EDUCATING FOR EQUALITY

SELF-ASSESSMENT TOOL

CONTENTS

INTRODUCTION

This tool is part of *Educating for Equality*. Before you start, read *Educating for Equality: A How-to Guide for Universities*.

The self-assessment process outlined in this document will help determine a starting point for your university to undertake prevention work and identify the best places to concentrate efforts.

It will focus your planning on areas most likely to yield results and make a difference in preventing gender-based violence. The tool helps universities to:

- identify strengths and areas of good practice that show promise
- consider strategies to create change
- highlight opportunities for improvement.

This process is just one part of a whole-of-university approach. Your university should have the recommended support in place to not only conduct the self-assessment, but also to address and take action on any areas identified as requiring work.

Who should do the self-assessment?

It is worth investing time and energy to identify the right mix of people to complete the self-assessment.

The self-assessment tool is designed to be completed by a broad group of people from different areas in the university. The core of this group should be the implementation team – referred to in *Educating for Equality: A How-to Guide for Universities* – that is responsible for developing and implementing the whole-of-university approach.

To ensure that the experiences, realities and needs of the university community are represented as much as possible in the self-assessment, universities may consider bringing in additional people who have expertise and knowledge of a particular domain to participate in the self-assessment exercise.

What does the self-assessment process involve?

Before you start your process, it is important to set the scene.

Everyone involved in the self-assessment process needs to have a shared understanding of what is trying to be achieved. Before starting the self-assessment process, all members of the group need to understand:

- why your university is implementing a whole-of-university approach to prevent gender-based violence
- what gender inequality looks like in a university context
- the self-assessment tool and process
- the expectation for the group to have open, frank and safe conversations without disclosing experiences that identify other people or that may cause distress
- the aim of the self-assessment process is to identify what the university is doing well, where improvements need to be made, where more information is needed, and whose voices are missing from the discussion.

The *Educating for Equality: Training Packages* can help introduce the self-assessment process.

How do we complete the self-assessment?

There are three steps involved in the self-assessment process:

- **Step 1:** As a group, discuss the safety and support considerations for safely delivering prevention activities, and identify any gaps in your university's responses to people who experience violence as priority actions.
- **Step 2:** Members of the group individually assess the university against key objectives in each of the five domains – student life, research, business and operations, teaching and learning and workplace.
- **Step 3:** Gather your group to discuss and compare people's individual assessments, and agree as a group on the university's key strengths and areas for improvement in each of the five domains.

Set aside at least three to four hours together to complete the self-assessment tool. Depending on the size and mix of your group, you may prefer to complete this in a single workshop or spread this over a number of sittings – for example, you may choose to have one workshop focus on one domain at a time. Each university is different, and some universities may need more time to complete the tool.

There is no right or wrong way to use the self-assessment tool, and the process will look different in every university.

As you go through the self-assessment process, you may identify new people to include as part of the conversation. Consider whether follow-up conversations or workshops are needed.

It is recommended that you have one or two facilitators to guide the group's conversations. This can be someone in the university, an external expert, or a combination of the two. Ideally, the facilitator would be an expert in the prevention of gender-based violence. A facilitator can help you stick to time, provide additional information, steer you through complex discussions, and record the outcomes of your conversations.

STEP 1: SAFETY AND SUPPORT CONSIDERATIONS

To deliver prevention activities safely, universities need to have appropriate response systems in place to support both staff and students who experience violence, and be ready to deal with increased disclosures, reporting and demand for support services.

This document lists the key safety and support considerations for universities to compassionately and effectively deliver prevention activities.

As a group, please answer 'yes' or 'no' to the considerations below.

You may not be able to answer 'yes' to every item in this list, or you may only be able to answer 'yes' in relation to the university's safety and support for students, but not staff, or vice versa.

Remember that this is an iterative process of continuous improvement. Focus on what prevention activities you can safely deliver in the short term, rather than wait for everything to be in place before you get started. Think about what resources you have, and plan for how your university will improve responses to students and staff who experience violence at the same time as delivering prevention activities. You can keep referring to this resource as you implement the whole-of-university approach to track the effectiveness of the university's safety and support actions, and where improvements may be needed.

1. Leaders consistently reject any form of violence or harassment, whether occurring within or outside of the university.

Yes   No

For example:
- Leaders publicly acknowledge the safety and wellbeing of students and staff as a key priority.
- The university has a clear, unequivocal public position that any form of violence or harassment is unacceptable.
- When communicating internally or externally, leaders do not minimise or justify violence in any way, and take the opportunity to affirm the university's commitment to prevent gender-based violence.

Group comments

2. The safety and wellbeing of the person disclosing or reporting violence is at the centre of the university's response.

Yes   No

For example:

- The university's response to allegations of sexual misconduct, violence and harassment is guided by the principles of:
  - compassion
  - support and assistance
  - confidentiality and privacy
  - cultural competence
  - natural justice.
- University mechanisms for responding to sexual misconduct, violence and harassment are sufficiently resourced, timely, effective and meet the needs of all students and staff, including international students, Aboriginal and Torres Strait Islander people, people who identify as LGBTIQ+, people from culturally and linguistically diverse backgrounds, and people with disability.
- All responses to violence and harassment are person-centred: victims/survivors do not have to repeat their story multiple times and arrangements are made to reduce the likelihood of contact with the user of violence.
- Staff have access to adequate training on how to respond appropriately and safely to disclosures and reports of violence.

Group comments

3. There is a culture of support for victims/survivors.

Yes   No

For example:

- The university encourages all students and staff affected by gender-based violence to seek information, advice and support.
- The university responds to disclosures and reports about violence and sexual harassment promptly and appropriately, with compassion, support and respect for victims/survivors.
- The university's public statements and internal and external communications reflect its commitment to responding promptly, appropriately and compassionately to disclosures and reports of harassment and violence.
- As part of induction and enrolment processes, new students and staff are advised of the university's commitment to prevent gender-based violence.

Group comments

4. Appropriate and timely support is available for staff and students who experience violence or harassment.

Yes   No

For example:

- Victims/survivors are supported to remain in study or work after experiencing violence or harassment are not penalised and do not face retaliation.
- The university has policies and procedures to support staff and students who experience violence, such as paid family violence leave, special academic consideration for students who have experienced or are experiencing violence or harassment, and procedures on how to respond to a disclosure so the person who experiences violence feels supported.
- The university's health, counselling, financial assistance, housing, and other student welfare services are inclusive, culturally safe, trauma-informed, and accessible.
- Staff working in response services understand the multiple forms of discrimination faced by people who have experienced violence, and the barriers faced by some members of the university community in accessing support and response services.
- Policies and procedures responding to violence and harassment are informed by experts in the domestic, family and sexual violence sector.
- Policies and procedures are widely promoted to ensure all staff and students understand their rights and responsibilities and how to access support.
- The university works with its business, research and industry partners to ensure the safety of students and staff from harassment, violence, and discrimination during work-integrated learning (including internships, clinical and non-clinical placements, and practicums), study abroad and student exchange programs.

Group comments

5. The university makes it clear that gender-based violence – regardless of where it occurs – is unacceptable, and any student or staff member who uses violence will be held responsible for their behaviour.

Yes   No

For example:

- Policies and codes clearly outline unacceptable behaviours and the range of sanctions that may be applied, such as suspension, expulsion or termination of employment.
- In external and internal communications about an issue or incident, the university:
  – holds perpetrators to account
  – does not minimise violence
  – does not misattribute responsibility to other factors such as alcohol, the environment or the behaviour of the victim/survivor.

Group comments

STEP 2: INDIVIDUALLY ASSESS YOUR UNIVERSITY ACROSS THE FIVE DOMAINS

Working alone, indicate your agreement with the following statements. Take a moment to reflect on why you've assessed the statements as you did. Remember, your assessment is a prompt for discussion with the group and not something that will be used by others to assess your university, so your first instinct is usually a good indication of what your assessment should be.

Your assessment should come from an informed place. It is ok to skip statements if you don't feel like you know enough to evaluate them. You can bring this up in your discussions with the group, as this can sometimes be a sign that there is a gap or opportunity for further action.

Student life

The environments in which students study, work, socialise and live influence their attitudes towards gender-based violence, harassment and discrimination – and what is seen as 'acceptable' behaviour for men, women, non-binary and gender diverse people. In turn, these attitudes and beliefs influence the environment in which gender-based violence occurs, both within the university itself and in the workplaces and communities that students are part of outside the university.

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS:

1. Expected behaviours are made clear to all students on an ongoing basis.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- The university has a code of conduct – or similar policy document – for students that:
    - includes statements about the university's commitment to gender equality, respect and expected behaviours
    - makes clear that language, comments and images that discriminate based on gender, sexuality, race, ability or age are unacceptable
    - names consequences for breaches of the code.
- The student code of conduct or similar document is promoted and enforced in all areas of the university.
- Orientation/induction/welcome processes include references to the university's commitment to gender equality and respect, and refers students to policies related to gender equality, the prevention of gender-based violence, and expected behaviours.

Group comments

2. Strategies, policies and procedures that impact students reflect the university's commitment to gender equality and respect.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:

- Teaching and learning spaces – both physical and online – are regularly reviewed to ensure they are safe, available and accessible to all students, regardless of their gender identity, sexuality, Aboriginal and Torres Strait Islander status or disability status.
- Data collected across the university is disaggregated by gender to help identify areas of inequality with findings used to inform plans and priorities.
- Procurement processes for student accommodation providers require providers to demonstrate measures they will put in place to prevent and respond to all forms of gender-based violence including sexual harassment and sexual assault.
- Policies and procedures of university-managed or owned halls, colleges or purpose-built accommodation align with the university's commitment to gender equality and respect.
- University staff understand and are aware of the multiple forms of discrimination and inequality that some international students experience, including barriers to accessing culturally safe support services.
- The university partners with culturally safe support services, such as migration and settlement services, to support international students at risk of experiencing, or who are affected by, gender-based violence.
- The university works proactively with student clubs, associations and societies to promote gender equality, inclusiveness and respect.

Group comments

3. Students are recognised as advocates for gender equality and they are supported to promote a culture of respect and address gender-based violence.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:

- University leaders recognise the significant role students can play in leading and promoting a culture of respect and equality.
- Students have access to resources and information, and are supported to understand gender-based violence, homophobia and transphobia, and their own role in preventing violence and discrimination.
- Students are represented on university violence prevention and gender equality working groups and they are treated as partners in this work.
- Student leaders have access to training to help them identify harmful behaviours and safely support students who disclose experiences of violence or harassment.
- Students are engaged as partners in the design and development of university primary prevention activities to promote gender equality and respect, and are remunerated for their participation.
- The university responds promptly to disclosures, reports and complaints about violence and harassment.

Group comments

4. The university promotes gender equitable norms including positive male role models and encourages students to speak out when they see or hear sexism, harassment and violence.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- The university works collaboratively across the institution – including with affiliated sports clubs, student groups, clubs and associations – to reinforce and lead a culture of gender equality and respect.
- Students are provided with training and other support to understand violence prevention, and this training explicitly addresses the drivers of gender-based violence.
- Students are not penalised for disclosing, reporting or complaining about gender bias and other forms of discrimination and harassment.
- Positive and healthy male role models are promoted and championed by the university.
- Positive and healthy representations of LGBTIQ+ people, relationships and families are promoted and championed by the university.
- Students are involved in developing and promoting campaigns that promote gender equality, positive bystander actions, affirmative consent, and anti-discrimination and harassment.
- Communications, including social marketing across the university, are used to reinforce messages of gender equality and violence prevention.

Group comments

Teaching and learning

Regardless of the course they undertake, students' understanding of respect, gender, power and consent can be influenced by the curriculum that is delivered and the environment in which they learn. Gender equality can be reinforced and modelled, formally and informally, across the university if academic staff are supported to analyse curriculum for gender bias and consider the ways they can challenge the drivers of gender-based violence. All staff have a key opportunity to model respect for all students and challenge sexism.

The university sector plays a key role in educating the future workforce across a range of professions. Universities, working with professional accrediting bodies, can ensure that the next generations of workers have a strong understanding of gender equitable work practices and the benefits of gender equality.

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS:

1. Gender equality is prioritised across the university in teaching and learning.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- Teaching and learning leaders consistently support gender equality, diversity and inclusive practices.
- The university considers gender composition across different teams and has recruitment strategies in place to detect and prevent conscious and unconscious gender bias in roles and tasks.
- Women and LGBTIQ+ people are represented in teaching and administrative positions across all faculties/schools/colleges.
- Aboriginal and Torres Strait Islander people, people with disability, and people from culturally and linguistically diverse backgrounds are represented at all levels, including senior academic and professional roles, in all faculties/schools/colleges/divisions.
- The success and leadership of women academic staff is recognised and applauded across the university.
- Gender equality and diversity is considered in the design and awarding of financial assistance, scholarships and awards.

Group comments

2. Gender equality and respect are embedded across course design and curriculum delivery.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- Academic staff responsible for course development and design apply a gender lens across all course content – by carefully and deliberately examining the implications of decisions and processes in terms of gender – to ensure that gender equality is actively promoted through course offerings.
- Teaching and learning materials include a range of voices, histories, cultures and perspectives, and recognise the knowledge, views and expertise of women, LGBTIQ+ people, Aboriginal and Torres Strait Islander people, and other marginalised voices.
- Curriculum content is developed and reviewed to respect the different interests and abilities of students.
- During course development or renewal, the university sets clear expectations that course materials accurately reflect the contributions of women and LGBTIQ+ people.
- There is a gender balance on teaching and learning panels, boards, symposia and conferences.
- Gender equality and diversity is considered in the design and awarding of financial assistance, scholarships and awards.
- Efforts are made to support women to participate and succeed in historically male-dominated disciplines, and for men to participate and succeed in historically female-dominated disciplines.
- The university actively works with relevant professional accrediting bodies to ensure course content adequately prepares graduates to recognise and address gender-based violence in their professional careers.

Group comments

3. The university learning and teaching environment reflects a commitment to gender equality.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- Professional development for academic staff (continuing, fixed-term and casual) includes information on how to model equal and respectful relationships in a learning environment.
- When teaching or supervising students, academic staff model equal and respectful behaviour.
- Language, materials, and resources used and distributed by academic staff are inclusive, do not perpetuate gender stereotypes, and do not discriminate based on race, disability, gender, sexuality or age.
- Teaching and learning environments are regularly reviewed to ensure they are equitable, accessible, respectful and culturally safe.

Group comments

Workplace

People's work lives have a significant influence on them professionally and personally, and help shape their attitudes, beliefs and behaviours around gender equality and gender-based violence. As workplaces, universities can support gender equality through their structures and practices, and actively challenge sexism and discrimination.

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS:

1. Leaders consistently demonstrate their commitment to gender equality, respect for women and LGBTIQ+ people, and the prevention of gender-based violence.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:

· Leaders publicly commit to gender equality and respect for all women and LGBTIQ+ people, which includes rejecting all forms of inequality and discrimination.

· Leaders have committed to developing their understanding of how gender inequality drives gender-based violence as well as the interaction of gender with other forms of discrimination and inequality.

· Leaders make deliberate attempts to promote healthy and positive male role models and respectful relationships.

· Leaders allocate resources to primary prevention activities that address gender inequality and the drivers of gender-based violence.

· Leaders actively advocate for the importance of diversity and inclusion and publicly support diversity campaigns within the university context.

Group comments

2. Leaders challenge gender stereotypes, discrimination and promote positive and inclusive leadership styles.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- Leaders have the information, training and professional development opportunities they need to engage in critical reflection about:
  - gender stereotypes in the workplace
  - different forms of gender-based discrimination and violence
  - attitudes and leadership styles that reinforce gender stereotypes.
- A commitment to promoting gender equality and respect is included in the workplans and performance agreements of leaders.
- Women and LGBTIQ+ leaders are supported and championed across the university.
- Leaders promote and monitor progress on equal representation of women and LGBTIQ+ people on university boards, councils, committees and panels.
- When the university organises or is represented in public events and forums, deliberate efforts are made to ensure diversity in featured speakers (for example, women, LGBTIQ+ people, people from culturally and linguistically diverse backgrounds, people with disability, and Aboriginal and Torres Strait Islander people).

Group comments

3. All staff understand the university's commitment to gender equality and respect and demonstrate this through actions.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- The university's commitment to gender equality and respect is reflected in expected staff behaviours, performance plans, and position descriptions.
- University staff have access to professional development activities to support their learning about gender equality and respect.
- University leaders recognise that employment practices that do not provide job security impact women disproportionately, and have strategies in place to address these effects.
- Staff and students feel comfortable and confident to raise issues of sexism, discrimination and inequality (including raising issues related to race, disability, gender identity, sexuality, and other forms of discrimination) and they do this with confidence.
- University staff, particularly those in leadership roles, understand their role in the cultural safety of Aboriginal and Torres Strait Islander students, staff and communities.
- Staff have confidence in the university's reporting and investigation processes.

Group comments

4. University strategies, policies and procedures reflect a commitment to gender equality and respect in the workplace.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:

- The staff code of conduct or relevant policy:
    - makes clear that sexist and discriminatory language, comments, and images are unacceptable
    - acknowledges the gendered power differences between staff and students and takes steps to address this imbalance
    - names consequences for breaches of the code.
- The university regularly reviews its anti-discrimination and violence prevention and response policies as well as sanctions for breaching these policies.
- Staff have mechanisms to raise gender equality and violence prevention issues in the workplace, including through their unions.
- There are explicit strategies to recruit, train, mentor, and retain women and LGBTIQ+ people from diverse backgrounds at all levels, including leadership positions.
- The university has mechanisms to identify gender bias within its casual, contract and permanent part-time and full-time workforce, and has strategies in place to address gender bias including increasing the proportion of women and LGBTIQ+ people (including Aboriginal and Torres Strait Islander people, people with disability, and people from culturally and linguistically diverse backgrounds) in permanent part-time and full-time positions.
- Staff have access to and are encouraged to use flexible working arrangements and parental leave, including men, people who are not the primary carer of a child, and leaders.
- Equal opportunity and anti-discrimination policies are regularly reviewed.
- The university considers safety, inclusion and purpose when collecting workplace information about gender, sex and sexuality, and uses this data meaningfully to monitor its progress and identify opportunities for improvement.
- Staff, including those in casual employment, have access to carers leave.

Group comments

5. Staff understand the importance of promoting gender equality and respect and know they will be supported to challenge and report sexism, harassment and violence.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:

- All staff have access to training on gender-based violence, sexism, and gender inequality and why it is important to address.
- Sexism and discrimination are challenged at work, and staff who raise issues are not ignored or penalised.
- Staff culture relating to gender equality is monitored by regular surveys and feedback mechanisms.
- Staff receive training in bystander prevention and there are structural procedures in place to support them to take safe bystander action.
- All staff are provided with support to broaden their understanding of healthy and positive male role models, and are encouraged to model and promote healthy and positive relationships across the university.
- Staff are trained on unconscious bias and how it can impact recruitment, promotion, and interactions with students.

Group comments

Research

Addressing unconscious and structural biases in funding, decision-making and research programs can enhance women's representation and retention at all levels of their academic careers. Supporting research and evaluation on violence contributes to a growing evidence base for effective prevention practice.

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS:

1. Leaders support gender equality within research teams and support research that promotes gender equality and respect.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:

- Researchers publicly acknowledge their commitment to gender equality in interactions with colleagues, external partners, students and other relevant stakeholders.
- Researchers use their work and profile to demonstrate support for gender equality and the prevention of gender-based violence and reject all forms of discrimination and inequality.
- When the university organises or is represented in public research events and forums, deliberate efforts are made to ensure diversity in featured speakers (for example, women, LGBTIQ+ people, people from culturally and linguistically diverse backgrounds, people with disability, and Aboriginal and Torres Strait Islander people).
- Women and LGBTIQ+ people are represented in senior research roles.
- The university has strategies in place that actively encourage women and LGBTIQ+ people to take up research opportunities at all levels (including postgraduate and early career researchers).
- Higher degree by research supervisors demonstrate their commitment to gender equality and the prevention of gender-based violence in their interactions with students.
- The university's research environment and agenda champions Indigenous views, knowledges and voices, and promotes understanding of what works to support cultural healing and prevent violence in Aboriginal and Torres Strait Islander communities.
- The university supports women and LGBTIQ+ people to apply for internal and external research funding.

Group comments

2. The university applies a gender lens to its research.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- The university acknowledges the impact of colonisation on past and current research agendas, including on experiences of violence in Aboriginal and Torres Strait Islander communities, and takes active steps to address these effects.
- 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.
- Research partnerships with industry and employers include a commitment to gender equality.
- The university recognises the benefits of increasing women's participation in research and take steps to support women early career researchers.
- The university supports Aboriginal and Torres Strait Islander researchers in all disciplines to access resources and funding and promotes Aboriginal and Torres Strait Islander research.
- When conducting research into the prevention of gender-based violence, university researchers partner with expert organisations and people with lived experience including Aboriginal and Torres Strait Islander community-controlled organisations, disability advocacy and representative organisations, migrant and refugee organisations, and LGBTIQ+ community organisations.

Group comments

3. There is a culture of equality and respect for women and LGBTIQ+ people within university research teams.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- The university acknowledges and celebrates the achievements and contributions of women and LGBTIQ+ people to research, both within and external to the university.
- The university supports research that promotes gender equality and respect for all women and LGBTIQ+ people.
- The university profiles diversity and highlights the work of current and former researchers from diverse backgrounds, including women and LGBTIQ+ people.

Group comments

Business and operations

Universities are major economic and cultural contributors to their communities at the local, state and national levels, with reach far beyond their individual campuses. The ways in which they operate and engage within the university and with the broader community (including through its institutional/research partners, community engagement, government and NGO connections) gives them a platform to model and promote their leadership in, and commitment to, gender equality and the prevention of gender-based violence.

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS:

1. Business and operations leaders consistently demonstrate their commitment to preventing and challenging gender-based violence and consistently reject any form of violence or harassment within and outside of the university.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:

- Leaders publicly acknowledge their commitment to gender equality in interactions with external partners, including business, research, industry and contractors.
- Communication with business partners reflects the university's commitment to gender equality and respect and reinforce expected values and behaviours that underpin this commitment.
- Orientation and induction activities for external partners and visitors demonstrate the university's commitment to and support for gender equality and respect.

Group comments

2. The university integrates key actions to promote gender equality into its core business and its engagement with the wider community reflects its commitment to gender equality.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- Procurement processes and policies for external partners outline an expectation of their commitment to gender equality and respect.
- The university partners with specialist services supporting people affected by violence, such as local family violence and sexual assault services, LGBTIQ+ support groups, settlement services, disability advocacy organisations, or women's health organisations.
- Partners in university placements and internships are made aware of the university's commitment to gender equality, and efforts are made to ensure the placements, practicums, internships, exchange programs and work-integrated learning align with university values and behavioural expectations.
- When the university organises or is represented in public events and forums, deliberate efforts are made to ensure diversity in featured speakers (for example, women, LGBTIQ+ people, people from culturally and linguistically diverse backgrounds, people with disability, and Aboriginal and Torres Strait Islander people).
- University frontline workers (such as security contractors) are appropriately trained and prepared to respond to gender-based violence.
- Campus facilities and the built university environment promotes safe spaces for both students and staff during the day and at night.

Group comments

3. The university's business and operations reflect a culture of equality and respect for women and LGBTIQ+ people.

Strongly disagree	Disagree	Neither	Agree	Strongly agree

For example:
- The university clearly communicates its commitment to gender equality and respect, and its expectation that its partners – contractors, community organisations, industry, businesses – and visitors align with the university's values.
- The university's stakeholder engagement activities, public statements, and external communications reflect its commitment to gender equality.
- The university consistently participates in and supports business and operational activities that promote gender equality.

Group comments

STEP 3: DISCUSS AS A GROUP

Gather your group to share your scores and reflections. For each objective, consider people's different views, agree on a group score, and note:

- what is being done well
- what needs to improve
- where you need more information.

Don't get too hung up on the group score – the conversation is more important. Consider why people may have assessed things differently and what different experiences or evidence have informed their views. People's individual assessments and opinions may also shift over the course of hearing each other's perspectives.

Remember to capture and record the key points of your discussion so you have something to refer to when you are developing your action plan. These notes should be shared with the group in the weeks following the workshop. A template is provided on the next page.

An example of notes from a workshop is provided below. You can see how potential actions (in bold) are starting to emerge in the comments section.

Example of a completed summary

Domain	Objective	Group score	Comments and notes
Teaching and learning	1. Gender equality is prioritised across the university in teaching and learning.	3	• Teaching and learning leaders support inclusive practice, but **want to know more about how to do this**. • There is unbalanced **representation in teaching and learning leadership roles – women with disability and women from culturally and linguistically diverse backgrounds are underrepresented**. • Some financial assistance is offered to women returning to work after a break.
	2. Gender equality and respect are embedded across course design and curriculum delivery.	2	• Scholarship decisions are gender equitable. • A **gender lens** is not applied across **course design or teaching practice**. Group agrees this is an area to explore. • Some **images used on the university website reinforce gender stereotypes** regarding course selection. • Some successful efforts made to encourage women into male dominated course and vice versa.
	3. The university learning and teaching environment reflects a commitment to gender equality.	3	• Broad professional development is available for staff, but there is nothing that explicitly models **equal and respectful relationships in the learning environment**. • Promotion of traditional stereotypes happen accidentally. Group determines that the **university doesn't explicitly promote or support non-traditional stereotypes.** • **Some languages and resources are not inclusive**. Group agrees work to do here.

Self-assessment tool summary template

Domain	Objective	Group score	Comments and notes
Student life	1. Expected behaviours are made clear to all students on an ongoing basis.		
	2. Strategies, policies and procedures that impact students reflect the university's commitment to gender equality and respect.		
	3. Students are recognised as advocates for gender equality and they are supported to promote a culture of respect and address gender-based violence.		
	4. The university promotes gender equitable norms including positive male role models and encourages students to speak out when they see or hear sexism, harassment and violence.		
Teaching and learning	1. Gender equality is prioritised across the university in teaching and learning.		
	2. Gender equality and respect are embedded across course design and curriculum delivery.		
	3. The university learning and teaching environment reflects a commitment to gender equality.		
Workplace	1. Leaders consistently demonstrate their commitment to gender equality, respect for women and LGBTIQ+ people, and the prevention of gender-based violence.		
	2. Leaders challenge gender stereotypes, discrimination and promote positive and inclusive leadership styles.		
	3. All staff understand the university's commitment to gender equality and respect and demonstrate this through actions.		
	4. University strategies, policies and procedures reflect a commitment to gender equality and respect in the workplace.		
	5. Staff understand the importance of promoting gender equality and respect and know they will be supported to challenge and report sexism, harassment and violence.		
Research	1. Leaders support gender equality within research teams and support research that promotes gender equality and respect.		
	2. The university applies a gender lens to its research.		
	3. There is a culture of equality and respect for women and LGBTIQ+ people within university research teams.		
Business and operations	1. Business and operations leaders consistently demonstrate their commitment to preventing and challenging gender-based violence and consistently reject any form of violence or harassment within and outside of the university.		
	2. The university integrates key actions to promote gender equality into its core business and its engagement with the wider community reflects its commitment to gender equality.		
	3. The university's business and operations reflect a culture of equality and respect for women and LGBTIQ+ people.		