MONASH University

GENDER EQUALITY ACTION PLAN

2026 – 2030

Cleansing on Boonwurrung Country.

Photo by Luke Hodge,
Office of the Deputy Vice-Chancellor (Indigenous)

ACKNOWLEDGMENT OF COUNTRY

MONASH UNIVERSITY recognises that its Australian campuses are located on the unceded lands of the people of the Kulin Nations and pays its respects to their Elders past and present, acknowledging in particular the enduring leadership of Indigenous matriarchs as custodians of Culture, family and community.

We acknowledge the diversity of Aboriginal and Torres Strait Islander peoples across Australia, encompassing many Nations, languages, Cultures and ways of being. This is reflected in distinct identities, kinship systems and Cultural practices sustained over tens of thousands of years.

Guided by intersectionality as a core principle of the University's Equity, Diversity and Inclusion Framework, we acknowledge that experiences of gender inequality are shaped by multiple, overlapping identities and that Indigenous women and gender diverse people often experience unique and compounded impacts as a result of colonisation.

We acknowledge the ongoing impacts of colonisation and the importance of listening deeply to First Nations voices, particularly those of women and those at the intersections of identity and lived experience.

Monash remains committed to truth-telling - a principle guided by the Yoorrook Justice Commission, the nation's first truth-telling process, and advanced through Victoria's Treaty process. Truth-telling means acknowledging history honestly, learning from it, and taking action to ensure Indigenous perspectives shape the University's future.

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“Together, we will shape a future where gender equity is not merely an aspiration, but a defining reality of Monash University.”

Professor Sharon Pickering
Vice-Chancellor and President

FOREWORD FROM THE VICE-CHANCELLOR AND PRESIDENT

I am proud to launch Monash University’s Gender Equality Action Plan 2026-2030. This Plan reflects both our progress and our vision for a truly inclusive university, and our determination to take the steps necessary to realise real and lasting progress. It is grounded in decades of sustained effort and shaped by the insights, evidence and experiences of our community.

In recent years, we have achieved tangible outcomes that demonstrate what is possible when we act together. We have strengthened our policies to reflect our core values, introducing a comprehensive Equity, Diversity, and Anti-discrimination policy suite alongside a renewed Staff Code of Conduct that embodies our commitment to fairness, respect and a culture free from discrimination or harm. Our dedication to building a safe and respectful community has sparked cultural change across our institution and contributed to sector-wide progress with Monash leading nationally in the prevention of and response to gender-based violence.

We have also made a clear institutional commitment to close the gender pay gap by 2030 and we continue to strengthen representation in leadership. We recognise however, that barriers remain, particularly when viewed through a diversity of perspectives, reflecting the full range of experiences and identities. Our work must be ongoing, relentless and inclusive.

Since 2015, our engagement with the Athena Swan program has been a catalyst for lasting change. Through rigorous self-assessment and an evidence-based approach, we have challenged entrenched barriers and nurtured a more inclusive culture. Achieving Athena Swan Silver marks a significant milestone, recognising Monash as a leader in equity, diversity, and inclusion, while reminding us that this journey continues.

This Plan builds on our experience and strengthens our resolve. Lasting change comes from strong leadership, shared ownership, and active engagement from all. It is our call to action to push further, act faster, and deliver real, measurable impact. Together, we will shape a future where gender equity is not merely an aspiration, but a defining reality of Monash University.

Professor Sharon Pickering
Vice-Chancellor and President

OUR LIVING HISTORY

Our focus on gender equity and gender equality spans more than three decades. This long history of the University's unwavering support for advancing gender equality has led to the development of many best practice policies and programs that have established a solid foundation.

Our milestones highlight the importance of an intersectional approach that motivates a more nuanced understanding of underrepresentation and strategies to address gender disparities.

1958

Monash University is founded and an interim Council set up. Of 25 Council members, Alice Hoy is the only woman.

1961

In the first cohort of 347 students, men outnumbered women three to one.

1965

Monash has 50 Professors - all men.

1966

The first female Professor at Monash: Maureen Brunt is appointed to a chair in Economics.

1967

The Monash University Child Minding Centre opens - the first university-based, parent-managed childcare centre in Victoria. The centre still operates today.

1975

Paid maternity leave is granted.

1983

Monash University announces the appointment of an Equal Opportunity Research Fellow, Dr Gabrielle Baldwin, to investigate gender disparities in the employment and promotion of staff.

1986

Monash establishes an Equal Opportunity Advisory Committee as a standing committee of the University Council.

Almost half of the student body are women. Women are more visible in student life and in Monash Student Association positions.

1987

Dr Margaret James OAM is appointed as the University's first Equal Opportunity Coordinator.

The Centre for Women's Studies and Gender Research is established, focusing on feminist scholarship, the centre is one of the first in an Australian university.

2000

The Women's Mentoring Program is launched as part of the University's commitment to close its leadership gender gap. This program still operates today.

2011

Advancing Women's Success Grant is piloted to support early to mid-career women academics with caregiving responsibilities.

Professor Christina Mitchell AM is appointed Dean, Faculty of Medicine, Nursing and Health Sciences, the first woman to be appointed Dean of Medicine of a G08 university in Australia.

2013

Professor Margaret Gardner AC is appointed as the ninth Vice-Chancellor of Monash University, and the first woman to serve in the role.

2015

Monash University signs up to the Science in Australia Gender Equity (SAGE) Athena Swan, a transformative accreditation framework in the higher education and research sector.

2017

The Equal Opportunity for Women Committee is disestablished and replaced with the Diversity and Inclusion Committee, retaining the Vice-Chancellor as Chair.

Professor Elizabeth Croft is appointed Dean of the Faculty of Engineering, the first woman to hold this position at Monash University.

2018

Monash is awarded the Athena Swan Bronze in the first cohort of institutions nation-wide.

The Monash Gender & Family Violence Prevention Centre & Gender Peace and Security Centre are established.

Monash launches its first Equity, Diversity and Inclusion Framework, aligned with the University's strategic plan.

2019

The first Sexual Misconduct Response Procedure ensures student disclosures and reports of sexual violence are responded to in a trauma-informed, victim-survivor/centric manner.

2021

Monash ranks 10th globally for Gender Equality in the Times Higher Education Impact Rankings.

2023

Gender affirmation leave of up to 30 days entitlement is introduced in recognition of trans and gender diverse staff.

2024

Monash wins the Australian HR Institute (AHRI) award for Best Use of Technology for a leading approach to gender pay gap analytics.

Paid Parental Partner leave entitlements are significantly improved with extended duration and increased flexibility of access

The Vice-Chancellor and President announces the institution-wide commitment to close the average gender pay gap by 2030.

2025

Monash appoints its first woman Chancellor, Dr Megan Clark AC who chairs Monash Council.

Monash hosts a National Higher Education Summit on Gender-based violence, prevention and response.

Respect Adviser Network is launched to strengthen advice, support and referral pathways.

Monash becomes the first Go8 university and the first in Victoria to earn SAGE Athena Swan Silver award for addressing systemic barriers and advancing gender equity, diversity and inclusion.

SAGE ATHENA SWAN - ACKNOWLEDGEMENT OF A DECADE OF PROGRESS AND TRANSFORMATION

Monash University's journey through the Athena Swan accreditation process has been central to our commitment to advancing gender equity, diversity, and inclusion. Since our initial engagement in 2015, the Athena Swan program, administered by the Science in Australia Gender Equity (SAGE) initiative, Australasia's leading advocate for equity, diversity, and inclusion in the education and research sector, has served as a catalyst for deep, systemic change. This evidence-based framework has empowered us to engage in honest self-reflection, plan meaningful actions, and drive measurable progress, transforming not only our policies but also our institutional culture.

Between 2022 and 2025, Monash embarked on the accreditation pathway towards the prestigious Athena Swan Silver Award. This milestone is not an endpoint but rather a reflection of our ongoing journey. As we continue forward, the Silver Award honours our commitment to continuous improvement, acknowledging the hard work and dedication of all those involved in the process.

The invaluable leadership of the Athena Swan Steering Group has been instrumental in driving this transformation. Over the past decade, the Steering Group has been at the forefront of change. Through their collaboration, persistence, and genuine passion to create a positive impact, they have provided the vision and leadership necessary to address both the immediate and systemic challenges of gender inequality.

Monash University's continued success in the Athena Swan journey reflects the deep institutional value placed on this work. It stands as a testament to the power of collaboration, persistent effort, and the unwavering commitment to equity and inclusion that underpins the progress we continue to make.

SAGE Athena Swan accreditation milestones

SAGE Cygnet Award 2023: 'Relative to Opportunity in Academic Promotion.' Awarded for improving equity in academic promotion, recognising the University's efforts to lift the understanding of the University's Achievement Relative to Opportunity Framework (ARtO) for promotion applicants and decision-makers.

SAGE Cygnet Award 2023: 'Reducing barriers to Indigenous Recruitment.' Awarded for the University's leadership in removing barriers to Indigenous recruitment, introducing more diverse employment pathways and removing internal procedural barriers that limited recruitment.

SAGE Cygnet Award 2024: 'Women's representation in senior academic roles in STEMM.' Awarded in recognition of the University's unrelenting focus on advancing gender equity, with an emphasis on careers in Science, Technology, Engineering, Mathematics and Medicine.

SAGE Cygnet Award: 2024: 'Faculty of Information Technology: Supporting academic parents and carers.' Awarded for Monash Faculty of IT's demonstrated leadership and proactive strategies in reducing barriers to academic success for staff with caregiving responsibilities.

SAGE Cygnet Award 2024: 'Inclusion of Transgender and Gender Diverse Staff.' Awarded for Monash University's inclusive policies, supportive practices and educational initiatives, having improved the experiences and sense of belonging of transgender and gender diverse staff.

SAGE Athena Swan Silver Award 2025: A recognition of the University's progress towards greater equity, diversity and inclusion. The milestone is a testament to Monash's past performance and future plans for driving lasting, sustained change through evidence-based, systemic actions to improve the workplace.

SAGE Catalyst for Change Award 2025: Staff members from Monash University won the SAGE Catalyst for Change award for the ongoing work on advancing equity in academic careers and dismantling systemic barriers to women's progression across global campuses.

"Over the past decade, Monash has advanced gender equity through the Athena Swan framework, strengthening representation in senior roles and inclusive practices. While progress is clear, we remain committed to ongoing improvement and fostering an inclusive, thriving community."

Laura Jobson,
Chair Athena Swan Steering Group

BUILDING ON INSIGHTS FROM OUR PREVIOUS GENDER EQUALITY WORK

We have a rich history of commitment to gender equity, beginning nearly four decades ago with the formal appointment of our first Equal Opportunity Coordinator in 1987. This enduring commitment is grounded in the recognition that inclusion is essential to solving the complex global challenges of our time and is a core pillar of Monash University's Impact 2030 Strategic Plan. Under the Gender Equality Action Plan (GEAP) 2022–2025, we delivered meaningful outcomes across seven priority areas, including recruitment; career progression, promotion and development; gender composition at all levels of our workforce; gender work segregation; workplace support, leave and flexibility; workplace culture, leadership and diversity; and gender pay equity.

Across the institution, we have seen momentum build. Women's representation in senior leadership continued to rise, with significant improvement in senior executive roles and gender parity maintained in senior professional positions. In academia, women reached parity in early- and mid-career stages, with a notable increase in the proportion of women at Professor level, particularly in STEMM fields where structural barriers have been most persistent. These gains reflect the impact of long-term, system-level initiatives such as SAGE, Athena Swan, and the GEAP itself.

Retention improved for academic women, aided by targeted supports such as the Advancing Women's Success Grant and Faculty-specific initiatives that sought to dismantle entrenched barriers. Regular gender pay analysis continues to narrow salary gaps and strengthen transparency. Progress in addressing gender segregation, particularly in STEMM, highlights that change is possible when local strategies are embedded and monitored over time.

Our work to eliminate bias and strengthen inclusive recruitment practices has been supported by updated recruitment guidelines, unconscious bias training and enhanced support for transgender and gender-diverse applicants. Together, these measures are helping to create more equitable pathways into Monash and reaffirm our commitment to a safe, respectful and inclusive workplace for all.

We also continue to expand flexible work practices, recognising this as a critical enabler of gender equity. Manager support for flexible arrangements has increased substantially across all genders, and enhancements to parental partner leave have reinforced our commitment to shared caregiving designed to reduce the gendered impact of caring responsibilities.

Staff feedback, however, underscores that workplace experiences of flexibility, inclusion and opportunity vary across different identities,circumstances and lived experiences. This highlights the importance of applying an intersectional lens to understand where gaps persist and to guide targeted action plans that improve accessibility, belonging and equity across the University.

What we learned

One of the strongest insights through our work to-date, is that progress is not uniform. Faculties and Portfolios sit at different stages of maturity in embedding gender equity into everyday practice. Some areas now have well-developed strategies and measurable impact, while others are still establishing foundational capability. This variation underscores the need for tailored approaches, local ownership, and sustained institutional support.

We also learned that culture change requires co-design and proactive engagement. Through workshops, focus groups, staff networks and cross-functional committees, colleagues consistently told us that flexible work, bias-aware decision-making, transparent processes, visible senior role models (particularly in STEMM) and targeted development opportunities are among the most influential enablers of gender equity. Their insights have directly shaped our policies and initiatives and strengthened trust in the process.

Importantly, staff also identified gaps that persist, such as uneven access to flexible work, professional development, inconsistent leadership capability in managing gender equity issues, limited progression pathways for part-time staff and the ongoing gendered impacts of caring responsibilities. These insights remind us that while progress has been significant, it remains fragile unless continuously reinforced.

Looking ahead

Monash has demonstrated that evidence-driven, long-term commitment can deliver meaningful change. Yet, the work is not complete. Sustaining momentum requires continued data-driven, multi-modal assessment, strong leadership, dedicated resources and a collective responsibility for advancing gender equity.

Our next phase builds on what we have learned: that gender equity must be deeply embedded in our systems and culture; that progress accelerates when staff are engaged as partners; and that targeted, locally-led approaches drive the greatest impact. With these insights, we continue our journey toward a more inclusive, equitable, and thriving Monash.

> "This work matters because equity transforms individuals and institutions."
>
> Pearl Subban,
> Education

> "To think globally is overwhelming but to act locally is empowering."
>
> Julie Debeljak,
> Law

“This work is not about fixing individuals, but transforming systems with empathy, persistence and care.”

Nicoleta Maynard,
Engineering

LEADERSHIP COMMITMENT AND GOVERNANCE

Monash University’s leadership commitment to gender equity is embedded in our strategic plan, Impact 2030, which articulates our purpose and our responsibility to address global challenges through equity, diversity and inclusion. As a university with a footprint across Australia, Malaysia, China, Indonesia and Italy, we recognise that our commitment to fostering inclusive and equitable environments must extend across all campuses and reflect the diverse communities we serve.

The Chancellery Art Walk

Chancellery Column Commission 2020
Image courtesy of Monash University Museum of Art
Photo: Rhiannon Slatter

Leaders across Monash actively champion this commitment. Transparent reporting and regular updates to the Vice-Chancellor’s Group, governing body and relevant committees promote accountability and transparency, strengthen evidence-based decision-making and embed gender equity as a core institutional priority. Leadership endorsement also underpins the resourcing, visibility and institutional support required to embed gender equity across policies, systems and local practices.

This commitment is operationalised through strong governance and evaluation structures. The Monash University Equity, Diversity and Inclusion (EDI) Committee provides strategic oversight, while faculty and portfolio EDI committees drive implementation at a local level. This distributed governance model enables consistency with university-wide strategy, while supporting local responsiveness, collaboration and shared accountability.

Robust data practices, record keeping and continuous self-assessment further support our approach. Monash systematically collects and analyses longitudinal quantitative and qualitative data to identify barriers, measure progress and inform targeted evidence-based actions. Tools such as the biennial Employee Experience Survey, demographic analysis and staff engagement activities (including focus groups, staff interviews and feedback mechanisms) capture lived and living experiences across our community. Insights are recorded over time to track trends, assess impact and guide continuous improvement.

Together, leadership commitment, strong governance and rigorous evaluation processes ensure that Monash’s gender equity work remains evidence-based, transparent and deeply embedded across all levels of the institution.

OUR CONSULTATION PROCESS

The development of the Gender Equality Action Plan 2026–2030 was guided by extensive consultation with staff and their representatives, ensuring the Plan reflects lived experiences, assesses the effectiveness of current strategies, and addresses ongoing barriers to equity.

Through a structured and multi-stage consultation process, we sought to ensure a broad staff engagement across three key phases:

1) Reflection and review;

2) Input and evidence gathering;

3) Draft review and feedback.

Consultation activities included gender equity focus groups, interactive workshops, targeted interviews, and formal feedback mechanisms.

Feedback was sought from a broad cross-section of the University community, including the University's governing body, senior leaders, HR teams, the Monash University Equity, Diversity and Inclusion Committee, the Athena Swan Steering Group, employee representatives and staff across all levels. The process was further informed by insights from the 2025 Employee Experience Survey and engagement undertaken through the development of actions for the Athena Swan Silver accreditation. Together, these consultation streams ensured that the GEAP reflects lived experience, organisational data and sector best practice.

A consultation log was maintained, recording each activity, its purpose, and feedback received, ensuring all contributions could be systematically referenced when developing the actions and priorities in the GEAP. This iterative and inclusive process strengthened the Plan's relevance, evidence base and impact.

What we learned

Consultations with staff highlighted the critical importance of diverse leadership and inclusive governance practices, particularly for women from diverse cultural backgrounds and non-binary and gender-diverse employees. While Monash's overarching policies provide a strong framework, their implementation at the local level is sometimes inconsistent, impacting equity and inclusion outcomes.

Staff feedback revealed that career opportunities are shaped by the intersection of gender with disability status, generational and cultural diversity. In academic careers, barriers to promotion and progression were frequently linked to limited understanding of key frameworks, such as the Achievement Relative to Opportunity (ARtO) Framework, with some staff expressing low confidence in how these principles are applied in decision-making. Caregiving responsibilities were consistently identified as the most significant barrier, disproportionately affecting women and gender-diverse staff. These responsibilities often lead to prolonged or more frequent career interruptions, cumulatively reducing productivity, competitiveness, and career advancement. Interruptions can delay readiness for promotion, limit visibility and recognition, and restrict access to professional development and leadership opportunities.

Feedback on professional development, mentoring and leadership programs was generally positive. However, access was described as uneven across business units and employment levels. Staff emphasised the value of targeted support for life-stage transitions, including menopause and caregiving responsibilities, recognising these measures as essential for both retention and career growth. Employee resource groups and networks were frequently recommended as effective mechanisms for fostering belonging and addressing common challenges.

Staff also highlighted the importance of creating a respectful, supportive and inclusive workplace environment. Many shared the value of actively sharing and modelling inclusive practices in areas such as recruitment, meetings, events, and training, enabling staff of all genders to feel empowered to be their authentic selves, with their contributions valued and respected. Raising awareness of gender equity, intersectionality, and inclusion for underrepresented, underrecognised or staff with experiences of marginalisation was identified as a key priority.

Flexible working arrangements, family violence leave and support for carers were highly valued, but inconsistent uptake and awareness suggest opportunities for improvement. Promoting workplace equality was seen as essential to fostering a culture where everyone can thrive, belong and participate fully.

These insights provide a strong evidence base for targeted actions in the GEAP 2026–2030, guiding initiatives to strengthen inclusion, equity, and access to opportunities across the University.

> "I love that we appreciate our world is changing towards more inclusive and just environments, and that we're actively inviting ourselves to change with it."
>
> Nick McGuigan,
> Monash Business School

HOW GENDER EQUALITY PRINCIPLES INFORMED THIS ACTION PLAN

Monash University has been embedding gender equality principles across workforce planning, policy, and organisational culture. These principles have directly informed the priorities and actions in the Gender Equality Action Plan (GEAP), with the aim of ensuring that staff of all genders have equitable access to career-building opportunities and other workplace support mechanisms. Strategies within the GEAP are designed to respond to findings from the workforce gender audit and staff consultations, translating these principles into concrete initiatives.

Our analysis highlights both achievements and ongoing gaps: while women comprise 58% of the workforce, they remain underrepresented in senior academic roles, STEMM leadership, and in senior professional positions (i.e., above HEW 10). Furthermore, cultural diversity in senior roles does not currently reflect the diversity of the Monash community. To this end, the GEAP includes strategies designed to improve both gender representation and broader diversity in leadership and decision-making positions, through the lens of intersectionality. The GEAP also recognises the importance of fostering a safe and respectful environment where staff feel empowered to affirm their gender identity, subsequently including targets to improve the representation of non-binary, gender-diverse, and gender non-conforming staff across the University.

The development of the GEAP was informed through staff consultations, survey data and workforce insights, highlighting persistent disparities in leadership representation, career progression, and access to professional development. In response, the GEAP includes actions designed to remove systemic barriers related to caregiving responsibilities, part-time work and gendered occupational segregation. Strategies include embedding equitable decision-making in recruitment and promotions, normalising flexible work as a standard entitlement, and strengthening leadership pipelines that advance women from diverse backgrounds and underrepresented genders into senior roles.

The GEAP also emphasises transparency, accountability and measurable outcomes. Workforce data analytics on promotions, development and retention, underpinned by ongoing consultation with staff, will ensure that lived experience informs both policy and practice. Monash will measure effectiveness, track progress and assess the positive impact of initiatives on gender equity across the University. By embedding gender equity principles across recruitment, promotion, performance evaluation, leadership development and flexible work, the GEAP aims to create a workplace where all staff can participate, contribute and thrive.

GENDER PAY EQUITY PRINCIPLES: OUR COMMITMENT TO CLOSING THE GENDER PAY GAP

Monash University undertakes a comprehensive gender pay gap analysis every six months, providing senior leaders with workforce data and insights disaggregated by business units. This analysis is supported by resources to help leaders understand the key drivers of the gender pay disparities, including structural, occupational and intersectional factors. Findings from workforce data and employee consultations have directly informed the design and priorities of the Gender Equality Action Plan, embedding pay equity principles across actions addressing career progression and remuneration.

While many Monash staff salaries are structured within industrially regulated or locally governed remuneration frameworks, we recognise that targeted strategies to remove barriers to career advancement and facilitate equitable career progression remain critical to addressing gender disparities in senior positions, particularly among senior academics. These pay equity principles are reflected in GEAP actions that support equitable access to leadership and promotion opportunities, contributing directly to reducing the organisation-wide gender pay gap and ensuring that long-term career outcomes and remuneration are aligned with experience, capability and potential across all genders.

The University has set an aspirational target to close the gender pay gap by 2030, supported by a senior leadership-endorsed target to reduce the average total remuneration gap for managers. These targets guide proactive initiatives, including equitable recruitment and promotion practices, transparent performance and reward frameworks and access to leadership development or career-building opportunities.

RECOGNISING DIVERSE EXPERIENCES THROUGH AN INTERSECTIONAL APPROACH

Intersectionality has been central to the development of Monash's Gender Equality Action Plan, recognising that staff experiences of gender inequality are shaped by multiple, overlapping identities, including age, gender identity, sexual orientation, disability, neurodivergence, Indigenous status, cultural and linguistic background, religious background, caregiving responsibilities and career stage. The Monash University Equity, Diversity and Inclusion (EDI) Framework promotes intersectionality as one of four core principles guiding our practices and actions. While workforce data on intersectionality remain limited, staff surveys, focus groups and consultations provided valuable insights into the lived and living experiences of diverse staff groups, enabling a deeper understanding of how overlapping identities influence career progression, inclusion, and access to opportunities.

The GEAP utilises intersectionality as a prism to inform approaches across all strategic actions, including recruitment, promotion, leadership development and flexible work arrangements. For example, targeted initiatives are planned to support women in STEMM who are also caregivers, women from diverse cultural backgrounds, ensuring equitable access to career-building opportunities and leadership pipelines. Policies such as Achievement Relative to Opportunity (ARtO) and flexible work frameworks are being enhanced to account for intersecting barriers, including part-time work, career interruptions, and caregiving responsibilities.

Planned training programs for managers and leaders seek to build awareness of unconscious bias and equip staff to foster inclusive practices that recognise the impact of marginalisation and support intersecting identities. The GEAP also includes actions to expand workforce data collection to include voluntary disclosure of intersectional characteristics, enabling more precise analysis and targeted interventions to address systemic inequities.

By utilising an intersectional lens, the GEAP is intentionally framed to recognise that experiences of gender are not homogenous. This commitment is underpinned by the Monash University EDI Framework, which identifies intersectionality as a core principle guiding organisational practices and actions.

“Big change almost always reflects the culmination of many small wins by many dedicated individuals.”

Edwina McGlinn,
Medicine, Nursing and Health Sciences

CASE FOR CHANGE

Achieving gender equity is a long-standing institutional priority at Monash, grounded in decades of evidence-informed action. While substantial progress has been made, persistent inequities remain for staff whose careers are shaped by compounding disadvantages, including part-time work, caregiving responsibilities and systemic biases embedded in institutional structures. Gender equity is not only the fair and right thing to do, it requires actively dismantling these systemic and cultural barriers to ensure all staff of all genders can contribute fully, develop their careers and thrive.

Evidence shows that advancing gender equity strengthens innovation, problem-solving and decision-making. It supports staff well-being, engagement, and retention, and ensures Monash can fully leverage the talents, knowledge, and perspectives of staff of all genders.

Building on Monash’s strong leadership commitment, institutional policies, practices, and culture must continue to evolve to remove barriers and embed equity into everyday systems. This includes improving workplace culture, championing inclusive leadership, applying a gender lens in recruitment, promotion, and career progression, actively addressing gender pay gaps, mitigating the impacts of caregiving responsibilities, responding to and preventing gender-based violence, reducing occupational gender segregation, and supporting flexible work arrangements.

Our 2030 vision is a Monash University where gender equity is deeply embedded across all strategic and operational activity. Building on our demonstrated commitment, we aim to close the gender pay gap, accelerate improvements in the gender composition of leadership and senior roles and continue actively promoting equitable career progression opportunities for all staff. In this environment, gender equity is understood, championed and enacted as a shared responsibility by leaders, managers, and academic and professional staff, fostering inclusive cultures and fair outcomes across the Monash community.

WORKPLACE GENDER EQUALITY INDICATOR 1: GENDER COMPOSITION OF ALL LEVELS OF THE WORKFORCE

Current landscape

At Monash, we recognise that a diverse workforce is critical to reflecting and serving the communities around us. Gender and broader workforce diversity matter not only for equity, but also for innovation, decision-making and organisational performance. We are committed to addressing under-representation and ensuring equitable opportunities for staff of all genders. We take pride in our diverse workforce and deeply value the perspectives, experiences, and backgrounds that each individual contributes to our community.

Achieving equitable and diverse representation requires dismantling systemic and cultural barriers and ensuring all staff have access to career progression, leadership development and pathways to senior roles, with leadership that reflects the diversity of our workforce remaining a central focus.

The University's long-standing KPI for senior women includes both academic and professional roles, defined as Level D (Associate Professor) and above and HEW 10 and above, respectively. In 2025, women held 42.6% of these senior positions (n=1,635), reflecting strong progress over the past decade but remaining below their overall workforce representation of 58.2%. Monitoring this KPI helps us target systemic barriers and informs our broader efforts to achieve equitable leadership across all genders. Proactively addressing this gap remains a central priority by 2030.

Among academic staff, women's representation at Level E (Professor) has risen to 34% in 2025, up from 28.2% in 2021 and 27.8% in 2017, following a period of accelerated progress in recent years after minimal change previously. This improvement demonstrates the impact of targeted gender equity initiatives. However, we have observed signs of slowing progress at Level D (Associate Professor), indicating the need to strengthen the leadership pipeline and maintain momentum across all senior academic levels.

We will continue implementing targeted strategies to support equitable career progression and remove structural barriers that impede advancement.

Among professional staff, women comprise 63.4% of the total workforce, but representation declines at senior levels: 56.5% at HEW 10 and 45.5% above HEW 10, resulting in 53.9% overall among senior professional staff. Removing barriers to women's progression into senior professional and leadership roles remains critical to improving gender diversity at the top. In particular, an intersectional analysis highlights the ongoing underrepresentation of women from culturally and linguistically diverse backgrounds in senior roles, indicating structural barriers that intersect across gender, culture and language.

Work patterns also continue to influence career progression, with part-time work remaining highly gendered. In 2025, 30.4% of women worked part-time compared to 18.1% of men. Women made up 70.3% of all part-time staff. However, part-time roles remain rare at senior levels, with only 5.3% of senior roles held on a part-time basis, reflecting cultural and structural constraints on flexible pathways to leadership.

Our analysis of the Employee Experience survey showed that 35.9% of staff reported experiencing barriers to success, with differences by gender (36.6% of women, 32.9% of men, and 62.5% of non-binary/gender-diverse staff). Intersectional analysis revealed that women with disability and LGBTIQA+ men had the highest proportions of reported barriers, highlighting the importance of an intersectional approach to understanding and addressing workplace inequities.

Historically, measuring diversity has been challenging, often relying solely on surveys, which limits our ability to analyse employment trends such as retention or career progression. Addressing these data limitations will be central to our efforts, enabling more accurate insights into workforce diversity and informing targeted, evidence-based strategies.

What we heard

> “I’ve definitely seen an increased number of women at all academic levels and I’ve seen a lot more women in the kind of mid-career stages having success…”

ACTIONS

1.1 **Enhance staff understanding of intersectional gender equity**	1.1.1	Develop, deliver and maintain evidence-informed training and resources that build awareness of intersecting identities, circumstances and experiences, such as gender, caregiving responsibilities, age, disability, cultural identity, to promote inclusive practices and support the career progression of women and gender-diverse staff.
1.2 **Address structural barriers in part-time and flexible work pathways to advance gender equity**	1.2.1	Equip people managers with guidance to adjust workload expectations when staff change their work fraction, ensuring responsibilities are distributed equitably and part-time arrangements remain sustainable.
	1.2.2	Recognise and support the achievements of part-time staff, who are disproportionately women, by actively reviewing their contributions, promoting equitable career progression and championing flexible models of leadership.
1.3 **Build supervisor and people manager capability in addressing gender equity**	1.3.1	Review and assess existing supervisor and people manager development programs to identify opportunities to embed principles of gender equity, such as inclusive leadership capabilities and inclusive supervisory practices.
	1.3.2	Design and implement targeted learning for supervisors and people managers, providing practical tools and staff development to embed principles to increase gender equity at Monash, such as overcoming bias, equitable decision-making, prevention of exclusionary behaviours and fostering a culture of belonging.
1.4 **Enhance the leadership pipeline to advance gender equity in leadership**	1.4.1	Deliver targeted career development initiatives, such as structured sponsorship, shadowing, and mentoring programs involving senior leaders, to support the advancement of women and gender diverse staff (particularly those from diverse cultural backgrounds or from marginalised, underrepresented or underrecognised groups) into senior leadership roles.
1.5 **Set and monitor gender equity targets**	1.5.1	Establish and achieve a university-wide target to increase the representation of women in senior manager positions.
	1.5.2	Establish and achieve a university-wide target to improve the representation of non-binary and gender-diverse staff.
1.6 **Strengthen reporting, insights and staff feedback to advance intersectional gender equity**	1.6.1	Enhance workforce data collection by enabling staff to voluntarily share demographic information such as cultural identity and disability, to support intersectional gender analysis and evidence-based planning.
	1.6.2	Analyse staff data and surveys through an intersectional gender lens to inform targeted workforce strategies at both local and university-wide levels.
	1.6.3	Facilitate accessible and confidential feedback channels (e.g., surveys, focus groups, staff interviews, anonymous mechanisms) to understand staff experiences of workplace culture, respect, safety, and inclusion.

WORKPLACE GENDER EQUALITY INDICATOR 2: GENDER COMPOSITION OF THE GOVERNING BODY

Current landscape

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 Monash Council members, a notable milestone, particularly with a woman currently serving as Chancellor.

Maintaining gender diversity in Council membership remains a key priority. Appointments currently follow the Guidelines for the Selection of Council Members, which explicitly consider gender alongside other diversity attributes. Gender representation is a central consideration in the selection and renewal of Council members and the composition of the Council is regularly monitored and reported to ensure an appropriate gender composition is maintained.

While these commitments are well-established, they may not always be widely known across the broader Monash community. We have identified opportunities to enhance transparency, clarity and accountability in Council appointment processes, ensuring staff and stakeholders can better understand how diversity considerations are embedded in governance decisions.

These measures help ensure that Monash's governing body reflects a diversity of perspectives and expertise, supporting robust decision-making and governance processes.

ACTIONS

2.1 **Enhance transparency and clarity in Council appointment processes**	2.1.1	Publish the skills matrix applied as part of the Guidelines for the Selection of Council members.
	2.1.2	Develop a Council Appointments Policy, outlining the selection process for Council members.
	2.1.3	Continue monitoring and reporting the gender composition of Monash Council members.
2.2 **Supporting Council members' awareness and engagement in gender equality**	2.2.1	Provide Council members with relevant onboarding and compliance training modules, alongside briefings, reports and curated resources on gender equality trends, University initiatives, policies and key issues.
	2.2.2	Identify, promote and support opportunities for Council members to participate in gender equality initiatives and events, where appropriate, to enable visible leadership and advocacy.

WORKPLACE GENDER EQUALITY INDICATOR 3: EQUAL REMUNERATION FOR WORK OF EQUAL OR COMPARABLE VALUE ACROSS ALL LEVELS OF THE WORKFORCE, IRRESPECTIVE OF GENDER

Current landscape

Monash University remains firmly committed to closing the gender pay gap and has made steady progress, with year-on-year improvements in both average and median figures. As of 2025, the average total remuneration gender pay gap stands at 9.5%, a reduction of 0.4 percentage points from the previous year. Median figures are considerably lower: 3.95% for total remuneration and 3.86% for base salary, indicating that disparities at the higher end of the pay scale are driving the average gap. Monash's gender pay gap remains well below the national average of 21.1%, yet more work is needed to ensure sustained progress.

While these trends reflect positive momentum, the gender pay gap underscores the need for targeted, proactive action. The Workplace Gender Equality Agency (WGEA) notes that, on average, only half of employers reduce their gender pay gap each year. In the higher education sector, where women comprise 58% of the workforce, gaps persist in senior roles, most notably among Professors. Industry-gender segregation is a key contributor to these disparities, reflecting structural challenges that persist across the sector. This aligns with our audit.

At Monash, equity gaps are particularly evident in STEMM academic leadership, where women hold fewer than one in three Professorships, and among professional staff above HEW 10, where women represent 45.5% compared with 63.4% across the broader professional workforce. Monash's Gender Pay Gap audit also shows that women constitute 58.2% of the workforce but hold only 50.7% of managerial roles. This gap widens at the top of the pay spectrum: only 39.4% of managers in the highest remuneration quartile are women, who experience a gender pay gap of 8.38%. A persistent gap also exists among staff on Performance-Based Contracts. While these roles represent a minority, women are under-represented at 45.4%, with an average total remuneration gender pay gap of 12.95%. These figures highlight the need for strategic interventions to support women's progression into senior academic and professional leadership roles.

Historically, the gender pay gap has been assessed organisation-wide. However, greater accountability is needed at the local level. Faculties and Portfolios play a critical role in workforce planning and decision-making and must be empowered and expected to drive change within their areas. To further ensure transparency, accountability and sustained progress in addressing these disparities, we report gender pay gap data regularly to senior leadership and Monash Council.

ACTIONS

3.1 **Strengthen leadership accountability for closing the gender pay gap across the organisation**	3.1.1	Senior leaders commit to reducing the gender pay gap by developing and implementing proactive measures, contributing to the organisation-wide KPI for closing the gender pay gap.
	3.1.2	Gender pay gap reduction goals are integrated in performance development plans of senior leaders, supported by data-informed strategies.
3.2 **Leverage data to drive gender pay equity**	3.2.1	Undertake six-monthly gender pay gap audits, producing detailed, disaggregated findings for senior leadership to track progress and identify areas for targeted action.
	3.2.2	Ensure leaders access and utilise gender pay gap insights to drive evidence-based planning, career progression strategies and remuneration decisions.
3.3 **Foster transparency and communication**	3.3.1	Provide regular, organisation-wide updates on the gender pay gap in addition to providing reports to the governing body and its applicable sub-committees.

WORKPLACE GENDER EQUALITY INDICATOR 4: SEXUAL HARASSMENT IN THE WORKPLACE

Current landscape

At Monash, we are committed to preventing all forms of gender-based violence, including sexual harassment. Gender inequality is one of the drivers of gender-based violence and is understood as the underlying context that can facilitate harm within university settings. Comprehensive actions related to Monash's prevention of gender-based violence are outlined within the University's Strategic Commitment to Gender-based Violence and Sexual Harm Prevention and Response and Gender-based Violence Prevention and Response Action Plan, which aligns with the National Higher Education Code to Prevent and Respond to Gender-based Violence. By addressing the cultural and structural conditions that facilitate gender inequality, we aim to create a workplace where all staff feel safe, respected and supported at work.

Harmful behaviours, including sexual harassment, gender-based violence, bullying and discrimination, disproportionately affect women and people of marginalised genders and remain a significant barrier to gender equity in the workplace. Monash University implements prevention and response strategies to address sexual harm and gender-based violence, recognising these behaviours as both a workplace safety issue and a critical gender equity issue.

Workplace culture and leadership play a decisive role in shaping gendered experiences of safety, belonging and career progression. Inclusive leadership, where leaders actively model respect, challenge harmful norms and hold themselves and others accountable, is essential to preventing gender-based violence including sexual harassment and reinforcing gender-equitable behaviours. Where leadership commitment is inconsistent, gender inequality is more likely to be experienced, normalised or left unchallenged.

While progress has been made, gendered disparities in workplace experiences remain evident. Intersectional analysis shows that women, gender-diverse and non-binary staff, particularly those who are also LGBTIQA+, Indigenous, from diverse cultural backgrounds, living with disability, or at different life stages, experience higher rates of sexual harassment, bullying and discrimination than the workforce average. These experiences have cumulative impacts on wellbeing, retention, career advancement and participation in leadership.

Reported incidents of bullying and sexual harassment have decreased since the 2023 Employee Experience Survey. However, experiences of discrimination have remained largely unchanged. While 77.8% of respondents agree that Monash encourages respectful workplace behaviours, this improvement does not reflect the lived experiences of all genders equally.

Barriers to reporting sexual harassment remain a critical concern. Data indicates that staff who have experienced sexual harassment are hesitant to make a formal report. Fear of career repercussions, reputational harm, minimisation of incidents and limited confidence in outcomes continue to deter reporting, which mirrors evidence relating to broader societal barriers to reporting.

What we heard

> “Change means going beyond policies…When equity and respect are built into the daily fabric of the organisation, they become part of the culture rather than an initiative. This creates a workplace where everyone feels seen, valued, and able to thrive.”

ACTIONS

4.1 **Promote leadership accountability and capability for gender equity**	4.1.1	Senior leaders engage in gender equity initiatives and targeted learning to understand gender biases, barriers to equity and the impact of lived experiences, enabling them to drive systemic change.
	4.1.2	Senior leaders champion inclusive, equitable work practices that address intersectional barriers and support the progression of under-represented genders into senior roles.
	4.1.3	Develop and distribute comprehensive, accessible resources and tools for people managers, enabling them to recognise intersectional barriers, implement flexible work practices, and foster inclusive, equitable environments.
	4.1.4	Offer specialist, trauma-informed training for leaders and staff who receive disclosures or respond to reports of sexual harm or gender-based violence, focusing on person-centred, gender-responsive practice.
4.2 **Foster belonging, inclusion and authentic participation**	4.2.1	Facilitate programs and events that foster belonging, peer support and promote gender equity by amplifying the contributions of women and gender-diverse professional staff, educators and researchers.
	4.2.2	Support employee networks and flagship programs advancing gender equity, ensuring they have senior sponsors who advocate for visibility and influence across professional staff, educators and researchers.
4.3 **Improve reporting, listening and data-informed insights**	4.3.1	Facilitate accessible and confidential feedback channels (e.g., surveys, focus groups, staff interviews, anonymous mechanisms), alongside structured informal dialogue and resolution pathways at the local level, to understand staff experiences of workplace culture, respect, safety, and inclusion.
	4.3.2	Analyse gender-disaggregated and intersectional data on workplace culture, bullying, microaggressions, harassment and discrimination, supported by both formal and informal feedback, to identify patterns, risks, and targeted prevention opportunities.
	4.3.3	Monitor completion of mandatory training, escalating non-compliance where required, and use participation data to inform ongoing development strategies.
4.4 **Improve staff awareness of respectful behaviours and reporting pathways**	4.4.1	Continue building staff understanding of respectful behaviours, as well as harmful actions, including gender-based violence and sexual harassment through tailored educational materials.
	4.4.2	Continue promoting awareness of reporting options and support services, including providing information during onboarding.
	4.4.3	Leverage faculty and portfolio all-staff meetings and communications to reinforce respectful conduct, reporting pathways and available support, delivered in partnership with specialist teams.
4.5 **Meet the requirements of the National Higher Education Code to Prevent and Respond to Gender-based Violence**	4.5.1	Implement requirements of the National Higher Education Code to Prevent and Respond to Gender-based Violence.

WORKPLACE GENDER EQUALITY INDICATOR 5: RECRUITMENT AND PROMOTION PRACTICES IN THE WORKPLACE

Current landscape

Monash University is committed to recruitment and promotion practices that uphold fairness, equity and transparency. Overall workforce data shows that recruitment and progression outcomes broadly reflect the gender composition of the University, indicating progress in equitable career opportunities. Women continue to be well-represented among new hires and in career progression rates across both academic and professional roles, including senior positions. A more nuanced analysis shows ongoing gendered segregation across occupations, addressed in WGEI 7.

Our academic promotion process is designed to support excellence, career growth and the recognition of potential and talent, while our recruitment frameworks aim to attract and welcome diverse candidates across all levels of the University.

Despite these positive outcomes, staff perceptions highlight that experiences of fairness across recruitment and promotion are not uniform. In the 2025 Employee Experience Survey, agreement with the statement “I believe the recruitment processes in my organisation are fair” was higher for men (58.2%) than women (54%) or non-binary and gender-diverse respondents (50%). Only 35% of women with disabilities believed the process was fair, compared to more positive responses by individuals with caregiving responsibilities and those born outside Australia.

In promotion, we found the confidence in the fair process was lower than for other workplace items at 39%. Women, non-binary and gender diverse staff and part-time staff consistently reported lower perceptions than the University-wide average. Consultation findings also revealed that intersectional factors, such as being an academic woman born outside Australia, speaking English as an additional language, or living with a disability can compound barriers to career progression. Part-time women, in particular, remain underrepresented among academic promotion applicants.

These insights underscore that, while progress has been made, recruitment and promotion practices must continue to be shaped through an intersectional lens. By focusing on potential, providing targeted support and fostering inclusive career pathways, Monash seeks to ensure that all staff have equitable opportunities to grow, contribute and thrive in their careers.

What we heard

> “Over time, I have seen a change in sentiment towards women’s abilities and career progression that has been positive, acknowledging we can continue to build on this.”

ACTIONS		
5.1 **Embed inclusive recruitment practices to attract diverse talent**	5.1.1	Identify occupational segregation and apply inclusive recruitment principles, including bias mitigation and equitable selection frameworks, to improve staff gender composition.
	5.1.2	Provide training and resources for hiring managers and members of recruitment panels, modelled on leading practice, to enable equitable decision-making and inclusive hiring processes designed to advance gender equity.
	5.1.3	Support business units in implementing targeted searches and outreach strategies to proactively address gender under-representation in key academic and professional roles.
	5.1.4	Actively apply a gender lens in engaging with external suppliers, including procurement processes, to ensure institutional alignment with gender equity goals.
	5.1.5	Continuously review job advertisements and position descriptions to identify and mitigate gender bias, using tools such as a gender decoder and inclusive language guides.
5.2 **Continue enhancing equity in academic career progression**	5.2.1	Raise awareness of Achievement Relative to Opportunity (ARtO) and refine guidance materials to support more equitable promotion and career progression for women and gender-diverse staff.
	5.2.2	Enhance understanding of the long-term cumulative impact of caregiving responsibilities and part-time work on academic success to promote equitable assessments of performance and achievements.
	5.2.3	Develop, deliver and maintain evidence-informed training and resources that build awareness of intersecting identities, circumstances and experiences, including those associated with women, marginalised groups, as well as factors such as age, caregiving responsibilities and mental health, to promote equitable decision-making and reduce unconscious biases.
	5.2.4	Monitor and report completion rates of the Assessing Achievement Relative to Opportunity training module by academic leaders with a focus on supporting gender equity outcomes.

WORKPLACE GENDER EQUALITY INDICATOR 6: WORKPLACE SUPPORT, LEAVE AND FLEXIBILITY

Current landscape

Monash University recognises that workplace support, leave and flexible work arrangements are critical levers for achieving gender equality. Research and workforce data consistently highlight that caregiving responsibilities remain a key barrier to career progression, particularly for women and are increasingly relevant for men as societal norms around shared caregiving evolve. At Monash, we are committed to addressing these barriers by strengthening flexible work practices, improving access to leave and providing comprehensive support for staff with family and caring responsibilities. These actions are essential to wellbeing, engagement, belonging and career progression.

At Monash, approximately 55% of staff identify as carers, underscoring the scale and importance of workplace support initiatives. Over the past decade, we have expanded parenting facilities, introduced hybrid working arrangements and developed resources such as the “Supporting Parents” and “Flex at Monash” websites. Staff have recognised these initiatives, alongside programs including the Advancing Women’s Success grants, Mobile Breastfeeding Support Kits and Parents of Monash network as valuable and proactive supports that assist them to combine their careers with caring and family responsibilities. Collectively, these efforts have improved the experiences of staff with caregiving responsibilities, as reflected in staff focus group feedback.

Despite these efforts, research and internal surveys reveal persistent challenges that we must continue to address. Caring responsibilities are cited as the top barrier to success for women (and fourth for men), with women twice as likely to cite it as a reason. Among carers, 19% of women and 11% of men experience barriers due to caregiving. Flexible work arrangements are both a barrier and an enabler. While 8.2% of staff report that inconsistent access to flexible work limits their career progression, the 2025 Employee Experience Survey also identifies flexible work as a leading enabler of career success, highlighting the importance of consistent and equitable access.

Gendered expectations around caregiving continue to influence uptake, with women more commonly accessing part-time and flexible arrangements, and men’s participation remaining below industry benchmarks, including only 9% of parental leave takers being men. Intersectional factors, including part-time status, disability and cultural background, further influence access to and perceptions of workplace flexibility.

Leave policies, including parental leave and family violence leave, are critical supports linked to gender equality. While 77.5% of respondents felt confident that Monash would support them if they needed to take family violence leave, we recognise the need to further improve awareness, confidence and access to these entitlements. We also aim to increase the equitable uptake of parental leave and flexible work, normalising shared caregiving responsibilities, challenging traditional gender norms and supporting career progression across genders.

Monash also recognises the impact of menopause on workplace participation. One-third of women experience menopause symptoms that can affect work performance, leading to absences or women leaving, particularly in senior roles. These challenges are often due to a lack of workplace support rather than menopause itself. To improve workplace support in this area, the University has begun hosting events led by senior leaders and experts to explore better support for women during menopause and raise awareness, with positive feedback emphasising the importance of normalising the impact of menopausal symptoms at work.

In this context, Monash’s ongoing actions aim to strengthen workplace support, remove barriers, and embed flexibility and leave policies into organisational culture. These measures encourage equitable participation across genders and support staff throughout caregiving and life-stage challenges. By fostering an environment where caregiving responsibilities and menopause are recognised and supported, the GEAP seeks to advance gender equality and create a workplace where all staff can thrive.

What we heard

> Flexible working arrangements have been a significant improvement in juggling work and caring responsibilities."

> Menopause can really impact a woman being able, or feeling able, to take on a leadership role as there is additional pressure…so this may impact women taking on leadership and senior roles"

ACTIONS		
6.1 **Improving policies to enhance inclusion and access**	6.1.1	Integrate (peri)menopause support into existing frameworks, including workplace adjustments and flexible work arrangements.
	6.1.2	Review barriers to accessing paid parental leave, especially for new staff and implement improvements to reduce inequities.
	6.1.3	Implement a best practice model across our parental leave offerings, such as an opt-out model.
	6.1.4	Ensure policies and supports recognise broader caregiving responsibilities, including elder care.
6.2 **Build supervisor support for flexible work**	6.2.1	Embed the importance of flexible work and gender equity in supervisor training, equipping people managers to support staff through key life stages, including (peri) menopause, caregiving responsibilities, and experiences of family violence.
	6.2.2	Encourage supervisors to make flexible work a standard practice across all genders by integrating flexible work arrangements into their team management and culture.
	6.2.3	Enhance reporting capabilities to enable more nuanced monitoring and analysis of flexible work requests across all areas.
6.3 **Support, connection and work-life integration**	6.3.1	Support employee networks and flagship programs that advance gender equity, ensuring they have senior sponsors who advocate for visibility and influence across professional staff, educators and researchers.
	6.3.2	Facilitate connection opportunities, programs and networks that support staff across diverse life stages, with a particular focus on work-life integration, caregiving responsibilities, later-career women's network.
	6.3.3	Offer targeted programs for parents and carers to provide both practical support and social networks, including staff parent networks, caregiving resources and transitional support programs.

WORKPLACE GENDER EQUALITY INDICATOR 7: GENDERED SEGREGATION WITHIN THE WORKPLACE

Current landscape

Gendered segregation refers to the disproportionate representation of women and men across occupations, disciplines and job families, shaped by historical gender norms, social expectations and organisational structures.

At Monash, women make up 58% of the workforce, yet gender disparities persist in certain areas. While women hold 63.4% of professional roles, their representation is lower in STEMM-related fields, such as in eSolutions (30.3%) and in Buildings & Property division (48.8%). The gap widens at senior levels, with women occupying only 26.5% of roles at HEW 10 and above in eSolutions and 44% of senior positions in Buildings & Property.

In STEMM faculties, significant progress has been made, particularly through the university's participation in the Science in Australia Gender Equity (SAGE) Athena Swan program. From 2022 to 2025, the proportion of women Professors in STEMM rose from 25.7% to 32.6%, with improvements in four out of five STEMM faculties. Gender disparities within STEMM disciplines are well-documented nationally and are compounded by caregiving responsibilities, which disproportionately affect women, limiting their time and resources for research. Implicit and explicit biases across employment milestones, grant applications, research citations and other systemic factors, further impede career progression and influence how women's careers and successes are perceived.

In addition to caregiving responsibilities and biases, the challenge in STEMM is further intensified by a hyper-competitive culture, fewer diverse role models, limited networking and structural barriers in performance assessments. As 60% of academic roles fall within STEMM, addressing the structural and systemic barriers hindering women's career advancement continues to be a priority.

During consultation activities, participants spoke positively about Monash's ongoing efforts to improve equity and inclusion in the research environment. However, they also highlighted continuing barriers such as career interruptions, part-time work, and gender disparities in citation indices, all of which can undermine women's competitiveness and success. While the University has made significant progress in raising awareness of unconscious bias, many women reported that gender bias still influences research evaluation and recognition. Our intersectional analysis also reveals deeper systemic inequalities. Academic women born outside Australia and those who speak English as an additional language experience the shortest tenures, highlighting the need for targeted, inclusive strategies to improve equity across all dimensions of diversity.

By addressing gendered segregation across both academic and professional areas, Monash will continue to foster a diverse, inclusive and equitable workforce, ensuring that all staff can contribute fully to the University's success.

What we heard

> While my manager is awesome, he is an exception in our department. Many other managers are talking down to women, especially if they are younger."

> When I think about my future career, it's really hard to picture becoming a professor and reaching that level because the people that I see at that level in my position, the amount of time that they dedicate to it, I can't imagine."

> It's difficult to compete against those with no family or caring commitments."

ACTIONS		
7.1 **Improve representation, retention and progression of women in STEMM-related careers**	7.1.1	Enhance data analytics to monitor turnover, tenure, progression and exits, enabling the identification of barriers and the implementation of targeted strategies to improve the representation, retention, and progression of women in STEMM fields
	7.1.2	Ensure leaders actively incorporate a gender lens into workforce and succession planning, making gender equity a key element of talent management and decision-making processes.
	7.1.3	Deliver targeted career development programs to support the advancement of women in STEMM fields with historically low under-representation.
	7.1.4	Design and implement targeted learning for leaders and people managers, providing practical tools and staff development to embed principles to increase gender equity at Monash, such as overcoming bias, equitable decision-making, prevention of exclusionary behaviours and fostering a culture of belonging.
7.2 **Promote a safe, respectful and inclusive workplace culture**	7.2.1	Increase staff awareness of respectful behaviours, including support and reporting pathways through targeted communication approaches and awareness campaigns.
	7.2.2	In partnership with specialist teams, Faculties and portfolios leverage all-staff meetings and communications to reinforce respectful conduct, reporting pathways and available support, delivered in partnership with specialist teams.
7.3 **Build inclusive network, mentoring and peer support in STEMM-related careers**	7.3.1	Facilitate regular networking events and peer mentoring circles for both academic and professional women in underrepresented areas, creating safe and supportive spaces to share experiences, build connections and foster a sense of belonging.
	7.3.2	Expand the STEMM Women Academic Network's activities, establishing regular communication, events, and resources to foster mentorship, networking, and career development opportunities, fulfilling the network's core objectives.

IDENTIFYING CURRENT AND REQUIRED RESOURCES

Monash University recognises that achieving meaningful and sustained gender equality requires deliberate and targeted investment. To ensure the successful implementation of the Gender Equality Action Plan 2026–2030 and compliance with the Victorian Gender Equality Act 2020, the University has allocated resources across governance, human, financial and technological domains. This investment is designed to embed gender equality priorities into everyday operations, enable measurable progress against key outcomes and ensure transparency, accountability, and responsiveness over the four-year plan cycle.

1. Governance and accountability

- **Oversight Bodies:** The Equity, Diversity and Inclusion (EDI) Committee and Athena Swan Steering Group provide governance oversight, ensuring GEAP activities align with University priorities and faculty-led initiatives.
- **Responsibilities:** Clear allocation of responsibilities within the GEAP ensures accountability at both central and faculty/portfolio levels. Actions are integrated into operational and workforce planning.
- **Monitoring and Review:** Regular reviews of resource allocation and progress ensure the Gender Equality Action Plan remains achievable and responsive over its four-year lifecycle.
- **Continuous Improvement:** Findings from progress reviews inform adjustments to resources and operational priorities to ensure responsiveness throughout the four-year lifecycle.

2. Integration with Organisational Priorities

- **Strategic Alignment:** The development and implementation of the Gender Equality Action Plan 2026–2030 is explicitly included in the Impact 2030 annual implementation plan, reflecting University-wide endorsement and leadership commitment. This positioning ensures that gender equality priorities are a core part of the University's broader strategic objectives and that faculties and portfolios are aligned to a shared direction.
- **Measurable Outcomes:** The Impact 2030 2026 Implementation Plan identifies clear, measurable outcomes for advancing gender equality, including reducing the organisation-wide gender pay gap, increasing women's representation in senior academic roles in STEMM disciplines and strengthening the prevention of and response to gender-based violence.
- **Operational Embedding and Accountability:** Integrating the Gender Equality Action Plan into business-as-usual operations ensures that initiatives leverage existing resources, are embedded in faculty and portfolio planning and are monitored through established governance and reporting structures. This approach promotes efficiency while maintaining accountability for delivery and measurable impact.

3. Human Resources

- **Central Coordination:** The Staff EDI Team leads the coordination and delivery of GEAP initiatives University-wide. A new ongoing role created supports gender equality progress and ensures compliance with the Gender Equality Act 2020.
- **Faculty Support:** Each faculty has Associate Deans (EDI) with dedicated workload allocations to implement initiatives, monitor progress, and provide targeted support.
- **Accountability:** Roles, responsibilities and reporting lines are documented and linked to performance KPIs, ensuring transparency and effectiveness.

4. Financial Resources

- **Budget Allocation:** Funding supports gender equity initiatives, consultation, training, awareness-building, communications, systems, and external expertise.
- **Sustainability:** The HR budget is reviewed annually to maintain flexibility and responsiveness to emerging priorities or legislative requirements.

5. Technological and Analytical Resources

- **Workforce Analytics:** Leads the development of dashboards, monitoring tools and intersectional data analyses to track progress against GEAP indicators.
- **Data-Driven Decision Making:** Analytic outputs inform resourcing decisions, highlight gaps, and enable evidence-based interventions.
- **Integration with Systems:** To enable transparent reporting, intersectional analysis and informed decision-making, the development of data dashboards and bespoke reporting tools has been embedded within the team's operational priorities.

APPENDIX - KEY PERFORMANCE INDICATORS

Workplace Gender Equality Indicator 1: Gender composition of all levels of the workforce

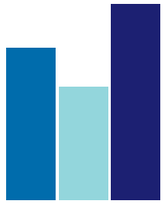
Critical performance measures

Gender composition of the duty holder organisation in 2025

(Data include continuing, fixed-term, casual and sessional staff; snapshot: 31 March 2025)

Workforce composition:

- Women: 58.2%
- Men: 41.6%
- Non-binary/Gender-diverse: 0.2%



Proportion of staff working part-time, by gender in 2025

(Data include continuing, fixed-term staff; snapshot: 31 March 2025)

Uptake of part-time work:

- Women: 20.7%
- Men: 12.1%
- Non-binary/Gender-diverse: 30.3%

Gender composition of senior leaders in the duty holder organisation in 2025

(31 March 2025)

Senior leaders:

- Women: 41.2%
- Men: 58.8%
- Non-binary/Gender-diverse: 0%

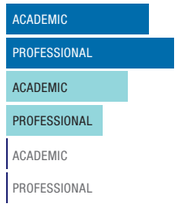
Additional performance measures

Gender composition of Monash University part-time employees in 2025

(Data include continuing and fixed-term staff; snapshot: 31 March 2025)

Part-time employees:

- Women: 70.3%
- Men: 29.4%
- Non-binary/Gender-diverse: 0.3%

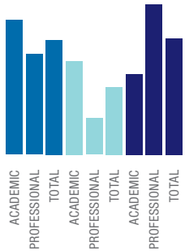


Gender composition of Monash University employees by staff type in 2025

(Data include continuing, fixed-term, casual and sessional staff; snapshot: 31 March 2025)

Staff type:

- Women:
  Academic - 53.8%
  Professional - 63.4%
- Men:
  Academic - 46.0%
  Professional - 36.3%
- Non-binary/Gender-diverse:
  Academic - 0.2%
  ProfessionaL - 0.3%

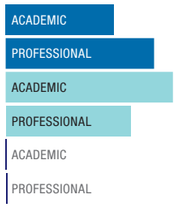


Proportion of Monash University employees working part-time by gender and staff type in 2025

(Data include continuing and fixed-term staff, snapshot: 31 March 2025)

Part-time work representation:

- Women:
  Academic - 35.6%
  Professional - 26.7%
  Total - 30.4%
- Men:
  Academic - 24.7%
  Professional - 9.8%
  Total - 18.1%
- Non-binary/Gender-diverse:
  Academic - 21.4%
  Professional - 40.0%
  Total - 31.0%

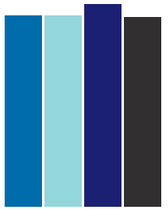


Gender composition of Monash University senior positions by staff type in 2025

(Data include continuing and fixed-term staff; snapshot: 31 March 2025)

Senior positions:

- Women:
  Senior academic roles (Level D+) - 39.1%
  Senior professional roles (HEW10+) - 54.0%
- Men:
  Senior academic roles (Level D+) - 60.8%
  Senior professional roles (HEW10+)- 45.5%
- Non-binary/Gender-diverse:
  Senior academic roles (Level D+) - 0.1%
  Senior professional roles (HEW10+) - 0.5%



Respectful supervision

2025 Employee Experience Survey: "My manager treats employees with dignity and respect"

Agreement rate:

- Women: 86.2%
- Men: 86.2%
- Non-binary/Gender-diverse: 93.8%
- All staff: 84.9%

Barriers to success

2025 Employee Experience Survey: "Have you experienced any barriers to your success at work due to any of the following?"

SURVEY RESPONDENT GROUP	% EXPERIENCED BARRIER	TOP THREE BARRIERS TO SUCCESS EXPERIENCED BY SURVEY RESPONDENTS		
All staff	35.9%	Age	Mental Health	Caregiving
Women	36.6%	Caregiving	Age	Flexible work
Men	32.9%	Mental health	Age	Cultural background
Non-binary/Gender-diverse	62.5%	Disability	Gender identity	Flexible work
LGBTIQA+	51.5%	Mental health	Flexible work	Caregiving
Staff with disability	68.2%	Disability	Mental Health	Age
Caregivers	38.3%	Caregiving	Flexible work	Age
Australian Indigenous	37.5%	Indigenous Identity	Cultural background	Mental health

Workplace Gender Equality Indicator 2: Gender composition of governing body

Critical performance measures

Gender composition of the duty holder organisation's governing body

(31 March 2025)

Monash Council membership composition:

- Women: 64%
- Men: 36%

Workplace Gender Equality Indicator 3: Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender

Critical performance measures

Mean total remuneration gender pay gap by occupation group in 2025

(Data include continuing, fixed-term, casual and sessional staff; snapshot: 31 March 2025)

Occupational group:

- Managers: 18.8%
- Professionals: 8.8%
- Technicians and Trades Workers: 2.9%
- Community and Personal Service Workers: -8.2%
- Clerical and Administrative Workers: 0%

Mean total remuneration senior leader gender pay gap in 2025: -9.4%

Supplementary measures

- Mean base salary pay gap in 2025: 8.9%
- Median total remuneration pay gap in 2025: 4.0%
- Median base salary pay gap in 2025: 3.9%

Workplace Gender Equality Indicator 4: Sexual harassment in the workplace

Critical performance measures

Anonymous experience rate of sexual harassment in 2025

"Have you experienced any of the following behaviours at work?" (types of sexual harassment)

Experienced sexual harassment:

- Women: 6.6%
- Men: 3.7%
- Non-binary/Gender-diverse: 26.7%
- Total: 5.7%

Number of formal reports of sexual harassment

2025 Employee Experience Survey

Complaint count:

- Women: 4
- Men: 0
- Non-binary/Gender-diverse: 0
- Total: 4

Supplementary measures

Participants who said they reported sexual harassment in 2025

2025 Employee Experience Survey

Reported sexual harassment:

- Women: 5.3%
- Men: 0%
- Non-binary/Gender-diverse: 0%
- Total: 4.7%

2025 Employee Experience Survey: "Were you satisfied with the way your formal complaint was handled?"

Agreement rate:

- Women: 0%
- Men: NA
- Non-binary/Gender-diverse: NA
- Total: 0%

Reasons for not making a formal sexual harassment complaint in 2025

2025 Employee Experience Survey

REASONS FOR NOT SUBMITTING A COMPLAINT	WOMEN	MEN	NON-BINARY/ GENDER-DIVERSE	TOTAL
I didn't think it was serious enough	51.9%	27.8%	25%	45.7%
I didn't think it would make a difference	38.9%	72.2%	25%	45.7%
I believed there would be negative consequences for my reputation	40.7%	55.6%	25%	43.2%
I believed there would be negative consequences for my career	31.5%	61.1%	0%	37.0%
I thought the complaint would be embarrassing or difficult	16.7%	16.7%	25%	18.5%
I believe there would be negative consequences for the person I was going to complain about	13.0%	11.1%	25%	13.6%
I didn't feel safe to report the incident	13%	5.6%	0%	11.1%
I didn't need to because I made the harassment stop	16.7%	0%	0%	11.1%
I didn't need to because I no longer had contact with the person(s) who harassed me	9.3%	5.6%	25%	9.9%
Other	5.6%	16.7%	25%	8.6%
I didn't know how to make a complaint	9.3%	5.6%	0%	7.4%
I didn't know who to talk to	3.7%	5.6%	0%	3.7%
I was advised not to	5.6%	0%	0%	3.7%

Additional measures

Supporting respectful behaviour and belonging

2025 Employee Experience Survey: "My organisation encourages respectful workplace behaviours"

Agreement rate:

- Women: 78.9%
- Men: 79.9%
- Non-binary/Gender-diverse: 62.5%
- All staff: 77.8%

2025 Employee Experience Survey: "My organisation takes steps to eliminate bullying, harassment and discrimination"

Agreement rate:

- Women: 61.7%
- Men: 66.9%
- Non-binary/Gender-diverse: 50.0%
- All staff: 62.3%

2025 Employee Experience Survey: "I feel as if I belong at this organisation"

Agreement rate:

- Women: 67.1%
- Men: 65.9%
- Non-binary/Gender-diverse: 56.3%
- All staff: 65.6%

Workplace Gender Equality Indicator 5: Recruitment and promotion practices in the workplace

Critical performance measures

Gender composition of recruited employees in 2025

(Data include continuing, fixed-term, casual and sessional staff; 1 April 2024 - 31 March 2025)

Recruited employees:

- Women: 57.4%
- Men: 42.3%
- Non-binary/Gender-diverse: 0.3%

Gender composition of employees who were promoted in 2025

(Data include continuing and fixed-term staff; 1 April 2024 - 31 March 2025)

Promoted employees:

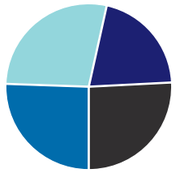
- Women: 58.6%
- Men: 41.4%
- Non-binary/Gender-diverse: 0.0%

Perceptions of recruitment, by gender in 2025

2025 Employee Experience Survey: "I believe the recruitment processes in my organisation are fair"

Agreement rate:

- Women: 54.0%
- Men: 58.3%
- Non-binary/Gender-diverse: 50.0%
- All staff: 54.4%



Perceptions of promotion, by gender

2025 Employee Experience Survey: "I believe the promotion processes in my organisation are fair"

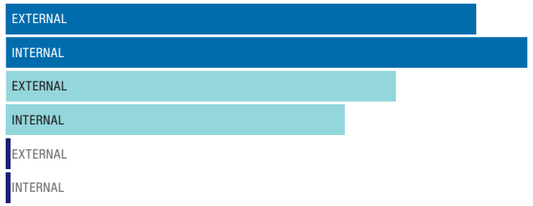
Agreement rate:

- Women: 38.6%
- Men: 42.2%
- Non-binary/Gender-diverse: 31.3%
- All staff: 39.0%

Additional measures

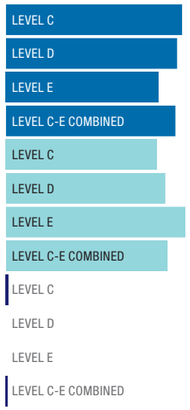
Gender composition of external and internal appointments in 2025

(Data include continuing, fixed-term, casual and sessional staff; 1 April 2024 - 31 March 2025)



Recruitment:

- Women:
  External appointments - 54.5%
  Internal appointments - 60.4%
- Men:
  External appointments - 44.9%
  Internal appointments - 39.1%
- Non-binary/Gender-diverse:
  External appointments -0.6%
  Internal appointments - 0.5%

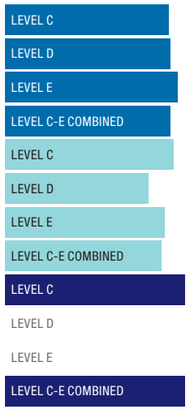


Gender composition of academic promotion candidates by academic level sought

(Data include continuing and fixed-term academic staff; 2024/2025 academic promotion round; Monash Australia)

Promotion level:

- Women:
  Level C - 53.1%
  Level D - 51.7%
  Level E - 46.0%
  Level C-E combined - 51.1%
- Men:
  Level C - 45.9%
  Level D - 48.3%
  Level E - 54.0%
  Level C-E combined - 48.5%
- Non-binary/Gender-diverse:
  Level C - 1.0%
  Level D - 0.0%
  Level E - 0.0%
  Level C-E combined - 0.4%



Academic promotion success rate by gender and academic level sought

(Data include continuing and fixed-term academic staff 2024/2025 promotion round; Monash Australia)

Promotion level:

- Women:
  Level C - 90.4%
  Level D - 91.3%
  Level E - 95.7%
  Level C-E combined - 91.7%
- Men:
  Level C - 93.3%
  Level D - 79.1%
  Level E - 88.9%
  Level C-E combined - 87.0%
- Non-binary/Gender-diverse:
  Level C - 100.0%
  Level D - NA
  Level E - NA
  Level C-E combined - 100.0%

Workplace Gender Equality Indicator 6: Workplace support, leave and flexibility

Critical performance measures

Average weeks of paid parental leave, by gender in 2025

(Data include continuing and fixed-term staff; 1 April 2024 - 31 March 2025)

Average weeks of parental leave taken:

- Women: 41.8
- Men: 7.2
- Non-binary/Gender-diverse: 7.7

Uptake of flexible work, by gender in 2025

(Data include continuing and fixed-term staff; 1 April 2024 - 31 March 2025)

Proportion of staff working flexibly:

- Women: 74.8%
- Men: 78.1%
- Non-binary/Gender-diverse: 75.0%

Perceptions of flexible work culture, by gender in 2025

2025 Employee Experience Survey: "I am confident that if I requested a flexible work arrangement, it would be given due consideration"

Agreement rate:

- Women: 74.6%
- Men: 78.1%
- Non-binary/Gender-diverse: 75.0%

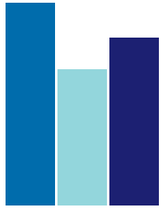
Supplementary measures

Gender composition of parental leave takers in 2025

(Data include continuing and fixed-term staff; 1 April 2024 - 31 March 2025)

Parental leave takers:

- Women: 61.1%
- Men: 38.5%
- Non-binary/Gender-diverse: 0.4%



Gender gap difference in carer's leave in 2025

(Data include continuing and fixed-term staff; 1 April 2024 - 31 March 2025)

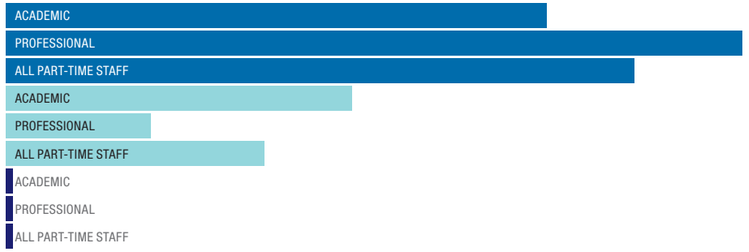
Employees who accessed carer's leave:

- Women: 32.0%
- Men: 20.5%
- Non-binary/Gender-diverse: 25.9%

Additional measures

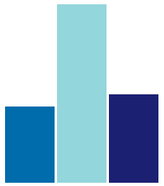
Gender composition of part-time employees

(Data include continuing and fixed-term staff; snapshot: 31 March 2025)



Part-time staff:

- Women:
  Academic - 60.7%
  Professional - 83.1%
  All part-time staff - 70.4%
- Men:
  Academic - 39.1%
  Professional - 16.2%
  All part-time staff - 29.3%
- Non-binary/Gender-diverse:
  Academic - 0.2%
  Professional - 0.7%
  All part-time staff - 0.3%



Support for flexible work

2025 Employee Experience Survey:
"My manager supports working flexibly"

Agreement rate:

- Women: 74.6%
- Men: 78.1%
- Non-binary/Gender-diverse: 75.0%

Workplace Gender Equality Indicator 7: Gendered segregation within the workplace

Critical performance measures

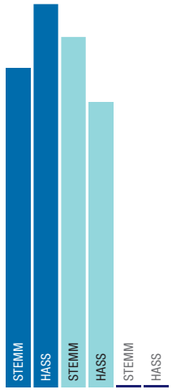
Occupational gender segregation in 2025

(Data include continuing, fixed-term, casual and sessional staff; 31 March 2025)

Occupation groups:

- Women:
  Managers - 62.4%
  Professionals - 56.1%
  Technicians and Trades Workers - 56.6%
  Community and Personal Service Workers - 51.5%
  Clerical and Administrative Workers - 65.5%
  All occupations - 58.2%
- Men:
  Managers - 37.4%
  Professionals - 43.7%
  Technicians and Trades Workers - 43.3%
  Community and Personal Service Workers - 48.5%
  Clerical and Administrative Workers - 34.2%
  All occupations - 41.6%
- Non-binary/Gender-diverse:
  Managers - 0.2%
  Professionals - 0.2%
  Technicians and Trades Workers - 0.1%
  Community and Personal Service Workers - 0%
  Clerical and Administrative Workers - 0.3%
  All occupations - 0.2%

Additional measures



Gender composition of academic staff by STEMM and HASS discipline

(Data include continuing and fixed-term academic staff; snapshot: 31 March 2025)

Measure:

- Women:
  STEMM - 47.7%
  HASS - 57.1%
- Men:
  STEMM - 52.1%
  HASS - 42.4%
- Non-binary/Gender-diverse:
  STEMM - 0.2%
  HASS - 0.4%

Retention rate of academic staff in STEMM

(Data include continuing and fixed-term academic staff; snapshot: 31 March 2025)

Measure:

- Women:
  Academic staff
  (Levels A to E) - 87.4%
  Senior academic staff
  (Level D and above) - 95.5%
- Men:
  Academic staff
  (Levels A to E) - 86.7%
  Senior academic staff
  (Level D and above) - 93.6%
- Non-binary/Gender-diverse:
  Academic staff
  (Levels A to E) - 100%
  Senior academic staff
  (Level D and above) - 100%

MONASH University

FURTHER INFORMATION

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