



S A G E

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Awards

Institutional Context



THE UNIVERSITY OF
SYDNEY

Name of Institution	The University of Sydney
Date of Application	30 June 2023
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	Word Limit	Actual Word Count
Institutional Context	2000	2064

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 Gomerioi 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.

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Glossary

ADP	School of Architecture, Design and Planning
AWEI	Australian Workplace Equality Index
D&I	Diversity and Inclusion
Con	Conservatorium of Music
EA	Enterprise Agreement
EDI	Equity, Diversity and Inclusion
FASS	Faculty of Arts and Social Sciences
FMH	Faculty of Medicine and Health
FTE	Full-time Equivalent
Go8	Group of Eight (Australian National University, Monash University, University of Adelaide, University of Melbourne, University of NSW, University of Queensland, University of Sydney, University of Western Australia)
HC	Headcount
HCM	Headcount Men
HCW	Headcount Women
HEO	Higher Education Officer
HR	Human Resources
ISS	Indigenous Strategy & Services
SAGE	Science in Australia Gender Equity
SAT	Self-Assessment Team
STEMM	Science, Technology, Engineering, Mathematics & Medicine

Overview

The University of Sydney was founded in 1850 on core principles of equality and inclusion, with a commitment to religious tolerance and academic-based admission. In 1881, we were one of the first universities in Australia to admit women to all undergraduate courses, with our first two women graduates in 1885.

By 1919, women made up just under half of enrolments in the Faculties of Arts, Science and Architecture, and 27% of the University's graduates. Fast forward to 1963, Charles Perkins, an Arrernte and Kalkadoon man, and Gary Williams, a Gumbayngirr and Mullumbimby man, were the first two students to identify as Aboriginal. In 1965 Felcia Corowa was the first woman student to identify as Aboriginal. In 1966, Charles Perkins, Bachelor of Arts, was the first graduate from the University to identify as Aboriginal.

Today, with a community circa 68,500 domestic and international students and ~8900 staff (excluding casuals and alumni), spanning 130+ nationalities, we aspire to create a university community in which the diversity of our staff and students is fully honored, harnessed and valued¹.

University Size, Structure & Governance

The University spans several campuses across New South Wales. We are a comprehensive teaching and research-intensive public university, working in all areas of health and medicine, mathematics and science, engineering, architecture and design, law, business, humanities and social sciences, and music.

Figure 1 illustrates the organisational structure of the University. The Senate, comprising 15 Fellows (7 women, 8 men) is the governing board of the University and is Chaired by the Chancellor David Thodey AO, FTSE. The Senate awards all degrees and diplomas and is responsible to the Parliament of New South Wales, as defined within our statutory obligations².

Reporting to the Senate, the Academic Board is an elected body with staff and student participation from across the University's academic communities and is responsible for safeguarding the quality, delivery, and integrity of the University's academic activities³.

The University Executive⁴, which is, in turn, informed by several sub-committees, makes recommendations to the Vice Chancellor and President for University-wide planning, decision-making and oversight. It reports to Senate on the prosecution and management of initiatives under the University's strategic plan, and on the academic and financial health of the University.

¹ <https://www.sydney.edu.au/about-us/2032-strategy.html>

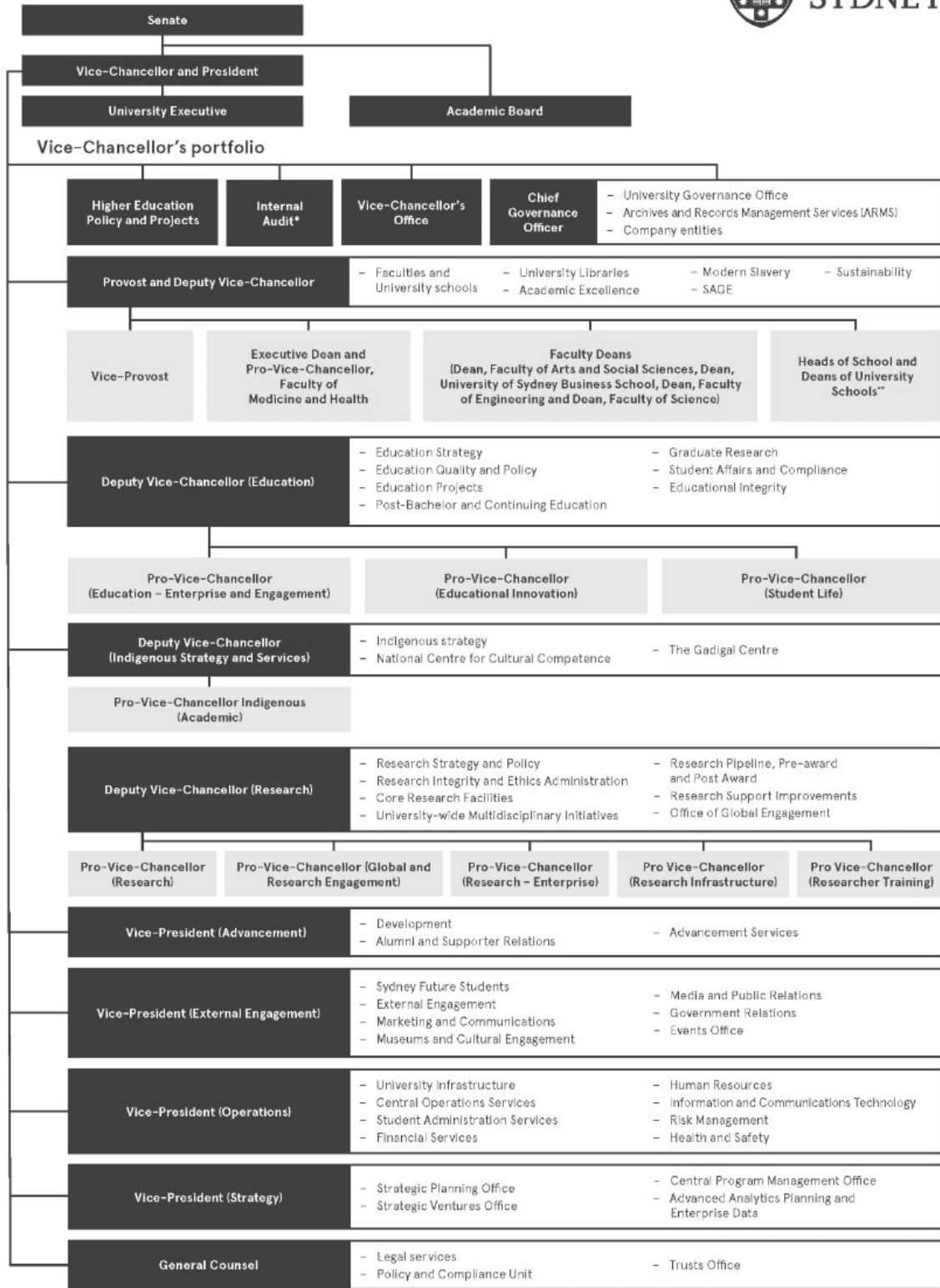
² <https://legislation.nsw.gov.au/view/html/inforce/current/act-1989-124#sec.6>

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-1999-0403>

³ <https://www.sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2017/455&RendNum=0>

⁴ <https://www.sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2016/430&RendNum=0>

The University of Sydney Organisational Structure



* Internal Audit has a reporting line to the Vice-Chancellor and President but the Office of General Counsel manages its daily activities.

** These roles include the following: Head and School and Dean, University of Sydney School of Architecture, Design and Planning; Head of School and Dean, the Sydney Conservatorium of Music and Head of School and Dean, the University of Sydney Law School.

As at July 2023

Figure 1 The University's organisational structure and governance

The University has eight overarching Faculties and University Schools that report to the Provost and Deputy Vice-Chancellor⁵. Four are predominantly Science, Technology, Engineering, Mathematics and Medicine (STEMM)-focused, with the others focused on Arts and Social Sciences, Business, Music, and Law (Table 1). The Science in Australia Gender Equity (SAGE) Athena SWAN program also reports to the Provost and Deputy Vice-Chancellor.

Table 1 University of Sydney Faculties, Schools & Disciplines

Faculty/University School	School/Discipline
Faculty of Arts & Social Sciences (FASS)	School of Economics
	School of Languages & Cultures
	School of Art, Communication & English
	School of Humanities
	School of Social & Political Sciences
	Sydney School of Education & Social Work
	Sydney College of the Arts
Faculty of Engineering*	School of Aerospace, Mechanical & Mechatronic Engineering
	School of Biomedical Engineering
	School of Chemical & Biomolecular Engineering
	School of Civil Engineering
	School of Computer Science
	School of Electrical & Information Engineering
	School of Project Management
Faculty of Medicine & Health (FMH)*	Sydney Dental School
	Sydney Medical School
	School of Medical Sciences
	Sydney Nursing School
	Sydney Pharmacy School
	Sydney School of Public Health
	Sydney School of Health Sciences
Faculty of Science*	School of Chemistry
	School of Geosciences
	School of History & Philosophy of Science
	School of Life & Environmental Sciences
	School of Mathematics & Statistics
	School of Physics
	School of Psychology
	Sydney School of Veterinary Science
	Sydney Institute of Agriculture
Business School	
University Schools	School of Architecture, Design & Planning*
	Sydney Conservatorium of Music
	Sydney Law School

* *STEMM-focus*

⁵ <https://www.sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2016/430&RendNum=0>

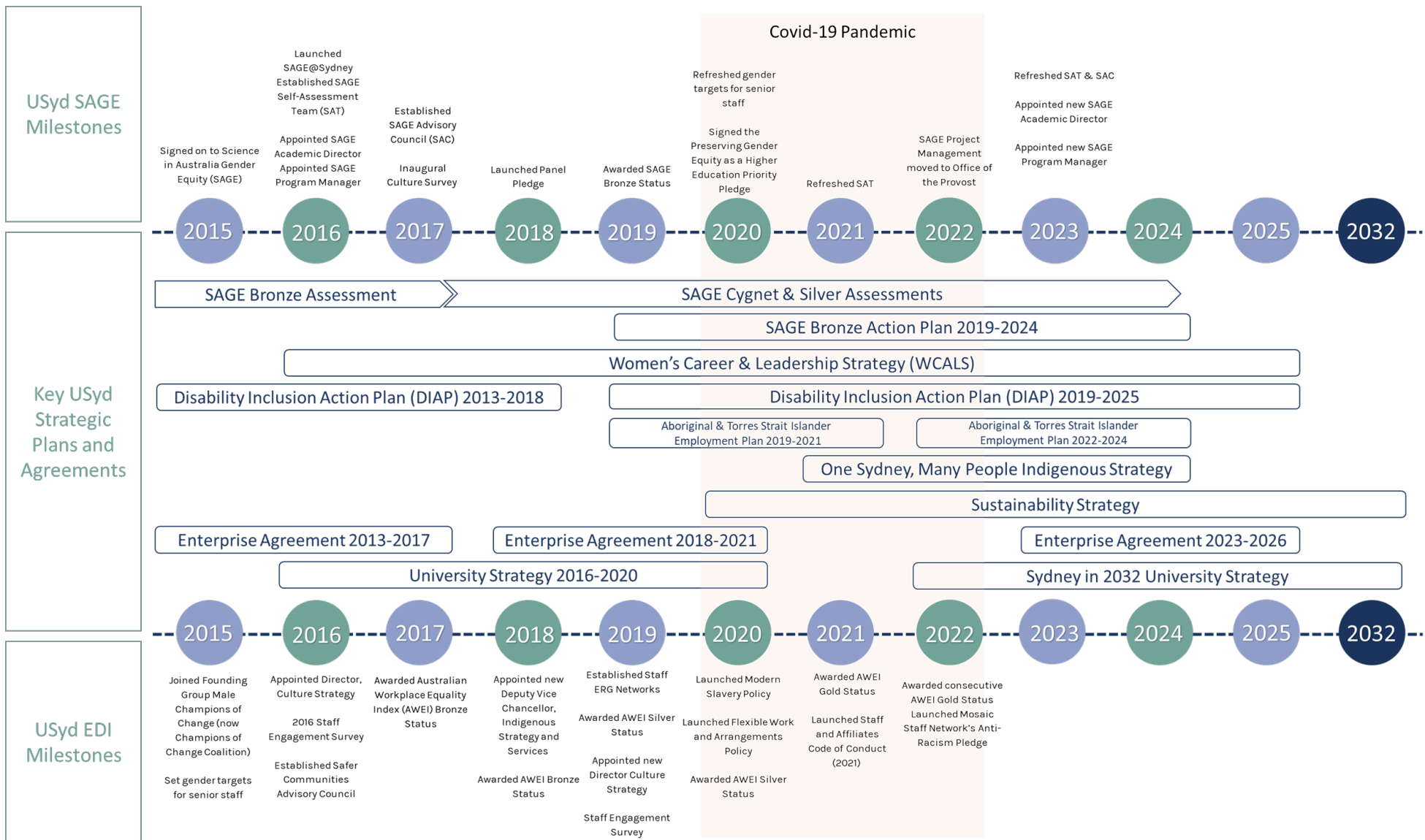


Figure 3 A decade of EDI at the University

'Fixing the system' rather than enabling people to cope with flawed systems has been central to our EDI journey. Moreover, we have worked to develop a more mature staff awareness and deeper understanding to create a community that enables, supports, and benefits from diversity. For instance, external benchmarking and accreditation programs, such as the annual Australian Workplace Equality Index (AWEI) and the Australian Network on Disability Access & Inclusion Index, work to secure these objectives. The University also released its [anti-racism statement](#) in 2024.

Demographic Profiles

Student Profile

Approximately 68,500 domestic and international students were enrolled at the University as at 31 March 2023. Our domestic student body is gender-balanced⁷ overall, although when viewed through a gender-intersectional lens, members of key equity groups are more likely to be women than men (Figure 4).

When total and equity student bodies are distributed across Faculties and University Schools (Figure 5), the proportions of equity groups in the Faculties of Medicine and Health, and Arts and Social Sciences tend to be higher compared to the overall distribution, whereas although gender-balanced, the Business School is below the University's average for all student equity groups, with the exception of non-English-speaking-background students.

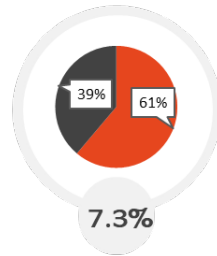
Gender demographics within key equity groups largely reflect the total student body gender demographics for all Faculties and University Schools (Figure 6). Key areas of intersectional difference:

- The School of Architecture, Design and Planning is gender-balanced or slightly skewed towards women overall and within all student equity groups except for Indigenous, where Aboriginal and Torres Strait Islander women make up only 20% of the Indigenous student body.
- Women are under-represented in Engineering overall and within most equity groups except for Disability, where women make up just over 40% of students with disability.

⁷ Gender balance is defined here and throughout as least 40% women and at least 40% men: 40:40:20

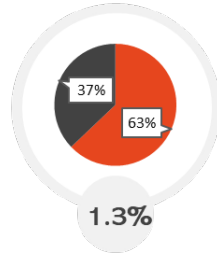
Low Socio-Economic Status

- ❖ 7.3% of the domestic student body come from a low socio-economic background (HC: 2552)
- ❖ Women are over-represented within cohort (HCW: 1561; HCM: 991)
- ❖ USyd enrolments lower than National but approaching Go8



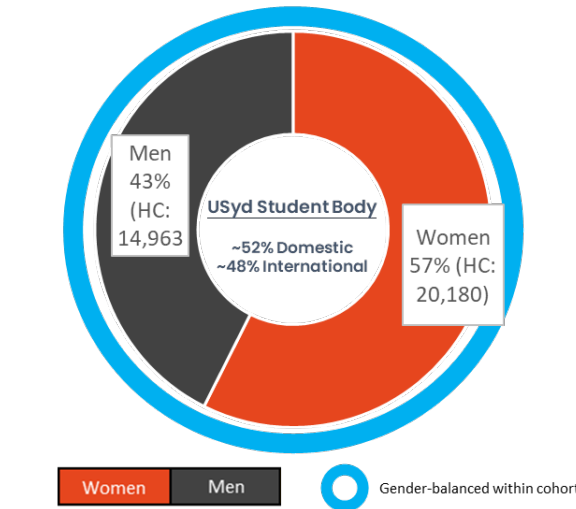
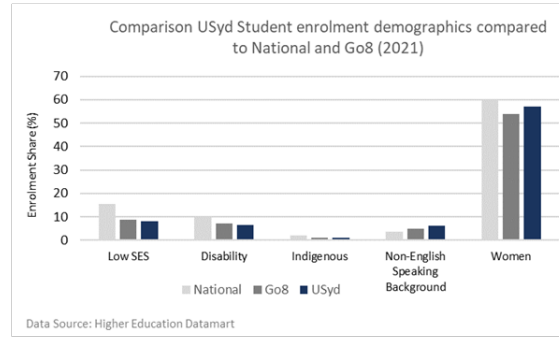
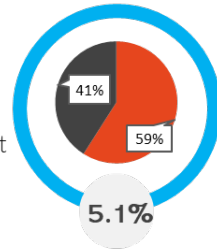
Indigenous

- ❖ 1.3% of the domestic student body identify as Aboriginal and/or Torres Strait Islander (HC: 442)
- ❖ Women are over-represented within cohort (HCW: 278; HCM: 164)
- ❖ USyd enrolments lower than National but approaching Go8



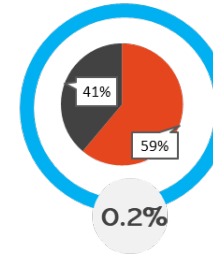
Regional

- ❖ 5.1% of the domestic student body have a regional background (HC: 1806)
- ❖ Gender-balanced within cohort (HCW: 1066; HCM: 740)



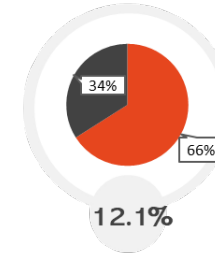
Remote

- ❖ 0.2% of the domestic student body have a remote background (HC: 54)
- ❖ Gender-balanced within cohort (HCW: 33; HCM: 21)



Disability

- ❖ 12.1% of the domestic student body are people with disability (HC: 4265)
- ❖ Women are over-represented within cohort (HCW: 2815; HCM: 1450)
- ❖ USyd enrolments lower than National but approaching Go8



Non English-Speaking Background

- ❖ 4.7% of the domestic student body have non-English speaking backgrounds (HC: 1649)
- ❖ Gender-balanced within cohort (HCW: 927; HCM: 722)
- ❖ USyd enrolments exceeds Go8 and National

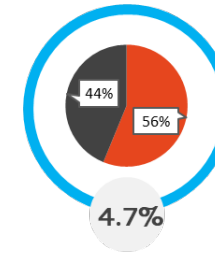


Figure 4 Domestic Student Demographics as at 31 March 2023

Note: Data snapshot was exported from the University's Student Diversity Dashboard on 19/10/2023 using "as at" date 31/3/2023. Retrospective data adjustments may cause small discrepancies over time. Groups fewer than five are not shown. HC = headcount; HCW = headcount women; HCM = headcount men; Go8 = Group of Eight

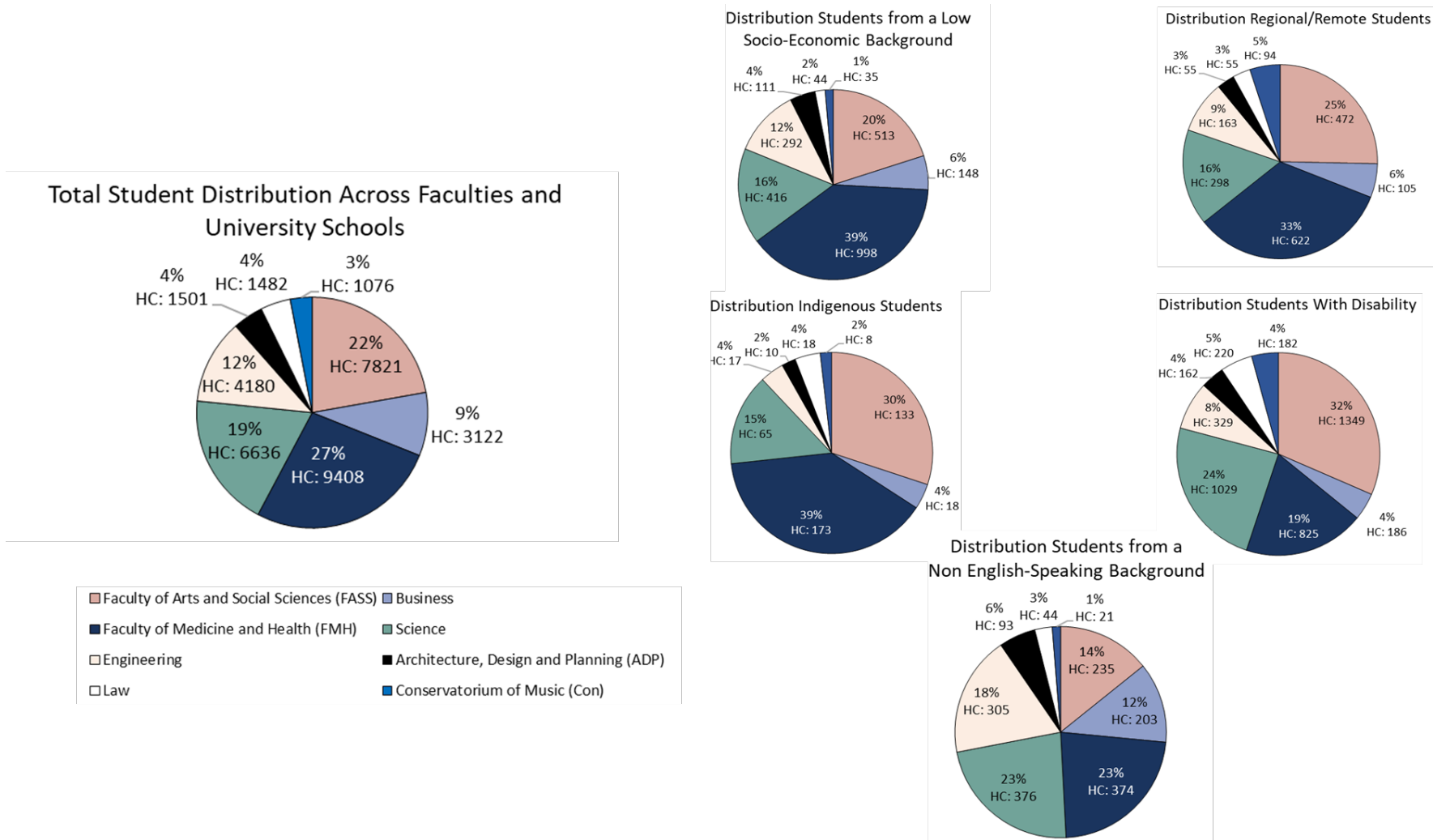


Figure 5 Distribution of total and equity group domestic students across Faculties and University Schools as at 31 March 2023

Note: Data snapshot was exported from the University's Student Diversity Dashboard on 19/10/2023 using "as at" date 31/3/2023. Retrospective data adjustments may cause small discrepancies over time. Groups fewer than five are not shown. HC = headcount.

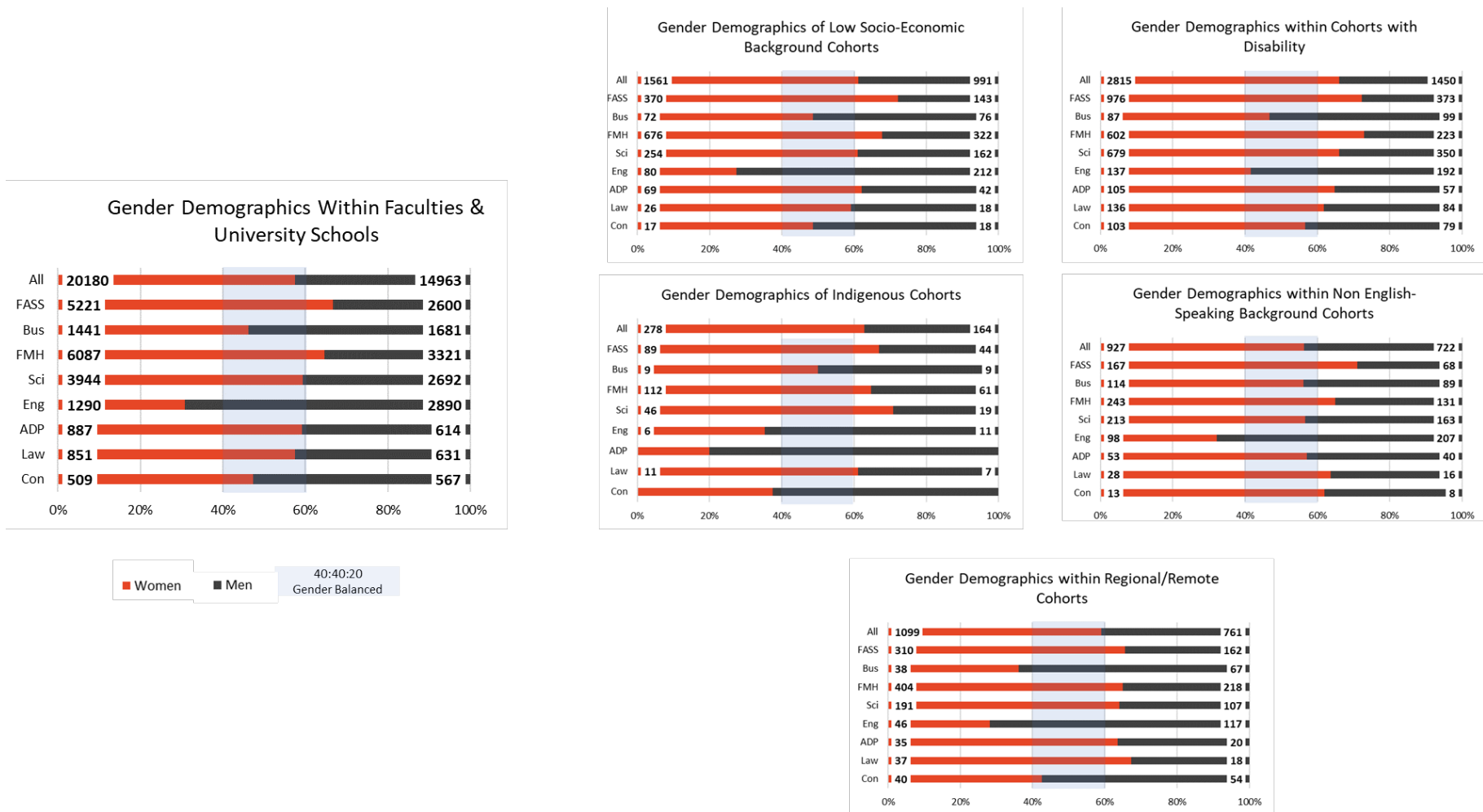


Figure 6 Gender demographics of student equity groups across Faculties and University Schools as at 31 March 2023.

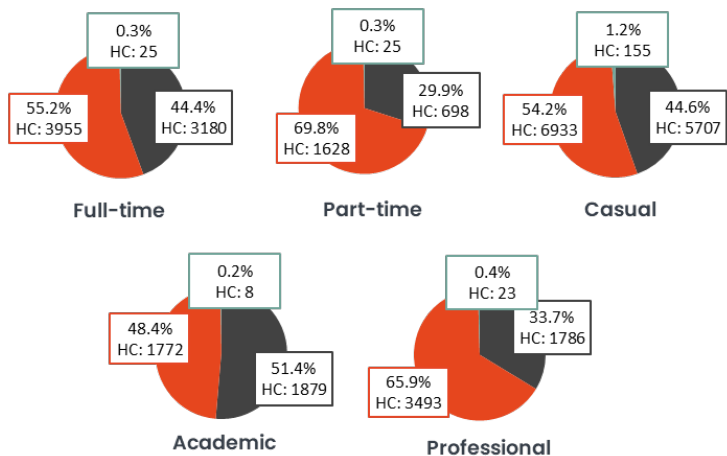
Note: Data snapshot was exported from the University's Student Diversity Dashboard on 19/10/2023 using "as at" date 31/3/2023. Retrospective data adjustments may cause small discrepancies over time. Groups fewer than five are not shown. HC = headcount.

Workforce Profile

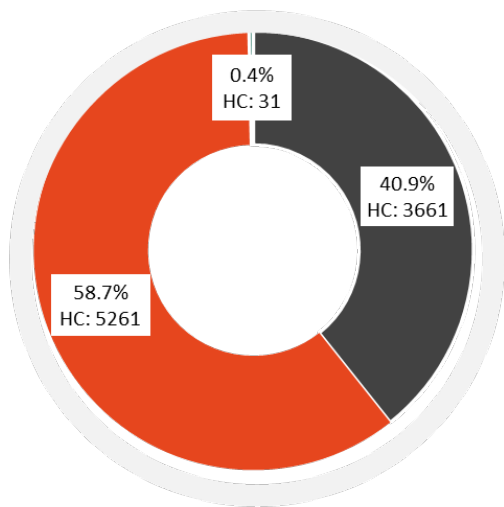
The University's Senior Executive is predominantly women and our workforce is gender-balanced overall (59% women), however this drops to 48% women academic (research and teaching) staff, and women remain under-represented at academic Level E (Figure 7).

More women than men are employed part-time and in professional roles, and more gender-diverse staff are employed on casual contracts than fixed-term or continuing.

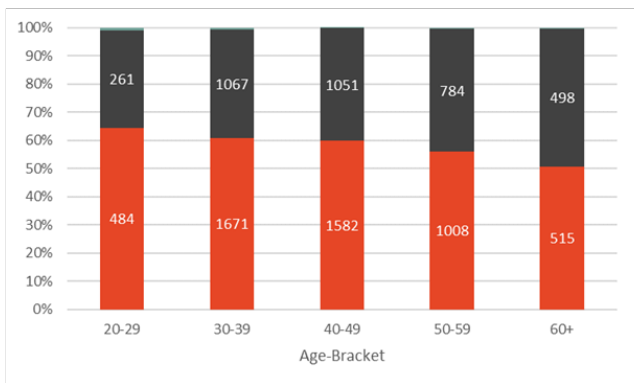
There is an over-representation of women in cohorts of staff identifying as Indigenous Australian (Figure 8) or having disability (Figure 9), even at senior academic and professional levels. In contrast, more men born overseas hold senior academic roles compared to women born overseas (Figure 10).



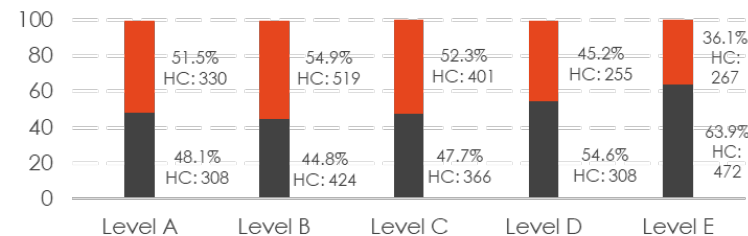
All Staff (Excluding Casual)



■ Men ■ Women ■ Non-Binary/Not Disclosed



Academic Staff



Professional Staff

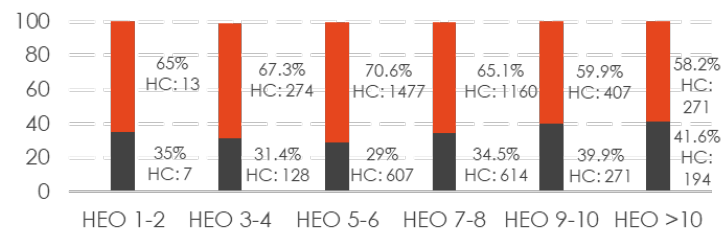


Figure 7 Workforce Demographics as at 31 March 2023

Note: Data snapshot was taken 19 October 2023. Retrospective data adjustments may cause small discrepancies over time. Groups fewer than five are not shown. HC = headcount; HEO = Higher Education Officer

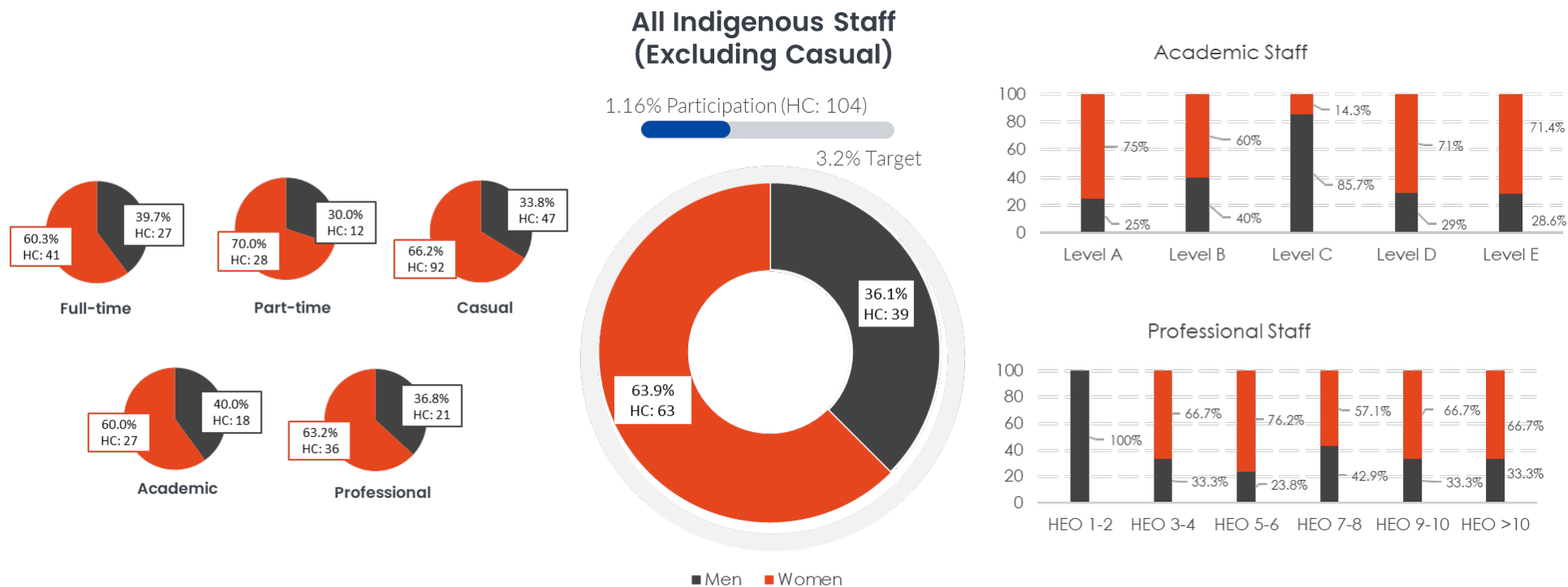


Figure 8 Workforce Demographics as at 31 March 2023: Gender breakdown within Aboriginal and Torres Strait Islander staff cohort.

Note: Data snapshot was taken 19 October 2023. Retrospective data adjustments may cause small discrepancies over time. Groups fewer than five are not shown. HC = headcount; HEO = Higher Education Officer

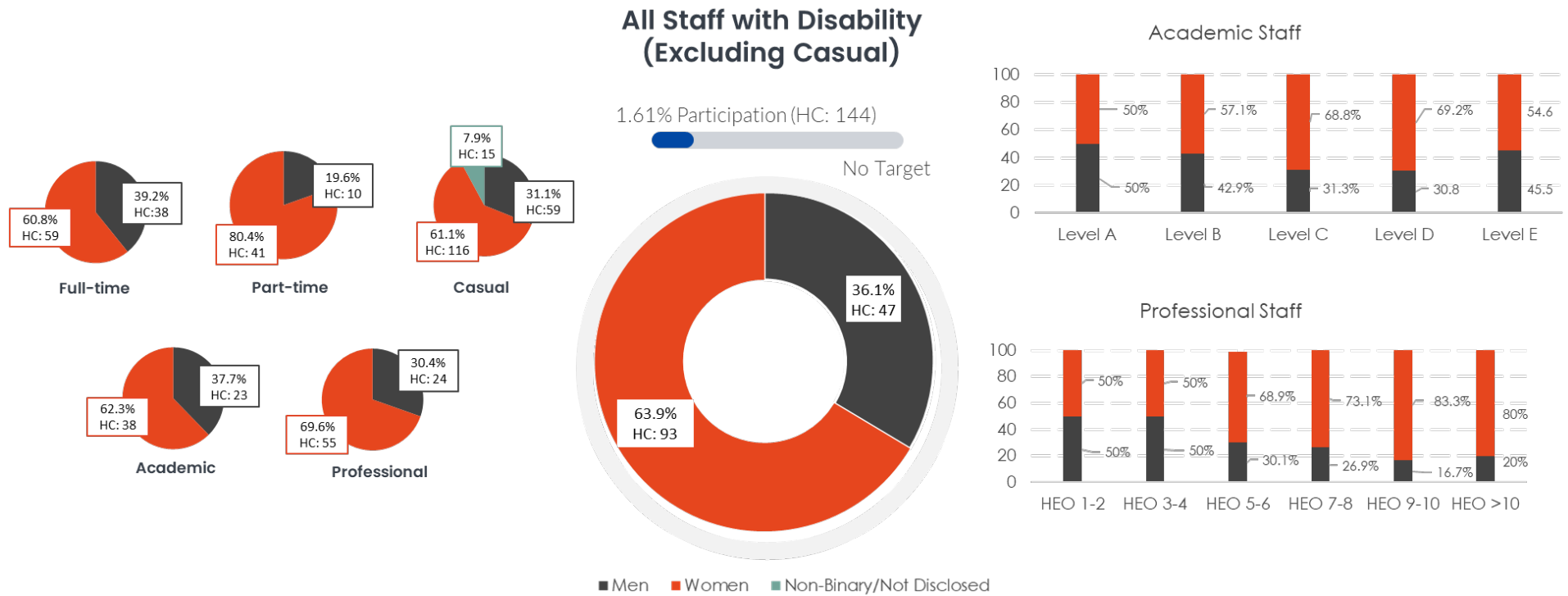


Figure 9 Workforce Demographics as of 31 March 2023: Gender breakdown within cohort of staff with disabilities.

Note: Data snapshot was taken 19 October 2023. Retrospective data adjustments may cause small discrepancies over time. Groups fewer than five are not shown. HC = headcount; HEO = Higher Education Officer

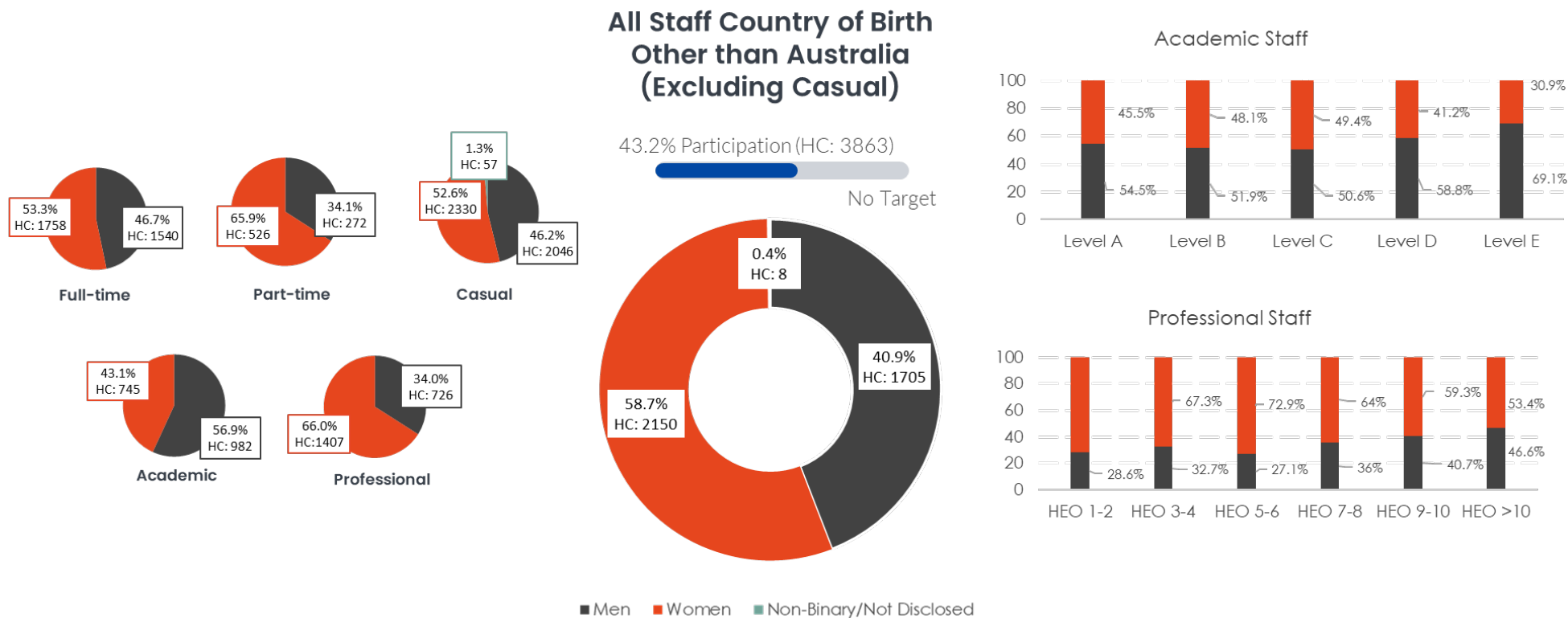


Figure 10 Workforce Demographics as of 31 March 2023: Gender breakdown within cohort of staff born in countries other than Australia.

Note: Data snapshot was taken 19 October 2023. Retrospective data adjustments may cause small discrepancies over time. Groups fewer than five are not shown. HC = headcount; HEO = Higher Education Officer

Four of our eight Faculties and University Schools have a gender-balanced academic workforce, while women are under-represented in three, and over-represented in one (Table 2). Moreover, Schools within Faculties range from women being highly over-represented (e.g., Nursing School 81% women) to under-represented (e.g., School of Aerospace, Mechanical and Mechatronic Engineering 11% women).

Table 2 Gender Distribution of Academic Staff Across Faculties and University Schools as at 31 March 2023

Note: blue shading = gender balanced (at least 40% women and at least 40% men); green shading = % women > % men; orange shading = % women < % men. Data snapshot was taken 19 October 2023. Retrospective data adjustments may cause small discrepancies over time. Gender-diverse academic staff are not shown due to small numbers. HC = headcount

Faculties	Schools	HC Women	HC Men	HC Total	% Women
Faculty of Arts and Social Sciences (FASS)	All FASS Schools	295	255	550	54%
	School of Art, Communication and English	63	51	114	55%
	School of Economics	27	46	73	37%
	School of Humanities	48	50	98	49%
	School of Languages and Cultures	36	29	65	55%
	School of Social and Political Sciences	44	47	91	48%
Faculty of Engineering	Sydney School of Education and Social Work	77	32	109	71%
	All Engineering Schools	68	277	345	20%
	School of Aerospace, Mechanical and Mechatronic Engineering	6	49	55	11%
	Faculty of Engineering Centres & Institutes	≤5	25	≤30	11%
	School of Biomedical Engineering	12	26	38	32%
	School of Chemical & Biomolecular Engineering	7	33	40	18%
	School of Civil Engineering	5	37	42	12%
	School of Computer Science	18	59	77	23%
	School of Electrical & Information Engineering	10	37	47	21%
School of Project Management	7	11	18	39%	
Faculty of Medicine and Health (FMH)	All FMH Schools	879	561	1440	61%
	FMH Centres and Institutes	99	59	158	63%
	FMH Medical Research Institutes	≤5	5	≤10	29%
	FMH Translational Research Collective	31	25	56	55%
	School of Health Sciences	177	86	263	67%
	School of Medical Sciences	116	108	224	52%
	Sydney Dental School	33	34	67	49%
	Sydney Medical School	198	151	349	57%
	Sydney Nursing School	62	15	77	81%
	Sydney Pharmacy School	51	32	83	61%
Sydney School of Public Health	110	46	156	71%	
Faculty of Science	All Science Schools	283	426	709	40%
	School of Chemistry	31	69	100	31%
	School of Geosciences	16	22	38	42%
	School of History and Philosophy of Science	≤5	5	≤10	38%

University Schools	School of Life and Environmental Sciences	88	114	202	44%
	School of Mathematics & Statistics	24	71	95	25%
	School of Physics	35	77	112	31%
	School of Psychology	48	44	92	52%
	University of Sydney School of Veterinary Science	38	24	62	61%
	Business School	93	164	257	36%
	Sydney Conservatorium of Music	26	51	77	34%
	Sydney School of Architecture, Design and Planning	40	45	85	47%
	University of Sydney Law School	45	51	96	47%

Attraction, Retention & Progression

The University offers a range of benefits in our Enterprise Agreement⁸ and policies that support staff attraction, progression, and retention. Key benefits are outlined in Table 3.

Table 3 Examples of staff benefits impacting attraction, retention and progression

Remuneration	<ul style="list-style-type: none"> Competitive salaries Up to 17% superannuation employer contributions
Leave Provisions	<ul style="list-style-type: none"> 4 weeks paid annual leave Up to 52 weeks Parental Leave 30 days dedicated Gender Affirmation Leave 5 days Cultural Leave Up to 20 weeks personal leave (with approved uses including, for example, sick and medical leave, menstrual or menopausal leave, and carers leave) Enterprise Agreement (EA)-negotiated leave (e.g., Seasonal shut-down)
Flexible Working Arrangements	<ul style="list-style-type: none"> Remote and hybrid working Flexitime Compressed working arrangements Job sharing
Career Development	<ul style="list-style-type: none"> Sponsorship and mentoring programs Study leave Professional development leave Equity fellowships to assist researchers with disabilities, those who have had a career interruption due to primary caring duties, and to help women researchers prepare for senior positions
Employee Networks	<ul style="list-style-type: none"> Pride Network that supports our LGBTQIA+ community Women at Sydney Network Mosaic Network for our culturally diverse staff Disability at Work Network (DAWN) Parents and Carers Network Yura Aboriginal and Torres Strait Islander Staff Network Executive Officers Network Admin Network Group
Health & Wellbeing	<ul style="list-style-type: none"> Two sport and fitness centres with benefits and discounted rates to facilities for members Health service with experienced General Practitioners Free annual flu vaccinations On-site dentists, optometrist, pharmacies, and sports clinics Free counselling for staff and students Access to Fitness Passport, a highly sought-after health and wellbeing program which offers staff and their families affordable, convenient access to over 800 gyms and pools across the locations where our colleagues live and work Discounted services for pets of staff and students at The University of Sydney Veterinary Teaching Hospitals

⁸ https://www.fwc.gov.au/documents/agreement-applications/ag2023_2273.pdf

In our 2023 Staff Engagement Survey, professional staff rated the University higher overall than academic staff on questions relating to retention, and women generally responded more favourably than men (Table 4). Although a much smaller sample size, gender-diverse staff, whilst equally proud to work for the University, saw fewer career opportunities for themselves and recorded a lower intention to stay than did either women or men overall.

Table 4 Sample of 2023 All (continuing, fixed-term, and casual) Staff Engagement Survey results for questions relating to retention

Note: Response rates are shown in brackets in the top row for each cohort. Responses from gender-diverse staff are not shown where the group size was fewer than 10.

	% Favourable All Staff	% Favourable Women	% Favourable Men	% Favourable Gender-diverse Staff
All Staff (continuing, fixed-term, casual)				
I am proud to work for The University of Sydney	77 (n=5.8K)	80 (n=3.6K)	74 (n= 2.2K)	76 (n=17)
I believe there are good career opportunities for me at the University of Sydney	52	53	50	47
I see myself still working at the University of Sydney in two years' time	67	68	65	59
Academic Staff (continuing, fixed-term, casual)				
I am proud to work for The University of Sydney	69 (n=2.2K)	71 (n=1.1K)	67 (n=1K)	n/a
I believe there are good career opportunities for me at the University of Sydney	44	44	44	n/a
I see myself still working at the University of Sydney in two years' time	62	63	60	n/a
Professional Staff (continuing, fixed-term, casual)				
I am proud to work for The University of Sydney	83 (n=3.7k)	84 (n=2.5K)	79 (n=1.2k)	90 (n=10)
I believe there are good career opportunities for me at the University of Sydney	57	58	55	60
I see myself still working at the University of Sydney in two years' time	70	71	68	70

Staff are offered a wide range of internal and external learning and development opportunities, in areas including research, teaching, workplace ethics and integrity, work health and safety, diversity and inclusion, cultural competence, and student support. All staff engage in annual performance, planning and development cycles, and mentoring for promotions is offered across several Faculties and University Schools.

Several leadership programs are available for all staff as well as for target equity groups (Table 5). Since 2021, the University has been reviewing current offerings and making changes and improvements to continue our leadership development support. As a result of the 2032 Strategy work, the University established a new Leadership Academy to create a unified leadership approach to support a best-practice leadership culture. The tailored leadership development program, with activities for both professional and academic leaders at all levels, was launched in March 2024.

Table 5 Leadership Programs at the University

Program	Description	Target Participants
Leading Teams Program	Supports our team leaders to build leadership capabilities that are relevant to our University of Sydney context and values of Leadership for Good.	Professional team leaders up to HEO8 and academics Level A and B
Advancing Leaders Program	Supports managers with responsibility for larger teams to build strategic leadership capabilities that are relevant to our University of Sydney context and values of Leadership for Good.	Professional staff HEO 9+ and academics Level C-E
Senior Leader Essentials	Induction program for senior leaders who have recently joined the University or moved into senior level roles. The aim of the program is to connect and engage new senior leaders with the University strategy and aspirations and build their networks with peers across the university.	Senior leaders (Academic Level D/E and SPS C/D) across the University
Sydney Women's Leadership Program (Academic Cohort)	Provides the opportunity to build leadership capability, connect cohorts of past and present mentors and mentees and enhance our culture at the University.	Academic women at Level B
Sydney Women's Leadership Program (Professional Cohort)	Provides the opportunity to build leadership capability, connect cohorts of past and present mentors and mentees and enhance our culture at the University.	Professional women at HEO9+
Positioning for Promotion	Aims to guide women in their transition from Level C to Level D through building their academic strategy, leadership identity and visibility.	Level C women
The Vice-Chancellor's Sponsorship Program	A University-wide targeted effort to support culturally diverse women at the university, who possess the potential to move into senior leadership roles at The University of Sydney.	Professional women at Levels HEO 9+, and Academic women at Levels C-D
Career Development Program for Staff with Disability	Provides one-to-one career coaching and group leadership development masterclasses for our academic and professional staff with disability.	Any member of staff with a disability or chronic health condition.
Aboriginal and Torres Strait Islander Staff Mentoring Program	Provides opportunities for Aboriginal and Torres Strait Islander Staff to progress their career plans and leadership aspirations through a unique mentoring partnership with a member of staff at the University of Sydney.	Any Aboriginal and/or Torres Strait Islander member of staff.
Indigenous Careers and Development fund program	A strengths-based Indigenous Career Development program to help staff navigate their way through a wide array of career development opportunities with a dedicated career coach via one-on-one sessions, either face-to-face or online.	Any Aboriginal and/or Torres Strait Islander member of staff.

The University's SAGE Athena SWAN Journey

Overview

In 2019, the University achieved SAGE Athena SWAN Bronze status through a critical self-assessment process led by a diverse group of academic and professional staff from across the University. Since then, work has continued to address key barriers to gender equity, diversity, and inclusion, through an increasingly intersectional lens, via the implementation of our SAGE Bronze Award Action Plan.

Most of these actions were implemented collaboratively across the University and have contributed to increased gender equity across several elements of the career experience at the University, which will form the basis of our five Cygnet Award applications.

SAGE Structure & Governance

A small Program Office comprising an Academic Director (0.5 FTE, term), who is also a member of the UE-PCC, a Program Manager (1.0 FTE, continuing), and a Project Officer (0.8 FTE, term) oversees our SAGE program including action plan monitoring and assessment, coordinating the activities of our Self-Assessment Team (SAT) and SAGE Working Groups. Moreover, the team provides strategic advice to the organisation, liaising with internal and external partners and stakeholders.

The SAGE Program sits within the Office of the Provost and Deputy Vice-Chancellor and reports via the Provost to the People & Culture Committee, and through to the Senate (Figure 12). SAGE is a standing agenda item at this committee, presenting progress and flagging barriers bi-monthly or more frequently as required.

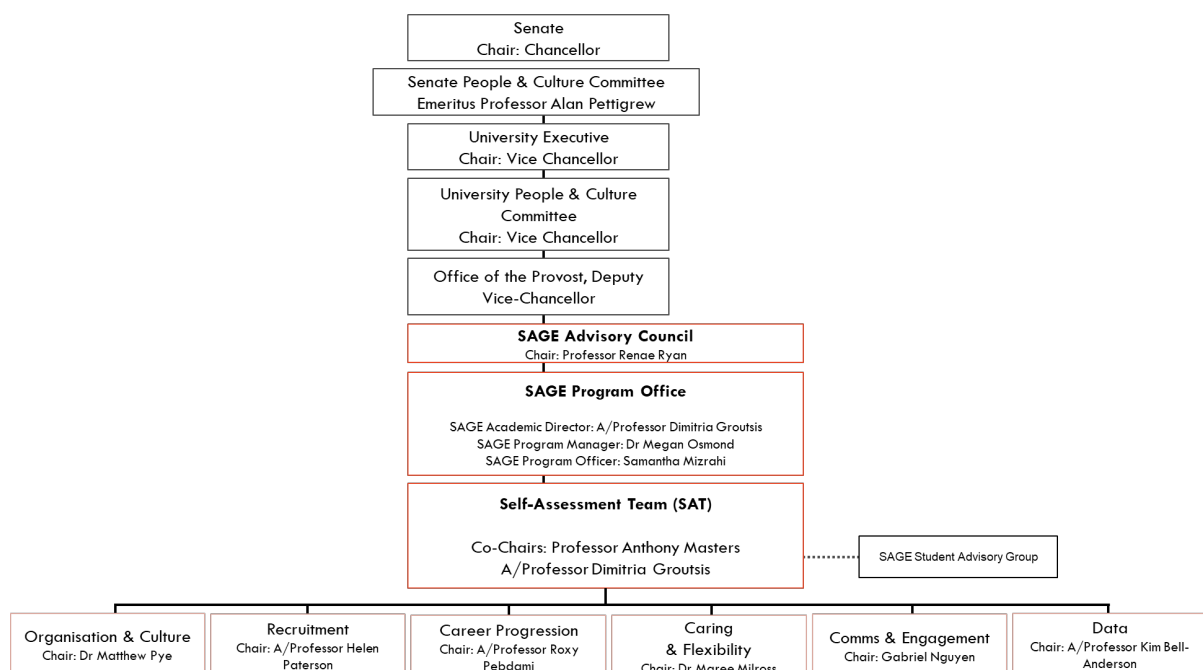


Figure 11 SAGE Structure & Governance

The SAT is a network of approximately 45 academic and professional staff with a diverse range of lived experiences and perspectives (Table 6). The SAT meets bi-monthly to progress the overall SAGE program, as well as self-nominating into six working groups meeting monthly (or as required) to progress actions to reduce or remove key barriers as identified in our Bronze Award Action Plan. The work of SAT members is formally recognised and built into their workload models (0.1 FTE). A group of five undergraduate students was recruited in 2023 to act as an advisory group on the student experience (pipeline) as well as future workplace expectations

(future workforce attraction and retention). A SAGE Advisory Council provides strategic input and oversight on key SAGE documents and activities.

Table 6 The University SAT demographics (staff only)

Note: Some staff hold more than one role at the University (i.e., hold dual academic and professional roles) and/or belong to more than one demographic, and so the headcount of one staff member may be counted in more than one cohort.

	%	Women	Men
SAGE Self-Assessment Team (Staff)	100	*****	*****
Continuing full-time	63	*****	*****
Fixed term	14	*****	*
Continuing part-time	7	**	
Casual	5	**	
Academic staff	54	*****	****
Professional staff	33	*****	****
Primary carer for child/children under 18	30	*****	*
Primary carer/assistant for adult over 65	7	**	*
Secondary carer	7	**	*
Multiple caring responsibilities	19	*****	*
Taken Parental Leave	26	*****	
Taken Carers' Leave	19	*****	
Country of birth not Australia	47	*****	***
Multilingual	49	*****	***
LGBTQIA+	14	****	**
Disability	12	**	**
Neurodivergent	17	****	

SAGE Athena Swan within the University community

SAGE is one of four key teams driving the University’s Indigenous and EDI aspirations at the organisational level. The other teams are Indigenous Strategy and Services (ISS), the Human Resources (HR) Diversity & Inclusion (D&I) team, and Student Life (Figure 13). Their work is supported by several staff diversity networks such as the Pride Network, Yura (Aboriginal and Torres Strait Islander) Network, Disability at Work Network (DAWN), and Women@Sydney.

SAGE is positioned as a key strategic and operational boundary-spanner, helping to cascade organisational initiatives to the Faculties and Schools, where they are operationalised alongside local priorities by ISS and EDI teams, and reporting back across the network of connections, ultimately to the executive.

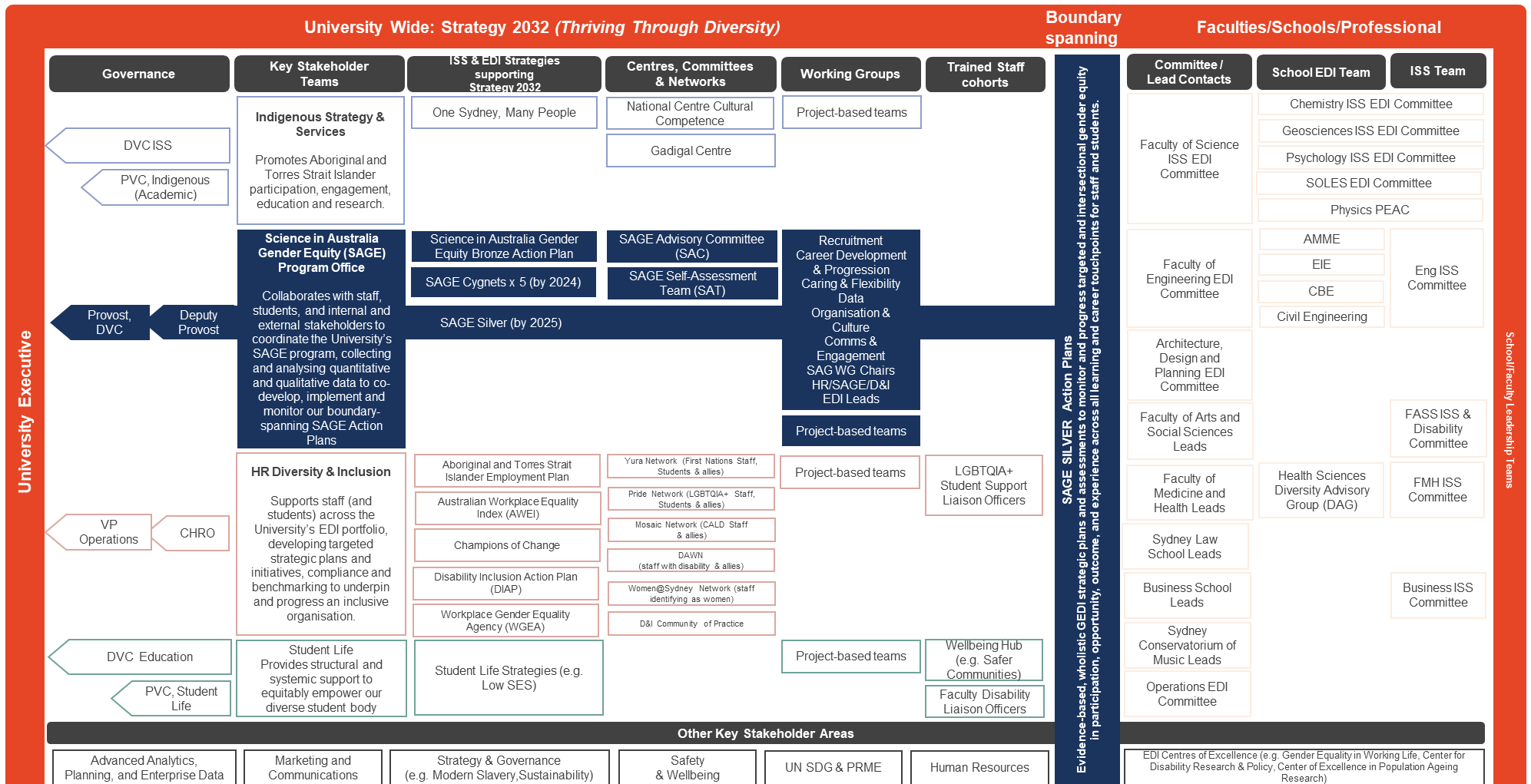


Figure 12 SAGE ISS and EDI connections at the University

We communicate SAGE achievements, news, and engagement opportunities via a range of platforms:

- Intranet and external website presence
- University of Sydney Annual Reports
- Internal articles (Staff News, Manager News, Faculty Newsletters)
- Yammer
- Events and Days of Significance
- E-newsletters

Our Bronze Award Action Plan contained 94 actions categorised into four broad themes and 21 sub-themes (Figure 14).



Figure 13 SAGE Bronze Award Action Plan Primary and Sub-Themes (2018)

Accountability for the implementation of the action plan was distributed amongst several key senior stakeholder groups across the organisation and operationalised by teams of subject matter experts in collaboration with the SAGE team (Figure 15). At the end of 2023, 70% of the actions were complete, with 18% in progress; 12% were removed as they became either redundant or unfeasible post-covid.

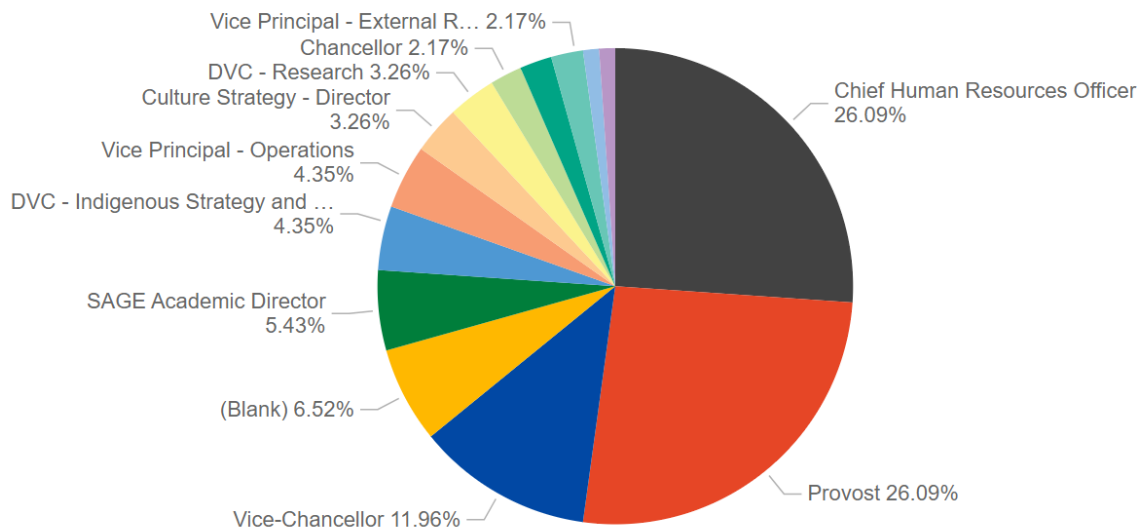


Figure 14 Accountability for implementation of the University's SAGE Bronze Award Action Plan (2018)

Note: "blank" refers to actions not attributed to a single stakeholder.

Actions arising from our Cygnet reflection process will similarly be co-developed by the SAT in collaboration with key stakeholder groups, reviewed and endorsed by accountable leaders via the governance structure illustrated in Figure 12, with implementation overseen by the SAGE Program Office and reported as a standing agenda item via the Office of the Provost and Deputy Vice-Chancellor to the People & Culture Committee.

Key Findings From Our Athena SWAN Bronze Award Self-Assessment Process

Five key barriers to attraction, progression and retention of women and under-represented groups that we identified via the Athena SWAN process that will be addressed in our Cygnets are outlined in Table 7.

Table 7 Key findings identified from the Bronze Award self-assessment process and their relationship to University of Sydney Cygnet Submissions

	Horizontal (Whole of Institution)	Horizontal (Whole of Institution)	Horizontal (Whole of Institution)	Horizontal (Whole of Institution)	Vertical (Sub-Group Specific)
<p>Key barriers being addressed in Cygnet Submissions</p>	<p>Barrier to attraction: Recruitment</p> <p>Limitations in our recruitment systems and processes, as well as a lack of strategic prioritisation of diversity in recruitment contributing to an under-representation of women and gender-diverse people applying for and being appointed to senior STEM roles at the University.</p>	<p>Barrier to attraction, retention and progression: Caring & Flexibility</p> <p>A gendered impact of caring responsibilities, arising from policies, processes, and workplace culture at the University of Sydney that did not consistently provide equitable access to leave, support, and resources for parents and carers working in academic and professional roles, potentially impacting retention, progression and workplace experience.</p>	<p>Barrier to retention and progression: Career Development & Progression</p> <p>An increasing under-representation of women with seniority in academic roles, in part driven by inequitable access to development, as well as a lack of awareness and trust in the processes underpinning career progression at the University.</p>	<p>Barrier to attraction, retention and progression: Organisation and Culture</p> <p>Lack of consistent process to collect and report data around bullying, harassment, discrimination, and sexual misconduct, meaning we had little insight into potential workplace experiences across demographics other than staff survey data. Furthermore, we did not at that time offer staff and students the option to disclose complaints anonymously, and staff generally were unsure how to respond to incidents, potentially impacting perceptions of safety to disclose.</p>	<p>Barrier to attraction, retention and progression: LGBTQIA+ inclusion</p> <p>Systems, processes and workplace culture that were not intentionally and visibly inclusive of the LGBTQIA+ community, and which were therefore unintentionally exclusionary.</p>
<p>Key contributing factors identified in SAGE Bronze Application (2015-2017)</p>	<ul style="list-style-type: none"> Demographic data were not captured at all recruitment stages, limiting insight into proportional participation of under-represented groups through our recruitment process (Action 5.1.1) Women were under-represented in the pool of applicants for both STEM and non-STEM jobs at the University (Action 5.1.2) Women were less likely than men to be appointed to continuing roles at the University, particularly at levels 	<ul style="list-style-type: none"> Information, support and provisions were not consistently communicated to staff, with resulting feelings of uncertainty, exclusion, and workload issues for academic and professional staff (Actions 5.3.1 – 5.3.3, 5.3.10) Parental leave eligibility requirements disproportionately impacted new staff and staff on fixed-term contracts, as well as staff employed on research grants (Actions 5.3.4, 5.3.5) We did not have a clear understanding of the effectiveness and equitable access to 	<ul style="list-style-type: none"> Employment status (full-time or part-time) was not captured centrally by the Promotions Unit, limiting insight into participation of people working part-time – skewed towards women at the University - in our promotions pool (Action 5.1.10) Part-time employment status, as well as being employed on Teaching-focused and Research-focused contracts, was associated with lower levels of clarity and confidence to apply for promotions (Action 5.1.11) Academic staff – particularly STEM academic women impacted by an intersecting characteristic such as parental leave/chronic health condition/mental illness, in teaching-focused roles, or working in an area where women were 	<ul style="list-style-type: none"> Staff reported that existing inclusion training was not equipping them with the tools to address their biases (Actions 5.2.2 – 5.2.3) Data relating to bullying, harassment and discrimination were not routinely collected or reporting (Action 5.4.2) Staff survey results indicated that women were more likely to experience bullying, harassment, and discrimination than men, and staff were generally unsure about how to respond to incidents (Actions 5.4.3 – 5.4.4) Staff survey results indicated that trans and gender-diverse staff experienced higher levels of 	<ul style="list-style-type: none"> LGBTQIA+ awareness and ally training was under-resourced (Action 6.1) Inclusion of trans and gender-diverse staff was not consistent in our infrastructure, communications, or University processes, systems or frameworks (Actions 6.2, 6.3, 6.5 – 6.9) Staff survey results indicated that trans and gender-diverse staff experienced higher levels of negative workplace behaviours (Actions 6.4, 6.5) The University lacked resources to support LGBTQIA+ workplace

	<p>D/E (Actions 5.1.3-5.1.8)</p> <ul style="list-style-type: none"> Engagement with our Induction Program elements was inconsistent and therefore staff had a variable onboarding experience (Action 5.1.9) Insufficient data to understand our workforce demographics (Action 7.1) A lack of resources to support recruitment staff in hiring for diversity (Action 6.7) 	<p>support and re-engagement programs and schemes upon return to work from parental leave (Actions 5.3.6, 5.3.7)</p> <ul style="list-style-type: none"> We did not have a clear understanding of factors contributing to staff returning to work and intention to stay (Actions 5.3.8, 5.3.9) We did not have a clear understanding of the consistency or experience of staff taking up flexible work arrangements due to caring responsibilities, or the impact of transitioning between part-time and full-time employment (Actions 5.3.11 - 5.3.13) The University did not have a Childcare Strategy to support staff and students seeking accessible and practical childcare arrangements (Action 5.3.14) Travel support provided to carers was not consistently available to staff across different faculties at the University (Action 5.3.15) The University did not have a policy around core hours for meetings and social gatherings (Action 5.4.12) 	<p>highly under-represented - lacked confidence that the principle of Relative to Opportunity embedded in our Academic Promotions Policy was not fairly applied during the process of Academic Promotion itself (Actions 5.1.12-5.1.15)</p> <ul style="list-style-type: none"> The University's successful Strategic Promotion Advice and Mentoring (SPAM) was only available in two STEMM Faculties, and only available for women applying for Level E promotions, limiting its potential impact for women in other faculties and levels (Action 5.1.16) Women were more likely than men to experience barriers to accessing learning and development opportunities (Action 5.2.1) Application and engagement with the Academic Planning and Development process lacked consistency (Actions 5.2.4, 5.2.5) 	<p>negative workplace behaviours (Action 6.4)</p> <ul style="list-style-type: none"> Our bullying prevention resources did not include a consideration of Intersectionality (Action 7.3) 	<p>inclusion (Actions 6.6 - 6.8)</p> <ul style="list-style-type: none"> Trans and gender-diverse staff lacked visibility and representation in University communications (Action 6.9) We identified opportunities to embed a more Intersectional approach in our systems and processes (6.7, 7.4)
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We further resolved the key findings and actions identified in Table 7 into desired change (Figure 16).

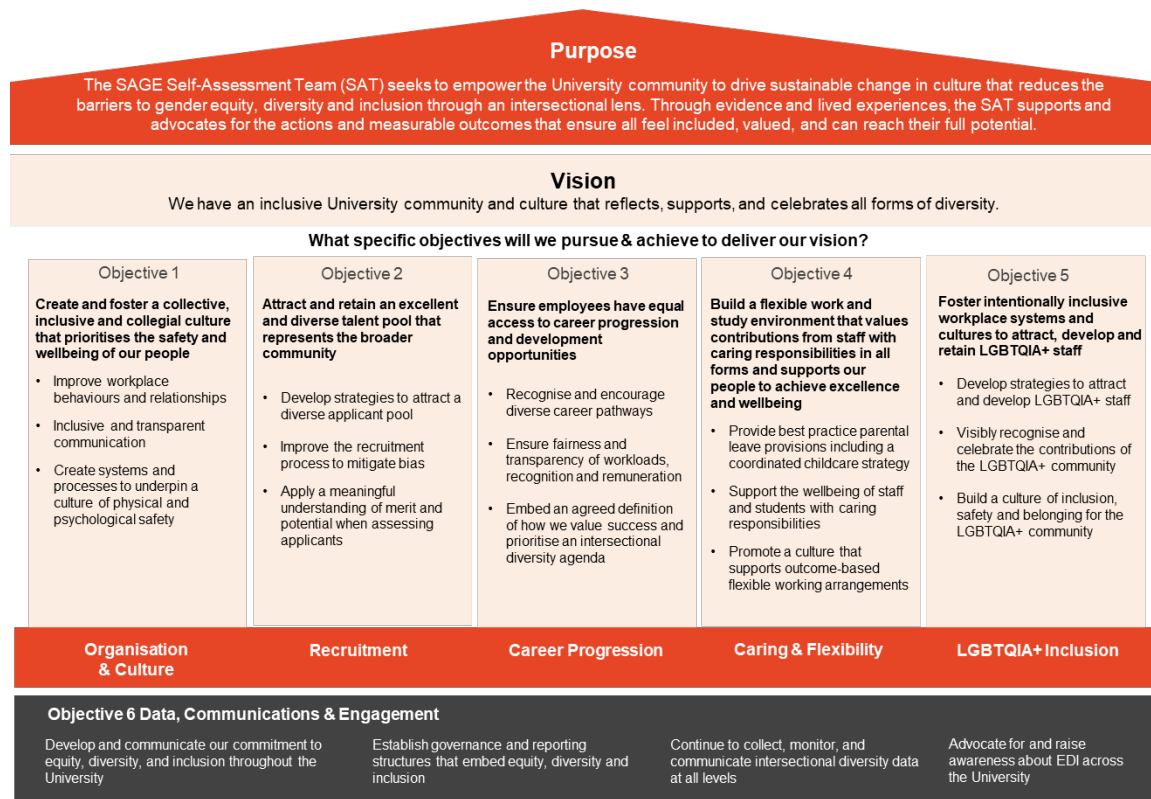


Figure 15 University of Sydney's SAGE strategic pillars

Contextual factors influencing the implementation and impact of our SAGE Athena Swan Bronze Award Action Plan

The COVID-19 pandemic on the heels of the 2019/20 Australian fires and floods asked much of our people, and factors arising from this period affected the speed and scale of implementation of our Bronze Award Action Plan (Table 8).

Table 8 Factors Influencing the Implementation of Our SAGE Athena Swan Bronze Award Action Plan

Contextual factors	Outcomes negatively impacting Bronze Action Plan governance, activities and implementation	Positive outcomes
Covid-19 Pandemic	Austerity measures including: <ul style="list-style-type: none"> • Recruitment freeze • SAGE Program resourcing and budget cuts • Reduced time, focus, and resilience of SAT members and staff implementing action plan 	<ul style="list-style-type: none"> • Accelerated uptake and normalisation of flexible work arrangements • Greater recognition of the impact of caring responsibilities • Increased awareness and support for mental health and wellbeing at work • Signatories to the <i>Australian Higher Education Joint Sector Position Statement</i>
Protracted 2023-26 Enterprise Agreement negotiations	<ul style="list-style-type: none"> • Stalled progress of action plan as teams waited for directions and priorities to be resolved and resourced 	<ul style="list-style-type: none"> • Inclusion of action plan actions contributed to enhancement of staff provisions
Sydney in 2032 Strategy consultation and development	<ul style="list-style-type: none"> • Stalled progress of action plan as teams waited for directions and priorities to be resolved and resourced 	<ul style="list-style-type: none"> • “Thriving Through Diversity” a Foundational Pillar Strategy 2032
SAGE Program Office and SAT refresh in 2023	<ul style="list-style-type: none"> • Impacts on speed and scale of implementation during recruitment of new Management team and SAT members • Continuity and progress impacts 	<ul style="list-style-type: none"> • SAGE Program now embedded and funded within the Office of the Provost and Deputy Vice-Chancellor

Building on its strategic aspiration to *Thrive Through Diversity*, the University is in the process of creating and recruiting a new Deputy Vice-Chancellor Community and Leadership role, and this, along with a refreshed and embedded SAGE team, and the broader scope of SAGE itself, leaves SAGE at the University in a strong position to utilise the evidence-based approach of SAGE to help the University achieve its aspirations.