

Athena SWAN
Institution
Application
Bronze Award

PART 10 –
ACTION PLAN

March 2019



LA TROBE
UNIVERSITY



PART TEN: Action Plan

This Action Plan was created by the La Trobe community, with input from the Self-Assessment Team, the Steering Committee, Senior Leadership, and via broad consultation with staff across all employment types, levels and across all campuses. The Plan acknowledges pre-existing University strategies and plans and connects to our Strategic Plan, Culture Strategy, Gender Equality Blueprint, the Diversity and Inclusion Plan, the Human Resources Strategy, the Recruitment Strategy, the Research Plan, and the Regional Research Plan. It has been endorsed by the Vice-Chancellor and the Senior Executive Group (SEG) who commit to implementing the actions and revising sections as appropriate throughout the 4-year process. Progress updates will be reported to SEG twice a year and on our SAGE@LaTrobe intranet site.

All actions have been referenced using the seven headings below, which broadly reflect the main sections of the Athena SWAN application.

Glossary of Terms

APVCR	Associate Pro Vice-Chancellor (Research)
ARCSHS	Australian Research Centre in Sex, Health and Society
ASSC	College of Arts, Social Sciences & Commerce
CD&I	Culture, Diversity and Inclusion
CFO	Chief Financial Officer
CI	Chief Investigator
DVCA	Deputy Vice-Chancellor Academic
DVCR	Deputy Vice-Chancellor Research
EAP	Employee Assistance Program
EDRO	Executive Director Research Office
EOS	Employee Opinion Survey
HOD	Head of Department
HOS	Head of School
HRBP	Human Resources Business Partner
I&O	Infrastructure and Operations
OD	Organisational Development (with HR Division)

Action Plan Structure

1.	Gender Equity In STEM: Addressing the underrepresentation of women in STEM, embedding the Athena SWAN Principles and addressing the gender pay gap
2.	Career Pipeline: Pipeline, recruitment, induction, contract type, part-time work, academic workload, committee workload
3.	Transition Points: Training, appraisal, promotion, research/HERDC
4.	Flexible work and managing career breaks
5.	Childcare and caring responsibilities
6.	Promoting inclusivity / embracing intersectionality: Supporting transgender staff, supporting Indigenous Australian staff
7.	Leadership and role models

OVC	Office of the Vice-Chancellor
PIPU	Planning & Institutional Performance Unit
PVC (ASSC)	Pro Vice-Chancellor College of Arts, Social Sciences & Commerce
PVC (SHE)	Pro Vice-Chancellor College of Science, Health & Engineering
PVCR	Pro Vice-Chancellor Regional
RED	Research Education Development Unit
SAT	Self-Assessment Team
SEG	Senior Executive Group
SHE	College of Science, Health & Engineering
SLG	Senior Leadership Group
STEM	Science, Technology, Engineering, Mathematics
STEMM	Science, Technology, Engineering, Mathematics, Medicine
TBM	Tracey Banivanua Mar
WAPS	Women's Academic Promotions Support Program
VC	Vice-Chancellor
VPA	Vice President Administration

La Trobe University SAGE Athena SWAN Action Plan 2019–2023

Rationale	Ref no	Action	Time frame	Responsible	Success Measure /Outcome
1) GENDER EQUITY IN STEM: ADDRESSING THE UNDERREPRESENTATION OF WOMEN IN STEM, THE GENDER PAY GAP, AND EMBEDDING THE ATHENA SWAN PRINCIPLES					
Senior leadership support for the delivery of the SAGE Pilot ensured gender equity remained high on the University's agenda A large SAT worked well for the consultation and engagement processes, a smaller group is necessary for the targeted and effective delivery of the plan	1.1	Key stakeholders and select senior leaders to form part of the new La Trobe SAT (SAGE Implementation Group) to ensure the Action Plan is delivered, Athena SWAN principles are embedded and University objectives about improving gender equity in STEM remain high on the University agenda The Implementation Group will: <ul style="list-style-type: none"> • be chaired by DVCR and meet six times a year • become an official subcommittee of SEG • report progress on Action Plan at least once a year to Council, and twice a year to SEG, Academic Board, and SLG • be held accountable to deliver on the Plan 	Commencing June 2019 then every 2 months to 2023	Implementation Group	<ul style="list-style-type: none"> • Group established and governance model developed and in place by June 2019 • Meetings held and well attended • Action Plan regularly monitored and reviewed annually and actions achieved on time • Senior leaders engaged with the Action Plan as evidenced in SEG, SLG and Council meeting minutes
La Trobe has a talented pool of academic women at Levels A and B, but significant blockages in the career pipeline impede their advancement to senior positions, particularly in STEM disciplines where 85% of women are employed at Levels A-C and only 15% at Levels D-E. The proportion of academic women at all levels has remained static over the reporting period	1.2	Discuss School-specific results with relevant Schools and identify appropriate actions with the view to working towards Silver Accreditation post-2023	July 2019 – Dec 2019	Implementation Group PVCs (SHE & ASSC), HOS, Athena SWAN Project Officer	STEMM Schools have local level Action Plans and are working towards Silver Accreditation post-2023
	1.3	Actively seek to appoint women to fill all senior vacancies (Levels C, D and E) in STEM. This goal to be included in all business plans, talent and succession plans	July 2019 – Dec 2023	Implementation Group PVCs (SHE & ASSC), Head of Recruitment, HRPBs, HOS, Athena SWAN Project Officer	50% of new STEM senior academic appointments between July 2019 and December 2023 are to be women.
La Trobe has already made many improvements including a range of new plans and recent appointments of women to senior roles, but there is more work to be done. Embedding the Athena SWAN principles requires ongoing action, monitoring and evaluation, or we risk losing momentum. It is imperative staff are kept engaged with the Action Plan, to ensure actions remain relevant	1.4	Develop and deliver a Communication and Engagement Plan to update staff on the status of the Bronze application and the Action Plan. This includes a new SAGE@LaTrobe intranet site (with feedback button), regular communication updates, annual focus groups, features on role models, and examples of men and women working in non-traditional roles, sharing of good practice, a refresh of the web pages and an annual calendar of activities to generate ongoing staff communication and feedback	Plan developed May-July 2019 Regular updates from June 2019 Annual focus groups Oct-Dec from 2020	Athena SWAN Project Officer	<ul style="list-style-type: none"> • Communication and Engagement Plan written • Monthly updates to staff • Improved scores in satisfaction with workplace culture, equity, diversity and inclusion in EOS; targets of 79% in 2020 and 80% in 2022

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GENDER PAY GAP					
The University's overall gender pay gap is currently 14.98%, which is marginally below the 2017 rate of 15.3 %. There is a low (0%–5%) pay gap across all Academic Levels and the majority of professional levels	1.5	Continue to produce annual Gender Pay Gap and Remuneration Report	Annually	Executive Director HR, Director CD&I	<ul style="list-style-type: none"> Reduced pay gap at senior levels ESMC and Level E (between +/- 2%) by 2022
	1.6	Continue to provide gender equality dashboard to SEG members to monitor appointments and remuneration decisions, and all salary loadings approved that impact on the gender pay gap position, in particular, those that impact on the gender pay gap position in their respective College/portfolio	Feb 2019 + quarterly	SEG, Executive Director HR, Director CD&I	<ul style="list-style-type: none"> Reduced pay gap at senior levels ESMC and Level E (between +/- 2%) by 2022
2) CAREER PIPELINE: PIPELINE, RECRUITMENT, INDUCTION, CONTRACT TYPE, PART-TIME WORK, ACADEMIC WORKLOAD, COMMITTEE WORKLOAD					
The pipeline starts with our students. Low numbers of female students in STEM is key to understanding the low representation of female STEM academics. The domestic student body is 65% women. In STEM it reduces 42% and 15% in Engineering. La Trobe has comprehensive student outreach programs, however they not informed by the University's involvement in the SAGE Pilot	2.1	Collect more comprehensive staff and student participation data in outreach activities to identify areas where gender balance can be improved. Ensure outreach activities incorporate La Trobe's commitment to gender equality and being a university of choice for women in STEM	2020	Athena SWAN Project Officer, SHE/ ASSC outreach officers, HOS	<ul style="list-style-type: none"> Gender balance in staff doing student outreach, especially in STEM Outreach activities monitored and reported twice yearly to Implementation Group Increase in student enrolments in STEM
The University has excellent training and support for HDRs and ECRs, however an opportunity exists to embed Athena SWAN principles and University's commitment to gender equity	2.2	Work with Graduate Research School (GRS) and RED Unit to embed Athena SWAN principles into existing HDR, MCR and ECR programs	Nov 2019 + annually to 2023	Dean of Graduate Studies, RED Unit, Athena SWAN Project Officer	Training delivered annually to 80% HDRs, ECRs and MCRs
RECRUITMENT					
There are large gaps in our recruitment data. Many applicants for academic roles do not disclose their gender, particularly at higher levels. Opportunities exist to improve the process to ensure there is no gender bias. Recruitment activity must be informed by Athena SWAN principles and findings from the self-assessment process	2.3	Develop and implement a systematic way of recording recruitment data including gender and diversity data across the recruitment stages	2021–2022	Executive Director HR, Recruitment Manager	Baseline recruitment data collected
	2.4	Include Recruitment Manager on SAGE Implementation Group	From June 2019–2023	Recruitment Manager	Recruitment Manager is a member of the Implementation Group
	2.5	Review and revise all existing resources for hiring managers and selection panels to ensure they are informed by Athena SWAN principles and findings from the self-assessment process	Jan-July 2020	Athena SWAN Project Officer, Recruitment Manager, Director CD&I	<ul style="list-style-type: none"> Resources developed and in use Positive results on questions about LTU's recruitment process in annual focus groups
	2.6	Conduct focus groups and interviews with recent academic appointments to better understand why applicants are not disclosing their gender and the implications of this for gender equality	Part of annual focus groups from Oct-Dec starting 2019	Athena SWAN Project Officer	Findings gathered and recommendations submitted to SAGE Implementation Group

La Trobe University SAGE Athena SWAN Action Plan 2019–2023 (continued)

Rationale	Ref no	Action	Time frame	Responsible	Success Measure /Outcome
INDUCTION					
La Trobe has a thorough induction process including a comprehensive Promoting Positive Workplace Behaviour module which was updated in 2018 to include information on the University's involvement in the SAGE Pilot. An opportunity exists to improve local induction in STEMM Schools	2.7	Investigate local induction in STEMM schools with a view to piloting a 'buddy/mentoring' program for commencing STEMM academic women	Investigate in July 2019 Pilot in Mar-Nov 2020	Athena SWAN Project Officer Athena SWAN Project Officer HOS, School Managers	Pilot program created and evaluated via interviews with participants. If successful, program embedded in all STEMM local induction programs from 2021
CONTRACT TYPE					
STEMM female academics are overrepresented in fixed-term and casual contracts which creates barriers to research productivity and career progression Casual staff require access to resources and career support	2.8	Recognise the role that key casual staff play and create processes to support them including ongoing access to email, library and other internal resources, and training opportunities	2020	Executive Director HR, PVCs (SHE & ASSC)	Improved engagement score in EOS for casual staff
Fixed-term and casual contracts pose specific problems for women who take or wish to take career breaks. A fellowship was introduced in 2018 to address this. So far five fellows have been appointed	2.9	Continue to award Tracey Banivanua Mar Fellowships to support women, transgender and gender-diverse staff on casual and fixed-term contracts, whose research career has been impacted by career breaks and/or intensive care giving responsibilities	2018, 2019 and annually.	DVCR, Athena SWAN Project Officer	Two fellowships awarded each year
PART-TIME WORK					
More academic women than men work part-time. IN STEMM 45% of women work part-time compared to 18% men. Part-time work impedes women's advancement to senior positions. Anecdotally part-time staff are being excluded from some opportunities. We need to better understand the impact of part-time work on the career progression of women in STEMM including on promotion outcomes, research productivity and retention	2.10	Audit and update all internal training programs and funding schemes (at School and University level) ensure equity of access for part-time staff	July–Dec 2019	College PVCS, College APVCRs, Heads of School, Athena SWAN Project Officer	<ul style="list-style-type: none"> Audit complete and communication of all available training and funding schemes, listed on the intranet Positive results on questions about training in annual focus groups
	2.11	Create a Meetings Policy including core business hours, meeting free days, best practice for meeting efficiency, and how to conduct an Acknowledgment of Country	Jan–Mar 2020	Athena SWAN Project Officer, Planning and Governance	Policy developed, disseminated and implemented
	2.12	Monitor promotion applications and success rates from women employed part-time and devise appropriate actions	June 2019 + twice yearly after promotion round	Academic Promotions Committee, Executive Director HR, Athena SWAN Project Officer	Collection of more detailed data. Findings gathered and reported to Academic Promotions Committee and to WAPS Program Leads

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ACADEMIC WORKLOAD/COMMITTEE WORKLOAD					
La Trobe has an academic workload planning system that is fair and transparent. It was overhauled in 2018 to ensure greater equity for staff taking career breaks, and also to ensure proper recognition/allocation for staff with heavy teaching and/or course-coordinator loads. Teaching focussed roles were also introduced. Slight differences exist between genders in academic workload, and workload emerged as an issue in focus groups. We will continue to monitor the system to ensure it remains fair. Committee workload can be an issue for some senior women	2.13	Ask academic staff about workload in annual focus group to ensure the new system remains fair	Oct–Dec 2019 and annually	Athena SWAN Project Officer	Positive feedback on workload in focus groups with academic staff
	2.14	Work with Executive Director, Planning and Governance to improve gender representation on senior management committees (those reporting to SEG)	2023	Implementation Group, Athena SWAN Project Officer, Executive Director Planning and Governance	Improved gender balance on committees
3) KEY TRANSITION POINTS: TRAINING, APPRAISAL, PROMOTION, RESEARCH/HERDC					
The University offers a range of training programs to staff, but they are not specifically evaluated for their impact on gender equity. There are gaps in training uptake so it is unknown if women in STEMM are making use of University offerings	3.1	Work with Manager of OD, HOS and School Managers to ensure training uptake data is captured and disaggregated by gender, STEMM, STEM and non-STEMM. If uptake numbers by women in STEMM are low, work with OD Team, HOS and School Managers to increase participation.	Jan 2019-Dec 2020	Manager, Performance Leadership and Capability, School Managers, Athena SWAN Project Officer	<ul style="list-style-type: none"> Better training uptake data More women in STEMM taking up training opportunities
TRAINING					
	3.2	Enhance the Mentoring Program to support the career development of women, early career researchers and emerging leaders, with a focus on STEMM	Jan 2019-Dec 2020	Manager, Performance Leadership and Capability, Athena SWAN Project Officer	<ul style="list-style-type: none"> Maintain the number of female and gender-diverse mentors 25% increase in academic engagement
	3.3	Pilot a Gender Diversity in Leadership Program with a focus on developing the leadership potential of high performing women, women from regional campuses, women in STEM disciplines, and transgender and gender-diverse staff	Dec 2018-annually	Director CD& I	By 2022, increase representation of women in senior leadership positions to 50% and achieve an increase in gender-diverse leaders
	3.4	Establish a Women's Leadership Sponsorship Program to grow the talent pipeline	Commencing July 2019	Director CD& I	<ul style="list-style-type: none"> Talent pool has enabled an increase in internal promotions and appointments By 2022, increase representation of women in senior leadership positions to 50% and achieve an increase in gender-diverse leaders

La Trobe University SAGE Athena SWAN Action Plan 2019–2023 (continued)

Rationale	Ref no	Action	Time frame	Responsible	Success Measure /Outcome
APPRAISAL					
The University has a comprehensive appraisal system 'Career Success', but there are areas for improvement, for instance, linking Career Success ratings to academic promotions	3.5	Include question about appraisal/Career Success in annual focus groups conducted by Athena SWAN Project Officer	Oct-Dec 2019 + annually	Athena SWAN Project Officer	<ul style="list-style-type: none"> Increased academic engagement with Career Success
In the reporting period a significant number of senior academic men's performance was not formally appraised. As professional development opportunities and promotion are supposedly contingent on career success ratings, this warrants further investigation	3.6	Link and embed Career Success as a part of overall consideration and eligibility for academic promotion	2022	DVCA, Executive Director HR	<ul style="list-style-type: none"> Improved Academic Promotion Process Increased academic engagement with Career Success
PROMOTION					
Promotion success rates for female academics in STEMM are good; however, too few women are applying (particularly in STEM) and some women spend longer than men in their level before progressing. A WAPS Program piloted by the SAT increased the rate of women applying for promotion and a major overhaul of the Academic Promotions Policy in 2018 simplified the process and removed some of the barriers which seemed to disproportionately effect women (including the need for external assessors at lower levels). However, more can be done to ensure our promotions process is not a career barrier for women in STEMM	3.7	Ensure WAPS Program includes targeted promotion initiatives for women in STEM and for part-time staff	Annually	WAPS Leaders, Athena SWAN Project Officer	<ul style="list-style-type: none"> At least 50% of women in senior leadership positions (Academic Level D and above) Increase in promotion applications from women in STEM Better promotion data. If part-time women or women taking career breaks are underrepresented in promotion success rates devise appropriate actions to assist them
	3.8	Consult focus groups with women in STEM to find out why so few are applying for promotion	October - December 2019	Athena SWAN Project Officer	Focus group findings inform WAPS Program
	3.9	Twice yearly reporting of promotion applications and success rates to SEG including the impact of caring responsibilities, part-time work and parental leave on women's application rates	Twice yearly after promotion round starting September 2019	Academic Promotions Committee, Athena SWAN Project Officer, DVCA	Baseline data created so we can monitor promotion success rates from women working part-time and taking career breaks and devise appropriate actions

Rationale	Ref no	Action	Time frame	Responsible	Success Measure /Outcome
RESEARCH/HERDC					
In STEMM, 44% of the CIs were women, but represented 57% of the academic workforce. For non-STEMM, 49% of the CIs were women, representing 54% of the academic workforce. Women on regional campuses can face further barriers to research productivity	3.10	Ensure all research data is disaggregated by campus/location of Chief Investigator to ensure equity for regional staff	2020-2021	DVCR, EDRO	Better researched data. If regional women are unrepresented in research success rates, devise appropriate actions to assist them
	3.11	Develop targeted support for female researchers (twice yearly workshops in STEMM and non-STEMM) with the aim of increasing the number of female investigators on Category 1 grant and fellowship applications from female investigators	2020-2023	DVCR, PVCs (SHE & ASSC), APVCR (SHE & ASSC), EDRO, Athena SWAN Project Officer	Increase female STEMM Chief Investigators on Category 1 grants from 44% to 50% by 2023
	3.12	Develop workshops for research management staff to inform them of Athena SWAN principles, and the University's gender equity objectives	March 2020	DVCR, EDRO, Athena SWAN Project Officer	Workshop delivered to 80% of Research Portfolio
	3.13	Employ a Senior Co-ordinator, Research Development (Regional) to coordinate and support research in the regions (including professional development activities, investigating infrastructure needs)	March 2019	DVCR, PVC (Regional), PVC (ASSC & SHE), APVCR (SHE & ASSC)	Increase in the number of activities targeted at regional researchers
4) FLEXIBLE WORK AND MANAGING CAREERS BREAKS					
La Trobe has comprehensive policies to support flexible work and caring responsibilities. In 2018 there was a major overhaul in this area including a University wide survey. As a result our maternity leave is now called parental leave and available to primary carers of all genders. In 2019 we are rolling out a Flexibility Blueprint, with the view to moving to 'all roles flex' and launching a new Parental Leave Toolkit. Participation in the SAGE Pilot has highlighted some areas for improvement, particularly in the communication of available leave options, and education for managers. We also need to better understand the drivers of staff returning from maternity (hereafter parental) leave	4.1	Increase and improve intranet information to promote how La Trobe is supporting parents and carers of all genders including promoting the new Parental Leave Toolkit	July-Oct 2020	Director CD&I, Athena SWAN Project Officer	Increased traffic on the La Trobe Athena SWAN webpages – 5% increase annually
	4.2	Run workshops and produce resources to educate and train managers and staff about the availability of support for people with caring responsibilities, (including diversity of caring responsibilities e.g. elderly parents) and clarity about working from home/children in the workplace	July-Oct 2020	Executive Director HR, Director CD&I, Athena SWAN Project Officer	<ul style="list-style-type: none"> Improved staff satisfaction rates in the EOS Reduced number of complaints to AskHR Positive results on questions about flexibility and support for caring work in annual focus groups
	4.3	Ensure HR business partners are equipped to manage queries about parental leave and returning to work via annual workshop	Feb 2020 and annually	Executive Director HR, Director CD&I, Athena SWAN Project Officer	<ul style="list-style-type: none"> Improved staff satisfaction rates in the EOS Reduced number of complaints to AskHR Positive results on questions about flexibility and support for caring work in annual focus groups

La Trobe University SAGE Athena SWAN Action Plan 2019–2023 (continued)

Rationale	Ref no	Action	Time frame	Responsible	Success Measure /Outcome
4) FLEXIBLE WORK AND MANAGING CAREERS BREAKS (continued)					
Our maternity/parental return rates are high, however there are some differences between full-time and part-time staff which warrants further investigation	4.4	Continue to run the Working Out Work at La Trobe Survey which has created baseline data about the uptake of flexible work and staff experiences on returning from parental leave	August 2019 and annually	Director CD&I	Increased use of flexible working as evidenced in EOS and annual Working Out Work at La Trobe survey
Academic staff returning from parental leave experience some barriers to career success, particularly research momentum, and the self-assessment process highlighted some areas for improvement	4.5	Design a Flexibility Blueprint and program of work including toolkit and educative materials for staff and managers	Blueprint and toolkits launched in August 2019	Director CD&I	Increased use of flexible working as evidenced in EOS and annual Working Out Work at La Trobe survey
	4.6	Review and relaunch a 'keep in touch' program for staff on paid parental leave informed by results of Working Out Work at La Trobe survey	2019	Director CD&I	<ul style="list-style-type: none"> Improved satisfaction rates in the EOS Reduced number of complaints to AskHR. Positive results on questions about flexibility and support for caring work in annual focus groups
	4.7	Maintain WGEA Employee of Choice Citation (because WGEA's focus on flexible work is a key enabler to gender equality in the workplace)	July 2019 + annually	Director CD&I	Citation awarded each year
	4.8	Collect more information about uptake of parental leave including outcomes for people working full time or on fixed-term contracts	From September 2019	PIPU	Data analysed and used to inform targeted communication
	4.9	Investigate options to create Grants for academic returners to allow a returning member of staff to rebuild research activity which has been interrupted due to intensive primary caring responsibilities e.g. teaching relief, research assistant, research grant	Jul-Oct 2022	Athena SWAN Project Officer, DVCR, DVCA, Implementation Group	List of options presented to SEG. Grants approved and budgeted for by 2023
	4.10	Develop and implement a career break transition plan template to assist academic staff and their supervisors with planning return to work, including transition from part-time to full-time	July-Dec 2020	Athena SWAN Project Officer, PVC (ASSC & SHE), HOS, HOD	<ul style="list-style-type: none"> Positive results on questions about flexibility and support for caring work in annual focus groups Increased promotion rates from women who have taken career breaks

Rationale	Ref no	Action	Time frame	Responsible	Success Measure /Outcome
5) CHILDCARE AND CARING RESPONSIBILITIES					
Childcare is available at all LTU campuses and shortfalls were addressed in 2018 when SEG approved extending the opening hours of the Bundoora centre to align with the teaching timetable. Shortfalls still exist, however, particularly in support for staff with school-aged children	5.1	Assess the feasibility of piloting an occasional on-campus short-term day-care for school age children of staff for curriculum days, after school care and attending ad hoc meetings	Feb-July 2022	Athena SWAN Project Officer	Feasibility report produced and delivered to SEG with the view to piloting a program in 2023
	5.2	La Trobe Sport will extend and develop new school holiday programs for 2020 in the new Sports Park	Oct 2020	PVC (Research Development), VPA, I&O	Children enrolled in 2020-21 school holidays
	5.3	Re-rewrite and re-issue the Children on Campus Policy for clarity	Nov 2019	Policy Network Working Group	Communication of policy and it's availability on the intranet
	5.4	Continue to fund the Carers Travel Support Fund to support researchers who are primary carers with the cost of childcare or other care costs while presenting at a national or international conference or undertaking research interstate or abroad	Available all year	DVCR	Yearly increase in staff uptake of fund
6) PROMOTING INCLUSIVITY / EMBRACING INTERSECTIONALITY: SUPPORTING TRANSGENDER STAFF, SUPPORTING INDIGENOUS AUSTRALIAN STAFF					
La Trobe has made culture a priority since 2015 and our Strategic Plan commits to promoting inclusivity and we have an innovative Culture Strategy dedicated to creating a culture which is safe, inclusive and high performing. Our participation in the SAGE Pilot has informed a range of new plans, including the Gender Equality Blueprint, Diversity and Inclusion Plan and Culture Strategy which have all referenced or embedded the Athena SWAN Principles, but there is more work to be done, particularly in embedding a consideration of intersectionality in all our operations In addition, we don't fully understand or utilise the diversity of our staffing profile. This will be a priority in the coming years	6.1	Continue to participate in the Employee Opinion Survey to measure satisfaction with workplace culture, equity, diversity and inclusion	2020 and 2022 EOS	Director CD&I	Improved scores in satisfaction with workplace culture, equity, diversity and inclusion in EOS; targets of 79% in 2020 and 80% in 2022
	6.2	Review and relaunch the Cultural, Diversity and Inclusive Practice Toolkit to raise the cultural competency of all staff	Review end 2019 Relaunch end 2020	Director CD&I	<ul style="list-style-type: none"> Review complete Tool kit launched and regularly referred to (increase number of hits on intranet site)
	6.3	Embed intersectionality into the design of the 2020-2022 Disability Action Plan	Jan–Dec 2020	Director CD&I, Disability Steering Committee, Disability Recruitment Working Group	Improved scores in satisfaction with workplace culture, equity, diversity and inclusion in EOS; targets of 79% in 2020 and 80% in 2022
	6.4	Develop and implement a systematic way of recording staff diversity data and develop a diversity dashboard to gather baseline data	Jan 2019–Dec 2020	Executive Director HR, Director CD&I, PIPU	<ul style="list-style-type: none"> Increase in diverse gender identities in all staff data collection Data available to better understand the diversity of our staffing profile and to respond accordingly

La Trobe University SAGE Athena SWAN Action Plan 2019–2023 (continued)

Rationale	Ref no	Action	Time frame	Responsible	Success Measure /Outcome
INDIGENOUS AUSTRALIANS					
The University has a longstanding relationship with the Victorian Indigenous community and an enduring commitment to addressing Indigenous employment, but there are no specific policies or programs designed to lift the contribution of Indigenous staff in STEMM. Focus groups with Indigenous staff raised some areas for improvement	6.5	Support the development and delivery of an Indigenous Employment Workforce Strategy and an Indigenous Research Plan that incorporates gender equity actions and reference to Athena SWAN principles	By end of 2019	PVC (Indigenous), Implementation Group, Athena SWAN Project Officer	Action Plans reflect Athena SWAN principles
	6.6	Create an online resource to educate staff on how to conduct an Acknowledgement of Country before meetings and public events	Oct 2019	PVC (Indigenous), VPA, Executive Director HR	<ul style="list-style-type: none"> Resource created and in use as evidenced by hits on the intranet Positive feedback in annual focus groups with Indigenous staff
	6.7	Introduce compulsory cultural awareness training as part of the 2019 Review of Induction. Embed this training into all Leadership Development Programs from 2020 to 2023	Material included in Staff Induction in July 2019. Included in Leadership Programs in 2020	Director CD&I	<ul style="list-style-type: none"> Positive feedback in annual focus groups with Indigenous staff
TRANSGENDER STAFF					
Our Diversity and Inclusion Plan has created specific actions to promote equitable treatment of transgender and gender-diverse staff. These include maintaining gender neutral bathrooms, promoting a transgender workforce transition plan, introducing non-binary gender options in La Trobe systems and becoming a member of Pride in Diversity. We are committed to inclusivity and equity for transgender and gender-diverse staff and students	6.8	Promote new workplace transgender transition plan	Completed in 2018	Director CD&I	Number of hits on the intranet
	6.9	Work with ARCSHS to pilot a Rainbow Tick Higher Education Accreditation Program	2021-2022	Director CD&I, ARCSHS	Accreditation achieved
	6.10	Maintain gender-neutral bathrooms across all campuses	Mar 2018 + annually	Director CD&I, I&O	Numbers of gender-neutral bathrooms remain the same or increase across all campuses
	6.11	Conduct a review of the ALLY network and develop the program to grow the network	Dec 2020	Director CD&I	Increase the current membership by 10%
	6.12	Build a stronger presence at LGBTQIA+ events and organisations	2019	Director CD&I	<ul style="list-style-type: none"> Improved score in diversity and inclusion questions in EOS Increase in diverse gender identities in all staff data collection
	6.13	Introduce non-binary gender options in La Trobe IT systems (students and staff)	Dec 2019	Director CD&I, PIPU, VPA	Improved score in diversity and inclusion questions in EOS
	6.14	Quarterly consultation with gender-diverse staff to monitor the impact of policies and procedures, services and resources	June 2019 then quarterly	Director CD&I	Improved score in diversity and inclusion questions in EOS

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7) LEADERSHIP AND ROLE MODELS					
La Trobe has and continues to invest funding to support the SAGE Pilot, and senior leaders have been engaged in the process. In recent years the University has committed to improving the visibility of female role models (in STEMM) or otherwise through the Square the Ledger Project and annual gender equality events, but there is room for improvement	7.1	Develop a policy to ensure all University events have gender parity (and diversity) in speakers. All senior leaders to commit to the 'Panel Pledge'	Oct-Dec 2019	SAGE Implementation Group, Athena SWAN Project Officer, SEG, SLG	<ul style="list-style-type: none"> Policy created and launched at annual Gender Equality at La Trobe event (November 2019) Greater gender balance at University events
	7.2	Introduce an annual Gender Equality at La Trobe Event (required attendance for all SEG and SLG members) to increase visibility of female and gender-diverse role models	Nov 2019 + annually	Athena SWAN Project Officer	60% SEG and SLG attendance
	7.3	Continue to identify and upload information on the Square the Ledger webpage – an online archive of women who have been part of La Trobe's community	March 2020 (to coincide with International Womens Day) + annually	Athena SWAN Project Officer, OVC	At least three women added each year
	7.4	Ongoing employment of a Project Officer FTE1.0, reporting to Executive Director Research Office, to ensure the ongoing focus, coordination, monitoring and staff resourcing associated with the four-year Action Plan	Commenced 2016 to 2023	DVCR, EDRO	Project Officer appointed for the duration of the project



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