Gender Equality
Action Plan

2022-2025

Contents

Acknowledgement of Country

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging.

We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.

Foreword from the Vice-Chancellor

Swinburne University of Technology has embarked on an exciting and transformational journey, articulated in our _Horizon 2025_ strategic plan. _Horizon 2025_ will be made possible by Swinburne's vision of people and technology working together to build a better world.

To realise our vision and strategic focus, we have set ourselves four bold and ambitious moon shots: 1. Every Swinburne learner gets a work experience, 2. Every Swinburne graduate gets a job, 3. Every Swinburne partner gets a tech solution, and 4. Swinburne is the prototype of global best practice.

We must, as a university, ensure that we have a capable, diverse and inclusive workforce if we are to achieve our vision and moon shots.

While Swinburne has long been a sector leader with respect to gender equity and equality, through early and successful adoption of the Science in Australia Gender Equity (SAGE) pilot program, we must not rest on our laurels.

This Gender Equality Action Plan (GEAP) sets out the strategies and measures which will ensure Swinburne is a place where every employee, regardless of their background, age, disability, Indigeneity, ethnicity or gender is treated with respect and is afforded access to the same opportunities.

We know that gender equality and the freedom for all to pursue opportunities unhindered by prejudice is critically important for a successful workplace, society and economy.

Over the next four years the GEAP, which has been informed by extensive consultation with our staff in 2021, will implement and measure progress against measures designed to address remaining inequalities as they are discovered, including portfolio specific targets and accountabilities.

By ensuring our people are able to express and share their true and authentic selves and experiences at work, without fear of discrimination, we will further drive a culture where diverse opinions and lived experiences lead to better decision making and outcomes.

This will in turn ensure our ability to deliver on our promise to build a better world.

I invite you to join us on this journey to further enhance our proud status as a university where people from all backgrounds are supported, included, celebrated and valued.

Professor Pascale G Quester
Vice-Chancellor and President
Swinburne University of Technology

Our case for change

This Gender Equality Action Plan (GEAP) outlines the steps we will take over the next four years to progress gender equity. Our gender equity vision is to build a university where all employees can have equal access to resources and opportunities, and feel welcome, safe and free from sexual harassment and discrimination. We recognise the work of advancing gender equity is a shared responsibility. We expect all members of our workforce to contribute, directly or indirectly, towards achieving this goal.

At its heart, this GEAP steps out our commitment to transform the way we currently do things, as we work to embed gender equity in people processes and decision making and across Swinburne. Our GEAP strategies will build and expand on our existing programs of work in Diversity & Inclusion and Science in Australia Gender Equity (SAGE).

In 2021, our GEAP planning process included a workplace gender audit and staff consultation. The data collected told us that women, men and gender diverse employees at Swinburne continue to experience workplace gender equality in varied and nuanced ways. The different experiences are documented in our plan as baseline context for specific strategies and actions.

A key challenge in designing our GEAP is that much of our workplace gender audit data provides gendered data aggregated to organisational level. We know that inequitable access to opportunities – leadership, pay equity, recruitment and promotion, flexible working arrangements - is often masked when examining data at the organisational level. Through consultation, our staff shared how their experience of workplace gender equity at Swinburne is heavily informed by the culture and leadership of the workgroup and department in which staff work.

Within this context, a key priority in our GEAP will be to develop detailed baseline data which focuses on portfolio-specific workforce diversity data and reporting. This includes work to understand how best to safely capture and utilise intersectional gender data. This will ensure key stakeholders - our senior leaders, organisational development team, People & Culture Business Partners, portfolio managers and staff – are able to make reasonable and material progress within their sphere of influence, with our collective efforts driving gender equity outcomes across the organisation. Culture change training and programs will also be delivered, grounded in local workgroups.

Our gender equity work to date

As we implement this plan, it is important to recognise the gender equity work already underway at Swinburne. We note that many of the strategies included in this GEAP are informed by, and aim to complement, our current program of gender equity and inclusion work. This includes:

- **Our roadmap to cultural change**, which embeds new organisation-wide values, including commitment to diversity and inclusion (D&I). This commitment is critical to achieving our vision of *people and technology working together to build a better world.*
- **Swinburne's Diversity & Inclusion Strategy and Framework**, under which the GEAP will sit, takes an intersectional approach to all D&I programs and initiatives. In line with this work, we recognise that women, men and gender diverse employees may experience gender inequality in nuanced ways, compounded by discrimination and experiences of disadvantage based on age, disability, ethnicity, gender identity, Indigeneity, race, religion and sexual orientation.
- **Our Elevate Reconciliation Action Plan (RAP) 2020-2023** outlines our commitment to reconciliation as core to our culture. Commitments made under our RAP, including the RAP priorities of self-determination, Indigenous

knowledges and cultural safety will shape the way we implement GEAP initiatives.
- **Science in Australia Gender Equity (SAGE) Action Plan** works to increase our science, technology, engineering, mathematics and medicine (STEMM) workforce and student base, ensuring we have a fit for the future, diverse and gender-balanced talent pipeline. Our GEAP aims to complement, enhance and expand on the successes of SAGE at Swinburne.
- **Swinburne Women's Academic Network (SWAN)** has been highly effective in supporting the development and advancement of women, by delivering programs focused on supporting academic promotions, mentoring, leadership development, grant-writing skills, and financial assistance for academics experiencing career interruption due to carer responsibilities.
- **Safer Communities Programs**, including **Respect. Now. Always.**, provide prevention, training, education, advice, support, intervention and risk management related to negative behaviours experienced by students on campus. GEAP strategies aim to leverage the success of this work, reinforcing our commitment to preventing and responding to sexual harassment.

- **Family Violence Prevention** undertaken at Swinburne aligns with Victorian Government's Free from Violence Action Plan and will sit under the GEAP. Swinburne is committed to supporting all staff affected by domestic and family violence. We acknowledge domestic and family violence can occur regardless of gender, cultural background, age, sexual orientation and religious beliefs. Our support and referral services are there to support all staff.
- **Future Ways of Working Strategy** fosters flexibility and workplace gender equity. As we implement our GEAP in the shadow of the COVID-19 pandemic we recognise its ongoing effects are not gender neutral and we aim to ensure that hybrid working and flexibility accommodates diversity.
- **Gender Inclusion Initiatives** Swinburne's preferred name program; inclusive language guide, gender affirmation protocols, gender neutral bathrooms, dedicated Women and Queer safe campus spaces, parent/family rooms, diversity and inclusion related awareness training are examples of initiatives and programs implemented, which we will continue to build on through the GEAP.

Context for the development of this plan

The Gender Equality Act 2020 (The Act, 2020) requires all Victorian public entities, including universities, to prepare, submit and publish a Gender Equality Action Plan every four years. This plan must outline strategies and measures

for promoting gender equality in the workplace and making reasonable and material progress against a set of defined workplace gender equality indicators.

The strategies and measures we have included in our GEAP are grounded in

our commitment to the *Gender Equality Principles* outlined in *the Act, 2020*, our findings from a 2021 *workplace gender audit*, and the input we received during our *GEAP staff consultation process*.

The gender equality principles (as per The Act, 2020)

1. 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
2. Gender equality benefits all Victorians regardless of gender
3. Gender equality is a human right and precondition to social justice
4. Gender equality brings significant economic, social and health benefits for Victoria
5. Gender equality is a precondition for the prevention of family violence and other forms of violence against women and girls

6. Advancing gender equality is a shared responsibility across the Victorian community
7. 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
8. 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

9. Women have historically experienced discrimination and disadvantage based on sex and gender
10. Special measures may be necessary to achieve gender equality

Aligning all our gender equity commitments

In addition to embedding the *Gender Equality Principles* outlined in *the Act, 2020* in the GEAP, our gender equity work at Swinburne is also underpinned by the ten principles of the *SAGE Athena Swan Charter*, as well as gender equity

obligations under the *Workplace Gender Equality Act 2012 (Federal)*. Aligning all our gender equity work will ensure we optimise our efforts.

Supporting all genders

Our commitment to gender equity is inclusive of all genders. Our GEAP is designed to progress gender equity with all our cohorts and deliver initiatives

and support that benefit women, men and gender diverse people including transgender, gender nonbinary and gender nonconforming people.

Our 2021 workplace gender audit

In 2021, we completed a workplace gender audit. We analysed *workforce data* and *employee experience data*[1] to assess the baseline state and nature of gender equality at Swinburne, across the seven indicators defined in the *Gender Equality Act 2020*:

(i)   Gender composition of all levels of the workforce
(ii) Gender composition of governing bodies
(iii) Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender
(iv) Sexual harassment in the workplace
(v) Recruitment and promotion practices in the workplace

(vi) Availability and utilization of terms, conditions and practices relating to family violence leave; flexible working arrangements; and working arrangements supporting employees with family or caring responsibilities
(vii) Gendered segregation within the workplace

Our consultation process

After completing our audit, we explored our findings with key stakeholders across the university workforce. Our consultation process included:

- facilitated discussion with the Vice-Chancellor's Leadership Team
- 11 focus group discussions with women, men and gender diverse staff members across academic, professional and vocational education cohorts, including dedicated sessions for culturally and linguistically diverse employees and employees with a disability

- 1:1 interviews with Aboriginal and Torres Strait Islander employees
- 1:1 discussions and email correspondence with individual staff members[2]
- Consultation, feedback and endorsement of the GEAP from Swinburne's Diversity and Inclusion Steering Committee, Swinburne Executive and the Swinburne Council (Swinburne's Governing body).

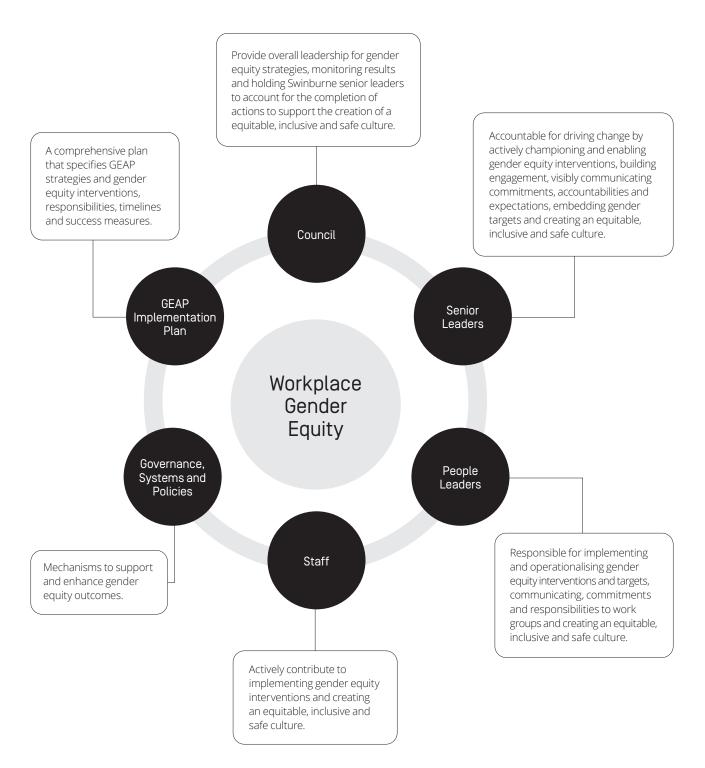# Our GEAP framework, governance and resourcing

Gender equity is a collective responsibility. Everyone at Swinburne has a role to play in supporting and progressing gender equity and the implementation of our GEAP. Our framework to implement the GEAP is closely aligned to our Swinburne values of: One Swinburne which is about working together to build a better world; future focused; engaged; empowered and accountable. The framework identifies accountabilities across four Swinburne cohorts: Council senior leaders, people leaders and staff.

Swinburne policies, processes, practices and systems will be enhanced to support the GEAP implementation, along with a sound governance structure and comprehensive implementation plan. Engaging and empowering our staff across all levels and cohorts to implement the GEAP is key to our framework and delivering gender equity change.

Swinburne's Diversity and Inclusion Steering Committee and Diversity and Inclusion Working Groups will provide sound governance. Our Executive Gender Equity Champion, the Executive Group (EG) and the Vice-Chancellor's Leadership Team (VCLT) will champion gender equity and provide strategic leadership. As part of our annual planning cycle there will be a budget and FTE allocated to support the implementation of the GEAP.

The following diagram illustrates our GEAP framework.

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1 We gathered employee experience data through our Gender Equality, Diversity and Inclusion Survey, completed by approximately 16% of the workforce (704 employees).
2 Further information on our consultation process is included in Annex A of this document.

GEAP implementation and gender equity change is driven by four levels of accountability, supported by a comprehensive implementation plan, sound governance and Swinburne systems, policies, processes and practices.

Provide overall leadership for gender equity strategies, monitoring results and holding Swinburne senior leaders to account for the completion of actions to support the creation of a equitable, inclusive and safe culture.

A comprehensive plan that specifies GEAP strategies and gender equity interventions, responsibilities, timelines and success measures.

Accountable for driving change by actively championing and enabling gender equity interventions, building engagement, visibly communicating commitments, accountabilities and expectations, embedding gender targets and creating an equitable, inclusive and safe culture.

Council

GEAP Implementation Plan

Senior Leaders

Workplace Gender Equity

Governance, Systems and Policies

People Leaders

Staff

Mechanisms to support and enhance gender equity outcomes.

Responsible for implementing and operationalising gender equity interventions and targets, communicating, commitments and responsibilities to work groups and creating an equitable, inclusive and safe culture.

Actively contribute to implementing gender equity interventions and creating an equitable, inclusive and safe culture.

*senior leaders defined as staff at Swinburne at level E and above, HEW 10 and above, SE3 and above and our Academic Department Chairs.
*people leaders are defined as Swinburne staff who have direct reports

Our GEAP priorities and timeframes

Our GEAP has been designed to articulate the strategies and measures we will take to progress gender equity across the seven indicators defined in the *Gender Equality Act 2020*.

Our GEAP has been structured over four years to build the capability and capacity in our workforce to drive gender equity outcomes. The key deliverables over the four years are summarised below and are drawn from our GEAP. Supporting this is our GEAP implementation plan, which sets out specific actions, timeframes, responsibilities and success measures. Each year we will review and reflect progress and refine priorities for the following year.

GEAP progress will be regularly monitored. Our action plan is a living document, and the GEAP and the implementation plans may be refined over time in response to progress made and new challenges and opportunities identified.

Year 1 - 2022 Building the foundation	**Year 2 - 2023** Building capacity and capability	**Year 3 - 2024** Embedding interventions	**Year 4 - 2025** Continuous improvement
• Governance and accountability established and implementation plan initiated, with clear accountabilities supported by organisational wide engagement and communication plans. • Diversity Dashboard report designed and implemented to inform decision making. • Gender equity and diversity targets embedded and cascaded in all portfolio planning, programs and processes. • GEAP and SAGE plans aligned and coordinated to optimise gender equity efforts. • Flexible and hybrid ways of working, sexual harassment and family violence prevention work progressed. • Indigenous cultural load is recognised and acknowledged.	• Intersectional data roadmap developed. • Tracking, measuring and reporting in progress against targets and actions. • Senior leaders and managers consistently consider gender equality in decision making. • Staff demonstrate understanding of and trust in complaints and reporting processes.	• Data change program implemented. • Intersectionality embedded in recruitment and promotions processes. • Recruitment, leadership and career development and advancement programs target priority diversity groups.	• Identify successful interventions and opportunities to further enhance, expand and embed gender equity. • Celebrate progress and successes. • Review of data roadmap and change programs to ensure continuous improvements to data and reporting. • Audit GEAP strategies, review meeting success measures and identify impacts.

GEAP strategies and actions for implementation 2022-2025

Overarching Strategies – Creating the framework and foundation to progress workplace gender equity

Strategy	Accountability	Start Date	Success Measure
A. Implement an effective governance and accountability framework to progress workplace gender equity			
I. Assign accountability for: • Individual GEAP strategies • Gender Impact Assessments (GIAs) • Compliance reporting.	Executive Gender Equity Sponsor	Year 1	GEAP implementation plan listing responsible officers and timelines published. GEAP actions delivered in required time frame. External compliance reporting met.
B. Develop dashboard report to monitor and measure progress			
I. Develop and embed workplace gender equity and diversity dashboard report (include organisation wide, portfolio and cohort specific gender data). Dashboard shared with: • EG, VCLT, DISC and Council to inform on gender equity progress. • People leaders to inform business decisions in portfolio management processes.	Chief Operating Officer People leaders	Year 1	Gender equity progress routinely reported to DISC, VCLT, EG and Council. Dashboard accessed and used to inform decision making by all leaders.
C. Improve data collection capabilities across workplace gender equality indicators			
I. Engage expert advice to develop a road map on the safe collection and utilisation of gender intersectional data to inform gender equity actions and workforce strategies. II. Implement a change program to support intersectional gender data collection.	Chief Operating Officer Executive Gender Equity Champion	Year 2 Year 3	Intersectional demographic data routinely and safely captured in systems and data insights used to inform ongoing interventions and programs. External intersectional data reporting compliance requirements met.
D. Communicate and build enterprise-wide engagement in gender equity			
I. Implement annual communication and engagement plan to create staff support for implementing GEAP commitments and to inform of GEAP progress. II. Provide opportunities for staff to provide feedback and suggest improvements for GEAP implementation.	Executive Gender Equity Champion	Year 1	Regular communication on gender equity matters occurs through the year. Annual staff forum held to inform of progress and seek feedback. 80% or > employee ratings across key sections of the gender equity employee experience survey (quadrennial) and Your Voice employee engagement survey.

Workplace Gender Audit Indicator 1 – Gender composition of the workforce

Women are often under-represented in leadership roles and over-represented in lower-level roles. This contributes to the gender pay gap and means that organisations may be missing out on expertise and skills of women at senior levels. By collecting and reporting data on gender composition at all levels, organisations can see where they could benefit from greater gender diversity and take action to support women into senior roles[3].

Strategy	Accountability	Start Date	Success Measure
1.1 Embed portfolio based intersectional gender targets at all levels			
1.1.1 Using portfolio-specific baseline gender equity and diversity metrics, embed gender equity and diversity targets in portfolio planning processes and cascade KPI's to all managers.	Executive	Year 1	Year on year achievement of established targets.
1.2 Build manager capability in leading a gender equitable and inclusive workforce			
1.2.1 Swinburne People Leadership Framework includes an intersectional gender equity and inclusive leadership component to build manager capability in enabling and facilitating gender equity and diversity outcomes.	Chief People Officer	Year 2	Employee Engagement surveys consistently receive positive scores of >= 80% for senior leaders, managers and work groups supporting diversity, inclusion and gender equity in the workplace. Senior leaders and managers demonstrate inclusive language and behaviours.
1.3 Deliver targeted initiatives to improve representation of diverse women and gender diverse people in senior leadership			
1.3.1 Annual gender equity targets to include intersectional targets to increase the representation of diverse women and diverse people in leadership.	Executive, Senior Leaders	Year 1	Targets met annually to increase gender diversity and diversity of women in senior leadership roles
1.3.2 Senior leadership development programs include targets on the participation of diverse women.		Year 1	
1.3.3 Leadership and career development programs are regularly reviewed and refined to support the progression of diverse women and diverse people into senior leadership roles.		Year 2	

Workplace Gender Audit Indicator 2 – Gender composition of the governing body

Boards, councils, committees of management and other governing bodies make important decisions about finances and strategy. It's important that governing bodies have diverse voices at the table.[4]

Strategy	Accountability	Start Date	Success Measure
2.1 Engage Council members in overseeing University's performance under the *Gender Equality Act 2020*			
2.1.1 Maintain an intersectional gender equity principle in Swinburne's governance framework for the appointment and induction of new members to Swinburne Council.	Executive	Year 1	Gender parity and diversity of Council members.
2.1.2 Annually report to Council on GEAP implementation and progress in meeting gender and diversity targets.	Executive	Year 1	Gender equity and diversity report delivered to Council annually.

3 Workplace gender equality indicators | Commission for Gender Equality in the Public Sector (genderequalitycommission.vic.gov.au)
4 Workplace gender equality indicators | Commission for Gender Equality in the Public Sector (genderequalitycommission.vic.gov.au)
*Senior leaders defined at Swinburne as staff at Swinburne at level E and above, HEW 10 and above, SE3 and above and our Department Chairs.

Workplace Gender Audit Indicator 3 – Equal Remuneration

The gender pay gap is persistent in Victoria. As of November 2019, the gap stands at 9.6%. In the Victorian Public Sector, it is 10%. The gender gap is driven by several factors, including the unequal distribution of unpaid care work, higher rates of pay in male-dominated industries, and gender discrimination. By collecting and reporting pay data, organisations can see where pay gaps are largest and identify the underlying causes.[5]

Strategy	Accountability	Start Date	Success Measure
3.1 Strengthen portfolio-based reporting and accountability for pay equity			
3.1.1 Annually review portfolio targets to close the gender pay gap and implement corrective actions to close the pay gap.	Executive	Year 1	Gender pay gap reduces over the duration of the GEAP.
3.1.4 Annually publish transparent communications for employees on gender pay gap targets and progress.		Year 1	
3.1.5 Regularly review the remuneration policy and process to ensure gender pay equity continues to be actively addressed.		Year 2	

Workplace Gender Audit Indicator 4 – Sexual Harassment

Sexual harassment in the workplace is common in Australia. It causes financial, psychological and physical harm to victim survivors. It also has a significant economic cost to organisations and the community. Often, victim survivors don't make a formal report of their experience of sexual harassment. Barriers to reporting include fear of reprisals or other negative consequences, lack of confidence in the reporting system, and a limited understanding of what sexual harassment is. By consistently collecting and reporting data on workplace sexual harassment, organisations will be more transparent and accountable to employees and the community. This will build confidence to report experiences of sexual harassment.[6]

Strategy	Accountability	Start Date	Success Measure
4.1 Set expectations and build a positive, safe and inclusive workplace culture free from sexual harassment, sexism, racism, ableism, ageism, homophobia, biphobia and transphobia			
4.1.1 Implement a sexual harassment prevention plan that provides oversight of all Swinburne's sexual harassment training, tools and resources (including a plan to build staff awareness and engagement for senior leaders, people leaders and staff).	Chief People Officer	Year 2	Swinburne workplace sexual harassment prevention plan implemented and regularly communicated to staff.

Increased positive scores for all the diversity, inclusion, belonging and wellbeing questions from the biannual CGEPS gender equity employee experience survey across all diversity demographic groups (survey due 2023) |
| 4.1.2 Continue to enhance workplace training programs and initiatives to:
• empower and enable all staff to build an inclusive, respectful and safe workplace culture
• improve manager capability in responding to negative behaviours and disclosures | Chief People Officer | Year 2 | Annual Swinburne employee engagement survey scores of >=80% across diversity cohorts for: Manager and team commitment to inclusion and respectful behaviours; gender based and sexual harassment not tolerated; steps taken to eliminate bullying and staff feeling safe to challenge negative behaviours. |
| 4.1.3 Build trust and understanding in the complaints process to support and empower staff and students (including former staff and students) to report negative behaviours. | People Leaders | Year 2 | Staff surveys and feedback demonstrate increased awareness of and trust in Swinburne complaints processes. |

5 Workplace gender equality indicators | Commission for Gender Equality in the Public Sector (genderequalitycommission.vic.gov.au)
6 Workplace gender equality indicators | Commission for Gender Equality in the Public Sector (genderequalitycommission.vic.gov.au)

Workplace Gender Audit Indicator 5 – Recruitment & Promotion

Gender bias and gender stereotypes can influence recruitment, promotion and career progression practices. This means that women may not have access to the same career opportunities as men. Other forms of disadvantage and discrimination can also have an impact, limiting career opportunities for women from different backgrounds, such as women with disability or older women.[7]

Strategy	Accountability	Start Date	Success Measure
5.1 Strengthen end-to-end recruitment processes to build and mobilise a diverse workforce			
5.1.1 All recruitment activities and decisions are made with consideration and application of our diversity targets.	Senior Leaders, People Leaders	Year 2	Gender equity targets embedded across all recruitment and mobility processes.
5.1.2 Deliver unconscious bias mitigation initiatives and training across key cohorts to disrupt bias (senior leaders, portfolio managers, HR business partners, promotions committee, hiring managers). Link training rates to people leader KPI's and staff YPD's to enable completion rates.	Chief People Officer	Year 2	100% of priority cohorts complete unconscious bias mitigation training.
5.2 Embed inclusive and equitable recruitment and promotion practices to attract, retain and advance a diverse workforce			
5.2.1 Recruitment and promotion strategies and practices are reviewed to recognise and embrace intersectionality and ensure equitable access to opportunities.	Chief People Officer	Year 3	Positive increase in employee experience (CEPGS) survey responses from all diversity demographics to questions on fair and equitable recruitment and promotion decisions and diversity not being a barrier to success.
5.2.2 Recruitment and promotion processes have diverse representation on panels to enable an intersectional lens to be incorporated in mobility decisions.	Executive	Year 1	Recruitment data demonstrates year on year increase in the diversity of new employees. Promotions data demonstrates year on year increase in the diversity of promotions outcomes across all levels.
5.2.3 Onboarding and exit processes captures intersectional insights which inform and enhance talent and retention strategies.	Chief People Officer	Year 2	Gender parity is achieved at all classification levels. Retention rate of women and diverse cohorts improves year on year.
5.3 Support the career progression of diversity groups			
5.3.1 Ensure people strategies, career development and career pathways target and support priority diversity cohorts* to advance.	Senior Leaders, People leaders	Year 3	Increase in women and priority diversity groups undertaking career development programs.
5.3.2 Expand the SWAN program to priority diversity groups and staffing cohorts.	Chief Academic Officer	Year 3	Increase in priority diversity groups in senior roles. Gender parity at senior levels is achieved and maintained.
5.4 Acknowledge and recognise cultural load of Indigenous staff and other diversity cohorts to ensure a gender equitable workload			
5.4.1 Seek cultural expertise to identify options to acknowledge and recognise cultural load** experienced by Aboriginal and Torres Strait Islander staff.	Indigenous PVC	Year 1	Indigenous cultural load is recognised at Swinburne.
5.4.2 Ensure academic workload model supports gender equitable workload allocation.	Chief Academic Officer	Year 3	Gendered trends in academic workload model identified and remediated.

7 Workplace gender equality indicators | Commission for Gender Equality in the Public Sector (genderequalitycommission.vic.gov.au)
*Priority diversity cohorts include Indigenous, staff with disability, culturally and linguistically diverse women and gender diverse people
** Cultural load is the often invisible and additional load borne by Aboriginal and Torres Strait Islander people at work, where they are the only or one of a small number of Indigenous people. Diversity Council Australia/Jumbunna Institute (Brown, C., D'Almada-Remedios, R., Gilbert, J. O'Leary, J. and Young, N.) Gari Yala (Speak the Truth): Centreing the Work Experiences of Aboriginal and/or Torres Strait Islander Australians, Sydney, Diversity CouncilAustralia/Jumbunna Institute, 2020

Workplace Gender Audit Indicator 6 – Leave & Flexibility

Flexible working arrangements and leave entitlements including parental leave help Victorians of all genders balance paid work with other responsibilities. But structural and cultural factors mean women are far more likely than men to work flexibly, especially by working part time, and taking longer parental leave. On average women do nearly twice as much unpaid work as men. It's important that defined entities collect clear data on who is accessing flexible work so they can see what extra support might be needed. By encouraging more men to work flexibly and take leave to care for children or others, organisations can contribute to a more equal gender balance in unpaid work. Family violence causes significant trauma to a victim survivor, which can affect their ability to work. Victim survivors may worry about consequences if they try to remove themselves from the violent situation. This may include the perpetrator attending the workplace, or missing work to attend to housing and legal matters. Family violence leave supports victim survivors to manage the impacts of their experience. It also promotes an organisational culture that does not accept family violence.[8]

Strategy	Accountability	Start Date	Success Measure
6.1 Consistent application of flexible working practices			
6.1.1 Senior leaders, people leaders and staff support and embrace flexible working	All staff	Year 1	Employee engagement survey responses on flexible working > 80% positive response rate.
6.1.3 Swinburne's Future Ways of Working Framework enables and supports all staff cohorts and diversity groups to effectively utilise hybrid ways of working.	Chief People Officer	Year 1	Increased stories and visibility of leaders and diverse staff of all genders working flexibly.
6.1.4 Flexible working stories showcase different staff cohorts and diversity groups successfully balancing personal and work commitments	Director of Communication, Executive, Gender Equity Sponsor	Year 1	
6.2 Continue to implement family violence prevention work			
6.2.1 Family violence support services leave provisioning and resources regularly communicated to staff.	Director of Communication, Executive, Gender Equity Sponsor	Year 1	All staff are aware of Swinburne's family violence leave entitlements and how to access family violence information and services.
6.2.2 Support the UN Annual 16 Days of Activism campaign focused on prevention and support for staff (staged approach from communications about family violence leave provisions being available to all employees in year 1 through to deeper education in year 4).		Year 1	

Workplace Gender Audit Indicator 7 – Gender Segregation of the Workplace

Women make up a higher proportion of certain occupations and industries, while men are more represented in others. This gendered segregation is driven by gendered norms and stereotypes about what work is appropriate for men and women, as well as structural factors including access to flexible working arrangements. Gendered workforce segregation reinforces gender inequality and widens the pay gap, as the average pay is lower in industries and occupations dominated by women. Organisations can use data on their workforce composition to see which roles and areas have more women or more men and consider how to achieve better gender.[9]

Strategy	Accountability	Start Date	Success Measure
7.1 Support and expand gender equity work being progressed in Swinburne's Science Australian Gender Equity (SAGE) program			
7.1.1 Ensure work to progress GEAP and SAGE plans align to strengthen gender equity efforts to increase representation of women and gender diverse staff in STEMM.	Executive Gender Equity Sponsor	Year 1	GEAP and SAGE implementation and project management plans activated.
7.1.2 Identify non-academic cohorts that are gender segregated (such as IT and vocational trades) and opportunities to replicate specific SAGE strategies to improve gender equity.		Year 4	Targeted work in gender-segregated non-academic areas is implemented.

8 Diversity Council Australia/Jumbunna Institute (Brown, C., D'Almada-Remedios, R., Gilbert, J. O'Leary, J. and Young, N.) Gari Yala (Speak the Truth): Centreing the Work Experiences of Aboriginal and/or Torres Strait Islander Australians, Sydney, Diversity CouncilAustralia/Jumbunna Institute, 2020
8 Workplace gender equality indicators | Commission for Gender Equality in the Public Sector (genderequalitycommission.vic.gov.au)
9 Workplace gender equality indicators | Commission for Gender Equality in the Public Sector (genderequalitycommission.vic.gov.au)

Annex A: Consultation overview

Swinburne's GEAP consultation process was designed to meet the requirements of Victoria's *Gender Equality Act 2020*[9]. The consultation process was designed and facilitated by independent consultants, including GenderWorks Australia, Australian Network on Disability and the Jumbunna Institute.

Swinburne's Diversity and Inclusion team issued open invitations to staff to register interest to participate in a range of focus groups. A total of 62 employees signed up to attend one of the following sessions:

- 11 x 90 min focus group discussions with staff - a total of 62 employees signed up to attend one of the following sessions, facilitated by GenderWorks Australia
  - Academic (Women and gender diverse – STEMM/non-STEMM)
  - Academic (Men – STEMM/non-STEMM)
  - Professionals (Women and gender diverse)
  - Professional (Men)
  - PAVE (mixed gender)
  - Senior Leaders (Women and gender diverse)
  - Senior Leaders (Men)
  - Culturally and Linguistically Diverse Employees (Women and Gender Diverse)[10]
  - Employees with a Disability (mixed gender) - co-facilitated with Australian Network on Disability

In addition to these focus group discussions consultation also included the following:

- 1:1 interviews with five Aboriginal and Torres Strait Islander employees – these interviews were designed and facilitated by the Jumbunna Institute
- 1:1 discussions and email correspondence with individual staff members who directly approached GenderWorks Australia via phone or email
- 1 x 45 min facilitated discussion with the Vice-Chancellor's Leadership Team to present initial findings from staff consultation and seek input into the GEAP's case for change and priority strategies and measures

Once the GEAP was drafted additional consultation occurred. This involved obtaining feedback after circulating the draft GEAP to:

- staff who participated in focus groups
- staff wiki (posted on a dedicated GEAP wiki site, accessible to all staff)
- key stakeholders identified as being responsible for specific GEAP strategies
- Swinburne's Gender Equity, Diverse Genders, Sexes and Sexualities Working Group
- Swinburne's Diversity and Inclusion Steering Committee
- National Tertiary Education Union and Australian Education Union
- The draft GEAP was refined based on feedback then presented to the Swinburne Executive for a final round of feedback, followed by their endorsement
- The draft GEAP was presented to Swinburne Council (Swinburne's governing body) for consideration and feedback. The Council endorsed the GEAP and the consultation process.

9 Workplace gender equality indicators | Commission for Gender Equality in the Public Sector (genderequalitycommission.vic.gov.au)
10 Note that a session for Culturally and Linguistically Diverse Employees (men) was also scheduled, however we received no registrations for this session.

Annex B: Summary findings from 2021 workplace gender audit & consultation

In December 2021, we provided copies of our complete *workforce and employee* experience datasets to the Commission for Gender Equality in the Public Sector in December 2021.

A summary of key findings from our audit is included below. We note that much of the workplace gender audit

data in 2021 relates to organisation-wide statistics. In the context of our diverse workforce, we recognize that key differences are often masked when looking at data aggregated to organizational level. A key priority in our GEAP will be the development of more detailed baseline data which focuses on portfolio-specific statistics.

- **Note** all % figures presented throughout are rounded to whole numbers. In some cases, this process of rounding down or rounding up may lead to workforce composition figures presenting as slightly less or slightly more than 100%.

Indicator 1: Workforce Composition	Workforce data	Employee experience data

	Swinburne's workforce is 51% women, 49% men
	• <10 people identify as self-described gender in Workforce data
	• Gender composition varies markedly across cohorts:
	  - Academic workforce is 43% women, 57% men.
	  - PAVE workforce is 53% women, 47% men
	  - Professional workforce is 66% women, 34% men
	  - We note that gender composition also varies widely across portfolios within these cohorts. In our GEAP, we will need to focus more specific on portfolio-based responses to workforce composition
	• Composition of men's workforce is 42% FT, 8% PT, 49% casual
	• Composition of women's workforce is 42% FT, 18% PT, 39% casual
	• Our workforce system isn't yet capable of reporting on a range of intersectional factors. We need to better understand these limitations and improve them.
		• Among survey respondents, 86% women and 83% men agree there is a positive culture at Swinburne in relation to employees of different sexes, gender

	GEAP consultation findings	
	• We need to establish targets, accountabilities and timelines to drive action and ensure gender is not a dispensable priority (emphasising consistent application, targets tailored to leadership levels relevant to existing make-up of each workforce cohort, reporting level) • We should be providing increased flexibility in senior leadership roles (including high-quality part-time roles at senior leadership levels) • We need to establish professional networks to embed support for diversity & inclusion. We need to support targeted cohorts to build professional networks, access mentors, build capabilities to move from middle management into senior leadership	

Indicator 2: Composition of Governing Body	Workforce data	Employee experience data
	• Composition of Swinburne's Council is 40% women, 60% men • 10 of 15 Council members are aged 55+ (including 6 of 9 men, 4 of 6 women)	• No survey questions mapped to indicator 2
	GEAP consultation findings	
	• Not discussed in detail at the staff consultation, however governing body composition data from the 2021 workforce gender audit report was analysed to inform GEAP strategies	

	Workforce data	Employee experience data
Indicator 3: Equal Remuneration	• Swinburne has an organisation-wide median pay gap of 7.7% on base salary and 7.1% on total remuneration (favouring men). Note this calculation is based on Commission calculation using available Workforce data provided in the 2021 Workforce Reporting Template. Our GEAP includes actions to establish more detailed portfolio-specific baseline pay equity metrics. • 32% of men sit in the top quartile of organisational salary range (base salary) • 18.7% of women sit in the top quartile of organisational salary range (base salary) • 17.7% of men sit in the bottom quartile of organisational salary range (base salary) • 31.5% of women sit in the bottom quartile of organisational salary range (base salary) • By-level pay gaps favouring men have been identified which require further investigation	• No survey data mapped to indicator 3
	GEAP consultation findings	
	• Not discussed in detail at staff consultation, however pay data from the 2021 workforce gender audit report was analysed to inform GEAP strategies.	

	Workforce data	Employee experience data
Indicator 4: Sexual Harrassment	• 3 formal sexual harassment complaints in FY21 • The complaints were from 3 customers (students) in relation to one staff member. • The complainants were satisfied with the way complaints were handled.	• 11% women, 6% men report experiencing sexual harassment in the workplace in the past 12 months • 74% men, 60% women (-14% diff), feel safe to challenge inappropriate behaviour at work • 74% men, 66% women (-9% diff) agree that Swinburne takes steps to eliminate bullying, harassment and discrimination • 88% men, 85% women agree that Swinburne encourages respectful workplace behaviours
	GEAP consultation findings	

	• We need clear and consistent messaging around what constitutes sexual harassment and bullying, what is/isn't acceptable behaviour
	• We need for clear and consistent messaging around confidential reporting processes
	• We need regular and consistent delivery of education and prevention training - by team, grounded in local work groups/cultures and training for managers to effectively respond when issues are raised
	• We need to consider alternate reporting options to meet different needs of those experiencing negative behaviours/harassment, for example:
	  - Recognising concerns around career-long effects in formally reporting in hierarchy (e.g. particularly in academic hierarchy, but also in other cohorts)
	  - Potential to use an external and independent review body, with accountability to follow-up/follow-through
	  - Potential of a soft 'more informal' reporting space (alongside formal processes), which supports issues to be raised and discussed for those who do not wish to make a formal complaint/don't wish to escalate issue
	  - Safe, independent contacts available to discuss harassment and workshop how to respond in practical ways
	• We need to learn from/leverage strong work on understanding and addressing sexual harassment with students	

	Workforce data	Employee experience data
Indicator 5: Recruitment & Promotion	• Recruitment and exit data is roughly comparative within most classification levels, with exception classification level -3, where proportion of new recruits is 63% women, while exits are 79% women.	• 55% men, 45% women (-10% difference) feel they have an equal chance at promotion in the organisation. • 52% of men, 40% women (-12% difference) agree they are satisfied with the way their learning and development needs have been addressed in the last 12 months • 85% of men, 76% of women (-9% difference) agree that gender is not a barrier to success at Swinburne • Some gendered difference in the way women and men agree with statements regarding employment opportunity at Swinburne. • Largest discrepancies between genders were in response to statements regarding disability not being a barrier to success (10% difference) and gender not being a barrier to success (9% difference) • Women less likely than men to agree that age, disability, gender, cultural background, sexual orientation and being Aboriginal and/or Torres Strait Islander is not a barrier to success at Swinburne. • Both women and men respond least favourably to statements regarding age, disability and gender not being a barrier to success at Swinburne.

GEAP consultation findings

• We need to apply an intersectional gender lens over end-to-end recruitment processes and practices, with consistent HR processes. Feedback suggested a lack of oversight with recruitment processes to ensure consistent and robust application of expected practice.
• We need to build capability, capacity, confidence of staff moving into management/leadership positions (provide/ require training for staff moving into supervisory and management roles – related to management skills not technical capacity)
• We need targeted strategies to support equitable access to career progression and professional development across different cohorts (professional, PAVE, academic)
  - differing experiences with accessing professional development across cohorts. (Some women academics in the consultation reported self-funding professional development)
  - differing experiences across cohorts re: no process for professional staff to get promoted, process for academics but comes with other gendered workload complexities

	Workforce data	Employee experience data
Indicator 6: Leave & Flexibility	• 1.9% women, 1.4% men formally working flexibly (very low uptake of formal flexible reporting arrangements, though this may relate to the way flexible work documentation is recorded in HR/ workforce systems) • a total of 139 employees took parental leave (paid or unpaid) between 1 July 2020 and 30 June 2021, including 108 women (78%) and 31 men (22%) • family violence leave not separately reported in HR/workforce systems	• 82% of men and 76% of women (-6% difference) feel confident that if they request a flexible work arrangement it would be given due consideration • 75% of women and 79% of men (4% difference) agree Swinburne supports employees with family or other responsibilities, regardless of gender. • 93% of women, 89% of men (4% difference) agree that Swinburne would support them if they needed to take family violence leave

GEAP consultation findings

• We need to develop consistent application of flexible working and diverse models for application in different cohort settings
• We need to support managers to manage staff working flexibly (guidance on the application of flexible working options and hybrid ways of working and how to facilitate flexibility discussions)
• We need to apply an intersectional gender lens to return to work processes and hybrid ways of working following COVID
• We need consistent messaging around access to parental leave and carer's leave for women, men and gender diverse people

	Workforce data	Employee experience data
Indicator 7: Gendered Segregation of the Workplace	Note that the data collected under this audit and presented below is focused on ANZSCO codes. A key focus of our GEAP will be working to document more relevant, portfolio-specific baseline metrics to drive reasonable and material progress under this Indicator Based on audit results, the size and gender composition of ANZSCO major groups at Swinburne is reported as follows: • *Professionals* (79% of workforce, 3398 employees), • 49% W: 51% M • *Managers* (15%, 655 employees), • 53% W: 47% M • *Clerical & Administrative Workers* (6%, 263 employees), • 81% W: 19% M • *Technicians and Trade Workers* (<10 employees)	• 81% of men, 85% women (+4% difference) disagree that people in their workgroup often reject others for being different • 89% of men, 91% women (+2% difference) agree the organisation uses inclusive and respectful images and language • 85% of men, 79% women (-6% difference), 71% other (-21% difference) agree in my workgroup work is allocated fairly, regardless of gender

GEAP consultation findings

• Gender segregated workforces are clearly identified across the organisation
  - There is a commitment to increase diversity, however the external context is noted as a real challenge – what can be done when the talent pool is heavily gender-segregated
  - Swinburne SAGE Athena Swan bronze accreditation and SAGE action plan is a significant program of work addressing underrepresentation of women and gender diverse people in STEMM
• The success of SAGE Athena Swan was highlighted, with suggestions it could be replicated across other gender segregated cohorts, as well as under-represented diversity cohorts (Indigenous, staff with disability and culturally and linguistically diverse women)
• Setting gender targets and clear accountabilities (covered in indicator 1) will assist with gender segregated work areas.

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