

Gender Equality Action Plan 2021–2025



Statement from the Vice-Chancellor

Federation University Australia recognises that all staff should live in a safe and equal society. This process of developing our Gender Equality Action Plan (GEAP) has highlighted the progress we have made as an institution but also identified the steps we still need to take to create equal opportunities for people of all genders and intersecting identities.

Currently, 38 per cent of senior academic positions are held by women. This is a significant improvement on five years ago, however the data reveals that the pipeline has less women than it did five years ago – we cannot rest and must keep enhancing our strategies and measuring our actions. We do this because we have a shared responsibility to advance gender equality, and because our organisation needs access to the benefits of diverse and inclusive workforces. These benefits include increased innovative thinking, employee engagement and an enhanced ability to deliver high quality, inclusive programs to our diverse population of staff and students.

In delivering this, we will not overlook the compounding effects that race, ethnicity, age, sexuality, disability and religious beliefs have on a person's career trajectory and sense of belonging. We also recognise as a tertiary institution that our Reconciliation Action Plan sits side-by-side to the GEAP in ensuring representation of Aboriginal and Torres Strait Islander Peoples throughout our workforce.

At Federation University and Federation TAFE we recognise that gender equality is good for everyone. We also recognise that to truly challenge gender stereotypes we must seek to reduce gender segregation in the workplace.

Currently women hold an overwhelming majority of administrative roles, and the opposite is true for information technology services roles. Challenging these norms will allow all our existing and potential staff and students to be free to develop their personal abilities, pursue their professional careers and make choices about their lives without being limited by gender stereotypes, roles or prejudices.

Furthermore, we understand that gender equality is a precondition for the prevention of family violence and other forms of violence against women. We recognise the important role that family violence leave plays but also that this is not the whole story. Work is still required to create a safe, supportive space where staff feel they can access this leave and not have it impact upon their career progression.

Our priorities



1. Increase the diversity of our staff and students, at all levels and in all disciplines.



2. Create equal opportunities for all.



3. Inform and empower our leaders.



4. Remove discrimination and systemic and individual biases.



Gender equality is a human right and therefore we must progress with these actions and deliver on change for our staff and communities. We also believe strongly in equity measures, that is, actions that seek to reduce specific barriers that exist for people from minority and marginalised groups and may take the form of gender equality targets, specific recruitment campaigns, gender affirmation policies and adjustments to promotion or recruitment processes.

This is not about reverse discrimination but is about reducing barriers and creating equal opportunities.

We commit to conducting gender equity reporting every six months to be shared with our staff, students and other stakeholders.

This plan details the actions we will take as a multi-sector institution to achieve greater gender equality across our Federation workforce and become an exemplar within our communities leveraging our Living Values which underpin expected behaviour and operational practice. It lays the foundation for the way we will be accountable as we embed these practices at Federation University and calls on our leadership and staff at all levels to consider how they can be involved in supporting the Gender Equality Action Plan.

I encourage you to be part of this important reform and consider how you can contribute to this evolution. I look forward to keeping you informed of our progress.

Professor Duncan Bentley
Vice-Chancellor and President
Federation University Australia



PROFESSOR DUNCAN BENTLEY

In developing the GEAP we acknowledge the Traditional Custodians of the lands and waters where our campuses, centres and field stations are located, and pay our respects to Elders past and present. We extend this respect to Aboriginal and Torres Strait Islander and First Nations Peoples.

The Aboriginal Traditional Custodians of the lands and waters where our campuses, centres and field stations are located include:

- WIMMERA** = Wotjobaluk, Jaadwa, Jadawadjali, Wergaia, Jupagulk
- BALLARAT** = Wadawurrung
- BERWICK** = Boon Wurrung
- GIPPSLAND** = Gunai Kurnai
- BRISBANE** = Turrbal and Jagera
- NANYA STATION** = Mutti Mutti and Barkindji



Introduction

The purpose of Federation University Australia is to transform lives and enhance communities.

We provide innovative and integrated lifelong learning, job skills and impactful research that enables people and communities to prosper locally, regionally, nationally and internationally.

To support this vision, the University has developed a Gender Equality Action Plan 2022-2025 (GEAP) to promote gender equality and improve outcomes for members of our workforce from all genders.

The GEAP builds on significant work already undertaken by the University, including the introduction of policies, guidelines and toolkits in diversity, equity and inclusion training; workforce surveys related to diversity and inclusion. These have resulted in positive outcomes for staff and led the impetus for change.

The strategies outlined in this GEAP are informed by data analysis from a workplace gender audit and significant consultation with stakeholders and the National Tertiary Education Union (NTEU) and Australian Education Union (AEU).



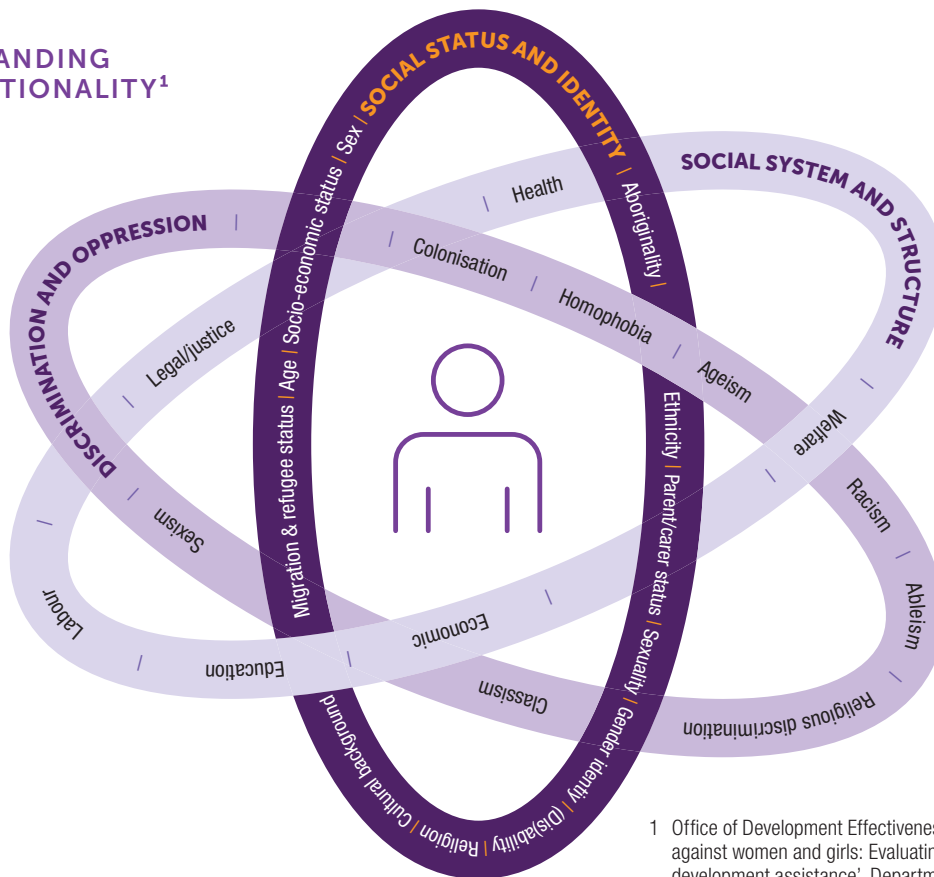
The importance of intersectionality

Gender equality benefits everyone regardless of gender, meaning every person can be afforded similar opportunities and protections under legislation.

Intersectionality is a contemporary approach that seeks to understand how social meanings about different people in our community underpin disadvantage and inequality. These experiences can intersect when members of our workforce have more than one form of disadvantage. For example, a woman with a disability that requires workplace adjustments may be disregarded for promotion or developmental opportunities due to obsolete stereotypes in relation to their role as a primary carer of children.

In summary, intersectionality considers a person's individual experiences of inequality and discrimination. It is critical that we consider gender equality through an intersectional lens (as illustrated in Figure 1) to understand how structural and process design may interrelate to create multiple forms of disadvantage. The Gender Equality Act identifies intersectionality as a key focus for organisations to consider when developing key outcomes and success indicators to promote gender equality.

FIGURE 1
UNDERSTANDING INTERSECTIONALITY¹

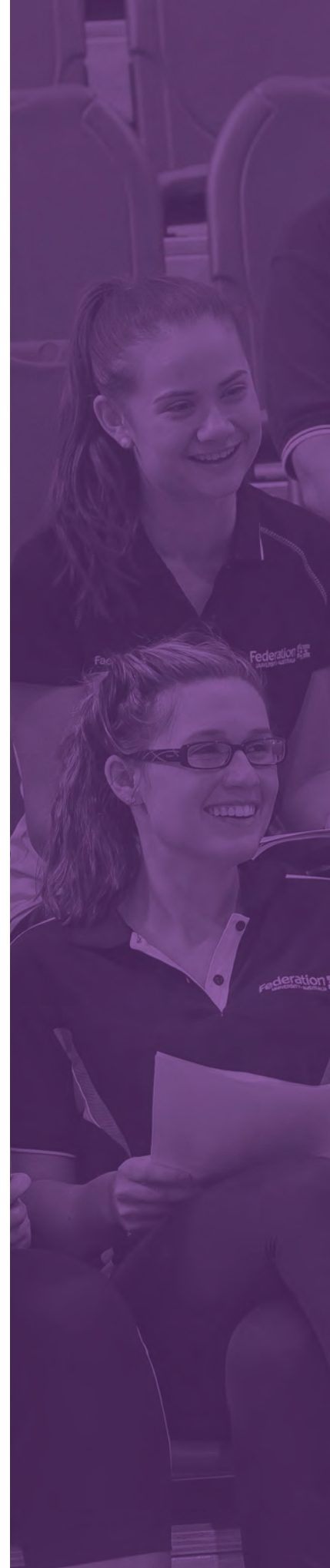


¹ Office of Development Effectiveness (ODE), 'Ending violence against women and girls: Evaluating a decade of Australia's development assistance', Department of Foreign Affairs and Trade, Canberra, 2019.

Gender equality principles and the Gender Equality Act

The Gender Equality Act 2020 outlines the requirements of all public service organisations in Victoria and details 10 principles to govern our work in this space. The University commits to these principles and they have guided us in our work and the development of this plan.

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



LEGISLATIVE CONTEXT ALIGNMENT

The introduction of the Gender Equality Act has provided a context to increase gender equality and early intervention practices. The main aim is to drive significant improvements in workplace gender equality in Victorian public sector entities, universities and local councils by ensuring defined entities comply with the following obligations:

- = Complete a gender audit by 1 December 2021 and 30 June 2025 and submit this to the Commission for Gender Equality in the Public Sector (the Commission)
- = Submit a GEAP to the Commission by 31 March 2022 and 31 October 2025
- = Submit a progress report to the Commission by 31 October 2023, 31 October 2025, and 31 October 2027
- = Undertake gender impact assessments (GIA) (continuing requirement) as part of our broader governance and strategy review.

STRATEGIC ALIGNMENT

Federation University Australia Strategic Plan 2021-2025: Purpose – Transform lives and enhance communities.

Commitment to embedding inclusivity – we champion access and inclusion for all and celebrate our diversity, particularly valuing Aboriginal and Torres Strait Islander cultural heritage, knowledge and perspectives.

We commit ourselves through our Strategic Plan 2021-2025 to championing and celebrating diversity for all. It is informed by our Living Values – Inclusion, Innovation, Excellence, Empowerment and Collaboration – which unite us to support transformational strategy.

The People and Culture Directorate is pivotal to this commitment and demonstrates Federation University's commitment to transforming the experiences of our workforce, continuous development of our people and to be a transformative institution with a digital-first approach that delivers innovative solutions to lead our people and communities into the future.



Governance structure

Regular GEAP monitoring will occur to ensure that commitments continue to be actioned and enable the University to adjust our response to a rapidly changing external environment.

A governance structure has been implemented (as per Figure 2) to ensure regular monitoring against committed measures. In accordance with legislative obligations under the *Gender Equality Act 2021*, we will report on progress every two years to the Commission and to our workforce.

FIGURE 2



Data analysis and collection methodology

The University undertook an extensive consultation process commencing with a diversity and inclusion staff experience survey and a series of qualitative focus groups. Participants were invited to contribute to at least one of the following groups:

- = LGBTIQ+ people
- = People with disability
- = Aboriginal and Torres Strait Islander Peoples
- = Academic staff
- = Women in STEM
- = TAFE Teachers
- = General/Professional staff

Participants provided important feedback on the existing barriers to equality from lived experience or that which was witnessed at the University. They also provided solutions that could address the issues discussed, raised topics that were currently being undertaken that were impactful and any other suggestions. Individual consultations were also offered to staff that were unable to attend group sessions or had a preference for a confidential discussion. Outcomes from the groups were then summarised into key themes to inform this GEAP.

Accompanying these consultations, was a review and audit of the workplace profile data in the form described by the Gender Equality Commission.

A co-design workshop was held where data was presented to a cross-functional multi-disciplinary project group. Participants worked collectively to refine and develop actions to address the key issues identified. Feedback was captured and a draft GEAP was then developed and distributed for further consultation with the following groups:

- = Vice-Chancellor
- = Vice-Chancellor's Senior Team (VCST)
- = Inclusion Steering Committee
- = Staff union representatives (National Tertiary Education Union (NTEU), Australian Education Union (AEU), Australian Workers Union (AWU) and United Workers Union (UWU))
- = University-wide consultation

The document will also be provided for noting to the Inclusion Committee (sub-committee of Council).

What our data tells us

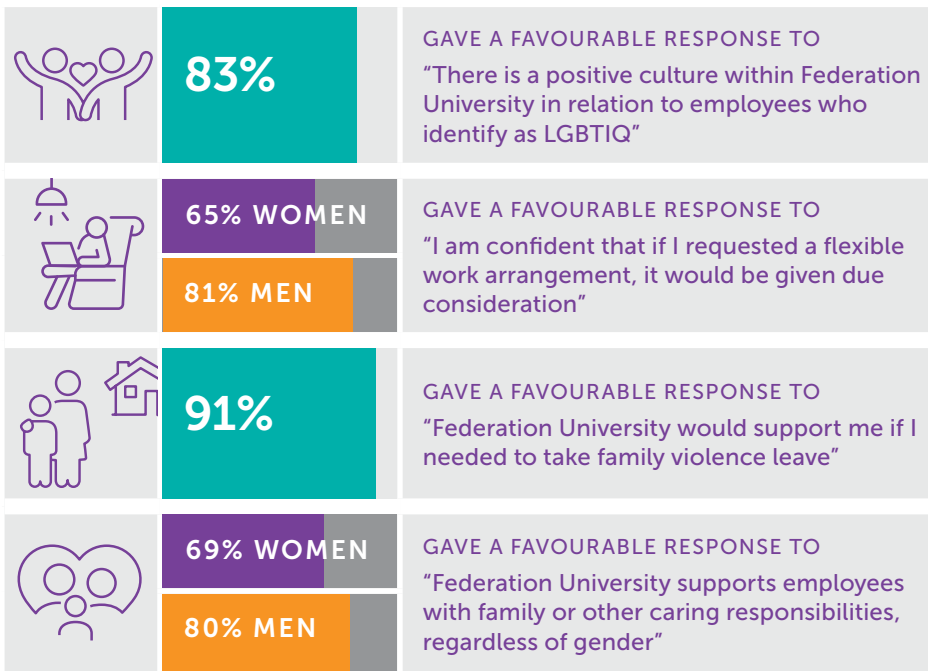
DIVERSITY, INCLUSION AND GENDER EQUALITY SURVEY

582
RESPONDENTS



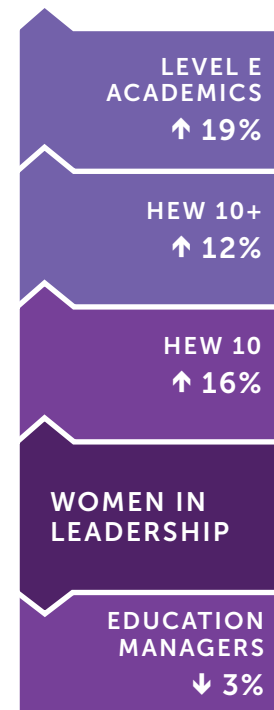
Source: Employee Experience Survey 2021. Note: 10.6% did not respond to gender question

SURVEY RESPONSES



Source: Employee Experience Survey 2021.

COMPARISON FROM 2017 TO 2021



Source: Workforce Gender Equality Agency Reporting

STAFF ACCESSING PARENTAL LEAVE



STAFF ACCESSING CARER'S LEAVE



Source: Workforce Gender Audit 2020-2021

EMPLOYEE EXPERIENCE SURVEY 2021 – KEY RESULTS



Numbers of non-binary and gender diverse people were too low to report.

WORKPLACE HARASSMENT AND DISCRIMINATION

94%
OF STAFF

Advised “they had not experienced inappropriate behaviours at work”

THE UNIVERSITY
REPORTED

ZERO
CASES

OF FORMAL SEXUAL
HARRASSMENT OR
ASSAULT.

Between April 2020-April 2021.



Source: Employee Experience Survey 2021.



Focus

The University's strategies, outcomes and indicators are structured into three main focus areas which have been informed by qualitative feedback from group and individual consultations and desktop research.

They build on current strategies with implementation to be phased over the four-year GEAP to achieve positive outcomes and incremental progression.

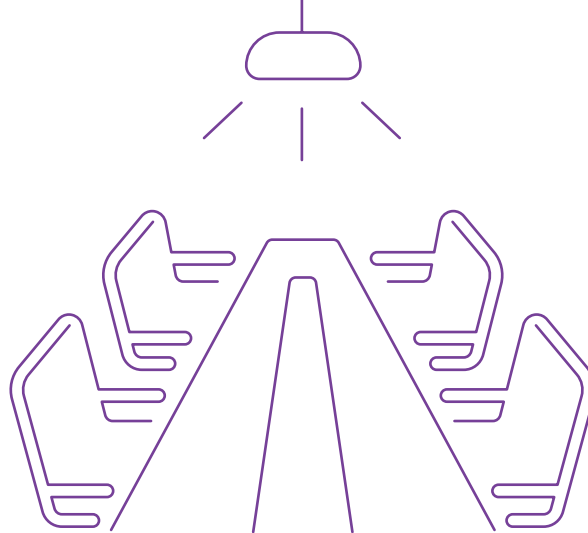
The aim of the outcomes is to monitor progress to keep the University on track to achieve our purpose of an inclusive workplace.

	FOCUS AREA 1	Gender representation
	FOCUS AREA 2	Leave and flexibility
	FOCUS AREA 3	Inclusive leadership and behaviour

A detailed outline will follow with outcomes and gender equality indicators for each area.

Gender representation

There have been significant improvements in the University's gender representation since 2017 however this process has highlighted a number of areas where there is room for improvement. Our actions seek to create sustainable changes to our gender representation by making progressive and specific changes to our practices and policies.



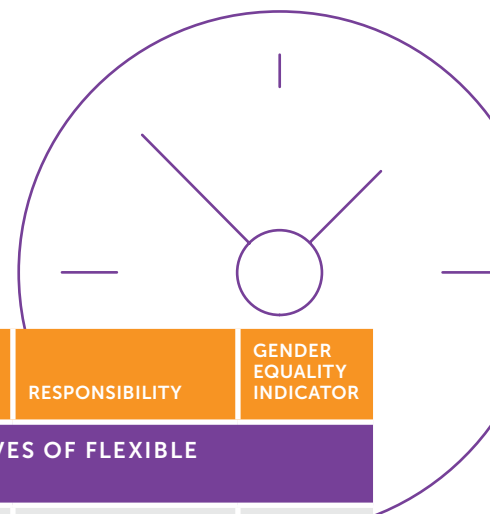
FOCUS AREA 1: ACTION AND RATIONALE	OUTCOME	RESPONSIBILITY	GENDER EQUALITY INDICATOR
1.1 IMPROVEMENTS IN RECRUITMENT POLICY AND PROCEDURE			
<p>Best practice is changing with respect to creating equitable recruitment procedures that facilitate the appointment of our workforce from a diverse range of backgrounds. An additional focus of this action is to examine ways of reducing the burden on women and staff from minority groups in the recruitment process.</p> <p>Another objective is to increase recruitment of women to advertised positions where there is no gender parity, particularly for STEM roles.</p>	<p>Recruitment Policy and Procedure updated and implemented by April 2023</p> <p>60% of academic appointments in STEM areas where under-representation exists will be women or gender diverse people by 2026</p> <p>The percentage of staff with a disability who believe the organisation makes fair recruitment and promotions decisions increases from 44% to 64%</p> <p>The percentage of women who believe the organisation makes fair recruitment and promotions decisions increases from 58% to 68%</p>	<p>Director, People and Culture</p> <p>Manager, Talent</p>	<p>Gender composition at all levels of the workforce</p> <p>Gendered work segregation</p> <p>Gender pay equity</p>
1.2 DEVELOP A PILOT PROGRAM TO COLLECT RECRUITMENT AND PROMOTION DATA BEYOND GENDER			
<p>The University recognises that diversity goes beyond gender and seeks to broaden its understanding of the diversity of staff. Currently data is not collected on disability, cultural background/identity or sexuality at recruitment, promotion or in the onboarding process. We seek to obtain a greater understanding of the existing diversity to enable the university to critically reflect this in our recruitment practices and career progression of staff from minority and marginalised groups.</p>	<p>Collect data on applicants through a de-identified process for six months</p> <p>Report on data outcomes and process to the Vice-Chancellor's Senior Team</p> <p>Develop a plan for ongoing data collection</p>	<p>Director, People and Culture</p> <p>Associate Director, Employee Experience</p>	<p>Gender composition at all levels of the workforce</p> <p>Recruitment and Promotion</p>
1.3 INTRODUCE JOB SHARE WITH VARIED TIME FRACTIONS FOR SENIOR LEADERSHIP ROLES ACROSS THE UNIVERSITY			
<p>Diversity in leadership roles has been proven to deliver increased innovation, productivity, performance and staff wellbeing. The codesign workshop indicated that the availability of leadership roles in part-time or job share arrangements is vital for facilitating a more diverse leadership team.</p> <p>Advertising leadership roles with flexible time fractions will provide the University with an advantage in the market, as well as encourage internal candidates to apply for roles they may have otherwise counted themselves out of.</p>	<p>35% of leadership roles advertised as full-time/part-time by 2023</p>	<p>Vice-Chancellor</p> <p>Director, People and Culture</p>	<p>Gender composition at all levels of the workforce</p> <p>Gender pay equity</p> <p>Recruitment and Promotion</p>

FOCUS AREA 1: ACTION AND RATIONALE	OUTCOME	RESPONSIBILITY	GENDER EQUALITY INDICATOR
1.4 INTRODUCE REPORTING MEASURES ON THE GENDERED IMPACT OF ANY PROPOSED REDUNDANCIES			
<p>2021 data highlighted that women were more likely to be made redundant than men and that women are more likely to take voluntary redundancies. There are many possible reasons for this including attractiveness of their current role, lack of opportunity for progression, and the financial incentive of redundancy. This action seeks to establish a process for reporting on the impact of proposed redundancies through a gender lens allowing areas to consider alternative options for the staff seeking redundancy or to review any non-voluntary redundancies that may occur.</p>	<p>New process in place by 2023</p> <p>Gender balance for redundancies across four years</p>	<p>Director, People and Culture</p>	<p>Gender composition at all levels of the workforce</p>
1.5 DETAILED ANNUAL PAY GAP REPORTING			
<p>Development of an annual report on pay gap by classification, with recommendations being taken to the Vice-Chancellor and the senior leadership team for implementation. The current practice is for reporting of WGEA pay gap data. To create meaningful change to the pay gap, a more detailed analysis must be undertaken accompanied by key recommendations.</p> <p>Establish a gender pay parity project to improve pay gap outcomes at the University with associated strategies.</p>	<p>First detailed report delivered December 2022</p> <p>Identified pay gaps reduced to within +/- 4% for equivalent roles, with particular focus in STEM disciplines.</p>	<p>Director, People and Culture</p> <p>Associate Director, Organisational Development and Diversity</p>	<p>Gender pay equity</p>



Leave and flexibility

Staff at Federation University were satisfied with their access to flexible work however, many saw working flexibly as a barrier to career progression. With these actions, we seek to understand the culture with respect to flexible work and address the barriers to uptake. This section addresses the leave and flexibility gender equality indicator.

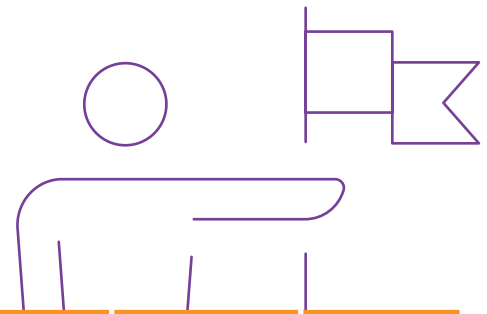


FOCUS AREA 2: ACTION AND RATIONALE	OUTCOME	RESPONSIBILITY	GENDER EQUALITY INDICATOR
2.1 DEVELOP A COMMUNICATION CAMPAIGN THAT SPEAKS TO THE POSITIVES OF FLEXIBLE WORKING FOR ALL			
<p>Qualitative data from the staff experience survey highlighted access to flexible work, however there was some concern from a cultural perspective towards those who access it. Many also saw it as a barrier to career progression. Implementing a communications campaign that supports the progressive policies and toolkits available, in combination with Action 2.3 should result in a positive shift in culture.</p>	<p>Number of men taking parental leave moves from 11 to 22.</p> <p>Respondents increase their agreement with the statement "There is a positive culture within my organisation in relation to staff who use flexible work arrangements" (women 51% to 70%, men 65% to 70%)</p>	<p>Director, People and Culture</p> <p>Associate Director, Organisational Development and Diversity</p>	<p>Leave and Flexibility</p>
2.2 UPDATE ENTERPRISE AGREEMENT (EA) TO REMOVE MATERNITY LEAVE AND INTRODUCE ALL GENDER PARENTAL LEAVE			
<p>The current language in the maternity/adoption/permanent care leave policy and the EA does not provide for parents of all genders to access this provision. Additionally, it refers to the birth parent as "she" and talks only of male and female staff as having access to adoption leave. An update of this language in line current Australian best practice will create inclusion for men, trans and gender diverse parents and include primary care responsibility for foster parents and those undertaking surrogacy.</p>	<p>EA updated in next round (2022)</p>	<p>Director, People and Culture</p> <p>Manager, Workplace Relations</p>	<p>Leave and Flexibility</p>
2.3 EDUCATION PROGRAM FOR ALL SUPERVISORS AND MANAGERS ON CREATING POSITIVE FLEXIBLE WORKING ENVIRONMENTS			
<p>A review of the University's policies revealed that there are a range of resources and clear guidance for supervisors and staff on flexible work practices. However, many staff view flexible working as a barrier to their career success, particularly women, people with a disability and men with caring responsibilities. Educating managers on the benefits of flexible working and how they can break down barriers for staff is important and was also the strongest theme that emerged from all the focus groups. A particular focus on increasing the access to flexible work for reasons beyond childcare responsibilities, support for academics who have caring responsibilities and a move away from time watching by managers.</p>	<p>75% of people managers receive training and support in implementing flexible working by June 2023.</p> <p>Respondents increase their agreement with the statement "There is a positive culture within my organisation in relation to staff who use flexible work arrangements" (women 51% to 70%, men 65% to 70%)</p>	<p>Director, People and Culture</p> <p>Executive Deans, Deans and Directors</p> <p>PVC Vocational Education and Training and Heads of Centre</p> <p>Associate Director, Organisational Development and Diversity</p>	<p>Leave and Flexibility</p>
2.4 CREATE A TOOLKIT TO ASSIST MANAGERS AND STAFF WITH REASONABLE ADJUSTMENTS			
<p>People with a disability are less likely to believe they have access to the flexibility they require. Increasing the awareness of managers and the options available to them will provide flexibility and reasonable adjustments.</p>	<p>Development of a toolkit for managers and staff by December 2022</p>	<p>Director, People and Culture</p> <p>Associate Director, Organisational Development and Diversity</p>	<p>Leave and Flexibility</p>

Inclusive leadership and behaviour

Federation University recognises there are actions required to create a safe, supportive and welcoming environment to all our staff and students.

FOCUS AREA 3: ACTION AND RATIONALE	OUTCOME	RESPONSIBILITY	GENDER EQUALITY INDICATOR
3.1 INTRODUCE PERFORMANCE OBJECTIVES FOR LEADERS ALIGNED WITH THIS PLAN			
<p>Evidence demonstrates that to motivate leaders to be proactive in diversity and inclusion, we need to introduce incentives and levers.</p> <p>Many leaders have not had opportunities to raise their awareness, understanding or motivation to create change. Others are active supporters of equity initiatives, however other business priorities take precedence. Introducing performance objectives in creating diverse workforces and inclusion including team satisfaction metrics, recruitment targets and training requirements can drive action.</p>	<p>All members of the extended leadership team to have identified diversity and inclusion objectives that align with this plan, FedPride Strategy, SAGE Athena SWAN, Disability and Inclusion Action Plan, Reconciliation Action Plan etc. by Dec 2023</p>	<p>Vice-Chancellor Deputy Vice-Chancellors Chief Operating Officer PVC Vocational Education and Training</p>	<p>All</p>
3.2 INCLUSIVE LEADERSHIP TRAINING COMBINED WITH A COMMUNICATIONS PLAN			
<p>Inclusive leadership training provides leaders with the skills and confidence to create inclusive environments. For many leaders do not fully understand its importance or know where to commence. Only 64% of women believed that senior leaders supported diversity and inclusion.</p> <p>However, we are aware that stand-alone training programs do not create change in isolation. Combining inclusive leadership training with a strong communications plan that delivers bite-sized amounts of information on a regular basis can begin to increase the awareness and understanding of all staff within the organisation.</p>	<p>100% of the senior leadership team have completed Inclusive Leadership training by Mar 2024.</p> <p>75% of women believe the senior leadership supports diversity and inclusion</p>	<p>Director, People and Culture Associate Director, Organisational Development and Diversity</p>	<p>All</p>
3.3 MENTORING PROGRAM FOR ACADEMIC WOMEN – ACADEMIC PROMOTION			
<p>Establish a mentoring program for women applying for academic promotion including support for staff returning from parental leave. This should increase the pipeline of academic women, particularly in STEM disciplines.</p>	<p>Increase of 30% for women applying for academic promotion by 2024</p>	<p>Deputy Vice-Chancellor, Academic Director, People and Culture Associate Director, Organisational Development and Diversity</p>	<p>Gender pay equity Gender composition at all levels of the workplace</p>
3.4 SUPPORT FOR LEADERSHIP TRAINING FOR WOMEN			
<p>Opportunity for women to participate in the WATTLE Leadership Programs for academic and professional staff. The University will develop a Women in Leadership mentoring program for attendees with a solid pipeline for future leadership opportunities.</p>	<p>Increase of 15% for women in leadership position by April 2024</p>	<p>Director, People and Culture Associate Director, Organisational Development and Diversity</p>	<p>Gender pay equity Gender composition at all levels of the workplace</p>



FOCUS AREA 3: ACTION AND RATIONALE	OUTCOME	RESPONSIBILITY	GENDER EQUALITY INDICATOR
3.5 DEVELOP A NEW DISABILITY INCLUSION AND ACCESS PLAN THAT ADDRESSES THE LIVED EXPERIENCE OF STUDENTS AND STAFF WITH A DISABILITY			
<p>Staff with a disability reported high levels of discrimination, low levels of belonging and inclusion and many did not feel safe to report inappropriate behaviour. Creation of the next Disability Inclusion Action Plan in consultation with staff and students with lived experience of disability is the first step towards improving these outcomes.</p>	<p>Implementation of the Disability Inclusion Action Plan by January 2023</p> <p>20% decrease in people with disability experiencing discrimination</p> <p>30% increase in sense of belonging for people with disability</p>	<p>Dean of Students and Registrar</p> <p>Director, People and Culture</p> <p>Associate Director, Organisational Development and Diversity</p>	<p>All</p>
3.6 INTRODUCTION OF ACTIVE BYSTANDER TRAINING TRAINING – SUPPORT FOR STUDENTS AND STAFF			
<p>To shift cultures that accept negative behaviour we need to empower staff to be active bystanders, to notice unacceptable behaviour and take appropriate action. This training program will be introduced in 2022.</p>	<p>40% of staff have undertaken active bystander training by March 2024</p> <p>The percentage of people who “Spoke to the person who behaved in a negative way” increases from 18% men and 19% women to 30%.</p>	<p>Director, People and Culture</p> <p>Associate Director, Organisational Development and Diversity</p>	<p>Workplace sexual harassment</p>
3.7 DEVELOP A COMMUNICATIONS STRATEGY FOR PROMULGATION OF THE POLICY FOR REPORTING OF NEGATIVE BEHAVIOUR AND THE TYPES OF BEHAVIOURS THAT ARE CONSIDERED INAPPROPRIATE			
<p>Only 64% of women believed the University took active steps to eliminate harassment, bullying and discrimination. 42% of women with disabilities had experienced discrimination.</p>	<p>Communication strategy produced and implemented Dec 2023.</p> <p>80% of women believe the University takes steps to eliminate harassment, bullying and discrimination</p> <p>Revised Code of Conduct Policy by Dec 2022</p>	<p>Director, People and Culture</p> <p>Associate Director, Organisational Development and Diversity</p>	<p>Workplace sexual harassment</p>
3.8 FORMALISE THE CONTRIBUTIONS MADE BY PEOPLE FROM MINORITY AND MARGINALISED GROUPS TO RECRUITMENT PANELS, COMMITTEES AND OTHER DECISION-MAKING PROCESSES			
<p>Cultural and gender loads were identified as a significant barrier to people from minority groups. It is important that the voices of women, Aboriginal and Torres Strait Islander People, LGBTQIA+, people of colour and people with disability are included in important decision-making processes. Support will be provided in the form of research/administrative support, administrative support, time allocation, recognition in position descriptions and workload allocations and remuneration.</p>	<p>Appropriate revisions to workload model to recognise cultural and gender loads by Dec 2023</p> <p>Workload allocation for people to request access to time requests if they demonstrate cultural or gender loads</p>	<p>Deputy Vice-Chancellor, Academic</p> <p>Director, Academic Services and Support</p> <p>PVC Vocational Education and Training</p>	<p>Gender pay equity</p> <p>Gender composition at all levels of the workforce</p>

FOCUS AREA 3: ACTION AND RATIONALE	OUTCOME	RESPONSIBILITY	GENDER EQUALITY INDICATOR
3.9 ESTABLISH FORUMS FOR LGBTIQA+ AND ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE TO VOICE IDEAS, CONCERNS AND ISSUES			
In the focus groups for LGBTIQA+ people and Aboriginal and Torres Strait Islander people we heard that staff are seeking a similar but regular forums to discuss their concerns and have their experiences heard. These initial groups will be established and anyone who identifies in the community encouraged to attend.	Hold two forums per year for LGBTIQA+ people and Aboriginal and Torres Strait Islander peoples.	Director, People and Culture Associate Director, Organisational Development and Diversity	Workplace sexual harassment Gender composition at all levels of the workplace
3.10 CREATE A TOOLKIT FOR MANAGERS AND INTRODUCE STAFF FORUMS TO DISCUSS THE IMPACTS OF MENOPAUSE IN THE WORKPLACE			
Focus groups highlighted the lack of knowledge and awareness around the impacts of menopause on the experiences of women and gender diverse people in the workplace. The Australian menopause society recommends introducing training into the workplace, adapting the workplace environment where necessary, making flexible hours an option and creating opportunities to facilitate discussion. This action will be the first step in understanding how to better support our staff going through this stage of life.	An online forum to be held for women and gender diverse people to discuss the impacts of menopause on work by end of October 2023 New actions developed to address barriers by Feb 2024	Director, People and Culture Manager, Risk, Health and Safety	Gender pay equity Leave and Flexibility
3.11 EXPLORE A FEASIBILITY STUDY INTO AN ANONYMOUS FEEDBACK CHANNEL FOR STAFF TO RAISE CONCERNS AROUND WORKPLACE INCIVILITY			
It appears that staff are not accessing the formal complaints process when experiencing negative behaviour. Undertake a feasibility study to enable staff to provide anonymous feedback and concerns about behavioural and cultural issues as a way of identifying areas for improvement. Another is to streamline the complaints process for ease of accessibility and clarity. The staff experience survey provides a great overview of the thoughts of staff at a point in time however more detailed, nuanced, timely information may be missed.	Explore the introduction of a plan to open an anonymous feedback channel around negative behaviours by April 2024 Conduct a review of the current complaints process to identify improvements to the current process by April 2023	Director, People and Culture Manager, Workplace Relations	Workplace sexual harassment
3.12 PRIORITISE THE INTRODUCTION OF GENDER AFFIRMATION AND COMING OUT TOOLKIT FOR STAFF AND STUDENTS AND A GUIDE FOR MANAGERS ON PROVIDING SUPPORT			
This action forms part of our FedPride Strategy however delivery was scheduled for 2023. Based on the LGBTIQA+ focus group that we held it is apparent that the timeline of this action should be moved forward. Creating safety, both physically and psychologically, for all our staff and students is a key priority and therefore we will move this action forward.	Policy and toolkit in place by Dec 2022	Dean of Students and Registrar Director, People and Culture Associate Director, Organisational Development and Diversity	Gender Composition at all levels of the workplace
3.13 INCREASED MESSAGING ON THE IMPACTS OF FAMILY VIOLENCE ON STAFF AND STUDENTS			
Survey respondents were asked as to whether they would be supported should they access family violence leave and over 90% said yes. However, there are other reasons that may prevent people from accessing this support including perceptions that it may impact their career, concerns about their abuser discovering the leave request and/or concern about stigma that may accompany the request. Increasing our messaging on this important topic and awareness and understanding of the confidential nature of the requests will be introduced.	Implementation of engagement campaign on the impacts of family violence and the way Federation University handles leave complaints by Dec 2024	Director, People and Culture Associate Director, Organisational Development and Diversity	Gender Composition at all levels of the workplace

Strategic resource plan

The University recognises that resourcing will be critical to the progress of gender equality. A plan is currently being developed and resources allocated to ensure the measures can be achieved in line with commitments.

The resourcing will also include regular review over the life of the GEAP due to the changing landscape in which we are currently operating in. As the GEAP is not a static document, the resourcing plan will be reviewed on a regular basis.

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