



# SAGE

SCIENCE IN AUSTRALIA  
GENDER EQUITY

## SAGE Cygnet Awards

for the SAGE Athena Swan  
Accreditation Pathway



## RMIT University Application Form



# SAGE

SCIENCE IN AUSTRALIA  
GENDER EQUITY

## SAGE Cygnet Award Application (Redacted)

<b>Name of Institution</b>	RMIT University
<b>Date of Application</b>	21 October 2022
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**SAGE Athena SWAN**

**Cygnets Awards**

**Application 1**

**Recruitment**





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## Acknowledgement of Country

RMIT University acknowledges the people of the Woiwurrung and Boon wurrung language groups of the eastern Kulin Nations on whose unceded lands we conduct the business of the University. RMIT University respectfully acknowledges their Ancestors and Elders, past and present.

RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.



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## Glossary of terms

<b>AISSC</b>	School of Accounting, Information Systems & Supply Chain
<b>AND</b>	Australian Network on Disability
<b>A./Prof.</b>	Associate Professor (Academic Level D)
<b>ARC</b>	Australian Research Council
<b>ARtO</b>	Achievement Relative to Opportunity
<b>ASSG</b>	Athena SWAN Steering Group
<b>ATN</b>	Australian Technology Network
<b>AUD</b>	School of Architecture and Urban Design
<b>BITL</b>	School of Business IT and Logistics
<b>CALD</b>	Culturally and Linguistically Diverse
<b>CoB</b>	Country of Birth
<b>CoBL</b>	College of Business & Law
<b>COO</b>	Chief Operating Officer
<b>CoVE</b>	College of Vocational Education
<b>CPO</b>	Chief People Officer
<b>DCA</b>	Diversity Council of Australia
<b>DCR</b>	Disability Confident Recruiter program (AND)
<b>DGSS</b>	Diverse Genders, Sexes and Sexualities
<b>DIAG</b>	Diversity & Inclusion Advocacy Group
<b>DNS</b>	Data Not Shown
<b>DSC</b>	College of Design and Social Context
<b>DSDI</b>	Dean – STEMM Diversity & Inclusion
<b>DVC</b>	Deputy Vice-Chancellor
<b>ECDF</b>	Early Career Development Fellow
<b>EVP</b>	Employee Value Proposition
<b>FOR</b>	Field of Research
<b>F&amp;T</b>	School of Fashion and Textiles
<b>F/T</b>	Fixed-Term
<b>FTE</b>	Full-Time Equivalent
<b><u>GEDI</u></b>	Gender, Equity, Diversity & Inclusion
<b>HC</b>	Headcount
<b>HDR</b>	Higher Degree by Research
<b>HE</b>	Higher Education
<b>HEW</b>	Higher Education Worker (Professional staff member)
<b>IPF</b>	Indigenous Pre-doctoral Fellow

<b>KPI</b>	Key Performance Indicator
<b>NHMRC</b>	National Health & Medical Research Council
<b>NTEU</b>	National Tertiary Education Union
<b>PCPM</b>	School of Property, Construction and Project Management
<b>PG</b>	Postgraduate by Coursework
<b>Prof.</b>	Professor
<b>R&amp;I</b>	Research and Innovation Portfolio
<b>RMIT</b>	Royal Melbourne Institute of Technology (RMIT) University
<b>SAGE</b>	Science in Australia Gender Equity
<b>SE</b>	Senior Educator (Senior Vocational Staff Member)
<b>SEH</b>	College of Science, Engineering and Health
<b>SCT</b>	School of Computing Technologies
<b>SENG</b>	School of Engineering
<b>SHBS</b>	School of Health and Biomedical Sciences
<b>SNAP</b>	School Network Access Program
<b>SSCI</b>	School of Science
<b>STEM</b>	STEM College
<b>STEMM</b>	Science, Technology, Engineering, Mathematics and Medicine
<b>UG</b>	Undergraduate
<b>VCE</b>	Vice-Chancellor's Executive
<b>VCRF</b>	Vice-Chancellor's Research Fellow
<b>VE</b>	Vocational Education
<b>WGEA EOCGE</b>	Workplace Gender Equality Agency 'Employer of Choice Gender Equity' Citation
<b>WRN</b>	Women's Research Network



## RMIT University: SAGE CYGNET #1

Word limit – 2500 words (excluding the institutional context and excluding the action plan)

	✓ Current Cygnet	<b>Barrier</b> • List the Barrier addressed in this Cygnet • List the Barrier for Cygnets already submitted
[Mandatory] Institution-wide barrier	✓	Recruitment
[Mandatory] Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		

### Word limits and actual word count

Section	Word limit	Actual word count
Cygnet Submission	2500	2477
Key Barrier		99
Evidence of Barrier		399
Activities and Outputs		325
Outcomes		1564
Impact		89
Future Action Plan		1599

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Key Barrier

Evidence of Barrier

## Key Barrier

### Barrier to ATTRACTION - Recruiting women and gender-diverse staff in STEMM fields

The proportion of STEMM-qualified women applying for positions at the University appears to be significantly lower (approximately 22%) than the Higher Education STEMM-qualified female population (34%) in Australia. This reduced pool of female applicants impacts the number of women to be considered at each stage of the selection process and ultimately the number of women appointed at all levels in STEMM. This application addresses RMIT's systemic barriers to attracting women and diverse-gendered people, and the impact of the interventions undertaken from 2018 to June 2021.

#### Caveats

- Centres on STEMM fields identified in Bronze as requiring intervention.
- Emphasises academic recruitment, though professional/vocational leadership roles were also in scope.
- Is an Institution-wide barrier because STEMM activities occur across all four RMIT Colleges.
- Does not include RMIT Vietnam.

## Evidence of Barrier

Many potential factors impacting our inability to attract Women in STEMM were identified (Figure 1), based on Bronze Award evidence and other data.

The following sub-issues are in scope and actual contributors to this barrier at RMIT:

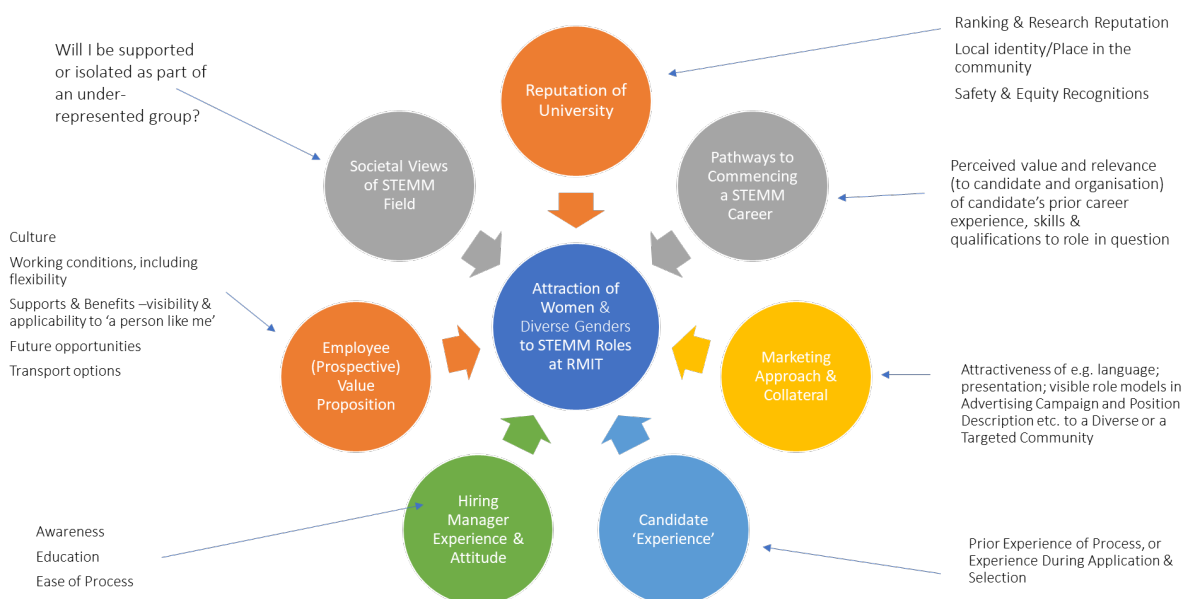
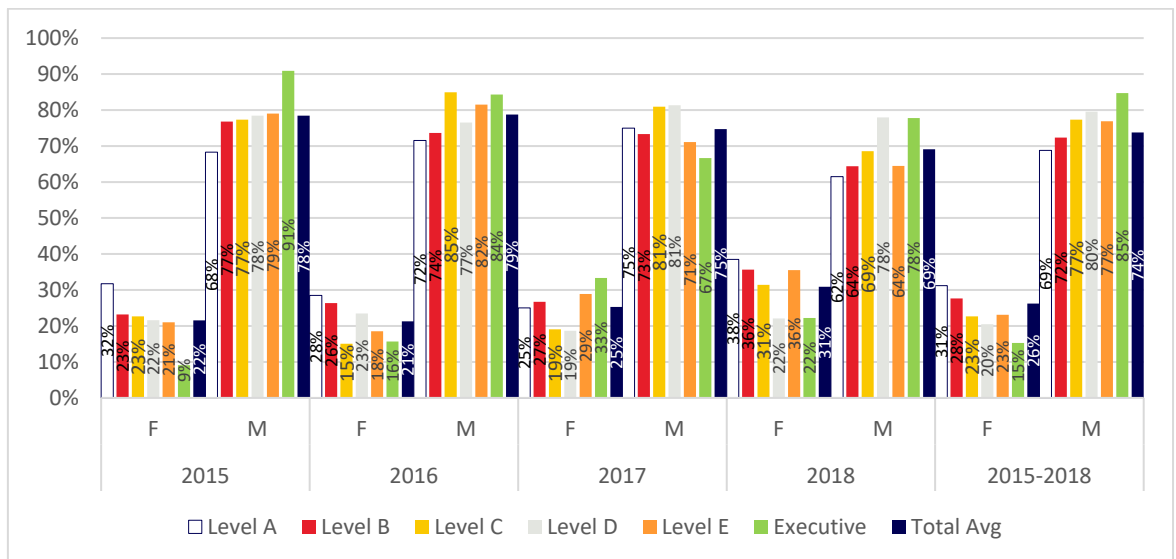
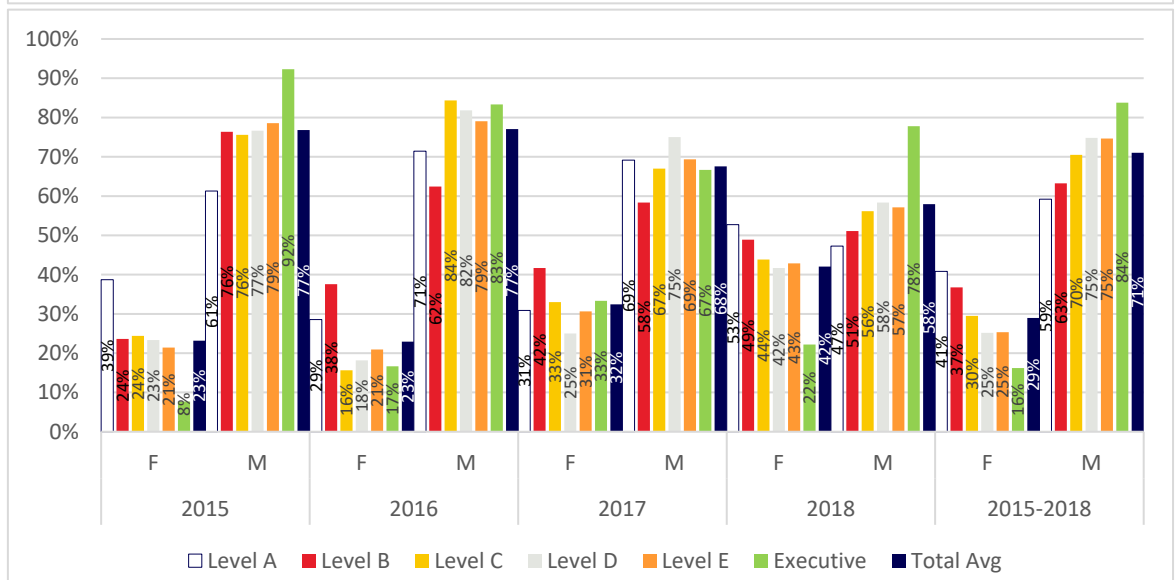


Figure 1: Barriers to the Attraction of Women in STEMM – Recruitment – Potential Influencers

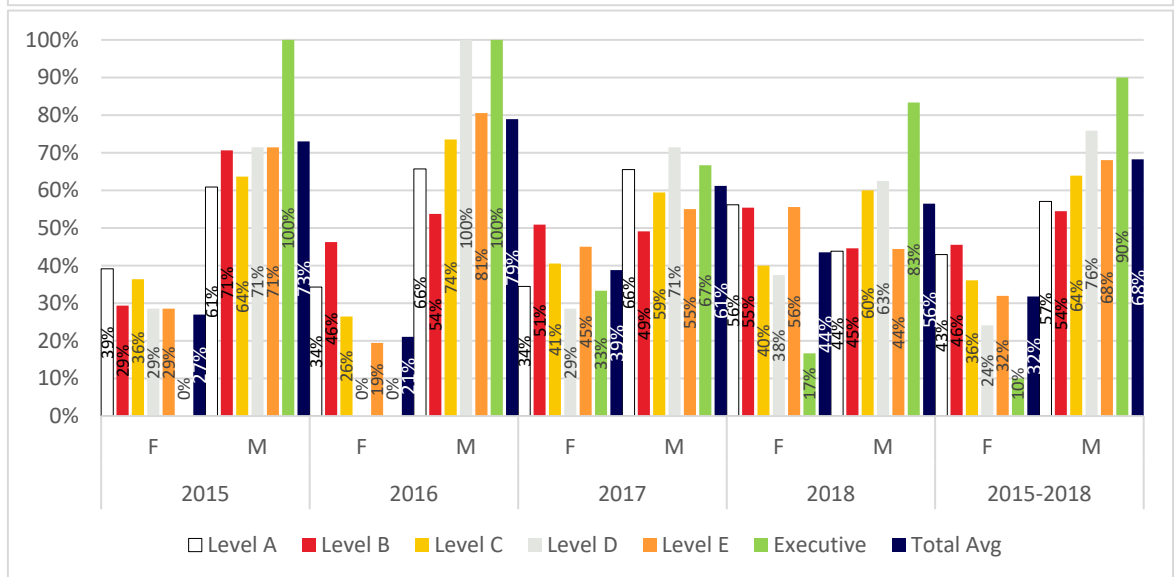
1. Low numbers of female (22%, 2015-2017) and gender-diverse applicants for STEMM roles, compared to the STEMM tertiary-qualified female population (34%). This affects how many women are considered at each stage of the process and ultimately the number of women appointed at all levels (Figure 2).



a.



b.



c.

Figure 2: % by Gender and Level - Academic and Executive a) Applicants, b) Interviewees, & Appointments (2015-2018)



- Leadership and capability in inclusion, bias, and decision-making (BRONZE Action 1.2). Staff noted that the leadership group’s understanding of gender, equality, diversity and inclusion, and ability to support an inclusive culture, varied significantly.
  - The Employee Value Proposition for working at RMIT lacked articulation through marketing and collateral. Gender representation in STEMM School External-Facing Homepages (2018) (AUD & SHBS 0%, SSCI 29%, SENG/BITL 50%, F&T 76%, PCPM 80%) is highly variable, and sometimes very limited.
2. The low percentage (33%, 2015; Table 1), of Senior Females (Academic D&E, Executive, HEW10, SE3). Particularly SEH College (now STEM) Executive (100% male; 14% CALD). The most senior decision-makers were exclusively male.

Table 1: % Senior Females – cohort Academic D&E, Executive, HEW10, SE3 in July 2015

Year	Executive	Academic	Professional	Vocational Education	All RMIT
2015	30%	28%	52%	38%	33%

3. STEMM Levels A and B dominated by fixed-term (2-4 years), research-only contracts (71% of A/B STEMM cohort in 2017; Figure 3.)

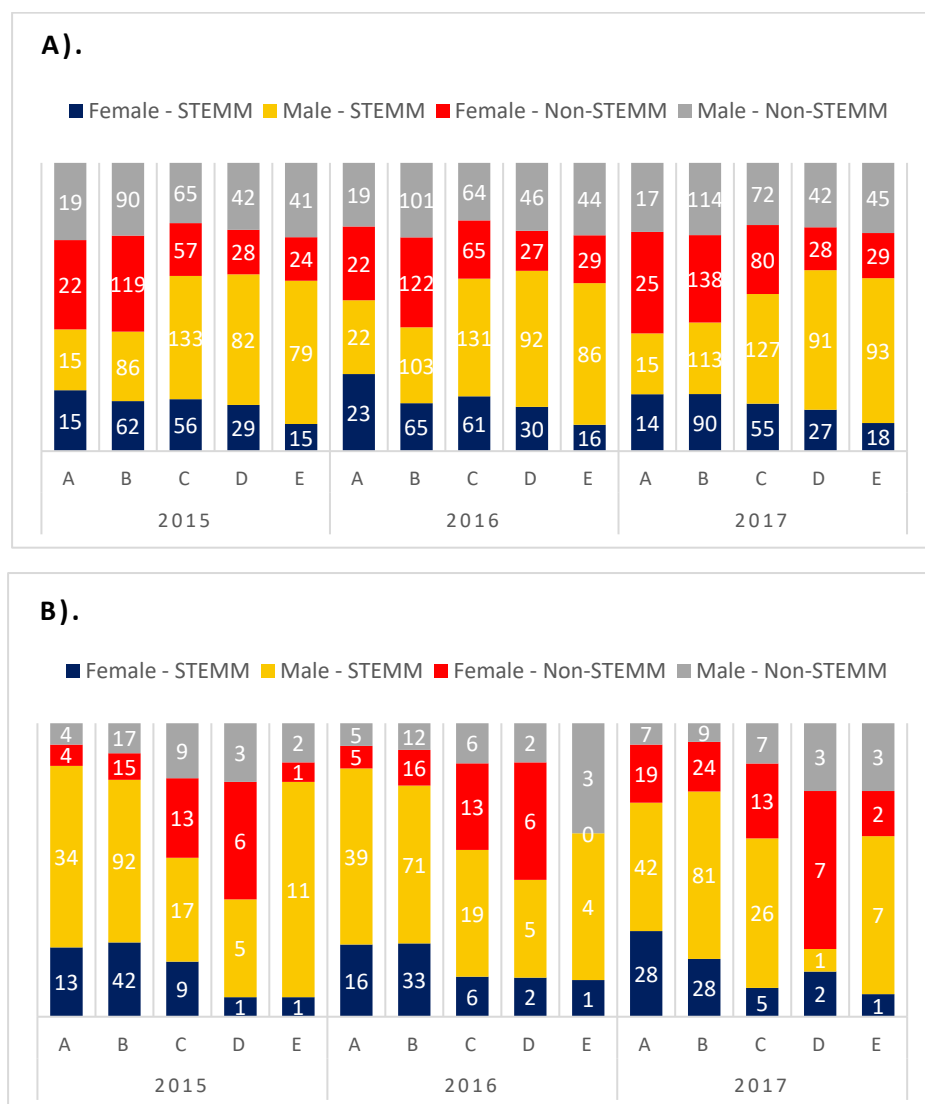


Figure 3: Academics - a) Research-Only, b) Academics Excluding Researchers (T&R) –HC by Level and Gender, STEMM/non-STEMM (2015 – 2017)

To enhance the employment security/prospects of levels A and B academics, RMIT committed to continuing/ expanding options/pathways to tenure ([BRONZE Action 2.1](#)) including:

a) Early Career Development Fellowships (ECDF)

3-year, fixed-term Teaching & Research Level A positions; offer of tenure on completion, subject to performance ([BRONZE Action 2.1c](#)). Began 2017 with 10 positions (Table 2); now a standing item in RMIT’s Enterprise Agreement with the NTEU.

Eligibility: early career academics with a good track record who have not previously held tenure at an Australian University/Research Institute.

*Table 2: ECDF Appointments by gender, STEMM/non-STEMM (2017-2018)*

Year	TOTAL (STEMM)	%F (All)	%F (STEMM)
2017	10 (6)	50%	67%
2018	10 (9)	70%	78%

b). Vice-Chancellor’s Research Fellowships (VCRF) Research-Only.

Includes:

Three-year Post-Doctoral Fellowships (PDFs, level A) and Research Fellowships (RFs, level B), and 4-year Senior Research Fellowships (SRFs, level C). RFs and SRFs are offered tenure on completion, subject to performance.

Began 2015. 2015 and 2017, women comprised, on average, 30% of applications and 55% of appointments, concentrating in STEMM owing to the intense research activity in these fields.

c). Vice-Chancellor’s Indigenous Research Fellowships (IRFs; Level B) and Indigenous Pre-doctoral Fellowships (IPDFs; Level A).

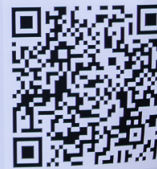
Three-year and four-year fixed-term contracts; tenured pathways for Indigenous academics. Established 2018, open only to Indigenous-identifying people.



RMIT  
UNIVERSITY

# The Gender Justice Barbershop

Event	Date and Time	Location
Pride Week Barbershop & Bake Sale Pop Up #1	Wednesday 24th of August 1-4pm	Building B78 RMIT City Campus
Pride Week Barbershop Pop Up #2	Thursday 25th of August 1-4pm	RMIT City Campus Bowen Street
Barbershop Pop Up #3 @ RUSU VE Smoko	Monday 19th of September 12-2pm	O'Grady Place Carlton. RMIT City Campus
Barbershop Pop Up #4 @ RUSU VE Smoko	Monday 3rd of October 12-2pm	O'Grady Place Carlton. RMIT City Campus
Barbershop Student Event She is not your rehab	Thursday 6th of October 4-7pm	Building B78 RMIT City Campus



## Activities and Outputs

## Activities and Outputs

### Actions taken to remove/reduce barriers

Unless women, trans- and gender-diverse, and Aboriginal and Torres Strait Islander people are actively included, the 'recruitment system' unintentionally excludes them. To attract the best talent from the full talent pool, the recruitment lifecycle was systemically reviewed:

- definition of role and requirements – Position Description (PD)
- attraction/advertisement
- invitation to apply; systems used
- shortlisting
- interview/assessment
- decision/offer

Interventions were based on relative need, appropriateness, and the requirements of the Equal Opportunity Commission re Special Measures (women-, trans- and gender-diverse-, Aboriginal and Torres Strait Islander-only recruitment) i.e. not all areas of the University were eligible for this intervention (criterion <40% female).

Bronze Action Plan actions were adapted and added. A critical early intervention was to educate leaders on inclusion and their role in a leader-led approach across the employee lifecycle.

Key 2017–2021 actions (Figure 4) addressed sub-issues (Table 3). Actions/Outputs are detailed in Table 4. RMIT practices continue to evolve.

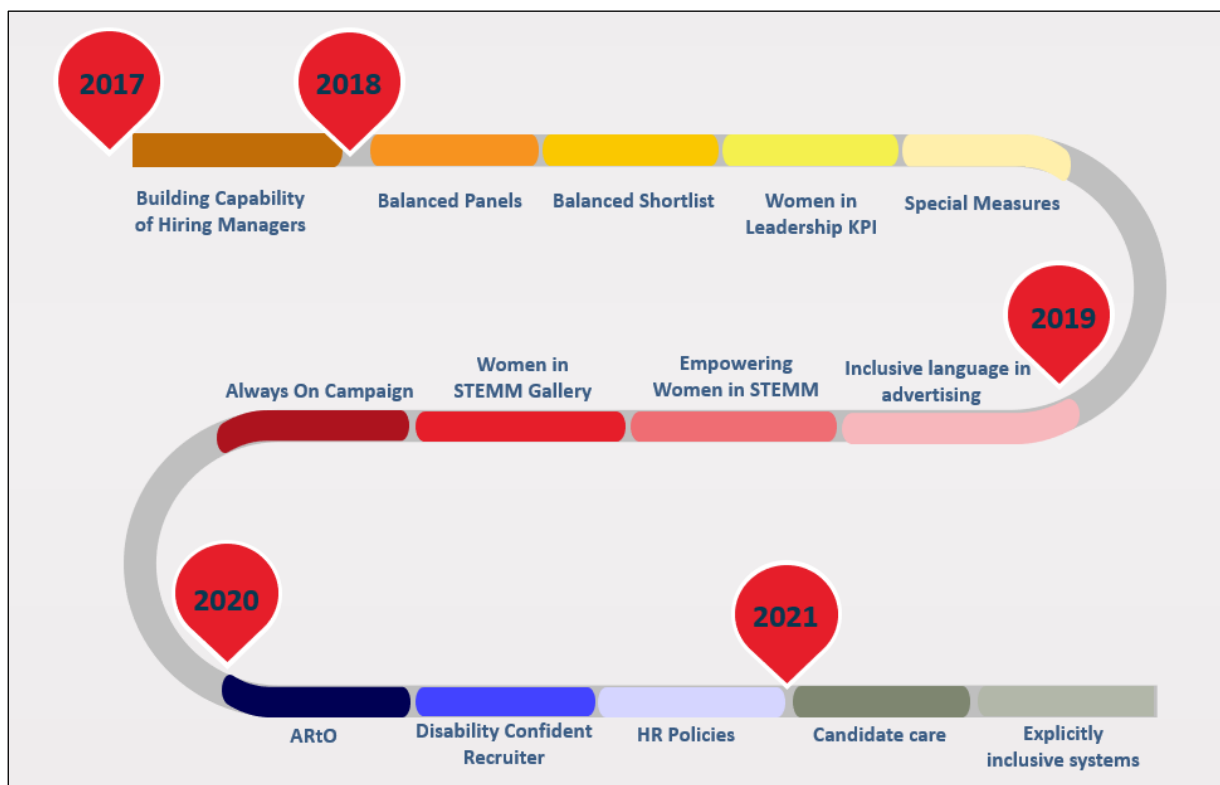


Figure 4: Timeline of key actions taken to address sub-issues – dates represent start date. The majority are sustained actions.

Table 3: The relationship between Key Barrier, Sub-Issues & Actions taken (2018 - 2021). (Action #. – reference to RMIT’s Athena SWAN Bronze Action Plan)

Key Barrier	Recruitment of women and gender diverse staff in STEMM fields – a barrier to Attraction		
<b>ISSUES</b> Contributing (2015-2017)	Low number of applications from women and gender-diverse people for open recruitment rounds	Low percentage of females in senior roles (Academic Levels D&E, Exec, HEW10, SE3), particularly STEM College Exec – 100% male	Levels A and B in STEMM dominated by FT research-only contracts - more options/pathways for entry needed to enhance security of employment and prospects
<b>ACTIONS</b> to Address Issues (2018-2021)	<ul style="list-style-type: none"> <li>• University KPI - % Women in Leadership (Academic Levels D&amp;E, Exec, HEW10, SE3) introduced in 2018</li> <li>• University KPI - Recruitment &amp; Retention of Indigenous staff introduced in 2018</li> </ul>		<p><b>EXPANDED (Action 2.1c)</b></p> <ul style="list-style-type: none"> <li>• Vice-Chancellor’s Research Fellowships (VCRFs)</li> <li>• Early Career Development Fellowships (ECDFs)</li> </ul> <p><b>NEW (Action 6.4e) +</b></p> <ul style="list-style-type: none"> <li>• Indigenous Pre-doctoral Fellowships</li> </ul> <p>All with potential for continuing employment at the end of their contract (3-4 years), subject to performance.</p>
<ul style="list-style-type: none"> <li>• Empowering Women in STEMM recruitment campaign &amp; Women in STEMM Gallery, Always-On EOI for Women in STEMM                             <ul style="list-style-type: none"> <li>+ Textio – inclusive language in advertising</li> <li>+ Candidate care – Circle Back (Action 2.3 a-c, h)</li> </ul> </li> <li>• Balanced recruitment shortlists &amp; balanced interview panels (Action 2.3 d-e)</li> <li>• Special Measures recruitment for women, trans- and gender-diverse, and Aboriginal and Torres Strait Islander Peoples (Action 2.1a)</li> <li>• Achievement Relative to Opportunity (ARtO) in Academic Recruitment (Action 2.3g)</li> <li>• HR Policy adjustments to Recruitment Guidelines and Employee Lifecycle policy (Action 2.3)</li> <li>• Supporting trans-gender and gender-diverse people – ‘Endorsed Employer’ in <a href="https://lgbtjobs.com.au">LGBTIjobs.com.au</a></li> <li>• Aboriginal and Torres Strait Islander Future Workforce Strategy (2021) (Action 6.4b)</li> <li>• Disability Confident Recruitment (DCR) (Action 6.3 a-b)</li> </ul> <p style="text-align: center;">Initiatives to build capability of Hiring Leaders and the Talent Acquisition team in GEDI (Action 1.2 a, b, e)</p>			

Table 4: Actions & Outputs 2018-2021

Action	Description	Outputs
a) <u>Leader-led commitment to Athena SWAN and equity.</u>	Commitment to systemic change for women, trans- and gender-diverse and Aboriginal and Torres Strait Islander People (2018-).	KPI10 – Indigenous staff Recruitment & Retention. KPI14 – %Women in Leadership (Academic Levels D&E, Exec, HEW10, SE3)
b) <u>Building Inclusive Leadership Capability</u>	Series of initiatives to build capability of hiring managers (inclusion, bias and decision-making).	<ol style="list-style-type: none"> <li>1. <i>Responding to Unconscious Bias</i> training by Dr Jennifer Whelan. 2017-2019 - 125 leaders and managers attended.</li> <li>2. Partnered with Symmetra - <i>Inclusive Leadership Capability Program</i> for 40 Executives in STEMM Schools: 360° assessments, debriefs and workshops on psychological safety and boundary spanning (2019/2020).</li> <li>3. Development of <i>Inclusive Hiring and Decision-Making Training Guidelines (2020)</i>, and self-directed <i>Inclusive Hiring and Decision-Making WorkDay module (2021)</i>.</li> </ol>
c) <u>Talent Acquisition Capability</u>	Actions to future-proof recruitment process - <u>capability of Talent Acquisition team</u> to become GEDI champions.	Internally- and externally-facilitated training: <ul style="list-style-type: none"> <li>• Unconscious bias</li> <li>• Disability Confident Recruiting</li> <li>• Diverse-Gender, Sexes &amp; Sexuality Awareness</li> <li>• Aboriginal and Torres Strait Islander Employment</li> </ul> 90-95% completion
d) <u>Special Measures - Low number of applications from women, gender-diverse, and Aboriginal and Torres Strait Islander people for open recruitment rounds.</u>	<u>Targeted employment strategies</u> through the Victorian Equal Employment Opportunity Act (2010) for under-represented groups - Actions to remove barriers for people facing compounding intersectional barriers.	<u>Criteria – disciplines/levels with &lt;40% women*</u> *[Overall under-representation Aboriginal and Torres Strait Islander/gender-diverse workforce]  41 academic appointments, including: 15 Aboriginal and Torres Strait Islanders at Academic A – 10 in STEMM (ENG, SHBS, AUD) and 24 women (A-C) across Engineering (10), Computing Technologies (<6), Science (8), Art (<6) and Health & Biomedical Sciences (<6) (2019-2021)



Action	Description	Outputs						
e) <u>Development of an Employee Value Proposition (EVP) for STEM</u>	Segmented employment branding for target populations (women, trans- and gender-diverse and Aboriginal and Torres Strait Islander people), promoting the EVP for joining and staying at RMIT.	<ol style="list-style-type: none"> <li>1. <a href="#">Empowering Women in STEM Recruitment Campaign</a> including 4 videos and static images profiling RMIT women from diverse STEM areas and backgrounds which were used in boosted social media campaigns, programmatic advertising all direct to the <a href="#">empowering women in STEM webpage</a>. First 3 months engagement resulted in:               <table border="1" data-bbox="1025 331 2190 443"> <tr> <td>443,000 video views (219,000 completed)</td> <td>LinkedIn – 281</td> </tr> <tr> <td>7,800 Clicks to site</td> <td>Facebook – 1,143</td> </tr> <tr> <td>325 job adverts viewed</td> <td></td> </tr> </table> </li> <li>2. <a href="#">Women in STEM Gallery</a> - visible role models - showcasing 23 inspirational researchers/leaders. Displayed internally and externally. 23 culturally diverse women from 8 STEM Schools/Colleges.</li> <li>3. <a href="#">Always-On Campaigns</a> - Building and maintaining talent pools, e.g. <a href="#">Always-On Campaign for Women in STEM</a> promoting RMIT’s EVP on social media and included an Expression of Interest. Bi-monthly engagement. (Similar for Aboriginal and Torres Strait Islander People).  RMIT ‘Expressions of interest – Women in Science &amp; Engineering’ advertised Nov. 2020 - May 2021; 1,041 (700 eligible) applications. Majority at Level A/B, some D.</li> <li>4. Commitment to <a href="#">Circle Back initiative</a> - responding to every candidate query and application (2021-).</li> </ol>	443,000 video views (219,000 completed)	LinkedIn – 281	7,800 Clicks to site	Facebook – 1,143	325 job adverts viewed	
443,000 video views (219,000 completed)	LinkedIn – 281							
7,800 Clicks to site	Facebook – 1,143							
325 job adverts viewed								
f) <u>Development of ARtO in recruitment practices</u> – movement away from merit-based approach to a positive acknowledgement of what a person can/ has achieved given the opportunities available to them - more calibrated assessment of their performance.	ARtO applied to academic promotion since 2018, sought to extend to academic recruitment.  <u>Foundations</u> for a methodical and excellent approach to ARtO in recruitment developed (2020).  <u>Piloted</u> in two Fellowship recruitment programs	<ul style="list-style-type: none"> <li>• <a href="#">ARtO policy across the employee lifecycle</a></li> <li>• <a href="#">ARtO Guidance for Hiring Managers</a></li> <li>• <a href="#">Website to provide guidance to candidates (internal and external) intending to submit an ARtO application</a></li> </ul> <p>2020 - ARC Centre of Excellence; 2021 – VCRF Round.  <a href="#">Feedback was strong.</a>  <a href="#">8 Fellows, who activated ARtO, appointed.</a></p> <p><i>Please see Case Study (page 23)</i></p>						

Action	Description	Outputs
g) Extend Opportunities for Continuing Employment at Academic Level A-C	New/extension of current pathways for Level A-C fixed-term and casual T&R and Research-Only staff to attain more secure employment.	<p><u>Level A</u></p> <ol style="list-style-type: none"> <li>1. Early Career Development Fellowships - steady growth from 10 in 2017 (50%F), to 31 in 2021 (60%F)</li> <li>2. Indigenous Pre-doctoral Fellowships – NEW in 2018 - 5-6/year. 2018-2021: 27%F; 10%F STEM: 60%F non-STEMM.</li> </ol> <p><u>Level A - C</u></p> <ol style="list-style-type: none"> <li>3. Vice-Chancellor’s Research Fellowships – 2017 – 2021 - 101 positions - 64%F; including 29 Postdocs - 54%F &amp; 36 RF/SRFs - 77%F; 80% of 2017/2018 appointees now tenured.</li> <li>4. Vice-Chancellors Indigenous Research Fellowships – 2018 – 2021 &lt;6 x Female appointments non-STEMM</li> </ol>
h) <u>Removing bias</u> from the talent process	Various equity interventions to interrupt bias in talent processes and be explicitly inclusive.	<ol style="list-style-type: none"> <li>1. <u>Recruitment Policy and Procedures</u>. Commitment to gender equity and diversity embedded in <u>Recruitment Guidelines (Oct 2021)</u> and <u>Employee Lifecycle Policy (Nov 2020)</u>.</li> <li>2. <u>Advertising</u> Explicit advertisement of <u>flexible working options</u> for all roles to expand the field of eligible candidates. Commitment to <u>inclusive (of all) and welcoming language</u> in eg. all job ads, position descriptions and other collateral - Use of <u>Textio</u>. <u>2019: 88% job posts screened</u> <u>2020: 54% job posts screened</u> <u>2021: automated – all materials and collateral screened.</u></li> <li>3. <u>Gender-balanced shortlists</u> - commitment to balanced panels embedded in <u>Recruitment Procedure (2018)</u>. Clear expectations - 50% representation of women and/or gender-diverse candidates. <i>‘If not, why not?’</i></li> <li>4. <u>Balanced selection panels</u> - must be <u>Reconciliation-capable and diverse in composition</u> - diverse representation of gender and other identities, including cultural and linguistic background (<u>Recruitment Procedure (2018)</u>).</li> <li>5. <u>Behavioural based interviews</u> - structured with agreed criteria, questions, and score weights; same process applied for all candidates (2019-).</li> <li>6. <u>Monitoring of selection panels and shortlists</u> by the Talent Acquisition Team (2018-).</li> </ol>

Action	Description	Outputs
i) <u>Disability Confident Recruitment</u>	The Disability Confident Recruiter (DCR) program builds an organisation's confidence to remove systemic barriers in attraction and recruitment for people with disabilities.	<a href="#">RMIT successfully gained DCR status in 2020 and re-certified in 2022.</a>  <b>1<sup>st</sup> University to achieve this.</b>
j) <u>Explicitly inclusive of gender-diverse people</u>	Actions to interrupt bias in talent processes and systems and be explicitly inclusive of trans- and gender-diverse applicants.	<ol style="list-style-type: none"> <li>1. <a href="#">RMIT became an 'Endorsed Employer' in <u>LGBTIjobs.com.au</u></a> and ensured RMITs recruitment systems were explicitly inclusive for pronouns and gender identity (Jan 2020).</li> <li>2. <b>First employer to be explicitly-inclusive in roles for trans- and gender-diverse applicants using Special Measures</b> (not including community organisations) (2020).</li> <li>3. <a href="#">RMIT Careers' website explicitly inclusive of trans-gender and gender-diverse applicants including an internal contact (2020)</a> (Figure 5.).</li> <li>4. <a href="#">RMIT Talent Acquisition team trained by Pride in Diversity on LGBTIQ+ and trans-gender inclusion (2021).</a></li> </ol>
k) <u>Aboriginal and Torres Strait Islander Future Workforce Strategy (2021)</u>	Aboriginal and Torres Strait Islander employment and retention targets set.	<a href="#">Since 2021, all Colleges have targets</a> for employment and retention of Aboriginal and Torres Strait Islander people embedded within RMIT Strategic Planning processes.  <a href="#">Since implementation in 2021, this has resulted in 5 appointments in STEM College (1F:4M).</a>

## Case Study: Achievement Relative to Opportunity – Beyond Academic Promotion

Achievement Relative to Opportunity (ARtO) is an equity enabler, essential to the equitable positioning of women and diverse talent in academia. Most Higher Education institutions apply ARtO to Academic Promotion, yet few organisations have embedded ARtO across the employee lifecycle. The sector is still grappling over how to apply ARtO in recruitment, performance review, and other talent management practices. RMIT investigated the application of ARtO beyond academic promotion to other areas of the employee lifecycle, specifically recruitment.

Evidence from ARtO in Academic Promotion shows that it can improve career outcomes and retention for staff by changing the paradigm in decision making away from the traditional concept of 'merit'. Changing traditional methods of evaluating merit in the employee lifecycle has the potential to allow women and people from diverse backgrounds to be fairly evaluated and shift the dominance of people who have experienced little or no career interruption.

The study design included:

- A consultation process
- Review of Academic Promotion implementation and practices
- Embedding ARtO in recruitment (guidelines for hiring managers, information for candidates on external careers site, training for recruitment teams, job advert language and application process design.)

### Implementation:

The process was piloted with the newly-established, ARC Centre of Excellence - Transformative Meta-Optical Systems (TMOS), in conjunction with the use of Special Measures for women, trans- and gender-diverse, and Aboriginal and Torres Strait Islander applicants. This resulted in high engagement and a third of the shortlist activated ARtO in their applications. ARtO gave the hiring managers a key understanding of diverse career journeys and impacts on track record informing the establishment of a new Career Reconnect Fellowship offered to three women in 2021 allowing these women further upskilling, connection and opportunity for reestablishment of their research career. The learnings from the pilot were subsequently applied to a large and complex excellence in research campaign, in conjunction with the use of Special Measures where ARtO had positive uptake. We saw greater diversity in applicants than previous years. Out of all 2021/22 appointments, 76% identified as female (she/her). Out of all successful applicants, 41% utilised ARtO demonstrating its uptake and its utilisation in appointments. Inclusive of this data, is the appointment of one Aboriginal and Torres Strait Islander Fellow.

RMIT is now developing a consistent ARtO employee experience and phased implementation, with adaptations for Academic Promotion and Recruitment. Key considerations include further education for those applying ARtO for increased uptake where appropriate and reinforcing the cultural change required for everyone to feel safe in its application. Future actions are described in Action 2.

Hear from Professor Madhu Bhaskaran as she shares her experiences with ARtO in Recruitment:



<https://www.youtube.com/watch?v=rgnlPxRFARc>

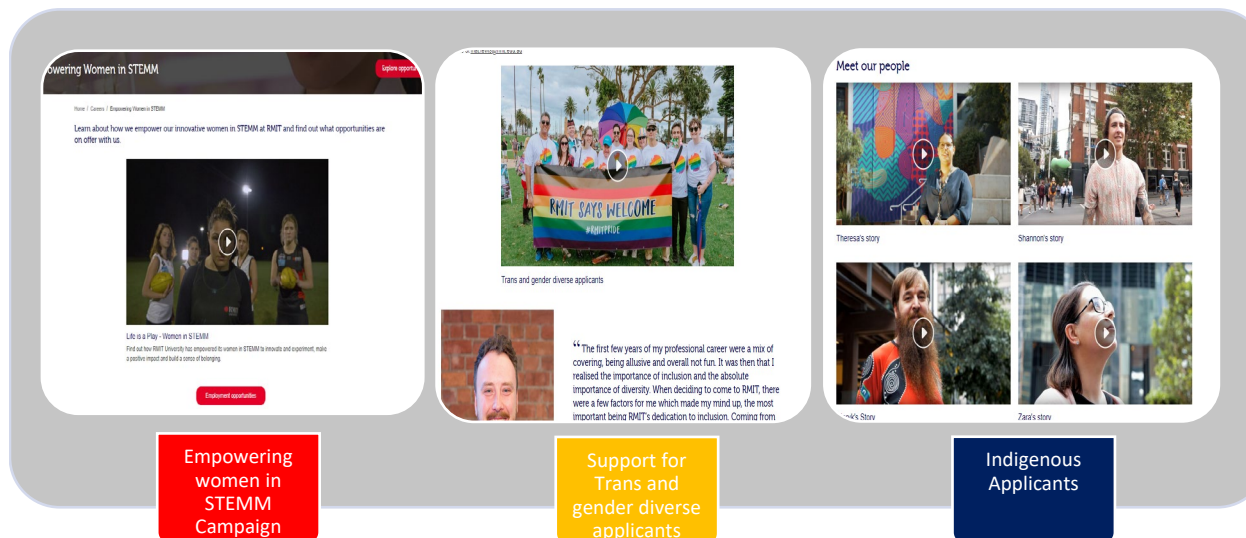


Figure 5: Building an Employee Value Proposition – example of website collateral

## Challenges

COVID presented major challenges. A recruitment freeze (March 2020 to December 2021); restricted access to funding; organisational restructures and a system change (Page-up to WorkDay) meant that other business-critical initiatives were sometimes prioritised over equity interventions.

Female and Indigenous Academics/Professionals participating in interview panels/decision-making bear the Gender Equity and Cultural loads; we must monitor this and provide support.

Recruiting to under-represented (<40%) disciplines was the hardest. Universities compete for the same (often limited) pool of potential female applicants, especially for senior roles.

During COVID lockdowns (2020-2021), many women were less likely to consider new roles due to the emotional load they carried in this period amplified for those distanced from international support-structures.

## Intersectionality in the actions undertaken or deliverables produced

Intersectionality explicitly included trans- and gender-diverse and Aboriginal and Torres Strait Islander people, and our pursuit of Disability Confident Recruiter status (Australian Network on Disability, Table 4). We developed website collateral (Figure 5), built institutional capability, and equity interventions. We will also address other intersectional factors not initially considered.





# Outcomes



## Outcomes

*Here, data is presented as percentage female and raw headcount. 2 time-periods are compared: 2015-2017 pre- and 2018-July 2021 during/post-targeted interventions to recruitment policy and practice. In the 2018-2021 time-period several restructures and changes to the discipline composition of Schools also occurred. To create a like-for-like model, to assess the outcomes and impact of interventions, the current organisational structure has been adopted across all years by grouping appropriate disciplines prior to the restructures.*

*Actions in blue are references to the future action plan*

Desired Outcome 1: increased applications from women and gender-diverse/appointment to STEMM roles. **WELL-PROGRESSED** (Figure 6; Table 5)

- Proportion of applications from women across STEMM increased +9% over the intervention period (2018-2021), edging towards the benchmark 34% (Australia's STEMM tertiary-qualified female population). Inclusive language; new marketing and Always-On Women in STEMM Campaigns; the experience of newly-recruited staff; and Special Measures, combined with our growing reputation as an inclusive employer (Disability Confident Employer, LGBTIQjobs.com.au etc.), make RMIT a more attractive employer.
- While applications for all STEMM Schools increased, the change is highly variable (+1% AISSC to +11% STEM College) (Figure 6).
- The proportion of female applicants reaching interview increased, except in Fashion and Textiles (-14%; perhaps consciously addressing men as a minority here) from the sustained impact of leader-led GEDI initiatives, balanced shortlists, and balanced panels. A 2018 up-tick in women reaching interview highlights the effectiveness of these introduced interventions (see Figure 6). The STEM College (+23%) and its Schools - SHBS (+12%), SCT (+13%), SENG (+14%), SSCI (+15%) showed the greatest changes.
- Overall, female STEMM appointment rates have modestly increased (+3%) with complexity across Schools. The greatest increases in STEM College (+9%) and its Schools - Science (+13%), Computing Technologies (+8%) Engineering (+7%). This College has benefitted from the full suite of changes (Special Measures, women in STEMM campaign, EOI process, KPI women in leadership, ARTO pilots). Interventions have been the most targeted due to the greatest under-representation of women and gender-diverse. STEM College and its Schools also benefitted from an increased opportunity for change, particularly at senior levels, due to RMIT's 2020 restructure.

- Since 2019, 41 academics (36 STEMM: <6 non-STEMM) have been recruited using Special Measures. For STEMM: 18 SENG; 9 SSCI; <6 SCT; <6 SHBS; <6 AUD. These include: 15 Aboriginal and Torres Strait Islanders at Academic A (10 in STEMM: SENG, SHBS, AUD) and 24 women (A-C) across SENG (10), SCT (<6), SSCI (8), ART (<6) and SHBS (<6), 13 within the VCRF program ([see Desired Outcome 3](#)).
- STEMM Schools outside of STEM College have lower progress overall from applications to appointment. Ineligibility for Special Measures (>40% female) may have contributed to this. Further sustained actions are necessary to understand the limited progress ([ACTION 1-6](#)).
- ARtO piloted in recruitment of:
  - i) 2 Level B Fellows to ARC Centre of Excellence (TMOS) in 2020 with Special Measures, and
  - ii) 2021 VCRF Round (with Special Measures where appropriate).

Hiring managers noted that, 'ARtO was activated not just for parental reasons, but also to explain job gaps on migration, and hybrid careers where candidates had also spent some time in industry, so their track record looks somewhat different to those that have spent their whole careers in academia, etc.'

Over 60% of candidates activated ARtO; over 50% of successful appointees had activated ARtO.

Whilst RMIT has only had two pilots of ARtO in recruitment, there is evidence of hiring managers using ARtO when assessing applications, demonstrating significant commitment by hiring managers and candidates to the concept. (see also Impacts section).

- Our data collection systems prior to 2017 did not allow disaggregation based on multiple demographic characteristics to assess intersectional impact. Action on this is underway ([ACTION 4a-b](#)).
- Third gender (X) and title (Mx) options were provided to employees in 2018. Table 5 reflects our progress here. Although only a very small number of applicants, interviewees and appointees identified as X, since the Mx category was introduced, a greater number have identified as X - perhaps due to the opportunity, but further investigation would need to occur to understand this.
- Anecdotal and qualitative evidence indicates that applicants feel much safer to disclose their gender in recent years, within applications and at interviews, often citing RMIT's growing reputation as an LGBTIQ+ inclusive employer. This is also evident under "Impact", with some new employees appreciating our progress in GEDI, recognised by Pride in Diversity and the Australian Network on Disability.

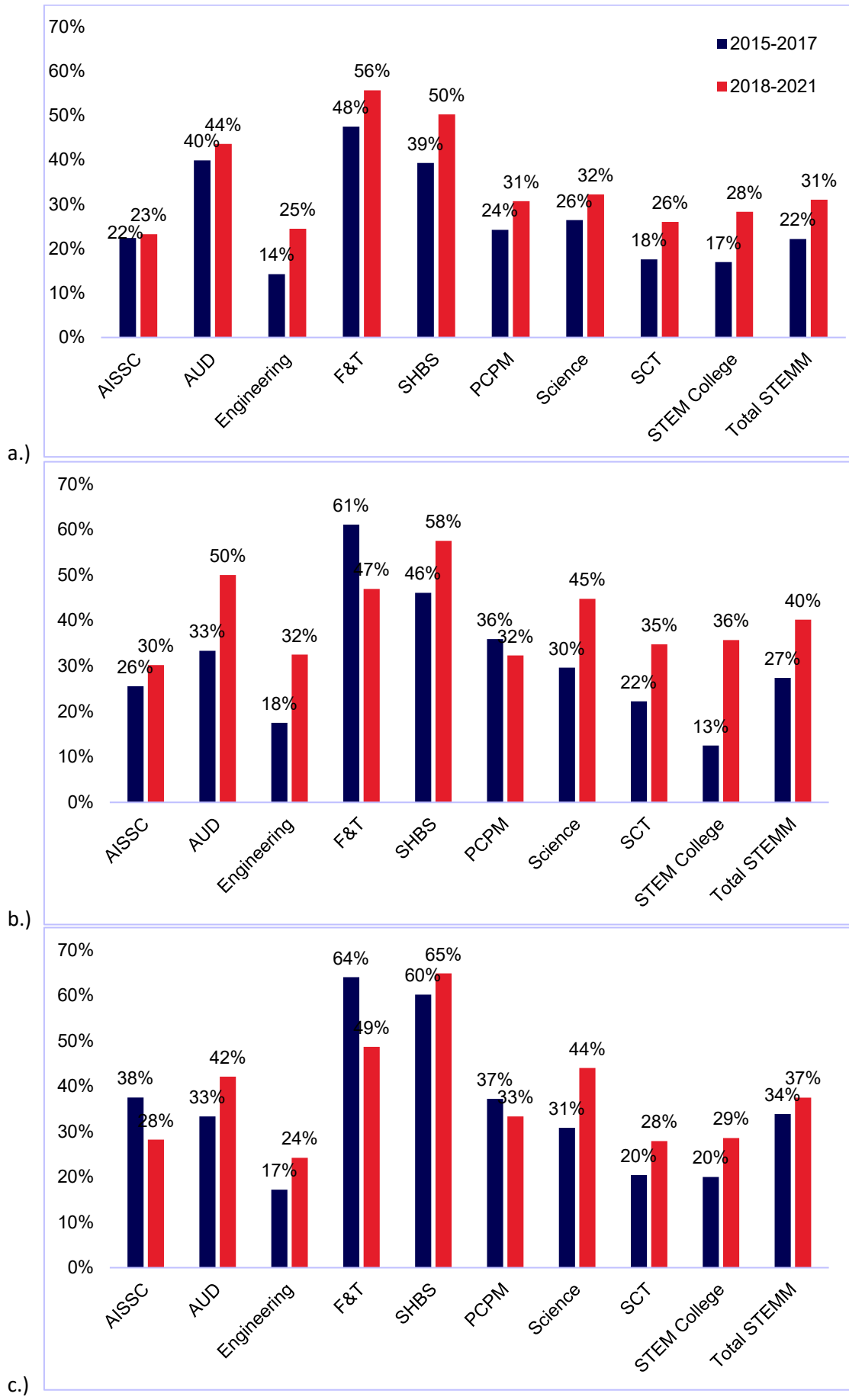


Figure 6: Comparison of % female a) applicants, b) interviewees, c) appointed to STEM academic and executive roles including direct appointments by School pre (2015-2017) and post (2018-2021) interventions

Table 5: Headcount of a) applicants, b) interviewees, c) appointments for academic and executive positions by STEM School including directly appointed positions pre (2015-2017) and post (2018-2021) interventions.

(X = those who choose this identifier inclusive of non-binary/gender-diverse/intersex)

a)		AISSC	AUD	SENG	F&T	SHBS	PCPM	SSCI	SCT	STEM COL	TOTAL
2015-2017	M	929	161	3730	74	696	284	1185	466	96	7623
	F	290	109	653	68	518	99	472	109	26	2344
	X			<6							<6
	Total	1219	270	4384	142	1214	383	1657	575	122	9968
2018-2021	M	392	209	3212	89	650	111	1768	1043	157	7631
	F	134	175	1111	122	747	51	910	395	72	3717
	X		<6	<6	<6						11
	Total	526	386	4331	212	1397	162	2678	1438	229	11359

b)		AISSC	AUD	SENG	F&T	SHBS	PCPM	SSCI	SCT	STEM COL	TOTAL
2015-2017	M	119	43	502	14	108	57	182	74	7	1106
	F	47	22	115	22	106	37	91	24	<6	465
	X										0
	Total	166	65	617	36	214	94	273	98	8	1571
2018-2021	M	64	39	462	23	108	40	243	126	23	1128
	F	32	41	246	23	176	21	223	73	15	850
	X			<6							<6
	Total	96	80	711	46	284	61	466	199	38	1981

c)		AISSC	AUD	SENG	F&T	SHBS	PCPM	SSCI	SCT	STEM COL	TOTAL
2015-2017	M	25	22	143	9	40	20	90	30	<6	383
	F	18	11	33	16	77	16	49	10	<6	231
	X										0
	Total	43	33	176	25	117	36	139	40	<6	614
2018-2021	M	23	21	280	18	48	24	143	55	17	629
	F	11	16	98	18	107	13	125	24	8	420
	X			<6							<6
	Total	34	37	380	36	155	37	268	79	25	1051

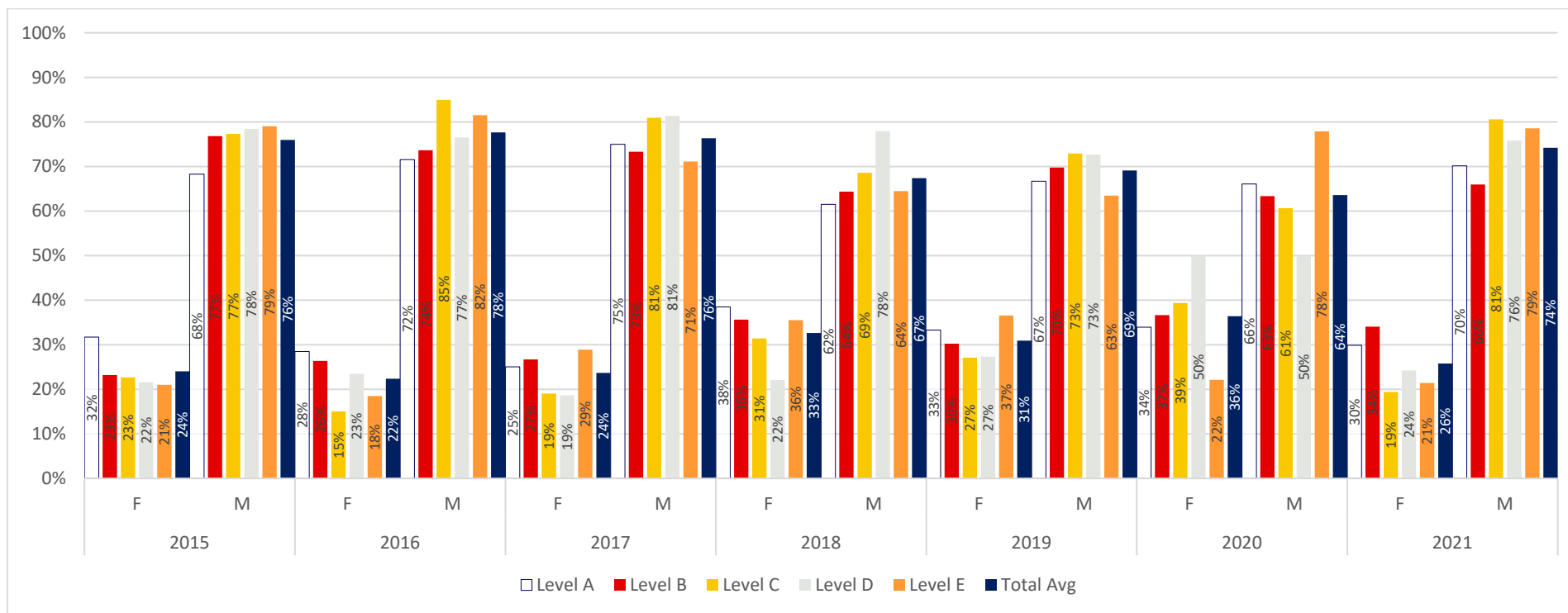


Figure 7: STEMM Applications by Academic Levels and year

Table 6: STEMM Headcount Applications by academic level and time periods (2015-2017) before intervention and (2018-2021) after intervention

Level	2015-2017				2018-2021			
	F	M	X	Total	F	M	X	Total
Level A	350	960		1310	1060	2031	<6	3094
Level B	1249	3640	<6	4890	1737	3422	<6	5162
Level C	440	1850		2290	630	1422	<6	2054
Level D	140	555		695	122	342	<6	467
Level E	154	553		707	125	331		456
<b>Total</b>	<b>2333</b>	<b>7558</b>	<b>&lt;6</b>	<b>9892</b>	<b>3674</b>	<b>7548</b>		<b>11233</b>

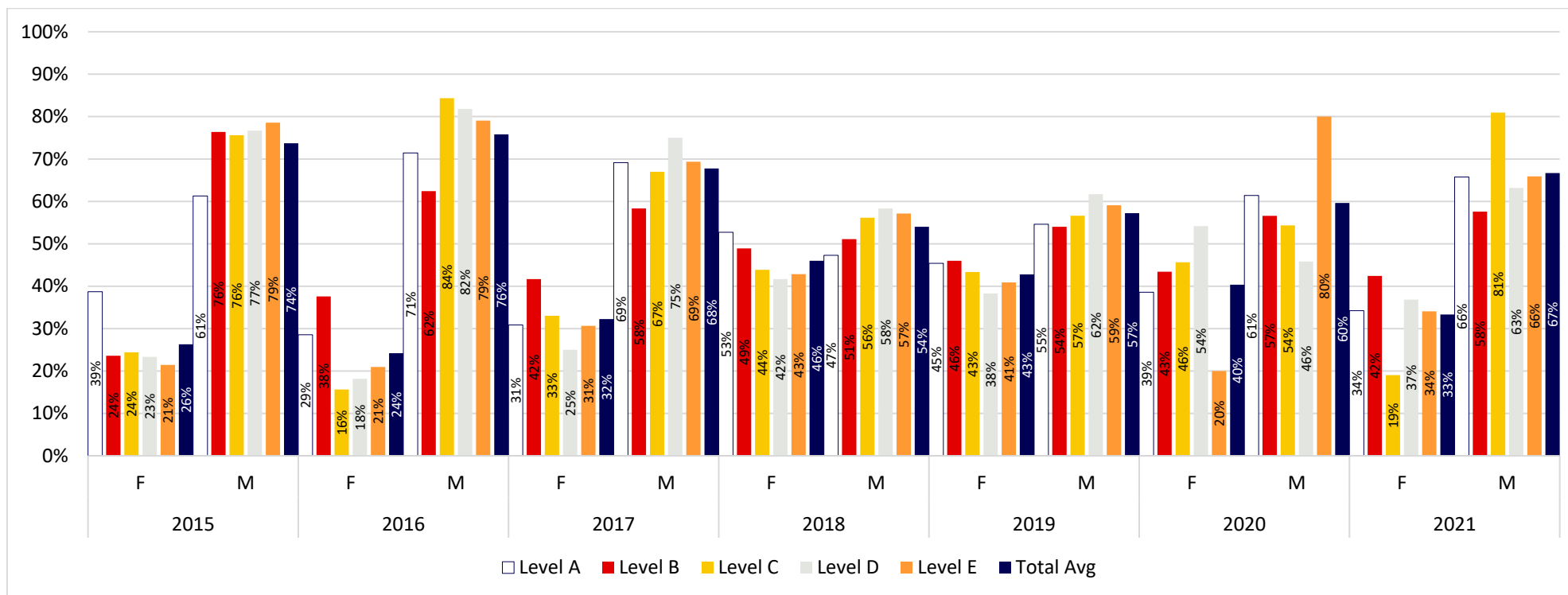


Figure 8: Men and women who reached the interview stage for academic positions from 2015-2021

Table 7: STEMM Headcount of people who were interviewed by academic level and time periods (2015-2017) before intervention and (2018-2021) after intervention

Level	2015-2017				2018-2021			
	F	M	X	Total	F	M	X	Total
Level A	63	129		192	231	310	<6	542
Level B	225	447		672	374	452		826
Level C	89	268		357	124	170	<6	295
Level D	30	97		127	43	59		102
Level E	47	148		195	47	95		142
<b>Total</b>	<b>454</b>	<b>1089</b>		<b>1543</b>	<b>819</b>	<b>1086</b>	<b>&lt;6</b>	<b>1907</b>



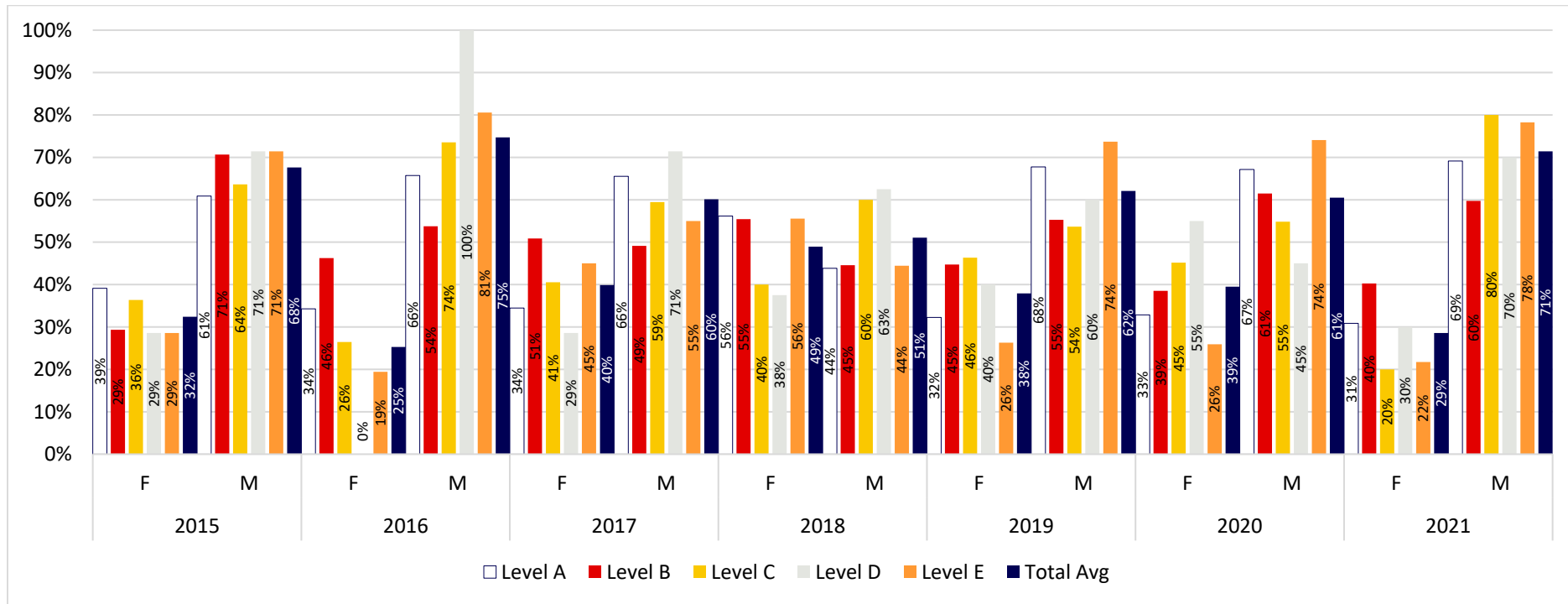


Figure 9: STEM Appointments by Academic Level and Year

Table 8: STEM Headcount of people who were appointed by academic level and time periods (2015-2017) before intervention and (2018-2021) after intervention

Level	2015-2017				2018-2021			
	F	M	X	Total	F	M	X	Total
Level A	50	89		139	131	222	<6	353
Level B	122	164		286	184	234		418
Level C	32	61		93	51	71		122
Level D	<6	17		21	25	33		58
Level E	18	45		63	22	56		78
<b>Total</b>	<b>226</b>	<b>376</b>		<b>602</b>	<b>413</b>	<b>616</b>	<b>&lt;6</b>	<b>1030</b>

Desired Outcome 2: increased percentage of women/gender-diverse occupying leadership positions. **WELL-PROGRESSED**

- The percentage of Senior Females (Academic D&E, Executive, HEW10, SE3) increased to 45% by June 2021 (+12% since July 2015; Figure 10; Table 9). Female participation increased steadily across all staff cohorts. The Executive level increased 21% from 2015. The STEM College Executive is now at parity (50% female, from 100% male in 2017) and its cultural diversity more accurately reflects the STEM College community (38% CALD, 14% in 2017).
- Figure 11 shows the changing gender profile, with considerable progress A to E, particularly at Executive-level, for All STEMM. SHBS and SSCI have progressed most; SENG shows consistent, modest improvement A to E (average +3%). The smaller Schools (AUD, PCPM, F&T, AISSC) are more erratic, being more sensitive to staff fluctuations. AUD and PCPM have largely sustained their profiles. SCT, new in 2021, is close to the 2021 All STEMM average.

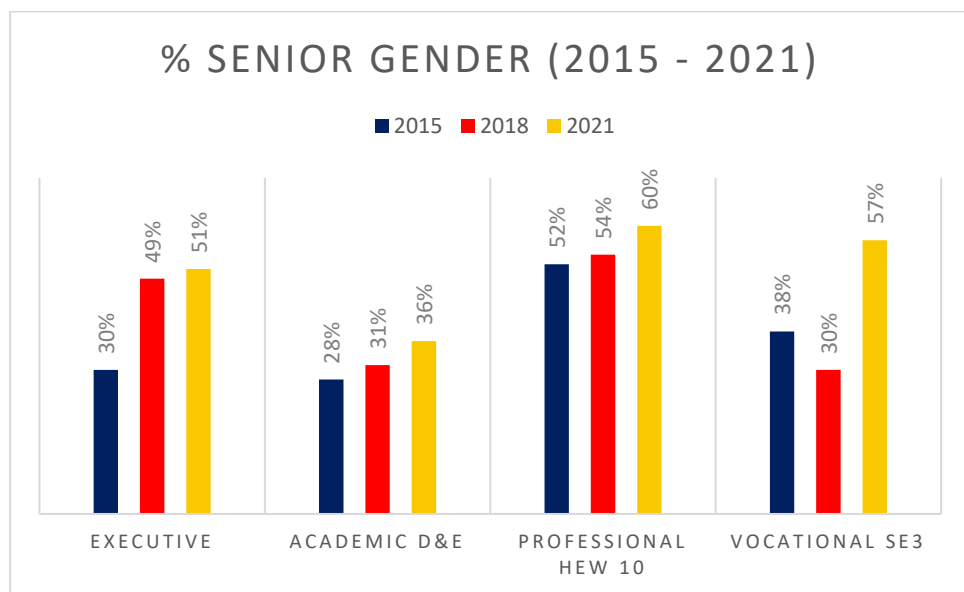


Figure 10: Comparison of % Senior Gender (female/gender-diverse - Executives, Academic D & E, Professional - HEW 10, & Vocational - Senior Educator 3) staff across the Institution for 2015 (pre-), and 2018 and 2021 (during/post-) intervention

Table 9: % female senior leadership across role types and years including totals of all role types

	2015	2018	2021
Executive	30%	49%	51%
Academic D&E	28%	31%	36%
Professional HEW 10	52%	54%	60%
Vocational SE3	38%	30%	57%
All RMIT	33%	39%	45%

It is acknowledged that the changes to the leadership profile are not all born out of recruitment interventions. Progress at academic D&E is influenced greatly by staff success in academic promotion (later Cygnet). Restructures and voluntary/involuntary departures due to COVID-impacts, and other, will also have influenced the staffing profile to a greater or lesser extent for all cohorts.

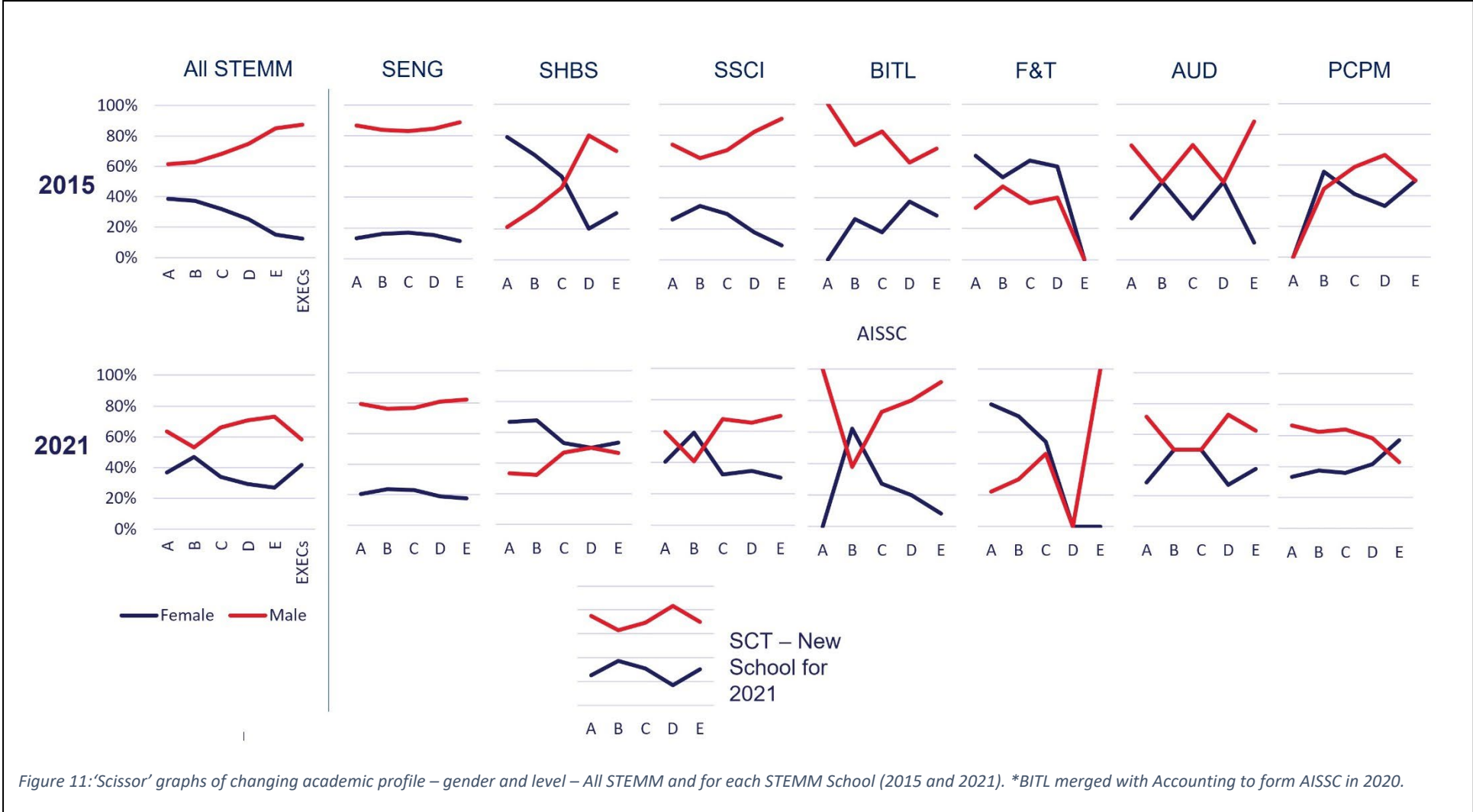


Figure 11: 'Scissor' graphs of changing academic profile – gender and level – All STEMM and for each STEMM School (2015 and 2021). \*BITL merged with Accounting to form AISSC in 2020.

- RMIT monitors women’s representation in senior leadership as part of the University Scorecard, setting targets in the Annual Operating Plan. This added accountability continues to drive change.
- In 2021, 55.9% of ‘managerial’ promotions went to women. Restructures, increasing direct female appointments to academic leadership (Figure 12; Table 10), and appointments through advertised roles, enabled sustained change in the % Senior Gender. Restricted funding meant hiring managers looked more closely at talent *in-house* for senior roles. Increased % of female appointments to both direct-appointed and advertised roles occurred 2018-2021.

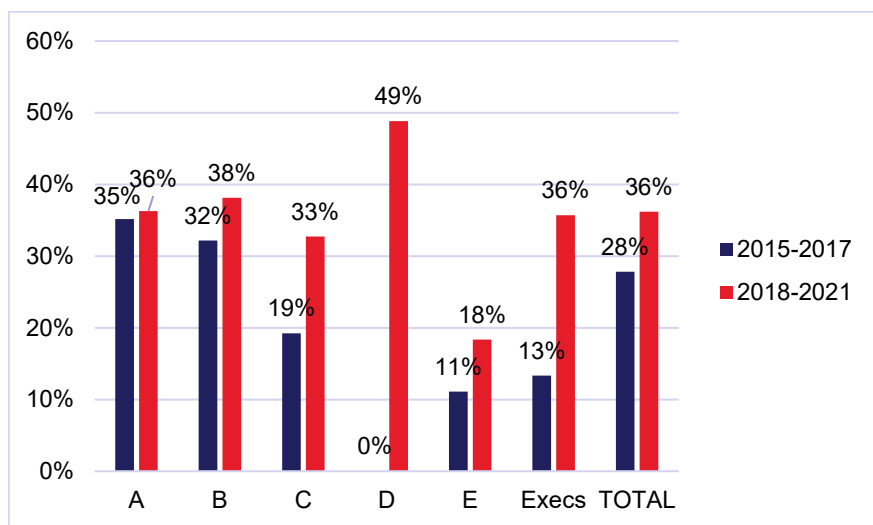


Figure 12: The percentage of women who were directly appointed out of all direct appointments by academic level across time periods before (2015-2017) and during/after

Table 10: Headcount of directly appointed positions by Academic level for F, M and X genders

		A	B	C	D	E	Exec	TOTAL
2015-2017	M	51	66	17	6	14	<6	158
	F	32	37	<6	0	<6	<6	79
	X							0
	TOTAL	91	115	26	10	27	15	284
2018-2021	M	157	149	35	24	35	8	408
	F	98	106	18	21	9	<6	252
	X	<6						<6
	TOTAL	270	278	55	43	49	14	696

- Those who enlisted in the Women in STEMM Campaign/EOI were mostly at Level A/B; with a very small number at Level D. Overall, there was insufficient impact of this campaign on recruitment. If repeated, this needs to be refined and more targeted in its approach. (ACTION 3a-b; d-e)

- Despite the obvious positive change to the leadership profile, our data collection systems need to record broader demographic characteristics and enable multivariate data analysis to allow targeted intersectional interventions. The leadership group composition (in terms of non-binary gender, cultural diversity, people with a disability, and First Nations heritage) can only be estimated through local knowledge and potentially biased assumptions. However, the community is calling for broader representation amongst the leadership group, showing we still have work to do. (ACTION 1, 2, 3e, 4c-d, 5, 6d & f)
- Work is also needed on retention for all cohorts, particularly for women at senior professional levels.
- For academics, termination rates are largely gender-neutral. Only Level E women left at higher rates than men in 2021 (53.8%at this level). This represents a small headcount (13 across all genders) of separations.
- Exit interview data will be interrogated to better understand why women leave RMIT, with a view to increase retention. (ACTION 3e)

Desired Outcome 3: increased opportunity for more secure/continuing employment for junior fixed-term academic staff. **NOT SUFFICIENTLY ACHIEVED TO IMPACT RATIOS; NEVERTHELESS, INTERVENTIONS VALUED.**

We face two main challenges here:

- RMIT's expanding research activity over intervention period, particularly in STEMM, (HDR student recruitment and Fellows (A to C) on fixed-term contracts as part of competitive research grants).
- 2020 Recruitment freeze restricted to roles funded externally (industry-sponsored and competitive research grants as per (i) rather than continuing Teaching & Research academic staff).

Thus, at junior levels (A/B) in STEMM, the fixed-term research-only cohort expanded at a greater rate (from 160 level A-C positions 2015-2017 to 277 positions 2018-2021) than our interventions. No overall impact was observed despite growth in each program and other positive outcomes across the 3 initiatives:



## ECDFs

Since this initiative commenced, early-career staff recruitment has grown from 10 (2017) to 31 (2021, Table 11; Figure 13).

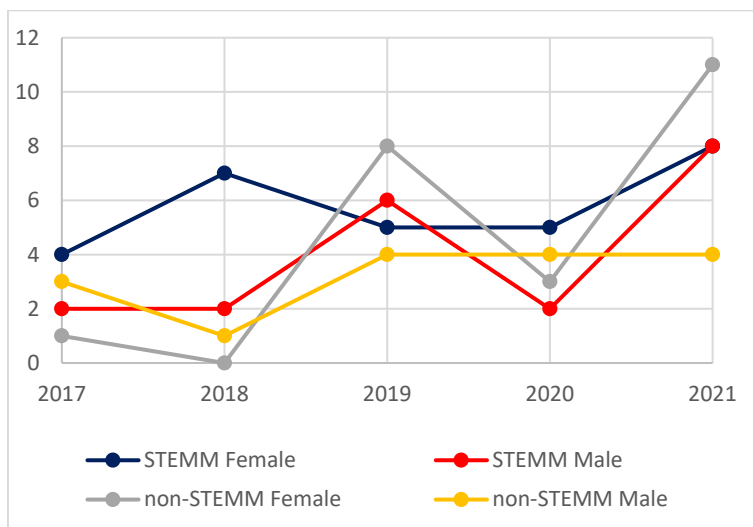


Figure 13: Change over time of ECDF appointments by gender and STEMM/non-STEMM (2017 - 2021)

Table 11: Percentage and Headcount - ECDF Appointments by gender, STEMM/non-STEMM (2017-2021)

Year	STEMM		non-STEMM		TOTAL F:M		TOTAL (STEMM)	%F (All)	%F (STEMM)
	Female	Male	Female	Male	Female	Male			
2017							10 (6)	50%	67%
2018							10 (9)	70%	78%
2019	REDACTED						23 (11)	57%	45%
2020							13 (7)	62%	71%
2021							31 (16)	62%	50%
	29	20	23	16	52	36	<b>87 (49)</b>	60%	<b>59%</b>

- Special Measures – women and gender-diverse was not utilised here; nevertheless, the program was very successful in recruiting women in both STEMM) and non-STEMM. Of the 87 appointments (2017-2021) 60% were female (Table 12). This could be because females are over-represented in Australia’s casual/fixed-term academic workforce (pre-requisite for these positions) making a larger pool of potential female applicants.
- Staff are initially recruited on a 3-year fixed-term contract, then, subject to performance, move onto a continuing contract. The majority of appointees recruited 2017-2018 have become permanent staff members. All STEM College recruits 2017-2018 (11) converted after 2 years.

Table 12: Total Headcount and percentage female of ECDF Appointments by STEMM School (2017-2021)

STEMM	AISSC	AUD	F&T	PCPM	SCT	SENG	SHBS	SSCI
49 (59%)	10 (30%)	<6 (50%)	No appointments	<6 (50%)	<6 (50%)	8 (63%)	<6 (67%)	20 (75%)

VCRFs & IRFs

- These opportunities are globally prestigious, very competitive (average 1500 applications/round) and attract real research talent.
- Women’s success in this program is clear (101 positions - 64%F; including 29 Postdocs and 36 RF/SRFs; Figure 14: VCRF Appointments – Postdoc vs RF/SRFs by Headcount by College by Gender (right) (2017 – 2022; commencement years)Figure 14; Table 13 ). RF/SRFs are eligible for tenure after 3 years. Approximately 80% of the 2017-2019 recruits are now permanent.
- Special Measures were applied in 2018, 2019 and 2021 (no recruitment in 2020 – COVID impacts). The 2021 round was part of the second ARtO recruitment pilot (see Desired Outcome 1). When first applied, the proportion of applications from talented women increased substantially. On average, a +13% increase has occurred (to 43% of all applications). The proportion of positions awarded to women increased from 55% (pre-Special Measures) to 69% (post-Special Measures). To date, 13 RF/SRF women have been recruited into STEMM. Four more were recruited using Special

Table 13: Appointments to Postdoctoral and RF/SRF positions - HC and %Female by HE College (2017-2022)

	Postdocs				RF&SRFs				TOTAL	%F
	Total	Postdoc - Female	Postdoc - Male	%F	Total	RF & SRFs - Female	RF & SRFs - Male	%F		
STEM	28	13	15	46%	26	20	6	77%	54	61%
DSC	20	13	7	65%	15	12	<6	80%	35	71%
COBL	6	<6	<6	50%	6	<6	<6	67%	12	58%
	54	29	25	54%	47	36	11	75%	101	64%
		(54%)				(77%)				

Measures/'Identified' positions to the Indigenous VCRF program in non-STEMM.

**REDACTED**

*Figure 14: VCRF Appointments – Postdoc vs RF/SRFs by Headcount by College by Gender (right) (2017 – 2022; commencement years)*

#### New 2018 IPDF program

- ‘Identified’ positions for Indigenous people: staff members (Level A) on 4-year contract, with tenure conversion; Doctoral candidates (90%): Teaching/Engagement (10%). 5-6/year. 2018-2021: 27%F; 10%F STEM: 60%F non-STEM. STEM: SENG (<6; 100%M); SHBS (<6; 33%F); and AUD (<6; 100%M) (Table 14)
- Increasingly competitive: year-round applications received Australia-wide. Considering tenure for our first Fellows in 2023.

*Table 14: Appointments to Indigenous Pre-doctoral positions - HC by HE School (2017-2021) – red = STEM Schools with total appointments in each school brackets*

**REDACTED**



Impact

## Impact

RMIT's All-Staff and Pulse surveys along with a series of focus groups and 1:1 interviews were conducted (Figure 15; Figure 16).

RMIT has developed strong foundations for the recruitment of women in STEMM disciplines for roles which are advertised internally and externally, with consistently strong and positive recruitment experience by internal/external candidates and hiring managers. This insight is supported by qualitative analysis (Table 15).



Figure 15: Summary of qualitative data collection & analysis strategy re impact of actions

## Focus Group Participants

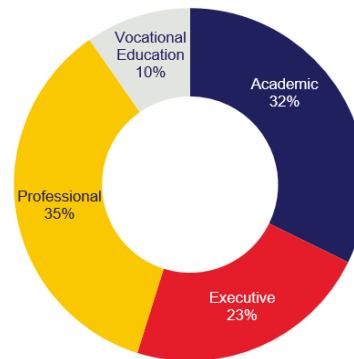


**27** women who had joined RMIT since 2019

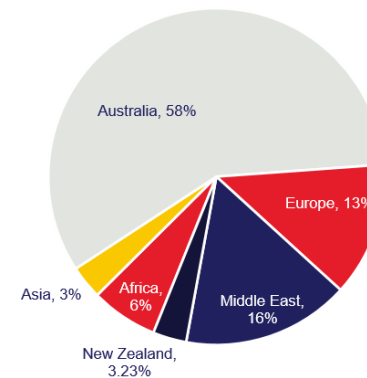
**9%** identified as LBGTIQ

**48%** had a nationality other than Australian

### Category of Work



### Nationality



### Age

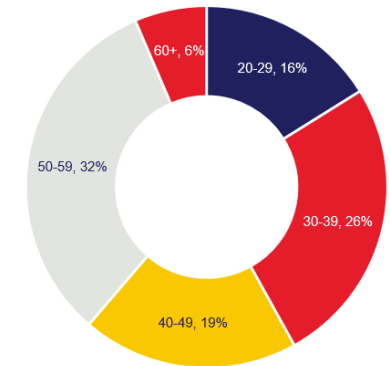


Figure 16: Demographics of focus group participants – lived experience of new staff, hiring managers, leaders, and the talent acquisition team.



Table 15: Comments and observations re the impact of our actions gained through focus groups and interviews with new staff, hiring managers and leaders

### **Athena SWAN and Cultural Transformation**

*“We have set a benchmark for ourselves and achieved a perfect gender balance across our Executive leadership team and over 30% of women in all leadership roles in STEMM. While this is great progress, we have a long way to go. Sector-wide we continue to see the impact of under-representation of women in academic leadership, and in STEMM disciplines.”* [Prof. Alek Subic, Deputy Vice Chancellor, STEM College]

*“There has been an obvious mindset shift over the years”*

*“It is clear that RMIT is doing incredibly well with its commitment to Athena SWAN, it is visible both within and outside of RMIT.”*

*“There's still a lot of work to do in second or third-level down leaders which is surprising ..... You've got some people who are really contemporary in their work practices and you've got others that I've uncovered along the way that are really 'old-fashioned' in their behaviours”* **Executive**

Continued and Future Action: Building Hiring Manager Capability (ACTION 5), Diversity in Leadership KPI, ARtO implementation and communication.

### **Recruitment and interview experience**

Successful internal and external candidates had a consistently high quality and rigorous interview experience with supportive practices.

*“Highly personalised, highly connected, they didn't leave me hanging for a long time. I'd have an update at least every week about what was going on.”* **Executive**

Continued and Future Action: Continuous improvements in recruitment practices (ACTION 6)

Experience of hiring managers: *“Some of the systems can be frustrating and not fit for purpose.”* **Executive Hiring Manager**

Further clarity on the process would allow for better communication with applicants

Continued and Future Action: Continuous improvement of equity interventions in recruitment (ACTION 6)

### **Balanced Panels**

- *“I just want to say that having females on the panel, doesn't mean that females will get hired. They (females) can be hard on one another. But it's important to show a balanced panel, selecting people who will employ people of both sexes.”* **Professional**
- *“Panel was gender-balanced and there were different HEW levels and different cultural backgrounds. Not everyone was English speaking which was important for me.”* **Professional**

Continued and Future Action: Hiring manager consistency including for selection panels (ACTION 6a)



## Employee Value Proposition

The reasons why candidates were attracted to apply to work at RMIT varied, although there were some consistencies:

- *“RMIT offered a permanent position/17% superannuation in HE (higher than research sector)”* **Professional**
- *“RMIT is very industry-oriented – ‘I don’t want to work on something that will stay on the shelf for 20 years.”* **Academic**
- *“Wanted to work in an organisation that has a strong commitment to Reconciliation.”* **Professional**
- Explicit focus on flexibility, focus on women in STEMM, as a reason for applying.
- *“Recognised as an inclusive environment for people of diverse genders and sexualities.”* **Professional and Executive**
- *“RMITs commitment to Athena SWAN and gender equality is well noted and valued.”* **Executive**
- *“Values alignment - an important factor.”* **Professional**

Continued and Future Action: Empowering Women in STEMM/ Enterprise-wide Campaign (ACTION 3)

## Balanced shortlists

STEMM Disciplines actively encourage the development of balanced shortlists and where balanced shortlists are not presented in many disciplines it is questioned and challenged. *If Not, Why Not?*

- *“I really like the process of having 50% on the shortlist. That makes the male managers examine very carefully who’s on the shortlist. Some of the disciplines are really struggling with that because there might be one woman who applies in 100 men.”* **Executive**

Continued and Future Action: Ensuring hiring panel composition reflects gender and diversity representation (ACTION 4d)

## ARtO - From a hiring managers perspective (see also Case Study):

- *“ARtO provided pieces of information we would otherwise not have had, it gave a richer picture of candidate’s skills, experience, and perspective and was very valuable.”* **Academic**
- *“But, through interview, we also learned that there is a cultural piece at play here as a number of candidates e.g. from South-East Asia, had every reason for doing so, but did not apply ARtO. So, there is a need to ensure the psychological safety for candidates to feel comfortable to apply ARtO, to discuss things that may have been used against them in the past.”* **Academic**
- *“In my previous role, I quit to have my son. It was hard for me to return to academia after having my son. At other universities, they wanted to know about my past 3 years and what I had been doing. But at RMIT, they were more understanding that I was being a parent and raising a child.”* **Academic**

(ACTION 2c).

### **Additional impact of GEDI drivers from competitive funding agencies**

- Hiring managers are more deliberate and bolder in their pursuit of diversity and equity in the recruitment process when this is backed by e.g. an ARC/NHMRC funded role.

[Continued and Future Action: Building Hiring Manager Capability \(ACTION 5\)](#)

### **Induction**

- Whilst induction did not fall within the scope of this Cygnet or the recruitment process at RMIT, it is acknowledged that the experience by both hiring managers and candidates is inconsistent and will be addressed in future applications.

[\(Progress and actions for later Cygnet &/or Silver application\)](#)

### **Fairness of recruitment**

- Whilst there are supportive insights into the impact of the strategies implemented, confidence in the fairness of recruitment remains low (based on recent surveys of <50%).
- Factors include direct appointments [\(ACTION 7e\)](#) and existing merit-based processes. [\(ACTION 2\)](#)

### **Diversity in leadership**

*"I would recommend others to join RMIT. There are so many women at the top" **Professional***

*"I've been in an organisation where it was very male dominated in leadership... and I actually felt excluded. Leaders (at RMIT) made it very clear that they wanted to have 50/50 male/female leadership" **Executive***

*"I am super impressed how many women are in leadership, especially compared to XX Uni" **Academic***

*"Didn't have any expectations about the amount of women in leadership, but I've been impressed. Not just women, but culture diversity."*

### **Academic**

[Continued and Future Action: Continuation of KPIs - %Women in Leadership; Recruitment & Retention of First Nations Staff, targets reviewed and considered through and intersectional lens \(ACTION 5b\)](#)

**Future**

**Action Plan**

## Future Action Plan

### Aims of this Action Plan:

1. Further increase the proportion of successful applicants and appointees who are women, Indigenous, trans- and gender-diverse, and people with disabilities (both internally and externally)
2. Address recruitment inequality arising from the intersection of gender with other characteristics, including race, Indigeneity, sexuality, gender-identity and disability.
3. Continue to build leadership and talent acquisition team capability to build 'balanced' teams at RMIT.
4. Extend activities from STEMM-focused to Enterprise-wide.

### This is a phased approach

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
1. Utilisation of Special Measures	The challenges and potential barriers for women and people of gender- diverse vary according to discipline, level, and context, requiring customised approaches addressing local issues.	a) Extend the use of Special Measures for Aboriginal and Torres Strait Islander, trans- and gender-diverse, and people with disability, <u>Enterprise-wide</u> , including consideration of targets specific to disciplines or Schools/Portfolios.	Q4 2022 - ongoing	Deans, Heads & Directors of Organisational Unit  Athena SWAN Implementation Group	Chief People Officer  Dean – STEMM Diversity & Inclusion	Increased number of: <ul style="list-style-type: none"> <li>– Women,</li> <li>– Aboriginal and Torres Strait Islander,</li> <li>– Gender-diverse, and</li> <li>– People with disability</li> </ul> employed into: <ul style="list-style-type: none"> <li>– Executive,</li> <li>– Academic,</li> <li>– Professional, and</li> <li>– Vocational roles</li> </ul> in under-represented disciplines/areas.
		b) Review the use of Special Measures (2019-2021), through an intersectional lens.	Q1 2023 – Q4 2025	People Partnering team  Talent Acquisition team		
		c) Extend the use of Special Measures into under-represented disciplines/areas (<40% female at level), <u>Enterprise-wide, i.e., outside of STEMM.</u>	Q1 2023 – Q4 2025			

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
2. ARTO Implementation	<p>Need to shift the perception of ‘meritocracy’ and ‘best person for the role’ and take into consideration a holistic, evaluative framework such as ARTO.</p> <p>- Broadening the traditional concept of evaluating merit to include additional factors impacting an individual's achievements.</p>	a) Following the success of pilots, implement ARTO for <u>all Academic appointments</u> .	Q4 2022 – Q4 2023	Deans, Heads & Directors of Organisational Unit	Chief People Officer	<p>A greater number/diversity of people eligible and successful in academic recruitment leading to a more diverse academic workforce.</p> <p>Increased awareness and confidence of hiring managers to interpret ARTO statements within the context of the role applied for (and/or reduced ‘noise’ around the ‘merit’ concept).</p>
		b) Ensure alignment of ARTO policy framework and process for promotion and recruitment.	Q4 2022 - ongoing	Athena SWAN Implementation Group	Dean – STEMM Diversity and Inclusion	
		c) Develop and implement communication strategy to ensure consistent understanding of ARTO by applicants and hiring panels, taking into account e.g. cultural sensitivities on its use.	Q4 2022 – Q1 2023	People Partnering team Talent Acquisition team		
3. Empowering Women (in ‘STEMM/ Enterprise-wide’) Campaign	Greater visibility of female and gender-diverse role models required, in STEMM, and in other areas of under-representation.	a) Expand current campaign to include new stories from Women in STEMM, and <u>other under-represented disciplines/areas</u> . Implementing a targeted approach based on cohort to be attracted – specific to early- or mid-career and/or senior.	Q4 2022 – ongoing	Deans, Heads & Directors of Organisational Unit Employment Branding Manager RMIT Communications team	Chief People Officer Dean – STEMM Diversity & Inclusion Organisation Development Lead	<p>Athena SWAN Empowering Women Campaign featured prominently in recruitment and other marketing materials.</p> <p>From success of 2019 campaign, an increase on all activities is expected. <u>Targets:</u> 450,000 views 1,500 reactions</p>
		b) Review and update content, adding links to	Q4 2022 – Q1 2023		Deans of	

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
		RMIT news stories, and Women in STEMM EOI campaign, and assemble collateral for Women in STEMM EOI on a bimonthly basis.		Athena SWAN Implementation team People Partnering team	School/ Directors of Portfolio	50 comments 80 shares 8,000 clicks to landing page.  Numbers (& demographics where data collection permits) of EOI candidates recruited to advertised roles by cohort, level and area.
		c) Set up auto-facility for Talent Acquisition Advisors to search, source candidates registered with EOI campaign as primary step in recruitment process.	Q4 2022 – Q1 2023	Talent Management team		Numbers (and demographics where data collection permits) of Fellows etc. recruited to advertised roles by cohort, level and area.
		d) Review and include: ongoing communications with <u>strong candidates who were not the preferred candidate</u> ; and communications to <u>internal candidates</u> (e.g. Fellows, final year HDRs etc.) when job opportunities arise;	Q4 2022 – Q1 2023			Increased number and intersectionality of senior female academic cohort in under-represented areas.
		e) Develop and implement a talent <u>attraction and retention</u> strategy targeted at academic women at	Q2 2023 – Q1 2025			Retention strategy developed, implemented and monitored.



Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
		levels D and E in STEM, and <u>other under-represented disciplines/areas</u> .				
4. Intersectionality	<p>Take an intersectional perspective to all equity interventions and data analysis and insights</p> <p>Drive awareness of intersectionality to better support gender diversity and inclusion</p>	<p>a) Build multivariate data analysis capability (infrastructure and staff capability) to facilitate intersectional observations and decision making.</p> <p>b) Collect statistical data annually of recruitment by gender/cultural diversity etc.; to be reviewed by Athena SWAN Implementation Group to propose strategic changes as the data requires.</p> <p>c) Regularly monitor staff appointments and by culture, disability and Indigeneity.</p> <p>d) Ensure hiring panel composition reflects gender and diversity representation – set up tracking and accountability requirements – If not, why not?</p>	<p>Q2 2023 – Q4 2023</p> <p>Q2 2023 – ongoing</p> <p>Q2 2023 – ongoing</p> <p>Q4 2022 – ongoing</p>	<p>Deans, Heads &amp; Directors of Organisational Unit</p> <p>Data &amp; Analytics</p> <p>People Data team</p> <p>R&amp;I Lead</p> <p>Talent Acquisition team</p> <p>People Partnering team</p>	<p>Chief People Officer</p> <p>Chief Data Officer</p> <p>Dean – STEM, Diversity &amp; Inclusion</p>	<p>New fields of data collection created to accurately represent our diverse community, e.g. as per <a href="#">DCA Counting Culture Guide</a> etc. and for a broader range of staff i.e., beyond academic staff.</p> <p>Cultural comms campaign for transparency around data use and creating a safe environment to disclose developed and rolled out.</p> <p>Published review of recruitment data annually.</p> <p>Program to increase data and analytics capability of staff/leaders developed and</p>

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
						implemented. Positive outcomes/impacts observed. Gender, Equity, Diversity and Inclusion (GEDI) KPIs facilitated.  Increased compliance, Enterprise-wide.
5. Building Hiring Manager Capability/ Supporting Policies & Processes	<p>Building diverse teams and inclusive decision making will help support innovation and the competitive-edge of the University.</p> <p>This capability can be developed further in hiring managers extending to all levels of leadership.</p>	<p>a) Communicate to leaders <u>across RMIT</u> on its strategic approach to recruitment in relation to building balanced teams, including communication on strategic Scorecard priorities.</p> <p>b) Continuation of KPIs - %Women in Leadership; Recruitment &amp; Retention of First Nations Staff, targets reviewed and considered through and intersectional lens.</p> <p>c) Communication of <i>Inclusive Hiring &amp; Decision-Making</i> module and its objectives, embedded into KPIs, Values, Annual Operating Plans and University</p>	<p>Q4 2022 - ongoing</p> <p>Q4 2022 – ongoing</p> <p>Q4 2022 - ongoing</p>	<p>Deans, Heads &amp; Directors of Organisational Unit</p> <p>Organisational Development team</p> <p>Communications team</p>	<p>Chief People Officer</p> <p>General Managers College Operations (GMCOs) – all Colleges</p>	<p>Staff appointments across all cohorts and levels becoming more representative of staff and external population and less siloed, including those STEMM areas that have proved more intractable to date eg. SENG, F&amp;T, AISSC.</p> <p>Increased uptake of the Inclusive Hiring &amp; Decision-Making module.</p> <p>Increased awareness and confidence of hiring managers on the factors that impact</p>

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
		Strategy.				decision-making, and on how to implement fair and un-biased strategies in recruitment.
		d) Roll out of <i>Inclusive Hiring &amp; Decision-Making</i> training modules for managers and panel members, to educate and upskill.	Q4 2022 – ongoing			Improved responses in institutional surveys around inclusivity, having opportunity and being supported to succeed in their careers.
		e) Track completions of training by staff categories and demographics and align to workforce demographics.	Q4 2022 – ongoing			
		f) Review procedural documents and policies supporting hiring managers. Translating Recruitment Procedural Policies (2018) into user guides.	Q4 2022 – ongoing			
6. Continuous improvement	Continuous improvement of equity interventions in recruitment	a) Work with STEMM, and other under-represented disciplines, and Talent Team to understand the best way to ensure consistency in the recruitment process, including ensuring balanced shortlists.	Q4 2022 – ongoing	Deans, Heads & Directors of Organisational Unit  Athena SWAN Implementation Group	Chief People Officer  Dean – STEMM Diversity & Inclusion	The recruitment pathway is balanced for gender and ethnicity i.e., there is no statistically significant drop off, at any stage of the recruitment process.
		b) Monitor practice of hiring managers for consistency –	Q1 2023 - ongoing	People Partnering team		Recruiters and hiring managers are

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
		in particular how selection panels are utilised -e.g., variability in panel (full) involvement in shortlisting.		Talent Acquisition team Employment Branding Manager		informed, confident and supported.
		c) Review the use of Textio in the development of Position Descriptions and other resources that complement the recruitment process.	Q4 2022 - ongoing	Talent Acquisition Lead		Decision - Continued use (of Textio) and/or source new tool and/or no longer required.
		d) Review the text of our academic advert to remove subjective descriptions (e.g., “undertaking world-leading research”), which may produce a bias towards overconfidence rather than objective merit.	Q4 2022 - ongoing			More clearly articulated  Further removal of bias from advertising.
		e) All advertisements for STEM College, STEMM, and other under-represented discipline roles will link through to the Women in STEMM campaign website.	Q1 2023 – Q3 2023			Employee Value Proposition which wraps in various supports eg. flex etc.  All adverts linked.
		f) Develop and implement a more transparent and accountable reporting/ approvals process in Workday re gender and other Equity, Diversity &	Q3 2023 - ongoing			Process designed and implemented.  Improved tracking.  Improved gender and

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person / Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
		Inclusion markers including direct appointments.				Equity & Diversity balance amongst direct appointments.