SAGE

SCIENCE IN AUSTRALIA GENDER EQUITY

**Athena SWAN
Institution Application**

Bronze Award

Name of institution	The University of Sydney
Date of application	29 March 2019
Award Level	Bronze
Date joined Athena SWAN	August 2016
Contact for application	Professor Renae Ryan
Email	renae.ryan@sydney.edu.au
Telephone	02 9351 2669

> **ATHENA SWAN BRONZE INSTITUTION AWARDS**
>
> Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This includes:
> - an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
> - a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
> - the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

COMPLETING THE FORM

Please refer to the SAGE Athena SWAN Charter Bronze Institutional Award Handbook when completing this application form.

Do not remove the headers or instructions. Each section begins on a new page.

WORD COUNT

The overall word limit for applications are shown in the following table.
There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. Please state how many words you have used in each section. Please refer to page 11 of the handbook for inclusions and exclusions regarding word limit.
We have provided the following *recommended* word counts as a guide.

Word limit	11,000
Recommended word count	
1.Letter of endorsement	500
2.Description of the institution	500
3. Self-assessment process	1,000
4. Picture of the institution	2,000
5. Supporting and advancing women's careers	5,000
6. Supporting transgender people	500
7. Intersectionality	500
8. Indigenous Australians	500
9. Further information	500
10. Action plan	N/A

We, as Australia's first university, open this Application by paying our deepest respects to the First Peoples of this Land. This Country hosts the longest continuing culture in the world, a culture where the practice of science is evident in our everyday world and a culture where the wisdom of women has been respected as a central part of the social fabric since time immemorial.

The University of Sydney acknowledges the traditional custodians of the land on which we operate. Our campuses and affiliated clinical and research facilities are situated on the ancestral lands of the Gadigal, Wangal, Deerubbin, Dharug, Kamilaroi, Wiljali, Tharawal, Bundjalung, Kur-ing-gai, Cammeraygal and Wiradjuri peoples.

Connections to mob (2017)
Serika Shillingsworth, Bachelor of Liberal Arts and Science, 1st year

GLOSSARY

TERM	EXPLANATION
%F	Percent female staff
%M	Percent male staff
ABN	Academic Board Nominee
ALB	Allowances, Loadings and Bonuses
AoN	Appointment on Nomination
AP&D	Academic Planning and Development
ARC	Australian Research Council
AS	Athena SWAN
CALD	Culturally and Linguistically Diverse
CD	Career Disruption
CPC	Central Promotions Committee
D&I	Diversity and inclusion
DAWN	Disability at Work Network
DVC	Deputy Vice-Chancellor
EA	Enterprise Agreement
ECR	Early career researcher
EOI	Expression of interest
EMCR	Early to mid-career researcher
FASS	Faculty of Arts and Social Sciences
FEIT	Faculty of Engineering and Information Technology
FTE	Full-time equivalent
GLEF	Governance, Leadership and Engagement focused
HERDC	Higher Education Research Data Collection
HoS	Head of School
HR	Human Resources
Indigenous Strategy	Wingara Mura – Bunga Barrabugu Strategy
ISS	Indigenous Strategy and Services
KIT	Keeping in Touch
LGBTIQ	Lesbian Gay Bisexual Transgender Intersex and Queer
LPC	Local Promotions Committee
NHMRC	National Health and Medical Research Council

Non-STEMM	Non-science, technology, engineering, mathematics and medicine
O&C	Organisation and Culture
p.a	Per annum
PSU	Professional Services Unit
Q&A	Question and answer
RF	Research-focused
RTO	Relative to Opportunity
SAC	SAGE Advisory Council
SAGE	Science in Australia Gender Equity
SAT	Self-Assessment Team
Serendis	Serendis Leadership Consulting
SPAM	Strategic Promotion Advice and Mentoring
STEMM	Science, technology, engineering, mathematics and medicine
TF	Teaching-focused
T/R	Teaching and Research
UE	University Executive
University	The University of Sydney
VC	Vice-Chancellor and Principal
VP	Vice-Principal
WCALS	Women's Career Acceleration and Leadership Strategy
WG	Working Group
WGEA	Workplace Gender Equality Agency
WHS	Work Health and Safety

1. **LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR/DIRECTOR**
   Recommended word count: 500 words
   Actual word count: 576 words

Dear Dr El-Adhami,

It is with great pride that I submit to you the University of Sydney's Athena SWAN Bronze application, which serves as testament to the cultural change we have embarked upon in the past decade.

When we created the first strategic plan of my tenure in 2010, our aspiration was to be an inclusive and diverse community and, whilst we have made progress, we did not achieve the extent of change we were after.

My personal commitment to change is evidenced by the inclusion of the Athena SWAN Pilot in our 2016-2020 Culture Strategy, and by the allocation of strategic funding of $500,000 per year to support the SAGE Program Office and the Pilot Program.

In addition, I have personally supported initiatives including:

- Joining the inaugural group of the Male Champions of Change in 2014
- The setting of University-wide targets in 2015 for the number of women in senior leadership positions for both academic and professional staff cohorts
- Sponsoring a program since 2016 to advance the careers of women from cultural and linguistically diverse backgrounds, with over 50 participants completing the program
- Leading the Panel Pledge campaign in 2018, where staff agree to use their influence to encourage better gender balance on panels and forums, which now has over 250 signatories.

The critical reflection required in the development of this application to embed Athena SWAN principles has been a real catalyst for change and our understanding of equity, diversity, and inclusion issues in the University. We have engaged extensively with staff and conducted our first University-wide survey of staff culture and demographics, with key themes of gender equity, cultural and linguistic diverse staff and workplace behaviours emerging. Our four-year data-driven Action Plan has commitment from the most senior levels of the University, and will be implemented to improve workplace culture for all staff.

Key areas of focus highlighted in the Action Plan include:
- increasing targeted recruitment of women and underrepresented groups at senior academic levels
- continuing our work towards a fair, equitable and transparent promotions process
- building on the excellent foundation of parental leave available to staff to remove remaining barriers to access and flexibility
- continuing our focus on improving workplace behaviours and institutional culture.

I am also making a personal commitment to accelerate our childcare agenda over the life of the Action Plan. I have assigned the Vice-Principal Operations and Deputy Vice-Chancellor (Education) to champion and lead a working group to develop and deliver a childcare strategy to make real and lasting improvements for our staff and students.

Clearly, we still have work to do, but through our Culture Strategy and participation in the SAGE Program, progress has been made. I am delighted that in 2019, for the first time in the University's history, our three key governing bodies have achieved gender parity in their membership. We are also very fortunate that our Chancellor, Belinda Hutchinson, is a proactive and tireless advocate of women in leadership.

I would like to thank all those across the University who have contributed to this ground-breaking work including our Self-Assessment Team, led by Professors Renae Ryan, Trevor Hambley and Associate Professor Tony Masters, the SAGE Program Manager Annie Fenwicke and all staff who participated in focus groups, surveys, workshops and events.

I am very pleased to endorse this application and action plan, and attest that the information presented in it, including data, is an honest, original, accurate and true representation of the University of Sydney.

Yours sincerely,

Michael Spence
Vice-Chancellor and Principal
Executive Sponsor of SAGE

2. DESCRIPTION OF THE INSTITUTION
Recommended word count: 500 words
Actual word count: 723 words

Please provide a brief description of the institution, including any relevant contextual information.

i.   information on where the institution is in the Athena SWAN process

The University of Sydney, founded in 1852, was one of the first universities in the world to have at its core a commitment to equality and inclusion. In 1881, Sydney was one of the first universities in Australia to offer degrees to women in all subjects on the same basis as men. By 1920, women made up just under half of students in arts, science, economics, agricultural science and architecture. Today we are a community of circa 70,000 students and 17,000 staff spanning 130+ nationalities.

We have had specific ambitions concerning equality since 2010. For gender equality, these have been reviewed and revised following our membership of SAGE and our self-assessment process. We have set a number of gender inclusive key performance indicators based on the analysis of our career pipeline, including ambitious targets to reach 40% female professors by 2020 (**see Section 4**). We have worked to develop in our staff a more mature understanding of cultural competence to both enable and benefit from diversity.

Identification of the need to 'fix the system' rather than enabling people to cope with flawed systems has been central to our journey (**Figure 2.1**). Progress has been steady overall, but uneven in places. Sustained and diligent efforts are required to achieve the gender equity and diversity we demand, and create a culture where all staff and students feel truly included and valued.

ii.   information on teaching and research focus

The University of Sydney is primarily located at several campuses across NSW. We are a comprehensive teaching and research-intensive university, working in all areas of health and medicine, science, engineering, agriculture, veterinary science, architecture and design, law, business, and the humanities and social sciences.

Figure 2.1 Timeline of diversity and inclusion (D&I) journey at the University (2014 – 2018)

2014	D&I director appointed

2015	Women's Career Acceleration and Leadership Strategy (WCALS) launched
	2020 gender targets for senior staff set
	Introduction of unconscious bias training

2016 The University's 2016–20 Strategic Plan released with three overarching themes

- a culture of research excellence
- a distinctive Sydney education
- a culture built on our values

Appointment of Director, Culture Strategy

Formation of the Self-Assessment Team (SAT)

Official Launch of SAGE@Sydney

IF YOU CHANGE NOTHING, NOTHING WILL CHANGE.

2016-20

SYDNEY

2017	SAGE Advisory Council (SAC) established
	First University-wide Culture Survey conducted

2018	Introduction of Inclusion in Action training
	Launch of Panel Pledge

Figure 2.2 Organisational structure of the University, September 2018
* Clinical Schools: Central, Children's Hospital at Westmead, Concord, Nepean, Northern, Rural Health, Sydney Adventist and Westmead
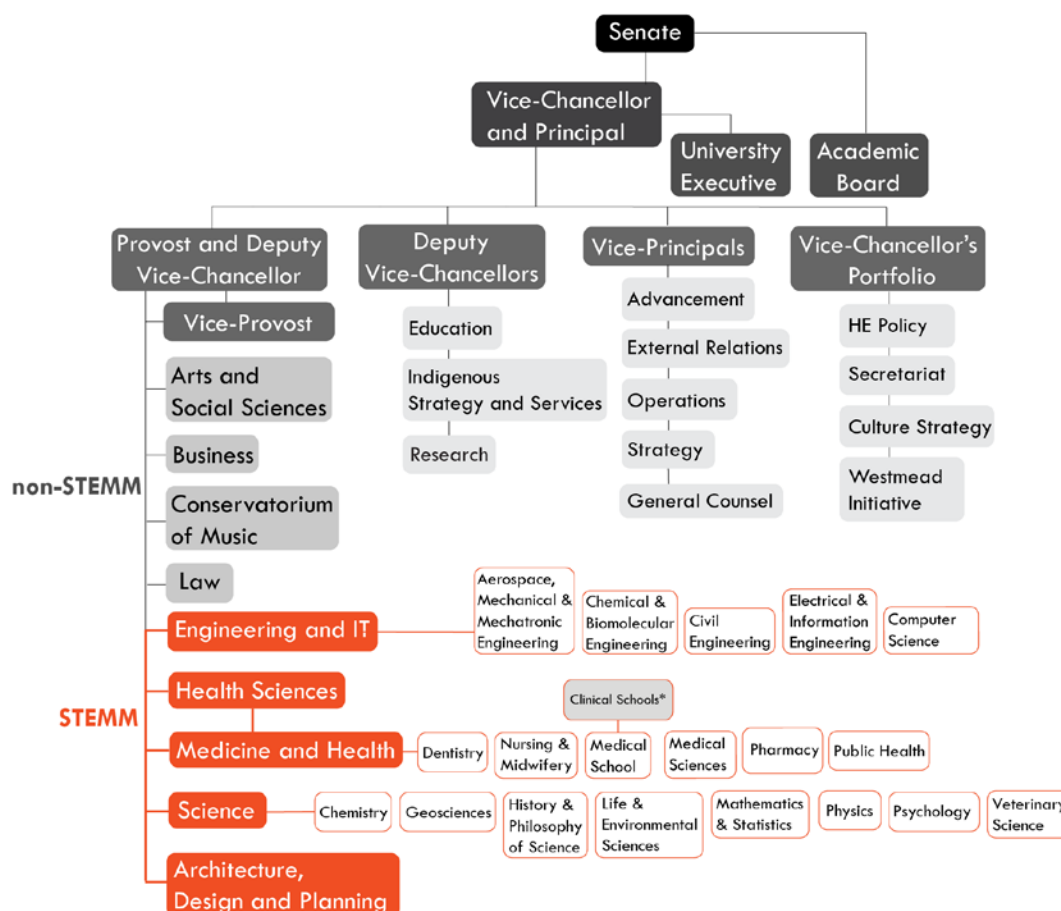
iii.   number of staff; present data for academic staff, and professional and support staff separately

In 2018, we underwent an organisational restructure, moving from 16 faculties to nine (five STEMM) (**Figure 2.2**). In 2020, the Faculty of Health Sciences will become a school within the Faculty of Medicine and Health, giving a total of 20 STEMM schools.

At 10 December 2018 we had 17,767 staff including:

- 3,689 academic (47%F) and 4,782 casual academic staff (52%F)
- 4,658 professional (66%F) and 4,638 casual professional staff (60%F)

These numbers represent total head count and include casual staff who had an active contract on this date (**Table 2.1; Figure 2.3**). 60% of the academic staff are in STEMM areas.

While the proportion of female academic staff is close to parity, there are significant imbalances at the disciplinary, career stage, and appointment levels which are explored throughout this application.

Table 2.1 All University staff by faculty, gender and function at 10 December 2018

Executive

	F	M	%F	F	M	%F
	Academic			Professional		
Central Portfolios	41	37	53	1324	928	59
Provost and DVC offices	6	8	43	214	88	71
Total	**47**	**45**	**51**	**1538**	**1016**	**60**
	Casual academic			Casual professional		
Central Portfolios	99	86	54	1121	692	62
Provost and DVC offices	98	85	54	69	44	61
Total	**197**	**171**	**54**	**1190**	**736**	**62**

STEMM faculties

	F	M	%F	F	M	%F
	Academic			Professional		
Faculty of Engineering and IT	61	289	17	81	85	49
Faculty of Science	286	457	38	336	175	66
Faculty of Medicine and Health	663	491	57	767	173	82
Faculty of Health Sciences	169	80	68	102	16	86
School of Architecture, Design and Planning	30	41	42	16	11	59
Total	**1209**	**1358**	**47**	**1302**	**460**	**74**
	Casual academic			Casual professional		
Faculty of Engineering and IT	116	298	28	82	154	35
Faculty of Science	415	449	48	269	210	56
Faculty of Medicine and Health	613	362	63	471	214	69
Faculty of Health Sciences	185	62	75	123	43	74
School of Architecture, Design and Planning	138	174	44	38	44	46
Total	**1467**	**2308**	**52**	**2804**	**1834**	**60**

non-STEMM faculties

	F	M	%F	F	M	%F
	Academic			Professional		
Sydney Business School	99	180	35	99	29	77
Sydney Law School	48	45	52	24	5	83
Conservatorium of Music	25	52	32	15	15	50
Faculty of Arts and Social Sciences	309	272	53	105	50	68
Total	**481**	**549**	**47**	**243**	**99**	**71**
	Casual academic			Casual professional		
Sydney Business School	210	245	46	236	170	58
Sydney Law School	33	70	32	74	46	62
Conservatorium of Music	128	155	45	29	29	50
Faculty of Arts and Social Sciences	439	322	58	292	188	61
Total	**810**	**792**	**51**	**631**	**433**	**59**

Individual variances in gender balance by subject area (**Figure 2.3)** align with sector trends. Female academic staff are in the majority in Medicine and Health/Health Sciences, and at their lowest levels in Engineering and IT. Likewise, there are lower levels of female professional staff in Engineering and IT and higher levels in Health Sciences. Our gender ratios correlate with student numbers in these areas which impacts on both our staff and student pipelines; therefore analysis by subject area is key to inform our actions.

Figure 2.3 All University staff by faculty and gender at 10 December 2018

Academic Staff
continuing/fixed & casual

♀		♂

	♀			♂
Central Portfolios	140	53%		123
Provost & DVC	104	53%		93
All STEMM Faculties	**2676**	**50%**		**2703**
Faculty of Engineering & IT	177	23%		587
School of Architecture, Design & Planning	168	44%		215
Faculty of Science	701	44%		906
Faculty of Medicine & Health	1276	60%		853
Faculty of Health Sciences	354	71%		142
All non-STEMM Faculties	**1291**	**49%**		**1341**
Law School	81	41%		115
Business School	309	42%		425
Sydney Conservatorium of Music	153	43%		207
Faculty of Arts and Social Sciences	748	56%		594
All University	**4211**	**50%**		**4260**

50%

Professional Staff
continuing/fixed & casual

♀		♂

	♀			♂
Central Portfolios	2445	60%		1620
Provost & DVC	283	68%		132
All STEMM Faculties	**2285**	**67%**		**1125**
Faculty of Engineering & IT	163	41%		239
School of Architecture, Design & Planning	54	50%		55
Faculty of Science	605	61%		385
Faculty of Medicine & Health	1238	76%		387
Faculty of Health Sciences	225	79%		59
All non-STEMM Faculties	**874**	**62%**		**532**
Law School	98	66%		51
Business School	335	63%		199
Sydney Conservatorium of Music	44	50%		44
Faculty of Arts and Social Sciences	397	63%		238
All University	**5887**	**63%**		**3409**

50%

iv.   the total number of departments and total number of students

The total number of undergraduate, postgraduate (coursework) and postgraduate (research) students enrolled at 10 December 2018 was 70,409 (**Table 2.2**). 50% of students are enrolled through STEMM faculties, 47% through non-STEMM faculties and 3% in University programs (including exchange and study abroad). Of the total student population, 59% identify as female, 41% as male and <0.1% as gender X. We introduced the gender X option in 2018, following student feedback, and will be expanding it to staff in 2019 (**see Section 6**).

In all faculties except Engineering and IT, the proportion of female students is ≥49%. As with staff, there are distinct trends of gender distribution across subject areas.
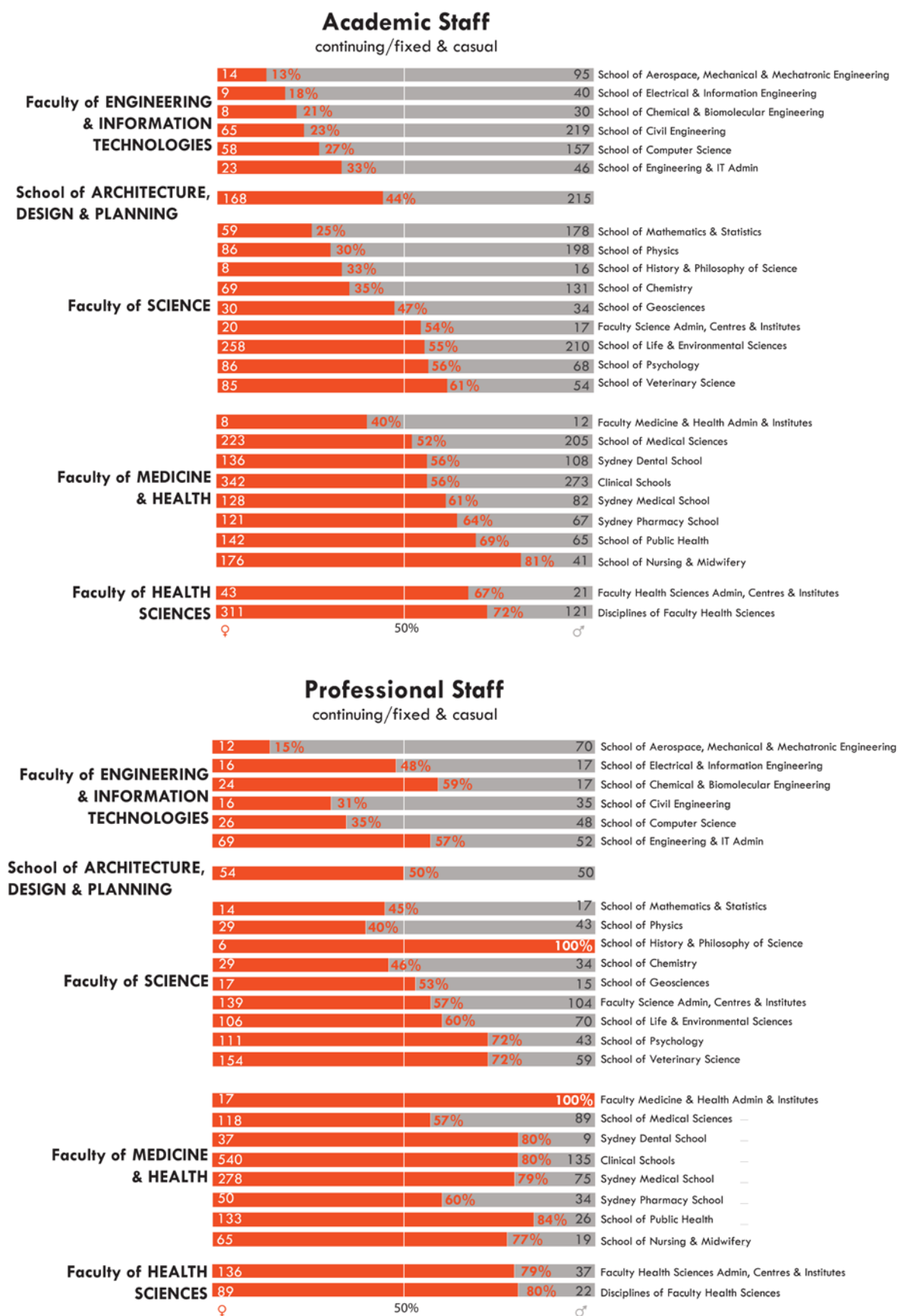
Table 2.2 All University domestic and international students enrolled in undergraduate, postgraduate (coursework) and postgraduate (research) students at 10 December 2018

	Total	F	M	X	%F	%M	%X
				STEMM			
Faculty of Engineering and IT	9070	2705	6362	3	30	70	<0.1
Faculty of Science	10,092	5987	4100	5	59	41	<0.1
Faculty of Medicine and Health	9178	5771	3402	5	63	37	<0.1
Faculty of Health Sciences	4250	2876	1374	-	68	32	-
School of Architecture, Design and Planning	2352	1295	1057	-	55	45	-
				non-STEMM			
Sydney Business School	14,325	8878	5447	-	62	38	-
Sydney Law School	2604	1518	1086	-	58	42	-
Conservatorium of Music	1083	535	547	1	49	51	<0.1
Faculty of Arts and Social Sciences	14,765	9836	4908	21	67	33	<0.2
				Totals			
non-STEMM	32,777	20,767	11,988	22	63	37	<0.1
STEMM	34,942	18,634	16,295	13	53	47	<0.1
University programs	2690	1805	885	-	67	33	-
University of Sydney	**70,409**	**41,206**	**29,168**	**35**	**59**	**41**	**<0.1**

v. **list and sizes of Science, Technology, Engineering, Mathematics and Medicine (STEMM) departments; present data for academic staff, and professional and support staff separately**

The faculties with the lowest representation of continuing and fixed-term academic female staff are Engineering and IT (17% female) and Science (38% female). In our 19 STEMM schools (**Figures 2.4, 2.5**), the proportion of female continuing and fixed-term professional staff varies from 49% (Engineering and IT) to 86% (Health Sciences).

Figure 2.4 Gender distribution of academic and professional staff in STEMM faculties at 10 December 2018. Staff on continuing/fixed-term and casual contracts shown separately

	Faculty of **ENGINEERING & IT** 23% female		School of **Architecture, Design & Planning** 44% female		Faculty of **SCIENCE** 44% female		Faculty of **MEDICINE & HEALTH** 60% female		Faculty of **HEALTH SCIENCES** 71% female	
	Academic	Professional	Academic	Professional	Academic	Professional	Academic	Professional	Academic	Professional
Continuing & Fixed %	17 83	49 51	42 58	59 41	38 62	66 34	57 43	82 18	68 32	86 51
Casual %	28 72	35 65	44 56	46 54	48 52	56 44	63 37	69 31	75 25	74 26

♂ or ♀ =10 staff

Figure 2.5 Gender distribution of academic and professional staff in STEMM faculties at 10 December 2018. Staff on continuing, fixed-term and casual contracts combined

Academic Staff
continuing/fixed & casual

Faculty	Female	%	Male	School
Faculty of ENGINEERING & INFORMATION TECHNOLOGIES	14	13%	95	School of Aerospace, Mechanical & Mechatronic Engineering
	9	18%	40	School of Electrical & Information Engineering
	8	21%	30	School of Chemical & Biomolecular Engineering
	65	23%	219	School of Civil Engineering
	58	27%	157	School of Computer Science
	23	33%	46	School of Engineering & IT Admin
School of ARCHITECTURE, DESIGN & PLANNING	168	44%	215	
Faculty of SCIENCE	59	25%	178	School of Mathematics & Statistics
	86	30%	198	School of Physics
	8	33%	16	School of History & Philosophy of Science
	69	35%	131	School of Chemistry
	30	47%	34	School of Geosciences
	20	54%	17	Faculty Science Admin, Centres & Institutes
	258	55%	210	School of Life & Environmental Sciences
	86	56%	68	School of Psychology
	85	61%	54	School of Veterinary Science
Faculty of MEDICINE & HEALTH	8	40%	12	Faculty Medicine & Health Admin & Institutes
	223	52%	205	School of Medical Sciences
	136	56%	108	Sydney Dental School
	342	56%	273	Clinical Schools
	128	61%	82	Sydney Medical School
	121	64%	67	Sydney Pharmacy School
	142	69%	65	School of Public Health
	176	81%	41	School of Nursing & Midwifery
Faculty of HEALTH SCIENCES	43	67%	21	Faculty Health Sciences Admin, Centres & Institutes
	311	72%	121	Disciplines of Faculty Health Sciences

♀   50%   ♂

Professional Staff
continuing/fixed & casual

Faculty	Female	%	Male	School
Faculty of ENGINEERING & INFORMATION TECHNOLOGIES	12	15%	70	School of Aerospace, Mechanical & Mechatronic Engineering
	16	48%	17	School of Electrical & Information Engineering
	24	59%	17	School of Chemical & Biomolecular Engineering
	16	31%	35	School of Civil Engineering
	26	35%	48	School of Computer Science
	69	57%	52	School of Engineering & IT Admin
School of ARCHITECTURE, DESIGN & PLANNING	54	50%	50	
Faculty of SCIENCE	14	45%	17	School of Mathematics & Statistics
	29	40%	43	School of Physics
	6	100%		School of History & Philosophy of Science
	29	46%	34	School of Chemistry
	17	53%	15	School of Geosciences
	139	57%	104	Faculty Science Admin, Centres & Institutes
	106	60%	70	School of Life & Environmental Sciences
	111	72%	43	School of Psychology
	154	72%	59	School of Veterinary Science
Faculty of MEDICINE & HEALTH	17	100%		Faculty Medicine & Health Admin & Institutes
	118	57%	89	School of Medical Sciences
	37	80%	9	Sydney Dental School
	540	80%	135	Clinical Schools
	278	79%	75	Sydney Medical School
	50	60%	34	Sydney Pharmacy School
	133	84%	26	School of Public Health
	65	77%	19	School of Nursing & Midwifery
Faculty of HEALTH SCIENCES	136	79%	37	Faculty Health Sciences Admin, Centres & Institutes
	89	80%	22	Disciplines of Faculty Health Sciences

♀   50%   ♂

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: **1000 words**
Actual word count: 1184

Describe the self-assessment process.

(i)   a description of the self-assessment team

A preliminary Self-Assessment Team (SAT) of 13 members was established in May 2016. Following an open EOI to all staff, a further 13 members were appointed in August 2016. Professor Trevor Hambley (then Dean of Science) was appointed as the SAT Chair and Professor Renae Ryan (Chair, Medicine Gender Equity Committee) was appointed Academic Director and SAT Co-chair in February 2017. Professor Hambley retired in 2018, but remains on the SAT, and Associate Professor Tony Masters (Chair of Academic Board and Senate member) was appointed Co-chair of the SAT.

The SAT is enriched by members' diversity of experience including; academic and professional, parent and caring responsibilities, career stage, job type, age, ethnicity, LGBTIQ identification and gender; current membership is 48%F/52%M **(Figure 3.1, Table 3.1).** To acknowledge and thank everyone who has contributed to the SAGE process from across the University, we will host a celebration event (**Action 3.1**).

Following consultation with faculties, 0.1 FTE (110 hours) workload hours per annum have been assigned to each SAT member. We are working with faculties to apply this consistently (**Action 3.2**).

In November 2016, the SAT created five working groups, each with individual leads, focusing on key elements of self-assessment and application.

- Career Progression (C Prog WG)
- Communications (Comms WG)
- Data (Data WG)
- Organisation and Culture (O&C WG)
- Writing (Writing WG)

Action 3.1 Host an event to celebrate our achievements and thank all staff and colleagues, past and present, involved in the SAGE Application and process

Action 3.2 Agree to a common and equal policy to recognise SAT membership in workload models and communicate to managers of SAT members

Table 3.1 SAT membership

(* non-current members)

	Name	Faculty/PSU	Experience of Athena SWAN (AS) principles and SAT contribution
	Professor Renae Ryan	Medicine and Health (Medical Sciences)	Renae is a biochemical pharmacologist. Her research focuses on developing new therapeutics for cancer and neurological diseases. She balances her research and teaching with her work as the SAGE Academic Director, and has two school-age children and a supportive husband. Joined SAT: inaugural member 2016 Member, SAC Co-chair, SAT Comms WG, Writing WG
	Associate Professor Tony Masters	Science (Chemistry)	Tony is Chair of the Academic Board. His current research includes the production of specialty chemicals and fuels from renewables and the development of higher energy density batteries. Tony is a cricket tragic, who looks forward to introducing his beautiful grandson, Max, to the glorious game. Joined SAT: June 2018 Member, SAC Co-chair, SAT (from June 2018)
	Sarah Abbott	Human Resources – Diversity, Leadership and Inclusion team	Sarah is the Senior Manager of Diversity, Leadership and Inclusion. She has led strategy in both the Australian and overseas markets with a focus on diversity. Sarah has two teenage children and is an avid beekeeper. Joined SAT: October 2017 O&C WG
	Chris Angwin	Marketing and Communications; Science	Chris has been working in higher education for 14 years, most recently as the Manager, Marketing Communications (Science). He spends what spare time he has cooking, listening to music and working in his garden. Joined SAT: inaugural member 2016 Comms WG

	Name	Faculty/PSU	Experience of Athena SWAN (AS) principles and SAT contribution
	Mehala Balamurali*	Engineering and IT (Field Robotics)	Mehala is a post-doctoral research associate, who uses various techniques to model, search, visualise and understand large data sets in domains including epidemiology and geology. She has two young children and works flexibly to manage her long commute between Northwest Sydney and campus. Joined SAT: August 2016 End date: April 2017 due to workload Data WG
	Professor Tim Bedding*	Science (Physics)	Tim's main research interest is in stellar oscillations. He was the Head of School of Physics between 2012 and 2018 and was selected as a Ruby Payne-Scott Distinguished Professor in 2018. Tim has two adult children who are studying undergraduate science degrees. Joined SAT: inaugural member 2016 End date: April 2018 due to sabbatical Chair, Comms WG (formation to December 2017)
	Associate Professor Kim Bell-Anderson	Science (School of Life and Environmental Sciences)	Kim works in nutrition and metabolism at the Charles Perkins Centre. She Chairs the Oceanic Nutrition Leadership Platform (ONLP) Network and is passionate about diversity and inclusion. Kim has had several career breaks and currently juggles parenthood of two teenagers, work and life with a husband who also works. Joined SAT: inaugural member 2016 Data WG, Writing WG
	Associate Professor Kirsten Black	Medicine and Health (Central Clinical School)	Kirsten trained in obstetrics and gynaecology and is Joint Head of the Discipline of Obstetrics, Gynaecology and Neonatology at the University. She combines her clinical, research and teaching work with supervising students and trainees. She raises three teenagers with her husband who is also a clinical academic. Joined SAT: inaugural member 2016 Chair, O&C WG

	Name	Faculty/PSU	Experience of Athena SWAN (AS) principles and SAT contribution
	Professor Céline Boehm	Science (School of Physics)	Astroparticle physicist Céline Boehm has worked in the UK, France, and Switzerland before her appointment in 2018 as the (second female) Head of School of Physics. Celine was the primary carer of her terminally ill parents while she was establishing her career. She is passionate about raising mental health awareness. Joined SAT: January 2018 Chair, Comms WG (from January 2018)
	Associate Professor Densil Cabrera	Architecture, Design and Planning	Densil's teaching and research is in architectural acoustics. He is primary carer of his wife, a University of Sydney honorary academic, who suffers from motor neurone disease, and their school-age daughter. Joined SAT: September 2016 Data WG
	Elizabeth Clarke*	Medicine and Health	Elizabeth is a senior lecturer, biomechanical engineer and research fellow. She has two young girls, aged 2 and 6. Over the past six years she has adapted her working patterns to suit her growing family and now works full time as Director of the biomechanics laboratory at the Kolling Institute. Joined SAT: inaugural member August 2016 End date: September 2017 due to maternity leave with her second child C Prog WG
	Kumudika de Silva	Veterinary Science	Kumi is an immunologist, part-time Senior Research Fellow, co-founder and Chair of the Mosaic Network (which aims to support and empower CALD staff at the University of Sydney) and Editor-in-Chief for the International Association for Paratuberculosis. She is able to manage her work-life commitments because of a supportive husband and cooperative teenage sons. Joined SAT: inaugural member August 2016 C Prog WG

	Name	Faculty/PSU	Experience of Athena SWAN (AS) principles and SAT contribution
	Professor Alan Fekete	Engineering and IT	Alan is a Professor of Enterprise Software Systems and a member of the Academic Board. He has had extensive involvement with the promotions process, including mentoring colleagues. Alan started his family life in his 50s and has a wife and two primary-school-age daughters. Joined SAT: inaugural member August 2016 C Prog WG
	Annie Fenwicke SAGE Program Manager	Office of the Vice-Chancellor	Annie comes from a legal and legal education background and worked for the Commonwealth Director of Public Prosecutions (CDPP) as a criminal prosecutor. After an extended break to care for her three children (who are now young adults), Annie returned to the CDPP in the professional learning and development space before joining SAGE. Joined SAT: inaugural member August 2016 Comms WG, Writing WG
	Julie Firmstone*	Marketing and Communications; Engineering and IT	Julie has worked in marketing and publishing for more than 25 years, most recently as Manager, Marketing and Communications (Faculty of Engineering and Information Technologies) at the University. Julie is the mother of two young adult sons, a passionate amateur photographer and writer of a travel blog with 10K+ followers. Joined SAT: January 2018 End date: December 2018 as left University Comms WG
	Associate Professor Murray Fisher	Medicine and Health (Nursing)	Murray is a nurse, educator and researcher. His research interests focus on gender and rehabilitation and disability nursing. Over the course of his academic career, he has witnessed his three children develop into beautiful young adults. Joined SAT: February 2017 Comms WG

	Name	Faculty/PSU	Experience of Athena SWAN (AS) principles and SAT contribution
	Professor David Guest	Science (School of Life and Environmental Sciences) and Sydney Institute of Agriculture Plant Pathology	David's research focuses on interdisciplinary approaches to managing diseases in tropical horticulture through nurturing healthy soils, crops, livestock, people and ecosystems. He has juggled his career with helping to raise three daughters and a son. Joined SAT: inaugural member 2016 O&C WG
	Emeritus Professor Trevor Hambley	Science (Chemistry)	Trevor is an Emeritus Professor of Chemistry. He was the Dean of Science from 2010 until his retirement in July 2018. His research interests are in the area of medicinal inorganic chemistry with an emphasis on platinum anticancer drugs. Trevor lives with his wife and their two adult sons. He is a cyclist and travels with his bike whenever he can. Joined SAT: inaugural member 2016 Member, SAC Co-chair, SAT (formation to July 2018) Writing WG
	Jeremy Heathcote	Human Resources – Diversity, Leadership and Inclusion team	Jeremy is a proud Aboriginal man from the Awabakal Nation. He is the Manager for Indigenous Employment and Cultural Diversity at the University, and Deputy Chairman of the Babana Aboriginal Men's group, which focuses on health, employment and education. Joined SAT: October 2017 O&C WG
	Associate Professor Muireann Irish	Science (Psychology)	Muireann is originally from Ireland. She relocated to Australia in 2010, currently holds an ARC Future Fellowship and has recently returned from maternity leave. She has two young sons and is one of the inaugural "Superstars of STEM". Joined SAT: April 2017 C Prog WG

	Name	Faculty/PSU	Experience of Athena SWAN (AS) principles and SAT contribution
	Meryem Joseph	Human Resources – Reporting and Analytics; Diversity and Inclusion team	Meryem is a Senior Research Officer. Working with workforce data, she provides data extraction, data analysis and reporting support to the University community. Meryem is also a registered psychologist. She lives with and is very close with her family (parents and three siblings), and extended family. Joined SAT: January 2018 Data WG, Writing WG
	Fiona Krautil*	Human Resources	A diversity and inclusion (D&I) professional, Fiona was appointed as Director of Equity and Diversity Strategy to kickstart the gender equity journey at the University. She brought experience as an internal Head of D&I at ANZ, Westpac and Esso and Director of the Equal Opportunity for Women in the Workplace Agency. With her partner, a teacher of STEM at a girls high school, she is the mother of two daughters aged 28 and 24. She is passionate about increasing women's participation in STEMM and creating fairer and more inclusive workplaces for all Australians. Joined SAT: inaugural member 2016 End date: July 2017 as left the University
	Associate Professor Kevin McGeechan	Medicine (Public Health)	Kevin is a lecturer in statistics in the School of Public Health and uses these skills to support the Data Working Group. He wants to work in a university that values, recognises and supports all people. Joined SAT: January 2017 Data WG
	Dr Maree Milross	Health Sciences (Physiotherapy)	Maree is a part-time lecturer. She is also the primary caregiver for her four children and hopes to share her insight into challenges facing academics reengaging with the workforce following career breaks, and complexities for caregivers affecting career development. Joined SAT: inaugural member 2016 C Prog WG

	Name	Faculty/PSU	Experience of Athena SWAN (AS) principles and SAT contribution
	Associate Professor Rachael Morton	Medicine (Public Health)	As Director, Health Economics at the NHMRC Clinical Trials Centre, Rachael investigates the value for money of new medical technologies and public health programs. She is a member of the Pride Nnetwork and has two school-age children. Joined SAT: inaugural member 2016 Chair, Data WG
	Professor Joel Negin	Medicine and Health (Public Health)	Joel is Head of the Sydney School of Public Health. He juggles the management of 300 staff in this school with wrangling his two young daughters at home. Joined SAT: inaugural member 2016 Chair, C Prog WG
	Julia Newton	Marketing and Communications	As Head of Faculty Marketing and Communications, Julia is responsible for the delivery of strategic marketing, communications, brand management and partnerships across all faculties and schools. Julia lives with her musician husband and furbaby. She enjoys spending time with her niece and nephew, travelling and cooking for friends and family. Joined SAT: inaugural member 2016 Comms WG
	Associate Professor Ky-Anh Nguyen	Dentistry (Westmead, Oral Health)	Ky-Anh is a full-time academic and also a part-time dentist. He is a doting father to three young children and together with his wife in part-time work, experiences first-hand the challenges in balancing family and work commitments. Joined SAT: inaugural member 2016 Data WG
	Emeritus Professor Robyn Overall	Science (SOLES)	Robyn is a plant cell biologist. She was Head of the School of Biological Sciences (2008–14), Chair of the University Research Committee (2006–07) and is currently Chair of Women in Science. She cared for two children (now adults) and aged parents in a dual career family. Joined SAT: inaugural member 2016 C Prog WG, Writing WG

	Name	Faculty/PSU	Experience of Athena SWAN (AS) principles and SAT contribution
	Matthew Pye	Science (School of Life and Environmental Sciences)	As a Scholarly Teaching Fellow, Matt is interested in advancing botanical knowledge through research and teaching. He coordinates first-year biology courses. He is Co-chair of the Pride Network (LGBTIQ+ and allies) at the University and has been an active member since its inception. He is passionate about social inclusion in all aspects of his professional and social life. Joined SAT: inaugural member 2016 O&C WG
	Professor Jacqui Ramagge	Science (School of Mathematics and Statistics)	Jacqui is a mathematician and Head of the School of Mathematics and Statistics. She has served extensively on the Australian Research Council, has a teaching award, and is actively engaged in outreach and enrichment. She considers herself extremely lucky to have a supportive partner who is an academic and has been primary carer for their two boys in Wollongong since Jacqui started working at the University in 2015. Joined SAT: inaugural member 2016 O&C WG
	Professor Deborah Schofield*	Medicine and Health	Deborah's career has spanned the Australian Government public service, academia and clinical practice. She was Pharmacy Chair and Professor of Health Economics at the University. She is a sole parent and sole earner supporting an 18-year-old son. Joined SAT: inaugural member 2016 End date: late 2017 as left the University O&C WG
	Dr Charmaine Tam	Medicine and Health	Charmaine is a senior lecturer who manages multidisciplinary teams to harness insights from electronic health records aligning academic pursuit with health priorities. She transitioned from being a biomedical researcher to a career in digital health. She has two young children and a supportive husband. Joined SAT: January 2018 Data WG

	Name	Faculty/PSU	Experience of Athena SWAN (AS) principles and SAT contribution
	Associate Professor Ben Thornber	Engineering and IT (School of Aerospace, Mechanical and Mechatronic Engineering)	Ben is Associate Dean (Research Management) in the Faculty of Engineering and IT. His research focusses on aerodynamics, high speed mixing and combustion. He has two young children and is a strong supporter of our efforts to improve diversity and equality through changing often deeply flawed perceptions of opportunities in STEMM. Joined SAT: inaugural member 2016 Data WG
	Mark Try	Culture Strategy, Office of the Vice-Chancellor and Principal	The SAGE Project is an integral part of the University's Culture Strategy. The role of Culture Program Manager is Mark's seventh professional role at the University over 15 years. Clearly, he and his partner, Robert, live too close to the workplace. Joined SAT: January 2018 O&C WG
	Dr Michelle Villeneuve*	Health Sciences (Occupational Therapy)	Michelle is a Senior Lecturer and Disability and Development Lead at the Centre for Disability Research and Policy. Her research addresses collaborative processes and policy required to overcome inequity and enable inclusion of people with disability in all aspects of everyday living. Michelle is a single parent to a teenage daughter with no extended family in Australia. Joined SAT: inaugural member 2016 End date: December 2017 to take up her full-time Equity Fellowship and fieldwork in 2018 Comms WG

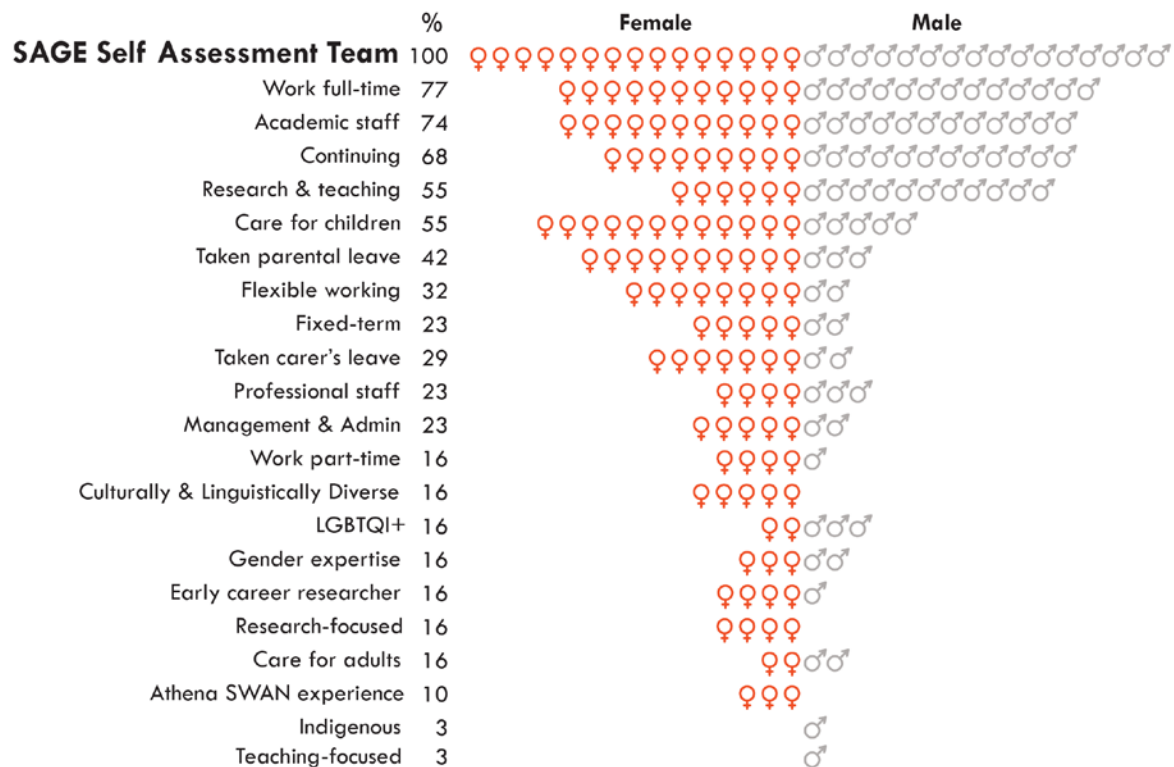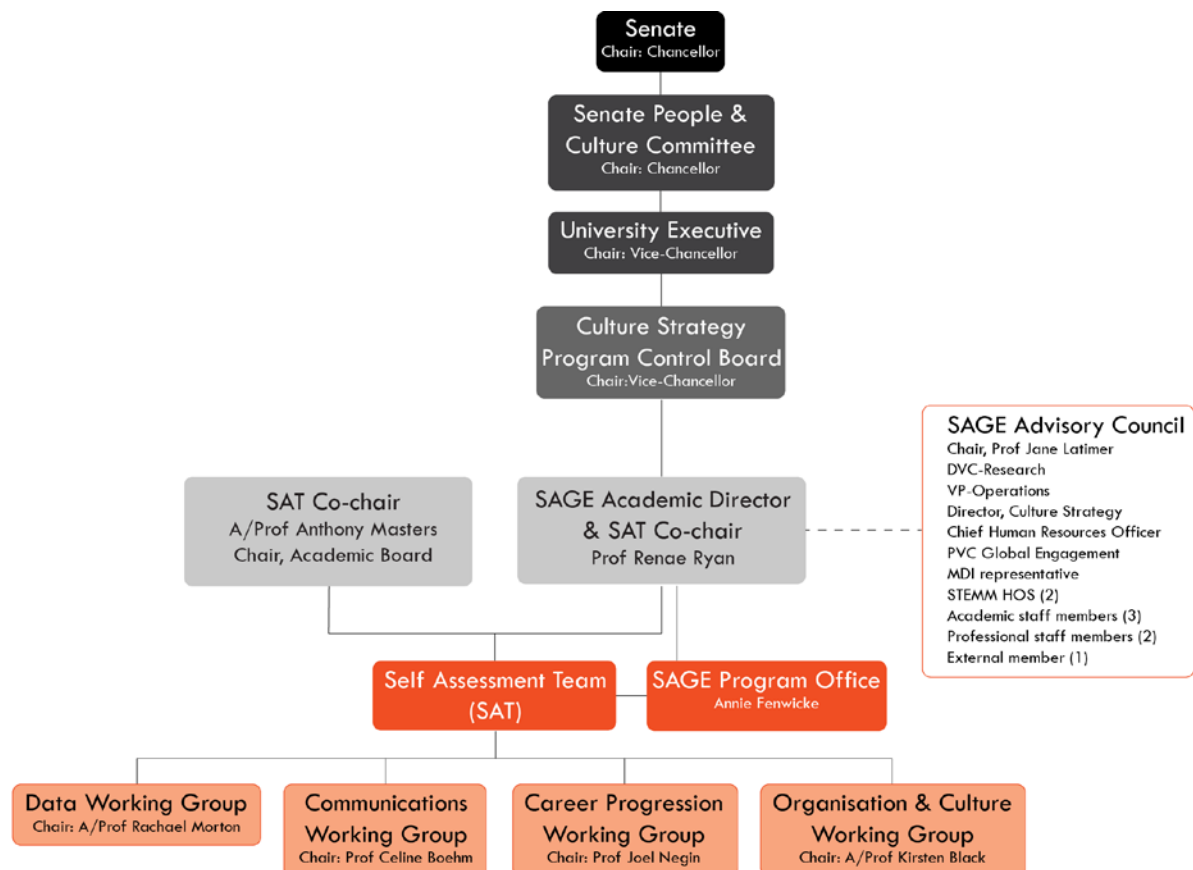**Figure 3.1 Diversity and experience of the current SAT membership**

	%	Female	Male
SAGE Self Assessment Team	100		
Work full-time	77		
Academic staff	74		
Continuing	68		
Research & teaching	55		
Care for children	55		
Taken parental leave	42		
Flexible working	32		
Fixed-term	23		
Taken carer's leave	29		
Professional staff	23		
Management & Admin	23		
Work part-time	16		
Culturally & Linguistically Diverse	16		
LGBTQI+	16		
Gender expertise	16		
Early career researcher	16		
Research-focused	16		
Care for adults	16		
Athena SWAN experience	10		
Indigenous	3		
Teaching-focused	3		

Figure 3.2 Governance structure of the SAGE Program at the University

The governance structure of our SAGE Program (**Figure 3.2**) enables us to share and learn from others with the full support of University senior management. Following our launch in August 2016, SAGE activities have been widely discussed across the University.

SAGE is a standing agenda item on the Culture Strategy Program Control Board (which oversees the implementation of the Strategy) (**Figure 3.2**). Quarterly reports are submitted to the University Executive and Senate. We have a SAGE intranet page with links to our activities, data analysis and information on support and host an external-facing website showcasing SAGE and other gender equity initiatives (**Figure 3.3**).

Figure 3.3 External-facing gender equity website with information about SAGE, SAT and SAC membership and SAGE initiatives
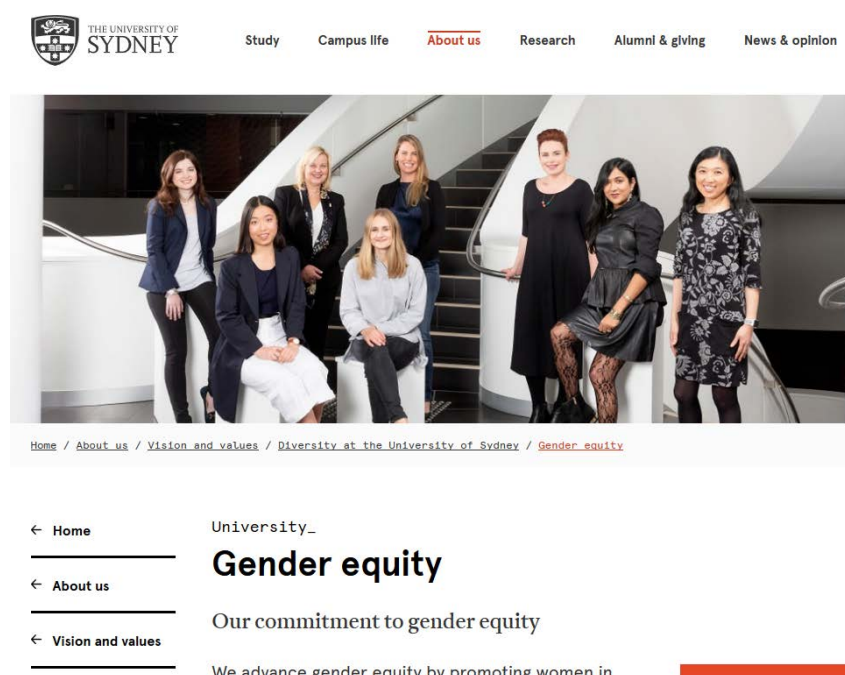
Our SAGE Program Office comprises:
- Professor Renae Ryan, SAGE Academic Director (0.4 FTE)
- Annie Fenwicke, SAGE Program Manager (0.8 FTE)
- SAGE Program Officer (0.8FTE)

Our SAGE Advisory Council (SAC, 53%F) was formed in early 2017 to provide senior leadership with regular progress updates; offer a forum for guidance to the SAT Co-chairs; and, act as an advocacy body for SAGE (**Figure 3.2**).

**(ii)   an account of the self-assessment process**

To date, there have been 21 SAT meetings, plus:
- bi-monthly Working Group meetings, 2017/2018
- quarterly SAC meetings since July 2017
- tri-monthly SAT Co-chairs and Working Group Chairs meetings
- quarterly SAT Co-chairs progress reports to the University Executive and Senate

Training has been provided for the SAT and other staff to gain an understanding of the SAGE framework, including:

- eight sessions on SAT governance, data, timelines, engagement, communication and intersectionality
- four workshops for Marketing and Communications, Deans/Heads of School, Data Working Group and Human Resources
- three workshops for SAT members, covering: key Athena SWAN lessons and data analysis; D&I updates and application drafting; preferred thinking styles, content and key themes of the Action Plan (**Figure 3.4**).

Figure 3.4 Third SAT workshop thinking preferences and action plan theme development
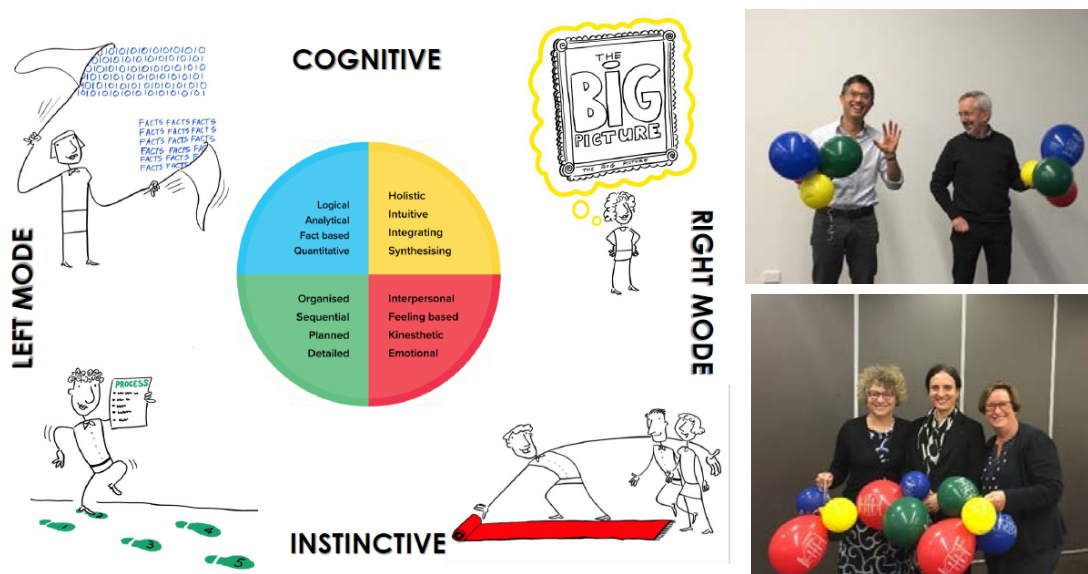
We have consulted widely with the University community. Examples:

- 2016 - Voice/Engagement Survey for continuing and fixed-term staff (56% response rate, 52%F). Results communicated to staff and used to inform strategy and policy development. Will run again in 2019/2021 (**Action 3.3**)
- seven STEMM staff focus groups (~80 participants; 63%F)
- 2017 - Culture Survey for continuing, fixed-term and casual staff (26% response rate, 58%F) (**Tables 3.2, 3.3; Figure 3.5**). Analysis is continuing. Will be run again in 2020/2022 (**Actions 3.3, 3.4**)
- online discussion forums (Nov 2018) to explore key themes from the Culture Survey including gender equity, cultural and linguistic diversity and workplace behaviours (203 respondents; 65%F) (**Action 3.4**)
- focus groups with Heads of School (HoS) (10 participants; 40%F) and maternity leave takers (10 participants; 100%F) to discuss maternity leave and caring provisions. Will run again in 2020 (**see Action 5.3.3**)
- meetings with individuals and groups to discuss gender equity in relation to their role(s)/work, including HoS, faculty managers, Women in Science Society and University Ccolleges

Action 3.3 Conduct staff surveys (Voice/Engagement and Culture surveys in alternate years) to collect SAGE related D&I data and continue to seek feedback on staff experience of workplace culture

Action 3.4 Perform further quantitative and qualitative analysis of 2017 Culture Survey and 2018 online discussion platform data which will be used to inform future Culture Strategies and STEMM faculty/school SAGE planning

Table 3.2 Culture Survey completions

		Completions		
		No.	% of staff	%F
Academic	Continuing/fixed term	1229	35	50
	Casual	261	8	64
Professional	Continuing/fixed term	1888	44	53
	Casual	233	8	65

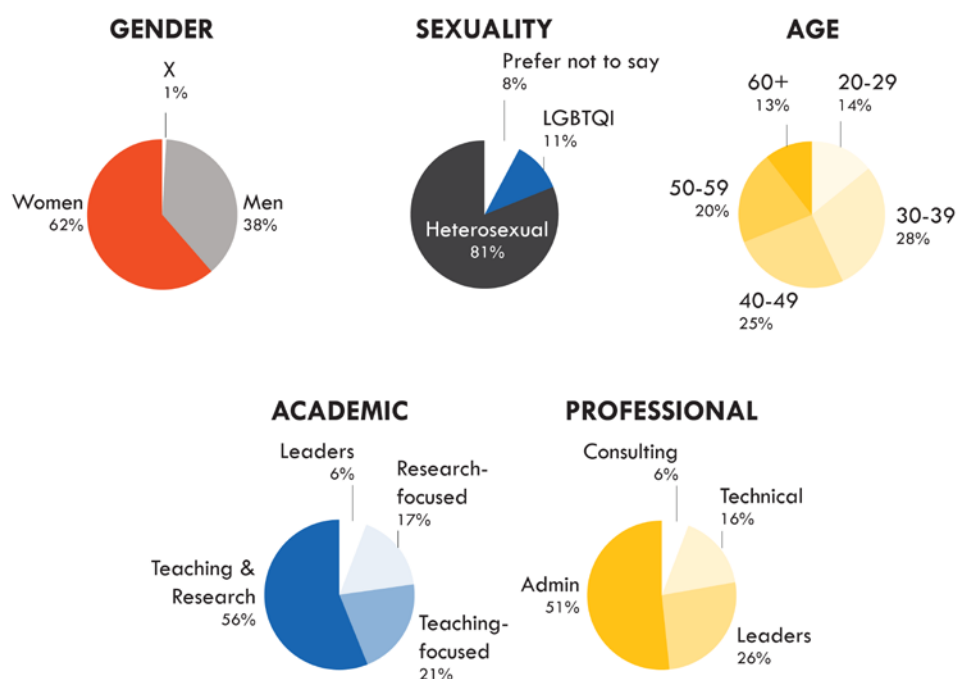**Figure 3.5 Demographics of Culture Survey respondents**

Table 3.3 Snapshot of birthplace and cultural and ethnic group with which staff identify

	% of all staff
Born in Australasia	55
Spoke only English at home	70
Identify:	
as Aboriginal or Torres Strait Islander	1
primarily with North-West European cultural & ethnic groups	29
with Oceanian ethnic groups	24
with more than one cultural & ethnic group	23

We have also engaged and communicated with our staff and student communities through regular public lectures, discussions and publications. Examples:

- Soapbox Science style presentations on 'STEAMM in action!' by 30 female academics during 2018 Open Day (~30,000 attendees)
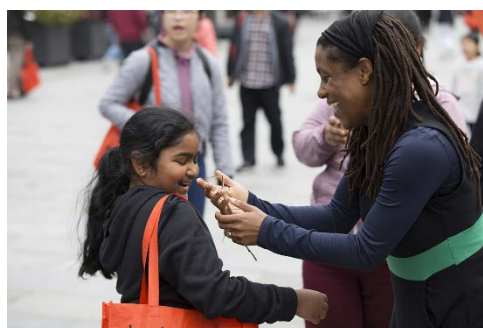
- all-staff SAGE Forum and Panel discussion (80 attendees, 80%F)
- keynote lecture and panel discussion: 'How do we stem the gender gap in STEM' led by Dr Luke Holman (94 attendees; 78%F)
- regular staff newsletters sent to our SAGE mailing list (~500 recipients), articles via *Staff News* and our webpages.

We have engaged with the SAGE NSW/Regional Network and international partners by hosting/co-hosting events, including:

- 2017, visit by Professor Tom Welton, Imperial College London, including an Athena SWAN lecture (200 attendees), leadership workshop for 90 leaders (54%F) and a SAT workshop for 68 Regional Network members (72%F)

- 2017, lecture by Professor Dame Athene Donald, leading STEMM gender activist, Cambridge University (196 attendees from 12 institutions, 80%F)

- 2017, Association of Pacific Rim Universities Women in Leadership Workshop (60 attendees, 95%F including four SAT members who shared their experience with SAGE/Athena SWAN).

Male attendance at SAGE events is low. We will directly engage with male staff through targeted activities including "What has SAGE got to do with me?" (**Action 3.5**).

Action 3.5 Provide targeted activities to be delivered by male SAT members and SAGE leaders to inform male staff about the SAGE process and how it relates to them

We have engaged regularly with the SAGE National Office. In October 2016, hosting a visit comprising several meetings and an all-staff lecture, senior leaders meeting and SAT meeting (**Figure 3.6**).

Figure 3.6 SAGE National Office visit. Left to right: Professor Trevor Hambley (SAT Chair, 2016–18), Belinda Hutchinson (Chancellor), Dr Saraid Billiards (SAGE), Dr Michael Spence (Vice-Chancellor and Principal) and Dr Wafa El-Adhami (SAGE)

We have engaged internationally via our academic networks. In September 2018, Professor Renae Ryan and Annie Fenwicke observed Athena SWAN panel assessments and visited eight Athena SWAN accredited institutions in the UK (**Figure 3.7**) and we have hosted visiting academics from the UK, USA and Canada.

Figure 3.7 Visits to Gold Athena SWAN Awardees, Roslin Institute (left) and the John Innes Centre (right)
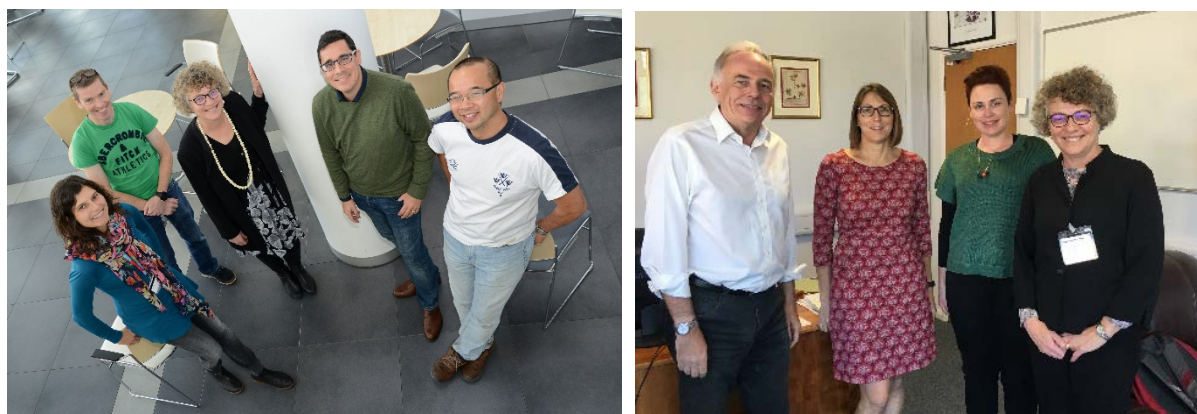
(iii)   Plans for the future of the self-assessment team

We will revise SAT membership to ensure it reflects diversity and the SAT will continue to meet bi-monthly as an embedded group within our organisational structure to implement and review actions and form new working groups as needed (**Action 3.6**).

We will continue to:

- review updated data sets annually
- identify additional quantitative and qualitative data requirements, conduct surveys and focus groups to provide data to progress our action plan
- communicate our work via meetings, quarterly newsletters and two all-staff forums per year (**Action 3.7**)
- share identified areas of good practice and gain insight within our University and beyond.

The SAGE Advisory Council membership will be revised to oversee the implementation of the Action Plan. Members will include senior executive leaders, STEMM and non-STEMM faculty and professional staff representation (**Action 3.8**).

The University is currently undergoing a review of Culture, D&I and SAGE to increase accountability and consistency in decision making across the institution. In 2019, a revised governance structure will be launched that includes an executive level D&I committee with faculty/PSU and SAGE Program representation and clear communication and reporting lines (**Action 3.9**).

The Vice-Chancellor, as Executive Sponsor of SAGE, is ultimately accountable for assuring the establishment and resourcing of a permanent SAGE Program Office (**Action 3.10**). The SAGE Academic Director will be responsible for reviewing, tracking, and reporting across the Action Plan and holding two all-staff forums per year to communicate progress against actions, share new data and provide avenues for staff to give feedback on the SAGE process. The SAGE Program Office will be responsible for supporting faculties/schools to apply for SAGE Department Awards and the longer-term ambition of reaching Silver University Award level.

Action 3.6 Revise SAT membership as required to ensure it reflects all parts of our community. Form new SAT Working Groups around key areas/themes of the Action Plan

Action 3.7 Communicate the work of the SAGE SAT via faculty/school meetings, quarterly newsletters and two all-staff forums per year

Action 3.8 Revise SAC membership to focus on oversight of the implementation of the Action Plan

Action 3.9 Ensure the SAGE Program is included in the revised University D&I governance structure to maintain clear reporting lines to the VC, University Executive (UE) and faculties/PSU's

Action 3.10 Resource a permanent SAGE Program Office

4. A PICTURE OF THE INSTITUTION
Recommended word count: 2000 words
Actual word count: 1062

4.1 Academic and Research Staff Data

(i) Academic and research staff by grade and gender

> *Look at the career pipeline across whole university and between STEMM subjects. Comment on and explain any differences between men and women and STEMM subjects. Identify any issues in the pipeline at particular grades/levels.*

Academics are employed at Levels A-E (**Figure 4.1**) either in a teaching/research (T/R), research-focused (RF) or teaching-focused (TF) role. Some academic staff negotiate their own contract terms and are thus "Exempt" from the Enterprise Agreement (EA). In this application, we group Level E and Exempt contracts as "Level E*", unless otherwise indicated.

Figure 4.1 Academic levels at the University

Level A	Level B	Level C	Level D	Level E*
Associate Lecturer Postdoctoral Fellow	Lecturer Research Fellow	Senior Lecturer Snr Research Fellow	Associate Professor	Professor

From 2014-2017, women held 44-46% of academic positions in the University (**Table 4.1**). This remained stable across years but varied by level. On average, women held 55% of junior positions (Levels A-B), 48% of mid-career positions (Level C), and 36% of senior positions (Levels D-E). In STEMM the proportion of women reduces between Level C (50%F) and Level D (35%F) (**Table 4.1**).

This gap is closer to parity than the national average (40%F at C, 30%F at D, 20%F at E),[1] however it is clear that current University systems are unintentionally disadvantaging women. Within the STEMM faculties, we see the lowest proportion of women in Engineering and IT, and the largest decline in women at Levels D/E in Science and Medicine and Health (**Table 4.2**).

---

[1] 2014 Higher Education Research Data accessed on the SAGE website

Table 4.1 Academic staff by level in STEMM and non-STEMM faculties (2014 - 2017)

STEMM faculties

	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	298	282	52	290	253	54	290	250	54	294	284	51
Level B	259	211	55	257	207	56	267	211	56	293	231	56
Level C	208	229	48	214	229	48	225	217	51	235	206	54
Level D	125	219	37	122	218	36	114	223	34	126	241	34
Level E*	86	278	24	103	280	28	120	295	31	129	313	31
Total	**976**	**1219**	**44**	**986**	**1187**	**45**	**1016**	**1196**	**46**	**1077**	**1275**	**46**

non-STEMM faculties

	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	44	33	57	47	34	58	50	42	54	71	60	54
Level B	146	123	54	139	125	53	128	125	51	128	119	52
Level C	119	147	45	119	135	47	118	126	48	115	136	46
Level D	67	81	45	70	86	45	76	97	44	83	92	47
Level E*	50	119	30	54	124	30	60	125	32	70	135	34
Total	**426**	**503**	**46**	**429**	**504**	**46**	**432**	**515**	**46**	**467**	**542**	**46**

Table 4.2 Academic staff by level in STEMM faculties (2014 - 2017)

School of Architecture, Design and Planning

	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	1	2	33	1	2	33	4	2	67	9	5	64
Level B	5	5	50	5	8	38	6	8	43	6	12	33
Level C	1	9	10	4	10	29	6	8	43	8	9	47
Level D	3	6	33	2	7	22	2	9	18	2	9	18
Level E	-	4	-	1	3	25	2	3	40	4	6	40
Total	**10**	**26**	**28**	**13**	**30**	**30**	**20**	**30**	**40**	**29**	**41**	**41**

Faculty of Engineering and IT

	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	11	51	18	15	40	27	13	60	18	11	69	14
Level B	4	35	10	4	29	12	7	30	19	14	43	25
Level C	3	38	7	3	39	7	3	39	7	2	35	5
Level D	5	30	14	4	30	12	4	32	11	4	36	10
Level E	6	38	14	7	39	15	8	44	15	8	48	14
Total	**29**	**192**	**13**	**33**	**177**	**16**	**35**	**205**	**15**	**39**	**231**	**14**

Faculty of Health Sciences

	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	76	20	79	69	27	72	66	17	80	59	19	76
Level B	44	15	75	42	17	71	42	17	71	38	19	67
Level C	24	17	59	26	18	59	32	15	68	35	16	69
Level D	15	4	79	13	5	72	11	9	55	14	10	58
Level E	15	18	45	15	17	47	17	18	49	18	17	51
Total	**174**	**74**	**70**	**165**	**84**	**66**	**168**	**76**	**69**	**164**	**81**	**67**

Faculty of Medicine and Health

	2014			**2015**			**2016**			**2017**		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	118	65	64	113	58	66	114	56	67	121	61	66
Level B	159	79	67	151	76	67	154	78	66	159	77	67
Level C	131	85	61	132	82	62	135	81	63	140	77	65
Level D	73	94	44	77	92	46	75	89	46	77	95	45
Level E	45	136	25	55	137	29	62	138	31	65	144	31
Total	**526**	**459**	**53**	**528**	**445**	**54**	**540**	**432**	**55**	**562**	**454**	**55**

Faculty of Science

	2014			**2015**			**2016**			**2017**		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	92	144	39	92	126	42	93	115	45	94	130	42
Level B	47	77	38	55	77	42	58	78	43	76	80	49
Level C	49	80	38	49	80	38	49	74	40	50	69	42
Level D	29	85	25	26	84	24	22	84	21	29	91	24
Level E	20	82	20	25	84	23	31	92	25	34	98	26
Total	**237**	**468**	**34**	**247**	**451**	**35**	**253**	**443**	**36**	**283**	**466**	**38**

Data from the last 10 years reveals improvements in gender equity, especially at academic Levels D/E in both STEMM and non-STEMM faculties (**Figures 4.2, 4.3**). This is a combined result of wide-spread cultural change and strategic initiatives focused on leadership, recruitment and promotion (**see Section 5**). However, our STEMM pipeline reveals Level C as a point where women's career progression is stalled (**Figures 4.2, 4.3**).

The Women's Career Acceleration and Leadership Strategy (WCALS) was launched in 2015, and faculties set targets for gender inclusion for grades C-E (**Table 4.3**). Progress has been variable across the University, and not effectively monitored or communicated. We will focus on supporting areas with the most work to be done in retaining and recruiting women, particularly at Levels C and above (**Action 4.1**).

Action 4.1 Require each faculty to provide an annual Women's Career Acceleration and Leadership Strategy (WCALS) report to UE on progress towards gender equity targets and communicate to staff

Figure 4.2 Academic pipeline by grade and gender in STEMM and non-STEMM faculties (2007 - 2017)
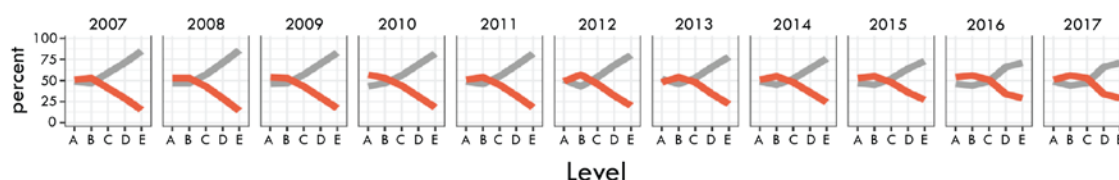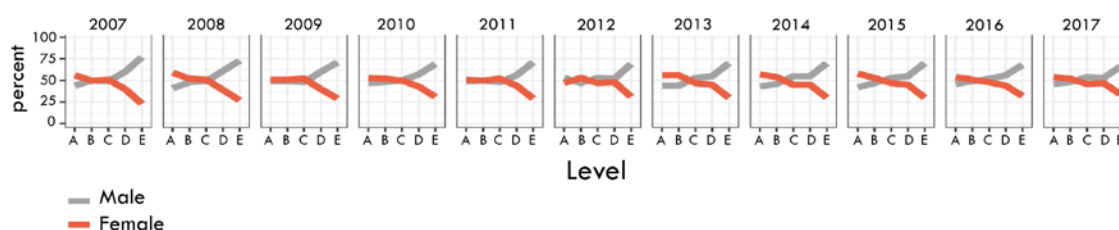
Figure 4.3 Academic pipeline by grade and gender in STEMM and non-STEMM faculties (2007 - 2017)
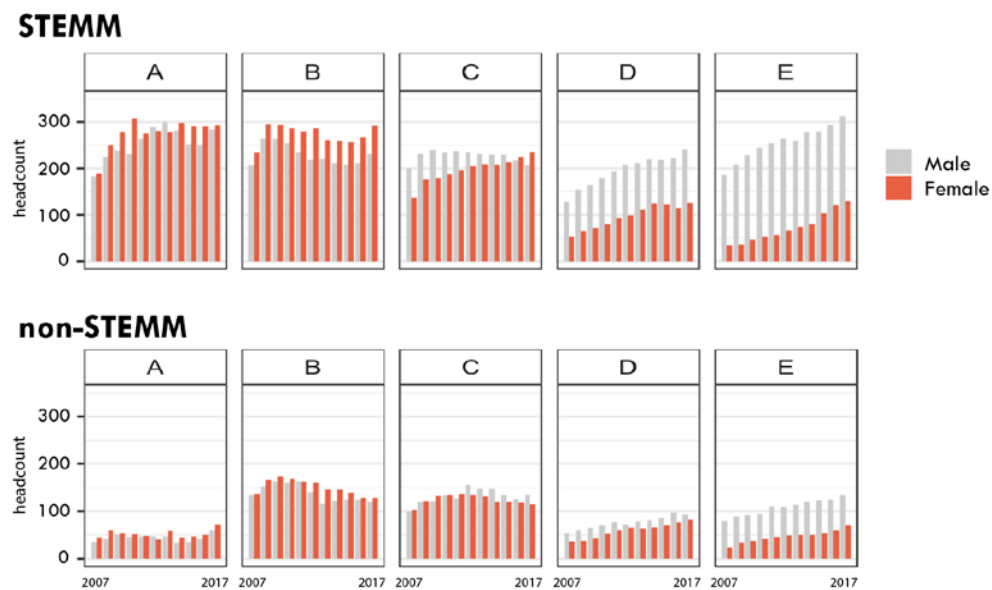

Table 4.3 Progress against the 2020 gender targets for academic staff. Green indicates where targets have been met or exceeded.

			% Female at each level		
			2015	2018	2020 target
Whole University		Level C	48	**50**	50
		Level D	39	42	45
		Level E	29	33	40
STEMM faculties	Engineering and IT	Level C	7	11	20
		Level D	12	11	25
		Level E	17	14	30
	Science	Level C	40	42	45
		Level D	20	30	33
		Level E	26	27	33
	Medicine and Health	Level C	62	**65**	50
		Level D	42	**48**	45
		Level E	28	34	40
	Architecture, Design and Planning	Level C	29	**50**	50
		Level D	22	33	45
		Level E	33	36	40
	Health Sciences	Level C	59	**63**	55
		Level D	72	**65**	50
		Level E	45	**50**	50
non-STEMM faculties	Business	Level C	34	25	40
		Level D	46	40	45
		Level E	25	25	35
	Law	Level C	50	**50**	50
		Level D	50	60	50
		Level E	42	44	50
	Conservatorium of Music	Level C	26	21	40
		Level D	33	38	40
		Level E	50	**60**	50
	Arts and Social Sciences	Level C	52	**54**	50
		Level D	44	**53**	45
		Level E	29	35	40

Projections using the 2007-2014 data for women at Level E in STEMM suggest it would take until 2038 to reach 50%F (**Figure 4.4**). This prediction moves to 2028 when including data from 2015-2017 (solid lines), following the introduction of WCALS and other programs (**see Section 5**). Although the data is limited, the current trajectory suggests we will meet the target of 40%F at Level E by 2022, two years behind our target.

Figure 4.4 Comparison of gender parity projections for academic staff in STEMM at Level E based on 2007 - 2014 data and 2007 - 2017 data
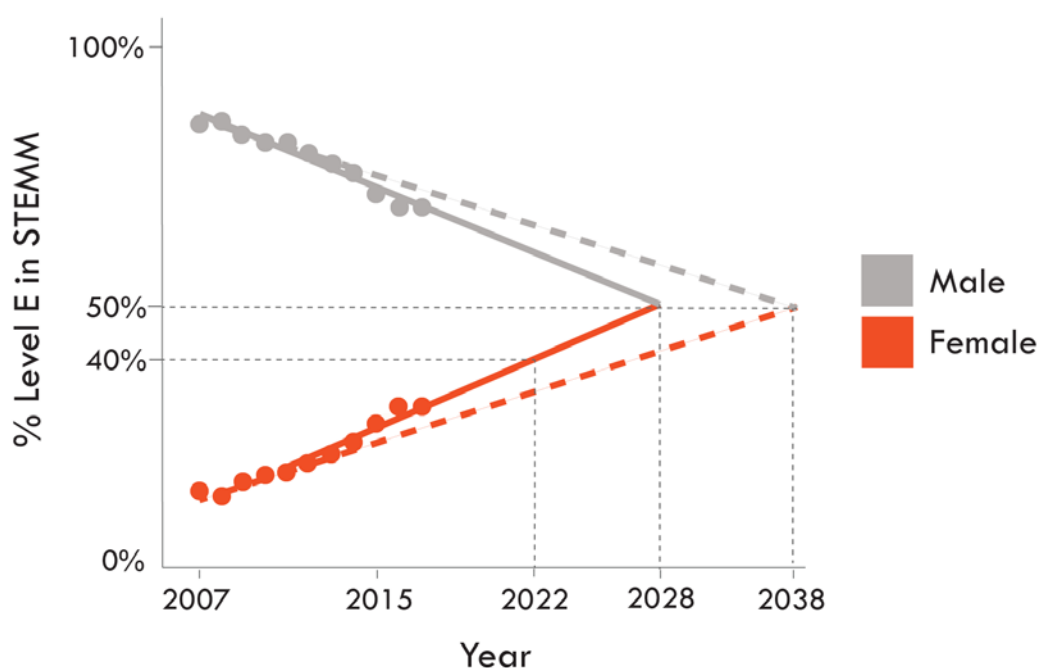
(ii) Academic and research staff on fixed-term, open-ended/permanent and casual contracts by gender

Comment on the proportions of men and women on these contracts and on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

During 2014-2017, less women held continuing contracts in STEMM (39%F, 61%M) and non-STEMM (46%F, 54%M) but there was little gender difference in the proportions of fixed-term and casual contracts (**Figure 4.5**). 82%F and 75%M staff in STEMM faculties, are on fixed-term or casual contracts compared to 71%F and 63%M in non-STEMM faculties (**Figure 4.6**). This is likely due to the higher numbers of staff employed on external grants in STEMM (**Figure 4.7**).

Figure 4.5 Academic staff by contract type (continuing, fixed-term, casual) and gender (2014 - 2017)
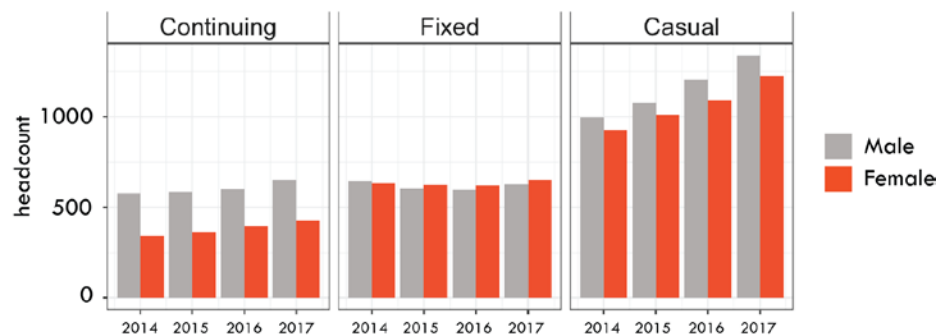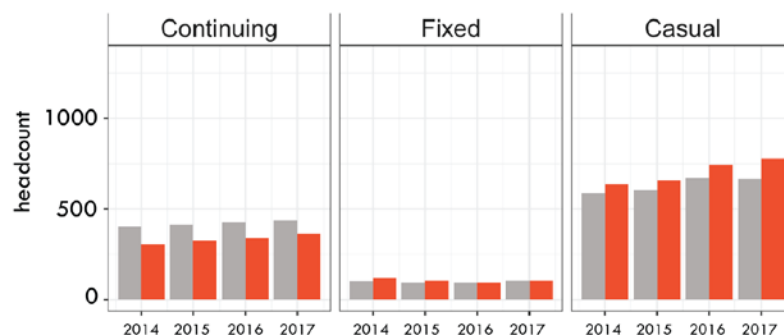

Figure 4.6 Average proportions of academic staff by contract type (continuing, fixed-term, casual) (2014 - 2017)
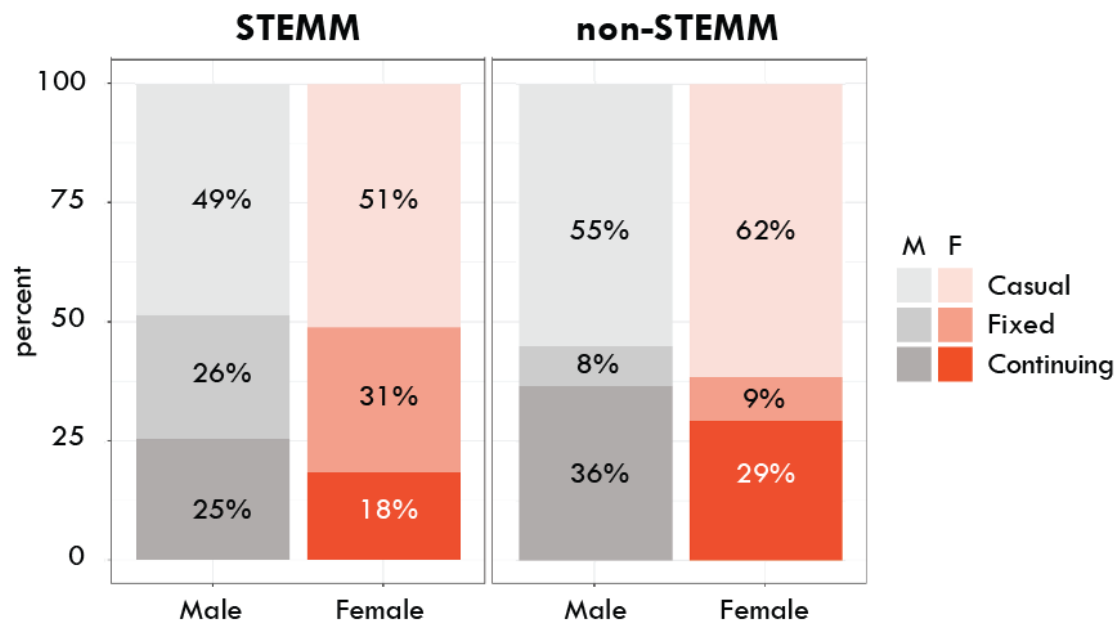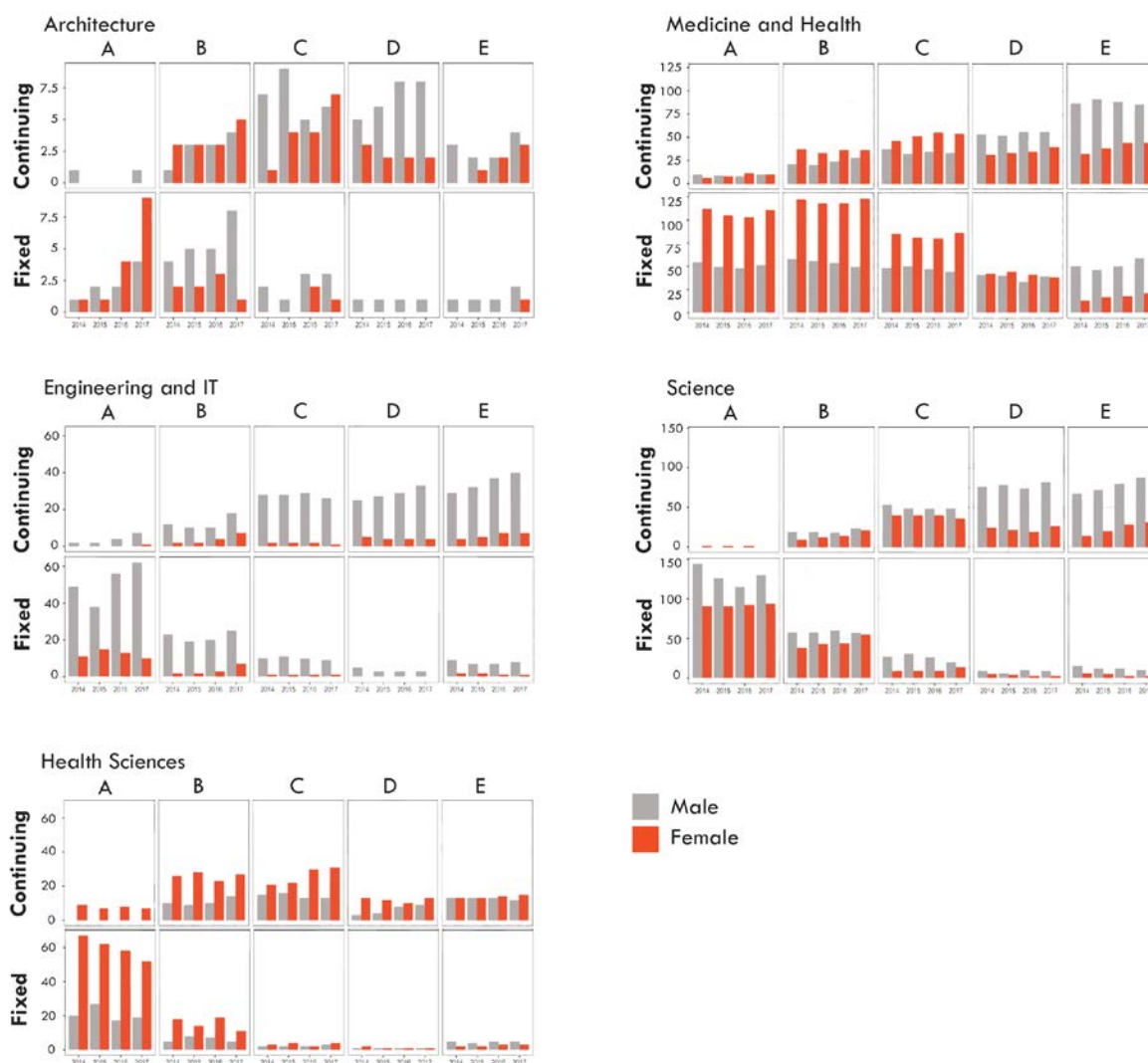
Figure 4.7 STEMM academics by continuing and fixed term contracts, gender, grade and faculty (2014 - 2017)

In STEMM, Level D has the greatest gender gap between continuing (31%F) and fixed-term contracts (47%F) (**Table 4.4**). The drop in proportion of women between Levels C and D is much higher in continuing (48%-31%F) than fixed-term contracts (53%-47%F). This correlates with the time of life when many female academics have caring responsibilities and are most likely to feel that this has disadvantaged them (**see Section 5.3**). Casual staff are paid at varying rates depending on the role, there is no standard A to E classification.

We are addressing the gender ratios of recruitment into continuing positions (**Section 5.1**) and targeting the key transition phase of researchers leaving academia following fixed-term contract employment. We have invested in a new initiative (implemented 2017); the Robinson Fellowships, to transition high-achieving ECRs to continuing positions. Ten fellowships are awarded each year; 50% to women.

Table 4.4 STEMM academics by continuing and fixed term contracts, gender and grade (2014 - 2017)

		Continuing			Fixed-term		
		F	M	%F	F	M	%F
2014	Level A	16	13	55	282	269	51
	Level B	77	63	55	182	148	55
	Level C	110	140	44	98	89	52
	Level D	76	162	32	49	57	46
	Level E*	63	198	24	23	80	22
	Total	**342**	**576**	**37**	**634**	**643**	**50**
2015	Level A	16	11	59	274	242	53
	Level B	78	61	56	179	146	55
	Level C	119	134	47	95	95	50
	Level D	73	167	30	49	51	49
	Level E*	77	210	27	26	70	27
	Total	**363**	**583**	**38**	**623**	**604**	**51**
2016	Level A	20	12	63	270	238	53
	Level B	80	65	55	187	146	56
	Level C	131	129	50	94	88	52
	Level D	69	175	28	45	48	48
	Level E*	95	220	30	25	75	25
	Total	**395**	**601**	**40**	**621**	**595**	**51**
2017	Level A	18	18	50	276	266	51
	Level B	96	87	52	197	144	58
	Level C	129	127	50	106	79	57
	Level D	84	188	31	42	53	44
	Level E*	100	229	30	29	84	26
	Total	**427**	**649**	**40**	**650**	**626**	**51**
Average 2014-17	Level A	18	14	56	276	254	52
	Level B	83	69	55	186	146	56
	Level C	122	133	48	99	88	53
	Level D	76	173	31	46	52	47
	Level E*	84	214	28	26	77	25
	Total	**382**	**602**	**39**	**632**	**617**	**51**

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and pay grades.

The majority of academic contracts are T/R. This proportion is higher in non-STEMM (82%F, 86%M) compared to STEMM where women account for less T/R contracts (47%F, 60%M) (**Figure 4.8**). There is a higher proportion of RF contracts in STEMM (42%F, 34%M) and a smaller proportion of TF contracts in both STEMM and non-STEMM, with little gender difference (**Figures 4.8, 4.9; Table 4.5**).

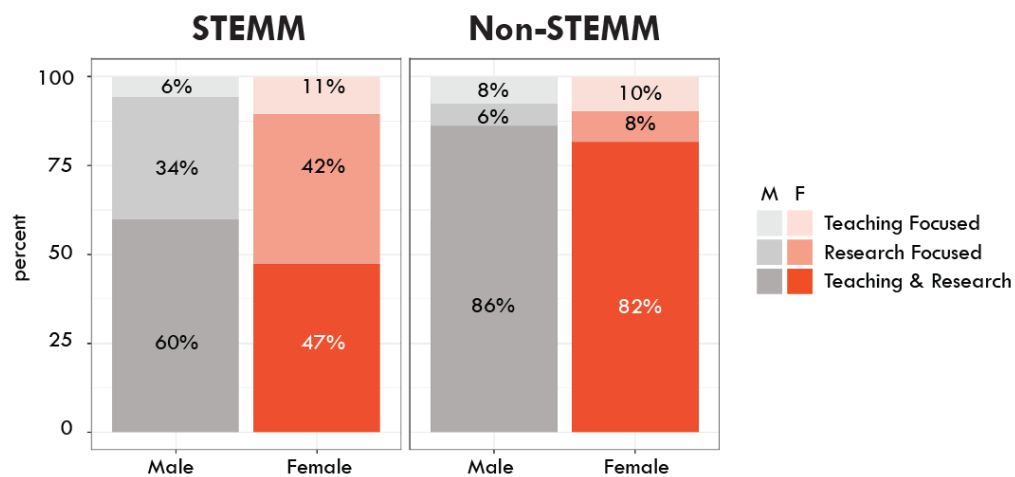**Figure 4.8 Academic staff by contract function and gender (2014 – 2017)**

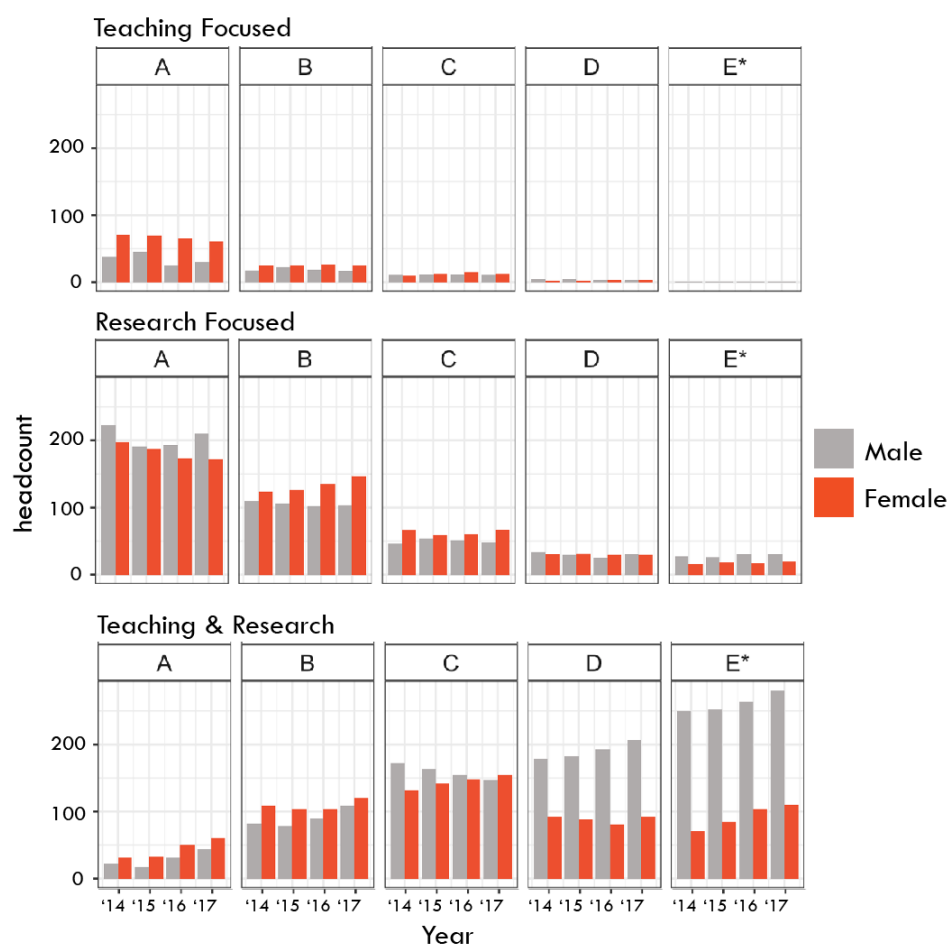**Figure 4.9 STEMM academics by contract function, year gender and grade (2014 – 2017)**

Table 4.5 STEMM academics by contract function, gender and grade (2014 - 2017)

		Teaching-focused			Research-focused			Teaching & Research		
		F	M	%F	F	M	%F	F	M	%F
2014	Level A	70	37	65	197	223	47	31	22	58
	Level B	25	18	58	124	110	53	109	82	57
	Level C	10	11	48	66	46	59	132	172	43
	Level D	2	5	29	30	33	48	92	179	34
	Level E*	-	1	0	15	27	36	71	250	22
	Total	**107**	**72**	**60**	**432**	**439**	**50**	**435**	**705**	**38**
2015	Level A	69	45	61	187	191	49	32	17	65
	Level B	26	23	53	127	106	55	104	78	57
	Level C	13	12	52	59	54	52	142	163	47
	Level D	2	5	29	31	29	52	88	182	33
	Level E*	-	1	0	18	26	41	85	253	25
	Total	**110**	**86**	**56**	**422**	**406**	**51**	**451**	**693**	**39**
2016	Level A	65	26	71	173	193	47	50	31	62
	Level B	27	19	59	135	102	57	104	90	54
	Level C	15	12	56	60	51	54	149	154	49
	Level D	3	3	50	29	25	54	81	192	30
	Level E*	-	1	0	16	30	35	104	264	28
	Total	**110**	**61**	**64**	**413**	**401**	**51**	**488**	**731**	**40**
2017	Level A	60	30	67	172	210	45	60	44	58
	Level B	26	17	60	146	104	58	120	109	52
	Level C	13	11	54	67	48	58	154	147	51
	Level D	4	4	50	29	30	49	92	206	31
	Level E*	-	1	0	19	30	39	110	281	28
	Total	**103**	**63**	**62**	**433**	**422**	**51**	**536**	**787**	**41**

(iv) Academic leavers by grade and gender

> *Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.*

During 2014-2017, women made up 50% of leavers across the University, with higher proportions of women leaving at Level B and lower proportions at Levels D/E, which is consistent with the number of women at these levels (**Table 4.6**). Overall turnover does not show any gender differences in the proportions of women and men leaving by academic level (**Figure 4.10**).

Table 4.6 Academic leavers by grade and gender, STEMM vs non-STEMM (2014 – 2017)

	STEMM faculties											
	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	58	72	45	52	71	42	39	54	42	59	62	49
Level B	28	34	45	34	29	54	25	26	49	35	31	53
Level C	17	20	46	15	13	54	16	15	52	14	23	38
Level D	5	12	29	8	9	47	5	8	38	3	12	20
Level E*	3	17	15	2	19	10	3	14	18	5	19	21
Total	**111**	**155**	**42**	**111**	**141**	**44**	**88**	**117**	**43**	**116**	**147**	**44**

non-STEMM faculties												
	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	5	8	38	7	8	47	6	7	46	13	4	76
Level B	12	4	75	12	6	67	7	6	54	9	6	60
Level C	5	8	38	4	5	44	6	4	60	6	5	55
Level D	1	1	50	3	3	50	2	4	33	3	6	33
Level E*	5	7	42	3	8	27	-	9	0	4	6	40
Total	**28**	**28**	**50**	**29**	**30**	**49**	**21**	**30**	**41**	**35**	**27**	**56**

Figure 4.10 Academic leavers by level as a proportion of staff in post (2014 – 2017)
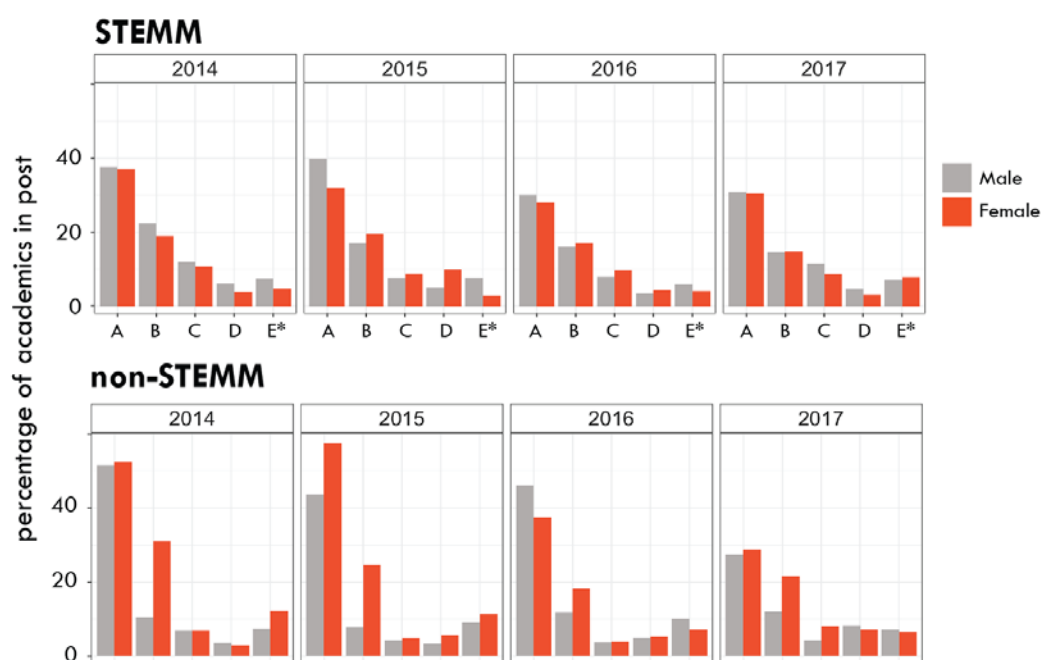
In STEMM, as there are fewer women on continuing contracts, women make up a smaller proportion of resignations, retirement and voluntary redundancy (**Figure 4.11**). Reasons for leaving are recorded in HR pay-roll data. The majority of fixed-term contracts end because of "duties complete" (**Table 4.7**). There is an optional online exit survey with 96 questions and uptake is low. In 2017, 13% of leavers responded (109/864 - 68%F). The exit survey is currently being reviewed and streamlined by HR (**Actions 4.2, 4.3**).

Action 4.2 Revise and improve the exit survey and communicate rationale to complete survey to staff on exit

Action 4.3 Analyse exit survey data with a gender/intersectional focus and report annually to UE, Senate and SAT

Figure 4.11 Academic leavers by reason, level and gender (2014 – 2017)
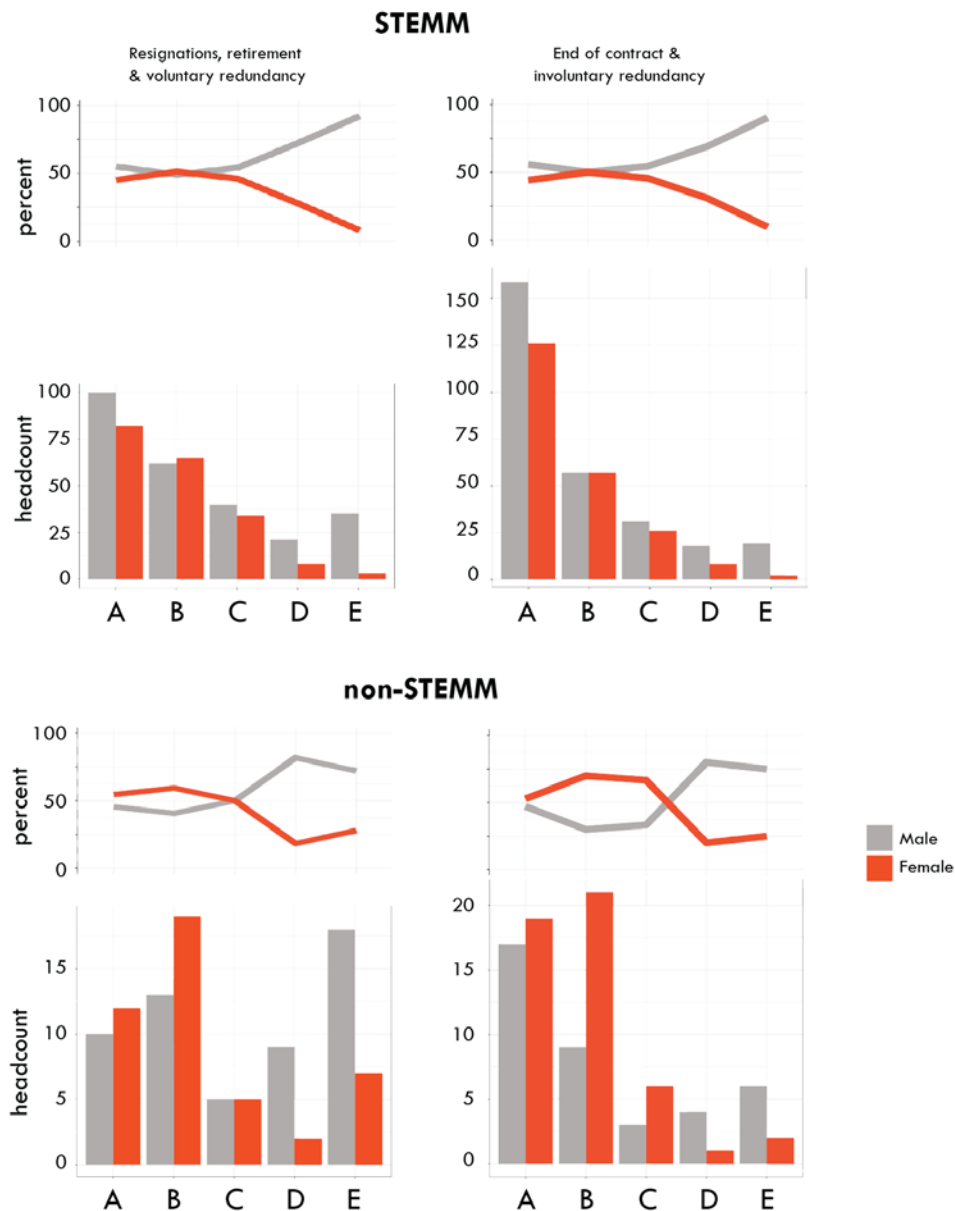
Table 4.7 Reasons for leaving by grade and gender, STEMM vs non-STEMM (2014 – 2017)

	STEMM faculties							
	2014		2015		2016		2017	
	F%	M%	F%	M%	F%	M%	F%	M%
Duties complete	52	52	57	57	53	47	42	45
Resignation	42	41	41	38	41	46	56	53
Retirement	1.8	3.2	1.8	1.4	-	4.3	-	-
Voluntary redundancy	3.6	2.6	-	1.4	3.4	2.6	0.9	1.4
Death	-	1.3	-	0.7	2.3	-	-	0.7
Involuntary redundancy	-	-	0.9	0.7	-	-	0.9	-
Serious misconduct	-	0.6	-	0.7	-	-	-	-
n	**111**	**155**	**111**	**141**	**88**	**117**	**116**	**147**

non-STEMM faculties

	2014		2015		2016		2017	
	F%	M%	F%	M%	F%	M%	F%	M%
Duties complete	36	32	52	50	52	30	34	22
Resignation	46	61	38	40	43	57	57	56
Retirement	11	3.6	3.4	3.3	4.8	3.3	-	-
Voluntary redundancy	3.6	3.6	3.4	6.7	-	10	9	19
Death	-	-	3.4	-	-	-	-	3.7
Involuntary redundancy	4	-	-	-	-	-	-	-
Serious misconduct	-	-	-	-	-	-	-	-
n	28	28	29	30	21	30	35	27

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the University's top three priorities to address any disparities and enable equality in pay.

In 2017, there was a gender pay gap in favour of men of ~$20,000 p.a for total salaries (base salary and allowances, loadings and bonuses (ALBs) (**Figure 4.12**). The pay gap is the difference between average FTE salaries for women and men expressed as a percentage of the average FTE salary of men.

The gap for total salary is between -12 to -15%, and for base salary is -8 to -12% (**Table 4.8**). These values are consistent across STEMM and non-STEMM areas and with the national average pay gap in the tertiary education sector (data from WGEA[2]). This pay gap can be partially explained by the smaller proportion of women at senior grades compared to men (Levels D/E) but there are also differences in the number and amount of ALBs between men and women (**Figures 4.13, 4.14**).

Figure 4.12 Academic staff pay (Total Salary) STEMM vs non-STEMM (2014 – 2017)

---
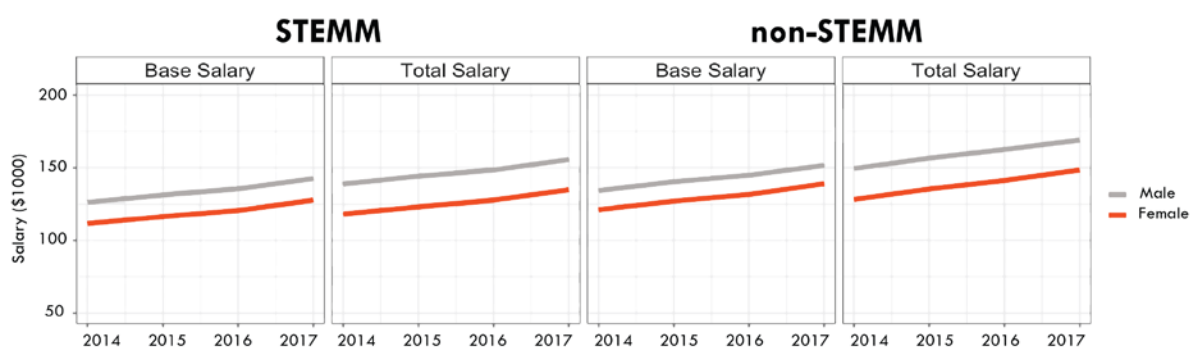
[2] http://data.wgea.gov.au/industries/203 accessed on September, 2018

Table 4.8 Gender pay gap of base and total salaries by gender in STEMM and non-STEMM faculties (2014 – 2017). A negative figure denotes a gap favouring men

	2014		2015		2016		2017	
	$K	%	$K	%	$K	%	$K	%
STEMM faculties								
Base salary	-15	-12	-15	-11	-15	-11	-15	-10
Total salary inc ALBs	-21	-15	-21	-15	-21	-14	-21	-13
non-STEMM faculties								
Base salary	-13	-10	-13	-9	-13	-9	-13	-8
Total salary inc ALBs	-21	-14	-21	-14	-21	-13	-21	-12
Tertiary Education Sector (WGEA) National Average								
Base salary		-11		-11		-11		-11
Total salary inc ALBs		-13		-12		-12		-13

By level, there are no notable gender differences in base salary across STEMM and non-STEMM with the exception of Exempt contracts (**Figure 4.13**). Differences are observed between men and women in the allocation of ALBs (**Figure 4.14**). ALBs are defined as automatic; based on work activity (e.g. clinical, dental, academic management loading) or discretionary; based on merit or as negotiated.

In 2017, academic women received $7,657 less in ALBs p.a. than men (-18% difference). This gap was consistent in both STEMM and non-STEMM. Improvements in STEMM are seen in discretionary allowances where the average amount for women and men is the same in 2017 (**Figure 4.14**).

Figure 4.13 Equal pay audit base salary in STEMM vs non-STEMM by grade and gender (2014 – 2017)
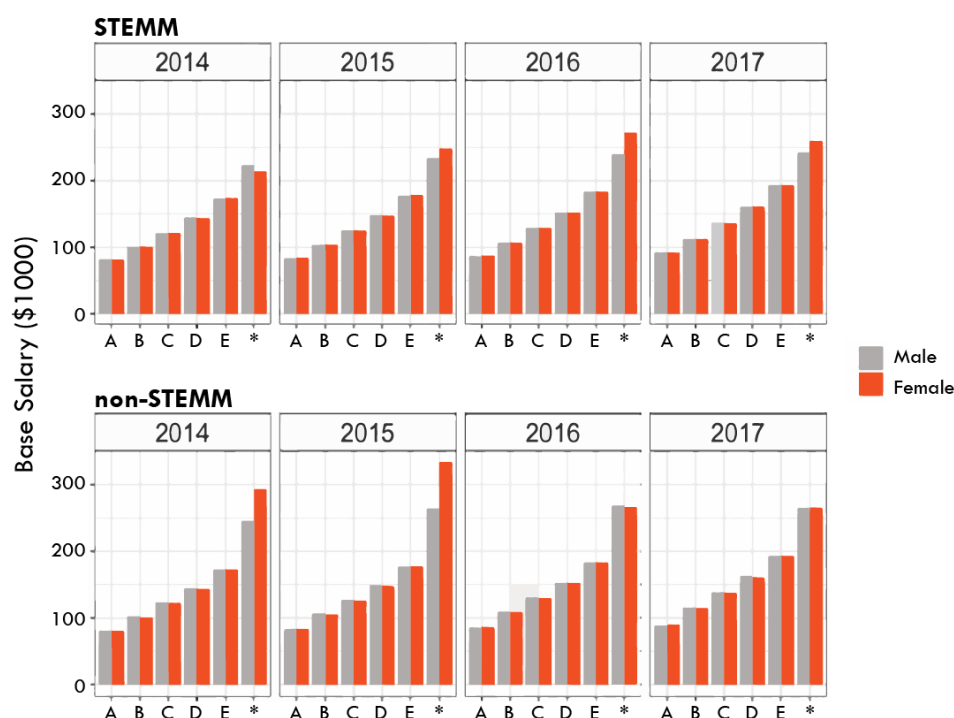
Figure 4.14 Number of academics receiving ALBs and average amount of ALBs (2014 – 2017). NB. large numbers of automatic allowances in STEMM due to clinical/dental loading
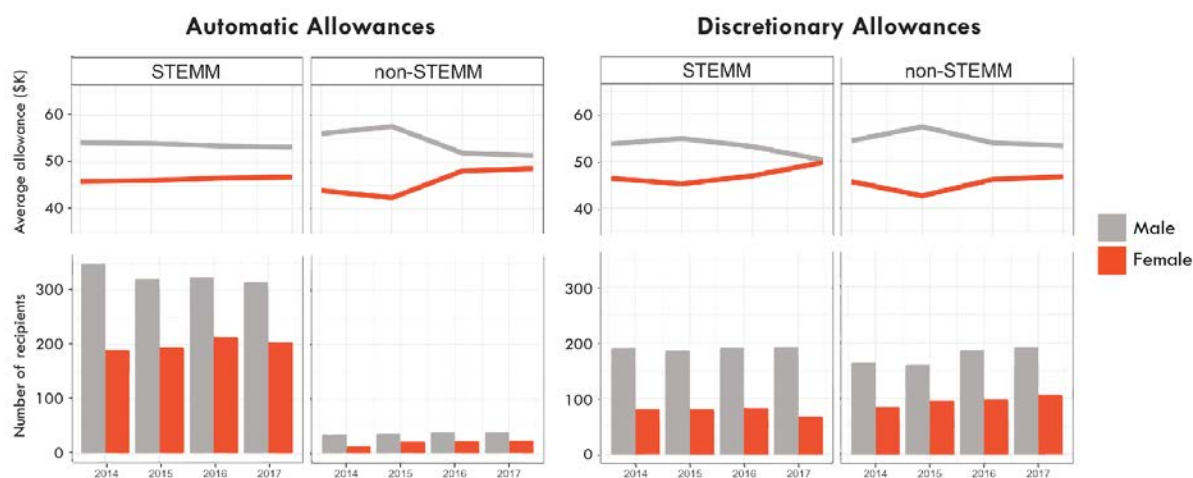
The current Enterprise Agreement (EA) requires the University to report annually to all staff on the average pay levels for each gender at each classification level (**Action 4.4**). A Joint Consultative Committee (including University and union representation) will develop and implement strategies to remedy identified problems of pay equity across genders.

Our three priorities to address identified pay gaps:

- Increase the number of women at senior levels through recruitment, promotion, retention (**see Section 5**)
- Conduct cyclical reviews of remuneration packages including ALBs, focusing on gender differences to improve consistency (**Action 4.5**)
- Improve transparency in relation to applying ALBs to academic roles (**Action 4.6**)

Action 4.4 Ensure an annual pay equity report on the average pay levels for academic and professional staff by gender and level is published and communicated to staff

Action 4.5 Establish an improved remuneration policy, review current ALBs and develop a policy approach for the allocation of future ALBs

Action 4.6 Communicate revised ALBs allocation policy to staff

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: **5000 words**
Actual word count: 6026 words

5.1 Key career transition points: academic staff

(i) Recruitment

> *Break down data by gender and grade for applications, long-shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men where in underrepresented disciplines) are encouraged to apply.*

Academic recruitment is carried out within faculties/schools with the assistance of HR. Our careers webpage provides information on roles, our cultural aspirations; our commitment to D&I; specific information on SAGE; gender-inclusive role models; and, case studies.

The University recruitment policy (2017) states that we are:

> "Committed to recruitment and selection practices that are open, competitive and based on merit. [Our] practices reflect the University's strategic objectives and commitment to equity and diversity in employment practices, including achievement of Indigenous recruitment objectives and the implementation of the University's Disability Action Plan"

The policy states that recruitment selection committees:
- incorporate gender diversity with a minimum of 30% of each gender
- are diverse and, where possible, include people with disabilities and members of different racial, ethnic and cultural groups
- include an Academic Board Nominee (ABN)

In reviewing application records for 2014-17, we identified that our current system does not include all the data relating to short-listing, offers, acceptances or rejections. We are investing in data capture improvements (**Action 5.1.1**).

Women are less likely to apply across both STEMM and non-STEMM faculties (**Figure 5.1.1**). During 2014-17, applications to STEMM academic positions were 29%F, lower than 46%F currently employed (**Table 5.1.1**). Levels C/E attracted the smallest proportion of female applicants (22%F), followed by Levels B/D (31%F). In STEMM, higher proportions of women applied to fixed-term posts (32%F) than continuing posts (23%F), particularly at levels D/E (**Figure 5.1.1; Table 5.1.1**). We will review our sourcing and job advertisements to increase female applicants by level and contract type (**Action 5.1.2**).

Action 5.1.1 Record all application, long-list, offers, and rejection data by gender, nationality and visa status and report to UE, Senate, Heads of School (HoS) and SAT annually

Action 5.1.2 Review language of job description and criteria for gender bias; and develop best practice guidelines for the wording and messaging of all job advertisements

Figure 5.1.1 STEMM and non-STEMM total applications by level (2014 – 2017)
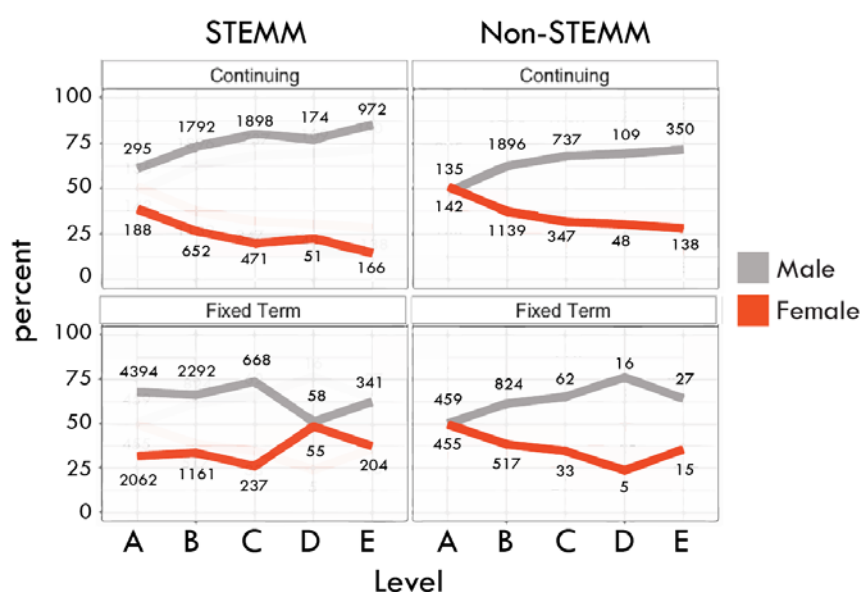

Table 5.1.1 Number of applications by gender, level and employment type in STEMM (2014 – 2017)

		Total			Fixed term			Continuing		
		F	M	%F	F	M	%F	F	M	%F
2014	Level A	614	1053	37	596	1038	36	18	15	55
	Level B	317	708	31	231	546	30	86	162	35
	Level C	308	925	25	105	223	32	203	702	22
	Level D	53	102	34	23	18	56	30	84	26
	Level E	71	347	17	31	54	36	40	293	12
2015	Level A	600	1355	31	563	1267	31	37	88	30
	Level B	469	847	36	332	706	32	137	141	49
	Level C	128	608	17	45	147	23	83	461	15
	Level D	24	35	41	15	14	52	9	21	30
	Level E	95	348	21	48	108	31	47	240	16
2016	Level A	260	429	38	216	360	38	44	69	39
	Level B	402	657	38	219	281	44	183	376	33
	Level C	191	842	18	38	221	15	153	621	20
	Level D	22	81	21	11	12	48	11	69	14
	Level E	115	387	23	63	94	40	52	293	15
2017	Level A	776	1852	30	687	1729	28	89	123	42
	Level B	625	1872	25	379	759	33	246	1113	18
	Level C	81	191	30	49	77	39	32	114	22
	Level D	7	14	33	6	14	30	1	0	100
	Level E	89	231	28	62	85	42	27	146	16
Total	Level A	2250	4689	32	2062	4394	32	188	295	39
2014-	Level B	1813	4084	31	1161	2292	34	652	1792	27
2017	Level C	708	2566	22	237	668	26	471	1898	20
	Level D	106	232	31	55	58	49	51	174	23
	Level E	370	1313	22	204	341	37	166	972	15
	Total	**5247**	**13012**	**29**	**3719**	**7753**	**32**	**1528**	**5131**	**23**

In the absence of offer data, we analysed new hires from payroll data (**Table 5.1.2**). New hires are sourced through open recruitment and interview. Appointments on nomination (AoNs) are used for short-term unexpected vacancies, grant funded vacancies or to appoint someone who has been named on a grant, not requiring advertising or a formal interview process.

Figure 5.1.2 New hires by gender and level for STEMM and non-STEMM (2014 – 2017)
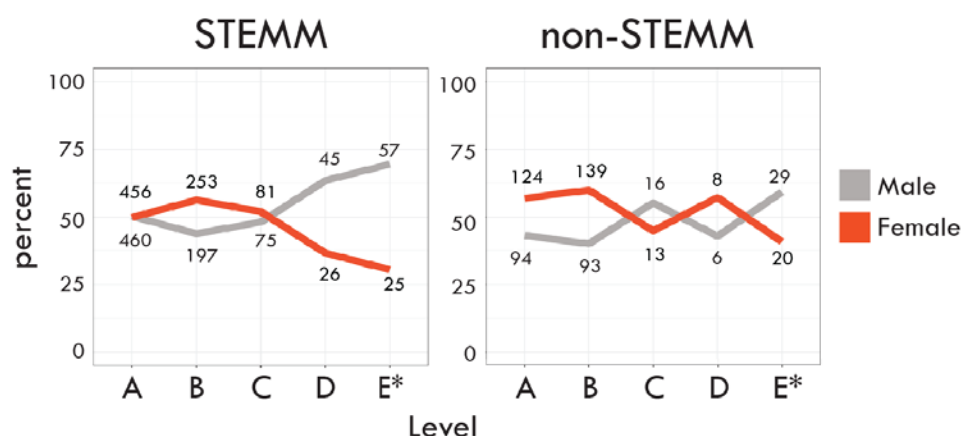
During 2014-2017, appointments across all levels were 50%F in STEMM and 57%F in non-STEMM (**Figure 5.1.2**). In STEMM, the proportion of women appointed was higher at level B (56%F) and lower at levels D (37%F) and E (30%F) (**Figure 5.1.2; Table 5.1.2**). There were higher proportions of women AoNs (55%F) than new hires (45%F) (**Table 5.1.2**) and higher proportions of women appointed to fixed-term positions (51%F) than continuing (40%F) (**Figure 5.1.3**). This data shows that women are less likely to be appointed to continuing positions, especially at levels D/E (**Actions 5.1.3 – 5.1.5**). The proportion of female new hires varies across the STEMM Faculties with the highest proportions in Nursing and Health Sciences, and the lowest in Dentistry and Engineering and IT (**Figure 5.1.4**).

Figure 5.1.3 New hires by gender, level and contract type in STEMM (2014 – 2017)
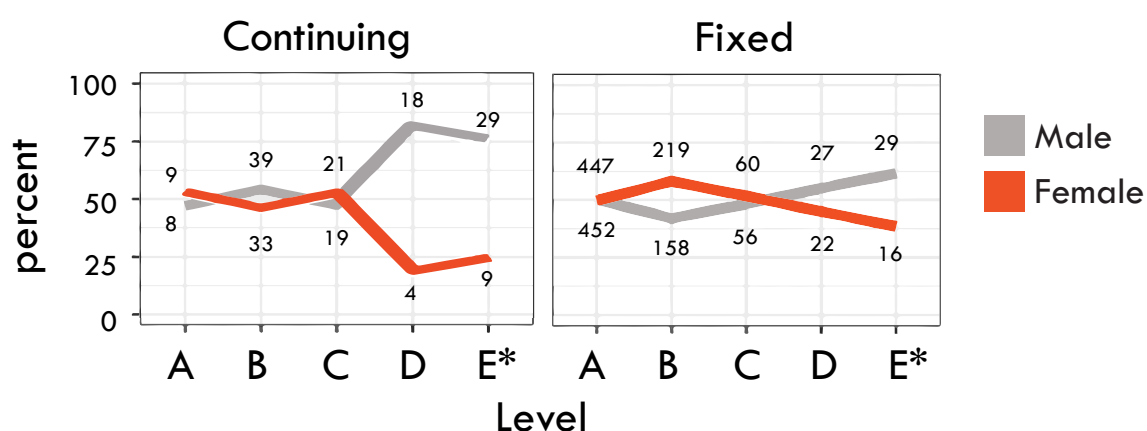
Table 5.1.2 STEMM appointments by gender, level and appointment type (2014 – 2017)

		Total			New hires			AON		
		F	M	%F	F	M	%F	F	M	%F
2014	Level A	120	88	58	54	51	51	66	37	64
	Level B	33	36	48	20	21	49	13	15	46
	Level C	19	13	59	11	5	69	8	8	50
	Level D	7	12	37	4	8	33	3	4	43
	Level E*	8	8	50	5	7	42	3	1	75
	Total	**187**	**157**	**54**	**94**	**92**	**51**	**93**	**65**	**59**
2015	Level A	91	123	43	34	56	38	57	67	46
	Level B	60	44	58	25	28	47	35	16	69
	Level C	22	21	51	12	12	50	10	9	53
	Level D	2	5	29	1	4	20	1	1	50
	Level E*	4	16	20	2	10	17	2	6	25
	Total	**179**	**209**	**46**	**74**	**110**	**40**	**105**	**99**	**51**
2016	Level A	93	100	48	27	39	41	66	61	52
	Level B	70	50	58	35	25	58	35	25	58
	Level C	23	15	61	11	8	58	12	7	63
	Level D	4	12	25	0	7	0	4	5	44
	Level E*	8	18	31	4	12	25	4	6	40
	Total	**198**	**195**	**50**	**77**	**91**	**46**	**121**	**104**	**54**
2017	Level A	152	149	50	55	77	42	97	72	57
	Level B	89	67	57	40	34	54	49	33	60
	Level C	17	26	40	9	12	43	8	14	36
	Level D	13	16	45	8	10	44	5	6	45
	Level E*	5	15	25	2	11	15	3	3	50
	Total	**276**	**273**	**50**	**114**	**144**	**44**	**162**	**128**	**56**
Total 2014-2017	Level A	456	460	50	170	223	43	286	237	55
	Level B	252	197	56	120	108	53	132	89	60
	Level C	81	75	52	43	37	54	38	38	50
	Level D	26	45	37	13	29	31	13	16	45
	Level E*	25	57	30	13	40	25	12	16	43
	Total	**840**	**834**	**50**	**359**	**437**	**45**	**481**	**396**	**55**

Figure 5.1.4 Total academic new hires in STEMM faculties by gender (2014 – 2017)
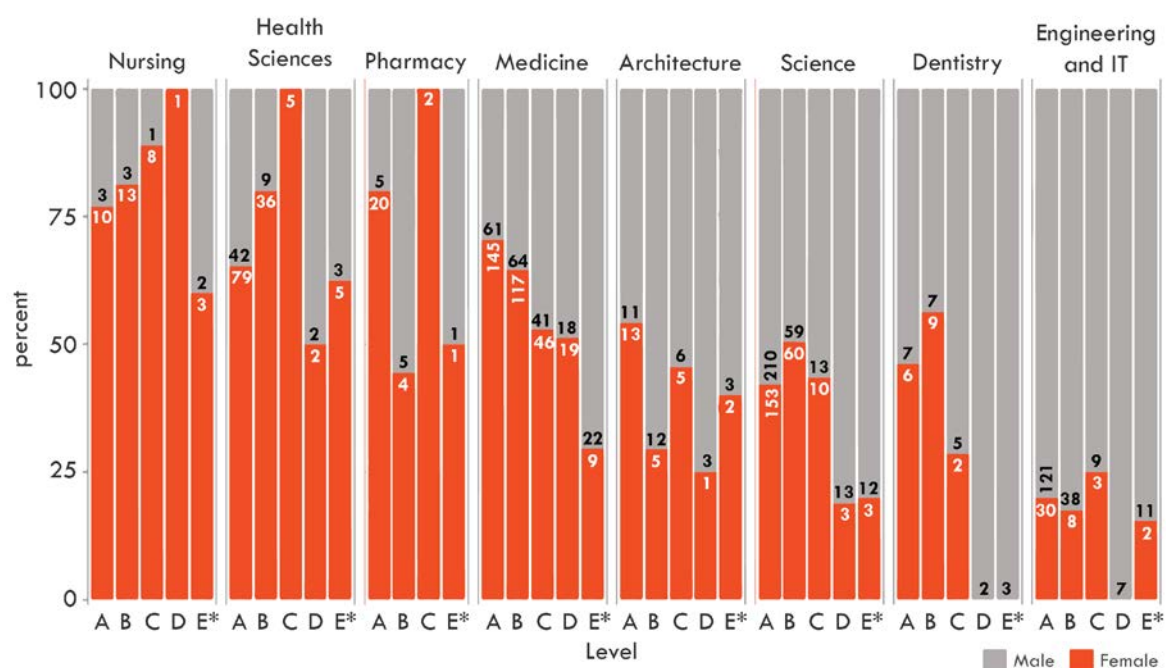
To ensure consistency of approach across levels, to increase %F hires at D/E and to remedy the gender disparity in fixed-term and continuing appointments, the Vice-Provost will now sit on all senior appointment committees (**Action 5.1.3**).

We will also:

- work with HoS to develop discipline-specific gender benchmarks for applications, short lists and appointments which will aim to meet, or exceed, the relevant national/international gender pool (**Action 5.1.4**)

- provide reports on %F applicants during recruitment (**Action 5.1.5**).

Action 5.1.3 Vice-Provost to sit on all Level D/E appointment committees

Action 5.1.4 Create gender benchmarks for STEMM disciplines to be utilised in recruitment, publish on staff intranet and share best practice via Staff News

Action 5.1.5 Provide reports to STEMM to HoS and Hiring Managers on %F applicants to enable them to take action if problems are identified

In 2017, an online Recruitment Selection Committee course was introduced to help panel members understand how recruitment and selection relates to our strategic priorities, values and commitment to D&I. In 2017, this course was completed by 71F and 73M academics in STEMM. We will require all Selection Committee chairs and members to complete this course. A longer-term goal, is to also require them to completion of the Inclusion in Action training to specifically promote D&I principles during the recruitment process (**see Section 5.2i**) (**Actions 5.1.6, 5.1.7**).

As Selection Committees are required to have an Academic Board Nominee (ABN) to ensure due process and equality across the University, we will also require all ABNs to complete Inclusion in Action training (**Action 5.1.8**).

Action 5.1.6 Require Chairs of Selection Committees to complete Inclusion in Action training (face-to-face) and Recruitment Selection Committee training (on-line)

Action 5.1.7 Require members of Selection Committees to complete Recruitment Selection Committee training (on-line) and Inclusion in Action training (face-to-face)

Action 5.1.8 Academic Board Nominees (ABNs) to complete Inclusion in Action training

(ii)   Induction

Describe the induction and support provided to new staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

At the University level, HR provide the *Getting Started@Sydney* curriculum for all new staff which includes a series of online modules, face-to-face sessions and tasks to be completed over the first six months (**Table 5.1.3**). Since 2017, new staff are auto-enrolled upon commencing their employment, resulting in increased completion of the curriculum (**Figure 5.1.5**).

Despite this increase in completions, in 2017, most courses were completed by less than ¼ of new appointments (**Table 5.1.3**). Highest uptake (92%) was for WHS Induction and lowest uptake (11%) was for the half day face-to-face orientation which is not mandatory. Data from the 2016 Voice Survey (**Figure 5.1.6**) demonstrates a need for increased uptake of induction (**Action 5.1.9**).

Figure 5.1.5 Total number of *Getting Started@Sydney* completions by STEMM academics (2014 – 2017)
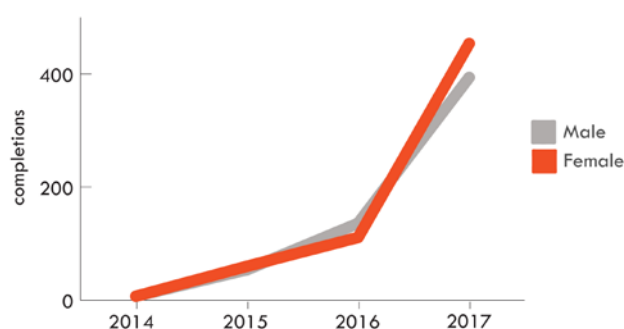
Table 5.1.3 *Getting Started@Sydney* **completions by STEMM academics in 2017**

Recommended timeline	Course	Total	% first commenced in 2017	F	M	%F
1-2 weeks	Work, health & safety (WHS)	310	92	150	160	48
	Code of Conduct (online)	126	38	56	69	44
4 weeks	Orientation (half day face-to-face)	36	11	16	20	44
	Discover the University of Sydney – Orientation online	74	22	36	38	49
2-6 months	Policy framework & delegations of authority	52	15	26	26	50
	Achieving an equitable workplace	47	14	24	23	51
	Privacy (online)	51	15	31	20	61
	Reporting Wrongdoing (online)	48	14	28	20	58
	Cultural Competence - Module 1: Journey of self-discovery	128	38	74	54	58
	Cultural Competence - Module 2: What do you mean by "cultural competence"?	103	31	59	44	57

Figure 5.1.6 Responses to 2016 Voice Survey
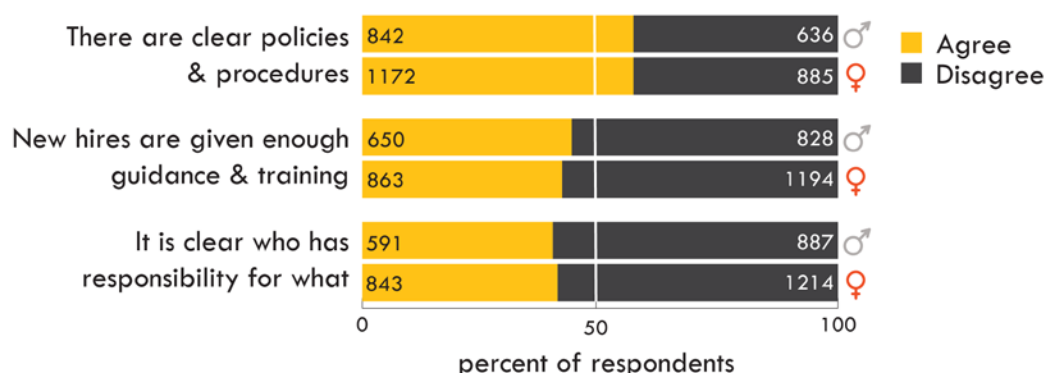
Action 5.1.9 Require all new staff to complete the Getting Started @ Sydney induction program within 12 months of commencing employment and before their position is confirmed

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

During 2014-2017, just under half of all promotions for STEMM academics were awarded to women (47%F), slightly lower than the proportion of women in the pool (49%) (**Table 5.1.4**).

Overall, success rates were higher for women (83%) than men (77%) and these decline from promotion to Level B through Level E with a more marked reduction in success for non-STEMM academics at Level E (54%F, 48%M) (**Figure 5.1.7; see Action 5.1.16**).

**Table 5.1.4 STEMM academic applications for promotion and success rates (2014 – 2017)**

		Pool	Applications				Successful				Success Rate		
		%F	F	M	X	%F	F	M	X	%F	%M	%X	%F
2014	A to B	51	8	13		38	8	12		40	92		100
	B to C	55	19	22		46	17	14		55	64		89
	C to D	48	21	26		45	18	21		46	81		86
	D to E	36	24	18		57	17	15		53	83		71
2015	A to B	53	6	6		50	5	5		50	83		83
	B to C	55	26	18		59	20	15		57	83		77
	C to D	48	20	35		36	15	26		37	74		75
	D to E	36	16	31		34	14	22		39	71		88
2016	A to B	54	11	6		65	10	4		71	67		91
	B to C	56	22	15		59	20	12		63	80		91
	C to D	51	22	25		47	18	19		49	76		82
	D to E	34	10	15		40	8	10		44	67		80
2017	A to B	51	8	11	1	40	8	9	0	47	82	0	100
	B to C	56	18	19	2	46	16	16	2	47	84	100	89
	C to D	53	20	24		45	17	20		46	83		85
	D to E	34	14	31	3	29	8	23	3	24	74	100	57
Total	**A to B**	52	33	36	1	47	31	30	0	51	83	0	94
STEMM	**B to C**	56	85	74	2	53	73	57	2	55	77	100	86
2014-17	**C to D**	50	83	110		43	68	86		44	78		82
	D to E	35	64	95	3	40	47	70	3	39	74	100	73
	Total	**49**	**265**	**315**	**6**	**45**	**219**	**243**	**5**	**47**	**77**	**83**	**83**
Total	**A to B**	56	10	7		59	9	5		64	71		90
non-	**B to C**	52	56	52	2	51	41	41	2	49	79	100	73
STEMM	**C to D**	46	58	67		46	44	42		51	63		76
2014-17	**D to E**	32	26	40		39	14	19		42	48		54
	Total	**46**	**150**	**166**	**2**	**47**	**108**	**107**	**2**	**50**	**64**	**100**	**72**

Figure 5.1.7 Promotion success rates decline as level increases for both men and women in STEMM and non-STEMM faculties (2014 – 2017)
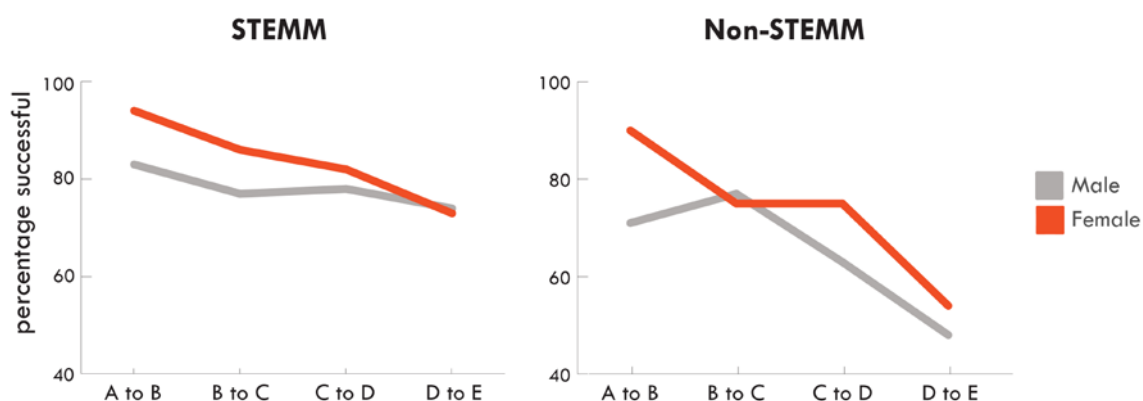
During 2014-2017, similar proportions of women were promoted compared to the pool at each academic level in both STEMM and non-STEMM faculties (**Figure 5.1.8**).

Figure 5.1.8 Percent female promoted compared to average percent female at level (2014 – 2017)
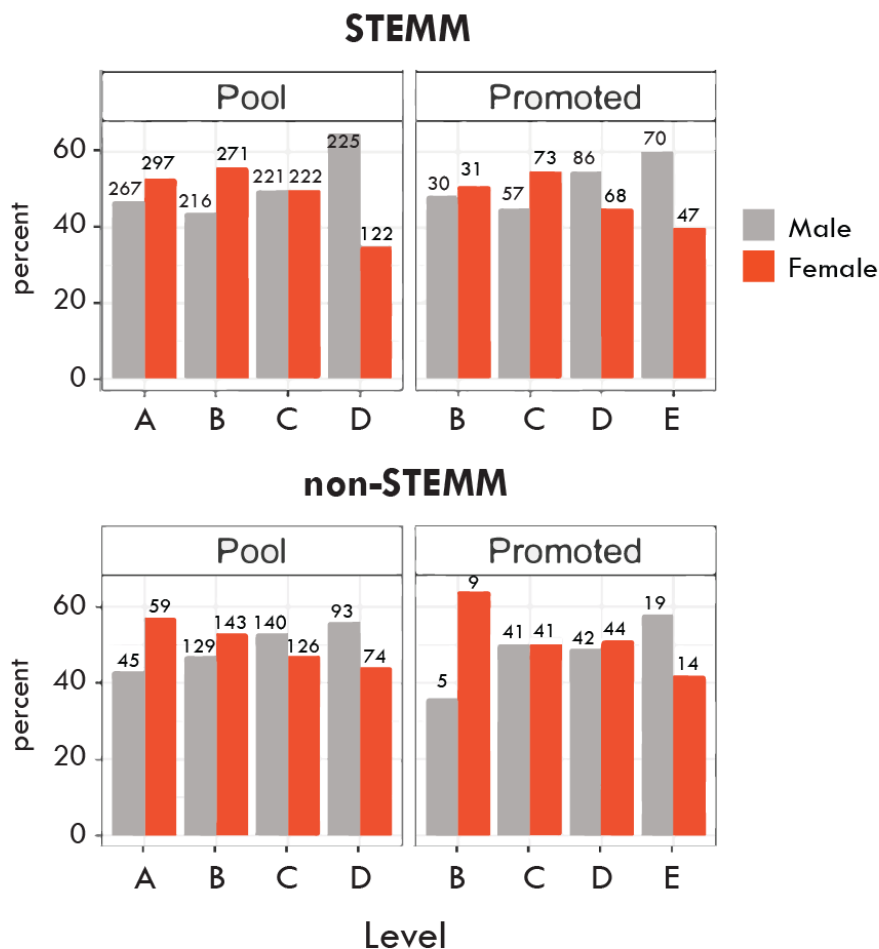
Pool is average over 2014-2017
Promoted is sum over 2014-2017

Promotion process

Candidates self-nominate and are required to discuss their intention to apply with their HoS, three months before submission. Applicants are assessed by a Local Promotions Committee (LPC) assembled by the Provost to serve a faculty. A relevant Dean, or their nominee, chairs the LPC that must have at least two male and two female members, excluding the ABN. For applications to Levels B/C, the LPC makes recommendations to the Provost.

Applications to Levels D/E are also considered by a Central Promotions Committee (CPC) which is chaired by the Provost. The CPC must include the Chair of the Academic Board and at least three male and three female members, excluding the Chair. The CPC is guided by the LPC, but makes final recommendations on promotion to the Provost.

The streams for promotion are:

- teaching and research (T/R)
- teaching-focused (TF)
- research-focused (RF)
- governance, leadership and engagement-focused (GLEF) only for Level D/E

Irrespective of the stream, all applications are assessed for performance in three areas; research, teaching and GLE. The level of performance required in each area, varies according to the promotion stream and the level of promotion sought.

In 2015, criteria were modified to assign greater weight to mentoring, governance and engagement activities, often carried out by women. Additional changes include, an increase in performance rating required for GLE for promotion level E (2017) and the introduction of GLE-focused stream (2018).

The Culture Survey reveals men feel more confident (54%) than women (40%) applying for promotion, especially at Levels A-B (43%M, 30%F). Senior women (78% at E) were more confident than junior women (28% at A) (**Figure 5.1.9**).

The Promotions Unit does not currently record whether applicants are employed full-time or part-time (**Action 5.1.10**). Data manually extracted from applications for both STEMM and non-STEMM (only Levels B/C) in 2018 revealed nearly all applicants were employed full-time. Only 12%F (7/58) and 11%M (6/57) held a fractional appointment. Their success rate was high; 100%F and 83%M. The proportion of part-time applicants is lower than number of staff employed part-time (30%F, 17%M). The Culture Survey revealed that women who work part-time are less confident in applying for promotion (34%) compared to women who work full-time (45%). Men are more confident overall (full time 56% and part-time 51%).

STEMM has high numbers of RF and TF contracts (**Figure 4.9**). Both men and women employed on these contracts report lower levels of confidence in applying for promotion and less satisfaction with support and guidance regarding promotions (**Figure 5.1.9**). We will provide tailored promotion information to these cohorts (**Action 5.1.11**).

Action 5.1.10 Collect and analyse promotions data on full-time and part-time applicants and communicate data to staff

Action 5.1.11 Provide tailored promotion information to Teaching-focused, Research-focused and part-time staff on the Promotions website

Figure 5.1.9 STEMM academic responses to 2017 Culture Survey questions regarding confidence and guidance in the promotion process. Headcount indicated above bars
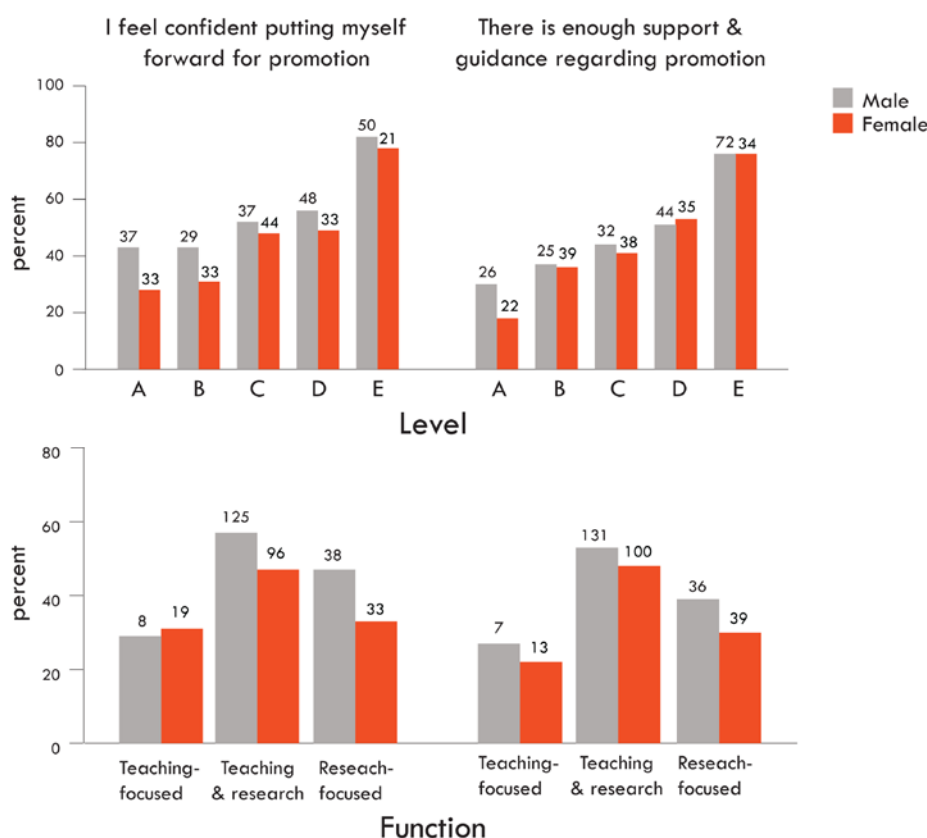

Achievement relative to opportunity (RTO)

The Academic Promotions Policy (2015) foregrounds equal opportunity without discrimination, stating that:

> "… each applicant's achievements are assessed relative to their opportunities…. considering part-time or fractional employment; significant parenting or other caring responsibilities; clinical responsibilities; or disability."

The Culture Survey reveals that only 28%F and 40%M academics believe RTO is applied fairly in promotions, with agreement higher overall in STEMM (37%) compared to non-STEMM (28%) (**Figure 5.1.10**).

Figure 5.1.10 Answers to Culture Survey question: "Relative to Opportunity is applied fairly" by academic staff from STEMM and non-STEMM faculties
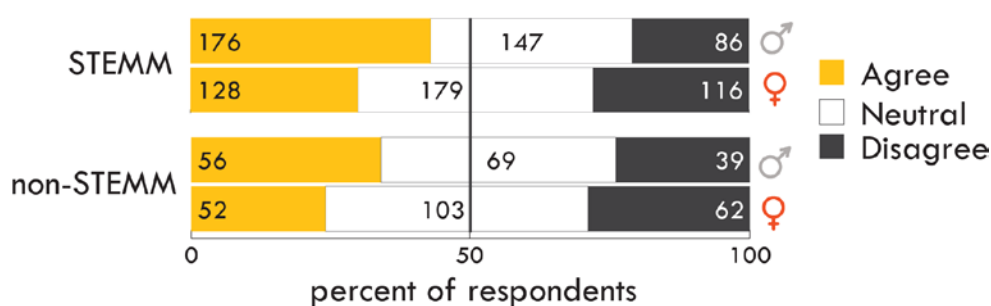
For STEMM academic women, responding to this question (**Figure 5.1.11**):

- agreement was lowest for those on parental leave (5%) or with a mental illness (10%)

- by contract function, agreement was highest in management or leadership (53%), and lowest for staff on teaching-focused contracts (17%)

- by faculty, agreement was highest in Nursing (50%) and lowest in Engineering and IT (21%) which aligns with the %F in these areas

Figure 5.1.11 Answers from STEMM academic women to Culture Survey question, "Relative to Opportunity is applied fairly". Responses from Architecture, Design and Planning were below 10 and therefore, not included.
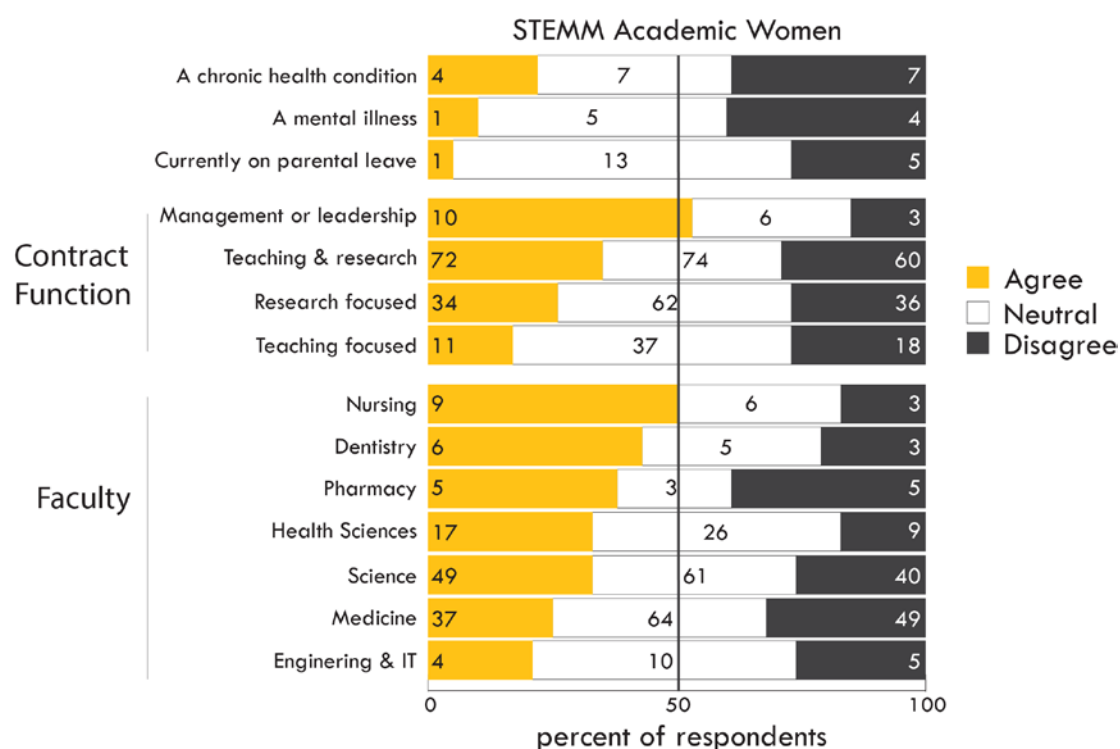
Recent achievement – In 2018, an intranet site was developed 'Achievement RTO'[3] that covers;

- What is achievement RTO?

- Guidelines for decision-makers on assessing achievement RTO

- Examples where application of RTO and performance evidence may be relevant

Information in the 'guide for applicants' on how to explain and include RTO and Career Disruption (CD) in promotion applications is currently inadequate. We will review this

---

[3] https://intranet.sydney.edu.au/careers-training/performance-planning-development/achievement-relative-to-opportunity.html

information to include clear guidelines and examples on how to discuss RTO and CD (**Action 5.1.12**).

We will advertise the RTO intranet site to applicants and panel members (**Action 5.1.13**) and require promotion panel members to complete Inclusion in Action training (**Action 5.1.14**). We will create a D&I checklist for promotion panels to formalise and guide their discussion to ensure that RTO and CD are adequately covered (**Action 5.1.15**).

Action 5.1.12 Update the Promotion 'guide for applicants' to include definitions and case studies of Career Disruptions and examples of appropriate application of Relative to Opportunity

Action 5.1.13 Communicate the Promotion 'guide for applicants' and Relative to Opportunity information on the Staff Intranet to all promotion applicants and Promotion Panel members, annually

Action 5.1.14 Require all Promotion Panel members to complete Inclusion in Action training

Action 5.1.15 Create a D&I checklist for Promotion Panels to complete during each assessment to formalise and guide their discussions and assessments around Relative to Opportunity and Career Disruption

Promotions process information

The Promotions website contains links to the academic promotions policy, selection criteria, applicant guidelines and important dates. Each year, career development and applicant information sessions are held, recorded and placed on the Promotions website. Both sessions include presentations by a diverse range of recently promoted academics.

Promotion training and/or mentoring

Strategic Promotion Advice and Mentoring (SPAM) is a practical mentoring program that runs in the Faculties of Science (since 2014) and Medicine and Health (since 2016) (**Figure 5.1.12**). SPAM encourages and supports women to apply for promotion. It is run by senior academics who select, recruit and brief other Level E volunteers to provide practical and constructive mentoring to applicants. All applicants submit a CV which is reviewed and mentors provide feedback on readiness for promotion and areas for improvement, participate in a mock promotion interview and receive constructive feedback to improve their interview performance.

Figure 5.1.12 SPAM mentors and mentees celebrating successful promotions, 2016

Since the introduction of SPAM, applications for promotion to Level E from women/gender X in STEMM have doubled from 35 (2010-13) to 67 (2014-7), increasing the proportion of applications from 33%-46%F (**Figure 5.1.13; Action 5.1.16**). The proportion of women applying for promotion to Level E in non-STEMM slightly decreased during this period (40–39%F). In the Faculty of Science SPAM was expanded to promotions to Level D in 2016 and to Level C in 2018.

Figure 5.1.13 Applications for promotion to Level E before (2010 – 2013) and after the introduction of SPAM (2014 – 2017)
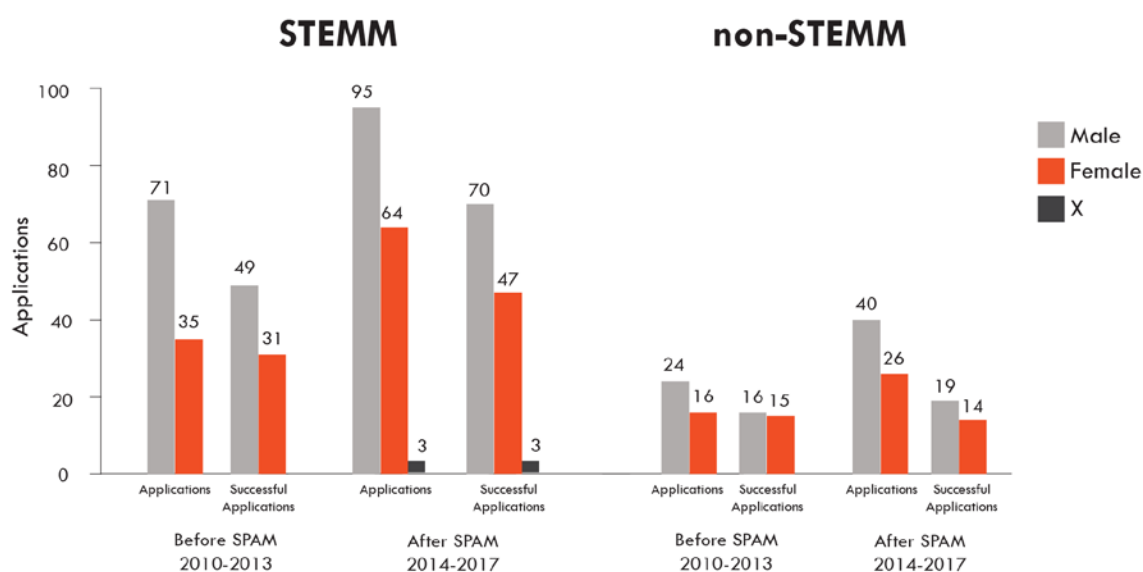
Action 5.1.16 Expand the SPAM program to all faculties from Levels D-E

(iv)   Staff submitted to the Higher Education Research Data Collection (HERDC) by gender

Provide data on staff, by gender, submitted to HERDC for the past five years. Comment on any gender imbalances identified.

Research income awarded in 2015-2017 was analysed and gender assigned according to lead investigator. Women account for a lower number of awards and proportion of total income in Category 1, 2, 4 (**Table 5.1.5**). In Category 3, women received more awards but with a lower total dollar value.

In Category 1, women submit a lower proportion of applications in both STEMM (40%F) and non-STEMM (44%F), and also represent a lower proportion of successfully awarded grants; 38% (STEMM) and 44% (non-STEMM) (**Figure 5.1.14**). This is slightly lower than the proportion of female academic staff (46% F in both STEMM and non-STEMM).

**Table 5.1.5 Awarded funding within each HERDC category (2015 – 2017)**

		Category 1	Category 2	Category 3	Category 4
Count awarded	**F**	290	24	132	1
	M	450	30	116	16
	%F	39	44	53	6
	Total	740	54	248	17
Amount awarded (nearest $1000)	**F**	$187,955,000	$3,762,000	$7,680,000	$58,000
	M	$341,374,000	$4,249,000	$25,516,000	$2,191,000
	%F	36	47	23	3
	Total	$529,329,000	$8,011,000	$33,196,000	$2,249,000

Figure 5.1.14 Category 1 funding applications aggregated across (2015 – 2017)
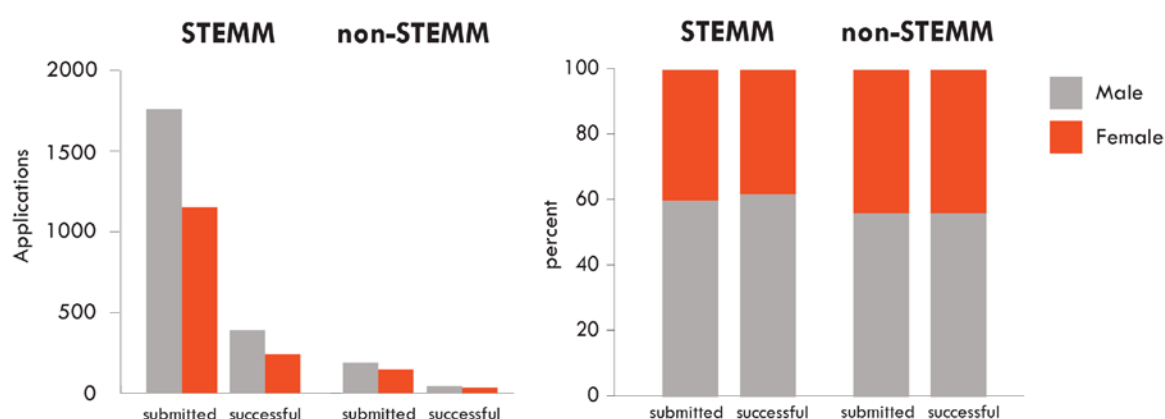
When application numbers and success rates are considered over time, the proportion of female-led STEMM Category 1 funding applications has remained constant across 2015-2017 while the success rate is slightly higher than for men (25%F, 22%M) in 2017 (**Figure 5.1.15**).

Figure 5.1.15 STEMM success rates by gender in Category 1 applications (2015 – 2017)
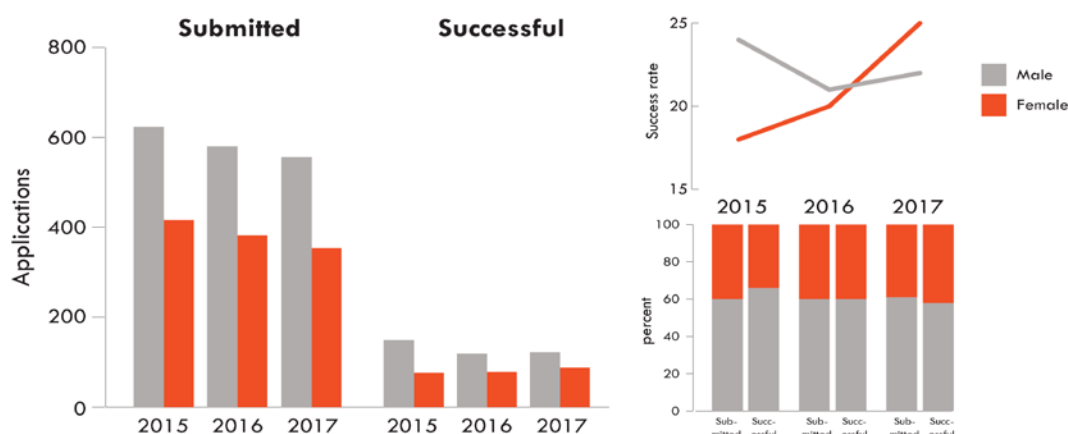
For applications submitted in 2017 to the two major Category 1 funders, the ARC and the NHMRC, there is no difference between the representation of women as lead investigator compared to any position. For ARC grants, the success rate for women is higher than for men and higher than the national average (**Table 5.1.6**).

Table 5.1.6 Gender distribution according to investigator position on submitted ARC and NHMRC grants in 2017

		Leading				Any			
		Female lead	Male lead	%F	%M	Female any	Male any	%F	%M
ARC Discovery Projects	Applications	84	193	30	70	140	337	29	71
	Successful applications	19	36	35	65	25	65	28	72
	USYD success rate			23	19			18	19
	National success rate			18	18				
NHMRC Project Grants	Applications	129	228	36	64	386	608	39	61
	Successful applications	16	33	33	67	45	92	33	67
	USYD success rate			12	14			12	15
	National success rate			15	17				

Analysis of HERDC reported publications by gender during 2015-2017, reveal that 49% were authored by males or all-male groups while only 18% of publications were authored by females or all-female groups. We will run focus groups to explore reasons and use network analysis to explore connections between men and women researchers (**Action 5.1.17**).

The analysis of HERDC data by gender required for this application will be reported to all staff in 2019 and then annually (**Action 5.1.18**).

Figure 5.1.16 Gender of authors of HERDC reported publications during (2015 – 2017)

Female authors only
18%

Male authors only
49%

Female & male
authors
33%
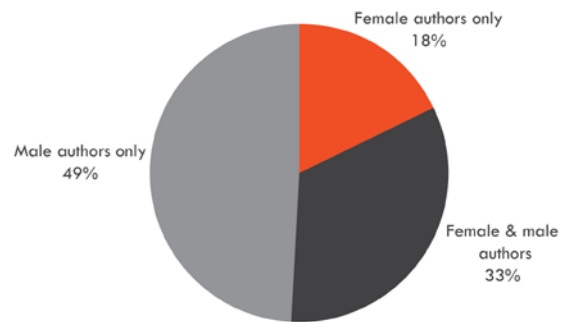
Action 5.1.17 Utilise network analysis to understand connections between male and female researchers and explore issues raised by conducting focus groups

Action 5.1.18 Collect and analyse research funding application and success rates by gender and communicate to staff annually

5.2 Career development: academic staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

During 2014-2017, 580 training courses were offered to staff. Individuals sign up for training through CareerPath, an internal online training portal which tracks training and development uptake. Courses, presented by both external providers and University staff, are available on Safety and Wellbeing, Financial and IT systems, Leadership and Management, Career Development, Research, HR procedures and D&I. The Education Portfolio also offers a suite of professional learning courses in education.

The 2016 Voice Survey revealed 54%F and 51%M agree that the University is committed to training and 60%F and 52%M agree that training received has improved performance (**Table 5.2.1**).

Table 5.2.1 2016 Voice Survey response to questions about training and development

Voice Survey 2016	Agree				Disagree				Total	
	F	M	%F	%M	F	M	%F	%M	F	M
There is a commitment to ongoing training and development of staff	1111	754	54	51	946	724	46	49	2057	1478
The training and development I've received has improved my performance	1234	769	60	52	823	709	40	48	2057	1478

The Culture Survey revealed, 71%F and 67%M of STEMM academics felt informed about training opportunities, and 56%F and 51%M felt encouraged to engage with training. Higher proportions of women (44%) than men (21%) reported barriers to accessing training (**Figure 5.2.1**). Lack of time was the main barrier (38%F, 55%M) (**Action 5.2.1**).

Figure 5.2.1 2017 Culture Survey responses to questions about training and development (STEMM academic staff)
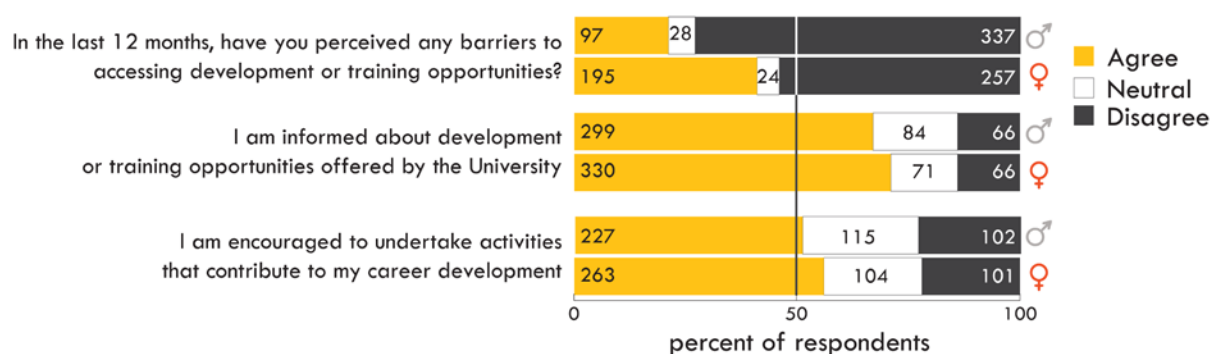
Action 5.2.1 Include time for training and career development in academic workload models and for discussion in appraisal/development reviews (AP&D)

Supported by the introduction of WCALS, unconscious bias training has been actively promoted in faculties/schools. This has resulted in an increase in uptake of D&I courses from 22 (86%F) in 2014 to 719 (56%F) in 2017 (**Table 5.2.2**). Completion rates have increased across all levels (**Table 5.2.2; Figure 5.2.2**).

Table 5.2.2 Uptake of D&I courses for STEMM academic staff (2014 – 2017)

	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Casual	2	-	100	-	2	-	4	2	67	75	36	68
Level A	1	1	50	1	-	100	6	2	75	50	40	56
Level B	3	-	100	9	1	90	22	8	73	125	62	67
Level C	4	2	67	6	1	86	28	8	78	70	48	59
Level D	2	-	100	6	5	55	44	33	57	29	58	33
Level E*	7	-	100	8	12	40	31	40	44	51	75	40
Total	**19**	**3**	**86**	**30**	**21**	**59**	**135**	**93**	**59**	**400**	**319**	**56**

Figure 5.2.2 D&I course completions by level and year for STEMM academic staff (2014-2017)
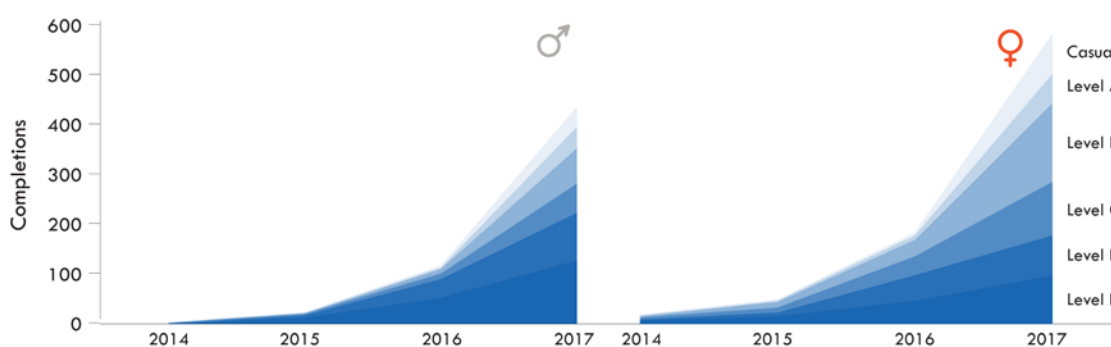
Recent achievement - Following feedback that our unconscious bias training did not equip staff with the tools to address their biases, a revised suite of D&I training was developed by Serendis (**Table 5.2.3**). After a successful pilot (satisfaction rating 5.5/6) in 2018, this training is now being delivered by Serendis in a series of interactive face-to-face workshops. We will continue to promote this training and will review completion rates and course feedback (**Actions 5.2.2, 5.2.3**).

Table 5.2.3 Serendis D&I training

Program	Description
Inclusion in Action	Participants reflect on role inclusion plays in delivering value when leveraging diversity
Inclusive Teams	Session for intact teams to reflect upon their behaviours in relation to team culture and associated performance
Inclusive Committee Meetings	Identify and practice inclusive behaviours for leading and conducting effective and inclusive meetings

Action 5.2.2 Set targets for completion of Inclusion in Action training by academic staff

Action 5.2.3 Review completion rates and participant feedback on Inclusion in Action training

(ii)   Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

The academic planning and development (AP&D) annual review process is available to all fixed-term and continuing academic staff (including EMCRs). Each academic is assigned a supervisor, responsible for managing overall performance and an advisor, to provide mentoring and advice. The AP&D process consists of an online form and a face-to-face meeting. Faculties/schools are in charge of assigning supervisors/advisors to staff but there are no guidelines for this process.

In order to apply for promotion, staff must have completed an AP&D in the previous 15 months. Promotion and work-life balance are not explicitly stated in the AP&D form, therefore discussion of these topics is *ad hoc*.

During 2015-2017, 76% of staff completed their AP&D. Over this period, uptake decreased for both STEMM women (81-69%) and STEMM men (79-70%) (**Table 5.2.4, Figure 5.2.3**). Although uptake is relatively high, our Culture Survey revealed that 37% of academic staff, and 32% of professional staff, find their annual review useful. For STEMM academics, 41%F and 36%M agree their AP&D is useful (**Figure 5.2.3**).

Table 5.2.4 Uptake of AP&D in STEMM faculties (2015 – 2017)

	Number of staff			Uptake of AP&D			% Uptake		
	F	M	All	F	M	All	%F	%M	%All
2015	986	1187	2173	795	940	1735	81	79	80
2016	1016	1196	2212	796	935	1731	78	78	78
2017	1077	1275	2352	748	892	1640	69	70	70
Average	**1026**	**1219**	**2246**	**780**	**922**	**1702**	**76**	**76**	**76**

Figure 5.2.3 STEMM academic responses to the Culture Survey question, "My annual AP&D is useful from a career development point of view"
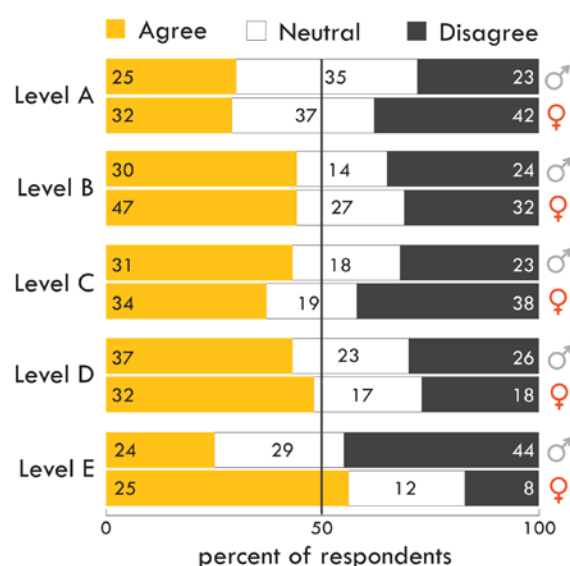
Following a recent review of AP&D training, HR developed a new course 'High Impact AP&D' in 2017. Uptake of this course has been low, (70, 57%F) and completion is not required to be an advisor/supervisor. To improve the AP&D process, better matching of supervisors/advisors to academics is required (**Action 5.2.4**) and adequate support and training (**Action 5.2.5**).

Action 5.2.4 Review the AP&D process including the development of guidelines for appropriate matching of supervisors and advisors

Action 5.2.5 Require supervisors and advisors to complete online AP&D training module

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

More than 60 career development programs run throughout the University, some with mentoring components. Several initiatives delivered by the Research Portfolio and HR are targeted at female academic staff and/or have gender quotas (**Table 5.2.5**). The Research Portfolio is reviewing support and developing a University-wide strategy (**Action 5.2.6**).

Action 5.2.6 Develop a University-wide Researcher Development Strategy to streamline delivery of programs and ensure equitable access to resources and evaluate uptake annually

Table 5.2.5 Examples of university-wide career development programs for women or with targets for women

	Program	Short description	Female / Male	Year Established	No. per year
Research Portfolio	Equity Fellowships	**Thompson Fellowships** enhance career development/promotion success of women (levels C/D)	F	2009	~10
		Brown Fellowships for staff whose careers have been interrupted by primary caring duties	F/M		
		Laffan Fellowships for staff who have a significant disability	F/M		
		All provide relief from teaching/ administrative responsibilities, or technical assistance for up to two semesters ($60k), and 6 career development sessions			
	Sydney Research Accelerator fellowships	Aimed at Levels B-D with an ECR and MCR stream. $100k/2 years to support of ambitious career goals	F/M (50%F target)	2017	20
HR	Sydney Women's Mentoring Program	Career self-reflection, workshops, individual coaching (level B)	F	2016	~15
	Chief Executive Women Program	For academic/professional female staff to take on senior leadership roles and enhance career opportunities	F	2016	6
Cross-faculty	Franklin Women	Cross-organisational, structured 6-month program to support high-potential women in health/medical research careers to progress into leadership	Mentee (F) Mentor (F/M)	Since 2017	~10

5.3 Flexible working and managing career breaks *(Refer to page 23 of the Handbook)*

(i)   Cover and support for maternity and adoption leave: before leave
(ii)   Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff before and during maternity and adoption leave.

In 2018, the University entered into a new EA with several positive changes related to parental leave (**Table 5.3.1**). Updated information is available on the intranet and includes:

- new EA conditions
- Parental Leave Toolkits for soon-to-be parents *and* for managers (**Figure 5.3.1**)
- information about Keeping in Touch (KIT) days for support staff who want to keep in touch with their workplace while on maternity/adoption leave

Table 5.3.1 Maternity/adoption leave provisions at the University

Years of service	2014-2017	Changes in 2018
<1	1 week full pay per month service	
1-2	14 weeks full pay	If both partners work at the University, up to 10 weeks may be taken by the partner if they are the primary carer
>2	In addition to 14 weeks full pay, staff are entitled to *Enhanced Maternity Leave* (22 weeks full pay) Staff are required to enter into a written agreement with the University to: - return to work for a period of at least 26 weeks; or - repay all monies received	Now called *Primary Carer Leave*. Can be shared with partner if both partners work at the University and partner is the primary carer
	To access an additional period of *Enhanced Maternity Leave*, staff are required to be back at work for 2 years (requalification period)	Requalification period has been reduced to 1 year
Fixed-term contracts	The FT contract period must be sufficient to cover the period of leave and a 6 month return to work requirement following leave	

Figure 5.3.1 Snapshot of the new Parental Leave Toolkit on the staff intranet
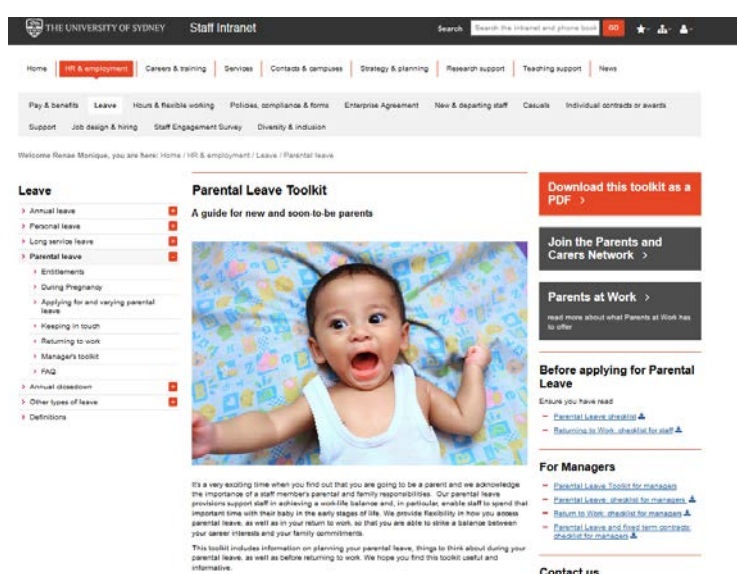
Support given before and during parental leave varies across the University. We will ensure better communication of new EA provisions, parental leave toolkits and KIT day provisions (**Actions 5.3.1, 5.3.2**). Our maternity leave focus groups (**see Section 3.ii**) report there is no actual reduction in working hours or workload for part-time staff (academic and professional). Other concerns;

Academic staff:

- lack of support from supervisors in arranging maternity leave cover
- lack of contact at school/faculty level while on leave
- exclusion from career opportunities involving travel
- reduced engagement in research/teaching

Professional staff:

- inconsistency of information and uncertainty around support options prior to leave
- lack of communication regarding major changes while on leave
- feelings of team exclusion
- workload issues upon return

The HoS focus group noted a lack of flexibility of parental leave policies, especially for ECRs and staff on fixed-term contracts and requested guidelines for how to stay in touch with staff on parental leave. We will rerun both focus groups to identify other issues (**Action 5.3.3**).

Action 5.3.1 Deliver a communication campaign to educate staff and their managers about new EA provisions, parental leave toolkits and KIT day provisions

Action 5.3.2 Engage with the HoS Committee to educate about the new EA provisions, parental leave toolkits and KIT day provisions

Action 5.3.3 Rerun parental leave focus groups with staff and HoS to identify any remaining issues and communicate results to staff

During 2014-2017, on average 5.9% of STEMM and 4.3% non-STEMM female academics and 6.6% STEMM and 7.7% non-STEMM female professional staff utilised maternity leave each year (**Table 5.3.2**). The highest level of uptake was at Level A-C, with slightly lower uptake in non-STEMM compared to STEMM **(Figure 5.3.2).** Around 5-10% of professional staff in STEMM and non-STEMM took maternity leave each year.

Table 5.3.2 Female academic and professional staff utilisation of maternity leave (2014 – 2017)

Academic staff

	2014			2015			2016			2017		
STEMM	F	In post	%F	F	In post	%F	F	In post	%F	F	In post	%F
Level A	27	298	9.1	23	290	7.9	20	290	6.9	24	294	8.2
Level B	20	259	7.7	21	257	8.2	23	267	8.6	26	293	8.9
Level C	13	208	6.3	12	214	5.6	11	225	4.9	10	235	4.3
Level D	3	125	2.4	2	122	1.6	-	114	-	1	126	0.8
Level E*	-	86	-	-	103	-	1	120	0.8	-	129	-
Total	**63**	**976**	**6.5**	**58**	**986**	**5.9**	**55**	**1016**	**5.4**	**61**	**1077**	**5.7**
non-STEMM												
Level A	1	49	2.0	3	51	5.9	4	54	7.4	2	78	2.6
Level B	13	154	8.4	8	148	5.4	6	137	4.4	7	135	5.2
Level C	10	127	7.9	6	126	4.8	9	126	7.1	6	123	4.9
Level D	2	67	3.0	2	70	2.9	-	76	-	1	83	1.2
Level E*	-	55	-	-	61	-	-	67	-	-	77	-
Total	**26**	**452**	**5.8**	**19**	**456**	**4.2**	**19**	**460**	**4.1**	**16**	**496**	**3.2**

Professional staff

	2014			2015			2016			2017		
STEMM	F	In post	%F	F	In post	%F	F	In post	%F	F	In post	%F
Level 1-5	24	421	5.7	23	416	5.5	24	373	6.4	31	406	7.6
Level 6-7	38	537	7.1	35	526	6.7	45	521	8.6	28	520	5.4
Level 8-10	10	177	5.6	16	163	9.8	5	178	2.8	8	193	4.1
>Level 10	2	15	13	2	18	11	1	17	5.9	2	19	11
Total	**74**	**1150**	**6.4**	**76**	**1123**	**6.8**	**75**	**1089**	**6.9**	**69**	**1138**	**6.1**
Executive & non-STEMM												
Level 1-5	16	335	4.8	21	337	6.2	17	342	5.0	25	363	6.9
Level 6-7	46	537	8.6	49	531	9.2	52	569	9.1	47	643	7.3
Level 8-10	26	296	8.8	22	305	7.2	35	331	11	38	353	11
>Level 10	6	142	4.2	10	152	6.6	12	164	7.3	5	168	3.0
	-	8	-	-	12	-	3	15	20	1	18	5.6
Total	**94**	**1318**	**7.1**	**102**	**1337**	**7.6**	**119**	**1421**	**8.4**	**116**	**1545**	**7.5**

Figure 5.3.2 Female academic and professional staff at each level on maternity leave as a percentage of the women at that level (2014 – 2017)
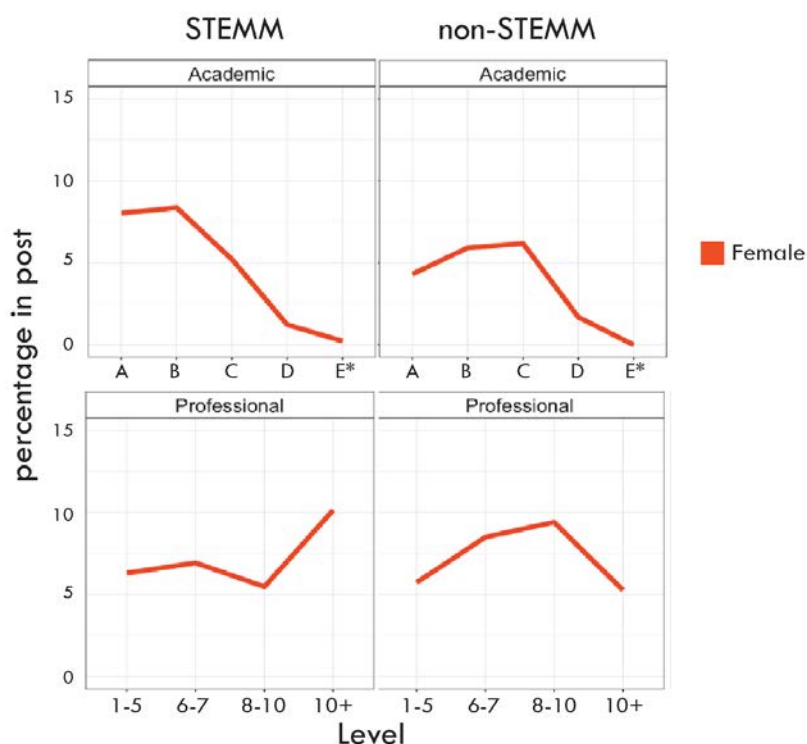
Twelve months of continuous service is required to qualify for maternity/adoption leave, or 24 months of service to qualify for enhanced Primary Carer Leave. This disproportionately affects new staff and staff on fixed-term contracts (where women are over-represented (**see Section 4**). The majority of women take maternity/adoption leave when employed at Levels A-C (**Table 5.3.2; Figure 5.3.2**) placing them at risk of longer career breaks which may negatively impact on career progression (**Actions 5.3.4, 5.3.5**).

The salary component of fixed-term staff funded from external sources (such as research grants) that take maternity/adoption leave is covered by the University. However, the on-costs (up to 30%) are currently charged back to the external source making it difficult to replace the staff member on maternity/adoption leave. This policy is a disincentive toward hiring women of child-bearing age on fixed-term contracts (**Action 5.3.5**).

Action 5.3.4 Advocate to reduce the qualification period for Primary Carer (enhanced) leave

Action 5.3.5 Develop a business case to identify resource implications for:
- reducing the initial qualification period
- recognising Inter-University transfers
- ensuring on-costs for staff on parental leave are not transferred back to the grant holder

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

In addition to the Parental Leave Toolkits (**Figure 5.3.1**) there is a Parents and Carers Network and the Parents at Work Portal which provide on-line resources (**Action 5.3.6**).

Staff are entitled to regular unpaid lactation breaks during work hours to express milk, leave the campus to feed their baby, or have a caregiver bring the baby to them. Several locations on the Camperdown and Cumberland Campus have parent and/or breastfeeding rooms.

Some faculties offer a Carers Re-engagement Scheme for academic staff that have had a significant (≥ 6 months) career break in the previous two years due to caring responsibilities. This scheme is administered locally. Funds vary, but can be used to support research/scholarship and/or teaching relief (up to $25,000) (**Action 5.3.7**).

Action 5.3.6 Review programs and evaluate feedback and report on effectiveness of Parents and Carers programs

Action 5.3.7 Ensure equitable access to Carers Re-engagement Scheme

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

The majority of staff who take maternity leave return to work (>90%) with no difference between STEMM and non-STEMM (**Table 5.3.3**). All staff have a right to return to work part-time after parental leave and can work on a part-time basis for up to six years from the date of birth or adoption of their child, or until the child starts school.

During 2014-2017, 38% of STEMM academic staff returned to work at reduced hours compared to 14% of academic non-STEMM staff. For professional staff, there was no difference between STEMM and non-STEMM (37% and 35%) (**Table 5.3.4**).

Table 5.3.3 Maternity leave return rate for academic and professional staff (2014 – 2017)

			2014		2015		2016		2017	
			F	%F	F	%F	F	%F	F	%F
Academic	Yes	STEMM	60	95	53	91	52	95	60	98
		non-STEMM	23	100	15	88	18	100	15	94
	No	STEMM	3	5	5	9	3	5	1	2
		non-STEMM	-	-	2	12	-	-	1	6
Professional	Yes	STEMM	66	89	71	93	68	91	65	94
		non-STEMM	92	98	95	93	114	96	109	94
	No	STEMM	8	11	5	7	7	9	4	6
		non-STEMM	2	2	7	7	5	4	7	6

Table 5.3.4. Maternity leave return on reduced hours for staff (2014 – 2017)

			2014		2015		2016		2017	
			F	%F	F	%F	F	%F	F	%F
Academic	Yes	STEMM	24	40	16	30	20	38	25	42
		non-STEMM	2	9	3	20	3	17	2	13
	No	STEMM	36	60	37	70	32	62	35	58
		non-STEMM	21	91	12	80	15	83	13	87
Professional	Yes	STEMM	24	36	26	37	30	44	20	31
		non-STEMM	29	32	24	25	31	27	60	55
	No	STEMM	42	64	45	63	38	56	45	69
		non-STEMM	63	68	71	75	83	73	49	45

Of the women who return, ~10% of staff eventually resign. The average time of return for academic staff is 8 months (STEMM) and 12 months (non-STEMM) and professional staff is 11 months (**Table 5.3.5; Figure 5.3.3**).

The University has a "clawback" requirement that staff who access the enhanced Primary Carer Leave must return to work for a period of at least 26 weeks (**Table 5.3.1**) or they are financially liable for the enhanced component of their leave. This may place additional pressure on staff to return to work and we will explore options to remove this policy (**Action 5.3.8**).

To understand the experiences of staff and identify additional support the University could offer, we will develop a survey and run focus groups (**Action 5.3.9**) for staff who did and did not return from maternity/adoption leave to explore:
- length of leave taken
- whether they returned on reduced hours
- decisions around resigning and timing of resignation.

Figure 5.3.3 Percent of staff who eventually resign after returning from maternity leave, headcount indicated on bars
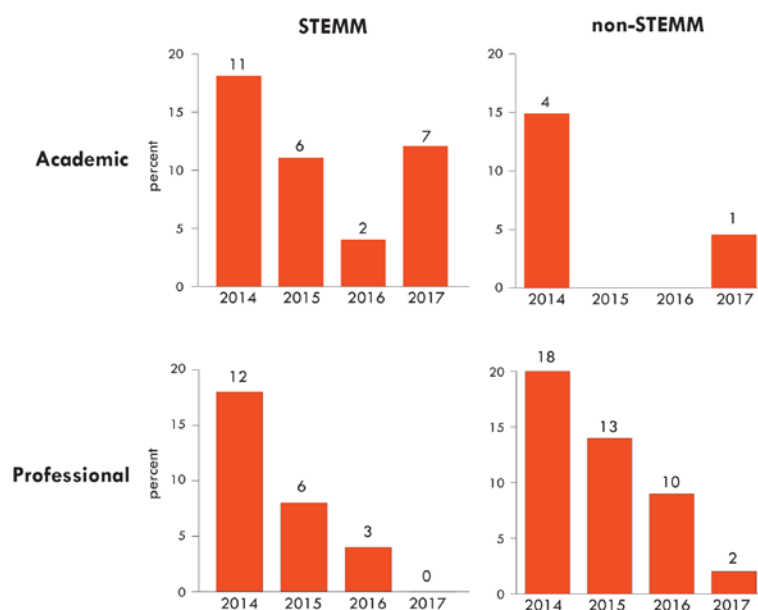
Table 5.3.5 Staff returning from maternity leave and then leaving the University (2014 – 2017)

Academic

	STEMM				non-STEMM			
	Leavers	Returned	%	Months to resign	Leavers	Returned	%	Months to resign
2014	11	60	18	11	4	23	17	12
2015	6	53	11	8		15	-	-
2016	2	52	4	3		18	-	-
2017	7	60	12	4	1	15	7	4
All	**26**	**225**	**12**	**8**	**5**	**71**	**7**	**12**

Professional

	STEMM				non-STEMM			
	Leavers	Returned	%	Months to resign	Leavers	Returned	%	Months to resign
2014	12	66	18	15	18	92	20	13
2015	6	71	8	6	13	95	14	12
2016	3	68	4	6	10	114	9	9
2017	-	65	-	-	2	109	2	5
All	**21**	**270**	**8**	**11**	**43**	**410**	**10**	**11**

Action 5.3.8 Develop a business case to identify resource implications to remove claw-back requirement and advocate to remove

Action 5.3.9 Develop a survey and run focus groups for staff who did and who did not return from maternity/adoption leave and Primary Carer Leave

(v)   Paternity, shared parental, adoption leave and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

A staff member whose partner is the birth or adoptive parent of a child is entitled to:
- 5 days paid partner leave
- up to 10 days personal leave
- 20 days unpaid partner leave
- a further unbroken period of unpaid leave during the 52 weeks (extended partner leave) or up to 104 weeks extended parental leave to be the primary care giver

This leave may be taken at any time during a 12 month period commencing one week before the expected date of birth or adoption of the child. The number of academic men in STEMM (3.1%) and non-STEMM (2.4%) that have utilised parental leave during 2014-2017 is similar and slightly lower than male professional staff (3.5% STEMM; 4.6% non-STEMM) (**Table 5.3.6**). Women are eligible to take Partner Leave but until 2018, it was not clear from the information collected if women were taking maternity/adoption leave or partner leave.

Table 5.3.6 Male staff utilisation of parental leave (2014 – 2017)

	Academic staff											
	2014			**2015**			**2016**			**2017**		
STEMM	M	In post	%M	M	In post	%M	M	In post	%M	M	In post	%M
Level A	11	282	3.9	12	253	4.7	17	250	6.8	12	284	4.2
Level B	7	211	3.3	12	207	5.8	10	211	4.7	14	231	6.1
Level C	7	229	3.1	6	229	2.6	6	217	2.8	10	206	4.9
Level D	4	219	1.8	5	218	2.3	1	223	0.4	6	241	2.5
Level E*	1	278	0.4	4	280	1.4	4	295	1.4	3	313	1.0
Total	**30**	**1219**	**2.5**	**39**	**1187**	**3.3**	**38**	**1196**	**3.2**	**45**	**1275**	**3.5**
non-STEMM												
Level A	1	33	3.0	1	34	2.9	2	42	4.8	3	60	5.0
Level B	6	123	4.9	4	125	3.2	4	125	3.2	6	119	5.0
Level C	3	147	2.0	4	135	3.0	1	126	0.8	3	136	2.2
Level D	3	81	3.7	1	86	1.2	1	97	1.0	5	92	5.4
Level E*	1	119	0.8	1	124	0.8	1	125	0.8	1	135	0.7
Total	**14**	**503**	**2.8**	**11**	**504**	**2.2**	**9**	**515**	**1.7**	**18**	**542**	**3.3**

	Professional staff											
	2014			**2015**			**2016**			**2017**		
STEMM	M	In post	%M	M	In post	%M	M	In post	%M	M	In post	%M
Level 1-5	4	137	2.9	5	127	3.9	2	117	1.7	5	121	4.1
Level 6-7	4	188	2.1	6	192	3.1	14	188	7.4	6	193	3.1
Level 8-10	4	99	4.0	2	95	2.1	6	100	6.0	1	92	1.1
>Level 10	-	7	-	-	7	-	-	8	-	-	9	-
Other	-	2	-	-	2	-	-	1	-	-	-	-
Total	**12**	**433**	**2.8**	**13**	**423**	**3.1**	**22**	**414**	**5.3**	**12**	**415**	**2.9**
Executive and non-STEMM												
Level 1-5	4	205	2.0	8	194	4.1	3	185	1.6	6	194	3.1
Level 6-7	14	294	4.8	16	292	5.5	12	336	3.6	20	368	5.4
Level 8-10	13	259	5.0	18	257	7.0	18	262	6.9	14	277	5.1
>Level 10	3	137	2.2	3	145	2.1	13	152	8.6	7	159	4.4
Other	-	11	-	-	13	-	1	15	6.7	-	17	-
Total	**34**	**906**	**3.8**	**45**	**901**	**5.0**	**47**	**950**	**4.9**	**47**	**1015**	**4.6**

The new EA provisions (**Table 5.3.1**) allow for partners employed at the University to share maternity/adoption leave (up to 10 weeks) and Primary Carer Leave which helps to support the shared responsibility of raising children (**Action 5.3.10**).

University policy does not discriminate between maternity and adoption leave. Our parental leave provisions apply to staff who are adopting a child with an additional two days' unpaid leave available. Adoption leave takers are too few in number to be evaluated.

Action 5.3.10 Evaluate uptake and explore staff experiences of expanded partner leave provisions. Promote case studies to staff

(vi) Flexible working

Provide information on the flexible working arrangements available.

We offer a range of flexible working options including:
- changing from full-time to part-time work
- changing start/finish times
- Reduced Working Weeks Scheme
- job sharing
- working from home
- transition to retirement

Flexible working arrangements are negotiated by staff with their supervisor/manager and may be for a defined period of time, or ongoing. Currently, we do not record uptake of flexible work arrangements. However, we do keep data on the number of staff employed part-time. This includes all staff working part-time, not just staff with caring responsibilities. To better understand the cohort of staff that work flexibly due to caring, we will collect data, run focus groups and showcase diverse case studies (**Actions 5.3.11 - 5.3.13**).

Action 5.3.11 Record the reason/s staff are employed part-time in the new HR technology

Action 5.3.12 Include flexible work and transitioning between part-time and full-time work questions in staff/HoS parental leave focus groups

Action 5.3.13 Showcase diverse examples of male and female staff that utilise flexible work arrangements due to caring responsibilities

The majority of part-time staff are women (academic 59%F and professional 88%F) (**Table 5.3.7**). In STEMM, the majority of part-time academics are at Level A (36%F) and at Level B in non-STEMM (37%F) (**Table 5.3.8**).

Table 5.3.7 Part-time academic and professional staff in STEMM and non-STEMM (2014 – 2017)

Academic Staff (Part-time)	STEMM				non-STEMM				University	
	F	M	Total	% F	F	M	Total	% F	Total	% F
2014	366	236	602	61	82	66	148	55	763	59
2015	361	246	607	59	78	54	132	59	754	58
2016	385	251	636	61	75	54	129	58	781	59
2017	396	265	661	60	91	76	167	54	837	59
Grand Total	**1508**	**998**	**2506**	60	**326**	**250**	**576**	57	**3135**	59

Professional Staff (Part-time)	STEMM				non-STEMM				University	
	F	M	Total	% F	F	M	Total	% F	Total	% F
2014	450	53	503	89	296	58	354	84	857	87
2015	434	48	482	90	286	54	340	84	822	88
2016	412	39	451	91	267	43	310	86	761	89
2017	440	45	485	91	285	57	342	83	827	88
Grand Total	**1736**	**185**	**1921**	90	**1134**	**212**	**1346**	84	**3267**	88

Table 5.3.8 Part-time academic staff in STEMM and non-STEMM by level

Academic Staff (Part-time)		STEMM				non-STEMM			
		F	M	%F	%M	F	M	% F	%M
2014	Level A	139	56	38	24	20	11	24	17
	Level B	105	47	29	20	37	21	45	32
	Level C	78	45	21	19	11	13	13	20
	Level D	31	40	8	17	6	4	7	6
	Level E*	13	48	4	20	8	17	10	26
	Total 2014	**366**	**236**	**100**	**100**	**82**	**66**	**100**	**100**
2015	Level A	134	62	37	25	21	11	23	19
	Level B	104	48	29	20	32	19	37	35
	Level C	70	46	19	19	17	9	19	17
	Level D	36	42	10	17	9	3	12	6
	Level E*	17	48	5	20	8	18	9	24
	Total 2015	**361**	**246**	**100**	**100**	**78**	**54**	**100**	**100**
2016	Level A	135	60	35	24	22	11	27	20
	Level B	110	49	29	20	29	20	35	35
	Level C	86	50	22	20	16	8	19	15
	Level D	32	40	8	16	7	4	9	7
	Level E *	22	52	6	21	10	18	11	22
	Total 2016	**385**	**251**	**100**	**100**	**75**	**54**	**100**	**100**
2017	Level A	138	71	35	27	32	24	35	30
	Level B	115	51	29	19	29	22	31	29
	Level C	87	42	22	16	12	11	11	14
	Level D	32	40	8	15	10	3	11	4
	Level E *	24	61	6	23	13	20	12	22
	Total 2017	**396**	**265**	**100**	**100**	**91**	**76**	**100**	**100**
	Mean	**377**	**250**			**82**	**63**		

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

We do not have specific policies, but staff are supported to return back to their full-time positions as required. We will explore staff views and experiences of transitioning between part-time and full-time work in focus groups (**Action 5.3.12**).

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

There are four childcare centres currently providing long day care on or near the Camperdown Campus and one on the Cumberland Campus. While the University accommodates these childcare centres, it does not directly operate them; therefore staff/students do not routinely have preference for space.

Three reports since 2014 highlighted a gap between demand and supply for both staff and students for childcare on campus and this gap is predicted to continue to increase as the University grows. Our inability to give staff priority for permanent or occasional childcare places affects our ability to recruit and retain staff, particularly when recruiting from outside of Sydney as raised by HoS to the SAGE SAT (**Action 5.3.14**).

Action 5.3.14 Assign champions to lead a working group to develop a childcare strategy and a business plan to meet the childcare needs of staff and students

(ix)   Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

On joining the University, staff receive two weeks personal leave p.a., on reaching 12 months service they receive 10 weeks personal leave p.a. and to 10 days/year can be used for carers leave.

Data from HR records (**Figure 5.3.4**) and the Culture Survey show that caring is heavily gendered, with the majority of caring carried out by women. 46% of academic and 41% of professional staff indicated they had caring responsibilities in the Culture Survey. Among academics, the figure was highest among women at levels B/C/D. The overall rate of professional staff with caring was lower, but the highest rates were for women at levels 7-10 and >10 (**Figure 5.3.5**).

42%F and 21%M academic staff and 20%F and 8%M professional staff reported being disadvantaged in their role at the University due to caring responsibilities. This was highest among level C (52%) and D (489%) women (**Figure 5.3.6**).

The types of disadvantage most commonly reported by academic women were:

   'Not being able to travel for work' (88% of level D)

   'Not being able to speak at or attend conferences' (85% of level D)

   'Not being able to attend work related events' (77-89% at all levels)

   'Not being able to attend social events with colleagues' (73-93% at all levels)

Figure 5.3.4 Academic and professional staff carers leave recorded by HR by gender and grade (2014 – 2017)
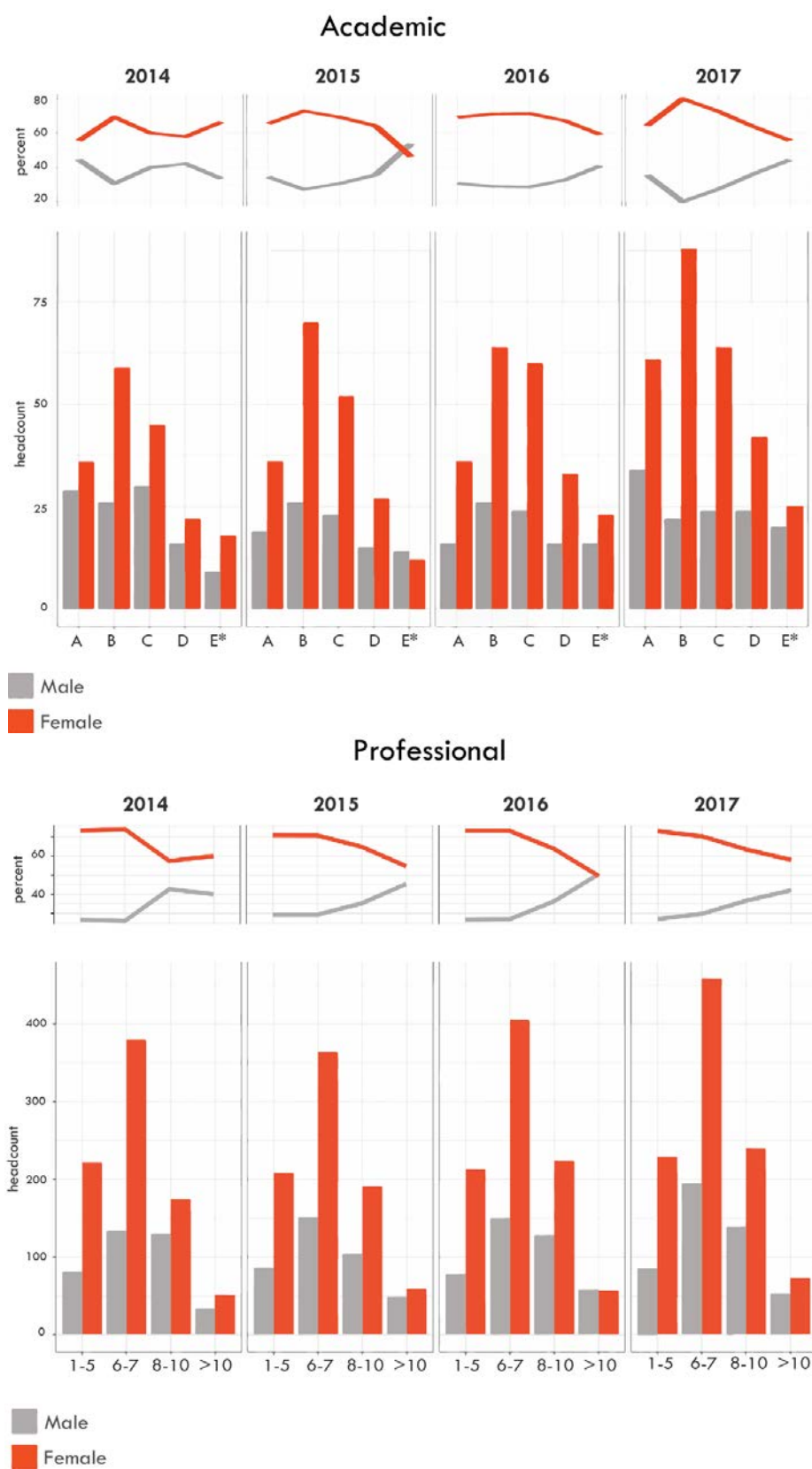
Academic

Figure 5.3.5 Academic and professional staff that report having caring responsibilities in the Culture Survey, by gender and level (headcount indicated)
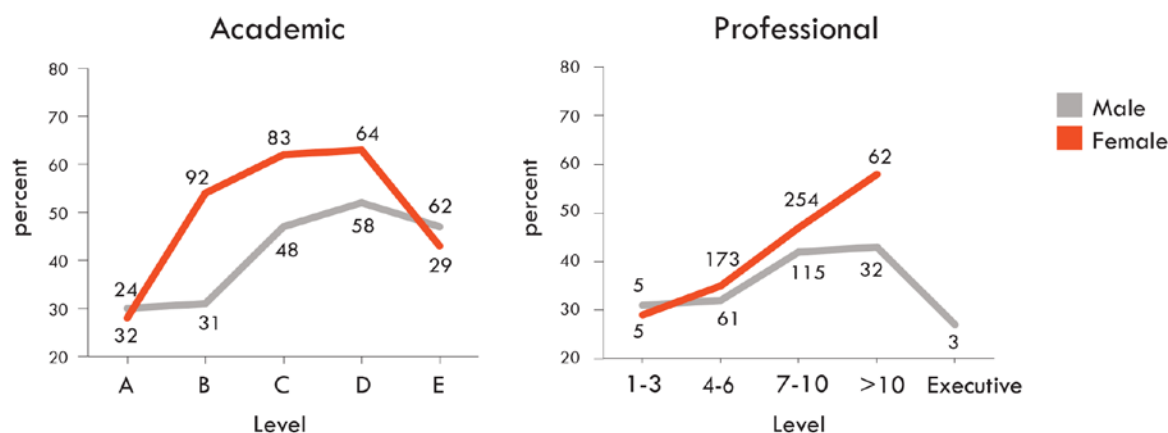
Figure 5.3.6 Academic and professional staff that report being disadvantaged by their caring responsibilities in the Culture Survey, by gender and level (headcount indicated)
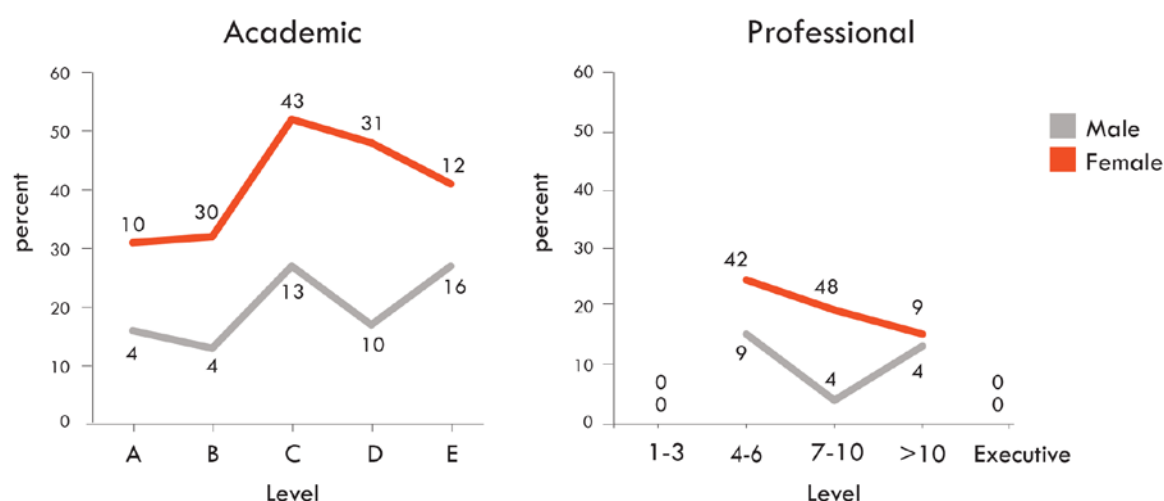
This data confirms that we need to do more to support our academic staff with caring responsibilities including; support when returning to work (**see Action 5.3.7**), the development of core-hours policies (**see Section 5.4.ix**), and to provide travel support for carers.

Four faculties provide support towards costs associated with primary caring duties arising from domestic/international travel for research/scholarship activities. This support is not currently available to all academic staff. Eligibility and the amount awarded ($1000-$2500) varies between faculties (**Action 5.3.15**).

Action 5.3.15 Ensure equitable access to travel support for carers in all faculties and make available to all academic staff (both continuing and fixed-term)

5.4 Organisation and culture

(i)   Culture

> *Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.*

The Strategic Plan (2016-20) emphasised "building a culture grounded in our values" and defined an agreed set of core values (**Figure 5.4.1**). Participation in the SAGE Pilot and striving for Bronze Award status were included as part of the Strategy and, as such, strategic funding has been made available for the creation of SAGE Program Office and participation in the SAGE Pilot for five years (2016-2020) (**see Section 1**).

Figure 5.4.1 University of Sydney Core Values (2016 – 2020)

The Culture Strategy Office and Culture Taskforce were established to lead initiatives including:
- working with faculties on local culture strategies
- producing discussion papers on how to embed our values in everyday practice with a focus on; disagreeing well and inclusion of culturally and linguistically diverse (CALD) staff
- facilitate policy updates to include consideration of the values
- communicate and celebrate success (in all forms)

The University supports a number of staff networks including:
- Aboriginal and Torres Strait Islander Staff Network (**Section 8**)
- Disability at Work Network (DAWN) (**Section 7**)
- Mosaic Network (**Section 7**)
- Parents and Carers Network (**Section 5.3**)
- Pride Network (**Sections 6-7**)
- Women at Sydney Network

The Culture Survey results suggest a disconnect between our aspirations for an inclusive culture and the lived reality. 90% of executives/deans feel valued by the University compared to 48%F and 51%M academics (**Figure 5.4.2**). Professional staff responses showed less variation but there was still a gap between executive (69%) and non-executive staff (57%) (**Figures 5.4.2, Action 5.4.1**).

Action 5.4.1 Analyse relevant data from the Culture Survey/online discussion forums to explore reasons for staff not feeling valued

Figure 5.4.2 Academic (left) and professional (right) staff responses to the Culture Survey question, "I feel that the University values me as an employee"
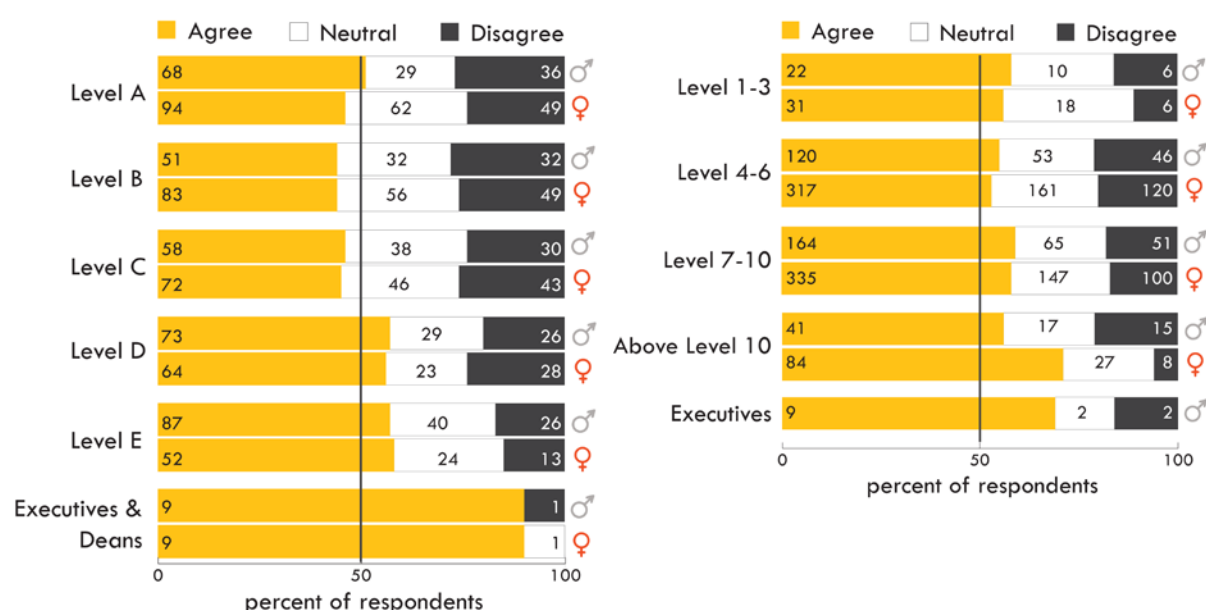
(ii)   HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

We have a range of HR policies related to accountability and responsibility with a three year review-cycle which includes consultation with stakeholders and a communication plan. Training is provided to support managers and staff, face-to-face and online.

HR did not routinely collect or report on bullying, harassment, discrimination data in the reporting period and access to data was limited for 2016-2017. This data reveals a rise in the number of complaints, (168-189, 66%F); an increase in the period to resolution; and 16 complaints (2017) progressed to full investigation (**Table 5.4.1**). A confidential, on-line reporting system will be introduced and bullying, harassment and discrimination data reported annually to the staff community (**Action 5.4.2**).

Table 5.4.1 2016/7 Complaints data.
Other* (Misconduct, Performance Review, Grievance, Review Committee, Code of Conduct, Query).
Data does not include complaints received from students or members of the public about staff

Type of Matter/Complaint	2016	2017			
	Received	Received	%F	Resolved at Prelim. Stage	Full Investigation
Bullying	89	69	77	61	8
Harassment (Sexual and Other)	22	19	58	17	2
Discrimination	11	9	56	7	2
Other *	46	92	61	N/A	4
Total	**168**	**189**	**66**	**85**	**16**
Average Time to Resolve	64 days	81 days			

There is currently no mechanism to measure consistency of application of HR policies. The Culture Survey reveals issues with workplace behaviours and understanding of HR policies. Experience of bullying, harassment and discrimination was higher for women than men (**Figure 5.4.3**). Witnessing of such events was similar, but women were less likely to know 'how to report' or to 'report' incidents. Responses from staff who did not report incidents include:

"Fear of recrimination/retaliation"

"Perception that previous reports have not resulted in change"

"Unfamiliar with the reporting process/unease with formal procedures"

"Uncertainty as to what may be considered inappropriate behaviour"

The University provides a 20-minute online Workplace Bullying Prevention module. Uptake of this training has been low; since 2014, 78 academic (48%F) and 536 professional staff completions (60%F). We will review and update this training, incorporate intersectional content (**see Sections 6-8**) and increase uptake by leaders and all staff (**Actions 5.4.3, 5.4.4**)

Action 5.4.2 Introduce confidential online reporting for bullying, harassment and discrimination complaints, analyse data and report annually

Action 5.4.3 Review and update the Workplace Bullying Prevention module and incorporate intersectional content

Action 5.4.4 Require Deans/HoS and all staff to complete online Workplace Bullying Prevention training

Figure 5.4.3 Academic staff responses to Culture Survey questions about witnessing (left), experiencing (middle) and reporting (right) bullying, harassment or discrimination
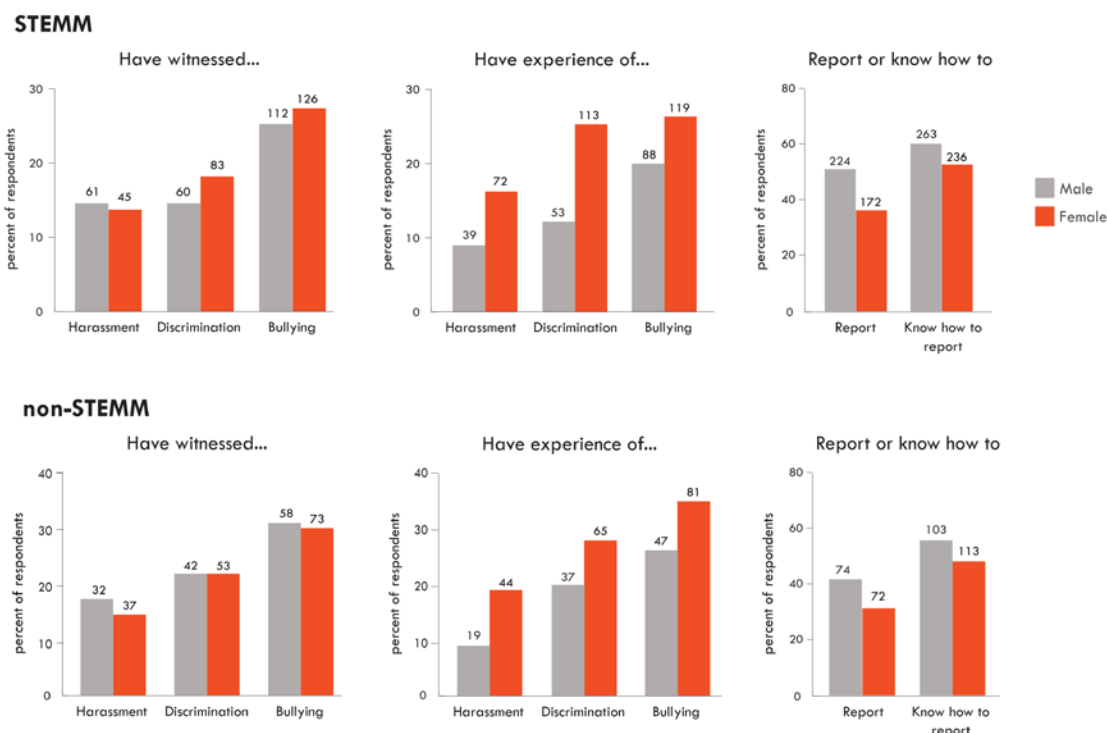
(iii)   Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM departments.

Deans are appointed through an extensive international search and panels are chaired by the VC and include senior members of the University.

Until recently, the appointment process for HoS varied, however, most HoS appointments are now made through formal recruitment processes open to internal and external staff. Gender and other forms of diversity are formally considered in the process which is likely to have contributed to the increase in female HoS (from 10-32% in STEMM; **Table 5.4.2**). Overall, proportions of female Deans/HoS have increased during 2014-2017 in both STEMM (20%-30%F) and non-STEMM (35%-54%F) (**Figure 5.4.4**). In STEMM, proportions of women in these leadership positions were similar to the proportions of women at Level E and higher in non-STEMM (**Figures 5.4.5; Action 5.4.5**).

Through the self-assessment process, we have realised the importance of HoS in setting University culture. In recognition, the HoS Committee was formed in 2017 providing a forum for HoS to share their experiences, highlight best practice and receive tailored leadership training. We will work with this group as we implement our action plan and begin to engage with schools applying for departmental awards.

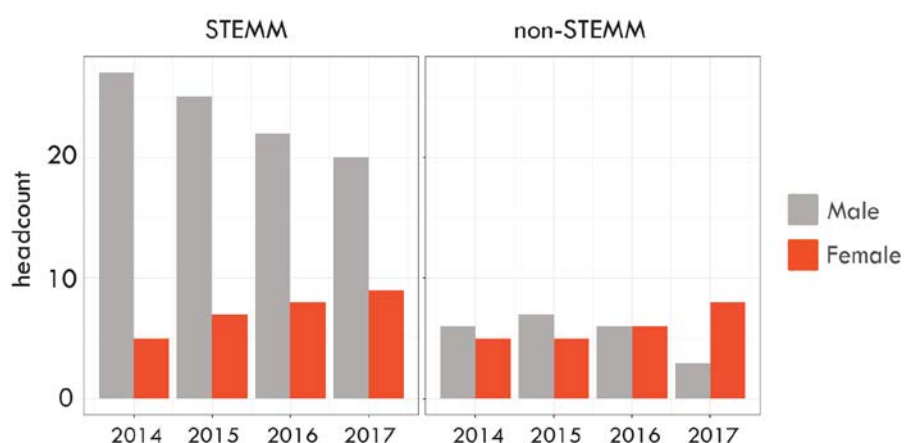**Figure 5.4.4 Gender of leaders of faculties/schools (2014 – 2017)**

Table 5.4.2 Gender proportions of leaders of faculties and schools (2014 – 2017)

		STEMM				non-STEMM			
		F	M	Total	%F	F	M	Total	%F
Dean of faculty	2014	3	8	11	27	2	3	5	40
	2015	3	7	10	30	2	4	6	33
	2016	3	7	10	30	4	2	6	67
	2017	2	5	7	29	2	1	3	67
Head of school	2014	2	19	21	10	3	3	6	50
	2015	4	18	22	18	3	3	6	50
	2016	5	15	20	25	2	4	6	33
	2017	7	15	22	32	6	2	8	75

Figure 5.4.5 Proportion of female leaders of faculties/schools compared to proportion of women at Level E (2014 – 2017)
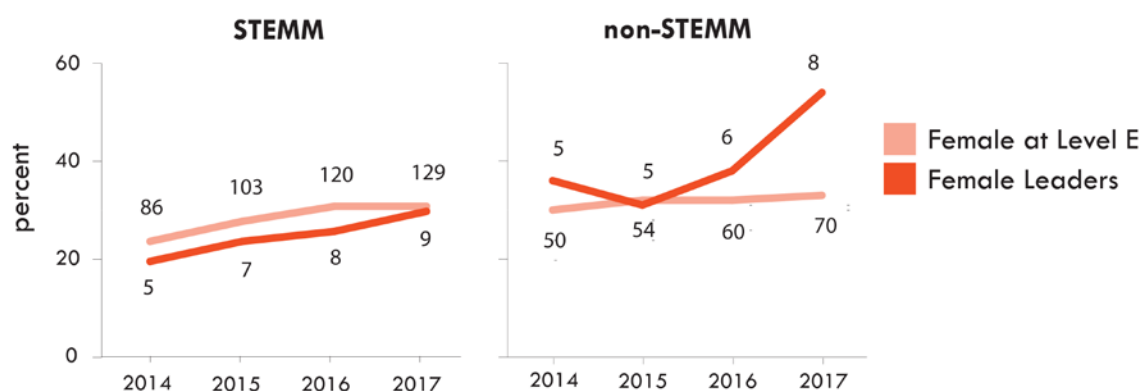
Action 5.4.5 Set targets for Dean/HoS to match or exceed proportion of women at Level E in all faculties and review annually

(iv)   Representation of men and women on senior management committees

University Executive is our most senior management committee, makes recommendations to the VC and reports to Senate. All members are *ex officio* appointments. A review of senior management included a focus on increasing the representation of women resulting in an increase from 28%F (2014) to 47%F (2018) (**Table 5.4.3**).

Table 5.4.3 University Executive membership (2014 – 2018)

	Total	F	M	%F	Chair (ex officio)
2014	25	7	18	28	Male
2015	24	6	18	25	Male
2016	25	9	16	36	Male
2017	17	5	12	29	Male
2018	17	8	9	47	Male

Academic Board reports to Senate and provides advice to both Senate and the VC on all academic matters. It consists of *ex officio* members; elected academic staff and student members from each faculty. Between 2014-2018, female membership increased from 41-52% (**Table 5.4.4**).

Table 5.4.4 Academic Board membership (2014 – 2018)

	Total	F	M	Non-identifying	%F	Chair (elected)
2014	108	44	62	-	41	Male
2015	102	44	58	-	43	Male
2016	112	56	56	-	50	Male
2017	119	61	57	1	51	Male
2018	131	68	63	-	52	Male

(v)   Representation of men and women on influential institution committees

The Senate is our most influential institutional committee, overseeing all major decisions concerning the University. It consists of *ex officio* members, elected staff and students and external members appointed either by Senate or the Minister for Education. Members are appointed for a two-year term and the Chair is elected by the Senate.

Gender balance is taken into consideration when appointments/changes to membership are required. Between 2014-2018, female membership increased from 36-47% (**Table 5.4.5; Actions 5.4.6, 5.4.7**).

Table 5.4.5 Senate membership (2014 – 2018)

	Total	F	M	%F	Chair (elected)
2014	22	8	14	36	Female
2015	21	10	11	48	Female
2016	22	10	12	45	Female
2017	22	10	12	45	Female
2018	15	7	8	47	Female

Action 5.4.6 Collect diversity demographics of senior management and influential institution committees and report annually to staff

Action 5.4.7 Work with chairs of senior management and influential institution committees to maintain gender parity and report annually to staff

(vi) Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

No institution-wide data is currently collected on committee workload. Workload is dependent on how often committees meet and how much an individual decides to contribute. Committee workload will be included in workload models and we will explore issues of gendered burden, particularly in areas of low representation (**Actions 5.4.8, 5.4.9**).

Action 5.4.8 Include committee membership in workload models

Action 5.4.9 Require faculties to collect data on gender and diversity composition of committees and report annually to Vice-Provost and staff

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

The process for review or policies, seeking feedback and communicating changes to staff is outlined in Section 5.4(ii).

(viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Our Academic Staff Workload Policy recommends that each faculty/school develop a method of recording workload that:
- can be audited on a regular basis to ensure transparency and workload balance
- encourages annual review of workload within groups

The existence and/or effective implementation of workload policies is variable across the University. The policy does not include reference to appraisal review/promotion or monitoring for gender bias (**Actions 5.4.10, 5.4.11**).

The Culture Survey results reveal a clear gender gap in the way staff feel about workload allocation, with less women feeling workload is allocated evenly. Responses were similar across STEMM and non-STEMM (**Figure 5.4.6**). As women progress through their careers, they increasingly feel workload allocation favours men (49%F at Level E) (**Figure 5.4.7**).

Figure 5.4.6 STEMM academic responses to questions about the allocation of teaching workload and administration responsibilities by gender, Culture Survey

Figure 5.4.7 STEMM academic women's responses to questions about the allocation of teaching workload and administration responsibilities, Culture Survey
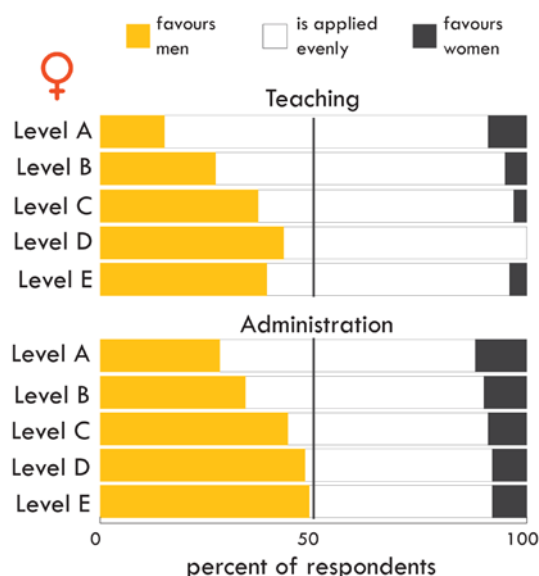
Action 5.4.10 Engage with HoS to support them to develop and communicate workload models to their staff

Action 5.4.11 Require HoS to analyse workload models for uneven workload allocation, put actions in place to address any issues identified and report to Vice-Provost and school staff annually

(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

There is no University policy concerning timing of meetings/social gatherings and data is not currently collected (**Action 5.4.12**).

Some faculties/schools have instituted core-hours guidelines, e.g. the School of Chemistry states that committee meetings and opportunities for staff to interact with visitors to the department should be within 9am-4pm.

The Culture Survey revealed timing of meetings and social gatherings negatively impacted staff with caring duties, particularly for female staff at Level B-D (**see Section 5.3.ix**).

Action 5.4.12 Encourage all schools to consult with staff to develop appropriate core-hours guidelines

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

Since the beginning of the SAGE process, we have worked to ensure visibility of positive role models through a variety of strategies outlined below.

We have created inclusive language and imagery guidelines for webpages and publications which are used by Marketing and Communications staff to review and develop content (**Action 5.4.13**).

We have improved representation of women across internal and external University communications, examples:
- "10 Women Shaping the Future" (Feb 2017) - best performing story in *Staff News* for 2017 with 890 clicks
- "Wonder Women in STEMM" (Aug 2017) - 1,733 page views, 1,573 visits, and 4m:50s average time on page
- A feature in *Frankie Magazine* (readership of 407,000+ majority female, 20–35 years) showcased a range of the University's female staff, students and alumni. This was accompanied by a 13-minute YouTube video of discussions about experience working in a male-dominated industries and the importance of mentorship for women (824 views) (**Figure 5.4.8**)

Figure 5.4.8 *Frankie Magazine* **spread and YouTube video snapshot**
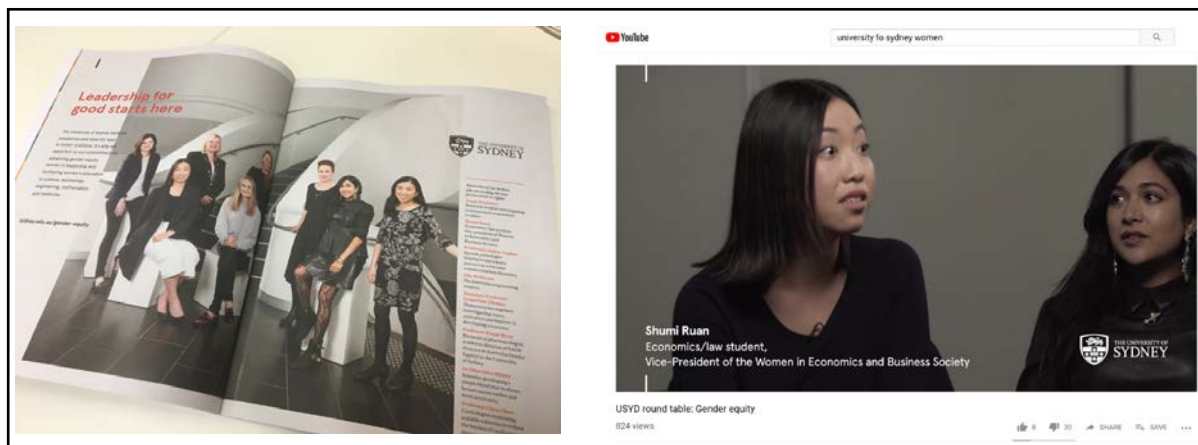
In October, 2018 we launched a version of the Male Champions of Change Panel Pledge. As at March, 2019, there are over 250 signatories. Ambassadors will be asked to provide feedback on the impact of the Panel Pledge on their behaviours, the first round of feedback was shared with staff via *Staff News* and the intranet (**Figure 5.4.9; Action 5.4.14**).

Figure 5.4.9 Screen shot of Panel Pledge intranet page[4]
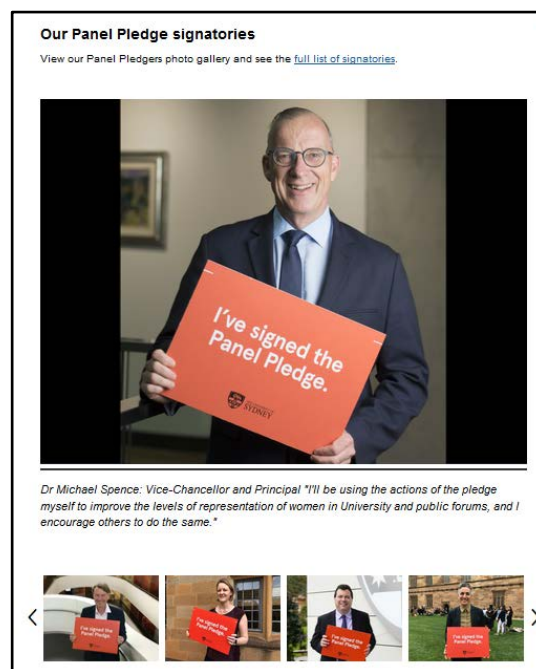
We increased representation of women in the University's portraiture by commissioning three portraits displayed in MacLaurin Hall, which is used for a variety of events including student examinations, award ceremonies and public events (**Figures 5.4.10 – 5.4.12; Action 5.4.15**).

---

[4] https://sydney.edu.au/about-us/vision-and-values/diversity/gender-equity.html

Figure 5.4.10 Unveiling of Professor Nalini Joshi AO portrait on International Women's Day, 2017. L-R, artist Celeste Chandler, Professor Nalini Joshi AO, and Provost Professor Stephen Garton.

Figure 5.4.11 Unveiling of Professor Emerita Margaret Harris' portrait at the Portraits and Place event – 19 July, 2017. L-R, Professor Emerita Margaret Harris, artist Celeste Chandler and Vice-Chancellor and Principal Dr Michael Spence.

Figure 5.4.12 Unveiling of Dr Elsie Dalyell's portrait, Feb 2019. Elsie was the first full-time female staff member of the Sydney Medical School. L-R, Leanne Dalyell, Elise Williams (nee Dalyell; Elsie's great-grand-niece), artist Tianli Zu and Cameron Dalyell (Elsie's grand-nephew).

Action 5.4.13 Promote the inclusive language and imagery guidelines for webpages and publications and conduct an inclusive imagery audit of webpages and publications biennially

Action 5.4.14 Promote the Panel Pledge, survey Panel Pledge ambassadors and collect data on the impact of the initiative and communicate to staff

Action 5.4.15 Continue to explore novel ways to profile women's achievements and careers and communicate changes to the representation of women in imagery to staff

(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

Data on outreach activities are not currently recorded, but anecdotal evidence indicates staff participation is extensive and both faculty-based and individuals also engage directly with the public (**Action 5.4.16**).

The promotion process formally recognises outreach as a part of the GLE component and in 2018, a GLE-focused stream was introduced for promotion to Level D/E requiring academics to demonstrate exceptional performance in this area (**see Section 5.1.iii**). We will work with the Vice-Provost to ensure outreach and engagement activities are appropriately considered in the promotion process and recognised in AP&D and workload models (**Action 5.4.17**).

Action 5.4.16 Implement data collection by school, gender and grade of outreach activity participants and report to school staff and SAGE Program Office

Action 5.4.17 Include recognition of outreach activities in AP&D and workload models (when implemented)

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

The VC, as Executive Sponsor of SAGE, has stated his intention to support a Silver Institutional Award Application in 2023. As this will require several Schools to achieve Departmental Awards, the VC and University leaders are committed to supporting and embedding the SAGE Program across the University. The Culture Survey also revealed high levels of support for our gender equity targets amongst leaders:

- 100% (10 of 10) professional executives
- 95% (19 of 20) academic executives and deans
- 91% (81 of 89) female professors
- 83% (129 of 156) male professors

The SAGE Program is included in the University's Culture Strategy. The creation and resourcing of the SAGE Program Office has ensured the SAT has been adequately supported to prepare a quality submission. The Athena SWAN principles have been embedded across the University and the application process has been effectively communicated with regular opportunities provided to staff to engage (**see Section 3**).

We will work with the HoS committee, and then individual schools, to support their departmental application process and the SAGE Program Office will be a central resource for data, templates and knowledge to assist school SATs and will coordinate all submissions and oversee the Silver Institutional Application (**see Actions 3.9, 3.10**).

6. SUPPORTING TRANSGENDER PEOPLE
Recommended word count: 500 words
Actual word count: 392 words

(i) Current policy and practice

Outline and discuss any existing policies or practices designed to support trans and gender diverse staff and any that aim to promote equitable and inclusive treatment irrespective of gender identity

We are committed to supporting our diverse lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ) community, and creating a stronger and more inclusive workplace. We aim to ensure all staff feel supported and free to contribute their best, regardless of their gender, sex characteristics or sexual orientation so that all staff can bring their whole selves to work.

LGBTIQ inclusion is supported through policy reform, raising awareness through events and communications, delivering Sexual and Gender Diversity and Ally Training sessions. Since 2015, 368 staff/students have completed the training. In 2018, these sessions were oversubscribed and we will increase our capacity to deliver this training (**Action 6.1**).

Figure 6.1 University of Sydney Mardi Gras Float, 2018 with senior staff (including Provost, Professor Stephen Garton, centre) leading our float

The Pride Network provides a co-ordinated voice and supportive environment for LGBTIQ staff/students (including trans and gender diverse). Since its inception in 2015, the Pride Network has:
- ensured our visible commitment to:
    - Sydney Mardi Gras festival (**Figure 6.1**)
    - International Day Against Homophobia, Biphobia and Transphobia
    - Wear it Purple Day (**Figure 6.2**)
    - Intersex Awareness Day
    - Transgender Day of Remembrance
    - World AIDS Day

- participated in the Australian Workplace Equality Index (2016-2018) and been awarded Bronze Employer of Choice status
- created an LGBTIQ intranet page with information about how the University supports LGBTIQ staff and students and links to workplace guidelines and policies
- campaigned for 'preferred first name' options across all student administrative systems. This was implemented in 2017, with positive impact reported by transgender students and will be implemented for all staff (**Action 6.2**)
- is working with Campus Infrastructure and Services to develop an 'All Gender' Bathroom Strategy in response to issues raised by transgender students who reported experiencing harassment when accessing toilets on campus (**Action 6.3**)
- produced *Ask Us Anything*, a 22 minute video sharing stories of LGBTIQ staff and students, including a trans student. It was launched on YouTube (over 5,400 views) for Mardi Gras in 2017 and promoted on *Staff/Student News*.

Figure 6.2 Members of the SAGE SAT celebrating 'Wear it Purple Day', 2018

Action 6.1 Review and provide additional Sexual/Gender Diversity and Ally Training sessions

Action 6.2 Implement the preferred name option across all student and staff administrative systems

Action 6.3 Develop and implement an 'All Gender' Bathroom strategy

(ii) Review

Outline and discuss how the institution considers, monitors and evaluates any positive or negative impact of institutional policies and procedures on trans and gender diverse staff

Pride Network members contributed to the development of *Workplace Transition Guidelines* (52 downloads in 2018). These are featured on the intranet alongside the *Employer's Guide to Intersex Inclusion,* and promoted in *Staff News*.

The Culture Survey had responses from two transgender staff and 18 non-binary, gender X and other gendered staff. This group were more likely to report negative workplace experiences than staff who identified as male or female (**Figures 6.3, 6.4; Actions 6.4, 6.5**).

Action 6.4 Review Workplace Bullying Prevention module to include content on issues specifically faced by transgender and gender diverse staff

Action 6.5 Collaborate with the Pride Network to run focus groups with transgender and gender diverse staff and use results to inform the Sexual/Gender Diversity and Ally Training

Figure 6.3 Response to 2017 Culture Survey questions about experience of harassment, discrimination, and bullying by gender
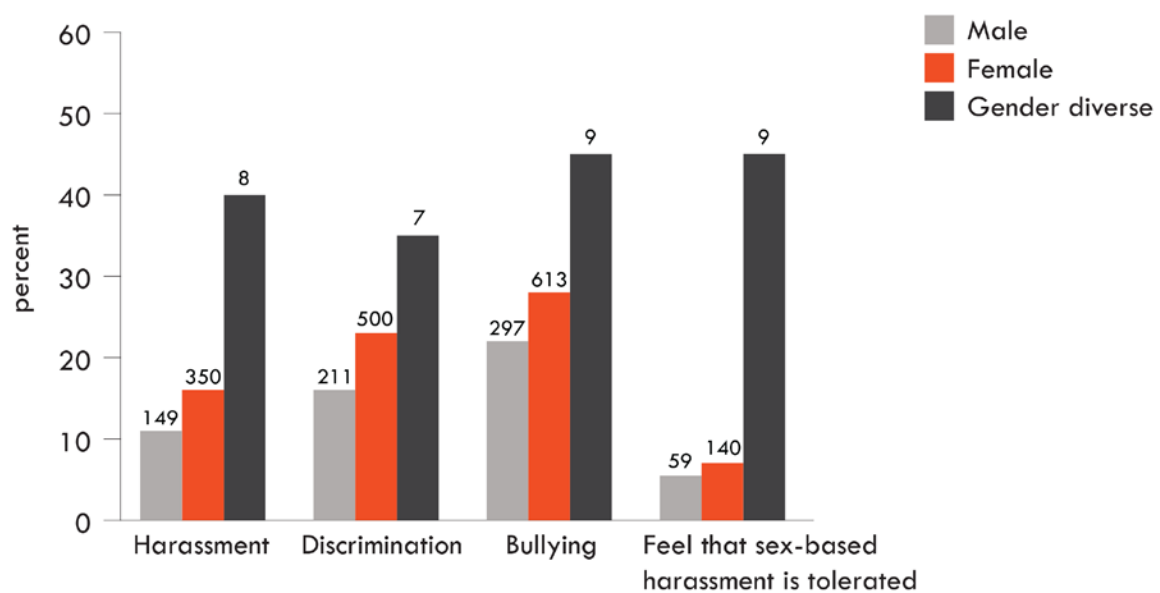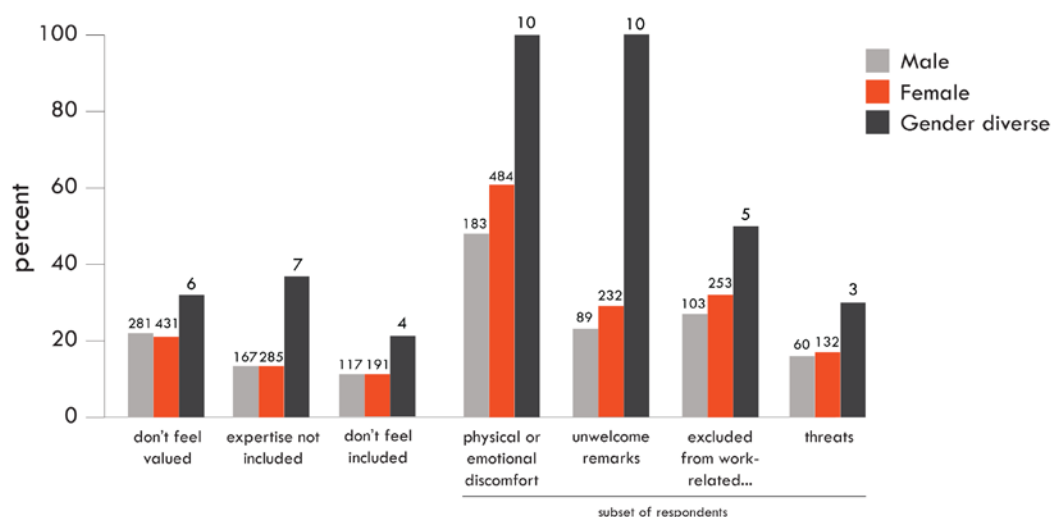

Figure 6.4 Response to 2017 Culture Survey questions about feeling valued and included by gender

(iii) Further work

The University is continuing to develop institutional policies and increasing visibility for transgender and gender diverse staff and students (**Actions 6.6 - 6.9).**

Action 6.6 Develop a guide to 'coming out' in the workplace for staff and managers

Action 6.7 Develop a general diversity recruitment guide which will incorporate best practice for LGBTIQ, Disability, Aboriginal and Torres Strait Islander and CALD staff

Action 6.8 Review, evaluate and monitor key institutional policies and procedures with a focus on the experiences and interests of LGBTIQ staff

Action 6.9 Raise the profile and inclusion of transgender and gender diverse staff in internal/external University communications and review annually

7. INTERSECTIONALITY
    Recommended word count: **500 words**
    Actual word count: **419 words**

(i) Current policy and practice

Outline and discuss whether any existing equity policies are designed to support equitable and inclusive treatment irrespective of factors such as ethnicity, disability, and sexual orientation.

The University increases awareness of intersectionality and how it impacts staff via staff networks:

- Aboriginal and Torres Strait Islander Staff (**see Section 8**)
- LGBTI Staff – Pride Network (**Figure 7.1; see Section 6/7**)
- Mosaic Network (**see below**)
- Parents and Carers Network (**see Section 5**)
- Staff with a Disability – Disability at Work Network (DAWN)
- Women at Sydney Network

Figure 7.1 Jacky Randa at a University Mardi Gras celebration, 2017

"The launch of the [Pride] Network was like the University's way of saying that we have a lot of LGBTIQ staff and students and we want them to be out and proud – proud of who they are and where they work" – Mark Smith (aka Jacky Randa), inaugural chair of the Pride Network and Executive Officer to Senate

These networks have explored and promoted intersectionality and work closely with HR to feedback the experiences of staff which informs policy review. Examples:

- A panel discussion called "Don't Dis My Sexuality", jointly hosted by DAWN and the Pride Network, explored the intersectionality between sexuality and disability. Panel members represented the LGBTIQ, disability and Aboriginal communities

- SAGE and the Pride Network jointly hosted a celebration of the inaugural 'International LGBT+ Day in STEMM' in 2018 attended by ~120 people. There was a plenary from Professor Lisa Harvey-Smith followed by a panel discussion with three senior LGBT+ STEMM academics (**Figure 7.2**).

Figure 7.2 Celebration of the inaugural LGBT+ STEM Day in 2018

In 2017, the VC Sponsorship Program was launched for professional/academic female staff who are culturally and linguistically diverse (CALD). 50 mentees have been through the program where they are partnered with a senior leader and participate in career development/networking activities (**see Section 1).** This cohort have now created the Mosaic Network, a forum for all CALD staff at the University.

Figure 7.3 Launch of the Mosaic Network, a forum for all CALD staff at the University, March 2019 (left). The co-chairs of the Mosaic Network, Associate Professor Corinne Caillaud, Sally Sitou, Dr Kumi de Silva (SAT member) - all have been through the VC Sponsorship Program (right)

(ii) Review

Outline and discuss how the institution will raise awareness of intersectionality and gender equity

We do not currently record data that could be used to proactively address issues regarding gender equity and intersectionality. We will ensure the new HR technology has the capacity to collect diversity demographics within privacy and legislative constraints (**Action 7.1**). We will further embed intersectionality in our internal/external websites by increasing the representation of diverse staff and students (**Action 7.2**).
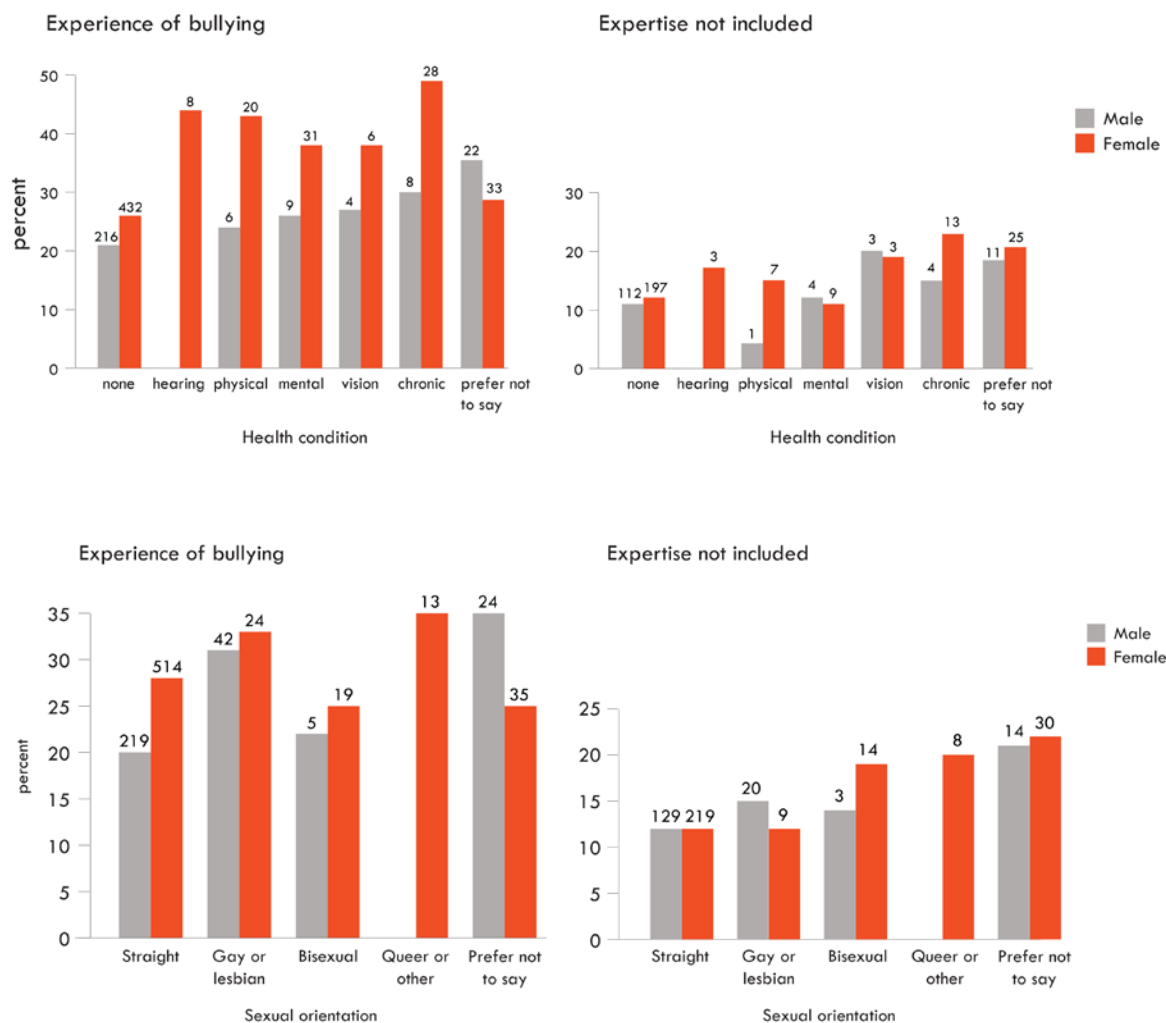
The Culture Survey provided an opportunity to collect data on intersectional staff identities and revealed that women in a minority were more likely to have negative experiences than those in a majority. This was particularly evident for women who had a disability, health condition and/or identified as LGBTIQ (**Figure 7.3; Action 7.3**).

Action 7.1 Include and increase the breadth of diversity demographics collected in the new HR technology and communicate the diversity of our staff to internal and external audiences

Action 7.2 Improve the representation of diverse staff on our websites

Action 7.3 Provide training around discrimination, bullying and harassment with content on issues specifically related to intersectionality

Figure 7.3 Culture Survey responses from staff asked about workplace experiences/behaviour from "people you work with, in the last 12 months" by health condition (top) and sexual orientation (bottom)

Experience of bullying (Health condition) — Male/Female percent by none, hearing, physical, mental, vision, chronic, prefer not to say

Expertise not included (Health condition) — Male/Female percent by none, hearing, physical, mental, vision, chronic, prefer not to say

Experience of bullying (Sexual orientation) — Male/Female percent by Straight, Gay or lesbian, Bisexual, Queer or other, Prefer not to say

Expertise not included (Sexual orientation) — Male/Female percent by Straight, Gay or lesbian, Bisexual, Queer or other, Prefer not to say

(iii) Further work

We will provide Culture Survey reports to relevant Networks and the SAT to further analyse intersectional components (**Action 7.4**). We will aim to increase participation in subsequent Culture Surveys, via communication and engagement with staff to build a level of trust in the importance of the survey and the appropriate use of its data to inform University strategy and policy.

The University has recently appointed Dr Tim Soutphommasane (Australian Race Discrimination Commissioner, 2013-2018) to strengthen cultural change and contribute to educating future leaders to understand and value cultural difference. SAGE will work closely with Professor Soutphommasane by sharing data, working toward a better understanding of the impact of intersectionality on our staff and students to inform University policy and practice.

Action 7.4 Provide 2017 Culture Survey reports/data to Staff Networks and SAT Working Groups for further intersectional analysis

8. INDIGENOUS AUSTRALIANS
    Recommended word count: **500 words**
    Actual word count: **436 words**

(i) Current policy and practice

Outline and discuss any policies, practices, and/or programs designed to improve gender equity in the attraction, retention and success, and/or recognise the contributions of Aboriginal and Torres Strait Islander staff

In 2011, we were the first Australian university to embed a comprehensive Indigenous Strategy as core business through the appointment an Indigenous leader as DVC - Indigenous Strategy and Services (DVC-ISS). The DVC-ISS is responsible for the development and coordinated implementation of our Indigenous Strategy (**Figure 8.1**).

Figure 8.1 Professor Lisa Jackson Pulver AM appointed DVC-ISS, October 2018 is the first known Aboriginal woman to receive a PhD in Medicine from the University of Sydney

The Wingara Mura-Bunga Barrabugu (Indigenous) strategy, introduced in 2012, embeds participation of Indigenous people at all levels across the University. The National Centre for Cultural Competence (NCCC) was established in 2013 and works to support the Indigenous Strategy.

The number of staff at the University who identify as Indigenous as of 31 March, 2018 is 111, with 84 employed on a fixed-term or continuing position (**Table 8.1**). The total number of female Indigenous staff has remained constant during 2014-2018 (63-69%). The Merit Appointment Scheme contributes to the appointment of new Indigenous staff into ongoing and/or five-year fixed-term positions; a total of 44 Indigenous staff had been appointed through this scheme.

Table 8.1. Aboriginal and Torres Strait Islander employees at the University (2014 – 2018)

|	2014			2015			2016			2017			2018		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
STEMM															
Academic	4	3	57	8	2	80	10	2	83	13	5	72	13	9	59
Professional	10	4	71	13	6	68	14	2	88	11	2	85	9	3	75
Casual	-	1	-	3	-	100	2	1	67	6	1	86	5	1	83
Total	**14**	**8**	**64**	**24**	**8**	**75**	**26**	**5**	**84**	**30**	**8**	**79**	**27**	**13**	**68**
Executive and non-STEMM															
Academic	6	4	60	7	5	58	8	5	62	12	6	67	13	5	72
Professional	18	12	60	19	9	68	14	9	61	14	14	50	17	15	53
Casual	8	3	73	7	5	58	9	7	56	7	6	54	15	6	71
Total	**32**	**19**	**63**	**33**	**19**	**63**	**31**	**21**	**60**	**33**	**26**	**56**	**45**	**26**	**63**
Grand Total	**46**	**27**	**63**	**57**	**27**	**68**	**57**	**26**	**69**	**63**	**34**	**65**	**72**	**39**	**65**

(ii) Review

The UE Committee (Indigenous Strategy and Services), chaired by the DVC-ISS, is responsible for developing strategies/policies, and to implement, monitor and refine Indigenous participation, engagement, education and research strategy.

The Aboriginal and Torres Strait Islander Staff Network promotes sharing of experiences, networking and professional support through career development and mentoring. The Network provides a culturally safe environment where staff can discuss issues and has led to training programs being established, including prevention of lateral violence.

Although the proportion of respondents is small (**Table 3.3**), the Culture Survey provided insight into Indigenous staff experience at the University (**Figure 8.2**). Overall, higher rates of negative experiences of workplace culture are reported and higher rates of bullying, harassment and discrimination are reported, particularly by indigenous women.

We will work with the Aboriginal and Torres Strait Islander Staff Network to run focus groups for indigenous men and women to further explore their experiences of workplace culture (**Action 8.1**).

Figure 8.2 Culture Survey responses to experience of bullying, harassment and discrimination (top) and workplace culture (bottom) by gender
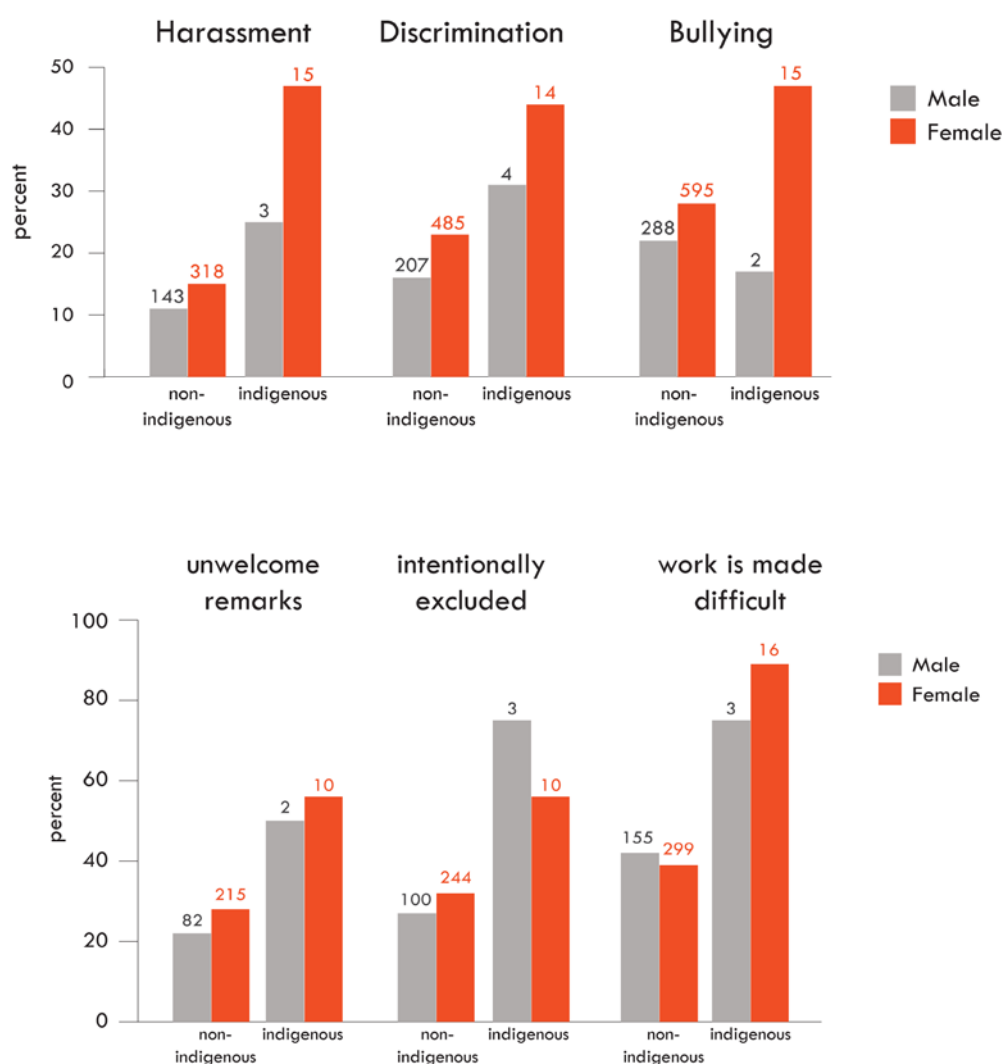
(iii) Further work

In line with Universities Australia (2017), we are working towards providing a culture that lifts Indigenous workplace participation and celebrates Indigenous excellence.

The 2019-2021 Aboriginal and Torres Strait Islander Workforce Strategic Framework has adopted the following principles:

- Indigenous people make up 3% of The University of Sydney workforce, currently 1.1%
- Cultural competence is built into the University
- The University workforce initiatives build capability both in the Indigenous community and the wider University community
- The University collaborates with Indigenous communities and other organisations to meet workforce priorities

In 2018, we obtained an exemption from the NSW Anti-Discrimination board to undertake targeted employment for Aboriginal and Torres Strait Islander people with an aim of meeting the targets in our EA of increasing the number of Indigenous staff to 75 academic and 97 professional staff by June 2021 (**Actions 8.2 – 8.4**).

Action 8.1 Evaluate Aboriginal and Torres Strait Islander staff responses in future Culture Surveys and run focus groups for Aboriginal and Torres Strait Islander male and female staff

Action 8.2 Utilise the Aboriginal and Torres Strait Islander Workforce Strategic Framework to inform policies, practice and recruitment strategies and report annually to staff

Action 8.3 Develop a half day training session for managers and supervisors of Aboriginal and Torres Strait Islander staff

Action 8.4 Increase the availability of professional development opportunities for Aboriginal and Torres Strait Islander staff through mainstream and targeted training frameworks

9. ACTION PLAN

The University of Sydney SAGE Action Plan 1 April, 2019 – 31 December, 2022

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
3. The Self-Assessment Process						
Embed the SAGE Program in the University's governance structure to ensure effective implementation of the Action Plan, to facilitate future institutional and departmental Athena SWAN applications, and to entrench diversity and inclusion in core University business						
To celebrate our SAGE journey to date (Page 16)	3.1	Host an event to celebrate our achievements and thank all staff and colleagues, past and present, involved in the SAGE application and process	SAGE Academic Director (AD) SAGE Program Manager	Vice-Chancellor and Principal (VC)	2 May 2019	Recognise and celebrate the value of SAGE engagement across the University, the work completed and to be done
To ensure the workload of Self-Assessment Team (SAT) membership is acknowledged and appropriately compensated (Page 16)	3.2	Agree to a common and equal policy to recognise SAT membership in workload models and communicate to managers of SAT members	SAGE AD	VC	By Oct 2019 and reviewed annually	100% managers of SAT members acknowledge SAGE workload and build into workload models

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To ensure continued engagement with staff to understand their diversity demographics and their experience of workplace culture (Page 28)	3.3	Conduct staff surveys (Voice/Engagement and Culture surveys in alternate years) to collect SAGE related D&I data and continue to seek feedback on staff experience of workplace culture	SAGE AD	VC	Voice Surveys: April 2019 (in progress) April 2021 Culture Surveys: April 2020 April 2022	Surveys delivered, results analysed, actioned and reported Data used to assess progress in the implementation of this Action Plan and to identify areas requiring further action in future Athena SWAN applications
To effectively utilise and understand the data from the Culture Survey (Page 28)	3.4	Perform further quantitative and qualitative analysis of 2017 Culture Survey and 2018 online discussion platform data to inform future Culture Strategies and STEMM faculty/school SAGE planning	SAGE AD Culture Strategy Office	Director, Culture Strategy	In progress, completed by Dec 2019	Data analysed and faculty/school level analysis reported to all STEMM faculties for use in future development of Culture Strategies and departmental Athena SWAN awards
To increase engagement of male staff with the SAGE process (Page 31)	3.5	Provide targeted activities to be delivered by male SAT members and SAGE leaders to inform male staff about the SAGE process and how it relates to them	SAT	SAGE AD	By July 2019 and twice annually By Dec 2022	Targeted activities provided and delivered Increased participation of male staff at SAGE events (target 40%M)
To maintain a diverse and representative SAT membership (Page 32)	3.6	Revise SAT membership as required to ensure it reflects all parts of our community Form new SAT Working Groups around key areas/themes of the Action Plan	SAT Co-chairs	SAGE AD	By June 2019 and annually By Aug 2019 and ongoing	SAT membership continues to maintain appropriate representation and diversity New SAT Working Groups formed to progress Action Plan areas/themes as they arise

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To ensure staff engagement with the SAGE Program (Page 32)	3.7	Communicate the work of the SAGE SAT via faculty/school meetings, quarterly newsletters and two all-staff forums per year	SAGE Program Office SAT	SAGE AD	By Sept 2019 and ongoing	SAGE Program activity communicated to the University community
To ensure appropriate senior leadership representation on the SAGE Advisory Council (SAC) (Page 32)	3.8	Revise SAC membership to focus on oversight of the implementation of the Action Plan	Chair, SAC SAGE AD	VC	By July 2019	SAC Membership revised to ensure appropriate senior leadership representation and engagement
To embed the SAGE Program in the revised University Diversity and Inclusion (D&I) governance structure (Page 32)	3.9	Ensure the SAGE Program is included in the revised University D&I governance structure to maintain clear reporting lines to the VC, University Executive (UE) and faculties/PSU's	SAGE AD	VC	By Jan 2020	SAGE Program embedded in the revised University D&I governance structure
	3.10	Resource a permanent SAGE Program Office	SAGE AD	VC	By Jan 2021 (current strategic funding until end 2020)	Permanent SAGE Program Office resourced

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
4. A Picture of the Institution						
Collect, analyse and communicate diversity and pay equity data to the University community						
To support faculties with their gender equity targets for academic and professional staff (Page 36)	4.1	Require each faculty to provide an annual Women's Career Acceleration and Leadership Strategy (WCALS) report to UE on their progress towards gender equity targets and communicate to staff	Deans HR (Workforce Development) Marketing and Communications	Vice-Provost	By Sept 2019 and annually	Faculty WCALS reports tabled at UE to support implementation of gender equity targets and alleviate any identified barriers. Reports communicated to staff
To gain a better understanding of staff experiences and why they leave the University (Page 44)	4.2	Revise and improve the exit survey and communicate rationale to complete survey to staff on exit	HR (Workforce Development) SAT/Working Group	CHRO	In progress, by July 2019	Revised exit survey implemented and rationale for completion of survey communicated to staff on exit
To identify any gender-related issues with staff who leave the University (Page 44)	4.3	Analyse exit survey data with a gender/intersectional focus and report annually to UE, Senate and SAT	HR (Workforce Development) SAT/Working Group	CHRO	By July 2020 and annually By Dec 2022	Survey data analysed and reported annually to UE, Senate and SAT Increase % of staff who complete exit survey from 11% (current) to 30%

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To increase transparency of the University's gender pay gap, and to meet our Enterprise Agreement (EA) obligations (Page 48)	4.4	Ensure an annual pay equity report on the average pay levels for academic and professional staff by gender and level is published and communicated to staff	HR (Remuneration)	VC CHRO	By Nov 2019 and annually	Annual pay equity report published and communicated to all staff
To reduce the impact of Allowances, Loadings and Bonuses (ALBs) on the gender pay gap (Page 48)	4.5	Establish an improved remuneration policy, review current ALBs and develop a policy approach for the allocation of future ALBs	HR (Remuneration)	Deans CHRO	By July 2020	Reduction in the gender pay gap and reduction in the gender gap of the number and amount of ALBs
To improve the transparency of how ALBs are allocated (Page 48)	4.6	Communicate revised ALBs allocation policy to staff	HR (Remuneration)	CHRO	By Sept 2020 and annually	Communicate revised policy to staff

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
**5. Supporting and Advancing Women's Careers**
**5.1 Key Career Transition Points: Academic Staff**
Ensure Athena SWAN principles are embedded in our recruitment, induction and promotion processes
To improve the collection and reporting of recruitment data (Page 49)	5.1.1	Record all application, long-list, offers and rejection data by gender, nationality and visa status and report to UE, Senate, Heads of School (HoS) and SAT annually	HR (Recruitment) SAGE AD	CHRO	By Jul 2021 and annually	Consistent and accurate recruitment data recorded and reported
To increase the number of women applying for jobs at the University, particularly in STEMM (page 49)	5.1.2	Review language of job description and criteria for gender bias and develop best practice guidelines for the wording and messaging of all job advertisements (see Action 6.7)	HR (Recruitment) HR (Workforce Development) SAT	CHRO	By May 2020 By Dec 2022	Job advertisements language reviewed, guidelines developed and communicated to Deans, HoS Increase % applications from women for STEMM academic positions to 40% (currently 29%)
To ensure consistency of approach in senior level academic recruitment across the University (Page 53)	5.1.3	Vice-Provost to sit on all Level D/E appointment committees	Vice-Provost	VC	In progress and ongoing By Dec 2022	Vice-Provost sits on all Level D/E appointment committees ≥ 40%F new hires at Levels D/E across STEMM (currently 34%F)

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To ensure gender proportions of appointments matches or exceeds STEMM discipline pools (Page 53)	5.1.4	Create gender benchmarks for STEMM disciplines to be utilised in recruitment, publish on staff intranet and share best practice via Staff News	SAGE AD STEMM HoS Marketing and Communications	Vice-Provost	Start by Jan 2020, all STEMM areas by Dec 2022 By Dec 2022	Benchmarks are created and communicated to staff %F appointments meet/exceed the benchmarks by end 2022
To support STEMM HoS and Hiring Mangers to assess progress during the recruitment process (Page 53)	5.1.5	Provide reports to STEMM HoS and Hiring Managers on %F applicants to enable them to take action if problems are identified	HR (Recruitment)	CHRO	From June 2020 and ongoing	Accurate and reliable data reported to STEMM HoS and Hiring Managers during the recruitment process

To improve the recruitment process via training of Selection Committee members (Pages 53-54)	5.1.6	Require Chairs of Selection Committees to complete (a) Inclusion in Action training (face-to-face) and (b) Recruitment Selection Committee training (on-line)	HoS
			
			HR (Workforce Development)
				Vice-Provost	From October 2019 and ongoing
					
					From Jan 2020
						Chairs of Selection Committees completing training:
						(a) 40% (2020)
						    70% (2022)
						(b) 70% (2020)
						    85% (2022)
						Register of qualified Chairs available on staff intranet

	5.1.7	Require members of Selection Committees to complete (a) Recruitment Selection Committee training (on-line) and (b) Inclusion in Action training (face-to-face)	HoS
			
			HR (Workforce Development)
				Vice-Provost	From October 2019 and ongoing	Selection Committee members completing training:
						(a) 50% (2020)
						    75% (2022)
						(b) 25% (2020)
						    50% (2022)

	5.1.8	Academic Board Nominees (ABNs) to complete Inclusion in Action training	HR (Workforce Development)	Chair of Academic Board	From October 2019 and ongoing	Existing ABNs: 75% completion by 2022 New ABNs: 75% completion within 1 year of appointment

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To increase induction uptake so that staff are aware of University policies and practices (Page 54)	5.1.9	Require all new staff to complete the *Getting Started @ Sydney* induction program within 12 months of commencing employment and before their position is confirmed	HoS	Vice-Provost	From February 2020 and ongoing By Dec 2022	Increased numbers of new staff completing the Getting Started @ Sydney Program induction program modules (excluding face-to-face orientation session) ≥80% uptake of the Getting Started @ Sydney Program induction program modules (excluding face-to-face orientation session)
To explore differences in promotion application and success rates between full-time and part-time staff (Page 58)	5.1.10	Collect and analyse promotions data on full-time and part-time applicants and communicate data to staff	Promotions Unit	Provost CHRO	By March 2021 and annually	Promotions data analysed and outcomes communicated via the Promotions website
To improve understanding, levels of confidence and satisfaction with support and guidance regarding promotions (Page 58)	5.1.11	Provide tailored promotion information to Teaching-focused, Research-focused and part-time staff on the Promotions website	Promotions Unit	Provost CHRO	By June 2020 By April 2022	Tailored information developed and provided on Promotions website and also in face-to-face presentations Improvement in responses to 2022 Culture Survey questions around confidence in applying for promotion: ≥50% agreement for men and women (currently 33%F and 45%M (Research-focused); 31%F and 29%M (Teaching-focused))

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
					By April 2022	Improvement in responses to 2022 Culture Survey questions about satisfaction with support and guidance for promotion: ≥50% agreement for men and women —(currently 30%F and 39%M (Research-focused); 22%F and 26%M (Teaching-focused))
To improve understanding of Relative to Opportunity and Career Disruption (Pages 60-61)	5.1.12	Update the Promotion 'guide for applicants' to include definitions and case studies of Career Disruptions and examples of appropriate application of Relative to Opportunity	Promotions Working Group: Vice-Provost Promotions Unit SAGE AD HR D&I Manager	Provost CHRO	By Nov 2020 and annually	Promotion 'guide for applicants' updated and communicated on the Staff Intranet
	5.1.13	Communicate the Promotion 'guide for applicants' and Relative to Opportunity information on the Staff Intranet to all promotion applicants and Promotion Panel members annually	HR (Workforce Development) Promotions Unit Marketing and Communications	Provost CHRO	By April 2022	Improvement in agreement to 2022 Culture Survey statement "Relative to Opportunity is applied fairly" to 50% agreement (currently STEMM (37%) and non-STEMM (28%))
To ensure all Promotion Panel members have an understanding of unconscious bias and how to mitigate it in decision-making (Page 61)	5.1.14	Require all Promotion Panel members to complete Inclusion in Action training	HOS/Deans	Provost	By March 2020 and ongoing	Training completion rates: 70% (2020) 85% (2022)

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To ensure Promotion Panel members appropriately and consistently discuss Relative to Opportunity and Career Disruption and take these areas into account when assessing promotion applications (Page 61)	5.1.15	Create a D&I checklist for Promotion Panels to complete during each assessment to formalise and guide their discussions and assessments around Relative to Opportunity and Career Disruption	Promotions Working Group: Vice-Provost Promotions Unit SAGE AD HR D&I Manager	Provost	By June 2020 By 2021 promotion round	Checklist created Checklist completed and submitted by all Promotion Panels
To increase the reach of the Strategic Promotion Advice and Mentoring (SPAM) program to encourage and support female staff to apply for promotion (Page 62)	5.1.16	Expand the SPAM program to all faculties from Levels D-E	Deans	Provost	By October 2020 By April 2022	SPAM Academic leads appointed and SPAM program fully resourced in all faculties In 2022 Culture Survey increase in agreement about feeling confident going for promotion to ≥60% agreement for Level D women (currently 49%)
To better understand how our research staff collaborate and publish (Page 64)	5.1.17	Utilise network analysis to understand connections between male and female researchers and explore issues raised by conducting focus groups	Research Office	DVC-Research	By October 2020 By February 2021	Network analysis completed Focus groups conducted

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To increase transparency of research funding success and showcase similar success rates for men and women (Page 64)	5.1.18	Collect and analyse research funding application and success rates by gender and data communicated to staff annually	Research Office	DVC-Research	By Nov 2019 and annually	Data collected, analysed and communicated to staff
5.2 Career Development: Academic Staff						
Ensure equitable access to career development opportunities						
To prioritise staff training and career development (Page 65)	5.2.1	Include time for training and career development in academic workload models and for discussion in appraisal/development reviews (AP&D)	HoS	Vice-Provost	By Jan 2021 By April 2022	Time for training and career development included in academic workload models and discussed in AP&D In 2022 Culture Survey decrease in responses in agreement with the question "…have you perceived any barriers to access training/development opportunities" to 20% (currently 44%F and 21%M)
To build the capabilities and capacity of all academic staff around D&I principles, understanding of unconscious bias and how to mitigate it (Page 66)	5.2.2	Set targets for completion of Inclusion in Action training by academic staff	Deans/HoS HR (Workforce Development)	Provost	By Oct 2019 and ongoing By Dec 2022	Targets set and communicated to Deans/HoS Completion rate: 70% for Level D/E 50% for Level B/C
	5.2.3	Review completion rates and participant feedback on Inclusion in Action training	HR (Workforce Development)	CHRO	By Oct 2020 and annually	Review of completion rates and participant feedback

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To improve the effectiveness of the AP&D process to enhance academic career development (Page 68)	5.2.4	Review the AP&D process including the development of guidelines for appropriate matching of supervisors and advisors	Vice-Provost Deans/HoS CHRO	Provost	By Jan 2021 By April 2022	AP&D process reviewed, and guidelines developed In 2022 Culture Survey increase in the proportion of academic staff that find AP&D useful to 50% (currently 37%)
	5.2.5	Require supervisors and advisors to complete online AP&D training module			By March 2022	70% of supervisors and advisors complete AP&D training
To ensure equity of access to opportunities and resources for academic career development (Page 68)	5.2.6	Develop a University-wide Researcher Development Strategy to streamline delivery of programs and ensure equitable access to resources and evaluate uptake annually	Research Office	DVC-Research Vice-Provost	By Dec 2020 and annually	Strategy developed and uptake evaluated to ensure equitable access

5.3 Flexible Working and Managing Career Breaks

Create a work environment that supports flexible work and caring responsibilities

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
Promote the new EA provisions and resources available to support staff before and during maternity/adoption/ parental leave (Page 71)	5.3.1	Deliver a communication campaign to educate staff and their managers about new EA provisions, parental leave toolkits and KIT day provisions	HR (Workforce Development) HR (Workplace Relations)	CHRO	By Feb 2020 and ongoing By July 2020	Communication campaign delivered Improvement in staff understanding of parental leave provisions in focus groups (see Action 5.3.3)
	5.3.2	Engage with the HoS Committee to educate about the new EA provisions, parental leave toolkits and KIT day provisions	Marketing and Communications		By Feb 2020 By July 2020	HOS engaged and educated Improvement in HoS understanding of parental leave provisions in focus groups (see Action 5.3.3)

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To understand staff experiences of parental leave and the impact of the new EA provisions, effectiveness of the toolkits and uptake of KIT days (Page 71)	5.3.3	Rerun parental leave focus groups with staff and HoS to identify any remaining issues and communicate results to staff	SAGE Program Office SAT HR (Workplace Relations)	SAGE AD CHRO	By July 2020	Focus groups conducted and results communicated to staff and HoS Committee
To reduce the qualification period for Primary Carer (enhanced) leave (Page 73)	5.3.4	Advocate to reduce the qualification period for Primary Carer (enhanced) leave	HR (Workplace Relations) SAGE AD	VC CHRO	By Jan 2021 and ongoing	Reduce the qualification period from 24 to 12 months for Primary Carer (enhanced) Leave
To explore option for: - reducing the initial qualification period from 12 to 6 months for maternity /adoption leave - counting Inter-University transfers towards parental leave qualification periods - ensuring on-costs for staff on parental leave are not transferred back to the grant holder (Page 73)	5.3.5	Develop a business case to identify resource implications for: - reducing the initial qualification period - recognising Inter-University transfers - ensuring on-costs for staff on parental leave are not transferred back to the grant holder	Parental Leave Working Group: HR (Workplace Relations) HR (Workforce Development) Finance SAT	Vice Principal - Operations CHRO SAGE AD	By Jan 2021	Business cases developed by Working Group and provided to key stakeholders for consideration and policy development

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To ensure the Parents and Carers Programs are providing effective support to staff (Page 74)	5.3.6	Review programs and evaluate feedback and report on effectiveness of Parents and Carers programs	HR (Workforce Development)	CHRO	By April 2020	Programs reviewed and feedback used to improve programs
To provide consistent support to academic staff returning from a significant career break due to caring responsibilities (Page 74)	5.3.7	Ensure equitable access to the Carers Re-engagement Scheme	Deans	Provost	Nov 2021	All faculties provide a Scheme to support academic staff who have had a significant career break due to caring responsibilities
To provide best practice parental leave conditions (Page 75)	5.3.8	Develop a business case to identify resource implications to remove claw-back requirement and advocate to remove	Parental Leave Working Group: HR (Workplace Relations) HR (Workforce Development) Finance SAT	Vice Principal-Operations CHRO SAGE AD	By June 2020	Business case developed by Working Group and provided to key stakeholders for consideration and policy development
To explore the experiences of staff who have taken maternity/adoption leave and Primary Carer Leave (Page 75)	5.3.9	Develop a survey and run focus groups for staff who did and who did not return from maternity/adoption leave and Primary Carer Leave	HR (Workforce Development) SAGE Program Office	CHRO SAGE AD	By Sept 2020	Survey developed and focus groups conducted and results used to inform provisions for carers

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To understand staff experiences of partner leave and to showcase staff that have utilised this leave (Page 77)	5.3.10	Evaluate uptake and explore staff experiences of expanded partner leave provisions. Promote case studies to staff	HR (Workforce Development) Marketing and Communications	CHRO	In progress and ongoing By June 2020 and ongoing By Dec 2022	Collect and analyse data for women utilising partner leave Evaluate uptake and staff experiences and promote case studies of partner leave Increased uptake of partner leave to ≥10% for men (currently 2.4 - 4.6%)
To identify and better understand the population of staff working part-time due to caring duties (Page 78)	5.3.11	Record the reason/s staff are employed part-time in the new HR technology	HR (Payroll and Workforce Analytics)	CHRO	By Jan 2021 and ongoing	Part-time employment reason is recorded and information is available to inform HR policy and future SAGE applications
To further explore staff experiences of flexible work and transitioning between part-time and full-time work (Page 78)	5.3.12	Include flexible work and transitioning between part-time and full-time work questions in staff/HoS parental leave focus groups (see Action 5.3.3)	SAT SAGE Program Office HR (Workforce Development)	SAGE AD CHRO	By July 2020	Focus groups conducted, results analysed, any issues or barriers identified and findings communicated to staff and HoS Committee
To normalise and promote the availability of flexible work provisions (Page 78)	5.3.13	Showcase diverse examples of male and female staff that utilise flexible work arrangements due to caring responsibilities	HR (Workforce Development) Marketing and Communications	CHRO	By March 2021 and ongoing By Dec 2022	Diverse examples showcased Increased staff uptake of flexible work provisions

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To prioritise the childcare agenda (Page 80)	5.3.14	Assign champions to lead a working group to develop a childcare strategy and a business plan to meet the childcare needs of staff and students	DVC-Education VP-Operations	VC	In progress and by June 2020	Champions are assigned, working group formed, strategy developed and all stages communicated to staff
To provide consistent travel support to academic staff who have significant caring responsibilities (Page 82)	5.3.15	Ensure equitable access to travel support for carers in all faculties and make available to all academic staff (both continuing and fixed-term)	Deans	Provost	By Nov 2021	All faculties provide travel support to academic staff with significant caring responsibilities
5.4 Organisation and Culture						
Foster a collective, inclusive and collegial culture that attracts diversity						
To further explore staff experiences related to not feeling valued by the University (as demonstrated by the 2017 Culture Survey) (Page 84)	5.4.1	Analyse relevant data from the 2017 Culture Survey/online discussion forums to explore reasons for staff not feeling valued	Culture Strategy Office SAT	Director, Culture Strategy Deans/HoS	By Jan 2020 By April 2022	Data analysis conducted and information provided to faculties to inform development of Culture Strategies and future Departmental SAGE Applications In 2022 Culture Survey increase in the proportion of Level A-E academic staff that feel valued to ≥60% (currently 50%) and professional staff to ≥ 65% (currently 57%)

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To standardise the reporting mechanism for bullying, harassment and discrimination complaints and increase transparency of processes (Page 84)	5.4.2	Introduce confidential online reporting for bullying, harassment and discrimination complaints, analyse data and report annually	HR (Workplace Relations) ICT SAT	VP-Operations CHRO	In progress and by Jan 2020 By March 2020 and annually	Online reporting operational Data is analysed to identify any gender issues or key areas of concern and findings reported to staff
To ensure Workplace Bullying Prevention training is effective and comprehensive (Page 85)	5.4.3	Review and update the Workplace Bullying Prevention module and incorporate intersectional content (see Action 7.3)	HR (Workplace Relations) HR (Workforce Development)	CHRO	By Jan 2020	Workplace Bullying Prevention module reviewed and updated to incorporate intersectional content
To engage Deans/HoS and staff in understanding, managing and preventing bullying, harassment and discrimination (Page 85)	5.4.4	Require Deans/HoS and all staff to complete online Workplace Bullying Prevention training	Deans/HoS PSU Directors	Provost VP - Operations	From Jan 2020 until Dec 2021 By Dec 2022 By April 2022	100% completion of online training for Deans/HoS 60% of all other staff to complete online training 85% of staff to complete of online training In 2022 Culture Survey increase in the proportion of academic staff that who 'know how to report' to ≥70% (currently 50%F and 58%M)

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To maintain proportionate levels of women leaders at Dean/HoS level (Page 86)	5.4.5	Set targets for Dean/HoS to match or exceed proportion of women at Level E in all faculties and review annually	Vice-Provost	VC	By Nov 2019 and annually	Targets are met or exceeded for all faculties
To understand additional diversity characteristics of our senior leadership (Page 88)	5.4.6	Collect diversity demographics of senior management and influential institution committees and report annually to staff	University Secretariat SAGE Program Office	Chancellor VC SAGE AD	By Aug 2019 and annually	Diversity demographics data collected and reported annually to staff
To continue to demonstrate the University's commitment to gender equity (Page 88)	5.4.7	Work with chairs of senior management and influential institution committees to maintain gender parity and report annually to staff	University Secretariat SAGE AD	Chancellor VC	By Nov 2019 and annually	Gender equity data of senior leadership collected and reported annually to staff
To formally recognise committee workload (Page 89)	5.4.8	Include committee membership in workload models	Deans	Vice-Provost	By Nov 2020	Workload models to include committee membership
To identify if there is any uneven distribution of committee workload amongst academic staff (Page 89)	5.4.9	Require faculties to collect data on gender and diversity composition of committees and report annually to Vice-Provost and staff	Deans	Vice-Provost	By May 2020 and annually	Data collected and reported to Vice-Provost and staff

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To ensure every School has a clear, transparent and equitable workload model (Page 90)	5.4.10	Engage with HoS to support them to develop and communicate workload models to their staff	HoS SAGE AD	Vice-Provost Deans	By June 2020 By April 2022	Workload models developed for all schools and communicated to staff In 2022 Culture Survey no gender difference in responses to questions about teaching and administration workload being allocated evenly
To identify any issues with workload distribution by gender or other diversity demographic (Page 90)	5.4.11	Require HoS to analyse workload models for uneven workload allocation, put actions in place to address any issues identified and report to Vice-Provost and school staff annually	HoS	Vice-Provost Deans	By March 2021 and annually	Workload allocation analysed, actions put in place to address any issues identified and findings reported to Vice-Provost and school staff
To promote an inclusive work environment for all staff (Page 91)	5.4.12	Encourage all schools to consult with staff to develop appropriate core-hours guidelines	HoS	Vice-Provost Deans	By Dec 2022	≥50% schools have developed core-hours guidelines
To ensure the diversity of our staff and students is represented to internal and external audiences (Page 91)	5.4.13	Promote the inclusive language and imagery guidelines for webpages and publications and conduct an inclusive imagery audit of webpages and publications biennially	MarComms Culture Strategy Office SAGE Program Office	VP-External Relations Director, Culture Strategy SAGE AD	By Nov 2019 and biennially	Audit conducted and increase in the visibility of diverse staff and students in webpages and publications

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To increase the visibility and participation of women in public forums (Page 92)	5.4.14	Promote the Panel Pledge, survey Panel Pledge ambassadors and collect data on the impact of the initiative and communicate to staff	HR (Workforce Development) Marketing and Communications SAGE Program Office	CHRO SAGE AD VP-Operations	In progress and by April 2019 and 6 monthly	Increase in number of signatories to the Panel Pledge and communication of impact of initiative to staff
To increase the representation of women in University portraiture and imagery (Page 92)	5.4.15	Continue to explore novel ways to profile women's achievements and careers and communicate changes to the representation of women in imagery to staff	Museum Collections		By June 2019 and ongoing	More diverse women featured in University portraiture and imagery and changes communicated to staff
To identify which staff are participating in outreach activities (Page 94)	5.4.16	Implement data collection by school, gender and grade of outreach activity participants and report to school staff and SAGE Program Office	HoS	Deans Vice-Provost SAGE AD	By July 2020 and annually	Data analysed and reported annually to school staff and SAGE Program Office
To ensure outreach activities are appropriately valued and recognised (Page 94)	5.4.17	Include recognition of outreach activities in AP&D and workload models (when implemented)	HoS Deans	Provost Vice-Provost	By Nov 2020	Outreach and engagement activities appropriately included and recognised in AP&D and workload models

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
6. Supporting Transgender People						
To ensure we are providing effective training for staff to support transgender and gender diverse staff and students (Page 96)	6.1	Review and provide additional Sexual/Gender Diversity and Ally Training sessions	HR (Workforce Development)	CHRO	By Aug 2019	Training sessions are reviewed to include results of focus groups (see Action 6.5) and increased to meet demand as required
To ensure preferred name options are available to students and staff across all administrative systems (Page 97)	6.2	Implement the preferred name option across all student and staff administrative systems	Student Services HR (Workforce Development) Pride Network	DVC-Education CHRO	By May 2020	Preferred name option implemented across all student and HR administrative systems
To ensure all staff and students have reasonable access to 'All Gender' bathrooms (Page 97)	6.3	Develop and implement an 'All Gender' Bathroom strategy	HR (Workforce Development) CIS Pride Network	VP-Operations	Strategy developed by March 2020 and implemented by Dec 2022	All staff and students have reasonable access to 'All Gender' gender bathrooms

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To improve staff understanding of the experiences of transgender and gender diverse staff (Page 98)	6.4	Review Workplace Bullying Prevention module to include content on issues specifically faced by transgender and gender diverse staff (see Action 5.4.3)	HR (Workforce Development)	CHRO	By Jan 2020 By April 2022	Workplace Bullying Prevention module reviewed and updated to incorporate content on issues specifically faced by transgender and gender diverse staff In 2022 Culture Survey improve responses from transgender and gender diverse staff to ≤25% report experiencing bullying, harassment and discrimination (currently 35-45%)
To better understand the experiences of transgender and gender diverse staff (Page 98)	6.5	Collaborate with the Pride Network to run focus groups with transgender and gender diverse staff and use results to inform the Sexual/Gender Diversity and Ally Training (see Action 6.1)	HR (Workforce Development) Pride Network SAGE AD	CHRO	By March 2020	Focus groups conducted and results used to inform review of Sexual/Gender Diversity and Ally Training
To provide policies and procedures to support transgender and gender diverse staff (Page 99)	6.6	Develop a guide to 'coming out' in the workplace for staff and managers	HR (Workforce Development) Pride Network	CHRO	By Nov 2019	Staff and managers have easy access to specific advice and support on 'coming out' in the workplace

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To provide policies and procedures that will support diverse recruitment (Page 99)	6.7	Develop a general diversity recruitment guide which will incorporate best practice for LGBTIQ, Disability, Aboriginal and Torres Strait Islander and CALD staff	HR (Workforce Development)\n\nHR (Recruitment)	CHRO	By Nov 2019	Improved inclusivity in University recruitment practices and an increase in the diversity of staff (which will be measured by the new HR technology - see Action 7.1)
To ensure policies and procedures reflect current best practice in LGBTIQ inclusion (Page 99)	6.8	Review, evaluate and monitor key institutional policies and procedures with a focus on the experiences and interests of LGBTIQ staff (see Action 6.5)	HR (Workplace Relations)\n\nPride Network	CHRO	By Dec 2020	Key policies and procedures have been reviewed and evaluated so that they reflect current best practice in LGBTIQ inclusion
To increase the visibility of transgender and gender diverse staff and to provide diverse role models (Page 99)	6.9	Raise the profile and inclusion of transgender and gender diverse staff in internal/external University communications and review annually	HR (Workforce Development)\n\nMarketing and Communications\n\nPride Network	CHRO	By March 2020 and annually	Transgender and gender diverse staff are more visible in our internal and external communications (see Action 5.4.13)

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
7. Intersectionality						
To improve data collection and reporting on the diversity of staff (Page 102)	7.1	Include and increase the breadth of diversity demographics collected in the new HR technology and communicate the diversity of our staff to internal and external audiences	HR (Workforce Development) Marketing and Communications	CHRO	By Jul 2021 and ongoing By Dec 2022	New HR technology launched with increased capacity for collecting diversity demographics of staff and diversity of staff communicated Increased staff disclosure of diversity demographics
To increase visibility of the diversity and intersectionality of staff (Page 102)	7.2	Improve the representation of diverse staff on our websites (see Action 5.4.13)	Marketing and Communications	VP- External Relations	By Dec 2019 and ongoing	Increased representation of diverse staff on our websites (see Action 5.4.13)
To improve workplace experiences for staff with diverse intersectional identities (Page 102)	7.3	Provide training around discrimination, bullying and harassment with content on issues specifically related to intersectionality (see Action 5.4.3)	HR (Workplace Relations) HR (Workforce Development)	CHRO	By Jan 2020	Workplace Bullying Prevention module reviewed and updated to incorporate intersectional content
To better understand the staff experience of workplace culture with a focus on intersectionality (Page 103)	7.4	Provide 2017 Culture Survey reports/data to Staff Networks and SAT Working Groups for further intersectional analysis	Culture Strategy Office SAT Staff Networks	Director, Culture Strategy SAGE AD	By Nov 2019	2017 Culture Survey reports/data provided to Staff Networks and SAT Working Groups

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
8. Indigenous Australians						
To further explore the experiences of Aboriginal and Torres Strait Islander staff with workplace culture and bullying, harassment and discrimination (Page 105)	8.1	Evaluate Aboriginal and Torres Strait Islander staff responses in future Culture Surveys and run focus groups for Aboriginal and Torres Strait Islander male and female staff	SAGE AD HR (Workforce Development)	DVC - Indigenous Strategy and Services (DVC-ISS) CHRO	By June 2021 By April 2022	2020 Culture Survey responses evaluated, focus groups conducted and data used to inform strategies to improve Aboriginal and Torres Strait Islander staff workplace experience In 2022 Culture Survey, decrease in responses from Aboriginal and Torres Strait Islander staff to ≤25% who have reported experiences of bullying, harassment and discrimination (currently 45-50%)
To increase the participation, retention and development of Aboriginal and Torres Strait Islander staff at the University (Page 107)	8.2	Utilise the Aboriginal and Torres Strait Islander Workforce Strategic Framework to inform policies, practice and recruitment strategies and report annually to staff	HR (Workforce Development)	DVC-ISS CHRO	In progress and by July 2019 and annually	Increase in Aboriginal and Torres Strait Islander staff employed at the University and numbers reported to staff
To improve the capability of managers to understand Aboriginal and Torres Strait Islander culture (Page 107)	8.3	Develop a half day training session for managers and supervisors of Aboriginal and Torres Strait Islander staff	HR (Workforce Development)	DVC-ISS CHRO	By Nov 2020 By April 2022	Training session developed and delivered In 2022 Culture Survey improvement in responses from Aboriginal and Torres Strait Islander staff about workplace culture and experiences

Objective/Rationale (Page reference)	Action No.	Action	Person/Group Responsible	Person/Group Accountable	Timeframe	Success indicator
To enhance the career development of Aboriginal and Torres Strait Islander staff (Page 107)	8.4	Increase the availability of professional development opportunities for Aboriginal and Torres Strait Islander staff through mainstream and targeted training frameworks	HR (Workforce Development)	DVC-ISS CHRO	By June 2020 and ongoing	Increased professional development opportunities for Aboriginal and Torres Strait Islander staff