UNSW SYDNEY

SAGE Athena Swan

Cygnet Awards: Promotions (Academic Career Progression)

Acknowledgement of Country

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SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Award Application

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UNIVERSITY OF NEW SOUTH WALES: SAGE CYGNET 1

Word limit – 2500 words (excluding the institutional context and excluding the action plan)

	✓ Current Cygnet	**Barrier** • List the Barrier addressed in this Cygnet • List the Barrier for Cygnets already submitted
[Mandatory] Institution-wide barrier		
[Mandatory] Sub-group barrier	✓	Promotions (Academic career progression)
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		

Word limits and actual word count

Section	Word Limit	Actual word count
Cygnet submission	**2500**	**2425**
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Evidence of Barrier		608
Activities and Outputs		151
Outcomes		1183
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GLOSSARY OF TERMS

Term	Definition
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ASBAP	Athena SWAN Bronze Action Plan
BAU	Business as usual
BORIS	UNSW's research performance metrics system
HoS	Head of School
HR	Human Resources
KAA	Key Action Areas
KPI	Key Performance Indicator
SAT	[Athena SWAN] Self-Assessment Team
STEMM	Science, Technology, Engineering, Maths and Medicine
UNSW	University of New South Wales Sydney
WiRN	UNSW's Women In Research Network

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[1] UNSW (2018) UNSW Bronze Award Application, pp 78-83

1. KEY BARRIER

The University of New South Wales Sydney (UNSW) regards academic promotions as an important driver for attracting, retaining and progressing careers of a diverse cohort of employees in Science, Technology, Engineering, Maths and Medicine (STEMM) disciplines.

This Cygnet Award application focuses on promotion of academic staff in STEMM disciplines at UNSW, specifically Engineering, Science, UNSW Canberra, Medicine and Health. This Key Barrier has multiple contributing factors. The application examines the promotion application process and broader equity concerns, considering these in the context of the career pipeline for academic women. This pipeline is complex and requires interventions at a range of stages to leverage not only promotion but also recruitment and retention at UNSW.

In 2018, UNSW's Athena SWAN Bronze Action Plan (ASBAP) identified pipeline challenges as a concern, first identifying objectives from which to develop key initiatives (Table 1.1).

Table 1.1 Extract from UNSW's ASBAP[2] - Key Action Area 2 and Objectives

Key Action Area	Rationale/Objective
2. Addressing pipeline challenges through recruitment, retention and promotion to achieve University-wide target (from 2025 Strategy) of 40% academic women at levels D and above.	Ensure we retain a diversity of talent, especially in STEMM disciplines, by increasing the number of women in academic positions.
	Build improved retention strategies, especially within STEMM disciplines, to retain women across all levels of the organisation.
	Implement actions which will close gender pay gaps and help support attraction and retention of female talent to UNSW.
	Build a solid pipeline of talent through robust recruiting practices and systems to address the under-representation of women at all levels in STEMM and of senior female leaders at levels D and above for both.
	Address the under-representation of academic women at senior levels by increasing the support given to women going for promotion particularly at Levels C and D.
	Minimise the potential for unconscious bias to adversely impact recruitment and promotion outcomes for female academics.

2. EVIDENCE OF BARRIER

UNSW's commitment to equality in recruitment, development, retention and promotion of staff, was articulated in the University *2025 Strategy* ("Strategy"), and includes removing disadvantage based on gender, cultural background, disability or Indigenous origin. Data collected to monitor academic promotions as a barrier to retention and progression of academic women is discussed below.[3]

[2] UNSW (2018) UNSW Athena SWAN Bronze Award Application, pp 78-83

[3] UNSW recognises the importance of using inclusive gender terminology. However, several of UNSW's information systems, including some HR information systems, contain only options to collect "Female", "Male" or "Unknown (indeterminate/intersex/unspecified)" data as aligns with Australian government reporting standards in the higher education sector. UNSW is currently taking steps to address this issue.

Analysis of UNSW promotions data - 2017

Table 2.1 summarises the proportion of females at academic Levels A to E in STEMM disciplines in 2016, where females comprised 35% of academic staff.[4] The low rates of female representation particularly at levels D and E were the net result of multiple gender equity levers including hires, retention, promotions and retirements.

During 2014-2016, there was under-representation in women applying for promotion to Levels D and E in STEMM, relative to representation at Level (C and D) (Table 2.2), and particularly low numbers applying for promotion to Level E. Success rates for the same population.
Success rates were generally high and didn't differ substantively by gender.

Table 2.1 Academic staff (continuing and fixed-term) headcount by level and gender, from ASBAP, 31 Dec 2016

	STEMM					
	A	B	C	D	E	Total
2016						
Female	212	168	165	75	56	676
Male	305	252	240	178	262	1237
Female %	41%	40%	41%	30%	18%	35%

Table 2.2 Number of academic staff (continuing and fixed term) applications for promotion to Levels D and E, by gender during 2014-2016

	STEMM	
	C to D	D to E
2014-2016		
Female	37	9
Male	69	30
Female %	35%	23%

Table 2.3 Number and per cent academic staff (continuing and fixed-term) success rates of applications for promotion to Levels D and E, by gender during 2014-2016

	STEMM	
	C to D	D to E
2014-2016		
Female	31/37 (84%)	7/9 (78%)
Male	55/69 (80%)	25/30 (83%)

A challenge highlighted in the UNSW Gender Equity Survey 2017, was the extent to which women felt supported and proactively encouraged to go for promotion. Key findings were that while both women (81%) and men (83%) agreed they understood the promotion process and policies, fewer agreed there was sufficient support and guidance (51% women, 63% men) and 36% of women and 40% men agreed they were proactively encouraged to apply.

[4] Reported in UNSW's Athena SWAN Bronze Action Plan (ASBAP).

Table 2.4 illustrates time at Level D prior to successful promotion to Level E in 2017 compared with those eligible to apply for promotion.[5] As a case study, these data represent the whole of institution, based on a concern that females spend longer at level than males, which slows progression. There was no significant difference between genders in time at level for promotion success relative to those eligible to apply for promotion.

Table 2.4 Case study – academic promotions to Level E, relative to academic population at Level D, by gender and time at Level

2017 Academic staff at Level D promoted/Number at level	Female	Male
<2 years at Level D	0/91	0/178
2-5 years at Level D	5/79 (6%)	14/184 (8%)
≥5 years at Level D	5/39 (13%)	14/108 (13%)

Increasing rates of promotion for women staff in STEMM requires a pipeline of staff moving through lower academic levels to ensure progression to higher levels. UNSW numbers at these levels reflect a broader challenge for early career researchers in STEMM at Australian universities.[6] Establishing a career pipeline for women in STEMM requires further consideration of recruitment and retention of academic staff.[7]

Intersectionality

The ASBAP identified several proposed actions to respond to intersectionality as a Key Action Area (Table 2.5). These reflect the emerging importance of intersectionality at the time of the Bronze Award application process.

Table 2.5 Extract from UNSW's ASBAP[8] - Key Action Area 7, objective and proposed actions

Key Action Area	Rationale/Objective	Proposed Actions
7. **Intersectionality**	Build understanding of intersectionality and with the Diversity Champions and advisory groups develop our intersectional approach and framework.	Action 7.1: Implement improvements to the questions in the Personal Statistical Profile and to the way personal data is captured in UNSW's information systems to encourage higher completion rates of the Personal Statistical Profile.
		Action 7.2: With the help of UNSW's Diversity Champions and their advisory groups, consult on the development of a formalised intersectionality framework.

[5] Staff need to be at level for two years prior to applying for promotion unless special consideration is sought.
[6] Christian, K., Johnstone, C., Larkins, J. A., Wright, W., & Doran, M. R. (2021). A survey of early-career researchers in Australia. *Elife, 10, e60613.*
[7] There are further complexities as some recruitment at levels A-B in STEMM reflects fixed-term post-doctoral positions funded through grant sources that will not necessarily form part of the subsequent career pipeline at UNSW but will contribute to female representation across the sector.
[8] UNSW (2018) UNSW Bronze Award Application, pp 78-83

		Action 7.3: Conduct focus groups with female staff to explore how inequities due to gender are amplified by other personal characteristics such as cultural background, Indigenous status and disability.

Understanding academic promotions for women and gender diverse staff in STEMM includes consideration of the ways that lived experience and identities that encompass gender, sexuality, cultural background, disability and Indigenous origin intersect. These positionalities result in a variable and complex experience of the academic promotion process.

Research from UNSW acknowledges that staff with membership in multiple equity groups may experience compounding challenges.[9] Such challenges are well established in the University sector.[10] For example, the required evidence in promotion applications includes robust publishing records, excellent teaching evaluations from students and impactful service and engagement activities.[11] Producing this evidence can sometimes present challenges for applicants managing caring responsibilities. Such barriers are also often compounded for disabled or chronically ill staff members. Women academics from backgrounds where English is not the first language are more likely to experience discriminatory student evaluations.[12] Similarly, women from marginalised backgrounds are less likely to have their work cited, and less attract other markers of esteem such as awards and speaker invitations.[13] For these reasons, the 2018 Promotions Procedure included a statement about performance relative to opportunity (ROPE). Further commitments were made in the ASBAP to update the UNSW performance appraisal (myCareer) processes (*Section 3 Activities and Outputs*).

3. ACTIVITIES AND OUTPUTS

Actions to address promotion as a key barrier have been delivered as part of the UNSW ASBAP (Table 3.1). The list of actions reflected a 'whole of institution' approach, with an ongoing focus on issues that specifically affected academic women in STEMM. At the time of UNSW's Bronze Award submission, UNSW recognised that addressing the gender equity barrier in academic promotions

[9] Williamson, S. & Taylor, H. (2022). "Examining the Impacts of UNSW's Athena SWAN Program: A qualitative study". UNSW Canberra.
[10] SAGE (2021). "Guidance on Intersectionality for the SAGE Athena SWAN Accreditation Pathway".
[11] Fan, Y., Shepherd, L.J., Slavich, E., Waters, D., Stone, M., Abel, R. and Johnston, E.L. (2019). "Gender and cultural bias in student evaluations: Why representation matters". *PLoS ONE.* 14(2) 1-16; Luiz, J. M., & Terziev, V. (2022). Axes and fluidity of oppression in the workplace: Intersectionality of race, gender, and sexuality. *Organization*, 135050842210982; Rodriguez, J. K., Holvino, E., Fletcher, J. K., & Nkomo, S. M. (2016). The Theory and Praxis of Intersectionality in Work and Organisations: Where Do We Go From Here? *Gender, Work and Organization*, *23*(3), 201–222.
[12] Ibid; see also Waisbren, S. E., Bowles, H., Hasan, T., Zou, K. H., Emans, S. J., Goldberg, C., ... & Christou, H. (2008). Gender differences in research grant applications and funding outcomes for medical school faculty. *Journal of women's health, 17(2), 207-214*; Ranga, M., Gupta, N., & Etzkowitz, H. (2012). Gender effects in research funding. *Bonn: Deutsche Forschungsgemeinschaft.;* Lawson, C., Geuna, A., & Finardi, U. (2021). The funding-productivity-gender nexus in science, a multistage analysis. *Research Policy, 50(3), 104182;* SAGE (2021) "Guidance on Intersectionality for the SAGE Athena SWAN Accreditation Pathway".
[13] Llorens et al. (2021) "Gender bias in academia: A lifetime problem that needs solutions". *Neuron*, 109(13) 2047-2074.

necessitated increasing the representation of women in the academic pipeline, including promotions, through interventions with direct impact on the promotions process.

Table 3.1 Examples of UNSW ASBAP initiatives to support gender equity in academic promotion in STEMM disciplines (as reported in March 2018 to SAGE)

Initiative/Output	Description
Increasing the representation of women in the academic pipeline	**Action 2.3:** Updated performance appraisal (myCareer) processes, support materials and training for conversation leaders (managers) and staff to include the topic of *conversion to continuing,* with a specific prompt for conversation leaders (managers) to discuss with staff in relevant cases.
	Action 2.4: Promote and disseminate opportunities for academic women to apply for continuing positions under the Women in STEMM priority area of the Scientia Fellowship Scheme are promoted via: - STEMM Faculty EDI Committees; - newsletters; - Women in Research Network newsletters; - Women in Research Network
	Action 2.5: Promote and disseminate opportunities for academic women to apply for education focused roles via: - STEMM Faculty EDI Committees
Address the under-representation of academic women at senior levels by increasing the support given to women going for promotion particularly at Levels C and D.	**Action 2.18:** Pilot Advance-400, a UNSW career development initiative designed for all academic women at Levels C and D in both STEMM and AHSSBL faculties.
	Action 2.19: Undertake a review of staff who opt not to go for promotion to see if there is a gender imbalance.
	Action 2.20: Set annual targets for the number/proportion of women to be included in the promotion pool.
	Action 2.21: Pilot a Promotion Partner scheme which matches 'promotion-ready' candidates with a recently promoted academic staff member who can provide support and guidance through the process.
Minimise the potential for unconscious bias to adversely impact recruitment and promotion outcomes for female academics.	**Action 2.22:** Provide a mix of face-to-face and online unconscious bias training and guides to all promotion panel members to minimise bias in the promotion process.
	Action 2.23: Implement a train the trainer unconscious bias awareness program across divisions and faculties so sessions can be run for recruitment and promotion panels to minimise bias in employment-related decisions.
	Action 5.1: Implement inclusive leadership training for all senior management across the university, including the executive team, deans, heads of school, division heads and other relevant senior staff.
Address the lack of a holistic approach to career development and training opportunities for academic women.	**Action 3.2:** Pilot two leadership development programs targeted at heads of schools and emerging leaders (Orion and Carina Programs) and identify top talent women to participate.
Ensure policies are regularly reviewed and there is consistency in how grievances are handled at all levels of the institution.	**Action 5.2:** Ensure all policies apply a diversity, equity and inclusion lens when undergoing review or development and have this tracked by Governance.

Table 3.1 describes interventions undertaken in the promotions pathway to facilitate and strengthen approaches for academic women in STEMM at UNSW. A combination of cultural shifts, skillsets and accessible supports have a cumulative effect for staff, and for academic promotion.

Intersectionality

UNSW can report on some demographic characteristics of staff. The Institutional Context document describes upcoming improvements to the way UNSW reports staff diversity data.[14]

4. OUTCOMES

The activities and outputs detailed above have contributed to the reduction of academic promotion as a barrier to gender equity by increasing the number and rate of women applying for promotion, maintaining high promotion rates and improving the level of support provided. While numerical targets weren't explicitly set as part of the ASBAP, the intent is to increase application rates from women to be at least equivalent to the percentage of representation at level; for the promotion success rates to be at least equivalent to men and for the satisfaction in the level of support provided to be meaningfully improved above the 2017 data.

Evidence for the reduction of this barrier is provided and discussed. This submission indicates that representation of women in the academic pipeline, which includes recruitment and retention, is a key contributor to academic promotion outcomes at UNSW. Increasing the representation of women in the academic pipeline will be key for improving UNSW's progress towards its Council gender equity KPIs, namely 40% representation of women at Levels D and E.

Celebrating strong outcomes in academic promotions

- An increase in numbers of women applying for promotion, relative to the number of women staff available to apply; this includes an increase in Level D promotion applications for women, previously noted as a challenge (see Tables 4.1, 4.2; Figure 4.2).
- UNSW continuing with academic promotions rounds in 2020 and 2021 despite significant sector interruptions due to COVID-19 pandemic.
- Low numbers of appeals in the promotions process; zero appeals in 2022 and fewer than 10 appeals made in the last 20 years (see p. 17).
- Record number of promotion applications indicated in preliminary assessment of the 2023 round.
- High success rates in female promotions at all levels (see Tables 4.1, 4.2, 4.3, 4.4).
- High ratio of female promotions relative to SAGE members (Figure 4.3)
- Focus group feedback confirmed that participants were generally able to access quality support through the promotions process, and the information sessions conducted by human resources (HR) was consistently spoken of favourably (see Table 5.1).

Figure 4.1 Celebrating strong outcomes in academic promotions

[14] The development of the EDI dashboard described in UNSW's Institutional Context submission (p. 8) will enhance understanding of how gender intersects with other diversity characteristics and provide insight for the promotions process.

Table 4.1 Academic staff (continuing and fixed-term) headcount by level and gender, 1 Jan 2017

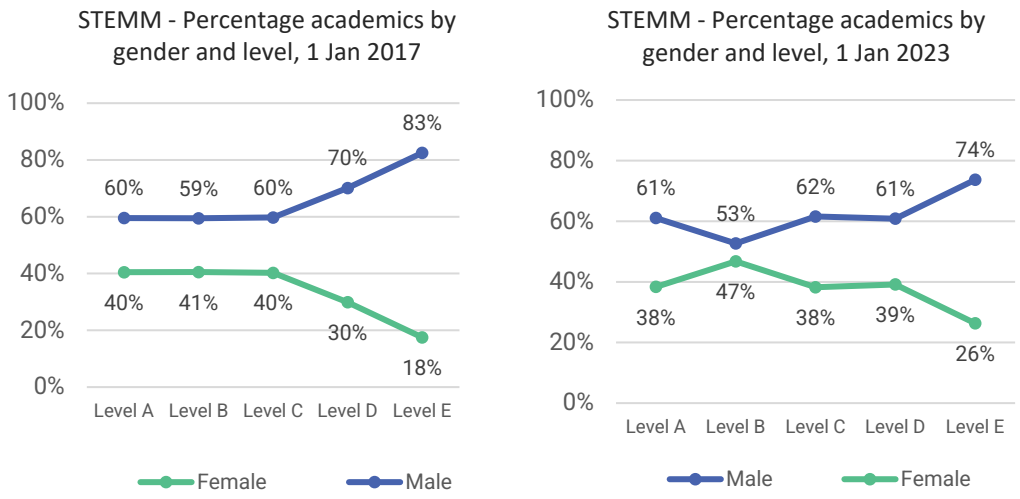
	STEMM						AHSSBL					
	A	B	C	D	E	Total	A	B	C	D	E	Total
2018												
Female	204	167	172	88	62	693	43	109	131	60	63	406
Male	323	243	250	170	278	1264	21	73	126	77	123	420
X&Z	1	0	0	0	0	1	0	1	0	1	0	2
Female %	*39%*	*41%*	*41%*	*34%*	*18%*	*35%*	*67%*	*60%*	*51%*	*43%*	*34%*	*49%*
2019												
Female	243	196	168	92	78	777	46	119	131	67	72	435
Male	381	250	274	157	302	1364	26	73	123	91	127	440
X&Z	1	0	0	0	0	1	0	1	0	1	0	2
Female %	*39%*	*44%*	*38%*	*37%*	*21%*	*36%*	*64%*	*62%*	*52%*	*42%*	*36%*	*50%*
2020												
Female	246	207	174	93	90	810	46	117	127	80	83	453
Male	387	270	294	163	315	1429	25	87	111	98	127	448
X&Z	2	0	0	0	0	2	1	0	0	1	0	2
Female %	*39%*	*43%*	*37%*	*36%*	*22%*	*36%*	*64%*	*57%*	*53%*	*45%*	*40%*	*50%*
2021												
Female	229	207	165	100	90	791	45	113	107	78	77	420
Male	371	262	282	159	292	1366	25	70	96	97	108	396
X&Z	1	1	0	0	0	2	0	1	0	1	0	2
Female %	*38%*	*44%*	*37%*	*39%*	*24%*	*37%*	*64%*	*61%*	*53%*	*44%*	*42%*	*51%*
2022												
Female	234	224	168	112	95	833	44	109	112	85	81	431
Male	368	285	296	172	294	1415	40	75	92	96	114	417
X&Z	3	1	0	0	0	4	2	0	1	0	1	4
Female %	*39%*	*44%*	*36%*	*39%*	*24%*	*37%*	*51%*	*59%*	*55%*	*47%*	*41%*	*51%*
2023												
Female	255	253	190	119	105	922	56	105	120	87	81	449
Male	406	285	306	185	294	1476	40	79	94	96	120	429
X&Z	4	3	1	0	0	8	1	0	1	0	1	3
Female %	*38%*	*47%*	*38%*	*39%*	*26%*	*38%*	*58%*	*57%*	*56%*	*48%*	*40%*	*51%*

Table 4.1 shows the impact during initial years of the COVID-19 pandemic to promotion rates across all genders and disciplines at UNSW. The COVID-19 pandemic brought significant disruption to the

University sector more broadly[15] and impacted gender equity strategy and progress more specifically.[16]

The career pipeline for female academics in STEMM between 2017-2023, shows a promising trajectory. Total percentages of female staff in STEMM show slow growth from 2018 (35%) to 2023 (38%). Representation at Levels B, D and E continue to move towards gender parity, with Level B in particular drawing closer to equal representation of women to men in STEMM. However, if decreases in females over the same time period at Levels A (-1%) and C (-3%) continue, it may become challenging for UNSW to source future promotion-ready candidates. Figure 4.2 illustrates the gender breakdown for STEMM across academic levels for 2017 and 2023.

Figure 4.2 Career pipeline – gender representation across the whole of institution on 1 Jan in 2017 and 2023 by academic level and gender



Women are strongly represented among applicants at all levels, both as a percentage of total applications and relative to the talent pool they are drawn from (mostly at or above 40%, Table 4.2). For applications to Levels D and E, female applicants are generally significantly over-represented relative to their proportions at source level.

Similar observations and conclusions may also be drawn regarding female success rates during the last five years (Table 4.3). Furthermore, females who applied for promotion were as, or more, likely to be successful compared to their male counterparts (Table 4.4).

[15] Nasseri Pebdani, R, Zeidan, A, Low, LF and Baillie, A (2022) "Pandemic productivity in academia: using ecological momentary assessment to explore the impact of COVID-19 on research productivity", *Higher Education Research & Development*, DOI: 10.1080/07294360.2022.2128075.

[16] Guarino, CM and Borden, VMH (2017) "Faculty Service Loads and Gender: Are women taking care of the academic family?" *Research in Higher Education*, 58, 672-694; Oleschuk, M (2020) "Gender Equity Considerations for Tenure and Promotion during Covid-19", *Canadian Review of Sociology,* 57(3): 502–515.

Table 4.2 Number and percentages of all UNSW promotion applications by gender and level, compared to the potential talent pool*

Level promoted to	Gender	2018	2019	2020	2021	2022	Total
B	Female	23	15	16	26	29	109
	Male	31	34	32	27	19	143
All Level B applications	*% Female*	*43%*	*31%*	*33%*	*49%*	*60%*	*43%*
*Staff at Level A**	*% Female*	*42%*	*42%*	*42%*	*41%*	*41%*	
C	Female	39	38	30	44	36	187
	Male	49	42	36	39	47	213
All Level C applications	*% Female*	*44%*	*48%*	*45%*	*53%*	*43%*	*47%*
*Staff at Level B**	*% Female*	*46%*	*49%*	*48%*	*48%*	*49%*	
D	Female	39	46	41	37	41	204
	Male	50	46	39	42	38	215
All Level D applications	*% Female*	*44%*	*50%*	*51%*	*47%*	*52%*	*49%*
*Staff at Level C**	*% Female*	*45%*	*43%*	*43%*	*42%*	*42%*	
E	Female	23	22	18	12	22	97
	Male	34	25	19	30	30	138
All Level E applications	*% Female*	*40%*	*47%*	*49%*	*29%*	*42%*	*41%*
*Staff at Level D**	*% Female*	*37%*	*39%*	*40%*	*41%*	*43%*	
Total applications	**Total**	**288**	**268**	**231**	**257**	**262**	**1306**
Total applications	*% Female*	*43%*	*45%*	*45%*	*46%*	*49%*	*46%*
Total academic staff	*% Female*	*39%*	*40%*	*40%*	*41%*	*41%*	

** Academic staff on continuing and fixed-term contracts on 1 January. Note only a subset of this population have completed the eligibility requirement to serve two years at level prior to applying for promotion (removed in 2017 then reintroduced in 2020).*

Table 4.3 Number and percentages of successful promotions by gender and level, compared to the potential talent pool*

Level promoted to	Gender	2018	2019	2020	2021	2022	Total
B	Female	22	12	16	26	26	102
	Male	25	27	29	23	17	121
All Level B applications	*% Female*	*47%*	*31%*	*36%*	*53%*	*60%*	*46%*
*Staff at Level A**	*% Female*	*42%*	*42%*	*42%*	*41%*	*41%*	
C	Female	37	35	29	41	35	177
	Male	46	39	35	32	39	191
All Level C applications	*% Female*	*45%*	*47%*	*45%*	*56%*	*47%*	*48%*
*Staff at Level B**	*% Female*	*46%*	*49%*	*48%*	*48%*	*49%*	
D	Female	33	41	38	30	33	175
	Male	43	36	31	33	33	176
All Level D applications	*% Female*	*43%*	*53%*	*55%*	*48%*	*50%*	*50%*
*Staff at Level C**	*% Female*	*45%*	*43%*	*43%*	*42%*	*42%*	
E	Female	20	19	16	11	20	86
	Male	27	22	12	23	23	107
All Level E applications	*% Female*	*43%*	*46%*	*57%*	*32%*	*47%*	*45%*
*Staff at Level D**	*% Female*	*37%*	*39%*	*40%*	*41%*	*43%*	
Total success rate	**Total**	**253**	**231**	**206**	**219**	**226**	**1135**
Total success rate	*% Female*	*44%*	*46%*	*48%*	*49%*	*50%*	*48%*
Total academic staff	*% Female*	*39%*	*40%*	*40%*	*41%*	*41%*	

** Academic staff on continuing and fixed-term contracts on 1 January. Note only a subset of this population have completed the eligibility requirement to serve two years at level prior to applying for promotion (removed in 2017 then reintroduced in 2020).*

Table 4.4 Success rates (Successful candidates ÷ Number of applications), by gender (all applications)

Level promoted to	Gender	2018	2019	2020	2021	2022	5 Year Total
B	Female	96%	80%	100%	100%	90%	94%
	Male	81%	79%	91%	85%	89%	85%
C	Female	95%	92%	97%	93%	97%	95%
	Male	94%	93%	97%	82%	83%	90%
D	Female	85%	89%	93%	81%	80%	86%
	Male	86%	78%	79%	79%	87%	82%
E	Female	87%	86%	89%	92%	91%	89%
	Male	79%	88%	63%	77%	77%	78%

Small numbers preclude full analysis but the following comments can be made.[17,18]

- For rate of female applications between 2018-2022:
  - Applications to Level B have increased relative to the source population.
  - Applications to Level C have reduced relative to the source population except in the Faculties of Engineering and Science, where female applicants were over-represented relative to the source population of candidates at Level B.
  - Applications to Level D have generally increased since 2018 and are generally higher than female representation at the source.
  - Applications to Level E have generally increased.
- For success rate of female promotion between 2018-2022:
  - Female promotions to Level B have increased and are at parity with or higher than the source Level A population.
  - Female promotions to Level C are at parity with or lower than the source population, but female representation at Level B is at parity or significantly higher in all disciplines.
  - Rates of females promoted to Level D have increased since 2018, and are generally higher than female representation at source.
  - Female promotions to Level E have generally increased.

Promotions data from the Faculty of Science reveal gender differences in the choice to include a ROPE statement (Table 4.5). Across all levels, a higher percentage of women than men submitted a ROPE statement. A lower percentage of women applying for promotion to Level E included a ROPE statement. The equivalent success rates between genders (Table 4.4) suggests ROPE statements may successfully contextualise achievements relative to opportunities and disruptions.

[17] Data for this submission is sourced from management reports which aggregate promotions results at a faculty/college level. Improving the integrity of granular promotions data in UNSW's HR information systems will facilitate a more comprehensive analysis.

[18] Analysis excludes faculties for which the headcount and total applications are low to ensure protection of staff privacy.

Table 4.5 Proportion of applicants in Science submitting a ROPE statement, 2020-2023

	Level B	Level C	Level D	Level E
Female	50%	60%	62%	31%
Male	18%	11%	40%	11%

Table 4.6 Application numbers and successful candidates by faculty (all disciplines), compared to female representation on 1 January[19]

	Number of applicants (Level applied for)												**Successful candidates** (Level applied for)												**Female population by level** On 1 January				
	B			C			D			E			B			C			D			E			A	B	C	D	E
	F	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	***%F***	***%F***	***%F***	***%F***	***%F***
2018	8	*89%*	1	10	*59%*	7	6	*33%*	12	8	*89%*	1	8	*89%*	1	9	*56%*	7	5	*33%*	10	5	*83%*	1	*63%*	*60%*	*55%*	*57%*	*35%*
2019	2	*40%*	3	7	*54%*	6	9	*53%*	8	7	*70%*	3	1	*33%*	2	6	*55%*	5	9	*60%*	6	5	*56%*	4	*57%*	*60%*	*54%*	*51%*	*40%*
2020	1	*50%*	1	7	*54%*	6	12	*57%*	9	6	*86%*	1	1	*50%*	1	6	*55%*	5	12	*60%*	8	5	*83%*	1	*59%*	*60%*	*52%*	*51%*	*47%*
2021	5	*83%*	1	13	*72%*	5	7	*58%*	5	3	*50%*	3	5	*83%*	1	11	*85%*	2	6	*60%*	4	2	*40%*	3	*60%*	*66%*	*51%*	*51%*	*51%*
2022	4	*80%*	1	8	*62%*	5	6	*67%*	3	3	*30%*	7	4	*80%*	1	7	*64%*	4	5	*63%*	3	3	*38%*	5	*55%*	*65%*	*56%*	*52%*	*51%*
5 yr total	**20**	***74%***	**7**	**45**	***61%***	**29**	**40**	***52%***	**37**	**27**	***64%***	**15**	**19**	***76%***	**6**	**39**	***63%***	**23**	**37**	***54%***	**31**	**20**	***59%***	**14**	***59%***	***62%***	***54%***	***52%***	***45%***

Faculty of Arts, Design and Architecture

UNSW Business School

	B			C			D			E			B			C			D			E			A	B	C	D	E
	F	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	**F**	***%F***	**M**	***%F***	***%F***	***%F***	***%F***	***%F***
2018	2	*100%*	0	4	*36%*	7	4	*27%*	11	1	*25%*	3	2	*100%*	0	4	*36%*	7	3	*21%*	11	1	*50%*	1	*50%*	*54%*	*40%*	*28%*	*24%*
2019	0		0	5	*71%*	2	8	*67%*	4	0	*0%*	4	0		0	5	*71%*	2	6	*67%*	3	0	*0%*	2	*50%*	*60%*	*44%*	*28%*	*26%*
2020	0		0	2	*29%*	5	5	*56%*	4	3	*43%*	4	0		0	2	*29%*	5	5	*71%*	2	3	*60%*	2	*42%*	*54%*	*45%*	*32%*	*27%*
2021	0		0	4	*50%*	4	2	*22%*	7	3	*43%*	4	0		0	4	*50%*	4	2	*29%*	5	3	*50%*	3	*50%*	*57%*	*45%*	*33%*	*29%*
2022	1	*100%*	0	3	*38%*	5	6	*60%*	4	3	*33%*	6	1	*100%*	0	3	*38%*	5	5	*63%*	3	3	*43%*	4	*35%*	*56%*	*46%*	*33%*	*29%*
5 yr total	**3**	***100%***	**0**	**18**	***44%***	**23**	**25**	***45%***	**30**	**10**	***32%***	**21**	**3**	***100%***	**0**	**18**	***44%***	**23**	**21**	***47%***	**24**	**10**	***45%***	**12**	***45%***	***56%***	***44%***	***31%***	***27%***

[19] Additional data considered includes out-of-cycle promotions that may be offered in exceptional circumstances. There were 15 out-of-cycle promotions during 2018-2022 and 11 were women. Due to small numbers, no conclusions have been drawn.

Faculty of Engineering

	B			C			D			E			B			C			D			E			A	B	C	D	E
	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	%F	%F	%F	%F	%F
2018	4	25%	12	1	7%	13	2	25%	6	1	8%	12	4	33%	8	1	8%	12	2	25%	6	1	10%	9	19%	21%	26%	24%	8%
2019	1	5%	19	5	29%	12	3	33%	6	3	43%	4	1	7%	13	4	29%	10	3	38%	5	3	43%	4	21%	24%	23%	28%	8%
2020	3	19%	13	3	25%	9	5	38%	8	2	67%	1	3	21%	11	3	25%	9	4	36%	7	2	100%	0	21%	22%	22%	25%	12%
2021	5	25%	15	4	29%	10	4	31%	9	1	13%	7	5	31%	11	4	36%	7	3	27%	8	1	17%	5	24%	23%	22%	24%	15%
2022	4	36%	7	3	27%	8	6	43%	8	2	20%	8	1	17%	5	3	33%	6	6	43%	8	1	13%	7	23%	22%	21%	26%	15%
5 yr total	**17**	**20%**	**66**	**16**	**24%**	**52**	**20**	**35%**	**37**	**9**	**22%**	**32**	**14**	**23%**	**48**	**15**	**25%**	**44**	**18**	**35%**	**34**	**8**	**24%**	**25**	**22%**	**22%**	**23%**	**25%**	**12%**

Faculty of Law & Justice

	B			C			D			E			B			C			D			E			A	B	C	D	E
	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	%F	%F	%F	%F	%F
2018	0		0	0	0%	1	4	100%	0	2	67%	1	0		0	0	0%	1	4	100%	0	2	67%	1	100%	60%	69%	38%	53%
2019	0		0	2	67%	1	5	83%	1	1	50%	1	0		0	2	67%	1	5	83%	1	1	50%	1	100%	71%	61%	56%	56%
2020	0		0	1	100%	0	2	67%	1	1	50%	1	0		0	1	100%	0	2	67%	1	1	50%	1	71%	63%	66%	64%	58%
2021	0		0	2	40%	3	3	75%	1	1	50%	1	0		0	2	40%	3	3	75%	1	1	50%	1	83%	69%	68%	64%	58%
2022	0		0	3	100%	0	3	50%	3	1	50%	1	0		0	3	100%	0	1	33%	2	0		0	50%	75%	54%	71%	58%
5 yr total	**0**		**0**	**8**	**62%**	**5**	**17**	**74%**	**6**	**6**	**55%**	**5**	**0**		**0**	**8**	**62%**	**5**	**15**	**75%**	**5**	**5**	**56%**	**4**	**79%**	**68%**	**63%**	**60%**	**56%**

Faculty of Medicine & Health

	B			C			D			E			B			C			D			E			A	B	C	D	E
	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	%F	%F	%F	%F	%F
2018	6	55%	5	13	72%	5	13	57%	10	4	40%	6	5	50%	5	13	72%	5	9	53%	8	4	40%	6	56%	60%	53%	49%	35%
2019	7	54%	6	12	71%	5	10	63%	6	6	60%	4	6	50%	6	11	69%	5	9	64%	5	5	71%	2	54%	62%	51%	49%	34%
2020	5	33%	10	6	46%	7	8	57%	6	3	30%	7	5	33%	10	6	46%	7	7	64%	4	3	43%	4	61%	62%	51%	51%	35%
2021	11	73%	4	11	61%	7	11	55%	9	2	33%	4	11	73%	4	10	59%	7	8	50%	8	2	33%	4	60%	58%	49%	53%	35%
2022	16	73%	6	13	48%	14	12	60%	8	6	60%	4	16	73%	6	13	54%	11	9	64%	5	6	60%	4	61%	57%	47%	51%	36%
5 yr total	**45**	**59%**	**31**	**55**	**59%**	**38**	**54**	**58%**	**39**	**21**	**46%**	**25**	**43**	**58%**	**31**	**53**	**60%**	**35**	**42**	**58%**	**30**	**20**	**50%**	**20**	**58%**	**60%**	**50%**	**51%**	**35%**

Faculty of Science

	B			C			D			E			B			C			D			E			A	B	C	D	E
	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	%F	%F	%F	%F	%F
2018	3	30%	7	8	42%	11	7	54%	6	6	35%	11	3	30%	7	7	41%	10	7	58%	5	6	40%	9	45%	36%	37%	31%	12%
2019	3	50%	3	4	25%	12	10	40%	15	4	36%	7	3	50%	3	4	25%	12	9	41%	13	4	36%	7	47%	43%	35%	36%	18%
2020	6	60%	4	10	59%	7	8	50%	8	3	50%	3	6	60%	4	10	59%	7	7	47%	8	2	40%	3	44%	44%	32%	35%	20%
2021	4	50%	4	7	78%	2	6	50%	6	1	13%	7	4	50%	4	7	78%	2	6	55%	5	1	17%	5	41%	44%	37%	38%	20%
2022	4	57%	3	4	33%	8	6	46%	7	7	78%	2	4	57%	3	4	36%	7	6	46%	7	7	78%	2	41%	47%	38%	41%	21%
5 yr total	**20**	**49%**	**21**	**33**	**45%**	**40**	**37**	**47%**	**42**	**21**	**41%**	**30**	**20**	**49%**	**21**	**32**	**46%**	**38**	**35**	**48%**	**38**	**20**	**43%**	**26**	**44%**	**43%**	**36%**	**36%**	**18%**

UNSW Canberra

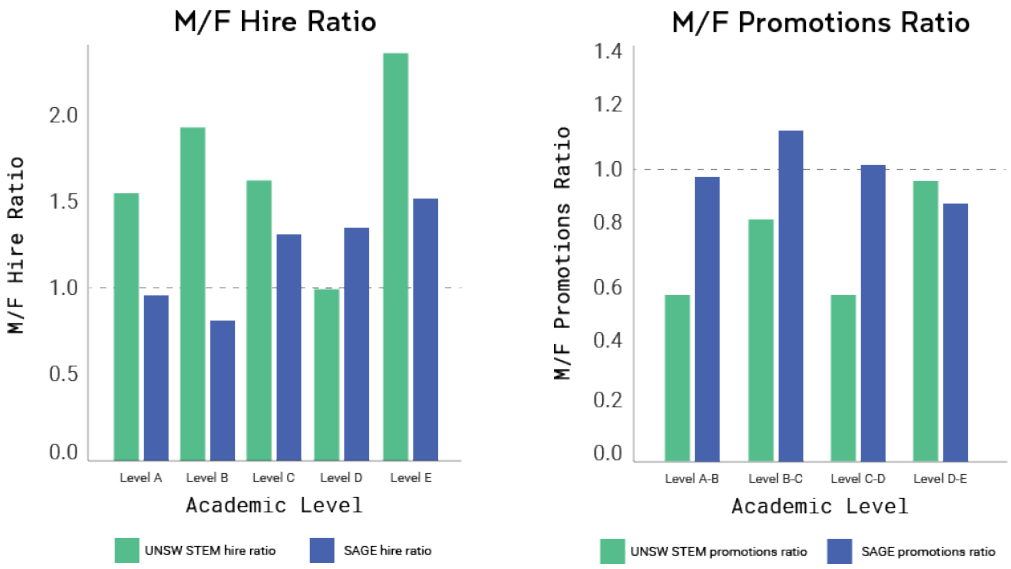
	B			C			D			E			B			C			D			E			A	B	C	D	E
	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	%F	%F	%F	%F	%F
2018	0	0%	6	3	38%	5	3	38%	5	1	100%	0	0	0%	4	3	43%	4	3	50%	3	1	100%	0	33%	32%	29%	16%	15%
2019	2	40%	3	3	43%	4	1	14%	6	1	33%	2	1	25%	3	3	43%	4	0	0%	3	1	33%	2	33%	27%	26%	23%	13%
2020	1	20%	4	1	33%	2	1	25%	3	0	0%	2	1	25%	3	1	33%	2	1	50%	1	0	0%	1	40%	23%	30%	20%	13%
2021	1	25%	3	3	27%	8	4	44%	5	1	20%	4	1	25%	3	3	30%	7	2	50%	2	1	33%	2	36%	29%	30%	23%	20%
2022	0	0%	2	2	22%	7	2	29%	5	0	0%	2	0	0%	2	2	25%	6	1	17%	5	0	0%	1	35%	25%	32%	24%	23%
5 yr total	**4**	**18%**	**18**	**12**	**32%**	**26**	**11**	**31%**	**24**	**3**	**23%**	**10**	**3**	**17%**	**15**	**12**	**34%**	**23**	**7**	**33%**	**14**	**3**	**33%**	**6**	**35%**	**27%**	**29%**	**21%**	**17%**

Progress towards equitable gender representation at UNSW has been demonstrated, with female representation increasing from 30%/44% at Level D in STEMM/AHSSBL in 2017 to 39%/48% in 2023, and from 18%/34% at Level E in STEMM/AHSSBL in 2017 to 26%/40% in 2023 (Table 2.1 and Table 4.1). This increase can be partly attributed to the success of UNSW's promotions process, but further understanding of the career pipeline is required.

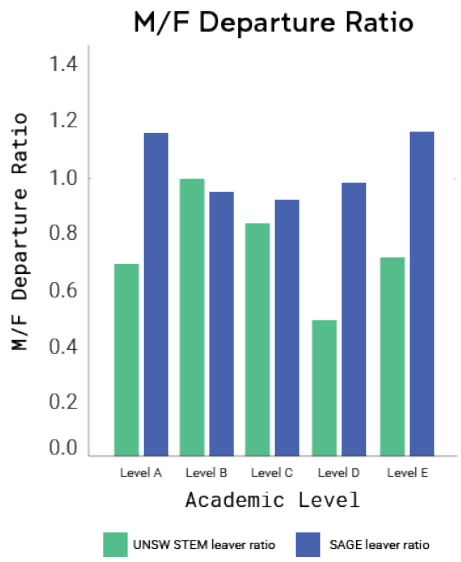
Professor Lisa Kewley[20] was engaged to complete academic workforce comparisons and modelling for all UNSW STEM, UNSW Canberra, Faculty of Engineering and Faculty of Science individually. This work aimed to identify opportunities to accelerate UNSW's progress towards gender equity, by exploring the impact of hires, promotions and exits from the workforce using HR data from 2016-2021.

The first observation compared all UNSW STEM to SAGE members in the ratio of M:F promotions, hires and departures by academic level. Between 2016-2021, UNSW promoted women at a greater rate than men and at higher rate compared to other SAGE members, except at level D to E, and that the hiring and departures practices require greater attention (Figure 4.3).

Figure 4.3 Comparing average UNSW STEMM and SAGE member hiring, promotions and departures data, during 2016-2021



[20] Professor Lisa Kewley is an Australian Astrophysicist and current Director of the Center for Astrophysics - Harvard and Smithsonian, and recent ANU 3D Astrophysics Centre Director. Professor Kewley has consulted to many Australian universities, drawing upon models she originally developed to predict the proportion of women at all levels in her own discipline of astronomy.



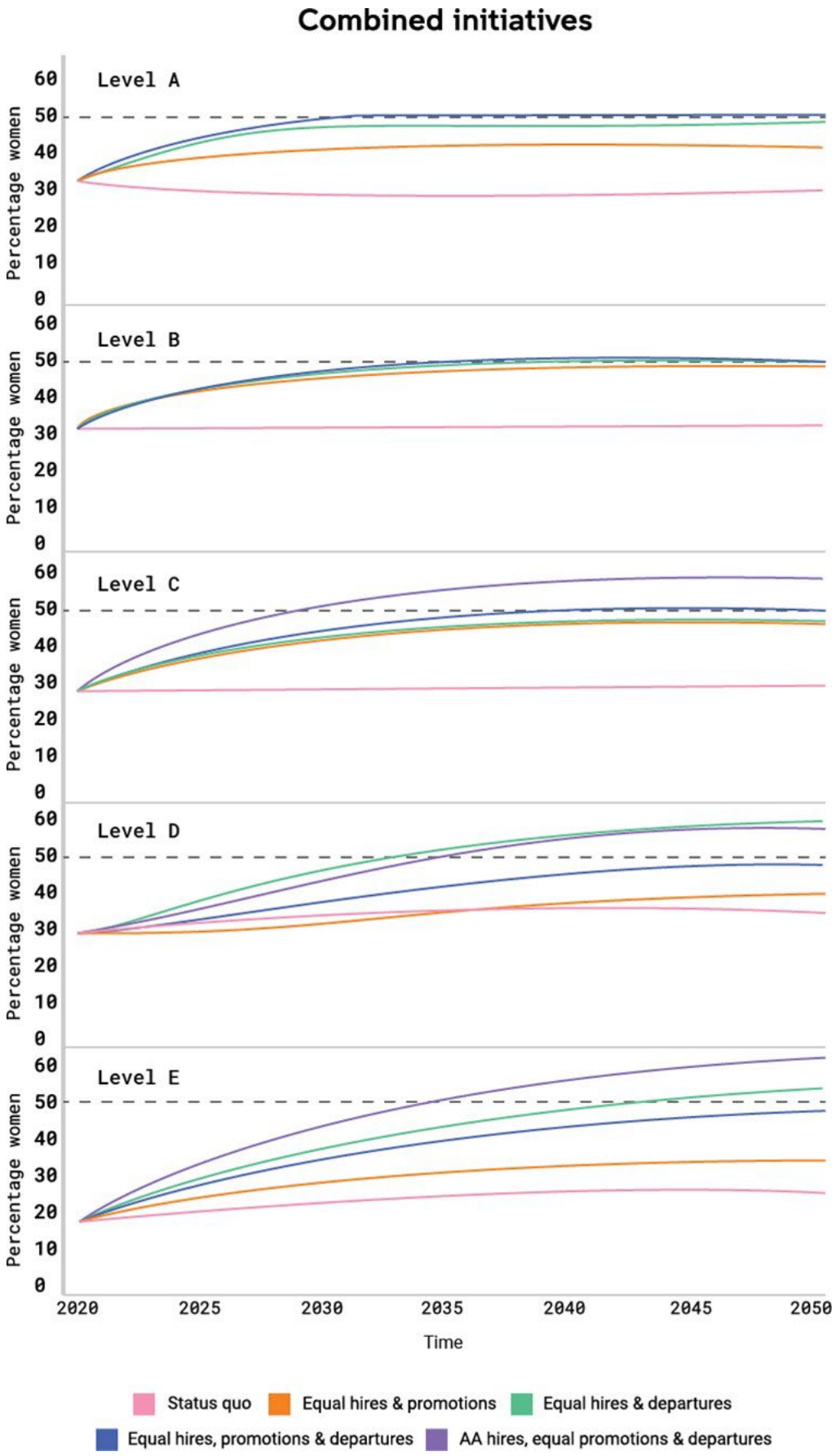
The subsequent analysis showed the proportion of women by academic level to 2050 based on several assumptions (Figure 4.4 for all STEM). Models were run for each of these initiatives in yearly steps:

1. Status quo
2. Equal hires (50:50 hires all levels) and equal promotions relative to cohort
3. Equal hires and equal departures (equal retention of males and females relative to cohort)
4. Equal hires, equal promotions and equal departures relative to cohort
5. Affirmative action hires (50:50 hires Levels A/B + 70% female hires C-E), equal promotions and equal departures relative to cohort

Assuming rates of promotion, retention and recruitment during 2016-2021 continue ("status quo"), UNSW will not achieve gender parity at any level by 2050. Larger departure rates of women at all levels and larger recruitment rates of men at almost all levels maintain this gap, despite favourable promotion rates of women. Instead, equal hires and retention applied together are required to close the gap and this could occur by 2040. Affirmative action models achieve at most a five-year improvement in this timeframe. The modelling also exposed faculty-specific differences, with further possible implications for recruitment and retention.

While UNSW has made progress in reducing promotion barriers, it is clear from these data that the hiring and departures rates negatively impact the gender pipeline and thus UNSW's ability to meet its gender equity KPIs endorsed by the University Council in 2016.

Figure 4.4 STEM pipeline – academic workforce modelling – 2020-2050



Intersectionality

Based on Section 2 *Evidence of Barrier*, UNSW has revised staff questionnaires and the functionality of its HR information systems to enable collection of gender data that comprehensively capture non-binary identities and intersections of gender with other identities (Section 6).

Reducing the barrier

Promotions data after 2018 illustrates that representation of women in most academic levels at UNSW is increasing. Other successes are summarised in Figure 4.1.

Table 4.7 below illustrates actions taken, intended outcomes of these actions as measures of success, and actual outcomes.

Table 4.7 Outcomes of UNSW ASBAP initiatives to support promotions

Activity/Output	Success measure	Actual outcome
1. Addressing pipeline challenges through recruitment, retention and promotion to achieve University-wide target (from 2025 Strategy) of 40% academic women at levels D and E and 50% professional women at levels 10+, endorsed by University Council. Note: These targets were set as part of UNSW's 2025 Strategy, and as such the target date is 2025. Wherever possible we have listed a 2022 delivery date per the ASBAP.	• Increase in women academics at levels D and E (combined) from 28% to 35% by 2022 and thereafter 40% by 2025. • Increase in women academics at levels D and E in STEMM faculties from 23% to 30% by 2022. *Targets will be reviewed annually and adjusted as necessary.*	2021: tracking progress towards the KPIs facilitated by HR gender dashboards launch. 2017: Education-focused roles supported by new academic promotions criteria that detail how individuals in these roles can advance through the academic levels all the way to professor. 2016: Council endorsed the following 2025 targets: • HEW10+: 50% women • Levels D&E: 40% women (2015 baseline: 48.3% and 27.7%, respectively. 1 June 2022 actual: 53.9% and 36.0%, respectively). Progress reported and reviewed quarterly by EDI Board and UNSW Council.
2. Addressing the under-representation of academic women at senior levels by increasing the support given to women going for promotion particularly at Levels C and D.	'Advance-400 Pilot' program established. At least 50% of level C&D women participate in the Advance-400 program. Increase in applications for promotion from academic women at levels C&D. Review of staff who opt not to go for promotion completed. Results of above-mentioned review reported to DVC Academic and Academic Promotions Manager.	The Advance-400 pilot did not proceed due to COVID-19-related budget constraints. The review of those who opt to not proceed with promotion was not undertaken. 2022: Boost, launched by the Faculty of Science is a career support scheme launched in 2022 designed to provide women academic staff currently at Level D with career support in advance of their application for promotion to Level E. Awardees are offered a financial grant to support career activities, strategic career advice, access to example promotion cases, and a network of women also applying for promotion. 2018: The Faculty of Science launched 'Level Up' as a promotion support program designed to encourage academic women staff to engage in planning and preparation early in the promotion process and provide participants with relevant resources and advice about the academic promotion process. Level Up was redesigned in 2022 to include two arms: a series of short video guides as an enduring resource open to all staff at all levels, and mock interview sessions. The scope of the program subsequently expanded, and the scheme has now become BAU, open to all staff applying for promotion regardless of background and/or identity.

Activity/Output	Success measure	Actual outcome
		The Faculty of Medicine & Health's 'Elevate' program is an academic promotion support program designed to assist academic promotions from level A to B regardless of gender. The program consists of the following activities: Promotion Information Session with at least three recently promoted academics on a panel; cohort meet-ups; ROPE session; library Metrics session; Application Review by at least two academics; and Mock Interview Workshops with at least two people on the panel. Ongoing, 2018 – present: Information sessions and workshops are conducted centrally by the HR Promotions Manager to help potential applicants prepare their promotions applications. The HR Promotions Manager arranges for volunteer guest speakers; the aim is for diversity based on gender equity at a minimum.
3. Revision of the performance review process resulting in the implementation of the myCareer program across UNSW.	• A specific *conversion to continuing* prompt is added to myCareer forms (staff and conversation leaders). • Conversion to continuing issues are integrated into all existing and new support materials and training. • Increase in the number of relevant cases where conversion to continuing issues are discussed AND actioned.	The online myCareer process was launched in 2022 with relevant prompts for staff and managers. Effective 2024: all participants will be requested to complete a new 'career context' item in their promotion application. This change acknowledges everyone is managing a portfolio of responsibilities and challenges, including professional and personal, which may impact their productivity from time to time. There will continue to also be an optional ROPE question. 2021: UNSW launched an updated 'Relative to Opportunity and Performance Evidence (For Applicants) Guideline', regarding consideration for ROPE in academic promotion. The guideline advises applicants to describe how personal, professional or other circumstances have impacted their opportunities for career progression and case for promotion. Examples of circumstances where ROPE may apply that are addressed in the Guideline include carer responsibilities, chronic illness, parental leave, and COVID-19 pandemic and natural disaster impacts. 2018: ROPE discussion incorporated into the central promotion information workshops, delivered by the HR Promotions Manager, for all candidates. 2018: Staff at any level can register for 'open' unconscious bias training. 'Mitigating Bias in Selection Decisions' guide developed for promotion panel members (and incorporated also into UNSW's recruitment resources). myCareer materials either developed, or reviewed and updated for diversity considerations including: • Manager and staff guides for UNSW Values in Action: 'Embrace Diversity'. • The 'Year End' guide includes a prompt-led Self-Assessment which requires staff to collate detail on their performance relative to opportunity; to include

Activity/Output	Success measure	Actual outcome
		feedback from peers and students, and to list achievements. This guide facilitates open dialogue between staff and their managers/supervisors and also includes a number of opportunities to discuss future plans, including considering performance in context of planning for promotion. A suite of conversation guides, including: • A guide addressing diversity, including briefing and prompts on the shared responsibility of staff and their manager/supervisor to be aware of their unconscious biases. • A guide to support the giving and receiving of feedback, promoting values-led engagement between staff and their managers/supervisors. • An expectations framework for academic Levels A through E for Engagement and Leadership, Education and Research.
4. Enhance UNSW's research performance by attracting and retaining exceptional women researchers, with outstanding research track records via the Scientia Program*. *The UNSW Scientia Program appointments provide a pathway to continuing academic careers at UNSW for both internal and external applicants entering the program, subject to performance against agreed research excellence criteria. UNSW intends to create partnerships with academics competitively appointed as UNSW Scientia Associate Lecturers, Scientia Lecturers, Scientia Senior Lecturers and Scientia Associate Professors, mentoring, and nurturing their careers.	Increase in successful applicants from STEMM disciplines to 60 by 2022. At least 75% of the above appointments are appointed on a conversion to continuing/tenure track basis. Women in STEMM retained as a priority area.	At 18 July 2023: Total appointments: 145 Total women appointed to date: 83 (57%) There have been 108 appointments in STEMM, with 64 (59%) of those women. Tenure track contracts are a central tenet of the Scientia Program. All appointees, unless already in continuing positions, are awarded tenure track contracts. At the end of the first term, if not already converted during the four-year period, if still meeting their KPIs, they are automatically converted to continuing positions. The renewal rate is 85%.
5. Minimise potential for unconscious bias to adversely impact promotion outcomes for women academics.	• Guides provided to all promotion panel members. • HR Promotions Manager and promotion panel members have completed training. • Unconscious bias guide incorporated into interview materials.	Also see 3 above. 2018: Staff at any level can register for 'open' unconscious bias training. 2017: • 'Mitigating Bias in Selection Decisions' guide developed for promotion panel members (and incorporated also into UNSW's recruitment resources). • myCareer materials reviewed with diversity and inclusion lens; a guide for UNSW Values in Action: 'Embrace Diversity' developed (includes 'conversion to continuing' prompt). • During 2017-2018 over 300 of UNSW's most senior leaders (who are more likely to lead promotion panels), 2018 Promotion Committee panel members, and key HR personnel (e.g. HR leadership team, HR Promotions Manager, and HR business partnering team) received training in unconscious bias.
6. Inclusive leadership training: implement for all senior management across the university,	• 100% completion rate for UNSW staff in leadership positions.	Inclusive Leadership training program was piloted in 2020 and launched officially in 2021.

Activity/Output	Success measure	Actual outcome
including the executive team, deans, heads of school, division heads and other relevant senior staff.		All faculty and division leadership teams had completed this training by 2023.
7. Senior Leadership training programs: pilot two leadership development programs targeted at Heads of Schools and emerging leaders (Orion and Carina Programs) and identify top talent women to participate.	• At least 50% of participants in Carina and Orion programs are women.	Orion and Carina are annual programs designed to support and develop UNSW's leadership stars. Leadership roles and responsibilities are significant to applications for academic promotion. Carina engages emerging leaders, while Orion supports the continued growth of more seasoned experienced leadership. To ensure the fair representation and inclusion, Carina and Orion have selection targets for various demographics. UNSW aims to ensure no group can exceed 60% of the intake or be less than 40% of the intake (e.g. for gender, a minimum of 40% intake must be women, but also a maximum of 60% can be women to ensure diversity within the cohort and fair inclusion. UNSW also does this for the academic/professional split). Orion numbers since commencement: Program commenced: 2017 Total number of participants: 111 Number of women who have completed Orion: 60 (54%). Carina numbers since commencement: Program commenced: 2017 Total number of participants: 125 Number of women who have completed Carina: 83 (66%). In addition, UNSW's annual Women in Leadership Program, previously run as the Academic Women in Leadership (AWIL) and Professional Women in Leadership (PWIL) programs, for a mixed cohort of professional and academic women, empowers women to strive for career progression, by becoming more confident to apply for leadership roles or activate leadership in their existing role. By 31 December 2022, more than 400 women have completed the program since inception in 2006.
8. Support people with caring responsibilities, particularly female academics, to maximise their workforce participation.	• Career Coaching for Carers (3C) is a new initiative, not previously envisaged at the time of the ASBAP.	During 2022, the UNSW Athena SWAN Program contributed funding towards research led by UNSW's Social Policy Research Centre, into the outcomes of a new support program, Career Coaching for Carers (3C) for academic women, including sessional staff and postgraduate students, with current or recent carer responsibilities. 3C can include planning for career development and promotion application.
9. Monitoring of UNSW promotions results.		At the conclusion of each promotion round, the HR Promotions Manager reports applications and outcomes to the Deputy Vice-Chancellor Academic Quality.

5. IMPACT

UNSW's Leadership team and the Self-Assessment Team (SAT) undertook a qualitative research project in 2022, engaging UNSW staff to evaluate the University's initiatives and actions to remove

and reduce promotions as a barrier to gender equity.[21] Researchers assessed the impact of these initiatives, inviting participants across a range of schools and faculties to contribute their lived experience of the activities and outputs (Table 3.1). Table 5.1 summarises this impact and samples of qualitative data collected in focus groups.

Table 5.1 Assessing impact of UNSW's initiatives to address promotion as a key barrier as revealed by focus group research

Initiative	Impact	Data
Elevate program – Faculty of Medicine & Health	Numerous participants had undertaken the Elevate program, offered in the Faculty of Medicine & Health to assist participants with the promotions process, and found this program to be particularly helpful. Those involved in the program assisted participants to go through the promotion process. This included conducting mock interviews with the applicants.	"One thing that was really useful was the Elevate program because it was very clear then we had all the support we needed. We had a case [study], examples, everything. So it was, it was really useful." (PFG2)[22] "We also had help from the Elevate program within Medicine and Health, so that was good. The seminar that HR put on was helpful as well. And then also from the Health community, we had access to a coach as well. So she helped give feedback on our application and that kind of thing." (PFG4)
HR Promotion information sessions and support	Participants generally considered that the information sessions held by HR were very helpful, particularly in explaining that the promotion process is not competitive and is meant to be collegial. Participants also valued hearing from others who had applied recently.	"And in terms of the support, I think university runs a lot of sessions leading up to the actual interview. So how to write your application, how to do the interview. And [the UNSW Promotions Manager] runs all that. I really found those very helpful, even though it's not a one to one thing, but I really enjoyed those sessions. And [he] is exceptionally helpful." (PFG2) "When I went for senior lecturer they we had the mock interviews that were run by the faculty and [HR] at that time. And that was super helpful." (PFG3)
HR Promotions website	Participants acknowledged that the promotions website was a rich and valuable resource.	"I think the promotion website has a huge amount of information. It's not always easy to find, but if you kind of dig around on all the buttons then the information's there. […] I think it's pretty transparent what you have to do." (PFG2) "I did look at the website. It's really nice to have all documents in one place and it's nice to have these little videos." (PFG3)
Support from UNSW services	Assistance with collating benchmarking data including publications outputs was noted to be very helpful.	"The other thing that helped me a lot was the librarian. So I went through 2020 […] she was brilliant. She really helped with the benchmarking aspect of it." (PFG3)
Support from heads of school through process	Most participants received support from their Head of School.	"[Our School is] really a gender champion within UNSW. And our bosses are also trying really hard to get us promoted. We have multiple professors who are women within the discipline, which is a testament of the discipline. I think in terms of

[21] Williamson, S. & Taylor, H. (2022). "Examining the Impacts of UNSW's Athena SWAN Program: A qualitative study". UNSW Canberra.

[22] Quotations are attributed to participants while de-identifying data, where P = Promotions, and FW = Flexible Working and Families; FG abbreviates Focus Group, and the number corresponds to the specific group.

		mentoring and supervision and you know, helping you move through that pathway, we have a great support team." (PFG2) "I think from the University's perspective, that's really a very warm environment and opening up that space for us, again, I need to highlight that it really comes down to our mentors, our bosses, our supervisors within the discipline, how we are treated and how we consider promotion to the next level." (PGF2) "I got a lot of support from my head of school at the time, who was really good. I also got a lot of support from the university level, you know, HR […] I really liked the workshop." (PFG4)
Support and mentorship from other colleagues	Applicants had availed themselves of mentors, which were helpful and validated their decisions to apply for promotion. Some had colleagues who supported them by advising on their promotion application and conducting mock interviews.	"… there is the importance of champions and mentors. I think you know, for women in particular, it can be very different, difficult to move ahead without somebody in your corner at that more senior level." (PFG1) "I had help within the discipline and they went through my application and they gave me such valuable input. I even did a dry run interview with couple of them and you know, these are people who sit on promotion panels so they know the questions [...] So I think that's very helpful, having that mentorship." (PFG2) "I think that's where it comes back to collegiality. You know that people are so willing to share and to tell their stories and to share their application. Just so you get a sense of it. I think that's where I lean in so much more than with other things just to be able to use that network." (PFG3)
Research Opportunity and Performance Evidence (ROPE) statements	Development of ROPE guidelines to facilitate communication of career interruptions and barriers for equitable consideration of promotion applications.	"I just wanted them to understand from where I'm coming from and the struggles that I have, you know, not to take that as an added advantage, but to judge me within my context and not take me out of my context." (PFG2) "I think for women in particular, like the colleague that I was talking about […] we were using [ROPE] for different reasons, but it was helpful for both of us. For her more so because of the maternity leave and the holes she then had within projects and teaching, and all of that kind of thing. So yeah, it was good I think. I think it's definitely helpful." (PFG4)

Qualitative evaluation of UNSW activities and outputs indicated positive impact and identified further actions to be undertaken by the University. One participant in the 2022 focus groups noted:

Overall, I found the promotion process is fair, transparent and [offers] a lot of support. OK, maybe we are making a few minor suggestions, but I don't think we should deny the fact it is a very good process and very good system. (PFG4)

Table 5.2 provides an overview of findings from the 2022 report.

Table 5.2 Ongoing challenges and recommendations for UNSW arising from focus group research

Challenge	Data	Recommendation
Benchmarking and evaluation systems foster gender bias in their reporting	"One thing that I didn't realize and just to add to the equation is how BORIS does not differentiate between part-time and full time staff […] So BORIS, in my view, has been designed by men, for men, with all the normativity aspects enshrined in it and only those [who] research will be successful." (PFG1) "There's other things too with BORIS, because it's also, it measures outputs which favours certain kinds of publishing because it doesn't differentiate between single author or multi-author publication and those as outputs and that sort of thing. So there's a whole bunch of things that are masked in there with BORIS and it's also just alienating." (PFG1) "You're just a column in a bar graph on BORIS, and you can see that you've had so many outputs versus the other Level B or Level Cs and you could compare yourself to their outputs and all should be fine, but actually behind those bars graphs is a whole bunch of inequality, especially for women in different kinds of ways, you know." (PFG1)	• Understand which benchmarking outputs are most relevant and implement the Women in Research Network's recommendation that individual applicants do not bear the burden of providing any required metrics-based data. • Consider a review of BORIS to eliminate any potential for gender bias, for example, to include cross institutional grants; include the identification of part-time work and career breaks. • Review use of teaching evaluations in promotion applications to eliminate biases.
Levels of support and feedback from HoS and/or mentors	"Are we all on the same page and our heads of schools then all giving the same appropriate advice? Because it does sound like, you know, there's variation across the university, and these are things that have the potential to be more in control. We could be more in control in terms of then making sure people are best supported going out." (PFG3) "I found out someone more junior than me got promoted the year before me and that time I talked to my supervisor he didn't support me. So because you don't have supervisor support, you cannot promote, right? And then I waited another year." (PFG3) "[Staff who] move after a PhD, we are often treated that way. 'OK, you need a job, so you have Level A. Get in there. We'll promote you when there's an opportunity.' Only very few people actually take a fair approach and give you what you actually deserve." (PFG2)	• Consider introduction of a consistent approach to provide feedback, support and ongoing development of unsuccessful applicants.
Role of ROPE statement in application process needs further development	"… all the ROPE statement does is cause the woman typically to justify why she hasn't produced as much as her male colleagues ... and you try to reduce the reality of what your life has been like, because you don't want to look like you're weak." (FWFG1) "It's at the tail end of the application, so you have your one-page outline and then your 9 pages and then a ROPE statement in the end. So unless you deliberately pepper the ROPE statement references throughout, I think it's questionable whether it's going to be noticed until the poor reviewer gets there and goes, 'Oh yeah, I should have been taking this into account', so I think there's some procedural things that could perhaps be improved to make it really obvious upfront." (PFG2)	• Co-develop strategies and initiatives to address any gender equity issues related to promotions that are identified within the university. • Review and support the development of revised training to enhance the unconscious bias awareness of committee members involved in the promotion process. • All promotion candidates be strongly encouraged to

	"I've actually got a chronic health issue that's going to be following me to the end of the year and that I need treatments for and I'll put that in [the ROPE statement]. But is that going to make any difference? I don't think so, and I haven't slowed down, because I know that I can't. Because if I really want this thing next year, I've got to still meet all those targets and things. And so while people tell me I should be off resting it's like well, I'm sorry, just doesn't happen." (PFG3)	include a ROPE statement with their promotion application. • HoS be encouraged to reflect an applicant's ROPE statement in their promotion reports.
Gendered organisational culture	"There are gender aspects (as well as for people of colour) in the support that academics get from higher management." (PFG1) "My gut feeling is that there's been other people who have been, I think championed, sponsored is the word I like. Because I think when you're very early that trajectory, just the little bit of assumption 'oh she's got kids, so I won't invite her to dinner' or 'I'll invite him to whatever' […] Whether you choose to, whether those opportunities are not given to you, or whether you can't take them because you have carer responsibilities or whatever, those trajectory things do matter." (PFG2) "Everyone has a different trajectory. But my maternity leave, obviously you can see a clear impact and I can see that flattening of the curve. And so I felt left behind and I felt like I really it was at the point that if I hadn't been successful with my promotion application that yeah, I really had to rethink where I was at because I couldn't bear not being able to catch up or having to do so much to be catching up to them." (PFG3) "When I was finishing my maternity leave, it took me such a long time to warm myself to rejoin a group. And of course, when you are busy and tired, forget about promotions." (PFG4)	• See above; revised training for committee members. • The University promote the Career Advancement Fund more widely and review the amount available to recipients. The amount should be increased to the funding amount originally provided and indexed regularly. • Identify and evaluate strategies to increase the pool of presenters with a diversity of experience. • Conduct an assessment of existing Faculty programs at UNSW to determine their suitability for a university-wide rollout.
Promotion application process requirements are time-consuming	"I was appointed to level C this year and it's something I've been kind of wanting to do, being encouraged to do for a while. I think the things that held me back were the sheer amount of time and energy required to go into the application. Which is just when you're busy doing other things. I'm research focused. I'm funded by grant funding, so there's always that's kind of got to be the priority." (PFG2) "In 2019, I decided to instead of going for promotion to go for a partnership grant. I wasn't successful with that, but that kind of took up quite a large chunk of my time. And so I suppose I made the decision to not put in my promotion application at the same year because I just couldn't bear the workload. I'm a combined track academic. I teach. I'm a program director. I've got a large program of work and the thought of putting in both was just unbearable." (PFG3) "My Head of School, he actually pushed me to apply for promotion. But I was simply too busy. I think the biggest hurdle for me is the paperwork." (PFG4)	• As above – review requirements and automate reporting processes that require uniform data.

Impacts of COVID-19

In 2020 UNSW participated in the International COVID-19 Home Working University Staff Survey (CHUSS) and co-funded a further survey in Australia in 2022. The survey evaluated staff perceptions of work and workload, working from home preferences, ability to conduct work, the time spent on work, job satisfaction, career prospects, wellbeing, and work-life balance. Demographics of respondents are shown in Table 5.3.

Table 5.3 Demographics of Australian CHUSS respondents

Gender	2020 n (%)		2022 n (%)	
	UNSW	Other Australian Universities	UNSW	Other Australian Universities
Male	158 (25.1%)	1290 (27.9%)	36 (14.8%)	105 (20.2%)
Female	470 (74.7%)	3326 (71.8%)	205 (84.4%)	409 (78.8%)
Non-binary/other	-	-	2 (0.8%)	5 (1%)
LGBTIQ	1 (0.2%)	15 (0.3%)	-	-
Total	629	4631	243	519

The CHUSS reports offer context to the impacts of early and late COVID-19 on the UNSW workforce[23], particularly women, comparing this across the University sector. Findings speak directly in some instances to promotions, as well as organisational culture and context of UNSW staff experiences. Table 5.4 highlights key findings, including analysis and commentary offered in the report.

Table 5.4 Key Findings from CHUSS

Theme	Findings
Time spent on teaching, research and other academic or other work activities	Compared with the period prior to the pandemic, in 2020 (81%) and 2021-2022 (80%) of those at UNSW reported that time spent on teaching had increased significantly. Workloads increased perhaps as expected in the early pandemic period, however workloads remained high in 2021-2022. Findings were sector wide, although staff at other universities in 2021-2022 showed a significantly smaller proportion of staff reporting increased time spent on teaching compared with UNSW.
The ability to seek or apply for funding, to do field or lab work, finish or submit papers and meet the University's teaching expectations	During 2020 and 2021-2022, 50-77% of UNSW staff felt their capacity to conduct aspects of research was reduced, e.g. applying for research grants or completing/submitting publications. 2021-2022 results were not statistically different from 2020.
	More than 60% of staff report that UNSW expectations in research and education activities are unrealistic, this proportion is significantly higher in 2021-2022 than 2020. There is a similar trend at other universities but the proportions of staff reporting unrealistic expectations are lower.
	During 2020 and 2021-2022, 50-77% of UNSW staff felt their capacity to conduct aspects of research was reduced, e.g. applying for research grants or completing/submitting publications. 2021-2022 results were not statistically different from 2020.
Personal productivity	In both surveys, more than 50% of females felt their personal productivity had increased (>50% responses) and 42% of academics reported an increase in personal productivity.
	A significantly higher proportion of UNSW respondents who worked from home more than half the time reported increased personal productivity than those who worked from home less than half the time.

[23] This survey was circulated across the whole University; a specific breakdown for STEMM academic participants is not available

Career prospects	In 2020, 54% of UNSW staff were dissatisfied with career options and a higher proportion of males were concerned about performance appraisals. In 2021-2022, 43% were dissatisfied with career options at UNSW and a higher proportion of males than females were concerned about career options.
Flexible working and working from home	Significantly more female than male respondents preferred to work from home (WFH) half or more than half of the time. This was a consistent finding both at UNSW and across the sector in both 2020 and 2021-2022.
	In 2020 and 2021-2022, staff felt that they were generally well supported by their institution in WFH activities.

WFH preferences remain strong particularly for female staff across the sector. At UNSW, workload is consistently reported as high and work expectations are perceived as unrealistic. The ability to conduct research activities and seek funding is reduced, there is reduced job satisfaction and happiness, increased stress, worry and tiredness. These perceptions are the same or worse in 2021-2022 compared with 2020. Themes reported include being 'tired', 'not appreciated', 'not heard', 'short staffed', impacted by the 'effects of workplace change'.

The findings above suggest that COVID-19 has shaped how UNSW staff approach and deliver their work. Workload and capacity, ability to undertake research and personal productivity levels are relevant concerns for academic staff at UNSW.

6. FURTHER ACTION

UNSW is committed to ongoing improvement in gender equity, diversity and inclusion considerations throughout the academic promotions process. The further actions (Table 6.1) form an initial framework outlining how UNSW intends to improve the promotions process. The suggested recommendations respond to the specific issues that may impact academic women in STEMM more than other cohorts but are framed to reflect a 'whole of institution' approach. The University recognises collaboration across several of its functions, divisions and faculties will be key to success. This will involve a wider consultation of the proposed actions across the University, to develop and resource the plan in the context of a broader gender equity strategy for the institution.

The key themes and the priorities among these recommendations are:

1. Increasing the visibility and ease of access to UNSW promotions data for key staff and senior leaders across the University to inform development of institutional Gender Equity Strategy, monitor progress against goals, allow prioritisation of key initiatives and resourcing as part of the UNSW yearly operational plan.
2. Continuous improvement of the promotions process and simplifying the application process.

Table 6.1 Proposed further actions and indicators of success

Reference	Rationale/ Evidence	Proposed Actions & Outputs	Likely Timeframe	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
1.Data management and reporting strategy.	Broader visibility and incorporation of Equity, Diversity and Inclusion data should inform design and delivery of existing and future initiatives.	a) Review the existing reporting of promotions data, identifying areas for improvement.	TBD	Workforce Analytics and Reporting Manager EDI	Head of Talent and Recruitment +EDI	Improved reporting capability.
		b) Explore the development and design of a survey to gather valuable feedback from promotion candidates and committee members.	TBD	EDI HR	Head of Talent and Recruitment	Information gathered will inform strategies and initiatives going forward.
2.Continued improvement of promotions process.	Build on ongoing success of promotions process.	a) Consider a review of BORIS (UNSW's research performance metrics system) to identify and eliminate/mitigat e potential for gender bias; identify part-time work and career breaks; identify opportunities to automate application metrics as much as possible.	TBD	Academic Lead Athena SWAN	Division of Research and Enterprise EDI	Any gendered impacts of existing BORIS reporting are transparent and well understood by all stakeholders.
		b) Co-develop strategies and initiatives to address any gender equity issues related to promotions that are identified within the university.	TBD	HR EDI	Head of Talent and Recruitment, HR EDI	Responsive action taken when issues/concerns are raised.
		c) Review and support the development of revised training to enhance the unconscious bias awareness of committee members involved in the promotion process.	TBD	EDI HR	Head of Talent and Recruitment, HR EDI	Increased awareness of unconscious bias and the impact on decision making; improved capability.
		d) Prioritise additional strategies to increase the pool of contributors with a diversity of experience.	TBD	EDI HR	Head of Talent & Recruitment, HR EDI	Increased awareness of diversity of experience in promotion process.

Reference	Rationale/ Evidence	Proposed Actions & Outputs	Likely Timeframe	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
		e) Initiate current-state review of Faculty-led programs at UNSW to identify potential suitability for future university-wide implementation.	TBD	EDI HR	EDI	Leveraging where existing programs are working well.