

2019–20 Application

WGEA Employer of Choice for Gender Equality

Western Sydney University

Introduction

The EOCGE citation is the Workplace Gender Equality Agency's (Agency) leading practice recognition program. The citation aims to promote and improve gender equality for women and men, while recognising the historically disadvantaged position of women in the workplace. It is a voluntary program, open to all compliant employers covered under the Workplace Gender Equality Act (Act).

The citation recognises that gender equality is critical to an organisation's success and is a feature of well-managed, leading organisations. Research has demonstrated that groups with diverse perspectives and flexibility in thinking almost always outperform homogenous groups, leading to higher levels of creativity, innovation and organisational agility.

Being awarded the EOCGE citation provides recipients with significant differentiation in a competitive marketplace. The citation provides public recognition of an organisation's focus on gender equality, which supports its ability to attract and retain the best possible talent to build a high-performance workforce.

While EOCGE citation holders must meet a rigorous set of criteria, the citation does not certify that organisations have achieved equal outcomes between women and men. The citation recognises organisations that are taking significant action towards improving gender equality outcomes in their workplaces. The process of investigating whether an organisation complies with the citation criteria can also be an excellent driver of change.

As part of the Agency's commitment to continually improving the standard of leading practice in workplace gender equality, every five years the Agency reviews the citation to ensure it continues to reflect best practice and remains relevant and accessible to employers. In 2017, the Agency commissioned a strategic review of the EOCGE citation. This revised citation, effective from 2019-20, reflects findings from the latest academic research into drivers of improved gender equality outcomes, and consultation with gender equality experts and practitioners, industry groups, and employers.

This document is a record of the responses your organisation has provided in your WGEA Employer of Choice for Gender Equality citation application and the related responses from your compliance report for 2018-19.

Focus Areas

1. Leadership, strategy and accountability

This focus area recognises that creating a workplace in which women and men are equally represented, valued and rewarded requires leadership, accountability and a focus on gender equality as a strategic priority.

It assesses an organisation's overall strategies and leadership commitment to achieving gender equality.

Notes:

- To assess whether you meet all prerequisites, we strongly advise that you review the EOCGE Guide to citation document PRIOR to answering the citation questions.
- IMPORTANT: view "MORE INFORMATION" for details on what will need to be provided in subsequent applications.
- Please submit your EOCGE application BEFORE you submit your application payment.
- Please list all the organisations covered in this application below. By providing the names of these organisations, you are confirming that all responses contained within this application apply to them all:

Western Sydney University

Certificate

- Please enter the name of the organisation that you would like to appear on your EOCGE certificate below, should your organisation's EOCGE application be successful.

Western Sydney University

1.1

1.1. Your organisation must have a strategy in place aimed at achieving gender equality in ALL the following areas:

- gender balance in leadership
- gender balance across the organisation
- gender pay equity at a like-for-like and an organisation-wide basis
- flexible work and support available for employees at all levels, including those with caring responsibilities.

Please confirm the following:

☒ Yes, we have a strategy that supports gender equality in all the above areas.

1.2

1.2. Your organisation must have a policy/policies in place supporting gender equality that covers ALL the following:

- promotions
- performance review processes
- recruitment – internal and external recruitment consultants must be provided with gender equality guidelines for the recruitment process
- restructures and significant operational changes including planned redundancies
- employment and engagement of casuals
- engagement of independent contractors

Please confirm the following (NB: please read “More information” for future requirements in this area).

☒ Yes, we have a policy/policies in place supporting gender equality in all the above areas.

1.3

1.3. Your organisation's gender equality strategy must include clear objectives and measures, and an evaluation process that occurs at least every two years.

Please provide an outline of the objectives, measures and evaluation process specified in your gender equality strategy. (NB: please read "More information" for future requirements in this area).

Our full Gender Equality Strategy includes clear objectives and measures of success. Our Strategy includes 5 priority focus areas:

1. Leadership Accountability for the promotion and support an an organisational culture and working environment that is inclusive and fair to all genders.
2. Representation of women in leadership and management, with a particular focus on the Science, Technology, Engineering, Mathematics and Medicine (STEMM) disciplines.
3. Developing a gender diverse workforce
4. Reducing gender pay equity gaps
5. Facilitating and promoting a flexible workplace which enables staff to balance work and life responsibilities.

The full Strategy document is available for reference on our website at:
https://www.westernsydney.edu.au/equity_diversity/equity_and_diversity/gender_equality.

Progress against this strategy is reported at regular meetings to the Vice-Chancellor' Gender Equality Committee who have oversight of this strategy.

A full evaluation of progress against the strategy is undertaken every 6 months, and progress is also reported to the Board of Trustee's and Senior Executive Committee on an annual basis, with detailed analysis provided regarding progress against objectives and measures of success both via overall percentile completion and a traffic light process.

All staff are also updated regularly regarding progress made against our Gender Equality strategy via updated web content and regular correspondence from our Vice-Chancellor.

1.4

1.4. Your gender equality strategy must be incorporated into your broader business strategy and planning process, and endorsed by your governing bodies/boards.

Please confirm the following:

- ☒ Yes, our gender equality strategy is incorporated into our broader business strategy and planning process, and is endorsed by our governing body/board
- ☒ Evidence of the governing body's endorsement (e.g. extract of governing body/board minutes) has been/will be emailed to WGEA when the EOCGE application is submitted

1.5

1.5. Your organisation must evaluate its progress against its gender equality strategy by 1) tracking the metrics below and 2) reporting progress to the following stakeholder groups in your organisation/s at least every year.

Please select all the boxes below to confirm this has occurred:

1.5 a). For all your workforce (including Partners in Partnership structures):

- ☒ gender composition of your workforce by manager and non-manager categories
- ☒ promotions by gender and manager and non-manager categories
- ☒ recruitment and exit (voluntary and involuntary) numbers by gender
- ☒ graduate programs and paid or unpaid internships (where applicable)
- ☒ utilisation of formal flexible working arrangements (including part-time) for women and men by manager and non-manager categories
- ☒ utilisation of, and return from, parental leave (paid and unpaid), of women and men

1.5 b). For key management personnel AND your governing body/board (1.5 c) also applies to these stakeholders):

- ☒ ALL of the areas listed in 1.5 a)
- ☒ the results of your gender remuneration gap analysis, including pay equity metrics and actions taken
- ☒ progress on narrowing your organisation-wide gender pay gap
- ☒ all results from your EOCGE employee survey questions (refer section "Lived experience – Employee Survey")

1.5 c). For key management personnel AND your governing body/board

All the following metrics on gender-based harassment and discrimination and sexual harassment complaints must also be reported to these stakeholders:

- ☒ number and nature of complaints received
- ☒ process for responding to the complaint
- ☒ time taken to resolve complaint (e.g. complaint made in February, resolved in July)
- ☒ outcomes for complainant and respondent, including whether a complaint was settled
- ☒ any organisational change following the complaint
- ☒ complainant and respondent turnover

1.5 d). Your organisation must provide evidence (e.g. extract of governing body/board minutes) that all the areas covered in questions 1.5 a), 1.5 b) and 1.5 c) have been reported to the governing body/board.

Please confirm that this has been/will be emailed to WGEA:

- ☒ Yes, evidence that progress on all the above areas has been reported to the governing body/board has been/will be emailed to WGEA

1.6

1.6. Where gender discrepancies exist for any areas listed under questions 1.5 a), b) and c), your organisation must analyse systems and processes to identify gender bias in decision making, and take actions to address issues identified.

Please confirm this has occurred:

☒ Not applicable - no gender discrepancies exist for any areas listed under questions 1.5 a), b) and c)

☐ Yes, gender discrepancies were found and systems and processes were analysed to identify gender bias in decision making

1.7

1.7. Your governing body must be provided with a copy of your completed EOCGE application once submitted.

Please confirm this will occur:

☒ Yes, the governing body will be provided with a copy of this EOCGE application. Please provide a date when this will occur:

16 October 2019

1.8

1.8. Your CEO/head of business must be a visible champion of gender equality in the following areas.

Please provide information in the questions below to confirm each requirement has been met.

1.8 a). Your CEO/head of business must have communicated your organisation's business case for improving gender equality, to all workers (and Partners in Partnership structures) in the last 12 months, and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication below:

Yammer (internal communications platform) post on 9/10/2019 by Vice Chancellor and President Professor Barney Glover:

"As Vice-Chancellor and Chair of the University's Gender Equality Committee, I would like to remind staff that the University is deeply committed to advancing gender equality. We are very proud to have been recognised this year as first globally in the Times Higher Education Impact Rankings for our work to promote gender equality, and recently to have received an Athena SWAN Institutional Bronze Award.

The University has a range of strategies and policies relating to gender equality, including: the newly published Gender Equality Policy; Gender Equality Strategy and Action Plan 2015-2020, and supplementary 2019-2020 Action Plan; the Equity and Diversity Strategic Plan; the People Strategy, Our People Securing Success; the Equal Opportunity and Diversity Policy; the Workplace Flexibility Policy; and provisions in our Staff Agreements. I encourage all staff to familiarise themselves with these documents.

As a University, we have also recently undertaken various initiatives in support of gender equality including:

development of a Business Case for Gender Equality and Business Case for Flexible Work as relevant for our University;

a detailed review of our recruitment policies and practices to reduce potential for bias;

an in-depth review of the University's promotions policies and procedures;

development of a Supporting Parents Toolkit;

introduction of up to eight weeks of primary carers leave for partners;

improved availability of breastfeeding facilities on all campuses, and recent Accreditation as a Breastfeeding Friendly Workplace;

establishment of support networks for emerging leaders and parents to encourage ongoing career progression and engagement;

a review of our pay equity data to identify areas of concern;

introduction of additional leave for staff experiencing domestic or family violence and development of the Family and Domestic Violence Policy and Procedures; and

continued support for the Gender Equality Fund which offers grants annually to support or facilitate gender equality initiatives and promote workplace inclusion.

I would particularly like to emphasise the importance of supporting staff of all genders, across both management and non-management roles, to work flexibly in order to meet their caring responsibilities. Information on flexible working arrangements is available on the Equity and Diversity webpage and flexible work options on the Human Resources webpage.

For additional information on the University's gender equality initiatives, please visit the Gender Equality webpage."

1.8 b). Your CEO/head of business must have communicated their commitment to zero tolerance of gender-based harassment and discrimination, sexual harassment and bullying to all employees (including Partners in Partnership structures), in the last 12 months and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication:

An all-staff email was circulated by our Vice-Chancellor and President Professor Barney Glover to all staff on Wednesday 28 August to mark equal pay day and included the statement below:

"Gender-based discrimination, harassment and bullying is not tolerated at our University, and we will continue to review our processes, policies and practices with the aim of facilitating equal respect, access and opportunity for all our staff."

1.8 c). Your CEO/head of business must have communicated the organisation's overall gender equality strategy, priorities and progress, to all employees (and Partners in Partnership structures), in the last 12 months and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication:

An all-staff email was circulated by the acting Vice-Chancellor and President Professor Scott Holmes to all staff on Friday 2 August to mark submission of our Compliance report included the statement below:

"The University prides itself on maintaining its strong commitment to gender equality, and will continue to support an equitable and inclusive working environment and culture. If we are to be leaders in excellence in teaching, innovation and research, it is critical that we utilise the skills and capacities of all our staff.

Our commitment to gender equality is further engrained into our professional praxis by our gender equality strategy, action plan and policy. These guiding documents aim to integrate gender considerations in all aspects of the workplace, and promote a culture and working environment that is flexible, inclusive and equitable to all genders. I encourage staff to review these documents and find out more about our current gender equality programs and initiatives, which are also available through the University website (hyperlinked)."

On 9 October, the Vice-Chancellor also made an announcement to all staff via the University's internal communications channel "Yammer". This most recent statement again communicated the University's gender equality strategy, business case, priorities and key progress points, as below: As Vice-Chancellor and Chair of the University's Gender Equality Committee, I would like to remind staff that the University is deeply committed to advancing gender equality. We are very proud to have been recognised this year as first globally in the Times Higher Education Impact Rankings for our work to promote gender equality, and recently to have received an Athena SWAN Institutional Bronze Award.

The University has a range of strategies and policies relating to gender equality, including: the newly published Gender Equality Policy; Gender Equality Strategy and Action Plan 2015-2020, and supplementary 2019-2020 Action Plan; the Equity and Diversity Strategic Plan; the People Strategy, Our People Securing Success; the Equal Opportunity and Diversity Policy; the Workplace Flexibility Policy; and provisions in our Staff Agreements. I encourage all staff to familiarise themselves with these documents.

As a University, we have also recently undertaken various initiatives in support of gender equality including:

development of a Business Case for Gender Equality and Business Case for Flexible Work as relevant for our University;

a detailed review of our recruitment policies and practices to reduce potential for bias;

an in-depth review of the University's promotions policies and procedures;

development of a Supporting Parents Toolkit;

introduction of up to eight weeks of primary carers leave for partners;

improved availability of breastfeeding facilities on all campuses, and recent Accreditation as a Breastfeeding Friendly Workplace;

establishment of support networks for emerging leaders and parents to encourage ongoing career progression and engagement;

a review of our pay equity data to identify areas of concern;

introduction of additional leave for staff experiencing domestic or family violence and development of the Family and Domestic Violence Policy and Procedures; and

continued support for the Gender Equality Fund which offers grants annually to support or facilitate gender equality initiatives and promote workplace inclusion.

I would particularly like to emphasise the importance of supporting staff of all genders, across both management and non-management roles, to work flexibly in order to meet their caring responsibilities. Information on flexible working arrangements is available on the Equity and Diversity webpage and flexible work options on the Human Resources webpage.

For additional information on the University's gender equality initiatives, please visit the Gender Equality webpage.

1.8 d). Your CEO/head of business must have communicated the organisation's commitment to gender pay equity to all employees (and Partners in Partnership structures) in the last 12 months and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication:

An all-staff email was circulated by our Vice-Chancellor and President Professor Barney Glover to all staff on Wednesday 28 August to mark equal pay day and included the content below:

"Today is Equal Pay Day, which marks the average additional 59 days from the end of the previous financial year that a woman must work to earn the same as a man.

This year, the Workplace Gender Equality Agency (WGEA) reported the average national gender pay gap as 14.0%. Compounded over a lifetime, this gap results in women retiring with on average 40% less superannuation than their male colleagues.

There is no single solution to reducing the gender pay gap, but Western Sydney University is continually looking at ways to address the contributing factors. Some of our recent initiatives include:

- Undertaking annual gender pay equity audits to assist in identifying key areas for investigation;
- Setting targets to improve the representation of women in management roles, and actively identifying ways to encourage more women into non-traditional fields of study and to work across

the various disciplines;

- Improving our workplace flexibility practices to support staff in balancing their personal and professional responsibilities;
- Providing ongoing training for all our staff to raise awareness of unconscious bias and the significant impacts these biases can have on women in the workplace;
- Improving promotion pathways, and expanding the support and guidance available for staff in this area; and
- Providing mentoring programs for all our staff to support career progression and transition.

Gender discrimination, harassment and bullying is not tolerated at our University, and we will continue to review our processes, policies and practices with the aim of facilitating equal respect, access and opportunity for all our staff.

I encourage staff to be informed about the ongoing issues that lead to the continued gender pay gap in Australia. For more information on gender equality and pay equity at our University, visit the University website."

1.9

1.9. Your organisation must have a group, committee or council with representation from senior management level or above, that is responsible for the implementation and oversight of your organisation's gender equality strategy.

Please confirm this is in place:

☒ Yes

1.9 a). Please provide the job title of the Chair of this group/committee/council:

Vice-Chancellor and President Professor Barney Glover AO

1.10

1.10. Your CEO/head of business must have direct involvement with your organisation's gender equality initiatives.

Please list what your CEO/head of business does in this regard:

Our Vice-Chancellor and President Professor Barney Glover is an vocal advocate for gender equality across all areas of our University, and the broader Western Sydney community.

Professor Glover is the Chair of our Gender Equality Committee, and has established the Gender Equality Fund, which provides grants for projects which seek to improve gender equality at Western Sydney University.

Professor Glover played an integral role in the development of the Respect Now Always (R.N.A) Initiative in his time as Chair of the Universities Australia (UA) Board, a national campaign to ensure our Universities are places of safety and respect. Professor Glover currently Chair's Western Sydney University's R.N.A Taskforce which focuses on the implementation of recommendations based on the Australian Human Rights Commission's 2017 survey into sexual offences at Australian universities.

Professor Glover also strongly supported the University's engagement with the Athena Swann SAGE program (Cohort 2) - a comprehensive program looking at addressing gender equality in STEMM, and the Respect and Equality program - a joint initiative being delivered by Universities Australia (UA) and Our Watch to establish a set of Higher Education Guidelines with the aim of reducing violence against women through addressing the systemic gender equality factors which contribute to this issue.

1.11

1.11. Your organisation must ensure that women and men can access opportunities that are considered career-enhancing, equitably.

Using typical examples in your organisation, please explain how you ensure this occurs for women and men (maximum 500 words).

In a recent survey staff were asked to respond to the statement "Individuals of all genders are recognised equally for their contribution at WSU". Over 80% of staff responded with agree or strongly agree to this question (out of 2254 responses). Western Sydney University has a raft of career enhancing opportunities available to all our staff including:

- Early/Mid Career Researcher networks which aim to facilitate increased collaborative research opportunities and support profile building opportunities for participating staff. Participation in these networks is open to all staff with inclusion by self-nomination.
- Mentoring opportunities for both Academic and Professional Staff members – pairing early to mid-level staff with senior staff to support career progression and opportunity. Participation rates in these programs are monitored to ensure participation is balanced where possible. Applications to participate in all mentoring programs are open to all staff, and coordinated by our Talent and Leadership Development team.
- Recognising the barriers faced by staff with significant caring responsibilities – often as relates to women, WSU has developed a raft of grants which seek to support equity in access to research opportunity and capacity. Some examples include:
 - The Career-Interruption Grant which can be accessed by Academic staff returning from any period of extended carer's leave (both men and women) to 'kick start' their transition back to research. This funding may be used for research assistance or other specialist personnel required to progress a research project, outcome or output. Funding up to \$10,000 is available.
 - Early Career Researcher (ECR) Fellowships which aim to support ECR's in juggling teaching and administrative duties while establishing a research profile. The support can be used for teaching, marking or administration buy-out or RA assistance. Awards of up to \$20,000 per applicant are available.
 - Recognising the systemic and pipeline issues that continue to relate to women in research, particularly in the STEMM disciplines, the Women's Research Fellowship is available to support women researchers employed at Levels B or C. It can be used to support research including teaching or administration buy-outs, travel and project costs. Awards of up to \$40,000 available.
 - Academic Course Advisor (ACA) or Director Academic Program (DAP) Research Support funding provides staff employed in these roles the opportunity to reinvigorate their research profile. These roles are often administration heavy, and this can impact staff capacity for research outputs, and thus effect career progression. In an effort to improve equity for staff engaged in these roles, awards are open to Level B or Level C Academic staff members in these roles. This funding can be used to employ a research assistant with awards of up to \$10,000.
- WSU also reviewed its Promotion Policy and process in 2017 with specific reference to gender equity considerations and to streamline the process to increase access and opportunity for staff to participate. The updated application process includes consideration of output relative to opportunity, and includes a section for equity considerations. Promotions are reviewed and reported annually to the Board of Trustees and applications for promotion by women have increased since the new policy and process was introduced. The Senior Manager Equity and Diversity also sits on all Promotions review panels.
- Secondment opportunities are advertised internally to provide opportunity for staff to gain experience acting at a higher level, or across a different skill set. These roles are vetted according to standard and transparent recruitment processes to remove opportunity for bias.
- Early-Mid level positions at the University are advertised internally in the first instance – including HEW 3-7, and Academic Level A to improve opportunity for all staff in securing ongoing employment and career advancement.
- The University also supports a raft of Networks with the aim of improved equity for staff:
 - The Engaged Parent's Network is open to all staff who are parents, and supports improved outcomes for staff by raising awareness of key issues, supporting initiatives which further support staff with caring responsibilities and in transitioning back to work after carer leave, and providing

opportunities for cross discipline research.

- The Network for Emerging Women, and Senior Women's Network both focus on increasing women's confidence and awareness of career-enhancing opportunities and initiatives available, and were developed to address ongoing issues around women's career progression at the University into Senior manager roles.

- WSU also has a compliment of in-house or supported training and development opportunities for all staff as coordinated by our Talent and Leadership Development Team. Some key programs which seek to improve equity of access and remove financial barriers for staff include:

- The Academic Development Program which is available for eligible Academic staff to undertake a sustained period of academic development to pursue research, acquire new skills and knowledge, or to develop ongoing partnerships that will benefit the University. Uptake of this program is monitored by gender to ensure equal participation.

- Educational Support Allowance – The University provides an education support allowance to professional and academic staff members undertaking approved formal award courses. Study support is available to all full time or part time staff or employees who have completed a minimum of the equivalent of 12 months full-time continuous service and who have satisfactorily completed the performance planning and development process.

- The Vice-Chancellor's Professional Development Scholarship provides grants of \$3,000, available to all staff including casuals. Funding can be used for a variety of professional development activities including conferences, seminars, workshops and short courses that are relevant to the staff member's duties or employment at Western Sydney University. Staff participation is reviewed annually to ensure no bias.

1.12

1.12. You must hold your managers accountable for contributing to the implementation of your gender equality strategy.

Please outline how managers are held accountable e.g. describe KPIs (up to 500 words).

In a recent staff survey staff were asked to respond to the statement "My immediate supervisor/manager genuinely supports equality between men and women". Over 88% of staff responded with agree or strongly agree to this question (out of 2254). Implementation of considerations within our gender equality strategy and policy framework is included as a key performance indicator for Managers as reflected in our Gender Equality Policy. Managers are required to:

- promote gender-mainstreaming across all strategic and operational planning processes within their related area, in alignment with the Gender Equality Policy and the University's gender equality commitments, to ensure the different priorities, capacities, contributions and needs of women, men, intersex, transgender and gender diverse people are reflected.
- ensure a consistent, fair and equitable approach to:
 - i. the allocation of workload across all areas in a way that does not result in gender bias, i.e. even distribution across local allocation of teaching/research/administrative roles, as relevant to gender balance within their area;
 - ii. the allocation of employee professional development opportunities, including ensuring employees who are working flexibly, or have taken leave, including carers leave are provided access to opportunities;
- ensure consistent messaging in alignment with the Workplace Flexibility Policy and the University's position on flexible work provisions, including encouraging and monitoring the uptake of flexible working conditions, leave entitlements and other benefits within their area, and ensure employees under their supervision are fully aware of their entitlements, including:
 - i. options to keep in touch for employees who are on parental leave;
 - ii. their rights to maternity/partner/adoption/foster/primary carer's leave;
 - iii. support the University offers for an employee during leave, including keep-in-touch days, and in transitioning back to work after leave;
 - iv. flexible work provisions available to all employees as outlined in the Workplace Flexibility Policy;
- undertake regular communication with employees regarding how the Gender Equality Policy as relevant to their unit/school and encourage and support employees in providing feedback or unsolicited suggestions, ideas, concerns, or complaints relating to gender equity.

Accountability for Managers in meeting these KPIs and ensuring staff experience reflects the University's position on gender equity is managed in part through the local establishment of local Equity and Diversity Working Parties (EDWPs). In a Higher Education environment gender equity considerations can be vastly different from one School or Division to another. As such the EDWPs are installed at each School, Division and Institute level to provide a forum for discussion, and to support and ensure local implementation of our University's gender equality policy and strategy framework. These groups report quarterly to individual area Executive Committees, and annually up to the Senior Executive Committee of the University.

Manager accountability and related staff satisfaction is also monitored and assessed via our bi-annual My Voice staff survey which includes extensive questions relating to key gender equity considerations. Data collected via this survey process is analysed locally to identify any issues or areas of concern, and where there are issues, managers are required to develop an Action Plan to improve staff satisfaction levels and outcomes in this area. Progress against these Action Plans are tracked and reported to the Senior Executive Committee.

2. Developing a gender balanced workforce

This focus area recognises that the Australian workforce is highly segregated by industry and occupation.

Organisations need robust, targeted learning and development, talent identification and leadership programs to support women's progress through the leadership pipeline, and provide career opportunities across all levels of the workforce for women and men.

- 2.1** 2.1. Your organisation must have a policy or strategy that includes learning and development (including leadership and/or career development training) for women and men.

Please confirm what is in place:

☒ Formal policy

☒ Formal strategy

- 2.2** 2.2. Your organisation must have learning and development plans for all your permanent workforce and long-term casuals.

Please confirm this is in place:

☒ Yes

2.3

2.3. Each year, your organisation must track how many women and men, full-time and part-time, have participated in FORMAL leadership development programs. Please indicate the types of programs you have in place:

- ☐ Formal sponsorship program
- ☒ Formal mentoring program
- ☐ Formal succession plan
- ☒ Formal leadership networks
- ☒ Other

2.3 b). Please complete the table below with the numbers of participants in this program. All cells must be completed, please enter "0" where there were no participants.

	Women		Men	
	Full-time	Part-time	Full-time	Part-time
Formal mentoring program	70	12	49	1

2.3 d). Please complete the table below with the numbers of participants in this program. All cells must be completed, please enter "0" where there were no participants.

	Women		Men	
	Full-time	Part-time	Full-time	Part-time
Formal leadership program	75	3	43	0

2.3 e). For the other formal leadership development programs in place, please complete the table below, entering the name of the program, and number of participants in the program for each category.

	Program type	Women		Men	
		Full-time	Part-time	Full-time	Part-time
1	Foundations of Leadership and Management Program (2018)	57	2	30	1
2	Emerging leaders and Managers Programs (2018-2019)	33	2	8	0
3	Critical Management Conversations Program (NEW 2019)	59	5	17	0
4					

2.4

2.4. Your organisation must set numerical targets (with timeframes) to improve the representation of WOMEN in any manager category where their representation is less than 40%. Progress against manager targets must also be tracked.

Please confirm this has occurred below. (NB: please read "More information" for future requirements in this area).

☒ Yes, targets have been set for every level of management where the representation of women is less than 40%, and targets are tracked

☐ Targets are not required as the representation of women across all levels of management is at least 40%. Please provide details below:

2.4 a). In the table below, please indicate the targets and timeframes that have been set:

	Management level where target is set, e.g. KMP ?	% Target?	Year target to be reached?
1	Senior Managers	40	2020
2	Other Executive/General Managers	40	2020
3			
4			
5			
6			

2.5

2.5. Your organisation must set gender targets for internal and external recruitment shortlists where the representation of women at any level of management is less than 40%.

Please confirm this has occurred:

☒ Yes, targets for internal and external recruitment shortlists have been set

☐ Targets are not required as the representation of women across all levels of management is at least 40%. Please provide details:

2.5 a). In the table below, please indicate the targets and timeframes that have been set for internal and external recruitment shortlists of management levels where the representation of women is less than 40%:

	Managers	
	% Target?	Year to be reached?
Internal recruitment shortlists	40	2020
External recruitment shortlists	40	2020

2.6

2.6. If your organisation has set targets to improve the representation of WOMEN in any non-manager occupational category where their representation is less than 40%, please indicate below:

(NB: this will become a requirement in 2021-22, so if no targets have been set, please proceed to the next question.)

☐ Yes, targets have been set for every non-manager occupational category where the representation of WOMEN is less than 40%

☒ Targets are not required as the representation of women across all non-manager occupational categories is at least 40%. Please provide details:

Representation of women under all relevant non-manager categories are at least 47%.

2.7

2.7. If your organisation has set targets to improve the representation of MEN in any non-manager occupational category where their representation is less than 40%, please indicate below:

(NB: this will become a requirement in 2021-22, so if no targets have been set, please proceed to the next question).

☐ Yes, targets have been set for every non-manager occupational category where the representation of MEN is less than 40%

☐ Targets are not required as the representation of men across all levels of management is at least 40%. Please provide details:

2.8

2.8. The following questions relate to governing body appointments.

2.8 a). Does your organisation have control over governing body appointments of ALL the organisations covered in this application (as listed at the beginning)?

☐ Yes

☐ No, it has control only over SOME of the organisations included in this application. Please provide the names of those organisations whose governing body appointments you do not have control over, and explain why.

☒ No, please provide details why your organisation does not have control over appointments to ALL the governing bodies/boards in this application?

Membership is prescribed by the Western Sydney University Act. However all attempts are made where possible to ensure gender balance in Board membership and membership considerations are guided by our Gender Equality Policy.

2.8 b). Does your organisation have control over OTHER governing bodies/boards not included in this application, AND have control over appointments to those governing bodies?

☒ Yes, the names of these organisations are:

Western Unlimited Ltd

Western Sydney University Early Learning Ltd

Western Sydney University Enterprises Pty Ltd (The College)

☐ No, this organisation does not have control over OTHER governing bodies/boards

☐ No, this organisation does not have control over appointments to other governing bodies it controls. Please explain why, and whether there are other actions taken to improve gender balance on those governing body/boards

2.8 b.i). Your organisation must have in place a formal selection policy or a formal selection strategy designed to promote gender equality for ALL these other governing bodies/boards.

Please confirm which are in place:

☒ Formal policy

☒ Formal strategy

2.8 b.ii). Your organisation must set numerical targets (with timeframes) to improve the representation of women on ALL of these other governing bodies/boards over which you have control of appointments and where the representation of women is less than 40%.

Please confirm these are in place below. (NB: please read "More information" for future requirements in this area).

☐ Yes, targets have been set for governing bodies where the representation of women is less than 40%. Please provide the name, the target (%) and the year to be reached for each organisation.

☒ Targets are not required as the representation of women in all these governing bodies is at least 40%



2.9

2.9. Your organisation must identify and address gender segregation challenges relevant in your organisation and/or industry, for example (but not limited to) under-representation of women or men in caring, administrative, technical, trades or senior roles.

Please provide a written response using the structure below to outline a summary of key details (maximum 750 words):

- How does gender segregation impact your organisation and/or industry?
- What measures have you implemented to improve gender balance in your organisation?
- Where have you made progress and what were/are the biggest challenges?

The challenges of gender segregation across our institution, and indeed the higher education sector can be brought into focus in three key areas:

1. A lack of gender diversity across the STEMM disciplines, particularly at the Senior levels.
2. A higher proportion of women in low/mid-level administrative/professional roles.
3. A continuing gender imbalance at Academic Level E, and across senior leadership roles.

Whilst we are making progress in improving balanced representation across points 1 and 3, addressing point 2 has proved more complex, and remains a consistent issue for our University. This can be seen to relate in part to ongoing pervasive gender stereotypes and external cultural factors outside of our direct control, however it continues to be an area of focus for our University as outlined further below.

The University has a strong history of being proactive in addressing gender imbalance and segregation. Most recently Western Sydney University has:

- Engaged in the Science in Australia Gender Equity (SAGE) Athena Swann program, a nation-wide initiative to promote gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM). The program is based on the Athena Swan Charter, and the awards are extremely rigorous and are cumulative, with each award current for four years. Participating in Cohort 2 of the SAGE Pilot process, the University submitted its first application for Athena SWAN Bronze Award in March 2019. As part of this process, we undertook a thorough self-assessment of organisational data, systems, structure, and culture to draw together an in-depth understanding of how the University promotes and supports gender equity. Resulting from this self-assessment process we have developed a comprehensive four-year Athena SWAN Action Plan (2019-2023) that will facilitate improved progression and representation of women, trans and gender diverse staff within our STEMM disciplines.
- Set targets for the representation of women in Senior Leadership roles. Whilst it can be recognised that there has been some fluctuation amongst the different Manager categories as defined by WGEA, overall we have made steady progress in this area.
- Our University also hosts several initiatives which seek to encourage and support students and young people to engage and succeed in the STEMM disciplines. The Women in Science and Engineering (WiSE) and the Women Transforming the Built Environment (WTBE) are student facing Networks which seek to provide students with the relevant tools, information, and networking opportunities to develop strong career paths within their chosen industries. The ultimate goal of these programs is to address the persistent sector wide pipeline issues for women within these fields and disciplines.
- Our University also recognises the ongoing higher education sector issue of gender

balance at the highest Academic ranks. Women represent only 34% of Academic staff at Associate Professor/Professor level, with WSU having one of the highest rates of female Associate Professors/Professors in the sector at 44%. Recognising this ongoing issue as relates to progression for women, WSU has been proactive in developing programs and support structures which look at addressing key equity factors that lead to this imbalance. This has resulted in improved promotional outcomes and representation of women at our most Senior levels. Over recent years WSU has also improved its Professoriate pipeline with women now making up over 50% of our Associate Professors (level D). The University has also introduced a raft of financial grants and opportunities to support our Academic staff in maintaining research objectives and career trajectory, and are developing a program which seeks to identify promotion ready women at level D, and encourage and support their applications for promotion to Level E.

- With regards to issues of gender segregation across our mid-range administrative staffing roles, and the high level representation of women, our enterprise agreements include a number of clauses which seek to support the career advancement of our staff, such as:
 - Filling secondment and higher duty opportunities internally to provide opportunity for staff to gain experience acting at a higher level, or across a different skill set. These roles are vetted according to standard and transparent recruitment processes to remove opportunity for bias.
 - Advertising Early-Mid level positions at the University internally in the first instance to improve opportunity for all staff in securing ongoing employment and career advancement.
 - Establishing the Network for Emerging Women (NEW) to support, encourage and assist women in our early/mid-level roles in building their profile, expanding their networks and increasing confidence and opportunity.
 - Increasing our flexible work based practices to further support staff maintaining engagement in the workforce whilst navigating caring responsibilities,
 - Increased parental leave entitlements for men, and actively sought to raise awareness of men as carers.
 - Addressing our recruitment practices to ensure advertisements are gender neutral so as not to dissuade men from applying. We would still note that our data indicates that applications in these early mid-level administrative roles are still predominately women.

3. Gender pay equity

This focus area recognises an organisation's commitment to gender pay equity. It assesses the policies and strategies in place to address gender pay equity and the steps taken to improve identified gender pay gaps.

Gender pay gaps can occur at a like-for-like, level-by-level, and on an overall organisation-wide basis.

3.1

3.1. Your organisation must have a formal remuneration policy and formal remuneration strategy that contains specific gender pay equity objectives.

Please confirm this is in place:

- ☒ Yes, we have a formal remuneration policy that contains gender pay equity objectives
- ☒ Yes, we have a formal remuneration strategy that contains gender pay equity objectives
- ☒ Our gender pay equity objectives are contained within our award/industrial or workplace agreement

3.1 a). Gender pay equity objectives must be included in your formal policy, formal strategy or award/industrial or workplace agreement.

Please indicate which objectives are included in your policy/strategy:

- ☒ To achieve gender pay equity
- ☒ To ensure no gender bias occurs at any point in the remuneration review process (for example at commencement, at annual salary reviews, out-of-cycle pay reviews, and/or performance pay reviews)
- ☒ To be transparent about pay scales and/or salary bands
- ☒ To ensure managers are held accountable for pay equity outcomes
- ☒ To implement and/or maintain a transparent and rigorous performance assessment process
- ☐ Other (provide details):

3.2

3.2. Your organisation must undertake a gender pay gap analysis of its workforce on a like-for-like and organisation-wide basis each year on what is listed below.

Please select all items to confirm this has occurred:

☒ A gender pay gap analysis has been conducted on our workforce covering all the items below at a like-for-like AND organisation-wide basis in the past year

☒ Base salary

☒ Total remuneration (i.e. including allowances, bonuses, performance payments, discretionary pay, overtime and superannuation)

☒ Performance pay

☒ Starting salaries

☒ Annual salary increases

☒ Salaries on promotion

3.3

3.3. Where gender pay gaps are identified from your analysis, your organisation must set targets and take other actions to reduce any like-for-like and organisation-wide gender pay gaps.

Please confirm whether targets have been set (NB: please read "More information" for future requirements in this area):

☒ Yes, targets have been set to reduce gender pay gaps

☐ No targets are required as no unexplainable or unjustifiable gaps were identified in our analysis of like-for-like and organisation-wide gender pay gaps

3.3 a). In the table below, please enter the targets and timeframes that have been set for closing gender pay gaps.

	Details of area where targets were set to reduce the gender pay gap (e.g. like for like for engineers, organisation-wide etc)	% Target?	Year target to be reached?
1	Organisation-wide	13.9	2025
2			
3			
4			

3.4

3.4. Women and men on primary carer's leave must be included in your organisation's annual reviews of salaries and annual bonus payments.

Please confirm this occurs:

☒ Yes

3.5

3.5. Your organisation must analyse and compare the results of performance reviews by gender.

Please confirm this occurs:

☒ Yes

4 and 5. Support for caring; Mainstreaming flexible working

Focus area 4 assesses an organisation's initiatives and programs to support employees with caring responsibilities, including but not restricted to parenting. It covers access to parental leave for women and men, return to work from parental leave and measures to support employees with elder or disability care responsibilities.

Focus area 5 assesses an organisation's support of flexible working arrangements. It recognises that successful implementation of flexibility needs visible leadership commitment as well as skills and support for managers and the workforce in general.

- 4.1** 4.1. Your organisation must have a formal policy AND formal strategy to support its workforce (including Partners in Partnership structures) who have family or caring responsibilities as below.

Please confirm these are in place (NB: please read "More information" for future requirements in this area).

- ☒ Yes there is a formal policy AND strategy supporting those with family or caring responsibilities
- ☒ Yes the policy and/or strategy covers support for those who return to work from parental leave, and for parents at all stages of children's lives.

- 4.2** 4.2. At least eight weeks of employer-funded paid parental leave at full pay, plus superannuation, must be provided to primary carers who are permanent employees (and Partners in Partnership structures). All of the following must also be in place in relation to this employer-funded paid parental leave.

Please tick all the boxes below to confirm they are all in place (NB: please read "More information" for future requirements in this area):

- ☒ our scheme is paid in addition to the government scheme (not just topping up the government funded scheme)
- ☒ it is available under any circumstances where there is a new baby e.g: adoption, same-sex couple, surrogacy. This must be available for parents of a stillborn baby.
- ☒ there is no requirement for anyone to repay any portion if they do not return to work
- ☒ it is available to women AND men who are primary carers
- ☒ there is flexibility in how this can be taken (e.g. part-time for part of the paid duration)

4.3

4.3. At least two weeks of employer-funded paid parental leave at full pay must be provided to all secondary carers who are permanent employees (and Partners in Partnership structures).

Please tick all the boxes below to confirm they are all in place (NB: please read "More information" for future requirements in this area).

☒ our scheme is paid in addition to the government scheme (not just topping up the government funded scheme)

☒ it is available under any circumstances where there is a new baby e.g: adoption, same-sex couple, surrogacy. This must be available for parents of a stillborn baby.

☒ there is no requirement for anyone to repay any portion if they do not return to work

☒ it is available to women AND men who are secondary carers

☒ there is flexibility in how this can be taken (e.g. part-time for part of the paid duration)

4.4

4.4. Please confirm that the maximum eligibility period to access employer-funded paid parental leave is 12 months or less. (NB: please read "More information" for future requirements in this area).

☒ Yes

4.5

4.5. Your organisation must actively encourage men to take parental leave.

Please provide examples on how this has been done in the past year:

- An information sheet for Partners highlighting their parental and carer leave entitlements titled "Managing Family Responsibilities for Partners" is included in our induction kits for new staff and available on our Office of Human Resources and Parental Support web pages.

- An initiative funded under the Vice-Chancellor's Gender Equality Fund "Celebrating Western Dad's" is currently finalising research into men's engagement in accessing parental leave with a focus on perceived barriers and staff and community perceptions around men's role as carers.

- A calendar has been developed for distribution to all office across our University, and for distribution to key external stakeholders which "Celebrates Western Dads" and focuses on raising awareness of men as carers, and the related supports and opportunities available for men to actively share caring responsibilities. The calendar, highlighting male staff, student's and alumni who had recently accessed parental leave to care for their children, was launched at a public event on 14 August by the Dean of the School of Business, (part of the University's Senior Executive). At this event male senior leaders and other staff spoke about their experiences navigating their care responsibilities and their careers.

- Specific content is included in our online Flexible Work training module regarding parental leave for men as well as women and promoting the benefits of shared caring.

- Our online Supporting Parents Toolkit for Staff is designed to inform, support and promote parental leave for all genders.

http://www.westernsydney.edu.au/equity_diversity/equity_and_diversity/gender_equality/parenting_support

- Our online content on parental leave and flexibility provides information for all staff on flexible work options and showcases positive case studies of a male staff member who utilises flexible work as well as a female staff member.

http://www.westernsydney.edu.au/equity_diversity/equity_and_diversity/gender_equality/flexible_working_arrangements

rangements

- A Flexible Work at WSU recorded interview with our Vice-Chancellor features a male staff member with young children discussing how he utilises parental leave and flexible working arrangements in managing his work and personal priorities.

https://www.westernsydney.edu.au/equity_diversity/equity_and_diversity/gender_equality/flexible_working_arrangements.

4.6

4.6. Your organisation must track the following metrics relating to paid parental leave.

Please tick all the boxes to confirm these metrics are tracked:

☒ utilisation of parental leave by women and men (manager and non-manager)

☒ return to work of women and men following parental leave

☒ promotions during parental leave

☒ voluntary and involuntary departures (including dismissals and redundancies) within 12 months of return from parental leave

4.7

4.7. Your organisation must have an action plan to maximise the rate of return to work from parental leave (paid or unpaid) that includes the following.

Please tick all boxes to confirm these are in place:

- ☒ keep-in-touch program while on parental leave
- ☒ on-boarding support
- ☒ tracking the reasons why, where applicable, women and men who return from parental leave do not return to their original role and to which role they return.

4.8

4.8. Your organisation must have support mechanisms in place, other than leave, for those with family or caring responsibilities, including elder- and disability-care.

Please provide details of these support mechanisms:

- Our university offers on-site childcare to all staff on most of our campuses. The childcare is provided at a subsidised rate for staff members, and can be salary-sacrificed.
- Our Supporting Parents toolkit provides comprehensive and centralised information for all staff to inform and support new parents and is a "one stop shop" available on our website. A link to the Toolkit is circulated to all staff applying for parental leave.
- We also provide designated breast feeding facilities on most campuses to accommodate new parents and students, and provide paid breaks for breastfeeding and expressing at work.
- Our recently established Engaged Parent's Network looks to support parents returning to or engaged with the workforce, and provide an opportunity for networking, support and collaborative research opportunities.
- Flexible work options such as working remotely, flexible start and finish times, tele-commuting, jobshare and part-time roles are available to staff managing family responsibilities including elder and disability care and are outlined in our Staff Agreements and Workplace Flexibility Policy.
- Staff may request a formal flexible working arrangement to manage their caring responsibilities, including elder or disability care.
- Staff returning from maternity leave are entitled to access our phased return to work program for up to 40 weeks which allows staff to be in office 80% of their usual office hours, but paid at 100%.

4.9

4.9. Your organisation must have a policy or strategy to support those who are experiencing family or domestic violence.

Please confirm what is in place:

- ☒ Formal policy
- ☒ Formal strategy

4.9 a). Please provide details of the support available for those experiencing family or domestic violence:

- ☒ paid or unpaid leave
- ☒ employee assistance program
- ☒ training of key staff
- ☒ domestic violence clause in enterprise agreement or equivalent
- ☒ referral to domestic violence support services for expert advice
- ☐ other – please provide details:

5.1

5.1. Your organisation must have a flexible working policy AND flexible working strategy that includes the following.

Please confirm the following are included by selecting all the boxes below:

- ☒ a business case for flexible working endorsed at the leadership level is communicated to all our workforce (including Partners in Partnership structures)
- ☒ manager accountability for flexible working is in place (e.g. embedded into performance reviews, tracking of approvals and rejections with reasons)
- ☒ where relevant, our organisation's approach to flexibility is integrated into client/customer interactions (e.g. having a conversation with a client about their account manager working flexibly and meeting contract requirements)

5.1 a). 5.1 a) Where relevant, in the box below please describe how you have worked with clients/customers to challenge assumptions that the work cannot be done flexibly and what the outcome was (if not relevant, please enter NA):

NA

5.2

5.2. Flexible working must be promoted throughout the organisation, to women and men regardless of caring responsibilities, and to prospective employees.

Please provide examples of how this is done.

- The promotion of workplace flexibility is entrenched in our Gender Equality Policy and Gender Equality Strategy and Action Plan, and our Executive staff are actively encouraged to promote flexible work within their schools or divisions.

- Under both the Professional and Academic Staff Enterprise Agreements (clauses 31 and 26 respectively) staff have a right to request Flexible working arrangements which may include, hanging from full-time to part-time work, job sharing, changing start and finish times within hours of work regulated by this

Agreement, decreasing hours of work, flexible working hours and leave without pay.

- Our Vice Chancellor has appeared in an interview discussing and promoting the benefits of flexible work which has been posted to YouTube, is included on our Website, has been circulated to Managers, and is included in online Manager training in Flexible Work. This recording also outlines the importance for Manager's in facilitating and supporting flexible work.

- Extensive information is freely available on our website and this content is promoted to staff:

westernsydney.edu.au/equity_diversity/equity_and_diversity/gender_equality/flexible_working_arrangements,

www.westernsydney.edu.au/people_and_culture/ohr/your_employment/flexible_work_options

www.westernsydney.edu.au/sb/staff_benefits/workplace_flexibility_and_diversity

- A statement from the Vice Chancellor is included on our flexible work option website stating "Providing flexible working options at our University plays an integral role in developing opportunities for increased staff satisfaction, retention, engagement, and sustained organisational knowledge. A flexible workplace is one that recognises the competing demands of its employees in balancing work commitments with personal priorities. Our University has many options available to staff who require flexible working arrangements and I encourage staff to discuss these options with their Manager or HR Advisor. When properly managed flexible working arrangements serve to benefit the overall productivity of our University."

- An comprehensive Flexible Work at WSU online training module has been developed and is available to all staff. The training is included in our induction staff checklist, promoted regularly and available to all staff

- A flyer on flexible work options at WSU was developed, is available on our website and promoted to all

staff.

- A flyer outlining partner options for parental leave and flexible work has also been developed, is available on our website and promoted to all staff.

5.3

5.3. ALL people managers must complete training on how to manage flexible working. (From 2020-21, this training must include addressing gender stereotypes that prevent men from requesting flexible working arrangements.)

Please confirm that this has occurred:

☒ Yes, all people managers have completed training on how to manage flexible working

5.3 a). Please provide an outline of the training provided such as topics covered and ways in which training is provided.

- Our online Equal Opportunity Training has additional modules for Managers which address supporting Flexible work at WSU. This is compulsory training for all Managers.

- A comprehensive online training course - Flexible Work At WSU has been developed, with content specifically targeting Managers outlining Manager responsibilities, flexible work options and University strategy. This training is included as required training on Manager Position Descriptions, and in the Manager Induction checklist as required training.

- Training on flexible work is included in key organisational manager development programs including WSU's Critical Management Conversations Training which is compulsory for all new Supervisor's and Managers.

5.4

5.4. Managers, including the CEO/head of business, must be VISIBLE role models of flexible working.

Please provide details, using examples, on how managers (including the CEO/head of business) personally role model flexible working within the organisation.

- The Vice-Chancellor and Senior Executive actively utilise flexible working arrangements including working from home, and across different campuses, and also having flexible start and finish times.
- The Vice-Chancellor and Senior Executive members also strongly encourage and engage in the use of online technologies which provide more flexibility for staff. For example Yammer for internal staff networking, Zoom for meetings, and web based emails for communications.
- As part of a recorded interview our Vice-Chancellor discusses how he supports staff in his office to work flexibly such as working across different campuses, utilising flexible start and finish times, and using technology to stay in touch.

https://www.westernsydney.edu.au/equity_diversity/equity_and_diversity/gender_equality/flexible_working_arrangements

- The following statement from the Vice-Chancellor appears on our website:

"VC Statement of Flexible Work at WSU

WGEA Employer of Choice for Gender Equality: 2018-19 application; Western Sydney University
11

Providing flexible working options at our University plays an integral role in developing opportunities for increased staff satisfaction, retention, engagement, and sustained organisational knowledge. A flexible workplace is one that recognises the competing demands of its employees in balancing work commitments with personal priorities. Our University has many options available to staff who require flexible working arrangements and I encourage staff to discuss these options with their Manager or HR Advisor. When properly managed flexible working arrangements serve to benefit the overall productivity

of our University."

- Our Deputy Vice-Chancellor Strategy and Planning also works on a part-time basis.

5.5

5.5. At least four of the following options must be available to women AND men in your workplace.

- flexible hours of work
- compressed working weeks
- time-in-lieu
- telecommuting
- part-time work
- job sharing
- carer's leave
- purchased leave
- unpaid leave
- self-rostering

Please confirm these are in place:

☒ Yes

5.5 a). In addition to the previous question's options, if other flexible working arrangements are in place in your organisation, please provide details on them below:

5.6

5.6. How does your organisation support part-time / reduced hours in manager roles?

Outline your organisation's approach, including how you address real or perceived barriers, to requesting reduced hours in senior roles (maximum 500 words).

Our University actively supports staff in navigating a working arrangement which will meet their needs. Some examples of how this can be accessed.

- Our Enterprise Agreement allows for all staff to request a part-time, job-share or reduced hours role, including those in manager roles. These requests will be granted wherever possible and practical to do so.

- Staff returning from parental leave, both Manager and non-manager are entitled to request to return on a part-time or reduced hours basis to support their caring responsibilities.

- The University's policy, web content and learning materials on Flexible Working explicitly highlight part-time or reduced hours as supported flexible working options and conveys the importance of



this applying to all staff, including those in management and other senior roles.

6. Preventing gender-based harassment and discrimination, sexual harassment and bullying

This focus area assesses the way an organisation builds a culture where gender-based harassment and discrimination, sexual harassment and bullying are not tolerated.

6.1 6.1. Your organisation must have a policy on the prevention of gender-based harassment and discrimination, sexual harassment and bullying.

Please confirm that a policy is in place which includes the above by selecting either the first two options, or the third option below:

- ☒ prevention of gender-based harassment and discrimination
- ☒ prevention of sexual harassment and bullying
- ☐ prevention of gender-based harassment and discrimination, sexual harassment and bullying, is covered in our award/industrial or workplace agreement

6.1 a). A formal grievance process relating to gender-based harassment and discrimination, sexual harassment and bullying (GbHD, SH&B), must be in place in your organisation.

Please confirm this is in place:

- ☒ Yes, a formal GbHD, SH&B grievance process is in place

6.2

6.2. All of your workforce* must have completed training on the prevention of gender-based harassment and discrimination, sexual harassment and bullying at induction and at least every two years.

* This must include all managers, non-managers, contract and casual staff, and Partners in Partnership structures.

The training must include:

- a legislative definition of gender-based harassment and discrimination, sexual harassment and bullying
- definition of a workplace, rights and responsibilities of all the workforce
- details of the grievance/complaints procedure
- details of the internal and external contact support resources
- clear explanation of organisational expectations around conduct and consequences for respondents.

Please tick all boxes below to confirm the above is in place:

- ☒ Yes, training covers all points itemised above
- ☒ Yes, as defined above, everyone in our organisation receives this training
- ☒ Yes, the training is completed at induction and at least every two years.

6.2 a). Please indicate the way/s in which this gender-based harassment and discrimination, sexual harassment and bullying training is conducted in your organisation:

Online	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Face to face	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Management meetings	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Video presentations	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

--	--

6.2 b). If you have answered 'No' to ALL the training options in question 6.2 a), please provide details on the way/s in which gender-based harassment and discrimination, sexual harassment and bullying training for all managers is conducted in your organisation (an email with an attached policy and/or advising rights and responsibilities relating to gender-based harassment and discrimination, sexual harassment and bullying is NOT considered to be training):

6.3

6.3. Your organisation must have had no judgment or adverse final order made against it by a court or other tribunal relating to gender-based harassment or discrimination and sexual harassment in the last three years.

Please confirm this is the case:

☒ No judgment or adverse final order has been made against the organisations covered in this application relating to gender-based harassment or discrimination and sexual harassment in the last three years

7. Driving change beyond your workplace

This focus area recognises the efforts of leading employers in driving change outside their organisation's boundaries. It assesses the external advocacy work of leaders and the policies or plans in place to ensure procurement, supply chain and employment practices actively support gender equality objectives.

7.1

7.1. In the last 12 months your CEO/head of business, or a member of your governing body, must have made at least one external statement regarding their commitment to gender equality overall (each year for subsequent applications).

Please provide the statement, how it was communicated and the date of the communication, below:

In a public media release announcing our University's recognition as an Employer of Choice for Gender Equality on 26 February 2019 our Vice-Chancellor stated - "Our University continues to explore ways to embed and promote our core value of equity and inclusiveness, and progress the targets contained in our Gender Equality Strategy and Action Plan, and reinforced in our Gender Equality and Workplace Flexibility policies," Professor Glover said.

"We are also proud to participate in the Science in Australia Gender Equity (SAGE) program, which aims to promote gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM).

"We will continue to strive to be innovative and creative in our approach to overcoming the barriers that women, and individuals of all genders and orientations, continue to face."

7.2

7.2. Does your organisation have procurement guidelines that encourage gender equality across your supply chain?

☐ Yes

☒ No

7.3

7.3. Each year, your CEO/head of business must be actively involved in at least one external event focused on gender equality.

Please provide details of the gender equality external event/s your CEO/head of business has been involved in this past year.

Western Sydney University hosted day one of the Property Council of Australia's NSW 2019 "Girls in Property Program" at its Parramatta City campus on 7 June 2019. The event saw 300 female students from 11 high schools come together to learn about educational and increase exposure to the various careers available to women in the industry and to help high school-aged girls make informed choices about a career in property in the future.

The University's Vice-Chancellor and President, Professor Barney Glover AO, welcomed the group of students and spoke about the importance of female participation in all disciplines, including property-related fields.

"Opportunities for female students to engage with the property industry from a young age are vital for increasing participation and growing the diversity and capacity of the sector," said Professor Glover.

During the day the students also heard from senior female leaders in the property industry, spoke with industry mentors and worked on projects in small groups.

Western Sydney University student and Ervin Graf Scholar at Stockland, Marina Bennetts, spoke about her experience studying the Bachelor of Business (Property).

"I would never have imagined that I would be where I am today, about to complete my property degree at Western Sydney University and working with one of Australia's largest and highly diverse property companies," said Marina. "Coming from a single parent, low-income family, I have overcome many challenges to develop and pursue my interest in sustainable development and design.

"My advice to girls wanting to work in property is to never give up, listen to your instincts and to embrace the opportunities that come your way."

7.4

7.4. Your organisation must be involved in a program or initiative to address gender equality issues in your industry or community.

Please describe the program and explain how it is addressing gender equality issues in your industry or community.

Science in Australia Gender Equity (SAGE) Program - The University is participating in the SAGE program as part of co-hort 2. This nation-wide initiative seeks to promote gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM). The program is based on the Athena Swan Charter, a UK-based evaluation and accreditation framework, which uses a bronze, silver or gold award rating system to assess participating institutions' commitment to advancing gender equity in their local contexts. The awards are extremely rigorous and are cumulative, with each award current for four years.

Participating in Cohort 2 of the SAGE Pilot process, the University submitted its first application for Athena SWAN Bronze Award in March 2019. As part of this process, the University undertook a thorough self-assessment of organisational data, systems, structure, and culture to draw together an in-depth understanding of how the University promotes and supports gender equity. A comprehensive four-year Action Plan (2019-2023) was also developed that will provide support increased engagement and improved platforms of opportunity for women, trans and gender diverse staff within our STEMM disciplines.

Respect and Equality Program - The Respect and Equality Program is an initiative developed in collaboration between Universities Australia and lead violence prevention organisation Our Watch. Western Sydney University, along with 3 other Universities has signed on to the pilot program to support the development of a sector wide respectful relationships education program, and a set of workplace standards and resources which seek to address the issue of violence against women through the key drivers of gender equality.

Respect.Now.Always Initiative - Respect.Now.Always. is a national campaign to ensure our Universities are places of safety and respect. R.N.A is driven by recommendations based on the Australian Human Rights Commission's 2017 survey into sexual offences at Australian universities, Change the Course.

At Western, Respect.Now.Always. works to:

- raise awareness of quality support and reporting options
- address the drivers of sexual offences model and celebrate positive and respectful behaviours
- deliver relevant and engaging evidence-informed training
- partner with like-minded organisations inside Western and in the community.

7.5

7.5. Your CEO/head of business must aim to achieve gender balance on internal / external speaking panels, by taking action in the following ways:

This involves:

- requesting confirmation of who the other panellists/speakers/participants are, and how gender balance will be achieved
- insisting that as a condition of acceptance, you expect women to participate in a meaningful way
- reserving the right to withdraw from the event, even at the last minute, should this not be the case when the speaker list is finalised
- offering names of women from within your organisation or network and if helpful, point them to resources for support in finding women.

☒ Yes, the CEO has taken these actions.

☐ Not applicable as the CEO has not participated on any internal or external speaking panels.

Lived Experience Check

These measures aim to verify leadership commitment to gender equality and ensure that the above focus areas translate into employees' lived experience of a workplace culture that is leading practice in actively promoting and supporting gender equality.

8.

Your CEO/head of business must participate in a 15-20 minute telephone interview with a WGEA representative regarding their leadership and commitment to gender equality.

This is applicable for first time applications, or existing citation holders where your CEO is new to your organisation.

Please confirm whether the CEO/head of business needs to be interviewed as part of the assessment of this EOCGE application.

☐ Our organisation's current CEO/head of business has not been interviewed previously for the EOCGE citation and will participate in a 15-minute telephone interview with a representative from WGEA.

☒ Our organisation's current CEO (or equivalent) has been interviewed previously for the EOCGE citation. Please indicate when this last occurred:

October 2014

9.

Employee consultation on your EOCGE application

To promote transparency around the citation process, employees must have an opportunity to contribute to the application and be given access to the final submission. At a minimum, all the requirements below must be met, please tick all the boxes to confirm this occurs.

☒ The group or committee responsible for the implementation and oversight of our gender equality strategy (identified at Q1.9) has been consulted in the development of our EOCGE application

☒ All the workforce (including Partners in Partnership structures) has been informed that the organisation is applying for the citation

☒ Our completed EOCGE application (minus any confidential remuneration data) will be formally available to all workers (and Partners in Partnership structures) before, or upon successful granting, of the citation

- 10.** Your organisation must consult with its workforce, including casuals, and Partners in Partnership structures, on issues concerning gender equality in the workplace by means of a survey and this must have been undertaken in the past two years.

Please confirm this has occurred:

- ☒ Yes, this organisation's survey was conducted on (provide the month and year):
May 2018

- 10.1** 10.1. Please confirm that the survey you used facilitated anonymous participation:
☒ Yes

- 10.2** 10.2. Please confirm that the survey used a FIVE-POINT SCALE and the questions were either the three below or alternatives that were comparable to, and aligned with, the intent of these questions. (If you wish to use alternative questions, you must obtain written approval from WGEA before administering your survey, to ensure your questions are aligned).

Survey questions:

Question 1: "My immediate supervisor/manager genuinely supports equality between genders."

Question 2: "I have the flexibility I need to manage work and other commitments."

Question 3: "In my organisation gender-based harassment and sexual harassment is not tolerated."

Please confirm:

- ☐ Yes, the above three questions, using a five-point scale, were included in this organisation's employee survey
☒ Alternative questions, using a five-point scale, were used in this organisation's employee survey and approval was given by WGEA for their use.

10.2 a). Where alternative questions were used, please provide the questions below:

The following were the survey questions included in the MyVoice 2018 survey. This wording was included as per 2018 EOCGE Application requirements, and confirmation that these questions will be acceptable for 2019 citation purposes was sought and approved via Lesley Delmas, Senior Adviser, WGEA:

Question 1: "My immediate supervisor/manager genuinely supports equality between women and men." Question 2: "I have the flexibility I need to manage my work and caring responsibilities."

Question 3: "In my organisation sex-based harassment is not tolerated."

10.3

10.3. SURVEY METHOD: What survey method did your organisation use?

☐ A pulse survey

☒ The questions were incorporated into an existing survey (eg a biennial employee engagement survey)

☐ The survey questions were asked as part of an existing process, for example via other confidential feedback mechanisms (provide details):

☐ Other (provide details):

10.4

10.4. SAMPLE SIZE: Please confirm either of the following:

☒ All workers were given an opportunity to complete the survey

☐ The survey was administered to a statistically significant and representative sample of workers

10.5

10.5. RESPONSE RATES: Your organisation's survey sample is considered representative if you have either:

i) obtained 400 or more responses,

OR

ii) where samples of less than 400 are collected, you have achieved a response rate of 60% of your workforce, and the sample is comparable to your employee profile for age and gender distributions. Please indicate below which response rate option applies to your organisation:

☒ 400 or more survey responses were received

☐ Less than 400 survey responses were received, but a response rate of at least 60% of our workforce was obtained, and the sample is comparable (within 2.5 percentage points above or below) to the employee profile by gender and age of our organisation

☐ This organisation, despite following the required methodology as stated above, was unable to achieve the desired response rate

10.6

10.6. ANALYSIS: Please confirm that your organisation has analysed its survey responses by gender:

☒ Yes

10.7

10.7. RESULTS: Your organisation must have analysed ALL responses to its employee survey (including 'not sure' or equivalent) and achieved the thresholds below.

Indicate what agreement threshold was achieved:

- ☒ an agreement threshold of at least 70% 'agree' or 'strongly agree' was achieved on the first two questions above
- ☒ an agreement threshold of at least 80% 'agree' or 'strongly agree' was achieved on the third question regarding gender-based harassment and sexual harassment
- ☐ one or more of the above threshold requirements were not reached. We have contacted WGEA to discuss why these thresholds were not achieved and have been advised that we remain eligible to apply for the EOCGE citation
- ☐ one or more of the above threshold requirements were not reached BUT an agreement threshold above the industry norm for an externally-validated survey tool used was achieved (i.e. not just that survey software was used)

10.8

10.8. RESULTS: Please provide the following results of your survey below:

- total number of survey responses received by gender
- combined number of 'agree' and 'strongly agree' responses for each of the three questions asked

What was the total number of female responses?	1275
What was the total number of male responses?	750
Total number of responses (male plus female)?	2025

10.8 a). Please complete the following table:

	Total NUMBER of 'agree' and 'strongly agree' (male plus female)	% agreement threshold reached
Survey question 1	1789	88
Survey question 2	1594	79
Survey question 3	1837	91

10.9 10.9. Where gender equality issues have been identified through the employee consultation process your organisation must take action/s to address these issues.

Please confirm this has occurred:

☐ Yes

☒ No gender equality issues were identified in our consultation process

11. Outstanding initiative - we encourage you to provide information on any outstanding or innovative initiatives in advancing gender equality that have been implemented in your workplace in the past two years.

Please provide the following information:

11.1 11.1. What was the gender equality challenge?

The ongoing under-representation of women across the Science, Technology, Engineering, Mathematics and Medicine (STEMM) disciplines.

11.2 11.2. What was the initiative?

Science in Australia Gender Equity (SAGE) Program

11.3 11.3. Who was involved in the initiative?

The initiative was led by Professor Janice Aldrich-Wright and Dr Kiernyn McKay and involved extensive consultation and cross-university collaboration with academic and professional staff, senior leadership, all staff including casual staff, and the University's Board of Trustees.

11.4 11.4. What were the outcomes?

A 4 year action plan was developed to continue to address the ongoing under-representation of women across the STEMM disciplines through deep structural whole-of-institution reform. Western Sydney University was awarded the Athena SWAN Institutional Bronze Award in 2019.

11.5 11.5. Other information:

Next Steps

Please use the following as a checklist to ensure all steps are actioned:

- 1) Submit this QUESTIONNAIRE (click the “Submit” button – on bottom right of any page).
- 2) Download and print the draft application for review and CEO sign off.
- 3) Submit your APPLICATION (click green “Submit” button on the Recognition page).
- 4) Complete your payment form AFTER submitting your application (see hyperlink near green “Submit” button on the Recognition page).
- 5) Email supporting documentation to EOCGE@wgea.gov.au:
 - a. page containing the CEO’s signature approving submission of application,
 - b. evidence that your governing body/board has endorsed your gender equality strategy and that it is incorporated into your broader business strategy and planning process (question 1.4), and
 - c. evidence that progress on key metrics listed in questions 1.5 a), b) and c) have been reported to your governing body/board.

CEO Sign-Off

I confirm the content of the 2019-20 WGEA Employer of Choice for Gender Equality application is accurate and approve its submission to WGEA.

Name of CEO/head of business: _____

CEO/head of business signature: _____



Appendix 1

Copy of 2018-19 public report

Organisation and contact details

Submitting organisation details	Legal name	Western Sydney University
	ABN	53014069881
	ANZSIC	P Education and Training 8102 Higher Education
	Business/trading name/s	
	ASX code (if applicable)	
	Postal address	Locked Bag 1797 PENRITH NSW 2751 AUSTRALIA
	Organisation phone number	(02) 9678 7378
Reporting structure	Ultimate parent	Western Sydney University
	Number of employees covered by this report	3,920

Workplace profile

Manager

Manager occupational categories	Reporting level to CEO	Employment status	No. of employees		
			F	M	Total employees
CEO/Head of Business in Australia	0	Full-time permanent	0	0	0
		Full-time contract	0	1	1
		Part-time permanent	0	0	0
		Part-time contract	0	0	0
		Casual	0	0	0
Key management personnel	-1	Full-time permanent	0	0	0
		Full-time contract	8	13	21
		Part-time permanent	0	0	0
		Part-time contract	1	0	1
		Casual	0	0	0
Other executives/General managers	-2	Full-time permanent	3	2	5
		Full-time contract	3	12	15
		Part-time permanent	0	0	0
		Part-time contract	0	0	0
		Casual	0	0	0
Senior Managers	-3	Full-time permanent	48	80	128
		Full-time contract	10	17	27
		Part-time permanent	7	6	13
		Part-time contract	3	12	15
		Casual	0	0	0
Other managers	-4	Full-time permanent	115	115	230
		Full-time contract	18	11	29
		Part-time permanent	8	5	13
		Part-time contract	5	9	14
		Casual	0	0	0
Grand total: all managers			229	283	512

Workplace profile

Non-manager

Non-manager occupational categories	Employment status	No. of employees (excluding graduates and apprentices)		No. of graduates (if applicable)		No. of apprentices (if applicable)		Total employees
		F	M	F	M	F	M	
Professionals	Full-time permanent	641	482	0	0	0	0	1,123
	Full-time contract	164	136	0	0	0	0	300
	Part-time permanent	68	19	0	0	0	0	87
	Part-time contract	70	37	0	0	0	0	107
	Casual	379	156	0	0	0	0	535
Technicians and trade	Full-time permanent	41	47	0	0	0	0	88
	Full-time contract	15	10	0	0	0	0	25
	Part-time permanent	2	1	0	0	0	0	3
	Part-time contract	0	1	0	0	0	0	1
	Casual	0	6	0	0	0	0	6
Community and personal service	Full-time permanent	15	10	0	0	0	0	25
	Full-time contract	6	3	0	0	0	0	9
	Part-time permanent	10	3	0	0	0	0	13
	Part-time contract	6	0	0	0	0	0	6
	Casual	0	0	0	0	0	0	0
Clerical and administrative	Full-time permanent	242	52	0	0	0	0	294
	Full-time contract	57	13	0	0	0	0	70
	Part-time permanent	59	3	0	0	0	0	62
	Part-time contract	33	0	0	0	0	0	33
	Casual	406	215	0	0	0	0	621
Sales	Full-time permanent	0	0	0	0	0	0	0
	Full-time contract	0	0	0	0	0	0	0
	Part-time permanent	0	0	0	0	0	0	0
	Part-time contract	0	0	0	0	0	0	0
	Casual	0	0	0	0	0	0	0
	Full-time permanent	0	0	0	0	0	0	0

Non-manager occupational categories	Employment status	No. of employees (excluding graduates and apprentices)		No. of graduates (if applicable)		No. of apprentices (if applicable)		Total employees
		F	M	F	M	F	M	
	Full-time contract	0	0	0	0	0	0	0
	Part-time permanent	0	0	0	0	0	0	0
	Part-time contract	0	0	0	0	0	0	0
	Casual	0	0	0	0	0	0	0
Labourers	Full-time permanent	0	0	0	0	0	0	0
	Full-time contract	0	0	0	0	0	0	0
	Part-time permanent	0	0	0	0	0	0	0
	Part-time contract	0	0	0	0	0	0	0
Others	Casual	0	0	0	0	0	0	0
	Full-time permanent	0	0	0	0	0	0	0
	Full-time contract	0	0	0	0	0	0	0
	Part-time permanent	0	0	0	0	0	0	0
	Part-time contract	0	0	0	0	0	0	0
	Casual	0	0	0	0	0	0	0
Grand total: all non-managers		2,214	1,194	0	0	0	0	3,408

Reporting questionnaire

Gender equality indicator 1: Gender composition of workforce

This indicator seeks information about the gender composition of relevant employers in a standardised format, to enable the aggregation of data across and within industries. The aggregated data in your workplace profile assists relevant employers in understanding the characteristics of their workforce, including in relation to occupational segregation, the position of women and men in management within their industry or sector, and patterns of potentially insecure employment.

NB. IMPORTANT:

- References to the Act mean the Workplace Gender Equality Act 2012.
- A formal 'policy' and/or 'formal strategy' in this questionnaire refers to formal policies and/or strategies that are either standalone or contained within another formal policy/formal strategy.
- Data provided in this reporting questionnaire covers the TOTAL reporting period from 1 April 2018 to 31 March 2019. (This differs from the workplace profile data which is taken at a point-in-time during the reporting period).
- Answers need to reflect ALL organisations covered in this report.
- If you select "NO, Insufficient resources/expertise" to any option, this may cover human or financial resources.

1. Do you have formal policies and/or formal strategies in place that SPECIFICALLY SUPPORT GENDER EQUALITY relating to the following?

1.1 Recruitment

- ☒ Yes (select all applicable answers)
- ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority

1.2 Retention

- ☒ Yes (select all applicable answers)
- ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority

1.3 Performance management processes

- ☒ Yes (select all applicable answers)
- ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority

1.4 Promotions

- ☒ Yes (select all applicable answers)
- ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority

1.5 Talent identification/identification of high potentials

- ☒ Yes (select all applicable answers)
- ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority

1.6 Succession planning

- ☒ Yes (select all applicable answers)
- ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority

1.7 Training and development

- ☒ Yes (select all applicable answers)
- ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority

1.8 Key performance indicators for managers relating to gender equality

- ☒ Yes (select all applicable answers)

- ☒ Policy
☒ Strategy
☐ No (you may specify why no formal policy or formal strategy is in place)
 ☐ Currently under development, please enter date this is due to be completed
 ☐ Insufficient resources/expertise
 ☐ Not a priority

1.9 Gender equality overall

- ☒ Yes (select all applicable answers)
 ☒ Policy
 ☒ Strategy
☐ No (you may specify why no formal policy or formal strategy is in place)
 ☐ Currently under development, please enter date this is due to be completed
 ☐ Insufficient resources/expertise
 ☐ Not a priority

1.10 How many employees were promoted during the reporting period against each category below?

IMPORTANT: Because promotions are included in the number of appointments in Q1.11, the number of promotions should never exceed appointments.

	Managers		Non-managers	
	Female	Male	Female	Male
Permanent/ongoing full-time employees	5	9	22	14
Permanent/ongoing part-time employees	0	0	1	0
Fixed-term contract full-time employees	1	0	1	2
Fixed-term contract part-time employees	0	0	1	0
Casual employees	0	0	0	0

1.11 How many appointments in total (including the number of promotions above in Q1.10), were made to manager and non-manager roles during the reporting period (based on WGEA-defined managers/non-managers)?

IMPORTANT: promotions need to be added to these totals because they are considered internal appointments.

	Female	Male
Number of appointments made to MANAGER roles (including promotions)	30	24
Number of appointments made to NON-MANAGER roles (including promotions)	369	203

1.12 How many employees resigned during the reporting period against each category below?

	Managers		Non-managers	
	Female	Male	Female	Male
Permanent/ongoing full-time employees	7	6	47	31
Permanent/ongoing part-time employees	1	1	16	0
Fixed-term contract full-time employees	8	4	27	19
Fixed-term contract part-time employees	1	0	22	5
Casual employees	0	0	0	0

- 1.13 If your organisation would like to provide additional information relating to gender equality indicator 1, please do so below.

Western Sydney University has a number of policies and strategies in place which support Gender Equality including:
Gender Equality Policy
Gender Equality Strategy and Action Plan 2015-2020
Supplementary Gender Equality Action Plan 2019-2020
Equal Opportunity and Diversity Policy
Workplace Flexibility Policy
Domestic and Family Violence Policy
Pay and Career Equity Clauses in our Staff Enterprise Agreements.

Gender equality indicator 2: Gender composition of governing bodies

Gender composition of governing bodies is an indicator of gender equality at the highest level of organisational leadership and decision-making. This gender equality indicator seeks information on the representation of women and men on governing bodies. The term "governing body" in relation to a relevant employer is broad and depends on the nature of your organisation. It can mean the board of directors, trustees, committee of management, council or other governing authority of the employer.

2. The organisation(s) you are reporting on will have a governing body. In the Act, governing body is defined as "the board of directors, trustees, committee of management, council or other governing authority of the employer". This question relates to the highest governing body for your Australian entity, even if it is located overseas.

- 2.1 Please answer the following questions relating to each governing body covered in this report.

Note: If this report covers more than one organisation, the questions below will be repeated for each organisation before proceeding to question 2.2.

If your organisation's governing body is the same as your parent entity's, you will need to add your organisation's name BUT the numerical details of your parent entity's governing body.

- 2.1a.1 Organisation name?

Board of Trustees

- 2.1b.1 How many Chairs on this governing body?

	Female	Male
Number	0	1

- 2.1c.1 How many other members are on this governing body (excluding the Chair/s)?

	Female	Male
Number	11	6

2.1d.1 Has a target been set to increase the representation of women on this governing body?

- ☐ Yes
- ☒ No (you may specify why a target has not been set)
- ☒ Governing body/board has gender balance (e.g. 40% women/40% men/20% either)
 - ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Do not have control over governing body/board appointments (provide details why):
 - ☐ Not a priority
 - ☐ Other (provide details):

2.1g.1 Are you reporting on any other organisations in this report?

- ☐ Yes
- ☒ No

2.2 Do you have a formal selection policy and/or formal selection strategy for governing body members for ALL organisations covered in this report?

- ☐ Yes (select all applicable answers)
- ☐ Policy
 - ☐ Strategy
- ☒ No (you may specify why no formal selection policy or formal selection strategy is in place)
- ☐ In place for some governing bodies
 - ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☒ Do not have control over governing body appointments (provide details why)
Membership is prescribed by the Western Sydney University Act. however all attempts are made where possible to ensure gender balance in Board membership.
 - ☐ Not a priority
 - ☐ Other (provide details):

2.3 Does your organisation operate as a partnership structure (i.e. select NO if your organisation is an “incorporated” entity - Pty Ltd, Ltd or Inc; or an “unincorporated” entity)?

- ☐ Yes
- ☒ No

2.5 If your organisation would like to provide additional information relating to gender equality indicator 2, please do so below.

Gender equality indicator 3: Equal remuneration between women and men

Equal remuneration between women and men is a key component of improving women's economic security and progressing gender equality.

3. Do you have a formal policy and/or formal strategy on remuneration generally?

☒ Yes (select all applicable answers)

☒ Policy

☒ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)

☐ Currently under development, please enter date this is due to be completed

☐ Insufficient resources/expertise

☐ Salaries set by awards/industrial or workplace agreements

☐ Non-award employees paid market rate

☐ Not a priority

☐ Other (provide details):

3.1 Are specific gender pay equity objectives included in your formal policy and/or formal strategy?

☒ Yes (provide details in question 3.2 below)

☐ No (you may specify why pay equity objectives are not included in your formal policy or formal strategy)

☐ Currently under development, please enter date this is due to be completed

☐ Salaries set by awards/industrial or workplace agreements

☐ Insufficient resources/expertise

☐ Non-award employees paid market rate

☐ Not a priority

☐ Other (provide details):

3.2 Does your formal policy and/or formal strategy include any of the following gender pay equity objectives (select all applicable answers)?

☒ To achieve gender pay equity

☒ To ensure no gender bias occurs at any point in the remuneration review process (for example at commencement, at annual salary reviews, out-of-cycle pay reviews, and performance pay reviews)

☒ To be transparent about pay scales and/or salary bands

☐ To ensure managers are held accountable for pay equity outcomes

☒ To implement and/or maintain a transparent and rigorous performance assessment process

☐ Other (provide details):

4. Have you analysed your payroll to determine if there are any remuneration gaps between women and men (i.e. conducted a gender pay gap analysis)?

☒ Yes - the most recent gender remuneration gap analysis was undertaken:

☒ Within last 12 months

☐ Within last 1-2 years

☐ More than 2 years ago but less than 4 years ago

☐ Other (provide details):

☐ No (you may specify why you have not analysed your payroll for gender remuneration gaps)

☐ Currently under development, please enter date this is due to be completed

☐ Insufficient resources/expertise

☐ Salaries for ALL employees (including managers) are set by awards or industrial agreements AND there is no room for discretion in pay changes (for example because pay increases occur only when there is a change in tenure or qualifications)

☐ Salaries for SOME or ALL employees (including managers) are set by awards or industrial agreements and there IS room for discretion in pay changes (because pay increases can occur with some discretion such as performance assessments)

☐ Non-award employees paid market rate

☐ Not a priority

☐ Other (provide details):

4.01 You may provide details below on the type of gender remuneration gap analysis that has been undertaken (for example like-for-like and/or organisation-wide).

Our Pay Gap Analysis examined both like for like, level by level, School/Division and organisation wide gaps. Starting salaries, bonus data, and Salaries on Promotion were also included.

4.1 Did you take any actions as a result of your gender remuneration gap analysis?

- ☒ Yes – indicate what actions were taken (select all applicable answers)
- ☐ Created a pay equity strategy or action plan
 - ☒ Identified cause/s of the gaps
 - ☐ Reviewed remuneration decision-making processes
 - ☒ Analysed commencement salaries by gender to ensure there are no pay gaps
 - ☐ Analysed performance ratings to ensure there is no gender bias (including unconscious bias)
 - ☐ Analysed performance pay to ensure there is no gender bias (including unconscious bias)
 - ☒ Trained people-managers in addressing gender bias (including unconscious bias)
 - ☐ Set targets to reduce any like-for-like gaps
 - ☐ Set targets to reduce any organisation-wide gaps
 - ☒ Reported pay equity metrics (including gender pay gaps) to the governing body
 - ☒ Reported pay equity metrics (including gender pay gaps) to the executive
 - ☒ Reported pay equity metrics (including gender pay gaps) to all employees
 - ☒ Reported pay equity metrics (including gender pay gaps) externally
 - ☐ Corrected like-for-like gaps
 - ☐ Conducted a gender-based job evaluation process
 - ☐ Implemented other changes (provide details):
- ☐ No (you may specify why no actions were taken resulting from your remuneration gap analysis)
- ☐ No unexplainable or unjustifiable gaps identified
 - ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Salaries set by awards/industrial or workplace agreements
 - ☐ Non-award employees are paid market rate
 - ☐ Unable to address cause/s of gaps (provide details why):
 - ☐ Not a priority
 - ☐ Other (provide details):

4.2 If your organisation would like to provide additional information relating to gender equality indicator 3, please do so below:

Gender equality indicator 4: Flexible working and support for employees with family and caring responsibilities

This indicator will enable the collection and use of information from relevant employers about the availability and utility of employment terms, conditions and practices relating to flexible working arrangements for employees and to working arrangements supporting employees with family or caring responsibilities. One aim of this indicator is to improve the capacity of women and men to combine paid work and family or caring responsibilities through such arrangements. The achievement of this goal is fundamental to gender equality and to maximising Australia's skilled workforce.

5. A "PRIMARY CARER" is the member of a couple or a single carer, REGARDLESS OF GENDER, identified as having greater responsibility for the day-to-day care of a child.

Do you provide EMPLOYER FUNDED paid parental leave for PRIMARY CARERS that is available for women AND men, in addition to any government funded parental leave scheme for primary carers?

- ☒ Yes. (Please indicate how employer funded paid parental leave is provided to the primary carer):
- ☐ By paying the gap between the employee's salary and the government's paid parental leave scheme
 - ☒ By paying the employee's full salary (in addition to the government's paid scheme), regardless of the period of time over which it is paid. For example, full pay for 12 weeks or half pay for 24 weeks
 - ☐ As a lump sum payment (paid pre- or post- parental leave, or a combination)
- ☐ No, we offer paid parental leave for primary carers that is available to women ONLY (e.g. maternity leave). (Please indicate how employer funded paid parental leave is provided to women ONLY):
- ☐ By paying the gap between the employee's salary and the government's paid parental leave scheme
 - ☐ By paying the employee's full salary (in addition to the government's paid scheme), regardless of the period of time over which it is paid. For example, full pay for 12 weeks or half pay for 24 weeks
 - ☐ As a lump sum payment (paid pre- or post- parental leave, or a combination)
- ☐ No, we offer paid parental leave for primary carers that is available to men ONLY. (Please indicate how employer funded paid parental leave is provided to men ONLY):
- ☐ By paying the gap between the employee's salary and the government's paid parental leave scheme
 - ☐ By paying the employee's full salary (in addition to the government's paid scheme), regardless of the period of time over which it is paid. For example, full pay for 12 weeks or half pay for 24 weeks
 - ☐ As a lump sum payment (paid pre- or post- parental leave, or a combination)
- ☐ No, not available (you may specify why this leave is not provided)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Government scheme is sufficient
 - ☐ Not a priority
 - ☐ Other (provide details):

5.1 How many weeks of EMPLOYER FUNDED paid parental leave for primary carers is provided? If different amounts of leave are provided (e.g. based on length of service) enter the MINIMUM number of weeks provided to eligible employees:

8

5a. If your organisation would like to provide additional information on your paid parental leave for primary carers e.g. eligibility period, where applicable the maximum number of weeks provided, and other arrangements you may have in place, please do so below.

Western Sydney University provides a variety of options for paid parental leave for permanent and fixed-term staff who have been employed for 12 months including:

20 weeks paid maternity leave

20 weeks paid Adoption leave

3-6 weeks paid foster carer leave

2 weeks paid partner leave with an additional 6 weeks paid partner leave if the partner is the primary carer.

40 weeks phased return to work option for staff returning from Maternity leave.

5.2 What proportion of your total workforce has access to employer funded paid parental leave for PRIMARY CARERS?

- In your calculation, you MUST INCLUDE CASUALS when working out the proportion.

- ☐ <10%
- ☐ 10-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☒ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-99%
- ☐ 100%

5.3 Please indicate whether your employer funded paid parental leave for primary carers covers:

- ☒ Adoption
- ☒ Surrogacy
- ☐ Stillbirth

6. A "SECONDARY CARER" is a member of a couple or a single carer, REGARDLESS OF GENDER, who is not the primary carer.

Do you provide EMPLOYER FUNDED paid parental leave for SECONDARY CARERS that is available for men and women, in addition to any government funded parental leave scheme for secondary carers?

- ☒ Yes
- ☐ No, we offer paid parental leave for SECONDARY CARERS that is available to men ONLY (e.g. paternity leave)
- ☐ No, we offer paid parental leave for SECONDARY CARERS that is available to women ONLY
- ☐ No (you may specify why employer funded paid parental leave for secondary carers is not paid)
 - ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Government scheme is sufficient
 - ☐ Not a priority
 - ☐ Other (provide details):

6.1 How many days of EMPLOYER FUNDED parental leave is provided for SECONDARY CARERS? If different amounts of leave are provided (e.g. based on length of service) enter the MINIMUM number of days provided to eligible employees:

10

6a. If your organisation would like to provide additional information on your paid parental leave for SECONDARY CARERS e.g. eligibility period, other arrangements you may have in place etc, please do so below.

6.2 What proportion of your total workforce has access to employer funded paid parental leave for SECONDARY CARERS?

- In your calculation, you MUST INCLUDE CASUALS when working out the proportion.

- ☐ <10%
- ☐ 10-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☒ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-99%
- ☐ 100%

6.3 Please indicate whether your employer funded paid parental leave for secondary carers covers:

- ☒ Adoption

- ☒ Surrogacy
☐ Stillbirth

7. How many MANAGERS have taken parental leave during the reporting period (paid and/or unpaid)? Include employees still on parental leave, regardless of when it commenced.

	Primary carer's leave		Secondary carer's leave	
	Female	Male	Female	Male
Managers	3	4	0	4

- 7.1 How many NON-MANAGERS have taken parental leave during the reporting period (paid and/or unpaid)? Include employees still on parental leave, regardless of when it commenced.

	Primary carer's leave		Secondary carer's leave	
	Female	Male	Female	Male
Non-managers	68	9	0	13

8. How many MANAGERS, during the reporting period, ceased employment before returning to work from parental leave, regardless of when the leave commenced?
- Include those where parental leave was taken continuously with any other leave type. For example, where annual leave or any other paid or unpaid leave is also taken at that time.
 - 'Ceased employment' means anyone who has exited the organisation for whatever reason, including resignations, redundancies and dismissals.

	Female	Male
Managers	0	0

- 8.1 How many NON-MANAGERS, during the reporting period, ceased employment before returning to work from parental leave, regardless of when the leave commenced?
- Include those where parental leave was taken continuously with any other leave type. For example, where annual leave or any other paid or unpaid leave is also taken at that time.
 - 'Ceased employment' means anyone who has exited the organisation for whatever reason, including resignations, redundancies and dismissals.

	Female	Male
Non-managers	6	0

9. Do you have a formal policy and/or formal strategy on flexible working arrangements?

- ☒ Yes (select all applicable answers)
- ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Don't offer flexible arrangements
 - ☐ Not a priority

☐ Other (provide details):

9.1 You may indicate which of the following are included in your flexible working arrangements strategy:

- ☐ A business case for flexibility has been established and endorsed at the leadership level
- ☒ Leaders are visible role models of flexible working
- ☒ Flexible working is promoted throughout the organisation
- ☐ Targets have been set for engagement in flexible work
- ☐ Targets have been set for men's engagement in flexible work
- ☐ Leaders are held accountable for improving workplace flexibility
- ☒ Manager training on flexible working is provided throughout the organisation
- ☒ Employee training is provided throughout the organisation
- ☐ Team-based training is provided throughout the organisation
- ☒ Employees are surveyed on whether they have sufficient flexibility
- ☐ The organisation's approach to flexibility is integrated into client conversations
- ☐ The impact of flexibility is evaluated (eg reduced absenteeism, increased employee engagement)
- ☒ Metrics on the use of, and/or the impact of, flexibility measures are reported to key management personnel
- ☒ Metrics on the use of, and/or the impact of, flexibility measures are reported to the governing body

10. Do you have a formal policy and/or formal strategy to support employees with family or caring responsibilities?

- ☒ Yes (select all applicable answers)
 - ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
 - ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Included in award/industrial or workplace agreement
 - ☐ Not a priority
 - ☐ Other (provide details):

11. Do you offer any other support mechanisms, other than leave, for employees with family or caring responsibilities (eg, employer-subsidised childcare, breastfeeding facilities)?

- ☒ Yes
- ☐ No (you may specify why non-leave based measures are not in place)
 - ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority
 - ☐ Other (provide details):

11.1 Please select what support mechanisms are in place and if they are available at all worksites.

- **Where only one worksite exists, for example a head-office, select "Available at all worksites".**

- ☒ Employer subsidised childcare
 - ☒ Available at some worksites only
 - ☐ Available at all worksites
- ☒ On-site childcare
 - ☒ Available at some worksites only
 - ☐ Available at all worksites
- ☒ Breastfeeding facilities
 - ☒ Available at some worksites only
 - ☐ Available at all worksites

- ☐ Childcare referral services
 - ☐ Available at some worksites only
 - ☐ Available at all worksites
- ☒ Internal support networks for parents
 - ☒ Available at some worksites only
 - ☐ Available at all worksites
- ☐ Return to work bonus (only select this option if the return to work bonus is NOT the balance of paid parental leave when an employee returns from leave)
 - ☐ Available at some worksites only
 - ☐ Available at all worksites
- ☒ Information packs to support new parents and/or those with elder care responsibilities
 - ☐ Available at some worksites only
 - ☒ Available at all worksites
- ☐ Referral services to support employees with family and/or caring responsibilities
 - ☐ Available at some worksites only
 - ☐ Available at all worksites
- ☐ Targeted communication mechanisms, for example intranet/ forums
 - ☐ Available at some worksites only
 - ☐ Available at all worksites
- ☐ Support in securing school holiday care
 - ☐ Available at some worksites only
 - ☐ Available at all worksites
- ☐ Coaching for employees on returning to work from parental leave
 - ☐ Available at some worksites only
 - ☐ Available at all worksites
- ☐ Parenting workshops targeting mothers
 - ☐ Available at some worksites only
 - ☐ Available at all worksites
- ☐ Parenting workshops targeting fathers
 - ☐ Available at some worksites only
 - ☐ Available at all worksites
- ☐ None of the above, please complete question 11.2 below

12. Do you have a formal policy and/or formal strategy to support employees who are experiencing family or domestic violence?

- ☒ Yes (select all applicable answers)
 - ☒ Policy
 - ☒ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
 - ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Included in award/industrial or workplace agreements
 - ☐ Not aware of the need
 - ☐ Not a priority
 - ☐ Other (please provide details):

13. Other than a formal policy and/or formal strategy, do you have any support mechanisms in place to support employees who are experiencing family or domestic violence?

- ☒ Yes (select all applicable answers)
 - ☒ Employee assistance program (including access to a psychologist, chaplain or counsellor)
 - ☐ Training of key personnel
 - ☒ A domestic violence clause is in an enterprise agreement or workplace agreement
 - ☐ Workplace safety planning

- ☒ Access to paid domestic violence leave (contained in an enterprise/workplace agreement)
- ☒ Access to unpaid domestic violence leave (contained in an enterprise/workplace agreement)
- ☒ Access to paid domestic violence leave (not contained in an enterprise/workplace agreement)
- ☒ Access to unpaid leave
- ☒ Confidentiality of matters disclosed
- ☐ Referral of employees to appropriate domestic violence support services for expert advice
- ☐ Protection from any adverse action or discrimination based on the disclosure of domestic violence
- ☒ Flexible working arrangements
- ☐ Provision of financial support (e.g. advance bonus payment or advanced pay)
- ☒ Offer change of office location
- ☒ Emergency accommodation assistance
- ☐ Access to medical services (e.g. doctor or nurse)
- ☐ Other (provide details):
- ☐ No (you may specify why no other support mechanisms are in place)
 - ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not aware of the need
 - ☐ Not a priority
 - ☐ Other (provide details):

14. Where any of the following options are available in your workplace, are those option/s available to both women AND men?

- flexible hours of work
- compressed working weeks
- time-in-lieu
- telecommuting
- part-time work
- job sharing
- carer's leave
- purchased leave
- unpaid leave.

Options may be offered both formally and/or informally.

For example, if time-in-lieu is available to women formally but to men informally, you would select NO.

- ☒ Yes, the option/s in place are available to both women and men.
- ☐ No, some/all options are not available to both women AND men.

14.1 Which options from the list below are available? Please tick the related checkboxes.

- Unticked checkboxes mean this option is NOT available to your employees.

	Managers		Non-managers	
	Formal	Informal	Formal	Informal
Flexible hours of work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Compressed working weeks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Time-in-lieu	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Telecommuting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Part-time work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Job sharing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carer's leave	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Purchased leave	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unpaid leave	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

14.3 You may specify why any of the above options are NOT available to your employees.

- ☐ Currently under development, please enter date this is due to be completed
- ☐ Insufficient resources/expertise
- ☐ Not a priority
- ☐ Other (provide details):

14.4 If your organisation would like to provide additional information relating to gender equality indicator 4, please do so below:

Gender equality indicator 5: Consultation with employees on issues concerning gender equality in the workplace

This gender equality indicator seeks information on what consultation occurs between employers and employees on issues concerning gender equality in the workplace.

15. Have you consulted with employees on issues concerning gender equality in your workplace?

- ☒ Yes
- ☐ No (you may specify why you have not consulted with employees on gender equality)
 - ☐ Not needed (provide details why):
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority
 - ☐ Other (provide details):

15.1 How did you consult with employees on issues concerning gender equality in your workplace?

- ☒ Survey
- ☒ Consultative committee or group
- ☐ Focus groups
- ☐ Exit interviews
- ☐ Performance discussions
- ☐ Other (provide details):

15.2 Who did you consult?

- ☒ All staff
- ☐ Women only
- ☐ Men only
- ☐ Human resources managers
- ☐ Management
- ☐ Employee representative group(s)
- ☐ Diversity committee or equivalent
- ☐ Women and men who have resigned while on parental leave
- ☐ Other (provide details):

15.3 If your organisation would like to provide additional information relating to gender equality indicator 5, please do so below.

Consultation on gender equality was undertaken as part of our MyVoice Survey open to all staff in June 2018. These comprehensive MyVoice survey's are undertaken by our University on a bi-annual basis.

In addition the Vice-Chancellor's Gender Equality Committee also meets 3 to 4 times per year to discuss gender equality initiatives at Western Sydney University and provide advice to the Vice-Chancellor on key issues.

Gender equality indicator 6: Sex-based harassment and discrimination

The prevention of sex-based harassment and discrimination (SBH) has been identified as important in improving workplace participation. Set by the Minister, this gender equality indicator seeks information on the existence of a SBH policy and/or strategy and whether training of managers on SBH is in place.

16. Do you have a formal policy and/or formal strategy on sex-based harassment and discrimination prevention?

- ☒ Yes (select all applicable answers)
- ☒ Policy
 - ☐ Strategy
- ☐ No (you may specify why no formal policy or formal strategy is in place)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Included in award/industrial or workplace agreement
 - ☐ Not a priority
 - ☐ Other (provide details):

16.1 Do you include a grievance process in any sex-based harassment and discrimination prevention formal policy and/or formal strategy?

- ☒ Yes
- ☐ No (you may specify why a grievance process is not included)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority
 - ☐ Other (provide details):

17. Do you provide training for all managers on sex-based harassment and discrimination prevention?

- ☒ Yes - please indicate how often this training is provided:
- ☒ At induction
 - ☐ At least annually
 - ☒ Every one-to-two years
 - ☐ Every three years or more
 - ☐ Varies across business units
 - ☐ Other (provide details):
- ☐ No (you may specify why this training is not provided)
- ☐ Currently under development, please enter date this is due to be completed
 - ☐ Insufficient resources/expertise
 - ☐ Not a priority
 - ☐ Other (provide details):

17.1 If your organisation would like to provide additional information relating to gender equality indicator 6, please do so below:

Other

18. If your organisation has introduced any outstanding initiatives that have resulted in improved gender equality in your workplace, please tell us about them.

(As with all questions in this questionnaire, information you provide here will appear in your public report.)

SAGE Pilot Program

The University is a participant in the Australian pilot of the project of the Science in Australia Gender Equity (SAGE) program to promote gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM). The program is based on the Athena Swan Charter, a UK-based evaluation and accreditation framework, which uses a bronze, silver or gold award rating system to assess the gender equity policies and practices of participating institutions. The awards are extremely rigorous and are cumulative, with each award only current for four years.

The University has recently submitted its Application for recognition as a Bronze award recipient, with results to be finalised in August 2019. The application process required a thorough self-assessment of University gender equity policy and practices, and the development of a plan to address any future opportunities for promoting and retaining women in STEMM.

The University will use the SAGE program to go beyond gathering data and statistics, and paint an in-depth, qualitative picture on how the University is identifying and developing an inclusive culture. It is envisaged that the insights and initiatives will flow beyond gender equity in science and into non-STEMM disciplines and across professional staff fields.

Vice Chancellor's Gender Equality Committee

The Vice-Chancellor's Gender Equality Committee is an Advisory Committee to the Vice-Chancellor. The role of the Committee is to promote and improve gender equality at Western Sydney University by:

- developing, implementing and monitoring the Gender Equality Strategy and Action Plan
- commissioning works and reports and gathering data on gender equality
- recommending targets for improving the representation of women in management and leadership positions
- undertaking policy reviews and special projects
- reviewing and making recommendations to the Vice-Chancellor on the Employer of Choice for Gender Equality application.

•

The Committee is also responsible for coordinating reviewing and actioning findings from research undertaken as part of the Gender Equality Fund grants (see below). Stemming from this research the Committee is currently overseeing a project to gain formal accreditation for our University as an ABA breastfeeding friendly workplace. A new staff induction kit, with a focus on gender equity initiatives, has also been developed and a review has been undertaken of access and information around parental leave supports for staff.

Vice Chancellor's Gender Equality Fund

The Vice Chancellor's Gender Equality Fund was established with the aim of facilitating gender equality initiatives and promoting workplace inclusion across our University. Funding is provided for projects that would not normally be funded by Divisions and Schools and provides awards for applicants in two areas: Gender and Equity Research at WSU and Gender Equity Education and Promotion. These grants are promoted and awarded on an annual basis. The current round of applications has seen 6 successful grants which will focus on:

- Redressing the Promotion Gap – investigating practices and programs to minimise gender disparities in academic advancement.
- Mountains, Molehills and Milestones – reviewing participant experiences of mentoring programs at WSU
- Women Doing Well – the development of a four-part Q&A video series strategically tied to wider University campaigns with a focus on the core topic of "Women doing Well".
- Returning to Work after Parental Leave: An Appreciative Inquiry with a focus on transitioning back to work after leave.
- Western Dads – a study to better understand attitudes towards men who access institutional support to enable caring responsibilities, and promote dad's as carers.

- Negotiating Mothering and Academic Work – researching the challenges faced by mothers in pursuing an Academic career.

Universities Australia/Ourwatch Respect and Equality Program

Western Sydney University has signed on as one of 4 pilot Universities who will be working with UA and Our Watch over a period of 18 months to implement and refine the whole-of-institution model to address violence against women. This model will seek to support universities to take action to promote gender equality within the university, both as an educational institution and as a workplace. The model will consider workplace leadership, structures and culture, as well promoting gender equality proactively in work with students. As a result of this work, the pilot universities will have the foundations of a long-term plan to prevent violence against women across their institutions.

Our People Securing Success Strategy

In 2018 the new Human Resources Strategy "Our People Securing Success" was launched. The Strategy aim to embed the critical attributes and behaviours that promote an inclusive, diverse, dynamic and innovative culture that enhances engagement and performance, and reflects an increased focus on diversity, and inclusive and flexible practices recognised as critical to maintaining Western's status as an employer of choice. This Strategy will provide for ongoing transformative approach to gender equity across our University systems and practices.

Gender composition proportions in your workplace

Important notes:

1. Proportions are based on the data contained in your workplace profile and reporting questionnaire.
2. Some proportion calculations will not display until you press **Submit** at step 6 on the reporting page in the portal. When your CEO signs off the report prior to it being submitted, it is on the basis that the proportions will only reflect the data contained in the report.
3. If any changes are made to your report after it has been submitted, the proportions calculations will be refreshed and reflect the changes after you have pressed **Re-submit** at step 6 on the reporting page.

Based upon your workplace profile and reporting questionnaire responses:

Gender composition of workforce

1. the gender composition of your workforce overall is 62.3% females and 37.7% males.

Promotions

2. 55.4% of employees awarded promotions were women and 44.6% were men
 - i. 40.0% of all manager promotions were awarded to women
 - ii. 61.0% of all non-manager promotions were awarded to women.
3. 9.4% of your workforce was part-time and 3.6% of promotions were awarded to part-time employees.

Resignations

4. 66.2% of employees who resigned were women and 33.8% were men
 - i. 60.7% of all managers who resigned were women
 - ii. 67.1% of all non-managers who resigned were women.
5. 9.4% of your workforce was part-time and 23.6% of resignations were part-time employees.

Employees who ceased employment before returning to work from parental leave

- i. 8.5% of all women who utilised parental leave ceased employment before returning to work
- ii. 0.0% of all men who utilised parental leave ceased employment before returning to work
- iii. N/A - managers who utilised parental leave and ceased employment before returning to work were women
- iv. 100.0% of all non-managers who utilised parental leave and ceased employment before returning to work were women.

Notification and access

List of employee organisations:

NTEU
CPSU

CEO sign off confirmation

Name of CEO or equivalent:

Confirmation CEO has signed the report:

Professor Barney Glover

CEO signature:

Date:

15/10/19