SAGE SILVER ACTION PLAN

Note: This Action Plan forms part of the University of Sydney's SAGE Silver Award Application, which will be submitted for review in March 2026. It remains a live document, subject to revision. Examples of outputs, outcomes, and impacts are shown for each action, but will be refined as appropriate during implementation.

Created: 8 December, 2025

Updated: 10 March, 2026

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.

We acknowledge that The University of Sydney's Camperdown campus sits on the lands of the Gadigal 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.

STATEMENT FROM THE ARTIST

This artwork was created with the SAGE project in mind: advocating 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 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.

Charlie Jackson, proud Gomeroi woman, grew up on Darkinjung country and currently lives on Gadigal land. Charlie, studying a Bachelor of Science (Health) is looking to continue her studies with postgraduate medicine. Charlie's dream is to work in paediatrics in rural areas.

ENABLING ACTIONS: LEADERSHIP & ACCOUNTABILITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
1. Strengthen Strategic Leadership and Governance, and Resourcing for DEI						
The University has a strong opportunity to enhance its equity outcomes by building on existing DEI efforts through the development of a unified Community, Leadership & Culture strategic framework incorporating DEI. By establishing consistent governance structures and embedding faculty-level roles, we can amplify our capacity to deliver systemic and coordinated equity initiatives. Strengthening accountability, clarifying workload allocation and resourcing, and fostering clear communication between central and local DEI teams, Staff Networks, and other key stakeholders will enable more cohesive, high-impact collaboration across the institution.						
L&A 1.1	Although DEI efforts are supported across the University, they lack a unified strategy, consistent governance, and sustainable resourcing. While some Faculties have appointed senior DEI leads, broader adoption would strengthen coordination and accountability. Many initiatives rely on goodwill and short-term funding, making them appear optional rather than core business. Without clear local performance expectations, managers struggle to connect DEI to everyday staff experience, limiting impact and accountability.	**L&A 1.1.1** Co-develop with University stakeholders a cohesive Community, Leadership & Culture Roadmap across the organisation, inclusive of DEI. *(Note: This action aligns with Respect@Work Action 2.1, and is currently in progress)*	2025-2026	Director, Community and Leadership, MarComms, SDVCP Office, SAGE Team, DEI Stakeholders, HR, Organisational Development, Respect@Work Team	DVC-Community & Leadership	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Co-development opportunities offered to staff and stakeholders. Communication materials (e.g., presentations, visuals, talking points) to raise visibility of process and outcomes. **Outcome Measures** A published Community, Leadership & Culture Roadmap co-developed with stakeholders. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Stronger shared organisational narrative around inclusion, strategy, and impact, enhancing internal trust and external reputation. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		L&A 1.1.2 Strengthen DEI governance and accountability, and rationale for resourcing by: **(1)** Building on the DEI and ISS Stakeholder map (Figure 2) through development of a Culture & Community	2025-2026	SDVCP Office, SAGE Team	DVC-Community & Leadership	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** **(1)** DEI Strategy and Governance Map developed, building on the existing DEI and ISS Stakeholder Map, with linkages, shared outcomes, and unique contributions clearly illustrated. **(2)** Across-program action map identifying overlaps, synergies, and

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		Governance and Accountability map inclusive of DEI, with linkages and shared outcomes highlighted, as well as unique value and impact; **(2)** Mapping actions from different programs against one another to identify and leverage overlaps and reduce silos, and **(3)** Using these maps in staff and manager communications where relevant, to illustrate how they work together and reduce perceptions of duplication. *(Note: This action is replicated as L&A 1.1.2 and NIC:M 1.1.1, and is currently in progress)*				areas of siloed activity across DEI, ISS, and related initiatives. **(3)** Communication materials (e.g., presentations, visuals, talking points) incorporating these maps for use in staff and manager engagement. **Outcome Measures** Reduction in duplicated or siloed efforts, with more coordinated and efficient program delivery. Use of the maps in planning, reporting, and governance processes. Enhanced collaboration across departments and functions due to visibility of shared outcomes and interdependencies. Improved resource allocation, efficiencies and decision-making processes based on clear visibility of overlaps and gaps. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved clarity and alignment across teams regarding roles, responsibilities, and strategic connections between DEI and ISS efforts. • Increased engagement and understanding among staff and managers of how different initiatives contribute to shared goals. • Cultural shift toward systems thinking and collaboration in DEI, reducing fragmentation in strategic initiatives. • Stronger shared organisational narrative around inclusion, strategy, and impact, enhancing internal trust and external reputation. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		L&A 1.1.3 Explore the possibility to appoint Associate Deans (or similarly senior	2025-2028	DVC-Community & Leadership, SAGE Academic Director, SAGE Team,	DVC-Community & Leadership,	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:*

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		roles) with responsibility at the Faculty and Leadership level for DEI. *(Note: This action is currently in progress)*		Faculty and University School Leadership Teams	Deans and Heads of Schools	**Output Measures** Discussions with Faculties/University Schools that have explored or initiated the appointment of Associate Deans or similarly senior roles with carriage over DEI. Communications or engagement activities (e.g., consultations, newsletters) related to appointments. Spherical dotted governance lines made between Faculties and Central Portfolios. **Outcome Measures** Number of Faculties and University Schools that formally appoint Associate Deans or similarly senior roles with carriage over DEI. Coordinated Faculty/University School-level DEI governance and strategic planning. Increased engagement with local and central DEI initiatives across and between Faculties and University Schools. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased perception of leadership engagement with and accountability for DEI. • Cultural shift toward inclusive leadership and decision-making at the faculty level. • Enhanced institutional reputation and recognition for DEI leadership, DEI initiatives, and innovation on pathway to SAGE Gold Award status. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		L&A 1.1.4 Advocate to Faculty and University School Leadership Teams that local	2026-2028	DVC-Community & Leadership, SAGE Academic Director, SAGE Team,	DVC-Community & Leadership,	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:*

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		teams/committees with carriage over DEI be appropriately resourced with budget, workload recognition, and accountability embedded as core operational functions.		Faculty and University School Leadership Teams	Deans and Heads of Schools	**Output Measures** Update 2024 review of resourcing for local teams/committees with carriage over DEI across Faculties and University Schools to identify current accountability structures, workload allocations, and resourcing challenges. Tailored recommendations for resourcing local teams/committees with carriage over DEI developed and shared with Faculty & University School Leadership Teams **Outcome Measures** Inclusion of DEI resourcing in Faculty and University School operational plans or budget submissions. Local teams/committees with carriage over DEI have workload recognition for DEI-related responsibilities. Establishment of clear accountability structures for DEI work within Faculties and University Schools. Increased visibility and integration of DEI work in Faculty and University School planning and reporting cycles. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • DEI, Culture & Community work embedded as a core operational function across Faculties and University Schools. • Sustained funding and staffing for local teams/committees with carriage over DEI reflected in multi-year planning. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		L&A 1.1.5 Work with Faculty and University School Leadership Teams to explore how to operationalise DEI	2026-2028	DVC-Community & Leadership, SAGE Academic Director, SAGE Team,	DVC-Community & Leadership, Deans and Heads of Schools	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:*

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		strategy at the local level through embedding DEI expectations around Head of School performance, as well as annual manager performance reviews (AP&Ds and PP&Ds) aligned with performance expectations for Deans and *Thriving Through Diversity* KPMs. *(Note: This action is replicated as Action L&A 1.1.5 and NIC:M 1.1.2, FoE 2.2.2, and aligns with Respect@Work Action 1.4.)*		Respect@Work Team, Faculty and University School Leadership Teams		**Output Measures** Exploration of mechanisms to incorporate DEI performance expectations across levels. Refresh and promote guidance materials to support DEI goal-setting and reflection. Guidance for managers on evaluating DEI contributions. **Outcome Measures** Increased prioritisation of DEI in individual and team goal-setting. More consistent recognition of DEI-related work, including service, mentoring, and inclusive leadership. Enhanced accountability for DEI progress at all levels of leadership. Improved integration of DEI into strategic planning and operational decision-making. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened leadership commitment to equity and inclusion. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		L&A 1.1.6 Review preventative education training modules for staff and students through an intersectional lens and refine as appropriate. *(Note: This action supports the University's work in Gender-Based Violence)*	2026-2028	Student Life, Safer Communities, SAGE Team, HR D&I Team, Respect@Work Team, Gender-Based Violence Taskforce	DVC Education & Students	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures:** Number of training modules reviewed Number of consultation sessions held with diverse stakeholders (e.g., equity advisers, student groups). Number of modules revised to incorporate intersectional perspectives. Documentation of intersectional analysis applied to each module. **Outcome Measures:** Updated training materials published and distributed.

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						Impact Measures: *Feedback via focus groups, surveys, feedback forms indicating:* • Increased staff and student awareness of intersectionality in prevention education (measured via pre/post surveys). • Improved confidence among facilitators to deliver intersectionally-informed content. • Higher satisfaction ratings from participants regarding relevance and inclusivity of training. • Improved campus climate and sense of belonging for diverse student and staff populations. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
2. Embed Recognition Pathways to Elevate DEI, Community & Culture Contributions						
By leveraging existing promotion pathways and performance development processes, the University has an opportunity to elevate and reward contributions to DEI, Community, and Culture work. Strengthening visibility of the collegiality pillar and recognising non-BAU effort can foster a culture of inclusive excellence, while ensuring recognition mechanisms are equitable and do not reinforce cultural or colonial overload.						
L&A 2.1	The Academic Excellence Framework, introduced in 2025, provides a pathway for DEI work by academic staff to be recognised and rewarded via the Service and the Collegiality pillars of the Framework, however as a new initiative, visibility is currently low.	**L&A 2.1.1** Raise visibility with academic staff, managers, and AP&D Advisers for how Collegiality and Service work can be used as a framework to build DEI, Community & Culture work into career planning and promotion cases. *(Note: This action aligns with AEP planning and impact measurements, and*	2026-2028	SAGE Team, Academic Excellence Program, Academic Promotions Unit, HR D&I Team, Respect@Work Team	Vice-Provost	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development and distribution of guidance materials linking Service and Collegiality to DEI, Community & Culture contributions (provide examples in the evidence menu). Inclusion of DEI examples in promotion case studies or templates. **Outcome Measures** Institutional recognition of DEI contributions as integral to academic excellence. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:*

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		Respect@Work Action 1.2, 2.3 and 2.4)				• Increased awareness among academic staff of how DEI work aligns with Service and Collegiality. • Increased manager and AP&D Adviser confidence in advising staff on integrating DEI into career planning. • Increased staff perception of fairness, respect, and value in how DEI work is recognised. • Reduction in reports of cultural overload or burnout related to DEI work. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
L&A 2.2	In our LGBTQIA+ Cygnet and Silver Self-Assessment we identified that while Academic staff can be recognised for service such as mentorship, leading staff networks, and contributing to a collegial culture via the AEF Collegiality pillar, no such framework supported Professional Staff who go over and above BAU. In lieu of promotion, Professional staff can be awarded annual bonuses to reflect excellence, providing an opportunity to address above BAU service load, as	**L&A 2.2.1** Create and communicate a framework to guide managers and staff about what merits reward and bonus in end-of-year PP&D assessments. Within this broader framework, explicitly include professional contributions to a collegial culture over and above BAU, such as leadership and contributions to DEI and staff networks, and cultural/colonial load. Raise visibility of the ability to incorporate feedback from more than one person in PP&D reviews to help guide assessment. Ensure that this does not drive a culture	2026-2028	Professional Services Review Team, Organisational Development, SAGE Team	Director, Organisational Development	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development of a clear, accessible framework outlining reward and bonus criteria for professional staff. Inclusion of examples of meritorious contributions such as leadership and initiative; contributions to DEI; active participation in staff networks; collegiality and collaboration beyond role expectations. Integration of the framework into PP&D guidance materials for staff and manager training. Raise visibility of existing Workday tools to incorporate multi-source feedback to validate exceeds expectations ratings. **Outcome Measures** Increased consistency and transparency in reward and bonus decisions across units. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved professional staff understanding of what constitutes above-BAU contributions.

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	well as foster a sense of value for professional staff. However, our focus groups suggested variable visibility, unclear expectations, and inconsistent application of this mechanism to recognise and reward professional staff.	exacerbating cultural/ colonial overload but rather a valued, respectful and meaningful pathway to recognition and reward for professional staff. *(Note: This action is replicated as L&A 2.2.1 and CP&P 5.2.1, aligns with RISE Action 1.3, and updates and replaces LGBTQIA+ Cygnet Action 2.3 and 2.4).*				• Enhanced manager confidence in recognising and assessing against expectations framework. • Positive feedback from staff on fairness and clarity of reward processes. • Increased sense for professional staff of feeling valued, with pathways for recognition and reward. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
3. Foster Connection, Visibility and Engagement Across the DEI Community						
The University is well-positioned to deepen our culture of belonging and shared accountability by building on existing DEI engagement. A strategic and coordinated approach to senior executive involvement, paired with stronger connections between DEI stakeholders and staff networks, can significantly enhance visibility and collaboration. By developing cohesive DEI Communication and Engagement Plans annually, we can elevate DEI efforts, empower staff to contribute ideas and experiences, and foster continuous cultural transformation. Improving access to timely, privacy-protected workforce data and promoting transparent progress tracking through tools like the SAGE Silver Action Tracker will further enable informed decision-making. Strengthening data pathways, interpretation support, and feedback mechanisms will build trust, encourage engagement, and embed a culture of evidence-based equity practice across the institution.						
L&A 3.1	Our Cygnet process revealed that whilst several Executive and Senior leaders are active in the DEI space, some were more visible than others, highlighting an opportunity to more actively utilise these potential DEI champions to	**L&A 3.1.1** Develop an annual cohesive DEI Communication & Engagement Plan: (1) Map peak demand periods for academic and professional staff to inform timing of key DEI events/initiatives/capability building to reduce	Annually in September for the following year	SAGE Team, HR D&I Team, Faculty and University School Teams and Senior Leaders with carriage over DEI, Community & Leadership Team, MarComms, Staff Network Steering	DVC- Community & Leadership	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Annual completion of a map of peak workload periods across the University (e.g. teaching, assessment, reporting cycles). Annual completion of DEI Communication and Engagement Plan, including mapping timing against peaks and troughs of academic, professional, and DEI stakeholder workloads, and within budgetary envelopes.

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	advocate and raise visibility for DEI at the University.	pressure during high-load periods. Share map with other central portfolios. (2) Using the map to inform timing, co-develop an annual, cohesive DEI Communication and Engagement Plan across DEI teams, identifying intersectional opportunities to collaborate and amplify, forward plan events, foster organisational visibility and senior leadership engagement, and opportunities to deepen visibility of Staff Networks and their connection with leaders. Share Plan with Faculty and University School teams with carriage over DEI to assist with localised planning and amplify engagement. *(Note: This action is replicated as L&A 3.1.1 and NIC:M 2.1.4)*		Committees, Executive Sponsors and Senior Leaders		Forward plan leadership engagements (e.g. event participation, communications, sponsorships). Share Plan with key stakeholders, including Faculty and University School teams with carriage over DEI. **Outcome Measures** Improved planning and coordination between DEI and operational teams. Greater responsiveness to staff wellbeing and workload pressures. Increased staff engagement with DEI initiatives due to better timing and reduced competing demands. Intersectional and/or cross-functional collaboration opportunities identified and actioned. Increased visibility of DEI work in organisational communications and leadership messaging. Increased visibility of Executive and Senior Leaders in DEI, Community & Culture activities. Increased collaboration between Staff Networks and leadership teams. Increased leadership attendance and active participation in DEI events. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Reduced burnout and improved perceived ability to participate in DEI events, capability building, and other initiatives. • Strengthened integration of DEI into University culture without adding undue pressure. • Improved staff perception of leadership commitment to DEI. • Improved connections between Staff Networks and Senior Leaders. • Increased sense of connection and engagement from Faculty and University School DEI teams.

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						• Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
L&A 3.2	While the 2024 SAGE DEI Symposium highlighted strong support for ongoing collaboration among DEI teams, the effectiveness of the SAGE Program could be enhanced by continuing to build staff awareness, incorporating additional feedback mechanisms for continuous improvement, and creating more opportunities to share progress and surface challenges.	**L&A 3.2.1** Bring DEI stakeholders and teams, and HR Partners across the University together at least annually for shared capability building, support and connection. Seek opportunities to be inclusive of postgraduate students.	Annually	SAGE Team	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Annual consultation focusing on areas of most value for participants. Annual DEI stakeholder and HR Partner gatherings held. Dissemination of an outcomes report from each gathering. **Outcome Measures** Increased cross-functional collaboration between DEI teams, HR, and postgraduate student bodies. Improved alignment of DEI priorities and practices across the University. Uptake of shared initiatives or practices across Faculties and University Schools and Central Portfolios. Strengthened relationships and communication channels between DEI and HR stakeholders. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased sense of connection, engagement, support, and shared purpose from participants. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		L&A 3.2.2 Invite representation from Faculty and School DEI teams, as well as Staff Network	2026-2028	SAGE Team	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Representation from Faculty and School DEI teams, Staff Network

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		Steering Committees and post-graduate students.				Steering Committees, and postgraduate students invited in next SAT refresh. **Outcome Measures** Increased diversity of perspectives and lived experiences within the SAT. Improved alignment between SAT priorities and grassroots DEI, Community & Culture work. Enhanced collaboration between SAGE and Staff Networks/postgraduate communities. Uptake of intersectional and inclusive approaches in SAT planning and actions. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Positive experiences from all SAT members on their inclusion and influence in SAT processes. - Greater visibility and influence of Faculty and University School teams with carriage over DEI, Staff Networks, and postgraduate students in strategic SAT decision-making. - Enhanced trust and engagement from equity groups due to authentic representation. - Recognition of the SAT as a model for inclusive and collaborative leadership. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		L&A 3.2.3 Add opportunities for participants to share broader feedback relating to the themes of the event to post-event feedback forms. Ensure	2026-2028	HR D&I Team, SAGE Team	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Post-event feedback forms updated to include broader thematic prompts.

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		that expectations for action are set by including a note that all feedback is valued but not all may be actioned. *(Note: This action aligns with OD work to develop short-term and long-term feedback/evaluation)*				Development of a feedback analysis framework to capture feedback and actionable insights. **Outcome Measures** Use of feedback in SAGE monitoring and impact assessments. Improved responsiveness to participant insights in future event planning. Uptake of feedback-informed changes in programming, communications, or strategy. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Positive staff sentiment regarding opportunities to contribute ideas and feedback. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		L&A 3.2.4 Track implementation of the SAGE Silver Action Plan through regular workforce and Sydney Listens data analysis, surveys, and staff focus groups, with high-level findings updated regularly on the SAGE intranet and Action Tracker. Introduce a visible feedback mechanism on the SAGE intranet page, clearly communicating that all feedback is valued, while setting expectations that not all	Annually	SAGE Team	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Regular data analyses and feedback opportunities to assess implementation progress. Implementation of a visible feedback mechanism on the SAGE intranet page with clear communication on the feedback mechanism outlining that all feedback is valued, though not all may be actioned. Regular publication of high-level findings from SAGE Silver Action Plan progress monitoring on the SAGE intranet and Action Tracker. **Outcome Measures** Increased staff awareness and understanding of SAGE Silver Action Plan progress. Improved staff engagement with DEI initiatives through accessible feedback channels.

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		input may result in direct action.				Greater staff participation in focus groups and feedback processes. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive staff sentiment regarding opportunities to contribute ideas and feedback. • Strengthened culture of transparency, continuous improvement, and co-design in SAGE. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
L&A 3.3	At the 2024 SAGE DEI Symposium, Faculty and PSU DEI teams identified limited access to workforce data as a barrier to stakeholder engagement and local program evaluation.	**L&A 3.3.1** Strengthen provision of timely workforce data for Faculty and School Senior Leaders and teams with carriage over DEI by articulating clear data request pathways and supporting interpretation of results. Work with HR and the University's Privacy Team to ensure strict privacy guardrails. *(Note: This work aligns with HR work to improve access to data)*	2026-2028	HR Performance, Workforce Planning and Insights Team, SAGE Team, Privacy Team, Workforce Analytics Team	Director, Workforce Planning and Insights	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development and dissemination of a clear data request protocol or pathway document, with privacy and data governance checks. **Outcome Measures** Improved timeliness and relevance of data provided to support DEI planning. Reduction in *ad hoc* or unclear data requests. Compliance with privacy and data governance standards. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased confidence among DEI teams in accessing and using workforce data. • Enhanced data-informed decision-making in Faculty and School DEI strategies. • Sustained trust in data processes due to robust privacy protections. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar.

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						• Embedding the University values of *Excellence, Trust* & *Accountability*.

KEY BARRIER 1: CAREER PLANNING, PROGRESSION & EQUITY

ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
Academic Staff						

CP&P 1. Strengthening Strategic Readiness for Gender-Intersectional Performance Expectations

The University has made meaningful strides in advancing gender equity and is well-positioned to build on this momentum. By enhancing data integration, aligning policies more closely, and deepening leadership engagement, there is a strong opportunity to further elevate support for intersectional staff experiences. While recruitment and career progression processes show areas of promise, refining these systems will enable more consistent, scalable inclusive practices and generate actionable insights across Faculties and Units.

ID	Rationale/Evidence	Actions	Timeframe	Person/Group	Senior Leader	Example Outputs, Outcomes, and Impacts
CP&P 1.1	While some Faculties have achieved gender balance across academic levels, others continue to show disparities, highlighting the ongoing need for Faculty-specific gender equity targets. Complementing this is the opportunity to deepen organisational understanding of intersectionality. This will help build support for evolving the current SAGE Deans' gender performance expectations to incorporate intersectional dimensions such as cultural background and disability, ensuring our equity measures reflect the full diversity of staff experiences.	**CP&P 1.1.1** Utilising Change Management (ADKAR: Awareness Desire Knowledge Ability Reinforcement) principles, build a roadmap to prepare the organisation to move from gender-only to gender-intersectional performance expectations. *(Note: This action is replicated as CP&P 1.1.1 and RIV&V 2.1.1)*	2026-2028	SAGE Team, RISE Working Group, Workforce Information and Reporting Team	SAGE Academic Director	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Change roadmap developed using ADKAR principles. Communication materials created to build awareness of the limitations of gender-only performance expectations. Management and stakeholder engagement sessions held to foster desire and buy-in. Tools and templates provided to support implementation and reporting. **Outcome Measures** Gender-intersectional performance expectations established before 2032. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Greater willingness among leaders and managers to adopt intersectional performance expectations. • Increased staff understanding of intersectionality and its relevance to equity measurement. • Strengthened institutional accountability for intersectional equity. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		CP&P 1.1.2 Support Leadership Teams across	2026-2028	SAGE Team, Workforce	SAGE Academic Director	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:*

KEY BARRIER 1: CAREER PLANNING, PROGRESSION & EQUITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
		Faculties and University Schools to understand their workforce and staff experience through a gender-intersectional lens drawing on recruitment and workforce analytics, Sydney Listens, and local engagement via focus groups and structured interviews/surveys. *(Note: This action is replicated as CP&P 1.1.2 and RIV&V 2.1.2)*		Information and Reporting Team, Faculty & University School Teams with carriage over DEI		**Output Measures** Gender-intersectional workforce analytics reports generated for each Faculty and University School. Disaggregated Sydney Listens data analysed annually. Focus groups, structured interviews, and/or surveys conducted locally to capture lived, discipline-specific experience. Summary reports and recommendations provided to Leadership Teams. **Outcome Measures** More informed and targeted equity actions at the local level. Enhanced capacity among leadership teams to interpret and act on intersectional data. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased leadership awareness of intersectional workforce dynamics and staff experience. • Cultural shift toward data-informed, intersectional leadership practices. • Improved trust and engagement among diverse staff groups across Faculties and University Schools. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		CP&P 1.1.3 Pending completion of CP&P 1.1.1 and 1.1.2, continue to work with the SDVC&P's Office to set Faculty and Level-specific SAGE Deans' performance expectations for Academic women and	Annually	SAGE Team, SDVCP Office	SDVC&P	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Annual development gender-based performance expectations for Deans. **Outcome Measures** Uptake of performance expectations in annual planning and performance review processes. Progress towards gender-balanced representation of academic women

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		TGD staff at Levels C, D and E. *(Note: This updates and replaces Career Progression & Development Cygnet Action 5; Recruitment Cygnet Action 2)*				and TGD staff at Levels C–E across Faculties and University Schools. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened institutional culture of accountability for equity and inclusion. • Alignment with the University's strategic goals under the *Thriving Through Diversity* pillar. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability.*
CP&P 1.2	The University's new Diversity Dashboard is close to completion but limited by our major data frameworks not being linked to one another.	**CP&P 1.2.1** Continue to work towards harmonising University data systems under the Digital Sydney program. *(Note: This action is in progress. It is replicated as CP&P 1.2.1 and RIV&V 2.2.1, aligns with RISE Action 3.8. It updates and replaces Career Progression & Development Cygnet Action 3; LGBTQIA+ Cygnet Action 3.4)*	2025-2028	Workforce Information and Reporting Team, Information Communications & Technology (ICT), Workday Team, Advanced Analytics Planning & Enterprise Data Team (AAP), Privacy, HR D&I Team, RISE Working Group, SAGE Team	Chief Information Officer (CIO)	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Workday linked to Snowflake and one source of truth embedded across workforce analytic platforms. **Outcome Measures** Increased data consistency and reliability across University systems. Improved user experience for staff accessing and reporting data. Reduced duplication and manual data reconciliation efforts. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Stronger institutional capability for data-informed decision-making. • Greater efficiency and agility in responding to strategic priorities. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability.*
CP&P 1.3	The University has not yet mapped where intersectionality is considered (or missing) across policies,	**CP&P 1.3.1** Work with Policy owners and the OGC Policy Team to continue to progressively review University policies and	2026-2028	SAGE Team, HR D&I Team, RISE Working Group, OGC Policy Team,	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of policies and procedures reviewed. Briefing materials prepared for Policy Teams.

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	procedures, systems and frameworks.	procedures to identify opportunities to better reflect staff and students' intersectional experiences and needs. *(Note: This action is replicated as CP&P 1.3.1 and RIV&V 2.3.1. It aligns with RISE Action 2.5 and supports the DIAP and Indigenous Workforce Plan 2025–2032)*		Workplace Relations		Number of recommendations accepted. **Outcome Measures** Increased visibility of systemic barriers and exclusionary norms in current policies. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • More inclusive and accessible University policies that reflect diverse staff experiences. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		CP&P 1.3.2 Meet with the Digital Sydney team to discuss intersectionality and Universal Design, and whether and how these principles are currently included in assessments to improvements to systems and frameworks currently underway. Reference processes dealing with leave and flexible hours as an example. *(Note: This action is replicated as CP&P 1.3.2, P&C 6.1.2, and RIV&V 2.3.2, and aligns with RISE Action 1.3*	2026-2028	SAGE Team, RISE Working Group, HR D&I Team, Information, Communication & Technology (ICT), Respect@Work Team	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Meeting held with Digital Sydney team to discuss current practices and opportunities. Summary of current inclusion of intersectionality and Universal Design in digital assessments. Recommendations developed for embedding these principles more explicitly in system design and improvement processes. Follow-up actions agreed (e.g., inclusion criteria, design standards, consultation processes). Briefing note or report prepared for leadership and relevant stakeholders. **Outcome Measures** Increased awareness within the Digital Sydney team of intersectional and Universal Design principles. Greater consideration of diverse user needs in digital system planning and implementation.

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		and Respect@Work Action 3.6)				Reduction in digital barriers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - More inclusive and accessible digital systems that reflect the diversity of staff and student experiences. - Enhanced trust and engagement with digital platforms across the University community. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
CP&P 2. Building Inclusive Mentoring, Training, and Monitoring to Support Multiply Marginalised Academic Staff						
The University has an opportunity to further strengthen its promotion processes by recognising and addressing the nuanced barriers that intersectionally diverse staff may face. By embracing culturally responsive support, expanding inclusive mentoring options, and enhancing transparency in data reporting, we can ensure that all staff are equitably supported and feel fairly assessed. These efforts will help unlock the full potential of talented individuals and foster a more inclusive and representative leadership pipeline.						
CP&P 2.1	Promotion mentoring programs are not consistently available across faculties, creating discipline-based inequities. Smaller or less-resourced Faculties may lack the capacity to provide tailored support. Encouraging sharing of resources to support equity in promotion processes will reduce potential disparities and more equitably meet the needs of intersectionally diverse staff.	**CP&P 2.1.1** Encourage sharing and deploying Faculty and University School resources for mentoring programs and resources (e.g. SPAM or cross-disciplinary peer groups for promotion support) to support local implementation. *(Note: This updates and replaces Career Progression & Development Cygnet Action 1)*	2026-2028	Academic Promotions Unit, Academic Excellence Program, Organisational Development team, Leadership Academy, SAGE Team, Faculty Associate Dean Career Development (where present)	Deans/Heads of Schools	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Update inventory and review of existing mentoring programs, including SPAM (cross-reference AEP mapping). Review existing development programs to assess which elements can be embedded to build greater consistency across Faculties and Schools. Consultations held with Faculties, University Schools, and equity stakeholders. Templates or toolkits for local implementation of mentoring programs. **Outcome Measures** Number of Faculties and University Schools actively sharing or adapting mentoring resources. Greater consistency of access to mentoring opportunities across the University.

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						Enhanced collaboration between Faculties and University Schools on equity-focused career development. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Positive feedback from diverse academic staff on relevance and inclusivity of mentoring resources. - Reduction in disparities in mentoring access and quality across disciplines. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		CP&P 2.1.2 Continue to build on the online promotion hub with resources, timelines, exemplars, and access to mentors. Take a gender-intersectional/universal design approach to each refresh. *(Note: This aligns with RISE Action 1.3)*	2026-2028	Academic Promotions Unit, Academic Excellence Program, SAGE Team, HR Data and Analytics Team	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of gender-intersectional and universal design review of existing content. Updated resources shared with staff. **Outcome Measures** Increased relevance of resources for diverse academic staff. Uptake of resources in promotion support initiatives. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Positive feedback from users on accessibility, clarity, and inclusivity of resources. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		CP&P 2.1.3 Collect feedback from applicants (those who submitted an expression of interest but did not go onto	Annually	Academic Promotions Unit, SAGE Team, Academic	Manager, Academic Promotions	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Design and deployment of feedback mechanisms for promotion

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		to submit an application, as well as successful and unsuccessful applicants) to refine support strategies and provide high level reports to help Faculties and University Schools assess the equity impact of their promotion processes and supports.		Excellence Program	Unit, Deans and Heads of Schools	applicants (e.g. surveys, interviews) across streams and groups. Number of responses collected from successful and unsuccessful applicants each year. Development of a standardised reporting template for equity impact analysis, including intersectional data points (e.g. gender, cultural background, disability, TGD status). Annual reports delivered to Faculties and University Schools. **Outcome Measures** Improved understanding of applicant experiences and perceived barriers in the promotion process. Increased Faculty and University School engagement with equity data and feedback. Refinement of support strategies based on applicant insights (e.g. mentoring, workshops, communications). **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from Faculties and University Schools on the usefulness of reports. • Enhanced transparency and responsiveness in promotion support practices. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		CP&P 2.1.4 Broaden Staff News reporting of promotion outcomes beyond gender (e.g. success rates by stream, diversity metrics that do not compromise privacy).	Annually	Academic Promotions Unit, SAGE Team, HR D&I Team, Provost	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Staff News articles or features that include broader equity data and narratives. Inclusion of diverse staff voices and promotion stories across academic streams and backgrounds. Engagement metrics (e.g. views, shares, comments).

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						Outcome Measures Increased visibility of diverse promotion pathways and success stories. Improved understanding across the University of the varied experiences and contributions of promoted staff. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from staff on representation and inclusivity in promotion reporting. • Increased awareness and celebration of intersectional excellence in academic careers. • Alignment with the University's strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability.*
CP&P 2.2	Women remain underrepresented at Level E, and women at Level D are less like to apply for promotion than more junior academic women. A focus on targeted mentoring to encourage and support Level D women to progress to Level E will help the University achieve gender balance at Level E.	**CP&P 2.2.1** Explore feasibility of offering Level D women interested in promotion the opportunity to be paired with Level E mentors, and/or offer small-group or asynchronous mentoring options.	2026-2028	Academic Promotions Unit, SAGE Team, Organisational Development, Vice-Provost	Manager, Academic Promotions Unit, Deans and Heads of Schools	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of Level D women invited to participate in mentoring opportunities. Number of Level E mentors recruited and matched. Number of small-group and asynchronous mentoring sessions offered. Development of mentoring guidelines and matching criteria. Participation rates across Faculties and disciplines. **Outcome Measures** Increased access to tailored promotion support for Level D women. Increased promotion success rates for Level D women to Level E. Establishment of a scalable mentoring model for other equity groups and career stages. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved confidence and clarity around promotion pathways.

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						• Positive feedback from mentees and mentors on the structure and value of the program. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
CP&P 2.3	Staff from some culturally diverse backgrounds report discomfort with assertiveness and self-promotion, which may hinder career progression. Additionally, some gender-intersectional groups show lower-than-average promotion success rates, highlighting the need for tailored strategies.	CP&P 2.3.1 Explore opportunities to build gender-intersectional and racial literacy into promotion panel competencies, including for example: (i) Provide promotion panel guidance and case studies around how systemic racism can affect staff experience and opportunity, recognising racialised gatekeeping in how success is defined, understanding intersectionality (e.g., how race and gender, disability and gender, sexuality and gender can compound disadvantage); understanding the racialised nature of feedback, collegiality, and communication norms; (ii) Explore what valuing non-traditional	2026-2028	Academic Promotions Unit, Academic Excellence Program, SAGE Team, RISE Working Group, HR D&I Team, Indigenous Strategy & Services (ISS), National Centre for Cultural Competence (NCCC), Respect@Work Team, Academic Excellence Program, Vice-Provost	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Guidance materials developed for Promotion Panel members on gender-intersectionality, race, and racialised gatekeeping in academic progression. Exploratory framework or examples created to illustrate what valuing non-traditional contributions could look like in practice. Guidelines established to support ethno-racial and gender diversity in panel composition. Gender-intersectional data collection system implemented to monitor promotion experience and outcomes. **Outcome Measures** Greater diversity in promotion panel membership. Identification of equity gaps in promotion outcomes through disaggregated data. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased gender-intersectional and racial literacy confidence among Promotion Panel members in addressing equity issues. • More consistent application of inclusive promotion practices across faculties. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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		contributions in promotions could look like in practice; (iii) Encourage ethno-racial diversity as well as gender diversity on promotion panels (iv) Annually track promotion outcomes and experience by through a gender-intersectional lens, and report trends to leadership. (v) More clearly articulate the inclusion of a DEI lens in the role descriptions for Academic Board Nominees on Faculty-level promotion panels. *(Note: This action is replicated as CP&P 2.3.1 and RIV&V 1.3.2, and aligns with Respect@Work Action 1.2 and RISE Action 1.3, the Indigenous Employment Plan, One Sydney, Many People, and the NCCC Strategic Plan.)*				
		CP&P 2.3.2 Recognising that systemic inequities continue to shape CARM staff experiences of promotion,	2026-2028	Academic Promotions Unit, Academic Excellence	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** CARM staff matched with racially literate AP&D Advisers.

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		explore ways to support CARM staff while institutional barriers are being addressed, such as matching CARM staff with racially literate AP&D Advisers, offering promotion planning clinics to support CARM staff to map their experience and impact against AEF criteria, mock panels or review simulations to help CARM staff prepare with practice feedback in a safe, affirming environment. *(Note: This action is replicated as CP&P 2.3.2 and RIV&V 1.3.3, and aligns with Respect@Work Action 1.2 and RISE Actions 1.3 and 3.9)*		Program, SAGE Team, RISE Working Group, HR D&I Team, Indigenous Strategy & Services (ISS), National Centre for Cultural Competence (NCCC), Respect@Work Team		Promotion planning clinics designed and delivered, tailored to CARM staff needs. Mock promotion panels or review simulations conducted, with structured feedback in affirming environments. Resource materials developed to support mapping experience and impact against AEF criteria. Feedback mechanisms established to evaluate the usefulness and accessibility of support offerings. **Outcome Measures** Increased promotion rates among CARM staff. Greater clarity for CARM staff on how their contributions align with AEF criteria. Improved quality and relevance of feedback received during promotion preparation for CARM staff. More equitable access to promotion preparation resources. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased confidence among CARM staff in navigating promotion processes. • Strengthened relationships between CARM staff and AP&D Advisers. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
CP&P 2.4	Despite efforts to recognise excellence across academic streams, inconsistent understanding and evaluation of education and service excellence, limited visibility of successful promotion pathways, and a lower focus in	**CP&P 2.4.1** Speak with staff who have been promoted through Education-focused and Service-focused streams to understand their experience and recommendations for success. Continue to develop	2026-2028	Education and Learning, Academic Promotions Unit, Academic Excellence Program, Vice-	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Interviews or feedback sessions conducted with staff promoted via Education-focused and Service-focused streams. Collection and analysis of recommendations for success from these staff. Additional examples of stream-specific exemplars and impact narratives.

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	mentoring opportunities may disadvantage staff applying for education-focused and service-focused promotions. Without calibrated panels, clear exemplars, and transparent data, promotion processes risk reinforcing narrow definitions of academic success and overlooking diverse contributions.	and promote stream-specific exemplars and impact narratives to guide applicants and panels.		Provost, SAGE Team		Publication and promotion of exemplars through the online promotion hub and Faculty and University School channels. Communications campaign highlighting examples of great teaching. **Outcome Measures** Increased visibility of Education-focused and Service-focused promotion pathways. Improved understanding among applicants and promotion panels of what constitutes excellence in these streams. Increased promotion success rates for staff in Education-focused and Service-focused streams. Increased visibility of great teachers and teaching models across the University. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced confidence and clarity for staff preparing applications in Education-focused and Service-focused streams. • Positive shifts in Education-Focused staff satisfaction and engagement survey results related to career support and pathways. • Positive feedback from users on the relevance and usefulness of exemplars and narratives. • Positive shifts in Education-Focused staff satisfaction and engagement survey results related to career support and pathways. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust & Accountability*.
		CP&P 2.4.2 Investigate opportunities to promote and extend existing (e.g. Teaching Case Workshop) and/or develop new targeted support (e.g.	2026-2028	Education and Learning, Academic Promotions Unit, Academic Excellence	DVC-Education and Students	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review of existing mentoring and support programs for Education-Focused staff. Stakeholder consultations to identify needs and gaps.

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		mentoring) for education-focused staff.		Program, SAGE Team		Development of new or adapted mentoring models tailored to Education-Focused career pathways in response to identified need. Resource guides or toolkits for Faculties and University Schools to implement targeted support. Co-designed pilot programs launched in selected Faculties or Schools. **Outcome Measures** Increased access to mentoring and career development resources for Education-Focused staff. Enhanced confidence and engagement among staff pursuing Education-Focused careers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Enhanced confidence and clarity for staff preparing applications in Education-focused and Service-focused streams. - Positive shifts in Education-Focused staff satisfaction and engagement survey results related to career support and pathways. - Improved confidence and preparedness among Education-Focused staff for promotion applications. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence, Trust & Accountability.*
		CP&P 2.4.3 Explore options to improve transparency and consistency of promotion panel assessments such as, for example, implementing panel calibration sessions by sharing a subset of promotion cases across all promotion panels (as relevant) to compare and	2026-2028	Academic Promotions Unit, Academic Excellence Program, SAGE Team	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development of stream-specific calibration materials (e.g. criteria guides, exemplars). Inclusion of intersectional equity principles in calibration content. Feedback collected from panel members post-session. **Outcome Measures** Increased consistency in panel evaluations across Education, Research, and Service streams.

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		calibrate assessment outcomes. Raise visibility of this step with staff to increase perceptions of transparency and fairness in promotions process.				Improved understanding among panel members of stream-specific excellence and impact. Reduction in staff perceptions of variability of promotion outcomes due to panel interpretation. Uptake of calibration practices as standard procedure in promotion cycles. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from applicants and panel members on fairness and clarity of assessments. • Improved confidence and preparedness among Education-Focused staff for promotion applications. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
CP&P 2.5	Academic staff have expressed that promotion decisions could be opaque, and promotion panel members noted that panels could provide more constructive feedback to unsuccessful applicants.	**CP&P 2.5.1** Provide promotion panels with case studies of how to provide constructive and sensitive feedback to unsuccessful candidates to reduce perceptions of bias and improve future applications. Have a clear assessment framework for committees' reports, reflecting the Academic Excellence Framework.	2026-2028	Academic Promotions Unit, Academic Excellence Program, SAGE Team	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development of resources illustrating best-practice feedback across all streams and a range of equity contexts (e.g. addressing RTO and FTEY considerations; career interruptions and non-linear trajectories; contributions in Education, Service, and Research streams). Integration of feedback guidance into panel training materials and promotion documentation. Collection of feedback from panel members on usefulness of resources. **Outcome Measures** Improved quality, clarity, and sensitivity of feedback provided to unsuccessful applicants. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:*

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						• Increased panel confidence in delivering constructive feedback that supports future success. • Reduction in perceptions of bias or opacity in promotion outcomes. • Positive feedback from applicants on the usefulness and tone of feedback received. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
CP&P 3. Building Trust and Monitoring for Equity in the Academic Excellence Framework						
The AEF provides a valuable foundation for fair, transparent, and inclusive career development across academic streams. Its potential to support long-term career planning and address equity barriers is significant. To fully realise this potential, there is an opportunity to strengthen awareness and understanding of the AEF's purpose and application among staff. Aligning AP&D goals more clearly with the AEF, offering inclusive and well-supported equity training for AP&D Advisers, and actively involving staff in refining the framework will enhance its relevance, consistency, and impact. These steps will empower staff to engage confidently with the AEF and foster a more equitable and strategic approach to academic career planning and progression.						
CP&P 3.1	At the time of Silver Self-Assessment, many staff were unaware of the AEF or unsure how to engage with its expectations, particularly education-focused academics. Staff expressed concerns about inconsistent valuation and support across academic streams and equity groups under the AEF. As the AEF becomes embedded, it will be critical to continue to help academic staff understand and apply the AEF to their career development.	**CP&P 3.1.1** Continue the communications to and training for staff around the AEF. Run specific training for staff in focused academic roles. Incorporate AEF into targeted promotion and leadership development programs across the University. Increase guidance for Advisers around how the AEF is applied in the academic lifecycle.	2026-2028	Academic Excellence Program, Organisational Development,	Vice-Provost	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Numbers of staff attending meetings and training. **Outcome Measures** Improved staff knowledge of the AEF. Improved academic-Adviser conversations around using the AEF to support careers. Improved staff ability to apply the AEF to their career planning and goal setting. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced trust and transparency in the AEF. • Strengthened alignment between academic expectations and diverse career trajectories. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar.

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ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
						• Embedding the University values of *Excellence, Trust & Accountability*.
		CP&P 3.1.2 Explore opportunities to build gender-intersectional and racial literacy into AP&D Adviser core competencies, including: (i) Review for racialised and non-inclusive norms; confirm that equity-focused contributions is explicitly acknowledged in the Service pillar evidence menu; (ii) Provide AP&D Adviser guidance and case studies around how systemic racism can affect staff experience and opportunity, recognising racialised gatekeeping in how success is defined, understanding intersectionality (e.g., how race and gender, disability and gender, sexuality and gender can compound disadvantage); (iii) Equip AP&D Adviser with scripts and questions to surface equity issues in 1:1 sessions (e.g. "Do you feel any structural or cultural	2026-2028	Academic Excellence Program, Academic Promotions Unit, SAGE Team, RISE Working Group, HR D&I Team, Indigenous Strategy & Services (ISS), National Centre for Cultural Competence (NCCC), Respect@Work Team	Vice-Provost	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review AEF to identify potential unintentional racialised and non-inclusive norms, and confirm that equity-focused labour is explicitly acknowledged in the Service pillar evidence menu. Updated AP&D Adviser competency framework to include racial literacy, intersectionality, and systemic bias awareness. Guidance materials developed for AP&D Advisers on gender-intersectionality, race, and racialised gatekeeping in academic progression. Scripts, reflective questions, and validation tools created for AP&D Advisers to use in 1:1 sessions. Referral and escalation pathways established for systemic issues raised during AP&D conversations. Gender-intersectional data collection system implemented to monitor staff outcomes in academic lifecycle stages that use AP&D. **Outcome Measures** Identification of patterns of inequity in AEF outcomes through disaggregated data. More consistent and equitable application of AEF principles across faculties and disciplines. Reduction in racial and gender-intersectional disparities in academic development and promotion. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • More inclusive and supportive AP&D conversations, particularly for marginalised staff. • Greater recognition of equity-focused labour in academic progression discussions.

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		barriers to advancing within the AEF?"), guidance on how to validate experiences (without minimising, deflecting, or silencing), tools for referring or escalating when deeper systemic issues are raised. *(Note: This action is replicated as CP&P 3.1.2 and RIV&V 1.3.1. It aligns with Respect@Work Action 1.2 and RISE Action 1.3, the Indigenous Employment Plan, One Sydney, Many People, and the NCCC Strategic Plan. It updates and replaces Career Development & Progression Cygnet Actions 2, 8 & 10).*				• Increased gender-intersectional and racial literacy confidence among AP&D Advisers in addressing equity issues. • Strengthened trust in the AEF process among staff from marginalised groups. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
CP&P 3.2	Some academic staff felt that the AP&D process lacks depth and relevance to long-term career planning, often reduced to a compliance exercise. The introduction of the AEF presents a clear opportunity to align annual goals and performance reviews with long-term career aspirations,	**CP&P 3.2.1** Encourage staff and their managers to proactively utilise the AEF to link annual and long-term career planning and ensure AP&D goals are realistic and aligned with actual responsibilities.	2026-2028	Academic Excellence Program, SAGE Team	Vice-Provost	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development and dissemination of AEF-aligned AP&D planning tools and guides for staff and managers. Training sessions or resources provided on integrating AEF into AP&D conversations. Inclusion of AEF prompts in AP&D templates and systems. Feedback collected on usefulness and clarity of AEF in career planning. **Outcome Measures**

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	making AP&D a more strategic and developmental tool.					Strengthened career development outcomes for academic staff across all streams. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced staff understanding of how AP&D and AEF can work together to support long-term career progression. • Reduction in misalignment or unrealistic expectations in AP&D goal-setting. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
CP&P 4. Building Awareness, Trust, and Utility of Relative to Opportunity **Relative to Opportunity (RTO) holds strong potential as an equity-focused tool. Strengthening consistent understanding and application across staff and promotion panels presents an opportunity to build greater confidence in its fairness and transparency. By expanding access to practical tools, inclusive training, and robust feedback mechanisms, we can empower staff and promotion panels to engage more fully with RTO, enhancing its credibility and impact as a driver of equitable career progression.**						
CP&P 4.1	Some academic staff reported feeling unsure how to effectively use RTO in promotion applications. Likewise, promotion panel members shared experiencing some challenges in interpreting and consistently assessing RTO submissions. Building on resources and guidance for staff and promotion panel members will help to normalise and embed.	**CP&P 4.1.1** Explore the feasibility of making RTO a mandatory element of promotion cases.	2026-2028	Academic Promotions Unit, Academic Excellence Program, Organisational Development, SAGE Team	Provost	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review of current promotion documentation and systems for RTO integration. Completion of feasibility study to shift RTO from an optional field to mandatory field in promotion cases, including legal, policy, and procedural implications. Pending outcome of feasibility study, development of draft guidelines. **Outcome Measures** Improved consistency in how RTO is considered across promotion cases through normalisation. Uptake of RTO narratives in promotion applications across all academic streams.

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						Establishment of RTO as a core principle in academic performance and promotion culture. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced capacity of panels to assess achievement in context. • Positive feedback from staff on the fairness and clarity of RTO requirements. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust & Accountability*.
		CP&P 4.1.2 Develop clear, consistent guidelines for staff and promotion panel members on how RTO is applied, measured, and interpreted. Include case studies and examples to illustrate how RTO can be used to recognise diverse career paths and contributions; explicitly include disability, chronic illness, caring responsibilities beyond children, cultural and community obligations. *(Note: This updates and replaces Career Development & Progression Cygnet Action 9)*	2026-2028	Academic Promotions Unit, Academic Excellence Program, SAGE Team	Vice-Provost	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development of comprehensive RTO guidelines for staff and promotion panel members. Inclusion of detailed case studies illustrating RTO application across diverse contexts, including for example: disability and chronic illness; caring responsibilities beyond children; cultural and community obligations. **Outcome Measures** Increased clarity and consistency in how RTO is understood and applied in promotion processes. Uptake of RTO narratives in promotion applications across all academic streams. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved confidence among staff in using RTO to articulate career achievements. • Enhanced panel capacity to assess achievement in context, reducing bias.

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						• Positive feedback from staff and panel members on the usefulness and inclusivity of the guidelines. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		CP&P 4.1.3 Refine, test, and make the Full-Time Equivalent Year (FTEY) calculator we developed during our Cygnet assessment available to staff to improve equity and consistency of RTO considerations. Alternatively, explore a mechanism that shows staff their FTEY calculation derived from their Workday records. *(Note: This updates and replaces Caring & Flexibility Cygnet Action 10)*	2026-2028	Academic Promotions Unit, Academic Excellence Program, SAGE Team, Information & Communications Technology (ICT)	Provost	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Technical refinement and validation of the FTEY calculator tool. Completion of user testing across diverse staff groups and career stages. Consultation with staff and stakeholders (including unions) Development of user guidance materials (e.g. FAQs, walkthroughs, examples). Integration of the calculator into relevant platforms (e.g. promotion hub, AP&D systems). Number of staff accessing and using the calculator. **Outcome Measures** Increased consistency in how career interruptions and part-time work are quantified in promotion applications. Uptake of FTEY data in promotion narratives and panel assessments. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved staff confidence in articulating RTO using FTEY data. • Enhanced panel understanding of career timelines and achievement context. • Positive feedback from users on usability, clarity, and relevance of the calculator. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.

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		CP&P 4.1.4 Explore options to run mock panels as a training component for how to apply RTO and FTEY.	2026-2028	Academic Promotions Unit, SAGE Team, Faculty and University School Leadership Teams, Organisational Development, HR D&I Team	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Inclusion of diverse and intersectional FTEY and RTO case studies in mock panel exercises. Feedback collected from participants post-training. **Outcome Measures** Increased understanding of how to assess achievement in context across academic streams. Enhanced calibration and alignment of panel decision-making. Assessment of mock panel training as a potential standard offering for promotion preparation. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from participants on the realism and usefulness of mock panels. • Improved panel member confidence and competence in applying RTO and FTEY consistently. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		CP&P 4.1.5 Support managers and AP&D Advisers to discuss RTO and FTEY sensitively and proactively during AP&D and promotion planning to help staff set realistic goals and identify appropriate support or adjustments.	2026-2028	Academic Excellence Program, HR D&I Team, SAGE Team	Vice-Provost	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development of conversation guides and training materials for managers and AP&D Advisers on RTO and FTEY. Inclusion of RTO and FTEY prompts in AP&D templates and planning tools. Feedback collected from staff and managers on the quality of these discussions and resources. **Outcome Measures**

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						Improved alignment between staff goals, responsibilities, and career context. Uptake of RTO-informed planning across Faculties and Schools. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased confidence among managers and AP&D Advisers in discussing RTO and FTEY constructively. • Enhanced staff understanding of how RTO can support realistic goal-setting and identify appropriate supports or adjustments. • Positive feedback from staff on the relevance and sensitivity of AP&D conversations. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		CP&P 4.1.6 Incorporate feedback mechanisms in existing post-promotion surveys and/or develop new mechanisms (e.g. focus groups) for staff to report how FTEY and RTO was used in their promotion or performance review.	2026-2028	Academic Promotions Unit, Academic Excellence Program, SAGE Team	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Design and deployment of feedback tools (e.g. surveys, online forms, focus groups) for staff to report on FTEY and RTO application. Inclusion of feedback summaries in equity and promotions reporting cycles. **Outcome Measures** Increased transparency and accountability in how RTO is applied in promotion and performance reviews. Enhanced institutional understanding of staff experiences with RTO. Uptake of feedback insights in refining RTO guidelines and panel training. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved staff confidence in the fairness and consistency of RTO considerations.

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						- Positive feedback from staff on the opportunity to share their experiences. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
CP&P 4.2	While RTO is considered in promotions, there is limited visibility into how consistently it is applied across other internal processes (e.g. performance reviews, workload allocation, development planning). Our Career Development & Progression Cygnet also suggested there was opportunity to further increase awareness of the broad range of Research Excellence and Inclusion programs (formerly equity programs) and grants available to staff.	**CP&P 4.2.1** Review inclusion of FTEY and RTO in other relevant internal processes. Ensure consistency of intersectional case studies and assessment.	2026-2028	SAGE Team, HR D&I Team, Academic Excellence Program, Education & Learning, Research Office	SAGE Academic Director	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of review across key internal processes beyond promotion (e.g. recruitment, performance reviews, leadership development, internal grant applications). Identification of gaps or inconsistencies in RTO application and documentation. Review of existing case studies and assessment tools for intersectional coverage. Development of a standardised framework for RTO and FTEY inclusion and case study use. **Outcome Measures** Processes updated to reflect consistent RTO and FTEY and intersectional practice. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Enhanced staff and manager understanding of RTO and FTEY principles in varied contexts. - Positive feedback from equity groups and stakeholders on inclusivity and clarity. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.

KEY BARRIER 1: CAREER PLANNING, PROGRESSION & EQUITY

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		CP&P 4.2.2 More widely promote mentoring programs and equity prizes. *(Note: This updates and replaces Career Development & Progression Cygnet Action 7)*	2026-2028	SAGE Team, Academic Promotions Unit, MarComms, School General Managers	Head of Internal Communications	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review current channels promoting mentoring programs and equity prizes, and identify gaps and opportunities to increase visibility. Development of promotional materials (e.g. flyers, digital assets, spotlight stories). Engagement metrics (e.g. nominations, click-through rates). **Outcome Measures** Increased awareness and participation in mentoring programs among diverse academic staff. Uptake of mentoring and prize opportunities in career planning and promotion narratives. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Positive feedback from staff on accessibility and relevance of promoted initiatives. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
Professional Staff						
CP&P 5. Enhancing Career Clarity and Pathways for Professional Staff Professional staff bring valuable expertise and dedication to their roles, and with the Professional Staff Services Review underway, there is an opportunity to enhance their career development through increased role clarity, visibility, tailored resources, and clear recognition pathways. By strengthening access to planning tools, clarifying expectations, and fostering consistent feedback and reward practices, we can better support our professional staff in achieving their full potential.						
CP&P 5.1	Professional staff expressed frustration with limited or opaque opportunities to advance their careers, noting	**CP&P 5.1.1** Building on the Careers Capability Framework, raise awareness for staff and managers of	2026-2028	Professional Services Review Team, Organisational	Director, Organisational Development	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Create explainer materials (e.g. infographics, videos, FAQs) highlighting

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	that to progress they must change role or institution. Additionally, senior career progression for professional staff is often tied to management roles, with limited recognition for technical or specialist expertise. Staff feedback indicated gaps in awareness of how and why professional roles differ from academic career pathways, as well as opportunities to better support professional staff career pathways within the context of what is possible.	what career development and progression looks like for professional staff at different levels (including how and why it differs from academic career pathways). Encourage consideration of these in PP&D conversations.		Development, SAGE Team		career progression for professional staff. Include comparisons with academic pathways to clarify differences in structure, criteria, and progression. Feature case studies of professional staff at different levels. Run communication campaigns (e.g. newsletters, intranet posts) referencing professional staff career pathways and development opportunities. Seek opportunities to build on and promote the Career Capabilities Framework career portal for professional staff. **Outcome Measures** Increased staff and manager understanding of professional career pathways and progression criteria. Enhanced use of the Career Capabilities Framework to support realistic and aspirational career planning. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved quality of PP&D conversations for professional staff, with clearer goal-setting and development planning. • Positive feedback from professional staff on the relevance and clarity of career development resources. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		CP&P 5.1.2 Through the Professional Services Review, clarify and standardise professional role structures and expectations at all levels across the University. Where professional roles deliver into academic and/or	2026-2028	Professional Services Review Team, Organisational Development, SAGE Team	Executive Program Director, Professional Services Review	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of a role structure framework across professional levels and roles. Development of guidance materials outlining how formal and informal reporting lines can be incorporated into PP&D career planning, development, and performance assessments.

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		research contexts, include harmonisation of formal and informal reporting lines through PP&D career planning, development and performance assessments. *(Note: Cross-reference P&C 2.1.1)*				Updates made to HR systems to reflect standardised roles and expectations. **Outcome Measures** Enhanced equity and consistency in professional staff career development across the University. Clearer measures of performance. Reduction in role tension and burn-out due to clarified expectations. Stronger integration of professional roles within academic and research environments. Contribution to a more inclusive and strategically aligned workforce. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased clarity among staff and managers about role expectations and career pathways. • Improved consistency in PP&D career planning and performance assessments. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust & Accountability*.
CP&P 5.2	In our LGBTQIA+ Cygnet and Silver Self-Assessment we identified that while Academic staff can be recognised for service such as mentorship, leading staff networks, and contributing to a collegial culture via the AEF, no such framework supported Professional Staff who go over and above BAU.	**CP&P 5.2.1** Create and communicate a framework to guide managers and staff about what merits reward and bonus in end-of-year PP&D assessments. Within this broader framework, explicitly include professional contributions to a collegial culture over and above BAU, such as leadership and contributions	2026-2028	Professional Services Review Team, Organisational Development, SAGE Team	Director, Organisational Development	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development of a clear, accessible framework outlining reward and bonus criteria for professional staff. Inclusion of examples of meritorious contributions such as leadership and initiative; contributions to DEI; active participation in staff networks; collegiality and collaboration beyond role expectations. Integration of the framework into PP&D guidance materials for staff and manager training. Raise visibility of existing Workday tools to incorporate multi-source feedback to validate exceeds expectations ratings.

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	In lieu of promotion, Professional staff can be awarded annual bonuses to reflect excellence, providing an opportunity to address above BAU performance and service load, as well as foster a sense of value for professional staff. However, our focus groups suggested variable visibility and inconsistent application of this mechanism to recognise and reward professional staff.	to DEI and staff networks, and cultural and colonial load. Raise visibility of the ability to incorporate feedback from more than one person in PP&D reviews to help guide assessment. Ensure that this does not drive a culture exacerbating cultural and colonial overload but rather a valued, respectful and meaningful pathway to recognition and reward for professional staff. *(Note: This action is replicated as L&A 2.2.1 and CP&P 5.2.1, aligns with RISE Action 1.3, and updates and replaces LGBTQIA+ Cygnet Action 2.3 and 2.4).*				**Outcome Measures** Increased consistency and transparency in reward and bonus decisions across units. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved professional staff understanding of what constitutes above-BAU contributions. • Enhanced manager confidence in recognising and assessing against expectations framework. • Positive feedback from staff on fairness and clarity of reward processes. • Increased sense for professional staff of feeling valued, with pathways for recognition and reward. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

General issues

CP&P 6. Gender-Intersectional Pay Equity

The University has made strong progress in advancing gender pay equity, laying a solid foundation for deeper equity work. As we continue to grow in our understanding and practice, there is a powerful opportunity to apply a gender intersectional lens, recognising how cultural background, disability status, and tenure can intersect to influence pay equity. By building on existing achievements, we can ensure fair remuneration and progression for all staff, fostering a truly inclusive and equitable workplace.

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CP&P 6.1	Analysis of remuneration data revealed persistent and complex equity gaps. The largest gender pay disparities occur among long-tenured academics and senior professional staff, although some outliers favoured men at shorter tenures, highlighting the potential for slippage and the need for ongoing vigilance. Gender-intersectional inequities were also evident, with gaps between First Nations men and staff with disability, and within-cohort gaps favour men across most countries of birth.	**CP&P 6.1.1** Review remuneration data by gender, with a lens on HRMS (Workday) declared cultural background, disability status as part of remuneration reviews. Identify patterns and outliers to inform targeted interventions. *(Note: This action is replicated as CP&P 6.1.1 and RIV&V 8.1.1, and is in progress)*	2026-2028	HR Performance, Workforce Planning and Insights Team, SAGE Team, Organisational Development, HR D&I Team, Reward & Remuneration Team, Recruitment Team, HR Partnering Team,	Senior Manager, HR Diversity & Inclusion, Chief Human Resources Officer (CHRO), DVC-Community & Leadership	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of regular gender-intersectional pay equity reviews, comparing gender with cultural background, disability status using declared data in HRMS (Workday) system against the dominant group averages. Identification of patterns, outliers, systemic disparities and development of targeted intervention strategies based on review findings. Exploration of incorporating an equity lens checkpoint for remuneration of new senior appointments. Exploration of opportunities to increase transparency around identified issues identified and equity strategies. **Outcome Measures** Reduction in gender-intersectional pay gaps and disparities. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved awareness among decision-makers of intersectional equity considerations. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability.*

CP&P 7. Equity in Mentoring & Development

Mentoring is highly valued by staff and recognised as a powerful tool for fostering career development, inclusion, and leadership, particularly for equity groups. There is a significant opportunity to build on this enthusiasm by embedding mentoring more consistently across the University. By formalising workload recognition, scaling programs, and showcasing diverse mentoring models, we can elevate the visibility and impact of mentoring. Designing these initiatives with equity, sustainability, and inclusivity at their core will ensure mentoring is accessible, supported, and celebrated across all roles and communities.

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CP&P 7.1	The value of mentors was raised consistently through focus groups, however there has not always been allocated time to allow mentors and mentees to engage in a meaningful way. Additionally, our five Cygnets identified inequities in access to development and mentoring, to which we recommit to addressing here.	**CP&P 7.1.1** Encourage recognition of formal mentoring in AP&Ds (via the Service pillar of the AEF) and PP&Ds.	2026-2028	Organisational Development, Academic Excellence Program, SAGE Team	Director, Organisational Development	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Prompts and materials to support discussion and documentation of mentoring contributions. Development of guidance materials for managers and staff on how to record and evaluate mentoring. **Outcome Measures** Increased visibility and recognition of mentoring as a valued contribution. Improved consistency in how mentoring is acknowledged across units and career stages. Enhanced staff engagement in mentoring programs, knowing their efforts are formally recognised. Uptake of mentoring contributions in promotion and reward considerations. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from staff and managers on the clarity and fairness of mentoring recognition. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		CP&P 7.1.2 Explore opportunities to broaden academic and professional staff access to mentoring opportunities. For example: (i) Explore working with the alumni network to provide mentoring opportunities.	2026-2028	HR D&I Team, RISE Working Group, SAGE Team, Academic Excellence Program, Organisational Development,	Senior Manager, HR D&I, SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Communication campaign around the Women@Sydney Staff Network small group mentoring program, and assessment of opportunities to adapt for other cohorts. Pilot and assessment of a reverse mentoring program.

KEY BARRIER 1: CAREER PLANNING, PROGRESSION & EQUITY						
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		(ii) Pilot a peer-mentorship program within the Pride Network *(Note: This updates and replaces LGBQIA+ Cygnet Action 2.2, and is underway as the AWEI Platinum Project).* (iii) Showcase the Women@Sydney Staff Network's small group mentoring program via all staff news and seek opportunities to adapt model to other cohorts; (iv) Build on existing leadership development opportunities for intersectionally marginalised staff, including CARM women and First Nations staff, through sponsorship, coaching, mentoring, and visibility initiatives. (v) Explore opportunities for reverse mentoring. *(Note: This action is replicated as CP&P 7.1.2 and RIV&V 3.1.4. It aligns with RISE Action 1.4 and is already underway).*		Leadership Academy, Research Office, Education & Learning Office		Review and refresh existing programs (e.g. VC Sponsorship Program for Culturally Diverse Women) Design and launch of a peer-mentoring pilot within the Pride Network. Exploration of other opportunities to pilot mentoring programs. **Outcome Measures** Increased access to mentoring for diverse groups, including LGBTQIA+ staff and culturally diverse staff. Establishment of a diverse, multi-stream mentoring ecosystem across the University. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from participants on the relevance, inclusivity, and impact of mentoring experiences. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.

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		CP&P 7.1.3 Liaise with Leadership Academy to encourage applications from and monitor experience of graduates from diverse cohorts beyond gender. *(Note: This action is replicated as CP&P 7.1.3 and RIV&V 3.1.5. aligns with RISE Action 1.4, and updates and replaces LGBTQIA+ Cygnet Action 2.1).*	2026-2028	SAGE Team, RISE Working Group, Leadership Academy Team	Senior Manager, Organisational Development (Leadership Academy)	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development of inclusive promotional materials encouraging applications from diverse cohorts (e.g. ethno-racially diverse, LGBTQIA+, staff with disability, first-in-family). Implementation of a tracking mechanism to monitor participant demographics, progression, and experience. Number of Leadership Academy graduates disaggregated by equity dimensions beyond gender. Inclusion of equity participation data in regular reporting and evaluation cycles. **Outcome Measures** Increased awareness and participation in Leadership Academy programs by underrepresented staff. Enhanced capacity of the Leadership Academy to support intersectional leadership development. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from participants on inclusivity and relevance of the program. • Strengthened pipeline of diverse leaders across the University. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.

CP&P 8. Building Systems, Tools, and Practices to Attract and Support Diverse Talent

Staff deeply value inclusive recruitment and onboarding experiences, and improvements since SAGE Bronze have laid a strong foundation for further progress. As we continue to evolve our practices, there is a meaningful opportunity to enhance equity and transparency, particularly for equity groups, by applying a Universal Design and gender-intersectional lens. By increasing

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visibility of diverse talent pools, clarifying communication around data use, and strengthening manager capability in providing feedback and connection, we can embed equity checkpoints and foster recruitment and onboarding processes that are inclusive, consistent, and empowering for all candidates.						
CP&P 8.1	Recruitment of women was not identified as a stand-alone barrier in our Silver Self-Assessment, however some gender-intersectional barriers were identified here as well as throughout our five Cygnet applications. To support moving from gender-only to gender-intersectional performance expectations through a diverse talent pipeline, we re-commit to updating and actioning these.	**CP&P 8.1.1** Subject to resourcing, continue to work with Recruitment to explore approaches and resources to enhance a diverse candidate pool. *(Note: This updates and replaces Recruitment Cygnet Actions 1, 5 and 11)*	2026-2028	Recruitment Team, SAGE Team, Privacy Team, HR D&I Team	Director, Recruitment	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Opportunities to diversify candidate pool continuously explored. **Outcome Measures** Continued diversification of candidate pools across academic and professional roles. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from applicants and hiring managers on inclusivity and clarity of recruitment processes. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		CP&P 8.1.2 Subject to resourcing, continue to work with Recruitment to explore approaches and resources to support and uplift the role of hiring managers in providing an inclusive recruitment experience for diverse candidates by: (1) Creating and disseminating guidelines for inclusive recruitment, including expectations of completion of Hiring for	2026-2028	Recruitment Team, HR D&I Team, SAGE Team	Director, Recruitment	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Mechanism to monitor uptake and impact of guidelines and resources. Inclusive Recruitment Guidelines created and disseminated. Resources developed to support pre-appointment engagement. **Outcome Measures** Managers and recruitment panels using the resources. Managers using the Keeping in Touch approach where relevant. Completion rate of "Hiring for Excellence" training. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased manager confidence and capability in delivering feedback and fostering connection with new hires.

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		Excellence within the last two years, checklists for Hiring Managers on how DEI was considered through the process, tips for chairing diverse and inclusive recruitment panels where all participants have voice across levels of seniority and discipline-specific expertise, and guidance on how to convey constructive feedback to unsuccessful candidates; (2) Developing resources to support a Keeping in Touch approach by managers for incoming staff members between acceptance of offer and appointment to try to facilitate feelings of connection. (*Note: This action is replicated as FoE 1.1.1 and CP&P 9.1.2, and updates and replaces Recruitment Cygnet Actions 7 and 12. It aligns with/expands the Good Practice Guide, Disability Confident Recruiter, and*				• Positive feedback from candidates and managers on the inclusivity and professionalism of the recruitment process. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.

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		planned work on inclusive TGD recruitment).				
CP&P 8.2	Our Silver Self-Assessment as well as the 2024 LGBTQIA+ and Recruitment Cygnets indicated low representation of some groups, but we do not have a clear understanding of whether this reflects low representation in the overall candidate pool, or barriers to attraction to the University.	**CP&P 8.2.1** Undertake a benchmarking exercise utilising 2026 ABS census data and alternative data sources as required to understand the potential pool of job applicants through a gender-intersectional lens to better understand how the diversity of the University's candidate pool reflects potential. *(Note: This updates and replaces LGBTQIA+ Cygnet Action 3.7)*	2026-2028	SAGE Team	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of a benchmarking methodology using 2026 ABS Census data (available via QuickStats, TableBuilder, and integrated datasets) [www.abs.gov.au], and supplementary sources such as Jobs and Skills Australia's Gender Framework, GEDSI Analysis Tool, and Advance HE benchmarking resources [https://www.jobsandskills.gov.au/data/employment-projections] [www.cufa.org.au] [www.advance-he.ac.uk] Disaggregation of workforce and applicant data by gender, First Nations status, cultural background, disability status, LGBTQIA+ identity Identification of gaps between the University's candidate pool and broader population benchmarks. Development of a benchmarking report with visualisations and recommendations. **Outcome Measures** Improved understanding of how the University's recruitment diversity compares to the potential applicant pool. Enhanced capacity to identify underrepresented groups and target outreach or support strategies. Gender intersectional dataset in workforce planning and performance expectations. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from stakeholders on the clarity and usefulness of benchmarking insights. • Uptake of benchmarking findings in recruitment and retention strategies.

KEY BARRIER 1: CAREER PLANNING, PROGRESSION & EQUITY						
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						• Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		CP&P 8.2.2 Conduct a literature review on gender diversity in professional roles to understand potential impacts of lower representation of men and TGD staff in professional roles at the University.	2026-2028	SAGE Team	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Literature review summarising gender diversity in professional roles, impacts of low representation of men and TGD staff, intersectional barriers and workplace culture implications. **Outcome Measures** Exploration of findings in recruitment, retention, and career development strategies. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased awareness of the systemic impacts of gendered occupational segregation. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
CP&P 8.3	In 2024-25 the University took steps to improve the onboarding experience of new starters. Monitoring the outcomes will enable us to understand the impact of these.	**CP&P 8.3.1** Monitor outcomes of recently improved onboarding processes for hiring managers to ensure a clear and time-structured onboarding process for new staff, including information about key user systems, and support and staff network options. Assess new staff and their manager	2026-2028	Learning & Development Team, RISE Working Group SAGE Team	Director, Organisational Development	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Annual assessment of outcomes from onboarding survey provided to new starters and their managers through a gender intersectional lens. **Outcome Measures** Reduction in onboarding delays or gaps in information delivery. Increase in early engagement with staff networks and support services. **Impact** *Feedback via focus groups, surveys, feedback forms indicating:* • Increase in hiring managers reporting confidence in delivering structured onboarding.

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		experiences of onboarding through a gender-intersectional lens, including ethno-racial. *(Note: This action is replicated as CP&P 9.3.1 and RIV&V 1.2.1. It aligns with RISE Action 2.5, and updates and replaces Recruitment Cygnet Action 13)*				• Increase in new staff reporting clarity on systems, support options, and staff networks. • Improved onboarding experience for diverse staff. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability.*

KEY BARRIER 2: PARENTS AND CARERS						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
1. Reform policies to reflect inclusive, flexible, and equitable caregiving support						
Current parental and carers' leave policies present a valuable opportunity to evolve in ways that better reflect the diverse realities of modern caregiving. By moving beyond traditional definitions such as "primary" and "secondary" carers, and expanding eligibility for full parental and carers' leave, we can foster a more inclusive and equitable environment. Embracing flexible and culturally responsive leave provisions empowers all staff to participate meaningfully in caregiving and community life. Enhancing these policies, such as by including superannuation on unpaid parental leave, can also contribute to closing the gender pay gap and affirming the vital role of care in our society. Through proactive advocacy and thoughtful reform, we can build a workplace culture that truly values and supports the many ways our people care for others.						
P&C 1.1	In 2024, men took only 21.6% of Primary Caregiver leave at the University. Current policy settings that contribute to this include: • Leave provisions contingent on outdated binary 'primary/secondary' carer definitions that do not represent the modern fluidity of shared caregiving; • The provision of a quantum of parental leave per child rather than per parent penalised men whose partners were also employed by the University, and to whom they deferred care; • The 24 month from birth cap on accessing parental leave not reflecting shared	*Advocate in EA negotiations that:* **P&C 1.1.1** The University remove 'primary' and 'secondary' carer definitions and consider all care is 'shared' by default, and that the full provision of parental leave to be available to staff irrespective of whether they are "primary" or "secondary", to enable both parents to be home together or to share care flexibly (noting other organisations may maintain "primary" and "secondary" limitations) *(Note: This aligns with proposed University WGEA targets for 2026)* **P&C 1.1.2** That if both parents are employed by the University of Sydney, that each can access the full parental leave provision or alternatively a larger shared provision, with a percentage reserved for each partner (e.g. at least 35% Partner A, at least 35% to be taken by	2025-2026	HR Workplace Relations, SAGE Team, Enterprise Bargaining Team, HR D&I Team	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Drafted and submitted EA negotiation proposal reflecting inclusive parental leave reforms. Engagement with key stakeholders (e.g. HR, unions, staff networks). Comparative benchmarking of parental leave policies across the sector. Communication materials outlining proposed changes and rationale. **Outcome Measures** Consideration of revised parental leave provisions in EA negotiations. Increased awareness and support among staff and leadership for shared and flexible parental leave. Greater uptake of parental leave by all genders, reflecting shared caregiving. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved staff satisfaction with parental leave options and flexibility.

KEY BARRIER 2: PARENTS AND CARERS						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
	care over a longer period of time that is becoming increasingly preferred.	Partner B, and the remaining 30% to be distributed as preferred). *(Note: This aligns with proposed University WGEA targets for 2026)*				• Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
P&C 1.2	Current carers' leave policies at the University do not adequately reflect the diversity and complexity of caregiving responsibilities. The 10-day carer's leave cap, narrow definitions of eligible family members, and lack of explicit recognition for elder care create confusion, inequity, and exclusion, particularly for staff supporting ageing parents, extended family, or culturally diverse kinship structures. These limitations may discourage disclosure, complicate access to entitlements, and undermine the University's commitment to inclusive and family-responsive workplace practices.	*Advocate in EA negotiations that:* **P&C 1.2.1** The Carers' Leave clause be revised to clarify that all personal leave may be used for caring responsibilities, beyond the 10 days explicit Carers Leave accrued annually. Ensure procedures explicitly state that Carers Leave can be used to support ageing parents, as well as support staff with multiple caring responsibilities. Add additional fields in leave request systems to reflect this. **P&C 1.2.2** The definition of Carers' Leave be expanded to include extended family, reflecting culturally diverse understandings of kinship.	2025-2026	HR Workplace Relations, SAGE Team, Enterprise Bargaining Team, HR D&I Team	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Drafted and submitted EA negotiation proposal reflecting clarified Carers' Leave clauses and definitions. Engagement with key stakeholders (e.g. HR, unions, staff networks). Communication materials outlining proposed changes and rationale. Revised HR guidance and procedures clarifying use of personal leave for care. Updated leave request systems with fields reflecting diverse caring responsibilities. **Outcome Measures** Consideration of revised Carers' Leave clauses in EA negotiations. Greater uptake of Carers' Leave across diverse staff groups, including those with intergenerational and extended family responsibilities. Enhanced cultural responsiveness in HR practices and systems. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased staff awareness of their entitlements and flexibility in using leave for care.

KEY BARRIER 2: PARENTS AND CARERS						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
						• Improved consistency in supervisor understanding and application of leave policies. • Reduced stress and improved wellbeing for staff managing complex or culturally specific care responsibilities. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
P&C 1.3	Between 2019–2024, women at the University took nearly 90% of unpaid parental leave, yet the University does not currently pay superannuation during these periods. This policy disproportionately affects women, compounding lifetime gender pay inequity and undermining efforts to close the superannuation gap. Without reform, unpaid parental leave continues to penalise those who take on the majority of caregiving responsibilities, most often women, by reducing long-term financial security.	*Advocate in EA negotiations that:* **P&C 1.3.1** Superannuation be included on both paid and unpaid parental leave to contribute to closing the gender pay gap. *(Note: This aligns with proposed University WGEA targets for 2026)*	2025-2026	HR Workplace Relations, SAGE Team, Enterprise Bargaining Team, HR D&I Team	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Drafted and submitted EA negotiation proposal reflecting superannuation reform for parental leave. Comparative analysis of sector practices regarding superannuation on unpaid leave. Engagement with finance, HR, and union stakeholders to assess feasibility and cost implications. Communication materials explaining the rationale and benefits of the reform. **Outcome Measures** Consideration of superannuation on unpaid parental leave in EA negotiations. Improved uptake of parental leave by all genders, with reduced financial penalty. Reduction in the gender superannuation gap over time. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced staff confidence in the University's commitment to gender equity.

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ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
						• Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
2. Flexible Work and Career Progression						
The University has an opportunity to lead in creating flexible work environments that support the diverse needs of our staff, particularly those with caregiving responsibilities. By expanding access to part-time and job-share arrangements at all levels - including senior roles - we can foster a culture where flexibility is not only available but actively encouraged. Strengthening support for unplanned leave and ensuring effective backfill through sharing best practice operational processes will help distribute workloads more sustainably. With visible leadership modelling and consistent, systemic support, we can ensure that flexibility is experienced equitably across the institution, reinforcing our commitment to inclusion, wellbeing, and excellence. *Note: This section builds on several actions relating to flexibility, RTO and FTEY in Key Barrier 1: Career Planning, Progression & Equity.*						
P&C 2.1	Despite formal policies supporting flexibility and parental leave, cultural norms, rigid scheduling, and structural gaps continue to disadvantage staff with caregiving responsibilities. Flexibility is unevenly modelled, senior roles are rarely offered part-time, and meetings outside core hours exclude carers. Additionally, in our Caring & Flexibility Cygnet, staff noted that increased flexible work has blurred boundaries, with rising expectations to work while unwell or caring.	**P&C 2.1.1** Work with stakeholders to identify pathways to raise awareness and manager/leadership capability around flexible working options when creating roles and jobs. Explore structural barriers to offering senior roles as job-share or part-time. *(Note: This updates and replaces Caring & Flexibility Action 12)*	2026-2028	Recruitment Team, HR Partnering, SAGE Team	Director, Recruitment	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review conducted to identify structural, cultural, and policy barriers to job-share and part-time arrangements in senior roles. Case studies or benchmarking research compiled from peer institutions or sectors. Recommendations developed. **Outcome Measures** Identification of opportunities to incorporate job-share or part-time approaches to senior roles. Expanded access to senior roles for staff with caring responsibilities or other flexibility needs. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased awareness of the limitations and opportunities in current role design and workforce planning. • Greater openness among leadership to flexible senior role arrangements.

KEY BARRIER 2: PARENTS AND CARERS						
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						• Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		P&C 2.1.2 Build on the University's existing Wellbeing Principles to encourage Deans to set clearer guidelines at Faculty and University School levels for flexible work, core hours for meetings, wellbeing measures such as encouraging a weekly meeting-free day or empowering staff to proactively block out time for deep work, and email response expectations. Identify and communicate digital settings for staff who wish to block emails and Teams messages out of hours. Provide pathways for escalation if local implementation is not consistent with Faculty expectations. *(Note: This action is replicated as P&C 2.1.2 and FoE 4.1.1).*	2026-2028	SAGE Team, HR D&I Team, MarComms, Wellbeing Team, Information Communications & Technology (ICT), Faculty and University School Senior Leaders and Teams with carriage over DEI, Workplace Relations Team	DVC-Community and Leadership, Deans	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Normalise flexibility for parents and carers through leadership messaging and role modelling. Development and dissemination of Faculty and University School guidelines on flexible work, core hours, and communication norms. Options explored and documented for staff to opt into settings that block emails and Teams messages outside working hours. Inclusion of wellbeing principles in induction, team planning, and performance conversations. Awareness campaign launched to promote inclusive scheduling and digital wellbeing. Number of Faculties and Schools adopting and communicating these guidelines locally. Communication of clear escalation pathways (e.g. contact point, reporting form, or review process). Feedback mechanisms established to assess staff preferences and experiences. **Outcome Measures** Uptake of wellbeing tools or practices (e.g. calendar blocks for deep work, meeting-free periods). Increased consistency in the application of flexible work and communication expectations across teams. Greater staff clarity and confidence in navigating flexible work arrangements.

KEY BARRIER 2: PARENTS AND CARERS						
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						Improved responsiveness to concerns about inconsistent or inequitable implementation. Enhanced team planning and collaboration through shared understanding of core hours and boundaries. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Increased awareness among managers and staff of the impact of out-of-hours scheduling on carers and work-life balance. - Reduction in staff stress and burnout related to unclear or inconsistent expectations. - Enhanced digital wellbeing and reduced pressure to respond outside working hours. - Improved equity in access to flexible work, especially for carers and staff with accessibility needs. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
P&C 2.2	Some staff - particularly academic - face workload challenges when taking unplanned carers' leave or planned parental leave.	**P&C 2.2.1** Review existing approaches and models taken by Faculties and Schools to proactively support flexibility in the cases of unplanned leave for academic staff. Raise visibility of what works across Faculties and Schools. Consider: • Shared unit coordination structures (for educational unit coordinators). • Shared teaching pools or relief staffing.	2026-2028	Education and Learning Office, Research Office, Heads of School, SAGE Team, SDVCP Office, Organisational Development	Deans, Heads of Schools	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development and dissemination of flexible teaching coverage models (e.g., modular teaching plans, team-teaching frameworks). Pilot/s or showcases of existing shared teaching pool or relief staffing register with qualified academic staff available for short-term coverage. Discussion in Heads of School meetings. **Outcome Measures**

KEY BARRIER 2: PARENTS AND CARERS						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
		• Sharing of practice by Heads of School and other managers around how they manage unplanned absence of teaching staff during semester.				Increased Head of School/manager awareness of (and support with) practical approaches to maintain teaching and a positive student experience during unplanned absence of teaching staff during semester Increased staff confidence in taking unplanned leave. Enhanced clarity and consistency in managing short-term academic absences across faculties. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Improved wellbeing for staff who teach during semester, particularly among those with caring responsibilities or health challenges. - Cultural shift toward normalising unplanned leave as part of a supportive academic environment. - Contribution to broader institutional goals around workforce sustainability and resilience. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		P&C 2.2.2 Parental Leave is centrally funded, which should remove financial obstacles to backfilling roles for planned Parental Leave. Explore remaining operational, cultural, or structural barriers that prevent effective backfill when staff take Parental Leave, such as potentially: Lack of planning or staffing flexibility	2026-2028	Education and Learning Office, Research Office, Heads of School, SAGE Team, SDVCP Office, Organisational Development	Deans, Heads of Schools	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of a review of current backfill practices for Parental Leave across academic units. Development of a barrier analysis report identifying operational, cultural, and structural challenges. Engagement sessions with HR, academic managers, and staff to gather insights and raise awareness. Creation of guidance materials or toolkits for managers on planning and executing backfill.

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		• Managerial reluctance or lack of awareness • Gaps in communication between HR and academic units				Establishment of feedback mechanisms for staff returning from Parental Leave to report backfill effectiveness. **Outcome Measures** Increased managerial awareness and confidence in initiating backfill processes. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced equity and inclusivity in parental leave experiences across the University. • Strengthened institutional culture of support for caregiving responsibilities. • Increased operational resilience in academic delivery during staff absences. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
3. Manager Capability and Support						
Managers play a vital role in fostering inclusive and supportive workplaces, especially when guiding staff through complex or less frequently used processes like parental or carers' leave. By providing timely, practical resources and inclusive training, we can empower managers to navigate these situations with clarity and confidence. This investment in leadership capability strengthens trust, promotes consistency, and ensures that all staff feel valued and supported in their caregiving responsibilities. With the right tools and knowledge, managers can model compassionate leadership and contribute to a culture where flexibility and care are embedded in everyday practice.						
P&C 3.1	Managers play a critical role in shaping the experience of staff with caregiving responsibilities, yet our qualitative data suggest that somelack the tools, training, or confidence to navigate rarely	P&C 3.1.1 Explore mechanisms to assist managers where to find help and guidance, especially when navigating rarely used processes. Subject to resourcing, consider: • Just in time automated delivery of targeted resources to managers at	2026-2028	HR D&I Team, SAGE Team, Information Communication & Technology	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Feasibility assessment of an automated resource delivery system that provides targeted guidance to managers at key moments (e.g., when staff plan, take, or return from parental/carer's leave). Launch of a user-friendly Parents and Carers Leave portal

KEY BARRIER 2: PARENTS AND CARERS						

ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
	used processes such as parental or carers leave.	key moments, such as when staff are planning, taking, or returning from parental/carers leave. • An easy-to-navigate Parents and Carers Leave portal for managers, including recognising and supporting staff with intensive and diverse caring responsibilities. • Include mechanism to gather continuous improvement feedback from Managers. *(Note: Cross-reference with NIC:M 2.1.2. This action updates and replaces Caring & Flexibility Cygnet Action 9)*				tailored for managers, with searchable FAQs, process maps, and contact points. Integration of a feedback mechanism within the portal to collect continuous improvement suggestions from managers. Creation of scenario-based guidance materials for rarely used processes (e.g., long-term leave, phased return). **Outcome Measures** Increased managerial confidence and competence in navigating leave-related processes. Enhanced feedback loop from managers leading to iterative improvements in resources. Greater consistency in leave management practices across units. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved staff experience and satisfaction with leave processes due to smoother navigation by managers. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

4. Resources, Toolkits, and Visibility

The University has an opportunity to broaden how caregiving is understood and supported, ensuring all staff - regardless of gender - feel seen, valued, and empowered. By recognising and affirming the diverse ways in which care is provided, we can move beyond traditional, gendered definitions and foster a more inclusive culture. Ensuring that carers' leave and support resources reflect a wide range of caregiving experiences, and are easy to access and navigate, will help all staff engage with confidence. Equipping managers with inclusive tools and training strengthens their ability to lead with empathy and clarity, building a workplace where trust, flexibility, and belonging are shared by all.

ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
P&C 4.1	Cultural norms and workplace expectations continue to discourage men from fully	**P&C 4.1.1** Following finalisation of the new EA, subject to resourcing, refresh and promote the parental	2026-2028	HR D&I Team, SAGE Team, MarComms	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:*

KEY BARRIER 2: PARENTS AND CARERS						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
	engaging in caregiving roles, limiting uptake of leave and perpetuating gendered assumptions about care.	leave toolkit, ensuring it is inclusive of men and gender diverse staff, as well as diverse cohorts. *(Note: This aligns with proposed University WGEA targets for 2026)*				**Output Measures** Updated Parental Leave Toolkit with inclusive language, examples, and scenarios that reflect the experiences of men and gender diverse staff. Inclusion of case studies or testimonials from a diverse range of staff who have accessed parental leave. Development of communication materials (e.g., guides, FAQs, videos) that explicitly address the needs of all genders. Implementation of a feedback mechanism to gather user input on the toolkit's relevance and inclusivity. **Outcome Measures** Increased awareness and usage of the toolkit by men and gender diverse staff and their managers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from staff on the inclusivity and usefulness of the updated toolkit. • Improved staff experience and satisfaction with leave processes. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		P&C 4.1.2 Launch an "All Genders as Carers" (or similar) initiative to normalise all gender caregiving through storytelling, peer support, and leadership role-modelling. Consider timing with potential	2026-2028	HR D&I Team, SAGE Team, MarComms	Head of Internal Communications	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Subject to implementation plan and resourcing, for example: Launch of the "All Genders as Carers" campaign, including messaging, and communication strategy.

KEY BARRIER 2: PARENTS AND CARERS						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
		changes to Enterprise Agreement if applicable. *(Note: This action can be combined with P&C 5.1.1. It updates and replaces Caring & Flexibility Action 4)*				Development and dissemination of storytelling content (e.g., videos, written stories, podcasts) featuring diverse staff across genders sharing their caregiving experiences. Promotion of the Parents and Carers Network as inclusive of men and gender-diverse staff, or consider forming an additional support network for men or gender-diverse staff who are parents or carers. Delivery of leadership engagement sessions to encourage senior leaders to model and speak about their own caregiving roles. Normalise flexibility for parents and carers through leadership messaging and role modelling. **Outcome Measures** Increased visibility and representation of men and gender diverse carers in internal communications and events. Growth in participation in peer support networks by staff of all genders. Increased managerial and leadership engagement in promoting inclusive caregiving cultures. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from staff on the relevance and impact of the campaign. • Normalisation of caregiving as a shared responsibility across all genders. • Reduction in gendered assumptions about caregiving roles in the workplace. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.

KEY BARRIER 2: PARENTS AND CARERS						
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P&C 4.2	Staff can struggle to locate clear, inclusive, and relevant resources to support caregiving needs, especially those outside traditional parenting roles. Toolkits may lack visibility or fail to reflect diverse scenarios such as multigenerational care, elder support, or gender-diverse experiences. In particular, staff who care for both children and adults, such as elderly parents or family members with disabilities, face compounded challenges in balancing work and life. These dual roles are often invisible in policy, underrepresented in resources, and inconsistently supported by managers. The lack of nuanced provisions, psychological safety for disclosure, and flexible arrangements tailored to complex care needs. Without intuitive access to guidance and external resources like Carers Gateway, staff may	**P&C 4.2.1** Create content targeted for different caring scenarios, such as carers, elder care, and staff with dual/multiple caring responsibilities. Include, for example: • Clearer definitions and guidance on using leave entitlements (e.g. for elder care, dual care, school refusal or behavioural support, non-medical caregiving scenarios, support for children with learning disabilities). • Case studies of diverse caregiving arrangements. • Resources for navigating flexible work and wellbeing support. • Promote Carers Gateway resources.	2026-2028	HR D&I Team, SAGE Team, MarComms	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Creation of tailored content for a wide range of caregiving scenarios, including guidance on relevant leave entitlements (e.g. carer's leave, personal leave, flexible work), case studies showcasing diverse caregiving arrangements across genders and roles, step-by-step guides for accessing HR processes and support, links to internal and external resources, including wellbeing, EAP, and community services. Integration of feedback mechanisms for continuous improvement. **Outcome Measures** Uptake of resources by staff and in communication campaigns. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased awareness and understanding of available support among staff with caregiving responsibilities. • Improved confidence and clarity in navigating complex or less common caregiving scenarios. • Positive feedback from staff and managers on the relevance, inclusivity, and usability of the toolkits. • Enhanced staff wellbeing and work-life balance, particularly for those with complex or multiple caring responsibilities. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar.

ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
	miss entitlements or feel unsupported.					• Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		P&C 4.2.2 Subject to resourcing, seek opportunities to improve the discoverability of information for staff with caring responsibilities, and their managers.	2026-2028	HR D&I Team, SAGE Team, MarComms	SAGE Program Manager, Senior Manager, HR D&I, Head Internal Communications	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of a comprehensive review of intranet pages to assess the discoverability of carer-related content. Implementation of standardised tagging and metadata for carer-related resources (e.g., "parental leave," "elder care," "flexible work," "carers," "school refusal"). Redesign or reorganisation of navigation pathways to ensure intuitive access to carer-related content from multiple entry points (e.g., HR, wellbeing, diversity & inclusion pages, SAGE pages). Development of a centralised carers' hub or landing page linking to all relevant resources, policies, and toolkits. Integration of inclusive language and imagery across all carer-related content. **Outcome Measures** Increased visibility and accessibility of carer-related content across the intranet. Improved search functionality and accuracy for caregiving-related queries. Higher engagement with carer resources, measured by page views, downloads, and time on page. Greater awareness among staff and managers of available support for carers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive user feedback on ease of navigation and relevance of content.

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ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
						• Enhanced staff experience and satisfaction with internal support systems. • Strengthened inclusive digital infrastructure that reflects diverse staff needs. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		P&C 4.2.3 Scope the feasibility of pursuing accreditation through Carers NSW to formally recognise and enhance the University's commitment to supporting carers.	2026-2028	HR D&I Team, SAGE Team	Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of a preliminary cost-benefit analysis of pursuing accreditation. Contingent on the above: Completion of a feasibility assessment including: (i) Review of accreditation levels and criteria (ii) Gap analysis against Level 1 requirements (iii) Stakeholder consultation (HR, EDI, leadership, staff carers). Development of a business case or proposal for accreditation Identification of resource requirements (e.g., staffing, budget, timeframes). Engagement with Carers NSW for initial consultation and guidance. Drafting of an accreditation roadmap with milestones and responsibilities. **Outcome Measures** Increased organisational awareness of the accreditation process and its benefits. Identification of policy and practice gaps to address in preparation for accreditation.

KEY BARRIER 2: PARENTS AND CARERS

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ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
						Formal recognition as a Carer-Friendly Workplace, enhancing the University's reputation and employer brand. Greater awareness among staff and managers of available support for carers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Positive user feedback on ease of navigation and relevance of content. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		P&C 4.2.4 Seek opportunities to promote resources and events for staff with intensive caring responsibilities, including from the Parents and Carers Network.	2026-2028	HR D&I Team, SAGE Team	Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of targeted resources and events (e.g., webinars, discussion groups, expert panels) focused on intensive caregiving topics. Assessment of value and uptake of peer mentoring or support circles within the Network for intensive carers. **Outcome Measures** Increased membership and engagement of staff with intensive caring responsibilities in the Network. Enhanced peer connection, support, and knowledge-sharing among intensive carers. Improved awareness of available supports and entitlements among staff and managers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:*

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ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
						• Positive feedback from participants on the relevance and impact of Network activities. • Strengthened sense of belonging and inclusion for staff with intensive caring responsibilities. • Improved staff wellbeing and resilience, particularly among those balancing complex caregiving and work. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
5. Inclusion of Diverse Carers						
Clear, culturally responsive resources and communications, paired with meaningful storytelling, inclusive imagery, and targeted outreach, can help ensure that all carers, including international, culturally diverse, and fixed-term staff, feel seen, supported, and connected. By making entitlements easier to understand and access, and by celebrating the full spectrum of caregiving experiences, we can foster a stronger sense of belonging and equity across the institution.						
P&C 5.1	Internal communications and workplace policies often overlook the diversity of caregiving experiences, reinforcing narrow views of who carers are. Staff with non-traditional or culturally diverse care roles, such as multigenerational, extended family, or overseas caregiving, are rarely reflected in imagery, storytelling, or support systems. Without inclusive content and targeted awareness, these carers remain invisible, and opportunities to promote	**P&C 5.1.1** Celebrate staff with diverse caring responsibilities on the Staff Spotlight, including different cultural approaches to caregiving such as multigenerational households, overseas care, and non-nuclear family structures, and use as a platform to promote further information around entitlements and toolkits. Engage with MarComms to develop a stock of easy to access images for use in communications to staff. *(Note: This action can be combined with P&C 4.1.2 "All Genders As Carers".*	2026-2028	HR D&I Team, SAGE Team, MarComms	Head of Internal Communications	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Launch of a content series featuring stories of staff with diverse caregiving roles, including, multigenerational households, overseas caregiving, non-nuclear family structures, fathers, LGBTQ+ carers, and culturally diverse carers. Integration of links to relevant entitlements, policies, and toolkits within each feature. Collaboration with MarComms to develop a stock of inclusive, culturally diverse, and caregiving-themed images for internal communications. Promotion of the series via intranet, newsletters, and digital signage.

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ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
	flexibility and entitlements are missed.	*It updates and replaces Caring & Flexibility Action 4)*				**Outcome Measures** Increased visibility and representation of diverse caregiving experiences in internal communications. Improved awareness of leave entitlements and support resources among staff and managers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive staff feedback on the relevance and inclusivity of the Staff Spotlight series. • Enhanced staff morale, belonging, and psychological safety, particularly for underrepresented carers. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		P&C 5.1.2 Strengthen partnership between the Mosaic Staff Network and the Parents and Carers Staff Network to promote visibility and peer-based support for culturally diverse and international staff. Ensure these networks are visible, inclusive, and equipped to address the unique challenges faced by staff from diverse backgrounds.	2026-2028	HR D&I Team, SAGE Team, Mosaic Network Steering Committee, Parents & Carers Network Steering Committee, MarComms	Senior Manager, HR D&I, SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Establishment of a collaboration framework between Mosaic and the Parents & Carers Network (e.g., joint working group or liaison roles). Co-designed events, workshops, or discussion forums focused on culturally diverse caregiving experiences (e.g., caring across borders, multigenerational households, cultural expectations). Creation of joint communications and campaigns to raise awareness of both networks and their offerings, and impact on staff. Engagement with MarComms to ensure inclusive imagery and language in all related communications.

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ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
						Outcome Measures Increased cross-network participation and collaboration on shared goals. Enhanced visibility and accessibility of both networks to culturally diverse and international staff. Improved staff awareness of culturally responsive support options and entitlements. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from staff on the relevance and inclusivity of joint initiatives. • Strengthened sense of belonging and community for culturally diverse and international staff with caring responsibilities. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		P&C 5.1.3 Raise visibility of remote international work limitations and explore alternative mechanisms to support staff caring for family overseas.	2026-2028	HR D&I Team, SAGE Team, Mosaic Network Steering Committee, Parents & Carers Network Steering Committee, OGC, HR Partnering	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development of a communications campaign to clarify current policies and limitations on remote international work (e.g., FAQs, intranet updates, manager briefings). Facilitation of consultations or listening sessions with affected staff to understand lived experiences and unmet needs. Benchmarking of sector-wide practices and innovations in supporting international caregiving. Development of a discussion paper or options brief outlining feasible support mechanisms.

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ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
						Outcome Measures Increased staff and manager awareness of remote international work policies and their rationale. Improved transparency and consistency in how remote work requests involving international caregiving are assessed. Identification of gaps in current support structures for international carers. Uptake of alternative support mechanisms (e.g., flexible leave, wellbeing support, temporary arrangements). **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved staff wellbeing, particularly among international and culturally diverse employees. • Enhanced organisational responsiveness to global caregiving realities. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
6. Operational Enhancements						
The University has a valuable opportunity to align its infrastructure and systems with its strong commitment to supporting staff with caregiving responsibilities. By addressing practical and logistical barriers, such as access to facilities, digital tools, and streamlined processes, we can reduce stress, enhance engagement, and enable parents and carers to thrive. Investing in responsive, user-friendly systems not only improves productivity but also reinforces a culture of care, inclusion, and wellbeing across the institution.						
P&C 6.1	Limited access to parking for school or daycare drop-offs, inconsistent definitions of "carer" across platforms, and unclear or inaccessible forms create friction in day-to-day operations.	**P&C 6.1.1** Explore the feasibility to reserve a proportion of parking for staff with caregiving drop-off and/or pick up responsibilities, particularly those with early or late teaching responsibilities.	2026-2028	SAGE Team, Central Operations Services (COS)	VP Operations	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of a feasibility study in collaboration with CoS. Pending outcomes of feasibility study identification of potential parking zones near key teaching buildings for

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	Additionally, travel support for carers is unevenly distributed across Faculties and Schools, leaving gaps in equity and access.	*(Note: Cross-reference with FoE 4.2.2)*				reserved use. Development of eligibility criteria and application process (e.g., proof of caregiving responsibilities and teaching schedules). Stakeholder consultation with academic staff, unions, and equity committees. Drafting of a pilot proposal for a time-limited trial of reserved parking spaces. Consider Engineering as a pilot partner. **Outcome Measures** Strengthened support for staff with complex caregiving responsibilities, particularly those balancing early or late teaching and family duties. Increased awareness of the challenges faced by staff with caregiving responsibilities in accessing campus early. Improved access to parking for eligible staff, reducing stress and lateness. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from pilot participants on the impact of reserved parking on their wellbeing. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		CP&P 1.3.2 Meet with the Digital Sydney team to discuss intersectionality and Universal Design, and whether and how these principles are currently included in assessments to improvements to	2026-2028	SAGE Team, RISE Working Group, HR D&I Team, Information, Communication & Technology (ICT),	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Meeting held with Digital Sydney team to discuss current practices and opportunities. Summary of current inclusion of intersectionality and

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ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
		systems and frameworks currently underway. Reference processes dealing with leave and flexible hours as an example. *(Note: This action is replicated as CP&P 1.3.2, P&C 6.1.2, and RIV&V 2.3.2, and aligns with Respect@Work Action 3.6)*		Respect@Work Team		Universal Design in digital assessments. Recommendations developed for embedding these principles more explicitly in system design and improvement processes. Follow-up actions agreed (e.g., inclusion criteria, design standards, consultation processes). Briefing note or report prepared for leadership and relevant stakeholders. **Outcome Measures** Increased awareness within the Digital Sydney team of intersectional and Universal Design principles. Greater consideration of diverse user needs in digital system planning and implementation. Reduction in digital barriers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • More inclusive and accessible digital systems that reflect the diversity of staff and student experiences. • Enhanced trust and engagement with digital platforms across the University community. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		P&C 6.1.3 Raise visibility of available travel support for carers as well as the return-to-work allowance, including integration into relevant toolkits.	2026-2028	HR D&I Team, SAGE Team, Workplace Relations	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review recently completed stocktake of existing travel support mechanisms for carers (e.g., travel grants, allowances, flexible arrangements). Review of return-to-work allowance policies and usage

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ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
		(Note: This updates and replaces Caring & Flexibility Cygnet Action 3)				data. Development of clear, accessible guidance materials on available travel supports and eligibility criteria. Integration of updated information into carer-related toolkits, intranet pages, and manager resources. Creation of a communications plan to promote awareness of the return-to-work allowance and other supports (e.g., newsletters, webinars, FAQs). **Outcome Measures** Increased staff awareness and understanding of travel-related supports and entitlements. Improved uptake of the return-to-work allowance by eligible staff. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from staff on the clarity and usefulness of updated resources. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY

ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
1. Addressing barriers to attraction, progression & retention of ethno-racially diverse staff						
By building on existing efforts to support career progression and equity, we have a powerful opportunity to embed a consistent gender-ethno-racial lens across recruitment, promotion, and retention practices. Doing so enhances the visibility of ethno-racially and culturally diverse talent, strengthens representation in senior roles, and fosters inclusive processes that empower all staff. Inclusive panels, human-centred approaches, and targeted monitoring are key enablers in creating a truly diverse and equitable workforce where every individual can thrive and contribute meaningfully.						
RIV&V 1.1	Recruitment outcomes suggested some de-enrichment of ethno-racially diverse candidates. In RISE and SAGE Silver Focus Groups and the 2025 Sydney Listens, staff described experiences of bias, exclusion via informal networks, and limited application of equity principles during recruitment.	**RIV&V 1.1.1** Explore opportunities to build racial literacy into the recruitment process including: (i) Anti-bias and racial literacy guidance specific to recruitment practices: Historical and systemic racism in the workplace; How racism can be embedded in "neutral" hiring criteria; Case studies on racial inequity in recruitment; (ii) Check for biased language in recruitment ads, collateral and candidate communications, and clearly state the University's commitment to racial equity; (iii) Create guidelines and communications promoting ethno-racial diversity alongside existing gender diversity requirements on recruitment panels, with workload acknowledgement for ethno-racially diverse staff who are asked to undertake substantial	2026-2028	Recruitment Team, HR D&I Team, RISE Working Group, SAGE Team, National Centre for Cultural Competence (NCCC), Indigenous Strategies and Services (ISS)	Director, Recruitment	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** *Hiring for Excellence* updated to include cultural responsiveness and bias mitigation strategies. Anti-bias and racial literacy guidance materials identified/developed and delivered to hiring managers and recruitment panel members. Recruitment ad templates reviewed and updated for inclusive, bias-free language. Standardised racial equity commitment statement included in all job advertisements. Guidelines and tracking mechanisms established for ethno-racial and gender diversity on recruitment panels. **Outcome Measures** More inclusive and equitable considerations and language used in recruitment materials. Greater diversity in recruitment panel composition. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased awareness among hiring managers of how systemic racism can manifest in recruitment. • Improved confidence and capability among panel members to identify and mitigate bias. • Strengthened trust in recruitment processes among ethno-racially diverse candidates.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impact**
		service load, or recognise in promotion cases through the Collegiality and Service pillars of the AEF. (iv) Include cultural responsiveness and bias mitigation strategies in recruitment panel inclusion training. *(Note: This action aligns with RISE Action 3.9, the Indigenous Employment Plan, One Sydney, Many People, and the NCCC Strategic Plan)*				• Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 1.1.2 Monitor recruitment applications, short-listing and hired, and experience, disaggregated by race and gender. *(Note: This action aligns with RISE Action 3.9)*	Annually	SAGE Team, RISE Working Group	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Annual reports generated showing disaggregated data trends. Candidate experience surveys updated to include demographic analysis. **Outcome Measures** Increased visibility of equity gaps or patterns in recruitment outcomes. Targeted interventions developed to address emergent issues. Improved transparency and accountability in recruitment practices. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • More equitable and inclusive hiring outcomes across the University.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impact**
						• Strengthened trust in recruitment processes among ethno-racially diverse candidates. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 1.1.3 Review candidate-facing and staff-facing approach to initial or additional background checks to make the process as "human" as possible. *(Note: This action aligns with RISE Action 3.9, and is underway)*	2026-2028	Recruitment Team, Organisational Development, HR Partnering, Hiring Managers, Immigration & Global Mobility, Heads of Schools, Office of the General Council (OGC), Research Portfolio, Risk, SAGE Team	Director, Recruitment	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review and refinement of communications related to background checks for job applicants or University staff members (e.g., email templates, FAQs, verbal scripts). Inclusion of trauma-informed and inclusive language in all related materials. Training or briefing sessions for recruitment, hiring managers and HR Partners on delivering the process with empathy and clarity. **Outcome Measures** Improved understanding of the background check process and its relevance. Reduced candidate or staff anxiety or confusion during the recruitment process. Increased confidence among recruitment staff, hiring managers and HR Partners in handling sensitive conversations. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced candidate and staff perception of the University as a fair and respectful employer. • Contribution to a more inclusive and human-centred recruitment culture. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
						• Embedding the University values of *Excellence*, *Trust* & *Accountability*.
RIV&V 1.2	The University has made strong strides in enhancing onboarding through refreshed processes and initiatives like the Mosaic Network's Buddy Program, which offers a culturally sensitive welcome to new staff by pairing them with volunteer employees for 12 weeks of support and connection, helping newcomers settle into life at the University/Australia, and encouraging engagement with the university community. To fully realise the potential of these efforts, further integration into orientation materials and consistent promotion across university channels will help ensure all new staff can access and benefit from these supports equitably.	**RIV&V 1.2.1** Monitor outcomes of recently improved onboarding processes for hiring managers to ensure a clear and time-structured onboarding process for new staff, including information about key user systems, and support and staff network options. Assess new staff and their manager experiences of onboarding through a gender-intersectional lens, including ethno-racial. *(Note: This action is replicated as CP&P 9.3.1 and RIV&V 1.2.1. It aligns with RISE Action 2.5, and updates and replaces Recruitment Cygnet Action 13)*	2026-2028	Learning & Development Team, RISE Working Group SAGE Team	Director, Organisational Development	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Annual assessment of outcomes from onboarding survey provided to new starters and their managers through a gender intersectional lens. **Outcome Measures** Reduction in onboarding delays or gaps in information delivery. Increase in early engagement with staff networks and support services. **Impact** *Feedback via focus groups, surveys, feedback forms indicating:* • Increase in hiring managers reporting confidence in delivering structured onboarding. • Increase in new staff reporting clarity on systems, support options, and staff networks. • Improved onboarding experience for diverse staff. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 1.2.2 Provide additional visibility and support for the Mosaic Network's Buddy program by including in new starter orientation materials, and promoting through Central, Faculty and University School channels. Encourage volunteer buddies to include this activity in	2026-2028	Mosaic Network, SAGE Team, RISE Program, MarComms, HR D&I Team	Mosaic Network Co-Chairs	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of new employees and volunteer buddies participating in the program. Inclusion of program details in orientation materials and internal communications. Number of promotional activities across Central, Faculty, and University School channels.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
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		their AP&Ds (academic, under the Collegiality and Service pillars) and PP&Ds (professional). *(Note: This action aligns with RISE Action 1.4)*				**Outcome Measures** Improved engagement with university cultural groups and networks. Higher participation in university activities by new employees. Broader visibility and recognition of the Mosaic Network's role in supporting staff wellbeing. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased sense of belonging and connection among new staff. • Positive feedback and satisfaction ratings from program evaluations. • Increased collegiality and enhanced collaboration among members involved in the buddy program, particularly in teaching, research and professional development. • Strengthened university culture of diversity, inclusion, and multiculturalism. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
RIV&V 1.3	Workday disclosures of ethno-racial identify are relatively low, but promotion data suggests that successful outcomes are lower for ethno-racially diverse and overseas-born staff. In 2025 Sydney Listens, RISE Focus Groups and SAGE Silver Focus Groups, ethno-racially diverse staff described facing cultural bias and	**RIV&V 1.3.1** Explore opportunities to build gender-intersectional and racial literacy into AP&D Adviser core competencies, including: (i) Review for racialised and non-inclusive norms; confirm that equity-focused labor is explicitly acknowledged in the Service pillar evidence menu; (ii) Provide AP&D Adviser guidance and case studies around how systemic racism can affect	2026-2028	Academic Excellence Program, Academic Promotions Unit, SAGE Team, RISE Working Group, HR D&I Team, Indigenous Strategy & Services (ISS), National Centre for Cultural	Vice-Provost	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review AEF to identify potential unintentional racialised and non-inclusive norms, and confirm that equity-focused labour is explicitly acknowledged in the Service pillar evidence menu. Updated AP&D Adviser competency framework to include racial literacy, intersectionality, and systemic bias awareness. Guidance materials developed for AP&D Advisers on gender-intersectionality, race, and racialised gatekeeping in academic progression. Scripts, reflective questions, and validation tools created for AP&D Advisers to use in 1:1 sessions.

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	undervaluation of non-traditional contributions in promotions.	staff experience and opportunity, recognising racialised gatekeeping in how success is defined, understanding intersectionality (e.g., how race and gender, disability and gender, sexuality and gender can compound disadvantage); (iii) Equip AP&D Adviser with scripts and questions to surface equity issues in 1:1 sessions (e.g. "Do you feel any structural or cultural barriers to advancing within the AEF?"), guidance on how to validate experiences (without minimising, deflecting, or silencing), tools for referring or escalating when deeper systemic issues are raised. *(Note: This action is replicated as CP&P 3.1.2 and RIV&V 1.3.1. It aligns with Respect@Work Action 1.2 and RISE Action 1.3, the Indigenous Employment Plan, One Sydney, Many People, and the NCCC Strategic Plan. It updates and replaces Career Development & Progression Cygnet Actions 2, 8 & 10).*		Competence (NCCC), Respect@Work Team		Referral and escalation pathways established for systemic issues raised during AP&D conversations. Gender-intersectional data collection system implemented to monitor staff outcomes in academic lifecycle stages that use AP&D. **Outcome Measures** Identification of patterns of inequity in AEF outcomes through disaggregated data. More consistent and equitable application of AEF principles across faculties and disciplines. Reduction in racial and gender-intersectional disparities in academic development and promotion. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • More inclusive and supportive AP&D conversations, particularly for typically marginalised staff. • Greater recognition of equity-focused labour in academic progression discussions. • Increased gender-intersectional and racial literacy confidence among AP&D Advisers in addressing equity issues. • Strengthened trust in the AEF process among staff from marginalised groups. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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		RIV&V 1.3.2 Explore opportunities to build gender-intersectional and racial literacy into promotion panel competencies, including for example: (i) Provide promotion panel guidance and case studies around how systemic racism can affect staff experience and opportunity, recognising racialised gatekeeping in how success is defined, understanding intersectionality (e.g., how race and gender, disability and gender, sexuality and gender can compound disadvantage); understanding the racialised nature of feedback, collegiality, and communication norms; (ii) Explore what valuing non-traditional contributions in promotions could look like in practice; (iii) Encourage ethno-racial diversity as well as gender diversity on promotion panels (iv) Annually track promotion outcomes and experience by through a gender-intersectional lens, and report trends to leadership.	2026-2028	Academic Promotions Unit, Academic Excellence Program, SAGE Team, RISE Working Group, HR D&I Team, Indigenous Strategy & Services (ISS), National Centre for Cultural Competence (NCCC), Respect@Work Team, Academic Excellence Program, Vice-Provost	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Guidance materials developed for Promotion Panel members on gender-intersectionality, race, and racialised gatekeeping in academic progression. Exploratory framework or examples created to illustrate what valuing non-traditional contributions could look like in practice. Guidelines established to support ethno-racial and gender diversity in panel composition. Gender-intersectional data collection system implemented to monitor promotion experience and outcomes. **Outcome Measures** Greater diversity in promotion panel membership. Identification of equity gaps in promotion outcomes through disaggregated data. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased gender-intersectional and racial literacy confidence among Promotion Panel members in addressing equity issues. • More consistent application of inclusive promotion practices across faculties. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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		(Note: This action is replicated as CP&P 2.3.1 and RIV&V 1.3.2, and aligns with Respect@Work Action 1.2 and RISE Action 1.3, the Indigenous Employment Plan, One Sydney, Many People, and the NCCC Strategic Plan.)				
		RIV&V 1.3.3 Recognising that systemic inequities continue to shape CARM staff experiences of promotion, explore ways to support CARM staff while institutional barriers are being addressed, such as matching CARM staff with racially literate AP&D Advisers, offering promotion planning clinics to support CARM staff to map their experience and impact against AEF criteria, mock panels or review simulations to help CARM staff prepare with practice feedback in a safe, affirming environment. *(Note: This action is replicated as CP&P 2.3.2 and RIV&V 1.3.3, and aligns with Respect@Work Action 1.2 and RISE Actions 1.3 and 3.9)*	2026-2028	Academic Promotions Unit, Academic Excellence Program, SAGE Team, RISE Working Group, HR D&I Team, Indigenous Strategy & Services (ISS), National Centre for Cultural Competence (NCCC), Respect@Work Team	Manager, Academic Promotions Unit	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Pending exploration and feasibility assessments: CARM staff matched with racially literate AP&D Advisers. Promotion planning clinics designed and delivered, tailored to CARM staff needs. Mock promotion panels or review simulations conducted, with structured feedback in affirming environments. Resource materials developed to support mapping experience and impact against AEF criteria. Feedback mechanisms established to evaluate the usefulness and accessibility of support offerings. **Outcome Measures** Increased promotion rates among CARM staff. Greater clarity for CARM staff on how their contributions align with AEF criteria. Improved quality and relevance of feedback received during promotion preparation for CARM staff. More equitable access to promotion preparation resources. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:*

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						• Increased confidence among CARM staff in navigating promotion processes. • Strengthened relationships between CARM staff and AP&D Advisers • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 1.3.4 Build greater trust in Workday disclosures of racial identity to build more robust ethno-racial data in our Diversity Dashboard alongside Country of Birth. *(Note: This action aligns with RISE Action 3.8)*	2026-2028	HR D&I Team, RISE Working Group, SAGE Team, Privacy Team	Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Re-review and update Workday disclosure interface and messaging to ensure clarity, safety, and purpose of racial identity data collection. Development of a communication campaign explaining how racial identity data is used, protected, and contributes to equity outcomes. FAQs and support materials created to address common concerns and misconceptions. **Outcome Measures** Higher rates of voluntary racial identity disclosure across staff cohorts. Improved quality and completeness of ethno-racial data in the Diversity Dashboard. Greater visibility of racial equity gaps and opportunities for targeted action. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased staff confidence in disclosing racial identity in Workday. • Enhanced ability to monitor and address systemic inequities across the employee lifecycle. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar.

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						• Embedding the University values of *Excellence*, *Trust* & *Accountability*.
RIV&V 1.4	Although resignation rates among overseas-born staff at the University remain low, this metric alone masks deeper issues of burnout, exclusion from leadership, undervaluing of cultural contributions, disengagement and weak support systems. Emotional strain and lack of recognition can lead to disengagement, isolation, and contemplation of leaving the institution, often without formal exit, particularly if there are visa implications. Without proactive monitoring and culturally responsive interventions, these experiences remain invisible and unaddressed, undermining staff wellbeing and retention.	**RIV&V 1.4.1** Monitor intention to leave via Sydney Listens, and resignation rates across cultural backgrounds and report annually to identify trends and action if required. *(Note: This action aligns with RISE Actions 1.3, 1.9 and 3.9)*	Annually	SAGE Team, RISE Working Group, Organisational Development	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Intention to leave data collected via Sydney Listens, disaggregated by race and cultural background. Resignation data tracked and analysed annually by race and gender. Annual report developed summarising trends, insights, and areas of concern. Feedback mechanisms established to validate findings and inform action planning. **Outcome Measures** Identification of equity gaps in staff experience and departure patterns. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened trust in the University's commitment to equity and inclusion. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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2. Strategic Readiness for Gender-Intersectional Awareness & Competency						
The University has made meaningful strides in advancing gender equity and is well-positioned to build on this momentum. There is growing recognition of the importance of integrating data, aligning policies, and engaging leadership to better support intersectional staff experiences. Opportunities exist to enhance recruitment and career progression processes, and with continued investment, current systems can evolve to scale inclusive practices and deliver consistent, actionable insights across Faculties and Units.						
RIV&V 2.1	Fragmented data systems remain a barrier to deep intersectional capability and moving to gender-intersectional performance expectations. Moreover, we have not yet undertaken a review across all policies, procedures, systems, and frameworks, and thus do not have a clear idea of where and how consideration of intersectionality may or may not be present.	**RIV&V 2.1.1** Utilising Change Management (ADKAR: Awareness Desire Knowledge Ability Reinforcement) principles, build a roadmap to prepare the organisation to move from gender-only to gender-intersectional performance expectations. *(Note: This action is replicated as CP&P 1.1.1 and RIV&V 2.1.1)*	2026-2028	SAGE Team, RISE Working Group, Workforce Information and Reporting Team	SAGE Academic Director	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Change roadmap developed using ADKAR principles. Communication materials created to build awareness of the limitations of gender-only performance expectations. Management and stakeholder engagement sessions held to foster desire and buy-in. Tools and templates provided to support implementation and reporting. **Outcome Measures** Gender-intersectional performance expectations established before 2032. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Greater willingness among leaders and managers to adopt intersectional performance expectations. • Increased staff understanding of intersectionality and its relevance to equity measurement. • Strengthened institutional accountability for intersectional equity. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 2.1.2 Support Leadership Teams across Faculties and University Schools to understand	2026-2028	SAGE Team, Workforce Information and	SAGE Academic Director	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:*

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		their workforce and staff experience through a gender-intersectional lens drawing on recruitment and workforce analytics, Sydney Listens, and local engagement via focus groups and structured interviews/surveys. *(Note: This action is replicated as CP&P 1.1.2 and RIV&V 2.1.2)*		Reporting Team, Faculty & University School Teams with carriage over DEI		**Output Measures** Gender-intersectional workforce analytics reports generated for each Faculty and University School. Disaggregated Sydney Listens data analysed annually. Focus groups, structured interviews, and/or surveys conducted locally to capture lived, discipline-specific experience. Summary reports and recommendations provided to Leadership Teams. **Outcome Measures** More informed and targeted equity actions at the local level. Enhanced capacity among leadership teams to interpret and act on intersectional data. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased leadership awareness of intersectional workforce dynamics and staff experience. • Cultural shift toward data-informed, intersectional leadership practices. • Improved trust and engagement among diverse staff groups across Faculties and University Schools. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
RIV&V 2.2	The University's new Diversity Dashboard is close to completion but limited by our major data frameworks not being linked to one another.	**RIV&V 2.2.1** Continue to work towards harmonising University data systems under the Digital Sydney program. *(Note: This action is in progress. It is replicated as CP&P 1.2.1 and*	2025-2029	Workforce Information and Reporting Team, Information Communications & Technology (ICT), Workday Team, Advanced	Chief Information Officer (CIO)	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Workday linked to Snowflake and one source of truth embedded across workforce analytic platforms. **Outcome Measures** Increased data consistency and reliability across University systems. Improved user experience for staff accessing and reporting data.

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		RIV&V 2.2.1, aligns with RISE Action 3.8. It updates and replaces Career Progression & Development Cygnet Action 3; LGBTQIA+ Cygnet Action 3.4)		Analytics Planning & Enterprise Data Team (AAP), Privacy, HR D&I Team, RISE Working Group, SAGE Team		Reduced duplication and manual data reconciliation efforts. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Stronger institutional capability for data-informed decision-making. • Greater efficiency and agility in responding to strategic priorities. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
RIV&V 2.3	The University has not yet mapped where intersectionality is considered (or missing) across policies, procedures, systems and frameworks.	**RIV&V 2.3.1** Work with Policy owners and the OGC Policy Team to continue to progressively review University policies and procedures to identify opportunities to better reflect staff and students' intersectional experiences and needs. *(Note: This action is replicated as CP&P 1.3.1 and RIV&V 2.3.1. It aligns with RISE Action 2.5 and supports the DIAP and Indigenous Workforce Plan 2025–2032).*	2026	SAGE Team, HR D&I Team, RISE Working Group, OGC Policy Team, Workplace Relations	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of policies and procedures reviewed. Briefing materials prepared for Policy Teams. Number of recommendations accepted. **Outcome Measures** Increased visibility of systemic barriers and exclusionary norms in current policies. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • More inclusive and accessible University policies that reflect diverse staff experiences. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 2.3.2 Meet with the Digital Sydney team to discuss intersectionality and Universal Design, and whether and how	2026-2028	SAGE Team, RISE Working Group, HR D&I Team, Information,	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Meeting held with Digital Sydney team to discuss current practices

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		these principles are currently included in assessments to improvements to systems and frameworks currently underway. Reference processes dealing with leave and flexible hours as an example. *(Note: This action is replicated as CP&P 1.3.2, P&C 6.1.2, and RIV&V 2.3.2, and aligns with Respect@Work Action 3.6)*		Communication & Technology (ICT), Respect@Work Team		and opportunities. Summary of current inclusion of intersectionality and Universal Design in digital assessments. Recommendations developed for embedding these principles more explicitly in system design and improvement processes. Follow-up actions agreed (e.g., inclusion criteria, design standards, consultation processes). Briefing note or report prepared for leadership and relevant stakeholders. **Outcome Measures** Increased awareness within the Digital Sydney team of intersectional and Universal Design principles. Greater consideration of diverse user needs in digital system planning and implementation. Reduction in digital barriers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - More inclusive and accessible digital systems that reflect the diversity of staff and student experiences. - Enhanced trust and engagement with digital platforms across the University community. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
3. Leadership Pathways for CARM Staff						
There is increasing awareness of the rich value that racial, cultural, and intersectional diversity brings to leadership. By expanding definitions of leadership, setting measurable targets, and offering tailored development opportunities we have an opportunity to elevate diverse staff into senior roles. Doing so will enhance visibility, inspire aspiration, and drive meaningful systemic change across the University.						
RIV&V 3.1	CARM staff, particularly women, are under-	**RIV&V 3.1.1** While preparing to move beyond gender-only SAGE	2026-2028	SAGE Team, RISE Working Group	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:*

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	represented in senior and leadership roles at the University. This lack of representation restricts access to visible role models, reinforces dominant leadership norms, and perpetuates systemic cultural inequities in career progression. Without targeted strategies to elevate CARM staff into leadership, the institution risks missing out on diverse perspectives and continues to uphold structures that limit inclusion and aspiration.	targets, monitor and report on racial and cultural diversity in leadership roles across the University. *(Note: This action aligns with RISE Action 3.9)*				**Output Measures** Leadership diversity data collected and disaggregated by race, ethnicity, and cultural background. Annual diversity report produced, highlighting trends in leadership representation. Communication materials prepared to share findings with leadership and the broader University community. **Outcome Measures** Increased visibility of racial and cultural diversity gaps in leadership. Increased racial and cultural diversity in leadership roles across the University. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Greater awareness among decision-makers of the need for intersectional equity strategies. - Enhanced institutional accountability and transparency in equity reporting. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 3.1.2 Continue to highlight and celebrate diverse leaders across the university to build aspiration, visibility, and belonging. *(Note: This action aligns with RISE Action 1.2)*	2026-2028	MarComms, SAGE Team, RISE Working Group, Mosaic Network Steering Committee	Head of Internal Communications	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Profiles, interviews, or stories of diverse leaders published across internal and external platforms (e.g., newsletters, intranet, social media). Events or campaigns held to showcase diverse leadership (e.g., panels, speaker series, recognition awards). Communication materials developed to support visibility and storytelling (e.g., videos, articles, posters). **Outcome Measures**

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						Increased visibility of diverse leadership across the University. Enhanced aspiration and motivation for leadership among underrepresented staff. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Strengthened sense of belonging and role roles among ethno-racially diverse staff. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 3.1.3 Continue to build awareness that the University's Leadership Attributes include diverse communication styles, empathy, cultural knowledge, and community engagement.	2026-2028	Organisational Development, Leadership Academy, MarComms, SAGE Team	Director, Organisational Development	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Profiles or case studies published showcasing diverse leadership styles. **Outcome Measures** Enhanced understanding among managers and HR of non-traditional leadership strengths. Improved visibility of diverse leadership styles. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - More diverse leadership pipeline reflecting a broader range of lived experiences and leadership styles. - Increase in staff perception that the University values diversity in leadership. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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		RIV&V 3.1.4 Explore opportunities to broaden academic and professional staff access to mentoring opportunities. For example: (i) Explore working with the alumni network to provide mentoring opportunities. (ii) Pilot a peer-mentorship program within the Pride Network *(Note: This updates and replaces LGBQIA+ Cygnet Action 2.2, and is underway as the AWEI Platinum Project).* (iii) Showcase the Women@Sydney Staff Network's small group mentoring program via all staff news and seek opportunities to adapt model to other cohorts; (iv) Build on existing leadership development opportunities for intersectionally marginalised staff, including CARM women and First Nations staff, through sponsorship, coaching, mentoring, and visibility initiatives. (v) Explore opportunities for reverse mentoring.	2026-2028	HR D&I Team, RISE Working Group, SAGE Team, Academic Excellence Program, Organisational Development, Leadership Academy, Research Office, Education & Learning Office	Senior Manager, HR D&I, SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Communication campaign around the Women@Sydney Staff Network small group mentoring program, and assessment of opportunities to adapt for other cohorts. Pilot and assessment of a reverse mentoring program. Review and refresh existing programs (e.g. VC Sponsorship Program for Culturally Diverse Women) Design and launch of a peer-mentoring pilot within the Pride Network. Exploration of other opportunities to pilot mentoring programs. **Outcome Measures** Increased access to mentoring for diverse groups, including LGBTQIA+ staff and culturally diverse staff. Establishment of a diverse, multi-stream mentoring ecosystem across the University. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from participants on the relevance, inclusivity, and impact of mentoring experiences. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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		(Note: This action is replicated as CP&P 7.1.2 and RIV&V 3.1.4. It aligns with RISE Action 1.4 and is already underway).				
		RIV&V 3.1.5 Liaise with Leadership Academy to encourage applications from and monitor experience of graduates from diverse cohorts beyond gender. *(Note: This action is replicated as CP&P 7.1.3 and RIV&V 3.1.5. aligns with RISE Action 1.4, and updates and replaces LGBTQIA+ Cygnet Action 2.1).*	2026-2028	SAGE Team, RISE Working Group, Leadership Academy Team	Senior Manager, Organisational Development (Leadership Academy)	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development of inclusive promotional materials encouraging applications from diverse cohorts (e.g. ethno-racially diverse, LGBTQIA+, staff with disability, first-in-family). Implementation of a tracking mechanism to monitor participant demographics, progression, and experience. Number of Leadership Academy graduates disaggregated by equity dimensions beyond gender. Inclusion of equity participation data in regular reporting and evaluation cycles. **Outcome Measures** Increased awareness and participation in Leadership Academy programs by underrepresented staff. Enhanced capacity of the Leadership Academy to support intersectional leadership development. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive feedback from participants on inclusivity and relevance of the program. • Strengthened pipeline of diverse leaders across the University. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
4. Build Racial Literacy and Anti-Racism Capability						
There is growing momentum to strengthen racial equity across the University. By investing in expert-led capability building, inclusive public recognition, and meaningful consultation, we can build a shared understanding of racial equity and foster a culture where staff feel empowered to challenge racism, practice allyship, and see themselves reflected in institutional language and culture. These efforts will enhance cultural safety, deepen trust, and accelerate systemic progress.						
RIV&V 4.1	Insufficient racial literacy and anti-racism capability across the University have been directly linked to experiences of everyday racism, microaggressions, and performative diversity. Racially marginalised staff report feeling disconnected from leadership, undervalued in their cultural contributions, and unsafe in workplace environments. These conditions erode psychological safety, trust, and belonging, and perpetuate systemic inequities in career progression, wellbeing, and retention. Without targeted education and structural accountability, efforts toward inclusion remain superficial and ineffective.	**RIV&V 4.1.1** Integrate opportunities for senior leaders to build racial literacy, cultural responsiveness, and anti-racism capability through embedded, experiential, and advisory-based approaches, led by people with lived expertise. Emphasise context-specific insights into the varied roots and impacts of racism. For example, consider intentionally considering racial equity during leadership, planning, or strategy meetings; offering 1:1 coaching for senior leaders with equity-focused coaches; integrating story-based learning into leadership events by curating short, powerful narratives from staff with lived experience (with consent and support); delivering bite-sized learning moments linked to real decisions; requiring equity reviews (with a race lens) for key projects, policies, or investments.	2026-2028	National Centre for Cultural Competence (NCCC), Indigenous Strategy & Services (ISS), Organisational Development, HR D&I Team, SAGE Team, RISE Working Group, Sydney Policy Lab	Academic Director, National Centre for Cultural Competence (NCCC)	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Leadership development activities incorporating racial literacy and anti-racism content (e.g., workshops, coaching, storytelling sessions). Development of tailored learning resources (e.g., case studies, bite-sized learning modules, story-based videos). Exploration of senior leader participation in 1:1 coaching with equity-focused advisers. Equity review tools and race-lens frameworks developed for use in strategic planning and decision-making. **Outcome Measures** Increased racial literacy and cultural responsiveness among senior leaders. Greater integration of racial equity considerations into leadership decisions, policies, and investments. More inclusive leadership practices informed by lived experience and context-specific insights. Strengthened relationships between senior leaders and ethno-racially diverse staff. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Decreased perception that leadership is out of touch with racial literacy. • Enhanced confidence among leaders in addressing racism and systemic inequities.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
		(Note: This action aligns with the RISE Action 1.1 and 1.2, the Indigenous Workforce Plan, One Sydney, Many People, and the NCCC Strategic Plan)				• Increased cultural safety for ethno-racially diverse staff. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 4.1.2 Provide resources to build racial literacy, cultural responsiveness, and anti-racism capability for staff including capacity to call out racism, and effective allyship. Include intersectional challenges and inclusive leadership practices. Explore opportunities to promote and build on existing resources (e.g. NCCC training, Mosaic Anti-Racism Pledge, the University's Anti-Racism Statement) using new technologies and toolkits. *(Note: This action aligns with the RISE Actions 1.1 and 1.3, the Indigenous Workforce Plan, One Sydney, Many People, and the NCCC Strategic Plan)*	2026-2028	National Centre for Cultural Competence (NCCC), Indigenous Strategy & Services (ISS), Organisational Development, HR D&I Team, SAGE Team, RISE Working Group, Sydney Policy Lab, Mosaic Network, Marcomms	Academic Director, National Centre for Cultural Competence (NCCC)	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Promotion and integration of existing resources (e.g. NCCC training) into staff development pathways, linking to AEF and PP&D measures. Development or curation of new learning resources (e.g. toolkits, videos, e-learning modules) on racial literacy, cultural responsiveness, anti-racism, and allyship. Number of staff trained or engaged through workshops, online modules, or learning events. Creation of new digital tools (e.g. microlearning apps, interactive guides) to support just-in-time learning. Case studies and narratives developed to illustrate intersectional challenges and inclusive leadership practices. **Outcome Measures** Greater understanding of intersectionality and its impact on workplace experiences. Enhanced allyship behaviours and inclusive leadership practices across teams. Broader uptake and application of existing resources. More frequent and meaningful conversations about race, culture, and equity in the workplace. Reduction in incidents of racism and improved responses when they occur. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:*

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impact**
						• Increased staff confidence in recognising and calling out racism and microaggressions. • Cultural shift toward a more racially literate, inclusive, and anti-racist University community. • Increased sense of safety, belonging, and support among culturally and racially marginalised staff. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 4.1.3 Explore opportunities to broaden meaningful inclusivity in public displays of ethno-racial celebrations and achievements to reflect the full diversity of the university community. *(Note: This action aligns with RISE Action 1.2)*	2026-2028	MarComms, SAGE Team, RISE Working Group, Mosaic Network Steering Committee	Head of Internal Communications	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Subject to resourcing, example outputs could include: Development of inclusive storytelling materials (e.g., digital displays, social media content, campus installations). Number of public displays, events, exhibitions, or communications highlighting diverse cultural and racial identities and achievements. Engagement with staff and student communities to co-design and co-curate content. **Outcome Measures** Increased visibility of underrepresented ethno-racial groups in public University spaces and communications. Broader understanding of the richness and diversity of the University community. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Greater sense of belonging and cultural affirmation among diverse staff and students. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
						• Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 4.1.4 Seek opportunities to promote and extend the Mosaic Network's Say My Name Campaign. *(Note: This Action aligns with RISE Action 1.2)*	2026-2028	Mosaic Network Steering Committee, RISE Working Group, HR D&I Team, SAGE Team, MarComms	Mosaic Network Chairs	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Subject to resourcing and implementation plan, example outputs could include: Expansion of the Say My Name campaign across faculties, schools, and professional units. New campaign materials developed (e.g., videos, posters, digital content, email signature templates, tutor training, student orientations/welcome weeks, recruitment, Leadership Academy, Faculty & School-level initiatives, graduation ceremonies etc.). Inclusion of name pronunciation tools and cultural identity resources in onboarding and staff directories. Partnerships formed with communications, HR, and student services to amplify campaign reach. **Outcome Measures** Increased awareness of the importance of name pronunciation and cultural respect. Greater use of phonetic name guides and pronunciation tools in email signatures and meetings. Reduction in microaggressions and identity-based exclusion related to name mispronunciation. More inclusive communication practices embedded in daily interactions. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened culture of inclusion, belonging, and mutual respect across the University. • Enhanced sense of visibility and respect among CARM staff and students.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impact**
						• Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 4.1.5 Raise awareness of different terminologies around ethno-racial diversity, such as CALD and CARM, and emergent recommendations from Diversity Council Australia and Human Rights Commission.	2026-2028	Mosaic Network Steering Committee, RISE Working Group, HR D&I Team, SAGE Team, MarComms, National Centre for Cultural Competence (NCCC)	Senior Manager, HR D&I, SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Educational materials created to explain the origins, meanings, and implications of terms like CALD, CARM, and others. Inclusion in the University's Inclusive Language Guide. **Outcome Measures** Increased staff awareness of the significance, limitations, and implications of different equity-related terms. Greater clarity and consistency in how the University refers to culturally and racially diverse communities. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • More respectful, accurate, and inclusive language embedded in University policies, communications, and reporting. • Strengthened cultural safety and belonging for culturally and racially diverse staff and students. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

5. Workplace Wellbeing

We have an opportunity to deepen our understanding of ethno-racially diverse staff experiences by strengthening feedback and engagement mechanisms. Through targeted data collection, inclusive consultation, and investment in peer-led initiatives, these voices can be more fully represented in organisational decision-making and culture-building. This will enrich institutional insight, foster belonging, and support more equitable and responsive practices.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impact**
RIV&V 5.1	Workplace wellbeing initiatives at the University can fail to capture the lived experiences of staff from culturally and racially diverse backgrounds. Without disaggregated engagement data, regular assessment tools, and direct input from diverse staff, wellbeing gaps remain invisible and unaddressed. Limited investment in peer networks further weakens emotional support, advocacy, and belonging. This lack of targeted monitoring and culturally responsive support risks perpetuating disengagement, inequity, and psychological strain among ethno-racially diverse staff.	**RIV&V 5.1.1** Monitor Sydney Listens engagement across different cultural and ethno-racial backgrounds, and report annually to identify gaps and opportunities for improvement. *(Note: This action aligns with RISE Action 1.9)*	Annually	SAGE Team, RISE Working Group, Organisational Development	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Disaggregated Sydney Listens participation and response data by race, ethnicity, and cultural background. Annual engagement report highlighting participation rates, response trends, and key insights. Communication materials to share findings and encourage future participation. **Outcome Measures** Increased awareness of participation and/or engagement disparities across cultural and ethno-racial groups. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced trust in the Sydney Listens process among ethno-racially diverse staff. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 5.1.2 Explore the benefits and feasibility of re-running the Assess to RISE tool to track progress for CARM women.	2026-2028	RISE Working Group, SAGE Team	Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Feasibility assessment conducted, including stakeholder consultations and resource analysis. Summary report outlining benefits, limitations, and recommendations for re-running Assess to RISE. Proposed implementation plan, including timelines, resourcing, and evaluation methods. **Outcome Measures** Increased clarity on the value and applicability of Assess to RISE for tracking intersectional equity progress.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
						More robust and intersectional data to inform equity strategy and monitor progress for CARM women. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Empowerment of CARM women through visibility, voice, and targeted support. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 5.1.3 Invite ethno-racially diverse staff to participate in focus groups bi-annually.	Biannually	SAGE Team, RISE Working Group	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Focus group discussion guides developed with an intersectional equity lens. Biannual focus groups held with ethno-racially diverse staff. Number of participants engaged, disaggregated by cultural and racial identity. Summary reports produced after each round, capturing progressive impact of actions. Feedback mechanisms established to evaluate the experience and usefulness of participation. **Outcome Measures** Increased opportunities for CARM staff to share lived experiences and perspectives. Progressive understanding of impact of actions underway. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened trust and engagement between staff and institutional leadership. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar.

ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
						• Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 5.1.4 Continue to support peer networks and grassroots initiatives such as the Mosaic and Yura Networks that foster belonging, advocacy, and emotional support	2026-2028	HR D&I Team, Yura Network, Mosaic Network, SAGE Team	Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of programs, events, or initiatives led by the Mosaic Network. Development of communications and promotional materials to raise awareness and encourage participation. Number of members engaged in network activities, mentorship, or leadership roles. **Outcome Measures** Strengthened capacity of peer networks to support culturally and racially diverse staff. Increased participation and visibility of equity-deserving staff in community-building and leadership activities. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced sense of belonging, cultural safety, and peer support among network members. • More inclusive and connected University culture that values grassroots leadership and lived experience. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

6. Leadership & Accountability

We have a powerful opportunity to lead systemic change by developing a university-wide anti-racism framework. Embedding leadership accountability, co-designing measurable actions, and recognising lived experience, including colonial and cultural load, can foster a more consistent, proactive approach to addressing racism. These efforts will build trust, strengthen inclusion, and create a safer, more equitable workplace culture.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
RIV&V 6.1	Despite public commitments to anti-racism, staff have expressed frustration with the disconnect between rhetoric and tangible action at the University. The lack of a university-wide anti-racism strategy, grounded in national frameworks and co-designed with diverse communities, limits leadership accountability, transparency, and measurable progress. Without a positive duty approach, colonial and cultural load remains unaddressed, and institutional structures fail to embed anti-racism into strategic planning and leadership performance expectations. This gap erodes trust, perpetuates harm, and weakens the University's ability to foster culturally safe environments for racially marginalised staff.	RIV&V 6.1.1 Seek to establish a positive duty approach to racism through the development of a university-wide anti-racism framework, incorporating the following: • Embed leadership accountabilities within the strategy to ensure responsibility for implementation and outcomes. • Refer to best practice and national strategies (e.g. the Australian Human Rights Commission's National Anti-Racism Framework and Diversity Council Australia's Racism at Work reports) for evidence-based recommendations and guiding principles. • Ensure co-design with diverse communities to embed anti-racism and inclusion goals into strategic planning, leadership performance expectations, and institutional structures. • Ensure measurable outcomes and transparent reporting on progress to build trust and demonstrate commitment.	2026-2028	Indigenous Strategy & Services (ISS), National Centre for Cultural Competence (NCCC), Community & Leadership (C&L), Office of the General Council (OGC), HR, Risk Team, SAGE Team, HR D&I Team, RISE Working Group, Mosaic Network Steering Committee, Respect@Work Team	DVC-Community & Leadership, DVC-Indigenous Strategy & Services	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Documented consultation process with diverse communities. Co-developed University-wide Anti-Racism Strategy, informed by lived experience and evidence-based frameworks (e.g. AHRC, DCA). Defined leadership accountabilities and performance expectations embedded in strategic planning. Integration of anti-racism principles into institutional structures and policies. **Outcome Measures** Systemic reduction in racial inequities across recruitment, retention, and progression. Increased leadership accountability and visibility in anti-racism efforts. Improved alignment of strategic initiatives with anti-racism and inclusion goals. Enhanced organisational capacity to recognise and address racism's varied impacts. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened trust and engagement from ethno-racially diverse staff and communities. • A more culturally safe and actively anti-racist institution, where racism is proactively addressed. • Embedded culture of shared responsibility and continuous improvement in racial equity. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
		• Ensure that the co-development of the Strategy as well as the Strategy itself recognises and addresses colonial and cultural load in development, implementation, and actions. *(Note: This action aligns with the Cultural Safety Policy currently under development within OD, as well as Respect@Work Action 1.4)*				

7. Culturally Safe Reporting Pathways

We can strengthen our response to workplace racism by ensuring culturally safe, trauma-informed reporting systems. Building racial literacy among decision-makers, establishing independent oversight, and introducing bystander training can empower staff to report safely, intervene confidently, and trust that their experiences will be addressed with care and consistency. These actions will foster collective responsibility, enhance inclusion, and support lasting systemic change.

ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
RIV&V 7.1	People experiencing racism at the University face reporting systems that can lack trauma-informed and culturally safe approaches, leading to mistrust, underreporting, and unresolved harm. HR and leadership teams may lack the racial literacy and anti-racism competence needed to respond appropriately, while the absence of independent	**RIV&V 7.1.1** Strengthen and raise awareness of trauma-informed, culturally safe reporting systems, building trust by ensuring transparency and protection for complainants. *(Note: This action aligns with RISE Action 2.7 and Respect@Work Action 3.5, 3.7 and 5.1)*	2026-2028	Staff Complaints Process Review Team, HR, Workplace Relations, SAGE Team, RISE Working Group, Respect@Work Team, Safer Communities, National Centre for Cultural Competence (NCCC), Indigenous	CHRO (Staff-facing), Registrar (Student-facing)	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review reporting systems to identify potential gaps in cultural safety and trauma-informed practices specific to ethno-racially diverse experiences. Development of culturally appropriate communication materials that explain reporting processes, rights, and protections in accessible and inclusive language. Training for complaints handlers and HR staff on cultural responsiveness, anti-racism, and validating negatively racialised experiences. Establishment of culturally safe support pathways (e.g., peer advocates, culturally matched advisers, or liaison officers). Awareness campaign launched to promote the updated reporting

ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
	oversight limits transparency and accountability. Without targeted bystander training, staff are ill-equipped to intervene in instances of intersectional racism. These gaps perpetuate psychological risk, institutional silence, and inequity in workplace culture.			Strategy & Services (ISS), Student Life, Executive Director, Complaints		system and build trust among ethno-racially diverse staff. Feedback mechanisms established (cross-reference with Staff Complaints Process Review Team feedback mechanisms). **Output Measures** Increased reporting and resolution of racism-related incidents, reflecting improved trust in institutional processes. More culturally sensitive and empathetic handling of complaints involving racial discrimination or microaggressions. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased awareness and understanding among ethno-racially diverse staff of how to report racism and discrimination safely. • Greater confidence in the fairness, confidentiality, and cultural responsiveness of the reporting process. • Strengthened institutional accountability and responsiveness to systemic racism. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 7.1.2 Monitor Sydney Listens bullying, harassment and discrimination data disaggregated by gender and ethno-racial background, as well as complaints relating to race or racism.	Annually	SAGE Team, RISE Working Group Workplace Relations, Organisational Development	SAGE Program Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Disaggregated Sydney Listens data collected and analysed by gender and ethno-racial background. Complaints data related to race or racism tracked and categorised (e.g., by type, frequency, resolution status). Annual report produced summarising engagement levels, key themes, and demographic trends. **Outcome Measures** Increased visibility of participation and experience disparities across ethno-racial and gender groups.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
						Improved understanding of the lived experiences of culturally and racially marginalised staff. Enhanced responsiveness to issues raised by ethno-racially diverse groups. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened institutional accountability for addressing racial inequities and improving staff experience. • Increased trust in University feedback and complaints systems among ethno-racially diverse staff. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		RIV&V 7.1.3 Develop bystander training with examples of intersectional racism to equip staff with the tools to intervene safely and effectively. *(Note: This action aligns with RISE Action 1.3, and Respect@Work Action 3.2, and is underway via Respect@Work)*	2025-2028	Respect@Work Team, SAGE Team, RISE Working Group	Senior Manager, Workplace Behaviour and Conduct	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Bystander intervention training program developed including examples of intersectional racism (e.g. race and gender). Number of training sessions delivered and staff trained. Evaluation tools designed to assess knowledge, confidence, and behavioural change. **Outcome Measures** Reduction in the frequency and tolerance of racist and discriminatory behaviours in the workplace. Enhanced allyship and solidarity behaviours across teams and faculties. More consistent and supportive responses to incidents of racism and microaggressions. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:*

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
						• Increased staff confidence in recognising and safely intervening in incidents of intersectional racism. • Greater understanding of how racism intersects with other forms of marginalisation. • Improved psychological safety and wellbeing for culturally and racially marginalised staff. • Alignment with the University's strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
8. Gender-Intersectional Pay Equity						
While strong progress has been made in advancing gender pay equity, pay disparities at the intersections of gender, cultural background and disability status, as well as some tenure-linked disparities, are sustained by inconsistent salary review practices and limited equity oversight in senior appointments. As the organisation matures in its equity work, it is critical to apply a gender intersectional lens to ensure fair remuneration and progression for all staff.						
RIV&V 8.1	Analysis of remuneration data revealed persistent and complex equity gaps. The largest gender pay disparities occur among long-tenured academics and senior professional staff, although some outliers favoured men at shorter tenures, highlighting the potential for slippage and the need for ongoing vigilance. Gender-intersectional inequities were also evident, with gaps between First Nations men and staff with	**RIV&V 8.1.1** Review remuneration data by gender, with a lens on HRMS (Workday) declared cultural background, disability status as part of remuneration reviews. Identify patterns and outliers to inform targeted interventions. *(Note: This action is replicated as CP&P 6.1.1 and RIV&V 8.1.1, and is in progress)*	2026-2028	HR Performance, Workforce Planning and Insights Team, SAGE Team, Organisational Development, HR D&I Team, Reward & Remuneration Team, Recruitment Team, HR Partnering Team,	Senior Manager, HR Diversity & Inclusion, Chief Human Resources Officer (CHRO), DVC-Community & Leadership	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of regular gender-intersectional pay equity reviews, comparing gender with cultural background, disability status using declared data in HRMS (Workday) system against the dominant group averages. Identification of patterns, outliers, systemic disparities and development of targeted intervention strategies based on review findings. Exploration of incorporating an equity lens checkpoint for remuneration of new senior appointments. Exploration of opportunities to increase transparency around identified issues identified and equity strategies. **Outcome Measures** Reduction in gender-intersectional pay gaps and disparities.

KEY BARRIER 3: RACIAL INCLUSION, VOICE & VISIBLITY						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impact
	disability, and within-cohort gaps favour men across most countries of birth.					**Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved awareness among decision-makers of intersectional equity considerations. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

KEY BARRIER 4: DEI IN THE FACULTY OF ENGINEERING						
ID	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Example Outputs, Outcomes, and Impacts
1. Advancing gender equity and inclusive representation in Engineering through targeted recruitment, support, and visibility						
As awareness of the value of diversity grows, Engineering has a unique opportunity to strengthen inclusive recruitment and leadership. By enhancing transparency in selection, tailoring development pathways, and addressing the distinct experiences of under-represented groups such as women and gender diverse individuals, the Faculty of Engineering can foster an environment where all contributions from a diverse workforce are valued. Visible role models, inclusive curricula, and intersectional support structures are key to building a culture of belonging. With sustained, data-informed, and embedded efforts, diversity, equity, and inclusion can drive meaningful and lasting change.						
FoE 1.1	Focus on attracting diverse talent and ensuring equitable hiring practices and recruitment panel experiences.	**FoE 1.1.1** Subject to resourcing, continue to work with Recruitment to explore approaches and resources to support and uplift the role of hiring managers in providing an inclusive recruitment experience for diverse candidates by: (1) Creating and disseminating guidelines for inclusive recruitment, including expectations of completion of Hiring for Excellence within the last two years, checklists for Hiring Managers on how DEI was considered through the process, tips for chairing diverse and inclusive recruitment panels where all participants have voice across levels of seniority and discipline-specific expertise,	2026-2028	Recruitment Team, HR D&I Team, SAGE Team	Director, Recruitment	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Mechanism to monitor uptake and impact of guidelines and resources. Inclusive Recruitment Guidelines created and disseminated. Resources developed to support pre-appointment engagement. **Outcome Measures** Managers and recruitment panels using the resources. Managers using the Keeping in Touch approach where relevant. Completion rate of "Hiring for Excellence" training. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased manager confidence and capability in delivering feedback and fostering connection with new hires. • Positive feedback from candidates and managers on the inclusivity and professionalism of the recruitment process. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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ID	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Example Outputs, Outcomes, and Impacts
		and guidance on how to convey constructive feedback to unsuccessful candidates; (2) Developing resources to support a Keeping in Touch approach by managers for incoming staff members between acceptance of offer and appointment to try to facilitate feelings of connection. (*Note: This action is replicated as FoE 1.1.1 and CP&P 9.1.2, and updates and replaces Recruitment Cygnet Actions 7 and 12. It aligns with/expands the Good Practice Guide, Disability Confident Recruiter, and planned work on inclusive TGD recruitment*).				
		FoE 1.1.2 Monitor the 2025 women only recruitment campaign applications, conversion of offers to hired, retention, progression and experience over time through a gender-intersectional lens. Leverage successful communication approaches and mechanisms into future recruitment to encourage	2025-2028	FoE Culture & Community Team, SAGE Team	AD Culture & Community	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of applications received, offers made, and hires completed in the women-only campaign. Disaggregated data reports by gender and intersecting identities where data allow (e.g. race, disability, LGBTQ+ status). Retention and progression tracking for hires from the campaign. Surveys or feedback mechanisms capturing candidate and employee experience. Documentation of successful communication strategies used during

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		diverse applicants, irrespective of whether or not the recruitment is gender-focused or general.				the campaign. **Outcome Measures** Sustained increase in representation of women across roles and levels in FoE. Improved recruitment messaging and outreach strategies based on campaign learnings. Increased understanding of barriers and enablers for diverse women candidates. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive candidate and hiring manager experiences. • Contribution to sector-wide leadership in equitable recruitment and inclusive workplace culture. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
FoE 1.2	Ensure new hires are welcomed and supported throughout their career journey.	**FoE 1.2.1** Develop overarching Faculty as well as School-level induction packs for new starters, including commitment to DEI principles, expectations around ways of working, staff diversity networks, and systems and services to support wellbeing.	2026-2028	FoE Culture & Community Team, FoE Executive Services, SAGE Team	Deputy Dean, Engineering, AD Culture & Community	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Induction packs developed and distributed at Faculty and School levels to all new starters and their managers. Inclusion of DEI principles, staff diversity networks, and wellbeing resources in all induction materials. Feedback collected on usefulness and clarity of induction materials. **Outcome Measures** Increased awareness among new FoE staff and their managers of DEI commitments, inclusive work practices, and available support services. Engagement of FoE staff with staff diversity networks and wellbeing programs. **Impact Measures**

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						Feedback via focus groups, surveys, feedback forms indicating: • Improved onboarding experience. • Consistent understanding of expectations around respectful and inclusive ways of working. • Enhanced reputation of the faculty as a welcoming and inclusive workplace. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 1.2.2 Explore the feasibility of implementing a buddy system for new academic and professional hires.	2026-28	FoE Culture & Community Team, SAGE Team	AD Culture & Community	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Completion of pilot proposal and process Draft framework or model for buddy system developed Number of pilot buddy pairings trialled (if applicable) **Outcome Measures** Uptake of buddy system across Faculties and departments Improved time-to-productivity for new hires **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Positive experience for buddies and new hires. • Strengthened workplace culture of collegiality and support. • Enhanced cross-functional relationships and informal knowledge sharing. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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		FoE 1.2.3 Form a group of senior (Level D and E) staff from across all FoE Schools to provide ongoing connection and tailored support for new women and TGD hires, including regular rotating confidential check-ins.	2026-2028	FoE Culture & Community Team, SAGE Team	AD Culture & Community	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Check-in group formed. Members made aware of support resources, including TGD inclusion training, Safer Communities, Respect@Work Bystander Training, and Wellbeing to empower them to support new women and TGD hires. Terms of Reference developed and agreed, including pathways for support and escalation if required. **Outcome Measures** Number of confidential check-ins scheduled and completed per staff member. Tailored support plans developed for women and TGD staff. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Check-in group members feel equipped to support new women and TGD hires. • Sense of belonging and psychological safety among women and TGD staff. • Improved staff confidence in navigating workplace systems and culture. • Positive feedback on the relevance and effectiveness of tailored support. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 1.2.4 Create and disseminate a regular FoE newsletter that includes communication of career and development opportunities	2026-2028	FoE Executive Services, FoE Culture &	AD Culture & Community, Faculty General Manager, FoE Head	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Newsletter template created, tested, and refined. Staff feedback mechanism included.

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		for academic and professional staff, as well as setting Faculty culture via inclusion of community news alongside University and Faculty operational updates. Include periodic pieces demonstrating the value a diverse workforce brings to engineering, taking a gender-intersectional approach.		Community Team, SAGE Team	of Executive Services	Number of newsletters produced and distributed per year **Outcome Measures** Engagement metrics (e.g., open rates, click-through rates, feedback responses) Increased participation of FoE staff in development programs and Faculty events **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Increased awareness of career development opportunities among staff - Improved staff engagement with Faculty communications - Positive feedback on newsletter relevance and tone across diverse groups - Strengthened sense of community and connection within the faculty - Strengthened alignment between staff development and Faculty strategic goals - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 1.2.5 Monitor participation in career development opportunities by academic and professional staff across all Schools.	Annually	FoE Culture & Community Team, FoE Executive Services, SAGE Team	AD Culture & Community, Faculty General Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Data collection systems established to monitor nomination and participation in career development, disaggregated by gender and identity characteristics. **Outcome Measures** Increased visibility of disparities or gaps in access to development opportunities. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:*

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						• Reduction in barriers to advancement for women, TGD staff, and other underrepresented cohorts. • Strengthened culture of inclusive talent development across the faculty. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
		FoE 1.2.6 Establish Faculty-level strategies to increase the representation of women in senior/management roles and support them in those positions.	2026-2028	FoE Culture & Community Team, SAGE Team	FoE Deputy Dean, AD Culture & Community	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Localised approaches (e.g. mentoring, coaching, peer support) created and offered across FoE and FoE Schools. Feedback collected from participants on relevance and effectiveness of support. **Outcome Measures** Participation rates of women in senior/management support initiatives. Improved visibility and recognition of women leaders across Schools. Increased representation of women in senior and management roles across the Faculty. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased readiness and confidence among FoE women to apply for and succeed in senior roles. • Improved satisfaction of FoE women in leadership. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.

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FoE 1.3	Embed inclusive practices and support underrepresented groups.	**FoE 1.3.1** Form a Faculty Culture & Community Committee, with academic and professional staff representation. Ensure that it is effectively resourced, includes workload acknowledgement, and has accountability to the FoE Leadership Team.	2026	FoE Culture & Community Team, SAGE Team	AD Culture & Community	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Committee formed with workload acknowledgement (e.g. time release, recognition in performance planning) and resourcing. Reporting mechanisms established between Community & Culture Committee and FoE Leadership Team. **Outcome Measures** Increased capacity and consistency in delivering DEI initiatives across the Faculty. Improved coordination and visibility of DEI efforts at School and Faculty levels. Strengthened accountability and responsiveness to DEI priorities. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced trust and credibility in DEI governance structures within FoE. • Institutionalisation of DEI as a core strategic priority within Faculty operations. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 1.3.2 Recruit an Associate Dean ISS to help build First Nations representation and inclusion.	2026	Dean, Engineering	Dean, Engineering, DVC-Indigenous Strategy & Services (ISS)	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Associate Dean Indigenous Strategy and Services (ISS) recruited to lead First Nations inclusion efforts. **Outcome Measures** Enhanced capacity to develop and implement First Nations strategies and partnerships.

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						Increase in recruitment, retention, and experience of First Nations staff in FoE. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced trust and credibility in DEI governance structures within FoE. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 1.3.3 Heads of Schools to monitor workload for staff with heavy service loads (e.g. sitting on recruitment and promotion panels, University committees, outreach)	2026-2028	Heads of School, SAGE Team	AD Culture & Community	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Guidance for Managers on how to support staff with heavy service loads. Documentation of service activities (e.g. committee participation, outreach, mentoring) used to inform workload. **Outcome Measures** Increased recognition of the often-invisible service contributions made by women staff. More equitable distribution of teaching and service responsibilities across academic staff. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Reduced burnout and improved job satisfaction among staff with heavy service loads. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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FoE 1.4	Promote diverse role models in education and support women students.	**FoE 1.4.1** Review teaching materials and student communications to reflect diversity. Invite women guest lecturers, create guidelines to increase the representation of women in the tutor pool, and diversify reading lists where relevant.	2026-2028	AD Student Life, AD Teaching & Learning, SAGE Team, FoE Education Portfolio	FoE AD Education, FoE Head of Education	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Encourage reference to scholarly work by diverse people in course content. If no such scholarly work exists, consider shared reflection on this absence and the impact it may have on inclusive design and process in Engineering. Diversity of disciplines, backgrounds, and identities represented among invited women speakers. Mechanisms to collect FoE student and staff feedback on guest lectures and course content explored. **Outcome Measures** Increased visibility and recognition of women's contributions to the field. Broader representation of perspectives and voices in curriculum and classroom discussions. Greater intentionality among teaching staff in curating inclusive content. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced student engagement and awareness of gender equity in academia and professional practice. • Strengthened pipeline and inspiration for women and gender-diverse students to pursue academic and leadership roles. • Institutional reputation as a leader in inclusive and equitable education practices. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

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		FoE 1.4.2 Embed DEI principles in FoE student orientation and ongoing campaigns and monitor impact of the recently introduced buddy system and onboarding events for incoming women students.	2027-2028	AD Student Life, AD Teaching, SAGE Team, FoE Education Team	FoE AD Education, FoE Head of Education	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** DEI principles and expectations integrated into student orientation materials and sessions. Representation of diverse speakers and facilitators in orientation activities. Explore mechanisms to collect student engagement metrics (e.g. attendance, participation, feedback). **Outcome Measures** Greater understanding of respectful communication, inclusive learning environments, and cultural safety. Contribution to a more inclusive and respectful Faculty culture from the outset of the student journey. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Decrease in Faculty staff experience of non-inclusive student behaviours. • Stronger sense of belonging and inclusion among students from diverse backgrounds. • Reduction in incidents of bias, exclusion, or misunderstanding in academic and social settings. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

2. Strengthen leadership, dialogue, and decision-making practices to build a transparent and inclusive Engineering culture

Across the Faculty, diverse leadership styles, meeting dynamics, and decision-making approaches offer a foundation for more inclusive and responsive practices. By building structured opportunities for open dialogue and conflict resolution, staff can feel more engaged and supported. Strengthening the consistent use of performance frameworks and clarifying career progression pathways can enhance trust and confidence in institutional processes. Recognising and proactively managing the unique rhythms of STEM work - especially during peak periods - can support wellbeing and productivity. These efforts collectively contribute to a high-performing, equitable, and connected academic culture.

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FoE 2.1	Promote inclusive and effective meeting practices.	**FoE 2.1.1** Integrate intersectional inclusion nudges into everyday processes and ways of working, such as inclusive meeting guidelines for Chairs and participants, and event, and project planning checklists. For example, include prompts such as "Have we considered how overlapping identities may affect access or experience in this initiative?". *(Note: This action is replicated as FoE 2.1.1 and NIC:M 2.1.3, and aligns with Respect@Work Action 3.3)*	2026-2028	HR D&I Team, SAGE Team FoE Culture & Community Team to promote in FoE	SAGE Program Manager, Senior Manager HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Everyday processes and materials reviewed and/or created to identify spots for feasible and meaningful inclusion nudges. Number of checklists/templates/processes updated to include intersectional inclusion prompts and inclusive ways of working. **Outcome Measures** Uptake of inclusive planning practices across different organisational units. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Managers find the materials helpful. • Increased satisfaction with managers across diverse staff cohorts. • Increased staff feelings of belonging and inclusion. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
FoE 2.2	Leadership capability building.	**FoE 2.2.1** Build capability of FoE supervisors and managers in DEI principles, constructive feedback and conflict resolution. Develop coaching materials tailored to the STEM mindset. Collaborate with SAGE Team, Organisational Development, Leadership Academy and other teams to use/build on existing materials or materials planned within this broader	2026-2028	FoE Culture & Community Team, SAGE Team	Dean, Engineering, AD Culture & Community, FoE Deputy Dean	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Use materials tailored to STEM disciplines (e.g. logic-based frameworks, evidence-driven scenarios). Number of materials, workshops, coaching sessions, or peer learning circles delivered. Feedback collected from participants on training relevance and effectiveness. **Outcome Measures** Increased confidence and competence among managers and supervisors in applying inclusive leadership practices and addressing conflict.

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		action plan as relevant, to reduce duplication.				Improved quality and consistency of feedback and conflict resolution across teams. Greater engagement with DEI principles among STEM staff due to discipline-relevant framing. Enhanced team dynamics and psychological safety. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Increased satisfaction with managers across diverse staff cohorts. - Increased staff feelings of belonging and inclusion. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 2.2.2 Work with Faculty and University School Leadership Teams to explore how to operationalise DEI strategy at the local level through embedding DEI expectations around Head of School performance, as well as annual performance reviews (AP&Ds and PP&Ds) aligned with performance expectations for Deans and *Thriving Through Diversity* KPMs. *(Note: This action is replicated as Action L&A 1.1.5 and NIC:M 1.1.2, FoE 2.2.2, and aligns with*	2026-2028	DVC-Community & Leadership, SAGE Academic Director, SAGE Team, Respect@Work Team, Faculty and University School Leadership Teams (specifically Foe Culture & Community Team)	DVC-Community & Leadership, FoE Deans, FoE Deputy Dean, Heads of Schools	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Exploration of mechanisms to incorporate DEI into performance expectations across levels. Refresh and promote guidance materials to support DEI goal-setting and reflection. Guidance for managers on evaluating DEI contributions. **Outcome Measures** Increased prioritisation of DEI in individual and team goal-setting. More consistent recognition of DEI-related work, including service, mentoring, and inclusive leadership. Enhanced accountability for DEI progress at all levels of leadership. Improved integration of DEI into strategic planning and operational decision-making. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* Strengthened leadership commitment to equity and inclusion.

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		Respect@Work Action 1.4.)				- Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence, Trust* & *Accountability*.
3. Reimagine physical spaces to promote accessibility, connection, and inclusive representation						
The Faculty of Engineering has a complex but valuable opportunity to reimagine its physical environments to better reflect inclusive values. By redesigning spaces to be accessible, gender-inclusive, and collaboration-focused, we can foster greater participation, visibility, and connection for all staff and students. Intentional space planning and symbolic recognition of diversity can help shift the built environment from reinforcing legacy norms to actively supporting equity and belonging.						
FoE 3.1	Improve inclusiveness and accessibility of physical spaces.	**FoE 3.1.1** Subject to resourcing, seek opportunities to convert more toilets to be gender inclusive and accessible.	2026-2032	Central Operations Services (COS) SAGE Team	VP Operations	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Development and consultation of a plan to install more gender-inclusive and accessible toilets across FoE buildings. Gender-inclusive and accessible toilets converted or newly built across FoE buildings. Signage and communications updated to reflect inclusive facilities and spaces. **Outcome Measures** Increased comfort and safety for women and TGD staff and students, as well as those with disabilities. Greater visibility of the faculty's commitment to inclusion through physical infrastructure. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Improved sense of belonging and inclusion across diverse staff and student groups. - Long-term transformation of the faculty's physical environment to reflect inclusive values. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar.

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						• Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 3.1.2 Subject to resourcing, seek to identify private and comfortable spaces in each FoE building for breast/chest feeding/expressing/parents room.	2026-2032	Central Operations Services (COS), SAGE Team, HR D&I Team	VP Operations	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review of buildings to identify any available spaces Ensure rooms are clean, private and comfortable. Signage and communication to staff. **Outcome Measures** Number of new parents rooms established. Communication campaign. Increased comfort and safety for parents and carers. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved sense of belonging of parents and carers in FoE. • Long-term transformation of the faculty's physical environment to reflect inclusive values. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
FoE 3.2	Foster equitable access and cultural change.	**FoE 3.2.1** Review access and protocols to ensure equitable use of lab spaces to help shift culture from "owned" to "collaborative."	2026-2028	FoE Head of Operations Manager, AD Research, SAGE Team	Dean, Engineering, Heads of School, FoE AD Research	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review and staff consultation of current lab access protocols, usage patterns, and allocation practices. Development of a lab access equity framework or toolkit. Number of labs with updated, transparent access guidelines promoting shared use. Number of staff and students engaged in consultation or training on collaborative lab culture. **Outcome Measures**

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						Increased awareness of inequities in lab access and ownership norms. More equitable and transparent allocation of lab time, space, and resources. Greater collaboration across research groups, disciplines, and equity groups. Reduction in informal gatekeeping or exclusionary practices. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened culture of shared responsibility and inclusive research environments. • Improved access to research infrastructure for early-career, women, and underrepresented researchers. • Enhanced innovation and interdisciplinary collaboration through shared lab use. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
FoE 3.3	Increase visibility and representation.	**FoE 3.3.1** Utilise physical and digital photography and communications to feature achievements of pioneering and current women and TGD people in engineering in teaching and research spaces. Take a gender-intersectional lens.	2026-2028	FoE Culture and Community Team, MarComms, FoE Executive Services, FoE Education Portfolio, Central Operations Services, SAGE Team	AD Culture & Community, FoE Head of Executive Services, FoE Head of Education	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of physical displays (e.g. posters, banners, wall installations) and digital features (e.g. website profiles, social media posts) created. Diversity of genders featured across disciplines, career stages, and backgrounds. Frequency of updates to digital and physical content. Engagement metrics (e.g. views, shares, comments, student/staff feedback). **Outcome Measures** Increased visibility and recognition of women's and TGD people's contributions to engineering. More inclusive representation in teaching and research

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						environments. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced sense of belonging and inspiration among women and TGD students and staff. • Greater awareness of diverse career pathways and role models in engineering. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 3.1.2 Subject to resourcing, explore naming physical spaces (e.g. new builds, lecture theatres, meeting rooms) after notable diverse people (e.g. women, First Nations) in Engineering to increase visibility and representation.	2026-2032	AD Culture & Community, FoE Culture & Community Team, Central Operations Services (COS), SAGE Team	VP Operations	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Review of potential rooms or new buildings that could be named after notable women and diverse people in Engineering. Development of nomination and selection criteria for honourees. Communication materials created to share the stories and achievements of those honoured. **Outcome Measures** Number of spaces officially named after notable women in and diverse people in Engineering. Increased visibility of diverse contributions to Engineering within the Faculty and broader community. Strengthened pipeline of women entering and advancing in Engineering disciplines. More inclusive and representative campus environment. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced sense of inspiration and belonging among women and diverse students and staff.

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						• Greater awareness of diverse role models in Engineering and academia. Long-term transformation of the Faculty's identity to reflect inclusive values and diverse histories. • Institutional recognition of the importance of representation in shaping inclusive learning and research spaces. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
4. Enhance wellbeing and operational clarity through structured work practices, responsibility alignment, collaboration, and resource support						
Staff bring dedication and expertise to their roles, but without clear expectations around work hours, communication, and role boundaries, it can be difficult to maintain focus and access support. In under-resourced Schools, this is compounded by capacity constraints, yet teams continue to show resilience and commitment. Strengthening onboarding and wellbeing strategies offers an opportunity to build on these strengths, enabling staff to thrive and contribute sustainably in a demanding academic and professional environment.						
FoE 4.1	Foster a shared understanding of flexible work and role clarity/expectations.	**FoE 4.1.1** Build on the University's existing Wellbeing Principles to encourage Deans to set clearer guidelines at Faculty and University School levels for flexible work, core hours for meetings, wellbeing measures such as encouraging a weekly meeting-free day or empowering staff to proactively block out time for deep work, and email response expectations. Identify and communicate digital settings for staff who wish to block emails and	2026-2028	SAGE Team, HR D&I Team, MarComms, Wellbeing Team, Information Communications & Technology (ICT), Faculty and University School Senior Leaders and Teams with carriage over DEI, Workplace Relations Team	DVC-Community and Leadership, Deans	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Normalise flexibility for parents and carers through leadership messaging and role modelling. Development and dissemination of Faculty and University School guidelines on flexible work, core hours, and communication norms. Options explored and documented for staff to opt into settings that block emails and Teams messages outside working hours. Inclusion of wellbeing principles in induction, team planning, and performance conversations. Awareness campaign launched to promote inclusive scheduling and digital wellbeing. Number of Faculties and Schools adopting and communicating these guidelines locally. Communication of clear escalation pathways (e.g. contact point, reporting form, or review process).

KEY BARRIER 4: DEI IN THE FACULTY OF ENGINEERING						
ID	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Example Outputs, Outcomes, and Impacts
		Teams messages out of hours. Provide pathways for escalation if local implementation is not consistent with Faculty expectations. *(Note: This action is replicated as P&C 2.1.2 and FoE 4.1.1).*				Feedback mechanisms established to assess staff preferences and experiences. **Outcome Measures** Uptake of wellbeing tools or practices (e.g. calendar blocks for deep work, meeting-free periods). Increased consistency in the application of flexible work and communication expectations across teams. Greater staff clarity and confidence in navigating flexible work arrangements. Improved responsiveness to concerns about inconsistent or inequitable implementation. Enhanced team planning and collaboration through shared understanding of core hours and boundaries. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased awareness among managers and staff of the impact of out-of-hours scheduling on carers and work-life balance. • Reduction in staff stress and burnout related to unclear or inconsistent expectations. • Enhanced digital wellbeing and reduced pressure to respond outside working hours. • Improved equity in access to flexible work, especially for carers and staff with accessibility needs. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 4.1.2 Seek opportunities to improve collaboration and shared responsibility between academic and professional staff for mutually beneficial	2026-2028	FoE Executive Services; FoE Culture &	AD Culture & Community, Faculty General Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Opportunities to communicate and educate staff on roles and responsibilities (e.g. Staff spotlight in new FoE newsletter).

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		partnering and respectful work practices such as collaborative goals and activities, and clarity around roles and responsibilities.		Community Team, SAGE Team		Number of joint planning sessions, cross-functional workshops, or team-building activities held. Inclusion of collaboration goals in team charters or work plans. **Outcome Measures** Increased clarity and consistency in understanding of responsibilities across teams. More effective and efficient collaboration on shared projects and initiatives. Reduction in siloed working and role-based misunderstandings. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Improved staff satisfaction and reduced role-related conflict or ambiguity. • Strengthened culture of partnership and shared accountability across academic and professional domains. • Increased mutual respect and understanding of each group's contributions and expertise. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 4.1.3 Create a central digital repository for shared documents, policies, and procedures.	2026-2028	FoE Executive Services, SAGE Team, FoE Heads of Portfolio, FoE School Managers	AD Culture & Community, Faculty General Manager, FoE Head of Executive Services, FoE Heads of Portfolio, FoE School Managers	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Centralised digital repository platform created and accessible to all relevant staff. Frequency of updates and maintenance of repository content. User access and usage metrics (e.g. logins, downloads, search queries). **Outcome Measures** Increased ease of access to up-to-date and authoritative information. Improved consistency in the application of policies and procedures

KEY BARRIER 4: DEI IN THE FACULTY OF ENGINEERING						
ID	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Example Outputs, Outcomes, and Impacts
						across teams. Reduced duplication of effort and time spent locating key documents. Enhanced collaboration and knowledge sharing across academic and professional staff. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened operational efficiency and transparency. • Improved staff confidence in processes and decision-making. • Contribution to a more connected, informed, and cohesive Faculty culture. • Support for onboarding, compliance, and continuous improvement efforts. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 4.1.4 Recognise and celebrate professional staff contributions, especially those in frontline roles and/or long tenured.	2026-2028	FoE Executive Services, FoE Culture and Community Team, SAGE Team	AD Culture & Community, Faculty General Manager, Head of Executive Services	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of recognition initiatives implemented (e.g. awards, shout-outs, appreciation events). Frequency of public acknowledgements in newsletters, meetings, or digital platforms. Inclusion of professional staff achievements in Faculty communications and reporting. **Outcome Measures** Increased visibility and appreciation of professional staff contributions among academic and leadership teams. Greater engagement and retention of professional staff. Strengthened relationships and collaboration between academic and professional teams. **Impact Measures**

KEY BARRIER 4: DEI IN THE FACULTY OF ENGINEERING						
ID	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Example Outputs, Outcomes, and Impacts
						Feedback via focus groups, surveys, feedback forms indicating: • Improved morale and sense of value among professional staff, especially those in frontline roles. • Contribution to broader equity and inclusion goals by addressing status hierarchies in recognition practices. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		FoE 4.1.5 Identify opportunities to bolster intra-Faculty research collaboration and celebrate collective success.	2026-2028	AD Culture & Community, AD Research, SAGE Team	Dean, Engineering	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Mechanisms** Number of cross-School or cross-team collaborative initiatives launched or supported. Faculty-wide events, showcases, or communications highlighting shared achievements. Development of platforms or channels (e.g. newsletters, intranet features, town halls) to share success stories. **Outcome Measures** Participation rates in collaborative activities and recognition events. Greater visibility and appreciation of collective contributions and interdisciplinary work. More frequent sharing of resources, expertise, and ideas across Schools and units. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened Faculty identity and cohesion. • Enhanced sense of community and shared purpose among staff. • Improved innovation and problem-solving through interdisciplinary collaboration. • Higher staff morale and engagement.

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ID	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Example Outputs, Outcomes, and Impacts
						• Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.
FoE 4.2	Provide support for staff with caring responsibilities.	FoE 4.2.1 Explore options to partner with Central Operations Services to pilot a proportion (e.g. 10%) of parking near FoE building/s to be reserved for staff with school-drop/pick up off responsibilities and teaching commitments that day. *(Note: Cross-reference with P&C 6.1.1)*	2026-2028	AD Culture & Community, Central Operations Services (COS), SAGE Team	VP Operations	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Proposal developed and submitted in partnership with CoS for a parking pilot. Number and percentage of parking spaces identified and reserved for eligible staff. Eligibility criteria and booking/verification process established. Communication materials created to promote the pilot and explain access. **Outcome Measures** Increased punctuality and reduced stress for staff balancing school drop-offs and teaching. Improved access to parking for staff with time-sensitive caregiving and teaching responsibilities. Greater awareness of the need for flexible, family-friendly infrastructure. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Enhanced work-life balance and wellbeing for staff with caregiving responsibilities. • Contribution to broader equity and accessibility goals in campus planning and operations. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.

KEY BARRIER 4: DEI IN THE FACULTY OF ENGINEERING						
ID	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Example Outputs, Outcomes, and Impacts
		FoE 4.2.2 Monitor use and impact of schemes to support carers in FoE, including academic and professional staff as well as HDR students. Explore potential to reimburse for primary caring expenses for out of hours work events.	2026-2028	FoE Culture and Community Team, SAGE Team	AD Culture & Community, Faculty General Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Feasibility assessment for options to offer care allowances during FoE events and key meetings held out of hours. Review of existing travel grant guidelines to ensure they allow flexibility for non-traditional personal circumstances. Communication materials promoting the availability of these supports. Number of staff supported through these mechanisms, disaggregated by gender and caring responsibilities. **Outcome Measures** Increased participation of staff with caring responsibilities in conferences, networking, and professional development events. Improved planning and inclusivity in event design and funding schemes. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Reduction in barriers to participation in key academic and professional opportunities. • Strengthened culture of equity, flexibility, and support for diverse life circumstances. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

5. Establish trusted, transparent pathways to prevent misconduct and promote a respectful Faculty culture

Staff are deeply committed to fostering respectful and safe workplaces. By strengthening complaint and misconduct procedures, through trusted escalation pathways, consistent enforcement, and visible support, FoE can build confidence and encourage early resolution. In under-resourced environments, even small improvements in transparency and accountability can empower staff to speak up, address conflict constructively, and reinforce a culture where respectful behaviours are actively upheld.

KEY BARRIER 4: DEI IN THE FACULTY OF ENGINEERING						
ID	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Example Outputs, Outcomes, and Impacts
FoE 5.1	Build awareness via communication, policy adoption, and cultural change.	**FoE 5.1.1** Build understanding of what misconduct in the workplace is, and raise awareness of the refreshed Staff Complaints Procedure, Respect@Work, and available support services. Explore having dedicated FoE Champions/'go-to' staff. *(Note: This action aligns with Respect@Work Action 3.5, 3.7 and 5.1)*	2026-2028	FoE Culture and Community Team, Safer Communities, Respect@Work Team, Staff Complaints Process Review Team, SAGE Team	Dean, AD Culture & Community, FoE Head of Executive Services, Faculty General Manager	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Number of staff briefings, workshops, or online modules delivered on workplace misconduct, Respect@Work, and the Staff Complaints Procedure. Distribution of updated materials (e.g. flowcharts, FAQs, posters) outlining misconduct definitions, reporting pathways, and support services. Visibility of support services (e.g. HR, Equity Office, Respect@Work contact points, EAP) across Faculty communication channels. Staff engagement metrics (e.g. attendance, resource downloads, intranet page views). **Outcome Measures** Increased reporting and earlier resolution of workplace issues. Reduction in unresolved or escalated conflict and misconduct. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased staff understanding of what constitutes workplace misconduct, including bullying, harassment, and discrimination. • Greater confidence in how to raise concerns and navigate the complaints process. • Improved awareness and use of support services and Respect@Work resources. • More consistent and informed responses to misconduct concerns across teams and leadership. • Strengthened trust in institutional processes and commitment to staff wellbeing and safety. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.

KEY BARRIER 4: DEI IN THE FACULTY OF ENGINEERING						
ID	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Example Outputs, Outcomes, and Impacts
		FoE 5.1.2 Build visibility of pathways for managing student misconduct toward staff and peers, and vice versa. *(Note: This action aligns with Respect@Work Action 3.5 and 3.7)*	2026-2028	FoE Culture and Community Team, Safer Communities, Student Life, SAGE Team, Respect@Work Team, Student Life	AD Culture & Community, AD Education, FoE Head of Education	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Clear, accessible documentation outlining definitions of student misconduct and reporting procedures. Number of staff and students trained or briefed on misconduct pathways and expectations. Establishment or refinement of reporting and escalation mechanisms (e.g. online forms, designated contacts). Visibility of support services and misconduct policies across FoE platforms. **Outcome Measures** Increased staff and student awareness of what constitutes misconduct and how to report it. Greater confidence among staff and students in the fairness and responsiveness of the process. Consistent and timely handling of misconduct cases. Improved collaboration between academic, professional, and student support teams in managing incidents. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Strengthened trust in institutional processes and commitment to staff and student wellbeing. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust & Accountability*.

KEY BARRIER 5: NON-INCLUSIVE MANAGERS						
ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
1. Activate Leadership and Local Accountability to Embed DEI Strategy						
The University has demonstrated a strong strategic commitment to embedding DEI across the institution. Building on this foundation, there is a valuable opportunity to translate intent into visible, accountable action through empowered leadership at all levels. By enhancing governance consistency, strengthening local implementation, and aligning communication efforts, the University can amplify the impact of its DEI initiatives. Establishing clear DEI performance expectations, supporting local leaders, and fostering senior champions who model inclusive behaviours will help ensure DEI is integrated, sustained, and transformative. Coordinated governance, targeted resourcing, and consistent messaging will further enable cultural change from both the top down and the ground up.						
NIC:M 1.1	DEI efforts lack cohesion and visibility across the institution to support manager visibility and engagement.	**NIC:M 1.1.1** Strengthen DEI governance and accountability, and rationale for resourcing by: **(1)** Building on the DEI and ISS Stakeholder map (Figure 2) through development of a Culture & Community Governance and Accountability map inclusive of DEI, with linkages and shared outcomes highlighted, as well as unique value and impact; **(2)** Mapping actions from different programs against one another to identify and leverage overlaps and reduce silos, and **(3)** Using these maps in staff and manager communications where relevant, to illustrate how they work together and reduce perceptions of duplication. *(Note: This action is replicated as L&A*	2025-2026	Office of the SDVCP, SAGE Team	DVC-Community & Leadership	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** **(1)** DEI Strategy and Governance Map developed, building on the existing DEI and ISS Stakeholder Map, with linkages, shared outcomes, and unique contributions clearly illustrated. **(2)** Across-program action map identifying overlaps, synergies, and areas of siloed activity across DEI, ISS, and related initiatives. **(3)** Communication materials (e.g., presentations, visuals, talking points) incorporating these maps for use in staff and manager engagement. **Outcome Measures** Reduction in duplicated or siloed efforts, with more coordinated and efficient program delivery. Use of the maps in planning, reporting, and governance processes. Enhanced collaboration across departments and functions due to visibility of shared outcomes and interdependencies. Improved resource allocation, efficiencies and decision-making processes based on clear visibility of overlaps and gaps. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:*

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		1.1.2 and NIC:M 1.1.1, and is currently in progress)				• Improved clarity and alignment across teams regarding roles, responsibilities, and strategic connections between DEI and ISS efforts. • Increased engagement and understanding among staff and managers of how different initiatives contribute to shared goals. • Cultural shift toward systems thinking and collaboration in DEI, reducing fragmentation in strategic initiatives. • Stronger shared organisational narrative around inclusion, strategy, and impact, enhancing internal trust and external reputation. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		NIC:M 1.1.2 Work with Faculty and University School Leadership Teams to explore how to operationalise DEI strategy at the local level through embedding DEI expectations around Head of School performance, as well as annual performance reviews (AP&Ds and PP&Ds) aligned performance expectations for Deans and *Thriving Through Diversity* KPMs. *(Note: This action is replicated as Action L&A 1.1.5 and NIC:M 1.1.2, FoE 2.2.2, and aligns with Respect@Work*	2026-2028	DVC-Community & Leadership, SAGE Academic Director, SAGE Team, Respect@Work Team, Faculty and University School Leadership Teams	DVC-Community & Leadership, Deans and Heads of Schools	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Exploration of mechanisms to incorporate DEI-related performance expectations across levels. Refresh and promote guidance materials to support DEI goal-setting and reflection. Guidance for managers on evaluating DEI contributions. **Outcome Measures** Increased prioritisation of DEI in individual and team goal-setting. More consistent recognition of DEI-related work, including service, mentoring, and inclusive leadership. Enhanced accountability for DEI progress at all levels of leadership. Improved integration of DEI into strategic planning and

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		Action 1.4.)				operational decision-making. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Strengthened leadership commitment to equity and inclusion. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
2. Build Inclusive Leadership Capability Through Embedded, Practical Learning and Support						
Managers are uniquely positioned to foster inclusive, high-performing teams. Many already bring empathy, adaptability, and a commitment to fairness, but to fully realise their potential as inclusive leaders, they need ongoing support and practical tools. When DEI learning is framed as a continuous journey rather than a one-off requirement, it becomes a powerful driver of team cohesion and innovation. Accessible training formats, real-time inclusion tools, and structured mentoring can amplify managers' strengths, helping them embed inclusive practices into everyday decisions.						
NIC:M 2.1	Some managers feel ill-equipped to lead inclusively and manage diverse teams.	**NIC:M 2.1.1** Uplift manager capability by seeking to deliver accessible, engaging DEI learning in varied formats, integrated into compliance processes where relevant and feasible, and other processes such as Manager onboarding and the Leadership Academy, and grounded in real-world inclusion challenges, mentoring, and intersectional leadership practices. Leverage non-training-based learning, such as	2026-2028	SAGE Team, Leadership Academy, Learning & Development, HR D&I Team, Respect@Work	SAGE Academic Director	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** DEI learning modules developed and delivered through the Leadership Academy and onboarding, using varied formats (e.g. online, in-person, scenario-based). Compliance training reviewed to identify opportunities to embed DEI principles. Non-training-based learning approaches (e.g. storytelling, peer learning, reverse mentoring) integrated into leadership development. **Outcome Measures** Increased manager engagement with DEI learning and

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		storytelling, peer learning/circles, Intersectionality Walks, and reverse mentoring, to build empathy and inclusion. Incorporate this into manager upskill actions in previous actions. *(Note: This action aligns with planned collaborative work between the HR D&I Team and the Leadership Academy, and aligns with RISE Actions 1.4 1.6 and 2.6, and Respect@Work Action 3.3)*				leadership development. Greater empathy and understanding of diverse experiences through peer-based learning. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increased satisfaction with managers across diverse staff cohorts. • Reduced role overload and increased confidence among managers in handling DEI issues. • Long-term embedding of DEI into leadership culture and team environments. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		NIC:M 2.1.2 Subject to resourcing, explore digital feasibility to provide practical, point-of-need inclusion tools as well as pathways to HR support to help managers navigate everyday DEI challenges and reduce role overload. Incorporate this into manager upskill actions in previous actions. *(Note: Cross-reference with P&C 3.1.1. This action aligns with Respect@Work Actions 3.3 and 6.4, and work underway as part of the Disability Confident Recruiter plan)*	2026-2028	SAGE Team, Information and Communications Technology (ICT), Learning & Development, HR D&I Team, Respect@Work Team, HR Partners	SAGE Program Manager, Senior Manager, HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Digital feasibility assessment completed (e.g., platform capabilities, integration with existing systems). Curated inclusion tools (e.g., inclusive language guides, bias interrupters, checklists) embedded in digital formats. Clear HR support pathways mapped and digitised (e.g., decision trees, contact points, escalation guides). **Outcome Measures** Improved access to practical, real-time support for navigating inclusion challenges. Increased access to just-in-time DEI tools and support for managers. Reduced role overload on managers by streamlining where and how to get help. Improved confidence among managers in addressing DEI

ID	Rationale/Evidence	Actions	Timeframe (start & end)	Person / Group Responsible for Implementing Action	Senior Leader Accountable for Action Delivery	Example Outputs, Outcomes, and Impacts
KEY BARRIER 5: NON-INCLUSIVE MANAGERS						
						issues independently and appropriately. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating* • Increased staff satisfaction with managers across diverse staff cohorts. • Reduced role overload and increased confidence among managers in handling DEI issues. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		NIC:M 2.1.3 Integrate intersectional inclusion nudges into everyday processes and ways of working, such as inclusive meeting guidelines for Chairs and participants, and event, and project planning checklists. For example, include prompts such as "Have we considered how overlapping identities may affect access or experience in this initiative?". *(Note: This action is replicated as FoE 2.1.1 and NIC:M 2.1.3, and aligns with Respect@Work Action 3.3)*	2026-2028	HR D&I Team, SAGE Team	SAGE Program Manager, Senior Manager HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Everyday processes and materials reviewed and/or created to identify spots for feasible and meaningful inclusion nudges. Number of checklists/templates/processes updated to include intersectional inclusion prompts and inclusive ways of working. **Outcome Measures** Uptake of inclusive planning practices across different organisational units. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Managers find the materials helpful. • Increased satisfaction with managers across diverse staff cohorts. • Increased staff feelings of belonging and inclusion. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar.

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						• Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		NIC:M 2.1.4 Develop an annual cohesive DEI Communication & Engagement Plan: 1. Map peak demand periods for academic and professional staff to inform timing of key DEI events/initiatives/capability building to reduce pressure during high-load periods. Share map with other central portfolios. 2. Using the map to inform timing, co-develop an annual, cohesive DEI Communication and Engagement Plan across DEI teams, identifying intersectional opportunities to collaborate and amplify, forward plan events, foster organisational visibility and senior leadership engagement, and opportunities to deepen visibility of Staff Networks and their connection with leaders. 3. Share Plan with Faculty and University School teams with carriage over DEI to assist with localised planning and amplify engagement.	Annually in September for the following year	SAGE Team, HR D&I Team, Faculty and University School Teams and Senior Leaders with carriage over DEI, Community & Leadership Team, MarComms, Staff Network Steering Committees, Executive Sponsors and Senior Leaders	DVC- Community & Leadership	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Annual completion of a map of peak workload periods across the University (e.g. teaching, assessment, reporting cycles). Annual completion of DEI Communication and Engagement Plan, including mapping timing against peaks and troughs of academic, professional, and DEI stakeholder workloads, and within budgetary envelopes. Forward plan leadership engagements (e.g. event participation, communications, sponsorships). Share Plan with key stakeholders, including Faculty and University School teams with carriage over DEI. **Outcome Measures** Improved planning and coordination between DEI and operational teams. Greater responsiveness to staff wellbeing and workload pressures. Increased staff engagement with DEI initiatives due to better timing and reduced competing demands. Intersectional and/or cross-functional collaboration opportunities identified and actioned. Increased visibility of DEI work in organisational communications and leadership messaging. Increased visibility of Executive and Senior Leaders in DEI, Community & Culture activities. Increased collaboration between Staff Networks and leadership teams. Increased leadership attendance and active participation in

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ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
		(Note: This action is replicated as L&A 3.1.1 and NIC:M 2.1.4)				DEI events. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* - Reduced burnout and improved perceived ability to participate in DEI events, capability building, and other initiatives. - Strengthened integration of DEI into University culture without adding undue pressure. - Improved staff perception of leadership commitment to DEI. - Improved connections between Staff Networks and Senior Leaders. - Increased sense of connection and engagement from Faculty and University School DEI teams. - Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. - Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		NIC:M 2.1.5 Seek opportunities to improve the discoverability and utility of support pathways, teams, and resources for managers navigating diverse teams or non-inclusive managers themselves. E.g. Create a centralised, searchable DEI support hub for managers, with clear categories (e.g. psychological safety, inclusive leadership, conflict resolution). Map and publish a visual guide to internal support teams (e.g. HR, Safety & Wellbeing, DEI, Legal,	2026-2028	SAGE Team, HR D&I Team, MarComms	SAGE Program Manager, Senior Manager HR D&I	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Subject to resourcing and implementation plan, example outputs could include: Centralised DEI support hub for managers created and published. Visual guide to internal support teams developed and distributed. Number of platforms integrated with support links (e.g. Workday, intranet, AP&D forms). Number of feedback loops established (e.g. surveys, suggestion forms, manager forums). **Outcome Measures**

KEY BARRIER 5: NON-INCLUSIVE MANAGERS						
ID	**Rationale/Evidence**	**Actions**	**Timeframe (start & end)**	**Person / Group Responsible for Implementing Action**	**Senior Leader Accountable for Action Delivery**	**Example Outputs, Outcomes, and Impacts**
		RiskWare), showing when and how to engage each. Embed support links and contacts into commonly used platforms (e.g. Workday, intranet, AP&D forms, meeting templates). Establish feedback loops where managers can suggest improvements to support systems and receive updates on changes made. *(Note: This action aligns with Respect@Work Action 3.3)*				Increase in usage of DEI support resources and services by managers. Reduction in time taken to locate and access appropriate support. **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increase in manager awareness of available support pathways. • Increase in manager-reported confidence in navigating team diversity and addressing non-inclusive behaviours. • Improved psychological safety and inclusion scores in staff surveys across faculties and portfolios. • Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence*, *Trust* & *Accountability*.
		NIC:M 2.1.6 Pilot embedding short, digestible content focused on intersectionality into existing communication channels like newsletters or manager newsletters.	2026-2028	SAGE Team, HR D&I Team, Marcomms	Head of Internal Communications	*Subject to final collaborative implementation and resourcing, example outputs and outcomes could include:* **Output Measures** Type of content created. Engagement metrics (e.g. video views, click-through rates, downloads). **Outcome Measures** Increase in application of inclusive practices discussed in content (measured via pulse surveys or feedback forms). **Impact Measures** *Feedback via focus groups, surveys, feedback forms indicating:* • Increase in manager-reported understanding of intersectionality and its relevance to team dynamics. • Positive feedback on content relevance, clarity, and usefulness. • Improved psychological safety and inclusion scores in staff surveys across faculties and portfolios.

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						• Supporting the University's *Sydney in 2032* strategic goals under the *Thriving Through Diversity* pillar. • Embedding the University values of *Excellence, Trust* & *Accountability*.