



**Equity, Diversity and
Inclusion Framework**
2022–2030



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Our Framework Design

Visual identity

Our Framework has come alive through a new visual identity for equity, diversity and inclusion, developed by three Monash student designers - Hilary, Jacob and Ruby. Together, they developed the central fingerprint motif, for its universal representation of humanity.

“Like people, fingerprints are unique, illustrating varying backgrounds, cultures and languages. Using the principles in the new framework to inform our design work, we also ensured it was people-centred, abstract and iterative. We reached this resolution through collaborative research, exploring materials and concept discussion (plus a lot of butcher’s paper). The new identity combines hand painted watercolours with digital illustrations, creating contrast between the smooth gradients and the rough paper textures. Utilising a colour palette sourced from the lands of First Nations Peoples, we wanted the new identity to be derivative of the Australian environment. Our new visual identity celebrates diversity and the differences that make us unique, whether that’s our cultural background, sexuality or our fingerprints.”

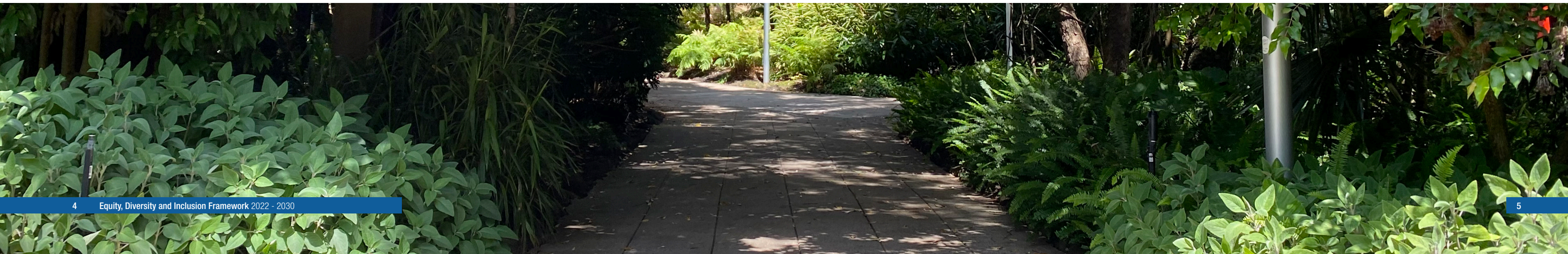
Jacob, Hilary and Ruby
Respectful Communities

Embedded voices

In creating this Framework, we have sought consultation and feedback from across our community. Many different staff members and students from different campuses, portfolios, departments and areas have all been instrumental in contributing their perspectives, expertise and experience. Throughout the Framework, the words of members of our community have been embedded to demonstrate the lived experiences that have formed the basis of what has been created. We extend our appreciation to our community for their willingness to contribute to the future of equity, diversity and inclusion at Monash.

“It’s important that we recognise that all Aboriginal and Torres Strait Islander people also fit into all other elements of diverse identities. I once heard an Aboriginal Elder put it as “We’re diverse, but we’re also first”.”

Jamil Tye - Yorta Yorta man and Monash alumnus - Director, William Cooper Institute



Commitment to Indigenous Peoples

Monash University is committed to fostering a society that acknowledges, respects and includes Indigenous Peoples, cultures and knowledges. The University will contribute to the creation of this society by working with and celebrating the Indigenous Peoples, their cultures and their knowledges of all places where Monash has a campus or major presence.

Acknowledgement of Country

Monash University acknowledges that its Australian campuses are located on the unceded lands of the people of the Kulin Nations, and pay our respects to their Elders, past and present.

Our work in equity, diversity and inclusion is about moving forward and progressing together as a University and a community. But to move forward, we first must address the past, as well as the present and ongoing legacy of colonialism in Australia and around the world. Working in the equity, diversity and inclusion space is about undoing privileges attained from colonialism and the maintenance of its structures and authority, to actively listen to and learn from Indigenous Australians' leadership and thought.

Australia is a nation that is built on a colonial legacy of dispossession of, and disregard for, Indigenous Law & Lore, customs, and sovereignties, as well as the practice of Indigenous child removal - which involved systematic racial discrimination - amounting to genocide as defined by international law. We will be guided by the principles of Indigenous Self-Determination and acknowledge the unique position Indigenous Australians hold in the decision making and future of their unceded lands, waters and skies. The rights of Indigenous Australians as the Traditional Owners of the land foregrounds and guides the Monash University *Equity, Diversity and Inclusion Framework 2022 - 2030*.

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 Yoorrook Justice Commission.

The Equity, Diversity and Inclusion Framework 2022 - 2030 does not just sit in alignment with the *Aboriginal and Torres Strait Islander Framework 2019 - 2030*, but rather is truly encompassing of the commitments within this document. Every step we take in furthering equity, diversity and inclusivity at Monash is immersed in a commitment to appreciating, respecting and celebrating Indigenous Australians, cultures and knowledges.



Our Vision

Foreword from the President and Vice-Chancellor

Equity, diversity and inclusion are core to Monash University's goals and values: we seek an environment where everyone is treated equally and with dignity and respect. This begins with our commitment to embed Indigenous Australians' knowledges and practice at Monash. This commitment grounds our ongoing aspiration for a better community, both locally and globally; an aspiration that has been with us as an organisation since our foundation more than 60 years ago.

Our inaugural *Diversity and Inclusion Framework 2018 - 2021*, supported by six action plans, focused on different priority areas. In late 2021, our community explored the lessons learned over the past few years in order to determine the next phase of this important work.

The new intersectional *Equity, Diversity and Inclusion Framework 2022 - 2030* supports the fulfilment of the University's overarching strategy, *Impact 2030*, and its component education and research agendas. It also aligns with our *Aboriginal and Torres Strait Islander Framework 2019 - 2030*, the new *Widening Participation Strategy* and the *Respect.Now.Always*. Initiative including the *National Student Safety Survey Action Plan*.

Let us continue towards a more inclusive, more equitable and more diverse community across all of Monash; one that harnesses and supports the potential of all. Let us continue together as a community on this important, evolving journey.

Professor Margaret Gardner AC
President and Vice-Chancellor

Our Commitment

Introduction from the Deputy Vice-Chancellor (Education) and Senior Vice-President

We begin at Monash with an unwavering commitment to Indigenous Australians' Self-Determination and reconciliation, as reflected in our *Aboriginal and Torres Strait Islander Framework 2019 - 2030*. We have made bold and ongoing commitments in our *Gender Equality Action Plan 2022 - 2025*. Our commitment to student participation, access and success across the student experience is central to *Impact 2030*.

At every campus and site we have motivated students and staff who are living, working and studying with a commitment to respect and integrity for all. There is a wealth of equity, diversity and inclusion expertise and activity across our University, and significant progress has been made in equity, diversity and inclusion at Monash. But our new Framework lays out our aims to do more and do it better.

Our *Equity, Diversity and Inclusion Framework 2022 - 2030* is the next important step in bringing together our commitment, actions and people. Our community is seeking

an intersectional, collaborative approach to this work which draws on lived experience. An approach that breaks down silos between identities, between staff and students, and between our global campuses and teaching locations.

Our Framework is goal-oriented and has been developed as a dynamic document, which will be refreshed every three years as we continue to listen to and learn from our community. Our Equity, Diversity and Inclusion Committee will have broad oversight of the implementation of the Framework and the supporting plans.

Monash University seeks to create change working with communities and as a community. Our new *Equity, Diversity and Inclusion Framework 2022 - 2030* will enable us to further advance a genuinely equitable, diverse and inclusive University.

Professor Sharon Pickering
Deputy Vice-Chancellor (Education)
and Senior Vice-President



Background

Where we've been

Before looking towards a new Framework for equity, diversity and inclusion practice at Monash, it is critical to first look back at where we have been.

Monash has a long and proud history of advocacy and social justice. The University has a unique culture of creativity, innovation and irreverence stemming from Monash as the centre of student protest in the 1960s and 1970s. Through the long history of activism and expertise of diverse peoples fighting for equality and justice, our University and society have been called towards creating more inclusive and equitable communities.

Our previous inaugural *Diversity and Inclusion Framework 2018 - 2021* aspired to create a more diverse, inclusive, innovative and sustainable community, upheld in value and in practice by every Monash staff member and student.

This Framework was accompanied by six action plans:

- Aboriginal and Torres Strait Islander staff and students,
- Staff and students from culturally and linguistically diverse backgrounds,
- Staff and students of diverse genders, sexes and sexualities,
- Staff and students with disability, ongoing medical or mental health condition,
- Gender equality and gender equity, and
- Students from low socio-economic backgrounds.

We made great progress across these six action plans between 2018-2021, strengthening our safe and vibrant community. This work continued against the backdrop of the COVID-19 pandemic, which resulted in unprecedented hardship globally, and tested the Higher Education sector in ways never seen before. We are proud of what our community has achieved to date, but we know we have a lot more work to do.

We have critically reflected on our successes and shortcomings across our 2018-2021 action plans. Initial reviews of the current equity, diversity and inclusion landscape in late 2021 pointed to two primary challenges and limitations with the current approach:

1. A lack of knowledge and application of intersectionality

The 2018-2021 action plans furthered significant, targeted work across key marginalised identities. However, by containing our work to action plans supporting key marginalised identities, we have not adequately captured many people's lived experiences that cross between and through these identities, including the complex contexts surrounding issues of harassment and discrimination.

“Where are we now? Well-intentioned, siloed, and with a diffusion of resources. Where we want to be is integrated, dynamic and trusted.”

Design Workshops March 2022

2. Disparate, duplicated reporting

The *Diversity and Inclusion Framework 2018 - 2021* and the accompanying plans each activated reporting processes that may or may not have taken a systematically intersectional approach. This inhibited our ability to support our community to the fullest extent. Moreover, the approach generated dispersed data collection processes that increased the inconsistency in reporting on similar matters, generated additional unnecessary reporting activity, and made it more difficult to identify the 'sources of truth' on a given matter.

“Monash is very well-intentioned, but there's a chasm between what we want and where we actually think we deliver. We sometimes filter people through a series of systems that often ends up in a very inefficient, but also not necessarily beneficial, process.”

Design Workshops March 2022

Where we're going

The new *Equity, Diversity and Inclusion Framework 2022 - 2030* seeks to bring Impact 2030's inclusive goal to life. The success of our work under this Framework will be assessed by *Impact 2030*'s measures of student and staff belonging, and through thought leadership and debate. *Impact 2030* and our commitment to inclusion sets our key objectives for Monash to:

- Seek talented students to build a community that reflects the diversity of our broader society.
- Ensure that the University prevents discrimination, vilification, harassment, violence and any other unlawful behaviour.
- Develop communities where our students and staff can build meaningful connections and find a sense of belonging in the University.
- Build platforms to support informed and respectful debate, based in academic freedom and free speech.

The lived experiences of all our community members greatly informs how we understand what equity, diversity and inclusion mean to our community and how we set our priorities and measures for this Framework. We have sought to understand the multitude of lived experiences of our community members, and we seek to amplify the knowledge, expertise, skills and capacities of all students and staff at Monash.

We endeavoured to collaborate widely with our community in developing this Framework, from interactive design workshops and video interviews, through to relaxed chats over coffee. Many members of the Monash community have generously brought their lived experience and expertise to the development of this Framework, including students, staff and other key stakeholders.

"You can't make any informed decision without understanding what those communities are feeling. People outside of that community, like myself, can't say what they need or want."

Anonymous Feedback
EDI Week Hub, September 2022

To everyone who contributed their time, their energy and their stories to the development of this Framework - we are most incredibly grateful, and we look forward to continuing the conversation. We have amalgamated the perspectives of our community, and distilled the following themes that underpin the direction of our new Framework:

1. Commitment to Indigenous Australians, and Indigenous Peoples

We need to be unwavering in our commitment to the *Aboriginal and Torres Strait Islander Framework 2019-2030*, and extend and adapt these principles to our global locations. We need to ensure every member of the Monash community, particularly our non-Indigenous members, are aware of the active role they need to play in dismantling colonialism; and have all members of the Monash community develop a curiosity to learn about and to celebrate Indigenous Peoples and cultures.

"I think more things that teach us about Indigenous Australians' cultures are really important to making sure everyone has some awareness and understanding. I learned so much from the compulsory module but also know that's just the beginning."

Vox Pop with student
EDI Week Hub, September 2022

2. Silos dismantled

We need to think beyond the siloed action plan model that restricts the application of an intersectional lens and creates inefficiencies. By integrating our efforts, we will be able to combine skills and resources to create better outcomes for our community and apply a critical, intersectional lens to everything we do. We need to work in close partnership with our campuses and locations across the globe to ensure we can all learn from one another, and support each other in enhancing equity and inclusion practice.

"We've got lots of great services, resources and departments, but they're all segmented. At the moment our students and staff have to be able to navigate and find all those different departments themselves."

Design Workshops March 2022

“Equity and inclusion is always fluid and changing.”

Anonymous Feedback EDI Week Hub, September 2022

3. A focus on all members of our community

We need to empower **all** members of our community to advance equity, diversity and inclusion and take action to prevent and respond to harassment and discrimination. It is important that those with power and privilege shoulder more of this work, because to date that has been severely deficient, while ensuring that the fight to end discrimination and disadvantage is led by those from marginalised identities. We need to work to ensure our systems and processes support the goals of equity, diversity and inclusion and that we are proactive in dismantling structures which perpetuate unequal distributions of power.

“Sometimes, equity, diversity and inclusion work feels like it’s done by the “other”. It would be good if everybody came on and felt they were responsible for achieving equity, diversity and inclusion.”

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4. Accountability

We need to develop a whole-of-organisation enabling plan, with clear structures of accountability. We need each faculty, division and area to take accountability for implementing their own targeted actions for advancement, and reporting back on their progress to the community. We need to go beyond compliance, and instead create an environment for creative, innovative solutions to complex social issues.

“Monash needs to be setting goals they can reach and that us as a community can keep them and each other accountable to.”

Anonymous Feedback
EDI Week Hub, September 2022

5. To be agile

We need to keep developing, refining and evolving our practice through regular climate checks with our community. We need to continue to foster trust with our staff and students to share their stories, by continuing to listen and removing barriers to equal participation. We need to learn from our mistakes, and swiftly implement changes to rectify them.

Our Framework

An intersectional approach to equity, diversity and inclusion

Our aims

The ideal destination we hope to reach

A community that appreciates, respects and includes Indigenous Peoples, cultures and

A community that is equitable, diverse and inclusive.

A community where every individual feels safe, supported, respected and a sense of belonging.

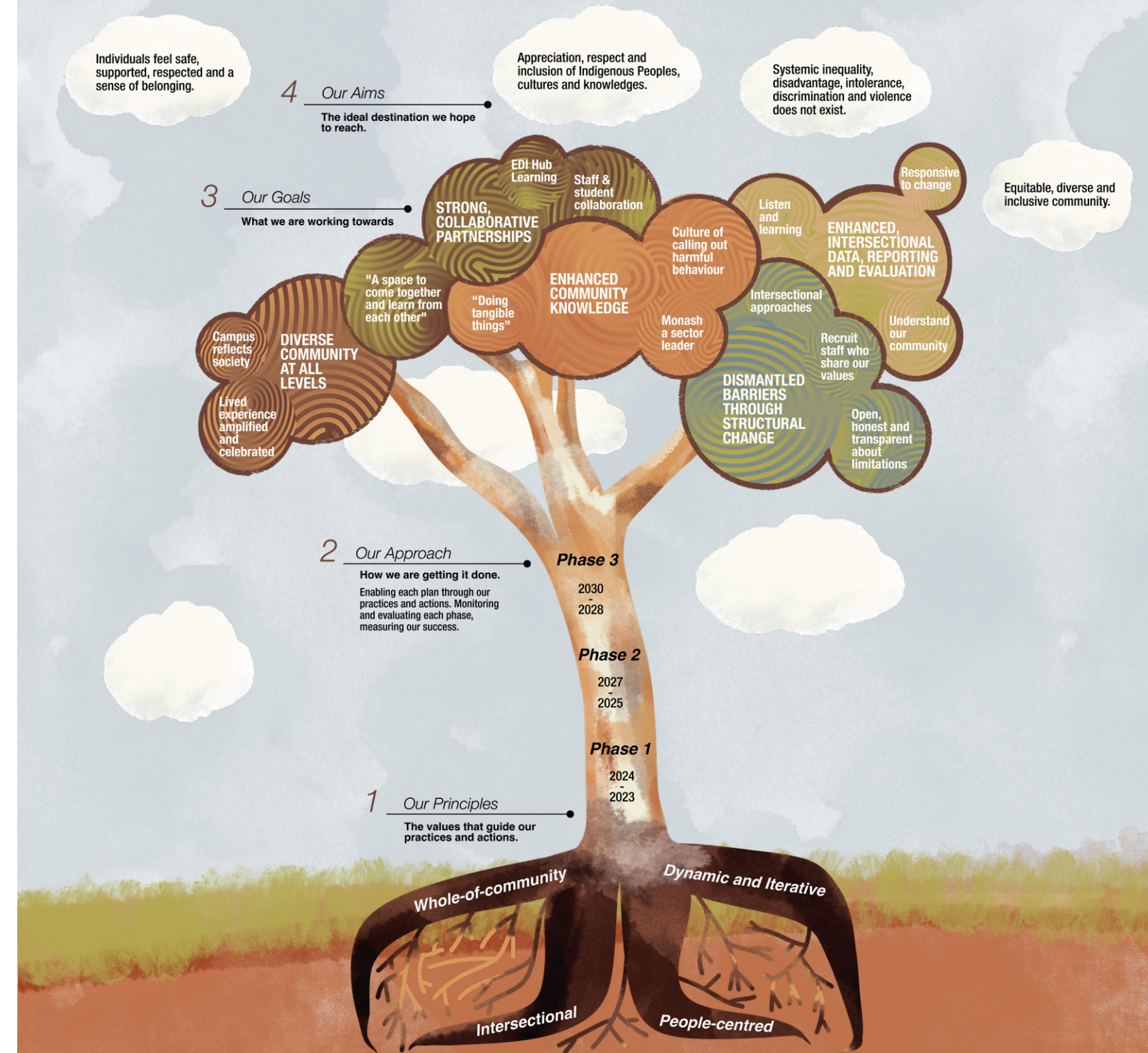
A network of thriving communities where systemic issues of inequality and disadvantage, intolerance, discrimination and violence do not exist.

Our principles

The values that guide our practices and actions

Our new Framework to advance equity, diversity and inclusion will be informed by our community and underpinned by the following principles:

- **Intersectional:** we acknowledge that individuals have many facets that make up their identity, and that if we focus on ending disadvantage through only one lens, we will miss the transformative nature of compounding discrimination. Accordingly, in our equity, diversity and inclusion practice we seek to consistently apply an intersectional lens.
- **People-centred:** our focus is on caring and supporting members of our community through understanding the diversity of the individual's lived experience. It means not taking a one-size-fits-all approach, and instead ensuring we work meaningfully with many different people to capture the diverse realities of our communities' experiences.
- **Whole of community:** every member of the Monash community, whether they be staff, students or other partners and collaborators, values their role in progressing equity, diversity and inclusion, no matter where in the world they are.
- **Dynamic and iterative:** we do not have all the answers, nor do we know with certainty that each initiative or action will be effective. We create extensive and evolving standards for monitoring and evaluating our new Framework and practices to ensure we remain dynamic and contemporary.



Our Goals

What are we working towards?	What does it look and feel like?
<p>1. Strong collaborative partnerships across the University.</p>	<p>Staff and students work in partnership on equity, diversity and inclusion initiatives, including engaging with the wider community beyond Monash. They collaborate on strategies, activities and reporting to strengthen the integrity of their work, ensure a wide variety of voices and experiences are captured, and to streamline processes. Staff and students feel supported and valued for their efforts.</p> <p>There is both an online and physical space for equity, diversity and inclusion practice at the University. A one-stop-shop for students, staff and the wider community to seek support and advice. A space where students and staff feel safe, and where they are listened to and heard. A sphere of diverse expertise that is connected to the wider University community to influence and support equity, diversity and inclusion operations across the whole-of-organisation.</p> <p>Colleagues and students across all locations work in partnership, embracing the diversity of cultures, across all initiatives to reflect the University's global identity.</p>
<p><i>"I would like to see Monash provide more spaces where we can come together and learn from each other and learn about the different people that make up the Monash community."</i></p> <p style="text-align: right;">Vox Pop with student EDI Week Hub, September 2022</p>	
<p>2. Enhanced community knowledge to support equity, diversity and inclusion.</p>	<p>Indigenous Peoples, cultures and knowledges are appreciated, respected and celebrated in everything we do at Monash.</p> <p>Students and staff join Monash, and stay at Monash, because it is known as a place of work and study which is equitable, diverse and inclusive. Every member of the community feels respected, supported and a sense of belonging.</p> <p>Members of the Monash community have ongoing access to a wide range of educational opportunities that further their capacity to advance equity, diversity and inclusion. Students are supported to focus on such matters in their studies, and such educational activities for staff are considered business as usual.</p> <p>Every member of the Monash community feels confident to call out and address any harmful behaviours, from microaggressions to harassment, discrimination and violence. They feel confident in disclosing or reporting to Monash because the University responds swiftly and with care for those impacted.</p>

<p><i>"We want all students and staff being educated on equity, diversity and inclusion and doing tangible things that demonstrate that they have that education. Not just writing a paper or going to a seminar, but doing things that show they're actively changing and contributing to our society."</i></p> <p style="text-align: right;">Design Workshops March 2022</p>	
<p>3. A diverse community at all levels of the organisation.</p>	<p>Our campus communities are representative of broader society. Monash takes active steps to ensure the community is made up of talented students and staff of different marginalised identities.</p> <p>Everyone feels that they are represented and have a voice at Monash. Every student and staff member is an agent of change, not just during their time at Monash but beyond.</p> <p>The lived experiences of our diverse community, and the diverse community beyond Monash, are amplified and celebrated. Our community members share, teach and lead from their lived experiences, and seek to understand the lived realities of privilege and disadvantage from their colleagues, peers and wider community. Our work and practice is informed by these lived experiences.</p>
<p><i>"As a queer woman, it's hard to break into spaces of leadership. Seeing myself reflected in that leadership and in the community is really important."</i></p> <p style="text-align: right;">Anonymous Feedback EDI Week Hub, September 2022</p>	
<p>4. Dismantled barriers through structural change.</p>	<p>An ongoing process exists to identify and dismantle barriers through structural change, with a particular lens on the structures which have suppressed the knowledge, expertise, skills and capacities of Indigenous Australians and Indigenous Peoples.</p> <p>Our process for recruiting staff, as well as engaging students and other community members, sees us seeking and attracting people who share the inclusive goals of the University.</p> <p>We are open, honest and transparent with our limitations. We know that our very structure as an organisation is based in white, patriarchal history. We also know that we are a microcosm and exist within a broader system of social inequality, and commit to using our institutional power to advocate for change alongside marginalised identities while also learning and evolving from expertise and experiences of those outside of Monash.</p>

Dismantled barriers through structural change continued.

We build platforms to support respectful discussion and debate that, while based in academic freedom and free speech, ultimately support curiosity in further understanding the lived experiences of others.

Our physical, social and digital spaces are accessible and inclusive. If such spaces can be improved, there are clear channels for such feedback. We listen, learn and implement change from that feedback, in order to develop and enhance accessibility and inclusion.

Our policies and procedures are developed and reviewed with an intersectional lens, to address barriers to access and inclusion.

"We don't want to take just the Band-Aid approach, but we wanna fix and heal these broken systems."

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5. Enhanced intersectional data, reporting and evaluation.

We have a comprehensive understanding of the diversity of staff and student profiles. Staff and students feel comfortable sharing parts of their identity in order for us to take an intersectional lens to data analysis.

A University climate survey is run every three years across Monash, allowing us to capture meaningful data and track our progress towards a more equitable, diverse and inclusive community. We are also responsive to this data, and target our future actions accordingly.

We are committed to a cycle of ever-evolving practice in equity, diversity and inclusion. We listen and learn through storytelling and developing understanding of our community member's lived experiences, rather than through mere numbers. We learn from the wider community and expertise that exist outside of Monash.

We report annually to our community and beyond on our actions and progress.

"We want to instead look at kindness, happiness and belonging as indicators of success. When we are hitting these indicators and at the point of embodying this every day, this is like going from the heart to the head to the hand."

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"We want a cycle of innovation and review. We'll also need to understand and acknowledge when we make mistakes. And we will need to go back to that table and remember what we've done... The story is untold about who might need what, and who might be who, in five years."

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Our Phased Approach

Our ambitious Framework will be actualised through tangible, pragmatic action via:

- An enabling plan that will, in recognising that we all have a role to play in advancing equity, diversity and inclusion, call on and create actions and accountabilities across all facets of the University, including: Faculties, Divisions and Portfolios, Institutes, Student Organisations, Committees and more. The enabling plan will be refreshed every three years, and will define:
 - Priority initiatives for the time period, based on feedback from the community on the successes and shortcomings of the previous enabling plan;
 - Areas responsible for enabling and implementing actions;
 - Accountability for outcomes; and
 - Timeframes for completion.
- A monitoring and evaluation plan, which will be refreshed in line with the enabling plan, to ensure our ongoing cycle of review.

Each enabling plan, as well as the monitoring and evaluation plan, will be developed in consultation with key stakeholders across the University, and ultimately endorsed and overseen by the Equity, Diversity and Inclusion Committee.

Phases of the <i>Equity, Diversity and Inclusion Framework 2022 - 2030</i>		
Phase 1 2023 - 2024	Phase 2 2025 - 2027	Phase 3 2028 - 2030
Develop with our community the inaugural plan to enable, monitor and evaluate.	Assess progress with our community, and refine second iteration of enabling plan accordingly. Continue to monitor and evaluate.	Assess progress with our community, and refine third iteration of enabling plan accordingly. Continue to monitor and evaluate.



Listening, learning, evaluating and implementing change

This will be supported by local or specific plans which uphold the principles and further the goals of the *Equity, Diversity and Inclusion Framework 2022 - 2030* including:

- Campus-specific action plans at Monash University Malaysia and Monash University Indonesia and;
- Internal Faculty and Portfolio-led action plans.

This Framework is our best attempt at constructing a consensus based on our community's wants aspirations and feedback. But this conversation is far from over. We will continue to listen to our community, and we will continue our journey towards a more equitable, diverse and inclusive Monash community.

“We’re looking at ways to measure and build a shared vision [so] we have to make sure that this is embedded in every element of our core business in some way...”

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Definitions

Term	Definition
Equity	Refers to fairness and impartiality. Distinguished from equality, which means providing the same to all, equity appreciates that everyone has unique circumstances and we do not all start from the same place, and therefore we must acknowledge imbalances and make adjustments accordingly. The process of achieving equity is ongoing and requires regular adjustment to ensure the ongoing identification and overcoming of barriers.
Diversity	Refers to the fact that there are many different types of people in the world, all with unique lived experiences and perspectives. While diversity is often strongly connected to cultural and racial diversity, it should be understood broadly to capture all marginalised identities.
Inclusion	Means embracing all people irrespective of their personal characteristics and identities. It sees barriers dismantled along with an absence of discrimination and intolerance. It means the potential, capacity and contribution of everyone can be realised.
Intersectionality	A critical lens that examines the overlapping nature of marginalised identities, which can compound and transform experiences of discrimination. The concept was developed by Professor Kimberlé Crenshaw, a lawyer, civil rights advocate, and critical race theory scholar, to examine how race and gender transform and amplify the discrimination experienced by women of colour.

Term	Definition
Indigenous Peoples	Refers to First Nations Peoples around the world. As defined by the United Nations, Indigenous Peoples are practitioners of cultures and ways of relating to people and the environment that are truly unique. They have retained social, cultural, economic and political characteristics different from the societies where they are situated. Indigenous Peoples globally share common problems related to disruption of their rights as unique peoples and cultures. As noted in the definition above, it's important to know that ways of identifying are personal and may change for particular groups of Indigenous Peoples around the world and some may wish to be known as First Nations Peoples.
Indigenous Australians	Refers to Aboriginal and Torres Strait Islanders, who are the First Nations Peoples of Australia. These terms are all umbrella terms, as there exists hundreds of groups/nations of Aboriginal and Torres Strait Islander Peoples that have their own distinct histories, customs and languages. In this Framework, we have chosen to use Indigenous Australians in line with Monash's <i>Aboriginal and Torres Strait Islander Framework 2019-2030</i> . However it's important to know that ways of identifying are personal and individual, and an increasing number of Indigenous Peoples may prefer to be known as First Nations Peoples or First Nations Australians. We support that choice, and will continue to review and update language in line with the expectations of our Aboriginal and Torres Strait Islander staff and students.
Marginalised identities	Refers to identities/groups whose expertise, knowledges, capacities and skills have not yet been fully embraced. We know that some identities and groups have been historically, persistently or systematically marginalised on the basis of Aboriginal and/or Torres Strait Islander identity; ethnicity; race; cultural background; sex; sexual orientation; gender identity; parent or carer status; body shape and type; disability; mental health; religion; migrant and/or refugee status and experience; age; and socioeconomic status and background (including education, income and employment, and where someone lives).

“Drawing from Verna Myers’ famous quote - diversity is being invited to the discussion, inclusion is being asked if you would like to contribute, but equity is the action of addressing barriers so that you can contribute freely.”

Bailey Webb
Student and Senior Project Officer,
Respectful Communities

“As a Burmese student, I feel that inclusion is where I feel like I am proud to be Burmese. I want to express that I am quite different, and I want to accept that.”

Draft Framework Feedback EDI Week October 2022





MONASH
University

Further Information

Equity, Diversity and Inclusion

Portfolio of the Deputy Vice-Chancellor (Education)

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monash.edu/edi