

**WESTERN SYDNEY
UNIVERSITY**



GENDER EQUITY STRATEGY AND ACTION PLAN

2021 - 2026

UNLIMITED.

PREAMBLE

This Strategy builds on the foundations established by the University's Gender Equality Strategy and Action Plan 2015-2020 and aligns directly with the values and principles outlined in the University's current strategic plan *Sustaining Success 2021-2026*. The *Gender Equity Strategy and Action Plan 2021-2026* seeks to reinforce the University's long-standing commitment to enriching the lives of our students and staff by promoting an innovative, inclusive and fair culture and supporting the study, career and research aspirations of our community in a sustainable and transformative way.

Western Sydney University is a sector leader in gender equity. The University has been recognised as an Employer of Choice for Gender Equality by the Workplace Gender Equality Agency for over 15 years and is an Athena SWAN Bronze Institutional Award recipient under the Science in Australia Gender Equity (SAGE) initiative. The University's commitment and progressive approach to gender equity has also been consistently recognised by the Times Higher Education World University Rankings, listing Western within the top 3 Universities worldwide for Sustainability Development Goal (SDG) 5: Gender Equality for the last 3 years.

In light of recent global events, the period covered within this Strategy will be crucial to ensuring the University is well positioned to proactively respond to emerging gender equity challenges. This Strategy's Action Plan (refer Table 1) will focus on two time-relative stages, adapted from the University's *Sustaining Success Strategy 2021-2026*, focusing on the principles of Recovery across 2021-2023, and Renewal across 2024-2026. The Recovery phase will seek to empower and engage our University community in championing and leading inclusive practice acknowledging the challenges and long-term impacts of recent events. Following this, the strategy will expand to encompass a phase of Renewal capitalising on our progress to date, expanding our research understandings of gender equity, diversity and intersectionality and reinforcing partnerships with key stakeholders to inform and direct the University's approach to inclusive education and employment into the future.

The *Gender Equity Strategy and Action Plan 2021-2026* incorporates the diversity of the Greater Western Sydney community in which we operate, including the wealth of Indigenous and cultural knowledge it provides. With this community in mind, this Strategy provides a holistic framework to guide the University in developing and implementing effective learning and working strategies in areas such as leadership, career development and success and overall organisational culture.

OUR APPROACH TO SUSTAIN SUCCESS IN GENDER EQUITY

This strategy seeks to reinforce the values highlighted in *Sustaining Success 2021-2026* of Boldness, Fairness, Integrity and Excellence by:

- Being ***bold*** in how we take decisive action and find innovative solutions to address the persistent barriers faced by women and gender diverse individuals in higher education.
- Ensuring ***fairness*** across our policy and practice and reinforcing the principles of equitable access and inclusion across all areas of University operations.

- Further embedding an ethos of respect, inclusion and ethical accountability across the University's teaching and research endeavors to ensure *integrity* at all levels.
- Empowering our staff and students to strive for *excellence* in personal, academic and professional goals by ensuring equity of access and opportunity and by being a visible champion for gender equity in the local and global context.

IMPLEMENTATION

The Vice-Chancellor's Gender Equity Committee will oversee the implementation of this Strategy. Equity and Diversity will provide regular reporting to this Committee to facilitate the monitoring and reporting of progress against the Strategy and related measures of success (refer Table 2). An annual report on progress against the Strategy will also be provided to the Senior Executive Group, Board of Trustees and all University students and staff.

ACKNOWLEDGEMENT

With respect for Aboriginal cultural protocol and out of recognition that our campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal and Wiradjuri peoples. We thank them for their support of our work in their lands.

1

Sustaining Leadership, Recognition and Accountability on Gender Equity

In championing **sustained leadership, recognition and accountability on Gender Equity** the University will:

- 1.1. *Sustain a robust leadership profile on gender equity and inclusion across the University's community engagement and messaging platforms and increase the visibility of student voices in the University's gender equity conversations through inclusion on relevant committees, networks and discussion forums.*
- 1.2. *Prioritise effective inclusive leadership practices which support the career longevity and leadership aspirations of women and gender diverse individuals, and consider the intersecting challenges faced by those of Indigenous or culturally diverse identities.*
- 1.3. *Ensure gender equity and diversity considerations are reflected in all decision-making processes at the University and embed the principles of gender equity within manager Key Performance Indicators to reinforce accountability.*
- 1.4. *Drawing on the strength of cultural knowledge within our University's diverse community, champion innovative and sector leading research and initiatives on gender equity and inclusion through the Equity and Diversity Working Parties (EDWPs) and Vice-Chancellor's Gender Equity Committee.*
- 1.5. *Benchmark and improve our reputation as a sector leader in gender equity by engaging in accreditation and recognition programs such as the Times Higher Education Impact Rankings, Workplace Gender Equality Agency Employer of Choice for Gender Equality (EOCGE) and the Science in Australia Gender Equity (SAGE) Athena SWAN framework.*
- 1.6. *Satisfy commitments established by the Australian Higher Education Joint Sector Position Statement (JSPS) on Preserving Gender Equity as a Priority During and After COVID-19, to which the University is a signatory.*

2

Equity in Career and Development Success

In championing **equity in career and development success** the University will:

- 2.1. Develop a career and leadership development framework which promotes professional growth and success for our academic and professional staff, and specifically consider women and gender diverse individuals of Indigenous and culturally diverse identities, with disability and/or who are casual and sessional staff.*
- 2.2. Expand and consolidate targeted peer support and mentoring opportunities for students and staff based on identified need and best practice industry examples.*
- 2.3. Under a model of continual improvement, regularly review student and staff facing University policy and process through a gender equity and diversity lens to maximize opportunity for academic engagement and career progression for women and gender diverse individuals.*
- 2.4. Ensure work planning policy and processes include consideration of intersecting gender equity and diversity considerations such as career breaks and caring responsibilities.*
- 2.5. Explore and implement initiatives which support students and staff of any gender in sustaining engagement in study and work activities whilst navigating family and/or caring responsibilities, with a particular focus on maintaining research engagement and impact profiles.*
- 2.6. Address systemic barriers to involvement and achievement for STEM women and gender diverse staff, including by advancing our vision for gender equity outlined within the University's STEM Decadal Plan.*

3

Equal Opportunity in the Staff and Student Lifecycle

In championing equal opportunity in the staff and student lifecycle the University will:

- 3.1. Train our student leaders and staff in the principles of equal opportunity, respectful relationships, gender equity and diversity and intersectionality.*
- 3.2. Track and monitor identified targets for improving gender diversity across the University and implement initiatives to address any identified imbalances.*
- 3.3. Continue to explore the impact of unconscious bias in local and organisational decision making through targeted scoping activities and seek to improve student and staff awareness and accountability in responding to unconscious bias in their daily interactions.*
- 3.4. Expand understandings of the lived experience of students and staff who are parents and/or carers or are affected by domestic or family violence and advocate for system improvements and cultural change to improve outcomes and facilitate continued engagement in study and work.*
- 3.5. Increase organisational awareness and understanding of the compounding intersectional factors that influence outcomes for women and gender diverse individuals who identify as LGBTIQ, are of Indigenous or culturally diverse identities, and/or who have a disability, and implement initiatives to improve outcomes.*
- 3.6. Track and monitor gender disaggregated student and staff data, to inform our understanding of the key barriers and continued drivers of gender inequity in study and career engagement, progression, pay equity and recruitment and implement initiatives which aim to address any identified gaps.*

4

Culture, Community and Inclusive Practice

In championing culture, community and inclusive practice the University will:

- 4.1. Position the University as a leader in gender equity conversations by supporting and encouraging sector leading gender equity and diversity research and initiatives such as the Gender Unlimited Seminar Series and the Gender Equality Fund.*
- 4.2. Champion and embed flexible study and work options for students and staff from point of enrolment and appointment to facilitate equity of opportunity and access in achieving personal, academic and professional growth and success.*
- 4.3. Promote Western as a family friendly University and structurally support shared caring and study/work/life balance for carers of all genders through inclusive provisions and by challenging traditional caregiver stereotypes which often reinforce inequity.*
- 4.4. Establish curriculum review and development processes which ensure diverse perspectives are represented and gender equity and diversity principles are incorporated, including the primary prevention of gender-based violence.*
- 4.5. Increase awareness of the drivers of gender-based violence through education and targeted awareness raising activities which focus on the principles of gender equity and respectful relationships across the education and employment lifecycle.*
- 4.6. Inspire women and girls to consider careers in fields in which they are traditionally underrepresented such as science, technology, engineering and mathematics (STEM) through informed outreach initiatives which highlight STEM role models and increase promotion of scholarship and pathway programs.*

TABLE 1: Gender Equity Strategy Action Plan 2021-2026

Action item/s			Sustaining Success 2021-2026 Alignment	Key Stakeholders (Refer Table 3 for Acronyms)
Priority Area	Recovery (2021-2023)	Renew (2024-2026)		
Sustaining Leadership, Recognition and Accountability on Gender Equity				
1.1	University leaders continue to actively engage in gender equity focused conversations and events.		P1.2	SEG, BoT
1.1	Ensure University messaging consistently reflects inclusive language and imagery, considers the core principles of gender equity and encompasses emerging diversity and gender equity perspectives.		P2	OCC
1.2	Develop a support framework for professional staff who are transitioning to leadership roles with consideration of gender equity issues.	Develop a formal succession planning mechanism at the executive leadership level to improve the representation and retention of women.	P2.2	CTOS
1.2	Informed by activities under the Universities Indigenous Strategy 2020-2025, undertake a scoping exercise to identify additional challenges to progression experienced by Indigenous academic and professional women and gender diverse individuals.	Develop and implement recommendations stemming from data collected during the scoping exercise.	P2.1, 2.2 and 2.3	PVC Aboriginal and Torres Strait Islander Education, Strategy and Consultation, EDW
1.3	Formally integrate accountability on gender equity priorities within Manager KPI and annual review processes.		P2	Office of People
1.4	Continue to direct and identify priority gender equity and diversity areas for research and initiative development via active engagement with EDWPs and the Vice-Chancellor’s Gender Equity Committee.		P1.1 & P2	EDWPs, GEC
1.5	Maintain recognition as a WGEA Employer of Choice for Gender Equality.		P2	GEC, EDW
1.5	Actively progress the University’s application for Athena SWAN Silver Institutional Award.		P2	DVC REI, SAGE team
1.5	Maintain recognition as top 5 in the world for Gender Equity under the THE Impact Rankings.		P2	PVC (Learning Futures), EDW

TABLE 1: Gender Equity Strategy Action Plan 2021-2026

Action item/s			Sustaining Success 2021-2026 Alignment	Key Stakeholders (Refer Table 3 for Acronyms)
Priority Area	Recovery (2021-2023)	Renew (2024-2026)		
1.6	Review and assess the gendered impacts of COVID-19 for staff and students, including the representation of women at senior levels, arising barriers to progression for female and gender diverse students, HDRs and EMCRs, and specific gender equity impacts for STEMM.	Consult, devise and implement recommendations to mitigate the gendered impacts of COVID-19 where identified.	P2 and P4	GEC
1.6	Continue to drive sector collaboration to advance gender equity in the COVID-19 environment and recovery and renewal periods, including by leading the JSPS Signatories Group.		P2 and P4	Equity and Diversity, SAGE team
Equity and Career Development Success				
2.1	Investigate targeted leadership programs and initiatives for women and gender diverse individuals with specific consideration of programs tailored to consider those of Indigenous and culturally diverse identities, those who have a disability and casual sessional staff	Evaluate the success of introduced programs and their impact on improving progression outcomes.	P2.1 and 2.2	CTOS, EDW, PVC Aboriginal and Torres Strait Islander Education, Strategy and Consultation
2.1	Update recruitment processes to incorporate broader promotion of inclusive provisions and supports available for future staff to further facilitate applications from candidates from a diverse range of backgrounds and genders.			CTOS
2.2	Build on relationships between existing Networks (such as Network for Emerging Women and Senior Women’s Group) to facilitate increased peer mentoring opportunities for women.	Embed peer mentoring opportunities for female early career staff within the University’s Researcher Development Framework (or similar).	P2.1	CTOS, DVC REI

TABLE 1: Gender Equity Strategy Action Plan 2021-2026

Priority Area	Action item/s		Sustaining Success 2021-2026 Alignment	Key Stakeholders (Refer Table 3 for Acronyms)
	Recovery (2021-2023)	Renew (2024-2026)		
2.2	Establish a formal academic promotions peer mentoring program targeting Level B and C women (EMCRs) across all Schools and Institutes wherein mentors are trained in conscious and unconscious bias and educated on structural inequalities in higher education.	Establish a mentoring program for staff who are unsuccessful in prior applications for academic promotion to scaffold them through future attempts.	P2.2, 2.3	Schools, CTOS, DVC REI
2.2	Improve awareness of development opportunities for sessional academic staff and provide greater access to university supports and opportunities already available to full time staff members i.e. mentoring opportunities, inclusion in team meetings, planning days and on relevant committees.		P2.2, 2.3	P&S, Schools
2.2	Refine mentor recruitment processes within the University's Mentoring Program to allow participants to better identify suitable mentors with similar lived experiences.		P2.2, 2.3	CTOS
2.3	Incorporate findings of the Gender Equality Fund research project "Redressing the Promotion Gap" (Huppatz <i>et al.</i> , 2019) into future academic promotions policy and process reviews.		P2.2, 2.3	P&S, CTOS, SEG, DVC REI
2.3	Introduce targeted education/information for Deans, DAPs and Academic Promotions Committee members on key gender equity and intersecting Indigenous and cultural considerations inherent to academic promotion processes across the Higher Education sector.		P2.2, 2.3, 2.4	P&S, CTOS, DVC REI
2.3	With consideration of current research on best practice, review the language conventions used to classify parental leave and support provisions to support more gender neutral and inclusive terms.		P2.4	P&S
2.3	Regularly review recruitment policy and practice in alignment with gaps identified in gender balance across the University with consideration of the impacts of unconscious bias in decision making.		P2.2, 2.3	P&S, CTOS

TABLE 1: Gender Equity Strategy Action Plan 2021-2026

Priority Area	Action item/s		Sustaining Success 2021-2026 Alignment	Key Stakeholders (Refer Table 3 for Acronyms)
	Recovery (2021-2023)	Renew (2024-2026)		
2.3	Undertake a comprehensive review of student facing University policies and procedures to ensure they appropriately support gender inclusion and validate parent/carer responsibilities as a relevant equity consideration.		P2.3	Academic Senate, PCWP, EDW
2.4	Participate in SAGE National Special Interest Group on Workload Allocation which aims to review innovative approaches to academic workload across the sector, generate a set of gender equity principles for academic workload allocations, and produce a best-practice tool for implementing these principles within institutional workload policy.	Review initiatives piloted in the School of Social Science and School of Psychology that actively consider gender equity factors such as career disruption within workload allocation practices and investigate potential for adopting these processes within other Schools.	P2.2, 2.3	EDWP, School Deans, SAGE team, PCWP
2.4	Review processes for the allocation and distribution of research and administrative opportunities including governance and administration roles (i.e. higher duties, DAP and ACA roles) to ensure equity of access to these types of development opportunities and reduce the potential for impact on research outcomes.		P2.3, P3.1	Schools, EDWPs
2.4	Actively support part-time staff and students in participating in all aspects of institutional life and achieving career/study aspirations by encouraging Schools to adopt core business hours within operational planning models and ensuring part-time students and staff are considered equally for development opportunities.		P2.3, P3.1	EDWP, School Deans
2.5	Undertake research on the challenges to progression for women HDR candidates with consideration of COVID impact to identify best practice support options.	Implement recommendations stemming from research finding to improve support and progression outcomes for HDR students.		Graduate Research School, GEC
2.5	Develop a centralised online information hub for student and staff parents at Western which also considers resources for staff returning from leave		P2.3	EDW, P&S

TABLE 1: Gender Equity Strategy Action Plan 2021-2026

Action item/s			Sustaining Success 2021-2026 Alignment	Key Stakeholders (Refer Table 3 for Acronyms)
Priority Area	Recovery (2021-2023)	Renew (2024-2026)		
2.5	Ensure Managers and Supervisors are consistently provided clear guidelines and information about parental and carer leave entitlements for staff of all genders.		P2.3	P&S
2.5	Monitor and review gender disaggregated data on research engagement and output to identify any COVID lag impact on women and gender diverse individuals. Incorporate findings into future promotion and research support initiatives.	Scope and pilot a transitional ‘teaching relief’ semester for staff on return to work after a substantial career breaks to support increased research engagement and career progression.	P2.3, P3.1	CIA, DVC REI
2.6	Aligning with priorities identified in the STEM Decadal Plan advance gender equity priorities for reducing the systemic barriers to involvement and achievement for women and gender diverse staff within STEMM.		P2.1, P2.2	SAGE Team
Equal Opportunity in the Staff and Student Lifecycle				
3.1	Require all staff and student leaders to complete training on Equal Opportunity as appointed and every 2 years thereafter.	Using the UA/Our Watch <i>Educating for Equality</i> framework, incorporate information on the principles of respectful relationships in induction processes for all staff.	P2.2	Student Representation and EDW
3.2	Set targets for the representation of women in senior positions including level E academics and in non-traditional domains.	Review progress towards targets and develop strategies to progress any delay in attainment.	P2.2	GEC and SEG
3.3	Increase resources and training options for staff on unconscious bias, including introducing targeted training for Managers and Supervisors on unconscious bias.	Introduce training on unconscious bias and gender equity and diversity awareness for students to support the development of inclusive communities and cultures across the University.	P2.2, P2.3	CTOS, EDW
3.3	Allow opportunity for applicants for University roles to provide details of equity considerations in		P2.2	CTOS

TABLE 1: Gender Equity Strategy Action Plan 2021-2026

Priority Area	Action item/s		Sustaining Success 2021-2026 Alignment	Key Stakeholders (Refer Table 3 for Acronyms)
	Recovery (2021-2023)	Renew (2024-2026)		
	relation to career gaps in their resume as a standard part of recruitment processes.			
3.3		Undertake further research on how gender bias features in measures of excellence in STEMM and HASS disciplines (e.g., in SFUs and SFTs, citation rates, publications, grant income).	P2.2	GEC, Academic Senate
3.4	Review onboarding processes for students to investigate opportunities for the identification of student parents at enrolment to facilitate the promotion and uptake of relevant, targeted initiatives and reasonable accommodations/adjustments.		P2.2, P3.1	SA&O, PCWP
3.4	Automate HR processes for staff taking parental leave to ensure consistent and accessible application and information on parental supports during and after leave e.g., update systems to allow online submission of parental leave applications to trigger automated information provision.	Update University's existing cultural awareness training programs (such as EO Online) for both academic and professional staff to include positionality of student-parents.	P2.2	P&S, EDW
3.4	Expand the Domestic and Family Violence Policy to incorporate a set of guidelines for students.		P2.2, 2.3	EDW
3.5	Undertake research on the compounding impacts of intersectionality for women and gender diverse individuals who also identify as LGBTIQ+, are Indigenous, of culturally diverse identities, and/or who have a disability.	Implement recommendations stemming from intersectionality research findings to improve organisational understandings and outcomes for women and gender diverse individuals who also identify as LGBTIQ+, are Indigenous, of culturally diverse identities, and/or who have a disability.	P2.1, 2.4, P3.2	GEC

TABLE 1: Gender Equity Strategy Action Plan 2021-2026

Action item/s			Sustaining Success 2021-2026 Alignment	Key Stakeholders (Refer Table 3 for Acronyms)
Priority Area	Recovery (2021-2023)	Renew (2024-2026)		
3.6	Establish principles and protocols for the collection and analysis of staff diversity data, including optimising the Equal Opportunity Survey and improving promotion processes to facilitate the collection of more comprehensive staff gender diversity and intersectional data.	Commission research under the Gender Equality Fund, informed by data captured by the Equal Opportunity Survey to develop targeted development initiatives for women and gender diverse individuals of Indigenous and/or culturally diverse identities.	P2.3, P3.2	P&S, EDW, SAGE team
3.6		Update processes for all student and staff data generation to incorporate and report analysis of gender disaggregated data.	P2.2	CIA
3.6	Continue to run an annual gender pay gap analysis for both organisation wide and like for like roles and report findings to the Senior Executive Group annually.		P2.2	CIA, P&S, EDW
Culture, Community and Inclusive Practice				
4.1	Continue to deliver Gender Unlimited Seminar Series.		P2.2, P3.2, P3.4, P4.3	DVC REI, SAGE team
4.1	Continue to actively promote and support the Vice-Chancellor’s Gender Equality Fund and develop supported application processes to encourage applications from underrepresented areas of the University– i.e. STEMM disciplines and Professional staff.		P2.2, P3.2	GEC, EDW
4.2	Increase promotion of the broader flexible work options available to staff and incorporate information on flexible work provisions into existing compulsory training modules for Supervisors to address ongoing issues of inconsistent application.		P2.3	P&S, EDW
4.2	Conduct a regular pulse survey for staff to track the uptake and experience of flexible work provisions at Western.		P2.3	EDW, CIA
4.3	Develop a program of family friendly on-campus events and social activities in consultation with the Engaged Parent’s Network and Student Parent’s Union.		P2.3, P3.4	EPN, SPU, EDW

TABLE 1: Gender Equity Strategy Action Plan 2021-2026

Priority Area	Action item/s		Sustaining Success 2021-2026 Alignment	Key Stakeholders (Refer Table 3 for Acronyms)
	Recovery (2021-2023)	Renew (2024-2026)		
4.3	Develop case study examples of male team leaders and managers who have taken parental or carer leave or who engage in flexible work to erode stereotypical gendered perspectives around these types of leave and entitlements.	Evaluate progress on men's engagement in flexible work and parental leave entitlements via tracking of uptake numbers.	P2.3	P&S, EDW
4.4	Undertake a review of the University's current curriculum development processes and policies using guidelines developed from the Our Watch Upskilling Pre-Service Professional (UPP) Program (as piloted within Health Science and Criminology disciplines) as a benchmark.	Undertake a literature review of how equity and diversity matters (including primary prevention of gender-based violence) are considered within curriculum across the sector to identify gaps and establish best practice examples for potential application at Western.	P2.1, 2.2, 2.4, P3.1, P4.1, 4.2	RRT, Schools
4.5	Mark days of significance for gender equity and diversity such as International Women's Day, International Day for the Elimination of Violence Against Women, Equal Pay Day, and International Transgender Day of Visibility with awareness-raising activities that seek to promote gender equity and diversity across university culture.		P2.1, P2.3	EDW, OCC
4.5	Increase promotion of the Sexual Offences Reporting Portal for students and staff and related supports and resources.		P2.3	CRU, RRT
4.5	Actively engage with and respond to findings of the 2021 Australian Human Rights Commission's National Student Safety Survey as relevant at a local and sector level.		P2.3	RRT
4.6	Increase the visibility of women and gender diverse STEM researchers as role models both within and outside of the university, including through targeted outreach partnerships between schools and Widening Participation.	Increase connections between women and gender diverse students in STEM degrees and relevant industry partners, e.g., embed and expand the WTBE (Women Transforming the Built Environment), WiSE (Women in STEM Education), and Indigenous Engineering Aspire programs.	P2.2, 2.3	SAGE Team, WiSE, OCC, Alumni and Employer Collaboration & Partnerships

Note: Carer as defined in this Strategy refers to those with caring responsibilities for family members who are elderly or have a disability.

TABLE 2: Measuring Success

M1	The University continues to be recognised as a leader in gender equity, including in key gender equity accreditation/ranking processes.
M2	Increased representation of women, including those of Indigenous and culturally diverse identities in senior leadership roles at the University.
M3	Increased representation, progression and retention of women and gender diverse individuals, including those of Indigenous and culturally diverse identities and in fields of study and work in which women are traditionally underrepresented, such as STEMM.
M4	The principles of gender-inclusive practice are reflected across all facets of the student and staff lifecycle, are demonstrated in responses to student and staff experience surveys and feedback processes, and gender equity, diversity and related intersectional considerations are visibly embedded across our culture, processes and policies.
M5	Outlined targets are met and there is a reduction to the University's organisational gender pay gap.
M6	Increased engagement of men demonstrated in participation rates in parent and carer networks and uptake of relevant provisions.
M7	Recommendations stemming from gender equity research are implemented as appropriate, leveraged to improve understandings and awareness of the key barriers to gender equity, and optimised to correlate to improved study and work outcomes for all students and staff.
M8	Student and staff feedback processes (e.g., MyVoice or Student Voice surveys) are analysed across equity considerations (e.g., gender diversity, Indigenous and diverse cultural identities, and disability) and reflect improved study or work experiences for key cohorts as relevant.

TABLE 3: Acronyms

BoT	Board of Trustees
CIA	Office of Competitive Intelligence and Analytics
CTOS	Careers, Talent and Organisational Success
CRU	Complaints Resolution Unit
DVC REI	Office of Deputy Vice-Chancellor Research, Enterprise and International
EDW	Equity, Diversity and Wellbeing
EDWP	Equity and Diversity Working Parties
EPN	Engaged Parent's Network
GEC	Vice-Chancellor's Gender Equity Committee
HR	Human Resources
OCC	Office of Corporate Communications
PCWP	Parents and Carers Working Party
P&S	People and Success
RRT	Respectful Relationships Taskforce
SAGE	Science in Australia Gender Equity Program
SA&O	Student Administration and Operations
SEG	Senior Executive Group
SPU	Student Parent's Union
WHSW	Work, Health Safety and Wellbeing

MORE INFORMATION

RELEVANT WSU POLICIES

- Gender Equality Policy
- Equal Opportunity and Diversity Policy
- Recruitment and Selection Policy
- Respect and Inclusion in Learning and Working Policy
- Workplace Flexibility Policy
- Children on University Premises Policy
- Domestic and Family Violence Policy
- Discrimination, Harassment, Vilification and Victimisation Prevention Policy
- Professional and Academic Staff Agreements

WEBSITES OF INTEREST

Internal

- Gender Equality at WSU. This website includes information on pay equity, flexible work, parenting support, domestic and family violence support, sexual harassment and key gender equality initiatives currently in place at WSU.
- Science and Gender Equity Program
- Office of Human Resources
- Managing Family Responsibilities at WSU
- Flexible Work Options at WSU
- Flexible Working Arrangements at WSU

External

- Workplace Gender Equality Agency (WGEA) – wgea.gov.au
- WGEA Data Explorer - data.wgea.gov.au
- Science in Australia Gender Equity Program
- Fair Work - Flexibility in the Workplace

OTHER RESOURCES

- 'Flexible Work at WSU' – an online training module which can be accessed via Staff Online in MyCareer.
- Supporting Parents – A Toolkit for Staff
- WGEA - Manager's Flexibility Toolkit

RESEARCH

Vice-Chancellor's Gender Equality Fund

The Gender Equality Fund is an annual grant available to all staff for initiatives that facilitate gender equality at Western Sydney University and promote workplace inclusion.

Current completed research undertaken as part of this fund included a focus on breastfeeding, a review of academic Induction & Orientation packs (STEMM focus) and improving access to information on parental leave entitlements.

Full reports are available to view on the [VC Gender Equality Fund](#) webpage.

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