

10. ACTION PLAN

Theme 1: Representation, Leadership and Governance

Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
1.1	Appointment of one PVC Equity and Diversity. Appointment of three Women in Science Chairs (internally) at Level E for a term of four years.	Senior leadership required to embed principles of Athena SWAN and to maintain momentum for the duration of the Plan and beyond.	June 2018	August 2018	VC Recruitment Team	One PVC Equity & Diversity and three Women in Science Chairs appointed by August 2018.
1.2	Creation of Assistant Dean, Equity and Diversity for each STEMM Faculty.	Greater representation of gender equity required at senior levels of the organisation where decision making is made.	June	August 2018	PVCs	Three appointees in place by August 2018.
1.3	Finalise organisational governance structure to embed the reporting and accountability framework within the institution.	Governance required for implementation of four year Action Plan.	June	August 2018	EC/DPAWs/PVC R&I E&D Manager/SAT	New governance framework embedded by August 2018.
1.4	Appointment of central resource to contribute to oversight and management of Action Plan.	Additional resource required to drive implementation of Plan and maintain momentum over four year period.	April	June 2018	E&D Manager HRS	One FTE dedicated resource in place by June 2018.
1.5	Appointment of Research Associate/Fellow.	Monitoring, reflective interrogation and ongoing research to support Plan.	June	August 2018	CEEHE	0.5 FTE dedicated resource in CEEHE in place by November 2018.
1.6	Increased focus on gender balance in HOS representation across STEMM Faculties upon recruitment of HOS roles <i>KPI currently exists for Search Firms to put forward 33% female candidates for consideration.</i>	Low numbers of female HOS in STEMM Faculties.	Immediate	Ongoing	Faculty PVCs Recruitment Executive Search	10% increase in female HOS by 2020.

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1.7	Audit gender balance on influential committees and advocate for change where terms allow.	Composition of many committees do not adequately represent needs of female academics at all levels.	October 2018	December 2018	Faculty GECs	10 institutional committees have increased gender representation by 20%.
1.8	Encourage PVCs to delegate influential committee responsibilities to senior female academic staff (where appropriate) and acknowledge in workload allocation.	Ex officio models prevent gender balance on senior committees such as UPC (D/E) Promotions and Executive Committee. Shadow/leadership opportunities required for women to progress in careers.	Immediate	Ongoing	Faculty PVCs	Increase in representation of women on UPC and EC from 33% to 50% by 2020.
1.9	Update internal communication channels profiling positive/successful female role models in STEMM.	Increased representation of female role models in STEMM required internally and externally.	Immediate	Ongoing	Marketing and communication	Visibility of role models built into Communication Plan and web and other material updated regularly.
1.10	Finalise communication plan to support the Action Plan and other related gender equity initiatives.	Various communication methods required to inform staff of progress, celebrate key dates and provide rationale for strategies.	April 2018	May 2018	Internal and external communications	Communication Plan finalised to support Actions and provide greater education/awareness to all staff.

Theme 2: Recruitment, Retention, Remuneration

Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
2.1	Introduction of one year post-doctoral fellowship (in FEBE) for females with the purpose to recruit female academics to apply for ARC Early Career awards i.e. DECRA or similar.	Support required to allow post-docs to apply and secure external funding/fellowships.	Immediate	Ongoing	PVC FEBE	Five fellowships offered each year, and aim for at least 25% of these fellows applying for and being successful in grant applications.
2.2	Increase the number of part-time PhD scholarships available (in FH&M) to support females in Level A and positions to complete their PhD.	More PhD completions required by junior academic staff for progression to Level B.	Immediate	Ongoing	PVC FHEAM	Increase by 20% of number of part-time students with part-time PhD scholarships.
2.3	Offer all new Level A or B positions (where practicable) with option of part-time (job share) or full-time hours and introduce flexibility for teaching focused roles outside semesters.	Flexibility required at this level to attract and retain women in STEMM and to attract more women to apply for roles. Particularly women with caring responsibilities.	Immediate	Ongoing	Hiring Managers Recruitment Team	50% of Level A and B roles are advertised with option for part-time hours contributing to 20% increase in women applying for roles by 2020.
2.4	UON to recognise and develop casual staff through the UON Academy.	High proportion of women occupy casual roles who previously felt invisible and concerns with job security	Commenced	Ongoing	UON Academy CTL HRS	Positive feedback (above 75%) from casual staff regarding career support and 10% of casuals applying for fixed-term or ongoing roles.
2.5	Introduce "Academic Women in STEMM" KPIs for STEMM Faculties with low representation of women. <i>All Faculties to continue contributing to the current Senior Academic Women (Level E) KPI of 30%.</i>	Pipeline to be created in light of extremely low representation of women in STEMM. KPI will ensure this is seen as an institutional priority.	September 2018	October 2018	SPP E&D/HR PVC FSCI PVC FEBE PVC FHEAM	Increase representation of women by 10% for FSCI and FEBE by 2020.
2.6	Pilot "Female only" targeted recruitment for STEMM Faculties with lowest numbers (e.g. Maths and Engineering) to be utilised for advertised roles to meet KPI. <i>Utilise current exemption afforded to UON by Anti-Discrimination Board.</i>	Targeted recruitment strategy will assist in attracting more female candidates and building pipeline.	September 2018	September 2019	HOS/Hiring Managers PVC SCI PVC EBE Recruitment	Five female academic staff appointed under formal targeted recruitment in male dominated disciplines.

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2.7	Where formal targeting (above) not applied, STEMM Faculties pilot use of quotas of minimum 33% women brought forward for consideration. <i>Practice currently taking place with Executive Search for senior roles.</i>	Greater number of female candidates to be considered.	September 2018	September 2019	HOS/ Discipline/Hiring Managers Recruitment team	Minimum 33% of applicants for consideration at shortlisting are women.
2.8	Pilot blind/neutral CVs and decoding software after new Recruitment platform introduced in 2018 to minimise opportunities for unconscious bias.	Opportunities for Unconscious Bias exist in Recruitment process.	November 2018	November 2019	Recruitment team	20 recruiting rounds utilised to pilot anonymised recruitment process. Impact assessment undertaken and rolled out to other Faculties if advantageous.
2.9	Utilise Inclusive Language tool to ensure job advertisements are attractive to prospective female candidates.	Language used in STEMM based advertising and PDs can be a deterrent to female candidates.	Immediate	Ongoing	Recruitment Team	10% increase number of women applying for STEMM roles.
2.10	Conduct pay analysis annually on staff with salaries outside the Enterprise Agreement (including market loadings) and adjust recommended salaries on a "like for like" basis.	Greater variances exist for gender pay gaps where staff are paid outside the Enterprise Agreement.	Commenced	Annually	VC Director PAWS Remuneration Manager	Maintain 1% comparatio or better for senior staff paid outside Agreement.
2.11	Continue to monitor commencing step level for Professional and Academic staff to ensure that men are not negotiating higher rates than women.	Gender differences can exist in negotiating styles.	Commenced	Annually	HRS RBT	Maintenance of 90% of women and men commencing on Step 1.
2.12	Facilitate two UniSuper sessions tailored for women (annually) to discuss best ways to optimise Superannuation. Provide greater education and awareness (through additional workshops and communication) to staff and supervisors regarding contributory super options for research funded staff.	Non-linear career paths are compounded by gaps in salary and super for many academic women. Large numbers of academic women on research funding are unaware of their options for employer paid contributory super.	June and October June and October	Annually Annually	Remuneration Manager	Two sessions run each year with minimum 20 minimum attendees. Women making informed decisions about superannuation contributions.

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2.13	Continue to use Mercer Job Evaluation methodology for assessment on all new roles to ensure new positions are assessed equitably.	Unconscious bias impacts decisions about classification level and salary bands.	Commenced	Ongoing	Remuneration Manager	All new roles assessed and linked with appropriate salary band.
	Introduce new Mercer online reporting tool to monitor salary trends for non-agreement staff.	Greater variances exist for gender pay gaps where staff are paid outside the Enterprise Agreement.	October 2018	Ongoing		Pay gaps for "like for like" roles are minimised.

Theme 3: Career Progression

Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
3.1	Remove need to apply for exemption from Promotions Policy for fixed-term staff on rolling contracts.	Fixed-term staff feel excluded from Promotions process.	October 2018	December 2018	DVC(A) Director PAWS Manager E&D	Policy updated and increase of 30% in number of fixed-term women applying for promotion by 2020.
3.2	Roll-out mock Promotions panels as successfully trialled in FH&M to all STEMM Faculties.	Female candidates can undersell their achievements potentially jeopardizing their chance for promotion.	August 2018	September 2018	Deputy Head of Faculties, GEC members	90% success rate for women applying for promotion.
3.3	Continue yearly practice of dedicated information session for Academic Women for Promotions.	Female candidates may undersell their achievements potentially jeopardizing chance for promotion.	May 2018	Annually	Manager E&D HR Promotions Officer PVC R&I	Minimum of 30 women attending session and positive feedback received.
3.4	Introduce mandatory PRD for all women and men (fixed and ongoing) in STEMM and explicit career/promotion planning through PRD discussions. Increase reporting and monitoring of participation of women in PRD in STEMM.	Limited PRD and career planning conversations between staff and supervisors taking place, with academic women on fixed-term and/or research roles.	January 2019	December 2019	Heads of Schools, PRD Supervisors HRS	80% completion of PRD by 2021. Auditing reports available for review by January 2019.
3.5	Roll-out training for Supervisors on career development discussions as integral part of PRD. Roll-out training for Staff on making the most of a PRD discussion.	Increased focus on career discussion required as integral conversation for promotion planning.	July 2018	Annually	Director PAWS (WSAT)	Four face to face training sessions held annually for Supervisors. Analytics reporting available by December 2018 on access by staff to online PRD resources such as Mindtools.
3.6	Roll out "Accelerate" Pilot for Level D Women (based on success of 2017 Pilot) to encourage women to apply for promotion within the next one to three years.	Academic women can delay applying for promotion despite meeting or close to meeting targets.	Commenced	Annually	Director PAWS Manager E&D Faculties	80% of participants apply for promotion within one to three years and are successful.

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3.7	Deliver "Ignite" – a Women in Leadership program targeted at Level C & D women in 2018 and subsequent years. Program includes leadership skills, sponsorship, coaching and peer networking.	Provide opportunity to build leadership capability due to unique challenges that exist for women aspiring to senior/ leadership roles in Academia.	Commenced	Annually	Director PAWS Manager OD/HR Manager E&D	Minimum 15 women (Level C&D) attending each year with at least 50% being successful for promotion within three years.
3.8	Continue to deliver mentoring and sponsorship coaching through online and face to face education and training through RA. <i>Mentoring v Sponsorship video rolled out as part of Research Advantage 2017.</i>	Greater clarity required on the differences (and benefits) of mentoring and sponsorship.	Commenced	Annually	Research Advantage Manager WSAT/HR	30 women taking part per year.
3.9	Develop local (Faculty) mentoring and sponsorship opportunities and information sessions to support women in STEMM.	Localised mentoring and sponsorship opportunities required to supplement central programs.	January 2019	July 2019	Faculty and Gender Equity Committees	Local mentoring and sponsorship program in place for each STEMM Faculty by 2019.
3.10	Deliver Women's Professoriate Networking Program. <i>Commenced in 2017 (Level D & E) - Five Sessions delivered as part of Research Advantage.</i>	Senior academic women require opportunity to network. Senior leaders also required to mentor others. Extended in 2018 to Level Bs and Cs due to successful mentoring outcomes in 2017.	Commenced	Annually	Research Advantage	Five sessions delivered annually.
3.11	Deliver focused grant writing sessions, mentoring by senior successful female publishers and targeted sessions on publication strategies for early career researcher women.	Lower publication rate and lower grant success for women - impacting on career progression.	October 2018	Annually	Research Advantage	40 women attend grant writing and publication sessions per annum with 20% increase in successful grant applications and funding for women by 2020.
3.12	Adjust eligibility criteria for internal grant support for staff on fixed-term contracts.	Many women hold fixed-term contracts but ineligible for internal support impacting career progression.	June 2018	July 2018	PVC (R&I)	Criteria updated and staff on fixed-term roles applying for internal grant support.

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3.13	Provide seed funding for collaborative grants with male and female staff in male dominated STEM areas.	Culture of men discouraging collaboration with female colleagues.	January 2019	March 2019	PVC (R&I) STEMM Faculties	Establish seed funding for male/female grant teams with female as lead CI.
3.14	Target future HDR Scholarships for Early Career Researchers to women in STEM.	Percentage of women involved in HDR supervision lower than men.	January 2019	March 2019	Dean of Graduate Research	10% increase in HDR supervision for women by 2020.

Theme 4: Student Pipeline and Outreach

Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
4.1	<p>Funding approved for 2018 initiatives as part of 2017 launch of HunterWiSE (Women in STEMM and Entrepreneurship) to increase the number of high school girls considering a career in Science.</p> <p>HunterWiSE also established to provide women from local industry with a network to apply for industry based grants.</p>	<p>Engagement required at High School level to introduce and attract girls to science.</p> <p>Provide broader industry based networks to support women in STEMM.</p>	Commenced	Ongoing	SAT/ HunterWiSE members	<p>10% increase in number of students enrolling in STEMM degrees by 2021.</p> <p>Six collaboration links established with local industry and 15% increase with Industry Grant applications.</p>
4.2	Host the CSIRO Assets Camp for Indigenous high school students.	Tailored program (with cultural sensitives) required for Indigenous high-school students to introduce them to STEMM.	Commenced	Annually	Wollotuka	Minimum of 10 Indigenous high school students take part each year.
4.3	<p>Deliver UON Science and Engineering Challenge to local high school students.</p> <p><i>UON funded \$100,000 in 2017 for UON outreach program for high school students interested in STEMM.</i></p>	Engagement required at High School level to introduce and attract girls to science.	Commenced	Annually	UON Science and Engineering Group	10% increase in number of students enrolling in STEMM related degrees by 2021.
4.4	<p>Update Student Marketing material in all STEMM Faculties.</p> <p><i>Completed in 2017 for Faculty of Engineering and Built Environment.</i></p>	Content/ images require updating to ensure UON isn't contributing to gender stereotypes.	July 2018	December 2018	Student Marketing STEMM Faculties	Student promotion material updated in all STEMM Faculties with balance of female and male images.
4.5	Recording and recognition of outreach activities in workload allocation of all academics.	Lack of recognition and awareness of time involved for academics contributing to valuable outreach activities.	September 2018	December 2018	STEMM Faculties PVCs/HOS Workload	Formal recording of outreach activities adopted by all Faculties for workload allocation and recognition as service for promotion.

Theme 5: Supporting Carers

Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
5.1	Amend Policy and guideline to exclude minimum two month period to be away for academic staff with caring responsibilities applying for Special Studies leave.	Mobility challenges exist for women with caring responsibilities to work away. Formal exemption process may deter women applying.	June 2018	July 2018	DVC(A) SSP Officer	Policy updated with 10% increase in women applying for SSP.
5.2	Creation of a childcare working party to address gaps in childcare services – particularly (0-2 age group) for women returning from parental leave at main campus and other sites.	Lack of childcare at Callaghan and satellite sites – particularly 0-2 age group, impacting on women returning to work.	August 2018	December 2018	Director PAWS, Commercial Services, IFS SAT/GEC members	Childcare Working Party established. Report with findings and recommendations completed.
5.3	Flexible scholarship funding to support women to progress their research. Examples include appointment of a Research Assistant, Teaching buy-outs, travel conference funding. Funding committed for 2018 cohort = \$373,724.00. Research Plan/report provided by Participants at conclusion of fellowship to assess impact. Participants to also identify Legacy (eg mentoring) to give back and help others.	Women with carer responsibilities face challenges of extended leave or breaks in employment impacting research outcomes and career progression.	Commenced	Annual call for applicants	PVC R&I Research Advantage Team	Participants meet or exceed PEF targets for Research criteria. 13 additional mentors identified for future mentees.
5.4	Provide flexibility to women the option to take six month parental leave in blocks with option to return sooner (if preferred) but take remainder over a longer period as part-time hours.	Extended periods away from workplace (due to parental leave or caring responsibilities) can be detrimental to research outputs.	October 2018	November 2018	HR Support	Parental Leave brochure and supporting information on web updated.
5.5	Educate and support managers on flexible working options for women seeking career progression with young family.	Women remain predominantly primary carers and need flexibility to return to work including reasonable part-time work allocation.	October 18	March 19 and annually thereafter	Supervisors HR Support HR Business Partners Communications/E&D	Toolkit on web updated with flexible work best practices and face to face training delivered by GECs and HRS.

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5.6	Encourage ongoing connection with staff on parental leave through UON's Stay in Touch process and develop action plans for female academic staff that highlights if they are contributors to grants or papers.	Women can feel isolated on extended periods of leave and value interaction/updates on significant events – including research updates/progress.	Immediate	Ongoing	HOS, Heads of Discipline	Staff receive regular communication about significant events from Supervisor and peers.
5.7	Continue to apply for Breastfeeding Friendly Workplace Accreditation each year to ensure UON standards are best practice for breastfeeding mothers returning to work.	Staff and students require parenting rooms at various locations to assist with balancing work/study and caring responsibilities.	Commenced	Annually	E&D Manager	UON receives BFW Accredited each year to ensure facilities are best practice for breastfeeding staff and students.
5.8	Update Policy and Faculty Gender Equity Plans with core meeting hours.	Not all meetings held at UON are held at family friendly times.	September 2018	November 2018	GECs	Gender Equity Plans are updated with core meeting hours of 10am to 4pm and monitored through GEC.

Theme 6: Organisational Culture

Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
6.1	Deliver face to face training to Senior Managers Group and Heads of School Group on Unconscious Bias and Inclusive Leadership. <i>NB. Executive Committee received training in 2017.</i>	Leaders may be unaware of how Unconscious Bias can affect decision making and other behaviours. Leaders required to model appropriate behaviours and facilitate adoption by staff.	July 2018	December 2018	Manager E&D/ External Facilitator	Both groups trained by December 2018. Inclusive cultures assessed through staff engagement surveys and interviews.
6.2	Introduce online training and development for staff in unconscious bias training including recognition of privilege and responsible by-stander/code of conduct training. Additional training module for Supervisors on responsibilities to act.	Unconscious Bias impacts decision making and other key behaviours which can have negative implications for female staff.	January 2019	November 2019	Manager Organisation Development HRS	Online training procured (or developed in-house) and available to all staff. All STEMM staff trained by November 2019 and behavioural changes measured through surveys.
6.3	Pilot a Reverse Mentoring Scheme with Faculty of Health & Medicine to raise awareness with senior male staff of challenges for women in STEMM. Potential roll out to other Faculties if deemed successful.	Greater engagement on gender equity with senior male academics who are unaware of challenges faced by women in academia.	February 2019	December 2019	Faculties	Reverse Mentoring model piloted. Impact assessment undertaken. Impact assessed through survey.
6.4	Review/Update Respectful and Collaborative Workplace Policy and associated Procedure to ensure appropriate pathways exist for women reporting inappropriate behaviour.	Women discouraged from raising concerns/complaints due to unclear pathways and suitable contacts.	September 2018	December 2018	ER, E&D, Complaints Office	New policy and procedure updated.
6.5	Establish 'Compass' a community of senior gender champions from STEMM Faculties.	Network required for new and existing academic women to access advice from senior gender champions.	February 2019	April 2019	E&D Manager, SAT Faculty members, Heads of Schools	Five champions identified and trained for each STEMM Faculty and Compass Network formally established and communicated.
6.6	UON makes public commitment to not host or attend conferences/events where women are underrepresented.	Limited number of women at internal and external conferences and events, particularly in STEMM.	September 2018	October 2018	VC Faculties Marketing and Communication	Public statement made internally and externally and records established for auditing.

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6.7	Pilot Culture survey and Continue to deploy staff engagement surveys (Your Voice) and targeted Gender Pulse Surveys (annually) to track progress of activities. Hold focus groups where required for additional information.	Regular qualitative data required to supplement quantitative data and KPI reports.	January 2019	Annually	WSAT SPP	Pilot implemented and data provides base line for future assessment of strategies impacting culture.
6.8	Contribute to Policy review to ensure inclusive language used and gender equity principles addressed. Measure application of policies by monitoring feedback from staff and monitoring complaints raised through HRS and Equity & Diversity.	Many policies are outdated or require reviewing to ensure more inclusive clauses and practices. Application of many Policies is brought into question and monitoring is required to ensure policy and practice align.	July 2018	June 2019	Policy HRS/E&D DVC(A) PVC (L&T) SDVC (R&I) Wollotuka	Review completed and all relevant policies are inclusive and support gender equity. Positive feedback from staff evaluated to measure impact of policies.

Theme 7: Data and Data Management

Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
7.1	Introduction of centralised and comprehensive reporting system for key related data: PRD, PEF, Promotions, Recruitment, staff data.	Disparate systems do not adequately provide collection of gender data.	January 2019	July 2019	SPP, HRS	Platform created to extract and integrate disparate sources of gender related data.
7.2	Introduce categorisation of gender related complaints to monitor progress of incidents and efficacy of strategies.	Difficult to report on gender related complaints due to lack of categorisation.	June 2018	August 2018	ER E&D Complaints Office	Categorisation of gender related complaints embedded in Complaints process.
7.3	Introduction of consistent Framework for Workload allocation and transparent reporting to ensure women are not unfairly burdened in allocation of workload.	Unable to report adequately on gender patterns in workload due to inconsistent practices across UON.	January 2019	June 2019	PVC (L&T) PVC (R&I) ER SPP Faculties	Framework in operation and consistent application by all Faculties for analysis/reporting.
7.4	Development of a reporting platform to better understand gender differences in achieving Performance Expectations Framework (PEF) targets and review of PEF criteria for T&R v RO.	Limitations in applying gender lens to PEF data and inequities may exist in using same criteria for T&R and Research-Only.	July 2018	December 2018	SPP WSAT	Reporting platform in place that can highlight gender differences and criteria reviewed.
7.5	Undertake detailed analysis of SFC & SFT scores for statistical significance and additional confounding factors to determine if equitable assessment criteria for promotion.	Evidence exists students display unconscious bias more towards women than men in many Schools which may impact chances for promotion.	July 2018	December 2018	PVC(L&T) DVC(A) SPP	Analysis completed on SFC/SFT scores to determine if reliable criteria.
7.6	Pilot face-to-face exit interviews for women in STEMM to provide greater understanding around why women leave.	Limited uptake and data from on-line exit surveys as to why women might leave the organisation.	June 2018	June 2019	STEMM Faculties Women in Science Chairs	20% increase in women providing information around exit reasons to inform and track strategies.
7.7	Undertake impact assessments on key programs: Research Advantage, Accelerate and Ignite	Lack of analysis to date on impact of programs on career development for women.	Immediate	Ongoing	HRS/WS&T RA GECs	Tracking of participants' career progression available for analysis.

Theme 8: Transgender and Intersectionality

Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
8.1	Deliver ALLY training to students and staff interested in supporting and advocating for Transgender staff or students.	Transgender staff and students require support from appropriately trained network members.	Commenced	Ongoing	ALLY Convenor /External Facilitator	ALLY Advocates are utilised by Transgender staff and students and provide positive feedback through surveys.
8.2	Develop University guidelines to assist staff to transition in the workplace.	No formal process/guidelines exist for staff who wish to transition in the workplace.	August 2018	October 2018	ALLY Convenor E&D	Guidelines established with a range of options so transgender staff can "individualise" a plan.
8.3	Update system procedures for collecting and recording name and gender information for transgender staff.	Public procedure required for change of name and gender in HRS & IT systems to meet needs of transgender staff.	August 2018	October 2018	HRS, E&D, ALLY Convenor	Clear procedure for change of gender/name established and meets auditing requirements.
8.4	Deliver Gender Diversity and Inclusive Teaching to academic staff. <i>First forum commenced in 2017.</i>	Academic staff required to be aware of best practice Gender and Inclusive Language teaching styles.	Commenced	Annually	DVC(A) ALLY Convenor CTL	30 academic staff trained each year on inclusive teaching styles.
8.5	Annually raise the Rainbow flag as part of Pride Week celebrations at University of Newcastle.	Responsibility to demonstrate commitment around principles of tolerance and inclusion.	Commenced	Annually	DVC(A)	Flag flown annually and UON visible champion for LGBTIQ+ group and inclusive practices.
8.6	Add questions to staff engagement surveys around themes of inclusiveness and intersectionality.	Feedback required from staff to measure efficacy of inclusive policies and practices.	June 2018	Annually	HRS/WSAT	Inclusive questions added to staff engagement survey.
8.7	Engage with Centre of Excellence in Equity in Higher Education (CEEHE) to be informed on current resources on issues of gender and social justice. Establish working party with CEEHE and key groups such as ACON to gain better understanding of intersectionality issues.	SAT & STEMM Faculties require greater understanding of intersectionality to review and develop new strategies.	October 2018 January 2019	December 2018 April 2019	CEEHE Wollotuka ACON Rainbow Visions GECs	Framework developed to support further review and activities including data collection/analysis.

Theme 9: Indigenous

Action	Description of Action	Justification/Evidence	Start Date	Target Delivery Date	Responsibility	Success Measure
9.1	Establishment of six Indigenous Cadetships in STEM.	Currently no cadetships exist in STEM Faculties. Cadets form part of pipeline for future roles.	July 2018	July 2019	Indigenous Employment Officer STEM Faculties	STEM Faculties recruit two female cadets each.
9.2	Faculties to identify suitable roles for targeted recruitment of Indigenous staff into non-identified roles (outside of Wollotuka).	Eight staff to date have been appointed under targeting strategy. Greater numbers required to meet 3.9% target.	July 2018	July 2019	Indigenous Employment Officer and STEM Faculties	Six additional Indigenous staff appointed through targeted recruitment by December 2019.
9.3	Establishment of three New Career Academics (INCAs) in STEM Faculties	Currently no STEM Faculties INCAs. Students are supported to do PhD and are retained in UON's workforce.	January 2019	January 2020	Wollotuka and STEM Faculties	STEM Faculties commit to placement of one second year INCA in their Faculty. First year funded by Wollotuka.
9.4	Review and roll out Cultural Competency Training across UON to staff.	Currently only run on request. Supervisors require understanding of cultural and intersectionality issues for Indigenous staff and obligations to family and community.	August 2018	Ongoing	Wollotuka	New Cultural Training program delivered and available through T&D calendar on a monthly basis.
9.5	Improve collaboration between Research & Innovation and Wollotuka on key research programs.	Under-utilisation of research programs such as RA by Indigenous staff.	October 2018	Ongoing	PVC (R&I) Wollotuka	Working party established and 10% increase in uptake of research support by Indigenous academic staff by 2020.
9.6	Amend Indigenous Employment Strategy to include focus on intersectionality issues for Indigenous women in STEM	No focus currently in existing plan to increase number of indigenous staff in STEM or address gender impacts.	June 2018	July 2018	Indigenous Employment Officer Wollotuka HRS	Plan updated with strategies to address intersectionality issues.