MONASH UNIVERSITY OVERVIEW

Institutional context
presented as part of SAGE
Cygnet Award application

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ACKNOWLEDGMENT OF COUNTRY

Monash University recognises that its Australian campuses are located on the unceded lands of the people of the Kulin Nations, and pays its respects to their Elders, past and present. We recognise that our four major Australian campuses - Clayton, Caulfield, Parkville and Peninsula - are located on the unceded lands of the people of the Kulin Nations, and pay our respects to their elders, past and present.

We are committed to fostering a society that recognises, respects and includes Indigenous peoples, cultures and knowledge by working with and celebrating Aboriginal and/or Torres Strait Islander peoples, cultures and knowledge, as well as Indigenous peoples of other places where Monash has a campus or major presence.

Monash University is committed to supporting and contributing to:

- The Uluru Statement from the Heart process for a First Nations Voice to the Commonwealth Parliament of Australia; and

- Treaty discussions in the state of Victoria and the Yoo-rrook Justice Commission.

1. INTRODUCTION

Our focus on gender equity and gender equality spans more than three decades and continues to be vital to our aspirations to make a positive impact on the global challenges of the age, with inclusion as one of the four strategic goals of the University's Impact 2030 strategic plan.

Monash University proudly joined the SAGE Athena SWAN in 2015. Athena SWAN has been incorporated into our Governance Structure, reporting into the Monash University Equity, Diversity and Inclusion Committee chaired by the Deputy Vice-Chancellor and Senior Vice-President (Education). To date, the Athena SWAN Committee has created change through new initiatives, changes of practice, and relevant policy amendments.

1.1 OVERVIEW OF INSTITUTION

Monash University is a modern, global, research-intensive university, delivering education and research excellence in Australia and across the world.

We are Australia's largest university with four Australian campuses, and also have a major global presence in Italy, Malaysia, India, Indonesia and China.

We create lasting global change by collaborating with universities, governments and industry through innovation and enterprise to advance new ideas and translate exciting technologies. Our strategic plan, Impact 2030, charts the path towards realising our purpose through research and education to address the challenges of the age – climate change, geopolitical security and thriving communities – for the betterment of present and future generations.

Our global reputation for education and research excellence ranks us in the world's top-50 universities in the 2022-23 US News and World Report Best Global Universities Rankings (37th) and the 2023 Times Higher Education World University Rankings (44th).


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1.2 GOVERNANCE

Monash University Council is the University's governing body, established by the Monash University Act 2009. It is chaired by the Chancellor, Mr Simon McKeon AO, and comprises 53% of women among members. The Council is specifically accountable to the relevant State and Commonwealth Ministries for the fulfilment of the University's role in the Australian community.

Our Senior Executive Team includes the Vice-Chancellor, Deputy Vice-Chancellors, Pro Vice-Chancellors, Executive Deans, Chief of Staff and Executive Directors.

FIGURE 1.
THE GOVERNANCE STRUCTURE AT MONASH UNIVERSITY
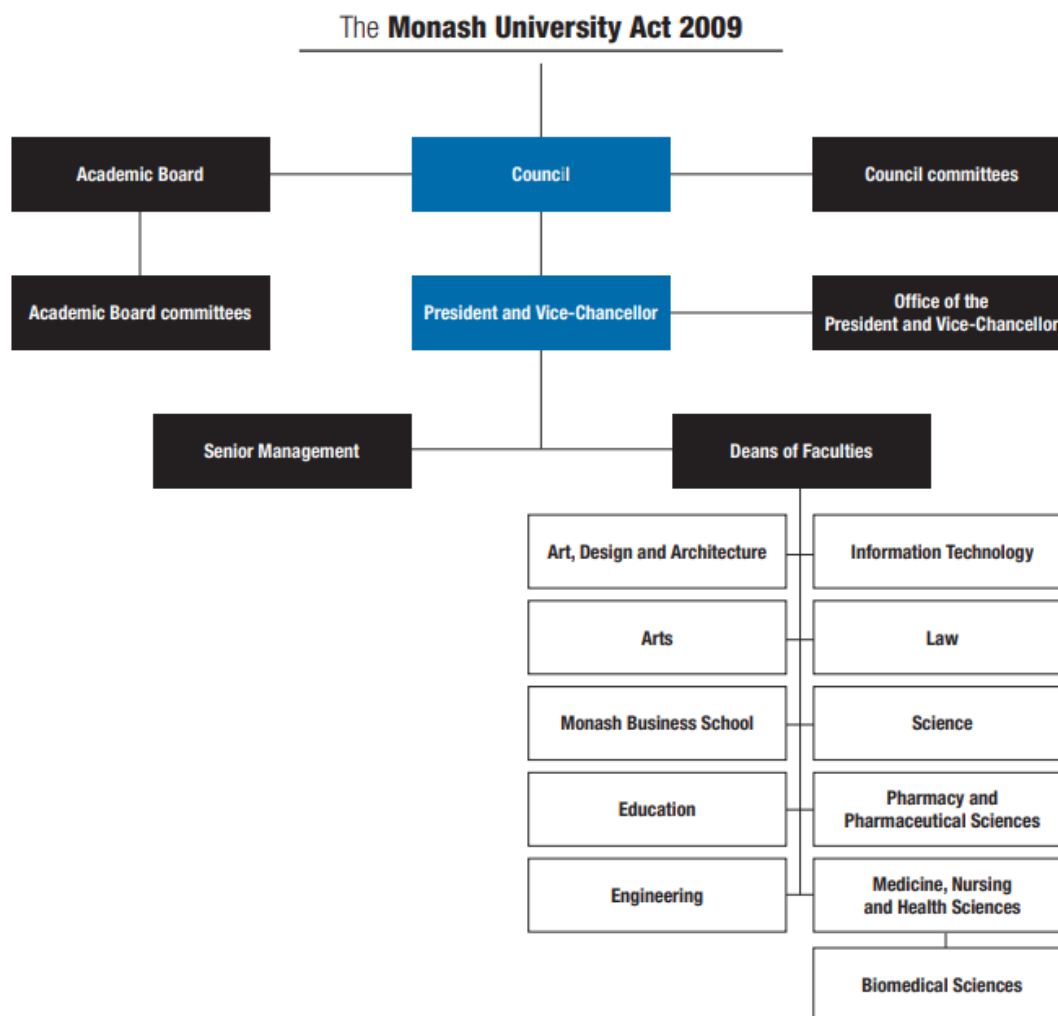
2. SIZE AND STRUCTURE

2.1 MONASH STAFF COHORT

Monash University employs more than 17,000 staff, split evenly between academic and professional staff. Women comprise 51.3% of academic staff and 63.6% of professional staff. Less than 1% of staff identify as non-binary/gender-diverse (see Figure 2).

Senior professional roles reached gender parity in 2020, while only 36% of senior academic roles (Associate Professors and Professors combined) are held by women.

The proportion of staff working part-time is 22%, with women comprising 74.5% of part-time workers.

Sixty per cent of all academic positions at Monash University are in STEMM disciplines, which are represented by the faculties of Engineering, Information Technology, Medicine, Nursing and Health Sciences, Pharmacy and Pharmaceutical Sciences, and Science.

FIGURE 2.
GENDER COMPOSITION OF STAFF AT MONASH UNIVERSITY
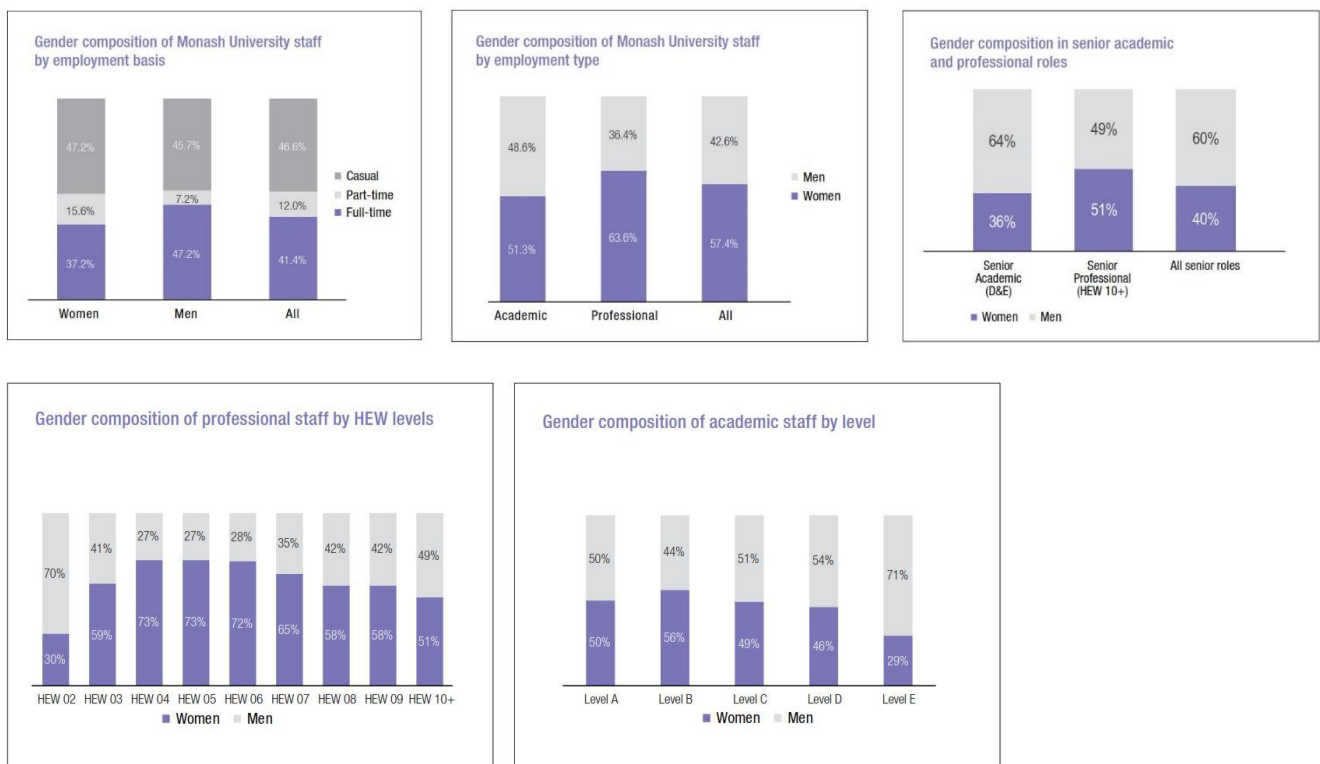
2.2 MONASH STUDENTS

Our Australian campuses are located in Clayton, Caulfield, Peninsula, Parkville and Melbourne CBD. We also have a presence in Malaysia, Indonesia, China, India and Italy.

In 2022, there were 85,924 student enrolments at Monash comprising 56% women, 44% men and <1% non-binary/gender diverse. These included 45,482 domestic students, 29,912 international students and 10,530 offshore students. We had 69,743 students attending on-campus, 6004 students off-campus and 10,177 multi-modal students. There were 5,185 students enrolled in higher-degree research, 25,143 students enrolled in postgraduate coursework, 55,117 students enrolled in undergraduate courses, and 479 students in non-award courses.

3. FRAMEWORKS AND CRITICAL STRATEGIES

Monash University embraces diversity, actively furthers inclusivity, and dismantles barriers to equity. We take an intersectional, whole-of-institution approach in building the necessary frameworks and strategies to further equity, diversity and inclusion, as well as engage with students, staff and the wider community.

3.1 IMPACT 2030

Monash University's strategic plan, Impact 2030, charts the path for how the University will actively contribute to addressing the challenges of the day through its research and education in collaboration with government, industry, alumni, donors, and community.

We have redefined four strategic goals for the next decade in response to climate change, preserving geopolitical security and fostering thriving communities.

- **Excellent:** Undertaking education and research of the highest international quality that addresses global challenges and develops understanding and solutions for the betterment of our communities.

- **International:** Building the strength and scale of our international research and education programs to ensure they respond to the challenges and opportunities of our nation, our region and the world.

- **Enterprising:** Developing enduring alliances and partnerships with industry, government and other organisations, including philanthropic partners, that will enrich our ability to innovate, to infuse our students and staff with enterprising capabilities, and provide opportunities to apply our research to make a significant impact by developing solutions for the betterment of our communities.

- **Inclusive:** Seeking talented students and staff, irrespective of gender, sexuality, race, ethnicity, disability, cultural, social or economic circumstances and any other protected personal characteristic, and building a diverse and connected community of students, staff and alumni who are deeply engaged with the wider community and supporting the dissemination of University knowledge and practice.

3.2 MONASH UNIVERSITY ABORIGINAL AND TORRES STRAIT ISLANDER FRAMEWORK

The Monash Aboriginal and Torres Strait Islander Framework 2019-2030 establishes Monash's commitment to making a leading national and international contribution to Indigenous advancement over the next 12 years, underpinned by the *Monash University Act 2009*, in which we commit to realising Aboriginal and Torres Strait Islander aspirations, staff resources to involve Aboriginal and Torres Strait Islander people in our teaching and learning.

By deepening and enhancing the contributions of Aboriginal and Torres Strait Islander Peoples, we will expand our own contributions to:

- Reduce the disparity in disadvantage experienced by Indigenous Australians
- Elevate the visibility of Indigenous expertise, excellence and contributions to society
- Acknowledge and support the rights, languages and cultures of Indigenous communities
- Tackle racism and the impact it has on Indigenous people and communities and
- Promote equal opportunity and outcomes for all Australians.

The Monash Aboriginal and Torres Strait Islander Framework comprises four framing pillars:

1. Increasing the participation of and supporting success in Indigenous students
2. Embedding Indigenous perspectives and content into curriculum
3. Growing research contributions to address and serve the needs of Indigenous people and communities
4. Upholding traditional knowledge and respecting Indigenous students, staff and communities.

3.3 EQUITY, DIVERSITY AND INCLUSION FRAMEWORK 2022-2030

The Equity, Diversity and Inclusion Framework 2022-2030 guides Equity, Diversity and Inclusion (EDI) practice at Monash to advance and celebrate the 'Inclusive' goal of Impact 2030.

The Framework is grounded in an intersectional lens as Monash addresses the transformative effects of compounding discrimination by examining the diverse realities of the Monash community. It reflects a whole-of-institution approach to EDI where every member of the Monash community has a role in creating a safe, supportive and welcoming University.
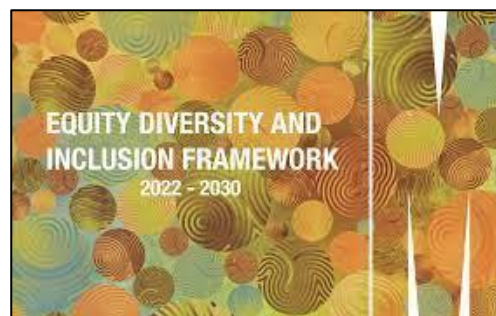
Under the Equity, Diversity and Inclusion Framework 2022- 2030, Monash aims to be:

- A community that appreciates, respects and includes Indigenous Peoples, cultures and knowledge
- A community that is equitable, diverse and inclusive
- A community where every individual feels safe, supported, respected and has a sense of belonging
- A network of thriving communities where systemic issues of inequality, disadvantage, intolerance, discrimination and violence do not exist.

The Framework works towards:

- Strong collaborative partnerships across the University
- Enhanced community knowledge to support EDI
- A diverse community at all organisational levels
- Dismantled barriers through structural change
- Enhanced intersectional data, reporting and evaluation

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

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

3.4 GENDER EQUALITY ACTION PLAN 2022-2025

Monash University's Gender Equality Action Plan 2022-2025 supports and informs the objectives of inclusion under *Impact 2030* by emphasising a renewed focus and effort to lead progress on gender equity and inclusion.

The plan outlines actions to address opportunities identified in Monash's gender equality audit, and renews our longstanding commitment to gender equality. Gender equity and ensuring an inclusive university are fundamental to Monash's strategy and vision, and equality and inclusion are central in making that happen.

Its objectives are to seek to address gender inequities for all staff, eliminate the systemic barriers to professional development, career advancement, and to achieve gender and salary parity in senior roles, and establish a deep and broad inclusiveness across Monash.

This plan aims to mitigate gender imbalances across the University, which persist in leadership, senior academic roles and in areas where female participation has been historically low. Monash aims to lift the visibility and achievements of all women, including Aboriginal and Torres Strait Islander women, those from diverse backgrounds, sexualities or faiths, women with disabilities, and those underrepresented in their fields.
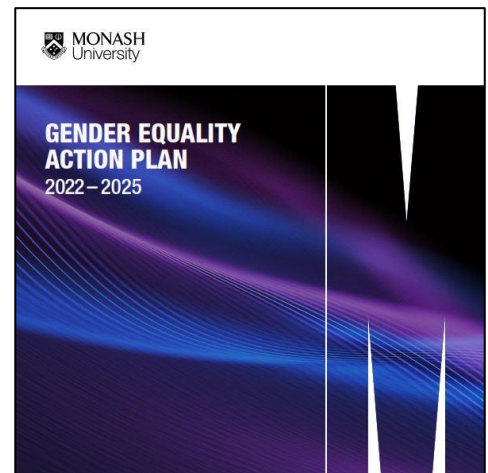
4. ATHENA SWAN AT MONASH UNIVERSITY

4.1 OUR JOURNEY

Monash signed up to Athena SWAN in 2015, established the Athena SWAN Committee in January 2016 and submitted our application for the Athena SWAN Bronze Award as part of Cohort 1 in March 2018 following a two-year mandatory self-assessment period.

Since then, Athena SWAN objectives have been embedded in organisation plans across the University. Our comprehensive, evidence-led Athena SWAN Action Plan generated unprecedented momentum in advancing gender equality goals in STEMM. By collaborating with stakeholders and colleagues across Monash, we have progressed many gender equity activities to improve the attraction, recruitment, retention and career progression of women and underrepresented groups at Monash.

These include introducing a biennial Staff Equity survey, establishing a network for women in STEMM, informing important policy changes in recruitment, academic promotion as well as gender affirmation, and developing comprehensive online training on Achievement Relative to Opportunity.

Monash's Athena SWAN Committee developed a position paper "Advancing staff equity in STEMM in the face of COVID-19", identifying the emerging equity impacts on staff and presents key risks and opportunities across a range of areas, including employment security, unconscious bias in decision-making, flexible working, and effects of caring responsibilities for parents and carers. The paper articulates proposals to safeguard the gains in gender equity adopted by senior leaders as part of their commitment to advancing gender equality during COVID-19 and beyond.

4.2 COMMITTEE MEMBERSHIP AND GOVERNANCE

Monash University's Athena SWAN Committee ranges from a postgraduate student to senior academic staff, as well as representatives from Human Resources. Committee membership includes representation from faculties, STEMM and HASS, diverse career histories, staff from culturally and linguistically diverse backgrounds, staff with caregiving responsibilities, staff who identify and LGBTIQA+ as well as Indigenous representation.

Athena SWAN has been incorporated into the University's governance structure, reporting as a standing agenda item to the Equity, Diversity and Inclusion Committee, which reports to the Vice-Chancellor's Executive Committee. The Chair of the Athena SWAN Committee is a member of Monash's Equity, Diversity and Inclusion Committee and provides regular updates on Athena SWAN.

monash.edu/gender-equity/athena-swan