Our Watch
Respect and Equality



INFORMATION GATHERING TOOL FOR DUAL SECTORS



Our Watch acknowledges the Traditional Owners of the land across Australia on which we work and live. We pay respects to Elders past and present and recognise the continuing connection Aboriginal and Torres Strait Islander people have to land, culture, knowledge, and language for over 65,000 years.

As a non-Aboriginal organisation, Our Watch understands that violence against Aboriginal and Torres Strait Islander women and children is an issue for the whole community. As highlighted in Our Watch’s national resource Changing the picture, the evidence clearly shows the intersection between racism, sexism, and violence against Aboriginal and Torres Strait Islander women.

Our Watch has an ongoing commitment to the prevention of violence against Aboriginal and Torres Strait Islander women and children, who continue to suffer from violence at a significantly higher rate than non-Aboriginal women. We acknowledge all Aboriginal and Torres Strait Islander people and organisations who continue to lead the work of sharing knowledge with non-Indigenous people and relentlessly advocate for an equitable, violence-free future in Australia.

# Acknowledgement of Country

Our Watch acknowledges the support of the Victorian Government in the development of the Respect and Equality Framework.

Our Watch acknowledges the support of the Department of Social Services.

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## Information Gathering Tool

This tool supports staff to plan to collect information about the current state of gender equality at their institution and is the first step before populating the self-assessment tool. Following the second working group meeting, working group members will use this plan to collect information which will be translated into the self-assessment in the third working group meeting.

For further support using the tool, please contact the Project Lead, Katie Yates Burgess on katie.yates@ourwatch.org.au.

## Workplace domain

| Goal | Examples of data  | Where might this data be found and who can support collecting the data | Timeframes for data collection  | Who will be responsible for collecting the data  |
| --- | --- | --- | --- | --- |
| * 1. Our leadership demonstrates proactive commitment to gender equality and preventing violence against women.
 | * Partnerships with Government, NGOs and the private sector which promote gender equality.
* There are executive champions for gender equality
* Gender equality is embedded within organisational strategy and KPIs
* Gender equality KPIs are identified for executive staff
 | Public strategy and ET statementsET internal meeting records/KPI’s |  |  |
| * 1. Our strategies, policies and procedures include proactive measures to address gender inequality and violence against women.
 | * Menstrual leave policy
 |  |  |  |
| * 1. We have structural support for women’s leadership, including the provision of leadership and promotional opportunities for part-time staff.
 | * Events which support women in building leadership skills (eg: public speaking workshops)
* Incentives/accommodations for women to apply for leadership roles (eg: flexible working arrangements)
 | Events teamHR guidelines on employee arrangements |  |  |
| * 1. We have dedicated resources and budget to actively promote and monitor actions to prevent violence and address gender inequality, and to support those who disclose violence within our educational institution.
 | * Budget allocation for counselling services across the institute (students and staff)
* Promotion of counselling services and referrals to external support services
* Budget and staff allocation for the development of a gender equality strategy
* Training provided to teaching staff on how to respond to disclosures
 | Financial recordsPosters/advertisement screens around campus (controlled by the institute)Catalogue of past training/workshop events for staff |  |  |
| * 1. Staff across our institute understand the importance of promoting gender equality and feel confident and supported to challenge sexism and raise concerns related to gender and discrimination.
 | * Staff are equipped with necessary tools (eg: guidance manual/key messaging) on how to call out sexist remarks in the classroom
* Reporting services for staff experiencing discrimination in the workplace
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## Students domain

| Goal | Examples of data  | Where might this data be found and who can support collecting the data | Timeframes for data collection  | Who will be responsible for collecting the data  |
| --- | --- | --- | --- | --- |
| 1. Our engagement with students reflects our commitment to promoting gender equality and the prevention of violence against women.
 | * Student satisfaction during their training or study (focusing on gender and intersectionality).
* Student attitudes and experiences of gender equality (in student experience surveys)
 |  |  |  |
| 1. Our policies and procedures for students are fair and inclusive and include proactive measures to address gender inequality and violence against women.
 | * Review of student code of contact and it’s consideration of gender and intersectionality.
* Review of antibullying and anti-discrimination policies and their consideration of gender and intersectionality.
* Number of students who have used the student complaint system in the last year.
* Identification of common themes in student complaints in the last year.
 |  |  |  |
| 1. Our programs and services delivered to students aim to address inequality and prevent violence against women.
 | * Number of diverse students who use student support services.
* Level of satisfaction of diverse students in student support services.
* Number of diverse female students participating in student committees, leaderships programs etc.
 |  |  |  |

## Teaching and Learning

| **Goal** | Examples of data  | Where might this data be found and who can support collecting the data | Timeframes for data collection  | Who will be responsible for collecting the data  |
| --- | --- | --- | --- | --- |
| 1. The skills and knowledge required to promote gender equality and prevent violence against women in different occupations is embedded into our curriculum.
 | * Review of training opportunities for educators on gender equality, intersectionality or prevention of violence against women.
* Review of resources for educators to support them to model gender equality in the classroom.
* Review of position descriptions of educators for inclusion of gender equality and intersectionality
 |  |  |  |
| 1. Practical placements and apprenticeships are managed in a way that aims to overcome gender-based inequities and actively challenge stereotypes, to contribute to desegregating the workforce.
 | * Review of guidelines/policies on reasonable adjustments for students with additional needs.
* Number of adjustments made to course assessments for students with additional needs in the last year.
* Student feedback on placements and apprenticeships in relation to gender equality and intersectionality.
 |  |  |  |
| 1. All teaching and learning staff feel confident and prepared to integrate evidence-based gender equality messages and actions into their teaching practice.
 | * Review of course curricula for the use of harmful gender and racial stereotypes.
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## Business Operations and Comms Domain

| Goal | Examples of data  | Where might this data be found and who can support collecting the data | Timeframes for data collection  | Who will be responsible for collecting the data  |
| --- | --- | --- | --- | --- |
| 4.1 We strive to be a public champion for gender equality and the prevention of violence against women. | * Examples of public statements made by the CEO (eg: linked to International Women’s Day, 16 days of activism)
* Launch with OW (external and internal comms)
* Public programs:
* Endorsements of campaigns and other external developments
* Results from institute-wide surveys of student wellbeing/personal safety
 | Marcomms department data Public news/media channelsInternal HR records | 2-4 weeks |  |
| 4.2 Our communication and marketing promotes gender equality for all staff, students, industry partners and the community.  | * Women in trades campaigns: looking for examples where they are (de) constructing gender and racial stereotypes
* Review internal comms to students through an intersectional lens (eg: student newsletters, unit sites)
* Callouts on the internet and posters on campus around seeking support/working groups
* Comms & Marketing branding guidelines (internal and external)
* Mentions of gender equality/women in trades in external partner meetings and contracts
 | Campaigns teamMarketing material archivesAround campusInstitute-run social media groups | 2 months |  |
| 4.3 All external communication and marketing materials reflect our commitment to gender equality and preventing violence against women. | * External comms to students, eg: around course requirements
* Language used by HR to promote roles and jobs, eg: look at ET job description, how did you get so many women in executive leadership?
* How we communicate with industry: industry newsletters, conferences, etc.
* Use of social media: what is published and where. What public feedback have they received?
* Complaints received: number, type, etc.
 | Course booklets and information sessions at Open DaysHR job advertisement templatesPast presentation slides from industry eventsPublic social media channelsHR internal statistics of filed complaints | 1 week |  |

## Industry and Community

| Goal | Examples of data  | Where might this data be found and who can support collecting the data | Timeframes for data collection  | Who will be responsible for collecting the data  |
| --- | --- | --- | --- | --- |
| 1. We use our public profile, influence and strong connection to community to act as leaders in gender equality and the prevention of violence against women.
 | * Review of statements made by the ET on the topics of gender inequality
* Review of public responses to sexual assault allegations within the institute
 |  |  |  |
| 1. We partner with industry in a strategic and meaningful way that actively promotes gender equality and the prevention of violence against women.
 | * Identification of factors contributing to successful partnerships with industry in promoting gender equality.
 |  |  |  |
| 1. We engage with our broader community to promote gender equality and prevention of violence against women.
 | * Number of partnerships with organisations with a focus on gender equality and prevention of violence against women.
* Number of community events held/supported by the organisation with a focus on gender equality and prevention of violence against women.
 |  |  |  |
| 1. Our engagement with students, staff, industry partners and the community reflect our commitment to promoting gender equality and the prevention of violence against women.
 | * Mentions of gender equality in meetings with industry partners
* Statements on gender equality and prevention of violence against women on public facing resources (eg: website)
* Engagements with student-led clubs/societies on the topics of gender inequality
* Incorporation of student feedback on the gender inequality/discrimination in institutional systems
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## Research

| Goal | Examples of data  | Where might this data be found and who can support collecting the data | Timeframes for data collection  | Who will be responsible for collecting the data  |
| --- | --- | --- | --- | --- |
| 6.1 Leaders support gender equality within research teams and support research that promotes gender equality and respect. | * Researchers use their work and profile to demonstrate support for gender equality and the prevention of gender-based violence.
* Women and LGBTIQ+ people are represented in senior research roles.
* Strategies that actively encourage women and LGBTIQ+ people to take up research opportunities at all levels (including postgraduate and early career researchers).
 |  |  |  |
| 6.2 The university applies a gender lens to its research | * The university’s research methods curriculum highlights gender and other social inequality in research methodology and provides guidance to researchers on how to undertake research that is not gender biased or discriminatory.
* Supports for women in research.
 |  |  |  |
| 6.3 There is a culture of equality and respect for women and LGBTIQ+ people within university research teams | * Profiles of the work of current and former researchers from diverse backgrounds, including women and LGBTIQ+ people.
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