



MONASH
University

GENDER EQUALITY ACTION PLAN

2022 – 2025

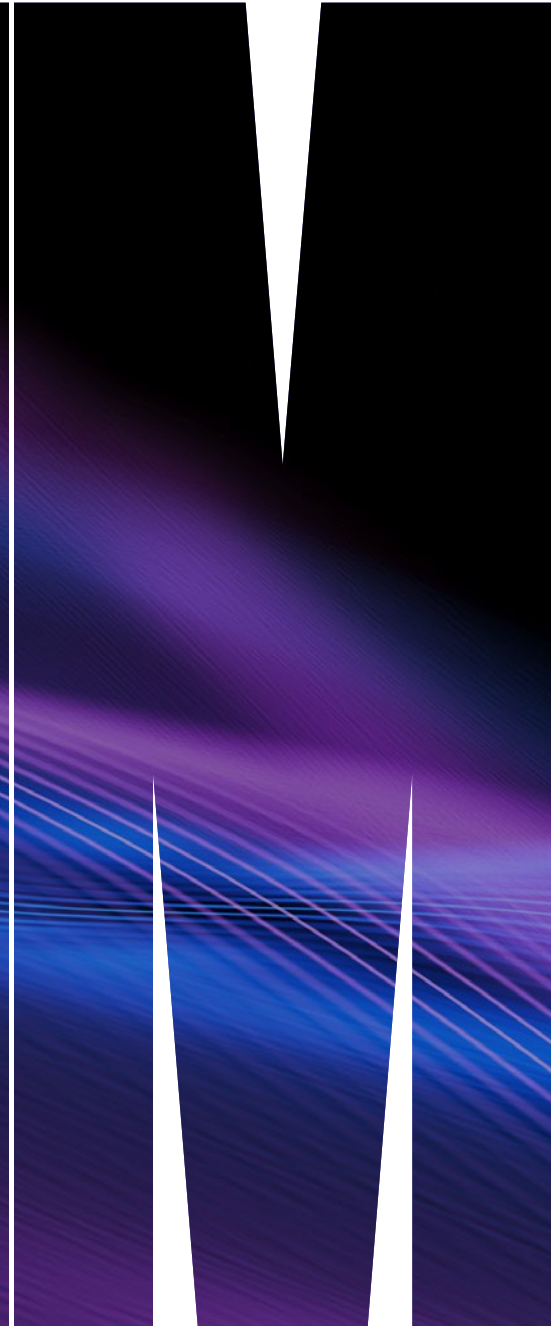




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ACKNOWLEDGEMENT

MONASH UNIVERSITY recognises that its Australian campuses are located on the unceded lands of the people of the Kulin nations, and pays its respects to their elders, past, present and emerging.

Monash is committed to fostering a society that recognises, respects and includes Indigenous peoples, cultures and knowledge. The University will contribute to the creation of this society by working with and celebrating Aboriginal and Torres Strait Islander peoples, cultures and knowledge, as well as Indigenous peoples of other places where Monash has a campus or major presence.

MONASH UNIVERSITY is committed to supporting and contributing to:

- The Uluru Statement from the Heart process for a First Nations Voice to the Commonwealth Parliament of Australia; and
- Treaty discussions in the state of Victoria and the Yoo-rrook Justice Commission.

“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.”

Professor Margaret Gardner AC
President and Vice-Chancellor

FOREWORD FROM THE PRESIDENT AND VICE-CHANCELLOR

I am proud to launch Monash University’s new Gender Equality Action Plan 2022-2025. This Plan sets out a range of tangible actions to address opportunities identified in Monash’s gender equality audit, and renews our longstanding commitment to gender equality.

Gender equity and an inclusive university are fundamental to Monash’s strategy and vision, and equality and inclusion are central to our pursuit of excellence.

Our approach to achieving gender equality is multifaceted and includes:

- inclusive recruitment (which recognises value of diversity);
- tackling unconscious bias;
- making sure our promotion and career development opportunities are equitable;
- continued promotion of workplace flexibility, support for parents and those experiencing family violence;
- targeted initiatives to improve workplace culture, reduce bias and promote zero tolerance of unacceptable behaviour; and
- growing inclusive leadership capabilities and setting leadership accountabilities for gender equality outcomes.

We aspire to mitigate gender imbalances across the University, which continue to persist in leadership, in senior academic roles and in areas where female participation has been historically low.

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 under-represented 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.

I strongly endorse this Gender Equality Action Plan.



Professor Margaret Gardner AC
President and Vice-Chancellor

INTRODUCTION

PURPOSE

Gender equity and a fully inclusive University are fundamental to Monash University's strategy and vision. Equality and inclusion are central to our pursuit of excellence.

The Gender Equality Action Plan 2022-2025 supports 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. It supports and informs the objectives of Monash Impact 2030 where our commitment to inclusion begins with our support for the Uluru Statement from the Heart.

Objectives of the Gender Equality Action Plan seek to address gender inequities for all staff, eliminate the systemic barriers to professional development, career advancement, and to achieve gender and salary parity in senior roles, as well as towards a deep and broad inclusiveness all across the University. The Action Plan further supports the University's commitment to advance on the leadership enacted in its Respect.Now.Always initiatives, and to ensure that our organisation's anti-discrimination and harassment policies are modelled on best practice, with consideration given to the Sex Discrimination Commissioner's *Respect @Work Sexual Harassment National Inquiry Report (2020)*.

Guided by the [gender equality principles in the Gender Equality Act 2020](#), Part One (section 6), the Action Plan sets out tangible actions across seven priority areas. 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. Monash University aspires to be recognised as the leader in gender equity and inclusion in the Higher Education sector in Australia and internationally.

Monash is committed to the United Nations Sustainable Development Goals and was ranked 10th in the world on gender equality by the 2021 Times Higher Education Impact Rankings. Monash University's impact in the field of gender equality includes the dedicated work of the **Monash Gender and Family Violence Prevention Centre** to contribute to transformative social change aimed at ending family violence, and the tireless efforts of the **Monash Gender, Peace and Security Centre** to deliver peace and security globally through gender-inclusive research evidence.

As a progressive and socially responsible institution, we are continually working towards a more equitable, diverse and inclusive Monash:

- We promote an inclusive workplace culture where diversity is valued and viewed as a key to innovation and excellence.
- We support our colleagues in their professional development, foster accessible and flexible work and provide a culturally safe environment where our Indigenous communities and people from all cultural backgrounds are respected and included.
- We embrace new ideas and initiatives that advance equity, foster diversity and promote inclusion.
- We encourage our colleagues to become champions for diversity and inclusion by providing training, time and allocating resources for them to do so.

CASE FOR CHANGE

Gender equality is a human right and precondition to social justice and social inclusion. Everyone is affected by gender inequality although not everyone experiences inequality in the same way.

Notwithstanding our progress to date, we recognise that a lot more must be done. It's time to be bold. Gender imbalances continue to persist in some areas of leadership, in senior academic roles and in certain areas of the University where women's participation has been historically low. To achieve positive change, we are taking proactive steps to address systemic and cultural barriers to women's under-representation and towards a more inclusive Monash for all people.

Benefits of gender equality are well documented with measurable gains, including improved staff wellbeing, increased organisational performance, greater innovation, better decision making and positive workplace culture. Gender balanced leadership is better equipped to lead Monash's diverse community. A diverse workforce and varied perspectives of diverse teams achieve greater innovation, generate more creative solutions and are more likely to identify and challenge biases in decision-making.

Pursuing and achieving gender equality is a shared responsibility and an ambition for everyone in the Monash University community - leaders, managers, academic and professional colleagues, students and stakeholders.

The Gender Equality Action Plan was developed in consultation with the Monash University community¹ and informed by results of an extensive workplace gender audit.

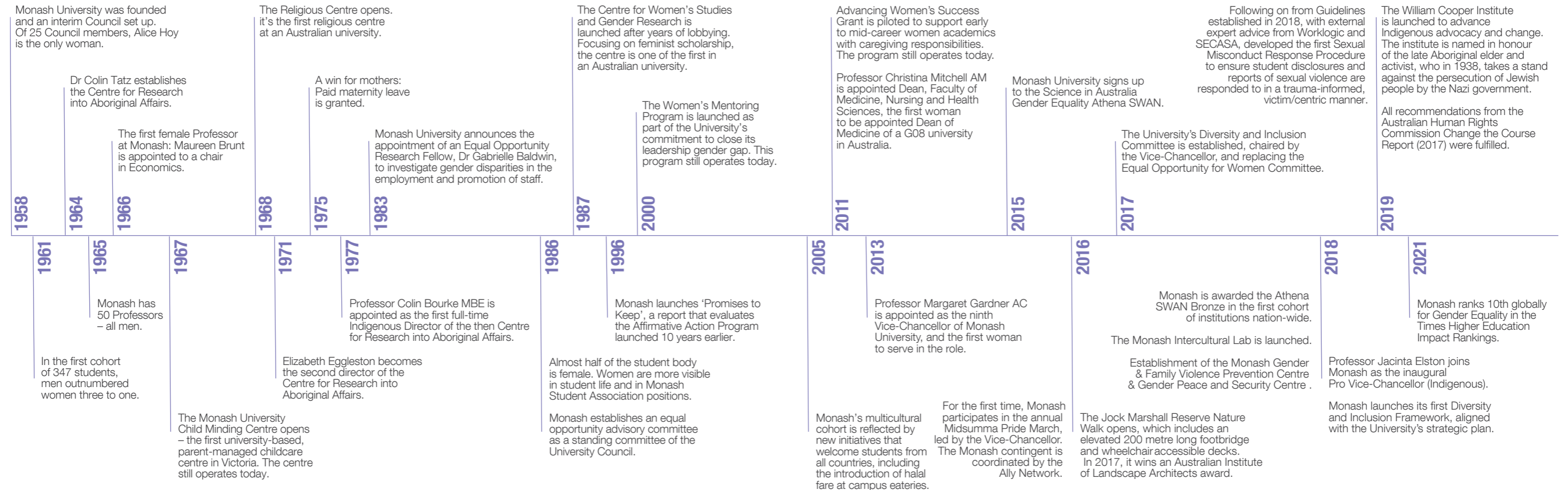
Where possible, our workplace gender audit and consultation activities considered intersectional gender inequalities. We recognise that different aspects of a person's identity such as gender, gender identity, sexual orientation, race, ethnicity, economic status, national origin, disability, and other aspects of one's identity, can expose them to overlapping forms of discrimination and marginalisation, and that attitudes, systems and structures in society and organisations can interact to create and/or deepen inequality and result in exclusion.

Throughout our consultation activities, we sought to understand lived experiences and perspectives of people from diverse backgrounds, in order to listen more effectively to marginalised groups that may be more adversely affected, and how we can further remove barriers to equality.

1. Consultation activities included the University-wide Staff Equity and Diversity Survey (May-July 2021), Employee Experience Survey (September 2021), Gender Equality Focus Groups (August - September 2021), as well as meetings of the Diversity and Inclusion Committee, consultation with members of the Athena SWAN Committee, Gender Equality Act Working Group, targeted consultation sessions with HR staff, and consultation with Faculty Chairs of Equity, Diversity and Inclusion Committees.

OUR LIVING HISTORY

Our focus on gender equity and gender equality spans more than three decades. This long history of the University's unwavering support for advancing gender equality has led to the development of many best practice policies and programs that have established a solid foundation. Our milestones highlight the importance of an intersectional approach that motivates a more nuanced understanding of underrepresentation and strategies to address gender disparities.





Senior professional roles (HEW10 and above) **REACHED GENDER PARITY.**

71% of Monash staff say that senior leaders are visible advocates of **EQUITY AND DIVERSITY.**



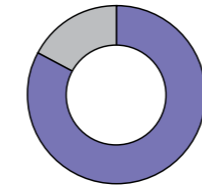
46% of academic staff promoted in 2021 were women. **48%** of academic staff are **women.**



6/10 **AVERAGE PERCEPTION** by staff that academic promotion is a fair & transparent process.

At Monash **29%** of **PROFESSORS ARE WOMEN**

39% of **ACADEMIC LEADERSHIP ARE WOMEN**



83% of staff say their department makes it clear that sexual harassment is not tolerated.

ONLY 53% **OF WOMEN** feel confident that if they were to express their concern about unacceptable behaviour at Monash it would be dealt with effectively.



84% of staff who are **PARENTS** of dependent children say they have the flexibility they need to manage work and other commitments.

At Monash **22%** of staff work part-time. **74.5%** of staff who work part-time are **women.**



WHERE ENGLISH IS NOT FIRST LANGUAGE:

80% of professional women & **57%** of academic women agree their supervisor encourages them to pursue professional development relevant to their work.

Academic women from countries where English is not the main language (NESB) delay applying for promotion. However, when they apply, their success rate is higher than that of their NESB colleagues and ESB women.

OUR VISION

PRIORITY AREA	WHERE WE ARE NOW	OUR VISION FOR 2025
Recruitment	In order to attract top talent in the increasingly discerning job marketplace, Monash has established a strong position as an inclusive employer of choice. However, gender-coded job ads, bias and stereotyping can create inequalities in hiring decisions.	We will recruit talented staff irrespective of any protected personal characteristic, including gender, sexuality, disability, ethnicity, race, religion or socio-economic disadvantage. <i>This supports Inclusive goals of Impact 2030 – diverse community</i>
Career progression, promotion and development	Unconscious bias continues to be recognised as a major contributing factor to inequitable decision making, indicating that a continued emphasis on inclusivity training remains a priority. Access to professional development varies across work areas, with varying levels of understanding of training availability and funding allocations.	Promotion process will be recognised by staff as fair and transparent, staff will report equal opportunity in accessing career development opportunities. Fostering culture of continuous learning and growth will create an environment where academic and professional staff succeed and thrive. <i>This supports Inclusive goals of Impact 2030 – inclusive community</i>
Gender composition at all levels of our workforce	While women's overall representation at Monash is strong (57%) and senior professional roles have reached gender parity, only 36.4% of senior academic roles are filled by women, and only 29% of Professors at Monash are women.	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. <i>This supports Gender Equality goals in the Environmental, Social and Governance Statement 2021-2025.</i>
Gendered work segregation	Gendered work segregation at Monash is evidenced by women's under-representation in STEM fields, and in other areas of the University, such as eSolutions, Buildings and Property.	We will improve gender diversity in fields and areas of Monash where women have been historically under-represented. <i>This supports Gender Equality goals in the Environmental, Social and Governance Statement 2021-2025.</i>

PRIORITY AREA	WHERE WE ARE NOW	OUR VISION FOR 2025
Workplace support, leave and flexibility	The impact of the pandemic has been acutely felt by all but working parents and carers have been impacted with an unprecedented intensity, which continues to have a ripple effect on their mental health and wellbeing. Staff appreciate increased flexibility in balancing work and family commitment but application of flexible work policies is not always uniform.	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. <i>This supports the Work health goals of the Health and Wellbeing Strategic Plan 2021-2025.</i>
Workplace culture, leadership and diversity	Good workplace culture is promoted with solid policies in place, however opportunity exists to enhance further at a local level. Continued focus on building staff confidence in utilising reporting mechanisms is warranted to ensure that unacceptable behaviour continues to be dealt with appropriately.	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. <i>This supports Inclusive goals of Impact 2030 - Respect.Now.Always. program, and the Culture goals of the Health and Wellbeing Strategic Plan 2021-2025.</i>
Gender pay equity	Addressing disparity in remuneration, and closing the organisation-wide gender pay gap of 12.2% requires cultural change to remove the barriers to women's equal participation in the workforce, tackling bias in hiring and pay decision and building a culture of zero tolerance of bullying and sexual harassment in the workplace.	Our leading cause of gender pay gap will be addressed through targeted initiatives and we will aim to achieve salary parity across the University. <i>This supports Gender Equality goals in the Environmental, Social and Governance Statement 2021-2025.</i>



RECRUITMENT

Our longstanding commitment to fair and inclusive recruitment practices is critical to ensuring progress towards our ambitious gender equality goals and to fostering diversity and inclusion at Monash. Monash University’s Strategic Plan, Impact 2030 sets a strong commitment to “*engage with and recruit students and staff, irrespective of any protected personal characteristic, including gender, sexuality, disability, ethnicity, race, religion or socio-economic disadvantage, to build a community that represents the diversity of our communities.*”

OBJECTIVES	ACTIONS
1.1 Seek talented staff irrespective of gender, sexuality, race, ethnicity, disability, cultural background	1.1.1 Promote University’s commitment to equity, diversity and inclusion in job advertising. 1.1.2 Reduce gender bias in job advertising. 1.1.3 Promote a fair and equitable application experience for candidates of all genders, including Indigenous applicants, people with disability, trans and gender diverse applicants. 1.1.4 Continue to facilitate equitable selection processes through the implementation of assessment of ‘Achievement Relative to Opportunity’, with focus on academic applicants.
1.2 Enhance Monash University’s reputation as an exemplar and inclusive employer of choice	1.2.1 Visibly promote Monash as an inclusive workplace for all staff. 1.2.2 Enhance value proposition on “Inclusive Workplace” website and publish case studies of new hires. 1.2.3 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. 1.2.4 Participate in external recognition and accreditation programs that enhance Monash’s reputation as an inclusive employer of choice.
1.3 Promote inclusive selection and hiring practices	1.3.1 Ensure recruitment guidelines for hiring managers are contemporary and modelled on leading practice. 1.3.2 Equip hiring managers with skills to mitigate unconscious bias in selection. 1.3.3 Embed GEAP and Diversity and Inclusion content into on-boarding information. 1.3.4 Support implementation of the Indigenous Employment Policy and Procedure. 1.3.5 Remove barriers for under-represented groups through enhancements to recruitment processes and improved application experience.
1.4 Conduct targeted recruitment	1.4.1 Revise a recruitment resource on how to conduct targeted searchers to address under-representation in specific fields of work areas (women; Indigenous peoples; cultural diversity). 1.4.2 Encourage shortlisting gender targets in work areas that do not attract gender balance or diversity in applications.
1.5 Data analysis and reporting	1.5.1 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. 1.5.2 Monitor data on gender composition of recruitment selection committees.

CAREER PROGRESSION, PROMOTION AND DEVELOPMENT

Our commitment to developing and retaining the talents of our staff is underpinned by a culture of continuous learning and growth and the University's motto, Ancora Imparo ("I'm still learning"). Monash seeks to provide an environment where academic and professional staff will thrive, respond to and support our ambition to be Excellent, International, Enterprising and Inclusive. We take proactive steps in removing the barriers to career development, addressing gender bias in decision-making, improving access to staff development and providing a range of diversity and inclusion training.

OBJECTIVES	ACTIONS
2.1 Support women's academic success	2.1.1 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. 2.1.2 Review and maintain existing initiatives designed to reduce the impact of caregiving responsibilities, and other gender structures, on academic success. 2.1.3 Provide enabling opportunities, sponsorship and mentoring at all stages of career development. 2.1.4 Emphasise to supervisors of academic staff that readiness and support for academic promotion should be discussed when establishing annual goals in myPlan. 2.1.5 Provide grant writing support to early-mid career academic women. 2.1.6 Maintain an active network of academic women in STEMM and beyond, to foster peer-connections and help them thrive.
2.2 Promote equitable decision-making	2.2.1 Consolidate and publish internal resources on unconscious bias, equal opportunity and the importance of diversity on decision-making bodies. 2.2.2 Revise and implement Gender Representation on Decision-making Bodies Procedure with specific attention to other facets of diversity. 2.2.3 Develop and implement training for decision-makers on Achievement Relative to Opportunity. 2.2.4 Further build staff understanding of Achievement Relative to Opportunity principles through information sessions and case studies. 2.2.5 Ensure fair and transparent allocation of research, teaching and enabling tasks 2.2.6 Provide a more detailed and constructive feedback approach to unsuccessful promotion applicants.

OBJECTIVES	ACTIONS
2.3 Improve access to professional development	2.3.1 Conduct a review of staff participation in professional development at Monash to identify any barriers to access training and development. 2.3.2 Support and fund professional development training for those who may experience intersectional exclusion such as LGBTIQ+, women in STEMM, Indigenous colleagues, and parents. 2.3.3 Provide leadership training to women and gender diverse peoples in early to mid-career stages.
2.4 Provide Diversity and Inclusion training	2.4.1 Introduce Disability in the Workplace training for managers and team leaders. 2.4.2 Refine and promote Intersectionality training. 2.4.3 Promote the wide array of equity, diversity and inclusion training for staff available. 2.4.4 Continue to enhance and refine training and educational resources to ensure intersectionality is embedded throughout.
2.5 Data analysis and reporting	2.5.1 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. 2.5.2 Analyse and report on the uptake of Diversity and Inclusion training and evaluate outcomes. 2.5.3 Evaluate effectiveness of women's leadership programs.



GENDER COMPOSITION AT ALL LEVELS OF THE WORKFORCE

We value the strength of staff diversity and take proactive measures to achieve gender-balanced and gender diverse leadership. We closely monitor the gender composition of our workforce, influential committees and our governing body, and aspire to achieve gender parity in senior professorial, senior academic and senior professional roles. In addition to our objective to increase the participation of women in leadership roles, we seek to lift the visibility of women in decision-making roles who are from culturally and linguistically diverse backgrounds, are Indigenous, LGBTIQ+ or have disability.

OBJECTIVES	ACTIONS
3.1 Increase the representation of women in leadership roles	3.1.1 Identify and support emerging women leaders through targeted programs and leadership development opportunities across all areas. 3.1.2 Develop guidelines for directors / heads of schools / division leads on how to undertake succession-planning activities that give consideration to gender equality. 3.1.3 Increase the visibility of women leaders at Monash and seek to highlight their intersectional attributes. 3.1.4 Support the emergence of gender diverse leaders through targeted programs. 3.1.5 Develop 2025 gender equity targets for women in senior roles, including 'senior academic women', 'women professors' and 'senior professional women' across all areas.
3.2 Data analysis and reporting	3.2.1 Investigate ways in which intersectional data can be collected to capture and report on the diversity of leadership. 3.2.2 Develop gender equity data dashboards to help monitor gender composition at all levels across the organisation. 3.2.3 Report to senior leaders and Monash Council on progress against key gender equity indicators. 3.2.4 Monitor and report data on the gender composition of influential leadership committees, including the University's governing body.



GENDERED WORK SEGREGATION

We are committed to addressing gendered work segregation evidenced by women’s under-representation in STEMM fields, and to removing barriers to career advancement and success that are based on sex, gender and other forms of intersectional discrimination. The attraction and retention of women in STEMM remains a challenge, with multi-faceted structural and cultural barriers cited as leading causes of women’s ongoing under-representation in STEMM careers. Advancing women’s careers in STEMM is at the forefront of our gender equity strategy and we are investing resources to address gender disparities in these areas. Our participation in the Athena SWAN program is assisting us in the recruitment, retention and development of our talent.

OBJECTIVES	ACTIONS
4.1 Raise awareness of gendered segregation of occupations within the workplace	4.1.1 Disseminate findings from analyses of gendered segregation of occupations at Monash, including women in STEMM, IT and infrastructure related roles. 4.1.2 Challenge gender stereotypes by profiling diverse groups in promotion material, on Monash websites and at events. 4.1.3 Feature inspiring stories and contributions of staff who represent minority in their fields. Equip staff with understanding of intersectionality.
4.2 Engage all colleagues in the collective effort to challenge gender stereotypes	4.2.1 Foster greater diversity of speakers at Monash events, conferences and panels. 4.2.2 Continue the Panel Pledge Campaign to advocate for gender equality at events. 4.2.3 Educate event organisers at Monash on the importance of seeking diversity of speakers and presenters, through the development of relevant resources and material . 4.2.4 Actively profile women in STEMM to inspire women and girls to consider STEMM at Monash.
4.3 Leadership support to redress gendered segregation	4.3.1 Provide targeted support to heads of units in areas where gender imbalance is the most pronounced. 4.3.2 In consultations with identified work units, set gender composition targets to increase gendered diversity in certain occupations. 4.3.3 Provide targeted training for leaders and supervisors in work units where gender imbalance is significant (unconscious bias; equity, diversity and inclusion; cultural safety).
4.4 Data analysis and reporting	4.4.1 Conduct annual data analysis of gendered segregation within the workforce . 4.4.2 Report annually on changes to women’s representation in STEMM fields, their retention, promotion applications and success rates as well as exits. 4.4.3 Seek to understand staff experiences in areas that have a significant under-representation of women, through surveys and focus groups.

WORKPLACE SUPPORT, LEAVE AND WORK FLEXIBILITY

Workplace flexibility is a key enabler of gender equality, and a foundation in the attraction and retention of talent. Monash’s ambitions to address the challenges of the age begins with our commitment to supporting our workforce to thrive as they contribute to excellent and transformative education and research. We’re committed to fostering a workplace culture of flexibility where staff of all genders, ethnicities, faiths, heritages, abilities, religious and cultural backgrounds are supported to successfully combine their work commitments and personal priorities.

OBJECTIVES	ACTIONS
5.1 Promote flexible work within the workforce	5.1.1 Senior leaders to actively promote flexible work options. 5.1.2 Seek to ensure that central policies are enacted consistently at the local level. 5.1.3 Invite staff to share their feedback and experiences of accessing flexible work arrangements.
5.2 Equip supervisors with relevant knowledge of available support	5.2.1 Support supervisors through targeted training on how to successfully support and manage teams that are working flexibly and remotely. 5.2.2 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. 5.2.3 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.
5.3 Support parents and carers	5.3.1 Communicate available support and leave entitlements through targeted communication to staff, including the Guide for Expectant and New Parents. 5.3.2 Conduct a biennial audit of parenting facilities and seek to address any identified issues or insufficiencies. 5.3.3 Review primary and secondary carer leave for partners, benchmarked against the sector and leading practice. 5.3.4 Explore the feasibility of introducing paid leave entitlement for eligible staff who become foster carers.

OBJECTIVES	ACTIONS
5.4 Support for staff who experience family violence, and staff who provide care for those experiencing family violence	5.4.1 Communicate available support and leave entitlements for staff who experience family violence and who provide care for those experiencing family violence. 5.4.2 Ensure Monash’s Family Violence Policy is modelled on best practice and routinely implemented and supported.
5.5 Data analysis and reporting	5.5.1 Uptake of flexible work options, parental and carer’s leave is monitored by gender. 5.5.2 Survey responses to questions about flexible work as well as support for parents are analysed and reported by gender and intersectional characteristics. 5.5.3 Uptake of relevant training for supervisors and people leaders is monitored, and feedback sought.

WORKPLACE CULTURE, LEADERSHIP AND DIVERSITY

Our commitment to fostering an inclusive workplace begins with our commitment to a University community that recognises, respects and includes Indigenous peoples, cultures and knowledge by working with and celebrating Aboriginal and Torres Strait Islander peoples as well as Indigenous peoples of other places where Monash has a campus or major presence.

OBJECTIVES	ACTIONS
6.1 Promote a safe, respectful and inclusive culture for staff free from discrimination and harassment	6.1.1 Ensure that the University prevents discrimination, vilification, harassment, violence and any other unlawful behaviour. 6.1.2 Enable staff to anonymously report instances of sexual harassment and other forms of discrimination in the workplace. 6.1.3 Promote “Responding to disclosures of sexual violence” and “Call it Out: actively changing campus culture” training and monitor uptake. 6.1.4 Expand the capacity of all colleagues to respond to, and address harassment and discrimination at Monash. 6.1.5 Engage staff in programs and initiatives to further their knowledge and understanding of how to build a safe, respectful and inclusive community.
6.2 Promote equal opportunity principles and understanding of ethical and respectful conduct	6.2.1 Improve completion rates of the University’s compliance training modules, including Equal Opportunity; Ethical Conduct, Respect at Monash. 6.2.2 Report completion of relevant training modules, including Equal Opportunity, Ethical Conduct and Respect at Monash, by organisation units and employment details. 6.2.3 Promote the visibility and function of the Ethical Conduct team.
6.3 Develop inclusive leadership capabilities	6.3.1 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. 6.3.2 Embed diversity and inclusion content, examples of inclusive practices, respectful behaviour and unconscious bias into existing training modules for leaders and managers. 6.3.3 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. 6.3.4 Promote professional development to people leaders on Inclusive Leadership (unconscious bias), Cultural Safety-Indigenous, Disability-confident managers, Managing flexible teams and LGBTIQ+ training.

Our evolving and enduring commitment to promoting an inclusive workplace culture and advancing gender equality has seen us pioneer a number of flagship programs and embed our diversity and inclusion agenda into the organisational strategic goals. Impact 2030 further commits us to building a diverse and connected community of students, staff and alumni who are deeply engaged with the wider community and supporting the dissemination of University knowledge and practice.

OBJECTIVES	ACTIONS
6.4 Support staff in building meaningful connections and sense of belonging at Monash	6.4.1 Build a culture of recognition and reward through annual awards program that recognise staff excellence and staff contributions to Diversity and Inclusion. 6.4.2 Facilitate connections through a global Staff Mentoring Program and staff Networks.
6.5 Data analysis and reporting	6.5.1 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. 6.5.2 Analyse survey responses by socio-demographic details to understand intersectional perspectives on key benchmark questions. 6.5.3 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. 6.5.4 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. 6.5.5 Review existing programs designed to foster connections and networking opportunities to assess their effectiveness and impact. 6.5.6 Conduct six-monthly analysis of Equal Opportunity and Ethical Conduct completion rates and report data by gender, staff type, work unit and supervisor status. 6.5.7 Continued evaluation of relevant policies and programs to understand effectiveness and seek improvements.

GENDER PAY EQUITY

We are committed to closing the University’s organisation-wide gender pay gap² through targeted actions and initiatives, and report on progress towards our gender equity and pay equity targets. We seek to understand the drivers of gender inequality and work to eliminate gender bias in pay decisions across the University. To reduce gender pay gaps, we adopt a multi-faceted approach that addresses women’s under-representation in senior roles, promotes workplace flexibility, provides parental and caregiving leave and other support, as well as implements strategies to mitigate the effects of unconscious bias.

OBJECTIVES	ACTIONS
7.1 Close the organisation-wide gender pay gap	7.1.1 Identify leading causes of the gender pay gap and make recommendations to reduce the gap. 7.1.2 Report on progress towards narrowing the University-wide gender pay gap to senior stakeholders and Monash Council. 7.1.3 Set a new pay equity target for 2025.
7.2 Visible leadership commitment to pay equity	7.2.1 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. 7.2.2 Profile the Vice-Chancellor as WGEA Pay Equity Ambassador. 7.2.3 Senior leaders share their commitment to pay equity and support initiatives designed to reduce gender pay gap.
7.3 Data analysis and reporting	7.3.1 Conduct organisation-wide gender pay gap analysis of base salaries and total remuneration, and report on findings 7.3.2 Conduct benchmarking against other Australian Universities

2. The gender pay gap is an internationally established measure of women’s position in the paid workforce. Gender pay gaps in favour of men are a common feature of economies worldwide. The pay gap does not necessarily reflect comparisons of women and men performing the same roles. Instead, it is the difference between women’s and men’s average weekly full-time equivalent earnings, expressed as a percentage of men’s earnings.



APPENDIX A – STRATEGIC RESOURCING PLAN

Accountability

Accountability for the implementation of Monash University's Gender Equality Action Plan 2022-2025 rests with the Chief Human Resources Officer in partnership with 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.

Resources

Monash has an unfaltering commitment to equity, diversity and inclusion, as showcased by the number of pioneering programs, initiatives and milestones presented in our Timeline on pages 6 and 7.

Our Staff Diversity and Inclusion team has a dedicated focus on leading and developing strategies designed to improve workplace gender equality, as well as advancing equity, inclusion and diversity initiatives more broadly, to foster an inclusive workplace culture for all staff.

Additional support, input and expertise is provided by the Offices of the Provost, Deputy Vice-Chancellor Education as well as the Campus Community Division in fulfilling our ambitious gender equality goals, and delivering on the strategies and measures captured in the Gender Equality Action Plan 2022-2025.

Implementation

To ensure a coordinated and collaborative approach to the implementation of the Action Plan, we will establish a 'GEAP Implementation Working Group' consisting of teams that will help drive progress across specified gender equality indicators, including Monash HR, the William Cooper Institute; Respectful Communities; Disability Support Services; Marketing and Communications.

Our internal implementation plan will include clearly defined responsibilities, and a range of short-term and long-term success measures.

Monitoring Progress and Reporting

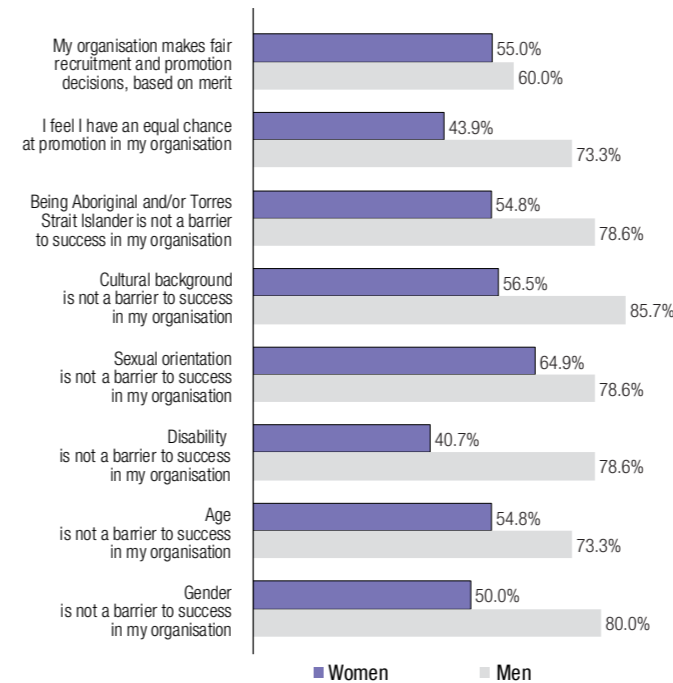
The University's progress towards fulfilling the goals of the Gender Equality Action Plan will be reported to the University's Equity, Diversity & Inclusion Committee which meets quarterly. This Committee reports into the Vice-Chancellor's Executive Committee and is chaired by the Deputy Vice-Chancellor (Education) and Senior Vice-President.

Every two years, Monash University will report progress to the Commission for Gender Equality in the Public Sector (2023, 2025).

APPENDIX B – SUMMARY OF WORKPLACE GENDER AUDIT

RECRUITMENT AND PROMOTION

Proportion of survey respondents who agreed with the following statements:
(2021 Employee Experience Survey)

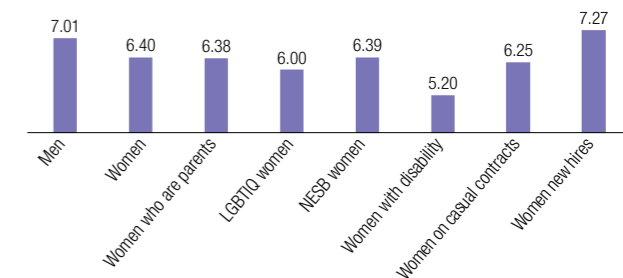


INCLUSION

How likely would you be to recommend your faculty/division as an inclusive place to work for WOMEN:
(2021 Staff Equity and Diversity Survey, average score out of 10)

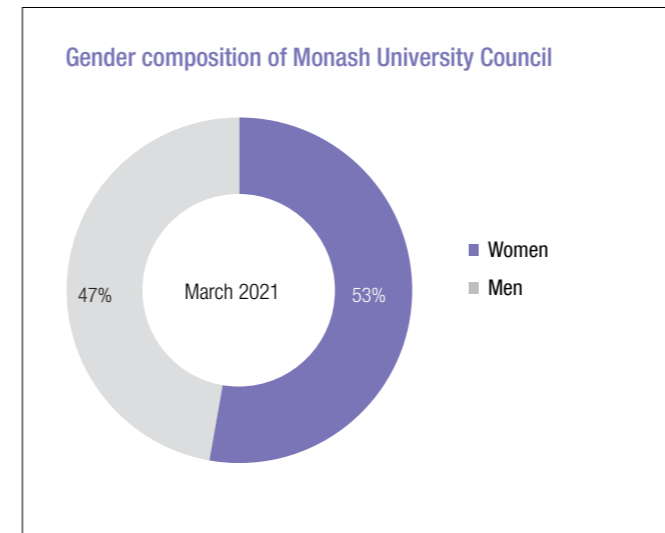
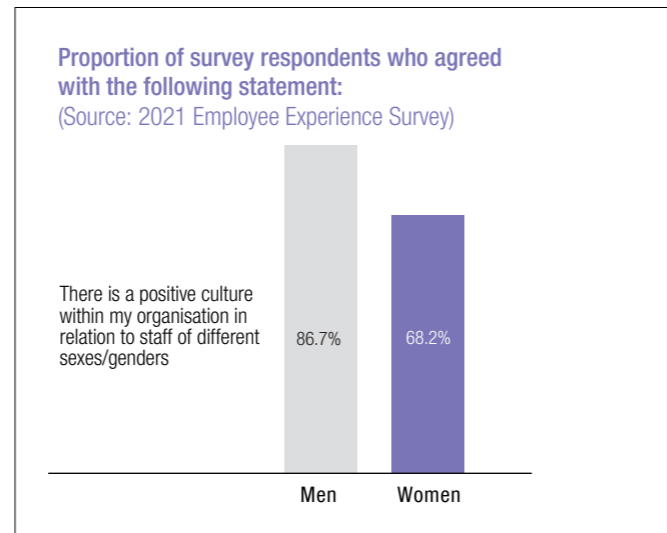
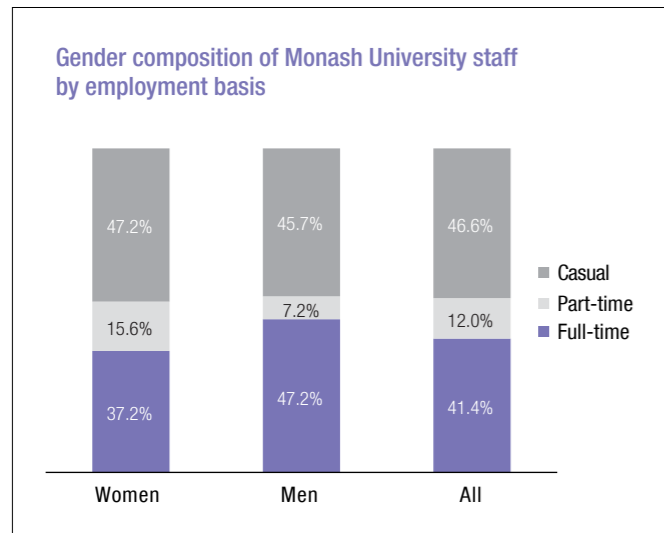
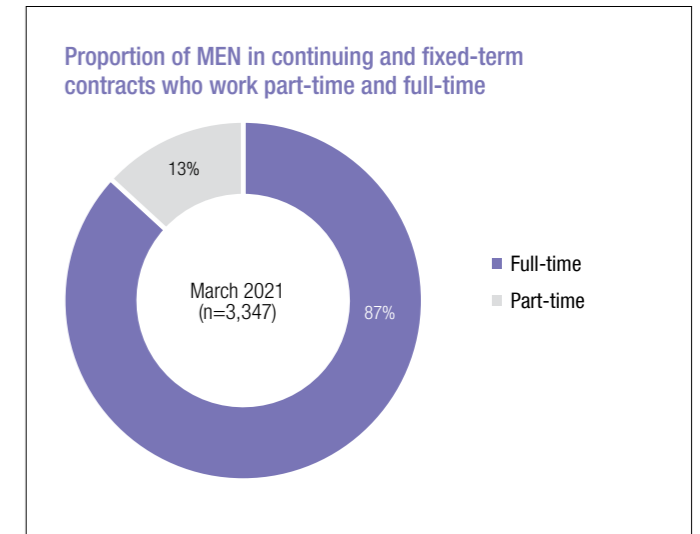
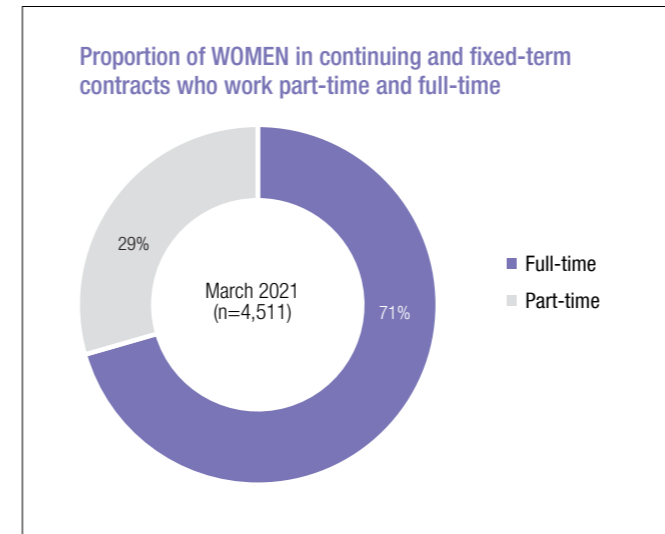
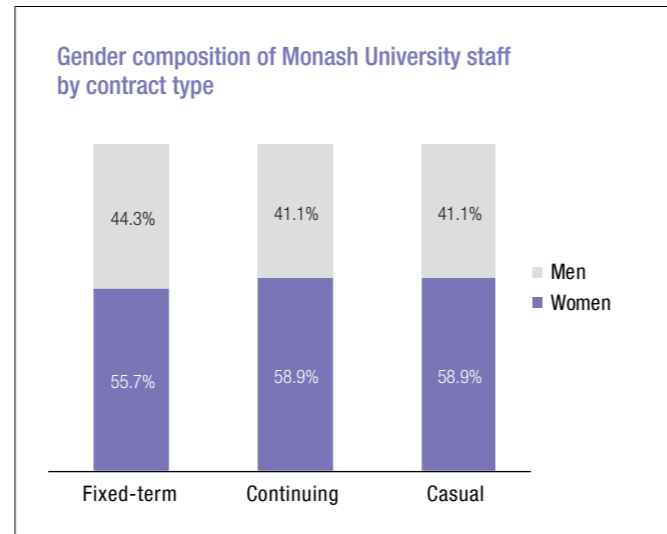
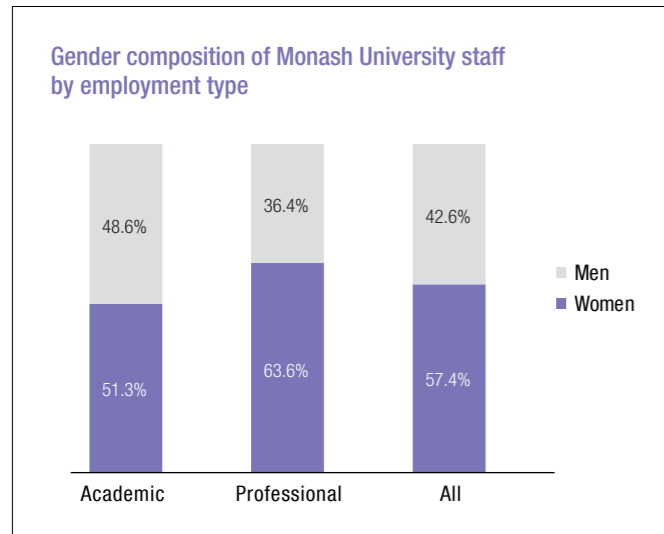


How likely would you be to recommend your faculty/division as an inclusive place to work for PEOPLE WITH DISABILITY?:
(2021 Staff Equity and Diversity Survey, Average Score out of 10)

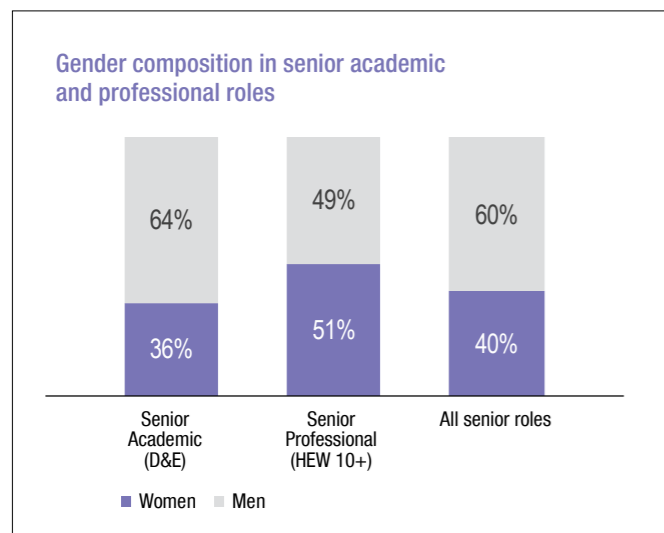
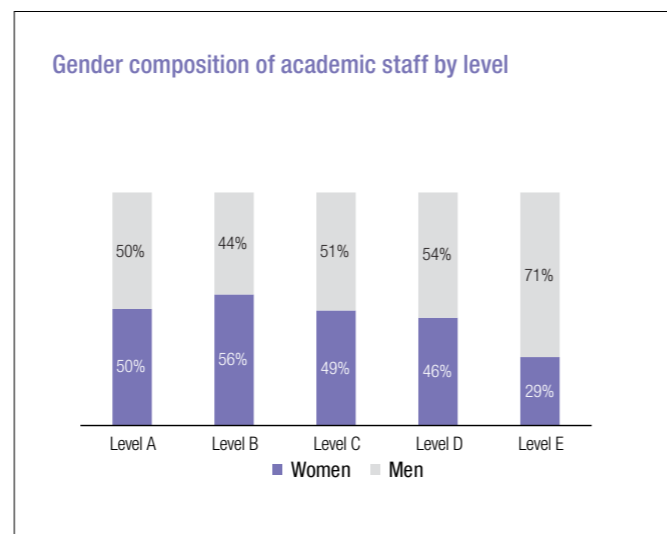
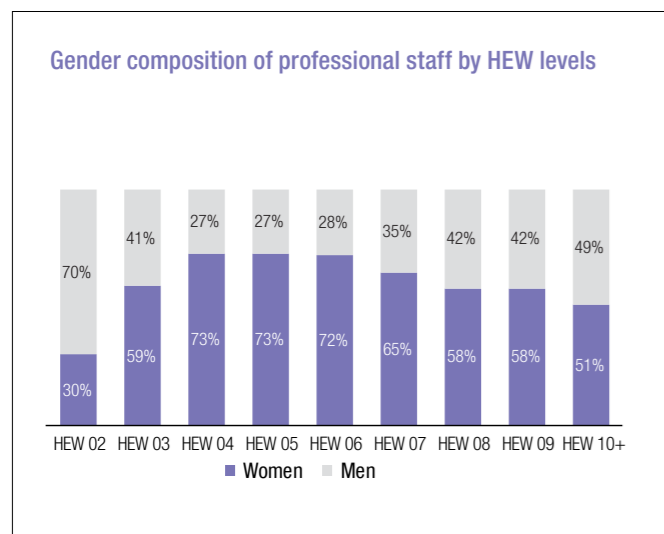


GENDER COMPOSITION OF THE WORKFORCE

Gender composition of Monash University staff by staff type; contract type; employment basis (March 2021)



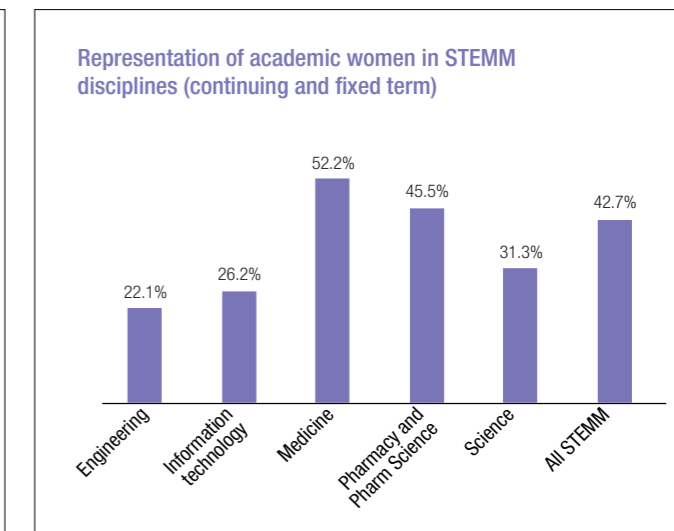
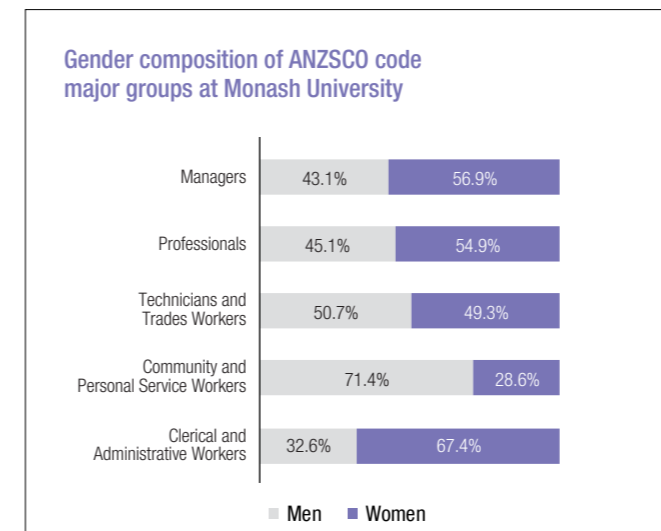
Gender composition of Monash University staff by employment classification (March 2021)



GENDERED SEGREGATION

Gender composition of ANZSCO code major groups

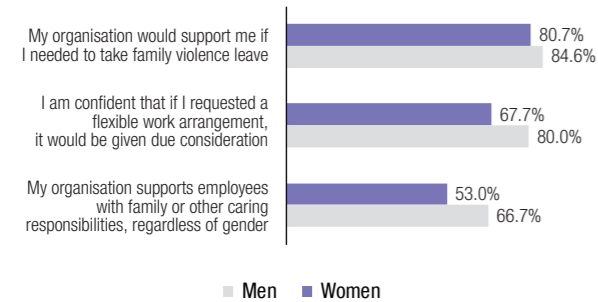
ANZSCO codes are a classification system for occupations drawn from the Australian and New Zealand Standard Classification of Occupations. A report on gendered segregation in the workplace, using ANZSCO codes, is a requirement of the Gender Equality Act 2020.



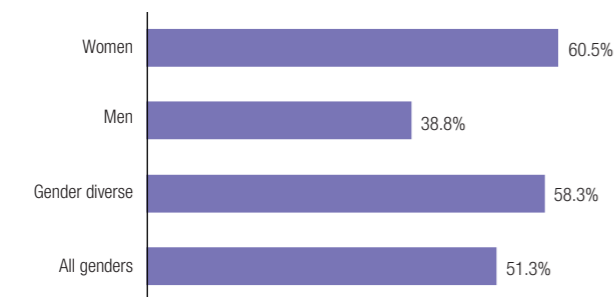
ANZSCO major Group	Men	Women	NB/GD	TOTAL
Managers	460	607	0	1,067
Professionals	3,128	3,802	6	6,936
Technicians And Trades Workers	292	284	0	576
Community And Personal Service Workers	10	4	0	14
Clerical And Administrative Workers	664	1,372	0	2,036
TOTAL	4,554	6,069	6	10,629

WORKPLACE SUPPORT, LEAVE AND FLEXIBILITY

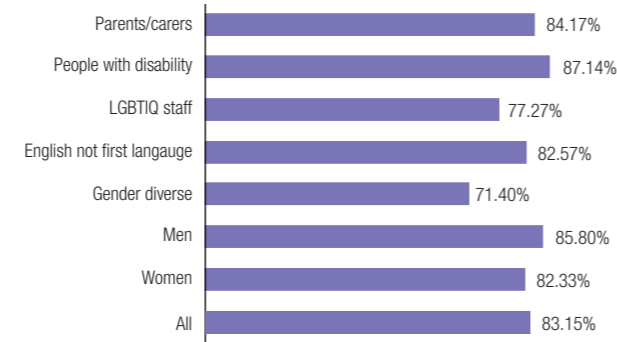
Proportion of survey respondents who agreed with the following statements
(2021 Employee Experience survey)



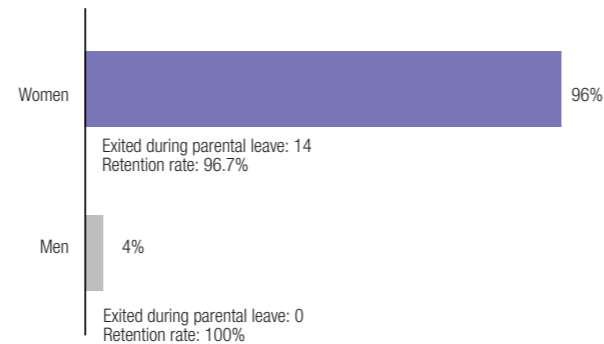
Proportion of the workforce using formal flexible working arrangements



Proportion of survey respondents who agreed "I have the flexibility I need to manage work and other commitments"
(2021 Staff Equity and Diversity survey)



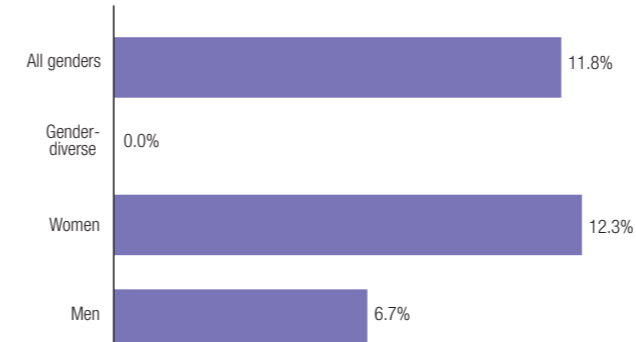
Gender composition of staff who utilised paid parental leave (1 April 2020 - 31 March 2021)



2021 SURVEY FINDINGS

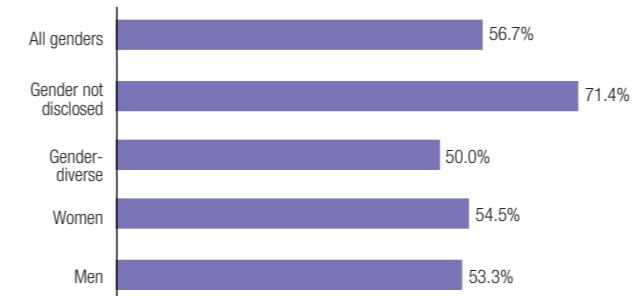
SEXUAL HARASSMENT

Percentage of survey respondents who experienced sexual harassment at work
(2021 Employee Experience Survey)



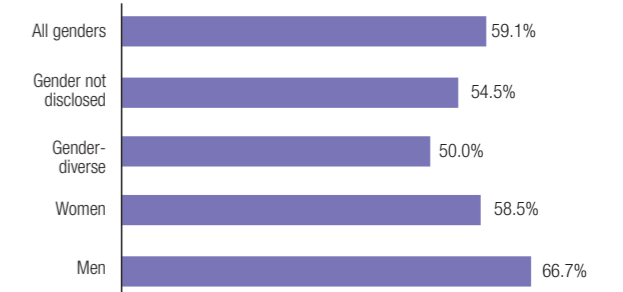
SAFETY TO SPEAK UP

Percentage of survey respondents who feel safe to challenge inappropriate behaviour at work
(2021 Employee Experience Survey)



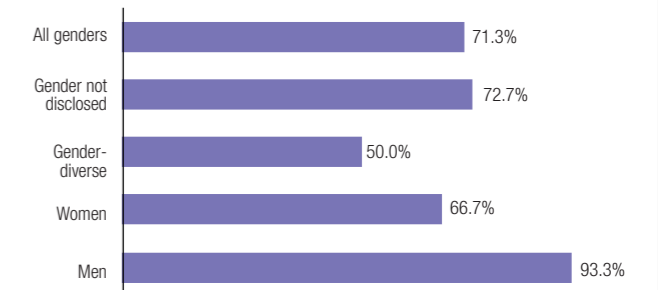
ORGANISATIONAL RESPONSIBILITY

Percentage of survey respondents who agree that "My organisation takes steps to eliminate bullying, harassment and discrimination"
(2021 Employee Experience Survey)



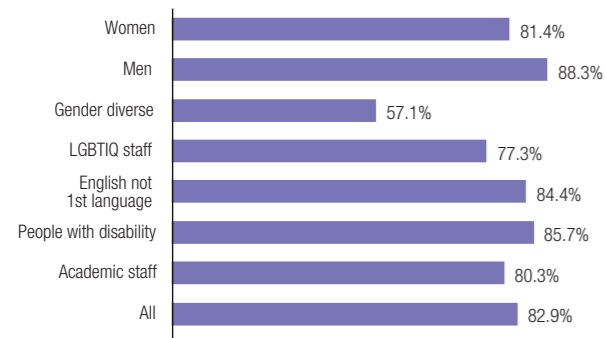
RESPECTFUL BEHAVIOURS

Percentage of survey respondents who agree that "My organisation encourages respectful workplace behaviours"
(2021 Employee Experience Survey)



CULTURE OF ZERO TOLERANCE OF UNACCEPTABLE BEHAVIOUR

Percentage of survey respondents who agree that "Monash University makes it clear that sexual harassment is not tolerated" (2021 Staff Equity and Diversity Survey)



Formal sexual harassment complaints	Gender of Complainant		
	Women	Men	Self-described
Employee	4	0	0
Student	5	0	0
Member of the public alleging sexual harassment by an employee	1	0	0
Total	10	0	0

90.2% of Monash staff know how to report unacceptable behaviour (91.3% women; 89.3% men)
– 2021 Staff Equity and Diversity survey

GENDER PAY GAP

The Gender pay gap is the difference between women's and men's average full-time equivalent earnings, expressed as a percentage of men's earnings. Gender pay gaps in favour of men are a common feature of economics worldwide. Our organisation-wide gender pay gap does not reflect comparisons of women and men performing the same roles but rather indicates women's overall position in the paid workforce, and points to women's under-representation in senior roles particularly senior academic positions. However it should be noted that based on the outcomes of our most recent internal survey, there is no gender pay gap for positions within the Monash senior leadership group, with a 3.1% gap in favour of women.

MEDIAN GENDER PAY GAP

Median base salary gap: 4.9%
Median total remuneration gap: 6.8%

AVERAGE GENDER PAY GAP

Average base salary gap: 12.2%
Average total remuneration gap: 12.2%



FURTHER INFORMATION

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