

Federation University SAGE Athena SWAN Action Plan

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3.3	3.3 (a) Upgrade HR data reporting structures and reporting.	Accessing retrospective HR data for SAGE Athena SWAN gender reporting from a limited HR-Management Information System and paper-based records was time-consuming and inconsistent.	Scope requirements and implement a new HR enterprise software suitable to Higher Education (HE) and TAFE reporting. Provision of a committee gender balance report at the commencement of each calendar year to be submitted to Academic Board at the commencement of each calendar	Q3 2019 Q4 2019	Q4 2020 Q42022	Creation of a FedUni Business Intelligence Unit to help manage data	Chief Operating Officer Manager (Planning, Analytics and Reporting) Chair, Academic Board Committee, Chairs	On-demand reporting of comprehensive, anonymised staff gender equity and diversity and inclusion data available by Q4 2022
3.3	3.3 (b) Bi-annual gender data reporting for academic and general staff.	There is a current lack of gender data reporting to Deans, Directors and Executive Director (TAFE), thus lack of STEMM and non-STEMM comparisons in HE and TAFE.	Provision of biannual (May/June and Nov/Dec) gender equity data to Deans, Directors and Executive (Exec) Director (TAFE). Deans, Directors and Exec Director (TAFE) bi-annual reporting on SAGE Athena SWAN actions to the following audiences: <ul style="list-style-type: none"> • Vice Chancellor Senior Team (VCST) • Academic Board • School Boards • Portfolio-level meetings. 	Q3 2019 Q3 2019	Q4 2023 Q4 2021	Data collected annually for Workplace Gender Equity Agency	Director HR, Manager (Planning, Analytics and Reporting) Deans, Directors, Exec Director (TAFE)	Bi-annual reporting of progress in gender equity in departments and schools by Deans, Directors and Exec Director (TAFE) by Q2022.
3.3	3.3 (c) Report the sessional staff employment profile in HE and TAFE schools.	Current HR systems are unable to report on the total number of hours, gender and type of work completed by sessional staff. The Sessional Staff Project completed in 2016, highlights key issues including job insecurity and limited career opportunities in STEMM.	Provision of bi-annual sessional staff employment profile (hours, gender, type, STEMM and non-STEMM) to Deans and Exec Director in HE and TAFE schools.	Q3 2020	Q4 2023	Creation of a FedUni Business Intelligence Unit to help manage data	Director HR Manager, (Planning, Analytics and Reporting)	Bi-annual reporting of sessional staff hours in STEMM schools in HE and TAFE by gender by Q4 2023.

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4.1.4	4.1.4 Systematically conduct, document and report themes from formal exit interviews with academic and TAFE women leaving STEMM disciplines.	There are current inconsistencies in exit interview processes. There is a lack of documented staff perspective about sexual harassment, discrimination and gender equity. Several complaints regarding these issues are reported to the Manager, Equity and Diversity (E&D).	Training for HE and TAFE managers in conducting exit interviews including questions about harassment, discrimination and gender equity. Themes from exit interviews to be reported to HR and discussed as part of SAGE Athena SWAN progress at VCST.	Q2 2019 Q3 2020	Q4 2022 Q4 2022	Staff complaints are currently being managed by the E&D unit. Staff triaged to appropriate services.	Director HR, HR Business Partners Deans, Exec Director (TAFE)	Staff workplace satisfaction levels in STEMM disciplines in HE and TAFE increase by 5% from Q1 2019 to Q4 2021 as measured by VOICE survey.
5.1.1	5.1.1 (a) Recruitment: Job analysis methodology HR to develop and implement job analysis methodology to eliminate potential barriers and biases within online and paper-based position descriptions.	University recruitment documentation has not been recently reviewed with a gender equity and diversity lens, therefore might be excluding high calibre potential applicants. STEMM disciplines in HE schools such as School of Engineering and Information Technology (SEIT), have low numbers of women applicants applying for roles. .	Create and implement a new job analysis methodology to review all new position descriptions inclusive of gender equity and diversity criteria. Improve potential applicant recruitment details on the career websites relevant to gender and equity Advertise negotiable 'time-fractions' and 'flexible job arrangements' within recruitment documents.	Q3 2019 Q3 2019 Q3 2019	Q4 2020 Q4 2023 Q4 2023	Updated position descriptions for senior academic leaders created for June 2018 Academic Portfolio restructure. In 2016, there was a review to improve accessibility within the recruitment process. Profiling can also be included in the recruitment processes.	Director HR, Deans, Exec Director (TAFE) Director HR, Deans, Exec Director (TAFE) Director HR, Deans, Exec Director (TAFE)	Best practice gender neutral job analysis methodology implemented for HE and TAFE by Q4 2020. <i>Number of academic women and academic women with intersectional identity candidates shortlisted in STEMM academic positions, senior academic and professional positions in HE and TAFE increased by 5% by Q4 2023.</i>
5.1.1	5.1.1 (b) Recruitment: Training for selection panel chairs Deliver comprehensive selection panel chair training to improve equitable and fair recruitment outcomes.	Selection panel chairs strongly influence the recruitment outcomes and navigate short listing, panel views and discussions in a transparent manner. Interview data demonstrates varied confidence in current recruitment practices.	Training HE and TAFE selection panel chairs (STEMM and non-STEMM) in updated talent selection methodology including 'achievement relative to opportunity' and unconscious bias.	Q2 2019	Q4 2023		Director HR, HR Business Partners, Manager (Organisation and Development)	Annual reporting of numbers of selection panel chairs trained in understanding unconscious bias and measuring achievement relative to opportunity in HE

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								and TAFE to reach 75% by Q4 2023.
5.1.1	<p>5.1.1 (c) Recruitment: Training for selection panels</p> <p>Deliver comprehensive selection panel training to HE and TAFE members, to improve equitable and fair recruitment in STEMM and non-STEMM areas.</p>	Senior STEMM academics report difficulty in recruiting women to academic positions in Science, Engineering and Information Technology (SEIT). Interview themes demonstrate confidence issues with current process.	<p>Training HE and TAFE selection panel members (STEMM and non-STEMM) in updated talent selection methodology including 'achievement relative to opportunity', merit selection, unconscious bias and potential recruitment barriers.</p> <p>An 3% increase in women/gender diverse/ women with intersectional identity candidates employed in STEMM academic positions and senior academic, professional positions in both HE and TAFE sectors by Q4 2022.</p>	Q3 2019	Q4 2022	Recruitment and Merit Selection training under review Q1 2019.	Director HR HR Business Partners Manager, Organisation and Development (Org & Dev)	Numbers of selection panel members trained in recruitment selection and unconscious bias to reach 75% of all panel members in annual reporting by Q4 2023.
5.1.1	<p>5.1.1 (d) Recruitment: Attraction strategies</p> <p>Develop a talent pipeline strategy to attract and recruit more women academics and teachers in STEMM disciplines.</p>	<p>Retrospective HR recruitment data demonstrate that some STEMM disciplines have had few women applicants during 2015-2017.</p> <p>Research demonstrates that recruitment advertisements within industry and related networking communities, often broaden and potentially improve gender representation in applicant pools.</p>	<p>School leaders in HE and TAFE provide guidance to HR with diversifying advertising approaches that include industry association newsletters, job boards, LinkedIn forums and discipline-specific databases of potential recruits.</p> <p>Plan and implement gender balance in HE and TAFE STEMM marketing website material of staff and students</p> <p>Explore women-only recruitment exemption for roles in STEMM</p>	Q2 2019	Q3 2020	STEMM positions are already advertised in discipline specific publications.	Director HR Deans, Exec Director (TAFE)	Gender balance of applicant pools improved by more than 5% for recruitment to STEMM and senior academic positions by Q3 2020.
				Q3 2019	Q4 2023		Deans Exec Director (TAFE) Director (Comms)	Gender balance of successful applicants to STEMM positions improves by more than 5% by Q4 2023.
				Q4 2019	Q4 2020		Director, HR Dean (SEIT)	At least 1 STEMM women only recruitment add has been successfully published

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5.1.1	<p>5.1.1 (e) Recruitment: Selection strategy</p> <p>Review, update and implement improved 'Recruitment and Merit Selection' Policy and Procedure with respect to gender equity and diversity.</p>	<p>Academic and general staff interview themes highlight the importance of selection panel membership and current challenges with understanding gender equity and diversity.</p> <p>Senior STEMM academics report difficulties in attaining gender balance on selection panels.</p> <p>Academic and general women report an over reliance in attending selection panels. Current practice requires at least one woman or man as part of the each panel</p>	<p>Review and implement the 'Recruitment and Merit Selection' policy and procedure. As part of this process, prioritise key selection criteria (essential vs desirable), intrinsic capabilities, transferable skills and career experience in HE and TAFE.</p> <p>Reporting on gender and grade balance of selection panels and applicant pools for HE and TAFE STEMM recruitment</p> <p>Review 10 Selection Panel Reports recruiting at academic Levels C, D and E and examine gender balance and member feedback associated with the process.</p>	Q3 2019	Q4 2020	Recruitment and Merit Selection training being updated (Q1 2019)	Director HR HR Business Partner	Implementation of revised Recruitment and Merit Selection policy and procedure as part HE and TAFE recruitment by Q4 2020.
5.1.1	<p>5.1.1 (f) Recruitment: Targeted recruitment with industry in STEMM disciplines</p> <p>School of Engineering and Information Technology (SEIT) investigate partnering with industry in Engineering and IT to create sponsored women-only future leadership academics positions.</p>	Some STEMM disciplines, especially Engineering report difficulty in recruiting women academics.	<p>Develop a school focused strategy to increase women in STEMM leadership through partnerships with industry.</p> <p>Explore co-funding recruitment of women academics in STEMM between FedUni and industry.</p> <p>Increased recruitment of women academic positions hired with an industry focus</p>	Q3 2019	Q4 2019	Early discussions between Dean (SEIT) and DVCA	Dean (SEIT)	Annual reporting of the number of industry partnerships and academic positions in SEIT created for recruitment of academic women in STEMM by Q4 2022.
				Q2 2020	Q3 2020		Dean (SEIT)	
				Q1 2021	Q4 2022		Dean (SEIT)	
5.1.2	<p>5.1.2 (a) Induction: Improve processes for academic and TAFE staff</p> <p>Consistent and sustainable implementation of induction processes for STEMM and non-STEMM academic and TAFE staff to support role transition.</p>	<p>Interview themes highlight that staff value an induction process from peers who understand their school and discipline lived-experience.</p> <p>Interview themes recommend that staff be made aware of academic promotion processes during induction to enhance career portfolio planning.</p>	<p>Deans, Directors and Exec Director (TAFE) are trained and held accountable to implement current and new induction processes that support role transition and career development</p> <p>Deans, Directors and Exec Director (TAFE) complete and submit probation reviews of new academic and general staff to HR within a timely manner.</p>	Q3 2019	Q3 2020	There are several existing checklists however uptake is varied	Director HR, HR Business Partners	Consistent induction for all new academic and TAFE staff across all schools implemented by Q4 2020.
				Q3 2019	Q4 2023	a) New Starters Checklist b) Local Induction Checklist	DVCA Deans, Exec Director (TAFE)	Improved staff satisfaction by 10% reported in 2021 VOICE survey in
				Q1 2020	Q4 2023		Deans,	

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			<p>Implementation of 'Buddy System' for all new academic and TAFE staff (>0.3 FTE) within 3 months of commencement. New academic and TAFE staff are provided with workload allocation to attend Academic Induction Program (AIP), specific school-led Course-Coordinator training and other relevant professional learning.</p> <p>Course-Coordinator training made consistent across all schools.</p> <p>Deans report on the number of academic staff who have completed Academic Induction Program and Course-Coordinator training.</p>	<p>Q1 2020</p> <p>Q3 2019</p> <p>Q3 2019</p>	<p>Q4 2023</p> <p>Q2 2019</p> <p>Q4 2023</p>	<p>c) OHS Induction Checklist</p> <p>d) Sessional Staff Mapping Support Checklist</p>	<p>Exec Director (TAFE)</p> <p>Deans, Exec Director (TAFE)</p> <p>Deans, Exec Director (TAFE)</p> <p>CLIPP, Director</p> <p>Deans, Exec Director (TAFE)</p>	<p>comparison to 2018 survey.</p> <p>Increased retention of women in STEMM in HE and TAFE as measured by improved gender balance in STEMM by Q4 2023.</p>
5.1.2	<p>5.1.2 (b) Induction: Implementation of Sessional Staff Checklist for academics and TAFE staff</p> <p>Finalise, endorse and roll-out Sessional Staff Checklist implementation within schools.</p>	<p>Sessional staff report that there are current issues related to commencement date, clarity of instructions, challenges with accessing technology and lack of support within their roles (Sessional Staff Internal Evaluation Project, CLIPP, 2017).</p>	<p>Sessional Staff Checklist endorsed by Academic Board and HE and TAFE schools.</p> <p>Deputy Deans and Exec Director (TAFE) report on implementation, uptake and use of Sessional Induction Checklist.</p> <p>Update online Corporate Induction modules to include a section for sessional staff.</p>	<p>Q1 2020</p> <p>Q1 2022</p> <p>Q3 2020</p>	<p>Q4 2021</p> <p>Q4 2022</p> <p>Q4 2021</p>	<p>Sessional Induction Checklist was rolled out in 2018 although not consistently. Further school buy-in and implementation is required.</p>	<p>CLIPP, Director</p> <p>Deans</p> <p>Exec Director (TAFE)</p> <p>Deans</p> <p>Exec Director (TAFE)</p> <p>Director HR</p> <p>HR Business Partners</p>	<p>Consistent and comprehensive implementation of the Sessional Staff Checklist by Q4 2021.</p> <p>Sessional staff women in STEMM reporting improved workplace satisfaction by Q4 2023.</p>

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5.1.3	<p>5.1.3 (a) Promotion: Review of Academic promotion policies, procedures and practices.</p> <p>Simplify, review and implement the academic promotions policy/procedure focused on gendered language, criteria and process.</p>	<p>Interview themes highlight that staff require increased clarity regarding promotion expectations and would value exemplar sharing.</p> <p>Survey findings suggest that men have a perceived advantage in the academic promotions process including in STEMM disciplines.</p>	<p>Academic Promotion's policy, procedures and processes are reviewed and implemented for future rounds including criteria clarity (ie research, teaching and service). Increased clarity provided regarding impact of career breaks and 'Relative to Opportunities'</p> <p>New 'Service and Engagement Expectations' to be collaboratively developed</p> <p>Deans and academic supervisors trained in criteria and expectations in Academic Promotions policy and procedure to ensure consistent guidance and counselling for academic staff.</p> <p>Feedback sought from staff including women in STEMM who have applied for promotion after each round.</p>	<p>Q1 2019</p> <p>Q1 2019</p> <p>Q3 2019</p> <p>Q1 2020</p>	<p>Q2 2019</p> <p>Q2 2019</p> <p>Q4 2022</p> <p>Q42020</p>	<p>New promotion criteria will be available for consultation in April 2019 with first call out in June 2019</p> <p>'Research Standards' released 2017</p> <p>'Teaching Expectations' released 2018</p> <p>'Service and Engagement Expectations' under development (from Aug 2018).</p>	<p>VC DVC A</p> <p>DVC A Deans CLIPP, Director</p> <p>Director, HR HR Business Partners Deans</p> <p>Director, HR HR Business Partners Deans.</p>	<p>Annual reporting of numbers of successful women applicants increased by 10% at each grade level by Q4 2023.</p>
5.1.3	<p>5.1.3 (b) Promotion: Improvements in promotions support material</p> <p>Develop academic promotions support materials which improve understanding of promotion criteria and preparation of portfolios.</p>	<p>Interview themes highlight that staff need more clarity about promotion expectations and timelines associated with preparation</p>	<p>Update the academic promotion website with information regarding new policies, procedures, criteria, templates, applicant guidelines and submission timelines.</p> <p>Develop guidance notes, examples and FAQs specific to developing promotion portfolios including how to prepare a case of 'Achievement Relative to Opportunity'.</p> <p>Higher standard of portfolios received for assessment during promotion rounds</p>	<p>Q2 2019</p> <p>Q2 2019</p>	<p>Q3 2020</p> <p>Q3 2020</p>	<p>Academic promotions applicant information sessions conducted biannually.</p> <p>Current Academic promotions policy and procedure are available on the website.</p>	<p>Director HR HR Business Partners</p> <p>Director HR HR Business Partners</p>	<p>Numbers of women in STEMM preparing portfolios and applying for academic promotion increased by 10% by Q4 2023</p> <p>Number of of women academics promoted in STEMM disciplines increased by 10% by Q4 2023.</p>

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5.1.3	<p>5.1.3 (c) Promotion: Career advancement workshops</p> <p>Develop a promotion pre-submission workshop where academic staff can receive feedback and support specific to portfolio development.</p>	<p>Interview themes highlight the importance of preparation time for comprehensive promotion applications.</p> <p>Staff reported being unprepared for the length of time taken to collate supporting documentation for application portfolios.</p> <p>Staff including women in STEMM suggested peer support for portfolio construction would positively influence the number of women staff aspiring to reach Level C, D and E.</p>	<p>Develop and implement "Managing My Career" workshops co-lead by school leaders and HR to STEMM and non-STEMM staff. The workshops focus on resume and promotion portfolio development</p> <p>Demographics (number, gender, discipline) of workshop participation reported to VCAST at the end of every promotion round</p>	Q3 2019	Q4 2019	HR provides general information sessions on the academic promotions process (Feb, Jul).	Director HR, HR Business Partners, Deans	Number of applications for promotion and success rates by women in STEMM increased by 10% by Q4 2023.
5.1.3	<p>5.1.3 (d) Promotion: Career advancement through mentoring</p> <p>Develop a targeted 1-2 year mentoring program focused on promotion/reclassification portfolio support for women in STEMM in HE and TAFE sectors.</p>	<p>Interview themes highlight the importance of sponsorship, mentorship, advice and critical friends in developing comprehensive promotion application submissions.</p>	<p>Schools create a registry of peer mentors/critical friends for academic promotion support and reclassification reviews within STEMM disciplines.</p> <p>Develop mentor guidelines and calculate workload allocation for mentor involved in the program.</p> <p>Reporting of HE & TAFE staff demographics (number, gender, discipline) involved in career advancement mentoring program.</p>	Q3 2019	Q4 2019	A number of academics already volunteer their time informally to share their knowledge with applicants	Deans, Exec Director (TAFE)	Number of applications for promotion and success rates by women in STEMM in HE and TAFE increased by 10% by Q4 2023.
5.1.3	<p>5.1.3 (e) Promotion: Building a culture of encouragement and growth</p> <p>Targeted encouragement to STEMM women from senior school stakeholders to engage</p>	<p>The 2015-2017 data demonstrated that there were low numbers of women from STEMM disciplines applying for promotion overall compared to other schools.</p>	<p>Commence targeted emails to STEMM women from university and school leaders encouraging promotion consideration from B to C to D.</p> <p>Commence promotion/ reclassification targeted discussions during Performance</p>	Q2 2019	Q4 2023	Interview guides already offered by HR.	Deans, Directors, Exec Director (TAFE)	Gender balance at Level D and E improved by 5% by Q4 2023.
				Q2 2019	Q4 2023	VC sent emails to senior female staff	Deans,	Gender balance in STEMM disciplines

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	with the promotion/reclassification process.	There is a significant decline of women academics beyond Level B in the School of Science, Engineering and Information Technology.	Review and Development Program (PRDP) process by line manager to STEMM women.			encouraging them to apply for restructure positions.	Directors, Exec Director (TAFE)	above level B increased by 5% by Q4 2023.
5.1.3	5.1.3 (f) Promotion: Sharing successful outcomes Share stories of successful promotion journeys of academic women.	Interview themes highlight the importance of sharing the lived experience and lessons learnt for those who have successfully navigated the promotion application process.	Develop strategies for disseminating stories of positive promotion journeys through existing and new forums (i.e. promotion workshops, newsletters, promotion call outs etc.)	Q1 2020	Q4 2022		Director HR Deans DVCA Successful women academic applicants	Annual reporting of promotion workshops include at least 3 presentations by recently successful academic women.
5.2.1	5.2.1 (a) Career Development: Leadership and Engagement Professional Development Develop and implement a new leadership program and professional development series for senior school staff.	Interview themes highlight the importance of building leadership capacity throughout the career journey. A gender imbalance exists in senior academic and professional roles. Women in STEMM report a desire for more recognition of leadership and engagement qualities.	Implement annual externally/internally facilitated leadership program provided for senior school stakeholders. Review and update the 'Emerging Leader' programs for academic and general staff. Develop and roll-out internal leadership series for women in STEMM across key leadership areas including performance, budgeting, workload-planning and leading effective teams. Feedback sought from staff completing programs, evaluation reported back to staff.	Q2 2019 Q1 2020 Q1 2021 Q4 2021	Q4 2022 Q2 2020 Q4 2021 Q2 2022	A number of externally-facilitated programs are currently available for senior leadership. Talent Life Cycle planning feeds into leadership planning. This was developed in 2018. It includes phases such as planning, performance, development, reward and recognition.	Director HR Manager (Org & Dev) DVCA Manager (Org & Dev) DVCA Manager (Org & Dev) Manager (Org & Dev)	Annual reporting of the number and gender balance of academics participating in leadership program. Number of academic women in STEMM promoted to senior roles increased by 5% by Q4 2022.

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5.2.1	<p>5.2.1 (b) Career Development: Professional Development Calendar</p> <p>Develop and implement a centralised professional development calendar for academic, general and TAFE staff.</p>	<p>Interview themes highlight the importance of engaging with professional learning but staff found it difficult to access training aligned with practice and their role. Staff reported that lack of information about training was a barrier.</p> <p>Professional development information is provided separately by HR, CLIPP, Research Services, schools and VET Practice Unit</p>	<p>Training needs for academic staff scoped.</p> <p>Collaboration between central services to develop annual professional development calendar which is released November for the following year. Collaborations between CLIPP, Research Services, Information Technology Services (ITS), Schools and HR. Release TAFE calendar at the similar time</p> <p>Create a webpage for a university-wide Professional Learning Calendar which includes Learning and Teaching, Research, Graduate supervision, Leadership and Engagement and other HR topics. Release annually November.</p> <p>Develop and automated, efficient feedback and evaluation process for all professional learning opportunities and shared feedback with relevant stakeholders.</p> <p>Provide annual professional development engagement reports to Deans, Directors and Exec Directors (TAFE)</p> <p>All planning committees for events and professional development opportunities must strive for 50% gender equity in presenters. This is reported back to E&D on a yearly basis</p>	<p>Q3 2019</p> <p>Q4 2019</p> <p>Q4 2019</p> <p>Q1 2020</p> <p>Q2 2020</p> <p>Q3 2019</p>	<p>Q4 2019</p> <p>Q4 2019</p> <p>Q1 2020</p> <p>Q4 2022</p> <p>Q4 2022</p> <p>Q4 2022</p>	<p>HR/Research Services/CLIPP agree on the need for a central calendar for staff</p> <p>Updated travel policy and procedure released to support travel guidelines around professional development opportunities</p>	<p>Director CLIPP, Director HR, Director Research Services, Director ITS, VET Practice Unit Director</p> <p>Director, CLIPP</p> <p>Director CLIPP, Director HR,</p> <p>Director CLIPP, Director HR,</p> <p>Director CLIPP, Director HR, DVC Research and Innovation (R&I)</p>	<p>Annual reporting of training offered and gender balance and grade level of participants.</p> <p>Number of academic and general staff attending training for career development increases by 5% by Q4 2024.</p> <p>Number of STEMM academic women accessing professional development increases by 15% by Q4 2022.</p>
5.2.1	<p>5.2.1 (c) Career Development: Provide professional development training and resources to strive for research success</p>	<p>Academic women report having high teaching loads which prohibits time to access research building professional development.</p>	<p>Deliver 3 targeted publication writing, grant writing, and budgeting workshops/events for women in STEMM.</p>	<p>Q4 2019</p>	<p>Q4 2022</p>	<p>The 'Graduate Centre Program' runs professional development for graduate</p>	<p>DVC R&I, DVCA, Deans (SEIT, SoHLS, SoNHP)</p>	<p>Annual reporting of academic women in STEMM accessing professional development increases between 2019 and 2022.</p>

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	Deliver targeted publication writing, grant identifying and grant writing workshops in STEMM focused disciplines.		Provide annual funding for FedUni's Women's Research Network (WReN) Proposed 2019 workshop series: 1. Promote your research with social media (Feb). 2. Advancing your career: Mentoring and Promotion (May). 3. Grant Writing and Budgeting (Sep). 4. Success stories for Women in Research (Dec).	Q1 2019	Q4 2019	students and supervisors. WReN has been providing professional development learning since 2012.		Number of academic women in STEMM applying for grant funding and succeeding increased by 10% by Q4 2022. Annual reporting by WReN to VCST to include number and grade level of women academics in STEMM participating in workshops.
5.2.1	5.2.1 (d) Career Development: Mentoring and Sponsorship for women in STEMM Implement a 12-month formal academic mentoring process recognised in workload planning for STEMM academic women within 6 months of appointment. Offer external leadership sponsorship opportunities	Interview themes highlight the importance of general mentoring in navigating career development, time-management, and goal setting and balancing workload towards building a balanced academic profile.	Link women in STEMM academics with a critical friend across the school who can mentor around academic responsibilities Develop clear guidelines for mentor and financial sponsorships discussions across the school (ie mentor relationships and funded professional development sponsorship with external leadership programs. Develop a Professoriate Academic Research Mentoring Program (ARMP) focused on research mentoring for aspiring academics (STEMM and non-STEMM)	Q3 2019 Q4 2019 Q3 2019	Q4 2022 Q3 2019 Q4 2019	Mentoring plans have already been discussed at HR and with the professoriate Small working group formed to discuss implementation and membership of ARMP	Deans Director HR Director, CLIPP VC Director, CLIPP	Annual reporting of sponsorship of STEMM academic women in schools. Numbers of formal and informal mentoring relationships for women in STEMM across the university increased by 10% by Q4 2023.
5.2.1	5.2.1 (e) Career Development: Tuition Fee Scholarship for academic staff completing PhDs Implement Tuition Fee scholarships for women in STEMM applicants to encourage PhD completion	Interview themes highlight the importance of supporting female staff meeting PhD timely completion. Academic women in Nursing and Healthcare professions spend the early part of their careers building a clinical profile so will benefit from HDR support.	Investigate the viability of tuition fee scholarships and identify options for women in STEMM. Scholarship guidelines developed including assessment process, funding secured and nomination process released according to timelines.	Q3 2020 Q3 2020	Q4 2020 Q1 2021	Tuition Fee scholarships have been offered to women in STEMM in the past.	DVC (R&I) DVC (R&I)	At least 2 women in STEMM scholarship opportunities offered to staff annually to encourage and support PhD completion by Q4 2023.

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	(targeting staff returning to work from career breaks).							Numbers of academic women in STEMM with PhD qualifications increases 5% by Q4 2023.
5.2.2	<p>5.2.2 Appraisal/development review: Training for implementing the Performance Review and Development Program (PRDP)</p> <p>Develop training for academic and TAFE line managers in the Performance Review and Development Program (PRDP).</p>	<p>Interview themes highlight that staff value PRDPs, however are disappointment with the lack of guidance and support staff offered by line managers.</p> <p>Women in STEMM report FedUni's PRDP process as a missed opportunity for career planning.</p>	<p>Develop and implement training guides for academic and TAFE line managers which focus on leading career development discussions (ie academic advancement, promotion, and reclassification) within the PRDP process.</p> <p>Tracking of PRDP status for all staff to be presented at School Boards and Deans & Directors meetings.</p>	<p>Q2 2019</p> <p>Q2 2019</p>	<p>Q4 2022</p> <p>Q4 2022</p>	<p>PRDP uptake by academic staff has increased during 2018.</p> <p>VC and Director, HR implemented improved accountability measures to senior leaders.</p>	<p>Director HR, Deans, Exec Director (TAFE)</p> <p>Director HR, Deans, Exec Director (TAFE)</p>	<p>PRDP completion by academic women in STEMM increases by 10% by Q4 2023.</p>
5.2.3	<p>5.2.3 Support given to academic staff for career progression: Workforce planning with sessional staff</p> <p>Improve career pathways for sessional academic women in STEMM.</p>	The 2017 CLIPP <i>Sessional Staff Internal Evaluation Project</i> and interview findings highlight the importance of career stability for sessional staff on school performance and student outcomes.	Review school requirements for sessional staff and whether some sessional work can be converted to part-time, fixed-term or Scholarly Teaching Fellow contracts.	Q3 2019	Q4 2020		Deans Deputy Deans	Annual reporting of numbers of STEMM sessional women academics and teachers moving into continuing and fixed term contracts increase by 5% by Q4 2023.
5.3.2	<p>5.3.2 Parental leave support</p> <p>Refine strategies aligned to supporting academic women while on leave and returning from career breaks regarding research continuity.</p>	Academic women find it difficult to reboot academic careers after career breaks.	<p>Review and update manager training in parental leave and workload planning options.</p> <p>Develop a 'Research Continuity Plan' to support academic women on leave and returning to work to support research continuity and transition in the workplace. Incorporate plan as a case study in the Maternity Leave Toolkit.</p> <p>Inform returning staff about negotiating a "return to work" research workload allocation or additional time to re-</p>	<p>Q2 2019</p> <p>Q3 2019</p> <p>Q2 2020</p>	<p>Q3 2019</p> <p>Q4 2022</p> <p>Q4 2020</p>		<p>Director HR Manager (Org & Dev)</p> <p>Director HR HR Business Partners</p> <p>Director HR HR Business Partners</p>	<p>Annual reporting of staff accessing parental leave.</p> <p>Numbers of male academic staff accessing parental leave increased by Q4 2023.</p> <p>Increased awareness and application of flexible working arrangements for staff</p>

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			establish research when returning to the workplace.					reported during HR discussions. Improved staff feedback regarding research continuity post leave periods reported post return to work HR discussions
5.3.3	5.3.3 (a) Returning to work after career breaks: Increase support for research careers and encourage flexible work update	Academic women report finding it difficult to return to their research careers after breaks for children.	Increase visibility and dissemination of internal and external research grants, awards and scholarships linked to career progression to women/care-givers on career breaks and within the first 12 months of returning to work. Supervisor training supports managers to have proactive discussions with their staff returning from leave.	Q3 2019	Q4 2022		Deans, Graduate Dean of Studies, Director, Research Services Director, HR HR Business Partners	Increased research success support reported by academic women, particularly those in STEMM. Annual reporting of academic women in STEMM with career breaks reporting research grant success and publication.
5.3.3	5.3.3 (b) Returning to work after career breaks: Targeted financial support for professional development	Women in STEMM report that re-establishing (and maintaining) research activity is the most challenging aspect of academic life for women with family responsibilities, particularly in STEMM disciplines where significant lab/ field time is needed.	Create guidelines and implement a targeted internal grant scheme (approx. \$5-\$10K yearly) to support professional development engagement for academic and TAFE women returning from career breaks. Guidelines to include use of funds for networking opportunities and research assistance.	Q2 2020	Q4 2022		DVC R&I DVC A Exec Director (TAFE)	Annual reporting of number of academic women in STEMM returning from career breaks accessing professional development for research support.
5.3.6	5.3.6 (a) Flexible working and research Improve academic workload planning and offer more part-time research-inclusive academic roles which allow for research continuity alongside workplace flexibility.	Academic women report needing more flexible ways to keep their research careers active during reduced work-hours and caring responsibilities.	Explore recruitment and workplace flexibility options by ensuring there are adequate part-time academic positions with research allocation for women in STEMM. Rollout of consistent, transparent workload model to support all aspect of work-life balance for academic staff.	Q2 2021 Q1 2019	Q4 2022 Q3 2019	CYON Workload Planner commenced planning and implementation June 2018 Roll out in January 2019	Director HR DVC A, Deans Director HR DVC A, Deans	Number of research-active academic women in STEMM increases by 5% by Q4 2023.

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5.3.6	5.3.6 (b) Flexible working: Support for training HDR supervisors in workplace flexibility practices	Academic staff and students report by interview that HDR supervisors can be inconsistent in support for graduate students with work and family responsibilities.	Review HDR Supervisor training offered by the Graduate Centre to include gender equity and workplace flexibility guidelines and options in place at FedUni Measure supervisor and co-supervisor awareness of flexible workplace and study options by a survey instrument and update training to reflect knowledge gaps.	Q4 2019 Q4 2019	Q3 2020 Q3 2020		Dean, Graduate Studies Dean, Graduate Studies Graduate School Coordinator	Improved retention of women HDR students in STEMM disciplines in comparison with 2019 figures.
5.4.1	5.4.1 (a) Organisational culture: Workplace Gender Equity Agency Employer of Choice Work towards actions that will enable FedUni to gain Workplace Gender Equity Agency (WGEA) Employer of Choice status for both sectors.	Currently, FedUni does not meet criteria for WGEA's Employer of Choice. Interviews and surveys suggest that some areas of FedUni are perceived to have some gender inequity.	Establish a working party to develop the narrative and response report to meet the WGEA 'Employer of Choice' criteria in several categories (ie 1. Improve Performance Management Processes, 2. Talent identification, 3. Succession Planning 4. KPIs for managers relating to Gender Equity and 5. Strategy designed to promote gender equality in governing committees)	Q3 2020	Q3 2022	Annual reporting to WGEA Equity and Diversity unit has reported on actions required to meet WGEA criteria for Employer of Choice	Director HR Manager (Org & Dev) HR Business Partners	Successful attainment of the WGEA's 'Employer of Choice' Award Increased number of women and women with intersectional identities employed as academics in STEMM in HE and TAFE by Q4 2022.
5.4.1	5.4.1 (b) Organisational culture: Improve gender equity and diversity in University culture Align portfolio strategic and operational plans with the gender equity and diversity principles of the University.	Interview themes highlight perceptions of gender inequity in some disciplines and at senior levels by academic and general staff.	Key stakeholders review current and future institutional plans and align school practices and KPIs' with existing gender equity, diversity and inclusion goals identified within the following plans: 1. Social Inclusion Plan 2. Disability Action Plan 3. FedPride Strategy 4. WGEA Employer of Choice 5. Aboriginal and Torres Strait Islander Workforce Strategy	Q2 2019	Q4 2022	Training with gender focus <i>Workplace Harm by En Masse</i> for TAFE and School of SEIT (2018).	Deans, Exec Director (TAFE) VCST	Number of women at senior levels in general, academic and TAFE roles in University committees increased by 5% by Q4 2023. Voice survey measures of staff confidence in management and culture relating to

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			6. Reconciliation Action Plan.					equity and diversity increased by Q4 2023.
5.4.1	<p>5.4.1 (c) Organisational culture: Online training targeted at safer campus experiences</p> <p>Implementation of online targeted training modules to strive towards safer campuses experiences for staff and students.</p>	FedUni's complaints processes as reported by Manager, Equity and Diversity indicate that the university is not completely free of sexual harassment and discrimination.	Provide instructions, directives and completion targets to academic and sessional staff to complete online training modules <i>Preventing Discrimination and Harassment</i>	Q3 2019	Q4 2020	<p>FedUni is White Ribbon accredited.</p> <p>HR has bought ELMO online HR training modules and commenced roll-out (2018)</p>	<p>Director HR, HR Business Partners Deans, Exec Director (TAFE) DVC(SSS)</p>	<p>A reduction in the number of complaints of sexual harassment and discrimination by staff and students by Q4 2023.</p> <p>Completion rate of the online module <i>Preventing Discrimination and Harassment</i> by academic and general staff reaches 85% by Q4 2023.</p>
5.4.1	<p>5.4.1 (d) Organisational culture: Impacts of unconscious bias</p> <p>Provision of unconscious bias training and understanding the potential negative impacts in recruitment, promotion and retention of staff.</p>	Interview themes highlight perceptions of gender inequity in some disciplines and at senior levels by academic and general staff. Themes also highlight that staff are afraid to question bias thus perhaps no understanding how to manage bias in their workplace.	Provision of unconscious bias training to all academic and general staff, highlighting potential negative impacts on the recruitment, promotion and retention practice across the university.	Q2 2019	Q4 2020	PRDP training includes information on rating biases.	<p>Director HR Manager (Org & Dev) HR Business Partners</p>	Improved organisational culture as measured by staff confidence in management as measured in future VOICE survey and exit interview data.
5.4.1	<p>5.4.1(e) Organisational culture: Building sustainable internal networks</p> <p>Create a formal women's network for both academic, general and TAFE staff.</p>	Interview themes and patterns over the past few years highlight challenges in sustaining internal networks. Increased senior key stakeholder engagement is essential, particularly with the new Deans joining the university in 2018. Networking is identified as a crucial element in career progression (both internally and externally). Can be challenges	<p>Provision and release of annual schedule of events, speakers and networking opportunities for academic, general and TAFE staff.</p> <p>Schedule can include, International Women's Day (March 8), LGBTQI (X), Women in Science Day (x) etc.</p>	Q1 2019	Q4 2022	FedUni's Women's Research Network (WREN) runs programs for research-focused academics.	<p>Manager, Equity Director, HR Dean Directors</p>	<p>Annual reporting of attendance at networking events by gender and school and department.</p> <p>Increased attendance and engagement of academic, general and TAFE women networking and</p>

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		when the groups are run by volunteers.				The new FedNOW (Network of Women) initiative has just commenced in 2019		attending professional development with an equity and career progression focus.
5.4.10	5.4.10 Visibility of role models: Showcasing STEMM and non-STEMM academic women and men balancing careers with care responsibilities	Women wait longer to attempt academic promotion. Gender balance at senior academic levels and in research is low.	Develop and release stories via various forums that showcase how academic staff manage career progression, carer responsibilities and workplace flexibility arrangements including senior staff.	Q2 2019	Q4 2022	Occasional media releases and FedNews articles re women in STEMM and research.	Manager, (Cooperate Communication and PR) Deans	Annual reporting of numbers of academic women in STEMM speakers at FedUni events. Increased profile and discussion regarding using workplace flexible arrangements to reach career success. Open discussions regarding strategies to overcome challenges with carer responsibilities.
6.1	6.1 Supporting transgender staff Develop a Gender Transition Guide for HR and Schools in HE and TAFE	FedUni does not have a transitioning support plan for staff.	Develop and implement a 'FedUni Gender Transition Guide' for staff and students developed within the 2019-2021 FedPride Strategy	Q4 2019	Q4 2021	Transition planning for whole of University records, policies and procedures under review.	Manager, Equity and Diversity HR Business Partners	Gender Transition Guide launched by Q4 2021.
7.1	7.1 Intersectionality: Disability Action Planning Provision of training specific to disability support and meeting unique staff needs.	Academic women with a disability in STEMM and non-STEMM disciplines report feeling unsupported at times regarding their unique needs.	Provision of unconscious bias training to Deans, Deputy Deans, Exec Director (TAFE) and other senior stakeholders in unconscious bias aligned to disability and meeting unique staff requirements.	Q4 2019	Q4 2022	Disability Action Plan under review for 2019-2021	Manager, Health (Disability Liaison Unit)	Increased staff satisfaction ratings regarding disability and support across the university.

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7.2	7.2 Intersectionality: LGBTQIA+ staff	FedUni LGBTQIA+ staff do not have a current support network.	Implement New FedPride Strategy for students and staff.	Q4 2019	Q2 2019	FedPride strategy under review.	Manager Equity and Diversity	FedPride strategy updated by Q2 2019. Voice survey measures of staff confidence in management and culture relating to equity and diversity increased by Q4 2023.
7.3	7.3 Intersectionality: Women in STEMM with minority cultural backgrounds Implement an informal support network for women in STEMM with minority cultural backgrounds.	FedUni Women in the School of Science, Engineering and Information Technology are of different cultural backgrounds. As a group these women have not been asked what assistance they may need in their academic careers.	Identifying women in SEIT who may be marginalized including sessional staff and academics on contract and ensuring they receive school communications. Implement, resource and support monthly informal meetings for women in SEIT, including Moodle forum to discuss challenges and support career growth.	Q4 2019	Q4 2022	Women of minority cultural backgrounds are significant contributors to an informal networking group of FedUni Women in IT.	Dean, SEIT	Number of academic women in STEMM with a minority cultural background being successful in academic promotion or represented on University committees increased by 5% by Q4 2023.
8.1	8.1 Aboriginal and Torres Strait Islanders in STEMM and higher education: Staff targets and governance Increase the number of Aboriginal and Torres Strait Islander people in academic and/or research positions to 0.5% across 4 years.	FedUni has few Aboriginal and Torres Strait Islander heritage staff in academic positions. This is further outlines in the FedUni's <i>Aboriginal and Torres Strait Islander Workforce Strategy</i> : Objective 1.	Develop and implement targeted recruitment strategies Aboriginal and Torres Strait Islander heritage academic staff with relevant teaching and research skills. A summary report of recruitment to be provide to the Workforce Advisory Committee. Deliver and report completion of 'Cultural Safety and Inclusion' training to Deans and Deputy Deans. Deliver and report completion of 'Cultural Awareness' training to university staff	Q2 2019 Q2 2019 Q4 2019	Q4 2022 Q4 2019 Q4 2022	FedUni's recruitment includes a <i>Deadly Careers</i> webpage.	Director, HR Manager, AEC Director HR Director HR Deans Exec Director	Number of academic and research staff with cultural competency and Aboriginal and/or Torres Strait Islander heritage recruited in STEMM increased by 5% by Q4 2023.

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8.2	8.2 Aboriginal and Torres Strait Islander Employment Strategy (Policy and Procedure) promoted to schools	FedUni's <i>Aboriginal and Torres Strait Islander Workforce Strategy</i> : Objective 1.	Deans seek advice regarding targeted recruitment from Aboriginal Education Centre (AEC) and HR.	Q2 2019	Q2 2019		Deans, Manager, AEC Director, HR	Number of academic and research staff with cultural competency and Aboriginal and/or Torres Strait Islander heritage recruited in STEMM increased by 5% by Q4 2023.
8.3	8.3 Aboriginal and Torres Strait Islander employment objectives and targets embedded in school annual plans	FedUni's <i>Aboriginal and Torres Strait Islander Workforce Strategy</i> : Objective 1.	Demonstration of FedUni <i>Aboriginal and Torres Strait Islander Workforce</i> objectives and targets within school annual plans and progress reported to the Aboriginal and/or Torres Strait Islander Workforce Advisory committee. Expand AEC relationship, engagement and integration with schools around understanding local indigenous culture through the development of a 'Experience and Engagement Days' between FedUni staff and local communities	Q2 2019 Q3 2019	Q4 2022 Q4 2020	The AEC already engage with schools through informal engagement sessions	VC, VCST, DVCA, Manager, AEC Manager, AEC Deans	All schools and departments have embedded the Aboriginal and Torres Strait Islander employment objectives and targets in their annual plans by Q1 2020. Number of academic and research staff with cultural competency and Aboriginal and/or Torres Strait Islander heritage recruited in STEMM increased by 5% by Q4 2023. Successful planning for 'Experience and Engagement Day' by Q4 2020.
8.4	8.4 Aboriginal and Torres Strait Islanders in STEMM and higher education: Cadetship program	The current Cadetship program does not allow part-time work/part-time study as the cadetship has full-time workhours.	Redevelop the Cadetship program which allows for Aboriginal and Torres Strait Islander cadets to continue into higher education in a flexible capacity	Q3 2019	Q4 2022		Director HR, Manager, AEC	Number of Aboriginal and Torres Strait Islander students gaining post-secondary qualifications at FedUni and successfully completing the Cadetship Program

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								increased by 5% by Q4 2023.
8.5	8.5 Aboriginal and Torres Strait Islanders in STEMM and higher education: Create a 'Cultural Safety and Inclusion' strategy.	<p>There no current process to review university curriculum and pedagogy which is inclusive of contemporary Aboriginal practice and provides cultural safety for people of Aboriginal and Torres Strait Islander heritage.</p> <p>(FedUni's <i>Aboriginal and Torres Strait Islander Workforce Strategy: Objective 2</i>).</p>	<p>Draft <i>Cultural Safety and Inclusion Strategy</i> created.</p> <p>Development of guidelines specific to retention and success of Aboriginal and/or Torres Strait Islander students created.</p> <p>Rollout of training of new guidelines specific to retention and success of Aboriginal and/or Torres Strait Islander students created.</p> <p>Develop a strategy for mapping and monitoring Aboriginal curriculum within HE learning and teaching environments.</p>	<p>Q3 2019</p> <p>Q3 2019</p> <p>Q2 2020</p> <p>Q3 2020</p>	<p>Q2 2020</p> <p>Q3 2019</p> <p>Q3 2020</p> <p>Q4 2022</p>	<p>'Inspire me' project delivered targeting female Aboriginal high school students from Wimmera, Ballarat and Churchill in order to inspire and provide STEM pathway options.</p> <p>Introduction to Cultural Competency workshops April 2019</p>	<p>Manager, AEC Deans</p> <p>Manager, AEC Director, Student Connect</p> <p>Manager, AEC Deans, Exec Director (TAFE)</p> <p>Manager, AEC Chair, HE Curriculum Committee</p>	<p><i>Cultural Safety and Inclusion Strategy</i> implemented by Q4 2022.</p> <p>Annual reporting of numbers of staff trained in cultural safety and inclusion to increase by 5% year on year.</p> <p>Numbers of Aboriginal and Torres Strait Islander students completing post-secondary qualifications increased by 5% by Q4 2024.</p>

End of Action Plan