

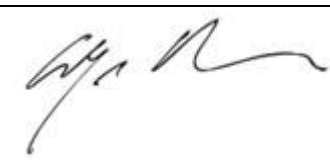
Cover page

Organisation name (required)	The University of Melbourne
Total number of employees (and full-time equivalent FTE), as at 30 June 2025	Total employees: 16,672 Total FTE: 11,887
Response rate to employee experience survey (Commission mandated survey, internally referred to as the Equity Matters Survey)	959 responses, 5.75% response rate In 2025, the University also ran a separate Employee Experience Survey, with a 48% response rate (6,661 of 13,785 ongoing and fixed-term staff, casual staff not included). Equivalent questions on perceptions of recruitment, promotion and flexible work show broadly consistent results across the two surveys.
Contextual information	The University of Melbourne is a public research institution which supports over 50,000 students and employs over 16,000 staff. The University has nine faculties. Faculties are the primary academic bodies of the University, often comprising multiple schools, academic departments, centres or institutes. Parkville is the main and original campus, with an additional six specialist campuses located throughout Greater Melbourne and regional Victoria, and three innovation precincts in Melbourne's central business district.
Location (metropolitan, regional or rural. If other, please specify)	Primarily metropolitan (Parkville, Burnley, Southbank and Werribee) with regional and rural campuses (Dookie, Creswick and Shepparton)

Attestation by head of organisation (required)

I confirm that:

- ☒ I am the head of organisation (CEO or equivalent).
- ☒ I have reviewed and approved the submission of this progress report on behalf of my organisation (as named above). I attest to providing truthful and accurate information.
- ☒ I attest that my organisation has completed all relevant gender impact assessments under the Gender Equality Act 2020, or I have explained why not in the comment box below.

Any comments?	The University of Melbourne operates in a context that differs in key respects from the Victorian Public Sector. As a higher education institution, our 'public' is primarily our student community, and gender impact assessments are conducted with students in mind. Gender impact assessments have been integrated into policy review process together with other diversity and inclusion considerations. We are seeking to more formally embed gender as part of our risk assessment and approval processes. We also have a dual workforce of academic and professional staff, each with distinct employment conditions, career structures, and gender equality considerations. Where additional metrics have been included, this reflects these institutional differences while remaining fully consistent with the requirements and intent of the Gender Equality Act 2020.
Name	Professor Glyn Davis AC
Role title	Interim Vice-Chancellor
Signed	
Date	11 May 2026

Step 1: Reporting on gender impact assessments (GIAs)

Section 1.1 Confirming GIA exemptions (required)

If you have not listed any GIAs, please choose one or more permitted reason:

- ☐ Reporting on the GIA(s) would make the progress report an exempt document. This is within the meaning of the Freedom of Information Act 1982.
- ☐ Reporting on the GIA(s) would result in a disclosure prohibited by a different Act.
- ☐ Reporting on the GIA(s) would reveal confidential information.
- ☐ Your organisation had no policies, programs or services requiring a GIA. This is under the parameters of the Gender Equality Act 2020.
- ☒ None of these apply (go to 1.2).

Section 1.2 Describing policies, programs and services subject to a GIA (required and recommended)

Ref #	A: Title (required)	B: Subject (required)	C: Description of the policy, program or service (required)	D: Status (required)	E: Description of gendered impacts (recommended)
1.	Graduate Research Training Policy	Policy	The Graduate Research Training Policy impacts graduate students and prospective graduate students . The objective of this policy is to prescribe the University's principles and academic standards governing graduate research training. The policy clearly defines what is, and what/who isn't included, e.g. Higher Degrees and PhDs by Publications and signposts the relevant policies for those out of scope of this policy.	Up for review	Students will be impacted, interact, and experience this policy in different and distinct ways, some of which will reflect their lived experience of sex and gender. These experiences will be informed by the intersections of their other social identities, belongings, histories etc. For example, what it means to be a 'student' and the supervisor/student relationship has distinct cultural and institutional histories and are therefore likely to be differently approached by both students and supervisors. It is highly likely that students with different sex/gender identities and attributes will have many of the same interactions with this policy, but that they too are likely also seek information that is distinct. For example, students seeking information on managing their candidature while experiencing domestic violence, pregnancy, miscarriage, and so on, will bring questions to the policy that reflect their lived experience.
2.	Alcohol Policy	Policy	The Alcohol Policy establish expectations of employees, students, supervisors, event managers, independent contractors, honoraries and visiting fellows, visitors and club members with respect to the service and consumption of alcohol while on University premises, performing duties for the University or representing the University.	Up for review	This policy applies to all members of the University community including students. The key objective of the policy is to ensure a safe working, learning and recreational environment which minimises alcohol-related harm to individuals and behaviour that may cause harm to other people or property. The GIA recognised the gendered differences in who drinks at risky levels, and who experiences harm or violence, suggest that this policy and its implementation will impact women, men and gender diverse in different ways.
3.	Health and Safety Policy	Policy	The Health and Safety Policy defines the University's commitment to providing a safe and healthy working and learning environment. The policy applies to employees, students, contractors and other personnel at locations under the management or control of the University.	Up for review	The policy applied to all members of the University community including students. Due to the social context, expected gender norms, roles and responsibilities, this policy could impact people of different genders in different ways.
4.	Smoke-Free and Tobacco-Free Campus Policy	Policy	The Smoke-Free and Tobacco-Free Campus Policy commits to providing a campus environment free of environmental tobacco smoke and vapour for all employees, students, contractors, honoraries and visitors. The policy outlines: Students persistently breaching the Smoke-Free and Tobacco-Free Campuses Policy may be subject to action under the Student Conduct Policy (MPF1324).	Up for review	The policy will impact students by providing a smoke free campus and consequences if students persistently breach the policy. There are some suggested differences on which genders are more likely to smoke, however it is unlikely the application of the policy will impact people of different genders in different ways.

Section 1.3 Describing actions taken as a result of a GIA (required and recommended)

Ref #	F: Were actions taken as a result of the GIA? (required)	G: Describe the actions taken as a result of the GIA in order to: - Meet the needs of people of different genders; and/or - Promote gender equality; and/or - Address gender inequality. If you did not take action, write N/A here and explain why in (H). (required)	H: If you did not take action, explain why. If you did take action, describe it in (G) and write N/A here. (required)	I: Describe: How and why intersectionality was considered (or not) (required)	J: Describe any actions taken specifically designed to address intersectional inequalities (compounded gender inequalities)? (recommended)
1.	No (go to column H)	NA	The consultation and development for this policy had already considered the diversity of students impacted by the policy.	N/A	N/A
2.	Yes (go to column G)	Through the impact assessment several clauses within the policy were updated to ensure clearer responsibility of head of organisation units and event managers to ensure a risk assessment is completed for activities including the consumption or service of alcohol. A clause was included for event managers on harm minimisation “g) ensuring reasonable steps are taken to prevent or reduce harm, when an alcohol-impaired person poses a risk to their own health and safety or that of others.” The Sexual Misconduct Prevention and Response Policy is explicitly referenced. “Where alcohol is consumed at a University event, the University requires all: a) employees to conduct themselves in accordance with the requirements of the Appropriate Workplace Behaviour Policy (MPF1328) and the Sexual Misconduct Prevention and Response Policy (MPF1359) b) students to conduct themselves in accordance with the requirements of the Student Conduct Policy (MPF1324) and the Sexual Misconduct Prevention and Response Policy (MPF1359)”	N/A	The policy outlines “The University aims to: a) ensure a safe working, learning and recreational environment via primary prevention and harm minimisation approaches aimed at minimising alcohol-related harm to individuals and behaviour that may cause harm to other people or property b) permit the responsible use of alcohol in an environment that is free of inducement and social pressure to consume alcohol However the policy does not explicitly consider how overlapping forms of discrimination or marginalisation may impact an individuals’ interaction with this policy.	N/A
3.	Yes (go to column G)	There were minor changes to several clauses in the policy to better reflect health and safety from a student perspective, including explicitly stating learning environments in addition to working environments. During the GIA process it was identified the policy is broad in nature and gendered impacts need to be assessed at an implementation level.	N/A	Intersectionality was considered as part of the GIA but no actions were taken as a result.	N/A
4.	No (go to column H)	N/A	The policy was not identified to have gendered impacts that need to be addressed.	N/A	N/A

Step 2: Reporting on progress against the indicators

Section 2.1 Describing progress against the workplace gender equality indicators (required and recommended)

K: Indicator *	L: Progress data (required)	M: Additional progress data (recommended)	N: Has progress been made? (required)	O: Explain how the data does (or does not) demonstrate progress. (required)
1.	<u>Gender composition of all levels of the workforce</u> Critical performance measures <i>Gender composition of the duty holder organisation:</i> 2023: Women 59.1%, men 40.3%, self-described gender 0.6% 2025: Women 59.8%, men 39.4%, self-described gender 0.8% <i>Gender composition of part time workers in the duty holder organisation:</i> 2023: Women 27%, men 15.0%, self-described gender 26.3% 2025: Women 27.1%, men 16.7%, self-described gender 36.4% <i>Gender composition of senior leaders in the duty holder organisation:</i> 2023: Women 59.1%, men 40.9%, self-described gender 0.0% 2025: Women 63.5%, men 36.3%, self-described gender 0.2%	<i>Gender compositions of academic workforce</i> 2025: Women 55%, men 44%, self-described 1% <i>Gender composition academic level D 2025:</i> Women 47%, men 53%, self described 0% <i>Gender composition academic level E 2025:</i> Women 40%, men 60%, self described 0% <i>Gender composition of professional workforce</i> 2025: Women 67%, men 32% and self-described gender 1% <i>Gender composition UoM levels Hew 10, Senior Manager 1 & 2</i> 2025: Women 59%, men 41%, self-described 0%	Yes	Overall, there has been progress on gender composition of all levels of workforce. In relation to the Commission's critical performance measures there have not been significant changes to the gender composition of the organisation. Between 2023 and 2025, the proportion of our employees in each gender group was as follows: - for women, increased from 59.1% to 59.8% - for men, decreased from 40.3% to 39.4% - for people of self-described gender, increased from 0.6% to 0.8% The proportion of staff working part-time should continue to be monitored. Women and gender diverse staff are more likely to work part-time than men. The proportion of gender diverse employees working part-time has increased by 10%. Between 2023 and 2025, the proportion of employees working part time was as follows: - for women, increased from 27.0% to 27.1% - for men, increased from 15.0% to 16.7% - for people of self-described gender, increased from 26.3% to 36.4% Using the Commission's definition of 'Senior Leaders' the composition of senior leaders reflects the overall composition of the organisation. Between 2023 and 2025, the proportion of senior leaders for each gender group was as follows: - for women, increased from 59.1% to 63.5% - for men, decreased from 40.9% to 36.3% - for people of self-described gender, increased from 0.0% to 0.2% To further understand and improve the gender composition of the workforce at all levels, the University considers the composition of professional and academic staff across defined University of Melbourne levels. Overall, the University employs more women than men in professional roles (67%). Women represent 55% of the total academic workforce yet hold 40% of Level E roles. The University has made significant progress in increasing the proportion of women in senior academic roles and has set a target of 45% of women at Level E. Improved collection and analysis of further demographic data to support intersectional analysis of gender composition at all levels will be included in the next iteration of the GEAP.

2.	<u>Gender composition of the governing body</u> Critical performance measures <i>Gender composition of the duty holder organisation's governing body:</i> • 2023: Women 46.2%, men 53.8%, self-described gender 0.0% • 2025: Women 45.5%, men 54.5%, self-described gender 0.0%		Yes	The overall gender composition of the governing body has remained relatively unchanged since 2021. It is important to note that there are two elected members of the Council, four government appointed members, and four Council appointed members in addition to the three official members, namely the Chancellor, Vice-Chancellor, and President of Academic Board. Between 2023 and 2025, the proportion of our board members for each gender group was as follows: - for women, decreased from 46.2% to 45.5% - for men, increased from 53.8% to 54.5% - for people of self-described gender, stayed the same at 0.0% The gender composition of the governing body will continue to be monitored, with a focus on other aspects of diversity to ensure it reflects the community it serves.
3	<u>Equal pay</u> Critical performance measures <i>Mean total remuneration gender pay gap by occupation group:</i> • 2023: Women 11.1%, self-described gender 26.7% • 2025: Women 9.5%, self-described gender 22.8% <i>Mean total remuneration senior leader gender pay gap:</i> • 2023: Women 14.4%, self-described NA • 2025: Women 10.8%, self-described 25.5% Supplementary measures <i>Mean base salary pay gap:</i> • 2023: Women 10.0%, self-described gender 23.6% • 2025: Women 8.3%, self-described gender 20.5% <i>Median total remuneration pay gap:</i> • 2023: Women 5.3%, self-described gender 13.2% • 2025: Women 5.5%, self-described gender 16.1% <i>Median base salary pay gap:</i> • 2023: Women 6.3%, self-described gender 8.5% • 2025: Women 5.1%, self-described gender 10.1%	<i>Mean total remuneration gender pay gap for women in part-time ongoing contracts.</i> • 2023: Women 22.1% • 2025: Women 13.5%	Yes	Overall, there has been progress towards equal pay, with a decrease in pay gap for women and people of self-described genders across critical performance measures and most supplementary measures. In the 2021 workplace audit, the areas of most concern regarding equal remuneration were the pay gap for women on part-time ongoing contracts and for people of self-described gender who had a consistently higher pay gap than women at each employee basis and level. - The 2025 workplace audit indicates the mean total remuneration pay gap for women on part-time ongoing contracts is 13.5%, a 12%-point decrease from 25.5% in 2021. - For people of self-described genders there has been a decrease in mean pay gap (base and total remuneration), however a small increase in median pay gap (base and total remuneration). Ongoing and increased efforts are required to achieve pay parity. Further targeted pay gap actions will be outlined in the Gender Equality Action Plan.

4	<u>Sexual harassment in the workplace</u> Critical performance measures Anonymous experience rate of sexual harassment: • 2023: Women 11.4%, men 7.6% and self-described genders 37.9% • 2025: Women 8.4%, men 3.7% and self-described genders 16.7% Number of formal reports of sexual harassment: • 2023: From women 6, men unavailable, self-described genders 2, mixed gender groups or prefer not to say 2 • 2025: From women 5, men 2, self-described genders unavailable, mixed groups or prefer not to say 4 Supplementary measures Participants who said they reported sexual harassment: • 2023: Women 2.2%, men 4.2%, self-described genders 9.1% • 2025: Women 1.9%, men 10%, self-described genders 0% Reasons for not making a formal sexual harassment complaint: Across women, men and people of self-described genders the main reasons for not making a formal complaint in both 2023 and 2025 were concerns related to negative consequences for their reputation and career. Not thinking a complaint would make a difference was also high. Satisfaction with handling of workplace sexual harassment complaint: • 2023: Women 20%, men 0%, self-described genders 0% • 2025: Women 0%, men 28.6%, self-described genders 0% Satisfaction with handling of formal workplace sexual harassment complaint: • 2023: Data not available • 2025: Data not available		Yes	In evaluating sexual misconduct in the workplace using the Commission's critical performance measures, the University aims to reduce the anonymous experience rate of sexual harassment but increase the number of formal complaints. As our data suggests formal complaints numbers reflect under-reporting rather than number of incidents. Between 2023 and 2025, the proportion of respondents indicating that they experienced sexual harassment was as follows, noting a relatively small sample size captured through this survey: - for women, decreased from 11.4% to 8.4% - for men, decreased from 7.6% to 3.7% - for people of self-described gender, decreased from 37.9% to 16.7% Between 2023 and 2025, the number of formal reports of sexual harassment from employees or groups of employees was as follows: - for women, decreased from 6 to 5 - for men, 2 in 2025 and data was unavailable in 2023 - for people of self-described gender, 2 in 2023 and data was unavailable in 2025 - for other (mixed gender or prefer not to say), increased from 2 to 4 Between 2023 and 2025, the proportion of respondents who said they reported sexual harassment was as follows: - for women, decreased from 2.2% to 1.9% - for men, increased from 4.2% to 10.0% - for people of self-described gender, decreased from 9.1% to 0.0% Between 2023 and 2025, the proportion of respondents or groups of respondents who made a sexual harassment complaint, satisfaction with how the complaint was handled in each gender group was as follows – noting that the number of survey respondents who made a formal complaint was less than 5 in total: - for women, decreased from 20.0% to 4.3% - for men, increased from 0.0% to 28.6% - for people of self-described gender, stayed the same at 0.0% Data related to satisfaction with how a complaint is handled has decreased for women but increased for men. It is important to note that less than five survey respondents who had made a formal complaint. Low numbers can partially explain the large fluctuation in percentages year on year. Improving the process for complainants was a key priority of the last GEAP and remains so as the University implements its Whole of Organisation Prevention and Response to Gender Based Violence Plan.
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5	<u>Recruitment and promotion practices</u> Critical performance measures <i>Gender composition of recruited employees:</i> • 2023: Women 64.3%, men 35.2%, self-described genders 0.5% • 2025: Women 59.9%, men 38.8%, self-described genders 1.2% <i>Gender composition of employees who were promoted:</i> • 2023: Women 64.4%, men 35.1%, self-described genders 0.5% • 2025: Women 63.9%, men 35.4%, self-described genders 0.7% <i>Perceptions of recruitment, by gender:</i> • 2023: Women 58.1%, men 62.7%, self-described genders 44.4% • 2025: Women 51.4%, men 53.1%, self-described genders 44.4% <i>Perceptions of promotion, by gender:</i> • 2023: Women 42.2%, men 49%, self-described genders 23.8% • 2025: Women 37.7%, men 45.7%, self-described genders 17.6%		Yes	Recruitment The gender composition of recruited staff has relatively remained stable and reflects the overall composition of the workforce. Between 2023 and 2025, the proportion of new recruits for each gender group was as follows: - for women, decreased from 64.3% to 59.9% - for men, increased from 35.2% to 38.8% - for people of self-described gender, increased from 0.5% to 1.2%. Although there is a higher proportion of women being recruited across the University overall, targeted action continues in faculties where women are underrepresented in academic roles. This has included women identified positions for a small number of roles to address gender segregation and gender composition. It is positive to see the small increase to the proportion of people with self-described genders recruited, (0.5% in 2023 and 1.2% in 2025). The recruitment and attraction of staff with self-described genders in an area to be continued to be monitored. In the 2025 Employee Experience data, perceptions of recruitment as fair have decreased slightly for women and men and remained stable for people of self-described genders. Promotion The proportion of promotions that went to each gender has also remained stable and reflects the overall gender composition of the workforce. Between 2023 and 2025, the proportion of promotions that went to each gender group was as follows: - for women, decreased from 64.4% to 63.9% - for men, increased from 35.1% to 35.4% - for people of self-described gender, increased from 0.5% to 0.7% Targeted activities related to the promotion of women into senior academic roles have been delivered including mentoring and a review of promotion processes. These activities have been demonstrated as successful in increasing promotion rates and the gender composition of women in senior academic roles. Between 2023 and 2025, the proportion of respondents who agreed that promotion processes at our organisation are fair was as follows: - for women, decreased from 42.2% to 37.7% - for men, decreased from 49.0% to 45.7% - for people of self-described gender, decreased from 23.8% to 17.6% Perceptions of promotion fairness will continue to be monitored, with the notably lower levels of agreement among people of self-described gender informing actions across the GEAP and LGBTIQA+ Action Plan. Similarly to gender composition by level, the collection and analysis of broader demographic data to support intersectional analysis of promotion and recruitment is a priority in the next Gender Equality Action Plan.
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6	<u>Leave and flexible work arrangements</u> Critical performance measures <i>Average weeks of parental leave, by gender:</i> • 2023: Women 18.8, men 6.9, self-described genders data unavailable • 2025: Women 27, men 14.7, self-described genders 5.4 <i>Uptake of flexible work, by gender:</i> • 2023: Data not available • 2025: Women 6.3%, men 3.4%, self-described genders 3.7% <i>Perceptions of flexible work culture, by gender:</i> • 2023: Women 75.6%, men 78.8%, self-described genders 44.8% • 2025: Women 77.4%, men 78.1%, self-described genders 72.2% Supplementary measures <i>Gender composition of parental leave takers:</i> • 2023: Women 67.3%, men 32.7%, self-described genders data unavailable. • 2025: Women 73.6%, men 25.9%, self-described genders 0.5% <i>Proportion of employees who took carer's leave:</i> • 2023: Women 22.4%, men 15.3% and self-described genders 13.2% • 2025: Women 29.6%, men 21.2% and self-described genders 16.4%		Yes	Parent & Carers Leave Against the critical performance measure, average weeks of parental leave taken by each gender, there have been improvements since 2023, with all genders increasing average weeks of leave taken. Between 2023 and 2025, the average number of weeks of parental leave taken by each gender group was as follows: - for women, increased from 18.8 to 27.0 - for men, increased from 6.9 to 14.8 - for people of self-described gender, 5.4 in 2025 and data was unavailable in 2023 However, the gender composition of parental leave takers, has shown a decrease in men compared to women as leave takers. This will be continued to be monitor. The proportion of employees taking carer's leave has increased overall, however women are still a higher proportion of leave takers than men, this should be continued to be monitored. Flexible work Between 2023 and 2025, the proportion of respondents who believed that requests for flexible work arrangements would be given due consideration at our organisation was as follows: - for women, increased from 75.6% to 77.4% - for men, decreased from 78.8% to 78.1% - for people of self-described gender, increased from 44.8% to 72.2% The increase in positive perceptions to flexible work culture for people of self-described genders is a positive shift, however % level of agreement is still slightly lower than the organisation average. The University has a Flexible Work Arrangements Policy and Procedure which outlines applications of flexible work arrangements, job share, home-based work and arrangements for parents and carers. The proportion of employees on a formal flexible work arrangement was sourced from requests for formal work arrangements during the reporting period, and it is not reflective of all staff on formal flexible work arrangements. Improving data collection and analysis for formal and informal flexible work arrangements will be included in the next GEAP.
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7	Critical performance measures <i>Occupational gender segregation:</i> 2023: 1- Managers: Women 61.9%, Men 38.1%, Self-Described data U/A 2 – Professionals: Women 56.3%, Men 43.1%, Self-Described 0.5% 3 – Technicians and Trade Workers: Women 51.6%, Men 47.6%, Self-Described 0.8% 4 – Community and Personal Service Workers: Women 40.0%, Men 60.0%, Self-Described data U/A 5 – Clerical and Administrative Workers: Women 72.9%, Men 26.0%, Self-Described 1.1% 6 – Sales Workers: Women 8.3%, Men 83.3%, Self-Described 8.3% 7 – Machinery Operations and Drivers: Women data U/A, Men data U/A, Self-Described data U/A 8 – Labourers: Women data 50%, Men data 50%, Self-Described data U/A 2025: 1- Managers: Women 65.0%, Men 34.8%, Self-Described 0.2% 2 – Professionals: Women 58.2%, Men 41.0%, Self-Described 0.8% 3 – Technicians and Trade Workers: Women 47.5%, Men 50.5%, Self-Described 2% 4 – Community and Personal Service Workers: Women 61.1%, Men 38.9%, Self-Described data U/A 5 – Clerical and Administrative Workers: Women 72.9%, Men 25.7%, Self-Described 1.3% 6 – Sales Workers: Women 70%, Men 30%, Self-Described data U/A 7 – Machinery Operations and Drivers: Women 100%, Men data U/A, Self-Described data U/A 8 – Labourers: Women data 50%, Men 50%, Self-Described data U/A		Yes	In the 2023 and 2025 audits most of the workforce are categorised as managers, professionals and clerical and administrative. In 2025, 3,378 women, 2,682 men and 47 people of self-described gender were categorised as ‘242111 University Lecturer.’ This does not reflect the diversity of occupations and disciplines within that category. Using the Jobs and Skills Australia Gender Segregation Intensity Scale (GSIS) most of the major occupation groups fall within a gender balanced intensity (less than 60%). Managers could be considered moderately female dominated with 65% women in 2025; this is partially attributed to more women in the professional workforce rather than the academic workforce. The ‘Clerical and administrative workers’ group is also moderately female dominated with 72% women in 2025. The data demonstrated a large shift in the gender composition with the ‘Sales worker’ group, however the number of roles within this group is less than 10. For internal analysis and external benchmarking, the University reviews the gender disaggregation within faculties, schools and work focus categories to understand and address gender segregation within the academic workforce.
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*Indicators (column K)

1. Gender composition of all levels of the workforce
2. Gender composition of the governing body
3. Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender
4. Sexual harassment in the workplace
5. Recruitment and promotion practices in the workplace
6. Availability and utilisation of terms, conditions and practices relating to: family violence leave, flexible working arrangements, and working arrangements supporting employees with family or caring responsibilities
7. Gendered segregation within the workplace

Section 2.2 Describing factors limiting and contributing to progress (required)

P: Indicator	Q: Did any of the factors listed below limit or contribute to your progress?* (required)	R: Explain how any factor(s) limited or contributed to your progress. If 'none' is selected, write N/A and move to (S) (required)	S: List the strategies implemented that contributed to or aligned with the indicator. (required)
1 Gender composition of all levels of the workforce	☐ None ☒ a ☐ b ☐ c ☐ d ☐ e ☐ f ☒ g	a. the size of the organisation, including the number of employees g. genuine attempts made by the organisation to make progress The size of the University and its number of employees can slow the rate of gender composition change. Despite the size of the University, genuine efforts to increase the proportion of women in senior academic roles have been effective and resulted in an increase of women in academic levels D and E.	1.8 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>). 1.13 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. 1.14 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.
2 Gender composition of the governing body	☐ None ☐ a ☒ b ☐ c ☐ d ☐ e ☐ f ☐ g	b. the nature and circumstances of the organisation, including any barriers to making progress The governing body (University Council) remains gender balanced. However, it is important to note that there are two elected members of the Council, four government appointed members, and four Council appointed members in addition to the three official members, namely the Chancellor, Vice-Chancellor, and President of Academic Board.	
3 Equal remuneration	☐ None ☒ a ☒ b ☒ c ☐ d ☐ e ☐ f	a. the size of the organisation, including the number of employees b. the nature and circumstances of the organisation, including any barriers to making progress c. requirements that apply to the organisation under any other Act, including an Act of the Commonwealth Similarly to gender composition the overall size of the organisation can prevent rapid changes to representation within upper pay quartiles. A key driver of the gender pay gap is the representation of women in senior academic roles. Although significant progress has been made in supporting women's career progression a higher number of men remain in senior roles with a low turnover rate.	4.1 Review and analyse parity (comparison of remuneration of genders across job classifications) for: (i) roles classified under the Enterprise Agreement; and (ii) Executive remuneration. Explore potential impact of occupational segregation at the University on pay parity. Develop and implement initiatives to close the gender pay gap including education programs and communication on the drivers and resolution of pay inequity. 4.2 Undertake regular reporting of pay parity analysis and share outcomes with the University community. 4.3 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.

	☐ g	Further alignment between the Workplace Gender Equality Act (Cth) 2012 and the Workforce Gender Audit requirements, including data definitions would support progress in this area.	
4 Sexual harassment in the workplace	☐ None ☐ a ☐ b ☒ c ☐ d ☐ e ☐ f ☐ g	c. requirements that apply to the organisation under any other Act, including an Act of the Commonwealth The National Higher Education Code to Prevent and Respond to Gender-based Violence 2025 has resulted in several changes to how the University address sexual harassment in the workplace. Although strengthen compliance to address gender-based violence in the higher education sector will further support progress, the University is working to ensure actions, reporting and approach meet the compliance of both the National Higher Education Code to Prevent and Respond to Gender-based Violence 2025 and the Gender Equality Act 2020.	3.1 Deliver Respect Education to the entire workforce (2022-2023). Evaluate effectiveness of the education program with a view to continuous improvement. 3.2 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. 3.3 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). 3.4 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. 3.5 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: • 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. 3.6 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. 3.7 Undertake regular reporting of complaints (number, nature and outcome) and share reports with the University community. 3.8 Continue to build capability of leaders, HR and all staff in responding to and addressing inappropriate workplace behaviours.
5 Recruitment and promotion practices	☐ None ☒ a ☒ b ☐ c ☐ d ☐ e ☐ f ☐ g	a. the size of the organisation, including the number of employees b. the nature and circumstances of the organisation, including any barriers to making progress The size of the organisation, and its complexity impact recruitment and promotion processes and how they are experienced. Due to these factors improving perceptions of recruitment and promotion will take time, despite improvements to policy and processes. At the University the promotion process and experiences vary greatly between academic and professional staff. Academic promotions have yearly promotion rounds where eligible academic staff may apply based on their sustained achievements. This is assessed by a promotion committee. Whereas for professional staff promotions are usually an internal recruitment process and result in a change of role.	1.1 Review all recruitment policies, procedures, supporting materials and practices through a diversity lens, and implement changes necessary to reflect leading practice in inclusive recruitment. 1.6 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). 1.8 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>).

			1.13 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. 1.14 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.
6 Leave and flexible work arrangements	☐ None ☐ a ☒ b ☐ c ☐ d ☐ e ☐ f ☐ g	b. the nature and circumstances of the organisation, including any barriers to making progress The University's Flexible Work Arrangements Policy and Procedure outlines applications of flexible work arrangements, job share, home-based work and arrangements for parents and carers. The policy describes the circumstances in which employees may request informal and formal flexible work arrangements and how requests will be assessed. The nature of the academic workforce may impact locations of work and hours of work. For both professional and academic staff supervisors are empowered at the local level to set the most appropriate arrangements for their staff, taking into consideration the needs of the individual, colleagues, the team and the University, amongst other factors. As such there are several informal flexible work arrangements that are not capture in the workforce audit data.	2.6 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).
7 Gendered segregation within the workplace	☐ None ☐ a ☒ b ☒ c ☐ d ☐ e ☐ f ☐ g	b. the nature and circumstances of the organisation, including any barriers to making progress c. requirements that apply to the organisation under any other Act, including an Act of the Commonwealth For the Workplace Gender Equality Agency, the University reports a four-digit occupation code compared to the six-digit code required under the Gender Equality Act 2020 (Vic). A large portion of the workforce is categorised as 242111 'University Lecturer' which does not reflect the diversity of occupations and disciplines within that category. Further work on defining and analysing gender segregation has been identified as a priority, including gender disaggregation within faculties, schools and work focus categories to understand and address gender segregation within the academic workforce. Some of this has already been completed as part of pay gap analysis and evaluation of promotion processes.	4.3 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.

*Factors (column Q):

- a. the size of the organisation, including the number of employees
- b. the nature and circumstances of the organisation, including any barriers to making progress
- c. requirements that apply to the organisation under any other Act, including an Act of the Commonwealth
- d. the organisation's resources
- e. the organisation's operational priorities and competing operational obligations
- f. the practicability and cost to the organisation of making progress; and
- g. genuine attempts made by the organisation to make progress.

Step 3: Reporting on GEAP strategies

Section 3.1 Explaining incomplete strategies (if any) (required)

Of the 34 actions in the GEAP, one action was cancelled and four actions were not commenced by the end of 2025. Ten actions remained in planning or early implementation. Progress on several actions was delayed due to the University’s transition to a new enterprise resourcing planning (ERP) system across 2024 and 2025. Actions dependent on data management, recruitment processes, or workforce planning were affected by this transition. The ERP is now operational, and these actions will be carried forward into the next GEAP. The enhanced functionality of the new system is expected to support more efficient implementation. Progress was also impacted by strategic changes during the GEAP period, including the introduction of a new People Strategy and structural changes within the Organisational Development portfolio. These changes affected actions relating to supervisor capability development and career pathway mapping for professional staff. Several actions that remained in planning or early implementation were aligned to, or dependent on, broader University projects and were therefore delayed ensuring alignment. Some actions involved ongoing continuous improvement or were articulated at a broad level.

Section 3.2 Describing achievements, challenges and learnings (recommended)

The key achievements of the GEAP 2022–2025 were updates to organisation-wide policies, targeted initiatives to improve gender composition in academic promotion, and actions to prevent and respond to sexual misconduct. - Targeted initiatives related to academic promotion, including process changes, a monitoring and evaluation dashboard, and mentoring and training to mitigate bias, have resulted in measurable improvements to promotion outcomes and the gender composition of senior academic levels. - As part of GEAP implementation, reviews were conducted of the Recruitment and Appointment Policy and the Flexible Work Policy, and a new Sexual Misconduct Prevention and Response Policy was developed. A key focus of the next GEAP will be supporting consistent implementation of these policy changes across the organisation. - Alongside the Sexual Misconduct Prevention and Response Policy, targeted actions were taken to improve complaints processes and build the capability of leaders and supervisors in responding to inappropriate workplace behaviour. An annual report covering the number, nature and outcomes of complaints has been established to build transparency and trust in complaints processes. A key learning from implementing the GEAP has been the importance of coordinating actions across the broader Diversity and Inclusion Strategy, including the LGBTIQA+ Inclusion, Disability Inclusion, Anti-Racism and Prevention of Gender-Based Violence plans. Going forward, actions that are intersectional or foundational across multiple plans will be implemented and reported on collectively.
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Section 3.3 Providing other updates on implementation (recommended)

In addition to the Gender Equality Act 2020 (Vic), several external compliance and accreditation frameworks influence the direction of gender equity work at the University of Melbourne. The University continues its Athena Swan pathway to Silver accreditation, which provides sector-specific benchmarking and requires reporting against workforce data relevant to higher education and research workforces. The University will also incorporate or reference new and emerging national requirements in the next GEAP, where appropriate. This includes the National Higher Education Code to Prevent and Respond to Gender-Based Violence 2025, as well as recent changes to the Workplace Gender Equality Act 2012 introducing gender equality targets. These external frameworks inform the scope, priorities and sequencing of gender equity actions and will continue to shape future planning and implementation.
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Section 3.4 Describing resourcing allocation (required)

Most of the strategies and measures within the GEAP are implemented by the Office of the Provost, with the Chief People Officer and Director (Diversity and Inclusion) accountable. Responsibility for actions related to research careers is jointly held by the Deputy Vice-Chancellor (People and Community) working closely with the Deputy Vice-Chancellor (Research). Under this broad leadership, implementation is allocated to roles within relevant areas to align with subject matter expertise and operational responsibility, for example review of HR policies is conducted by the HR Policy team. Subject matter expertise in relation to equity, diversity and inclusion is provided by the Diversity and Inclusion team. This includes a director, two associate directors, project managers and coordinators. A specialised project manager, gender equity commenced in 2023 with a focus on the GEAP, GIAs and the Athena Swan body of work. There is considerable overlap between the GEAP and Athena Swan actions, with an Athena Swan Taskforce and working groups focused on actions relating to attraction, retention, and career progression for academic staff. The Taskforce includes academic and professional staff. Overall, resourcing is sufficient to implement the strategies and measures.

Any other additions or comments (optional)

NA
