UNSW
SYDNEY

SAGE Athena Swan
**Cygnet Awards
LGBTQIA+
Inclusion**

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.

SAGE Cygnet Award Application

Name of Institution	University of New South Wales
Date of Application	28 February 2024
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UNIVERSITY OF NEW SOUTH WALES: SAGE CYGNET 3

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

	✓ Current Cygnet	**Barrier** • List the Barrier addressed in this Cygnet • List the Barrier for Cygnets already submitted
[Mandatory] Institution-wide barrier		Flexible Work and Care
[Mandatory] Sub-group barrier		Promotions (Academic career progression)
Institution-wide barrier	✓	LGBTQIA+ Inclusion
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		

Word limits and actual word count

Section	Word Limit	Actual word count
Cygnet submission	**2500**	**2373**
Key Barrier		299
Evidence of Barrier		811
Activities and Outputs		263
Outcomes		925
Impact		75
Further Action		–

CONTENTS

GLOSSARY OF TERMS

TERM	DEFINITION
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ASBAP	Athena SWAN Bronze Action Plan
AWEI	Australian Workplace Equality Index
BAU	Business as usual
BFW	Breastfeeding Friendly Workplace
CALD	Culturally and Linguistically Diverse
CHUSS	COVID-19 Home Working University Staff Survey
COPQTI	Community of Practice of Queer, Trans, and Intersex research
DCA	Diversity Council Australia
DEE	Division of External Engagement
EBA	Enterprise Bargaining Agreement
EDI	Division of Equity Diversity & Inclusion
HoS	Head of School
HR	Human Resources
KAA	Key Action Areas
KPI	Key Performance Indicator
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer (Questioning), Intersex, and Asexual
MATE	Motivating Action Through Empowerment
SAT	[Athena SWAN] Self-Assessment Team
SDGs	Sustainable Development Goals
STEMM	Science, Technology, Engineering, Maths and Medicine
UNSW	University of New South Wales Sydney

FIGURES

TABLES

1. KEY BARRIER

The University of New South Wales Sydney (UNSW) regards LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual)[1] inclusion as an important driver for attracting, retaining and progressing careers of a diverse cohort of employees across the University. A range of contributing factors create barriers to LGBTQIA+ inclusion at UNSW, including institutional structures as well as cultural concerns.

In 2018, UNSW's Athena SWAN Bronze Action Plan (ASBAP) identified the support of transgender and gender diverse people as a Key Action Area, first identifying objectives from which to develop key initiatives (Table 1.1).

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

KEY ACTION AREA	RATIONALE/OBJECTIVE
6. Supporting transgender people	Increase understanding of issues facing transgender staff and promote awareness of support resources in place.
	Limited data available on UNSW's existing LGBTQIA+ population.

UNSW acknowledges the challenge in reporting on personal information from staff who are not required or expected to disclose sexual orientation or gender identity information. As established in UNSW's *Institutional Context*, data collection practices to record gender have changed since the UNSW Bronze Award. Non-binary and/or gender diverse staff data were not reported at the time of the Bronze Award. Subsequently, there is no baseline quantitative data from the 2018 UNSW Bronze Award. In 2024, UNSW staff do not submit sexual orientation data as part of their HR data profile and are only ever asked to voluntarily disclose this in organisation-wide surveys at their own discretion.

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.

This Cygnet Award addresses LGBTQIA+ inclusion, examining initiatives and activities that support transgender and gender diverse staff while extending our focus to include the broader LGBTQIA+ communities at UNSW. This extended focus allows for a more holistic understanding of LGBTQIA+ inclusion at UNSW, noting the evolution of UNSW's approach since the publication of the Bronze Action Plan.

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[1] UNSW uses the acronym LGBTQIA+ as the inclusive umbrella that recognises the most common categories within gender, sex and sexuality diverse populations and acknowledges there are many variations of the acronym.

2. EVIDENCE OF BARRIER

LGBTQIA+ communities continue to face challenges in society that their non-LGBTQIA+ equivalents may not experience. Barriers to recruitment, retention and progression for LGBTQIA+ employees in workplaces are well established in national and international research.[2]

Despite the lack of baseline quantitative data from the 2018 UNSW Bronze Award, one national estimate reports that 11% of a sample of 6835 Australians over the age of 18 are of diverse sexual orientation, sex or gender identity.[3] More than 50% of the sample were University educated and over 60% under the age of 34. While UNSW staff and students cannot be necessarily considered an equivalent sample of Australian society, assuming 11% of staff and students are likely to be LGBTQIA+, 898 of 8169 fixed term and continuing staff; 153 of 1390 part-time staff, 1062 of 9658 casual staff and 7319 of 66,540 students are likely to be LGBTQIA+. Feeling of acceptance at work is significantly lower for LGBTQIA+ staff (<50% compared with 61-69%).

In 2018 UNSW participated in the Australian Workplace Equality Index (AWEI) Survey which highlighted barriers faced by LGBTQIA+ employees, including feeling pressured to not be 'authentic' at work to fit in, facing social stigma and discrimination. Questions in the AWEI survey that highlighted this included: *'I expend energy hiding this aspect of myself to fit in within my work environment'* (n = 42, 12% neither agree nor disagree, 12% agree), and *'I believe that LGBTQIA+ employees within my immediate work area could comfortably be themselves at work without fear of constant innuendo, jokes or negative commentary'* (n=110, 11% neither agree nor disagree, 2% disagree). Further qualitative data captured in the survey reiterated barriers impacting recruitment, retention, and progression for LGBTQIA+ employees:

'Both my managers are out and proud, which is fantastic, as my previous two managers in different departments were both in the closet as they were worried about potential consequences, such as loss of respect and a perceived risk of not getting future promotions.'

'(I would like to see) Less overt activism and persuasion, more behind the scenes work with management to embed a true culture of acceptance, tolerance and understanding in the organisation.'

'(I would like to see) More prompt action to ensure Trans identifying staff and students are having their needs met in the workplace.'

In 2021 Diversity Council Australia found that LGBTQIA+ workers (45%) reported significantly higher levels of experiences of discrimination and/or harassment, compared to non-LGBTQIA+ workers (23%).[4] Recent analysis of data from AWEI's[5] national benchmarking scheme indicates a range of workplace barriers for

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[2] Ivanovic, A. (2023). Career Advancement Barriers Faced by LGBTQ Employees: An Exploration of Discrimination, Bias, and Inclusion in the Workplace. *Reviews of Contemporary Business Analytics*, *6*(1), 43-56.

[3] Hill, A. O., Bourne, A., McNair, R., Carman, M. & Lyons, A. (2020). *Private Lives 3: The health and wellbeing of LGBTIQ people in Australia*. ARCSHS Monograph Series No. 122. Melbourne, Australia: Australian Research Centre in Sex, Health and Society, La Trobe University.

[4] Diversity Council Australia (D'Almada-Remedios, R., and O'Leary, J.), *Inclusion@Work Index 2021–2022: Mapping the State of Inclusion in the Australian Workforce*, Sydney, Diversity Council Australia, 2021.

[5] The Australian Workplace Equality Index (AWEI) comprises the largest and only national employee survey designed to gauge the overall impact of inclusion initiatives on organisational culture as well as identifying and non-identifying employees.

LGBTQIA+ workers, identifying persistent cultural norms that contribute to workplace stressors through overt and covert homophobic and/or transphobic actions and attitudes.[6]

In 2018 UNSW also received a AWEI accreditation score of 84, receiving Bronze Award status. After receiving Bronze again in 2019, ongoing work towards LGBTQIA+ inclusion resulted in UNSW achieving Gold Award status in 2020, 2021 and 2022, with the 2023 application currently under assessment.

In the five years since UNSW's Bronze Award, the University has made significant gains in championing LGBTQIA+ inclusion and removing historic and structural barriers that these communities face. While the UNSW Bronze Action Plan identified support for transgender people as a key objective, UNSW's approach to LGBTQIA+ inclusion has evolved since its inception. Given this change, this submission reflects updated objectives more in line with the current state of LGBTQIA+ inclusion at UNSW:

> **Objective 1:** Increase understanding of issues facing LGBTQIA+ staff, including transgender staff, and promote awareness of support resources in place; and
>
> **Objective 2:** Address limited data available on UNSW's existing LGBTQIA+ population.

Intersectionality

The ASBAP identified several actions to respond to intersectionality as a Key Action Area (table 2.1). These reflect the emerging importance of intersectionality at the time of the application process.

Table 2.1 Extract from UNSW's ASBAP - Key Action Area 7, objective and proposed actions

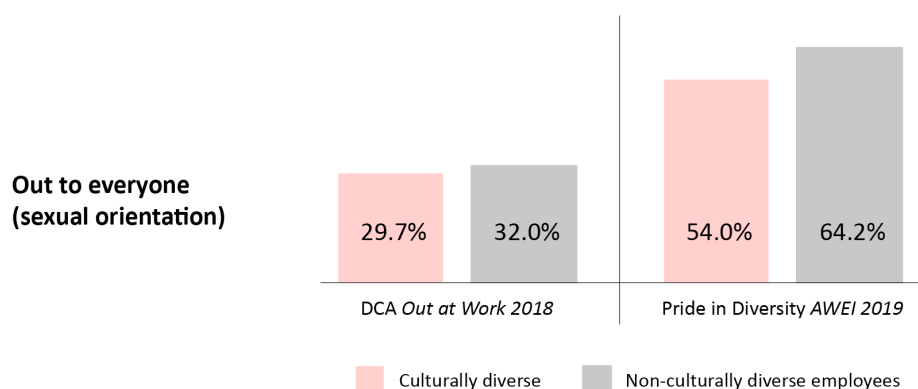| KEY ACTION AREA	RATIONALE/OBJECTIVE	PROPOSED ACTIONS
7. Intersectionality	Build understanding of intersectionality and with the Diversity Champions and advisory groups develop our intersectional approach and framework.	**Action 7.1:** Implement improvements to the questions in the Personal Statistical Profile and to the way personal data is captured in UNSW's information systems to encourage higher completion rates of the Personal Statistical Profile.
		Action 7.2: With the help of UNSW's Diversity Champions and their advisory groups, consult on the development of a formalised intersectionality framework.
		Action 7.3: 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.

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[6] Donaghy, M., & Perales, F. (2022). Workplace wellbeing among LGBTQ+ Australians: Exploring diversity within diversity. *Journal of Sociology*

In this Cygnet, the importance of intersectionality, acknowledging the diversity of lived experience for LGBTQIA+ communities is recognised, including transgender and gender diverse staff, and considering the ways that lived experience and identities encompass gender, sexuality, cultural background, disability, age and more. These positionalities result in a variable and complex experience of the workplace at UNSW, and barriers affecting LGBTQIA+ recruitment, retention, and progression.

National and international research firmly establishes that employees with lived experience of multiple equity groups may experience intensified challenges.[7] Transgender and gender diverse individuals do not experience equal access to safety and supports and are more likely to experience greater and more violent acts of discrimination.[8] This negative experience further compounds when other factors are considered, including cultural background; this is seen in the DCA 'Intersections at Work' project, noting that 55% of respondents reported that the combination of their cultural background and LGBTQIA+ status negatively affected their workplace experience[9] (n=200). This general sector data showed that being Culturally and Linguistically Diverse (CALD) also impacted the status of employees being 'out' in the workplace, evidence by qualitative data gathered '*Not sure if people understand the complexity of layers and challenges faced for someone with CALD background and being out at work, at home or publicly and the how you are always self-editing'*, and quantitative data gathered (figure 2.1).

Figure 2.1 – DCA & Pride In Diversity 'Intersections at Work' Report – 'Out' statistics for culturally diverse and non-culturally diverse employees.

	DCA *Out at Work 2018*		Pride in Diversity *AWEI 2019*	
	Culturally diverse employees	Non-culturally diverse employees	Culturally diverse employees	Non-culturally diverse employees
Out to everyone (sexual orientation)	29.7%	32.0%	54.0%	64.2%
Out to Manager (sexual orientation)	–	–	79.7%	82.4%
Out to everyone (LGBTIQ+ tatus)	31.9%	29.2%	–	–

Out to everyone (sexual orientation)

DCA *Out at Work 2018*: 29.7% / 32.0%
Pride in Diversity *AWEI 2019*: 54.0% / 64.2%

Culturally diverse   Non-culturally diverse employees

[7] Williamson, S. & Taylor, H. (2022). "Examining the Impacts of UNSW's Athena SWAN Program: A qualitative study". UNSW Canberra.

[8] Tabibi, J., Kubow, M., & Baker L (2017). Gender Diversity in the VAW Sector: A Discussion Paper Informed by November 2016 Knowledge Exchange. London, ON: Centre for Research & Education on Violence Against Women & Children.

[9] Diversity Council Australia/Pride in Diversity (2020). Intersections at Work: Understanding the Experiences of Culturally Diverse LGBTIQ+ Talent, Sydney, Diversity Council Australia/Pride in Diversity.

3. ACTIVITIES AND OUTPUTS

This section describes interventions undertaken to facilitate LGBTQIA+ inclusion at UNSW. Acknowledging the significant changes that have occurred at UNSW since the development of the ASBAP, Objective 1 has been updated to enable a more comprehensive and holistic view of UNSW's activities and outputs, while Objective 2 remains largely unchanged. The two objectives are detailed below, as are two specific case studies that evidence advances in LGBTQIA+ inclusion across the University. The section concludes with institution-wide and Faculty-specific activities that align with the identified objectives.

Objective 1: Increase understanding of issues facing LGBTQIA+ staff, including transgender staff, and promote awareness of support resources in place.

Table 3.1 Progressing Actions from the UNSW ASBAP – Objective 1

ACTIVITY/OUTPUT	SUCCESS MEASURE	ACTUAL OUTPUT
Action 6.1: Conduct Ally training for the University's senior leaders.	Number of senior leaders completing training.	**2023** December Ally training for Access Equity & Inclusion (AEI), Division of External Engagement (DEE) and UNSW leadership. Five senior leaders from these organisation areas attending this training session. The amount of senior leaders participating in each training session run in 2023 is as listed below.

MONTH OF TRAINING	NUMBER OF SENIOR LEADERS IN ATTENDANCE
February	3
March	3
April	9
June	8
July	4
August	5
October	8
December	5

2018 – 2022
Senior leaders completed Ally training in current sessions offered to all staff. In October 2018, a specific ally@UNSW training session was run for the Vice Chancellor and leadership team.

Bespoke Ally training sessions are run for faculties upon request and are also run for leadership teams.

UNSW Ally training is presented as a case study below.

Action 6.2:	Year on year increase in participation by staff.	MARKING SIGNIFICANT DAYS
Increase engagement/ participation in initiatives that mark significant days: IDAHOBIT Day (International Day Against Homophobia, Transphobia and Biphobia) in May and Transgender Day of Remembrance in November.		**2024**
		Days of significance presented by month for UNSW community, including Sydney Mardi Gras, Pride Month, International Pronouns Day, Ace Week, Intersex Awareness Day, IDAHOBIT, Wear It Purple Day, Trans Awareness Week and International Transgender Day of Visibility.
		These days of significance are presented alongside other important days of inclusion, highlighting an emerging intersectional understanding of inclusion at UNSW.
		Significant days are celebrated and visualised at UNSW with supporting video content. Content is informational or captures live events. *UNSW Community* on YouTube captures engagement data, summarised below:

THEME	YEAR	VIEWS
Wear It Purple	2023	182
Trans & Gender Diverse Visibility Project (multiple stories)	2023	1085
Diversity Festival 2023: Beyond Marriage Equality	2023	112
Diversity Festival 2023	2023	200
Respect Week: Men & Gendered Violence Panel	2022	172
What is IDAHOBIT?	2022	5700
What is Pride Month?	2022	13,000
Diversity Fest	2022	1000
Intersex Awareness Day	2022	633
Trans Awareness Week	2022	4170
Speak Out: Intersex Awareness Day	2022	175

2020 – now
Diversity Days page lists days of significance at UNSW.

- 2231 page views total.
- 1708 unique visitors.

		EVENTS
		2023
		World Pride Festival & Mardi Gras – UNSW participated in Mardi Gras Oxford Street parade and in celebrations for World Pride Festival. UNSW collaborated with Arc (the UNSW student organisation) to offer a range of inclusive events and activities for all students and staff, including the Pride Cup, a social Crafternoon to build costumes and props for the parade, trans & gender diverse sharing circles, LGBTQIA+ sharing circles, two art exhibitions, and participation in the Sydney World Pride Human Rights Conference. The UNSW Australian Graduate Business School (AGSM) ran a Pride@AGSM event including Pride History and DEI masterclass and panel, including networking. In addition, Pride@AGSM hosted a Pride Leadership Symposium on negotiation and networking. *IDAHOBIT, Wear It Purple Day* – Staff and students attended ongoing events to mark these days of significance with in-person and virtual options. This included a 'Chalk the Quad' event, encouraging staff and students to decorate the Quad space with messages of Pride in recognition of IDAHOBIT and support to the UNSW LGBTQIA+ communities. *Diversity Festival* – UNSW held a number of events to establish an intersectional approach that supported the diverse staff & student cohort at the University. This included SEXtember event 'Beyond Binary: Celebrating Bi Visibility'. *Minus18 Queer Formal* – held at UNSW in collaboration with Minus18, an organisation to support LGBTQIA+ young people. *Respect Week* – a student-focused week of activities lead by Arc with a focus on tackling discrimination of all kinds. **2022** *Diversity Fest* – events included, Sydney World Pride Brainstorm event, Sex and Gender Bias in Health and Medicine panel discussion, Intersectionality in Research panel, and 'Speak Out' Intersex and LGBTQIA+ identities panel discussion. *Mardi Gras* – UNSW participated in parade. UNSW AGSM ran a Pride@AGSM panel event, including networking.

		• *Respect Week* –20–24 June 2022; EDI presence included awareness raising for LGBTQIA+ group and the ally@UNSW network. **2020–2021** Face-to-face events were largely on hold due to the COVID-19 pandemic. Online sessions held include: • *IDAHOBIT Lunch & Learn* – Launching UNSW's new sexuality and gender inclusive demographic indicators (which were to basis of the 2020 Australian Bureau of Statistics' Standard. • *Wear It Purple Day* – Online LGBTQIA+ trivia • General Lunch & Learn – LGBTQIA+ sexual health panel. • *Bi+ visibility day* – panel event. • *Lunch & Learn* – How to be an active ally (with the Vice Chancellor as a guest participant) • *Minus 18 Queer Formal* – funded and hosted by UNSW . Athena SWAN sponsored an online panel discussion with the LGBTQIA+ Diversity Champion in Oct 2020, and participated in Mardi Gras in 2020. **2018–2019** • *Mardi Gras* – UNSW participated in the Mardi Gras parade. • *IDAHOBIT* – UNSW raised a rainbow flag to mark ongoing support and inclusion for the LGBTQIA+ communities alongside conducting Ally@UNSW training. • *Wear It Purple day* – A series of interviews with Queer Officers and Diversity Champions for LGBTQIA+ inclusion was recorded and published to promote the day of significance. • *Lunch & Learn in person sessions* – including those focused on: Being trans and/or gender diverse in the workplace, Intersex human rights (with Intersex Human Rights Australia, Coming out experiences for LGBTQIA+ staff and students. • *Minus 18 Queer Formal* – Funded by UNSW.

Action 6.3: Participate in the Australian Workplace Equality Index (AWEI) employee survey on LGBTQIA+ inclusion. The survey contains a set of questions specifically for transgender and gender diverse staff on workplace culture. Use results to inform plans to support transgender employees.	Participation and score in the AWEI Index Participation rates of staff in the AWEI survey.	**2023** AWEI Employee Survey was conducted. [10] 325 participants completed the survey. UNSW achieved success in their Foundational Submission and will complete the Advanced submission in late February 2024, anticipating renewal of Gold Employer status. **2020-2022** UNSW achieved Gold Award status with AWEI in 2020, 2021 and 2022. The University is committed to the implementation of the AWEI Action Plan, comprising 67 individual achievements, with ongoing work to maintain best practice standards, some of which specifically address inclusion of transgender and gender diverse employees. The ally@UNSW Steering Committee was established and subsequently launched in June 2022, to assist with the implementation of the AWEI Action Plan. Members undertook professional development training (Advocacy Masterclass) in August 2022. See 'Further activities and outputs' Table 3.3 below. The AWEI Survey was also run in 2022, completed by 166 participants. **2018** UNSW made its first formal submission to Pride in Diversity to receive an AWEI Bronze Award. The AWEI Survey was run, with 110 participants.

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[10] The AWEI survey contains multiple components designed to measure organisational culture of inclusion, including personal beliefs regarding gender.

CASE STUDY: UNSW CANBERRA'S WEAR IT PURPLE DAY 2023

UNSW Canberra and ADFA celebrated Wear It Purple Day with a campus-wide event in 2023. ADFA training officers and staff committed to a uniform free day as a statement of support for LGBTQIA+ inclusion. Nearly 100 staff participated in a community photograph and took part in fundraising.

In addition, Commandant ADFA AIRCDRE Jules Adams, and UNSW Canberra Rector and Dean Professor Emma Sparks committed to signing a joint statement demonstrating strong commitment from ADFA and UNSW Canberra to embracing diversity on campus and ensuring all peoples, regardless of their identity, ethnicity, gender, religious or political beliefs and age, are welcome and supported for who they are and what they bring to campus as colleagues and friends.

UNSW Canberra recently launched the *EDI Measures to Action 2023 – 2026* work plan, centring belonging as the integration of diversity, equity and inclusion. Working continues to ensure successful initiatives and activities at UNSW Canberra can inform progress at UNSW Sydney and other campuses, and activities and outputs at UNSW Sydney include cross-institutional collaboration (see *Section 6: Further Action*).

The University's ally@UNSW program was launched in 2015. From mid-2015 to 2018, UNSW Equity, Diversity and Inclusion representatives delivered a six-hour training program to UNSW staff, continually uplifting the program and embedding practical and topical content, including information on the 2017 Marriage Equality debate. In 2019 and 2020, ally@UNSW training continued as a half-day program to make the training more accessible to a wider variety of staff and students. UNSW also partnered with ACON in 2019 to deliver an additional LGBTIQ+ basics course, striving to embed updated best practice content through collaboration with ACON. This training equipped attendees with an understanding of terminology, life experience testimonies from Australian media and LGBTQIA+ issues over the course of life, including health and mental health. The training also defined and discussed types of discrimination as well as anti-discrimination laws and policies. Participants discussed their roles as allies at the University and were invited to connect through the 'ally@UNSW' Facebook group.

From 2021, ally@UNSW training underwent significant review, with improvements including:

- Online delivery to increase accessibility and reach
- Strong focus on applying theory to practice with in the UNSW environment
- An updated focus on both staff and student experiences
- More in-depth and practical tools for allies to use at the University, including how to be an active ally and how to build an inclusive work culture, and
- Re-introduction of a lived experience panel to the training workshop.

ally@UNSW training is also informed by Pride in Diversity training, which representatives from UNSW EDI regularly attend to stay up to date. Since this review, training has been delivered by staff from Access, Equity and Inclusion. In 2023, ally@UNSW was redesigned as a 2.5-hour workshop. Workshops are delivered three times per year. Training is open to all current UNSW staff, students and affiliated medical research institutes. The lived experience panel draws participants from the ally@UNSW Steering Committee, providing personal and real-world stories, advice and guidance for participants.

Once staff members and students undertake training, they gain membership to the ally@UNSW network. For students, this course is accreditable as part of the UNSW Student Leadership Program. Membership continues to grow, and allies are listed in a directory on the EDI website. In the UNSW Athena SWAN Bronze Award in 2018, UNSW noted a membership of 250 staff and students. The ally@UNSW network has grown from 624 members in February 2023 to 997 in February 2024.

Post-training feedback from participants reiterates the impact of the program on staff and students, both professionally and personally:

"On a personal level, the highlight for me was seeing many of our students and colleagues so keen to make a difference and create a more inclusive UNSW community."

"After the workshops, I know that now I can help my friends and create a safe place if someone is approaching me or reaching out to me. I know were to refer them if they need help, as I have sufficient resources to do so, and I know that I can positively impact the broader community."

ally@UNSW training was noted as a high-impact activity by focus group participants; see *Section 5. Impact* for more detail.

Objective 2: Address limited data available on UNSW's existing LGBTQIA+ population.

Table 3.2 Progressing Actions from the UNSW ASBAP – Objective 2

ACTION	SUCCESS MEASURE	ACTUAL OUTPUT
Action 6.3 Participate in the Australian Workplace Equality Index (AWEI) employee survey on LGBTQIA+ inclusion. The survey contains a set of questions specifically for transgender staff on workplace culture. Use results to inform plans to support transgender employees.	Participation and score in the AWEI Index Participation rates of staff in the AWEI survey.	**2023** AWEI Employee Survey was conducted.[11] 325 participants completed the survey. **2022** The AWEI Survey was also run in 2022, completed by 166 participants. **2018** UNSW made its first formal submission to Pride in Diversity to receive an AWEI Bronze Award. The AWEI Survey was run, with 110 participants.
Action 6.4 Give potential/existing staff the option to identify as LGBTQIA+ on their personal statistical profile pages (via myUNSW) so the University can improve its understanding and support of the LGBTQIA+ population.	Disclosure rates Regular diversity reporting.	**2023** Review of UNSW Personal Statistical Profile continues, reviewing options to identify as part of the LGBTQIA+ communities during onboarding process through employee HR portal. Other opportunities that allow employees to disclose include the DCA Survey and AWEI Survey, noting that 38% of participants identified as part of the LGBTQIA+ communities (n=325). **2022** Review undertaken of UNSW Personal Statistical Profile being reviewed by Division of EDI regarding the inclusion of a question about sexual orientation and updated gender (identity) options. **2020–2023** To ensure visibility of ally@UNSW network throughout the University, ally@UNSW merchandise distributed to staff in ally@UNSW network after training completed. ally@UNSW graphic for UNSW staff digital signature also provided to network, which includes prompts to add pronouns into digital signature blocks.

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[11] The AWEI survey contains multiple components designed to measure organisational culture of inclusion, including personal beliefs regarding gender.

Further activities and outputs

Enterprise agreements and policy

2018-2023
- Academic and Professional Staff Enterprise Agreements 2018 in place. Under this agreement, UNSW staff were entitled to 5 days of paid gender affirmation leave in each year of continuous service.
- Gender affirmation guidelines in place from 2017 (developed in 2016, per UNSW Athena SWAN Bronze submission).

2023
- Academic and Professional Staff Enterprise Agreements 2023 approved. Under this agreement, UNSW staff are entitled to access 30 days of paid gender affirmation leave in each year of continuous service.
- Supporting documentation includes: Gender affirmation guidelines, gender affirmation plan and gender affirmation checklist.

2024
- Equity Diversity and Inclusion Policy under development - In collaboration with Governance and the Strategic Projects and Operations Team (SPOT), the EDI Policy is being updated as part of a broader, University-wide Policy Transformation Program. Other key policies and documentation that are being uplifted include the UNSW Code of Conduct and the Anti-Racism and the Religious Vilification Policy. The EDI Policy is being updated to align with best practice as informed by our benchmarking and accreditation tools, including WGEA, AWEI, and Breastfeeding Friendly Workplaces (BFW).

Institution-wide initiatives:

Table 3.3 Further activities – Institution-wide

ACTIVITY/OUTPUT	OUTCOME
Gender Affirmation Leave & Support UNSW has sought to continually uplift the support in place for employees undergoing gender affirmation. This has involved uplift to the leave offerings in UNSW Enterprise Agreements, alongside developing a suite of practical resources to support both employees and their managers throughout this process.	**2023:** • UNSW 2023 Enterprise Agreement (EA) is published, permitting employees access to 30 days of paid gender affirmation leave in each year of continuous service. • Supporting resources alongside the EA include Gender Affirmation Guidelines, plan, and checklist. • Ongoing collaboration between EDI and Pride In Diversity (PiD) allows UNSW to stay connected to industry change and strive for best practice. • Collaboration between EDI and Estate Management on the 'Future Campuses' project has audited current state of all

	gender bathrooms and improved communication of facilities including physical signage and information available on UNSW public facing web pages. **2018:** • UNSW 2018 Enterprise Agreement is put into place, permitting 5 days of paid gender affirmation leave for employees, in each year of continuous service. **2017:** • The second iteration of Gender Affirmation Guidelines published. **2016:** • The first iteration of Gender affirmation guidelines developed, in line with UNSW Athena Swan Bronze Action Plan.
ally@UNSW Network Steering Committee The ally@UNSW Network was established in 2008. The purpose of the ally@UNSW Network Steering Committee, established in June 2022, is to provide leadership and guidance to the ally@UNSW Network and facilitate the ongoing development of a more inclusive and diverse University, by advancing the Action Plan of the Network and contributing to UNSW's AWEI submission.	**2023:** • Network engagement supporting AWEI survey uptake. • Newsletter to ally@UNSW network distributed each Term (3 times in 2023). • Support of UNSW participation in Sydney World Pride & other days of significance • Lived Experience panel provided for ally@UNSW training. **2022:** • Committee established in June 2022, including co-designed Terms of Reference, Action plan, communications channels and reporting, events guidelines. • Communication promoting AWEI survey to increase participation rates in 2023. • Proposal submitted to Enterprise Agreement Bargaining team to expand Gender Affirmation Leave allowance to 30 days. • Support of events, education and visibility including LGBTQIA+ days of significance through Steering Committee presence and participation. • Preparation of internal ally@UNSW newsletter for circulation in 2023. **2021:** • Recruitment of an Executive Sponsor and 24 current committee members through an UNSW-wide EOI process.

Participation in the Diversity Council Australia (DCA) Inclusive Employer Index The DCA Inclusive Employer Index is an insightful survey tool that measures employee experiences of diversity and inclusion in the workplace.	**2023** 915 UNSW employees responded to the DCA survey questions. Results were compared against a nationally representative sample of 3000 Australian workers (National Index benchmark) and 25,349 employees from 89 DCA members (DCA Member Index benchmark). Results are discussed in *Section 4: Outcomes*.
Appropriate data collection on LGBTQIA+ staff at UNSW	**2023:** • Insight survey Phase 1 – continuing and fixed term staff yielded 4580 participants = 61% participation. • Insight survey Phase 2 – casual staff yielded 1,181 participants = 23% participation. 2019–20: Inclusive sexuality and gender indicators developed in collaboration with community partners for the use on UNSW research. These formed the basis for the Australian Bureau of Statistics' Standard in 2020. 2019: Respect! Survey administered at UNSW. EDI partnered with Hudson Consulting to administer the survey, open to all students and staff. 1879 staff and 4460 students participated in the survey. Results are discussed in *Section 4: Outcomes*.
Establishment of EDI Staff Consultative Group, with strong focus on LGBTQIA+ lived experiences. The EDI Staff Consultative Group consult on proposals for staff-facing projects and initiatives across the University, drawing on diverse lived experiences to inform the consultative process.	**July 2023:** • 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. • See *UNSW Flexible work and care – Cygnet 2* for detailed case study. **2018–June 2023:** • 17 UNSW Diversity Champions appointed across 5 portfolios.
Diversity Festival – UNSW students and staff are invited to participate in activities that embrace the diversity of the University community and ignite broader conversations about how to foster a more inclusive society.	**2023** 40+ events held predominantly on campus, 8126 participants. **2022** Return to campus – 40+ in-person, hybrid, and online events – with 1759 participants. **2021** Themed as 'RE: Connecting' with 50+ virtual events.

	2020
	Themed as 'Meeting at the intersections' with 40+ virtual events.
	2019
	Inaugural Diversity Fest – over 30 events including panel discussions, live music, film screenings and social events.
The Community of Practice for Inclusive Research with Queer, Trans & people with variations of sex characteristics (Intersex people) (CoPQTI). This group comprises UNSW academics, professional staff, and students, both LGBTQIA+ and allies, who work with queer and trans people, and people with variations of sex characteristics, to make research and practice more inclusive.	Established in 2023, the CoPQTI aims to generate and support enhanced capacity in sector-leading inclusive practice with queer and trans people, and people with variations of sex characteristics, to: 1. advise researchers from across UNSW and beyond on the implementation of the national standards. 2. provide HDR and staff training on inclusive research practice across a range of policy areas, such as public health, medicine, law, and social sciences. 3. develop an interdisciplinary research cluster to investigate the considerable impact inclusive research will have on future research findings and public policy development. 4. serve as a central platform to generate interdisciplinary consideration of complex requests for advice from UNSW and beyond. Currently, the CoPQTI is open to UNSW staff and students.
Motivating Action Through Empowerment (MATE) Bystander Training – developed and founded at Griffith University, this new program is developed to be delivered by organisations to their own staff. It provides an intersectional focus on violence prevention through awareness and interruption of violence and discrimination. The training seeks to recognises that members of the LGBTQIA+ communities, including trans and gender diverse individuals, statistically experience higher levels of discrimination and violence. It also demonstrates how the gendered drivers of violence evidence the harmful effect of the gender binary on all genders.	**2024** A second 'Train the Trainer' workshop to be held for 14 additional staff, before rolling out the training for all staff in 2024. Training to staff across the University commenced in February 2024, with 7 sessions being run across February – March. Upon time of Cygnet 3 submission, 56 staff members had completed the formal training. **2023** In collaborative partnership with UTS, 16 UNSW and 14 UTS staff undertook the first 'Train the Trainer' workshop on 27-30 November 2023. A diverse representation of staff from Sydney and Canberra campuses attended.

UNSW Gendered Violence Portal – Refreshed in 2022 and guided by the UNSW Stop. Empower. Support. Strategy and Action Plan 2022 – 2025, the staff, students, and members of the UNSW community can confidentially and anonymously report current or past incidents of gendered violence.	**2023** As part of the AWEI accreditation, collaboration between EDI and the Safer Communities data team initiated quarterly reporting on related LGBTQIA+ incidents logged into the UNSW Gendered Violence portal, which allowed greater assessment for ongoing trends and areas where further support can be given. **2022** Stop. Empower. Support. Strategy and Action Plan 2022 – 2025 launched alongside refresh of the Gendered Violence Portal. This included provision of further support channels and resources that were LGBTQIA+ specific, such as featuring QLife. In addition, the 2022 Annual Report for the UNSW Gendered Violence Prevention & Response included an uplift of the terminology and definitions used, modernising the definitions of Gender, providing further information on the harmful impacts of gender binary to all people, and the considerations of intersectionality when considering gendered violence against LGBTQIA+ communities. **2020–2023** UNSW was one of the first Universities in Australia to publicly share their Annual Report on Gendered Violence Prevention & Response 2020, and have been continuing to do so since then. These reports also listed LGBTQIA+ resources and support channels both internally (e.g. ally@UNSW network and ally@UNSW training), and externally (e.g. QLife, Sydney Sexual Health Centre LGBTQIA+ safe space, Another Closet).
Sustainable Development Goals (SDGs)– Adopted by all UN member states in 2015, UNSW continues to work towards the 2030 Agenda for Sustainable Development. Goal 5, Gender Equality, and Goal 10, Reduced Inequalities, are key Goals related to LGBTQIA+ inclusion.	**2023** UNSW ranked 11th in the World in the QS World University Sustainability rankings, and UNSW Sydney ranked 18th in the Times Higher Education impact rankings, which measures the University's progress towards the SDGs, this result being the best to date. **2022** UNSW released the University's Sustainable Development Goals 2022 report, noting progress against growing Diversity Festival, ongoing development of the ally@UNSW training, and continued commitment to achieving Gold AWEI status. **2020–2021**

	UNSW released the University's Sustainable Development Goals 2020–2021 Report, noting progress against LGBTQIA+ inclusion and gender equality through initiatives such as being awarded an Employer of Choice by WGEA, achieving Bronze SAGE Athena Swan award, and Gold AWEI award. The report also outlined additional activities for Mardi Gras, including in February 2020 over 1000 UNSW students and staff participated in a human rainbow to stand in solidarity with the LGBTQIA+ community, which also helped in boosting ally@UNSW network engagement. **2020** The Division of EDI established the Sustainable Development Goals Steering Committee to provide explicit accountability for developing, evaluating and communicating the University's engagement with SDGs.
Promotion of inclusive language via use of pronouns and language resources.	**2023** The pronouns function on MS Teams was introduced organisation wide, allowing employees to input their pronouns into a free text field that appears on their MS Teams profiles. A prompt to include pronouns is also embedded into all email signatures for staff. **2022** Inclusive writing guidelines are built into the refreshed UNSW Writing Style Guide, led by the UNSW Brand team. This includes a dedicated section on Equity, Diversity and Inclusion, including information on general inclusive language, names, pronouns, gender equity and LGBTQIA+ inclusion. **2021** Inclusive Online Learning Guidelines, created by the Faculty of Science, were developed and made available to all schools across the University. **2019** Classroom Inclusivity Guidelines, created by the Faculty of Science, were developed and made available to all Schools across the University. Event Planning Guidelines and Inclusive Classroom and Online Learning Guidelines

As a college of UNSW, UNSW Canberra shares a campus with the Australian Defence Force Academy (ADFA). Pursuit of EDI strategic goals informed impactful activities for LGBTQIA+ inclusion in the community at UNSW Canberra. Underpinned by a focus on staff wellbeing, work to map and understand psychological and psychosocial risk unique to this campus has enabled UNSW Canberra to make key steps towards safety and inclusion for a diverse community, including LGBTQIA+ staff and students.

Psychological Hazard Mapping Risk assessment

In 2022, work was undertaken by the diverse L3 Safety Consultative Committee to consider the 14 top workplace psychological hazards and map what risk sources might look like for UNSW Canberra. The resulting document identified how these hazards could affect staff, particularly LGBTQIA+ staff, and serves as a focused resource for all staff to best assess risks to their teams.

Figure 3.1 Excerpt 1 from UNSW Canberra's psychological Hazard Mapping – Hazards and consequences

ACADEMIC STAFF	HAZARDS	PROFESSIONAL STAFF
Vicarious trauma • Dealing with students in distress in class • Research involving participants in trauma or with experience of trauma	EXPOSURE TO TRAUMATIC EVENTS	**Vicarious trauma** • Dealing with people in distress • Event requiring military lockdown *
• Unclean environment (eg mouse plague, mould, water damage and leaks)*	STRESSFUL PHYSICAL ENVIRONMENT	• Environmental discomfort – HVAC/lighting*
• Inability to access enabling services critical to teaching or research deadlines (eg. IT) • Limited access to overseas networks, inhibiting career	REMOTE OR ISOLATED WORK	• Lack of team resourcing and support due to small teams • Lack of access to colleagues working from home, in Sydney, or who are physically separated
• Behaving aggressively towards others* • Teasing or playing practical jokes* • Pressuring someone to behave inappropriately*	BULLYING AND HARASSMENT	• Excluding someone from work-related events* • Unreasonable work demands*
• Academic promotion framework • Physical separation or access to colleagues* • Competing priorities in education and research	CONFLICT, POOR RELATIONSHIPS/ INTERACTIONS	• Deadlines without control of budget, time extensions, or additional resources*
• Gaps in procedures creating confusion in what can or can't be done* • Opaqueness to desired organisational citizenship regarding academic innovation, agility and risk taking	POOR ORGANISATIONAL JUSTICE	• Inequitable application of policies and processes across delegates* • The interpretive nature of procedures* • Variation to staff benefits over employee lifecycle including recruitment, retention and cessation*

Subsequently, the committee considered existing controls the University had in place to mitigate identified hazards and associated consequences, identifying gaps and suggesting future actions.

Figure 3.2 Excerpt 2 from UNSW Canberra's Psychological Hazard Mapping – Controls and gaps

1. What existing controls are in place to mitigate the identified hazards or the associated consequences

2. What gaps exist and how these can be addressed

Exposure to traumatic events

Employee Assistance Program (EAP)

Trauma counsellors identified and engagement process set up for emergency events

Business Risk Awareness (training for HR and Student Counsellors as the key advisors on workplace stressors)

Internal communication/engagement events – shared learning and peer advice for the broader organisational community

Stressful physical environment

Remote or isolated work

Considered framework for such work
- Management planning for collaboration and team immersion
- Regular contact with supervisor
- On site visits by employee

Values in Action
- Grievance and complaint management policy and procedure
- Complaint management training for senior staff

Support by a University Welfare Officer or nominated HR Team Member

Bullying and harassment

Conflict, poor relationships/ interactions

- Executive support for team building opportunities
- Available conflict resolution training

- Supervisor training to uplift knowledge and management skills
- Conflict detection training, early intervention to address (actual or alleged) issues

- Values in Action
- Grievance and complaint management and procedure

Improve awareness/training in:
- Managing information about staff
- Consultation vs authority decisions
- Accessibility to information and decision processes

Poor organisational justice

The mapping resources have informed a cultural shift at UNSW Canberra by providing a key understanding of common experiences for minority groups including the LGBTQIA+ community as risks. Addressing these within the workplace as a practice of hazard prevention has provided an opportunity for learning throughout the organisational structure. Managers and supervisors are able to understand inclusion as being critical to safety and wellbeing at UNSW Canberra.

Faculty based initiatives

Key initiatives led by faculties to continue to build LGBTQIA+ inclusion at UNSW, alongside the Faculty based case study, are showcased in Table 3.4.

Table 3.4 – Further Faculty based LGBTQIA+ inclusion initiatives

INITIATIVE	FACULTY	ACTIVITIES & OUTPUTS
Momentum Award	Faculty of Science	− The Momentum Award is open to all genders and supports staff who are returning from sustained carers leave with support to help maintain career momentum. − This can include parental leave (including rainbow families), care related to family members, and disability care.
Carers' Support Fund	Organisation wide, administered via faculty	− **2023:** The fund is replaced with the 'Carers' Support Fund', now being available to all UNSW employees (of all genders), and able to be used for a participation in a wider range of career development activities. − **2021:** The Vice Chancellors Support Fund for Women Researchers (Staff) at UNSW is reviewed, with updated conditions of funding and guidelines to best suit the current commercial environment. − **2003:** The Vice Chancellors Childcare Support Fund for Women Researchers (Staff) at UNSW is launched, providing improved support and funding to allow female employees to facilitate research, and attend international conferences and professional development opportunities.
Women in Maths & Science Champions program	Faculty of Science	− **2024:** The program expands to include a pilot that includes Engineering, Medicine & Health. Program guidelines outline that the initiative is open to women, non-binary, and gender-diverse higher degree research students and early career staff. − **2018–2023:** The program commences and seeks to develop and promote women in STEMM. The 12-month career development program supports early career scientists who identify as women in developing communication, leadership and networking skills. The program is open to employees who identify as women.
Trans & Gender Diverse Visibility	Faculty of Arts, Design & Architecture (ADA)	− **2023:** The faculty of Arts, Design & Architecture published a series of profile videos to showcase the experiences of trans and gender diverse students and staff in the Faculty. The videos showed the perspective of students, academics, and personal staff in sharing their personal stories, including their journeys of self-discovery, navigating barriers, and finding their community at UNSW.

While much progress is still to be made in supporting LGBTQIA+ communities at UNSW and promoting LGBTQIA+ inclusion, action has been taken to ensure more robust and intersectional consultation is built into BAU processes. This includes the recently established the EDI Staff Consultative Group. The group works closely with Access, Equity and Inclusion to provide intersectional insights from staff with lived experience in the development of organisational initiatives, programs, training and more. This group also pools resources and knowledge to progress key objectives that are collectively identified and prioritised. The group provide further advice, guidance, and recommendations on organisational challenges and proposed solutions. The Group have been consulted and provided guidance in the development of events (such as Mardi Gras events), training (including the ally@UNSW training), and final stages of development for the refresh Enterprise Agreement (including gender affirmation guidelines and leave). See *UNSW Flexible work and care – Cygnet 2* for detailed case study.

4. OUTCOMES – WHAT IS THE EVIDENCE THAT THE BARRIER HAS BEEN REMOVED OR REDUCED?

Objective 1: Increase understanding of issues facing LGBTQIA+ staff, including transgender staff, and promote awareness of support resources in place.

Australian Workplace Equality Index (AWEI)

The 2022 and 2023 AWEI surveys allow ongoing tracking of barriers experienced by LGBTQIA+ staff at UNSW, providing insight into barrier reduction and evolution.

Table 4.1 – Australian Workplace Equality Index Survey 2022 and 2023 Comparative Results

2018		2022		2023	
SURVEY QUESTION	RESPONSE BREAKDOWN	SURVEY QUESTION	RESPONSE BREAKDOWN	SURVEY QUESTION	RESPONSE BREAKDOWN
Identify the gender with which you most closely identify.	**48%** Male **48%** Female **4%** Trans/Gender diverse *42 respondents*	*Which of the following would best describe your gender identity?*	**27%** Man **68%** Woman **3%** Non-binary **0%** Agender **0.6%** A gender not listed **1%** Prefer not to respond *166 respondents*	*What is your Gender Identity?*	**28%** Man **67%** Woman **3%** Non-Binary **1%** A different term **1%** Prefer not to respond *325 respondents*
In terms of your sexual orientation, how do you identify?	**58%** Straight **38%** Gay, Lesbian, Bisexual, Asexual	*Are you someone of diverse sexuality or diverse gender (LGBTQIA+)?*	**51%** Yes **48%** No **1%** Prefer not to respond *166 respondents*	*What is your sexual orientation?*	**62%** Straight **16%** Gay & Lesbian **9%** Bisexual **3.08%** Pansexual **5%** Queer

	4% Prefer not to respond *110 respondents*				**9%** Asexual **1%** A different term **4%** Prefer not to respond *325 respondents*
I have actively sought to understand the experiences of, and challenges experienced by LGBTQIA+ people within the workplace	**57%** Yes **43%** No *63 respondents*	*I understand some of the unique challenges that people of diverse sexuality and/or gender face in the workplace*	**48%** Strongly Agree **42%** Agree **7%** Neither agree nor disagree **2.%** Disagree **0%** Strongly disagree *149 respondents*	*I understand some of the unique challenges that people of diverse sexuality and/or gender face in the workplace*	**36%** Strongly agree **49%** Agree **11%** Neither agree nor disagree **4%** Disagree **0.62%** Strongly disagree *322 respondents*
N/A – no comparable question	N/ No comparable question	*I would be comfortable having an 'all gender' or 'gender neutral' toilets on our floor/area?*	**78%** Strongly agree **18%** Agree **1%** Neither agree nor disagree **0.7%** Disagree **2%** Strongly disagree *147 respondents*	*I would be comfortable having an 'all gender' or 'gender neutral' toilets on our floor/area?*	**61%** Strongly agree **19%** Agree **8%** Neither agree nor disagree **4%** Disagree **8%** Strongly disagree *309 respondents*
I have attended LGBTQIA+ awareness of LGBTQIA+ Ally training held within my organisation	**24%** Yes **76%** No *63 respondents*	*I have attended Awareness or Ally training here for this aspect of diversity & inclusion within the last year*	**26%** Strongly agree **9%** Agree **18%** Neither agree nor disagree **36%** Disagree **10%** Strongly disagree *149 respondents*	*I have attended Awareness or Ally training here for this aspect of diversity & inclusion within the last year*	**18%** Strongly agree **14%** Agree **16%** Neither agree nor disagree **40%** Disagree **10%** Strongly disagree *317 respondents*

From the year-on-year comparison of the AWEI survey results, it is evident that the survey itself is continuing to evolve and develop to be in line with Pride in Diversity's best practice.

Between 2018 and 2023, employee **disclosure of LGBTQIA+ identity is increasing**. General **awareness and understanding of LGBTQIA+ barriers**, as aided by UNSW-sponsored learning opportunities such as ally@UNSW training, is also growing broadly across the University.

The UNSW Respect! Survey was undertaken online in 2019, with 1879 staff (26% of staff) and 4460 students (6.7% of students) participating.

Figure 4.1 Infographic – findings from Respect! Survey focussing on respectful environments at UNSW.
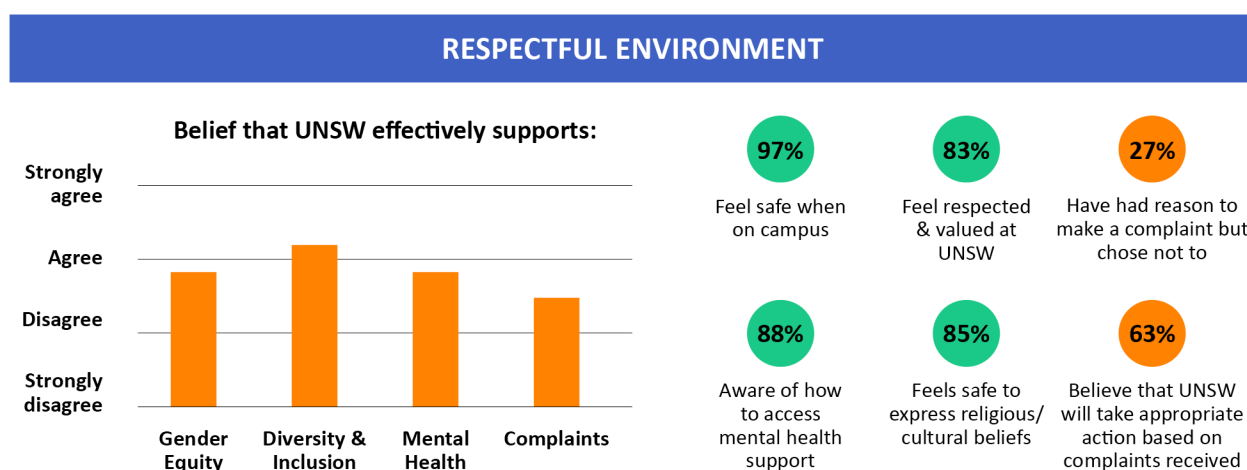

Figure 4.1 indicates high percentages of staff and students feel safe and respected on campus, with good awareness of how to access mental health support. In 2019, staff were less confident that complaints would be actioned effectively by UNSW. While staff and students overwhelmingly agreed that gender equity, diversity and inclusion and mental health were supported effectively by the University, they held a more neutral position regarding UNSW supporting complaints.

Five percent of all staff stated they had experienced discrimination based on sex or family status, and 2% of all staff noted discrimination based on sexual orientation.

When considering LGBTQIA+ staff (30% of respondents) specifically, 4% indicated experiences of discrimination based on sexual orientation.

Insight survey (2023)

The Insight survey was undertaken in 2023. Sixty one percent of continuing and fixed term staff responded (n= 4580), 23% participation from casual staff (n=181) from across most Faculties and Divisions.

Table 4.2 -2023 Insight Survey 'Agree' Responses by Gender

SURVEY QUESTION	OVERALL UNSW	FEMALE	MALE	PREFER NOT TO SAY	NON-BINARY OR GENDER FLUID
	4580 respondents	2431 respondents	1733 respondents	333 respondents	28 respondents
I am treated with respect at work	84%	86%	86%	64%	71%
UNSW demonstrates a strong commitment to social justice	71%	73%	71%	48%	68%

I feel supported in my efforts to contribute to building an inclusive culture at UNSW	79%	82%	79%	60%	75%
I contribute to building an inclusive culture at UNSW	94%	95%	92%	89%	93%
I believe that my physical and psychological safety is a priority for UNSW	70%	71%	72%	44%	64%

Both the UNSW Respect! survey and Insight survey show inclusive culture is being built at UNSW, with a focus on respect and employee safety for LGBTQIA+ employees, including employees who are transgender and/or gender diverse.

DCA Inclusive Employer Index (2023)

The Inclusive Employer Index survey was also undertaken in 2023 in partnership with Diversity Council Australia. It was an online survey and returned 915 responses (13% of total staff) from staff. Despite the lower response rate, findings from this survey offer further detail to Insight survey findings. Twenty-three percent of respondents identified as members of LGBTQIA+ communities.

Table 4.3 – DCA Survey Criteria LGBTQIA+ vs non LGBTQIA+ comparison

QUESTION	RANKING	LGBTQIA+ RESPONSE	NON-LGBTQIA+ RESPONSE
I am treated as a valued and respected team member	Strongly agree	44.5%	43.7%
	Agree	38%	35.8%
	Neither agree nor disagree	7.6%	9.3%
	Disagree	6.5%	7.1%
	Strongly disagree	3.2%	3.9%
People treat each other with respect, regardless of age, culture/ethnicity, disability, gender, Indigenous background or sexual orientation	Strongly agree	44%	41.1%
	Agree	42.3%	38.9%
	Neither agree nor disagree	6.5%	8.7%
	Disagree	4.8%	7.7%
	Strongly disagree	2.1%	3.2%
I have to hide or change who I am to fit in to work	Strongly agree	40.7%	36.6%
	Agree	29.3%	37.4%
	Neither agree nor disagree	14.6%	11.4%
	Disagree	11.9%	10.5%
	Strongly disagree	3.2%	3.8%
I am accepted by my co-workers	Strongly agree	45.6%	44.5%
	Agree	40.2%	41.3%

	Neither agree nor disagree	9.2%	8.4%
	Disagree	3.2%	3.5%
	Strongly disagree	1.6%	2%
I have the same opportunities as anyone else of my ability/experience, regardless of my age, culture/ethnicity, disability, gender, Indigenous background, or sexual orientation	Strongly agree	39.6%	33.1%
	Agree	33.1%	35.7%
	Neither agree nor disagree	13%	11.6%
	Disagree	8.1%	11.7%
	Strongly disagree	5.9%	7.7%

From the findings of the DCA survey, LGBTQIA+ employees, in comparison to their non LGBTQIA+ counterparts, have **similar levels of feeling a sense of acceptance and being valued in the workplace**, a stark and **positive contrast to DCA's 2021 findings** about LGBTQIA+ acceptance in the workplace. While LGBTQIA+ staff were marginally more compelled to hide themselves or change their identity to 'fit in' in the workplace, the survey results evidence **the LGBTQIA+ perception of UNSW as an inclusive and respectful workplace.**

CASE STUDY: AUSTRALIAN WORKPLACE EQUALITY INDEX (AWEI)

AWEI is the largest and only national employee survey that gauges how inclusion initiatives have impacted organisational culture and experiences of all employees. AWEI drives best practice in Australia and sets a comparative benchmark for Australian employers across all sectors. In alignment with the Index, organisations can also participate in the Australian Workplace Equality Index (AWEI) employee survey on LGBTI inclusion. The survey contains a set of questions specifically for transgender and gender diverse staff on workplace culture.

2018 Bronze Award (score: 84)

2019 Bronze Award (score: 111)

2020 Gold Award (score: 173)

2021 Gold Award (score: 171)

2022 Gold Award (score: 180)

2023 Submission under assessment

Table 4.4 – Australian Workplace Equality Index Results 2018–2022

YEAR & SCORE	IDENTIFIED GROWTH AREAS	ACTIONS & ACTIVITIES
2022 Score: 180 (Gold)	• Providing non-binary gender options for employees, when choosing gender on forms LGBTQIA+ Inclusion reporting. • Further professional development opportunities for LGBTQIA+ employees.	• Public commitment to improving inclusion of gender diverse options in digital systems and forms solidified in Gender Equity Strategy (published early 2023). • Creation of LGBTQIA+ specific mentorship programs, enshrined within the Gender Equity Strategy. • The ally@UNSW Steering Committee was launched in June 2022, to work on the AWEI Action Plan.
2021 Score: 171 (Gold)	• Broaden travel information and advice available to LGBTQIA+ employees • Increase partnership and/or connection with LGBTQIA+ Charities and Organisations • Improve non-binary gender options in digital forms and systems	• UNSW x Minus 18 events scheduled annually, including Minus 18 Queer Formal. • Information on travel information and advice for LGBTQIA+ employees updated and refreshed in HR hub.
2020 Score: 173 (Gold)	• Create resources to be available on inclusive language, use of pronouns, and how to ensure employees are communicating appropriately in the workplace.	• Position paper developed on the use of inclusive language, which also informs Brand Language Guide • Resource developed focused on pronouns. • Continued plans to celebrate days of significance, including Wear It Purple Day, Bisexual Awareness Day, and Intersex Awareness Day.
2019 Score: 111 (Bronze)	• Increased visibility of days of significance. • Increase support for LGBTQIA+ staff and students, including further resources on 'Coming out', and intersex bodily integrity.	• Greater focus on celebrating days of significance including Wear It Purple Day, and being a part of university-wide event such as Diversity Festival. • Fellowship school of Reaching Out MBA is established, supported by partnership with Out for Australia

		• Updates to public facing web pages to affirm statement of bodily autonomy for all members of the UNSW community, especially Intersex people.
2018 Score: 84 (Bronze)	• Staff benefits, and information for LGBTQIA+ employees regarding travel, insurance, and superannuation advice to be improved. • Further information and supports to be provided for employees engaging with Foster and Surrogacy leave. • Greater collection of LGBTQIA+ diversity demographics needed.	• AGSM LGBTQIA+ Scholarships (within Leadership Excellence Scholarships) are introduced. • Updates to UNSW public facing web pages providing guidance for LGBTQIA+ employees, including for travel and relocation, surrogacy and fostering. • Engagement with Respect @ work survey, including LGBTQIA+ demographics.

Figure 4.3 – Celebrating strong outcomes in the Australian Workplace Equality Index

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Celebrating strong outcomes in the Australian Workplace Equality Index

- Growing **year-on-year celebrations for Days of Significance** including Wear It Purple day, IDAHOBIT, and Mardis Gras, and **UNSW specific celebrations such as Diversity Festival.**
- Strengthening **ongoing partnership and community connections** through Minus 18 collaboration and events, such as **Minus 18 Queer Formal.**
- Creation of UNSW's first **Gender Equity Strategy**, including initiatives that commit to **LGBTQIA+ mentoring** and professional development programs, and continuing to uplift and **improve UNSW digital systems** to be more inclusive.
- Year-on-year **growth of the ally@UNSW** network and participating in the ally@UNSW training, with the network now at a **record number of 293 members**.

Objective 2: Address limited data available on UNSW's existing LGBTQIA+ population.

Progress on this objective is underway. The engagement with internal and external surveys, and ongoing project collaboration between organisational areas is leading the more robust capture of data on UNSW's LGBTQIA+ population. This includes data collection in the AWEI Survey, DCA Survey, and Respect! Survey.

Detail in *Section 3* notes actions undertaken to address data limitations. These projects are in development stages and future delivery of outcomes for these are included in *Section 6.*

AWEI Survey

The AWEI survey was completed by 110 respondents in 2018, 166 respondents in 2022, and 325 respondents in 2023. Refer to rows 1 and 2 of Table 4.1 for a breakdown of AWEI survey questions regarding gender identity and sexual orientation.

From 2018 to 2023, key changes and trends found in the AWEI Survey include:

- Growing year on year participation in the survey, growing from 110 respondents in 2018 to 325 respondents in 2023.
- An increase in the disclosure of non-binary gender identity, and Lesbian, Gay, Pansexual and Asexual sexual orientation.
- The AWEI survey itself is under development, with survey questions evolving and becoming more sophisticated over time to be in line with current best practice. This includes the splitting of questions regarding sexual orientation and gender.

Respect Survey

Table 4.5 – Respect Survey Staff Demographics: % of Division LGBTQIA+ identifying

	ALL STAFF (INCL. FACULTIES)	ACADEMIC	ENTERPRISE	EQUITY, DIVERSITY & INCLUSION	EXTERNAL RELATIONS	FINANCE & OPERATIONS	HUMAN RESOURCES	PHILANTHROPY	PRESIDENT & VICE-CHANCELLOR	RESEARCH
Response rate	30%	50%	32%	65%	39%	17%	26%	31%	100%	74%
% Female	63%	56%	67%	84%	70%	50%	77%	90%	71%	59%
% Professional staff	65%	41%	100%	95%	100%	99%	98%	100%	92%	55%
% Continuing contract	55%	50%	62%	59%	55%	66%	72%	77%	50%	24%
% LGBTQIA+	20%	26%	24%	36%	28%	19%	15%	0%	15%	18%
% Culturally diverse heritage	45%	46%	36%	36%	29%	51%	37%	39%	54%	53%
% English-speaking background	68%	67%	76%	77%	90%	55%	71%	71%	46%	56%
% Religious or spritual	48%	52%	57%	50%	34%	56%	65%	42%	39%	39%
% With caring responsiblities	47%	51%	50%	57%	31%	57%	56%	40%	52%	50%
% People with disability	17%	19%	18%	20%	15%	11%	22%	21%	17%	14%
% Traditional work schedule	50%	49%	46%	38%	62%	56%	58%	57%	74%	37%
Median age (years)	42	49	40	37	32	42	43	38	40	38
Median tenure (years)	4	8	4	3	2	4	2	2	2	2

Table 4.6 – Respect Survey Staff Demographics: % of Faculty LGBTQIA+ Identifying

	ALL STAFF (INCL. DIVISION)	ART & DESIGN	ARTS & SOCIAL SCIENCES	BUILT ENVIRONMENT	BUSINESS	ENGINEERING	LAW	MEDICINE	SCIENCE	CANBERRA
Response rate	30%	15%	23%	19%	39%	14%	16%	14%	18%	15%
% Female	63%	68%	68%	43%	65%	45%	81%	71%	57%	56%
% Professional staff	65%	67%	32%	41%	56%	45%	48%	52%	44%	61%
% Continuing contract	55%	56%	62%	59%	61%	34%	58%	36%	49%	52%
% LGBTQIA+	20%	60%	36%	21%	19%	17%	44%	28%	23%	12%
% Culturally diverse heritage	45%	30%	46%	34%	50%	54%	41%	44%	43%	34%
% English-speaking background	68%	72%	74%	74%	64%	56%	85%	65%	62%	81%
% Religious or spritual	48%	40%	35%	52%	54%	48%	59%	38%	40%	48%
% With caring responsiblities	47%	45%	54%	64%	55%	47%	69%	54%	52%	65%
% People with disability	17%	8%	26%	7%	13%	11%	26%	14%	16%	26%
% Traditional work schedule	50%	64%	45%	52%	50%	41%	39%	47%	37%	47%
Median age (years)	42	35	52	37	42	37	37	37	42	42
Median tenure (years)	4	2	8	8	3	2	7	2	4	2

Table 4.7 – Respect Survey Sexual orientation and Gender Identity Demographics

	STAFF OVERALL (1470)	FEMALE STAFF (895)	MALE STAFF (516)
1 Asexual	2% (3%)	2% (3%)	1% (1%)
2 Bisexual	4% (6%)	5% (7%)	2% (3%)
3 Gay	4% (6%)	0.6% (0.9%)	10% (15%)
4 Heterosexual	56% (79%)	54% (79%)	58% (81%)
5 Intersex	0.4% (0.6%)	N/A	N/A
6 Lesbian	2% (3%)	4% (6%)	0% (0%)
7 Queer/Questioning	2% (3%)	3% (4%)	0.2% (0.3%)
8 Transgender	0.2% (0.3%)	0%	0%
9 Prefer not to answer	29%	32%	28%

Table 4.6 and 4.7 indicate the percentage of LGBTQIA+ identifying employees spread across the UNSW Divisions and Faculties, with Table 4.8 showing the split of female and male identifying staff and their self-disclosed sexual orientation. Table 4.8 also shows the ongoing challenges in collecting detailed data on LGBTQIA+ communities at UNSW, with 29% of respondents preferring not to answer. Despite marking a positive increase in the growing number of surveys capturing this data successfully at UNSW since 2018, barriers in collecting data with full visibility continue to exist.

Alongside other surveys such as the Insight survey, AWEI survey and DCA survey, the Respect! survey seeks to continue to improve the limited data available on UNSW's existing LGBTQIA+ population.

Ongoing Collaboration & Uplift

Ongoing collaboration between HR and EDI is focused upon continuing to work towards more comprehensive capture of employee gender and sexuality in staff management systems and recruitment systems.

Each employee has a staff profile which includes their Personal Statistical Profile, detailing demographic information such as cultural background, country of birth, language, and disability. HR and EDI are working to include an additional question focused on LGBTQIA+ disclosure in the Personal Statistical Profile. This question will also be embedded into the onboarding process for new employees, within the UniHire system. The question itself is:
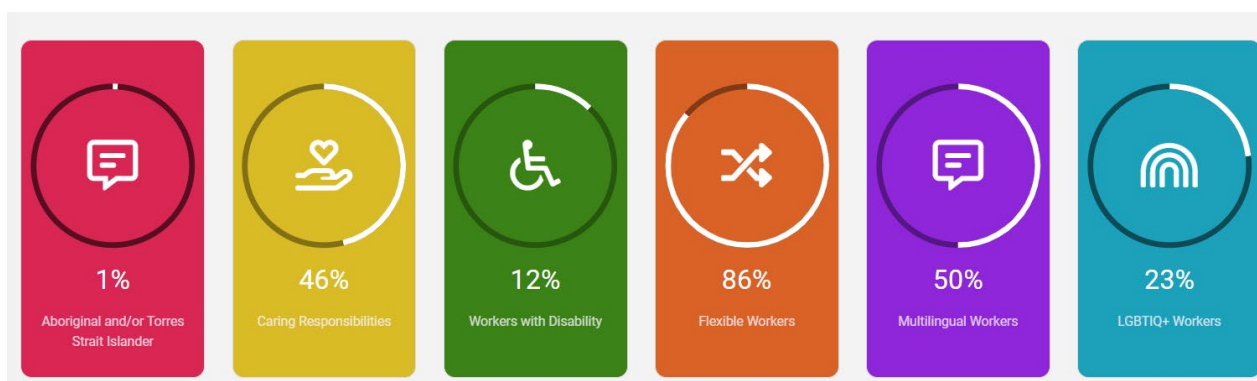
'How do you describe your sexual orientation?
a. Straight (heterosexual)
b. Gay or Lesbian
c. Bisexual
d. I use a different term (please specify)
e. Don't know
f. Prefer not to answer'

It is proposed that data captured from both the Personal Statistical Profile and UniHire onboarding process will be reported monthly to HR data and EDI staff. Alongside survey tools, the integration of inclusive identification questions into HR systems will seek to improve the capture of data of the LGBTQIA+ UNSW communities. This also brings UNSW systems into alignment with the ABS 2020 standards on gender, sexuality and variation of sex characteristics data collection guidelines.

Intersectionality

The collection of data since 2018 has improved, including collecting data that reflects the intersectionality of employees. This includes more detailed capture of gender and sexuality, alongside cultural background, disability, and Aboriginal and/or Torres Strait Islander identity. This is shown in the participation in the DCA survey (figure 4.4)

Figure 4.4 – DCA Survey Overview of key intersectionality areas.

| 1% | 46% | 12% | 86% | 50% | 23% |
| Aboriginal and/or Torres Strait Islander | Caring Responsibilities | Workers with Disability | Flexible Workers | Multilingual Workers | LGBTIQ+ Workers |

Moving forward, further work on capturing intersectional data is embedded into the approach of the ongoing collaboration and uplift driven by HR and EDI. Questions in an employee's Statistical Profile are proposed to outline cultural background, Indigenous and/or Torres Strait Islander identity, sexual orientation, gender, age, and disability/accessibility requirements.

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 LGBTQIA+ inclusion.[12] Table 5.1 shows a breakdown of focus groups specific to this key barrier. [13]

Table 5.1: Focus Group Study Participants

KEY BARRIER	FOCUS GROUPS	INCLUSIONS	EXCLUSIONS
LGBTQIA+ Inclusion	1. LGBTQIA+ Academic staff; 2. LGBTQIA+ Professional staff	Employees who identify as LGBTQIA+	Staff who do not identify as LGBTQIA+
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

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[12] Williamson, S. & Taylor, H. (2022). "Examining the Impacts of UNSW's Athena SWAN Program: A qualitative study". UNSW Canberra.

[13] 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 5.2 Focus Group Study Participant Demographics – LGBTQIA+ inclusion + Mixed groups

DEMOGRAPHIC TYPE	LGBTQIA+ INCLUSION	MIXED GROUPS
Participants (total)	10	16
Women	8	11
Men	2	3
Non-binary/gender diverse	0	2
LGBTQIA+ identified	10	6
Have a disability and/or chronic illness	N/A	1
Born in Australia	5	4
Not born in Australia	5	12
Flexible working arrangements	8	10
Caring responsibilities (parental)	0	3
Caring responsibilities (other)	3	4

Table 5.3 summarises impact and examples of qualitative data collected in focus groups (LGBTQIA+FG1 and FG2).

Table 5.3 Assessing impact of UNSW's initiatives to address LGBTQIA+ inclusion as a key barrier

INITIATIVE	IMPACT	DATA
ally@UNSW training	This training was overwhelmingly praised, and participants considered this an important and necessary development opportunity, as well as a means for LGBTQIA+ staff at UNSW to strengthen their networks and the diversity of their community.	*We have a significant amount of senior leadership who identify as part of the LGBTQIA+ community. So that just organically kind of shapes how [the training] rolls out, it's really the expectation. I'm not saying it's done perfectly by any means, but I haven't encountered debate or push back as to why we should be having this conversation at all.* (LGBTQIA+FG2). *Let's really be loud and proud and visible and inclusive, all of those things. It's getting more people into the Ally network, but also getting as many kinds of voices as we can, especially speaking to intersectionality in the steering committee.* (LGBTQIA+FG1) *The fact that you can Google your faculty and you can see who's an ally. And then you know that if there was some reason that you needed to ask a question, like you didn't feel safe about something or wanted to know where they were gender neutral toilets, you could follow that path. And there were a lot of things that came up. [...] There was so much stuff in [ally training] that I didn't know about.* (LGBTQIA+FG1)
Celebrating days of significance	Participants spoke positively about how the University had managed these events while adjusting due to	*Some of the rainbow things that they run on campus and even those rainbow steps. Like I remember when they got put in [...] I just remember how validated I felt by that, like it doesn't have to be an event where you see*

	COVID. The unveiling of the rainbow steps at UNSW Sydney was considered a great celebration.	*people, it just has to be that you are you, and it's OK to be that. So yeah, I definitely think that the respect is there.* (LGBTQIA+FG1) *COVID has done terrible things to everybody. I think the last [event] I did was when everybody got together to do the rainbow flag on the steps. […] I liked that one, it was a good one.* (LGBTQIA+FG2). *I've been involved either to participate or running some of them in my professional role. And then since COVID have probably participated in the digital engagement that's done. So, for instance, for maybe it was IDAHOBIT day, the request was to give a statement and a picture or something like that. So I've participated in that and then at a faculty level, we do some initiatives in that respect as well. So we have some stuff coming up for Wear It Purple day.* (LGBTQIA+FG2)
Supportive and inclusive workplace cultures	Positive cultures are evident in a range of teams and workplaces across the University.	*I think really there's two flip sides here, of one is we can set an example because LGBTQI+ inclusion is all about reframing and thinking inclusively and collaboratively, and I actually think lessons from that can be put into the broader culture. And then vice versa of looking at how that broader culture can incorporate and learn from everyone's lived experiences, but they have to work together.* (LGBTQIA+FG2) *To be honest, I found UNSW a lot more respectful and a lot more inclusive than a lot of the other places that I've worked for. I've been to retail places where colleagues have openly mocked people like me and in front of me and things like that where at UNSW, it won't fly, won't ever be in any way acceptable in any sort of at any level.* (LGBTQIA+FG2) *It's like all places I worked in Australia, people are really polite, professional, respectful. I think in that way, actually on an everyday basis it's quite nice. I mean the rules about not harassing and all of that, they work to a certain extent.* (LGBTQIA+FG1)
Implementation of gender affirmation guidelines	Work to develop and implement gender affirmation was appreciated, and discussion highlighted the value of these benefits.	*I think the conversations around support for gender affirmation were bolstered by some of the feedback that came through by from [the AWEI] survey. So I think these are all pieces of a puzzle that move something along, and I do know that some of that came up in a few of the surveys I've done over the years. So to see something new enacted, imperfect as it may be, is nice to see because there's often very little outcome from surveys.* (LGBTQIA+FG2)

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[14]

CHALLENGE	DATA	RECOMMENDATION
A lack of basic awareness and understanding of practical LGBTQIA+ inclusion issues: Lack of knowledge amongst some UNSW staff was evident, with implications including a burden of expectation placed on these staff to 'educate' colleagues.	*When members of staff may be going through a process of gender affirmation […] even really well-meaning staff may be left without a framework or a policy framework to move through. Training around how to manage that within their teams and how people are responded to within their teams [is needed].* (LGBTQIA+FG2) *I think racism is one issue that we haven't quite confronted here. And it's interesting because, you know, I'm a woman, I'm disabled and I'm lesbian. I'm mixed race but I don't look like it, and because of that […] I've heard people say things that they probably wouldn't have said if they had realised. […] On the whole, they haven't been really hostile or unpleasant comments. They've just been incredibly clunky, you know, incredibly clumsy.* (LGBTQIA+FG1) *I have been called out in a very formal meeting before to explain the whole pronouns thing, because they'd seen it in my e-mail and were very confused by it. And so I had to, right, a formal meeting in front of quite a lot of people, explain, and I was like, I don't think I'm doing it justice, but I'm trying my hardest.* (LGBTQIA+FG2). *I find with UNSW in terms of management style, it's 'we wait for issues to come up and then we address them. We don't talk to you about the issues that you may be having until they affect your workloads' and if you're like me, it never affects your workload because you're too scared.* (LGBTQIA+FG2)	• Continued presence of ally training; regular reviews of training content. • HoS and Managers to be provided with training to conduct inclusive myCareer conversations with staff including recognition of service contributions; • Profiling of staff with diverse identities to showcase research through the establishment of a LGBTQIA+ Research Network.
Transgender and gender diverse inclusion on campus – all-gender bathrooms	When questioned on Transgender and gender diverse inclusion, a key issue for participants was all-gender bathrooms. In many cases, participants stated they did not know where to find an all-gender toilet; this is a common concern on university campuses, even those that offer such facilities. This lack of infrastructure was agreed to be a shortcoming of the University; one participant stated that *"that's a clear thing that UNSW needs to make standard, not an exception to the rule"* (LGBTQIA+FG1). *All-gender bathrooms are just an ongoing piece of work there. So I do think there's something to be said about*	• Clear mapping of the location of all-gender toilets and information included in onboarding and more informal team discussions. • Signage for bathrooms be more inclusive and accessible, indicating facilities (stalls, stalls and

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[14] **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.**

	ensuring that everyone has access to safe, clean, hygienic facilities and that, you know, make them feel comfortable and wanting to go into work or to go into study. (LGBTQIA+FG2)	urinals) to replace "Men" and "Women" signage.
Barriers to self-expression through HR systems and processes	Some participants shared negative experiences of HR systems and processes, which were slow to be updated, or still relied on collecting binary gender data. HR was not regarded by participants to be a "proactive" resource. One participant shared their experience during onboarding trying to correct an error with their name in UNSW records – the participant stated that this took three weeks to fix and reflected that this "*should be really simple for someone going through gender affirmation*" (LGBTQIA+2).	• Review of HR and IT systems to support LGBTQIA+ inclusion, including instituting clear processes for gender affirmation through all UNSW systems.
Decrease in effort to include rainbow parents through engaging with childcare centres.	*They used to be a lot more engaged with the local daycare centres – they used to raise the rainbow flag at Mardi Gras and all of the kids, my kids go to daycare on campus, would come down and be part of that and they got a rainbow paddle pop. And the Vice Chancellor would talk about UNSW and diversity and all of that stuff, and that hasn't happened for quite some years now. I would say like at least sort of three years, four years, that's not been the case.* (LGBTQIA+FG1)	• Increased effort to liaise with childcare centres, including offering ally training and opportunities for consultation with rainbow parents.
Resources for event organising and other awareness raising activities for the LGBTQIA+ community are limited, leading to increased workloads.	*I'm extremely time poor in the work that I do and sometimes being able to enjoy certain LGBTQIA+ inclusive events and things like that, or helping on the steering committee or doing the Ally training, it can all kind of affect your workload, which you then have to make up, and do when you find the time.* (LGBTQIA+FG2) *In general, [at School level], I find there's not that many initiatives like that or [that] they have to basically promote the rainbow community, for example, in terms of actual funding or grants or these kinds of things.* (LGBTQIA+FG1). *[T]he problem is that burnout can sometimes combine with the other issues that are happening in the background, and it all comes to the forefront. I think burnout is an issue for everyone, but for LGBTQIA+ people, it can be sort of a compounding issue.* (LGBTQIA+FG2).	• Event coordination and participation, membership in committees and working groups to be considered as service contribution to the University which is supported by HoS, managers and the University. • Increase profile of Equity & Diversity Boost Award, including information as part of manager training to ensure all staff have consistent, clear advice.

6. FURTHER ACTION

REFERENCE	RATIONALE/ EVIDENCE	ACTIONS	TIMEFRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/ TARGETS/ SUCCESS INDICATORS
1. Review of people data systems to support LGBTQIA+ inclusion, including continued improvements to data management.	Capturing accurate and evolving data on Employee gender. Clear and simple processes for gender affirmation mapped and set up through all UNSW systems.	Update data management systems to include mechanisms that accurately represent transgender and gender diverse people. Maintain gender affirmation guidelines for staff so that they reflect the most recent updates and support available to trans and gender diverse staff.	2023- 2028	HR & EDI	TBD	Capture of data on non-binary and gender fluid staff in data management systems, that is regularly reviewed and assessed annually as part of the Australian Workplace Equality Index (AWEI). Annual review of gender affirmation guidelines and resources, in collaboration with Pride In Diversity, as part of the Australian Workplace Equality Index (AWEI).
2. Ongoing commitment to intersectional approaches.	Collaborative approaches to EDI initiatives at Faculty/School level and between Division EDI and faculties (pooling resources, breaking down siloes).	Promote active collaboration and communication between AEI and Faculties through ongoing Cross faculty and division EDI group quarterly meetings.	Ongoing	Faculties/schools Cross Faculty and Division EDI Group EDI	TBD	Greater communication and collaboration between EDI and Faculties/Schools to encourage the pooling of resources, and better access to general support when needed.

REFERENCE	RATIONALE/ EVIDENCE	ACTIONS	TIMEFRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/ TARGETS/ SUCCESS INDICATORS
3. Progress the integration of all gender toilets into infrastructure.	Clear prioritisation of further inclusive facilities in Future Campuses Project. Signage for bathrooms be more inclusive and accessible.	Audit of existing toilets, mapped and publicly accessible online. Facilitate ongoing collaboration between EDI and EM on the Future Campuses project and EM guideline creation.	Ongoing Future campuses 2023- 2033	Estate Management EDI DEE	TBD	Ongoing maintenance of accurate information available on inclusive and accessible bathrooms on UNSW web pages, also raising awareness for all-gender toilets and infrastructure. Collaboration on Future Campuses project confirms UNSW guidelines on all gender bathrooms.
4. Support for rainbow parents working at UNSW.	Increased effort to liaise with childcare centres and UNSW employees who have caring and family responsibilities. Continually update and refresh resources and events to support rainbow parents at UNSW.	HR to run in-house webinars to support employees engaging with parental leave. Ally Steerco to run events targeted to rainbow families.	Ongoing	HR ally@UNSW Steering Committee EDI	TBD	Parents at Work Webinars to be transitioned to be run in house, to provide more specific and in-depth UNSW content to support staff and students who are parents. Ally Steerco to run events designed to support rainbow families and maintain resources to ensure they are up to date.
5. Further support and resourcing for EDI activities, including organisational understanding.	Event co-ordination and participation with support from membership in committees and working groups.	Staff Groups including Staff Consultative Group and ally@UNSW Network actively collaborate with EDI to facilitate organisational events and training.	Ongoing	Staff groups EDI	TBD	Active collaboration between Staff Consultative Group and ally@UNSW Network drives more intersectional, engaging and well-resourced events and training sessions, accessible to a wider range of staff and students.

REFERENCE	RATIONALE/ EVIDENCE	ACTIONS	TIMEFRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/ TARGETS/ SUCCESS INDICATORS
6. Continued commitment to ally@UNSW training for managers and supervisors.	Managers and HoS to incorporate specific actions and KPIs into MyCareer conversations to progress GEDI.	EDI run Ally training targeted specifically to managerial staff and leadership.	Ongoing	Faculties/schools Cross Faculty and Division EDI Group EDI	TBD	Targeted Ally Training sessions for managers and HoS facilitated, encouraging ongoing learning on LGBTQIA+ inclusion.
7. Continued efforts to raise profiles of LGBTQIA+ researchers and practitioners.	Profiling of staff with diverse identities to showcase research through the establishment of a LGBTQIA+ Research Network. Support for community of practice (COPQTI+) initiatives with resourcing.	Showcase of LGBTQIA+ Research at UNSW and community events. Expansion of EDI Faculty Grant scheme to include enhancing opportunities for LGBTQIA+ students.	Ongoing	Faculties/Schools Division of Research EDI	TBD	Promotion and showcase of LGBTQIA+ research at events including Fair Day and celebrations of Days of Significance. Updates to EDI Faculty Grant Guidelines and Website, including broadened focus that supports LGBTQIA+ students. Support the new CoP especially around inclusive research e.g. re ethics applications and participant recruitment
8. Continued organisation wide rollout of MATE Bystander training.	Deepen staffs' intersectional knowledge of gendered violence prevention and being an 'active bystander'.	Offer regular training sessions as part of the MATE Bystander training framework, to academic and professional staff.	Ongoing	Safer Communities EDI	TBD	Further training sessions rolled out throughout 2024 and beyond, organisation wide, to academic and professional staff. Improved staff understanding of gendered violence, and how this is harmful to all genders based on survey data.