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SYDNEY


SAGE Athena Swan
Cygnet Awards
Workplace
Culture



Acknowledgement of Country

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High Street, Kensington NSW 2052

 +61 2 9385 1000

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SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE CYGNET AWARD APPLICATION

NAME OF INSTITUTION	University of New South Wales
DATE OF APPLICATION	31 October 2024
CONTACT FOR APPLICATION	Fiona Stapleton
EMAIL	Access_equity_inclusion@unsw.edu.au
TELEPHONE NO.	0418 868 234

UNIVERSITY OF NEW SOUTH WALES: SAGE CYGNET 5

Key Barrier Workplace culture

Barrier type

- Institution-wide Barrier
- Sub-group specific Barrier

Barrier description

Workplace culture is an important factor in employee inclusion, safety and participation at UNSW. However, barriers to building inclusive workplace culture at UNSW include institutional structures, status of gender equity, employee safety, and a lack of visibility and participation of diverse employees.

Word limits and actual word count

Section	Word limit	Actual word count
Cygnets submission	2500	2490
Key Barrier		224
Evidence of Barrier		628
Activities and Outputs		0
Outcomes		1147
Impact		409
Further action		82

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GLOSSARY OF TERMS

TERM	DEFINITION
ADA	Arts, Design and Architecture
AEI	Access, Equity, and Inclusion
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ASBAP	Athena Swan Bronze Action Plan
AWIL	Academic Women in Leadership
CALDM/R	Culturally and Linguistically Diverse Migrant and/or Refugee background
CaseIQ	Conduct and Integrity Office reporting portal
DCA	Diversity Council Australia
EAP	Employee Assistance Program
EDI	Division of Equity, Diversity and Inclusion
HDR	Higher Degree Research
HR	Human Resources
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual
MATE	Motivating Action Through Empowerment
MESB	Mainly English-Speaking Background
PD	Position Description
PWIL	Professional Women in Leadership
STEM	Science, Technology, Engineering and Maths
STEMM	Science, Technology, Engineering, Maths and Medicine
STI	Sexually Transmitted Infection
UNSW	University of New South Wales Sydney
VIA	Values in Action
WGEA	Workplace Gender Equity Agency
WiL	Women in Leadership
WiRN	Women in Research Network
WWBA	Women's Wellbeing Academy

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CYGNET 5 – WORKPLACE CULTURE

1. KEY BARRIER

The University of New South Wales (UNSW) regards workplace culture as an important driver for attracting, retaining and progressing employees across the University. An inclusive workplace can boost employee wellbeing, fuel individual and team performance, and improve job satisfaction.¹ However, various factors can undermine an inclusive workplace culture, including institutional structures, employee safety, and a lack of visibility and participation of underrepresented groups. This includes women and gender-diverse employees, employees from culturally and linguistically diverse migrant and/or refugee (CALDM/R) backgrounds, those who live with disability, and those who are Aboriginal and/or Torres Strait Islander.

UNSW considers workplace culture to be values and beliefs that are built into the University. The University recognises that improving workplace culture is an ongoing process and is working to ensure that all members feel free to be themselves and have access to equal opportunities. All members of the University, particularly those in leadership positions, can contribute to building a safe and inclusive environment.

UNSW's Athena Swan Bronze Action Plan (ASBAP) identified workplace culture as a key action area, noting gender inequity in leadership, safety, community, and inclusion as major barriers². While the objectives outlined in the ASBAP remain relevant, these have changed over time to focus more explicitly on improving employee safety and striving for greater gender equity in leadership.

Thus, this Cygnet focuses on the following objectives:

Objective 1

Address the lack of gender diversity in key management structures, enhancing the sharing of diverse perspectives and understanding of gender equity across the University.

Objective 2

Target the reduction of gendered violence experienced on campus through increased focus on developing both physical and psychosocial safety at UNSW.

¹ Diversity Council Australia 2023, *Inclusion@Work Index*, DCA, <<https://www.dca.org.au/inclusion-work-index-hub>>.

² Factors affecting workplace culture are also addressed in UNSW's previous Cygnet applications, including Cygnet 1: Promotions; Cygnet 2: Flexible Work and Care; and Cygnet 3: LGBTQIA+ Inclusion.

2. EVIDENCE OF BARRIER

A lack of safety (physical or psychological), gender and racial equity, and the visibility and participation of minority staff, particularly those with lived experience of multiple equity groups³, can undermine the development of an inclusive workplace culture. UNSW recognises that gender, sexuality, cultural background, disability, and age contribute to a dynamic workplace environment by enabling a diversity of perspectives and identities. An inclusive workplace culture embraces this diversity and ensures every employee feels accepted and respected, which drives innovation, wellbeing, and organisational success. This Cygnet uses intersectional data⁴ where possible to highlight the current state of workplace culture at UNSW.

GENDER EQUITY & REPRESENTATION AT UNSW

In 2016, UNSW employed over 6000 continuing and fixed-term staff and over 9700 casual staff. Within the continuing and fixed-term cohorts, 39% of academic staff were women while 64% of professional staff were women.⁵ Among casual academic staff, 45% were women while 55% of casual professional staff were women. Across STEMM faculties and schools, professional staff had higher representation of women than academic staff by the end of 2016 (Tables 2.1 and 2.2).

In 2016, 42% of continuing and fixed-term staff were CALDM/R. This included 45% of academic staff and 40% of professional staff. The representation of CALDM/R academic women in STEMM and AHSSBL at Levels C and higher declined – this was the same for CALDM/R academic men. This trend mirrored the University’s broader issue of underrepresentation of women and gender-diverse academic staff in faculty leadership roles (Table 2.3). In the same period, 1.2% of academic staff on continuing and fixed-term contracts had a disability, 50% of whom were women.

Table 2.1: Distribution of academic staff across STEMM faculties and schools, as of 31 Dec 2016

STEMM FACULTIES AND SCHOOLS	FEMALE	MALE	TOTAL	% FEMALE
Canberra ⁶	18	113	131	14
Engineering	94	404	498	19
Medicine	323	300	623	52
Science	203	366	569	36
STEMM Total (Academic)	638	1183	1821	35

³ Skouteris, H, Ananda-Rajah, M, Blewitt, C & Ayton, D 2023, “No one can actually see us in positions of power”: the intersectionality between gender and culture for women in leadership’, *BMJ Leader*, vol. 8, pp. 63-66, DOI: 10.1136/leader-2023-000794.

⁴ Historic UNSW surveys have included demographics questions on some diverse identity categories, though it has tended to be inconsistent and limited. Varying response rates have also affected this data. To attain a more comprehensive baseline, UNSW has participated in the Diversity Council Australia’s Inclusive Employer Index Survey and has facilitated the Respect Survey and Insight Survey (Section 4: Outcomes).

⁵ In this Cygnet, we use the term ‘woman/women’ even though the data captured uses the term ‘female’, as UNSW is striving towards using language that affirms rather than pathologises gender identity. We are aware that this won’t capture the full spectrum of gender, and UNSW’s latest Gender Equity Strategy emphasises moving away from language that reinforces a binary representation of gender.

⁶ UNSW Canberra is a University campus where academia and defence combine and is located at the Australian Defence Force Academy (ADFA). It brings together industry, government and university.

Table 2.2: Distribution of professional staff across STEMM faculties and schools, as of 31 Dec 2016

STEMM FACULTIES AND SCHOOLS	FEMALE	MALE	TOTAL	%FEMALE
Canberra	19	40	59	32
Engineering	140	144	284	49
Medicine	413	130	543	76
Science	174	130	304	57
STEMM Total (Professional)	746	444	1190	62.6

GENDER EQUITY IN LEADERSHIP

Women and gender-diverse staff were underrepresented in senior leadership positions at UNSW by the end of 2016. This mirrors the underrepresentation of women and gender-diverse staff at executive and board levels in the Australian workforce.⁷

Table 2.3: Senior leadership positions in faculties and schools by gender (2016)

	STEMM				AHSSBL			
2016	Head of School	Dean	Deputy Dean	Total	Head of School	Dean	Deputy Dean	Total
Female (n)	4	2	0	6	8	1	2	11
Male (n)	22	3	4	29	9	3	1	13
Total (n)	26	5	4	35	17	4	3	24
% Female	15	40	0	15	47	25	67	44

In 2016, academic women comprised 35% of STEMM academic staff (Table 2.1) and women held only 15% of STEMM leadership roles (Table 2.3). This clear underrepresentation drove UNSW's efforts to address gender equity in leadership in the ASBAP.

The ASBAP also highlighted how confidence in leadership support for gender equity depended on gender. In response to staff perceptions of leadership's support for gender equity, only 42% of academic women and 53% of professional women indicated agreement (Table 2.4). Additionally, Table 2.4 shows that academic men agreed more than professional men, however professional women agreed more than academic women.

⁷ Evans, KJ & Maley, JF 2021, 'Barriers to women in senior leadership: how unconscious bias is holding back Australia's economy', *Asia Pacific Journal of Human Resources*, vol. 59, no. 2, pp. 204-226, DOI: 10.1111/1744-7941.12262.

Table 2.4: Academic and professional staff responses about leadership and culture from the 2017 UNSW Gender Equity Survey (% agreement by gender)

ACADEMIC		
	Men	Women
Leadership support for gender equity	77%	42%
Commitment to achieve a gender-diverse workforce	83%	58%
PROFESSIONAL		
	Men	Women
Leadership support for gender equity	67%	53%
Commitment to achieve a gender-diverse workforce	78%	74%

GENDERED VIOLENCE, HARASSMENT & DISCRIMINATION

Gender-based violence in higher education is an ongoing problem, both in Australia and internationally. UNSW implemented an online mechanism for reporting experiences of sexual misconduct and gender-based violence in 2017, following the Australian Human Rights Commission Report *Change the Course*.⁸

In striving to improve targeted tracking and prevention of gendered violence, UNSW has published an annual Sexual Misconduct Report since 2020 to demonstrate accountability and action to students and staff, and to report on progress in preventing and responding to these incidents.

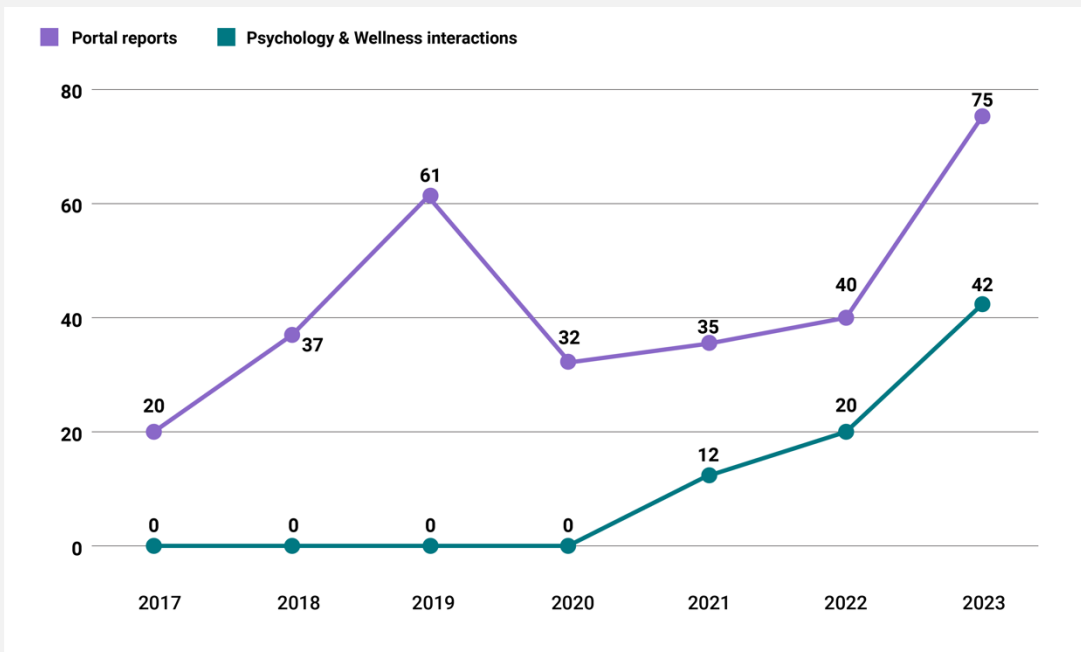
⁸ This report provided an empirical basis for more targeted, ongoing activities to address and prevent sexual assault and sexual harassment at universities.

Australian Human Rights Commission 2017, *Change the course: National report on sexual assault and sexual harassment at Australian universities*. <>. https://apo.org.au/sites/default/files/resource-files/2017-07/apo-nid100381_1.pdf.

Findings from UNSW's 2023 Sexual Misconduct Annual Report

- 180 reports were logged to the Gendered Violence Portal, with the most frequent concerning behaviours identified by the reporter as sexual assault (22%) and sexual harassment (22%).
- The number of reports, and psychology and wellness service interactions related to gendered violence, has increased year on year since 2020 (Figure 2.1).
- This increase may be due to the implementation and roll-out of the new reporting portals, first the Gendered Violence Portal and now CaseIQ, as well as the Stop. Support. Empower Strategy, which is UNSW's Gendered Violence Strategy and Action Plan 2022–2025 (see Table 3.4 for more information). These seek to improve awareness about reporting mechanisms and encourage staff and students to make a report.
- The increase shown in Figure 2.1 is emphasised by the drop in reports during the COVID-19 pandemic, as forced absence from campus for both students and staff impacted incident report numbers.

Figure 2.1: Comparison of sexual misconduct reports on campus from 2017–2023⁹



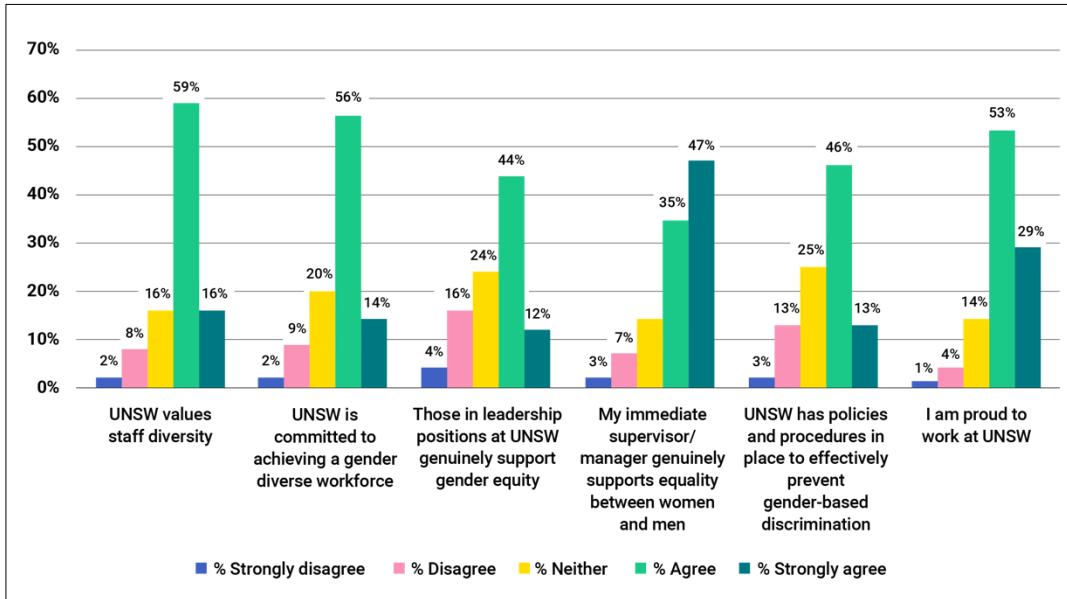
⁹ This data includes UNSW staff, students and members of the UNSW Community

STAFF SENTIMENT SURVEYS

UNSW facilitated the Athena Swan Gender Equity survey in 2017 to capture employee sentiment prior to the development of gender equity initiatives in the ASBAP.

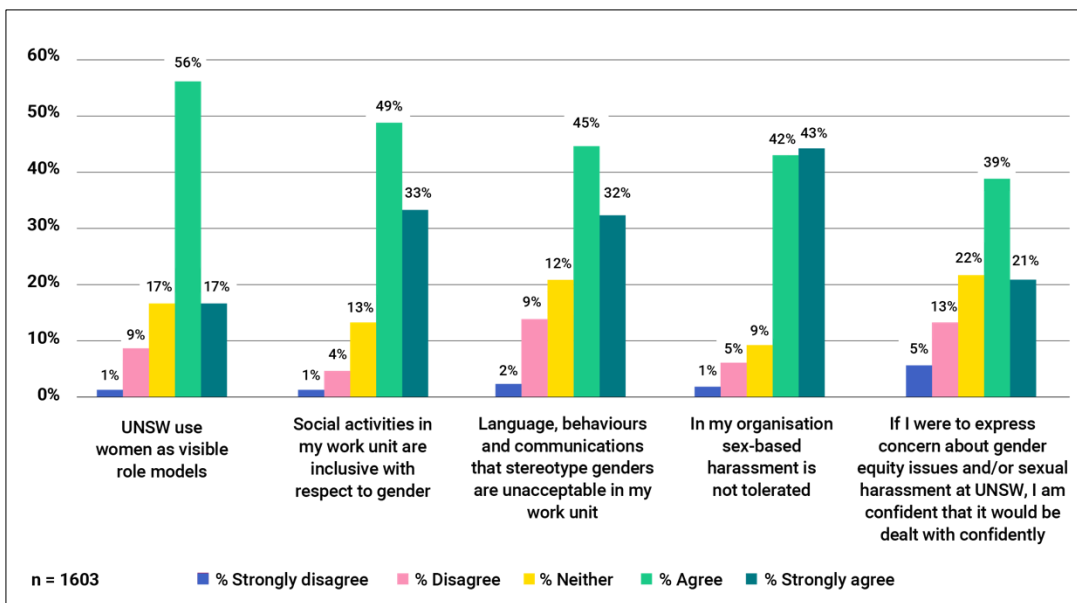
Respondents generally held moderately positive views about UNSW (Figure 2.2). 82% of respondents agreed that their immediate supervisor/manager genuinely supports equality between women and men, and that they are proud to work at UNSW. However, significantly fewer respondents agreed that those in leadership positions genuinely support gender equity (56%), and that UNSW has policies and procedures in place to effectively prevent gender-based discrimination (59%).

Figure 2.2: Results from Athena Swan Gender Equity Survey – Workplace culture



Furthermore, a majority of the respondents agreed that sex-based harassment is not tolerated at UNSW (85%), and that social activities in their work unit are inclusive with respect to gender (82%). However, fewer agreed that if they were to express concern about gender equity issues and/or sexual harassment at UNSW, they are confident that it would be dealt with effectively (60%) (Figure 2.3).

Figure 2.3: Results from Athena Swan Gender Equity Survey – Safety



3. PROGRESS (ACTIONS AND OUTPUTS)

OBJECTIVE 1

ADDRESS THE LACK OF GENDER DIVERSITY IN KEY MANAGEMENT STRUCTURES, ENHANCING THE SHARING OF DIVERSE PERSPECTIVES AND UNDERSTANDING OF GENDER EQUITY ACROSS THE UNIVERSITY.

Table 3.1: Athena Swan Bronze Action Plan Activities & Outputs towards improving gender equity in leadership.

ACTIVITY/OUTPUT	SUCCESS MEASURE	ACTUAL OUTPUT
<p>Action 5.1: Implement inclusive leadership training for all senior management across the University, including the executive team, deans, heads of school, division heads and other relevant senior staff.</p>	<ul style="list-style-type: none"> • Number of attendees and workshops conducted. • Results to workplace culture questions in staff 'Voice Survey'. 	<p>Leadership Training</p> <p>In 2022, UNSW engaged external human performance consultancy BeLearning to develop and run a series of Inclusive Practice workshops for senior leaders in all faculties and divisions. Over 160 leaders participated in this training, showing their commitment to building an inclusive workplace culture.</p> <p>The training focused on enabling inclusive leadership behaviours, developing an inclusive mindset, raising awareness of personal biases and reflection, role modelling, and developing leadership capabilities in line with UNSW's Values in Action.</p> <p>The training included case studies that drew upon lived experience of UNSW staff members and students on topics including flexible work, parental leave, caring responsibilities, mental health, and cultural diversity.</p> <p>Feedback from participants found the extensive role plays and interactive case studies insightful. However, feedback also noted the challenges presented by using external facilitators, and the foundational level of content. Findings from this have been applied to UNSW's expanded in-house learning and development opportunities, listed below.</p> <p>Leadership and Team Development</p> <p>In 2024, UNSW Culture and Development revamped their suite of leadership programs, aimed at staff of all levels. In the 2023 Insight survey, an employee sentiment survey where staff share their thoughts and experiences of working at UNSW, faculty and divisional leaders identified the need for greater support in managerial competencies in order to perform well, support their teams and contribute to a safe and inclusive workplace. In response to this feedback, pilots of the following programs were rolled out:</p> <p><i>Senior Leaders Program</i></p> <p>This program is open to all senior people leaders, including leaders with significant impact on UNSW KPIs and/or UNSW's strategic priorities. This includes staff who report to Deans or VPs e.g. Associate Deans, HoS, FEDs, and Divisional Directors.</p>

ACTIVITY/OUTPUT	SUCCESS MEASURE	ACTUAL OUTPUT
		<p>This program focuses on vertical development to support senior leaders to grow their ability to lead. It is aimed at leaders who aspire to lift their leadership in their current role or progress to a more senior or broader leadership role, embedding the foundations of inclusive leadership.</p> <p><i>Established Leaders Program</i></p> <p>This training is open to all established people leaders, including leaders who have experience leading others or a project/function, centre directors, managers, program leaders. It focuses on adaptive and human-centred leadership practices to support established leaders to grow their capability as leaders.</p> <p><i>Foundations of People Management Program</i></p> <p>Open to all people leaders, this program is for those who wish to build the foundation of leadership, and focuses on leadership and management fundamentals. It is an opportunity to connect with other managers across UNSW in order to learn, reflect, share ideas, insights and discover different perspectives.</p> <p>These refreshed training offerings were facilitated across 2024, with feedback and findings to be embedded into further training iterations in 2025.</p> <p>Women-focused Leadership Training</p> <p>Refer to Figure 3.1 (Case study) for further information on these programs.</p> <p>Diversity and Inclusion training</p> <p>UNSW offers various diversity and inclusion training opportunities for staff and students, which raise awareness of issues related to equity, diversity, and inclusion. They are delivered in-person and online to increase accessibility. Online modules were also developed for these trainings, to establish a common foundation of knowledge for participants and to enable greater focus on practical strategies and practice scenarios in the workshops.</p> <p>Offered since 2018, the LGBTQIA+ Allyship training develops staff and student capacity to adjust behaviours, address discrimination, and leverage support services to confidentially assist staff and students within LGBTQIA+ communities. In 2024, a total of 141 participants have undertaken the training; Access, Equity & Inclusion also ran tailored and hands-on training sessions for a total of 67 leaders across the University, aiming to uplift leader competencies and capabilities in building inclusive culture. For a more detailed case study on this training, please see Cygnet 3: LGBTQIA+ Inclusion.</p> <p>In 2024, UNSW introduced Cultural Inclusion Training for staff, holding three sessions alongside an online module. This training aims to build staff capacity for promoting a respectful culture and practising inclusivity in their work and interactions,</p>

ACTIVITY/OUTPUT	SUCCESS MEASURE	ACTUAL OUTPUT
		<p>focusing on cultural competence and awareness, unconscious bias, and the implementation of inclusive practice in various settings. The training aims to create inclusive working and learning environments by empowering staff to engage with individuals from diverse cultural backgrounds, while also building on UNSW's Values in Action, specifically 'Embraces Diversity' (Table 3.2). 58 participants have undertaken the training.</p> <p>In 2024, UNSW also introduced Accessibility training for staff, holding two sessions, delivered both in-person and online. The training develops participants' capacity to adjust behaviours (such as practical guidance on inclusive language) and to have critical conversations (such as practical conversations that challenge harmful stereotypes). A total of 52 participants undertook this training.</p> <p>These diversity and inclusion trainings have undergone comprehensive review and revision on an ongoing basis in 2024, to encourage continuous improvement for offerings in 2025.</p>
<p>Action 5.5: Develop diversity guidelines for key institutional committees, which sets out representation targets of 40% women, 40% men, 20% mixed and a process through which selection criteria is reviewed to ensure it supports gender equality.</p>	<ul style="list-style-type: none"> • Review undertaken. • Improved gender representation on key committees and boards. 	<p>Key Guidelines & Targets</p> <p>In 2019, the UNSW Council Charter and Representation on UNSW Committees and Decision-Making Bodies Procedure was made effective, and was reviewed in 2022, with UNSW currently meeting the target in 2024. The procedure outlines UNSW's commitment to ensuring that the membership of its committees and decision-making bodies reflects the equity, diversity and inclusion principles outlined in the EDI Policy and Athena Swan Charter. This includes composition requirements of committees, guidance when developing supporting governance documentation such as Terms of Reference, and ongoing monitoring activities. It applies to groups including the University Leadership Team and University Council.</p> <p>The review and update of the procedure is outlined as an initiative in the Gender Equity Strategy, in order to move away from language that reinforces binary representations of gender.</p> <p>After being introduced in 2019, the procedure has received ongoing review in 2022 and is scheduled for further review in 2024. Currently, the University Leadership Team and Council match, or surpass, the composition requirement targets outlined in the procedure.</p> <p>For a more detailed breakdown of UNSW's progress towards gender equity in its academic workforce, please refer to Cygnet 1: Promotions.</p>

Table 3.2: Additional Activities & Outputs

ACTIVITY	ACTUAL OUTPUT
<p>Women in Leadership development programs</p>	<p>The Women in Leadership program, previously run as the Academic Women in Leadership (AWIL) and Professional Women in Leadership (PWIL) programs, helps staff¹⁰ grow their ability to lead and engage positively with the emerging UNSW Strategy and Leadership Values. This is elaborated in Figure 3.1 (Case study). More information can also be found in UNSW's Cygnet 1 submission, Academic Promotions.</p>
<p>Academic Women Attraction & Retention project</p>	<p>2023 hiring and exit data demonstrated a spike in the overall number of academic women leaving UNSW and a reduction in hiring and replacing academic women. In response, HR and AEI jointly reviewed the data and ran a series of focus groups with targeted academic women to better understand their reasons for departure. The findings from this project contributed to the development of UNSW's Gender Equity Strategy 2024–2028. Two of the key objectives outlined in this strategy are to implement gender equitable hiring strategies that drive recruitment across academic and professional employment, and to implement practices at the University and local levels that enable the career development of academic women and non-binary people. Focused on hiring, retention, and promotion practices within the University, these objectives are supported by actions that include:</p> <ul style="list-style-type: none"> • Running targeted women-only advertising for identified schools/centres. • Refreshing advertising material and PDs to use more inclusive language and include references to flexible work. • Driving gender equity in applications for academic promotions. • A quarterly agenda item at faculty leadership meetings on academic turnover and exit survey data.
<p>Academic development initiatives</p>	<p>Academic Mentoring in Learning and Teaching</p> <p>Academic Mentoring in Learning and Teaching at UNSW is an evidence-based approach to mentoring that aims to build successful mentoring relationships across the institution and to support early-career academics to progress in their career. Academic Development established the program, which has run since 2015. The initiative is designed so that mentees are empowered to choose their mentors and the type of mentoring relationship they want, whether it is one-on-one or group mentoring. Mentees and mentors set their goals, timeframes and parameters for how the mentorship will work. All prospective mentors undertake training around teaching, learning and relationship management.</p> <p>Case studies, such as the example below, are available on the UNSW Teaching website. Outcomes for mentees have included local and international awards in education, as well as academic promotions.</p>

¹⁰ This includes individuals who identify as women (meaning cisgender, transgender, gender expansive, and intersex individuals who identify as women) or individuals of different gender identification who support and are committed to the purpose of the Women in Leadership Program.

Mentoring in Action with A/Prof. Simon McIntyre & Dr Yenni Tim

Background of the mentorship -

A/Prof. Simon McIntyre (Art & Design) and Dr Yenni Tim (Business) began their mentorship in May 2019. Originally, they proposed a year-long arrangement, but have since decided to continue due to how well it has been going. The main focus of their mentorship has been around how to build a strong career in learning and teaching in the current university system, and to take advantage of your achievements to build strength, reputation and potential moving forward.

Within just over a year, Yenni has made significant achievements with the support of Simon during this mentorship, including receiving:

- The national award for ICT Educator of the Year from the Australian Computer Society (ACS), 2019
- The John Prescott Award for Outstanding Teaching Innovation from UNSW Business School, 2019
- Her tenure (converted to a continuous contract), May 2020
- A promotion to Senior Lecturer, July 2020.

Simon and Yenni share their insights:



Faculty-level career advancement programs

UNSW Faculties host various initiatives that support women academic staff to progress at all stages of their careers. Both the Faculty of Engineering and the Faculty of Science run the Level Up program, which provides staff with advice on expectations and support with applications and the promotion process. Open to academic promotion applicants at all levels, the program offers resources on how to apply for promotions and how to prepare promotion cases, as well as mock interview workshops.

The Faculty of Medicine & Health as well as Engineering have mentorship initiatives aimed at supporting the career development of their academic staff. In Medicine & Health, 194 mentees and 110 mentors have participated in their mentoring scheme since 2020. The Faculty of Engineering is redesigning their ENABLE program as part of their commitment to mentorship.

The Faculty of Science hosts the UNSW Science Boost Award, which provide women academic staff (Level D) with career support in advance of their application for promotion to Level E. Their Momentum Award is designed to provide academic or professional staff who are carers, or who are returning from sustained carers leave, with support to help maintain career momentum. Likewise, Medicine & Health have also established a faculty training budget to support staff strategic training and development, ensuring access to proactive professional opportunities and personal development at all career stages.

<p>Women in Research Network (WiRN)</p>	<p>The Women in Research Network (WiRN) works to progress gender equity across the University through a three-pronged approach: support, information, and advocacy. It supports women in research in both academic and professional roles, as well as higher degree research students. The network includes staff from across the University to understand and advocate for those with diverse backgrounds. WiRN works to enhance the culture at UNSW for women researchers through strategic engagement at faculty and university levels.</p> <p>In 2023, the WiRN Executive Committee conducted further analysis of the UNSW Insight Survey, stratified by academic level and gender (men and women). Only academic staff were included in this summary as there was no way to identify which professional staff were involved in the research.</p> <p>The committee found that ratings for social connection were neutral for women academic staff across all levels, which is contrasted to men academic staff that became increasingly favourable with advancing academic levels. The summary also noted that the item with greatest discordance at Level E was “I am treated with respect at work”. Furthermore, women academic staff ratings for safety and inclusion became less favourable with increasing academic level, which is again in contrast to the ratings of men academic staff which become more favourable with advancing academic level.</p> <p>Overall, the ratings for leadership items among women academic staff were favourable, though became less favourable with advancing academic level. Ratings for leadership among women academics were more favourable than those of male staff at academic levels A, B and D, equal to men at Level C, and less favourable than men at Level E.</p> <p>The work of the WiRN’s analysis was shared with AEI and HR through the EDI Board forum, with further analysis to be facilitated after the 2024 Insight Survey Pulse check (refer to Section 4: Outcomes).</p>
<p>Celebrating UNSW Women initiative</p>	<p>The Celebrating UNSW Women project increases the visibility of women across built and virtual campus environments. The project was launched in April 2023 at a celebratory event on Kensington campus that was attended by more than 450 guests including former Magistrate Patricia O’Shane AM and the Hon. Courtney Houssos, Minister for Finance New South Wales, who are both alumnae of UNSW, and UNSW Chancellor David Gonski AC.</p> <p>Chancellor David Gonski AC stated at the launch event, “Women have always been an integral part of UNSW over our entire 74 years of existence. Tonight is the official opening of stage one of something that will really change the naming of this University.”</p> <p>The presence and overt support of leadership has assisted in driving the creation and facilitation of the project through its three key phases. The phases include:</p> <p>Phase 1: renaming 17 buildings and spaces across UNSW’s Kensington campus after women (enacted in 2023). These buildings were named after the first women graduates of each faculty, the first woman professor, the first woman Deputy Chancellor, the first Indigenous woman graduate, and many other women alumnae.</p>

	<p>Phase 2: creating the Celebrating UNSW Women Trail across the Kensington and Paddington campuses, which includes the newly named buildings and spaces (facilitated across 2023 and 2024).</p> <p>Phase 3: developing and implementing the UNSW equitable naming policy, which will ensure an equitable and transparent process for the naming of buildings and spaces across UNSW in the future (in progress).</p> <p>The project has been led by the UNSW Council in partnership with the Division of External Engagement, Estate Management, Archives, IT and student leaders.</p> <p>To support and communicate the three phases to the UNSW community, a dedicated digital hub was created in 2023 to showcase each phase in more detail. This includes a 'virtual trail' that shows each of the renamed buildings, and the stories of the women after which they were named, in an interactive digital tool; this strives to provide alternate forms of access to the Celebrating UNSW Women initiative, making the content more accessible.</p>
UNSW Values in Action	<p>UNSW launched its Values in Action (VIA) in 2018, after consultation with staff, research, working groups, and steering committees. The values, which are 'Demonstrates Excellence', 'Embraces Diversity', 'Drives Innovation', 'Displays Respect', and 'Builds Collaboration', are designed to encourage all members of the UNSW community to act in ways that contribute to a safe, inclusive and respectful university environment.</p>
Women's Wellbeing Academy	<p>The Women's Wellbeing Academy (WWBA) works across a broad spectrum of issues ranging from gendered violence to gender health inequities, as well as intersecting forms of discrimination that are specific to women. It facilitates partnerships across the UNSW community to enhance and promote diverse multidisciplinary work in women's wellbeing.</p> <p>In the academy, 'woman' is defined as anyone who identifies as a woman, including cisgender (gender identity corresponds with sex assigned at birth) and transgender (gender identity does not correspond with sex assigned at birth) women. The WWBA welcomes and accepts people of any gender to join as members.</p> <p>The academy works towards unique projects in three areas of focus:</p> <ul style="list-style-type: none"> • medicine and health • arts and social sciences • partnerships and alliances <p>These projects are guided by the vision of the WWBA, which is to positively impact women's wellbeing, nationally and globally, through multidisciplinary collaborative research, practice, teaching and programs that advance gender equity and equality. This network gives research, which is facilitated by diverse employees, a more stable and prominent platform and funding opportunities.</p>

Key Findings: Action & Outputs – Objective 1

- Since the development of UNSW's ASBAP, the University's approach to improving gender equity in leadership has been targeted and strategic.
- The University's introduction of representation guidelines and targets has assisted in increasing participation and visibility of gender-diverse staff in key institutional committees, which uplifts historically underrepresented groups at the level of leadership.
- Refreshed training opportunities enable greater staff involvement in the creation of inclusive and safe environments and workplace culture. The uptake of training by UNSW leaders demonstrates their commitment to modelling inclusive behaviour.
- Academic mentoring and research-focused initiatives help facilitate supportive research and teaching environments for staff at all levels of their careers, which is key to the attraction, promotion and retention of diverse staff.
- Updating the physical UNSW campus ensures that women and gender-diverse alumnae are made visible and are celebrated, spotlighting the achievements of underrepresented groups.

Figure 3.1: Case study on the Women in Leadership (WiL) program

CASE STUDY: WOMEN IN LEADERSHIP (WIL)

The Women in Leadership program, in addition to the Orion and Carina programs, are open to women academic and professional staff. It is aimed at aspiring and emerging leaders (such as Levels B/C for academic staff, and Levels 7/8 for professional staff), and is open to people leaders and non-people leaders from all faculties and divisions. Delivered in partnership with external facilitators and guest speakers, the program has been well received and delivered to over 400 staff.

The program is open to a mixed cohort of professional and academic women and seeks to empower them to strive for career progression by becoming more confident to apply for leadership roles or activate leadership in their existing role. It consists of a 360-pulse survey, peer coaching, and four in-person sessions that take place over a 12-week period.

Historically, the program has only been able to support 25 participants per year, despite high levels of interest. In 2024, staff from HR are facilitating a new version of the program that includes a new structure and content and allows for double the number of participants.

Feedback from the staff Insight survey, consultation with program alumnae and critical incident interviews with the University's executive leadership team contributed to the new design of the training. It now includes four modules (half-day, in-person workshops) and three online group coaching sessions. Participants are also invited to complete 'leader check-in' surveys, as well as pre- and post-workshop self- and peer assessments. Participant evaluation surveys will be an opportunity for feedback, which will be incorporated as the program continues to evolve.

Another feature of the updated program is the development of 'leadership signatures'. These reflect the unique traits, behaviours and styles of UNSW leaders and incorporate the University's Values in Action as well as its motto (Knowledge by Heart, Hand and Mind). The three leadership signatures are:

1. Assume the best
2. Progress over perfection
3. Excellence through inclusion

Feedback from the program emphasised the valuable community and connection that was created during and after the training, but this is not exclusive to program alumnae; instead, the Women in Leadership community comprises program alumnae, current participants as well as prospective participants.

OBJECTIVE 2

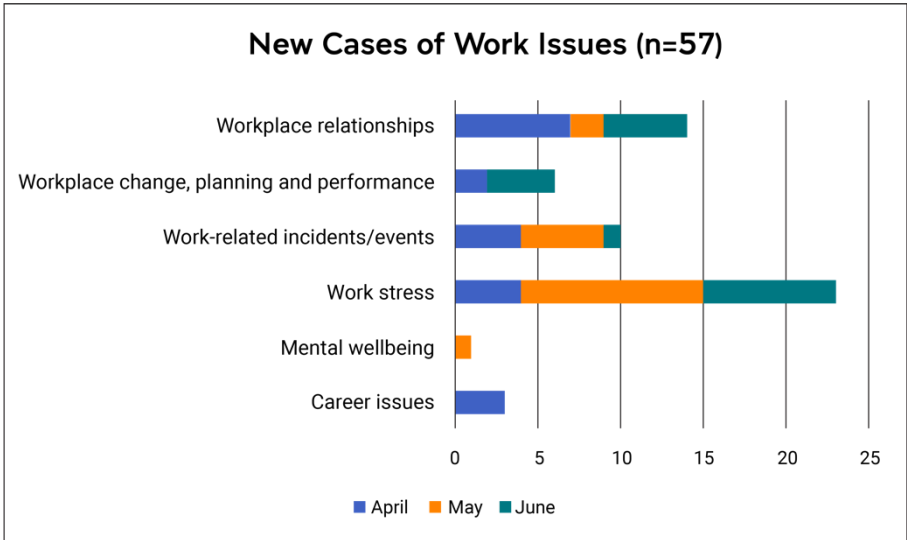
TARGET THE REDUCTION OF GENDERED VIOLENCE EXPERIENCED ON CAMPUS THROUGH INCREASED FOCUS ON DEVELOPING BOTH PHYSICAL AND PSYCHOSOCIAL SAFETY AT UNSW.

Table 3.3: Athena Swan Bronze Action Plan Activities & Outputs towards improving physical and psychological safety at UNSW.

ACTIVITY/OUTPUT	SUCCESS MEASURE	ACTUAL OUTPUT
<p>Action 5.2: Ensure all policies apply a diversity, equity and inclusion lens when undergoing review or development and have this tracked by Governance.</p>	<ul style="list-style-type: none"> • Policies reviewed and updated where necessary and changes communicated to all staff. 	<p>Policy Transformation Program</p> <p>Initiated in late 2022, UNSW has undertaken a Policy Transformation Program, which aims to consolidate and revise existing institutional policies. It is divided into two phases. To date, the following policies have been implemented or revised:</p> <ul style="list-style-type: none"> – UNSW Code of Conduct and Values (effective from 17/05/2024) – Equity, Diversity and Inclusion Policy (effective from 12/11/2021) – Bullying and Harassment in the Workplace Prevention and Management Policy (effective from 23/02/2022) – Anti-Racism and Anti-Religious Vilification Policy (effective from 07/02/2024) – Workplace Adjustments Procedure for Staff with Disability (effective from 06/11/2023) – Flexible Work Policy (effective from 16/12/2021) – Recruitment and Selection Policy (effective from 23/06/2022) – Breastfeeding Guidelines (effective from 15/12/2021) – 2025 Strategy (developed in 2015) – UNSW Gender Equity Strategy 2024–2028 (launched in 2024) <p>As outlined in the University’s Policy Framework Policy, the effectiveness of policy documents will be monitored on an ongoing basis, via consultation with key stakeholders.</p> <p>In particular, the Code of Conduct and Values (the Code) was created in collaboration with students and staff at UNSW. The Code provides clear parameters for respectful conduct, and is supported by five principles:</p> <ol style="list-style-type: none"> 1. We are an inclusive UNSW community where everyone belongs. 2. We act respectfully. 3. We act with integrity, honesty and trust. 4. We act responsibly and professionally. 5. We act lawfully and comply with this Code, policy documents and regulation.

		<p>All policies listed, including the Code, were developed in consultation with all faculties, divisions, specialty staff and student groups, and the wider UNSW community. Access, Equity & Inclusion provided extensive consultation to the development of the Code and continues to do so as other policies and procedures are updated through 2026.</p>
<p>Action 5.3: Deploy a new training module on sexual misconduct prevention to be completed by all staff</p>	<ul style="list-style-type: none"> • Module deployed to all new staff. • 100% completion rate 	<p>Sexual Misconduct Awareness and Response</p> <p>The Sexual Misconduct Awareness & Response training module is a mandatory e-Learning module on sex-based discrimination. It focuses on upskilling staff on how to recognise, respond and disclose, and report sexual misconduct. 3000 to 4000 staff complete the module per year, with 3695 staff completing the module in 2023.</p> <p><i>Responsible Employee Training</i></p> <p>This training guides staff through UNSW's Code of Conduct, as well as the policies and procedures in place to prevent and respond to bullying. It includes six modules that provide guidance on: what being a responsible employee means; UNSW Code of Conduct policies and procedures; University resources & reputation; serious wrongdoing; equity & respect and conflicts of interest. 7965 staff completed the training in 2023.</p>
<p>Action 5.4: Introduce a University-wide complaints reporting system which gives staff and students the ability to raise concerns or complaints anonymously.</p>	<ul style="list-style-type: none"> • Online reporting system deployed. 	<p>Gendered Violence Portal</p> <p>The Gendered Violence Portal is available to all students and staff to lodge incidents and find information about sexual misconduct and gendered violence. In 2024, this was replaced by the CaseIQ System, a single webform capable of capturing all complaint/report types and multi-dimensional complaints/reports, making it easier for individuals to make reports. The introduction of this new system was accompanied by a comprehensive change management plan, which included a variety of communications to the UNSW community.</p> <p>As referenced in 2. <i>Evidence of Barrier</i>, the refresh of the Gendered Violence Portal may have contributed to the increase in incidents reported, as the platform is more accessible and more widely communicated to the UNSW community. Ongoing reporting of incidents logged, and continuous improvement of the portal itself, is planned throughout 2025.</p>

Table 3.4: Additional Activities & Outputs

ACTIVITY	ACTUAL OUTPUT																												
<p>Employee Assistance Program</p>	<p>As of April 2024, EAP services at UNSW are provided by Converge International. Converge offers counselling as well as various health and wellbeing services and resources. It offers eight streams including employee, manager, career, conflict, nutrition, money, family, and legal assistance.</p> <p>Converge also provides specialist phone helplines, which are run by consultants who have deep expertise, lived experience or qualifications in the following areas: aged care support, disability and carers, domestic and family violence, First Nations, LGBTQIA+, spiritual and pastoral care, and youth and student experience.</p> <p>For the period of April-June 2024, Converge serviced 353 new UNSW cases, and reported a 92% customer satisfaction rate. Organisation groups that reported the top utilisation rates during this time were: Medicine & Health (n=54), Science (n=41), and Engineering (n=33).</p> <p>Converge reported 57 new cases specifically related to work and workplace issues¹¹, which are shown below:</p> <div data-bbox="448 891 1358 1429" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">New Cases of Work Issues (n=57)</p>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Data for New Cases of Work Issues (n=57)</caption> <thead> <tr> <th>Category</th> <th>April</th> <th>May</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>Workplace relationships</td> <td>7</td> <td>2</td> <td>5</td> </tr> <tr> <td>Workplace change, planning and performance</td> <td>2</td> <td>0</td> <td>4</td> </tr> <tr> <td>Work-related incidents/events</td> <td>4</td> <td>5</td> <td>1</td> </tr> <tr> <td>Work stress</td> <td>4</td> <td>11</td> <td>8</td> </tr> <tr> <td>Mental wellbeing</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Career issues</td> <td>3</td> <td>0</td> <td>0</td> </tr> </tbody> </table> </div> <p>Work stress, followed by workplace relationships, are the top work-related issues identified by Converge, which may foster negative staff sentiments in relation to their workload, wellbeing and sense of inclusion at UNSW.</p>	Category	April	May	June	Workplace relationships	7	2	5	Workplace change, planning and performance	2	0	4	Work-related incidents/events	4	5	1	Work stress	4	11	8	Mental wellbeing	0	1	0	Career issues	3	0	0
Category	April	May	June																										
Workplace relationships	7	2	5																										
Workplace change, planning and performance	2	0	4																										
Work-related incidents/events	4	5	1																										
Work stress	4	11	8																										
Mental wellbeing	0	1	0																										
Career issues	3	0	0																										
<p>Safer Communities team & presence at UNSW</p>	<p>Established in 2023, Safer Communities enhances UNSW’s efforts in gendered violence, managing psychosocial risk, respect at work, and staff wellbeing, while continuing to foster a collaborative approach through active, formal engagement with students and staff. Safer Communities focuses on three core pillars of identified growth opportunities: early intervention, prevention, and response. These</p>																												

¹¹ The issue ‘Workplace relationships’ encompasses challenging personalities/behaviours, issues with colleague, issues with manager/supervisor, leadership/communication styles, and managing challenging behaviours. Similarly, the issue ‘Work-related incidents/events’ includes: bullying/harassment, client related incidents, grievances processes, internal investigations, as well as work trauma/injury.

	<p>foundations further support UNSW's efforts to ensure a safe place for every member of its community and to prioritise the wellbeing of its community.</p> <p>They also offer training for students and staff, as well as free and confidential services. Safer Communities also provides accessible and person-centred reporting options, in the case that students and staff experience or witness harmful behaviour like sexual harassment or sexual assault. They have also expanded the training programs available, including MATE Bystander training.</p> <p>The Safer Communities team also drove the creation of the SpeakUp Ethical Culture Strategy. The SpeakUp Strategy is the University's way of creating and fostering a culture of respect and integrity. This is achieved by ensuring that the UNSW community knows the expected behaviours and how to speak up when they experience or see unacceptable behaviour. This strategy was developed in consultation with students and staff, with reference to research and best practices both in higher education and beyond. It sets out goals in relation to encouraging reporting, ways to measure progress, and steps to strengthen a SpeakUp culture at UNSW.</p>
<p>MATE Bystander Training & various Gendered Violence Training</p>	<p>In 2023, the Vice-Chancellor announced \$50,000 in funding to support gendered violence prevention efforts at UNSW. Eleven grants were given to drive progress towards a safer and more respectful campus. Multiple applicants referenced the need for bystander intervention training in their applications and in response, additional funding was provided to train UNSW staff to become accredited bystander workshop facilitators through the Griffith University MATE bystander program.</p> <p>UNSW partnered with University of Technology Sydney (UTS) in late 2023 and trained 16 staff alongside 15 UTS staff to become facilitators. In 2024, an additional 22 UNSW staff undertook the four-day train-the-trainer course resulting in 38 accredited UNSW staff who are now able to deliver workshops to staff and students.</p> <p>The MATE Bystander workshop equips participants with practical ways to recognise, intervene, support, and report problematic situations. The program builds knowledge in, not only gendered violence, but also in racism and discrimination, bullying and harassment and creating positive workplaces.</p> <p>In 2024, 11 sessions have been conducted for staff and students, with further sessions planned for the remainder of the year. The workshops run for 90-minutes and implement the bystander intervention framework. Over 260 students, including HDR Candidates, and 90 staff, have completed the training, with more workshops being offered during SEXtember and to HDR candidates later in the year, which is anticipated to reach an additional 60 participants.</p> <p>The workshop has received positive feedback that noted most participants felt empowered to safely intervene after completing the workshop. Most participants also said they would recommend this workshop to other colleagues/peers.</p>
<p>UNSW Stop. Empower. Support Strategy and Action plan 2022–2025</p>	<p>UNSW seeks to prevent and respond to gendered violence in the community and recognises gendered violence of all forms. Through its <i>Stop. Empower. Support</i> Strategy and Action plan, UNSW aims to prevent gendered violence and offer respectful strategies to assist students and staff members when an incident occurs. It is built on the following principles:</p>

	<ul style="list-style-type: none"> • STOP gendered violence on UNSW campuses and ensure consistent implementation of prevention activities. • EMPOWER all university students and staff to take action to prevent and respond to gendered violence by: <ul style="list-style-type: none"> – committing to a safe and respectful UNSW – being aware of gendered violence – reporting incidents of gendered violence to the UNSW Reporting Portal – raising any matters with relevant faculties, schools or business units to increasing confidence to access supports available both within and external to UNSW – taking action as a bystander where it is appropriate and safe to do so. • SUPPORT staff and students who are affected by gendered violence in a trauma informed way by providing appropriate support and referral options, tailored training and other communication resources. <p>The strategy draws on the lived experience of current and former staff and students, while also incorporating research on gendered violence, abuse and related violations, as well as best practice responses. It aligns with UNSW’s Values in Action – excellence, collaboration, innovation, diversity, and respect.</p>
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Key Findings: Action & Outputs – Objective 2

- UNSW has made significant process towards improving the physical and psychosocial safety of all UNSW students, staff and community members from 2016–2024.
- Through the Policy Transformation Program, the University has clearly defined its stance on bullying, harassment, racism, discrimination and gendered violence. These refreshed policies are aligned with the University’s values and Code of Conduct, and clearly signal commitment to physical and psychosocial safety.
- UNSW’s new Gender Equity Strategy 2024–2028 outlines tangible actions and outcomes that uphold its commitment to gender equity.
- The University is equipping staff and students with the ability to identify, prevent and take a stand against gendered violence on campus via its suite of training opportunities.
- UNSW has made reporting bullying, harassment and gendered violence easier through the CaseIQ portal, contributing to an improving culture of speaking up against any form of violence.

Figure 3.2: Case study on International Women's Day 2024

CASE STUDY: INTERNATIONAL WOMEN'S DAY 2024

UNSW, including UNSW Canberra, held a variety of events in honour of International Women's Day.

At Kensington, the Centre for Ideas hosted an in-person panel discussion, titled *Consent Laid Bare*. Speakers included author and activist Chanel Contos, UNSW student activist and gendered violence researcher Angela Griffin, First Nations lead of the First National LGBTQIA+ Sistergirls and Brotherboys experiences with sexual violence survey, Vanessa Lee-Ah Mat, and Chair of the national violence prevention foundation Our Watch, Moo Baulch. The panellists explored how organisations can utilise holistic approaches to community care when it comes to gendered violence.

There were 200 attendees, 85% of which rated their event experience as 'excellent'. Feedback from attendees included: "Kudos and congratulations to all outstanding speakers and the Chair for delving deep into urgent issues that affect us all... good to also see the strength of the younger generations coming through", and "The event was brilliant, the speakers were very engaging and interesting".



Panellists at the IWD 2024 event, *Consent Laid Bare*, held by UNSW Centre for Ideas. Photo by Maria Boyadgis.

In the lead up to, and after, International Women's Day, the Art & Design Paddington Library held the exhibition, *Liberating History: 50 Years of Tharunka's "Women's Issue"*. This exhibition showcased the annual "Women's Issue" volumes of *Tharunka*, UNSW's oldest student periodical. *Tharunka's* Women's Issue, launched in 1971 during second-wave feminism, is a platform designed to highlight women's voices at UNSW through critical and creative commentary, satire, and visual art. Drawing on materials from UNSW Archives, *Liberating*

History explored shifting perspectives over the past 50 years on a range of socio-political and feminist topics, from the Women's Liberation Movement advocating for gender equality to

abortion rights, sexuality, and discrimination. The materials in the display illustrated how UNSW students utilise publications to advocate for social change and transformative thinking.

UNSW Canberra ran a collection drive for Share the Dignity at the International Women's Day morning tea this year and received an overwhelming response from students and staff who donated sanitary and period products to the charity.

Likewise, with 142 guests joining in person and online for lunch and robust discussions, a panel explored how and why organisations must devise policies and strategies to address gender equality that creates equal opportunity and access within education and employment pathways.

4. OUTCOMES

The evidence listed in this section assesses UNSW's success in addressing barriers to workplace culture through the actions and outputs described above.

Compared to 2016, UNSW now employs over 8,500 continuing and fixed-term staff, and over 9000 casual staff. Overall, 52% of staff are women, 47% are men, and 1% are 'unknown'. 44% of academic staff are women while 54% of professional staff are women.

As noted previously, professional staff had higher representation of women than academic staff in STEM faculties and schools in 2016. This is still true in 2024 (Tables 2.3 and 2.4). However, there is an overall increase of women academic and professional staff at UNSW.

Table 4.1: Distribution of academic staff across STEM faculties and schools, as of 31 Dec 2023

STEMM FACULTIES AND SCHOOLS	FEMALE	MALE	UNKNOWN	TOTAL	% FEMALE
Canberra	85	202	0	287	29.62%
Engineering	170	537	3	710	23.94%
Medicine & Health	535	432	6	973	54.98%
Science	250	406	5	661	37.82%
STEMM Total (Academic)	1040	1577	14	2631	39.52%

Table 4.2: Distribution of professional staff across STEM faculties and schools, as of 31 Dec 2023

STEMM FACULTIES AND SCHOOLS	FEMALE	MALE	UNKNOWN	TOTAL	% FEMALE
Canberra	139	90	0	229	60.70%
Engineering	181	181	2	364	49.73%
Medicine & Health	641	159	2	802	79.93%
Science	211	159	1	371	56.87%
STEMM Total (Professional)	1172	589	5	1766	66.42%

Women and gender-diverse staff were underrepresented in senior leadership positions in 2016, but this has increased in STEM Faculties and schools by 2024 (Table 4.3). This highlights the impact of efforts to increase women's representation at senior leadership level in STEM. However, AHSSBL faculties had an overall decrease, noting a non-binary staff member represented at this senior leadership level.

Table 4.3: Senior leadership positions in faculties and schools by gender (2016 and 2024)

	STEMM				AHSSBL			
2016	Head of School	Dean	Deputy Dean	Total	Head of School	Dean	Deputy Dean	Total
Female (n)	4	2	0	6	8	1	2	11
Male (n)	22	3	4	29	9	3	1	13
Total (n)	26	5	4	35	17	4	3	24
% Female	15	40	0	15	47	25	67	44
2024								
Female (n)	7	2	5	14	5	1	3	9
Male (n)	20	2	7	29	11	2	2	15
Non-binary (n)	–	–	–	–	–	–	1	1
Total (n)	27	4	12	43	16	3	6	25
% Female	35	50	42	32.5	31	33	50	36
Increase %	+20%	+10%	+42%	+17.5%	-16%	+8%	-17%	-8%

RESPECT SURVEY

The UNSW Respect Survey was undertaken in 2019¹², with 1879 staff (26% of staff) and 4460 students (6.7% of students) participating. The survey aimed to help UNSW better understand and improve the campus culture and to shine a light on student and staff experiences of harassment, bullying, discrimination, and sexual assault.

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. Despite this, 21% of participating staff experienced discrimination based on demographic factors.

The survey results show that 27% of participants had reason to complain (e.g. due to discrimination, harassment and bullying etc.) but did not. This reflects the diminished confidence of staff in relation to actioning complaints at UNSW, as only 63% of staff believed that the University would take appropriate action based on complaints. The new CaseIQ reporting portal was introduced in 2023, improving the way that complaints are reported and handled.

¹² This survey has not been run again, following UNSW's review of organisational surveys, which sought to reduce the number of surveys employees completed to avoid survey fatigue, and ensure a more cohesive data capture strategy.

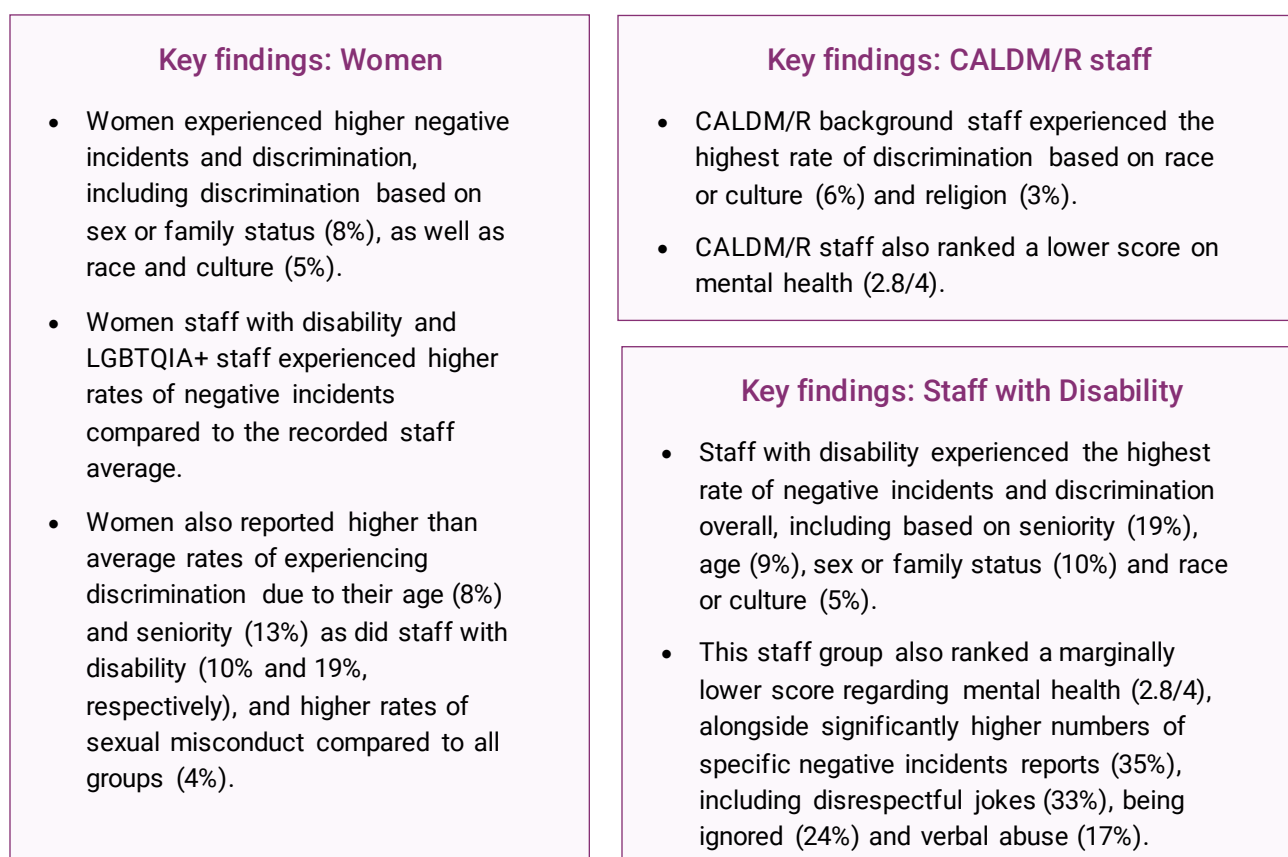
Figure 4.1: Infographic – Findings from Respect Survey focusing on respectful environments and work experiences at UNSW.



Table 4.4: Respect Survey Core Staff Responses – by diversity group

	ALL STAFF	FEMALES (67%)	CALDM/R (36%)	STAFF WITH DISABILITY (15%)	LGBTQIA+ (30%)
Gender Equity Scale (out of 4)	2.9	2.9	2.9	2.9	2.8
Diversity & Inclusion Scale (out of 4)	3.1	3.1	3.1	3.1	3.1
Mental Health (out of 4)	2.9	2.9	2.8	2.7	2.8
Complaints Scale (out of 4)	2.5	2.5	2.5	2.5	2.5
Experienced Negative Incidents					
Provided specific negative incident	25%	29%	20%	35%	26%
Disrespectful jokes/comments	18%	23%	16%	33%	19%
Unfairly ignored	13%	14%	13%	24%	16%
Verbal abuse	13%	14%	11%	17%	11%
Unfairly overlooked	11%	14%	11%	14%	11%
Sexual Misconduct	3%	4%	2%	3%	3%
Experienced Discrimination					
Provided specific kind(s) of discrimination	21%	22%	19%	31%	20%
Discrimination based on seniority	11%	13%	10%	19%	11%
Discrimination based on age	5%	7%	4%	9%	6%
Discrimination based on sex or family status	5%	8%	4%	10%	6%
Race or culture discrimination	4%	5%	6%	5%	5%
Discrimination based on mental health or disability	2%	2%	1%	8%	2%
Discrimination based on sexual orientation	2%	3%	1%	5%	4%
Social class discrimination	2%	2%	2%	3%	2%
Discrimination based on religion	2%	1%	3%	1%	1%

Figure 4.2: Key findings from Respect Survey Core Responses (with reference to Table 4.4)



Results from the Respect Survey show that, in 2019, further actions were needed to ensure that staff, regardless of demographic factors, feel included at the University. Ongoing efforts towards the physical and psychological safety of staff since then include training programs such as MATE Bystander training, the creation of the Safer Communities team, and the rollout of the CaseIQ reporting portal.

INSIGHT SURVEY

UNSW facilitated the Insight survey in 2023, an employee sentiment survey where staff share their thoughts, feelings, and experiences of working at UNSW. The Insight Pulse survey is also underway in October 2024, to monitor ongoing employee sentiment regarding workplace culture. 61% of continuing and fixed-term staff responded (n= 4580), and there was 23% participation from casual staff (n=1181).

In 2023, the WiRN Executive Committee prepared a summary of the UNSW Insight survey data, stratified by academic level and gender (Table 3.2).

Additional analysis in Table 4.5 demonstrates the relatively high rates of overall agreement among men and women to questions related to workplace culture at UNSW, though this decreases for gender-diverse staff. Further, staff who did not wish to identify their gender identity had the lowest rates of agreement overall. The answer 'Prefer not to say' may be indicative of a lack of employee safety, which could suggest a wider problem of inclusion at UNSW if staff do not feel comfortable or safe to identify their gender identity.

Table 4.5: 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>I am treated with respect at work</i>	84%	86%	86%	64%	71%
<i>UNSW demonstrates a strong commitment to social justice</i>	71%	73%	71%	48%	68%
<i>I feel supported in my efforts to contribute to building an inclusive culture at UNSW</i>	79%	82%	79%	60%	75%
<i>I contribute to building an inclusive culture at UNSW</i>	94%	95%	92%	89%	93%
<i>I believe that my physical and psychological safety is a priority for UNSW</i>	70%	71%	72%	44%	64%

Table 4.6 reveals the disparity between professional and academic staff responses. Professional staff reported feeling more supported to contribute to an inclusive culture at UNSW and felt strongly that their physical and psychological safety were prioritised. This contrasts with academic staff, who scored the lowest for physical and psychological safety. This may be due to difficulties with the teaching and research workload, feelings of burnout, and family-work-life balance. Evidently, more actions are needed to better support academic staff at the University.

Table 4.6: 2023 Insight Survey – Comparison of Professional & Academic Staff¹³

SURVEY QUESTION	OVERALL UNSW	PROFESSIONAL	ACADEMIC
	4580 respondents	2783 respondents	1797 respondents
<i>I am treated with respect at work</i>	84%	2	-4
<i>I feel supported in my efforts to contribute to building an inclusive culture at UNSW</i>	79%	3	-5
<i>I contribute to building an inclusive culture at UNSW</i>	94%	0	-1
<i>I believe that my physical and psychological safety is a priority for UNSW</i>	70%	5	-9

Current actions towards supporting employees throughout their careers include Academic Mentoring at UNSW and the refresh of leadership training programs, including Women in Leadership as well as the programs under Leadership and Team Development. The expansion of the Employee Assistance Program ensures that staff can access support services for counselling beyond work issues. Further implementation of these initiatives for academic staff is needed given the overall negative responses from this cohort.

DCA SURVEY

UNSW participated in the Inclusive Employer Index survey in 2023 and 2024 in partnership with Diversity Council Australia (DCA). The online survey returned 915 responses in 2023 (13% of total staff), and 1149 responses in 2024 (13.5% of total staff in 2024). While a lower response rate, findings from this survey shed light on UNSW's current workplace culture, how the University is faring relative to other organisations as well as staff experiences of inclusion or exclusion in the workplace.

Figures 4.3 and 4.4 show the staff demographics in the 2023 and 2024 DCA survey.¹⁴ There was an increase in staff who live with disability, and a decrease in multilingual staff, as well as a slight decrease in flexible workers, carers, and LGBTQIA+ staff (potentially due to a larger sample than last year). The rate of participation by Aboriginal and/or Torres Strait Islander remained the same (1%).

¹³ These scores are calculated using the Question benchmark and Factor benchmark methodology outlined by CultureAmp. Percentage scores show the percentage of people who strongly agreed/agreed. Factor scores refer to the average of the scores of each question. For more information on this, please see: Ellis, J. 2024, How scores are calculated for reports. *Culture Amp*, accessed 24 September 2024, <<https://support.cultureamp.com/en/articles/7048593-how-scores-are-calculated-for-reports>>.

¹⁴ Unfortunately, data around fractional staff is not recorded separately in the DCA survey, which is problematic as it results in comparison between full-time and fractional staff. This has previously been raised as an issue by WiRN, who have indicated that this is potentially unfair.

Figure 4.3: DCA Survey 2023 – Employee demographics



Figure 4.4: DCA Survey 2024 – Employee demographics



The 2023 results (Table 4.7) show that while UNSW fell short of DCA member averages¹⁵, it performed well above the Australian workforce¹⁶ for team and manager inclusion. UNSW had lower rates of reported experience of discrimination and harassment, and everyday exclusion in 2022–2023 compared to the Australian workforce, though this was still higher than the DCA member benchmark.

25% of staff had experienced discrimination and/or harassment in the past year (Table 4.8). This is unfortunately an increase from the 2019 Respect Survey, where 21% of staff reported experiencing discrimination, alluding to the need for greater efforts towards creating an inclusive and safe workplace culture.

¹⁵ The DCA Member benchmark is a sample of over 25,000 employees who participate in the annual Inclusion@Work Index. It is considered to be leading or best practice.

¹⁶ The Australian workforce benchmark is a representative sample of 3000 workers in Australia, which DCA sources from an external data provider.

Table 4.7: DCA Survey 2023 – reported team and manager inclusion¹⁷

	UNSW RESULTS	AUSTRALIAN WORKFORCE AVERAGE	DCA MEMBER AVERAGE
Team inclusion			
Inclusive	56%	46%	64%
Somewhat inclusive	27%	35%	27%
Non-inclusive	16%	19 %	9%
Manager inclusion			
Inclusive	54%	31%	59%
Somewhat inclusive	26%	42%	27%
Non-inclusive	20%	27%	15%

Table 4.8: DCA Survey 2023 – reported experience of discrimination and harassment in the past year

	UNSW RESULTS	AUSTRALIAN WORKFORCE AVERAGE	DCA MEMBER AVERAGE
Experienced any discrimination and/or harassment in the past year	25%	30%	15%
Experienced any discrimination in the past year	18%	27%	10%
Experienced any harassment in the past year	16%	24%	11%
Witnessed any harassment in the past year	19%	14%	24%

The results from the DCA 2024 survey vary by demographic factors (Table 4.9). Staff who were MESB¹⁸ and/or non-MESB, had similar rates of agreement that they felt valued and respected in their teams. Unfortunately, staff with disability experienced lower rates of agreement compared to staff without disability and had greater disparity in rates of disagreement that they felt valued and respected in their teams. This echoes the results of the 2019 Respect Survey, which showed that staff with disability experienced higher rates of negative incidents and discrimination at the University.

¹⁷ Manager inclusion is determined by 5 questions related to inclusive leadership. Employees reported on how they felt their immediate manager values having a diverse and inclusive team, seeks out ideas from all employees, treats everyone fairly, addresses exclusive behaviour, and prefers people who are similar to them. Team inclusion was measured in 4 key domains most consistently referred to in the literature as representing workplace inclusion. These four domains were: respected, connected, contributing, and progressing.

¹⁸ It should be noted that the DCA survey uses the term MESB, to refer to those born outside Australia and from a country with a mainly English-speaking background. Though this is not a category that UNSW has historically used, it can be used to distinguish those who are from Anglophone/English-speaking countries and those who are not.

On gender team inclusion¹⁹, men were more likely to agree that they were valued and respected in their teams, compared to women. Interestingly, there were similar rates of disagreement between men and women, though this changes in the 'Strongly disagree' category. This may be due to the perception of being discriminated against by minority or subordinated groups (in this case women) or being excluded or unfairly treated under gender-focused programs or discourses²⁰ – such sentiment may indicate the need for more education around what gender equity entails and how all staff can benefit from it.

Table 4.9: DCA Survey 2024 – Comparison of results by demographic factors

	OVERALL UNSW	BOTH (MESB AND NON-MESB)	MESB	NON-MESB	WITH DISABILITY	WITHOUT DISABILITY	WOMEN	MEN
Strongly Agree	47.8%	59.6%	45.6%	47.1%	42.3%	50.3%	46.9%	52.1%
Agree	40.9%	33.3%	40.9%	42.8%	37.2%	41%	41.7%	38.7%
Neither Agree nor Disagree	6%	3.8%	7%	5.4%	10.2%	4.8%	5.9%	4.8%
Disagree	4.1%	2.5%	5.3%	3.3%	9.1%	2.7%	4%	3.9%
Strongly Disagree	1%	0.6%	0.9%	1.1%	1.6%	0.9%	1.2%	0.3%

¹⁹ While the DCA Survey does capture those who do not identify as either 'woman' or 'man', they do not include this data if there are insufficient responses due to privacy reasons. Because of this, the 2024 data on gender team inclusion only showed responses from staff who are 'men' and 'women'.

²⁰ Fenelon, J. V. & Brod, R. L. 2000, 'Ideologies of Reverse Discrimination: Race, Gender, Class, Age Analysis', *Race, Gender & Class*, vol. 7, no. 2, pp. 149-178.

DCA Survey Key findings

- Since 2017, there has been an overall increase in staff agreement that UNSW has an inclusive culture (75% from Athena Swan Gender Equity Survey 2017 to 81% in the DCA Survey 2024).
- Staff perception that leaders at UNSW were committed to diversity in the workforce has also improved, from 56% (Athena Swan Gender Equity Survey 2017) to 64.9% (DCA Survey 2024).
- There has been a slight increase in staff agreement that gender-based and sexual harassment were not tolerated (85% from Athena Swan Gender Equity Survey 2017 to 89.2% in the DCA Survey 2024). This mirrors the minor increase in staff agreement that complaints from staff would be dealt with effectively by the University (60% from Athena Swan Gender Equity Survey 2017 to 63% in the Respect Survey 2019).
- There has been a decrease in people reporting that they had been in situations where they had felt uncomfortable due to their gender and/or sex, though this varies when considered in relation to other demographic factors (17% from Athena Swan Gender Equity Survey to 5% of participating staff in Respect Survey - which increases to 8% among women staff respondents and 10% among staff with disability).
- However, the DCA Survey in 2023 showed that 25% of staff had experienced discrimination and/or harassment, which is an increase from 21%, which was reported in the Respect Survey 2019.

5. IMPACT

Qualitative evaluation of UNSW workplace culture indicated positive improvement and impact in the ongoing development of UNSW's inclusive workplace culture; it also identified further actions and areas of possible growth in alignment with our two Cygnet objectives.

UNSW's Athena Swan Leadership team and Self-Assessment Team undertook a qualitative research project in 2022, engaging UNSW staff and students²¹ to evaluate the initiatives and actions towards removing gender inequity at UNSW (Tables 5.1 and 5.2). These findings are reported in Table 5.3.

Table 5.1: Athena Swan 2022 Focus Group Study Participants

KEY BARRIER	FOCUS GROUPS	INCLUSIONS
Workplace Culture	Academic (5) and professional staff (6)	Current UNSW staff only.
Mixed	2 Mixed groups – academic and professional staff across all Key Barriers	All applicants who self-identified in one of the ASBAP Key Barrier groups and met inclusions according to that Key Barrier.

Table 5.2: Athena Swan 2022 Focus Group Participant Demographics

DEMOGRAPHIC TYPE	WORKPLACE CULTURE	MIXED GROUPS
Participants (total)	11	16
Women	10	11
Men	0	3
Non-Binary & Gender-Diverse	1	2
LGBTQIA+	1	6
Lives with Disability and/or chronic illness	2	1
Born in Australia	1	4
Not born in Australia	10	12

²¹ Staff and student expressions of interest in focus group participation were sought via organisational channels such as Yammer, HR newsletters, WIRN newsletters, Student Life newsletters, Arc, MS Teams Channels, and the Self-Assessment Team networks. Human Research Ethics approval was obtained before participant enrolment.

Table 5.3: Key findings from focus group study 2022

'WHAT'S WORKING'	'MORE WORK NEEDED'
<p>Strong women leaders: UNSW has women leaders who have demonstrated clear understanding of challenges for women and gender-diverse employees, including in STEMM</p>	<p>UNSW is still a gendered organisation: Gendered division of labour across teaching and pastoral care, office housework and benevolent sexism is evident in some areas</p>
<p>Supportive workplace culture at UNSW Canberra: UNSW Canberra participants felt well supported and noted equitable conditions for women in STEMM, as well as culturally and linguistically diverse staff</p>	<p>Tokenistic acts of inclusion: Applications of policy, as well as token demonstrations of inclusivity around gender equity and mental health training persist in certain labs, teams and disciplines</p>
<p>Consistent awareness of relevant policies: Staff are familiar with policies and guidelines regarding sexual misconduct, harassment and bullying</p>	<p>A lack of confidence in feedback mechanisms: Some staff did not have a sense that their feedback about experiences at work would be meaningfully considered</p>
<p>A growing culture of respect: 'Pockets' of UNSW have great workplace cultures. In certain labs, teams and disciplines, participants had positive experiences and observations to share</p>	<p>Difficulty defining and understanding 'misconduct': Confusion exists about the applications and definitions of misconduct in terms of policy and guidelines and leads to hesitation in reporting</p>
	<p>Low levels of trust in the reporting process: Participants questioned subsequent impact and outcomes for staff who have made a report. Concern for safety, job security and implications of reporting has led to hesitation in reporting.</p>

Further focus groups were recruited during the development of this Cygnet, engaging staff²² (Table 5.4) to evaluate the initiatives and actions to remove and reduce barriers.

²² Expressions of interest in focus group participation were sought via email to different stakeholder groups, previous focus group participants, Self-Assessment Team networks as well as training program alumnae.

Table 5.4: 2024 Staff Focus Groups – Cygnet 5 – Participant demographics.

DEMOGRAPHIC TYPE	NO. OF STAFF PARTICIPANTS
Participants (total)	25
Women	20
Men	2
Non-binary/gender-diverse	3
LGBTQIA+ identified	4
Have a disability and/or chronic illness	3
Born in Australia	22
Not born in Australia	3

Staff acknowledged improvements to UNSW’s workplace culture in relation to gender equity, noting the importance of leadership of all gender identities in facilitating these changes:

- ‘It wasn’t that long ago that the entire executive leadership [of the Faculty] were men, but the [male] dean got on the front foot and really made some changes, to the point where I applied for a senior leadership role in the Faculty because of what he was doing, otherwise I wouldn’t have done that, so things are moving’.
- ‘We have [gender-diverse] visibility now [at leadership level] and we finally have someone who our students can look up to’.
- ‘My head of school gets on the front foot, and is very clear about flexibility in the workplace, it’s top down, she’s very much about equity, she’s really created a culture where people feel that they can ask’.
- ‘Seeing more gender diversity in leadership is really helpful’.

Leaders at the University were understood as key points where policy is translated into practice, and staff felt that there should be greater uptake of initiatives and training among management:

- ‘I feel like particularly for some positions within the University, like heads of school is a critical one, this is the point where all of these strategies need to be best understood... it would be really good for the University to try and create a bit more consistency at that very, very significant level of management... they really are the point at which most policy gets put into practice’.

Leadership is seen as a major driver of gender equity in the University. The improvements noted in the focus groups indicate that increased initiatives and visibility at the level of leadership has had a positive impact so far, though this remains inconsistent across UNSW.

Table 5.5 highlights ongoing challenges and recommendations that were identified in 2024 Athena Swan Focus Groups.

Table 5.5: Ongoing challenges and recommendations

CHALLENGE	DATA	RECOMMENDATIONS
<p>Desire for a more human-centred approach to physical and psychosocial safety and reporting</p>	<p><i>The amount of people that I hear that say, you know, 'I don't wanna speak up formally', 'I don't wanna put it into the portal', 'I don't feel safe reporting it' ... the process has been so clinical and dehumanising, and when they say, you know, 'look, I really need some emotional support', they are only given EAP, but they're like 'I just want this to be voiced and to have a human experience'.</i></p> <p><i>I think having the human touch and having people feel that you are absolutely going to take their concerns further, that you would protect their confidentiality and safety as a priority.</i></p>	<ul style="list-style-type: none"> • Roll-out of manager and employee training for employee safety, responding and reporting related to sexual harassment and discrimination. • Expansion of the EAP to better support psychosocial safety needs, including in-person offerings.
<p>Disparity between gender equity policy and action across the University and between disciplines/faculties</p>	<p><i>I think that for the most part, our policies and procedures are sound but then it sometimes, with implementation, things seem to fall over.</i></p> <p><i>I do feel that there is a difference between expressed gender strategy and literacy among staff.</i></p> <p><i>What I see is that, with the policies, certain pockets pick it up and go with it and are really strong and passionate about it and adapt it to their personal style and what's important to them, but these sorts of things are inconsistent.</i></p>	<ul style="list-style-type: none"> • Develop tailored faculty-level/division-level gender equity implementation plans that are tied to the broader UNSW Gender Equity Strategy. • Ongoing communications and promotional plan for the Gender Equity Strategy and related initiatives • Gender Equity Strategy Implementation Group to include divisional representation, and a representative from each faculty to encourage a forum of sharing, collaboration and uplift. Group composition should target diverse representation and often-marginalised cohorts, who may feel the disparity between policy and implementation most keenly (e.g. full-time staff compared to fractional staff).
<p>A lack of clarity around supporting diverse staff on the job</p>	<p><i>They teach us in leadership positions to support people with disabilities, to be inclusive to everybody, to do this and that but nobody ever tells us how to still get the job done, so if somebody has chronic fatigue and they're going to miss a lot of work,</i></p>	<ul style="list-style-type: none"> • Provision of training and practical tools to assist leaders in building inclusive work cultures and supporting flexible work arrangements.

	<p><i>what do we do? How do we still meet the outcomes we need to meet as part of our positions?</i></p> <p><i>I think the level of psychosocial safety at UNSW could be significantly improved. I don't think a lot of staff members have the capacity/time to practise self-care as much as they need with the copious amounts of stress/tasks on their plate.</i></p> <p><i>I just think we're not told how to do that [support all staff] and still meet the pressure so that we have to meet at the same time.</i></p>	<ul style="list-style-type: none"> • Promote Flexible Work Toolkit and make resources more accessible for all staff.
<p>Persistence of microaggressions</p>	<p><i>They hadn't noticed that all of the men were speaking for the women in the group and also the facilitator didn't notice that and didn't do anything about it, and that, to me, showed that kind of difference and also the fact that the concentration was so overwhelmingly women in the room, so I don't want to be dismissive of the contributions of those men who were good people and were doing a great job, but there was something wrong in that.</i></p> <p><i>Things like this happen on a day-to-day basis, you know, men not realising that they ignore a woman's suggestions.</i></p>	<ul style="list-style-type: none"> • Refresh communications push of unconscious bias resources. • Rollout and promotion of Inclusion@UNSW training suite.

6. FURTHER ACTION

UNSW is committed to improving its workplace culture. Table 6.1 outlines further actions, which comprises the initial framework for how UNSW intends to improve workplace culture. It focuses on key objectives, priorities and recommendations, which respond to the issues and ongoing challenges identified in the Cygnet. It is organised by the following themes that build on our two Cygnet objectives: 1. Improving commitment to gender equity in strategy, policy and procedure; 2. Enhancing gender equity in leadership and balanced gender representation; 3. Employee support; and 4. Ensuring employee safety.

Table 6.1: Proposed further actions towards workplace culture.

OBJECTIVE/ KEY AREA	REFERENCE/ RECOMMENDATION	RATIONALE/ EVIDENCE	PROPOSED ACTIONS & OUTPUTS	TIMEFRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/ TARGETS/SUCCESS INDICATORS
Improving commitment to gender equity in strategy, policy and procedure	<ul style="list-style-type: none"> Increased visibility and refresh of UNSW policies, procedures and mandatory training content to reflect ongoing commitment to gender equity. Policies and procedures to be accessible to all staff and communicated proactively. 	Clear prioritisation of ongoing policy review and implementation across the University.	<ul style="list-style-type: none"> Rollout and active promotion of Policy Transformation Program. 	2024 – 2028	Policy Transformation Program Manager, Diversity & Inclusion Project Manager, Safer Communities Manager, Diversity & Inclusion	Director of Governance Pro Vice-Chancellor, Inclusion Manager, Safer Communities Director of Governance	<ul style="list-style-type: none"> Rollout of the Policy Transformation Program to streamline all existing policies with an access, equity, and inclusion lens. This includes the refresh of the Equity, Diversity & Inclusion Policy, and creation of the gendered violence policy, change management plan, and detailed communications plan to strive for increased visibility.
	<ul style="list-style-type: none"> Presence of gender representation targets and expectations for leadership and council. 		<ul style="list-style-type: none"> Maintenance of Gender Equity targets for leadership and council. 	Ongoing.	Manager, Diversity & Inclusion	Pro Vice-Chancellor, Inclusion	<ul style="list-style-type: none"> Ongoing maintenance and review of the UNSW Council Charter and Representation on UNSW Committees and Decision-Making Bodies Procedure.

OBJECTIVE/ KEY AREA	REFERENCE/ RECOMMENDATION	RATIONALE/ EVIDENCE	PROPOSED ACTIONS & OUTPUTS	TIMEFRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/ TARGETS/SUCCESS INDICATORS
	<ul style="list-style-type: none"> Tracking of ongoing gender equity progress. 		<ul style="list-style-type: none"> Facilitation of annual WGEA submission. 	Annual, ongoing.	Head, HR Strategic Data Initiatives	Chief People Officer	<ul style="list-style-type: none"> Annual submission of WGEA report, aiming for year-on-year improvement in gender pay gap, gender equity in leadership analysis, supports for employee safety, etc.
Enhancing gender equity in leadership and balanced gender representation	<ul style="list-style-type: none"> Develop tailored faculty-level/division-level gender equity implementation plans that are tied to the broader UNSW Gender Equity Strategy. 	Collaborative approaches to EDI initiatives at faculty/school level and between EDI Division and faculties	<ul style="list-style-type: none"> Gender equity targets created for each faculty, in alignment with Gender Equity Strategy. 	Ongoing	Manager, Diversity & Inclusion Gender Equity Implementation Group	Pro Vice Chancellor, Inclusion	<ul style="list-style-type: none"> EDI Faculty Action plans include improvements to gender equity for academic and professional staff, and students, including providing support to faculties and divisions.
	<ul style="list-style-type: none"> Offering of further engaging training and development opportunities to staff in multiple formats. 	Clear prioritisation of mentoring and training programs across the University that help to build inclusive culture and are accessible.	<ul style="list-style-type: none"> Ongoing refresh and expanded rollout of Leadership learning and development opportunities, including specialised Women in Leadership training course and community. 		Culture & Development Consultant	Head of Culture and Development	<ul style="list-style-type: none"> Facilitation of 2024 pilot of refreshed Women in Leadership course. Key findings from 2024 pilot to inform 2025 expanded rollout of Women in Leadership course and community, aiming to double available enrolment places for emerging and established leadership staff.

OBJECTIVE/ KEY AREA	REFERENCE/ RECOMMENDATION	RATIONALE/ EVIDENCE	PROPOSED ACTIONS & OUTPUTS	TIMEFRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/ TARGETS/SUCCESS INDICATORS
	<ul style="list-style-type: none"> • Broader representation from faculties and divisions on the Gender Equity Strategy Implementation Group, to encourage a forum of collaboration and visibility of faculty-specific issues. 		<ul style="list-style-type: none"> • Representation from divisions, and a representative from each faculty to proactively attend and be a part of the quarterly GESIG meetings and initiatives. Diverse representation on this group seeks to assist with understanding intersectional staff experiences across the University, and membership to the group can assist employees who require targeted help supporting their career progression. 		Gender Equity Strategy Implementation Group (GESIG).	Manager, Diversity & Inclusion	<ul style="list-style-type: none"> • Diverse representation on the GESIG from all faculties and a variety of divisions.
Employee support	<ul style="list-style-type: none"> • Opportunity for professional mentoring opportunities for women and gender-diverse staff across professional and academic roles. 	Clear prioritisation of mentoring and training programs across the University	<ul style="list-style-type: none"> • Development of mentoring programs offered to women and gender-diverse staff, including emerging and established leaders. 	Ongoing.	Faculty EDI Committee Chairs. Manager, Diversity & Inclusion Gender Equity Implementation Group.	TBC	<ul style="list-style-type: none"> • Continue with, and promote, faculty-level mentoring schemes that allow ECRs and lower-level academics to connect with senior academics in leadership positions. - Scope the development of a single-faculty pilot fellowship program providing research

OBJECTIVE/ KEY AREA	REFERENCE/ RECOMMENDATION	RATIONALE/ EVIDENCE	PROPOSED ACTIONS & OUTPUTS	TIMEFRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/ TARGETS/SUCCESS INDICATORS
							<p>and mentoring support to academic women.</p> <ul style="list-style-type: none"> Participation by target groups in professional development opportunities recently piloted by Culture and Development/HR with habitus aimed at emerging/established leaders and women in leadership.
	<ul style="list-style-type: none"> Easy access to Employee Assistance Program to all staff, including offering counselling and mental health support services, and more robust support for leaders. 		<ul style="list-style-type: none"> Establishment of Employee Assistance Program, including access to vendor support services, online employee hub/portal. 		Wellbeing consultant, Safer Communities.	Manager, Safer Communities.	<ul style="list-style-type: none"> Refresh of Employee Assistance Program to offer employee, manager, career, conflict, nutrition and lifestyle, money, family and legal assist. This includes support from trained specialists with diverse lived experience. Manager assistance programs include structured support for managers working with employees to facilitate flexible working arrangements. All sessions are available in in person and online options at Kensington and UNSW Canberra campuses.

OBJECTIVE/ KEY AREA	REFERENCE/ RECOMMENDATION	RATIONALE/ EVIDENCE	PROPOSED ACTIONS & OUTPUTS	TIMEFRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/ TARGETS/SUCCESS INDICATORS
	<ul style="list-style-type: none"> Rollout and communication plan for refreshed training resources, including focus on unconscious bias. 		<ul style="list-style-type: none"> Rollout of multi-channel communications plan to promote refreshed unconscious bias guide, encourage employee knowledge building and reflection. 		Diversity & Inclusion team	Manager, Diversity & Inclusion Head of Talent	<ul style="list-style-type: none"> Transition from SBS inclusion modules to refreshed internally created and managed unconscious bias guide, available to all staff. Develop and facilitate promotional plan that includes showcasing communications for the module via Inside UNSW, Viva Engage and MS teams.
Ensuring employee safety	<ul style="list-style-type: none"> Regular and required reporting and communication of status of gendered violence and safety at UNSW. Ongoing tracking and publication of complaints and incidents reported to the UNSW Gendered Violence Portal. 	Clear and simple processes for reporting incidents including but not limited to, sexual harassment, sexual violence, bullying, and harassment.	<ul style="list-style-type: none"> Annual publication and communication of the UNSW Gendered Violence Prevention & Response Report, including information on UNSW Gendered Violence Portal. 	Ongoing.	Project Manager, Safer Communities	Manager, Safer Communities	<ul style="list-style-type: none"> Annual publication of UNSW Gendered Violence Prevention and Response report. Development of communications plan to best broadcast findings in the reports, including via internal channels such as Yammer/Viva engage, Teams, Inside UNSW.
	<ul style="list-style-type: none"> Development of policy frameworks related to gendered violence. 	Clear prioritisation of ongoing policy review and implementation	<ul style="list-style-type: none"> Develop and publish Gendered Violence specific policy, in alignment with Gender Equity 		Project Manager, Safer Communities	Manager, Safer Communities Director of Governance	<ul style="list-style-type: none"> Publication of Gendered Violence Policy, including embedded post-

OBJECTIVE/ KEY AREA	REFERENCE/ RECOMMENDATION	RATIONALE/ EVIDENCE	PROPOSED ACTIONS & OUTPUTS	TIMEFRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/ TARGETS/SUCCESS INDICATORS
		across the University	Strategy, Access, Equity & Inclusion Policy and UNSW Code of Conduct.		Senior Policy Officer, Governance		implementation review after a year.
	<ul style="list-style-type: none"> Rollout of manager and employee training for employee safety, responding and reporting related to sexual harassment and discrimination, which prioritises hands-on, in-person and detailed training experiences. 	Clear prioritisation of mentoring and training programs across the University.	<ul style="list-style-type: none"> Rollout of MATE Bystander training, prioritising in person and reflective training methods tailored to divisions and faculties Develop education framework that addresses the drivers of gendered violence, and identifies training required by staff to prevent, recognise and respond to workplace sexual harassment. 		Project Officer, Safer Communities Education project officer (in recruitment), Safer Communities.	Manager, Safer Communities	<ul style="list-style-type: none"> Rollout of MATE Bystander training in 2024 and 2025, aiming to run 10 sessions before the end of 2025. Development of gendered violence education framework by end of 2026.