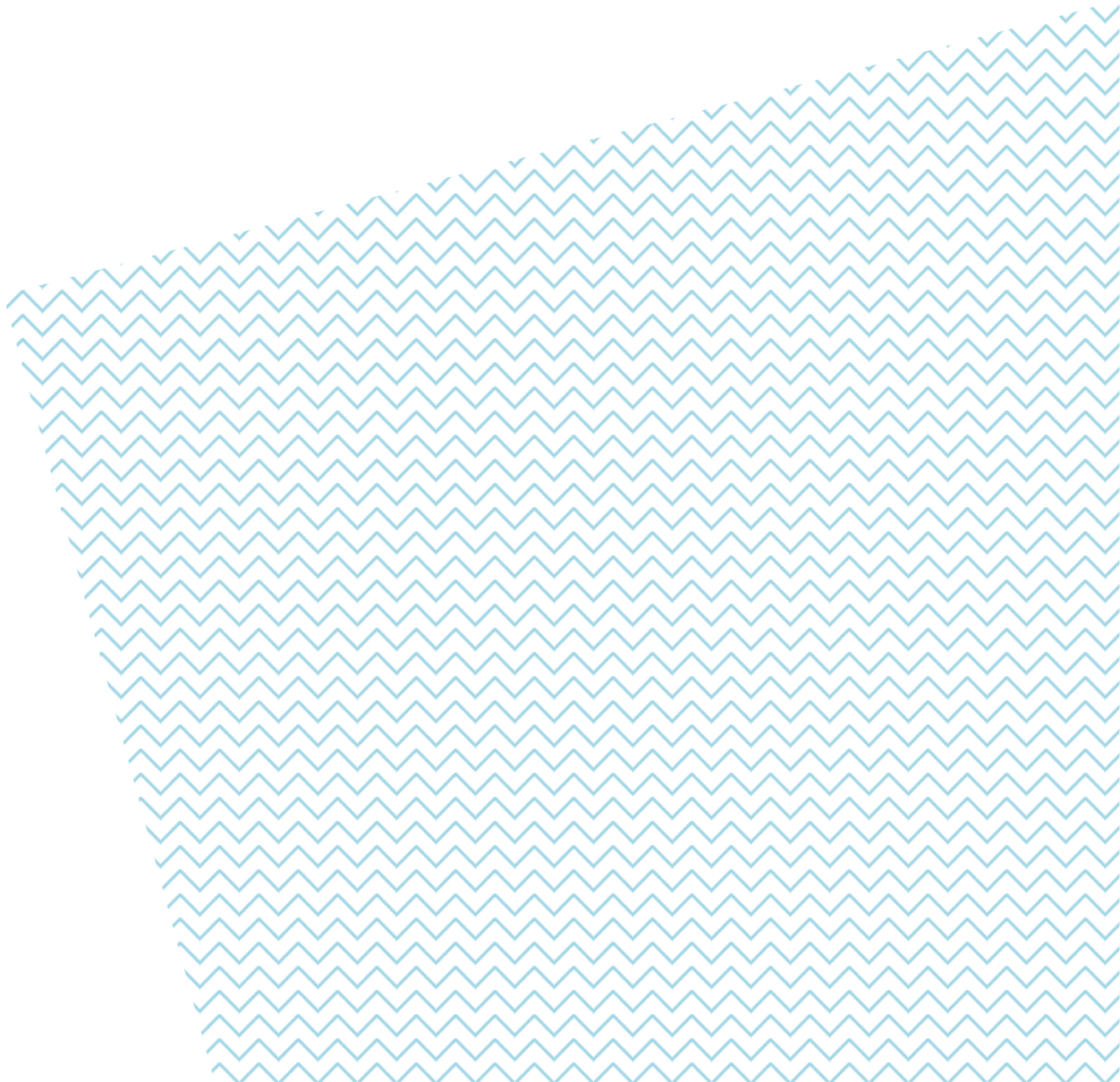




Final

Gender Equality Action Plan 2022 - 2025

24 March 2022



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Acknowledgement of traditional owners

The University of Melbourne acknowledges the Aboriginal and Torres Strait Islander traditional owners of the unceded land on which we work and learn. We pay respect to the Elders, past and present, and the place of Indigenous knowledge in the academy.

Introduction

The University of Melbourne aspires to be place where all people are valued and respected, have equal access to opportunities and are encouraged to fulfil their talents and potential. The University's *Diversity and Inclusion Strategy 2030*¹ sets out our vision for a 'thriving, fair and diverse University community working together respectfully to make a difference to each other and in the world.' The Diversity and Inclusion Strategy supports the Community Pillar of *Advancing Melbourne 2030*,² the University's 10-year strategic plan.

This Gender Equality Action Plan (GEAP) will support the advancement and embedding of diversity and inclusion principles at the University to create enduring and widespread cultural change. It does this with a particular focus on gender equality. The GEAP reflects upon our systems, structures, attitudes and behaviours, and, having done so, offers strategies and measures (i.e. actions) to strengthen access, inclusion and equity for staff of all genders.

As detailed within, the GEAP is one of a number of interlinked action plans that address gender equity at the University. These include our Athena Swan commitments and Respect action plan (forthcoming, to prevent and respond to sexual misconduct and sexual harassment).

The GEAP has been developed to ensure that we both meet our obligations under the *Gender Equality Act 2020* (Figure 1 and refer **Appendix 1** for further details), and ensure we are committing to a complementary and meaningful suite of actions to improve gender equity at the University of Melbourne. As such, the GEAP includes and supplements our existing commitments with further actions to strengthen gender equity and is designed to act as the University's overarching or 'parent' gender equity plan.

Figure 1. Key sections of the GEAP



¹ <https://about.unimelb.edu.au/diversity-inclusion/strategy-and-policy>

² <https://about.unimelb.edu.au/strategy/advancing-melbourne>

1. Baseline audit analysis

In 2021, the University conducted a Workforce Gender Audit to assess the current state of workplace gender equality and to inform the development of the GEAP. The Audit comprised two components: (i) an all-staff Gender Equality Survey and (ii) collection of quantitative staff data from central systems. The Gender Equality Survey received 1566 completed responses, a response rate of 11%. **Appendix 2** summarises the key findings from the Workforce Gender Audit.

From analysis of the Workplace Gender Audit, **four focus areas for the GEAP were identified:**

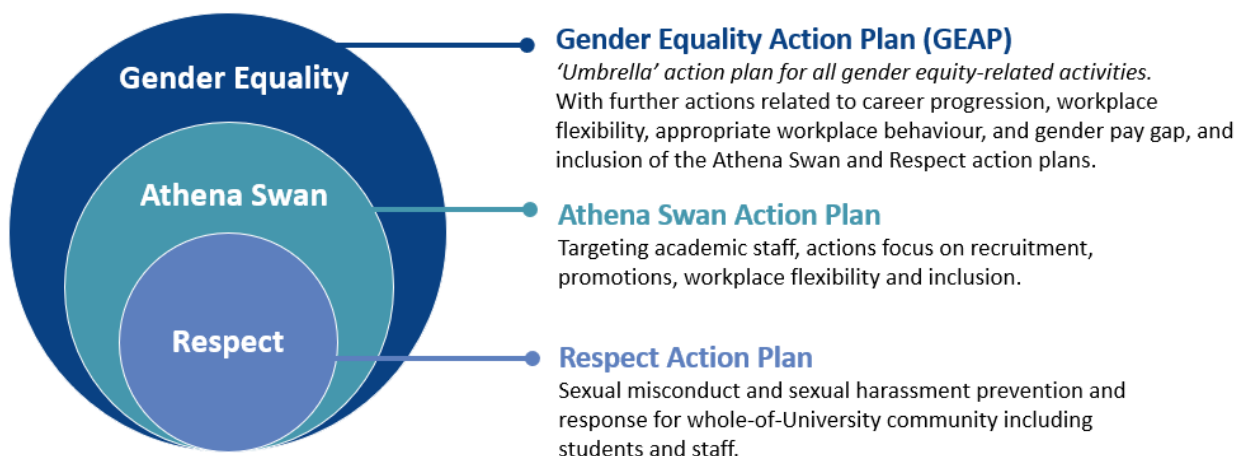
1. Career progression
2. Workplace flexibility
3. Appropriate workplace behaviour
4. Gender pay gap

This GEAP responds to the outcomes of our Workforce Gender Audit and takes account of the University’s diversity and inclusion strategic priorities with a particular emphasis on actions that support career progression for staff of all genders, backgrounds and abilities.

A key consideration is to **ensure the integration of existing gender equity initiatives** into the GEAP to articulate a comprehensive and complementary action plan that is aligned with the vision and goals of the University’s *Diversity and Inclusion Strategy 2030*. Of particular relevance is the incorporation of the Athena Swan Bronze Action Plan and forthcoming Respect Action Plan (Figure 2).

Under the aegis of the University’s *Diversity and Inclusion Strategy 2030*, three further action plans are concurrently in development: LGBTIQ+ inclusion, disability inclusion and anti-racism/cultural and linguistic diversity inclusion. In combination, the action plans will strengthen inclusion for all members of the University community and enable an intersectional approach to gender equity through attention to the interconnecting and cross-cutting concerns of the different plans.

Figure 2. Integration of existing gender equity initiatives



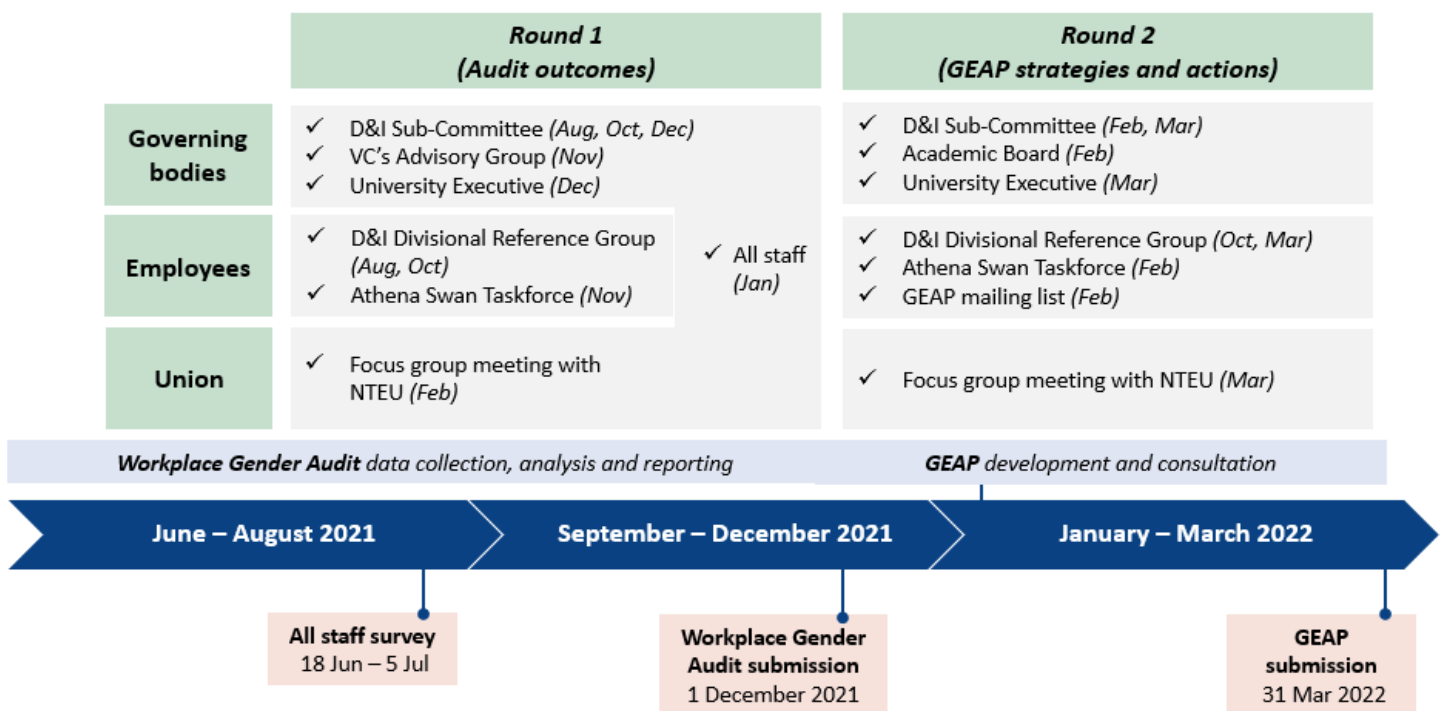
2. Meaningful consultation and engagement

The GEAP has been developed in collaboration and consultation with our University community. **Two rounds of consultation with governing bodies, the union and employees have been undertaken.** Round 1 focused on sharing the results of the Workplace Gender Audit (August 2021 – January 2022); and Round 2 sought input from the University community on the strategies and measures to be included in the GEAP (February – March 2022).

These consultations were a key input into the development of the GEAP, enabling robust exploration and refinement of the strategies, measures, accountabilities, and resourcing in response to feedback from diverse stakeholders University-wide.

In total, more than 2000 staff engaged with the GEAP development process through the staff survey, focus groups, committee meetings, and via formal feedback mechanisms made available through Staff Hub (Figure 3). More than 170 individuals and groups provided written feedback on the Audit and/or draft GEAP.

Figure 3. Overview of consultation process



3. Case for change

The University is committed to the gender equality principles set out in the *Gender Equality Act 2020* and seeks to advance these principles through this GEAP.

The University of Melbourne acknowledges that:³

- *All Victorians should live in a safe and equal society, have access to equal power, resources and opportunities and be treated with dignity, respect and fairness.*
- *Gender equality benefits all Victorians regardless of gender.*
- *Gender equality is a human right and precondition to social justice.*
- *Gender equality brings significant economic, social and health benefits for Victoria.*
- *Gender equality is a precondition for the prevention of family violence and other forms of violence against women and girls.*
- *Advancing gender equality is a shared responsibility across the Victorian community.*
- *All human beings, regardless of gender, should be free to develop their personal abilities, pursue their professional careers and make choices about their lives without being limited by gender stereotypes, gender roles or prejudices.*
- *Gender inequality may be compounded by other forms of disadvantage or discrimination that a person may experience on the basis of Aboriginality, age, disability, ethnicity, gender identity, race, religion, sexual orientation and other attributes.*
- *Women have historically experienced discrimination and disadvantage on the basis of sex and gender.*
- *Special measures may be necessary to achieve gender equality.*

In seeking change the University acknowledges that our organisation is large, complex and stratified and that it has legacies of exclusion and injustice that have become embedded in its structures, systems and practices over time. As indicated in the Workplace Gender Audit and confirmed in subsequent staff consultation, the University has not achieved gender equality to date. Despite gains made through an ongoing focus on addressing systemic barriers to access, inclusion and equity, most recently through our Athena Swan and Respect work, the University recognises that it still has much work to do. As stated in the *Diversity and Inclusion Strategy 2030*, **the University is ready to learn from the past and rethink some of our approaches to ensure our University community is empowered and supported to pursue excellence while ensuring equality of opportunity for all.**

Addressing these legacies will better enable all members of our community to realise their talent and contribute to realising the University's vision. Through improved equity the University can better reflect and serve the broader community and improve its capacity to solve real world

³ The University recognises the alignment of the gender equality principles with the SAGE Athena Swan principles, where it has guided the focus for gender equity initiatives at University since 2015.

<https://www.sciencegenderequity.org.au/the-athena-swan-accreditation-framework/>

problems; form the partnerships that support this; and attract and retain great talent among our students, staff and partners.

In addition, **the University recognises the compounding impact of intersectionality on the experience, opportunities and challenges faced by staff and students of diverse identities and backgrounds.**⁴ The University has much work to do to develop effective strategies and measures to ameliorate this impact. In consultation, staff emphasised the importance of developing targeted initiatives for staff for whom gender inequality may be compounded by disadvantage and discrimination related to other aspects of their social identity.

A key enabler to achieving this is for the University to improve data collection, analysis and reporting on intersectional attributes. This work is identified in some of the strategies outlined in the GEAP, but is also a core piece of work underway related to the *Diversity and Inclusion Strategy 2030* and through the implementation of a new enterprise resource planning system.

⁴ For the purposes of the GEAP, the University is using the intersectionality definition outlined in Section 6(8) of the *Gender Equality Act 2020*. It recognises that gender inequality may be compounded by other forms of disadvantage or discrimination that a person may experience based on Aboriginality, age, disability, ethnicity, gender identity, race, religion, sexual orientation and other attributes.

4. Strategies and measures

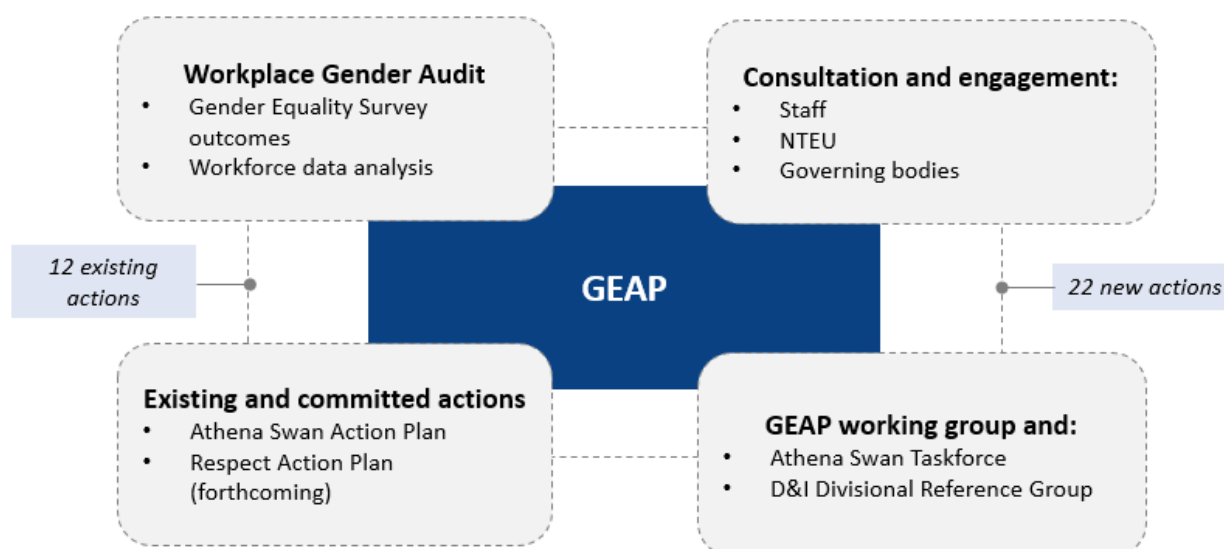
The University has identified four key focus areas to enhance gender equality over the next four years: **i) career progression; (ii) workplace flexibility; (iii) appropriate workplace behaviour; (iv) gender pay gap.**⁵ This GEAP outlines 34 strategies and measures (actions) designed to address these focus areas. While these actions have been allocated to individual focus areas within the GEAP, it is understood that many are cross-cutting and interrelated. Barriers to career progression and workplace flexibility are known drivers of the other two key focus areas; and as such a concerted effort to address these two should also see a reduction in inappropriate workplace behaviour and the gender pay gap.

Key inputs into the GEAP include the Workplace Gender Audit and feedback from staff consultations (Figure 4). In addition, the GEAP also includes some existing actions and strategies to which the University has already committed (for example, from the University's *Diversity & Inclusion Strategy*, Athena Swan Action Plan and the forthcoming *Respect Action Plan*). They are included here to ensure the GEAP articulates the University's comprehensive and complementary suite of actions that both builds on existing commitments and addresses new gaps identified in the Workforce Gender Audit.

Three key themes from staff consultations have wide-ranging relevance for the GEAP. As such, these are reflected in the strategies and measures across all four focus areas:

- **Greater need for transparent data analysis and reporting**, with improved data collection capabilities and visibility of outcomes and trends to staff and leaders;
- **The importance of an intersectional lens** to recognise and address compounding forms of discrimination or disadvantage; and
- A focus on **addressing structural and cultural drivers** such as job security and workload.

Figure 4. Key inputs into the GEAP



⁵ Note alignment with workplace gender equality indicators as outlined in the Act. See mapping on p. 11, 14, 16, 18.



Gender Equality Action Plan at a glance

Focus area & goal	Career progression	Workplace flexibility	Appropriate workplace behaviour	Gender pay gap
<p>To strengthen career progression opportunities for all professional and academic staff</p>	<p>To ensure staff have equitable access to the flexibility they need to contribute productively</p>	<p>To foster a safe, respectful and inclusive workplace culture</p>	<p>To understand the drivers and remove barriers to achieving pay parity</p>	
Actions	<p>Recruitment</p> <ol style="list-style-type: none"> 1. Review policies, procedures and practices 2. Enhance key selection criteria 3. Education for hiring managers 4. Selection panel capability dev. 5. Targeted recruitment campaigns 6. Supporting intersectionality <p>Development and progression</p> <ol style="list-style-type: none"> 7. Supervisor capability development 8. Academic mentoring 9. Barriers to prof. staff progression 10. Professional staff career pathway 11. Understanding workload distributions <p>Data and reporting</p> <ol style="list-style-type: none"> 12. Promotions data collection 13. Promotions analysis and reporting 14. Gender equity of academic pipeline 	<ol style="list-style-type: none"> 1. Career interruption scheme for academic staff 2. Research support 3. Financial support 4. Career interruption for professional staff 5. Strengthen flexible work practices 6. Data and reporting 7. Parental and carer's leave 8. Childcare support 9. Parent rooms and change facilities 10. Lactation support 	<ol style="list-style-type: none"> 1. Respect Education 2. Review leading practice 3. Learning from managing complaints 4. Review complaints data 5. Improve complaints processes 6. Complaints reporting 7. Development and training 	<ol style="list-style-type: none"> 1. Understanding parity 2. Data and reporting 3. Workforce analysis by employment type

Career Progression

Goal: To strengthen career progression opportunities for all professional and academic staff

Evidence:

Workplace Gender Audit - The Audit revealed lower levels of satisfaction from women compared with men regarding career progression opportunities. Women in professional roles reported the greatest concern indicating low satisfaction with the ‘fairness’ of recruitment and promotion decisions.

Consultation - Staff feedback indicated concern related to transparency of recruitment and selection processes, and representation on senior leadership committees.

Note - Career progression initiatives can be critical in closing the gender pay gap, creating opportunities for more even distribution of higher earnings across genders.

Relevant Workplace Gender Equality Indicator/s:

- Gender composition of the workforce
- Gender composition of governing bodies
- Recruitment and promotion practices

RECRUITMENT	1.1 – Review policies, procedures and practices	Review all recruitment policies, procedures, supporting materials and practices through a diversity lens, and implement changes necessary to reflect leading practice in inclusive recruitment.	Responsible for implementation: HR and Business Services (Recruitment)
	1.2 – Enhance Key Selection Criteria	To target potential biases in recruitment and promotion practices, progressively develop a repository of gender-neutral and inclusively-worded Key Selection Criteria for academic and professional roles.	

	1.3 – Education for hiring managers	Provide education for hiring managers about writing Position Descriptions, gender-neutral and inclusively-worded Key Selection Criteria and job classifications.	HR
	1.4 – Selection panel capability development	Develop training and guidance materials for selection panels about diversity awareness and inclusive recruitment practices (e.g. unconscious bias, actively questioning assumptions, understanding ‘merit’ relative to opportunity).	HR
	1.5 – Targeted recruitment campaigns	Building on previous divisional experience, develop resources and initiatives to support targeted recruitment campaigns in academic divisions where women or those who identify as non-binary are underrepresented (<i>cf. Athena Swan Action Plan</i>).	HR and Business Services (Recruitment)
	1.6 – Supporting intersectionality	Identify and implement mechanisms to improve workplace diversity through attracting and supporting staff at the intersection of various social categories (e.g. Aboriginality, age, disability, ethnicity, gender identity, race, religion, sexual orientation and other attributes).	HR and D&I
DEVELOPMENT AND PROGRESSION	1.7 – Supervisor capability development	Enhance capability of supervisors in conducting conversations regarding promotion and career progression with staff including those at the intersection of various social categories (e.g. Aboriginality, age, disability, ethnicity, gender identity, race, religion, sexual orientation and other attributes).	Responsible for implementation: HR
	1.8 – Academic mentoring	Develop and pilot a structured, focused mentoring program to support academic staff identifying as women or non-binary in applying for promotion (<i>cf. Athena Swan Action Plan</i>).	HR
	1.9 – Barriers to professional staff career progression	Map career pathways for professional staff, understand where gendered barriers occur, and identify opportunities to remove or reduce those barriers.	HR

	1.10 – Professional staff career pathway and talent program	Develop and implement a career pathway and talent program for professional staff, which will include strengthening existing career development programs for women.	HR
	1.11 – Understanding workload distributions	Educate managers and leaders on (i) the disproportionate impact of domestic and caring responsibilities; and (ii) the increased administrative and pastoral care burden on women, to encourage practical mitigations.	HR
DATA AND REPORTING	1.12 – Promotions data collection	<p>With the design and introduction of the new enterprise resource planning (ERP) platform, strengthen the provision and capability for collecting and analysing:</p> <ul style="list-style-type: none"> • Promotion applications and outcomes for all levels of academic and professional staff • Self-reporting of intersectional attributes, to enable consideration and analysis of gender issues in promotion. 	<p>Responsible for implementation:</p> <p>HR</p>
	1.13 – Promotions data analysis and reporting	Conduct annual analysis of promotions data over the preceding 12-month period to identify and analyse trends, and report the results to the University Academic Promotions Committee and University Executive.	HR
	1.14 – Gender equity of academic pipeline	Utilising insights from action 1.13 (promotions data analysis and reporting) and in consultation with academic divisions, identify opportunities to strengthen gender equity at all levels of the academic pipeline.	HR in collaboration with academic divisions

Workplace Flexibility

Goal: To ensure staff have equitable access to the flexibility they need to contribute productively

Evidence:

Workplace Gender Audit - Women in academic roles identified family/caring responsibilities as the biggest barrier to their success. The greatest impact was reported by early to mid-career academics (Level B). Women were also found to take parental leave at twice the frequency of men and for much longer periods of time, highlighting gendered differentials in career interruption.

Consultation – Staff expressed concerns related to working hours and workload, noting the disproportionate impact of domestic, caring and service/pastoral care responsibilities on women. Staff also expressed a desire to see greater clarity, consistency and equity in practices around flexible work arrangements.

Relevant Workplace Gender Equality Indicator/s

- Leave and flexibility

2.1 – Career interruption scheme for academic staff	Review and enhance the University’s career interruption scheme to support progression for early-mid career academic staff who have experienced career interruption (for teaching and research purposes) (<i>cf. Athena Swan Action Plan</i>).	Responsible for implementation: HR
2.2 – Research support	Scope and implement measures to support research momentum for academic staff taking parental/extended leave (<i>cf. Athena Swan Action Plan</i>).	Chancellery Research & Enterprise
2.3 – Financial support	Provide financial support to academic staff with caring responsibilities to support them in travelling for career purposes (e.g. conference attendance) (<i>cf. Athena Swan Action Plan</i>).	Chancellery Research & Enterprise
2.4 – Career interruption for professional staff	Develop resources to mitigate the impact of career interruptions for professional staff (e.g. guidance for staff/managers on enabling a successful return to work following parental/extended leave, sick leave or cultural leave).	HR

2.5 – Strengthen flexible work practices	<p>Develop and implement strategies to strengthen and embed opportunities for workplace flexibility including:</p> <ul style="list-style-type: none"> • Educate managers on the benefits of flexibility, part-time work, job share, other flexible arrangements and managing flexible teams. • Review and refine existing practical guides for staff requesting and managers responding to requests for flexibility to ensure consistent and equitable application in practice. • Review and refine existing guidelines to increase participation and progression of part-time staff and those working flexibly. • Scope and implement a pilot program to support existing part-time staff as candidates for: job share, people leadership and management roles. 	HR
2.6 – Data and reporting	Review and improve the existing framework for recording and reporting on flexible working arrangements within the new enterprise resource planning system (beyond employment fraction and working-from-home arrangements).	HR
2.7 – Parental and carer’s leave	Explore and develop strategies to support and enhance men’s participation in parental and carer’s leave.	HR
2.8 – Childcare support	Review and assess adequacy of existing childcare options available to staff.	HR
2.9 – Parent rooms and change facilities	Review and improve parenting rooms across all University campuses including wayfinding information on maps and develop a schedule for maintenance and facility upgrades.	COO portfolio
2.10 – Lactation support	Develop strategies to support lactating parents including formalising commitments in policies and procedures, provision of suitable facilities and flexible work arrangements.	COO portfolio and D&I

Appropriate Workplace Behaviour

Goal: To foster a safe, respectful and inclusive workplace culture

Evidence:

Workforce Gender Audit – The Audit revealed that women experience inappropriate workplace behaviours more frequently than men. Staff of all genders reported reluctance to make a formal complaint and indicated a lack of trust in the complaints process. Experience of inappropriate workplace behaviours identified by survey respondents went beyond sexual harassment, indicating a need to ensure there are adequate response pathways for all forms of unwelcome and negative behaviours.

Consultation – Staff suggested that trust with complaints processes could be improved by taking action to ensure greater transparency of data on the number and types of complaints and actions taken.

Relevant Workplace Gender Equality Indicator/s

- Sexual harassment in the workplace

3.1 – Respect Education	Deliver Respect Education to the entire workforce (2022-2023). Evaluate effectiveness of the education program with a view to continuous improvement.	Responsible for implementation: HR
3.2 – Review leading practice	Review against leading practice the existing initiatives aimed at nurturing respectful and safe workplace cultures (including appropriate behaviour training programs) to ensure that they are effectively addressing the compounding impact of intersectionality.	HR
3.3 – Learning from managing complaints	Actively seek feedback from participants in formal complaints-handling processes after the process is complete, including consideration of the experience of staff at the intersection of various social categories (e.g. Aboriginality, age, disability, ethnicity, gender identity, race, religion, sexual orientation and other attributes).	HR

3.4 – Review complaints data	After 12 months of operation of the Sexual Misconduct Prevention and Response Policy, review complaints, reports of concerns and other relevant University data to determine any trends or patterns relating to gender and intersectionality in reported experiences of: (i) inappropriate behaviour, and (ii) accessing and utilising complaints-handling channels.	HR
3.5 – Improve complaints processes	<p>After 12 months of operation of the Sexual Misconduct Prevention and Response Policy, review the channels available for raising concerns and making complaints, and the complaints-handling processes and approaches, to identify opportunities to:</p> <ul style="list-style-type: none"> • Reduce barriers to and discouragements from raising concerns and complaints; • Respond to complaints and concerns in a trauma-informed way; • Improve response times; and • Improve participants’ experience accessing and using the channels. 	HR
3.6 – Complaints reporting	<p>Determine and implement an effective approach to the reporting and communication of inappropriate behaviour complaints and their outcomes that is focussed on enhancing the trust that complainants have in the process.</p> <p>Undertake regular reporting of complaints (number, nature and outcome) and share reports with the University community.</p>	HR
3.7 – Development and training	Continue to build capability of leaders, HR and all staff in responding to and addressing inappropriate workplace behaviours.	HR

Gender pay gap

Goal: To understand the drivers and remove barriers to achieving pay parity

Evidence:

Workplace Gender Audit – The Audit revealed a median gender pay gap of 7.9% for the University. The methodology for calculating the pay gap reflects the balance between genders in more senior roles but does not specifically address parity.

Note – As identified through actions in Career Progression, greater representation of women in senior roles will be a critical factor in closing the gender pay gap. Actions related to understanding wage parity and the impact of occupational segregation will also support improved pay equity.

Relevant Workplace Gender Equality Indicator/s

- Gender pay equity
- Gendered segregation within the workplace

<p>4.1 – Understanding parity</p>	<p>Review and analyse parity (comparison of remuneration of genders across job classifications) for: (i) roles classified under the Enterprise Agreement; and (ii) Executive remuneration.</p> <p>Explore potential impact of occupational segregation at the University on pay parity.</p> <p>Develop and implement initiatives to close the gender pay gap including education programs and communication on the drivers and resolution of pay inequity.</p>	<p>Responsible for implementation:</p> <p>HR</p>
<p>4.2 – Data and reporting</p>	<p>Undertake regular reporting of pay parity analysis and share outcomes with the University community.</p>	<p>HR</p>
<p>4.3 – Workforce analysis by employment type</p>	<p>Analyse the gender balance of staff by employment type (continuing, fixed-term and casual) and incorporate an intersectional lens (where data is available). Disaggregate the data by division and develop redress initiatives at both University and divisional levels.</p>	<p>Chancellery Academic and HR</p>

5. Strategic resource plan

Accountability

This Gender Equality Action Plan has been developed by a Working Group comprising key stakeholders responsible for the implementation of the plan. Specifically, **five key organisational functions will collaborate to deliver and report on the outcomes of the GEAP.**

These are:

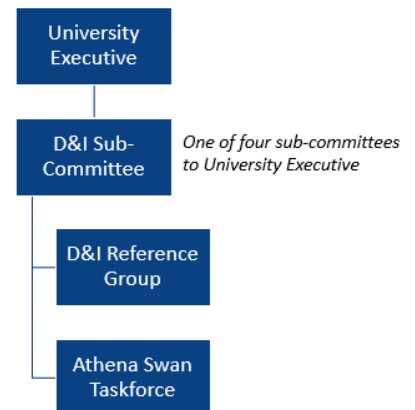
- Human Resources
- Diversity & Inclusion
- Chancellery Research & Enterprise
- Chancellery Academic
- Chief Operating Officer (various portfolios)

Detailed implementation planning will be undertaken by the accountable work units to prioritise the sequencing, resourcing and reporting of each action.

Governance

The Executive Sponsor of the *Gender Equality Act* will have responsibility for the GEAP and is a member of University Executive. In addition, the GEAP is overseen by the following governing bodies that will receive regular reports on progress against the GEAP: University Executive; Diversity & Inclusion Sub-Committee to University Executive; Divisional Reference Group (committee of Associate Deans (D&I) and HR leaders) and the Athena Swan Taskforce

Progress and outcomes of key initiatives will also be shared with all staff.



Resourcing

The University is committed to ensuring ongoing resourcing and funding of the actions outlined in the GEAP to improve gender equity outcomes. While most actions will be embedded into existing work programs within the work units outlined above, some will require additional resourcing. Where additional resourcing may be required, a business case and costing plan will be prepared for carriage through existing budget and capital investment channels.

6. Measuring progress

The University is finalising a comprehensive Progress and Impact Framework (PIF) to measure and monitor progress against the *Diversity and Inclusion Strategy 2030*. The PIF will reflect the maturity of the overall D&I agenda and seek to build trust through strengthening accountability and transparent reporting.

The success measures used to report progress against the GEAP are aligned with the measures of the PIF. These measures monitor for continuous improvement in outcomes that reflect the cumulative impact of a range of relevant actions and initiatives across the University. **Nine high-level outcome measures have been identified for the GEAP:**⁶

- i. Improve gender representation in senior leadership roles (40% women; 40% men; 20% any gender)⁷
- ii. Improve staff satisfaction with recruitment and promotion practices
- iii. Improve staff satisfaction with flexible work arrangements and return to work after parental/extended leave
- iv. Increase accessibility of parental and carer's leave to staff of all genders
- v. Increase transparent reporting of complaints, complaints-handling and their outcomes
- vi. Reduce sexual harassment and other inappropriate workplace behaviours experienced by staff
- vii. Improve staff satisfaction with the way the University responds to inappropriate and unsafe behaviours
- viii. Increase understanding of University's challenges in achieving pay parity, with a view to closing the gender pay gap
- ix. Decrease in any identified gendered imbalance in casual and fixed-term employment, compared with permanent employment.

A regular staff survey (in development as part of the PIF) will support monitoring of the GEAP and ensure we are accountable and transparent about our performance.

Our first GEAP progress report will be provided to the Commission for Gender Equality in the Public Sector in October 2023. The University will comply with the requirements of the Act including undertaking a periodic Workforce Gender Audit to continually strive for gender equity and to inform the next iteration of the GEAP.

⁶ In addition to high-level outcome measures for the GEAP, development of action-specific measures for tracking and process evaluation will be considered by accountable work units.

⁷ Aligned with the gender balance target set for Chief Executive Women: https://cew.org.au/wp-content/uploads/2021/09/CEWCENSUS21_ASX300Report- FINAL.pdf (p.20)

Appendix 1. Compliance with the Commission's requirements

The University of Melbourne's Gender Equality Action Plan complies with the requirements from the Commission

Requirement from the Commission	Response and reference
<p>1. Baseline audit analysis</p> <p><i>Include the results of your workplace gender audit in your GEAP. Remove any personal or potentially identifying information prior to publishing your GEAP</i></p>	<ul style="list-style-type: none"> - This GEAP is based on the outcomes and analysis of the Workplace Gender Audit (refer p. 5). The full report is provided in Appendix 2. - Any personal or potentially identifying information has been removed.
<p>2. Meaningful consultation and engagement</p> <p><i>Consult with your governing bodies, employees, employee representatives and other relevant people to develop your GEAP and document this process</i></p>	<ul style="list-style-type: none"> - Refer p. 6 for an outline of how the GEAP was developed in collaboration with the University community including governing bodies, employees and the Union.
<p>3. Case for change</p> <p><i>Clearly articulate how your defined entity has considered the gender equality principles in the Act in preparing your GEAP, including how your organisation has considered intersectional gender inequality</i></p>	<ul style="list-style-type: none"> - Refer p.7 for a statement of the University's commitment to the gender equality principles in the Act. - Intersectionality: The GEAP is one of many action plans that support the <i>Diversity and Inclusion Strategy</i> goal of embedding D&I in all systems, processes and work.
<p>4. Strategies and measures</p> <p><i>Document your strategies and measures for 2021-2025 based on the results of your audit</i></p>	<ul style="list-style-type: none"> - Refer p. 9-18 for the University's strategies and measures, with reference to the seven workplace gender equality indicators.
<p>5. Leadership and resourcing your GEAP</p> <p><i>Develop a strategic resource plan that outlines how development and implementation of the GEAP will be resourced</i></p>	<ul style="list-style-type: none"> - Refer p.19 for a resource plan that outlines accountability, governance and resourcing for implementing the GEAP.
<p>6. Measuring progress</p> <p><i>Report your progress in relation to the strategies and measures set out in your GEAP at least every second year</i></p>	<ul style="list-style-type: none"> - Refer p.20 for a set of high-level outcome measures. - Regular monitoring and reporting of the GEAP will be undertaken.



THE UNIVERSITY OF
MELBOURNE

Workplace Gender Audit 2021

Outcomes Report

18 January 2022

Prepared by Diversity & Inclusion Team, with data sourced by University Decision Support



Introduction: Workplace Gender Audit

The University of Melbourne has completed a Workplace Gender Audit in compliance with the *Gender Equality Act 2020* (Vic.). The audit is intended to assess the current state of workplace gender equality and to inform the development of a Gender Equality Action Plan (GEAP).

Outcomes Report: This report outlines the overall findings of the Audit across the seven workplace gender equality indicators defined in the Act. The workforce data comes from two key sources: (i) an all-staff Gender Equality Survey and (ii) quantitative staff data from central systems. The Gender Equality Survey received 1566 completed responses, a response rate of 11%.

Appendix 1 summarises the Survey findings (p.13-20).

From analysis of the Workplace Gender Audit, four potential focus areas for the Gender Equality Action Plan (GEAP) have been identified.

GEAP focus areas:

1. ***Career progression***
2. ***Workplace flexibility***
3. ***Negative workplace behaviour***
4. ***Gender pay gap***

Have your say

Comment on these focus areas or suggest strategies and actions to improve workplace gender equity via a confidential online questionnaire (closes 4 February 2022).

https://melbourneuni.au1.qualtrics.com/jfe/form/SV_d05U4PgrdLe8Gkm



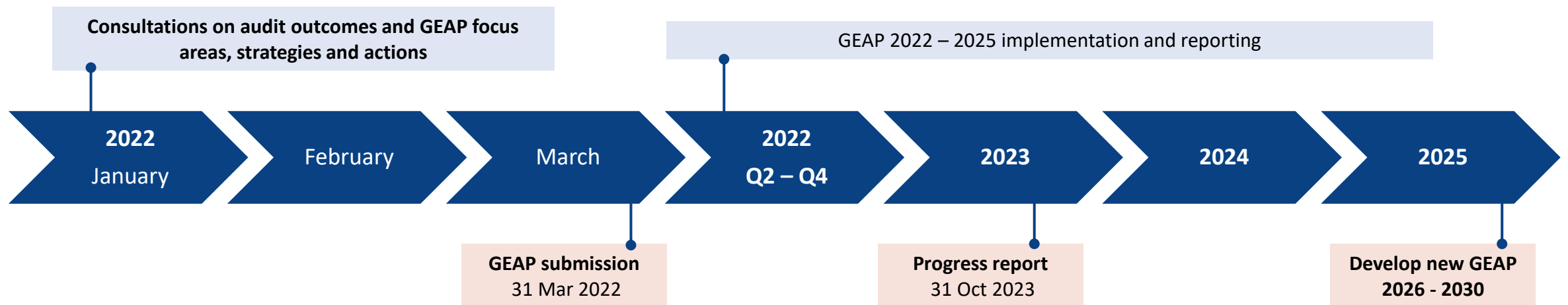
Background: *Gender Equality Act 2020*

The *Gender Equality Act 2020* (Vic.) came into effect on 31 March 2021 and is overseen by Victoria’s first Public Sector Gender Equality Commissioner. The Act sets requirements for the Victorian public sector, local councils and universities (defined entities), to take positive action towards gender equality in their policies, programs and services.

The Act identifies seven key workplace gender equality indicators where progress towards gender equality must be demonstrated.

The data presented in this report complies with the requirements of the Act, but not all the data presented accurately reflects our University workforce structures (refer p.12 for additional notes on the data). In using this data as the basis for a new Gender Equality Action Plan (GEAP), further analysis and disaggregation of some data will be required. Further consultation will be undertaken as this work progresses.

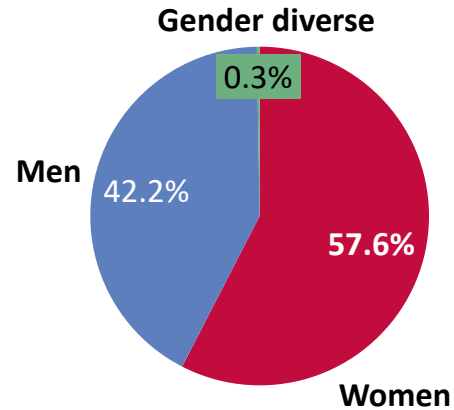
An overview of key dates and milestones is provided below:





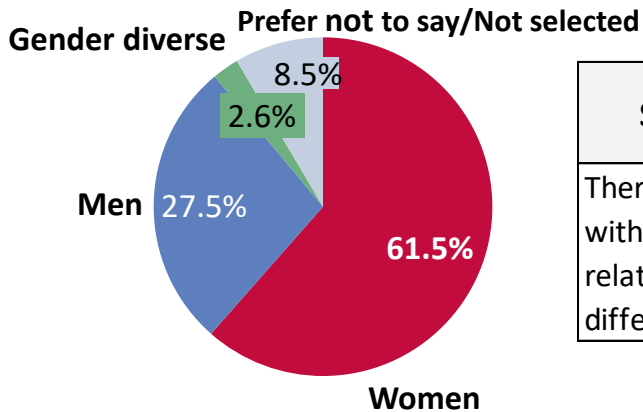
Indicator 1: Gender composition of the workforce

Figure 1.1. Overall gender composition of the workforce (pie chart) and by employment basis (table) – Staff headcount as at 31 March 2021



Employment type	Women		Men		Gender Diverse		Total
	%	#	%	#	%	#	
Continuing	58%	3,184	42%	2,305	0.1%	6	5,495
Fixed-term	59%	2,086	41%	1,464	0.4%	15	3,565
Casual	56%	2,057	44%	1,597	0.4%	13	3,667
Total University	58%	7,327	42%	5,366	0.3%	34	12,727

Figure 1.2. Gender Equality Survey respondents by gender (pie chart) and employee experience data by gender (% favourable)



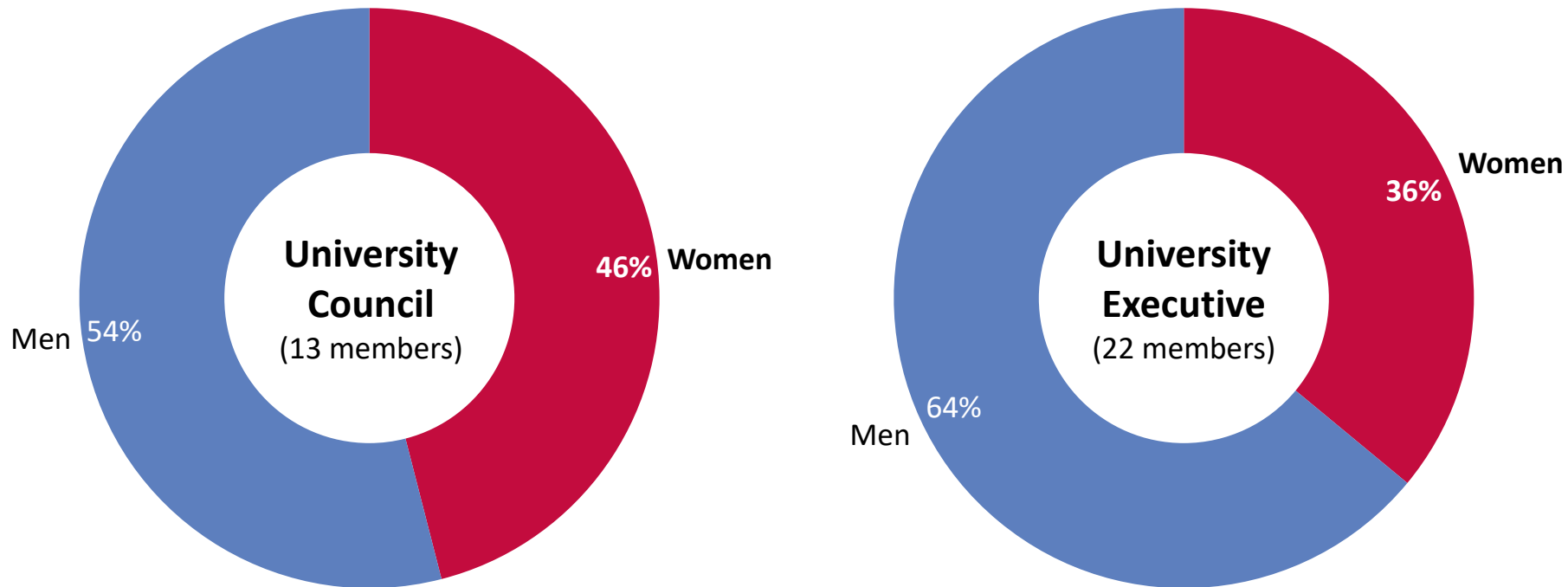
Survey question	Overall UoM	Woman	Man	Non-binary	I use a diff. term	Prefer not to say	Not Selected
There is a positive culture within my organisation in relation to employees of different sexes/genders	69%	66%	78%	54%	42%	73%	66%

Comments:

- Overall, the University employs more women than men (58%/42%).
- There is a disparity between the representation of gender-diverse staff in the workforce data (0.3%) and the survey population (2.6%). This may reflect reluctance to identify in University systems and greater comfort with anonymous data collection.
- 69% of survey respondents agreed that there is a positive culture within the University in relation to employees of different sexes/genders.

Indicator 2: Gender composition of governing body

Figure 2.1. Gender composition of University Council and University Executive (as at 31 March 2021)



Comments:

- Membership on University Council is approaching gender balance – of 13 members, 6 are women.
- University Executive comprises Deans, President of the Academic Board and Chancellery Executive. Gender balance has been achieved across Deans.



Indicator 3: Gender pay equity

The Commission requires that the gender pay gap is calculated and reported as the difference between women’s and men’s average annual earnings, expressed as a percentage of men’s earnings.

This approach aggregates remuneration across all staff, levels and functions. The pay gap reported to the Commission does not:

- assess remuneration by gender for work of equal or comparable value;
- take into account the differences between professional and academic staff remuneration and classification/career structures; nor
- provide comparison across employment types and levels.

Further analysis is required to understand the extent of the gender pay gap within the University.

Figure 3.1. Overall University gender pay gap - Median

	Median base salary gap	Median total remuneration gap
Overall University	-8.3%	-7.9%

Figure 3.2. Overall University gender pay gap - Mean

	Mean base salary gap	Mean total remuneration gap
Overall University	-11.1%	-12.6%

Comments:

- Overall, the data presented in line with Commission requirements shows a pay gap of 12.6% for women at the University. This is comparable with the Victorian pay gap of 12.2% and the national gap of 14.2%*.

Potential GEAP focus area:

- ❖ Further analysis will be required to establish the nature of any pay gap at the University and explore its underlying drivers.

*Australia’s gender pay gap statistics, August 2021.
<https://www.wgea.gov.au/publications/australias-gender-pay-gap-statistics>.



Indicator 4: Sexual harassment in the workplace

Figure 4.1. Number of formal complaints received and resolved in the workplace

April 2020 to March 2021	4
April to December 2021	6

Figure 4.2. Percentage of survey respondents in the organisation who experienced sexual harassment in the workplace by gender

Overall UoM	Woman	Man	Non-binary	I use a different	Prefer not to say	Not Selected
13%	15%	9%	21%	36%	9%	0%

Figure 4.3. Employee experience data by gender (% favourable)

Survey question	Overall UoM	Woman	Man	Non-binary	I use a different term	Prefer not to say	Not Selected
I feel safe to challenge inappropriate behaviour at work	52%	46%	63%	68%	33%	56%	54%
My organisation takes steps to eliminate bullying, harassment and discrimination	54%	50%	64%	48%	42%	59%	53%
My organisation encourages respectful workplace behaviours	76%	75%	82%	79%	50%	73%	76%

Comments:

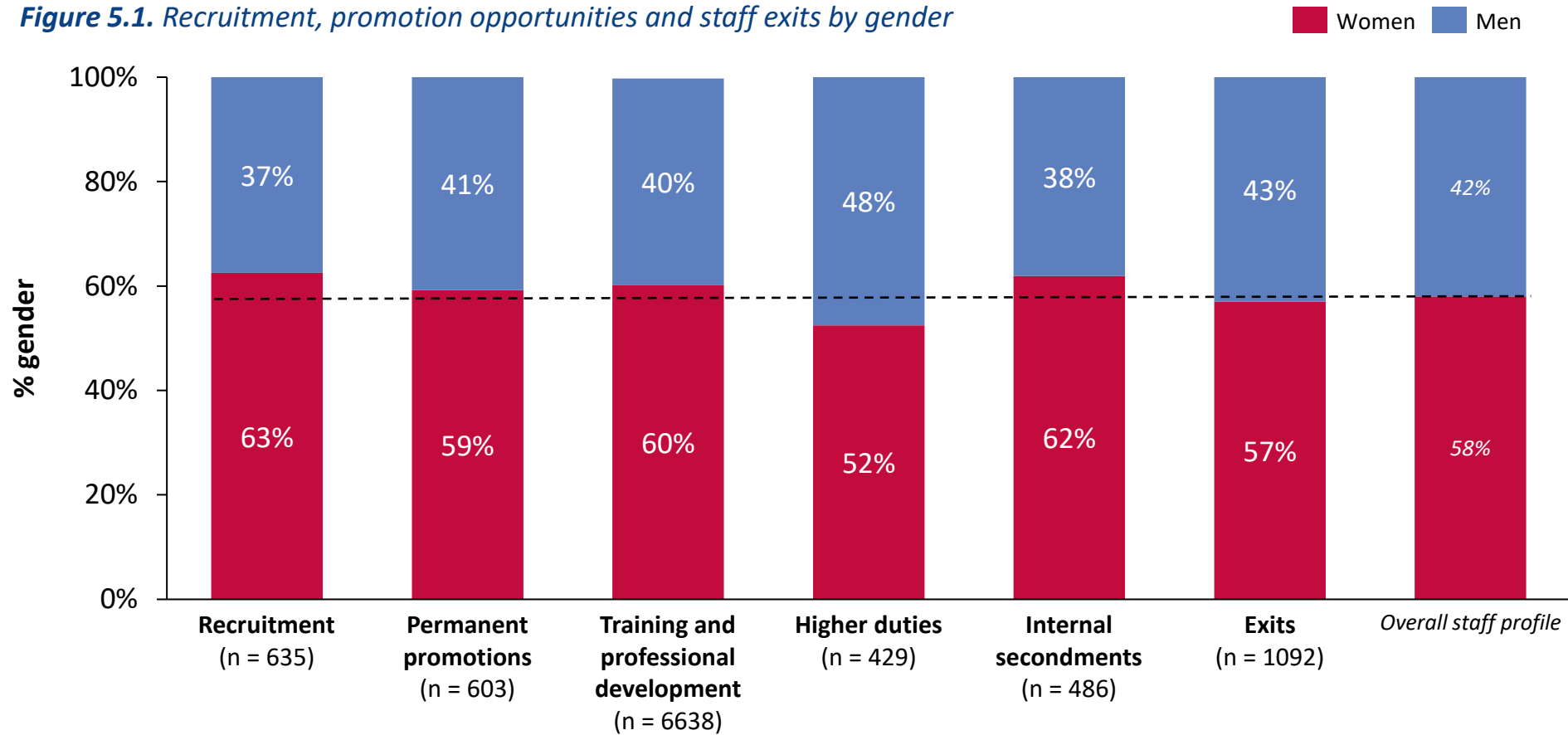
- Higher levels of sexual harassment were reported in the (anonymous) Gender Equality survey.
- Through the Respect at Melbourne initiatives, work is underway to prevent and respond to sexual misconduct.

Potential GEAP focus area:

- ❖ Improve response pathways for all forms of unwelcome and negative behaviour.

Indicator 5: Recruitment and promotion practices

Figure 5.1. Recruitment, promotion opportunities and staff exits by gender



Comments:

- Compared with overall University staff profile (58% women/42% men), more women than men were recruited and awarded internal secondments. But proportionally, more men took higher duties.
- Rates of promotion and uptake of training broadly align with the gender profile of the University (58% women and 42% men).

Note: Recruitment and promotions data reflect aggregated outcomes across all academic and professional staff. Professional staff promotions are derived from comparing HEW levels between multiple primary positions held by an individual within a 12-month period.

Indicator 5: Recruitment and promotion practices (*continued*)

Figure 5.2. Employee experience data by gender (% favourable)

Survey question	Overall UoM	Woman	Man	Non-binary	I use a different term	Prefer not to say	Not Selected
My organisation makes fair recruitment and promotion decisions, based on merit	49%	45%	60%	43%	27%	41%	48%
I feel I have an equal chance at promotion in my organisation	42%	38%	52%	36%	33%	44%	39%
Gender is not a barrier to success in my organisation	54%	47%	71%	43%	36%	64%	51%
Being Aboriginal and/or Torres Strait Islander is not a barrier to success in my organisation	63%	60%	74%	38%	40%	70%	46%
Cultural background is not a barrier to success in my organisation	64%	62%	73%	44%	42%	56%	50%
Sexual orientation is not a barrier to success in my organisation	77%	76%	83%	63%	58%	73%	65%
Disability is not a barrier to success in my organisation	50%	45%	62%	35%	18%	53%	46%
Age is not a barrier to success in my organisation	55%	51%	65%	50%	36%	51%	51%

Comments:

- The lowest overall result from the survey was to the question, ‘I feel I have an equal chance at promotion’ (42%).
- Almost 1 in 2 survey respondents reported disability, age and gender as barriers to success.

Potential GEAP focus area:

- ❖ Explore career progression opportunities for all staff, including equity and fairness of recruitment and promotion practices, noting that career progression opportunities differ for academic and professional staff.



Indicator 6: Leave and flexibility

Figure 6.1. Parental leave uptake by gender

	Women	Men
Gender composition of people in the organisation who have taken parental leave	80%	20%
Average weeks of parental leave taken in the organisation, by gender	46	11
Number of people who exited the organisation during parental leave, by gender	2 (voluntary)	0
Proportion of the workforce using formal flexible working arrangements, by gender	<i>Data not currently available</i>	

Figure 6.2. Employee experience data by gender (% favourable)

Survey question	Overall UoM	Woman	Man	Non-binary	I use a different term	Prefer not to say	Not Selected
My organisation would support me if I needed to take family violence leave	84%	84%	86%	80%	40%	78%	81%
I am confident that if I requested a flexible work arrangement, it would be given due consideration	73%	70%	80%	82%	50%	71%	73%
My organisation supports employees with family or other caring responsibilities, regardless of gender	63%	60%	70%	61%	33%	66%	65%

Comments:

- At the University, women take the majority of parental leave. Women also take much longer periods of parental leave than men.

Potential GEAP focus area:

- ❖ Explore differential levels of career interruption and identify measures to support flexible working arrangements and career continuity.



Indicator 7: Gendered segregation in the workplace

The Commission for Gender Equality in the Public Sector requires the use of Australian and New Zealand Standard Classification of Occupations (ANZSCO) to measure gendered segregation in the workplace. This enables a standardised approach for collection and comparison of occupation data across the Victorian public sector. ANZSCO groups occupations into 8 major groups, 43 sub-major groups, 97 minor groups, 358 unit groups, and 998 occupations.

The University of Melbourne does not use ANZSCO to classify occupations except for when reporting to the federal Workplace Gender Equality Agency (WGEA). This involves manually mapping UoM staff functions to the ANZSCO major groups and has limited applicability for our context.

Figure 7.1. Occupation classification by gender (ANZSCO coding)

Occupation classification (by major group)	Women		Men		Gender diverse		Total
	#	%	#	%	#	%	
Manager	747	62%	451	38%	0		1198
Professional	5261	55%	4361	45%	26	0.3%	9648
Technicians and trades workers	96	66%	50	34%	0		146
Clerical and administrative workers	1223	70%	504	29%	8	0.5%	1735
Total University	7327	58%	5366	42%	34	0.3%	12727

Comments:

- ANZSCO major group classifications are not detailed enough to analyse any pattern of gendered segregation in our workforce.
- Analysis using UoM work functions and further coding of our data will be needed to identify any pattern of gendered segregation in our workforce.

Notes on data

- The **2021 Gender Equality Survey** had 1566 completed responses (11% response rate) across continuing, fixed-term and casual staff. Designed by the Commission for Gender Equality in the Public Sector, it comprised 82 questions covering 10 areas of employee experience and staff demographics.
- Workforce data** was sourced from Themis, TrainMe and Chancellery HR and included all continuing, fixed-term and casual staff. The reporting period was 1 April 2020 to 31 March 2021, with casual staff data as at 31 March 2021.

Figure #	Description	Data required for:		Data source
		GEAP	Public Data Insights Tool	
1.1	Overall gender composition of the workforce (pie chart) and by employment basis (table) - headcount	✓	✓	Themis
1.2	Gender Equality Survey respondents by gender (pie chart) and employee experience data by gender - positive culture (table)	✓		2021 Gender Equality Survey
2.1	Gender composition of University Council and University Executive	✓		https://about.unimelb.edu.au/leadership/chancellor/university-council https://about.unimelb.edu.au/strategy/governance/peak-bodies-structures/university-executive/terms-of-reference
3.1	Overall University gender pay gap - Median	✓	✓	Themis
3.2	Overall University gender pay gap - Mean		✓	Themis
4.1	Number of formal complaints received and resolved in the workplace	✓		Workplace Relations, Chancellery
4.2	Percentage of survey respondents in the organisation who experienced sexual harassment by gender	✓	✓	2021 Gender Equality Survey
4.3	Employee experience data by gender - negative behaviours	✓		2021 Gender Equality Survey
5.1	Recruitment and promotion opportunities and staff exits by gender		✓	Themis and TrainMe
5.2	Employee experience data by gender - Recruitment and promotions	✓		2021 Gender Equality Survey
6.1	Parental leave uptake by gender	✓	✓	Themis
6.2	Employee experience data by gender - Leave and flexibility	✓		2021 Gender Equality Survey
7.1	Occupation classification by gender (ANZSCO coding)	✓	✓	Themis



Appendix 1: Gender Equality Survey Outcomes



Summary of findings – Gender Equality Survey

A Gender Equality Survey was conducted to comply with the *Gender Equality Act 2020* (Vic.). A third-party provider, Voice Project, administered the survey from 18 June to 5 July 2021. 1566 completed responses were received, an **overall response rate of 11%*** across continuing, fixed-term and casual staff.

The survey was designed by the Commission for Gender Equality in the Public Sector and comprised 82 questions covering 10 areas of employee experience (diversity, inclusion, and negative behaviours) and staff demographics.

Key findings from the survey include:

Diversity and inclusion

- 66% of total survey respondents had a favourable perception of diversity and inclusion within the University.
- The survey indicated that experience within workgroups and supervisor/manager leadership are key strengths for the University.
- Questions related to ‘flexibility & success’ and ‘learning & development’ recorded the poorest outcomes.

Negative behaviours

- 36% of respondents report witnessing negative behaviours in the last 12 months.
- 572 responses reported experiences of bullying, discrimination and sexual harassment in the last 12 months.
- Most respondents who experienced negative behaviour did not make a formal report. More women than men received advice not to submit a formal complaint.

**The UoM response rate is comparable across the Victorian higher education sector. Other universities recorded response rates from 6% (523 responses) to 28% (704 responses). Representing more than 1500 staff, the survey provides important insights into employee perceptions and experience of gender equality within the University. Efforts to increase engagement in future surveys will strengthen the evidence base that informs the development and refinement of the GEAP over time.*



Overall survey findings

- **66% of total survey respondents had a favourable perception of diversity and inclusion within the University** (Table 1)
 - The experience varies between genders. Men reported the highest satisfaction rates (74%). Non-binary and gender diverse staff ('I use a different term') reported the lowest satisfaction rates (50% and 37% respectively).
 - The question, 'gender is not a barrier to my success', recorded the biggest difference between genders, with a 24-percentage point gap between the experience of men and women/non-binary/gender diverse staff.
 - Women in professional roles had a slightly more favourable perception of diversity and inclusion compared with women in academic roles (67% vs 62%)
- **1566 responses were recorded**, of which 61% were women and 27% were men – this indicates a lower rate of survey participation by male staff compared with our overall staff population (42%).

Table 1. Overview of D&I perception and response rate by gender

	Overall UoM	Woman	Man	Non-binary	I use a different term	Prefer not to say	Not Selected
Number of responses	1566	963	430	28	12	59	74
Diversity & Inclusion	66%	64%	74%	50%	37%	69%	60%
<i>Difference compared to Overall UoM</i>		-2%	8%	-16%	-29%	3%	-6%

Analysis by theme – Diversity and inclusion

Men reported more favourable outcomes across the board, and gender diverse staff reported the worst experience overall.
This is a similar trend as that reported in the *2019 Diversity & Inclusion Staff Survey*.

Table 2. Survey outcomes by theme, gender and academic/professional staff group

Key Area	Overall UoM	Women	Men	Non-binary	I use a different term	Academic	Professional
<i>Number of responses</i>	1566	963	430	28	12	706	551
Overall experience	66%	64%	74%	50%	38%	66%	68%
Workgroup support	79%	78%	83%	68%	55%	78%	82%
Manager leadership	76%	73%	82%	70%	83%	75%	78%
Supporting equality	72%	70%	77%	70%	50%	72%	73%
Respect	70%	67%	76%	64%	50%	71%	70%
Culture and safety	68%	66%	74%	64%	44%	67%	70%
Workplace flexibility	68%	65%	75%	67%	50%	70%	65%
Senior leaders	60%	56%	72%	61%	42%	62%	61%
Learning & development	51%	48%	59%	54%	39%	57%	45%
Flexibility & success	51%	45%	63%	45%	36%	50%	52%

Interpreting the data: Traffic light colours indicate the extent of % favourable responses. More green indicates more favourable/positive responses and more red indicates more unfavourable/negative responses.

Note: ‘Prefer not to say’ and ‘not selected’ responses are excluded from this table.



Analysis by theme – Diversity and inclusion

- **The survey indicated that experience within workgroups and supervisor/manager leadership are key strengths for the University** (Table 2). Responses more than 80% favourable included:
 - My immediate supervisor/manager genuinely supports equality between genders (82%)
 - My immediate supervisor/manager works effectively with people from diverse backgrounds (80%)
 - People in my workgroup often reject others for being different (20%)
- **Questions related to ‘flexibility & success’ and ‘learning & development’ recorded the poorest outcomes.** Responses less than 50% favourable included:
 - I feel I have an equal chance at promotion in my organisation (42%)
 - Having caring/family responsibilities is not a barrier to success in my organisation (48%/49%)
 - My organisation makes fair recruitment and promotion decisions, based on merit (49%)
- **The experience of academic and professional staff was largely comparable.** But professional staff’s perception of learning and development opportunities was significantly lower than for academic staff (by 12 percentage points).



Negative behaviours – Witnessed

- **36% of respondents report witnessing negative behaviours in the last 12 months.** Those who did reported witnessing 861 incidents of bullying, discrimination, violence or sexual harassment (Table 3.1).
 - 415 respondents reported witnessing bullying, 284 discrimination, 90 violence or aggression and 72 sexual harassment.
- When staff witnessed negative behaviours, the majority spoke to the person subjected to the behaviour or told a manager or colleague (Table 3.2)
 - Women were more likely to raise concerns or take action through informal or formal reporting processes (91% women acted vs 83% men).

Tables 3.1 & 3.2. Negative behaviours witnessed and follow up actions taken

During the last 12 months, have you witnessed any of the following negative behaviours at work?	Overall UoM	
	%	#
Bullying of a colleague	27%	415
Discrimination against a colleague	19%	284
Sexual harassment of a colleague	5%	72
Violence or aggression against a colleague	6%	90
No, I have not witnessed any of the situations above	64%	980

When you witnessed these behaviour(s), did you do any of the following?	Overall UoM	Women	Men
Took no action	11%	9%	17%
Spoke to the person(s) who experienced the behaviour	65%	67%	64%
Spoke to the person(s) who behaved in a negative way	23%	24%	14%
Told the person(s) the behaviour was not OK	20%	21%	16%
Told a colleague	35%	37%	30%
Told a manager	41%	42%	40%
Told Human Resources	19%	21%	12%
Submitted a formal complaint	5%	5%	6%
Other	9%	7%	13%

Note: Tables 3.1 and 3.2 are multi-select questions (respondents can select all options that apply). Gender diverse survey respondents are excluded due to low responses (n < 30)

Negative behaviours – Experienced and reported

More women experienced negative behaviours compared with men (449 vs 123). On average, 1 in 6 women vs 1 in 10 men reported experiences of bullying, discrimination or sexual harassment.

Table 4. Negative behaviours experienced and formally reported by gender

Negative behaviour	Experience by gender				Top 3 types of behaviour experienced		Formal complaint	
	Women		Men		Women	Men	Women	Men
	#	%	#	%				
Bullying	173	18%	43	10%	Incivility (77%)	Incivility (76%)	8%	2%
					Exclusion or isolation (50%)	Exclusion or isolation (50%)		
					Withholding essential information (42%)	Intimidation or threats (39%)		
Discrimination	134	14%	43	10%	Denied opportunities for promotion (38%)	Denied opportunities for promotion (53%)	4%	5%
					Denied flexible work arrangements (24%)	Denied flexible work arrangements (16%)		
					Denied opportunities for training (22%)	Denied opportunities for training (16%)		
Sexual Harassment	143	15%	38	9%	Intrusive questions about my private life (9%)	Intrusive questions about my private life (6%)	4%	3%
					Sexually suggestive comments (7%)	Sexually suggestive comments (3%)		
					Inappropriate physical contact (3%)	Inappropriate physical contact (1%)		
Total	449		123					

Note: Gender diverse survey respondents are excluded due to low responses ($n < 30$)



Negative behaviours – Experienced and reported

- **572 responses reported experiences of bullying, discrimination and sexual harassment in the last 12 months** (Table 4).
 - **More women than men experienced negative behaviours (449 vs 123)**. On average, this was reported by 1 in 6 women and 1 in 10 men.
 - The most frequently reported examples of negative behaviour were ‘incivility’, ‘denied opportunities for promotion’ and ‘exclusion or isolation’.
- **Most respondents who experienced negative behaviour did not formally report it**
 - **On average, 5% submitted a formal complaint**. Proportionally, more women reported bullying compared to men (8% vs 2%); whereas more men reported discrimination (5% vs 4%).
 - **More women than men received advice not to submit a formal complaint** (12% women vs 8% men).
 - Most respondents who reported experiencing bullying, discrimination or sexual harassment did not report the incident because they believed: it would have negative consequences for their reputation or career, the incident wasn’t serious enough, or that raising a complaint would not make a difference.
- **Two themes dominated responses to the question, ‘What is the most important thing your organisation could do to create a more inclusive and respectful workplace’**
 - Analysis of the free text responses indicated > 30% of comments focused on increasing the safety and transparency of University responses to inappropriate behaviour and building a more respectful organisational culture.



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