



**MONASH**  
University

**PROGRESS REPORT**  
against Gender Equality  
Action Plan  
**2022-2025**

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## INTRODUCTION

Gender equity and inclusivity are fundamental to Monash's strategy and vision and to our pursuit of excellence.

We aspire to mitigate gender imbalances across the University, which continue to persist in leadership, in senior academic roles and in areas where participation of women has been historically low. In doing so, we also seek to lift the visibility and achievements of all women, including Aboriginal and Torres Strait Islander women, those from diverse backgrounds, sexualities or faiths, women with disabilities, and those who are underrepresented in their fields.

To achieve positive change, we are taking active steps to address systemic and cultural barriers, and to achieve a more inclusive Monash community for all.

We recognise that promoting gender equality in a workplace builds better environments in which staff of all genders are supported to fulfil their potential and can access the same rewards, resources and opportunities. We recognise that special measures may be necessary to achieve gender equality, and that promoting gender equality goes well beyond compliance with relevant legislation.

## PURPOSE

This Progress Report was developed as part of Monash University's obligations under the Gender Equality Act 2020. Defined entities are required to report on their gender equality progress to the Commission for Gender Equality in the Public Sector every two years.

The report summarises our institutional progress in relation to the measures and strategies set out in the Monash University Gender Equality Action Plan 2022-2025 and outlines our progress against the legislatively mandated workplace gender equality indicators.

This Progress Report demonstrates Monash's dedication to advancing gender equality and gender equity beyond compliance with relevant legislations.

## PROGRESS AGAINST GENDER EQUALITY ACTION PLAN 2022-2025

### BACKGROUND

Monash University Gender Equality Action Plan was developed in consultation with the Monash University community, informed by results of an extensive workplace gender audit and enriched by diverse perspectives of colleagues from a variety of backgrounds and marginalised groups.

The Gender Equality Action Plan sets out tangible actions across seven priority areas, guided by the gender equality principles in the Gender Equality Act 2020. The Action Plan supports the objectives of Monash Impact 2030, and the University's goals of the Environmental, Social and Governance Statement, which emphasises a renewed focus and effort to lead progress on the social issues of gender equity and inclusion.





# 1 ]

## **RECRUITMENT**

### **OUR VISION**

We will recruit talented staff irrespective of any protected personal characteristic, including gender, sexuality, disability, ethnicity, race, religion or socioeconomic disadvantage.

## OBJECTIVE 1.1

Seek talented staff irrespective of gender, sexuality, race, ethnicity, disability, cultural background.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS   |
|---|---|----------|
| 1.1.1 <b>Promote University's commitment to equity, diversity and inclusion in job advertising.</b>   | Monash University reviewed and updated text in all job advertising templates to emphasise an explicit commitment to equity, diversity and inclusion. This includes developing a comprehensive statement encouraging applications from candidates irrespective of gender, sexuality, cultural background, disability or neurodiversity. The revised job advertising templates, endorsed by University leadership, were launched in early 2023. This represents a completed project.  | Complete |
| 1.1.2 <b>Reduce gender bias in job advertising.</b>   | Inclusive job design, gender-neutral language, and strategies to mitigate bias in recruitment were incorporated into the recently introduced Inclusive Recruitment Guidelines for Hiring Managers. These guidelines were successfully launched and are now routinely distributed to all hiring managers, fostering a more equitable and inclusive approach across our recruitment processes. This item represents a project that was completed.   | Complete |
| 1.1.3 <b>Promote a fair and equitable application experience for candidates of all genders, including Indigenous applicants, people with disability, trans and gender diverse applicants.</b> | Monash University developed and implemented "Inclusive Recruitment Guidelines for Hiring Managers" aimed at providing selection panels with better understanding of how to conduct recruitment that is both inclusive and equitable. This includes information on removing barriers for applicants with disabilities, as well as those who identify as trans and gender diverse. Furthermore, the university has dedicated support for applications from Indigenous Australians through an Indigenous Talent Partner and Indigenous Employment and Engagement Manager. This initiative has resulted in an elevated rate of Indigenous applicants being successfully shortlisted and offered employment opportunities. While this item was progressed through the completion of standalone activities, status is marked as 'ongoing' in recognition of the importance to continuously revise, update and monitor progress against this strategy. | Ongoing  |
| 1.1.4 <b>Continue to facilitate equitable selection processes through the implementation of assessment of 'Achievement Relative to Opportunity', with focus on academic applicants.</b>       | The Achievement Relative to Opportunity principles were formally extended to academic recruitment in 2022 by updating the application form to include a field that allows job applicants to describe their career impacting circumstances. To further support this process, training on Achievement Relative to Opportunity was developed and recruitment example added. From January 2023, the training was made mandatory for all members of academic selection panels. Progress against this measure required development and dissemination of a new training module, which was completed. Status is marked as ongoing due to the need to continue responding to opportunities that underpin this strategy.  | Ongoing  |

## OBJECTIVE 1.2

Enhance Monash University's reputation as an exemplar and inclusive employer of choice.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION   | STATUS      |
|--|--|-------------|
| 1.2.1 <b>Visibly promote Monash as an inclusive workplace for all staff.</b>   | Monash University's Career site underwent significant enhancements to promote the University's commitment to advancing gender equity, LGBTQIA+ workplace inclusion, support for people with disabilities, parents and carers, and Indigenous Australians. This content is conveniently accessible under "Inclusive Workplace" within the Monash Jobs section. Additionally, in 2023, new Live LinkedIn pages were developed to showcase Monash as an inclusive and exemplary employer, spotlighting our ongoing efforts in equity, diversity, and inclusion. This represents completed project designed to achieve the set objective.  | Complete    |
| 1.2.2 <b>Enhance value proposition on "Inclusive Workplace" website and publish case studies of new hires.</b>   | Employee Value Proposition project will commence in 2024. It was not possible to start the project in 2024 for budgetary reasons and because it was not previously costed.   | Not started |
| 1.2.3 <b>Maintain membership with Pride in Diversity; Australian Network on Disability; Science in Australia Gender Equity; as well as support for 'Racism It Stops with Me Campaign'.</b> | Monash University maintains its commitment to fostering inclusivity by sustaining annual subscriptions with external organizations such as Pride in Diversity, Australian Network on Disability, Science in Australia in Gender Equity (SAGE), and Diversity Council Australia. This commitment is ongoing.  | Ongoing     |
| 1.2.4 <b>Participate in external recognition and accreditation programs that enhance Monash's reputation as an inclusive employer of choice.</b>   | Monash University is actively pursuing both the SAGE Athena SWAN Silver Accreditation and the Australian Workplace Equality Index, a recognized national benchmark for LGBTQIA+ workplace inclusion. Moreover, in 2022, Monash University achieved recognition as a finalist in the Australian Human Resources Institute (AHRI) award category for gender equality. Building on this success, 2023 saw Monash shortlisted as a finalist for a "Women in Security" award in the "Best Place to Work" category. At the end of 2023, Monash was recognised as the winner in the AHRI Awards category "Best Diversity, Equity, and Inclusion Strategy." These milestones represent significant progress towards promoting Monash as an inclusive employer of choice. This commitment spans multiple years, contributing to its ongoing status. | Ongoing     |

## OBJECTIVE 1.3

Promote inclusive selection and hiring practices.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION   | STATUS      |
|--|--|-------------|
| 1.3.1 <b>Ensure recruitment guidelines for hiring managers are contemporary and modelled on leading practice.</b>                            | In alignment with the University's strategic objective to seek and recruit people irrespective of gender, sexuality, race, ethnicity, disability, cultural, social or economic circumstances and any other protected personal characteristic, the Staff Equity, Diversity and Inclusion team developed a practical toolkit to assist hiring managers. The guidelines, modelled on leading practices, encompass various aspects, including inclusive job design and advertising, bias-free selection, inclusive interviewing, diversity on panels and effective onboarding. This represents a completed project.  | Complete    |
| 1.3.2 <b>Equip hiring managers with skills to mitigate unconscious bias in selection.</b>  | In addition to the development of "Inclusive Recruitment Guidelines for Hiring Managers" containing examples of unconscious bias in selection, the University launched an 'equitable decision-making' site that includes resources on combatting unconscious bias, and outlines the importance of diversity on selection panels as a bias mitigation strategy. Unconscious bias content has also been incorporated in a new Staff Selection training which is compulsory for all Chairs of hiring panels. While this represents completion of set activities, status is marked as ongoing in recognition of the requirement this needs to be addressed on continuing basis.                    | Complete    |
| 1.3.3 <b>Embed GEAP and Diversity and Inclusion content into on-boarding information.</b>  | The staff onboarding portal incorporates a specialised section addressing equity, diversity, and inclusion at Monash. Content in this online portal is subject to periodic updates and the work on updating information regarding Monash University's work in gender equity, diversity and inclusion has commenced. As this activity requires more substantial editorial revisions in early 2024, status has been categorised as 'in progress'.  | In progress |
| 1.3.4 <b>Support implementation of the Indigenous Employment Policy and Procedure.</b>   | To support the implementation of the Indigenous Employment Policy and Procedure, Monash University took significant steps in 2022. This included the appointment of the Pro Vice-Chancellor (Indigenous) and the formation of the Indigenous Employment team, comprising the Indigenous Employment and Engagement Manager, and an Indigenous Talent Partner. In 2023, Monash launched its inaugural Indigenous Graduate Program and continued diversifying employment pathways for Indigenous Australians. While proud of progress made, we acknowledge this is an ongoing commitment where actions need to be taken on continuous basis, which is why this item has been marked as 'ongoing'. | Ongoing     |
| 1.3.5 <b>Remove barriers for under-represented groups through enhancements to recruitment processes and improved application experience.</b> | Monash University identified and documented recruitment barriers faced by trans and gender diverse people. In response, the Staff Equity, Diversity and Inclusion team outlined inclusive processes for hiring managers to help navigate these recruitment barriers. Applicants who identify as trans and gender diverse now benefit from a dedicated point of contact for support throughout the application process. Work to eliminate barriers for applicants with disabilities will be informed by focus groups conducted in late 2023. Recognising the evolving nature of this action item, it has been appropriately marked as ongoing.  | Ongoing     |

## OBJECTIVE 1.4

Conduct targeted recruitment.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION   | STATUS   |
|--|--|----------|
| 1.4.1 <b>Revise a recruitment resource on how to conduct targeted searches to address under-representation in specific fields of work areas (women; Indigenous peoples; cultural diversity).</b> | As part of strategic efforts to identify talent from under-represented groups, Monash University's recruitment team advertised vacancies on specialised job boards. Furthermore, the university established a partnership with withyouwithme (WYWM), a veteran-led social impact company dedicated to addressing digital skills shortages by recruiting candidates who are neurodiverse, Indigenous, or women in tech.<br><br>Niche job boards and community engagement have also served as crucial channels for advertising Indigenous-identified roles. This initiative is marked as ongoing, reflecting the dynamic nature of opportunities for conducting targeted searches. | Ongoing  |
| 1.4.2 <b>Encourage shortlisting gender targets in work areas that do not attract gender balance or diversity in applications.</b>  | Monash University encouraged STEM faculties to proactively address gender disparities in their academic roles. Faculties with lower proportions of women, such as the Faculty of Information Technology and Faculty of Engineering, introduced gender targets for shortlisting in academic roles. This initiative aims to rectify the under-representation of women among job applicants and enhance their participation across all academic levels.   | Complete |

## OBJECTIVE 1.5

Data analysis and reporting.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS   |
|---|---|----------|
| 1.5.1 <b>Develop gender equity recruitment dashboards to monitor and report on the gender composition of applicants, shortlists and appointments, including data on applicants who identify as Aboriginal and/or Torres Strait Islander, with disability, from diverse communities.</b> | To effectively track and report on the gender composition of job applicants, a dedicated dashboard has been implemented within the University's recruitment system. This encompasses advertised roles, direct appointments, and includes data on applicants who identify as Aboriginal and/or Torres Strait Islanders. This represents a completion of a project. | Complete |
| 1.5.2 <b>Monitor data on gender composition of recruitment selection committees.</b>  | Bespoke data dashboards were developed to help monitor gender composition of recruitment panels. Monitoring of these metrics is ongoing.  | Ongoing  |

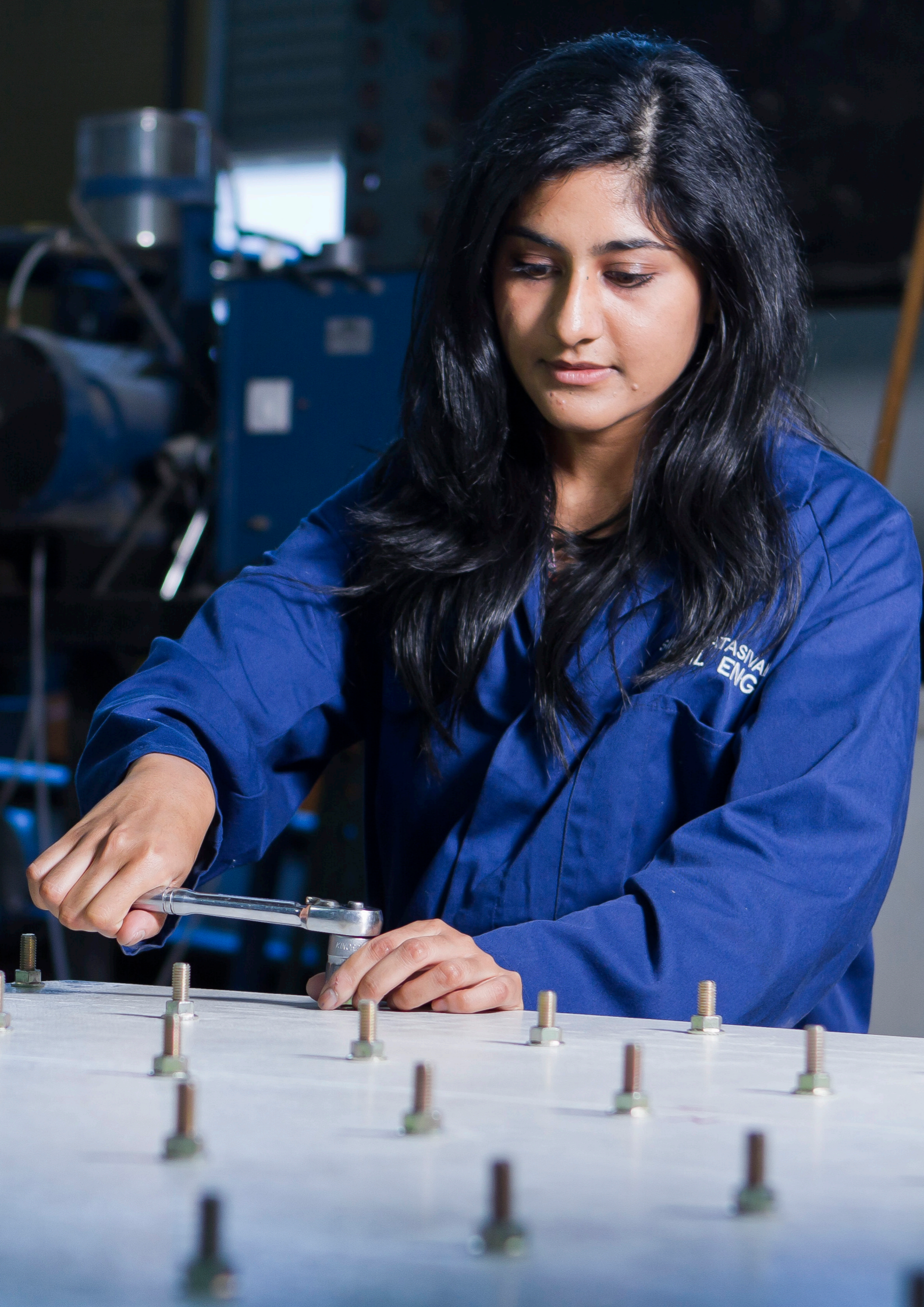


# 2 ]

## **CAREER PROGRESSION, PROMOTION AND DEVELOPMENT**

### **OUR VISION**

Promotion process will be recognised by staff as fair and transparent, staff will report equal opportunity in accessing career development opportunities. Fostering a culture of continuous learning and growth will create an environment where academic and professional staff succeed and thrive.



### OBJECTIVE 2.1

Support women's academic success.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION  | STATUS      |
|--|---|-------------|
| <p>2.1.1 <b>Continue to host promotion information sessions for women and gender diverse people to encourage their applications, with a particular focus on intersectionality and addressing under-representation.</b></p> | <p>Promotion information sessions were held in 2022 and 2023, each attracting ~250 registrations. Additionally, an inaugural session on 'Dispelling myths in academic promotion' was hosted in July 2023 for 290 attendees. This is marked as 'ongoing' to reflect the commitment to continue delivering this program annually.</p>   | Ongoing     |
| <p>2.1.2 <b>Review and maintain existing initiatives designed to reduce the impact of caregiving responsibilities, and other gender structures, on academic success.</b></p>   | <p>The Advancing Women's Success Grant program was administered in 2022 and 2023, to support early to mid-career academic women with caregiving responsibilities with a provision of funding up to \$11,000 per person. This initiative aimed to mitigate the impact of career interruptions on their academic success, with annual evaluations conducted for program assessment.</p> <p>Furthermore, a cross-faculty Career Disruption Working Group was formed to systematically identify and eliminate barriers hindering the career progression of staff with caregiving commitments. In 2023, the Career Disruption Working Group developed a proposal aimed at strengthening the accountability for equitable assessments of academic performance, through the introduction of "Equity observers" on promotion panel members. This action item requires ongoing work.</p> | Ongoing     |
| <p>2.1.3 <b>Provide enabling opportunities, sponsorship and mentoring at all stages of career development.</b></p>   | <p>Monash University's 2023 Global Mentoring Program facilitated enabling and development opportunities for staff across all career stages (656 participants, 393 mentoring partnerships). The Kathleen Fitzpatrick Early Career Mentoring Program specifically extended its support to First Nations women and non-binary individuals in the early stages of their academic careers. Furthermore, the STEMM Women Academic Network organized activities geared towards offering peer mentoring support, with a particular focus on navigating the intricacies of academic promotion. This represents an ongoing commitment with an annual program of activities.</p>   | Ongoing     |
| <p>2.1.4 <b>Emphasise to supervisors of academic staff that readiness and support for academic promotion should be discussed when establishing annual goals in myPlan.</b></p>   | <p>An enhancement to the performance development (myPlan) templates has been successfully implemented. This update aims to prompt academic staff and their supervisors to engage in discussions about their career progression plan for promotion. Additionally, it emphasises the crucial role of supervisors in providing feedback and guidance to academic staff, fostering a collaborative approach to assess and enhance promotion readiness.</p>  | Complete    |
| <p>2.1.5 <b>Provide Grant writing support to early-mid career academic women.</b></p>  | <p>Grant writing support initiatives are being scheduled for 2024 and planning has commenced. It does not represent delay in the implementation of the action plan.</p>   | In progress |
| <p>2.1.6 <b>Maintain an active network of academic women in STEMM and beyond, to foster peer-connections and help them thrive.</b></p>   | <p>The STEMM Women Academic Network, established in late 2019, currently has approximately 250 members from 6 of 10 Monash faculties. In 2022, the STEMM Women Academic Network hosted peer-mentoring networking sessions for women pursuing academic promotion. This initiative helped cultivate connections and provided essential peer support within the academic community. In 2023, a new chair of the STEMM Women Academic Network was appointed, catalysing a revitalisation of network activities. This was followed by promotion writing workshops for those planning to apply for promotion. The Network is further supported by the Athena SWAN Steering Group, ensuring sustainability and longevity of the Network. The requirement to support activities of this network is ongoing.</p>   | Ongoing     |

## OBJECTIVE 2.2

Promote equitable decision-making.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS   |
|---|---|----------|
| 2.2.1 <b>Consolidate and publish internal resources on unconscious bias, equal opportunity and the importance of diversity on decision-making bodies.</b> | In 2022, a new website was developed dedicated to equitable decision-making at Monash. This online hub of consolidated resources covers topics such as unconscious bias, importance of diversity on panels and inclusive hiring practices. This represents a completed project.   | Complete |
| 2.2.2 <b>Revise and implement Gender Representation on Decision-making Bodies Procedure with specific attention to other facets of diversity.</b>         | Progress towards this activity was achieved through pivoting our strategy slightly. The "Gender Representation on Decision-making Bodies Procedure" has been rescinded. Instead, the commitment to fostering diversity in decision-making has been integrated into relevant procedures, such as promotion and recruitment. This targeted approach ensures that convenors strive for a membership that is gender diverse and encompasses a broad representation of staff from culturally and linguistically diverse backgrounds. The updated Promotion Procedure explicitly acknowledges intersectional identities. Furthermore, the business case for diversity on decision-making bodies has been publicly published on the University's external website. This item is marked as completed as we implemented relevant changes to Monash University's policies / procedures.   | Complete |
| 2.2.3 <b>Develop and implement training for decision-makers on Achievement Relative to Opportunity.</b>   | A new online training module was developed to support staff in promoting fairness and equal opportunity when making assessments of academic performance. The "Assessing Achievement Relative to Opportunity" training is designed to equip decision-makers with a deeper understanding of inclusive selection and equitable assessment of performance, relative to opportunity. As of January 2023, this training is compulsory for all academic leaders and academic staff on key committees and panels involved in assessments and employment-related decisions. From July 1, 2023, the training module has been extended to mandatory status for all academic supervisors. The encouragingly positive feedback received validates the essential role of training decision-makers in fostering equity. This strategy represents a significant project that was nominated for the Vice-Chancellor's Excellence Award of Equity, Diversity and Inclusion for its impact, and high level of collaboration between academic and professional staff on its development. It represents a completed project. | Complete |
| 2.2.4 <b>Further build staff understanding of Achievement Relative to Opportunity principles through information sessions and case studies.</b>           | To help expand staff understanding of Achievement Relative to Opportunity principles, an online information session was held in August 2022. A new web presence was developed dedicated to Achievement Relative to Opportunity content, with cases studies and examples of relevant circumstances. As we will continue to build staff knowledge in this space, status is marked as ongoing.   | Ongoing  |
| 2.2.5 <b>Ensure fair and transparent allocation of research, teaching and enabling tasks.</b>   | Workload allocation of research, teaching and enabling tasks is managed through the academic performance plan, and is agreed through discussion with supervisors or coordinators with staff.  | Complete |
| 2.2.6 <b>Provide a more detailed and constructive feedback approach to unsuccessful promotion applicants.</b>   | In 2023, a new resource was launched to support Chairs of Promotion Committees in delivering feedback for unsuccessful candidates. The document was developed in consultation with relevant stakeholders and disseminate through a suite of comprehensive materials. It represents a vital tool for Chairs of Promotion Committees, facilitating the provision of constructive feedback that assists candidates in formulating goals for future successful promotion applications.  | Complete |

## OBJECTIVE 2.3

Improve access to professional development.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS      |
|---|---|-------------|
| 2.3.1 <b>Conduct a review of staff participation in professional development at Monash to identify any barriers to access training and development.</b>                                   | Participant feedback from professional development sessions is routinely collected and reviewed in order to better understand opportunities for improvement in relation to preferred modes of training delivery, location, duration and similar. This represents a substantial body of work in order to gain deeper insights into different experiences of certain groups. Work on this strategy commenced and will continue in 2024, which is why it is reported as 'in progress'.   | In progress |
| 2.3.2 <b>Support and fund professional development training for those who may experience intersectional exclusion such as LGBTIQ+, women in STEM, Indigenous colleagues, and parents.</b> | To support professional development of staff who may be experiencing intersectional exclusion, the Staff Equity, Diversity and Inclusion team organised a range of professional development sessions at no cost to Indigenous staff, women in STEM disciplines, LGBTIQ+ staff; staff who are parents or carers. Additionally, Monash was a proud gold-tier sponsor of the Victorian Pride Centre Leadership Program and provided leadership development in this program to Monash staff who are members of the LGBTIQ+ community. | Complete    |
| 2.3.3 <b>Provide leadership training to women and gender diverse peoples in early to mid-career stages.</b>   | To help remove barriers to success, the University provided a number of leadership masterclasses to our target audience at no cost to participants. This included Leadership Presence, Building Your Visibility and Personal Brand, Setting yourself up for success. A new program was piloted for academic women in STEM called "Ignite Your Inner Leader". The strategy to "introduce" leadership training is marked as 'completed' although our commitment is to continue offering it.   | Complete    |

## OBJECTIVE 2.4

Promote diversity and inclusion training.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION   | STATUS   |
|--|--|----------|
| 2.4.1 <b>Introduce Disability in the Workplace training for managers and team leaders.</b>   | Disability Inclusion training was launched in 2022 and continued in 2023, covering "Disability in the Workplace" as well as "Disability Confident Managers". This training was offered to staff at no cost and received exceedingly positive feedback, validating the need to embed this training in the University's standard offering.   | Complete |
| 2.4.2 <b>Refine and promote Intersectionality training.</b>  | In 2022, Monash University initiated a pilot program on Intersectionality, alongside diversity and inclusion training with a significant focus on intersectionality. Building on this, in 2023, we actively promoted training provided by Diversity Council Australia that placed a strong emphasis on deepening understanding around intersectionality. While strides have been made, ongoing efforts are devoted to refining training initiatives, with a continued commitment to making intersectionality a focal point of our focus areas.                     | Ongoing  |
| 2.4.3 <b>Promote the wide array of equity, diversity and inclusion training for staff available.</b>                               | Monash University continued promoting a wide array of equity, diversity and inclusion training such as "Inclusion 101", "Unconscious Bias", "Words at Work", "Ally Network training" and "Queer 101". Training is promoted through a broad range of communication channels. It is profiled on the University's Learning Management System, and it is promoted on Workplace – a dedicated internal social media stream at Monash; and all-staff newsletter (The Insider). This is marked as ongoing due to continuing activities designed to support this strategy. | Ongoing  |
| 2.4.4 <b>Continue to enhance and refine training and educational resources to ensure intersectionality is embedded throughout.</b> | Example of how intersectionality was applied to other educational resources includes the Inclusive Recruitment Guidelines for Hiring Managers and the Achievement Relative to Opportunity training module. "Inclusion 101", "Unconscious Bias", "Words at Work" as well as "101 – Understanding Race and Racism" training all covered intersectionality. This item represents ongoing activities.  | Ongoing  |

## OBJECTIVE 2.5

Data analysis and reporting.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION  | STATUS   |
|--|---|----------|
| 2.5.1 <b>Analyse, report on, and publish academic promotion outcomes by part-time status, cultural diversity and whether staff completed a case to enable 'relative to opportunity' principles in decision-making.</b> | A comprehensive analysis of promotion outcomes through lens of equity took place in 2022, looking back at 10 years' worth of promotion data. The report assessed promotion outcomes of part-time staff, staff from non-English speaking background as well as those who opted for assessment 'relative to opportunity'. The findings were reported to the Vice-Chancellor's Group, the Vice-Chancellor's Executive Committee as well as the Equity, Diversity and Inclusion Committee. Senior leadership endorsed recommendations that were presented to address opportunities derived from the findings. This project was completed. | Complete |
| 2.5.2 <b>Analyse and report on the uptake of Diversity and Inclusion training and evaluate outcomes.</b>   | Analysis of training uptake across relevant professional development offerings has been conducted and reported (completed), with the recommendations that organisational units with a low participation rate are targeted or prioritised for upcoming EDI training opportunities.   | Complete |
| 2.5.3 <b>Evaluate effectiveness of women's leadership programs.</b>  | Evaluation of professional development offerings and leadership masterclasses is embedded in our processes. Additionally, a new leadership program was piloted in 2022 to support academic women in STEMM disciplines in their progression to senior roles (Ignite Your Inner Leader). The Program was evaluated to assess effectiveness of the core components. This activity is ongoing.  | Ongoing  |



# 3 ]

## **GENDER COMPOSITION AT ALL LEVELS OF THE WORKFORCE**

### **OUR VISION**

The University's intensified focus on eliminating systemic barriers to professional and academic advancement will ensure we maintain gender parity in senior professional roles and achieve 40% of women in senior academic roles.

## OBJECTIVE 3.1

Increase the representation of women in leadership roles.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION  | STATUS      |
|--|---|-------------|
| 3.1.1 <b>Identify and support emerging women leaders through targeted programs and leadership development opportunities across all areas.</b>                                      | <p>We undertook an array of targeted activities to address this measure. An illustrative instance of Monash University's commitment to this action is the delivery of the 2022 Senior Women's Shadowing Program, crafted to bolster the leadership development of emerging women leaders. Participants in this program were provided with invaluable exposure, and access to the University's senior executives, enabling them to shadow members of the Senior Management Team.</p> <p>In the period spanning 2022 and 2023, a total of 59 Monash women successfully completed "Springboard for Women", a professional development program designed to amplify leadership skills.</p> <p>Another example includes the introduction of "Ignite Your Inner Leader", a Leadership Program tailored for women in STEMM. This program provided emerging academic leaders with access leadership development opportunities as they transition towards more senior roles. Addressing key themes identified through a diagnostic survey, the program encompassed areas such as self-awareness, leadership vision, leading through influence, building personal brand and enhancing leadership presence.</p> | Complete    |
| 3.1.2 <b>Develop guidelines for directors / heads of schools / division leads on how to undertake succession-planning activities that give consideration to gender equality.</b>   | <p>Succession planning discussions have been initiated with faculties, spearheaded by Monash HR. Heads of units are actively engaging in talent mapping exercises. Despite this progress, written guidelines specifically addressing succession planning with a focus on gender equality have not yet been formulated. This item is marked as in 'progress' because a more substantial body of work is scheduled for 2024.</p>  | In progress |
| 3.1.3 <b>Increase the visibility of women leaders at Monash and seek to highlight their intersectional attributes.</b>   | <p>Monash University routinely profiles women leaders and where possible, highlights their intersectional attributes. In 2022, a new web presence was developed on the University's publicly facing gender equity site dedicated to profiling the diversity of academic women in scientific (male dominated) disciplines. Another example includes the Faculty of Information Technology Women's Research Accelerator Program, designed to help advance women's career aspirations, academic success as well as foster networking.</p> <p>In 2023, as a part of the University's "Create Change with Monash" campaign, a diversity of women were profiled, with inspirational stories of striving for ambitious goals and dreams.</p> <p>Increasing women's visibility represents an ongoing strategy that will be addressed on a continuous basis.</p>   | Ongoing     |
| 3.1.4 <b>Support the emergence of gender diverse leaders through targeted programs.</b>  | <p>This work will commence in 2024. This activity is also supported by the draft Diverse Genders, Sexes and Sexualities Action Plan that will be finalised in Q1 2024.</p>  | Not started |
| 3.1.5 <b>Develop 2025 gender equity targets for women in senior roles, including 'senior academic women', 'women professors' and 'senior professional women' across all areas.</b> | <p>Monash University maintains a formal Key Performance Indicator (KPI) tracking the representation of women in senior roles, with annual updates featured in both the institutional KPI report and the Monash University Annual Report. The commitment to achieving gender parity in senior academic roles, notably Professorial positions, is explicitly outlined in the University's Environmental, Social, and Governance Statement for 2022-2025. While specific targets for individual organizational units are pending, a strategic refocus on this action is planned for the year 2024, as part of the Athena SWAN Committee. Data analyses have been undertaken to inform our response to this measure, and support target setting.</p>  | In progress |

## OBJECTIVE 3.2

Data analysis and reporting.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS      |
|---|---|-------------|
| 3.2.1 <b>Investigate ways in which intersectional data can be collected to capture and report on the diversity of leadership.</b>               | <p>Progress towards this measure has been made but work continues. Intersectional demographic data has been collected anonymously via all-staff surveys, such as the Employee Experience survey. Presently, Monash University's systems have certain limitations in collecting supplementary demographic data. In light of this, consultations on advancing this aspect are scheduled to commence in 2024 to explore ways to overcome and address the current limitations.</p>                          | In progress |
| 3.2.2 <b>Develop gender equity data dashboards to help monitor gender composition at all levels across the organisation.</b>                    | <p>Between 2022 and 2023, Monash University developed sophisticated data dashboards in PowerBi that enable analysis of staff profiles by gender. Additionally, the Workforce Analytics team commenced developing dashboards that will help streamline annual gender equity reporting, including staff changes and pay gap data. While significant progress has been made towards this strategy, more work is scheduled on these dashboards in 2024, which is why status is marked as 'in progress'.</p> | In progress |
| 3.2.3 <b>Report to senior leaders and Monash Council on progress against key gender equity indicators.</b>                                      | <p>Key Performance Indicators for gender equity are reported through the Monash University Annual Report; Monash University KPI report as well as report on progress against gender equity goals in the Environmental, Social and Governance Statement. Reports to senior leaders occur regularly; status is therefore provided as 'ongoing'.</p>   | Ongoing     |
| 3.2.4 <b>Monitor and report data on the gender composition of influential leadership committees, including the University's governing body.</b> | <p>Gender composition of membership on the University's key committees is monitored annually. This represents an ongoing commitment.</p>  | Ongoing     |



# 4 ]

## **GENDERED WORK SEGREGATION**

### **OUR VISION**

We will improve gender diversity in fields and areas of Monash where women have been historically underrepresented.

## OBJECTIVE 4.1

Raise awareness of gendered segregation of occupations within the workplace.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION  | STATUS      |
|--|---|-------------|
| 4.1.1 <b>Disseminate findings from analyses of gendered segregation of occupations at Monash, including women in STEM, IT and infrastructure related roles.</b>  | Analysis of gender composition across academic roles in STEMM Faculties was conducted by classification level and shared with Chairs of Faculty Equity, Diversity and Inclusion Committees. This item is marked 'in progress' because the next stage will analyse gender composition of professional roles in IT and infrastructure related roles.  | In progress |
| 4.1.2 <b>Challenge gender stereotypes by profiling diverse groups in promotion material, on Monash websites and at events.</b>                                   | To address this action, Monash University has been actively challenging gender stereotypes by incorporating a diverse range of individuals in our promotional materials. Examples of this commitment include efforts to challenge heteronormativity in the "New and Expectant Parent Guide" and the deliberate showcasing of diverse staff, students, and alumni in prominent University initiatives such as Mentoring Programs and Talent Enhancement initiatives. Event organisers are actively encouraged to consider diversity of speakers, that reflect the cultural diversity of Monash University staff. This work is supported by the University's Marketing and Communication teams. This requires ongoing activities. | Ongoing     |
| 4.1.3 <b>Feature inspiring stories and contributions of staff who represent minorities in their fields. Equip staff with understanding of intersectionality.</b> | Through Monash "Lens", we profile stories and expert commentary undertaken by our research and academic communities, including staff who represent minorities in their fields (e.g. women in STEM, Muslim women; LGBTIQ+ women). Most recently, Monash University released a new "Create Change" campaign that showcases the impact Monash community members have made to their field of expertise. The campaign showcases powerful stories of people from marginalised communities, staff, students of Alumni who represent minorities, are from diverse cultural backgrounds, religions, and diverse ages. Featuring inspiring stories represents ongoing commitment that will be addressed on continuing basis.              | Ongoing     |

## OBJECTIVE 4.2

Engage all colleagues in the collective effort to challenge gender stereotypes.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION  | STATUS      |
|--|---|-------------|
| 4.2.1 <b>Foster greater diversity of speakers at Monash events, conferences and panels.</b>  | Monash University continued intentionally profiling diversity of speakers at internal events. This was particularly highlighted at the University's annual Equity, Diversity and Inclusion week, the launch of the Equity, Diversity and Inclusion Framework, 2022 International Day of People with Disability panel event as well as various smaller Faculty events. This is continued strategy.   | Ongoing     |
| 4.2.2 <b>Continue the Panel Pledge Campaign to advocate for gender equality at events.</b>   | The Panel Pledge is an existing initiative with over 200 signatories who continue to advocate for diversity on panels. A refresh of this campaign will take place in 2024, hence the status is 'in progress'.   | In progress |
| 4.2.3 <b>Educate event organisers at Monash on the importance of seeking diversity of speakers and presenters, through the development of relevant resources and material.</b> | A dedicated site was developed for event organisers during the University's Equity, Diversity and Inclusion Week. The aim was to emphasise the importance of applying EDI lens across all facets of event planning, encouraging inclusive practices and emphasising accessibility. This item is marked 'in progress' due to our 2024 plans when this information will expand into a more detailed guide that will support the wider Monash community. | In progress |
| 4.2.4 <b>Actively profile women in STEM to inspire women and girls to consider STEM at Monash.</b>   | In partnership with the Athena SWAN Steering Group, Monash University launched a "Women in STEM" website featuring stories of women in scientific disciplines designed to inspire others to consider STEM at Monash. This represents a substantial project that was completed.  | Complete    |

## OBJECTIVE 4.3

Leadership support to redress gendered segregation.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION   | STATUS      |
|--|--|-------------|
| 4.3.1 <b>Provide targeted support to heads of units in areas where gender imbalance is the most pronounced.</b>  | Monash HR actively supports relevant portfolios, faculties and departments in recruiting women. This work will continue to strengthen as part of talent mapping exercises and succession planning discussions between work areas and HR representatives. It is marked as 'in progress' in recognition of the substantial scope of work and opportunities that touch on recruitment, promotion and retention strategies.  | In progress |
| 4.3.2 <b>In consultations with identified work units, set gender composition targets to increase gendered diversity in certain occupations.</b>  | This work is scheduled to commence in 2024.  | Not started |
| 4.3.3 <b>Provide targeted training for leaders and supervisors in work units where gender imbalance is significant (unconscious bias; equity, diversity and inclusion; cultural safety).</b> | In 2023, we conducted analysis of training uptake by business units (faculties and portfolios) at Monash University, and identified areas where uptake of equity, diversity and inclusion-related training has been lower. Through targeted communication, supported by HR Business Partners, we will be promoting and encouraging completion of relevant training. At the same time, the University is developing a new Leadership Program, consisting of multiple modules, one of them being equity, diversity and inclusion. We will be working with the leadership team to monitor uptake of this module by areas where gender imbalances are significant. | In progress |

## OBJECTIVE 4.4

Data analysis and reporting.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS  |
|---|---|---------|
| 4.4.1 <b>Conduct annual analysis of gendered segregation within the workforce.</b>  | In 2023, analysis of gendered segregation was undertaken and provided to faculties through faculty-level Chairs of equity, diversity and inclusion committees. This work informs local (faculty/department-level) strategies and action plans. It will be undertaken on a continuous basis, which is why status is marked as 'ongoing'.   | Ongoing |
| 4.4.2 <b>Report annually on changes to women's underrepresentation in STEM fields, their retention, promotion application and success rates as well as exits.</b> | Monash University reports annually on changes to women's underrepresentation in STEM fields, through the Monash University Annual Report. Additionally, data on staff retention, promotion application and success rates are routinely reported to the Vice-Chancellor's Group and Vice-Chancellor's Executive Committee. To foster transparency, promotion applications and outcomes are also published on the University's publicly facing website. We will continue reporting these metrics, which is why status is marked as 'ongoing'.   | Ongoing |
| 4.4.3 <b>Seek to understand staff experiences in areas that have a significant underrepresentation of women, through surveys and focus groups.</b>                | In Q4 2022, we invited staff to participate in focus groups designed to deepen our understanding of their experiences in academic promotion. The focus was to understand barriers for women in STEM fields at Monash, and recommend strategies to address them. Additionally, interviews were held with Indigenous staff on their recruitment experience, and most recently, focus groups have been scheduled for staff with disabilities. The 2023 Employee Experience Survey also provided invaluable insights that impact access and success of certain staff groups. Progress against this strategy is marked as 'ongoing' because we will continue seeking and inviting insights from staff on this topic. | Ongoing |



# 5 ]

## WORKPLACE SUPPORT, LEAVE AND FLEXIBILITY

### OUR VISION

Leaders and managers will foster accessible and flexible work environments, promote, as well as equitably enact relevant flexible work and leave policies for staff. Parents, carers, staff with disability as well as those who are experiencing family violence, or caring for those who are experiencing family violence, will be supported.

## OBJECTIVE 5.1

Promote flexible work within the workforce.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION  | STATUS  |
|--|---|---------|
| 5.1.1 <b>Senior leaders to actively promote flexible work options.</b>                                     | The promotion of flexible work arrangements was facilitated through the internal all-staff information channel known as 'Workplace.' This involved communication from the President and Vice-Chancellor, emphasising gender equity at Monash and highlighting the significance of workplace flexibility. Additionally, the Chief Operating Officer communicated information regarding the flexibility for staff to substitute the 26th of January public holiday for another day. These activities will continue, which is why progress is marked as 'ongoing'.   | Ongoing |
| 5.1.2 <b>Seek to ensure that central policies are enacted consistently at the local level.</b>             | <p>To ensure that central policies are enacted consistently at the local level, progress has been achieved particularly in relation to promoting flexible work practices.</p> <p>A pivotal step in this direction was the comprehensive refresh of the University's Flexible Work Guidelines in 2023. This update aimed to provide valuable guidance to both staff and supervisors in effectively managing and responding to flexible work requests.</p> <p>Additionally, efforts were directed towards enhancing the information available on our "Flex at Monash" website to better promote successful hybrid work approaches for both the University and its staff. To create a more streamlined and equitable process for working from home, a centralization initiative was implemented. This involves staff initially completing the 'Working safely from home' online module before submitting the "Working from home request form," all supported by the 'Working from home procedure (Hybrid Work).'</p> <p>In order to set clear expectations, the University disseminated information stipulating that the 3:2 hybrid work model remains accessible to staff, contingent upon their supervisor's determination that it aligns with the requirements of their role. Rigorous analysis and reporting mechanisms have been put in place to track the uptake of flexible work, ensuring transparency and accountability in this crucial aspect of workplace dynamics. This commitment and effort is ongoing.</p> | Ongoing |
| 5.1.3 <b>Invite staff to share their feedback and experiences of accessing flexible work arrangements.</b> | Feedback from staff was collected during the reporting period through all-staff surveys, which included questions about access to flexible work ontemporari and supervisors' support for flexible work. This included Thrive at Monash Survey; Staff Equity and Diversity Survey, Employee Experience Survey, as well as gender equality focus groups and disability focus groups. This commitment is ongoing and will continue to take place.  | Ongoing |

## OBJECTIVE 5.2

Equip supervisors with relevant knowledge of available support.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS   |
|---|---|----------|
| 5.2.1 <b>Support supervisors through targeted training on how to successfully support and manage teams that are working flexibly and remotely.</b>  | Training programs on managing hybrid and flexible teams are periodically promoted to supervisors. Monash University also developed "Supervisors guide to optimising hybrid work" to support people managers who are facilitating hybrid working. The Guidelines document covers a range of practical tools and topics, including i) Managing projects and workflows, ii) Inclusion and Fairness, iii) Individual preferences, iv) establishing a team charter, v) meeting protocols. This work remains ongoing in recognition of the evolving needs.  | Ongoing  |
| 5.2.2 <b>Disseminate relevant resources to supervisors on how to support staff with diverse lived experiences and needs, including (but not limited to) staff with disability, staff who are expectant and new parents.</b> | <p>This measure was effectively addressed through several initiatives, including the development, updating, and publication of key resources. Notable examples include the "Guidelines for Supervisors on managing staff with disability and ongoing medical conditions," which underwent a comprehensive review and update in 2022. Additionally, the "Guide for Expectant and New Parents" summarises a range of relevant policies and leave entitlements in a read-friendly language. In 2023, the creation and dissemination of the "Gender Affirmation Communication Plan" in further exemplifies our approach to supporting supervisors through relevant resources.</p> <p>To ensure widespread awareness and accessibility, these resources are actively promoted through internal channels. Moreover, they are readily available for reference through the Staff Equity Toolkit for Managers and Supervisors, accessible on the Monash HR Intranet. This strategic approach facilitates broader dissemination and utilisation of these valuable tools in fostering an inclusive and supportive workplace environment.</p> | Complete |
| 5.2.3 <b>Ensure that supervisors are equipped with understanding and awareness of support available to staff who are experiencing family violence or provide care for those experiencing family violence.</b>               | Monash University communicated to staff about support available for those who experience domestic violence and disseminates relevant research. Supervisors can access information in a Family Violence Information Booklet that summarises support options available. All staff, including supervisors are invited to attend events and panels discussions held on this topic. Intersectionality is highlighted – such as through information related to Indigenous women experiencing intimate partner violence and unique types of violence experienced by members of LGBTIQ+ communities. In addition to The University has a dedicated Monash Gender and Family Violence Prevention Centre which contributes to transformative social change aimed at ending family violence. This work must remain ongoing.  | Ongoing  |

## OBJECTIVE 5.3

Support parents and carers.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION   | STATUS      |
|---|--|-------------|
| 5.3.1 <b>Communicate available support and leave entitlements through targeted communication to staff, including the Guide for Expectant and New Parents.</b> | In addition to existing policies and procedures, support for parents at Monash has its own web presence and a dedicated Workplace Group "Parents at Monash". Through this targeted communication channel information about available support is shared. The Guide for Expectant and New Parents is available to staff on Monash website and it is distributed via email to staff who apply for parental leave. The Parenting Guide is periodically updated to ensure it accurately reflects any new provisions. The strategy to communicate available support remains ongoing. | Ongoing     |
| 5.3.2 <b>Conduct a biennial audit of parenting facilities and seek to address any identified issues or insufficiencies.</b>                                   | Monash University has parental facilities available at all campuses and workplace locations. These are promoted to staff through various channels, including online and in the "Expectant and New Parents Guide". Parenting facilities are audited periodically, to ensure they meet the required standards and support people's needs. Result of an audit undertaken in 2023 resulted to an establishment of a new dedicated breastfeeding/expressing room in the Faculty of Information Technology.  | Ongoing     |
| 5.3.3 <b>Review primary and secondary carer leave for partners, benchmarked against the sector and leading practice.</b>                                      | Extensive benchmarking efforts were conducted to assess partner parental leave policies across the sector and nationally. This initiative identified opportunities for potential enhancement to existing leave entitlements for partners, concurrently aiming to eliminate the terms 'primary' and 'secondary'. Subsequently, a proposal was developed and is presently under consideration as part of the University's enterprise bargaining discussions.   | Ongoing     |
| 5.3.4 <b>Explore the feasibility of introducing paid leave entitlement for eligible staff who become foster carers.</b>                                       | This work will commence in 2024. In 2023, we achieved other substantial policy changes to support wellbeing of our staff.  | Not started |

## OBJECTIVE 5.4

Support for staff who experience family violence, and staff who provide care for those experiencing family violence.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION   | STATUS   |
|---|--|----------|
| 5.4.1 <b>Communicate available support and leave entitlements for staff who experience family violence and who provide care for those experiencing family violence.</b> | Support for staff was promoted through multiple channels. It is articulated in the Family Violence Support Procedure, Family Violence Information sheet and a separate booklet (available digitally online), through Family Violence website on Monash University's Safer Community Unit pages. Material and communication for this measure was developed and therefore marked as completed. | Complete |
| 5.4.2 <b>Ensure Monash's Family Violence Policy is modelled on best practice and routinely implemented and supported.</b>   | Monash University has in place Family Violence Support Procedure. However, the Procedure is currently undergoing review by the Policy team, which is why it is marked as 'ongoing' (instead of 'completed' or 'in progress')   | Ongoing  |

## OBJECTIVE 5.5

Data analysis and reporting.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION   | STATUS      |
|---|--|-------------|
| 5.5.1 <b>Uptake of flexible work options, parental and carer's leave is monitored by gender.</b>  | Utilisation of parental leave, carer leave as well as part-time work is monitored by gender and staff type. Results are reported to senior leaders, also part of compliance with the Gender Equality Act (2020).   | Ongoing     |
| 5.5.2 <b>Survey responses to questions about flexible work as well as support for parents are analysed and reported by gender and intersectional characteristics.</b> | The 2023 Employee Experience survey provided insights into staff experiences with flexible work, which was analysed by a range of demographic indicators, and reported.  | Complete    |
| 5.5.3 <b>Uptake of relevant training for supervisors and people leaders is monitored, and feedback sought.</b>  | While training uptake and training feedback is routinely monitored, this measure represents targeted activity for University leaders in relation to knowledge about workplace support and flexibility. We will commence this project in 2024, in line with review of professional training offerings in this area. | Not started |



# 6 ]

## **WORKPLACE CULTURE, LEADERSHIP AND DIVERSITY**

### **OUR VISION**

We will prevent discrimination, vilification, harassment and any other unlawful behaviour. Senior leadership will foster culture of inclusion and integrity, where staff diversity is valued and respected. Staff will have access to peer-to-peer connection activities, mentoring and wellbeing programs.

## OBJECTIVE 6.1

Promote a safe, respectful and inclusive culture for staff free from discrimination and harassment.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION   | STATUS   |
|--|--|----------|
| 6.1.1 <b>Ensure that the University prevents discrimination, vilification, harassment, violence and any other unlawful behaviour.</b>                          | In 2023, Monash University launched the new Equity, Diversity and Anti-Discrimination Policy suite, which outlines our approach and commitment to upholding the principles of equal opportunity and to building and sustaining a culture where discrimination is not tolerated. Our response to this measure requires ongoing activities.  | Ongoing  |
| 6.1.2 <b>Enable staff to anonymously report instances of sexual harassment and other forms of discrimination in the workplace.</b>                             | Monash University has provided staff with multiple avenues for reporting unacceptable behaviour. In 2022, this expanded to anonymous reporting through the development of an online form, where staff are not required to provide any identifiable information. This reporting avenue was included in relevant resources and on the Culture of Respect website alongside additional information on reporting options.  | Complete |
| 6.1.3 <b>Promote “Responding to disclosures of sexual violence” and “Call it Out: actively changing campus culture” training and monitor uptake.</b>           | As part of our commitment to eliminating gender-based violence, we continued providing and promoting training to staff, namely: “Responding to disclosures of sexual violence” and “Call it out: actively changing campus culture”.  | Complete |
| 6.1.4 <b>Expand the capacity of all colleagues to respond to, and address harassment and discrimination at Monash.</b>   | “Respect at Monash: For Staff” online module was developed to help promote a safe and respectful culture, and help Monash staff recognise and address harassment and discrimination. The module equips staff with skills and knowledge towards understanding your rights and responsibilities. It also covers the skills to intervene as an active bystander. This is further supported by Ethical Conduct online module, and the University’s new Equity, Diversity and Anti-Discrimination Policy suite. As a knowledge building measure, its status is marked as ‘ongoing’.   | Ongoing  |
| 6.1.5 <b>Engage staff in programs and initiatives to further their knowledge and understanding of how to build a safe, respectful and inclusive community.</b> | In addition to the comprehensive, compulsory training module “Respect at Monash: For Staff”, Monash continued investing into programs and initiatives designed to promote safe, respectful and inclusive community. This included a panel event “Respectful Research Cultures: Preventing and Reducing Sexual Harassment”, active allyship for anti-racism sessions, events celebrating the International Day Against Homophobia, Transphobia and Biphobia as well as “Give Respect Art Competition”. Monash also hosted a number of panel sessions, speakers and presenters who led discussions about the Indigenous Voice to Parliament referendum. To effectively address this measure requires ongoing commitment and continuing activities, which is why status is marked as ‘ongoing’. | Ongoing  |

## OBJECTIVE 6.2

Promote equal opportunity principles and understanding of ethical and respectful conduct.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION   | STATUS  |
|--|--|---------|
| 6.2.1 <b>Improve completion rates of the University’s compliance training modules, including Equal Opportunity; Ethical Conduct, Respect at Monash.</b>                        | Completion rates of Equal Opportunity, Ethical Conduct and Respect at Monash training modules have been analysed periodically. To improve completion rates, and acknowledge the critical role that supervisors play in this endeavour, a set of interactive data dashboards was developed in PowerBI to provide supervisors with live data on all mandatory training completed by staff in their team. We will continue to monitor completion rates, which is why status is marked as ‘ongoing’. | Ongoing |
| 6.2.2 <b>Report completion of relevant training modules, including Equal Opportunity, Ethical Conduct and Respect at Monash, by organisation units and employment details.</b> | Analysis of staff completions of training modules (Equal Opportunity, Ethical Conduct, Respect at Monash) was conducted by a range of employment indicators (staff type, org unit etc). While the activity was completed in 2023, we recognise the need to do this periodically, which is why status is marked as ‘ongoing’.   | Ongoing |
| 6.2.3 <b>Promote the visibility and function of the Ethical Conduct team.</b>  | In 2022, the Ethical Conduct team was rebranded to Respectful and Ethical Conduct. Its function and services have been promoted to all staff through Workplace – the University’s internal social media communication channel, as well as Staff newsletters. The team continues to raise awareness of the services through presentations, however there is ample space to further promote their visibility, which is why status for this activity was marked as ‘ongoing’.                       | Ongoing |

## OBJECTIVE 6.3

Develop inclusive leadership capabilities.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS      |
|---|---|-------------|
| 6.3.1 <b>Equip our colleagues with understanding of the benefits of diversity, role of intersectionality, impact of unconscious bias, and importance of inclusive practices, through training, targeted events and other initiatives.</b> | Monash University provides a wide range of training to help staff build their knowledge of diversity, to understand unconscious bias and adopt inclusive practices. Examples include training delivered by Diversity Council Australia "Inclusion 101", "Unconscious Bias", "Words at Work" as well as Pride in Diversity training "LGBTIQA+ Inclusive Practices". Additionally, the University's annual Equity, Diversity and Inclusion Week comprised events and initiatives that seek to expand staff understanding of intersectionality, existence of inequalities and importance of inclusive practices. As an education focused strategy that has no defined end date, it has been appropriately marked as 'ongoing'.   | Ongoing     |
| 6.3.2 <b>Embed diversity and inclusion content, examples of inclusive practices, respectful behaviour and unconscious bias into existing training modules for leaders and managers.</b>   | Some progress has been made towards this measure. Monash University identified 'inclusive leadership' as one of priority topics for leaders to enhance and develop. In 2023, content development entered drafting stages after an extensive discovery process. This work will continue in 2024 resulting in a new leadership module.  | In progress |
| 6.3.3 <b>Enhance leadership capability to proactively and continuously build a positive culture of inclusion and respect, through role modelling, communication and promoting relevant training such as Respect at Monash.</b>            | Monash University provides professional development opportunities to leaders on a range of topics, including workplace inclusion. "Building Inclusive Work Communities" program is specifically tailored for leaders and managers and aims to cultivate a work environment that is inclusive of staff diversity, fosters a sense of belonging, understands implicit bias and devises strategies to eliminate workplace inequities. Senior leaders are also frequently invited to participate at key events designed to deepen staff understanding of equity, diversity and inclusion, and to promote a culture of respect and inclusion. In the reporting period, senior leaders participated on panels communicating their commitment to building an inclusive culture, and in training designed to reduce unconscious bias in decision-making. The University's new leadership program (currently under development) will have a module dedicated for leaders on equity, diversity and inclusion, called "Leading a Culture of Belonging and Connection". The module, when launched in 2024, will play a key role in enhancing leadership capacity to proactively champion inclusion. The item is marked 'in progress' in recognition of the 2024 planned deliverables. | In progress |
| 6.3.4 <b>Promote professional development to people leaders on Inclusive Leadership.</b>  | Inclusive Leadership training was offered through the reporting period, and promoted through targeted channels to supervisors, as well as selection committee members. However, this commitment has no end-date and is therefore marked as 'ongoing'.   | Ongoing     |

## OBJECTIVE 6.4

Support staff in building meaningful connections and sense of belonging at Monash.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION   | STATUS  |
|---|--|---------|
| 6.4.1 <b>Build a culture of recognition and reward through annual awards programs that recognise staff excellence and staff contributions to Diversity and Inclusion.</b> | The University has a strong commitment to building a culture of recognition and reward. The Vice-Chancellor's Excellence Awards for Equity, Diversity and Inclusion are celebrated annually at a high profile event, formally recognising staff contributions to equity, diversity and inclusion both teams and individuals in Australia and overseas. This is marked as ongoing to reflect annual commitment. | Ongoing |
| 6.4.2 <b>Facilitate connections through a global Staff Mentoring Program and staff Networks.</b>  | The Global Staff Mentoring Program was delivered in 2023 with 656 participants in 393 mentoring partnerships. The participation numbers doubled when compared to 2021. The commitment is ongoing and the Global Staff Mentoring Program will be offered again in future.   | Ongoing |

## OBJECTIVE 6.5

Data analysis and reporting.

| STRATEGIES AND MEASURES  | STATUS DESCRIPTION   | STATUS      |
|--|--|-------------|
| 6.5.1 <b>Seek to understand staff experiences and how to effectively foster and advance an inclusive workplace culture through administering a biennial Staff Equity and Diversity survey.</b>                                 | Instead of administering the Staff Equity and Diversity survey, Monash University leveraged results from the Employee Experience Survey. Survey results and staff feedback were analysed to understand opportunities. Additionally, Monash administered focus groups on LGBTIQ+ inclusion (2022) and disability inclusion (2023). Our response to this measure requires continued activities.  | Ongoing     |
| 6.5.2 <b>Analyse survey responses by socio-demographic details to understand intersectional perspectives on key benchmark questions.</b>   | Responses to Employee Experience Survey questions were analysed by a range of demographic details to understand intersectional experiences. This analysis confirmed that marginalised identities are more likely to experience negative behaviours in the workplace.   | Complete    |
| 6.5.3 <b>Report findings from the Staff Equity and Diversity Survey to senior leaders and the Diversity and Inclusion Committee with the view to address identified gaps and opportunities.</b>                                | The Staff Equity and Diversity survey did not run in 2023 due to the requirement to participate in the Employee Experience survey. Findings from the Employee Experience Survey were reported to senior leaders, highlighting key trends and opportunities. Findings will also inform the development of actions in the disability inclusion action plan, LGBTIQ+ action plan and similar.   | Complete    |
| 6.5.4 <b>Participate biennially in the Australian Workplace Equality Index (AWEI) survey to gain a better understanding of how LGBTIQ+ inclusion is perceived and experienced by staff, and what improvements can be made.</b> | AWEI survey timeframe coincides with closedown periods across the tertiary sector as well as non-teaching period. Feedback was provided to AWEI to consider amending the timeline in recognition of the tertiary sector's unique operational timeframes. To be considered for participation in 2024.   | Not started |
| 6.5.5 <b>Review existing programs designed to foster connections and networking opportunities to assess their effectiveness and impact.</b>  | Impact and effectiveness of the Global Staff Mentoring Program will be assessed at the conclusion of the program in Q4 2023. Review of other initiatives, such as "Amplifying Women's Academic Success" indicated a strong demand for networking and benefits of forming cross-departmental connections, particularly for women in male-dominated disciplines. We will continue reviewing our gender equity initiatives as part of our commitment to ongoing improvement and learning. | Ongoing     |

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION   | STATUS      |
|---|--|-------------|
| 6.5.6 <b>Conduct six-monthly analysis of Equal Opportunity and Ethical Conduct completion rates and report data by gender, staff type, work unit and supervisor status.</b> | Completion rates of Equal Opportunity, Ethical Conduct and Respect at Monash training modules have been analysed periodically. Training completions are analysed by gender, staff type, organisational unit and supervisor status. HR Business Partners work with work areas to ensure compliance and data are reported to relevant committees. This work continues. | Ongoing     |
| 6.5.7 <b>Continued evaluation of relevant policies and programs to understand effectiveness and seek improvements.</b>  | While Monash continues evaluating relevant policies, more nuanced insights into their effectiveness will require a more targeted attention in 2024.  | In progress |



# 7 ]

## **GENDER PAY EQUITY**

### **OUR VISION**

Our leading cause of the gender pay gap will be addressed through targeted initiatives and we will aim to achieve salary parity across the University.

## OBJECTIVE 7.1

Close the organisation-wide gender pay gap.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION   | STATUS      |
|---|--|-------------|
| 7.1.1 <b>Identify leading causes of the gender pay gap and make recommendations to reduce the gap.</b>                          | As part of our ongoing efforts to identify and address the gender pay gap, we annually conduct gender pay gap analysis. One of the findings from these analyses is the underrepresentation of women in senior academic roles, among Heads of Schools and Professors in STEMM faculties within the University. This is one of the leading causes of the observed organisation-wide gender pay gap. Furthermore, our analysis has revealed a notable trend within the higher education sector, where a substantial proportion of administrative roles, primarily occupied by women, are concentrated in the bottom remuneration quartile. The Gender Equality Action Plan sets out a number of tangible actions designed to reduce the gender pay gap, improve the representation of women in senior roles, reduce unconscious bias in decision making, and promote equitable assessments. This item is marked 'in progress' due to the significant scope to dive deeper into the data and engage experts in this work. We will continue progressing this measure in 2024. | In progress |
| 7.1.2 <b>Report on progress towards narrowing the University-wide gender pay gap to senior stakeholders and Monash Council.</b> | Reporting gender pay gap results occurs annually. In 2022 and 2023, results of the University's gender pay gap analysis were presented to the Vice-Chancellor's Group as part of an annual compliance report to the Workplace Gender Equality Agency. Additionally, WGEA Executive Summary detailing the University's performance across key pay equity metrics will be reported to the Vice-Chancellor's Group and Monash Council in Q1 2024. This represents an ongoing commitment.  | Ongoing     |
| 7.1.3 <b>Set a new pay equity target for 2025.</b>  | To be addressed in 2024, following more extensive analysis of leading causes of the gender pay gap.  | Not started |

## OBJECTIVE 7.2

Visible leadership commitment to pay equity.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS           |
|---|---|------------------|
| 7.2.1 <b>Recognise Equal Pay Day through internal communication channels and inform Monash staff of the current gender pay gap and examples of actions designed to address the gap.</b> | Article on Equal Pay Day was promoted through an internal newsletter to all staff in August 2022, advising staff of the University's gender pay gap, leading causes, and examples of initiatives designed to address the gap.   | Complete         |
| 7.2.2 <b>Profile the Vice-Chancellor as WGEA Pay Equity Ambassador.</b>   | WGEA no longer renews Pay Equity Ambassadors, which is why this item was cancelled' The Vice-Chancellor will continue championing pay equity as part of commitments 7.2.1   | Void / cancelled |
| 7.2.3 <b>Senior leaders share their commitment to pay equity and support initiatives designed to reduce gender pay gap.</b>   | Commitment to pay equity was communicated by the President and Vice-Chancellor through an article to all staff. Senior leaders continued supporting initiatives designed to reduce gender pay gap, including programs designed to improve the representation of women in senior positions, and introducing a new compulsory training module aimed at improving understanding how to make more equitable assessments of academic performance. This item is marked as ongoing due to its annual commitment. | Ongoing          |

## OBJECTIVE 7.3

Data analysis and reporting.

| STRATEGIES AND MEASURES   | STATUS DESCRIPTION  | STATUS   |
|---|---|----------|
| 7.3.1 <b>Conduct organisation-wide gender pay gap analysis of base salaries and total remuneration, and report on findings.</b> | Organisation-wide gender pay gap analysis was conducted in 2022 and 2023 across base salaries and total remuneration. Findings were reported as part of the University's annual report to the Workplace Gender Equality Agency (WGEA). This item is marked as ongoing due to its annual commitment. | Ongoing  |
| 7.3.2 <b>Conduct benchmarking against other Australian Universities.</b>  | Comprehensive presentation on gender pay gap benchmarking against Victorian Universities was conducted and reported to the Vice-Chancellor's Group and governing body.  | Complete |

# PROGRESS AGAINST WORKPLACE GENDER EQUALITY INDICATORS

## WGEI 1: Gender composition of all levels of the workforce

Progress made: **YES**

We examined changes to the gender composition across our workforce. Analysis conducted by reporting levels to CEO found that the percentage of women in senior management roles, reporting directly to the Vice-Chancellor and President (CEO equivalent), saw a notable increase from 20% in 2021 to 38.5% in 2023. Across all other reporting tiers, the representation of women remained proportionate to their overall employment, standing at 58%.

By undertaking analysis of gender composition using the University's employment classification framework, it was observed that one of our key gender equity KPI, women in senior professional roles (HEW 10 and above), maintained gender parity. Particularly noteworthy was the advancement in the representation of women in senior executive roles (Executive Directors, Executive Managers classified above HEW 10), rising from 38% in 2021 to 43% in 2023. This positive trend can be attributed to different gender equity initiatives such as the Senior Women's Shadowing Program, Global Staff Mentoring Program, comprehensive training, and resources aimed at fostering equitable decision-making in recruitment and promotions, underpinned by the University's commitment to gender equity.

Within the university's academic structure, women's representation in early to mid-career stages remained at gender parity, while there was improvement in senior academic roles (Associate Professor and Professor). To reach these positions takes years as staff are expected to develop national and international reputation, impact and recognition in their fields of research. We have worked on addressing barriers associated with periods of parental leave and caregiving, which have had a disproportionate impact on women applying for promotion and other competitive career opportunities. Between 2021 and 2023, the proportion of women among Professors for the first time exceeded 30%, representing accelerated growth from 28.2% in 2021 to 32% in 2023. In contrast, there was no improvement between 2019 and 2021.

In STEM disciplines, historically marked by women's under-representation, the gender composition across all academic levels combined, reached parity. In senior academic positions in STEM, which have been the most challenging to shift in recent years, we observed an unprecedented increase from 2021 to 2023, where the proportion of women among STEM Professors improved from 22.9% to 28.4%. These advancements are credited to targeted recruitment efforts, alongside academic promotion rounds where women surpassed men in success rates.

An analysis of staff retention unveiled positive trends from 2021 to 2023, showcasing an increase in the retention rate of academic women: from 86.3% in 2021 to 87.6% in 2022 and further 90.4% in 2023 (data covering January to September in 2023). Underpinning these statistics are tailored programs and interventions designed to support the retention and success of academic women, women with caregiving responsibilities and those working part-time. An exemplary initiative in this regard is the Advancing Women's Success Grant program which seeks to support early to mid career academics who are parents or carers through the provision of funding, to help them accelerate their research momentum and academic success. It is also supporting the retention of staff groups that have been previously identified as being at risk of attrition.



“ Being awarded the Advancing Women's Success Grant was instrumental in mitigating impacts of maternity leave and caring responsibilities on my academic success. Most beneficial aspects included building and maintaining invaluable partnerships with industry which later translated into funding. Career coaching was incredibly valuable with tailored guidance to support achievement of my research and leadership goals. ”

Associate Professor Laura Alfrey, Faculty of Education

## WGEI 2: GENDER COMPOSITION OF GOVERNING BODIES

Progress made: **YES**

As part of the commitments articulated in the Gender Equality Action Plan, Monash University continued monitoring the gender composition of its governing body, Monash Council. Between 2021 and 2023, Monash Council membership remained at parity with 53% women among members.

## WGEI 3: EQUAL REMUNERATION FOR WORK OF EQUAL OR COMPARABLE VALUE ACROSS ALL LEVELS OF THE WORKFORCE, IRRESPECTIVE OF GENDER

Progress made: **YES**

Monash University has industrially regulated salary banding, with incremental levels within each band. Our Pay, Benefits and Entitlements Policy ensures transparency about salaries for academic and professional staff as well as rates for teaching associates, casual research assistants and casual professional staff. As part of our commitment to gender pay equity, we undertake annual gender pay gap audits encompassing base salary, total remuneration, and performance pay, aiming to pinpoint the root causes of gender pay gap. This thorough examination includes analysis of performance pay and performance ratings to ensure there is no gender bias.

Over the period from 2021 to 2023, we witnessed a slight reduction in the average gender pay gap, decreasing from 11.5% to 11.2% in base salaries, while it remained constant at 11.2% in total remuneration. One of the leading causes of our organisation-wide average gender pay gap is the under-representation of women among Professors and in senior academic leadership roles. Improvements achieved in the reporting period suggest that we are making progress in the right direction. Ongoing analysis will delve deeper into identifying the key drivers behind the organisation-wide gender pay gap, allowing us to implement targeted measures for further improvement. To this end, a project group has been established between the Workforce Analytics team, Senior Remuneration team and Staff Equity, Diversity and Inclusion.

The median gender pay gap in base salaries experienced a marginal increase to 6.1% from 4.9%. In contrast, there was an improvement in total remuneration, decreasing from 6.8% in 2021 to 5.8% in 2023. We examined factors that influenced the increase in the median gap in base salaries, recognising that the median and average are influenced by factors that can sometimes differ. We found a correlation related to changes in our workforce composition, as the proportion of women employed at Monash University increased between the two reporting periods, thus influencing median values. Intrinsically related to how workforce composition influences the median pay gap is vertical segregation, which refers to the uneven gender composition across remuneration quartiles. Our analysis indicated women's overrepresentation in the bottom half of income earners, causing the difference between the two median values.



“ At the heart of HR Analytics is to provide intelligence that supports impactful strategies. Our PowerBI dashboards transform raw data into actionable insights, driving a culture of performance. Transparent access to relevant metrics fosters accountability, ensuring what gets measured, truly gets done. Our work isn't just about numbers, it's about empowering teams and decision-makers to achieve essential cultural shifts. ”

Nihal Thomas, Analytics and Innovation Manager

## WGEI 4: SEXUAL HARASSMENT IN THE WORKPLACE

Progress made: **YES**

Monash University continued promoting a safe and respectful workplace culture, actively engaging its staff in recognising and addressing issues related to harassment and discrimination. In line with this commitment, the university conducted extensive consultations with staff, leading to the development of the “Respect at Monash: For Staff” online module in 2022. Additionally, a new Equity, Diversity and Anti-Discrimination Policy suite launched in 2023.

Results from the Employee Experience Survey showcased positive developments in questions pertaining to staff experiences with negative behaviour in the workplace. There was a reduction in the prevalence of sexual harassment at work, as reported by survey respondents. According to the 2021 Employee Experience Survey, 12% of respondents experienced sexual harassment at work, a figure that dropped to 8% in 2023. This trend is particularly significant given the substantially larger sample size of survey respondents achieved in the latter year, making it more statistically representative of the University’s population. However, we recognise more needs to be done, and no proportion of responses to this question can be considered as an acceptable range.

Gender-based analysis highlighted a disparity, with women facing sexual harassment at a higher rate compared to men (9% vs 5%). An intersectional examination of the data revealed higher instances of sexual harassment among members of marginalised communities, including trans and gender diverse staff, underscoring the urgency of this issue. For example, staff with disability are more than twice as likely to experience discrimination at work, compared to staff without. Also, 1 in 4 people with a disability stated they are not sure if they experienced discrimination, emphasising the need for continued education, training and awareness raising.

Despite progress made, instances of sexual harassment remain underreported, with only 5% of affected respondents formally lodging complaints. This is further evidence by the fact that the number of formally lodged sexual harassment complaints remained on par between 2021 and 2023. The Employee Experience Survey revealed that only 60% of respondents feel safe to challenge inappropriate behaviour. While this represents an improvement from 2021, where only 57% felt safe to challenge inappropriate behaviour, we recognise more work needs to be done on the safety climate. Within the Higher Education sector, academic staff tend to express lower confidence in challenging inappropriate behaviour, typically in fear of negative consequences for their reputation and career. We recognise the need for prioritising this work to address the identified challenges, and the University is conducting a thorough analysis of survey data to gain a deeper understanding of reasons and barriers for under-reporting. This deeper dive will inform targeted interventions aimed at fostering a workplace environment where all individuals feel safe and empowered to address or report inappropriate behaviour.

Further insights from the Employee Experience Survey highlighted that 83.4% of respondents agree that the university uses inclusive and respectful images and language, and 76.4% respondents believe the university encourages respectful workplace behaviours. Analysis by gender revealed that agreement rates were only slightly higher for women, not indicating a significant gender gap.

We will continue implementing our measures aimed at preventing sexual harassment and cultivating a respectful workplace culture where staff feel safe to challenge inappropriate behaviour, and report it.



“ Our Recruitment Excellence Workshop equips hiring managers with contemporary knowledge in talent acquisition. As part of this program, the University’s ‘Inclusive Recruitment Guidelines for Hiring Managers’ has proven to be an excellent resource supporting bias free selection and equitable decision-making. ”

Recruitment Manager, Professional and Academic Recruitment, Monash HR

## WGEI 5: RECRUITMENT AND PROMOTION PRACTICES IN THE WORKPLACE

Progress made: **YES**

### Recruitment

In 2022, Monash University took proactive steps to enhance equity and inclusion in its recruitment practices by developing and launching comprehensive guidelines for hiring managers. This initiative built upon previous years’ efforts, including awareness-raising activities addressing unconscious bias and ongoing enhancements to staff selection training for committee members.

Upon analysing recruitment data from 2021 to 2023, it was observed that the proportion of women among new hires marginally increased from 57% to 59%, closely aligning with the overall representation of women at the University (58%).

Of all appointments to positions within 3 reporting levels to the CEO, 56% were women. This represents a notable improvement from 2021 when 41% of these appointments went to women.

In recognizing that this broad recruitment metric does not fully capture the impact of targeted initiatives in STEM (Science, Technology, Engineering, Mathematics, and Medicine) careers, an in-depth examination of job applications for academic roles within historically underrepresented faculties was conducted. The results revealed a positive trend, indicating that, by 2023, more women than men were interviewed for academic positions in STEM. Faculties that voluntarily implemented gender shortlisting targets demonstrated particular success in improving the gender ratio of interviewees. Similarly, the proportion of women receiving job offers for academic roles in STEM Faculties increased from 38.3% in 2020 to 47.7% in 2022 and further to 52.4% in 2023. These encouraging improvements will be closely monitored to ensure sustained progress. This success can be attributed to a range of measures that the University implemented, such as targeted searches for women, ensuring diversity on recruitment panels, requirement for selection committee Chairs to undertake unconscious bias training, and the significant overhaul of job advertising templates that emphasised our commitment to equity, diversity and inclusion, and that applicants of diverse genders, ages, sexualities, cultural backgrounds, abilities, including neurodiverse applicants and Aboriginal and Torres Strait people, are encouraged to apply.

Additionally, a focused analysis of Indigenous recruitment data highlighted significant strides in attracting and prioritizing Indigenous talent. In the first six months of 2023, Monash University recruited 23 new Indigenous staff, marking a substantial increase from the average of 6 per annum between 2018-21. This positive outcome can be in no small part attributed to crucial policy changes and active involvement of Indigenous staff in guiding and leading Indigenous employment activities. By appointing Indigenous staff in recruitment roles, we have observed significant improvements in the conversions from Indigenous applicants to job offers.

Analysis of the 2023 Employee Experience Survey revealed that 21% of respondents do not consider recruitment processes to be fair. Interestingly, results were more positive for women than men, or gender-diverse staff. While this result was not limited to experiences of recent recruits, findings informed our future area of focus, which includes amplifying our support for job applicants with disability, whose satisfaction rate was the lowest.

### Promotion

In 2023, women represented 56% of permanent promotions, aligning closely with their representation in the workforce (58%). In comparison to 2021, this measure has decreased from 60% of women who achieved promotion. Therefore, we undertook further analysis of promotion trends. While promotion data reported to CGEPS include all upward position movements that are permanent, irrespective of how the promotion was achieved, we examined the pathways to promotion within our organisation. For example, academic promotions follow an annual cycle, with candidates lodging an application and being evaluated by promotion panels on activities such as research, education and engagement. A thorough analysis of academic promotion was conducted and reported in early 2023, reviewing promotion outcomes over the past decade. Our data showed that women were historically less likely to apply for promotion than men. However, improvements were observed in 2023, when the total number of women’s promotion applications exceeded men’s by 17% (157 women vs 134 men). This represents a reversal of a historical trend, which was previously difficult to shift. Between 2022 and 2023, considerable resources were invested to support women and non-binary staff in applying for promotion, which led to positive outcomes. For example, to help remove barriers to applying, the Staff Equity, Diversity and Inclusion team hosted an inaugural information session on “Dispelling myths in academic promotion”, which attracted 290 attendees. This initiative built on 20 years of hosting promotion information sessions for women, by openly discussing potential barriers to applying for promotion. Furthermore, a new targeted program was developed focusing on writing skills and strategies, accompanied by the establishment of peer-support networks and the provision of material and examples for developing compelling application narratives.

Through our analysis of promotion data, we also observed improvements in the average promotion success rate. In 2023, 92% of women applying for promotion were successful, in comparison to 87% of men. Particularly noteworthy was the enhanced success rate for part-time staff and women, with women outperforming men across each promotion level. This testifies to the strengthened approach that recalibrates a staff member's performance in light of their professional and personal circumstances, resulting in more equitable assessments of promotion applications (98% of part-time applicants were successful in contrast to 88% of full-time employees).

Results of the Employee Experience Survey emphasised the importance of promoting equity and fairness in promotion processes. Staff with caring commitments expressed lower confidence when asked whether they have an equal chance at promotion, which was echoed by findings from our internal focus groups. Therefore, a Working Group was established comprising academic leaders and subject matter experts (EDI specialists) to investigate the impact of career interruptions and caregiving commitments on promotion success. Additionally, a new mandatory training module was introduced in 2023 to equip decision-makers, including promotion committee members, with a better understanding how to assess promotion applications more equitably by taking into consideration a range of personal and professional circumstances, such as caregiving commitments.

### Secondments

During the assessed period, internal secondment opportunities and higher duties were granted to women at a higher rate, reflecting their overrepresentation in professional roles where secondment opportunities are most common.

Of all staff who pursued professional career development, 63% were women (up from 59% in 2021). This may in part reflect our focus and support for 'women-only' development programs but also signals opportunities for targeted promotion strategies that encourage staff of all genders to participate at relevant training and development offering. We also found that there is a lower uptake of career development opportunities by part-time staff, which has informed our focus in supporting them through a more targeted approach in 2024.

## WGEI 6: AVAILABILITY AND UTILISATION OF TERMS, CONDITIONS AND PRACTICES RELATING TO: FAMILY VIOLENCE LEAVE; AND FLEXIBLE WORKING ARRANGEMENTS; AND WORKING ARRANGEMENTS SUPPORTING EMPLOYEES WITH FAMILY OR CARING RESPONSIBILITIES

Progress made: **YES**

### Family Violence Leave

Monash University's commitment to supporting staff experiencing family violence is clearly outlined in the Family Violence Support Procedure. The Procedure sets out the process for staff to access leave for absences due to family violence and/or flexible work arrangements. Importantly, there is no limit on the amount of paid leave staff can access for purposes related to family violence or its consequences.

In both reporting periods - in 2021 and 2023, seven staff members, all of whom were women, accessed family violence leave. No request for family violence leave was rejected during this period.

Despite the positive aspects, the analysis of the 2023 Employee Experience Survey revealed that only 75% of staff (comprising 78% of women; 72% of men) expressed confidence that Monash University would support them if they needed, to take family violence leave. While these results may seem somewhat disappointing, further scrutiny of the survey data revealed that only 3% of respondents disagreed with the statement. The remaining proportion (1.5%) said they don't know. We found the 'neutral' responses came mostly from casual employees, suggesting an opportunity for us to amplify our promotion of the family violence support and the associated procedure.

Recognising the higher prevalence of family violence experienced by specific groups, such as LGBTIQ+ people, women with disabilities, Aboriginal or Torres Strait Islander women, as well as trans and gender diverse people, the survey results were further examined through an intersectional lens. Agreement to the survey item "My organisation would support me if I needed to take family violence leave" fell below average for gender-diverse people (67%), Indigenous staff (71%), LGBTIQ+ people (73%). Of particular concern was the perception among people with disabilities, where only 64% felt confident about receiving support for family violence leave (gender split: 58% for men with disabilities; 66% for women with disabilities). In response, the University will develop targeted actions and

strategies to address barriers identified by these groups and enhance overall support mechanisms. As our survey participation rate in 2021 was lower, we were unable to compare results for these demographic groups between the two survey rounds.

### Flexible Working Arrangements

The gender composition of staff accessing formal flexible work arrangements at Monash University mirrors the overall workforce distribution: 58% of women; 42% of men. These arrangements encompass diverse work options, such as working from home, part-time employment, voluntary reduced year, and job sharing.

In 2023, 22% of both fixed-term and ongoing staff (excluding casual positions) were employed on part-time basis. 75% of our part-time staff are women, indicating a marginal shift from the 76% recorded in 2021, which signals an improved uptake of part-time work by men. We will continue promoting flexible work for staff of all genders, and highlight the importance of role modelling by senior leaders.

Insights obtained from the 2023 Employee Experience survey revealed that a substantial majority, 81.4% of respondents, feel supported by their manager in their pursuit of flexible work arrangements. This sentiment is echoed across genders, with 82% of women; 81% of men, 93% of gender-diverse individuals expressing satisfaction. This is a notable improvement on 2021 survey results, which indicated that only 69% felt confident their request for flexible work arrangement would be supported.



“ My work area has provided significant work flexibility for me to care for my young family. In particular, the option to work remotely, flexible access to leave, including parental leave, have meant that I have been able to be more present for my children in these formative years of their development. ”

Titus Phua, Superannuation Officer, Payroll Services and Payroll Compliance

### Support for staff with caring commitments

Approximately 40% of survey respondents identified as carers. A positive finding was that 83% of staff with caregiving commitments - regardless of gender - reported that their manager supports flexible working, with an additional 10% neither agreeing or disagreeing. The neutral responses were mostly selected by respondents who are casual employees.

Another important finding was that the agreement rate dipped for staff with disabilities, registering at 74%, and even lower for men with disabilities and staff who have disabilities but are not carers or parents. In an effort to gain a better understanding of challenges and barriers faced by staff with disabilities, Monash University proactively engaged staff in focus groups facilitated by the Australian Network on Disability. Findings from these focus groups will be instrumental in shaping a new action plan aimed at fostering disability inclusion and accessibility throughout the university. Again, due to lower sample size obtained in 2021, we were unable to correlate responses across these demographic groups between the two survey rounds.

During the reporting period, 2337 staff (22%) accessed carer's leave. Underpinned by evidence in relation to gendered expectations around caring responsibilities, women continued to access carer's leave at a greater rate than men. One of the initiatives undertaken by the University during this reporting period was the development of bespoke interactive data dashboards, that enable us to monitor and analyse staff absences by a range of employment and demographic detail. The University has also identified opportunities to improve partner leave provisions and developed proposals that are presently part of Enterprise Bargaining negotiations. These will represent notable improvements in our support for shared parenting responsibilities regardless of gender.

Results of the 2023 Employee Experience Survey indicated that caring responsibilities represent one of the barriers to success. It was one of the top three barriers experienced by women (14.3%), while ranking fifth for men. To help us understand the impact of caregiving on work success, Monash University instituted a working group in 2023 dedicated to addressing barriers surrounding the impact of career disruptions and caregiving commitments. In 2024, a series of consultation activities will be conducted to examine factors and actionable steps to support staff with caring commitments.

## WGEI 7: GENDERED SEGREGATION WITHIN THE WORKPLACE

Progress made: **YES**

Monash University achieved progress in addressing gendered segregation within the workplace and employment positions, reflecting commitments of the Gender Equality Action Plan. The breakdown of occupational categories, as per the Australian and New Zealand Standard Classification of Occupations (ANZSCO), reveals encouraging progress across various groups.

Among managers, there has been an increase in the representation of women, with a rise from 57% in 2021 to 59% in 2023, surpassing their overall representation among Monash employees (58%). While this is a positive trend, the over-representation of women in clerical and administrative roles (67%) remained unchanged since 2021. In roles categorised as Community and Personal Service Workers, such as fitness and swimming instructors, there has been a substantial improvement in women's representation at Monash University, climbing from 29% in 2021 to 41% in 2023. Similarly, the representation of women in roles classified as Technicians and Trades Workers increased from 49% in 2021 to 53% in 2023, showcasing positive advancements in gender composition within these areas.

Within the academic structure of the University, Monash has undertaken a comprehensive approach to tackle the persistent underrepresentation of women in STEM (Engineering, Information Technology, Medicine, Health and Nursing Sciences, Pharmacy and Pharmaceutical Sciences, Science), particularly in senior academic roles. The Gender Equality Action Plan has played an important role in this endeavor, focusing on dismantling structural barriers, mitigating unconscious bias, and promoting more equitable assessments of academic performance.

It's important to note that the challenges faced in addressing gender disparities in STEM are not unique to Monash University; they are pervasive across Australian universities and nationally. Various factors, structural and cultural barriers have been identified as key contributors to the ongoing underrepresentation of women in senior STEM roles. To prioritise addressing gender disparities in STEM disciplines, Monash University is an active member of the Science in Australia Gender Equity (SAGE) program and is actively pursuing Silver-tier Athena SWAN accreditation. This collective effort, led by both academic and professional staff, has resulted in positive transformative changes, impactful programs and measurable outcomes. In 2023, there was a notable increase in the proportion of women among Professors in STEM disciplines reached 28.4%. While this figure is still far from parity, it represents notable increases from the stagnation observed between 2017 and 2022, where the metric hovered between 22-23%. The 5.5 percentage point rise over the past two years (from 22.9% in 2021 to 28.4% in 2023) signifies accelerated improvements and a positive shift in addressing pronounced gender disparity in these disciplines.

Moreover, in 2023, the number of women Professors in STEM at Monash exceeded 100 for the first time, marking a substantial increase from 81 in 2021. In contrast, the growth in the number of men STEM Professors during the same period was 12%, highlighting the success of targeted initiatives, programs and strategies pursued by Monash University over the past 6-7 years.



“Promoting greater representation of women in engineering is pivotal for integrating their unique perspectives and needs into solution design. By embracing diverse voices and experiences, we empower engineering to serve and uplift all individuals, transcending long standing barriers to gender-inclusive innovation.”

Dr Faezeh Marzbanrad, Engineering

## ACCOUNTABILITY AND RESOURCING

The accountability for executing Monash University's Gender Equality Action Plan 2022-2025 lies with the Chief People Officer, working in collaboration with the Office of the Chief Operating Officer and Senior Vice-President, Provost and Senior Vice-President, Deputy Vice-Chancellor (Education) and Senior Vice-President, Pro Vice-Chancellor (Indigenous), and the Chief Marketing Officer.

The Monash University Athena SWAN Steering Group, comprising both professional and academic staff representing various faculties, actively contributes to the implementation of Gender Equality Action Plan as articulated in their Terms of Reference. Ex-officio positions on the Athena SWAN Steering Group include Chairs of Faculty-level Equity, Diversity and Inclusion (EDI) Committees whose EDI responsibilities are formally noted in their performance plan and/or workload allocation.

The Staff Equity, Diversity and Inclusion team at Monash HR plays a central role in the implementation of the action plan and driving initiatives aimed at enhancing workplace gender equality, diversity and inclusion more broadly. The team's remit includes the development of strategies to promote equitable processes, inclusive policies and fostering respectful workplace culture for all staff. They lead consultation activities with staff, such as survey administration and focus groups, and apply an intersectional approach across all facets of their work. In January 2023, the team expanded its workforce from 2 Full-Time Equivalents (FTE) to 4 FTE, in recognition that supporting equity, diversity and inclusion in the workplace are considered business imperatives.

Furthermore, a range of actions and initiatives in the GEAP have seen progress through collaborative efforts with different Human Resources teams responsible for recruitment, promotion, professional development, leadership development, policy, workforce analytics. This cross-departmental approach has been instrumental in seamlessly integrating GEAP commitments into routine activities and thus promoting gender equality goals, and accountability, across the organisation.





**MONASH**  
University

## **FURTHER INFORMATION**

**Staff Equity, Diversity and Inclusion**  
Monash HR  
Monash University

Email: [gender-equity@monash.edu](mailto:gender-equity@monash.edu)

[monash.edu/gender-equity](http://monash.edu/gender-equity)