Guideline: Equitable Hiring Practices for a Diverse Workforce

Purpose

To ensure equity in the recruitment and selection process for all staff in the College of Science, for the development of a diverse and inclusive workforce that supports participation, particularly of historically and currently minoritised groups.

Overview

The College of Science supports change in workforce development practice, which has continued to disadvantage and exclude groups, such as women, First Nations Australians, those with disabilities, and the LGBTIQA+ community, to the detriment of everyone. To build upon previous change efforts, including the '50/50 if not why not'[i] College of Science Guideline (March 2017) and College of Science Academic Performance Guidelines[ii], we must continually improve our equitable hiring practices and systems to enable participation and inclusion for all people.

Improvements have been made in workforce culture regarding the acceptance of women and those of diverse gender identity and expression, disability,sexuality, and families of origin. However, the disproportionately low participation of women and other groups in STEM at the mid and senior academic levels, and at all levels in certain disciplines, has remained a recalcitrant problem in part due to a failure to implement system-level change.

The ANU Strategic Plan to 2025[iii] states that we will "Renew our recruitment practices to drive our equity and diversity goals…" and includes equity and diversity as one of four critical pillars.

Therefore, this policy and associated procedure aims to target systemic change at the level of hiring. The goal is to balance the proportion of women at all levels in all **staffing categories** to **parity** by 2030 and make significant headway in raising awareness of diversity in hiring more broadly.

Scope

This policy applies to all recruitment processes for all staff positions in College of Science.

Definitions

'Parity' is 40-60% of staff identifying as women in a staffing category.

A *'staffing category'* is defined as one of the six categories of staff listed below:

1. Early and Mid-Career Academics (A/B/C)
2. Senior Academics (D/E)
3. Professional Staff – Administration, Cleaner, Hospitality, Grounds, Library and Printing streams
4. Professional Staff – Technical, Research, Engineering, IT, Specialist, and Maintenance streams
5. Casual Academics
6. Casual Professional Staff.

'Capability-based selection' is a holistic assessment of the recruitment case, rather than merit alone. It focuses on the candidate's potential for future achievements.

This includes the following:

- Quality and impact of achievements, rather than just the quantity, rate, or breadth;

- Adaptability and the ability to learn or create, rather than technical skills alone;

- Commitment, purpose, and drive to be engaged in the advertised role;

- Stage of the applicant's career and their career trajectory;

- Impact of personal circumstances over the period of assessment; and

- Ongoing effects on productivity and achievement beyond the period directly impacted by the candidate's personal circumstances.

Guiding statement

We commit to diversity and equity in hiring strategies and practices in alignment with ANU strategy and values.

We commit to improving equity and opportunities for women and other minoritised groups, including but not limited to affirmative action through special measures recruitment activities.

We commit to **capability-based selection**, where candidates are evaluated on their professional potential directly relative to opportunity.

We commit to attracting excellent talent and enhancing the CoS position as an employer of choice for internal and external candidates.

Responsibilities

The College:

1. Will undertake regular analysis of demographics, recruitment, and remuneration in support of Schools (including Centres), Institutes, and hiring managers.

2. Will promote the training and awareness of policies, procedures and resources that support and give effect to this policy and associated procedure.

3. Will develop and apply recruitment and retention strategies to support retention and promotion of diverse staff.

4. Will provide strategic oversight of recruitment practices that drive CoS equity and diversity goals, including but not limited to specific key performance indicators in strategic planning and in the performance development reviews of School Directors.

The School:

1. Will understand their specific demographic issues and develop a strategy with measurable approaches that address these issues, including but not entirely limited to gender.

2. Will communicate their strategy and approach to School members.

3. Will, as a decision-making point in hiring, ensure that the School follows its own strategy and this policy and associated procedure (in line with the Delegations Framework for hiring decisions).

The Hiring Manager:

1. Will liaise with College HR to understand the benefits and requirements of employment arrangements ranging from casual, fixed-term and continuing and the restrictions related to some kinds of employment arrangements

2. Will ensure that selection panels are diverse in composition, including appropriate gender representation, in line with the College of Science Staff Appointment Process Guidelines[iv] and Selection Committee Guide[v], and ensuring that every member can fully contribute to the decision-making process.

3. Will ensure that opportunities for career advancement are available to staff who are on parental and carer's leave (paid and unpaid), long service leave, other long-term leave arrangements or career breaks.

4. Will ensure that re-induction into the workplace upon return to work is undertaken.

5. Will ensure that professional development opportunities of direct reports are enabled.

Procedure: Diverse and Equitable Hiring and Workforce Development

Purpose

To outline the procedures involved in creating equity in the recruitment and selection process for all staff in the College of Science, for the development of a diverse and inclusive workforce that supports participation, particularly of historically and currently minoritised groups.

Procedure

Strategy Development and Monitoring

1. The School (including Centres) Institute or College area* will, at a minimum, and in collaboration with the College if required, produce a basic demographic report with the number of staff members by gender and staffing category per the table below. People's gender should never be guessed. To fill in missing data (e.g., 'Not Specified' in HR reporting), individuals can be asked for their preferred pronouns.

Staffing Category	Man	Woman	Non-Binary	Unknown
Early and Mid-Career Academics (A/B/C)				
Senior Academics (D/E)				
Professional Staff – Administration, Cleaner, Hospitality, Grounds, Library and Printing streams				
Professional Staff – Technical, Research, Engineering, IT, Specialist, and Maintenance streams				
Casual – Academic (A-E)				
Casual – Professional (all streams)				

*College areas may omit academic staffing where this is not applicable and instead focus on staffing category breakdown by ANUO Level i.e., ANUO1-5, ANUO6-8, SM1-5.

2. The School, Institute or College area will, upon review of the demographics across staffing categories, develop a five-year hiring strategy that must address gender parity issues, and any other demographic issue of choice selected by the School.

   a. The School, Institute or College area is encouraged to consider other diversity indicators beyond gender when designing their strategy.

   b. The School, Institute or College area hiring strategy must include, at a minimum a set of hiring goals, an implementation plan, and success measures (these can be a mix of qualitative and quantitative outcomes).

      c. The School, Institute or College area hiring strategy must include an internal (within the School) annual reporting mechanism with regards to gender, at a minimum.

      d. Receive endorsement of their hiring strategy from the College Executive.

3. The School is responsible for internally communicating the hiring strategy to its staff, including ensuring it is available on the College intranet.

4. The School Director will give an annual report to the School, and to the College Executive, including measures of success, and describing all changes to the workforce (not just hiring).

5. The School will review and potentially update its five-year plan annually, in alignment with its annual reporting. It will commit to effective changes (including the use of targeted positions) if its objectives are not met.

6. The College will display the demographic report for each School, Institute or College area (with % variation on the previous year) on the College intranet and update this display annually.

Supporting Hiring Decisions

The ANU has set "being a standard-bearer for equity and inclusion" as one of the four pillars of its 2021-2025 strategic plan. It is committed to increasing the diversity of its workforce to ensure that it is representative of Australia and the world, and a driver for change towards more equitable and inclusive societies.

This includes actively increasing representation of certain groups, counteracting biases to find the best talents, and recognising work towards greater equity and inclusion as one of the roles of ANU staff members.

Two mechanisms to support hiring decisions in alignment with the plan are:

1. All applications should include a diversity statement as an answer to the selection criteria and/or a separate document. This should form part of the evaluation for shortlisting.

2. Interviews should ask about the candidate's potential to contribute to the "being a standard-bearer for equity and inclusion" pillar of ANU's 2021-2025 strategic plan. Examples of appropriate questions can be provided to selection panels by College HR.

Hiring Manager Obligations

1. Hiring managers will implement the requirements identified in the School or College area hiring strategy and those of the Hiring Manager Checklist.

2. Hiring managers will undertake to have a committee that is diverse in composition, including appropriate gender representation, in line with the College of Science Staff Appointment Process Guidelines and Selection committee guide, and ensuring that every member can fully contribute to the decision-making process.

3. In collaboration with College HR, the hiring manager will align the advertisement (including text and advertising platforms) according to their School or College area hiring strategy.

4. The hiring manager, with the support of College HR, will aim to address equity and diversity issues prior to shortlisting wherever practicable, including re-advertising if the pool of applicants does not align to the desired demographic profile.

5. Short-listing, ranking, selection, and recommendation of offers by the Selection Committee will consider the School or College hiring strategy including assessment of achievement relative to opportunity in their decision-making in line with the [CoS Appointments Procedure](#) (clause 29).

6. *The delegate for the approval of offers within the School or College will accept or reject selection recommendations from hiring managers in alignment with their School or College strategy and internal reporting measures.*

Appendix: Capability-Based Selection

Capability-based selection is where candidates are evaluated on their professional potential directly relative to opportunity, with the goal to support hiring managers to select the right people for their team.

It focuses on what the candidate will contribute in their new role at ANU, rather than only on what they have already achieved (even relative to opportunities).

We positively consider:

- Personal circumstances, career histories, and working arrangements.

- Time working in industry or the professions;

- Carer responsibilities;

- Impairment, medical conditions (psychological or physical), whether temporary, episodic or permanent;

- Workplace health and safety (WHS) considerations that limited access for people conceiving or pregnant, or limited access due to impairment or injury;

- Part-time or flexible working arrangements; and/or

- Career interruptions of any description;

- Opportunities for success.

Personal circumstances and working arrangements may affect career performance, participation, and progression because they affect the overall time available for employment-related activities and the capacity to undertake certain types of activity. These, in turn, may affect the appearance of productivity over time.

All these factors contribute to our personal perception of accumulated merit, which is why selection panels are required to have diverse members. Merit cannot be measured objectively as we have *unconscious* cognitive biases that affect how we view merit and what it means to us individually.

Therefore, Selection Committee members should evaluate and consider a holistic perspective when assessing a candidate's suitability for a role, focusing on the candidate's potential for future achievements.

The impact of a candidate's personal circumstances is part of a holistic assessment of the recruitment case.

This includes consideration of the following:

- Quality and impact of achievements, rather than just the quantity, rate or breadth;

- Adaptability and the ability to learn or create, rather than technical skills alone;

- Commitment, purpose, and enthusiasm to be engaged in the advertised role;

- Stage of the applicant's career and their career trajectory;

- Impact of personal circumstances over the period of assessment; and

- Ongoing effects on productivity and achievement beyond the period directly impacted by the staff member's personal circumstances.

---

[i] https://intranet-science-anu-edu-au/about/policies-guidelines/50-50-shortlisting-college-guideline

ii https://intranet-science-anu-edu-au/about/policies-guidelines/college-of-science-academic-performance-standards-guidelines

iii https://www.anu.edu.au/about/strategic-planning/anu-strategic-plan-2021-2025

iv https://intranet-science-anu-edu-au/about/policies-guidelines/academic-staff-appointment-process-guidelines

v https://intranet-science-anu-edu-au/about/policies-guidelines/selection-committee-guide