The University of Adelaide Dornwell/SAGE Action Plan 2019 - 2022

This Action Plan complements and responds to the self-reflection detailed in the University of Adelaide's SAGE Athena Swan Bronze application. It sets out a wide range of gender equity and diversity initiatives that the University will undertake in order to advance gender equity in STEMM disciplines and across the wider University. The Action Plan was reviewed by the Academic Board and endorsed by the Vice-Chancellor's Executive (VCE).

A subcommittee of the VCE, the Staff Gender Equity Committee, will take over from the institutional SAGE Self-Assessment Team responsibility for implementing the Action Plan. This will ensure that the SAGE Athena SWAN principles continue to be embedded within the culture and governance of the University. As such, VCE will consider progress quarterly and ultimately will be responsible for implementation.

The actions in this Plan are organised into six broad categories as follows:
- Institutional Governance and Engagement
- Employment and Recruitment
- Career Development, Progression and Promotion
- Flexible Working and Career Breaks
- Organisation and Culture
- Fostering Diversity and Inclusion

The Action Plan is aligned with the University of Adelaide's strategic plan, *Future Making,* and the *Reconciliation Action Plan 2019-2021:Yangadlitya– For the Future*. The Action Plan should be read in the context of these documents. Due to the University-wide consultation process, there is a strong sense of shared responsibility within the University community. The Action Plan is intended to be read as a stand-alone document, and actions are cross-referenced in the body of the SAGE Athena SWAN application to facilitate review. The Action Plan will be resourced through the *Magnet for Talent* pillar of the strategic plan.

An overarching rationale is provided for each category, and specific objectives and actions are linked back to the application by referencing the page number in the application on which the action is first mentioned.

Action Plan Glossary and explanatory notes

AWF = Academic Women's Forum

ED = Executive Dean

DVCA = Deputy Vice-Chancellor and Vice-President – Academic

DVCR = Deputy Vice-Chancellor – Research

DIA = Diversity and Inclusion Advisor (formerly known as Gender Equity Advisor – GEA)

GEC = Staff Gender Equity Committee (University-level)

GEDI = Gender, Equity and Diversity and/or inclusion Directors and committees (Faculty-level)

HoS = Heads of School

HR = Human Resources

IRES = Indigenous Research and Education Strategy

P&C = People and Culture committee

Q = quarter of the year (planning/reporting cycle)

SAT = University of Adelaide's SAGE Self-Assessment Team

VCE = Vice-Chancellor's Executive committee

Note: Aboriginal refers to Australian First Nations' people, unless specified otherwise. This term is used for brevity only. We acknowledge the diversity of views with regard to preferences and terms used when identifying First Nations people. The term Indigenous is used where it occurs in existing positions or structures.

1. Institutional Governance and Engagement (Athena SWAN Charter Principles 1, 8 and 9)

Rationale: A meaningful improvement in gender equal outcomes will depend on embedding gender equity objectives in the University's strategy and priorities, the visibleand tangible commitment of leaders and the continuing engagement of the wider University community. Building on the University's well-established and effective actionplanning and reporting process for its *Dornwell Gender Equity Framework* will ensure that the implementation and monitoring of the Action Plan has a direct line to the Vice-Chancellor through the Vice-Chancellor's Executive (VCE), of which the Chair, Gender Equity Committee (GEC) is a member.

Objective	#	Page	Actions	Responsibility	Timeframe	Success indicator	Traffic light
Articulate commitment to gender equityand SAGE Athena Swan in University strategy.	1.1	18	Embed SAGE Athena Swan principles inthe Magnet for Talent Pillar of *Future Making*, the University's Strategic Plan.	ED, HR	Q3 2019	Magnet for Talent specifically articulates University commitment to diversity and inclusion and defines relevant initiatives to support ambition.	
As the Gender Equity Committee (GEC) and Faculty Gender Equity Diversity and Inclusion (GEDI) Committees have the knowledge and expertise to monitor implementation of the Action Plan, embed monitoring in the regular committee structure**.**	1.2	18	Transfer responsibility for implementation and monitoring of the Action Plan to University's GEC.	SAT Chair	Q3 2019	SAT Chair and GEC Chair have met to transfer responsibility.	
Maintain momentum in Action Plan implementation and adjust plan as appropriate.	1.3	18	Consistent with the existing and well established annual review/reporting process for the *Dornwell Gender Equity Framework*, undertake an annual review ofthe Action Plan.	GEC Chair	Q3 annually ongoing	Action Plan reviewed annually and adjusted ifrequired.	
Maintain buy-in from whole of University Executive in the implementation of the Action Plan.	1.4	18	Report on progress against the Action Plan to executive and governing committees.	GEC Chair with support from DIA	Q4 annually ongoing	Progress reviewed at VCE and P&C meetings in light of strategic plan	

Maintain engagement of the broader University community by communicating about the implementation of the Action Plan.	1.5	18	Utilise Staff News and the Gender Equity and Diversity website to report to the University community on progress against the Action Plan.	DIA	Q1–Q4 annually	Staff engagement through: website updates regularly, and at least after each GEC meeting Faculty GEDI.	
	1.6	18	Engage with, and report progress on the Action Plan to, the Academic Women's Forum, the Women's Professional Development Network, the Fay Gale Centre for Research on Gender, the Ally Network, the Indigenous Education and Engagement Committee and the Reconciliation Action Plan implementation group.	GEC Chair	After each GEC meeting	Engagement occurs at least quarterly.	

2. Employment and Recruitment (Athena SWAN Charter Principles 1, 2, 3, 4 and 9)

Rationale: In 2017, the University met its first gender equity target, for 30% of senior positions (key leader, Level D and E and HEO10+) to be held by women. The University Council encouraged the University executive to set a stretch target and adopt bolder strategies in pursuit of gender equity. The new aim, that at least 40% of academic roles are held by women and working towards having approximately 50% of academic staff female, has been articulated at institutional and Faculty levels so the University can monitor achievement. The new aim will require the University to actively pursue workforce renewal and adopt best practice inclusion practices in staff recruitment and selection, including utilising special measures under the *Equal Opportunity Act 1984* (SA).

Objective	#	Page	Actions	Responsibility	Timeframe	Success indicator	Traffic light
Establish a bold gender equity aim to focus initiatives across the University.	2.1	22	In 2018 a new aim was set: at least 40% of academic roles being held by women and working towards approximately 50%	VCE	2018	Aim in place and communicated.	
Respond to the gender equity aim with meaningful initiatives.	2.2	22	Faculty plans to be developed in response to the gender equity aim.	EDs	Q1 2020	Reaching the University's gender equity aim: At least 40% of academic roles being held by women and working towards approximately 50%	
Improve women's participation in STEMM leadership positions.	2.3	22	Recognising that two of three STEMM faculties have 40–50% of key academic leadership roles filled by women, support Sciences to maintain this level, at least, and the remaining STEMM Faculty (ECMS) to pursue diversity in recruitment.	ECMS and Sciences EDs	Q3 2022	An improvement in the % women in leadership roles in ECMS as follows: • 23% by Dec 2020 • 34% by Dec 2022.	
	2.4	22	Formalise Deputy Dean roles as part of Faculty structure, to provide more opportunities for women to contribute to formal leadership in each Faculty.	ED and HR	Q3 2019	Deputy Dean roles formalised in Faculty structure	
Work towards pay equity for like roles.	2.5	36	Establish standardised pay equity reporting process.	ED, HR supported by Remuneration	2018	Year on year reduction in pay gap for like roles.	

	2.6	36	Conduct a further investigation of paygaps by grade/level, contract function and by STEMM/non-STEMM.	Specialist	Q4 2019		
	2.7	36	Report on progress on closing the paygap to executive and governing committees.		Q4 annually		
	2.8	36	Report to University community on paygap and actions being taken.		Q4 annually		
Address bias and structural inequalities in recruitment and selection processes.	2.9	33	Introduce, and promote use of, gender inclusive language testing tool in the preparation of staff recruitment advertising.	HR	2019	Gender inclusive languagetool adopted widely.	
	2.10	33	Advertising template to include optionsfor flexible working.	HR	Q4 2020	5% increase in proportion ofnew appointments with flexible working arrangements.	
	2.11	33	Seek guidance from the Equal Opportunity Commission on appropriateuse of Special Measures in the University's context.	DIA	2018	Implement women-only recruitment processes asappropriate.	
	2.12	33	Each faculty to address gender equity aim when recruiting staff.	ED	Q4 2022	Faculty aims met (see Action 2.2).	

	2.13	33	Explore feasibility of gender-equal shortlisting in academic selection processes.	HoS and HR	Q2 2020	Faculty action plans have gender equal shortlisting aspart of their strategy.	
	2.14	33	Recruitment and selection training madeavailable online and face to face to support hiring panels to run more inclusive processes (in line with RAP Action 17.6).	ED/ HoS supported by HR	Q4 2022	Year on year increase in staff involved in hiring panels having completed recruitment training.	
Address gap in recruitment data for declined offers.	2.15	33	Explore with software provider the feasibility of collecting and reporting gender data across the recruitment lifecycle, including for declined offers. Gender data are presently limited to numbers of applications and accepted offers.	HR	Q1 2020	Improved insight into gender trends for offer, acceptance and decline by discipline.	
Support effective on-boarding of women recruited through women-only recruitment rounds.	2.16	33	Promote networking and provide support for women who are appointed through Special Measures Women-only recruitment processes.	ECMS and Sciences Faculty Offices	Q1 2019 and ongoing	Retention of women recruited through women-only recruitment rounds.	
Critically analyse feedback provided in Induction surveys.	2.17	39	Analyse induction survey results to identify gaps and implement improvements.	HR	Q4 2019	Induction processes refined in response to feedback.	

3. Career Development, Progression and Promotion (Athena SWAN Charter Principles 2, 4, 5 and 6)

Rationale: In the 2018 *Your Voice* staff survey, only 56% of academic staff (57% women, 54% men, 55% STEMM, 57% non-STEMM) reported they are provided with opportunities to develop skills needed for career progression. Additionally, academic staff are less likely than professional staff to participate in staff development programsoffered by the University.

Though the success rate for academic promotion for women has been high (69% women *cf* 63% men 2015-2017), the pool of eligible women for Level D and E promotionis much smaller than for men. The University is committed to enabling staff to pursue career pathways that are respectful of their expertise, preferences and potential to contribute to the University's priorities.

A key area identified for improvement is in respect of the rates of STEMM staff participation in the *Planning, Development and Review* (PDR). Given PDR is important, particularly for EMCRs, to discuss career opportunities and support, including promotion opportunities and flexible work arrangements, increasing STEMM staff involvement in PDR is essential. In the context of leadership development, the University is committed to building an understanding of the impact of unconscious bias indecision making.

Objective	#	Page	Actions	Responsibility	Timeframe	Success indicator	Traffic light
Leadership development available to STEMM academic women so that the leadership pipeline is strengthened.	3.1	48	Ensure representation from each STEMM Faculty in the University's flagship *Adelaide Women Leadership Development Program*.	ED, HoS	Q1 2020 and Q1 2022	60% of *Adelaide Women* program places filled by STEMM academic women.	
	3.2	48	Invite graduates of the *Adelaide Women*program to share their learnings, and further promote the program.	AWF and HR	Q3 2021	Adelaide women graduates share learnings with other women at AWF event. Number of STEMM applicants for 2020 and 2022 programs increased from those applying in 2018.	
Build awareness of the relative concentration of women and men in the differing academic careers (research, teaching and research, education specialist).	3.3	33	Establish annual reporting cycle, from GEC to VCE, on gender concentration in academic career types to increase awareness.	GEC with support from HR.	Q3 2019	VCE has increased awareness of gender concentrations.	

	3.4	22	Encourage women to take up career development opportunities, especially through the Special Studies Program, to enhance preparedness and competitiveness for promotion.	ED, HoS	Q3 2022	By 2022, 70% of academic staff agreeing that they are provided with opportunities to develop skills needed for career progression.	
Increase participation of women in the Special Studies Program (sabbatical).							
Promote research grant support resources to all staff, especially academic women.	3.5	22	Identify what research grant resources are available to support academic staff, and develop a comprehensive list to be promoted to academic women.	DVCR and Deputy Deans Research	Q2 2020	Available resources promoted to academic women, including during PDR processes (see Action 3.8)	
Better understand the career support needs of early- and mid-career academic women in STEMM.	3.6	23	Conduct focus groups with early-career and mid-career academic women in STEMM to understand better their needs in terms of career development support.	AWF with support from HR	Q3 2020	Understanding of gaps in career development support to integrate into program planning for 2021.	
	3.7	23	Consider and implement key actions arising from focus groups with early- career and mid-career academic women in STEMM.	ED (pending outcomes of focus groups)	Q1 2021	Career progression of early and mid-career academic women reflected in improved success in promotion applications and transition to continuing appointments.	
Increase positive responses to the Your Voice survey 2020 statement: *I am given opportunities to develop skills needed for career progression.*	3.8	23	Prepare list of existing career support resources available to academic staff at faculty-level and increase awareness of their value through faculty networks.	Faculty GEDI	Q3 2022	Percentage of staff agreeing that they are given opportunities to develop skills needs for career progress increased to 60% in 2020 and 70% in 2022 Your Voice surveys.	
Develop and retain early and mid-career Aboriginal academics.	3.9	23	Support early-career Aboriginal academics via a culturally appropriate mentoring program (RAP Action 17.4)	Dean of IRES	Develop program in Q3 2020 Offer program in 2021.	Mentoring program established.	

An improved understanding by leadersof the impact of unconscious bias in decision making.	3.10	33	Improve coverage of unconscious bias awareness training in management and leadership workshops on recruitment and PDR.	HR	Q4, 2019	Program content updated to improve understanding of unconscious bias at decision points in the University, e.g. recruitment.	
Improved academic promotions outcomes for women.	3.11	40	Increase the proportion of women applying for promotion.	Provost and ED	Q3 2022	Proportion of women applying similar to that ofmen.	
	3.12	40	Recognise mentoring and sponsorshipprovided to academic staff in the assessment rubric for academic promotion (Engagement, Service and Leadership).	Provost supportedby HR	Ongoing fromQ1 2020	Promotions criteria updated.	
	3.13	40	Recognise culture-specific 'service' contributions by Aboriginal and Torres Strait Islander staff in the assessment rubric for academic promotion.	Provost supportedby HR	Q1 2020	Promotions criteria updated.	
	3.14	40	Encourage women interested in promotion to take part in the AcademicWomen's Forum (AWF) events relatingto academic promotion.	GEC and convenors of AWF	Ongoing	Increasing participation in information sessions year on year.	
	3.15	40	Faculty of Sciences to share promotionsupport team approach with other STEMM Faculties.	Faculty GEDI	Q1 2020	Promotion support teams arein place and operating in all STEMM faculties.	
	3.16	40	Develop enhanced resources for promotion panels on understanding andmitigating unconscious bias.	Provost supportedby DIA	Q3 2019 and annually	Promotion panel member training updated and delivered.	

In relation to PDR conversations, agreement with *the way my performance is evaluated provides me with clear guidelines for improvement* by STEMM academics was 55% in Your Voice 2018.	3.17	50	Undertake further analysis of PDR participation rates by academic career stage to assess if PDR conversations are conducted with EMCRs at the same rate as for later career stages.	HR	Q2 2020	60% of STEMM academics agree with "the way my performance is evaluated provides me with clear guidelines for improvement"in Your Voice 2020.	
Increase staff engagement with PDR as this is a key opportunity to discuss career opportunities and support, including promotion opportunities and flexible work arrangements.	3.18	50	Provide a blended learning program formanagers about PDR to improve understanding of importance and benefits of PDR and increase effectiveness of PDR conversations.	HR	2018	95% of STEMM academic staff, irrespective of level, participate in PDR in 2022(cf with 86% in 2018).	

4. Flexible Working and Career Breaks (Athena SWAN Charter Principles 1, 2, 5 and 9)

Rationale: While the University offers excellent paid parental leave to primary carers, partner leave is not often taken up by academic staff. Little is known as to whetherstaff who access such leave feel appropriately supported by, and connected to, the University through their experience of taking parental leave. Facilities to support pregnant staff and new parents are relatively perfunctory, and there is an opportunity to improve these.

While the University offers formal flexible work arrangements to all staff, the uptake by academic staff is lower than that for professional staff. This may reflect a lack ofknowledge about flexible work options, or that informal arrangements are resolved locally. Additionally, academic staff who take career breaks (usually women taking primary carers' leave for the birth of a child) report a disproportionate impact on their career opportunities and progression. Ensuring that line managers are aware of flexible working options, and the principle of merit relative to opportunity, will be important in redressing the structural inequality that exists.

Objective	#	Page	Actions	Responsibility	Timeframe	Success indicator	Traffic light
Improve accessibility to parental leaveand relevant supporting resources.	4.1	54	Make paid parental leave available tostaff irrespective of length of service (previously available only to staff with more than 12 months' service).	ED, HR	Q1 2019	Updated policy and promotion to staff.	
	4.2	54	Develop parental leave resources (such as an expectant and new parents' guide) for line managers and staff.	DIA	Q1 2020	Website for staff and their line managers related to parental leave.	
	4.3	54	Develop a short annual survey for staff returning from parental leave to improve the understanding of the needs of staff and establish if they are aware of the options available.	DIA	Q1 2020	Staff survey scheduled annually and 80% of respondents satisfied with guidance provided.	
Improve facilities for pregnant staffand parents.	4.4	54	Extend pregnancy parking to Waite and Roseworthy campuses.	ED, Infrastructure	Q1 2020	Pregnancy parking available at Waite and Roseworthy campuses.	
	4.5	54	Establish a parenting room at Roseworthy campus.	ED, Infrastructure	Q1 2020	Parenting room available at Roseworthy campus	

		4.6	55	Examine data from Exit Surveys, of staff who resigned during or at completion of paid maternity leave, to identify any unmet needs relating to parenting a new family as an employee of the University.	HR	Q4 2019	Information about unmet needs available and those needs addressed where practicable	
		4.7	58	Assess the availability, use and standard of existing parenting rooms.	ED, Infrastructure	Q3 2020	Parental room facilities updated.	
		4.8	61	Prioritise completion of a scoping plan for childcare services at Roseworthy campus.	ED, Infrastructure	Q3 2019	Scoping plan completed; childcare centre not currently viable but building used previously will be maintained so that it can be made compliant should demand increase.	
	Build awareness of leaders and staff of flexible working options available.	4.9	61	Establish an annual publicity campaign regarding flexible work arrangements.	DIA	Q4 2019	Annual campaign to promote FWA scheduled.	
		4.10	61	Establish training for line managers about flexible working.	HR	2018	Workshops offered annually for line managers about flexible working.	
		4.11	61	Use testimonials of senior leaders and male academic staff to promote flexible working to cohorts of staff where take-up is low.	DIA	Q2 2020	FWA website updated with new testimonials.	
	Encourage core business in family friendly hours to meet the work life balance of staff.	4.12	61	STEMM Faculties (SGEC agreed this is an action for all faculties) include commitment to family-friendly hours in Terms of Reference for key committees.	ED with Faculty GEDI	Q2 2020	Staff invited to report to Faculty GEDI representatives on satisfaction with timing of key meetings and social gatherings.	

5. Organisation and Culture (Athena SWAN Charter Principles 1, 8 and 9)

Rationale: The University is committed to building a more inclusive institutional culture, so that all staff and students feel valued, regardless of gender. This needs to be reflected in inclusive leadership. Not all of the University's influential committees' current terms of reference (TOR) include a statement related to the gender representation. For some committees, specific roles rather than elections or nominations dictate membership. Nevertheless, committee TOR should reflect the need to strive for gender balance for elected and nominated positions.

Increasing the visibility female academic role models will contribute to a more inclusive institutional culture. The Respect.Now.Always Taskforce recommended the development of gender inclusive language guidelines for staff and students, to foster respectful and dignified communication. The University has adopted the Taskforce recommendations and implementation is already underway.

Objective	#	Page	Actions	Responsibility	Timeframe	Success indicator	Traffic light
Clarify expectations and norms with respect to inclusive behaviour and be informed by staff feedback.	5.1	65	Expand on the University's existing values and establish a behaviours framework that explicitly articulates behaviours that are expected and those for which there is zero tolerance, including those related to diversity and inclusion.	Leaders' and Influencers' Forum in consultation with HR	Q1 2020	Values and Behaviours Framework communicated to all staff. Zero tolerance behaviours addressed.	
	5.2	65	Ensure that all reviews of HR policies apply a gender equity and diversity lens.	HR Policy Specialist	Q4 2022	All policies apply a gender equity and diversity lens by 2022.	
	5.3	36	Report aggregated exit survey data to Faculty HR Managers on a half-yearly basis to flag issues that may relate to gender equity and culture.	HR	Q3 2019	Faculty HR Managers consider issues raised by review of exit surveys an daddress where possible.	
Promote Equal Opportunity principles.	5.4	39	Promote completion of Equal Opportunity course for new staff aspart of induction.	Line Managers	Q4 2020	Course completed by 95% of new starters each year.	

	5.5	48	Promote refresher training in EqualOpportunity awareness to be undertaken by staff every 3 years.	HR and EDs	Q4 2020 and ongoing	Year on year increase ofrepeat enrolment in EO course.	
Increase participation of women in formal committees of the University.	5.6	68	Review University Committee Terms of Reference template to include prompt to consider gender balance and diversity (see RAP Action 7.1).	Council Secretary	Q1 2020	Terms of Referencetemplate updated.	
	5.7	68	Call for nominations for Council elections (to staff, students and alumni) to be accompanied by a statement from the Chancellor encouraging nominations from women.	Council Secretary	Q3 2020	Increase in number of women on Council and asmembers of Council subcommittees.	
	5.8	69	Review University Council subcommittee selection process torequire gender balance to be considered.	Council Secretary	Q2 2020		
Promote the use of inclusive language.	5.9	70	Gender inclusive language guidelines developed and promoted.	GEC	Q1 2019	Gender inclusive languageguidelines developed, successfully promoted andadopted widely.	
	5.10	70	Increase visibility of gender inclusivelanguage guidelines by referencing these in staff induction.	HR	Q4 2019		
Improve visibility of female role models.	5.11	72	Gender equity established as a principle in planning speakers for *Research Tuesday* events.	DVCR with Marketing and Communi-cations	Q4 2019	Women constitute at least 40% of speakers at *Research Tuesday* events.	
	5.12	72	Gender equity established as a principle in the planning of speakers for University graduation ceremonies.	DVC EE	Q4 2019	Women constitute at least 40% of speakers at graduation ceremonies.	

6. Fostering Diversity and Inclusion (Athena SWAN Charter Principles 1, 7 and 10)

Rationale: In the 2018 *Your Voice* staff survey, 80% of staff reported that they agree that the University is committed to achieving a gender diverse environment. Few staff and students report as identifying as trans or gender-diverse, far fewer than the 11% we might expect, indicating that more work needs to be done to support these members of our University community.

The proportion of staff who identify as Aboriginal and Torres Strait Islander is small and the University's new strategic plan includes a commitment to increased recruitment of Aboriginal staff. The new *Reconciliation Action Plan 2019-2021: Yangadlitya – For the Future*, approved in July 2019, commits to fostering respect and opportunities for, and relationships with, our Aboriginal community.

While the University supports equitable and inclusive treatment of all staff, irrespective of culture, ethnicity, disability, and sexual orientation, awareness of intersectionality is minimal and data are lacking. As such, The University will continue to seek greater understanding of the experiences of our staff.

Objective	#	Page	Actions	Responsibility	Timeframe	Success indicator	Traffic light
Build understanding and enable more effective engagement with Aboriginal colleagues and students in line with our Reconciliation Action Plan.	6.1	81	Increase the number of Aboriginal staff (RAP Action 17.2).	Dean of IRES, HR	Q4 2020	New Aboriginal staff recruited and retained to meet annual target in Enterprise Agreement (5 additional staff per year to reach 70 in 2021).	red
	6.2	39	Conduct an audit of staff completion rates for the existing cultural competency module and assess its impact (RAP Action 2.1).	Dean of IRES, HR	Q1 2020	Baseline completion rate established.	green
	6.3	81	Conduct a review of cultural learning needs within our organisation (RAP Action 2.2).	Dean of IRES, HR	Q3 2020	Improved understanding of cultural learning needs informs new Cultural Protocol document.	red
	6.4	81	Continue to encourage staff who identify as Aboriginal and Torres Strait Islander to record this in their staff profile.	Dean of IRES, HR	Ongoing	Improved data about Aboriginal staff and alignment with Your Voice survey 2020 responses.	red

	6.5	81	Ensure design standards for University building projects embed acknowledgement of the Kaurna people as traditional owners of the land, including naming buildings and prominent interpretive artwork (RAPAction 5.2).	Infrastructure	Q1 2021	New University buildings reflect connection to place.	
	6.6	81	Develop 'cultural' spaces across theUniversity to promote Aboriginal culture (RAP Action 5.3).	Infra-structure/ Univer-sity Librarian	Q2 2021	At least one new cultural space per campus.	
Build understanding and establish effective support for staff who identifyas LQBTIQ.	6.7	39	Provide information about the Ally Network in staff induction to build awareness and expand reach of the University's Ally network to support LGBTIQ staff and students.	Ally Network Co- ordinator and DIA	Q2 2020	Ally Network is included instaff induction package.	
	6.8	75	Increase number of Allies across the University with a particular focus on senior leaders, and staff at Waite and Roseworthy campuses.	Ally Net-work and Faculty GEDI	Q4 2022	Increase in number of Allies by 20% each year.	
	6.9	65	Increase engagement of staff withevents that support our LGBTIQ community.	Ally Network	Q4 2020	Attendance recorded and increased year on year at IDAHOBIT, Wear it Purple and George Duncan Memorial Day.	
	6.10	75	Establish gender affirmation procedure for staff who transition.	Ally Network / HR Policy Specialist	Q2 2022	Gender affirmation procedure available and promoted by Ally Network.	
Ensure appropriate support is made available to staff with a disability.	6.11	78	Review the University Disability Action Plan which expires in 2019.	DVCA with ED and HR	Q3 2020	A new Disability Action Plan established.	

Better understand the challenges faced by staff with complex intersections between gender equity, culture, ethnicity, disability, and sexual orientation.	6.12	78	Formulate demographic identifiers for the Your Voice 2020 staff survey so that we can analyse data on experiences relating to intersectionality.	DIA	Q1 2020	Data available through the staff survey. Improved understanding of intersectionality within the University.	