



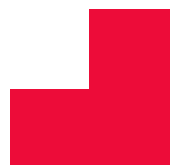
**S A G E**

SCIENCE IN AUSTRALIA  
GENDER EQUITY

# Athena SWAN Institution Application

## Bronze Award

Name of institution	<b>RMIT University</b>
Date of application	29 March, 2019
Award Level	Bronze
Date joined Athena SWAN	November 2015
Contact for application	<b>Professor Kay Latham</b>
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## ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

## Completing the form

Please refer to the SAGE Athena SWAN Charter Bronze Institutional Award Handbook when completing this application form.

Do not remove the headers or instructions. Each section begins on a new page.

## Word count

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. Please state how many words you have used in each section. Please refer to page 11 of the handbook for inclusions and exclusions regarding word limit.

We have provided the following **recommended** word counts as a guide.

Word limit	11,000	Actual word count
<b><i>Recommended word count</i></b>		
<b>1. Letter of endorsement</b>	500	502
<b>2. Description of the institution</b>	500	611
<b>3. Self-assessment process</b>	1,000	901
<b>4. Picture of the institution</b>	2,000	2025
<b>5. Supporting and advancing women's careers</b>	5,000	5077
<b>6. Supporting transgender people</b>	500	482
<b>7. Intersectionality</b>	500	557
<b>8. Indigenous Australians</b>	500	449
<b>9. Further information</b>	500	346
<b>10. Action plan</b>	N/A	



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# SAGE Athena SWAN Bronze Institution Application

March 2019

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# Glossary of terms

ACC	School of Accounting
AND	Australian Network on Disability
A./Prof.	Associate Professor (Academic Level D)
ART	School of Art
ARtO	Achievement Relative to Opportunity
ASSG	Athena SWAN Steering Group
ASWP	Athena SWAN Working Party (= SAT – Self Assessment Team)
ATN	Australian Technology Network
ATSI	Aboriginal and Torres Strait Islanders
ATSISN	Aboriginal and Torres Strait Islander Staff Network
AUD	School of Architecture and Urban Design
AWEI	Australian Workplace Equality Index
BITL	School of Business IT and Logistics
BUS	College of Business
CALD	Culturally and Linguistically Diverse
CoB	Country of Birth
COO	Chief Operating Officer
CRC	Cooperative Research Centre
Curtin	Curtin University
DCA	Diversity Council of Australia
DES	School of Design
DGSS	Diverse Genders, Sexes and Sexualities
DNS	Data Not Shown
DSC	College of Design and Social Context
ECDF	Early Career Research Fellow
ECP	Enabling Capability Platform
EDHR	Executive Director Human Resources
EDU	School of Education
EDVE	Executive Director Vocational Education
EFL	English as First Language
EFM	School of Economics, Finance and Marketing
EIP	Equity and Inclusion Plan
ERA	Excellence in Research for Australia
ESL	English as Second Language



FOR	Field of Research
F&T	School of Fashion and Textiles
FTE	Full-Time Equivalent
GIRN	Gender Inequality Researcher Network
GPG	Gender Pay-Gap
GSBL	Graduate School of Business and Law
GUSS	School of Global, Urban and Social Studies
HC	Headcount
HDR	Higher Degree by Research
HE	Higher Education
HR	Human Resources
HoS	Head of School/Dean/Executive-Dean
MAN	School of Management
M&C	School of Media and Communication
NTEU	National Tertiary Education Union
PCPM	School of Property, Construction and Project Management
PG	Postgraduate by Coursework
PVC	Pro-Vice-Chancellor
QUT	Queensland University of Technology
R&I	Research and Innovation Portfolio
RMIT	Royal Melbourne Institute of Technology (RMIT) University
SAGE	Science in Australia Gender Equity
SEH	College of Science, Engineering and Health
SENG	School of Engineering
SHBS	School of Health and Biomedical Sciences
SNAP	School Network Access Program
SSCI	School of Science
STEMM	Science, Technology, Engineering, Mathematics and Medicine
SVEHS	School of Vocational Engineering, Health and Sciences
UG	Undergraduate
UniSA	University of South Australia
UTS	University of Technology Sydney
VBE	Vocational Business Education
VCE	Vice-Chancellor's Executive
VCRF	Vice-Chancellor's Research Fellow
VE	Vocational Education
WGEA	Workplace Gender Equality Agency
WRN	Women's Research Network



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## Comments pertaining to data

The data in this application is for the years 2015-2017, unless otherwise stated. The charts provide both percentages and numbers to aid interpretation where the numbers are too small to draw firm conclusions. Tables generally refer to headcount (HC).



**1. LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR/DIRECTOR**

**Recommended word count: 500 words**

**Actual word count: 497 words**

*Refer to Page 17 of the Handbook*



27 March 2019

Dr. Wafa El-Adhami  
Executive Director  
Science in Australia Gender Equity  
Ian Potter House  
9 Gordon Street  
Canberra, ACT 2601

Dear Dr. El-Adhami

RMIT's *Ready for Life and Work* strategy is focused on giving everyone the chance to be their best, shape their future and belong. Underpinned by our values and grounded by 132 years of providing opportunities and access to all, we're proud of our role in the community. This role comes with a responsibility to ensure our graduates develop an understanding of respect, equality and inclusion as they prepare for work and life.

Since becoming Vice-Chancellor in 2015, I'm delighted with our progress to be a more inclusive community, particularly in gender equality and our relationship with Indigenous communities. Our reshaped and committed executive group fosters a culture of inclusion across all we do. We take a proactive approach to role modelling gender equality and we won't stop pushing until this is an absolute.

Our continued focus on diversity and inclusion has seen RMIT regain Workplace Gender Equality Agency *Employer of Choice* citation; increase our numbers of Indigenous Australian students and staff; achieve Gold Employer status in the Pride in Diversity and Australian Workplace Equality Index (AWEI) and participate in the Access and Inclusion Index with the Australian Network on Disability.

These external benchmarking programs have been central to our inclusion strategy, to be accountable as an organisation and better understand what we need to improve. Similarly, the SAGE Athena SWAN program provides a sharp focus for us as we strive to balance the representation of women in STEMM.

Our Action Plan has seven themes: *Leading Local Action, Building the Pipeline, Supporting Fulfilling Careers, and Engaging Moments of Transition*. Recognising each STEMM School has different gender-representation challenges, we will embed customised *Equity & Inclusion Plans* and gender KPIs in every STEMM School and Portfolio, and ensure leaders are equipped with the skills and support to deliver.

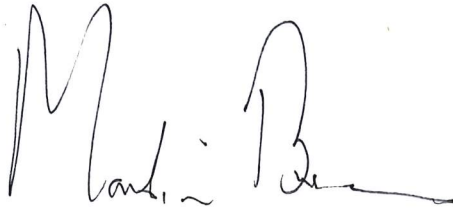
Our Plan is designed to support our people to foster an inclusive culture and build a balanced workforce through everyday actions and decisions. We are also working to ensure our investments and policies clearly reinforce gender equity measures. Indeed, a key measure in our University Scorecard is our gender equality targets and improving the participation of women at senior levels.

As a father of three girls, I am determined to see our places of study and work propel the dreams of young – and all – women. We must build their belief that they can do whatever they set their minds to in a world they are empowered to shape.

I'm committed to the principles of the SAGE Athena SWAN Charter and pleased to share our Action Plan. This report is an honest and accurate representation of our institution and approach to gender equity, especially in STEMM areas. While the numbers reflect our 2017 position, progress since has been strong and I'm confident we will deliver.

Gender equality is not just the right thing, it's fundamental. At RMIT – where we teach the leaders of the future – we will pursue our equity goals until the numbers reflect the intent and our statistics mirror our values.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Martin Bean', with a large, stylized 'M' and 'B'.

**Martin Bean CBE**  
**Vice-Chancellor & President**

## 2. DESCRIPTION OF THE INSTITUTION

Recommended word count: 500 words

Actual word count: 611 words

*Refer to Page 17 of the Handbook*

Founded in 1887, RMIT is a dual-sector (Vocational Education/Higher Education) university, and member of the Australian Technology Network (ATN).

RMIT has three campuses and two sites in Australia, two campuses in Vietnam, and a research and industry collaboration centre in Spain. Our research, industry and education partnerships deliver programs in Singapore, mainland China, Hong Kong, Indonesia and Sri Lanka.

RMIT's Melbourne-based sites are on the traditional land of the Wurundjeri People of the Kulin Nation. The Hamilton site is on the traditional land of the Gunditjmara Peoples.

### i. Information on where the institution is in the Athena SWAN process; that is, an indication of how the institution is progressing in their journey to improve gender equality, diversity, and inclusion



Figure 2.0.1 RMIT notable achievements during the Athena SWAN application process (2017–2018)





Since launching the Diversity and Inclusion (D&I) Framework and the SAGE Athena SWAN process in 2016, RMIT's gender equality, diversity, and inclusion has markedly improved (Figure 2.0.1).

BOOST (mentoring) for Academic Promotion (2016), the introduction of Achievement Relative to Opportunity (ARtO) principles in recruitment/promotion, and our work with intersectional communities eg. DGSS, CALD and Indigenous Australians, have contributed to this success.

Central to building these foundations are external benchmarking and accreditation programs. Maintaining these accreditations underpins future success (**Actions 6.1a, 6.2e, 6.3a, 7.5**).

Our application for SAGE Athena SWAN Bronze accreditation will focus RMIT's drive for further improvements.

Action	
6.1	<p><b>Progress RMIT DGSS community</b></p> <p>a. Maintain partnership with Pride and Diversity and participate in the <u>Australian Workplace Equality Index (AWEI)</u> Analysis and reports continue to inform decision making and planning to improve DGSS staff experience</p>
6.2	<p><b>Progress RMIT CALD community</b></p> <p>e. Maintain partnership with Diversity Council of Australia (DCA), and analysis and reports continue to inform decision making and planning to improve CALD staff experience</p>
6.3	<p><b>Progress RMIT STEMM staff and students with a disability</b></p> <p>a. Continue to partner with the Australian Network on Disability and to participate in the <u>Access and Inclusion Index</u> to advise and benchmark RMIT's progress in supporting staff and students with a disability</p>
7.5	<p><b>Maintain Workplace Gender Equality Agency (WGEA) Citation</b></p>



## ii. Information on its teaching and its research focus

RMIT has seven STEMM and 10 non-STEMM Schools across three Colleges (Business (BUS); Design and Social Context (DSC); Science, Engineering and Health (SEH)) (Figure 2.0.3). 71% of offshore teaching is in business disciplines; engineering and science are minor components.

RMIT's strong STEMM focus (Figure 2.0.2) led to 'Excellence in Research for Australia' 2015 ratings of:

- 'well above world standard' in 13 fields (12 STEMM)
- 'above world standard' in nine fields (7 STEMM)
- 'at world standard' in 12 fields (2 STEMM)

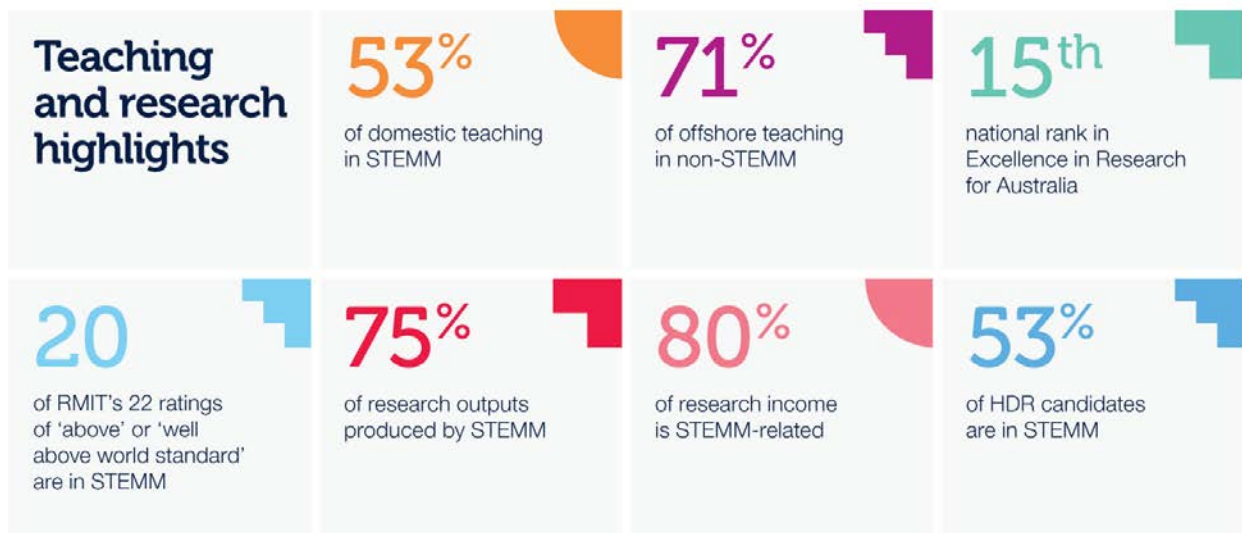
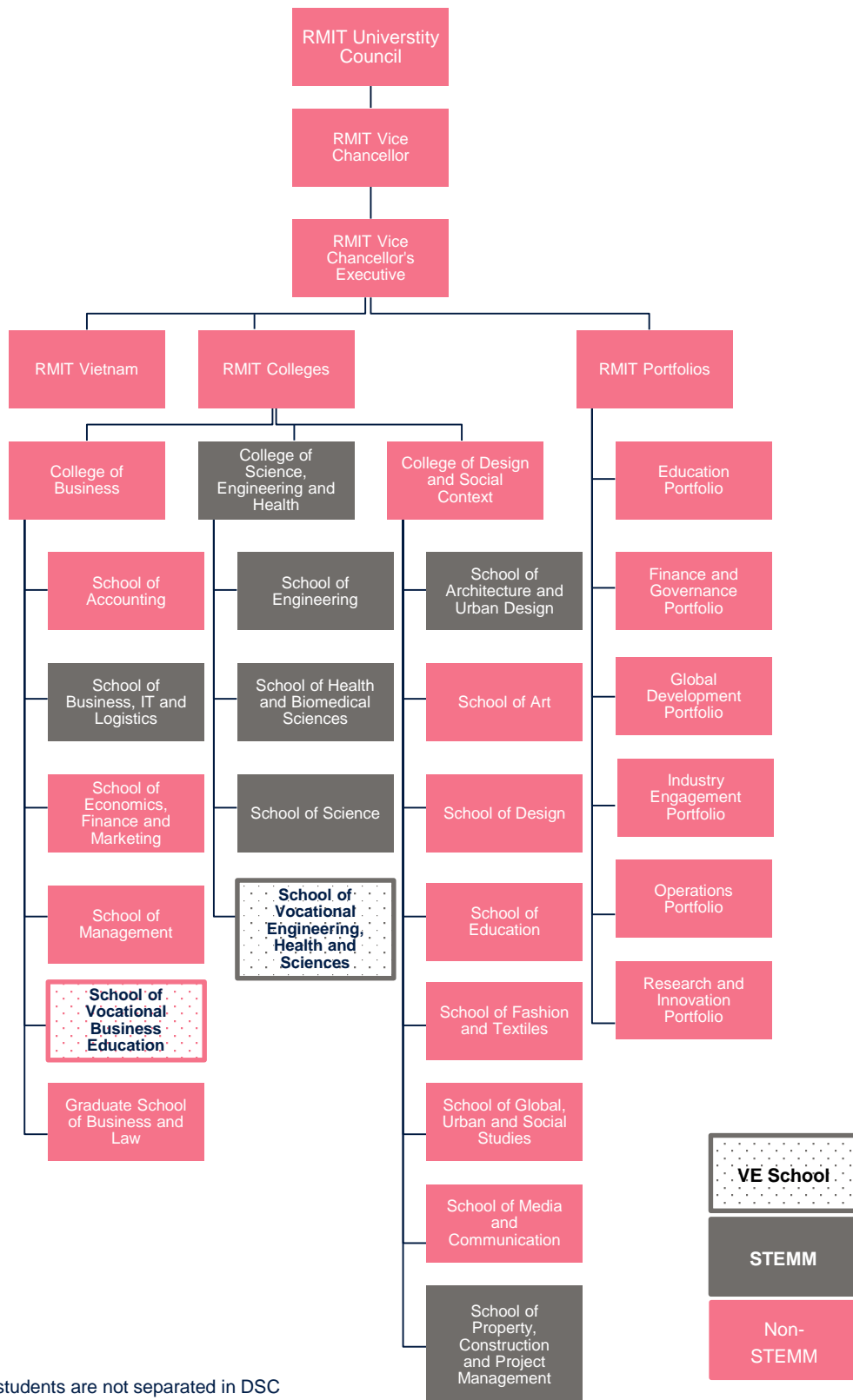


Figure 2.0.2 RMIT University notable teaching and research focus statistics (2018)





\* **NOTE:** VE/HE students are not separated in DSC  
SEH merged 10 Schools into four in 2016

Figure 2.0.3 RMIT organisation chart including STEMM and non-STEMM schools, VE Schools (as at 31 August 2018)



### iii. The number of staff; present data for academic staff, and professional and support staff separately

In 2018, RMIT employed 10,425 (5,276 FTE) staff globally (54% female). This submission focuses on Melbourne-based campuses (Table 2.0.1) and on academic and professional staff, referencing VE staff in sections 5 and 9. Offshore campuses will be included from 2019.

For RMIT Melbourne, females are under-represented in academic roles (42%) and over-represented in professional staff roles (79%), reflecting education sector patterns.

Employee group	Headcount (excl. casuals)				FTE (excl. casuals)			
	All	Male	Female	% F	All	Male	Female	% F
Academic staff	1,613	935	678	42%	1,514	894	620	41%
VE staff	436	227	209	48%	398	217	180	45%
Prof staff	688	144	544	79%	644	138	505	78%
Exec	30	18	12	40%	30	18	12	40%
Technical staff	201	135	66	33%	190	130	60	32%
<b>Total</b>	<b>2,968</b>	<b>1,459</b>	<b>1,509</b>	<b>51%</b>	<b>2,776</b>	<b>1,397</b>	<b>1,377</b>	<b>50%</b>

Table 2.0.1 RMIT Melbourne employee group data by headcount and FTE (excl. casual staff) (as at 31 August 2018)



#### iv. The total number of departments and total number of students

In 2018, RMIT globally had 87,471 students from over 200 countries. (Figure 2.0.4, Table 2.0.2). Melbourne-based campuses are the most diverse (48% female, 58% CALD, 0.3% Indigenous).

STEMM students are 45% of the student body (59% CALD; 0.3% indigenous). Female students are under-represented in STEMM (34% global; 33% Melbourne), compared with non-STEMM (59%/60% respectively).

RMIT's School Network Access Program (SNAP) offers priority entry to students from regional, Indigenous and disadvantaged backgrounds from 225 Victorian secondary schools. 2,650+ students received SNAP offers in 2017.

[REDACTED]

Figure 2.0.4 [REDACTED]

Student group	STEMM				Non-STEMM			
	All	Male	Female	% F	All	Male	Female	% F
Under grad	21,081	14,055	7,026	33%	27,273	10,947	16,326	60%
Post grad	7,360	4,508	2,852	39%	7,188	2,628	4,560	63%
HDR	1,380	894	486	35%	1,241	504	737	59%
VE	6,730	5,006	1,720	25%	9,158	4,100	5,058	55%
<b>Total</b>	<b>36,551</b>	<b>24,463</b>	<b>12,084</b>	<b>33%</b>	<b>44,860</b>	<b>18,179</b>	<b>26,681</b>	<b>59%</b>

Table 2.0.2 RMIT Melbourne student types (as at 31 August 2018)



v. List and sizes of Science, Technology, Engineering, Mathematics and Medicine (STEMM) departments; present data for academic staff, and professional and support staff separately

Teaching/research in RMIT’s in-scope STEMM Schools (Figure 2.0.3) mostly aligns to Fields of Research Codes 1-12.

However, STEMM activity, being dynamic, should be reviewed annually (Action 7.1-7.2). The School of Fashion and Textiles and RMIT Vietnam are now in scope for 2019.

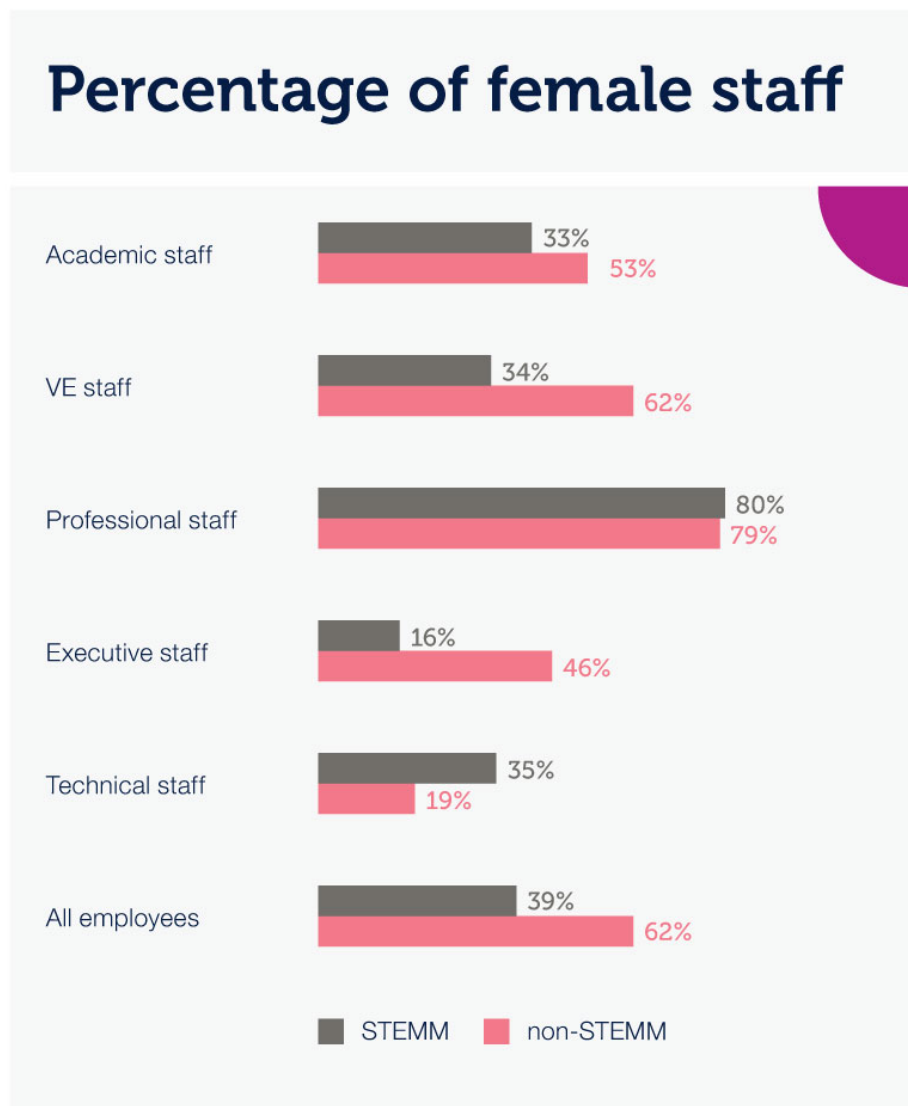
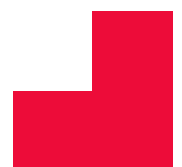


Figure 2.0.5 STEMM/Non-STEMM graphical representation of % gender split across employee groups (as at 31 August 2018)



Women are under-represented in STEMM academic, technical and VE roles (Figure 2.0.5; Table 2.0.3) but over-represented in professional staff in STEMM/Non-STEMM. Gender distribution is more balanced in non-STEMM.

Employee group	Headcount (excl. casuals)				FTE (excl. casuals)			
	All	Male	Female	% F	All	Male	Female	% F
Academic staff	896	597	299	33%	850	575	274	32%
VE staff	220	144	76	34%	208	137	70	33%
Professional staff	175	34	141	80%	164	32	132	80%
Executive	6	5	1	16%	6	5	1	16%
Technical staff	169	109	60	35%	161	107	54	33%
<b>Total</b>	<b>1466</b>	<b>889</b>	<b>577</b>	<b>39%</b>	<b>1389</b>	<b>856</b>	<b>531</b>	<b>38%</b>

Table 2.0.3 STEMM employee group data by headcount and FTE (excl. casual staff) (as at 31 August 2018)

Action	
7.1	<p><b>Review scope of STEMM</b>            Include School of Fashion and Textiles and RMIT Vietnam STEMM units in all Athena SWAN actions</p>
7.2	<p><b>Govern the Plan effectively</b>            Athena SWAN Steering Group (ASSG) to review governance end of March each year including:</p> <ol style="list-style-type: none"> <li>Scope of STEMM at RMIT University</li> <li>Steering Group membership and representation</li> <li>Terms of Reference</li> <li>Governance structure and financial/resourcing commitments</li> <li>Ensure program of work supports and works in with other initiatives within RMIT's Diversity and Inclusion Framework and external accreditation programs, including continuation of WGEA citation</li> </ol>



### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Actual word count: 901 words

Refer to Page 18 of the Handbook

#### i. A description of the self-assessment team – the Athena SWAN Working Party (ASWP)

ASWP Chair, Professor Peter Coloe, is Pro-Vice-Chancellor (PVC) of SEH, and member of the Vice-Chancellor's Executive (VCE).

ASWP members are represented on the D&I Committee, which oversees RMIT's D&I Framework's action-plans (Figure 3.0.1).

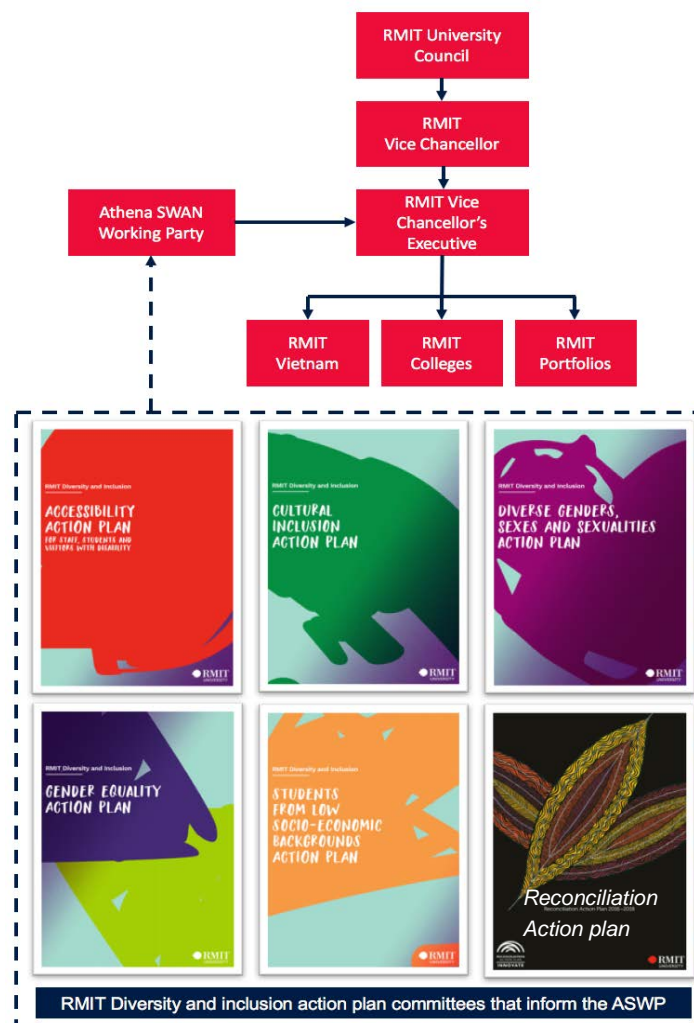
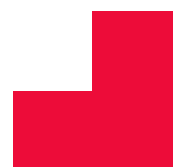


Figure 3.0.1 Relationship between Athena SWAN Working Party (ASWP), D&I Action Plan committees and RMIT University Executive Leadership





RMIT's D&I plans (monitored by RMIT's Nominations, Remuneration and People Committee) include earning an Athena SWAN Bronze Award.

ASWP's 26 members (65% female/35% male) (Figure 3.0.2, Table 3.0.1) include:

- Two representatives from VCE
- Seven STEM Heads of School/Dean/Executive-Deans
- Nine female academics at different career stages
- Seven STEM female VE, professional and technical staff and students.

ASWP membership is reviewed annually to ensure STEM and diversity representation (**Action 7.1, 7.2**). STEM Heads of Schools/Deans/Executive-Deans nominate members to ensure diversity. With the exception of our student members (elected annually), most members have participated throughout our Athena SWAN journey.

Each ASWP member is allocated 0.1 FTE for this work. The Senior Project Officer (0.8FTE) and associated Data Analyst manage the project.

Action	
<b>7.1</b>	<p><b>Review scope of STEM</b></p> <p>Include School of Fashion and Textiles and RMIT Vietnam STEM units in all Athena SWAN actions</p>
<b>7.2</b>	<p><b>Govern the Plan effectively</b></p> <p>Athena SWAN Steering Group (ASSG) to review governance end of March each year including:</p> <ol style="list-style-type: none"> <li>a. Scope of STEM at RMIT University</li> <li>b. Steering Group membership and representation</li> <li>c. Terms of Reference</li> <li>d. Governance structure and financial/resourcing commitments</li> <li>e. Ensure program of work supports and works in with other initiatives within RMIT's Diversity and Inclusion Framework and external accreditation programs, including continuation of WGEA citation</li> </ol>



## ii. Account of the Self-Assessment Process

The ASWP met five times in 2016 (including *Mitigation of Cognitive Bias: Gender Matters* workshop); six times in 2017; and six times in 2018.

In August 2017, SubGroups reporting to the ASWP were established, responsible for data collection and analysis for a specific area of the application (Table 3.0.1).

The SubGroups met bi-monthly, and twice yearly in 2017–18 for two-hour training and cross-unit discussion workshops. The four SubGroup Leads met four times in 2017, and 12 in 2018, including Action-Planning and Strategic Workshops (Figure 3.0.3).

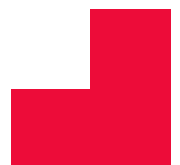




Figure 3.0.2 Diversity and profile of the RMIT ASWP



	Name	Job Title	College/ School /Dept	Academic Specialism	Athena SWAN role or perspective
ASWP Chair	Prof. Peter Coloe	Pro Vice-Chancellor	SEH	Biology, Immunology	Member of VCE VCE Champion DGSS
AS Lead Author	Prof. Kay Latham	Deputy-Dean (Learning and Teaching)	SSCI	Materials chemistry	Lead Subgroup 3 (Sections 6-8)
AS Project Manager	Ms Edwina Oostergetel	Athena SWAN Senior Project Officer	SEH		
SubGroup 1 (Section 4)	Dist. Prof. Sara Charlesworth	Deputy Head of School (R&I),	SoM	Work, Gender and Regulation	Lead SubGroup 1 (Section 4)
	Dist. Prof. Adrian Mouritz	Executive-Dean	SENG	Engineering	
	Dr. Julie Quach	Technical Manager (Biological Sciences)	SEH	Ex biomedical researcher	
SubGroup 2 (Section 5.1 & 5.2)	Prof. Margaret Jollands	Associate-Dean (Student Experience)	SENG	Chemical engineering, Education	Lead Subgroup 2 (Sections 5.1 & 5.2)
	Prof. Madhu Bhaskaran	Associate-Dean (HDR)	SENG	Electronic Engineering	
	Dr Yan Wang	Senior Lecturer (Mathematics)	SSCI	Statistics	
	A/Prof. Mary Tolcos	VC Senior Research Fellow	SHBS	Early-life brain development and injury	
SubGroup 3 (Section 6 - 8)	Ms Kariza Martin	HDR student representative	SENG	Aerospace engineering	
	Dr Emelie Flood	Research Fellow (Physics); previously HDR student (Physics)	SSCI	Physics	
	A./Prof. (Aunty) Kerrie Doyle	A./Prof. of Indigenous Health	SHBS	A Winninninni woman of Darkinjung country, NSW	Indigenous Advisor to Subgroup 3



	Name	Job Title	College/ School /Dept	Academic Specialism	Athena SWAN role or perspective
SubGroup 4 (Section 5.3 – 5.4)	Ms Sharon Bush	HR Business Partner, College of SEH	Human Resources		Lead Subgroup 4 (Sections 5.3 & 5.4)
	Mr Peter Ryan	Executive-Dean	SVEHS	Vocational education and training	
	Prof. Russell Crawford	Executive-Dean	SSCI	Physical Chemistry	
	Ms Leena Thavisin	UG Student representative	SENG	Engineering	UG Student representative 2014-2017, now alumnus.
	A./Prof. Tom Steiner	Deputy Pro Vice- Chancellor (Learning and Teaching)	SEH	Mechanical engineering, STEMM education	
	Dist. Prof. Charlie Xue	Executive-Dean	SHBS	Chinese medicine	
Consultant & Spokesperson	Prof. Calum Drummond	Deputy Vice-Chancellor (Research and Innovation)	Vice- Chancellory	Physical chemistry Material science	Member of VCE VCE Sponsor for Diversity and Inclusion.
	Ms Amy Love	Diversity and Inclusion Manager, Staff Organisational Development	Human Resources		Diversity and Inclusion
	Prof. Denise Cuthbert	Associate Deputy Vice- Chancellor, Research Training and Development and Dean	SGR	Higher Education and Family research	Co-Lead 'Respect. Now. Always' response team.
	Prof. Caroline Chan	Head of School	BITL	Systems Engineering & Supply Chain Management	
	Prof. Martyn Hook	Dean	AUD	Architecture	
	Prof. Olga Troynikov	Research Leader	School of Fashion and Textiles	Performance and Sport apparel expert	
	Prof. Ron Wakefield	Deputy Pro Vice- Chancellor, International and Head of School	PCPM	Construction engineering	

Table 3.0.1 Athena SWAN Self-Assessment Team Members



ASWP provides regular key finding updates at:

- College Executive Leadership meetings
- RMIT D&I Committee
- RMIT Gender Equality Working Party.

Further communications include:

- Athena SWAN website
- staff e-newsletters/intranet
- events
- STEMM School senior management briefings.

The self-assessment process comprised extensive quantitative data analysis, including reviews of workforce and student data, existing staff engagement surveys (YourVoice surveys 2015/2017; Pulse survey 2016), Gender Equality staff surveys (2015/2017), DGSS surveys (2015/2017).

Qualitative research included:

- focus groups exploring flexible work and career progression
- survey of female staff who left RMIT 2015-2017
- survey of staff who accessed parental leave 2015-2017
- manager surveys and interviews.

All STEMM School staff were consulted about potential barriers and solutions when the Athena SWAN initiative was launched. A 2018 'Ideas Generation' campaign (online and focus groups) also informed action planning.

Key stakeholders (e.g. Gender Inequality Researcher Network [GIRN], Women's Research Network [WRN], Ngarara Willim Centre, DGSS@RMIT) were also consulted.

The full ASWP and key stakeholders (including implementation units) validated the Draft Action Plan before its endorsement by VCE in early 2019. External "critical friends", including members of SAGE Athena SWAN, were consulted in late 2018/early 2019.



# Self assessment timeline



Figure 3.0.3 Timeline of RMIT self-assessment process (2015–2019)



### iii. Plans for the Future of the SAT (ASWP)

The ASWP will be re-established as the Athena SWAN Steering Group (ASSG), implementing our 4-year Action Plan (**Action 7.3**). An annual membership review will encourage rotation of roles, and maintain gender-balance, diverse perspectives and experiences.

The ASSG will:

- meet bi-monthly
- report regularly to the Gender Equality Working Group and D&I Advisory Committee
- report milestones to VCE.

Key Action Plan indicators and measures of success are being incorporated into RMIT's regular reporting regimes and workforce planning. The ASSG will monitor and report on each STEMM School's readiness to apply for Athena SWAN Departmental Awards, when available. This will support managers to lead effective change locally (**Action 7.4**).

Action	
7.3	<b>Implement the Plan effectively</b> <ul style="list-style-type: none"><li>a. Appoint project manager to implement 4-year Action Plan</li><li>b. Establish regular reporting to monitor progress against indicators</li><li>c. Develop and maintain communication strategy across RMIT</li></ul>
7.4	<b>Support local progress and Departmental Awards</b> <ul style="list-style-type: none"><li>a. Monitor and report on Schools and Portfolios progress and readiness for Athena SWAN Departmental awards</li></ul>





#### 4. A PICTURE OF THE INSTITUTION

Recommended word count: 2000 words  
 Actual word count: 2025 words

Refer to Pages 19-20 of the Handbook

### 4.1 Academic and research staff data

For 2015–2017, 54% of Academics were female, 29% of these level D and E: the lowest of all Victorian universities (Figure 4.1.1 – 4.1.2). RMIT also had the fewest academic females of all ATN universities, except for UTS at level A (Table 4.0.1).

This lag is a cause for action, as detailed in this application and our Plan.

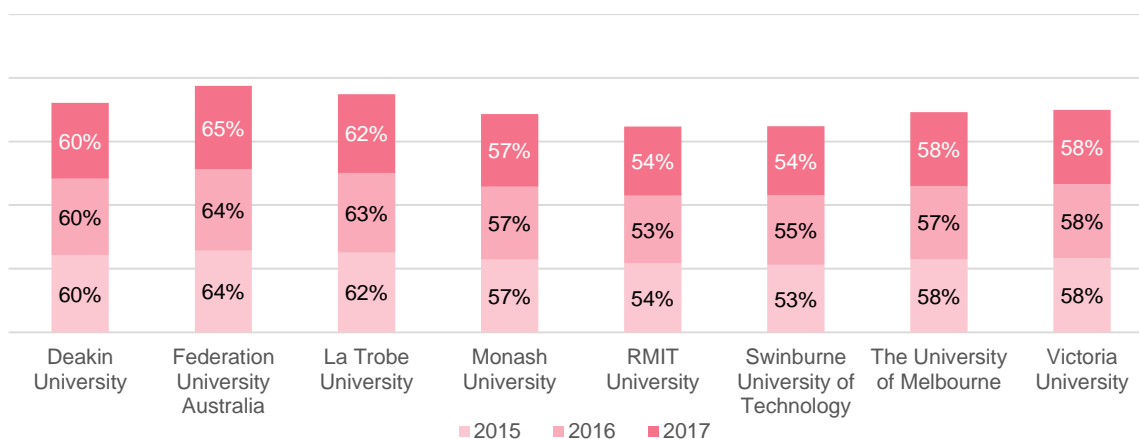


Figure 4.0.1 Comparison of % Female academics for all Victorian Universities (excl. casual). Source: Higher Education Information Management System (HEIMS)

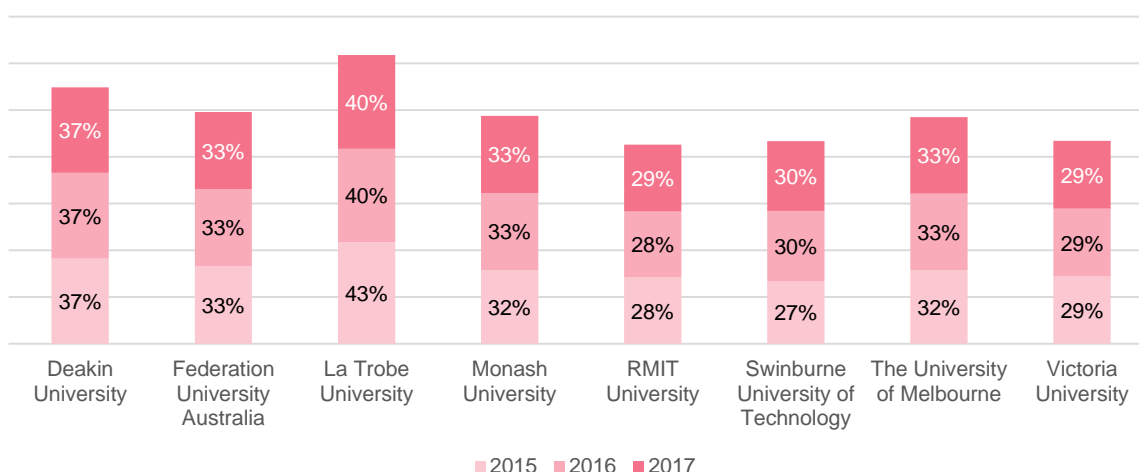


Figure 4.0.2 Comparison of % Female academics (Level D & E) for all Victorian Universities (excl. casual). Source: HEIMS



	A	B	C	D & E
UTS	45%	49%	46%	34%
QUT	50%	55%	51%	36%
Curtin	52%	54%	45%	33%
UniSA	63%	53%	45%	38%
RMIT	50%	49%	40%	31%

Table 4.0.1 Comparison % female academics by level for ATN Universities (excl. casual). Source: Department of Education & Training 2017

### i. Academic and research staff by grade and gender

By 2017, RMIT had approximately equal gender representation at levels A and B (Figure 4.1.1). However, the gender gap increased above level B and was unchanged over 2015-2017, despite increasing academic C and E staff numbers.

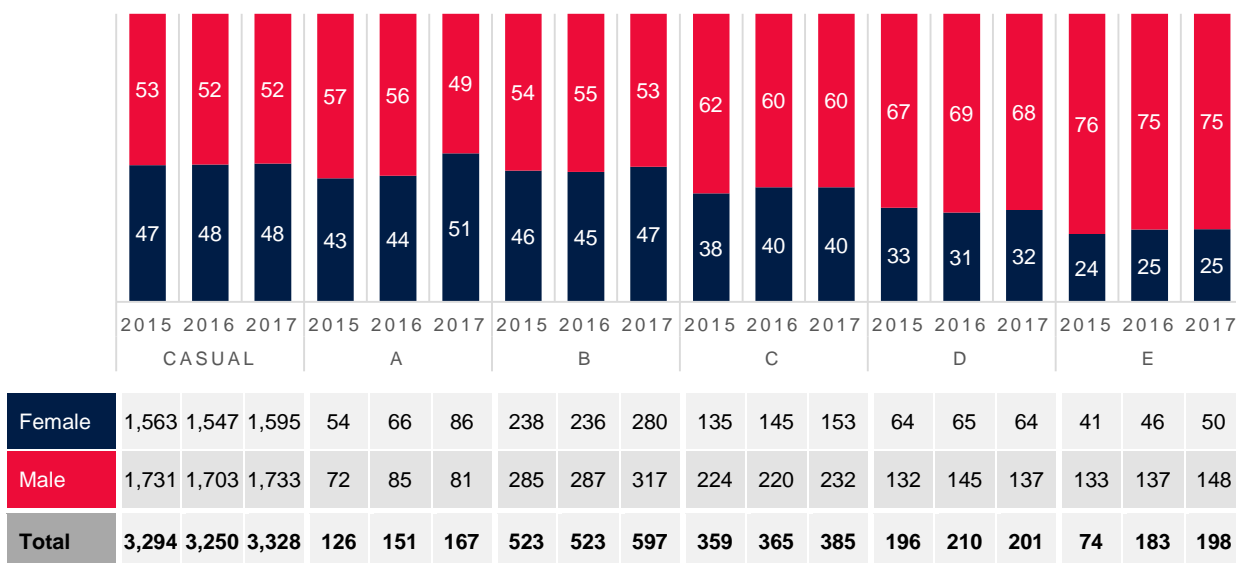


Figure 4.1.1 All RMIT academics by level and gender, all contract types (%) (2015-2017), table shows headcount.



The 2015-2017 STEMM gender gap (Figure 4.1.2) was more acute than in non-STEMM (Figure 4.1.3). Women in STEMM occupied only 16% of level E positions (4.5% below the 20.4% national average [Higher Education Research Data, 2014]). In non-STEMM, A to E shows a steady decline, but women were at or above parity from A to C, reducing to approximately 40% at levels D and E.

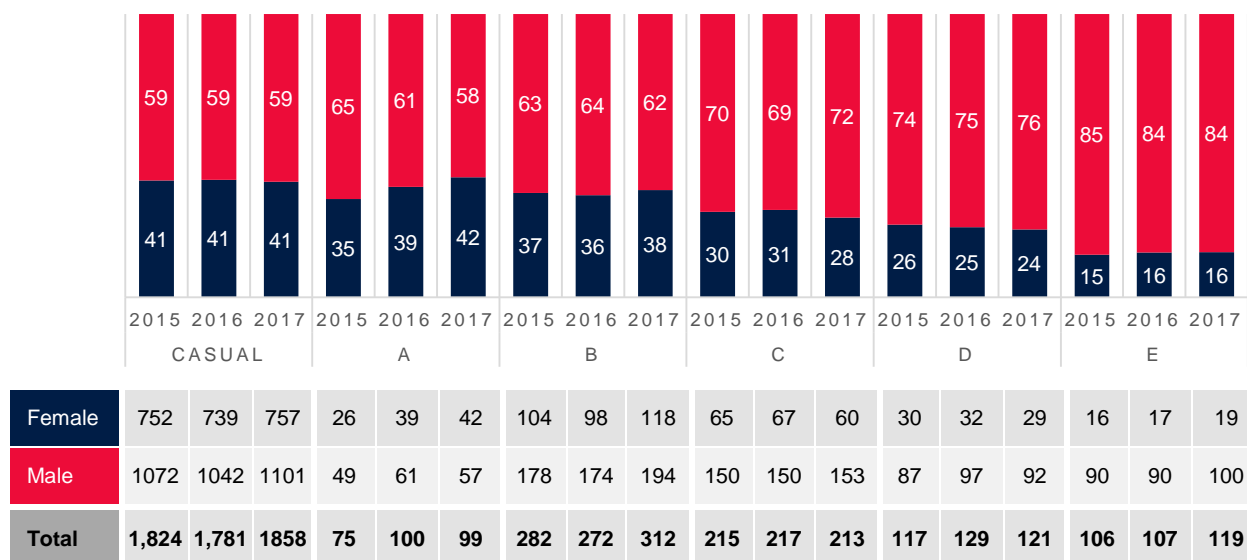


Figure 4.1.2 STEMM academics by level and gender, all contract types (%) (2015-2017), table shows headcount

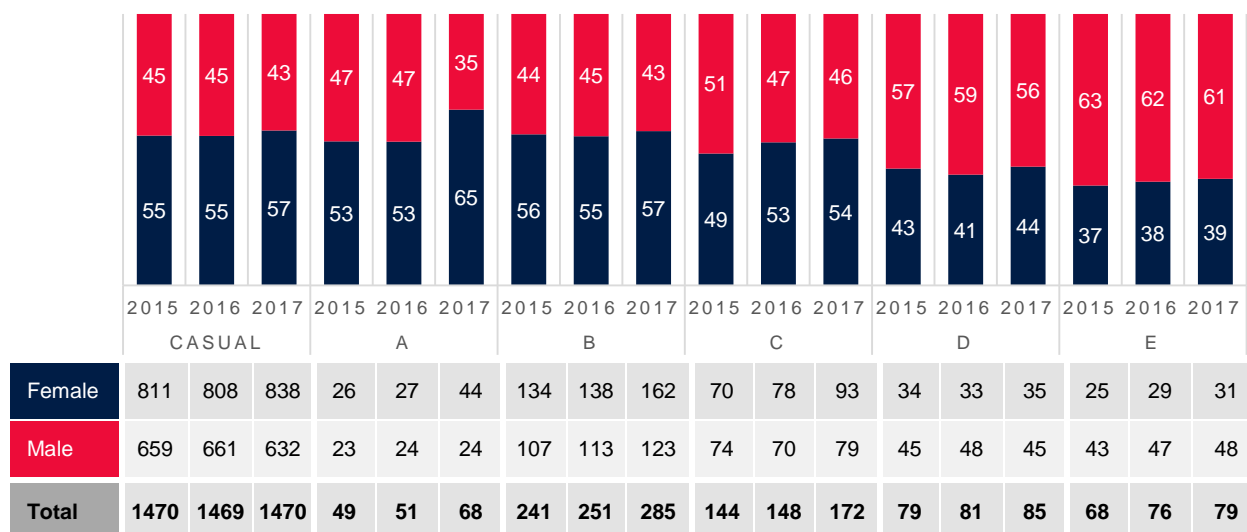


Figure 4.1.3 Non-STEMM academics by level and gender, all contract types (%) (2015-2017), table shows headcount

Academic staff numbers grew 2015–2017, but the relative number of women only rose at level A in STEMM (+7%), and levels A and C in non-STEMM. Disparity at levels D and E remains.



The distribution of women in STEMM is School and Discipline-specific, particularly within the large Schools of Engineering (SENG), Science (SSCI) and Health and Biomedical Sciences (SHBS), compared to the smaller Schools of Architecture and Urban Design (AUD), Business, IT and Logistics (BITL) and Property Construction and Project Management (PCPM).

There are four 'patterns' of gender representation:

- 1) no crossover, small pool (SENG);
- 2) no crossover, reasonable pool (SSCI);
- 3) substantial pool, steep decline (SHBS);
- 4) parity at mid-levels, small junior and senior pool (AUD, BITL, PCPM).

SSCI's gender-profile is like 'All STEMM' (Figures 4.1.4, 4.1.2).

SENG, SSCI and SHBS have distinct and different profiles (Figure 4.1.4).

AUD, BITL and PCPM are different again, but similar to each other (Figure 4.1.5).

SENG has the lowest representation of women at all levels of all the STEMM Schools (2017: 20% level A, n=6; 11% Level E, n=5) (Figure 4.1.4). Gender imbalance is acute in Civil and Infrastructure, Aerospace & Aviation, and Mechanical & Automotive Engineering, and less so in Chemical and Environmental Engineering.

SHBS' gender-profile (2017: 75% level A; 27% level E) is more like non-STEMM, declining steeply despite a significant pool of junior women (Figure 4.1.4). Chiropractic (n=5, 45%) and Exercise Science (n=2, 33%) have the lowest female representations.

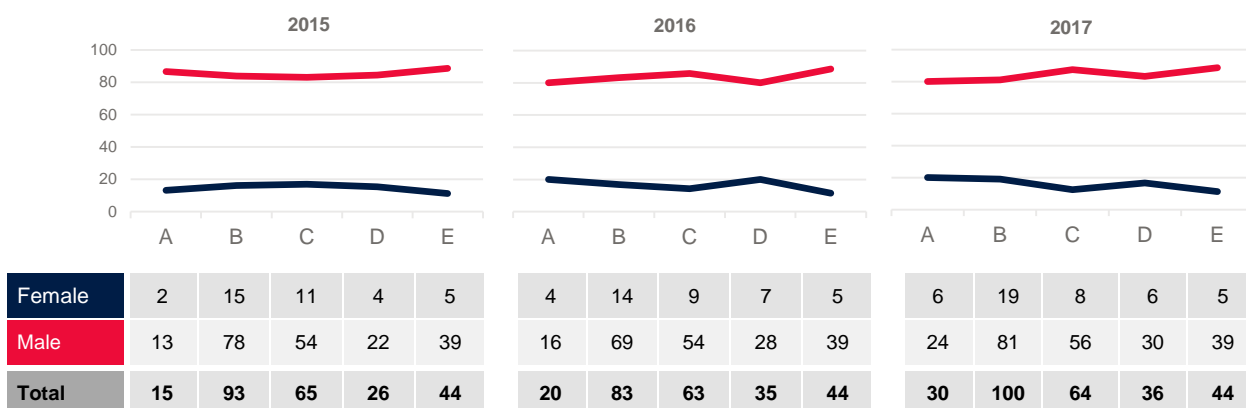
SSCI narrowed the gap at levels A and B by 2017 (Figure 4.1.4), appointing its first females in Physics for some years, including a female level E in early 2018.

Female academic representation in AUD, PCPM, and BITL is complex (Figure 4.1.5). Being smaller Schools, female gains/losses have greater impact. Levels A and E still have extremes, but near parity was recently attained at:

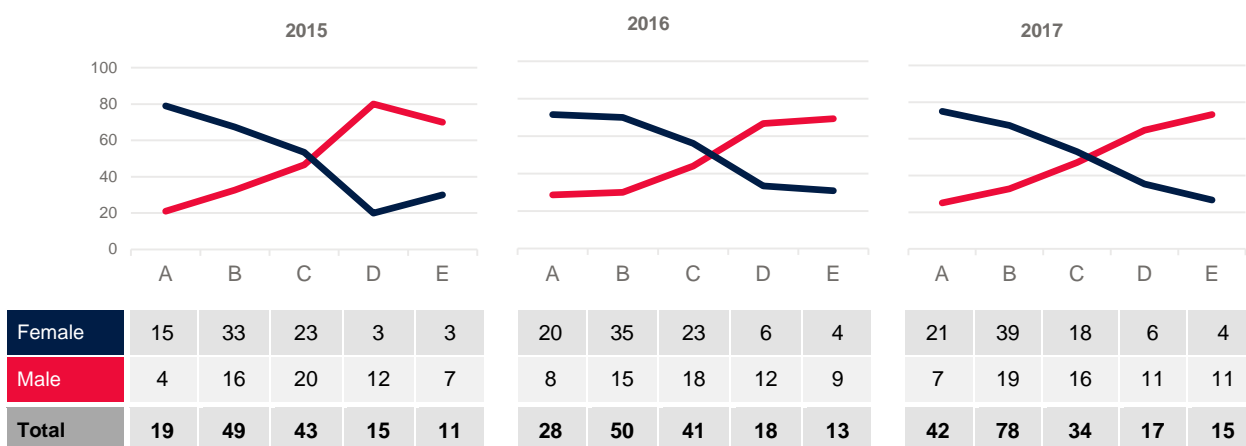
- B and D in AUD
- A and D in BITL
- B to D in PCPM.



### School of Engineering (SENG)



### School of Health and Biomedical Sciences (SHBS)



### School of Science (SSCI)

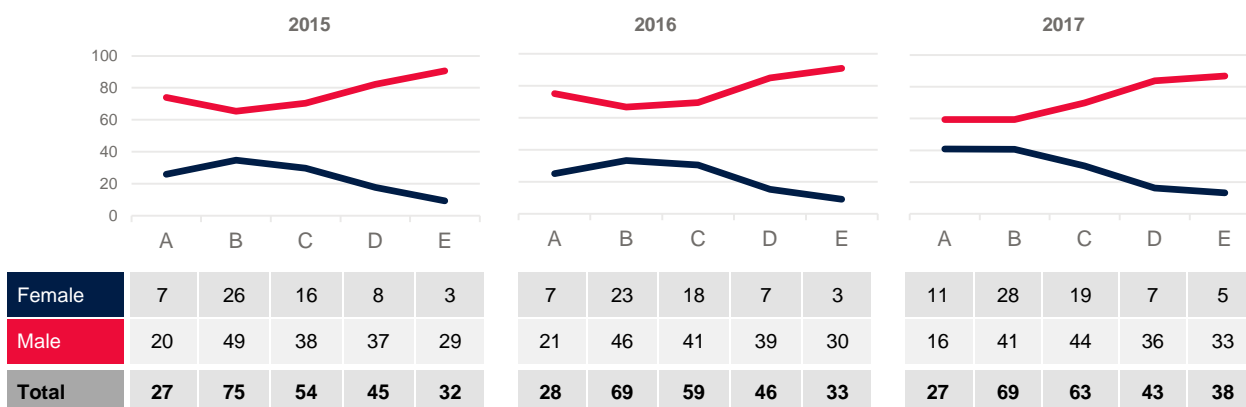
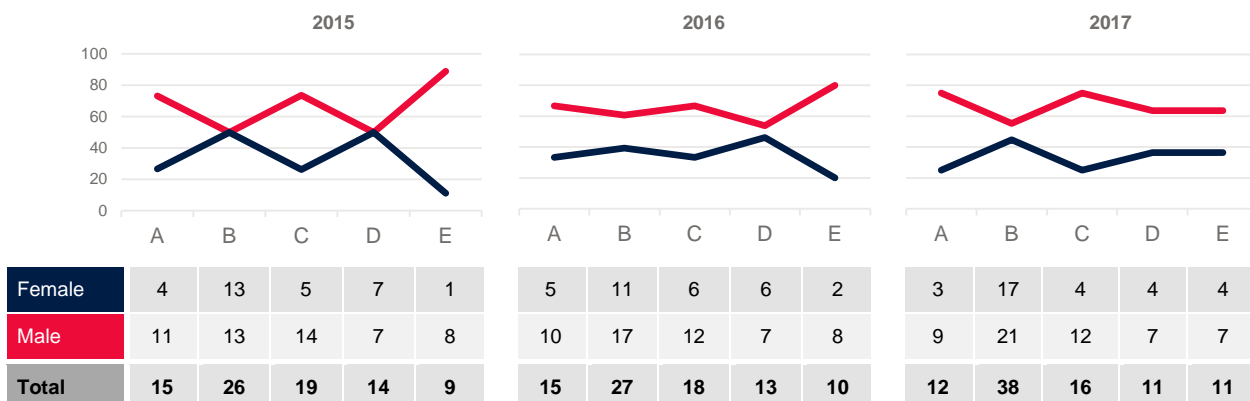


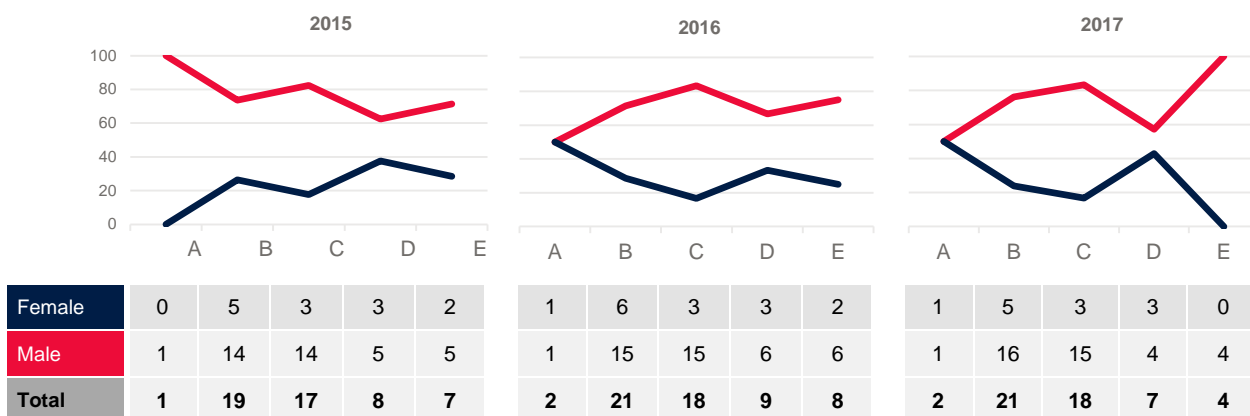
Figure 4.1.4 Individual STEMM School gender representation of academics by level and gender. All contract types (excl. casuals) (%) (2015-2017), SENG, SHBS, SSCI. Table shows headcount



### School of Architecture and Urban Design (AUD)



### School of Business, IT and Logistics (BITL)



### School of Property, Construction and Project Management (PCPM)

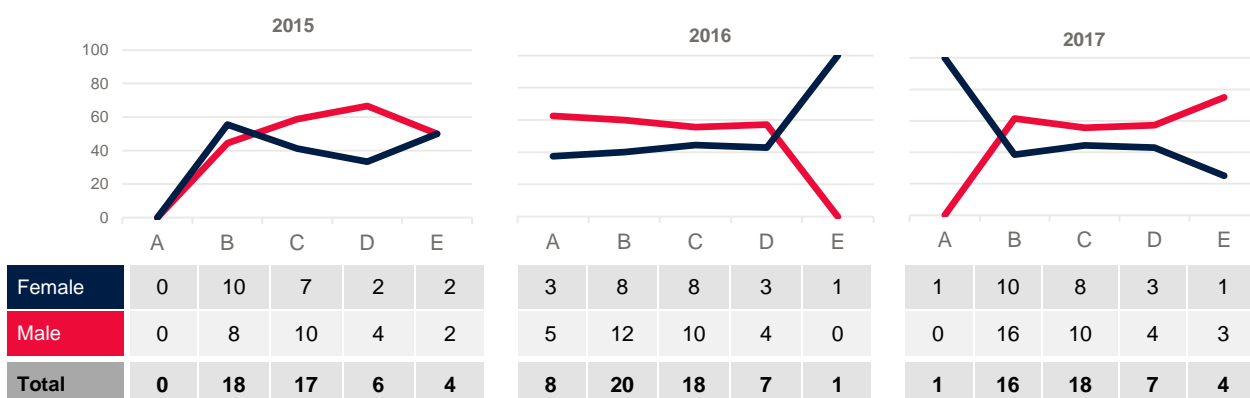


Figure 4.1.5 Individual STEMM School gender representation of Academics by level and gender. All contract types (excl. casuals) (%) (2015-2017), AUD, BITL, PCPM. Tables show headcount



The STEMM Schools have unique structures and gender-representation patterns, some cultural and some reflective of broader societal trends, requiring customised plans to improve gender equality (**Action 1.1**).

Action	
<b>1.1</b>	<p><b>Lead effective change locally</b></p> <p><u>Implement 3-year local School <i>Equity &amp; Inclusion Plans</i> (EIPs) addressing SAGE Athena SWAN Action Plan Themes and targeting School-based issues of gender under-representation and intersectionality.</u></p> <ol style="list-style-type: none"> <li>a. Review the School's <i>Inclusion Dashboard</i></li> <li>b. Develop customised School <i>Equity &amp; Inclusion Plan</i> to address key issues identified; including seeking input/consulting with School community and stakeholders regarding key barriers and actions</li> <li>c. Include School Plan KPIs in School Leaders' workplans</li> <li>d. Implement School <i>Equity &amp; Inclusion Plans</i></li> <li>e. Regularly report School's <i>Inclusion Dashboard</i> and <i>Equity &amp; Inclusion Plan</i> outcomes to School communities; VCE; ASSG</li> </ol>

Part-time work is more frequent at level A in STEMM (20% females/13% males). Non-STEMM proportions vary more widely but are higher at junior levels (Figure 4.1.6-4.1.7).

The part-time academic workforce is female-dominated at levels A to D and male-dominated at level E in both STEMM and non-STEMM (Table 4.1.1). Most part-time level E males are aged 60+ (DNS); their reduced hours indicate a transition into retirement.

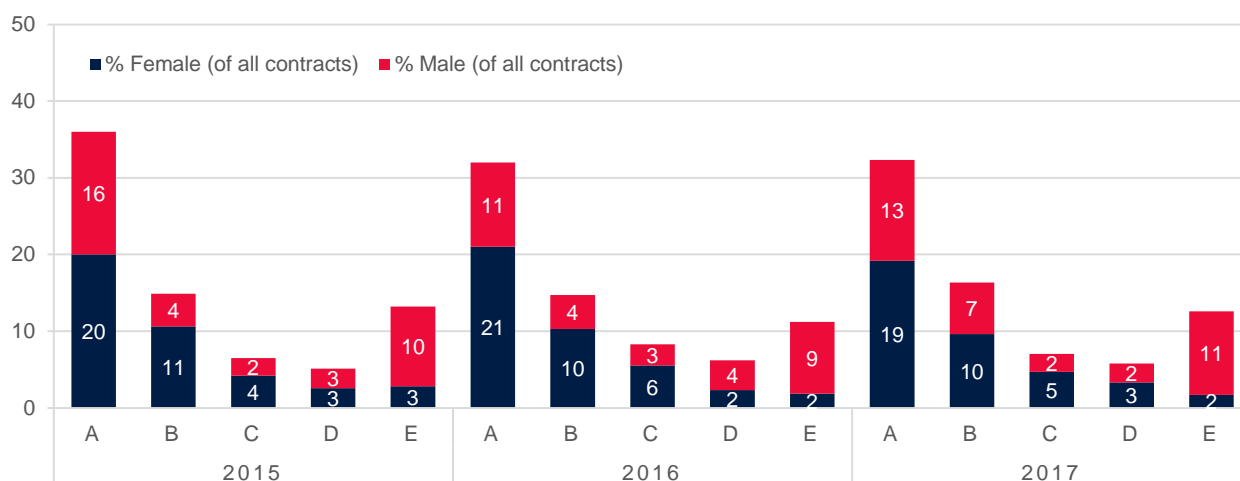


Figure 4.1.6 STEMM academic staff % of all contracts (excl. casual) working part-time by gender (2015-2017)



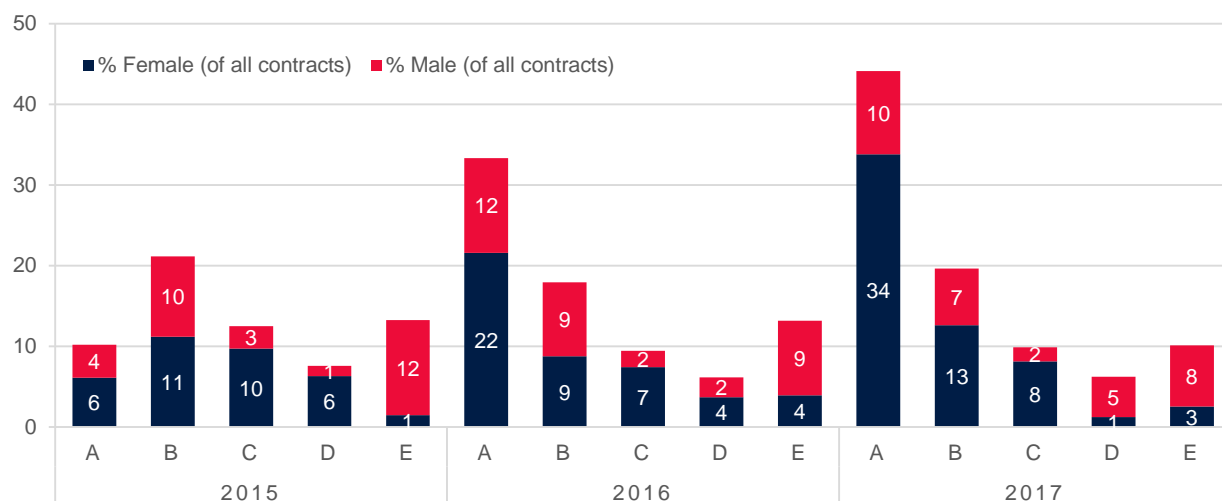


Figure 4.1.7 Non-STEMM academic staff % of all contracts (excl. casual) working part-time by gender (2015-2017)

		2015					2016					2017				
		A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
STEMM	Female	15	30	9	3	3	21	28	12	3	2	19	30	10	4	2
	Male	12	12	5	3	11	11	12	6	5	10	13	21	5	3	13
	% Female	56	71	64	50	21	66	70	71	43	17	59	59	67	57	13
Non-STEMM	Female	3	27	14	5	1	11	22	11	3	3	23	36	14	1	2
	Male	2	24	4	1	8	6	23	3	2	7	7	20	3	4	6
	% Female	60	53	78	83	11	65	49	79	60	30	77	64	82	20	25

Table 4.1.1 STEMM/Non-STEMM academic staff working part-time by gender and level (2015-2017) by headcount





RMIT identifies Culturally and Linguistically Diverse (CALD) academic staff by Country of Birth (CoB) and/or English as Second Language (ESL). This data is collected, recorded and reported on regularly for all academic staff, however not for vocational education (VE) or professional staff, an omission RMIT will address (Figure 4.1.8; **Action 6.2a-c**).

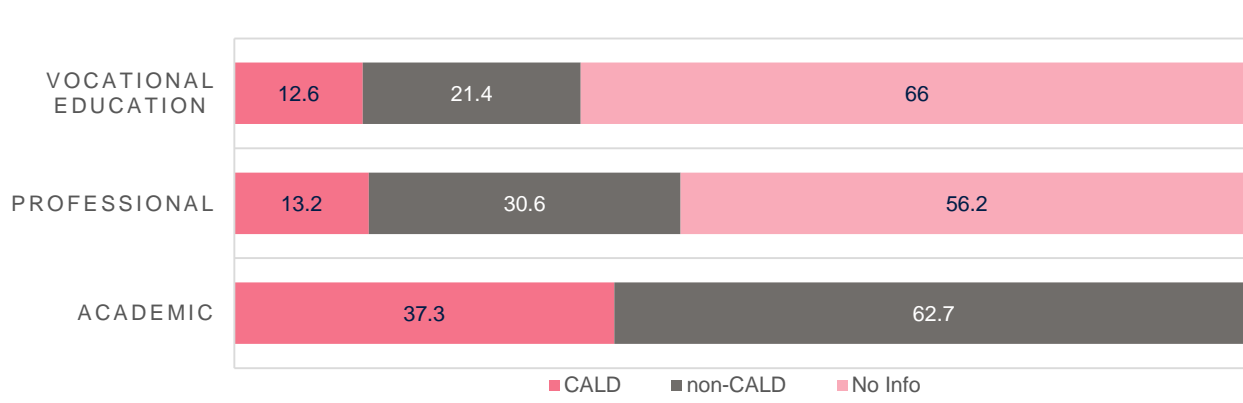


Figure 4.1.8 RMIT CALD Profile (%) of vocational, professional and academic staff (excl. casuals) (1st April 2018)

Action	
<b>6.2</b>	<p><b>Progress RMIT CALD community</b></p> <ul style="list-style-type: none"> <li>a. <u>Collect and record data identifying CALD</u> fixed-term and continuing staff (academic, VE and professional) and implement process to ensure ongoing collection and recording of CALD data at point of application and recruitment processes.</li> <li>b. CALD data analysis included in Inclusion Dashboard and regular reporting and informs <u>Strategic Workforce Planning</u>.</li> <li>c. Implement and evaluate a <u>pilot induction program for newly-appointed CALD</u> academics (20-30 staff) to improve their career trajectories, including an introduction to the Australian secondary and tertiary education system, cultural orientation, and tailored English language support.</li> </ul>



More CALD academic staff are in STEMM (47%) compared to overall academic staff (37%). Significant variation exists between STEMM Schools (Figures 4.1.9-4.1.10).

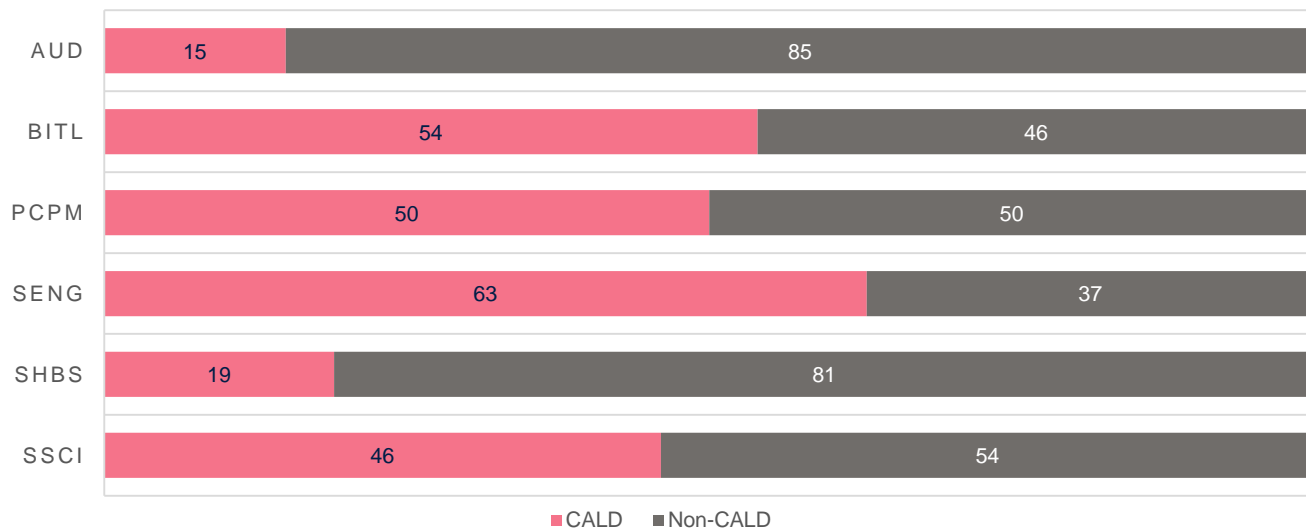


Figure 4.1.9 STEMM academic CALD Profile (% , excl. casual) (1st April 2018)

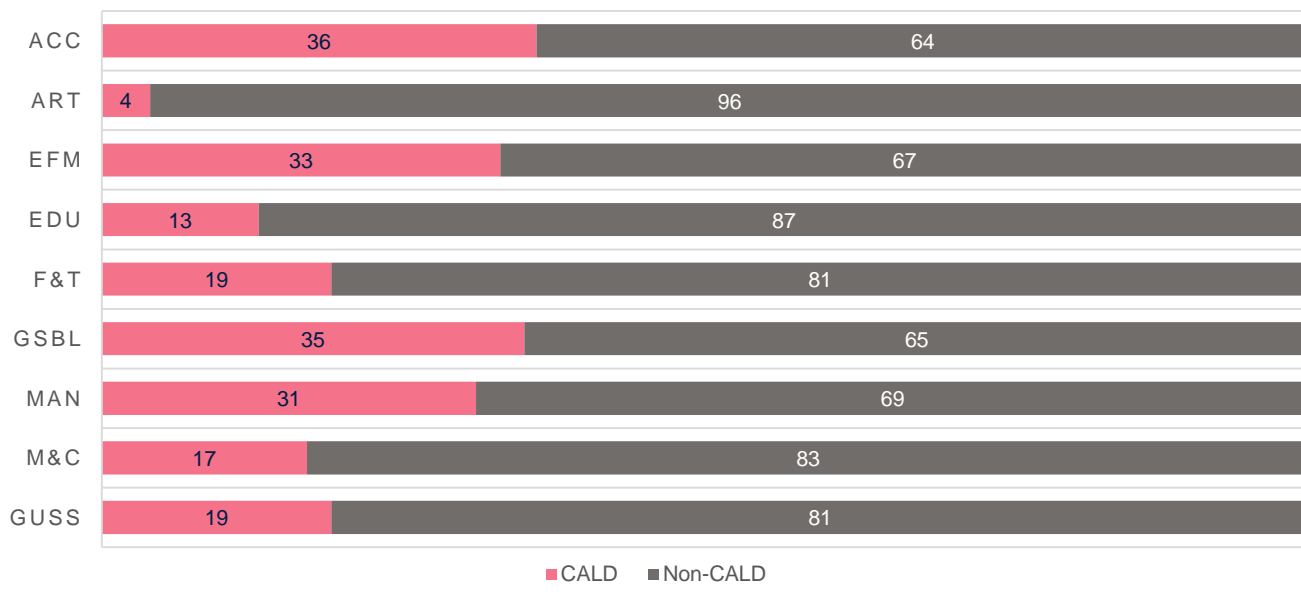


Figure 4.1.10 Non-STEMM academic CALD Profile (% , excl. casual) (1st April 2018)



CALD gender representation varies little by academic level (30% CALD female/40% CALD male at all levels) and in STEMM (39% CALD female/50% CALD male at all levels) (Figure 4.1.11-4.1.12).

Representation of CALD female academics significantly decreases from B (46%) to C (33%) in STEMM (Table 4.1.12).

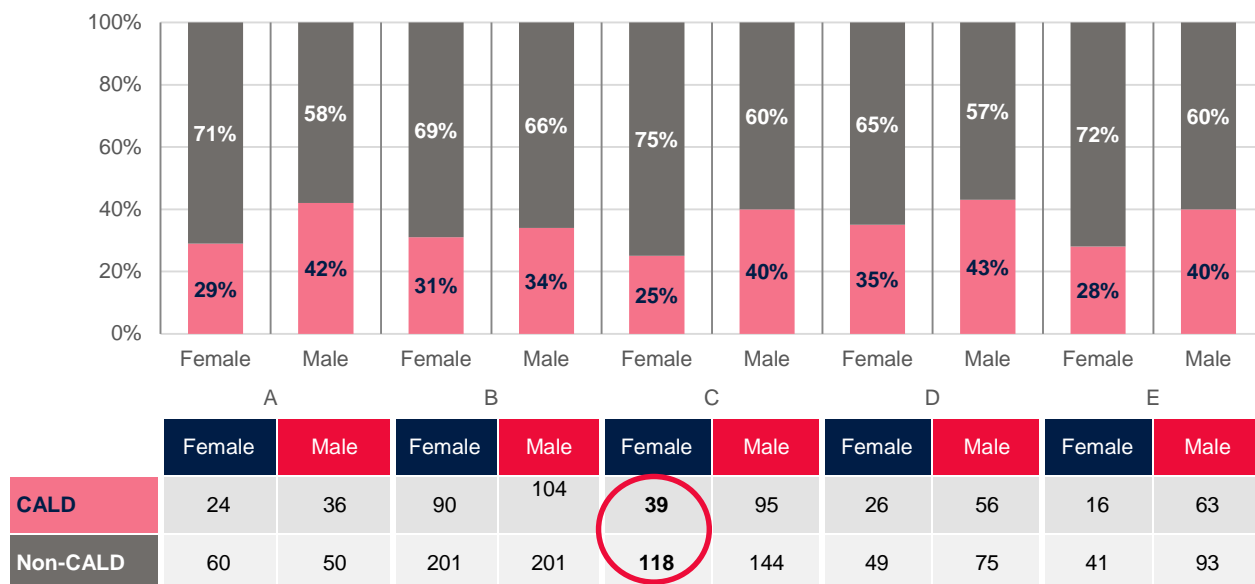


Figure 4.1.11 All RMIT academic staff (excl. casuals) – CALD vs non-CALD by gender and level (%) (as at 1 April 2018). Table shows headcount

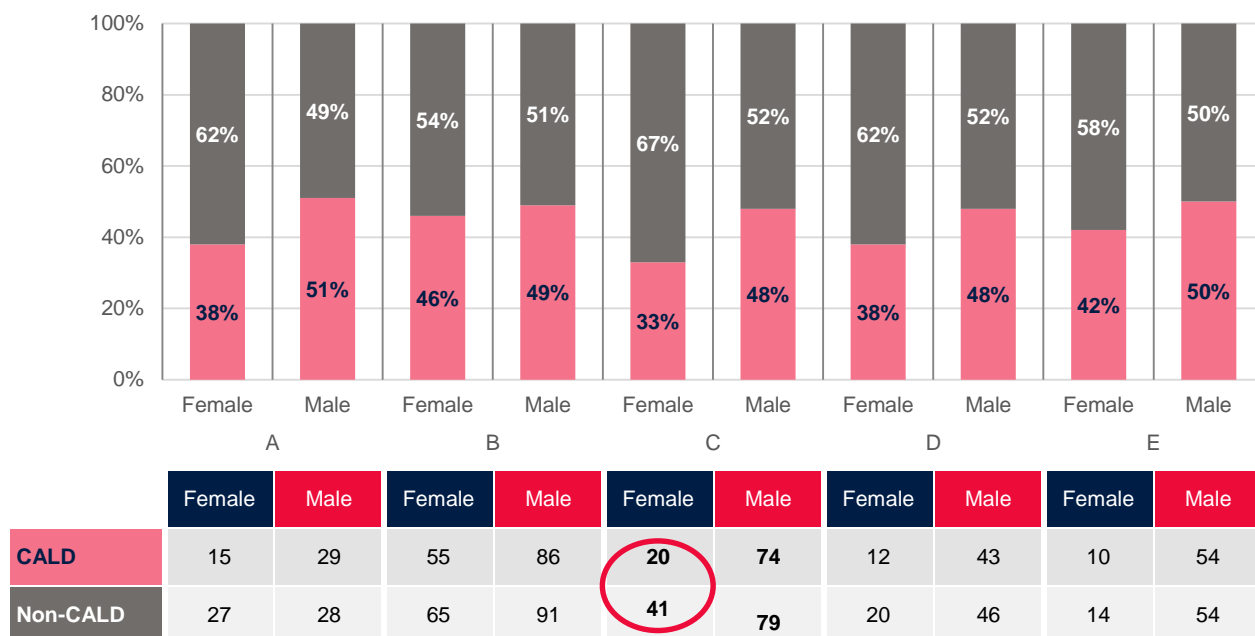


Figure 4.1.12 STEMM academic staff (excl. casuals) – CALD vs non-CALD by gender and level (%) (as at 1 April 2018). Table shows headcount



STEMM academics' CoB data confirms that males are more likely than females to have been born outside Australia/New Zealand (45% vs 53% born in Australia/New Zealand) (Figure 4.1.13).

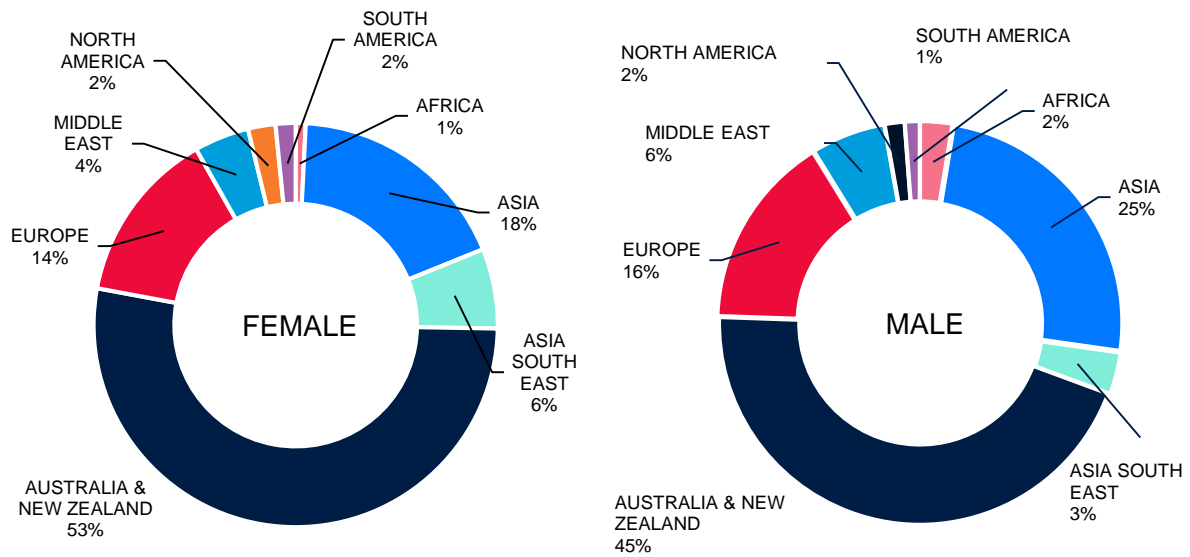
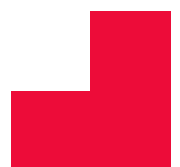


Figure 4.1.13 STEMM academics (excl. casuals) % by Country of Birth – female (left); male (right) (as at 1 April 2018)



## ii. Academic and Research staff on Fixed-Term, Open-Ended/Permanent and Casual

For 2015-2017, fewer STEMM women were employed on a continuing basis than in non-STEMM (Figures 4.1.14-4.1.15).

- STEMM staff had more fixed-term (FT) contracts (17% females/31% males) than non-STEMM (7% females and males) (Figures 4.1.14-4.1.15).
- 59% of STEMM female academics were casually-employed (43% STEMM males).
- 23% of STEMM females were employed on a continuing basis.

The proportion of casually-employed STEMM females decreased 3% during 2017; FT employment increased 3% (Figure 4.1.15).

Most FT contracts are level A or B undertaking specific research projects (driving STEMM employment) (Table 4.1.22).

Appointments in FT Vice-Chancellor’s Research Fellows (VCRFs), Early Career Development Fellows (ECDFs) and Industry Fellows are growing, improving career pathways and employment security. VCRFs and ECDFs are offered continuing employment at the end of their contract, subject to performance.

The 2018 RMIT campaign, advertising STEMM VCRF female-only opportunities was highly successful, and will continue where appropriate (**Action 2.1a**).

Clearly, RMIT must tailor programs to support female FT STEMM early-career researchers (**Action 3.1a-c**) to increase retention and improve career progression.

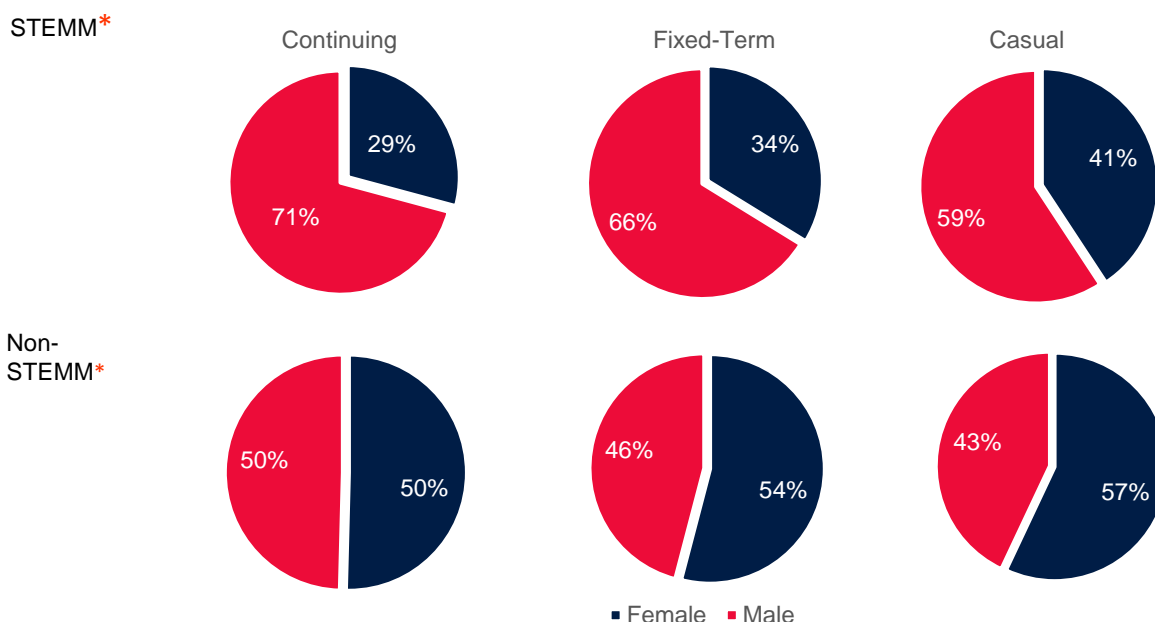
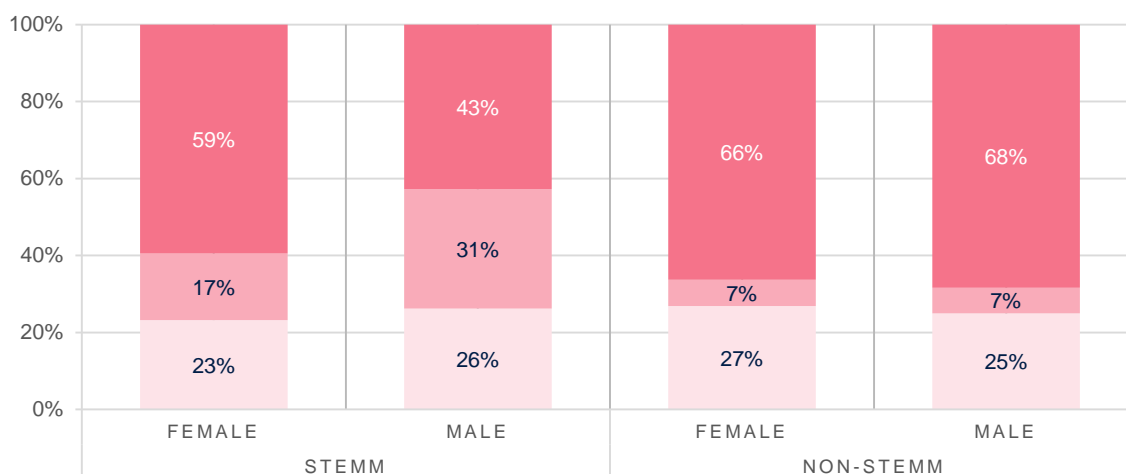


Figure 4.1.14 STEMM/Non-STEMM academic staff (%) by contract type and gender (as at 1 April 2017)





	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
<b>Continuing</b>	161	161	164	376	383	398	242	241	249	231	235	245
<b>Fixed term</b>	68	83	99	156	176	194	38	49	73	44	56	62
<b>Casual</b>	752	739	757	1072	1042	1101	811	808	838	659	661	632

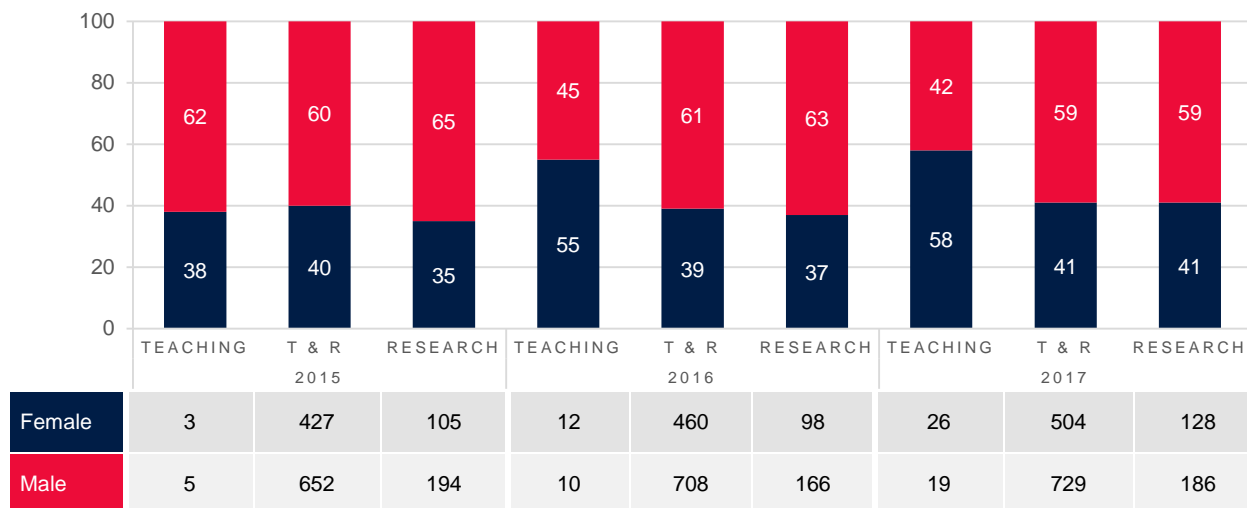
Figure 4.1.15 STEMM/Non-STEMM academics, contract type by gender (average 2015-2017). Table shows headcount by year

Action	
<b>2.1</b>	<p><b>Increase Female STEMM Representation</b></p> <p>a. Undertake <u>female-only recruitment campaigns</u> in STEMM fields, particularly where representation is below 30%</p>
<b>3.1</b>	<p><b>Grow career development programs</b></p> <p>a. Implement <u>Athena SWAN Professional Development Fund</u> awarding twenty-five grants of up to \$5K each for professional development of female STEMM academics each year</p> <p>b. Design, implement and evaluate STEMM Career Development Program specifically for early career and mid-career researchers, including career management training; career coaching and mentoring; access to research leave and sabbatical opportunities. Ensure ongoing evaluation of the program informs enhancements</p> <p>c. Design, implement and evaluate STEMM Women in Leadership Program of activities particularly for emerging leaders and continue to evaluate and review programs and activities available for current leaders, eg. the WATTLE (Australian Women ATTaining Leadership) Program</p>



### iii. Academic staff by contract function and gender: research only, research and teaching, and teaching only

RMIT's academic staff are primarily Teaching and Research (T&R) or Research-Only. Increasing numbers of fixed-term, teaching-focused Industry Fellows provide vital industry skills and experience.



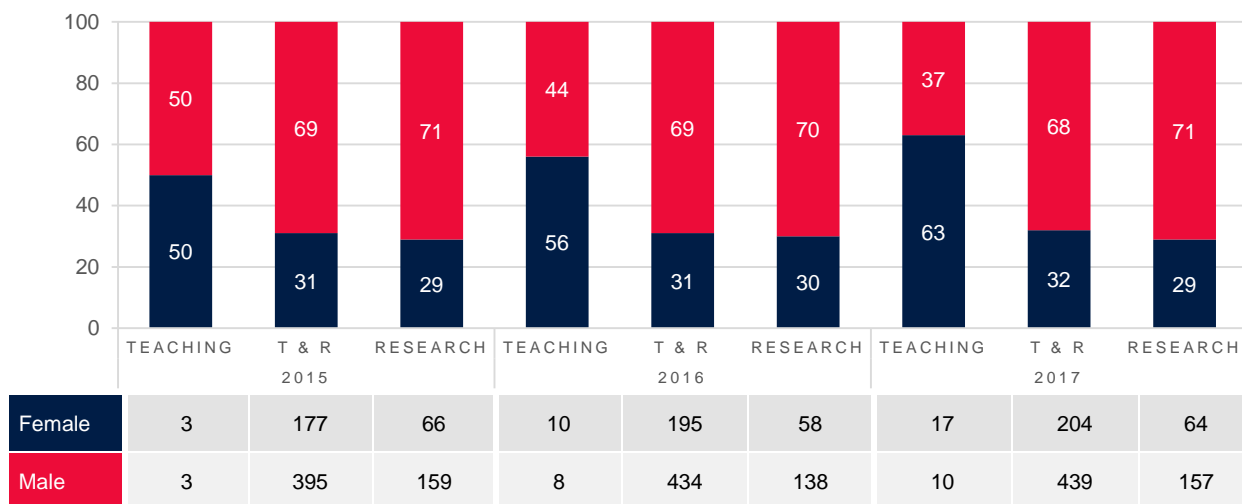
\* Teaching = Industry Fellow

Figure 4.1.16 All RMIT academics (excl. casuals) by academic contract type and gender (%) (2015-2017). Table shows headcount

By 2017 in STEMM:

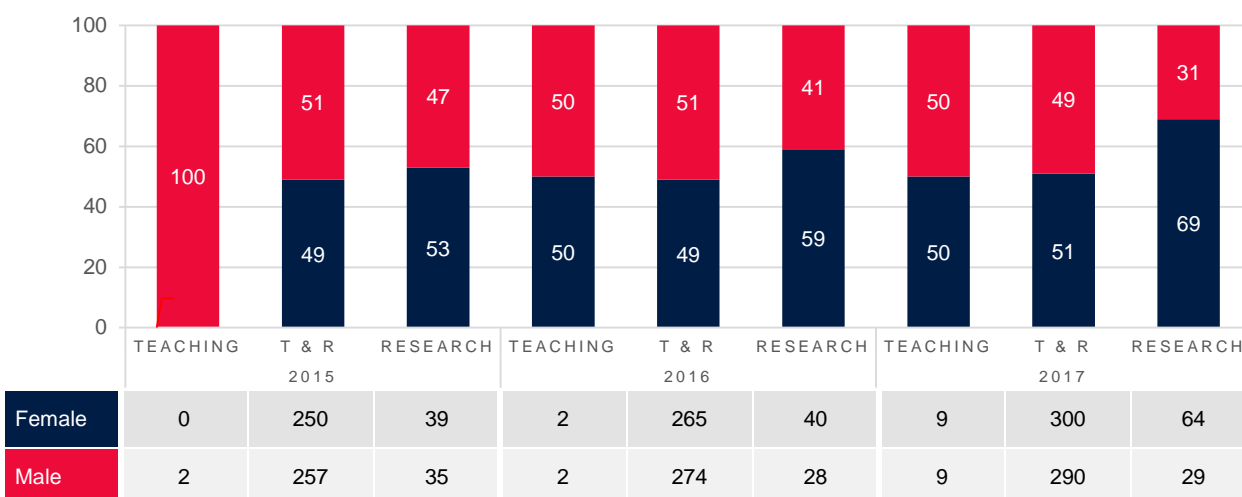
- males are over-represented in Research-Only/T&R roles (Figure 4.1.16)
- 32% T&R and 29% Research-Only STEMM are female (Figure 4.1.17)
- up to 63% of Industry Fellows are female, mostly level A-B; (Figure 4.1.19)
- Level E Industry Fellows are all male (Figure 4.1.19).





\* Teaching = Industry Fellow

Figure 4.1.17 STEMM academics (excl. casuals) by academic contract type and gender (%) (2015-2017). Table shows headcount



\* Teaching = Industry Fellow

Figure 4.1.18 Non-STEMM academics (excl. casuals) by academic contract type and gender (%) (2015-2017). Table shows headcount

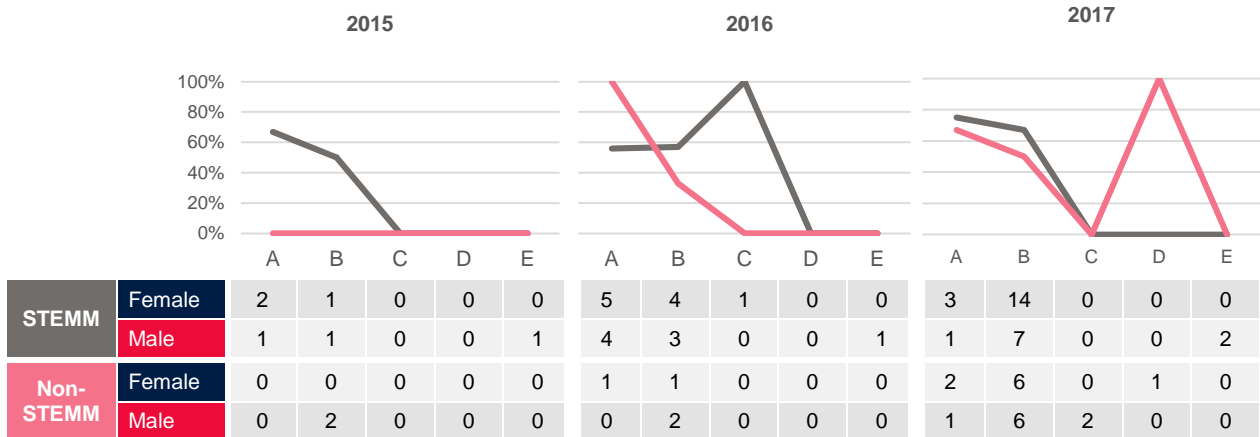
80% of RMIT's research is in STEMM (section 5.1iv), reflecting 70% of Research-Only appointments are in STEMM (Figure 4.1.19).

In 2017, Research-Only female representation was 69% non-STEMM/29% STEMM (Figure 4.1.19). Strong female presence in lower levels suggests RMIT should focus on activities that support recruitment and career progression (**Actions 2.1, 2.3, 3.1**).





### Industry Fellows (Teaching-Only) - % Female STEMM/Non-STEMM



### T&R - % Female STEMM/Non-STEMM



### Research Only - % Female STEMM/Non-STEMM

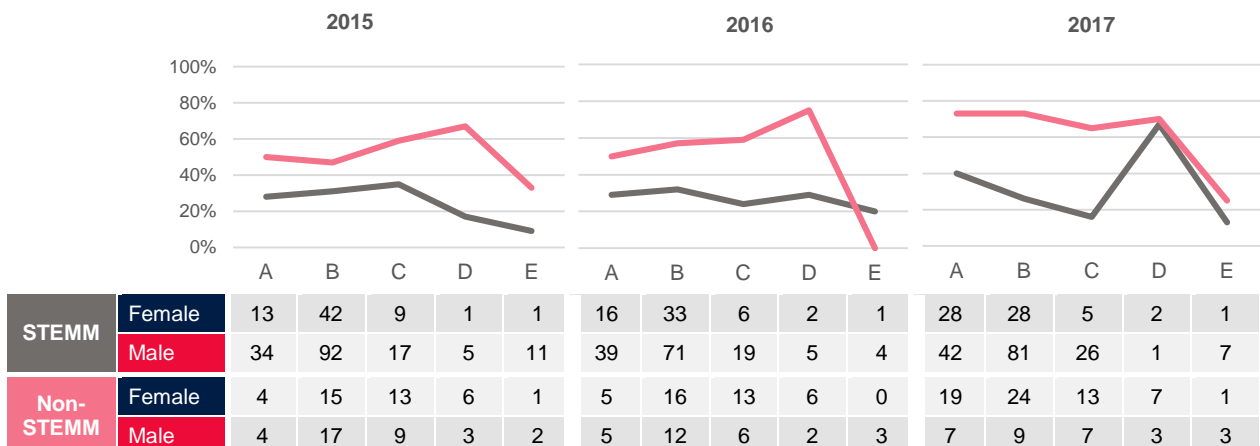


Figure 4.1.19 Industry fellow (Teaching Only), Teaching and Research, Research only academics by level and gender. Chart shows % female STEMM/Non-STEMM (2015–2017). Table shows headcount



2.1	<p><b>Increase Female STEMM Representation</b></p> <ul style="list-style-type: none"> <li>a. Undertake <u>female-only recruitment campaigns</u> in STEMM fields, particularly where representation is below 30%</li> <li>b. Grow <u>Industry Fellow Program</u> to attract STEMM females from industry at all academic levels</li> <li>c. Grow <u>Early Career Development Fellow (ECDF) Program</u> by embedding annual review of academic casual workforce into workforce planning and identify opportunities for more secure employment</li> <li>d. Implement career plans from induction for <u>female Level As</u></li> <li>e. Implement career plans for <u>female PhD students</u> from enrolment and promote academic pathways and appointment opportunities for STEMM female HDR graduates</li> <li>f. Build renewed <u>Adjunct and Honorary Appointments Program</u> strategically connecting with STEMM females to provide further role models and opportunities for mentors</li> <li>g. Implement targeted recruitment and career plans from induction for <u>senior female technical staff</u></li> </ul>
2.3	<p><b>Embed Inclusive Recruitment Practices</b></p> <p>Implement changes to recruitment practices to increase proportion of female and diverse talent at all levels in STEMM</p> <ul style="list-style-type: none"> <li>a. <u>Embed Textio™</u> for gender neutral language in recruitment advertisements and position descriptions</li> <li>b. <u>Develop compelling content and collateral</u>, including videos to attract females and diverse talent to STEMM at RMIT</li> <li>c. Showcase <u>'Women in STEMM' gallery</u> of approximately 20 researchers initially and add 10 more per year</li> <li>d. Embed gender-balance and CALD representation on selection panels</li> <li>e. Embed requirement for <u>50% female shortlisting</u> into recruitment processes for STEMM academic roles where female representation is below 40%</li> <li>f. Embed advertising and proactive search practices to ensure <u>balance in direct appointments</u> for STEMM academic roles particularly where female representation is below 40%</li> <li>g. <u>Embed ARtO in recruitment</u> processes with Guidelines issued to Panel Chairs at point of recruitment</li> <li>h. Implement <u>candidate review/surveying</u> to inform improvements in recruitment and acceptance rates</li> <li>i. <u>Implement fit-for-purpose induction</u> equipping new starters to succeed in their role and the organisation including career planning</li> <li>j. <u>Redevelop RMIT induction</u> program informed by review and establish measures for short-term and longitudinal evaluation strategy</li> </ul>
3.1	<p><b>Grow career development programs</b></p> <ul style="list-style-type: none"> <li>a. Implement <u>Athena SWAN Professional Development Fund</u> awarding twenty-five grants of up to \$5K each for professional development of female STEMM academics each year</li> <li>b. Design, implement and evaluate <u>STEMM Career Development Program specifically for early career and mid-career researchers</u>, including career management training; career coaching and mentoring; access to research leave and sabbatical opportunities. Ensure ongoing evaluation of the program informs enhancements</li> <li>c. Design, implement and evaluate <u>STEMM Women in Leadership Program</u> of activities particularly for emerging leaders and continue to evaluate and review programs and activities available for current leaders, eg. the WATTLE (Australian Women ATTaining Leadership) Program</li> <li>d. Implement <u>STEMM Academic Promotion Support Program</u> including: individual support for CALD promotion applicants preparing application and support of transcription service for referee reports</li> <li>e. Annually <u>review promotion outcomes</u> including analysis of outcomes for STEMM females and CALD staff and inform ongoing improvements in promotion policy and process and support programs</li> <li>f. Ensure <u>academic promotion panels include CALD</u> representation as well as gender-balance</li> </ul>



#### iv. Academic leavers by grade and gender

RMIT reports attrition rates annually for:

- contract expiry
- resignation
- retirement
- redundancy
- death
- dismissal
- probation.

Level A/B end-of-contract/resignation exits are greater due to a higher proportion of STEMM-research-driven fixed-term employment.

Some end-of-contract departures may be to pursue other opportunities. More female resignations occur at level E in STEMM, compared with non-STEMM (Figure 4.1.20-4.1.21).



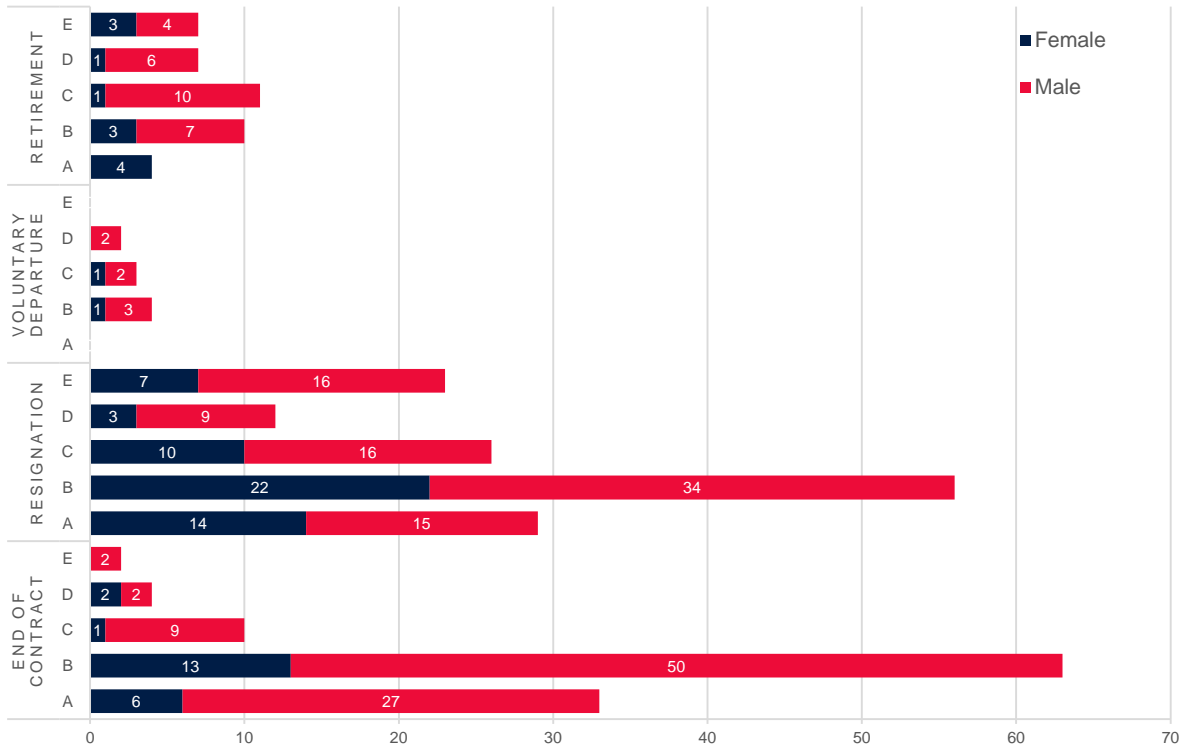


Figure 4.1.20 STEMM academic exits by reason, level and gender, total headcount (2015-2017)

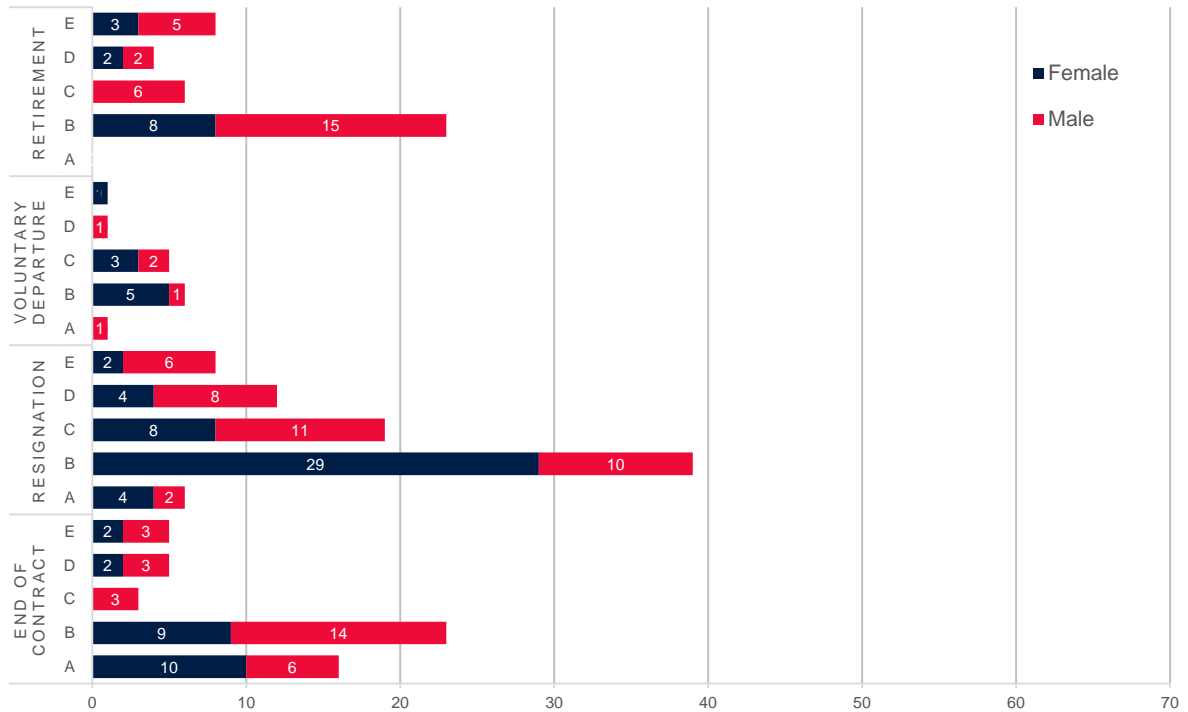


Figure 4.1.21 Non-STEMM academic exits by reason, level and gender, total headcount (2015-2017)



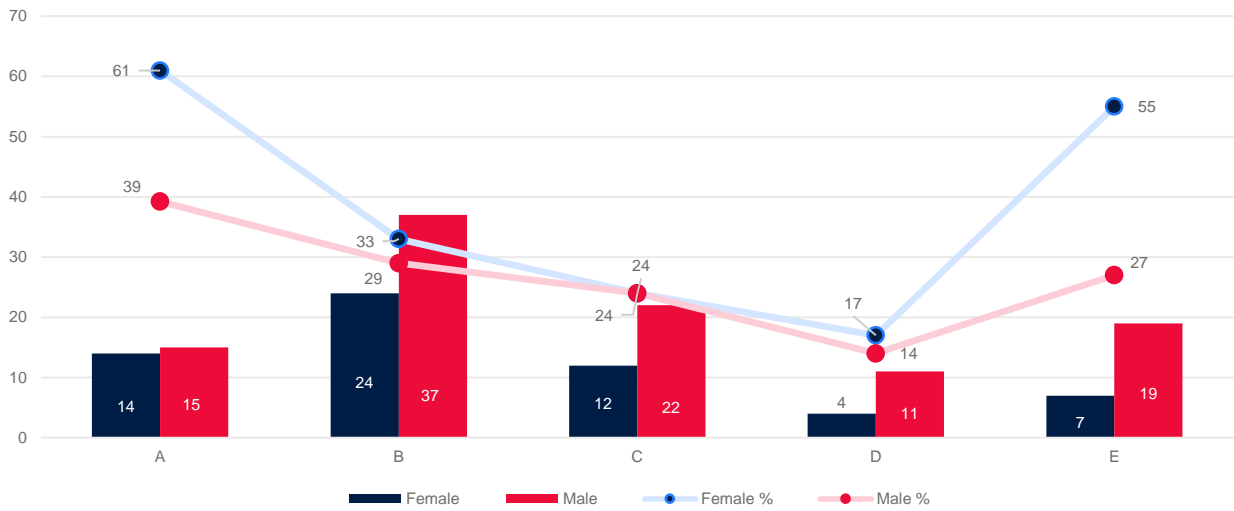


Figure 4.1.22 STEMM academic attrition (excl. end of contract & retirement) by level and gender, combined exit headcount (2015-2017) and % (average exit HC (2015-2017)/average HC for cohort)

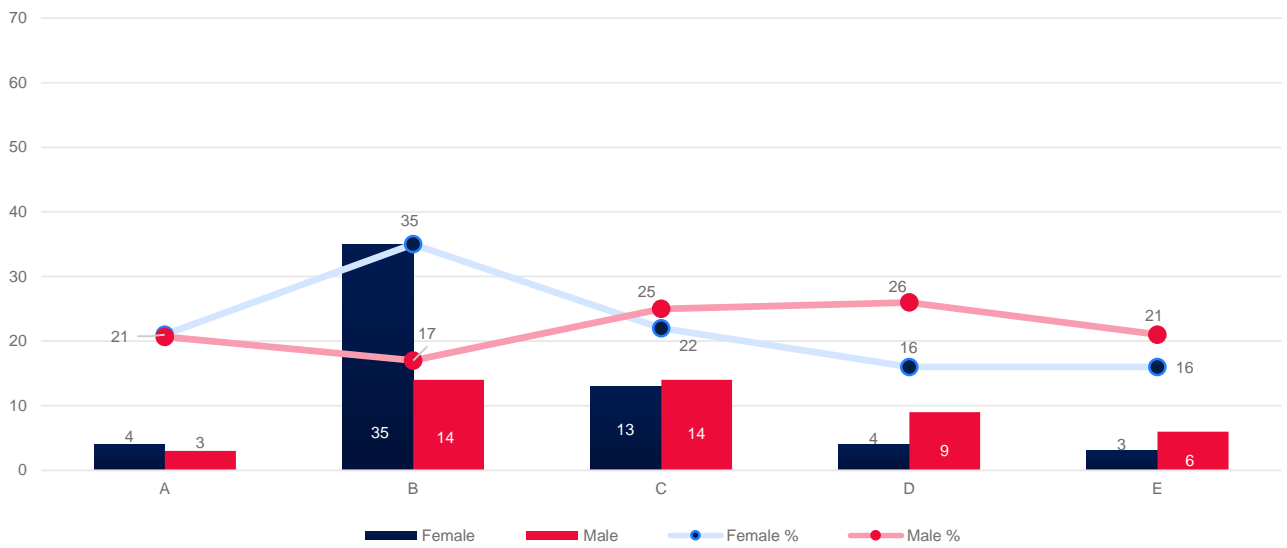


Figure 4.1.23 Non-STEMM academic attrition (excl. end of contract & retirement) by level and gender, combined exit headcount (2015-2017) and % (average exit HC (2015-2017)/average HC for cohort)



Once end-of-contract/retirement data is removed (Figures 4.1.22-4.1.23) a small but consistently higher percentage of level A and E females resign in STEMM than non-STEMM. In non-STEMM, more females resign at level B than males. At level D, fewer females resign than males (Figure 4.1.23).

2015-2017, response rates to RMIT’s online exit survey were poor: data is inconclusive (**Action 3.2a-b**).

Action	
3.2	<p><b>Minimise talent loss</b></p> <p>a. Embed exit data and survey results in <u>Inclusion Dashboard ¼ly reports</u></p> <p>b. ASSG undertake <u>annual review of all exit data</u> and exit survey results to inform ongoing review and adjustment of the Athena SWAN Action Plan</p>

In 2018, RMIT commissioned a *Female Talent & Attrition Review* of 53 female former staff in varied roles who had left in 2016-2017 (Figures 4.1.24-27; Table 4.1.2-3).

75% of the senior female leavers would hypothetically return to RMIT. To improve retention, most STEMM respondents advocated for:

- more flexibility and opportunities for workplace advancement (**Action 1.2a-b**)
- cultural change, including managers being more communicative, supportive, responsive and approachable (**Action 1.2c-e**).

A ‘keep-in-touch’/alumni program could keep leavers engaged (**Action 3.2c**).

Action	
1.2	<p><b>Enable managers through professional development, guides and process redesign to drive gender equality in employment practices including:</b></p> <p>a. Applying <u>Achievement Relative to Opportunity</u> (ARtO) considerations throughout all employment-related decisions (recruitment, talent review, performance reviews)</p> <p>b. Adopting inclusive recruitment practices</p> <p>c. <u>Actively sponsoring</u> career development and progression for STEMM females</p> <p>d. Proactively minimising losses through career management and stay conversations</p> <p>e. <u>Building inclusive workplaces</u> through sponsorship, improving representation, managing bias, supporting flexible work and career progression for diverse staff, disability awareness, retaining talent, managing exits</p>
3.2	<p><b>Minimise talent loss</b></p> <p>c. Implement a <u>staff alumni program</u> keeping STEMM female leavers engaged in RMIT Community</p>



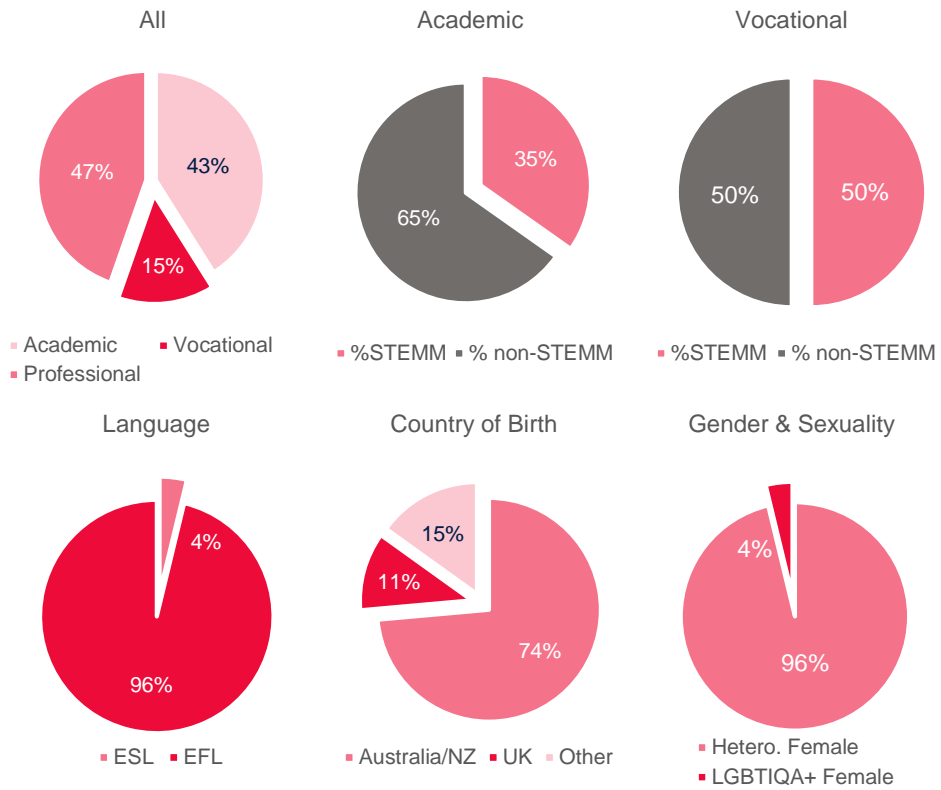
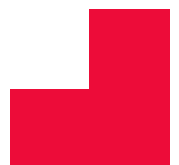


Figure 4.1.24 Composition of Responding Group (n = 53) of *Female Talent and Attrition Review, 2018*

	Total*	STEMM	Non-STEMM
<b>Academic</b>			
Level A	6	0	6
Level B/C	10	6	4
Level D/E (Senior Gender)	7	2	5
<b>Vocational Education</b>			
T1-5; SE1-3	8	4	4
<b>Professional</b>			
HEW3-9	22	-	-
HEW10 (Senior Gender)	3	-	-
<b>Total</b>	<b>53</b>	<b>12</b>	<b>19</b>

Table 4.1.2 Role, Level, STEMM/Non-STEMM of Responding Group (n = 53) of *Female Talent and Attrition review, 2018*



# Female talent and attrition review 2018

## Top reason for leaving

**28%** Career progression

## What could have been done better?



### Communication

- 73% of the surveyed population disagrees/strongly disagrees that communication between leaders and staff is strong. Discord grew as seniority increases.
- 83% reported that communication between leadership and staff was inadequate.



### Not feeling heard or valued

- Feelings of gender-based discrimination, lack of professional development, negative cultural issues have all contributed to employee turnover

## Major, positive outcomes of the work

“For the majority of respondents, this project has renewed their affection towards RMIT as it individually-addressed one of the most common critiques held by staff – not feeling heard or valued, and also ‘managing well’ the relationship when staff leave.”

**J.Parker (2018) Selection Partners, comment**

## Collective responses



### Flexibility

Both STEMM and non-STEMM ‘Senior Gender’ disagreed they could advance their career and have flexibility. Seen as an inflexible cultural issue rather than a gendered issue.



### Poor treatment when applying for promotion

A large percentage (48% STEMM, 78% non-STEMM) of those unsuccessful for internal promotion were dissatisfied with their treatment.



### New roles

Those in STEMM roles typically leave for positions with higher salary, better career development, more responsibility and better working conditions. For non-STEMM this trend is less significant.



### Manner of securing new roles

Senior Gender most often secure a new role by being head-hunted.



### Parental leave

Impressions of RMIT support for parental leave vary significantly from feeling strongly-supported to feeling strongly-unsupported. Differences appear to relate more to local manager variability than University-level policy and guidelines.

Figure 4.1.25 *Female Talent & Attrition Review, 2018* - Learnings & highlights



**[REDACTED]**

Table 4.1.3 STEMM (academic)/Non-STEMM (academic and professional) 'somewhat agree/strongly agree' % responses to *Female Talent & Attrition Review, 2018*

**[REDACTED]**

Figure 4.1.26 [REDACTED]



[REDACTED]

Figure 4.1.27 [REDACTED]

#### v. Equal pay audits/reviews

In the 2017 Gender Pay-Gap (GPG) Audit, the overall average pay-gap for all RMIT employees was +0.9% in favour of males. This varied slightly by academic, professional, VE and executive levels but remained <5% in favour of males across all levels (Table 4.1.4).

The audit was calculated on a *like-for-like* basis using an '*average compa ratio*' model, reporting average salaries as a ratio against a benchmark group. A STEMM/non-STEMM breakdown by gender and base versus total pay was not available.

*Like-for-like* pay-gaps were low, we hypothesise because of the following:

- a rigid wage structure
- a focus on gender pay parity since 2016
- broadly comparable by-level pay.



[REDACTED]

Table 4.1.4 Results of December 2017 Gender Pay-Gap (GPG) Audit by grade for all RMIT employees



A 2018 analysis, specifically for SAGE Athena SWAN, compared base and total remuneration raw salaries\* and STEMM/non-STEMM (Table 4.1.5).

[REDACTED]

Table 4.1.5 Results of further analysis of 2017 Gender Pay-Gap (GPG) using raw salaries by-level STEMM/Non-STEMM



Analysis found:

- The institution-wide pay-gap is +5.2% in base and +5.7% in total remuneration (DNS), in favour of males. The gap could be due to rigid classification structures and the high proportion of casual staff (61%) with fixed-hourly casual-rate ensuring effective zero pay-gap for this group. Regular reporting to inform actions will begin to address the gap (**Action 2.5c**).
- Excluding casuals, the institution-wide pay-gap in favour of males is markedly higher in STEMM: 14.9% in base and 15.2% in total remuneration, compared with 7.8% in base and 9.3% in total remuneration for non-STEMM (Table 4.1.5).
- Comparing the high institution-wide pay-gap with RMIT's low *like-for-like* (Table 4.1.4) and relatively low *by-level* pay-gaps (Table 4.1.3) suggest the key gender pay-gap driver is low representation of females in senior roles. '*Supporting fulfilling careers*' (**Action 3.1**) will address this factor. Hotspots to address include: Executive, HEW10, VE teachers, and level As in STEMM (Table 4.1.5).
- Another contributor to the pay-gap may be different loading values provided to match field market-rates, experience, and skill-set criticality.

All future pay-gap auditing will include more detailed analysis, including STEMM/non-STEMM comparisons (**Action 2.5**).

Action	
<b>2.5</b>	<p><b>Minimise gender pay-gap</b></p> <p>a. Ensure <u>Equal Pay Audits</u> include <i>like-for-like, by-level and institution-wide</i> data and report raw average and median salary levels for base and total remuneration as well as "<i>compa ratio</i>"</p> <p>b. Investigate and develop strategies to address <i>by-level pay-gap hotspots</i></p> <p>c. Provide <u>regular pay-gap reports</u> to PVC and Head of School/Dean/Executive-Dean to identify localised actions to be implemented within the <i>Equity and Inclusion Plans</i></p>
<b>3.1</b>	<p><b>Grow career development programs</b></p> <p>a. Implement Athena SWAN Professional Development Fund awarding twenty-five grants of up to \$5K each for professional development of female STEMM academics each year</p> <p>b. Design, implement and evaluate <u>STEMM Career Development Program specifically for early career and mid-career researchers</u>, including career management training; career coaching and mentoring; access to research leave and sabbatical opportunities. Ensure ongoing evaluation of the program informs enhancements.</p> <p>c. Design, implement and evaluate <u>STEMM Women in Leadership Program</u> of activities particularly for emerging leaders and continue to evaluate and review programs and activities available for current leaders, eg. the WATTLE (Australian Women ATTaining Leadership) Program</p> <p>d. Implement <u>STEMM Academic Promotion Support Program</u> including: individual support for CALD promotion applicants preparing application and support of transcription service for referee reports</p> <p>e. Annually <u>review promotion outcomes</u> including analysis of outcomes for STEMM females and CALD staff and inform ongoing improvements in promotion policy and process and support programs</p> <p>f. Ensure <u>academic promotion panels</u> include CALD representation as well as gender-balance</p>



## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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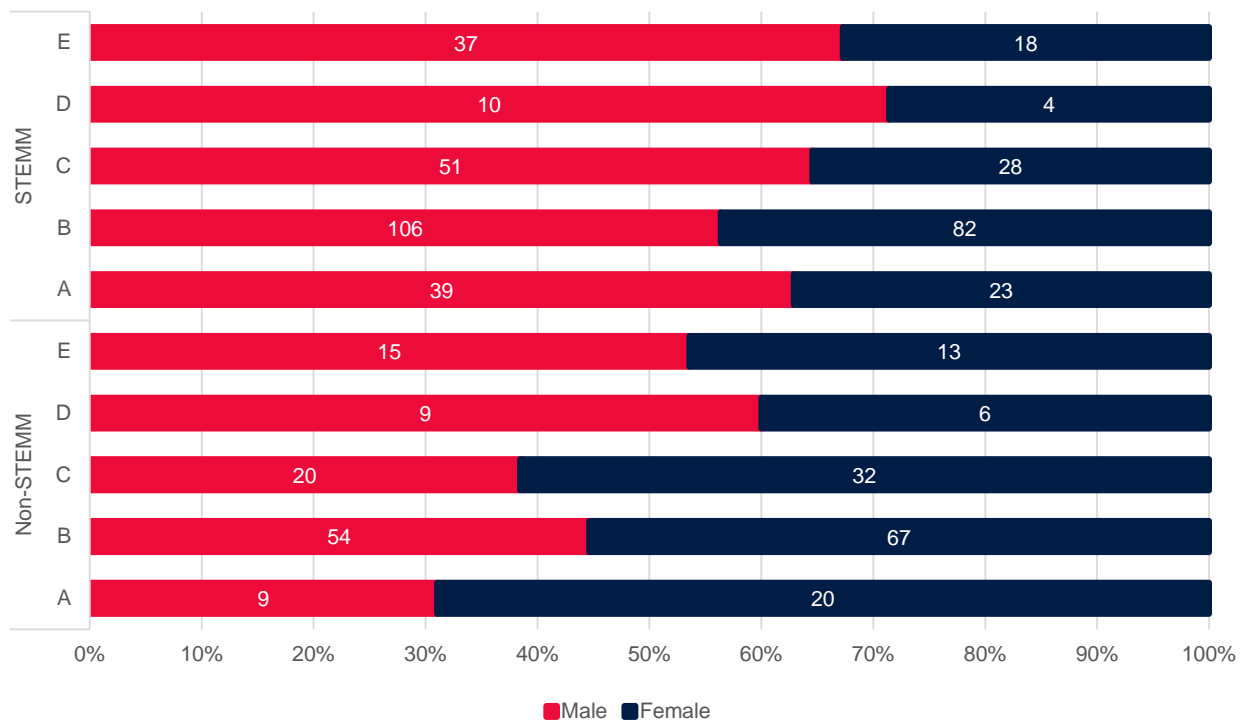
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Refer to Pages 21-25 of the Handbook

### 5.1 Key Career Transition Points: Academic Staff

#### i. Recruitment

2015-2017 academic STEMM/Non-STEMM appointment patterns are similar, with nearly half at level B (47%/49%, respectively) (Figure 5.1.1). More offers were in STEMM than Non-STEMM, but females were awarded 39% of STEMM offers, compared with 56% of non-STEMM (Figure 5.1.1).



	Level A	Level B	Level C	Level D	Level E	Total
<b>STEMM</b>	62 (16%)	188 (47%)	79 (20%)	14 (4%)	55 (14%)	<b>398</b>
<b>Non-STEMM</b>	29 (12%)	121 (49%)	52 (21%)	15 (6%)	28 (11%)	<b>245</b>

Figure 5.1.1 Offers by STEMM/Non-STEMM academic level and gender 2015-2017. Table shows total offers STEMM/Non-STEMM and percentage female



The relatively low (21%) proportion of STEMM female applicants in 2015-2017 (Figure 5.1.1) (**Action 2.1**) translated to a higher offer rate: 7% versus 3% STEMM male/6% non-STEMM female applicants (Table 5.1.1). The acceptance rate was comparable for all genders (86%) (Table 5.1.1).

			2015	2016	2017
STEMM	Female	Applicants	539 (21%)	469 (21%)	939 (22%)
		Offers	35 (6%)	53 (11%)	67 (7%)
		Acceptances	30 (85%)	47 (89%)	56 (84%)
	Male	Applicants	1911 (74%)	1707 (75%)	3092 (72%)
		Offers	73 (4%)	64 (3%)	86 (3%)
		Acceptances	65 (89%)	75 (89%)	70 (81%)
	Unknown	Applicants	150 (6%)	110 (5%)	236 (6%)
		Offers	15 (10%)	13 (12%)	10 (4%)
		Acceptances	12 (80%)	11 (85%)	9 (90%)
Non-STEMM	Female	Applicants	573 (33%)	707 (39%)	822 (39%)
		Offers	32 (6%)	47 (7%)	59 (7%)
		Acceptances	29 (91%)	45 (96%)	53 (90%)
	Male	Applicants	1028 (60%)	1020 (56%)	1145 (55%)
		Offers	41 (4%)	28 (3%)	38 (3%)
		Acceptances	38 (93%)	27 (96%)	36 (95%)
	Unknown	Applicants	118 (7%)	108 (6%)	116 (6%)
		Offers	3 (3%)	12 (11%)	7 (6%)
		Acceptances	2 (67%)	10 (83%)	7 (100%)

Table 5.1.1 Applicants, Offers, and Acceptances by STEMM/Non-STEMM and gender headcount and (% female) (2015-2017)



Female applications rose significantly at A, and slightly at B, C and E in 2017 (Figure 5.1.2), while female appointments at A, B, and D rose significantly, but at C and E were more erratic (Figure 5.1.3).

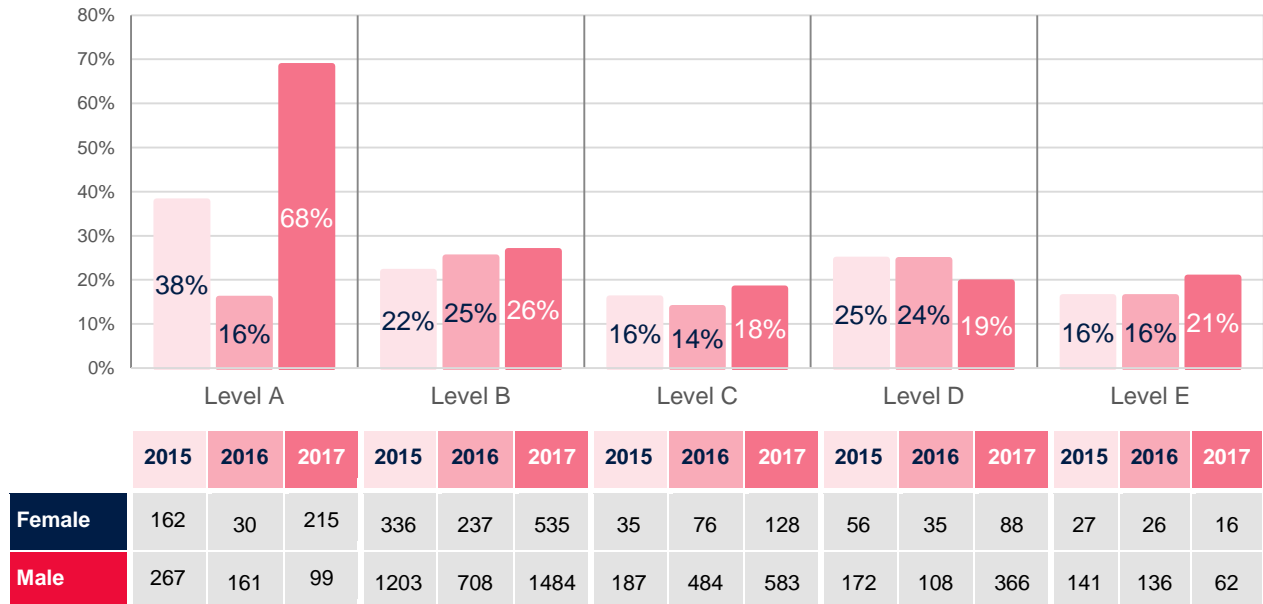


Figure 5.1.2 STEM female applications by level (%) (2015-2017). Table shows headcount

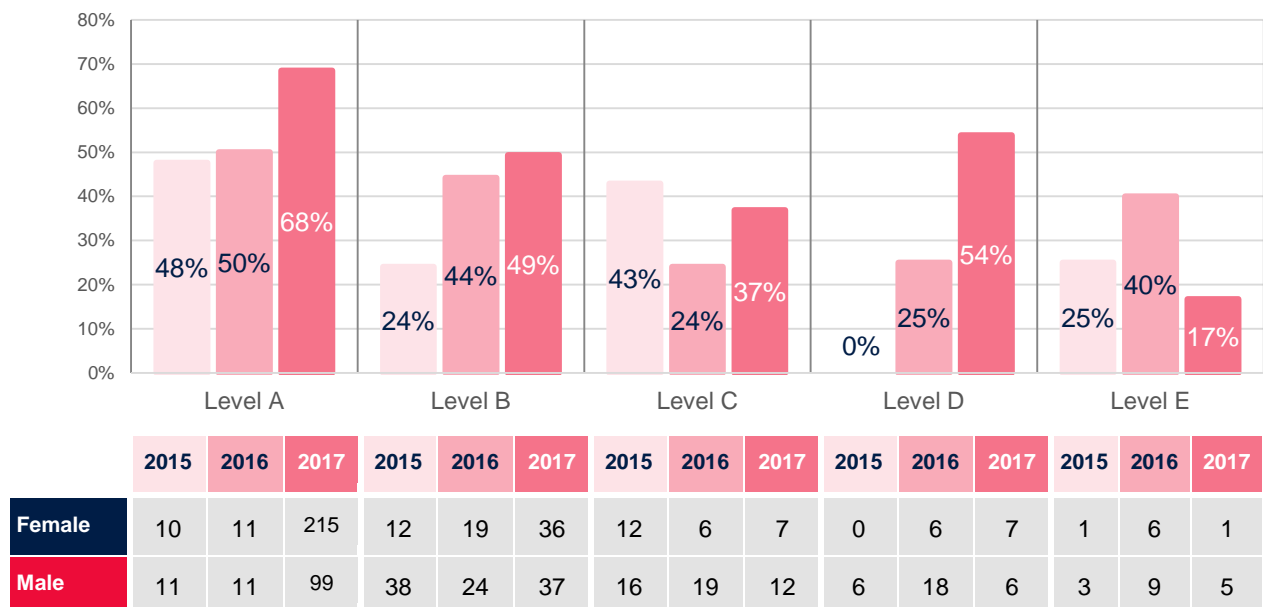
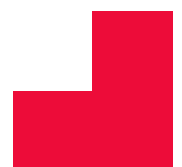


Figure 5.1.3 STEM female appointments by level (%) (2015-2017). Table shows headcount





2015-2017 initiatives, including *Beyond Bias* training for managers/selection panel members and implementing *ARtO* principles (Figure 5.1.4), possibly increased the offer/acceptance rates for STEMM females, but the proportion of STEMM female applicants remained consistently low (Figure 5.1.3) (**Actions 2.1a-b, f-g; 2.3**).

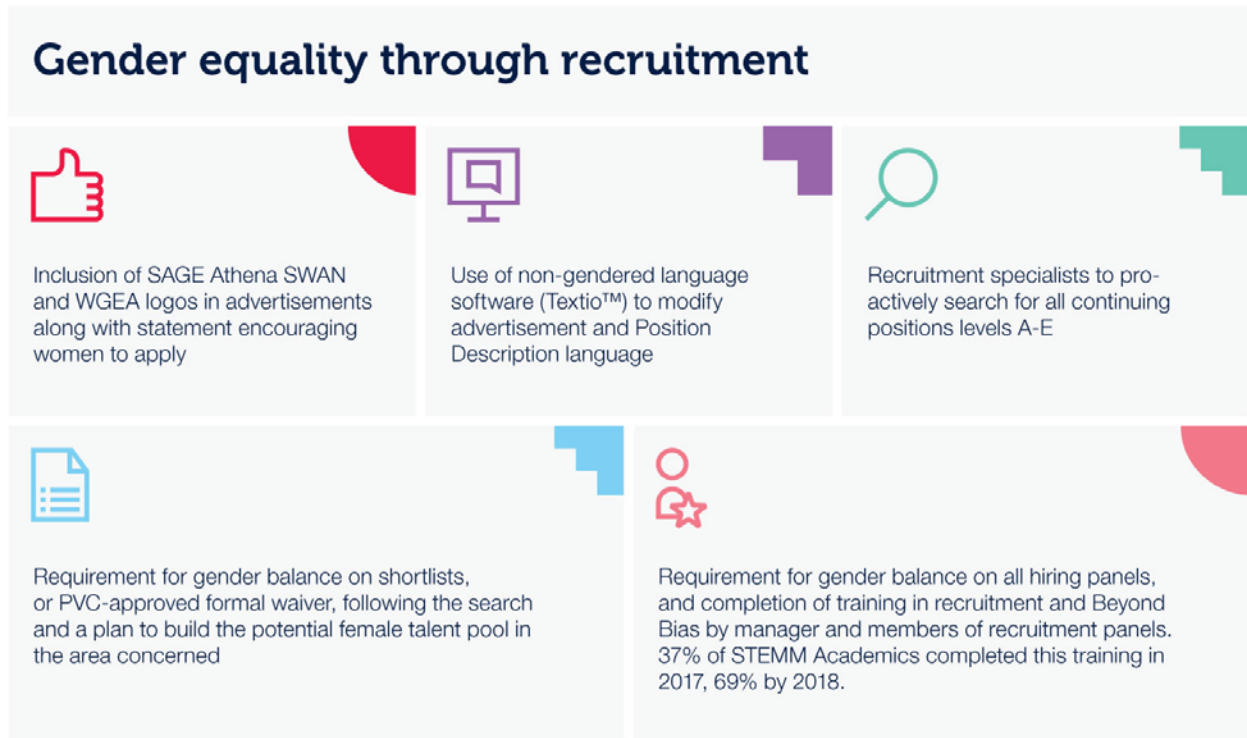
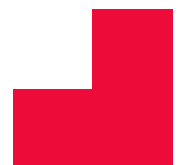


Figure 5.1.4 Initiatives implemented to improve gender equality through recruitment (2015-2017)



Action	
<b>2.1</b>	<p><b>Increase female STEMM representation</b></p> <ul style="list-style-type: none"> <li>a. Undertake female-only recruitment campaigns in STEMM fields, particularly where representation is below 30%</li> <li>b. Grow <u>Industry Fellow Program</u> to attract STEMM females from industry at all academic levels</li> <li>f. Build renewed Adjunct and Honorary Appointments Program strategically connecting with STEMM females to provide further role models and opportunities for mentors</li> <li>g. Implement targeted recruitment and career plans from induction for <u>senior female technical staff</u></li> </ul>
<b>2.3</b>	<p><b>Embed inclusive recruitment practices</b></p> <p>Implement changes to recruitment practices to increase proportion of female and diverse talent at all levels in STEMM</p> <ul style="list-style-type: none"> <li>a. <u>Embed Textio™</u> for gender neutral language in recruitment advertisements and position descriptions</li> <li>b. <u>Develop collateral</u>, including videos to attract females and diverse talent to STEMM at RMIT</li> <li>c. Showcase <u>'Women in STEMM' gallery</u> of approximately 20 researchers initially and add 10 more per year</li> <li>d. Embed gender-balance and CALD representation on selection panels</li> <li>e. Embed requirement <u>for 50% female shortlisting</u> into recruitment processes for STEMM academic roles where female representation is below 40%</li> <li>f. Embed advertising and proactive search practices to ensure <u>balance in direct appointments</u> for STEMM academic roles particularly where female representation is below 40%</li> <li>g. <u>Embed ARtO in recruitment</u> processes with Guidelines issued to Panel Chairs at point of recruitment</li> <li>h. Implement <u>candidate review/surveying</u> to inform improvements in recruitment and acceptance rates</li> <li>i. <u>Implement fit-for-purpose induction</u> equipping new starters to succeed in their role and the organisation including career planning</li> <li>j. <u>Redevelop RMIT induction</u> program informed by review and establish measures for short-term and longitudinal evaluation strategy</li> </ul>

## HDR graduate appointments

2015's 67 HDR graduate level A appointments were gender-balanced, but total numbers and female representation have dropped significantly (Figure 5.1.5) (**Action 2.1d-e**).

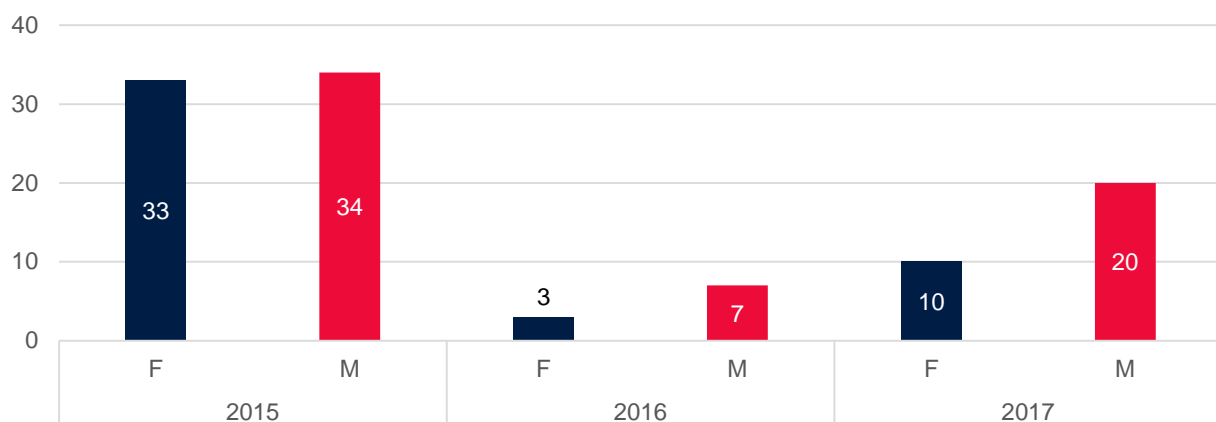


Figure 5.1.5 RMIT HDR completions recruited to level A positions by gender (2015 – 2017)



Action	
2.1	<p><b>Increase female STEMM representation</b></p> <ul style="list-style-type: none"> <li>d. Implement career plans from induction for female Level As</li> <li>e. Implement career plans for <u>female PhD students</u> from enrolment and promote academic pathways and appointment opportunities for STEMM female HDR graduates</li> </ul>

During 2015-2017, 415 direct academic appointments were made (245 STEMM), most at levels A-B, predominantly fixed-term research positions. While the proportion of directly appointed STEMM females is low, year-to-year variance was significant (Figure 5.1.6) possibly influenced by 2016's Athena SWAN data analysis.

RMIT updated its recruitment practices, advertising more roles, introducing mandatory female 50% shortlists, and conducting more proactive candidate searches.

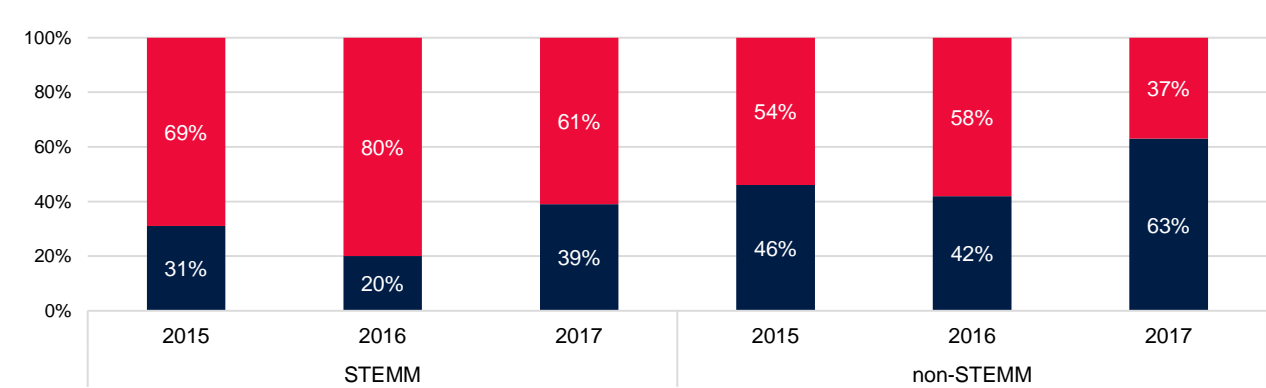
The gap closed by 2017 due to direct appointments to near-parity levels C and E.

As level A-B direct academic appointments increased 2015-2017, HDR to level A appointments decreased. Most new appointments were external, entering through the ECDF program either straight from or soon after PhD.

Appointing more female ECDFs and embedding inclusive recruitment practices will address early career representation (**Action 2.1c**).

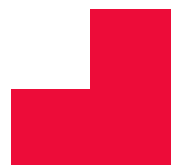
Action	
2.1	<p><b>Increase female STEMM representation</b></p> <ul style="list-style-type: none"> <li>c. Grow <u>Early Career Development Fellow (ECDF) Program</u> by embedding annual review of academic casual workforce into workforce planning and identify opportunities for more secure employment</li> </ul>





			2015					2016					2017				
			A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
STEMM	Female	10	6	0	0	0	4	8	2	0	2	15	18	5	0	2	
	Male	16	16	5	1	4	15	16	4	6	2	22	25	6	1	2	
Non-STEMM	Female	5	7	1	1	0	5	13	1	2	3	19	17	5	5	1	
	Male	4	14	1	1	3	6	9	1	7	4	5	9	3	0	3	

Figure 5.1.6 STEMM/Non-STEMM direct academic appointments by gender and year (%), table shows headcount



## ii. Induction

RMIT's induction program, *Ready Set Go*, includes:

- welcome/orientation events
- compulsory online modules (including Equal Employment Opportunity)
- local induction.

During 2015-2017, participation rates were low in the welcome/orientation events (19%/8%) with little difference for males/females or STEMM/Non-STEMM (DNS). Online module completion was high (91%/92% for STEMM females/males respectively; 84% for non-STEMM females/males).

Induction's overall effectiveness is not evaluated. 2017's YourVoice survey indicates only 46% felt they received enough new job training (Table 5.1.2) (**Actions 1.4c ,2.3i j, 3.1b**).

		RMIT Total	STEMM All	Non-STEMM All	STEMM Male (n=617)	STEMM Female (n=392)	STEMM Prefer not to say (n=163)	Uni & TAFE Sector Benchmark
L&D	When people start new jobs here they are given enough guidance and training	46	43	50	47	47	27	47

Table 5.1.2 2017 YourVoice survey results related to Learning & Development (L&D), STEMM/Non-STEMM

Action	
1.4	<p><b>Enable managers to support careers by</b></p> <p>c. conducting <u>effective localised induction</u> of new starters ensuring all staff have a 3-year career plan articulated within first 6 months of employment</p>
2.3	<p><b>Embed Inclusive Recruitment Practices</b></p> <p>Implement changes to recruitment practices to increase proportion of female and diverse talent at all levels in STEMM.</p> <p>i. <u>Implement fit-for-purpose induction</u> equipping new starters to succeed in their role and the organisation including career planning</p> <p>j. <u>Redevelop RMIT induction</u> program informed by review and establish measures for short-term and longitudinal evaluation strategy</p>
3.1	<p><b>Grow career development programs</b></p> <p>b. Design, implement and evaluate <u>STEMM Career Development Program specifically for early career and mid-career researchers</u>, including career management training; career coaching and mentoring; access to research leave and sabbatical opportunities. Ensure ongoing evaluation of the program informs enhancements.</p>



### iii. Promotion

In 2017's YourVoice survey, STEMM females reported the highest satisfaction with career opportunities (53%), compared with 49% for STEMM/non-STEMM males, and 47% for non-STEMM females (Table 5.4.1). In 2015, RMIT's promotion success rates (~65%) were lower than the ATN sector (79%), particularly for STEMM females (52%).

Promotion from A to B is by application, based on completion of 12 months service, probation and PhD.

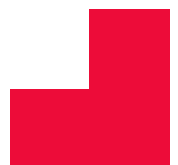
Promotion from C to E is by application against promotion criteria and considered by a panel.

Only one STEMM female was promoted from A to B in 2015-2017, compared with six STEMM males, eight non-STEMM females and nine non-STEMM males (**Action 3.1 d-f**).

Female academic applications to levels C-E increased 2015-2017, although STEMM female applications were still relatively low (Figure 5.1.7).

28 Females/69 Males (4F:1M part-time) were promoted in STEMM 2015-2017 (Tables 5.1.3-5.1.4). The STEMM female success rate increased from 52% to 68% over this period, while male success rates decreased in both STEMM (62% to 58%) and non-STEMM (83% to 36%) (Figure 5.1.8; Tables 5.1.3–5.1.4).

Action	
3.1	<b>Grow career development programs</b> <ul style="list-style-type: none"><li>d. Implement <u>STEMM Academic Promotion Support Program</u> including: individual support for CALD promotion applicants preparing application and support of transcription service for referee reports</li><li>e. Annually <u>review promotion outcomes</u> including analysis of outcomes for STEMM females and CALD staff and inform ongoing improvements in promotion policy and process and support programs</li><li>f. Ensure <u>academic promotion panels include CALD</u> representation as well as gender-balance.</li></ul>



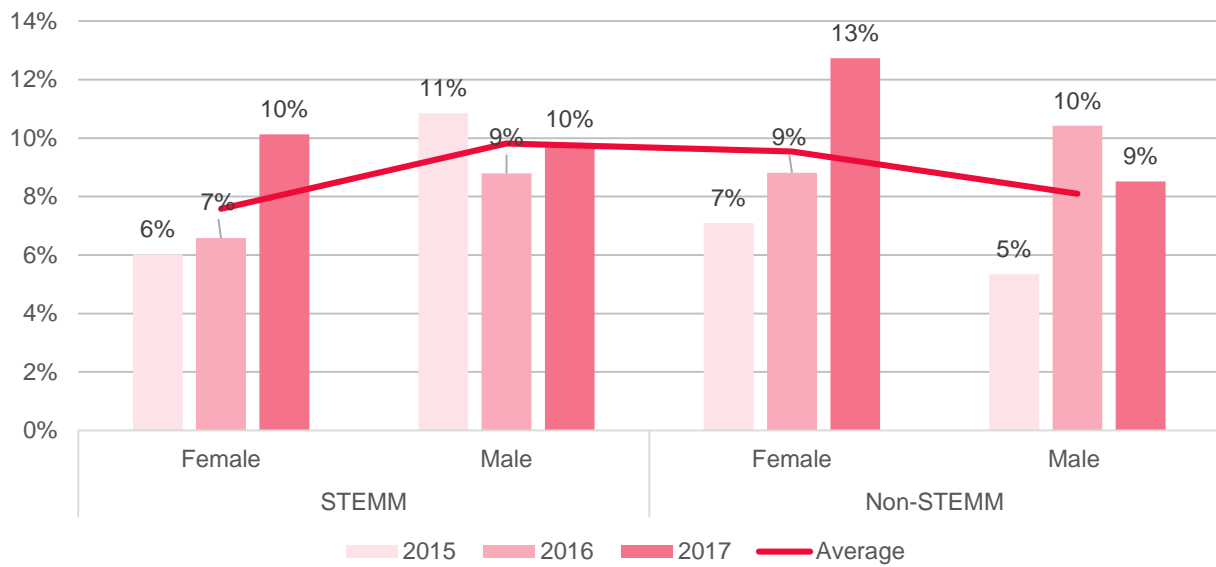


Figure 5.1.7 STEM/Non-STEMM academics applying for promotion (levels C-E) by gender (%) (2015-2017)

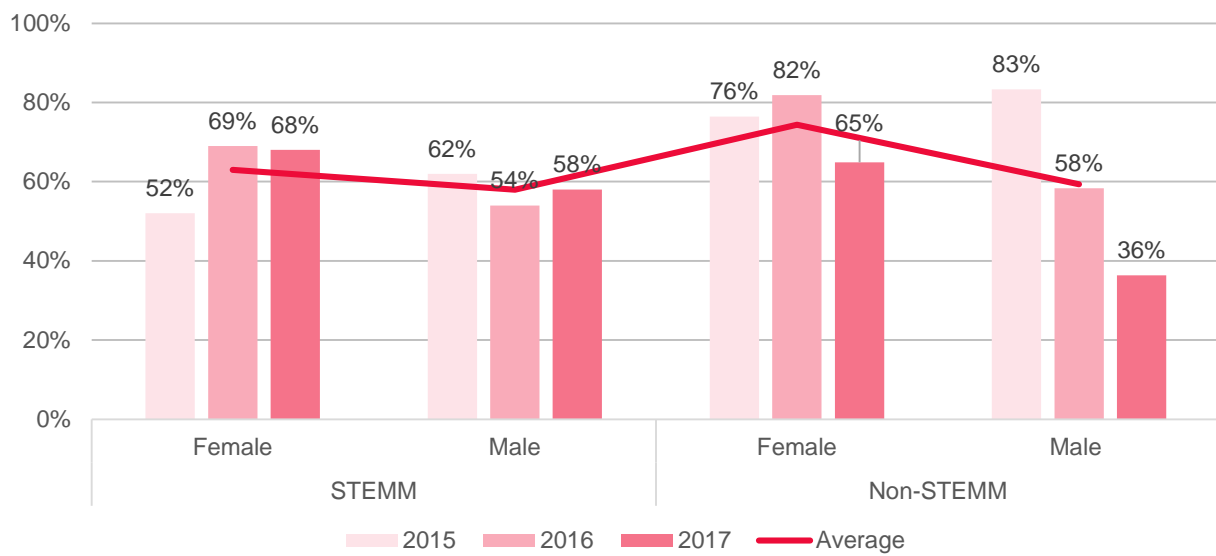


Figure 5.1.8 STEM/Non-STEMM academic promotion (level C-E) success rates by gender (%) (2015-2017)



			2015			2016			2017		
			B	C	D	B	C	D	B	C	D
STEMM	Female	HC	74	56	27	70	55	29	88	50	25
		Applicants	7	7	3	5	2	2	6	6	3
		Promoted	4	4	0	2	1	2	4	5	2
	Male	HC	166	145	84	162	145	93	173	148	89
		Applicants	15	21	8	15	11	7	19	10	9
		Promoted	12	13	3	7	6	5	10	6	6
Non-STEMM	Female	HC	105	55	27	114	66	28	121	78	33
		Applicants	12	5	4	12	4	5	13	11	5
		Promoted	11	3	2	9	3	5	9	9	3
	Male	HC	82	69	44	90	66	45	102	76	41
		Applicants	3	6	4	11	7	7	6	7	2
		Promoted	2	5	3	9	3	2	4	2	1

Table 5.1.3 STEMM/Non-STEMM Full-time academic promotion data (Headcount) (2015-2017)

			2015			2016			2017		
			B	C	D	B	C	D	B	C	D
STEMM	Female	HC	30	9	3	28	12	3	30	10	4
		Applicants	1	0	0	0	1	0	0	3	1
		Promoted	1	0	0	0	1	0	0	2	0
	Male	HC	12	5	3	12	5	4	21	5	3
		Applicants	0	0	0	0	0	1	0	0	0
		Promoted	0	0	0	0	0	1	0	0	0
Non-STEMM	Female	HC	27	14	5	22	11	3	41	15	2
		Applicants	0	1	0	3	0	1	1	1	0
		Promoted	0	0	0	3	0	1	1	1	0
	Male	HC	24	4	1	23	3	2	21	3	4
		Applicants	0	0	0	1	1	0	0	0	0
		Promoted	0	0	0	1	0	0	0	0	0

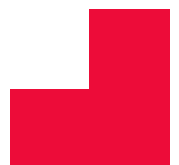
Table 5.1.4 STEMM/Non-STEMM Part-time academic promotion data (Headcount) (2015-2017)





Proactive career development support from managers, BOOST (mentoring) for academic promotion and Application Writing Groups, introduced from 2016, have increased STEMM female applications and success rates.

While STEMM female promotion rates for levels C-E increased during 2015-2017, STEMM female representation in senior academic roles has changed little, due to the smaller numbers and higher attrition rates of female STEMM level E Academics (section 4.1iv).



## Promotion and Intersectionality

During 2015-2017, CALD academics overall had lower promotion success rates than non-CALD applicants (Figures 5.1.9–5.1.11). For STEMM female applicants, success rates were slightly lower for CALD versus non-CALD. (**Action 3.1d-f;6.2**).

**CALD Academic Promotion (Level C to E) Success Rates**

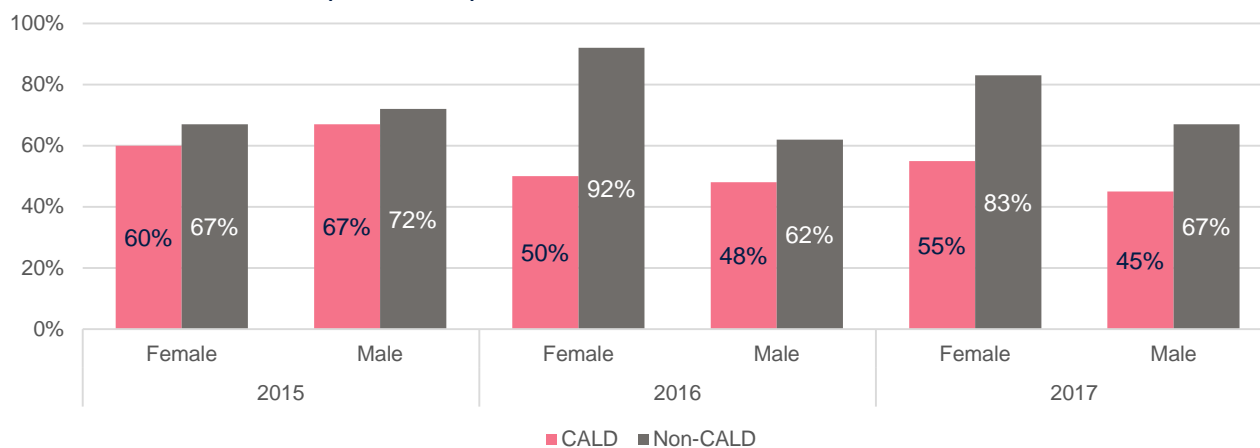


Figure 5.1.9 CALD/Non-CALD academic promotion (levels C to E) success rates by gender (2015-2017)

**CALD Female Academic Promotion (Levels C to E) Success Rates**

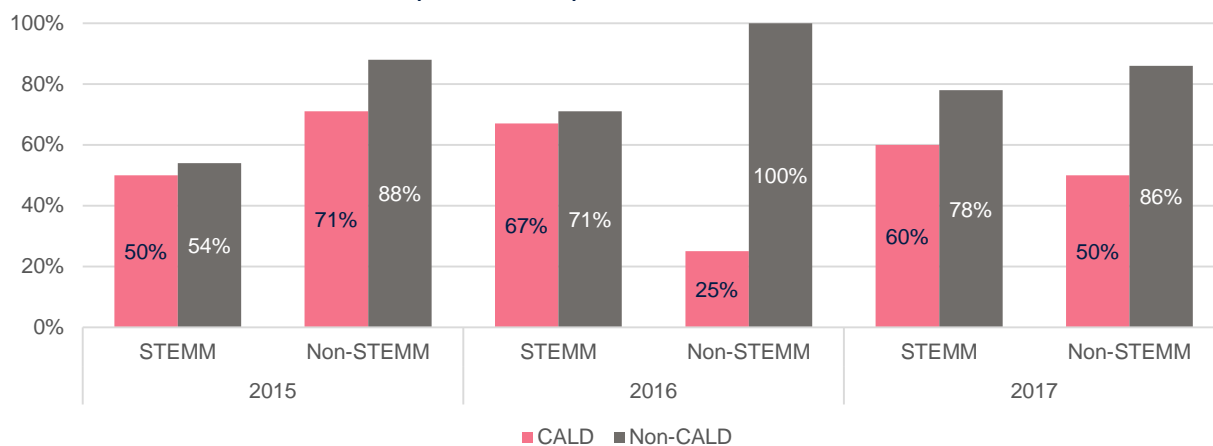


Figure 5.1.10 Female CALD/Non-CALD academic promotion (levels C to E) success rates (2015-2017)



### CALD Male Academic Promotion (Levels C to E) Success Rates

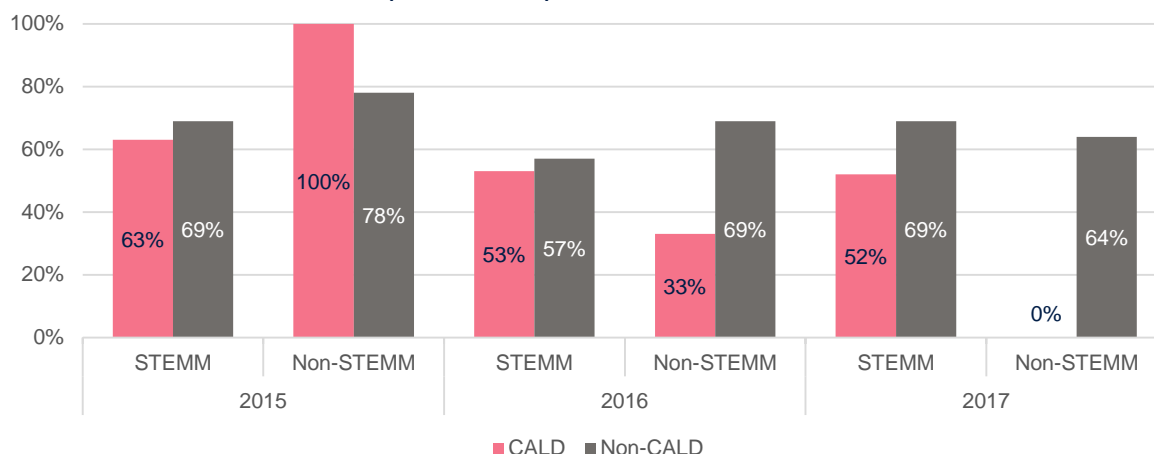


Figure 5.1.11 Male CALD/Non-CALD academic promotion (levels C to E) success rates (2015-2017)

From 2018 academics apply for promotion according to their specialism: (*Teaching, Research, Engagement*), supporting *Flexible Academic Careers*. The ARtO process and CALD-specific support were also introduced in 2018. Applications increased from 122 to 181 and promotion rates of females (66%) and males (52%) were similar to 2017. CALD-identified applicants success rate was higher than non-CALD-identified applicants (59% vs 53%).

Focus on career progression/promotion across all levels will nurture senior female STEM talent (**Action 3.1d-f**).

Action	
<b>3.1</b>	<p><b>Grow career development programs</b></p> <ul style="list-style-type: none"> <li>d. Implement <u>STEMM Academic Promotion Support Program</u> including: individual support for CALD promotion applicants preparing application and support of transcription service for referee reports</li> <li>e. Annually <u>review promotion outcomes</u> including analysis of outcomes for STEM females and CALD staff and inform ongoing improvements in promotion policy and process and support programs</li> <li>f. Ensure <u>academic promotion panels include CALD</u> representation as well as gender-balance.</li> </ul>
<b>6.2</b>	<p><b>Progress RMIT CALD community</b></p> <ul style="list-style-type: none"> <li>a. <u>Collect and record data identifying CALD</u> fixed-term and continuing staff (academic, VE and professional) and implement process to ensure ongoing collection and recording of CALD data at point of application and recruitment processes.</li> <li>b. CALD data analysis included in Inclusion Dashboard and regular reporting and informs <u>Strategic Workforce Planning</u>.</li> <li>c. Implement and evaluate a <u>pilot induction program for newly-appointed CALD</u> academics (20-30 staff) to improve their career trajectories, including an introduction to the Australian secondary and tertiary education system, cultural orientation, and tailored English language support.</li> <li>d. Implement a <u>tailored development program of activities</u>, informed by analysis of causative factors for low staff satisfaction ratings re: workload, wellness, work/life balance, and career opportunities, for female CALD VE Senior Educators and CALD level C female academics</li> <li>e. Maintain partnership with Diversity Council of Australia (DCA), and analysis and reports continue to inform decision making and planning to improve CALD staff experience</li> </ul>



#### iv. Higher Education Research Data Collection (HERDC)

2013-2017, RMIT STEMM researchers produced 71% of research outputs (publications) and 80% of research income.

- STEMM females, 18% of all academic staff, produced 15% of these publications
- STEMM males, 40% of all academic staff, produced 56% (Figure 5.1.12; Table 5.1.5)
- STEMM females and non-STEMM females/males had similar publication rates (~15%)
- STEMM females represented 31% of STEMM academics yet produced only 15% of total STEMM research income (Figure 5.1.13; Table 5.1.6)
- Women are 26% (average) of the STEMM academics who submit successful grants, i.e. women are almost as successful as men in accruing funding, but either seek or are awarded less money (Table 5.1.7) (**Action 1.4e**).

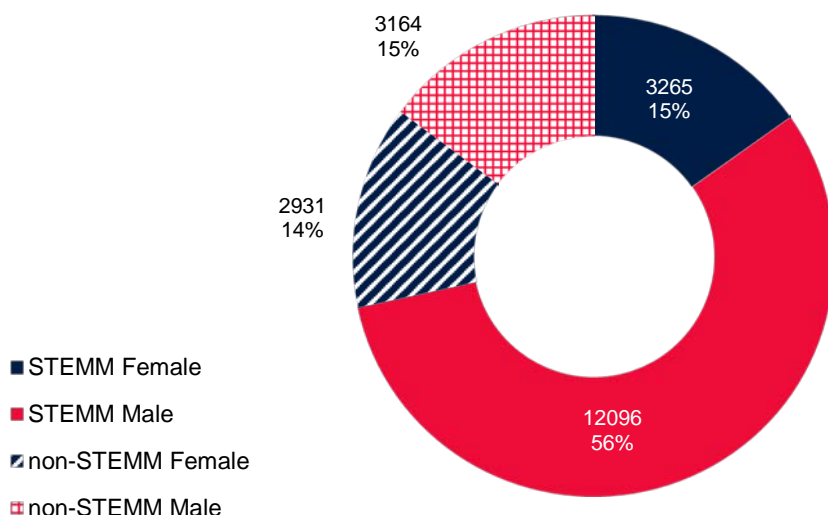


Figure 5.1.12 STEMM/Non-STEMM total research outputs by gender (2013-2017)

	STEMM			Non-STEMM		
	Female	Male	% F	Female	Male	% F
2013	637	2310	17%	530	649	54%
2014	643	2490	20%	575	629	62%
2015	699	2495	19%	639	642	67%
2016	705	2596	18%	564	684	67%
2017	581	2205	19%	623	560	70%
<b>Total</b>	<b>3265</b>	<b>12096</b>	<b>21%</b>	<b>2931</b>	<b>3164</b>	<b>70%</b>

Table 5.1.5 STEMM/Non-STEMM research outputs by gender and year (2013-2017)



Action

1.4 Enable managers to support careers by

- e. increasing participation and representation of STEMM females on research grants and projects; building HDR publications; providing for research mentoring

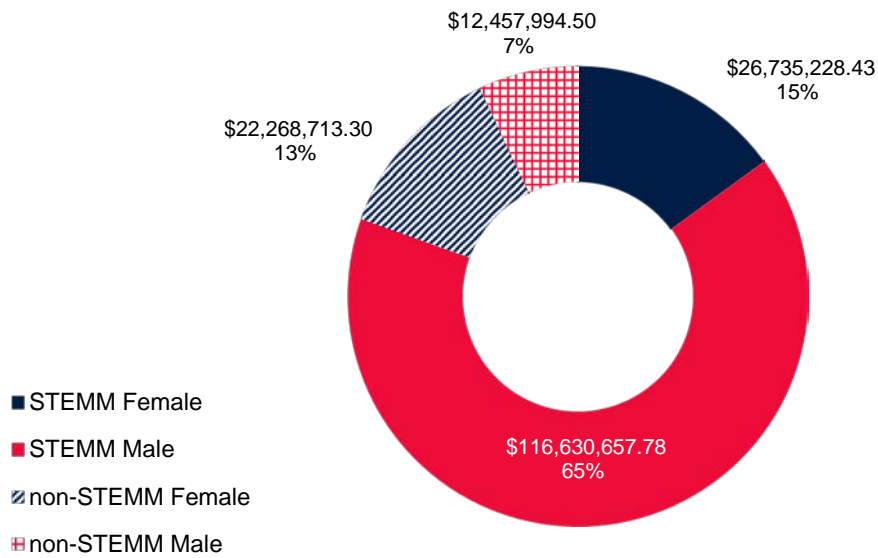
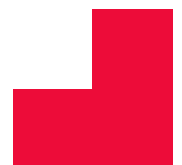


Figure 5.1.13 STEMM/Non-STEMM total research income by gender (2013-2017)



	STEMM			Non-STEMM		
	Female	Male	% F	Female	Male	% F
2013	\$3,945,898	\$19,071,944	17%	\$3,396,732	\$2,838,021	54%
2014	\$5,235,146	\$21,021,803	20%	\$4,338,439	\$2,692,574	62%
2015	\$5,348,876	\$22,751,028	19%	\$4,937,148	\$2,470,304	67%
2016	\$5,236,583	\$24,324,507	18%	\$4,281,284	\$2,139,122	67%
2017	\$6,968,725	\$29,461,376	19%	\$5,315,110	\$2,317,973	70%
<b>Total</b>	<b>\$26,735,228</b>	<b>\$116,630,658</b>	<b>19%</b>	<b>\$22,268,713</b>	<b>\$12,457,995</b>	<b>70%</b>

Table 5.1.6 STEMM/Non-STEMM research income by gender and year (2013-2017)

	STEMM			Non-STEMM		
	Female	Male	% F	Female	Male	% F
2013	74	212	26%	67	78	46%
2014	82	238	26%	73	83	47%
2015	87	275	24%	73	68	52%
2016	97	298	25%	84	71	54%
2017	119	295	29%	81	72	53%
<b>Total</b>	<b>459</b>	<b>1318</b>	<b>26%</b>	<b>378</b>	<b>372</b>	<b>50%</b>

Table 5.1.7 STEMM/Non-STEMM successful research grant applicants by gender and year

In 2017, STEMM females were less likely to agree they have enough research support (Table 5.1.8).

Workload analysis (section 5.4viii) does not suggest research time is allocated differently across genders (full-time or part-time), but females have less time dedicated to HDR supervision, potentially affecting their research productivity.



		RMIT Total	STEMM All	Non-STEMM All	STEMM Male (n=617)	STEMM Female (n=392)	STEMM Prefer not to say (n=163)	Uni & TAFE Sector Benchmark
Research	I am given enough support to achieve research goals	40	37	42	44	38	17	44

Table 5.1.8 2017 YourVoice survey results related to Research, STEMM/Non-STEMM

Current analysis does not indicate underlying causes for this gender disparity in outputs/income.

Female STEMM staff may lack:

- access/time for HDR supervision
- opportunity to contribute to grant applications
- collaboration/inclusion in research groups
- time/ability to develop successful grant applications
- the experience/capability to secure funding.

The Women Researchers Network (WRN) was formed a decade ago as a STEMM initiative. This now represents RMIT’s female researchers and is supported by the R&I Portfolio. WRN enables female academic researchers to connect, share opportunities, access resources, and participate fully in active professional development. STEMM females clearly require specific initiatives and support (**Action 3.1**).

Action	
<b>3.1</b>	<p><b>Grow career development programs</b></p> <ol style="list-style-type: none"> <li>a. Implement <u>Athena SWAN Professional Development Fund</u> awarding twenty-five grants of up to \$5K each for professional development of female STEMM academics each year</li> <li>b. Design, implement and evaluate <u>STEMM Career Development Program specifically for early career and mid-career researchers</u>, including career management training; career coaching and mentoring; access to research leave and sabbatical opportunities. Ensure ongoing evaluation of the program informs enhancements</li> <li>c. Design, implement and evaluate <u>STEMM Women in Leadership Program</u> of activities particularly for emerging leaders and continue to evaluate and review programs and activities available for current leaders, eg. the WATTLE (Australian Women ATTaining Leadership) Program</li> <li>d. Implement <u>STEMM Academic Promotion Support Program</u> including: individual support for CALD promotion applicants preparing application and support of transcription service for referee reports</li> <li>e. Annually <u>review promotion outcomes</u> including analysis of outcomes for STEMM females and CALD staff and inform ongoing improvements in promotion policy and process and support programs</li> <li>f. Ensure <u>academic promotion panels include CALD</u> representation as well as gender-balance</li> </ol>

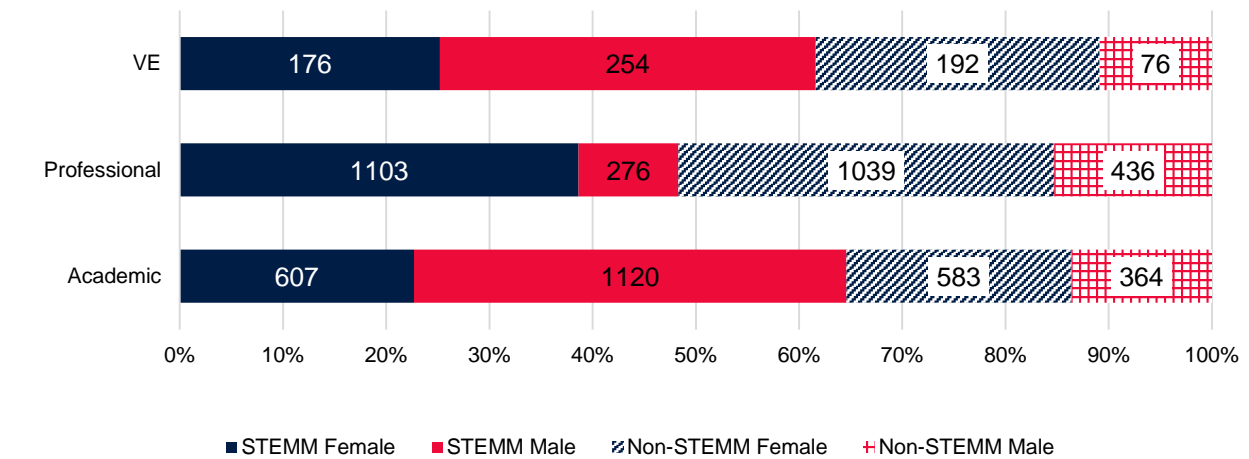


## 5.2 Career Development: Academic Staff

### i. Training

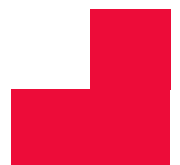
All staff access training (workshops/online learning) through HR's *DevelopMe* portal. Participants are encouraged to seek supervisor support before enrolment and include to training in their workplan/performance review. During 2015-2017, *DevelopMe* recorded 6,226 attendances. STEMM accounted for 57% (Figure 5.2.1).

RMIT's Education, R&I Portfolios and local Schools/Colleges also provide professional development, which women undertake in proportionate numbers, though they are over-represented in *personal awareness training* (Figures 5.2.1 - 5.2.2).



		Academic	Professional	VE
STEMM	Female	607	1103	176
	Male	1120	276	254
Non-STEMM	Female	583	1039	192
	Male	364	436	76
Total		2674	2854	698

Figure 5.2.1 STEMM/Non-STEMM participation in training by employment type gender and position (%) (2015-2017), table shows headcount





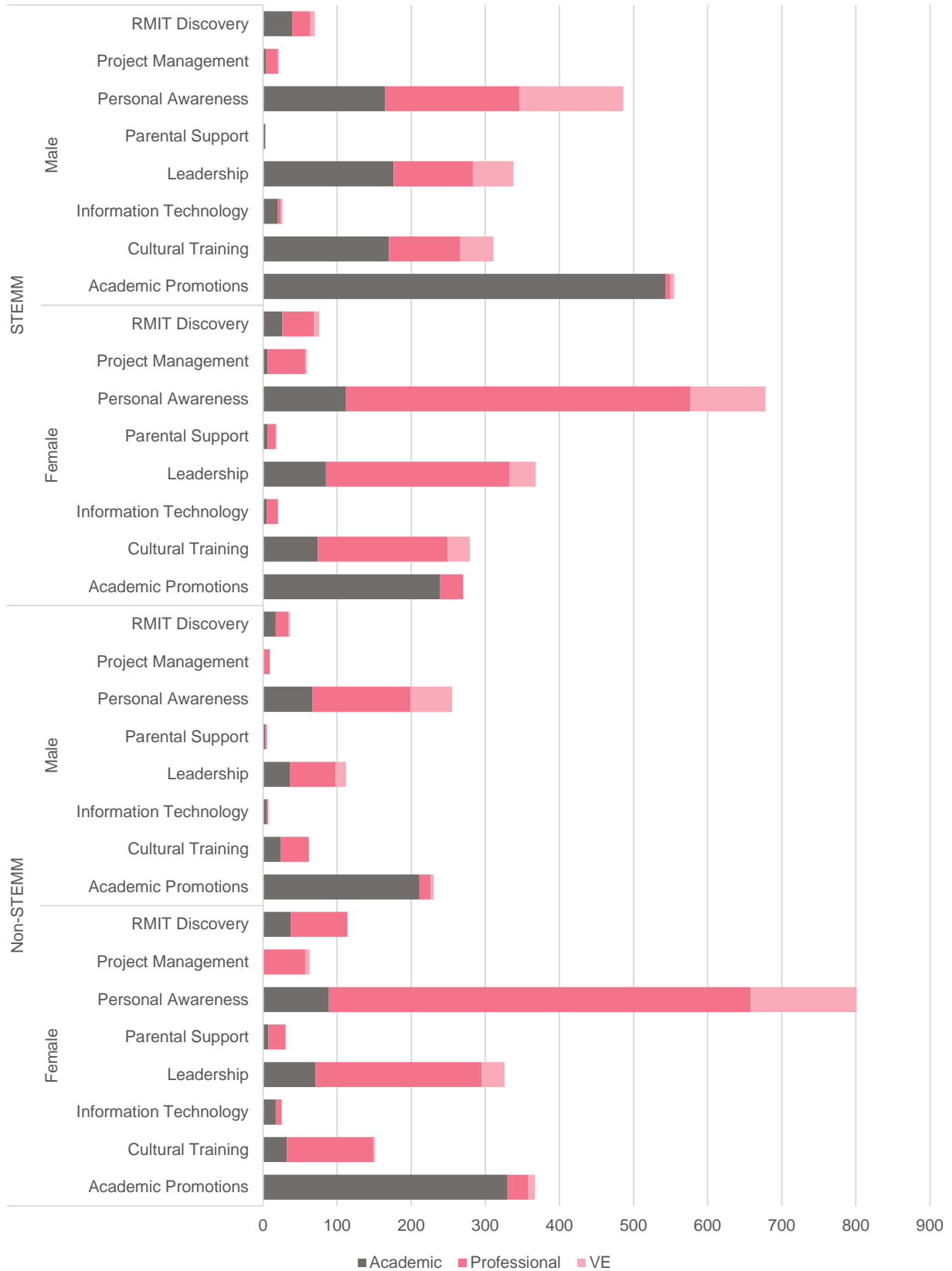


Figure 5.2.2 STEMM/Non-STEMM participation in training (all staff groups) by gender (HC) (2015-2017)



In 2015-2017 no program was specifically for *emerging leaders* or women in management (**Action 3.1c**).

However, the ‘*Be Ready*’ leadership development program for *all current RMIT leaders* (executive, senior leader, and operational) was introduced in 2016. 230 staff participated in 2016-2017. Most academic participants were in people management roles and/or level E positions.

- 48% of participants were STEMM
- 23% were STEMM academic females (45% of the STEMM academic cohort) (Figure 5.2.3).

This exceeds female STEMM leadership positions, suggesting an appetite for leadership development opportunities amongst emerging leaders.

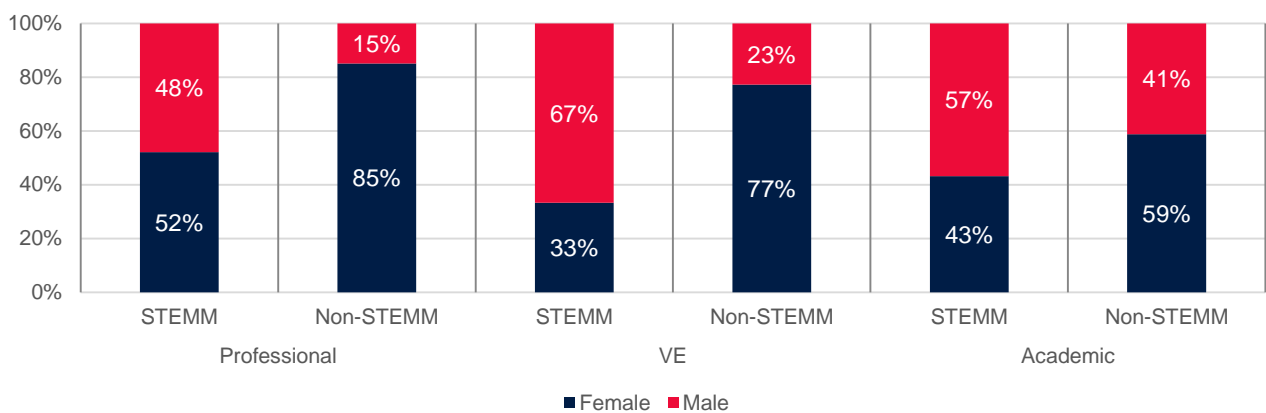


Figure 5.2.3 STEMM/Non-STEMM attendance for ‘*Be Ready*’ Leadership Program by gender and employee type (%) (2016-2017)

In 2018, participation in leadership programs grew. 1,067 staff members participated in:

- *Be Ready*
- *You as a Leader*
- *Beyond Bias*
- *Coaching Essentials for Leaders*.

RMIT also became a founding partner of the *Women ATTaining Leadership Program* (WATTLE), designed and run by female academic and professional university staff. WATTLE was launched in December 2018 (**Action 3.1c**).

Action	
<b>3.1</b>	<p><b>Grow career development programs</b></p> <p>c. Design, implement and evaluate <u>STEMM Women in Leadership Program</u> of activities particularly for emerging leaders and continue to evaluate and review programs and activities available for current leaders, eg. the WATTLE (Australian Women ATTaining Leadership) Program</p>



## ii. Appraisal/Development Review

Work-planning and performance reviews are annual. At least three formal career-planning and promotion meetings are held throughout the year. Training and guidelines are available to managers/staff regarding:

- career-planning
- learning and development
- work-planning
- performance reviews.

Participation rates are high, with minimal differences between male/female or STEMM/non-STEMM (Table 5.2.2), though the latter rates have dropped since 2015.

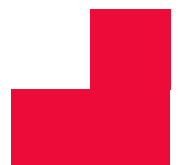
	2015		2016		2017	
	Female	Male	Female	Male	Female	Male
STEMM	80%	82%	75%	76%	71%	71%
Non-STEMM	82%	76%	80%	77%	75%	71%

Table 5.2.2 STEMM/Non-STEMM performance review participation rates by gender (%) (2015-2017)

In 2017's YourVoice survey, STEMM females were more likely than STEMM males to agree that their *performance was evaluated fairly* and improvement guidelines were clear (Table 5.2.3). However, the ratings of STEMM respondents identifying their gender as "prefer not to say" (14% of the overall cohort) were significantly lower than STEMM males and females (**Action 1.2a,d**).

		RMIT Total	STEMM All	Non-STEMM All	STEMM Male (n=617)	STEMM Female (n=392)	STEMM Prefer not to say (n=163)	Uni & TAFE Sector Benchmark
Performance appraisal	My performance is evaluated fairly	65	60	67	62	<b>67</b>	47	62
	My performance evaluated provides clear guidelines for improvement	57	55	59	57	<b>62</b>	42	55

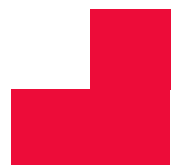
Table 5.2.3 2017 YourVoice survey results related to Performance Appraisal, STEMM/Non-STEMM



1.2

**Enable managers through professional development, guides and process redesign to drive gender equality in employment practices including:**

- a. Applying Achievement Relative to Opportunity (ARtO) considerations throughout all employment-related decisions (recruitment, talent review, performance reviews)
- d. Proactively minimising losses through career management and stay conversations



### iii. Support given to Academic Staff for Career Progression

During 2015-2017, managers proactively encouraged female talent management and career development. STEMM female promotion applications increased (6% to 10%) (Figure 5.1.7).

Success rates for this cohort and CALD staff can be improved (**Action 3.1d**).

In 2017's YourVoice survey, STEMM females rated most aspects regarding career support and learning and development positively, compared with STEMM males and the sector (Table 5.2.4).

Improved support for effective induction/research goals is needed (**Action 1.2c, 1.4c, e-f**).

		RMIT Total	STEMM All	Non-STEMM All	STEMM Male (n=617)	STEMM Female (n=392)	STEMM Prefer not to say (n=163)	Uni & TAFE Sector Benchmark
Career Opportunities	Enough time and effort is spent on career planning	41	45	41	47	<b>52</b>	26	36
	I am given opportunities to develop skills needed for career progression	49	50	50	52	<b>55</b>	34	49
	I have enough opportunities to progress my career	43	45	43	46	<b>51</b>	28	39
L&D	RMIT is committed to ongoing training and development	58	59	58	60	<b>68</b>	41	60
	My training and development has improved my performance	58	55	59	55	<b>62</b>	37	61

Table 5.2.4 2017 YourVoice survey results related to Career Opportunities and L&D, STEMM/Non-STEMM

2015-2017 STEMM female participation rates in academic promotion workshops were proportionate (Table 5.2.5). Workshop feedback was excellent; for example:

*'The 4 panellists were complementary and so a broad range of issues and experiences were canvassed. We need more of these forums. Perhaps one designed for the 'not this year, but next', in line with the focus of promotion as part of your career trajectory.'*



	STEMM participation (%F)	Non-STEMM participation (%F)
Writing your Application	47 (19%)	61 (82%)
Workshops – Women only	32 (100%)	38 (100%)
Workshops – All Genders	26 (57%)	30 (50%)

Table 5.2.5 STEMM/Non-STEMM participation in *BOOST for Academic Promotion* workshops (2015 – 2017)

Female uptake of the *BOOST Mentoring Program* (commencing 2017) was strong (55% mixed-gender program; 70% overall), particularly in STEMM (50% of all participants 2015-2017; 97% in the female-only program).

The female-only workshops attracted twice the number of female STEMM participants than the mixed-gender program, suggesting female staff prefer programs tailored for them (**Action 3.1a-d**).

Action	
1.2	<p><b>Enable managers through professional development, guides and process redesign to drive gender equality in employment practices including:</b></p> <p>c. <u>Actively sponsoring</u> career development and progression for STEMM females</p>
1.4	<p><b>Enable managers to support careers by</b></p> <p>c. conducting <u>effective localised induction</u> of new starters ensuring all staff have a 3-year career plan articulated within first 6 months of employment</p> <p>e. increasing participation and representation of STEMM females on research grants and projects; building HDR publications; providing for research mentoring</p> <p>f. growing participation in <u>sabbaticals and research leave</u> including application of ARTO considerations for applications</p>
3.1	<p><b>Grow career development programs</b></p> <p>a. Implement <u>Athena SWAN Professional Development Fund</u> awarding twenty-five grants of up to \$5K each for professional development of female STEMM academics each year</p> <p>b. Design, implement and evaluate <u>STEMM Career Development Program specifically for early career and mid-career researchers</u>, including career management training; career coaching and mentoring; access to research leave and sabbatical opportunities. Ensure ongoing evaluation of the program informs enhancements</p> <p>c. Design, implement and evaluate <u>STEMM Women in Leadership Program</u> of activities particularly for emerging leaders and continue to evaluate and review programs and activities available for current leaders, eg. the WATTLE (Australian Women Attaining Leadership) Program</p> <p>d. Implement <u>STEMM Academic Promotion Support Program</u> including: individual support for CALD promotion applicants preparing application and support of transcription service for referee reports</p>



## 5.3 Flexible Working and Managing Career Breaks

### i. Cover and Support for maternity and adoption leave: before leave

RMIT's parental leave provisions are for all parents and partners, regardless of gender, sexuality or marital status, and include parental (primary/secondary-carer), adoption, permanent care and surrogacy. Staff must give at least 10 weeks' notice of the anticipated date of birth or child placement, and the intended leave start and end dates, so managers can make appropriate, timely arrangements for work continuity.

A *Parental Leave Checklist* and *Keep-in-Touch Guidelines* encourage staff and managers to plan leave and manage work to mitigate any impact on the staff member's career. The *Transition to Parental Leave* workshop was introduced in 2017: 15 staff participated (34% of staff taking primary-carer leave during this period) (Table 5.3.1).

Feedback from leave-taking staff during 2015-2017 suggests a supportive manager most affects their experience (41% of respondents). Improvements should focus on:

- better manager/HR communication and support
- flexibility
- time off for males (Table 5.3.1) (**Actions 1.5, 4.1, 5.2**).

Question	Top Answer(s)	STEMM (28)		Non-STEMM (70)		Total
		Female (18)	Male (10)	Female (49)	Male (21)	
Detail any positive aspects to how your leave was supported and managed before, during and after.	Supportive Manager	6	2	30	3	<b>41 (41%)</b>
Detail any aspects that could be improved.	Better communication and support from managers and HR	6		22		<b>28 (28%)</b>
	Flexibility around work-time and conditions	1		9		<b>10 (10%)</b>
	More time off		5		6	<b>11 (11%)</b>
	Better management: stat-dec requirement		3			<b>3 (3%)</b>
Were you aware of the policy provisions/support for parental leave? How can we improve awareness?	Yes	11	6	31	14	<b>63 (63%)</b>
	More clear guidelines/communication	5	6	16	7	<b>34 (34%)</b>

Table 5.3.1 Responses to survey of staff who had taken parental (including partner) leave during 2015-2017



## Action

<b>1.5</b>	<b>Enable managers to support transitions</b> Managers are provided specific guidance by HR at the following transition points: <ol style="list-style-type: none"><li><u>parental leave</u> including specific advice for staff employed fixed term or on Fellowships</li><li>for academic staff seeking to <u>maintain their research program</u> while on extended leave including use of Keep in Touch Days</li><li>changing time fraction</li></ol>
<b>4.1</b>	<b>Embed gender equality in caring responsibilities</b> <ol style="list-style-type: none"><li>Grow existing program ('Dads at RMIT') supporting partners/fathers</li><li>Improve <u>informed Timetabling</u> to enable flexibility for carers</li><li>Implement <u>core hours</u> approach for meetings</li><li>Implement <u>School Holiday Program</u> for carers on campus</li><li>Review <u>RMIT Childcare Centre</u> arrangements to prioritise RMIT staff and students</li><li>Establish practice and space for staff to be able to <u>bring dependents onto campus</u> for short periods to facilitate balancing work and carer responsibilities</li><li>Explore facilities for <u>occasional care</u></li><li>Develop and <u>implement support for international HDR students</u> with carer needs (informed by consultation)</li><li><u>Increase partner leave</u> with options to take this at half pay.</li><li>Review <u>eligibility</u> period for a staff member to be able to access parental leave</li></ol>
<b>5.2</b>	<b>Embed flexible working</b> <ol style="list-style-type: none"><li>Embed <u>organisation design principles</u> enabling work flex for all roles including all roles can be part-time</li><li>Increase flexible working practices specifically for <u>mid-career academics and managers</u> and publicise role models</li><li><u>Review academic workload allocations annually</u> and address any emerging patterns suggesting potential gender bias or variances due to part-time work</li></ol>





## ii. Cover and Support for maternity and adoption leave: during leave

During 2015-2017, academics represented 24% of 386 staff taking primary-carer leave (equally between STEMM/non-STEMM) (Table 5.3.2-5.3.3).

- 23% were fixed-term employees
- 81% were in STEMM (Table 5.3.3)
- Parental leave for casual staff is low (n=7; 2015-2017) and evenly distributed between STEMM/non-STEMM
- Casual numbers are expected to grow
- Overall, STEMM staff take less parental leave than non-STEMM.

The greater numbers of fixed-term staff taking parental leave requires specific advice and support for their managers and staff (**Action 1.5**).

Parental leave patterns 2015-2017 indicate that female academics (average leave duration 23-24 weeks) are more likely to return to work earlier, compared with professional staff (35-36 weeks) (Table 5.3.4). To date, the few men taking primary-carer leave have taken 1-2 weeks, with a 100% return-rate.

	Academic	VE Teachers	Professional	Total
STEMM	27 (44%)	4 (7%)	30 (49%)	<b>61 (21%)</b>
Non-STEMM	27 (12%)	3 (1%)	199 (87%)	<b>229 (79%)</b>
Totals	<b>54 (18.5%)</b>	<b>7 (2.5%)</b>	<b>229 (79%)</b>	<b>290</b>

Table 5.3.2 STEMM/Non-STEMM incidence of primary-carer parental leave (maternity and adoption leave) for continuing staff (2015 – 2017)

	2015	2016	2017	Total
STEMM	12 (67%)	36 (78%)	24 (96%)	<b>72 (81%)</b>
Non-STEMM	6 (33%)	10 (22%)	1 (4%)	<b>17 (19%)</b>
Totals	<b>18</b>	<b>46</b>	<b>25</b>	<b>89</b>

Table 5.3.3 STEMM/Non-STEMM incidence of primary-carer parental leave (maternity and adoption leave) for fixed-term staff (2015 – 2017)



			Days	Weeks
Professional	STEMM	Female	173	35
		Male	1	0
	Non-STEMM	Female	178	36
		Male	11	2
Academic	STEMM	Female	120	24
		Male	4	1
	Non-STEMM	Female	113	23
		Male	5	1

Table 5.3.4 STEMM/Non-STEMM average duration of primary-carer parental leave (maternity and adoption leave) by position type and gender (2015 – 2017)

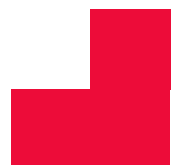
During 2015-2017, 19 staff participated in *Keep-in-Touch Days* (1 STEMM academic; the majority non-STEMM professional staff). This recently recorded scheme encourages staff on leave to stay connected through:

- email
- regular contact
- up to 10 paid work days.

Numbers are low but expected to increase as staff and managers become increasingly aware through *Keep-in-Touch Guidelines for Parents and for Managers*.

Anecdotal evidence suggests academic females are more likely to continue working while on parental leave. STEMM School Heads note that these academics often continue research-related tasks off-campus, in their own time. This could explain why they are not formally recording *Keep-in-Touch Days*.

RMIT needs to consider how best to support these contemporary ways of working (**Action 4.1**).



1.5

**Enable managers to support transitions**

Managers are provided specific guidance by HR at the following transition points:

- a. parental leave including specific advice for staff employed fixed term or on Fellowships
- b. for academic staff seeking to maintain their research program while on extended leave including use of Keep-in-Touch Days
- c. changing-time fraction

4.1

**Embed gender equality in caring responsibilities**

- a. Grow existing program ('Dads at RMIT') supporting partners/fathers
- b. Improve informed Timetabling to enable flexibility for carers
- c. Implement core hours approach for meetings
- d. Implement School Holiday Program for carers on campus
- e. Review RMIT Childcare Centre arrangements to prioritise RMIT staff and students
- f. Establish practice and space for staff to be able to bring dependents onto campus for short periods to facilitate balancing work and carer responsibilities
- g. Explore facilities for occasional care
- h. Develop and implement support for international HDR students with carer needs (informed by consultation)
- i. Increase partner leave with options to take this at half pay.
- j. Review eligibility period for a staff member to be able to access parental leave



### iii. Cover and Support for maternity and adoption leave: after leave

All staff on parental leave are entitled to return to either the position they held prior to their leave, or an available position at the same level for which they are qualified and suited. As carers, returning staff may also request to change their time-fraction. Fixed-term staff may take parental leave and resume employment until the expiry of their contract.

All academic and professional staff returning from parental leave of 24 weeks or more are eligible for a *Return-to-Work Bonus* equivalent to 12 weeks maximum, to be used within 12 months of their return.

- Approximately 85% of returning staff use this bonus to supplement part-time salary.
- 15% receive the bonus as a lump sum to fund research, conference attendance, staff development or other assistance.

Participation in professional development support for parents (*Managing the Transition to Parental Leave; Managing the Transition Back from Parenthood; The Working Parent Resilience Program*) is increasing.

Staff who took parental/partner leave during 2015-2017 were surveyed.

- 94% indicated the bonus and flexibility would encourage them to return to work.
- 68% had accessed flexible work or reduced time-fraction on their return (Table 5.3.5).

These results highlight the importance of flexible working practices and appropriate manager support (**Action 1.5c and 5.2**).

Question	Top Answer(s)	STEMM (28)		Non-STEMM (70)	
		Female (18)	Male (10)	Female (49)	Male (21)
What support did you access/was provided on your return?	Flexible working/Reduced FTE	3	5	46	13
Are you aware of available childcare services/arrangements?	Yes	18	8	48	19
If so, did you take them up?	Yes	2	2	9	3
If you didn't, why not?	Inconvenient Location	8	3	25	7
I can see a future for me at RMIT	Yes	17	9	41	21
What initiatives/other incentives would encourage you to return following parental leave?	<i>Return-To-Work Bonus &amp; Flexibility</i>	18	7	48	20

Table 5.3.5 Responses to survey of staff who had taken parental (including partner) leave during 2015-2017



Action	
1.5	<p><b>Enable managers to support transitions</b></p> <p>Managers are provided specific guidance by HR at the following transition points:</p> <ul style="list-style-type: none"> <li>c. changing time fraction</li> </ul>
5.2	<p><b>Embed flexible working</b></p> <ul style="list-style-type: none"> <li>a. Embed <u>organisation design principles</u> enabling work flex for all roles including all roles can be part-time</li> <li>b. Increase flexible working practices specifically for mid-career academics and managers and publicise role models</li> <li>c. Review academic workload allocations annually and address any emerging patterns suggesting potential gender bias or variances due to part-time work</li> </ul>



#### iv. Maternity return rate

Between 2015-2017, maternity return-rates were high, particularly for STEMM academics (96%). The overall return-rate for fixed-term employees (87%) was slightly lower than for continuing (Tables 5.3.6–5.3.7).

Returned	Academic		VE Teachers		Professional		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>STEMM</b>	26 (96%)	1 (4%)	4 (100%)	0	26 (87%)	4 (13%)	<b>56 (92%)</b>	<b>5 (8%)</b>
<b>Non-STEMM</b>	24 (89%)	3 (11%)	0	3 (100%)	181 (91%)	18 (9%)	<b>205 (90%)</b>	<b>24 (10%)</b>
<b>Totals</b>	<b>50 (93%)</b>	<b>4 (7%)</b>	<b>4 (57%)</b>	<b>3 (43%)</b>	<b>207 (90%)</b>	<b>22 (10%)</b>	<b>261 (90%)</b>	<b>29 (10%)</b>

Table 5.3.6 STEMM/Non-STEMM parental leave return rate for continuing staff by position type (2015-2017)

Returned	2015		2016		2017		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>STEMM</b>	9 (75%)	3 (25%)	32 (89%)	4 (11%)	21 (95%)	3 (5%)	<b>62 (86%)</b>	<b>10 (14%)</b>
<b>Non-STEMM</b>	4 (67%)	2 (33%)	10 (100%)	0	1 (100%)	0	<b>15 (88%)</b>	<b>2 (12%)</b>
<b>Totals</b>	<b>13 (72%)</b>	<b>5 (28%)</b>	<b>42 (91%)</b>	<b>4 (9%)</b>	<b>22 (88%)</b>	<b>3 (12%)</b>	<b>81 (87%)</b>	<b>12 (13%)</b>

Table 5.3.7 STEMM/Non-STEMM parental leave return rate for fixed-term staff by position type (2015-2017)

Feedback from staff taking parental leave showed:

- a higher proportion (45%) of STEMM respondents could see a future at RMIT compared with 37% non-STEMM (Table 5.3.8).
- 22% of STEMM female respondents indicated they would likely return for < 2 years
- 33% indicated they would likely return for < 5 years.

Clearly, longer-term career support is important for retention beyond the initial 2-5 years. (**Actions 4.1, 4.2**)



Question	Top Answer(s)	STEMM (28)		Non-STEMM (70)	
		Female (18)	Male (10)	Female (49)	Male (21)
What best describes your intention to stay after returning from leave:	I see a future for me at RMIT	7	6	17	9
	Likely to be here >2 years after return	0	0	3	0
	Likely to be here <5 years after return	6	2	13	3

Table 5.3.8 Responses to survey of staff who had taken parental (including partner) leave during 2015-2017

Action	
4.1	<p><b>Embed gender equality in caring responsibilities</b></p> <ul style="list-style-type: none"> <li>a. Grow existing program ('Dads at RMIT') supporting partners/fathers</li> <li>b. Improve <u>informed Timetabling</u> to enable flexibility for carers</li> <li>c. Implement <u>core hours</u> approach for meetings</li> <li>d. Implement <u>School Holiday Program</u> for carers on campus</li> <li>e. Review <u>RMIT Childcare Centre</u> arrangements to prioritise RMIT staff and students</li> <li>f. Establish practice and space for staff to be able to <u>bring dependents onto campus</u> for short periods to facilitate balancing work and carer responsibilities</li> <li>g. Explore facilities for <u>occasional care</u></li> <li>h. Develop and <u>implement support for international HDR students</u> with carer needs (informed by consultation)</li> <li>i. <u>Increase partner leave</u> with options to take this at half pay</li> <li>j. Review <u>eligibility</u> period for a staff member to be able to access parental leave</li> </ul>
4.2	<p><b>Support carers' career development</b></p> <ul style="list-style-type: none"> <li>a. Increase opportunities for local sabbaticals for primary-carers</li> <li>b. Provide additional support for <u>carers presenting at conferences</u></li> <li>c. Implement <u>\$20K grants for primary-carers</u> while on extended leave or on return to maintain their research program including: salary costs for research assistance or teaching coverage; enhanced funding for travel with their support person; network and research within the local research community</li> </ul>



## v. Parental, shared parental, adoption leave and parental leave uptake

STEMM staff take more partner than primary-carer leave. In non-STEMM, the trend is reversed (Figure 5.3.1).

During 2015-2017, 379 incidents of parental/partner leave represented 8% of the total continuing and fixed-term workforce. 156 instances were of primary-care; 167 were of partner leave.

STEMM staff represented 23% of primary-carer leave and 38% of partner leave. Their feedback suggests that males seek:

- more time off (11%)
- better management of statutory declaration requirements for shared primary-carer leave (3%) (Table 5.3.1).

Partner leave has since increased from 5 to 10 days (**Action 4.1**); *Shared Parental Leave* was introduced. We anticipate uptake will remain low.

During 2018, *DevelopMe* introduced ‘*Dads at RMIT*’ to support working fathers. 36 participants discussed topics including:

- flexibility at work
- life as a new dad/raising older children
- work-life balance
- ways to communicate on-going flexibility requirements to managers/colleagues
- unique challenges and support needed for RMIT Dads.

This well-received program needs to grow to further support partners (52% of our parental leave takers) and gender equality in caring responsibilities (**Action 4.1**).

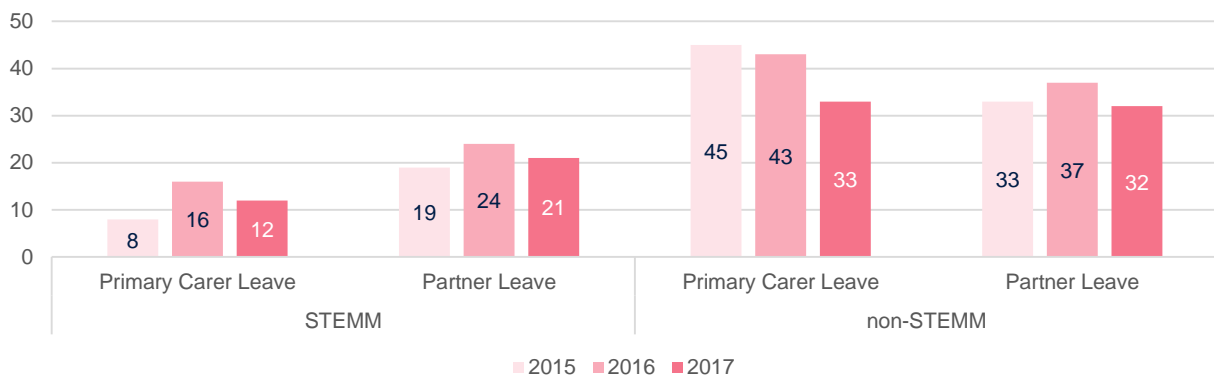
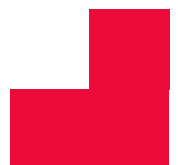


Figure 5.3.1 STEMM/Non-STEMM incidence of all primary-carer and partner parental leave (2015-2017)

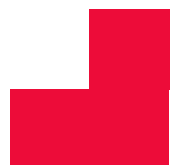




## 4.1

**Embed gender equality in caring responsibilities**

- a. Grow existing program ('Dads at RMIT') supporting partners/fathers
- b. Improve informed Timetabling to enable flexibility for carers
- c. Implement core hours approach for meetings
- d. Implement School Holiday Program for carers on campus
- e. Review RMIT Childcare Centre arrangements to prioritise RMIT staff and students
- f. Establish practice and space for staff to be able to bring dependents onto campus for short periods to facilitate balancing work and carer responsibilities
- g. Explore facilities for occasional care
- h. Develop and implement support for international HDR students with carer needs (informed by consultation)
- i. Increase partner leave with options to take this at half pay
- j. Review eligibility period for a staff member to be able to access parental leave



## vi. Flexible working

During 2015-2017, approximately 37% females and 16% males utilised formal flexible work arrangements:

- Part-time work (25% females; 10% males)
- Flexible work (including purchased leave and compressed work-week) (13% females; 6% males).

Academics take up flexible work at the lowest rate (Figure 5.3.2). Females are more likely work flexibly, increasingly in STEMM (Figure 5.3.3).

Between 2015-2017, participation in *Managing a Flexible Working Environment* training was relatively low, particularly by males in STEMM and Non-STEMM: concerning, as most STEMM managers are male.

Uptake of formal flexible work arrangements has remained constant in 2018 after a campaign, 'Flexible Working Guidelines' and training for people managers.

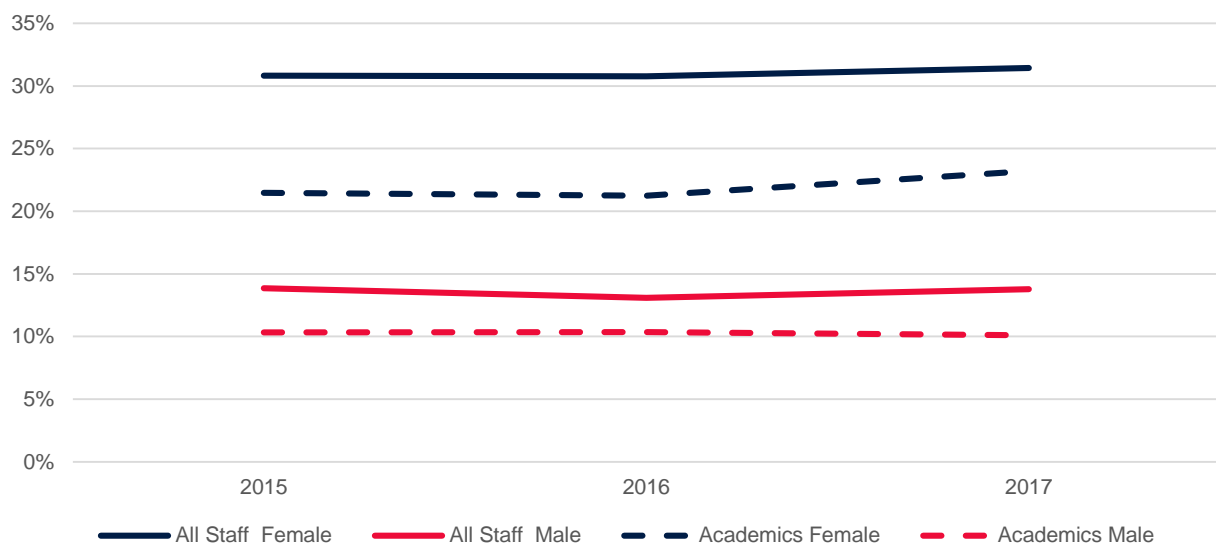
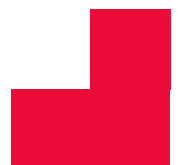


Figure 5.3.2 All RMIT staff and academic staff utilisation of formal flexible work by gender (2015-2017)



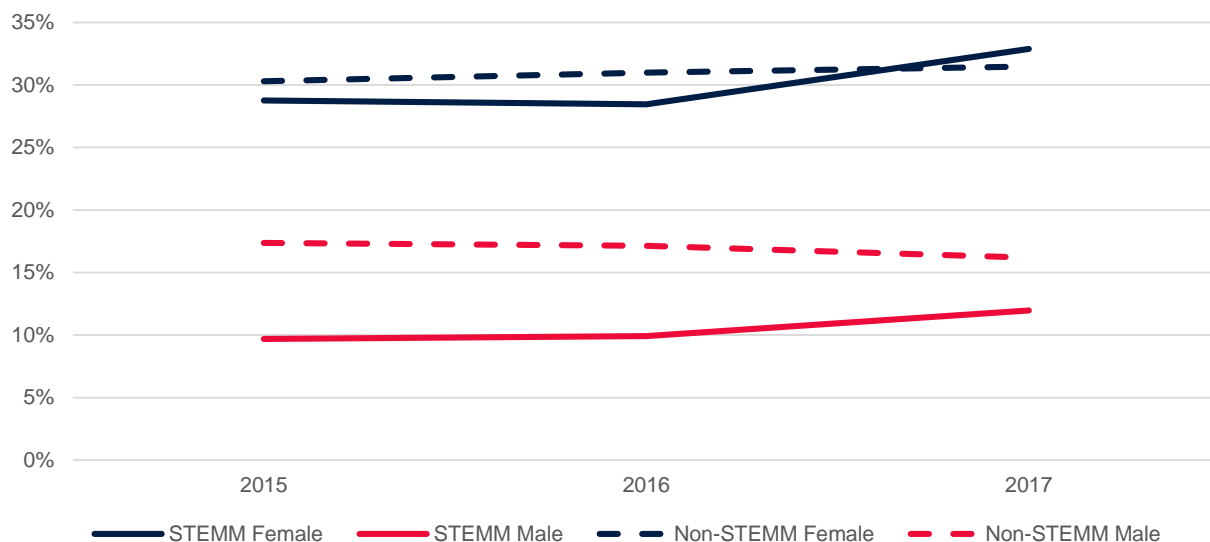


Figure 5.3.3 STEMM/Non-STEMM utilisation of formal flexible work by gender (2015-2017)

Staff surveys indicate informal practices, which are influenced by workplace culture and local management.

In 2017's YourVoice survey, 68% of respondents felt they have enough flexibility, down 5% from 2015. Female/male responses were equal at 71%.

Considered by work role/level (Table 5.3.9) mid-career Academic and VE staff felt they have less flexibility.

	Academic			Professional staff (HEW)			VE		Other
	A-B	C	D-E	<7	7-8	9-10	T1-5	SE1-3	
I have the flexibility to manage my work and caring responsibilities	64%	58%	62%	75%	68%	78%	53%	56%	76%

Table 5.3.9 2017 YourVoice survey results related to Flexibility, position type



In 2017's *Gender Equality survey*, 76% of respondents reported their manager supported informal flexibility, but felt that flexible working could impede advancement (Table 5.3.10).

Item	% agreed
I have the flexibility I need to manage my work and caring responsibilities	73%
I can advance my career while using flexible work	47%
My immediate supervisor/manager supports informal flexible arrangements	76%

Table 5.3.10 Gender Equality survey results July-August 2017 (n=432)

To assist analysis, seven STEMM staff focus groups (49 participants) were held in early 2018.

Key findings included:

- many women work after hours at home, regardless of carer responsibilities.  
*“I don’t know what’s meant by flexible. I work after my husband and kids have gone to bed.”*
- carer responsibilities can exacerbate issues for CALD staff, whose family support networks are overseas.
- overall workload rather than flexibility affects when/how work is done.
- teaching timetables limit flexibility
- some Schools schedule meetings within core hours, gaining positive feedback.

Several actions can support flexibility and careers, including having visible senior role models to normalise flexible work (**Actions 4.1; 4.2; 5.2**).



## Action

<b>4.1</b>	<b>Embed gender equality in caring responsibilities</b> <ul style="list-style-type: none"><li>a. Grow existing program ('Dads at RMIT') supporting partners/fathers</li><li>b. Improve <u>informed Timetabling</u> to enable flexibility for carers</li><li>c. Implement <u>core hours</u> approach for meetings</li><li>d. Implement <u>School Holiday Program</u> for carers on campus</li><li>e. Review <u>RMIT Childcare Centre</u> arrangements to prioritise RMIT staff and students</li><li>f. Establish practice and space for staff to be able to <u>bring dependents onto campus</u> for short periods to facilitate balancing work and carer responsibilities</li><li>g. Explore facilities for <u>occasional care</u></li><li>h. Develop and <u>implement support for international HDR students</u> with carer needs (informed by consultation)</li><li>i. <u>Increase partner leave</u> with options to take this at half pay</li><li>j. Review <u>eligibility</u> period for a staff member to be able to access parental leave</li></ul>
<b>4.2</b>	<b>Support carers' career development</b> <ul style="list-style-type: none"><li>a. Increase opportunities for <u>local sabbaticals for primary-carers</u></li><li>b. Provide additional support for <u>carers presenting at conferences</u></li><li>c. Implement <u>\$20K grants for primary-carers</u> while on extended leave or on return to maintain their research program including: salary costs for research assistance or teaching coverage; enhanced funding for travel with their support person; network and research within the local research community</li></ul>
<b>5.2</b>	<b>Embed flexible working</b> <ul style="list-style-type: none"><li>a. Embed <u>organisation design principles</u> enabling work flex for all roles including all roles can be part-time</li><li>b. Increase flexible working practices specifically for <u>mid-career academics and managers</u> and publicise role models</li><li>c. <u>Review academic workload allocations annually</u> and address any emerging patterns suggesting potential gender bias or variances due to part-time work</li></ul>



## vii. Transition from part-time back to full-time work

Under the *Flexible Working Policy and Procedure*, staff can, at any time, request a time-fraction:

- for an agreed period
- including a trial and review period
- to be terminated with reasonable notice if not working effectively.

Managers must proactively support staff moving from part-time to full-time, and may adopt alternative or informal approaches so staff can manage their caring responsibilities.

The 2017 YourVoice survey suggests flexibility is more of an issue for full-time staff. Only 67% agreed they have the flexibility to manage their work and caring responsibilities, compared with 76% of part-time staff. Therefore, the transition to full-time is ideal for managers/staff to consider flexible work arrangements. (**Action 1.5c**)

Action	
1.5	<b>Enable managers to support transitions</b> Managers are provided specific guidance by HR at the following transition points: c. changing time-fraction



## viii. Childcare

RMIT's City and Bundoora campus childcare facilities:

- provide day-care only
- care for children aged 3-months to 5-years
- have a kindergarten program for 3-4 year-olds
- operate 7.45am-5.45pm, Monday-Friday, 49 weeks/year.

RMIT owns the City facility in Lygon Street, Carlton. The Bundoora facility, *Numdaji Kwei Children's Centre*, is a registered co-operative governed by a Board of Management.

The City facility is exclusively for RMIT-connected parents and accommodates staff/student timetable changes throughout the year.

At Bundoora, RMIT-affiliated children have priority, but if parents cannot confirm their schedule in January (before timetables are fixed), places are filled by others. The Centre has no ability to change schedules mid-year to coincide with semester schedules (Table 5.3.11, **Action 4.1e**).

	Staff with Children at Centre	Students with Children at Centre	Public with Children at Centre	Centre Capacity	Waitlist
City	70	59	0	62	14
Bundoora	13		-	44	>100

Table 5.3.11 Overview of usage and demand for childcare at City and Bundoora Campuses 2017

A 2018 survey suggests sufficient demand (39 staff; 6 HDR students) to support a Bundoora campus School Holiday Program. RMIT commenced a program from January 2019 (**Action 4.1d**). Unmet demand for childcare, occasional care and School Holiday Programs at Bundoora/City will be addressed (**Action 4.1g**).

Childcare affordability for HDR International students is of concern. Their support networks are overseas and they are ineligible for the *Childcare Rebate* or *Family Tax Benefit* (**Action 4.1h**).

Action	
4.1	<p><b>Embed gender equality in caring responsibilities</b></p> <ul style="list-style-type: none"> <li>d. Implement <u>School Holiday Program</u> for carers on campus</li> <li>e. Review <u>RMIT Childcare Centre</u> arrangements to prioritise RMIT staff and students</li> <li>g. Explore facilities for <u>occasional care</u></li> <li>h. Develop and <u>implement support for international HDR students</u> with carer needs (informed by consultation)</li> </ul>



## ix. Caring responsibilities

During 2015-2017, carer's leave was higher in STEMM than non-STEMM (Figure 5.3.4). STEMM females took 49% of carer's leave; 54% in non-STEMM.

Gender distribution of carer's leave in STEMM appears more balanced; STEMM females are over-represented when considering their representation in the STEMM community (39%).

Initiatives to increase flex-work and support gender-balanced caring responsibilities could be of benefit (**Actions 4.1 and 5.2**).

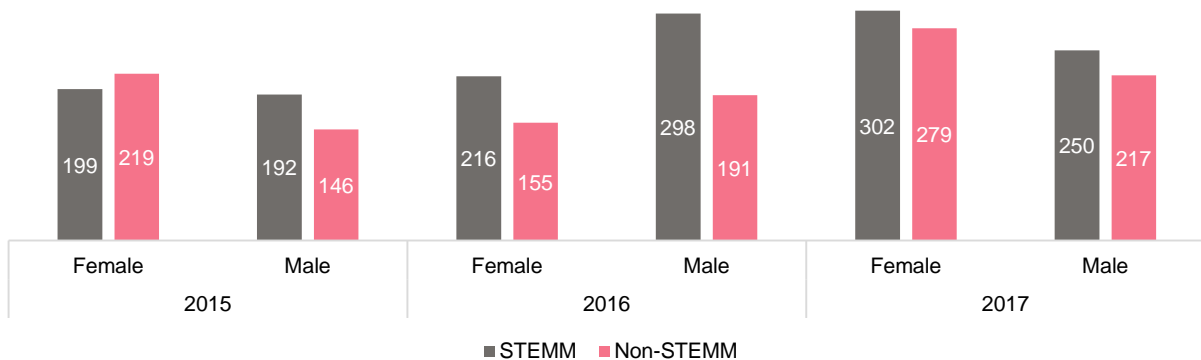
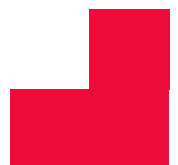


Figure 5.3.4 STEMM/Non-STEMM utilisation of carers leave by gender (HC) (2015-2017)

Action	
<b>4.1</b>	<p><b>Embed gender equality in caring responsibilities</b></p> <ul style="list-style-type: none"> <li>a. Grow existing program ('Dads at RMIT') supporting partners/fathers</li> <li>b. Improve <u>informed Timetabling</u> to enable flexibility for carers</li> <li>c. Implement <u>core hours</u> approach for meetings</li> <li>d. Implement <u>School Holiday Program</u> for carers on campus</li> <li>e. Review <u>RMIT Childcare Centre</u> arrangements to prioritise RMIT staff and students</li> <li>f. Establish practice and space for staff to be able to <u>bring dependents onto campus</u> for short periods to facilitate balancing work and carer responsibilities</li> <li>g. Explore facilities for <u>occasional care</u></li> <li>h. Develop and <u>implement support for international HDR students</u> with carer needs (informed by consultation)</li> <li>i. <u>Increase partner leave</u> with options to take this at half pay</li> <li>j. Review <u>eligibility</u> period for a staff member to be able to access parental leave</li> </ul>
<b>5.2</b>	<p><b>Embed flexible working</b></p> <ul style="list-style-type: none"> <li>a. Embed <u>organisation design principles</u> enabling work flex for all roles including all roles can be part-time</li> <li>b. Increase flexible working practices specifically for <u>mid-career academics and managers</u> and publicise role models</li> <li>c. <u>Review academic workload allocations annually</u> and address any emerging patterns suggesting potential gender bias or variances due to part-time work</li> </ul>





## 5.4 Organisation and culture

### i. Culture

RMIT's *D&I Framework* supports *Ready for Life and Work: RMIT's Strategic Plan* to 2020. Progress is regularly shared through staff communications.

The Framework, supported by the Vice-Chancellor and other executive/senior managers, includes the *Gender Equality Action Plan*, and the *Athena SWAN* initiative, launched in 2016-2017. The *RMIT Athena SWAN website* communicates its *Charter Principles*, promulgating them through townhall forums, School and College meetings, staff intranet and public/internal newsletters.

RMIT reinforces its commitment to inclusion and gender equality by celebrating Significant Days through events and news items.

Each School's annual operating plan incorporates localised action points to address barriers and support career progression for STEMM females, driven by University/College senior gender targets. Action plans are being extended/refined through School-specific *Equity & Inclusion Plans (Action 1.1)*, to develop and support our leaders (**Actions 1.2-1.5**).

The *2017 YourVoice survey* (Table 5.4.1) shows:

- 78% of respondents agreed that RMIT is committed to creating a diverse workforce
- 84% agreed that their immediate supervisor/manager *genuinely supports gender equality*
- Strengths (78-85%) included: *job satisfaction, organisational commitment, safety, mission/values and co-workers*
- Issues (33-45%) included: *change and innovation, processes, cross-unit cooperation, workload, career opportunities and involvement.*

STEMM females responded more positively on most items than STEMM males and non-STEMM females, with the exception of *diversity, workload and work-life balance*. There, STEMM female results were lower than non-STEMM females but mostly higher than STEMM males. These issues were also raised in focus groups with STEMM women.

81% of staff agreed that *discrimination and bullying and abusive behaviours are prevented and discouraged*, while 61% agreed that there is *equal opportunity for all staff in RMIT*.

Of importance is the differing female and male perception of *women and men are given the same opportunities to take the lead on important work in my organisation*, which is +11% in favour of males (Table 5.4.2).



In terms of *diversity*:

- non-STEMM males rate diversity highest (77%)
- STEMM females rated it 71%
- staff who “prefer not to say” rated 60% in non-STEMM/58% in STEMM.
- non-STEMM academics rated diversity lower (64%) than STEMM academics (69%)

The focus on D&I in STEMM since Athena SWAN’s launch has stimulated conversation. We believe the results reflect this.

**Action 5.1**, in conjunction with **Actions 1.1-1.4** will create and sustain an inclusive culture at RMIT.

	RMIT Total	STEMM All	Non-STEMM All	STEMM Male (n=617)	STEMM Female (n=392)	STEMM Prefer not to say (n=163)	Uni & TAFE benchmark data
Passion/engagement	75%	77%	74%	78%	80%	62%	76%
Organisational Commitment	78%	78%	78%	79%	83%	63%	78%
Job Satisfaction	80%	81%	79%	84%	82%	69%	83%
Change/Innovation	45%	44%	47%	45%	51%	25%	56%
Mission/Values	85%	83%	84%	83%	87%	76%	84%
Diversity	72%	71%	73%	75%	71%	58%	70%
Cross-Unit Cooperation	33%	35%	35%	35%	39%	23%	33%
Involvement	48%	45%	50%	47%	52%	25%	48%
Co-workers	81%	80%	82%	81%	83%	72%	83%
Wellness	56%	52%	60%	56%	56%	34%	59%
Work/Life Balance	63%	59%	66%	61%	64%	39%	66%

Table 5.4.1 2017 YourVoice staff survey results by gender, STEMM/Non-STEMM



[REDACTED]

Table 5.4.2 [REDACTED]

Action	
1.1	<p><b>Lead effective change locally</b></p> <p><u>Implement 3-year local School Equity &amp; Inclusion Plans (EIPs)</u> addressing SAGE Athena SWAN Action Plan Themes and targeting School-based issues of gender under-representation and intersectionality.</p> <ol style="list-style-type: none"><li>Review the School's <i>Inclusion Dashboard</i></li><li>Develop customised School <i>Equity &amp; Inclusion Plan</i> to address key issues identified; including seeking input/consulting with School community and stakeholders regarding key barriers and actions</li><li>Include School Plan KPIs in School Leaders' workplans</li><li>Implement School Equity &amp; Inclusion Plans</li><li>Regularly report School's <i>Inclusion Dashboard</i> and <i>Equity &amp; Inclusion Plan</i> outcomes to School communities; VCE; ASSG</li></ol>
1.2	<p><b>Enable managers through professional development, guides and process redesign to drive gender equality in employment practices including:</b></p> <ol style="list-style-type: none"><li>Applying <u>Achievement Relative to Opportunity</u> (ARtO) considerations throughout all employment-related decisions (recruitment, talent review, performance reviews)</li><li>Adopting inclusive recruitment practices</li><li><u>Actively sponsoring</u> career development and progression for STEMM females</li><li>Proactively minimising losses through career management and stay conversations</li><li><u>Building inclusive workplaces</u> through sponsorship, improving representation, managing bias, supporting flex work and career progression for diverse staff, disability awareness, retaining talent, managing exits.</li></ol>



Action	
1.3	<p><b>Enable managers to enhance visibility of role models and raise awareness of gender equality and inclusion matters including:</b></p> <ul style="list-style-type: none"> <li>a. Ensuring <u>representation in communications and events</u> including School homepage maintains gender-balance and diversity in images of people</li> <li>b. Providing at least one news item annually for Uni-wide communications demonstrating local application of Equity and Inclusion actions and impact</li> <li>c. Hosting or sponsoring at least one annual Equity and Inclusion related event to provide profile to students and staff internally or externally</li> </ul>
1.4	<p><b>Enable managers to support careers by</b></p> <ul style="list-style-type: none"> <li>a. actively sponsoring career development and providing opportunity for females to participate in committees and acting appointments enabled through workload allocation and/or research/teaching support to offset commitments</li> <li>b. providing feedback for all shortlisted internal applicants</li> <li>c. conducting effective localised induction of new starters ensuring all staff have a 3-year career plan articulated within first 6 months of employment</li> <li>d. conducting regular 'stay' discussions to ensure concerns or issues are addressed before they become irreparable.</li> <li>e. increasing participation and representation of STEMM females on research grants and projects; building HDR publications; providing for research mentoring</li> <li>f. growing participation in sabbaticals and research leave including application of ARtO considerations for applications</li> </ul>
5.1	<p><b>Build Inclusive Culture</b></p> <ul style="list-style-type: none"> <li>a. <u>through education</u>: Implement campaign specifically to build inclusive culture and ways of working including promoting a culture of zero tolerance to bullying, discrimination or harassment leveraging existing programs of <i>Change the Course</i> and <i>Respect. Now. Always</i></li> <li>b. <u>through communication and events</u>: Embed inclusive language and practices in RMIT communications, policies and systems including gender-balance and representation of speakers and Chairs in University events and marketing initiatives</li> <li>c. <u>through governance and representation</u>: Include gender-balance in all influential institution committees Terms of Reference and ensure membership of key committees is easily accessible to staff through the RMIT website. Where females are under-represented, the Terms of Reference will include methods for ensuring female representation when the Committee is considering new initiatives or decision making (with urgent action in SEH).</li> </ul>



## ii. HR policies

Policy and procedure development requires stakeholder consultation. At RMIT, each College's Senior HR Business Partner advises Heads of School/Deans/Executive-Deans on HR policy matters and challenging situations.

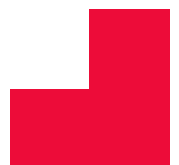
This model ensures:

- consistency of advice
- central recording
- good communication/feedback between policy-designers and policy-implementers.

*Fitness-for-purpose* of policies/process is communicated through this model and staff surveys (Section 5.4.3i)

HR Policies were reviewed in 2017 after implementing the *D&I Framework* and associated Action Plans.

Local protocols support recruitment actions and carer support. The mandatory two-yearly online induction includes core D&I policies.



### iii. Proportion of school/faculty/department by gender

In 2017, STEMM had only one female leader, and Non-STEMM, seven female leaders (Table 5.4.3). Most appointments were internal, severely reducing the likelihood of women being appointed to STEMM leadership roles.

The VCE group conducts annual *Talent Review and Succession Planning* for all Executives/Senior Leaders. HoS roles are generally appointed for five years. The contract can then be renewed, extended, or open to competitive process.

	School	Gender	Appointment type
STEMM	BITL	Female	Internal
	AUD	Male	Internal
	PCPM	Male	External
	SENG	Male	Internal
	SHBS	Male	Internal
	SSCI	Male	External
	SVEHS	Male	Internal
Non-STEMM	ACC	Male	Internal
	EFM	Male	Internal
	GSBL	Female	Internal
	MAN	Female	External
	VBE	Male	Internal
	ART	Male	Internal
	DES	Female	Internal
	EDU	Female	Internal
	F&T	Female	Internal
	GUSS	Female	Internal
	M&C	Female	Internal

Table 5.4.3 Overview of Heads of School/Deans/Executive-Deans 2017



#### iv. Representation of men and women on senior management committees

University and College senior management committees are governed by their own Terms of Reference with role-based membership. Most are gender-balanced (45%/47% female representation) (Table 5.4.4).

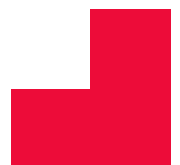
However, 75% of Chairs are male. Gender representation reflects the proportion of senior females in each area, with no females on the SEH senior management committee.

Urgent action is needed for SEH and other committees to address female under-representation (**Action 5.1c**).

Committee name	Composition	Method of appointment	Members	Chair	Female	Male	% F
Vice-Chancellor's Executive	Professional, Academic	Ex-Officio	9	Male	5	4	55%
DSC Executive	Professional, Academic	Ex-Officio	13	Male	7	6	54%
COB Executive	Professional, Academic	Ex-Officio	13	Female	7	6	46%
SEH Executive	Professional, Academic	Ex-Officio	9	Male	0	9	0%
<b>Totals</b>			<b>44</b>	<b>3M; 1F</b>	<b>19</b>	<b>25</b>	<b>43%</b>

Table 5.4.4 Composition and gender analysis of senior management committees (as at January 2019)

Action	
5.1	<p><b>Build inclusive culture</b></p> <p>c. <u>through governance and representation</u>: Include gender-balance in all influential institution committees Terms of Reference and ensure membership of key committees is easily accessible to staff through the RMIT website. Where females are under-represented, the Terms of Reference will include methods for ensuring female representation when the Committee is considering new initiatives or decision making (with urgent action in SEH).</p>



## v. Representation of men and women on influential institutional committees

RMIT's influential committees combine and capitalise on the knowledge, skills and experience of individuals from diverse backgrounds.

Applying the 40:40:20 rule (40% male; 40% female, 20% all genders):

- Council and Academic Board are gender-balanced  
However females are:
- under-represented on the *Research; Infrastructure and IT*; and *Nominations, Remuneration and People* committees
- over-represented on the *Education Innovation and Quality, Audit and Risk Management, and D&I* committees (Table 5.4.5).

We are observing some gender-stereotyping, with *Research* gendered male and *Teaching/D&I* gendered female.

Influential committee Terms of Reference must incorporate limits on tenure, gender-balance and representation, and publish all membership details (**Action 5.1c**).





Committee name	Composition	Method of appointment	Members	Chair	Female	Male	% F
RMIT University Council	Professional, Academic, Student, External	Ex-Officio, Election, By invitation	13	M	7	6	54%
Audit and Risk Management Committee	Council and Executive	Ex-Officio	3	F	3	0	100%
Infrastructure and Information Technology Committee	Council and Executive	Ex-Officio	6	M	2	4	33%
Nominations, Remuneration and People Committee	Council and Executive	Ex-Officio	3	F	1	2	33%
RMIT Academic Board	Professional, Academic, VE, PG,UG, External	Ex-Officio, Election	57	M	26	31	46%
Education Innovation and Quality Committee	Professional, Academic, Student, VE, PG,UG, External	Ex-Officio, Election	15	F	11	4	73%
Research Committee	Professional, Academic, HDR,	Ex-Officio, Election	21	M	7	14	33%
Diversity and Inclusion Committee	Professional, Academic, VE	Ex-Officio, By invitation	18	M	15	3	83%
<b>Totals</b>			<b>136</b>	<b>5M; 3F</b>	<b>72</b>	<b>64</b>	<b>47%</b>

Table 5.4.5 Composition and gender analysis of influential institution committees, Blue in %F column indicates female gender bias, Red indicates a male gender bias (as at January 2019)

Action	
5.1	<p><b>Build inclusive culture</b></p> <p>c. <u>through governance and representation</u>: Include gender-balance in all influential institution committees Terms of Reference and ensure membership of key committees is easily accessible to staff through the RMIT website. Where females are under-represented, the Terms of Reference will include methods for ensuring female representation when the Committee is considering new initiatives or decision making (with urgent action in SEH).</p>



## vi. Committee workload

Workloads are allocated according to School-based models, requiring staff consultation and PVC approval. Some models allocate a flat annual engagement workload of approximately 10%, including committee representation and participation in School meetings/activities.

Focus group feedback suggests females risk being overburdened with representational work for recruitment and on committees in areas where they are under-represented. Females, particularly senior STEMM females, may require greater workload allocation and/or additional research/teaching support to offset these commitments. **(Action 5.2c).**

Action	
5.2	<b>Embed flexible working</b> c. <u>Review academic workload allocations annually</u> and address any emerging patterns suggesting potential gender bias or variances due to part-time work

## vii. Institutional policies, practices and procedures

The *RMIT Policy Governance Manual* requires all policy be written using the *RMIT Style Guide*, requiring inclusive language that avoids gender-specific terms or excluding people on the grounds of age, ethnicity or disability/ability.

The *RMIT Policy Governance Procedure* requires that at least three-yearly, all policies are reviewed for:

- any concerns which have arisen during operation
- compliance level
- whether the intended effect has been achieved.

Staff feedback is invited via the intranet. Regular staff surveys (YourVoice) also measure the impact of policies and procedures.



## viii. Workload model

Each School develops and implements *Academic Workload Allocation Models (WAMs)*, drawing on College-level principles and frameworks. A committee of management and elected staff oversee the WAMs' annual review with staff consultation. The Head of School/Dean/Executive-Dean and relevant PVC approve the WAM.

The manager, consulting with the staff member, determines individual workload allocations, which are then published across the School.

In 2017's YourVoice survey, while STEMM females responded more positively on workload than STEMM males and sector benchmarks, agreement with manageable workload and resourcing statements were still low (Table 5.4.6).

	RMIT Total	Non-STEMM All	STEMM Male (n=617)	STEMM Female (n=392)	STEMM Prefer not to say (n=163)	Uni & TAFE Sector Benchmark
Workload	44%	47%	40%	45%	24%	43%
Enough staff are employed to meet work demands in my work unit	42%	44%	43%	43%	24%	41%
My workload is manageable	50%	53%	48%	52%	27%	50%
Sufficient time is available to work on high priority projects and activities	42%	45%	40%	48%	19%	40%

Table 5.4.6 2017 YourVoice survey results related to Workload, STEMM/Non-STEMM

In 2018, analysis indicated STEMM workload allocations are higher in *Research and HDR supervision* and lower in *Engagement and Teaching*, compared with Non-STEMM.

In STEMM, full-time females and males have the same allocation for *Teaching*, but males' allocation is slightly higher for *HDR supervision* and *Research*. Females have a slightly higher allocation for *Engagement* and "*Other*" (Figure 5.4.1). Part-time academic staff show the same gendered pattern, but have a higher proportion of *Teaching*, and less *Engagement* and *HDR supervision* than their full-time counterparts.

Revised criteria for academic promotion recognising *Engagement* will support STEMM females and part-time staff. However, female academics' limited access to HDR students impacts their rate of publication (section 5.1iv). Management and WAM Committees will review allocations annually to manage potential gender bias or part-time variances (**Action 5.2**).



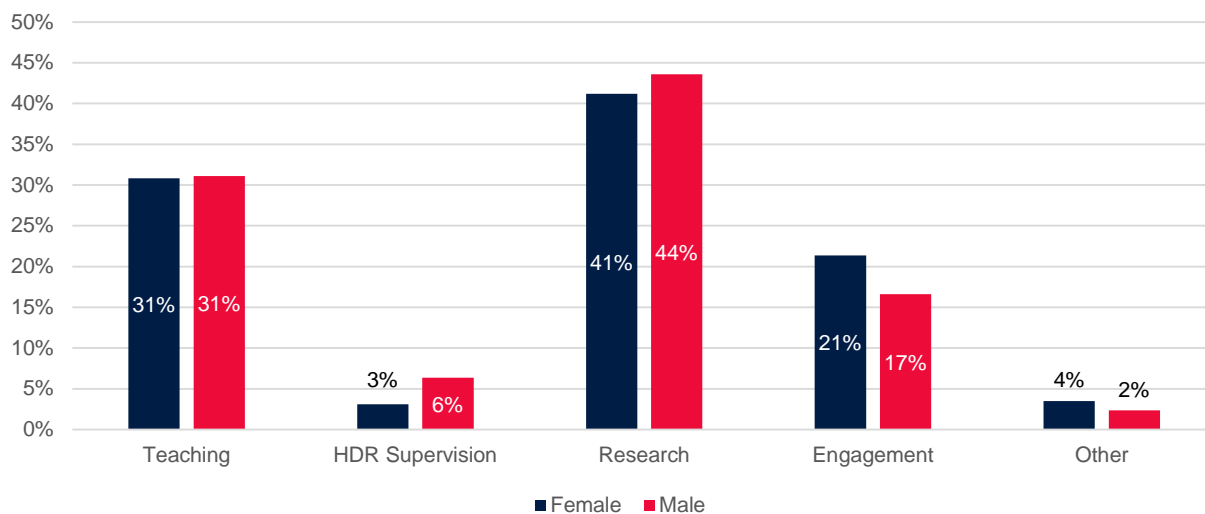


Figure 5.4.1 STEMM academic workload allocation, all contracts (excl. casual) by gender (%) (2018)

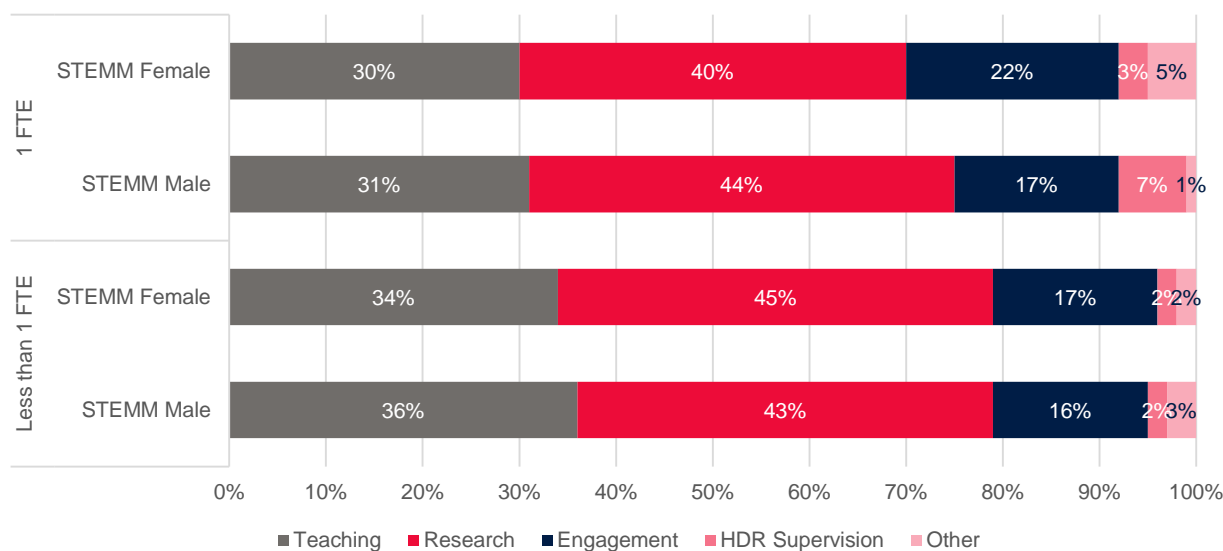


Figure 5.4.2 STEMM academic workload allocation, by employment fraction (excl. casual) and gender (%) (2018)

Action	
	<p><b>Embed flexible working</b></p> <ol style="list-style-type: none"> <li>Embed <u>organisation design principles</u> enabling work flex for all roles including all roles can be part-time</li> <li>Increase flexible working practices specifically for <u>mid-career academics and managers</u> and publicise role models</li> <li><u>Review academic workload allocations annually</u> and address any emerging patterns suggesting potential gender bias or variances due to part-time work</li> </ol>



## ix. Timing of institutional meetings and social gatherings

While RMIT has no core hours, local areas, including all SEH Schools, instituted core hours for meetings (9:30am-4:30pm or 10am-4pm).

Academics can use the timetabling system to indicate their availability. In practice, timetabling constraints (e.g. number/size of rooms relative to class needs) limit flexibility. Embedding core meeting hours in local *Equity and Inclusion Plans* and flexible timetabling for carers would assist (**Action 4.1c**).

Action	
4.1	<b>Embed Gender Equality in Caring Responsibilities</b> c. Implement <u>core hours</u> approach for meetings

## x. Visibility of role models

RMIT's *Events Manual* provides inclusivity-guidance. Currently, speaker/Chair gender-balance for RMIT events is not monitored, but communications/marketing have an increased focus on diversity and gender-representation (**Actions 1.3;2.3**).

RMIT's website highlights female success in research. STEMM females are slightly under-represented (43%) in images of people in external-facing homepages; Non-STEMM females are over-represented (66%) (Table 5.4.7).

STEMM women were profiled for RMIT's *International Women's Day 2019* celebrations as the start of our *STEMM Women's Gallery* (**Action 2.3**). Gender-balance in images on our external sites will help attract female STEMM staff and students.

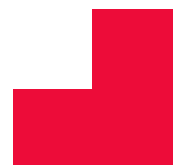
The *WRN's* activities (section 5.1iv), regularly showcased in bulletins and newsletters, are a strong advocate for academic women.

RMIT is also a strategic member-partner with *The Conversation*, providing a vehicle for all academics to publicise their work and profile.



	School	Images of People	Female	Male	%F
STEMM	AUD	1	0	1	0%
	BITL	2	1	1	50%
	SENG	2	1	1	50%
	SHBS	3	0	3	0%
	PCPM	5	4	1	80%
	SSCI	7	2	5	29%
	SVEHS	3	2	1	67%
Non-STEMM	ACC	2	0	2	0%
	Art	12	9	3	75%
	DES	8	2	6	25%
	EFM	3	3	0	100%
	EDU	9	7	2	78%
	F&T	21	16	5	76%
	GUSS	13	12	1	92%
	GSBL	5	4	1	80%
	MAN	2	1	1	50%
	M&C	12	5	8	42%
	VBE	1	1	2	33%

Table 5.4.7 Gender representation on School External-Facing Homepages January 2019



## Action

1.3	<p><b>Enable managers to enhance visibility of role models and raise awareness of gender equality and inclusion matters including:</b></p> <ul style="list-style-type: none"><li>a. Ensuring <u>representation in communications and events</u> including School homepage maintains gender-balance and diversity in images of people</li><li>b. Providing at least <u>one news item annually</u> for Uni-wide communications demonstrating local application of Equity and Inclusion actions and impact</li><li>c. Hosting or sponsoring at <u>least one annual Equity and Inclusion related event</u> to provide profile to students and staff internally or externally</li></ul>
2.3	<p><b>Embed inclusive recruitment practices</b></p> <p>Implement changes to recruitment practices to increase proportion of female and diverse talent at all levels in STEMM.</p> <ul style="list-style-type: none"><li>a. <u>Embed Textio™</u> for gender neutral language in recruitment advertisements and <u>position</u> descriptions</li><li>b. <u>Develop compelling content and collateral</u>, including videos to attract females and diverse talent to STEMM at RMIT</li><li>c. Showcase <u>'Women in STEMM' gallery</u> of approximately 20 researchers initially and add 10 more per year</li><li>d. Embed gender-balance and CALD representation on selection panels</li><li>e. Embed requirement <u>for 50% female shortlisting</u> into recruitment processes for STEMM academic roles where female representation is below 40%</li><li>f. Embed advertising and proactive search practices to ensure <u>balance in direct appointments</u> for STEMM academic roles particularly where female representation is below 40%</li><li>g. <u>Embed ARtO in recruitment</u> processes with Guidelines issued to Panel Chairs at point of recruitment</li><li>h. Implement <u>candidate review/surveying</u> to inform improvements in recruitment and acceptance rates</li><li>i. <u>Implement fit-for-purpose induction</u> equipping new starters to succeed in their role and the organisation including career planning</li><li>j. <u>Redevelop RMIT induction</u> program informed by review and establish measures for short-term and longitudinal evaluation strategy</li></ul>



## xi. Outreach activities

During 2015-2017, RMIT supported outreach activities to engage females in STEMM, particularly in low socio-economic status (SES) schools participating in RMIT's SNAP. (Figure 5.4.3)

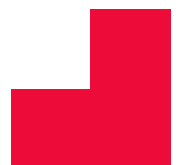
Females represented 53% of the staff/volunteer mentors undertaking these activities (Table 5.4.8).

Despite these outreach activities, RMIT lacks a coordinated program to attract female STEMM students. A new three-year action plan will address this (**Action 2.4**).

Outreach program	RMIT Representation	Female	Male	%F
In2science	Volunteer Mentors	73	65	53%
RMIT Regional STEM Roadshow	Mentors & Staff	12	10	55%
Science Experience	Academics	15	17	47%
	Mentors	29	20	59%
Deadly Day of Science (2017 only)	Academics & Staff	7	4	64%
	Mentors	2	4	33%
<b>Totals</b>		138	120	53%

Table 5.4.8 Staff/mentors and student involvement in outreach and engagement activities (2015 – 2017)

RMIT does not record the proportion of time spent on outreach. 2019 academic staff workload allocations will be monitored to better inform impacts (**Action 5.2c**).





## Overview of key outreach activities in STEMM

### YEAR 7-10 Indigenous students

*Deadly Day of Science* for Indigenous students in low-mid SES schools.

### 30 Scholarships

Provided by SEH College for students from SNAP Schools in 2016-2017.

### 11 Schools

*In2science* program – placing STEMM university students into high schools as peer mentors.

### 7 Regional schools

*STEMM Roadshow* program, visiting government schools, focussing on including Indigenous and female role models.

### 3 Day immersion program

*Science Experience* – on campus, with females representing 70% of participants.

### 30 Airshow volunteers

Recruiting and training 30 volunteers to lead school groups.

## Girledworld

To *upskill and empower* secondary school girls with 21st Century, real-world learning toolkits, Future of Work mindsets, and access to amazing global role models.

## I Belong

Approximately 3500 students per year, from 150+ secondary schools throughout Victoria, participating in multi-disciplinary *Tertiary Experience Days* – 5-day intensive, discipline-specific experiences.

## SPARK Engineering Camp

In partnership with *Youth Without Borders*; and the *Victorian Indigenous Engineering Winter School*.

Figure 5.4.3 Overview of current key outreach activities in STEMM



Action	
<b>2.4</b>	<p><b>Build student pipeline through Outreach</b></p> <p>Develop and implement 3-year RMIT STEMM <u>Outreach Action plan</u> including:</p> <ol style="list-style-type: none"> <li>a. Developing gender-inclusive student recruitment marketing material</li> <li>b. Engaging female student champions from within RMIT</li> <li>c. Developing strategic partnerships with schools and industry bodies and networks focussed on building female representation in VE and HE in STEMM</li> <li>d. Direct marketing and engagement activities and events attracting female students to RMIT STEMM</li> <li>e. Monitoring and reporting on increase in RMIT STEMM female students</li> </ol> <p>A new position will be established from Q2 2019 to drive this activity.</p>
<b>5.2</b>	<p><b>Embed flexible working</b></p> <ol style="list-style-type: none"> <li>c. <u>Review academic workload allocations annually</u> and address any emerging patterns suggesting potential gender bias or variances due to part-time work</li> </ol>



## xii. Leadership

The ASWP includes all relevant STEMM Heads of Schools/Deans/Executive-Deans, who have led their School's 2017 gender equality action planning.

Customised School-based *Equity and Inclusion Plans* will drive effective local change through fit-for-purpose actions, supported by data analysis and HR advice/support (**Action 1.1**).

Since 2016, RMIT's leaders have also invested Strategic Funding to support the Athena SWAN application (**Actions 7.2-7.3**) including:

- new roles: Senior Project Officer (HEW8; 0.8FTE)
- ASWP time-allocations (24 x 0.1FTE)
- \$55k/year (project costs, membership fees, symposium participation, consultation, communications/events)
- 2018 VCRFs for Women in STEMM
- \$25k/year to WATTLE (2018 onwards)
- \$500k to implement 2019 Athena SWAN Action Plan actions.

Action	
<b>1.1</b>	<p><b>Lead effective change locally</b></p> <p><u>Implement 3-year local School <i>Equity &amp; Inclusion Plans</i> (EIPs) addressing SAGE Athena SWAN Action Plan Themes and targeting School-based issues of gender under-representation and intersectionality.</u></p> <ol style="list-style-type: none"> <li>a. Review the School's <i>Inclusion Dashboard</i></li> <li>b. Develop customised School <i>Equity &amp; Inclusion Plan</i> to address key issues identified; including seeking input/consulting with School community and stakeholders regarding key barriers and actions</li> <li>c. Include School Plan KPIs in School Leaders' workplans</li> <li>d. Implement School <i>Equity &amp; Inclusion Plans</i></li> <li>e. Regularly report School's <i>Inclusion Dashboard</i> and <i>Equity &amp; Inclusion Plan</i> outcomes to School communities; VCE; ASSG</li> </ol>
<b>7.2</b>	<p><b>Govern the Plan effectively</b></p> <p>Athena SWAN Steering Group (ASSG) to review governance end of March each year including:</p> <ol style="list-style-type: none"> <li>a. Scope of STEMM at RMIT University</li> <li>b. Steering Group membership and representation</li> <li>c. Terms of Reference</li> <li>d. Governance structure and financial/resourcing commitments</li> <li>e. Ensure program of work supports and works in with other initiatives within RMIT's Diversity and Inclusion Framework and external accreditation programs, including continuation of WGEA citation</li> </ol>
<b>7.3</b>	<p><b>Implement the Plan effectively</b></p> <ol style="list-style-type: none"> <li>a. Appoint project manager to implement 4-year Action Plan</li> <li>b. Establish regular reporting to monitor progress against indicators</li> <li>c. Develop and maintain communication strategy across RMIT</li> </ol>



## 6. SUPPORTING TRANSGENDER PEOPLE

Recommended word count: 500 words

Actual word count: 482 words

*Refer to Page 26 of the Handbook*

### i. Current policies and practice

RMIT's D&I Framework includes the Diverse Genders, Sexes and Sexualities (DGSS) Action Plan, informed by:

- input from RMIT Counsellors experienced with issues raised by students
- complaints of discrimination, harassment or other inappropriate treatment at RMIT based on sexuality or gender
- RMIT's DGSS survey (2015) on experiences of discrimination and harassment, RMIT culture and practice, and priorities for improvement (1100 responses)
- gap analysis against Australian Workplace Equality Index (AWEI) benchmark.

VCE endorsed the plan, a VCE Champion was appointed, and a Working Party and DGSS Staff Network established.

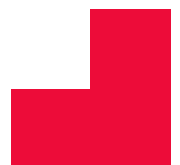
RMIT's support for employees transitioning or considering transitioning within the workplace is articulated through Gender Transition Guidelines, including preventing workplace bullying, harassment or discrimination (DGSS).

Further actions included:

- 50 gender-neutral toilet facilities installed across all Melbourne campuses
- non-binary third gender (x) and title (Mx) options provided
- a dedicated DGSS@RMIT website
- the Ally Network for RMIT's DGSS community (150+ staff) established University-wide
- increased visibility and awareness (e.g. *Wear It Purple Day*, *IDAHOBIT* and *Midsumma* celebrations).

Existing initiatives were strengthened:

- for Students: *Queer Safe Spaces*, RUSU Queer Officers in the Executive, Pride Mentoring for LGBTIQ+ students (Career/Employability development)
- for Staff: policies, commitments and provisions, including elimination of harassment and discrimination; non-gendered parental leave; professional development (*#WordsAtWork*, *DGSS 101*, *RMIT Ally Training* etc.).



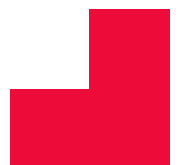
[REDACTED]

Table 6.0.1 Average Responses (**University-wide; Bundoora campus**) by DGSS staff to 2015 and 2017 Gender Equality surveys, and difference 2015 to 2017 [REDACTED]

The 2015-2017 DGSS surveys (Table 6.0.1) show most improvement at Bundoora, with more modest improvements in the City.

[REDACTED] we remain committed to improvement. Measures to address these include:

- a '*Changing the Course*' three-year action plan, designed to create a community where students and staff feel safe and respected
- sector-wide work of 'Respect. Now. Always'.



## ii. Monitoring



The DGSS Working Party implements, monitors and reviews the DGSS Action Plan. RUSU Queer Students group, DGSS staff network, and the Ally network contribute to the Working Party.

RMIT participates in the Pride in Diversity AWEI, achieving Bronze in 2017, and Gold in 2018, owing to our *'progress and innovation'*.

The benchmarking exercise provides targeted advice and informs further action.

## iii. Further work

Feedback from Pride in Diversity and DGSS survey (2015-17) (Table 6.0.1) resulted in action plans for 2019–2022. (**Actions 5.1; 6.1**)

Action	
5.1	<p><b>Build inclusive culture</b></p> <ul style="list-style-type: none"> <li>a. <u>through education</u>: Implement campaign specifically to build inclusive culture and <u>ways</u> of working including promoting a culture of zero tolerance to bullying, discrimination or harassment leveraging existing programs of <u>Change the Course</u> and <u>Respect. Now. Always</u></li> <li>b. <u>through communication and events</u>: Embed inclusive language and practices in RMIT communications, policies and systems including gender-balance and representation of speakers and Chairs in University events and marketing materials</li> <li>c. <u>through governance and representation</u>: Include gender-balance in all influential institution committees Terms of Reference and ensure membership of key committees is easily accessible to staff through the RMIT website. Where females are under-represented, the Terms of Reference will include methods for ensuring female representation when the Committee is considering new initiatives or decision making (<b>with urgent action in SEH</b>).</li> </ul>
6.1	<p><b>Progress RMIT DGSS community</b></p> <ul style="list-style-type: none"> <li>a. Maintain partnership with Pride and Diversity and participate in the <u>Australian Workplace Equality Index (AWEI) Analysis and reports continue to inform decision making and planning to improve DGSS staff experience</u></li> <li>b. Increase engagement through <u>DGSS and Ally Networks</u> in STEMM, and through 'Queers in Science' local network</li> <li>c. Provide <u>support to STEMM DGSS staff and students</u> in reporting negative treatment.</li> <li>d. Continue to implement the 'Changing the Course' 3-year Action Plan to ensure students and staff feel safe and respected.</li> </ul>



## 7. INTERSECTIONALITY

Recommended word count: 500 words  
Actual word count: 557 words

Refer to Page 26 of the Handbook

### i. Current Policy and Practice

The Gender Equality Action Plan's '*Intersectionality Awareness*' program explores how gender intersects with other factors; and how inequalities interconnect.

This work commenced with our females with disability and CALD females in STEMM.

#### Disabled Staff & Students

Approximately 90 RMIT staff and 3,300 students (52% female/0.05% Mx) have declared a disability. Students may register with Equitable Learning Services (ELS) at any point and seek support through our Mental Wellbeing and Counselling services.

Students accessing these services increased by an average of 4% 2015-2017. Over 50% had a mental health condition.

The 2017 *Accessibility Action Plan* focused on:

- visible leadership commitment
- inclusive physical and digital environments
- providing an equitable and inclusive experience for all students/staff with a disability
- promoting inclusive teaching/assessment practices;
- improving reasonable adjustment provisions for students.

These actions were evolving when the 2017 YourVoice survey indicated that experiences for staff with a disability/work-related adjustment had declined since 2015, particularly in *career progression*; *use of technology*; and *work flexibility* (Table 7.0.1); but also, in terms of *respectful and inclusive treatment*.

By the end of 2017, the following were in place:

- Accessibility website
- Work Adjustment Policy and Service catalogue
- Accessibility at Work Team
- Australian Network on Disability (AND) Access and Inclusion Index Silver Award
- Commitment to the Disability Confident Recruitment Charter.



RMIT anticipates a more positive outcome in the 2019 survey that will continue our path of improvement.

Celebrated Significant Days included:

- World Health Day for Safety at Work
- Global Accessibility Awareness Day
- RUOK Day
- World Mental Health Day
- International Day of Disability.

**[REDACTED]**

Table 7.0.1 Response of staff with a disability and CALD staff vs whole population in YourVoice survey 2017 and 2015  
[REDACTED]





## CALD Staff and Students

33% of staff were born outside Australia; 38% of students are international (including international campuses). The 2015 YourVoice survey informed RMIT's *Cultural Inclusion Action Plan*, but specific policy and support provisions are not always obvious.

*DevelopMe's* cultural awareness training options include:

- Enabling a Culturally and Linguistically Diverse Workforce
- #WordsAtWork
- Working with Asian/Middle Eastern Names.

Cultural days (e.g. *Diwali*, *Chinese New Year*, *Eid al-Fitre*) are celebrated.

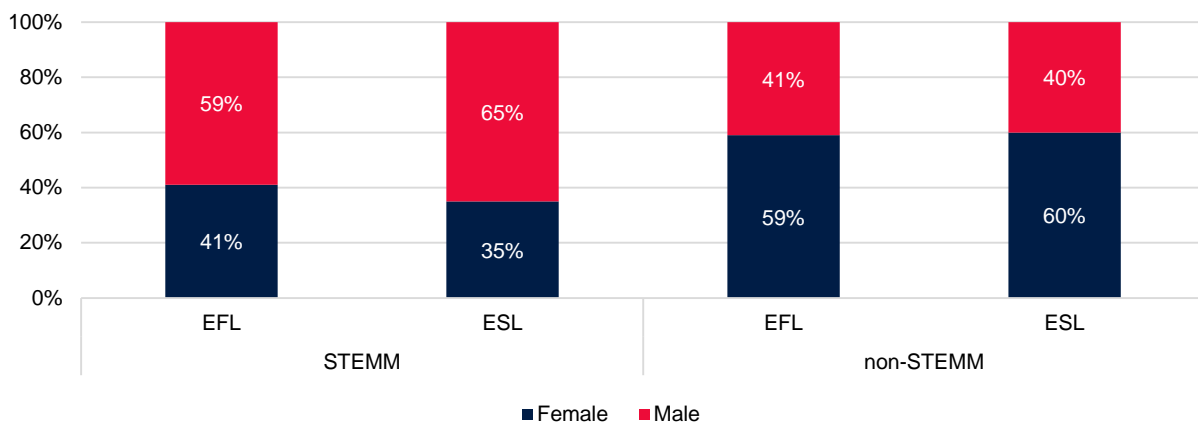


Figure 7.0.1 STEMM/Non-STEMM breakdown of respondents to YourVoice survey 2017 by EFL/ESL and gender (%)

2015-2017 survey results (Table 7.0.1; Figure 7.0.1) indicate:

- CALD staff rated *Workload*, *Wellness* and *Worklife Balance* lower, particularly for ESL Level C Females and all CALD VE Senior Educators.
- ESL Level C Females rated *career planning* and *progression* much lower.
- Academic CALD women rated their *leadership opportunities* much lower than CALD men.

CALD staff need improved induction to gain a better understanding, early-on, of cultural perspectives and practical supports around work-planning and promotion application assistance (section 5.1iii).



## i. Monitoring



The Accessibility Working Party and Cultural Inclusion Working Party will implement, monitor and review the *Accessibility Action Plan* and the *Cultural Inclusion Action Plan*, respectively. A VCE Champion leads each Party.

The Accessibility Working Party includes staff and students with disability, and members of the Accessibility at Work Team, ELS and Counsellors. The Cultural Inclusion Working Party includes CALD staff and students.

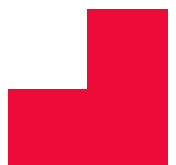
RMIT's ongoing review/progress is benchmarked by Diversity Council of Australia (DCA), and AND recommendations.

## ii. Further Work

RMIT will continue to implement the Accessibility and Cultural Inclusion Action Plans (**Actions 5.1, 6.2 and 6.3**).



Action	
5.1	<p><b>Build Inclusive Culture</b></p> <ul style="list-style-type: none"> <li>a. <u>through education</u>: Implement campaign specifically to build inclusive culture and <u>ways of working</u> including promoting a culture of zero tolerance to bullying, discrimination or harassment leveraging existing programs of <u>Change the Course</u> and <u>Respect. Now. Always</u></li> <li>b. <u>through communication and events</u>: Embed inclusive language and practices in RMIT communications, policies and systems including gender-balance and representation of speakers and Chairs in University events and marketing materials</li> <li>c. <u>through governance and representation</u>: Include gender-balance in all influential institution committees Terms of Reference and ensure membership of key committees is easily accessible to staff through the RMIT website. Where females are under-represented, the Terms of Reference will include methods for ensuring female representation when the Committee is considering new initiatives or decision making (with urgent action in SEH).</li> </ul>
6.2	<p><b>Progress RMIT CALD community</b></p> <ul style="list-style-type: none"> <li>a. <u>Collect and record data identifying CALD</u> fixed-term and continuing staff (academic, VE and professional) and implement process to ensure ongoing collection and recording of CALD data at point of application and recruitment processes.</li> <li>b. CALD data analysis included in Inclusion Dashboard and regular reporting and informs <u>Strategic Workforce Planning</u>.</li> <li>c. Implement and evaluate a <u>pilot induction program for newly-appointed CALD</u> academics (20-30 staff) to improve their career trajectories, including an introduction to the Australian secondary and tertiary education system, cultural orientation, and tailored English language support.</li> <li>d. Implement a <u>tailored development program of activities</u>, informed by analysis of causative factors for low staff satisfaction ratings re: workload, wellness, work/life balance, and career opportunities, for female CALD VE Senior Educators and CALD level C female academics</li> <li>e. Maintain partnership with Diversity Council of Australia (DCA), and analysis and reports continue to inform decision making and planning to improve CALD staff experience</li> </ul>
6.3	<p><b>Progress RMIT STEM staff and students with a disability</b></p> <ul style="list-style-type: none"> <li>a. Continue to partner with the Australian Network on Disability (AND) and to participate in the <u>Access and Inclusion Index (AWEI)</u> to advise and benchmark RMIT's progress in supporting staff and students with a disability; analysis and reports continue to inform decision making and planning to improve experience for staff and students with a disability</li> <li>b. Improve capability, confidence and awareness of staff and managers across the University through <u>education and awareness campaigns regarding managing disability in the workplace</u></li> <li>c. <u>Promote Australian Network on Disability internship programs</u> and mentoring students and staff with a disability</li> </ul>



## 8. INDIGENOUS AUSTRALIANS

Recommended word count: 500 words

Actual word count: 449 words

Refer to Page 27 of the Handbook

### i. Current policy and practice

RMIT's 2016 *Aboriginal and Torres Strait Islander Employment Plan*, supported by College/Portfolio *Indigenous Engagement Plans*, is embedded in the relevant enterprise agreements, demonstrating RMIT's commitment to increasing Indigenous Australian full-time equivalent (FTE) staff to at least 42 (1% of current University workforce) by 2020.

Indigenous staff increased from five (2007) to 32 (30.3FTE) (2018). RMIT's 2020 target will be met at the present recruitment rate (Figure 8.0.1).

Currently, two Indigenous academics (females) are in STEMM, together with two professionals (1F:1M). RMIT's first Indigenous Deputy PVC (Indigenous Education & Engagement), Professor Mark McMillan, was appointed in 2017. RMIT's Indigenous staff are mostly female professionals (STEMM 75% female; Non-STEMM 57% female; [Table 8.0.1]).

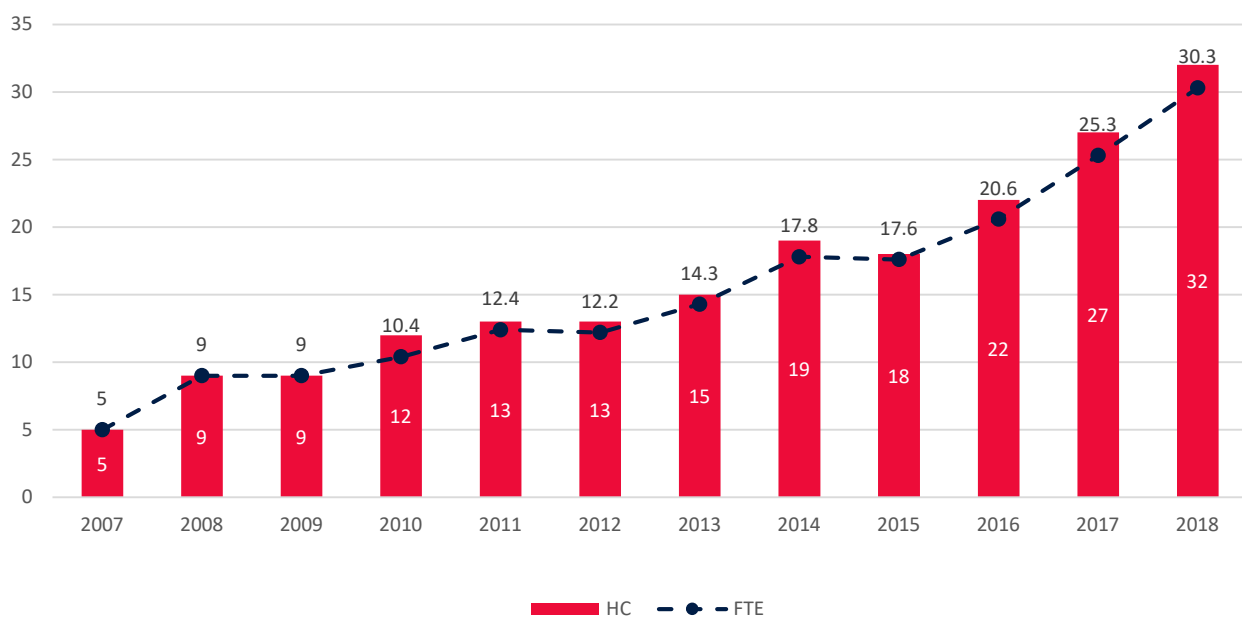
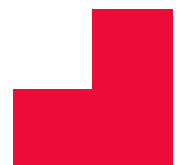


Figure 8.0.1 Indigenous Australian staff – All Roles



			2018
STEMM	Academic	Female	2
		Male	0
	Professional	Female	1
		Male	1
<b>TOTAL</b>			<b>4</b>
Non-STEMM	Academic	Female	5
		Male	4
	Executive	Male	1
	Other	Male	1
	Professional	Female	11
		Male	6
	<b>TOTAL</b>		
<b>GRAND TOTAL</b>			<b>32</b>

Table 8.0.1 STEMM/Non-STEMM Indigenous staff by gender and role, University-wide (HC) (end 2018)

RMIT has approximately 250 Indigenous students. 38% are in STEMM (approx. 60%F:40%M), mostly in health programs, with fewer in Engineering, IT and Science.

Indigenous students are supported through the *Indigenous Access* and *Gama-dji Orientation Programs*. *Ngarara Willim* (NW) Centre Student Liaison Officers and Student Support Coordinators provide on-going support. NW, open any time, provides guidance with study, living and cultural needs, including computer access, a kitchen/lounge and meeting space ([www.facebook.com/ngararawillim](http://www.facebook.com/ngararawillim)).

Students may also access:

- the free *Indigenous Tutorial Assistance Scheme* (ITAS)
- the *ATSI Mentoring Program* (2018)
- a range of Scholarships (Certificate/Diploma to PhD, some STEMM-specific).

RMIT also holds STEMM outreach programs for LSES/ATSI students (Section 5.3xi).



## ii. Monitoring

RMIT's *Annual Operating and Reconciliation Action Plans* include Indigenous outcomes. The *University Scorecard* features their KPIs, with regular monitoring and reporting to the University Council.

NW is developing *RMIT's Strategic Workforce Plan*, embedding long-term Indigenous leadership, recruitment, retention and career development targets into RMIT operations, including STEM. *Indigenous Engagement Committees* in each College, advised by Indigenous staff, develop, monitor and report (quarterly) on their *Indigenous Engagement Action Plan*.

Each School has senior gender and Indigenous staff diversity targets. School Executives monitor and initiate activities to achieve targets.

## iii. Further work

As RMIT's Indigenous community is small, gender and Indigenous heritage intersectionality, as a whole or in STEM, remains to be addressed.

Drawing conclusions from the YourVoice survey for Indigenous staff is difficult, but responses were similar or slightly improved to all staff.

NW informally interviewed some Indigenous female STEM students. Key issues included:

- the lack of female STEM role models
- the need for more flexibility to cope with work/community commitments
- the need for Indigenous science teaching and perspectives in their degrees.

RMIT is transitioning to Reconciliation Action Plan Phase 2: *Dhumbah Goorowa – commitment to share* (RAP2). RAP2 shifts RMIT's focus to one of relationships between Indigenous/non-Indigenous Australians, via the *Bundy Girri (Shared Futures)* strategic project (**Action 6.4**). This project will lead to better work and study environments for Indigenous staff and students.

RMIT will also create an environment to develop research and knowledge determined by Indigenous Australians. (**Action 6.4**).



6.4 **Progress RMIT STEM Indigenous Australians**

- a. Implement Bundyi Girri (Shared Futures) program (on an individual and work unit basis), based on the learnings of the Bundyi Girri Test Cases, including regular (annual/as needed) evaluation and review for effectiveness and quality control
- b. Implement the Indigenous Workforce Plan as part of *Dhumbah Goorowa* (RAP2), including development of the female Indigenous talent matrix
- c. Implement staff micro-credential: Advancing Reconciliation – Preparing for Bundyi Girri and student micro-credential: Indigenous Orientation Wominjeka
- d. With support of Ngarara Willim Centre, undertake further qualitative research e.g. focus groups with Indigenous students and staff in STEM to better understand the intersection of STEM with Indigenous heritage, and gender-STEM-Indigenous heritage
- e. Continue Pre-Doctoral sponsorship opportunities for Indigenous HDR candidates in STEM to encourage exceptional Indigenous graduates to continue their tertiary education and to consider an academic career
- f. Participate in the 'The National Indigenous Science Education Program' (NISEP), starting with the School of Science.



## 9. FURTHER INFORMATION

Recommended word count: 500 words

Actual word count: 346 words

Refer to Page 28 of the Handbook

## 9.1 Vocational Education (VE)

### i. A picture of the VE STEMM workforce

RMIT's VE STEMM staff are in the School of Vocational Engineering, Health & Sciences (SVEHS). VE positions are Teachers (levels 1-5) and Senior Educators (levels 1-3).

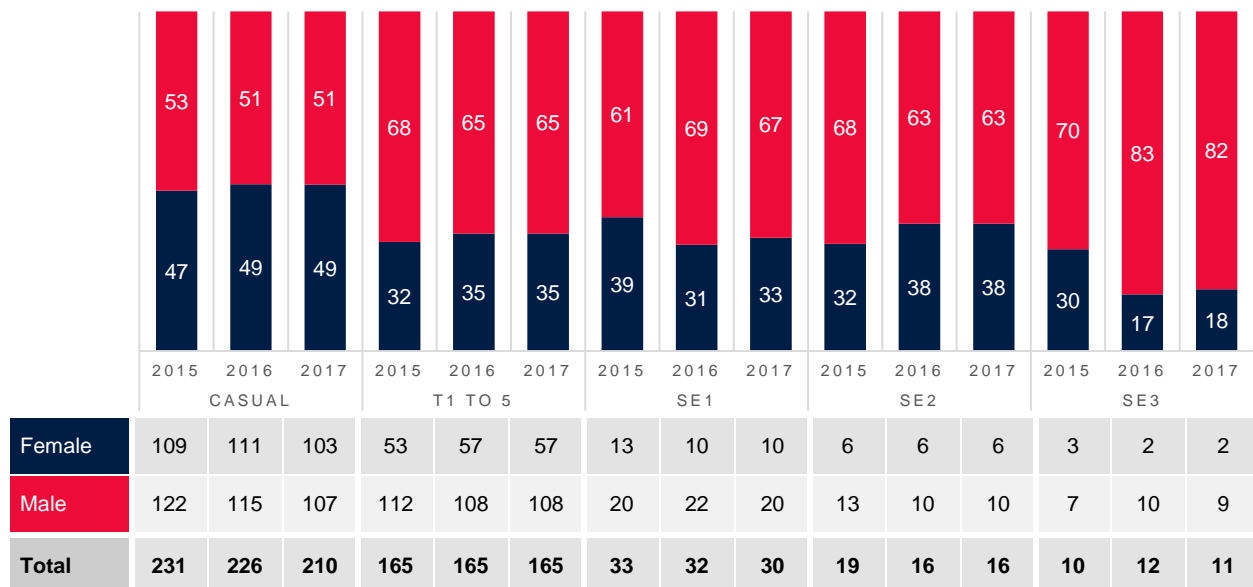
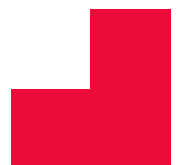


Figure 9.1.1 STEMM VE by level and gender (%) (2015-2017), table shows headcount

Females in STEMM (SVEHS) are under-represented at all levels, sharp declining in 2016/2017 at Senior Educator 3 (Figure 9.1.1). Most continuing STEMM hold Teacher 5 roles, whilst those at Teacher 2 and 5 dominate the fixed-term workforce (Table 9.1.1).

SVEHS' gender representation differs significantly across disciplines (Health is female-dominated; Engineering and Trades are male-dominated), highlighting the need for a more inclusive culture (**Action 1.1**).

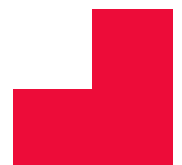




	2015					2016					2017													
	Senior Educator			Teacher		Senior Educator			Teacher		Senior Educator			Teacher										
	1	2	3	1	2	3	4	5	1	2	3	1	2	3	4	5	1	2	3	1	2	3	4	5
<b>Continuing</b>																								
<b>Female</b>	7	4	1	0	1	0	4	27	7	4	1	0	1	1	3	26	6	5	1	0	0	1	2	23
<b>Male</b>	7	6	3	0	0	1	3	49	12	4	3	0	0	0	1	53	12	3	3	0	0	0	2	46
<b>% F</b>	<b>50</b>	<b>40</b>	<b>25</b>	-		<b>0</b>	<b>57</b>	<b>36</b>	<b>37</b>	<b>50</b>	<b>25</b>	-			<b>75</b>	<b>33</b>	<b>33</b>	<b>63</b>	<b>25</b>	-	-		<b>50</b>	<b>33</b>
<b>Fixed Term</b>																								
<b>Female</b>	6	2	2	1	9	1	5	5	3	2	1	0	11	0	5	10	4	1	1	1	20	0	2	8
<b>Male</b>	13	7	4	2	34	1	2	20	10	6	7	1	25	1	8	19	8	7	6	0	29	1	3	27
<b>% F</b>	<b>32</b>	<b>22</b>	<b>33</b>	<b>33</b>	<b>79</b>	<b>50</b>	<b>71</b>	<b>20</b>	<b>23</b>	<b>25</b>	<b>13</b>	<b>0</b>	<b>31</b>	<b>0</b>	<b>38</b>	<b>34</b>	<b>33</b>	<b>13</b>	<b>14</b>		<b>41</b>	<b>0</b>	<b>40</b>	<b>23</b>

Table 9.1.1 VE STEMM teachers and senior educators by level, gender contract-type (HC) (2015-2017)

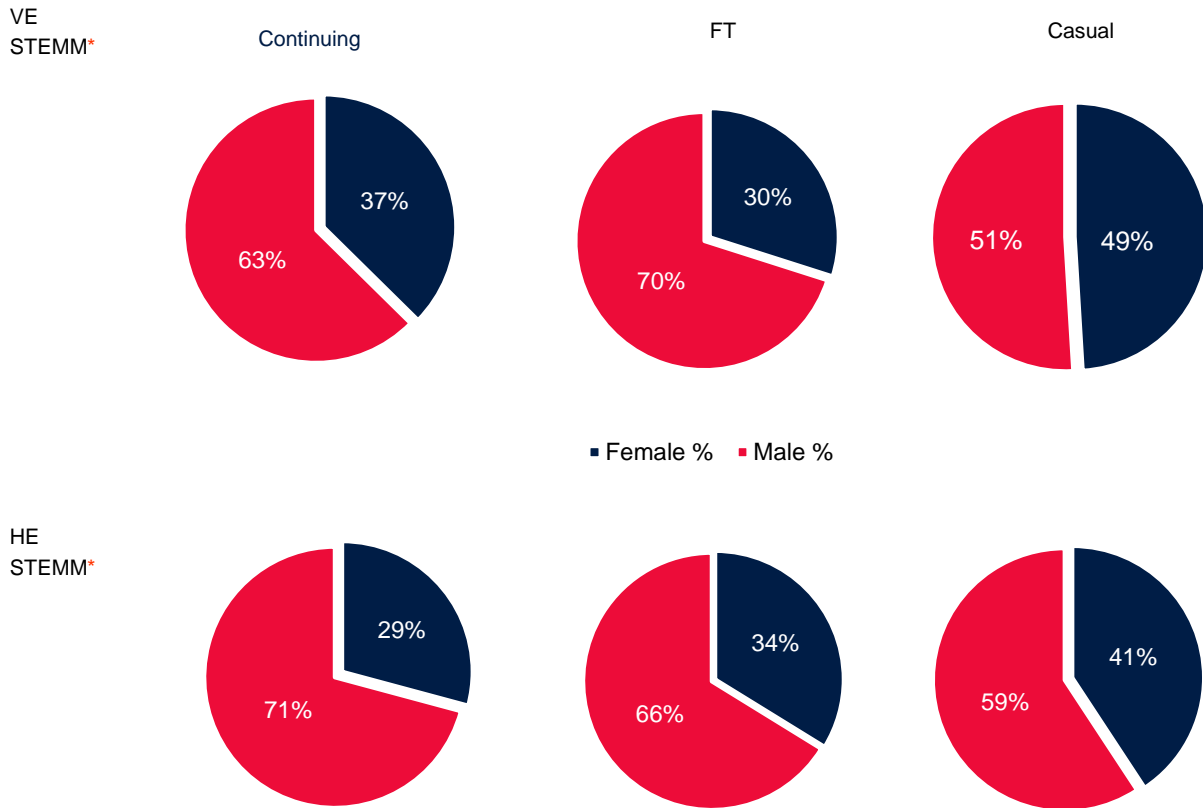
Action	
<b>1.1</b>	<p><b>Lead effective change locally</b></p> <p><u>Implement 3-year local School <i>Equity &amp; Inclusion Plans (EIPs)</i> addressing SAGE Athena SWAN Action Plan Themes and targeting School-based issues of gender under-representation and intersectionality.</u></p> <ol style="list-style-type: none"> <li>a. Review the School's <i>Inclusion Dashboard</i></li> <li>b. Develop customised School <i>Equity &amp; Inclusion Plan</i> to address key issues identified; including seeking input/consulting with School community and stakeholders regarding key barriers and actions</li> <li>c. Include School Plan KPIs in School Leaders' workplans</li> <li>d. Implement School <i>Equity &amp; Inclusion Plans</i></li> <li>e. Regularly report School's <i>Inclusion Dashboard</i> and <i>Equity &amp; Inclusion Plan</i> outcomes to School communities; VCE; ASSG</li> </ol>



## ii. VE Staff on Fixed-Term, Open-Ended, Permanent and Casual Contracts by Gender

Employment patterns were stable across 2015-2017 (Figure 9.1.2).

The proportion of fixed-term employment for VE STEMM females increased slightly, whilst the proportion of casually-employed VE STEMM females (Figure 9.1.4) fell slightly. The proportion of VE STEMM females in continuing and casual employment was higher than HE STEMM females (Figure 9.1.2).



\* Snapshot Data - 1st April 2017

	STEMM VE					
	Female			Male		
	2015	2016	2017	2015	2016	2017
Continuing	42	44	40	70	74	67
Fixed-term	28	31	35	91	76	82
Casual	109	111	103	122	115	107

Figure 9.1.2 STEMM VE and HE staff by contract type and gender (%) (as at 1<sup>st</sup> April 2017), table shows headcount (2015-2017)



### iii. VE leavers by grade and gender

In VE STEMM, most females depart through resignation; compared to end-of-contract in HE STEMM (section 4.1iv). Most exits are in T1-5 (Figure 9.1.3).

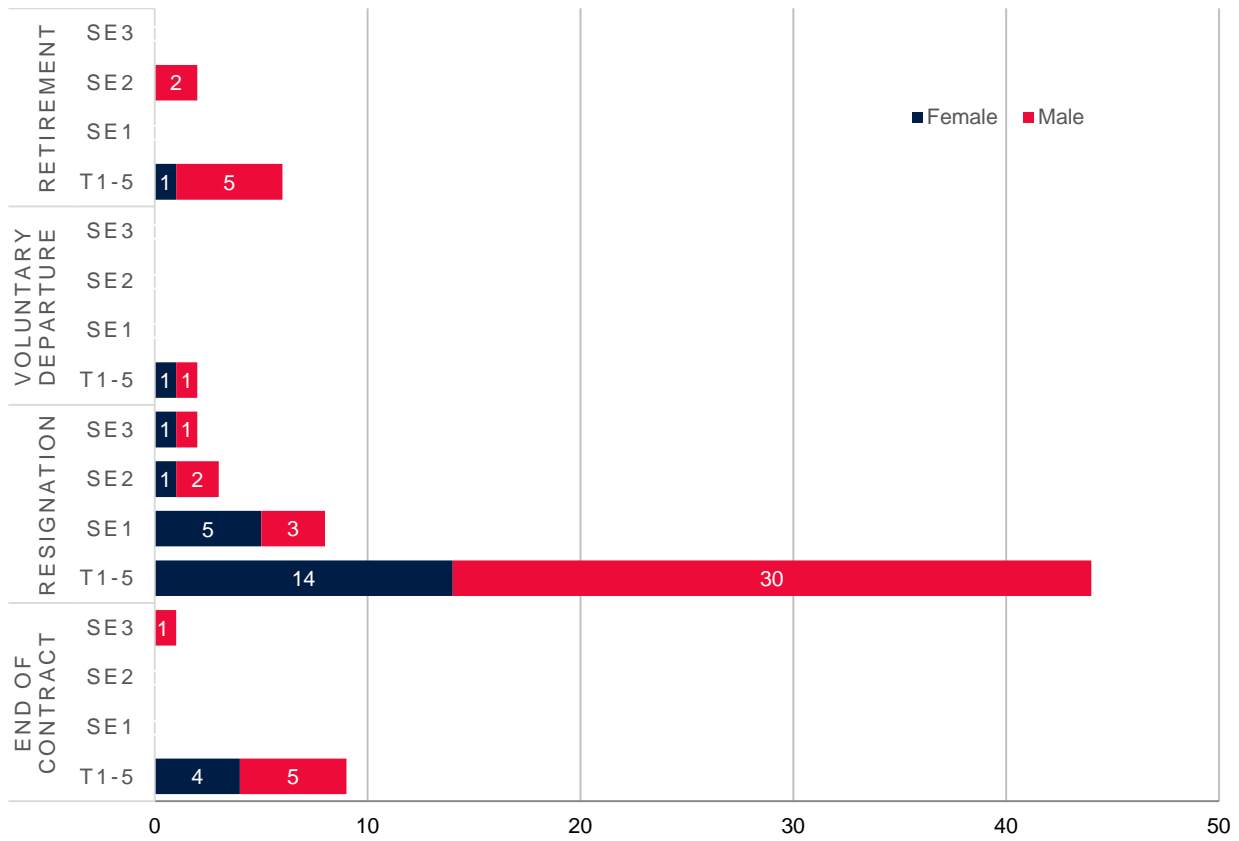
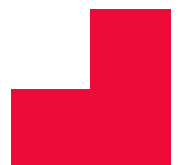


Figure 9.1.3 STEMM VE exits by classification comparison (HC) (2015-2017)



Attrition rates for VE STEMM females were higher than for males across all levels (Figure 9.1.4). and exaggerated due to the low headcount. (See **Actions 1.2;3.2** for retention strategy.)

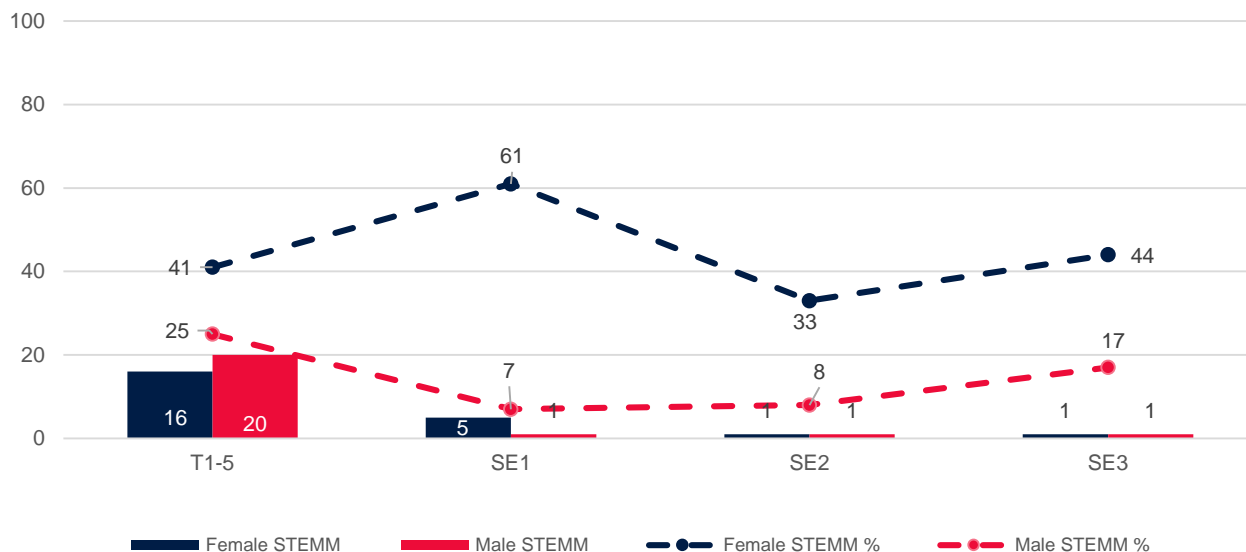


Figure 9.1.4 STEMM VE attrition (excl. end of contract & retirement) by level and gender, combined exit headcount (2015-2017) and % (average exit HC (2015-2017)/average HC for cohort)

Action	
<b>1.2</b>	<p><b>Enable managers through professional development, guides and process redesign to drive gender equality in employment practices including:</b></p> <ol style="list-style-type: none"> <li>Applying <u>Achievement Relative to Opportunity</u> (ARtO) considerations throughout all employment-related decisions (recruitment, talent review, performance reviews)</li> <li>Adopting inclusive recruitment practices</li> <li><u>Actively sponsoring</u> career development and progression for STEMM females</li> <li>Proactively minimising losses through career management and stay conversations</li> <li><u>Building inclusive workplaces</u> through sponsorship, improving representation, managing bias, supporting flex work and career progression for diverse staff, disability awareness, retaining talent, managing exits</li> </ol>
<b>3.2</b>	<p><b>Minimise talent loss</b></p> <ol style="list-style-type: none"> <li>Embed exit data and survey results in <u>Inclusion Dashboard ¼ly reports</u></li> <li>ASSG undertake <u>annual review of all exit data</u> and exit survey results to inform ongoing review and adjustment of the Athena SWAN Action Plan</li> <li>Implement a <u>staff alumni program</u> keeping STEMM female leavers engaged in RMIT Community</li> </ol>



#### iv. Supporting and advancing VE women’s careers

Teachers progress based on qualifications and experience; Senior Educators progress by selection.

RMIT VE staff often commence as casual employees from industry while considering a career change to teaching. In terms of pipeline, 16% of STEMM-qualified people in Australia’s national STEMM workforce are female; 9% are VE-qualified (unchanged since 2006.<sup>1</sup>) (See **Action 2.2** for approaches to increase female workforce).

During 2015-2017 VE STEMM appointments were gender-balanced (Table 9.1.2).

		2015	2016	2017	Total
STEMM VE	Female	10 (59%)	14 (47%)	11 (55%)	<b>35 (52%)</b>
	Male	7	16	9	<b>32</b>
	Total	17	30	20	<b>67</b>

Table 9.1.2 STEMM VE total offers by gender and year

Action	
<b>2.2</b>	<p><b>Increase Female STEMM VE Representation</b></p> <ul style="list-style-type: none"> <li>a. <u>Review career structures</u> in VE to support increased progression</li> <li>b. Increase opportunities in SE3 positions in STEMM fields</li> <li>c. Advertise SE2 and SE3 roles at end of contract</li> <li>d. Implement <u>VE Leadership Development</u> program for all VE SE1 and SE2 staff to develop potential for success for SE3 opportunities</li> <li>e. Embed <u>annual review of VE casual workforce</u> into workforce planning: undertake talent review and offer fixed-term/continuing employment for female VE Teachers in STEMM</li> <li>f. Talent matrix developed for each discipline identifying high potential leaders informing leadership development and repeated annually</li> </ul>

<sup>1</sup> Office of the Chief Scientist. 2016. *Australia’s STEM workforce*, p. v. Australian government: Canberra. Accessed 28 February 2018: [http://www.chiefscientist.gov.au/wp-content/uploads/Australias-STEM-workforce\\_full-report.pdf](http://www.chiefscientist.gov.au/wp-content/uploads/Australias-STEM-workforce_full-report.pdf)



## v. Parental Leave

Although VE Teachers are not provided the *Return-to-Work Bonus*, 100% of VE STEMM returned to work compared with 96% of HE STEMM (section 5.3iv) (Table 9.1.3).

The overall return-rate for staff on fixed-term contracts was slightly lower at 87%. Specific advice for managers of fixed-term staff could increase retention (**Action 1.5a & c**).

	HE Academic		VE Teachers	
	Yes	No	Yes	No
Returned to work	26 (96%)	1 (4%)	4 (100%)	0

Table 9.1.3 STEMM VE/HE parental leave return rate (2015-2017)

Action	
1.5	<p><b>Enable managers to support transitions</b></p> <p>Managers are provided specific guidance by HR at the following transition points:</p> <ol style="list-style-type: none"> <li>parental leave including specific advice for staff employed fixed term or on Fellowships</li> <li>changing time fraction</li> </ol>



## vi. Culture

In 2017's YourVoice survey, VE STEMM and HE STEMM responses were similar with respect to: *safety* (~77%), *cross-unit cooperation* (40%), *wellness* (53%) and *work/life balance* (52%) (Table 9.1.4).

*Technology, facilities, rewards and recognition, career opportunities* and *workload* clearly need urgent address in VE STEMM (**Actions 2.2;5.2**)

	2017		
	RMIT Univ. Overall Excl. RMIT Vietnam	STEMM x VE Teacher	STEMM Academic
Responses:	3889	132	539
Technology	50%	59%	75%
Safety	80%	78%	75%
Facilities	64%	56%	82%
Senior Management	58%	58%	68%
Cross-Unit Cooperation	33%	39%	41%
L&D	54%	48%	58%
Involvement	48%	45%	72%
Rewards & Recognition	63%	44%	73%
Performance Appraisal	71%	64%	80%
Career Opportunities	44%	39%	83%
Co-workers	81%	78%	69%
Teaching	67%	68%	35%
Workload	44%	39%	63%
Wellness	56%	49%	56%
Work/Life Balance	63%	53%	51%

Table 9.1.4 2017 YourVoice staff survey results for STEMM VE and HE staff comparison



Action	
<b>2.2</b>	<p><b>Increase Female STEMM VE Representation</b></p> <ul style="list-style-type: none"> <li>a. <u>Review career structures</u> in VE to support increased progression</li> <li>b. Increase opportunities in SE3 positions in STEMM fields</li> <li>c. Advertise SE2 and SE3 roles at end of contract</li> <li>d. Implement <u>VE Leadership Development</u> program for all VE SE1 and SE2 staff to develop potential for success for SE3 opportunities</li> <li>e. Embed <u>annual review of VE casual workforce</u> into workforce planning: undertake talent review and offer fixed term/continuing employment for female VE Teachers in STEMM</li> </ul>
<b>5.2</b>	<p><b>Embed flexible working</b></p> <ul style="list-style-type: none"> <li>a. Embed <u>organisation design principles</u> enabling work flex for all roles including all roles can be part-time</li> <li>b. Increase flexible working practices specifically for <u>mid-career academics and managers</u> and publicise role models</li> <li>c. <u>Review academic workload allocations annually</u> and address any emerging patterns suggesting potential gender bias or variances due to part-time work</li> </ul>





## 10. ACTION PLAN

*Refer to Pages 28-29 of the Handbook*

The action plan should present prioritised actions to address the issues identified in this application.



# SAGE Athena SWAN Action Plan (ASAP)

2019 - 2023



## Introduction to the SAGE Athena SWAN Action Plan 2019 – 2023

RMIT University's SAGE Athena SWAN 4-year Action Plan is focused around 7 key themes, all working together to make gender equity in STEMM a reality. Dedicated budget, project management and governance are established to ensure real outcomes. Senior sponsorship with regular oversight and reporting to Vice-Chancellor's Executive will ensure strategic alignment.

Effective change is led locally through every-day actions and decisions taken, supported by an enterprise-wide framework of well-resourced initiatives focussed on attracting females; supporting career progression; and an inclusive culture. A key pillar enabling change will be local *Equity and Inclusion Plans*.

### Our Action Plan is focussed around 7 key themes

1. **Leading Local Action** – leading transformation to support female careers in STEMM
2. **Building the Pipeline** – inspiring and attracting future female talent
3. **Supporting fulfilling careers** – nurturing female talent in STEMM
4. **Engaging moments of transition** – in-time and flexible support mechanisms
5. **Transforming Culture** – an inclusive, respectful and compassionate workplace
6. **Supporting and encouraging our intersectional communities**
7. **Strengthening Foundations** – future-proofing Athena SWAN through good governance

Actions have been assigned to an accountable senior officer within the University, mostly members of the Vice-Chancellor's Executive. These members are “*accountable*” for ensuring the actions are implemented, and for monitoring their completion and measures of success. Actions have also been assigned a relevant manager as “*responsible*” for doing the actions.

Timelines have been allocated to the actions across the four years. It is anticipated that the plan will be somewhat dynamic and subject to regular review to ensure relevant and effective outcomes.

⊕ = Priority action

➡ = Action commenced prior to 2019



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# Leading local action

Leading transformation to support  
female careers in STEMM



## Theme 1: Leading local action – leading transformation to support female careers in STEMM

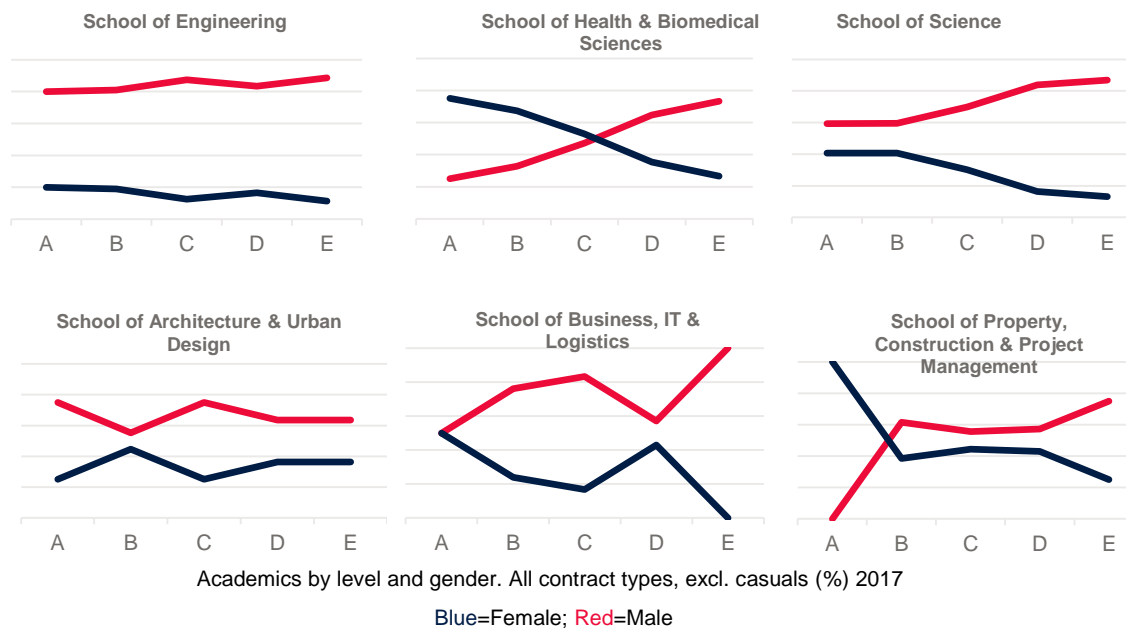
**Objective:** Enable managers to lead effective change locally and build an inclusive culture through everyday decisions and actions

### Rationale:

- The challenges and potential barriers for our STEMM females vary according to discipline and context, requiring customised approaches addressing local issues
- Managers need to proactively support and sponsor career progression, identifying opportunities for development and supporting promotion aspirations
- Managers need to actively support STEMM female academics to engage in research and foster collaboration on research projects to support career progression
- Managers need to actively support and champion flexibility to enable STEMM females and carers to continue momentum of research and minimise impact of breaks on career progression, and particularly for fixed term staff, of which there is a higher incidence in STEMM
- Managers need to highlight and champion gender equity and inclusion through communications and events locally.

### Evidence:

Female academic staff are under-represented to varying degrees across all STEMM schools, particularly in senior levels (as per Figures 4.1.4 – 4.1.5 summarised below).



Rationale	Action		Time scale					Responsible	Accountable	Success measures
			19	20	21	22	23			
Owing to differences in the culture, structure and gender-representation patterns of each STEMM School, each requires a customised plan and KPIs integrated into School-based planning and governance to bring about the desired changes in gender representation.	1.1	<p><b>Lead effective change locally</b></p> <p>🔄 <u>Implement 3-year local School <i>Equity &amp; Inclusion Plans</i> (EIPs) addressing SAGE Athena SWAN Action Plan Themes and targeting School-based issues of gender under-representation and intersectionality.</u></p> <p>a. Review the School's <i>Inclusion Dashboard</i></p> <p>b. Develop customised School <i>Equity &amp; Inclusion Plan</i> to address key issues identified; including seeking input/consulting with School community and stakeholders regarding key barriers and actions</p> <p>c. Include School Plan KPIs in School Leaders' workplans</p> <p>d. Implement School <i>Equity &amp; Inclusion Plans</i></p> <p>e. Regularly report School's <i>Inclusion Dashboard</i> and <i>Equity &amp; Inclusion Plan</i> outcomes to School communities; VCE; ASSG</p>						Head of School/Dean/ Executive Dean	PVC	<ul style="list-style-type: none"> <li>Head of School/Dean/Executive Dean and PVC review School Inclusion Dashboard quarterly, including monitoring KPIs identified in the <i>Equity and Inclusion Plans</i></li> <li>All STEMM Schools <i>Equity and Inclusion Plans</i> published October each year</li> <li>Key KPIs included in School Leaders' workplans</li> <li><i>Equity &amp; Inclusion Plans</i> implemented with clear targets and year-on-year improvement in metrics in the <i>Inclusion Dashboard</i></li> <li>Gender equality and diversity outcomes regularly reported to School community part of regular discussion with all senior leaders including research leaders.</li> </ul>
Female representation in STEMM is low overall and decreases at senior levels to 16%. Managers need to adopt more proactive management approaches to the entire employment lifecycle to grow gender representation in STEMM. Applying inclusive recruitment practices will be essential to building representation and the pipeline. Supporting career development and progression is critical to increasing representation in senior levels. Proactively managing retention and exits will better inform our ability to build a supportive and inclusive environment and continue to attract STEMM females.	1.2	<p><b>Enable managers through professional development, guides and process redesign to drive gender equality in employment practices</b> including:</p> <p>a. Applying <u>Achievement Relative to Opportunity</u> (ARtO) considerations throughout all employment-related decisions (recruitment, talent review, performance reviews)</p> <p>b. Adopting <u>inclusive recruitment practices</u></p> <p>c. <u>Actively sponsoring</u> career development and progression for STEMM females</p> <p>d. Proactively minimising losses through <u>career management and stay conversations</u></p> <p>e. <u>Building inclusive workplaces</u> through sponsorship, improving representation, managing bias, supporting flex work and career progression for diverse staff, disability awareness, retaining talent, managing exits</p>						Head of School/Dean/ Executive Dean	EDHR with DVC R&I and DVCE	<ul style="list-style-type: none"> <li>All people managers in STEMM complete relevant professional development regarding gender equality in STEMM</li> <li>Improved gender balance and diversity in STEMM at all academic levels</li> <li>Improved promotion success rates for STEMM females</li> <li>Reduced attrition rates particularly at academic levels A &amp; E</li> <li>Improved staff survey results particularly regarding <ul style="list-style-type: none"> <li><i>Inclusion factors: ethics; mission &amp; values; diversity; involvement</i></li> <li><i>Employment practices factors: recruitment &amp; selection; learning and development; rewards &amp; recognition; performance appraisal; supervision; career opportunities;</i></li> <li><i>Flexibility factors: workload; wellness; work/life balance</i></li> </ul> </li> </ul>

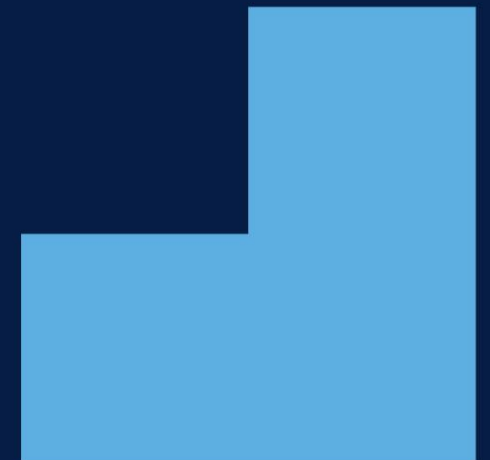
Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
A review of RMIT Schools' external-facing homepages indicates that STEMM females are slightly under-represented (43%) in images of people, whereas non-STEMM females are over-represented (66%).	<p><b>1.3 Enable managers to enhance visibility of role models and raise awareness of gender equality and inclusion matters</b> including:</p> <p>a. Ensuring <u>representation in communications and events</u> including School homepage maintains gender balance and diversity in images of people</p> <p>b. Providing at least <u>one news item annually</u> for Uni-wide communications demonstrating local application of Equity and Inclusion actions and impact</p> <p>c. Hosting or sponsoring at least <u>one annual Equity and Inclusion related event</u> to provide profile to students and staff internally or externally</p>						Head of School/Dean/ Executive Dean	PVCs	<ul style="list-style-type: none"> <li>Improved staff survey results particularly regarding <i>Inclusion factors: ethics; mission &amp; values; diversity; involvement</i></li> <li>Increased awareness of Athena SWAN, <i>Equity and Inclusion Plans</i></li> <li>Number of significant events hosted and participation rates</li> <li>Greater gender-balance and diversity of staff and students showcased throughout RMIT's internal and external communication forums, including those for marketing and recruitment</li> </ul>
<p>Female staff who have exited RMIT in 2016-2017 advocated for cultural change, including managers being more communicative, supportive, responsive and approachable with only 36% of STEMM respondents agreeing communication between leadership and staff at RMIT is strong.</p> <p>STEMM females represent 31% of STEMM academics but only generate 15% of STEMM research income.</p> <p>STEMM female HDR students under female supervisors are also generating less publications than their counterparts.</p> <p>The 2017 YourVoice Survey indicates STEMM females are less likely to agree (38% vs 44% STEMM Males) that they are "<i>given enough support to achieve their research goals</i>". Workload analysis does not suggest research time is allocated differently across males and females, whether full-time or part-time and we need to implement specific initiatives and support for females in producing research outputs and income.</p>	<p><b>1.4 Enable managers to support careers by</b></p> <p>a. <u>actively sponsoring</u> career development and providing opportunity for females to participate in committees and acting appointments enabled through workload allocation and/or research/teaching support to offset commitments</p> <p>b. <u>providing feedback</u> for all shortlisted internal applicants</p> <p>c. conducting <u>effective localised induction</u> of new starters ensuring all staff have a 3-year career plan articulated within first 6 months of employment</p> <p>d. conducting <u>regular 'stay' discussions</u> to ensure concerns or issues are addressed before they become irreparable</p> <p>e. <u>increasing participation and representation of STEMM females on research grants and projects</u>; building HDR publications; providing for research mentoring</p> <p>f. growing participation in <u>sabbaticals and research leave</u> including application of ARtO considerations for applications</p>						Head of School/Dean/ Executive Dean	PVCs	<ul style="list-style-type: none"> <li>Increased internal mobility, academic promotion for STEMM females and internal female appointments to senior management roles</li> <li>CALD female academic promotion success rates equal to non-CALD</li> <li>Increased proportion of research income obtained by STEMM females</li> <li>Increase in proportion of STEMM females applying for academic promotion</li> <li>Improved promotion success rates for STEMM females</li> <li>Improved staff survey results particularly regarding career opportunities</li> <li>Improved exit survey results indicating positive experience of manager supporting career progression</li> </ul>

Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
<p>Survey of staff who have taken parental leave highlights the importance of a supportive manager for a positive experience, with a third indicating clearer guidelines and communication would be useful. The majority (81%) of fixed-term staff taking parental leave are in STEMM requiring specific advice and support for managers. Academic staff on average return from parental leave of 23-24 weeks and anecdotally it is acknowledged they often continue research activities including HDR supervision while on parental leave. Most staff returning from parental leave use flexible working hours or work part-time. Less full-time staff agree they have the flexibility to manage their work and caring responsibilities when compared with part-time staff, therefore managers could benefit from advice regarding other forms of flexibility when staff are increasing their time-fraction.</p>	<p><b>1.5</b></p> <p><b>Enable managers to support transitions</b></p> <p>Managers are provided specific guidance by HR at the following transition points:</p> <ol style="list-style-type: none"> <li><u>parental leave</u> including specific advice for staff employed fixed term or on Fellowships</li> <li>for academic staff seeking to <u>maintain their research program</u> while on extended leave including use of <i>Keep-in-Touch</i> Days</li> <li><u>changing time-fraction</u></li> </ol>						EDHR	COO	<ul style="list-style-type: none"> <li>People managers in STEMM satisfaction with advice from HR regarding parental leave and other transitions</li> <li>Improved staff survey results particularly regarding <i>Flexibility factors</i>: workload; wellness; work/life balance</li> <li>Improved survey results of staff who have taken parental leave</li> </ul>



# Pipeline

Inspiring and attracting  
future female talent





## Theme 2: Pipeline – inspiring and attracting future female talent

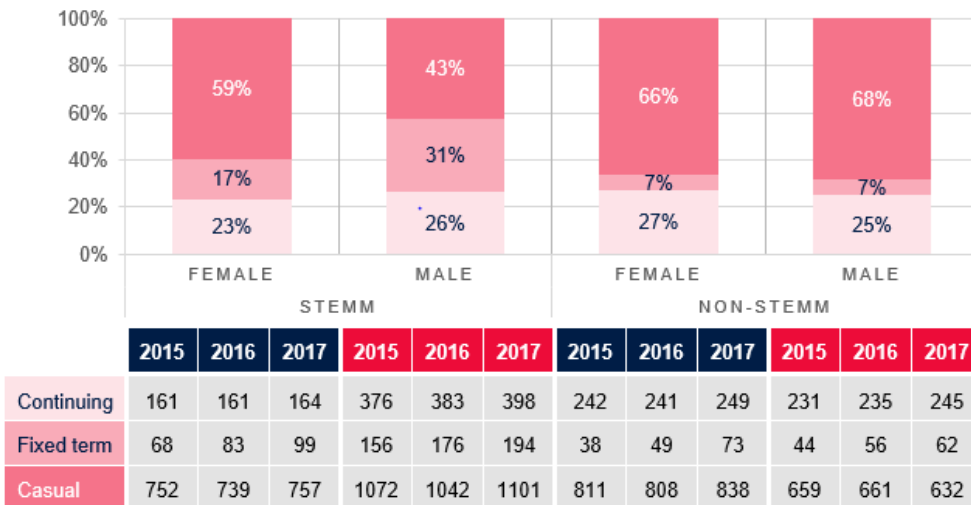
**Objective: Increase the proportion of STEMM females from studentship to academia and encourage more females to seek career opportunities in STEMM**

### Rationale:

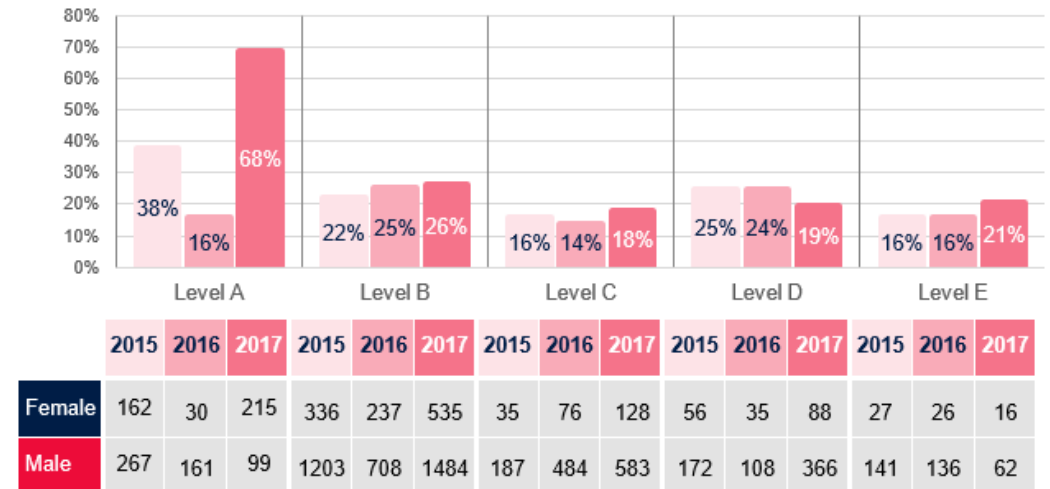
- Need to ensure the attraction of all genders to RMIT University by having visible role models and greater diversity in senior leadership
- Specifically need to build representation in senior levels for academics, VE and technical staff
- Need to build the pool of potential female candidates by clearly articulating the *Employee Value Proposition* focused on career support and inclusive culture
- Ensure inclusive recruitment practices maximise proportion of female applicants, and induction practices focus on supporting careers particularly for PhD and level A
- Build female representation by focusing on alternative career pathways
- Need a coordinated strategy for building female representation in STEMM students as a pipeline to academia
- Gender pay-gap is greater for STEMM than non-STEMM and needs to be minimised to ensure attraction and support of STEMM females

### Evidence:

- Proportion of STEMM female applicants is low at 21%
- STEMM has a higher proportion of females at level A in fixed-term employment driven by research activity
- Attrition rates (primarily due to resignation) are higher for level A and level E STEMM females



as per Figure 4.1.15



as per Figure 5.1.2

Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
<p>The proportion of female applicants in STEMM is low at 21% and targeted action is required in fields where representation is extremely low.</p> <p>Building Industry Fellow and Early Career Development Fellows could provide increased security of employment for STEMM females who might otherwise be engaged through casual employment where there is a higher representation of females at 59% vs 43% STEMM males.</p> <p>Females academics are under-represented in STEMM at 33%. 35% of HDR students in STEMM are female however it is unclear how they are supported to build an academic career. While the proportion of females at level A in STEMM has increased from 35% to 42% there is also a higher proportion of fixed-term employment and higher attrition rates for females (61% vs 39% for STEMM males) at this level.</p>	<p><b>2.1 Increase female STEMM representation</b></p> <p>a. Undertake <u>female-only recruitment campaigns</u> in STEMM fields, particularly where representation is below 30%</p> <p>b. Grow <u>Industry Fellow Program</u> to attract STEMM females from industry at all academic levels</p> <p>c. Grow <u>Early Career Development Fellow (ECDF) Program</u> by embedding annual review of academic casual workforce into workforce planning and identify opportunities for more secure employment</p> <p>d. Implement career plans from induction for <u>female level As</u></p> <p>e. Implement career plans for <u>female PhD students</u> from enrolment and promote academic pathways and appointment opportunities for STEMM female HDR graduates</p> <p>f. Build renewed <u>Adjunct and Honorary Appointments Program</u> strategically connecting with STEMM females to provide further role models and opportunities for mentors</p> <p>g. Implement targeted recruitment and career plans from induction for <u>senior female technical staff</u></p>						Head of School/Dean/ Executive Dean	PVCs	<ul style="list-style-type: none"> <li>Improved gender balance and diversity in STEMM at all academic levels</li> <li>Increased proportion of STEMM female applicants</li> <li>Maintain high offer and acceptance rates for STEMM females</li> <li>Number of female-only recruitment campaigns and evaluation outcomes (number of applicants, offers, acceptances)</li> <li>Increased numbers of female Industry Fellows in STEMM across all academic levels</li> <li>Increased numbers of female ECDFs in STEMM</li> <li>Level A and PhD student evaluation outcomes from career plans</li> <li>Longitudinal evaluation of outcomes arising from career plans</li> <li>Improved retention rates of female academics across all levels in STEMM</li> <li>Increased staff survey outcomes regarding "Career Opportunities" of STEMM female academics</li> <li>Balanced gender representation in senior technical roles</li> <li>Increased proportion of female adjunct and honorary appointees actively engaged in events and mentoring</li> </ul>

Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
Females in STEMM VE are under-represented at all levels with a sharp decline at Senior Educator level 3.	<p><b>2.2 Increase female STEMM VE representation</b></p> <p>a. <u>Review career structures</u> in VE to support increased progression</p> <p>b. <u>Increase opportunities in SE3</u> positions in STEMM fields</p> <p>c. <u>Advertise SE2 and SE3 roles</u> at end of contract</p> <p>d. Implement <u>VE Leadership Development</u> program for all VE SE1 and SE2 staff to develop potential for success for SE3 opportunities</p> <p>e. Embed <u>annual review of VE casual workforce</u> into workforce planning: undertake talent review and offer fixed-term/continuing employment for female VE Teachers in STEMM</p> <p>f. Talent matrix developed for each discipline identifying high potential leaders informing leadership development and repeated annually</p>						Heads of VE Schools	EDVE	<ul style="list-style-type: none"> <li>Gender balance in STEMM senior VE roles for SE1, SE2 and SE3 by year end 2021</li> <li>Review of career structure undertaken,</li> <li>Talent matrix informs leadership development</li> <li>SE2/SE3 roles advertised</li> <li>VE Leadership Development program participation rates and evaluation outcomes</li> </ul>

Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
<p>The proportion of female applicants in STEMM is low at 21% and the acceptance rate dropped in 2017 to 84%.</p> <p>Actions need to focus on attracting female talent at all levels including a focus on RMIT's <i>Employee Value Proposition</i> specifically for females and diverse talent in STEMM.</p> <p>Highlighting our Women in STEMM externally is a strong marketing campaign to attract female staff and students in STEMM fields.</p> <p>Induction's overall effectiveness is not evaluated. The 2017 YourVoice Survey indicates only 46% agreed that "when people start in new jobs here they are given enough guidance and training".</p>	<p><b>2.3</b></p> <p>➔ <b>Embed inclusive recruitment practices</b></p> <p>Implement changes to recruitment practices to increase proportion of female and diverse talent at all levels in STEMM.</p> <p>a. <u>Embed Textio™</u> for gender neutral language in recruitment advertisements and position descriptions</p> <p>b. <u>Develop collateral</u>, including videos to attract females and diverse talent to STEMM at RMIT</p> <p>c. Showcase '<u>Women in STEMM</u>' gallery of approximately 20 researchers initially and add 10 more per year</p> <p>d. Embed gender balance and CALD <u>representation on selection panels</u></p> <p>e. Embed requirement for <u>50% female shortlisting</u> into recruitment processes for STEMM academic roles where female representation is below 40%</p> <p>f. Embed advertising and proactive search practices to ensure <u>balance in direct appointments</u> for STEMM academic roles particularly where female representation is below 40%</p> <p>g. <u>Embed ARtO in recruitment</u> processes with Guidelines issued to Panel Chairs at point of recruitment</p> <p>h. Implement <u>candidate review/surveying</u> to inform improvements in recruitment and acceptance rates</p> <p>i. <u>Implement fit-for-purpose induction</u> equipping new starters to succeed in their role and the organisation including career planning</p> <p>j. <u>Redevelop RMIT induction</u> program informed by review and establish measures for short-term and longitudinal evaluation strategy</p>						Head of School/Dean/ Executive Dean	EDHR	<ul style="list-style-type: none"> <li>Increased proportion of female and diversity of applications for STEMM positions</li> <li>Improved gender balance and diversity in STEMM at all academic levels</li> <li>Increased proportion of STEMM female applicants</li> <li>Maintain high offer and acceptance rates for STEMM females</li> <li>Increased recruitment of females and diversity across all academic levels in STEMM</li> <li>Gender balance in direct appointments</li> <li>Improved gender-balance and diversity of staff and students showcased throughout RMIT's internal and external communication forums, including those for marketing and recruitment. Gallery and marketing/recruitment materials created and sustained</li> <li>Improved participation rates and staff survey outcomes regarding induction</li> <li>Candidate satisfaction with recruitment, onboarding and induction experience</li> <li>Longitudinal evaluation of effectiveness of induction program</li> </ul>

Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
45% of RMIT students are in STEMM and 34% of these students are female. RMIT currently undertakes a range of outreach activities however the University lacks a coordinated strategy specifically for building female representation in the student STEMM cohort, particularly as a pipeline for female academics in STEMM.	<p><b>2.4</b></p> <p>🔄 <b>Build student pipeline through Outreach</b></p> <p>Develop and implement 3-year RMIT STEMM <u>Outreach Action plan</u> including:</p> <ol style="list-style-type: none"> <li>Developing gender-inclusive student recruitment marketing material</li> <li>Engaging female student champions from within RMIT</li> <li>Developing strategic partnerships with schools and industry bodies and networks focussed on building female representation in VE and HE in STEMM</li> <li>Direct marketing and engagement activities and events attracting female students to RMIT STEMM</li> <li>Monitoring and reporting on increase in RMIT STEMM female students</li> </ol> <p>A new position will be established from Q2 2019 to drive this activity.</p>						New position	DVC Education	<ul style="list-style-type: none"> <li>Increased proportion of female students in STEMM programs</li> <li>Increased number of partnerships with schools and industry</li> <li>New STEMM Outreach Engagement position in place</li> <li>Plan developed and implemented, with regular reviews/redesign based on: marketing information; diversity of enrolments/retention, and the success of students in STEMM programs; aligned with RMIT's Strategic Plan</li> </ul>
Although RMIT's overall pay-gap is low, it is more pronounced in STEMM fields due to the higher proportion of males in senior roles therefore it is critical to monitor the pay-gap specifically in STEMM compared with non-STEMM to achieve parity. Providing regular pay gap reports to decision makers is key to ensuring pay-gap is considered at all key decision points and embedding the measure in Equity and Inclusion Plans will enable strong reporting and governance oversight by VCE and ASSG.	<p><b>2.5</b></p> <p><b>Minimise gender pay-gap</b></p> <ol style="list-style-type: none"> <li>Ensure <u>Equal Pay Audits include like-for-like, by-level and institution-wide</u> data and report raw average and median salary levels for base and total remuneration as well as "compa ratio"</li> <li>Investigate and develop strategies to address <u>by-level pay-gap hotspots</u></li> <li>Provide <u>regular pay-gap reports</u> to PVC and Head of School/Dean/Executive Dean to identify localised actions to be implemented within the <i>Equity and Inclusion Plans</i>.</li> </ol>						PVCs	COO	<ul style="list-style-type: none"> <li>Pay-gap in STEMM equivalent to non-STEMM</li> <li>All pay-gap hotspots addressed</li> <li>Monitoring shows year-on-year improvement</li> </ul>



# Fulfilment and progression

Nurturing female talent in STEMM

### Theme 3.

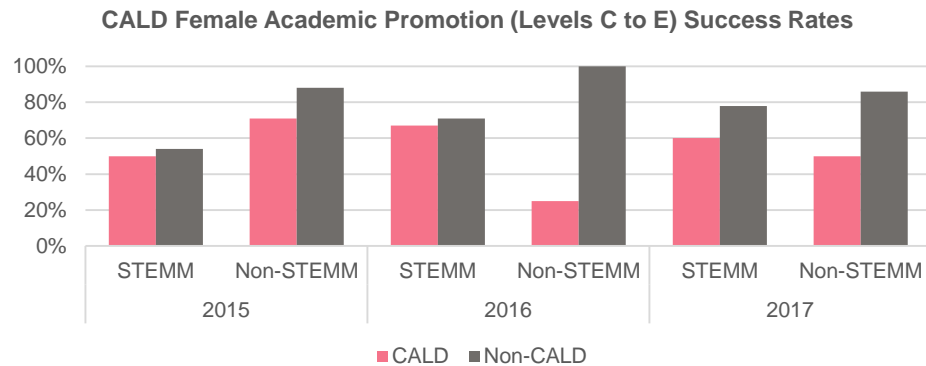
**Objective: Increase proportion of STEMM females in senior and leadership roles: “If I can see it; I can be it”**

**Rationale:**

- Female STEMM staff who have exited advocate for more flexibility and opportunities for advancement
- STEMM female academics engage strongly with leadership development however there is no development opportunity for emerging leaders
- Build and secure STEMM female representation by reducing loss of talent through “stay conversations” and building staff alumni
- Female promotion application and success rates have increased but need ongoing monitoring and STEMM CALD females need tailored support for promotion success
- Tailored career development support for early and mid-career researchers is needed to address the higher attrition rates of level A’s primarily employed fixed-term driven by research activity

**Evidence:**

- STEMM females applying for promotion increased to 10%; success rates static at 66%
- CALD staff have lower promotion success rates and are more prevalent in STEMM
- Interviews with recent STEMM leavers indicated a need to focus on more active support of careers and flexibility and retention of talent; 50% agreed My manager is a strong mentor; 50% agreed *RMIT has a culture I could thrive in*; 36% agreed *Communication between leadership and staff at RMIT is strong*



(as per Figure 5.1.10)

[REDACTED] (as per Table 4.1.3)





Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
<p>Preparing the SAGE Athena SWAN accreditation submission highlighted the higher levels of attrition in levels A and E for STEMM females and the specifically commissioned <i>Female Talent and Attrition Review</i> informed actions to improve retention such as improving communication; managers actively supporting careers including stay conversations (see theme 1). Ongoing surveying and monitoring are required to ensure ongoing effectiveness of these actions.</p>	<p><b>3.2</b></p> <p>🔄 <b>Minimise talent loss</b></p> <p>a. Embed exit data and survey results in <a href="#">Inclusion Dashboard 1/4ly reports</a></p> <p>b. ASSG undertake <a href="#">annual review of all exit data</a> and exit survey results to inform ongoing review and adjustment of the Athena SWAN Action Plan</p> <p>c. Implement a <a href="#">staff alumni program</a> keeping STEMM female leavers engaged in RMIT Community</p>						PVCs ASSG RMIT Alumni Office	EDHR	<ul style="list-style-type: none"> <li>Reduced attrition rates particularly at academic levels A &amp; E</li> <li>Participation and evaluation outcomes of staff alumni program</li> </ul>



# Engaging moments of transition

In-time and flexible  
support mechanisms

## Theme 4: Engaging moments of transition – in-time and flexible support mechanisms

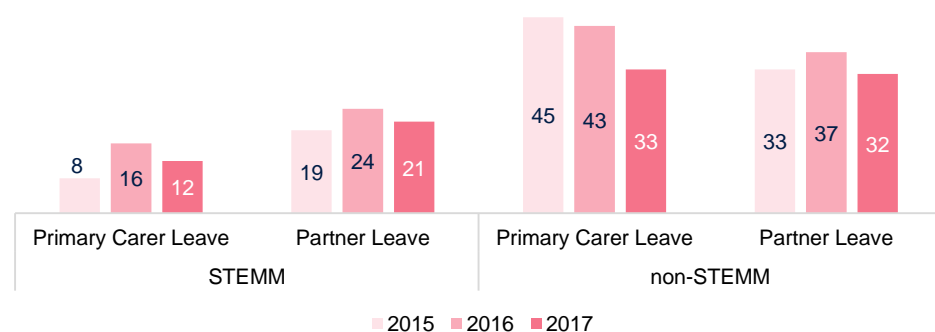
**Objective:** Support gender equality in caring responsibilities and career progression for all carers improving management of career disruptions and transitions

### Rationale:

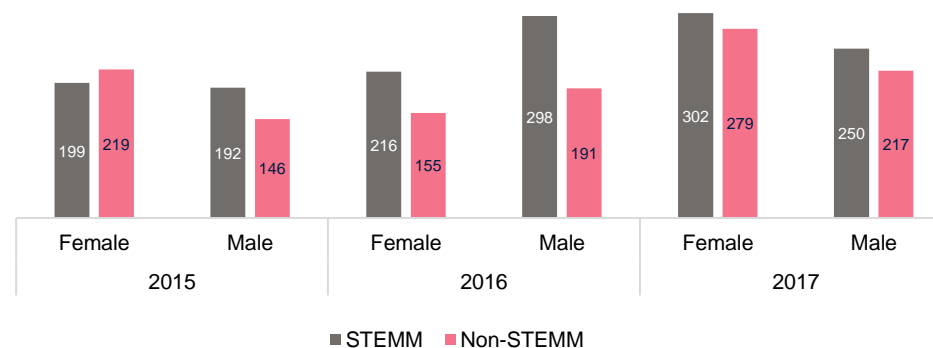
- Equality in caring responsibilities (primary-carers and partners) will assist STEMM female academics better manage impact of transitions and career progression
- Carers need flexibility and tailored support to continue career progression while managing carer responsibilities, before, during and after significant transitions
- Higher incidence of fixed-term research contracts for STEMM females requires tailored advice when considering career breaks and supporting carer responsibilities

### Evidence:

- STEMM has a higher incidence of partner leave than primary-carer parental leave
- Female academics take shorter periods of parental leave (STEMM academics 24 weeks vs STEMM Professional 35 weeks) and interviews suggest this is to ensure continuity of career progression, particularly maintaining momentum of research outcomes including working while on leave
- Survey of recent parental leave takers indicate they value the *Return-to-Work Bonus* and flexibility on return
- Survey of Bundoora-based staff and HDRs suggest sufficient demand for a School Holiday Program; surveying and focus groups also suggest unmet demand for childcare, occasional care and School Holiday Programs at Bundoora/City
- Focus groups with STEMM females suggest: implement core hours; increase sabbaticals and research leave for carers; support carers research activity, including travel
- Incidence of carers leave is higher in STEMM females and males and has increased over-time



Incidence of All Primary-Carer and Partner Parental Leave by STEMM/non-STEMM (2015 – 2017)  
(as per Figure 5.3.1)



Utilisation of Carers Leave by STEMM/non-STEMM and Gender HC (2015-2017)  
(as per Figure 5.3.4)

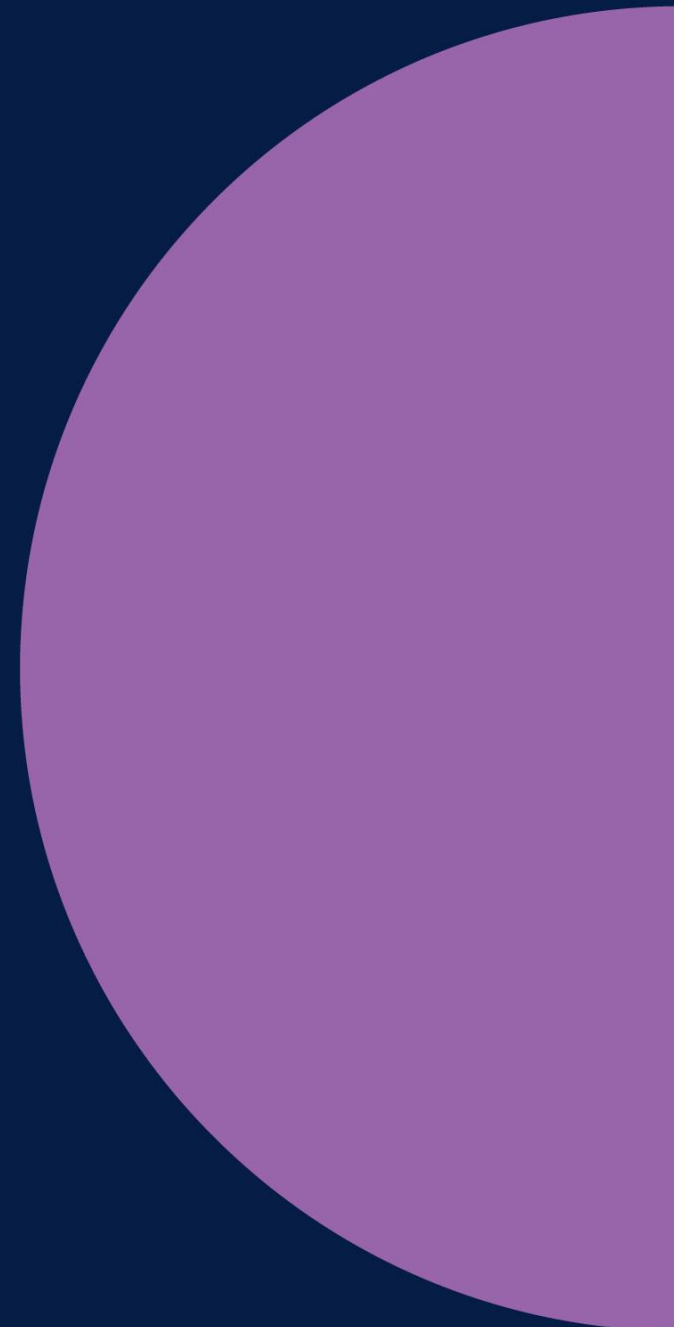




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# Culture and wellbeing

An inclusive, respectful and  
compassionate workplace



## Theme 5: Culture and Wellbeing – an inclusive, respectful and compassionate workplace

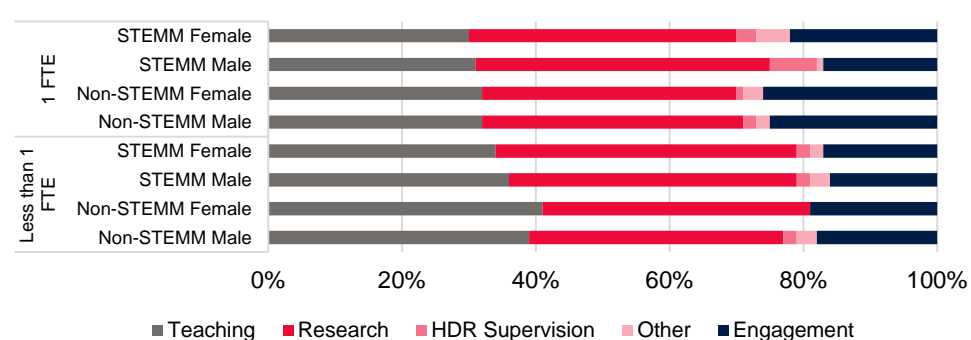
**Objective: Grow RMIT's inclusive culture supporting diversity and gender equity through enterprise-wide action and local leadership**

### Rationale:

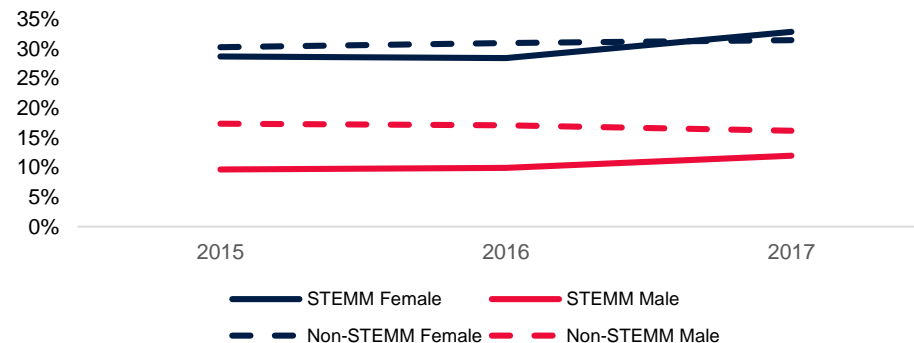
- Inclusive culture underpins success in all SAGE Athena SWAN actions and ambitions to further diversity and support intersectionality at RMIT
- Build inclusive culture through education; communication and events; and governance and representation
- Ensure gender equality in committees and support inclusive culture through policy making, marketing and events
- Further embed flexible working practices as a key lever to support inclusive practices
- Monitor workload allocations to ensure STEMM females have sufficient time for activities aligned with career aspirations, particularly in part-time employment

### Evidence:

- Females are under-represented on key committees: **0% SEH Executive**; 33% Nominations, Remuneration and People; 33% Infrastructure & IT; 33% Research
- 7 of 18 Schools' homepages have a higher proportion of males in images including people
- 31% females and 14% males utilise formal flexible work arrangements with academics take up rate the lowest
- 47% of respondents to Gender Equality Survey agreed they could advance their career at the same time as using flexible work
- 2017 YourVoice Survey, 68% of respondents agreed "I have the flexibility I need to manage my work and caring responsibilities", a decrease of 5% from the 2015 survey
- STEMM females take on more outreach and engagement work as reflected in workload allocations



STEMM Academic Workload Allocation by employment fraction and Gender 2018



Utilisation of formal flexible work by STEMM/non-STEMM and Gender (2015 - 2017)

as per Figures 5.4.2 (left); 5.3.3 (right)

Rationale	Action	Time scale					Responsible	Accountable	Success measures	
		19	20	21	22	23				
<p>Only 61% of staff agreed that there <i>is equal opportunity for all</i>. 81% of staff agreed that <i>discrimination and bullying and abusive behaviours are prevented and discouraged</i>.</p> <p>STEMM females responded more positively on most items than STEMM males and non-STEMM females, with the exception of <i>diversity, workload and work-life balance</i>, where STEMM female results were lower than non-STEMM female but mostly higher than STEMM male. These issues were also raised in focus groups with STEMM women.</p> <p>Of major concern is the differing female and male perception that <i>women and men are given the same opportunities to take the lead on important work in my organisation</i>, which is +11% in favour of males.</p> <p>Females are under-represented on key committees: <b>0% SEH Executive</b>; 33% Nominations, Remuneration and People; 33% Infrastructure &amp; IT; 33% Research.</p>	<p><b>5.1</b></p> <p>➡</p> <p>🔄</p>	<p><b>Build inclusive culture</b></p> <p>a. <u>through education</u>: Implement campaign specifically to build inclusive culture and ways of working including promoting a culture of zero tolerance to bullying, discrimination or harassment leveraging existing programs of <i>Change the Course</i> and <i>Respect. Now. Always</i></p> <p>b. <u>through communication and events</u>: Embed inclusive language and practices in RMIT communications, policies and systems including gender balance and representation of speakers and Chairs in University events and marketing materials</p> <p>c. <u>through governance and representation</u>: Include gender balance in all influential institution committees Terms of Reference and ensure membership of key committees is easily accessible to staff through the RMIT website. Where females are under-represented, the Terms of Reference will include methods for ensuring female representation when the Committee is considering new initiatives or decision making <b>(with urgent action in SEH)</b>.</p>						ED HR	VC	<ul style="list-style-type: none"> <li>Improved staff survey results particularly regarding <i>Inclusion factors: ethics; mission &amp; values; diversity; involvement</i></li> <li>Improved gender balance and representation in influential institution committees</li> </ul>
<p>The 2017 <i>Gender Equality Survey</i> (of approximately 11% of the continuing and fixed-term staff) suggests that while 76% of respondents reported that their immediate manager supports informal flexibility, only 47% agreed they could advance their career at the same time as using flexible work. Follow-up focus groups identified overall workloads and teaching timetables impacting flexibility and flexible work needs to be normalised, with more visible senior role models. In the 2017 YourVoice Survey, 68% of respondents agreed that “<i>I have the flexibility I need to manage my work and caring responsibilities</i>”, a decrease of 5% from the 2015 survey.</p> <p>Approximately 31% females and 14% males utilise formal flexible work arrangements. Academics take up flexible work at the lowest rate and participation in <i>Managing a Flexible Working Environment</i> training was relatively low for males. (Uptake has increased in 2018 following campaign).</p>	<p><b>5.2</b></p> <p>➡</p> <p>🔄</p>	<p><b>Embed flexible working</b></p> <p>a. Embed <u>organisation design principles</u> enabling work flex for all roles including all roles can be part-time</p> <p>b. Increase flexible working practices specifically for <u>mid-career academics and managers</u> and publicise role models</p> <p>c. <u>Review academic workload allocations annually</u> and address any emerging patterns suggesting potential gender bias or variances due to part-time work</p>						Head of School/Dean/ Executive Dean	EDHR and PVCs	<ul style="list-style-type: none"> <li>Increase in uptake of flexible work arrangements</li> <li>Improved staff survey results particularly regarding <i>Flexibility factors: workload; wellness; work/life balance</i></li> <li>Increase in flexible work arrangements including part-time STEMM appointments in level C and management role</li> </ul>



**Supporting and  
encouraging our  
intersectional  
communities**



## Theme 6: Supporting and encouraging our intersectional communities

**Objective:** *Embed inclusive culture and practices with tailored supports for RMIT's intersectional communities: DGSS, CALD, people with disability, Indigenous and Torres Strait Islander community*

**Rationale:**

- Continue to drive change and improve support for DGSS community through participation in AWEI and Pride in Diversity; for people with Disability through participation in the Australian Network on Disability; for CALD staff through partnership with the Diversity Council of Australia (DCA) and tailored support for careers from induction; and for Indigenous staff through implementation of Bundyi Girri, and the Indigenous Workforce Plan's talent matrix of Indigenous women.

**Evidence:**

[REDACTED]

As per table 6.0.1

[REDACTED]

As per table 7.0.1

[REDACTED]

Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
[REDACTED]	<p>6.1</p> <p>☞</p> <p><b>Progress RMIT DGSS community</b></p> <p>a. Maintain partnership with Pride and Diversity and participate in the <u>Australian Workplace Equality Index (AWEI) Analysis and reports continue to inform decision making and planning to improve DGSS staff experience</u></p> <p>b. Increase engagement through <u>DGSS and Ally Networks</u> in STEMM, and through 'Queers in Science' local network</p> <p>c. Provide <u>support to STEMM DGSS staff and students</u> in reporting negative treatment.</p> <p>d. Continue to implement the 'Changing the Course' 3-year Action Plan to ensure students and staff feel safe and respected</p>						Head of School/Dean/ Executive Dean	PVC SEH	<ul style="list-style-type: none"> <li>• AWEI accreditation maintained</li> <li>• Increase participation rates for new staff in DGSS inclusion training</li> <li>• Increase DGSS staff and student visibility and communicate a welcoming and supportive environment</li> <li>• Allies in all areas of under-representation</li> </ul>

Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
<p>33% of staff were born outside Australia; 38% of students are international. RMIT's specific CALD policy and process support provisions are less obvious.</p> <p>The 2015-2017 Survey results changed little overall but further analysis indicates:</p> <ul style="list-style-type: none"> <li>• CALD staff rated <i>Workload, Wellness</i> and <i>Worklife Balance</i> lower, most notably for ESL level C Females, and all CALD VE Senior Educators.</li> <li>• ESL level C Females rated career planning and progression much lower.</li> <li>• Academic CALD women rated their <i>leadership opportunities</i> much lower than CALD men.</li> </ul>	<p><b>6.2</b></p> <p>🔄 <b>Progress RMIT CALD community</b></p> <p>a. <u>Collect and record data identifying CALD</u> fixed-term and continuing staff (academic, VE and professional) and implement process to ensure ongoing collection and recording of CALD data at point of application and recruitment processes.</p> <p>b. CALD data analysis included in Inclusion Dashboard and regular reporting and informs <u>Strategic Workforce Planning</u>.</p> <p>c. Implement and evaluate a <u>pilot induction program for newly-appointed CALD</u> academics (20-30 staff) to improve their career trajectories, including an introduction to the Australian secondary and tertiary education system, cultural orientation, and tailored English language support.</p> <p>d. Implement a <u>tailored development program of activities</u>, informed by analysis of causative factors for low staff satisfaction ratings re: workload, wellness, work/life balance, and career opportunities, for female CALD VE Senior Educators and CALD level C female academics</p> <p>e. Maintain partnership with Diversity Council of Australia (DCA), and analysis and reports continue to inform decision making and planning to improve CALD staff experience</p>						Head of School/Dean/ Executive Dean	PVC	<ul style="list-style-type: none"> <li>• Partnership with Diversity Council of Australia (DCA) maintained</li> <li>• Increased proportion of CALD female staff across the pipeline in STEMM academic roles, and across the University</li> <li>• Improved evaluation outcomes and staff survey outcomes regarding induction</li> <li>• Increased participation of CALD staff enterprise induction program activities</li> <li>• Improved success rates of CALD female staff in academic promotion consistent with success rates of non-CALD female academic staff</li> </ul>

Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
Approximately 90 RMIT staff and 3300 students (52% female/0.05% Mx) have declared a disability. [REDACTED]	<b>6.3</b> ↻ <b>Progress RMIT STEM staff and students with a disability</b> <ol style="list-style-type: none"> <li>Continue to partner with the Australian Network on Disability (AND) and to participate in the <u>Access and Inclusion Index (AWEI)</u> to advise and benchmark RMIT's progress in supporting staff and students with a disability; analysis and reports continue to inform decision making and planning to improve experience for staff and students with a disability</li> <li>Improve capability, confidence and awareness of staff and managers across the University through <u>education and awareness campaigns regarding managing disability in the workplace</u></li> <li><u>Promote Australian Network on Disability internship programs</u> and mentoring students and staff with a disability</li> </ol>						Head of School/Dean/ Executive Dean	COO	<ul style="list-style-type: none"> <li>Participation in Access and Inclusion Index maintained</li> <li>Increased proportion of staff with disability across the pipeline in STEM academic roles</li> <li>Improved staff survey outcomes for staff with disability, reducing the gap compared with outcomes for staff without a disability</li> <li>Identify and support at least 1 Employer-based internship program per year for females in STEM with a disability</li> </ul>

Rationale	Action	Time scale					Responsible	Accountable	Success measures
		19	20	21	22	23			
<p>By 2018, RMIT employed 32 (30.3FTE) Indigenous staff and the 2020 target of 42 will be met at the present recruitment rate. Most of RMIT's Indigenous staff are female professionals (STEMM 75% female; non-STEMM 57% female). RMIT has approximately 250 Indigenous students. 38% are in STEMM (approx. 60%F:40%M). Most are in health programs, with fewer in engineering, IT and science.</p> <p>Informal interviews with Indigenous female STEMM students identified the following key issues:</p> <ul style="list-style-type: none"> <li>the lack of female role models in STEMM</li> <li>the need for more flexibility in their degree to cope with work/community commitments</li> <li>the need to include Indigenous science teaching and perspectives in their degrees.</li> </ul>	<p><b>6.4</b></p> <p>☞</p> <p>☻</p> <p><b>Progress RMIT STEMM Indigenous Australians</b></p> <p>a. <u>Implement Bundyi Girri</u> (Shared Futures) program (on an individual and work unit basis), based on the learnings of the Bundyi Girri Test Cases, including regular (annual/as needed) evaluation and review for effectiveness and quality control</p> <p>b. <u>Implement the Indigenous Workforce Plan as part of Dhumbah Goorowa (RAP2), including development of the female Indigenous talent matrix</u></p> <p>c. <u>Implement staff micro-credential: Advancing Reconciliation – Preparing for Bundyi Girri and student micro-credential: Indigenous Orientation Wominjeka</u></p> <p>d. With support of Ngarara Willim Centre, undertake <u>further qualitative research</u> e.g. focus groups with Indigenous students and staff in STEMM to better understand the intersection of STEMM with Indigenous heritage, and gender-STEMM-Indigenous heritage</p> <p>e. <u>Continue Pre-Doctoral sponsorship opportunities</u> for Indigenous HDR candidates in STEMM to encourage exceptional Indigenous graduates to continue their tertiary education and to consider an academic career.</p> <p>f. Participate in the <u>'The National Indigenous Science Education Program'</u> (NISEP), starting with the School of Science.</p>						<p>Head of School/Dean/ Executive Dean</p>	<p>DPVC Indigenous Education and Engagement</p>	<ul style="list-style-type: none"> <li>Increased proportion of staff of Indigenous heritage across the pipeline in STEMM academic roles, and across the University</li> <li>Completion of the female Indigenous talent matrix to help understand/inform the career needs of Indigenous women (STEMM/non-STEMM) at RMIT, and to help increase participation.</li> <li>3-6 Indigenous Pre-Doctoral Fellows appointed each year</li> <li>Staff completion of staff micro-credential program</li> <li>Student completion of student micro-credential program</li> <li>Improved Course Experience Survey results – student feedback on RMIT's courses and programs and their feeling of Belonging at RMIT.</li> </ul>



# Strengthening foundations

Future proofing Athena SWAN through good governance and leadership



## **Theme 7: Strengthening foundations – future proofing SAGE Athena SWAN through good governance and leadership**

***Objective: Continue embedding the SAGE Athena SWAN Charter by effectively managing, implementing and monitoring the Athena SWAN Action Plan ensuring all actions are appropriately sequenced, resourced and embraced over the four years and beyond building on foundations for future Departmental Awards***

### ***Rationale:***

- Shifting the focus of governance of SAGE Athena SWAN from analysis and submission to implementation is required to maintain momentum and achieve outcomes and ensure key drivers are aligned to support enterprise-wide action with clear accountability enabling action
- The scope of STEMM activity at RMIT evolves requiring regular review to ensure actions and plans remain relevant and impactful

Rationale	Action		Time scale					Responsible	Accountable	Success measures
			19	20	21	22	23			
Teaching/research in RMIT's in-scope STEM Schools aligns to Fields of Research Codes 1-12. However, STEM activity, being dynamic, should be captured annually and as it has increased in School of Fashion and Textiles and RMIT Vietnam in recent years these areas need to now be included in scope for 2019 onwards.	7.1	<b>Review scope of STEM</b> Include School of Fashion and Textiles and RMIT Vietnam STEM units in all Athena SWAN actions						ASSG Chair	PVC SEH	<ul style="list-style-type: none"> <li>All SAGE Athena SWAN actions and initiatives consider RMIT Vietnam and all STEM disciplines, annually, as and when the scope of STEM is determined.</li> </ul>
The Athena SWAN Steering Group is established to govern the implementation of the Athena SWAN Action Plan and will report regularly through to the Vice-Chancellor's Executive. To ensure ongoing effectiveness will annually review governance arrangements including scope, membership and terms of reference.	7.2	<b>Govern the Plan effectively</b> Athena SWAN Steering Group (ASSG) to review governance end of March each year including: <ol style="list-style-type: none"> <li>Scope of STEM at RMIT University</li> <li>Steering Group membership and representation</li> <li>Terms of Reference</li> <li>Governance structure and financial/resourcing commitments</li> <li>Ensure program of work supports and works in with other initiatives within RMIT's Diversity and Inclusion Framework and external accreditation programs, including continuation of WGEA citation</li> </ol>						ASSG Chair	PVC SEH	<ul style="list-style-type: none"> <li>Renewed Athena SWAN Steering Group membership in place by 30 April each year</li> <li>Reviewed and approved governance Charter in place by 30 April each year</li> <li>Reviewed and approved Terms of Reference in place by 30 April each year</li> </ul>



Rationale	Action		Time scale					Responsible	Accountable	Success measures
			19	20	21	22	23			
Effective Project Management is required to continue implementation and reporting against the Action Plan. Resources are secured for the duration of the plan – to end 2023.	7.3 🔄	<b>Implement the Plan effectively</b> a. Appoint project manager to implement 4-year Action Plan b. Establish regular reporting to monitor progress against indicators c. Develop and maintain communication strategy across RMIT						ASSG Chair	PVC SEH	<ul style="list-style-type: none"> <li>Dedicated resource(s) appointed</li> <li>Reporting schedule determined</li> <li>Key data indicators monitored and reported to ASSG, D&amp;I Committee, VCE, and managers in-line with schedule</li> <li>Communication platform developed and regularly maintained</li> <li>Increased awareness within the RMIT community of SAGE Athena SWAN Charter and principles and advancement of the Action Plan as evidenced by survey</li> </ul>
Supporting Departmental Awards will support our leaders to lead effective change locally.	7.4	<b>Support local progress and Departmental Awards</b> Monitor and report on Schools and Portfolios progress and readiness for Athena SWAN Departmental awards						ASSG Chair	PVC SEH	<ul style="list-style-type: none"> <li>STEMM Schools and Portfolios successfully awarded SAGE Athena SWAN Department Awards when awards become available</li> </ul>
External benchmarking and accreditation programs have been central to building the foundations, and maintaining these accreditations underpins future success.	7.5	<b>Maintain Workplace Gender Equality Agency (WGEA) citation</b> , which continues to inform decision making and planning for improvements to gender equality						EDHR	VC	<ul style="list-style-type: none"> <li>WGEA citation maintained</li> </ul>