



## Demographics and workplace experience in the School of Physics

A Report by the  
Physics Equity and Access Committee (PEAC)  
of the School of Physics

February 2017  
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## EXECUTIVE SUMMARY

The School of Physics established a Physics Equity and Access Committee (PEAC) in 2014 as part of an increased awareness that the School should do more to support all its staff and students, and to ensure a fair and equitable workplace. One of the first initiatives of the PEAC was to develop a survey for all staff (academic and professional) and postgraduate students. It was important that all participants in the survey were assured of anonymity.

The goals of the survey were:

1. To characterise the School of Physics in terms of demographics and workplace experience, which will be used as a baseline for future surveys.
2. To identify any issues of bias, discrimination and prejudice that detract from the School being a welcoming and inclusive workplace.
3. To develop policies and practices to address any of the issues raised.
4. To be a leader in the University of Sydney in raising awareness of equity and diversity problems, through publicising our efforts in this space.
5. To submit our achievements and plans to the Pleiades Award Scheme, introduced by the Astronomical Society of Australia, as forerunner of the larger SAGE program that is now under development.

The survey was conducted over 3 weeks up to 5 November 2014 and had 194 participants. The quantitative data (i.e. excluding the free-text comments) were analysed by an independent expert in the School of Psychology to preserve the anonymity of participants and to discover any issues that we should actively address. Regression analyses were conducted to determine significant correlation of different characteristics such as age, gender, position and ethnicity, with themes including career progression satisfaction, perception of acceptance or discriminatory behaviours. In addition, the free-text comments given by some participants were examined and categorised by another experienced researcher to determine any issues that might not have emerged from the quantitative analysis.

In parallel with this survey and a subsequent one given to School of Physics Alumni, PEAC initiatives have prompted the School to improve its working environment. Many of these actions were foreshadowed in the survey. For example, three Equity Officers have been appointed, a family/parenting room has been established and the Messel Fellowship was offered only for women applicants in 2015 and 2016 as a means of rebalancing the gender disparity (see <http://sydney.edu.au/science/physics/about/equity.shtml> for details of these and other initiatives).

A summary of the findings follows:

1. Overall the School is a generous and collegial place to work.
2. Nonetheless, gender inequity and lack of diversity remain matters of concern to some staff and students, with a small but worrying number finding the School neither diverse nor inclusive. Both are important and need to be addressed.
3. Career progression in academia is a challenge, with many contract staff anxious about their options.
4. Some intimidatory and discriminatory behaviours were reported and these need attention. They included both overt and subtle examples.
5. A strong request for mentoring, both formal and informal, was expressed.

A more detailed description of the process and outcomes of the analysis is given in the body of this report.

Many of the following recommendations resulting are based on both the quantitative and qualitative data. Action has been taken to make progress on most of the issues, as listed at the end of this report. The recommendations are:

1. Adopt a more pro-active approach to rebalancing the gender numbers of staff, to offer our student cohort a staff profile that is more representative of the wider population.
2. Adopt a more pro-active approach to improving the diversity in our academic staff. To complement the University guidelines, the School should develop an equitable representation policy and procedure for making appointments in the School, and for membership of committees and selection panels.
3. Promote a more inclusive, family-friendly culture.
4. Promote a more tolerant culture to improve the perceptions of poor acceptance and discrimination in the School. Procedures must be put in place to address a small but worrying number of incidents of bullying

and harassment, including racial or sexual comments. We need to raise the awareness of staff and students to call out these behaviours, and to educate them to recognise conscious and unconscious bias in attitudes and actions.

5. Raise awareness and educate staff and students in relation to people with disability. Develop specific policies to complement those being developed by the University.
6. Raise awareness and educate staff and students of what constitutes poor behaviour, which includes disparaging remarks, culture-dependent discrimination as well as more overt inappropriate behaviour.
7. Implement a formal mentoring program, especially for new and early career staff and postgraduate students, with the primary aim of managing career expectations and better preparing our staff for broad career opportunities.

Several other institutions have requested to use the survey as part of their initiatives in improving their workplace. There is an increasing awareness of equity, access and diversity issues across the University of Sydney through the Science in Australia Gender Equity (SAGE) and other programs, and the School of Physics through PEAC is recognised as being a trailblazer in several areas.

Anne Green  
John O'Byrne  
February 2017

## **BACKGROUND**

The Physics Equity and Access Committee (PEAC) was established in August 2014 with the goal to make whatever changes were needed to ensure the School of Physics is a fair and equitable workplace, in which everyone is treated respectfully and is able to achieve their full potential in an inclusive environment. A call for volunteers resulted in a committee of more than 20 members interested in contributing. The PEAC Terms of Reference are given in Appendix A1 and early meetings discussed a range of possible actions and outcomes. One item of high priority was to develop a Survey to establish a benchmark on the current character of the School cohort and to poll perceptions of equity, diversity and inclusion. The Survey was distributed in October 2014 using SurveyMonkey to all current and honorary staff, both academic and professional, and to all our current postgraduate students. There were 194 discrete responses from a realistic target audience of around 355 (i.e. 55%). The Survey questionnaire is given in Appendix A2.

At the same time the survey was underway, the School submitted an application for a Bronze Pleiades Award, which was subsequently awarded in January 2015. The Pleiades Awards are given by the Astronomical Society of Australia (ASA) in recognition of efforts to provide a safe and equitable working environment for all staff and students. The program is related to the UK Athena SWAN project, which is now being developed in Australia as a pilot program by the SAGE initiative of the Australian Academies of Science and Technology and Engineering. The School applied for a Silver Pleiades Award at the end of 2016.

The goals of the Survey are given in the Executive Summary above and the purpose of this report is to present the findings and to identify matters for policy development and actions to achieve the aims of PEAC. One of the underlying drivers for PEAC comes from the evidence that more diverse workplaces are not just better for the people concerned, they are also significantly more innovative and productive. In addition, a culture of inclusion reinforces the benefits of a diverse society. We recognise the need to continuously improve our work environment and aim to identify and remove barriers both conscious and unconscious, that are based on factors including gender, ethnicity or origin, culture, language, relationship status, pregnancy, sexuality, race, medical conditions or disability, age and political or religious belief.

The survey has generated much interest in the University and in several external research facilities (notably the Australian Astronomical Observatory [AAO] and CSIRO Astronomy and Space Science [CASS]) and other universities. There have been requests for our survey and the context and safeguards we introduced to preserve the anonymity of participants in order to encourage as many people as possible to respond.

To ensure anonymity, the survey was run on an independent site and the quantitative data have been analysed by an external expert in quantitative analysis of social sciences data. The free-text responses have been collated to look for trends by another researcher experienced in this field. The information gathered in this survey will highlight areas that need improvement, will be the impetus for new policies and actions and will serve as a benchmark for future surveys.

## **SURVEY STRUCTURE**

The survey consisted of 31 multiple choice questions in sections covering demographics (used as the indicators against which other factors are regressed), employment and career progression, the culture of equity, acceptance and discriminatory behaviours. As well as a choice of options for each question, each offered an opportunity for free-text comments. Several questions were difficult to formulate and in hindsight might not have been worded optimally. For example, the questions on ethnicity and faith were too simplistic, and some of the questions on discriminatory behaviour were challenging to word appropriately. The results also showed that some questions were not perhaps as relevant in the way they were worded. For example, a question was asked on English proficiency. It is not the role of the School of Physics to solve language problems, but it is our duty to make sure that attitudes to differing cultural backgrounds are non-prejudicial and inclusive. Language proficiency, accents or choice of words can sometimes be triggers for poor behaviour.

The quantitative analysis of the data used multiple regression statistics to determine if there were significant correlations between the demographic categories and four main categories: Career Progression, Gender Equality, Acceptance and Discrimination. The qualitative analysis looked for themes in the comments and provided statistics on some of the questions that had few or no options listed. Every question also had a

option for “Prefer not to say” and separate coding was made for questions left blank and for responses of “Don’t know”.

Minor refinements and changes were made to a second Survey, sent to Alumni of the School. Both surveys will be repeated in three years with the expectation that the actions taken by the School will have made significant impact in the equity and diversity space.

## **SURVEY OUTCOMES**

A multiple regression analysis was undertaken for the quantitative responses. There were four categories against which the demographics were regressed:

- Career progression satisfaction,
- Gender equity
- Acceptance and inclusion
- Discrimination.

The parameters from the demographics include:

- Age,
- Gender,
- Religious faith,
- Ethnicity,
- English fluency,
- Disability.

The analysis undertaken by an external expert produced a report with significant trends calculated across the whole cohort of participants. As well, it was also decided to consider the responses separated into female and male cohorts (also recognising that there have been some people who have identified as belonging to other groups in the LGBTQI space) to uncover any differences in responses between genders. A caveat is that small number statistics is likely to affect some conclusions. Protecting the anonymity of participants remains a key priority.

The qualitative analysis of free-text responses is reported under the same four regression categories.

In addition, a brief summary of the demographics is included to provide a snapshot of the School population. There is much more information in the survey results, for example role models and mentors within the School, caring responsibilities among the staff and students, access to promotion and leave, and the profile of the staff and student population.

### ***Demographics***

Of the responses to the gender question, 28% were female, 68% were male, 4% preferred not to say (Figure 1). When comparing the outcomes for the four regression categories, the significance of the findings were considered as a percentage of the whole cohort and separately as a fraction of the female or male cohorts. This split was to enable a future comparison with data from other sources. A similar separation was not made for any of the other demographic parameters.

A separate question on sexual orientation gave an extension to the question of gender (Figure 2). In particular, there were 8% of participants who preferred not to give an answer and it is possible that a perceived or actual lack of acceptance may be a factor for these people.

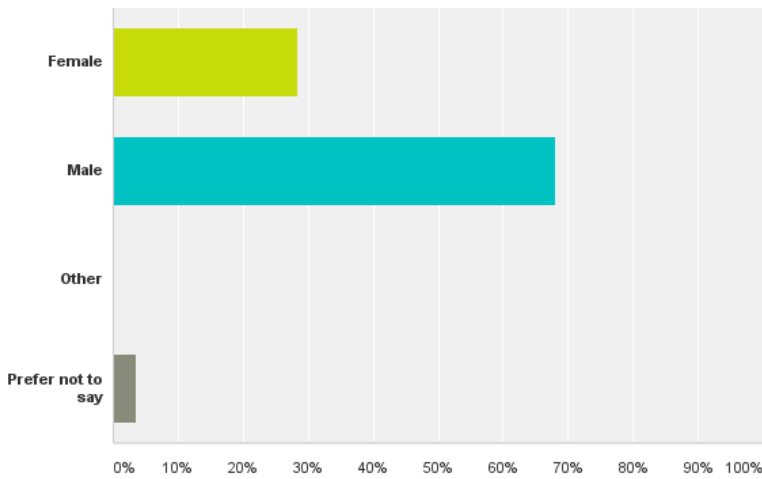


Figure 1:  
Gender distribution in the School (Q2 from the Survey)

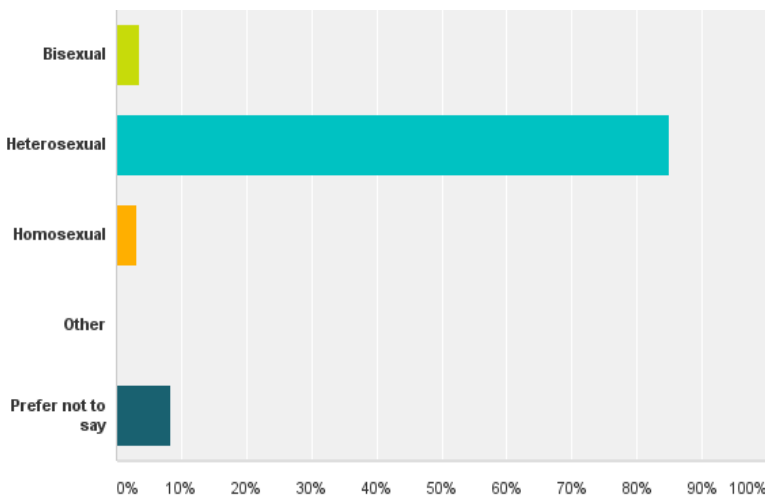


Figure 2:  
Sexual orientation (Q8 from the Survey)

A separate report on the gender ratios for the School of Physics from 2002 until 2016 has been prepared and the results are shown in Figures 3 and 4. Further comments are noted in the section on Gender Equity.

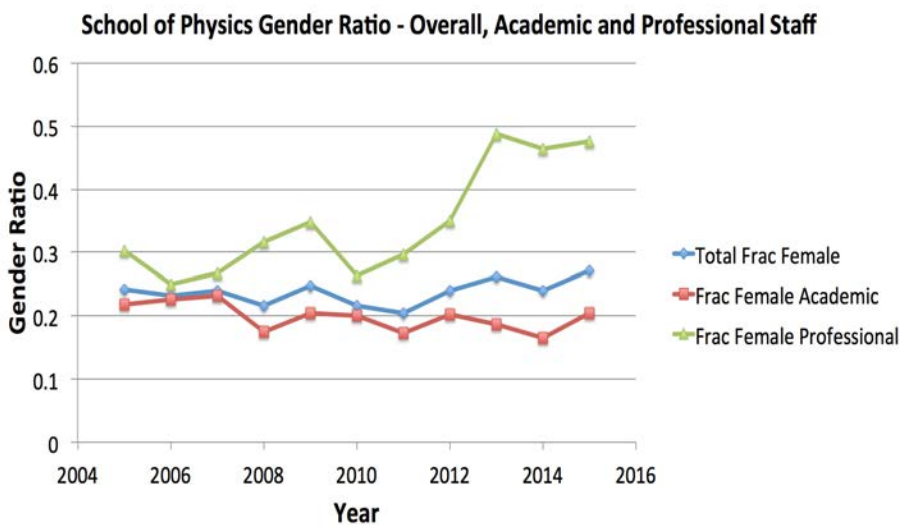


Figure 3:  
Gender ratio in the School of Physics (Figure 1 – Staff Gender Ratio Report)

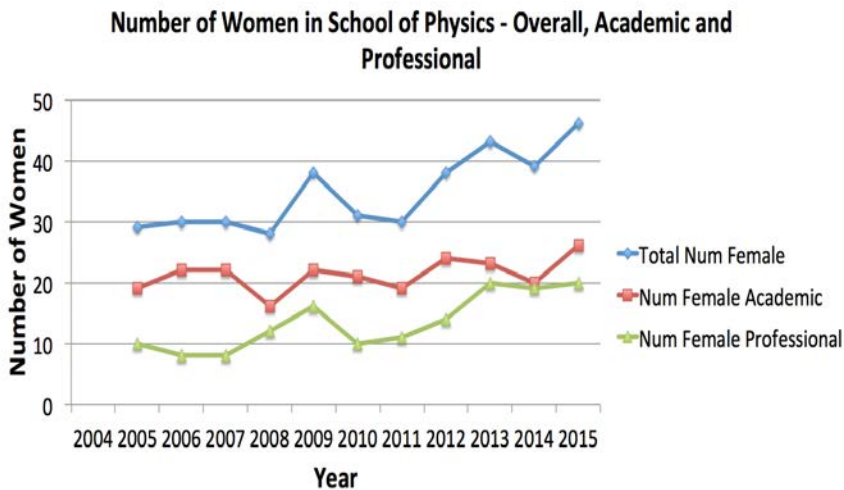


Figure 4:  
Total number of women staff Members (Figure 2 – Staff Gender Ratio Report)

On the question of age, 62% of the participants were less than 40 years. The question on ethnicity was only offered as a free-text comment, making unambiguous classification impossible, but the majority of responses could be categorised from the qualitative analysis as Anglo/Celtic/Irish (see Figure 5). Subsequent surveys will provide a comprehensive set of options instead, but it is an inherently difficult classification to attempt. Similarly, specific categories of religious faith were only entered as a free-text comment, with the majority responding as not-religious. It is noteworthy that English fluency did not appear to correlate with any of the categories.

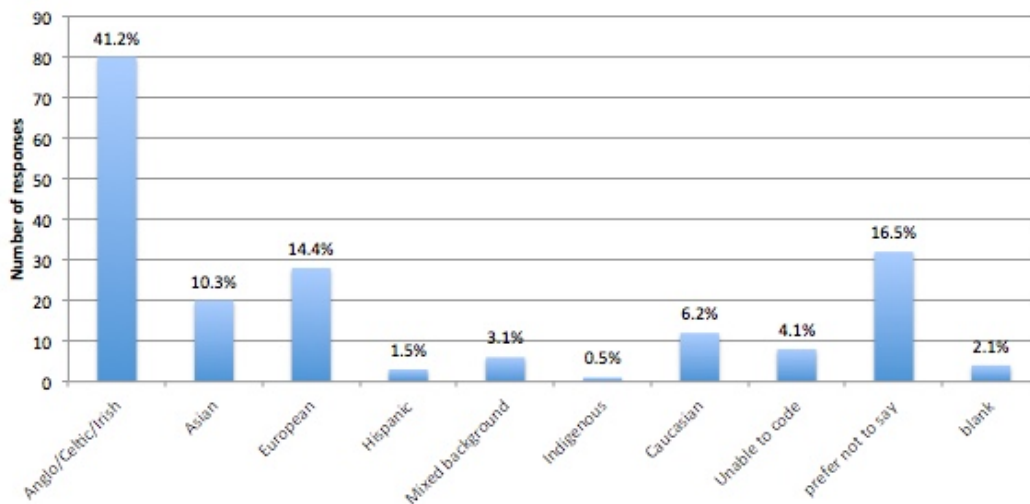


Figure 5:  
Classification of ethnicity responses

### Career Progression Satisfaction

There was no strong regression against any of the demographic parameters. However, it is not surprising that the lack of permanent positions featured as a reason why participants were unhappy with their career prospects – 17% of the total cohort were either somewhat or very unhappy (Figure 6), with the proportion reflecting the cohort distribution. The profile of staff who were overall happy with their career progression is predominantly male, under 40 years of age, of Anglo/Celtic/Irish background and not-religious. There is a correlation in that those who reported feeling more accepted in the School were also more satisfied with their career progression.

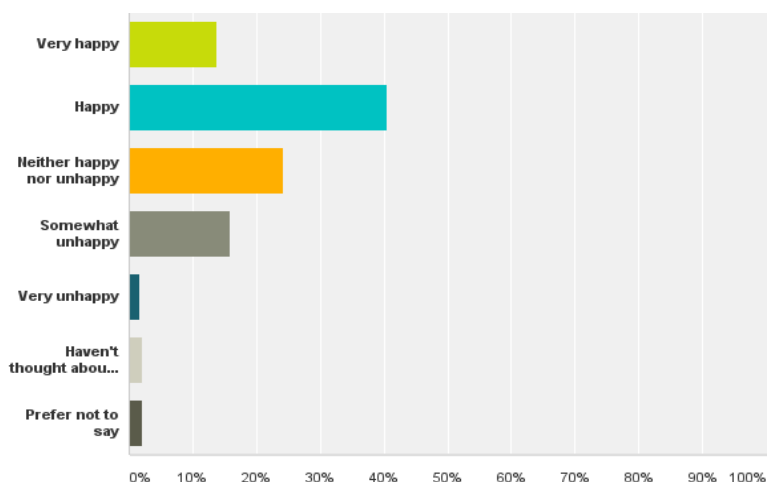


Figure 6  
Satisfaction with career progression (Q12)

Related to this category of career satisfaction and the following one of gender equity, comments were made on the issues of the difficulty of managing two careers in a partnership, the pressure of maintaining a work-life balance and meetings times scheduled outside core work hours. Expensive and limited childcare facilities and a request for broader and more flexible support following periods of parental leave were issues raised in the free-text comments. In general, there was positive comment about the flexibility offered for working hours.

Mentoring was reported positively by the majority of participants and was perceived to be important. There were several requests for a more structured mentoring program, with the proviso that the program entailed training and defined goals and realising that the partnering of mentors and mentees must be done sensitively for optimal effectiveness.

### Gender Equity

The majority of responses reported that men and women were treated equally all or most of the time (Figure 7). However, there is a statistically significant fraction of women who reported that they were *not* treated equally compared with males in the School, some or all of the time. There were comments that this is an improvement over past decades. However, there has been little change in the fraction of women academics in the School over the past decade (Figures 3 and 4), with any variation in level of employment typically reflecting individual promotions. The small numbers perhaps reflect the population of female students taking physics (see the separate PEAC reports on gender ratios). From the survey, 9% of the total cohort were women who reported unequal treatment, either some or substantially all of the time. This equates to 27% of the actual numbers of female participants. From the comments it is evident that there is a level of subtle and perhaps unconscious bias in areas such as the behaviour in meetings and the way feedback is given.

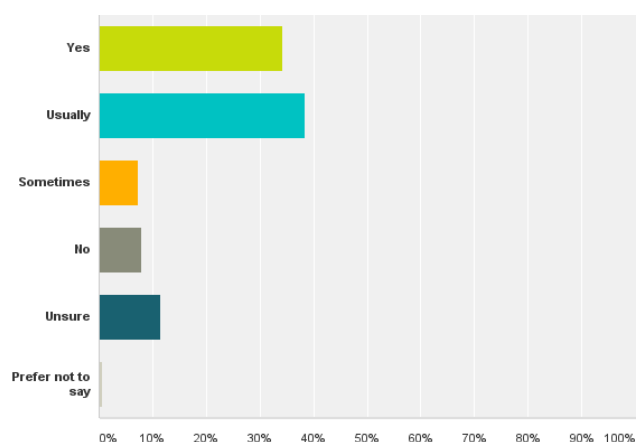


Figure 7:  
Equal treatment of women (Q16)



Several free-text comments included suggestions for action to increase the number of female academic staff as well as a policy to ensure a representative gender split of colloquium speakers and membership of key committees. The general awareness of gender disparity across several domains (lecturers for advanced classes, number of continuing academic positions) is now higher than a decade ago, but in addressing this disparity, it is widely recognised by the senior management of the University that care must be taken to avoid overburdening the women staff members with administrative tasks. The programs of SAGE, the ASA through its Pleiades Awards and events supporting the Diversity and Inclusion Strategy of the University are all part of the agenda to redress the gender imbalance that the survey outcomes highlighted.

### **Acceptance and Inclusion**

Respondents generally reported that the School of Physics is a positive place to work and that they feel accepted and included (Figure 8). There are a small number of worrying comments that are discussed in the next section on discriminatory behaviour (Figure 9). There is some correlation between respondents with disability also experiencing less acceptance. About 13% of the cohort reported occasionally feeling uncomfortable and 4% reported the need to suppress some aspect of their personality. However, 3% of the members of the School of Physics feel they are not accepted at all and this is clearly not a statistic to be tolerated. Some of the professional staff felt they have been treated disparagingly and some of the respondents felt they were not able to present themselves authentically for fear of not being accepted. It is clear that providing a more diverse staffing profile is only effective if there is also a culture of inclusion. One very powerful statement was that there should be zero tolerance of sexist, racist and religiously intolerant comments. Staff in particular should be held accountable in maintaining high standards as this would set the culture and behaviour acceptable throughout the School.

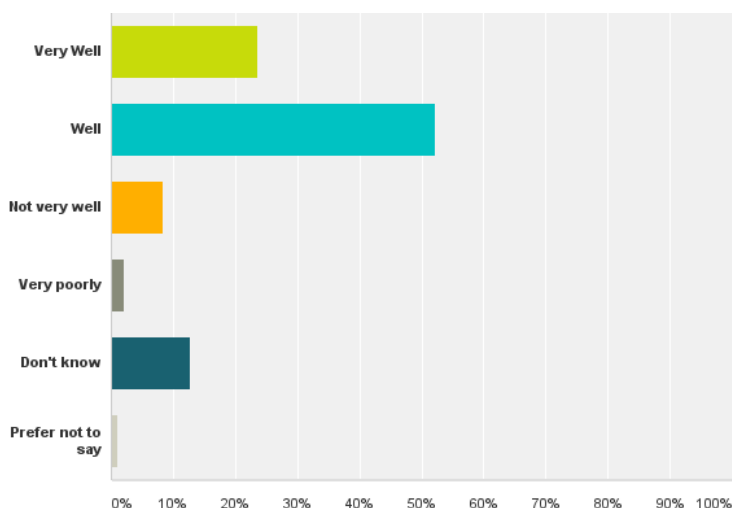


Figure 8:  
The perception of support for an inclusive culture and acceptance of diversity (Q15)

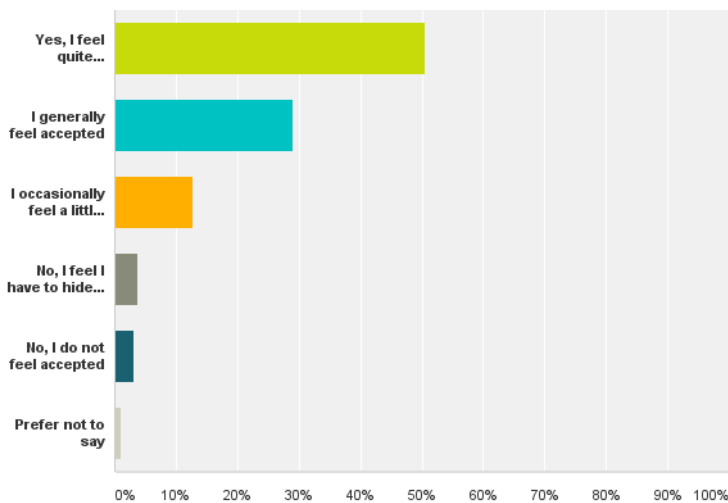


Figure 9: Acceptance by people in the School of Physics (Q17)

### Discrimination Issues

The majority of respondents (74%) reported they had not been the subject of discrimination, although only a smaller majority (55%) reported that they had *not seen* other people subject to discriminatory behaviour. There is a small but worrying number of cases of discrimination reported (2% the subject of frequent discrimination and 8% affected occasionally), including overt bullying, sexist comments and harassment, racist remarks and intimidation. There was 14% of the total cohort who reported being unsure if they had been the subject of discrimination (Figure 10). There was also a question on being subject to subtle behaviours and biases, instances of people being ignored and subject to inappropriate “jokes” and insensitive remarks as well as inappropriate behaviour. The fraction of respondents who reported they were often the subject of inappropriate comments or behaviour was 2%, while the fraction who reported occasional issues rose to 15%. In absolute numbers, there were not great differences between male and female numbers, but because of the fact that there are 2.4 times more men than women in the cohort, women are more frequently affected. Many of the issues raised may be underpinned by the status differential between the academic staff and students and junior researchers. It is essential to have a reinforcement of the strict rules against bullying and discriminatory behaviour and a program to raise awareness of what constitutes poor behaviour, which includes disparaging remarks, culture-dependent discrimination as well as more overt inappropriate behaviour.

How to address the very small number of participants (4 in total) who report frequent discrimination is a challenge as strict anonymity must be preserved. PEAC encourages anyone with issues on which further action should be taken to contact the PEAC Chairs or the School Equity Officers or the Head of School, all of whom have a duty of care to all staff and students and take this responsibility very seriously.

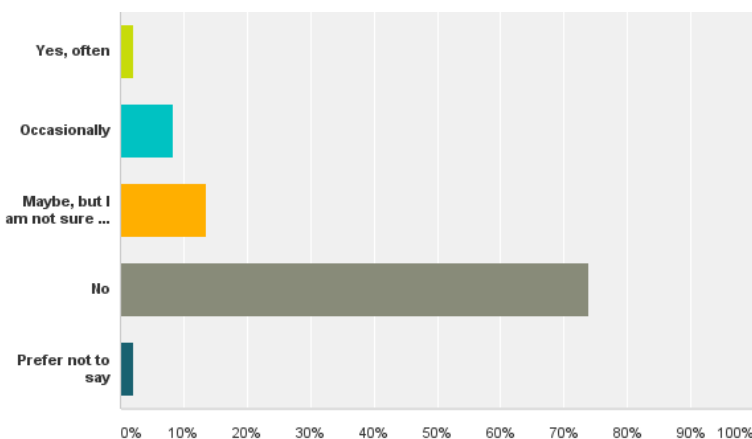


Figure 10: Personal response as to whether the participant had been the subject of discrimination over a broad range of categories (Q18)

## CONCLUSIONS

The survey has produced data that is mostly aligned with prior expectations. It is pleasing that the results are largely positive. However, it is clear there is an imbalance in gender and diversity across the School. There is a worrying number of women, minority groups and people with disability who feel excluded, discriminated against and unwelcome. It is the goal of PEAC and the School to remove these barriers and provide a safe and inclusive environment where all staff and students enjoy their work and fulfil their potential. Actions to achieve this goal are in progress and the recommendations are given in the Executive Summary.

More detailed information is contained in the survey results and can be requested from the PEAC co-Chairs.

A follow-up survey will be undertaken in 2017 to judge progress.

## ACTIONS TAKEN TO DATE:

- Gender targets have been set for new appointment processes, including for numbers of applications, short-listed candidates.
- Gender targets have also been set for senior academic positions, both by the School and the University.
- The prestigious Messel Postdoctoral Fellowship was offered for women applicants in 2015 and 2016.
- Any ARC Centre of Excellence funded in the 2016 round, with a node in the School of Physics, has provision for a female researcher with a continuing appointment to the School of Physics. The funding outcomes announced in August mean that CAASTRO-3D and EQuS will have this provision.
- A family/parenting room has been established, with facilities for breast-feeding.
- Three Equity Officers have been appointed to act as an extra point of contact for staff and students who may have a query or concern about issues relating to equity, access or diversity.
- There is a priority to hold significant meetings in family-friendly working hours, to encourage more flexibility for part-time work, parental leave and working off-campus.

A more complete list of PEAC actions can be found on the PEAC web page at <http://sydney.edu.au/science/physics/about/equity.shtml>

The School of Physics has submitted an application to the Astronomical Society of Australia for a Silver Pleiades award in the latest round.

## ACKNOWLEDGEMENTS

PEAC is appreciative of the support from the Head of School for the survey and its analysis. PEAC also acknowledges assistance from Drs Sabina Kleitman, Karina Mak and Helen Georgiou for their expert analyses. Independently of this survey, substantial effort on statistics has been provided by PEAC members Chris Herron, Eve Teran and Sam Blake.

## APPENDICES

- A1 PEAC terms of reference
- A2 PEAC Survey questionnaire

## **A1. Terms of Reference**

(ver.1.1 1 September 2016)

COMMITTEE	<b>SCHOOL OF PHYSICS RESEARCH STRATEGY COMMITTEE</b>
PURPOSE	The goals of the Committee are to devise policies, priorities and actions for the School of Physics to promote equity of opportunity and access across all areas of the School, to make our work environment supportive of all staff and to actively remove diversity biases, both conscious and unconscious. We aim to implement, monitor and continually improve our programs.
TERMS OF REFERENCE	Devise policies, priorities and actions for the School of Physics to make the environment equitable and supportive for all staff and students and remove diversity biases, both conscious and unconscious Provide advice to the Head of School concerning policies, priorities and actions related to equity and access, Implement actions to support these policies and priorities Raise awareness by promoting equity and diversity on a variety of information channels such as the School website, email to staff and students and posters in the building. Promote transparency and expand channels of communication within the School and the University Provide advice to staff and students in the School concerning equity and access ,
CHAIRS	Two co-chairs, preferably one female and one male
MEMBERSHIP	Head of School Academic staff, Professional staff and Postgraduate students interested in equity and access issues may volunteer. Given the large number of interested staff and students, the committee will be split into a core group, to meet regularly, and a consultative group to meet more occasionally but be part of all email discussions.
QUORUM	A quorum at any meeting of this Committee shall consist of one quarter of the core membership and one Chair.
SECRETARIAT	Secretarial support to be provided by a member of the committee
MEETINGS	Meetings will be held regularly and whenever particular issues are raised.
REPORTING	Report to the Head of School and SMC via a standing item in the SMC agenda. Track progress on local provisions every meeting. Compile a snapshot of School diversity statistics annually.
MINUTES	Agenda and minutes will be circulated to committee members prior to each scheduled meeting.

## A2. Survey questionnaire – from SurveyMonkey

### Purpose of the survey

The Physics Equity and Access Committee (PEAC) is working to ensure that the School of Physics is a fair and equitable workplace, in which everyone is treated respectfully and is able to achieve their full potential. The School values and welcomes diversity. More diverse workplaces are not just better for the people concerned, they are also significantly more innovative [1]. We recognise the need to continuously improve our work environment and aim to identify and remove barriers both conscious and unconscious, that are based on factors including gender, ethnicity or origin, culture, language, relationship status, pregnancy, sexuality, race, medical conditions or disability, age and political or religious belief.

The School considers this a high priority and is seeking your help to better understand the issues. We need your assistance to make sure the School is an inclusive place where everyone feels valued, and can do their best work.

The purpose of this survey is to better understand the current status of equity and diversity in the School and to assess if everyone feels comfortable and part of the community. The information gathered in this survey will highlight the areas that need improvement.

We recognise that some of the information requested is very personal and we have, therefore, included an option of 'prefer not to say'. However, it will be very helpful if you feel able to complete the survey.

We have also provided an open-ended response box for all questions where you can add details or comments.

The survey is anonymous and no attempt will be made to connect particular answers to any individual. The survey responses will be read by a subset of PEAC members, but please note in your response if you would prefer only the PEAC Chairs to view them. You may also wish to send comments directly to the Chairs of the committee, Anne Green and John O'Byrne, via the email [equity@physics.usyd.edu.au](mailto:equity@physics.usyd.edu.au), or to any individual directly. The survey responses will be removed from the website as soon as the survey has closed.

Once the survey is analysed the data will be used to inform the development of a School Equity and Diversity Plan. We will organise a colloquium where a summary of the results will be presented and further actions will be discussed. The outcomes will also be used in preparing an application for a [Bronze Pleiades Award](#), which is bestowed by the Women in Astronomy Chapter of the Astronomical Society of Australia in recognition of action on issues of equity for women.

The Survey will close on the 5th of November.

We thank you for participation in this survey.

The Physics Equity and Access Committee (PEAC).

## Sociodemographics

1. What is your age?

- Below 40
- 40 or above
- Prefer not to say

Add details or comments if you wish...

2. What is your gender?

- Female
- Male
- Other
- Prefer not to say

Add details or comments if you wish...

3. How would you describe your ethnicity? (e.g. Aboriginal and Torres Strait Islander background, Anglo-Irish background, ...)

- Prefer not to say

Please specify or add details or comments if you wish...

4. How would you describe your religious faith/beliefs?

- Prefer not to say

Please specify or add details or comments if you wish...

5. Are you a fluent English speaker?

- Yes
- No
- Prefer not to say

Add details or comments if you wish...

6. For how many years in total have you lived in Australia?

- Less than 3 years
- 3-10 years
- More than 10 years
- Prefer not to say

Add details or comments if you wish...

7. Do you have a disability or any long-term medical condition?

- Yes
- No
- Prefer not to say

Add details or comments if you wish...

8. How would you describe your sexual orientation?

- Bisexual
- Heterosexual
- Homosexual
- Other
- Prefer not to say

Add details or comments if you wish...

## Employment

9. What is your primary role in the School of Physics? (you can choose multiple options if you wish)

- Professional staff (admin, technical)
- Academic staff (includes 'research' staff)
- Retired or Honorary staff
- Postgraduate Student
- Prefer not to say

Add comments and/or specify your level of appointment if you wish...

10. How would you describe your position?

- Fixed-term
- Continuing
- Casual
- Student
- Prefer not to say

Add details or comments if you wish.

For example, if your position is fractional or part-time, please describe your work pattern

11. How long have you worked at the University of Sydney? (exclude any time as a student)

- I'm a student
- Less than 3 years
- 3-10 years
- More than 10 years
- Prefer not to say

Add details or comments if you wish...



12. How satisfied are you with your career progression?

- Very happy
- Happy
- Neither happy nor unhappy
- Somewhat unhappy
- Very unhappy
- Haven't thought about it
- Prefer not to say

Add details or comments if you wish...

13. Is/was there anyone in the School of Physics (now or previously) you consider a 'role model' (a person who you may admire, someone you look up to, and/or aspire to be like)?

- Yes
- No
- Prefer not to say

Add details or comments if you wish.

Perhaps give a name, or just a position or gender.

14. Is/was there anyone in the School of Physics (now or previously) you consider as a 'mentor' (a person more experienced or knowledgeable who helps you and guides you, beyond any formal mentoring or supervision)?

- Yes
- No
- Prefer not to say

Add details or comments if you wish.

Perhaps give a name, or just a position or gender.

Culture in the School of Physics

15. How well do you think that people in the School of Physics support inclusive culture and acceptance of diversity?

- Very Well
- Well
- Not very well
- Very poorly
- Don't know
- Prefer not to say

Add details or comments if you wish...

16. Do you think men and women are treated equally in the School of Physics?

- Yes
- Usually
- Sometimes
- No
- Unsure
- Prefer not to say

Add details or comments if you wish...

17. Do you feel that people in the School of Physics accept you as you are?

- Yes, I feel quite comfortable at work and generally supported
- I generally feel accepted
- I occasionally feel a little uncomfortable
- No, I feel I have to hide some aspects of myself (for example sexual orientation, religion, gender identity, accent, etc)
- No, I do not feel accepted
- Prefer not to say

Add details or comments if you wish...

18. Have you ever been the subject of discrimination in the School of Physics because of any aspect of your identity? (Discrimination could include, but is not limited to bullying, belittling comments, gossip, being ignored. Your identity may include, but is not limited to gender, ethnicity, religion, sexual orientation, medical condition or disability)

- Yes, often
- Occasionally
- Maybe, but I am not sure if it counts as discrimination
- No
- Prefer not to say

Add details or comments if you wish...

19. Do you think you are treated differently by any member of the School of Physics because of any aspect of your identity? (Your identity may include, but is not limited to gender, ethnicity, religion, sexual orientation, medical condition or disability)

- Yes, often
- Occasionally
- Maybe, but I am not sure if it had anything to do with my identity
- No
- Prefer not to say

Add details or comments if you wish...

20. Have you ever been the subject of verbal comment, jokes, body language or behaviour that you found inappropriate or even offensive?

- Yes, often
- Occasionally
- Maybe, but I am not sure if it was intended
- No
- Prefer not to say

Add details or comments if you wish...

21. Have you ever been made to feel uncomfortable in the School of Physics because of your culture or beliefs (for example negative comments about your culture or religion)?

- Yes, often
- Occasionally
- Maybe, but I am not sure if it was intended
- No
- Prefer not to say

Add details or comments if you wish...

22. Have you ever seen other people in the School of Physics being

- **the subject of discrimination** because of any aspect of their identity, or
- **treated differently** by any member of the School because of any aspect of their identity, or
- **the subject of verbal comment**, jokes, body language or behaviour that you or the subject found inappropriate or even offensive, or
- **made to feel uncomfortable** because of their culture or beliefs?

- Yes, often
- Occasionally
- Maybe, but I am not sure
- No
- Prefer not to say

Add details or comments if you wish...

23. Do you think that publicity material for the School of Physics adequately reflects the School's population (especially in terms of gender, ethnicity and age) and offers appropriate role models (e.g. showcase leading researchers)? For example, we are improving the mix of profiles at [Physics Profiles](#).

- Yes
- Generally yes, but we could do better
- Generally no
- No
- Don't know
- Prefer not to say

Add details or comments if you wish...

#### Parents/Carers

24. Are you a caregiver of a child or an adult?

- Yes
- No
- Prefer not to say

#### Parents/Carers

25. Does your role as a parent/carer of a child or an adult require you to be away from work/study within 'normal' business hours?

- Frequently
- Sometimes
- Occasionally
- No
- Prefer not to say

Add details or comments if you wish...

26. Do you think that the School of Physics and the University of Sydney provide sufficient support for parents/carers?

- Yes
- No
- Don't know
- Prefer not to say

Add details or comments if you wish...

What support would be most useful? – e.g. parenting room, childcare, flexible hours, flexible meeting times, holding of places on committees etc. until after parental/carer leave.

27. Do you think you have been disadvantaged with regards to attending work-related events (e.g. meetings, seminars, social functions, conferences), due to the time of day, day of the week or time in the year it was scheduled?

- Yes
- Yes, but it is my own choice
- Unsure
- No
- Prefer not to say

Add details or comments if you wish...

28. Do you think that you have missed the opportunity for promotion because of your parent/carer responsibilities?

- Yes
- No
- Unsure
- Prefer not to say

Add details or comments if you wish...

29. Have you ever experienced difficulties or felt uncomfortable asking for special leave, parental leave, or flexible working hours?

- Yes
- No
- Unsure
- Prefer not to say

Add details or comments if you wish...

Help us make the School a better place

30. Identify the 2 or 3 most important things related to Equity and Access that you would like to see improved in the School of Physics (for example: gender ratio, provision of a parent room, prayer room, breast feeding room, improved access to a particular location in the School, ....)

31. Are there any other issues related to Equity and Access that you feel this questionnaire has not addressed and you would like to raise?

Thank you

**Thank you for taking the time to complete this survey.**

**If there are any issues highlighted by this survey that you wish to follow up, please feel free to contact the Chairs of the committee, Anne Green and John O'Byrne, via the email [equity@physics.usyd.edu.au](mailto:equity@physics.usyd.edu.au).**