



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

EIS Equity, Diversity, and Inclusion (EDI) Initiatives: 2022-2024

EDI in EIS Initiative

The Faculty of Engineering and Information Sciences (EIS) values diversity and aims to be an equitable, diverse and inclusive place to work and study. We embrace the University of Wollongong's commitment to the principles of equity, diversity and inclusion (EDI) and recognise that our continued excellence in research, education and community engagement can only be achieved by attracting and retaining a diverse blend of staff and students.

We recognise and celebrate all forms of diversity individually and recognise their intersectionality. This multi-faceted initiative is about EIS putting concrete actions in place to build momentum for change. We understand that increasing the representation of diverse groups in EIS requires us to step up and change the culture in the faculty.

To create a safe, welcoming and inclusive space for all staff and students in the faculty and to ensure that everyone's voice is heard, EIS has committed to the EDI goals described below.

FACULTY EDI GOALS

The EDI in EIS Initiative addresses four EDI goals in the faculty:

- GOAL 1:** EIS has procedures and policies that promote equitable decision-making, where staff and student diversity is welcomed.
- GOAL 2:** EIS is committed to the recruitment and retention of underrepresented groups (including women; gender, sex and sexuality diverse people; Indigenous people and people with disabilities).
- GOAL 3:** EIS is an inclusive faculty where leaders are active in the campaign for equity, diversity and inclusion.
- GOAL 4:** EIS offers an empathetic, welcoming and caring workplace culture, where the wellbeing of all staff and students forms the foundation for performance and success.

FACULTY EDI INITIATIVES

In order to achieve the faculty EDI goals, the following initiatives have been identified, and an action plan developed for the next two years. It should be noted that this is a living document and that the action plan will be updated and revised to remain relevant in a changing environment.

- INITIATIVE 1:** Increasing the visibility of EDI initiatives in EIS
- INITIATIVE 2:** Celebrating inclusivity in EIS
- INITIATIVE 3:** Next generation EIS staffing
- INITIATIVE 4:** Fostering talent within EIS
- INITIATIVE 5:** Improving wellbeing and culture in EIS



INITIATIVE 1: INCREASING THE VISIBILITY OF EDI INITIATIVES IN EIS

EIS supports all staff and students regardless of gender and sexual identity, ethnic and cultural background, disability and age. We commit to an ongoing culture of improvement by measuring and reflecting on our progress, building social cohesion, actively pursuing internal feedback and promoting the values of equity, diversity and inclusion within our Schools and Entities. To ensure active engagement across the faculty and to highlight the faculty's ongoing commitment to EDI, communication and transparency in the EDI space will be a strong focus.

ACTION PLAN (2022-2024)

1.1	Create a faculty EDI webpage highlighting the faculty's ongoing commitment to EDI and its current initiatives in the EDI space.	September 2022
1.2	Make a list of EDI-related resources, policies and documents available to EIS staff and students via the faculty's EDI webpage.	September 2022
1.3	Establish a mechanism through which EDI-related matters can be raised anonymously (such as an anonymous feedback button on the EDI webpage).	September 2022
1.4	Formally launch the faculty's EDI initiatives to a wider audience.	September 2022
1.5	Create an electronic EDI newsletter (published every 3 to 6 months) that includes updates of key initiatives, events related to EDI and links to useful information.	First newsletter to be distributed at the end of 2022
1.6	Liaise with the faculty's Engagement team to elect Student EDI Ambassadors.	2023
1.7	Liaise with the faculty's marketing team to promote EDI initiatives and events using e-mail, social media and the EIS webpages.	Ongoing
1.8	Ensure that images used in online and printed materials represent the diversity of our staff and students and do not reinforce existing stereotypes.	Ongoing
1.9	Provide regular feedback on EDI initiatives at faculty and school meetings.	Ongoing
1.10	Expand membership of the EIS EDI Committee to include representatives from professional staff and students.	End of 2022



INITIATIVE 2: CELEBRATING INCLUSIVITY IN EIS

The culture in EIS is comprised of a collection of shared values, beliefs, attitudes and practices. EIS commits to adopting both formal and informal mechanisms for promoting an inclusive culture in our faculty. Our formal approaches include embedding inclusive leadership and providing appropriate training to all. Informal approaches include hosting and publicising events that highlight aspects of EDI on campus to promote awareness and understanding.

ACTION PLAN (2022-2024)

GENDER EQUITY AND INCLUSION		
2.1	Organise annual <i>Women in Engineering, Women in Mathematics, Women in Physics</i> and <i>Women in IT</i> events.	Annual
2.2	Commit to the guiding principles of the Athena SWAN Charter aimed at enhancing opportunities for women in academia.	Ongoing
2.3	Promote success stories and positive role models by featuring successful female EIS staff and students on the EDI webpage.	Ongoing
2.4	Ensure that all events hosted by EIS (conferences, seminars and workshops) have an appropriate gender ratio of invited speakers and/or panel members.	Ongoing
2.5	Liaise with WREN and other groups to promote networking between women in STEM.	Ongoing
2.6	Create connection and community between women in EIS (for example, promoting the informal Women in EIS monthly lunches).	Ongoing
GENDER, SEX AND SEXUALITY		
2.7	Ensure faculty representation on ANAC (Ally Network Advisory Committee).	Ongoing
2.8	Increase the number of UOW Allies in EIS by encouraging all staff to undergo Ally training when available.	Ongoing
2.9	Encourage all UOW Allies in EIS to display the Ally poster at their office door or workstation, and to wear their Ally badges, lapel pins or lanyards when interacting with students, media or external stakeholders.	Ongoing
2.10	Promote LGBTQIA+ initiatives and programs such as Wear it Purple Day, Pride Week and IDAHOBIT day.	Ongoing
2.11	Publish a list of EIS Allies on the faculty webpage.	September 2022
2.12	Encourage all staff to add their preferred pronouns to their Scholars/Elements pages, Zoom profiles and Webex profiles.	Ongoing
2.13	Encourage the use of gender-inclusive language in lectures, meetings, faculty events and faculty documents.	Ongoing
2.14	Encourage all staff to include a UOW Ally slide at the start of their lectures each session.	Start of each session
2.15	Where gender information is collected by the faculty, more than two options for gender should be made available.	Ongoing
INDIGENOUS INCLUSION		
2.16	Encourage staff to include an Acknowledgement of Country slide or video at the start of lectures in each session.	Start of each session



2.17	Ensure that all activities within the faculty are culturally aligned with the UOW Reconciliation and Action plan (RAP) and UOW's Indigenous Strategy.	Ongoing
2.18	Promote curriculum reconciliation through the Jindaola program by continuing to embed Aboriginal and Torres Strait Islander perspectives and knowledge into our teaching practices.	Ongoing
2.19	Encourage the use of Acknowledgement of Country in e-mail signatures.	Ongoing
2.20	Promote UOW events associated with National Reconciliation Week, NAIDOC Week and National Sorry Day.	Ongoing
2.21	Encourage academic staff to regularly consult the Aboriginal and Torres Strait Islander Culturally Significant Days calendar. If a class falls on one of these dates, the date and its significance can be mentioned in class.	Start of each session
2.22	Encourage all staff to undergo cultural awareness training through the online AIATSIS Core Cultural learning modules.	Ongoing
2.23	Identify opportunities for scholarships, sponsorships and work-integrated learning for Indigenous EIS students.	Ongoing
2.24	Review the faculty's student awards and explore the opportunity to establish an award for Indigenous students.	December 2022
CULTURAL DIVERSITY		
2.25	Encourage greater collaboration between UOW Wollongong and its regional and offshore campuses.	Ongoing
2.26	Provide access to the UOW Cultural and Religious Calendar to ensure that major meetings and deadlines are not scheduled on dates when staff may be away from work for religious or cultural reasons.	End of 2022
2.27	Consider the needs of diverse individuals when designing official faculty events, such as dietary restrictions and days for fasting.	Ongoing
2.28	Promote UOW events celebrating important cultural events.	Ongoing
2.29	Allocate a suitable venue for a Prayer Room in EIS.	End of 2022
2.30	Organise a Harmony Day event on 21 March to celebrate the different cultures in EIS.	March 2023
DISABILITY SUPPORT		
2.31	Work with SAI (Student Accessibility and Inclusion) and FMD to ensure that all EIS buildings and facilities are accessible.	Ongoing
2.32	Design and create a sensory-friendly Quiet Room in EIS to support students and staff who are more sensitive to sensory inputs.	End of 2022
2.33	Provide relevant resources to help staff understand the use of inclusive language and the principles of inclusive design in communications and documentation provided to students to enhance digital accessibility.	Ongoing
2.34	Support projects to better understand the needs and wants of EIS students living with disability with the aim of recognising their strengths and abilities and assisting them to achieve their best results during study.	2023



INITIATIVE 3: NEXT GENERATION EIS STAFFING

EIS is committed to investing in outstanding academic and professional staff drawn from a wide range of demographics, career levels and disciplines. We celebrate this diversity as a strength and are values-driven in all our endeavours. This initiative aims to address historical inequities by increasing the diversity of staff appointments (e.g. women, Indigenous people, people living with disability and other underrepresented groups).

ACTION PLAN (2022-2024)

3.1	Ensure that all selection panels in EIS are balanced and representative. Selection panels should include members from diverse backgrounds and reflect gender balance (while ensuring that female academics in EIS are not overburdened with administrative responsibilities).	Ongoing
3.2	Ensure that qualified female candidates and candidates from other underrepresented groups are encouraged to apply for positions, shortlisted and interviewed, where possible.	Ongoing
3.3	Explore pathways for fixed term contract and casual staff from underrepresented groups to transition into continuing positions.	Ongoing
3.4	Encourage all selection committee members to undergo unconscious bias training.	Ongoing
3.5	Create a “Welcome Package for EDI in EIS”, which includes one domestic PhD scholarship and a research voucher to be spent in the 1 st year.	Ongoing
3.6	Ensure that all EIS position advertisements contain gender-neutral language and are posted with UOW’s commitment to EDI: “ <i>The University of Wollongong is committed to workplace equity, diversity and inclusion. We value and acknowledge the importance of our people’s diverse experiences, talents and cultures that they bring to work with them each day. Embracing diversity and creating inclusion is a key component of attracting and retaining talent in our workforce. The creation of a diverse and inclusive workforce is central to our ability to unlock potential, enhance our success and achieving our vision of being in the Top 1% of universities globally.</i> ”	Ongoing
3.7	Where appropriate, consider the use of targeted recruitment of underrepresented groups by employing s126 Guidelines.	Ongoing



INITIATIVE 4: FOSTERING TALENT WITHIN EIS

EIS is committed to providing a work and study environment that is inclusive, welcoming and respectful, and that will prioritise the retention of all staff, but in particular of underrepresented groups (including women; gender, sex and sexuality diverse people; Indigenous people and people living with disability).

ACTION PLAN (2022-2024)

4.1	Collaborate with the Associate Dean: Research in EIS to establish an inclusive mentoring circle for all ECR's and MCR's in the faculty, while ensuring that all staff members from underrepresented groups who want a mentor are assigned one of their choice, if such a mentor is available.	2023
4.2	Allocate funding for staff returning from Parental Leave (in addition to the Primary Carer Return to Work Grant offered by the University).	December 2022
4.3	Encourage faculty leadership to regularly engage with academic and professional staff to create pathways for promotion.	Ongoing
4.4	Ensure that an EDI or EEO representative is invited to all promotion and probation committee meetings.	Ongoing
4.5	Encourage female staff to attend the Senior Academic Women Leadership Program, while ensuring that their workload is commensurately reduced to compensate for the hours spent.	Ongoing
4.6	Ensure that the disproportionate effect of COVID-19 on female staff members is acknowledged and addressed in CDI's, and when considering promotion and probation applications.	Ongoing
4.7	Maintain metrics of marginalised staff within the faculty.	Ongoing
4.8	Ensure that staff members from underrepresented groups at the top of their step are encouraged and supported to apply for promotion.	Ongoing



INITIATIVE 5: IMPROVING WELLBEING AND CULTURE IN EIS

EIS will provide a supportive and caring workplace, with mental wellbeing and work-life balance recognised as the foundation for performance and success at work. Research has shown that a large proportion of workplace ‘housework’ (tasks that are not recognised within the promotions framework) is performed by marginalised groups (including women; gender, sex, and sexuality diverse people; indigenous people and people with disabilities). EIS understands this and this initiative is about addressing this problem.

ACTION PLAN (2022-2024)

5.1	Review the findings of the recent Voice survey to identify areas in EIS that may need to be addressed and improved.	End of 2022
5.2	Work with leadership teams in the faculty to consider equity and diversity when allocating staff workloads and identify mechanisms to reduce workload inequities, support career development, and respond to support needs for demographics that are traditionally less likely to apply for promotion.	Ongoing
5.3	Conduct a review into the allocation of governance roles, committee membership and teaching of large classes to ensure that these activities are not disproportionately allocated to women and other underrepresented groups.	2023
5.4	Putting UOW’s new Flexible Work Guidelines into practice, with active encouragement in CDI’s to highlight the benefits of these arrangements.	Ongoing
5.5	Provide support to EIS staff preparing for promotion, probation and grant applications, in particular ROPE and COVID-19 impact statements.	Ongoing
5.6	Encourage best practices for holding inclusive meetings in EIS, i.e. consideration of meeting times to allow for greater staff attendance (EIS recommends not organising meetings earlier than 9:30am or after 2:30 pm), having online and face-to-face meeting options, recording meetings for staff that cannot attend, and scheduling meetings with sufficient advance notice for arrangements around caregiving to be made.	Ongoing
5.7	Collaborate with SARC to ensure that all EIS staff and students are educated on safe and respectful behaviour and understand the consequences of not behaving respectfully.	Ongoing

