



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Award Application

Career Progression



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"> List the Barrier addressed in this Cygnet List the Barrier for Cygnets already submitted
[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	✓	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	78
Evidence of Barrier	426
Activities and Outputs	107
Outcomes	1143
Impact	693
Total	2447(2500 limit)

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 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.

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Glossary

AP&D	Academic Planning and Development
APU	Academic Promotions Unit
CPC	Central Promotions Committee
D&I	Diversity & Inclusion
EA	Enterprise Agreement
EDI	Equality, Diversity, Inclusion
F	Female
FASS	Faculty Arts & Social Sciences
FMH	Faculty Medicine & Health
HASS	Humanities, Arts, Social Sciences
HC	Headcount
HEO	Higher Education Officer
HR	Human Resources
LGBQ	Lesbian, Gay, Bi+, Queer
LGBTQIA+	Lesbian, Gay, Bi+, Transgender, Queer, Intersex, Asexual/Agender. The 'plus' is used to signify all of the gender identities and sexual orientations that are not specifically covered by the seven initials.
LPC	Local Promotions Committee
M	Male
ND	Not Disclosed
NoI	Notice of Intent
PP&D	Professional Planning and Development
RTO	Relative to Opportunity
SAGE	Science in Australia Gender Equity
SPAM	Strategic Promotion Advice and Mentoring
STEMM	Science, Technology, Engineering, Mathematics, Medicine
TGD	Trans and Gender-Diverse

KEY BARRIER

Through the SAGE Athena SWAN Bronze process (2014-2017) we identified an under-representation of women in senior academic roles. Our investigations uncovered inequitable access to development opportunities, as well as a lack of awareness, support and trust in the processes underpinning career progression at the University.

This Cygnet describes the progress, outcomes and impacts of actions we have undertaken over the past five years to improve the participation of women in career progression opportunities and representation at higher academic levels.

EVIDENCE OF BARRIER

Whilst our SAGE Bronze application was largely focused on academic and professional women in STEMM - 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, and impact all staff and students. Accordingly, we are seeking to be more inclusive in our data collection, strategic aspirations and initiatives moving forward.

Within the SAGE Bronze Application timeframe (2014-17) we found:

1. Inequitable or inconsistent access to career development and promotion programs

Some University Faculties had introduced Strategic Promotion Advice and Mentoring (SPAM) tailored to support promotion of women to Level E. This program had led to an increased number of promotions for women at this level (Figure 1), but notably, SPAM was not offered across all academic levels or Faculties (**Action 5.1.16**).

We also identified that although the University offered 60 career development programs, some of which were aimed at women and/or had gender targets, in our 2017 Culture Survey, women (44%) were more likely than men (21%) to report access barriers (**Action 5.2.1**). We identified a need for a more cohesive support and communication strategy to increase diversity in senior roles (**5.2.6**).

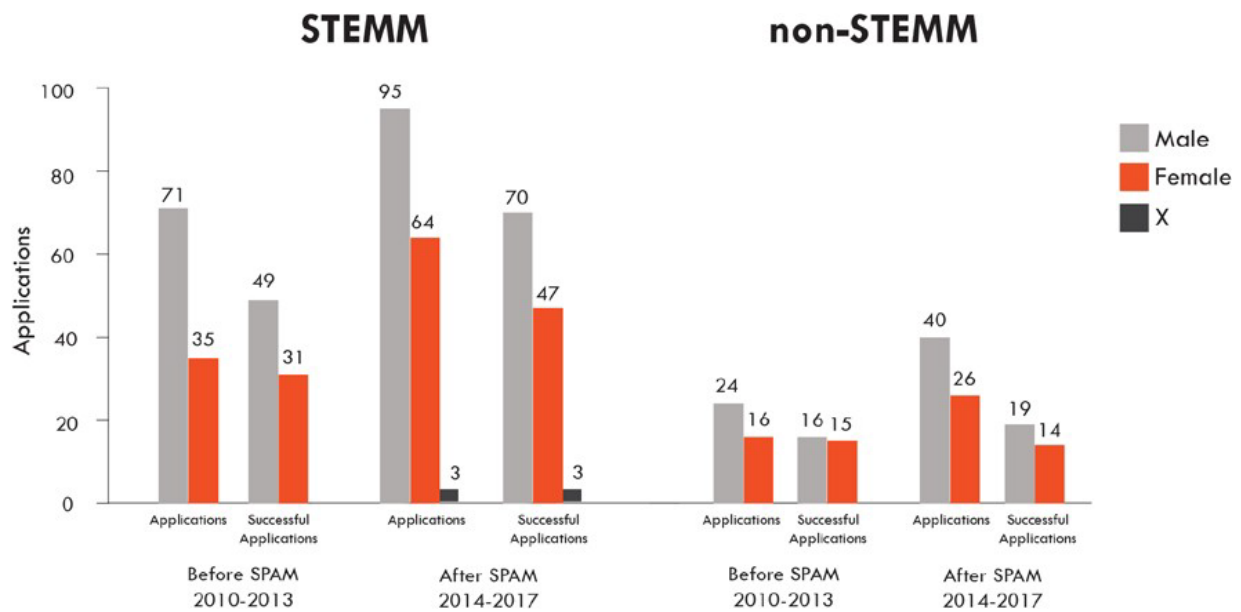


Figure 1 Applications for promotion to Level E before (2010-2013) and after the introduction of SPAM (2014-2017)

2. Low awareness of and trust in the University's promotion processes

We identified low awareness of and trust in the University's career development process, leading to potential self-exclusion. The 2017 Culture Survey revealed that STEMM women (45%) were generally less confident than STEMM men (51%) in applying for a promotion, particularly at lower Academic Levels (Figure 2).

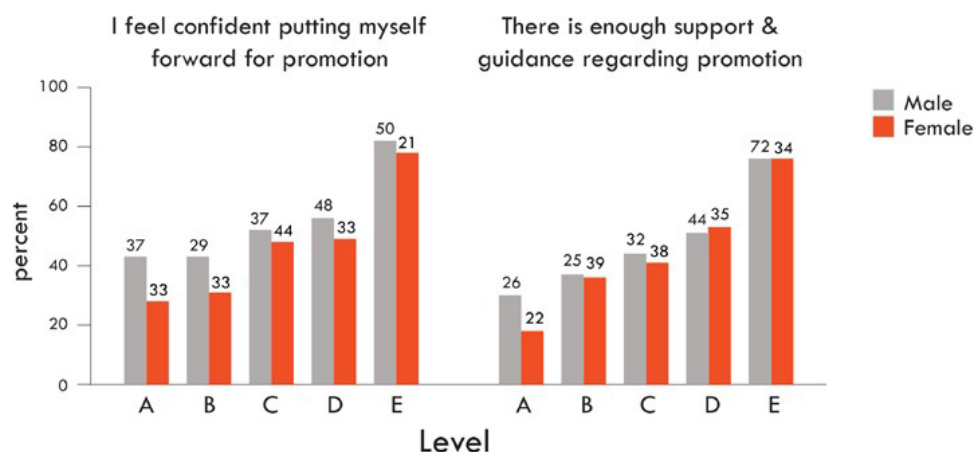


Figure 2 STEMM academic responses to 2017 Culture Survey questions regarding confidence and guidance in the promotions process. Headcount indicated above bars.

Our 2017 Culture Survey revealed a gender gap in perceptions of fairness regarding promotion considerations (Figure 3). Compared to men (41% respondents agreed), fewer women (28% respondents agreed) believed the 'Relative to Opportunity' consideration, which allows factors

like childcare and disability, was applied fairly. This was particularly noted by women on parental leave (5% agreed) or with mental health conditions (10% agreed) (Figure 4) (**Actions 5.1.12-5.1.15**).

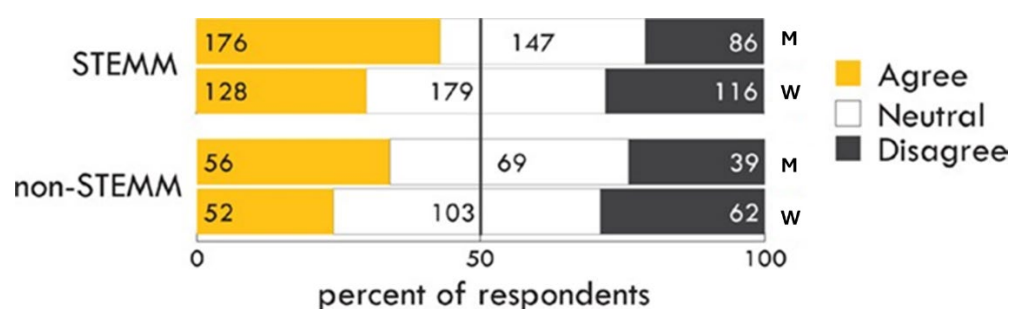


Figure 3 Answers to 2017 Culture Survey question: “Relative to Opportunity is applied fairly” by academic staff from STEM and non-STEM faculties

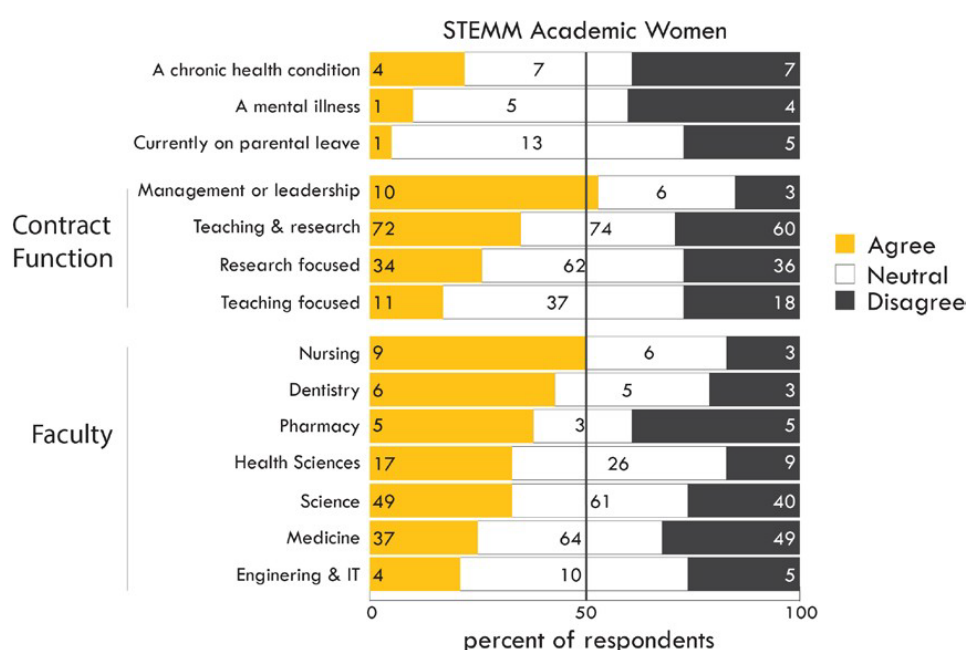


Figure 4 Answers from STEMM academic women to Culture Survey question “Relative to Opportunity” is applied fairly. Responses from Architecture, Design and Planning were below 10 and therefore not included.

Furthermore, although the University had relatively high completion rates of Academic Planning and Development (AP&D) and Professional Planning and Development (PP&D) annual reviews, only 37% of academics (women: 41%; men 36%) and 32% of professional staff found their reviews useful (**Actions 5.2.4, 5.2.5**).

3. Decreased promotion success rate for women at senior academic levels

Although women showed higher overall rates of promotion success during the 2014-17 Bronze timeframe (Table 1), success rates for both men and women decreased at senior levels. This had a particular impact on our aspiration to increase the representation of senior academic women.

Table 1 STEMM academic applications for promotion and success rates (2014-2017)

F = Female; M = Male, X=gender diverse or not disclosed

		Pool				Applications				Successful				Success Rate	
		%F	F	M	X	%F	F	M	X	%F	%M	%X	%F		
2014	A to B	51	8	13		38	8	12		40	92		100		
	B to C	55	19	22		46	17	14		55	64		89		
	C to D	48	21	26		45	18	21		46	81		86		
	D to E	36	24	18		57	17	15		53	83		71		
2015	A to B	53	6	6		50	5	5		50	83		83		
	B to C	55	26	18		59	20	15		57	83		77		
	C to D	48	20	35		36	15	26		37	74		75		
	D to E	36	16	31		34	14	22		39	71		88		
2016	A to B	54	11	6		65	10	4		71	67		91		
	B to C	56	22	15		59	20	12		63	80		91		
	C to D	51	22	25		47	18	19		49	76		82		
	D to E	34	10	15		40	8	10		44	67		80		
2017	A to B	51	8	11	1	40	8	9	0	47	82	0	100		
	B to C	56	18	19	2	46	16	16	2	47	84	100	89		
	C to D	53	20	24		45	17	20		46	83		85		
	D to E	34	14	31	3	29	8	23	3	24	74	100	57		
Total STEMM 2014-17	A to B	52	33	36	1	47	31	30	0	51	83	0	94		
	B to C	56	85	74	2	53	73	57	2	55	77	100	86		
	C to D	50	83	110		43	68	86		44	78		82		
	D to E	35	64	95	3	40	47	70	3	39	74	100	73		
	Total	49	265	315	6	45	219	243	5	47	77	83	83		
Total non-STEMM 2014-17	A to B	56	10	7		59	9	5		64	71		90		
	B to C	52	56	52	2	51	41	41	2	49	79	100	73		
	C to D	46	58	67		46	44	42		51	63		76		
	D to E	32	26	40		39	14	19		42	48		54		
	Total	46	150	166	2	47	108	107	2	50	64	100	72		

4. Low representation of women at senior academic levels

Although women held nearly half of our academic positions during the Bronze timeframe, the proportion of women declined with increasing academic level (women held 53% Level A and B positions, 45% Level C and D, 32% Level E) and were even lower for STEMM (Table 2).

Table 2 Academic staff by level in STEMM and non-STEMM Faculties

F = Female; M = Male

STEMM Faculties

	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	298	282	52	290	253	54	290	250	54	294	284	51
Level B	259	211	55	257	207	56	267	211	56	293	231	56
Level C	208	229	48	214	229	48	225	217	51	235	206	54
Level D	125	219	37	122	218	36	114	223	34	126	241	34
Level E	86	278	24	103	280	28	120	295	31	129	313	31
Total	976	1219	44	986	1187	45	1016	1196	46	1077	1275	46

Non-STEMM Faculties

	2014			2015			2016			2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level A	44	33	57	47	34	58	50	42	54	71	60	54
Level B	146	123	54	139	125	53	128	125	51	128	119	52
Level C	119	147	45	119	135	47	118	126	48	115	136	46
Level D	67	81	45	70	86	45	76	97	44	83	92	47
Level E	50	119	30	54	124	30	60	125	32	70	135	34
Total	426	503	46	429	504	46	432	515	46	467	542	46

ACTIVITIES AND OUTPUTS

In response to the evidence above, we developed actions to build a more consistent and inclusive approach to **(1)** career development and **(2)** support and guidance for academic staff (Table 4); **(3)** increased awareness of and trust in the University's promotions process (Table 5, Figure 5).

These actions would: **(4)** support greater promotion success for women at senior academic levels, and **(5)** contribute to a more gender-balanced academy at senior levels.

Actions were operationalised by the University's Human Resources (HR) Academic Promotions Unit (APU), and Diversity & Inclusion (D&I) team, with consultation and/or in collaboration with relevant stakeholders. Challenges faced during implementation are summarised in Table 3.

Table 3 Challenges faced during implementation

Bronze Action Plan Reference	Challenge	Strategies
5.1.16 Expand the SPAM program to all faculties from Levels D-E.	The roll-out of SPAM across all Faculties was not achieved. Although advocated by the Academic Promotions Unit, conversion of interest into action was low, largely due to resource constraints and staff bandwidth during the pandemic. Many Faculties have more recently launched internal promotion information and support programs and have good rates of promotion success, potentially further diminishing the value proposition of a more resource-intensive program like SPAM.	Feedback from SPAM participants has been overwhelmingly positive, and through development of this Cygnet we have identified further opportunities to develop targeted SPAM programs (e.g. for staff with disability, or ethno-racial diversity). The results of this Cygnet can be used to re-advocate for a consistent roll-out of SPAM. Action 1: Better understand the most impactful aspects of existing SPAM programs, and use this Cygnet to re-position and advocate for broader access to SPAM, including potential for targeted SPAM programs or a broad equity promotion mentorship program similar to that being piloted by the Business School in 2025.
5.1.14 and 5.2.5 Actions around mandatory training	There is general resistance to additional mandatory training due to the number of learning modules staff are already asked to undertake each year on a mandatory basis. This	This will be an ongoing issue but co-designing future actions around training with involved stakeholders may identify local pathways for accountability and

	made it challenging to fully implement actions to make inclusion training mandatory.	<p>monitoring to more strongly motivate staff to participate.</p> <p>Action 2: Incentivise inclusion training for promotion panel members by including under the Service Pillar in our new Academic Excellence Program.</p>
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Table 4 Progress and output of actions designed to increase equitable access to career development opportunities

SAGE Bronze Action ID	Progress	Outputs
5.1.16 Expand the SPAM program to all faculties from Levels D-E.	<p>Not Complete: Whilst only a subset of Faculties in STEMM offer the SPAM program, all Faculties and Schools offer guidance and/or mentoring programs on preparing for promotion.</p> <p>The APU offers comprehensive support for promotion aspirants and applicants. Central support sessions are offered twice yearly for staff considering promotion in the next 3-5 years, and for applicants in the current round. Speakers include representatives from the senior/executive leadership and a previous successful Level D applicant. These sessions are well promoted, free and open to all academic staff. The APU also offers training and process support for Committees, Chairs and Heads of School.</p> <p>All faculties now run internal information sessions which are led and administered by the faculty leadership and administrative teams, with support, if required, from the APU. Tailored slides are created for each faculty. Previous committee members and successful applicants present their experience and provide guidance to colleagues.</p>	<p>Faculty of Arts and Social Sciences (FASS) offers sessions in October/November on preparing for promotion. The sessions commenced in 2023 and were open to both staff from FASS and Conservatorium of Music. The 2023 attendee numbers were 77. The School of Humanities (SOH) also offered a promotions Pathway Programme 2021 - 2022. This was a targeted program open to all genders/levels (A-E).</p> <p>Faculty of Engineering In 2021 external workshops and one-on-one coaching sessions were run by external consultant who conducted two workshops. The program was a success and in 2023 16 staff requested a 1:1 session and 13 in 2024. Faculty run information sessions commenced February 2023 with 38 in attendance and 36 attendees in 2024.</p> <p>Faculty of Medicine and Health (FMH) holds sessions for all staff and genders A-E. The faculty wide sessions have been offered annually since 2020: Four sessions are held annually in February/March and are capped at 40 – 45 attendees per session. In 2024 there were 75 attendees. FMH also run the SPAM program for Level D academics identifying as women, applying for promotion to Level E. The SPAM program commenced in 2016 and has had 69 female staff participate in the program with 62 successfully promoted.</p> <p>Faculty of Science Since 2023 has held information sessions for all staff and genders A-E, as well as running the SPAM program since 2013 for Level B, C and D academics identifying as women. 2018-23 there have been 94 women mentored through the SPAM program, with 83 successfully promoted.</p> <p>The School of Architecture, Design & Planning Sessions commenced in 2022 but were not held in 2023.</p> <p>Sydney Law School offers a three-part information session focusing on Teaching, Research and Leadership. The session commenced September and October 2023 with 64 attendees.</p> <p>The University of Sydney Business School commenced in 2019 and have had 120 attendees to date. In 2023 separate sessions were held for levels B-D and level E. In</p>

	<p>Copies of the slides and recordings are available to staff after the session along with the applicant checklist, minimum standards, and normative criteria required for promotion. There is also a guide for supervisors and mentors on providing advice to intending applicants.</p> <p>The normative criteria relating to generic performance and expectations at the new level promoted are provided to all successful applicants.</p>	<p>2024 the Dean introduced a workshop and 1:1 sessions for Level E to run mock interviews as well as targeted mentoring.</p>
<p>5.2.1 Include time for training and career development in academic workload models and for discussion in appraisal/development reviews</p>	<p>Complete. The University's 2023 Enterprise Agreement (EA) includes clauses committing to training and career development for Academic and Professional staff. Staff performance and development plans include a component related to career development.</p>	<p>2022: Centralised PP&Ds now include a Professional Career Development Plan component, specifically asking staff to consider professional development and career goals; steps they plan to take to achieve them; and support required from the University.</p> <p>AP&Ds include components asking staff to outline their career aspirations and development plans as well as reflect on progress and outcomes from the previous cycle.</p> <p>2023: EA 2023-2026 outlined research and professional development entitlements of up to three days each year for staff with at least 12 months' continuous paid service.</p>
<p>Examples of other actions designed to increase equitable access to career development and funding opportunities developed post SAGE Bronze</p>		
Action	Progress	Outputs
<p>Targeted mentoring and leadership programs for people from under-represented demographics.</p>	<p>In addition to Faculty/University School led programs, the University offers staff from under-represented demographics the opportunity to participate in targeted mentoring and career development programs. The University also holds career development sessions for staff</p>	<p>2016: Launched Sydney Women's Leadership Program (Academic Cohort, Level B). Provides the opportunity to build leadership capability, connect cohorts of past and present mentors and mentees and enhance our culture at the University - 139 participants.</p> <p>2016: Launched Sydney Women's Leadership Program (Professional Cohort, HE09+). Provides the opportunity to build leadership capability, connect cohorts of past and present mentors and mentees and enhance our culture of inclusion at the University - 163 participants.</p>

	<p>wishing to apply that year, and those looking to apply in the next 3-5 years.</p>	<p>2016. Launched The Vice-Chancellor's Sponsorship Program (Professional women at Levels HEO 9+, and Academic women at Levels C-D). A University-wide targeted effort to support culturally diverse women at the university, who possess the potential to move into senior leadership roles -135 participants.</p> <p>2017: Launched Positioning for Promotion (Academic women, Level C). Aims to guide women in their transition from Level C to Level D through building their academic strategy, leadership identity and visibility -113 participants.</p> <p>2020: Developed and launched in-house <i>Leading With Authenticity</i> LGBTQIA+ leadership program. Program which supported 26 participants was paused during COVID and then discontinued in light of the newly launched LGBTQIA+ Executive Fellowship Program in 2023.</p> <p>2023: Launched Aboriginal and Torres Strait Islander Staff Mentoring Program (all-staff Aboriginal and/or Torres Strait Islander members). Provides opportunities for Aboriginal and Torres Strait Islander Staff to progress their career plans and leadership aspirations through a unique mentoring partnership with a member of staff at the University of Sydney - 50 participants.</p> <p>2023: Funded two Fellowships to members of the Pride Network Steering Committee to attend the new LGBTQIA+ Executive Fellowship co-developed by the University Business School and Pinnacle Foundation.</p> <p>2023: Launched Indigenous Careers and Development fund program (any Aboriginal and/or Torres Strait Islander member of staff). A strength-based Indigenous Career Development program to help staff navigate their way through a wide array of career development opportunities with a dedicated career coach via one-on-one sessions Total number of participants: 21 EOIs received, 11 commenced, 7 active, 3 completed, 1 withdrawn for the 2023 program. EOIs for 2024 rolled out mid-2024.</p> <p>2024: Launched Disability Career Development Program. Provides one-to-one career coaching and group leadership development masterclasses for our academic and professional staff with disability - 20 participants.</p> <p>2024: Launched University of Sydney Leadership Academy. The Leadership Academy brings together University leaders (professional and academic) Supported by</p>
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		<p>contemporary scholarship from our own leading academics as well as external experts, the Academy offers a range of leadership programs, activities, resources, and events that are evidence-based, high-impact, and relevant to the University of Sydney context.</p> <p>Transformational Leadership Program, a new program commencing in 2024 which supports senior leaders delivering the University's strategic aspirations.</p> <p>Advancing Leaders Program, supports managers with responsibility for larger teams to build advanced leadership capabilities.</p> <p>Leading Teams Program, supports team leaders to build foundational leadership capabilities.</p> <p>2018-2023: 1.1% of Staff News articles (25/2220) promoted career development and progression opportunities for staff from under-represented demographics (9 related to general awareness; 10 related to targeted development opportunities; 6 related to representation of women in promotion outcomes). Of these, 4/25 contained images of women only; 13 included a mix of genders; 13/25 images included racial diversity, and; 8/25 included no imagery.</p> <p>Targeted Teaching Case Workshop From 2019 in collaboration with faculty colleagues, the Education Innovation team has offered workshops to support promotion applicants in making their case for teaching. Pro Vice-Chancellor Educational Innovation facilitates these workshops at the beginning of each year, with a focus on writing the teaching case for promotions and awards.</p>
Excellence and Inclusion Prizes	<p>Excellence and Inclusion Prizes (previously Equity Prizes) provide 12 months of additional support to University of Sydney academics who have promising research trajectories – in any discipline – enabling them to take the next step in their careers. Recipients benefit from an individually-tailored career development program and mentoring, plus financial support to focus on developing their research.</p>	<p>2019-23: 77 prizes awarded to academic staff with disabilities or significant caring responsibilities and women aspiring to academic leadership roles.</p> <p>2018-2023: 0.4% of Staff News articles (8/2220) promoted targeted research funding and fellowships. Of these, 1/8 included imagery of women only; 1/8 included a mix of genders; 1/8 included generic imagery, and; 5/8 included no imagery.</p>

Table 5 Progress and output of actions designed to awareness of and confidence in the University's Promotion Process

SAGE Bronze Action ID	Progress	Outputs
<p>5.1.10 Collect and analyse promotions data on full-time and part-time applicants and communicate data to staff.</p>	<p>Partially complete. APU has improved data insights by building a HR promotions Power BI dashboard that breaks down promotion rates by Faculty, School, Level, Gender and Stream. Analytics are reported to the Provost and Academic Board and, Diversity and Inclusion team annually, as well as key stakeholders such as Deans, Heads and HR. A listing of successful applicants and success rates are published annually via Staff News.</p> <p>However, we do not regularly report promotions by part-time or full-time status. We have not yet linked the promotion dashboard to the central HR Workday system, which would allow greater intersectional demographic insights as well as monitor trends in fractional appointments.</p> <p>Action 3: Scope linking promotions form to Workday to improve our ability to capture promotions data about diversity demographics and particularly intersecting identities.</p>	<p>Promotions data is collected annually and available to Deans and Heads to support workforce planning and career development.</p> <p>2018-2023 APU runs an annual cycle of four Staff News articles:</p> <p>January: Feature story on successful applicants, with a focus on success rates for women, however we currently do not report against part-time status. In 2023, the Promotions outcome announcement was the most clicked news article university wide.</p> <p>February: Online system is 'now open' for current promotions round.</p> <p>October: Lodge your 'Notice of Intent' for the following year and register for the Career Development Sessions.</p> <p>November: Schedule in a reminder for both the Career Development Sessions and deadline for staff to lodge Notice of Intent.</p> <p>Of the above announcements, only the successful applicant news articles contained images. Of the six successful applicant stories since 2018, 1/6 included images of women only, 5/6 included a mix of genders, 4/6 included ethno-racial diversity.</p>
<p>5.1.11 Provide tailored promotion information to Teaching-focused, Research-focused and part-time staff on the Promotions website.</p>	<p>Complete. Tailored promotion information is available to Education-focused and Research-focused staff. APU also provides relative to opportunity information/examples for part-time staff at all promotion information sessions and within guidance materials. The Academic</p>	<p>Teaching-focused staff: Since 2019, the Educational Innovation team has run a workshop to support promotion applicants in making their case for teaching, focusing on using evidence and writing the teaching case for promotion and awards. They also offer workshops within faculties about presenting the teaching case. The Deputy Vice-Chancellor (Education) presents at the Central sessions for career development, intending applicants and committee training. Since 2019, 260 staff have attended these workshops.</p>

	<p>Promotions Policy makes clear that staff employed part-time are eligible to apply for promotion.</p>	<p>Research-focused staff: In addition to the general promotion support offered to academic staff (Table 7, action 5.1.16), the University is currently developing a new webpage for researchers that will be launching mid-year. The page is dedicated to career development support, provides advice, guidance, and resources to help academics succeed in their research careers. The page is primarily informational, showcasing events, resources training, internal development programs and funding opportunities for researchers.</p> <p>Part-time staff: Promotions guidelines and information sessions include real examples of application of relative to opportunity for part-time staff, how to present unique circumstances and full-time equivalence.</p>
<p>5.1.12 Update the Promotion ‘Guide for Applicants’ to include definitions and case studies of career disruptions and examples of appropriate application of Relative to Opportunity.</p>	<p>Complete. Examples of career disruptions and special circumstances are provided in the guidance documents for applicants and for panel members. Information sessions also provide real examples of how applicants should clearly frame their circumstances and the impact. Committees are also provided with these examples on how to apply ‘relative to opportunity’.</p>	<p>2018: Guidance around Relative to Opportunity includes: the University's definition of Relative to Opportunity, definitions and examples of career interruptions, how to frame this within an application plus six case studies demonstrating appropriate application (2 x caring responsibilities; 1 x return to work after extended parental leave; 1 x chronic health condition; 1 x part-time employment; 1 x part-time employment + caring responsibilities). 2360 page views 2021-23.</p> <p>2022: Added guidance around how to frame Relative to Opportunity and career disruptions in our promotion information sessions.</p>
<p>5.1.13 Communicate the Promotion ‘Guide for Applicants’ and Relative to Opportunity information on the Staff intranet to all promotion applicants and Promotion Panel members annually.</p>	<p>Complete. Guidance for promotion is available to staff via the APU intranet page and communicated to those who register a Notice of Intent to apply. The Relative to Opportunity Guide is available in both the applicant and committee resources section of the intranet page. The guide is also communicated at the Central information sessions and via staff news annually.</p>	<p>Prior to 2021 the academic promotions policy, procedures and guidelines were available to staff applying for promotion on the APU intranet page. In 2021 the intranet page was updated to include the following resources: Important dates; Resources to assist applicants prepare their application; Applicant checklist; Draft template; Relative to Opportunity; Frequently asked questions; General forms; Links to the University library with citation benchmarking metrics; Faculty mentoring programs; Committee Resources (Inclusion in action training, Achievement Relative to Opportunity and Responding With Compassion)</p>

<p>5.1.14 Require all Promotion Panel members to complete Inclusion in Action training.</p>	<p>Altered and Complete. There is general reluctance to add mandatory training in addition to the existing mandatory courses staff are required to take each year. Therefore, this action was altered to one where promotion panel members are encouraged via email to complete both Inclusion in Action and Responding with Compassion training prior to the meeting, but completion is not mandatory (see Table 3).</p>	<p>From 2020, a link to Inclusion in Action training was available on the committee member resources section on the promotion intranet page and sent via email to panel members prior to the committee meeting. Responding with Compassion is also communicated as above, and the associated training has been encouraged since 2022. Approximately 10% of promotion panel members have completed the Inclusion in Action training. The Chairs' responsibility was also updated to encourage all members of the LPC to complete the Inclusion in Action and Responding with Compassion training prior to the LPC meeting.</p>
<p>5.1.15 Create a D&I checklist for Promotion Panels to complete during each assessment to formalise and guide their discussions and assessments around Relative to Opportunity and Career Disruption.</p>	<p>Complete. Promotion panels include consideration of Relative to Opportunity and career disruptions during their assessments and during introductions from Chairs. The meeting agenda also explicitly highlights all applications who have submitted special circumstances.</p>	<p>Local and Central promotion committee (LPC, CPC) documentation includes information around Relative to Opportunity. Since 2021, introductions by Chairs include explicit instructions:</p> <p>Ensure the LPC considers any special circumstances or Relative to Opportunity issues, including recognition of 'Indigenous work'. Monitor panel members for unconscious bias and respectfully question any gender, cultural or other stereotypes that arise during discussions</p> <p>The LPC report was also updated to explicitly highlight how special circumstances were considered by the committee, and has a dedicated section <i>'How were special circumstances applied to each case (where applicable)'</i></p>
<p>5.2.4 Review the AP&D process including the development of guidelines for appropriate matching of supervisors and advisors</p>	<p>In Progress. Unified AP&D cycle was introduced in 2021.</p> <p>Further process and policy review will be incorporated in Academic Excellence initiatives of the 2032 Strategy and Integrated Talent Management program.</p>	<p>2021: Unified AP&D cycle introduced alongside a community of practice to share faculty initiatives for improved mentoring in the AP&D process. Completion rates have since lifted to 99%.</p> <p>2018-2023: 0.5% of Staff News articles (11/2220) provided guidance around getting the most out of the annual performance, planning and development cycles. Of these, 2/11 contained a mix of genders; 1/11 images included racial diversity, and; 9/11 contained no imagery.</p>

<p>5.2.5 Require supervisors and advisors to complete online AP&D training module</p>	<p>Altered and complete. There is general reluctance to add mandatory training in addition to the existing mandatory courses staff are required to take each year, and so this action was altered to one where “<i>AP&D: an introduction</i>” online training module was introduced for all academics and strongly recommended (though not mandatory). However, uptake of the module is very low.</p>	<p>2021: <i>AP&D: an introduction</i> module launched (71 staff completions 2021-23).</p> <p>Some faculties have introduced their own required training for advisors and supervisors, and this is encouraged through a community of practice.</p>
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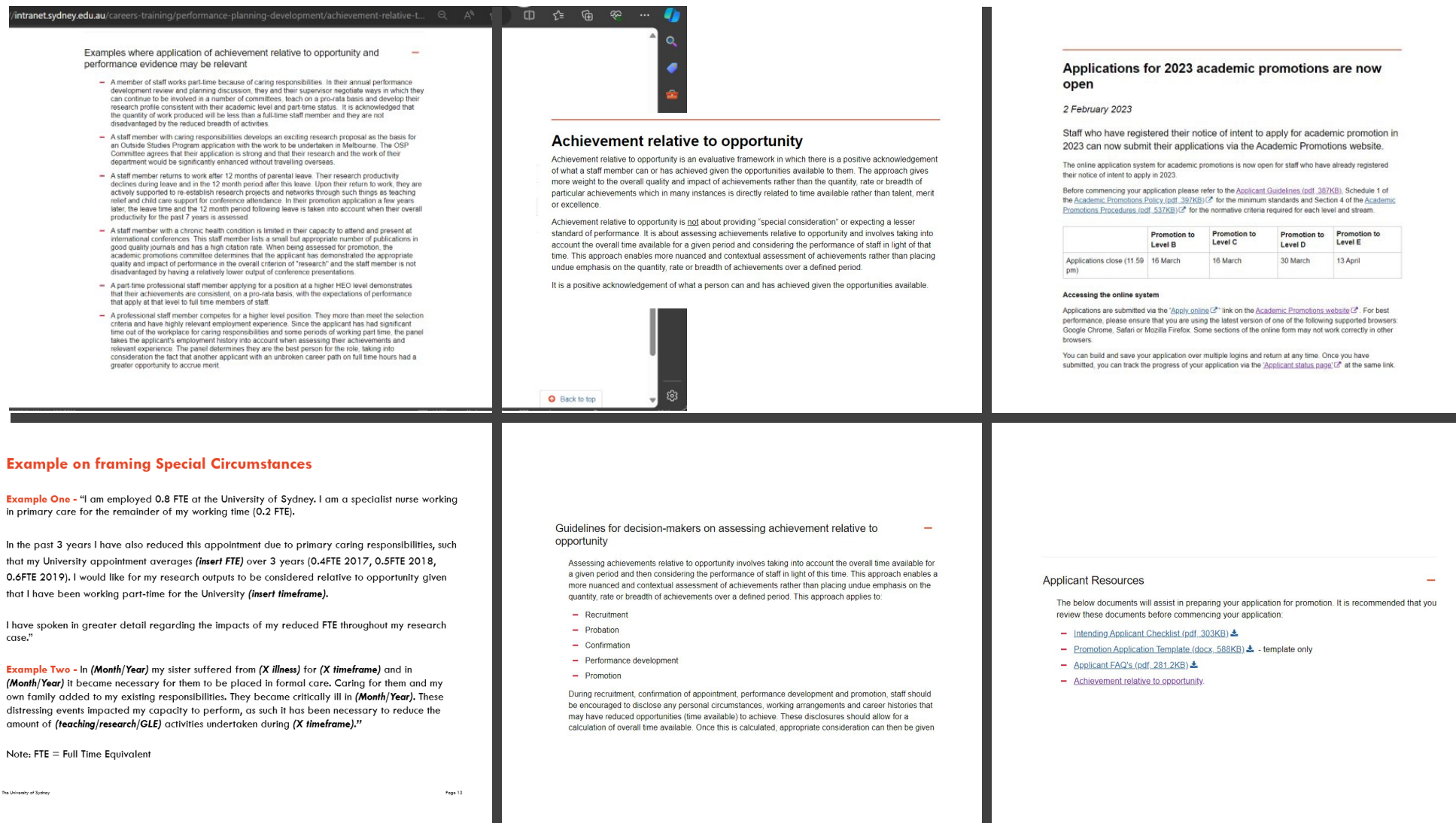


Figure 5 Examples of awareness and guidance for staff wishing to apply for an academic promotion

OUTCOMES

Shifts in inclusion often reflect the impact of multi-faceted interventions over time, making it difficult to link causality between Equity, Diversity and Inclusion (EDI) actions and their outcomes. We have therefore sought to demonstrate the outcomes of actions to improve the participation of women in career progression opportunities and representation at higher academic levels using high-level markers (Table 6). Although the markers correspond to women as per the original scope, where possible we have included intersectional baseline data.

Table 6 Markers of mitigation or removal of sub-barriers leading to more equitable career development and progression

Sub-Barrier	Markers
1. Inequitable or inconsistent access to career development and promotion programs	Markers for a more consistent and inclusive approach to career development: <ul style="list-style-type: none"> • See no differences in workplace satisfaction and experience related to career opportunities and resources across genders as measured in our staff surveys (outcomes compared to 2017) • Women and staff from marginalised groups report positive impact from career development (impact)
2. Low awareness of and trust in the University's promotion processes	Markers for increased awareness and trust in promotions process: <ul style="list-style-type: none"> • Women report greater confidence, trust and awareness in promotions process (impact)
3. Decreased promotion success rate at senior academic levels	Markers for greater diversity in promotion success rates for women: <ul style="list-style-type: none"> • See increased promotion rates of women to senior Academic levels (outcomes compared to 2017) • See no difference in success rates for staff from marginalised groups (outcomes not reported in Bronze, therefore considered baseline moving forward)
4. Low representation of women at senior academic levels	Markers for a more gender-balanced academy at senior levels: <ul style="list-style-type: none"> • See increased representation of women at senior academic levels (outcomes compared to 2017) • Improve on the 2018 gender-intersectional representation of women across academic levels (outcomes not reported in Bronze, therefore considered baseline moving forward)

1. Markers for a more consistent and inclusive approach to career development

The University changed its survey platform to Culture Amp in 2023, so we do not have a direct comparison with the 2017 Culture Survey (Figures 3-4). However, comparing the responses of all staff academic (Table 7) and professional (Table 8) women and men to a range of questions from our 2023 Staff Engagement Survey relating to development opportunities and career progression, we saw very little difference in the percentage of favourable responses by gender alone. This suggests gender-specific barriers identified in our SAGE Bronze have been, largely, addressed by our interventions (see also Impact section).

When the results are viewed through a gender-intersectional lens however, staff with disability, particularly men with disability in professional roles, are substantially less satisfied. Academic women with diverse sexualities are also less satisfied than are straight women and men with diverse sexualities across multiple markers. Survey platform privacy settings precluded analysis of specific cultural background by gender, however when comparing all staff responses by Anglo-Celtic or non-Anglo-Celtic backgrounds, we observed few differences by gender or cultural background (Table 9).

Overall, whilst women and men now report similar levels of satisfaction, gender-intersectional analyses and actions are needed.

Action 4: Undertake targeted gender-intersectional focus groups around career development and progression.

2. Markers for increased awareness and trust in promotions process

Our response here is included in the Impact section, as it speaks to the lived experience of staff.

Table 7 Academic staff responses to 2023 Staff Engagement Survey questions relating to career and development

Note: Trans and gender-diverse staff responses are not shown as they were fewer than 10 and were therefore excluded by Culture Amp's privacy settings. Green shading = women 5pp ≥ men in same grouping; Orange shading = women 5pp ≤ men in same grouping; ↑ = gender in sub-group 5pp ≥ gender overall; ↓ = gender in sub-group 5pp ≤ gender overall; pp= percentage points; LGBQ = Lesbian, Gay, Bi+, Queer; n= number of responses

	All Academic Staff			Academic Staff with Disability		LGBQ Academic Staff	
	Overall (n=1.7K)	Women (n=896)	Men (n=833)	Women (n=26)	Men (n=12)	Women (n=86)	Men (n=96)
I can see a future for me in The University of Sydney	55	55	55	54	33↓	49↓	53
The University of Sydney is a great place for me to make a contribution to my development	54	56	52	38↓	33↓	53	61↑
I believe there are good career opportunities for me at the University	47	47	47	38↓	42↓	44	52↑
Generally the right people are rewarded and recognised at The University of Sydney	29	30	28	35↑	25	25↓	30
My work gives me a feeling of personal accomplishment	78	81	75	77	58↓	78	82↑
I am appropriately involved in decisions that affect my work	37	36	36	46↑	50↑	27↓	38
I receive appropriate recognition for good work at the University	47	48	46	38↓	50	45	51↑
I know how my work contributes to the goals of the University	61	63	58	65	75↑	74↑	61
The way my supervisor and I set goals and assess progress motivates me to do my best work	51	51	50	42↓	42↓	45↓	56↑
I have access to the learning and development I need to do my job well	56	56	56	42↓	82↑	51	61↑
I have enough autonomy to perform my job effectively	71	72	69	77↑	58↓	69	74↑
The information I need to do my job effectively is readily available	43	41	45	46	42	40	50↑
My supervisor (or someone in management) has shown genuine interest in my career aspirations	61	66	56	42↓	58	60↓	65↑
My supervisor gives me useful feedback on how well I am performing	59	60	58	46↓	42↓	50↓	60
Workloads are divided fairly among people where I work	32	31	33	35	33	24↓	28↓
Generally I believe my workload is reasonable for my role	38	35	42	38	50↑	30↓	42
People from all backgrounds have equal opportunities to succeed at The University of Sydney	44	42	46	42	17↓	35↓	44
I know what I need to do to be successful in my role	77	77	77	85↑	83↑	79	75
I believe my total compensation is fair, relative to similar roles at other Universities	55	53	57	50	58	51	65↑
I would recommend The University of Sydney as a great place to work	54	56	51	46↓	50	47↓	60↑
I see myself still working at The University of Sydney in two years' time	65	67	63	69	42↓	57↓	56↓

Table 8 Professional staff responses to 2023 Staff Engagement Survey questions relating to career and development

Note: Trans and gender-diverse staff responses are not shown as they were fewer than 10 and were therefore excluded by Culture Amp's privacy settings. Green shading = women 5pp ≥ men in same grouping; Orange shading = women 5pp ≤ men in same grouping; ↑ = gender in sub-group 5pp ≥ gender overall; ↓ = gender in sub-group 5pp ≤ gender overall; pp= percentage points; LGBQ = Lesbian, Gay, Bi+, Queer; n= number of responses

	All Professional Staff			Professional Staff with Disability		LGBQ Professional Staff	
	Overall (n=3.4K)	Women (n=2.3K)	Men (n=1.1K)	Women (n=37)	Men (n=13)	Women (n=209)	Men (n=172)
I can see a future for me in The University of Sydney	64	64	63	65	15↓	66	62
The University of Sydney is a great place for me to make a contribution to my development	68	68	66	68	54↓	71	67
I believe there are good career opportunities for me at the University	57	58	55	46↓	38↓	57	58
Generally the right people are rewarded and recognised at The University of Sydney	40	38	42	30↓	15↓	39	44
My work gives me a feeling of personal accomplishment	71	73	69	75	54↓	69	68
I am appropriately involved in decisions that affect my work	57	57	58	51	46↓	54	55
I receive appropriate recognition for good work at the University	62	61	64	59	54↓	63	64
I know how my work contributes to the goals of the University	81	80	81	76	69↓	78	78
The way my supervisor and I set goals and assess progress motivates me to do my best work	61	61	63	62	62	60	65
I have access to the learning and development I need to do my job well	67	67	65	73↑	46↓	63	64
I have enough autonomy to perform my job effectively	82	82	81	84	46↓	85	83
The information I need to do my job effectively is readily available	60	61	59	68↑	38↓	59	56
My supervisor (or someone in management) has shown genuine interest in my career aspirations	63	63	62	65	46↓	68	64
My supervisor gives me useful feedback on how well I am performing	73	72	76	73	85↑	74	74
Workloads are divided fairly among people where I work	49	48	51	49	31↓	48	47
Generally I believe my workload is reasonable for my role	62	62	64	68↑	38↓	63	63
People from all backgrounds have equal opportunities to succeed at The University of Sydney	62	61	65	62	31↓	57	60
I know what I need to do to be successful in my role	84	84	85	84	85	80	84
I believe my total compensation is fair, relative to similar roles at other Universities	59	60	56	54	31↓	62	53
I would recommend The University of Sydney as a great place to work	79	80	78	84	52↓	81	81
I see myself still working at The University of Sydney in two years' time	71	72	70	76	46↓	73	71

Table 9 All staff responses to 2023 Staff Engagement Survey questions relating to career and development by cultural background

Note: Trans and gender-diverse staff responses are not shown as they were fewer than 10 and were therefore excluded by Culture Amp's privacy settings. Green shading = women 5pp ≥ men in same grouping; ↑ = Non-Anglo-Celtic gender 5pp ≥ Non-Anglo-Celtic gender; ↓ = Non-Anglo-Celtic gender 5pp ≤ Anglo-Celtic gender; pp= percentage points; n= number of responses

	All Staff Anglo-Celtic background			All Staff Non-Anglo-Celtic background		
	Overall (n=2.0K)	Women (n=1.3K)	Men (n=698)	Overall (n=2.7K)	Women (n=1.7K)	Men (n=1.0K)
I can see a future for me in The University of Sydney	61	60	63	62	63	61
The University of Sydney is a great place for me to make a contribution to my development	64	64	63	65	67	61
I believe there are good career opportunities for me at the University	53	54	51	56	58	55
Generally the right people are rewarded and recognised at The University of Sydney	34	33	34	40	39↑	40↑
My work gives me a feeling of personal accomplishment	77	78	76	72	74	70↓
I am appropriately involved in decisions that affect my work	50	50	50	53	54	50
I receive appropriate recognition for good work at the University	59	58	60	58	58	57
I know how my work contributes to the goals of the University	73	74	70	75	77	73
The way my supervisor and I set goals and assess progress motivates me to do my best work	56	56	56	61	61↑	61↑
I have access to the learning and development I need to do my job well	64	66	62	64	64	63
I have enough autonomy to perform my job effectively	79	80	77	79	80	77
The information I need to do my job effectively is readily available	53	55	50	57	57	57↑
My supervisor (or someone in management) has shown genuine interest in my career aspirations	64	65	62	63	64	60
My supervisor gives me useful feedback on how well I am performing	67	67	68	71	71	71
Workloads are divided fairly among people where I work	43	43	44	45	46	44
Generally I believe my workload is reasonable for my role	55	55	55	55	55	56
People from all backgrounds have equal opportunities to succeed at The University of Sydney	58	57	61	56	57	56↓
I know what I need to do to be successful in my role	82	82	82	83	83	84
I believe my total compensation is fair, relative to similar roles at other Universities	63	63	63	55	56↓	55↓
I would recommend The University of Sydney as a great place to work	70	72	67	74	77	69
I see myself still working at The University of Sydney in two years' time	68	68	67	72	73↑	69

3. Markers for greater diversity in promotion success rates for women

There are three stages in the promotion process for applicants: Notice of Intent (NoI), Application, and Outcome. As the Bronze Application did not record NoI, the data in Table 10 can be considered baseline.

From 2018, when guidance and resources for promotion were improved, we have seen an increase in the percentage of potential pool of women applying for a promotion across all levels, and as a percentage of pool, women at Levels A, C and D are more likely than men to submit a NoI (Table 10).

Table 10 Percent men and women submitting Notice of Intent for promotion across academic levels compared to percent pool 2018 v 2023

Data provided by the Academic Promotions Unit; Red font = 2018 > 2023 percentage pool submitting an NoI; Green font = 2018 < 2023 percentage pool submitting an NoI; Orange shading = Men > Women percentage pool submitting an NoI; Green shading = Men < Women percentage pool submitting an NoI

Year	Potential Pool (HC at lower level)		Submitted an NoI					% Potential Pool Submitting an NoI	
	HC Men	HC Women	HC Total	HC Men	% Men	HC Women	% Women	% Men	% Women
Level A			Submitted an NoI to Level B						
2018	357	402	48	30	63	18	38	8.4	4.5
2023	308	330	55	22	40	33	60	7.1	10.0
% Change								-15.5%	122.2%
Level B			Submitted an NoI to Level C						
2018	368	470	103	44	43	59	57	12.0	12.6
2023	423	518	154	72	47	82	53	17.0	15.8
% Change								41.7%	25.4%
Level C			Submitted an NoI to Level D						
2018	357	349	103	56	54	47	46	15.7	13.5
2023	365	400	115	54	47	61	53	14.8	15.3
% Change								-5.7%	13.3%
Level D			Submitted an NoI to Level E						
2018	328	266	56	34	61	22	39	10.4	8.3
2023	306	255	82	44	54	38	46	14.4	14.9
% Change								38.5%	79.5%

The conversion of NoI into a formal application (Table 11) was lower across all levels in 2023 for women compared to pre-pandemic levels. Although very few (self-identified) gender-diverse staff submitted a NoI we note none proceeded for formal application (data not shown).

Table 11 Percent conversion NoI to formal promotion application across academic levels 2018-2023

Green shading indicates years when a greater proportion of women who submitted an NoI proceeded to formal promotion application than men. Orange shading indicates the opposite. Data provided by the Academic Promotions Unit.

Year	Level A		Level B		Level C		Level D	
	% Men	% Women	% Men	% Women	% Men	% Women	% Men	% Women
2018	67	72	86	80	77	66	74	68
2019	63	78	73	75	79	84	74	89
2020	86	54	69	73	63	76	82	69
2021	45	66	72	68	76	68	71	96
2022	44	53	69	70	69	67	66	76
2023	77	70	71	62	74	64	77	63

Since 2019, we have seen gender-balanced promotion pools across all academic levels (Table 12). The overall number of applications received from women post-SAGE Bronze (2018-2023) compared to pre (2014-2017) also increased across all levels, particularly Levels D (13.6% increase) and E (12.8% increase).

Table 12 Comparison of percent application for promotion from women pre- and post-SAGE

Green shading indicates a gender balanced (40:40:20) pool of applicants. Orange shading indicates a non-gender-balanced pool; HC = headcount. Data provided by the Academic Promotions Unit

	HC Total 2018-23	HC Men 2018-23	HC Women 2018-23	% Women 2018-23	% Women 2014-17	Percent Change 18-23 v 14-17
Level B	197	91	106	54	49	+10.2%
Level C	548	249	299	55	52	+5.8%
Level D	450	226	224	50	44	+13.6%
Level E	344	192	152	44	39	+12.8%

The centralisation of the promotions process to the APU and launch of applicant resources appears to have supported both men and women (Figure 7) and increased overall success rates. However, women have consistently had greater success rates than men (Figure 6). The high success of women in FMH may speak to the positive impact of the SPAM program, however, results for SPAM in the Faculty of Science are less clear-cut post-pandemic (Figure 7).

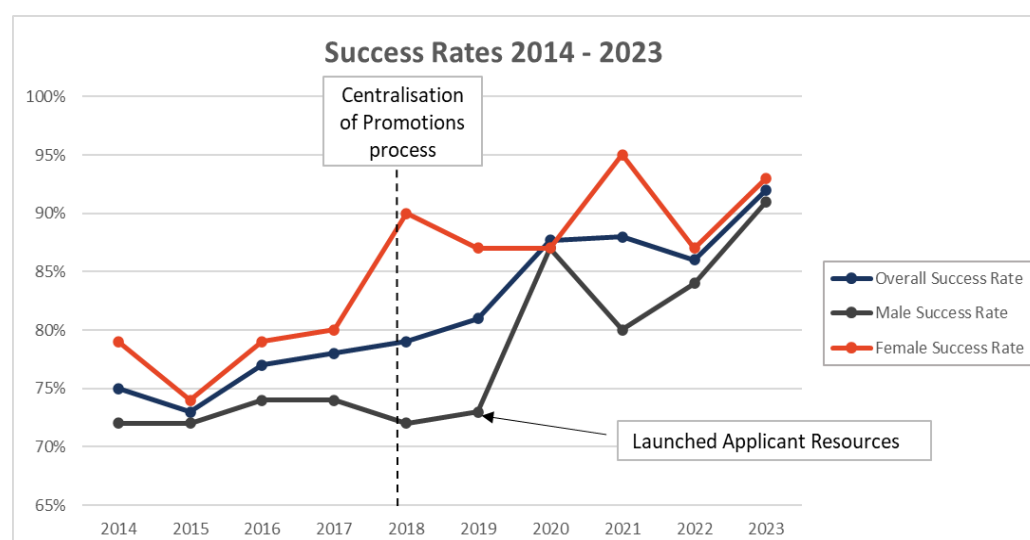


Figure 6 Overall promotion success rates against key changes in promotion process

Data provided by the Academic Promotions Unit

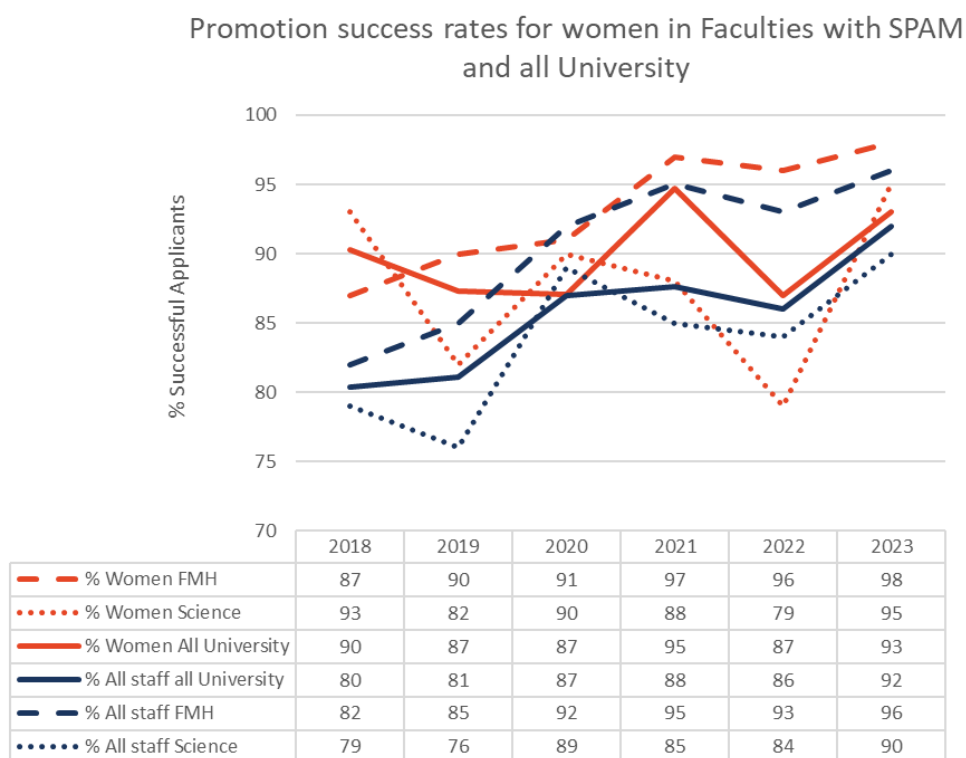


Figure 7 Promotion success rates 2018-2023

Data provided by the Academic Promotions Unit

While rates of staff disclosing disability and ethnicity data are currently low in our HR system, promotion success rates (2018-2023) were 81% for applicants with a disability (21/26) and 81% for ethno-racially diverse applicants (61/75). However, these rates fall below the overall university average of 85.6% during the same period. Interestingly, in 2024 the Business School has commenced an Equity Mentorship Scheme, where staff who identify with any inequity can apply for promotion mentorship over and above the information and mentorship program offered to all staff. The broad nature of this offering is intended to encourage people who might opt out of what they perceive to be "targeted" equity programs.

Action 1: Better understand the most impactful aspects of existing SPAM programs, and use this Cygnet to re-position and advocate for broader access to SPAM, including potential for targeted SPAM programs or a broad equity promotion mentorship program similar to that being piloted by the Business School in 2025.

4. Markers for a more gender-balanced academy at senior levels

A more equitable promotions process is a strong contributor to a gender-balanced academy. In 2017, the University's academic workforce was gender-balanced at Levels A-C, but only 34% Levels D to E positions were held by women. From 2018, onwards, the academy has been gender-balanced to Level D, and in 2023 Level E sat at 36.1% women (Table 13). Overall, the representation of academic women has increased by 5.5%, with highest relative changes at Levels D (+17.6%) and E (+16.1%).

Table 13 Percent change in the % academic women (all Faculties and University Schools) 2023 compared to 2017

Green font = % women 2023 > % women 2017; black font = % women 2023 = % women 2018; Orange shading = not gender-balanced; Green shading = gender-balanced

	HC Women 2017	% Women 2017	HC Women 2023	% Women 2023	Percent Change in % Women 2017-2023
Level A	365	51.5	330	51.5	0.0%
Level B	421	54.6	518	54.9	0.6%
Level C	350	50.6	400	52.2	3.2%
Level D	209	38.6	255	45.4	17.6%
Level E	199	31.1	267	36.1	16.1%
Total	1544	45.9	1770	48.4	5.5%

In 2017, the University's academics in STEMM Faculties were gender-balanced across Levels A-C, but only 34% of Level D and 31% Level E positions were held by women. In 2023 Level D had risen to 45.3% women, and Level E to 34.4%, representing a 33.2% and 11% increase at Levels D and E, respectively (Table 14).

Table 14 Percent change in the % academic women (STEMM Faculties) 2023 compared to 2017

Green font = % women 2023 > % women 2017; Red font = % women 2023 < % women 2017; Orange shading = not gender-balanced; Green shading = gender-balanced

	HC Women 2017	% Women 2017	HC Women 2023	% Women 2023	Δ Change % Women 2018-2023
Level A	294	51	272	51.1	0.2%
Level B	293	56	372	56.7	1.3%
Level C	235	54	282	53.7	-0.6%
Level D	126	34	174	45.3	33.2%
Level E	129	31	175	34.4	11.0%
Total	1077	46	1275	49.1	6.7%

Action 5. Via Deans' KPIs, maintain focus on achieving robust gender-balance at Levels D and E, but also monitor Levels A-C to ensure the pipeline does not become depleted.

Across individual STEMM Faculties, FMH has made the clearest progress in addressing the classic gender “scissor graph” whereas although Engineering has made some progress in the participation of women, particularly at Level E, the under-representation of women has persisted across all levels (2018-2023) (Figure 8).

Action 6: Include consideration of Engineering as a possible key priority area for Silver

STEMM Faculties (Faculty of Medicine & Health, Faculty of Engineering, Faculty of Science)

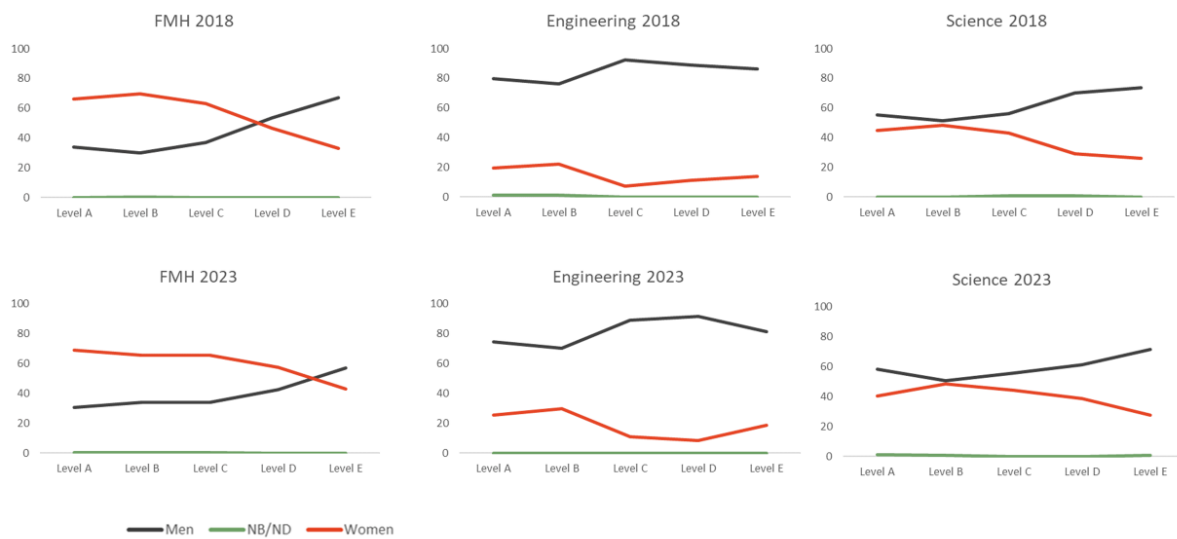


Figure 8 Gender breakdown across academic levels in STEMM Faculties 2018 v 2023 (continuing & fixed-term)

FMH = Faculty of Medicine & Health; Engineering = Faculty of Engineering; Science = Faculty of Science; Data extracted from the HR Diversity Dashboard 19 June 2024 and correct at date of extraction; NB/ND = non-binary/not disclosed

The academy in Humanities, Arts and Social Sciences (HASS) Faculties and University Schools was gender-balanced in 2017 across Levels A-D, however Level E sat at only 34% women. In 2023, although we have seen a 14.7% increase in the percentage women at Level E, we have yet to achieve gender balance, sitting at 39% (Table 15).

Table 15 Percent Change in the % academic women (HASS Faculties & University Schools) 2023 compared to 2017

Green font = % women 2023 > % women 2017; Red font = % women 2023 < % women 2017

	% Women 2017		HC Women 2023	% Women 2023	Δ Change % Women 2018-2023
Level A	71	54	55	56.1	3.9%
Level B	128	52	139	50.5	-2.9%
Level C	115	46	110	47.2	2.6%
Level D	83	47	80	45.7	-2.8%
Level E	70	34	87	39	14.7%
Total	467	46	471	46.9%	2%

All HASS Faculties and University Schools were closer to gender-balanced compared to their STEMM counterparts. Each has also made progress closing the gender gap in senior academic levels (Figure 9), with the caveat that some of the smaller Schools (Music, Architecture, and Law) show greater fluctuations year-to-year due to smaller staff numbers.

**HASS Faculties (Faculty of Arts & Social Sciences, Business School)
& University Schools (Conservatorium Music, Architecture & Design, Law)**



Figure 9 Gender breakdown across academic levels in HASS Faculties & University Schools (continuing & fixed-term) 2018 v 2023

FASS = Faculty of Arts & Social Sciences; Data extracted from the HR Diversity Dashboard 19 June 2024 and correct at date of extraction; NB/ND = non-binary/not disclosed

As the Bronze application did not report intersectional demographics across levels, the data presented in this section can be considered baseline.

Participation of Aboriginal and Torres Strait Islander staff was higher in 2023 at Levels D and E compared to 2018, however Levels A and C are lower, and B remains at 1.7% (Table 16). More Aboriginal and Torres Strait Islander academic women than men continue to be employed in 2023, particularly at senior levels, although the low headcounts can cause large percentage fluctuations.

Table 16 Percent change in % Aboriginal and Torres Strait Islander academic women and men 2023 compared to 2018

Green shading = % 2023 > % 2018; Orange shading = % 2023 < 2018; Green font = % women > % men; Red font = % women < % men

	% Aboriginal & Torres Strait Islander academic staff 2018	% Aboriginal & Torres Strait Islander academic staff 2023	Δ Change % Aboriginal and Torres Strait Islander academic staff 2018-2023	% Women 2018	% Women 2023	Δ Change % Women 2018-2023	% Men 2018	% Men 2023	Δ Change % Men 2018-2023
Level A	2.4	1.6	-33.3%	1.3% (HC: 10)	1.1% (HC: 7)	-15.4%	0.9% (HC: 7)	0.5% (HC: ≤6)	-44.4%
Level B	1.7	1.7	0%	1.2% (HC: 10)	1.0% (HC: 9)	-16.7%	0.5% (HC: ≤6)	0.6% (HC: ≤6)	+20%
Level C	1.3	1.0	-23.1%	0.8% (HC: ≤6)	0.3% (HC: ≤6)	-62.5%	0.4% (HC: ≤6)	0.8% (HC: ≤6)	+100%
Level D	0.7	1.6	128.6%	0.3% (HC: ≤6)	0.9% (HC: ≤6)	+200%	0.2% (HC: ≤6)	0.5% (HC: ≤6)	+150%
Level E	0.7	1.0	42.9%	0.3% (HC: ≤6)	0.7% (HC: ≤6)	+133%	0.3% (HC: ≤6)	0.3% (HC: ≤6)	0

The percentage of academic staff disclosing disability increased at Levels C and D between 2018 and 2023, but decreased at levels A, B and E (Table 17). When viewed through the gender lens, the percentage of women with disability rose across the more senior levels (C, D and E) in 2023 compared to 2017, whereas the participation of men has decreased across all academic levels except C and D. This may correlate with academic men with disability reporting greater dissatisfaction with career opportunities at the University than do academic women with disability (Table 7) and speaks to a potential lack of progression and retention of this cohort.

Table 17 Percent change in the % academic women and men with disability 2023 compared to 2018

Green shading = % 2023 > % 2018; Orange shading = % 2023 < 2018; Green font = % women > % men; Red font = % women < % men

	% Academic staff with disability 2018	% Academic staff with disability 2023	Δ Change % academic staff with disability 2018-2023	% Women 2018	% Women 2023	Δ Change % Women 2018-2023	% Men 2018	% Men 2023	Δ Change % Men 2018-2023
Level A	1.7%	1.1%	-35.3%	1.1% (HC: 8)	0.5% (HC: ≤6)	-54.5%	0.7% (HC: ≤6)	0.5% (HC: ≤6)	-28.6%
Level B	2.6%	1.4%	-46.2%	1.9% (HC: 16)	0.8% (HC: 8)	-57.9%	0.7% (HC: ≤6)	0.5% (HC: ≤6)	-28.6%
Level C	1.7%	2.2%	29.4%	1.0% (HC: 7)	1.6% (HC: 12)	60%	0.7% (HC: ≤6)	0.7% (HC: ≤6)	0
Level D	1.8%	2.5%	38.9%	1.0% (HC: ≤6)	1.6% (HC: 9)	60%	0.8% (HC: ≤6)	0.9% (HC: ≤6)	12.5%
Level E	1.8%	1.6%	-11.1%	0.8% (HC: ≤6)	0.9% (HC: 7)	12.5%	1.0% (HC: ≤6)	0.7% (HC: ≤6)	-30%

The ethno-racial diversity of the University's academic staff has overall increased in 2023 compared to 2018 (Table 18). In general, however, the representation of staff born in regions other than Oceania and Antarctica, and North-Western Europe (notably a blunt instrument to define ethno-racial diversity) tends to decrease with increasing seniority.

Action 4: Undertake targeted gender-intersectional focus groups around career development and progression.

Table 18 Percent Change in the % academic women and men by region of birth 2023 compared to 2018

Green shading = % 2023 > % 2018; Orange shading = % 2023 < 2018; Green font = % women > % men; Red font = % women < % men; Data extracted from the HR Diversity Dashboard 19 July 2024 and correct at date of extraction

		% Academic staff 2018	% Academic staff 2023	Δ Change % academic staff 2018-2023	% Women 2018	% Women 2023	Δ Change % Women 2018-2023	% Men 2018	% Men 2023	Δ Change % Men 2018-2023
Americas	Level A	5.0%	4.8%	-4.0%	2.6% (HC: 20)	2.3% (HC: 15)	-11.5%	2.4% (HC: 18)	2.3% (HC: 15)	-4.2%
	Level B	5.3%	5.7%	7.6%	2.6% (HC: 22)	2.3% (HC: 22)	-11.5%	2.6% (HC: 22)	3.4% (HC: 32)	41.7%
	Level C	5.2%	6.5%	25%	2.7% (HC: 19)	3.4% (HC: 26)	25.9%	2.5% (HC: 18)	3.1% (HC: 24)	24.0%
	Level D	4.5%	5.2%	15.6%	0.8% (HC: ≤6)	2.0% (HC: 11)	150.0%	3.7% (HC: 22)	3.2% (HC: 18)	-13.5%
	Level E	4.1%	5.5%	34.2%	0.8% (HC: ≤6)	1.1% (HC: 8)	37.5%	3.3% (HC: 20)	4.5% (HC: 33)	36.4%
North Africa & the Middle East	Level A	4.9%	3.6%	-26.5%	2.1% (HC: 16)	0.9% (HC: ≤6)	-57.1%	2.8% (HC: 21)	2.7% (HC: 17)	-3.6%
	Level B	2.1%	3.7%	76.2%	1.2% (HC: 10)	1.4% (HC: 13)	16.7%	1.0% (HC: 8)	2.3% (HC: 22)	130.0%
	Level C	1.8%	3.0%	66.7%	1.0% (HC: 7)	1.8% (HC: 14)	80.0%	0.8% (HC: ≤6)	1.2% (HC: 9)	50.0%
	Level D	1.2%	2.0%	66.7%	0.2% (HC: ≤6)	0.5% (HC: ≤6)	150.0%	1.0% (HC: ≤6)	1.4% (HC: 8)	40.0%
	Level E	2.5%	2.8%	12.0%	0.8% (HC: ≤6)	0.7% (HC: ≤6)	-12.5%	1.6% (HC: 10)	2.2% (HC: 16)	37.5%
North East Asia	Level A	2.2%	2.3%	4.5%	0.8% (HC: ≤6)	0.8% (HC: ≤6)	0.0%	1.4% (HC: 11)	1.6% (HC: 10)	14.3%
	Level B	1.7%	2.5%	47.1%	0.7% (HC: ≤6)	1.4% (HC: 14)	114.3%	1.0% (HC: 8)	1.1% (HC: 10)	10.0%
	Level C	2.3%	2.3%	0%	1.1% (HC: 8)	0.8% (HC: ≤6)	-27.3%	1.1% (HC: 8)	1.6% (HC: 12)	45.5%
	Level D	2.0%	2.3%	15.0%	0.8% (HC: ≤6)	1.1% (HC: ≤6)	37.5%	1.2% (HC: 7)	1.2% (HC: 7)	0.0%
	Level E	0.8%	1.6%	100.0%	0.5% (HC: ≤6)	0.8% (HC: ≤6)	60.0%	0.3% (HC: ≤6)	0.8% (HC: ≤6)	166.7%
North West Europe	Level A	7.8%	5.6%	-28.2%	3.8% (HC: 29)	3.3% (HC: 21)	-13.2%	3.9% (HC: 30)	2.2% (HC: 14)	-43.6%
	Level B	10.7%	7.1%	-33.6%	5.8% (HC: 49)	3.1% (HC: 29)	-46.6%	4.9% (HC: 41)	4.0% (HC: 38)	-18.4%
	Level C	10.7%	9.3%	-13.1%	5.2% (HC: 37)	5.9% (HC: 45)	13.5%	5.5% (HC: 39)	3.4% (HC: 26)	-38.2%
	Level D	13.6%	14.1%	3.7%	5.4% (HC: 32)	5.7% (HC: 32)	5.6%	8.1% (HC: 48)	8.4% (HC: 47)	3.7%
	Level E	14.8%	19.3%	30.4%	2.5% (HC: 15)	5.1% (HC: 38)	104.0%	12.3% (HC: 75)	14.1% (HC: 104)	14.6%
Oceania & Antarctica	Level A	53.9%	53.7%	-0.4%	30.2% (HC: 230)	30.7% (HC: 197)	1.7%	23.5% (HC: 179)	22.6% (HC: 145)	-3.8%
	Level B	57.4%	56.4%	-1.7%	34.1% (HC: 287)	33.8% (HC: 319)	-0.9%	23.0% (HC: 194)	22.2% (HC: 210)	-3.5%
	Level C	62.3%	58.8%	-5.6%	32.3% (HC: 229)	31.7% (HC: 243)	-1.9%	29.7% (HC: 210)	26.9% (HC: 206)	-9.4%
	Level D	56.7%	53.2%	-6.2%	24.7% (HC: 147)	26.2% (HC: 147)	6.1%	32.0% (HC: 191)	27.0% (HC: 152)	-15.6%
	Level E	68.0%	55.7%	-18.1%	24.8% (HC: 151)	22.8% (HC: 169)	-8.1%	43.1% (HC: 263)	32.8% (HC: 243)	-23.9%
South East Asia	Level A	4.6%	5.6%	21.7%	2.2% (HC: 17)	2.2% (HC: 14)	0.0%	2.4% (HC: 18)	3.4% (HC: 22)	41.7%
	Level B	4.3%	4.0%	-7.0%	2.5% (HC: 21)	2.2% (HC: 21)	-12.0%	1.8% (HC: 15)	1.8% (HC: 17)	0.0%
	Level C	2.0%	2.9%	45.0%	0.6% (HC: ≤6)	1.6% (HC: 12)	166.7%	1.4% (HC: 10)	1.3% (HC: 10)	-7.1%
	Level D	2.3%	2.3%	0%	1.3% (HC: 8)	1.1% (HC: ≤6)	-15.4%	1.0% (HC: ≤6)	1.2% (HC: 7)	20.0%
	Level E	1.1%	2.0%	81.8%	0.2% (HC: ≤6)	0.8% (HC: ≤6)	300.0%	1.0% (HC: ≤6)	1.2% (HC: 9)	20.0%
Southern & Central Asia	Level A	5.0%	7.8%	56.0%	2.2% (HC: 17)	3.1% (HC: 20)	40.9%	2.8% (HC: 21)	4.7% (HC: 30)	67.9%
	Level B	4.0%	5.8%	45.0%	1.8% (HC: 15)	2.3% (HC: 22)	27.8%	2.3% (HC: 19)	3.5% (HC: 33)	52.2%
	Level C	4.0%	4.0%	0%	1.1% (HC: 8)	1.0% (HC: 8)	-9.1%	2.8% (HC: 20)	3.0% (HC: 23)	7.1%
	Level D	2.7%	4.8%	77.8%	0.7% (HC: ≤6)	1.6% (HC: 9)	128.6%	1.8% (HC: 11)	3.0% (HC: 17)	66.7%
	Level E	0.7%	1.2%	71.4%	0.2% (HC: ≤6)	0.3% (HC: ≤6)	50.0%	0.5% (HC: ≤6)	0.9% (HC: 7)	80.0%
Southern & Eastern Europe	Level A	4.2%	3.3%	-21.4%	2.4% (HC: 18)	2.0% (HC: 13)	-16.7%	1.7% (HC: 13)	1.2% (HC: 8)	-29.4%
	Level B	3.3%	4.6%	39.4%	1.7% (HC: 14)	2.5% (HC: 24)	47.1%	1.7% (HC: 14)	2.0% (HC: 19)	17.6%
	Level C	3.8%	4.2%	10.5%	1.6% (HC: 11)	2.6% (HC: 20)	62.5%	2.3% (HC: 16)	1.6% (HC: 12)	-30.4%
	Level D	4.4%	6.2%	40.9%	2.3% (HC: 14)	2.8% (HC: 16)	21.7%	2.0% (HC: 12)	3.4% (HC: 19)	70.0%
	Level E	3.0%	4.6%	53.3%	0.7% (HC: ≤6)	2.0% (HC: 15)	185.7%	2.3% (HC: 14)	2.6% (HC: 19)	13.0%
Sub-Saharan Africa	Level A	1.2%	2.8%	133.0%	0.7% (HC: ≤6)	1.7% (HC: 11)	142.9%	0.5% (HC: ≤6)	1.1% (HC: 7)	120.0%
	Level B	1.9%	2.1%	10.5%	0.8% (HC: 7)	1.5% (HC: 14)	87.5%	1.0% (HC: 8)	0.6% (HC: ≤6)	-40.0%
	Level C	2.8%	3.3%	17.9%	1.4% (HC: 10)	1.4% (HC: 11)	0.0%	1.4% (HC: 10)	1.8% (HC: 14)	28.6%
	Level D	1.5%	3.2%	113.3%	0.7% (HC: ≤6)	2.1% (HC: 12)	200.0%	0.8% (HC: ≤6)	1.1% (HC: ≤6)	37.5%
	Level E	2.1%	3.4%	61.9%	0.5% (HC: ≤6)	1.1% (HC: 8)	120.0%	1.6% (HC: 10)	2.3% (HC: 17)	43.8%

IMPACT

To assess the impact of changes made towards improving career progression, we designed an anonymous online survey which was distributed by the Academic Promotions Unit to those who submitted a NoI for academic promotion between 2018 and 2023. The methodological details are described in Table 19.

Table 19 Methodological details of Promotion Survey

Participant recruitment	<p>At the University of Sydney, 1,654 individuals submitted a NoI to submit a promotion application between 2018 and 2023. All 1,654 of those individuals were sent an email invitation to complete an anonymous survey through Qualtrics, administered by the SAGE Career Progression Working Group.</p> <p>336 responses were received, a 20% response rate.</p>
Participant demographics	<p><i>We do not collect demographic data beyond gender of staff submitting a NoI to submit a promotion application, but with respect to gender, 51% of NoIs were received from women, suggesting that of staff sent the survey, men were slightly less likely than women to respond.</i></p> <p>Employment status</p> <ul style="list-style-type: none"> - Full time n=254, 82% - Part time n=35, 11% - Conjoint n=6, 2% - Prefer not to say n=16, 5% <p>Gender</p> <ul style="list-style-type: none"> - Man n=100, 32% - Woman n=187, 60% - Trans and gender-diverse n=4, 1% - Prefer not to say n=19, 6% <p>Aboriginal and/or Torres Strait Islander</p> <ul style="list-style-type: none"> - Yes n=1, 0% - No n=297, 96% - Prefer not to say n=11, 4% <p>CALD</p> <ul style="list-style-type: none"> - Yes n=120, 39% - No n=172, 56% - Prefer not to say n=16, 5% <p>Disability</p> <ul style="list-style-type: none"> - Yes n=19, 6% - No n=268, 86% - Prefer not to say n=24, 8%
Privacy considerations	<p>The survey was sent by the Academic Promotions Unit as NoIs are confidential. Survey responses were anonymous, however in some cases personal identity could potentially be determined due to small numbers and lack of diversity in</p>

	<p>some areas. In those cases, survey responses were analysed but quotes from these participants were not included.</p> <p>In addition, survey participants were asked if they were willing to have their quotes shared in our Cygnet award. Only quotes from the 283 (89%) of respondents who agreed for quotes to be shared are included in this Cygnet, however all qualitative data was analysed together.</p>
Structure	<p>There were 40 open text questions, which became visible to participants depending on their answers and survey logic (e.g. only participants who indicated that they participated in the SPAM program received qualitative questions about SPAM). Some questions were visible to all respondents (e.g. questions about relative to opportunity, annual academic reviews, promotions resources, challenges in the promotions process, etc).</p> <p>Across these 40 questions, we received 3,535 qualitative responses of varying length.</p>

We asked respondents about initiatives supported by our SAGE Bronze award – including targeted mentoring programs [Positioning for Promotion, Strategic Promotion and Mentoring Program (SPAM)] as well as promotion related resources (including sessions for teaching-focused applicants, guidance on positioning one’s written narrative, among other initiatives). We also asked about policies and procedures that impact promotions – Relative to Opportunity (RTO) and Special Circumstances sections within the application, and the annual AP&D process.

Feedback on targeted mentoring programs designed to increase equitable access to career development opportunities was largely positive. The benefits of SPAM (available to academic staff applying for levels B-E in the Faculty of Science and Level E in the Faculty of Medicine and Health) included camaraderie, mentorship, feedback (on drafts, on mock interview), concrete advice, encouragement to apply and associated self-confidence.

Similarly, Positioning for Promotion, available university-wide, provided respondents with guidance in the process, targeted feedback, mentorship, and support in developing career progression strategies.

Feedback on equity prizes (for women with career interruptions, women applying for promotion to levels D or E, and for staff with disability) was positive. Respondents noted that the activities offered during the prize period such as mentoring and networking opportunities combined with opportunities to catch up on research post periods of parental/carers leave accelerated research trajectories.

We also asked people who did not take part in these programs to express why they hadn’t. Responses included not being aware of the programs, not supported to take part by their supervisor, not invited or eligible, time limitations, and not feeling that these programs would be useful. Several respondents noted that they already had sufficient mentorship: of the seven people who responded in this way, five were men, two were women, and one preferred not to disclose their gender. This is particularly striking when ratios are considered – only 30% of respondents were men, and 60% women, suggesting that informal networking and mentoring may still favour men.

Feedback on actions designed to increase awareness of and confidence in the University's Promotion Process, such as improved resources on the intranet page providing information about promotions and increased delivery of faculty information sessions, were split. Some respondents found guidance useful while others did not or were unaware of the availability of information. Feedback on the new "Targeted Teaching Case" workshop was largely positive - offering a sample teaching case, guidance on processes, and how to develop a strong teaching case.

Other actions designed to improve the promotions process include increased information around RTO and special circumstances - to help articulate career disruptions or how other circumstances may have impacted output. Some respondents noted that special circumstances are taken more seriously now than they were in the past, and there has been improvement in understanding how it is applied. Others felt this section of the application made them feel vulnerable and they had not seen a change, suggesting it needs work to be perceived as implemented fairly.

The effectiveness of the AP&D process in supporting promotion varies. According to respondents, some supervisors utilise it well to prepare their staff, while others don't. Feedback suggests the process could be improved for consistency despite the majority noting its value regarding record-keeping, planning, goal setting, and motivation.

Though it is difficult to identify group differences in qualitative data, a few intersectional experiences stood out. One respondent noted that the intersection of disability and gender (woman) can make it more difficult to apply for promotion, due to the reasons already stated. When looking at changes to RTO by group, we noted that ethno-racially diverse women noticed the changes in RTO over time, while many ethno-racially diverse men didn't. Interestingly, more non-ethno-racially diverse women noticed cultural shifts around RTO compared to ethno-racially diverse women, suggesting further work needs to be done on addressing the impact of RTO on ethno-racially diverse women.

Examples of specific feedback are shown in Table 20.

Table 20 Key themes raised by survey respondents

Action Area	Working Well	Working Less Well	Priority Areas (for further action)
Actions designed to increase equitable access to career development opportunities (see Table 3 in Cygnet)	<p>Positioning for Promotion was largely cited as a boost to promotion applications:</p> <p><i>"Being sent an email, directed specifically to women at Level C considering Level D, and offering targeted support through workshops and individual help, was absolutely pivotal to the realisation that promotion was something I could consider. I had previously attended a couple of talks on promotion, but they were predominantly intimidatingly successful male professors who primarily talked about research impact, and I left uninspired if not quite downhearted (even though I appreciated they believed they were helping). In the P4P program, I had the opportunity to hear from a highly respected female academic, who gave group sessions as well as one-on-one help with the application writing - it was amazing. I also gained</i></p>	<p>The few negative comments regarding the Positioning for Promotion program were unfortunately quite vague and give little indication of how to improve the program:</p> <p><i>"I am not sure that it did."</i></p> <p>One comment about the SPAM program, while positive, noted the negative side of needing to participate in such a program:</p> <p><i>"I am sure I would not have been successful without SPAM, and also the comments from people in my School who read the application. However, I would also say I resented quite a bit the need to have programs like SPAM."</i></p> <p>Comments about equity prizes were largely positive, with a few exceptions:</p> <p><i>"(Winning an Equity prize had) little (impact) in the end due to Covid - I had to help my</i></p>	<p>Improved access to mentoring programs and equity prizes:</p> <p><i>"1. Awareness, I had not heard of many of those listed. 2. They are not all available to staff in rural or remote sites. 3. Timing and opportunity."</i></p> <p>Action 7: Work with Heads of School Committee and APU to better promote mentoring programs and equity prizes.</p> <p>Provide more opportunities for mentorship:</p> <p><i>"I do wish that my school would organise mentorship specifically focused on promotion for all staff. Many women don't go for promotion when they should, due to lack of mentorship and coaching. Our school started a mentorship program more recently but there have not been mechanisms in place for staff to reap its benefit as it is not focused on promotion. It is perhaps not supported properly. I know it's been challenging for some people to even meet with their mentor. It might be because of the broad scope of the scheme, making it focused on one area of development (like promotion, funding, teaching) can help. Putting mechanisms in place to bring mentors and mentees together would also help."</i></p> <p>Action 1: Better understand the most impactful aspects of existing SPAM programs, and use this Cygnet to re-position and advocate for broader access to SPAM, including potential for targeted SPAM programs or a broad equity promotion mentorship program similar to that being piloted by the Business School in 2025.</p>

	<p><i>confidence as the group sessions allowed me to see my female colleagues had the same challenges as myself, and it was so inspiring to know that the University was taking this great step to address the gap in male : female Level D ratio."</i></p> <p>All comments about the SPAM program were positive:</p> <p><i>"SPAM was immensely supportive and instrumental in pushing me to apply for promotion. Members of SPAM sought me out to advise me to apply as I had not intended to apply. Once I submitted my EOI, SPAM members supported me throughout the entire process. They read my application, assigned me to a mentor, organised mock interviews, and even made sure that a former Dean read my application. More than this, they gave me the confidence and self-belief that I deserved the promotion and was not applying too early."</i></p>	<p><i>colleagues with teaching and I was unable to do much of the planned research activities. I recall few workshops."</i></p> <p>When asked why they did not use any programs, one participant responded:</p> <p><i>"I did not feel that I needed to access these programs as I had strong mentoring and guidance from senior staff within my disciplinary group."</i></p>	<p>Reduce onerous nature of promotions application:</p> <p><i>"The sheer time it takes to write a promotion application is very daunting. The due date (for Level B and C applications) anyway falls right at the beginning of semester, which is an extremely intense time for academics. This also requires working on the application over the summer holidays, which is also challenging for people with caring/family responsibilities as this is usually a time of peak demands on parents' time (that is, it's extremely challenging to write a promotion application with kids at home and/or being settled back into school, while attempting to get ready for semester 1 teaching)."</i></p> <p><i>"The workload of preparing an application is significant and needs to be absorbed on top of an already enormous existing workload. It means that applying for promotion comes at huge personal cost - time spent on weekends and into the night, lost sleep and time away from family in order to apply for promotion."</i></p> <p><i>"I know several women/parents who more than exceeded the requirements for promotion and did not apply because they didn't have the spare time for such a lengthy process."</i></p> <p><i>"I feel it is a particularly difficult and confronting process for women due to many being part time with large amounts of other responsibilities"</i></p> <p><i>"Women especially are socialised to undermine their achievements, we want to be humble and not brag, which is the opposite of what you do in a promotion application."</i></p>
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	<p>Equity Prizes were also cited as a boost to promotion:</p> <p><i>"Gave me the time to manage my research while having significant caring responsibilities. I would not have been so successful in my research without the Equity Prize and therefore probably would not have made prof."</i></p>		<p><i>"Better support of women who often have more complex career histories (interruptions, periods part time and often working longer at a level) to develop promotion cases. It feels like an isolating and risky process when so many are rejected and there is no a ban on applying for 2 years."</i></p> <p>Action 8: Work with APU to understand possible efficiencies in the promotion process.</p>
<p>Actions designed to awareness of and confidence in the University's Promotion Process (see Table 4 in Cygnet)</p>	<p>The supervisor in the AP&D process has a big impact on promotion:</p> <p><i>"At the time, it didn't. My supervisor was research focused and didn't appear to understand the impact of high teaching loads on research outputs (I was a teaching fellow). This has changed significantly now though. I submitted a promotion application this year and my AP&D supervisor and the process was instrumental in that."</i></p> <p>Relative to opportunity is seen positively in some circles:</p>	<p>AP&D varies significantly across the university, even where advisors are great, they may not lead to promotion applications:</p> <p><i>"I am lucky to have an excellent AP&D advisor, so the conversations are fantastic. The actual process adds minimal value to promotions, I know what I achieve, I keep a good record of this. Therefore, I have no need to write it down each year. My supervisors take a cursory look at the document and, I believe, they would only engage if they saw an opportunity to performance manage."</i></p>	<p>Change the AP&D process across the university to better align with the promotions process:</p> <p><i>"AP&D was a very helpful support structure as I had used it to record evidence against goals I had set for years. At the time I did not write the AP&D report to align with the promotion guidelines which I now advise others to do as I can see it is a clever way to prepare for writing a promotion case."</i></p> <p>Action 8: Work with APU to understand possible efficiencies in the promotion process.</p> <p>Work still needs to be done on Relative to Opportunity and Special Circumstances:</p> <p><i>"There is more open conversation in some circles but I don't believe it has much impact on the outcome of an application. Just like there is a lot of talk about equality, yet little acknowledgment or structural support of the specific challenges for women in science especially when they have caring responsibilities. Having worked now for several years in</i></p>

	<p><i>"I have the impression that this is taken very seriously and considered when the Promotion Committee discuss applications, which has helped people with caring responsibilities to be judged relative to opportunity."</i></p> <p><i>"I think this has improved. Or I just feel more empowered to state the facts re my RTO/circumstances."</i></p>	<p>Relative to opportunity remains an area that needs work:</p> <p><i>"This is still very much an issue for staff with:</i></p> <ul style="list-style-type: none"> <i>- caring duties</i> <i>- unsuccessful research funding applications</i> <i>- teaching focused academics"</i> <p><i>and "I think generally it is more positive. The one issue is that there is still a perception amongst some colleagues that listing special circumstances could potentially play against staff in promotion as a 'weakness'. One significant issue is what happens with information provided by staff on health conditions and disability."</i></p>	<p><i>a broadly interdisciplinary team...I can see there are very different perspectives on this. Science requires a very different way of working, managing a lab, scientific resources, staff and risk - it benefits from the constant presence that is more achievable by staff with little primary carer responsibilities. I believe there is a bigger divide between those who have primary carer responsibilities and those who don't in science than any other discipline which is why the gender balance is such a challenge. This was of course amplified during covid for those of us who had to home school as well as pivot to working online." And "It is now very attentive to disruptions and external factors. It remains relatively inattentive to situations in which people's careers depart from the 40/40/20 standard and involve roles that are not understood or valued by their departmental colleagues. This is an issue that the Academic Excellence Framework needs to address."</i></p> <p>Action 9: Better communicate resources supporting RTO and our new Full Time Equivalent Year calculator</p>
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FURTHER ACTION

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
1	<p>SPAM has shown excellent results for FMH and solid results for Science, but has not yet been offered to other Faculties, largely due to resource constraints.</p> <p>Feedback from SPAM participants has been overwhelmingly positive, and through development of this Cygnet we have further identified opportunities for targeted SPAM programs (e.g. for staff with disability, or ethno-racial diversity).</p> <p>The results of this Cygnet can be used to re-advocate for a consistent roll-out of SPAM.</p> <p><i>See pages 14, 32, 41</i></p>	Better understand the most impactful aspects of existing SPAM programs, and use this Cygnet to re-position and advocate for broader access to SPAM, including potential for targeted SPAM programs or a broad equity promotion mentorship program similar to that being piloted by the Business School in 2025.	Sep 2024- Dec 2025	SAGE Career Progression WG	SAGE, Provost, Academic Promotions Unit	All academic women have access to SPAM (or a similar program).
2	There is general resistance to additional mandatory training due to the number of learning modules staff are already asked to undertake	Incentivise inclusion training for promotion panel members by including under the Service Pillar in our new Academic Excellence Program.	Sep 2024- Dec 2026	APU and Office of the Provost	Vice Provost	The time staff spend on inclusion training is explicitly rewarded in our Academic Excellence Program.

	<p>each year on a mandatory basis. This made it challenging to fully implement actions to make inclusion training mandatory.</p> <p><i>See page 15</i></p>					
3	<p>We currently only collect data around gender in promotion applications, limiting our ability to understand promotion expressions of interest and outcomes for individuals from multiple minoritised backgrounds.</p> <p><i>See page 20</i></p>	<p>Scope linking promotions to Diversity Dashboard by APU sharing staff IDs for staff who put in NOI, applied, and were successful in promotion to improve our ability to capture promotions data about diversity demographics and particularly intersecting identities.</p>	Sep 2024-Dec 2025	SAGE Career Progression WG and Academic Promotions Unit	Academic Promotions Unit	Intersectional promotions data available
4	<p>Staff survey results suggest women and men now have similar levels of satisfaction, however there are areas of dissatisfaction and lower engagement, suggesting deeper gender-intersectional analysis and actions may be required.</p> <p><i>See pages 26, 36</i></p>	<p>Undertake targeted gender-intersectional focus groups around career development and progression.</p>	Sep 2024-Dec 2025	SAGE Career Progression WG	SAGE	We have a deeper understanding of barriers facing some groups with intersecting identities.
5	<p>The University has not yet achieved robust gender balance in Levels D and E. Further, although the University maintains</p>	<p>Via Deans' KPIs, maintain focus on achieving robust gender-balance at Levels D and E, but also monitor Levels A-C to</p>	Sep 2024-Dec 2032	SAGE and Provost Office	Provost	All academic levels are gender-balanced.

	gender-balance at Levels A-C, there has been a slight decline in the percentage of women. Monitoring this will ensure we maintain a solid pipeline. <i>See page 33</i>	ensure the pipeline does not become depleted.				
6	Although Engineering has made some progress in the overall participation of academic women, particularly at Level E, the gap has remained intractable 2018-2023. <i>See page 33</i>	Include consideration of Engineering as a possible key priority area for Silver	Sep 2024-Dec 2025	SAGE Self-Assessment Team and Faculty of Engineering	SAGE Self-Assessment Team	A decision is made to focus on the representation of women in the Faculty of Engineering as one of our Key Silver Priority areas.
7	Promotion survey results suggest there is opportunity to further increase awareness of the broad range of Research Excellent and Inclusion programs (formerly equity programs) and grants available to staff. <i>See pages 41</i>	Work with Heads of School Committee and APU to better promote mentoring programs and equity prizes.	Sep 2024-Dec 2025	SAGE Career Progression WG, Heads of School Committee, APU, MarComms	Academic Promotions Unit	Mentoring programs are fully subscribed.
8	The current promotions process is viewed as onerous and the AP&D process not aligned with promotions. There may be efficiencies by aligning AP&D process with promotions.	The Academic Excellence Program (AEP), a current major initiative of the University, is working to align all academic lifecycle processes against one expectation framework.	Subject to formal consultation. AP&D delivery: 2025	AEP	Vice-Provost	Promotions/AP&D process streamlined where possible.

	<i>See page 43</i>	<p>The AEP aims to explore opportunities to:</p> <p>Clarify and standardise University expectations around performance (thereby reducing academic workload around understanding University expectations)</p> <p>Collect, collate, and provide useful performance data to staff (removing a significant workload that staff currently undertake to find and collate performance data for themselves)</p> <p>Align the multiple stages of the academic lifecycle (particularly AP&D and promotion) so they function against the same framework and use the same evidence structure (removing staff workload around re-entering and re-framing data and descriptions of achievements for the different processes). (underway)</p>	Promotion delivery: 2026			
9	<p>Survey responses indicate some apprehension and misunderstandings about career disruptions and relative to opportunity. This has resulted in some staff preferring to not disclose.</p> <p><i>See page 44</i></p>	<p>Better communicate resources supporting RTO and our new Full Time Equivalent Year calculator.</p> <p>E.g. Better resources describing RTO with worked examples to be used in promotion, AP&D,</p>	Sep 2024-Dec 2025	SAGE Self-Assessment Team, APU, Heads of School Committee, Provost Unit	Provost Unit	Colleagues are confident to report their disruptions in an objective way that doesn't feel like they are exposing themselves or seeking special treatment. Fewer instances of

		etc. Active communication of a more inclusive culture around RTO led by the heads of school. Include our FTEY calculator into promotions process alongside the RTO statement.				anecdotes about being told not to report RTO.
10	Qualitative responses to the promotion survey indicated that the current promotion criteria are narrow. An inclusive university explicitly values the diverse contributions from a diverse community. Current programs target ways that unrepresented groups can play the game to act more like the dominant stereotype of an academic.	As we develop the promotion criteria in line with the Academic Excellence Program, we will explore options to explicitly acknowledge the workload associated with representation as well as the diversity of contributions outside of or in addition to traditional metrics.	Sep 2024-Dec 2026	APU and Office of the Provost	Vice Provost	Colleagues feel valued for their contributions, including non-traditional contributions/measures.