



MONASH
University

Athena SWAN Action Plan

2018 - 2021



Advancing the principles of the Athena SWAN Charter is instrumental to the success of Monash. Commitment to improving diversity is a matter of fairness and justice, as well as essential to ensuring excellence.”

Professor Margaret Gardner AO, President and Vice-Chancellor

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This document provides a summary of key findings identified as part of our participation in Athena SWAN, a national accreditation program aimed at advancing gender equality, diversity and women's representation in science, technology, engineering, mathematics and medicine (STEMM) disciplines. It represents an extract from the University's inaugural submission for the Athena SWAN Bronze award, showcasing key actions the University will undertake in order to address the issues and opportunities identified in the self-reflective assessment of a broad range of institutional data.



BACKGROUND INFORMATION

Athena SWAN Charter

Athena SWAN (Scientific Women's Academic Network) was established in the UK in 2005 to advance gender equality in science, technology, engineering, maths and medicine (STEMM), where women continue to be underrepresented. The Athena SWAN Charter provided both the impetus and framework for the higher education sector and research institutes to assess their practices, policies and programs through a gender equity lens and to develop robust action plans with measurable outcomes to address identified gaps.

Since its introduction, Athena SWAN has gained an international reputation for fostering inclusive workplaces, with accredited institutions demonstrating a competitive edge in attracting the best talent.

Athena SWAN awards

There are three levels of awards available, designed to encourage continuous improvement and sustainable change: Bronze, Silver and Gold. Participating institutions first work towards Bronze Award accreditation, which requires them to demonstrate a solid foundation for advancing gender equality in STEMM by showing that they understand the current state of these disciplines, and the institutional structures, systems and cultures that contribute to gender inequity. Organisations are required to develop four-year action plans to address their gaps and findings.

www.sciencegenderequity.org.au/athena-swan-awards

Athena SWAN in Australia

In 2015, the Australian Academy of Science and the Australian Academy of Technology and Engineering initiated a pilot of the UK-based Athena SWAN Charter to provide a consistent, efficient and effective approach to improving gender equity in STEMM in Australia. There are currently 45 Athena SWAN members in Australia, including all G08 universities.

www.sciencegenderequity.org.au/sage-members

Athena SWAN at Monash

Monash signed up to Athena SWAN principles in 2015. Our participation in this program aligns closely with our strategic goals to be excellent and inclusive as articulated in *Focus Monash*, the University's 2015-2020 strategic plan. Underpinning strategies are to attract and retain successful academic women in STEMM disciplines, and to further promote an inclusive workplace culture for people irrespective of their gender, cultural background, sexuality, disability, ethnicity or religion.

Following the mandatory 2.5 years, self-assessment process, we submitted our inaugural application for Athena SWAN Bronze Award in March 2018.

Monash Athena SWAN Bronze award

In December 2018 it was announced that Monash was successful in attaining an Athena SWAN Bronze award.



INSTITUTIONAL GOVERNANCE

Overview

The success of the Athena SWAN program at Monash relies on establishing organisational structures and providing ongoing institutional support to advancing gender equity across the University. We have therefore developed and implemented a number of structures and processes to ensure the effective delivery of the Athena SWAN objectives.

Support from senior leaders

The University's participation in Athena SWAN has received strong support from our senior leadership, namely the Vice-Chancellor's Executive Group, Office of the Chief Operating Officer and all STEMM deans. This support included strategic initiative funding (2016, 2017, 2018) to enable the necessary staffing resources to be put in place and to allow early implementation of high-priority action items.

Athena SWAN Committee

The Monash University Athena SWAN Committee ("Self-Assessment Team") was established in January 2016 under the leadership of Professor John Carroll, Dean, Biomedical Sciences. Membership was curated in consultation with deans to achieve an appropriate representation of STEMM disciplines, genders, career stages and cultural backgrounds. Significant project management support was provided by the Staff Equity and Diversity unit within Monash HR.

The primary purpose of the Athena SWAN Committee is to oversee, prepare and submit institutional applications for Athena SWAN awards and to oversee the implementation of the associated four-year action plan. The Committee also supports STEMM departments across the University to establish local gender equity committees and to commence their own self-assessment processes based on the Athena SWAN framework.

www.monash.edu/gender-equity/athena-swan/athena-swan-committee

Reporting to senior University committees

Athena SWAN has been successfully incorporated into the University's governance structure. It reports, as a standing agenda item, to the Diversity and Inclusion Committee, which is chaired by the Vice-Chancellor.

The chair of the Athena SWAN Committee is also a member of the Vice-Chancellor's Executive Committee and provides regular updates to this group.

RECRUITMENT AND SELECTION

Overview

We have had a longstanding commitment to fair and equitable recruitment and selection practices. Nonetheless, the proportion of female applicants for academic jobs in STEMM has historically been low, and is often lower than the percentage of female academic staff in the relevant (hiring) departments. As part of our self-assessment, we investigated our recruitment and selection activities to identify areas for improvement.

“

I used to worry that I wasn't good enough, that I wouldn't make it. It all seemed so daunting. One friend from medical school who was much cleverer than I was, but who never moved upwards in her career, asked me how I kept getting jobs. 'I apply for them,' I answered. I didn't always think I'd get them, but I applied for them. So just do it! Try different things, and don't worry. It will all work out."

Christina Mitchell
Dean, Faculty of Medicine, Nursing and Health Sciences

KEY FINDINGS

Women among job applicants in STEMM

Monash's recruitment data revealed that women are well under-represented among job applicants for advertised positions in STEMM (28%) and that a small percentage of job advertisements (5%) attracted no female applicants at all.

STEMM women perform well once they apply

Once women applied for STEMM roles, data showed they were more likely to be shortlisted, interviewed and selected. While this is a positive outcome, in some faculties such as Engineering and Science, the proportion of new advertised positions filled by women remained lower than the percentage of existing female academics in those faculties.

Women recruited via direct appointments

Our data showed that 50% of all direct appointments (non-advertised roles) in STEMM were to women. This positive result was partly influenced by the high proportion of STEMM women directly appointed in the faculties of Medicine and Pharmacy. The faculties of Engineering and IT directly appointed academic women at rates slightly below the percentage of existing female staff in those faculties.

Induction processes for new starters

While many 'new starters' felt welcomed and supported by their departments and supervisors, results from the 2017 Staff Equity Survey showed more than a third experienced difficulties navigating the new environment. The University's induction portal and faculty specific induction programs were highlighted as areas for improvement.



ACTION PLAN OUTLINE

OBJECTIVE	KEY ACTIONS	COMPLETION TIMEFRAME
Clearly articulate the University's gender equity goals in policy, procedure and external communications	Improve the University's 'Recruitment and Appointment Guidelines' for hiring managers to ensure gender equity goals are clearly articulated, and the guidelines include useful tips and strategies for conducting targeted searches for women, Indigenous people and other underrepresented groups.	March 2019
Increase the proportion of female applicants for academic jobs in STEMM	Improve academic job advertisements to better appeal to female applicants by adopting gender-neutral language and articulating the University's commitment to gender equity goals.	September 2018
Reduce the potential for unconscious bias in recruitment	Revise existing 'Staff Selection Excellence' training to incorporate a new module addressing unconscious bias in recruitment practices.	September 2019
Improve collection and reporting of recruitment and selection data	Develop dashboards within Business Intelligence HR reports to display recruitment data for academic jobs by gender, organisational unit, academic level and across key recruitment stages (applications, shortlist, offers, appointments).	April 2019

EMPLOYMENT AND RETENTION

Overview

The Athena SWAN application process asked us to examine the academic career pipeline to gain a better understanding of the ways in which academic staff are employed and any differences between STEMM and non-STEMM disciplines. We conducted an in-depth analysis of gender composition across academic levels (A-E), contract types (continuing, fixed term and casual), contract functions (teaching and research, research only and education-focused), as well as employment exit rates by gender. Our work also included a high-level gender pay gap analysis.



KEY FINDINGS

Representation of women amongst academic staff

Across Monash as a whole, women represent 50 per cent of all academic staff (continuing, fixed-term and casual) and 49 per cent of all STEMM staff. This apparent balance in STEMM is skewed by the high proportion of women in medicine, the largest faculty at Monash, and is not consistent across all academic levels.

Women at levels A - B

Women are well represented at Levels A and B across the University, approaching 96 per cent parity (2017). This data indicates an existence of a talent pool and points out the infamous 'leaky pipeline' from level C onward.

Barriers to level C

Our staff data confirmed longstanding evidence that barriers exist for STEMM women moving from postdoctoral positions to their first independent academic or research position on a continuing appointment (typically at Level C). Athena SWAN focus groups (2016) and survey (2017) identified a range of issues that appear to hinder women's career progression, such as the impact of longer career breaks associated with parental leave and the prevalence of unconscious bias.

Women in senior academic roles

At senior academic levels (D-E), under-representation of women in STEMM is critical (26 per cent). To approach gender parity within the next decade, we need to develop and implement targeted actions.

Women in continuing positions

Analysis of contract types revealed that women in STEMM are significantly less likely to have continuing positions than their male colleagues. This gender disparity was not apparent in non-STEMM faculties and is likely to be attributed to the higher proportion of research-only roles in STEMM disciplines, which are typically dependent on external funding sources and therefore managed via fixed-term contracts.

Women in research positions

Women in STEMM are more likely to be employed in 'research only' positions, a trend that has not changed over time and reflects also the fact that women are more likely to be therefore on fixed-term contracts.

Out of all academic staff in STEMM who left Monash in the past three years, only 7 per cent were employed as continuing. This finding is related to a higher turnover among early-career researchers. Retention was found to be stronger after level C once an independent academic position is reached. While exit data did not reveal consistent gender disparities, there is an opportunity to better understand the destination of level A/B staff who leave Monash.

Gender pay gap

In 2017, Monash had an organisation-wide gender pay gap of 12.9 per cent (in favour of men), which is below the national average and the average of the tertiary sector. The biggest pay gap identified at Monash is at professorial levels in STEMM.

ACTION PLAN OUTLINE

OBJECTIVE	KEY ACTIONS	COMPLETION TIMEFRAME
Improve the representation of women in senior academic roles (D and E)	Improve Monash 'Exit' questionnaire to gain a better understanding of staff departures, including feedback on the support they received for career progression while at Monash.	October 2018
	Develop and implement a talent attraction and retention strategy aimed at academic women at levels D and E in STEMM.	May 2019
Enhance employment security of academic staff in STEMM	Implement policy to ensure that staff on fixed-term contracts who take parental leave are advised of their contract duration in advance.	May 2019

CAREER PROGRESSION AND PROMOTION



Overview

Monash has well-established academic promotion procedures, which support a fair and transparent promotion process for all staff. As part of our Athena SWAN application, we examined past academic promotion data and sought input from staff on the ways promotion processes can improve (through focus groups and surveys). This included feedback on the way principles on 'Achievement-relative to opportunity' are understood and applied. Furthermore, we considered the ways institutional policy and practice support those with non-traditional career paths and from culturally diverse backgrounds.

KEY FINDINGS

Support and guidance for promotion can improve

The Staff Equity Survey revealed that while promotion candidates value centrally provided support and information, one in five STEM women felt they did not receive departmental guidance for their promotion application. Demand for mentoring around promotion emerged strongly.

Promotion success rates for women in STEM are high

The success rate of female applicants in STEM who were seeking promotion to levels C and D is consistently higher than the success rate of their male colleagues. Women's success rate when applying to level E, however, is lower than men's (60 per cent vs 73 per cent). This gender disparity at professorial level did not occur for non-STEM staff, but sample sizes at this level are typically low.

Part-time work remains a factor in promotion outcomes

Staff who work part-time tend to be under-represented among applicants for promotion – regardless of their discipline. In STEM, success rates for part-time staff were found to be lower than full-time staff seeking promotion. Analysis by gender showed women working part-time were more successful in promotion than male candidates who worked part-time.

Inadequate understanding of achievement relative to opportunity

Perceptions of bias in decision-making, as well as an inadequate understanding of 'Achievement Relative to Opportunity' principles, were identified as strong contributors to an average score of 6/10 regarding the fairness and transparency of promotion processes at Monash in the 2017 Staff Equity Survey.

ACTION PLAN OUTLINE

OBJECTIVE	KEY ACTIONS	COMPLETION TIMEFRAME
Improve staff perception of transparency and fairness in promotion process	Publish promotion outcomes by gender, part-time/full-time, academic level and the use of personal circumstances clause.	January 2019
	Improve 'Assessing Achievement Relative to Opportunity' guidelines by providing stronger, clearer and diverse examples and case studies, including intersectionality.	August 2019
Improve guidance, advice and feedback to promotion candidates	Faculties to introduce 'pre-promotion' panels in STEM to provide feedback and support to potential candidates via one-on-one debrief/planning session.	May 2019
	Pilot academic mentoring program for women in STEM who are planning to apply for promotion.	July 2020
Reduce potential for unconscious bias in promotion	Amend 'Academic Promotion Committees Levels C-E Procedure' to require that promotion committee chairs be trained on unconscious bias (Inclusive Leadership).	September 2019

CAREER DEVELOPMENT



Overview

Monash provides a broad range of career development opportunities to all staff. We also offer a number of University-wide gender equity programs specifically designed to support women's career progression. Performance development planning also supports career development at Monash. Our analysis of training and performance development data highlighted some key areas for action.

KEY FINDINGS

Women in STEMM and leadership

Female academics in STEMM expressed the importance of being able to access leadership training earlier in their careers (level A and B) to foster the development of their leadership skills and support their transition into future leadership roles.

Formal networking for STEMM women

In addition to the current range of women-only programs at Monash, a need for formal networking opportunities, particularly for STEMM postdoctoral staff and early-mid-career researchers, was identified as critical to their academic success.

More flexible access to grants for primary carers

The 'Advancing Women's Research Success Grant' is highly regarded by academic staff but is administered only once a year, which prevents eligible staff from applying for funding when conference and travel opportunities emerge during the year. Furthermore, it is only limited to female primary caregivers due to the program's focus on supporting women's career progression. A travel grant for primary caregivers was identified by many as an important enabler.

Participation in performance development planning

The requirement to participate in performance development does not apply to academic staff on fixed-term contracts, which means that most early-career researchers (level A/B) and any externally funded research fellows on fixed-term contracts are potentially missing out on formal conversations about their career development. Among those who are expected to participate in performance development, women in STEMM have the lowest completion rate (56 per cent in 2017, compared to 87 per cent of women in non-STEMM).



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Women often believe that if we do good research, our work will speak for itself. Unfortunately that just doesn't work for many. You might have high-impact papers published in fantastic places, but if you have never been invited to be on the right program committees, editorial boards or be a program chair, you will not be seen as highly regarded in your community. So make sure you leverage your networks, raise your hand, and actively become visible. Put yourself out there. Ask people to nominate you.”

*Maria Garcia De La Banda
Professor, Faculty of Information Technology*

ACTION PLAN OUTLINE

OBJECTIVE	KEY ACTIONS	COMPLETION TIMEFRAME
Support career progression of talented academics	Pilot a leadership program specifically designed for academic women levels A-C.	August 2019
	Establish 'STEMM Women Academic Network' (SWAN) for early and mid-career female academics with the aim of facilitating informal networking and mentoring opportunities within the University.	September 2019
Embed performance development planning for all fixed-term and continuing staff	Revisit policy on participation in performance development planning to include staff who are on fixed term contracts > 12 months.	January 2019
	Establish targets for participation in performance development planning at faculty level, including participation targets for academic staff in senior roles.	January 2019
	Introduce a report on participation in performance development planning by faculty, department, employment level, contract type and gender.	January 2019

FLEXIBLE WORKING AND CAREER BREAKS

Overview

Monash supports employees with family responsibilities through a range of leave entitlements and flexible working arrangements. Policies and information on planning parental leave are available through a well-developed resource 'Guide for Expectant and New Parents'. However, we identified a number of actions that can further enhance the University's support for parents and carers in order to attract and retain talented staff and to minimise the negative impact of career breaks on academic success.

KEY FINDINGS

Accessing information for parents and carers

Despite clear policies and extensive resources being in place to support parents and carers at Monash, only 20 per cent of survey respondents felt confident they would be able to find this information. Participants repeatedly expressed their confusion around managing the complexity of the many individual arrangements possible within the parental leave provisions and said they would like to see a dedicated HR advisor to support their needs.

Face-to-face programs for parents and carers

Consultation activities revealed a strong demand for transition support programs around parental leave (pre and post) that would be tailored to academic staff, as well as interactive sessions for new fathers. These workshops were prioritised for implementation and successfully piloted in 2017.

Equipping supervisors with relevant information

Supervisors play a vital role in supporting staff before and after a period of parental leave. To facilitate a smooth return to work and to minimise the impact of a career break on academic success, supervisors need to be better-equipped with relevant information and have a more nuanced understanding how staff can be supported.

Flexible working options

Monash has clear policies to guide and to process requests for flexible work. However, survey respondents highlighted significant discrepancies in regards to how flexible work requests are managed at a local level when academic staff seek informal agreements directly with their supervisors (such as working from home or non-standard start and finish times).

High rate of return from maternity leave

We have a very high retention rate of staff who utilise maternity leave (97 per cent). However, we identified the need to improve policies for those on fixed-term contract, who are commencing parental leave. In the past four years, only five academic women (STEMM and non-STEMM combined) ceased their employment during the period of maternity leave, but all five were on fixed-term contract.

Inadequate partner birth leave (paternity leave)

The five paid days leave available to partners for birth leave ('secondary carers', available to all fixed-term and continuing staff irrespective of gender) was seen as inadequate. A preliminary benchmarking exercise confirmed that the University's entitlement to partner birth leave is behind the sector average of 10 or more paid days.

Limited access to primary caregiver leave

This leave currently provides partners who become primary caregivers up to 40 days, paid leave. Eligibility however, is restricted to staff with continuing roles, which means a significant proportion of Monash staff who are on fixed-term contracts are currently unable to access this leave.



ACTION PLAN OUTLINE

OBJECTIVE	KEY ACTIONS	COMPLETION TIMEFRAME
Support parents and carers through provision of accurate and accessible information	Develop new web presence promoting information on how Monash is supporting staff who are parents and carers.	Completed
	Equip academic supervisors with an understanding of flexible work options, relevant policies and managing requests for flexible work.	April 2019
	Develop a 'Parental Leave Checklist' and 'Career Break Transition Plan' to be utilised by staff and supervisors with the aim of facilitating conversations about ways to minimise impact on research continuity and academic career.	March 2019
Support parents and carers through tailored programs	Pilot a program tailored to academic staff on managing transition from (i) work to parental leave and (ii) parental leave to work. Embed it within staff development offerings.	Completed
	Pilot a program to support new fathers in the workplace.	Completed
Improve paid leave to 'birth partners'	Conduct benchmarking analysis of paid parental leave for secondary carers to consider change options.	August 2019

ORGANISATION AND CULTURE

Overview

We pride ourselves on our inclusive workplace culture and strong commitment to equity and equal opportunity. To better understand the perceptions of an inclusive culture within STEMM departments and across the University, we sought feedback from staff in our Athena SWAN consultation activities.

KEY FINDINGS

Departmental cultures in STEMM

Culture in STEMM departments is seen as inclusive for staff irrespective of their gender (76 per cent of STEMM women and 80 per cent of STEMM men agreed). However, the Staff Equity Survey found that on a local/departmental level, every fifth female academic disagreed that bullying and aggressive behavior were not tolerated.

Women in leadership roles

Women's representation in academic leadership roles in STEMM mirrors their percentage at levels D-E, but their representation among heads of schools/departments is disproportionately low.

Women on influential committees

Analysis of gender profiles in committee memberships showed that many of Monash's influential committees, including the Academic Board and its standing committees, are relatively gender-balanced. However, principal committees advising the Vice-Chancellor are not (29 per cent VCG; 23 per cent VCEC; 41 per cent MIO). As membership of these committees is dictated by terms of reference, the apparent gender imbalance is mostly reflecting the lower proportion of women in senior roles.

Workload models

Survey results showed that only 50 per cent of staff believed workload is allocated in a clear, transparent and fair way. Further consultation indicated that women are more likely to be overburdened with administration rather than be offered strategic development opportunities.

Family-friendly meeting hours

Only one third of STEMM departments has formal guidelines on family-friendly meeting hours. While a large proportion of survey respondents (73 per cent) agreed that department meetings (both in STEMM and non-STEMM) were held at times they can easily attend, only half reported that social activities were scheduled to allow those with carer duties to attend.

Outreach and engagement is under-valued

Outreach and engagement activities tended to be under-valued in workload models. In addition, voluntary involvement of academic staff in outreach has not been tracked nor methodically recorded.



We are all responsible for creating an inclusive culture at Monash where we truly value and leverage the diversity of our organisation, being aware of and mitigating our unconscious biases. At Monash, all senior leaders and members of senior academic hiring panels will receive unconscious bias training to help reduce its impact on decision-making, build flexible mindsets and implement inclusive leadership practices.”

*John Carroll
Dean, Biomedical Sciences; Director, Biomedicine Discovery Institute;
and Monash Athena SWAN Committee Chair*



ACTION PLAN OUTLINE

OBJECTIVE	KEY ACTIONS	COMPLETION TIMEFRAME
Reduce the impact of unconscious bias in decision-making	Identify a suitable third-party provider to deliver pilot training sessions on unconscious bias to academic staff in STEMM.	Completed
	Offer Inclusive Leadership (unconscious bias) training to members of the Vice-Chancellor's executive team.	Completed
Promote equal opportunity principles	Improve staff participation in the University's Equal Opportunity online training module (compulsory for all staff).	Ongoing
Embed gender equity in the development, implementation and review of institutional policies, practices and procedures	Develop an impact assessment statement to ensure that policy development and review, and associated guideline documents, are required to consider impact on gender equity, diversity and underrepresented groups.	March 2019
Seek to understand how to effectively foster and advance an inclusive workplace culture	Develop and administer Staff Equity Survey to Monash staff to gain insight into a range of gender equity and diversity issues, and report on findings to Monash staff (to close the loop).	Completed in 2017, then due in 2019
Improve the representation of women in senior-level decision-making	Introduce reporting on gender composition of all influential leadership committees.	March 2019
	Review progress towards existing gender equity targets (senior academic women in STEMM) in order to develop new three-year targets for each STEMM faculty.	March 2019
	Introduce internal succession plans at faculty level that identify future female leaders and how to support their advancement.	March 2020
Ensure fair and transparent allocation of research, teaching and enabling tasks	Revise workload models to ensure they can be analysed and checked by gender in order to assess for any gender disparity within work allocation.	December 2018
Encourage a University-wide practice of 'core business in family-friendly hours' and flexibility to meet work life balance	STEMM faculties and departments develop a 'code of practice' that articulates their inclusive approach to timing of staff meetings, planning days/retreats, seminars, social gatherings and similar.	November 2018

FOSTERING DIVERSITY AND INCLUSION

Overview

The primary focus of Athena SWAN is to advance gender equity in STEMM. However, we recognise the importance of a broader inclusion and acknowledge that our identities are shaped by many other factors. Gender equity programs and policies therefore must be inclusive of members of the LGBTIQ community, those from culturally and linguistically diverse backgrounds, and those with a disability. As part of our participation in the Athena SWAN program, we paid particular attention to the experiences of transgender people and Indigenous Australians in STEMM.

KEY FINDINGS

Gender affirmation/transition procedure required

Despite having a range of policies and programs highlighting gender identity as a protected attribute, we lacked a formal procedure and associated resources for transgender staff affirming their gender.

Transgender awareness training

Training on supporting transgender and gender-diverse staff had not been run since 2016.

Ally Network and LGBTIQ staff network

Established in 2015, the Ally Network at Monash had more than 300 staff registered as Allies. Greater involvement of staff is required, particularly in STEMM. LGBTIQ-identifying staff also recommended that a staff network be established to provide greater support for this cohort.

Monitoring the experiences of transgender staff

Due to privacy issues, there are limitations in monitoring the experiences of transgender staff. However, it is important to collect this information to support greater inclusion. This can be achieved by incorporating relevant identifiers in existing surveys and data collection instruments.

Resources for transgender and gender-diverse people

Monash's dedicated LGBTIQ web pages (administered by Campus Community) have been primarily targeting students, so resources for transgender and gender-diverse staff were found to be very limited.

Understanding of intersectionality

There may be limited conceptual understanding of intersectionality and awareness of its impact on staff experiences.

Supporting staff with a disability

Further support for staff with a disability, ongoing medical or mental health conditions in the form of resources and policy review is required.

Indigenous staff in STEMM

We found no specific Indigenous policies or programs designed to increase the representation of Indigenous staff in STEMM disciplines. In addition, the uptake of Indigenous cultural awareness and safety training was found to be notably lower in STEMM than in other parts of the University.

ACTION PLAN OUTLINE

OBJECTIVE	KEY ACTIONS	COMPLETION TIMEFRAME
Improve support for transgender people	Develop a Gender Affirmation Procedure for staff wishing to formally affirm their gender at Monash University, and develop associated guidelines for staff and supervisors outlining support and resources available.	Nov 2017 – May 2019
Drive improvements in LGBTIQ staff inclusion	Participate in the Australian Workplace Equality Index (AWEI) and survey to assess our performance against a national benchmark for LGBTIQ inclusion and report results to Vice-Chancellor's Executive Committee to further advance LGBTIQ staff inclusion.	Completed, then annually. AWEI Survey biennially
	Ensure that a list of Allies published on Monash website is accurate and includes job positions of Allies to better differentiate between academic and professional staff.	December 2018 then six-monthly
	Facilitate further support for LGBTIQ-identifying staff by establishing an LGBTIQ staff network and encourage academic staff in STEMM and HR staff to participate in the Ally training and become Allies.	July 2019
Drive awareness of intersectionality to better support gender diversity and inclusion	Establish a 'Staff Diversity and Inclusion' report containing departmental-level data on gender composition of staff, Indigenous status and cultural background with consideration to intersectionality (how gender intersects with other factors).	June 2019 then annually
Clearly articulate and promote policies and resources for staff with a disability	Develop a webpage that articulates what policies and support are available for staff with disability, including contact points.	March 2019
Foster a safe environment for Indigenous Australians in STEMM	Provide support in the development of Monash's Advancing Indigenous Employment Strategy to ensure Athena SWAN principles are reflected in any new plans.	December 2018 then ongoing

FURTHER INFORMATION

monash.edu/gender-equity/athena-swan

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