

# 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. RSAA regularly monitors its diversity and updates its strategy accordingly. This document represents the latest version, updated in 2025.

## BACKGROUND

The [College 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 had a strong gender imbalance across academic, technical, IT and engineering roles, and a reverse gender imbalance for administrative roles. The full results of this survey are available [here](#). As part of the College's ongoing monitoring, the most recent [2024 report](#) indicates signs of improvement.

## ACTIONS TO ADDRESS UNDERREPRESENTATION

Initiatives	Actions	Success Measures	Approvals Required
<b>Improve gender balance and broader diversity across all levels and positions during hiring process</b>	Regularly offers the possibility to attend unconscious bias training. Expand training portfolio to include anti-racism and intercultural equity training. Supervisors are encouraged to complete training on a regular basis.	More than 90% of staff with a 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.	
	Introduce a hiring committee separate and separate from the selection committee charged with identifying	Increasing fraction of minority groups shortlisted for each advertised position.	

	diverse candidates in advance of advertising and mentoring applications		
	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 and minorities 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 strong justifications and permission from the School Director.	More than 90% of positions have 50-50 gender ratios on shortlists.	
	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.	
	Allow for voluntary demographic self-identification during the application process for all positions.	Year-on-year tracking of demographic data across	

		multiple dimensions in addition to gender.	
<b>Improve gender balance and broader diversity across all levels and positions through promotions</b>	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.	
	Establish a mentoring program to support ECRs, partnering with external mentors to broaden the diversity of role models available.	Increased engagement and retention of ECRs from underrepresented groups; positive feedback and increased visibility of diverse mentors.	
	Discussion on promotion to take place annually as part of the annual Focus meeting. RSAA arranges mock interviews to support staff applying for promotion.	Improve the fraction of staff going for promotion, or discuss the professional development they need in order to successfully apply in future.	
	Build a stronger pipeline by offering research experiences and internships to women and minority students. Highlight the success and contributions of women and minorities through the website, outreach, and events.	Positive feedback in climate and engagement surveys; increased awareness of diversity initiatives; greater participation of underrepresented groups in research programs.	

<b>Increase the number of indigenous staff member across all positions</b>	Indigenous apprenticeships/work experience program to attract and support indigenous staff and students	Increasing fraction of Indigenous staff (in all areas) and students	
	Join cadetship programs when offered at CoSM level Enable professional development of Indigenous staff by preparing them for the next job	Increasing number of professional Indigenous staff. More rapid promotions for Indigenous staff.	
<b>Have a fraction of staff with disability, which is representative of what is present within the Australian community</b>	All advertised positions to use specific wording around reasonable adjustments to support disability needs	Increasing number of candidates (and staff/students) identifying with disability. Increasing number of candidates asking for support through the recruitment process and/or on commencement.	

## MEASURING PERFORMANCE

RSAA will provide an annual review each November at the CoSM 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.