Federation University

EST. 1870

Gender Equality Action Plan (GEAP) 2026–2030



Federation University Australia acknowledges the Traditional Custodians of the lands and waters where our campuses, centres and field stations are located and we pay our respects to Elders past and present, and extend our respect to all Aboriginal and Torres Strait Islanders and First Nations People.

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

Ballarat: Wadawurrung

Berwick: Boon Wurrung

Gippsland: Gunaikurnai Nations

Melbourne: Wurundjeri

Nanya Station: Mutthi Mutthi and Barkindji

Wimmera: Wotjobaluk, Jaadwa, Jadawadjali, Wergaia, Jupagulk



Attestation by the Vice-Chancellor



As Vice-Chancellor and President, I affirm Federation University Australia's strong and ongoing commitment to advancing gender equality as a core organisational priority.

This Gender Equality Action Plan reflects the voices, experiences and insights of our community, and sets a clear and practical pathway for action informed by consultation, evidence and our strategic direction.

We are committed to creating an environment for our students and staff that is welcoming, safe and inclusive – where equitable and respectful practices are experienced every day. This requires sustained leadership, shared accountability and a willingness to address structural and systemic barriers to equality.

Through this plan, we will continue to strengthen our approach to gender equality by embedding it into our governance, decision-making and everyday practice, ensuring that progress is meaningful, measurable and experienced by our people.

I confirm that:

- I am the head of organisation (CEO or equivalent)
- I have reviewed and approved the submission of this gender equality action plan (GEAP) on behalf of my organisation (as named above), and I attest that the implementation of the GEAP will be adequately resourced as required under the *Gender Equality Act (2020)*.

Duncan Bentley

Professor Duncan Bentley
Vice-Chancellor and President

15 May 2026

Attestation

Section 1
Key learnings



Balancing intersecting legislative obligations

A key learning has been the need to manage increasing and intersecting gender equality related legislative obligations, including under the *Gender Equality Act 2020* (Vic), the *Workplace Gender Equality Act 2012* (Cth), and emerging Commonwealth requirements such as the National Higher Education Code to Prevent and Respond to Gender Based Violence. While these frameworks are strongly aligned in intent, they place additional demands on organisational capacity and reporting effort.

This has reinforced the importance of a coordinated, intersectional and sustainable approach to gender equality work – one that prioritises meaningful action with organisational impact, while reducing duplication and aligning evidence and reporting processes where possible.



Data practices and systems

A new human resource information system (HRIS), Workday, was implemented in November 2022 which has required significant changes to data practices. A key learning in the audit and progress reporting activity has been the importance of accurate data, supported by strengthened data checking and validation processes.

Improved practices will be a focus across this GEAP, with work already underway to explore consistent occupational categorisation. The use of a single system across the life of this GEAP is expected to improve data comparability and support more reliable monitoring and reporting.



Setting achievable and meaningful actions and targets

Through both implementation and reporting, the University has strengthened its understanding of the importance of setting actions and targets that are achievable within available resources and appropriate to the size, structure, and operating context of the institution. This learning has informed the development of this GEAP, with a greater emphasis on prioritisation, sequencing and focusing effort where it is most likely to deliver meaningful and measurable impact.



People matter survey data

Participation in the *People matter survey*, undertaken in 2025, was low (17% of the total employee population), which limited the ability to draw reliable conclusions about employee experience and sentiment in the recent progress report.

The *People matter survey* is a vital tool for understanding employee experience and informing decision making. As such, increasing participation and strengthening understanding of its purpose and value will be a focus over the life of this GEAP. Ahead of the next *People matter survey*, a structured and leadership-supported approach will be implemented to improve participation and ensure survey data can more meaningfully inform analysis, monitoring and action under this GEAP.



Whole-of-organisation approach

Informed by both resourcing constraints and best practice models, our first GEAP has led us to adopt a more explicit whole-of-organisation approach for this GEAP.

This GEAP leverages governance structures (such as the Respect@Fed Committee and Inclusion Committee), employee networks (including the Gender Equity Network), and local area input to support implementation. These mechanisms are intended to support shared accountability, enable local insight, and strengthen the design and delivery of initiatives that are scalable and responsive across the organisation.

This approach also draws on both new and existing employee groups and networks, using local area knowledge to inform the design of initiatives that can be scaled across the organisation. These groups are intended to provide safe and regular opportunities for employees to share feedback on what is working well, where challenges exist, and where improvement is needed. This is supported by employee listening mechanisms, including enterprise surveys, which enable the organisation to collect, analyse and respond to feedback in a structured way.

Collectively, these mechanisms support a more coordinated and intersectional approach to inclusion, and in turn gender equality, over the life of the GEAP.

Section 2

Processes, record keeping and governance

The inaugural GEAP lacked a detailed implementation plan, and monitoring and governance were impacted by several significant internal and external factors.

Several measures have been implemented to support the successful implementation, monitoring and governance of this GEAP with increased focus on accountability and a whole-of-organisation approach.

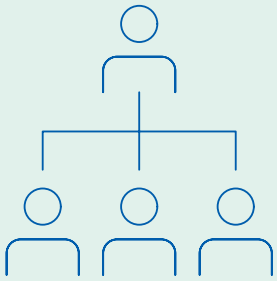
These include:

Establishing the Gender Equity Network (GEN)

A dedicated group created to foster an inclusive and equitable environment for all staff promoting awareness, sharing resources, advocating for and resourcing gender diversity and equality initiatives and supporting the implementation of gender impact assessments. Members collaborate on projects, events, and campaigns to address barriers and champion positive change. The group consists of over 20 members representing all areas of the organisation, across varying levels and job categories and were nominated by the Vice-Chancellor's senior team.

Creation of the Respect@Fed Committee

The Respect@Fed Committee, implemented in 2026 will play an integral role in the governance framework for inclusion strategies with a specific focus on the whole-of-organisation cultural response to gender-based violence, antisemitism and racism.



Planned regular engagement and consultation

Planned regular engagement and consultation with employee representative groups throughout the life of the GEAP.

A focus on embedding education, awareness and accountability

Work is underway and will continue across the life of the GEAP to increase awareness and accountability for inclusion, respect, prevention and response to gender-based violence and equality across our community, including 'students and employees'. Processes set up include socialisation of definitions for example, a shared definition of a gender pay gap on our web pages socialised with the extended leadership team and GEN. Work to further build and socialise shared definitions in relation to gender equality, respect and gender-based violence. A collaboration with Women's Health Grampians (WHG) led to co-delivered gender impact assessment training for the gender equality network, building a deeper understanding of intersectionality and gender equality. Training and learning opportunities will continue to be made available to the group to upskill members, embedding expertise across the network and in turn the Federation community.

Regular scheduled employee group consultation and engagement

Scheduled reporting into employee groups; including the Respectful and Inclusive Communities Action Plan (RICAP) Implementation Team, First Nations leadership and relevant unions.

The following information, including Figure 1, provides an overview of the governance structure for decision making, risk management, and accountability for the GEAP.

1 Consultation and local input (ongoing)

Employee representative groups (as required) and Gender Equality Network (quarterly) provide staff input, local insight, and identify delivery risks with representative group input and engagement in initiatives and projects facilitated by People and Culture.

2 Development and coordination (ongoing)

People and Culture has oversight and coordinates GEAP projects, manages initiatives, scheduling, reporting, record keeping and risk management.

3 Assurance and organisational alignment (monthly)

Respect@Fed Committee reviews progress, endorses action plans, and assures intersectional and whole-of-university alignment.

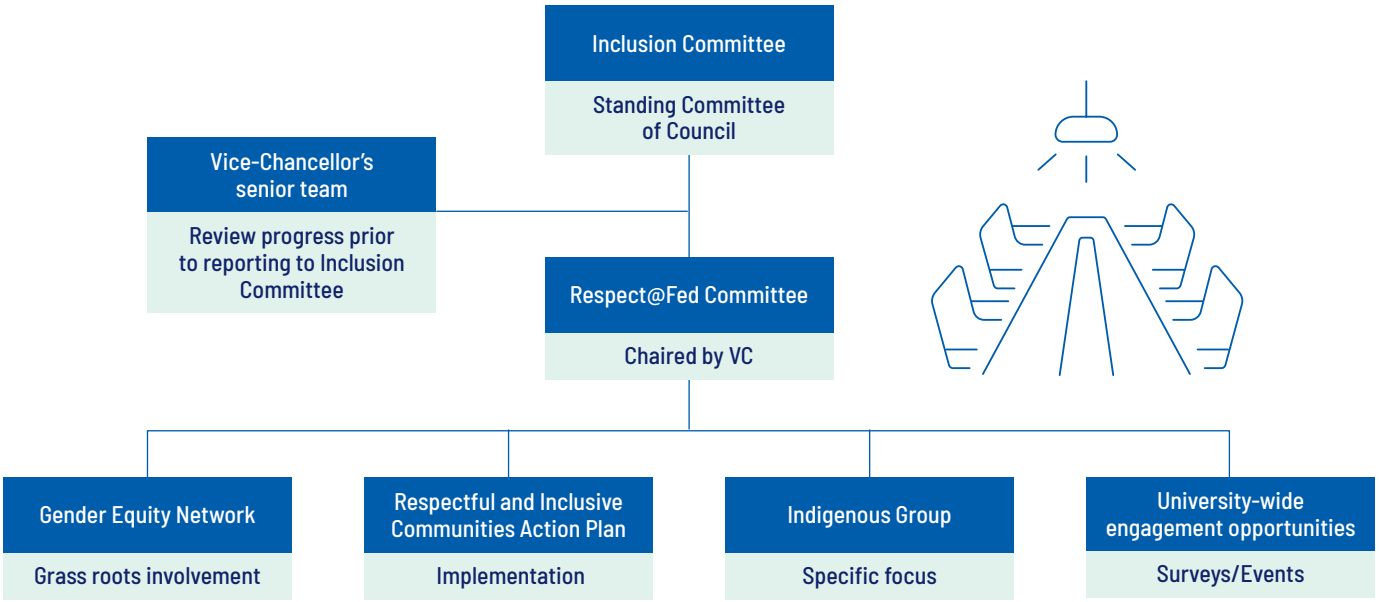
4 Executive accountability and decision making (ongoing)

Vice-Chancellor (with delegation to Vice-Chancellor's senior team) provides final approval, authorises major resourcing, and accepts or escalates strategic risks.

5 Strategy oversight and monitoring (quarterly)

Inclusion Committee monitors outcomes, approves major initiatives, and oversees compliance and emerging risks.

Figure 1: Governance engagement structure



Section 3

Leadership commitment

Federation University Australia is committed to advancing gender equality as a core organisational priority, recognising that an inclusive, equitable and respectful workplace is critical to achieving our strategic ambitions and supporting the communities we serve.

As a regional, dual sector university and TAFE provider, Federation plays a key role in developing a skilled and adaptable workforce. Delivering on this responsibility requires a workplace where all employees are supported to participate, contribute and succeed. Creating a safe, respectful and inclusive environment is therefore fundamental – not only to workforce sustainability, but to the quality and impact of our teaching, research and engagement.

Gender equality is embedded within the University's strategic plan, *Federation 2040: A vision for Australia's first co-operative university*. Three of the Plan's strategic drivers directly reflect this commitment:

- prioritising First Peoples and reconciliation matters
- fostering an inclusive and rewarding workplace
- empowering learners and expanding opportunity.

This Gender Equality Action Plan (GEAP) aligns with these drivers and is supported through established governance structures (see Section 2, Figure 1), including executive oversight, the Inclusion Committee and the Respect@Fed Committee, ensuring accountability for implementation, monitoring and continuous improvement.

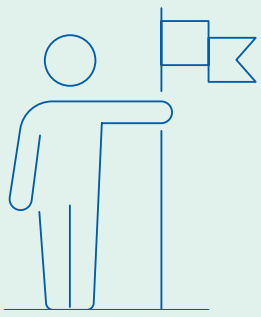
The University demonstrates its commitment through a coordinated, whole-of-organisation approach that integrates gender equality into strategy, policy, decision-making and everyday practice. This includes aligning with legislative obligations under the *Gender Equality Act 2020* (Vic) and the *Workplace Gender Equality Act 2012* (Cth), as well as the newly established obligations for the National Higher Education Code to Prevent and Respond to Gender-based Violence. These activities are undertaken alongside and in alignment with broader inclusion, respect and equity initiatives across the University, reinforcing a consistent and connected approach to advancing gender equality.

Leadership commitment is reflected in how accountability is shared across the organisation. Leaders at all levels are expected to role model inclusive and respectful behaviours, support safe and equitable workplaces, and engage with workforce data and consultation insights to inform decisions. Through governance and engagement mechanisms – including the Gender Equity Network, employee consultation processes and representative groups – the University supports collective ownership of gender equality priorities and actions, and promotes transparent sharing of relevant data, insights and progress across the University community to build understanding and drive improvement.

> **Progress is supported through regular monitoring, transparent reporting and ongoing engagement with stakeholders across the Federation community, including students and staff.**

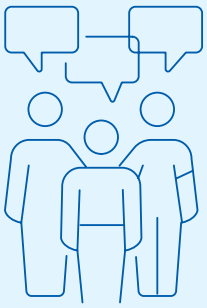
Strengthened data practices and governance oversight enable the University to track outcomes, identify areas for improvement and ensure that actions taken under this GEAP are meaningful, evidence-based and responsive to the needs of the Federation community.

Advancing gender equality at Federation requires sustained focus, shared responsibility and visible leadership. Through this GEAP, the University reaffirms its commitment to continuous improvement and to creating a workplace where equity, inclusion, safety and respect are experienced consistently across the organisation.



Section 4

Consultation groups



Federation University consulted with:

- Governing body
- Employees
- Employee representatives, including relevant trade unions
- Gender Equity Network
- Other relevant people



Section 5

Consultation process

A structured and multi method consultation process was undertaken to inform the development of this gender equality action plan (GEAP), engaging employees, employee representatives, governance groups and other relevant stakeholders.

Focus groups were conducted with a cross section of employees, including academic staff, TAFE teachers and professional staff, to explore experiences, perspectives and priorities relevant to gender equality at Federation. These sessions were held online, with each session running for approximately one hour. Questions were shared with participants in advance to support informed participation. All participants were provided with clear guidance on how information would be treated, stored and used.

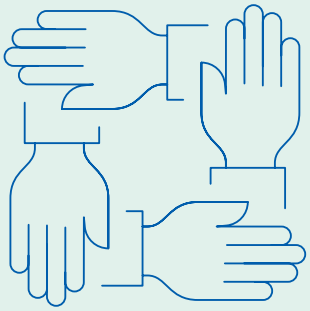
In addition, all employees were invited to participate in a survey to comment on current GEAP strategies and progress, providing an opportunity to identify areas for further focus and development, and share individual experiences and perspectives. The survey was open for 34 days and garnered 52 responses. Participants were advised that all data would be de-identified and were provided with clear guidance on how information would be collected, treated and used.

> **The survey included both qualitative and quantitative questions, covering areas such as recruitment practices, leadership prioritisation of gender equality, flexible work, and the prioritisation of key action areas including equal pay, gender composition and gendered workforce segregation.**

Consultation was also undertaken with key representative and stakeholder groups. This included representatives from the National Tertiary Education Union (NTEU), the Gender Equity Network (GEN), the Respectful and Inclusive Communities Action Plan (RICAP) Implementation Team, First Nations representatives, and members of the Student Equity and Safer Communities team. These groups were invited to review the draft GEAP, ask questions, and provide feedback and suggested strategies. Engagement occurred through a combination of written feedback and facilitated online and in person drop in sessions.

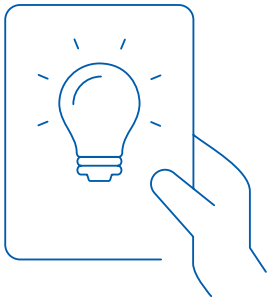
Consultation also occurred at a governance level. A draft of the GEAP and accompanying briefing materials were provided to the Inclusion Committee to support review and input. Consistent with the University's governance framework, final decision-making in relation to the inclusion of strategies and priorities within the GEAP sits with the Vice-Chancellor and President.

An academic symposium titled 'Solidarity and Beyond', which provided a structured opportunity for academic staff to share lived experiences of motherhood, care and career progression across all gendered carers. Analysis of the insights, actions and support sought through the forum has informed the development GEAP strategies.



Section 6

Consultation findings



Consultation was most impactful in clarifying community priorities. While progress had been achieved in some areas, including workplace flexibility, these remained a high priority.

Consultation also brought to life nuances in the audit data, highlighting how findings are experienced in practice and where progress is perceived as uneven or inconsistent. Feedback on the draft GEAP reinforced these themes.

Across consultation groups, structural factors continue to shape employee experience and outcomes. Feedback highlighted the importance of visibility of opportunities, consistency of workforce practices, confidence in recruitment and promotion processes, and the impact of workload, flexibility and career interruptions on progression.

Flexibility emerged as both a strength and an ongoing priority. While participants acknowledged progress in flexible working arrangements, focus group data indicated variability in how these are applied across teams and leaders. Consultation identified a perception that flexible working arrangements could not be supported for staff in management positions – with expectations of full-time availability and out-of-hours work acting as a constraint. While flexibility supports productivity and managing caring responsibilities, inconsistent practice remains a challenge. Participants also highlighted the importance of leadership role modelling and strengthening manager capability.

> **These insights have informed the prioritisation of several GEAP strategies, including improved transparency in recruitment and promotion, strengthened career pathways, increased access to development opportunities, more consistent flexible work practices, and a focus on barriers influencing participation and progression.**

Consultation with academic staff highlighted the importance of making support for progression 'visible'. This included stronger networks and communities of practice, opportunities to connect with senior academic women and hear lived experiences, and visibility of leadership pathways through meaningful and purposeful projects aligned to the University's strategic plan. Participants also highlighted the importance of recognising the expertise and value academic staff bring and ensuring this is visible across different academic profiles. Participants noted the impact of the academic women's mentoring program on promotion participation and the importance of connections between senior and early to mid-career academics. Systemic issues were also identified, including research structure changes and lack of clarity in expectations and metrics, impacting perceptions of promotion readiness.

Some participants identified barriers including workload allocation, career interruptions and balancing research expectations with caring responsibilities and further study. A small number noted that less visible work, such as teaching, mentoring and service contributions, is not consistently recognised and may disadvantage those with non-linear career paths.

Consultation with professional staff emphasised structural and cultural barriers, with career progression perceived as limited and unevenly distributed, particularly for staff based away from Mt Helen or working across campuses. Workforce processes were also identified as barriers, with reduced time fractions 'disappearing' from budgets and leave backfill (including maternity and long service leave) viewed as insufficiently supported, driving workload increases and discouraging appropriate backfilling. Participants called for greater transparency in recruitment, promotion and remuneration, improved access to development opportunities, support for internal applicants, and fairer recognition of professional roles.

Consultation with TAFE teachers highlighted both gender-specific and broader challenges. A small number raised concerns regarding gender representation in some disciplines, including the Advanced Diploma of Building Surveying. Themes of onboarding and career progression were prominent, alongside workplace pressures in balancing flexibility, leave and workload, particularly in the context of caring responsibilities. Ongoing professional development was identified as a priority to support attraction, retention and capability.

Section 7

Gender equality principles

In developing this Gender Equality Action Plan (GEAP), gender equality principles set out in the *Gender Equality Act 2020* have been applied across analysis, consultation, prioritisation and strategy development, with explicit consideration of how these principles inform decision-making, including through the application of gender impact assessment processes.

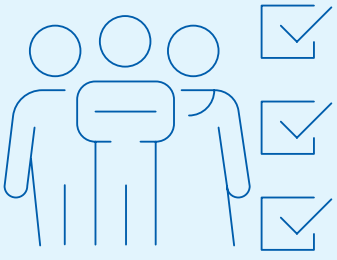
The principle that gender equality is a human right and a precondition to social justice is reflected in the prioritisation of actions addressing sexual harassment, gender-based violence and inclusive workplace culture. This includes alignment with the National Higher Education Code to Prevent and Respond to Gender-based Violence and the establishment of governance mechanisms such as the Respect@Fed Committee, recognising that safe and respectful environments are foundational to equitable participation and progression.

The principle that gender equality benefits all people and is a shared responsibility has informed a whole-of-university approach. This is evidenced through governance structures (including the Inclusion Committee and Gender Equity Network), leadership accountability, and the integration of gender equality considerations into workforce decision-making processes and capability development, rather than positioning gender equality as the responsibility of a single function.

Recognition that women have historically experienced discrimination and disadvantage has informed a focus on structural drivers identified through workforce audit analysis and consultation. This includes targeted strategies addressing leadership pathways, recruitment and promotion practices, gendered workforce patterns and pay outcomes, particularly where women remain under-represented in senior and higher-paid roles.

The GEAP also reflects the principle that gender inequality may be compounded by other forms of disadvantage. This is demonstrated through consultation with a cross-section of employee groups, including First Nations representatives and employee networks, and through actions to improve data disaggregation, transparency and area level analysis to better understand differential impacts.

Finally, recognising that in some cases targeted actions are needed to address persistent or structural gender inequality, the GEAP includes proportionate actions where ongoing or systemic inequality has been identified, informed by workforce audit analysis and consultation findings, while remaining realistic, sustainable and responsive to the University's operating context.



Section 8

Gender pay equity principles



In developing this gender equality action plan (GEAP), the gender pay equity principles outlined in the Gender Equality Regulations have been used to guide analysis, prioritisation and strategy development, informed by Workforce Audit data, the Progress Report and WGEA gender pay gap reporting insights.

The principle of equal pay for work of equal or comparable value is reflected in our focus on understanding the structural drivers of the gender pay gap. Our analysis confirms that pay gaps are primarily influenced by workforce composition, including the under-representation of women in the most senior and highest-paid roles, and occupational segregation across the workforce. This has informed GEAP strategies that prioritise strengthening leadership pipelines, improving progression pathways and addressing gendered workforce patterns.

Consistent with the principle that employment and pay practices should be free from bias and discrimination, the GEAP includes actions to improve the consistency and transparency of recruitment, promotion and remuneration processes. This responds to both workforce data and consultation findings indicating variable practice and low confidence in fairness, alongside evidence that bias can influence career progression and pay outcomes over time.

The principle of transparency is reflected in a strengthened focus on data quality, pay gap analysis and governance. Recognising limitations in data comparability due to HRIS changes and organisational transformation, the GEAP prioritises improved data integrity, disaggregation of remuneration components and regular executive review and oversight to support informed decision making.

Finally, the GEAP acknowledges that pay equity is shaped by broader patterns of workforce participation, including caring responsibilities and flexible work. Consistent with these principles, actions have been included to support equitable access to flexibility and challenge gendered patterns of leave and employment, recognising their cumulative impact on progression and pay outcomes. The action outlined in this GEAP are intended to support sustained and systemic change and have been informed by structured consultation and engagement processes, including workforce and stakeholder feedback, with implementation supported through collaborative approaches that embed shared responsibility for advancing gender pay equity.



Section 9

Intersectionality

Federation University recognises that gender inequality is not experienced uniformly, and that gender intersects with other attributes – including Aboriginality, age, disability, ethnicity, gender identity, race, religion, sexual orientation and caring responsibilities – to shape differing experiences of advantage and disadvantage.

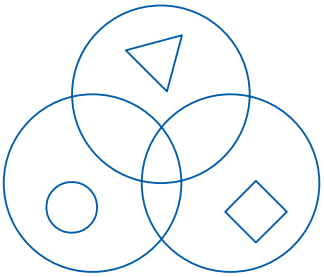
We seek to respond to these intersecting and overlapping forms of disadvantage and discrimination through this GEAP.

Intersectionality has informed how data has been interpreted and how priorities have been identified. While limitations in available data, including low survey response rates and evolving HRIS capability, constrain detailed intersectional analysis at this stage, the GEAP acknowledges these gaps and includes actions to strengthen data collection, disaggregation and analysis over time. Area-level and discipline-level insights have been prioritised to better understand how gender inequality may manifest differently across workforce cohorts, including academic, professional and TAFE staff, and across campus locations.

We have sought to consult with a cross section of employees to broaden the diversity of voices informing this GEAP, ensuring that a range of lived experiences and perspectives are reflected and that proposed strategies respond to our broader inclusion goals. This has included consultation with First Nations representatives, employee networks, unions and diverse staff groups. Feedback highlighted how gender inequality is experienced alongside other structural and cultural factors, including caring responsibilities, geographic location, employment type and career stage, reinforcing the need for responses that are flexible and context-specific.

The implementation of the Respect@Fed Committee, and its role in the governance of the GEAP, will support these inclusion goals by creating opportunities to apply an intersectional approach to respect and equality. The Committee comprises a diverse group of members, bringing a range of lived and intersectional experiences, and will oversee whole-of-community learning initiatives that draw on diverse voices to expand understanding of gender-based violence, racism, ableism and broader forms of discrimination, and support the development of a shared language aligned with our value of inclusion.

An intersectional approach has also been embedded in how actions will be implemented. Gender impact assessments will be undertaken using an intersectional lens and will continue to be embedded in operational practice to support informed, consistent and equitable decision-making processes across the organisation. This will be supported through the ongoing development of awareness, capability and application of Gender Impact Assessment processes. Governance structures, including the Respect@Fed Committee and Gender Equity Network, have a remit to consider intersectional impacts in decision-making, cultural initiatives and prevention efforts. The Gender Equity Network supports this through advocacy, awareness-building and guidance on the application of gender impact assessments within local areas.



Section 10

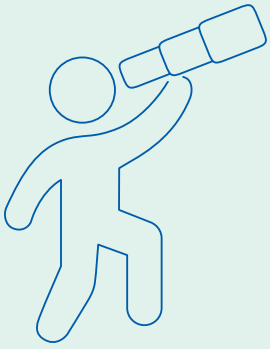
Making a case and creating a vision

Gender equality matters at Federation because it is fundamental to safety, respect, fairness and opportunity – for our people, our students and the communities we serve.

As a regional university committed to transforming lives and enhancing communities, our everyday practices and decisions shape whether people feel safe, respected, valued and supported to participate, irrespective of gender identity, age, culture, ethnic and other intersectional identities. Our commitment to gender equality is about removing barriers, strengthening trust and creating the conditions for everyone to contribute and thrive, within
the University and across the regions we serve.

This commitment is grounded in and informed by our living values. Gender equality is one of the most salient ways these values are expressed in practice – through fostering inclusive and respectful environments, listening to diverse perspectives, supporting people to flourish, working together to address complex challenges, and being willing to adapt and enhance how we operate. These behaviours sit at the heart of how we expect our Federation community to work, lead and make decisions.

Our gender equality action plan is deliberately practical and outcomes focused. We are clear that progress must be genuine, achievable and experienced – not simply documented.



> **The intent of this plan is to support visible change that people can see in how decisions are made, feel in their working environment, and trust in how the University holds itself accountable over time.**

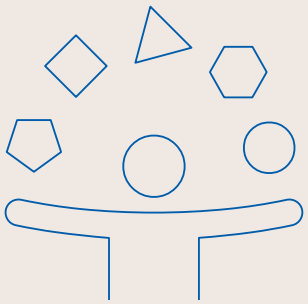
We recognise that gender equality can only be progressed through an intersectional lens – acknowledging that experiences of gender are shaped by factors such as First Nations identity, race, disability, sexuality, age, caring responsibilities and socio economic background. Taking a systems-based approach helps us better understand where barriers exist and enables us to design actions that are fairer, more inclusive and more effective.

This plan builds on work already underway across the University – including our obligations under the *Gender Equality Act* (GEA), Workplace Gender Equality Agency (WGEA) reporting, Gender Impact Assessment processes and the implementation of National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code). It also aligns with our broader strategy and contributes to global commitments such as the United Nations Sustainable Development Goals, helping embed gender equality into core business in a way that is coherent and sustainable.

Leaders at all levels play a vital role in bringing this plan to life. Progress on gender equality must be visible in everyday leadership – in the questions we ask, the conversations we have and the decisions we make. As we continue to develop and implement this plan, we will actively encourage our community to engage with the GEAP by seeking feedback, recognising that meaningful progress is shared work.

Section 11

Underlying causes of gender inequality



Structural and system drivers are a primary contributor. While overall workforce composition is predominately women, this masks persistent gendered patterns across occupational groups and career pathways.

Women remain under-represented in the most senior and highest paid roles, particularly performance-based contract positions, and are more likely to work part time. Occupational segregation further concentrates women in specific roles, influencing progression, access to leadership and gender pay gap outcomes. Leadership roles also remain structured around full-time availability, limiting accessibility for employees with caring responsibilities.

These patterns are not uniform, with some workforce segments experiencing more pronounced imbalance, including TAFE leadership where representation remains uneven.

At a governance level, while Council composition is gender balanced, this is not reflected across decision making structures. Standing committees reporting to Council, which hold significant decision-making accountability, demonstrate gender imbalance, indicating that representation does not always translate to equitable distribution of influence.

Workforce processes and practices also contribute to uneven outcomes. Consultation and audit findings indicate variability in the application and embedding of inclusive recruitment, promotion and workload allocation practices, with inconsistent use of recruitment tools and differing levels of transparency in promotion criteria. In academic contexts, limited clarity around achievement relative to opportunity may influence participation and success rates, increase the risk of bias and reduce confidence in decision making processes.

Cultural factors and workplace norms further shape experiences of gender inequality. Consultation highlighted perceptions that workplace flexibility, while increasingly available, is not consistently supported in leadership roles and is less commonly taken up by men.

Men and senior leaders remain under represented in the use of flexible work to support caring responsibilities, and with few visible examples, flexibility may be perceived as incompatible with leadership roles. At the same time, consultation and audit insights indicate that reduced working hours may limit progression opportunities for employees with caring responsibilities, particularly women, reinforcing gendered patterns of career advancement.

Similarly, while no formal sexual harassment cases were reported, survey and consultation findings suggest under-reporting. Some employees did not report incidents because they did not feel the behaviour was serious enough or were concerned about negative consequences, alongside broader concerns about safety, trust and confidence in reporting processes.

Capability and leadership practice also influence outcomes. Access to mentoring, sponsorship and career development opportunities is variable, particularly in academic contexts where promotion pathways rely on formal and informal support. Where visible and accessible, participation improves; however, inconsistent access can limit progression pathways. Manager capability in supporting career development, flexible work and workload transparency also varies, contributing to uneven experience.

Finally, data and evidence limitations constrain understanding and monitoring of inequality. Low participation in the 2025 *People matter survey* limited insight into employee experience, and recent system changes have affected data consistency over time. These factors reduce visibility of underlying issues and highlight the need for strengthened data quality and participation.

Collectively, these factors interact to shape how gender inequality is experienced across the organisation.

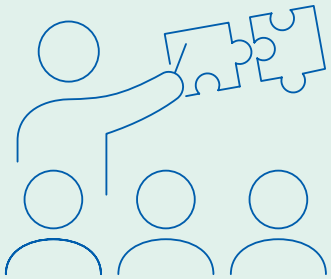
Key drivers identified through consultation include:

- limited clarity and transparency in promotion processes, including how achievement relative to opportunity is applied
- variable access to leadership and career development opportunities supporting progression into senior roles
- inconsistent availability and visibility of mentoring and sponsorship, particularly for academic promotion pathways
- variation in manager capability to support flexible work, career development and inclusive practices
- limited workload transparency, influencing confidence in pursuing leadership or promotion opportunities
- perceived lack of trust in complaints and reporting processes, including concerns about potential career impacts
- inconsistent application of recruitment practices and tools, increasing the risk of bias and uneven experience.



Section 12

Analysis and strategies



Indicator 1: Gender composition of all levels of the workforce

Critical performance measures

Gender composition of Duty holder organisation	2025
Women	64.8%
Men	34.7%
Self-described gender	0.5%

Gender composition of Part-time workers	2025
Women working part time	26.4%
Men working part time	11.1%
Self-described gender working part time	10.0%

Gender composition of Senior leaders	2025
Women	44.0%
Men	56.0%
Self-described gender	0.0%

Analysis

Our workforce is predominantly female, with women comprising 64.8% of employees in 2025. While overall workforce composition has remained relatively stable, this headline figure conceals ongoing gender inequalities across levels, employment types and leadership pathways.

Women remain under-represented in senior leadership roles, comprising 44% of senior leaders in 2025. Although this falls within a nominal 40–60% balance range, representation declined over the reporting period. Workforce data indicates higher levels of both voluntary and involuntary termination among women in senior leadership roles, alongside a greater proportion of men being recruited into these positions, creating a risk to sustaining gender-balanced leadership over time.

Progress is uneven across workforce cohorts. Representation of women in senior academic roles has improved, with gender balance achieved at Associate Professor level and increased representation at Professor level. However, this pipeline strength is not consistently translating into broader senior leadership roles, particularly within performance-based contract positions where women remain under-represented. In contrast, women hold a majority of professional services leadership roles, while representation within TAFE leadership remains low and largely static.

Gendered patterns of work are also evident in employment arrangements. Women are more likely to work part-time, while senior and leadership roles continue to be predominantly structured around full-time work, potentially constraining progression and access to leadership opportunities.

Overall, the audit data indicates that structural and systemic factors continue to shape gender composition at senior levels. Targeted action is required to strengthen leadership pathways, address retention risks, and ensure sustainable gender balance across all levels of the organisation.

Measures

Critical performance measures:

- Gender composition of the duty holder organisation.
- Gender composition of part time workers in the duty holder organisation.
- Gender composition of senior leaders in the duty holder organisation.

Additional measures

- Gender composition of governance level groups of duty holder organisation
- Gender composition of part time senior leaders in the duty holder organisation

Target/s

Not applicable

Strategies	Responsibility	Timeline	Related to other indicators?
Embed equity informed impact assessment into all major workforce change processes, to proactively identify, assess and mitigate differential impacts across gender and other intersecting characteristics prior to decision making.	Director, People and Culture	Ongoing	GEI 3 GEI 7
Use mapped workforce data to conduct a targeted leadership pipeline and succession audit, identifying local and organisation wide barriers to women's progression and informing equity led development and succession strategies.	VCST, People and Culture	2028	GEI 5 GEI 7
Continue to develop and embed the Academic Women's Mentoring Network to strengthen promotion pathways and increase representation of women in senior academic roles.	Academic Pro-Vice Chancellor leadership team	Ongoing	GEI 3 GEI 5
Strengthen workforce data collection, quality and reporting practices to support reliable, consistent and evidence-based monitoring of gender composition and inform action across all GEAP indicators.	People and Culture Fed Services	2027	GEI 3 GEI 5 GEI 6 GEI 7

Indicator 2: Gender composition of the governing body

Critical performance measures

Gender composition of **Duty holder organisation's governing body**	**2025**
Women	50.0%
Men	50.0%
Self-described gender	0.0%

50/50

gender composition of Federation's governing body

Analysis

Our governing body has maintained gender balance over the reporting period. In 2025, Council comprised an equal representation of women and men, remaining within the 40–60% gender balance range. This reflects continuity from 2023, with minor changes attributable to standard term completions rather than targeted intervention.

While headline gender representation at Council level is balanced, this measure alone does not fully capture how gender equality is experienced or exercised within governance. Council follows the Diversity on Victorian Government Boards Guidelines for the appointment and remuneration of Council members, to ensure appointments reflect the diversity of the Victorian community and the communities served by Federation University. The governing body's skills and diversity matrix is considered as part of any appointment process to ensure this balance is maintained (a deidentified version is published on the Council website).

Further work is required to ensure effective succession planning and sustained gender balance across Council committees and leadership pipelines into future Council roles.

Governing bodies exercise influence not only through Council membership, but through committee structures and delegated decision-making. The audit identified that several standing committees of Council hold significant decision-making authority in areas such as financial oversight, risk, resources and inclusion. Gender representation across these forums has not been consistently monitored or reported, limiting visibility of how gender balance is distributed across key governance functions.

Without systematic consideration of gender composition, diversity of perspective and inclusive decision making across governance and sub governance structures, there is a risk that formal equality at Council level may not translate into equitable influence or outcomes in practice.

While no immediate numerical imbalance is evident, the audit highlights an opportunity to strengthen governance practice by embedding a more deliberate and transparent approach to gender balance and inclusive decision making across all levels of governance. This includes improving data visibility, strengthening accountability for appointments, and ensuring gender equality principles are applied consistently beyond the Council table.

Measures

Critical performance measures:

- Gender composition of the duty holder organisation's governing body.

Additional measures

- Balanced gender composition of Council and committee/board chair roles, to support visibility of leadership influence within governance.
- Evidence of equity and inclusive leadership capability within governance, including consideration of how gender intersects with other attributes in decision-making.

Target/s

Not applicable

Strategies	Responsibility	Timeline	Related to other indicators?
Build the capability of governing bodies and decision makers to apply equity-informed and inclusive leadership practices, strengthening understanding of intersectionality and its role in effective governance and decision-making.	Vice-Chancellor and President, Council Chair	Phased across the GEAP, aligned to governance development and review activities	GEI 1 GEI 4
Review and enhance equity-informed governance across decision-making processes, ensuring representation and equity outcomes are actively considered.	Council, supported by the Inclusion Committee of Council	Across the life of the GEAP, with annual reflection	GEI 1 GEI 7
Embed transparency of equity across governance structures: Establish routine monitoring and reporting of composition across Council and related boards and committees with delegated decision-making authority, with visibility to Council.	Vice-Chancellor, supported by Governance/ Council Secretariat	Commence in year 1 of the GEAP and continue annually	GEI 1 GEI 5

Indicator 3: Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender

Critical performance measures

Mean total remuneration gender pay gap by **Occupation groups**	Women 2025	Self-described 2025
1 Managers	17.9%	•••
2 Professionals	8.4%	21.9%
3 Technicians and Trades Workers	-2.2%	•••
4 Community and Personal Service Workers	8.6%	8.9%
5 Clerical and Administrative Workers	5.4%	5.1%
6 Sales Workers	•••	•••
7 Machinery Operators and Drivers	•••	•••
8 Labourers	5.1%	•••

••• means data unavailable for this result

Mean total remuneration **Senior leader gender** pay gap	2025
Women	9.1%
Self-described gender	•••

••• means data unavailable for this result

Supplementary measures

Mean **Base salary** pay gap	2025
Women	13.4%
Self-described gender	22.0%

Median **Total remuneration** pay gap	2025
Women	8.3%
Self-described gender	14.9%

Median **Base salary** pay gap	2025
Women	9.6%
Self-described gender	17.5%

Analysis

Workforce audit data shows that gender pay gaps persist across the University and vary by occupational group and level. In 2025, mean total remuneration gender pay gaps were evident in several occupation groups, with the largest gaps occurring among managers and senior leaders. In contrast, median pay gaps – particularly for senior leaders – are relatively small, indicating that pay outcomes for most comparable roles are broadly similar across genders.

The divergence between mean and median outcomes highlights that the gender pay gap is primarily driven by structural and compositional factors. Women remain under-represented in the most senior and highest-paid roles, particularly performance-based contract positions, resulting in concentration of men in a small number of highly remunerated roles and inflating average pay gap figures.

Analysis of trends over time is constrained by significant organisational change, including the implementation of a new human resources information system, workforce restructures and changes to occupational classification. These factors limit the comparability of year-on-year data and obscure longer-term pay gap trends.

Overall, the audit indicates that progress on equal remuneration is closely linked to improving women's representation and progression into senior roles and strengthening the quality and consistency of workforce data to support targeted action under this GEAP.

Measures

Critical performance measures:

- Mean total remuneration gender pay gap by occupation group.
- Mean total remuneration senior leader gender pay gap.

Additional measures

- Mean base salary pay gap.
- Median total remuneration pay gap.
- Median base salary pay gap.

Target/s

Not applicable

Strategies	Responsibility	Timeline	Related to other indicators?
Embed a strengthened equal remuneration and gender pay equity governance framework aligned to WGEA guidance, including routine executive review of gender pay gap analysis and documented accountability for action.	People and Culture	2028	GEI 1 GEI 5 GEI 6
Disaggregate total remuneration into individual components to understand the drivers of the average total remuneration gender pay gap, including whether there is unequal access to allowances or other discretionary payments. Building on this analysis, apply an intersectional approach, recognising that experiences may vary across gender and other characteristics, by examining how remuneration components and outcomes differ (such as by employment type, location, career stage and caring responsibilities), to inform more targeted and equitable responses.	People and Culture	Over life of GEAP	

Indicator 4: Sexual harassment in the workplace

Critical performance measures

Anonymous experience rate of sexual harassment	2025
Women	5.5%
Men	•••
Self-described gender	•••

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Number of formal reports of sexual harassment	2025
Women	0
Men	0
Self-described gender	0

Analysis

Workforce audit data indicates that reliable measurement of sexual harassment prevalence at Federation is currently limited. The primary data source, the 2025 *People matter survey*, achieved a response rate of 17%, constraining confidence in prevalence estimates and limiting analysis by gender or intersectional cohort. Notwithstanding these limitations, 5.5% of women respondents reported experiencing sexual harassment in the workplace. While this figure cannot be treated as representative, it indicates that such experiences are occurring and should not be discounted.

No formal reports of sexual harassment were made through university reporting channels during the reporting period. This contrasts with survey-reported experiences and suggests likely under-reporting rather than absence of incidents. Available data indicates that experiences of sexual harassment may not be translating into formal disclosures.

Among respondents who did not make formal complaints, reasons included perceptions that incidents were not serious enough, concerns about negative consequences for career or reputation, uncertainty about reporting pathways, lack of confidence that reporting would result in meaningful action and not feeling safe to report. These responses point to cultural and systemic barriers that may inhibit disclosure.

During the reporting period, significant organisational change, competing priorities and resourcing constraints limited Federation's capacity to embed consistent, organisation-wide prevention, education and communication initiatives relating to sexual harassment. While some localised activities occurred, a sustained and coordinated approach was not achieved.

Current reporting mechanisms have not enabled consistent, accessible or trauma-informed disclosure, limiting the reliability and completeness of data available to understand prevalence, trends and risk areas.

Overall, the audit indicates that sexual harassment is likely under-reported at Federation University, that current data does not provide a reliable or complete picture of prevalence, and that cultural, systemic and data related barriers may be inhibiting disclosure. These factors limit the University's ability to fully understand risk, assess effectiveness of existing responses and demonstrate progress over time.

Measures

Critical performance measures:

- Anonymous experience rate of sexual harassment.
- Number of formal reports of sexual harassment.

Additional measures

- Participants who said they reported sexual harassment.
- Reasons for not making a formal sexual harassment complaint.
- Satisfaction with handling of workplace sexual harassment complaint.
- Satisfaction with handling of formal workplace sexual harassment complaint.

Target/s

Increased *People matter survey* participation rate to at least 30% to improve reporting of incidence, experience and satisfaction with handling of gender-based violence reports.

Strategies	Responsibility	Timeline	Related to other indicators?
Full compliance and delivery against the seven standards of the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code)	Respect@Fed committee	Three-year implementation (2026–2029)	
Implement and embed a single, organisation wide, trauma informed, people centred process for sexual harassment disclosures from students, staff and broader University community to improve accessibility, consistency and data quality. This will enable anonymous and identified disclosures, clear response pathways and reliable monitoring over time. Thematic analysis of this data that will inform future prevention strategies and initiatives.	Respect@Fed committee	Three-year implementation (2026–2029)	
Take a whole-of-organisation approach to building capability to prevent and respond to sexual harassment and build respectful behaviours through training and ongoing education, informed by contemporary best practice and research. This will help our community build shared understanding, confidence and responsibility for prevention, support and reporting.	Respect@Fed committee	Three-year implementation (2026–2029)	

Indicator 5: Recruitment and promotion practices in the workplace

Critical performance measures

Gender composition of **Recruited employees**	2025
Women	67.4%
Men	32.0%
Self-described gender	0.6%

Gender composition of **Employees who were promoted**	2025
Women	70.8%
Men	27.7%
Self-described gender	1.5%

Perceptions of recruitment, by gender

Between 2023 and 2025, the proportion of respondents who believed that **Recruitment processes** at our organisation are fair:	2025
Women	57.0%
Men	63.8%
Self-described gender	•••

••• means data unavailable for this result

Perceptions of promotions, by gender

Between 2023 and 2025, the proportion of respondents who agreed that **Promotion processes** at our organisation are fair:	2025
Women	57.0%
Men	63.8%
Self-described gender	•••

••• means data unavailable for this result

Analysis

Workforce audit data indicates that, at an aggregate level, the gender composition of recruited and promoted employees has remained relatively stable between 2023 and 2025. Women continue to comprise the majority of recruited employees and represented a higher proportion of employees promoted in 2025 compared with 2023. On the surface, these outcomes suggest that recruitment and promotion activity is broadly proportional to workforce composition.

However, closer analysis highlights some limitations in the available data and processes that warrant further consideration. In academic promotion, participation by women has increased significantly during the reporting period, reflecting the impact of targeted support initiatives and improved confidence to apply.

> **While the proportion of women promoted has also increased, differences in success rates between women and men were observed in 2025. The results indicate the importance of continued monitoring to ensure promotion assessment processes operate consistently and transparently.**

Perception data relating to recruitment and promotion fairness remains a further area of challenge. Reported confidence in the fairness of recruitment and promotion processes declined between 2023 and 2025 across genders. While the very low response rate to the *People matter survey* in 2025 limits the reliability of this data and prevents strong conclusions, the consistency of low trust signals reinforces the need to strengthen clarity, communication and confidence in how decisions are made. The results indicate the importance of continued monitoring to ensure promotion assessment processes operate consistently and transparently.

The audit and associated gender impact assessment of the Federation's Recruitment and Selection Procedure identified that inclusive recruitment practices and tools have been developed but not yet consistently embedded across the organisation. This variability increases the risk of inconsistent candidate experience and the potential influence of unconscious bias, particularly where decision making relies heavily on discretion.

Overall, the audit suggests that while headline outcomes appear broadly positive, recruitment and promotion practices would benefit from greater consistency, transparency and data maturity to support confidence, equity and sustainable gender equitable outcomes over time.





Measures

Critical performance measures:

- Gender composition of recruited employees.
- Gender composition of employees who were promoted.
- Perceptions of recruitment, by gender.
- Perceptions of promotion, by gender.

Target/s

Not applicable

Strategies	Responsibility	Timeline	Related to other indicators?
Embed inclusive recruitment practices and tools including the refresh and relaunch of mandatory training for all recruitment panel members, ensuring completion prior to undertaking recruitment activity and covering both inclusive recruitment education and practical application.	People and Culture	2027	GEI 1
Embed consistent, transparent and equitable promotion decision-making by mandating pre-panel training for all promotion panel chairs and members, to strengthen shared understanding and application of promotion processes, criteria and metrics, and equity principles, including achievement relative to opportunity (ARO).	People and Culture	2027	GEI 1 GEI 6
Build manager capability to support career development, including fair workload allocations and recognising opportunities for leadership, sponsorship and mentoring.	VCST People and Culture	2028-2029	GEI 6

Indicator 6: Availability and utilisation of terms, conditions and practices relating to: family violence leave, flexible working arrangements, and working arrangements supporting employees with family or caring responsibilities

Critical performance measures

Average weeks of **Parental leave taken, by gender**	**2025 Weeks**
Women	32.0
Men	3.8
Self-described gender	•••

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Uptake of **Flexible work, by gender**	**2025**
Women	18.6%
Men	12.8%
Self-described gender	23.1%

Perceptions of **Flexible work culture, by gender**	**2025**
Women	80.4%
Men	84.0%
Self-described gender	•••

••• means data unavailable for this result

Supplementary measures

Gender composition of **Parental leave takers**	**2025**
Women	58.9%
Men	41.1%
Self-described gender	•••

••• means data unavailable for this result

Gender gap in **Carer's leave uptake**	**2025**
Women	28.2%
Men	19.3%
Self-described gender	15.4%

Analysis

Workforce audit data indicates that while Federation University has strengthened the availability of leave and flexible working entitlements, including through changes to enterprise agreement provisions and broader acceptance of flexible work, gendered patterns in utilisation and experience persist across family violence leave, caring-related arrangements and flexible work practices.

Caring responsibilities continue to be unevenly distributed across genders. While uptake of parental leave by men has increased over time following changes to leave provisions, duration and overall utilisation remain lower, indicating that caring responsibilities continue to sit disproportionately with women. These patterns contribute to cumulative impacts on workforce participation, visibility and progression.

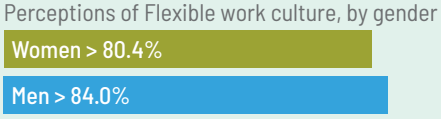
Flexible working arrangements also demonstrate persistent gender differences. Women are more likely than men to formally access flexible work, reinforcing perceptions that flexibility is primarily associated with caring responsibilities. This creates a risk that flexible work is viewed as an accommodation rather than a standard way of working, with potential career impacts where flexibility is less visible or perceived as incompatible with leadership roles.

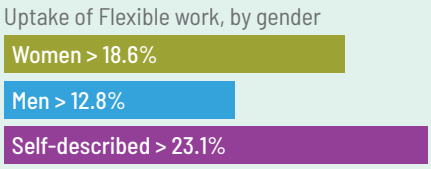
Between 2023 and 2025, recorded uptake of formal flexible working arrangements declined for both women and men, while confidence that flexibility requests would be given due consideration increased, indicating a positive shift in flexible work culture. Qualitative feedback suggests flexibility is increasingly enabled through informal and discretionary practices, including hybrid working and adjusted hours. While these practices may support responsiveness in some contexts, reliance on informal arrangements limits transparency, consistency and equity of access and constrains the University's ability to monitor utilisation and impacts by gender, role or cohort.

Family and domestic violence leave was accessed by a small number of employees in 2025, the majority of whom were women. While low utilisation limits definitive conclusions, this pattern is consistent with broader evidence that gender-based violence disproportionately affects women and is typically not disclosed. The sensitive nature of family violence, alongside safety, stigma and disclosure concerns, presents an ongoing risk of under-utilisation, highlighting the importance of awareness, trust in processes at all levels and manager capability to support access when required.

Overall, while measurable improvements have been made in access to leave entitlements and confidence in flexible working, structural, cultural and data-related factors continue to shape unequal experiences of leave and flexible work. Addressing these issues requires action to normalise flexibility across all roles and levels, support shared caring responsibilities, strengthen consistency and transparency of practice, and build confidence in the accessibility and use of family violence leave.







Measures

Critical performance measures:

- Average weeks of parental leave, by gender.
- Uptake of flexible work, by gender.
- Perceptions of flexible work culture, by gender.

Additional measures

- Gender composition of parental leave takers.
- Gender gap in carer's leave.

Target/s

Not applicable

Strategies	Responsibility	Timeline	Related to other indicators?
Support program for academic carers transitioning through parental leave and return to work – mitigating impacts on research career trajectory and academic career success.	People and Culture PVC, Research	2028	GEI 1 GEI 3 GEI 7
Develop child feeding procedure and return to work guide for carers returning to work after parental leave.	People and Culture	2026	
Strengthen organisational capability, consistency and access to flexible work, caring-related supports and family violence leave through integrated communication, leadership accountability and structural design. This will be achieved through: • Improving clarity, visibility and consistency of organisational messaging about flexible working, caring responsibilities and family violence leave, ensuring all staff understand available supports and how they are applied in practice, including showcasing examples of flexible work supporting leadership pathways. • Strengthening manager capability and accountability to confidently and consistently support flexible work, caring responsibilities and family violence-related needs, underpinned by clear performance expectations and a more rigorous, transparent and consistent decision-making framework. • Expanding access to flexible working arrangements in leadership roles, including increasing the availability and visibility of part-time and job share arrangements for managers and senior leaders, addressing structural and cultural barriers and embedding flexibility in recruitment, workforce design and role expectations.	VCST People and Culture Fed Services		GEI 1 GEI 4

Qualitative feedback suggests flexibility is increasingly enabled through informal and discretionary practices, including hybrid working and adjusted hours.



Indicator 7: Gendered segregation within the workplace

Critical performance measures

Occupational Gender segregation		2025
1 Managers	Women	57.4%
	Men	42.6%
	Self-described	•••
2 Professionals	Women	60.3%
	Men	38.9%
	Self-described	0.7%
3 Technicians and Trades Workers	Women	67.3%
	Men	32.7%
	Self-described	•••
4 Community and Personal Service Workers	Women	72.7%
	Men	26.4%
	Self-described	0.2%
5 Clerical and Administrative Workers	Women	77.0%
	Men	22.7%
	Self-described	0.2%
6 Sales Workers	Women	•••
	Men	•••
	Self-described	•••
7 Machinery Operators and Drivers	Women	•••
	Men	•••
	Self-described	•••
8 Labourers	Women	58.6%
	Men	41.4%
	Self-described	•••

••• means data unavailable for this result

Analysis

Workforce audit results indicate that, while women comprise a substantial proportion of the overall workforce, gendered segregation remains evident across occupational groups, roles and career pathways. At an aggregate level, gender representation appears relatively balanced; however, closer analysis highlights persistent patterns where particular types of work continue to be dominated by one gender.

Across the organisation, female dominated roles are concentrated in specific occupational groupings, particularly in care , service and support oriented functions, while men remain more concentrated within certain technical, operational and senior leadership roles. This reflects a pattern where women and men are clustered in different types of work, rather than being evenly represented across roles and functions. These patterns align with well-established forms of horizontal gender segregation observed across the higher education and vocational education sectors.

Interpretation of workforce data for this indicator requires caution. Gendered segregation analysis is heavily reliant on the occupational codes assigned to roles, and Federation has experienced significant changes to workforce systems, role design and occupational coding practices in recent years. Organisational restructuring, improvements to job classification processes and the implementation of new workforce systems have contributed to shifts in how roles are categorised and reported. In addition, some occupational groups include relatively small numbers of employees, further limiting the reliability of fine grained comparisons over time.

As a result, while the workforce audit provides a clear indication of persistent segregation patterns, it does not yet support precise analysis of change. The data is more appropriately interpreted as highlighting where gendered concentration exists and how it is distributed across the organisation, rather than as a definitive measure of progress or regression between reporting periods.

Importantly, gendered occupational segregation is not experienced uniformly across Federation. Patterns vary significantly by workforce stream, discipline and organisational area. These differences shape access to progression opportunities, leadership pathways and higher-remunerated roles and contribute to the persistence of gender pay gaps observed across occupational groups. In this way, gendered patterns in different types of work may contribute to unequal access to senior and higher-paid roles.

Overall, the audit indicates that while Federation has achieved strong participation of women across its workforce, systemic patterns of gender concentration within particular occupations and career pathways persist. Without deliberate and targeted action, these patterns risk being reinforced through recruitment, workforce redesign and succession practices. Addressing gendered segregation therefore requires improved visibility of workforce patterns at an area and discipline level, alongside strengthened workforce data practices to support reliable monitoring and informed decision making over the life of the GEAP.

Measures

Critical performance measures:

- Occupational gender segregation.

Additional measures

- Analysis focused on patterns of gender concentration by occupational group, workforce stream and organisational area.

Target/s

Not applicable

Strategies	Responsibility	Timeline	Related to other indicators?
Strengthen workforce data integrity and analytical capability to enable accurate identification, monitoring and targeted action on gendered occupational segregation. This will be achieved through: • Improving workforce data quality, consistency and classification practices, including strengthening occupational coding and reporting to ensure reliable and comparable data. • Using enhanced data to undertake targeted, area level and discipline level analysis of gendered occupational segregation, informing evidence based interventions, including gender focused recruitment and workforce strategies where appropriate.	People and Culture PC systems and reporting Operational leaders	2026-2028	GEI 1 GEI 3

Sections 13 and 14

Resourcing plan

Progress reporting of our inaugural GEAP demonstrated that additional monitoring, progress socialisation and internal reporting throughout the life of the plan would have increased critical engagement and in turn led to greater success. This GEAP will be underpinned by an extensive engagement and implementation plan that will see resource groups such as RICAP, GEN, Respect@Fed and VCST play a critical role in delivering against GEAP targets and making reasonable and material progress against workplace gender equality indicators.

The role these groups will play along with resourcing is outlined below:

Resource group	Role	Resourcing	Resource monitoring responsibility
People and Culture	• Project management and implementation of GEAP • Progress reporting (internal and external reporting including twice yearly reporting to Inclusion committee) • Facilitating GEN • Regular communication across community (various platforms including website maintenance) • Data reporting and analysis (HCM Workday) (Employee Survey Peakon), *People matter survey*	• HCM and Reporting Administrator • 2 x Organisational Development Consultants • 1 x Head, Organisational Development (Project Lead) • 1 x Employee Engagement Specialist (Comms and Engagement)	Director, People and Culture
Respect@ Fed	This committee is in implementation and will be critical to the success of the GEAP and the organisations broader inclusion and cultural safety journey. The committee will oversee a whole-of-organisation intersectional approach to cultural and behavioural change; tracking cultural and risk indicators to improve cultural safety and compliance with relevant legislation. Their remit will include the RICAP refresh, Racism@Uni response, the University's three-year gender-based violence plan and similar requirements.	• Chair: Vice-Chancellor • Standing members: CLXO, COO, Director Strategy Governance and VCO, Director Student Services and Registrar • Director, People and Culture • Nominated student representative from the Student Equity and Inclusion Network (SEIN) • Chair, Professoriate: For discussion	Vice-Chancellor
Inclusion Committee	Responsible for reviewing and monitoring the discharge by the University of its responsibilities relating to matters of inclusion, equity and diversity, providing recommendations to Council (governing body).	• Chair, Council member • Vice-Chancellor and President (or nominee) • Up to three members of Council • No more than two external members, appointed for their relevant expertise.	Council (governing body)
Gender Equity Network	A community of advocates committed to fostering gender equity across the organisation. They play an integral role in promoting, embedding and supporting gender equality initiatives, improving education and awareness of intersectionality, gender equality and our cultural safety journey and supporting the gender impact assessment procedure relevant to their area/ portfolio.	• Approx 25 members, three facilitators • Representation from cross-section of the organisation	Head, Organisational Development
Academic Women's mentoring program	Supporting academic women through the promotion process and their broader career journey. Providing 1:1 coaching and mentoring, group workshops and guidance materials	• Three program leads, various mentors	Pro Vice-Chancellor, Learning and Teaching

Resourcing plan requirements and dependencies:

Systems and Processes:

Implementation of a new HRIS (Workday) in 2022 has led to significantly increased capability to record, analyse and report on employee data. The complexity of the system however had required a substantial skill uplift and additional resourcing is needed to leverage the systems full potential. This would assist with demographic reporting, recruitment and promotion data analysis, improved gender segregation and categorisation data.

Technical Skills:

It is anticipated that additional technical support with knowledge of gender equality practice and intersectionality will be required, in place of currently accessed outsourced expertise. This expertise could be applied to supporting the facilitation and project management of the strategies outlined within the GEAP. This need will be further assessed once the Respect@Fed committee has been fully implemented and an assessment of needs across the inclusion space is undertaken.

Communities of Practice:

We are fortunate to be part of a number of Communities of Practice in which we share toolkits, resources, knowledge and experience. These include the Our Watch Respect and Equality CoP, Victorian Tertiary Primary Prevention Network (VTPPN), Women's Health Grampians (WHG) Core Alliance and the recently joined Gender Equality in Higher Education Network. We have also recently been accepted to join the Our Watch Prevention in Universities National Community of Practice.

Appendix

Student Gender Equality

Student gender equality falls outside of the core scope of the *Gender Equality Act 2020 (Vic)* and hence audit data is not collected regarding students. Whilst this is the case the University acknowledges that students as well as staff can face disadvantage based on their identity and that often this is in multiple intersectional forms.

The following pages focus on the University's commitment to gender equality for our student community (2026-2030) and sit alongside our commitment to an inclusive workplace. Working in partnership with the Commission for Gender Equality in the Public Sector a commitment will be made across 2026-2030 to incorporate the two plans into one cohesive document.

Whilst there is no audit data collected in accordance with the *Gender Equality Act 2020 (Vic)* the following data has been used to inform gender equality strategies and measures:

		Higher Education				TAFE			
		Headcount		EFTSL		Headcount		EFTSL	
		2024	2025	2024	2025	2024	2025	2024	2025
Grand Total		12,518	13,199	8,708	8,810	5,984	7,393	2,118	2,370
By Gender	Different Term	54	52	36	33	23	32	9	14
	Female	7,790	8,332	5,484	5,680	1,726	2,004	896	1,062
	Male	4,672	4,812	3,186	3,094	4,233	5,353	1,211	1,291
	Non-Binary	–	1	–	–	–	1	–	–
	Prefer Not To Answer/Unspecified	2	2	2	2	2	3	2	3
By Attendance Type	Full-Time	6,652	6,247	6,356	5,932	785	869	935	1,055
	Part-Time	5,866	6,952	2,352	2,878	5,199	6,524	1,183	1,315
By Commencing Continuing Status	Commencing	4,853	5,963	3,151	3,642	4,410	5,200	1,314	1,336
	Continuing	7,741	7,334	5,557	5,168	1,980	2,709	804	1,035
By Nationality	Domestic	8,466	9,145	5,730	6,192	5,983	7,392	2,118	2,369
	International	4,055	4,054	2,979	2,618	1	1	–	1
By Funding Source	Domestic Fee-Paying	55	49	14	13	555	663	24	35
	Government Funded	8,221	8,911	5,592	6,049	3,375	3648	1,783	1,925
	International Students	4,054	4,051	2,978	2,616	1	1	–	1
	Research Training Program	210	210	124	131	–	–	–	–
	Corrections Victoria	–	–	–	–	1,343	2,243	111	174
	VET in School	–	–	–	–	788	944	200	235
By Level of Course	Associate Degree / Diploma	323	375	179	195	757	790	581	644
	Bachelor Degree	8,547	9,452	6,157	6,645	–	–	–	–
	Graduate Diploma / Graduate Certificate	796	839	338	344	–	–	–	–
	Masters Degree by Coursework	2,190	1,887	1,636	1,198	–	–	–	–
	Cross-Institutional / Non-award	436	453	188	228	891	2,432	127	241
	Research Degree	282	288	187	195	–	–	–	–
	Undergraduate Certificate	64	17	24	5	–	–	–	–
	Certificates	–	–	–	–	4,786	5,438	1,410	1,485
By Campus	Ballarat	3,686	3,610	2,865	2,616	4,200	4648	1,761	1,930
	Berwick	2,440	2,888	1,932	2,183	–	–	–	–
	Brisbane	51	1	20	0	–	–	–	–
	Churchill	1,563	1,816	1,203	1,376	–	–	–	–
	Horsham	30	25	22	19	418	488	214	221
	Melbourne	–	342	–	216	–	–	–	–
	Sydney	–	110	–	81	–	–	–	–
	Online	1,827	1,941	915	957	18	14	2	1
	Federation Online	854	1,220	411	621	–	–	–	–
	On-Shore Domestic Partner	1	1	1	1	–	–	–	–
	On-Shore International Partner	913	126	678	76	–	–	–	–
	Off-Shore International Partner	1,195	1,190	662	664	–	–	–	–
	Workplace Delivery	–	–	–	–	57	55	30	44
	Corrections Facility	–	–	–	–	1,343	2243	111	174

Higher education enrolments by Institute	Headcount 2024	Headcount 2025	EFTSL 2024	EFTSL 2025
Institute of Innovation, Science and Sustainability	4,524	4,434	2,928	2,667
Institute of Health and Wellbeing	4,376	4,942	3,268	3,606
Institute of Education, Arts and Community	3,350	3,564	2,309	2,333
Graduate Research School	300	312	192	202
Global Professional School	20	5	10	2
Federation University	6	4	1	1
TAFE enrolments by Centre				
Centre for Service Industries and the Built Environment	3,082	3,252	1,079	1,067
Centre for Health, Community, Technology and Education	1,816	2,072	928	1,128
Centre for Corrections Education	1,343	2,243	111	174

Notes:

1. These figures were extracted on 05/02/2026 and they may be subject to change up until the final TCSI student data verification is completed in April.
2. EFTSL = Equivalent Full-time Study Load (For TAFE this is student contact hours divided by 720). EFTSL figures are rounded to the nearest whole number.
3. Full-time = an annual study load of 0.75 EFTSL or more
4. Students may be classified under multiple reporting categories; therefore, the sum of respective breakdowns may not equal the grand totals.
5. Melbourne and Sydney became standalone campuses in 2025; previously, they were under the On Shore International Partner.

Setting metrics

Measures

Performance measures:

- Number of Gender Impact Assessments (GIAs) completed for major student policies, programs and services.
- Number of students from all genders, identities and backgrounds participating in University decision making as members of Student Senate, Student-led Organisation, Academic Board, Learning and Teaching Quality Committee.
- Student understanding of gender-based violence

Target/s

- 50% increase in student focussed GIA's (base data 31 March 2026).
- 50% of students completing the University's respect and inclusion training report an increased understanding of gender-based violence and the factors that drive and contribute to it

Of Federation's 20,592 students in 2025:

10,336
were women

10,165
were men

91
self-described

Strategies	Responsibility	Timeline	Related to other indicators?
Embed gender equality principles in the Student Clubs Handbook and related practices to promote diversity, inclusion and participation among students of all genders, identities and backgrounds in club membership, leadership and activities.	Director, Retention, Innovation and Student Experience	October 2027	GEI2
Review student participation in university decision-making committees, change networks and leadership positions, and implement actions identified through the review to strengthen the diversity of genders, identities and backgrounds represented.	Director, Retention, Innovation and Student Experience	December 2027	
Require selection panel members involved in recruiting for student leadership roles to have completed the university's unconscious bias training.	Director, Retention, Innovation and Student Experience Director, Student Services and Registrar	July 2027	
Develop a Gender-Based Violence Prevention and Response Policy, Procedure and Plan.	Chief Learner Experience Officer	November 2026	GEI4
Conduct student workshops to inform the University's approach to preventing and responding to gender-based violence.	Student Equity and Safer Communities	Ongoing	GEI4
Establish clear links between the Student Equity and Inclusion Network, Respect @ Federation Committee and Inclusion Committee to strengthen student input and collaboration.	Chief Learner Experience Officer	December 2027	GEI2
Use findings from the 2026 National Student Safety Survey to inform gender-based violence prevention and response strategies.	Student Equity and Safer Communities	2027-2030	GEI4
Achieve compliance with the seven standards of the National Higher Education Code to Prevent and Respond to Gender-based Violence.	Chief Learner Experience Officer; Vice-Chancellor	2026-2030	GEI4
Implement comprehensive respect and consent education for students.	Student Equity and Safer Communities	January 2027	
Work with the Student Equity and Inclusion Network to co-design engagement approaches that support meaningful student participation and genuine contributions to university decision-making and change.	Student Equity and Safer Communities	December 2027	



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CRICOS Provider No. 00103D | RTO Code 4909 | TEQSA No. PRV12151 (Australian University). CC_0211026