



University of
Southern
Queensland



University of Southern Queensland Institutional Context

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Acknowledgement of First Peoples

The University of Southern Queensland acknowledges the traditional custodians of the lands and waterways where the University is located. Further, we acknowledge the cultural diversity of Aboriginal and Torres Strait Islander peoples and pay respect to Elders past, present and future.

We celebrate the continuous living cultures of First Australians and acknowledge the important contributions Aboriginal and Torres Strait Islander people have and continue to make in Australian society.

The University respects and acknowledges our Aboriginal and Torres Strait Islander students, staff, Elders and visitors who come from many nations.



About the institution

The University of Southern Queensland (UniSQ) is a young, vibrant and student-centred university led by the values of Respect, Integrity, and Excellence. We are a medium-sized, regional university operating across three campuses in Toowoomba, Springfield and Ipswich, and two hubs in Stanthorpe and Brisbane, Queensland. Our network of campuses supports access to higher education and research and plays an important role in shaping the future of Queensland's regions.

UniSQ offers a mix of open and flexible education programs in business, education, law, arts, health, engineering, surveying, agriculture, and sciences (including paramedicine and aviation), to meet the needs of students, industries, and communities globally. The University is ranked first in Australia for graduate starting salary, and 76.7% of UniSQ's graduates are in full-time employment within four months of graduation (Good Universities Guide, 2022).

UniSQ is a recognised leader in online and blended education, allowing us to provide educational opportunities for local, national and international students. 75% of our student cohort is online, and we support a large mature-aged population as well as students from rural and remote areas and non-English-speaking backgrounds. 31% of our students come from low socio-economic or disadvantaged backgrounds and 52% are first-in-family, reflecting our commitments to equity and inclusion. We offer a range of equity programs, events, scholarships and education pathways to continue to expand this participation and improve the accessibility of higher education.

UniSQ delivers world-class research across our four flagships: Agriculture and Environment, Health, Space and Defence, and Regional Development. Researchers at UniSQ work directly with local communities, industry, and international partners on the issues that matter to our world. UniSQ climbed the 2024 QS World University Rankings to sit in the top 28% of the world's leading universities on this list, mainly driven by our ongoing research success.



Image 1: UniSQ campuses

Governance and structure

UniSQ’s governing body is the University of Southern Queensland Council, which is empowered under the University of Southern Queensland Act 1998 to set the strategic direction of the University. The Council represents university and community interests and is Chaired by the Chancellor, Mr John Dornbusch, and comprises official, appointed, elected and additional (co-opted) members. The Council is assisted in its operations by other leading governing bodies of the University including the Academic Board and Chancellor’s Committee (Chart 1). Under the executive leadership of the Vice-Chancellor, Professor Geraldine Mackenzie, and several of the University’s Deputy Vice-Chancellors, a range of Management Committees also contribute to the operations of the University (Chart 2).

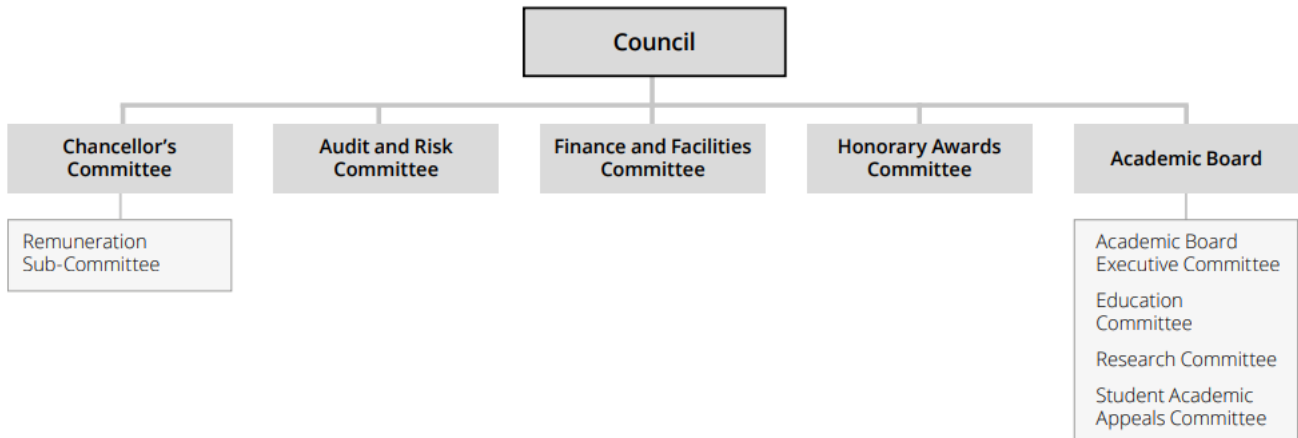


Chart 1: UniSQ Committee Structure (1)

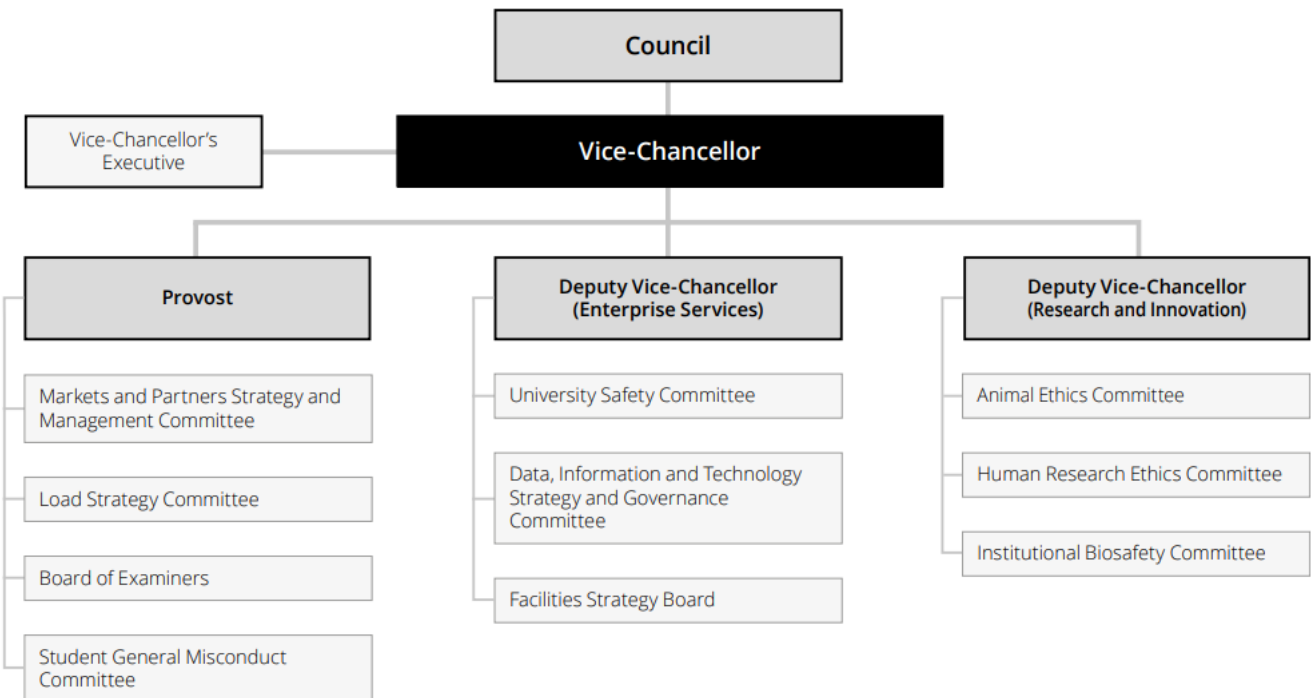


Chart 2: UniSQ Committee Structure (2)

The University is made up of a number of supporting portfolios across four organisational divisions: the Vice-Chancellor’s Division, Academic Division, Enterprise Services Division, and Research and Innovation Division. UniSQ delivers education and research through 13 schools, three research institutes (comprising nine research centres), and two externally funded research entities (Table 1).

Schools	
School of Agriculture and Environmental Science	School of Law and Justice
School of Business	School of Engineering
School of Creative Arts	School of Nursing and Midwifery
School of Education	School of Psychology and Wellbeing
School of Health and Medical Sciences	School of Mathematics, Physics and Computing
School of Humanities and Communication	School of Surveying and Built Environment
School of Law and Justice	
Research Institutes and Centres	
Institute for Life Sciences and the Environment (comprising the Centre for Applied Climate Sciences, Centre for Crop Health, and Centre for Sustainable Agricultural Systems)	
Institute for Advanced Engineering and Space Sciences (comprising the Centre for Agricultural Engineering, Centre for Astrophysics, and Centre for Future Materials)	
Institute for Resilient Regions (comprising the Centre for Health Research, Centre for Heritage and Culture, and Rural Economies Centre of Excellence)	
Externally Funded Research Entities hosted by UniSQ	
Southern Queensland and Northern New South Wales Innovation Hub – one of eight national Drought Resilience Adoption and Innovation Hubs supported by the Australian Government Department of Agriculture, Fisheries and Forestry through the Future Drought Fund	
Innovative Launch, Automation, Novel Materials, Communications and Hypersonics Hub (iLAUNCH) - supported by the Australian Government Department of Education through the Trailblazer Universities Program	

Table 1: UniSQ’s schools, research institutes, research centres and externally funded research entities

Strategic plans and frameworks

UniSQ’s Strategic Plan 2021-2025 articulates the University’s aspirations for the period (Image 2). Building upon our strength as Australia’s leading regional University, the Plan expresses the key commitments across Impact, Connections, People and Places that will enable realisation of the University’s vision for innovation and excellence. The Strategic Plan is underpinned by UniSQ’s core strategies, which include the Education Plan, Research Plan, Engagement Plan, International Strategy, First Nations Blueprint, and Student Success and Retention Strategy. Notably, UniSQ’s Strategic Plan

commits to foster a safe, diverse and inclusive university culture and environment that enables everyone to achieve their potential.



University of Southern Queensland

University of Southern Queensland STRATEGIC PLAN 2021-2025

OUR ASPIRATIONS	OUR STRATEGIC PLAN	OUR PERFORMANCE	
<p>VISION</p> <p>The University of Southern Queensland will be renowned for our innovation and excellence in education, student experience, research and engagement.</p> <p>VALUES</p> <p>RESPECT</p> <p>We respect each other and value the diversity of people, culture and ideas within USQ's community.</p> <p>INTEGRITY</p> <p>In all we do, we apply and expect the highest personal, professional and ethical standards. Together we act with transparency, consistency and fairness.</p> <p>EXCELLENCE</p> <p>Through expertise, innovation and creativity, we work together to excel in all that we do as a University community.</p>	<p>MISSION</p> <p>Building on our strengths as Australia's leading regional university, we will realise our vision by creating and sharing knowledge, transforming lives and solving the problems that matter to our world.</p> <p>We acknowledge the traditional custodians of the lands and waterways upon which the University of Southern Queensland is located. In developing our Strategic Plan, we celebrate the continuous living cultures of First Australians and recognise and respect the wisdom and diversity of Aboriginal and Torres Strait Islander people as the keepers of ancient knowledge whose cultures and customs continue to nurture this land. We pay our respects to Elders past, present and future.</p> <p>Our new Strategic Plan is being brought to life at a time of increasing disruption in our global community. Building upon our signature strength of flexible, innovative education, we will continue to focus on student success as we transform our teaching and research to grow our student population and research capacity. We will achieve national and international recognition for our flagship areas of agriculture, health, space and defence and regional development.</p>	<p>Our success will be evaluated by measuring our performance in the following areas:</p> <ul style="list-style-type: none"> Growing our student population and broadening participation in higher education Being the University of choice across our regions (for staff and students) Delivering an outstanding student experience and outcomes Growing the quality and quantity of research outcomes Contributing to the sustainable development of our communities Maintaining our capacity for investment into our future <p>This plan will be brought to life through the University's Integrated Planning Framework as it is cascaded through a set of core business and enabling strategies. The University Council will monitor and evaluate progress regularly, through out the life of the plan.</p> <p>The University supports the Government's objectives for the community:</p> <ul style="list-style-type: none"> Good jobs Good, secure jobs in our traditional and emerging industries Better services Deliver even better services right across Queensland Great lifestyle Protect and enhance our Queensland lifestyle as we grow. 	
<p>BUILD A BETTER FUTURE WITH OUR COMMUNITIES</p> <p>OUR IMPACT</p> <p>Solving problems that matter starts with local solutions to global challenges.</p> <p>The University of Southern Queensland will:</p> <ul style="list-style-type: none"> Empower Aboriginal and Torres Strait Islander peoples to take their rightful place in our teaching, research and enterprise. Prioritise innovative educational offerings that are a catalyst for transforming the lives of students, their families and communities. Through our innovative research, develop new knowledge and new ways of looking at problems to deliver creative solutions to the challenges we face. Support our students to amplify their life and work experiences through life-long educational pathways as they become leaders in their chosen field. Partner with our communities as a responsible corporate citizen to achieve a better and sustainable future for all. 	<p>TRANSLATE IDEAS AND KNOWLEDGE INTO OPPORTUNITIES</p> <p>OUR CONNECTIONS</p> <p>Ideas and knowledge empower people, organisations and communities to change the world.</p> <p>The University of Southern Queensland will:</p> <ul style="list-style-type: none"> Extend the impact of our teaching and research in our flagship areas through active engagement and translation with industry and community. Create new sources of value by better leveraging international partnerships and alumni networks. Act as a catalyst for economic and community development by enabling new and emerging industries to be successful and sustainable. Build and strengthen shared purpose across our communities through engagement and philanthropy. 	<p>BE INNOVATIVE, ENGAGED AND FORWARD-THINKING</p> <p>OUR PEOPLE</p> <p>The new world of work requires organisations to embrace change and transform their practice.</p> <p>The University of Southern Queensland will:</p> <ul style="list-style-type: none"> Enable a learning, research and working culture that drives innovation and collaboration and focuses on the future. Evolve our education and research offerings to strengthen resilience and enterprise in our students, industries and communities. Foster a safe, diverse and inclusive university culture and environment that enables everyone to achieve their potential. Build our capability to drive insights and impact from our data. Maintain a strong financial position to enable us to seize opportunities and invest in the future. 	<p>CREATE VIBRANT HUBS OF EDUCATION AND RESEARCH</p> <p>OUR PLACES</p> <p>As an open and engaged university we will create places that inspire creativity and innovation.</p> <p>The University of Southern Queensland will:</p> <ul style="list-style-type: none"> Provide cutting-edge social-learning and collaborative experiences for students, staff and partners through our physical and virtual campuses. Support community-level innovation that brings new ideas, skills and technologies to life. Increase industry and community use of our campuses, creating opportunities for collaboration, innovation and a vibrant university experience. Drive the ongoing digital transformation of our operations. <p><small>This strategic plan was reviewed (August 2023) and remains current.</small></p>

Image 2: UniSQ Strategic Plan 2021-2025

UniSQ also has a number of enabling strategies that clearly articulate our commitments to diversity and inclusion (Table 2; Image 3).

<p>People Strategy: enables the University to build a future-fit workforce in support of the UniSQ Strategic Plan. Reinforced by our core values, the People Strategy has been shaped across three connect pillars: people, purpose and place. The Strategy is dedicated to fostering a culture that is grounded in relationships and community, mutual respect, diversity and inclusion, and a strong commitment to ethics, integrity, accountability, collaboration and innovation.</p>
<p>Diversity and Inclusion Framework: supports our people to achieve their full potential in a fair, inclusive and diverse environment enabled by robust diversity and inclusion strategies, policies and initiatives. This framework is underpinned by the four pillars of enhanced capability, connection, measures and accountability, and embedded diversity and inclusion. The SAGE Action Plan is an example of core items of work UniSQ is undertaking to address diversity and inclusion within the scope of the Framework.</p>
<p>Indigenous Student Success Program: UniSQ is committed to improving higher education and employment outcomes for Indigenous Australians, and delivers on this promise through strategies including a range of education pathway programs, scholarships, outreach services, progression management services, and more.</p>

Table 2: UniSQ's enabling strategies

PEOPLE STRATEGY 2021-2025



OUR ASPIRATIONS

The UniSQ People Strategy enables us to build a future-fit workforce in support of the UniSQ Strategic Plan across all four components:

- Build a better future with our communities
- Translate ideas and knowledge into opportunities
- Be innovative, engaged and forward-thinking
- Create vibrant hubs of education and research

Reinforced by our core values, our People Strategy has been shaped across three connected pillars: People, Purpose and Place.

People

We continue to build a diverse, inclusive and capable community of people who share our strong sense of purpose and values.

Purpose

We will build a 'fit for purpose' people profile aligned to deliver outstanding student experiences and outcomes and grow the quality and quantity of our research outcomes and impact.

Place

We will create a place of work that is grounded in culture, Country and connection and leverages technology to create collaborative virtual and physical spaces for our people, students and communities.

We are focussed on fostering a culture centred around our values of Respect, Integrity and Excellence; one that is grounded in relationships and community, mutual respect, diversity and inclusion, and a strong commitment to ethics, integrity, accountability, collaboration and innovation.

OUR STRATEGIC ENVIRONMENT

Our People Strategy has been developed in a time of significant global change, where the higher education sector is being impacted by a range of social, technological, economic, environmental and policy drivers.

Building on our signature strength of flexible, innovative education, the University is focused on creating and sharing knowledge, transforming lives and solving the problems that matter to our world.

We celebrate the living cultures of First Australians and recognise and respect the knowledge of Aboriginal and Torres Strait Islander peoples and the vital role they play in the ongoing evolution of our University.

As the future of work continues to transform, bringing with it ever-changing challenges and opportunities to attract, develop, engage and retain a high-quality workforce, we are re-imagining how we work at UniSQ.

Our People Strategy has been designed to create an environment where our people feel deeply connected to our vision, purpose and place and have the capabilities, motivation and support to achieve success.

It provides us the guidance to focus on:

- Becoming an engaged, outwardly focused, and adaptable organisation that can excel in a world of constant disruption
- Building the strategic capabilities we need to execute upon our Strategic Plan, including in our flagship areas
- Creating a University where people are unified through a shared purpose and direction with our First Nations perspectives interwoven into all we do



OUR PERFORMANCE

Our measures of success include:

People

- We have a highly credentialed, capable and engaged workforce
- We have a community of people who have the capability to engage, challenge and take measured risks
- Our people reflect the diverse communities we serve
- First Nations peoples are an integral part of our business
- Our people feel connected, safe and valued

Purpose

- Our workforce composition meets the needs of the University
- We are recognised as University of choice for our people
- We deliver a 'people and positive experience first' approach for our clients
- We contribute to the improvement within our communities

Place

- We have a highly engaged workforce
- Our people are agile, resilient and innovative
- Our ways of working are grounded in culture, Country and connection
- We embrace technology to support productive and efficient ways of working

We will monitor progress to achieving our objectives using:

- - Recruitment, progression and retention metrics
- - Learning and development metrics
- - Diversity and inclusion metrics
- - Workforce plan horizons
- - Pulse surveys
- - Client feedback
- - Employee experience surveys

OUR STRATEGIES

PEOPLE

WE ARE CONNECTED, INCLUSIVE AND HIGH PERFORMING

- Striving for excellence: We will create an environment in which our people can achieve their potential, are influential, high-performing and accountable; and where inclusive behaviours are recognised and rewarded
- Building capability in leaders and teams: We will support our people to grow and develop the competencies, behaviours and specialist skills required to deliver industry leading education, student success and quality research (innovation, collaboration, impact), and build leadership excellence which generates a shared vision for our people and creates high performing, accountable teams
- Fostering an inclusive culture: We are connected by our shared values and purpose, recognising all voices of the diverse communities we serve, and will develop a culturally competent workforce that recognises the richness of First Nations peoples and perspectives
- Health and wellbeing enhance engagement: We actively support the health and wellbeing of our people and enhance agile working with technology as an enabler

PURPOSE

WE ARE CLIENT DRIVEN, EMPOWERED AND CREATE VALUE FOR OUR COMMUNITIES

- Workforce Planning establishes metrics: We will anticipate the people profile and capabilities we need for the future and build a workforce management ecosystem that is aligned to our core academic endeavour, teaching and research priorities
- Harnessing change: We will foster organisational agility and adaptability to align and structure our workforce to priorities
- Leveraging the strength of our brand: We will proactively manage our employer brand and position in the market by establishing our reputation for excellence and distinctiveness and create an employee experience that makes us first choice for top talent
- Value for our communities: We will deliver outstanding student experiences and outcomes and solve problems through our research outcomes and impacts

PLACE

WE ARE AN ENGAGED AND ENABLED WORKPLACE

- Digital transformation and process simplification through innovation: We will leverage and enable the full capacity of our people by removing barriers to get work done and harnessing the power of technology and process automation
- Our ways of working are client centered: We will design and redefine our ways and patterns of working to enable flexibility and rapid transformation, and achieve optimum balance between professional services and academic delivery
- Our place of work: We will create environments, both physical and virtual, in which our people can demonstrate the value of their work through rewarding opportunities and career pathways
- Talent mobility: We will harness the skills and expertise of our people through internal talent pooling, talent mobilisation, and career pathway

Strategic Plan → People Strategy 2021-2025

Image 3: UniSQ People Strategy 2021-2025

Demographic profile

UniSQ employs over 1,600 staff members, as at January 2024, with professional staff comprising 61% of employees (Table 3). Women make up 49% of academic staff, 66% of professional staff, and 59% of the University's overall workforce. UniSQ's data collection methodology applies science, technology, engineering, mathematics and medicine (STEMM) and non-STEMM metrics to academic staff only, where women comprise 44% of STEMM academics and 56% of non-STEMM academics. Less than 1% of staff self-identify as non-binary or other gender.

		F		M		X			
		HC	%	HC	%	HC	%	Total HC	Total %
Professional		671	40%	352	21%	0	0%	1,023	61%
Academic	STEMM	182	11%	228	14%	0	0%	410	24%
	Non-STEMM	135	8%	105	6%	<6	<1%	241	14%
Total		988	59%	685	41%	<6	<1%	1,674	100%

Table 3: UniSQ staff distribution January 2024



Image 4: UniSQ staff at Learning and Teaching orientation, 2019

UniSQ’s student population, as at January 2024, consisted of 11,738 students comprising 64% women, 35% men and <1% non-binary or other gender (Table 4). The majority of our students are in undergraduate courses (73%), with 17% in postgraduate coursework, 5% in postgraduate research, and 5% in non-award courses.

	F		M		X		Total HC	Total %
	HC	%	HC	%	HC	%		
Undergraduate	5,726	49%	2,850	24%	28	<1%	8,604	73%
Postgraduate (coursework)	1,283	11%	692	6%	<6	<1%	1,979	17%
Postgraduate (research)	276	2%	316	3%	<6	<1%	593	5%
Non-Award	263	2%	295	3%	<6	<1%	562	5%
Total	7,548	64%	4,153	35%	37	<1%	11,738	100%

Table 4: UniSQ student distribution January 2024



Image 5: Students at UniSQ Open Day 2022

The SAGE Athena SWAN journey

In October 2017, UniSQ became a member of SAGE. UniSQ committed to participating in the Athena SWAN pilot program by undertaking a self-assessment process and applying for Athena SWAN Bronze Award accreditation. The self-assessment and application timeline is outlined below:

2017: UniSQ established a self-assessment team (SAT) chaired by the Deputy Vice-Chancellor (Research and Innovation). The SAT comprised a diverse range of UniSQ employees (17 female, nine male) that included members of senior leadership. The SAT was divided into one core group and four thematic Working Parties to gather and analyse data to contribute to the development of UniSQ's Bronze Award submission.

2018-2019: Broad engagement and consultation occurred across the University to develop and refine the Bronze Award submission.

2019: UniSQ submitted its application for a Bronze Award, which was unfortunately deemed unsuccessful. The SAGE peer review panel commended UniSQ's honest reflection on disparities in diversity and inclusion at the University, while also identifying areas for further attention.

2020: The SAT reconvened to critically review and revise UniSQ's four-year Action Plan. After resubmitting in late 2020, UniSQ became a successful recipient of a SAGE Athena SWAN Bronze Award.



Image 6: SAGE Public Forum at UniSQ, 2019

To support the delivery of the SAGE Action Plan, several project officers were appointed to coordinate and monitor the program over 2021-2024. Project officers were appointed for different terms and at different times within varying work areas, with their roles often contributing to a range of functions (not only SAGE program delivery.) These frequent changes in ongoing program support were due to a range of challenges including the COVID-19 pandemic and the resourcing capacities of different work areas.

To govern program delivery, UniSQ established a SAGE Athena SWAN Committee chaired by the Deputy Vice-Chancellor (Research & Innovation) and comprising a diverse range of employees (Table 5). Membership criteria was developed to ensure strong representation from STEMM disciplines, as the original Bronze Award submission highlighted inequities in UniSQ’s STEMM disciplines as a key focus.

Deputy Vice-Chancellor (Research and Innovation) (Chair)
Project and Policy Coordinator (Committee Services Officer)
Director (Media and Strategic Communications) or nominee
Deputy Vice-Chancellor (Academic Affairs) or nominee
Representative from the Graduate Research School, nominated by the Dean (Graduate Research School)
Two women from STEMM disciplines where women are underrepresented, nominated by the Executive Deans

Two men from STEMM disciplines, nominated by the Executive Deans
Representative from the Diversity and Inclusion Committee
Chief People Officer or nominee
Executive Director of a Research Institute, nominated by the Deputy Vice-Chancellor (Research and Innovation)
Representative who identifies as Aboriginal and/or Torres Strait Islander
Representative who identifies as having multicultural/international background
Representative who is a member of the UniSQ Ally Network
Representative who identifies as transgender and/or gender diverse and/or intersex
Student representative from a STEMM discipline
HDR student representative who is a woman and from a STEMM discipline

Table 5: Membership criteria for the SAGE Athena SWAN Committee

To embed UniSQ’s SAGE program into the University’s governance structures, the SAGE Committee delivers quarterly and annual reports to various levels of university leadership via the Vice-Chancellor’s Executive, Chancellor’s Committee, and University Council. To embed the program into the institutional community more broadly, an online SAGE dashboard highlights and celebrates features of the program and connects employees with relevant systems and opportunities (Image 7). The SAGE program coordinator also participates in various Committees and employee networks including the Diversity and Inclusion Committee; Diverse Genders, Sexualities and Sex Characteristics Committee; the Ally Network, and the Women’s Network to regularly share updates and information on the progress of the SAGE program.



Image 7: Excerpt from the first webpage of the SAGE dashboard

Key findings from the Bronze Award

UniSQ's SAGE Action Plan summarised the key findings (and suggested solutions) of the Bronze Award self-assessment under five key themes:

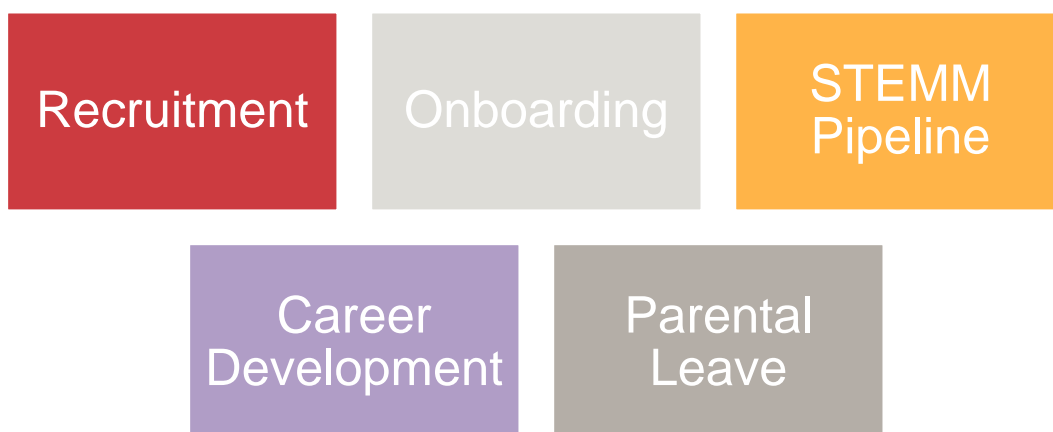


Actions and solutions under these themes were developed to systematically address the primary areas of inequity at the University. While many actions focused on reducing the barriers for women in STEMM, as these were the areas where key inequities were identified, they were also developed to have high impact across numerous staff cohorts or all staff, where applicable.

The Cygnet Awards pathway

In 2021, SAGE Australia evaluated the effectiveness of the SAGE Athena SWAN pilot program. To transition the pilot into a sustainable business model for participating organisations, SAGE announced the Cygnet Awards in late 2021.

In early 2022, in line with the Cygnet pathway, UniSQ revised the SAGE program of work to prioritise actions in the following five Key Priority Areas:



These areas were identified through thorough assessment of the Bronze Action Plan progress to date; in-depth analysis of which barriers had the greatest negative effect on the attraction, retention or progression of underrepresented and/or marginalised groups of staff in the organisation; and consultation across various work divisions to identify which actions were most sustainable and achievable. The identification of these five Cygnet areas also took into consideration how improvements to programs and systems could be made to benefit not only underrepresented staff groups, but also the wider staff community.

Contextual factors

A number of factors over the course of the Athena SWAN Bronze Award validity period have impacted the scope and progression of the SAGE program at UniSQ. As experienced across the higher education and research sector, the COVID-19 pandemic had wide-ranging impacts on finances, ways of working, and institutional priorities. The University conducted a voluntary severance program in 2021, which accepted 34 applications (53% male and 47% female), with six of these applications at levels D and E (one female). An early retirement scheme was also conducted in 2022, which accepted 70 applications (50% male and 50% female, with four of these at levels D and E (2 female)). These schemes contributed to staff turnover and distribution trends in those years, and naturally also to team restructures and redistribution of workloads, capacity and priorities across affected work areas.

UniSQ has operated at a budget deficit over the last several years, which has impacted the ability to initiate or progress some of the SAGE program initiatives previously thought possible when developing the Bronze Award SAGE Action Plan. Budgetary considerations have impacted the resourcing for dedicated project officers to work on the SAGE program; for example, the original Action Plan called for a primary project officer to coordinate the program over the life of the program, but due to financial considerations this role became responsible for numerous functions besides the SAGE program between 2022-2024. Similarly, several roles within the human resources portfolio that contributed significantly to SAGE program initiatives were kept vacant when these officers left the University in 2023, again due to budgetary considerations. Specific impacts on particular initiatives are outlined in each relevant Cygnet application.

While changes across the sector and within the University have impacted resourcing for the SAGE program, UniSQ maintains a strong dedication to equity and diversity for both students and staff. This dedication is reflected in our values, strategic plans, and targeted programs and initiatives to improve the study and working experience of marginalised and/or underrepresented groups.

Notes on data

The following notes on data should be considered for all UniSQ-submitted Cygnet Award applications:

- Where available, data is provided for the gender categories of 'F, M, and X'. Where no data has been collected from non-binary or other gender participants (due to participants not identifying a non-binary gender or system limitations), X is omitted from the data.
- Where available, data is provided for both academic and professional staff. In some instances, historical data was manually collected and the difficulty of re-sourcing this data has led to only academic or only professional staff data being included.
- Where available, data is provided split by STEMM/non-STEMM. The use of this metric to capture data is inconsistent across systems and methodologies, and so this metric is not provided where not available.



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