

University of Technology Sydney

Institutional context for SAGE Cygnet Awards



Acknowledgement

UTS acknowledges the Gadigal people of the Eora Nation, the Boorooberongal people of the Dharug Nation, the Bidiagal people and the Gamaygal people upon whose ancestral lands our university stands. We would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for these lands.



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

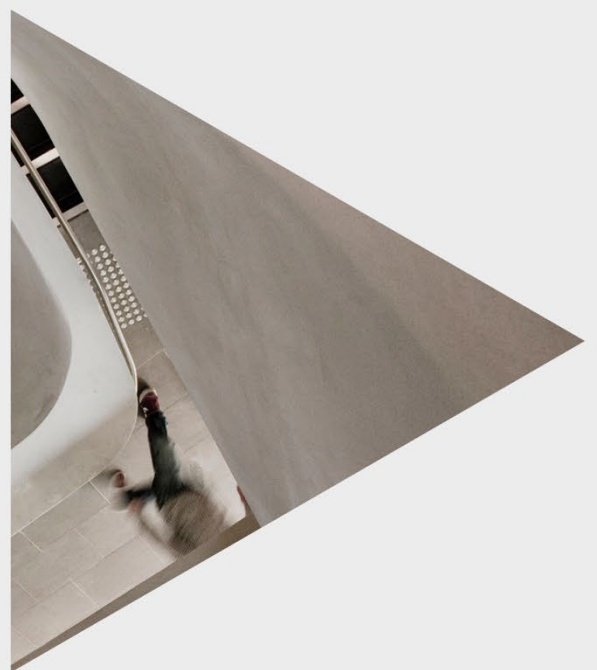
Institutional context for SAGE Cygnet Award Application

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1 Abbreviations

Abbreviation	Description
CSJI	Centre for Social Justice & Inclusion
ECA	Early career academic defined as Level A and B staff
EIT	Engineering and Information Technology
FEIT	Faculty of Engineering and Information Technology
GRS	Graduate Research School
HDRs	Higher Degree by Research (i.e. Masters and PhD) students
Indigenous	Australian Aboriginal and Torres Strait Islander people
KPI	Key Performance Indicator
PVC	Pro Vice Chancellor
RNA	Respect.Now.Always (a campaign that aims to eliminate sexual harm on Australian campuses)
STEMM Faculties	Faculty of Engineering and Information and Technology, Faculty of Health (includes the Graduate School of Health) and the Faculty of Science
UTS	University of Technology Sydney
WiEIT	Women in Engineering and Information Technology

2 Overview of institution

The University of Technology Sydney (UTS) is the top-ranked young university in Australia. Our vision under our UTS 2027 strategy is to be a leading public university of technology recognised for our global impact. As a university of technology, it is our role to ensure our graduates shape the future professions and businesses that will be needed in Australia and overseas. Since our inception, an integral building block of our success has been our outward, global focus and ability to partner with industry.

UTS prides itself on preparing students for the future workforce and industry engagement across the entire spectrum of the learning experience is critical: we embed industry engagement in the development of our curriculum; industry practitioners teach and assess our students; 'real-world' industry-driven problems form a core part of our curriculum; we work with industry partners to develop short courses and microcredentials; and we have industry advisory boards overseeing and guiding the work of many of our faculties.

At UTS we are very clearly, and very proudly, a technology university. Our researchers support the application of new technologies, are deeply engaged with industry and provide solutions to important national and global challenges. Over the last decade UTS has created and nurtured a vibrant start-up ecosystem and focus on entrepreneurship. We are actively cultivating digital entrepreneurs who are creating their own businesses or acquiring the skills needed to support those creating their own businesses.

UTS is located at the heart of Tech Central and a critical anchor tenant. We take this role very seriously and over the last decade in particular have committed significant capital and operational investment into R&D and state-of-the-art equipment on campus, in recognition that one of the identified deficiencies in Australian industry structure is the underpinning technology infrastructure. Examples of this include UTS's ProtoSpace, Data Arena, Tech Lab and Biologics Innovation Facility. The scale of these facilities is such that it is impossible for SMEs to fund alone or even in partnership, but when provided by the university/government, they allow companies of all sizes to engage in innovation, physical prototyping, high-end data analysis and virtual manufacturing.

The City campus is made up of three main precincts in Broadway (Tower, UTS Central and buildings for Science, Health, Arts and Social Sciences, Engineering and IT, and Design, Architecture and Building. The Haymarket precinct is near Chinatown and includes Building 5 (the former UTS Library) and the Frank Gehry-designed Dr Chau Chak Wing Building. The Blackfriars precinct is home to the Blackfriars Children's Central (UTS child care).

UTS specialist facilities outside of the primary campus hub include the UTS Rugby Australia Building in Moore Park, UTS Tech Lab at Botany and the UTS Kidman Centre within the Prince of Wales Hospital complex in Randwick.



In 2022, 44,615 students were enrolled at UTS, including 11,180 international students. Half our students are women, 43% were born outside Australia with 42% speaking a language other than English at home, 7% report having a disability and 1% are Indigenous. Forty seven percent of UTS students are studying in STEMM faculties.

UTS has a deep commitment to Indigenous education. Our successful Jumbunna Institute for Indigenous Education and Research has provided academic, social, cultural and emotional support to Indigenous students for more than thirty years. Jumbunna aims to produce the highest quality research on Indigenous legal and policy issues and to develop highly skilled Indigenous researchers. Jumbunna also works with Indigenous communities across Australia, using these partnerships to advocate for change and do research with strong social impact.

Embedding an understanding of Indigenous Australia in all UTS courses is a ground-breaking work of national significance. All UTS graduates will be professionally equipped to work successfully with, and for, Indigenous Australians, while our university will have the cross organisational planning, knowledge and capability to support and achieve this.

Our progress so far in supporting Indigenous higher education

25% increase in Indigenous undergraduate student enrolments

10% increase in Indigenous undergraduate student success

14% increase in Indigenous undergraduate student retention

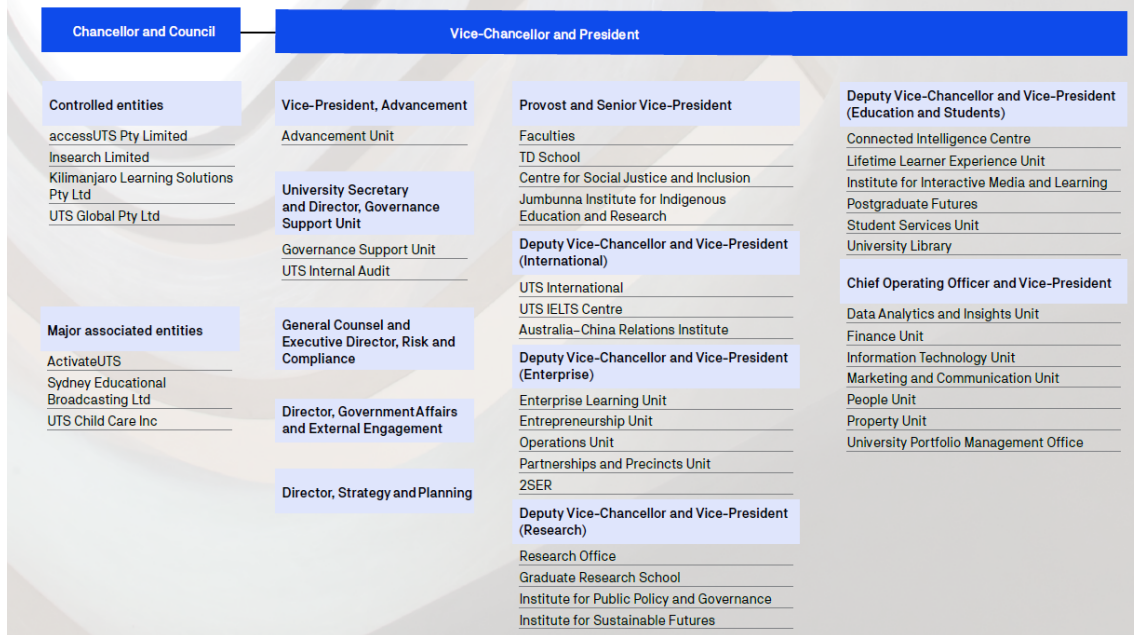
400% increase in Indigenous research student enrolments (with higher retention/success than non-Indigenous)

The Galuwa Experience offers young Indigenous high school students a chance to discover the opportunities a degree at UTS can provide. UTS is embarking on a ground-breaking proposal to build Australia's first truly comprehensive Indigenous Residential College. The college will celebrate the immeasurable value of Indigenous identity and history, while also building community capacity and knowledge by developing and nurturing the leaders of the future.

UTS is led by Vice-Chancellor and President Prof. Andrew Parfitt and Prof. Vicki Chen, Provost and Senior Vice-President. Our [leadership team](#) comprises 8 women and 6 men.



UTS organisational chart



UTS Faculties

Faculty of Arts and Social Sciences

UTS Business School

Faculty of Design Architecture and Building

Faculty of Engineering and Information Technology*

Faculty of Health*

Graduate School of Health*

Faculty of Law

Faculty of Science*

TD School

*STEMM faculties at UTS

Social justice and the principles of equity, diversity and inclusion are at the core of everything we do, led by the Centre for Social Justice & Inclusion (CSJI), established in 2018. CSJI channels UTS resources to remove barriers to education, empower communities, increase diversity and inclusion, and advocate for social justice.



We celebrate the diversity of our staff and students, promote inclusivity in teaching and learning, and engage meaningfully with the world beyond our campus. Our key social justice initiatives and achievements include:

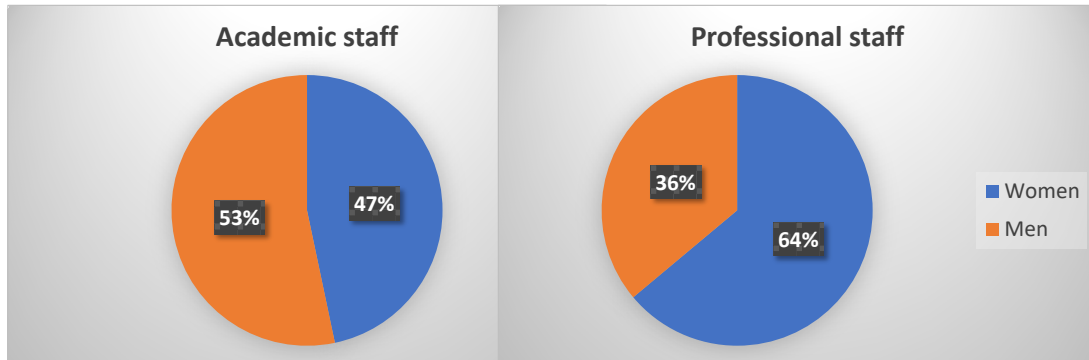
- [Wingara Indigenous Employment Strategy](#) – works to increase employment of Indigenous people at UTS, embed Indigenous senior leadership and capability in all faculties, building and ‘growing our own’ diverse cohort of Indigenous leaders
- [Widening participation strategy](#) – a whole-of-university approach to increase the number of students from under-represented target groups accessing and completing university study; in particular, students from low socioeconomic status backgrounds and Indigenous students. It covers: pre-access; access; transition, retention and success; and completion and transition out of university.
- [Social Impact Framework](#) – formalises our social justice agenda; our contribution to the community through research, education and practice; and structures our future endeavours
- [Access and Inclusion Plan](#) – articulates our commitment to celebrating the contributions of people with diverse abilities within our community
- [Athena SWAN bronze award](#) – demonstrates our commitment to increasing gender equity in STEMM.

Since 2016, UTS has been an active member of the national Respect.Now.Always (RNA) campaign and assured its translation into policy, strategy, programming, and processes at an institutional level. UTS’s award winning RNA program endeavors to prevent and eliminate sexual violence – including sexual assault and sexual harassment (SASH) – in our university community and beyond.

Our work to ensure an inclusive community also includes initiatives focused on flexible working, support for parents and carers, and networks and activities to support our LGBTQIA+ and multicultural communities, UTS is accredited as a Breastfeeding Friendly Workplace and was the first organisation to achieve level 1 accreditation as part of the Carers NSW, Carers+Employers program.

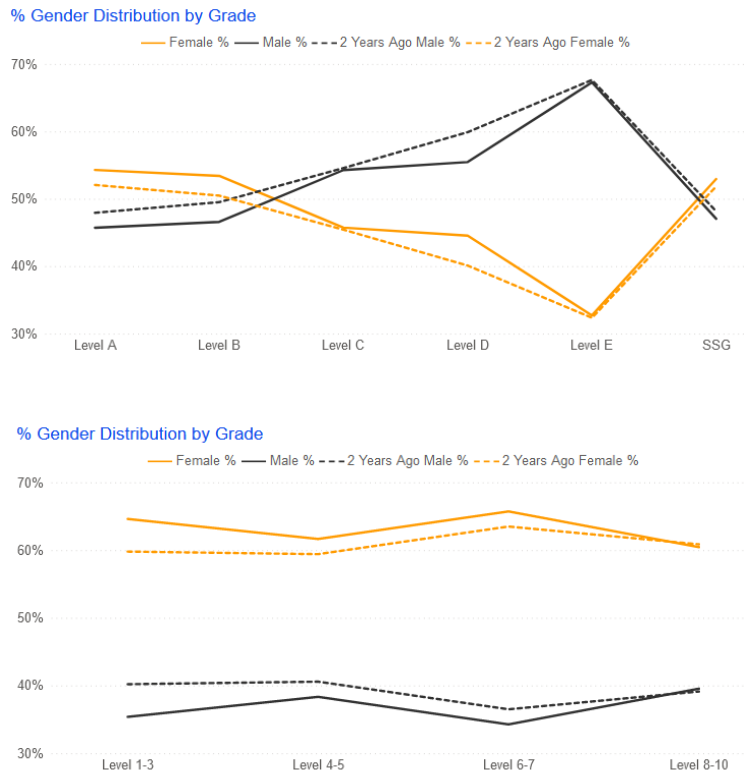
3 Staff demographic profile

In 2022, UTS employed over 9,000 staff with 35% on continuing or fixed-term contracts. While the proportion of academic women and men on continuing or fixed-term contracts was similar, there are gender inequities across academic levels, especially in the STEMM faculties. The proportion of academic women in STEMM has increased from 36% when the Bronze Award application was submitted to 42% in 2022.



Staff on continuing or fixed-term contracts in 2022 by gender and by band (academic or professional)

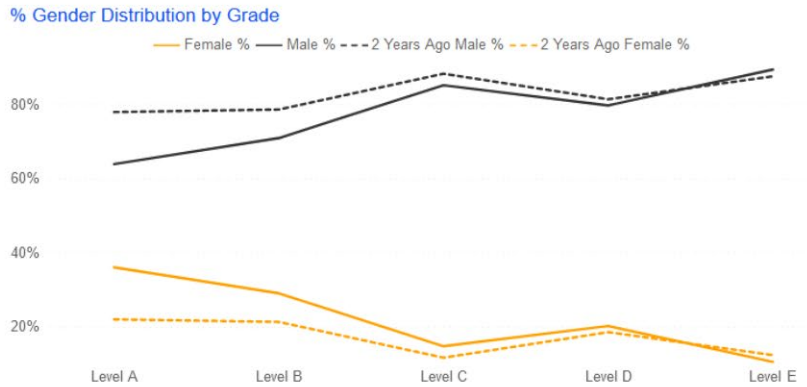
Overall, the proportion of women academics decreases at level C onwards while the proportion of women professional staff remains at around 60-65%.



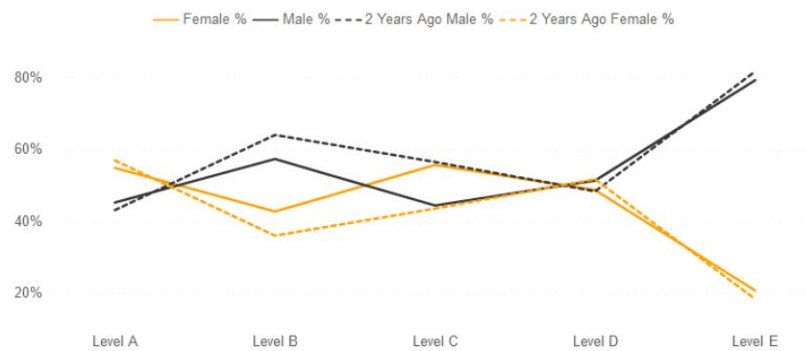
Proportion of academic (top panel) and professional staff (lower panel) by gender and level in 2022 at UTS (SSG=Senior Staff Group)

The pattern of gender disparity differs amongst the three STEMM faculties. In Science it is mainly at level E where 24% are women and 45-60% at other levels; in FEIT and Health there is a steady decline of women as academic level increases (FEIT: 36% at Level A and 11% at Level E; Health 87% at Level A and 70% at Level E).

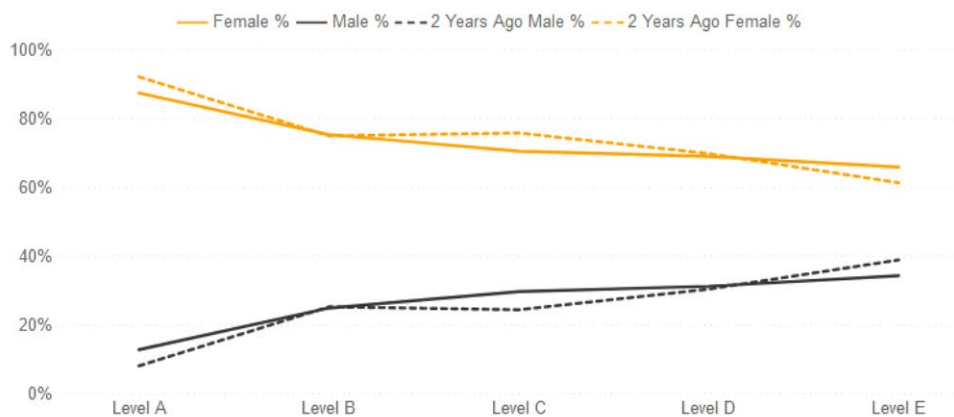
FEIT



Science



Health



Proportion of academic staff (excluding casuals) by gender and level in 2022 in FEIT (top), Science (middle) and FoHealth (bottom).

Of UTS staff providing other demographic information (54%), 0.9% self-identified as Indigenous, 50% were born overseas, 40% had a first language other than English and 1.4% disclosed a disability. In 2022, 50% of undergraduates and 42% of Higher Degree by Research (HDR) candidates were women.

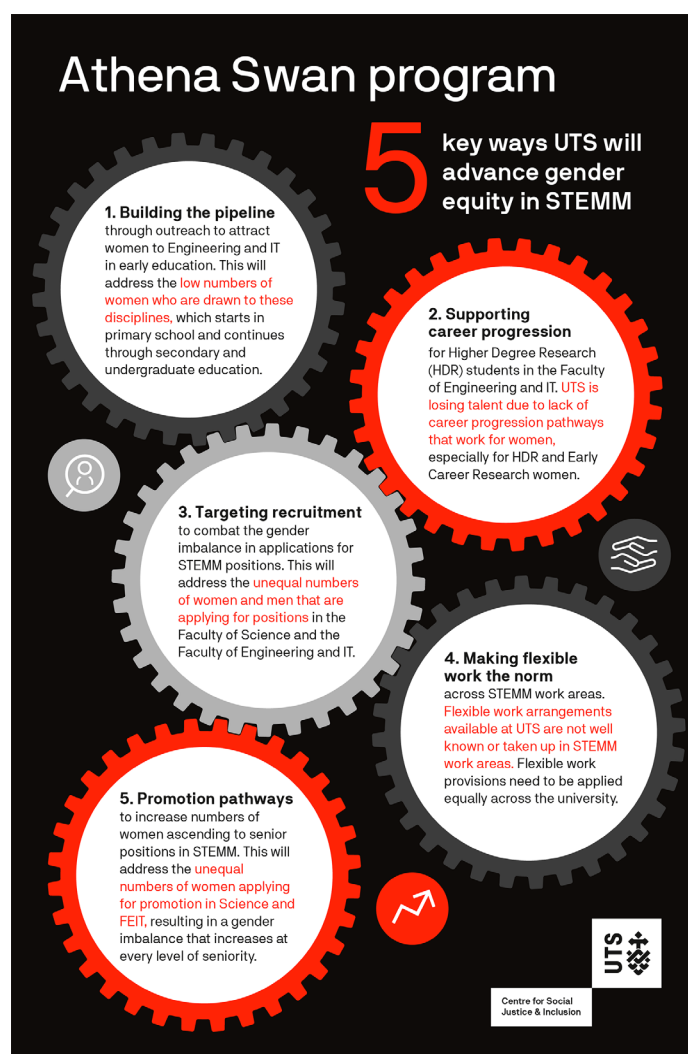
4 SAGE journey

UTS received a SAGE Bronze award in December 2018 (Cohort 1). This accreditation pathway is part of our continued commitment to gender equity and has been included as a priority in all Corporate Plans since 2019. Accountability for delivery sits with the Provost, Director People Unit, PVC Social Justice and Inclusion and STEM Faculty Deans. At an operational level, the Academic Lead (Professor Anne Gardner) and PVC Social Justice and Inclusion (Verity Firth) are responsible for implementing Cygnet programs. Progress updates for the programs are tabled with the Vice Chancellor's Social Justice and Inclusion Committee which is a university level strategic committee.

The Cygnet programs working groups are led by the CSJI Gender Equity Team supported by representatives from STEM faculties (the focus of Cygnet programs) and the People Unit. The Gender Equity Team also works closely with STEM faculty Equity and Diversity committees.

In the Cygnet phase, the five key priority areas build on the Bronze award Action Plan. Two focus on FEIT and the rest across FEIT, Health and Science. Our priority areas are:

- Building the pipeline through outreach to attract girls and young women to Engineering and IT studies.
- Supporting career pathways to academia for Higher Degree Research (HDR) women in FEIT.
- Targeting recruitment to combat gender imbalance in STEM.
- Making flexible work the norm across STEM.
- Promotion pathways to increase numbers of senior academic women in STEM.



5 Key findings from the Bronze Award

It was clear from the Bronze Award self-assessment process that accessibility of staff data was essential for our gender equity journey. UTS committed to enable this by building a robust data visualisation system incorporating separate datasets into a business intelligence tool. The Workforce Diversity Dashboard hosts staff data from 2017, and is current.

The five goals of our Bronze Award action plan were:

1. Targeted recruitment strategy and practices to increase the number of women recruited into STEMM faculties
2. Women are supported to seek and gain promotion in STEMM
3. Faculty workplace cultures reflect good gender practice in STEMM
4. Increased awareness of and support for diverse workplace experiences
5. Implement UTS-wide appropriate governance, review, evidence base and performance metrics.

We have used the first four goals as the basis on which to help identify the Key Barriers in the Cygnet programs. Existing KPIs that 40% of senior positions at academic levels D and E, and within Senior Staff Group, will be held by women, have now been met by implementing goal five.

Reflection in the post-Bronze Award phase identified two key insights. Firstly, FEIT had the greatest academic gender disparity and therefore, our greatest efforts should focus here. Secondly, recruitment-focused initiatives to boost the number of senior academic women, especially in EIT disciplines where they are scarce, is simply 'poaching' from other organisations and does not increase the potential pool. This realisation pivoted our gender equity strategies to focus on 'nurturing our own' and to create an organisational culture that would be recognised widely as being inclusive and supportive. We acknowledge that these are long-term commitments and that it may take years to see major changes in moving the dial on gender equity.

As a result, two Cygnets are FEIT-focused. One addresses the lack of engagement of school-aged girls with EIT disciplines and the other supports career pathways into academic roles for women HDRs.

6 Factors impacting outcomes of Bronze Action Plan

In 2020, UTS re-prioritised activities and aligned our strategic priorities to address the impact of the external environment and the effect of COVID-19 on our community. Some strategic initiatives were delayed as a direct result of the pandemic, some were deliberately paused to utilise resources elsewhere but others, such as online learning and new ways of working, were accelerated to address the learning and working constraints imposed by the pandemic. We are continuing to experience the direct impacts of the pandemic which will be felt for a number of years, continuing to have a significant negative impact on our planned revenue.

Nonetheless, we have retained strategic priorities related to increasing Indigenous participation, and workforce planning for the recruitment, support and retention of people to help deliver UTS's objectives.

During this period there were staff losses through voluntary separation processes and team restructures, including within the Gender Equity team that disrupted and slowed some initiatives.

In addition, financial constraints have slowed our program of work to update internal employee interface and create more robust data analytics systems. The Workforce Diversity Dashboard does not link to recruitment and promotion datasets and the loss of the data specialist role has impacted ability to easily track equity during these processes.



