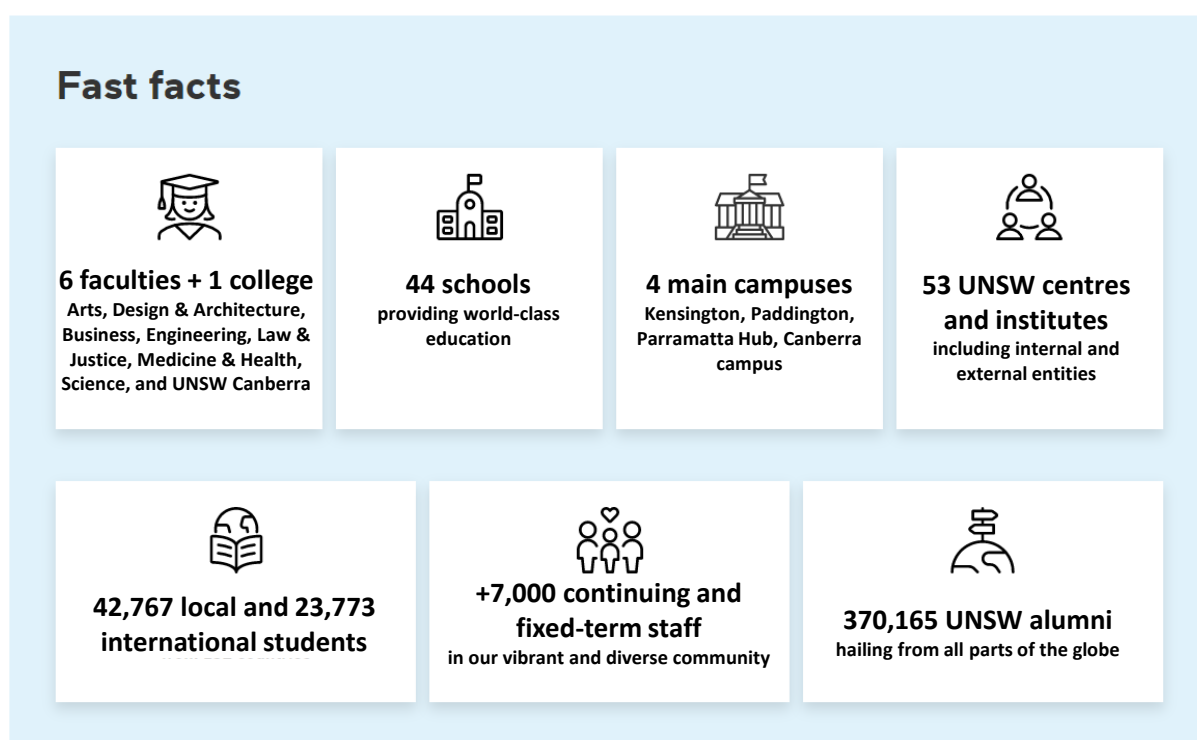


Figure 1.1: UNSW fast facts, UNSW 2022 Annual Report

UNSW has hubs in Albury, Coffs Harbour and Griffith, with major health campuses at Port Macquarie and Wagga Wagga. A new 'Canberra City' campus is also under development.

When UNSW's 2025 Strategy ("Strategy") launched in 2015, the University committed to equality in recruitment, development, retention and promotion of staff, ensuring there is no disadvantage on the basis of gender, cultural background, disability or Indigenous origin. Our Strategy addresses

¹ Staff numbers on 1 January 2023. Records of casuals still 'on the books' may include staff who worked zero hours during the prior year.

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research, education, thought leadership, equity, diversity, knowledge transfer and global impact. Our vision is to shape and progress a just society by mobilising our community's expertise to lead debate, sustainably address global challenges, and foster equity, diversity and inclusion.² Our 2020 update to the Strategy celebrated UNSW's achievements since launching, and included updates to our framework to track, assess and measure strategic initiatives.



Enablers

- > E1 – Develop and Support Our People
- > E2 – Enhance Our Profile, Outreach and Philanthropy
- > E3 – Support Our Services, Systems and Processes
- > E4 – Enhance Our Campuses
- > E5 – Ensure Our Financial Sustainability

Figure 1.2: UNSW 2025 Strategy

UNSW offers undergraduate, postgraduate coursework, higher degree research programs and short courses across six faculties and one college (Figure 1.1). UNSW also encompasses 53 internal and external research centres and institutes.

² UNSW (2020). 2025 Strategy, p.38

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2. UNSW staff

UNSW recognises the importance of using correct and inclusive gender terminology. However, several of UNSW's information systems, including some HR systems, contain options to collect data for "Female", "Male" or "Unknown (indeterminate/intersex/unspecified)" only, aligning with Australian government reporting standards in the higher education sector. UNSW is currently taking steps to address this issue.

On 1 January 2023 there were 1386 academic staff on continuing contracts, including 544 females (39%), and 1979 on fixed-term contracts, including 868 females, (44%). Females fill 44% of all academic positions, including casual positions. These results demonstrate improved representation of women since the 2018 Bronze Award submission.³ Among professional staff, there continues to be higher numbers of women on continuing and fixed-term contracts compared to academics.⁴ Females comprise 60% of all professional staff (including casuals), which is identical to the 2018 Bronze Award submission.⁵

³ On 31 December 2016 academic women accounted for 35% of continuing contracts, 43% fixed-term contracts.

⁴ On 1 January 2023, n = 4037, including 2598 females (64%), whereas on 1 January 2016 there were 3330 staff on continuing and fixed-term contracts, including 2134 women (64%).

⁵ UNSW reported 60% female professional staff at 31 December 2016 in the 2018 Bronze Award submission.

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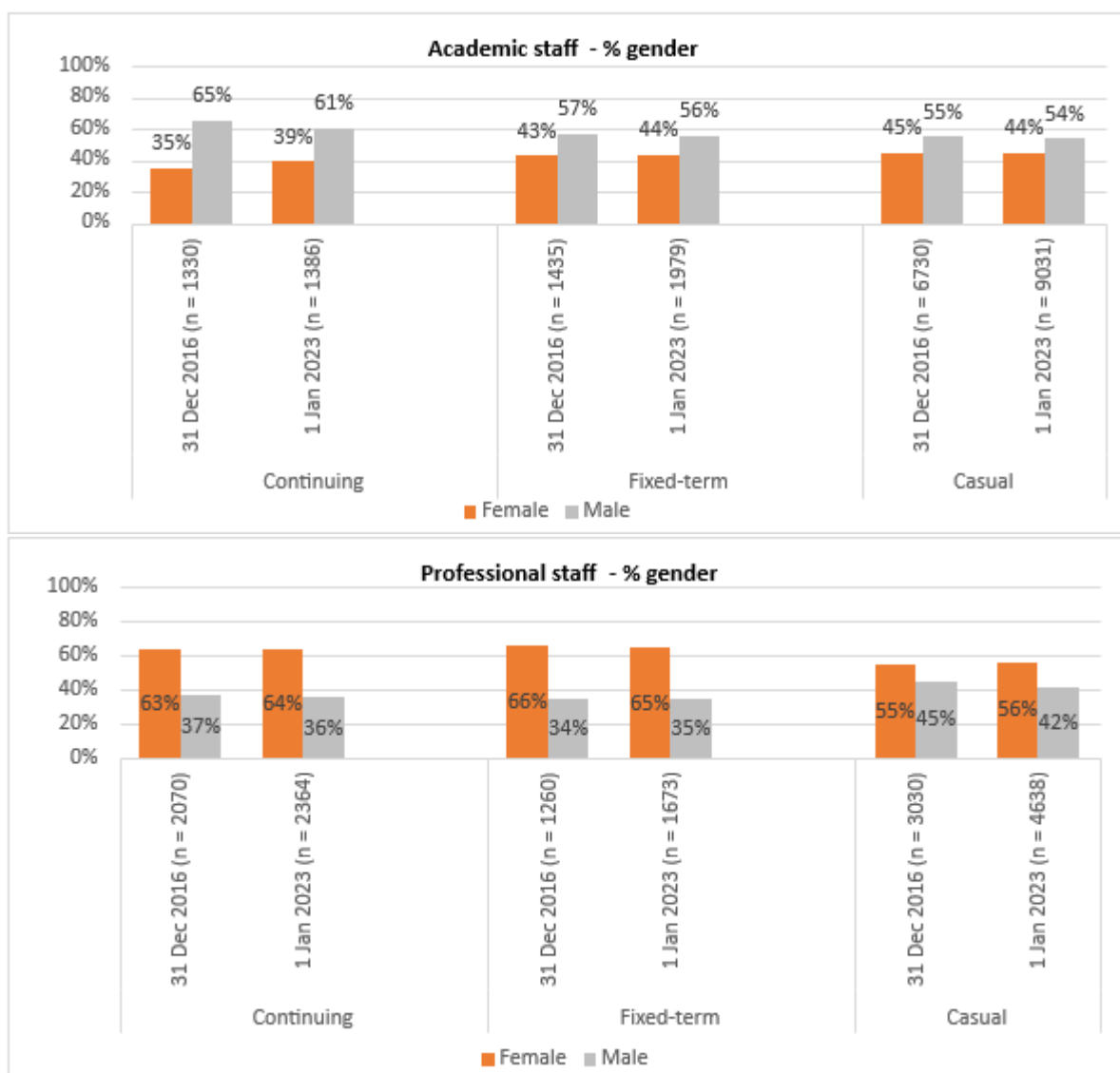


Figure 2.1: UNSW staff by contract type and gender (31 Dec 2016 – as presented at the 2018 UNSW Bronze Award submission vs. 1 January 2023)

The number of casuals actively engaged varies throughout the year. For example, among the numbers reported in Figure 2.1, numbers of casual staff who worked one hour or more during the prior year were as follows:

- On 1 January 2023: 5242 academic and 4190 professional staff.
- On 31 December 2016⁶, 4715 academic and 2527 professional staff.

⁶ Data to 31 December 2016 was analysed for the UNSW Bronze Award.

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The majority of academic casuals are sessional teaching appointments, hence their high numbers compared to professional casuals.

In May 2023, UNSW improved the way it reports a variety of staff diversity characteristics, and is also increasing access to this information, with the soft launch of new 'EDI dashboards'. Figure 2.2 provides a high-level sample of these results. Through this initiative, more detailed results and an annual trend analysis will also be available by faculty/division and school/department.



Figure 2.2: Continuing and fixed-term staff by diversity characteristics, at 24 May 2023

Since the 2018 Bronze Award, UNSW has undergone significant restructuring. The Faculties of Medicine & Health, Engineering and Science remain the largest faculties, with the highest numbers of staff and schools. Table 2.1 shows the distribution of academic staff by gender across STEM

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Faculties and Schools, while Table 2.2 indicates professional staff.⁷ This restructuring reduced the number of faculties from nine to six and one college. Restructuring also saw some schools move between faculties. Total staff numbers have not reduced; staff on continuing and fixed-term contracts has increased from 6095 on 31 December 2016 to 7402 on 1 January 2023.

A total of 38% of academic staff in STEMM (continuing and fixed-term combined) identify as female, compared to 35% at the time of our 2018 Bronze Award. Table 2.1 shows a significant variability in female representation across schools,⁸ notably:

- UNSW Canberra at ADFA – female representation remains low overall (26% of all academic staff on continuing and fixed-term contracts), however this is almost double that of the Bronze Award submission (14% of academic staff on continuing and fixed-term contracts identified as female)
- Faculty of Engineering – female representation ranges from 6% in the School of Minerals & Energy Resources Engineering to 33% in the School of Biomedical Engineering
- Faculty of Science – female representation ranges from 22% in the School of Mathematics and Statistics to 59% in the School of Psychology
- Faculty of Medicine & Health – gender equity has been achieved in most schools.

Table 2.2 shows typically higher female representation among professional staff in STEMM disciplines, compared to academic staff; 65% of professional staff in STEMM in 2023 identify as female,⁹ compared to 63% at the time of our Bronze Award. Other than Arts, Design & Architecture, which has small numbers of professional staff in STEMM, all other faculties have 35% female representation or higher.

⁷ 1 January 2017 results restated according to the organisation structure that existed on 1 January 2023. Significant movements in staff populations during this period are:

- Faculties of Art & Design, Arts & Social Sciences, and Built Environment were combined into a new Faculty of Arts, Design & Architecture (ADA). Similarly, schools within these three faculties were amalgamated largely into a School of Art & Design, making it difficult now to report a split staff in STEMM disciplines (previously reported within the Faculty of Built Environment in the 2018 Bronze Award) and AHSSBL (reported in March 2018 in the separate Faculties of Art & Design and Arts & Social Sciences).
- School of Optometry & Vision Science was moved from the Faculty of Science into the Faculty of Medicine & Health in 2019 (formerly named the Faculty of Medicine).
- School of Health Sciences was created within the Faculty of Medicine.
- Schools of Mining Engineering and Petroleum Engineering within Faculty of Engineering were combined into the School of Minerals & Energy.

There are also some minor name changes of other schools.

⁸ Based on schools/centres with more than 20 academic staff.

⁹ Continuing and fixed-term staff numbers combined.

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Table 2.1: Distribution of academic staff on continuing and fixed-term contracts, across STEMM faculties and schools, 1 January 2023 (with 1 January 2017 comparison)

STEMM faculty/school	Academic staff			
	2023		2017	
	Total	% Female	Total	% Female
Arts, Design & Architecture	89	45%	84	42%
School of Built Environment	89	45%	84	42%
UNSW Canberra	192	26%	131	14%
School of Science	41	22%	37	16%
School of Engineering & IT	151	26%	94	13%
Engineering	625	23%	498	19%
School of Biomedical Engineering	36	33%	29	41%
School of Computer Science & Engineering	97	27%	76	11%
School of Civil & Environmental Engineering	104	19%	102	20%
School of Chemical Engineering	89	29%	55	31%
School of Photovoltaic & Renewable Energy Engineering	81	28%	60	27%
School of Electrical Engineering & Telecommunication	91	18%	72	8%
School of Mechanical & Manufacturing Engineering	89	19%	62	15%
School of Minerals & Energy Resources Engineering	32	6%	32	16%
Other	6	17%	5	0%
Medicine & Health	881	52%	651	52%
School of Clinical Medicine	345	50%	244	48%
School of Biomedical Sciences	138	41%	142	43%
School of Population Health	78	60%	58	55%
School of Health Sciences	25	48%	0	N/A
School of Optometry & Vision Science	51	63%	25	64%
Research and other centres	180	58%	147	65%
Medical research institutes	38	50%	23	65%
Other	26	46%	12	33%
Science	619	38%	546	34%
School of Aviation	7	14%	14	29%
School of Biological, Earth & Environment	116	41%	117	38%
School of Biotechnology & Biomolecular Sciences	81	43%	58	40%
School of Chemistry	67	28%	57	28%
School of Materials Science & Engineering	51	27%	48	48%
School of Mathematics	96	22%	98	19%
School of Physics	81	28%	56	30%
School of Psychology	116	59%	95	55%
Other	4	75%	3	33%
Grand total	2406	38%	1910	35%

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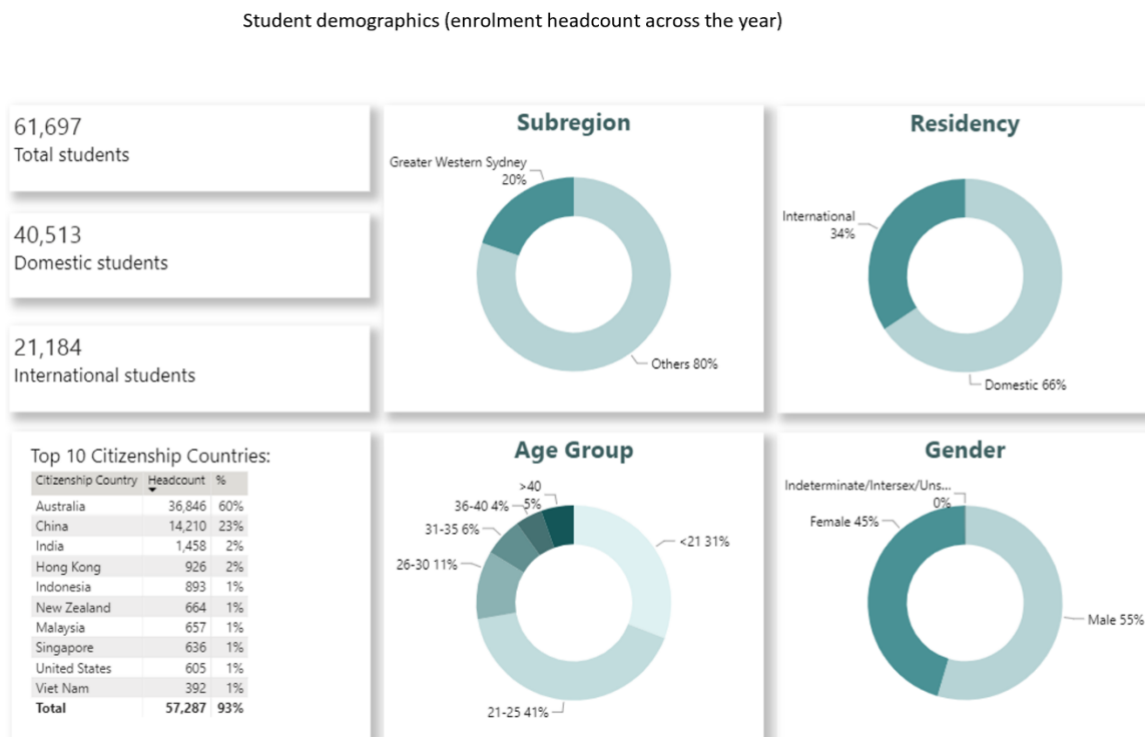
Table 2.2: Distribution of professional staff on continuing and fixed-term contracts, across STEMM faculties and schools, 1 January 2023 (with 1 January 2017 comparison)

STEMM faculty/school	Professional staff			
	2023		2017	
	Total	% Female	Total	% Female
Arts, Design & Architecture	4	0%	45	76%
School of Built Environment	4	0%	45	76%
UNSW Canberra	52	35%	60	33%
School of Science	16	38%	15	40%
School of Engineering & IT	36	33%	45	31%
Engineering	286	47%	285	48%
School of Biomedical Engineering	21	43%	10	60%
School of Chemical Engineering	14	36%	21	48%
School of Civil & Environmental Engineering	43	30%	64	38%
School of Computer Science & Engineering	26	42%	31	52%
School of Electrical Engineering & Telecommunication	43	44%	39	46%
School of Mechanical & Manufacturing Engineering	26	31%	32	44%
School of Minerals & Energy Resources Engineering	7	29%	14	50%
School of Photovoltaic & Renewable Energy Engineering	20	35%	24	25%
Other	86	71%	50	72%
Medicine & Health	659	80%	568	76%
School of Clinical Medicine	224	83%	197	80%
School of Biomedical Sciences	40	85%	62	71%
School of Population Health	19	84%	23	87%
School of Health Sciences	8	88%	0	N/A
School of Optometry & Vision Science	37	76%	38	76%
Research and other centres	214	77%	165	75%
Medical research institutes	4	100%	32	81%
Other	113	81%	53	64%
Science	302	56%	261	55%
School of Aviation	18	22%	24	29%
School of Biological, Earth & Environment	47	62%	38	66%
School of Biotechnology & Biomolecular Sciences	45	62%	35	69%
School of Chemistry	34	71%	20	40%
School of Materials Science & Engineering	23	26%	17	53%
School of Mathematics	10	70%	18	56%
School of Psychology	56	73%	41	66%
School of Physics	32	41%	25	40%
Other	37	49%	43	53%
Grand Total	1303	65%	1219	63%

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3. UNSW students

Figure 3.1: Diversity profile of UNSW students, current 11 May 2023



A total of 61,697 students were enrolled at UNSW at the commencement of Term 1 in 2023. Figure 3.1 provides a summary of a range of their diversity indicators.

Table 3.1 presents the number of students in each of the seven faculties (with the Faculty of Art, Design & Architecture and UNSW Canberra divided into STEMM and AHSSBL disciplines), by undergraduate, postgraduate coursework, postgraduate research and postgraduate online cohorts. In the STEMM disciplines, UNSW Canberra is notable with only 21% female undergraduates (rising to 32% females in the postgraduate research cohort), as is Engineering with only 25% of undergraduates being female (rising to 30% in postgraduate research). Other STEMM faculties such as Built Environment, Medicine & Health, and Science are close to gender parity in the undergraduate population with small variations in the proportion of female students in the postgraduate cohorts. Gender representation of cohorts in 2023 remains similar to semester 2 in 2017, with modest increases only.

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Table 3.1: Number of students (undergraduate and postgraduate) and postgraduate researchers by faculty/college showing % female (as at beginning Semester 1 2023 and end Semester 2, 2017, respectively)

Hexamester 1/Semester 1 Canberra/Term 1, 2023	Undergraduate				Postgraduate (coursework)			
	Total 2023	% Female 2023	Total 2017	% Female 2017	Total 2023	% Female 2023	Total 2017	% Female 2017
STEMM	19,085	38%	17,266	36%	7384	36%	6460	33%
Arts, Design & Architecture (Built Environment)	1873	49%	2220	48%	638	49%	542	50%
Canberra (STEMM disciplines)	822	21%	599	16%	1309	18%	838	13%
Engineering	8557	25%	7867	22%	3235	24%	3477	22%
Medicine & Health	2833	55%	2020	53%	1512	70%	995	73%
Science	5000	50%	4560	51%	690	43%	608	44%
AHSSBL	13,966	55%	15,122	58%	9222	52%	7716	56%
Arts, Design & Architecture (AHSSBL disciplines)	4380	70%	5941	73%	1860	72%	1801	74%
Business	6732	44%	7059	48%	5392	47%	4292	51%
Canberra (AHSSBL disciplines)	457	33%	450	33%	854	32%	675	25%
Law & Justice	2397	63%	1672	56%	1116	62%	948	63%
Total	33,045	45%	32,388	46%	16,604	45%	14,176	45%

Hexamester 1/Semester 1 Canberra/Term 1, 2023	Postgraduate (research)				Postgraduate (online) ¹⁰			
	Total 2023	% Female 2023	Total 2017	% Female 2017	Total 2023	% Female 2023	Total 2017	% Female 2017
STEMM	2672	42%	2738	42%	455	19%	N/A	N/A
Arts, Design & Architecture (Built Environment)	109	46%	73	44%	0		N/A	N/A
Canberra (STEMM disciplines)	193	32%	230	29%	0		N/A	N/A
Engineering	920	30%	922	30%	235	14%	N/A	N/A
Medicine & Health	728	56%	696	57%	0		N/A	N/A
Science	722	46%	817	44%	220	24%	N/A	N/A
AHSSBL	678	59%	837	56%	576	42%	N/A	N/A
Arts, Design and Architecture (AHSSBL disciplines)	404	67%	442	24%	0		N/A	N/A
Business	113	46%	172	48%	576	42%	N/A	N/A
Canberra (AHSSBL disciplines)	83	39%	132	41%	0		N/A	N/A
Law & Justice	78	55%	91	58%	0		N/A	N/A
Total	3350	45%	3575	45%	1034	32%	N/A	N/A

The proportion of female undergraduate and postgraduate research students in UNSW’s Faculty of Engineering (24–30%) is higher than female representation in the discipline (13.6%) in Australia;¹¹ suggesting that retention as well as the student pipeline continue to be key challenges in increasing the representation of women in the sector. Similarly, UNSW Canberra has a student pipeline issue, as most undergraduates are military cadets, of which women are 27%.¹²

¹⁰ An online postgraduate option became available in some faculties from July 2019 and is represented where applicable.

¹¹ <https://www.engineersaustralia.org.au/about-engineering/statistics>, accessed 3 August 2023.

¹² Australian Government (2022). “Department of Defence Annual Report 2021–2022”.

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Student inclusion initiative case study: UNSW Gateway Admission Pathway and Program

Commencing in 2018, UNSW's Gateway scheme provided access to UNSW for students from low-SES backgrounds and over 300 identified high schools in NSW. Gateway considered that ATAR scores alone are not adequate indicators of a student's potential to succeed at university. The initial goal set in the 2025 Strategy was a low-SES access rate target of 15% by 2025. The Gateway scheme increased enrolments of students from low-SES backgrounds from 8.6% in 2015, to 10.3% in 2018. The scheme was refreshed in 2020 as the Gateway Admission Pathway and Program (GAPP). In its first two years, GAPP accelerated UNSW's low-SES access rate to 12.3% in term 2 2022. In August 2022 UNSW committed to a new Gateway Equity target of 25% over the next five years. The new target combines both students from low-SES backgrounds and students from socio-educationally disadvantaged schools. A key change to support the new target is the GAPP – Unconditional Offer Round, which provides high-performing students from under-represented backgrounds with early admission offers at UNSW and additional preparation time for effective transition to university. An analysis of outcomes by UNSW for the 2022 academic year revealed students enrolled via the GAPP:

- performed at +/- 2% of the weighted average mark of the cohort.
- passed 91% of all their subjects, compared with 93% in the broader domestic undergraduate cohort.

Figure 3.2: Case study: Gateway Admission Pathway and Program



Faculties also design initiatives to widen access specifically for women (see Table 3.2 for examples).

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Table 3.2: Faculty initiatives for women STEMM students

UNSW Faculty of Engineering

- **The Women in Engineering (WIE) Program** has continued to successfully target high school students and enrolled undergraduate and postgraduate students at UNSW with cohort-specific activities, support and scholarships. This program has reached more than 17,000 high school girls through events, workshops and presentations and UNSW continues to have one of the largest women in engineering communities in Australia, with women comprising 25% of first-year enrolments in Engineering at UNSW. The program partners with four student societies – Women in Engineering Society (WIESoc), Women in Technology (WIT), The Women in Electrical Engineering and Telecommunications (TWEET) and Robogals UNSW, funding activities including peer-to-peer and industry mentoring programs, and runs regular social events to build and support the women in engineering community.
- **Girls in Engineering (GiE) Club** is a fun, inspiring community for high school girls interested in STEMM. With over 1300 members, the club offers regular workshops, a monthly newsletter, on-campus events, engineering challenges, opportunities to be mentored by women in engineering students, and access to a closed Facebook community to connect with likeminded girls. The Girls in Engineering Club Instagram launched in March 2021, and in 2022 a new alternate pathway program to UNSW Engineering, the GiE FEAS Program was launched with 100 Year 11 and 12 high school girls participating in the program annually.
- 125 'Women in Engineering' **scholarships** awarded since 2015 (valued at +\$5.6million). Currently there are 195 women scholarship recipients (including recipients of other scholarships) studying in UNSW Engineering.

UNSW Faculty of Science

- **The Women in Maths & Science Champions Program** is a unique career development program supporting research students (PhD Champions) and early career scientists (ECS Champions) who identify as women and non-binary people. It is designed to equip them with the skills, confidence, and networks to build a thriving career, and become highly visible advocates for the participation of girls and women in science and maths. PhD Champions in 2022 engaged in nearly 300 hours of outreach, including primary and high school visits, career panels, virtual work experience, mentoring, open days, creating content for blogs and podcasts, designing a coding workshop for secondary students, and science week activities.
- **Girls Do the Maths.** In 2022, the annual Girls Do the Maths Workshop, organised by the School of Mathematics and Statistics, attracted over 450 students from 34 schools across an on-campus event and online sessions on separate days. These workshops encourage young women to see how they can make a positive difference to the world and enjoy enriching careers by studying mathematics and statistics, and to demonstrate the beauty, fun and applications of maths and statistics.
- **The Office of the Women in STEM Ambassador**, hosted by UNSW Science, runs national awareness-raising initiatives to promote STEMM study and careers to girls.
- **L'Oreal Girls in Science Day.** Until November 2019, these ran jointly with Australian L'Oreal-UNESCO for Women in Science Fellows for girls in Years 9–11. Participants get to hear from the Fellows about their research and experiences as scientists and discuss potential future study or careers in science.
- **Science 50:50.** Up until 2021, universities, research organisations and industry united to deliver this program, which aimed to inspire young women to pursue careers in science and technology. The program comprised of school visits, competitions, school holiday programs and science-based events.

UNSW Canberra

- **Young Women in Engineering (YoWIE) Program** is committed to inspiring young women currently in Years 9–12 to consider a future in engineering. This free three-day workshop aims to show young women how maths and science studies at school can help shape their future.

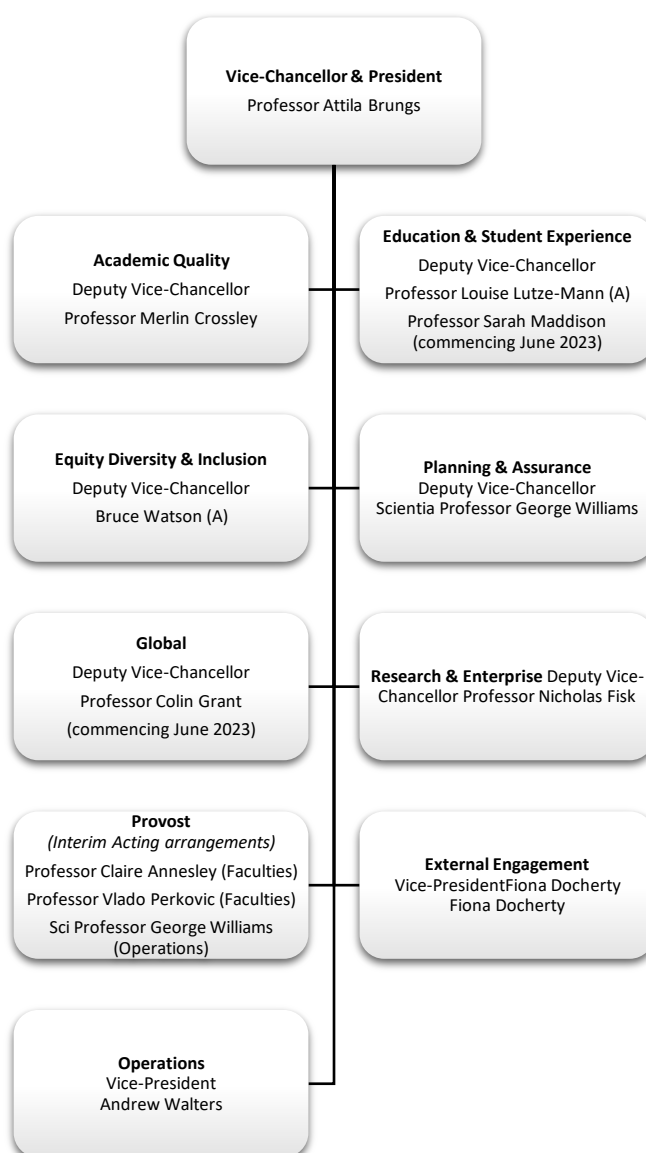
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4. University governance

UNSW’s most senior management committee is the Management Board, comprising 10 positions (Figure 4.1).

The faculties report into a Dean (UNSW Canberra reports into a Rector), who in turn report into the Provost.

Figure 4.1: UNSW Management Board, June 2022



In June 2019 UNSW implemented a new “Representation on UNSW Committees and Decision-Making Bodies Procedure”, to facilitate consideration of equity, diversity and inclusion principles (shown in Figure 4.2) during the formation of UNSW committees, panels, and decision-making bodies. The Procedure applies to the most senior management committees and states a target minimum composition of 40 per cent women whenever possible (as also shown in Figure 4.2).

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Figure 4.2: Two extracts from UNSW's Representation on UNSW committees and decision-making bodies procedure

2. UNSW Committee and Decision-Making Body Membership Requirements

Usual composition of UNSW's committees and decision-making bodies must be as follows:

- males and females to each hold at least 40 per cent of the membership
- where a committee or decision-making body comprises between two and four members, at least one is female and one is male
- membership should be representative of the broad demographic and workforce profile of the University (see Definitions and Acronyms)
- members should be sufficiently skilled to fulfil the requirements of their membership role.

UNSW recognises that:

- the composition of some committees and decision-making bodies is determined by legislation and/or Terms of Reference that provide for ex-officio and elected members
- where the workforce profile in a particular discipline or area is predominantly of one gender, as in the Science, Technology, Engineering, Mathematics and Medicine (STEMM), a requirement to ensure committees and bodies comprise at least 40% of one gender could place a disproportionate burden on the minority group. These and other local circumstances will be considered by the Equity, Diversity and Inclusion Board during their assessment of the annual data and statements they receive from the Committee Chairs (see Section 3 and 5 of the Procedure)
- achieving the membership requirements will involve consideration of how representation can best be achieved whilst meeting the business needs of the committee. Where this is challenging, support will be provided (see Section 5).

4. Approaches

The Convenor and/or Chair of UNSW committees and decision-making bodies must apply the principles of the [Equity, Diversity and Inclusion Policy](#) and strive to adopt the following universal and targeted approaches:

- be mindful of gender representation and other demographic characteristics that are protected by legislation (see Definitions below) and actively seek, target, inform, encourage, invite, nominate, co-opt, recruit and appoint:
 - members of the minority gender
 - those with broad demographic characteristics, including individuals who represent the interests of Aboriginal and/or Torres Strait Islander people
- use self-nomination processes
- use identified positions, targeted advertising and recruitment agencies where no suitable candidate is selected at the initial shortlisting stage
- actively invite expert representatives to relevant decision-making meetings and where decision-making relates to a particular cohort or issue, ensure that people with relevant expertise in the matter being determined are present
- where Terms of Reference provide for a Nominee, consider a Nominee who is a member of a minority group and can enrich diversity within the composition of the committee or decision-making body
- revise the membership provisions of the Terms of Reference of committees and decision-making bodies, including the impact of the number of *ex-officio* and elected members, the impact of the term served, the duration of the term of office and the number of members overall, noting that section 2 provides for a 'such other person' where there is in excess of 10 members'
- seek advice from the UNSW Division of Equity Diversity and Inclusion.

Key opportunities to implement these approaches include elections, filling casual vacancies and making appointments to committees and decision-making bodies (where Terms of Reference permit this discretion).

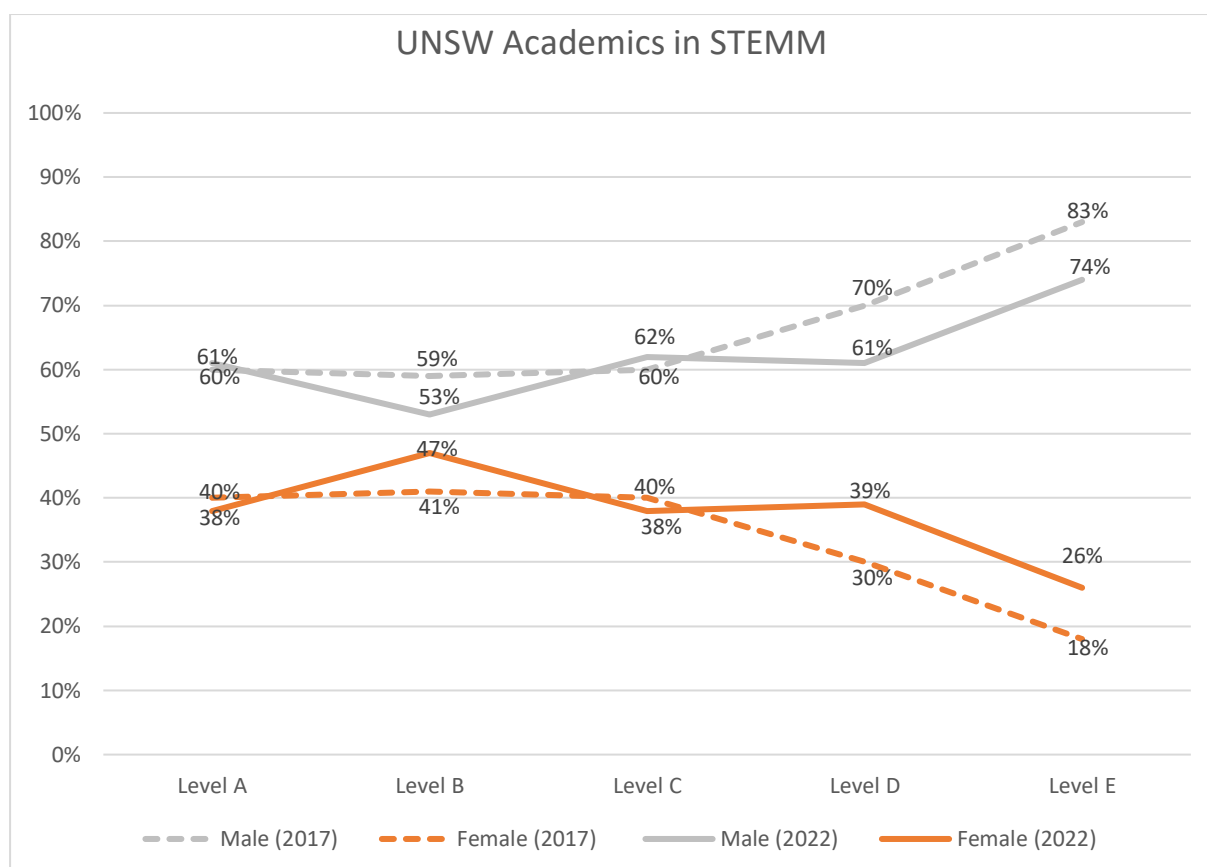
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Since the 2018 Bronze Award, women typically continue to be under-represented on UNSW’s most senior management committees and at senior leadership levels. However, there is progress. See a range of data below for details.

Table 4.1: Female representation on UNSW senior management committees

Senior management committee	31 March 2023 Female # (%)	31 March 2016 Female # (%)
Management Board	3 (33%)	3 (27%)
Deans	2 (29%)	1 (13%) ¹³
Senior UNSW officers (2023)/Executive team (2016)	6 (67%)	10 (32%)

Figure 4.4: UNSW Academic staff (continuing and fixed-term) by gender and level in STEMM, at 1 January 2023 and 1 January 2017



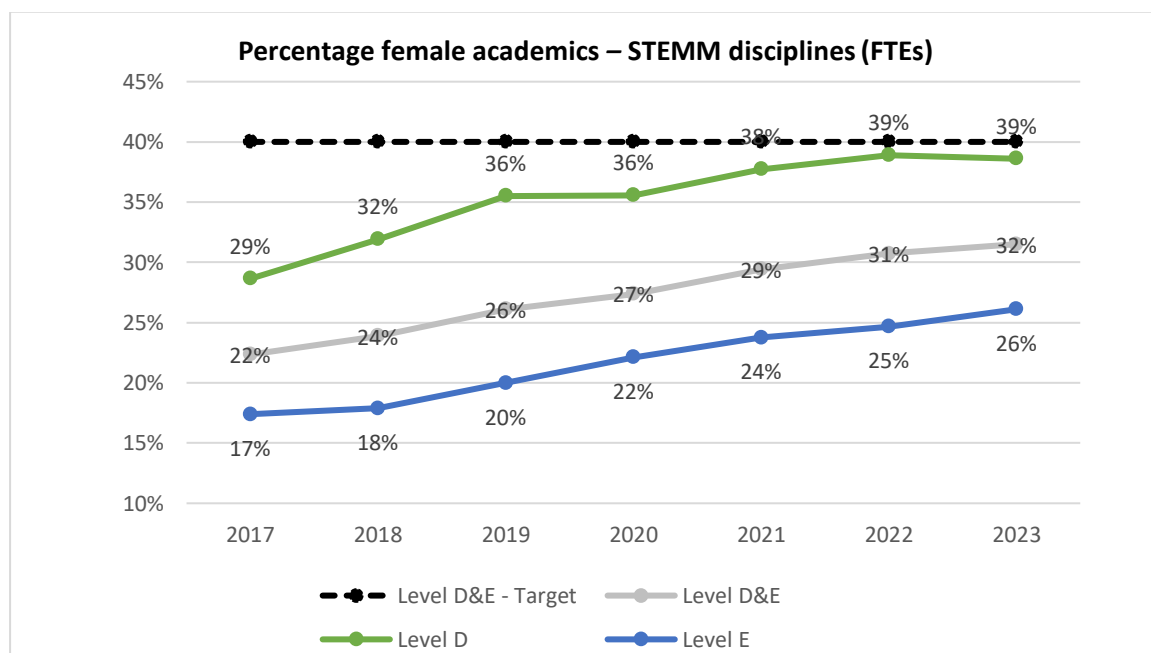
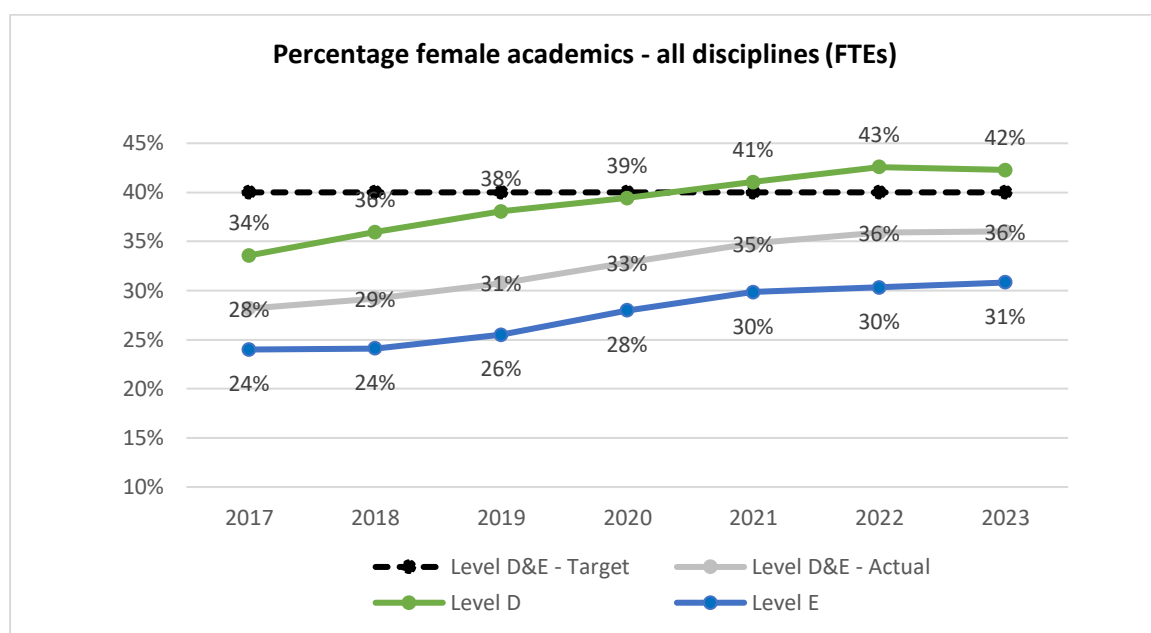
¹³ Dean, Faculty of Arts and Social Sciences was vacant.

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Table 4.2: Progress towards UNSW gender equity KPIs – % female (FTE), endorsed by University Council in 2016.

	HEW 10 and above	Level D&E
2015 Baseline	48.3	27.7
2025 Target	50.0	40.0
2023 June 1 actual	53.9	36.0

Figure 4.5: Progress towards UNSW gender equity KPIs – % academic females (FTE), all disciplines compared to STEMM disciplines (in total and by discipline)



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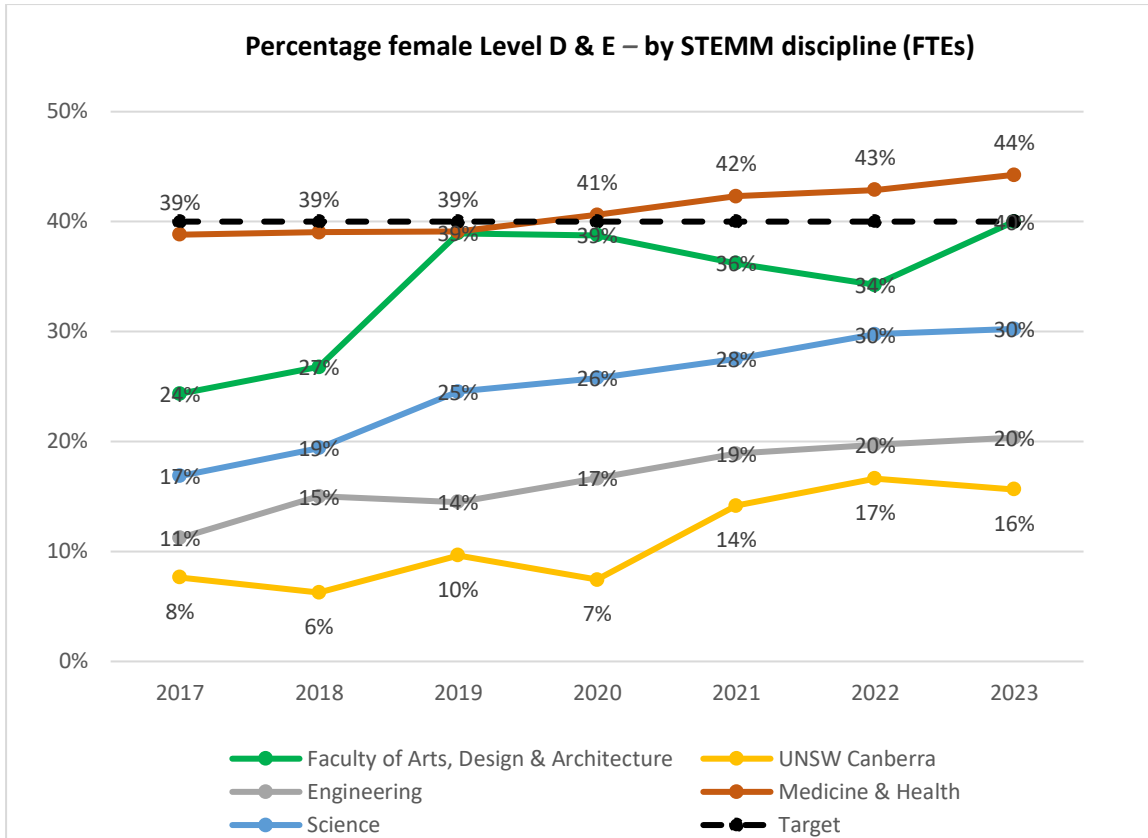
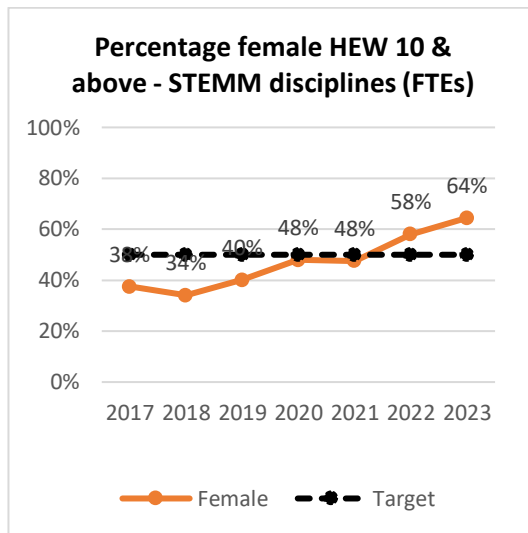
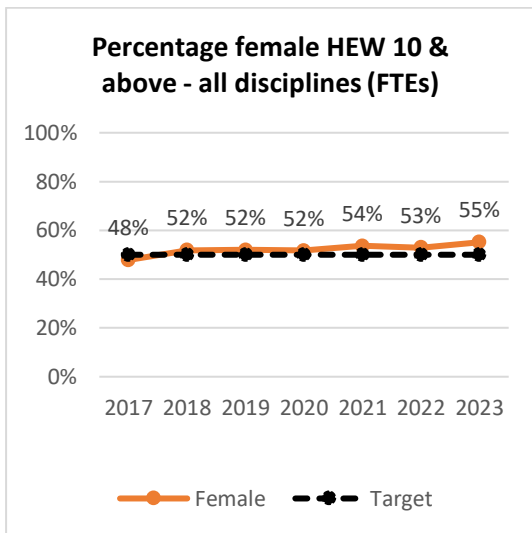
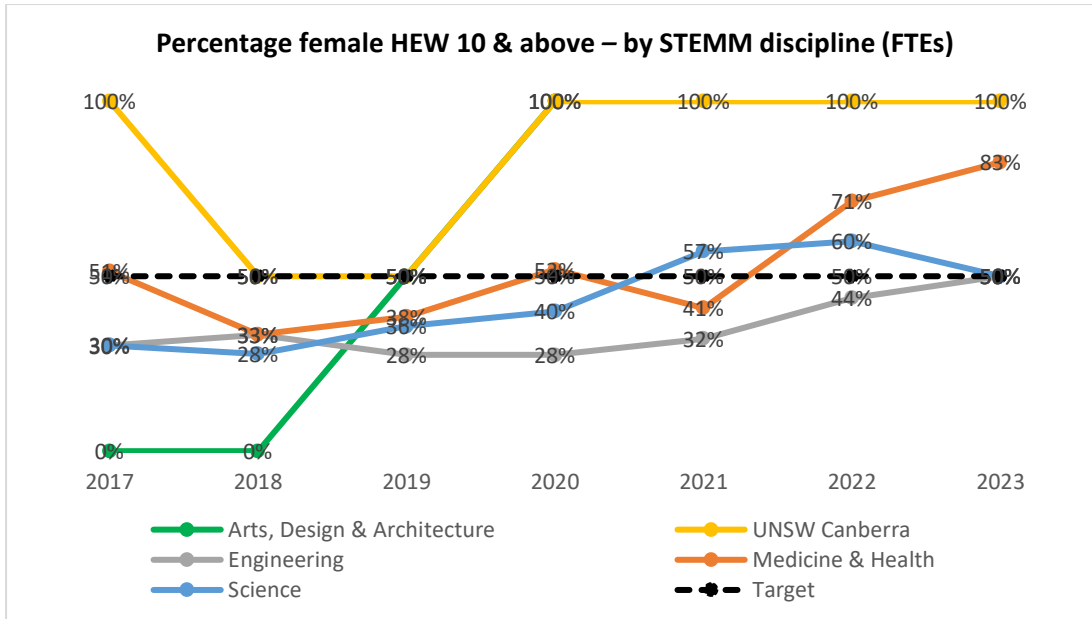


Figure 4.6: Progress towards UNSW gender equity KPIs – % professional females (FTE), all disciplines compared to STEMM disciplines (in total and by discipline)



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5. The role of Athena SWAN in institutional governance

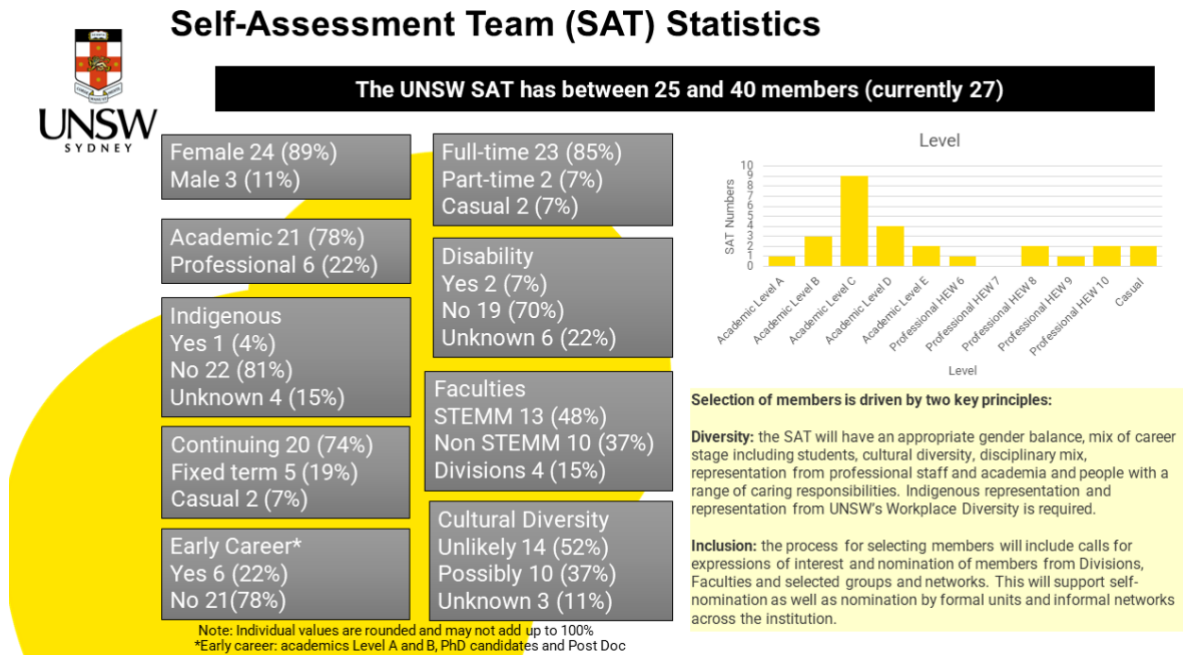
The UNSW Self-Assessment Team (SAT) for Athena SWAN was established through expressions of interest (EOI) and direct approaches. UNSW sought broad representation from a mix¹⁴ of staff and students from STEMM and AHSSBL faculties. The selection process involved self-nomination, nomination by organisational units and informal networks.

The SAT is currently led by UNSW’s Scientia Professor Fiona Stapleton, School of Optometry & Vision Science. Operational support is provided by an Athena SWAN Program Manager and Project Officer, Division of Equity, Diversity & Inclusion. On 1 April 2023 there were 27 members, 89% of whom are women. Membership numbers remain relatively stable, with turnover for parental leave and sabbatical during this time, with greater diversity in 2023 than 2018. Diversity statistics relating to the SAT are shown in Figure 5.1.

¹⁴ Representation extends across gender, cultural background, career stages and caring responsibilities.

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Figure 5.1: Self-Assessment Team (SAT) statistics, at 31 March 2023



The SAT is embedded in the UNSW governance structure, operating as a sub-committee of the EDI Board with links to the Faculty EDI committees. The EDI Board includes senior leaders (including the Vice Chancellor (VC), deans, and Staff Consultative Group (previously Diversity Champions and PVC Indigenous), and the SAT Chair provides quarterly Athena SWAN updates to the board under a standing agenda item. Terms of Reference (ToR) for the SAT were endorsed by the board in 2016. SAT membership is connected to the Women in Research Network (WiRN), heads of school, deans, EDI representatives at faculty level and EDI chairs, and management board and the Senior Leadership Team are connected through EDI Board. These connections enable consultation with a range of subject matter experts. In 2021 the SAT established two new Deputy Chair positions to provide more support for the Academic Lead, continuity for the SAT and leadership development opportunities.

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6. Key findings from the Bronze Award self-assessment process

UNSW has been a member of SAGE since 2015. In December 2018, UNSW was one of 15 Australian higher education institutions to be awarded the Athena SWAN Bronze Award. The Bronze Award self-assessment process yielded a list of key findings, which were then structured around eight key action areas (KAAs) (Table 6.1). The KAAs were evidence-based and reflect industry best practice.

Table 6.1: Key action areas – an extract from the UNSW Bronze Action Plan

Key action area	Rationale/objective
1. Infrastructure and support for ongoing self-assessment and reflection	Ensure ongoing and adequate levels of infrastructure are provided across the institution to support the implementation phase of Athena SWAN @ UNSW.
	Embed institutional commitment to Athena SWAN and ensure implementation of the action plan is built around ongoing reflection and consultative processes.
2. Addressing pipeline challenges through recruitment, retention and promotion to achieve University-wide target (from 2025 Strategy) of 40% academic women at levels D and above	Ensure we retain a diversity of talent, especially in STEMM disciplines, by increasing the number of women in academic positions.
	Build improved retention strategies, especially within STEMM disciplines, to retain women across all levels of the organisation.
	Implement actions which will close gender pay gaps and help support attraction to and retention of talented women at UNSW.
	Build a solid pipeline of talent through robust recruiting practices and systems to address the under-representation of women at all levels in STEMM and of senior women leaders at levels D and above for both.
	Address the under-representation of academic women at senior levels by increasing the support given to women going for promotion particularly at Levels C and D.
	Minimise the potential for unconscious bias to adversely impact recruitment and promotion outcomes for women academics.
3. Career development	Address the lack of a holistic approach to career development and training opportunities for academic women.
4. Managing career breaks and flexible working	Minimise the impact of career interruptions due to parenting and caring responsibilities.
	Increase manager and staff awareness of UNSW's flexible work options and support.

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	Support people with caring responsibilities for young children, particularly women academics, to maximise their workforce participation.
5. Workplace culture	Ensure policies are regularly reviewed and there is consistency in how grievances are handled at all levels of the institution.
	Address the lack of gender diversity in key management structures, which limits the quality of discussion and sharing of diverse perspectives.
	Ensure workload is equitably allocated across all academic staff, especially about education and engagement and leadership expectations.
	Develop principles on core/family friendly hours to support UNSW's commitment to fostering an inclusive work environment and flexible work. Ensure maximum participation by staff with caring responsibilities (particularly women).
	Increase participation and visibility of academic women in professional forums, ensuring they have meaningful roles and representation.
6. Supporting transgender people	Increase understanding of issues facing transgender staff and promote awareness of support resources in place.
	Limited data available on UNSW's existing LGBTIQ+ population.
7. Intersectionality	Build understanding of intersectionality and with the Diversity Champions and advisory groups develop our intersectional approach and framework.
8. Indigenous Australians	Attract and retain Aboriginal and Torres Strait Islander women to UNSW.
	Address low Indigenous academic staff representation through proactive recruitment initiatives.

Equity & inclusion initiatives

UNSW has a wide range of schemes with specific strategic focus on equity, diversity and inclusion (EDI). Table 6.2 provides examples of institution-wide and faculty-based initiatives to enhance participation and leadership by women across the University. Many of these were already in place at the time of conferral of the Bronze Award.

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Table 6.2: Examples of UNSW institution-wide initiatives

Initiative	Description
<p>Carers' Support Fund</p> <p>(In 2023, UNSW replaced the Vice-Chancellor's Childcare Support Fund for Women Researchers with the introduction of the Carers' Support Fund, which broadens eligibility criteria).</p>	<p>UNSW is dedicated to funding extraordinary caring costs, so that a dependent child/ren, parent, partner or family member ('dependent/s') with disability may continue to be cared for while a UNSW employee or HDR student participates in an approved career development activity, particularly conference attendance to support development of networks and international reputation.</p>
<p>Career Advancement Fund</p>	<p>UNSW established this fund to assist both continuing and fixed-term full-time and fractional female academics to re-establish and advance their careers during or following a period of maternity/adoption leave. (Note, eligibility criteria for the program were temporarily amended during the COVID-19 pandemic – applicants had to demonstrate a need for the funds, and the maximum award amount was reduced). Certain faculties also instituted COVID-19 support as bridging research funds.</p>
<p>New Wave Female Founders</p>	<p>UNSW's New Wave Program empowers female founders with the right professional network and industry experts, and helps them upskill to launch their own start-ups.</p>
<p>Scientia Program recruitment</p>	<p>The Scientia Program supports early- to mid-career academics become research leaders of the future. Over 140 Scientia academics have been appointed since 2017 to May 2023. (Note, this program was impacted by hiring freezes during 2020–2021).</p> <p>In May 2023 UNSW announced it will extend the Scientia Program. An additional 48 early- to mid-career researchers will be supported over the next three years under the extension of the program. A third of the new Scientia cohort will work in formal partnerships with industry, government and non-government organisations (NGOs) to translate research into societal benefits. During their renewable four-year appointment, Scientia academics will work across a vast range of disciplines to improve lives globally through innovative research and translation, transformative education, and commitment to societal impact. The program supports a diverse cohort of participants, with Indigenous researchers making up 9 per cent of the cohort, and over 50 per cent of the STEMM appointees are women.</p>
<p>SHARP Recruitment</p>	<p>SHARP (Strategic Hires and Retention Pathways) was an initiative of the UNSW 2025 Strategy to attract and retain world-leading academics at Level E. Commencing in 2016, there have been 39 hires of whom 14 (36%) were women; 26 hires were in STEMM with 6 (23%) women</p>
<p>Career development</p>	<ul style="list-style-type: none"> • Career Coaching for Carers Pilot Program. During 2022 UNSW Athena SWAN and the Women's Wellbeing Academy funded a pilot program and research, delivered by UNSW's Social Policy Research Centre, into the outcomes of a new support program, Career Coaching for Carers (3C) for

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	<p>academic women, including sessional staff and postgraduate students, with current or recent carer responsibilities.</p> <ul style="list-style-type: none"> • Previously run as the Academic Women in Leadership (AWIL) and Professional Women in Leadership (PWIL) programs, UNSW’s annual Women in Leadership Program, for a mixed cohort of professional and academic women, empowers women to strive for career progression by becoming more confident to put their hand up to lead or activate leadership in their existing role. At the end of 2022, more than 400 women had completed the program since inception in 2006. • Defence Family Career Comeback Program, a three-day in-person program run in partnership between Defence Families of Australia (DFA) and AGSM@UNSW Business School. The program is aimed at helping Defence and veteran family members realise their full potential following time away from the workforce or their preferred career path.
<p>Networks</p>	<p>UNSW has a wide variety of networks available to staff and students. Examples include:</p> <ul style="list-style-type: none"> • Women in Research Network (WiRN) is UNSW’s leading forum for research-active women to connect and collaborate to build an equitable and inclusive research culture at UNSW. • Women’s Wellbeing Academy (WWBA) brings together colleagues and collaborators from across the UNSW community to facilitate and support our diverse multidisciplinary work in the area of women’s wellbeing, including via a small grant program. • Women@AGSM Network. A Women@AGSM Director for each new MBA full-time cohort is appointed and is responsible for running events and activities of interest to their cohort and the broader AGSM and UNSW community. The group of scholars in this network is invited to an annual event as alumni as well.
<p>Pay equity</p>	<p>UNSW’s approach to ensuring gender pay equity currently entails:</p> <ol style="list-style-type: none"> 1. Regular and comprehensive pay reviews, minimum every two years, with an overview of results reported to EDI Board and Management Board. 2. Regular annual bonus review by gender coinciding with the bonus payment cycle, with aims for gender equity in average bonus percentage outcomes. (Note, as a cost reduction measure taken in response to the pandemic, no bonuses were paid for work in 2020). 3. Regular gender pay analysis and reporting by faculty/division prepared centrally, cascaded to deans/division leads (as appropriate) and nominated key stakeholders. 4. Gender pay equity objectives included in our Remuneration Strategy. 5. Gender equity in areas undergoing significant workplace change as a result of COVID-19 in 2020 were monitored to ensure women were not disproportionately impacted. The aim was to at least preserve the current status and not increase pay equity gaps during the pandemic.

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	<p>6. Additional actions to ensure gender equity in academic promotion and recruitment practices are expected of faculty and divisional leadership:</p> <ul style="list-style-type: none"> - Review faculty/division pay gap reports, identify priorities for action - Ensure a review of pay, Level and Step allocations for consistency before/at the time of hire - Implement regular reviews of promotion and recruitment outcomes.
<p>HR policies and procedures</p>	<p>UNSW's policies are approved by the Vice-Chancellor and supporting standards, procedures and guidelines approved under the Register of Delegations. As an example, UNSW has developed guidelines for achievement "relative to opportunity and performance evidence" for academic promotion (ROPE). The guidelines emphasise EDI principles in academic promotions process, allowing applicants to describe COVID-19 impact on their case for promotion such as children learning from home, exacerbated mental health conditions/disability, carer responsibilities, working from home while schools were shut, natural disaster impact (e.g. of the bushfires during 2020).</p>
<p>EDI Champions</p>	<p>An initiative during 2016–2023, new UNSW Diversity Champions are appointed every two years. These passionate individuals work closely with the Division of Equity Diversity & Inclusion to champion key portfolio areas of inclusion and diversity for staff and students at UNSW. Currently there are Cultural, Disability, Gender, LGBTIQ+, and Parents & Families Champions.</p>
<p>Breastfeeding friendly workplace</p>	<p>UNSW recognises the importance and benefits of breastfeeding and understands that many parents will return to work while they continue to breastfeed. UNSW also supports parents in the LGBTIQ+ community in breastfeeding, chest feeding and human milk feeding for their babies. UNSW has achieved Best Practice accreditation as a Breastfeeding Friendly Workplace (an Australian Breastfeeding Association initiative).</p>
<p>Sexual harassment reporting portal and annual reporting</p>	<p>The Gendered Violence Portal allows anyone to report an incident of sexual assault or harassment, whether they have been directly affected, are a witness to an incident or a support person. Reports can be made anonymously and will remain confidential unless specifically stated by the person reporting.</p> <p>UNSW is committed to the transparency of preventing and responding to reports of gendered violence. The Conduct & Integrity Office in the Division of Planning & Assurance has published its second annual report on gendered violence prevention and response at UNSW.</p>

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Table 6.3: Examples of UNSW faculty initiatives (not already mentioned)

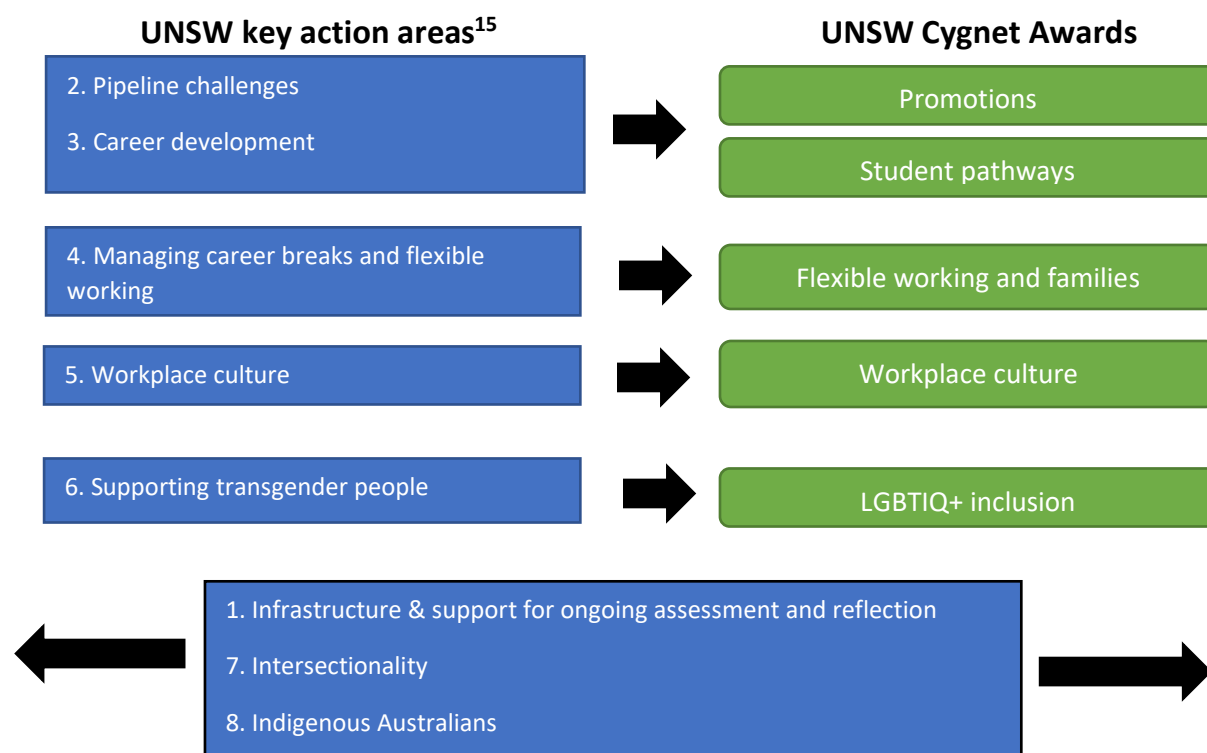
<p>Promotion preparation programs</p>	<p>Faculty of Science: Level Up is a promotion support program designed to encourage academic staff to engage in planning and preparation early in the promotion process and provide participants with relevant resources and advice about the academic promotion process. Level Up was redesigned in 2022 to include two arms: a series of short video guides as an enduring resource open to all staff at all levels, and mock interview sessions open to all staff applying for promotion regardless of background and/or identity.</p> <p>Faculty of Science: Boost is a career support scheme launched in 2022 designed to provide women academic staff currently at Level D with career support in advance of their application for promotion to Level E. Awardees are offered a financial grant to support career activities, strategic career advice, access to example promotion cases, and a network of women also applying for promotion.</p> <p>Faculty of Medicine & Health: Elevate is an academic promotion support program designed to assist academic promotions from level A to B regardless of gender. The program consists of the following activities: promotion information session with at least three recently promoted academics on a panel, cohort meetups, ROPE session, library metrics session, application review by at least two academics and mock interview workshops with at least two people on the panel.</p> <p>Business School: Academic Women’s Career Advancement Program (AWCAP) is a mid-career development program for women who expect to apply for promotion to Associate Professor or Professor. Through the program, participants are involved in a number of development and networking sessions to ensure they are well prepared for applying for and achieving promotion. AWCAP is part of a broader set of initiatives to help address the representation of women at senior academic levels.</p>
<p>Support for parents and carers</p>	<p>Faculty of Science: The Momentum Award is designed to provide academic and professional staff of all genders who are on, or who are returning from, sustained carers leave with support to help maintain career momentum.</p> <p>Arts, Design & Architecture: Research Bounce Back Scheme supports those returning from a period of parental and/or carers leave to enable them to get their research back on track. The Research Bounce Back Scheme supports activities which lead to a range of high-quality research outputs.</p>

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7. Relationship between findings and key barriers for the SAGE Cygnet Awards

The eight KAAs identified in the Bronze Award Action Plan (described above) inform the SAT’s consideration of most significant focus for the five SAGE Cygnet Awards. The UNSW SAT convened a series of workshops in 2020 and 2021, forming working groups for five Cygnet Awards. Figure 7.1 shows the mapping of UNSW’s KAAs to Cygnet Awards.

Figure 7.1: Mapping KAAs to Cygnet Awards



¹⁵ KAA 1 - Infrastructure for ongoing assessment is considered by the SAT to have implicit bearing on all Cygnet Award applications through support for data collection and analysis as well as reporting commitments. UNSW Cygnet Award applications will incorporate KAA 7 – Intersectionality into each Cygnet Award application as data allows. Where possible, Cygnet Awards will also incorporate data relevant to KAA 8 - Indigenous Australians at UNSW.

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Delivering the UNSW Bronze Award Action Plan

Until 2022, UNSW’s Bronze Award Action Plan initiatives were supported with UNSW strategic funds. These funds were subject to ongoing review and approval by senior management. In March 2022 UNSW’s Athena SWAN budget was operationalised (i.e. moved out of contingent strategic funds), to reflect the University’s ongoing commitment to gender equity, diversity and inclusion (GEDI) and as a demonstration that the initiatives are understood now as ‘business as usual’ activity.

The University has increased the number of dedicated Athena SWAN resources since 2017 to assist with the implementation of the Bronze Award Action Plan; a part-time program manager (hired October 2019) and full-time project officer (hired May 2022).

UNSW has retained a (refreshed) Self-Assessment Team (SAT) since March 2018, to both support the implementation of the Bronze Award Action Plan and help identify new or emerging issues. For example, our SAT identified a need for more cross-institutional collaboration, particularly to meet a range of challenges arising from the COVID-19 pandemic, including unexpected limitations to resources. Action to address these issues was distilled into four key workstreams, implemented during 2020–2022 (Table 7.1).

Table 7.1: Athena SWAN gender initiatives during 2020–2022

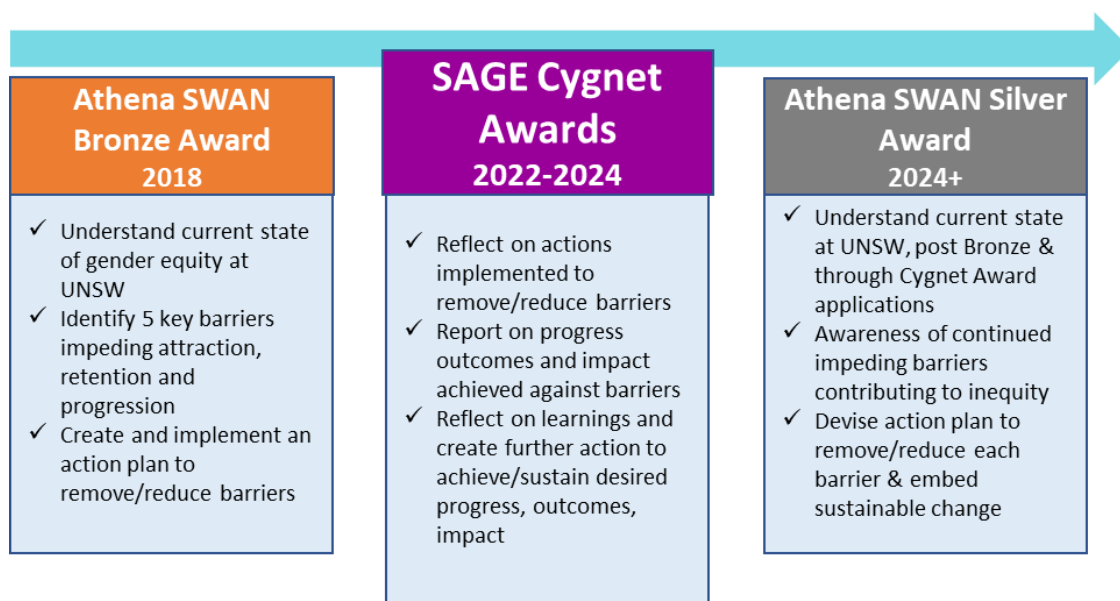
Workforce gender equity modelling	A review of five-year HR key data levers within STEMM faculties, to understand the impact of recruitment, promotion and retention strategies on future state women academic staff representation at UNSW.
COVID-19 Home Working Surveys (CHUSS)	Participation and co-funded research and analysis of COVID-19 home-working University staff survey to understand working from home arrangements before, during and after the pandemic.
Parents at Work (PAW) webinars	Provide a family-friendly workplace by providing parents or carers with useful resources and guidance. Funding to provide workshops to UNSW parents and carers.
Career Coaching for Carers	Sponsored research into a pilot program in support of academic women, with carer responsibilities to develop their careers.

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Cygnet Awards application timeline

The figure below indicates UNSW's planned approach to finalising the University's application for the five Cygnet Awards.

Figure 7.2: Cygnet Awards application timeline



The Athena SWAN leadership team has confirmed the following order of submission (including estimated year of submission):

- Institutional Context and C1 Promotions (2023)
- C2 Flexible Work & Families (2023)
- C3 LGBTIQ+ Inclusion (2023/4)
- C4 Student Pathways (2024)
- C5 Workplace Culture (2024).

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8. Impact of COVID-19 on the activities, implementation and/or desired outcomes of the Athena SWAN Bronze Action Plan

Disruptions due to the COVID-19 pandemic in the university sector are increasingly well documented.¹⁶ At UNSW the response included further organisation restructure (in addition to 2025 Strategy reorganisation).

Core challenges to gender equity and inclusion arising from the disruption have been addressed and mitigated by UNSW since March 2020 (Table 8.1).

Table 8.1: UNSW's responses to challenges arising during the COVID-19 pandemic

The challenge	Examples of UNSW's responses
<p>A rapidly changing external environment</p> <p>Responses by various actors to manage the risks of catching and spreading COVID-19 caused unprecedented disruption to the learning and workplace environment at UNSW – and universities in Australia and across the globe.</p> <p>For example, with very little notice, federal and state governments introduced requirements for most staff and students to work/study from home, introduced international travel bans (which limited then halted student and staff travel) and domestic travel restrictions, and restricted people's ability to congregate as groups face-to-face.</p>	<p>Early in the pandemic when there was significant uncertainty and a quickly changing external environment, UNSW senior leaders realised staff and students would benefit from regular communications from them about ways UNSW was responding to the COVID pandemic. For example:</p> <ul style="list-style-type: none"> In February 2020 UNSW introduced a new, recurring email communication series for staff titled, "Update on UNSW's response to COVID-19". These communications summarised recent events as well as outlined UNSW's responses and support. Messages in this communication series were signed off by the Vice Chancellor, University Provost and Chief Communications Officer. Regular email communications were also provided by the Vice Chancellor and other senior leaders to all students. <p>On Thursday 19 March 2020, UNSW announced all in-person classes would cease from Friday 20 March until further notice. Teaching staff had two days to make changes so their classes could be delivered online or by other means that could be accessed remotely, including via Moodle, Teams, Zoom and Skype. For staff, UNSW also leveraged its recently updated Flexible Work Guideline and a newly launched Flexible Work Toolkit (completed in September 2019), to support staff and managers to transition rapidly to working from home.</p> <p>In April 2020 UNSW announced a staff hiring freeze (which was not lifted until early in the following year). In the same announcement it was also revealed and that UNSW's DVCs, VPs, Provost, Vice Chancellor (as a Management Board) – together with deans in the Senior Leadership Team – moved to arrangements that resulted in a 20% reduction of their salaries.</p> <p>In December 2021 UNSW replaced its Flexible Work Guideline with a new Flexible Work Policy. The underpinning principle for this policy was flexibility being available to all, and was the culmination of research undertaken for UNSW's Athena SWAN Bronze Award application, and was accelerated by the COVID-19 pandemic.</p>
<p>A challenging financial position</p>	<p>The 20/21+ Taskforce was established to address the financial challenges COVID-19 posed, and to ensure that UNSW could emerge from the pandemic a world-leading University. The faculties and divisions were restructured, including combining three faculties to create the new Faculty of Arts, Design & Architecture, and the expansion in the scope of Law, as the Faculty of Law &</p>

¹⁶ See Moorehouse & Kohnke (2021), Dodd et al. (2021) and Pokhrel & Chhetri (2021).

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	<p>Justice. Divisional activities were combined in Research & Enterprise, in External Relations and Philanthropy, and in Operations and Human Resources, thus reducing the number of divisions by three; and we established a new Division of Planning & Assurance, reflecting the complex regulatory environment. The pandemic had profound implications for the University's finances. After activating all other financial levers, it was clear UNSW needed to reduce the size of the workforce, initially through a voluntary and later compulsory redundancy program. This was a course of action UNSW endeavoured to avoid and did not take lightly.</p> <p>The Athena SWAN annual budget was consequently reduced to cover only associated staff costs and the annual SAGE membership fee. Throughout 2020 the SAT was consulted to help UNSW identify:</p> <ul style="list-style-type: none"> • the most crucial elements of the action plan that had contributed to positive shifts in gender representation that should be retained while minimising costs • if and when new responses were required to address gendered COVID-19 impacts that were not envisaged two years prior when the action plan was formulated. <p>The SAT identified five priority areas for action at that time which were:</p> <ul style="list-style-type: none"> • inclusive leadership (carrying out preparatory work for the development of a new, inclusive leadership program, in anticipation that Athena SWAN would be allocated budget again to run such a program in the near future) • data analysis (including regular monitoring of representation by faculty/division, leave usage, recruitment, retention, promotions, and uptake of parental leave before and after the onset of COVID) • academic promotions (a follow-up review, increased applicant support, a review of "relative to opportunity" policy and practices) • support for parents and carers (including needs analysis, an audit of existing UNSW initiatives and promoting flexible work) • communications (for internal, external and media audiences). <p>The SAT also determined ways to achieve cost savings, namely:</p> <ul style="list-style-type: none"> • increasing awareness and improving internal communications about existing resources, supports and professional development opportunities • increasing the utility and effectiveness of existing resources, support and professional development (with low-cost enhancements and greater leveraging of internal resources and expertise) • upskilling leaders/managers.
<p>Maintaining gender equity throughout workplace change</p> <p>It was known early into the pandemic that women were being disproportionately impacted.¹⁷ UNSW sought to avoid unintended gendered consequences from its own COVID-19 responses, including those potentially arising from its workforce reduction programs.</p>	<ul style="list-style-type: none"> • In May 2020 UNSW Sydney was among the first Australian universities to sign a "Joint Sector Position Statement on Gender Equity". This entails a commitment to preserving gender equity as a higher education priority during and after COVID-19. • In July 2020 our Vice Chancellor presented on the "Next steps in the UNSW response to COVID-19". The presentation reaffirmed UNSW Sydney's 2025 Strategy commitments (including a commitment to social impact) and announced a new faculty model which will embed social impact across the full breadth of academic excellence. • In July 2020 UNSW Sydney formally launched its new "EDI Principles Framework (Staff)", which contains "guiding principles for decision making,

¹⁷ The United Nations' Secretary General António Guterres brought attention to the gendered impact of COVID-19 on 10 April 2020, calling for urgent and immediate action. He stated that the pandemic is having "devastating social and economic consequences for women and girls" and urged governments and institutions to put gender issues at the centre of COVID-19 responses. Early analysis also confirmed a need to address indicators that women are facing deep social and economic effects from the pandemic (e.g. as published in the UN Policy Brief, *The Lancet*, and BroadAgenda). Both the UN and the Australian Human Rights Commission suggested that the impact on women stood to undo decades of progress towards gender equality and posed an amplified risk of gendered violence.

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	<p>especially during these challenging times of change [following on from COVID-19] at UNSW Sydney. It has been endorsed by Management Board to assist staff in supervisory positions". The framework was prepared by the Division of EDI, and considered feedback based on broader staff consultation. It was launched by the new Deputy Vice-Chancellor, Planning & Assurance, and included in formal communications to UNSW Sydney leaders about preparations for upcoming workplace change.</p> <ul style="list-style-type: none"> • On 31 July 2020, UNSW Sydney's HR launched a new monthly "EDI data sheet" for HR Business Partners, to help them support the divisional and faculty leadership teams throughout the proposed workplace changes. These reports provide a snapshot of a division or faculty's current diversity position from a number of angles, including gender. • Throughout the workplace change process, each faculty and division had to submit a plan detailing proposed changes in their area. In this plan they were asked to consider and report on any potential EDI impacts emerging from the proposed workplace changes, as well as strategies that could be enacted to mitigate these impacts.
<p>Ongoing staff consultation</p> <p>With nearly all staff working from home for much of the time during the first two years of the pandemic, maintaining open lines of communication between staff and UNSW management, and identifying issues, became a key priority.</p>	<p>UNSW consulted staff to identify the impacts of COVID-19 and gather feedback about how we should respond throughout the beginning of the pandemic. For example:</p> <ul style="list-style-type: none"> • In May 2020, staff were invited to participate in the "Taskforce 20/21 staff survey". Staff provided feedback on four themes that encapsulated the challenges and opportunities arising from COVID-19: Faculties, Divisions, Horizons and Recovery. Each theme was allocated a taskforce, comprising a female and male co-chair and staff volunteers, which made recommendations to management about the way forward. One of the five guiding principles for the taskforces was an emphasis on equity, diversity and inclusion. • During May and June 2020, staff were invited to participate in the "COVID-19 survey for all UNSW Sydney staff". Staff feedback assisted UNSW Sydney's planning for return to campus and future work arrangements. Results were shared with all staff via an online town hall, hosted by the University's Vice Chancellor and with presentations by several UNSW senior leaders. • In May 2020 the UNSW Sydney Early Career Academic Network (ECAN) conducted a survey to gain insight into the issues causing most concern and how prevalent they are, how early-career academics are coping, and determine what could be done to help. • In May 2020 UNSW Sydney Women in Research Network (WiRN) members were invited to complete a short survey about their experience working from home since 1 March 2020, the start of the COVID-19 pandemic. • In July 2020 UNSW staff were encouraged to complete the Science in Australia Gender Equity (SAGE) initiative's "survey about academic life and COVID-19". • COVID-19 Home Working Surveys (CHUSS): Staff from seven Australian and Canadian universities were surveyed between July and October 2020 on perspectives of working from home during the early COVID-19 pandemic with half of the responses (47.2%, 5323) from Australia and 639 of these from UNSW. A follow-up survey ran in April and May 2022, including 266 UNSW respondents. Questions in the surveys addressed working from home, productivity and workload, ability to conduct research and submit papers, UNSW job expectations, job satisfaction, career prospects, wellbeing and work-life balance. These findings have been socialised widely through senior leadership, EDI and HR.
<p>Supporting staff and students to manage their mental health and wellbeing</p>	<p>Early in its pandemic response, UNSW recognised the importance of taking steps to protect staff and student mental health. For example:</p>

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	<ul style="list-style-type: none"> • UNSW established a COVID hotline that students and staff could call to request help and raise questions or concerns. • Students who required support were encouraged to contact newly created student support advisors. • Staff who required support were encouraged to access UNSW’s free, confidential counselling service through Benestar, the Employee Assistance Program (EAP) provider. This service was also available to family members. • Early in the pandemic UNSW developed and promoted a COVID-19 Wellbeing Guide, with guidance on how best to set up a home workspace and establish a routine. Further wellbeing tips were also publicised via the UNSW Wellbeing website. • The EAP was engaged to provide a free webinar for staff on the topic “Managing pressure” in September 2020. The webinar aimed to help participants understand the link between pressure and stress, recognise stress symptoms and identify practical strategies to manage stress and achieve peak performance. • UNSW granted two additional annual leave days (“wellbeing days”) to all staff during the lockdown, particularly acknowledging the impact of lockdown on carers, who are predominantly women. • “Recharge Week”, a recurring initiative that commenced in 2022, aims to promote and prioritise the wellbeing of staff. During this week staff are encouraged to reduce meetings and emails, as much as is practicable, as a way of freeing up time to focus, plan and catch up on work. Recharge Week is still a working week, however with reduced email traffic and meetings. Staff are also encouraged to consider taking annual leave during this week if possible. • In 2022, as many staff were continuing to work from home, UNSW introduced a one-off \$250 health and safety allowance, available to all UNSW staff who worked from home and who had identified equipment was needed to make their workplace safe after completing the Working From Home Health and Safety Checklist.
<p>Mitigating potentially disproportionate impacts on UNSW parents and carers</p>	<p>Examples of these initiatives and support during the pandemic include:</p> <ul style="list-style-type: none"> • During the extended 2021 COVID-19 lockdown in NSW, UNSW implemented enhanced access to carers leave for parents who were homeschooling children, enabling them to access up to seven hours of their carers leave per week specifically to care for school-aged children at home. • UNSW maintained funding (at a reduced level) for women researchers to support their research careers after a period of parental leave, via the Career Advancement Fund for Female Academics Returning from Maternity Leave Procedure. • An “Early Years parents reference group” formed in response to proposed changes to the Early Years childcare service announced by the Vice-President Human Resources in May 2020. A representative from the Early Years parents reference group and the Deputy Vice-Chancellor Equity Diversity & Inclusion were also included on a selection panel reviewing potential outsourced service providers. • In 2022 Athena SWAN partnered with UNSW Women’s Wellbeing Academy in a Career Coaching for Carers (3C) pilot program. The project supported academic women, including sessional staff and postgraduate students, with current or recent carer responsibilities (e.g. elder care, caring for a family member with a disability as well as childcare), to seek leadership roles and further develop their careers. The 3C program offered small-group career coaching sessions with an expert facilitator between 25 July and 30 September 2022.
<p>Emergency assistance for vulnerable groups</p>	<p>In April 2020 UNSW created three key funds for UNSW staff and students. UNSW alumni and members of the general public were also able to contribute to these funds:</p>

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	<ul style="list-style-type: none">• A UNSW Student Emergency Response Fund to provide financial aid for both domestic and international students who were facing hardship as a direct result of COVID-19.• Staff whose financial wellbeing was impacted as a result of temporary changes to UNSW's working environment were able to apply for emergency assistance via a Staff Benevolent Fund. This provided financial support to those in critical need.• To support the most promising research efforts, UNSW launched a Rapid Response Research Fund. Grants were made for research that had the greatest potential to have a rapid impact on the pandemic. This fund supported innovative projects to improve the capacity of our community to recover from the pandemic.• Bridging funding for NHRMC/ARC grants that had experienced interruptions to laboratory or clinical facility access. <p>In addition, some faculties offered their own assistance packages, e.g. the Faculty of Business' Business School Career Booster Fund.</p> <p>In 2021 UNSW awarded 55 Interlude grants to those impacted by the pandemic. This provided bridging funds of up to \$100,000 to support the extension of postdoctoral/Research Associate appointments on Category 1 grants for up to six months.</p> <p>Subsequently, the COVID-19 Disruption grants scheme was launched by the Vice-Chancellor at the end of September 2021. The timeframe of eligibility was 1 June – 30 September 2021. The grants were made available competitively to externally funded research fellows to fund their salary for up to three months (with the stipulation that they could demonstrate their work had been disrupted by COVID-19). The grants were funded centrally by the Division of Research & Enterprise, and allocation of the grants was managed by faculties.</p>
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