



# SAGE

SCIENCE IN AUSTRALIA  
GENDER EQUITY

## SAGE Cygnet Award Application



**WESTERN SYDNEY**  
UNIVERSITY

# INSTITUTIONAL CONTEXT

<b>Name of Institution</b>	Western Sydney University
<b>Date of Application</b>	30 June 2023
<b>Application Prepared By</b>	Dr Kieryn McKay, SAGE Project Coordinator
<b>Contact for Application</b>	Professor Janice Aldrich-Wright, SAGE Academic Lead
<b>Email</b>	j.aldrich-wright@westernsydney.edu.au
<b>Telephone No.</b>	02 4620 3218

## ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work in their lands across Greater Western Sydney and beyond.



### Image Details.

*Those Who Came Before Us*, 2021. Western Sydney University collaborative artwork.

Created by staff, students and community, under the cultural guidance of Allan McKenzie of Wiradjuri and Gamilaroi nations. On site for view in Chancellery foyer, Western Sydney University, Parramatta South Campus.

# CONTENTS

ACKNOWLEDGEMENT OF COUNTRY .....	ii
CONTENTS .....	iii
LIST OF TABLES .....	iv
LIST OF FIGURES .....	v
GLOSSARY .....	vi
INSTITUTIONAL CONTEXT.....	viii
OVERVIEW .....	1
Mission, Values and Beliefs.....	3
Governance and Structure.....	3
STAFF AND STUDENT PROFILES .....	6
Student Overview.....	6
Staff Overview.....	7
Gender Trends within Academic Disciplines.....	9
IMPACTS OF COVID-19 AT WSU .....	10
WSU GENDER EQUITY, DIVERSITY & INCLUSION.....	12
GEDI Strategy .....	12
GEDI Governance .....	13
Key GEDI Initiatives .....	15
Selecting Cygnet Key Priority Areas (KPAs) .....	16
Cygnet KPA Structural Design .....	18
Enabling Factors .....	20
<i>Gender Equity and Diversity Data (GE-Data) Subgroup .....</i>	<i>20</i>
<i>Vice Chancellor's Gender Equity Fund (VC-GEF).....</i>	<i>20</i>
<i>Gender UNLIMITED* (GU*).....</i>	<i>20</i>
<i>Equity and Diversity Working Parties (EDWPs).....</i>	<i>21</i>
<i>Staff Equity Networks.....</i>	<i>21</i>

## LIST OF TABLES

Table 1. WSU’s Mission, Values, Principles and Enablers articulated by Sustaining Success, 2021 – 2026. ....	3
Table 2. WSU Clusters and Divisions, 2020 - present .....	4
Table 3. WSU Student Population, 2021.....	6
Table 4. WSU Student Diversity Statistics, 2020 .....	7
Table 5. WSU Staff Population, 2021 .....	7
Table 6. WSU Staff Diversity Statistics, 2020.....	7
Table 7. WSU Academic Staff Work Function by Level, 2021.....	8
Table 8. WSU Academic Staff FTE by Level, 2021 .....	8
Table 9. WSU Professional Staff FTE by Level, 2021.....	8
Table 10. WSU Cluster Academic Staff FTE by Gender, 2021 .....	9
Table 11. WSU Staff Attrition Due to COVID-19 Impact Mitigation Measures, 2020 - 2021 .....	10
Table 12. WSU COVID-19 Disruptions, 2020 - 2022.....	11
Table 13. Core Objectives of WSU's Gender Equity Strategy and Action Plan, 2021 - 2026 .....	12
Table 14. Measures for WSU's Gender Equity Strategy and Action Plan, 2021 - 2026 .....	13
Table 15. WSU GEDI Committees and Working Parties, 2019 - .....	14
Table 16. Key GEDI Initiatives, 2022 .....	15
Table 17. WSU Bronze Award Findings: GEDI Opportunities and Challenges.....	16
Table 18. WSU Endorsed KPAs by Strategic Priority, July 2021.....	16
Table 19. WSU Cygnet SWAGs, 2021 - Present .....	18
Table 20. WSU Skills SWAGs, 2021 - Present .....	19
Table 21. WSU Staff Equity Networks, 2022.....	21



## LIST OF FIGURES

Figure 1. WSU Times Higher Education SDG Impact Rankings, 2022 & 2023, and World University Rankings, Young Universities Rankings, and QS Star Audit Ratings, 2022.....	1
Figure 2. WSU Campus Features Across Greater Western Sydney .....	2
Figure 3. WSU Organisational Structure, February 2023 .....	5
Figure 4. Student Enrolments by Campus, 2021 .....	6
Figure 5. School-based UG and PG Students by Cluster and Gender, 2021.....	9
Figure 6. VS Relative to WSU Female Proportions by Employment Type, 2020 - 2021.....	10
Figure 7. WSU's <i>Gender Equity Strategy and Action Plan, 2021-2026</i> , operative strategic plan <i>Sustaining Success, 2021-2026</i> , university-wide <i>Indigenous Strategy, 2020-2025</i> , and STEM Decadal Plan <i>Optimising the Future, 2022-2032</i> .....	12
Figure 8. SAGE Self-Assessment Team (SAT) Reporting Structure, 2019 - 2023 .....	14
Figure 9. WSU Cygnet Selection Process, 2020 - 2021 .....	17
Figure 10. SAGE Academic Lead and Executive Sponsors launch WSU's Cygnet KPA Framework at "Gender UNLIMITED*: Bold and Inclusive Futures", October 2021. ....	19
Figure 11. Feature image, Western Dad's Calendar, VC-GEF Project (Duffy et al, 2020) .....	20
Figure 12. Gender UNLIMITED* Seminar Series features, including keynote address by Professor Cordelia Fine, 2019 and <i>Sydney Review of Books</i> essays for "Writing Gender", 2021.....	20
Figure 13. Equity and Diversity Working Party (EDWP) Reporting Flowchart, 2019 - Present .....	21
Figure 14. WSU's Pride Network consortium .....	21

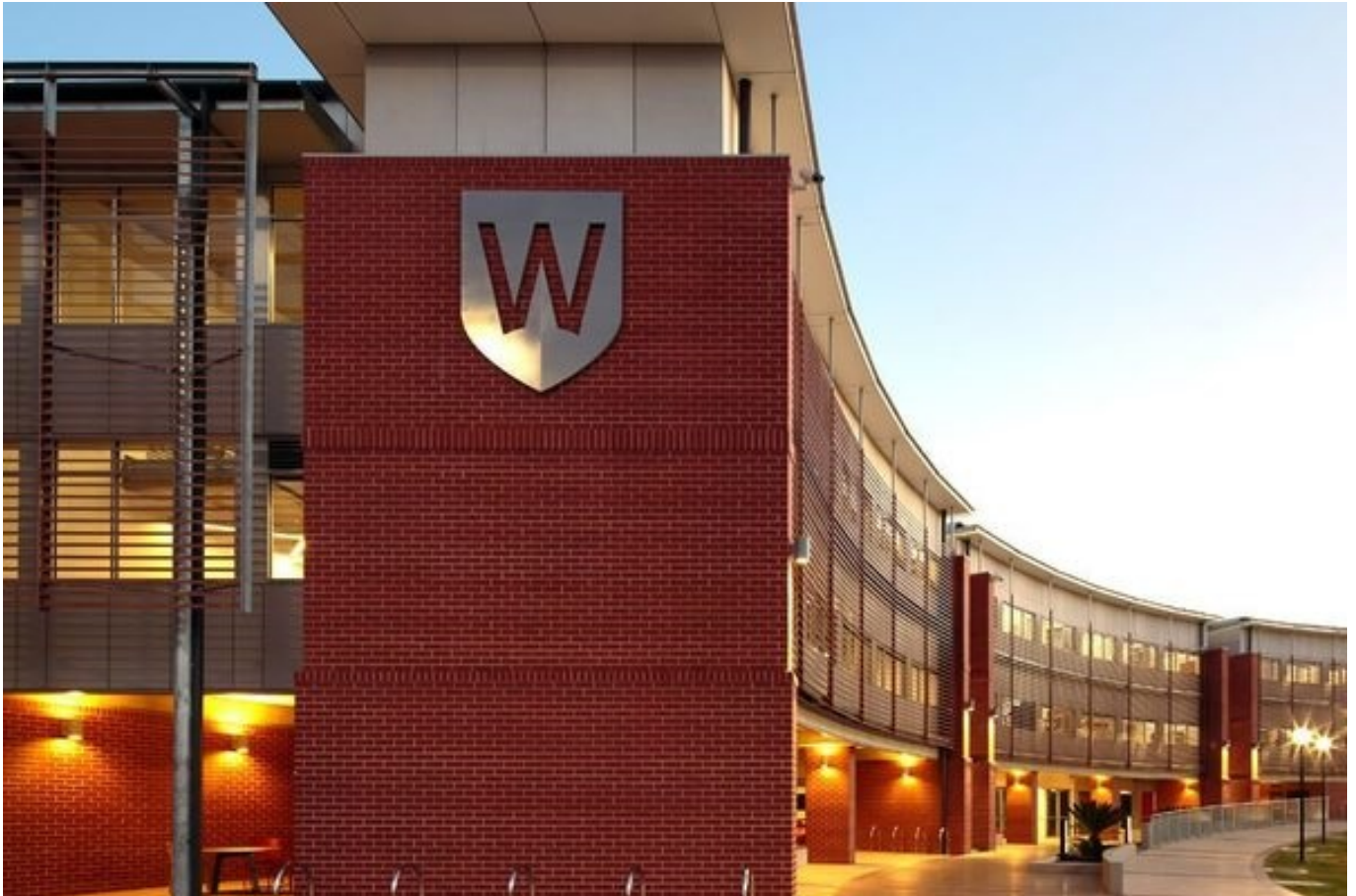
# GLOSSARY

## Institutional Acronyms and Abbreviations

Acronym/Abbrev.	Full Title
CALD	Culturally and Linguistically Diverse
DVC-A	Deputy Vice-Chancellor and Vice-President (Academic)
DVC-IL	Deputy Vice-Chancellor (Indigenous Leadership)
DVC-REI	Deputy Vice-Chancellor and Vice-President (Research, Enterprise & International)
EAL/D	English as an additional language or dialect
EDWP	Equity and Diversity Working Party
<i>GE Policy</i>	<i>Gender Equality Policy</i>
<i>GE-Strategy</i>	<i>Gender Equity Strategy and Action Plan, 2021 - 2026</i>
GEDI	Gender equity, diversity and inclusion
GU*	Gender UNLIMITED* Seminar Series
HASS Cluster	Humanities Arts & Social Sciences Cluster
HDR	Higher Degree Research
HIE	Hawkesbury Institute for the Environment
H&M Cluster	Health & Medicine Cluster
IACAC	Institute for Australian and Chinese Arts and Culture
ICS	Institute for Culture and Society
LGBTIQ+	Lesbian, Gay, Bisexual, Trans, Intersex, Queer
MARCS	MARCS Institute for Brain, Behaviour and Development
NICM	National Institute for Complementary Medicine
NSW	New South Wales
SAGE-SAT	SAGE Self-Assessment Team
SoB	School of Business
SCDMS	School of Computer, Data and Mathematical Sciences
SDVC	Senior Deputy Vice-Chancellor and Provost
SoE	School of Education
SEDBE	School of Engineering, Design and Built Environment
SEG	Senior Executive Group
SaGR	Sexualities and Genders Research Group
SHCA	School of Humanities and Communication Arts
SHS	School of Health Sciences
SoL	School of Law
SoM	School of Medicine
SoNM	School of Nursing and Midwifery
SoP	School of Psychology

SRB	<i>Sydney Review of Books</i>
SoSc	School of Science
SSS	School of Social Sciences
STEM Cluster	Science, Technology, Engineering & Mathematics Cluster
SWAG	SAGE Working Aggregate Group (SAT Subgroup)
TGD	Trans and Gender Diverse
THRI	Translational Health Research Institute
UN SDG	United Nations Sustainable Development Goals
VC	Vice-Chancellor and President
VC-GEC	Vice-Chancellor's Gender Equity Committee
VC-GEF	Vice-Chancellor's Gender Equity Fund
VS	Voluntary Separation
WGEA	Workplace Gender Equality Agency
WSRC	Writing & Society Research Centre
WSU	Western Sydney University
Yammer	Western Sydney University Yammer Network (enterprise communication system)

**WESTERN SYDNEY**  
UNIVERSITY



# **INSTITUTIONAL CONTEXT**

## OVERVIEW



Established in 1989, Western Sydney University (WSU) is among Australia's youngest higher education institutions. At foundation, the University was declared a 'university for the people' with responsibility to contribute to the development of the Western Sydney region in which its primary campuses are embedded: Bankstown, Campbelltown, Hawkesbury, Liverpool, Parramatta and Penrith (Figure 2).

Western Sydney is the most culturally, linguistically and socioeconomically diverse and fastest-growing region of NSW, and the University has a multi-ethnic, multicultural, and multi-lingual constituency. The diversity of our staff and student body defines our university culture and drives our organisational objectives.

WSU's commitment to equity and sustainability has been recognised by the University's exceptional achievement of placing first worldwide in the 2022 and 2023 Times Higher Education Impact Rankings (Figure 1) and first for SDG#5 Gender Equity in 2023. A sector leader for gender equity, WSU holds Athena SWAN Bronze Institutional Award and has earned 18 consecutive citations as a WGEA Employer of Choice for Gender Equity.

The University also ranks in the top 2% globally for World University Rankings, is among the top 50 young universities, received a 5-star QS Star Audit Rating for Teaching and Research, and had 85% of the University's research ranked "world standard or above" in the 2018 Excellence in Research Australia (ERA) National Report.



**Figure 1. WSU ranked 1<sup>st</sup> overall worldwide two consecutive years for the Times Higher Education SDG Impact Rankings, 2022 and 2023. The University also held strong academic standing in 2022 World University Rankings, Young Universities Rankings, and QS Star Audit Ratings.**





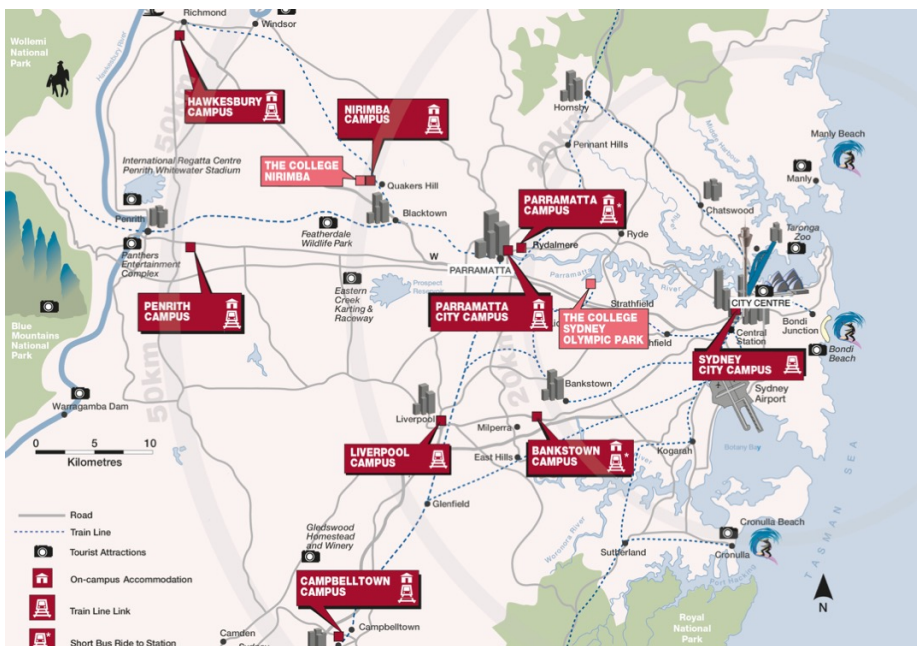


Figure 2. WSU campus features. From left, 1PSQ Parramatta City, Engineering Innovation Hub Parramatta City, John Philips Library Kingswood, Main Building Bankstown City, Nga Ngura Building Liverpool, School of Medicine Campbelltown, Campus Locations across Greater Western Sydney.



## Mission, Values and Beliefs

WSU's strategic plan, *Sustaining Success, 2021 – 2026*, defines the University's future direction and priorities. It commits to shared mission, values, principles and actions fundamental to the University and region (Table 1). The plan reinforces WSU as a values-based and ethical organisation and a leader in equity and sustainability.

**Table 1. WSU's Mission, Values, Principles and Enablers articulated by Sustaining Success, 2021 – 2026.**

Core Elements of WSU's Strategic Plan, <i>Sustaining Success, 2021 – 2026</i>			
<b>MISSION</b>			
Starting in Western Sydney, our students will succeed, our research will have impact and our communities will thrive through our commitment to excellence, sustainability, equity, transformation and connectedness.			
<b>VALUES</b>			
▪ Boldness	▪ Fairness	▪ Integrity	▪ Excellence
Our values define who we are and what we expect and encourage in each other. They are lived and embedded in the behaviours of everyone within the University community. Our values represent a commitment to our students, people and communities, both local and global.			
<b>PRINCIPLES</b>			
▪ Sustainability	▪ Equity	▪ Transformation	▪ Connectedness
The University is accountable to its values. We will be guided by them in recovery and renewal. They inform and are realised through adherence to our four principles.			
<b>ENABLERS</b>			
▪ People	▪ Place	▪ Learning & Teaching	
▪ Student Experience	▪ Research & Innovation	▪ Global Engagement	
▪ Indigenous Perspectives	▪ Technology & Systems	▪ Financial Resilience	
The University's enablers set out the elements required to unlock and make possible the strategic imperatives embodied in <i>Sustaining Success, 2021 – 2026</i> . They encapsulate our values and help to guide recovery and renewal for the University and the communities within which we are embedded.			

## Governance and Structure

WSU's organisational structure is detailed at Figure 3.

The governing authority of the University is the Board of Trustees, which comprises 18 members (60% female). The Board is Chaired by Chancellor Professor Jennifer Westacott AO and oversees all major decisions affecting the University, including the setting of strategic plans, policies and processes that align with the University's mission and values.<sup>1</sup> The Board is informed by several standing committees and councils, including the Executive Committee and Academic Senate.

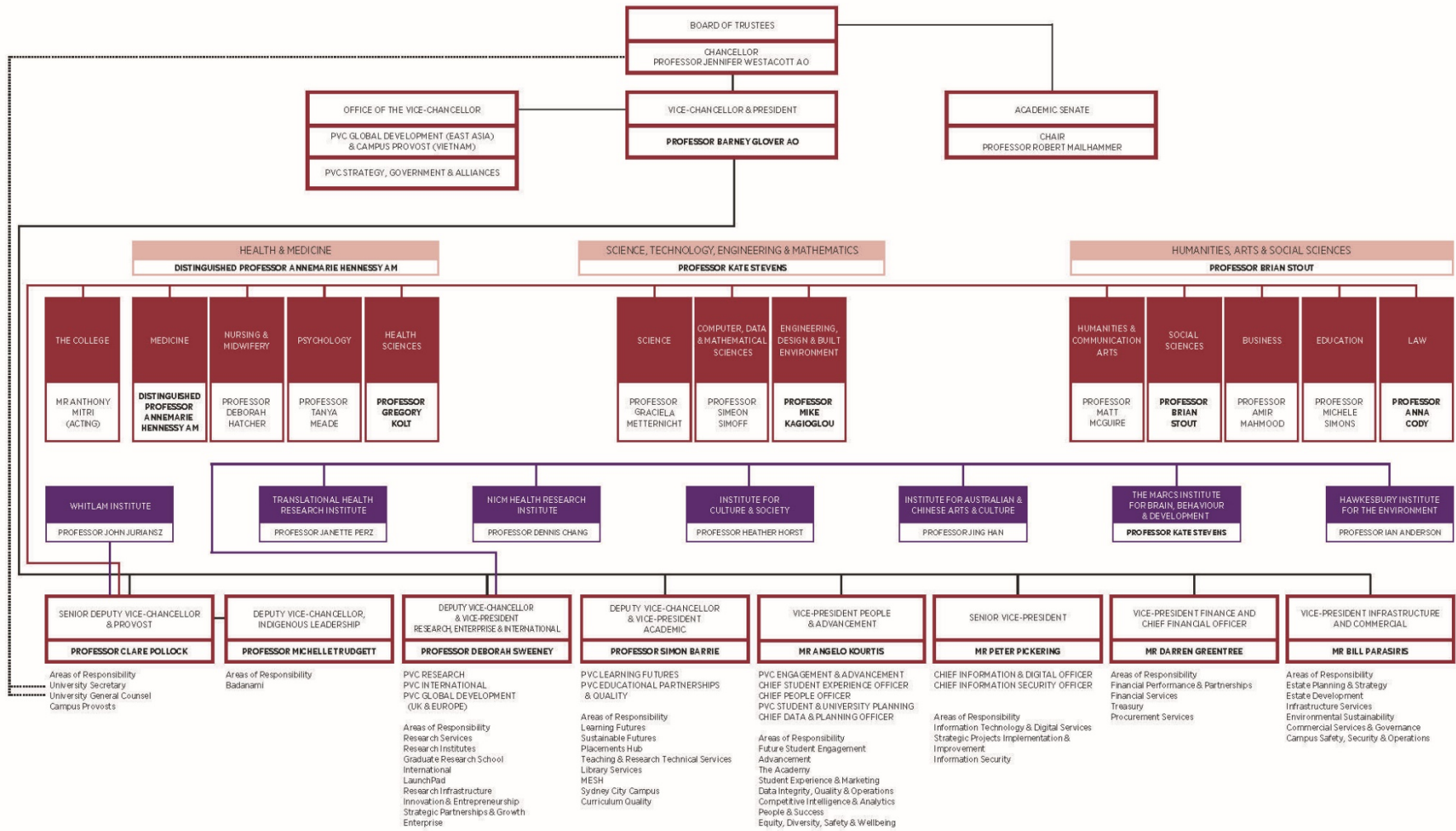
The Executive Committee comprises 15 members (33% female) and is Chaired by Vice-Chancellor Professor Barney Glover AO. It provides advice and decision-making on strategic, academic and administrative matters in alignment with the strategic plan. Academic Senate is the University's peak forum for academic debate and policy development. It comprises 32 ex-officio, 31 elected and 2 appointed members (51% female).

<sup>1</sup> Western Sydney University (2022) *Board of Trustees Charter*. Available at: [https://www.westernsydney.edu.au/\\_data/assets/pdf\\_file/0009/1142757/Board\\_of\\_Trustees\\_Charter\\_approved\\_23\\_Feb\\_-\\_FINAL.pdf](https://www.westernsydney.edu.au/_data/assets/pdf_file/0009/1142757/Board_of_Trustees_Charter_approved_23_Feb_-_FINAL.pdf)

WSU teaching and research is embedded across 19 academic units, comprising 13 Schools and 6 Research Institutes. Schools produce high research outputs, receive significant external grants and perform most undergraduate (UG) and postgraduate (PG) coursework teaching, while Institutes concentrate on research and supervision. Schools and Institutes are organised into three Clusters (Table 2): Science, Technology, Engineering & Mathematics (STEM), Health & Medicine (H&M) and Humanities Arts and Social Sciences (HASS). A Graduate Research School sits outside of the Cluster structure and administers Higher Degree Research (HDR) candidature.

**Table 2. WSU Clusters and Divisions, 2020 - present**

<b>WSU Clusters and Divisions, 2020 – Present</b>	
<b>Humanities, Arts and Social Sciences (HASS) Cluster</b>	Institute for Australian and Chinese Arts and Culture (IACAC)
	Institute for Culture and Society (ICS)
	School of Business (SoB)
	School of Education (SoE)
	School of Humanities and Communication Arts (SHCA)
	School of Law (SoL)
	School of Social Sciences (SSS)
<b>Science, Technology, Engineering and Mathematics (STEM) Cluster</b>	Hawkesbury Institute for the Environment (HIE)
	MARCS Institute for Brain, Behaviour and Development (MARCS)
	School of Computer, Data and Mathematical Sciences (SCDMS)
	School of Engineering, Design & Built Environment (SEDBE)
	School of Science (SoSc)
<b>Health &amp; Medicine (H&amp;M) Cluster</b>	NICM Health Research Institute (NICM)
	Translational Health Research Institute (THRI)
	School of Health Sciences (SHS)
	School of Medicine (SoM)
	School of Nursing and Midwifery (SNM)
	School of Psychology (SoP)
<b>Divisions</b>	Vice-Chancellor
	Senior Deputy Vice-Chancellor and Provost
	Academic
	Research, Enterprise and International
	Senior Vice-President
	People and Advancement
	Finance and Resources



\* Bold denotes members of the University Executive Committee  
01 FEBRUARY 2023

Figure 3. WSU Organisational Structure, February 2023

# STAFF AND STUDENT PROFILES

## Student Overview

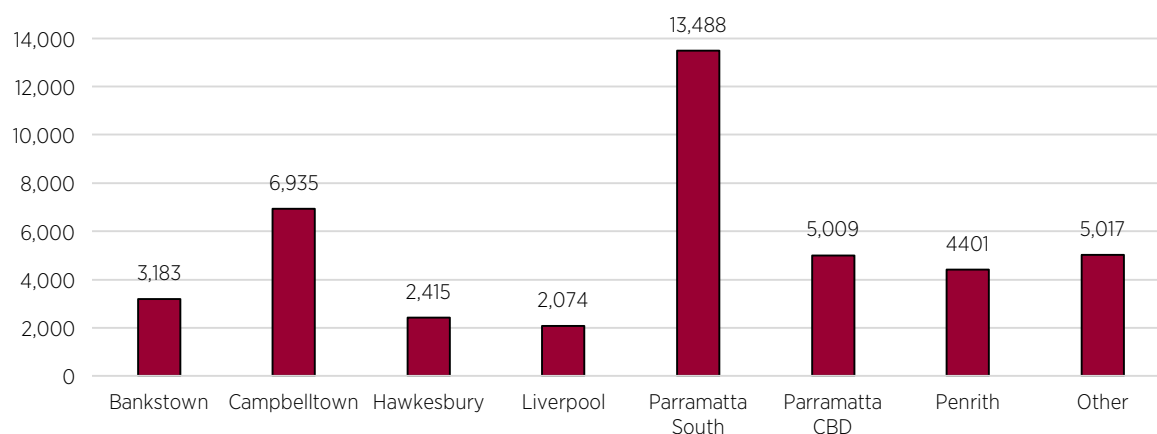
In 2021, WSU’s student population totalled 48,416 (headcount, Table 3). EFTSL was 35,965, with 85% domestic and 15% international students. Women comprised 57% UG and 66% PG enrolments.

**Table 3. WSU Student Population, 2021**

WSU Students (Headcount and EFTSL), 2021								
Level	Headcount				EFTSL			
	F	F %	M	M %	F	F %	M	M %
Undergraduate	22,897	57%	17,303	43%	17,725	58%	12,966	42%
Postgraduate	5,377	66%	2,809	34%	3,214	66%	1,661	34%
<b>Total</b>	<b>28,274</b>	<b>58%</b>	<b>20,112</b>	<b>42%</b>	<b>20,939</b>	<b>59%</b>	<b>14,627</b>	<b>41%</b>

*Note: In 2021, at least an additional 17 undergraduate and 13 postgraduate students identified as non-binary or gender diverse.*

The distribution of students across WSU campuses is shown at Figure 4.



**Figure 4. Student Enrolments by Campus, 2021**

More than 170 cultural and ethnic backgrounds are represented in our student cohort, which holds the most domestic students for whom English is an additional language or dialect (EAL/D) in NSW ( $n=2,679$ ; 6.7%, Table 4).<sup>2</sup> We have a growing Indigenous student population ( $n=769$ ; 1.9%) and the highest number of low-socioeconomic students in Australia ( $n=12,624$ ; 30.6%).<sup>3</sup>

<sup>2</sup> Student diversity classifications as per Higher Education Information Management System (HEIMS) definitions.

<sup>3</sup> Department of Education, Skills and Employment (2020) *Student Data 2020: Section 11 Equity Groups*. Available at: <https://www.dese.gov.au/higher-education-statistics/resources/2020-section-11-equity-groups>.

**Table 4. WSU Student Diversity Statistics, 2020**

<b>WSU Student Diversity (DESE 2020; n=41,177)</b>		
<b>Equity Group</b>	<b>n</b>	<b>%</b>
Low-socioeconomic background	12,624	30.6%
Aboriginal and/or Torres Strait Islander	769	1.9%
English as an additional language or dialect	2,679	6.5%
Persons with disability	1,911	4.6%
Regional/Remote	1,784	4.3%

## Staff Overview

In 2021, WSU employed 2,649 ongoing and fixed-term staff (headcount, Table 5), with 1,036 academics (50% female) and 1,613 professionals (65% female). An additional 665.7 full-time equivalent (FTE) staff were casual, with women undertaking 65% sessional academic and 64% casual professional FTE.

**Table 5. WSU Staff Population, 2021**

<b>WSU Staff Population (Headcount and FTE), 2021</b>									
		<b>Headcount</b>				<b>FTE</b>			
<b>Employment Type</b>		<b>F</b>	<b>F %</b>	<b>M</b>	<b>M %</b>	<b>F</b>	<b>F %</b>	<b>M</b>	<b>M %</b>
<b>Ongoing / Fixed-Term</b>	Academic	523	50%	513	50%	500.8	50%	500.9	50%
	Professional	1,049	65%	564	35%	979.6	67%	475.9	33%
	<b>Total</b>	<b>1,572</b>	<b>59%</b>	<b>1,077</b>	<b>41%</b>	<b>1,480.4</b>	<b>60%</b>	<b>976.8</b>	<b>40%</b>
<b>Casual</b>	Academic	1,871	68%	896	32%	323.4	65%	173.9	35%
	Professional	1,017	65%	545	35%	107.2	64%	61.2	36%
	<b>Total</b>	<b>2,888</b>	<b>67%</b>	<b>1,441</b>	<b>33%</b>	<b>430.6</b>	<b>65%</b>	<b>235.1</b>	<b>35%</b>

*Note: In 2021, at least an additional 6 ongoing/fixed-term staff and 19 casual staff identified as non-binary or gender. Continuing & fixed-term staff data are extracted at 31 March each year; casual staff data are tabulated across a full calendar year.*

Our ongoing/fixed-term staff cohort is also highly diverse, 21.3% EAL/D and 2% Indigenous (Table 6).

**Table 6. WSU Staff Diversity Statistics, 2020**

<b>WSU Staff Diversity, MyVoice 2020</b>		
<b>Equity Group</b>	<b>n</b>	<b>%</b>
Aboriginal and/or Torres Strait Islander	54	2.0%
English as an additional language or dialect	565	21.3%
Persons with disability	99	3.7%
Persons with disability requiring work-related adjustment	44	1.6%
≥ 55 years age	543	20.5%

The vast majority (87%) of academic employment involves teaching and research. Small numbers of Research- and Teaching-Only positions are close to gender parity (Table 7).

**Table 7. WSU Academic Staff Work Function by Level, 2021**

WSU Academic Staff Work Function (FTE), 2021				
Work Function	F	F %	M	M %
Teaching & Research	421.8	51%	410.5	49%
Teaching Only	12.4	55%	10.0	45%
Research Only	42.5	47%	48.1	53%
<b>Total</b>	<b>476.7</b>	<b>50%</b>	<b>468.6</b>	<b>50%</b>

Women perform 50% of ongoing/fixed-term academic FTE at WSU, which holds the third highest proportion of female academic staff above Level C in Australia.<sup>4</sup> Nevertheless, women see significant disparity at Level E and in senior academic roles (Table 8).

**Table 8. WSU Academic Staff FTE by Level, 2021**

WSU Academic Staff by Level (FTE), 2021				
Classification	F	F %	M	M %
A	63.9	54%	55.5	46%
B	161.4	59%	112.2	41%
C	134.1	50%	134.9	50%
D	67.4	47%	77.3	53%
E	53.0	36%	93.7	64%
Senior	21.0	43%	27.3	57%
<b>Total</b>	<b>500.8</b>	<b>50%</b>	<b>500.9</b>	<b>50%</b>

While 67% ongoing/fixed-term professional FTE is performed by women, they are proportionally less likely to be employed at the highest HEW levels (Table 9).

**Table 9. WSU Professional Staff FTE by Level, 2021**

WSU Professional Staff by Level (FTE), 2021				
Classification	F	F %	M	M %
HEW 1-4	83.9	74%	30.2	26%
HEW 5	222.1	76%	68.9	24%
HEW 6	243.3	73%	90.5	27%
HEW 7	193.8	68%	89.7	32%
HEW 8	117.5	54%	99.6	46%
HEW 9	68.7	53%	61.8	47%
Senior	55.8	59%	38.0	41%
<b>Total</b>	<b>985.2</b>	<b>67%</b>	<b>476.9</b>	<b>33%</b>

<sup>4</sup> Department of Education, Skills and Employment (2020) *Staff Data 2020: Staff Full-Time Equivalence*. Available at: <https://www.dese.gov.au/higher-education-statistics/resources/2020-staff-fulltime-equivalence>

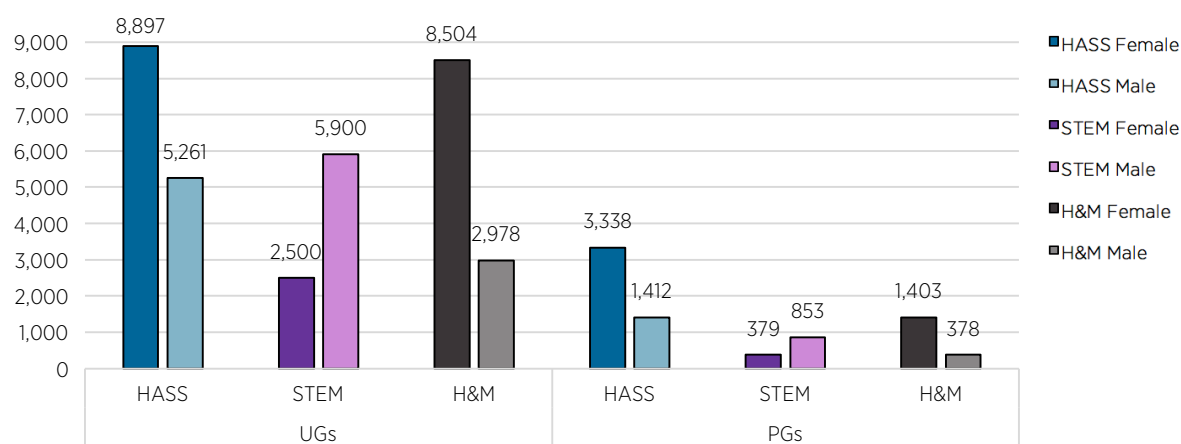


## Gender Trends within Academic Disciplines

The gendered distribution of academics across disciplines at WSU is consistent with post-Dawkins industry profiles: Nursing and Education are highly feminised; Engineering and Mathematics are male dominated. Clusters therefore see significant gender differentiations, with female representation strong in HASS (59%) and H&M (63%) but low in STEM disciplines (26%). Student enrolments follow similar gender trends across both UG and PG studies (Figure 5).

**Table 10. WSU Cluster Academic Staff FTE by Gender, 2021**

WSU Cluster Academic Staff FTE by Gender, 2021					
Cluster	Acronym	Name	FTE	F %	
HASS	RIs	IACAC	Institute for Australian and Chinese Arts and Culture	1.0	0%
		ICS	Institute for Culture and Society	22.5	62%
	Schools	SoB	School of Business	88.2	54%
		SoE	School of Education	50.8	80%
		SHCA	School of Humanities and Communication Arts	104.7	47%
		SoL	School of Law	29.1	66%
		SSS	School of Social Sciences	81.8	62%
<b>HASS Academic Staff Totals</b>			<b>359.4</b>	<b>59%</b>	
STEM	RIs	HIE	Hawkesbury Institute for the Environment	45.3	33%
		MARCS	MARCS Institute for Brain, Behaviour and Development	31.5	34%
	Schools	SCDMS	School of Computer, Data and Mathematical Sciences	53.6	22%
		SEDBE	School of Engineering, Design & Built Environment	88.3	18%
		SoSc	School of Science	84.2	30%
<b>STEM Academic Staff Totals</b>			<b>291.9</b>	<b>26%</b>	
H&M	RIs	NICM	National Institute of Complementary Medicine	12.2	44%
		THRI	Translational Health Research Institute*	10.0	50%
	Schools	SHS	School of Health Sciences	65.2	57%
		SoM	School of Medicine	86.1	45%
		SNM	School of Nursing and Midwifery	98.9	85%
		SoP	School of Psychology	25.5	63%
<b>H&amp;M Academic Staff Totals</b>			<b>297.9</b>	<b>63%</b>	



**Figure 5. School-based UG and PG Students by Cluster and Gender, 2021**

## IMPACTS OF COVID-19 AT WSU

COVID-19 impacts have been significant at WSU. NSW ‘stay-at-home’ orders restricted staff/student movement March – May 2020 and June – October 2021. Six WSU campuses were located in ‘LGAs of Concern’, which endured the State’s heaviest restrictions (August – September 2021). With 15% of staff self-reporting high risk of COVID infection ( $n=351$ , *MyVoice* 2020), the University ensured staff/student return to campus was phased and carefully planned after each lockdown period.

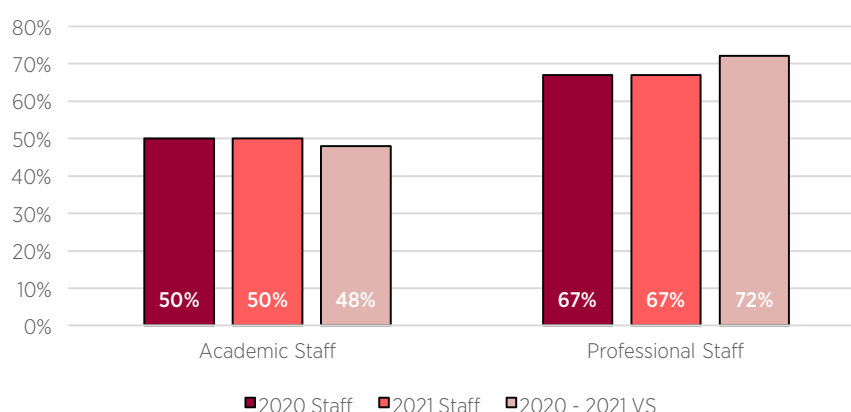
While active measures were taken to protect job security, a reduction of staffing costs was necessary. Voluntary separation (VS) processes reduced academic staffing by 56.6FTE and professional staffing by 142.8FTE (Table 11). VS staff attrition equated to 7.2% of 2020 cohort. VS female proportions were on par ( $\pm 5\%$ ) with WSU’s staff profile (Figure 6). No forced redundancy was undertaken.

Reduced staffing necessitated a minor academic restructure and significant organisational change process, which took effect Q1 2021. Other workplace practices were impacted by campus safety measures, administrative disruptions and financial mitigation (Table 12).

**Table 11. WSU Staff Attrition Due to COVID-19 Impact Mitigation Measures, 2020 - 2021**

WSU Staff Attrition by Voluntary Separation, 2020 – 2021								
Separation Process	Academic Staff (FTE)				Professional Staff (FTE)			
	F	F %	M	M %	F	F %	M	M %
Voluntary Retirement	5.0	44%	6.3	56%	15.8	85%	2.8	15%
Voluntary Separation Agreement	2.0	50%	2.0	50%	1.0	20%	4.0	80%
Voluntary Redundancy	20.3	49%	21.0	51%	86.6	73%	32.6	27%
<b>WSU Total</b>	<b>27.3</b>	<b>48%</b>	<b>29.3</b>	<b>52%</b>	<b>103.4</b>	<b>72%</b>	<b>39.4</b>	<b>28%</b>

*Note: At least 1.0FTE staff identifying as non-binary or gender diverse accessed voluntary separation and is not disaggregated.*



**Figure 6. VS relative to WSU female proportions by employment type, 2020 - 2021**

**Table 12. WSU COVID-19 Disruptions, 2020 - 2022**

<b>WSU COVID-19 Disruptions, 2020 – 2022</b>					
<b>Item</b>	<b>Cohort Affected</b>	<b>Disruption</b>	<b>Initiated</b>	<b>Completed</b>	<b>(n)</b>
<b>CAMPUS-BASED WORK AND SERVICES</b>					
Campus access	All staff & students	Restricted (essential only)	16 Mar 2020	22 Feb 2021	49 wks
			25 June 2021	1 Dec 2021	22 wks
	Unvaccinated staff & students	Restricted (essential only)	1 Dec 2021	26 Feb 2022	13 wks
University events	All staff & students	Cancelled	16 Mar 2020	30 Nov 2020	37 wks
		Moved online	30 Nov 2020	22 Feb 2021	12 wks
		Moved online	25 June 2021	25 Oct 2021	17 wks
Early Learning Centres (Campus childcare)	Parents & carers	Operational (Access subject to NSW Health advice)	21 July 2021	18 Oct 2021	13 wks
<b>RECRUITMENT &amp; REDEPLOYMENT</b>					
Staff Recruitment	Casuals	Restricted (existing contracts honoured)	Mar 2020	Feb 2021	50 wks
	All staff	Restricted (VC review)	June 2020	Feb 2020	39 wks
Position Redeployment	Professionals	Temporary redeployment to high need units	30 Mar 2020	Various	-
<b>LEAVE &amp; ENTITLEMENTS</b>					
Flex Time	Professionals	Suspended	30 Mar 2020	26 June 2020	13 wks
Banked Additional Leave	Ongoing & fixed-term staff	Mandated leave purchase (agreed by staff vote)	17 June 2020	31 Dec 2020	3-8 days
Annual Leave	Ongoing & fixed-term staff	Mandated leave days (agreed by staff vote)	21 Sept 2020	25 Sept 2020	5 days
			17 Dec 2020	18 Dec 2020	2 days
<b>TEACHING</b>					
Onshore UG & PG Coursework	International students & academics	Restricted (if offshore at start date)	4 Feb 2020	9 Jan 2022	2 yrs
UG lectures	UGs, academics & learning support staff	Moved online	16-31 Mar 2020	Hybrid continuing	2+ yrs
UG tutorials, seminars, & workshops	UGs, academics & learning support staff	Moved online	16-31 Mar 2020	31 Dec 2020	42 wks
			25 June 2021	24 Oct 2021	17 wks
PG coursework	PGs, academics & learning support staff	Moved online	16-31 Mar 2020	31 Dec 2020	42 wks
			25 June 2021	24 Oct 2021	17 wks
UG, PG & HDR practice-based teaching (e.g., lab work)	Relevant students, academics & technical staff	Restricted	30 Mar 2020	7 Sept 2020	23 wks
			25 June 2021	24 Oct 2021	17 wks
HDR supervision	International HDRs & academics	Moved online	4 Feb 2020	9 Jan 2022	2 yrs
	HDRs & academics		30 Mar 2020	30 Nov 2020	35 wks
			25 June 2021	24 Oct 2021	17 wks
<b>RESEARCH</b>					
Onshore HDR research	International HDRs	Restricted (if offshore at start date)	4 Feb 2020	9 Jan 2022	2 yrs
Access to on-campus research facilities	Academics, technical staff & HDRs	Restricted	30 Mar 2020	30 Nov 2020	35 wks
		Restricted	25 June 2021	24 Oct 2021	17 wks
	Unvaccinated staff & students	Restricted	25 Oct 2021	27 Feb 2022	18 wks
International research & field work	Academics & HDRs	Restricted	5 Mar 2020	1 Feb 2022	99 wks
International conferences	Academics & HDRs	Restricted	5 Mar 2020	1 Feb 2022	99 wks
Local and interstate research, fieldwork & conferences	Academics & HDRs	Restricted	30 Mar 2020	30 Nov 2020	35 wks
			25 June 2021	24 Oct 2021	17 wks
<b>CAREER DEVELOPMENT</b>					
Academic Development Program	Academics	Restricted	30 Mar 2020	30 June 2021	13 wks
		Reduced (one round)	1 July 2021	30 Dec 2021	27 wks
Academic Promotions	Academics	Reduced (two rounds)	30 Mar 2020	Continuing	-
Staff training	All staff	Reduced & online	30 Mar 2020	1 Dec 2021	87 wks
Professional Dev.	All Staff	Reduced & online	30 Mar2020	1 Dec 2021	87 wks

# WSU GENDER EQUITY, DIVERSITY & INCLUSION

WSU considers equity and inclusiveness integral to our social and civic responsibilities. Several portfolios and organisational units drive equity for staff, students and community. These include: ODVC Indigenous Leadership, Badanami Centre for Indigenous Education, OPVC Engagement and Advancement, Office of Equity, Diversity, Safety & Wellbeing, Office of Education Quality & Partnerships, Office of Student Experience & Marketing, Centre for Western Sydney, Humanitarian & Development Research Initiative, and Sexualities & Genders Research Group.

## GEDI Strategy

University-wide GEDI strategy reinforces the University’s long-standing commitment to enriching the lives of its students and staff by promoting an innovative, inclusive and gender-responsive culture. *Gender Equity Policy* declares commitment to “foster[ing] a high-quality workforce reflective of the gender diversity of the Western Sydney region” and establishes measures for doing so. *GE Procedures & Guidelines* detail GEDI KPIs for managers and institutional targets to facilitate change. Five-year *Gender Equity Strategy and Action Plans (GE-Strategy)* describe an immediate GEDI vision, set targets for improvement, and assign clear accountability for action.

Informed by the University’s operative strategic plan and *Indigenous Strategy, 2020 – 2025* (Figure 7) the current *Gender Equity Strategy and Action Plan, 2021 – 2026* sets university-wide GEDI objectives (Table 13). It emphasises intersectional action, articulated against the backdrop of COVID-19, organising its timelines across two phases: ‘Recovery’ and ‘Renewal’.



**Figure 7.** *WSU's Gender Equity Strategy and Action Plan, 2021-2026 is informed by the University's operative strategic plan, Sustaining Success, 2021-2026 and Indigenous Strategy, 2020-2025, and links its vision and deliverables to Cygnet KPA objectives and the STEM Decadal Plan, Optimising the Future, 2022-2032.*

**Table 13.** *Core Objectives of WSU's Gender Equity Strategy and Action Plan, 2021 - 2026*

Core Objectives of WSU's Gender Equity Strategy and Action Plan, 2021 – 2026	
#	Objective
1	Sustaining leadership, recognition and accountability on gender equity
2	Equity in career development and success
3	Equal opportunity in the staff and student lifecycle
4	Culture, community and inclusive practice

GE-Strategy measures for success are aligned with the Athena SWAN Charter and require mainstreamed gender equity practice and outcomes for marginalised cohorts (Table 14).

**Table 14. Measures for WSU's Gender Equity Strategy and Action Plan, 2021 - 2026**

<b>Measures for Gender Equity Strategy and Action Plan, 2021 – 2026</b>	
<b>#</b>	<b>Measure</b>
1	The University continues to be recognised as a leader in gender equity
2	Increased representation of women in senior leadership roles, including for those of Indigenous and culturally diverse identities
3	Increased recognition, progression and retention of women and gender diverse individuals, including for those of Indigenous and culturally diverse identities and in disciplines where women are traditionally underrepresented
4	The principles of gender-inclusive practice are reflected across all facets of the student and staff lifecycle [...] and related intersectional considerations are visibly embedded across our culture, processes and policies
5	Targets are met and there is a reduction in the organisational gender pay gap
6	Increased engagement of men in parent and carer network and higher male uptake of family/care provisions
7	Gender equity research recommendations are implemented as appropriate, leveraged to improve understandings of key barriers to gender equity, and optimised to improve study and work outcomes
8	Student and staff feedback processes are analysed across intersectional equity considerations and reflect improved study and work outcomes for key cohorts

## **GEDI Governance**

GEDI priorities are strategically embedded across WSU's organisational structure. Staff, supervisors and Senior Executive are actively involved in GEDI advocacy, leadership and practice (Table 15). WSU's governing GEDI body is the Vice-Chancellor's Gender Equity Committee (VC-GEC), which oversees all GEDI policy, strategy and action and comprises 24 members (55% female). VC-GEC Subgroups target university-wide improvements, while Equity and Diversity Working Parties (EDWPs) ensure local responsiveness to GEDI priorities alongside School-based Indigenous Strategy Committees. The Office of Equity, Diversity and Wellbeing (OEDW) coordinates the Vice-Chancellor's Gender Equity Fund and supports EDWPs and Communities of Practice.

WSU's SAGE initiative reports to VC-GEC, is sponsored by DVC & VP Research, Enterprise and International and has a tripartite leadership structure: SAGE Academic Lead, SAGE Deputy Academic Lead, and SAGE Project Coordinator (Figure 8). The SAGE Executive Sponsor and leadership team meet monthly and report to the VC-GEC quarterly. The University maintained its SAGE-SAT post Bronze Award, with a refined structure geared for action implementation and Cygnet development. SAT members sit as co-representatives of School/Institute EDWPs.

Table 15. WSU GEDI Committees and Working Parties, 2019 –

WSU GEDI Committees & Working Parties, 2019 – Present					
Name	Active	Primary Purpose	Frequency	Chair	n
VC's Gender Equity Committee (VC-GEC)	2015 -	University-wide GEDI governance and oversight	Quarterly	VC	24
VC-GEC Subgroups	2020 -	Develop and oversee implementation for relevant policy, strategy, and frameworks, including for Flexible Work, Gender Equity Strategy, and Gender Equity & Diversity Data.	Monthly	DVC-REI & Director OEDW	59
SAGE Self-Assessment Team	2016 -	SAGE leadership, strategy and advocacy	Bi-monthly	SAGE-AL	27
Respectful Relationships Taskforce	2016 -	Sexual assault and harassment prevention	Quarterly	VC	16
Equity & Diversity Working Parties	2019 -	Local EDI implementation and responsiveness	Quarterly	Deans/Directors or nominee	100+
People Strategy Working Groups	2019 - 20	Co-design improvements arising from MyVoice feedback	Monthly	By nomination	100+
Indigenous Elders Advisory Committee	2020 -	Leadership and guidance on Indigenous cultural matters	Quarterly	DVC-IL	8
School Indigenous Strategy Committees	2019 -	Design and implementation of local Indigenous strategy	Various	By nomination	50+
Community of Practice: Parents and Carers Working Party	2021 - 22	Strategic parent & carer supports	Quarterly	DVC-REI & Director OEDW	27
Inclusive Language Working Group	2020 -	Develop and mainstream inclusive language guidance	As required	DVC-IL	6
Inclusive Policy Review Project	2021 -	Develop and implement Inclusive Policy Toolkit	Monthly	PVC Engagement & Advancement	10

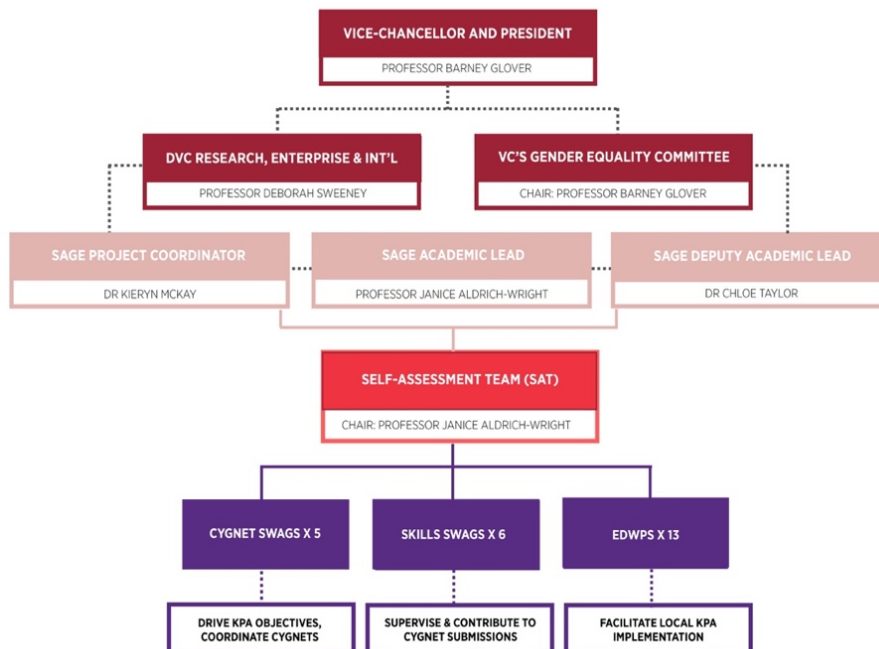


Figure 8. SAGE SAT Reporting Structure, 2019 – 2023



## Key GEDI Initiatives

The University's extensive GEDI work is delivered through numerous key initiatives (Table 16).

*Table 16. Key GEDI Initiatives, 2022*

<b>Key GEDI Initiatives, 2022</b>
<b>GEDI RESEARCH AND BEST-PRACTICE (see also pp.20-21)</b>
<b>Vice-Chancellor's Gender Equity Fund:</b> facilitates strategic gender equity research and practice-based initiatives to drive workplace improvements across the University.
<b>Equity and Diversity Working Parties:</b> provide local mechanisms for responsiveness to GEDI priorities across all Schools, Institutes and Divisions.
<b>JSPS Signatories Group:</b> WSU Chairs the JSPS Signatories Group, a community of practice to foster sector collaboration and knowledge-sharing to deliver Joint Sector Position Statement commitments (as below).
<b>Gender Equity and Diversity Data Subgroup:</b> building capacity for intersectional data reporting at WSU, including by developing an ethical framework to guide the collection, use and management of staff/student data.
<b>Gender Equity Seminar Series:</b> including the Gender and Inclusion Conference, Gender UNLIMITED* Seminar Series, Writing Gender, and Sexualities and Genders Research Seminar Series, these strategic conversations, masterclasses, and workshops generate collaborations between GEDI practitioners, academics, students, NGOs, industry and sector colleagues to advance GEDI knowledge and practice.
<b>Staff Equity Networks:</b> raise awareness and deliver targeted supports for staff diversity cohorts. Key networks include Indigenous Staff Network, Ally Network, Rainbow Western, We-CALD, Engaged Parents Network, and Social Justice Network.
<b>GEDI CAMPAIGNS AND COMMITMENTS</b>
<b>Joint Sector Position Statement (JSPS) on Gender Equity and COVID-19:</b> led by WSU, this sector-wide initiative commits Signatory institutions to preserving gender equity progress and addressing the gendered impacts of the COVID-19 pandemic.
<b>Respectful Relationships Taskforce &amp; We Support You Campaign:</b> drives the University's primary, secondary, and tertiary intervention strategies to prevent sexual assault and harassment and assists staff to provide best-practice support and response for sexual assault and/or harassment disclosures.
<b>Western Panel Pledge:</b> actively encourages representation for women's expertise and promotes the importance of diversity on committees and at public fora and events.
<b>WSU Black Lives Matter Pledge:</b> supports Indigenous self-determination, advocates the urgency of adopting Royal Commission into Aboriginal Deaths in Custody report recommendations, and commits staff and community signatories to activate against racism and seek social justice for Indigenous Australians and people of colour.
<b>INTERNAL GEDI GRANTS AND AWARDS</b>
<b>Researcher Development Awards:</b> competitive internal funding scheme with focus on gender equity, including Women's Fellowships (\$30,000), ECR Fellowships (\$15,000), Career Interruption (\$10,000) and ACA or DAP Support (\$10,000).
<b>Vice-Chancellor's Professional Development Scholarships:</b> provide funding for staff to enrich their professional development, with dedicated scholarships for sessional academics and Aboriginal and Torres Strait Islander staff.
<b>Excellence Awards:</b> celebrate the significant achievements of staff and students in teaching, postgraduate research and supervision, professional service, engagement, sustainability and leadership, including for Indigenous priorities.
<b>Women of the West Awards:</b> honours the leadership of women in Greater Western Sydney for their contributions to the development of the region.
<b>GEDI-FOCUSED CAREER DEVELOPMENT AND SUPPORT INITIATIVES</b>
<b>EPIC-C Peer and Executive Mentoring Program:</b> creates peer alliances and executive partnerships to advance career development for early-mid career women academics.
<b>Western Women Transforming the Built Environment:</b> engages industry partners and networks to increase leadership and representation for women staff and students in Construction Management and Built Environment.
<b>Women in STEM Education (WiSE):</b> supports female STEM student career development, including through partnerships with industry and alumni mentors.
<b>Disability Services:</b> provides trained educational support staff, specialist assistive technology and adaptive equipment for students with disabilities and chronic health conditions to reach their full academic potential.
<b>Widening Participation and Outreach:</b> flagship programs include First Foot Forward (Years 5 & 6), Fast Forward (Years 9-12), Heartbeat and Pathways to Dreaming for Aboriginal and Torres Strait Islander students, Refugee, New & Emerging Communities, and Pasifika Achievement to Higher Education.

## Selecting Cygnet Key Priority Areas (KPAs)

After receiving Athena Swan Bronze Award in 2020, priority GEDI “Challenges” and “Opportunities” were socialised across the University (Table 17).

**Table 17. WSU Bronze Award Findings: GEDI Opportunities and Challenges**

Top 5 GEDI Opportunities	Top 5 GEDI Challenges
<ol style="list-style-type: none"> <li>3<sup>rd</sup> highest female Level D representation in Australia (DESE, 2018)</li> <li>Increasing female STEM academic success in promotions and internal research grants</li> <li>Visible improvements in academic recruitment for HASS females</li> <li>High staff diversity and near-universal staff support for GEDI</li> <li>Tangible Executive leadership and commitment to GEDI, with sustainable structures in place</li> </ol>	<ol style="list-style-type: none"> <li>Stubbornly low female Level E representation, with ‘pressure points’ for STEM women B/C</li> <li>Impacts of career breaks for WSU parents and carers remain significant</li> <li>Low staff awareness of entitlements, with perceived gaps between policy and practice</li> <li>Few local mechanisms for advancing GEDI across the University</li> <li>Meaningful intersectional focus required, given highly diverse cohort</li> </ol>

WSU adopted Key Priority Area (KPA) as its organising Cygnet terminology, rather than ‘key barrier’. The Cygnet KPA selection process was drafted, refined and endorsed through three consultation phases involving organisational stakeholders responsible for GEDI practice (Figure 9). This strategic assessment was designed to:

- respond to GEDI challenges and opportunities identified by Bronze Award;
- respond to new GEDI challenges arising from COVID-19;
- recognise and build upon meaningful GEDI progress already achieved;
- advance a more inclusive culture for gender equity at WSU.

The SAGE Barrier Matrix tool was employed to rank proposed KPAs, resulting in 5 clear priorities and supporting ‘enabling factors’ (see pp. 20–21), endorsed by VC-GEC in July 2021 (Table 18).

**Table 18. WSU Endorsed KPAs by Strategic Priority, July 2021**

WSU Pathway to SILVER – Cygnet KPA Priority Order								
KPAs				ENABLING FACTORS				
#	KPA Type	KPA	Matrix Rank	GE Data	EDWP	VC-GEF	Networks	GU*
1	Sub-Unit	Indigenous Staff	1	✓	✓	✓	✓	✓
2	University	Leadership for Gender Equity in COVID Response	2	✓	✓	✓		✓
3	University	Academic Promotions	= 3	✓	✓	✓	✓	✓
4	University	Flexible Work	= 3	✓	✓	✓	✓	✓
5	Sub-Unit	Parents & Carers	= 3	✓	✓	✓	✓	✓

# WSU Cygnet Consultation: KPA Selection Process

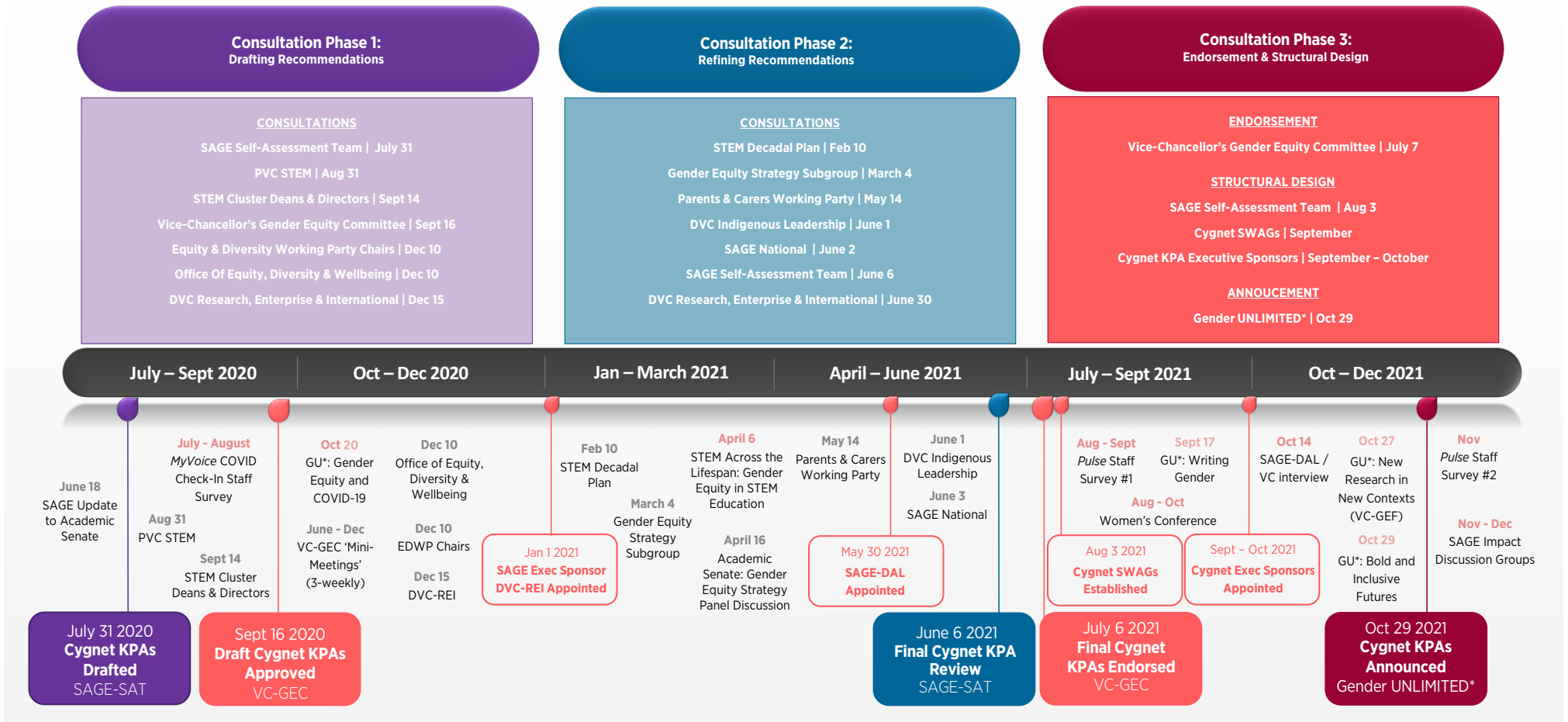


Figure 9. WSU Cygnet Selection Process, 2020 - 2021

## Cygnets KPA Structural Design

SAGE Leadership devised a supporting structure to drive Cygnets success. Five Executive Sponsors and teams of SAGE Working Aggregates (SWAGs) were appointed to steer KPA progress. Leaders of Cygnets SWAGs (Table 19) report to Executive Sponsors on progress and support needs; Executive Sponsors lend strategic advice, influence and resourcing. Skills SWAGs (Table 20) provide specialised support to Cygnets SWAGs to ensure their work is measurable, inclusive of and responsive to our diverse staff cohorts, and well socialised across the University. Along with SAT member expertise, lived and organisational experience, the composition of Cygnets and Skills SWAGs considered employment type, seniority, and intersectional representation (gender, Indigenous identity, CALD identity, disability, LGBTQ+ representation, and parent/carer status). Cygnets Executive Sponsors launched WSU's KPA framework at a special session of Gender UNLIMITED\* in October 2021 (Figure 10).

**Table 19. WSU Cygnets SWAGs, 2021 - Present**

<b>Cygnets SWAG Executive Sponsors, Leaders &amp; Membership</b>			
<b>Role</b>	<b>Name</b>	<b>Title</b>	<b>Organisational Unit</b>
<b>FLEXIBLE WORK</b>			
<b>ES</b>	<b>Amy Morris</b>	<b>Chief of People</b>	<b>Office of People</b>
L	Dr Kieryn McKay	SAGE Coordinator	ODVC Research, Enterprise & International
M	A/Prof Mark Antoniou	Deputy Director	MARCS Institute
M	Katie Hayes	Senior Project Advisor	Office of Equity, Diversity and Wellbeing
M	Daniel Collins	UX/LX Designer	PVC Learning Futures
M	Dr Simi Bajaj	Deputy Associate Dean	Computer, Data & Mathematical Sciences
<b>INDIGENOUS STAFF</b>			
<b>ES</b>	<b>Prof Michelle Trudgett</b>	<b>DVC Indigenous Leadership</b>	<b>ODVC Indigenous Leadership</b>
L	Stacey Coates	Manager Indigenous Employment	ODVC Indigenous Leadership
L	Gabrielle Talbot-Mundine	Senior Indigenous Employment Coordinator	ODVC Indigenous Leadership
M	Prof Olivia Mirza	Associate Dean Engagement	Engineering, Design & Built Environment
M	Dr David Lim	Senior Lecturer, Health Services Management	Health Sciences
<b>LEADERSHIP FOR GENDER EQUITY IN COVID RESPONSE</b>			
<b>ES</b>	<b>Prof Clare Pollock</b>	<b>Senior Deputy Vice Chancellor</b>	<b>Office of Senior Deputy Vice Chancellor</b>
L	Prof Janice Aldrich-Wright	Associate Dean HDR	Science
M	A/Prof Chloe Taylor	Senior Lecturer, Sport & Exercise Science	Health Sciences
M	Dr Lorraine Sim	Senior Lecturer, Modern English Literature	Humanities & Communication Arts
M	Gary Long	Manager, Post-Award Data and Systems	Research Services
M	Dr Kieryn McKay	SAGE Project Coordinator	ODVC Research, Enterprise & International
<b>PARENTS &amp; CARERS</b>			
<b>ES</b>	<b>Michelle Falconer</b>	<b>Director</b>	<b>Equity, Diversity and Wellbeing</b>
L	A/Prof Chloe Taylor	Senior Lecturer, Sport & Exercise Science	Health Sciences
L	Dr Michelle O'Shea	Senior Lecturer, Hospitality, Marketing & Sport	Business
M	Dr Russell Thomson	Statistical Consultant	Graduate Research School
M	Dr Eleonora Egidi	Postdoctoral Fellow	Hawkesbury Institute for Environment
M	Katie Hayes	Senior Project Advisor	Office of Equity, Diversity and Wellbeing
M	Kim Nemetz	Promotions Coordinator	Office of People
<b>ACADEMIC PROMOTIONS</b>			
<b>ES</b>	<b>Prof Deborah Sweeney</b>	<b>DVC &amp; VP Research, Enterprise &amp; International</b>	<b>ODVC Research, Enterprise &amp; International</b>
L	Kim Nemetz	Promotions Coordinator	Office of People
L	A/Prof Kate Huppertz	Discipline Leader, Sociology	Social Sciences
M	A/Prof Kate McBride	Senior Lecturer, Population Health	Medicine
M	A/Prof Lauretta Luck	Director, Centre for Nursing & Midwifery Research	Nursing & Midwifery

Table 20. WSU Skills SWAGs, 2021 - Present

Skills SWAG Leaders & Membership			
Role	Name	Title	Organisational Unit
<b>DATA (QUANTITATIVE)</b>			
L	Dr Russell Thomson	Statistical Consultant	Graduate Research School
M	Prof Janice Aldrich-Wright	Associate Dean HDR	Science
M	Katie Hayes	Senior Project Advisor	Office of Equity, Diversity and Wellbeing
M	Kim Nemetz	Promotions Coordinator	Office of People
M	Dr Eleonora Egidì	Postdoctoral Fellow	Hawkesbury Institute for Environment
M	A/Prof Alexie Papanicolau	Academic Advisor, STEM Industry Engagement	PVC STEM
M	Daniel Collins	UX/LX Designer	PVC Learning Futures
M	Gary Long	Manager, Post-Award Data and Systems	Research Services
<b>IMPACT (QUALITATIVE)</b>			
L	A/Prof Chloe Taylor	Senior Lecturer, Sport & Exercise Science	Health Sciences
M	A/Prof Kate McBride	Senior Lecturer, Population Health	Medicine
M	Dr Simi Bajaj	Deputy Associate Dean	Computer, Data & Mathematical Sciences
M	Dr Kieryn McKay	SAGE Coordinator	ODVC Research, Enterprise & International
M	Dr Michelle O'Shea	Senior Lecturer, Hospitality, Marketing & Sport	Business
<b>INTERSECTIONALITY &amp; INCLUSION</b>			
L	Dr David Lim	Senior Lecturer, Health Services Management	Health Sciences
L	A/Prof Lauretta Luck	Director, Centre for Nursing & Midwifery Research	Nursing & Midwifery
M	Lazarus Brown	Indigenous Employment Coordinator	ODVC Indigenous Leadership
M	A/Prof Mark Antoniou	Deputy Director	MARCS Institute
M	Dr Lorraine Sim	Senior Lecturer, Modern English Literature	Humanities & Communication Arts
M	Dr Kieryn McKay	SAGE Coordinator	ODVC Research, Enterprise & International
<b>ENGAGEMENT &amp; ADVOCACY</b>			
L	Prof Janice Aldrich-Wright	SAGE-AL; Associate Dean HDR	Science
M	Prof Olivia Mirza	Associate Dean Engagement	Engineering, Design & Built Environment
M	A/Prof Kate Huppatz	Discipline Leader, Sociology	Social Sciences
M	Toula Aronis	Communications Coordinator	Office of Student Experience & Marketing
M	Dr Kieryn McKay	SAGE Coordinator	ODVC Research, Enterprise & International



Figure 10. SAGE Academic Lead and Executive Sponsors launched WSU's Cygnet KPA Framework at "Gender UNLIMITED\*: Bold and Inclusive Futures", which also featured a VC interview with SAGE Deputy Academic Lead to celebrate GEDI progress and feedback workshops on KPA priorities, chaired by Cygnet SWAG Leaders. From Left: Senior DVC Professor Claire Pollock; SAGE AL Professor Janice Aldrich-Wright; DVC Research, Enterprise and International Professor Deborah Sweeney; DVC Indigenous Leadership Professor Michelle Trudgett; Director Equity and Diversity Michelle Falconer; Chief People Officer Amy Morris.



## Enabling Factors

Several GEDI initiatives are identified as enabling factors to underpin WSU's Cygnet success.

### Gender Equity and Diversity Data (GE-Data) Subgroup

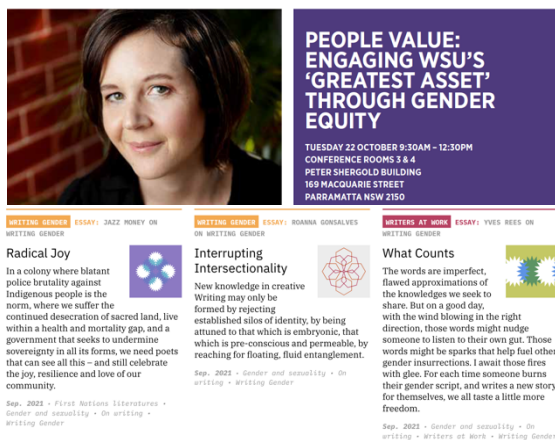
Comprising GEDI practitioners, researchers and operational stakeholders, this VC-GEC Subgroup is developing a *Diversity Data Principles and Practices Framework* to build capacity for and guide the ethical collection, use and management of intersectional staff/student data at WSU.



Figure 11. Feature image, *Western Dad's Calendar*, VC-GEF Project (Duffy et al, 2020)

### Vice Chancellor's Gender Equity Fund (VC-GEF)

The VC-GEF builds culture and capacity by furnishing \$5,000 for research and initiatives to identify challenges and opportunities for GEDI practice at WSU. The Fund is sponsored by the Vice-Chancellor and co-led by DVC-REI and Director OEDW. Project teams make evidence-informed recommendations for workplace improvements, implemented by VC-GEC. \$200,000 has been invested since 2015, with significant impact. Findings are socialised at annual Gender UNLIMITED\* sessions.



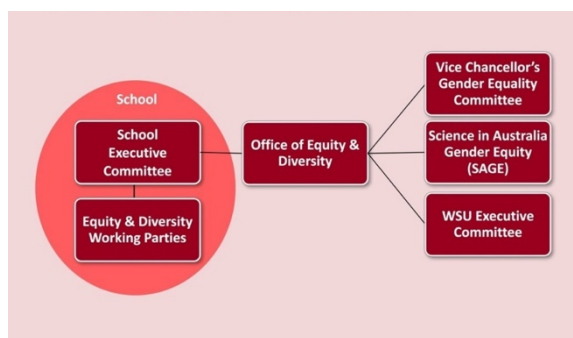
### Gender UNLIMITED\* (GU\*)

The Gender UNLIMITED\* seminar series (Figure 12) brings GEDI practitioners, academics, students, NGOs, industry and sector colleagues into conversation around innovations in GEDI knowledge and practice. It provides opportunities for invited external speakers, Vice-Chancellor, University Executive, SAGE-SAT, VC-GEF project teams and EDWP Chairs to engage its audience in a shared vision for workplace inclusion at WSU and across the sector.

Figure 12. Launched in 2018, the Gender UNLIMITED\* Seminar Series is now a recognisable trademark for GEDI advocacy at WSU. Professor Cordelia Fine delivered the keynote address for "People Value" in 2019, while GU\* author essays for *Sydney Review of Books* on Indigenous sovereignty (Jazz Money), intersectional fluidity (Roanna Gonsalvez), trans inclusion (Yves Rees) and gender, restraint and resistance (Fiona Probyn-Rapsey) launched the "Writing Gender" series in 2021.

Since 2021, GU\* has showcased "Writing Gender", a collaboration with Writing and Society Research Centre and *Sydney Review of Books* that features established and emerging authors and creative practitioners in seminars, HDR masterclasses and published essays on gender and culture. A special issue of *SRB* is planned for 2024.





**Figure 13. Equity and Diversity Working Party (EDWP) Reporting Flowchart, 2019 - Present**

### Equity and Diversity Working Parties (EDWPs)

Responding to Bronze Award findings, EDWPs were established from 2019 to increase capacity for local responsiveness to GEDI priorities. Fourteen EDWPs were instituted, with one per School, one for Institutes, and one for Divisions. EDWPs are Chaired by Deans/Directors (or nominees) and provide local mechanisms for reporting on GEDI issues, conduct research, drive initiatives, and collaborate on common interests (Figure 13).



**Figure 14. WSU's Pride Network consortium, facilitated by A/Prof Brahm Marjadi, School of Medicine**

### Staff Equity Networks

The geographic dispersal of WSU campuses necessitates attention to staff networks for building collegiality and supporting diverse cohorts (Table 21). Networks are an important strategic lever for delivering targeted supports and often collaborate to advance GEDI priorities (Figure 14).

**Table 21. WSU Staff Equity Networks, 2022**

WSU Staff Networks, 2022				
Network Name	Equity Focus	Primary Purpose	Leader(s)	Members (n)
Network for Emerging Women	EMCR Women	Career development	DVC-REI	220
Senior Women's Group	Senior & Exec Women	Leadership development	DVC-REI	272
Indigenous Research Network	Indigenous	Research	D-IR	50
Indigenous Staff Network	Indigenous	Advocacy & support	DVC-IL	117
Ally Network	LGBTQ+	Advocacy & support	OED	300
Rainbow Western	LGBTQ+	Advocacy & support	Elected	70+
We-CALD	CALD	Advocacy & support	Elected	90+
Engaged Parents Network	Parents	Advocacy & support	Founding	120+
Social Justice Network	Social Justice	Research & Advocacy	PVC Engagement	140
Sexualities and Genders Research Group	Sexuality & Gender	Research & Advocacy	Director SaGR	29

