

# Draft Athena SWAN Action Plan V16 22.10.2018

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#### **Collaboration history**

Career Progression Working Group 25.07.2018  
 Organisation and Culture Working Group: 31.07.2018  
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3.1	<b>3.1 Reporting gender equity and diversity progress</b>  Dissemination of gender equity and diversity data to all deans and directors to increase awareness of the university profile on a biannual basis with a focus on STEMM (Science, Technology, Engineering, Maths and Medicine) schools and associated areas	There is a lack of timely available and readily accessible data which can easily track university trends. Without robust data, it remains challenging to build stakeholder awareness specific to gender equity and diversity and focus on future improvements, initiatives and targets	Quarterly data to be tabled and discussed at the following committee meetings:  a) Vice-Chancellor Senior Team b) Academic Board c) School Boards d) Discussed at portfolio level meetings  (NB: At least 4 times a year)	2019 ongoing	Data collected annually for Workplace Gender Equity Agency	Chief Operating Officer  HR Director	Increase awareness and discussion linked to evidence based gender equity and diversity data with the ability to focus on future improvements including setting KPIs and targets for portfolios and senior roles and benchmarking performance
5.1.1	<b>5.1.1 (a) Recruitment: Preparation</b>  Develop and implement job analysis methodology for senior positions that can eliminate potential barriers and biases in the language (wording) of the position description, including selection criteria and role responsibilities  Ensure use of gender neutral language in attraction and selection methodologies.  Review advertisements to eliminate potential gender barriers and biases.  Deliver selection chair training specific to gender equity and diversity, particularly in STEMM areas with the aim of improving gender balance at the recruitment and selection process stage	University recruitment documentation has not been recently reviewed with a gender equity and diversity lens therefore maybe excluding high calibre potential applicants	Develop and implement new job analysis methodology to review all new position descriptions against gender equity and diversity criteria  Commence using the new methodology to renew all future position descriptions in alignment with gender equity and diversity criteria  Updated applicant information made available on FedUni website and other areas (as appropriate)  Selection panel chairs have completed appropriate training in job analysis and elimination of potential barriers and biases in position descriptions	June 2019  July 2019  July 2019  July-December 2019	Updated position descriptions for senior academic leaders created for June 2018 Academic Portfolio restructure  Review to improve accessibility of recruitment process was conducted in 2016. Look at review recommendations to ensure completion.	Director HR  Manager Organisational Development and Performance  Deans of Schools  Selection Panels	Improved institutional recruitment practices embedded into preparation phase of all future senior appointments  Improved gender balance in applicant pools and recruitment in STEMM and senior appointments

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			Develop and deliver training on talent selection methodology for selection chairs, including achievement relative to opportunity and motivational fit.				
5.1.1	<p><b>5.1.1 (b) Recruitment: Attraction strategies</b></p> <p>Diversify advertising approaches to include, for example, industry association newsletters and job boards, and LinkedIn.</p> <p>Support Selection Panels in STEM discipline teams to create a database of potential candidates to aid in targeted recruitment strategies</p> <p>Continue using executive search firms for 2 years and assess impact on gender equity and diversity in applicant pools in 2020</p> <p>Update recruitment information documentation highlighting workplace flexibility and promoting FedUni as a WGEA Workplace of Choice across all campuses</p>	<p>Retrospective HR recruitment and Equity and Diversity data, demonstrate poor gender balance in applicant pools for STEM discipline academic roles</p> <p>Increased and expanded advertisements within industry and related networking communities has demonstrated as successful in broadening the applicant pool</p>	<p>Report on attraction strategies and sourcing methodologies for recruitment and gender balance of applicants</p> <p>Database of potential female candidates created for STEM discipline positions</p> <p>Review wording of advertisements focusing on breaking down the barriers to female applying</p> <p>Updated recruitment information documentation as per planned objective</p> <p>Assess the impact of using executive search firms after 2 years regarding planned objective</p>	<p>September 2018</p> <p>As appropriate</p> <p>Jan 2019</p> <p>Jan 2019</p> <p>June 2020</p>	<p>Executive search firms used for Academic Portfolio restructure July 2018</p> <p>STEMM positions already advertised in discipline specific publications</p>	<p>Director HR</p> <p>Selection Panel</p> <p>Deans of Schools</p>	<p>Improved gender balance applicant pools for STEM and senior academic positions</p> <p>Improved recruitment information</p>
5.1.1	<p><b>5.1.1 (c) Recruitment: Attraction strategy and workplace flexibility</b></p> <p>Establish career pathways that enable equitable access to flexible</p>	<p>Academic and professional staff interview findings highlight the importance of flexible workplace arrangements in successfully navigating academic and professional</p>	<p>Develop clear career pathways that support fractional / job share arrangements</p>	<p>June 2019</p> <p>July 2019 – July 2020</p>	<p>Human Resources has existing comprehensive Toolkits available on flexible workplace arrangements</p>	<p>Director HR</p> <p>Manager, Diversity (Heather Marsh)</p> <p>Deans of Schools</p>	<p>Increase applicant pool to be more inclusive of female applicants who value workplace flexibility</p>

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	<p>working arrangements that support a high performance culture</p> <p>Increase the promotion of flexible work practices</p> <p>Increase the number of permanent part-time academic roles or job share roles across all areas of university with a focus on STEMM</p> <p>Deliver Unconscious Bias Selection training (self-paced online module) to all members registered as eligible to partake on selection panels with a focus on flexible work arrangement</p> <p>Deliver new Prevent and Respond to Discrimination and Harassment online training to all staff, which specifically refers to sexual discrimination and harassment.</p>	<p>careers over short &amp; long periods of time</p>	<p>Improve awareness of flexible working arrangements for academic staff</p> <p>Deliver training to Deans on flexible working arrangements and using these as attraction and retention strategies.</p> <p>Promote resources (including the existing Flexible Workplace Toolkit) to managers to assist them in promoting and managing staff using flexible working options.</p> <p>Provide support and training for managers in managing flexible teams</p> <p>Complete self-paced Unconscious Bias Selection training module development</p> <p>Progressively rollout training with the aim for all staff to complete in a 12 month period</p> <p>Job advertisements for all academic and senior general positions to include an option to negotiate part-time options or job-share</p>	<p>Jan 2019</p>	<p>Staff are already able to request fractional role during recruitment process</p>		<p>All staff have completed the online self-paced module</p> <p>Reported stats regarding requests and success in fractional/job-share arrangements</p> <p>Positive results on flexible work options and career pathways in staff surveys</p> <p>Increased retention rates for staff using flexible work options</p>

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			arrangement and for this to be noted and reported in Selection Recruitment Report				
5.1.1	<p><b>5.1.1 (d) Recruitment in STEM disciplines</b> Develop a talent pipeline strategy to attract and recruit more academic women in STEM disciplines</p> <p>Review our employee value proposition so that it aligns gender equity priorities with flexible career offerings into advertising and promotion of career opportunities</p> <p>Review 'Recruitment and Merit Selection Policy and Procedure' and update gender equity actions relevant to STEM recruitment</p>	<p>Retrospective HR recruitment and Equity and Diversity data demonstrates that discipline X and Y within STEM, have had significantly less female applicants during recruitment during 2015-2017</p> <p>With the June 2018 restructure, there has been a shift in females in Level E roles.</p>	<p>Establish a talent pipeline working party comprised of senior decision makers and representatives from across the university to provide oversight of the STEM strategy and action plan</p> <p>All recruitment communications and materials to include an updated statement about commitment to gender equality and flexible work principles and practices that support gender equity</p> <p>Review 'Recruitment and Merit Selection Policy and Procedure' and update sections linked to the following actions:</p> <p>e.g. in STEM discipline to advertise negotiable time fractions and job arrangements, utilise diverse sourcing methods (networking, industry links and job boards), all chairs must be trained in selection methodologies, application of achievement relative to</p>	<p>Jan-June 2019</p> <p>July 2019</p> <p>As appropriate</p> <p>As appropriate</p>		Director HR VCST? - yes	<p>STEMM positions successfully attract gender balanced applicants which influences gender balance within school structures and improved role models for all staff and students</p> <p>University brand associated with gender equity in the marketplace</p> <p>Increased representation of women among applicants for senior academic roles in STEM disciplines</p> <p>Gender balance of applicants across all stages of the recruitment process</p> <p>Improved balance of gender composition across</p>

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	<p>Readvertise and diversify search strategy if there are less than 10% female applicants are received</p> <p>Create targeted female-only academic positions in STEMM disciplines such as Engineering and apply for exemption regarding targeted recruitment</p>		<p>opportunity, unconscious biases training</p> <p>Ensure endorsed and updated documents are ready for use</p> <p>Demonstrate occasions where this has occurred and report these to HR, School Board and VCST</p> <p>Identify possible sources of the skew and develop action plans to address</p>				the STEMM disciplines
5.1.1	<p><b>5.1.1 (e) Recruitment: Selection strategy</b></p> <p>Review and update the 'Recruitment and Merit Selection' Policy and Procedure linked to gender equity and diversity language striving for 50% gender balance on panels</p> <p>Review 10 random <i>Selection Panel Reports</i> recruiting at Level C, D and E and examine gender balance and experience linked to recruited position</p> <p>Consider various pathways as to how key selection criteria may be demonstrated</p> <p>Deliver Unconscious Bias Selection training (self-paced online module) to all members registered as eligible to partake on selection panels with a</p>	<p>Academic and professional staff interview theme findings highlight the importance selection panel membership and females reporting that they feel like they are the token female on the panel</p> <p>Interview themes highlight there could be vast improvements made in recruitment decisions linked to objective criteria and measures rather than existing working relationships with the university</p>	<p>Completed policy and procedure review</p> <p>Completed analyses and executive summary report of random Selection Panel Reports aligned with updated policy and procedure requirements</p> <p>Review weighting of essential versus desirable selection criteria including intrinsic capabilities, transferable skills and career experience.</p>	<p>March 2019</p> <p>March 2020</p> <p>July 2019 – July 2020</p>	<p>Recruitment and Merit Selection training is current being updated</p>	<p>Director HR</p> <p>Manager, Organisational Development</p> <p>Manager, Equity and Diversity</p>	<p>Increase in gender balance at senior levels and in STEMM disciplines</p> <p>Evidence of gender balanced, candidate assessment and evaluation processes</p>

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	focus on shortlisting, interview questions and facilitating a fair and transparent recruitment process		Selection panel members complete new training in unconscious bias and updated shortlisting and interviewing skills				
5.1.1	<p><b>5.1.1 (f) Recruitment: Workforce planning</b></p> <p>Develop a workforce plan primarily at the school level, which considers growth areas and areas of predicted sustained practice. These plans need to propose workforce planning which increases the number of Scholarly Teaching Fellows or Part-time fixed term contracts targeting long-term sessional staff</p> <p>Analysing gender representation as part of school level workforce plan. When/where attrition occurs, utilise robust attraction strategies and sourcing methodologies to yield a larger pool of female applicants.</p> <p>Where appropriate to school workforce plans, develop a high quality pool of gender balanced, sessional academics as part of our talent development pipeline to support a flexible and agile workforce</p> <p><b>Requirement to offer formal exit-interviews at a Dean or Deputy Dean level for all female academic staff with specific question about discrimination and gender equity.</b></p>	<p>Academic and professional staff interview findings highlight the importance of career stability for sessional staff and its impact on staff (i.e. health and well-being), the school and the student</p> <p>Existing reports and interview themes highlight the lack of timely appointment of sessional staff has a significant impact on both the staff and student experience (i.e. teaching quality and student support is varied due to workload issues)</p> <p>Exit interview questions about discrimination and gender equity allow for continuous improvement in retaining talent.</p>	<p>Section 9.5 of the Federation University Australia Union Collective Agreement 2015 – 2018 provides for the appointment of Scholarly Teaching Fellows.</p> <p>Review how other universities manage adherence to Scholarly Teaching Fellow requirements. Allocate an annual budget for Scholarly Teaching Fellows. Include appointment of Scholarly Teaching Fellows in key performance indicators of Deans.</p> <p>Review organisational requirements for sessional staff and whether they can be replaced with part-time fixed-term contracts or offered Scholarly Teaching Fellow contracts in sustained growth areas</p> <p>Implement a whole of university approach to the attraction, on boarding, management and development of sessional academic staff at the university and school level.</p>	June 2019	<p>An internal Sessional Staff Internal Evaluation Project was completed in 2016 (Led by CLIPP, released 2017) based on sector best practice evaluation methods. The report mirrors challenges demonstrated by sessional staff</p> <p>The FedUni VOICE survey (Oct 2018) will include a focus on sessional staff experience</p>	<p>Director HR</p> <p>Manager Organisational Development and Performance</p> <p>DVC A</p> <p>Deans of Schools</p>	<p>Reduced reliance of sessional staff and improved workforce planning with explores consistence workload models across all 6 schools and a focus on alternative arrangements to support high quality teaching and learning environment consistency</p> <p>Active monitoring of gender equity through regular workforce planning, gender diversity data and attrition.</p> <p>Increased engagement and career pathways for our sessional academic talent pool through survey results and workforce planning outcomes</p>

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5.1.2	<p><b>5.1.2 Induction</b></p> <p>Schools to clearly delegate, implement, review and report on their induction and support mechanisms as per the existing HR and sessional staff support material (See actions already taken)</p> <p>All academic staff to be provided with clear probationary goals</p> <p>All academic staff above .3 FTE to be assigned an informal 'buddy' within the same school to support the first 12 month transition by the line manager within 3 months of commencing in the workplace</p> <p>All academic staff to have workload allocation to attend existing support professional learning opportunities (i.e. Academic Induction Program (AIP) and specific school-led Course Coordinator (CC) training)</p> <p>Develop a quality practice framework for the onboarding, management and development of sessional academic teaching staff at FedUni which closely aligns with onboarding and induction initiatives for continuing and fixed term academic staff</p>	<p>There is strong evidence from the Sessional Staff Internal Evaluation Project (Led by CLIPP, released 2017), that induction for sessional staff is particularly poor across the university</p> <p>Interview themes also highlight staff value support from peers, who more closely understand their school and discipline lived experience. This challenge would could be addressed using informal 'Buddy' arrangements</p> <p>Interview themes also recommend that staff are aware about promotion processes from Induction to start collating evidence</p>	<p>Educate Deans of Schools and academic supervisors on employee/talent life cycle and the policies, procedures and processes that support each stage of the lifecycle.</p> <p>Deputy Deans to implement the quality practice framework for the onboarding and induction of sessional academics within their schools</p> <p>Deans of Schools report on the number of inductions, completed timelines and impact of buddy system linked to:</p> <ol style="list-style-type: none"> <li>Completed probationary goal setting</li> <li>Provision of Academic 'buddy' support as discussed within the Probationary Goals setting discussion</li> <li>Timely completion of existing HR and university checklist documentation</li> <li>Time allocation for new employees to complete online Corporate Induction and other online training.</li> <li>Completed sessional staff mapping support</li> </ol>	<p>June 2018 onwards</p> <p>June 2019 and June 2020</p>	<p>Online HR Corporate Induction is currently available</p> <p>Existing checklists for new staff:</p> <ol style="list-style-type: none"> <li>New Starters Checklist</li> <li>Local Induction Checklist</li> <li>OHS Induction Checklist</li> <li>Sessional Staff Mapping Support Checklist</li> </ol> <p>Some schools already provide Course Coordinator (CC) specific training workshops (For ex. School of Education)</p>	<p>Director HR</p> <p>DVC A</p> <p>Deans of schools</p> <p>Heads of disciplines</p> <p>Associate Dean, Teaching Quality</p>	<p>Successful transition for all professional and academic and sessional academic staff with improved job satisfaction and support during probationary periods leading to positive career planning</p>

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			<p>induction checklist (to be reviewed and launched with schools)</p> <p>HR and Equity to report on online Corporate Induction and other online training completions and date of completion vs commencement date of new employee.</p> <p>Delivery of training on Managing Probation for Academic staff for academic supervisors. Managing Probation training to be annual professional development training program as part of professional development calendar.</p> <p>ADTQ's and Deputy Deans to report on the number of academic staff who have completed Academic Induction Program and Course Coordinator professional learning opportunities</p> <p>Consistent Course Coordinator training across all schools</p>				
5.1.3	<b>5.1.3 (a) Promotion: Review of Academic Promotions Policy, Procedure and Criteria</b>	Interview themes highlight that staff require much greater clarity regarding promotion expectations and	Endorsed updated promotion policy, procedure and associated criteria/expectations for all	Commence 2019 – Complete	Research Standards were released in 2017	Director HR VC	Updated Academic Promotions Policy and Procedure

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	<p>Review and update the academic promotions policy, procedures and criteria to better support staff preparing applications and improve transparency linked to application outcomes and feedback</p> <p>Develop clear criteria/expectations for all areas of academia (L&amp;T, R, S&amp;E)</p>	<p>suggestions/examples on how to achieve them.</p> <p>The survey findings suggest that the males have a perceived advantage in the current promotion process, therefore future revisions of the process (and documents) needs to also include a review of the document from perspective of gender and diversity</p>	<p>academic areas (L&amp;T, R&amp;I, L&amp;E)</p> <p>Review Prescribed levels of achievement at each Academic Level to incorporate research standards, teaching expectations and leadership and engagement expectations.</p> <p>Review achievement relative to opportunity in policy and procedures, and where relevant broaden definition to include potential barriers for females.</p> <p>Educate deans and academic supervisors on policy, procedures, criteria and expectations so that they can provide guidance and counselling to academic staff as part of PRDP.</p> <p>Advice is clearly provided to academic staff and line managers regarding achieving university expectations and implementation of new process/documents</p> <p>Review 2017 Research Standards regarding applicability for staff returning from career breaks</p>	<p>December 2019</p> <p>December 2019 – March 2020</p> <p>Jan 2020</p> <p>Potential amendments</p> <p>Jan 2021</p> <p>Aug 2019</p>	<p>Teaching Expectations have been in development from October 2017. They will be seeking university approval by December 2018</p> <p>There have been early discussions regarding Leadership and Engagement Expectations (Aug 2018)</p>	<p>DVC A</p> <p>DVC R&amp;I</p>	<p>Knowledgeable deans and academic supervisors actively engaged in guiding and counselling staff re promotions.</p> <p>Improved staff understanding of promotions processes including outcomes and formative feedback</p> <p>Evidence of feedback from staff who have engaged with promotion process</p>

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			Gather informal/anonymous feedback from staff who have applied for promotion after each round				
5.1.3	<p><b>5.1.3 (b) Promotion: New supportive promotions <u>support material</u></b></p> <p>Make explicit promotion criteria and preparation documentation, easy assessable and clearly understood by future applicants</p>	Interview themes highlight that staff require much greater clarity regarding promotion expectations and the timelines associated with preparing comprehensive applications	<p>Create dedicated website for academic promotions with:</p> <ul style="list-style-type: none"> <li>• Easy access to policy and procedures;</li> <li>• Prescribed levels of achievements at each academic level;</li> <li>• L&amp;T, R&amp;C and L&amp;E standards;</li> <li>• Application templates;</li> <li>• Applicant information;</li> <li>• Timeline for application submissions.</li> </ul> <p>Update website with information about preparing for academic promotions linked to existing standards and expectations</p> <p>Develop guidance notes and examples and FAQs specific to developing promotion portfolios</p> <p>Develop guidance notes and examples on how to prepare a case of achievement relative to opportunity.</p>	<p>Dec 2019</p> <p>Jan 2020</p> <p>March 2020</p>	<p>Academic promotions applicant information sessions conducted at start of year and mid-way through the year.</p> <p>DVC A developing Teaching Expectations for university endorsement by Dec 2018. These may assist in updating the L&amp;T section regarding promotion expectations</p> <p>Current process does provide some generic guidelines for standard and intensive promotion applications</p>	<p>Director HR</p> <p>Senior Team</p>	<p>Higher standard of portfolios received for assessment in promotions process</p> <p>High quality support material is actively used by applications and uptake measured by stakeholder feedback [5.1.3 (a)]</p>
5.1.3	<p><b>5.1.3 (c) Promotion: Career advancement <u>workshops</u></b></p>	Interview themes highlight the importance of preparation time leading to comprehensive	Create new workshop "Managing My Career" to inform academics how to	July 2019	HR already provides general information sessions on the	Director HR in collaboration with	Number and gender balance of academic staff

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	<p>Deliver 1 annual central workshops for academic staff to bring along promotion portfolios in progress for hands on advice and support within 12 months of promotion application submission timeline by HR and experience promotion panel members</p> <p>Deliver at least 1 faculty specific workshop regarding promotion which is discipline specific lead by Dean</p>	<p>promotion application submission. Staff also indicate peer support from peer who have a strong understanding of the process and academia. Interview themes also link to criteria, examples of demonstration and importance of external evidence</p> <p>Increased support and awareness is suggested as a means to positively influence the number of female staff aspiring to reach Level C, D and E particularly in STEMM</p>	<p>take charge of their own career advancement and to keep updating their resumes and how to use this information to assist in preparing their academic promotion applications.</p> <p>Female's only workshop "Managing My career"</p> <p>Invite previous successful applicants to share their experience at academic promotions information sessions currently led by HR</p>	<p>July 2019</p> <p>July 2019</p>	<p>academic promotions process</p> <p>Equity provides support and advice for promotion based on Achievement Relative to Opportunity</p>	<p>Deans</p> <p>Manager, Organisational Development and Performance</p> <p>Deans of Schools</p>	<p>engaging with workshops</p> <p>Academic staff feel better supporting with managing their career trajectories including updating resumes with achievements</p> <p>Increase female successful applications submissions and promotions by 2020</p>
5.1.3	<p><b>5.1.3 (d) Promotion: Career advancement through mentoring</b></p> <p>Implement a formal academic mentoring process that is recognised in workload planning, commences 12-24 months prior to planning to submit for promotion, includes a range of senior mentors who have prior experience with promotion panels and those who have had successful promotion applications in the past 5 years</p> <p>Develop a targeted STEMM promotion mentoring process to support females develop promotion portfolio's and submissions</p>	<p>Interview themes highlight the importance of mentorship, advice and critical friends in developing comprehensive promotion application submissions</p>	<p>A list of mentors (both senior mentor and peer mentors) can be provided to potential promotion applicants at HR information sessions</p> <p>Develop clear guidelines for academic promotion mentors/critical friends (12 month plan on how to support potential candidates)</p> <p>Create and update a registry of peer promotion mentors/critical friends</p>	<p>July 2019</p> <p>Dec 2019</p> <p>Dec 2019</p>	<p>A number of academics already volunteer their time via informal arrangements to share their knowledge with applicants</p>	<p>Director HR</p> <p>DVC A</p> <p>Deans of Schools</p> <p>Equity &amp; Diversity</p>	<p>Gender balance of academics receiving mentoring</p> <p>Formal recognition of mentors within workload planning as a component within Leadership and Engagement future expectations</p>

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5.1.3	<p><b>5.1.3 (e) Promotion: Building a culture of encouragement and growth</b></p> <p>Targeted encouragement to female and male academics from senior school stakeholders to engage with the promotion process (female focus on areas of STEMM), through emails, PRPD discussions, 1: 1 meeting etc., 12 months prior to the Promotion application deadline</p>	<p>Recent trends demonstrate that there are low numbers of females from FOST applying for promotion overall compared to other faculties</p> <p>Data demonstrates a lack of female applications applying to reach Level E</p> <p>There is a significant decline of female academics beyond Level B in FOST and overall across the university</p> <p>Gender imbalances above academic Level B in non-STEMM disciplines</p>	Targeted emails and discussions during PRDP to encourage level C and Level D staff to consider engaging with the promotion application process	<p>Jan 2018 onwards</p> <p>May 2019</p>	<p>Interview guides already offered by HR.</p> <p>VC sent emails to senior female staff encouraging them to apply for restructure positions</p> <p>'Talent Management Strategy' currently in development</p>	<p>VC</p> <p>Director HR</p> <p>Manager, Organisational Development and Performance</p> <p>Deans of schools</p>	<p>Gender balance at Level D and E increases compared to past 3 year trend</p> <p>Gender balance in STEMM disciplines above level B increases compared to past 3 year trend</p>
5.1.3	<p><b>5.1.3 (f) Promotion: Sharing successful outcomes</b></p> <p>Develop at least 2 vignettes from female staff who have been successful in promotion disseminate this into workshops and website material</p>	Interview themes highlight the importance of sharing the lived experience and lessons learnt for those who have navigated the promotion application journey towards those who are new to the process	Release 2 vignettes per year relative to case examples of females successfully navigating the promotion application process and disseminate more broadly	<p>2020</p> <p>2022</p>		<p>Director HR</p> <p>DVC A</p> <p>CLIPP</p>	<p>Released vignettes</p> <p>Potential ability to create targeted toolkit case study examples relative to opportunity that are useful for future academic generations (with a focus on female journey)</p>
5.2.1	<p><b>5.2.1 (a) Career Development: Leadership and Engagement Professional Development</b></p> <p>Develop leadership program for senior stakeholders including Deans and Deputy Deans aligned with</p>	<p>Interview themes highlight the importance of building leadership capacity throughout the career journey</p> <p>Data demonstrates that there is gender imbalance in the most</p>	<p>An annual externally facilitated program provided in 2019-2023 for existing senior roles</p> <p>Develop and roll-out unique internal leadership series for emerging leaders based on</p>	<p>March 2019 – March 2023</p> <p>Commence roll-out 2020</p>	'Talent Management Strategy' in development	<p>Director HR</p> <p>Manager, Organisational Development and Performance</p> <p>DVC A</p>	<p>Number and gender balance of academics completing program</p> <p>Number of STEMM and research</p>

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	<p>managing academic responsibilities (internal and external)</p> <p>Review emerging leader programs and implement a series for aspiring leaders across the university (one series tailored to academic; one series tailored to professional staff)</p>	<p>senior leadership roles for both academic roles (Level E, Deans) and professional roles (above HEW 10)</p>	<p>existing programs which have been successful in the higher education sector</p> <p>Develop internal leadership workshop for academic leaders linked to performance, budgeting, workload planning and leading effective teams</p> <p>Gather timely feedback after the completion of the program or series</p>	<p>2020</p> <p>Ongoing</p>		<p>Deans of Schools</p>	<p>focused academics completing program</p> <p>Clear evaluation program findings from the participants reviewed prior to re-delivery</p>
5.2.1	<p><b>5.2.1 (b) Career Development: Performance Review and Development Program (PRDP)</b></p> <p>Develop PRDP focused professional development for academic line managers (can be incorporated into 5.2.1 (a) with a focus on female staff in STEMM</p> <p>Enhance career planning in the PRDP process to recognise, nurture and promote talent that is gender equitable and bias -free</p>	<p>Interview themes highlight the importance of PRDP and the lack of support staff have felt with this process over a long period of time</p>	<p>Develop and deliver focused internal PRDP training for academic line managers to include career development, planning and progression objectives and talent development opportunities</p> <p>Statistics of academic line managers who have successfully completed training</p> <p>Monthly/Bi-monthly tracking of PRDP status for all staff to be presented at School Boards and Deans. Directors Meeting between November – March each year</p>	<p>January 2019</p> <p>March 2019</p> <p>March-Nov (yearly)</p>	<p>PRDP uptake by academic staff has increased during 2018.</p> <p>‘Talent Management Strategy’ in development</p>	<p>DVC A</p> <p>Director HR</p> <p>Academic line managers</p> <p>Deans of Schools</p>	<p>Academic line managers KPIs met for PRDP and career development</p> <p>Staff perceptions of career development improved</p> <p>Stats supporting gender balance in career progression</p>

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5.2.1	<p><b>5.2.1 (c) Career Development: Professional Development Calendar</b></p> <p>Deliver timely and aligned learning and teaching and research professional development opportunities for <u>academic staff</u> considering mode, length, purpose and connection with school and is agreed to as part of PRDP training needs with line manager</p> <p>Deliver timely and aligned professional development opportunities for <u>professional staff</u> considering mode, length, purpose and connection with role and is agreed to as part of PRDP training needs with line manager</p>	<p>Interview themes highlight the importance of engaging with professional learning however the focus on the experience aligned with practice and their role</p> <p>Professional development information is provided separately by HR, CLIPP, Research services and Schools.</p>	<p>Scoping of training needs</p> <p>Agreement between training providers</p> <p>Development of a professional development calendar</p> <p>Deliver a One-Stop-Shop for Professional Learning Calendar which includes L&amp;T, R, S&amp;E and HR topics are relevant in the sector</p> <p>Gather consistent and timely feedback after professional learning opportunities</p>	<p>Oct 2018</p> <p>Nov-Dec 2018</p> <p>Dec annual basis</p> <p>Calendar release by Jan 31 each year.</p> <p>Gradually throughout the year</p>	<p>'Talent Management Strategy' in development HR/Research Services/CLIPP agree on the need for a central calendar for staff</p> <p>CLIPP already offers comprehensive L&amp;T professional development which can be incorporated into a university wide calendar</p>	<p>Director HR</p> <p>Research Services</p> <p>CLIPP</p> <p>Deans of Schools</p> <p>Director HR</p> <p>Director Research Services</p> <p>Director CLIPP</p>	<p>Improved efficiency regarding professional learning opportunities</p> <p>Improved gathering of feedback from participants</p> <p>Building a calendar based on staff needs</p>
5.2.1	<p><b>5.2.1 (d) Career Development: Professional development for research success</b></p> <p>Deliver at least 3 targeted publication writing, grant identifying and grant writing workshops in areas focused in STEMM disciplines</p>	<p>Female academics with high teaching loads report difficulty managing time to access professional development linked to research capability and meeting university research expectations</p>	<p>Align targeted research focused professional development series with school needs in collaboration with school leader</p>	<p>Jan 2019</p>	<p>Graduate Centre Program already runs existing professional development centrally.</p>	<p>ADR</p> <p>DVC R &amp; I</p> <p>Research Services</p> <p>Graduate Centre Program</p>	<p>Update of females to various central and school focused research professional development opportunities</p>
5.2.1	<p><b>5.2.1 (e) Career Development: 3 year Targeted Research Fellowships</b></p> <p>Provide focused career development and support to innovative key researchers across all academic areas and improve retention by offering 3</p>	<p>Interview themes highlight the importance of contract security when building research profiles, particularly in areas of STEMM</p>	<p>Implement 3 year female-only Research Fellowships linked to university research priority areas</p> <p>Seek for approval for recruiting female only fellowships</p>	<p>2020</p>		<p>Director HR</p> <p>VC</p> <p>DVC R&amp;I</p> <p>Manager, Equity and Diversity</p>	<p>Number of research fellowships created and appointed</p>

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	year female-only research fellowships						
5.2.1	<b>5.2.1 (f) Career Development: STEM Mentoring program for female</b>  Implement a formal academic mentoring process that is recognised in workload planning for STEM female academics within 6 months of appointment and to last for a minimum of 12 months focused on Learning and Teaching and/or Research	Interview themes highlight the importance of mentoring in navigating career development, time management, goal setting and balancing workload towards building a balanced academic profile	Link STEM female academic with a critical friend across the school who can mentor around Learning and Teaching and Research and Creativity.  Develop clear guidelines for mentor discussions across the school.	June 2019  Jan 2019	Mentoring plans have already been discussed at HR and with the professoriate	Deans of Schools  Deputy Deans  Director, HR	Increase numbers of formal and informal mentoring relationships for STEM females across the university
5.2.1	<b>5.2.1 (j) Career Development: Tuition Fee Scholarship for academic staff completing PhDs</b>  Implement 3 fee scholarships for female STEM applicants to encourage PhD completion	Interview themes highlight the importance of supporting female staff meeting PhD timely completion while balancing learning and teaching workloads and fractional appointments	Develop scholarship guidelines and secure funding  Release scholarship opportunities nomination process  Panel review and awarding of Tuition Fee Scholarships to staff from Deans	June 2019  Dec 2019  2020	Learn from previous examples of this practice in the past	DVC R&I  DVC A  Deans of Schools	
5.2.1	<b>5.2.1 (l) Career Development: Support network and external professional development opportunities</b>  Ensure sufficient resources are available for female staff and HDR students to apply for external training opportunities to build skills and enable female to reach promotion targets		Funding for external professional development  Funding to buy-out time periods from workload for academics to focus on research or professional development			Chief Operating Officer  VC  DVC A  DVC R&I	

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5.3.1	<b>5.3.1 Parental leave support (Up to here for checking)</b> Ensure that maternity leave/parental leave positions are back-filled	Female report that there is a trend not to back-fill maternity leave positions creating pressure on remaining colleagues affecting their own work-family decisions					
5.3.3	<b>5.3.3 Returning to work after career breaks: Support for research careers</b>	Female academics report finding it difficult to return to their research careers after breaks for children	<p>Increase visibility and dissemination of internal and external research grants, awards and scholarships linked to career progression to female on career breaks and within the first 12 months of returning to work.</p> <p>Introduce a small internal research grant for female returning from career breaks to support them to re-engage with pivotal academic practices (e.g. conference presentations, networking for research grants etc.).</p> <p>Develop a temporary workload allocation to allow extra or exclusive time for research</p> <p>Develop a Research Continuity Plan for academic female while on or returning from career breaks</p> <p>Ensure parental leave positions have backfill.</p>				

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5.3.5	<b>5.3.5 Workplace Flexibility</b> Offer more permanent part-time academic roles or job share roles which allow for research continuity in periods of career breaks.	Female academics report needing more flexible ways to keep their research careers active during career breaks for parental leave or caring responsibilities					
5.4.1	<b>5.4.1 Improving gender equity and diversity in University Culture</b>  Incorporate and align Portfolio strategic and operational plans to the gender equity and diversity principles /plans of the university  Introduce increased leadership and managerial accountability for gender equality and diversity as part of the talent management life cycle  Promote greater gender equity in governance and decision-making roles and/or committees with the aim of achieving equal representation	<b>Perceptions of gender inequity and a “blokey” culture</b>	Align the university’s gender equity and diversity goals (as identified within FedPride, WGEA and the Social Inclusion Plan) with the Dean and Deputy Dean’s KPIs  Develop senior executive and people manager leadership capability on gender equality and diversity as it pertains to the talent management life cycle including recruitment, promotion and identification of talent, succession planning and professional development.  Provide resources and targeted training to optimise gender diversity and inclusive practices through the university’s:  1.Social Inclusion Plan, 2.FedPride Strategy, 3.Disability Action Plan, 4.Reconciliation Action Plan 5.Workplace flexibility,		School of Science, Engineering and Information Technology piloting a gender equity and cultural diversity and inclusion training by provider <i>En Masse</i>  Social Inclusion Plan under review  VOICE Survey (Oct 2018)	Manager, Equity and Diversity  Director HR  Deans of Schools	All areas to report on gender diversity actions, data and outcomes annually against KPIs  Increased representation of women at senior levels – in roles and committees  Demonstrated increase in leadership capability around gender balance and talent management practices

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			<p>6.SAGE Athena SWAN principles, 7.Unconscious bias training</p> <p>Workplace Harm (training by <i>En Masse</i>) with specific gender focus has been rolled out across the whole of TAFE and is being piloted as a Schools program for staff in Science, Engineering and Information Technology.</p> <p>Line managers to attend refresher sessions on a yearly basis.</p>				
5.4.8	<p><b>5.4.8 Workload model</b> Using the CRPI calculator in a manner that recognises the longer term impact of career breaks</p> <p>Simplify the workload model and clarify key performance measures</p>	<p>Equity issues relating to different workload allocations across the schools.</p> <p>Need for workload model and Composite Research Performance Index to recognise the impact of career breaks</p>	<p>Consistent workload model across the university, complies with UCA requirements but in different ways.</p> <p>Research workload model – how well is it being integrated into the schools?</p> <p>Time for course development can be allocated differently according to school.</p>		Workload model being reviewed August 2018	Andrew Evans (New General Manager Academic)	
5.4.10	<p><b>5.4.10 Visibility of role models for STEMM and non-STEMM female academics applying promotion and balancing academic and research careers with caring responsibilities and career breaks</b></p>	<p>Female wait longer to attempt academic promotion</p> <p>Gender balance at senior academic levels and in research is low.</p>	<p>Stories about female in STEMM and higher education, men in nursing, high achievers in learning and teaching, research and leadership and engagement</p> <ul style="list-style-type: none"> <li>FedNews</li> </ul>	Ongoing	Occasional media releases and FedNews articles re female in STEMM and research	<p>Manager PR</p> <p>Deans of Schools</p> <p>Equity</p>	<p>HR providing success stories to female applying for promotion.</p> <p>FedUni PR group increasing the number of stories</p>

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	Showcase careers and achievements of female academics in STEMM disciplines and at a senior levels highlighting how they have managed academic careers while having career breaks and varied caring responsibilities		<ul style="list-style-type: none"> <li>• Social media</li> <li>• Media release</li> <li>• Speakers at promotion workshops</li> <li>• In-house webinar</li> </ul>				relating to female in STEMM.
6	<b>6 Supporting transgender staff</b>	FedUni does not have a transitioning support plan for staff	FedUni Gender Transition Guide for staff and students will be developed within the 2019-2021 FedPride Strategy	2019-2022	Transition planning for whole of University records, policies and procedures under review	Manager Equity and Diversity	
7.1	<b>7.1 Intersectionality: Disability Action Planning</b>	Female academics with a disability in STEMM disciplines do not feel supported	Training for Deans, Deputy Deans and senior academics	2019-2022	Disability Action Plan under review for 2019-2021	Manager, Health (Disability Liaison Unit)  Manager Equity and Diversity	
7.2	<b>7.2 Intersectionality: LGBTQIA+ staff</b>	LGBTQIA+ staff	New FedPride Strategy for students and staff	2019-2022	FedPride strategy under review	Manager Equity and Diversity	
7.3	<b>7.3 Intersectionality: Female in STEMM with minority cultural backgrounds</b>		See action 4.1			Manager Equity and Diversity  Director HR	
8.1	<b>8.1 Aboriginal and Torres Strait Islanders in STEMM and higher education: <u>Staff focused</u></b>  Recruit and/or train academic staff with requisite cultural competencies for teaching and research focused on targeted recruited (where possible)  Awareness created in senior academic and general staff Aboriginal and Torres Strait Islander Workforce Strategy 2018-2020	FedUni has few staff of Aboriginal and Torres Strait Islander heritage in academic positions as reported by HR	Recruitment of teaching and research academics with Aboriginal and Torres Strait Islander heritage with targets set by HR and Deans. Deans to seek targeted advice regarding recruitment from AEC  Cultural Safety and Inclusion training to be completed by all Deputy Dean and Dean school stakeholders	Review the number of Aboriginal applicants in roles on a yearly basis (2019-2022)  All staff to complete within 12 months of	Aboriginal and Torres Strait Islander Workforce Strategy 2018-2020: Increase number of Aboriginal and Torres Strait Islander people in academic and/or research positions to 0.5% of FedUni's total academic and/or research positions by 2023.	Director HR  Manager, Aboriginal Education Centre  Deans	Contemporary cultural competency in research, learning and teaching with respect to Aboriginal and Torres Strait Islander heritage and knowledge systems  Provide cultural safety for students

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			<p>Cultural awareness training completed by all university staff</p> <p>Bi-annual review of the strategy at School Boards and Academic Board</p>	<p>commencement</p> <p>June 2019 December 2019 (and ongoing)</p>	<p>Conversations started aiming at capturing School responsibility to Aboriginal student success as a whole of University approach.</p> <p>Aboriginal representative already on all selection panels where an applicant identifies with Aboriginal heritage</p>		<p>in undergraduate and postgraduate education environments</p>
8.2	<p><b>8.2 Aboriginal and Torres Strait Islanders in STEMM and higher education: <u>Supporting students</u></b></p> <p>Create a 'Cultural Safety and Inclusion' strategy</p> <p>Investigate policies and procedures relating to curriculum in other Universities (e.g. Charles Sturt University).</p> <p>Provide guidance to schools specific to pathways and strategies to assist Aboriginal students with retention and success</p>	<p>There is currently a lack of process to review university curriculum and pedagogy which is inclusion of contemporary Aboriginal practice and provides cultural safety for people of Aboriginal and Torres Strait Islander heritage</p>	<p>Draft Cultural Safety and Inclusion Strategy</p> <p>Identify 3 other ways Aboriginal curriculum is monitored and mapped in higher education environments</p> <p>Development of guidelines specific to Aboriginal students regarding retention and success</p> <p>Training and roll out of new guidelines associated with student focused retention and progression strategies</p>	<p>Sep 2019</p> <p>June 2019</p> <p>Sep 2019</p> <p>Dec 2019</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>Ballarat Tech School has developed Aboriginal content in programs for the partner schools.</p> <p>Preproposal developed to scope resources to audit and develop</p>	<p>Manager, AEC</p> <p>Manager, Equity and Diversity</p> <p>Deans</p> <p>Academic Board, Chair</p>	<p>Improve retention and progression of Aboriginal students through to higher education</p>

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			supporting Aboriginal and Torres Strait Islander students with higher education		Aboriginal content within curriculum practices  Mention of inclusive practices within the Teaching Expectations (Part A and B)		
8.3	<b>8.3 Aboriginal and Torres Strait Islanders in STEMM and higher education: Cadetship program</b>  Redevelop a Cadetship program enabling Aboriginal and Torres Strait Islanders to continue their education pathway into higher education while working allowing for one day a week study.	FedUni has few staff of Aboriginal and Torres Strait Islander heritage in academic positions and senior general positions	Updated Cadetship program	2018-2023		Director HR  Manager, AEC	Numbers of Aboriginal and Torres Strait Islander students gaining post-secondary qualifications.

End of Action Plan