SAGE Cygnet Award Application

LGBTQIA+ Inclusion

THE UNIVERSITY OF
SYDNEY

Name of Institution	The University of Sydney
Date of Application	30 June 2024
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	Current Cygnet	Barrier · List the Barrier addressed in this Cygnet · List the Barrier for Cygnets already submitted
[Mandatory] Institution-wide barrier		
[Mandatory] Sub-group barrier	✔	Systems, processes and workplace culture that were not intentionally and visibly inclusive of the LGBTQIA+ community, and which were therefore unintentionally exclusionary.
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		

Section	Word Count (Limit = 2500 excluding tables, figures and action plan)
Key Barrier	119
Evidence of Barrier	393
Activities and Outputs	234
Outcomes	1031
Impact	466
Total	2243

Acknowledgement of Traditional Custodians

We, as Australia's first university, pay our deepest respects to the First Peoples of this Land. This Country hosts the longest continuing culture in the world, a culture where the practice of science is evident in the everyday world and a culture where the wisdom of women has been respected as a central part of the social fabric for more than 60,000 years.

Acknowledging that The University of Sydney's Camperdown campus sits on the lands of the Gadigal people of the Eora nation and that we have campuses, teaching and research facilities located on the lands of the Gamaraygal, Dharug, Wangal, Darkinyung, Guringgai, Burramadagal, Dharawal, Gandangara, Gamilaraay, Barkindji, Bandjalang, Wiradjuri, Ngunawal, Gureng Gureng, and Gagadju peoples, who have for thousands of generations exchanged knowledge for the benefit of all.

Charlie Jackson, proud Gomeroi woman, grew up on Darkinjung country and currently lives on Gadigal land. Charlie is currently studying a Bachelor of Science (Health) and is looking at postgraduate medicine following an undergraduate degree. Charlie's dream Is to work in paediatrics and work rurally.

STATEMENT FROM THE ARTIST

This artwork was created with the SAGE project intention in mind, pushing for gender and intersectional equity, diversity and inclusion. The mobs you see in the middle surrounding a larger circle represent groups of women gathering together to share ideas, experiences and knowledge. The flow of the artwork represents nature, Mother Nature, and what women's business contributes to communities. The plant seen on the corners is the Sarsaparilla (Dharug people) which is a type of bush medicine. The leaves and stems are boiled in water which is then consumed. This relieves stomach pains, treating colds, coughs, bronchitis, arthritis, rheumatism and diabetes. This plant is now being sold and used for internal cancer treatment. This artwork seeks to recognise the larger acknowledgment of the Eora nation and the 29 clans; communities that continue to live, work and nurture, and paying respect to their elders past, present and future.

A Note on Language

We acknowledge that the LGBTQIA+ community is richly diverse and that the language we have used may not encapsulate all identities and histories of our staff and students across diverse genders, sexualities, and bodies.

Note that historical staff survey data collected for our SAGE Bronze application (2014-2017) and reproduced here conflates sex and gender. We have assumed male correlates to man and female to woman gender identities for the purpose of this document. We also acknowledge that this assumption may not fully represent the identities of the persons included in these datasets.

Acknowledgements

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Glossary

AWEI	Australian Workplace Equality Index
CALD	Culturally And Linguistically Diverse
D&I	Diversity & Inclusion
EDI	Equity, Diversity & Inclusion
IDAHOBIT	The International Day Against Homophobia, Biphobia and Transphobia
LGBQ	Lesbian, Gay, Bi+, Queer
LGBTQIA+	Lesbian, Gay, Bi+, Transgender, Queer, Intersex, Asexual/Agender. The 'plus' is used to signify all of the gender identities and sexual orientations that are not specifically covered by the seven initials.
SAGE	Science in Australia Gender Equity
SAT	Self-Assessment Team
SSLO	Student Support Liaison Officer
STEMM	Science, Technology, Engineering, Mathematics & Medicine
TGD	Trans & Gender-Diverse
WiP	Wear it Purple

KEY BARRIER

Through the SAGE Bronze process (2014-2017) we identified systems, processes, and workplace cultures at the University of Sydney that were not intentionally and visibly inclusive of lesbian, gay, bisexual, transgender, queer, intersex, asexual/agender (LGBTQIA+) communities, and which were therefore unintentionally exclusionary.

These barriers had the potential to impact the attraction, retention, and inclusion of LGBTQIA+ staff and students, as well as their wellbeing and career development.

This Cygnet describes the outcomes and impacts of actions undertaken 2018-2023 to increase LGBTQIA+ visibility, representation, and inclusion at the University. We also discuss how despite implementing a range of actions with positive outcomes, the desired impacts with respect to the workplace experience of some LGBTQIA+ staff have not always been fully realised.

Figure 1 *Pride Progress Flag flying above the University of Sydney's Clocktower during Sydney WorldPride 2023*

EVIDENCE OF BARRIER

Although the scope of this Cygnet focuses on the staff experience, as was the remit of SAGE at the time the Bronze Assessment process was undertaken, we recognise that many of the systems, processes and cultures discussed here impact students as well as staff, and will endeavour to embed a robust student voice moving forward (see action plan).

In our Bronze application, we identified evidence for the following sub-barriers experienced by LGBTQIA+ staff and students during that timeframe (2014-2017).

1. Ability to build an inclusive culture limited by under-resourced capacity for LGBTQIA+ workplace awareness and inclusion activities

Our LGBTQIA+ inclusion and ally training sessions were only available in person, limiting capacity and accessibility for staff. Sessions were over-subscribed, indicating that demand exceeded capacity **(Bronze Actions 6.1, 6.5)**. Furthermore, whilst we had developed several resources and guidance documents for staff and students, these were limited and we identified scope for improvement **(Bronze Action 6.6)**.

2. Low visibility of the LGBTQIA+ community in our internal and external communications

Gender-diverse staff (Figure 2) and staff with diverse sexual orientations (Figure 3) were more likely to report feeling excluded and undervalued than men or women, and straight staff, respectively, and we identified an opportunity to increase inclusion by raising the profile of the LGBTQIA+ community at the University **(Bronze Actions 6.9, 7.2)**.
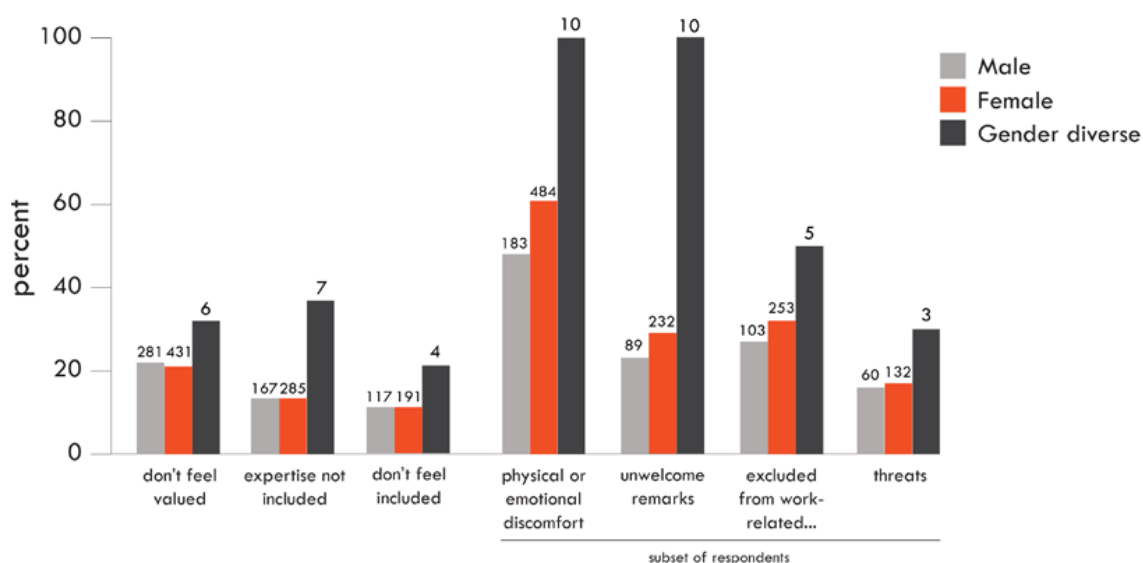
Figure 2 *Responses to the University's 2017 Culture Survey questions about feeling valued and included by gender.*

Note: Headcounts are shown above each column.

Expertise not included
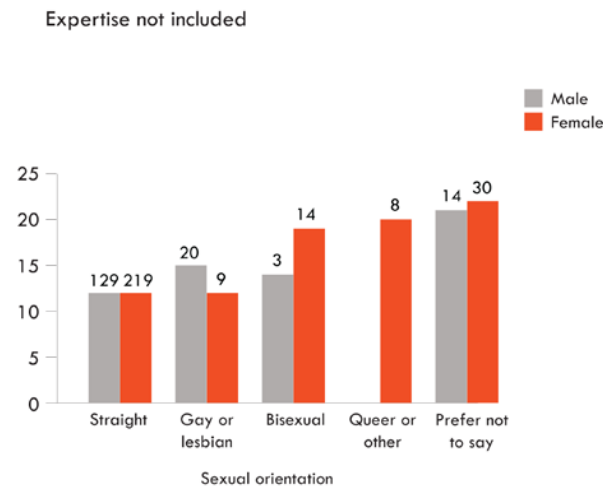
Figure 3 *Responses to the University's 2017 Culture Survey questions about feeling expertise not included by gender and sexual orientation.*

Note: "Expertise not included" refers to feeling of not being included In discussions where they had expertise to contribute

3. Lack of visible, inclusive and flexible options for the University's LGBTQIA+ community in our policies, procedures, and physical and digital infrastructures

We did not have a preferred name option across our digital systems, with negative impacts experienced by trans and gender-diverse staff **(Bronze Action 6.2)**.

Trans and gender-diverse students reported experiencing harassment when accessing single-gender bathrooms, highlighting the need for greater access to all-gender bathrooms across our campuses **(Bronze Action 6.3, 6.8)**.

Trans and gender-diverse staff (Figure 4) and staff with diverse sexualities (Figure 5) were also more likely to experience bullying or exclusion than straight staff **(Bronze Action 6.4)**.
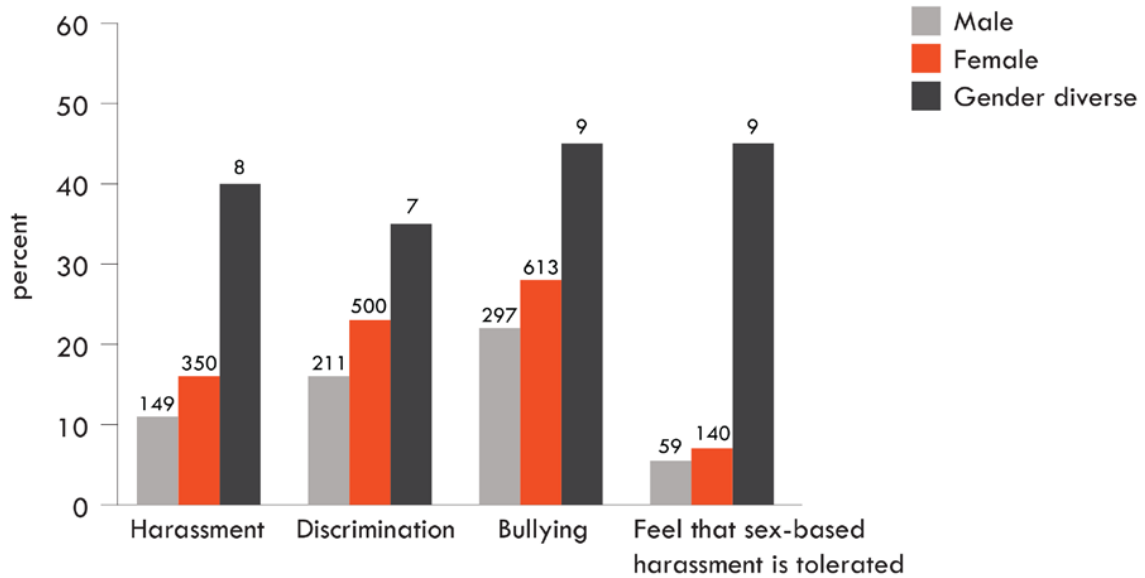
Figure 4 *Responses to the University's 2017 Culture Survey questions about bullying and harassment by gender*

Note: Headcounts are shown above each column.
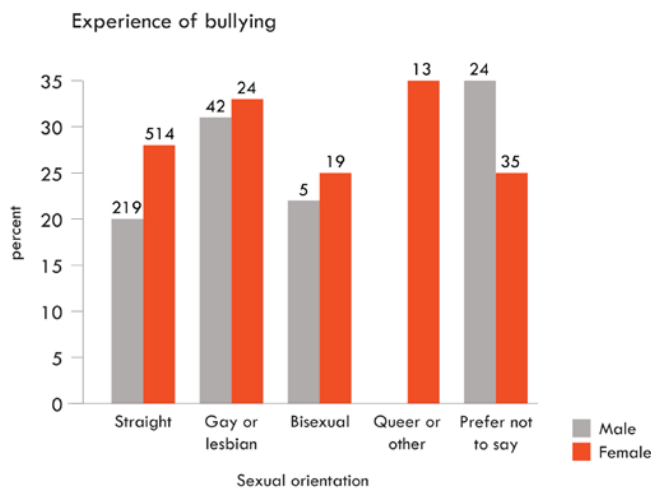
Figure 5 *Responses to the University's 2017 Culture Survey questions about bullying by sexual orientation*

Note: Headcounts are shown above each column.

4. Intersectional differences in experiences

We noted that women with diverse sexual orientations tended to be more likely than men with diverse sexual orientations to experience negative workplace behaviours (Figure 5), pointing to intersectional differences. In line with our maturing Equity, Diversity & Inclusion (EDI) expectations, we sought to embed an increasingly intersectional approach in our actions (e.g. **Bronze Actions 6.7, 7.4**) and the way we collect and analyse workforce data **(Bronze Action 7.1)**.

Lastly, in addition to issues identified in our SAGE Bronze Application, the University's 2017 score in the annual Australian Workplace Equality Index (AWEI), the national benchmark for LGBTQIA+ workplace inclusion, was only 91/200, signalling an opportunity to track and implement improvements in our workplace systems, frameworks, policies, and cultures, in alignment with our SAGE Bronze Action Plan aspirations.

ACTIVITIES AND OUTPUTS

Actions responding to the challenges identified in our Bronze application were broadly categorised into four areas (Figure 6).

Actions were largely operationalised by the University's Diversity & Inclusion (D&I) team, in consultation and collaboration with members of the University Pride Network, as well as other staff networks where appropriate, stakeholders, and subject matter experts.

Actions were approached in an iterative way, meaning that once "complete" we did not consider it "job done". This embedded a process of continuous engagement, feedback, and improvement, meaning that the same activity was sometimes undertaken more than once over the timeframe reported here.

Figure 6 *Key action areas responding to the barriers identified in our SAGE Bronze application*

1. Build greater LGBTQIA+ inclusion capability and capacity at the University

Table 1 and Figures 7-10 show progress and outputs against SAGE Bronze actions intended to build greater LGBTQIA+ inclusion capability and capacity at the University, as well as other actions developed post-SAGE.
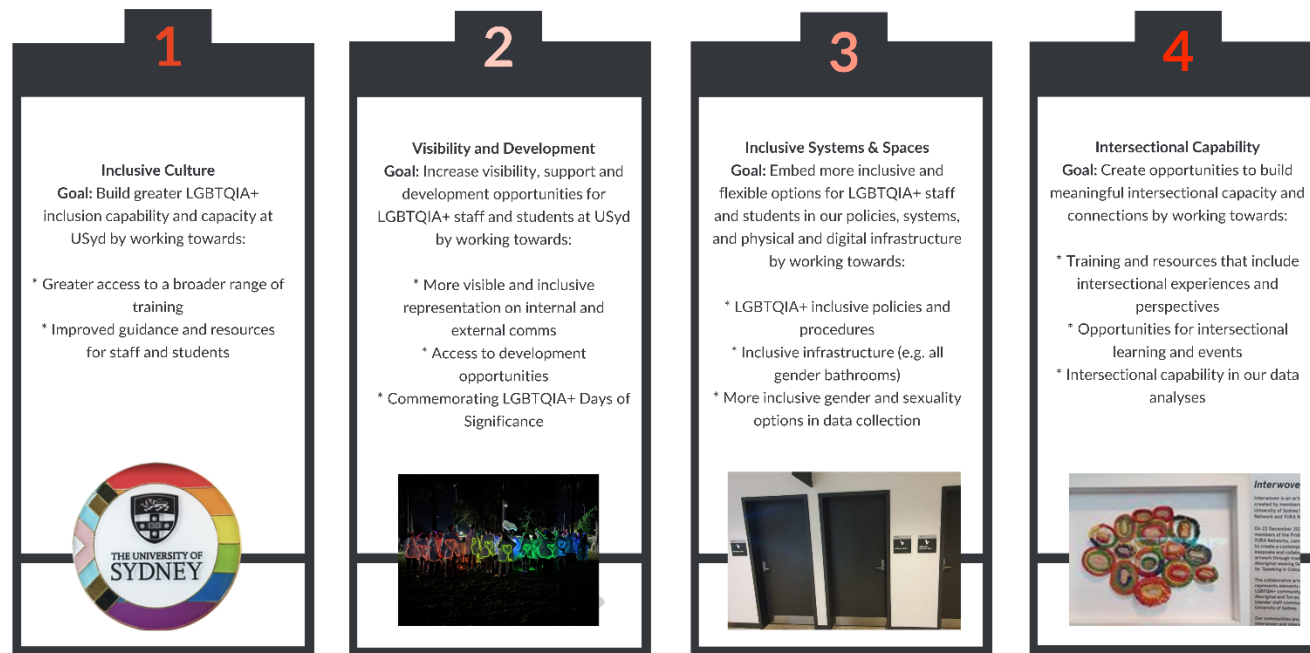
Table 1 Progress on SAGE Bronze actions to build greater workplace LGBTQIA+ inclusion capability and capacity at the University.

SAGE Bronze Action ID	Progress	Outputs (indicative, not exhaustive)
6.1 Review and provide additional Sexual/Gender Diversity and Ally Training sessions.	**Complete.** We did not include a specific target in our Bronze Action Plan, but rather aspired to ensure that we offered enough training to meet demand. Compared to the three F2F sessions per year offered pre-SAGE, we now provide a broader range, type and capacity of training opportunities for staff and live sessions are now generally under-subscribed rather than oversubscribed. Compared to the average of 122 participants per year between 2014-2017, we have seen an increase to 293 per year. The dip in attendance in 2021 may be attributed to the impacts of the pandemic. In 2023 we noted a second, smaller dip, which may signal training fatigue.	**2018:** 13 x 2h F2F Sexual, Gender Diversity and Ally Training (348 attendees) **2019:** 12 x F2F Sexual Gender Diversity and Ally Training (460 attendees). Lunch and Learn sessions on LGBTQIA+ history and intersex awareness. **2020:** 12 x F2F/online Sexual Gender Diversity and Ally training (246 attendees) **2021:** 12 x F2F/online LGBTQIA+ Awareness and Inclusion training, plus introduced LinkedIn Learning online catalogue (141 attendees) **2022:** 18 x online LGBTQIA+ Awareness and Inclusion training sessions, including intersectional content, plus online learning (327 attendees) **2023:** 17 x online LGBTQIA+ Awareness and Inclusion training sessions, including intersectional content, plus online learning (238 attendees)
6.5 Collaborate with the Pride Network to run focus groups with trans and gender-diverse staff and use results to inform the Sexual/Gender Diversity and Ally Training.	**Complete.** Focus groups were conducted and results were incorporated into training plans, policy reviews, and resources.	**2021:** The Trans Advisory Group was formed in March 2021 to encourage direct communication between the D&I team and the trans community to ensure that the work being done by the University was what the community required. This group was advertised to all staff as part of our communication around the Transgender Day of Visibility on 31 March. The group was then merged with the Pride Network after the review took place. **2023:** Formation of a Pride Advisory Committee to be a point of advice to the University, as distinct from the Pride Network Steering Committee, which had previously acted in this capacity. This distinction was implemented so that Steering Committee members who were interested in contributing in an advisory capacity could opt into this advisory group, whereas members who wished to invest their time solely into network-related activities could opt out.

6.6 Develop a guide to 'coming out' in the workplace for staff and managers.	**Complete.** Staff and managers have immediate online access to specific advice and support on 'coming out' in the workplace on our LGBTQIA+ intranet page and the Pride Network landing page.	**2018:** Developed and promoted the University's Workplace Gender Affirmation Guidelines for staff, as well as support guidance for managers and teams. Also developed a 'Coming out at the University' guidance booklet for staff, teams and managers. **2023:** Undertook a comprehensive update in collaboration with Student Administration Services and Student Wellbeing to develop guidance and consolidated resources for students affirming their gender at the University, as well as the staff supporting them, including: Student-facing guidance and resources online with direct links to relevant forms and sites, as well as information to support them; up to $3000 financial support per semester to assist with costs associated with gender affirmation; charges waived to update testamurs and academic records where legal name changes are taken; development of a personal affirmation plan template; online and printable staff resource for staff supporting students affirming their gender.
Examples of related actions undertaken by the University post SAGE		
Develop meaningful pathways to allyship.	**Complete.** We have a pathway to allyship that builds inclusive capability and commitment.	We offer University staff and students rainbow ally merchandise – a University branded Pride Progress Flag lanyard as well as a pin and sticker to signal allyship to and within the community. In order to receive this merchandise, the Pride Network Steering Committee asks people to complete three hours of LGBTQIA+ awareness and ally training, and sign a pledge, whether or not they identify within the LGBTQIA+ community. Allies also have the opportunity to include their name on an online page as a safe point of contact for staff and student, and currently 202 staff and students have taken this up.
Develop trained contacts and resources to better support LGBTQIA+ students.	**Complete.** We have a trained cohort of staff embedded within the University's support infrastructures to be a faculty/school-based point of contact and advice for students and staff.	**2019:** Developed and launched the Student Support Liaison Officer (SSLO) network, with trained contacts within each faculty and school easily contactable to provide support and advice for LGBTQIA+ students and staff, particularly those who are affirming their gender navigating the system changes and communications. **2020:** The Pride Network established a resource site for students on Canvas in 2021. This was initiated with an Out for Now Lunch in 2020 as a means to engage network members in a social way. This engagement was moved online as the pandemic developed and the site continues to be maintained and supported by the Pride Network. **2023:** Comprehensively refreshed the SSLO network and overhauled training and resources via a partnership between the D&I team, Pride Network and Student Life, with a half-day training and connection workshop and commitment to meet twice yearly to build a community of practice. There are currently 28 trained SSLOs across Faculties and University Schools.
Continue to offer students LGBTQIA+ inclusive curricula.	**Complete.** The University has and continues to support diversity, gender and sexuality studies.	The University supports a range of LGBTQIA+ subjects in student curricula and for educators building their practice. For example, the Faculty of Arts and Social Sciences hosts the Hunt-Simes Institute in Sexuality Studies (HISS), which brings established and early career researchers to Sydney every year to share best practice and collectively devise new approaches to making schools and other education settings places where queer kids thrive. Another example is The Department of Gender Studies, which offers a Gender Studies major, providing a unique interdisciplinary perspective on how gender shapes both formal knowledge and everyday experience, encouraging students to think beyond common ideas about what it means to be male or female, and to recognise instead the many different ways that people embody and experience gender. The University lists designing for students from under-represented or marginalised groups as one of the priority areas for our Strategic Education Grants.
Foster connections with other University Pride Networks to share best practice.	**Complete.** Founded and continue to participate in the Higher Education Australia Pride Practitioners (HEAPPS) network.	**2020:** Engaged with Pride networks across the NSW and ACT university sector to form the NSW Pride Network. **2021:** Expanded our engagements with strategic partners to Australia-wide (excluding the NT), to form the HEAPPS network, which aims to share ideas/best practice, collaborate on events, and to lobby for policy change/reforms such as making LGBTQIA+ an equity group recognised in education policies. **2023:** Refreshed the group membership and operations post-covid.

Figure 7 Examples of outputs arising from actions to build inclusive capacity and capability for staff and students: Training.

Figure 8 *Examples of outputs arising from actions to build inclusive capacity and capability for staff and students: Guidance and Resources*

Figure 9 Examples of outputs arising from actions to build inclusive capacity and capability for staff and students: Allyship.

Figure 10 *Examples of outputs arising from actions undertaken to build inclusive capacity and capability for staff and students: LGBTQIA+ inclusion in student curricula*

2. Visibility and Development

Table 2 and Figures 11-13 show progress and outputs against SAGE Bronze actions intended to increase visibility, support, and development opportunities for LGBTQIA+ staff and students at the University.

Table 2 *Progress on SAGE Bronze actions to increase visibility, support and development opportunities for LGBTQIA+ staff and students at the University.*

SAGE Bronze Action ID	Progress	Outputs (indicative, not exhaustive)
6.9 Raise the profile and inclusion of trans and gender-diverse staff in internal/external University communications and review annually.	**Complete.** Trans and gender-diverse staff are more visible in our internal and external communications.	**2018-2023:** Commemorated Transgender Days of Significance (e.g. Transgender Day of Visibility, Transgender Awareness Week, Transgender Day of Remembrance) including flying the Pride/Pride Progress and Trans Flags from University Clocktower, participation in panel events, Staff News articles, Yammer posts, supporting community events (e.g. hosted 2022 vigil for Transgender Day of Remembrance).
7.2 Improve the representation of diverse staff on our websites.	**Complete.** LGBTQIA+ staff are more visible in our internal and external communications, with consideration given to intersectional diversity.	**2020:** Updated photography guidelines used by our marketing team to be more inclusive of gender-diverse people, as well as the impact of exclusionary language and visual content. **2021-2023:** Annual review and update of inclusive communication guidelines.
Examples of related actions developed post SAGE		
Commemorate LGBTQIA+ Days of Significance.	**Complete.** We commemorate LGBTQIA+ Days of Significance throughout the year, ranging from large-scale public events (e.g. Mardi Gras), all-staff online and in person events (e.g. IDAHOBIT, WiP), smaller scale Pride Network-led events, and education and awareness raising via Staff News and Yammer communications. We raise the Pride Progress and Trans Flags above the University's Clocktower on Days of Significance, included on our Vice-Chancellor approved University Flag Schedule. In 2021 we developed an Outlook and wall calendar	**2018:** Commemorated Sydney Mardi Gras & Fair Day, IDAHOBIT, Wear it Purple Day, Bisexuality Day, Intersex Awareness Day, Transgender Day of Remembrance, and World AIDS Day. **2019:** Commemorated Fair Day, Mardi Gras, Wear it Purple Day, World AIDS Day, Intersex Awareness Day, Transgender Day of Remembrance. **2020:** Commemorated Fair Day and Mardi Gras. **2021:** Commemorated Fair Day, Mardi Gras, Transgender Day of Visibility, International Asexuality Day, Non-Binary People's Day, Lesbian Visibility Day, IDAHOBIT, International Lesbian Day, National Coming Out Day, Intersex Awareness Day, International Pronouns Day, Wear it Purple Day, Asexuality Awareness Week, 4th Anniversary of YES Day, Transgender Day of Remembrance, World AIDS Day. We also funded one delegate (interstate) at the Pride in Practice Conference. **2022:** Developed an all-staff calendar containing cultural, diversity and religious dates of significance. Commemorated Mardi Gras, International Transgender Day of Visibility, Lesbian Visibility Day, IDAHOBIT, Pansexual Day of Visibility, Pride Month, Non-Binary People's Day, Wear it Purple Day, Bisexuality Day/Bi Visibility Day, International Lesbian Day, National Coming Out Day, ACE/Asexual Awareness Week, Intersex Awareness Day, Intersex Day of Solidarity, Transgender Awareness Week, Transgender Day of Remembrance, World AIDS Day. We also funded two delegates (interstate) at the Pride in Practice Conference.

	available to all staff containing cultural, diversity and religious dates of significance.	**2023:** Commemorated WorldPride Mardi Gras & Fair Day, International Transgender Day of Visibility, IDAHOBIT, Pride Month, NAIDOC Week – Intersectional communications on Yammer. Non-Binary People's Day, Wear it Purple, Bisexuality Day/Bi Visibility, International Lesbian Day, National Coming Out Day, ACE/Asexual Awareness Week, Intersex Awareness Day, Intersex Day of Solidarity, Transgender Awareness Week, Transgender Day of Remembrance, World AIDS Day. We also funded two delegates (local) to the Pride in Practice Conference.
Offer targeted development opportunities for LGBTQIA+ staff.	**Complete.** We support LGBTQIA+ staff to participate in leadership and capability building programs and events.	**2020:** Developed and launched our in-house *Leading With Authenticity* LGBTQIA+ leadership program. Run over six days, including a graduation networking event, the program supported 26 participants. Program was paused during COVID and then discontinued in light of the newly launched LGBTQIA+ Executive Fellowship Program in 2023. **2023:** Funded two Fellowships to supported members of the Pride Network Steering Committee to attend the new LGBTQIA+ Executive Fellowship co-developed by the University Business School and Pinnacle Foundation. **2023:** For the Sydney WorldPride Human Rights Conference, the Sydney Social Sciences and Humanities Advanced Research Centre (SSSHARC) partnered with the D&I team and the Pride Network to offer three full-funded three-day places for University of Sydney LGBTQIA+ staff and students or their allies to attend. 18 expressions of interest were submitted from which three three-day program places were awarded, and keynote day passes (excluding access to the breakout sessions) were awarded to several more people on the strength of their applications. Delegates met before the conference, maintained a WhatsApp channel during, and reconnected after the conference to debrief. One of the delegates published a reflection in our All-Staff News, and four delegates participated in the IDAHOBIT all-staff panel event to discuss and share their reflections and key takeaways. We also funded a table of 10 delegates (local) Pride in Practice Conference.

Figure 11 Examples of outputs arising from actions to increase visibility and development for LGBTQIA+ staff and students: Raising Profile of LGBTQIA+ community.

Figure 12 Examples of outputs arising from actions to increase visibility and development for LGBTQIA+ staff and students: Days of Significance

Figure 13 Examples of outputs arising from actions to increase visibility and development for LGBTQIA+ staff and students: Targeted development opportunities

3. Inclusive System and Spaces

Table 3 and Figures 14-15 show progress and outputs against SAGE actions intended to embed more inclusive and flexible options for LGBTQIA+ staff and students in our policies, systems, and physical and digital infrastructure.

Table 3 *Progress on SAGE Bronze actions to embed more inclusive systems and spaces for LGBTQIA+ staff and students at the University.*

SAGE Bronze Action ID	Progress	Outputs (indicative, not exhaustive)
6.2 Implement the preferred name option across all student and staff administrative systems.	**In progress.** Preferred/chosen names implemented across primary staff and student administrative systems. However, the University has approximately 700+ digital systems, not all of which are compatible with the updated fields.	**2019-2023:** We have updated our primary staff facing HR system (Workday) and Student Administration System with chosen name, gender markers, and non-binary prefix options for staff and students. We are undertaking an ongoing process to assess/update our other 700+ digital systems across the University.
6.3 Develop and implement an all-gender bathroom strategy.	**In progress.** We do not have a count of the number of all-gender bathrooms from our Bronze timeframe, however as of 2024, staff and students have access to approximately 136 all-gender bathrooms and toilets. The majority of these (94) are all-gender accessible, 18 are dedicated all-gender, and 24 have shower/change facilities. These are easily located via the University's campus map mobile/desktop app. Providing additional all-gender bathrooms across campus is an ongoing program of work.	**2018-2023:** Ongoing program of work to retrofit dedicated all-gender bathrooms across older buildings where possible, and as standard in new builds. **2019:** Consistent all-gender signage installed across bathrooms. **2020:** Inclusion of "unisex bathrooms" in the University's online campus maps. **2022:** Language update in the University's online campus maps from "unisex" to "all-gender" bathrooms.

6.4 Review Workplace Bullying Prevention module to include content on issues specifically faced by transgender and gender-diverse staff.	**Complete.** The University's Workplace Bullying Prevention Module now references behaviour and impacts of bullying and discrimination based on diverse genders, sexualities and bodies.	The 'Respect in our community: Preventing bullying, harassment and discrimination' module explicitly references diverse genders, sexualities, and bodies, and includes one behavioural example with respect to mis-gendering.
6.8 Review, evaluate and monitor key institutional policies and procedures with a focus on the experiences and interests of LGBTQIA+ staff.	**Complete.** Key policies and procedures have been reviewed and evaluated so that they reflect current best practice in LGBTQIA+ inclusion.	**2018:** Ensured that communication of our staff benefits was explicitly inclusive of LGBTQIA+ staff and family units. **2019:** Amended our Bullying, Harassment and Discrimination Prevention Policy and our Family and Domestic Violence Policy and Procedures to be explicitly inclusive of LGBTQIA+ communities and their families. **2020:** Updated parental leave policies to be inclusive of LGBTQIA+ family units and personal leave to be inclusive of gender affirmation leave. **2023:** Inclusion of 30 days dedicated gender affirmation leave for staff in our 2023-2025 Enterprise Agreement.
Examples of related actions developed post SAGE		
Promote 'Welcome Here' spaces across campus for students and staff.	**In progress.** The University year on year adds more 'Welcome Here' stickers to building entries and other areas to ensure our students and staff see and can access visible spaces of inclusion.	We have not undertaken a stocktake of stickers across the University, but locations range from cafes, University Sydney Student Union venues, the Fisher Library, our student administration buildings, and other academic buildings. Individuals can supplement the welcome here spaces with individual "ally" stickers that they can put on their office doors or around shared office spaces.

Figure 14 *Examples of outputs arising from actions to build more inclusive and respectful systems and space: Digital infrastructure.*
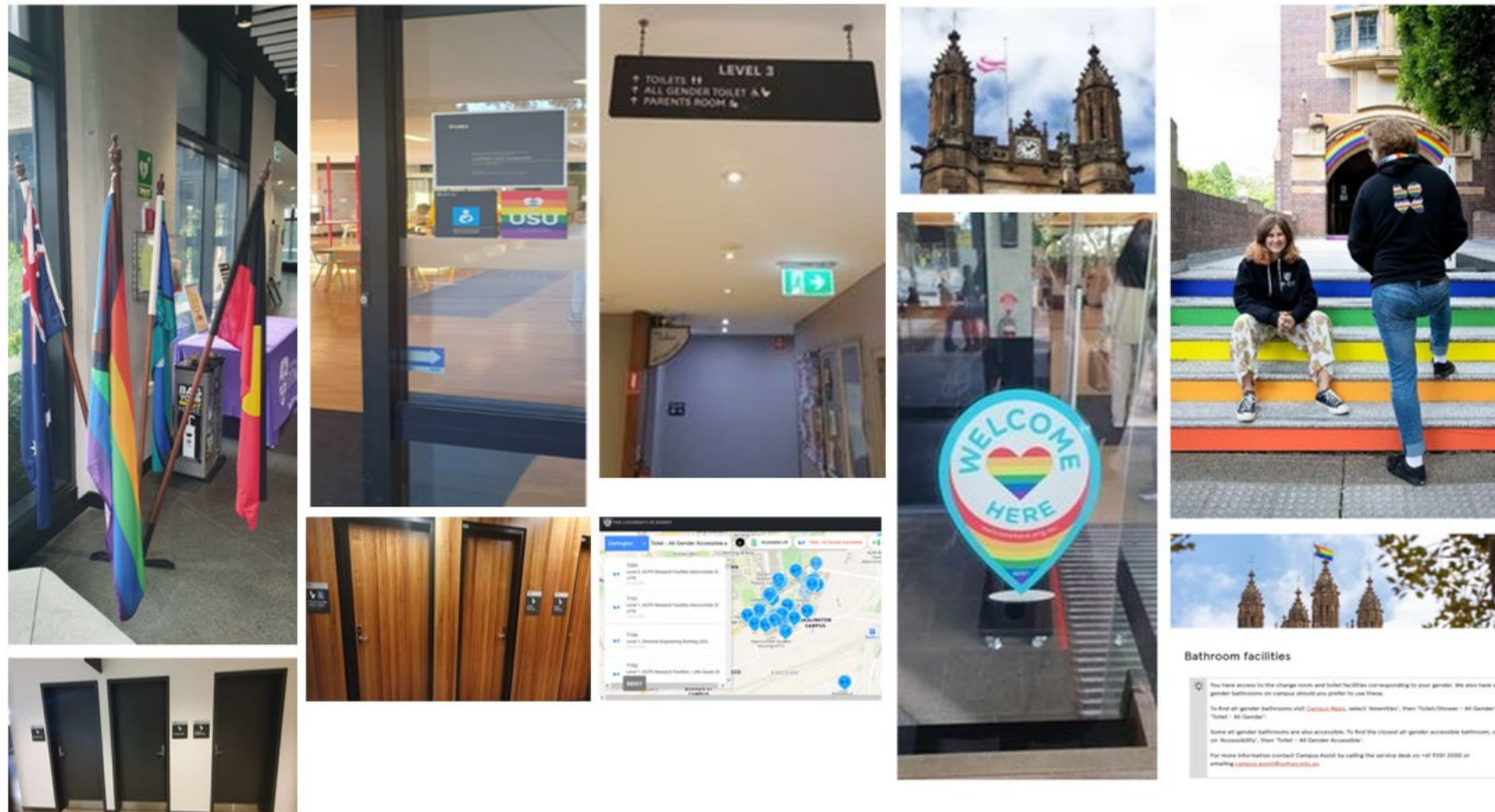
Figure 15 *Examples of outputs arising from actions to build more inclusive systems and space: All gender bathrooms and inclusive spaces.*

4. Intersectional Capability

Table 4 and Figure 16-17 show progress and outputs against SAGE actions intended to create opportunities to build meaningful intersectional capacity and connections.

Table 4 *Progress on actions to build intersectional capability and connections.*

SAGE Bronze Action ID	Progress	Outputs (indicative, not exhaustive)
6.7 Develop a general diversity recruitment guide which will incorporate best practice for LGBTQIA+, Disability, Aboriginal and Torres Strait Islander and CALD staff.	**In progress.** We have improved inclusivity in University recruitment practices and provided targeted resources for recruitment staff, however a single, combined intersectional guide has not yet been developed.	**2020:** Inclusion of diverse genders and sexualities on our recruitment forms, external recruitment page, recruitment team training, use of gender decoder on job advertisements, inclusion of diversity statement on ads, fact sheets for recruiters, key contacts in HR and recruitment. Moved onboarding materials and resources online. **2023:** Updated resources for inclusive recruitment of trans and gender-diverse job applicants.
7.1 Include and increase the breadth of diversity demographics collected in the new HR technology and communicate the diversity of our staff to internal and external audiences.	**In progress.** New HR technology was launched with increased capacity for collecting and reporting diversity demographics but improvements and uplift required.	**2021:** Inclusion of self-identified sexuality and gender in the newly introduced Workday HR system. **2022-23:** Worked across stakeholder groups to update inclusivity of questions and response options in Workday to enhance staff trust and self-disclosure. Until implemented in Workday, we are using a combination of data obtained from staff during onboarding and recruitment using the changes implemented in 2021. **2023:** Developed an intersectional diversity dashboard touching on all key aspects of the career cycle at the University. However, it remains a challenge to find resourcing to overcome technical difficulties linking different digital HR systems together and update options available to staff in Workday to fully realise the dashboard's capabilities. Nevertheless, the new dashboard offers the University far greater intersectional insights than previously available.
7.3 Provide training around discrimination, bullying and harassment with content on issues specifically related to intersectionality.	**Complete.** Our LGBTQIA+ training includes intersectional content.	**2022:** Provided Blaq Aboriginal Corporation LGBTQIA+ training for 12 members from the Pride Network Steering Committee. **2021-2023:** Majority of training provided by Pride in Diversity, which includes intersectional content in its training modules.
7.4 Provide 2017 Culture Survey reports/data to staff networks and SAT working Groups for further intersectional analysis.	**Complete.** The 2017 Culture Survey reports/data were provided to staff networks and SAT working groups.	Working together, the Pride Network and D&I team use staff survey data (as well as AWEI survey data and Pride Network survey data) to inform the Pride Network's bi-annual strategy and strategic priorities. Once priorities have been agreed, the Pride Network Steering Committee self-nominates into working groups aligned to the priority areas, with support from the D&I team.

Examples of related actions developed post SAGE		
Create opportunities for cross-staff network events and learning.	**Complete.** Supported by the D&I team, the Pride Network is forging increasingly strong ties across other staff networks, facilitated by a monthly staff network Chair/D&I meeting where different projects and events are discussed and opportunities to work together are identified.	**2018:** Hosted a 'Celebrating LGBTIQ People in Science, Technology, Engineering, Mathematics and Medicine (STEMM)" event (2h, 170 attendees) **2019:** Hosted an intersectional event between the Pride, Disability at Work, Women at Sydney and Mosaic (CALD) networks at the end of the year, exploring how identity influences leadership styles and how to lead with authenticity. It was during this event the panel was able to discuss how identifying with multiple areas of marginalisation can create further barriers to leadership, access and understanding (258 attendees) **2020:** The University facilitated an event called 'Queer Aboriginal Voices Matter' that was then broadcast on ABC radio or TV in September 2020. **2021:** Hosted 'The Daughter, Friend, Colleague Defence' where representatives from our Pride, Mosaic, Aboriginal and Torres Strait Islander, Women at Sydney, and Disability at Work staff networks shared their personal experiences and perspectives on whether lived experience is necessary or beneficial to building inclusive behaviours. **2022:** Interwoven - delivered by Speaking in Colour facilitators, this small-group workshop was a joint initiative by the Pride and Yura (Aboriginal and Torres Strait Islander) networks, to come together and create a contemporary weaving keepsake and collaborative artwork through traditional Aboriginal weaving, representing elements of the LGBTQIA+ community and the Aboriginal and Torres Strait Islander staff community at the University. The resulting work was mounted on a wall in the CreateSpace within the Susan Wakil Building. **2023:** The Pride and Yura networks co-developed University-branded merchandise to offer at Fair Day featuring the Pride Progress, Aboriginal and Torres Strait Islander flags. **2021-2023:** Hosted a Pride Network stall at both the February and July International Students' Welcome Fairs, promoting the network as well as the University as a safe and inclusive place for LGBTQIA+ students. In 2023, a member of the Pride Network Steering Committee liaised with colleagues to translate the Pride Strategy into Korean and Chinese, and we aim to translate into additional highly represented languages ahead of the 2024 Welcome Fairs. **2021-23:** 'Use My Pronouns' campaign in conjunction with the Mosaic Network's 'Say My Name' campaign, providing awareness and guidance to staff and students about the importance of using correct pronouns for people. **2023:** Launched the Queer Culture Club In collaboration between the Pride Network and University Fisher Library.
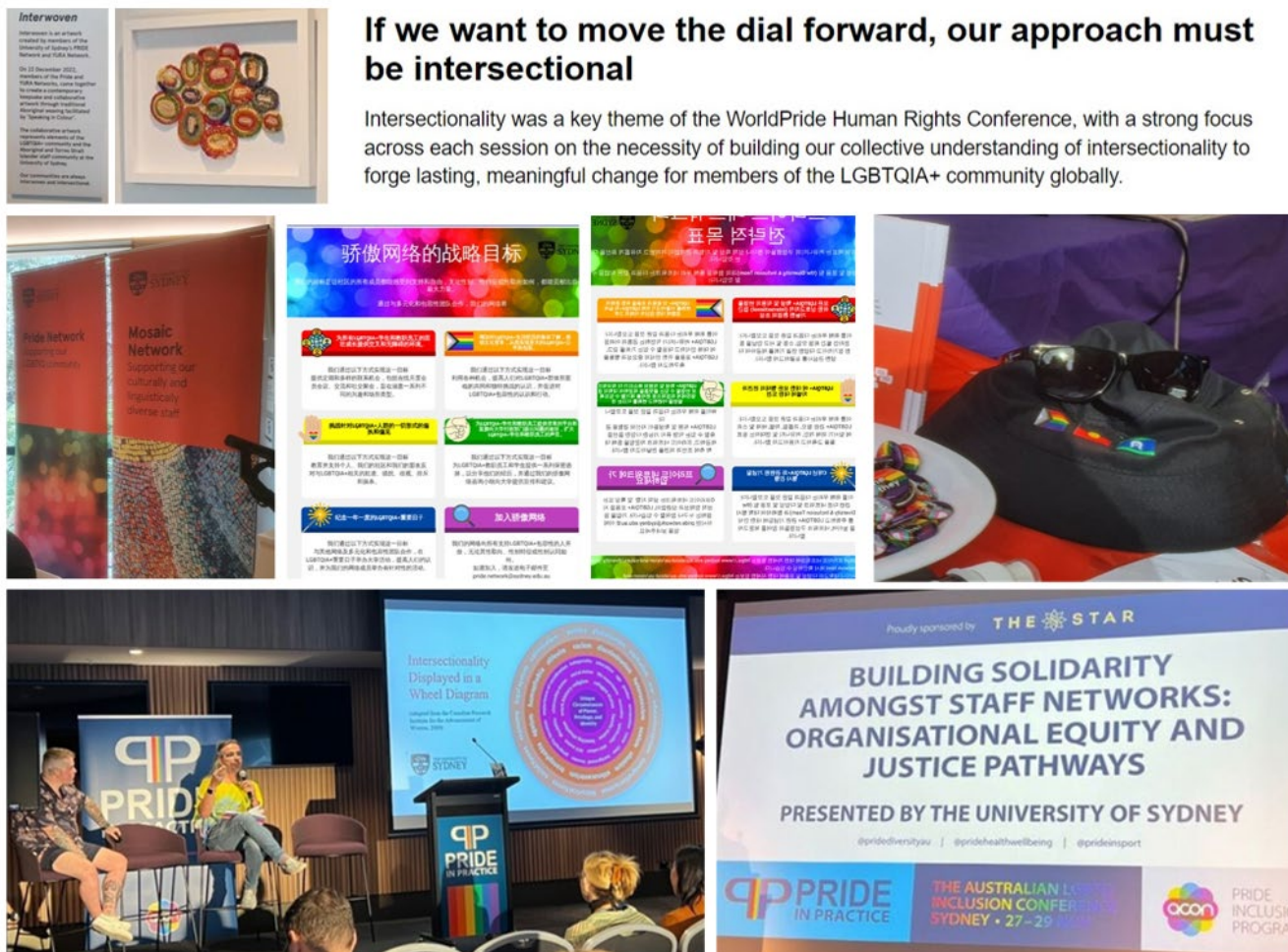
Figure 16 *Examples of outputs arising from actions to build intersectional connections and capability.*

Figure 17 *Examples of outputs arising from actions to build more inclusive systems and space: Intersectional Diversity Dashboard (Data analytics)*

Some of the major challenges experienced with respect to actions around LGBTQIA+ inclusion are described in Table 5.

OUTCOMES

Shifts in inclusion often reflect the impact of multi-faceted interventions over time, so it can be difficult to draw clear 1:1 causality between EDI actions and outputs, and their outcomes and impacts. We have therefore sought to demonstrate correlations between our actions and outcomes using three high-level markers:

(a) Improve on our 2017 performance of 91/200 against AWEI benchmarks and achieve AWEI Gold by 2023;

(b) Improve our data capabilities and set baseline data around attraction, retention and overall workforce participation of LGBTQIA+ staff;

(c) See reduced or no differences in workplace satisfaction and experience across genders and sexualities as measured in our staff surveys.

Improvements to our AWEI scorecard and status

National AWEI benchmarks are updated to internationally-recognised best practice every three years, meaning that participating organisations have a pathway for continuous improvement developed by Australia's peak body for LGBTQIA+ workplace inclusion.

Over our SAGE Bronze Action Plan timeframe (2018-2023) the University has increased its AWEI status from 91/200 Bronze in 2017 to consecutive Gold in 2021 (192/200) and 2022 (180/200), with our scorecard reflecting maintained and ongoing improvements in our key action areas (Figure 18). Slight dips in 2020 and 2022 reflect the three-yearly refresh of the AWEI benchmarks in 2020, and the impacts of the pandemic and D&I team staff turnover in 2021.

The national AWEI accreditation paused in 2023 to review and refresh the process and benchmarks. In 2024, upon resumption of the national accreditation process, the University was awarded its third consecutive Gold Award status.

Workforce Participation

The proportion of our workforce identifying as trans and gender-diverse (TGD) on fixed-term and ongoing employment contracts rose from 0.1% (HC 11/8127) in 2021[1] to 0.2% (HC 18/8961) in 2023 (Figure 19, Table 6), and from 0.2% (HC 21/10,707) to 0.6% (HC 83/12,789) for casual staff (Figure 20, Table 7).

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[1] Before 2021 we did not collect this data, so these figures are considered baseline.

Our TGD workforce participation sits well below the estimated Australian TGD population of 3%[2]. Furthermore, we note a trend towards TGD staff on casual employment contracts – particularly in academic roles - compared to fixed-term and ongoing.

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[2] https://www.statista.com/statistics/1269778/gender-identity-worldwide-country/

Table 5 Challenges experienced in the implementation of key actions around LGBTQIA+ inclusion.

Bronze Action Plan Reference	Challenge	Strategies
6.1 Provide additional LGBTQIA+ training (to build our LGBTQIA+ inclusion capability)	We improved access to and uptake of training but sit below 100% completion rates in managers and service areas dealing directly with staff and students. Resistance to making training mandatory due to the number of learning modules staff are already asked to undertake on a mandatory basis. Cygnet Action 1.1: Uplift awareness training for staff in people-facing roles.	For the past two years, the Vice-Provost has sent an email to the top 200 senior leaders at the University, explaining why the training is important and encouraging managers and their teams to take it up. We saw an uptick of registrations both years following the email. Discussions with area leads are working towards making the training mandatory for student-facing staff.
6.2 Implement preferred name option across all student and staff administrative systems	The primary staff HR system, Workday, was updated with gender, pronoun and sexual orientation markers in 2021, however staff feedback indicated further improvements were required. Having completed an update within the last 2-3 years and not necessarily understanding how rapidly the understanding and expectations of language are evolving, internal stakeholders have not prioritised recommended secondary changes, slowing staff trust and engagement with the Workday platform. Although the primary HR and student administration systems were updated in 2021, the flow-through of these changes to our 700+ other digital platforms has not been straightforward and is not overall well understood. Investigation has revealed that some of our systems (e.g. travel) are linked to external platforms with hard-wired gender fields or have hard-wired fields in our internal digital systems. This means that sometimes when a student or staff member is accessing one of these systems they may come across their dead name or be mis-gendered. This has caused negative impacts for some staff and remains a priority challenge in this space. Furthermore, a 2023 IT full system upgrade had the unintended effect of rolling back staff changes to their gender markers, names and pronouns, which the University worked hard to rectify as quickly as possible but not without negative impact to affected staff. Cygnet Action 3.2: Embed compatibility checks in ICT process before upgrades.	We have commenced a comprehensive audit of all of our 700+ digital systems, with the intention of flagging those where, due to external requirements or internal hardwiring, we cannot update to align with Workday, and then having this information shared with staff members accessing the system so they are aware of the issue. We are working with IT to nominate a team who are fully aware of the issues and can be the first point of contact for staff in need.
7.1 Include and increase the breadth of diversity demographics collected in the new HR technology (Workday)	We have elected to not seek to lift staff engagement with entering their personal data into Workday until we have made the secondary language updates. In the meantime, we have progressed building our intersectional diversity dashboard, but linked it to the University's central data warehouse, Snowflake, which is refreshed automatically rather than manually, whilst (a) engagement with Workday is low on some questions and (b) Workday and Snowflake are themselves not linked. However, this has meant that we currently harvest data for the dashboard from Snowflake, which has less inclusive gender options (in particular it groups non-binary and not disclosed) as well as fewer demographic questions overall, meaning that our diversity dashboard is not yet fully functional in terms of understanding our non-binary gender data disaggregated from not disclosed. The exception is our recruitment data, which is linked to the dashboard from a standalone platform, with demographic options that mirror Workday, and so we have some insight into gender-diverse data for recruitment, but for other categories non-binary and not disclosed are grouped together, unless manually disaggregated, limiting insight. Cygnet Action 3.3: Fully implement Workday changes, audit identify management and privacy, and uplift engagement. Cygnet Action 3.4: Integrate Workday data into central university data framework.	We continue to advocate for resources to link Snowflake to Workday alongside the secondary update described above, giving us the ability to fully operationalise the dashboard.
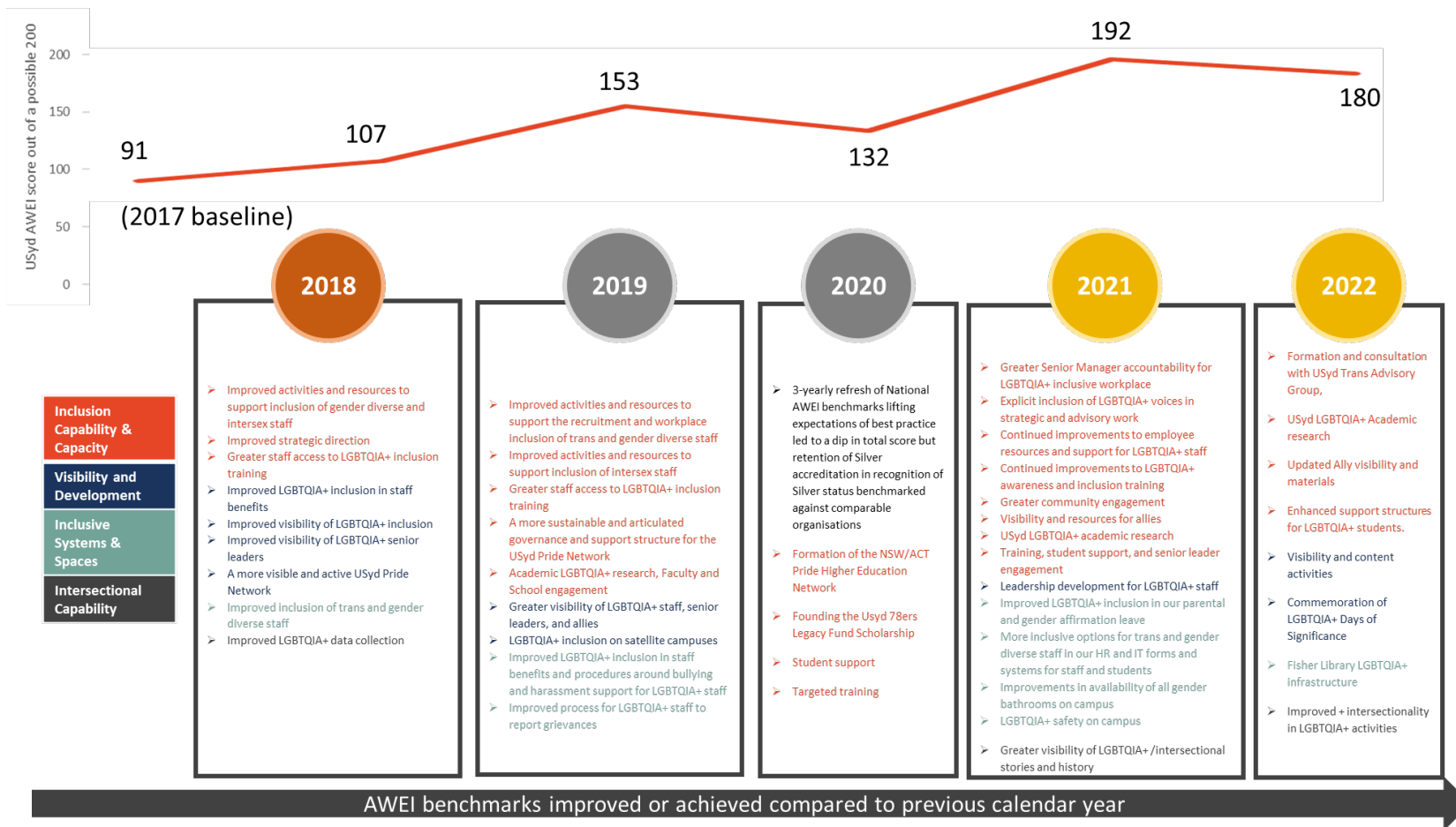
Figure 18 *Year-on-year University progress against AWEI benchmarks compared to previous calendar year*[3]

Note: Areas showing improvement against AWEI benchmarks are colour-coded to indicate alignment with the four key action areas in our Bronze Action Pla

The figure shows a line graph of USyd AWEI score out of a possible 200 with the following values:
- 91 (2017 baseline)
- 107 (2018)
- 153 (2019)
- 132 (2020)
- 192 (2021)
- 180 (2022)

Legend (colour-coded action areas):
- Inclusion Capability & Capacity
- Visibility and Development
- Inclusive Systems & Spaces
- Intersectional Capability

2018
- Improved activities and resources to support inclusion of gender diverse and intersex staff
- Improved strategic direction
- Greater staff access to LGBTQIA+ inclusion training
- Improved LGBTQIA+ inclusion in staff benefits
- Improved visibility of LGBTQIA+ inclusion
- Improved visibility of LGBTQIA+ senior leaders
- A more visible and active USyd Pride Network
- Improved inclusion of trans and gender diverse staff
- Improved LGBTQIA+ data collection

2019
- Improved activities and resources to support the recruitment and workplace inclusion of trans and gender diverse staff
- Improved activities and resources to support inclusion of intersex staff
- Greater staff access to LGBTQIA+ inclusion training
- A more sustainable and articulated governance and support structure for the USyd Pride Network
- Academic LGBTQIA+ research, Faculty and School engagement
- Greater visibility of LGBTQIA+ staff, senior leaders, and allies
- LGBTQIA+ inclusion on satellite campuses
- Improved LGBTQIA+ inclusion In staff benefits and procedures around bullying and harassment support for LGBTQIA+ staff
- Improved process for LGBTQIA+ staff to report grievances

2020
- 3-yearly refresh of National AWEI benchmarks lifting expectations of best practice led to a dip in total score but retention of Silver accreditation in recognition of Silver status benchmarked against comparable organisations
- Formation of the NSW/ACT Pride Higher Education Network
- Founding the Usyd 78ers Legacy Fund Scholarship
- Student support
- Targeted training

2021
- Greater Senior Manager accountability for LGBTQIA+ inclusive workplace
- Explicit inclusion of LGBTQIA+ voices in strategic and advisory work
- Continued improvements to employee resources and support for LGBTQIA+ staff
- Continued improvements to LGBTQIA+ awareness and inclusion training
- Greater community engagement
- Visibility and resources for allies
- USyd LGBTQIA+ academic research
- Training, student support, and senior leader engagement
- Leadership development for LGBTQIA+ staff
- Improved LGBTQIA+ inclusion in our parental and gender affirmation leave
- More inclusive options for trans and gender diverse staff in our HR and IT forms and systems for staff and students
- Improvements in availability of all gender bathrooms on campus
- LGBTQIA+ safety on campus
- Greater visibility of LGBTQIA+ /intersectional stories and history

2022
- Formation and consultation with USyd Trans Advisory Group,
- USyd LGBTQIA+ Academic research
- Updated Ally visibility and materials
- Enhanced support structures for LGBTQIA+ students.
- Visibility and content activities
- Commemoration of LGBTQIA+ Days of Significance
- Fisher Library LGBTQIA+ Infrastructure
- Improved + intersectionality in LGBTQIA+ activities

AWEI benchmarks improved or achieved compared to previous calendar year

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[3] Pride in Diversity did not accept submissions in 2023 whilst they refreshed their benchmarks and overhauled the AWEI approach. In 2024 the University was awarded its third consecutive Gold Award Status.

TRANS & GENDER DIVERSE (FIXED-TERM & CONTINUING)

	2021	2022	2023
% TGD all staff	0.1	0.2	0.2
% TGD Academic staff	0.1	0.1	0.2
% TGD Professional staff	0.1	0.2	0.2

Figure 19 *Percentage term and continuing staff identifying as TGD as at 31 March 2021-2023*

Data extracted from HR Diversity Dashboard and correct at 26 February 2024

Table 6 *Headcount term and continuing staff identifying as TGD as at 31 March 2021-2023*

HC = headcount; TGD = trans and gender-diverse; ND = not disclosed

All Staff	HC Men	HC Women	HC TGD	HC ND
2021	3367	4733	11	16
2022	3430	4943	14	18
2023	3664	5264	18	15
Academic Staff				
2021	1834	1645	≤6	≤6
2022	1812	1679	≤6	≤6
2023	1878	1771	7	≤6
Professional Staff				
2021	1533	3088	≤6	10
2022	1618	3264	11	13
2023	1786	3493	11	12

TRANS & GENDER DIVERSE (CASUAL)

	2021	2022	2023
% TGD all staff	0.2	0.4	0.6
% TGD Academic staff	0.2	0.4	0.5
% TGD Professional staff	0.2	0.6	1.0
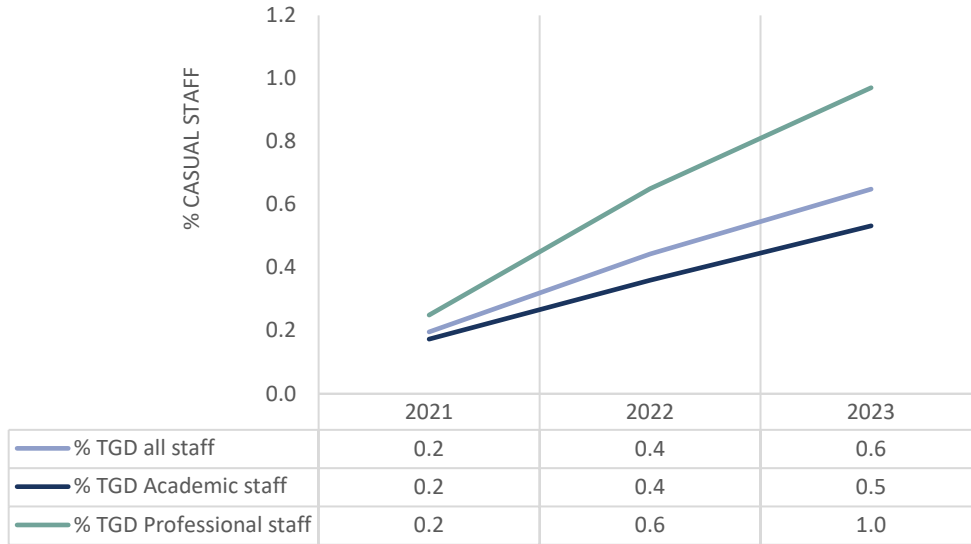
Figure 20 *Percentage casual staff identifying as TGD as at 31 March 2021-2023*

Data extracted from HR Diversity Dashboard and correct at 26 February 2024

Table 7 *Headcount casual staff identifying as TGD as at 31 March 2021-2023*

HC = headcount; TGD = trans and gender-diverse; ND = not disclosed.

Data extracted from HR Diversity Dashboard and correct at 26 February 2024

All Staff	HC Men	HC Women	HC TGD	HC ND
2021	4854	5807	21	25
2022	5755	6989	57	54
2023	5707	6925	83	74
Academic Staff				
2021	3646	3824	13	19
2022	4403	4686	33	40
2023	4471	4817	50	51
Professional Staff				
2021	1208	1983	8	≤6
2022	1352	2303	24	14
2023	1236	2108	33	23

Cygnet Action 3.6: Seek to understand proportionally higher representation of TGD staff on casual contracts.

A relatively high proportion (31% in 2023) of TGD staff at the University were born in countries other than Australia, and the percentage of TGD staff identifying as having disability or as Aboriginal and/or Torres Strait Islander has risen slightly over the past three years, albeit very low numbers within an already small TGD staff cohort (Table 8).

Table 8 *Headcount staff (continuing, fixed-term and casual) identifying as TGD with disability, TGD and Aboriginal and/or Torres Strait Islander, or TGD and born in a country other than Australia as at 31 March 2021-2023*

HC = headcount; TGD = trans and gender-diverse; ND = not disclosed.

Data extracted from HR Diversity Dashboard and correct at 26 February 2024

	Total TGD staff	HC TGD with Disability	HC TGD Aboriginal and/or Torres Strait Islander	HC TGD Country of Birth not Australia
2021	32	≤6	≤6	11
2022	71	≤6	≤6	25
2023	101	13	≤6	31

The proportion of our workforce identifying as LGBQ on fixed-term and ongoing employment contracts rose from 1.2% (HC 101/8127) in 2021 to 2.3% (HC 209/8961) in 2023 (Figure 21, Table 9) and from 1.3% (HC 138/10,707) to 3.8% (HC 483/12,789) for casual staff (Figure 22, Table 10). In both cohorts the rise has been proportionally higher for professional staff compared to academic.

LGBQ (FIXED-TERM & CONTINUING)

	2021	2022	2023
% LGBQ all staff	1.2	1.8	2.3
% LGBQ Academic staff	1.0	1.2	1.7
% LGBQ Professional staff	1.4	2.3	2.8
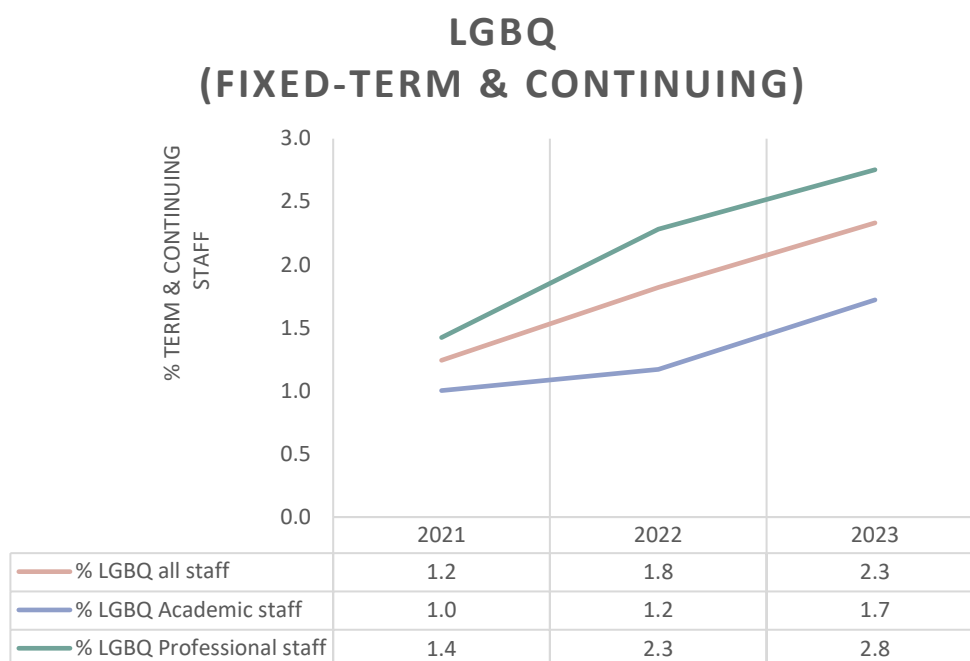
Figure 21 *Percentage term and continuing staff identifying as at LGBQ as at 31 March 2021-2023*

Data extracted from HR Diversity Dashboard and correct at 27 February 2024

Table 9 *Headcount term and continuing staff identifying as at LGBQ as at 31 March 2021-2023*

HC = headcount; LGBQ = lesbian, gay, bisexual, queer; ND = not disclosed.

Data extracted from HR Diversity Dashboard and correct at 27 February 2024

All Staff	HC Heterosexual	HC LGBQ	HC ND
2021	225	101	7801
2022	587	153	7665
2023	1051	209	7701
Academic Staff			
2021	87	35	3368
2022	172	41	3286
2023	313	63	3283
Professional Staff			
2021	138	66	4433
2022	415	112	4379
2023	738	146	4418

LGBQ (CASUAL)

	2021	2022	2023
% LGBQ all staff	1.3	2.4	3.8
% LGBQ Academic staff	1.3	2.1	3.1
% LGBQ Professional staff	1.4	3.2	5.5
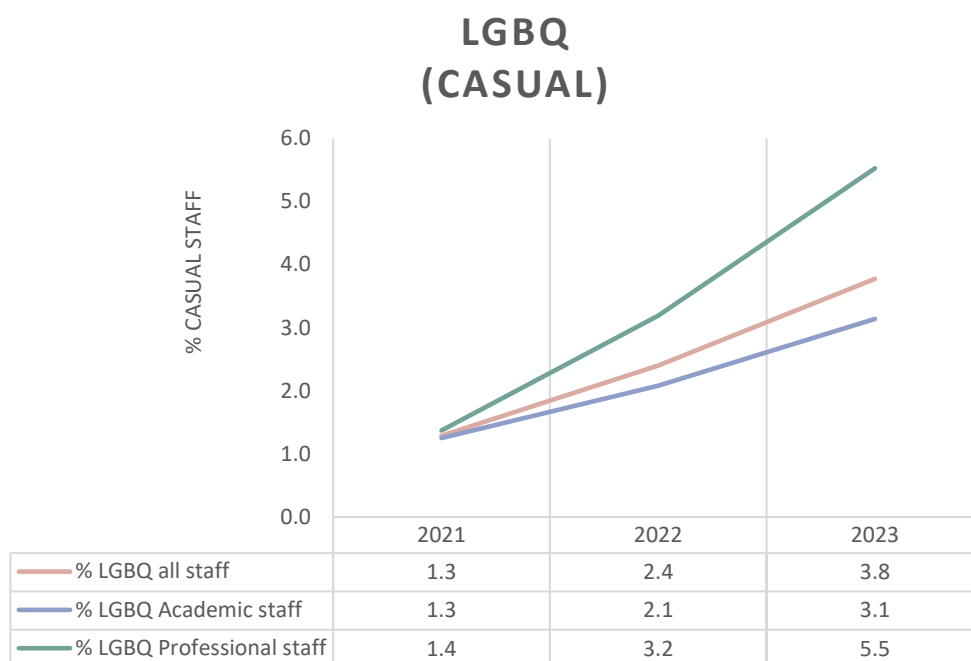
Figure 22 *Percentage casual staff identifying as at LGBQ as at 31 March 2021-2023*

Data extracted from HR Diversity Dashboard and correct at 27 February 2024

Table 10 *Headcount casual staff identifying as at LGBQ as at 31 March 2021-2023*

HC = headcount; LGBQ = lesbian, gay, bisexual, queer; ND = not disclosed.

Data extracted from HR Diversity Dashboard and correct at 27 February 2024

All Staff	HC Heterosexual	HC LGBQ	HC ND
2021	661	138	9908
2022	1825	309	10721
2023	2910	483	9396
Academic Staff			
2021	513	94	6895
2022	1215	191	7756
2023	1959	295	7135
Professional Staff			
2021	148	44	3013
2022	610	118	2965
2023	951	188	2261

Workforce Attraction

Since we began collecting data in 2021, we have seen a general increase in the proportion of TGD job applicants at each stage of the recruitment process for fixed-term and continuing roles (Figure 23a, Table 11). However, when segmented by academic and professional roles, it becomes apparent that the percentage hired into academic roles has moved only slightly, increasing from 0.2% in 2018 to 0.3% in 2023 (Figure 23b), whereas professional roles increased from 0.1% of hires in 2021 to 0.7% in 2023 (Figure 23c).
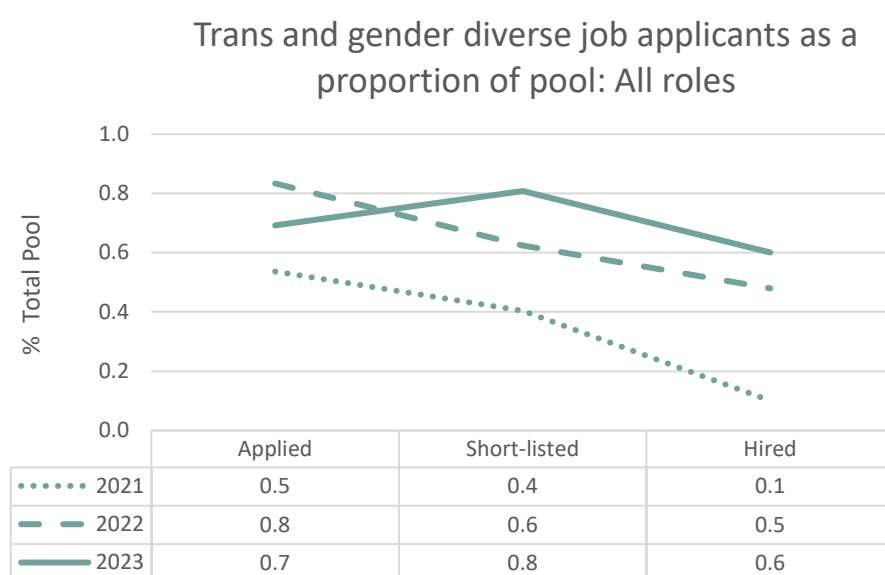
Trans and gender diverse job applicants as a proportion of pool: All roles

	Applied	Short-listed	Hired
2021	0.5	0.4	0.1
2022	0.8	0.6	0.5
2023	0.7	0.8	0.6

a

Trans and gender diverse job applicants as a proportion of pool: Academic

	Applied	Short-listed	Hired
······ 2021	0.4	0.5	0.2
─ ─ 2022	0.5	0.6	0.4
── 2023	0.6	1.0	0.3

b

Trans and gender diverse job applicants as a proportion of pool: Professional

	Applied	Short-listed	Hired
······ 2021	0.6	0.4	0.1
─ ─ 2022	1.0	0.6	0.5
── 2023	0.7	0.8	0.7
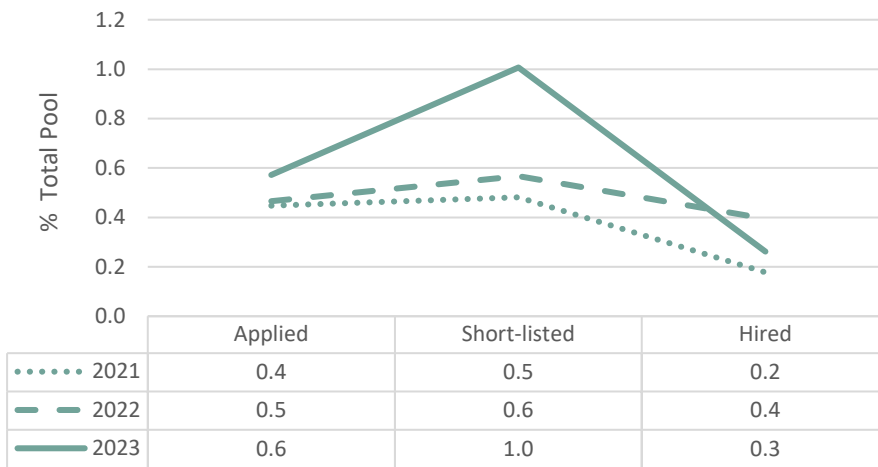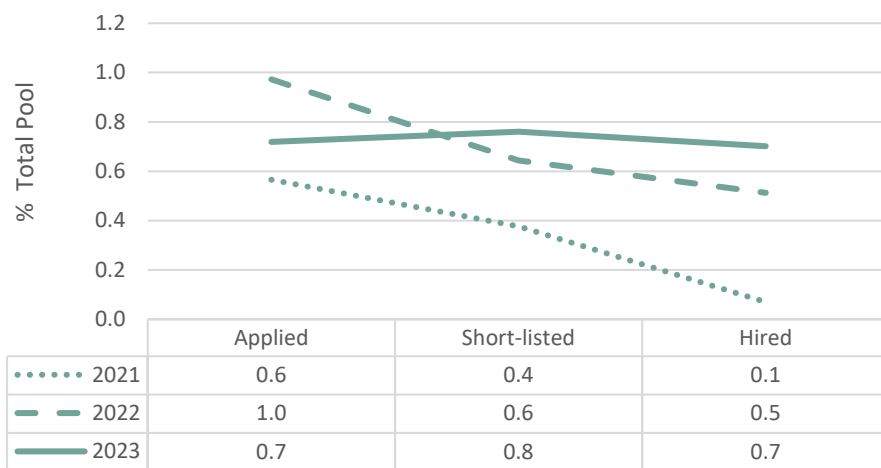
c

Figure 23 *Percentage of trans and gender-diverse job applicants for (a) all roles (b) academic roles (c) professional roles 2021-2023*

Data extracted from HR Diversity Dashboard and correct at 27 November 2023

Table 11 *Headcount of trans and gender-diverse job applicants 2021-2023*

Data extracted from HR Diversity Dashboard and correct at 27 November 2023

All	Applied	Short-listed	Hired
2021	141	26	≤6
2022	287	54	13
2023	213	50	10
Academic			
2021	29	8	≤6
2022	44	13	≤6
2023	33	12	≤6
Professional			
2021	112	18	≤6
2022	243	41	10
2023	180	38	9

We have also seen increases in overall representation of LGBQ job applicants at all stages of the recruitment process (Figure 24a, Table 12) over the past three years. While there has been a small decline in LGBQ applicants for academic roles (Figure 24b) all other indicators, including for professional roles (Figure 24c), have increased.

LGBQ job applicants as a proportion of pool:
All roles
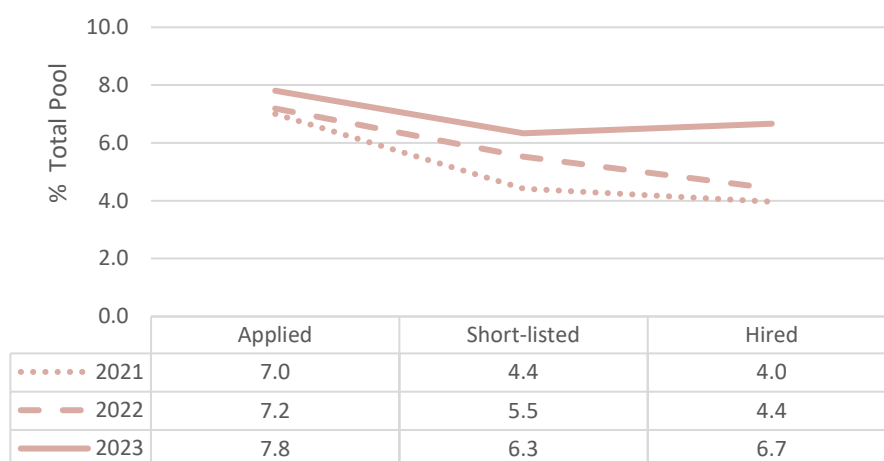
	Applied	Short-listed	Hired
2021	7.0	4.4	4.0
2022	7.2	5.5	4.4
2023	7.8	6.3	6.7

a

LGBQ job applicants as a proportion of pool: Academic

	Applied	Short-listed	Hired
⋯⋯ 2021	6.6	4.0	2.7
– – 2022	6.3	4.6	3.3
—— 2023	6.1	4.9	5.2

b

LGBQ job applicants as a proportion of pool: Professional

	Applied	Short-listed	Hired
⋯⋯ 2021	7.1	4.6	4.5
– – 2022	7.5	5.8	4.9
—— 2023	8.2	6.7	7.1
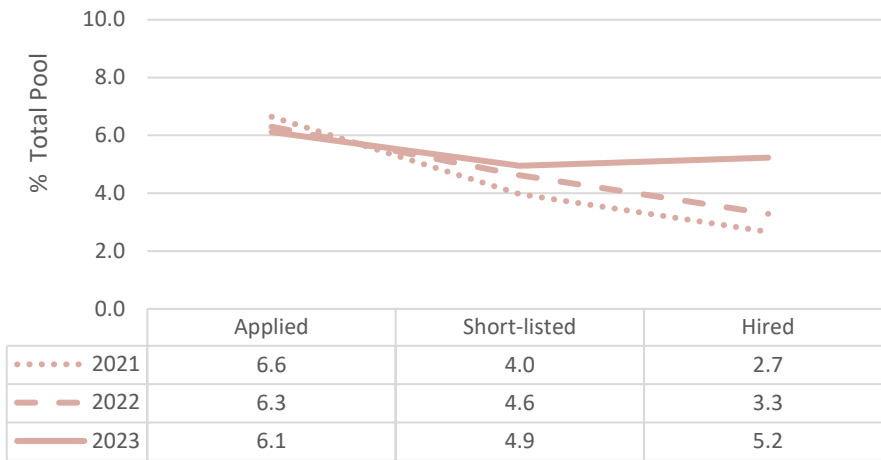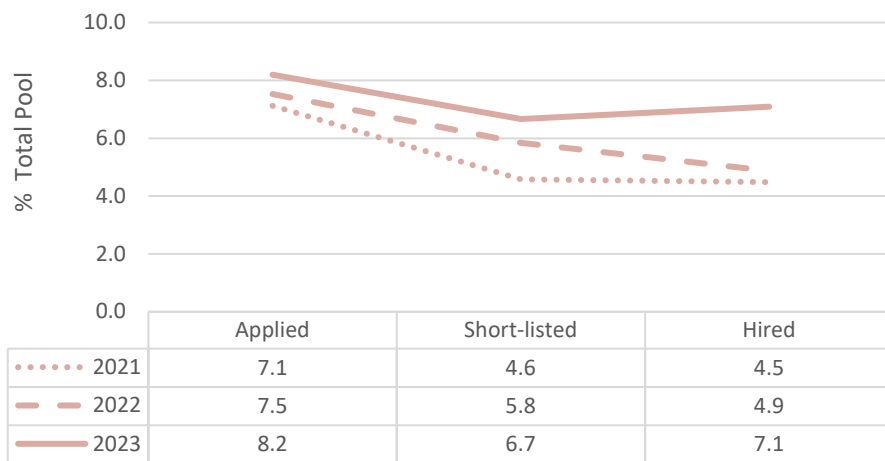
c

Figure 24 Percentage of LGBQ job applicants for (a) all roles (b) academic roles (c) professional roles at application, short-listing and hired 2021-2023

Data extracted from HR Diversity Dashboard and correct at 27 November 2023

Table 12 *Headcount of LGBQ job applicants 2021-2023*

Data extracted from HR Diversity Dashboard and correct at 27 November 2023

All	Applied	Short-listed	Hired
2021	1841	285	79
2022	2476	478	120
2023	2404	392	111
Academic			
2021	431	66	15
2022	595	106	25
2023	353	59	20
Professional			
2021	1410	219	64
2022	1881	372	95
2023	2051	333	91

Despite these improvements, the proportional representation of TGD and LGBQ applicants declines consistently through each stage of recruitment, signalling potential barriers and/or biases in our recruitment process that have not yet been overcome.

Cygnet Action 3.7: Audit for systemic barriers faced by LGBTQIA+ job applicants applying for jobs at the University.

Workforce Retention

Low headcounts of TGD staff leaving the University make it difficult to draw firm conclusions, however, relative to representation in the University's workforce, TGD staff are over-represented in staff separations (Figure 25). TGD groups were all fewer than 6 and so headcounts are not shown.

Staff separations as a percentage of gender cohort (all staff, fixed-term and continuing)

	2021	2022	2023
% Men	18.6	15.8	15.9
% Women	19.0	16.5	18.6
% TGD	27.3	35.7	27.8
% Not disclosed	6.3	27.8	20.0
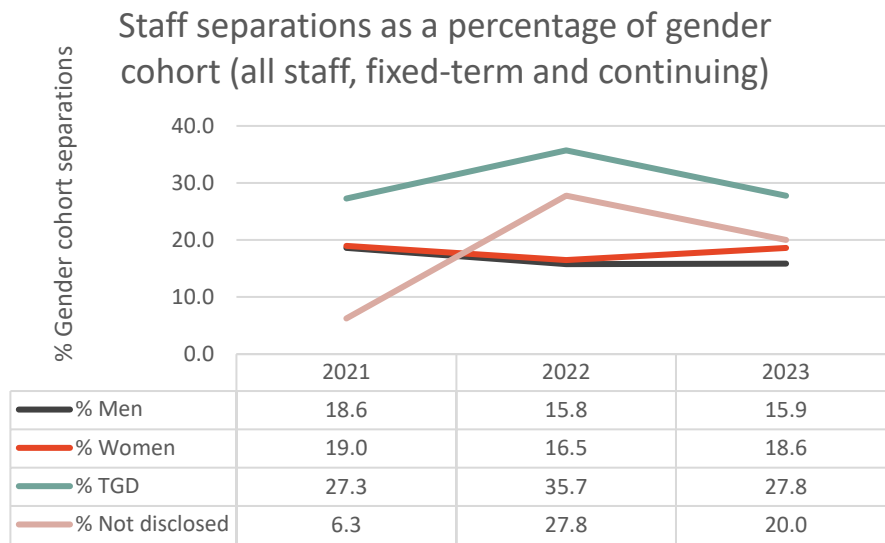
Figure 25 *Staff separations by gender as a percentage of gender cohort*

Data extracted from HR Diversity Dashboard and correct at 26 February 2027

Although our conclusions are limited by a very low staff disclosure of sexuality, it appears that LGBQ staff have become increasingly more likely to leave the University over the past three years (Figure 26, Table 13), generally split between voluntary and involuntary separations (Figure 27).

Staff separations by sexuality as a percentage of workforce participation (all staff, fixed-term & continuing)

	2021	2022	2023
% Heterosexual Separations	26.2	23.0	23.8
% LGBQ Separations	15.8	22.9	27.3
% Not Disclosed Separations	17.9	14.1	14.1
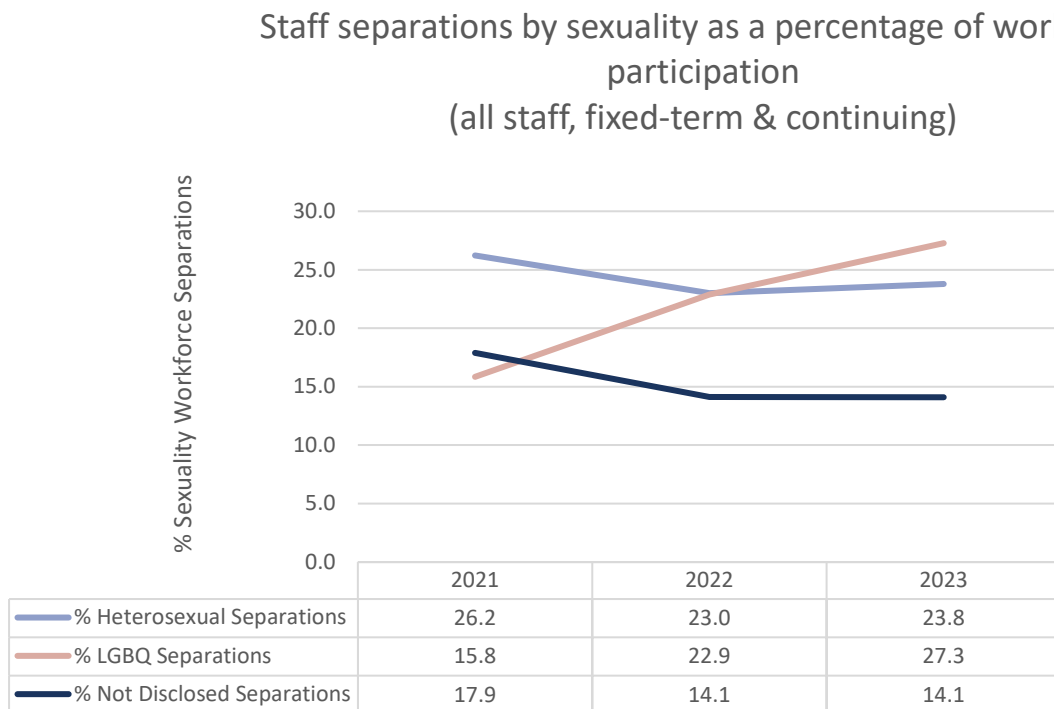
Figure 26 *Staff separations by sexuality as a proportion of workforce participation*

Data extracted from HR Diversity Dashboard and correct at 26 February 2027

Table 13 Headcount staff separations by sexuality (continuing & fixed-term)

Note: HC workforce indicated total staff who have optionally disclosed their sexuality.

Data extracted from HR Diversity Dashboard and correct at 26 February 2027

Heterosexual	HC Separations	HC Workforce
2021	59	225
2022	135	587
2023	250	1051
LGBQ		
2021	16	101
2022	35	153
2023	57	209
Not Disclosed		
2021	1454	8127
2022	1196	8465
2023	1263	8961
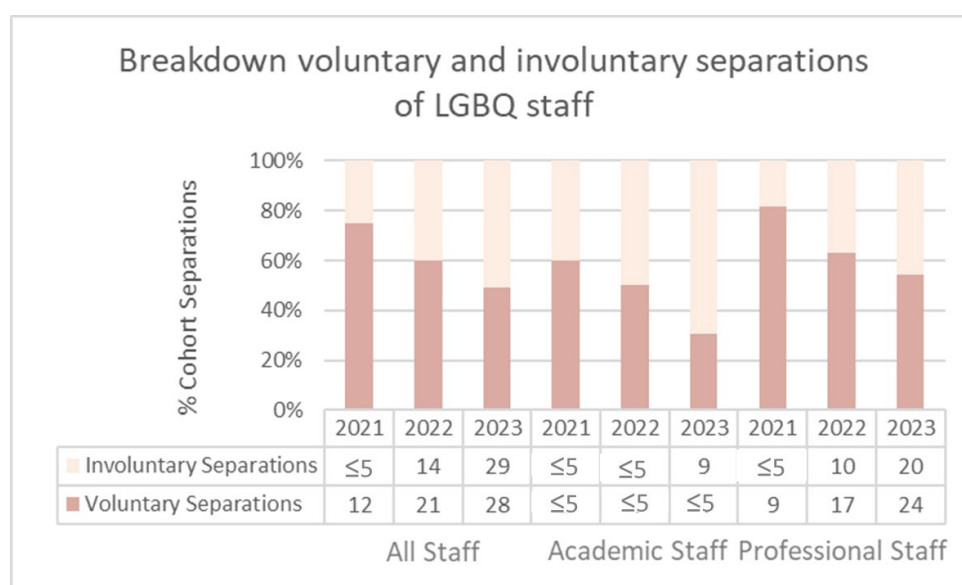
Figure 27 Breakdown voluntary and involuntary of total LGBQ staff separations 2018-2023

Data extracted from HR Diversity Dashboard and correct at 26 February 2027

Cygnet Action 3.8: Seek to better understand retention factors for LGBTQIA+ staff at the University.

Workplace satisfaction and experience

In our SAGE Bronze application we identified a relatively high experience of negative workplace behaviours as a sub-barrier to LGBTQIA+ attraction and retention. Several of our actions were designed to address this issue.

Between the 2017 Staff Survey referenced in our Bronze Submission and our most recent 2023 Staff Engagement Survey, there is little overlap in the question and demographics asked. This is due to a change in survey platform used by the University (the new platform introduced in 2023, Culture Amp, will be utilised consistently for future surveys). In Table 14 we have tried to give a high-level sense of changes in staff experience. Where no 2017 comparisons are available, the 2023 data can be considered a baseline for future monitoring.

Table 14 *Comparison of percent LGBTQIA+ staff experiences of bullying, threats, and discrimination 2017 to 2023*

Note: Green text indicates a reduction in experience of negative behaviours in 2023 compared to 2017. Red text indicates an increase. pp = percentage points. We have aggregated some response groups to allow cross-survey comparison, and these are approximations only. **GD** *= Gender-diverse;* **M** *= Men;* **W** *= Women;* **ND** *= Not Disclosed;* **O** *= Overall;* **L** *= Lesbian;* **G** *= Gay;* **B** *= Bisexual;* **Q** *= Queer;* **H** *= Heterosexual;* **Qu** *= Questioning;*

	% Respondents					
	2017	**2023**	**Change in percentage points (pp) 2017 v. 2023**	**2017**	**2023**	**Change in percentage points (pp) 2017 v. 2023**
Experienced bullying	GD: 45% M: 23% W: 28%	GD: 25% M: 9% W: 11% ND: 23% O: 10%	GD: -20 pp M: -14 pp W: -17 pp ND: N/A O: N/A	L: 32% G: 32% B: 24% Q: 13% H: 21%	L: 12% G: 14% B: 14% Q: 16% H: 8% Qu: 13% ND: 13% O: 10%	L: -20 pp G: -18 pp B: -10 pp Q: +3 pp H: -13 pp Qu: N/A ND: N/A O: N/A
Experienced threats or physical harm	GD: 24% M: 18% W: 19%	GD: 6% M: 1% W: 1% ND: 0% O: 1%	GD: -18 pp M: -17 pp W: -18 pp ND: N/A O: N/A	N/A	L: 1% G: 1% B: 0% Q: 0% H: 1% Qu: 0% ND: 1% O: 1%	N/A
Experienced discrimination/Expertise not included	GD: 36% M: 18% W: 23%	GD: 25% M: 6% W: 7% ND: 23% O: 7%	GD: -11 pp M: -12 pp W: -16 pp ND: N/A O: N/A	L: 14% G: 14% B: 17% Q: 8% H: 12%	L: 7% G: 7% B: 10% Q: 16% H: 5% Qu: 20% ND: 9% O: 7%	L: -7 pp G: -7 pp B: -7 pp Q: +8 pp H: -7 pp Qu: N/A ND: N/A O: N/A
Experienced sexual harassment	N/A	GD: 0% M:0% W: 1% ND: 0% O: 1%	N/A	N/A	L: 0% G: 1% B: 1% Q: 2% H: 0% Qu: 3% ND: 1% O: 1%	N/A

These results suggest that LGBTQIA+ staff are experiencing less bullying and discrimination, and fewer threats in 2023 compared to 2017, with the exception of staff identifying as queer. It is worth noting that at the time of the 2017 Culture Survey, results may have been impacted by the national attention on changing marriage laws, which may have increased micro and explicit aggression towards LGBTQIA+ community and at the same time made the community feel more vulnerable.

We also saw a decrease in experience of negative workplace behaviours for straight and cis-gendered staff, raising the possibility that improvements for LGBTQIA+ staff reflected general organisational improvements rather than targeted actions. However, as improvements tended to be slightly larger in LGBTQIA+ cohorts, we consider that both organisation-wide and targeted actions were at play.

Despite these improvements, it is still of concern that our 2023 Staff Engagement Survey suggests that staff with diverse genders and sexualities still experience higher rates of workplace bullying, harassment, and discrimination than men, women, and heterosexuals.

Staff with diverse genders (Table 15) and sexualities (Table 16) were also less likely to express confidence and engagement with the University in general, around career opportunities, and with diversity and inclusion initiatives. Whilst the small number of gender-diverse staff responding to the survey (n=17) limits our interpretation, the unfavourable experiences of those who did choose to respond signals these experiences may reflect broader systemic and cultural issues that the University should look to address.

Table 15 Sample 2023 Staff Engagement Survey responses by gender

		% Favourable				
		All Staff average (5.9K)	Women (n=3.6K)	Men (n=2.2K)	Gender Diverse (n=17)	Not Disclosed (n=14)
Q1	I would recommend the University of Sydney as a great place to work	69	72	65	47	57
Q2	I see myself still working at the University of Sydney in two years' time	67	68	65	59	50
Q3	People at the University treat each other with respect	67	67	67	53	43
Q4	I receive appropriate recognition for good work at the University of Sydney	56	56	55	50	43
Q5	Generally, the right people are rewarded and recognised at the University of Sydney	36	36	36	29	23
Q6	I have access to the learning and development I need to do my job well	62	64	61	41	57
Q7	I believe there are good career opportunities for me at the University of Sydney	52	53	50	47	50
Q8	My supervisor (or someone in management) has shown a genuine interest in my career aspirations	61	63	59	47	43
Q9	My supervisor genuinely cares about my wellbeing	79	80	77	65	71
Q10	The University of Sydney's commitment to social responsibility (e.g. community support, sustainability, etc.) is genuine	52	54	50	24	21
Q11	I believe action will take place as a result of this survey	31	32	29	6	0
Q12	I can be my authentic self at work	68	69	66	47	43
Q13	I can voice a contrary opinion without fear of negative consequences	53	53	52	44	57
Q14	People from all backgrounds have equal opportunities to succeed at the University of Sydney	56	55	57	24	14
Q15	I can see a future for me in the University of Sydney	58	59	57	65	43

Table 16 *Sample 2023 Staff Engagement Survey responses by sexuality*

		% Favourable								
		All Staff average (n=5.9K)	Heterosexual (n=4K)	Choose Not to Disclose (n=1.1K)	Bisexual (n=245)	Gay (n=231)	Queer (n=124)	Lesbian (n=76)	Not Specified (n=36)	Questioning (n=30)
Q1	I would recommend the University of Sydney as a great place to work	69	73	57	67	73	67	70	54	77
Q2	I see myself still working at the University of Sydney in two years' time	67	70	58	61	66	65	67	66	63
Q3	People at the University treat each other with respect	67	70	58	69	63	65	61	56	63
Q4	I receive appropriate recognition for good work at the University of Sydney	56	58	46	57	58	57	57	52	60
Q5	Generally, the right people are rewarded and recognised at the University of Sydney	36	39	27	37	41	25	28	44	33
Q6	I have access to the learning and development I need to do my job well	62	64	56	63	57	63	55	76	70
Q7	I believe there are good career opportunities for me at the University of Sydney	52	55	42	52	50	53	49	58	50
Q8	My supervisor (or someone in management) has shown a genuine interest in my career aspirations	61	63	52	66	65	66	52	52	70
Q9	My supervisor genuinely cares about my wellbeing	79	80	72	82	78	84	76	71	83
Q10	The University of Sydney's commitment to social responsibility (e.g. community support, sustainability, etc.) is genuine	52	56	44	49	52	37	51	52	50
Q11	I believe action will take place as a result of this survey	31	33	26	28	28	14	32	45	34
Q12	I can be my authentic self at work	68	71	54	64	75	62	73	58	53
Q13	I can voice a contrary opinion without fear of negative consequences	53	56	40	54	60	60	45	55	50
Q14	People from all backgrounds have equal opportunities to succeed at the University of Sydney	56	59	46	50	55	40	52	61	45
Q15	I can see a future for me in the University of Sydney	58	61	47	55	57	62	58	49	47

IMPACT

To understand the impact of the SAGE Bronze Award Action Plan (from 2018) on the lived experience of LGBTQIA+ community members at the University, we invited people active within the community to participate in discussion groups and individual interviews or provide written responses. Details of the methodology are shown in Table 17.

Table 17 *Methodological details for discussion group recruitment, structure and analysis*

Participant recruitment	• Invitations were sent to members of the University's Pride Network steering committee and the Diversity and Inclusion team, and generally to the Pride Network, which includes staff and students. People could choose how they wanted to contribute their opinions from focus groups, 1:1 interviews and written responses. • 41 invitations were issued and 25 people participated. This was considered a good response, given it was a busy time between the start of the academic year and Mardi Gras. • 22 people attended discussion groups, one person was interviewed privately, and two people provided written responses. • The Pride Network includes staff and students of the LGBTQIA+ community and allies. Although the invitation was open to students to bring in the student voice moving forward, all research participants were staff. During the discussions, steering committee members commented they found it difficult to engage students in the network, despite efforts to do so.
Participant demographics	• In this research, an equal number of participants identified as women and men (40% apiece) while 20% identified as TGD. • This compares to the University's workforce, which is gender-balanced between women and men, with less than 0.2% of fixed-term and continuing staff, and 0.6% of casual staff identifying as TGD. • Participants were evenly split between those who had started working at the University before the introduction of the Bronze Award Action Plan and those who had started since. • While it was disappointing that no students contributed, the research participants were considered a good cross-section of LGBTQIA+ staff.

Privacy considerations	• The private interview and all but one of the focus groups were facilitated externally by the University's Senior Relationship Manager from Pride in Diversity, to encourage the free and frank sharing of observations and commentary. • The University's SAGE Program Manager facilitated the discussion among the Diversity and Inclusion team. • A research officer, employed for the project, received recordings of the discussions and the interview, and the written responses, for de-identifying, coding, and analysis, using a thematic template analysis method. • All participants consented to the recordings, on the basis they would not be shared beyond the facilitator and the research officer, and their comments would be anonymised before reporting.

Structure	• Participants were asked the same questions, which aligned with elements of the Bronze Award Action Plan. For each topic, they were asked to consider what had been working well, what had not been working well, and what they would like to see the University prioritise in future.
	
	• The four topics proposed for discussion were:
	
	    o LGBTQIA+ awareness and inclusion training, and guidance and resources for staff and students.
	
	    o Visibility and development opportunities for LGBTQIA+ staff and students, including around key events and days of significance, internal and external communications and targeted opportunities for career development.
	
	    o LGBTQIA+ inclusion in physical and digital spaces and platforms, including access to all-gender bathrooms, offering gender and pronoun options, and ensuring policies and procedures are explicitly LGBTQIA+ inclusive.
	
	    o The promotion of intersectional understanding and awareness, such as through connections between staff diversity networks and visibility in internal and external communications.
	
	• Participants were also asked if there was anything beyond these topics, and pertinent to the SAGE project, they would like to raise.

Post discussion	• All participants and the external facilitator were emailed a summary of key findings, with an invitation to provide feedback if they felt their own responses had been missed or mis-represented. • Any quotes included in this Cygnet application are used with permission.

Key themes arising from participants are shown in Table 18. Although we do not have a direct student voice, student-facing staff spoke about their experiences teaching LGBTQIA+ students and the impact of non-inclusive systems on them.

Cygnet Action 2.5: Embed a student voice into SAGE activities for Silver.

Participants, overall, described positive experiences at the University, with a number expressly stating how they felt safe and able to bring their whole selves to work.

They acknowledged actions since the launch of the Bronze Award Action Plan to improve training and support, to increase visibility of the LGBTQIA+ community, to make physical and digital spaces more inclusive, and to work with other diversity networks. They felt it was important to celebrate and publicise the progress that had been made.

Participants generally believed any improvements were largely due to the efforts of the Pride Network of volunteers, with some support from the D&I team. That is, they felt change was being

driven from the grassroots, rather than through top-down, University-Executive led activity. The University's D&I team is an extremely close ally to the Pride Network but works in the background as a support rather than leading the initiatives. It is therefore interesting to note that an unintended consequence of this is a perception from staff that the Pride Network is not supported by the University.

Cygnet Action 2.3: Increase awareness of existing pathways for volunteer work to be recognised and contribute to career development for academic staff and develop similar pathway for professional staff in volunteer roles.

Cygnet Action 2.6: Make more visible the collaborative nature of Pride Network initiatives.

While acknowledging the input of one or two of the executives, including the Provost, participants overwhelmingly (80%) called on the senior leadership of the University to show more visible and more substantial backing to the LGBTQIA+ community, in line with the University's stated strategy of equity, diversity and inclusion. This should be in the form of resourcing (e.g. financially) programs, promoting, supporting, and encouraging awareness training, and bravely leading debate on gender issues.

A concerning percentage of participants (almost 50%) reported that pockets of discrimination against LGBTQIA+ students and staff persisted, including from supervisors and managers. Two participants felt they would have to leave the University due to ongoing discrimination.

CONCLUSION

The University has made strong progress in LGBTQIA+ inclusion over the past five years, as shown by the increase of our AWEI award status from Bronze to Gold, increased recruitment and workforce participation, and a reduction in bullying and harassment experienced by LGBTQIA+ staff.

However, the results of our most recent staff survey and the insights offered by participants in our SAGE impact assessment suggest that the positive impact is not yet fully realised, and we have clear priority areas that would close the distance between desired and lived experiences.

Table 18 Key themes raised by participants in LGBTQIA+ impact discussions.

Action Area	Working Well	Working Less Well	Priority Areas
1. **Training and resources**	• A noticeable improvement (88% recognition) in gender diversity awareness training. *"When I first started, the Ally training that the University offered wasn't very regular, and it is now regularly available through Workday. So, I'd say that is a definite improvement. And there are other types of related training that now supplement that, whereas it was just the Ally training initially." – P07* • Praise for LGBTQIA+ Student Support Liaison Officer program and training.	• Concerns training might only be reaching those who are interested. Time constraints and training fatigue are problems for uptake. *"It's a real barrier that the folks who are in desperate need of training are not willing to undertake the training." – P14* • Concern that the SSLO program is not visibly supported at a whole-of-university level with adequate resourcing and acknowledgement of the work being done. • Difficult to recruit people as SSLOs due to extra burden on them. • Lack of awareness of support services. • Some support staff ignorant/dismissive of trans concerns.	• Calls to make LGBTQIA+ training mandatory, especially for new staff and students, for senior leaders and those in supervisory or management positions (link to KPIs). *"Cultural competence training is mandatory for all new staff members. I feel like there's a very clear case to justify making Allyship training mandatory. It's important in the wider spirit of diversity and inclusion and facilitating safe spaces for all colleagues." - P08* *"As with all training, it can only sink in if the recipients are open to putting things into practice. With no KPIs for diversity and inclusion, I fear most people will simply forget what they learned in the training." - P13* **Cygnet Action 1.1:** Uplift awareness training for staff in people-facing roles. • Calls to strengthen the SSLO program by making them 'champions' for LGBTQIA+ training and inclusion within faculties and schools; either pay them separately, or include the hours as part of their work, and acknowledge it for career advancement. *"Pay the SSLOs. We pay our disability support officers, who are integrated within every faculty. However, the SSLO program is on top of people's existing pressures. I think that highlights, if we're not paying people to do it, that the training program and the support around that program is grassroots, therefore inconsistent, unsustainable." - P25*

			Cygnet Action 1.2: Transition SSLO roles from voluntary to Faculty recognised and supported.
2. **Visibility and development opportunities**	• The community is more visible (96% of participants) through events etc. but widespread perception (70%) that the Pride Network does most of the organising and promotion, although with some support from the D&I team.	• With the exception of the Provost, almost a complete lack of visible allyship from Senior Executives at the University.	• Calls for Senior Executives to play a more impactful and visible role in championing LGBTQIA+ inclusion at the University.

2. Visibility and development opportunities

Column 2:
- The community is more visible (96% of participants) through events etc. but widespread perception (70%) that the Pride Network does most of the organising and promotion, although with some support from the D&I team.

"The feedback you get is insane. [For example] these two non-binary students said they could see a future for themselves in science now, because they couldn't see that future before. These things that we do, these little things, are insanely impactful." - P03

"I've definitely noticed an increase through the Pride Network of days that are celebrated for the LGBTQ+ community. I am aware that the network receives very little funding, and they do the best they can with what they have, and a lot of it always comes down to people volunteering their time." - P07

- Praise for the use of the training-linked University-branded Pride Progress lanyard (a Pride Network initiative) to increase visibility of community and allies.

"I haven't had any issues with my sexuality at the University. Overall, the culture is quite liberal and respectful.

Column 3:
- With the exception of the Provost, almost a complete lack of visible allyship from Senior Executives at the University.

- Concern about the pressure on the network to do the heavy lifting in this space, which could lead to burnout. University leadership is seen to be relying on the goodwill of volunteers to drive change.

"I think the University is relying heavily on the Pride Network. It's an amazing group of people, of volunteers, who are doing this on top of their regular jobs. I think they're making magic with very little, and our university can afford to do better." - P12

- Concerns that development opportunities are limited, and participation needs the support of managers.

- Lack of role models at senior levels raises worries about a glass ceiling for LGBTQIA+ staff.

"The fact that in senior management there's not many openly gay people, or gay at all, I don't know. Maybe it's a sign that it's something that is not considered that much or maybe that it's a very closed environment that is difficult to break into." - P11

Column 4:
- Calls for Senior Executives to play a more impactful and visible role in championing LGBTQIA+ inclusion at the University.

"Senior management need to get on board. They need to respect our work, they need to value our work, and they need to include it in our workloads. There's no point having [diversity] as a pillar across the University's strategies if, on the ground, they refuse to actually acknowledge the work." - P03

"You have to have senior leadership. And it's not enough to raise the flag once a year on the quad. That doesn't make up for the rest of the year. it's no secret that the University is conservative in many ways … there's a reluctance to stick out. It's a convenient excuse sometimes to say that as an academic institution 'We want to be neutral'. That is absolute BS. Universities have been among some of the most important organisations globally, over centuries, for change. [Neutrality] is a convenient thing to grab a hold of when you're being questioned, when your management or leadership is being questioned." P12

Cygnet Action 2.4: Develop an annual Senior Executive EDI engagement plan.

- Calls for the comms/marketing team to do more and for the University to increase the budget for the Pride Network.

- Calls to develop more leadership programs (including as part of the new Leadership Academy), increase the advertising of opportunities, and offer mentoring.

	People can absolutely be who they want to be ... they don't have to be afraid of that." - P12 • In terms of development opportunities, positive feedback from those who had attended programs such as Leading With Authenticity and the Business School fellowship, or conferences like Pride in Practice and the WorldPride Human Rights Conference.		*"I'd love to see mentoring in this space. We know that LGBTQIA+ people are more likely to be discriminated against, are more likely to be put into a particular lane. So, I'd love to see supported initiatives from the top like specific mentoring." - P25* **Cygnet Action 2.1:** Develop more career development opportunities for LGBTQIA+ staff. **Cygnet Action 2.2:** Pilot a mentorship program within the Pride Network.
3. **Systems and Spaces**	• Positive comments about the introduction of all-gender bathrooms to new builds (mentioned by 48% of participants). • In the digital space, an acknowledgement (40% of participants) of the amount of work being done to allow staff and students to change their names, gender and pronouns. • Praise for the introduction of gender-neutral language to policies and the introduction of gender-affirmation leave. *"I'm yet to come across an HR policy that uses gendered language. So, whoever did that audit, well done, cause it's huge. It takes a long time and a keen eye, so well done." - P14*	• Concern about the shared all gender/accessible bathrooms particularly in older buildings. *"I'm in an old building, so you know the bathroom is going to be gendered." - P11* *"Whacking an all-gender bathroom sign on a wheelchair-accessible bathroom is not creating an all-gender bathroom. There's a huge underlying guilt, especially if you do not have a visible disability or wheelchair. You get funny looks as you walk out, and if you've held up someone in a wheelchair it's so embarrassing." - P24* • Complaints (60%) about the problems caused when IT system updates revert to old names (deadnames). *"We do really bad every time there's an update to the system. Suddenly, all the students have been deadnamed again, in emails, or on a class list, or doing exams, or staff members are deadnamed. When it*	• Calls to introduce more all-gender bathrooms, especially by retrofitting older buildings, and ensuring they're available in student and staff spaces. *"I think there needs to be a physical audit, to make sure that our buildings across the entire University are accessible to queer folks. Because ... it doesn't just make those students and staff who are there feel comfortable, it doesn't just mean they don't have to run to another building to go to the bathroom. It actually affects retention rates ... If we're doing a push, for example, to try to get queer folk and gender-diverse folk into say math, and the math's buildings are not nice physical spaces, then what's the point of doing a campaign if when they actually get here, they're just going to think 'I'm not wanted', and leave." - P14* • Need to ensure all-gender bathrooms are clearly marked and publicised on the intranet. *"We've made a significant effort to provide visual signifiers that spaces are welcoming for the LGBT community. And I think it's quite noticeable when you walk into [some] buildings ... Particularly for new*

		happens, it's too late. You can't keep apologising. I have students who have stopped going to class, they withdraw from the unit. I think that's what the University doesn't understand." - P01 • Concern that policies are not always implemented and depend on the supervisor/manager. *"My comment is around policy. There's no doubt been some wonderful work done by some great people to come up with super-sounding policies, but then management can sort of say 'well, that's terrific, but we've done this'. The implementation is lacking." - P23*	*students, the campus can be quite intimidating and difficult to navigate. It might be an idea for the University to try to improve in that area, to make spaces feel more welcoming for the community." - participant - P07* **Cygnet Action 3.1:** Revitalise all-gender bathroom strategy and communicate to staff and students. • Work to be done to ensure IT updates are checked for compatibility before release; educate ICT staff so they appreciate the impact on a person's life when errors occur. **Cygnet Action 3.2:** Embed compatibility checks in ICT process before upgrades. • Clearer guidance needed about who to go to when there are problems with digital systems or policies. *"It is such a [difficult] thing having to sit on the phone with someone from IT to try to get your name changed, and then react every time it comes up with your deadname. Just having someone with the passion, to talk about how violent that is to a student, or a staff member could be an incredibly important education piece." - P14* **Cygnet Action 3.5:** Scope LGBTQIA+ liaison officers across key functional areas.
4. Intersectionality	• A Pride Network strategy to increase connections with other diversity groups appears to have been successful, with 72% of participants mentioning events in a positive fashion.	• Observations that these events are driven by the networks, not the University management.	• Calls to continue developing links with other diversity networks at the University and making visible intersectional perspectives, opportunities, and challenges.

	"The focus on intersectional events has been a really great addition to the way we do D&I at the University. It's allowed those with intersectional identities to be seen, and created connections between groups of colleagues who may not have otherwise connected." - P10	• Discussion that the Pride Network itself is a diverse group and needs to consider all aspects of the LGBTQIA+ acronym. *"One of the challenges I've observed is, because it is grass roots - which is excellent and I'm glad that there are passionate people - is that it really just leans into the leaders' priorities and passion areas. It's their initiatives as opposed to a broad and holistic approach. So as an example, and in no way do I aim to degrade the topic, there's obviously been a really significant focus on trans needs, information, stigma reduction etc., over the last year, and that is bloody amazing. However, we're seeing gaps in other spaces [such as] around the experience of bisexual people or like the impact of personal violence or interpersonal violence on different parts of the community."* - P25 *"We need to spend time in the G, in the L, in the B, in the T, in the I as well, and the Q, because they are all so different. One [group] can't speak on behalf of the other."* - P03 • Concerns raised about the lack of gender diversity awareness/inclusion in the University's women's network. *"The women's network … is probably the place where I have felt heteronormativity has really infiltrated the most … The only time anybody's ever assumed the gender of my partner has been in the women's*	**Cygnet Action 4.2:** Promote collaboration between the Pride and Women at Sydney networks.

		network space ... It does seem to be very restrictive.” - P08	

FURTHER ACTIONS

Under the Cygnet framework, these are the actions that have been identified to address gaps and areas that have not been fully resolved within the Bronze timeframe 2018-2023.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
1. Training & Resources						
1.1	We have improved access to a range of LGBTQIA+ training and see increased engagement compared to pre-Bronze, however we know that service staff dealing directly with staff and student needs have not been consistently aware of LGBTQIA+ challenges in the workplace, particularly challenges facing trans and gender-diverse staff. Furthermore, senior leaders and staff with supervisory roles are not required to undertake training to support their LGBTQIA+ staff. Staff employed in the University's Student Centre are currently required to undertake Trans & Gender Diverse Awareness training, and this training is embedded in the Student Centre's onboarding program for new staff to ensure turn-over of	**Actions:** (in order of priority) **1.1.1** Liaise with Shared Services to understand current training schedule and ensure that people-facing staff are required to undertake Trans & Gender-Diverse training every two years. **1.1.2** Consult and develop pathway so that people managers, senior leaders, and teaching staff, are encouraged to update their LGBTQIA+ awareness and inclusion training every two years. **1.1.3** Seek to embed general diversity and inclusion training for senior leaders into Leadership Academy pathways (in progress).	July 2024 - December 2025 for consultation and implementation. December 2026 for desired outcomes.	SAGE team to consult with key stakeholders as required and liaise with D&I team and Organisational Development teams to implement delivery and reporting. Note: Depending on delivery format and scope, this may have resourcing implications to scale training seats and time.	CCoS CHRO VP-Operations	**1.1.1** December 2026: 70% of service staff in people-facing roles have completed at least one of the LGBTQIA+ training modules offered by the University, beginning with Trans & Gender-Diverse training. **1.1.2** Leaders consulted and pathways endorsed. **1.1.3** Leadership Academy embeds diversity and inclusion principles and training for participants.

	trained staff doesn't lead to an awareness gap.					
1.2	LGBTQIA+ Student Support Liaison Officers (SSLO) have a vital role in supporting LGBTQIA+ students in each Faculty but provide this role on a volunteer basis.	**Action:** Transition the SSLO roles from voluntary to Faculty recognised and supported, modelled on Academic Plan Lead – Disability roles (in progress).	July 2024 - December 2025	SAGE team to work with Student Life, Pride Network, and Deans.	Pro-Vice Chancellor (Student Life)/Faculty and University School Deans	December 2025: SSLO role is managed by Student Life and recognised and supported within each Faculty.
2. Visibility & Development						
2.1	The new Executive LGBTQIA+ Leadership program received positive feedback but fully funded scholarships are limited.	**Action:** Liaise with Leadership Academy to develop pathway for leadership development opportunities for LGBTQIA+ staff – either targeted spots within existing pathways or targeted programs.	July 2024 - December 2025	SAGE team to work with D&I team and Organisational Development team to review Leadership Academy pathways and identify and implement opportunities for targeted programs and/or reserved places within existing pathways.	CHRO	December 2025: Embedded opportunities for LGBTQIA+ staff to undertake leadership career development.
2.2	The University mentorship programs are currently offered to women, culturally and linguistically diverse women, staff with disability, and Aboriginal and Torres Strait Islander staff, but none offered to LGBTQIA+ staff.	**Action:** Pilot a mentorship program within the Pride Network. Consider the group mentoring model run by Women@Sydney Connect for a scaled networking approach.	July 2024-December 2024 consultation and program development March-August 2025 pilot mentorship program	SAGE team to work with D&I team and Pride Network.	Senior D&I Manager	December 2025: Pilot program run and reviewed.
2.3	Staff networks are supported by the University's D&I team, but Chairs and Steering Committees are predominantly volunteer roles. Academic staff at the University have 20% of their	**Actions:** **1.1** Promote the utilisation of 20% service as a pathway for recognition and reward to academic staff in staff network lead roles by adding	July 2024-December 2025	SAGE team to work with D&I team, staff network leads to develop recognition and reward model, and propose	Senior D&I Manager	December 2025: Decision made on formal recognition and reward for professional staff Network leads and committee members.

	workload available for service, which is recognised within the promotion process, giving academic staff an opportunity for volunteer work to be recognised and contribute to their career progression. However, this may not be well understood. In contrast, the University currently does not have a pathway for volunteer roles undertaken by professional staff over and above their regular workload to be recognised and rewarded.	to the Academic Excellence Framework (in progress). **1.2** Consult and develop pathway to officially recognise and reward the work of professional staff who are staff network leads or work on steering committees.		business case to University Executive for funding.		
2.4	Apart from the Provost, there is a perception that Senior Executives have not been visible allies to the University LGBTQIA+ community.	**Action:** Develop an annual Senior Executive LGBTQIA+ (or broader EDI) engagement plan, ensuring a range of Senior Leaders are visible in events and comms throughout the year.	July -December 2024 develop and consult on plan for 2025. Implement In 2025. Review and update annually.	SAGE team to work with D&I team and Pride Network/Staff Networks.	Senior D&I Manager	2025 ongoing: Senior Leaders are visible and engaged in Pride/EDI events and communications at the University via annual engagement plans.
2.5	The scope of the Bronze Action Plan did not include a student voice and students did not opt into opportunities to participate in LGBTQIA+ focus groups arising from this Cygnet process.	**Action:** Work with Student Life and student queer societies to embed a meaningful student voice in SAGE activities for Silver.	July - December 2024 consult and develop engagement plan.	SAGE team to work with Student Life and student queer societies.	SAGE Program Team	2025 ongoing: Student voice embedded into SAGE Silver.
2.6	Although the University supports the Pride Network, in particular the University's D&I team, this partnership is not always visible, leading to perceptions that positive change is being driven only	**Action:** Make more visible the collaborative nature of Pride Network initiatives as relevant, to demonstrate support and input from the University alongside the Network Steering Committee and members.	July - December 2024 review communications plan.	SAGE team to work with D&I team, Pride Network and MarComms	Senior D&I Manager	2025 ongoing: Communications better demonstrate collaborative nature of Pride events and initiatives at the University.

	by the Network, with no support.					
	3. Systems & Spaces					
3.1	The University is developing an all-gender bathroom strategy and several dedicated all gender bathrooms have been retrofitted in old buildings or included in new builds. However, staff and students report a lack of near access to all gender bathrooms in some areas, particularly older buildings, and there is a lack of awareness around the strategy already under development.	**Action:** Revitalise the all-gender bathroom strategy under development, including updating the University's building design standards (in progress)	July - December 2024 review current plan. December 2025: revitalise and/or communicate strategy to staff and students.	University Infrastructure, working with SAGE, D&I, Pride Network, COS and DIAP	VP Operations CUIO (Chief University Infrastructure Officer)	December 2025: Strategy finalised and communicated to staff and students.
3.2	In 2023 the ICT team rolled out a full system upgrade that had the unanticipated effect of reverting to legal names, impacting multiple staff members and breaching privacy. Embedding a process check into future updates will mitigate this risk.	**Action:** Architecture principles and non-functional requirements for new systems have been updated to ensure that all future system changes are aligned to the Student Preferred Name Framework (Action 3.3) (in progress).	July - December 2024	Student Life, Student Administration Services, ICT, DVC Education, and D&I	CIO VP Operations	January 2025: Process for IT updates includes compatibility checkpoints and risk mitigation strategy.
3.3	While chosen name, gender markers and pronoun options have been incorporated in our primary HR and student administration systems, the options offered have dated since implementation in 2021 and no longer meet current expectations. Furthermore, Several challenges with non-primary digital systems mean	**Action:** Continue work in progress, with a working group including Student Life, Student Administration Services, ICT, DVC Education, and D&I working together to develop and implement the Student Preferred Name Framework, which is also inclusive of staff (in progress). Architecture principles and non-functional requirements for new systems have	**3.2.2** July 2024-December 2025	Student Life, Student Administration Services, ICT, DVC Education, and D&I	CIO VP Operations CHRO	December 2025: Stocktake complete, plan for action approved, and communicated to staff and students.

		been updated to ensure that all future system changes are aligned to the Student Preferred Name Framework (Action 3.3) (in progress).				
	that some systems require legal names, with preferred names not flowing through. Staff have reported being taken by surprise and unhappy with their legal name being used/shared when they had indicated preferred name with the expectation it would flow through all systems.					
3.4	The University's new Diversity Dashboard is close to completion but limited by our major data frameworks not being linked to one another.	**Action:** Allocate resources from the Workforce Analytics, AAP and ICT teams to link Snowflake to Workday, giving us the ability to fully operationalise the dashboard (in progress).	July 2024 – December 2025	SAGE team to work with ICT, Workday, AAP, Privacy, and D&I team	CIO VP Operations CHRO	December 2025: Diversity Dashboard complete, updated via Snowflake linked to Workday.
3.5	It is not always clear for LGBTQIA+ staff and students where to go for assistance navigating our systems and processes, particularly for those affirming their gender. A dedicated staff and student facing LGBTQIA+ inclusion officer would provide a clear point of first contact and efficient and empathetic assistance.	**Action:** Establish a key point of contact in the Shared Services Centre with deeper LGBTQIA+ awareness training, and an understanding of Identity management.	July 2024 - December 2025	SAGE team to work with Shared Services Centre and Student Centre.	CCoS VP Operations	December 2025: Clear roles and responsibilities, training uplift completed.
3.6	We noted a trend over the past few years of a higher proportion of TGD staff on casual employment contracts compared to fixed term and ongoing.	**Action:** Use Silver SAGE process to seek to understand, via discussions with recruitment staff, desktop literature, and community discussion, differences in participation/disclosure of staff identifying as gender-diverse on casual employment contracts compared to term and continuing.	July 2024 - December 2025	SAGE team to work with HR recruitment and D&I teams	SAGE Program Office	December 2025: Greater insight obtained by the end of SAGE Silver process and actioned as required.

3.7	The proportion of TGD and LGBQ staff hired into roles at the University has increased but remains relatively low, and proportionally decreases at each step of the recruitment process.	**Action:** Use Silver SAGE process to undertake a benchmarking exercise to understand the potential pool of job applicants identifying as TGD and LGBQ, and whether the University meets those benchmarks. Then, audit for systemic barriers and seek additional improvements to recruitment process of TGD and LGQB staff.	July 2024 - December 2025	SAGE team to work with HR recruitment and D&I teams	SAGE Program Office	December 2025: Greater insight obtained by the end of SAGE Silver process and actioned as required.
3.8	TGD and LGBQ staff are potentially over-represented in staff separations compared to their representation in our workforce, suggesting they may be more likely to leave the organisation than non-LGBTQIA+ staff.	**Action:** Using staff and exit surveys and focus groups, undertake an assessment of engagement, reasons for staying and reasons for leaving for TGD and LGBQ staff at the University and plan next steps.	July 2024 - December 2025	SAGE team to work with Organisational Development, HR partnering, and D&I teams	SAGE Program Office	December 2025: Greater insight obtained by the end of SAGE Silver process and actioned as required.
	4. Intersectionality					
4.1	The University does not have a targeted LGBTQIA+ Strategy, nor an overall EDI Strategy, which may contribute to the perception that the University is not doing enough to support LGBTQIA+ initiatives.	**Action:** Scope EDI strategy incorporating targeted and intersectional LGBTQIA+ pillar.	July 2024 - December 2025	SAGE team to work with D&I and incoming DVC Community & Leadership	DVC Community & Leadership (pending appointment and consultation)	December 2025: University has developed a cohesive and intersectional EDI Strategy
4.2	Participants in the focus groups flagged the Women at Sydney network for being non-inclusive for LGBTQIA+ staff.	**Action:** Promote collaboration between the Pride and Women at Sydney networks.	July - December 2024 Develop opportunities for cross-network events and communications.	SAGE team to work with D&I and Network Steering Committees.	Senior D&I Manager	December 2024 engagement strategy for 2025 developed.