# WGEA Employer of Choice for Gender Equality (EOCGE)

## 2021-23

## EOCGE Application for renewing applicants

(i.e. citation holders who were successful in 2019 and re-applying in 2021)

Version 1.0

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# Introduction

## What is the EOCGE Employer of Choice for Gender Equality (EOCGE) citation?

The EOCGE citation recognises organisations that have made gender equality an integral component of their workplaces and business practices, and are taking significant action towards improving gender equality outcomes. It recognises that gender equality is critical to an organisation's success and is a feature of well-managed leading organisations.

As the Workplace Gender Equality Agency's (WGEA) leading practice recognition program, it aims to promote and improve gender equality for women and men. Separate to compliance reporting under the *Workplace Gender Equality Act 2012* (Act)*,* it is a voluntary program, open to all compliant employers under the Act.

The citation includes evidence-based criteria under seven focus areas, and an examination of the employees' lived experience. The requirements focus on initiatives that have been shown to underpin improved gender equality outcomes and were developed in consultation with leading academics in workplace gender equality, gender equality practitioners, industry groups and citation holders.

Renewable every two years, the survey format enables WGEA to collate and analyse data which is used to inform and define leading-practice gender equality initiatives to share with employers. Over time, it will also enable EOCGE benchmarks to be developed. This format also reduces the time employers spend completing the application, focusing their energies instead on improving gender equality outcomes in their workplaces.

If your organisation is looking to improve gender equality, the citation's criteria provide a great roadmap for change.

## Why become an EOCGE citation holder?

The EOCGE citation has a strong focus on research-based initiatives shown to improve gender equality outcomes and is recognised as a rigorous and evidence-based program.

Many chief executives of EOCGE citation holders say that, with future requirements flagged in advance, they use the citation as an external mechanism to keep them focussed and accountable in driving improved gender equality outcomes in their organisations, reaping the rewards that gender equality can bring to an organisation and its culture.

These chief executives also state there is a strong commercial driver to being a citation holder. Providing strong public recognition of an organisation's focus on gender equality, it supports them in their ability to attract and retain the best possible talent to build a high-performance workforce. This provides a significant differentiation in a competitive marketplace.

A recent report produced by the Australian Institute for Business and Economics (AIBE) Centre for Gender Equality in the Workplace at the University of Queensland shows that the EOCGE citation is driving improved gender equality outcomes in Australian workplaces. The research found that EOCGE citation holders are improving on key gender equality metrics at a faster rate than other employers in WGEA's dataset.

Improvements in gender equality outcomes can bring strong commercial advantage to its recipients. Evidence from the Bankwest Curtin Economics Centre (BCEC) WGEA Gender Equity Insights 2020 research shows a strong and convincing **causal relationship** between increasing the share of women in leadership and subsequent improvements in organisational performance. Specifically, it found that:

o   an increase in the representation of women by 10 percentage points or more on **boards** of ASX-listed companies leads to a **4.9% increase in company market value** and leads to a 6% increase in the likelihood of outperforming their peers on three or more metrics

o   an increase in the representation of women by 10 percentage points or more of **key management personnel** leads to a **6.6% increase in the market value** of ASX-listed companies (worth the equivalent of AU$104.7 million for the average company), and a 5.8% increase in the likelihood of outperforming the sector on three or more metrics.

Through targeted actions contained in the EOCGE citation, organisations can achieve sustainable gender equality outcomes and become a leader in workplace gender equality.

### Resources to assist you in becoming an EOCGE organisation

In becoming an EOCGE citation holder, we encourage employers to take a strategic approach to improving gender equality performance, rather than a programmatic approach. By this, we mean building a gender equality strategy aligned to your business strategy.

WGEA has developed a gender equality strategy toolkit, to help you build your strategy and meet the EOCGE criteria. This can be found on the Agency's website, along with other tools that you will find helpful in delivering your gender equality strategy.

If you would like additional assistance in becoming an EOCGE citation recipient, please contact WGEA by emailing eocge@wgea.gov.au or calling on 02 9432 7300.

# Application for 2021-23 renewing applicants

## Introduction

Welcome back, after enjoying your status as WGEA Employer of Choice for Gender Equality (EOCGE) for the inaugural two-year application cycle.

The world has changed significantly since your organisation last applied to become an EOCGE citation holder. We have all learned how quickly workplaces can change when there is an imperative to do so!

## Meeting the criteria

➡ COVID-19 has had an impact on all businesses. In some cases it has been in a positive way, but there are many where it has been detrimental to their business, particularly in hard-hit sectors such as tourism and hospitality. WGEA has taken this into account and adjusted some of the requirements, as outlined in Table 1 below.

➡ Other than where outlined in Table 1, all criteria are requirements. However, if you believe you meet a requirement but in a different way than stipulated, please contact WGEA to discuss this further.

## New criteria introduced since last application

➡ Based on expert advice, new EOCGE criteria are introduced each year to drive ongoing improvements in gender equality outcomes in the workplaces of citation holders. As communicated during the past two years, several new requirements have been introduced since your last application in 2019-20. These changes are:

1. Q1.2: Policy/ies aimed at achieving gender equality must include training for people managers on how to deal with resistance to gender equality initiatives/policies due to potential fears and concerns.

2. Progress needs to be reported on an if-not-why-not basis on the following:

    i) gender equality objectives contained in your gender equality strategy (Q1.3)

    ii) where the representation of women in manager (Q2.4) and non-manager (Q2.5) roles, and on governing bodies (Q2.8) is less than 40%

    iii) where the representation of men in non-manager roles is less than 40% (Q2.6)

    iv) reduction of your organisation's gender pay gap (Q3.4).

3. Q4.1: Your formal policy AND formal strategy must cover employees with eldercare and disability care responsibilities.

4. Q4.3: At least three weeks of employer-funded paid parental leave at full pay is provided for secondary carers who are permanent employees (and Partners in Partnership structures) and available for all provisions covered under that requirement.

5. Q4.4: Employer funded primary carers' leave: The original new requirement was amended so it is now:

    "There must be no eligibility period to access eight weeks of primary carer's leave (the minimum EOCGE requirement), and three weeks of secondary carer's leave, AND if you offer more than eight weeks of primary carer's leave, the balance must be made available once the employee's probationary period ends."

    Employer-funded secondary carer's leave: There has been no change to the requirement for there to be no eligibility period for employees to access three weeks of secondary carer's leave.

6. Q5.2: Training for people managers on how to manage flexible working must include addressing gender stereotypes and/or barriers that prevent men from requesting flexible working arrangements.

7. Q5.6: The original new requirement was amended, so it is now:

   "This question relates to whether your organisation needs to set targets for men working flexibly. It is based on the survey results of the second question in the "Employee Survey" section of the EOCGE criteria ("*I have the flexibility I need to manage work and other commitments*"). If the agree/strongly agree scores for female managers and non-managers is more than 5% greater than the equivalent scores for men, you need to set a target to increase the agreement scores of men in that category. If the difference is 5% or less, then no target needs to be set."

8. Q7.2: Organisations must have procurement guidelines that encourage gender equality across your supply chain.

## Applying for EOCGE

→ As you are aware, WGEA has a new online reporting platform which is yet to be fully adapted for EOCGE applications. As such, applications for this year will be completed and submitted using the application below.

→ Available from September 1, you will need to enrol in the '2021-23 EOCGE program' in the online platform.

  o once enrolled, select the '2021-23 EOCGE program' hyperlink
  o confirm details of the organisations covered in your application (your submission group) - please take care during this process, ensuring that only organisations that operate in the same industry division are included in the same submission group
  o once you have confirmed details of your submission group, click through to the application landing page
  o follow the instructions to upload your application and other documentation.

→ Please note, this year the due date for the 2021-23 applications is 31 October.

→ The list of successful applicants will be announced in March 2022.

→ De-identified information provided in EOCGE applications may be used by, or on behalf of, the Agency to conduct research to identify and inform leading practice initiatives. The Agency may also use de-identified information to promote leading practice initiatives.

## Application fee

An annual fee of $1,950 (including GST) is applicable which covers the cost of the Agency in administering the citation.

On initial application, or subsequent renewal, $1,950 will be payable once you have submitted your application. In the intervening year, employers are invoiced separately for $1,950.

If the application fee is a barrier to applying for the EOCGE citation, please contact WGEA to discuss further.

## Impact of COVID-19 on applications

→ As indicated above, we have identified criteria that may be more difficult to meet during the past two years due to the impact of COVID-19. We have provided for some flexibility in how these requirements can be met, as summarised in Table 1 below. If you are seeking exemption from some or all the requirements contained in Table 1 due to the impact of COVID-19, please explain on what basis you believe you are eligible for these adjustments below.

The Higher Education sector has been significantly impacted by the COVID-19 pandemic having experienced both financial and operational impediments across the 2020 and 2021 periods including:

- Significant budgetary impacts resultant from loss of expected income due to COVID-19 related travel restrictions.
- Significant impact to our International student cohorts.
- Significant organisational change processes and shift in staffing numbers in response to increased financial constraints outside of the University's control.
- Significant pivoting of 'business as usual' work approaches across the majority of University Schools, Divisions and Units to accommodate:
  - o an intensive shift to online learning across all courses and programs at the University.
  - o prioritisation of pastoral care and wellbeing support for our staff and students during COVID-19.
  - o enabling financial aid and support for our significantly disadvantaged international student cohort.
  - o monitoring and adapting to emerging restrictions and implications stemming from the COVID-19 crisis.
  - o a significant redirection of data analysis priorities with a focus on COVID-19 specific impacts for our students and staff, including gendered impacts.
  - o all staff transitioning and adapting to and from a full time working from home environment for up to 14 months in the last 2 years.

➜ At each question in Table 1, there is an ALERT asking you to confirm whether you are seeking the exemption for that question.

➜ Please note that where these exemptions relate to annual requirements, it is expected that they were met at least once during the two years since your last application.

## If your application is successful, what is the preferred organisation name on your EOCGE certificate?

Preferred organisation name for the EOCGE certificate:

Western Sydney University

| Table 1: Adjusted requirements for sectors where COVID-19 has had a significant impact 2021-23 | |
|---|---|
| Q1.3: | **Requirement:** Gender equality strategies need to be updated with new objectives during the two years you have held the citation.<br><br>**COVID-19 option:** Your organisation has been unable to add additional objectives to its gender equality strategy. |
| Q1.5: | **Requirement:** Must evaluate progress against its gender equality strategy by tracking and reporting metrics to its workforce, key management personnel (KMP) and governing body every 12 months.<br><br>**COVID-19 option:** This has only been done once during the two years. |
| Q1.7.3: | **Requirement:** Your CEO must communicate your organisation's overall gender equality strategy, priorities, and progress to all employees (and Partners in Partnership structures) each year since you have held the citation.<br><br>**COVID-19 option:** This has only been done once in the two years. |
| Q2.3: | **Requirement:** Your organisation must provide FORMAL leadership development programs to women and men; and track how many have participated in these programs, both full-time and part-time, every 12 months.<br><br>**COVID-19 option:** This has been carried out once during the two years. |
| Q3.2: | **Requirement:** Your organisation must complete a gender pay gap analysis of all its workforce annually to ensure that women and men receive equal pay; and to determine if you have a gender pay gap. This must be carried out on several areas.<br><br>**COVID-19 option:** This has been carried out once during the two years. |
| Q3.4.2: | **Requirement:** Your organisation must take other actions, in addition to targets, to reduce your gender pay gap (overall, organisation-wide).<br><br>**COVID-19 option:** No other actions have been taken during the two years. |
| Q5.6: | **Requirement:** This question relates to whether your organisation needs to set a target for men working flexibly. It is based on the survey results of the second question in the "Employee Survey" section of the EOCGE criteria ("*I have the flexibility I need to manage work and other commitments*"). If the agree/strongly agree scores for female managers and non-managers is more than 5% greater than the equivalent scores for men, you need to set a target to increase the agreement scores of men in that category. If the difference is 5% or less, then no target needs to be set.<br><br>**COVID-19 option:** A target has not been set for this requirement. |
| Q7.3: | **Requirement:** Your organisation's CEO is required to be ACTIVELY involved in at least one external event focused on gender equality in each of the two years since your last application.<br><br>**COVID-19 option:** With the impact of COVID-19 on external gatherings, this will not be required. (If your CEO has engaged externally on gender equality using online platforms, you will be able to provide those details, but that is not a requirement). |
| Q7.4: | **Requirement:** Your organisation must be involved in a program or initiative to address gender equality issues in its industry or community.<br><br>**COVID-19 option:** This is not a requirement this year. |

## Focus Area 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.

## Strategies and policies

| | | |
|---|---|---|
| **1.1** | **Your organisation must have a strategy in place supporting gender equality that covers all the following areas. Confirm these are in place by ticking (✓) each box below:** | |
| a. | Gender balance in leadership | ✓ |
| b. | Gender balance across the organisation | ✓ |
| c. | Gender pay equity for both equal pay (like-for-like roles), and the gender pay gap (overall, organisation-wide gap) | ✓ |
| d. | Flexible work and support available for employees at all levels, including those with caring responsibilities | ✓ |

| | | |
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| **1.2** | **Your organisation must have a policy/policies in place aimed at achieving gender equality in all the following areas. Confirm these are in place by ticking (✓) each box below:** | |
| a. | Promotions | ✓ |
| b. | Performance review processes | ✓ |
| c. | Recruitment (internal and external recruitment consultants must be provided with gender equality guidelines for the recruitment process) | ✓ |
| d. | Restructures and significant operational changes including planned redundancies | ✓ |
| e. | Employment and engagement of casuals | ✓ |
| f. | Engagement of independent contractors | ✓ |
| g. | Training for people managers on how to deal with resistance to gender equality initiatives/policies due to potential fears and concerns | ✓ |

| | |
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| **1.3** | **Your organisation's gender equality strategy/strategies must include clear objectives and measures, and an evaluation process that occurs at least every two years. Gender equality strategies need to be updated with new objectives during those two years. Please provide details of these objectives in the tables below.**<br><br>**You will also be required to report on progress made against these objectives when reapplying every two years. This is on an 'if-not-why-not' basis.** |
| | **Provide details below of new objectives, measures and evaluation processes that were included in your gender equality strategy: \***<br><br>*\* ALERT: if no additional gender equality objectives have been added since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)*<br><br>☐ Yes |

| | |
|---|---|
| Objective 1<br><br>a. Describe this objective: | Sustaining Leadership Recognition and Accountability on Gender Equity |
| b. Describe how this objective is measured and how you will evaluate whether it has been effective: | A series of sub-category focus areas and related action items are included under this objective within the Gender Equity Strategy and Action Plan 2021-2026. Progress is tracked against completion of items within the action plan.<br><br>Monitoring and implementation of this objective is the responsibility of the Vice-Chancellor's Gender Equity Committee, supported by the Equity and Diversity team.<br><br>Formal review, evaluation and reporting will be undertaken at six monthly intervals to the Gender Equity Committee, and annually to the Board of Trustees and Senior Executive. Intensive review will be undertaken biannually to adapt to emerging gender equity issues in the higher education sector. |
| c. Has this objective been achieved? (Yes/No/Partially) | Partially – this strategy is in its early stages but some items are already progressing well. |

| | |
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| d. Provide details related to the achievement of this objective; or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc): | This objective is part of a larger Gender Equity Strategy and Action Plan with identified actions spanning a 5-year period 2021-2026 – broken into smaller achievement timeframes for post COVID-19 Recovery and Renewal. Progress against this objective to date is satisfactory, with several related activities and research currently underway, including: <br><br> • progressing our SAGE Silver Award application; <br> • identifying and supporting priority gender equity and diversity research areas; <br> • continued engagement from leadership in gender equity conversations; and <br> • engaging in gender equity recognition programs. |
| Objective 2 <br> a. Describe this objective: | Equity in Career and Development Success |
| b. Describe how this objective is measured and how you will evaluate whether it has been effective: | As per objective 1. |
| c. Has this objective been achieved? <br><br> (Yes/No/Partially) | Partially |

| | |
|---|---|
| d. Provide details related to the achievement of this objective; or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc): | This objective is part of a larger Gender Equity Strategy and Action Plan with identified actions spanning a 5-year period 2021-2026 – broken into smaller achievement timeframes for post COVID-19 Recovery and Renewal.<br><br>Progress against this objective to date is satisfactory with several related research and activities currently underway including but not limited to:<br><br>• review of language conventions used to classify parental leave to support more gender neutral and inclusive terms;<br>• review of our Promotions policy in response to research via the Vice-Chancellor's Gender Equity Fund to better redress the promotions gap;<br>• progressing a review of student facing policies and procedures to ensure they appropriately support gender inclusion and validate parent/carer responsibilities;<br>• participating in the SAGE National Special Interest Group on Workload Allocation; and<br>• research on the challenges to progression for women HDR candidates impacted by COVID-19. |
| Objective 3<br>a. Describe this objective: | Equal Opportunity in the Staff and Student Lifecycle |
| b. Describe how this objective is measured and how you will evaluate whether it has been effective: | As per objective 1. |
| c. Has this objective been achieved?<br>(Yes/No/Partially) | Partially |

| d. Provide details related to the achievement of this objective; or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc): | This objective is part of a larger Gender Equity Strategy and Action Plan with identified actions spanning a 5-year period 2021-2026 – broken into smaller achievement timeframes for post COVID-19 Recovery and Renewal. Progress against this objective to date is satisfactory with several related activities and research currently underway, including but not limited to:<br><br>• an update of compulsory training on Equal Opportunity for all staff;<br>• setting targets to improve representation of women at Academic Level E;<br>• undertaking internal research on the compounding impacts of intersectionality for women and gender individuals who also identify as LGBTIQ+, are Indigenous or of culturally diverse identities, and/or have a disability; and<br>• establishing protocols for the collection and analysis of staff diversity data. |
|---|---|

If there are additional objectives, add the four objective-related questions from above into the box below and provide those details:

Objective 4

a.        Describe this objective:

Culture, Community and Inclusive Practice

b.        Describe how this objective is measured and how you will evaluate whether it has been effective:

As per objective 1.

c.        Has this objective been achieved?

Partially

d.        Provide details related to the achievement of this objective; or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc.):

This objective is part of a larger Gender Equity Strategy and Action Plan with identified actions spanning a 5-year period 2021-2026, broken into smaller achievement timeframes for post COVID-19 Recovery and Renewal. Progress against this objective to date is satisfactory with several related activities and research underway including, but not limited to:

- continued delivery of our community-facing Gender Unlimited Seminar Series;
- continued delivery of the Vice-Chancellor's Gender Equity Fund for the 5th consecutive year - 27 projects to date, over $130,000 contributed in funding. Expanding next year to include National Priorities and Industry Linkage Fund focussed projects.
- delivery of a regular Pulse Survey for staff, including a focus on gender equity and flexible work; and
- increased promotion of our Sexual Offences Reporting Portal for students and staff and related resources.

**Progress on objectives included in your 2019-20 application:**

**1.3.1    Please enter all the objectives included in your 2019-20 EOCGE application below, and indicate how they are tracking:**

| Objective 1 – 2019-20 application<br>a.  Describe this objective: | Leadership Accountability for the promotion and support of an organisational culture and working environment that is inclusive and fair to all genders |
|---|---|
| b.  Has this objective been achieved?<br>    (Yes/No/Partially) | Yes |

| c. Provide details related to the achievement of this objective; or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc): | Related sub focus areas and actions under this objective were achieved. Western Sydney University has a standing Gender Equality policy in place, complemented by the Gender Equality Strategy and Action Plan. The Strategy and Action Plan are endorsed by the Executive and set to drive the actions and priorities for 2021 to 2026. |
|---|---|
| | The Strategy was developed in direct consultation with key stakeholders including the Office of People and Success, Office of the Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education Strategy and Consultation, Science in Australia Gender Equity (SAGE) project team, Equity and Diversity, and a strategy sub-group of broader stakeholders. |
| | In addition, Western Sydney University continues to enhance the capacity of our Equity and Diversity Working Parties (EDWP). The EDWP mechanism helps to ensure that gender issues are not only addressed at the local level but are reported to the Executive Group for accountability. |
| | The Vice-Chancellor continues to Chair the Gender Equity Committee, moving to more frequent meetings during the pandemic to acknowledge the gendered impacts that have arisen. The Vice-Chancellor also chairs the University's Respectful Relationships Taskforce, overseeing the University's actions to prevent gendered violence and harm within the University community. |
| | Leadership accountability and effort is measured and informed via Pulse and MyVoice Surveys, and regular reporting to the University Executive and Board of Trustees. |

| | |
|---|---|
| Objective 2 – 2019-20 application<br><br>    a.    Describe this objective: | Representation of women in leadership and management, with a particular focus on the Science, Technology, Engineering, Mathematics and Medicine (STEMM) disciplines. |
| b.  Has this objective been achieved? (Yes/No/Partially) | Partially |
| c.  Provide details related to the achievement of this objective; or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc): | The majority of actions under this objective have been achieved.  A few items for completion were impacted by COVID-19 and carried forward for inclusion into the new Gender Equity Strategy and Action Plan 2021-2026. Overall outcomes for completed activities under this objective were:<br><br>• improved representation of women in leadership roles across the University.<br>• raised profile at leadership levels.<br>• integration of core gender equity and diversity issues across University strategy/planning processes.<br>• increased engagement in gender equity initiatives and programs e.g., SAGE, OurWatch Respect and Equality Program. |
| Objective 3 – 2019-20 application<br>a.  Describe this objective: | Develop a gender diverse workforce |
| b.  Has this objective been achieved? (Yes/No/Partially) | Partially. |

| | |
|---|---|
| c. Provide details related to the achievement of this objective; or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc): | The majority of actions under this objective were achieved. A few items for completion were impacted by COVID-19 and carried forward for inclusion into the new Gender Equity Strategy and Action Plan 2021-2026. Overall outcomes for completed activities under this objective were:<br><br>a. improved mentoring and professional development opportunities for staff with consideration of key gender equity issues.<br>b. continued recognition as an EOCGE; and<br>c. improved gender diversity in managerial positions.<br><br>Further work is required around key gender segregation issues at mid-level administrative roles. |

**1.3.2** If there are additional objectives, add the three objective-related questions from above into the box below and provide the details:

Objective 4 – Reducing gender pay equity gaps

Has the objective been achieved?

Yes

Provide details – Actions under this objective were achieved, although continued emphasis on this area continues into our Gender Equity Strategy and Action Plan 2021-2026. Overall outcomes for completed activities under this objective include:

- an incremental decrease in our pay equity gap over the last 5 years;
- more in-depth analysis and review of gender pay gap data; and
- increased organisational awareness and reporting on the gender pay gap.


Objective 5 – Facilitating and promoting a flexible workplace which enables staff to balance work and life responsibilities

Has the objective been achieved?

Yes

Provide details - Actions under this objective were achieved, although continued emphasis on this area continues into our Gender Equity Strategy and Action Plan 2021-2026. Overall outcomes for those activities completed under this objective include:

a. significant development of the University's flexible work policy, procedural and training framework;
b. improved policy and leave frameworks to support staff experiencing domestic and family violence;
c. more tailored information, provisions and facilities for parents and carers including increased parental leave options available to all genders and recognition as a Breastfeeding Friendly Workplace.

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| 1.4 | Your organisation's gender equality strategy/strategies must be supported into the broader business strategy and planning process and have been endorsed by the governing body in the past two years.  Please tick (□)the boxes below to confirm the following: |
|---|---|

| ✔ | Yes, our gender equality strategy is incorporated into the broader business strategy and planning process |
|---|---|

| ✔ | Yes, our gender equality strategy has been endorsed by the governing body/Partnership in the past two years |
|---|---|

- On what date did your governing body endorse your gender equality strategy?

4 August 2021

- From the options below, select what evidence you will be providing of your governing body's endorsement (this will need to be uploaded into the online platform together with your application):

| | |
|---|---|
| ☐ | Extract of governing body minutes |
| ✔ | Copy of an email from the CEO/CFO/ Company Secretary confirming this information was tabled |
| ☐ | Other evidence of governing body endorsement (provide details): |

## Strategy evaluation and reporting

**1.5** **Your organisation must evaluate its progress against its gender equality strategy by tracking the metrics below and reporting progress to your entire workforce, key management personnel (KMP) and governing body (not a sub-committee of the governing body) every 12 months. ***

*   *ALERT: if your organisation has been able to do this in one year only since your 2019-20 application due to the impact of COVID-19, are you seeking an exemption from this annual requirement based on the details you provided at the beginning of this application? (Tick (✔) Yes below)*

| ✔ | Yes |
|---|---|

**1.5.1** Place a tick (✔) in the relevant box to confirm the metrics below were reported to your workforce, KMPs and governing body (not a sub-committee) for each 12 months during the two years you held the citation.

| | Yes | No - only in 2019-20 | No - only in 2020-21 |
|---|---|---|---|
| a. Gender composition of the workforce by manager and non-manager categories | | ✔ | |
| b. Promotions by gender and manager and non-manager categories | ✔ | | |
| c. Recruitment and exit (voluntary and involuntary) numbers by gender | ✔ | | |
| d. Graduate programs and paid or unpaid internships (where applicable) | n/a | | |

| | Yes | No | |
|---|---|---|---|
| e. Utilisation of formal flexible working arrangements for women and men by manager and non-manager categories, including part-time | ✓ | | |
| f. Utilisation of, and return from, parental leave (paid and unpaid), of women and men | ✓ | | |

**1.5.2** Place a tick (✓) in the relevant box to confirm the metrics below were reported to your KMPs and governing body (not a sub-committee) for each 12 months during the two years you held the citation.

| | Yes | No - only in 2019-20 | No - only in 2020-21 |
|---|---|---|---|
| a. The results of your gender remuneration gap analysis, including pay equity metrics and actions taken | | ✓ | |
| b. Progress on narrowing its organisation wide gender pay gap | ✓ | | |
| c. All results from your EOCGE survey (refer to section Q9.1 Lived experience > Employee Survey) | | ✓ | |

**1.5.3** Place a tick (✓) in the relevant boxes below to confirm the metrics on gender-based harassment and discrimination and sexual harassment complaints were reported to your KMPs and governing body (not a sub-committee) for each 12 months during the two years you held the citation (for options b. to f., only select N/A if there have been no complaints):

| | Yes | No - only in 2019-20 | No - only in 2020-21 | NA (only use for options b. to f.) |
|---|---|---|---|---|
| a. Number and nature of complaints received (if there were no complaints, that fact needs to be reported) | ✓ | | | |
| b. Process for responding to the complaint | ✓ | | | |

| | | | | |
|---|---|---|---|---|
| c. Time taken to resolve complaint (e.g. complaint made in February, resolved in July) | ✓ | | | |
| d. Outcomes for complainant and respondent (if a complaint was settled, this must be reported) | ✓ | | | |
| e. Any organisational change following the complaint | ✓ | | | |
| f. Complainant and respondent turnover | ✓ | | | |

**1.5.4** On what date did all the metrics covered under Q1.5 and all its sub-questions get reported to your governing body?

06/10/2021

**1.5.5** From the options below, select what evidence you will be providing that these metrics were reported to your governing body (this will need to be uploaded into the online platform together with your application) (✓):

☐ Extract of governing body minutes

☑ Copy of an email from the CEO/CFO/ Company Secretary confirming this information was tabled

☐ Other evidence of governing body endorsement (provide details):

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**1.6 Where gender discrepancies exist for any areas listed in Q1.5 and sub-questions, your organisation must analyse systems and processes to identify gender bias in decision making and take actions to address issues identified.**

**Did your organisation identify any gender differences in the metrics listed in question 1.5 and all its sub-questions? Please answer Yes/No \* in the box below.**

Yes

*\* If No: by answering No, you are declaring there is gender balance in ALL the metrics in the sub-questions for Q 1.5. This is verifiable in your organisation's most recent compliance report which can be generated for submission groups from this year's online platform.*

**1.6.a** For the gender differences identified, your organisation must have analysed its related systems and processes for gender bias.

a. Confirm this occurred (Yes): Yes

**1.6.b** Your organisation must have taken action to eliminate the gender biases identified.

    b.    Confirm this occurred (Yes):

                | Yes |

    c.    Provide details of gender biases identified and actions taken:

> The gender biases that were identified through the 2020-2021 Compliance Reporting mainly relate to promotions and uptake of Carers Leave.
>
> Specifically related to promotions, the University's Office of People and Success has indicated that this was mainly due to the restructure of the organisation through the pandemic and voluntary resignations. In this area, promotions tended to favour males however internal appointments leaned towards females. Active steps are currently underway to help redress this COVID-19 related affect.
>
> In relation to the uptake of Carers Leave, we have established a Parents and Carers Working Party to help address systemic issues affecting parents and carers, including low male uptake of carers' support provisions. We have also prioritised this as an issue to be actioned through our SAGE project.
>
> Western Sydney University continues to review its policies, procedures, terminology, and language to ensure that all carers are aware and have access to leave provisions, regardless of gender.

## Leadership commitment

**1.7**    **Your CEO must be a visible champion by taking the following actions annually. Please confirm that this has occurred against each of the areas below by placing a tick (✓) in the relevant box: ***

*\* ALERT: for Question 1.7.3, if your CEO was only able to meet this requirement once since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption for it to have occurred in each year, based on the details you provided at the beginning of this application? (Tick (✓) Yes below)*

| ✓ | Yes

| Question | CEO communicated this to all employees (and Partners in partnership structures) | Yes, this occurred in both years | No-only in 2019-20 | No-only in 2020-21 | Dates this occurred |
|---|---|---|---|---|---|
| **1.7.1** | Reasons why improving gender equality is beneficial for your organisation (i.e. your business case for gender equality) | | | ✓ | 31/08/2021 |

| 1.7.2 | The CEO's commitment to zero tolerance of gender-based harassment and discrimination, sexual harassment, and bullying | ✔ | | | 28/08/2020 31/08/2021 |
|---|---|---|---|---|---|
| 1.7.3 | The organisation's overall gender equality strategy, priorities, and progress * | ✔ | | | 05/03/2020 18/06/2020 31/08/2021 |
| 1.7.4 | The organisation's commitment to equal pay (like-for-like gaps) | ✔ | | | 28/08/2020 31/08/2021 |
| 1.7.5 | The organisation's commitment to eliminating the gender pay gap (overall, organisation-wide pay gap) | ✔ | | | 28/08/2020 31/08/2021 |

Did the same CEO make all the statements in both years? (Yes/No)

Yes

**If yes:**

**1.7.a** Provide the name of the CEO who made these statements:

Professor Barney Glover AO

**1.7.b** How were the statements communicated?

Media release on 5 March 2020, and 18 June 2020, all staff email 28 August 2020 and 31 August 2021 and Vice-Chancellor's Statement on Gender Equality published on the University website.

**1.7.c** Provide your CEO's statement from 2019-20:

**28 August 2020 – Equal Pay Day Email:**

"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.

The national theme for Equal Pay Day in 2020 is #KeepMindingTheGap. This year, the Workplace Gender Equality Agency (WGEA) reported the average national gender pay gap has remained at 14%, the same as last year. Compounded over a lifetime, this gap results in women retiring with, on average, 40% less superannuation than their male colleagues.

There is no one cause of, or solution to reducing, the gender pay gap, however, Western Sydney University continues to explore ways to address the contributing factors. The COVID-19 pandemic has created further challenges to gender equality, and we acknowledge the current investigations regarding the broader issue of underpayment of wages in the Australian higher education sector. As a priority, it is critical the University acts to uphold the advances in gender equity in higher education. I am proud that the University has led a joint sector position statement committed to preserving gender equity and to considering the impact on women when planning our short, medium and long-term responses to COVID-19.

Gender-based discrimination, harassment, sexual harassment and bullying are 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's gender equality website."

**Media releases can be viewed at:**

5 March 2020 – WGEA EOCGE Announcement:

https://www.westernsydney.edu.au/newscentre/news_centre/more_news_stories/western_sydney_university_named_employer_of_choice_for_gender_equality

18 June 2020 – Joint Sector Position Statement of Gender Equity:

https://www.westernsydney.edu.au/newscentre/news_centre/more_news_stories/western_leads_sector-wide_commitment_to_gender_equity_post_covid-19

**1.7.d** Provide your CEO's statement from 2020-21:

**31 August 2021 – All staff email**

"Today is Equal Pay Day, which marks the additional 61 days from the end of the previous financial year that a woman must work on average to earn the same as a man.

The national theme for Equal Pay Day in 2021 is #WhatsYourPayGap. This year the Workplace Gender Equality Agency (WGEA) has calculated, using Australia Bureau of Statistics (ABS) data, that the national gender pay gap is 14.2% for full-time employees.

There is no single solution to reducing the gender pay gap, and the University is continually considering ways to address the factors that can contribute to this ongoing gap. To inform decision making, the University monitors its pay equity data annually, and has done so since 2009. You can find out more about Western Sydney University's approach to pay equity on the University Gender Pay Equity website.

As a Pay Equity Ambassador, I encourage you to open discussions with your colleagues regarding how we can further address the issues that lead to the continued gender pay gap in Australia.

In continuing Western Sydney University's strong commitment to gender equity, I am pleased to announce that the Board of Trustees recently endorsed the Gender Equity Strategy and Action Plan 2021-2026. Informed by research undertaken through the Vice-Chancellor's Gender Equality Fund, the Strategy and Action Plan is supported by the Gender Equality Policy and Business Case for Gender Equality. The Strategy and Action Plan provides a holistic framework to guide the University in developing and implementing effective and inclusive learning and working strategies focusing on areas such as leadership, career development and success, equal opportunity, and overall University culture.

Gender discrimination, harassment and bullying are 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."

**VC Statement on Gender Equality updated on web 30 August 2021**

Can be viewed here - https://www.westernsydney.edu.au/equity-and-diversity/equality/vice-chancellors_statement_on_gender_equality

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**If no**:

**1.7.a** Provide the name of the CEO who made the statements in 2019-20:

**1.7.b** Provide the name of the CEO who made the statements in 2020-21:

**1.7.c** How were the statements communicated?

**1.7.d** Provide your CEO's statement from 2019-20:

**1.7.e** Provide your CEO's statement from 2020-21:

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| 1.8 | 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. Confirm these are in place by ticking (✓) the box below: |
|---|---|
| ✔ | Provide the job title of the Chair of this group/committee/council: <br><br> The Vice-Chancellor's Gender Equity Committee |

---

| 1.9 | Your CEO must have direct involvement with the organisation's gender equality initiatives. Please confirm this occurs by ticking (✓) the box below: |
|---|---|
| ✔ | List what involvement your CEO has had with your gender equality initiatives in the past two years: |

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

Professor Glover is the Chair of the University's Gender Equity Committee, which advises and supports the development of gender equity strategy, policy, research and initiatives. He established and maintains the Gender Equity Fund, which provides grants to support projects that seek to improve inclusive practice and gender equity across the University.

In response to the gendered impacts of COVID-19, under Professor Glover's leadership, the University was the leading organisation to coordinate a Joint Sector Position Statement on Preserving Gender Equity as a Higher Education Priority During and After COVID-19. The 29 signatories to this Statement have committed to addressing the impact on women when planning short, medium and long-term responses to COVID-19. Signatories include Vice-Chancellors of 18 Australian universities, and other key players including the Australian Academy of Science, the Australian Academy of Technology and Engineering, Equity Practitioners in Higher Education Australasia (EPHEA), Elizabeth Broderick & Co, National Committee for Women in Engineering and Science in Australia Gender Equity (SAGE).

Professor Glover strongly advocates for and supports the University's engagement with the Athena Swan SAGE program (Cohort 2). Most recently endorsing the University's key priority areas for our work towards the Athena Swan Silver Award. This comprehensive program addresses gender equity in STEMM and plays an active role in defining action plan and strategic direction for the University's SAGE program team via the Vice-Chancellor's Gender Equity Committee.

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. This was a large-scale national campaign to ensure our Universities are places of safety and respect. Professor Glover currently Chair's Western Sydney University's related Respectful Relationships Taskforce, which is comprised of students, staff and external members, and which focuses on the implementation of recommendations from the Australian Human Rights Commission's 2017 report on the survey into sexual offences at Australian universities. More recently, the Vice-Chancellor has also been actively involved in the recent roll out of the 2021 AHRC National Student Safety Survey.

| 1.10 | Your organisation must ensure that women and men can access opportunities that are considered career-enhancing, equitably. Please confirm this occurs by ticking (✓) the box below: |
|---|---|
| ✔ | Provide details on how your organisation has ensured there is equity in how women and men access career-enhancing opportunities in the past two years: |

Western Sydney University provides career enhancing opportunities for all staff regardless of gender. Extra measures were introduced to accommodate and/or help mitigate the impacts of COVID-19 on career progression for staff of all genders:

- Early/Mid-Career Researcher networks and Professional and Academic staff mentoring programs continued to run during the pandemic, pivoting to the online environment.
- Recognising the barriers faced by staff with significant family and/or caring responsibilities. WSU continued to offer grants to support equity in research opportunity and capacity, such as:

- 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.

- Early Career Researcher (ECR) Fellowships which aim to support ECR's in juggling teaching and administrative duties while establishing a research profile.

- The Women's Research Fellowship is available to support women researchers employed at Academic Levels B or C and subsidise research support.

- The Academic Development Program 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. In 2021, this program specifically encouraged all applicants to describe the impact of any equity considerations affecting their career progress. A record 70% of applicants identified career interruption due to equity considerations, including 78% of all male applicants (the highest proportion of males we believe to have ever identified in this way through the program). Predominantly, these equity considerations related to family and carer responsibilities, including from men applicants. 76% of all applicants identified equity considerations were successful.

- Uptake of all the above programs is monitored by gender to ensure participation is balanced where possible
- Academic Promotion rounds continued to run across the period. Adjustments to processes were made to accommodate COVID-19 impacts on staff with extensions provided for application submission timeframes to facilitate maximum opportunity for staff to participate. A "COVID-19 Considerations" field was also incorporated to allow all applicants to reflect how their work outcomes may have been impacted by COVID-19 circumstances, including those with increased carers' responsibilities. This was in addition to the existing opportunity for staff to reflect relevant equity considerations within their application, and a review process focused on output relative to opportunity. An equity representative is required to sit on all Promotions review panels.
- With regards to career and recruitment opportunities, all secondment opportunities are advertised internally to provide opportunity for staff to gain experience acting at a higher level, or across a different skill set. All roles resulting from recent change processes were advertised internally in the first instance to improve opportunity in securing ongoing employment and for career advancement.
- WSU also has complemented in-house or supported training and development opportunities for all staff. Leadership programs for staff continued to operate during the pandemic, shifting to an online format.
- 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 processes.

# Accountability

<table>
<tr><td colspan="3" style="background-color:yellow;"></td></tr>
<tr><td colspan="3"><strong>1.11 Your organisation must hold managers accountable for contributing to the implementation of its gender equality strategy. Please confirm this has occurred in the past two years by ticking (✓) Yes below, and by ticking(✓) the corresponding boxes on the right:</strong></td></tr>
</table>

| ✓ Yes | How has your organisation held managers accountable in the past two years? | |
|---|---|---|
| | a. Gender equality performance improvement targets are included in annual manager performance reviews | |
| | b. Business unit managers are required to develop business plans that are aligned to the gender equality strategy | ✓ |
| | c. Business unit managers are required to report to the organisation's gender equality oversight body on a regular basis on the progress of their business unit's gender equality plan | |
| | d. Other key performance indicators (provide details):<br><br>Managers are expected to develop business plans to address and respond to any gender equity and diversity related issues identified as part of bi-annual staff surveys. Progress against these plans is tracked by and reported to the Senior Executive Group of the University.<br><br>The University has created Equity and Diversity Working Parties (EDWPs) within each School and across Divisions and Institutes. These EDWPs have the specific purpose of ensuring local implementation of gender equity and diversity policy and strategy, and addressing issues as identified via direct reporting to the Executive of their local area. Activities of the EDWPs are tracked and reported to each School's Executive plus the Vice-Chancellor's Gender Equity Committee. | |

<table>
<tr><td colspan="3" style="background-color:yellow;"></td></tr>
<tr><td colspan="3"><strong>1.12 Your organisation's governing body must be provided with a copy of the completed EOCGE application, and all supplementary information, once submitted. Confirm your applications below were provided to your governing body by ticking (✓) Yes and providing the dates when this occurred:</strong></td></tr>
</table>

| ☐ Yes | 1. Provide the date of the governing body meeting where the 2019-20 application was tabled: | 2. Provide the date of the governing body meeting where this 2021-23 application has been/will be tabled: |
|---|---|---|

|  |  | 8 December 2021 |
| --- | --- | --- |
|  |  |  |

| 1.13 | If you have additional information in relation to any of the areas in Focus Area 1, please provide in the text box below: |
| --- | --- |
|  |  |

## Future certification changes

Please tick (✓) the box below to acknowledge that this will become a new requirement in Focus Area 1 for subsequent applications:

| ✓ | From 2022-24 applications (those due in 2022), superannuation must be paid on your employer funded paid parental at the employee's full salary AND on the government funded paid parental leave at the minimum wage. |
| --- | --- |

# Focus Area 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.

## Learning and development

| | |
|---|---|
| **2.1** | **Your organisation must have a formal policy or formal strategy that includes learning and development (including leadership and/or career development training) for women and men. Confirm this is in place by ticking (✓) Yes and the relevant boxes below:** |

| | Indicate which of the following is in place: |
|---|---|
| ✓ Yes | ✓ Formal policy |
| | ☐ Formal strategy |

| | |
|---|---|
| **2.2** | **Your organisation must discuss career learning and development options with your permanent workforce and long-term casuals, and where appropriate, provide the opportunity for learning and development plans to be put in place. Confirm this occurs by ticking (✓) Yes below:** |

✓ Yes

| | |
|---|---|
| **2.3** | **Your organisation must provide FORMAL leadership development programs to women and men, both full-time and part-time, and track how many have participated in these programs, every 12 months. Complete the table below to confirm this occurred for each of the past two years that you have held the citation. \*** |

*\* ALERT: if you were only able to provide this in one of the two years since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)*

✓ Yes

| 2019-20 | | | | |
|---|---|---|---|---|
| Leadership Development Program | How many employees participated in 2019-20* | | | |
| | Women | | Men | |
| | Full-time | Part-time | Full-time | Part-time |

| | Full-time | Part-time | Full-time | Part-time |
|---|---|---|---|---|
| Formal sponsorship programs | | | | |
| Formal mentoring programs | 171 | 10 | 84 | 2 |
| Formal leadership network programs | 56 | 1 | 23 | 0 |
| Other – provide name: | | | | |
| Other – provide name: | | | | |

**2.3.1** Were there fewer women than men or no part-time employees listed in any of the formal leadership development programs above?  If yes, provide an explanation why:

As indicated in the details provided above, women were the main participants in these programs and although the figures are low, each program did include part-time participants.

| 2020-21 | | | | |
|---|---|---|---|---|
| Leadership Development Program | How many employees participated in 2020-21 * | | | |
| | Women | | Men | |
| | Full-time | Part-time | Full-time | Part-time |
| Formal sponsorship programs | | | | |
| Formal mentoring programs | 125 | 9 | 76 | 1 |
| Formal leadership network programs | 22 | 1 | 8 | 0 |
| Other – provide name: | | | | |
| Other – provide name: | | | | |

| | | | | |
|---|---|---|---|---|
| | | | | |

**2.3.2** Were there fewer women than men or no part-time employees listed in any of the formal leadership development programs above? If yes, provide an explanation why:

As indicated in the details provided above, women were the main participants in these programs and although the figures are low, each program did include part-time participants.

# Workforce targets – managers

<table>
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<tr><td colspan="6">

**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%.

</td></tr>
</table>

1. Provide details below of all manager categories and targets set where the current representation of women is less than 40%.

2. Also, add information from your 2019-20 application to track progress of targets set for women in manager categories, where applicable.

**2.4.1** Does your organisation have manager categories where the representation of women is less than 40%, and/or did you include manager categories and targets in your 2019-20 application? Tick (✓) relevant box below:

[✓] Yes, provide details of those manager categories and the targets set in the table below

[ ] No, proceed to Q2.4.2

| Manager category where target set | % women in 2019-20 (% / NA) | % women target in 2019-20 (% / NA) | % women currently | If % of women remains less than 40%, what is the current % target? | What year is the target to be reached? |
|---|---|---|---|---|---|
| E.g. KMP | 32% | 36% | 34% | 35% | 2023 |
| 1  Senior Manager | 48% | 40% | 56% | | |
| 2  General Managers | 50% | 40% | 58% | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |

| 8 | | | | | | |
|---|---|---|---|---|---|---|

**2.4.1.a** If progress has not been made between 2019-20 and now for any of the above manager categories, please explain why:

| |
|---|

**2.4.2** Does your organisation have manager categories where the representation of women is above 40%? Tick (✓) relevant box below:

| ✓ | Yes, provide details below of all manager categories where the representation of women is above 40% | ☐ | No, our organisation has no manager categories where the representation of women is above 40% - - proceed to Q2.5 |
|---|---|---|---|

| | Manager category where % of women is greater than 40% | Current % of women | If the % of women drops below 40%, tick below to confirm a target will be set |
|---|---|---|---|
| 1 | Key Management Personnel | 42% | ✓ |
| 2 | General Managers | 54% | ✓ |
| 3 | Senior Managers | 56% | ✓ |
| 4 | Other Managers | 58% | ✓ |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |

## Workforce targets – non-managers

| | |
|---|---|
| **2.5** | **Your organisation must set targets with timeframes to improve the representation of women in non-manager categories where their representation is less than 40%.** |

- Provide details below of all non-manager categories and targets set where the current representation of women is less than 40%.
- Also, add information from your 2019-20 application to track progress of targets set for women in non-manager categories, where applicable.

**2.5.1** Does your organisation have non-manager categories where the representation of women is less than 40%, and/or did you include non-manager categories and targets in your 2019-20 application? Tick (✓) relevant box below:

| ☐ | Yes, provide details of those non-manager categories and the targets set in the table below | ✓ | No, proceed to Q2.5.2 |
|---|---|---|---|

| Non-manager category where target set | % women in 2019-20 (% / NA) | % women target in 2019-20 (% / NA) | % women currently | If % of women remains less than 40%, what is the current % target? | What year is the target to be reached? |
|---|---|---|---|---|---|
| E.g. Labourer | 32% | 36% | 34% | 35% | 2023 |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

**2.5.1.a** If progress has not been made since your 2019-20 application and now for any of the above non-manager categories, please explain why:

| |
|---|
| |

**2.5.2** Does your organisation have non-manager categories where the representation of women is above 40%? Tick (✓) relevant box below:

| ✓ | Yes, provide details below of all non-manager categories where the representation of women is above 40% | ☐ | No, our organisation has no categories where the representation of women is above 40% - proceed to Q2.6 |
|---|---|---|---|

| | Non-manager category where % of women is greater than 40% | Current % of women | If the % of women drops below 40%, tick below to confirm a target will be set |
|---|---|---|---|
| 1 | Professionals | 59% | ✓ |
| 2 | Technicians and Trade | 50% | ✓ |
| 3 | Community and Personal Service | 70% | ✓ |

| 4 | Clerical and Administrative | 75% | ✓ |
|---|---|---|---|
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |

<table>
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</table>

**2.6** **Your organisation must set numerical targets with timeframes to improve the representation of men in non-manager categories where their representation is less than 40%.**

- Provide details below of all non-manager categories and targets set where the current representation of men is less than 40%.

- Also, add information from your 2019-20 application to track progress of targets set for men in non-manager categories, where applicable.

**2.6.1** Does your organisation have non-manager categories where the representation of men is less than 40%, and/or did you include non-manager categories and targets in your 2019-20 application? Tick (✓) relevant box below:

| ✓ | Yes, provide details of those non-manager categories and the targets set in the table below | | No, proceed to 2.6.2 |

| Non-manager category where target set | % men in 2019-20 (% / NA) | % men target in 2019-20 (% / NA) | % men currently | If % of men remains less than 40%, what is the current % target? | What year is the target to be reached? |
|---|---|---|---|---|---|
| E.g. Nurse | 32% | 36% | 34% | 35% | 2023 |
| 1 | Community and Personal Service | 30 | NA | 30 | 32 | 2023 |
| 2 | Clerical and Administrative | 25 | NA | 25 | 27 | 2023 |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |

**2.6.1.a** If progress has not been made since your 2019-20 application and now for any of the above non-manager categories, please explain why:

Our WGEA Compliance Reporting for 2020-21 was captured slightly differently to previous years to cater for the new portal and backend data extraction. A fuller detailed internal analysis will be conducted across non-manager categories between now and the next reporting period, also using the Benchmark Report yet to be distributed by WGEA.

**2.7** **Your organisation must set targets for internal and external recruitment shortlists where the representation of women at ANY level of management is less than 40%. Please confirm this occurs by ticking (✓) the relevant box below:**

☐ Yes

☑ N/A – targets are not required as the representation of women across all levels of management is at least 40%

## Targets – governing body

**2.8** **Where your organisation has control over its governing body appointments, and control over other governing bodies (for example subsidiaries), a selection policy or strategy, and numerical targets with timeframes must be set to improve the representation of women, where it is less than 40%.**

**After submission of your first application under this citation, your renewal application (two years later) must show progress against targets (over the prior two-year period). If targets are not met, you will have an opportunity to explain why.**

Confirm name of organisation submitting this application:

Western Sydney University

a) Does this organisation have control over governing body appointments of ALL the organisations covered in this application? Please tick (✓) the applicable box below:

[✓] Yes

[ ] No, it has control only over SOME of the organisations included in this application. 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:

[ ]

b) For all organisations included in this application where your organisation has control over their governing body, complete the table below.

c) Also, add information from your 2019-20 application where the representation of women was less than 40% and a target set (where progress has not been made, you will have an opportunity to explain why below):

| Organisation name | Data from 2019-20 application (NA if not applicable) | | Current % of women * | Current % target if less than 40% (% / NA ) | What year is target to be reached? |
| | % women on governing body in 2019-20 | % target set in 2019-20 | | | |
|---|---|---|---|---|---|
| 3. Board of Trustees | NA | NA | 55% | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |

| | * | If the current % of women is 40% or more, please confirm that a target will be set if this drops below 40%. Tick (✓) Yes below: |
|---|---|---|

| ✓ | Yes |
|---|---|

---

d) If progress has not been made since your 2019 -20 application and now, please explain why:

---

e) Confirm there is a formal selection policy or a formal selection strategy designed to promote gender equality in place for ALL these governing bodies by placing a tick (✓) against the applicable box:

| ✓ | Formal policy |
|---|---|
| | Formal strategy |

---

**2.8.1** The following questions relate to governing bodies outside of your submission group.

Do you have control of appointments to the governing body of organisations outside of this submission group? Tick (✓) the relevant box below:

| ✓ | Yes |
|---|---|
| | No |

- If Yes, complete the table below by adding all organisations outside of this submission group over which your organisation has control over their governing body.

- Also, from your 2019-20 application, provide information to track progress on governing bodies where the representation of women was less than 40% and a target set (where progress has not been made, you will have an opportunity to explain why below):

| Organisation name | Data from 2019-20 application (NA if not applicable) | | Current % of women * | Current % target if less than 40% (% / NA ) | What year is target to be reached? |
|---|---|---|---|---|---|
| | % women on governing body in 2019-20 | % target set in 2019-20 | | | |
| 1. Western Sydney University Enterprises Pty Ltd | n/a | n/a | 42% | | |
| 2. Western Sydney University Early Learning Ltd | n/a | n/a | 86% | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |

* If the current % of women is 40% or more, please confirm that a target will be set if this drops below 40%. Tick (✓) Yes below:

| ✓ | Yes |
|---|-----|

- If progress has not been made since your 2019-20 application and now, explain why:

- Confirm there is a formal selection policy or a formal selection strategy designed to promote gender equality in place for ALL these governing bodies by placing a tick (✓) against the applicable box below:

| ✓ | Formal policy |
|---|---------------|

| | Formal strategy |
|---|-----------------|

---

**2.8.2** Does your organisation have control over the governing body of any organisations outside of this submission group, but have no control over appointments for this governing body/bodies? Tick (✓) the relevant box below:

| | Yes | ✓ | No |
|---|-----|---|-----|

i. If Yes, explain why your organisation has no control over appointments for this governing body/bodies:

ii. If Yes, has your organisation taken other actions to improve gender balance on these governing bodies? Tick (✓) the relevant box below:

| | Yes | | No |
|---|-----|---|-----|

If Yes, provide details:

# Gender segregation

**2.9   Your organisation must address gender segregation challenges in your organisation and/or industry. In the past two years, what gender segregation challenges within your organisation and/or industry have been identified and addressed?**

a.  How does gender segregation impact your organisation and/or industry?

> The challenges of gender segregation across our institution, and indeed the higher education sector, can be summarised into 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 professional staff senior leadership roles.

b.  What measures have you implemented to improve gender balance in your organisation?

The University has a strong history of being proactive in addressing gender imbalance and segregation. Of note, Western Sydney University has undertaken the following to help address the highlighted challenges:

1. *A lack of gender diversity across the STEMM disciplines, particularly at the Senior levels.*
   - Achieved Bronze Award status under the Science in Australia Gender Equity (SAGE) Athena Swan program, a nation-wide initiative to promote gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM). The University is currently progressing its bid to achieve Silver Award status by 2023.
   - 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) and Indigenous Engineering Aspire program are student facing networks which provide students with the relevant tools, information, and networking opportunities to develop strong career paths within their chosen industries. The goal of these programs is to address the persistent sector wide pipeline issues for women within these fields and disciplines.
2. *A higher proportion of women in low/mid-level administrative/professional roles.*
   - With regards to issues of the high-level representation of women across our mid-range administrative staffing roles, our Enterprise Agreements include a number of clauses which seek to support the career advancement of professional 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 and facilitate progression for our casual staff into long-term roles.
     - Setting targets to improve the representation of men in early-mid level positions to ensure continued focus on strategy development in this area.
     - Addressing our recruitment practices to ensure advertisements are gender neutral so as not to dissuade any gender from applying.
     - Promoting parental and carer leave entitlements for men, and actively seeking to raise awareness of men as carers.
3. *A continuing gender imbalance at Academic Level E, and across professional staff senior leadership roles.*
   - Under the Western Women Network delivering professional development and mentoring opportunities for staff to support, encourage and assist women in our early/mid-level roles build their profile and expand their networks. This Nework recently delivered the Western Women's Conference with guest speakers which focused on career aspiration, intersectionality and gender equity and men's inclusion in progressing change.
   - Capitalising on the gains from the COVID working from home experience, the University has continued to expand its support and encouragement of flexible work practices to support all staff maintaining engagement in the workforce whilst navigating caring responsibilities. A series of comprehensive resources and formalised application processes have been introduced to support staff in accessing options to work from home on a regular and recurrent basis.
   - Undertaking a continual improvement approach to promotions process through a gender equity lens and proactively developing programs and support structures which look at addressing key equity factors that affect progression, such as promotions workshops, equity and COVID impact statements in promotions applications, and allocating promotions mentors when applicants are unsuccessful.
   - Undertaking research and investigating targeted programs to help address gender equity and intersectional impacts related to career progression for women and gender diverse individuals.

c. Where have you made progress and what were/are the biggest challenges?

• The representation of women at the most Senior Academic levels continues to be a sector wide issue for Higher Education. In recognising this ongoing issue, Western Sydney University has proactively developed programs and support structures which look at addressing key equity factors that lead to this imbalance. This includes internal research to investigate targeted program to help address the gender equity and intersectional impacts related to career progression for women and gender diverse individuals. Activities to date have improved promotional outcomes and representation of women at our most Senior Academic levels. For example, at the professoriate level, Western now has over 50% women as our Associate Professors (level D), this will help to boost the number of women Professors (level E) over the coming years. 36% of our Professors (Level E) are women at Western and we anticipate this growing pipeline will help us increase this number. The University has also introduced several financial grants and opportunities to support our Academic staff in maintaining research momentum after career breaks to support continued career trajectory.

• With regards to representation of women in other senior leadership roles, the University has experienced some fluctuation in the WGEA-identified Manager categories. However, we have continued to steadily improve representation in these types of roles, with all manager categories now reflecting a minimum of 40% representation by women. This is a significant accomplishment, particularly through the COVID period.

•We are improving balanced representation across key areas 1 and 3 however, redressing key area 2 continues to be difficult and complex. This gender imbalance could be partly attributed to ongoing pervasive gender stereotypes beyond the University community and other external cultural factors outside of our direct control.

**2.10    If you have additional information in relation to any of the areas in Focus Area 2, please provide in the text box below:**

The University is maintaining a focus on tackling higher proportion of women in low/mid-level administrative/professional roles through several initiatives. Including for example, recently introduced targets to help improve male representation at these levels, support for mid-level women to boost career progression, and continue to work on recruitment processes to ensure a gender-neutral approach to advertisements.

## Future certification changes

By ticking (✓) the box below, you acknowledge that this requirement in Focus Area 2 is in place for subsequent applications:

| ✓ | Subsequent applications will need to show progress against the targets covered in this section for the two-year period between applications. If targets have not been met, you will have an opportunity to explain. |

# Focus Area 3: Gender Pay Equity

This focus area recognises an organisation's commitment to i) equal pay (like-for-like pay gaps), and ii) the gender pay gap (overall, organisation-wide pay gap).

Understanding the gender pay gap is confusing. Typically, when an employer declares that there is no gender pay gap in their organisation, they are referring to the fact that they pay women and men equally for the same or similar roles. However, when the gender pay gap is published nationally, or WGEA refers to the gender pay gap, we are referring to the overall, organisation-wide pay gap.

## Equal pay (like-for-like pay gaps)

Equal pay is the concept of women and men being paid the same for performing the same role or different work of equal or comparable value. In Australia, this has been a legal requirement since 1969. If an organisation has like-for-like pay gaps, it means they are not paying their employees lawfully.

In determining if two employees are performing the same or comparable work, some things to consider are whether employees are at the same performance standard, and whether they are being paid a premium for scarce skills.

## Gender pay gap (the overall, organisation-wide pay gap)

The gender pay gap is different to equal pay and is not the difference between two people being paid differently for the same or similar job, which is unlawful. The gender pay gap at an overall, organisation-wide level, measures the difference between the average earnings of women and the average earnings of men across the whole organisation and expresses the difference as a percentage.

The gender pay gap is caused by a range of social and economic factors that combine to reduce women's earning capacity over their lifetime. These include:

a. discrimination and bias in hiring, pay decisions and promotions
b. women and men working in different industries and different jobs, with female-dominated industries and jobs attracting lower wages
c. women's disproportionate share of unpaid caring and domestic work
d. high rates of part-time work for women
e. lack of workplace flexibility to accommodate caring and other responsibilities, especially in senior roles, which affects women's career progression opportunities
f. women's greater time out of the workforce for caring responsibilities which impacts their career progression and opportunities.

The gender pay gap also reflects gender segregation in the workplace. If more men are in higher paid positions and more women in lower paid positions, there is a gender pay gap in favour of men.

An analysis that assesses the value of roles (in terms of skills, knowledge, responsibility, effort and working conditions), reveals that female-dominated roles are undervalued when compared with roles that are male-dominated.

Closing the gender pay gap requires organisations to take a multi-faceted approach, the components of which are captured under this criterion.

## Pay equity strategy and policy

Before commencing Focus Area 3, please tick (✓) both boxes below to confirm you have read the explanations of equal pay and the gender pay gap:

☑ Equal pay is where women and men are paid the same for performing the same role or different work of equal or comparable value. In Australia, this has been a legal requirement since 1969. If an organisation has like-for-like pay gaps, it means they are not paying their employees lawfully.

☑ The gender pay gap at an overall, organisation-wide level, measures the difference between the average earnings of women and the average earnings of men across the whole organisation and expresses the difference as a percentage.

| | |
|---|---|

**3.1 Your organisation must have a formal remuneration policy AND formal remuneration strategy that contain specific gender pay equity objectives. Confirm these are in place by ticking (✓) the relevant box below:**

☑ Yes, these are contained in our policy and strategy

OR,

☑ Yes, our gender pay equity objectives are contained within an award/industrial or workplace agreement

**3.1.1** What gender pay objectives are included? (If none of the following are included, you must select OTHER and provide details of the objectives in place). Tick (✓) the applicable boxes below:

| | Yes | No |
|---|:---:|:---:|
| a. To achieve gender pay equity | ✓ | |
| b. To be transparent about pay scales and/or salary bands | ✓ | |
| c. To ensure managers are held accountable for pay equity outcomes | ✓ | |
| d. To implement and/or maintain a transparent and rigorous performance assessment process | ✓ | |
| e. To ensure no gender bias occurs at any point in the remuneration review process (e.g. at commencement, at annual salary reviews, out-of-cycle pay reviews, and/or performance pay reviews) | ✓ | |
| f. Other objective not listed – provide details: | | |
| | | |

## Pay gap analysis

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**3.2**     **Your organisation must complete a gender pay gap analysis of all its workforce annually to ensure that women and men receive equal pay, and to determine if you have a gender pay gap; this must be carried out in a number of areas.** *

*\* ALERT: if you were unable to complete this for both years since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)*

[✓]    Yes
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**3.2.1**    Please confirm your organisation completed the analysis described below in at least one of the years since your 2019-20 application. Please tick (✓) one of the three boxes in point a), and confirm all options in point b):

| a. Analysis of ALL the workforce to determine if there was a gender pay gap (overall, organisation-wide) | [✓] Yes, this analysis occurred in 2019-20 and 2020-21 <br><br> [ ] No, this analysis occurred only in 2019-20 <br><br> [ ] No, this analysis occurred only in 2020-21 |
|---|---|
| b. Your analysis must have included the areas on the right, confirm this occurred by ticking (✓) Yes: | i. Our pay gap analysis was conducted by gender for full-time and part-time employees <br><br> [✓] Yes |
| | ii. Our pay gap analysis included the following: <br><br> • Base salary    [✓] Yes <br><br> • Total remuneration, including allowances, bonuses, performance payments, discretionary pay, overtime and superannuation    [✓] Yes <br><br> • Performance pay    [✓] Yes <br><br> • Starting salaries    [✓] Yes <br><br> • Annual salary increases    [✓] Yes <br><br> • Salaries on promotion    [✓] Yes |

## Pay gap actions and targets

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**3.3**     **Your organisation must meet its legal requirement to eliminate all salary differences between women and men who are performing the same work, or work of a**
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**comparable value (equal pay, previously known as like-for-like roles), for base salary AND total remuneration. Confirm this has occurred by ticking (✓) Yes below:**

| ✓ | Yes |
|---|-----|

**3.4** **The following information relates to your organisation's gender pay gap (overall, organisation-wide gap):**

- Complete the table below, providing gender pay gap information for each organisation included in this application.

- Also, add information from your 2019-20 application for all the organisations you included that had a gender pay gap and target, to determine if progress has been made.

| Organisation name | 2019-20 application: % target for org-wide pay gap | Year 2019-20 target was to be reached | Current org-wide gender pay gap % (as reported to WGEA) * | Current % target for org-wide pay gap | What year is target to be reached? |
|---|---|---|---|---|---|
| 1.  Western Sydney University | 13.9% | 2025 | 13% | 12% | 2026 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |

**3.4.1** Has your organisation-wide gender pay gap reduced since your 2019 EOCGE application? Tick (✓) the relevant box below:

| ✓ | Yes | | No |
|---|-----|---|----|

- If no, explain below why progress against the target has not occurred since your last application:

| |
|---|

\* If the pay gap figure reported to WGEA is different to your current, internally calculated organisation-wide gender pay gap for total remuneration, please provide your internally calculated pay gap figure below, and explain why they are different:

> We are currently waiting for the WGEA calculated pay gap figure which is due to be released in November 2021.

**3.4.2** Your organisation must take other actions, in addition to targets, to reduce your gender pay gap (overall, organisation-wide). Confirm this has happened in the past two years by ticking (✓) the second 'Yes' below \*:

*\* ALERT: if you were unable to meet this criterion since your 2019-20 application due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)*

☐ Yes we are seeking an exemption, OR

☑ Yes other actions have been taken, as detailed below:

> Western Sydney University continues to take targeted actions to ensure that at every stage, there is no gender bias in the course of being employed at the university – the university is transparent about pay scales and/or salary bands and undergoes a rigorous performance assessment process.
>
> To complement our strategies, the Executive Team has actively encouraged high quality female candidates for senior leadership positions during a recent period of higher than usual recruitment at our senior levels (related to organisational change and other external factors).
>
> A further detailed analysis and action plan will be developed when WGEA pay gap analysis has been released.

## Remuneration reviews

**3.5 Women and men on primary carer's leave must be included in your organisation's annual reviews of salaries and annual bonus payments. Confirm this occurs by ticking (✓) Yes below:**

☑ Yes

**3.6 Your organisation must analyse and compare the results of performance reviews by gender. Confirm this occurs by ticking (✓) the relevant boxes:**

☑ Yes

| ☐ | Our organisation does not conduct performance reviews, but the analysis of employees' work to determine outcomes is analysed by gender (e.g. bonuses, movement to a higher increment, etc) |
| ☐ | Our organisation does not conduct performance reviews or equivalent, as any bonus or employee movement is automatic |

**3.7    If you have additional information in relation to any of the areas in Focus Area 3, please provide in the text box below:**

## Future certification changes

By ticking (✓) the box below, the applicant acknowledges that this requirement in Focus Area 3 is in place for subsequent applications:

| ✓ | Subsequent applications will need to show progress against the targets provided in this section covering the two-year period between applications. If objectives have not been met, you will have an opportunity to explain. |

## Focus Area 4: Support for Caring

This focus area covers an organisation's initiatives and programs to support your workforce (including Partners in Partnership structures) 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 those with elder or disability care responsibilities.

## Caring strategy and policy

| | |
|---|---|
| **4.1 Your organisation must have a formal policy AND formal strategy that supports those who have family or caring responsibilities. Confirm this, and the related requirements below, are in place by ticking (✓) the relevant boxes below:** | |
| a. A formal policy and strategy supporting employees with family or caring responsibilities are in place and available to all the workforce (including Partners in Partnership structures) | ✓ |
| b. It covers support for employees who return to work from parental leave | ✓ |
| c. It covers support for parents at all stages of their children's lives | ✓ |
| d. It covers support for employees with eldercare responsibilities | ✓ |
| e. It covers support for employees with caring responsibilities for those with a disability | ✓ |

## Parental leave

| | |
|---|---|
| **4.2 Your organisation must have the following employer-funded parental leave provisions in place for PRIMARY carers. For each requirement below, confirm it is in place by ticking (✓) each box below:** | |
| a. At least eight weeks of employer-funded paid parental leave at full pay is provided for primary carers who are permanent employees (and Partners in Partnership structures) | ✓ |
| b. The scheme is paid in addition to the government scheme (not just topping up the government-funded scheme) | ✓ |
| c. The employer-funded paid parental leave includes superannuation | ✓ |
| d. The scheme is available under any circumstances where there is a new baby e.g. adoption, same-sex couple, surrogacy. This must also be available for parents of a stillborn baby | ✓ |
| e. There is no requirement for anyone to repay any portion if they do not return to work | ✓ |

| | | |
|---|---|---|
| f. | The amount of leave available to women is equally available to men | ✓ |
| g. | There is flexibility in how this can be taken (e.g. part-time for part of the paid duration) | ✓ |

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**4.3 Your organisation must have the following parental leave provisions in place for SECONDARY carers. For each requirement below, confirm these are in place by ticking (✓) each box below:**

| | | |
|---|---|---|
| i. | At least three weeks of employer-funded paid parental leave at full pay is provided for secondary carers who are permanent employees (and Partners in Partnership structures) | ✓ |
| ii. | The scheme is paid in addition to the government-funded scheme (not just topping up the government-funded scheme) | ✓ |
| iii. | The scheme is available under any circumstances where there is a new baby e.g. adoption, same-sex couple, surrogacy. This must also be available for parents of a stillborn baby | ✓ |
| iv. | There is no requirement for anyone to repay any portion if they do not return to work | ✓ |
| v. | The amount of leave available to women is equally available to men | ✓ |
| vi. | There is flexibility in how this can be taken (e.g. part-time for part of the paid duration) | ✓ |

**4.4 There must be no eligibility period to access eight weeks of primary carer's leave (the minimum EOCGE requirement), and three weeks of secondary carer's leave, AND if you offer more than eight weeks of primary carer's leave, the remainder must be made available once the employee's probationary period ends. Confirm this occurs by ticking (✓) Yes:**

☑ Yes

**4.5 Your organisation must actively encourage men to take parental leave. Confirm this occurs by ticking (✓) Yes:**

☑ Yes

**4.5.1** How did your organisation actively encourage men to take parental leave in the past 24 months? Please tick (✓) the applicable boxes below (at least one must be selected):

| | |
|---|---|
| • Managers encouraged men in their teams to take parental leave | |

| | |
|---|---|
| • Published case studies about men who took parental leave in internal or external publications (e.g. on the intranet or the organisation's website) | ✔ |
| • Provided education, resources or coaching for line managers to ensure they understood the business case for encouraging men to take parental leave | ✔ |

• Other - provide details:

> The University developed and promoted a Working Flexibly at Western Toolkit, which is publicly available on the web and promoted directly to staff via all staff email, including by correspondence from the Vice-Chancellor. This toolkit includes content specific to addressing gender stereotypes and included case study examples highlighting men's experiences of working flexibly.
>
> In 2020, a calendar was developed and circulated to all key offices with the theme 'Western Dads'. This calendar combined images of dads as carers and quotes from men who had taken up flexible work of parental leave options at the University and the benefits they had experienced.

**4.6 Your organisation must track the following metrics relating to paid parental leave annually. Confirm this has occurred by ticking (✓) the relevant boxes below:**

| | |
|---|---|
| a. Utilisation of parental leave by women and men (manager and non-manager): | ✔ Yes, this occurred in 2019-20 and 2020-21 |
| b. Return to work of women and men following parental leave: | ✔ Yes, this occurred in 2019-20 and 2020-21 |
| c. Promotions during parental leave: | ✔ Yes, this occurred in 2019-20 and 2020-21 |
| d. Voluntary and involuntary departures (including dismissals and redundancies) within 12 months of return from parental leave: | ✔ Yes, this occurred in 2019-20 and 2020-21 |

**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. Confirm these are included by ticking (✓) the relevant boxes below:**

| | |
|---|---|
| a. Keep-in-touch program while on parental leave | ✔ |
| b. On-boarding support | ✔ |
| c. 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 | |

## Other support mechanisms

| | |
|---|---|
| **4.8** | **Your organisation must have support mechanisms in place, other than leave, for those with family or caring responsibilities, including elder care and disability care. From the list below tick (✓) the boxes of those support mechanisms that are in place, and/or provide details under "Other":** |

| | |
|---|---|
| a. Communicating widely on the importance of supporting parents and carers | ✓ |
| b. Information packs to support new parents and/or those with elder care responsibilities | ✓ |
| c. Training for managers on how to support employees with these responsibilities | ✓ |
| d. Conducting education seminars on the various stages of parenting and caring specifically targeted to both men and women | |
| e. Providing access to online webinars/podcasts with expert advice on parenting and caring | ✓ |
| f. Providing access to concierge services/referral services to support families in finding available childcare, aged care or disability care | |
| g. Providing financial assistance for the cost of care | ✓ |
| h. Providing subsidised carer assessments to support families looking for care options for their loved ones | |
| i. Support for securing school holiday care | |
| j. Coaching for employees on returning to work from parental leave | |
| k. Other - provide details: | |

- 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 as a "one stop shop" for new parents and is available on our website.

- A series of COVID specific factsheets for parents and carers were developed and circulated to staff to during the COVID lockdown period providing information on wellbeing and leave support options. A Manager's Guide on how to support staff with parent and carer responsibilities during the COVID period was also developed.

- We provide designated breast-feeding facilities on most campuses to accommodate new parents (staff 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 provides an opportunity for networking, support, and collaborative research opportunities.

- Flexible work options such as working remotely, flexible start and finish times, tele-commuting, job-sharing and part-time roles are available to staff managing family responsibilities including elder and disability care and are outlined in our Staff Agreements, Workplace Flexibility Policy and Working Flexibly at Western Toolkit.

- Staff may request a formal flexible working arrangement to manage their caring responsibilities, including elder or disability care. Formal ongoing working from home arrangements are available to all staff via the Working from Home Procedures.

- Staff returning from parental leave are entitled to access our phased return to work program for up to 40 weeks which allows staff to be on duty 80% of their usual office hours but paid at 100%.

# Family and domestic violence support

| | |
|---|---|
| **4.9** | **Your organisation must have a formal policy or formal strategy to support those who are experiencing family or domestic violence. Confirm this is in place by ticking (✓) the relevant boxes:** |
| 4.9.1 What does your organisation have in place? | ✓ Formal policy<br>✓ Formal strategy |
| 4.9.2 Select what support your organisation provides: | ✓ Providing paid or unpaid leave<br>✓ Providing an employee assistance program<br>✓ Training key staff<br>✓ Including a domestic violence clause in enterprise agreement or equivalent<br>✓ Referring to domestic violence support services for expert advice<br>✓ Other - provide details: |

The Respectful Relationships Taskforce is chaired by our Vice-Chancellor. This Taskforce has a focus on the primary prevention of gender-based violence through supporting proactive prevention and support initiatives.

**4.10** **If you have additional information in relation to any of the areas in Focus Area 4, please provide in the text box below:**

In addition to the aforementioned support mechanisms in place, the University has established a Parent and Carer Working Party (PCWP). This was first suggested at the Vice-Chancellor's Gender Equity Committee meeting in August 2020. Committee members noted continued concerns with the limited support and/or increased workloads experienced by staff returning from parent/carers leave. Objectives of the PCWP are to:

- Highlight the important role parents and carers play to inspire cultural change across the university community.
- Improve the outcomes and lived experiences for student and staff parents and carers at Western Sydney University and ensure all students and staff are fully supported in achieving their study and career objectives.
- Seek to address the persistent issue of the inconsistent application of parent and carer provisions and supports and ensure all staff are educated in the core principles of equal opportunity and inclusive practice.
- Improve awareness and understanding of the provisions in place to recognise and accommodate career breaks within staff promotion and career opportunity processes.

# Future certification changes

By ticking (✓) the boxes below, the applicant acknowledges that these requirements in Focus Area 4 are in place for subsequent applications from 2022-23 (applications submitted in 2022):

☑ Superannuation must be paid on your employer funded paid parental leave at the employee's full salary AND on the government-funded paid parental leave at the minimum wage (it is a current requirement for superannuation to be paid on an employee's full salary).

☑ If your employer-funded paid parental leave is less than 18 weeks (the amount provided by the government-funded scheme), superannuation must also be paid on the difference at the minimum wage.

☑ Four weeks of paid parental leave will be required to be offered to secondary carers.

# Focus area 5: Mainstreaming flexible working

This focus area 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.

## Flexible working strategy and policy

| | |
|---|---|

**5.1    Your organisation must have a flexible working policy AND strategy in place and include the following. Confirm these are in place by ticking (✓) Yes below:**

| | |
|---|---|
| a. A business case for flexible working endorsed at the leadership level that is communicated to all your workforce (including Partners in Partnership structures) | ☑ Yes |
| b. Manager accountability for flexible working is in place (e.g. embedded into performance reviews, tracking of approvals and rejections with reasons) | ☑ Yes |

c. Your organisation's approach to flexibility is integrated into client/customer interactions. Tick (✓) the relevant box:

☑ Yes          ☐ No, because the organisation does not interact directly with clients or customers so this is not relevant

    a.      If yes, describe how the organisation has worked with clients/customers to challenge assumptions that the work cannot be done flexibly:

> Flexible study options are available to our students to navigate their study, including the opportunity to apply for special consideration when unplanned disruption to care arrangements related to care for family members impact exams and assessments.
>
> Students can study full-time or part-time for most courses. Priority allocation of tutorial times is also available for students who have caring responsibilities to accommodate their caring requirements. Flexible online and hybrid study is also available across many courses delivered at the University.

    b.      If yes, describe the outcome of these efforts:

> Students have been able to readily approach our support services within the University. A tangible outcome of this support is proven in our female student success and retention rate which has continued to increase in the last few years, up 1.5% from 2019 to 2020.

d. Flexible working must be promoted throughout your organisation, to women and men, regardless of caring responsibilities, and to prospective employees. Explain how flexible working is promoted:

- Workplace flexibility is embedded in our Gender Equality Policy and Gender Equality Strategy and Action Plan, and Workplace Flexibility Policy. Western's Executive staff are actively encouraged to promote flexible work within their Schools or Divisions.

- An interview with our Vice-Chancellor which discusses the benefits of flexible work and is available on the University website 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 at:

westernsydney.edu.au/equity_diversity/equity and diversity/gender equality/flexible workingarrangements,

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."

- Training on flexible work is embedded into our compulsory online Equal Opportunity training, with tailored content for managers highlighting legislative responsibilities, the University position on flexible work, the importance of supporting staff requests for flexible work and highlighting issues of gender stereotyping on access to flexible work.

- A comprehensive Flexible Work at WSU online training module has been developed and is available to all staff.

- A Working Flexibly at Western Toolkit was developed and published in 2020 which covers the business case for flexible work, support for managers in how to manage flexible work requests, available flexible work options and includes checklists and worksheets for managers and all staff. This toolkit was promoted to all staff by the Vice-Chancellor on several occasions via all staff emails.

- 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.

## Leadership accountability and training

| | |
|---|---|
| **5.2** | **Your organisation must require the following to be in place, confirm this occurs by ticking (✓) Yes:** |

| a. People managers must complete training on how to manage flexible working | ✓ | Yes |
|---|---|---|

b. This training includes addressing gender stereotypes and/or barriers that prevent men from requesting flexible working arrangements, a summary of the training topics covered is below:

> This training is included as part of our Equal Opportunity online module which is compulsory for all staff and has a tailored manager stream. Flexible Work training topics include:
>
> - Legislative entitlements for Flexible work under the Fair Work Act 2009 and Disability Discrimination Act
> - Benefits of flexible working arrangements
> - Flexible work options for staff
> - Manager responsibilities in apply and promoting flexible work in the workplace
> - Importance of addressing gender stereotypes and encouraging staff of all genders to access available flexible work options

c. Describe how the training is provided e.g. face-to-face, online training modules:

> Online module – Mandatory completion

**5.3  Your organisation's managers (including the CEO) must be visible role models of flexible working AND overt about working flexibly to manage personal commitments. Confirm this occurs:**

Over the past two years, many businesses have had to lock-down due to COVID-19. This has meant that managers, including CEOs, in those workplaces have had to work from home so have been visible role models for this form of flexibility.

Are there other ways managers/CEOs have role modelled flexible working during this time? If your organisation operates in a sector where working from home has not been possible, describe how your managers (including the CEO) have role modelled flexible working:

Over the past two years, Western, like many businesses, has had to lock-down due to COVID-19. This has allowed our senior leaders, including the Vice-Chancellor, to visibly role model working effectively and productively from home. This circumstance has also provided an opportunity for WSU leaders, including the Vice-Chancellor, to overtly highlight the importance of flexible work as a means of better balancing work and personal commitments, particularly in relation to parenting, carer responsibilities, and staff wellbeing.

- University Executive, including the Vice-Chancellor, use a variety of flexible working measures. Including for example, working from home, across different campuses, and using flexible start and finish times to help manage work/life balance matters.

- Flexible working practices have been supported by our University for some time now. More recently, the circumstances of COVID have allowed the University's leadership an opportunity to demonstrate working flexibly. Regular messaging to all staff from the Vice-Chancellor through the pandemic has supported staff's continued engagement in flexible working post-COVID. This included for example, introducing formalised processes and practices to enable ongoing work from home options for all staff.

- Regular acknowledgement of family friendly Zoom meetings was included in staff meetings to ensure inclusive practice, creating a comfortable environment for staff who may be experiencing meeting disruptions due to childcare or carer responsibilities in the home.

- The Vice-Chancellor also regularly advocated for staff to ensure scheduled Zoom meetings considered caring responsibilities and staff wellbeing – limiting the length of meetings were possible and avoiding early start/ intrusive finish times.

- The Vice-Chancellor and other Executive leaders also supported the development and promotion of a new Working Flexibly at Western Toolkit via the Gender Equity Committee. This toolkit provides support and information for staff in applying and Managers in supporting staff applying for flexible work arrangements.

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

"VC Statement of Flexible Work at WSU

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"

# Flexible working arrangements

| | |
|---|---|
| **5.4** | **Your organisation must offer at least four different types of flexible working arrangements equally to both women and men, and managers and non-managers. Tick (✓) which types of flexible working options below are offered:** |
| ✓ | Flexible hours of work |
| ✓ | Compressed working weeks |

| | |
|---|---|
| ☑ | Time-in-lieu |
| ☑ | Telecommuting |
| ☑ | Part-time work |
| ☑ | Job sharing |
| ☑ | Purchased leave |
| ☑ | Unpaid leave |
| ☑ | Self-rostering |
| ☑ | Carer's leave |
| ☐ | Other - provide details: |

**5.5** **Your organisation must support part-time/reduced hours in manager roles. Tick (✓) Yes to confirm this occurs:**

☑ Yes

**5.5. a)** Outline your organisation's approach, including how you address real or perceived barriers to requesting reduced hours in senior roles:

Our University supports all staff, including in manager roles, to have in place working arrangements which enable a supportive balance of work and personal commitments. Some examples of how this can be accessed include:

- The resource Working Part-Time in Leadership Roles at Western was developed specifically to demonstrate the University's support of part-time working for senior staff. This information is available on our website. This resource highlights 5 top tips to be successful when working part-time in a leadership role.

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

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

**5.6** **The following questions relate to whether your organisation needs to set a target for men working flexibly. It is based on the survey results of the second question in the "Lived experience check / Employee Survey" section of the EOCGE criteria ("*I have the flexibility I need to manage work and other commitments*"). ***

**Requirement:** If the agree/strongly agree scores for female managers and/or non-managers in the question above is more than 5% greater than the equivalent scores for men, you need to set a target to increase the agreement scores of men in that category. If the difference is 5% or less, no target needs to be set.

For example, if 85% of female managers agree and strongly agree they have the flexibility they need to manage their work and other commitments, the agree and strongly agree score for men would need to be no less than 81% (i.e. 85% minus 5%). If the score for men is less than 81%, then a target would need to be set to increase their score to 81% or greater.

Proceed to questions 5.6.1 and 5.6.2 to answer questions related to this requirement. *

*\* ALERT: if a target has not been able to be set due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)*

☐ Yes

**5.6.1** For non-managers:

Using the survey results from question 9.0 in this year's application, ("*I have the flexibility I need to manage work and other commitments"),* indicate if the score for males are lower than the equivalent score for females, and whether a target has been set:

a. What is the combined agree + strongly disagree % score for women?

88%

b. What is the combined agree + strongly disagree % score for men?

83.4%

c. Is the difference between these two scores greater than 5%? Tick your response (✓) below:

☐ Yes   ☑ No (NB: if the difference is less than 5% a target does not need to be set)

d. If Yes, confirm whether a target has been set to increase male agreement scores on this question:

☐ Yes   ☐ No *

1 What is the % target? ☐

2 What year is the target to be reached? ☐

**5.6.2** For managers:

Using the survey results from question 9.0 in this year's application, ("*I have the flexibility I need to manage work and other commitments"),* indicate if the score for males are lower than the equivalent score for females, and whether a target has been set:

i. What is the combined agree + strongly disagree % score for women?

> 86.6%

ii. What is the combined agree + strongly disagree % score for men?

> 84.3%

iii. Is the difference between these two scores greater than 5%? Tick (✓) below:

☐ Yes      ✔ No (NB: if the difference is less than 5% a target does not need to be set)

iv. If yes, confirm if a target has been set to increase male agreement scores on this question?

☐ Yes      ☐ No *

> [   ]  a. What is the % target?

b.      What year is the [   ] target to be reached?

---

**5.7    If you have additional information in relation to any of the areas in Focus Area 5, please provide in the text box below:**

Western Sydney University recognises that the changing context of work has created new challenges and opportunities for employers and employees that require workplaces to embrace greater flexibility. Our Pulse and MyVoice Surveys specifically ask about flexible work and its uptake. In promoting flexible work options which enable staff to balance their work requirements with personal and family priorities, the University seeks to:

- improve gender equity outcomes in the workplace
- maintain positive staff wellbeing and engagement
- enhance overall capacity of our organisation
- increase staff morale and reduce absenteeism
- increase staff retention and main organisational knowledge

To support this cultural embeddedness, our study and work practices also aim to follow the SAGE Cygnet on Flexible Work, supporting Western Sydney University's Athena Swan Bronze Institutional Award. We continue to discuss the importance of Flexible Work at our annual Gender Unlimited events and have our Vice-Chancellor documented highlighting its benefits for the broader university community.

# Focus Area 6: Preventing sexual harassment, gender-based harassment and discrimination, 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.

## Harassment and discrimination strategy and policy

| | |
|---|---|
| **6.1** | **Your organisation must have a policy on, or an award/industrial or workplace agreement which covers the prevention of gender-based harassment and discrimination and sexual harassment and bullying. Confirm this is in place by ticking (✓) Yes:** |

✓ Yes

| | |
|---|---|
| **6.2** | **Your organisation must have both of the following in place. Tick (✓) both boxes to confirm they are in place:** |

✓ A formal grievance process relating to gender-based harassment and discrimination

✓ A formal grievance process relating to sexual harassment and bullying

## Training

| | |
|---|---|
| **6.3** | **All your workforce must have completed training on the prevention of gender-based harassment and discrimination, sexual harassment and bullying in the following ways. Tick (✓) all boxes below to confirm this has occurred:** |

✓ Yes, this has occurred with all the workforce including all managers, non-managers, contract and casual staff, and Partners in Partnership structures as per the timeframes in the options below:

  ✓ At induction

  ✓ At least every two years

| | |
|---|---|
| **6.4** | **The training in 6.3 must include all the following. Tick (✓) all options to confirm they are included:** |

✓ 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 |

**6.5** **Relating to the training in 6.3, what are the training delivery methods? Tick (✓) all options to confirm they are included:**

| ✓ | Face to face |
| ✓ | Online |
| ☐ | Management meetings |
| ☐ | Video presentations |
| ☐ | Other - provide details: |

**6.6** **Has your organisation had a 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? Tick (✓) relevant box below:**

| ☐ | Yes | ✓ | No |

**6.7** **If you have additional information in relation to any of the areas in Focus Area 6, please provide in the text box below:**

Western Sydney University is ranked #3 on Gender Equity through the THE Impact Ranking.

Our Sexual Offences Response Policy and Procedures highlights the University position of zero tolerance, expansion of the definitions relevant to these matters, and more clarity and detailed requirements and procedures in the reporting of sexual offences, and support to those who report these offences.

Our Respectful Relationships team has also taken carriage of key pieces of work, including the recent 'support and report' communications as well as a Vice-Chancellor Gender Equity Funded project of Respect@Western. This team has also led the engagement and participation in the National Student Safety Survey and leads the acknowledgement of days of significance around gendered violence. The University continues to work with Our Watch and has developed a COVID Factsheet on supporting students and staff experiencing Domestic and/or Family Violence. Information is also available to students and staff via our Student Counselling Services and Work Health Safety and Wellbeing team.

Our International Women's Day events in 2020 & 2021 attracted over 100 people each year. In 2021 there was a Panel Discussion touching on the 'Me Too' movement, sexual assault and harassment news stories, female mutilation, and the role gendered violence and discrimination plays in high rate of older women's homelessness. Our events continue to address current and relevant topics that impact on our university students and staff.

Western Sydney University has also established a Safe Online and Social Media Taskforce to address the online harassment that has evolved as a result of the broader community working in the remote web-based space. The introduction of this Taskforce highlights the University's commitment to addressing emerging issues and putting in place strategies to prevent escalation.

## Focus Area 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.

## Leadership commitment

| |
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**7.1** **Your CEO or a member of your governing body, must have made at least one external/public statement regarding their commitment to gender equality overall for each of the two years since you last applied. Confirm this has occurred by ticking (✓) Yes below:**

[✓] Yes

**7.1.a** Did the same person make the statement in both years? Tick (✓) relevant box below:

[✓] Yes [ ] No

**If yes:**

**7.1.b** Provide the name and job title of the person who made these statements:

> Professor Barney Glover AO

**7.1.c** What date was the communication made?

> 05 March 2020 (WGEA EOCGE Announcement) and 18 June 2020 (Joint Sector Position Statement), Vice-Chancellor statement on Gender Equality published 31 August 2021

**7.1.d** How were the statements communicated?

> Media Release and published to web.

**7.1.e** Provide the statement made in 2019-20:

Media releases can be viewed at:

5 March 2020 – WGEA EOCGE Announcement:

https://www.westernsydney.edu.au/newscentre/news_centre/more_news_stories/western_sydney_university_named_employer_of_choice_for_gender_equality

18 June 2020 – Joint Sector Position Statement of Gender Equity:

https://www.westernsydney.edu.au/newscentre/news_centre/more_news_stories/western_leads_sector-wide_commitment_to_gender_equity_post_covid-19

31 August 2021 – Vice-Chancellor's Statement on Gender Equity

https://www.westernsydney.edu.au/equity-and-diversity/equality/vice-chancellors_statement_on_gender_equality

**If no to 7.1.a** "…*did the same person make the statement in both years?"*:

**7.1.a**    Provide the name and job title of the person who made the statements in 2019-20:

**7.1.b**    Provide the name and job title of the person who made the statements in 2020-21:

**7.1.c**    What dates were the communications made?

**7.1.d**    How were the statements communicated?

**7.1.e**    Provide the statement made in 2019-20:

**7.1.f**    Provide the statement made in 2020-21:

## Procurement

| |
|---|

**7.2 Your organisation must have procurement guidelines in place that encourage gender equality across its supply chain. Confirm these are in place by ticking (✓) Yes below:**

☑ Yes

**7.2.1** Provide details about the guidelines that are in place:

> The University's overarching Procurement Policy includes clauses on Responsible and Social Procurement – "subject to costs and other considerations, use best endeavours to purchase goods and/or services that are socially, ethically and environmentally friendly and sustainable, including consideration of the disposal of such goods and the complete supply chain. Selecting suppliers that add social, ethical and environmental outcomes and benefits through providing opportunities for Indigenous, people with disability, disadvantaged or similar groups should be considered in line with value for money principles. All Procurement must comply with any regulatory or legislative requirements for Responsible and Social Procurement as may be in place from time to time these include but are not limited to Workplace Gender Equality Act 2012, Modern Slavery Act 2018, Australia's Foreign Relations (State and Territory Arrangements) Bill 2020."
>
> Statements on gender equity and related procurement responsibilities are also outlined on the main University webpage. The Office of Strategy, Business Development and Procurement is the advisory point for staff entering into procurement arrangements and guide decisions in this area including around responsible and social procurement. In addition to this, the University has established a Procurement Working Party to ensure the aforementioned policies are enacted and that the University remains accountable to their social and legislative responsibilities.

## Industry and community action

| |
|---|

**7.3 Your organisation's CEO is required to be ACTIVELY involved in at least one external event focused on gender equality in each of the two years since your last application. With the impact of COVID-19 on external gatherings, some CEOs have done this using online platforms. ***

*\* ALERT: if this has not happened since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)*

☑ Yes

Confirm by ticking (✓) below whether your CEO has been actively involved in an external event in the past two years.

☑ Yes, our CEO has been actively involved in an external event/s

| | No, our organisation was unable to take action due to the impact of COVID-19 |
|---|---|

**7.3.1**    If yes, provide details of the external event/s in 2019-20:

Event/s:

a. What was the date of this event?

> 20 October 2020: Gender Unlimited Seminar Series – Gender Equity and COVID-19

b. Describe the details of the event:

> This event focused on how Australian Higher Education Leaders might work through emerging institutional complexities to mitigate the gendered and intersectional impacts of COVID-19 within our organisation and across our communities.

c. What was the role of your CEO at the event?

> The Vice-Chancellor was the interviewer of the keynote interviewee Professor Kerry Robinson for the session on Gender Equity and COVID-19: Priorities for Recovery. The focus of the discussion was gender equity and diversity and flexible work. The online event included participants from across Australia including those from higher education and media outlets.

**7.3.2**    If yes, provide details of the external event/s in 2020-21:

Event/s:

9. What was the date of this event?

> 27/10/2021: Gender Unlimited - New Research in New Contexts Seminar

10. Describe the details of the event:

> The event highlighted the topics supported by the Vice-Chancellor's Gender Equity Funded projects, including: addressing intersectionality, understanding trans and gender diversity within the workplace, supporting career aspiration for casual staff, the role of higher education policies in supporting student parents, and breastfeeding support on campus.

11. What was the role of your CEO at the event?

> Our Vice-Chancellor was the key support for the aforementioned projects, utilising funding from his Gender Equity Fund. The showcase highlights what this fund has been able to achieve and has been in place for five years.

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

*\* ALERT: if this has not been completed since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)*

[✓] Yes

**7.4.1** Confirm by ticking (✓) below whether your organisation has been involved in a program or initiative to address gender equality issues in the past two years:

[✓] Yes

[ ] No, our organisation was unable to meet this criterion due to the impact of COVID-19

**7.4.2** If Yes, how is the program addressing gender equality issues in your organisation's industry or community? Describe the program or initiative, including timeframes:

Science in Australia Gender Equity (SAGE) Program - The University is participating in the SAGE program as part of cohort 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.

The University was successful in its application for recognition as an Athena SWAN Bronze Award recipient in September 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. The University is currently progressing its application to be recognised as an Athena Swan Silver Award recipient by 2023.

Universities Australia/Ourwatch partnership engagements

- The Respect and Equality Program was an initiative developed in collaboration between Universities Australia and Ourwatch. Western Sydney University took part in this pilot program to support the development of sector wide educational resources and workplace standards which seek to address the issue of violence against women through the key driver of gender equity.

- The University successfully engaged in the Ourwatch Upskilling Pre-Service Professionals program which seeks to embed the principles of primary prevention of gender-based violence into the learning experiences and outcomes of university students moving towards service-based roles after graduation. The program is currently being piloted within the criminology and occupational therapy disciplines.

- Respect.Now.Always (R.N.A) is a national campaign to ensure Universities are places of safety and respect for our community. R.N.A is driven by recommendations based on the Australian Human Rights Commission's 2017 Report on the survey into sexual offences at Australian universities. At Western the R.N.A team and related Respectful Relationships Taskforce work to:

- raise awareness of support and reporting options

- address the drivers of sexual offences

- promote, model and celebrate positive and respectful behaviours

- deliver relevant and engaging evidence-informed training

- partner with like-minded organisations inside Western and the broader community.

The University continues to lead the coordination of the Joint Sector Position Statement on Preserving Gender Equity as a Higher Education Priority During and After COVID-19. The 29 signatories to this Statement have conducted meetings which have included a survey of all signatories on their actions to mitigate gendered impacts of COVID-19. Quarterly meetings have covered agenda topics such as: the challenges of working from home as a parent or carer; how to address intersectionality in gender equity work; counteracting gendered imbalance in higher education COVID-related job losses and workforce changes; and improving outcomes for women through Academic Promotions processes.

| 7.5 | Your organisation's CEO (regardless of gender) must have taken the following actions to achieve gender balance on internal / external speaking panels in the past two years. Tick (✓) the relevant box below: |
|---|---|

☑ Yes

☐ No, our CEO has not participated on any speaking panels during the past two years but will take the actions below when on a panel in the future.

If Yes, please select each option below:

☑ Insisting that as a condition of acceptance, you expect women/men to participate in a meaningful way

☑ Requesting confirmation of who the other panellists/speakers/participants are, and how gender balance will be achieved

☑ 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/men from within your organisation or network and if helpful, point them to resources for support in finding women/men

☐ Other – provide details:

| 7.6 | If you have additional information in relation to any of the areas in Focus Area 7, please provide in the text box below: |
|---|---|

The Vice-Chancellor is a signatory and strong supporter of the University's Panel Pledge program, encouraging all staff to do the same.

In signing up to the Western Sydney University Panel Pledge, staff make a commitment to acknowledge the importance of gender diversity when speaking at or coordinating any internal or external public forums. It is a public commitment to implement and uphold the ideals outlined above and by leadership, and will seek to be an example in demonstrating and supporting equitable and inclusive practice and contributing to the open conversation about gender equity.

## Future certification changes

By ticking (✓) the boxes below, the applicant acknowledges that this requirement in Focus Area 7 is in place for subsequent applications:

☑ External public statements need to be made at least every 12 months.

☑ Your CEO must be ACTIVELY involved in at least one external event focused on gender equality every 12 months.

☑ Your organisation must be involved in a program or initiative to address gender equality issues in your industry or community every 12 months, unless it is a larger initiative (e.g. research project that spans several years).

# 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.

## Employee contribution to 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.

| | |
|---|---|
| **8.1 Your organisation must provide employees with an opportunity to contribute to the application and access to the final submission in the following ways. Confirm this has occurred by ticking (✓) in all the boxes below:** | |
| a. The group or committee responsible for the implementation and oversight of our gender equality strategy has been consulted in the development of our EOCGE application | ✓ |
| b. All the workforce (including Partners in Partnership structures) has been informed that our organisation is applying for the citation | ✓ On submission |
| c. The completed EOCGE application, plus any supplementary information (minus any confidential remuneration data), will be formally available to all workers (and Partners in Partnership structures) upon successful granting of the citation | ✓ On submission |

## Employee Survey

Organisations must consult with all employees, including casuals, and Partners in Partnership structures, on gender equality via an anonymous survey at least every two years and report those results in their EOCGE application.

Prior to administering your survey, please read all the sections below to ensure all survey requirements are met.

| | |
|---|---|
| **9.1 Your organisation must have conducted an employee survey on issues concerning gender equality in the workplace in the past two years and met the following requirements. Provide details about your survey against each question below:** | |
| **9.1.a** When was the most recent survey conducted? | |
| 30 August – 6 September | |
| **9.1.b** Select which survey method your organisation used by ticking (✓) below: | |
| ✓     A pulse survey | |

| ✓ | The questions were incorporated into an existing survey (e.g. biennial employee engagement survey) |
| --- | --- |
| | The questions were asked as part of an existing process, for example via other confidential feedback mechanisms |
| | Other – provide details: |

> Please note that questions were included across 2 Surveys. Question 1 and 3 were included in a survey delivered in August 2020, and Question 2 was included in the most recent survey delivered August 2021. The most recent survey has been used to reflect completion numbers provided at table 9.3, but both surveys meet all ✓ requirements.

**9.1.c** Tick (✓) all options below to confirm the methodology used in your survey:

| ✓ | All workers, including casuals and Partners in Partnership structures, were given an opportunity to complete the survey |
| --- | --- |
| ✓ | It facilitated anonymous participation |
| ✓ | Survey responses were analysed by gender |
| ✓ | It used a five-point or six-point scale |
| ✓ | The WGEA prescribed questions or WGEA approved alternative questions were included |
| ✓ | The survey was administered to a statistically significant and representative sample of workers - provide details of how you ensured your survey sample was statistically significant and representative: |

> More than 400 respondents to the survey.

**9.1.d** Which question was used for question 1? Tick (✓) below:

| ✓ | WGEA prescribed Question 1: "My immediate supervisor/manager genuinely supports *equality between genders."* |
| --- | --- |
| | Approved alternative question - please provide below: |

|  |
| --- |

**9.1.e** Which question was used for question 2? Tick (✓) below:

| ✓ | WGEA prescribed Question 2: *"I have the flexibility I need to manage work and other commitments."* |
| --- | --- |
| | Approved alternative question - please provide below: |

|  |
| --- |

**9.1.f** Which question was used for question 3? Tick (✓) below:

| | |
|---|---|
| ☑ | WGEA prescribed Question 3: *"In my organisation gender-based harassment and sexual harassment is not tolerated"* |
| ☐ | Approved alternative question - please provide below: |

|  |
|---|
|  |

## Survey analysis

| |
|---|
| <span style="background-color:#FFC000"> </span> |

NB: Your organization'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

**9.2**   What was the response rate to your organisation's employee survey? Tick (✓) below:

   ☑   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. Please explain below why your organisation was unable to achieve the desired response rate:

|  |
|---|
|  |

**9.3**   Provide the total number of survey responses achieved by gender in the table below:

| | |
|---|---|
| Total number of female respondents: | 1640 |
| Total number of male respondents: | 991 |
| Total number of respondents (male plus female): | 2631 |

**9.4**   Your organisation must analyse ALL responses to its employee survey, including 'not sure' or equivalent. Confirm this occurs by ticking (✓) Yes:

   ☑   Yes

**9.5**   Confirm by ticking (✓) below what agreement thresholds were achieved (you must select either the first two boxes, OR the third box only, OR the fourth box only):

   ☑   An agreement threshold of at least 70% "agree" and/or "strongly agree" was achieved on the first and second questions in the employee survey

| ✓ | An agreement threshold of at least 80% "agree" and/or "strongly agree" was achieved on the third question in the employee survey |
| [ ] | No, but we contacted WGEA to discuss why these thresholds were not achieved and were advised that we remain eligible to apply for the EOCGE citation |
| [ ] | No, but an agreement threshold above the industry norm for an externally validated survey tool used was achieved (this option is not to be selected where you have just used survey software) |

    a. What was the name of the externally validated survey tool used?

    b. What were the survey tool's industry norms for each of the three questions?

**9.6 Provide the following results from your survey:**

| | Total NUMBER of 'agree' and 'strongly agree' responses | Total percentage of 'agree' and 'strongly agree' responses (agreement threshold) |
|---|---|---|
| Survey question 1 | 2125 of 2335 total responses | 91% |
| Survey question 2 | 2286 of 2656 responses | 86.1% |
| Survey question 3 | 2148 of 2335 responses | 92% |

## Action on results

**9.7 Your organisation must take action against gender equality issues identified. Did your organisation identify gender equality issues through the consultation process in the past two years? Tick (✓) the relevant box below:**

| [ ] | Yes | ✓ | No |

If Yes, what issues were identified, and what actions were taken?

## CEO interview

For first time applicants, or for existing citation holders where the CEO is new to your organisation, your CEO must participate in a 15-20-minute telephone interview with a WGEA representative regarding their leadership and commitment to gender equality. CEOs that have previously been interviewed may be randomly selected for a follow up interview thereafter.

| |
|---|
| **10.1 Has your organisation's CEO been interviewed previously for the EOCGE citation? Tick (✓) the relevant box below:** |
| ✓ Yes ☐ No |
| 10.1.a If yes, when was the last time your CEO was interviewed? <br><br> 11 February 2020 |

# Outstanding initiatives

We encourage you to provide information below on any outstanding or innovative initiatives or outcomes in advancing gender equality that have been implemented in your workplace in the past two years.

☑ By ticking (✓) this box, I acknowledge that the Workplace Gender Equality Agency may use this initiative in a de-identified way in their own external communications about gender equality best practice.

a. What was your gender equality challenge?

> Ensuring inclusive practice and understanding the broad range of gender equity issues across a University which hosts an extremely diverse community and has a significant geographical spread. We have also acknowledged the gendered impact the pandemic has had on our university students and staff – further highlighting the caring responsibilities of females and needing to manage the household as well as potential home-schooling.

b. What was the initiative and who was involved?

> The Vice-Chancellor's Gender Equity Committee established the Gender Equity Fund in 2017. This funding has continued to be rolled out every year since. The Gender Equity Committee also introduced more frequent meetings during the first lockdown in 2020 – an additional six hours of meeting to address issues. Our Equity and Diversity Working Parties also complemented this work and used topics discussed in the Gender Equity Committee meetings as a basis for action at the local level.

c. What were the outcomes of the initiative?

> The Vice-Chancellor's Gender Equity Fund aims to facilitate gender equity and promote workplace inclusion across the University. Funding is provided annually for projects which focus on gender equity research and gender equity education and promotion programs for Western staff and students. The Fund is an innovative and sector leading initiative unique to Western. To date 27 research and practice-based projects have been funded, with over $130000 awarded. Funded projects have focused on areas such as career progression, mentoring, parent and carer considerations and supports, raising the profile of Western dads, improving breastfeeding facilities and supports, understanding the compounding impacts of gender and intersectionality, developing a GenderUnlimited seminar series, interrogating the experiences of casual staff and redressing the promotions gap to name a few. Final reports are published on the Fund website - https://www.westernsydney.edu.au/equity-and-diversity/equality/vice_chancellors_gender_equality_fund
>
> As part of the Fund guidelines, the final report must include succinct recommendations with the potential to be implemented across the University to improve gender equity, diversity and inclusion. These recommendations are reviewed by the Gender Equity Committee, implemented wherever possible, and serve to inform future strategic planning and decision making in the gender equity space.

d. Provide other information, if relevant:

## Next steps

Please use the following as a checklist:

a.  Login to the online platform and enrol in the 2021-23 EOCGE program (you can also take this step when you are ready to upload your completed application after Step 4).

b.  Download and print your completed application for review and CEO approval and sign-off.

c.  Once the CEO has signed the application, convert it to PDF.

d.  Complete the payment form.

e.  Select the active "2021-23 EOCGE program" hyperlink. This will take you to the landing page where you can upload your application documents.

f.  Upload your PDF application, payment form and supporting documentation as below:

    a.  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 (Q1.3), and,

    b.  evidence that progress on key metrics listed in question 1.5 and its sub-questions have been reported to your governing body/board.

## CEO approval

I confirm the content of this 2021-23 WGEA Employer of Choice for Gender Equality application is accurate and approve its submission to WGEA.

Name of CEO: _PROF. BARNEY Glover_

CEO signature: _____