



**SAGE**

SCIENCE IN AUSTRALIA  
GENDER EQUITY

# SAGE Cygnet Award Application Recruitment



THE UNIVERSITY OF  
**SYDNEY**

Name of Institution	The University of Sydney
Date of Application	31 October 2024
Contact for Application	Dr Megan Osmond, SAGE Program Manager
Email	megan.osmond@sydney.edu.au
Telephone No.	0422671112

	Current Cygnet	Barrier <ul style="list-style-type: none"> <li>• List the Barrier addressed in this Cygnet</li> <li>• List the Barrier for Cygnets already submitted</li> </ul>
[Mandatory] Institution-wide barrier	✓	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 STEMM roles at the University.
[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		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.
[Please select] Institution-wide/Sub-group barrier		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.
[Please select] Institution-wide/Sub-group barrier		Staff at the University lacked familiarity with and trust in processes to make disclosures and complaints around bullying, harassment, discrimination, and sexual misconduct.

Section	Word Count
Key Barrier	96
Evidence of Barrier	174
Activities and Outputs	109
Outcomes	1286
Impact	906
<b>Total</b>	<b>2571</b>

## 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 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

Language is constantly changing but at any moment in time it is a powerful signal for inclusion. We are committed to ensuring that the language we use is both respectful and meaningful.

Please 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.

We have endeavoured to use language, questions, and response options that capture the broad community at the University, but we acknowledge we may not always have been able to achieve this.

## A Note on Style

There are some stylistic and language differences between graphs and tables shown in the 'Evidence of the Barrier' section and the 'Outcomes' section. For our Cygnets we have chosen to represent the 'Evidence of the Barrier' exactly as shown in our Bronze Application, to create a clear link between the two. As the Cygnets are a bridge between the barriers represented in the Bronze Application and the outcomes as a pathway to Silver, for the 'Outcomes' section we have adjusted some of the style to match current guidelines.

## Acknowledgements

The SAGE team would like to thank the contribution of the University's Self-Assessment Team members; and the many others who contributed their ideas, reviewed drafts; provided guidance; ensured compliance and quality standards were met. There are too many to list individually, but this document was made possible by the collective contribution of many. We would also like to thank the interviewees and focus group participants who gave their voice to this Cygnet.

## Table of Contents

<b>Acknowledgement of Traditional Custodians</b> .....	<b>3</b>
<b>A Note on Language</b> .....	<b>4</b>
<b>A Note on Style</b> .....	<b>4</b>
<b>Acknowledgements</b> .....	<b>4</b>
<b>List of Figures</b> .....	<b>6</b>
<b>List of Tables</b> .....	<b>7</b>
<b>Glossary</b> .....	<b>8</b>
<b>KEY BARRIER</b> .....	<b>9</b>
<b>EVIDENCE OF BARRIER</b> .....	<b>9</b>
1. Gaps in data collection across the recruitment lifecycle .....	9
2. Under-representation of women in the recruitment pool.....	9
3. Under-representation of women in the pool of appointments to continuing roles.....	10
4. Low engagement with induction process.....	10
<b>ACTIVITIES AND OUTPUTS</b> .....	<b>11</b>
<b>OUTCOMES</b> .....	<b>19</b>
1. Diversity data collected across all stages of the recruitment process.....	19
2(a) Improvements in recruitment processes .....	24
2(b) Increased percentage of women applying for jobs at the University in 2021-2023 compared to 2014-2017 .....	25
3. Increased percentage of women appointed to continuing academic roles at the University in 2021-2023 compared to 2017 .....	26
Case Study – Horizon Fellowships.....	28
4. Increased engagement and satisfaction with onboarding process.....	29
<b>IMPACT</b> .....	<b>30</b>
Survey .....	33
Follow-Up Structured Interviews.....	36
Candidate Experience .....	41
<b>FURTHER ACTIONS</b> .....	<b>46</b>

## List of Figures

<b>Figure 1</b> STEM and non-STEM total applications by level (2014-2017)	10
<b>Figure 2</b> New hires by gender and level for STEM and non-STEM (2014-2017)	10
<b>Figure 3</b> Responses to Culture Survey 2017	11
<b>Figure 4</b> Gender breakdown of pool across recruitment stages for (a) fixed-term + continuing (b) fixed-term (c) continuing STEM jobs at the University 2021-2023	21
<b>Figure 5</b> Gender breakdown of pool across recruitment stages for (a) fixed-term + continuing (b) fixed-term (c) continuing HASS jobs at the University 2021-2023	22
<b>Figure 6</b> Percent applicants through recruitment stages by gender x country of birth (2021-2023)	23
<b>Figure 7</b> Percent applicants through recruitment stages by gender x disability (2021-2023)	23
<b>Figure 8</b> Time to fill and recruitment satisfaction metrics 2018/19-2023	24
<b>Figure 9</b> Candidate ease of application and overall experience with recruitment process by gender	24
<b>Figure 10</b> Awareness and impact (of those who were aware) of four key SAGE recruitment initiatives	34
<b>Figure 11</b> Responses from successful women and men candidates for jobs at the University in 2018 and 2023 to the question " What are the main factors that contributed to you applying for a position with us?"	42

## List of Tables

<b>Table 1</b> Challenges faced during implementation of actions	11
<b>Table 2</b> Progress and outputs of actions designed to improve the demographic data captured at all recruitment stages	12
<b>Table 3</b> Progress and outputs of actions designed to increase diversity in the pool of applicants for jobs at the University	13
<b>Table 4</b> Actions designed to improve the diversity of staff appointed at the University, particularly to levels D/E	15
<b>Table 5</b> Progress on and outputs of actions designed to increase engagement with our Induction Program	18
<b>Table 6</b> Markers for removal or mitigation of sub-barriers	19
<b>Table 7</b> Percentage change in percent women applying for STEMM jobs at the University 2021-2023 compared to 2014-2017	25
<b>Table 8</b> Percentage change in percent women applying for HASS jobs at the University 2021-2023 compared to 2014-2017	26
<b>Table 9</b> Percentage change in percent women appointed to STEMM jobs at the University 2021-2023 compared to 2014-2017	27
<b>Table 10</b> Percentage change in percent women appointed to HASS jobs at the University 2021-2023 compared to 2014-2017	28
<b>Table 11</b> <i>Gender breakdown across Horizon Fellowship Scheme recruitment stages</i>	28
<b>Table 12</b> Responses from staff employed less than three months at the University to questions relevant to their onboarding process in the 2023 Staff Engagement Survey	30
<b>Table 13</b> Methodological details of survey	30
<b>Table 14</b> Methodological details of structured interviews	32
<b>Table 15</b> Survey responses to the question “How successful has the university been at...?”	33
<b>Table 16</b> Changes respondents noted as having had an impact on recruitment and retention of diverse staff	34
<b>Table 17</b> Survey responses to the question “How challenging are each of the following stages with regards to hiring staff from under-represented groups?”	35
<b>Table 18</b> Examples of remaining challenges to recruiting staff from under-represented demographics and areas for further improvement	35
<b>Table 19</b> Key themes raised by interview participants	37

## Glossary

AP&D	Academic Planning and Development (performance review process)
CALD	Culturally and Linguistically Diverse
CoB	Country of Birth
EDI	Equity, Diversity & Inclusion
EVP	Employee Value Proposition
F	Female
FTE	Full-Time Equivalence Calculator
HASS	Humanities, Arts and Social Sciences
HC	Headcount
HDR	Higher degree by research (e.g., PhD, MPhil)
KPI	Key Performance Indicator
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.
M	Male
ND	Not Disclosed
SAGE	Science in Australia Gender Equity
STEMM	Science, Technology, Engineering, Mathematics, Medicine
TGD	Trans and Gender Diverse
WCALS	Women's Career Acceleration and Leadership Strategy



## KEY BARRIER

Through the SAGE Athena SWAN Bronze process (2014-2017) we identified limitations in our recruitment systems and processes, and a lack of strategic prioritisation of diversity in recruitment. These limitations contributed to an under-representation of women and gender-diverse staff applying for, and being appointed, to roles at the University, particularly senior academic STEM roles.

This Cygnet describes the progress, outcomes and impact of actions we have undertaken over several years to improve the recruitment of academic women and gender-diverse staff into STEM roles at the University. We also review trends in non-STEM roles over the same period.

## EVIDENCE OF BARRIER

In the timeframe assessed for our SAGE Bronze Application<sup>1</sup>, the following evidence indicated we had an issue with under-representation of women recruited into senior STEM roles:

### 1. Gaps in data collection across the recruitment lifecycle

The digital infrastructure at the time did not enable the collection and monitoring of candidate demographic metrics across the recruitment lifecycle, limiting insight into proportional participation of under-represented groups and intersectional data throughout the recruitment process.

### 2. Under-representation of women in the recruitment pool

Women were under-represented in the pool of applicants for both STEM and non-STEM jobs at the University (Figure 1), with representation generally decreasing with role seniority.

---

<sup>1</sup> Whilst our SAGE Bronze application was largely focused on women in STEM, as was the remit of SAGE at that time, we recognise the outcomes and impacts of non-inclusive organisational cultures, systems and processes are both broad and intersectional. They also impact non-STEM disciplines, as well as students. Accordingly, we are seeking to be more inclusive in our data collection, strategic aspirations and initiatives moving forward.

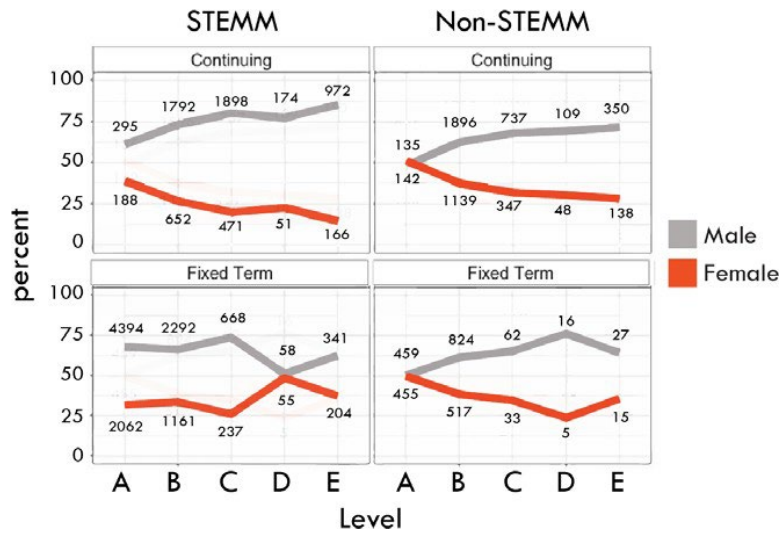


Figure 1 STEMM and non-STEMM total applications by level (2014-2017)

### 3. Under-representation of women in the pool of appointments to continuing roles

Fewer women than men were appointed to continuing roles at the University, particularly at levels D/E (Figure 2), although this varied across STEMM Faculties (data not shown). The percentage women of total appointments was higher than the pool of women applicants, suggesting the key barrier was women applying for jobs at the University in the first place.

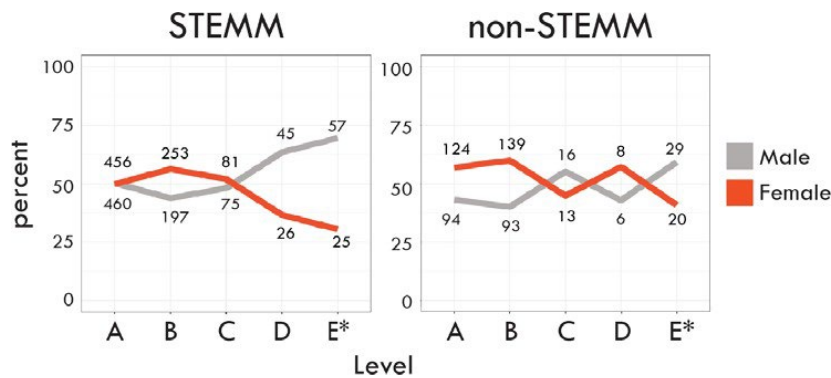


Figure 2 New hires by gender and level for STEMM and non-STEMM (2014-2017)

E\* = Level E and above

### 4. Low engagement with induction process

Engagement with our Induction Program was low and in our 2017 Culture Survey, many staff felt that new hires were not given enough guidance and training (Figure 3).

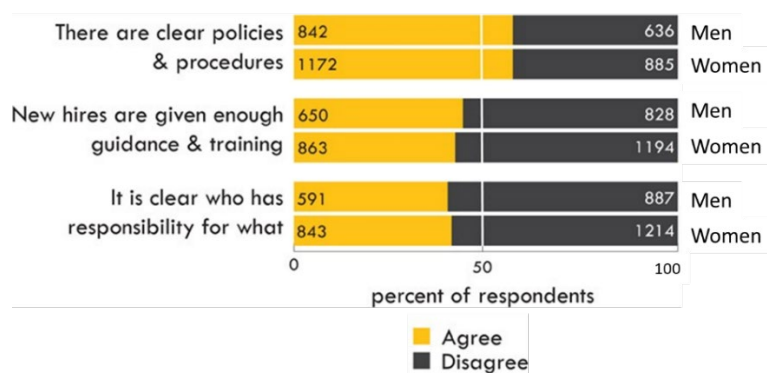


Figure 3 Responses to Culture Survey 2017

## ACTIVITIES AND OUTPUTS

To address the barriers evidenced, several actions were designed to: **1.** Improve our digital infrastructure for enhanced insights from data (Table 2); **2.** Increase the diversity of staff in our recruitment and appointment pools (Table 3); **3.** Improve the consistency of approach across levels, and increase the percentage of women appointed to continuing roles at the University, particularly at levels D/E (Table 4), and; **4.** Improve the onboarding experience once appointed (Table 5).

Actions were largely operationalised by the University’s Human Resources (HR) Recruitment and Diversity & Inclusion (D&I) teams, with consultation and/or in collaboration with relevant stakeholders, and subject matter experts. Table 1 summarises implementation challenges we faced.

Table 1 Challenges faced during implementation of actions

Bronze Action Plan Reference	Challenge	Strategies
5.1.5 Provide reports to STEMM Heads of Schools and Hiring Managers on the percentage of women applicants to enable action if problems are identified.	We can generate regular recruitment and workforce reports for Heads of Schools and Hiring Manager. During compilation of this Cygnet Award, it became apparent there was no clear, consistent plan to implement and monitor this action. Thus, although these data can be provided, they are not on a regular basis but rather, are reported upon request.	Learning from this, we are conscious that we must ensure that the implementation and monitoring of future SAGE actions are co-designed with key stakeholders and there are more visible accountability structures, such as a SAGE Action Tracker on our SAGE intranet page.
5.6-5.8 Actions around Inclusion in Action mandatory training	We improved access to and uptake of inclusion training but sit below desired completion rates. We continue to encounter resistance to making additional training mandatory as staff already have multiple regular, mandatory learning modules. Furthermore, we received feedback that the Inclusion in Action modules as originally designed were challenging to find and difficult to navigate, further impeding uptake.	Learning from this, we must ensure buy-in for training modules against which we set completion targets, and work with stakeholders to explore user-friendly inclusion training opportunities.

*Table 2 Progress and outputs of actions designed to improve the demographic data captured at all recruitment stages*

SAGE Bronze Action ID	Progress	Outputs
<p><b>5.1.1</b> Record demographic data and report annually about application, long-list, offers and rejection data.</p>	<p><b>Complete.</b> Our recruitment platform was updated in 2021 to offer applicants four voluntary demographic questions around gender, sexuality, ethnicity, and disability. We can now track demographics individually or through an intersectional lens at the points of application, short-list, and hiring, and report to the University Executive, Senate, Heads of Schools, etc. as required.</p> <p>However, as the information is voluntary, the data are likely incomplete with respect to representation of diversity groups. This also means these fields of diversity data are not as robust as gender (a mandatory field).</p>	<p><b>2021:</b> Data can be extracted from the recruitment platform to include an intersectional analysis of applications, short-lists, hires, and appointments. Long-lists are not recorded. Reports shared with University Executive, Senate, Heads of Schools, etc. upon request but not a formal cycle of reporting.</p>
<p><b>7.1</b> 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.</p>	<p><b>In progress:</b> Developed an intersectional diversity dashboard across the career cycle at the University, inclusive of recruitment.</p> <p>Work continues on overcoming technical impediments to linking different digital HR systems, which will allow us to realise the dashboard’s full capabilities. Further, we do not have legacy data in the dashboard for staff appointed before this tool.</p> <p>Nevertheless, the new dashboard offers the University far greater intersectional insights than previously available.</p>	<p><b>2023-24:</b> Ongoing development of an intersectional diversity dashboard with recruitment data, as well as other career cycle touchpoints.</p>

*Table 3 Progress and outputs of actions designed to increase diversity in the pool of applicants for jobs at the University*

SAGE Bronze Action ID	Progress	Outputs
<p><b>5.1.2</b> Review language of job description and criteria for gender bias and develop best practice guidelines for the wording and messaging of all job advertisements.</p>	<p><b>Complete.</b> 2021-2023, the University undertook an extensive review of the job profile creation process, including providing Standard Job Profiles to enable improved Position Description creation processes and reduce gendered language.</p> <p>For the development of the external job advertisement copy, we now use Broadbean, which incorporates a gender decoder, allowing recruitment teams to identify language that is not gender neutral. The Director of Recruitment Operations regularly undertakes informal spot checks on the quality of advertisements, including gender neutrality.</p> <p>For Senior Appointments at the University, for which we produce additional collateral in the form of a candidate brochure, we include information about SAGE and other ways in which the University provides an inclusive environment.</p>	<p>Rather than each position description being written independently by hiring managers, leading to the potential for gender-biased language, hiring managers can choose from a selection of prewritten Standard Job Profiles that contain requirements and attributes, all of which were vetted extensively to ensure non-gendered language. The new system went live in mid-2023 for Academics and in November 2023 for the rest of the University. The University engaged an external consultant to develop the Standard Job Profiles with the brief including the use of non-gendered language.</p> <p>On our externally facing careers page, we include the following statement in a prominent position:</p> <p><i>“The University values courage and creativity; openness and engagement; inclusion and diversity; and respect and integrity. The University of Sydney is committed to diversity and social inclusion. Applications from people of culturally and linguistically diverse backgrounds; equity target groups including women, people with disabilities, people who identify as LGBTIQ; and people of Aboriginal and Torres Strait Islander descent, are encouraged.”</i></p> <p>This statement is reflected on each job advertisement, along with a short video of a range of staff from different backgrounds and roles explaining what is great about working at the University.</p> <p>An example of a Faculty specific approach can be found <a href="#">here</a>.</p>
<p><b>6.7</b> Develop general diversity recruitment guide to incorporate best practice for</p>	<p><b>Altered &amp; in progress.</b> We have not yet developed a general diversity recruitment guide but, rather, offer the</p>	<p><b>2022:</b> Guidance for the recruitment of trans and gender diverse (TGD) staff developed by Pride in Diversity, which is available to all staff on our intranet.</p>

LGBTQIA+, Disability, Aboriginal and Torres Strait Islander and CALD staff.	recruitment team targeted guidance documents in priority areas. The recruitment teams have also become much more hands-on in the recruitment process, providing individual meetings with hiring managers and a specific checklist/timeline document of activities.	<p><b>2023:</b> The Good Practice Guide for Aboriginal and Torres Strait Islander Employment, launched in July 2023 and shared with HR and recruitment staff. 80% of HR and recruitment staff attended sessions introducing the new guidance.</p> <p>We are also 56% progressed through the requirements to be accredited as a <a href="#">Disability Confident Recruiter</a> employer.</p>
<b>Examples of other actions to increase the diversity of staff applying for jobs at the University developed post SAGE Bronze</b>		
<b>Action</b>	<b>Progress</b>	<b>Outputs</b>
Creation of Search Teams in Schools Pilot within the Faculty of Science	<p>To hire the best staff (professional, academic, research fellowships), we need to be proactive and recognise that recruitment is an ongoing process. We should be purposefully thinking about recruitment even when we are not currently hiring.</p> <p>Search Teams will operate in an on-going capacity, supporting the identification of diverse and high-calibre candidate pools prior to and during recruitment processes.</p>	<p><b>2023:</b> Launched pilots in the Faculty of Science in the Schools of Physics, Chemistry, Mathematics, Vet Sciences, and Psychology. To date, we have consulted with each of the Heads of School in Science to raise awareness and discuss the implementation of the initiative. We collected qualitative data from these interviews (see impact section) and used the feedback to inform our implementation process. We then created a Quick Reference Guide on the Search Teams in Schools Initiative and a PowerPoint Presentation on Search Teams in Schools to communicate the process to the Schools.</p> <p><b>Action 1:</b> Work with Recruitment to explore approaches and resources to scale up the process currently being piloted in the Faculty of Science. Consider most user-friendly system (possibly Workday) to add diverse candidates to talent pools.</p>

*Table 4 Actions designed to improve the diversity of staff appointed at the University, particularly to levels D/E*

SAGE Bronze Action ID	Progress	Outputs
<p><b>5.1.3</b> Vice-Provost to sit on all Level D/E appointment committees.</p>	<p><b>Altered &amp; Complete:</b> The intention behind this action was to provide a point of consistent executive oversight of senior appointments. Due to the high volume of recruitment at Level E, it has not always been possible for the Vice-Provost to participate in all senior appointment committees. However, consistency of approach is maintained as the Provost (or their nominee) is required to chair all Level E Selection Committees. This often results in the Vice-Provost or another independent senior academic leader being appointed as Chair. Additionally, the Vice-Provost can now oversee all Level E appointments by serving as the Delegate of Authority, the approver for all established Level E roles.</p> <p>For Level D and E roles, consistency in the process is further maintained by the requirement for an Academic Board Nominee to be a recruitment panel member. This Nominee has also completed the <i>Hiring for Excellence</i> module. <i>Hiring for Excellence</i> learning outcomes include</p> <ul style="list-style-type: none"> <li>• Explain the value and importance of diversity and inclusion in the recruitment life-cycle.</li> <li>• Recognise types of bias and identify strategies to mitigate bias in the recruitment lifecycle.</li> <li>• For all recruitment panels, the University requires at least 30% men and at least 30% women.</li> </ul>	<p>The Provost (or their nominee) Chairs all Level E Selection Committees and oversees all Level E appointments by serving as the approver for all established Level E roles.</p>
<p><b>5.1.4</b> Create gender benchmarks for STEMM disciplines to be utilised in recruitment.</p>	<p><b>Altered &amp; incomplete.</b> Since 2015, all Faculties and University Schools have been set annual discipline-specific workforce gender targets, initially via the Womens Career Acceleration and Leadership Strategy (WCALS) and now via Deans' Key Performance Indicators (KPIs), which are monitored by the Provost. However, these are not routinely utilised in recruitment planning.</p>	<p><b>2016-2022:</b> WCALS gender targets set for all Faculties and University Schools, monitored and reported annually via SAGE to the University Executive Committee.</p> <p><b>2021:</b> New Recruitment and Appointment Policy 2021 contains the following clause:</p> <p>“Support the University’s strategy of enhancing the diversity of its workforce by encouraging and facilitating inclusive participation</p>

	<p>Furthermore, the University's Recruitment and Appointment Policy 2021, approved in February 2021, now includes a clause around diversity and inclusion.</p>	<p>and equality of opportunity by diverse candidates and selection committee members, including but not limited to:</p> <ul style="list-style-type: none"> <li>(i) gender diverse people;</li> <li>(ii) culturally diverse people;</li> <li>(iii) Aboriginal and Torres Strait Islander people;</li> <li>(iv) LGBTQIA+ people;</li> <li>(v) people with a disability; and</li> <li>(vi) parents and carers.</li> </ul> <p>Further information is available on the University intranet under: Diversity and Inclusion; Science in Australia Gender Equity (SAGE); One Sydney Many People Strategy; Disability Inclusion Action Plan 2019-2025; Employing People with a Disability.</p> <p><b>2023-2024:</b> Faculty and School gender, and Aboriginal and Torres Strait Islander targets are included within Deans' KPIs, which are formally monitored twice yearly by the Provost Office. Additionally, some Faculties (e.g. the Business School) have developed local targets following strategic workforce planning conversations.</p> <p><b>Action 2:</b> Use SAGE Cygnet and Silver data sets to identify under-represented groups through an intersectional lens and create new recruitment benchmarks and communicate clearly to all stakeholders. Noting best practice is for some of these categories to be voluntary disclosures and that data may be incomplete.</p>
<p><b>5.1.5</b> Provide reports to STEMM Heads of Schools and Hiring Managers on the percentage of women applicants to enable action if problems are identified.</p>	<p><b>Incomplete.</b> Gender has only been included as a mandatory field for applicants since 2021. Since then, gender reporting on applicants has only been rolled out upon request by the Dean/Head of School, or for campaign style recruitment - where the University is making a strategic hire for multiple positions across multiple levels and or/disciplines within a specific time frame.</p>	<p><b>2023:</b> Campaign style recruitment used in Engineering incorporated gender reports on applicants.</p> <p><b>Action 3:</b> Building on Action 2, create recruitment reports that provide relevant information to Heads of Schools, Hiring Managers and HR Partners.</p>
<p><b>5.1.6 &amp; 5.1.7</b> Require</p>	<p><b>Altered &amp; in progress.</b> Since the Bronze timeframe, a new online training module became available specifically for</p>	<p><b>2021-2023:</b> Each panel member receives an Outlook invitation to the interviews, which contains information and a link to <i>Hiring for</i></p>



<p>Chairs/members of Selection Committees to complete Inclusion in Action training and Recruitment Selection Committee training.</p>	<p>recruitment. It is now a requirement that selection committee members and Chairs complete this online training module <i>Hiring for Excellence</i> every two years, prior to participating on a recruitment panel.</p> <p><i>Hiring for Excellence</i> learning outcomes include</p> <ul style="list-style-type: none"> <li>Explain the value and importance of diversity and inclusion in the recruitment lifecycle</li> <li>Recognise types of bias and identify strategies to mitigate bias in the recruitment lifecycle</li> </ul> <p>This is mandatory for Hiring Managers, and other committee members are encouraged to complete.</p>	<p><i>Excellence</i>. Training records are only available since the HR Workday system was introduced in 2021. Of the 5325 recruitment panel Chairs/Hiring Managers and committee members in this timeframe, 860 (16.2%) completed <i>Inclusion in Action</i> training, and 1931 (36.3%) completed <i>Hiring for Excellence</i>.</p>
<p>5.1.8 Require Academic Board Nominees to complete Inclusion in Action training.</p>	<p><b>Altered &amp; in progress.</b> Since the Bronze timeframe, a new online training module became available specifically for recruitment. It is now a requirement Academic Board Nominees complete the <i>Hiring for Excellence</i> module.</p>	<p><b>2021-2023:</b> Each Academic Board Nominee receives a template invitation email, which contains information and a link to <i>Hiring for Excellence</i>. Training records are only available since the HR Workday system was introduced in 2021. Of the 1464 Academic Board Nominees/Independent panel members in this timeframe, 198 (13.5%) completed <i>Inclusion in Action</i> training. No available information on completions for <i>Hiring for Excellence</i>.</p> <p><b>Action 4:</b> Ensure that when learning requirements are set, we proactively work with data teams to facilitate smooth collection of monitoring data.</p>
<p><b>Examples of other actions to increase the diversity of staff appointed to jobs at the University post SAGE Bronze</b></p>		
<p><b>Action</b></p>	<p><b>Progress</b></p>	<p><b>Outputs</b></p>
<p>Creation of full-time equivalent year (FTEY) app for academic and professional staff.</p>	<p>Building on an Excel version piloted by the CSIRO, we created a digital application that enables people to calculate their full-time equivalent employment in academic work over their career. It is designed to enable people to clearly present the opportunity for achievement over the course of their career. The app is particularly useful for people who have experienced career interruptions or periods of fractional working, or changes to their workload allocation over the course of their academic career (e.g., in terms of teaching, research and service). This information will enable</p>	<p><b>2024:</b> Separate apps have been created for academic and professional staff. The academic version was piloted in 2024 for the University's Strategic Promotion Advice and Mentoring Program (SPAM).</p> <p><b>Action 5:</b> Work with Recruitment to explore opportunities, mechanics and potential system and reporting requirements (including e.g. impact on candidates and recruitment panels) to include a voluntary RTO statement in job applications, and potential for our pilot full-time equivalent year (FTEY) app to be included alongside. Communicate rationale clearly.</p>

	selection panels to make more appropriate judgements of the candidates' achievements relative to opportunity.	
Utilisation of women-only job advertisements	To progress the recruitment of women in targeted fields, the University occasionally employs a women-only recruitment strategy.	<p><b>2021:</b> Six women-only job advertisements were created in STEMM Faculties</p> <p><b>2022:</b> Three women-only job advertisements were created in STEMM Faculties.</p>

*Table 5 Progress on and outputs of actions designed to increase engagement with our Induction Program*

SAGE Bronze Action ID	Progress	Outputs
<p><b>5.1.9</b> Require all new staff to complete the <i>Getting Started @ Sydney</i> induction program within 12 months of commencing employment and before their position is confirmed.</p>	<p><b>Not Complete.</b> The Getting Started Sydney course was replaced by the online <i>Warimi: Getting Started @Sydney</i> in 2020 and is assigned to all new staff as an important supporting resource but was not made mandatory (note: four modules relating to health and safety, code of conduct, and security are mandatory for new staff).</p> <p>Onboarding is handled at the local level and is managed by the new staff member's manager and supported by onboarding resources available on the intranet. The "On your first day" concertina states:</p> <p>"The Warimi module offers new staff an introduction to the history, culture, values, structure and governance of the University of Sydney. This module also provides information about working within the University of Sydney including links to practical information about support, benefits, and staff networks available."</p> <p>New staff are invited to a Welcome to New Staff face-to-face session, but these are not mandatory. We run these 3 to 4 times a year.</p>	<p><b>2021-2023:</b> Of the 6331 staff appointed to fixed-term and continuing roles at the University, 1484 completed <i>Warimi: Getting Started @Sydney</i>, giving a completion rate of 22.7%. This is likely to be an under-representation of overall completion, however, as we were not able to exclude from the total appointments staff who had been appointed more than once (i.e. renewal of term contract, conversion of term contract to continuing), and who would not have undertaken the onboarding process more than once.</p> <p>158 staff members provided voluntary feedback on <i>Warimi</i>, giving it an average rating of 4.5/5.</p> <p>820 new staff members have attended the face-to-face Welcome to New Staff session.</p>

## OUTCOMES

Shifts in inclusion often reflect the impact of multi-faceted interventions over time, so it can be difficult to draw clear causality between EDI actions and outputs, and their outcomes and impacts. We have therefore sought to demonstrate the outcomes of our actions to improve the diversity of women and gender-diverse people applying for and appointed to senior STEMM roles at the University using high-level markers aligned against the identified sub-barriers (Table 6). We also assess non-STEMM roles.

*Table 6 Markers for removal or mitigation of sub-barriers*

<b>Sub-barrier</b>	<b>Marker that barrier has been mitigated or removed</b>
1. The digital infrastructure at the time did not enable the collection and monitoring of candidate demographic metrics across the recruitment lifecycle.	1. We collect diversity data across all stages of the recruitment process. - achieved
2. Women were under-represented in the pool of applicants for both STEMM and non-STEMM jobs at the University, particularly for senior roles.	2(a) Improved recruitment processes evidenced by improved candidate attraction data and recruitment KPI outcomes. - achieved  2(b) Increased percentage women of total applying for STEMM academic roles at the University compared to 2017. Bronze target to increase the percent applications from women for STEMM academic positions to 40%. - almost achieved at 37%
3. Fewer women than men were appointed to continuing roles at the University, particularly at levels D/E	3. Increased percent women appointed to continuing academic roles at the University compared to 2017. Bronze target for at least 40% women new hires at Levels D/E for STEMM academic positions. - achieved at 50.3%
4. Engagement with our Induction Program was low and inconsistent	4. Increased engagement and satisfaction with onboarding process - in progress but positive signals

### 1. Diversity data collected across all stages of the recruitment process

In 2017 we were able to report only the gender of job candidates at the application and appointment stages. Improvements to our data systems mean that we can now collect and analyse data across all stages of the recruitment process.

Over 2021-2023, whilst fewer women than men applied for STEMM (Figure 4) and Humanities, Arts and Social Sciences (HASS) (Figure 5) academic roles across all levels, the proportion of women was often enriched in short-lists and offers made. Relative to offers, however, the percent

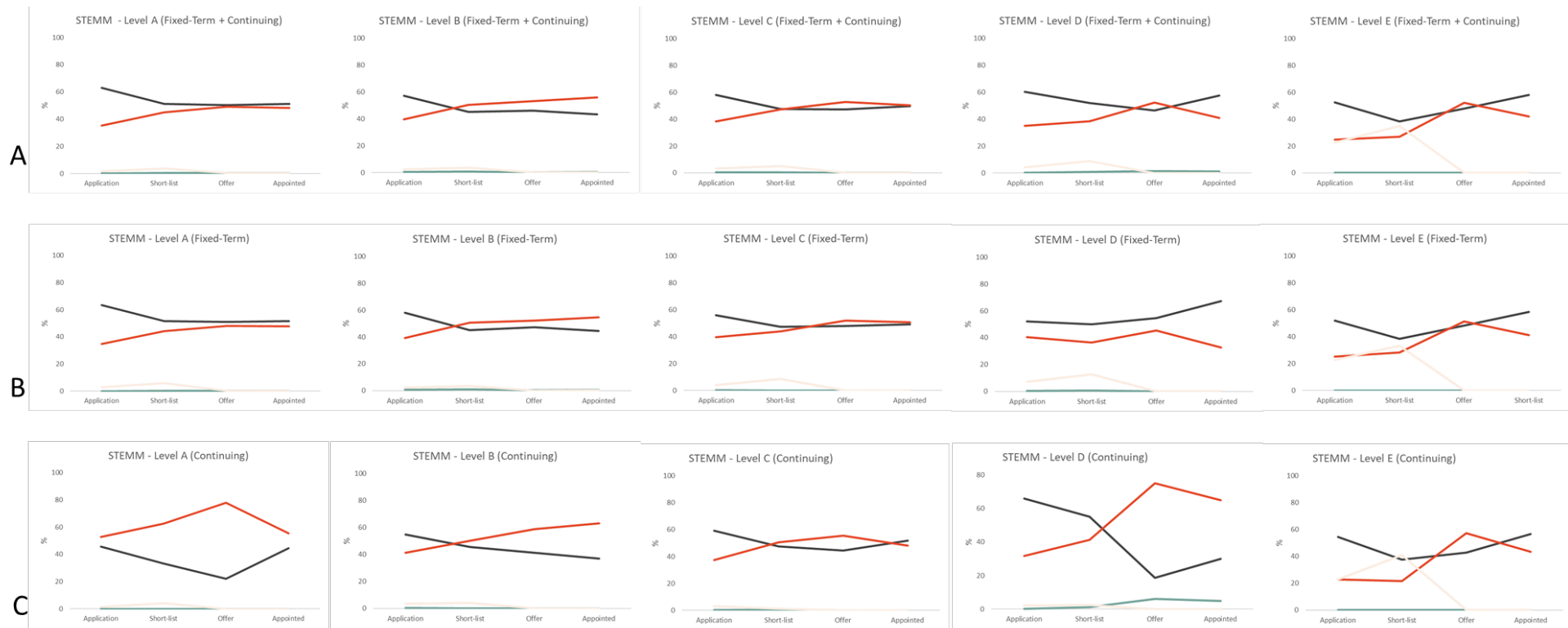
appointments of women dipped across many levels, suggesting some women declined offers of employment at the University.

**Action 6:** Explore options to better collate and understand reasons for women and candidates from other under-represented groups withdrawing or declining offers of employment. For instance, explore options for ads related to senior appointments that a senior level man and woman are a point of contact for further information in addition to the recruitment contact.

Improvements to our recruitment data collection and analysis also allow us to take a gender-intersectional view to progression through the stages of recruitment. For example, women are enriched through all recruitment stages, however women born in countries other than Australia are *more* enriched (61% hires compared to 52% applicants) than women born in Australia (66% of hires compared to 60% of applicants) (Figure 6). In contrast, men are de-enriched through the recruitment stages, but for men born in countries other than Australia (39% of hires compared to 47% of applicants) this is *more so* the case than men born in Australia (33% of hires compared to 38% of applicants).

Similarly, women with disability are slightly more enriched from applicant (50%) to hired (65%) than women with no disability (54% applicant, 65% hired), whereas men with disability are more de-enriched (43% applicant, 29% hired) than men without disability (45% applicant, 35% hired) (Figure 7).

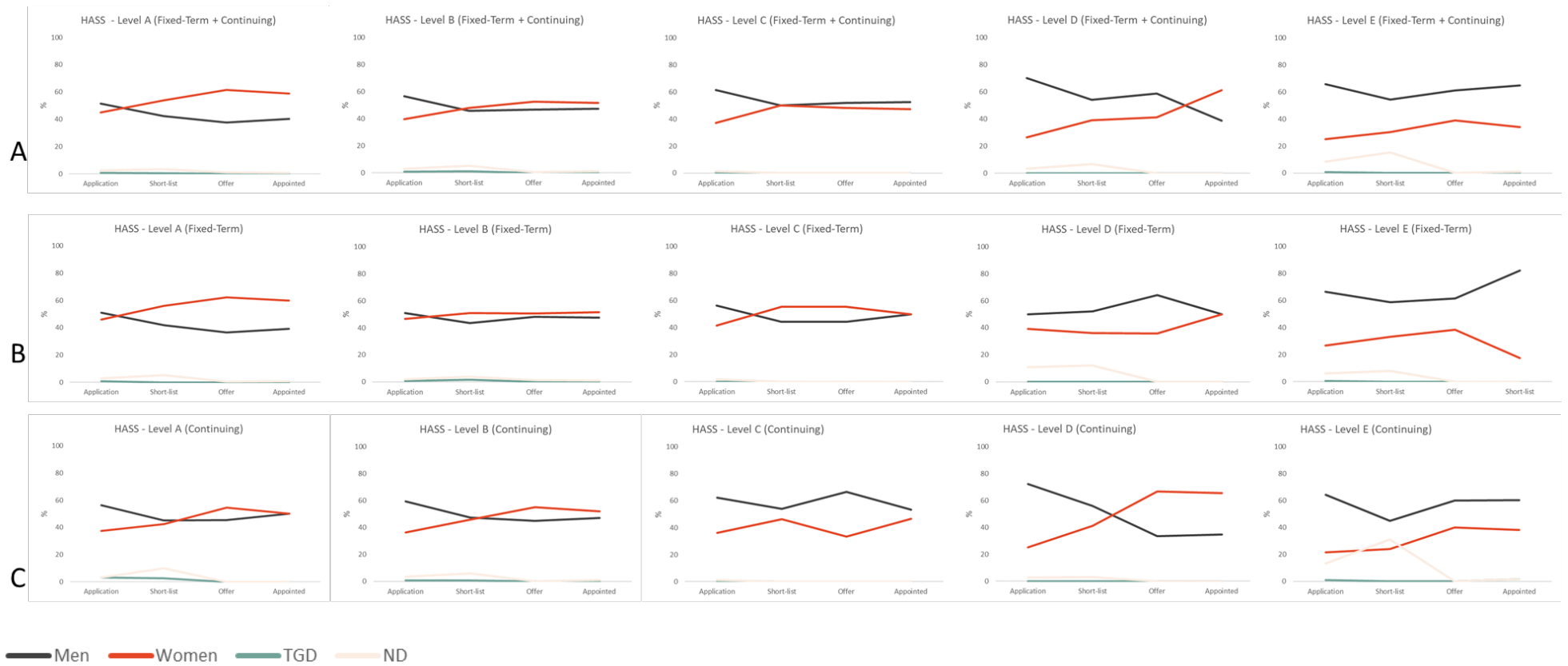
Both Figures 6 and 7 may suggest that the intersection of gender plus country of origin or disability may be impacting men through the recruitment process more than women. Whilst these differences are small, they can now be monitored more easily due to improved recruitment data.



**Figure 4** Gender breakdown of pool across recruitment stages for (a) fixed-term + continuing (b) fixed-term (c) continuing STEM jobs at the University 2021-2023

— Men — Women — TGD — ND

Data extracted from Diversity Dashboard 4 July 2024, and correct at time of extraction.



**Figure 5** Gender breakdown of pool across recruitment stages for (a) fixed-term + continuing (b) fixed-term (c) continuing HASS jobs at the University 2021-2023

Data extracted from Diversity Dashboard 4 July 2024, and correct at time of extraction.

Percent applicants by Gender + Country of Birth through recruitment stages (2021-23)

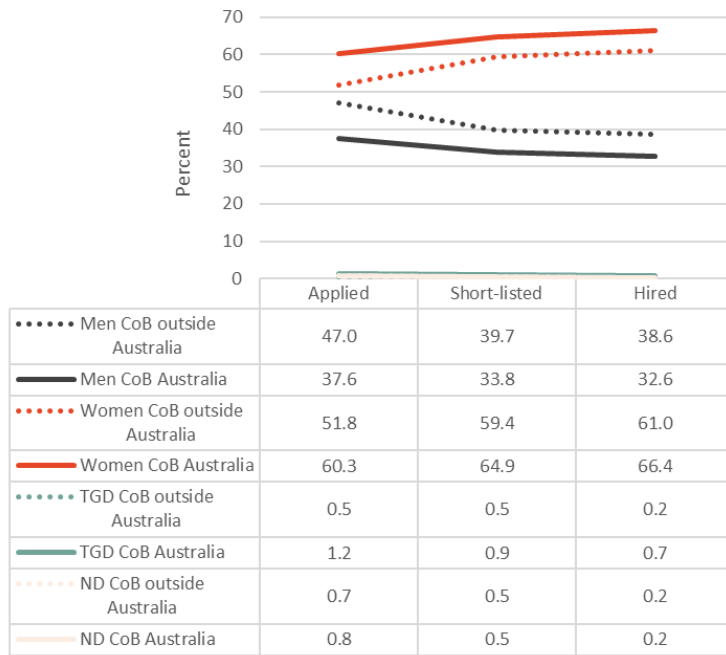


Figure 6 Percent applicants through recruitment stages by gender x country of birth (2021-2023)

CoB = Country of birth; TGD = Trans and Gender-Diverse; ND = Not Disclosed. Data extracted from Diversity Dashboard 20 May 2024 and correct at time of extraction.

Percent applicants by Gender + Disability through recruitment stages (2021-23)

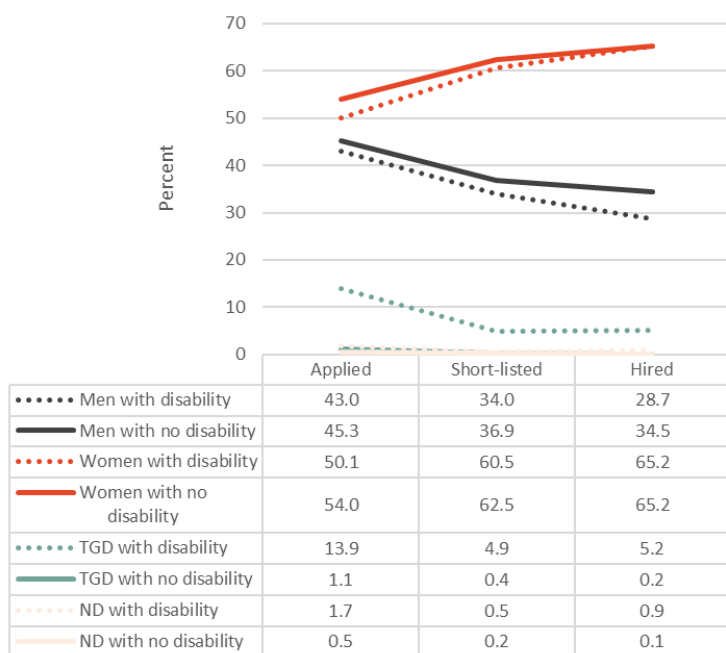


Figure 7 Percent applicants through recruitment stages by gender x disability (2021-2023)

TGD = Trans and Gender-Diverse; ND = Not Disclosed. Data extracted from Diversity Dashboard 20 May 2024 and correct at time of extraction.

## 2(a) Improvements in recruitment processes

Key performance indicators of the University's recruitment teams have improved since 2018, with increased hiring manager and overall candidate satisfaction rates, and faster time-to-fill (with the exception of an increase in 2023 attributed to a return to campus and face-to-face interviews post-pandemic) (Figure 8).

Successful men and women candidates reported similarly high satisfaction with the ease of applying for a job at the University, and the overall satisfaction gap has steadily reduced since 2018; in 2023 satisfaction levels for women were on par with men<sup>2</sup> (Figure 9).

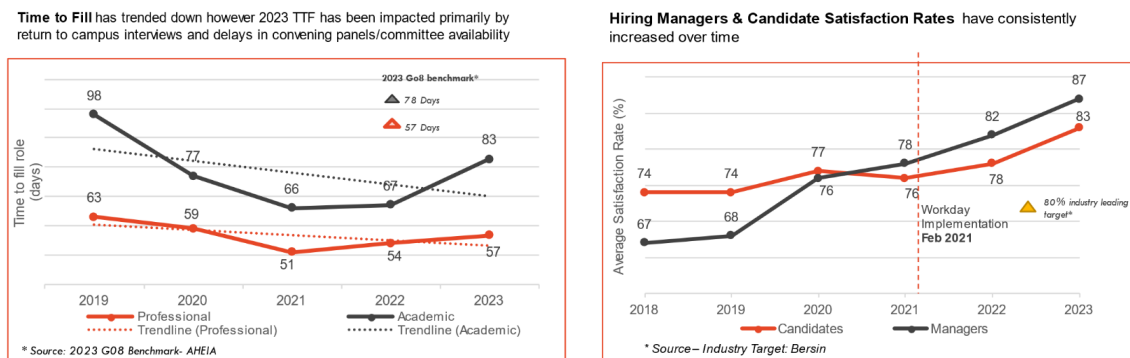


Figure 8 Time to fill and recruitment satisfaction metrics 2018/19-2023

Graphs provided by the HR Recruitment team

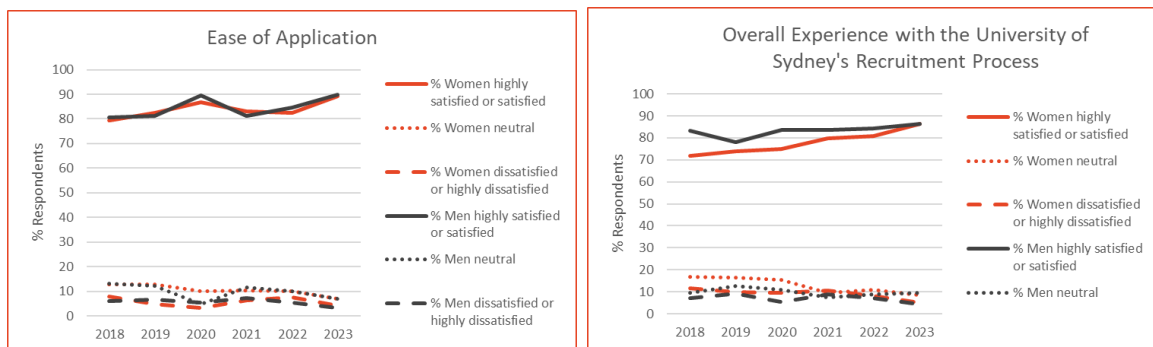


Figure 9 Candidate ease of application and overall experience with recruitment process by gender

Data provided by the HR Recruitment team, verified 19 June 2024

<sup>2</sup> Whilst not shown on the graph, since we implemented more inclusive gender options during recruitment in 2021, the majority of TGD appointments expressed satisfaction with the ease of application (76%) and overall process (73%), although their satisfaction was lower than men's and women's satisfaction. Actions relating to this were proposed in our LGBTQIA+ Cygnet (see Cygnet #1).



## 2(b) Increased percentage of women applying for jobs at the University in 2021-2023 compared to 2014-2017

Compared to the Bronze timeframe (2014-17), in the 2021-23 period since we implemented our new recruitment data platform, we see an overall increase in the percentage of women applying for STEMM roles at the University at all academic levels, particularly at Level C (Table 7). However, applications from women for fixed-term STEMM roles at Levels D and E (typically Heads of Schools and Academic Directors) dropped. This drop was not evident for continuing roles at these levels, suggesting that women may be more likely to apply for continuing than fixed-term academic roles, particularly at more senior levels.

**Action 6:** Explore options to better collate and understand reasons for women and candidates from other under-represented groups withdrawing or declining offers of employment. For instance, explore options for ads related to senior appointments that a senior level man and woman are a point of contact for further information in addition to the recruitment contact.

**Table 7** Percentage change in percent women applying for STEMM jobs at the University 2021-2023 compared to 2014-2017

*Note: the timeframe 2021-2023 was selected as comparison to Bronze, as 2021 was the year more inclusive demographic information was included in job applications. Green-shading = gender-balanced pool; green font = increase in 2021-2023 compared to 2014-2017; red font = decrease in 2021-2023 compared to 2014-2017; HC = headcount. Data extracted from Diversity Dashboard 20 June and correct at time of extraction.*

	HC Women 2014-2017	% Women 2014-2017	HC Women 2021-2023	% Women 2021-2023	% Change % Women
<b>Level A</b>	2250	32	3091	35	9%
<b>Level B</b>	1813	31	2513	40	29%
<b>Level C</b>	708	22	1016	38	73%
<b>Level D</b>	106	31	230	35	13%
<b>Level E</b>	370	22	144	25	14%
<b>Total</b>	5247	29	6994	37	28%
<b>Fixed-Term</b>					
<b>Level A</b>	2062	32	3024	35	9%
<b>Level B</b>	1161	34	1907	39	15%
<b>Level C</b>	237	26	364	40	54%
<b>Level D</b>	55	49	107	40	-18%
<b>Level E</b>	204	37	109	25	-32%
<b>Total</b>	3719	32	5511	36	13%
<b>Continuing</b>					
<b>Level A</b>	188	39	67	53	36%
<b>Level B</b>	652	27	606	41	52%
<b>Level C</b>	471	20	652	37	85%
<b>Level D</b>	51	23	123	32	39%
<b>Level E</b>	166	15	35	23	53%
<b>Total</b>	1528	23	1483	38	65%

We note more equivocal outcomes in HASS Faculties (2021-2023 compared to the Bronze timeframe), with reductions across most levels and, in particular, for continuing roles (Table 8). The focus of SAGE Bronze was STEMM, suggesting that the message of equity should be promoted across all disciplines into the future to mitigate the loss of academic women in HASS Faculties.

**Table 8** Percentage change in percent women applying for HASS jobs at the University 2021-2023 compared to 2014-2017

Note: the timeframe 2021-2023 was selected as comparison to Bronze, as 2021 was the year more inclusive demographic information was included in job applications. Green-shading = gender-balanced pool; green font = increase in 2021-2023 compared to 2014-2017; red font = decrease in 2021-2023 compared to 2014-2017; HC = headcount. Data extracted from Diversity Dashboard 20 June and correct at time of extraction.

	HC Women 2014-2017	% Women 2014- 2017	HC Women 2021- 2023	% Women 2021- 2023	Δ Change % Women
<b>Level A</b>	597	50	476	45	-10%
<b>Level B</b>	1656	38	1397	40	5%
<b>Level C</b>	380	32	313	37	16%
<b>Level D</b>	53	30	87	26	-13%
<b>Level E</b>	153	29	77	25	-14%
<b>Total</b>	2839	38	2350	39	3%
<b>Fixed-Term</b>					
<b>Level A</b>	455	50	428	46	-8%
<b>Level B</b>	517	39	503	47	21%
<b>Level C</b>	33	35	64	42	20%
<b>Level D</b>	5	24	11	39	63%
<b>Level E</b>	15	36	56	27	-25%
<b>Total</b>	1025	42	1062	44	5%
<b>Continuing</b>					
<b>Level A</b>	142	51	48	38	-26%
<b>Level B</b>	1139	38	894	36	-5%
<b>Level C</b>	347	32	249	36	13%
<b>Level D</b>	48	31	76	25	-19%
<b>Level E</b>	138	28	21	21	-25%
<b>Total</b>	1814	36	1288	35	-3%

### 3. Increased percentage of women appointed to continuing academic roles at the University in 2021-2023 compared to 2017

Overall, the pool of appointments to STEMM roles (2021-2023) was gender-balanced across academic levels, with particular improvements seen for continuing roles at Levels D and E (Table 9). In particular, we have seen a strong increase in the percentage of women recently appointed to continuing STEMM roles.

However, whilst the percent women appointed to fixed-term remained gender-balanced in the 2021-23 timeframe, we note a decline in these appointments compared to 2014-17. Along with the data in Figure 5 showing a small dip in the percent of women appointed compared to offers made for some levels, it is possible that in a competitive employment market where a focus has been on increasing gender diversity, women may be more likely to progress with offers of continuing employment than offers of fixed-term positions.

**Action 6:** Explore options to better collate and understand reasons for women and candidates from other under-represented groups withdrawing or declining offers of employment. For instance, explore options for ads related to senior appointments that a senior level man and woman are a point of contact for further information in addition to the recruitment contact.

**Table 9** Percentage change in percent women appointed to STEMM jobs at the University 2021-2023 compared to 2014-2017

Note: the timeframe 2021-2023 was selected as comparison to Bronze, as 2021 was the year more inclusive demographic information was included in job applications. Green-shading = gender-balanced pool; green font = increase in 2021-2023 compared to 2014-2017; red font = decrease in 2021-2023 compared to 2014-2017; HC = headcount. Data extracted from Diversity Dashboard 20 June and correct at time of extraction.

	HC Women 2014-2017	% Women 2014-2017	HC Women 2021-2023	% Women 2021-2023	Δ Change % Women
<b>Level A</b>	456	50	319	48	-4%
<b>Level B</b>	253	56	300	56	0%
<b>Level C</b>	81	52	114	50.2	-4%
<b>Level D</b>	26	37	32	41	11%
<b>Level E</b>	25	30	44	41.9	40%
<b>Total</b>	841	50	809	50.3	1%
<b>Fixed-Term</b>					
<b>Level A</b>	447	49.7	309	47.9	-4%
<b>Level B</b>	219	58.1	242	54.5	-6 %
<b>Level C</b>	60	51.7	88	50.9	-2%
<b>Level D</b>	22	44.9	19	32.8	-27%
<b>Level E</b>	16	35.6	31	41.3	16%
<b>Total</b>	764	51.4	689	49.4	-4%
<b>Continuing</b>					
<b>Level A</b>	9	59.9	10	55.6	-7%
<b>Level B</b>	33	45.8	58	63.0	38%
<b>Level C</b>	21	52.2	26	48.1	-8%
<b>Level D</b>	4	18.2	13	65.0	257%
<b>Level E</b>	9	23.7	13	43.3	83%
<b>Total</b>	74	39.6	120	56.1	42%

The pool of appointments to HASS academic roles was gender-balanced across all levels during the Bronze timeframe, although Level E was a little soft. Within the 2021-2023 timeframe, appointments to Level E HASS academic roles dipped to under 40%. Levels A-D remained gender-balanced, although there was a decline in appointments of women to Level B (Table 10).

**Table 10** Percentage change in percent women appointed to HASS jobs at the University 2021-2023 compared to 2014-2017

Note: the timeframe 2021-2023 was selected as comparison to Bronze, as 2021 was the year more inclusive demographic information was included in job applications. Green-shading = gender-balanced pool; green font = increase in 2021-2023 compared to 2014-2017; red font = decrease in 2021-2023 compared to 2014-2017; HC = headcount. Data extracted from Diversity Dashboard 20 June and correct at time of extraction.

	HC Women 2014-2017	% Women 2014-2017	HC Women 2021-2023	% Women 2021-2023	Δ Change % Women
Level A	124	56.9	70	58.8	4%
Level B	139	59.9	103	51.8	-14%
Level C	13	44.8	27	47.4	6%
Level D	8	57.1	22	61.1	7%
Level E	20	40.8	29	34.1	-16%
<b>Total</b>	304	56.1	251	50.6	-10%

### Case Study – Horizon Fellowships

In 2023 the University launched its Horizon Fellowship Scheme, aiming to attract and retain exceptional early and mid-career research leaders from around the world to drive research excellence in strategically-important areas with significant global societal impact. The Horizon Fellowships were designed to provide outstanding emerging researchers with a continuing position, commencing with a five-year research-focused program, including a dedicated mentoring and training program, a competitive salary, and generous research funding.

The recruitment strategy for the Fellowships was explicitly based on diversity, aiming to recruit at least 50 percent woman-identifying researchers and strongly encouraging applications from Aboriginal and Torres Strait Islander researchers and those with lived experience of disability.

The Horizon recruitment team collaborated with the University’s D&I Team, Organisational Development, HR, and SAGE to develop a recruitment strategy that would attract a diverse pool of candidates, including updating the Equal Opportunity Employer statement on job advertisements, and posting on a more diverse range of job boards.

The team also employed a Waitlisted Candidates Strategy, whereby after each Faculty made recommendations to the Central Committee, the Central Committee reviewed the overall research and academic profile and established a priority ranking. Offers were made to the top 40 candidates. If a woman candidate declined, an offer was made to the next-ranked woman candidate (overall arrangement). If a man declined, the offer was made to the next ranked candidate (either man or woman).

A small proportion of offers were made where candidates withdrew (of candidates who withdrew, 48.2% were women, 57.8% men). Reasons candidates withdrew from the process included competing offers from other or existing employers, or personal reasons such as family or the impact of relocation. Ultimately, the strategy was successful in employing 57.5% women into the Fellowships (Table 11).

**Table 11** Gender breakdown across Horizon Fellowship Scheme recruitment stages

Note: Light-green shading = gender-balanced pool; dark green shading = non-gender balanced pool in favour of women; Data provided by the HR Recruitment Team

Positions	Applications				Short-listed				Recommended to Central Committee				Offer Made			
	HC Women	HC Men	Total	% Women	HC Women	HC Men	Total	% Women	HC Women	HC Men	Total	% Women	HC Women	HC Men	Total	% Women
Conservatorium of Music	≤7	≤7	7	28.6	≤4	≤4	4	50.0	≤3	≤3	3	33.3	0	1	1	0.0
Faculty of Arts & Social Sciences	65	84	149	43.6	≤8	≤8	8	87.5	≤8	≤8	8	87.5	3	0	3	100.0
Faculty of Engineering	74	261	335	22.1	≤10	≤10	10	60.0	≤11	≤11	11	63.6	4	4	8	50.0
Faculty of Medicine & Health	179	164	343	52.2	37	36	73	50.7	21	20	41	51.2	7	7	14	50.0
Faculty of Science	163	243	406	40.1	11	14	25	44.0	9	10	19	47.4	5	4	9	55.6
School of Architecture, Design & Planning	16	15	31	51.6	≤6	≤6	6	66.7	≤6	≤6	6	66.7	2	1	3	66.7
Sydney Law School	14	9	23	60.9	≤5	≤5	5	80.0	≤3	≤3	3	66.7	0	0	0	N/A
Business School	27	21	48	56.3	≤12	≤12	12	75.0	≤5	≤5	5	100.0	2	0	2	100.0
<b>Total</b>	540	802	1342	40.2	80	63	143	55.9	56	40	96	58.3	23	17	40	57.5

#### 4. Increased engagement and satisfaction with onboarding process

Since its launch in 2020, approximately 23% of appointed staff, excluding casuals, have completed *Warimi: Getting Started @Sydney*. 158 staff members provided voluntary feedback on *Warimi*, giving it an average rating of 4.5/5. The program was praised for recognising the long and rich history and culture of First Nations behind the University campuses, for clearly articulating the many initiatives and resources available to staff at the University, for the inclusion of diverse voices, experiences and backgrounds of people featured in the module, and for conveying the complexity of the University's physical, administrative, and organisational structures in a simple way. However, despite the positive response of people who completed the module, the overall level of engagement with *Warimi* has not improved on the 2017 engagement with the previous *Getting Started@Sydney* onboarding module.

Staff who had been at the University less than three months expressed favourable responses in the 2023 Staff Engagement Survey with respect to questions around understanding their role and contributions, learning and development, and seeing a future for themselves at the University, but were less positive about access to information and resources, explored further in the Impact Section (Table 12).

**Table 12** Responses from staff employed less than three months at the University to questions relevant to their onboarding process in the 2023 Staff Engagement Survey

Note: Trans and gender-diverse staff are not shown due to low numbers screened out by survey platform privacy settings

	Tenure < 3 months			
	Overall (n=5.9K)	Women (n=128)	Men (n=95)	Trans & Gender Diverse
I know how my work contributes to the goals of the University	72%	85%	82%	N/A
I know what I need to do to be successful in my role	81%	87%	88%	N/A
The information I need to do my job effectively is readily available	55%	66%	63%	N/A
I have access to the resources I need to do my job well	64%	80%	71%	N/A
I have access to the learning and development I need to do my job well	62%	77%	77%	N/A
I can see a future for me in the University	58%	76%	84%	N/A

## IMPACT

To understand the impact of our SAGE Bronze Award Action Plan - which was largely internally-facing and designed to upskill hiring managers and recruitment staff with respect to hiring for diversity - we invited staff involved in the recruitment process, either as hiring managers or as members of recruitment teams, to participate in a survey, with the option to also participate in structured interviews for further depth. Details of the methodology are shown in Tables 13 and 14.

**Table 13** Methodological details of survey

<b>Participant recruitment</b>	<ul style="list-style-type: none"> <li>Qualtrics recruitment survey launched on 31 May 2023 and closed on 28 July 2023</li> <li>Survey was distributed via emailing key stakeholders and announcements in internal communication forums for engaged groups (i.e. Yammer, email groups):               <ul style="list-style-type: none"> <li>Sydney Recruitment, Human Resources</li> <li>Talent Acquisition Program</li> <li>Recruitment – Independent Panel Member Requests / Vacancies</li> <li>Research Community</li> </ul> </li> <li>34 responses were returned</li> </ul>
<b>Participant demographics</b>	<ul style="list-style-type: none"> <li>62% of respondents were professional staff members</li> <li>38% of respondents were academic staff members</li> <li>Staff had worked at the University for ~ 8.5 years (range 3 months – 25 years)</li> <li>Staff had been in a recruitment / selection role for ~ 4 years (range 0 months – 18 years)</li> <li>Between them, participants had recruited 102 roles, an average of three roles per participant. The roles comprised a broad range of appointments.               <ul style="list-style-type: none"> <li>Broad categories: Professional staff (49%), Academic staff (49%), Labour Hire (2%)</li> <li>Specific categories: Professional staff (24.5%), Academic staff (21.6%), Senior Professionals (10.8%), Casual Academic</li> </ul> </li> </ul>

	(10.8%), Senior Academic (8.8%), Research Fellowships (7.8%), Casual Professional (7.8%), Executive Professionals (5.9%), Labour Hire (2%)
<b>Privacy considerations</b>	<ul style="list-style-type: none"> <li>The responses to the survey were collated to provide summary, aggregated data. Respondents were advised to avoid recording their name or any other identifiable information to ensure anonymity and confidentiality.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>Demographic questions (e.g., academic vs. professional staff role, number of years at the University in a recruitment capacity)</li> <li>Information about the types of recruitment respondents were involved in (e.g., executive professionals, academic staff, general staff)</li> <li>An open-ended question to identify groups of people/respondents considered to be under-represented at the University</li> <li>Ratings of how successful (0 – <i>not at all successful</i>; 10 – <i>extremely successful</i>) respondents thought the University was in (1) attracting, (2) appointing, and (3) retaining candidates from under-represented groups in three closed-ended questions, each of which was followed by an open-ended justification of the rating</li> <li>An open-ended question regarding any changes respondents noticed to impact the University’s effectiveness at attracting, appointing, and retaining staff from under-represented groups</li> <li>Four questions assessing respondents’ awareness of initiatives implemented from the SAGE Program (e.g., gender neutral and inclusive language in job ads, discipline-specific benchmarks) and whether they thought each had a positive impact; respondents were invited to provide open-ended comments on these initiatives</li> <li>Ratings of how challenging (<i>not at all – extremely</i>) seven recruitment stages were for hiring staff from under-represented groups (e.g., crafting the job ad, talent search, onboarding)</li> <li>Open-ended questions capturing specific examples of challenges and barriers at various stages, challenges for different recruitment types (e.g., Faculties/schools, leadership), ideas for mitigating challenges, and final comments</li> </ul>
<b>Post discussion</b>	<ul style="list-style-type: none"> <li>Survey participants were invited to opt-in to participate in small-group follow-up structured interviews.</li> </ul>

*Table 14 Methodological details of structured interviews*

<p><b>Participant recruitment</b></p>	<ul style="list-style-type: none"> <li>• Five survey respondents opted to participate in structured interviews.</li> <li>• Each opt-in respondent was emailed an invitation in May 2024 to attend a structured interview via Zoom; three respondents (all academic) replied and were willing to participate; two respondents did not reply.</li> <li>• SAGE SAT members suggested five professional staff in HR recruitment to contact; two replied and were willing to participate.</li> <li>• Structured interview sessions took place via Zoom in May 2024.</li> </ul>
<p><b>Participant demographics</b></p>	<ul style="list-style-type: none"> <li>• Three participants identified as men, and two participants identified as women.</li> <li>• All participants had some degree of involvement in recruitment practices. Three were senior academics, who, in their various faculty leadership capacity, led or served on selection committees; the other two were professional staff members working in the function of recruitment and selection at the university.</li> <li>• The academic staff participants' tenure ranged from five to 25 years at the University of Sydney. The professional staff participants had worked at the university for about two years.</li> </ul>
<p><b>Privacy considerations</b></p>	<ul style="list-style-type: none"> <li>• Structured interviews were facilitated by a member of the University's SAGE Recruitment Working Group.</li> <li>• A research officer, employed for the project, received recordings of the interviews for de-identifying, coding, and analysis, using a thematic template analysis method.</li> <li>• 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.</li> </ul>
<p><b>Structure</b></p>	<ul style="list-style-type: none"> <li>• 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 the future.</li> <li>• The three topics proposed for discussion were:             <ul style="list-style-type: none"> <li>○ Have you noticed any changes in the kinds of demographic data available to monitor diversity through the recruitment process? Do you work with these kinds of recruitment data yourself, or receive reports or summaries to guide your understanding of how the University is progressing against diversity aspirations?</li> <li>○ Have you noticed any changes in the way we advertise jobs at the University to encourage a more diverse pool of applicants?</li> <li>○ Have you noticed any changes in the recruitment process to support job applicants from diverse backgrounds to move successfully through the stages (advertisement, application, short-listing, hiring, appointments) and optimise diversity in the pool of appointments?</li> </ul> </li> <li>• Participants were also asked if there was anything beyond these topics, and pertinent to the SAGE project, they would like to raise.</li> </ul>
<p><b>Post discussion</b></p>	<ul style="list-style-type: none"> <li>• Any quotes included in this Cygnet application are used with permission.</li> </ul>



## Survey

Whilst survey respondents showed good awareness that some demographics are under-represented at the University, a substantial minority were unsure (5.3%) or did not think that any demographics were under-represented (26.3%), suggesting action is required to raise awareness around hiring for diversity.

Most respondents thought the University does a reasonable job attracting candidates from under-represented groups, but fewer thought it does a good job retaining them (Table 15).

*Table 15* Survey responses to the question “How successful has the university been at...?”

0 = Not at all successful; 10 = Extremely successful; SD = Standard Deviation

	Mean	SD	Range
Attracting candidates from under-represented groups	6.1	1.7	3-9
Appointing candidates from under-represented groups	5.9	1.8	3-9
Retaining candidates from under-represented groups	5.4	2.5	3-9

Respondents felt that adequate training around supporting diversity through recruitment had been provided but called out areas such as the specialised nature of academic recruitment or successful strategies recruiting in some areas (e.g. attracting LGBTQIA+ candidates) but less successful strategies in others (e.g. Aboriginal and Torres Strait Islander candidates) as making it difficult to provide an overall assessment of the University's success in attracting candidates from under-represented groups.

With respect to appointments, the major issue identified by respondents was that a strong employment market for staff from diverse backgrounds meant that the University could not always compete with other institutions. Once appointed, respondents noted the University did a good job of retaining candidates overall and providing internal opportunities for progression, but concerningly they saw a variable experience for those from marginalised demographic groups who were perceived as isolated and vulnerable post-appointment.

To better attract, appoint and retain a diverse candidate pool, it was suggested that we provide feedback to unsuccessful candidates from under-represented groups to improve their overall experience and increase the likelihood of them applying for jobs at the University in the future; provide alternative pathways, and train recruitment panels to recognise non-traditional pathways into academic roles; grow the talent pipeline through engagement with schools and particularly postgraduate/HDR students.

**Action 7:** Explore opportunities to provide training and tools for Hiring Managers and Recruitment Teams on how to provide constructive feedback to unsuccessful candidates.

**Action 8:** Explore approaches other universities have taken to map non-traditional outputs and pathways to develop greater awareness of equivalence to traditional outputs, whilst maintaining standards and compliance requirements.

**Action 9:** Work with Faculties and Schools to understand the current approach to fostering student engagement through to HDR and seek opportunities to optimise diversity in the talent pipeline.

With respect to the impact of key SAGE Bronze initiatives, respondents showed good awareness (Table 16) but less understanding of whether there had been an impact (Figure 10), suggesting that we could do a better job at communicating outcomes and impact to staff.

**Action 10:** More regularly communicate SAGE outcomes and impacts to staff.

*Table 16 Changes respondents noted as having had an impact on recruitment and retention of diverse staff*

- Recruitment processes and strategic goals to attract candidates
  - Push for Aboriginal and Torres Strait Islander peoples
  - Providing more information about attracting people from under-represented groups
- Policies within Schools
- Creating specific teams; proactive headhunting; identified candidates
- Targets
- Better wording in job ads
- Unconscious bias awareness / training
- University-wide staff networks to facilitate retention (e.g., MOSAIC, Women at Sydney, First Nations Network)
- Mentoring programs



*Figure 10 Awareness and impact (of those who were aware) of four key SAGE recruitment initiatives*

Respondents were also asked about challenges faced during the recruitment process with respect to hiring staff from under-represented groups. Most felt that each stage was slightly to moderately challenging (Table 17) and noted a range of remaining sub-barriers (Table 18).

**Table 17** Survey responses to the question “How challenging are each of the following stages with regards to hiring staff from under-represented groups?”

0 = Not at all challenging; 4 = Extremely challenging; SD = Standard Deviation

	Mean	SD	N/A
Creating the job description/ad	1.3	0.9	0%
Talent search using external search firms	1.8	0.9	35%
Talent search using internal staffing	1.7	0.9	26%
Making a balanced short-list	1.8	1.0	4%
Carrying out the selection process	1.5	1.0	9%
Making the final decision	1.5	1.1	9%
Onboarding	1.0	1.1	22%

**Table 18** Examples of remaining challenges to recruiting staff from under-represented demographics and areas for further improvement

Remaining Challenges	<ul style="list-style-type: none"> <li>• Timing constraints (e.g., cannot hire until there is a retirement)</li> <li>• Pushback from staff</li> <li>• Advertising</li> <li>• Attracting candidates</li> <li>• Creating a balanced shortlist</li> <li>• Lack of experience relative to opportunity from candidates</li> <li>• Imperfect match to position description</li> <li>• Overcoming existing biased perceptions at interview stage (and hiring stage)</li> <li>• Different types of under-representation in particular areas and multiple forms of under-representation in one area (e.g. Engineering has difficulty attracting women, but no difficulties attracting people from other marginalised groups whereas some areas have difficulty attracting staff from many under-represented groups including women, LGBTQIA+, Aboriginal and Torres Strait Islander peoples, people with disability, and ethno-racially diverse people.)</li> <li>• Pitting marginalised groups against each other for a single vacancy</li> <li>• Competitive offers (e.g., packages including childcare)</li> <li>• Ill-defined policies and procedures at all levels</li> <li>• Small pool of highly-competitive applicants from diverse backgrounds for all types of recruitment</li> <li>• Very different pools depending on the role; some pools are more diverse than others</li> <li>• Different units/schools have different staffing profiles, disciplinary norms, etc.</li> <li>• Easier to recruit for junior hires</li> <li>• At leadership/executive level, pools are not diverse because of expectation of demonstrated track record of success</li> <li>• Women in STEM (from <i>any</i> background) are challenging to recruit</li> </ul>
Areas for Action	<ul style="list-style-type: none"> <li>• Generate a more diverse pool by encouraging current staff to contact prospective applicants when there are vacancies</li> <li>• Broaden the recruitment avenues</li> <li>• Build stronger internal leadership pathways and include additional markers of success</li> <li>• Return to the talent pool and re-advertise the role if the pool of applicants is not sufficiently diverse</li> <li>• Improve composition, training, interview questions &amp; styles of panel members</li> <li>• Hold line managers accountable for helping staff from under-represented groups succeed and progress their careers</li> </ul>

## Follow-Up Structured Interviews

Participants overall expressed mixed views about progress made and areas for improvement regarding recruitment and selection at the University. In particular, participants noted positive changes in efforts to increase gender diversity and recruitment of First Nations peoples in the University. Participant responses indicated concerns that these efforts were not yet leading to consistent or sustained effects. Moreover, participants noted a lack of deliberate effort to increase diversity beyond gender in recruitment and selection.

In terms of attracting and encouraging applications from a diverse talent pool, participants noted that macro-level factors such as high living costs in Sydney and meso-level (organisational) factors such as poor candidate experience during the application process may have had a negative impact. It was considered important for candidates to have a positive experience throughout the process so that, should they be unsuccessful for a particular job, they would be willing to re-engage around future opportunities.

Key themes arising from participants in follow-up structured interviews are shown in Table 19.

Table 19 Key themes raised by interview participants

Action Area	Working Well	Working Less Well	Priority Areas (for further action)
<p>Actions designed to improve our digital infrastructure for enhanced insights from data</p>	<p>HR system is in place to gather a range of mandatory data including working rights, visa, country of birth and voluntary data relating to demography.</p> <p>Data fields in the HR system made it possible to report diversity-related information, potentially increasing the richness of information available.</p> <p><i>"How can we measure [diversity] at any stage if we don't have it ... as part of the application." (P5)</i></p>	<p>The potential richness of information is not fully utilised.</p> <p>Current practice is driven by individuals on selection committees to probe the process of shortlisting with considerations of diversity and inclusion.</p> <p>No consistent approach in terms of data gathering, sharing or using.</p> <p><i>"The provision of that data is important, because without it, you could easily perpetuate existing inequities without even thinking about or not even knowing what's happening. I think that just making that data available is really significant. As to what it changes, it depends upon how people use it and the values of the people using it. So having the data available in and of itself is important, but insufficient to actually ensure that change does occur." (P2)</i></p> <p>Candidates may perceive that the HR system is asking for excessive data that are not relevant to the job applied for.</p> <p><i>"Some risk associated with that data ... asking for so much information as part of a job application - I question the appropriateness of that, because it's not relevant to the job that someone is applying for. ... People feel that that data could be used to make discriminatory decisions around a hiring process." (P5)</i></p>	<p>To develop meaningful ways of reporting and using diversity data available. For example, to monitor the diversity of the candidate pool in relation to eventual hiring decisions as the basis to reflect on what's done well, what's not done well.</p> <p><b>Action 3: Building on Action 2, create recruitment reports that provide relevant information to Heads of Schools, Hiring Managers and HR Partners.</b></p> <p>To ensure that demographic/diversity data do not lead to unintended consequences such as discrimination. To communicate such safeguard practice clearly with candidates.</p> <p><i>"We're asking for a lot of additional data points. We understand what we're trying to do with that, but a candidate doesn't. And that's the challenge. ... It can look as if we are trying to select based on things other than skill, experience, qualification." (P5)</i></p> <p><b>Action 11: Review data and privacy statements on recruitment platform to ensure that they are optimised to provide clarity to applicants about why the University is asking for this information and what it will be used for.</b></p>

<p>Actions designed to increase the diversity of our staff in our recruitment and appointment pools</p>	<p>An increased awareness of and greater effort made to improve gender diversity in the process of recruitment and selection for hiring, fellowships</p> <p>Some local units are taking grassroots level initiatives to support candidates with diverse backgrounds. For example, some local units provide guidance and support regarding how to develop better application packages.</p> <p>Some opportunity openings are advertised through 'not-business-as-usual' channels to maximise women candidate attraction.</p> <p>Alternative and more appropriate channels are explored and used for job advertisement for First Nations Peoples.</p> <p>Some local units conduct recruitment planning based on awareness of lack of diversity in certain areas.</p> <p>Job advertisements use gender-neutral and inclusive language.</p> <p>Increasing amount and extent of discussions about accessibility adjustments for candidates,</p>	<p>Lack of an intersectional lens in recruitment efforts is noted. Current focus is mostly about gender.</p> <p>Discussion, decision-making and conduct about strategic hiring (for diversity) requires significant improvement.</p> <p>There is a lack of diversity (tenure, language background, etc.) in the selection panels.</p> <p><i>"Having diversity on selection committees is really important. Not just like gender balance, but also people from different backgrounds, culturally and linguistically, on a panel for me makes a big difference. And I know it would make a big difference to other people as well. Just being able to see yourself or people that look like you ... that you can look up to make you want to work there, make you want to apply." (P3)</i></p> <p>Macro level factors contributing negatively to diversity, such as social economic implications to moving to/living in Sydney are not adequately addressed during the recruitment process. Applications are being abandoned and offers declined citing financial stress of moving to Sydney.</p> <p><i>"There might be things about providing more information about what support there is so to cover the expense. But I think that is probably a big reason why people from perhaps certain backgrounds, certain countries, whatever, just don't apply because [Sydney] is just expensive." (P2)</i></p>	<p>Goal to increase workforce diversity (if any) should be made clear at the position planning stage.</p> <p><b>Action 3: Building on Action 2, create recruitment reports that provide relevant Information to Heads of Schools, Hiring Managers, and HR Partners.</b></p> <p>Consider formulating goal to increase diversity based on work area / project needs (as opposed to mere representation).</p> <p>Local tools and efforts for diversity that are effective may be introduced to and encouraged for the wider university.</p> <p>Employer value proposition and employer brand regarding diversity and inclusion may be improved and better communicated to potential applicants.</p> <p>A proactive approach to actively sourcing and building diverse applicant pipeline.</p> <p><b>Action 1: Work with Recruitment to explore approaches and resources to scale up the process currently being piloted in the Faculty of Science. Consider most user-friendly system (possibly Workday) to add diverse candidates to talent pools.</b></p> <p>HR function should encourage use of social media such as LinkedIn for University's branding promotion to encourage applications from diverse candidates.</p> <p><i>"You don't realize how diverse and inclusive it actually is until you start working here." (P3)</i></p>
---	---	---	--

	including workplace adjustments such as ergonomic chairs.		
Actions designed to improve the consistency of approach across levels, and increase the percentage of women appointed to continuing roles at the University, particularly at levels D/E	Local attempts to recognize that career pathways may take different forms are observed. For example, certain fellowship selection committees made adjustments about career breaks due to career interruptions and/or carer's responsibilities.	<p>A lack of widespread and consistent understanding or recognition that career pathways may take different forms. Current efforts to account for such diversity are mostly local and ad hoc.</p> <p><i>"... when people talk about their track record and career interruptions, overwhelmingly, female identified staff will have career interruptions that are about caring or children, etc. ... There's a sense in which we kind of address those issues in an ad hoc way. ... I wonder if we could just take them into account at the start of the process." (P1)</i></p>	<p>Recognition of the diversity of career pathways. For example, quantify a person's career interruptions for the consideration in promotions and grant applications.</p> <p><b>Action 5:</b> Work with Recruitment to explore opportunities, mechanics and potential system and reporting requirements (including e.g. impact on candidates and recruitment panels) to include a voluntary RTO statement in job applications, and potential for our pilot full-time equivalent year (FTEY) app to be included alongside. Communicate rationale clearly.</p> <p><b>Action 8:</b> Explore approaches other universities have taken to map non-traditional outputs and pathways to develop greater awareness of equivalence to traditional outputs, whilst maintaining standards and compliance requirements.</p> <p>Tighten the link between HR recruitment processes and selection committees' feedback. This helps increase consistency and transparency of the process and helps improve the candidate's experience (external and internal).</p> <p><b>Action 7:</b> Explore opportunities to provide training and tools for Hiring Managers and Recruitment Teams on how to provide constructive feedback to unsuccessful candidates.</p>
Actions designed to improve the onboarding	A range of support networks in the University beyond one's day-to-day work colleagues are positively noted for improving	A lack of consideration for potentially tailored hiring or onboarding process for people from diverse backgrounds.	Enhance developmental support for people who are hired, such as mentoring, formal support network (designated HR people), formal AP&D processes etc.

<p>experience once appointed</p>	<p>new recruits' sense of connection and belongingness.</p> <p>Increasing amount and extent of discussions about workplace adjustments such as ergonomic chairs.</p>	<p>A lack of follow-through on matters such as cultural safety.</p> <p><i>"You know, we don't necessarily follow through with cultural safety once people are here. ... Some areas [we] do very well, and others do not. If you look at the stats around Indigenous hiring, [they are good]; but then Indigenous attrition, they're not good, so there's something missing there. Cultural safety is a big piece of that." (P5)</i></p> <p>A lack of handoff/handover connection between hiring and onboarding. A lack of touch points amongst recruiters, hiring managers and the candidates.</p>	<p><i>"Let's imagine that we have a hiring where we have affirmative action that we hire Indigenous staff strategically - that'll be great. But if they come into the University and there's not like a different set of expectations and a different set of support, then all we're really doing is just ticking a box for our hire and failing the actual project of trying to get more Indigenous staff to succeed." (P1)</i></p> <p>Information about various kinds of support, including accessibility options, networks, resources to enable negotiation, to be made available to recruitment teams, hiring managers and the candidates.</p> <p>Address cultural safety particularly for members who experience a lack of community and isolation in their local area in the University.</p> <p><b>Action 13:</b> Share feedback with the Organisational Development Team to build on recently improved onboarding processes for hiring managers to ensure a clear and time-structured onboarding process for new staff, including information about key user systems, and support and staff network options.</p>
----------------------------------	--	--	---



## Candidate Experience

We interrogated the University's recruitment survey to successful applicants for changes in the responses of recently hired men and women in 2023 compared to 2018 to the question "What are the main factors that contributed to you applying for a position with us". In 2023, more women nominated flexible work arrangements than in 2018, suggesting the University's efforts to promote its flexible work culture was having an impact (Figure 12). Notably, though, flexible working arrangements was not a strong attractant for men.

We further reached out by email to approximately 34 staff members who had recently been recruited, across a range of roles, disciplines, and seniority, inviting them to participate in an anonymous survey to share their experiences. Twenty-two responses were received. The cohort of respondents comprised staff of all genders and included those from ethno-racially diverse backgrounds, living with disability, parents/carers of children, including with disability, sexual diversity, mental health diversity, and neurodiversity. Eighteen gave permission for their quotes to be used in this Cygnet.

Participants shared common themes as their reasons for applying for a position at the University, including the University's reputation for quality research and education, a collegial, progressive, inclusive and accommodating work environment, generous employee entitlements and job security, location, career opportunities, and flexible work arrangements.

The recruitment team was praised for being flexible around applicants' schedules, inclusive of gender diversity, proactively keeping applicants engaged, and generally facilitating a smooth process, but a sometimes-lengthy process was flagged as contributing to thoughts of accepting other job offers.

Onboarding experiences were more variable and manager/team dependent. Some respondents praised their hiring manager for being sensitive, flexible, and providing the right information at the right time. Others, however, found the onboarding process "haphazard" and "over-loaded" with information and meetings with colleagues scheduled too early in the process before new starters could understand where those colleagues fit in or why they were meeting them.

Key themes arising from participants in follow-up structured interviews are shown in Table 20.



Women 2018



Women 2023



Men 2018



Men 2023

**Figure 11** Responses from successful women and men candidates for jobs at the University in 2018 and 2023 to the question "What are the main factors that contributed to you applying for a position with us?"

Action Area	Working Well	Working Less Well	Priority Areas (for further action)
<b>Recruitment Process</b>	<p>An inclusive and accessible recruitment experience.</p> <p><i>"During recruitment, my recruiter was accepting of my pronouns and asked if I required adjustments to the recruitment process in a way that felt natural and comfortable." -R1</i></p> <p><i>"The ability to complete this process online." - R4</i></p> <p><i>"I had no difficulty with access requirements." - R5</i></p> <p>Good communication through recruitment process.</p> <p><i>"The recruiter I had was fantastic, kept me engaged throughout the process." -R2</i></p> <p><i>"The HR team were very helpful and kept me informed." - R3</i></p> <p><i>"Everything generally worked quite well and was smooth. There were no issues or delays with onboarding." - R16</i></p> <p><i>"The recruitment team and my seniors/colleagues checking in with me and making sure my accessibility needs were met in order to work comfortably." -R18</i></p> <p><i>"Watching the online session about the recruitment process was helpful with understanding</i></p>	<p>The duration of the recruitment process.</p> <p><i>"The process was the longest I've ever been through. I had multiple interviews (informal and formal), at this point I already had other job offers." - R2</i></p> <p><i>"The process moved at a snail's pace. It took many months before the decision to appointment was finalised, during which time I had to decide seriously whether or not to take other jobs." -R5</i></p>	<p>Time to fill positions is already a KPI for the University's recruitment team, with improvements already evidence (See Figure 8). Efficiencies continue to be a high priority for the team.</p> <p><b>Action 12:</b> Develop resources to support a Keeping in Touch approach by managers for incoming staff members between acceptance of offer and appointment to try to facilitate feelings of connection.</p>

	<i>the expectations of the university and filling in the selection criteria." -R19</i>		
<b>Onboarding</b>	<p>An inclusive workplace where staff have inclusion capability.</p> <p><i>"My diversity was accepted by my immediate team and needed no additional explanation." - R1</i></p> <p><i>"Welcoming and supportive executive team, buddy system...Overall, a very positive onboarding process. Appreciate the openness, engagement and support available from supervisory team and executive staff." -R6</i></p> <p><i>"I didn't find the onboarding process any different from previous institution regarding the formal procedures in workday. I have however enjoyed meeting my peers in organized Horizon Fellow workshops and the staff in the school are lovely and have enjoyed meeting them also." - R8</i></p> <p><i>"The space given by the entire team while onboarding and the understanding of the team when I could not make it in person for some meetings was really helpful as I tried to juggle spending time with a young family as well as making an impact in my role." - R10</i></p> <p><i>"Excellent communication during onboarding and follow-ups;</i></p>	<p>Unclear and over-loaded onboarding processes and resources.</p> <p><i>"Over the first few months, onboarding was hap-hazard and I needed to discover what the university offered in term of support for myself." - R1</i></p> <p><i>"During onboarding I was overloaded with information and wasn't clear what was mandatory and what was optional. Often things were booked in my calendar before I had the time to digest what it was for and why. Mostly meeting different people, sections and areas. This information overload made it really difficult to transition into the role smoothly. I didn't get the time to settle in and work out what I needed to do, who I needed to contact etc because everything was already designed in a way that it made it difficult for me to adjust to the new environment. I couldn't work out how things were linked, why I was doing this training or meeting this area etc until months after the onboarding period because the processes weren't clear and the onboarding wasn't done in a structured way where I could digest the process." - R2</i></p> <p><i>"Complicated systems with little administrative support for areas outside of core work - a lot of do it yourself, refer to the manual." -R6</i></p> <p><i>"The amount of information to sift through to perform my role was challenging; however, my line manager allocated appropriate time to familiarise myself with documents etc. Would have been nice if required information to perform my role during the initial 3 months was more carefully planned."-R14</i></p>	<p>Clearer onboarding IT, University, and job-specific resources and processes with recommendations for structured and inclusive timeframes.</p> <p><i>"Specific induction which outline the support services and resources of the University." - R1</i></p> <p><i>"Really clear processes from the start. I'm a visual person so even being able to see what the process is in an onboarding diagram or an employee lifecycle chat would be amazing." -R2</i></p> <p><i>"Let people adjust to the new working environment. Don't book or put meetings in peoples calendars (especially new starters) if you haven't explained what the meeting is for or who it is with. This for me is really bad practice and it almost made me feel incompetent because I had no background to some of these meetings and introductions." -R2</i></p> <p><i>"Written copies of hand over notes is very helpful but not in 10 different emails. Prepare for someone coming into a role by ensuring they have the right information or notes all in one area and also getting them access to the right drives and folders is important as well. I think the small but essential information like how an organisation likes to store and file documents is important down to is there a way a document should be named or referenced in a file is really good to know beforehand." - R2</i></p> <p><i>"I understand that each onboarding experience will be different but there are things that could really benefit from streamlining some of these processes. e.g a short video about each area, school, PSU would be useful, contacts in HR like who speak to if I need to know about leave etc, the different staff networks/book clubs/societies I could join, who the executive are and</i></p>

	<p><i>efficient onboarding; clear communication regarding the expectations for the role" - R14</i></p> <p><i>"The team that I was placed in were amazing, such welcoming and friendly people. I immediately felt like part of the team." -R16</i></p> <p><i>"During the onboarding process, I was also proactively contacted by my Supervisor, Head of discipline and Program director, which meant that I was able to immediately ask questions and understand their expectations of my role." -R19</i></p>	<p>Inconsistent cultural competence and cultural workload expectations.</p> <p><i>"Lack of cultural guidance, lack of understanding of cultural load (not necessarily a lack of but, a disempowerment of managers to do anything about it/lack of policies to protect staff)" -R7</i></p> <p><i>"Onboarding was quite overwhelming due to lack of familiarity with University systems/governance processes. Online courses helped here but difficult to immediately apply in reality." -R20</i></p>	<p><i>the committees and what they do etc and I'm not talking about sending people a dozen links to look at. Create a visual like a video (onboarding video) then have something about more information check out the link below." - R2</i></p> <p><i>"Provide assessment options/accommodations to doing a (mandatory induction) quiz." -R4</i></p> <p><i>"Ongoing advocacy for change promoting cultural safety in the workplace. Policies for cultural load and cultural safety. Increased awareness of other staff around culturally safe practice in the workplace i.e. emailing your one Indigenous colleague to ask who is Indigenous to a particular area)." -R7</i></p> <p><i>"Parameters should be in place to support clinicians transitioning into the teaching space i.e. time to complete MPLF, co-teaching opportunities etc..." - R7</i></p> <p><i>"I think being introduced to key faculty finance and research management staff would be useful." - R8</i></p> <p><i>"More efficient pathways for information dissemination; Defined and published teams/roles/committees in visible places; Some elements of onboarding dedicated to cultural integration" - R20</i></p> <p>Note: In 2024, which was beyond the time-frame covered In this Cygnet, the University overhauled its onboarding processes, providing clear and updated guidance for hiring managers and new starters.</p> <p><b>Action 13:</b> Share feedback with the Organisational Development Team to build on recently improved onboarding processes for hiring managers to ensure a clear and time-structured onboarding process for new staff, including information about key user systems, and support and staff network options.</p>
--	--	---	---

## FURTHER ACTIONS

Reference	Rationale/ Evidence	Actions & Outputs	Time-frame (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
1	<p>The SAGE Recruitment Working Group (WG) has developed a procedure (Search Teams) to proactively invite potential external candidates to submit an Expression of Interest to receive information about upcoming roles, however this has yet to develop beyond pilot stage.</p> <p><i>See pages 14, 38</i></p>	<p>Work with Recruitment to explore approaches and resources to scale up the process currently being piloted in the Faculty of Science. Consider most user-friendly system (possibly Workday) to add diverse candidates to talent pools.</p>	Jan 2025- Dec 2025	SAGE Recruitment WG, HR Recruitment, Faculty Leads	Director Recruitment Operations in discussion with Faculty Leads.	We understand the feasibility of developing systems and processes to manage diverse candidate pools, and action if feasible.
2	<p>Much has changed since the Bronze timeframe, and updated benchmarks and targets are required to address new key priority areas and raise awareness of these.</p> <p><i>See page 16</i></p>	<p>Use SAGE Cygnet and Silver data sets to identify under-represented groups through an intersectional lens, work proactively with stakeholders to understand rationale, develop new recruitment benchmarks and a pathway to work towards them. Noting best practice is for some of these categories to be voluntary disclosures and that data may be incomplete.</p>	Sep 2024- Dec 2025	SAGE Self-Assessment team, Workforce Planning and Insights, HR Recruitment, Diversity & Inclusion Team	CHRO	Key priority areas for recruitment are identified and benchmarks are communicated to key stakeholders.
3	<p>Recruitment reports are not currently designed to report against contemporary diversity benchmarks.</p>	<p>Building on Action 2, create recruitment reports that provide relevant information to Heads of Schools, Hiring Managers and HR Partners.</p>	Sep 2024- Dec 2025	SAGE Self-Assessment team, Transactional Client Services, Workforce Planning and Insights, HR Recruitment, Diversity &	Director Recruitment, Director TCS	Key priority areas for recruitment are identified and communicated to key stakeholders.

	<i>See pages 16, 37, 38</i>			Inclusion, Workforce Analytics		
4	<p>In our Bronze Action Plan we set a number of learning targets for specific groups, however it transpired that there was not always a clear pathway to monitoring uptake, creating high manual workloads for small teams. Proactively working with data-generation teams when setting targets will create a more sustainable approach to learning targets and monitoring.</p> <p><i>See page 17</i></p>	<p>Ensure that when learning requirements are set, we proactively work with data teams to facilitate smooth collection of monitoring data.</p>	Sep 2024- Dec 2025	SAGE Self-Assessment Team, Organisation & Development team	SAGE Program Manager	Improved demographics reporting for learning uptake/attendance.
5	<p>It is not currently explicitly encouraged for advertised roles to include a relative to opportunity (RTO) statement, nor to quantify the impact of extended periods of leave due to, for example, parental or caring responsibilities, or illness.</p> <p><i>See pages 17, 39</i></p>	<p>Work with Recruitment to explore opportunities, mechanics and potential system and reporting requirements (including e.g. impact on candidates and recruitment panels) to include a voluntary RTO statement in job applications, and potential for our pilot full-time equivalent year (FTEY) app to be included alongside. Communicate rationale clearly.</p>	Sep 2024- Dec 2025	SAGE team, ICT, HR Recruitment, Provost Office	Director, Recruitment	Space for a voluntary RTO statement and link to FTEY app is available to job applicants alongside a clear explanation.
6	<p>Relative to offers, the percent appointments of women dips across many levels, potentially indicating a disproportionate number of women declined offers of employment at the University. The process of developing</p>	<p>Explore options to better collate and understand reasons for women and candidates from other under-represented groups withdrawing or declining offers of employment. For instance, explore options</p>	Sep 2024- Dec 2025	HR Recruitment, HR Partners, Workforce Planning & Insights	Director, Recruitment, Director Workforce Planning & Insights	We improve our capability to collate and understand reasons for for women and candidates from other under-represented groups withdraw or decline offers of employment.

	<p>targeted EVPs and regularly reviewing will allow us to better understand possible drivers behind this possible dip (i.e. our candidate experience, reputation, and offerings in comparison to other organisations) as well as better promote our offerings.</p> <p><i>See pages 20, 25, 27</i></p>	<p>for ads related to senior appointments that a senior level man and woman are a point of contact for further information in addition to the recruitment contact.</p>				
7	<p>Candidates from under-represented demographics, particularly those with non-traditional pathways into academic appointments, may feel discouraged to reapply for jobs at the University if unsuccessful first time. Providing constructive feedback may improve their experience and make them more likely to continue considering the University as a potential employer.</p> <p><i>See pages 33, 39</i></p>	<p>Explore opportunities to provide training and tools for Hiring Managers and Recruitment Teams on how to provide constructive feedback to unsuccessful candidates.</p>	<p>Sep 2024- Dec 2025</p>	<p>HR Recruitment</p>	<p>Director, Recruitment</p>	<p>Constructive feedback is more consistently provided to unsuccessful candidates who have reached interview stage into the recruitment process, with a clear process for communication.</p>
8	<p>Not all job candidates have taken traditional pathways through education and employment. This creates an opportunity to foster this diverse thinking and experience, but to do so we must move beyond applying traditional approaches to recruitment processes.</p> <p><i>See pages 33, 39</i></p>	<p>Explore approaches other universities have taken to map non-traditional outputs and pathways to develop greater awareness of equivalence to traditional outputs, whilst maintaining standards and compliance requirements.</p>	<p>Sep 2024- Dec 2026</p>	<p>SAGE Self-Assessment Team, HR Recruitment</p>	<p>Director, Recruitment</p>	<p>We understand what options might be available to reflect non-traditional outputs in our recruitment policies and processes.</p>



<b>9</b>	Staff in our survey pool suggested one pathway to a more diverse pool of candidates was more consistently growing our own.  <i>See page 34</i>	Work with Faculties and Schools to understand current approach to fostering student engagement through to HDR and seek opportunities to optimise for diversity in the talent pipeline.	Sep 2024- Dec 2025	SAGE Self-Assessment Team, Heads of Schools	Deans, Heads of Schools	Schools and Faculties offer opportunities for students from under-represented demographics to engage through to HDR (e.g. holiday scholarships and internships, swapping course work for research-based “mini-projects)
<b>10</b>	Staff in our survey pool were aware of key SAGE initiatives but had less awareness of the positive outcomes and impacts arising from those actions.  <i>See page 34</i>	More regularly communicate SAGE outcomes and impacts to staff.	Sep 2024- Dec 2025	SAGE Comms & Engagement Working Group & MarComms	SAGE Program Manager	Develop a communications plan to promote the positive outcomes and impacts from SAGE more regularly to staff.
<b>11</b>	The University includes a statement around personal data collection and use on its recruitment platform, however there may be room for optimisation to make its use clearer to job applicants.  <i>See page 37</i>	Review data and privacy statements on recruitment platform to ensure that they are optimised to provide clarity to applicants about why the University is asking for this information and what it will be used for.	Sep 2024- Dec 2025	SAGE Recruitment Working Group, Diversity & Inclusion, Privacy Team & HR Recruitment	Director, Recruitment	Rationale and use of personal data is clearly communicated to job applicants.
<b>12</b>	Recently recruited staff expressed frustration with a lengthy recruitment process, flagging this as a potential reason to accept offers elsewhere.  <i>See page 43</i>	Develop resources to support a Keeping in Touch approach by managers for incoming staff members between acceptance of offer and appointment to try to facilitate feelings of connection.	Sep 2024- Dec 2025	HR Recruitment, OD, HR Partnering, Hiring Managers, Immigration & Global Mobility, Heads of Schools	Director, Organisational Development	Managers and new starters report a greater sense of connection during the recruitment process.
<b>13</b>	Recruitment staff and hiring managers expressed some concern that staff from under-	Share feedback with the Organisational Development Team to build on recently	Sep 2024- Dec 2025	SAGE Recruitment WG, D&I Team, Organisational Development Team	SAGE	(i) Onboarding is not front-loaded; (ii) New starters feel connected;

	<p>represented demographics may be at risk of feeling isolated post-appointment.</p> <p><i>See pages 40, 45</i></p> <p>Further, recently recruited staff expressed feelings of disempowerment and confusion with an unclear and front-loaded onboarding process.</p> <p><i>See pages 43-45</i></p>	<p>improved onboarding processes for hiring managers to ensure a clear and time-structured onboarding process for new staff, including information about key user systems, and support and staff network options.</p>				<p>(iii) New starters have access to the support, networks, and resources they need without overload.</p>
--	--	---	--	--	--	---