Inclusive Science Series Women In Leadershipthe Cammeraygal people who are
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men are solid lines. And you can see that at the lower levels across STEMM Australia has a slightly larger fraction of women at level A Level B, but then we have almost identical fractions of women between the UK and Australia at all the senior levels. And so, this suggests that in Australia, in the UK, we've had very similar promotion, recruitment and departure rates over the last decade or two. Next slide, please. Now, we're gonna have a look at the Australian detailed data for STEMM.

So, showing you had three different histograms, the one on the left is recruitment rates. The middle figure shows you the promotion rates and the right figure shows you departure rates. And these are shown for Australian women and men and UK women and men. And there's a few things that are immediately obvious here. The recruitment rates for women and men are very different at particularly at those higher levels. And but the promotion rates for Australian women and men are fairly similar within the areas. The departure rates are also similar for men and women within the areas in Australia, except that more men are leaving at the professor level. And I think this is due to primarily more men retiring from that level at the moment, but are also being promoted into senior management positions either within or outside the university sector. Now, if we move on to the next slide. Now I take these promotion and recruitment departure rates. So, we have a look a little bit

OK, so we saw before that we hav

ramped up. It doubled in a year. And so, we actually have achieved this last bit from a 43-48%

So, UNSW was awarded a Bronze Athena Swan Award in 2018, having been part of the pilot program

specific initiatives in science. One thing I really wanted to just flag here was that a really important thing is about measuring outcomes, and I think that's

next slide, please. Just to talk about the next couple of years will be a process of looking at how effective those initiatives have been. It's very difficult to dissect out which ones are the most effective, but we will be looking at that. And then applying for Cygnet Awards in some of these areas, which demonstrate impact and outcome and then apply for Silver Award with a new five-year action plan is our ultimate dream. Next slide, please. So just a quick where we're at UNSW. This is the same graph I showed at the start, just showing the shift in stem and non-STEMM, the darker colours that just show the 2021 data. And you can just see there that at the D and E levels, there's been a shift of about 20% in those levels across STEMM and becoming to a sort of 55, 45 splits in the non-STEMM Professor Level. If I can have the next slide, please kind McKayla. This is just showing the reporting over time across the university for academic levels D and E in STEMM and the Professional Level 10.

So, I'm just showing the different divisions and faculties here, and you can see on the left side there the medicine really staying very static at that very high level of 40% representation of women. Science is the yellow line there, rising from about 16% to 28. So that's a massive improvement over that base. And both Engineering in Canberra, which is STEMM heavy showing there a slightly more modest but quite significant improvement over their baseline levels. With professional staff, it's a little bit more choppy. The numbers are low, so there is a little bit of variation there, but you can see a rather more positive final outcome there for particularly Canberra and Medicine. I'm showing at the bottom there just the all UNSW D and E women's representation was 28% in 2017 and 35% in 2021, 48% Professional and 54% in 2021. If I can have the next slide, please. And then this is just again picking up one of Lisa's points about representation. This is just showing the proportions of staff going for promotion. So out of the cohort that goes for promotion, what's the male-female split? And again, this is showing over time that it hovers around 50:50 for the non-STEMM groups. But in the STEMM it's more like 60:40. So, a better representation than we see amongst the academic staff.

So, within the cohorts that are going for promotion, women are represented at a higher rate. I'm showing you here the participation rate, which is based on the number of staff at the cohort of the level. So, if you're going for Level D, it's the proportion of those going for Level D versus the number that are at Level C in the cohort. So, you can see that these are the participation rounds. And you can see that 2019 there was a higher participation round as there was a change in those promotion requirements and widening I guess, the requirements around what you produce to make your case. And the success rates there are high across STEMM and non-STEMM. So, I think what this is showing is that there's a good participation rate in promotion in female staff and high success rates which is similar in STEMM and non-STEMM. Just moving on to the next slide there. So just finally, there have been various evaluations in 2017 and 2020 of the Athena Swan Program in Australia showing that it has proven to be a successful framework for improving representation. Clearly more to be done. But there is a sort of ongoing evaluation process here, so I'll stop there and hand over to Lisa.

LISA WILLIAMS:
Hi, my name is Lisa Williams. Thank you for a wonderful set-up to a presentation today by way of introduction. I'm currently Co-

brief on some of these points as we heard from Lisa and Fiona, who have really set the context. But to mention quickly, in the broader sense of what we've been developing within the faculty, it's important to be aware of the explicit targets for Levels D and E Academic. There is a corresponding target for professional staff, but the initiatives I'm gonna be speaking about today are really geared towards academic staff in this part. We also have the university-wide Sage Athena Swan Bronze Award and the Associated Five Year Plan as Fiona introduced. There are lots of activities going on in that remit. But specifically within the Faculty of Science. I'd like to note that the context under which we've been taking these initiatives has happened under a really supportive faculty leadership. So, our dean, Emma Johnston, made it very clear when taking up her position as dean that equity,

criteria. So, now we're talking about Level Up, which is our promotion support program. This was designed to help our staff within the faculty prepare applications for academic promotion. We modelled our program based on successful programs at other universities, for instance, the University of Sydney, and we catered the content specifically to the UNSW science context. There is a university-level promotion workshop scheme. However, we wanted to really provide information catering to our staff. Another aspect of this program worth noting is that involves a cohort model, so applicants and participants in the program are encouraged to form small groups and consult with each other, share draft applications. So, we're trying to build in a small social network within this support program. The next point, please.

So, we developed the program in 2018. The first cohort went through in the 2018/2019 rounds of promotion, and we've run it yearly sense. Now what we've decided to do over the years is kind of target where this program is sitting based on what we're seeing in some of those staff cuts that Fiona was showing a moment ago. So, in 2018/2019 we opened the program to all genders for staff going from Level C to Level D, potentially to Level D. In 2019/2020. We included Levels B to C, and in this latest round, we focus specifically on B to C. Next slide, please. So, I'm gonna present two ways to look at the outcomes these are not the only ways, and each of these has potentially some hiccups, but I will present the success rates and promotions by gender that we're seeing. So, here are the success rates of female applicants. I will say some of these numbers are relatively low, so even an unsuccessful bit from one person can push around these overall percentages quite a lot. What you see here in grey are success rates of female applicants in years that the level of program was not running. And in maroon here, I plotted the data of success rates of program applicants, sorry, program participants who ended up participating.

I think there is some evidence that success rates are continuing to be high. This isn't necessarily the area where we would see level up to have the most traction because the rates are overall very high. Next slide, please. So, here we have the number of people promoted, so one of the goals of the program is to help encourage women to apply for promotion. Of course, hoping that they are successful when they do decide. So, here we have male applicants, sorry, male promoted staff in hashed and dark maroon for women. Next please and in 20, what I've highlighted here are the years in which the level of program is run. So, particularly at the Level B and C Levels, what you can see here is a much higher count of women being successfully promoted in the years that level up this run. Now, of course, we can't identify exactly that Level up had a driving force in that, but I think the evidence here over a few years is showing increased encouragement of women to apply and ultimately be successful. Now, I'm gonna touch briefly on our momentum scheme, so this is a financial support scheme to support carers during their leave or upon return from extended leave. This has had several iterations over the years. Prior to 2019, there was one award to meet this particular cohort. It was particularly for women parents, and it was awarded at $25,000.

In 2019, we shifted the scheme to try and meet the need for more broad support within the faculty. We awarded two awards at a smaller amount. There was a budget freeze in 2021, so no awards were given. And this year we really took the opportunity to revamp this scheme to consider how we might best place our financial support to meet both of both the backlog from 2020, but also may be

a broader remit. So, we made two important decisions that I'd like to highlight here is an example of something you can do in these types of initiatives to be a bit creative. First, we opened this scheme to both academic and professional and technical staff. This is the first programme I'm aware of and the university to do that for carers, and we also extended it to caring of any type and gender-inclusive. So, this scheme is open to both male, sorry women and men staff to apply. So, in brief, I'm looking at where we are today, so we've awarded $54,000 to support 13 staff members. These include three professional and technical staff. So prior to this year, they would not have been supported and also two male staff. So, I'm excited to see the trends in that award scheme continue, hopefully into the future. And to finish off, I'd like to just note a few kinda learning lessons here broadly about where we've been with these initiatives... Oh, sorry. First, what I'm gonna do is show you where we were and where we are now. Fiona presented some of this data across STEMM, but this is specifically Faculty of Science Data. This is one way to look at whether some of these initiatives are having the impacts we want.

So, here's the classic scissor plot in July 2017. So aside from Level A, things are pretty dire and falling off quite precipitously by Level E. Where we are now is quite a nicer picture. So the scissor is closing and you can see here at the bottom the overall percentages at this combined D and E target, which the university discusses. We're at 28%. So, now to the key learning notes, the first I'd like to say is to consult widely. It's easy to develop these types of initiatives and policies without kinda being aware of the broader context, both within an organisation as well as the broader, maybe higher education research sector. It turns out you need not reinvent the wheel, so there's a great precedent around to draw from to meet the particular needs. The other thing that's been really clear in the last few years is trying to develop and evaluate these initiatives is the need to have access to data regularly in a comparable format. And I think this has to do with the kind of formal staff cuts types of data I was just showing you, but also mo a

Engineering who have a lower fraction of women and unfortunately in their pipelines, how do they then increase those fractions?

LISA KEWLEY:
Just unmuting can you... OK, am I unmuted now?

SARAH:
Yes. LISA KEWLEY: OK, perfect. Yes. So we actually and astronomy is actually not as great as you'd think in the pipeline. The students are at around 30%, so PhD students at around 30%. We've actually got a higher proportion of postdocs in Astronomy between 40-50%. That's because we're hiring from overseas. And if we were just hiring from within our own Australian pool, we'd be at 30%, you know, at a maximum across the board. I have model departments and in fact, my own astronomy department is far less than this, but also Engineering Departments and some Physics Departments as well have lower proportions of women in the pipeline. So, the Postdoc levels is lower. In almost all cases, you require 50:50 hiring, but that's often not the only problem. So usually in the areas where you've got quite a large proportion of women at all levels, there's actually significant departures of women compared to men relative to their cohorts. So, that means that the numbers of women leaving at from the Postdoc Level and also sometimes from Level C in particular, I see it a lot. You've got maybe one and a half to twice as many women leaving as male (no-49 ( )TJ4

support schemes, for instance, are going to be, aren't going to land well for those who are evaluating them. So I'll leave it there and pass it over to Fiona.

FIONA:
Thanks very much, Lisa. So, I kind of echo the difficulty with data collection and the sort of self-identification. And I think that the data collection probably comes a little bit more from the survey type information rather than from information that HR collect. And so, some surveys focus groups were qualitative type evidence, and I think that what you say is absolutely right in that, you know, the initiatives don't necessarily bring everybody along with them. Intersectionality is something

SARAH:

OK, I know that we are running short on our scheduled meeting time. So, I'd just like to ask one, there is one more question that got lots of thumbs up. So, we'll ask Lisa Williams. Can I ask what activities are the momentum spinning funds to be used for in particular, kind of used for teaching buyout context considering reduced teaching workload, the staff returning from leave?

LISA WILLIAMS:

That's an excellent question, so we have a scheme for academic staff on continuing or convertible contracts and then those on fixed-term contracts and professional and technical staff. So, to keep it brief for our continuing and convertible contract academic staff, they can apply to use the funds for any number of activities to support teaching our research. We haven't had to date any applicants for official teaching buyout, but we do list, for instance, an example to pay for a head tutor to help out with coordinating roles. So it would depend on the applicant how they want to divvy up their awarded funds and approval president ahead of school about arranging buyout if there is a staff there to support the activity.

SARAH:

OK, that's great. Thank you, Lisa. I'm going to acknowledge the time and say, you know, we've now reached the end of today's events. And I'd like to thank all of the audience for joining us today. I'd also like to extend a sincere thank you to Professor Lisa Kewley, Fiona Stapleton and Lisa Williams for their wonderful presentations and sharing their expertise and their experiences with us today. I'd also really like to thank Mikaela Viray and Kira West for their work behind the scenes in pulling this event together and also running the live event today. This presentation has been recorded and will be made public and shared with everyone who's registered for the event today. If you've got a spare few minutes now, there will be a link to a feedback survey shared by the Q&A chat function, and we would appreciate any feedback you have on today's virtual event. We'd also like to invite you to join our Student-Led Inclusive Science Series event next week on September 28th, which will focus on the Neurodiversity Movement in Science. And the link to register for this event will also be included in the chat. And with that, I'll say thank you very much, everybody.