



**UNSW**  
SYDNEY


**SAGE Athena Swan**  
**Cygnet Awards**  
**Flexible Work**  
**and Care**



# Acknowledgement of Country

We would like to acknowledge the Bedegal (Kensington campus), Gadigal (City and Paddington Campuses) and Ngunnawal people (UNSW Canberra) who are the Traditional Owners of the lands where each campus of UNSW is situated.

High Street, Kensington NSW 2052

 +61 2 9385 1000

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# SAGE

SCIENCE IN AUSTRALIA  
GENDER EQUITY

## SAGE CYGNET AWARD APPLICATION

<b>Name of Institution</b>	University of New South Wales
<b>Date of Application</b>	Friday 10 November 2023
<b>Contact for Application</b>	Professor Fiona Stapleton
<b>Email</b>	<a href="mailto:f.stapleton@unsw.edu.au">f.stapleton@unsw.edu.au</a>
<b>Telephone No.</b>	<a href="mailto:f.stapleton@unsw.edu.au">f.stapleton@unsw.edu.au</a>

## UNIVERSITY OF NEW SOUTH WALES: SAGE CYGNET 2

Word limit – 2500 words (excluding the institutional context and excluding the action plan)

	✓ Current Cygnet	<b>Barrier</b> <ul style="list-style-type: none"> <li>List the Barrier addressed in this Cygnet</li> <li>List the Barrier for Cygnets already submitted</li> </ul>
[Mandatory] Institution-wide barrier	✓	Flexible Work and Care
[Mandatory] Sub-group barrier		Promotions (Academic career progression)
[Please select] Institution-wide/ Sub-group barrier		
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[Please select] Institution-wide/ Sub-group barrier		

Word limits and actual word count

Section	Word Limit	Actual word count
<b>Cygnet submission</b>	<b>2500</b>	<b>2439</b>
Key Barrier		130
Evidence of Barrier		519
Activities and Outputs		538
Outcomes		786
Impact		466
<b>Further Action</b>		–

## CONTENTS

SAGE Cygnet Award Application .....	1
GLOSSARY OF TERMS .....	4
FIGURES .....	5
TABLES .....	6
1. KEY BARRIER .....	7
2. EVIDENCE OF BARRIER .....	7
Flexible working at UNSW – 2016/7 .....	7
Parental leave – 2016/7 .....	9
Intersectionality .....	13
3. ACTIVITIES AND OUTPUT .....	13
Objective 1: Minimising the impact of career interruptions due to parenting and caring responsibilities .....	14
Objective 2: Increasing manager and staff awareness of UNSW’s flexible work options and support ...	17
Enterprise Agreements, Policy and toolkit .....	18
Managers Can Make Flex Work .....	21
Case study: Innovation in Flexible Working: Vertical Job Share at UNSW .....	23
Objective 3: Supporting people with caring responsibilities for young children, particularly female academics, to maximise their workforce participation .....	23
Further activities and outputs .....	25
COVID-19-specific activities .....	27
Intersectionality .....	28
Case study: EDI Staff Consultative Group .....	29
4. OUTCOMES .....	30
Objective 2: Uptake of Flexible working at UNSW .....	30
Views of Flexible working .....	33
Objectives 1 and 3: Parents and carers at UNSW .....	34
Case study: Career Coaching for Carers cross-institutional collaboration .....	37
Intersectionality .....	39
5. IMPACT .....	41
Impacts of COVID-19 .....	46
6. FURTHER ACTION .....	50

## GLOSSARY OF TERMS

TERM	DEFINITION
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ASBAP	Athena SWAN Bronze Action Plan
BAU	Business as usual
BFW	Breastfeeding Friendly Workplace
CALD	Culturally and Linguistically Diverse
CHUSS	COVID-19 Home Working University Staff Survey
EBA	Enterprise Bargaining Agreement
EDI	Division of Equity Diversity and Inclusion
FWAs	Flexible Work Arrangements
HoS	Head of School
HR	Human Resources
KAA	Key Action Areas
KPI	Key Performance Indicator
SAT	[Athena SWAN] Self-Assessment Team
STEMM	Science, Technology, Engineering, Maths and Medicine
UNSW	University of New South Wales Sydney
WFH	Work From Home
3C	Career Coaching for Carers

## FIGURES

Figure 2.1 Academic and professional staff responses about flexible work from the 2017 UNSW Gender Equity Survey (% agreement by gender)	p. 9
Figure 2.2 Academic and professional staff responses about parenting and caring responsibilities from the 2017 Gender Equity Survey (% agreement by gender)	p. 12
Figure 3.1 Flexible Work Policy development timeline, 2018 – 2023	p. 19
Figure 3.2 Landing page of UNSW Flexible Work Toolkit	p. 20
Figure 4.1 UNSW employees with a formal non-standard work schedule (part-time and full-time), 2018 – 2023	p. 30
Figure 4.2 Part time staff at UNSW in 2016 and 2023, by gender	p. 31
Figure 4.3 UNSW employee types by gender, 2018 – 2023 (casual employees, full-time employees, part-time employees)	p. 32
Figure 4.4 All responses – “I have the flexibility I need to manage work and other commitments”	p. 33
Figure 4.5 Favourable responses by gender	p. 33
Figure 4.6 - UNSW Parental Leave (paid and unpaid, Partner and Primary parental leave) by employee type (continuing and fixed term, Female, Male and Undisclosed) 2018 – 2023	p. 35
Figure 4.7 Rates of UNSW staff return from parental leave	p. 36
Figure 4.8 Rates of staff exits from UNSW within 12 months of return from parental leave	p. 36
Figure 4.9 Rates of UNSW staff not returning to work from parental leave	p. 37
Figure 4.10 All staff response breakdown to Question 2: “I have the flexibility I need to manage work and other commitments” with National Index comparison	p. 39
Figure 4.11 Response to Question 2 by gender	p. 39
Figure 4.12 Response to Question 2 by carer/non carer staff	p. 40
Figure 5.1: Working from home preference before, during and after COVID-19, UNSW and other universities for 2020 & 2022	p. 46
Figure 5.2: Working from home preference “after” COVID-19 by gender, UNSW 2020 and 2022	p. 46

## TABLES

Table 1.1 Extract from UNSW’s ASBAP - Key Action Area 2 and Objectives	p. 7
Table 2.1 Part-time arrangements by gender and level for academic and professional staff (continuing and fixed-term only), 2016 data	p. 8
Table 2.2 Proportion of academic women commencing paid adoption or maternity leave of up to 36 weeks and academic men commencing paid partner leave of up to 2 weeks, 2014-2016	p. 9
Table 2.3 Number of professional women commencing paid adoption or maternity leave of up to 36 weeks, 2014-2016	p. 10
Table 2.4 Number of professional men commencing paid partner leave of up to 2 weeks, 2014-2016	p. 10
Table 2.5 Proportion of academic women returning from maternity leave on reduced hours, 2014-2016	p. 10
Table 2.6 Proportion of professional women returning from maternity leave on reduced hours, 2014-2016	p. 11
Table 2.7 Extract from UNSW’s ASBAP - Key Action Area 7, objective and proposed actions	p. 13
Table 3.1 Progressing Actions from the UNSW ASBAP – Objective 1	p. 14
Table 3.2 Progressing Actions from the UNSW ASBAP – Objective 2	p. 18
Table 3.3 Flexible work policy - supporting documentation	p. 22
Table 3.4 Progressing Actions from the UNSW ASBAP – Objective 3	p. 24
Table 3.5 Additional initiatives to reduce barriers to flexible work for all UNSW staff	p. 25
Table 3.6 Activities developed to support UNSW staff during the COVID-19 pandemic	p. 27
Table 4.1 UNSW Parental Leave (paid and unpaid, Partner and Primary parental leave) by employee type (continuing and fixed term, Female, Male and Undisclosed) 2018 – 2023	p. 34
Table 5.1 Focus Group Study Participants	p. 40
Table 5.2 Focus Group Study Participant Demographics – Flexible working & families + Mixed groups	p. 41
Table 5.3 Assessing impact of UNSW’s initiatives to address flexible work and families as a key barrier	p. 41
Table 5.4 Ongoing challenges and recommendations for UNSW arising from focus group research	p. 43
Table 5.5 Demographics of Australian CHUSS respondents	p. 44
Table 5.6 Key Findings from CHUSS	p. 45
Table 5.7 Feedback from CHUSS participants with recommendations	p. 47



## 1. KEY BARRIER

The University of New South Wales (UNSW) regards flexible work and the support of employees with family and/or caring responsibilities as an important driver for attracting, retaining, and progressing careers of employees across the University. Flexible working arrangements (FWAs), family responsibilities and/or caring responsibilities will also be referred to in this Cygnet as Flexible Work and Care.

In 2018, UNSW's Athena SWAN Bronze Action Plan (ASBAP) identified managing career breaks and flexible working as a concern, first identifying objectives from which to develop key initiatives (Table 1.1).

*Table 1.1 Extract from UNSW's ASBAP1 - Key Action Area 2 and Objectives*

KEY ACTION AREA	RATIONALE/OBJECTIVE
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.
	Support people with caring responsibilities for young children, particularly female academics, to maximise their workforce participation.

This key barrier is institution-wide and has a range of contributing factors, including the impact of the COVID-19 pandemic. State-mandated remote working arrangements informed UNSW policy development and actions, with lasting outcomes and impacts, including hybrid working as the 'new normal'<sup>2</sup>.

## 2. EVIDENCE OF BARRIER

This section considers challenges faced by employees working at UNSW seeking FWAs and being parents and/or carers as a barrier.

### Flexible working at UNSW – 2016/7

The 2018 UNSW Bronze Award submission examined flexible working at UNSW, finding that while UNSW's Enterprise Agreements (EAs) allow employees the right to request a FWA, such arrangements were not consistently documented, and were facilitated locally by line managers on an *ad hoc* basis. FWAs can include part time, flexible working hours, compressed work week, remote working, and

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<sup>1</sup> UNSW (2018) UNSW Athena SWAN Bronze Award Application, pp 78-83

<sup>2</sup> Flexible Working Arrangements (FWAs) are available to all UNSW employees where it is operationally viable within their role for those to be implemented. Working from home or hybrid working are available options, noting the nature of the work is a consideration. For example, it may not be viable for an animal attendant where their primary role is to care for animals in a UNSW lab or others in student and/or staff facing roles.

Working From Home (WFH). Table 2.1 shows part-time arrangements in 2016; this reflects available data, noting no data were available for other forms of FWAs.

**Table 2.1 Part-time arrangements by gender and level for academic and professional staff (continuing and fixed-term only), 2016 data<sup>3</sup>**

	ACADEMIC						PROFESSIONAL				TOTAL
	A	B	C	D	E	Total	1-5	6-9	10+	Total	
<b>PART-TIME</b>											
Female (n)	78	80	56	23	15	252	171	335	17	523	775
Male (n)	46	41	43	17	51	198	36	79	6	121	319
Total part-time (n)	124	121	99	40	66	450	207	414	23	644	1094
Female (%)	63%	66%	57%	58%	23%	56%	83%	81%	74%	81%	71%

UNSW noted in the Bronze Award submission that part-time arrangements were more common for women, particularly levels A and B among academic, and HEW6 to HEW9 amongst professional staff. Of the part-time roles, there were higher proportions of professional women compared to academic women overall ( $p < 0.0001$ ) and across all professional levels.

UNSW undertook the UNSW Gender Equity Survey in 2017<sup>4</sup>. Flexible work was generally viewed positively as shown in Figure 2.1. However, staff were less positive about the extent to which flexible work was encouraged.

<sup>3</sup> As recognised in UNSW's *Institutional Context and Promotions* Cygnet, data collection practices to record gender have changed since the UNSW Bronze Award. Non-binary and/or gender diverse staff data was not reported at the time of the Bronze Award. Further, 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.

<sup>4</sup> 1,438 completed surveys from 6,000 staff invited to participate (24% response rate).

Figure 2.1: Academic and professional staff responses about flexible work from the 2017 UNSW Gender Equity Survey (% agreement by gender)

ACADEMIC				
Sufficient flexibility to manage work and personal life		Encouragement of flexible work		
FEMALE	MALE	FEMALE	MALE	
72%	81%	57%	58%	
PROFESSIONAL				
Sufficient flexibility to manage work and personal life		Encouragement of flexible work		
FEMALE	MALE	FEMALE	MALE	
67%	78%	55%	57%	

### Parental leave – 2016/7

The UNSW Bronze Award examined number of paid maternity or adoption leave for women and paid partner leave for men between 2014 and 2016. Table 2.2 shows the number of academic women and men taking leave; Table 2.3 and 2.4 show similar data for professional women and men’s rates, showing that more professional women took maternity or adoption leave, and the majority of academic women taking leave were in STEMM.

Table 2.2 Proportion of academic women commencing paid adoption or maternity leave of up to 36 weeks and academic men commencing paid partner leave of up to 2 weeks, 2014-2016

YEAR	FEMALE*				MALE#			
	STEMM (n/total n)	STEMM %	AHSSBL (n/total n)	AHSSBL %	STEMM (n/total n)	STEMM %	AHSSBL (n/total n)	AHSSBL %
2014	48/670	7.2%	20/408	4.9%	43/1251	3.4%	13/458	2.8%
2015	37/671	5.5%	19/413	4.6%	42/1242	3.4%	10/466	2.1%
2016	24/676	3.6%	4/404	1.0%	36/1237	2.9%	3/448	0.7%

\* Academic women commencing paid adoption/maternity leave of <36 weeks

# Academic men commencing paid partner leave of <2 weeks, n/total n – number of employees taking leave/ number of employees.

*Table 2.3 Number of professional women commencing paid adoption or maternity leave of <36 weeks, 2014-2016*

	STEMM	AHSSBL	Divisions
2014	63	28	57
2015	36	26	45
2016	39	24	30
<b>Total</b>	<b>138</b>	<b>78</b>	<b>132</b>

*Table 2.4 Number of professional men commencing paid partner leave of <2 weeks, 2014-2016*

	STEMM	AHSSBL	Divisions
2014	19	7	29
2015	9	9	25
2016	10	6	11
<b>Total</b>	<b>38</b>	<b>22</b>	<b>65</b>

The Bronze Award noted that approximately 8% of women reduced their working hours following maternity leave although numbers varied by year (Table 2.5 and Table 2.6).

*Table 2.5 Proportion of academic women returning from maternity leave on reduced hours, 2014-2016*

	2014	2015	2016	Total
<b>STEMM</b>				
Yes (n)	7	1	1	9
No (n)	41	36	23	100
<b>Total (n)</b>	<b>48</b>	<b>37</b>	<b>24</b>	<b>109</b>
% returning on reduced (yes)	15%	3%	4%	8%
<b>AHSSBL</b>				
Yes (n)	0	1	3	4
No (n)	21	18	1	40
<b>Total (n)</b>	<b>21</b>	<b>19</b>	<b>4</b>	<b>44</b>
% returning on reduced (yes)	0%	5%	75%	9%
<b>TOTAL (n)</b>	<b>69</b>	<b>56</b>	<b>28</b>	<b>153</b>

*Table 2.6 Proportion of professional women returning from maternity leave on reduced hours, 2014-2016*

	2014	2015	2016	Total
<b>STEMM</b>				
Yes (n)	5	0	2	7
No (n)	58	36	37	131
<b>Total (n)</b>	<b>63</b>	<b>36</b>	<b>39</b>	<b>138</b>
% returning on reduced (yes)	8%	0%	5%	5%
<b>AHSSBL</b>				
Yes (n)	2	1	6	9
No (n)	26	25	18	69
<b>Total (n)</b>	<b>28</b>	<b>26</b>	<b>24</b>	<b>78</b>
% returning on reduced (yes)	7%	4%	25%	12%
<b>DIVISIONS</b>				
Yes (n)	8	0	4	12
No (n)	49	45	26	120
<b>Total (n)</b>	<b>57</b>	<b>45</b>	<b>30</b>	<b>132</b>
% returning on reduced (yes)	14%	0%	13%	9%
<b>TOTAL (n)</b>	<b>148</b>	<b>107</b>	<b>93</b>	<b>348</b>

The 2017 Gender Equity Survey indicated employee attitudes to parental leave and informed the ASBAP<sup>5</sup>. Through consultation with all staff members, two key issues were presented in the UNSW Bronze Award submission:

1. Lack of awareness about the support available, indicating a need to improve communication.
2. Low satisfaction with the leave options available among academic women and men.

<sup>5</sup> This also informed UNSW's transition from 'maternity leave' to 'parental leave', with this important language change implemented from late 2018 onwards.

Figure 2.2 Academic and professional staff responses about parenting and caring responsibilities from the 2017 Gender Equity Survey (% agreement by gender)

ACADEMIC							
Flexibility of leave arrangements		Manager supportiveness of staff caring needs		Satisfaction with parental leave options overall		Understanding of support available	
F	M	F	M	F	M	F	M
<b>69%</b>	<b>68%</b>	<b>69%</b>	<b>67%</b>	<b>56%</b>	<b>48%</b>	<b>41%</b>	<b>33%</b>

PROFESSIONAL							
Flexibility of leave arrangements		Manager supportiveness of staff caring needs		Satisfaction with parental leave options overall		Understanding of support available	
F	M	F	M	F	M	F	M
<b>69%</b>	<b>78%</b>	<b>72%</b>	<b>77%</b>	<b>70%</b>	<b>58%</b>	<b>50%</b>	<b>52%</b>

Subsequently, six focus groups conducted in 2018 with 53 STEMM academics explored themes raised during the Gender Equity survey (42 F; 11 M)<sup>6</sup> revealing:

The need to expand return to work provisions, such as the Career Advancement Fund

- Academic men had low satisfaction and understanding of parental leave options
- A need to normalise the use of primary carer leave by both men and women.

<sup>6</sup> UNSW Athena SWAN Bronze Award Application, p. 22

## Intersectionality

The ASBAP identified several actions to respond to intersectionality as a Key Action Area (Table 2.5). These reflect the emerging importance of intersectionality at the time of the application process.

*Table 2.7 Extract from UNSW's ASBAP – Key Action Area 7, objective and proposed actions*

KEY ACTION AREA	RATIONALE/OBJECTIVE	PROPOSED ACTIONS
<b>Intersectionality</b>	Build understanding of intersectionality and with the Diversity Champions and advisory groups develop our intersectional approach and framework.	<b>Action 7.1:</b> Implement improvements to the questions in the Personal Statistical Profile and to the way personal data is captured in UNSW's information systems to encourage higher completion rates of the Personal Statistical Profile.
		<b>Action 7.2:</b> With the help of UNSW's Diversity Champions <sup>7</sup> and their advisory groups, consult on the development of a formalised intersectionality framework.
		<b>Action 7.3:</b> Conduct focus groups with female staff to explore how inequities due to gender are amplified by other personal characteristics such as cultural background, Indigenous status and disability.

UNSW recognises the intersectional understanding of flexible work and care for women and gender diverse staff is an increasingly significant priority. An approach that includes consideration of the ways that lived experience of gender, sexuality, cultural background, disability, caregiving obligations and Indigenous origin intersect is a growing dimension of EDI consultation and decision-making. These positionalities result in variable and complex experiences of flexible work, family, caring and cultural responsibilities.

## 3. ACTIVITIES AND OUTPUT

This section describes interventions undertaken to facilitate FWAs and support carers/parents at UNSW. First, the three ASBAP objectives are detailed below with additional activities and outputs. Next, this section addresses institution-wide activities to deliver a combination of cultural shifts, skillsets and accessible supports.

<sup>7</sup> In 2023, the EDI Staff Consultative Group was established to replace UNSW's Diversity Champions in an effort to holistically and intersectionally engage with and advise on staff-facing initiatives and projects across the University. Current staff members (academic and professional) with lived experience bring an authentic perspective to the EDI Staff Consultative Group, offering firsthand insight to the challenges, needs, and realities faced by individuals in specific diverse contexts or communities. See Section 6 for a detailed case study.

## Objective 1: Minimising the impact of career interruptions due to parenting and caring responsibilities

Table 3.1 describes specific activities and outputs taken against Actions in the UNSW ASBAP, including the proposed success measures for comparison against actual outcomes.

**Table 3.1 Progressing Actions from the UNSW ASBAP – Objective 1**

ACTIVITY/ OUTPUT	SUCCESS MEASURE	ACTUAL OUTPUT
<p><b>Action 4.1:</b> Develop and implement multi-channel communications to inform staff and managers consistently about the employee entitlements and other benefits that are relevant for parents, before, during and after a period of parental leave.</p> <p><b>Action 4.2:</b> Introduce a UNSW Parents at Work Program that is capable of supporting staff as they transition to and from parenting leave, comprising of information and workshops, with digital and face-to-face participation options.</p> <p><b>Action 4.5:</b> Establish an internal support network for employees returning from parenting leave.</p>	<ul style="list-style-type: none"> <li>• Communications plan in place</li> <li>• Increase in staff awareness measured by survey</li> <li>• Comparison of registration numbers compared to attendance numbers.</li> <li>• Ongoing use of organization-wide communications channels including HR updates and Leadership Updates</li> <li>• Number of sessions delivered</li> <li>• Attendance rates</li> </ul>	<p><b>2023</b> Preparing for Parental Leave (2 webinars, note 2 more to be held in 2023) Registered: 53 Attended: 36 (68%) Returning from Parental Leave (2 webinars, note 2 more to be held in 2023) Registered: 46 Attended: 22 (48%) Mental Wellbeing for you and your family (1 webinar) Registered: 122 Attended: 48 (39%) Content for “Managing Mental Wellbeing for You and Your Family” currently being reviewed and updated by the D&amp;I Manager and Learning Experiences Officer, Access Equity and Inclusion. Program delivery remains online, in response to participant feedback.</p> <p><b>2022</b> Preparing for Parental Leave (4 webinars) Registered: 73 Attended: 37 (51%) Returning from Parental Leave (4 webinars) Registered: 136 Attended: 60 (44%) Mental Wellbeing for you and your family (1 webinar) Registered: 54 Attended: 30 (56%) All staff going on /returning from PL are invited. Program delivery remains online, in response to COVID-19.</p> <p><b>2021</b> Parents At Work (PAW) engaged to replace Directioneering to deliver workshops for new parents. Includes distribution of useful information for new parents. Agreement signed with PAW Sept 2021 First PAW sessions held: Preparing for Parental Leave Pilot Session– 23 Sept: 7 people Returning to Work from Parental Leave Pilot Session – 30 Sept: 16 people Program moved online due to COVID-19 in 2021. Website resources were also updated during this time.</p> <p><b>2020</b> Service provider: Directioneering</p>



		<p>Planning for Parental Leave (1 workshop held in Nov) – no records on participants available.</p> <p>Return to work from Parental Leave (1 workshop held in Dec 2020) – no records on participants available.</p> <p><b>2018</b> Directioneering engaged to conduct regular workshops for new parents. Includes distribution of useful information for new parents.</p> <p><b>2018</b> Parenting booklet reviewed and updated.</p> <p><b>2017</b> Parenting program pilot (for parents transitioning to and from parental leave)</p>																																												
<p><b>Action 4.3:</b> Review and expand the UNSW Career Advancement Fund to allow <i>all</i> those on extended parenting leave (regardless of gender) to access Career Advancement funding either during the period of parental leave or upon their return to work.</p>	<ul style="list-style-type: none"> <li>Revised Career Advancement Fund launched</li> <li>Staff across the institution are informed of the change</li> </ul>	<p>The fund commenced in 2003. While access varies from year to year, the rates of successful applications remains high and changes to the scheme have resulted in an increased number of applications.</p> <table border="1" data-bbox="683 801 1326 1783"> <thead> <tr> <th>YEAR</th> <th>APPLICATIONS RECEIVED</th> </tr> </thead> <tbody> <tr><td>2003</td><td>8</td></tr> <tr><td>2004</td><td>13</td></tr> <tr><td>2005</td><td>28</td></tr> <tr><td>2006</td><td>15</td></tr> <tr><td>2007</td><td>15</td></tr> <tr><td>2008</td><td>15</td></tr> <tr><td>2009</td><td>30</td></tr> <tr><td>2010</td><td>34</td></tr> <tr><td>2011</td><td>24</td></tr> <tr><td>2012</td><td>32</td></tr> <tr><td>2013</td><td>25</td></tr> <tr><td>2014</td><td>28</td></tr> <tr><td>2015</td><td>31</td></tr> <tr><td>2016</td><td>22</td></tr> <tr><td>2017</td><td>18</td></tr> <tr><td>2018</td><td>34</td></tr> <tr><td>2019</td><td>36</td></tr> <tr><td>2020</td><td>16</td></tr> <tr><td>2021</td><td>37</td></tr> <tr><td>2022</td><td>21</td></tr> <tr><td>2023</td><td>25<sup>8</sup></td></tr> </tbody> </table> <p><b>2022</b> Funds resumed. All full-time and fractional female academics on, or returning from, maternity/adoption leave are eligible to apply to access the fund. This includes female academics on research grants (e.g. ARC/NHMRC).</p>	YEAR	APPLICATIONS RECEIVED	2003	8	2004	13	2005	28	2006	15	2007	15	2008	15	2009	30	2010	34	2011	24	2012	32	2013	25	2014	28	2015	31	2016	22	2017	18	2018	34	2019	36	2020	16	2021	37	2022	21	2023	25 <sup>8</sup>
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<sup>8</sup> Current at end September 2023.

		<p><b>2021</b> Policy reviewed, minor updates only</p> <p><b>2020</b> Funds paused in 2020 due to COVID, however support continued to be provided thanks to donations by UNSW Alumni and the UNSW Athena SWAN program (reflected in the 2020 and 2021 numbers above). Additional support schemes were administered locally at Faculty level during this period.</p> <p><b>2018</b> Policy updated- funds may be accessed earlier, and used during parental leave.</p>																				
<p><b>Action 4.4:</b> Pilot a new fund for any member of academic staff returning from an extended parenting and caring leave break, which releases them from teaching and administrative duties for one semester.</p>	<ul style="list-style-type: none"> <li>• Pilot commenced</li> <li>• Numbers of staff applying</li> <li>• Satisfaction of participants</li> </ul>	<p><b>2023</b> Faculty-funded parental support schemes in place, for example: Career Reinitialization Support fund in UNSW Business School for female-identifying academics returning from long-term carer leave which supports their career trajectory. The Momentum Award in the Faculty of Science, intended to provide staff who are on or who are returning from sustained carer leave with support to help maintain career momentum. This scheme is open to all staff (academic, professional, and technical) who are employed full-time or part-time within the Faculty of Science. Applicants are able to apply for this Award in conjunction with the UNSW Career Advancement Fund (described above) up to a combined total of \$15,000. Staff not eligible for the Career Advancement Fund can apply for \$15,000 from the Momentum Award. Data reflecting access of the award below reflects the update in access during the suspension of the Career Advancement Fund.</p> <table border="1" data-bbox="683 1155 1442 1453"> <thead> <tr> <th>YEAR</th> <th>TOTAL # AWARDEES</th> <th># MEN AWARDEES</th> <th># PROF&amp;TECH AWARDEES</th> <th>TOTAL FUNDS AWARDED</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>14</td> <td>2</td> <td>3</td> <td>\$65,772</td> </tr> <tr> <td>2022</td> <td>8</td> <td>1</td> <td>0</td> <td>\$48,631</td> </tr> <tr> <td>2023 (YTD)</td> <td>5</td> <td>0</td> <td>0</td> <td>\$26,794</td> </tr> </tbody> </table> <p><b>2020</b> Pilot facilitated in Faculty of Arts &amp; Social Sciences</p>	YEAR	TOTAL # AWARDEES	# MEN AWARDEES	# PROF&TECH AWARDEES	TOTAL FUNDS AWARDED	2021	14	2	3	\$65,772	2022	8	1	0	\$48,631	2023 (YTD)	5	0	0	\$26,794
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<p><b>Action 4.6:</b> Develop communications plan to raise awareness of parents' rooms on campus.</p>	<ul style="list-style-type: none"> <li>• Plan developed</li> <li>• Feedback from staff</li> </ul>	<p><b>2023</b> Note new access requirements to room in Morven Brown building (upper campus, Kensington). Conversations with EM continue re. providing facilities at Paddington campus. Renewal of ABA breastfeeding room accreditation due. Ongoing communications content showcasing Parental rooms on campus and supporting information for employees developed and facilitated by the EDI communications team.</p> <p><b>2022</b> Audit of rooms complete after return to campus after the COVID-19 lockdown. New equipment purchased as required. Exploration for a room at Paddington campus WIP.</p> <p><b>2021</b> New lower campus room made available. Website updates to include more inclusive language for students.</p>																				

## Objective 2: Increasing manager and staff awareness of UNSW’s flexible work options and support

Table 3.2 describes activities and outputs taken against Actions in the UNSW ASBAP specific to Objective 2, including proposed success measures for comparison against actual outputs.

**Table 3.2 Progressing Actions from the UNSW ASBAP – Objective 2**

ACTIVITY/OUTPUT	SUCCESS MEASURE	ACTUAL OUTPUT
<p><b>Action 4.7:</b> Develop a comprehensive flexible work toolkit to support managers and staff to have a positive conversation about working flexibly. It will feature case studies of staff of all genders, at a range of levels, in a variety of roles who are working flexibly with success. Communication about the tool kit will be via multiple channels.</p>	<ul style="list-style-type: none"> <li>• Results of Voice Survey question on flexibility.</li> </ul>	<p>Policy and Toolkit outcomes detailed below, refer to Figure 3.1 and 3.2.</p> <p><b>2023</b> The Insight survey<sup>9</sup> for casual staff was held April-August 2023 and reached 23% participation. There were 1,181 staff from across most Faculties and Divisions who completed the survey. The survey for fixed term and continuing staff ran March – April 2023, and was completed by 4580 employees, and reached 61% participation. Question on flexibility required staff to response level of agreement to the statement “I have the flexibility to manage work and other commitments”. Discussion of results in Section 4 below.</p>
<p><b>Action 4.8:</b> Conduct regular staff workshops on flexible working. Topics will include the types of FWA, the benefits of flexible working to UNSW and staff, and considerations for staff and managers to help them plan / review a request for a FWA.</p>	<ul style="list-style-type: none"> <li>• Attendee numbers at workshops.</li> <li>• Workshop feedback survey.</li> </ul>	<p><b>2023</b> The Policy Transformation program, seeking to simplify, streamline and improve policies across UNSW begins. This includes reviewing and streamlining policy related to Flexible Working, consulting with a variety of stakeholders to facilitate informed and appropriate change. Extensive consultation groups and negotiations were also facilitated in the development of the new Enterprise Agreement for both professional and academic staff.</p> <p><b>2022 onwards</b> HR representatives contribute to and attend Parents at</p>

<sup>9</sup> **UNSW Staff Voice survey** was a voluntary and anonymous survey last held in 2019 with the data collected by an external, independent organisation, Qualtrics. It was an opportunity for staff to tell UNSW of their experience of the University over recent years.

**Insight**, the Staff Engagement survey in 2023 was another assessment of the overall employee experience. The survey was used to gather relevant staff feedback and understand the staff perspective of working at UNSW, looking at what are doing well and we can also look to create meaningful change in areas where improvement is needed. UNSW partnered with Culture Amp to host the Insight engagement survey.

Many of the topics from the earlier survey were included in the Insight Survey and others have been added to provide us with a holistic view of the UNSW staff experience, culture, and the work environment. A number of Culture Amp engagement surveys were also run locally in Faculty / Division. Using the results from the 2023 Insight survey we will develop a better understanding of engagement at UNSW. HR plans to run the Insight survey every other year.

		<p>Work sessions to provide specific UNSW information and advice to workshop participants.</p> <p><b>2021 Q4</b> PAW sessions x2: <i>Managing Hybrid Teams</i>; HR representatives contribute to and attend Parental sessions offering guidance for how staff can initiate the conversation with managers.</p> <p><b>2021</b> Faculty of Science develops a Flexible working guidelines resource for staff, available via intranet.</p> <p><b>2020/2021</b> Shift to online working and flexible hours during response to the COVID-19 normalised flexible working at UNSW especially in relation to professional staff.</p> <p>Timeline outlined in further detail below, refer to Figure 4.1.</p>
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### *Enterprise Agreements, Policy and toolkit*

UNSW's *Flexible Work Toolkit* states the Flexible Work Policy "starts from a position of supporting workplace flexibility, and trusts that all staff will work in the best interests of the University at all times, with FWAs ensuring the teaching, research and operational needs of UNSW are met, balanced with team and individual needs". UNSW has undertaken action to establish accessible and sustainable FWAs, captured below in Figure 3.1.

*Figure 3.1 Flexible Work Policy development timeline, 2018 – 2023*

The UNSW Flexible Work Toolkit was developed in 2021 for employees and managers. The toolkit offers an introduction to flexible work including examples of the types of flexible work available, support for employees and managers and diverse case studies of UNSW staff who work flexibly. UNSW staff can access this toolkit through the UNSW intranet.

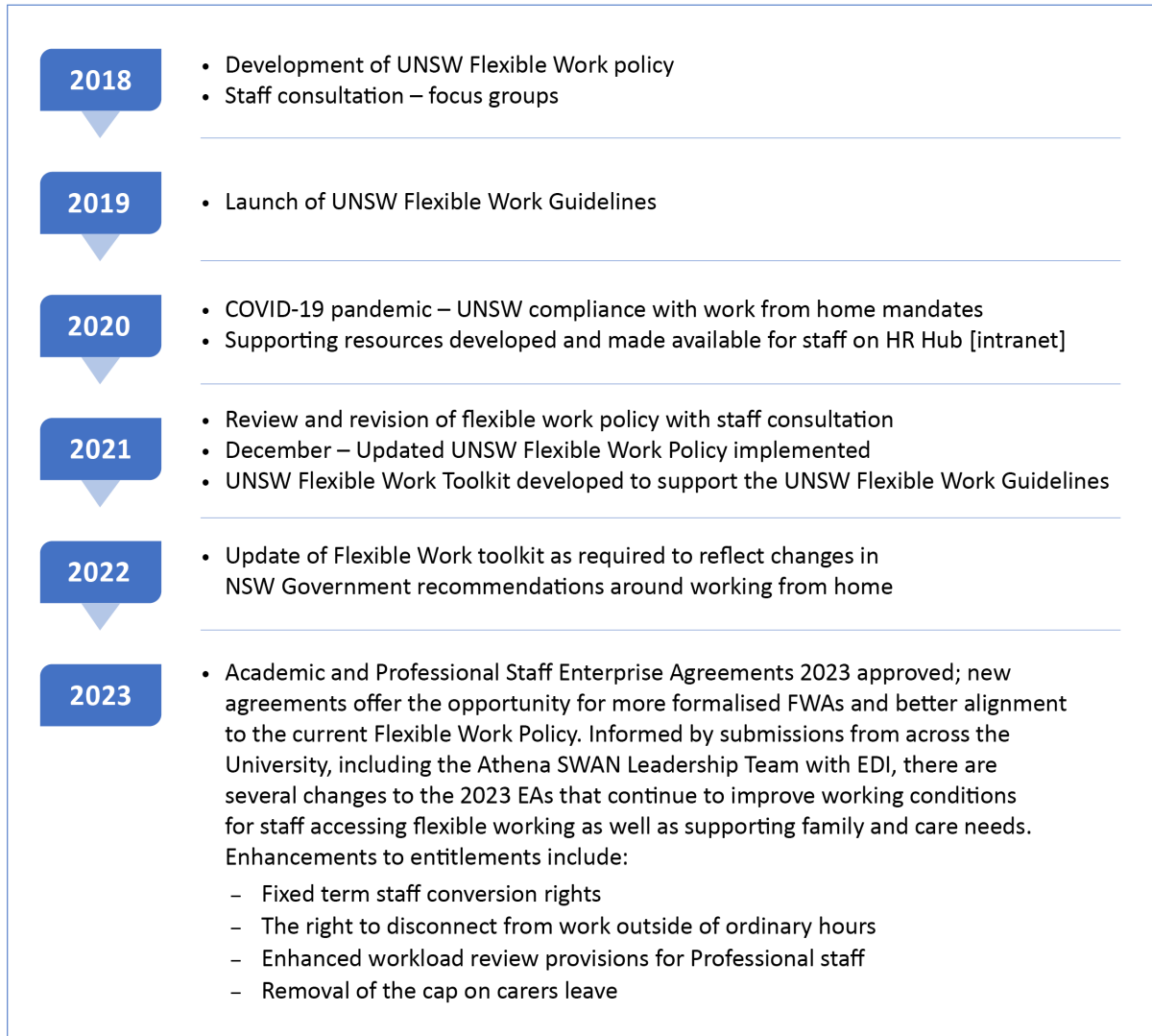
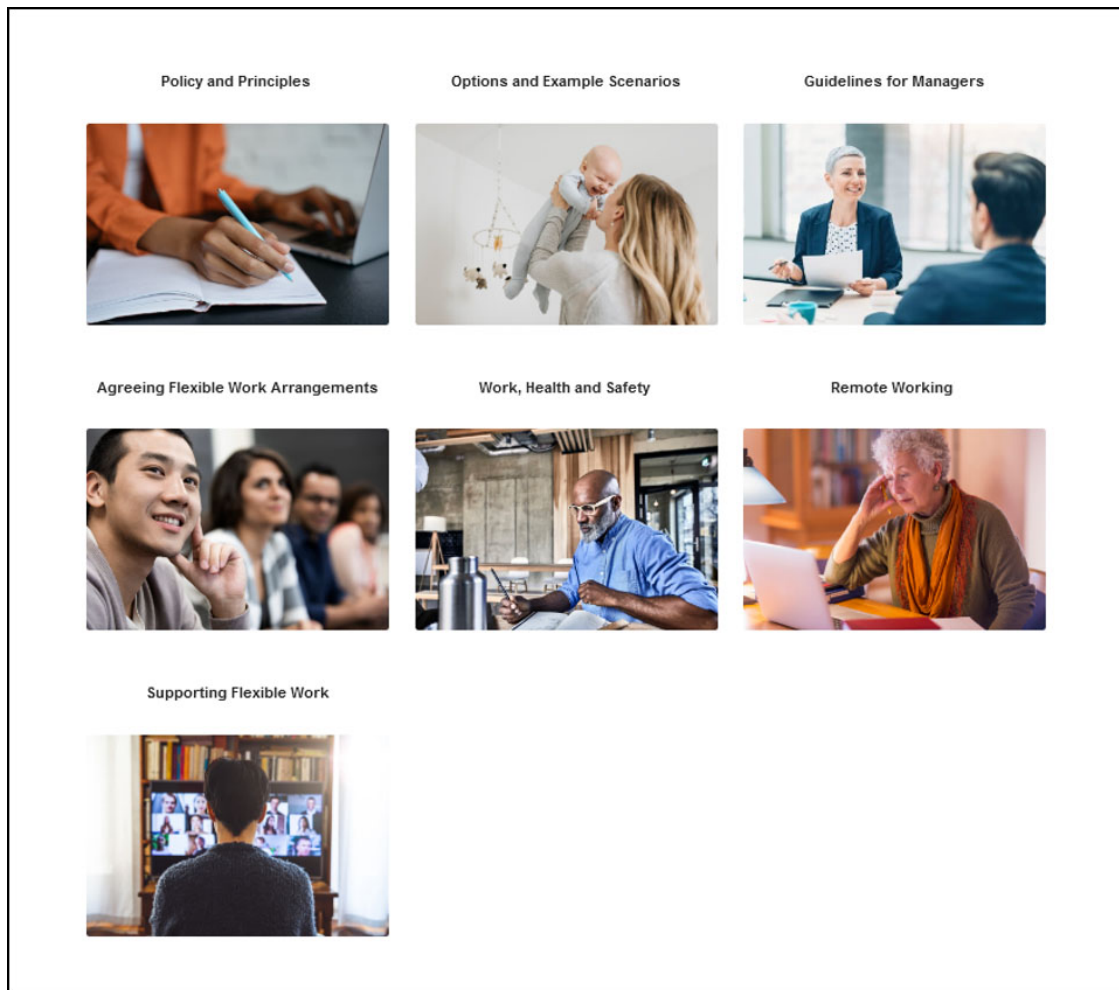


Figure 3.2 Landing page of UNSW Flexible Work Toolkit



UNSW Division of EDI has showcased “Flexible Work Stories”, a blog series for staff that captures lived experiences of staff in various roles across the University, describing their FWAs and echoing the staff voice. One example is from a manager from Internal Communications at UNSW:

## MANAGERS CAN MAKE FLEX WORK



“People who have the flexibility to suit their family and other commitments, are more engaged and productive.”

In his team, Patrick Armstrong manages four people who work flexibly. Two of his team are in a job share role – where one person works three days per week, and the other works two days. The job share partnership has been beneficial, as both employees come from very different backgrounds, and yet their complementary skills allow them to perform their role very effectively. Pat’s other team members have flexible return to work arrangements following parental leave and work part-time. The rest of his team, including Pat, work flexibly on an *ad hoc* basis as needed.

“My team have an output-focused team culture, meaning the emphasis is on the performance of the individual, not presence in the office.”

Pat shares some advice for managers considering a request to work flexibly. “Be an active listener and have empathy for their request and situation. This may mean putting aside your own biases.” FWA is a mutual agreement between an employee and business. While a request for flexible working suits the needs of an employee, it must also work for the business and the role requirements. “I have made it work for my team and have learnt that regular check-ins and conversations are vital for flexible working to be successful for a team. I also make sure remote workers are included in meetings and have the capability to access technologies such as Microsoft Teams, VPN and OneDrive.”

Table 3.3 shows additional policies and procedures supporting flexible work and parents and/or carers at UNSW.

*Table 3.3 Flexible work policy - supporting documentation*

POLICY/PROCEDURE	DESCRIPTION
Regular Team Meetings hours policy	Effective from 21 November 2018- Scheduling regular team meetings between the hours of 9.30am and 4.00pm will support the inclusion of parents and carers and those employees who have commitments or interests that require time flexibility and avoid the unintended exclusion of some staff.
Change of Hours Form	Academic and professional staff complete this form to change their regular working hours, in consultation with their manager.
Workstation checklist	Academic and professional staff complete this checklist after undertaking the Online Ergonomics training module. This checklist is to be completed when changing to a new workstation, including relocating a workstation.
Work Health and Safety – Workstations website	This website directs staff to the above checklist, Online Ergonomics training and provides additional guidance for working safely at a remote workstation. Funding was also provided during COVID \$250 per staff member to support home office provisions.
Working Flexibly – Work Health Safety and Wellbeing Guide	This guide is a document that provides an overview of all aspects of wellbeing associated with flexible working, including desk setup, work environment, scheduled breaks, and associated mental health practices for flexible work.
Faculty-specific initiatives, for example: Faculty of Science Flexible Working Guidelines	Flexible Work Guidelines as a complement to the Policy. Available on UNSW staff Intranet.



## CASE STUDY: INNOVATION IN FLEXIBLE WORKING: VERTICAL JOB SHARE AT UNSW<sup>1</sup>

In 2019, UNSW noted the sector-wide challenge of representation of women at senior levels of the workforce. This occurs for several reasons, including gender bias, higher working hours in executive roles, and overrepresentation of women in primary care roles limiting capacities at work. While horizontal job-sharing was identified as a mechanism through which women could be supported at work, existing applications of this arrangement were limited by scarcity of participants, a siloing of participants that perpetuated gender-based assumptions, and challenges of responsibility sharing more senior roles. An alternative model was proposed: vertical job-sharing. This model was based on a more flexible division of work and work hours between employees and promoted partnerships between employees at different stages of their careers. For example:

- A senior professional seeking to reduce their workload,
- and a mid-level professional seeking to reduce working hours for family responsibilities.

This model would also facilitate a partnership between two mid-career professionals who structure their job share in order to retain clear reporting lines. Likely features of this model were identified to include employees of all genders, different life stages and complementary work hours. Benefits of this model included a wider pool of talent to draw from, mixed gender job share pairings, and a clear line of responsibility, where the more senior manager was ultimately responsible for the job-share relationship.

This model of job sharing also aimed to introduce greater flexibility in the division of work and working hours between job share partners (as opposed to traditional job sharing). It has been used successfully as a succession-planning, development opportunity and risk management scheme.

Vertical job-sharing was established at UNSW in 2019, with Co-Deputy Vice Chancellor, Equity Diversity and Inclusion trialed in the UNSW Division of Equity Diversity and Inclusion. Professor Leisa Sargent was the inaugural Co-DVC, in vertical job share with Professor Eileen Baldry. This trial combined time-based and vertical jobshare models; Professor Baldry was designated as the senior partner of this job share arrangement and retained 80 per cent of her prior responsibilities. Professor Sargent dedicated 20 percent of her responsibilities and time to the Co-DVC role while retaining 80 percent of her role as Deputy Dean of UNSW Business School. In 2022, Professor Sargent vacated the Co-DVC position to take on a new role as Dean at the University of Sydney Business School. UNSW opened the role to staff for expressions of interest, and Professor Ros Dixon was subsequently appointed.

While holding this role, Co-DVCs have modelled an innovative job-sharing model. Outcomes delivered from this model include the delivery of UNSW's 'Respect!' project, led by Professor Sargent as a key priority for EDI in 2019, where her experience and expertise in organizational behaviour and processes of inclusion informed this outcome. The jobsharing arrangement extended reach and connections throughout the University through multiple professional networks of the co-DVCs, and ensured EDI was represented at all relevant meetings and events.

The opportunity for EDI staff to work more closely and more regularly with senior leadership contributed to clearer communication and the extension of career development opportunities within the team.

Outcomes during Professor Dixon’s time in the role include the implementation of a key piece of UNSW’s Gendered Violence Strategy, acceptance of a proposed UNSW safety app now under implementation, and a student Hackathon to generate initiatives for student inclusion at UNSW. Professor Dixon also published a report in 2020 with her research team on vertical jobsharing arrangements titled “Re-imagining job sharing” as part of the New Economic Policy Initiative.

**Objective 3: Supporting people with caring responsibilities for young children, particularly female academics, to maximise their workforce participation**

Table 3.4 shows activities and outputs against Actions in the UNSW ASBAP specific to supporting staff with caring responsibilities, including the proposed success measures.

*Table 3.4 Progressing Actions from the UNSW ASBAP – Objective 3*

ACTIVITY/OUTPUT	SUCCESS MEASURE	ACTUAL OUTPUT
<p><b>Action 4.9:</b> Establish a steering committee that reports into the Management Board, who will make recommendations about the best options for expanding childcare services at UNSW.</p>	<ul style="list-style-type: none"> <li>Establishment of Committee and recommendation to Management Board</li> </ul>	<p><b>2023</b> The Staff Consultative Group is created, with support from the Equity, Diversity and Inclusion (EDI) team. This consultative group, including employees who have family/caring responsibilities and engage with flexible work practices, feed directly into several other groups, including: EDI Cross faculty group, AEI Leadership group, EDI Board, Athena Swan SAT.</p> <p><b>2020</b> Parents representative committee established to support the CHRO and DVC EDI during outsourcing of UNSW Early Years to an external provider.</p>
<p><b>Action 4.10:</b> Develop a communications plan, using multiple channels, to inform staff about the leave options and support available to staff with caring responsibilities (child and elder care).</p>	<ul style="list-style-type: none"> <li>Track visitor traffic to webpages.</li> <li>Conduct survey every two years to see if awareness of Parent Rooms has increased.</li> </ul>	<p><b>2023</b> Launch of Career Coaching for Carers (3C) report, “Supporting Carers at UNSW Sydney: Findings from the Career Coaching for Carers (3C) initiative”, November 2023. Recommendations from report are under consideration.</p> <p>Ongoing Feedback surveys on Parental Rooms is available via links and QR code in each room, and completed on a rolling basis over the year.</p> <p>Communications informing employees about leave options and support channels related to flexible work and families have been rolled out across channels including the HR Wellbeing Newsletter and Viva Engage. Content promoted includes PAW</p>

		<p>Webinars, Leave Options, and the Breastfeeding Friendly Workplace accreditation.</p> <p><b>2022</b></p> <p>UNSW Athena SWAN funded research, delivered by UNSW's Social Policy Research Centre, into the outcomes of a new support program, Career Coaching for Carers (3C) for academic women, including sessional staff and post-graduate students, with current or recent carer responsibilities.</p>
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### Further activities and outputs

Table 3.5 describes additional initiatives including their action and items beyond those detailed in the ASBAP.

**Table 3.5 Additional initiatives to reduce barriers to flexible work for all UNSW staff**

ACTIVITY/OUTPUT	OUTCOME
<p>The UNSW Carers' Support Fund is intended to enable UNSW academic and professional employees and UNSW Higher Degree Research (HDR) Program students of all genders with primary caring responsibilities, to continue to enhance their careers on a national or international level by actively participating in conferences, workshops, symposiums or fieldwork, both online and in-person. The fund offers up to \$2,000 for caring expenses so that a dependent child/ren, parent, partner or family member ('dependent/s') may continue to be cared for while a UNSW employee or HDR student participates in an approved career development activity.</p>	<p><b>2023</b></p> <p>UNSW replaced the Vice-Chancellor's Childcare Support Fund for Women Researchers with the introduction of the Carers' Support Fund, which broadened eligibility criteria to:</p> <ul style="list-style-type: none"> <li>- All UNSW employees (professional and academic) and HDR students of <i>all genders with both childcare and primary caring responsibilities</i>.</li> <li>- Participation in a wider range of career development activities, such as networking and fieldwork.</li> </ul> <p><i>"The Carers' Support Fund enabled me to attend the International Network of Health and Hepatitis Care Conference in Geneva with my children. I have a key role at this conference as an early career delegate where I co-facilitate an annual networking event for ECRs and community members (people who use drugs). This event is intended to foster networking opportunities among researchers and affected community, while also reducing power imbalances inherent at conferences. INHSU is also an important conference for my own international professional networking, particularly at this earlier career stage as I am seeking to build my profile both within Australia and overseas. Without the support of the Carer's Fund, I would not have been able to attend."</i> - <b>Lise Lafferty</b>, Senior Lecturer, Centre for Social Research in Health received support from the Carers Support Fund in 2023.</p> <p><i>"As an early career researcher from a working-class poor, rural background, and a sole parent and carer to a child with a disability, I often feel like there is no way that I can compete in the highly precarious world of academia. I don't start on anything close to an equal footing. The UNSW Carer's Support Fund provided critical support for me to take my son with me on international fieldwork. With the support of the Fund, in addition to a small grant from the Freilich Project for the Study of Bigotry which covered my flight, I spent a month in Cape Town doing</i></p>

follow up research from my PhD and undertaking new research for my project Rebel Sister Cypher. Outcomes from the research enabled by this fund include:

- Progressing a manuscript for my first monograph based on my PhD dissertation through follow up interviews and feedback on the draft.
- Organising a film screening event in Khayelitsha, South Africa, including a talk on my recent research in Australia and panel discussion with local artists
- An invited research seminar presentation at the Future Water Institute, University of Cape Town
- The recording of a song with myself and four female emcees/artists as a non-traditional research output for the Rebel Sistah Cypher project.”

**Dr Sudipta Dowsett, Research Associate**

National Institute for Experimental Art (NIEA), UNSW Art & Design received support from the Carers Support Fund in 2023.

**2022**

Proposal to open this fund to professional staff approved by EDI Board in June.

**Pre 2018**

VC Childcare fund open to academic women. Benefits include participation in prestigious international conferences, awards for research, leading project discussions with international collaborators, updating industry sponsors and important clinical skills necessary to sustain international research careers.

**Table:**

The table below tracks funding applications received and approved, indicating funds allocated from 2015 to current figures at October 2023. Increased access in 2023 reflects the successful output of broadening eligibility criteria, demonstrating UNSW’s ongoing commitment to supporting all carers working at the University.

YEAR	APPLICATIONS RECEIVED	APPLICATIONS APPROVED	FUNDS ALLOCATED
2015	18	16	\$26,048
2016	26	21	\$26,607
2017	21	17	\$20,587
2018	24	21	\$29,988
2019	24	23	\$23,322
2020* Covid affected	7(2 withdrawn in round 2 due to covid and round 3 and 4 in 2020 no applications due to Covid)	5	\$4,719
2021* Covid affected	2 (no applications for rounds 1,2 and 3)	1	\$164
2022	19	15	\$22,715
2023	58	54	\$80,549 (funds may shift as reimbursements occur for rounds 3 and 4)

UNSW Breastfeeding accreditation	<p>UNSW was awarded a Best Practice Breastfeeding Friendly Workplace (BFW) in 2021, with the accreditation being re-submitted in November 2023.</p> <p>The BFW accreditation involves a written submission showcasing the organisational commitment to supporting the needs of employees across the organisation, alongside a review of parental rooms and spaces.</p> <p>Parental rooms are available at the Kensington campus (5 rooms), and the Canberra campus (1 room).</p>
Staff Consultative group	<p>Created in 2023, the Staff Consultative Group consists of 22 employees that draw upon their lived experiences to inform the consultative process for staff facing projects and initiatives across the University.</p> <p>8 members of the Staff Consultative Group bring insights from their lived experience of being a parent or carer.</p> <p>Further information is detailed below in 'Case Study: EDI Staff Consultative Group'.</p>

### COVID-19-specific activities

As described in *UNSW Institutional Context*, the University sector was impacted by disruptions due to the COVID-19 pandemic.<sup>10</sup> UNSW's management of the transition to remote working and subsequently to hybrid working arrangements are significant as actions undertaken to manage flexible work.

Table 3.6 describes activities undertaken with the specific purpose of supporting UNSW staff during the COVID-19 pandemic, including specific activities to support parents and carers.

**Table 3.6 Activities developed to support UNSW staff during the COVID-19 pandemic**

UNSW Parents network set up on Teams ('UNSW Parents working from home') for UNSW parents to connect and support each other during COVID-19 lockdowns.	Teams channel had 57 members (including 6 owners)
<p>Recharge Weeks</p> <p>During Recharge Weeks staff are asked to reduce meetings and emails, as much as is practicable, as a way of providing some breathing space for themselves and colleagues. Recharge Week is still a working week, however with reduced email traffic and meetings. Staff are also encouraged to take some annual leave during this time.</p>	<p><b>2023</b></p> <p>20-24 March</p> <p>3-7 July</p> <p>16-20 October</p> <p><b>2022</b></p> <p>21-25 March</p> <p>6-10 September</p> <p>18-24 October</p> <p><b>2021</b></p> <p>6-10 September</p> <p>19-24 October</p>
Adjustments to carer's leave	In 2021, to help alleviate the pressures for staff during lockdown UNSW adjusted access to accrued carer's leave entitlement for

<sup>10</sup> A brief overview of key challenges and UNSW's responses directly relevant to flexible work were identified in Table 8.1 in *UNSW Institutional Context*.

	one day (or seven hours) per week for the purposes of childcare or to support home schooling.
Wellbeing days	<p>In 2021, UNSW granted staff a University-wide Wellbeing Day. This was an additional day of leave for all University staff. UNSW encouraged as many staff as possible to take this day on Friday 3 September given the timing of term break. Staff who could not take this day as leave due to existing commitments took another day of their choosing before the end of the year.</p> <p>Subsequent Wellbeing Days were granted on Monday 18 October 2021, and Monday 17 October 2022.</p>

### Intersectionality

While there is much progress to be made in supporting diverse staff at UNSW, action has been taken to ensure more robust consultation practices are underway. With support from Access, Equity and Inclusion within the Division of EDI, the recently established Staff Consultative Group includes employees who have family/caring responsibilities and engage with flexible work practices. The establishment and activity of this group is detailed in the case study below.

## CASE STUDY: EDI STAFF CONSULTATIVE GROUP

The UNSW Diversity Champions were established in 2018 to help drive UNSW towards being an international exemplar in equity, diversity and inclusion. Since then, the Diversity Champions have acted as advocates, led diversity working groups, and identified ways UNSW can continue to be an international exemplar in equity, diversity and inclusion.

The current cohort of EDI Diversity Champions finished its term in June 2023 and the **EDI Staff Consultative Group** has been formed as its replacement.

The Group is modelled on the current Students as Partners Consultative Group (SCON), which was established in 2020 to reflect and engage with diverse lived experiences and needs of the student body within University programs and broader decision making.

In an effort to holistically and intersectionally engage with and advise on staff-facing initiatives and projects across the University, the Group draw on their lived experiences to inform the consultative process.

Current staff members (academic and professional) with lived experience bring an authentic perspective to the EDI Staff Consultative Group, offering firsthand insight to the challenges, needs, and realities faced by individuals in specific diverse contexts or communities.

## PROCESS

The EDI Staff Consultative Group works closely with the Cross-Faculty and Division EDI Group, whose purpose is to collectively prioritise issues and solutions for EDI Board, as well as Management Board where relevant. The Group focuses on matters raised at their Faculty committee local levels that are identified as relevant to the whole group, pooling resources and knowledge to progress key objectives that are collectively identified and prioritised. Where applicable, the EDI Staff Consultative Group advise on those matters and proposed solutions.

Additionally, via a webform accessible on the UNSW EDI website, members of the wider UNSW community can submit projects/proposals for consultation with the EDI Staff Consultation Group. Calls for submissions will be publicised on various channels (e.g. various EDI Teams networks, Yammer) and cascaded via EDI Faculty co-/chairs.

## COMMITMENT

The EDI Staff Consultative Group meets on a quarterly basis from September 2023, as well as on an as-needed basis for projects and initiatives requiring urgent consultation. The Group was assembled via EOI, which was made available on the UNSW EDI website in July 2023, and has 22 members professional and academic staff members from various career stages and with a range of lived experience, including those who are from a migrant or refugee background, have parent or caring responsibilities, are from LGBTIQ+ communities, have experience of disability, and/or are Aboriginal and/or Torres Strait Islander.

For teaching, research, and education focused staff, service in the Group will fall under the 20% time allocation for leadership and service. For professional staff, applicants must indicate line manager approval for participation in their EOI.

## 4. OUTCOMES

In Section 3, the submission details the range of activities and outputs undertaken to address three objectives set in UNSW’s ASBAP for **Key Action Area 4: Managing career breaks and flexible working**.

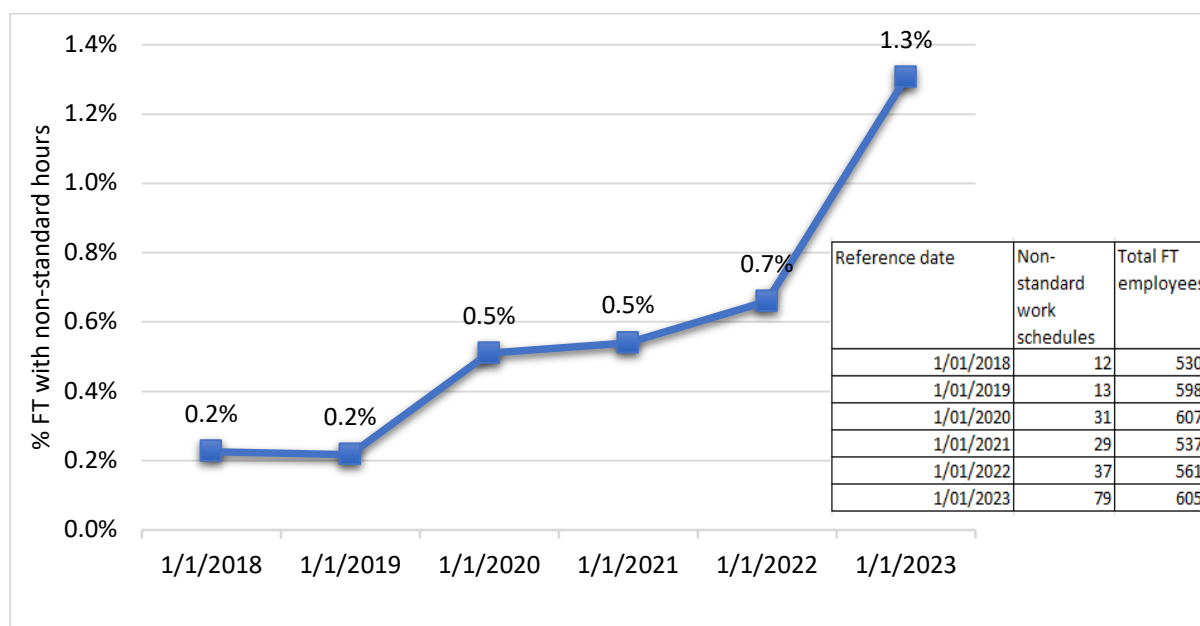
In this section, the uptake of flexible working is discussed against *Objective 2*. Outcomes for parents and carers are discussed against *Objective 1* and *Objective 3*.

### Objective 2: Uptake of Flexible working at UNSW

Reporting on actual figures of UNSW employees working flexibly has not yet been formalized across UNSW. While staff are required to reach an agreement with managers and supervisors to work remotely, or hybrid, including completing supporting documentation listed above in Table 3.3, this is not recorded as HR data. A recommendation to review ways FWAs are approved and recorded is reflected in section 6.

UNSW captures data on employees undertaking what has been formally defined as a ‘non-standard work schedule’.<sup>11</sup>

**Figure 4.1 UNSW full time employees with a formal non-standard work schedule, 2018 – 2023**



While overall numbers are low, Figure 4.1 demonstrates more staff accessing flexible working options through a formalised non-standard work schedule.<sup>12</sup>

Figure 4.2 compares part-time staff levels at UNSW by gender between 2016 and 2023. For academic staff, there is a shift from over-representation of women in part-time roles to increasingly balanced

<sup>11</sup> Non-standard work schedules include compressed work arrangements as well as work on non-standard days. These work arrangements are recorded with HR as relevant to payroll. This does not capture hybrid work arrangements.

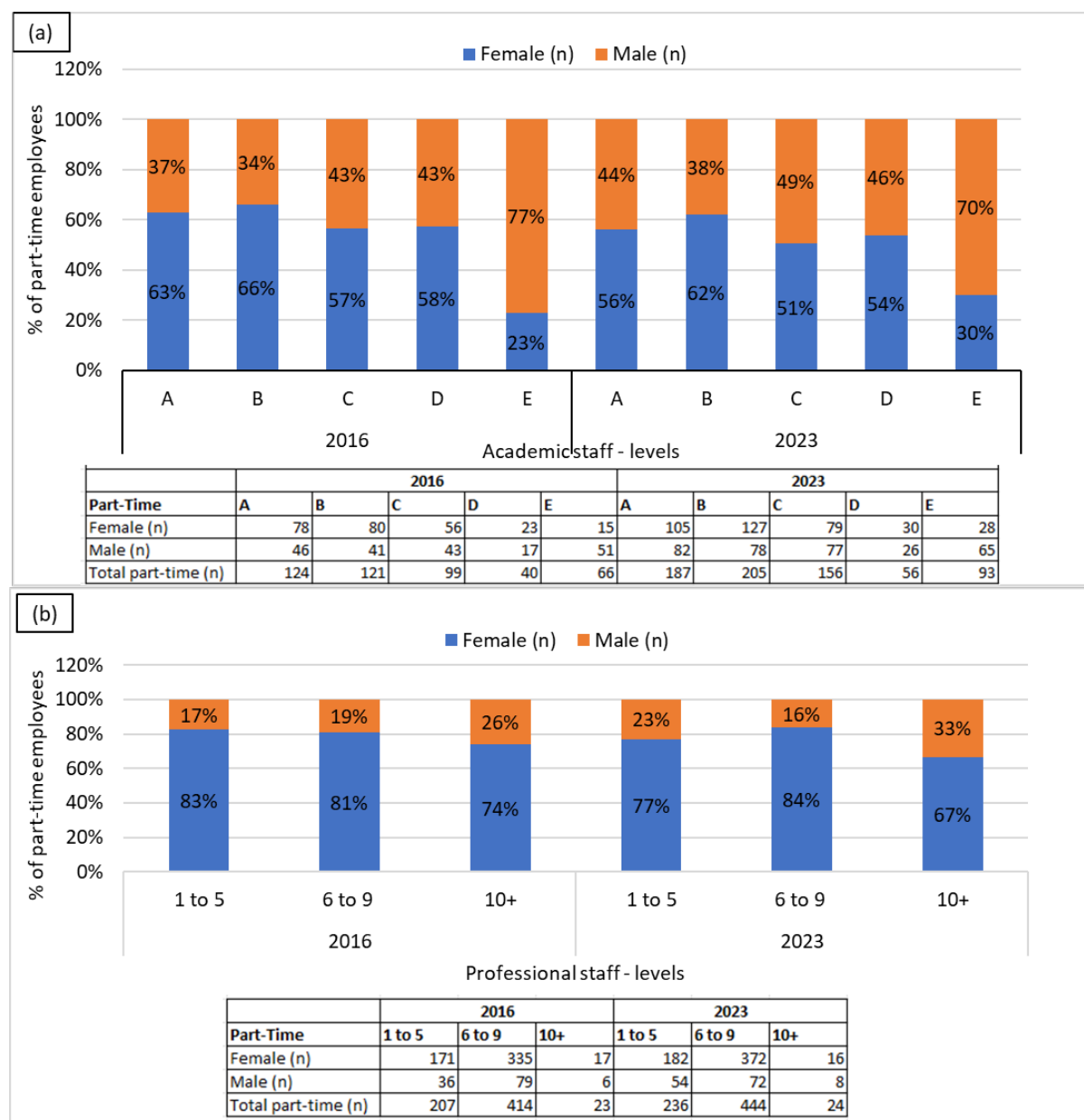
<sup>12</sup> Full-time work arrangements that incorporate location-based flexibility are not currently recorded as HR data, and instead managed locally by Heads of School and managers.



uptake of part-time work arrangements for men. A continuing exception to this pattern is representation of men at Level E.<sup>13</sup>

Professional women continue to have a significantly higher uptake of part-time roles. While comparative data shows some changes to uptake in 2023, women are still much more likely to hold part-time roles.

Figure 4.2 Part time staff at UNSW in 2016 and 2023, by gender (a) academic staff levels and (b) professional staff levels.



<sup>13</sup> One contributing factor to this is the incorporation by some Faculties of the Professors of Practice (PoP) roles; for example, UNSW Business School has hired PoPs in 1 day roles to bring industry experience to a range of undergraduate and postgraduate courses.

Although the proportion of male academic staff at level E is significantly higher than female staff, there is an increase in the proportion of female staff by 7% at level E category between 2016 and 2023 (Fig 4.2a). Amongst professional staff, there was a higher proportion of female employees at all levels. In 2023 there was a 7% decrease in 10+ category compared to 2016, which was not statistically significant.

Figure 4.3 UNSW employee types by gender, 2018 – 2023 (a) casual employees, (b) part-time employees (c) full-time employees

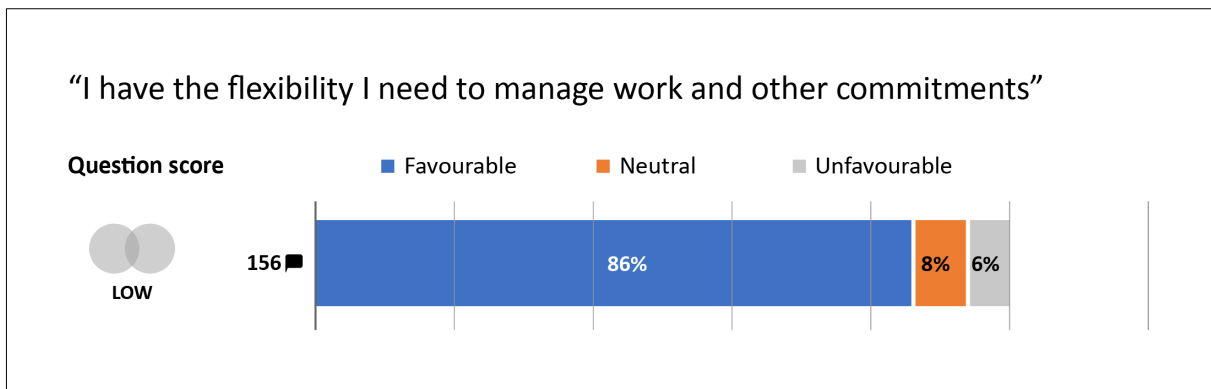


### Views of Flexible working

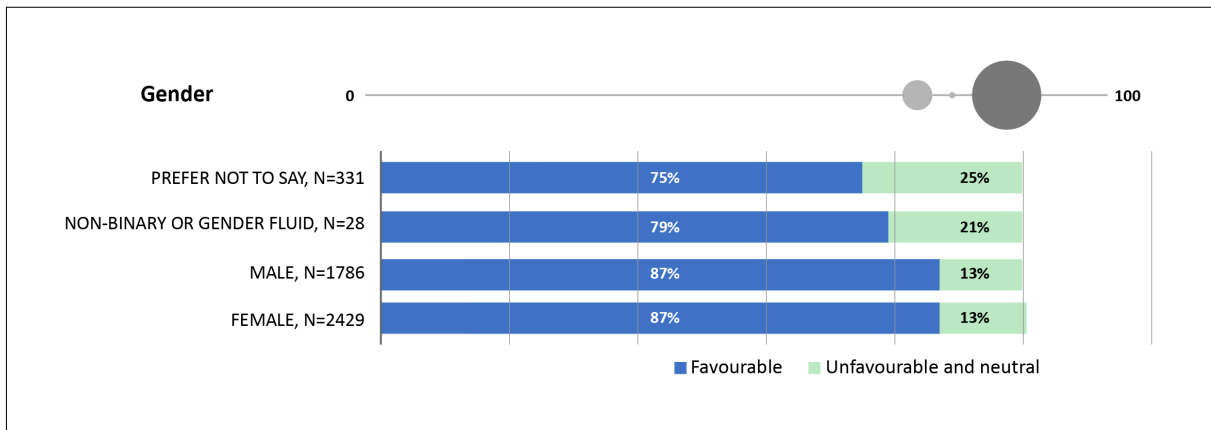
The most recent Insight Survey was completed in March-April 2023 for fixed term and continuing staff.<sup>14</sup>

Respondents were asked to indicate their level of agreement with the statement “I have the flexibility to manage work and other commitments”. Figure 4.4 visualizes all responses, and Figure 4.5 offers a disaggregation of favorable responses by gender.

**Figure 4.4 Fixed term and continuing employee responses – “I have the flexibility I need to manage work and other commitments.”**



**Figure 4.5 Favourable responses by gender**



Favourable responses indicate improved experiences of flexible working from UNSW staff. Favourable responses by gender indicate equal perceptions of flexible working from both male and female staff, indicating progress towards UNSW’s objective of equitable working conditions.

<sup>14</sup> Insight survey reached 61% participation from continuing and fixed term staff with 4580 respondents, and 23% participation from casual staff with 1,181 respondents from across most Faculties and Divisions.

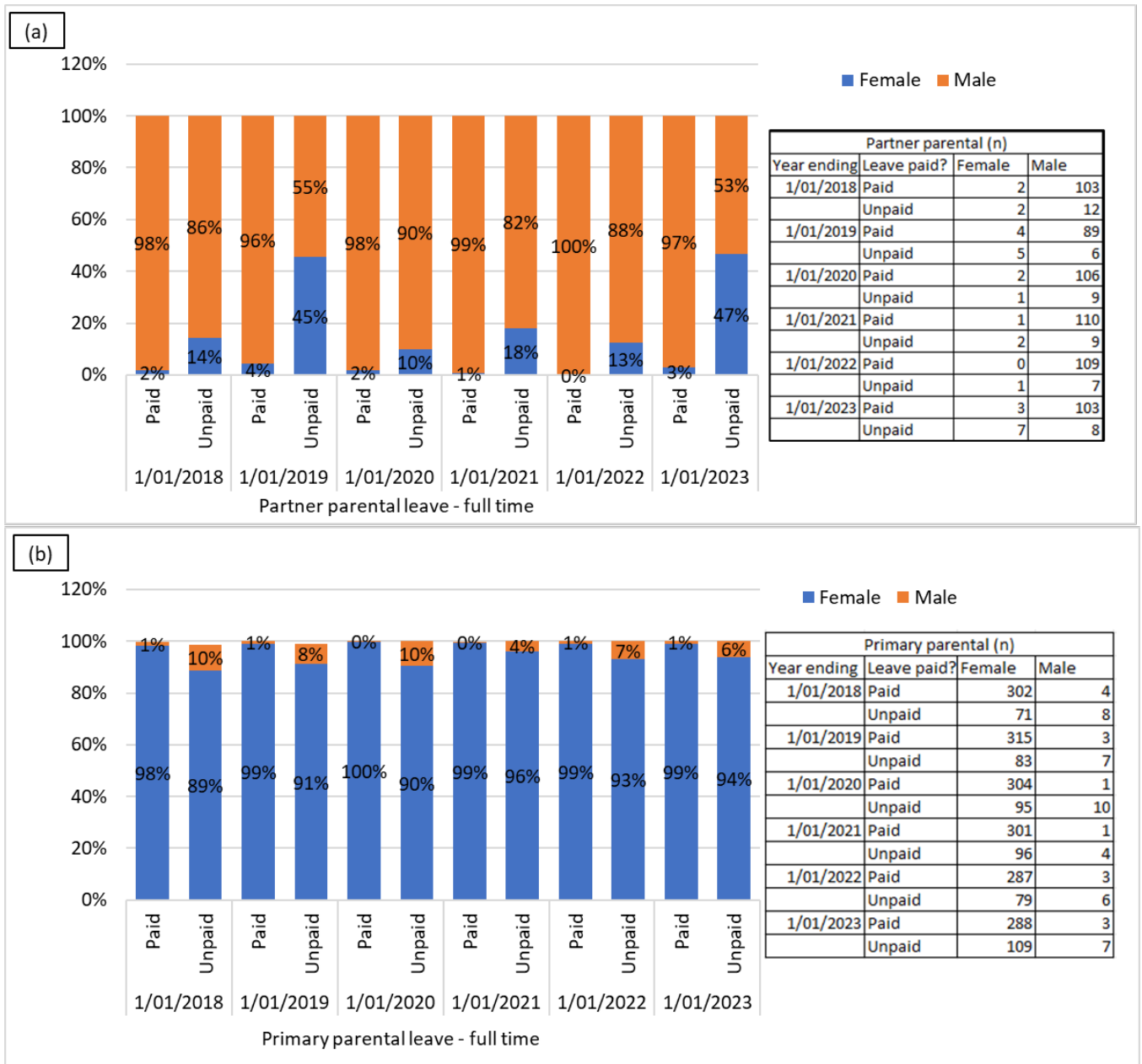
## Objectives 1 and 3: Parents and carers at UNSW

This section examines how parents and carers access leave options and benefits and considers rates of returning staff as well as staff retention following parental leave. Parental Leave data is examined in Table 4.1 and Figure 4.6.

**Table 4.1 UNSW Parental Leave (paid and unpaid, Partner and Primary parental leave) by employee type (continuing and fixed term, Female, Male and Undisclosed) 2018 – 2023**

YEAR ENDING	PARENTAL LEAVE TYPE	LEAVE PAID?	CONTINUING		FIXED-TERM			TOTAL
			FEMALE	MALE	FEMALE	MALE	UNDISCLOSED	
1/01/2018	Partner	Paid	0 (0%)	44 (42%)	2 (2%)	59 (56%)	0 (0%)	105
		Unpaid	0 (0%)	3 (21%)	2 (14%)	9 (64%)	0 (0%)	14
	Primary	Paid	179 (58%)	2 (1%)	123 (40%)	2 (1%)	1 (0%)	307
		Unpaid	37 (46%)	3 (4%)	34 (43%)	5 (6%)	1 (1%)	80
1/01/2019	Partner	Paid	2 (2%)	51 (55%)	2 (2%)	38 (41%)	0 (0%)	93
		Unpaid	2 (18%)	1 (9%)	3 (27%)	5 (45%)	0 (0%)	11
	Primary	Paid	171 (54%)	2 (1%)	144 (45%)	1 (0%)	0 (0%)	317
		Unpaid	43 (47%)	7 (8%)	40 (44%)	0 (0%)	1 (1%)	91
1/01/2020	Partner	Paid	0 (0%)	51 (48%)	2 (2%)	55 (51%)	0 (0%)	107
		Unpaid	0 (0%)	5 (50%)	1 (10%)	4 (40%)	0 (0%)	10
	Primary	Paid	171 (56%)	1 (0%)	133 (44%)	0 (0%)	0 (0%)	305
		Unpaid	51 (49%)	5 (5%)	44 (42%)	5 (5%)	0 (0%)	105
1/01/2021	Partner	Paid	1 (1%)	46 (42%)	0 (0%)	64 (58%)	0 (0%)	110
		Unpaid	1 (9%)	3 (27%)	1 (9%)	6 (55%)	0 (0%)	11
	Primary	Paid	154 (51%)	1 (0%)	147 (49%)	0 (0%)	1 (0%)	302
		Unpaid	47 (47%)	2 (2%)	49 (49%)	2 (2%)	0 (0%)	100
1/01/2022	Partner	Paid	0 (0%)	39 (36%)	0 (0%)	70 (64%)	0 (0%)	109
		Unpaid	0 (0%)	2 (25%)	1 (13%)	5 (63%)	0 (0%)	8
	Primary	Paid	152 (53%)	(0%)	135 (47%)	3 (1%)	0 (0%)	288
		Unpaid	39 (46%)	1 (1%)	40 (47%)	5 (6%)	0 (0%)	85
1/01/2023	Partner	Paid	1 (1%)	40 (38%)	2 (2%)	63 (60%)	0 (0%)	105
		Unpaid	4 (27%)	1 (7%)	3 (20%)	7 (47%)	0 (0%)	15
	Primary	Paid	166 (58%)	0 (0%)	122 (42%)	3 (1%)	0 (0%)	288
		Unpaid	62 (54%)	3 (3%)	47 (41%)	4 (3%)	0 (0%)	115
<b>GRAND TOTAL</b>			<b>563 (34%)</b>	<b>245 (15%)</b>	<b>547 (33%)</b>	<b>346 (21%)</b>	<b>3 (0%)</b>	<b>1656</b>

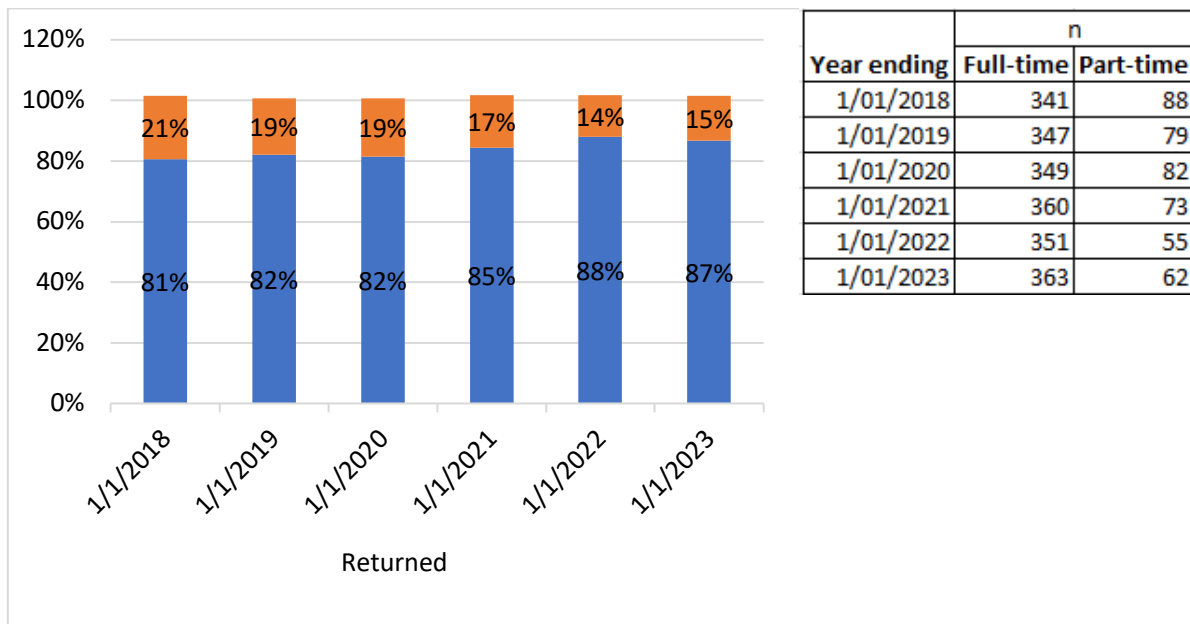
Figure 4.6 - UNSW Parental Leave (paid and unpaid, Partner and Primary parental leave) by employee type (continuing and fixed term, Female, Male and Undisclosed) 2018 – 2023, (a) partner parental leave and (b) primary parental leave.



There is a higher proportion of unpaid partner parental leave taken by females in 2019 and 2023 (Fig 4.6 (a)). Of the primary parental leave,  $\geq 90\%$  of the leave both paid and unpaid in all years was taken by females.

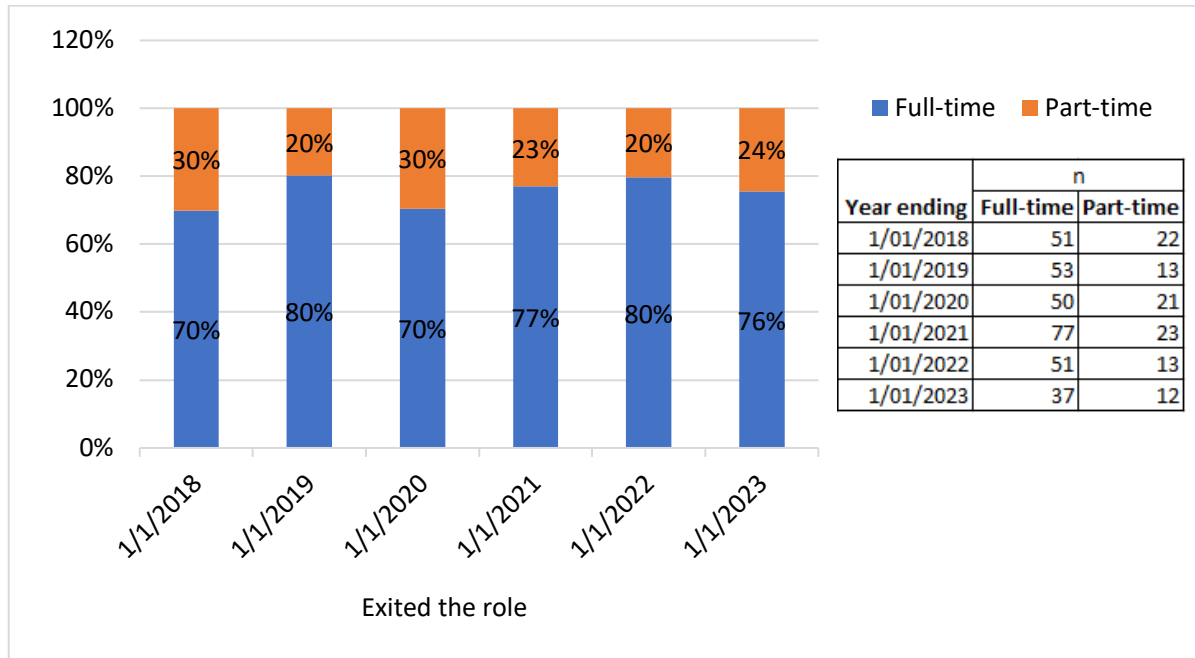
Proportions of employees initially returning from parental leave have remained relatively consistent for both part-time and full-time staff from 2018–2023 (Fig. 4.7).

Figure 4.7 Rates of UNSW staff return from parental leave



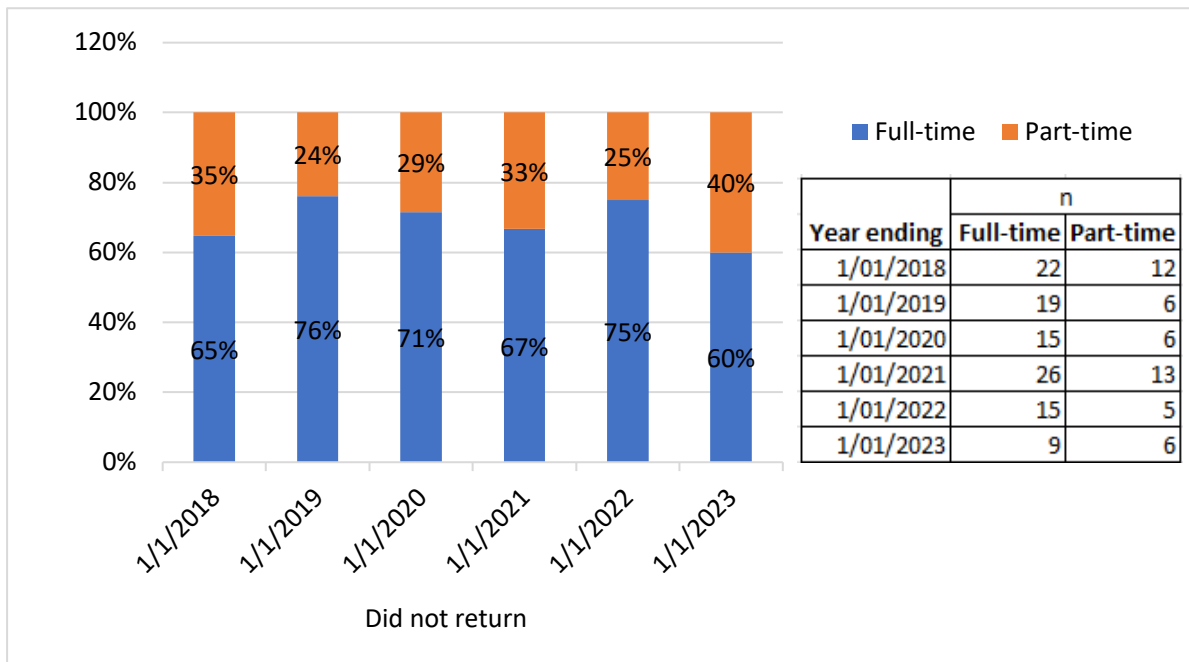
Proportions of employees leaving UNSW within 12 months of returning from parental leave spiked in the initial return to hybrid working in 2021 before falling in 2022 and 2023, which likely indicates a positive outcome of the introduction of robust flexible working practices and policies.

Figure 4.8 Rates of staff exits from UNSW within 12 months of return from parental leave



The rate of employees that did not return to UNSW after parental leave shows minor fluctuations from 2018 – 2023, following trends similarly seen in staff exiting UNSW within 12 months of returning from parental leave. Numbers of employees not returning spiked in 2021, when UNSW resumed hybrid working in a post-COVID landscape, before reducing, especially for full time employees, in 2022 and particularly 2023.

Figure 4.9 Rates of UNSW staff not returning to work from parental leave



### CASE STUDY: CAREER COACHING FOR CARERS CROSS-INSTITUTIONAL COLLABORATION<sup>15 16</sup>

The work of caring alongside employment is of increasing importance in a world with an aging population facing different challenges. Carers NSW states unequivocally that organisations addressing the needs of carers in their workforces now are establishing themselves as the innovative, forward-thinking employers become increasingly appealing to the broader workforce.

The Career Coaching for Carers (3C) initiative was initiated and led by Associate Professor Lizzie Muller for the Women's Wellbeing academy at UNSW in 2022. 3C was developed to support academic women (cis and trans\*), including sessional staff and post-graduate students, with current or recent carer responsibilities to develop their careers and address the disadvantage many have experienced due to COVID-19. The initiative and subsequent research project developed from this work was supported by several UNSW stakeholders. Initiated by Women's Wellbeing Academy, additional research funding support was provided by UNSW's Athena Swan program. The associated research leveraged expertise from The Social Policy Research Unity in UNSW's faculty of Art Design and Architecture (ADA) and was also supported by HR and EDI. The project demonstrates the capacity of UNSW for cross-institutional collaboration on initiatives that aim to remove and reduce key barriers to the support of staff with caring responsibilities.

After identifying an opportunity to support carers working at UNSW, the initiative further developed to better understand carer's experiences at UNSW. Carer perspectives were represented throughout the report, informing findings and recommendations. Subsequently, this work demonstrates an impact that begins with the participants in the 3C Pilot and extends into research that revealed an engaged, ambitious community of carers who want to effect change, contribute to, and be valued by UNSW.

**The 3C Pilot ran from 25 July to 30 September 2022. There were 29 participants who accessed one HR session with information pack, seven career coaching sessions and one creative workshop over this period.**

A research evaluation was also undertaken. The Social Policy Research Centre undertook qualitative research with 3C participants with the purpose of evaluating the impact of 3C on these carers, and also to contribute to the limited knowledge of the University regarding experiences of their academic staff with caring responsibilities.

The research is detailed in depth in a report produced by these stakeholders, and is in final review at the time of submission. Findings from this research have informed clear recommendations that will impact on carer experiences and capacity. Recommendations are divided into three themes:

- UNSW Commitment
- Carer Engagement
- Policy and Practice

<sup>15</sup> Muller, L. Thomson, C. and Hill, T., 2023, *Supporting Carers at UNSW: Findings from Career Coaching for Carers (3C)*, Women's Wellbeing Academy, UNSW, Sydney

<sup>16</sup> Carers NSW. (2020a). *Carers + Employers*. NSW Government. <https://carersandemployers.org.au/>



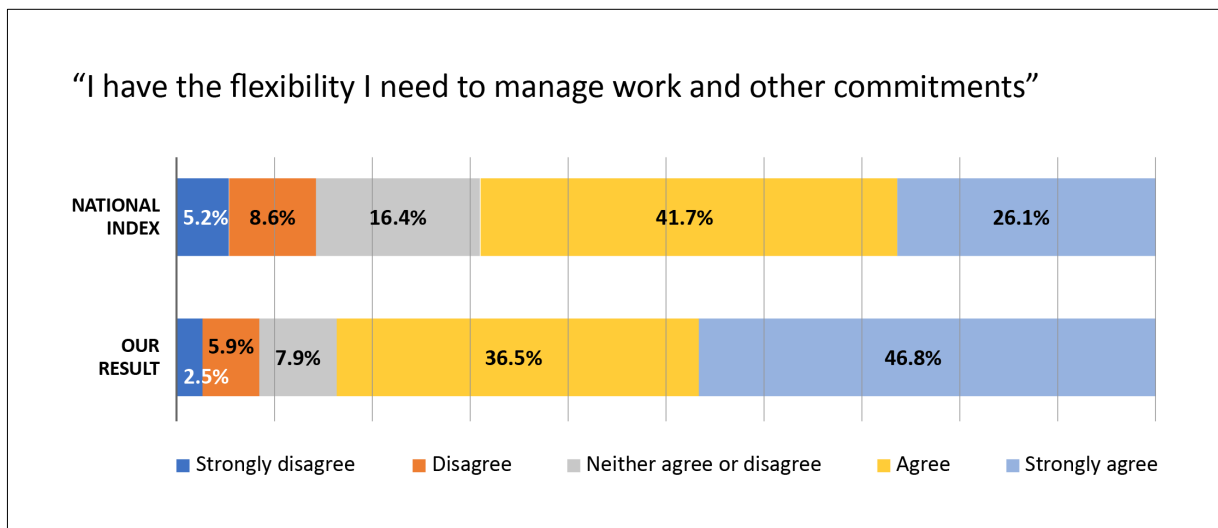
The report recognizes that a clearer understanding of actual numbers of carers working at UNSW and the needs of this population in the broader UNSW cohort is required.

Recommendations from this report have been incorporated into Section 6: Further Action.

### Intersectionality

Collecting data reflecting intersecting identities of staff is underway.<sup>17</sup> This includes gender, Aboriginal and/or Torres Strait Islander staff, LGBTIQ+ staff, carers, staff with disability, culturally and linguistically diverse (CALD) staff, and flexible workers. UNSW’s work to collate more intersectional data includes the preliminary data from Diversity Council Australia’s recent Inclusive Employer Index survey. The survey returned 915 responses.<sup>18</sup>

Figure 4.10 All staff response breakdown to Question 2: “I have the flexibility I need to manage work and other commitments” with National Index comparison

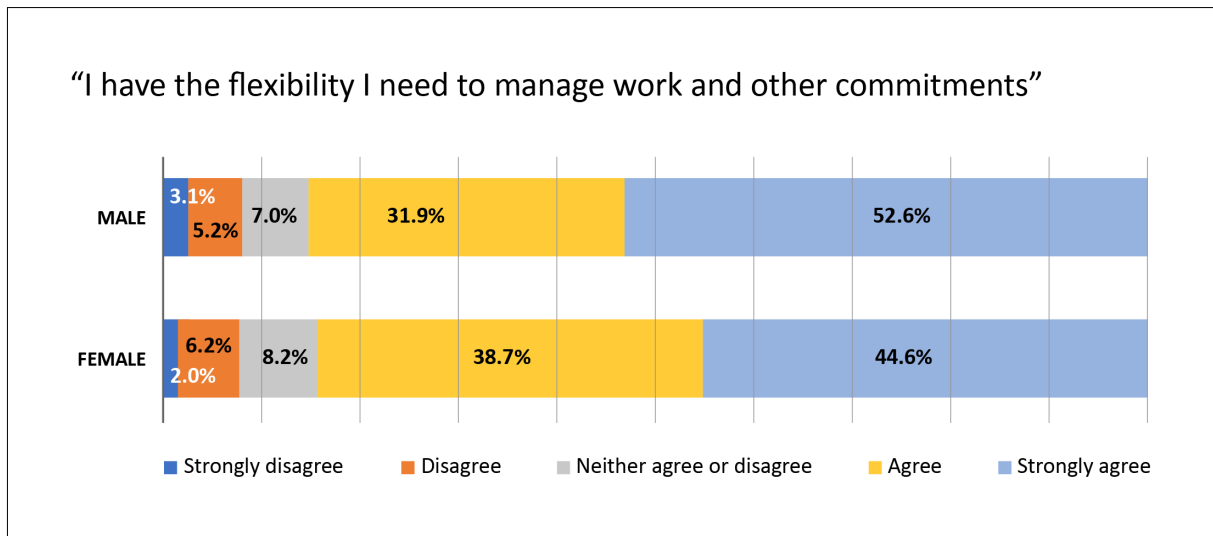


Respondents that agree or strongly agree that they “have the flexibility to manage work and other commitments” are the majority (80% <). Compared with the National index, these data indicates that UNSW’s objectives to support flexible working options are successful.

<sup>17</sup> See UNSW Institutional Context, 2023, p. 11.

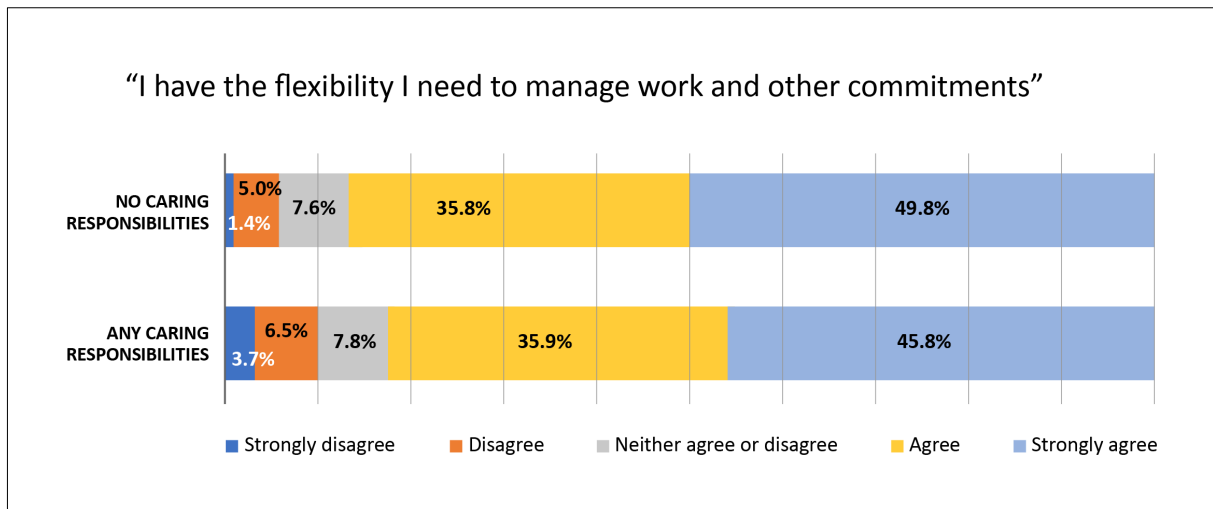
<sup>18</sup> We note this is less than 20% of continuing and fixed-term staff positions at UNSW, and considers the role of staff fatigue to surveys as a data-collecting mechanism, noting the UNSW Insight survey was completed approximately 3 months prior with a significantly higher response rate. Survey uptake may also have been impacted by limited promotion of this survey due to internal approval process requirements.

Figure 4.11 Response to Question 2 by gender



Considering responses disaggregated by gender, responses are balanced overall in gender for agree and strongly agree categories.

Figure 4.12 Response to Question 2 by carer/non carer staff



Considering responses disaggregated by staff with caring responsibilities, slightly less carers 'strongly agreed' they had the flexibility needed to manage work and other commitments. Further, carers were more likely to 'strongly disagree' with this statement overall.

## 5. IMPACT

UNSW’s Athena Swan Leadership team and the Self-Assessment Team (SAT) undertook a qualitative research project in 2022, engaging UNSW staff to evaluate the University’s initiatives and actions to remove and reduce barriers to gender equity presented by Flexible work and care.<sup>19</sup> Table 5.1 shows a breakdown of focus groups specific to this key barrier.<sup>20</sup>

*Table 5.1: Focus Group Study Participants*

KEY BARRIER	FOCUS GROUPS	INCLUSIONS	EXCLUSIONS
Flexible working and families	1. Academic staff; 2. Professional staff; 3. ECRs/Mixed	Employees with caring responsibilities or those who work flexibly (all genders)	Staff who do not have caring responsibilities or do not work flexibly
Mixed	2 Mixed groups – academic and professional staff across all Key Barriers	All applicants who self-identified in one of the above Key Barrier groups and met inclusions according to that Key Barrier.	N/A

*Table 5.2 Focus Group Study Participant Demographics – Flexible working & families + Mixed groups*

DEMOGRAPHIC TYPE	FLEXIBLE WORK & FAMILIES	MIXED GROUPS
Participants (total)	19	16
Women	18	11
Men	1	3
Non-binary/gender diverse	0	2
LGBTIQ+ identified	2	6
Have a disability and/or chronic illness	3	1
Born in Australia	7	4
Not born in Australia	12	12
Flexible working arrangements	17	10
Caring responsibilities (parental)	16	3
Caring responsibilities (other)	8	4

<sup>19</sup> Williamson, S. & Taylor, H. (2022). “Examining the Impacts of UNSW’s Athena SWAN Program: A qualitative study”. UNSW Canberra.

<sup>20</sup> Three focus groups participated in 90-minute sessions, as well as two mixed groups where participants discussed lived experiences across a broader range of key barriers.

Table 5.3 summarises impact and examples of qualitative data collected in focus groups.

*Table 5.3 Assessing impact of UNSW’s initiatives to address flexible work and families as a key barrier*

INITIATIVE	IMPACT	DATA
UNSW Flexible Work policy	Participants were aware that UNSW has a flexible working policy and were able to find this policy easily. It was generally considered to be a good policy. It was described as necessary to validate and support people’s requests to work flexibly, even though most FWAs were informal.	<p>I find [the policy] is excellent. People definitely are more committed when you have FWAs. They feel they get a good work life balance and it shows that you trust them and that's a big thing, 'cause I've got 80 in my team. It's really important to build trust and when you say 'it's fine' [to work flexibly], it shows that I trust you, so I think it's a really important concept. (FWFG3)<sup>21</sup></p> <p>[The Flexible Work Policy] was all done from that starting point of flexibility first and that was, I think, just fantastic how actually the approach was taken from that standpoint first and I think it's had such a huge change. (FWFG3)</p>
Working from home/hybrid working	Participants accessed various forms of flexibility, predominantly flexible hours and working from home. Participants overwhelmingly commented that COVID-19 had normalised flexibility within their work areas.	<p>...when COVID hit, it was quite nice that suddenly everyone else was working from home as well, so now it's not awkward or I don't feel like I miss out anymore, so that's quite nice. I think it's been normalised not just for women, but for other colleagues. (FWFG1)</p> <p>Being able to work from home or the office, all of that means that it's actually up to me to manage how to do that and I think that's a really good example of how policies should be. (FWFG2)</p> <p>I think it's more about having managers and supervisors understand that regardless of what your situation, your family or outside life looks like, you want to balance that with your work. (FWFG3)</p>
Parental leave	Participants noted the broader access and applications of parental leave, including flexible options.	<p>My second maternity leave I had agreed with my managers before I went what I would come basically saying I want to come back flexibly. So thinking 'oh, if the Flex work policy doesn't go through or whatever, I want it to agree that up front' and they were very, very flexible and they were fine with that. (FWFG3)</p> <p>One thing I've noticed this year more than ever, we've got a lot more guys in manager [roles], high level managers taking paternity leave. So the wife takes maternity leave and when her maternity leave runs</p>

<sup>21</sup> Quotations are attributed to participants while de-identifying data, where FW = Flexible Working and Families and LGBTIQ+ = LGBTIQ+ inclusion; FG abbreviates Focus Group, and the number corresponds to the specific group.

		out, she comes back and he takes months and months of paternity leave. And I think that is brilliant. This is so good to do this. You know, both parents are getting one-on-one time with the child. I just think this is amazing and I'm seeing heaps of it. (FWFG3)
Carer's leave	Managers with strong understanding of carer's leave are supportive of staff with caring responsibilities.	I'm really lucky to have a very, very supportive manager and if I was to say, 'look, I'm sorry, it's one of my work days, but I need to take [my family member] to this appointment or they have to have an MRI or something, my manager would be totally fine with that. I guess I would like that situation to be the same for everybody else. so that they're also in a situation where their managers are understanding and say, 'of course, just go. We know that you'll get the job done. You do it when you can, and you have to take care of your family' ". (FWFG3)
Regular Team Meetings hours policy	Policies shaping office culture informs broader patterns of support and acceptance of part-time staff and staff with parental responsibilities.	Obviously, no meetings after before 9:30 or after 4:00 PM. [...] And there's always been, even though management is predominantly male, there's always been like a lot of support for that. And just even informally here, you know? These mums, they work part time. They work harder than anybody else, you know, so it's things like that. The culture is, you know, there's the policy, but it's really the culture that says whether it's done or not in a certain way. (FWFG2)

Qualitative evaluation of UNSW activities and outputs indicated positive impact and identified further actions. These data also highlighted the importance of considering intersectional experiences of flexible working and care. Some of the participants had additional factors which impacted on their need to work flexibly. One participant in the 2022 focus groups noted:

*I'm also a carer and have chronic health conditions, so it means that I can go to my doctors, still do my work. So it's been really, really, really beneficial. I wouldn't have had that opportunity if it wasn't for being able to work remotely because I do have a really good relationship with all my managers. (FWFG2)*

Working from home throughout the pandemic and into the current "COVID-normal" environment was beneficial for these employees.

Table 5.4 summarises findings from the 2022 report, including recommendations.

*Table 5.4 Ongoing challenges and recommendations for UNSW arising from focus group research<sup>22</sup>*

CHALLENGE	DATA	RECOMMENDATION
<p>Managerial prerogative: Some managers were resistant to allowing team members to work flexibly, particularly at home. An undercurrent of unfairness also exists, with some staff able to work hybrid, and others not, for reasons which were not clear to participants.</p>	<p>Managers, they have this 'operational needs' thing and I can see it being applied differently with different staff. So it depends a lot on, your relationship with your manager depends on what you will get. There's quite a few of us have been working remotely during COVID and there's lots of discussions quietly about what's going to happen in the future and you can already see some staff are getting a better deal than other staff. (FWFG2)</p> <p>It's really nice to hear that there are a lot of people who actually have good work from home placements, flexible working arrangements and everything like that. But I will say that I think it's not across all departments and faculties. So where I am right now, it's definitely not the case. We have been told that we are expected to be in the office three days a week and there was no negotiation [...] And for me, that's really frustrating because it's just kind of like, well, yes, the University has all of these policies, but are they being applied? (FWFG3)</p> <p>I think it's often that managers think 'if you're not at work and you don't get your job done, then I'm going to get into trouble, so I'm not going to let you have the flexibility. It's my problem, but I'm going to make it yours' type of thing. So yeah, maybe [I suggest] some kind of post COVID training for managers. (FWFG3)</p>	<ul style="list-style-type: none"> <li>Continued progression of workplace cultural shift to facilitate FWAs for all staff.</li> <li>Heads of School and managers be provided with training about flexible working.</li> <li>Senior leaders role model working flexibly, including working part-time and from home.</li> <li>Heads of School and managers be encouraged to include discussion of FWA in annual MyCareer conversations with employees</li> </ul>
<p>Inconsistent interpretation of the Flexible Work policy.</p>	<p>And so I think that at the moment, the onus is the wrong way around. It's about, yeah, we're nice. We do flexibility. You can</p>	<ul style="list-style-type: none"> <li>See above; continue to integrate a flexible working culture.</li> </ul>

<sup>22</sup> Recommendations and data displayed are extracted from Williamson, S. & Taylor, H. (2022). "Examining the Impacts of UNSW's Athena SWAN Program: A qualitative study". UNSW Canberra. These inform the recommendations listed in Section 6 – Further Action.

	ask for it, maybe we'll give it to you. I think the assumption needs to be very strongly opposite way around. (FWFG2)	
Workloads and mental health: Participants spoke of large workloads, which contributed to burnout and exhaustion. Recharge Weeks were not considered entirely effective.	<p>...the entire concept of Recharge Week as these things that you can eliminate from your working week are things that I wasn't doing anyway. (FWFG3)</p> <p>I think things like the Recharge Weeks that our faculty has done, they might help some people, but for me they always fall during school holidays, when I'm running a school holiday program as part of work or something. So it's a busy time that I can't take a recharge week and I can take it at another time and whatever. But then it's not everybody doing it. (FWFG3)</p>	<ul style="list-style-type: none"> <li>• UNSW consult with staff with a view to making Recharge Weeks more effective.</li> </ul>
Childcare: Participants required more support for childcare, both in terms of accessibility and affordability.	<p>Access to childcare was flagged as a key concern for parents in the focus groups – one participant had encountered a two year waiting list in her search for care. Participants discussed the ongoing consequences of this lack of childcare, with one participant observing that women and gender diverse people “will never make it to the senior level if they don’t get childcare” (LGBTIQ+FG1).</p>	<ul style="list-style-type: none"> <li>• Oversight from UNSW through periodic review of waitlists per institutional context recommendations.</li> </ul>

## Impacts of COVID-19

In 2020 UNSW participated in the International COVID-19 Home Working University Staff Survey (CHUSS) and co-funded a further survey in Australia in 2022. The survey evaluated staff perceptions of work and workload, working from home preferences, ability to conduct work, the time spent on work, job satisfaction, career prospects, wellbeing, and work-life balance. Demographics are shown in Table 5.5.

*Table 5.5 Demographics of Australian CHUSS respondents*

GENDER	2020 n (%)		2022 n (%)	
	UNSW	Other Australian Universities	UNSW	Other Australian Universities
Male	158 (25.1%)	1290 (27.9%)	36 (14.8%)	105 (20.2%)
Female	470 (74.7%)	3326 (71.8%)	205 (84.4%)	409 (78.8%)
Non-binary/other	-		2 (0.8%)	5 (1%)
LGBTIQ	1 (0.2%)	15 (0.3%)	-	
Total	629	4631	243	519

The CHUSS reports presents impacts of early and late COVID-19 on the UNSW workforce<sup>23</sup> by gender, and across the University sector. Findings speak directly to flexible work, and organisational culture and context of UNSW staff experiences (Table 5.6).

*Table 5.6 Key Findings from CHUSS*

THEME	FINDINGS
Flexible working and working from home	Significantly more female than male respondents preferred to work from home (WFH) half or more than half of the time. This was a consistent finding both at UNSW and across the sector in both 2020 and 2021-2022.
	In 2020 and 2021-2022, staff felt that they were generally well supported by their institution in WFH activities.
Personal productivity	In both surveys, more than 50% of females felt their personal productivity had increased (>50% responses) and 42% of academics reported an increase in personal productivity.
	A significantly higher proportion of UNSW respondents who worked from home more than half the time reported increased personal productivity than those who worked from home less than half the time.

In 2020, during and after COVID-19 a higher proportion of UNSW respondents wanted to work from home more than half of the time or full time compared with respondents from other Universities,  $p=0.002$  &  $p<0.001$ , respectively.

In 2022, a higher proportion of UNSW respondents compared with respondents from other Universities preferred working from home,  $p<0.001$  &  $p=0.008$ , respectively.

Both surveys showed there was no significant difference between the working from home preferences before COVID-19 between UNSW and other Universities and around 40% of UNSW and other respondents preferred not to work from home, in 2020,  $p=0.252$ , and in 2022,  $p=0.966$  (Figure 5.1).



Figure 5.1: Working from home preference before, during and after COVID-19, UNSW and other universities for 2020 & 2022.

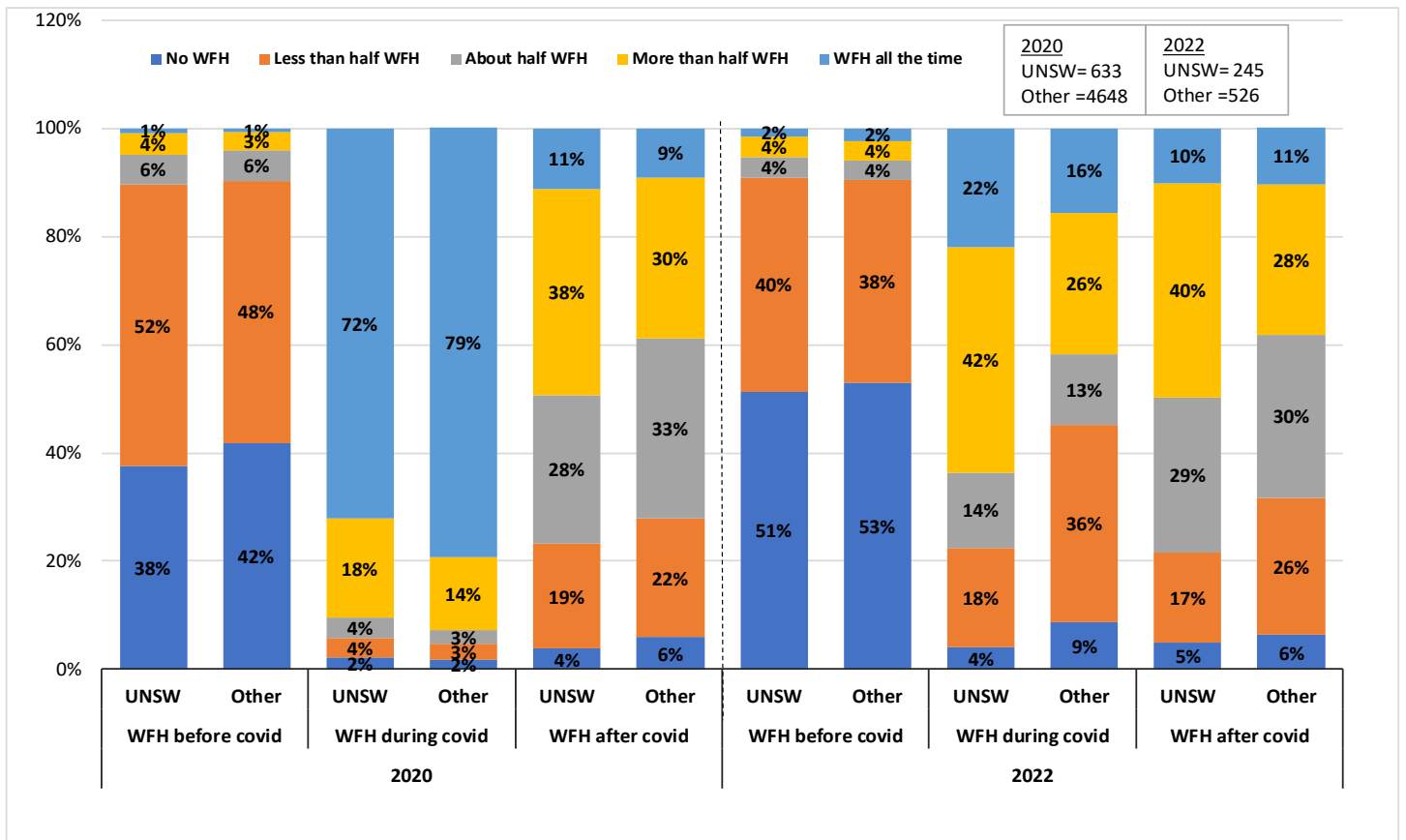
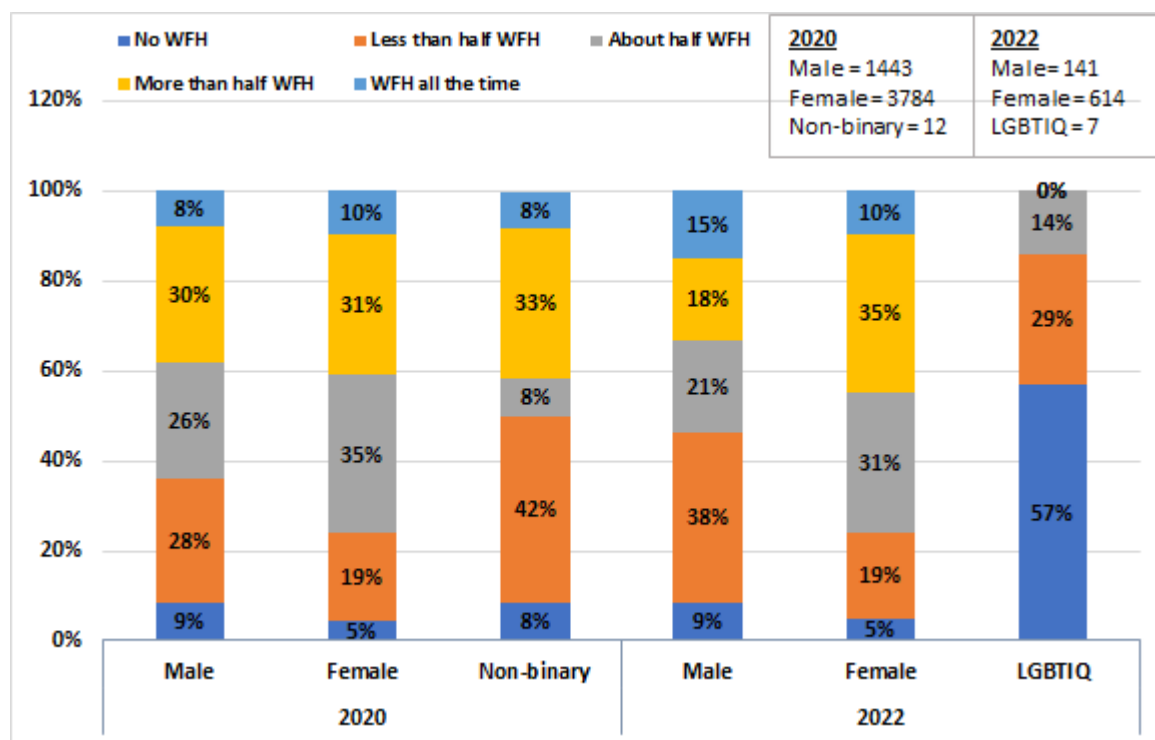


Figure 5.2: Working from home preference “after” COVID-19 by gender, UNSW 2020 and 2022.



In both surveys, a higher proportion of female (>75% versus male 55-65%, respectively) preferred to work from home about half or more than half of the time,  $p < 0.001$  &  $p = 0.013$ , respectively (Figure 5.2).

Participants in CHUSS also included comments about their experiences of working from home. Sample comments and suggested further actions are included in Table 5.7.

Table 5.7 Feedback from CHUSS participants with recommendations

QUOTE	RECOMMENDATION
<p>“Workplace change has led to a lot of uncertainty and short staffing in my area. Since COVID staff members who have left have not been replaced, staff are expected to absorb those workloads and keep going with little support. Management has also been operating with some kind of mandate of efficiency and scalability, which seems to excuse poor and generally disrespectful behaviour. It feels as though those of us who were not let go during the mass redundancies and job cuts are expected to be grateful to be employed and take whatever is thrown at us, but the reality staff burnout is widespread across the sector.”</p>	<ul style="list-style-type: none"> <li>Ongoing Head of School monitoring of workload in FWAs</li> </ul>
<p>“The increased caring demands of managing learning from home for 2 children (one with additional support needs) had a severe detrimental impact on my ability to prioritise tasks that would support my advancement in academia (applying for promotion, applying for research grants etc.). I felt that this was not adequately acknowledged or addressed. The unfair allocation of teaching load further exacerbated this. As an early career</p>	<ul style="list-style-type: none"> <li>Ongoing monitoring of workload with respect to flexible work and caring responsibilities</li> </ul>

<p>academic, I felt overloaded, underappreciated, taken advantage of and overlooked.”</p>	
<p>“There are too many people on short term, casualised and tenuous contracts. There have been significant workplaces changes before COVID which impacted on people's time, workload and fairness at the University which has exacerbated the impact of COVID. Workloads have increased with fewer staff. Working at the University feels unsustainable long-term.”</p>	<ul style="list-style-type: none"> <li>• Continued work to address employment security and supports for casual and sessional staff</li> </ul>
<p>“The University is a very caring and understanding employer with a strong focus on making sure employees have good work-life balance”</p>	<ul style="list-style-type: none"> <li>• Continued efforts to promote work-life balance, including ensuring staff are made aware of FWA options. Review of practical support required for flexible working</li> </ul>
<p>“Overall, I'm happy on how the University and my manager in particular have manage this situation, but a mix working mode (home/uni) would be great in the future.”</p>	
<p>“I appreciate officially being able to work from home and on flexible time basis, it helps my sanity and productivity. Apart from this, there is little practical support from the University.”</p>	

## FURTHER ACTION

REFERENCE	RATIONALE/EVIDENCE	PROPOSED ACTIONS & OUTPUTS	LIKELY TIMEFRAME	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING	LEADER ACCOUNTABLE FOR ACTION	DESIRED OUTCOMES/TARGETS/SUCCESS INDICATORS
1. Flexible work definition and communication	Continued progression of workplace cultural shift to facilitate FWAs for staff	a) Improve understanding and application of Flexible Work Policy	TBD	HR	TBD	Increased awareness of flexible work policy, resources and support available to employees Clear consistent messaging understood at all levels of the organisation
		b) Develop communications to showcase flexible working practices at all levels of the University	TBD	HR	TBD	Increased awareness and uptake of different flexible working practices
		c) Managers supported to facilitate flexible working	TBD	HR	TBD	Increased awareness and uptake of different flexible working practices
2. Data management and reporting	Institutional clarity on usage and type of FWAs	Review and scope ways of tracking and monitoring difference types of FWAs	TBD	HR	TBD	Improved reporting capability and oversight. Successful launch of new Flexible Work form in November 2023 to capture flexible working arrangements.
3. Managing workload	High workload identified in some instances	a) UNSW consult with staff with a view to making Recharge Weeks effective	TBD	HR	TBD	Improved work life balance

		b) Local consideration of academic workload planning in flexible work arrangements during myCareer conversations	TBD	HoS	Deans	Responsive action taken when issues/concerns are raised
		c) Ensure relevant issues of employment security and support for casual and sessional staff are included as required in EBA discussions	TBD	Athena Swan leadership	TBD	Responsive action taken when issues/concerns are raised
4. Structured support for Carers working at UNSW	Formal efforts to further support UNSW's commitments to equity diversity and inclusion for all staff.	a) Engage with carers at UNSW via established networks including the EDI Staff Consultative Group and the Cross-Faculty and Division EDI Group in order to better understand caring needs from UNSW staff	TBD	EDI/Staff Consultative Group	TBD	Better supports for carers Improved reporting capability
		b) Consider carer provisions throughout the policy transformation project	TBD	EDI/HR	TBD	Better supports for carers
		c) Review and update language in demographic portion of Insight survey for more specific collection of data concerning caring responsibilities	TBD	HR/EDI	HR/EDI	As above – improvements to reporting capabilities, training programs and policy transformation project
5. Review of childcare facilities & accessibility of		a) Review childcare use and requirements of UNSW staff, including monitoring wait lists for existing childcare places	TBD	HR	TBD	Information gathered for example as part of regular staff surveys, will inform strategies and initiatives going forward.

childcare for all UNSW staff		b) Consider alternative or additional approaches to childcare for UNSW staff	TBD	HR	TBD	
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