

FSES Equitable Hiring Strategy 2022-2027

OBJECTIVE

To ensure the Fenner School of Environment & Society (FSES) embraces diversity and inclusion through hiring and retention practices that help develop a workforce that is more representative of the Australian population.

BACKGROUND

FSES is a world-leading centre for cross-disciplinary environmental and sustainability research, education and policy-relevant advice. A diverse and inclusive community, diverse approaches and perspectives, and a fair and equitable work environment all contribute to and support these objectives. We strive to mitigate the effects of conscious and unconscious biases and to overcome barriers that negatively impact the well-being and diversity of our community. Development and implementation of strategies to mitigate traditional diversity imbalances and to increase representation of staff identifying as First Nations people in the School will benefit our community. These strategies will help the school progress toward the aims in the [CoS Diverse and Equitable Hiring and Workforce Development](#) Guideline.

CURRENT WORKFORCE DEMOGRAPHICS

In the 2022 academic staff cohort the overall gender balance (43% female-identifying, 57% male-identifying) is within the ANU and CoS target range and the gender balance at academic levels A-C is 50-50. Bias toward male identifying staff emerges at level D and E. Within the School's professional staff, 86% in administration positions identify as female and 40% identify as female within the Technical/IT/Research/Engineering/Specialist cohort.

Given the school's strategic objectives, it is important that we have staff identifying as First Nations people, especially in our academic cohort. In 2022 we had 2 academic staff that identify as First Nations people, but both will have left by mid 2023, underlining the challenge of staff retention and the fact that the pattern of representation is dynamic, especially when it reflects small numbers of staff.

ACTIONS TO ADDRESS UNDERREPRESENTATION

Initiatives	Actions	Success Measures	Approvals Required
Maintain gender diversity and increase other elements of diversity in hiring academic staff	Strategic use of women-only recruitment into academic positions as supported by School Board to	Gender balance consistent with ANU guidelines for	Director, HR, Chairs of selection panels

	<p>maintain gender diversity in hiring for continuing positions.</p> <p>Encourage hiring managers for term staff to consider whether targeted recruitment is suitable and appropriate.</p> <p>Use gender neutral language in job advertisements. Include in a statement about work-life balance, flexible work arrangements, and ANU parental leave and carers support policies.</p> <p>Advertise positions through diverse and non-traditional communication channels.</p> <p>Encourage applicants to include, on an optional and confidential basis, a relative-to-opportunity statement and a statement indicating their potential contributions to an inclusive and collegial School and University culture.</p> <p>Include a description of the role of selection criteria in Australian hiring to attract international applicants who may find their use unclear.</p> <p>Seek to minimise effects of unconscious bias through training for members of hiring panels on unconscious bias and, explicit consideration of it throughout the selection process, including before the shortlisting stage.</p> <p>Use selection panels that are diverse in gender, background, and other factors when appropriate.</p> <p>Encourage completion of disability awareness and Ally training by staff.</p>	<p>academic staff shortlisting and appointments.</p> <p>All advertisements are run through a gender decoder.</p> <p>Increase in selection panel members having unconscious bias, disability awareness, and Ally training.</p> <p>Written reports on what was done to proactively improve diversity in the applicant pool, and how underrepresentation in gender, cultural, and other aspects of diversity has been considered or addressed during a hiring process.</p>	
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<p>Enhance equitable retention and promotion of academic staff to increase diversity at senior levels</p>	<p>Maintain a focus on making the Fenner School a welcoming workplace for diverse people.</p> <p>When considering recruitment into new positions be mindful of the existing pool of staff on term contracts, especially those from backgrounds that add to our diversity.</p> <p>Include discussion on the conversion process, promotion preparation, and supporting opportunities annually as part of the PDR process. Arrange mock interviews to support staff applying for promotion.</p>	<p>Visible event and programs that support a diverse workplace.</p> <p>Increased diversity at senior academic levels.</p> <p>Higher success rates for promotions and shorter average times at each level.</p> <p>Improve the fraction of staff going for promotion, or discuss the professional development they need in order to successfully apply in future.</p>	<p>FSES Executive, Supervisors of Academic Staff</p>
<p>Improve representation in the School of academic staff identifying as First Nations people</p>	<p>Strategic use of identified academic positions as supported by School Board.</p> <p>Develop opportunities for completing PhD students who identify as First Nations people to transition into early career academic positions when appropriate.</p> <p>Encourage hiring managers for new positions to consider whether a targeted recruitment is suitable and appropriate.</p>	<p>Increase in the proportion of FSES academic staff identifying as First Nations</p>	<p>Director, HR, Chairs of selection panels, Hiring Managers</p>
<p>Improve representation in the School of professional staff identifying as First Nations people</p>	<p>Participate in ANU and CoS recruitment and cadetship schemes targeting people identifying as First Nations. Provide ongoing support and mentoring as part of these programs, as well as appropriate on the job and formal learning opportunities to build participant skills and employment prospects. Identify opportunities for</p>	<p>Host at least one program participant over this five-year strategy.</p> <p>Increase in the proportion of FSES professional staff</p>	<p>Hiring Managers, HR</p>

	<p>participants to transition into ongoing positions or secondments.</p> <p>Consider suitable candidates who identify as First Nations people for secondments into the School when opportunities arise.</p> <p>Encourage academic and professional staff to undertake appropriate Indigenous Awareness training.</p>	<p>identifying as First Nations people.</p> <p>Professional development of candidates.</p> <p>Increase in selection panel members having Indigenous Awareness training.</p>	
Improve representation in the School of staff identifying with disability	<p>Use disability recruitment services to reach a pool of candidates identifying with disability when advertising.</p> <p>Include a statement in advertisements on support and adjustments available for people with disability.</p> <p>Consider candidates from the CoS Services pool of candidates with disability.</p> <p>Consider suitable candidates who identify with disability for secondments into the School when opportunities arise.</p> <p>Encourage completion of disability awareness training by staff.</p>	<p>Increase in job applications from people identifying with disability.</p> <p>Increase in the proportion of FSES staff identifying with disability.</p>	Hiring managers, HR

MEASURING PERFORMANCE

FSES will provide an annual review each November at the CoS Executive Committee. This report will also be shared with the School at School Board and be made available on the School's Equity and Diversity webpage. This review will track the success of the recruitment and retention actions outlined in this strategy. The review will report on:

- workforce demographics,
- our progress in closing identified gaps,
- whether the School is on track to meet strategic goals,

- whether any attraction, recruitment, selection or retention methods will be amended to help the School close identified gaps.