Athena SWAN
Institution Application - Action Plan

Bronze Award

July 2019

THE UNIVERSITY OF
WESTERN
AUSTRALIA

ACTION PLAN

BACKGROUND

The University of Western Australia has recently refreshed its decadal strategy, in part to respond to technological and social challenges including the changing nature of work. A large number of the recurring themes and proposed actions that emerged during UWA's Athena SWAN project have been embedded within broader strategic initiatives that will transform University policies, processes and practices in a values-based framework.

A number of the Athena SWAN Actions proposed below relate to these broader strategic initiatives within which gender equality, inclusion, diversity and respect exist as a fundamental pillar. External benchmark analysis from key groups such as the Workplace Gender Equality Agency competitor analysis benchmark report 2017, were also considered and interventions have been incorporated into the action plan. Athena SWAN is specifically focused on gender equity within the STEMM research environment, but the proposed Gender Action Plan will be rolled out across the university[3].

The UWA Gender Action Plan 2019-2023 has been developed over the last two years, and has been formulated based on key findings from a detailed quantitative data analysis for the reporting window 2011-2015, UWA-wide policy review, an overview of practices, UWA-wide consultation, an analysis of the 2012 Working Life Survey, the 2017 YourSay@UWA survey and the recommendations of a 2012 study into the experiences of academic women in the Faculty of Engineering, Computing and Mathematics.

The University of Western Australia regards its Athena SWAN action plan as a vital component of its commitment to equality of opportunity and the development of a diverse workforce. It believes that the action plan will directly support the University's organisational ambitions and help it to establish its future culture and priorities.

Our new People and Culture Strategy has been designed to ensure that our efforts are coordinated, structured and supportive of our mission. We are taking the opportunity of this initiative to embed Athena SWAN principles, and our action plan, in all the components of the Strategy. In this way the plan is "connected" with other work and has a continuing influence on the University's development over the next 10 years.

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[3] This Action Plan relates to achieving gender equity amongst academic staff; the framework discussed would need to be adjusted to apply to professional staff. This translation for professional staff is action A1.4. The development of a gender action plan for students is action A1.5.

An early part of the strategy work was an organisation wide consultation on our statement of values. Staff were involved in developing values which reflect the University's determination to build a sector leading reputation for fairness and transparency - principles which are fundamental to the achievement of Athena SWAN objectives. Part of the Strategy will be a new focus on workforce planning, incorporating annual plans for Talent Attraction and Development. These plans will again help to provide the practical focus and context within which the Athena SWAN work can feature.

The plan is strongly endorsed by the VC, Professor Dawn Freshwater, and its implementation will be overseen by the SDVC, Professor Simon Biggs, supported by other senior officers. There is a commitment for an annual progress report to the senior Executive Group, which will include benchmarking comparisons so that we can assess our progress alongside others.

What will we do?	Rationale	Accountability	Completion	What does success look like?
A. INSTITUTIONAL PRIORITY SETTING				
Outcome A1: The institution has clear and ambitious aspirations for gender representation and monitors progress towards this				
A1.1 Set and monitor gender equity KPIs that are meaningful and relevant to current workforce aligned with SAT Targeted Objectives (below) and other actions	4.1(i) 5.4(iv) 5.4(v)	VC / Executive / Exec Deans	Dec 2019	Improved representation of women at higher levels.
A1.2 Set Faculty and School 2020 gender targets that align with Gender Equity KPIs, and regularly report progress against targets	5.1(i) 5.4(v)	Exec Deans, DVC's and COO (in relation to each of their respective areas of accountability)	Completed	Progress against gender equity targets reported biannually at University level
A1.3 Develop and implement a communication plan to inform the setting of these targets including strong narratives and fact sheets.	5.4(iv)	SDVC / CMO	Dec 2019	Staff and students are aware of issues and the need for change as measured through Your Say survey results
B. VALUING OUR WORK				
Outcome B1. Recognition, reward and workload allocation are unbiased and non-compounding				
B1.1 Review Socrates algorithm to consider performance relative to opportunity	5.1 5.4(v)	DVCR	Completed	Gender biases in measurement of research are eliminated; outcomes measured against opportunity
B1.2 Review the use and utility of Socrates and teaching performance measures	5.1(iv)	DVCR / DVCE	End 2019	Gender biases in research evaluation are recognised and accounted for; new teaching evaluation tool that can account for gender biases in teaching assessments implemented
B1.3 Review flexibility in allocation of workload between research, teaching and service components	5.1(iii)	Exec Deans with Heads of School	Mid 2020	More diverse approach to measuring performance outcomes, and in making promotion/reward decisions

What will we do?	Rationale	Accountability	Completion	What does success look like?
B1.4 Implement training and support to encourage managers to discuss workload and related performance expectations with staff during annual appraisal, including consideration of relative opportunities	5.2(ii)	SDVC / Line managers	End 2019	Explicit recognition in workload model of mentoring, sponsorship, university committee work, outreach
B1.5 Review the implementation of the People, Potential and Performance (PPP) framework to align with expectations for gender neutral appraisal and promotion/reward mechanisms	5.1(iii)	SDVC / DHR	Review annually	Women staff recognise lack of gender bias in appraisal and rewards processes; measured through Your Say survey results
B1.6. Review School and Faculty workload models to confirm aspects of teaching, research and other contributions (assigned roles, service, coordination) are considered, and clearly communicate the outcomes to all academic staff.	5.4(vi) 5.4(xi)	COO / SDVC / Exec Deans	Mid 2020	Workload models and calculations are perceived by women academics to be transparent; measured through Your Say survey Staff can align actual workload outcomes to their agreed Workload Model outputs (i.e. there are not excessive hours work being done over and above what was agreed to during the Workload Planning process)
Outcome B2: Academic promotion processes are improved				
B2.1 Improve and simplify promotion processes that removes the requirement for Portfolios, instead require promotion criteria be addressed explicitly.	4.1 5.1 5.4	SDVC / DHR / Promotions Committee	Completed	More diverse set of contributions to UWA rewarded through promotions process; higher numbers of staff with teaching intensive and service focused roles being promoted
B2.2 Develop and deploy a programme of workshops that support promotion applicants to build confidence, skills and networks to apply.	5.1(iii)	SDVC / DHR / Exec Deans	End 2019	Workshop program and mentoring scheme is in place and actively used
B2.3 Build into the promotion process a more transparent feedback process for applicants	5.1(iii)	SDVC / Exec Deans	Completed	Increased number of women applicants for promotion

What will we do?	Rationale	Accountability	Completion	What does success look like?
B2.4 Train and mentor Deans, Heads of School and other line managers to identify promotion-ready team members and start to ready them for promotion application	5.1(iii)	SDVC / DHR / Exec Deans	Mid 2020	Training is available to leaders and compliance is measured
B2.5 Develop mentoring systems between Level E and other senior academics to pro-actively mentor women staff through the full length of the promotion process.	5.1(iii)	SDVC / Exec Deans	End 2019	Increased number of women promoted to Levels D & E
B2.6 Train line managers to build promotions discussions and criteria into the staff appraisal process	5.1(iii)	SDVC / DHR	Mid 2020	Gender equity in the division of academic time between different types of workload activities
B2.7 Deliver a two-year campaign of 'UWA Women' that highlights the achievements of extraordinary women at UWA to aid increased media exposure of women staff	4.1(iv) 5.4(x) 5.4(xi)	CMO	End 2022	Gender equity in high profile seminar and public lecture speakers on campus

Gender equity in displayed portraits of significant researchers and academics

Gender equity in research-related media statements by UWA |
B2.8 Proactively identify UWA women with leadership potential and nurture them through a leadership development programme.	4.1(iv)	Exec Deans / Heads of School	End 2022	Higher proportion of leadership roles at all levels filled by women staff, approaching equity
C. OUR WORK ENVIRONMENT				
Outcome C1. All staff are aware of policies at the local level				
C1.1 Implement a renewed Policy Library that is accessible to all staff and provides clear direction to procedures and guidelines that enable people to be compliant with policy.	5.4(ii)	COO	End 2021	Clearly understood and advertised processes established for policy queries
C1.2 Ensure that policies have an implementation plan that trains line managers to enact the policies at their local level, supported by a communications plan that informs all staff of policy requirements	5.4(ii)	COO / Policy Approvers	End 2020	Clearly understood and advertised processes established for policy queries

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C1.3 Establish regular communications update highlighting policies relevant to all staff across different communications channels.	5.4(vii)	Policy Owners	End 2022	Clearly understood and advertised processes established for policy queries
C1.4 Improve visibility and accessibility of policies; Build policy awareness into on boarding activities to ensure incoming staff are aware of where to look for information and guidance	5.3 5.4(ii) 5.4(vii)	COO / DHR	End 2020	Improved awareness of policies by all staff, as indicated by relevant questions in Your Say survey
C1.5 HR staff to develop and deploy area relevant HR policy 'case studies' that identify the different opportunities and ways policies can be applied in the workplace	5.3	HR Business Partners	End 2021	Improved awareness of policies by all staff, as indicated by relevant questions in Your Say survey
Outcome C2. Staff are aware of their biases and are conscious of making more inclusive decisions				
C2.1 Implement unconscious bias training for all staff who participate in workforce decisions to empower them to make more inclusive decisions	5.2 5.4(x)	SDVC / DHR	End 2020	Training is mandatory, compliance is recorded
C2.2 Review criteria for staff recruitment selection committees to ensure there is relevant representation	4.1(i)	DHR	Mid 2020	Representation on committees provides visible balance
Outcome C3. Incidence of formally and informally reported coercive behaviour reduced				
C3.1 Re-establish incident reporting processes across campus, and introduce 6-monthly incident reports to UWA Inclusion and Diversity Committee	5.2	Director of Governance	End 2019	Reports received by IDC
C3.2 Provide relevant training for all formal and informal leaders	5.2(iii)	SDVC / DHR	End 2020	Improved culture recognised by all categories of staff through relevant questions in Your Say survey
C3.3 Monitor completion of mandatory bullying training and inform managers when team members are non-compliant	5.2	DHR	Mid 2020	Process is established and actively pursued
C3.4 Translate the UWA values into expected behaviours and promote and create awareness and understanding of the UWA values and behaviours amongst all staff	4.1(i)	SDVC / DHR	Mid 2020	Improved satisfaction with local leadership and management, as indicated by relevant questions in Your Say survey
Outcome C4. A culture fostering Inclusion and Diversity				

What will we do?	Rationale	Accountability	Completion	What does success look like?
C4.1 Creating institutional visibility of diversity and inclusion with the IDC and related working groups acting as champions and change agents to share information and activity to invite participation.	4.1(ii)	SDVC	End 2020	Increased awareness amongst all staff of the IDC and its work
C4.2 Implement a step in the recruitment process that requires a hiring area to understand the diversity of the potential applicant pool and encourages our academics to engage broadly to optimise the opportunity for the applicant pool to represent an equivalent diversity,	5.1(iii)	SDVC / Exec Deans / Heads of School	Completed	Improved response from women staff (particularly from STEMM faculties) to relevant questions in Your Say survey
C4.3 Design and implement leadership capability training and include inclusion and diversity awareness in the training that supports the Inclusion and Diversity aspirations of the People and Culture strategy	5.2(i) 5.2(iii) 5.3	SDVC / DHR	Mid 2020	Gender balanced appointments at all levels and in all work areas
C4.4 Define and recognise alternative leadership styles aligned with leadership capabilities and the People and Culture strategy and reflect this in promotions and recognition frameworks	5.3	Executive	End 2022	Improved gender equity in leadership roles across UWA
C4.5Explore career development barriers for academic women more deeply through Open Space Technology and other workshops and engagements.	5.1(iii)	SDVC	Completed Review in 2021	Improvements to career progression of women improved
C4.6 Structure I&D projects through project teams that comprise representation from across the IDC working groups to ensure intersectionality is considered.	7.	SDVC	End 2020	Collaborative projects identified and underway
C4.7 Participate in the Australian Workplace Equality Index (AWEI) and survey to assess our performance against a national benchmark for LGBTIQ inclusion and report results to IDC with proposed actions to address any shortfalls.	6.	DSPP	Annual	Increased visibility of women on campus –e.g. paintings of eminent women researchers in lecture rooms

Improvements in LGBTIQ staff inclusion as measured through relevant questions in Your Say staff survey |

What will we do?	Rationale	Accountability	Completion	What does success look like?
C4.8 Improve staff data collection processes and systems to ensure more accurate and complete staff data is collected allowing a more complete view of the composition of our workforce	5.1(i) 5.1(iii)	DSPP / DHR	End 2021	Data is available and is used in workforce planning decisions
C4.9 Endorse the LGBTIQA+ working group and grow the Ally support network by increasing participation in Ally training and the Ally network	6.	SDVC	Complete	Improvements in LGBTIQ staff inclusion as measured through relevant questions in Your Say staff survey
C4.10 Promote recognition of Achievement Relative to Opportunity in remuneration, allowance and promotion processes	4.1(v)	DHR	Annual	Promote equal opportunity principles
D. INVESTING FOR SUCCESS				
Outcome D1. Create a workplace that enables working parents to flourish in both roles in life				
D1.1 Conduct a staff survey of current childcare needs to better understand demand and requirements to inform policy, investment and support development.	5.3(viii) 5.3(ix)	SDVC	End 2020	Survey complete and action plan developed and communicated to all staff
D1.2 Develop and implement a university policy on family-friendly meetings	5.3 (iv)	SDVC	Mid 2021	Reduced frequency of meetings at family unfriendly times
D1.3 Implement an engagement program for staff on parental leave to maintain connection with progress and activity at UWA and create as many opportunities as possible for staff on parental leave to participate in social or work activities to help support a transition back into work.	4.1(i) 5.3(i) and (ii)	SDVC / Exec Deans / Heads of School	Annual	Staff on parental leave are engaged, supported and have access to information
D1.4 Improve career progression methods for supporting return to work staff and supporting the design of appropriate workload allocations for this.	5.3(i)	SDVC / Exec Deans	Mid 2021	Promotion outcomes take better account of career interruptions; increased proportion of women promoted
Outcome D2. Academic women have an equivalent opportunity as men to advance their careers				
D2.1 Establish gender strategy for ARC Future Fellow applications to improve the number of women Future Fellows at UWA and set criteria for IAS in support of increasing enabling development and networks	5.4(x)	DVCR	Mid 2020	Gender equity in ARC Future Fellow applications

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D2.2 Actively communicate the flexible work options for all staff by line managers communicating more effectively to all staff the options and encouraging open conversation about these; especially amongst men where uptake is lower	5.3(i), (v), (vi)	HR Business Partners Line Managers	End 2019	Staff more actively take up flexible work arrangements.
D2.3 Use the findings from the Open Space workshop to explore the barriers and support requirements, particularly for research-intensive staff and build this into the "Services Project" transformation	4.1(iii)	Heads of School	Mid 2021	Academic staff have access to the services they need and support that enables their work.
D 2.4 Develop and employ greater support programmes for research-intensive careers and transitions into more secure contracts is improved	4.1(ii)	Executive	Mid 2022	Increased proportion of staff transfer from research intensive roles into T&R roles from within UWA, fewer staff on repeating fixed-term contracts
D2.5 Develop and implement a talent attraction and retention strategy for academic women at levels D and E	4.1(i)	SDVC / DVCE / DVCR		More balanced representation of genders at the higher academic levels.
Outcome D3. Transparent and effective mentoring and sponsorship system established across all academic levels				
D3.1 Establish and resource formal mentoring and sponsorship programs.	4.1(i)	SDVC / Exec Deans	Mid 2020	Improved promotion and career development outcomes for women academics
D3.2 Build a monitoring programme of the mentoring and sponsorship programme to test its effectiveness, staff engagement and gender differences in participation and contribution	4.1(i)	DHR	Mid 2021	Increased proportions of women in leadership roles
D3.3 Survey academic staff to identify drivers of decisions to pursue research only fixed term positions and identify required support structures	4.1(ii)	Exec Deans HR Business Partners	End 2021	Survey complete, action plan in response developed and communicated to all staff
Outcome D4. People and Culture				
D4.1 Develop a People and Culture strategy that supports the development of workforce requirements needed to deliver the objectives of UWA 2030	4.1(ii) 5.4(i)	SDVC / DHR	Completed	Staff awareness of strategy is high as indicated by relevant questions in Your Say survey
D4.2 Implement mandatory cultural competence training for all staff	4.1(ii)	SDVC / DHR	End 2021 And then ongoing	Improved culture recognised by all categories of staff through relevant questions in Your Say survey

What will we do?	Rationale	Accountability	Completion	What does success look like?
D4.3 Support communities of practice and incentivise innovation around the promotion of inclusion and diversity	5.4 (i)	DHR	Annual	UWA becomes a WGEA Employer of Choice
D4.4 Conduct exit interviews to better engage and understand reasons for departing staff and report thematic findings to the leadership quarterly	4.1(iv) 5.3(iv) 5.4(i)	DHR	Mid 2020	Reports provided to Executive; follow-up actions undertaken
D4.5 Conduct equal pay audits every three years and conduct an analysis if there any disparities to better understand reasons for this	4.1(v)	COO / DSPP	End 2022	Decreased gender pay gap across all levels of staff
D4.6 Link staff appraisal process, promotions and reclassification and other reward and recognition processes to workforce planning	4.1(v) 5.2(ii)	SDVC / DHR	End 2020	Greater transparency of and engagement with the workforce aspirations for staff (outlined in UWA 2030) and staff are clearly engaged in working towards this.
D4.7 Provide support to School of Indigenous Studies (SIS) to refresh, implement and monitor an Indigenous Employment Strategy to ensure Athena SWAN principles are reflected	5.2(ii)	SDVC / DHR / PVCIE	End 2021	Foster a safe environment for Indigenous Australians

SAT TARGETED OBJECTIVES (GENDER EQUITY INDEX – APPROVED SAT, STEERING GROUP)

Gender Index Objectives (GIO)	
Overarching objective	
GIO 1	Embed gender equity index reporting as part of IPE process
Category 1 - Education and Training	
GIO 2	Improve gender balance of PhD admissions and completions
GIO 3	Improve gender balance in 3-5 year research contracts
GIO 4	Improve gender balance in Level A/B teaching and research staff
Category 2 – Economic Participation	
GIO 5	Improve gender balance of teaching and research staff across all levels
GIO 6	Decrease pay gap across levels
GIO 7	Improve gender balance of Socratic Index
Category 3 – Surviving and Thriving	
GIO 8	Improve rates of women being promoted, particularly at Levels D and E
GIO 9	Improved response to relevant questions in YourSay@UWA
GIO 10	Reduce numbers of academic women leaving UWA
Category 4 – Political Participation	
GIO 11	Increase number of women in leadership positions