

RSAA Equitable Hiring Strategy

OBJECTIVE

To ensure equitable hiring practices at RSAA and develop a workforce that is representative of the Australian population and embraces diversity and inclusion.

BACKGROUND

The [CoS Diverse and Equitable Hiring and Workforce Development](#) Guideline requires all Schools, Institutes and Centres to develop an equitable hiring strategy that identifies demographic gaps and encourages hiring and retention practices that remove employment barriers and address underrepresentation. The guideline aims to bring the proportion of women at all levels in all staffing categories to parity by 2030. However, the guideline also encourages areas to look beyond a binary view of gender to raise awareness of diversity and address under-representation more broadly.

CURRENT WORKFORCE DEMOGRAPHICS

RSAA ran an anonymous demographic survey in August 2022 to identify under-representation across the workforce.

It was identified that RSAA is well-represented in terms of cultural and linguistic diversity and a high percentage of academic and professional staff have undergone Ally and Unconscious bias training. RSAA has one of the highest rates of staff identifying as LGBTQIA+ and a positive number of staff identifying with disabilities. However, the School has a strong gender imbalance across academic, technical, IT and engineering roles, where the fraction of staff identifying as women ranges from approximately 25% to 5%; the gender imbalance is reversed for administrative roles.

The full report on our workforce demographics is available on the intranet.

ACTIONS TO ADDRESS UNDERREPRESENTATION

Initiatives	Actions	Success Measures	Approvals Required
Improve gender balance across all levels and positions during hiring process	RSAA regularly offers the possibility to attend unconscious bias training. In 2022, over 40 people have attended the training offered by GenderMatters over four stand-alone sessions. Supervisors are encouraged to complete unconscious bias training on a regular basis.	More than 90% of staff with completed training.	
	Have a meeting to discuss biases and possible mitigation strategies prior to shortlisting. Strong preference to have hiring committee members who have attended unconscious bias training in the last 5 years.	All hiring committee members have had training within the last 5 years. Increasing diversity among shortlisted candidates.	
	All positions should be advertised unless there are exceptional circumstances (in which case approval is needed from the School Director).	For each broad staffing category, more than 90% of vacancies are advertised.	
	Advertise job announcements through different channels and networks in order to reach as many women and under-represented groups as possible.	Increasing fraction of women and minority groups applying for each advertised position.	
	Encourage women and underrepresented groups to apply for advertised positions. Allow the use of work hours to look for suitable candidates, and personally invite them to apply.	Increasing fraction of women and minority groups applying for each advertised position.	

	If possible, have both a man and a woman as contacts for job announcements.		
	For certain positions, list diverse past successful recipients as role models (if they agree).		
	Encourage applicants to include a diversity and a relative-to-opportunity statement.		
	Write position advertisements in gender neutral language (all advertisements run through a gender decoder). Include a statement encouraging women and minority groups to apply and highlight that preference will be given to gender balance as long as selection criteria are met.	Increasing fraction of women and minority groups applying for positions.	
	Position advertisements will include a statement about work-life balance, flexible work arrangements, and ANU parental leave and carers support policies. Unless a role absolutely requires to be full-time, add a statement to say that the position can be taken part-time.	Increasing fraction of women and minority groups applying for positions. More people using flexible/part-time working arrangements.	
	Attractive relocation packages for applicants moving with their family (e.g., campus childcare facilities).		
	40/40/20 male/female/any ratio for recruitment panels.		
	Have separate shortlists for men and women candidates. Require 50-50 ratio on shortlists for all advertised positions, with any exceptions requiring	More than 90% of positions have 50-50 gender ratios on shortlists.	

	strong justifications and permission from the School Director.		
	Have rubrics for each position before seeing the list of applicants. Agree on weights given to each requirement before shortlisting takes place.	100% compliance with this rule.	
	Advertise academic continuing positions in pairs with at least one position reserved for a woman.	Increasing percentage of women at faculty level.	
	Use identified women only positions to improve balance at targeted levels / areas	Increasing percentage of women in areas of focus. Collect data on the experience of the people hired, to track how they integrate in the area they are hired in.	
	Offer training with guaranteed entry-level jobs to women students who want to train as future engineers / technicians.	Increasing fraction of women in highly under-represented areas.	
	Allow for tenure-track positions to retain and advance promising young women. Have a robust assessment of achievements half-way through tenure and provide support to enable success.	Built a robust pipeline for women.	
Improve gender balance across all levels and positions through promotions	Associate each job offer with a mentor who will advise on career progression and facilitate inserting new hires in the RSAA ecosystem, with the goal of improving career progression for staff and/or putting them in a stronger position to be successful for the next job.	Higher success rates for promotions and shorter average times at each level.	

	<p>Discussion on promotion to take place annually as part of the PDR.</p> <p>RSAA arranges mock interviews to support staff applying for promotion.</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>	
Increase the number of Indigenous staff members across all positions	<p>Indigenous apprenticeships/work experience program to attract and support indigenous staff and students</p>	<p>Increasing fraction of Indigenous staff (in all areas) and students</p>	
	<p>Join the cadetship program to be launched at CoS level</p> <p>Enable professional development of Indigenous staff by preparing them for the next job</p>	<p>Increasing number of professional Indigenous staff.</p> <p>More rapid promotions for Indigenous staff.</p>	
Have a fraction of staff with disability, which is representative of what is present within the Australian community	<p>All advertised positions to use specific wording around reasonable adjustments to support disability needs</p>	<p>Increasing number of candidates (and staff/students) identifying with disability.</p> <p>Increasing number of candidates asking for support through the recruitment process and/or on commencement.</p>	

MEASURING PERFORMANCE

RSAA will provide an annual review each November at the CoS Executive Committee. This review will track the success of recruitment and retention actions outlined in this strategy. The review will report on:

- workforce demographics,
- our progress in closing identified gaps (using the metrics listed above),

- 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.