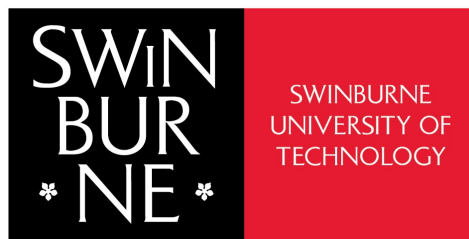


SAGE Cygnet Award Application Institutional Context



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY



Name of Institution	Swinburne University of Technology
Date of Application	1 November 2023
Contact for Application	Jacqui Olney, Manager, Diversity, and Inclusion
Email	jolney@swin.edu.au
Telephone No.	0417 005 524
Word count	2193

ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located and pay our respect to their Elders past and present. We are honoured to recognise our connection to Wurundjeri Country, history, culture and spirituality through these locations and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

Our **Moondani Toombadool Centre (MTC)** was established in 2018 to lead all Aboriginal and Torres Strait Islander matters at Swinburne, including governance, student services, teaching and learning, research, staff, culture, engagement, and governance. The Moondani Toombadool Centre is committed to institutional transformation where Aboriginal and Torres Strait Islander self-determination and knowledges are the foundations on which Swinburne leads educational change.

Our Elevate Reconciliation Action Plan (RAP) 2020-2023 outlines our commitment to reconciliation as core to our culture.

Moondani Toombadool means 'embracing teaching and learning' in the Woiwurrung language of the Wurundjeri People.

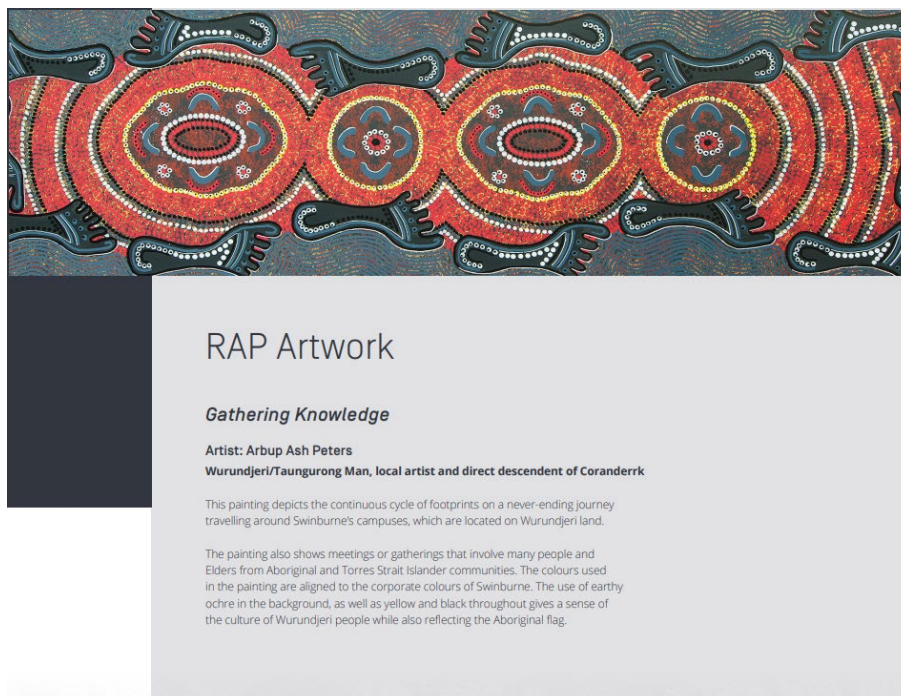


Figure 1: RAP Artwork 'Gathering Knowledge' Artist Arbur Ash Peters

Table of Contents

ACKNOWLEDGEMENT OF COUNTRY	2
BACKGROUND	5
GOVERNANCE.....	5
Gender Equity Framework	6
Strategic Planning 2022 - 2025.....	9
OUR VALUES	9
More about us	10
SIZE AND STRUCTURE	12
Academic Recruitment.....	13
Academic Progression.....	16
STUDENT PROFILE	17
DIVERSITY & INCLUSION INITIATIVES.....	18
<i>Figure 13: Swinburne PRIDE March 2023</i>	19
Commitment to our Reconciliation Action Plan (RAP)	19
SWINBURNE'S SAGE JOURNEY	20
CONTEXTUAL FACTORS	25

List of Figures

Figure 1: RAP Artwork 'Gathering Knowledge' Artist Arbut Ash Peters	2
Figure 2 : Swinburne Gender Equity Framework	6
Figure 3 : Swinburne Organisational Chart 2022, Source Swinburne Annual Report 2022	8
Figure 4 : Swinburne Horizon 2025 Vision Framework	9
Figure 5 : Swinburne Values	10
Figure 6 : Swinburne Context, Source 2022 Annual Report	10
Figure 7 : Swinburne Context, Source 2022 Annual Report	11
Figure 8 : Academic staff by headcount and academic level 2022	14
Figure 9: Academic levels by headcount (%) and gender STEMM and Non - STEMM (2018 - 2022)	14
Figure 10 : Academic staff (FTE) by contract type 2022 STEMM and non STEMM	15
Figure 11 : Academic Staff part-time working arrangements 2022 STEMM and non STEMM	15
Figure 12 : Success rates (%) for women (shown in yellow/orange) and men (shown in blue) for STEMM and Non-STEMM disciplines, 2015-2022	16
Figure 13 : Images presented at 2021 SAGE Staff Forum	20
Figure 14 : SAGE Achievements	21
Figure 15 : Swinburne Proposed Pathway to Silver	24

List of Tables

Table 1 : Staff number (headcount) by role 2022	12
Table 2 : Academic Headcount by school and gender March 2023	13
Table 3 : Staff headcount by division and gender March 2023	13
Table 4: Summary of Swinburne Student headcount/load, Source: Swinburne Annual Report 2022	17
Table 5 : Summary of Diversity and Inclusion initiatives at Swinburne	18

BACKGROUND

In 1908, George and Ethel Swinburne founded Swinburne (then known as the Eastern Suburbs Technical College) with a simple premise in mind: to provide technical education to a sector of society otherwise denied further education. In 1916, Ethel was instrumental in establishing the Swinburne Junior Technical School for girls persuading her husband, and the Swinburne Council of the need for education for girls, and that the courses provided should be of a more academic nature rather than the usual training in domestic skills. This was the first such school in Australia.

In 1992 Swinburne University of Technology gained university status and has evolved into a world-class university creating social and economic impacts through science, technology and innovation. Swinburne is a dual-sector university, offering higher education and pathways and vocational education (PAVE). Swinburne has three campuses located in the eastern suburbs of Melbourne including, Hawthorn, Croydon and Wantirna. An international campus has been established in Sarawak Malaysia.

GOVERNANCE

The Council is Swinburne's governing body and is responsible for the general direction of the university. Comprising 13 members: 3 Ex officio members (Chancellor, Vice Chancellor and Academic Senate Chair); 4 Government appointed members; 4 Council appointed members and 2 Elected members. The Chancellor is the Chair of Council. The governance framework includes a diversity principle that acknowledges the benefits of diversity and a commitment to achieve diversity among members of council, including equal representation of men and women. There are currently 12 members of Council (6 women and 6 men) with a further member pending appointment.

The governance structure overseeing our diversity and inclusion framework comprises a Diversity and Inclusion Steering Committee (DISC), executive diversity champions and diversity working groups which align with our diversity focus areas. The SAGE Steering Committee provides regular updates to DISC. Aboriginal and Torres Strait Islander matters are governed through a separate framework.

Gender Equity Framework

Our SAGE Action Plan and Gender Equity Action Plan (GEAP) are underpinned by a framework which identifies accountabilities across four cohorts: Swinburne Council, senior leaders, people leaders and staff. The framework reinforces that gender equity is a collective responsibility and everyone at Swinburne has a role to play in progressing gender equity and implementing our SAGE and GEAP strategies and actions.

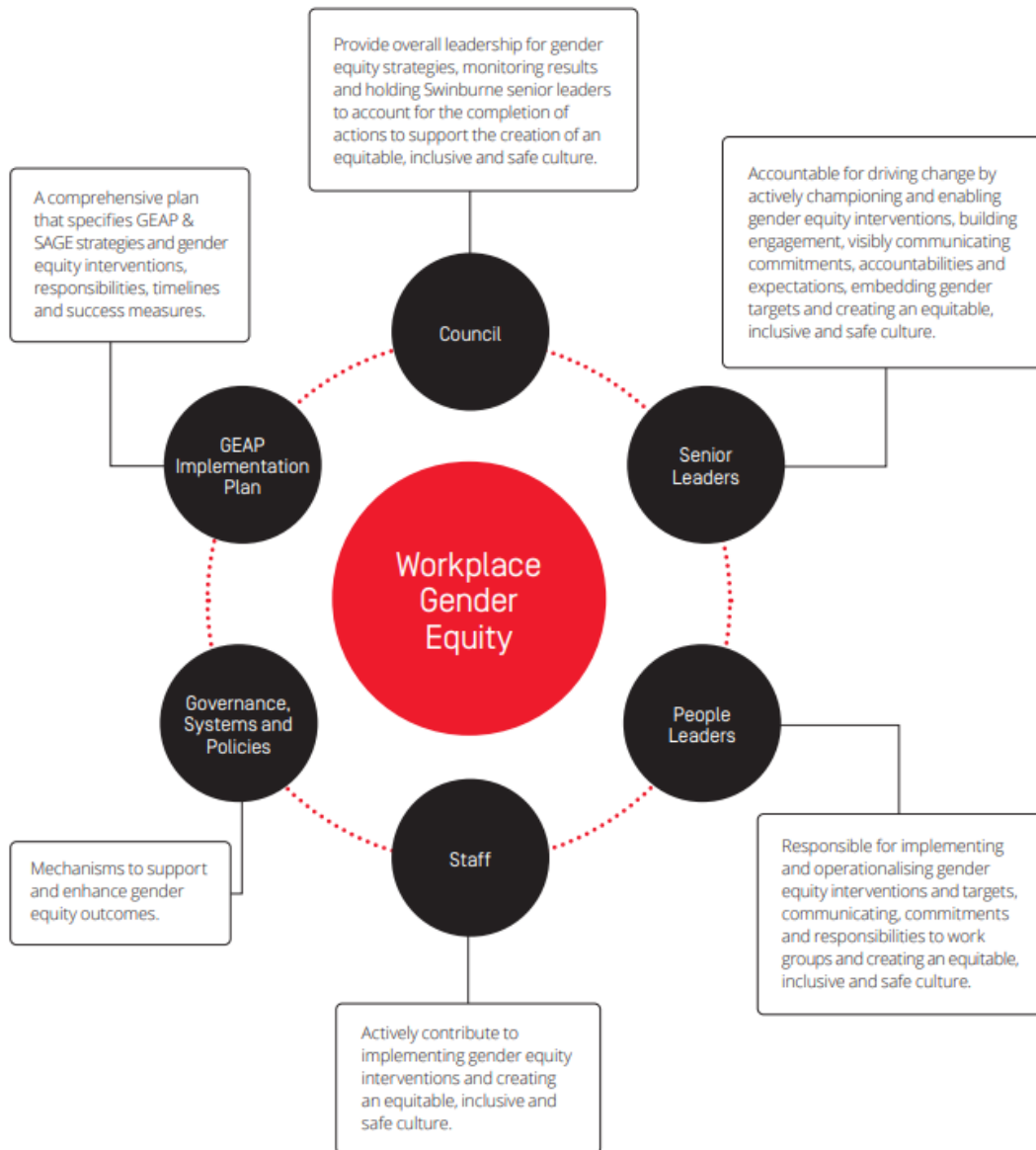
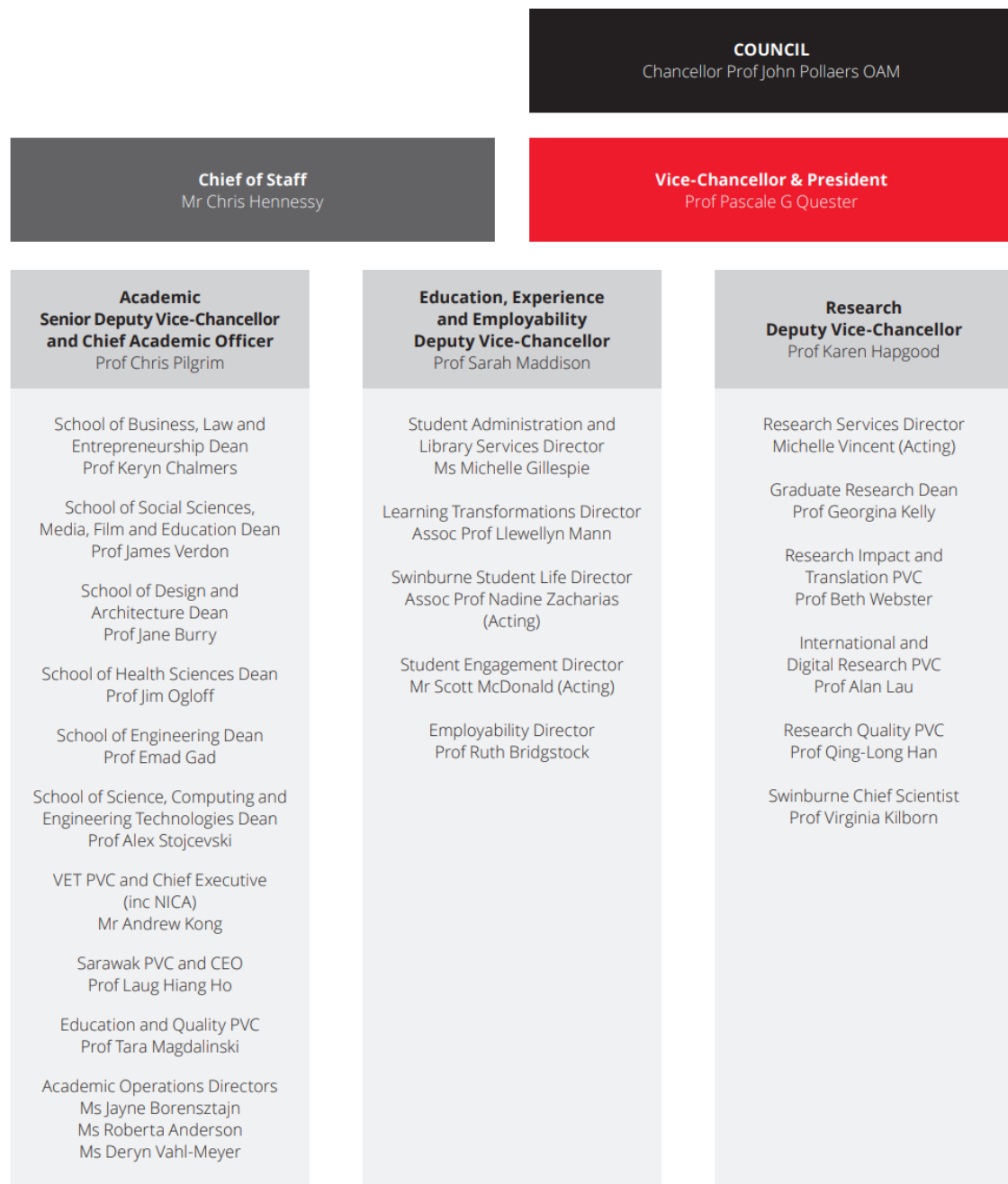


Figure 2 : Swinburne Gender Equity Framework

Organisational chart



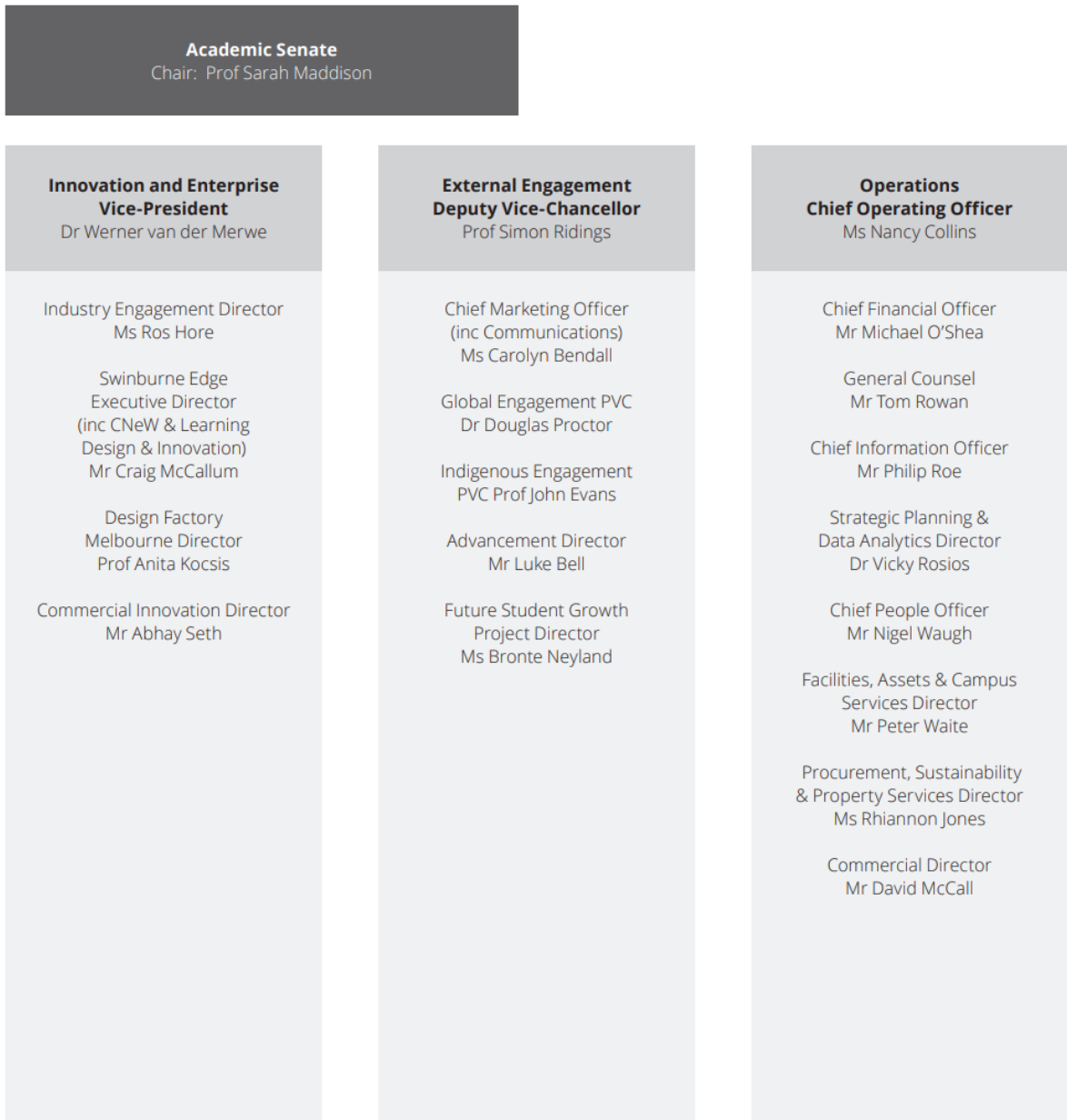


Figure 3 : Swinburne Organisational Chart 2022, Source Swinburne Annual Report 2022

Strategic Planning 2022 - 2025

As a dual-sector university of technology, we are proud of our contribution to technology, entrepreneurship, innovation and the STEM disciplines, and our track record of meaningful industry and community engagement. Horizon 2025 imagines the prototype of a new and different Australian university. Central to this is responding to staff and student feedback who want a personalised, engaged, innovative, tech-biased, global, inclusive, diverse, and sustainable university. Horizon 2025 provides a clear vision of ‘people and technology working together to build a better world’. The framework underpinning this is outlined in Figure 4

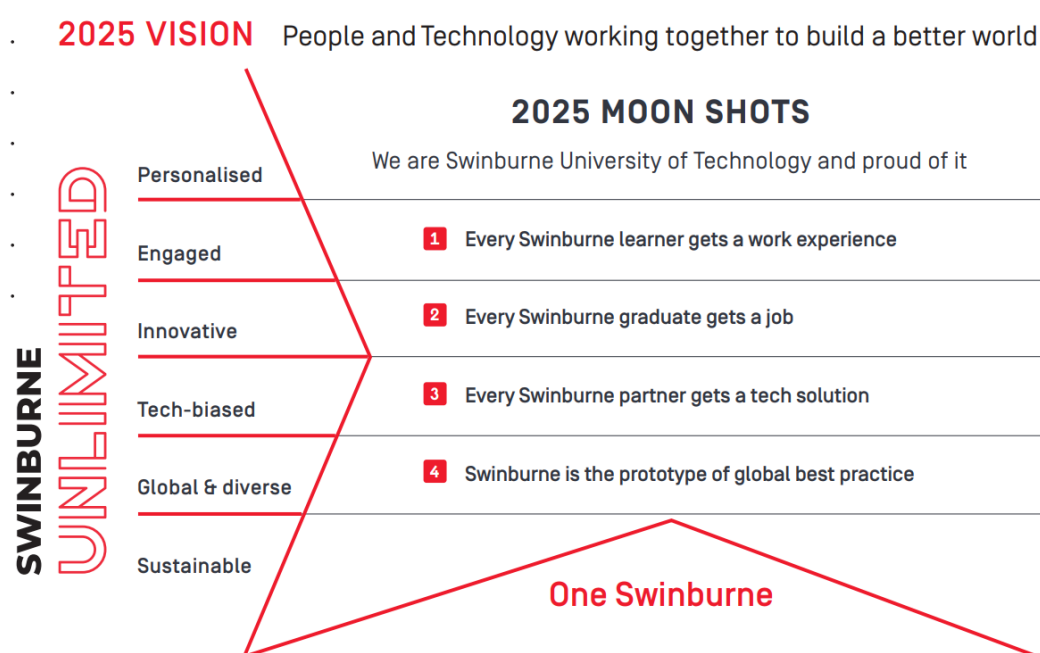


Figure 4 : Swinburne Horizon 2025 Vision Framework

OUR VALUES

Our One Swinburne Culture is enabled through five defined values:

Value	Behaviours
One Swinburne	We work together, bringing our unique skills, diverse experience, and backgrounds to achieve our common purpose and strategy.
Future-focused	We commit to taking bold strides – ‘moon shots’ – and are constantly innovating, disrupting, renewing and changing to create tomorrow’s technology and talent today.

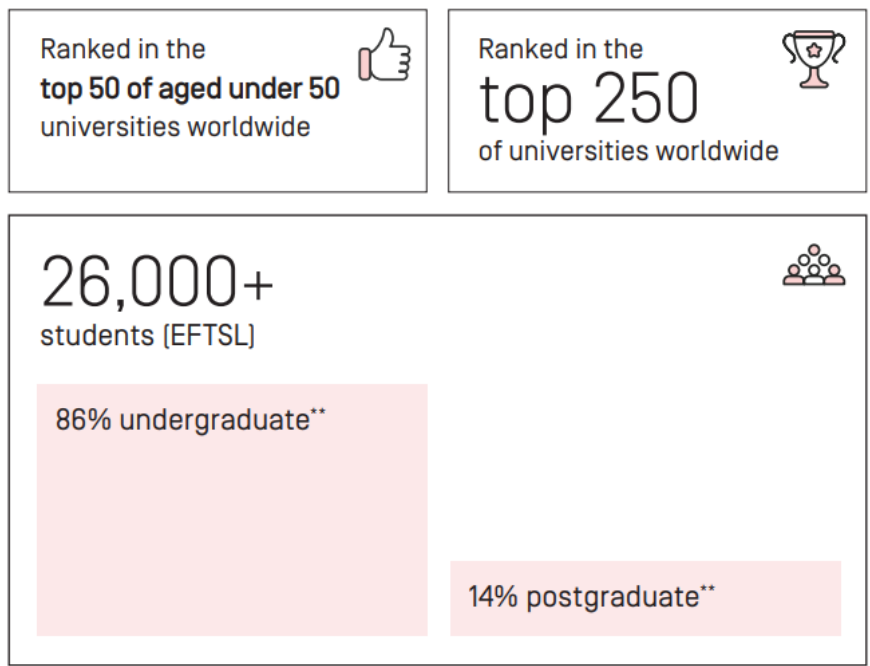
Engaged	We strive to be the most industry-engaged university, to amplify our impact and support all students and be future-ready through our external engagement in Australia and around the world.
Empowered	We are trusted, and expected, to act and make decisions commensurate with our roles and skills, and to drive continuous improvement, to deliver our common goals.
Accountable	We are accountable for our contributions to Swinburne’s success and sustainability, for the ways we work together, and for the outcomes that we deliver for students, partners, and society.



Figure 5 : Swinburne Values

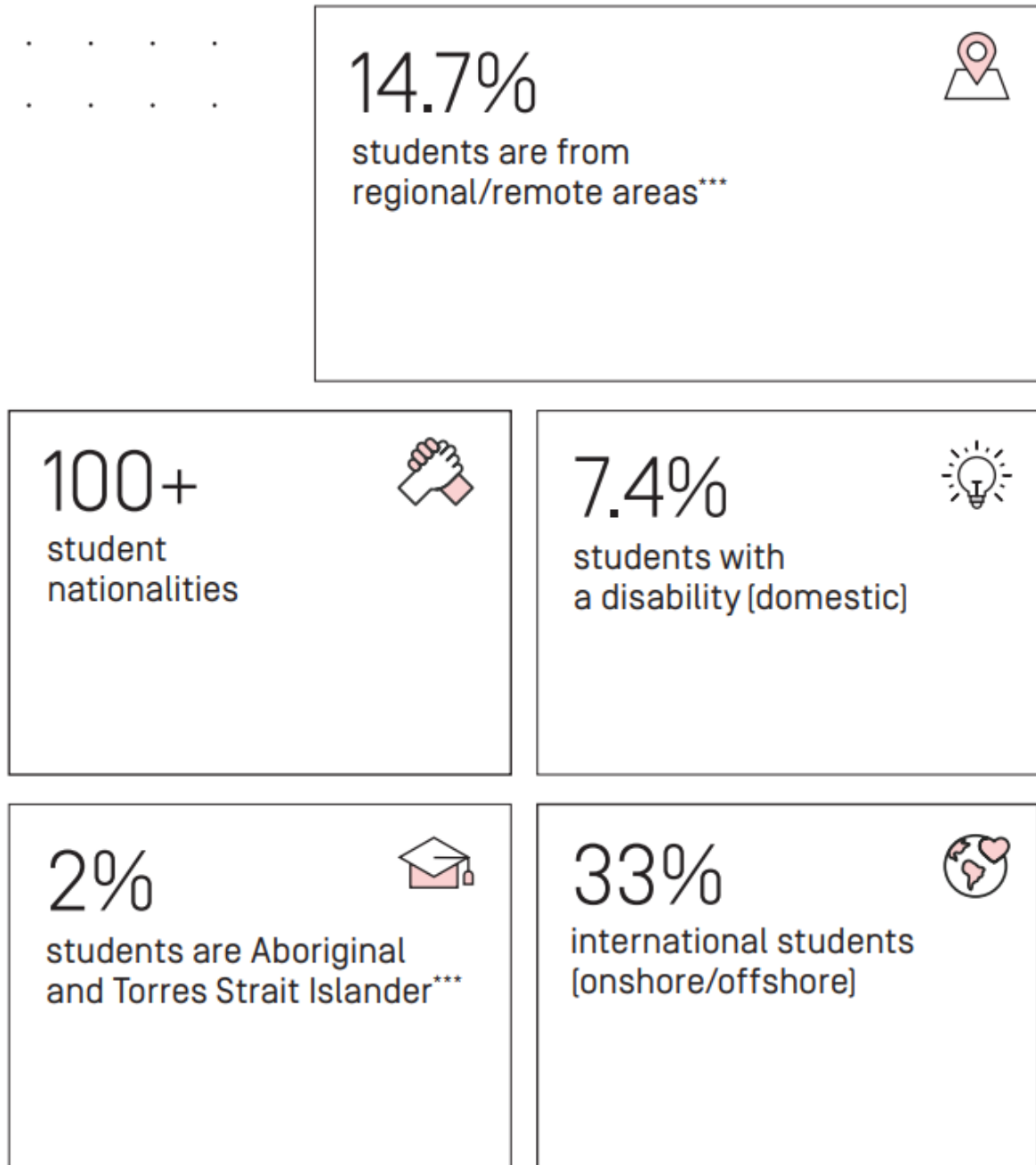
A critical element of building a better world is our commitment to diversity and inclusion. We recognise our academic and professional staff, students and community have rich life experiences, orientations, and backgrounds. We value this diversity and are committed to an inclusive culture recognising the importance of embracing our people’s variety of background, identity, thought and perspective to achieve success as a world class university.

More about us



*Academic Ranking of World Universities
 **scope is Higher Education students
 **scope is domestic students – HE & VE

Figure 6 : Swinburne Context, Source 2022 Annual Report



*** Scope is domestic students – HE & VE

Figure 7 : Swinburne Context, Source 2022 Annual Report

Swinburne researchers have a reputation for high-quality, award-winning research with strengths in astronomy, computer science and information technology, design, media and innovation, engineering, infrastructure, materials science, physics, social impact research, health sciences, neurosciences, and mental health.

SIZE AND STRUCTURE

In 2022, Swinburne University of Technology employed 2,407 staff on fixed term and continuing positions, which is comprised of 35% Academic, 54% Professional and 11% Vocational Education and Training (VET). Women comprise 55% of the total workforce, with 43.4% men and 1.6% identifying as gender diverse. Women comprise 66% of our professional staff, 40% Academic and 52% of VET.

Table 1 : Staff number (headcount) by role 2022

Job Type	W	M	X	Total
Staff Number				
Academic	340	501	1	842
Professional	855	432	3	1,290
VET	144	131	-	275
Total	1,339	1,064	4	2,407
Academic Roles				
Teaching and Research	213	351	1	565
Research Only	96	123	-	219
Teaching Only	31	27	-	58
Other	-	-	-	-
Total	340	501	1	842
Casual Staff (FTE)				
Academic	37.51	44.89	0.26	82.66
Professional	-	-	-	-
VET	29.29	20.34		49.62
Total	66.80	65.23	0.26	132.28

Women comprise 41% of our academic staff in schools and 63% of staff across our divisions. We currently have 14 staff identifying as Aboriginal or Torres Strait Islander (0.54%) with individuals at Academic Levels B, C, D and E. Swinburne needs to improve its maturity in data collection and reporting of intersectional data that is not currently available to us. This is a key priority in our future SAGE Action planning.

Table 2 : Academic Headcount by school and gender March 2023

Academic Schools	W	M	X	% W
School of Business, Law and Entrepreneurship	65	88	1	42%
School of Design and Architecture	24	42		36%
School of Engineering	21	71		23%
School of Health Sciences	109	72	1	60%
School of Science, Computing and Engineering Technologies	66	173		28%
School of Social Sciences, Media, Film and Education	72	62		54%

Table 3 : Staff headcount by division and gender March 2023

Divisions	W	M	x	%W
Academic Operations Group	336	210		62%
Education, Experience & Employability	273	75	2	78%
Research	66	56		54%
External Engagement	120	54		69%
Innovation & Enterprise	53	33		62%
Operations	194	171		53%

Academic Recruitment

The University remains committed to the underrepresentation of women in STEMM, specifically in the School of Engineering and School of Science, Computing and Engineering Technologies. The Vice Chancellors Women in STEM Research Fellowships in 2017 have proved successful with the retention of all 5 women, and the promotion of 3 to Associate Professor in the Schools of Engineering and Science, Computing and Engineering. The Deans of these schools are exploring further fellowships and have led women only recruitment strategies for the following roles:

- Associate Professor / Professor in Mechanical Engineering
- Lecturer / Senior Lecturer in Construction Management
- Senior Lecturer Civil and Construction Engineering

One of the key barriers cited in our SAGE bronze application was that 2 x more men than women were appointed as STEMM academics at Level C and above. In 2022 this has reduced to 1.5 with 6 out of 10 men appointed.

Figures 8 and 9 below provide an overview of our academic head count by academic level and the progress we have made with the introduction of the SAGE Action planning introduced in 2019.

Academic staff (headcount) by academic level

Year : 2022 | Contract Type : Fixed-term & Ongoing | STEMM & non-STEMM

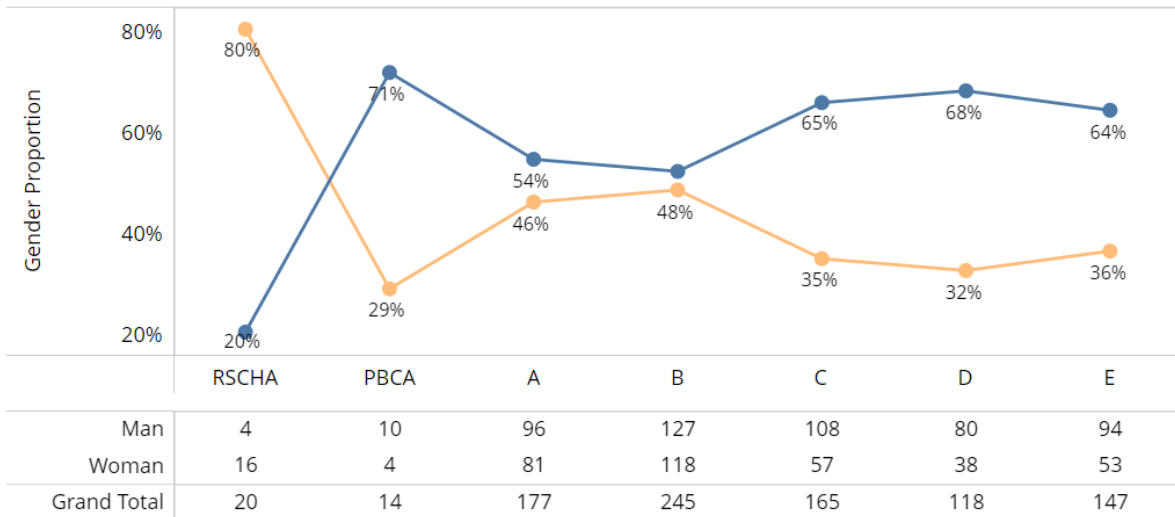


Figure 8 : Academic staff by headcount by academic level 2022

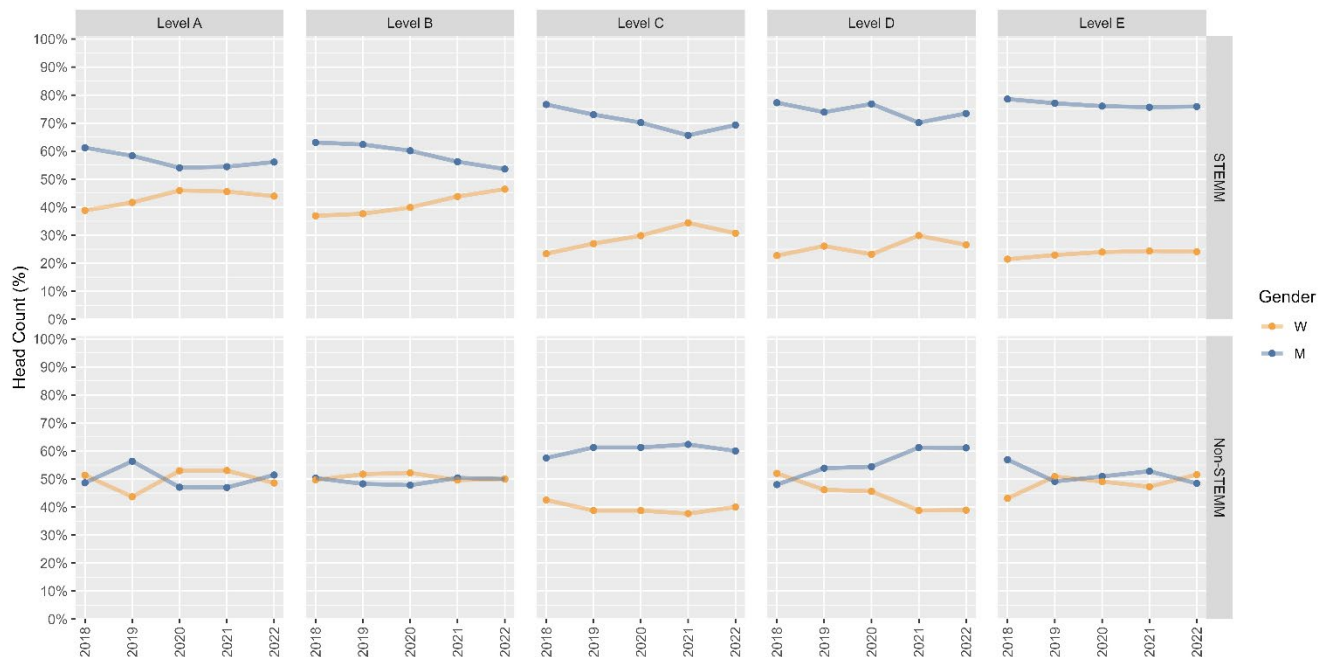
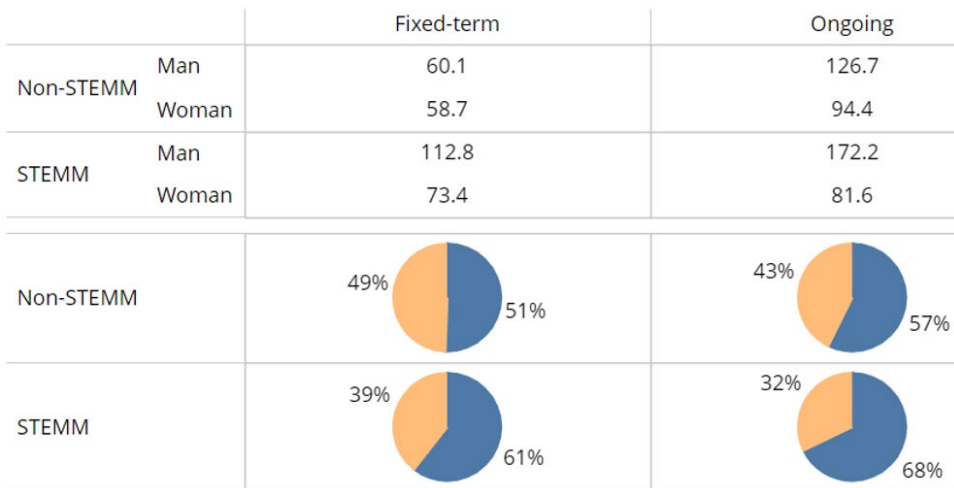


Figure 9: Academic levels by headcount (%) and gender STEMM and Non - STEMM (2018 -2022)

Academic staff (FTE) by contract type

Year : 2022



Gender

■ Man

■ Woman

Figure 10 : Academic staff (FTE) by contract type 2022 STEMM and non STEMM

Academic staff (headcount) by part-time status



Gender

■ Man

■ Woman

Figure 11 : Academic Staff part-time working arrangements 2022 STEMM and non STEMM

Academic Progression

Applicants for academic promotion must be Academic or Research-only staff holding full time or fractional, on-going, or fixed-term appointments. They must have completed at least two years continuous employment on an on-going or fixed-term basis at the University. Staff who have been promoted are eligible to apply for a subsequent promotion after two years from the effective date of their last promotion. When an application is unsuccessful staff will normally be eligible to apply again at any time from 2 years after the initial application.

The introduction of the SWAN Promotions Program has had a positive impact on women’s application and success rates outlined in our first Cygnet application. Figure 12 below demonstrates improvements in the rate of promotion for women (STEMM) from 50% in 2015 (upon establishment of SWAN Promotion Programs) to 82% in 2019, which is a 32% increase across 5-year period. It also shows the impact of COVID-19 since 2020, in which there is a decrease in the success rates for the STEMM women.

Success Rate over Years

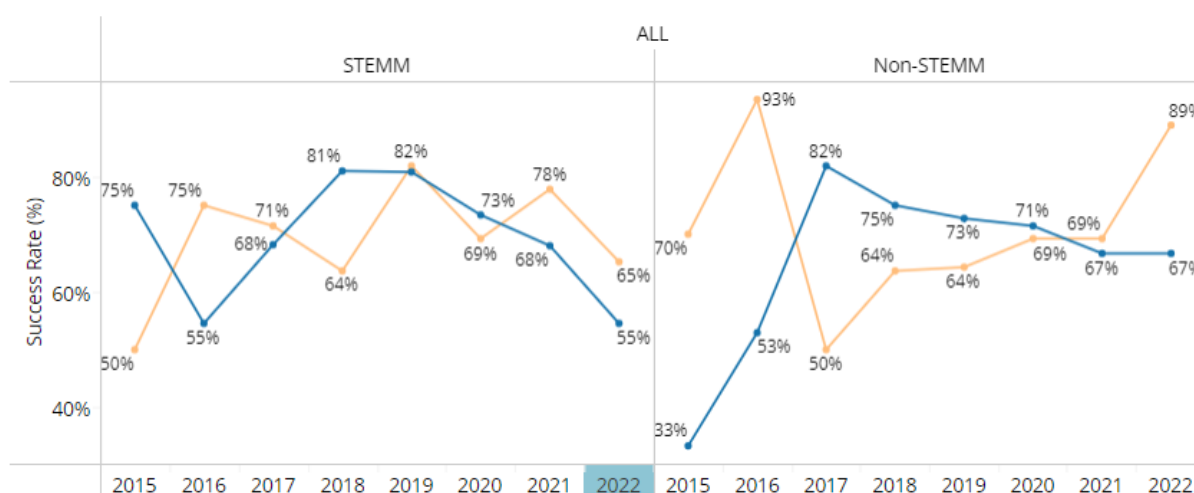


Figure 12 : Success rates (%) for women (shown in yellow/orange) and men (shown in blue) for STEMM and Non-STEMM disciplines, 2015-2022

STUDENT PROFILE

As a dual-sector university, Swinburne offers higher education and vocational education. We offer courses in a broad range of disciplines including science, information technology, engineering, exercise and sport science, health sciences, occupational therapy, nursing, psychology, law, arts and humanities, aviation, built environment and architecture, business, design, education, English language and study skills, film and television, games and animation, and media and communications.

Hawthorn is the predominant campus for Swinburne students. Of our 26,255 Total Student Load (EFTSL) 53.16 % identify as women, 46.62% as men and .22% has not been specified. There is a similar breakdown in our VET student load with 51.25% identifying as women, 48.35% as men and .40% not specified. Further information is available in Table 4 below:

Table 4: Summary of Swinburne Student headcount/load, Source: Swinburne Annual Report 2022

Students

Student headcount/ load	Higher Education (HE)			Vocational Education (VE) ¹		
	2020	2021	2022 ²	2020	2021	2022
Total student headcount	41,872	41,799	41,702	16,406	18,231	17,559
Commencing headcount	14,435	14,284	13,865	17,857	19,925	19,269
Total student contact hours (SCH)	-	-	-	5,352,287	6,020,391	5,155,684
Total student load (EFTSL) ³	26,675	26,209	26,045	7,434	8,362	7,161
By funding source (EFTSL)						
Government funded	17,845	17,875	16,071	5,703	6,522	5,523
Full fee-paying (domestic)	1,226	1,291	1,267	1,023	1,176	827
International (offshore, excluding Sarawak)	576	1,251	2,089	307	364	515
International (onshore)	4,593	3,576	4,563	401	300	296
Sarawak (approximate)	2,435	2,216	2,055	-	-	-
By level of course (EFTSL)						
Postgraduate research	1,165	1,203	1,174	-	-	-
Postgraduate coursework	3,349	2,783	2,565	70	56	57
Undergraduate ⁴	22,101	22,192	22,280	-	-	-
Associate degree/degree	-	-	-	-	-	-
Advanced diploma/diploma	-	-	-	3,127	3,721	2,911
Certificate	-	-	-	3,242	3,694	3,234
Other ⁵	60	31	26	995	891	959
By campus (EFTSL)						
Croydon	-	-	-	1,013	1,110	831
Hawthorn	14,394	13,226	12,860	2,863	2,500	2,167
Prahran	34	24	51	-	-	-
Wantirna	-	-	-	1,569	1,956	1,679
Sarawak, Malaysia	2,435	2,216	2,055	-	-	-
Offshore (excluding Sarawak)	576	1,251	2,089	307	363	516
Online and other ⁶	9,236	9,491	8,990	1,682	2,433	1,968
By gender (EFTSL)						
Female	13,723	13,923	13,957	3,814	4,365	3,670
Male	12,920	12,240	12,030	3,609	3,674	3,462
Unspecified	32	45	58	11	23	29
By attendance type (headcount)						
Full-Time ⁷	13,723	13,923	13,957	3,814	4,365	3,670
Part-Time	12,920	12,240	12,030	3,609	3,674	3,462

1 Includes Pathways, Vocational Education, Swinburne Professional, Swinburne Online (SOL) and National Institute of Circus Arts.

2 2022 preliminary data, final official data available later in 2023.

3 EFTSL stands for 'equivalent full-time student load' (student contact hours divided by 720).

4 Includes sub-degrees, bachelors, honours and UniLink diplomas.

5 VE includes English-language courses (ELICOS), VCE/VCAL and non-certificate enrolments. HE includes non-award.

6 Includes workplace, distance venues and online delivery. Inclusive of SOL, Hawthorn Online and CSP-funded Open Universities Australia.

7 Full-time means an annual study load of six standard units or more, or a study load of three standard units or more over half a year.

8 Headcount excludes Cross Institutional program enrolments, EFTSL includes all programs.

Note: excludes full-fee Open Universities Australia.

DIVERSITY & INCLUSION INITIATIVES

Diversity and inclusion is a great source of pride at Swinburne. We actively promote a culture of inclusion, where diverse backgrounds, genders, sexuality, age, cultures, and abilities is celebrated. A snapshot of our diversity and inclusion initiatives is outlined below in Table 5 below.

Table 5 : Summary of Diversity and Inclusion initiatives at Swinburne

Diversity and Inclusion Initiatives
Swinburne Women’s Academic Network - has been highly effective in supporting the development and advancement of women, by delivering programs focused on supporting academic promotions, mentoring, leadership development, grant-writing skills, and financial assistance for academics experiencing career interruption due to carer responsibilities.
Gender Inclusion (Diverse Genders, Sexes and Sexuality) including Swinburne’s preferred name program; inclusive language guide, gender affirmation protocols, all gender bathrooms, dedicated Women and Queer safe campus spaces, parent/ family rooms, diversity and inclusion related awareness training
Ally Network Staff and students who identify as LGBTQIA+, their supporters and allies to create opportunities to share information and nurture an inclusive and supportive learning and workplace environment. Swinburne PRIDE week is an important part of our calendar of events.
The establishment of the Swinburne Accessibility Network - all Swinburne staff and students across all our campuses who are living with a disability, including primary carers, or disability support workers and advocates, are encouraged to participate in re-establishing the network.
Partnering with the Australian Network on Disability (AND) Access Inclusion Self-Assessment Index to understand, assess, benchmark and improve our disability confidence to meet the needs of students and employees with disability.
Sexual Harassment/Discrimination – Safer communities Program including <i>Respect Now Always</i> provides prevention, training, education, advice, support, intervention and risk management related to negative behaviours experienced by students on campus
Family Violence Prevention undertaken at Swinburne aligns with the Victorian Government’s Free from Violence Action Plan
Improved access to cultural awareness training to create a safe, secure and supportive environment where Swinburne staff can explore and develop an understanding of all cultures.
Spiritual wellbeing – The Multi Faith Centre on Hawthorn campus providing faith rooms suitable for prayer, mediation, and reflection. Chaplains support the spiritual wellbeing of all students and staff irrespective of beliefs.



Figure 13: Swinburne PRIDE March 2023

Commitment to our Reconciliation Action Plan (RAP)

The university also has a long and proud history of meaningful engagement with Aboriginal and Torres Strait Islander matters and advancing reconciliation. Swinburne was the first university in Australia to receive 'Elevate' status for our Reconciliation Action Plan (RAP), with our 2020-2023 RAP the second to achieve this status.

SWINBURNE'S SAGE JOURNEY

Swinburne was in the first cohort of Australian universities to join the Science in Australia Gender Equity (SAGE) national pilot program establishing a SAGE project in 2015. After two years of comprehensive data collection, data analysis and review of current practises, policies and procedures bronze accreditation was awarded in 2018.

This work was undertaken by a self-assessment team (SAT) of staff and students from across Swinburne. Staff were engaged with this process via community forums, surveys, focus groups and interviews.

Work then commenced on implementing the 2019 – 2021 SAGE Action Plan which addressed 11 key themes that were identified in the bronze application, including:

1. Recruitment and On-boarding
2. Academic Promotion
3. Career Support
4. Managing Career Breaks, Childcare and Carer's Support
5. Flexibility and Workload
6. Organisation and Culture
7. Manager Training
8. Systems, data, policy, reporting, governance frameworks
9. Facilities
10. Embracing Intersectionality
11. Monitoring and Evaluation

Stories Behind the Actions

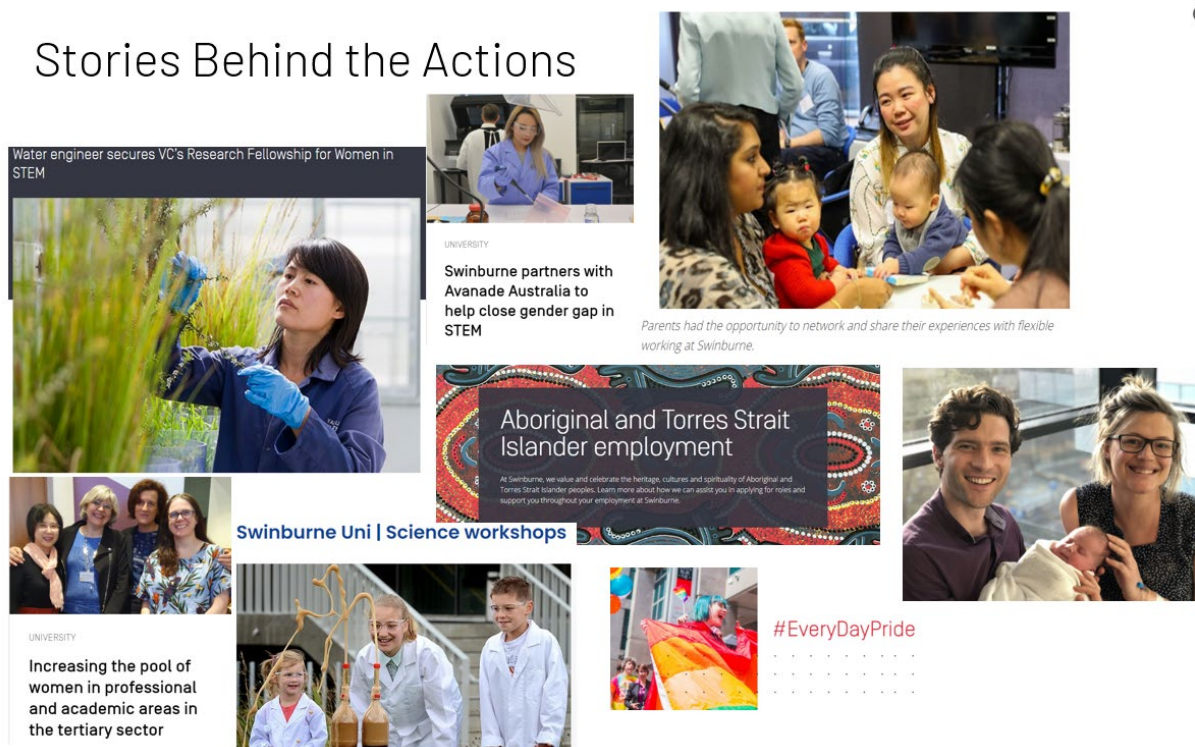


Figure 14 : Images presented at 2021 SAGE Staff Forum

A review was completed in January 2021 that involved an audit of all SAGE actions, a gender equity survey, series of focus groups and data analysis. Achievements that were reported back to the University community included:



Figure 15 : SAGE Achievements

One of the significant achievements in implementing the 2019 – 2021 SAGE Action plan was the development of a dashboard (DAPPER) that is dedicated to SAGE reporting. The dashboard sources data from 2014 onwards. Insights from an analysis of this data in 2021 include:

- Women are advancing, positive gains are seen – the SWAN promotions support has kept application and success rates by women very positive.
- Women in STEMM are increasing but the rate of change is slow.
- We’re moving in the right direction but there is more to do.
- Challenges with retention – attention is required to ensure we don’t lose our gains.

When comparing 2017 to 2021 SAGE survey data, the 2021 questions with the largest decrease in satisfaction were: local department induction, manager encouragement and support around academic promotions, familiarity with promotion criteria, encouragement to undertake further training and pursue relevant career development opportunities. Supporting flexible work was also identified as a priority.

The introduction of the Victorian Gender Equality Act 2020 also required Swinburne to develop a Gender Equity Action Plan (GEAP) with seven specific audit indicators required.

The SAGE review that was undertaken was also used to assist in the development of our four-year GEAP (2022 – 2025) which contains enterprise-wide gender equity strategies for all staff cohorts (Professional, VET and Academic), whilst our SAGE Action Plan 2022 – 2025 provides focused actions

to improve gender equity in the academic cohort. This is consistent with the principles in our original SAGE Action Plan, where actions which support gender equity in STEMM also support gender equity more broadly across all academic staff and indeed many professional and VET staff.

The SAGE Action Plan and the GEAP have been designed to align and maximise our gender equity efforts for 2022–2025. In addition, both plans have been developed to align with other key Swinburne programs and plans, all of which are working to improve equity, inclusion, and diversity at Swinburne. Our SAGE and GEAP action plans incorporate an intersectionality approach in recognition that our staff and students are diverse, and this diversity can expose individuals to overlapping forms of discrimination and disadvantage.

Key themes of SAGE Action plan (2022 – 2025)

- Embracing Intersectionality
- Attraction, Recruitment, Onboarding
- Career Development, Transition, Advancement
- Flexibility, Work Life Balance & Career Breaks
- Leadership & Organisational Culture
- Governance, Measurement, Reporting

As part of the Gender Equity Framework that was introduced to further embed our SAGE and GEAP work across the organisation, key diversity performance indicators (KPI) have been set for senior leaders, including:

- Closing the gender pay gap (less than <1% variance in like for like roles across portfolios)
- Women in Senior Leadership roles¹ (45% target by 2025)
- Completion of Koori Heritage Training – Indigenous Australian Cultural Competence (70% completion rates)

Senior leaders are expected to share and discuss their progress against their portfolio and department plans.

The introduction of GEAP also prompted a review of the SAGE Steering Committee in 2022 acknowledging that many of the members were on the original team since 2017. Some of the findings were that roles were not clearly defined, nor responsibilities attached to roles. It was agreed that there was a need to establish a smaller more agile task focused team to work on cygnet applications.

Professor Karen Hapgood, Deputy Vice Chancellor Research stepped into the Executive Champion role in December 2022. Professor Hapgood saw an opportunity to both recognise and align the work that was currently being undertaken by the Swinburne Women’s Academic Network (SWAN) Academic leads. This has resulted in the formation of the SAGE SWAN Taskforce.

Members of this taskforce include:

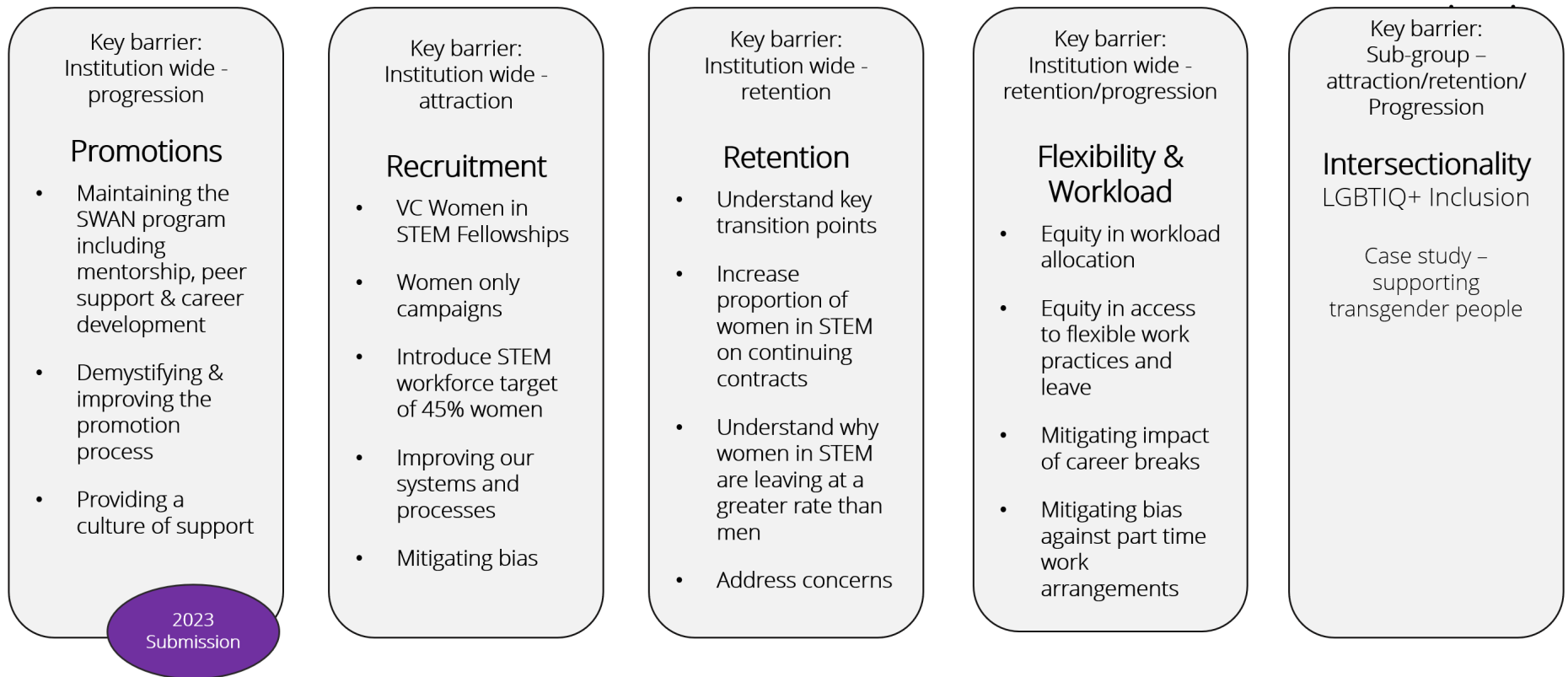
- Professor Helana Scheepers, Academic Director Research Training, School of Business, Law and Entrepreneurship (Academic Lead)

¹ Senior Leadership roles are defined as Professional staff classified at HEW 10 or above and Academic staff at Level E or executive level.

- Associate Professor Mahnaz Schafiei, Department of Engineering Technologies
- Associate Professor Christine Agius, Department of Humanities and Social Sciences
- Senior Lecturer Catherine Orr, Department of Psychological Sciences
- Senior Lecturer Carolyn Beasley, Department of Media & Communications
- Jacqui Olney, Manager, Diversity, and Inclusion

After reviewing the Swinburne SAGE journey and consulting further with staff the SAGE SWAN Taskforce have proposed a pathway to silver outlined in Figure 13.

Our pathway to silver – proposed cygnet applications



Key barrier – is an aspect of the institutions structures, systems or culture that impedes attraction, retention and progression



Figure 16 : Swinburne Proposed Pathway to Silver

CONTEXTUAL FACTORS

The COVID -19 pandemic had a significant financial impact on the Victorian Tertiary Sector. In 2020-2021, reviews were conducted in each portfolio to ensure that the University was operating in the most efficient way, including alignment with Horizon 2025 reducing duplication, improving processes, and streamlining delivery. This resulted in the development of the current School structure.

Voluntary redundancies were also offered as part of this restructure. The Academic staffing profile decreased by a total of 118 people during this period (14% reduction in men, 9.7% reduction in women).

Funding was maintained for the SWAN Network which continued to operate, through a virtual model which was a great achievement. The promotions process was also maintained; however, we suspect that COVID 19 has had an impact on the application and success rates of women particularly in STEMM. Transitioning all teaching to online delivery and the increasing level of home care required with the frequent closing of schools in Victoria had a significant impact on women. We believe that we will see further COVID 19 impacts in the coming years.

The impact of COVID-19 on employee experience with induction, performance appraisal, career development and promotions is unclear. COVID-19 and/or the restructure may have contributed to the higher employee dissatisfaction levels in 2021 compared to the 2017 survey questions.

While there will be long term benefits with the implementation of the GEAP Action plan, this has impacted on the resourcing available to implement the SAGE Action plan.