SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Award Application

Safer Communities

THE UNIVERSITY OF
SYDNEY

Name of Institution	The University of Sydney
Date of Application	31 October 2024
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	Current Cygnet	Barrier
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		A gendered impact of caring responsibilities, arising from policies, processes, and workplace culture at the University of Sydney that did not consistently provide equitable access to leave, support, and resources for parents and carers working in academic and professional roles, potentially impacting retention, progression and workplace experience.
[Please select] Institution-wide/Sub-group barrier		An increasing under-representation of women with seniority in academic roles, in part driven by inequitable access to development, as well as a lack of awareness and trust in the processes underpinning career progression at the University.
[Please select] Institution-wide	✔	Staff at the University lacked familiarity with and trust in processes to make disclosures and complaints around bullying, harassment, discrimination, and sexual misconduct.

Section	Word Count
Key Barrier	96
Evidence of Barrier	369
Activities and Outputs	114
Outcomes	1250
Impact	749
Total	**2578 (word limit = 2500)**

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. She is currently studying a Bachelor of Science (Health) and is looking at postgraduate medicine following an undergraduate degree. Charlie's dream is to work in paediatrics and work rurally.

STATEMENT FROM THE ARTIST

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

A Note on Language

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

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

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

A Note on Style

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

Acknowledgements

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

Contents

List of Figures

List of Tables

Glossary

D&I	Diversity and Inclusion
EDI	Equity, Diversity and Inclusion
F	Female
GD	Gender diverse
HDR	Higher Degree by Research
HR	Human Relations
KPI	Key Performance Indicator
LGBTQIA+	Lesbian, Gay, Bi+, Transgender, Queer, Intersex, Asexual/Agender. The 'plus' is used to signify all of the gender identities and sexual orientations that are not specifically covered by the seven initials.
M	Male
ND	Not disclosed
SAGE	Science in Australia Gender Equity
STEMM	Science, Technology, Engineering, Mathematics, Medicine

KEY BARRIER

Through the SAGE Bronze process (2014-2017) we identified that staff at the University lacked familiarity with, and trust in, processes to make disclosures and complaints around bullying, harassment, discrimination, and sexual misconduct.

This Cygnet describes the progress, outcomes and impacts of actions we have undertaken to build familiarity and trust by improving the:

- consistency and transparency of processes, around data collection and reporting of bullying, harassment, discrimination and sexual misconduct;
- guidance and support for staff and students impacted by bullying, harassment, discrimination, and sexual misconduct; and
- availability of proactive education to uplift inclusive and respectful behaviours.

EVIDENCE OF BARRIER

In the timeframe assessed for our SAGE Bronze Application[1], the following evidence indicated that we had an issue with the systems and processes we used to build a safe workplace for all our communities.

1. Lack of trust and familiarity in disclosure and complaints process

Our 2017 Culture Survey revealed that women were generally more likely to experience but less likely to report incidents of bullying, harassment and discrimination than men (Figure 1).

Responses from staff who did not report incidents included reasons such as:

> *"Fear of recrimination/retaliation"*

> *"Perception that previous reports have not resulted in change"*

> *"Unfamiliar with the reporting process/unease with formal procedures"*

> *"Uncertainty as to what may be considered inappropriate behaviour"*

Furthermore, we failed to:

- offer staff and students avenues to make anonymous disclosures or complaints, and
- create a culture of transparency by routinely collecting and reporting data relating to bullying, harassment and discrimination.

University staff and students lacked:

- knowledge of how to report
- clarity on what was reportable;

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

- understanding of how to respond to incidents as bystanders; and
- trust in the process post-disclosure (i.e. that action would be taken, that they would be safe from recrimination).

The University needed to build greater access to, awareness of, and trust in the complaints and disclosures process to ultimately build a safer community (**Bronze Action 5.4.2)**.
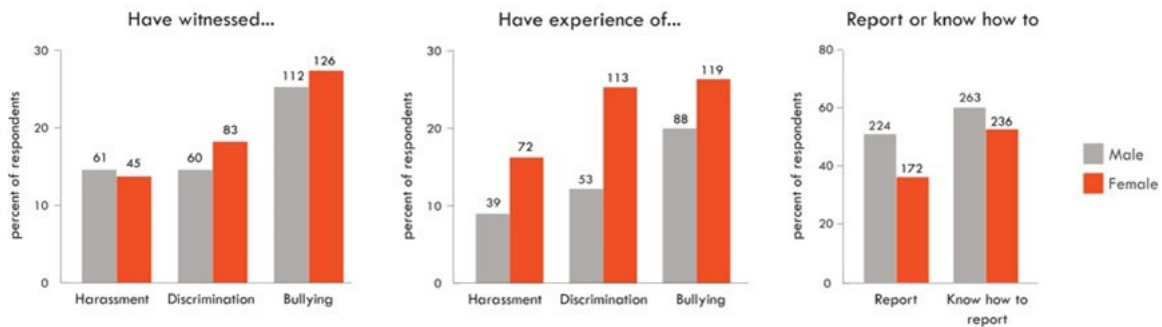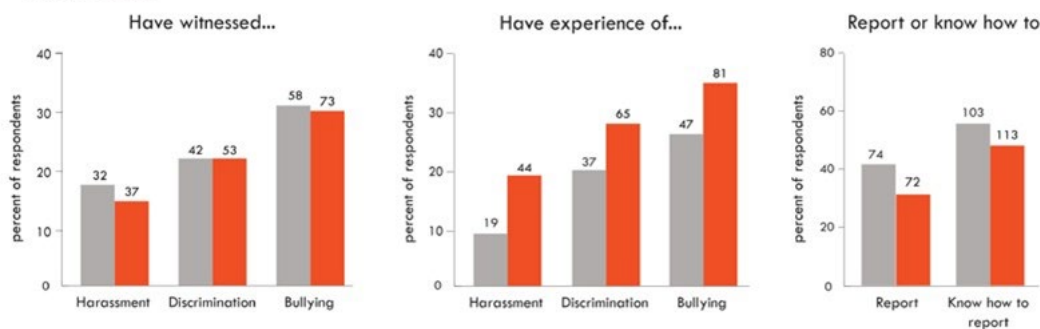
Figure 1 Academic staff responses to 2017 Culture Survey questions about witnessing (left), experiencing (middle) and reporting (right) bullying, harassment or discrimination

2. Existing training was not adequately equipping staff with inclusion capability

We identified a need to uplift staff engagement with training designed to increase understanding of what constituted inappropriate behaviour and embed inclusive behaviours.

Uptake of the University's 20-minute online Workplace Bullying Prevention module was low, with only 78 academic (48% women) and 536 professional (60% women) staff completions during the Bronze timeframe **(Bronze Action 5.4.4)**.

Feedback to the Bronze Self-Assessment Team indicated that the general inclusion training offered pre-Bronze was not adequately equipping them with the tools to address their biases, resulting in a revised suite of inclusion training modules piloted in 2018 **(Bronze Actions 5.2.2, 5.2.3)**.

Our 2017 Culture Survey indicated different workplace experiences of inclusion and safety for different demographic groups. Women and gender-diverse staff (Figure 2), Aboriginal and Torres Strait Islander staff (Figure 3), staff with a disability or chronic health conditions (Figure 4), and

staff with diverse sexualities (Figure 5) were more likely to report experiences of bullying, harassment, discrimination, and exclusion **(Bronze Actions 5.4.3, 6.4, 7.3, 8.3)**.

A

B
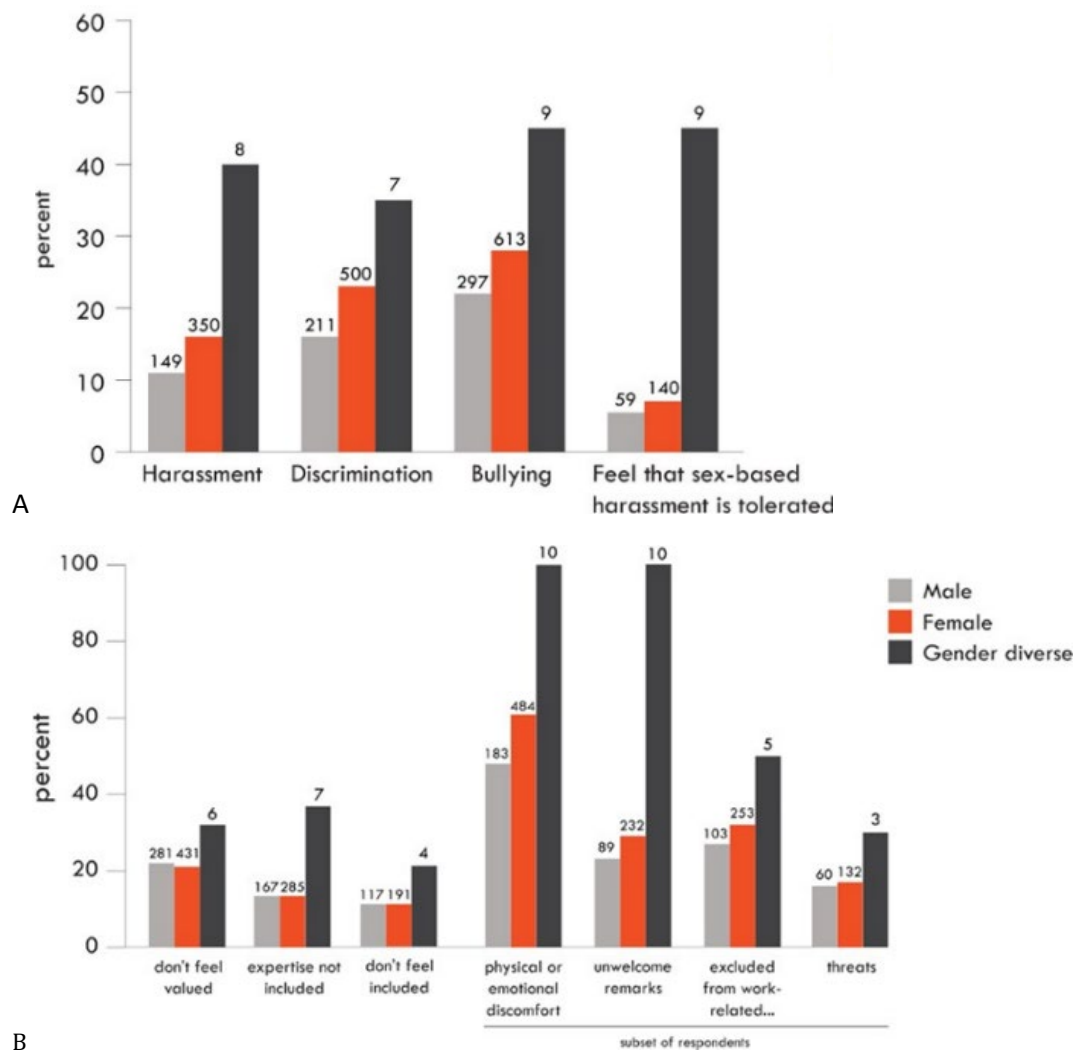
Figure 2 *2017 Culture Survey responses relating to experience of (a) bullying, harassment and discrimination and (b) feeling included in discussions where they had the expertise to contribute by gender*
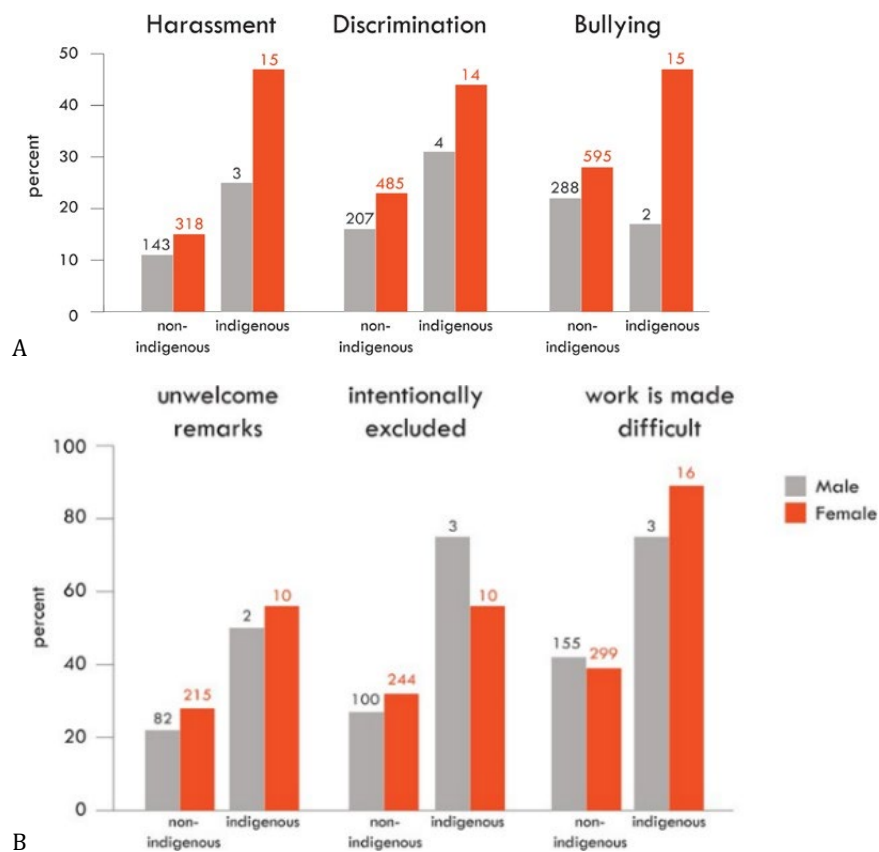
Figure 3 *2017 Culture Survey responses from Aboriginal and Torres Strait Islander staff to experience of (a) bullying, harassment and discrimination and (b) workplace culture, intersected by gender*
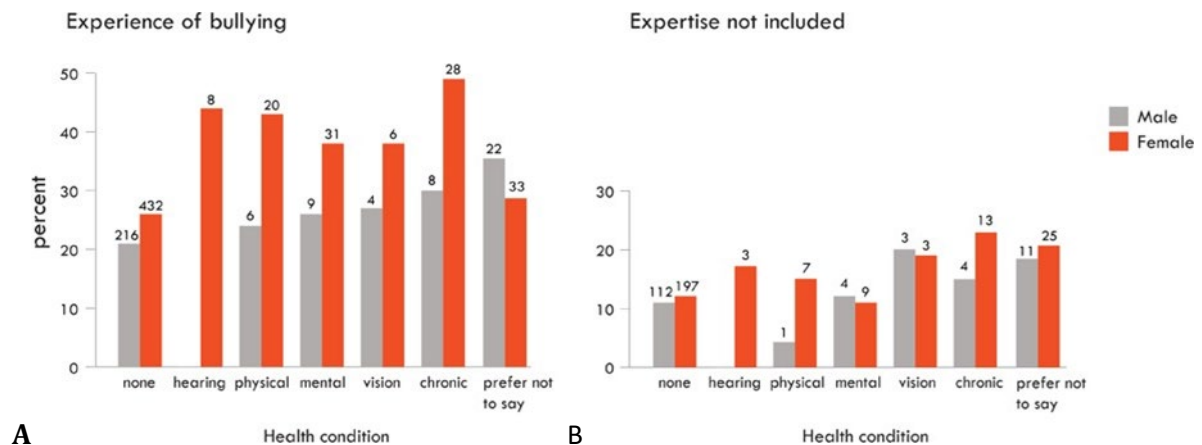
Figure 4 *Culture Survey responses from staff with disability or chronic health conditions to experience of (a) bullying and (b) workplace inclusion, intersected by gender*
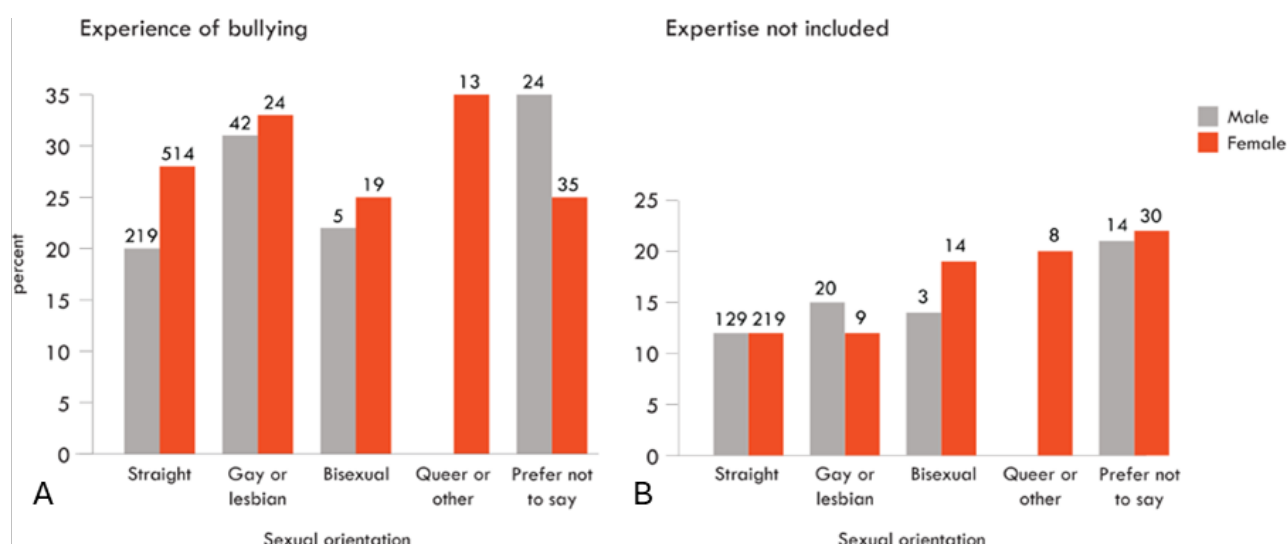
Figure 5 *Culture Survey responses from staff with diverse sexualities to experience of (a) bullying and (b) workplace inclusion, intersected by gender*

ACTIVITIES AND OUTPUTS

To address the barriers identified above, we developed several actions designed to:

(1) Improve staff and student access to, and awareness of, processes to safely disclose incidents of harassment, discrimination, bullying and sexual misconduct, and build greater trust by improving transparency of reporting (Table 2, Figures 6-9); and

(2) Promote greater understanding of what constitutes inappropriate behaviour through increased engagement with a suite of updated inclusion training options (Table 3, Figures 10-11).

Actions were largely operationalised by the University's Safer Communities Office, Human Resources (HR), Workplace Relations (WR), and Diversity & Inclusion (D&I) teams, with consultation and collaboration with relevant stakeholders and subject matter experts.

Challenges faced during implementation are summarised in Table 1.

Table 1 Challenges faced during implementation

Bronze Action Plan Reference	Challenge	Strategies
5.1.14 and 5.2.5 Actions around mandatory training	We encounter ongoing resistance to additional mandatory training due to the number of mandatory learning modules staff already encounter. This made it challenging to fully implement actions to make inclusion training mandatory.	This will be an ongoing issue but co-designing future actions around training with involved stakeholders may identify local pathways for accountability and monitoring to more strongly motivate staff to participate.

Table 2 Actions designed to improve access to, awareness of, and trust in the processes by which staff and students could safely disclose incidents of harassment, discrimination, bullying and sexual misconduct, and increase transparency of reporting of these incidents

SAGE Bronze Action ID	Progress	Outputs
5.4.2 Introduce confidential online reporting for bullying, harassment, discrimination, and sexual misconduct complaints, analyse data and report annually.	**Complete.** The University now offers confidential online reporting for bullying, harassment, discrimination and sexual misconduct complaints, and reports annually.	**2018:** Launched the Sexual Misconduct Online Reporting Form, for Students to report disclosures and complaints of sexual misconduct with an option for anonymous disclosure. **2018-ongoing:** The University began reporting the number and type of student and staff complaints received in its publicly available Annual Report. The Workplace Relations team also began reporting to the University's Senate People and Culture Committee annually, providing breakdowns of staff complaints, identifying trends and hotspots. **2020:** Sexual Misconduct Staff and Affiliates reporting form launched. **2020:** Expanded scope of Safer Communities Office to include former and current students, former and current staff, and affiliates. Launched Guiding principles to respond to claims of historical sexual abuse. **2023:** The University's 2023-2026 Enterprise Agreement extended positive duty beyond sexual misconduct to include harassment, discrimination, and bullying and all unlawful workplace conduct. **2023:** Released the University's inaugural 2022 Annual Report on Sexual Misconduct with a commitment to future reports. **2023-24:** Released online form for staff and affiliates to lodge complaints about bullying, harassment and/or discrimination. Included a comprehensive overhaul of resources, information, and options for disclosure. Communicated to staff by Vice Chancellor email, Managers' email, and Staff News. **2023**: The three different sexual misconduct online reporting forms were streamlined into one, removing requirement of unikey (internal staff) log in. **2024.** Launched public-facing form for members of the public to lodge complaints about staff members or affiliates related to concerns around harassment and discrimination. **2024:** Launched online form for staff and affiliates to anonymously lodge a report about bullying, harassment and/or discrimination launched. **2024:** Created process maps showing steps and process for staff and students coming forward.

		2018-2023: 13 Staff News articles (0.6% of total 2220) promoted the new policies, procedures and resources relating to bullying, harassment, discrimination, and sexual misconduct.

Examples of actions the University developed post SAGE Bronze to improve access to reporting pathways		
Action	**Progress**	**Outputs**
Establish policies and procedures to further underpin the University's response to sexual misconduct.	**Complete:** The University has demonstrated a clear position on support for victim-survivors of historical and current sexual abuse and misconduct and provides a pathway for anyone connected to the University community to report to the Safer Communities Office about their experiences (either on campus or off campus).	**2018:** Launched the Student Sexual Misconduct Policy and Response Procedures prohibiting sexual misconduct and sexual harassment by members of the University community, providing information about safe bystander intervention, and outlining reporting and resolution options available to victim-survivors. The procedures are designed to also encourage safe bystander intervention, and to empower victim-survivors by outlining their reporting and resolution options. **2019:** Established the Staff and Historical Sexual Abuse Reporting Working Group to develop an internal process for responding to claims of historical sexual abuse, including child sexual abuse, as well as a policy and process for improving the University's response to staff complaints of sexual misconduct. **2020:** Launched Guiding Principles for Responding to Claims of Historical Sexual Abuse; Staff Sexual Misconduct Policy and Response Procedures; Staff Sexual Misconduct Online Reporting Form; Sexual Misconduct Online Reporting form for members of the public. **2022:** Launched the University's Roadmap to Prevention of Sexual Misconduct to address outcomes from the 2021 National Student Safety Survey. **2023:** Launched the University's Anti-Racism Statement. **2023:** Updated Staff and Student Sexual Misconduct Policies in response to the legislative changes of positive duty. These came into effect in 2024. **2023:** Following amendments to the *Sex Discrimination Act 1984* (Cth) in December 2022, the University recognised this positive duty in the University of Sydney Enterprise Agreement 2023-26 and effectively extended it, committing to eliminate all forms of inappropriate workplace behaviour. In September 2023, the University engaged external consultants Working Smarter to audit the University's existing initiatives to determine where we may need to direct our efforts to ensure we are meeting this positive duty.

		The resulting Respect at Work Gap Analysis included 36 recommended actions (10 of which were already planned under existing University projects). Fourteen of these actions are already in progress, including actions being explored through the Staff Complaints Process Review which has been underway since it was noted by the University Executive in 2022. The recommended actions include both prevention and response initiatives, clustered under the seven standards identified by the Australian Human Rights Commission as necessary components for a comprehensive prevention and response framework. The recommended actions have been endorsed by the University Executive. The Endorsed actions will be progressed as a priority and carefully monitored. As part of the Respect at Work Action Plan, the University has folded the ongoing Staff Complaints Process Review and the outstanding lines of enquiry into this broader Action Plan - with a view to continuing this work under the rubric of Respect at Work. **Action 1:** Rather than develop stand-alone actions, SAGE will continue to engage with the University's Respect at Work team to address gaps around data, trust, communication, inclusion and accountability identified through this Cygnet.

Which of the following describes what you want to report?

☐ Sexual Assault

☐ Sexual Harassment

☐ Bullying

☐ Discrimination

☐ Harassment (including online harassment)

☐ Violence

☐ Other

Report sexual misconduct

How to make a complaint or disclosure to the University

When you report sexual misconduct to the University, specialist staff in the Safer Communities Office will provide support and work with you to assess your needs and take appropriate actions.

The University is committed to handling reports of sexual misconduct in a compassionate and fair manner, in an environment that acknowledges the vulnerable position of survivors and treats them with respect and dignity.

Sexual misconduct is prohibited at the University of Sydney. Behaviour that is intimidating, abusive, disrespectful or threatening, including sexual assault and sexual harassment, is not acceptable and will not be tolerated.

If you have experienced sexual misconduct, including sexual assault or sexual harassment, it is your choice whether to report the incident. You have the option to report it to the University and you also have the option of reporting to the police. Whatever you decide, we can help connect you with appropriate support you, provide information on reporting options, and assist you with the

Make a report of sexual misconduct

Go to the online form

What happens next

How will my report be managed? +

What information will be collected? +

Do I need a UniKey to complete the form? +

How is the information I provide used? +

How long is information I report kept? +

What happens to my complaint after it is lodged? +

Your options to make a report

Complaints and disclosures

If you choose to report an incident to the University, you have the option to either make a disclosure or a complaint. The primary way to do this is through the online form, or by contacting the Safer Communities Office directly. The Safer Communities Office can provide you with information about making a report if you are unsure what to do. If you report an incident, it will not affect your academic record in any way. If you are an international student, your visa will not be affected.

Making a complaint	Making a disclosure

You can make a complaint of sexual misconduct, including sexual assault or sexual harassment, if you would like the University to investigate or to take specific action and the complaint is about University related conduct, including conduct by students, staff members or affiliates. University related conduct means any conduct that is connected to the University, including conduct that occurs on University lands, at or in connection with a Residential College or University owned or affiliated student accommodation, when performing duties for or representing the University, or during a University related function or event (whether sanctioned or organised by the University or not).

I would like to:

○ Make a report with my contact details

○ Make a report without my contact details (anonymous)

I am a:

○ Current Student

○ Former Student

○ Current Staff

○ Former Staff

○ Affiliate

Making a complaint	Making a disclosure

You may wish to make a disclosure (rather than a complaint) if you wish to be anonymous and wish to make the University aware of an incident but do not wish the University to investigate or take any specific action in response to the incident. We understand that this can be a difficult time, so this is a way to report something that's happened and find out your options for support without needing to provide your personal details.

In some circumstances, we may need to investigate a disclosure, to ensure your safety or the safety of other members of the University community, or to meet our legal obligations. If you provide your contact details, the University will inform you before commencing an investigation. It is up to you if you wish to participate at this point.

If you make a disclosure, you can still choose to make a complaint to the University about the same incident at a later time.

Figure 6 Examples of our safer communities online portal for staff and students to make a complaint or disclosure, with the option to do so anonymously

Make a complaint

If you're the one experiencing bullying, harassing or discriminatory behaviour, and trying to resolve it directly with the person doesn't help or is inappropriate, you might consider **making a complaint**.

You can use the University's online incident and hazard recording system 'RiskWare' to do this (with or without notifying your manager), or make a complaint to Workplace Relations.

If you witness someone else experiencing bullying, harassing or discriminatory behaviour, you can also make a confidential complaint about this to Workplace Relations.

Complaints - Staff

Share ▽

This form can be used to lodge a complaint of workplace bullying, discrimination, and/or harassment in relation to the conduct of a University of Sydney staff member.

Prior to completing this form, you are encouraged to talk through your concerns with a manager, your HR Partner or our specialised complaints team in Workplace Relations. Contact details for Human Resources can be found here: https://intranet.sydney.edu.au/contacts-campuses/services/human-resources/contact-us.html#workplace-relations-ogc.

Complaints received via this portal will be directed to Workplace Relations, and will be managed in accordance with the *Bullying, Harassment & Discrimination Prevention Policy 2015* and the *Bullying, Harassment & Discrimination Resolution Procedures 2015*.

If you are unsure whether this is the appropriate form to complete, refer to the information below, or contact on email: workplace-relations.complaint@sydney.edu.au.

More information on the University's complaints processes can be found on the intranet here: https://intranet.sydney.edu.au/employment/support/bullying_prevention.html

Copies of the relevant **policies**, procedures, and the Staff Code of Conduct can be found here: https://www.sydney.edu.au/policies/

To report an incident of **Sexual Misconduct**, please visit the Safer Communities

Submit

Required information

Are you making this complaint on behalf of yourself, or someone else?

First Name | Last Name

What is your relationship to the University?

What is the nature of the event? Select all that apply

Please describe the nature of the concern/s, giving as much relevant detail as possible

When did the event/s occur?

Is the issue ongoing?

Respondent Details - MRV

Have you attempted to resolve the issue by talking to the Respondent?

Have you raised your concerns with your manager?

What resolution are you seeking from the

Understanding inappropriate behaviour and the policies that govern prevention and response

Inappropriate behaviour is any behaviour by a staff member, affiliate or student that does not align with the University's values. It includes unlawful behaviour such as discrimination, harassment, workplace bullying, sexual misconduct and sexual harassment.

The University's Bullying, Harassment and Discrimination Prevention Policy 2015 (pdf, 332KB) outlines what inappropriate behaviour is and the entitlements and responsibilities of all staff, students and affiliates. The Bullying, Harassment and Discrimination Resolution Procedures 2015 (pdf, 172KB) outline our procedures for raising, assessing, investigating and resolving instances of inappropriate behaviour. The Staff Sexual Misconduct Policy 2020 (pdf, 358KB) and Sexual Misconduct Response Procedures 2020 (pdf, 279KB) is applicable to sexual misconduct and sexual harassment.
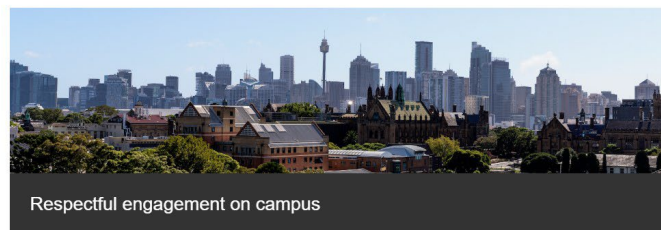
Discrimination   +

Harassment   +

Workplace bullying   +

Sexual misconduct and sexual harassment   +

THE UNIVERSITY OF SYDNEY

Respectful engagement on campus

19 February 2024
Sent to all staff list

Dear colleagues,

As students return to campus for Semester 1, we turn our minds again to the environment we want to foster as a place of learning. One of civility and mutual respect, where everyone feels welcome and included. A culture where we remain true to our values as a scholarly community, where ideas are developed and debated, and where divergent views are not just tolerated but

What to do if you witness or experience inappropriate behaviour at work

If you have witnessed or experienced inappropriate behaviour such as bullying, harassment or discrimination at work you have a number of options to respond and access support.

Call the behaviour out – if you feel comfortable and safe to do so   +

Talk to your manager, HR Partner, Safer Communities or Workplace Relations Advisor   +

Access health and wellbeing support   +

Report the behaviour (make a complaint)   +

Figure 7 Examples of our internal online HR portal for staff to make a complaint, and associated information and resources

Figure 8 *Examples of our externally-facing form for members of the general public to lodge a complaint in relation to the conduct of a University of Sydney staff member or affiliate*

THE UNIVERSITY OF SYDNEY

Our Anti-Racism Statement

28 November 2023

Dear colleagues,

2023 has presented many challenges for our community. The ongoing conflict in the Middle East and the commentary about the Voice to Parliament referendum have exposed some of the divisions in Australian society, and I have been dismayed by the racism that has permeated our public discourse and the harms it has caused.

Important information about our Anti-racism Statement

13 July 2023

A message from the Provost and Deputy Vice-Chancellor on the recent Academic Board endorsement of the University's Anti-racism Statement.

Dear colleagues,

I'm pleased to inform you that recently our Academic Board unanimously endorsed the University of Sydney's Anti-racism Statement. This Statement, developed in collaboration with many students and staff, marks a significant milestone in our ongoing efforts to cultivate a culture that promotes a deeper understanding of racism and its harmful impacts.

The University of Sydney is an institution and a community committed to respect for human rights including the right to live, learn and work free from discrimination. Our commitment to anti-racism echoes the University's institutional responsibility to fostering respect for human dignity, equity, diversity and inclusion, while proactively investigating, analysing and speaking out against racism.

Our commitment to eliminating racism

Racism is a serious form of discrimination, which can also intersect with other forms of

Our commitment to the First Nations peoples of Australia

We acknowledge the history and legacies of racism and ongoing injustices experienced by the First Nations peoples of Australia and, importantly, the University's part in that history.

Many Australians, over the decades, including some of our own staff, have claimed to 'speak for' First Nations peoples. We recognise that it is far more important to listen, learn from and respect Indigenous knowledges, and to embed these within an enriched curriculum and reformed policies and practices.

The University has sought through its Aboriginal and Torres Strait Islander strategies to drive an approach to a stronger, more inclusive, and culturally embodied University by nurturing a sense of belonging and demonstrating visible leadership and respect for Aboriginal and Torres Strait Islander knowledges and culture.

Our commitment to truth-telling and acknowledging our past

To address the impact of racist ideas and practices and shape future teaching and research, we are committed to a process of truth-telling. We propose to engage our expertise in a range of areas to research and uncover instances of the University's complicity with and engagement in racial ideas and practices in the past.

It is vital that we understand our past and the benefits it affords us in the present in order to take ownership of the findings of this research to better inform and de-colonise our future University research, teaching, and community connections.

This truth-telling initiative will supplement the University's broader commitment to promoting equality and diversity. Challenging ideas and practices based on racism will support key components of our strategic intent. We are fully committed to this process.

Figure 9 *Screenshots of communications about our Anti-Racism Statement, launched in 2023*

Table 3 *Actions designed to promote greater understanding of what constitutes inappropriate behaviour through increased engagement with a suite of updated inclusion training options*

SAGE Bronze Action ID	Progress	Outputs
5.4.3 Review and update the Workplace Bullying Prevention module and incorporate intersectional content.	**Altered & Complete.** The Workplace Bullying Prevention module was replaced by *Respect in Our Community: Preventing bullying, harassment and discrimination* in 2020. The module includes awareness and behavioural examples impacting staff from marginalised demographics. However, it does not reference any intersectional content.	**2020:** Launched the *Respect in Our Community: Preventing bullying, harassment and discrimination* module, which explicitly references diverse genders, sexualities, and bodies, disability and ethno-racial background, and includes one behavioural example with respect to mis-gendering but does not include specific information or examples of intersectional impact. **Action 2:** Work with stakeholders to develop an example of intersectional experiences to include in updated *Respect in Our Community* training. Review content around sexual misconduct, and mechanisms for evaluative feedback and impact on behaviour from staff.
5.4.4 Require Deans/Heads of Schools and all staff to complete online Workplace Bullying Prevention training.	**Complete.** The *Respect in Our Community: Preventing bullying, harassment and discrimination* module was made mandatory for all staff in August 2019, to complete at least once every two years. This module is included on the Vice Chancellor's Directive for mandatory training. Prior to this, the University offered *Achieving an Equitable Workplace* and *Workplace Bullying Prevention* modules, but they were not mandatory.	***Creating an Equitable Workplace*** *(not mandatory, assigned during onboarding but not monitored)* **2018** 82 (2.3%) academic completions; 375 (8.5%) professional completions **2019** 260 (7.2%) academic completions; 1251 (27.1%) professional completions **2020** 844 (22.7%) academic completions; 1047 (21.9%) professional completions ***Workplace Bullying & Prevention*** *(not mandatory)* **2018** 7 (0.2%) academic completions; 93 (2.1%) professional completions **2019** 6 (0.2) academic completions; 56 (1.2%) professional completions ***Respect in Our Community: Preventing bullying, harassment and discrimination*** *(mandatory)* **2020** 3718 (100%) academic staff completions; 5095 (100%) professional staff completions **2021** 1806 (51.7%) academic staff completions; 1988 (42.9%) professional staff completions **2022** 895 (25.6%) academic staff completions; 1755 (35.8%) professional staff completions **2023** 1603 (43.8%) academic staff completions; 2398 (45.25%) professional staff completions There is some variability in percentage completions each year, reflecting the fact that the course must be completed every two years and during that time there would have been new hires and staff turn-over, as well as the potential for staff to choose to do the course more frequently than required.

		Nevertheless, the low numbers in 2022 may reflect that not all staff completed their renewal as required. **Action 1:** Rather than develop stand-alone actions, SAGE will continue to engage with the University's Respect at Work team to address gaps around data, trust, inclusion, communication, and accountability identified through this Cygnet.
5.2.2 Set targets for completion of Inclusion in Action training by academic staff. 70% for Level D/E, 50% for Level B/C, and communicate to Deans/Heads of Schools.	**Altered and Complete:** In 2023, Key Performance Indicators (KPIs) for Faculty and University School Deans included targets for completion of Inclusion in Action training for all staff, with mid-year and end-of-year reports reviewed by the Provost and Deputy Vice-Chancellor. However, in 2024 the decision was made to remove this KPI whilst the SAGE and D&I teams reviewed participant feedback and assessed the module for current purpose.	**2023:** A KPI of 40% staff completions (fixed-term and continuing) was set for each Faculty and University School and included as part of the set of Provost-Deans' KPIs. Total completion rates at the end of 2023 sat well below this target: **Faculty of Arts & Science (FASS):** 7 completions (1%) **Faculty of Science:** 77 completions (6%) **Faculty of Medicine & Health:** 191 completions (7%) **Business School:** 61 completions (14%) **Faculty of Engineering:** 64 completions (12%) **School of Architecture, Design & Planning (ADP):** 4 completions (3%) **Conservatorium of Music:** 2 completions (2%) **Law School:** 2 completions (2%) **Action 4:** Review existing inclusion modules, then consult/co-design content as required, and implementation strategy with staff and implementation stakeholders to increase engagement.
5.2.3 Review completion rates and participant feedback on Inclusion in Action training.	**Complete:** We have reviewed completion rates and participant feedback, reported here.	**2018-2023:** 1005 total staff (fixed-term, continuing and casual, academic and professional staff) completions since Inclusion in Action was introduced. In 2023 we reached out to participants to provide feedback on the module. 100 people responded, giving a 10% response rate. **Action 4:** Review existing inclusion modules, then consult/co-design content as required, and implementation strategy with staff and implementation stakeholders to increase engagement.
6.4 Review Workplace Bullying Prevention module to include content	**Complete.** The University's *Respect in Our Community: Preventing bullying, harassment and discrimination* module includes content on issues	**2020:** The *Respect in Our Community: Preventing bullying, harassment and discrimination* module explicitly references diverse genders, sexualities, and bodies, and includes one behavioural example with respect to mis-gendering.

on issues specifically faced by trans and gender diverse staff.	specifically faced by trans and gender diverse staff.	
7.3 Provide training around discrimination, bullying and harassment with content on issues specifically related to intersectionality.	**In progress:** The University offers some modules with intersectional content and endeavours to bring an intersectional lens to our inclusion resources, however there is not a targeted training module educating staff about what intersectionality is and how it impacts staff.	**2022:** 1 x Blaq Aboriginal Corporation LGBTQIA+ training by invitation for 12 members from the Pride Network Steering Committee. **2022:** 2 x Twenty10 LGBTQIA+ training for students and teaching staff, which includes intersectional content (participants not counted) **2022:** Launched the Mosaic Staff Network's Anti-Racism pledge module **2022-2023:** 29 x LGBTQIA+ training provided by Pride in Diversity, which includes intersectional content in its training modules. Each of our Pride In Diversity modules Is also available via video recording for staff to complete on demand. (613 staff completions) **2021-2024:** *Responding With Compassion*, developed by Full Stop Australia, helps individuals form a framework to provide a compassionate and supportive response to survivors of trauma, and provides an intersectional lens (184 staff completions) **Action 4:** Review existing inclusion modules, then consult/co-design content as required, and implementation strategy with staff and implementation stakeholders to increase engagement.
Examples of actions the University developed post SAGE-Bronze to improve inclusion capability		
Action	**Progress**	**Outputs**
Offer training to educate and support students, student-facing staff and bystanders around consent, sexual misconduct, and sexual health.	**Complete:** The Safer Communities Office undertakes a process of developing, delivering and assessing training to educate and support students, student-facing staff, and bystanders around consent, power, sexual misconduct, and sexual health.	**2018:** Motivating Action Through Empowerment (MATE) four-hour by-stander training delivered (800 student completions). Ongoing since **2018**, a consent education module has been mandatory for newly enrolled students. In 2022, this module, was again rolled out to all newly enrolled students, with a total of 23,255 student completions. **2018-2023:** In-person consent education workshops piloted (2018), and mandatory since 2020 for all student leaders and first-year students living in University-owned student accommodation and residential colleges. In 2022, 1294 students attended workshops.

		2022: Our first responder training, Responding with Compassion, continued to be delivered to all student leaders and student-facing staff. A total of 152 student leaders and 157 staff completed this training. Also in 2022, following consultation with student leaders and as part of the Student Leader Training Co-design Project, the Pro-Vice-Chancellor (Student Life) mandated that all student executives within the University of Sydney Union (USU), Sydney Uni Sport and Fitness (SUSF), Students' Representative Council (SRC) and Sydney University Postgraduate Student Representative Association (SUPRA) complete first responder training. An online module, Responding to Sexual Harassment and Sexual Assault for Student Leaders, was also launched during the year, with a total of 590 students successfully completing it. For students who might be distressed by the content of this module, exemptions could be sought as well as support from the Safer Communities Office. **2022:** Sexual Health and Peer Education (SHAPE) Program, providing training to bridge knowledge gap among newly arrived international students around topics of sex and sexual health. One train-the-trainer session was delivered with 12 participants with the aim for the trainers to then train incoming new students. **2022:** Respectful Research training for Higher Degree by Research (HDR) supervisors, providing training relating to professional supervisory relationships with students, boundaries, and power imbalances. Two pilot sessions were delivered with a total of 37 participants. Feedback and evaluation collected following the workshops were very positive:93 percent of participants found the training to be informative, 94 percent found it relevant, 98 percent found it interactive;97 percent found it easy to understand. **2022:** Expanded partnership with Royal Prince Alfred Hospital to increase priority outreach sexual assault counselling sessions from five to 10 per week. During the year, 290 sessions were offered through this partnership with priority access for students. **2022-23:** "*It's All About Consent*" University-wide campaign promoting affirmative consent and active bystander intervention, aimed at University staff and students. The campaign included a refreshed webpage highlighting support offered by the Safer Communities Office, a campaign hub webpage, key messages (print and digital material), merchandise, social media, and videos.
Training for staff to support students and colleagues in distress	**Ongoing** The University offers staff training to support students and colleagues in distress, in addition to the training modules described previously.	**2018-23 Students in Distress/Students of Concern:** 253 staff completions **2018-23 Mental Health training:** 1125 staff completions

Figure 10 Examples of Equity, Diversity & Inclusion (EDI) content from our Respect in our community: Preventing bullying, harassment and discrimination module

Figure 11 *Examples of training modules for staff with intersectional content*

OUTCOMES

Shifts in safety, transparency, and inclusion reflect the impact of a multi-faceted approach to interventions over time. With this in mind, we note that it can be difficult to draw clear and direct causality between EDI actions and outputs, and their outcomes and impacts. Despite this challenge, we use indicative markers to demonstrate the outcomes of our actions to: **(1)** improve the process, trust and transparency for staff and students making complaints or disclosures; and **(2)** increase engagement with training designed to uplift respectful and inclusive behaviours.

1. Markers for improvements in process to disclose and report on incidents, and increase transparency of reporting

1.1 Increased transparency of reporting

Transparent reporting can help to build trust and confidence in disclosure and complaint procedures. Starting in 2018, the University has included the number of staff complaints and related information in our publicly available Annual Report. In 2022, the University also released its first, publicly available, Annual Report on Sexual Misconduct. This report presents the incidence of alleged sexual misconduct formally reported at the University (Table 4) and the proactive initiatives undertaken to address this.

Table 4 *Complaint outcomes and status by connection of respondent to the University*

Data extracted from the University's Annual Report on Sexual Misconduct 2022

Respondent	Resolved through assisted resolution	Fully or partially substantiated and misconduct penalty applied	Withdrawn	Ongoing as of 31/12/22	Warning issued with no misconduct found	Could not proceed	Totals (% of total complaints)
Staff/affiliate	1	N/A	2	3	N/A	3	9 (39.13%)
Student	3	3	2	4	1	N/A	13 (56.52%)
Unknown	N/A	N/A	N/A	N/A	N/A	1	1 (4.35%)
Totals (% of total outcomes)	4 (17.4%)	3 (13.0%)	4 (17.4%)	7 (30.4%)	1 (4.3%)	4 (17.4%)	23 (100%)

1.2 Staff awareness of and confidence in reporting mechanisms

A key marker of staff awareness of, and trust in, mechanisms to make either a complaint or report about bullying, harassment, sexual misconduct and/or discrimination, is the number of complaints, reports, and disclosures being made. The data in Table 5 suggest that staff awareness of and trust in reporting mechanisms is improving, with the number of complaints rising overall in 2023 compared to 2018.

Table 5 *Staff complaints 2018-2023*

Data (including bullying, harassment, discrimination, and sexual misconduct) extracted the University's Annual Reports 2018-2023 and HR Staff Workplace Conduct and Complaints Team.

* During 2020-2021, with more staff working from home there appeared to be a dip on the number of complaints, followed by an increase post-pandemic when students and staff returned to campus in 2022.

Number Complaints	2018	2019	2020*	2021*	2022	2023
Total	119	162	130	76	95	182
Student Complaints about staff members' conduct	21	33	25	16	33	44
Staff member complaints about other staff members	98	129	105	60	73	138

The University recently supplemented existing resources for staff with a flow-chart of the staff complaints handling procedure to provide additional clarity for staff coming forward (Figure 12).

Referrals
Victim-survivors can be referred by University staff or external organisations or can make their own reports through various means, including the University's Sexual Misconduct Online Reporting Form, by email, by phone or in person.

Initial meeting
Specialist staff from the SCO provide trauma-informed case management and support to victim-survivors of sexual misconduct (including sexual assault and sexual harassment, whether recent or historical).

They provide one-on-one services tailored to each victim-survivor's wishes and needs, to ensure they receive appropriate support.

Co-developed support plan
A support plan will be co-developed, which could include assistance and support with safety planning, reporting options (see below), navigating academic or workplace processes, and being linked with appropriate counselling, financial, healthcare, accommodation and legal services.

Making a disclosure (optional): A victim-survivor can receive support through the SCO by making a disclosure. The victim-survivor can provide as much or as little information as they feel comfortable with, e.g. they can choose to identify themselves or remain anonymous. If it relates to University related conduct, a victim-survivor can decide to change their disclosure to a complaint at any time.

Making a complaint (optional): The SCO can support a victim-survivor to make an internal complaint to the Student Affairs Unit (for students) or Workplace Relations (for staff) or an external complaint (e.g. assistance with visiting a NSW Police station or completing the NSW Police Sexual Assault Reporting Option form), where applicable. Led by the victim-survivor, the SCO can be listed as the preferred key contact, minimising the need for the victim-survivor to retell their experience.

Case management
SCO staff work with the victim-survivor until their case management goals are met.

Figure 12 *A victim-survivor's journey through the Safer Communities' Office*

In our 2023 Staff Engagement Survey, only 35% of staff who indicated they had experienced negative workplace behaviours in the previous 12 months reported this, with the majority going to their manager in the first instance (Table 6). Men and women showed similar reporting patterns.

Table 6 *Reporting patterns of staff who indicated in 2023 Staff Engagement Survey that they had experienced or witnessed negative workplace behaviours within the last 12 months*

Note: Negative workplace behaviours = misconduct, bullying, discrimination, racism, sexual harassment, threats or physical harm

	Women		Men	
Did you report this?	**%**	**HC**	**%**	**HC**
Yes	35	310	35	161
No	65	581	65	299
To whom did you report this?	**%**	**HC**	**%**	**HC**
Manager	73	223	68	107
HR	31	94	39	62
Other	25	77	19	30
Riskware	7	22	9	15
Externally	≤6	18	≤6	≤6

A comparison of the number of formal complaints shown in Table 5 (182 in 2023) to the number of people reporting experience of or witnessing negative behaviours in our 2023 Staff Engagement Survey (1351), together with the 35% report rate, suggests that under-reporting remains an issue at the University. In 2023-24 the University undertook a comprehensive external gap analysis as part of our Respect at Work Strategy, with all recommendations accepted. We anticipate that forthcoming actions will continue to improve transparency, trust and awareness.

Action 1: Rather than develop stand-alone actions, SAGE will continue to engage with the University's Respect at Work team to address gaps around data, trust, inclusion, communication, and accountability identified through this Cygnet.

1.3 Student awareness of and confidence in reporting mechanisms

The number of complaints made by students has likewise increased since 2018 (Table 7); a positive signal for awareness and trust in the process for students to make complaints. The profile of complaints received has varied over this period with major impacts arising significantly, but not exclusively, from the pandemic. Bullying, discrimination, harassment and sexual misconduct have generally made up only a small proportion of total complaints[2].

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[2] At times, there have been significant numbers of false medical documents, group complaints re: teaching quality and exam issues during the period of ProctorU as a pandemic remote learning initiative.

Table 7 *Student complaints 2018-2023*

Data extracted from the University's Annual Reports 2018-2023

	2018	2019	2020	2021	2022	2023
Number of Complaints	605	635	1282	855	1173	1749

Since March 2022, the Safer Communities Office has seen a 34 percent increase in referrals relating to sexual assault and a 105 percent increase in referrals relating to sexual harassment (in 2022 compared to 2021). This increase aligns with the return of students to campus, increased promotion of the Safer Communities Office, and increased resourcing of the Student Life Portfolio.

The Safer Communities Office also recently developed a process map showing the victim-survivor's journey through the Safer Communities Office, to provide greater clarity and certainty for staff and students coming forward (Figure 13).

Figure 13 *Flowchart of the University's complaint-handling processes*

1.4 Staff awareness of and confidence in student reporting mechanisms

To ascertain whether the actions taken had increased staff awareness and confidence in student reporting mechanisms, Associate Deans Student Life for each Faculty were invited to participate in an anonymous online survey. Of the eight invited to provide feedback, only two responses were collected, giving a response rate of 25%. Both agreed that there was increased knowledge and awareness of staff and students of how to make a complaint or disclosure since the introduction of Safer Communities, but felt the increase had only been slight, and that more work needed to be done to promote the Safer Communities portal and services.

2. Markers of training building inclusion capability

2.1 Inclusion in Action training increases inclusion capability

We offer a wide variety of inclusion and awareness training opportunities for staff that are regularly reviewed, and staff self-select what they want to participate in. Therefore, measuring one module does not necessarily reflect overall capacity building. Nevertheless, much of our Bronze Action Plan focused on Inclusion in Action training modules, and so it is important to interrogate the outcomes of that training in particular.

Table 8 *EDI and Cultural Competence Training*

Learning Opportunity Area	Training Available
Intersectional learning	• Inclusion in Action • Responding With Compassion
Anti-Racism	• Anti-Racism Pledge
Cultural Competence	Five-module online: 1. Journey of self-discovery 2. What do you mean by 'cultural competence'? 3. Racism runs deep 4. Know your world. See my world. 5. Sydney and Aboriginal self-determination Face-to-face workshops: • Cultural Competence: The Fundamentals • Cultural Competence: Knowing Self • Cultural Competence: Anti-Racism • Cultural Competence: For Teaching and Learning • Cultural Competence: Ethical Research Culturally Competent Leadership Program Aboriginal Sydney MOOC
Disability	• Hidden Disability Sunflower Lanyard • Disability Confident Workforces

	Supporting Students with Disabilities
	• Disability Confidence for Supervisors and Managers
LGBTQIA+	• Intersex Awareness Training
	• LGBTQ Awareness
	• Empowering Allies
	• LGBTQ Awareness for People Leaders
	• Trans and Gender Diverse Awareness
	• LGBTQ Awareness for HR and Recruitment

Unfortunately, despite regular promotion of the modules to staff, uptake has remained low since its introduction in 2018, with only 1005 (approximately 12% of fixed-term and continuing staff) completions as of December 31 2023.

Notably, in 2023, staff completions of Inclusion in Action were included within the suite of Deans' KPIs, and we did note an increase in new completions (Table 9). However, overall completions remained far below the desired 40%, with feedback that the externally administered and hosted modules were difficult to locate/access. We also received informal feedback that for academic staff, in particular, workload and training fatigue are strong deterrents to undertake optional training.

Table 9 Staff completions of Inclusion in Action module before Deans' KPIs and after

Data provided by HR Organisation Development Operations Team

	% Completion prior to Deans' KPI	% Completion after Deans' KPI
FASS	0	1
Science	0	6
FMH	0.07	7
Business	0	14
Engineering	0	12
ADP	0	3
Con	0.02	2
Law	0	2

In 2023, we reached out to all staff who had completed the Inclusion in Action training for feedback via an anonymous online survey with a 10% response rate (100 staff). Two-thirds of respondents found the content informative and engaging, and 41% had implemented changes to their behaviour following the training. Almost half signalled they would recommend the training but only 33% actually had done so (Table 10).

Table 10 *Inclusion in Action participant feedback*

	Responses
Reason for completing the training	• 43% were assigned the module, • 41% completed out of own interest/development, • 16% couldn't remember or for a different reason
How engaging was the training?	• 62% found the content engaging • 38% were neutral, found it unengaging, or couldn't remember
How informative did you find the training?	• 69% found the content informative • 31% were neutral, found it unengaging, or couldn't remember
Did you implement changes after the training?	• 41% had implemented changes • 37% had not implemented changes • 27% couldn't remember
Would you recommend the training?	• 47% yes • 37% maybe • 15% no
Have you recommended the training?	• 33% yes • 54% no • 12% can't remember

Free-text feedback revealed some staff found the modules to emphasise cognitive diversity at the expense of visible and demographic/identity diversity, leading to the potential that some could under-estimate the value of diversity beyond diversity of thought. Some also felt that training specific to the University context could resonate more deeply than "generic" inclusion training.

Action 4: Review existing inclusion modules, then consult/co-design content as required, and implementation strategy with staff and implementation stakeholders to increase engagement.

2.2 Safer Communities training increases student confidence and capability

The Safer Communities Office has delivered multiple training courses and workshops to students. The Consent Education workshops were run in 2022, with a total of 1294 first year students residing in student accommodation and student leaders from residential colleges attending. Students reported greater awareness of how to seek support (Figure 14), and how to make a disclosure or complaint (Figure 15) via pre- and post-workshop feedback.

In 2022, 23,255 students completed the Consent Matters online module. Of the 8,798 students who provided feedback, the majority felt the modules had improved their understanding of bystander intervention and consent (Figure 16).

The University also introduced Respectful Research training for higher degree by research supervisors in 2022. Participant feedback was positive, with 93% finding the training informative, 94% relevant, 98% interactive, and 97% easy to understand.
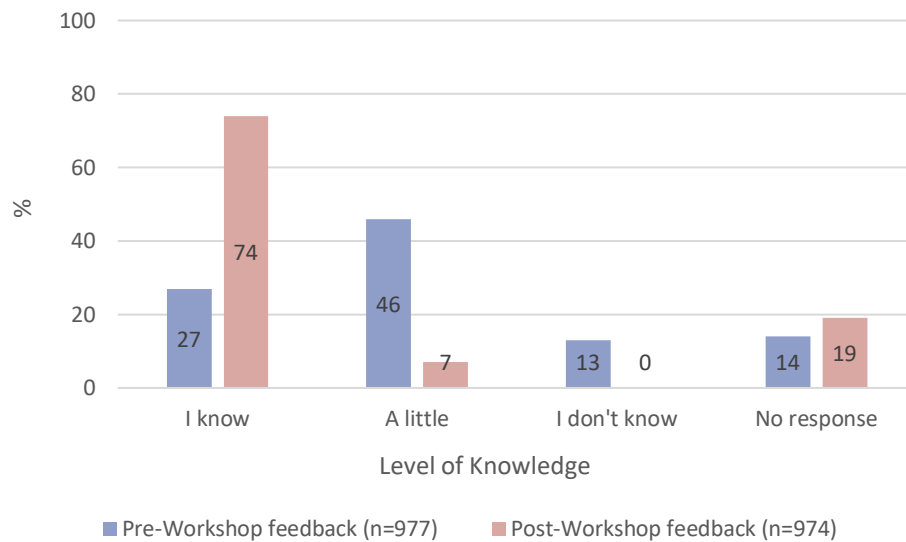
Figure 14 *Pre- and post-workshop feedback from consent workshops: knowledge of seeking support*

Data extracted from the University's Annual Report on Sexual Misconduct 2022
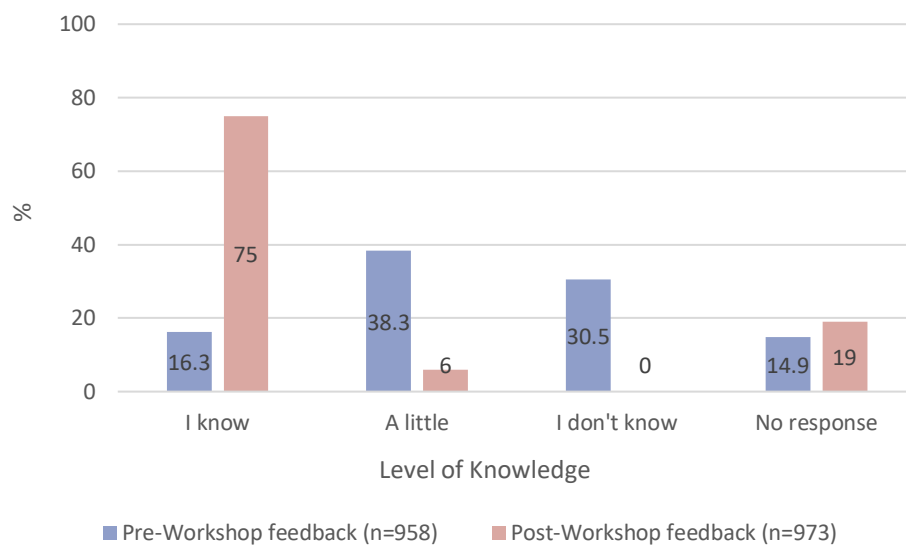
Figure 15 *Pre- and post-workshop feedback from consent workshops: knowledge of making a disclosure or complaint*

Data extracted from the University's Annual Report on Sexual Misconduct 2022
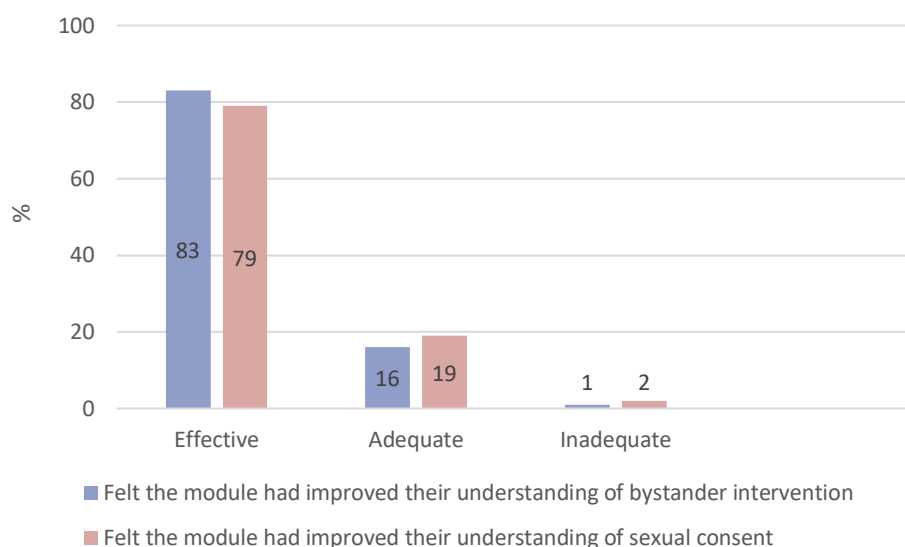
Figure 16 *Student feedback on the Consent Matters online training module*

Data extracted from the University's Annual Report on Sexual Misconduct 2022

2.3 Staff experience of negative workplace behaviours decrease

There was a change in survey platform used by the University[3] making it difficult to directly compare with our 2017 Culture Survey. However, by comparing responses to similar questions we can see that all genders report fewer incidences of experiencing bullying, threats, discrimination, or sexual harassment in 2023 compared to 2017 (Table 11).

In our 2017 Culture Survey, Aboriginal and Torres Strait Islander staff and staff with disability - particularly women - reported experiencing bullying and discrimination at higher rates than non-Indigenous staff or staff with no disability. In our 2023 Staff Engagement survey, Aboriginal and Torres Strait Islander staff and staff with disability still reported higher rates of experiencing bullying and discrimination but the gap between these cohorts and overall staff averages was smaller in 2023 than in 2017. Aboriginal and Torres Strait Islander staff were more likely than the overall staff average to report these incidences, but staff with disability were less likely, suggesting further work to understand the different barriers to reporting faced by these cohorts. Responses from culturally diverse staff did not differ substantially from the University average.

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[3] The new platform introduced in 2023, Culture Amp, will be utilised consistently for future surveys.

Table 11 *Comparison of staff experiences by gender of bullying, threats, and discrimination 2017 to 2023*

Note: Green text indicates a reduction in experience of negative behaviours in 2023 compared to 2017. pp = percentage points. **GD** *= Gender-diverse;* **M** *= Men;* **W** *= Women;* **ND** *= Not Disclosed*

	2017 (headcount of respondents were not included in Bronze)	2023 N=GD(16); M(2101); W(3427); ND(≤10)	Change in percentage points (pp) 2017 v. 2023
Experienced bullying	GD: 45% M: 23% W: 28%	GD: 25% M: 9% W: 11% ND: 23%	GD: -20 pp M: -14 pp W: -17 pp ND: N/A
Experienced threats or physical harm	GD: 24% M: 18% W: 19%	GD: 6% M: 1% W: 1% ND: 0%	GD: -18 pp M: -17 pp W: -18 pp ND: N/A
Experienced discrimination/Expertise not included	GD: 36% M: 18% W: 23%	GD: 25% M: 6% W: 7% ND: 23%	GD: -11 pp M: -12 pp W: -16 pp ND: N/A
Experienced sexual harassment	N/A	GD: 0% M:0% W: 1% ND: 0%	N/A

IMPACT

1. Improvements in process to disclose and report on incidents

To gauge the impact of the SAGE Bronze Award Action Plan on staff and student experiences relating to the disclosure and reporting of bullying, harassment, discrimination and sexual misconduct, we held three roundtables of staff working on the frontline of support services. We specifically chose to seek feedback from this cohort as we felt interviewing people who had made a disclosure or complaint could run the risk of re-traumatising them, whereas frontline staff would be able to provide indirect evidence of the experience of people coming forward, as well as directly comment on the impact of their ability to support people coming forward. Table 12 shows the methodological details.

Table 12 *Methodological details for discussion group recruitment, structure and analysis*

Participant recruitment	Invitations were targeted and extended individually to members of teams involved with counselling and investigating complaints. Of the 10 people invited, nine participated in the roundtables (one person had to leave a session early). Even though these numbers appear small, they are a solid representation of staff who deal day-to-day with concerns about bullying, harassment, discrimination and sexual misconduct at the University.
Participant demographics	Of the nine participants, eight identified as women and one as man. The gender balance in focus groups was skewed towards women compared to representation in the collective teams. A third of the participants started at the University before the Bronze Award Action Plan period and could reflect on how things had changed over that time (from 2018). The others had joined the university more recently, witnessing the implementation of many Action Plan recommendations.
Privacy considerations	An independent workplace coach and consultant facilitated the roundtables, to encourage frank and free-flowing discussion around supplied talking points that covered: changes participants had observed regarding inquiries/disclosures about negative behaviours, their ability to respond, and the transparent reporting of negative behaviours. Two of the roundtables were held over Zoom, one was held in person. All were recorded (with permission of the participants), with recordings sent to a research officer who de-identified the transcripts and used Nvivo software to thematically code and analyse the discussions. In addition to their own privacy, participants were asked that they not use names or share any details that may enable any person involved in any matter to be identified and ensure that the privacy of those involved was respected and prioritised.
Structure	Participants were asked the same questions, which aligned with elements of the Bronze Award Action Plan. For each topic, they were asked to consider what had been working well, what had not been working well, and what they would like to see the University prioritise in future. The four topics proposed for discussion were: - Have you noticed any changes in your ability to support staff and students seeking advice/help since the new policies, procedures and systems have been implemented. Examples might include: - Any changes in workload? (This could be an increase due to more complaints or decrease due to improved processes for handling and responding.) - Changes in the types of issues being reported that are out of your expertise or that need triaging to other departments within the University? - Changes in who is disclosing and your ability to support them? - Have you noticed any changes in staff and students' willingness to make a formal disclosure? Greater psychological safety in coming forward? Has the online reporting mechanism made any difference? - Have you seen a difference in the level of understanding and awareness of the process to make a complaint/disclosure? Are fewer people coming to you for preliminary information (i.e. already aware of the process) compared to pre-Safer Communities? - What mechanisms and training are there currently to provide you with psychological safety and support in your role, and any suggestions or changes of what could be improved about those mechanisms?

	Participants were also asked if there was anything beyond these topics, and pertinent to the SAGE project, they would like to raise.
Post discussion	All participants and the external facilitator were sent an email summary of key findings, with an invitation to provide feedback if they felt their own responses had been missed or mis-represented.
	Any quotes included in this Cygnet application are used with permission.

Participants were overwhelmingly positive about changes introduced since 2018, although not all participants were aware of their link to the SAGE program. The changes were largely credited with an increase in enquiries and disclosures. For instance:

- the new online sexual misconduct reporting form was easier to access and more user-friendly;
- increasing diversity within the Safer Communities office, including Mandarin-speakers, encouraged confidence in the service;
- there was a noticeable spike in enquiries following Safer Communities preventative education campaigns, which raised awareness of all support services. e.g. "It's all about consent" campaign.

In addition to the increase in raw numbers, most participants said cases were becoming more complex, with higher risk and safety concerns. Students were presenting with more emotional distress, mental illness, and financial problems, additionally to disclosures about sexual assault or domestic violence. International students presented their own unique set of issues, including isolation, support network overseas and varying cultural expectations.

The added complexity posed challenges for participants, forcing some triaging of enquiries and exposing skill gaps. Although they felt very well supported, through formal training, and robust clinical supervision program, there were calls for additional targeted courses or workshops for professional development.

Participants described excellent collaboration across the support teams, which allowed them to provide a comprehensive service to people seeking help. In particular, the existence of a strong and well-resourced Safer Communities Office, where people felt safe to disclose problems and receive advice - even if the matter didn't progress to formal case management or complaint - was considered vital to allowing the other teams the space to do their jobs well.

At times, however, the size and structure of all the different teams meant there could be confusion about responsibilities and correct process. Participants suggested there was room to streamline the enquiry/disclosure system; it was important that all staff (and students) were aware of what happened to an inquiry after contact with a support team member.

There was acknowledgement in the roundtables of the University's annual reporting on negative behaviours, including sexual misconduct, and the importance of transparency in this process, but little further discussion. There was a suggestion that getting a clean and accurate set of data could be problematic because of the number of teams involved in any one case; a new reporting system was said to be due for release.

Reporting back to individuals on the progress of their inquiry or complaint was also crucial.

Table 13 includes detailed findings and how they relate to the SAGE Bronze Action Plan.

Table 13 *Impact of actions to improve the disclosure and reporting of bullying, harassment, discrimination and sexual misconduct*

Impacts regarding disclosure of negative behaviour		
Working well	**Working less well**	**Suggestions for future action**
Raised awareness of support services through Safer Communities preventative education. Demand spikes after campaigns. *"I've had a lot of feedback from students and staff, making comments about having a better understanding of the complaints process. Or they were aware loosely but didn't know where to go. I've noticed the weeks that we run the workshops there tends to be more people filling out the form." [P07]* *"Disclosures have been increasing over the years, and I think that is probably due to some of the new things that have been implemented at the university and by the Safer Communities team, including training that's provided to students at the beginning of each semester. I know for a fact that, from that training, there's a lot of referrals that come in." [P01]* New, simplified online disclosure form, removing the requirement to enter an individual's Unikey, is easier to find and use. *"We've received a lot more reports since we reviewed the sexual assault reporting form. The old system was a bit clunky and it was kind of difficult to find on the website. Since the form was reviewed, we're getting a lot more reports, from students as well as staff and from members of the public as well. So I feel it is more accessible now. It is more user-*	Potential confusion around responsibilities and correct process across the different support teams. Thought to be due to rapid growth and changes in the Wellbeing area. Risk that people seeking help receive duplicate communication or are unclear about who is handling their inquiry. Even some support staff are unclear about the full inquiry/complaint process. *"Because the unit is now bigger and there's all different teams, sometimes I feel like our role is misunderstood. Every once in a while, we get these referrals and I'm thinking how did this land here? How did this come to us? We just have more questions which have not really been addressed in the referral." [P09]* *"Even for us [working in the support teams] it can be a bit of a maze … timelines, who does the investigation, what the outcomes are, what the next steps are, how the student is advised, how that is communicated. All of that is a bit of a mystery. I think greater transparency would add psychological safety." [P01]* There are other inquiry/disclosure forms (outside Safer Communities jurisdiction) that can lead to confusion about best process. Possibly too many entry points to service. Some issues with consent when a staff member submits a Care report expressing concern for a student; also when a number of reports are made about an individual (leading to an investigation) but some informants want to remain anonymous.	Ongoing review of support services to find smoothest flow for people seeking help and avoid duplication and confusion; education/mapping campaign around the structure and process; improved onboarding for support team staff. *"Is it the optimum framework? You'd be tempted to say no, but I don't have an alternative in mind, nor do I see a glaring fault that needs correcting. I think we really have focused attention in our respective areas very well. There have at times been, I think, misunderstandings about what each other's role is. But those have got less and less over time." [P03]* *"Sometimes new members will come into the team. We really don't know what the onboarding process has been like [but] everyone's saying different things. Sometimes it's a bit hard to stay on top of things, they're changing so quickly." [P09]* Review all inquiry/disclosure forms to ensure they adequately capture required information and point to best support service, avoiding potential for duplication and confusion. *"In terms of psychological safety, I don't think there's enough education about what is a disclosure and the difference between it and a complaint. I think in the person's mind they've come to us to report that something needs to be done [but] there can be a lot of back and forth with that and I think that process could be*

friendly." [P09]

Additional frontline staff thought to have boosted profile of, and confidence in, the Safer Communities team, which has flowed through to all support services.

"The team has grown its capacity to take caseload. So I would be optimistic to say there is greater psychological support and therefore greater safety in coming forward." [P03]

Mandarin-speaking Student Liaison Officers help us reach more international students, making them more comfortable seeking help.

"I think the fact that Safer Communities have employed quite diverse staff. They've got someone who speaks Mandarin, which has been really helpful with students of Chinese background, who may have language as a barrier, who may struggle with cultural stigma. [It] creates that initial communication and level of trust and safety." [P01]

Increased inquiry level is revealing students with more emotional distress, mental illness, financial problems etc. than before. These issues are in addition to any disclosures of sexual assault or domestic violence. International students present with a particular set of challenges e.g. parents living overseas.

"A lot of the students I work with will get referred for one issue but, through having meetings with them, you find out they have

"I've had a few students who have been a bit distressed once their anonymity has been taken away ... I don't know if they would have made a disclosure to begin with if they had known that could be a possibility. I think in terms of informed consent that's a grey area." [P07]

Some complainants frustrated by limitations on action over historical assaults or incidents that occur off-campus.

Increased demand for support services can sometimes mean delays in addressing less urgent cases.

"It used to be that I could follow up student issues very quickly, but now I have cases where it can take me a week to get back to it. I try to be transparent with my students about my capacity in terms of my work. It takes a bit of shuffling around." [P08]

Increased complexity of cases is exposing some skill gaps. Too much reliance on individuals to identify their own training needs.

"With the increase in complexity and the numbers, it's beginning to expose little gaps in terms of what kind of skills and knowledge we need, individually but also as a team." [P09]

"My speciality is not the personal finance side of domestic violence. So I'm definitely having to upskill." [P07]

better." [P05]

Continue to promote collaboration across existing services and beyond, e.g. to other (external) health services.

Encourage collaborative reviews of complex cases that involve multiple agencies (this needs time allocated).

"I think there's opportunities for more professional collaboration, such as case review or clinical consultation. There's a real lack of handovers, they kind of happen sporadically and ad hoc. But there could be more formalised processes developed." [P02]

Review limitations around investigations into disclosures of historical assaults or incidents that occur off-campus.

"When someone is putting in a domestic violence complaint, sometimes it could be sexual assault as well, but if it didn't happen on campus, there are limitations [to the investigation]. If the university could look into these very serious allegations that involve another student, that would be helpful." [P08]

Identify collective training needs (e.g. skill gaps around mental health and financial problems) and organise targeted courses/workshops.

"I think, instead of making too many assumptions about where people's vulnerabilities are, where their [training] needs are, look at that a little more deeply. Having said that, I'm not expecting

several issues … you find there are mental health issues that have gone untreated, a history of sexual assault, financial difficulties, homelessness. It ends up being quite a few different things that the clients are struggling with at one time." [P07]

Excellent collaboration across all the Wellbeing teams (and beyond) allows support teams to offer a more comprehensive service to people seeking help.

"One of the advantages is not having to feel that I'm alone managing some of the crisis-related concerns. I've had cases, where the student lives is no longer safe. Within days they've had access to emergency accommodation that has been arranged by the team … plus, you know, access to bursaries, emergency funds. We're grateful to have those partnerships." [P01]

Co-location of sexual assault counsellors with Safer Communities and other support teams allows for better collaboration; better environment for people reporting an assault.

"The general observation is that the sexual assault counselling team fits better with the Wellbeing counselling team. Being co-located with Safer Communities allows for in-person face-to-face meetings." [P02]

Praise for training and other support available for frontline workers. External supervisors, case review meetings, feeling able to share the load among the team, all contribute to an ability to deliver a good service.

to uncover something huge we weren't aware of. I just think we could take it a notch higher." [P03]

Note: Since the focus groups, the University has implemented one CRM system across the whole student wellbeing hub. This allows for consistent care and support for any student, no matter which entry point they come in.

Action 1: Rather than develop stand-alone actions, SAGE will continue to engage with the University's Respect at Work team to address gaps around data, trust, inclusion, communication, and accountability identified through this Cygnet.

"What I found really helpful is the group supervision; we do that once every month as a group. On top of that we each have an external supervisor, which is great. And I've found that continuous professional development is highly encouraged in the team, and there is a budget for that." [P09] *"I think our team is very supportive when it comes to our wellbeing. I don't feel concerned if I expose my own wellbeing around distressing cases, whether it is to my team leader or others on the team. We can always go back to debrief."* [P08]		

Impacts regarding transparent reporting		
Working well	**Working less well**	**Suggestions for future action**
Good collaboration on reporting of statistics across teams.	Getting clean data can be problematic because of the number of teams that can handle one inquiry (risk of data duplication). Reporting back to students on progress of their inquiry/complaint – and what they can expect down the track – could be better.	Improved system for collecting and reporting on data is under development. A further improvement would be to adopt reporting categories applicable across other universities and other sectors, to allow for better comparisons. *"Our systems are quite blunt in some areas. The way we characterize matters needs some further development … so data and reports are readily comparable to elsewhere."* [P03] **Note:** Harmonised reporting data is part of a much larger project that will be based on the release of the National higher education code to prevent and respond to gender-based violence. Therefore, this is not something the University can undertake on Its own but will rather align to the national process.

		Ensure clear communication on the inquiry/complaints process and progress on individual cases.
		"Students would find it helpful to know where the reports are going and who will be handling those reports and just an overview of the process after the report is made … to help them decide whether they want to even submit a report or not." [P09]
		"I think the university having a very clear public stance on how they will manage staff or students who are alleged perpetrators, that's communicated in a transparent manner, might encourage other [complainants] to come forward, knowing that there's a predictable path forward." [P01]
		Action 1: Rather than develop stand-alone actions, SAGE will continue to engage with the University's Respect at Work team to address gaps around data, trust, inclusion, communication, and accountability identified through this Cygnet. **Action 3:** Explore opportunities to improve communication between units to better communicate progress on individual cases.

2. Inclusion training to increase inclusion capability

To assess the impact of our Inclusion in Action training, the survey sent to staff included a free text question around behavioural changes implemented since the training. 41% of respondents noted they had implemented behavioural changes as a result of the training, including:

- Inclusion of pronouns in email signatures
- Using more inclusive language such as "partner" instead of "husband" or "wife"
- More inclusive behaviours in meetings - being mindful of making space for all voices in meetings, speaking less to make space for others, seeking feedback on whether team members feel included,
- Being more mindful of making space for student diversity in lectures and tutorials
- Consciously utilising active listening and an open-mindset to understand differing points of view
- Being conscious of potential biases and implementing mitigation strategies (for example, in recruitment)
- Promoting psychological safety via making their own failures visible and learning from mistakes

Overall, the Inclusion-in-Action module has had positive impact, and although engagement has not reached desired levels, we have early indications that Faculty targets via Deans' KPIs had begun to uplift engagement. The majority of people who engaged found the program to be informative, driving positive behavioural changes in just under half of the participants. Some staff did provide critique of the online resources, suggesting a review of content and delivery is timely.

Action 4. Review existing inclusion modules, then consult/co-design content as required, and implementation strategy with staff and implementation stakeholders to increase engagement.

FURTHER ACTIONS

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	This Cygnet has identified some gaps in data, trust, raising awareness, and accountability that have also been incorporated in the University's comprehensive Respect at Work Action Plan. *See pages 17, 23, 31, 43, 45*	Rather than develop stand-alone actions, SAGE will continue to engage with the University's Respect at Work team to address gaps around data, trust, inclusion, communication, and accountability identified through this Cygnet.	Sep 2024-Dec 2026	SAGE is an existing stakeholder within a broader group of stakeholders.	CHRO	More consistent, transparent reporting of data and communication of process changes.
2	Our *Respect in Our Community: Preventing bullying, harassment and discrimination* module explicitly references diverse genders, sexualities, and bodies, disability and ethno-racial background, and includes one behavioural example with respect to mis-gendering, but does not include specific information or examples of intersectional impact. *See page 22*	Work with stakeholders to develop an example of intersectional experiences to include in updated *Respect in Our Community* training. Review content around sexual misconduct, and mechanisms for evaluative feedback and impact on behaviour from staff.	Sep 2024-Dec 2025	SAGE Org & Culture WG, HR Workplace Relations	Senior Manager, Workplace Conduct and Complaints	Staff increase their understanding of intersectional experiences with respect to sexual misconduct, bullying, harassment and discrimination.

| 3 | Focus group participants identified that there may be opportunities to better communicate progress on individual cases to complainants, and what to expect next.

See page 45 | Explore opportunities to improve communication between units to better communicate progress on individual cases. | Jan-Dec 2025 | PVC Student Life, Workplace Relations, Respect at Work, Academic Registrar | Academic Registrar (students), CHRO (staff) | Communication protocol is reviewed and optimised. Note this may be impacted by the release of the National higher education code to prevent and respond to gender-based violence. |
| 4 | Engagement with existing inclusion modules remains low, and some content gaps were identified.

See pages 23, 24, 35, 46 | Review existing inclusion modules, then consult/co-design content as required, and implementation strategy with staff and implementation stakeholders to increase engagement. | Jan-Dec 2025 | SAGE Self-Assessment Team, D&I team | SAGE | Engagement with inclusion modules increase. |