

2026 Progress report for: Monash University


Cover page

Organisation name	Monash University
Total number of employees (and full-time equivalent FTE), as at 30 June 2025	Total employees:14,420 Total FTE:7,289
Response rate to employee experience survey	1.487
Contextual information	
Location (metropolitan, regional or rural. If other, please specify)	Metropolitan

Attestation by head of organisation

I confirm that:

- I am the head of organisation (CEO or equivalent).
- I have reviewed and approved the submission of this progress report on behalf of my organisation (as named above). I attest to providing truthful and accurate information.
- I attest that my organisation has completed all relevant gender impact assessments under the Gender Equality Act 2020, or I have explained why not in the comment box below.

Any comments?	
Name	Professor Sharon Pickering
Role title	Vice Chancellor and President
Signed	
Date	

Step 1: Reporting on gender impact assessments (GIAs)

Section 1.1 Confirming GIA exemptions

If you have not listed any GIAs, please choose one or more permitted reason:

- Reporting on the GIA(s) would make the progress report an exempt document. This is within the meaning of the *Freedom of Information Act 1982*.
- Reporting on the GIA(s) would result in a disclosure prohibited by a different Act.
- Reporting on the GIA(s) would reveal confidential information.
- Your organisation had no policies, programs or services requiring a GIA. This is under the parameters of the *Gender Equality Act 2020*.
- None of these apply (**go to 1.2**).

Section 1.2 Describing policies, programs and services subject to a GIA

Ref #	A: Title	B: Subject	C: Description of the policy, program or service	D: Status	E: Description of gendered impacts
1.	Equity, Diversity and Anti-Discrimination (EDAD) Policy	Policy	<p>The Equity, Diversity and Anti-discrimination (EDAD) policy suite articulates the University's proactive approach to EDI and aligns with relevant anti-discrimination legislation and principles of equal opportunity. The Policy and its supporting procedures provide guidance to the University community on how these principles are actualised in the work and study environment. The EDAD Policy suite comprises the following documents:</p> <ul style="list-style-type: none"> • Equity, Diversity and Anti-discrimination Policy • Breastfeeding Procedure • Children in the Workplace Procedure • Gender Affirmation Procedure • Religious Observance Procedure 	New	<p>People of different genders may experience structural inequalities and gendered patterns of harm within university environments. Women and gender-diverse individuals are disproportionately affected by gender-based violence and discriminatory behaviour. Gender inequality may also manifest in barriers to participation in university activities. These impacts highlighted the need for a policy that explicitly addresses systemic discrimination, gender-based harm and structural barriers, and promotes equitable participation and inclusion across all genders.</p>
2.	Monash Sport EDI Action Plan	Program	<p>Monash's whole-of-institution 2022-2030 Equity, Diversity and Inclusion (EDI) Framework was launched in 2023, alongside the 2023-2024 EDI Enabling and Evaluation Plan. The purpose of this framework is to bring the University's strategic plan - Impact 2030 - and its 'inclusive' goal to life. It does this through four aims, which outline Monash's desired EDI destination: i) a community that appreciates, respects and includes Indigenous Peoples, cultures and knowledge; ii) a community that is equitable, diverse and inclusive; iii) a community where every individual feels safe, supported, respected and a sense of belonging; and iv) a network of thriving communities where systemic issues of inequality and disadvantage, intolerance, discrimination and violence do not exist. While Monash's EDI Framework sets forth the conditions these aims will be actualised, local business units across the Monash Group have actively undertaken programs of work to understand and develop EDI action plans for their specific contexts, in support of Monash's broader EDI framework.</p> <p>Sport and recreation plays an integral role in improving individual and community health and wellbeing, creating community cohesion, and facilitating inclusion and belonging. At Monash University, Monash Sport supports the effective management and delivery of sporting, physical activity and recreational facilities, services, programs, and initiatives; across the whole-of-Monash community. To enhance the ways Monash Sport does this, their leadership team undertook a program of work in collaboration with the DVCE Respect, Equity, Diversity and Inclusion (REDI) Team to develop an Equity, Diversity and Inclusion (EDI) Action Plan, aligned to the University's 2022-2030 EDI Framework. The development of this action plan was undertaken over the course of twelve months, with the plan being launched in February 2025. An impact assessment was carried out in two-parts, the first to inform the consultation process relating to the plan's development, and the second to inform inputs within the plan itself.</p>	New	<p>Findings of Assessment One: these findings identified the equity/gendered impacts that needed to be considered in the design process relating to the Monash Sport EDI Action Plan.</p> <p>Scheduling of focus groups and interviews: timings of focus groups and one-to-one interviews needed to consider people in primary caregiving roles, such as avoiding focus groups and interviews during traditional school or childcare drop off and pick-up times, as well as other appointments.</p> <p>Cultural requirements: it was identified that some focus groups and/or interviews needed to be single gender to support engagement of some under-represented cohorts. It was also identified that ablution facilities and/or some prayer spaces needed to be designated in advance and communicated prior to consultation. Avoiding scheduling focus groups and/or interviews during prayer times for those of a diversity of faith-backgrounds also needed to be considered.</p> <p>Accessibility requirements: considerations relating to accessibility were identified including hybrid or online focus group and interview options, quiet spaces, fidget tools for in-person meetings, communication of agendas and presentations in advance, asynchronous engagement options and other person-specific requirements. Ensuring rooms were accessible to those with physical mobility needs and that working lifts were near-by if meeting locations were not available on ground levels of buildings.</p> <p>Diversity of consultation methods: to ensure a diversity of data was captured, a diversity of methods was identified for consideration including digital surveys, in-person and online focus groups, Miro boards (asynchronous), one-to-one interviews (online or in-person), and co-design workshops. Utilising a diversity of consultation methodologies was considered as the best way to ensure that those with an array of needs and/or supports were able to access the format that was best suited to them.</p>

				<p>Helpseeking and support: it was identified that many of those participating in the consultation process are likely to have experiences of exclusion from sporting environments, and/or broader experiences of marginalisation and/or under-recognition. Accordingly, pathways to access support and help-seeking were to be identified and included through-out consultation approaches.</p> <p>Room and venue location: consultation needed to occur across the diversity of our campuses and in different rooms, including those within - and outside - Monash sporting precincts. The impact assessment identified this would ensure those who wanted to participate would need to undertake limited travel, and that if they did not feel safe within the existing sporting precinct, they would not miss the opportunity to participate in consultation.</p> <p>Cohort-specific consultations: those from under-represented cohorts in sport, including women, LGBTIQ+ peoples, peoples of colour, peoples with disability etc. may not feel comfortable sharing their insights alongside those who have felt more traditionally reflected within sporting contexts. As such, the equity/gender impact assessment identified a requirement to establish cohort-specific consultation to support feelings of safety through-out the consultation process.</p> <p>Promotion of consultation: traditional forms of promotion within sporting landscapes do not always consider women or those from under-recognised cohorts. Accordingly, exploring alternative promotional pathways needed to be considered as part of the consultation design process.</p> <p>Communication post-consultation and document review: it was identified that many of those involved in the consultation would like to see how their input shaped and informed the development of the action plan. As such, it was determined through this assessment that a communications approach needed to be instrumented, which focused on recognising the contributions of those who participated in the plan's design.</p> <p>Findings of Assessment Two: these findings identified the equity/gendered impacts that needed to be considered as actions for inclusion within the Monash Sport EDI Action Plan.</p> <ul style="list-style-type: none"> • Development of specific sporting programs for women. • Review and audits of specific sporting policies and procedures with a gender and equity lens. • Consideration of women's only gym spaces. • Consideration of trans and gender-diverse women in sport, and their safety. • Development of family-friendly spaces and participation opportunities. • Development of more gender-equal communications, including signage and imagery.
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3.	Disability and Accessibility Action Plan	Program	<p>Monash has long been committed to making the University accessible and inclusive of people with disability. As early as 1977, Monash has undertaken institution-wide action to uplift the voices of students and staff with disability and provide equitable access to education and employment. This commitment, having been made early in our University's history, carries through to today.</p> <p>Monash is committed to fulfilling our obligations under the Disability Discrimination Act 1992 (Cth), the Disability Standards for Education 2005 and the Disability (Access to Premises - Buildings) Standards 2010, and aligning our work with the UN Convention on the Rights of Persons with Disabilities. However, these obligations only establish mandatory, baseline commitments to ensuring students with disability can access their education, and staff with disability can participate in work, on the same basis as peers without disability. Accordingly, Monash developed a new Disability and Accessibility Action Plan (2024-2030), which meets the university's obligations under the legislation, and the university's commitment to Equity, Diversity and Inclusion, as outlined in our EDI Framework.</p>	New	<p>Findings of Assessment: these findings identified the equity/gendered impacts that needed to be considered as actions for inclusion within the Monash University Disability and Accessibility Action Plan 2024-2030.</p> <ol style="list-style-type: none"> 1. Consideration and reflection within the action plan, regarding targeted support for people who have disability as well as other compounding experiences of inequality. 2. Review of specific university policies and procedures with a gender and equity lens. 3. Development of mechanisms to embed accessibility considerations within university project planning. 4. Ensuring infrastructure development considers gender and accessibility, as well as other forms of under-recognition i.e. women's ablution facilities are also compliant with disability and accessibility standards. 5. Ensuring communication, marketing and branding considers disability and accessibility, especially intersections of gender and disability. 6. Considering all expressions and experiences of disability, including invisible disability, within the actions of the plan. 7. Establishment of initiatives to prevent gender-based violence, including the disproportionate impacts of gender-based violence on people with disability.
4.	Library EDI Action Plan	Program	<p>Contemporary evidence and discourse has championed improved investment and consideration of EDI within higher-education, as well as broader society. Examples of this are through government directives, community advocacy, and lived and living expertise. In particular, libraries have been at the forefront of this change, with concerted efforts to enhance library collections, services, spaces and programs. Reports, including the Australian Universities Accord, emphasise the need for a more equitable and innovative systems, setting ambitious targets to increase participation among historically under-represented groups, which reflects a national push for greater inclusivity. Federal government initiatives, such as the National Plan to End Violence against Women and Children 2022-2032, have also mandated educational institutions to foster safer, more inclusive environments, providing a robust framework for EDI efforts. Additionally, the ongoing issues of sexual harm and gender-based violence within university communities, as documented in the Primary Prevention of Sexual Harm in the University Sector: Good Practice Guide, underscore the necessity for a comprehensive, socio-ecological and proactive approach to cultivating a culture that prioritises safety and respect, aligning with community expectations and regulatory requirements.</p>	New	<p>Findings of Assessment One: these findings identified the equity/gendered impacts that needed to be considered in the design process relating to the Monash Library EDI Action Plan.</p> <p>Scheduling of focus groups and interviews: timings of focus groups and one-to-one interviews needed to consider people in primary caregiving roles, such as avoiding focus groups and interviews during traditional school or childcare drop off and pick-up times, as well as other appointments. Additionally, Library opening and closing times varied considerably, and consideration relating to how this impacted staff and users ability to engage with this consultation process during peak periods, was also needed.</p> <p>Cultural requirements: it was identified that some focus groups and/or interviews needed to be single gender to support engagement of some under-represented cohorts. It was also identified that ablution facilities and/or some prayer spaces needed to be designated in advance and communicated prior to consultation. Avoiding scheduling focus groups and/or interviews during prayer times for those</p>

		<p>The Australian Library and Information Association (ALIA) and the Council of Australian University Librarians (CAUL) lead EDI initiatives for the sector nationally. For example, ALIA's vision is for an Australia where library and information services are fully inclusive of Australia's First Nations cultures and perspectives, truth telling is supported, and where First Nations peoples are an integral part of the Australian library services workforce. ALIA provides guidelines to support EDI initiatives, such as for the provision of accessible and inclusive services for people with disabilities. Similarly, CAUL responds to national directives and initiatives, for example, providing a response to the Consultation for TEQSA's Sexual Harm Good Practice Note. CAUL sets standards for higher education libraries and leads initiatives to make access to information accessible and equitable through its open scholarship and open educational resources programs.</p> <p>Monash has been a sector-leader in EDI praxis for more than a decade; most demonstrably through policies, programs, and community initiatives. The 2022-2030 Equity, Diversity and Inclusion Framework exemplifies this leadership, setting a comprehensive agenda, aiming for an intersectional, whole-of-institution approach that addresses the unique challenges and experiences of its diverse community members. It was also identified through the consultations, as part of the development of Monash's 2022-2030 EDI Framework, that there was a need to develop supporting faculty, portfolio and/or business area EDI Action Plans, which seek to apply the principles outlined within the central Monash EDI Framework, to local contexts. After discussions with the DVC(E) EDI, and the Library SLT, as well as broader university stakeholders, it was determined that the development of a 2025-2027 Libraries EDI Action Plan, would be an important step in achieving the objectives outlined within the University's EDI Framework.</p>	<p>of a diversity of faith-backgrounds also needed to be considered.</p> <p>Accessibility requirements: considerations relating to accessibility were identified including hybrid or online focus group and interview options, quiet spaces, fidget tools for in-person meetings, communication of agendas and presentations in advance, asynchronous engagement options and other person-specific requirements. Ensuring rooms were accessible to those with physical mobility needs and that working lifts were near-by if meeting locations were not available on ground levels of buildings.</p> <p>Diversity of consultation methods: to ensure a diversity of data was captured, a diversity of methods was identified for consideration including digital surveys, in-person and online focus groups, Miro boards (asynchronous), one-to-one interviews (online or in-person), and co-design workshops. Utilising a diversity of consultation methodologies was considered as the best way to ensure that those with an array of needs and/or supports were able to access the format that was best suited to them.</p> <p>Helpseeking and support: it was identified that many of those participating in the consultation process are likely to have experiences of exclusion from Library environments, and/or broader experiences of marginalisation and/or under-recognition. Accordingly, pathways to access support and help-seeking were to be identified and included through-out consultation approaches.</p> <p>Room and venue location: consultation needed to occur across the diversity of our campuses and in different rooms, including those within - and outside - Monash sporting precincts. The impact assessment identified this would ensure those who wanted to participate would need to undertake limited travel, and that if they did not feel safe within the existing sporting precinct, they would not miss the opportunity to participate in consultation.</p> <p>Cohort-specific consultations: those from under-represented cohorts within Universities, including women, LGBTIQ+ peoples, peoples of colour, peoples with disability etc. may not feel comfortable sharing their insights alongside those who have felt more traditionally reflected within Library and broader university contexts. As such, the equity/gender impact assessment identified a requirement to establish cohort-specific consultation to support feelings of safety through-out the consultation process. In particular, Aboriginal and Torres Strait Islander peoples were identified as a group which would benefit from a tailored consultation, facilitated by cultural leaders and experts.</p> <p>Promotion of consultation: traditional forms of promotion within Library landscapes do not always consider women or those from under-recognised cohorts, including international students whose most-proficient language may not be English. Accordingly, exploring alternative promotional pathways needed to be considered as part of the consultation design process.</p>
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5.	Support for Students Policy Suite	Policy	<p>The Support for Students Policy is an umbrella policy required under section 19-43 of the Higher Education Support Act 2003 (HESA Act). It establishes Monash University's obligations for identifying students at risk, outlining available supports, ensuring support is accessible, and reporting on the effectiveness of these supports.</p> <p>The policy consolidates and articulates overarching requirements for the provision of support services across Monash's global campuses, including academic support, health and wellbeing services, career development, crisis and harm response arrangements, and culturally appropriate support approaches. It does not describe or govern the operational detail of individual services, which are managed separately.</p> <p>The policy was introduced in response to new government legislation that require higher education providers to:</p> <ul style="list-style-type: none"> • have a published support for students' policy 	New	<p>Throughout the development and annual review of the policy, several gendered impacts were identified:</p> <ul style="list-style-type: none"> • Disproportionate use of support services: Women and gender-diverse students are likely to access wellbeing, counselling, academic support, and safety related services at higher rates and benefit from these supports being visible and non-stigmatised. • Family and domestic violence (FDV) and sexual harm impacts are gendered and disproportionately affect women and gender diverse students. Legislation requires support for students experiencing family and domestic violence, harassment, sexual harm or other traumatic events. • Academic engagement patterns: evidenced based early identification of students at risk may reflect gendered engagement differences (e.g. women may experience more caregiving interruptions affecting attendance patterns) ensuring support can be applied

			<ul style="list-style-type: none"> • identify students at risk of not successfully completing study • proactively offer support • ensure academic and non-academic supports are culturally appropriate, trauma informed, and accessible • publish and annually review the policy • report annually to the Minister. 		<p>sensitively and minimise unnecessary escalation or disadvantage.</p> <ul style="list-style-type: none"> • Cultural safety and intersectional gender impacts: Women from culturally and linguistically diverse backgrounds, including international students, indigenous students, students with disabilities or impacted by trauma may face additional barriers related to stigma or reluctance to access support. • Timing of communication: Timely and more frequent communication about census dates and academic and financial consequences may benefit students with gendered caring responsibilities or from diverse socioeconomic backgrounds.
6.	Health, Safety and Wellbeing Policy	Policy	The Health, Safety and Wellbeing (HSW) Policy affirms Monash's commitment to prioritising the physical and psychological health, safety and wellbeing of all staff, students, contractors and visitors to help build a thriving Monash community.	Up for review	Health, safety and wellbeing risks are experienced differently across genders. Women and gender-diverse staff and students may be disproportionately affected by psychosocial hazards, including gender-based violence, and stress associated with gender inequality and caring responsibilities. These factors can impact psychological safety, workforce participation and overall wellbeing. These gendered impacts highlighted the importance of ensuring the Health, Safety and Wellbeing Policy promotes an inclusive and consultative safety culture, recognises the differential exposure to psychosocial hazards, and supports equitable access to health, safety and wellbeing resources and reporting mechanisms.
7.	Enrolment and Timetable Policy	Policy	The Enrolment and Timetable Policy Suite establish the rules, processes and student entitlements related to student enrolment, timetabling, teaching periods, international student arrangements (including child welfare and projection), and international student mobility and transfer between providers. The suite ensures legislative compliance, equitable access to learning, clarity of enrolment conditions, safe and appropriate timetabling, and student welfare, including additional safeguards for international students and students aged under 18 years. The review was a scheduled cyclical review and included consolidation of outdated processes, alignment to legislative requirements (e.g. ESOS, National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)), clarity for students and staff, and improvements to ensure equitable student participation.	Up for review	<p>Gender-related impacts were considered throughout the review process via early stakeholder engagement, consultation feedback, and known issues. Key gendered impacts identified are:</p> <ul style="list-style-type: none"> • Caring responsibilities and gendered time burdens: Women and gender-diverse students are more likely to have caring responsibilities. Policy changes affecting intermission, parental leave, study load flexibility, and timetable design have gendered implications, for example: eligibility for parental leave and recognition of diverse caregiving responsibilities; intermission options for family violence, carers, and health-related circumstances; timetable principles supporting reasonable scheduling and minimising long days and unsafe hours. • Safety and wellbeing considerations: Women and gender-diverse students experience disproportionate safety risks when required to attend campus late or travel between campuses and would benefit from policy that includes: scheduling limits on late evening classes, especially for first-year cohorts and maintaining compact timetables to minimise late finishes and long gaps. • Gender affirmation and respectful systems: Students affirming gender identity require processes that avoid harm, misgendering, or administrative barriers, including: the ability to update gender and personal details through a defined student-led process; removal of unnecessary evidence requirements (where possible within legal frameworks); clear

					<p>communication channels for students who cannot access their student email.</p> <ul style="list-style-type: none"> • Impacts for international students: International students, disproportionately women in certain programs, may face visa related restrictions limiting part time study flexibility; additional vulnerability when under 18 or reliant on welfare arrangements; gendered safety concerns in accommodation and travel expectations. • Academic and structural barriers: Women, gender diverse, and carers may be disproportionately affected by strict enrolment timelines, unit quotas and unit cancellation practices and limited timetable adjustment windows. • Equity in participation and workload distribution: Students who are pregnant, breastfeeding, or experiencing gender-based health conditions may require timetable flexibility and accommodation.
8.	Student Code of Conduct	Policy	<p>The development of the Student Code of Conduct was part of a review of the University's core set of policies relating to organisational culture that set the expectations of staff and student conduct and reflect the University's values and identity. The Student Code of Conduct outlines the responsibility for students to engage ethically, respectfully and with integrity in their studies and in interactions with peers, staff and the broader community, and contribute to a thriving learning community.</p>	Up for review	<p>Students of different genders may experience the impacts of the Student Code of Conduct differently due to existing gender inequalities and power imbalances. Women and gender-diverse students are disproportionately affected by sexual harm, including sexual harassment, sexual misconduct and coercive behaviours, and may face greater barriers to reporting. Intersectional factors such as ethnicity, disability, or sexuality may further compound these impacts. These impacts reinforced the need for the policy to include clear prohibitions on gender-based misconduct, inclusive language, trauma-informed processes and accessible reporting pathways.</p>
9.	Gender-based Violence Policy Suite	Policy	<p>The Gender-based Violence Prevention and Response Policy (formerly known as the Sexual Harm policy suite) supports students and staff who are experiencing, have experienced or have witnessed gender-based violence. The Policy suite sets out Monash's approach to prevention, response and support, and is supported by procedures that address specific forms of gender-based violence, including sexual harm and family violence.</p>	New	<p>Gender-based violence is disproportionately experienced by women and members of the LGBTIQ+ community. Additionally, this gender inequality can intersect with other attributes, such as ethnicity, disability, age, etc, compounding vulnerability and possibly increasing barriers to disclosing and accessing support. These gendered impacts highlighted the need for the policy to explicitly address gender-based violence, intersectional discrimination, and other barriers affecting staff and students of different genders. It also reinforced the importance of articulating clear reporting pathways, trauma-informed responses, and proactive measures to prevent gender-based violence in the Monash community.</p>
10.	Monash Global Mentoring Program	Program	<p>The program provides employees with the opportunity to connect and build meaningful relationships within the Monash community as well as develop professional skills.</p> <p>The program, spanning five months, is available to professional and academic staff across all Monash University workplace locations, including international campuses in Malaysia, Indonesia, Italy and China.</p> <p>The program pairs experienced mentors with motivated mentees to share knowledge and develop skills through a guided initiative. Once matched, mentoring pairs meet four to six times for an hour across the duration of the program, with a</p>	Up for review	<p>An inclusive language review of the program was undertaken to ensure there were no unintended gendered or broader equity impacts arising from the use of language. The review found that:</p> <ul style="list-style-type: none"> • non-discriminatory language is used in relation to gender and other attributes; • gender-neutral terminology is applied where gender is not relevant; • non-binary language is used appropriately; and • program documentation does not reinforce gender or other social stereotypes, either explicitly or implicitly.

			<p>dedicated website and resources available to support them throughout the process.</p> <p>The program helps mentees:</p> <ul style="list-style-type: none"> • reflect on and build professional skills • grow their leadership capabilities • more effectively navigate the University; and • enhance their potential for career progression. <p>For mentors, the experience enables them to</p> <ul style="list-style-type: none"> • refine their leadership and management skills, • grow and extend their networks, and • give back to the Monash community. 		<p>A review of data collection practices was also undertaken to ensure alignment with privacy and equity principles. This identified an opportunity to strengthen cultural safety in relation to the collection of Indigenous status data. As this information was not required for program delivery and could be derived through existing data processes if needed, its removal was considered to reduce privacy concerns and enhance participant confidence.</p> <p>More broadly, the program avoids collecting additional equity-related data (such as ethnicity, sexual orientation, disability, or religion), recognising that requesting this information directly may not be appropriate or comfortable for all participants.</p> <p>Program design was also assessed to identify any barriers to participation. As the program does not require managerial or supervisor approval, it removes potential barriers associated with seeking permission, including gendered differences in comfort levels and the risk of refusal. While this is particularly relevant from a gender equity perspective, it also supports broader inclusion by reducing barriers for groups who may face similar challenges, including LGBTIQ+ staff, those from culturally diverse backgrounds, and Aboriginal and Torres Strait Islander peoples.</p> <p>A review of the application and matching processes was undertaken to ensure equitable access and participation. Optional fields allowing staff to share their gender and pronouns were identified as having several positive impacts, including enabling trans and gender-diverse staff to represent their affirmed identity and supporting connection opportunities, such as women seeking to engage with other women.</p> <p>The review also acknowledged that participant-led matching processes may be influenced by unconscious bias. This was considered alongside the benefits of maintaining participant choice and autonomy. More prescriptive matching approaches were explored but would have reduced flexibility and increased administrative complexity, with potential impacts on engagement and overall program effectiveness.</p> <p>This review was undertaken as part of Monash University's ongoing commitment to applying a gender and equity lens to program design and delivery, ensuring alignment with best-practice principles.</p>
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Section 1.3 Describing actions taken as a result of a GIA

Ref #	F: Were actions taken as a result of the GIA?	G: Describe the actions taken as a result of the GIA in order to: <ul style="list-style-type: none"> • Meet the needs of people of different genders; and/or • Promote gender equality; and/or • Address gender inequality. 	H: If you did not take action, explain why.	I: Describe: How and why intersectionality was considered (or not)	J: Describe any actions taken specifically designed to address intersectional inequalities (compounded gender inequalities)?
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		If you did not take action, write N/A here and explain why in (H).	If you did take action, describe it in (G) and write N/A here.		
1.	Yes (go to column G)	The development of the Equity, Diversity and Anti-discrimination Policy suite included consultation with a broad range of stakeholders, including staff and students from across the University to ensure the needs of people of different genders were considered. The policy suite affirms Monash's obligations to prevent discrimination, harassment, gender-based violence, vilification and victimisation, and clearly articulates its commitment to creating a safe environment for all members of its community, and promoting equity and inclusion. The Breastfeeding Procedure, which forms part of this policy suite, was updated to extend its scope to include students, and to better support individuals with family and caring responsibilities, addressing gendered impacts associated with caregiving. The Gender Affirmation Procedure provides clear processes and support for staff and students affirming their gender identity while working or enrolled at the University, addressing barriers experienced by gender-diverse individuals. These measures strengthen Monash's capacity to address systemic gender inequality and promote substantive gender equality across the Monash community.	N/A	During the development of the Equity, Diversity and Anti-discrimination Policy suite, intersectional inequalities were explicitly considered to ensure it addressed compounded forms of discrimination and disadvantage. The policy states that the University takes an intersectional, proactive and whole-of-organisation approach to supporting diversity and fostering inclusion and includes links to Monash's Impact 2030 Strategic Plan and the Equity, Diversity and Inclusion Framework 2022-2030. Consultation on the policy suite included diverse staff and students to ensure those with lived experiences of compounded gender inequalities were able to provide input. By outlining the support available for people of different genders and those with family and caring responsibilities, the policy suite helps to reduce structural barriers and address compounded gender inequalities.	As outlined in Section 1.2
2.	Yes (go to column G)	All identified considerations in the first gender/equity impact assessment were applied to the consultation process. All identified considerations in the second assessment were included as actions within the Monash Sport EDI Action Plan.	N/A	The Monash Sport EDI Action Plan was designed to address compounding experiences of inequality from the outset. As part of this consideration, the gender impact assessment also considered other forms of inequality and inequity including experiences of LGBTIQ+ peoples, peoples with disability, Aboriginal and Torres Strait Islander peoples, people of colour, older and younger peoples, people experiencing financial insecurity etc.	As outlined in Section 1.2
3.	Yes (go to column G)	All actions identified through this impact assessment were applied.	N/A	'Intersectional' is one of the principles of the DAAP 2024-2030, which is taken from the <i>Equity, Diversity and Inclusion Framework 2022-2030</i> , and guides all of the University's work to advance equity, diversity and inclusion	The Monash Disability and Accessibility Action Plan 2024-2030 was designed to address compounding experiences of inequality from the outset. As part of this consideration, the gender impact assessment also considered other forms of inequality and inequity including experiences of LGBTIQ+ peoples, Aboriginal and Torres Strait Islander peoples, people of colour, older and younger peoples, people experiencing financial insecurity etc.
4.	Yes (go to column G)	All identified considerations in the first gender/equity impact assessment were applied to the consultation process. All identified considerations in the second assessment were included as actions within the Monash Sport EDI Action Plan.	N/A	The Monash Library EDI Action Plan was designed to address compounding experiences of inequality from the outset. As part of this consideration, the gender impact assessment also considered other forms of inequality and	As outlined in Section 1.2

				inequity including experiences of LGBTIQ+ peoples, peoples with disability, Aboriginal and Torres Strait Islander peoples, people of colour, older and younger peoples, people experiencing financial insecurity etc. As noted on page one of the Monash Library EDI Action Plan, one of the underpinning principles is 'intersectional' - demonstrating alignment with the broader University EDI Action Plan framework, and a deep commitment to intersectional praxis beyond the design of the plan, including within its implementation.	
5.	Yes (go to column G)	<p>Policy-level improvements were made during the initial development and subsequent revisions that enhance gender equity:</p> <ol style="list-style-type: none"> 1. Inclusion of gender relevant harm response and safety requirements: The policy incorporates legislative requirements for crisis and harm response arrangements, including sexual harm, harassment, and domestic violence. 2. Culturally appropriate and trauma informed support: The policy requires support services to be culturally appropriate and includes targeted support for indigenous students, students with disabilities and students affected by trauma. 3. Proactive outreach: The policy emphasises proactive identification and timely contact with students identified as not being on track to successfully complete units and may benefit from support services. 4. Early communication: The policy ensures students receive early advice about actions needed before census date, fee liability, and ways to access support. 	N/A	<p>Intersectionality was considered at the policy level (not the level of individual services), with attention to how gender intersects with:</p> <ul style="list-style-type: none"> • Culture and indigeneity • Disability • Trauma, FDV and sexual harm • Socio-economic disadvantage • Caregiving responsibilities • International student status. 	As outlined in Section 1.2
6.	Yes (go to column G)	<p>As part of the development of the Health, Safety and Wellbeing Policy, gendered patterns of risk were considered to ensure that it addresses the different exposures to physical and psychosocial hazards. The policy includes psychosocial hazards as a health, safety and wellbeing risk, recognising that women and gender-diverse people may be disproportionately affected by unacceptable behaviour in the workplace, including gender-based harm. The policy strengthens requirements for consultation and participation in health and safety decision-making to ensure diverse voices are considered. The policy also promotes equitable access to health, safety and wellbeing supports and reinforces that fostering a healthy and safe environment is a shared responsibility between management, staff, students, contractors and visitors. By embedding psychosocial hazard management, inclusive consultation practices, and equitable access to supports, the policy aims to reduce structural barriers and promote gender equality in health, safety and wellbeing outcomes across the University community.</p>	N/A	<p>In developing the Health, Safety and Wellbeing Policy, an intersectional lens was applied to recognise that health and safety risks are not experienced uniformly and may be compounded by various factors in addition to gender. The policy embeds inclusive consultation, accessible communication, and consideration of psychosocial hazards to ensure that risk identification and control measures reflect diverse lived experiences. This approach supports equitable access to safety processes and wellbeing support services, and aims to address compounded inequalities across the Monash community.</p>	As outlined in Section 1.2
7.	Yes (go to column G)	<p>Across the suite, numerous actions were taken that support gender equity, reduce structural barriers and improve inclusion. These include:</p> <ul style="list-style-type: none"> • Parental leave and caregiving: Introduction of more flexible and inclusive parental leave rules not limited to the age of the child; inclusion of carers' responsibilities as grounds for extended intermission; requirement for supporting documentation only where necessary. 		<p>The review considered and accommodated intersections between gender and:</p> <ul style="list-style-type: none"> • Visa status: international students face more restrictive enrolment and attendance rules. 	As outlined in Section 1.2

		<ul style="list-style-type: none"> • Timetable design changes: Earlier release of timetables to support planning for students with gendered caring responsibilities; limits on scheduling first-year classes beyond 6pm; restrictions on clustering excessive hours in a single day; consideration of students with special requirements in allocations. • Gender-affirming processes: Students can update gender details via a streamlined personal details process and processes emphasise student autonomy and privacy. • Improved support for international students aged under 18: Clarification of welfare responsibilities and accommodation standards; culturally appropriate orientation and safety information; streamlined, clear processes for changing accommodation and welfare arrangements. • Safety and inclusion in learning spaces: Review of scheduling to avoid unsafe travel times; inclusion of OHS measures in timetable principles; ensuring rescheduled classes accommodate student needs where possible. • Communication: Less restrictive communication rules recognising that some students may lose access to their student email; verified alternative communication options introduced; requiring earlier notification of quota-limited unit outcomes. • Study load flexibility: Clarifying extension and intermission pathways; compassionate and compelling circumstances provisions expanded to recognise family violence, health, and wellbeing impacts on study load; clearer overload rules to prevent disadvantage and protect student wellbeing. 		<ul style="list-style-type: none"> • Age and cultural background: requirement for age appropriate and culturally appropriate information for students aged under 18. • Carer status: explicitly recognised in intermission and flexibility provisions. • Wellbeing: expanded compassionate and compelling circumstances to recognise family violence (gendered), health, and wellbeing issues. • Disability: timetable allocation priority for students registered with Disability Support Services. 	
8.	Yes (go to column G)	<p>The Student Code of Conduct was developed with consideration of identified gendered impacts, particularly the disproportionate experience of sexual harm and gender-based violence by women and members of the LGBTIQ+ community. The Student Code of Conduct reinforces the Monash community's collective responsibility to foster learning, working and living environments that are free from all forms of gender-based violence. Clear and accessible pathways for accessing support and making a disclosure or formal report of misconduct were embedded in the design of the policy to reduce barriers that may disproportionately affect victim-survivors and students of different genders. The Student Code of Conduct explicitly links to the Gender-based Violence Prevention and Response Policy suite, recognising sexual harm as a form of misconduct and strengthening alignment across policies to support a trauma-informed and gender-responsive institutional approach.</p>	N/A	<p>In developing the Student Code of Conduct, consideration was given to the ways in which gender inequality may intersect with other forms of marginalisation. The policy was designed to ensure accessible and equitable support and misconduct reporting processes, recognising that students experiencing compounded marginalisation may face heightened barriers to disclosure and participation. A plain English language assessment was undertaken to improve clarity and accessibility of the Student Code of Conduct, recognising that complex or legalistic language can disproportionately deter students from understanding their rights, accessing support, and reporting misconduct.</p>	As outlined in Section 1.2
9.	Yes (go to column G)	<p>The Gender-based violence policy suite was developed and refined through broad consultation with staff and students across Monash. Recognising that the subject matter can be distressing, alternative feedback mechanisms were provided to students, including anonymous surveys, director document feedback, and email submissions. A guidance note was also developed to support informed participation.</p> <p>During the development of the policy suite, the following actions were taken to meet the needs of people of different genders:</p> <ul style="list-style-type: none"> • Explicitly acknowledging that gender-based violence is disproportionately experienced by women and members of the LGBTIQ+ community. 	N/A	<p>The Gender-based Violence Prevention and Response Policy was reviewed to assess its impact on people experiencing intersectional inequalities. As a result, the policy explicitly recognises intersectionality and states: 'Monash recognises that gender-based violence is disproportionately experienced by women, people with disability, young people, Aboriginal and Torres Strait Islander people, people from culturally and racially marginalised backgrounds, and members of the</p>	As outlined in Section 1.2

		<ul style="list-style-type: none"> • Embedding a trauma-informed approach to gender-based violence, and response processes that are driven by victim-survivors and safety-focused. • Clarifying and simplifying reporting and support pathways to reduce barriers to disclosures and reporting. • Emphasising prevention strategies to address systemic gender inequality. 		<p>LGBTIQA+ community, and that individuals may also experience multiple and compounding marginalisations which impact the support needed and services provided.'</p> <p>The policy suite also embeds an intersectional, trauma-informed and person-centred approach, where support options are tailored to address individual needs.</p>	
10.	Yes (go to column G)	<p>Actions taken in response to this gender and equity impact assessment in the Global Mentoring Program included:</p> <ul style="list-style-type: none"> • The program design was reaffirmed to not require supervisory or managerial approval, ensuring equitable access and removing potential barriers to participation. • Data collection practices were refined to strengthen privacy and cultural safety. The collection of Indigenous status data was discontinued, as it was not required for program delivery and could be derived through existing data processes if needed for reporting. This approach supports a more respectful and participant-centred experience. Noting that Monash employs a higher proportion of Indigenous women than men, initiatives impacting Indigenous staff are recognised as having a gendered impact, particularly for women. • The application and matching processes were reviewed to balance equity considerations with participant autonomy. The ability for participants to share their gender and pronouns was retained to support inclusive self-identification, and participant-led mentor/mentee selection was maintained to promote engagement and meaningful connections. Overall, these elements were assessed as contributing positively to equity and inclusion outcomes. 		<p>Intersectional analysis was embedded throughout the gender and equity impact assessment to ensure that the program supports staff with diverse and overlapping identities. The assessment found:</p> <ul style="list-style-type: none"> • The flexibility of the program design, including the timing and format of mentoring meetings (online or in person), was identified as a key strength. This flexibility supports equitable participation for staff with caring responsibilities, staff living with disability, and those with a range of intersecting needs and circumstances. • The option for participants to share personal information during the application and matching process was also carefully considered. This feature enables mentors and mentees to make more informed and meaningful connections, particularly where shared experiences or identities are relevant. While it was recognised that sharing personal information could present risks for some staff, these were mitigated through clear behavioural expectations aligned with Monash policies, as well as established processes to report and address inappropriate behaviour. On balance, this approach was assessed as supporting inclusion while maintaining appropriate safeguards. • An accessibility review of the program identified varying levels of accessibility across different stages. The mentoring interaction stage was assessed as highly accessible, as it 	As outlined in previous sections

				utilises core Monash systems (e.g. email, calendar, and Zoom) that are widely used and supported. The application and matching stages are delivered through the Chronus platform, which meets WCAG accessibility standards.	
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Step 2: Reporting on progress against the indicators

Section 2.1 Describing progress against the workplace gender equality indicators

K: Indicator *	L: Progress data	M: Additional progress data	N: Has progress been made?	O: Explain how the data does (or does not) demonstrate progress.
1	<p>Critical performance measures</p> <p>Gender composition of the duty holder organisation:</p> <ul style="list-style-type: none"> 2023: 57.9% women; 42% men; 0.1% self-described 2025: 58.2% women; 41.6% men; 0.2% self-described <p>Gender composition of part time workers in the duty holder organisation:</p> <p>Proportion of staff working part-time:</p> <ul style="list-style-type: none"> 2023: 19.6% women, 9.1% men, 11.1% self-described 2025: 20.7% women, 12.1% men, 30.3% self-described <p>Gender composition of senior leaders in the duty holder organisation:</p> <ul style="list-style-type: none"> 2023: 31.4% women; 68.6% men 2025: 41.2% women; 58.8% men 	<p><u>Gender composition of staff reporting to CEO</u></p> <p>2023: 44.4% women; 55.6% men; 0% non-binary/ gender-diverse 2025: 52.9% women; 47.1% men; 0% non-binary/ gender-diverse</p> <p><u>Gender composition of senior academic roles</u></p> <p>2023: 37.2% women; 62.7%; 0.1% non-binary/gender-diverse 2025: 39.1% women; 60.8% men; 0.1% non-binary/ gender-diverse</p> <p><u>Gender composition of senior professional roles</u></p> <p>2023: 52.5% women; 46.7% men; 1.1% non-binary/gender-diverse 2025: 54.0% women; 45.5% men; 0.5% non-binary/gender-diverse</p> <p><u>Retention rate of senior professional staff</u></p> <p>2023: 86.2% women; 88.3% men; 75% non-binary/gender-diverse 2025: 88.5% women; 85.8% men; 66.7% non-binary/gender-diverse</p> <p><u>Retention rate of senior academic staff</u></p> <p>2023: 94.4% women; 94.0% men; 100% non-binary/gender-diverse 2025: 95.5% women; 93.6% men; 100% non-binary/gender-diverse</p> <p><u>Respectful supervision</u></p>	Yes	<p>WGEI - Gender Composition at all levels of the workforce</p> <p>At Monash University, we recognise that diverse representation across all levels of the workforce is critical to fostering innovation, enhancing decision-making, and reflecting the communities we serve. Between 2023 and 2025, Monash has achieved measurable progress in gender equity across the University, while continuing to focus on closing remaining gaps.</p> <p>Senior leadership</p> <p>Significant gains have been made in executive leadership representation. Women now hold 41.2% of senior leadership positions, up from 31.4% in 2023, representing substantial improvement in equity at the top levels of the University. Similarly, the gender composition of staff reporting directly to the Vice-Chancellor has shifted from 44.4% women in 2023 to 52.9% in 2025, reflecting leadership that increasingly mirrors the diversity of our workforce.</p> <p>In senior academic roles (Associate Professor and Professor), women’s representation increased from 37.2% to 39.1%, while in senior professional roles (HEW 10 and above), women now occupy 54% of positions, up from 52.5% in 2023. These improvements demonstrate the impact of targeted strategies, including leadership development programs, gender-informed recruitment and promotion practices, and initiatives to dismantle systemic barriers. Continued focus is required to maintain momentum and achieve full equity at senior levels.</p> <p>Retention rates in senior roles show nuanced trends: in senior academic roles, retention remained strong for women and men (95.5% and 93.6% in 2025, respectively) and stable for non-binary/gender-diverse staff (100%). In senior professional roles, retention improved for women (from 86.2% to 88.5%) but slightly declined for men. This has supported our efforts to improve gender representation in senior roles.</p> <p>Part-time engagement</p> <p>Part-time work remains highly gendered. In 2023, women comprised 74.7% of all part-time staff, reflecting the historical trend of women taking on the majority of flexible roles. By 2025, women’s share had decreased to 70.3%, demonstrating progress in encouraging part-time work across all genders. Notably, absolute growth in men’s uptake of part-time work outpaced that of women: the number of men working part-time increased by 47%, compared to 19% for women. This shift reflects positive progress in normalising flexible working arrangements and highlights opportunities to continue promoting part-time work as a viable option for all staff.</p> <p>Across the workforce overall, the proportion of staff working part-time increased for women (from 19.6% to 20.7%) as well as men (from 9.1% to 12.1%) and non-binary/gender-diverse staff (11.1% to 30.3%), demonstrating broader acceptance of flexible work. Part-time work is a key enabler of gender equity and these trends represent a positive move toward a more equitable and flexible workforce participation.</p> <p>Respectful supervision</p> <p>Our commitment to a respectful and equitable workplace is further reflected in Employee Experience Survey outcomes. Between 2023 and 2025, agreement rates for the statement “My manager treats employees with dignity and respect” increased across all genders: for women from 82.9% to 86.2%, for men from 80.7% to 86.2%, and for non-binary/gender-diverse staff from 80% to 93.8%. This progress demonstrates that</p>

		<p>Agreement rate: “<i>My manager treats employees with dignity and respect</i>” (Employee Experience Survey)</p> <ul style="list-style-type: none"> • 2023: 82.9% women; 80.7% men; 80% non-binary/gender-diverse staff • 2025: 86.2% women; 86.20% men; 93.80% non-binary/gender-diverse <p><u>Gender composition of part time workers</u></p> <ul style="list-style-type: none"> • 2023: 74.7% women; 25.2% men; 0.1% non-binary/ gender-diverse • 2025: 70.3% women; 29.4% men; 0.3% non-binary/ gender-diverse 		<p>alongside representation, we are cultivating an inclusive workplace culture where staff feel valued and respected.</p>
2	<p>Critical performance measures Gender composition of the duty holder organisation's governing body:</p> <ul style="list-style-type: none"> • 2023: 53.3% women; 46.7% men • 2025: 64.3% women; 35.7% men 		Yes	<p>WGEI2 - Gender composition of governing bodies</p> <p>Monash University has achieved significant improvements in the gender composition of its governing body over the years. In 2025, women accounted for 64.3% of the 13 Monash Council members, a notable milestone, particularly with women currently serving in the two most senior governing positions in the University; the Chancellor and Vice-Chancellor. Maintaining gender diversity in Council membership remains a key priority.</p>
3	<p>Critical performance measures Mean total remuneration gender pay gap by occupation group:</p> <ol style="list-style-type: none"> Managers <ul style="list-style-type: none"> • 2023: 19.5% • 2025: 18.8% Professionals <ul style="list-style-type: none"> • 2023: 9.7% • 2025: 8.8% Technicians and Trades Workers <ul style="list-style-type: none"> • 2023: 2.8% • 2025: 2.9% Community and Personal Service Workers <ul style="list-style-type: none"> • 2023: -9.7% • 2025: -8.2% Clerical and Admin Workers <ul style="list-style-type: none"> • 2023: 1.1% • 2025: 0.0% <p>All occupations combined</p>	<p><u>Gender composition of senior leaders</u> 2023: 31.4% women; 68.6% men 2025: 41.2% women; 58.8% men</p> <p><u>Gender composition in senior roles (Level D and above; HEW 10 and above)</u> 2023: 40.7% women; 59% men; 0.3% non-binary/ gender-diverse 2025: 42.6%; 57.2% men; 0.2% non-binary/ gender-diverse</p>	Yes	<p>WGEI3 - Gender Pay Gap</p> <p>Monash University has continued to make progress in addressing gender pay disparities across all occupational groups. Central to this progress has been the development of bespoke Power BI Gender Pay Gap dashboards, which provide leaders with the ability to access and monitor pay gaps quarterly and make data-informed employment decisions.</p> <p>Reducing gender pay gaps has also been embedded into the Impact 2030 Implementation Plan, requiring leaders to actively understand, identify and implement strategies to reduce gender pay gap within individual organisational units. This commitment is further reinforced by the Vice-Chancellor's commitment to close the average total remuneration pay gap by 2030, signalling organisational accountability at the highest level.</p> <p>As a result of these initiatives, Monash University has achieved measurable reductions in gender pay gaps across the institution:</p> <p>Overall pay gap The mean total remuneration gender pay gap for all occupations decreased from 11.2% in 2023 to 9.5% in 2025.</p> <p>By occupational group: Progress was achieved across all categories, with gaps either narrowing or remaining stable (Technicians and Trades Workers remained below 5%).</p> <p>Senior leadership</p> <p>The mean total remuneration gap narrowed substantially from -25.9% in 2023 to -9.4% in 2025, accompanied by an increase in the proportion of women in senior leadership roles from 31.4% to 41.2%. This also resulted in notable improvements in women's representation in the top remuneration quartile among senior leadership roles (from 40% to 66.7%).</p>

	<ul style="list-style-type: none"> 2023: 11.2% 2025: 9.5% <p>Mean total remuneration senior leader gender pay gap:</p> <ul style="list-style-type: none"> 2023: -25.9% 2025: -9.4% <p>Supplementary measures Mean base salary pay gap:</p> <ul style="list-style-type: none"> 2023: 11.2% women, -10.1% self-described 2025: 8.9% women, 3.0% self-described <p>Median total remuneration pay gap:</p> <ul style="list-style-type: none"> 2023: 5.9%, -2% self-described 2025: 3.9%, -2.8% self described <p>Median base salary pay gap:</p> <ul style="list-style-type: none"> 2023: 6.1%, -3.7% self-described 2025: 3.9%, -2.8% self-described 			<p>Furthermore, the University achieved reductions in both median total remuneration (from 5.9% to 3.9%) and median base salary pay gaps (from 6.1% to 3.9%), as well as improvements in the mean base salary gap, which fell from 11.2% to 8.9% for women.</p> <p>Additional internal measures of progress include improvements in the gender composition of senior leadership roles (from 31.4% women in 2023 to 41.2% in 2025) and in senior positions overall (Level D and above; HEW 10 and above), where women's representation increased from 40.7% to 42.6%. A further breakdown by staff type shows that gains were achieved across both academic and professional senior roles.</p> <p>These outcomes demonstrate the University's commitment to transparency, accountability, and evidence-based action, reflecting a sustained and institution-wide effort to close gender pay gaps and ensure equitable remuneration for all staff.</p>
4	<p>Critical performance measures</p> <p>Anonymous experience rate of sexual harassment:</p> <ul style="list-style-type: none"> 2023: 10.1% women, 8.2% men, 33.3% self-described 2025: 6.6% women, 3.7% men, 26.7% self-described <p>Number of formal reports of sexual harassment:</p> <ul style="list-style-type: none"> 2023: 9 women, 1 man, 1 other; total staff 11 2025: 4 women; 0 men; 0 self-described; total staff: 4 <p>Supplementary measures Participants who said they reported sexual harassment:</p> <ul style="list-style-type: none"> 2023: 5.4% women, 3% men; 0% self-described; total staff 5.1% 2025: 5.3% women; NA men; NA self-described; total staff 4.7% <p>Reasons for not making a formal sexual harassment complaint:</p> <p>Reasons indicating inadequate information and appropriate guidance</p> <p><u>"I didn't know how to make a complaint"</u></p> <ul style="list-style-type: none"> 2023: 6.7% women; 0% men; 0% self-described 2025: 9.3% women; 5.6% men; 0% self-described <p><u>"I didn't know who to talk to"</u></p>	<p>Additional measures</p> <p><u>Respectful workplace behaviours</u> Agreement rate: "My organisation encourages respectful workplace behaviours" (Employee Experience Survey)</p> <ul style="list-style-type: none"> 2023: 78.1% women; 76.2% men; 66.7% non-binary/gender-diverse; 76.4% all staff 2025: 78.9% women; 79.9% men; 62.5% non-binary/gender-diverse; 77.8% all staff <p><u>Respectful supervision</u> Agreement rate: "My manager treats employees with dignity and respect" (Employee Experience Survey)</p> <ul style="list-style-type: none"> 2023: 82.9% women; 80.7% men; 80% non-binary/gender-diverse; 81.5% all staff 2025: 86.2% women; 86.20% men; 93.80% non-binary/gender-diverse; 84.9% all staff <p><u>Belonging</u> Agreement rate: "I feel as if I belong at this organisation" (Employee Experience Survey)</p>	Yes	<p>WGEI 4 - Sexual harassment in the workplace</p> <p>Measurable progress in addressing sexual harassment and promoting respectful conduct is evident across several key indicators.</p> <p>Formal reported incidents of sexual harassment have decreased for all genders from 11 total reports in 2023 to 4 in 2025. Whilst this reduction may appear to reflect positive progress, other data sets provide a more complete perspective of workplace experiences.</p> <p>Anonymous survey data from the Employee Experience Survey indicate that sexual harassment continues to be experienced by staff at higher rates than are formally reported. The anonymous experience rate decreased for all groups, with women reporting a decline from 10.1% in 2023 to 6.6% in 2025, men from 8.2% to 3.7% and self-described staff from 33.3% to 26.7%. These figures, alongside the reduction in formal reports, highlight measurable progress but they also underscore that under-reporting remains an important consideration.</p> <p>Survey responses point to persistent factors influencing non-reporting, including perceptions of potential negative consequences for career or reputation, and concerns that complaints may not lead to meaningful outcomes. These barriers indicate that, while progress has been made, ongoing efforts are needed to ensure staff feel safe, supported and confident in using reporting mechanisms.</p> <p>Respectful supervision and workplace behaviours have also improved. Between 2023 and 2025, the proportion of staff agreeing that "My manager treats employees with dignity and respect" increased overall from 81.5% to 84.9%, with women (from 82.9% to 86.2%), men (from 80.7% to 86.2%) and non-binary/gender-diverse staff (from 80% to 93.8%) all reporting gains.</p> <p>Similarly, perceptions that Monash University encourages respectful workplace behaviours remained strong overall (76.4% to 77.8%) with improvements observed across all genders. These indicators suggest that workplace culture continues to be more respectful and supportive, which is critical for preventing harassment.</p> <p>Belonging is closely linked to safety and respect in the workplace. Staff who feel they belong are more likely to speak up about inappropriate behaviours and engage fully in the University's initiatives. Between 2023 and 2025, the proportion of staff reporting a sense of belonging increased from 61.6% to 65.6% overall, with women (65.8% to 67.1%), men (55.9% to 65.9%), and non-binary/gender-diverse staff (46.7% to 56.3%) all reporting improvements. These trends indicate that efforts to foster inclusion and connection across the University are having a positive impact.</p>

<ul style="list-style-type: none"> • 2023: 5.7% women; 0% men; 0% self-described • 2025: 3.7% women; 5.6% men; 0% self-described <p><u>"I didn't think it was serious enough"</u></p> <ul style="list-style-type: none"> • 2023: 50.5% women; 56.3% men; 20% self-described • 2025: 51.9% women; 27.8% men; 25% self-described <p><u>"I was advised not to"</u></p> <ul style="list-style-type: none"> • 2023: 1.9% women; 0% men; 0% self-described • 2025: 5.6% women; 0% men; 0% self-described <p>Reasons indicating a lack of trust and confidence in reporting process and/or outcomes:</p> <p><u>"I believed there would be negative consequences for my career"</u></p> <ul style="list-style-type: none"> • 2023: 29.5% women; 46.9% men; 0% self-described • 2025: 31.5% women; 61.1% men; 0% self-described <p><u>"I believed there would be negative consequences for my reputation"</u></p> <ul style="list-style-type: none"> • 2023: 43.8% women; 43.8% men; 0% self-described • 2025: 40.7% women; 55.6% men; 25% self-described <p><u>"I believed there would be negative consequences for the person I was going to complain about"</u></p> <ul style="list-style-type: none"> • 2023: 15.2% women; 12.5% men; 0% self-described • 2025: 13% women; 11.1% men; 25% self-described <p><u>"I didn't feel safe to report the incident"</u></p> <ul style="list-style-type: none"> • 2023: 6.7% women; 12.5% men; 0% self-described • 2025: 13% women; 5.6% men; 0% self-described <p><u>"I didn't think it would make a difference"</u></p> <ul style="list-style-type: none"> • 2023: 41% women; 43.8% men, 100% self-described • 2025: 38.9% women; 72.2% men; 25% self-described <p><u>"I thought the complaint would be embarrassing or difficult"</u></p>	<ul style="list-style-type: none"> • 2023: 65.8% women; 55.9% men; 46.7% non-binary/gender-diverse; 61.6% all staff • 2025: 67.1% women; 65.9% men; 56.3% non-binary/gender-diverse 65.6% all staff 		<p>Taken together, reductions in formal and anonymous harassment reports, alongside improvements in respectful supervision, workplace behaviours, and belonging, reflect measurable progress in creating a safer and more inclusive culture at Monash University. While challenges such as under-reporting remain, these indicators demonstrate that targeted initiatives are contributing to meaningful cultural change.</p>
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	<ul style="list-style-type: none"> • 2023: 18.1% women;9.4% men; 20% self-described • 2025: 16.7% women; 16.7% men; 25% self-described <p><u>“I didn’t need to because I made the harassment stop”</u></p> <ul style="list-style-type: none"> • 2023: 12.4% women;9.4% men; 0% self-described • 2025: 16.7% women; 0% men; 0% self-described <p><u>“I didn’t need to because I no longer had contact with the person(s) who harassed me”</u></p> <ul style="list-style-type: none"> • 2023: 3.8% women; 3.1% men; 20% self-described • 2025: 9.3% women; 5.6% men; 25% self-described <p>Satisfaction with handling of workplace sexual harassment complaint:</p> <ul style="list-style-type: none"> • 2023: 0.1% women; 0% men, 0% self-described • 2025: 0.0% women; 0% men, 0% self-described <p>Satisfaction with handling of formal workplace sexual harassment complaint:</p> <ul style="list-style-type: none"> • 2023: No data • 2025: No data 			
5	<p>Critical performance measures</p> <p>Gender composition of recruited employees:</p> <ul style="list-style-type: none"> • 2023: 58.8% women, 40.9% men, 0.3% self-described • 2025: 57.4% women, 42.3% men, 0.3% self-described <p>Gender composition of employees who were promoted:</p> <ul style="list-style-type: none"> • 2023: 55.6% women, 44.4% men • 2025: 58.6% women, 41.4% men <p>Perceptions of recruitment, by gender:</p> <ul style="list-style-type: none"> • 2023: 56.4% women, 53.1% men, 60% self-described; 54.5% all staff • 2025: 54.0% women, 58.3% men, 50% self-described; 54.4% all staff <p>Perceptions of promotion, by gender:</p> <ul style="list-style-type: none"> • 2023: 37.4% women, 36.9% men, 40% self-described; 36.6% all staff • 2025: 38.6% women, 42.2% men, 31.3% self-described; 39% all staff 	<p>Additional measures</p> <p><u>Gender composition of employees recruited to senior positions</u></p> <ul style="list-style-type: none"> • 2022/2023: 40% women; 60% men; 0% non-binary/gender-diverse • 2024/2025: 53.1% women, 46.9% men, 0% non-binary/gender-diverse <p><u>Gender composition of academic promotion candidates</u></p> <p>2022/2023: 55.4% women; 44.6% men; 0% non-binary/gender-diverse</p> <p>2024/2025: 51.1% women, 48.5% men, 0.4% non-binary/gender-diverse</p> <p><u>Academic promotion success rate by gender</u></p> <p>2022/2023: 88.0% women; 87.4% men; NA non-binary/gender-diverse</p>	Yes	<p>WGEI5 - Recruitment and promotion practices</p> <p>Recruitment</p> <p>Monash has successfully maintained the gender composition of overall recruited staff to mirror the workforce composition at the university. Between 2023 and 2025, recruitment outcomes show women’s representation decreasing slightly from 58.8% to 57.4%, indicating a small shift towards a more balanced gender distribution. Importantly, recruitment to senior positions improved substantially, with women’s representation rising from 40% in 2022/2023 to 53.1% in 2024/2025, surpassing parity at senior levels and reflecting positive gains in equitable access to higher-level roles. These gains can be attributed toward a range of targeted initiatives described in section 2.2. The perception of recruitment fairness remained relatively stable at 54% (54.5% to 54.4%), though there was a slight decline among women (56.4% to 54%), contrasted by an increase among men (51.3% to 58.3%). Together, these results suggest that while overall hiring balance has become slightly more equitable and senior recruitment has improved markedly for women, perceptions of fairness remain mixed and highlight an area for continued focus.</p> <p>Promotion</p> <p>Progress continues to be made in promotion outcomes with the gender composition of promoted staff closely mirroring the overall workforce composition, similar to recruitment outcomes. Between 2023 and 2025, the proportion of women promoted increased from 55.6% to 58.6% while men decreased from 44.4% to 41.4%, showing measurable gains in women’s advancement.</p> <p>Monash experienced a record of 121 women who applied for promotion (C to E combined) in the annual 2024/2025 promotion round. This was accompanied by an improved success rate of women applying for academic promotion from 88% to 91.7%, while men’s success rate remained strong at 87%. Excellent progress was also made in increasing the number of women professors, with an outstanding 95.7% success rate for women applying for promotion to professor, which is an improvement over 2023 data and exceeding men’s success rate of 88.9%. These trends highlight that promotion outcomes for women not only improved in volume but also in success rates, reflecting enhanced equity at senior levels.</p>

		<p>2024/2025: 91.7% women, 87.0% men, 100% non-binary/gender-diverse</p> <p><u>Promotion success rate to professor</u></p> <p>2022/2023: 94.1% women; 80.6% men; NA non-binary/gender-diverse</p> <p>2024/2025: 95.7% women, 88.9% men, NA non-binary/gender-diverse</p>		<p>These outstanding achievements are a testament to the effectiveness of various strategies designed to enhance equitable assessment of performance and promotion readiness, including the Amplifying Promotion Success workshops for women, and improved uptake across all genders of the Achievement Relative to Opportunity framework for academic promotion.</p> <p>Perception of fairness in promotion remains low across the university, though improvements were recorded for men (36.9% to 42.2%) and women (37.4% to 38.6%), while self-described respondents reported a decline (40% to 31.3%). In the higher education context, promotion is widely understood as relating to the formal annual round of academic staff promotion, rather than professional staff career progression processes. As a result, survey responses may reflect differences in relevance or applicability of the question to various staff groups, which could influence overall perceptions of fairness. This is evidenced by the fact this question had the highest proportion of respondents selecting 'neither agree nor disagree', suggesting a substantial cohort for whom the question not have been directly applicable or straightforward to interpret.</p>
6	<p>Critical performance measures</p> <p>Average weeks of parental leave, by gender:</p> <ul style="list-style-type: none"> 2023: 38.4 weeks women, 2.9 men; N/A self-described 2025: 41.8 weeks women, 7.2 men, 7.7 self-described <p>Uptake of flexible work, by gender:</p> <ul style="list-style-type: none"> 2023: 84.9% women, 84.2% men, 55.6% self-described 2025: 89.4% women, 88.6% men, 87.2% self-described <p>Perceptions of flexible work culture, by gender:</p> <ul style="list-style-type: none"> 2023: 72.6% women, 71.2% men, 60% self-described 2025: 74.8% women, 78.1% men, 75% self-described <p>Supplementary measures</p> <p>Gender composition of parental leave takers:</p> <ul style="list-style-type: none"> 2023: 75.2% women, 24.8% men, N/A self-described 2025: 61.1% women, 38.5% men, 0.4% self-described 2025: <p>Gender gap in carer's leave:</p> <ul style="list-style-type: none"> 2023: 22.1% women, 14.2% men, 16.7% self-described 2025: 17.3% women, 11.2% men, 17.9% self-described 	<p>Additional measures</p> <p><u>Support for flexibility</u></p> <p>Agreement rate: "My manager supports working flexibly" (Employee Experience survey)</p> <ul style="list-style-type: none"> 2023: 82.1% women; 81.2% men; 93.3% non-binary/gender-diverse; 81.4% all staff 2025: 84.8% women, 85.6% men, 87.5% non-binary/gender-diverse; 84.4% all staff 	Yes	<p>WGEI 6 - Leave and flexible working arrangements</p> <p>Parental leave</p> <p>Monash University has made strong progress in increasing parental leave uptake across all genders. Between 2023 and 2025, men more than doubled their average leave (from 2.9 to 7.2 weeks), women increased from 38.4 to 41.8 weeks and staff who self-describe their gender took 7.7 weeks on average in 2025.</p> <p>The gender balance among leave takers also improved, with women declining from 75% to 61%, men increasing from 25% to 39%, and self-described staff accounting for 0.4%. These changes demonstrate a notable shift toward greater equity in parental leave.</p> <p>Flexible work</p> <p>Uptake of flexible work rose significantly for all groups. Between 2023 and 2025, women increased from 84.9% to 89.4%, men from 84.2% to 88.6% and self-described staff from 55.6% to 87.2%, reflecting a striking improvement for this group.</p> <p>Perceptions of a flexible work culture also improved with gains for women (from 72.6% to 74.8%), men (from 71.2% to 78.1%) and self-described (60% to 75%), indicating stronger confidence in workplace flexibility across all genders.</p> <p>Analysis of additional data showed that manager support for flexible work likewise increased, with agreement rates rising for women from 82.1% to 84.8% and for men from 81.2% to 85.6%. These results indicate that staff feel increasingly supported in accessing flexible work arrangements. Notably, 85.5% of staff with caregiving responsibilities feel supported by their managers—surpassing the 83.1% of staff without caregiving responsibilities—demonstrating particularly strong support for those balancing work and care.</p> <p>Carer's leave</p> <p>Women continue to access carer's leave more than men but overall usage declined, largely reflecting improved workplace flexibility that allows staff to balance work and care. The gender gap in carer's leave narrowed from 7.9% in 2023 to 6.1% in 2025, indicating more equitable access and greater flexibility in balancing work and care. These reductions indicate more equitable access to leave and greater flexibility in managing caring responsibilities.</p>
7	<p>Critical performance measures</p> <p>Occupational gender segregation:</p> <p>1. Managers</p> <ul style="list-style-type: none"> 2023: 58.5% women; 41.1% men; 0.4% self-described 	<p>Additional measures</p> <p><u>Gender composition of academic staff in STEMM fields:</u></p> <ul style="list-style-type: none"> 2023: 45.9% women; 54.1% men; 0.1% non-binary/gender-diverse 	Yes	<p>WGEI7 - Gendered segregation within the workplace</p> <p>Monash University continued to implement targeted actions to address occupational gender segregation, with a particular focus on improving women's representation in Science, Technology, Engineering, Mathematics, and Medicine (STEMM) disciplines. STEMM accounts for 60% of the University's academic staff, providing a substantial talent pool for advancing gender equity. Between 2023 and 2025, the proportion of women among academic staff in STEMM increased from 45.9% to 47.7%.</p>

	<ul style="list-style-type: none"> 2025: 62.4% women; 37.4% men; 0.2% self-described <p>2. Professionals</p> <ul style="list-style-type: none"> 2023: 55.8% women; 44.1% men; 0.1% self-described 2025: 56.1% women; 43.7% men; 0.2% self-described <p>3. Technicians and Trades Workers</p> <ul style="list-style-type: none"> 2023: 53.3% women; 46.7% men; 0.0% self-described 2025: 56.6% women; 43.3% men; 0.1% self-described <p>4. Community and Personal Service Workers</p> <ul style="list-style-type: none"> 2023: 40.5% women; 59.5% men; 0.0% self-described 2025: 51.5% women; 48.5% men; 0.0% self-described <p>5. Clerical and Administrative Workers</p> <ul style="list-style-type: none"> 2023: 66.5% women, 33.3% men, 0.2% self-described 2025: 65.5% women, 34.2% men, 0.3% self-described <p>All occupations</p> <ul style="list-style-type: none"> 2023: 57.9% women, 42% men, 0.1% self-described 2025: 58.2% women, 41.6% men, 0.2% self-described 	<ul style="list-style-type: none"> 2025: 47.7% women; 52.1% men; 0.2% non-binary/gender-diverse <p><u>Retention rate of academic staff in STEMM:</u></p> <ul style="list-style-type: none"> 2023: 87.7% women; 86.0% men; 100% non-binary/gender-diverse 2025: 87.4% women, 86.7% men, 100% non-binary/gender-diverse <p><u>Retention rate of academic staff in STEMM - English as Additional Language</u></p> <ul style="list-style-type: none"> 2023: 85.0% women; 84.3% men; 100% non-binary/gender-diverse 2025: 86.6% women; 84.5% men; 100% non-binary/gender-diverse 		<p>Senior roles in STEMM remain the most challenging focus area. Improving the representation of women professors has been a key priority of our long-term gender equity strategies. During the same period, women professors in STEMM increased from 28.6% (109 women) to 32.6% (141 women), demonstrating accelerated growth compared to previous periods. This improvement reflects the effectiveness of targeted interventions and the collective engagement of STEMM leaders in applying a gender lens across recruitment, promotion, and leadership development decisions.</p> <p>Retention of academic staff in STEMM remains high across all genders, supporting sustained progress. Between 2023 and 2025, retention rates for women remained strong at 87.7% (up from 87.4%), men increased slightly from 86.0% to 86.7%, and non-binary/gender-diverse staff retained at 100%. Retention rates for academic staff for whom English is an additional language also improved, particularly for women (from 85.0% to 86.6%), indicating inclusive and culturally-safe workplace practices.</p> <p>University-wide strategies to address occupational segregation included removing barriers to recruitment and promotion, implementing leadership development programs for women, addressing the impact of career interruptions and facilitating networking and mentoring opportunities to support retention.</p> <p>Progress across occupational categories:</p> <ul style="list-style-type: none"> <u>Managers:</u> Between 2023 and 2025, the proportion of women increased from 58.5% to 62.4%. Notably, 81% of this category comprises professional staff, where women now represent 66.2% of Managers, slightly above their professional workforce representation of 63%. <u>Technicians and Trades Workers:</u> In this historically men-dominated area, women's participation rose from 53.3% in 2023 to 56.6% in 2025, substantially exceeding the national average for these fields. Among women in this occupational category, 38.5% work part-time and 61.3% are on formal flexible work arrangements, reflecting the University's efforts to support engagement and retention. <u>Community and Personal Service Workers:</u> Women's representation increased from 40.5% in 2023 to 51.5% in 2025. This category, the smallest among higher education occupational groups, demonstrates high levels of flexibility, with all staff on formal flexible work arrangements. <p>Overall, these outcomes demonstrate that Monash's systematic, targeted approach, combining policy interventions, flexible work arrangements, leadership support, and a focus on equity in STEMM has yielded measurable progress in addressing occupational gender segregation, particularly in areas historically underrepresented by women.</p>
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*Indicators (column K)

1. Gender composition of all levels of the workforce
2. Gender composition of the governing body
3. Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender
4. Sexual harassment in the workplace
5. Recruitment and promotion practices in the workplace
6. Availability and utilisation of terms, conditions and practices relating to: family violence leave, flexible working arrangements, and working arrangements supporting employees with family or caring responsibilities
7. Gendered segregation within the workplace

Section 2.2 Describing factors limiting and contributing to progress

P: Indicator	Q: Did any of the factors listed below limit or	R: Explain how any factor(s) limited or contributed to your progress. If 'none' is selected, write N/A and move to (S)	S: List the strategies implemented that contributed to or aligned with the indicator.
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	contribute to your progress?*		
1	<input type="checkbox"/> None <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input checked="" type="checkbox"/> g	<p>Monash University leaders fully supported and endorsed initiatives to advance gender equity, providing oversight and resourcing to ensure accountability.</p> <p>This strong commitment helped embed gender equity into organisational priorities, foster a culture of inclusion and accelerate measurable progress in representation, equitable policies, and awareness across the University.</p> <p>These initiatives were guided by the Gender Equality Action Plan and associated programs, providing a structured framework that drove continuous improvement.</p>	<p>WGEI 1 - Gender composition at all levels of the workforce</p> <p>Visibility, Representation, and Succession Planning</p> <ul style="list-style-type: none"> • Profiled women leaders publicly to increase visibility and highlight intersectional achievements. • Conducted talent mapping and succession planning discussions to support the development of future leaders, with targeted initiatives for gender-diverse staff. • Maintained KPIs and dashboards tracking representation of women in senior roles and academic promotion outcomes, enabling data-informed leadership decisions. <p>Targeted Support for Under-Represented Groups</p> <ul style="list-style-type: none"> • STEM Women Academic Network: a platform designed to foster culture of inclusion, build connections, exchange knowledge, information and celebrate achievements • Empowering women from diverse communities: a gender equity initiative to support women, including transwomen, from diverse backgrounds to foster belonging, promote inclusion and build networking and support. • Advancing Women's Success Grant: a program supporting the career progression of early to mid career academic women with caregiving responsibilities, to support their progression to senior roles. <p>Monitoring, reporting, and continuous improvement</p> <ul style="list-style-type: none"> • Development of HR dashboards to provide analytic insights into workforce gender composition across demographic and employment details. • Reporting gender equity performance to senior leaders and governing body. <p>External Engagement and Recognition</p> <ul style="list-style-type: none"> • Deliberately participating in external benchmarking, awards and accreditation programs to enhance the University's profile as an inclusive employer and ensure workplace practices align with leading standards. • Notably, significant progress was achieved through the SAGE Athena Swan accreditation, an evidence-based framework designed to advance gender equity, diversity, and inclusion within the higher education and research sectors.
2	<input checked="" type="checkbox"/> None <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g		<p>WGEI2 - Gender composition of governing bodies</p> <p>To support the University's long-standing commitment to a gender-balanced University Council, the selection process actively considers gender diversity in candidate shortlists. The University has regard to but is not bound by relevant Victorian Government policies, including the Victorian Appointment and Remuneration Guidelines applicable to Victorian Government entities, and the Women on Boards Commitment to have at least 50 per cent women on Government boards. The gender representation of the University Council is monitored by the Council and its Membership Committee when considering vacancies on the Council.</p>
3	<input type="checkbox"/> None <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input checked="" type="checkbox"/> g	<p>Monash University leaders fully supported and endorsed initiatives to advance gender equity, providing oversight and resourcing to ensure accountability.</p> <p>Gender pay gap goals were embedded into the University's Impact 2030 2025 Implementation Plan to strengthen accountability and accelerate measurable progress.</p>	<p>WGEI 3 - Gender Pay Gap</p> <p>Leadership commitment and accountability</p> <ul style="list-style-type: none"> • Vice-Chancellor's public commitment to close the average total remuneration pay gap by 2030. • Governing body's oversight of the University's gender equity performance and gender pay gap results.

			<ul style="list-style-type: none"> • Six-monthly reporting to senior leadership on gender pay gap performance to maintain organisational focus and accountability. • Integration of gender pay gap reduction goals into the Impact 2030 Implementation Plan, requiring senior leaders to set relevant KPIs in their executive workplans. <p>Data-drive insights</p> <ul style="list-style-type: none"> • Development of bespoke Power BI Gender Pay Gap dashboards, enabling detailed analysis of remuneration across employment and demographic data. • Equipping leaders with analytic insights to identify and address gender pay disparities, providing direct access to the dashboards to support data-informed decision-making. • Creation of resources for leaders to understand the gender pay gap and its contributing factors. <p>Targeted gender equity strategies</p> <ul style="list-style-type: none"> • Implementation of multi-faceted strategies to improve representation in areas where women remained under-represented.
4	<input type="checkbox"/> None <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input checked="" type="checkbox"/> g	<p>Monash University leaders fully supported and endorsed initiatives to advance gender equity, providing oversight and resourcing to ensure accountability.</p> <p>Gender pay gap goals were embedded into the University's Impact 2030 2025 Implementation Plan to strengthen accountability and accelerate measurable progress.</p>	<p>WGEI 4 - Sexual harassment in the workplace</p> <p>Policy and reporting frameworks</p> <ul style="list-style-type: none"> • The 2023 Employee Experience Survey results indicated the prevalence of staff experiences with sexual harassment, discrimination and bullying in the workplace and provided evidence of under-reporting. Importantly, survey findings offered insights into the barriers for lodging formal complaints and led to the establishment of a working group, charged with developing an action plan "Addressing Barriers to Reporting Unacceptable Behaviour". Key areas of focus included improved communication and access to information, intensified education awareness building, and expanded reporting mechanisms including creating an anonymous reporting mechanism. • A new Staff Code of Conduct policy suite was launched in 2024, aligning staff conduct expectations with Monash's core values. The Staff Code of Conduct furthers the University's commitment to uphold the principles of equal opportunity and to building and sustaining a culture where unlawful or unfair discrimination is not tolerated. • The Staff Code of Conduct follows on from the introduction of the Equity, Diversity and Anti-discrimination Policy suite in 2023, which outlines the University's commitment to valuing diversity, furthering equitable practices and fostering inclusion in its community. This includes upholding the principles of equal opportunity, and building and sustaining a culture free from unlawful discrimination, harassment or harm. <p>Training and capability building</p> <ul style="list-style-type: none"> • As part of our commitment to eliminating gender-based violence, the University promoted training through targeted channels, including "Responding to disclosures of sexual violence" and "Call it out: actively changing campus culture". • In addition to the comprehensive, compulsory training module "Respect at Monash: For Staff", Monash continued investing into programs and initiatives designed to promote safe, respectful and inclusive community. This included a panel event "Respectful Research Cultures: Preventing and Reducing Sexual Harassment", active allyship for anti-racism sessions, events celebrating the International Day Against Homophobia, Transphobia and Biphobia as well as "Give Respect Art Competition". <p>Respect Adviser Network</p> <ul style="list-style-type: none"> • To strengthen the University's commitment to a safe, respectful and inclusive environment, Monash launched the Respect Adviser Network. The Network brings together trained staff across faculties and portfolios, to provide informal, confidential support for conflict, interpersonal disputes or concerns such as bullying, harassment, discrimination or sexual harm.

5	<input type="checkbox"/> None <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input checked="" type="checkbox"/> g	<p>Monash University leaders fully supported and endorsed initiatives to advance gender equity, providing oversight and resourcing to ensure accountability.</p> <p>Gender pay gap goals were embedded into the University's Impact 2030 2025 Implementation Plan to strengthen accountability and accelerate measurable progress.</p>	<p>WGEI 5 - Recruitment and promotion practices</p> <p>Inclusive Job Advertising & Branding</p> <ul style="list-style-type: none"> Updated job templates and recruitment messaging to explicitly promote equity, diversity, and inclusion. Developed public-facing career resources to showcase Monash as an inclusive employer. <p>Inclusive Recruitment Guidelines & Training</p> <ul style="list-style-type: none"> Developed bespoke guidelines and training for hiring managers and panel members, addressing bias, gender-neutral language, and equitable selection practices. Integrated Achievement Relative to Opportunity principles into academic recruitment. <p>Promotion Support and Career Development</p> <ul style="list-style-type: none"> Hosted promotion information sessions and workshops to encourage applications from women and gender-diverse staff, including sessions addressing myths and intersectionality. Co-designed a bespoke 2 day program: Amplifying Promotion Success, supporting women's academic success through practical skill-building. Offered mentoring, sponsorship, and enabling opportunities across all career stages (e.g., Global Mentoring Program, Kathleen Fitzpatrick Early Career Mentoring Program, STEMM Women Academic Network). Provided grant writing and leadership support for early- to mid-career academic women, including those with caregiving responsibilities, through initiatives like the Advancing Women's Success Grants and STEMM leadership programs. <p>Equitable Decision-Making</p> <ul style="list-style-type: none"> Developing "Achievement Relative to Opportunity" training for all academic leaders, supervisors, and promotion panel members to ensure inclusive and fair assessment practices. Consolidated resources on unconscious bias, diversity on decision-making bodies, and equitable assessment practices to develop 'Equitable Decision-Making' website. Guidance and tools for Chairs of Promotion Committees to provide constructive feedback to unsuccessful candidates.
6	<input type="checkbox"/> None <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input checked="" type="checkbox"/> g	<p>Monash University leaders fully supported and endorsed initiatives to advance gender equity, providing oversight and resourcing to ensure accountability.</p> <p>Gender pay gap goals were embedded into the University's Impact 2030 2025 Implementation Plan to strengthen accountability and accelerate measurable progress.</p>	<p>WGEI 5 - Leave and flexible working arrangements</p> <p>Promotion of Flexible Work</p> <ul style="list-style-type: none"> Active communication of flexible work policies and guidelines, including the University's Flexible Work Guidelines and hybrid work procedures through targeted channels, emphasising the 3:2 hybrid model and consistent local implementation. Monitoring and reporting uptake. <p>Support for supervisors</p> <ul style="list-style-type: none"> Targeted training and resources were provided to equip supervisors to manage flexible teams effectively, support staff with diverse needs including expectant and new parents, staff with disability, and those experiencing or supporting someone experiencing family violence. <p>Dedicated communication and resources</p> <ul style="list-style-type: none"> Improvements to the University's "Parents at Monash" web presence Dissemination of a Guide for Expectant and New Parents Promoting information about menopause in the workplace, including webinars for staff

			<ul style="list-style-type: none"> Ensuring access to relevant information through web presence, such as Flex@Monash, and supporting guidelines.
7	<input type="checkbox"/> None <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input checked="" type="checkbox"/> g	<p>Monash University leaders fully supported and endorsed initiatives to advance gender equity, providing oversight and resourcing to ensure accountability.</p> <p>Gender pay gap goals were embedded into the University's Impact 2030 2025 Implementation Plan to strengthen accountability and accelerate measurable progress.</p>	<p>WGEI 5 - Gendered segregation within the workplace</p> <p>Framework and governance</p> <ul style="list-style-type: none"> Participation in the SAGE Athena SWAN program. SAGE Athena Swan is the only internationally recognised framework for gender equity, diversity and inclusion. As part of the structured SAGE pathway to Silver accreditation, we developed five in-depth submissions, each focusing on a specific area where we had made measurable, sustained progress in removing systemic barriers. Monash University Athena SWAN Steering Group guided strategic initiatives, monitored progress, and supported the implementation of the Gender Equality Action Plan 2022-2025. <p>Structural supports and networks</p> <ul style="list-style-type: none"> Created the STEMM Women Academic Network to foster peer connections, remove barriers to promotion, and enhance a sense of belonging for women in STEMM disciplines. Actively profiled women in STEMM to inspire both current staff and students to pursue STEMM careers. <p>Programs and development initiatives</p> <ul style="list-style-type: none"> Programs, workshops and events hosted through the STEMM Women Academic Network to support promotion readiness, professional development, and inclusive workplace culture. <p>Evidence and insights</p> <ul style="list-style-type: none"> Conducted annual analyses of gendered workforce segregation and provided STEMM faculties with data and trends to understand under-representation and inform action. Held focus groups and interviews to capture the experiences of women in STEMM and identify barriers to career progression.

*Factors (column Q):

- a. the size of the organisation, including the number of employees
- b. the nature and circumstances of the organisation, including any barriers to making progress
- c. requirements that apply to the organisation under any other Act, including an Act of the Commonwealth
- d. the organisation's resources
- e. the organisation's operational priorities and competing operational obligations
- f. the practicability and cost to the organisation of making progress; and
- g. genuine attempts made by the organisation to make progress.

Step 3: Reporting on GEAP strategies

Section 3.1 Explaining incomplete strategies (if any)

All strategies in the 2022–2025 Gender Equality Action Plan, which included over 100 distinct actions, were either completed, evolved or remain ongoing. A small number of actions shifted in focus or the way they were implemented over the four-year period. For example, one commitment originally aimed at profiling the Vice-Chancellor as a Pay Equity Ambassador could not proceed because the Workplace Gender Equality Agency did not renew the program; however, the Vice-Chancellor and senior leadership continue to actively champion pay equity.

Similarly, one action initially planned to publish case studies of new hires on the 'Inclusive Workplace' website evolved into content within Monash University's "LinkedIn Life" pages, reflecting a more contemporary and integrated approach to sharing equity, diversity, and inclusion initiatives.

It is important to note that a number of commitments are deliberately ongoing and will continue under the 2026-2030 GEAP. These include activities such as data monitoring, reporting, and ensuring policies and practices remain aligned with leading gender equity standards. These ongoing actions are not incomplete but represent the University's commitment to continuous improvement. Overall, these minor adaptations reflect a responsive approach to delivering meaningful gender equity outcomes while maintaining the intent and impact of all planned strategies.

Section 3.2 Describing achievements, challenges and learnings

Achievements

The 2022 - 2025 Gender Equality Action Plan (GEAP) delivered significant progress by embedding equity considerations across the employee lifecycle, from recruitment, promotion, and talent development, to strategies designed to improve retention and foster an inclusive workplace culture. Teams responsible for different aspects of people management actively embraced gender equality principles, integrating them into operational work by establishing inclusive processes and policies, co-designing guidelines and resources, promoting equitable decision-making, and developing underpinning success measures. This approach reflects a high level of organisational maturity, where gender equity work is not only proactive and strategic but deeply embedded across Monash, creating the structures and systems needed to support sustainable change.

Policy development and governance played a central role. Every faculty now has a standalone Equity, Diversity and Inclusion (EDI) committee, and Associate Dean, Equity, Diversity and Inclusion roles have been created in nine of ten faculties to support local implementation. The Athena Swan Steering Group, charged with advancing gender equity, diversity, and inclusion, directly supported the GEAP through co-designing initiatives, reviewing and co-developing policies and guidelines, and championing change within organisational units. A clear governance structure, including reporting to faculty EDI committees, senior leadership and the University's governing body, ensured accountability and oversight.

Data and evaluation underpinned decision-making and progress. Sophisticated analytics and bespoke Power BI dashboards were developed to monitor key metrics, including gender representation, progression, flexible work uptake, parental and carer leave utilisation, retention, and gender pay gap. Engagement activities such as focus groups and all-staff surveys ensured that strategies reflected lived experiences and strengthened staff participation in equity initiatives. Collectively, these approaches demonstrate that progress was achieved through coordinated, evidence-based, and locally embedded implementation, supported by strong leadership and governance structures.

Challenges

Data and intersectional analysis: Limitations in available demographic data constrained intersectional analysis, particularly for cultural identity and disability. This was mitigated through the use of the Employee Experience Survey, focus groups and targeted consultation, which ensured strategies were informed by lived experiences. These insights informed discussions about the development of additional enterprise-level indicators to strengthen ongoing intersectional monitoring.

External context: The broader global environment, including the pushback against equity, diversity, and inclusion initiatives in other countries, raised concerns within parts of the University community. Monash proactively addressed these challenges through communications from the Vice-Chancellor and a position statement on EDI from the Athena Swan Steering Group, reaffirming the University's commitment to an inclusive and equitable workplace.

Learnings

Implementation of the 2022-2025 Gender Equality Action Plan highlighted that progress is not uniform across the University. Faculties and portfolios are at different stages of embedding gender equity into operational practices, with some areas demonstrating well-developed strategies and measurable impact, and others still building foundational capability. This variation underscores the importance of tailored approaches, local ownership, and sustained institutional support.

Culture change requires co-design and proactive engagement. Through workshops, focus groups, staff networks, and cross-functional committees, colleagues consistently identified flexible work, bias-aware decision-making, transparent processes, visible senior role models (particularly in STEM), and targeted development opportunities as key enablers of gender equity. Their insights directly shaped policies and initiatives and strengthened trust in the process.

Staff also highlighted persistent gaps, including uneven access to flexible work, inconsistent professional development, variable leadership capability in managing gender equity, limited progression pathways for part-time staff, and ongoing gendered impacts of caring responsibilities. These findings demonstrate that while progress has been significant, it remains fragile without continuous reinforcement.

Key lessons learnt include the value of embedding equity into core processes, supporting local implementation through faculty-level leadership, and maintaining responsive governance and data-informed oversight. Looking forward, agile goals and flexibility in future GEAPs will enable initiatives to evolve, respond to emerging needs, and sustain long-term gender equity outcomes.

Section 3.3 Providing other updates on implementation (recommended)

Section 3.4 Describing resourcing allocation

Accountability for executing Monash University's 2022-2025 Gender Equality Action Plan (GEAP) rested with the Chief People Officer, in close partnership with the Office of the Chief Operating Officer, Office of the Provost, and the Deputy Vice-Chancellor (Education) and Deputy Vice-Chancellor (Research and Enterprise). Senior leadership maintained strategic oversight, with regular reporting to ensure accountability across the University.

The Athena Swan Steering Group, comprising professional and academic staff from all faculties and central teams, actively supported GEAP implementation. Ex-officio members included Chairs of faculty-level Equity, Diversity and Inclusion (EDI) Committees, whose responsibilities were formally embedded in performance plans and workload allocations. Nine of ten faculties appointed Associate Deans (EDI) to strengthen local governance and embed equity, diversity, and inclusion responsibilities at the faculty level.

The Staff Equity, Diversity and Inclusion (SEDI) team within Monash HR played a central role in driving gender equity initiatives. During this period of time, the team doubled in size (from 2 to 4 FTE), strengthening its capacity to lead the coordination and implementation of the Gender Equality Action Plan and related workplace initiatives. Resourcing through SEDI, the broader HR function, and faculty teams supported the delivery of programs, events and initiatives across all GEAP priorities.

The Respect, Equity, Diversity and Inclusion (REDI) team, based in the Office of the Deputy Vice-Chancellor (Education), advanced intersectional gender equity goals through educational and awareness-raising initiatives and by promoting the importance of intersectionality across the University community. The team is also resourced to lead gender-based violence prevention and response strategies and to conduct gender and equity impact assessments, ensuring that policies, programs, and decisions are informed by an inclusive, evidence-based approach.

The HR Analytics team acted as a critical enabler, providing diagnostic insights to monitor progress and ensure resources could be directed toward impactful, targeted interventions. Their bespoke dashboards in Power BI integrated demographic and employment data to enable intersectional workforce analyses across a range of gender equity metrics, equipping leaders with actionable insights to collectively drive progress across GEAP priorities. Notably, their gender pay gap dashboards were recognised with the Best Use of Technology award by AHRI in 2024.

Collectively, this resourcing across multiple teams and faculty-based EDI committees provided the operational capacity, expertise, and strategic oversight required to advance GEAP priorities. The coordinated efforts of these teams enabled the University to implement initiatives, embed inclusive practices, and achieve measurable progress across recruitment, promotion, retention, flexible work, and broader workplace equity outcomes.

Any other additions or comments (optional)