

2019–20 Application

WGEA Employer of Choice for Gender Equality

**Royal Melbourne Institute Of
Technology**

Introduction

The EOCGE citation is the Workplace Gender Equality Agency's (Agency) leading practice recognition program. The citation aims to promote and improve gender equality for women and men, while recognising the historically disadvantaged position of women in the workplace. It is a voluntary program, open to all compliant employers covered under the Workplace Gender Equality Act (Act).

The citation recognises that gender equality is critical to an organisation's success and is a feature of well-managed, leading organisations. Research has demonstrated that groups with diverse perspectives and flexibility in thinking almost always outperform homogenous groups, leading to higher levels of creativity, innovation and organisational agility.

Being awarded the EOCGE citation provides recipients with significant differentiation in a competitive marketplace. The citation provides public recognition of an organisation's focus on gender equality, which supports its ability to attract and retain the best possible talent to build a high-performance workforce.

While EOCGE citation holders must meet a rigorous set of criteria, the citation does not certify that organisations have achieved equal outcomes between women and men. The citation recognises organisations that are taking significant action towards improving gender equality outcomes in their workplaces. The process of investigating whether an organisation complies with the citation criteria can also be an excellent driver of change.

As part of the Agency's commitment to continually improving the standard of leading practice in workplace gender equality, every five years the Agency reviews the citation to ensure it continues to reflect best practice and remains relevant and accessible to employers. In 2017, the Agency commissioned a strategic review of the EOCGE citation. This revised citation, effective from 2019-20, reflects findings from the latest academic research into drivers of improved gender equality outcomes, and consultation with gender equality experts and practitioners, industry groups, and employers.

This document is a record of the responses your organisation has provided in your WGEA Employer of Choice for Gender Equality citation application and the related responses from your compliance report for 2018-19.

2019-20

Focus Areas

1. Leadership, strategy and accountability

This focus area recognises that creating a workplace in which women and men are equally represented, valued and rewarded requires leadership, accountability and a focus on gender equality as a strategic priority.

It assesses an organisation's overall strategies and leadership commitment to achieving gender equality.

Notes:

- To assess whether you meet all prerequisites, we strongly advise that you review the EOCGE Guide to citation document PRIOR to answering the citation questions.
- IMPORTANT: view "MORE INFORMATION" for details on what will need to be provided in subsequent applications.
- Please submit your EOCGE application BEFORE you submit your application payment.
- Please list all the organisations covered in this application below. By providing the names of these organisations, you are confirming that all responses contained within this application apply to them all:

Royal Melbourne Institute Of Technology

Certificate

- Please enter the name of the organisation that you would like to appear on your EOCGE certificate below, should your organisation's EOCGE application be successful.

RMIT University

1.1

1.1. Your organisation must have a strategy in place aimed at achieving gender equality in ALL the following areas:

- gender balance in leadership
- gender balance across the organisation
- gender pay equity at a like-for-like and an organisation-wide basis
- flexible work and support available for employees at all levels, including those with caring responsibilities.

Please confirm the following:

Yes, we have a strategy that supports gender equality in all the above areas.

1.2

1.2. Your organisation must have a policy/policies in place supporting gender equality that covers ALL the following:

- promotions
- performance review processes
- recruitment – internal and external recruitment consultants must be provided with gender equality guidelines for the recruitment process
- restructures and significant operational changes including planned redundancies
- employment and engagement of casuals
- engagement of independent contractors

Please confirm the following (NB: please read “More information” for future requirements in this area).

Yes, we have a policy/policies in place supporting gender equality in all the above areas.

1.3

1.3. Your organisation's gender equality strategy must include clear objectives and measures, and an evaluation process that occurs at least every two years.

Please provide an outline of the objectives, measures and evaluation process specified in your gender equality strategy. (NB: please read "More information" for future requirements in this area).

The RMIT 2016-2020 Gender Equality Action Plan has been developed to provide a framework for identifying and addressing the remaining barriers to women's inclusion and progression at the University.

The Action Plan identifies three broad areas, including:

1. Leadership and Governance - RMIT recognises and actively involves women at all levels of governance, management and leadership.

2. Employment Conditions - RMIT respects and protects the employment conditions of women to enable their full participation in the workforce.

3. Women's Career Advancement - RMIT fosters an environment that supports the career advancement of women to ensure, develop and retain our talent.

A summary of objectives is as follows:

Leadership and Governance:

- Leadership commitment to Gender Equality
- Implementation driven through specific working groups and localised committees
- Provide Gender Equality Reporting
- Join and lead in Higher Education sector in Gender Equality benchmarking
- Progress Gender Equality targets in Executive, Academic and Senior roles
- College and Portfolio Plans to incorporate the Gender Equality Action Plan
- Increase leadership and manager accountability
- Enable women to have a wider role in governance and decision-making
- Design and launch a Gender Equality policy review and supporting resources
- Workforce consultation and communication
- Achieve external citation from the Workplace Gender Equality Agency (WGEA)
- Achieve SAGE Athena SWAN Bronze Institutional Award accreditation and implement strategy

Employment Conditions:

- Increased attraction and recruitment of women
- Seek exemption from VCAT under the Equal Employment Opportunity Act 2010 to establish 'women only' Academic senior positions
- Reduce and regularly audit gender pay-gap
- Gender equality in succession planning

- Provide parental leave resources and supports
- Increase promotion of flexible work practices
- Maintain a workplace free from discrimination, sexual harassment and bullying
- Increase gender intersectionality awareness
- Develop an action against domestic and family violence program and campaign

Women's Career Advancement:

- Increase women's application and success rates in academic and professional promotion
- Increase financial support for women in research
- Review and maintain RMIT Leadership programs for gender inclusivity and participation
- Provide enabling opportunities and forums for women

A summary of measures that stem from the Gender Equality Action Plan include:

- RMIT has set targets for gender balance in senior leadership roles, with an aim to achieve gender parity by the end of 2020.
- RMIT supports flexible ways of working and aims to achieve an all-roles flex model by 2020.
- Address gaps identified in total remuneration between men and women.
- Progress of metrics are communicated through the University Scorecard and People Metrics to the Vice-Chancellor's Executive and RMIT Nomination- Remuneration and People Committee.
- Progress of metrics are available to leaders through the Gender Equality dashboard available on the Business Intelligence platform.

The evaluation process includes:

The Gender Equality Action Plan is regularly evaluated by subject matter experts at the Diversity and Inclusion Advisory committee. Additional evaluation occurs in various working groups and committees that drive the implementation of the Action Plan. A formal evaluation is produced for discussion with the Vice-Chancellor and his Executive group once per year, and then shared with RMIT's Governing Body, RMIT's Nomination-Remuneration and People Committee.

Additionally:

Since the establishment of the Gender Equality Action Plan - there are two additional significant Action Plans that have been developed and implemented. The Athena SWAN Action Plan and Changing the Course Framework also contribute to gender equity outcomes at the University.

1.4

1.4. Your gender equality strategy must be incorporated into your broader business strategy and planning process, and endorsed by your governing bodies/boards.

Please confirm the following:

- Yes, our gender equality strategy is incorporated into our broader business strategy and planning process, and is endorsed by our governing body/board
- Evidence of the governing body's endorsement (e.g. extract of governing body/board minutes) has been/will be emailed to WGEA when the EOCGE application is submitted

1.5

1.5. Your organisation must evaluate its progress against its gender equality strategy by 1) tracking the metrics below and 2) reporting progress to the following stakeholder groups in your organisation/s at least every year.

Please select all the boxes below to confirm this has occurred:

1.5 a). For all your workforce (including Partners in Partnership structures):

- gender composition of your workforce by manager and non-manager categories
- promotions by gender and manager and non-manager categories
- recruitment and exit (voluntary and involuntary) numbers by gender
- graduate programs and paid or unpaid internships (where applicable)
- utilisation of formal flexible working arrangements (including part-time) for women and men by manager and non-manager categories
- utilisation of, and return from, parental leave (paid and unpaid), of women and men

1.5 b). For key management personnel AND your governing body/board (1.5 c) also applies to these stakeholders):

- ALL of the areas listed in 1.5 a)
- the results of your gender remuneration gap analysis, including pay equity metrics and actions taken
- progress on narrowing your organisation-wide gender pay gap
- all results from your EOCGE employee survey questions (refer section "Lived experience – Employee Survey")

1.5 c). For key management personnel AND your governing body/board

All the following metrics on gender-based harassment and discrimination and sexual harassment complaints must also be reported to these stakeholders:

- number and nature of complaints received
- process for responding to the complaint
- time taken to resolve complaint (e.g. complaint made in February, resolved in July)
- outcomes for complainant and respondent, including whether a complaint was settled
- any organisational change following the complaint
- complainant and respondent turnover

1.5 d). Your organisation must provide evidence (e.g. extract of governing body/board minutes) that all the areas covered in questions 1.5 a), 1.5 b) and 1.5 c) have been reported to the governing body/board.

Please confirm that this has been/will be emailed to WGEA:

- Yes, evidence that progress on all the above areas has been reported to the governing body/board has been/will be emailed to WGEA



1.6

1.6. Where gender discrepancies exist for any areas listed under questions 1.5 a), b) and c), your organisation must analyse systems and processes to identify gender bias in decision making, and take actions to address issues identified.

Please confirm this has occurred:

- Not applicable - no gender discrepancies exist for any areas listed under questions 1.5 a), b) and c)
- Yes, gender discrepancies were found and systems and processes were analysed to identify gender bias in decision making

1.6 a). Your organisation must take action to eliminate gender biases identified in the analysis of your systems and processes.

Please outline the gender biases identified, and use examples to describe actions that were taken to address these issues:

In order to address issues identified in RMIT's analysis of systems and processes, the university has designed the Gender Equality Action Plan 2016-2020 and the Athena SWAN Action Plan 2019-2023.

RMIT's GEAP outlines the University's commitment to achieving balanced representation of men and women at all levels, colleges, schools and portfolios within RMIT, aiming to improve gender equality in leadership and governance, employment conditions and women's career advancement.

RMIT's Athena SWAN Action Plan (2019-2023) addresses the remaining barriers to women's success in academic STEM fields and the organisation overall, covering:

- Pipeline – Inspiring, attracting and nurturing future female talent.
- Career Progression and Fulfilment – Nurturing female talent in STEM
- Engaging Moments of Transition – Flexible support mechanisms
- Culture and Wellbeing – An inclusive, respectful and compassionate workplace
- Supporting and Encouraging Our Intersectional Communities

Through these action plans, the following initiatives are in place to eliminate gender biases identified in the analysis of systems and processes:

- Senior gender targets have been put in place for each college/portfolio of the University to encourage momentum. Key Performance Indicators are assigned to the Vice-Chancellor's Executive (VCE) for each college/portfolio and these are reported on quarterly through the People Metrics report.
- The RMIT recruitment policy and strategy requires shortlists of at least 50% women in management and senior roles, and 50% in areas where women are heavily underrepresented, such as STEM fields.
- Proactive talent sourcing is in progress to recruit and retain women for STEM and senior leadership roles. In some fields, Women-only advertising has been endorsed to attract more women applicants.
- In senior leadership roles and STEM fields, an explanation is now required to VCE when a woman is not appointed.
- RMIT encourages women to apply for academic promotion, providing career development opportunities and supports to lead to career advancement through the academic promotion process, including the Achievement Relative to Opportunity process.

- RMIT supports the retention of staff through flexible working arrangements and the encouragement of a healthy work/life balance.
- The university supports career breaks and transitioning back to work to re-establish careers for all genders, providing additional support to parents and carers.
- Currently developing career interruption scholarships and carer and travel grants to support parents and carers.

Additional work to eliminate biases in RMIT systems and processes includes:

- Strategic Workforce Planning and workforce analysis:

Strategic Workforce Planning (SWP) has been one of key initiatives as part of the people Area of Focus for 2019. Part of this process has included conducting a comprehensive market scan to assess key mega-trends and drivers that may impact RMIT's workforce in the future, and consultations across Colleges, Portfolios and controlled entities to select four future state scenarios for the initial round of workforce modelling. It is important to recognise that SWP is an iterative process that will continue to evolve and shift as market and workforce demands change over time and RMIT has an important role to lead and sustain inclusive practices and gender equity conditions.

The impacts gathered are outputs of the projection model which is based on a 5-year historical RMIT data set. The RMIT workforce data sets included gender, age, and country of origin data. The Strategic Workforce Strategy being developed is one of the outputs of SWP for 2019 and incorporates RMIT's commitment to Diversity and Inclusion.

- Academic Promotion and Achievement Relative to Opportunity

RMIT's Academic Promotion process includes the concept of achievement relative to opportunity, an option available to applicants, giving them the opportunity to provide details of any specific factors that may have adversely impacted research, teaching and leadership output in the period relevant to their application. These might include family or carer responsibilities, illness or disability, part-time appointments, unusual teaching commitments and planned or unplanned absences.

For example, an academic staff member works part-time due to family responsibilities and has done so for a number of years. This information can be helpful in providing guidance to the promotion panels responsible for promotion selection regarding the quantity and impact of the applicant's achievements in the context of the output which will be less than a full-time staff member.

Last year, the Intent to Apply registration showed an increase in interest for this period. At the early stage, the Academic Promotion team saw that 67% of female applicants had utilised the option of Achievement Relative to Opportunity, and about 27% of male applicants had utilised this option as well. The team will continue to monitor the influence this option has had on applications throughout the promotion processes.

- Unconscious Bias Training

Beyond Bias (unconscious bias) programs and training have been implemented starting in early 2017. These training programs support RMIT's Strategic Plan of building an inclusive culture. This includes the following programs:

- Beyond Bias: Recruitment, Leading and Inclusive Decision Making
- Beyond Bias: How Difference Makes Us Smarter
- Beyond Bias Masterclass: Leading in the Age of Inclusion

All staff cohorts are strongly encouraged to participate in at least one of these programs. These trainings are mandatory for all senior leaders and staff responsible for recruitment and promotion. Since 2017, nearly 1,200 staff have participated in these trainings.

1.7

1.7. Your governing body must be provided with a copy of your completed EOCGE application once submitted.

Please confirm this will occur:

Yes, the governing body will be provided with a copy of this EOCGE application. Please provide a date when this will occur:

November 2019

1.8

1.8. Your CEO/head of business must be a visible champion of gender equality in the following areas.

Please provide information in the questions below to confirm each requirement has been met.

1.8 a). Your CEO/head of business must have communicated your organisation's business case for improving gender equality, to all workers (and Partners in Partnership structures) in the last 12 months, and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication below:

For International Women's Day on 08 March 2019, the Vice-Chancellor released a video on the RMIT website to all staff and visible externally, communicating the business case behind supporting gender equity:

“

Wominjeka everybody and happy International Women's Day!

As the Vice-Chancellor of a University that prides itself on inclusion, innovation and community, this year's theme says it all - better the balance, better the world.

This isn't women's business. It's everyone's business. And it's good business.

We have an opportunity to make a difference as a true role model of gender equality in our community, and our continued focus has created strong momentum.

Just recently RMIT was named an Employer of Choice for Gender Equality for the second year in a row.

We have gender parity on RMIT's Council, my Executive team, and among the wider Executive leadership group.

We've also passed the 40% mark for women in senior leadership.

But I promise you we won't stop pushing until it's an even split.

Our Athena SWAN action plan is focused squarely on supporting the success of women in STEMM fields and we won't rest until we lead the way.

We're continuing to analyse remuneration to identify inequity and we're supporting all our carers, whatever their gender or life need.

I'm confident we're heading in the right direction but there's more to do and we need to do it together.

Equal opportunity is an absolute - so until there are no exceptions, no pockets of inequality or small oversights remaining, the task of change still lies ahead and it's ours to shape.

I want the RMIT community to feel empowered to press hard for equality in every way. Because balance is better for everybody.

“

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Additionally, on Equal Pay Day on 28 August 2019, an article released internally to all staff from the Vice-Chancellor again stated the benefits of gender equity by providing an example of balance on his leadership table:

“

Vice-Chancellor Martin Bean, who is also a WGEA pay equity ambassador said the University's resolve to improve gender equality was stronger than ever, with an ongoing commitment to build a culture of inclusion and respect.

“While I'm extremely proud of our achievements to date, this is an area of continued focus,” he said.

“We continue to look at areas where we can improve equity and create positive outcomes for the RMIT community.

“When the voices around my leadership table are balanced, I see sharper debate and better decision-making – I imagine and hope for a society where that's the norm.

“At RMIT – where we teach the leaders of the future – equality and inclusivity are absolutes, not nice-to-haves.”

“

1.8 b). Your CEO/head of business must have communicated their commitment to zero tolerance of gender-based harassment and discrimination, sexual harassment and bullying to all employees (including Partners in Partnership structures), in the last 12 months and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication:

RMIT has launched the Be the Change campaign to reduce sexual harm and gender-based harassment. Martin released a video as part of the campaign, shared with all RMIT staff and visible to the public, on 29 April 2019, saying that no incidents will be tolerated:

“

Wominjeka everybody.

At RMIT we protect and uphold the fundamental right of every student and staff member to feel safe. We must accept nothing less.

Because we want everyone – and I mean everyone – to have the opportunity to be their best, shape their future and belong.

For me, it all begins with respect. A community built on respect is inclusive. It's productive and creative. And it's safe.

As Vice-Chancellor, I'm proud to be part of a broader movement to address gender inequality and reduce the harm it causes.

We're continuing to implement the full recommendations from last year's Australian Human Rights Commission, as well as those from Universities Australia.

In 2019 we'll make it easier for students to access support for sexual harm, continue our bystander training, and develop a microcredential on consent.

And we won't stop there because one incident remains one too many.

At RMIT we work to shape the world for the better, to elevate lives through education and to have a positive impact on the communities around us.

We will continue to stand for what is right, shout it loudly, and teach current and future generations that we must always show respect. Every day and in every situation. No excuses.

Please take care of yourself, take care of each other and join with me to be the change.

"

1.8 c). Your CEO/head of business must have communicated the organisation's overall gender equality strategy, priorities and progress, to all employees (and Partners in Partnership structures), in the last 12 months and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication:

For International Women's Day on 08 March 2019, Martin released a video on the RMIT website to all staff and visible externally, communicating the progress the University had made toward gender equality and communicated the Athena SWAN Action Plan to support women's career advancement:

"

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This isn't women's business. It's everyone's business. And it's good business.

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Just recently RMIT was named an Employer of Choice for Gender Equality for the second year in a

row.

We have gender parity on RMIT's Council, my Executive team, and among the wider Executive leadership group.

We've also passed the 40% mark for women in senior leadership.

But I promise you we won't stop pushing until it's an even split.

Our Athena SWAN action plan is focused squarely on supporting the success of women in STEM fields and we won't rest until we lead the way.

We're continuing to analyse remuneration to identify inequity and we're supporting all our carers, whatever their gender or life need.

I'm confident we're heading in the right direction but there's more to do and we need to do it together.

Equal opportunity is an absolute - so until there are no exceptions, no pockets of inequality or small oversights remaining, the task of change still lies ahead and it's ours to shape.

I want the RMIT community to feel empowered to press hard for equality in every way. Because balance is better for everybody.

"

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Additionally, on Equal Pay Day on 28 August 2019, an article released internally to all staff from the Vice-Chancellor communicated the Gender Equality Action Plan and the achievements to date:

"

Equal Pay Day – held on Wednesday 28 August this year – is an initiative of the Equal Pay Alliance, bringing together businesses, unions and community groups to pursue practical action on gender equality.

2019 also marks the 50th anniversary of the 1969 Equal Pay Case, which introduced the principle of "equal pay for equal work" into Australia's industrial relations system.

A range of initiatives to increase gender equality form part of RMIT's dedicated action plan [[link to Gender Equality Action Plan](#)], including:

- Supporting flexible ways of working for all staff.
- Promoting parental leave opportunities to all parents.
- Achievement Relative to Opportunity option in academic promotion.
- An ongoing commitment to the University's Athena SWAN action plan to support women in STEM disciplines and careers.
- Recruiting female-only candidates for three of the eight Vice-Chancellor Research Fellowships in the area of science and engineering.
- Funding scholarships enabling Vietnamese women to gain doctorates at RMIT Vietnam

to support participation in research and leadership within traditionally male-dominated fields.

- Variety of programs to support career and professional development for women.

Evidence of RMIT's continued progress in this space, RMIT was named in February as an Employer of Choice for Gender Equality (EOCGE) from the Workplace Gender Equality Agency (WGEA) for a second consecutive year.

The University has increased the proportion of females in executive positions from 49.3 per cent in 2018 to 55 per cent in 2019 and the number of females in senior roles – executive, professional and academic – has grown from 34.4 per cent in 2015 to 42.5 per cent in 2019.

RMIT also achieved gender parity for its governing council in 2017 and has maintained parity since that time.

Vice-Chancellor Martin Bean, who is also a WGEA pay equity ambassador said the University's resolve to improve gender equality was stronger than ever, with an ongoing commitment to build a culture of inclusion and respect.

"While I'm extremely proud of our achievements to date, this is an area of continued focus," he said.

"We continue to look at areas where we can improve equity and create positive outcomes for the RMIT community.

"When the voices around my leadership table are balanced, I see sharper debate and better decision-making – I imagine and hope for a society where that's the norm.

"At RMIT – where we teach the leaders of the future – equality and inclusivity are absolutes, not nice-to-haves."

"

1.8 d). Your CEO/head of business must have communicated the organisation's commitment to gender pay equity to all employees (and Partners in Partnership structures) in the last 12 months and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication:

On Equal Pay Day on 28 August 2019, an article released internally to all staff from the Vice-Chancellor stated the University's commitment to reducing the gender pay gap:

"

Equal Pay Day – held on Wednesday 28 August this year – is an initiative of the Equal Pay Alliance, bringing together businesses, unions and community groups to pursue practical action on gender equality.

2019 also marks the 50th anniversary of the 1969 Equal Pay Case, which introduced the principle of "equal pay for equal work" into Australia's industrial relations system.

A range of initiatives to increase gender equality form part of RMIT's dedicated action plan, including:

- Supporting flexible ways of working for all staff.
- Promoting parental leave opportunities to all parents.
- Achievement Relative to Opportunity option in academic promotion.

- An ongoing commitment to the University's Athena SWAN action plan to support women in STEM disciplines and careers.
- Recruiting female-only candidates for three of the eight Vice-Chancellor Research Fellowships in the area of science and engineering.
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"While I'm extremely proud of our achievements to date, this is an area of continued focus," he said.

"We continue to look at areas where we can improve equity and create positive outcomes for the RMIT community.

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"

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Additionally, for International Women's Day on 08 March 2019, Martin released a video on the RMIT website to all staff and visible externally, communicating the University's commitment to analysing remuneration and promoting equity:

"We're continuing to analyse remuneration to identify inequity and we're supporting all our carers, whatever their gender or life need. I'm confident we're heading in the right direction but there's more to do and we need to do it together. Equal opportunity is an absolute - so until there are no exceptions, no pockets of inequality or small oversights remaining, the task of change still lies ahead and it's ours to shape. I want the RMIT community to feel empowered to press hard for equality in every way. Because balance is better for everybody."

1.9

1.9. Your organisation must have a group, committee or council with representation from senior management level or above, that is responsible for the implementation and oversight of your organisation's gender equality strategy.

Please confirm this is in place:

Yes

1.9 a). Please provide the job title of the Chair of this group/committee/council:

Martin Bean, Vice-Chancellor and President

Vice-Chancellor's Executive (VCE)

1.10

1.10. Your CEO/head of business must have direct involvement with your organisation's gender equality initiatives.

Please list what your CEO/head of business does in this regard:

The Vice-Chancellor and the Vice-Chancellor's Executive team are ultimately responsible for the oversight of the Gender Equality Action Plan (2016-2020), as well as the Athena SWAN Action Plan (2019-2022) and the Changing the Course Framework (2017-2020). This includes approving any strategies that are required to be enacted through RMIT University.

Through his role as chair of the Vice-Chancellor's Executive team's regular meetings, and as President of RMIT, the Vice-Chancellor has been an incredible advocate for gender equality and active supporter of the Gender Equality Action Plan and the related gender equality initiatives initiatives.

1.11

1.11. Your organisation must ensure that women and men can access opportunities that are considered career-enhancing, equitably.

Using typical examples in your organisation, please explain how you ensure this occurs for women and men (maximum 500 words).

RMIT supports equity between men and women in all career-enhancing opportunities, offering additional mentoring opportunities to women through BOOST Women, equitable resourcing for projects such as our five key Areas of Focus. The University is currently progressing the commitment to specific research grants for academic women returning from career breaks.

BOOST and BOOST Women Mentoring

The aim of these mentoring programs is to assist staff members in making connections and creating opportunities across the University. The BOOST program is open to all genders, and BOOST women is reserved for women mentees and mentors. This provides an opportunity to advance the leadership skills of the mentor as well as the skills of the mentee.

Employee Networks

Other career-enhancing opportunities are available to staff through various employee networks, such as the Women's Research Network (WRN). WRN offers programs mentoring programs through Envisage, pairing staff with mentors from other Universities. The Network also encourages participation in the Women Attaining Leadership (WATTLE) program, a University leadership program for women, available to both professional and academic staff.

Achievement Relative to Opportunity

RMIT staff have a diverse range of personal circumstances which may require individual working arrangements and therefore career histories that challenge our ideas of the traditional approaches to work. RMIT approaches decisions regarding these opportunities from the perspective of achievement relative to opportunity.

An example of this would be through the process of Academic Promotion, where achievement relative to opportunity procedures allow staff to explain how a personal or life circumstance may have influenced their work.

Many individuals:

- have carer responsibilities for children, elderly parents or ill family members
- experience ill-health or have an impairment or ongoing medical condition
- require part-time or flexible working arrangements
- experience career interruptions relating to parental leave, time out for work in another field and/or late entry to the workforce.

Traditionally, measurements of merit and achievement within the University have been based on a notional standard of a full-time and uninterrupted career, which has disproportionately had a negative impact on women.

Managers and leaders are responsible for encouraging and enabling the disclosure of personal circumstances, working arrangements (past and current) and career histories that may have impacted on the individual's opportunities to demonstrate achievement.

In 2018, RMIT's Academic Promotion showed 67% of women utilising achievement relative to opportunity to explain how a personal circumstance impacted their career. Of those who did, women's success rates were higher than average. This option was also utilised by 27% of men.

ARTO is just one example of how RMIT supports equitable career-enhancing opportunities for men and women.

1.12

1.12. You must hold your managers accountable for contributing to the implementation of your gender equality strategy.

Please outline how managers are held accountable e.g. describe KPIs (up to 500 words).

RMIT's Gender Equality Action Plan (GEAP) (2016-2020) outlines key objectives for the University, senior leaders and people managers.

In addition, RMIT has committed to the Athena SWAN Action Plan. The first objective of the plan is: "Enable managers to lead effective change locally and build an inclusive culture through everyday decisions and actions."

Senior leaders at RMIT have a KPI attached to the senior gender targets for their portfolio. A target is assigned to each portfolio and at the department level.

In order to support the recruitment and retention of women, and gender equality overall, RMIT managers are accountable for implementing gender equality by:

- Supporting equitable career progression and women's roles in leadership
- Entrenching flexible working in their teams, regardless of caring responsibilities
- Supporting parents and carers, especially surrounding career breaks
- Ensuring gender bias does not occur in recruitment or promotion, remuneration decision making, performance management or professional development opportunities

RMIT policies outline the expectations of managers, including:

Flexible Working Policy

- Managers need to ensure staff are aware and actively promote the availability of flexible work arrangements, considering how positions in their team can be worked flexibly. Ensure staff are supported in their request and measure uptake of flexible working arrangements both formal and informal.
- RMIT will conduct regular analysis of the take up of flexibility working options and workplace adjustment in order to identify improvements and promote flexible working options available to staff and managers both men and women.

Recruitment Policy

- Staff responsible for recruiting will be trained in equal employment principles and anti-discrimination recruitment and selection practices

Remuneration Policy

- Through systematic review of remuneration processes, RMIT will ensure gender bias does not occur at any point in remuneration decision making process.

Managing Performance Policy

- RMIT will conduct regular analysis of professional development, performance ratings, talent management and related processes with regards to equal opportunity commitments including diversity of participation in staff career movement and progression. Such analysis will identify areas for improvement.

RMIT monitors gender equity metrics of their team through the Business Intelligence dashboards, accessible to all managers and leaders. The Gender Equality Dashboard communicates gender composition and metrics by gender: flexibility, promotion, recruitment, exits (including reasons for leaving), age, pay level and employment type.

These reports are part of the workforce data that leaders receive regarding staff engagement. These are core measurements of management and are set as accountabilities in workplan and performance reviews.

Wherever possible, RMIT seeks to create a consistent experience for staff across all organisational work groups and our HR teams are mobilised to provide advice, support and people management coaching.

Support for managers is provided through the People Management Essentials training, which is delivered to all people leaders and details methods of promoting equity in everyday working responsibilities.

2. Developing a gender balanced workforce

This focus area recognises that the Australian workforce is highly segregated by industry and occupation.

Organisations need robust, targeted learning and development, talent identification and leadership programs to support women's progress through the leadership pipeline, and provide career opportunities across all levels of the workforce for women and men.

2.1

2.1. Your organisation must have a policy or strategy that includes learning and development (including leadership and/or career development training) for women and men.

Please confirm what is in place:

Formal policy

Formal strategy

2.2

2.2. Your organisation must have learning and development plans for all your permanent workforce and long-term casuals.

Please confirm this is in place:

Yes

2.3

2.3. Each year, your organisation must track how many women and men, full-time and part-time, have participated in FORMAL leadership development programs. Please indicate the types of programs you have in place:

- Formal sponsorship program
- Formal mentoring program
- Formal succession plan
- Formal leadership networks
- Other

2.3 b). Please complete the table below with the numbers of participants in this program. All cells must be completed, please enter "0" where there were no participants.

	Women		Men	
	Full-time	Part-time	Full-time	Part-time
Formal mentoring program	303	63	70	10

2.3 c). Please complete the table below with the numbers of participants in this program. All cells must be completed, please enter "0" where there were no participants.

	Women		Men	
	Full-time	Part-time	Full-time	Part-time
Formal succession program	419	109	433	34

2.3 d). Please complete the table below with the numbers of participants in this program. All cells must be completed, please enter "0" where there were no participants.

	Women		Men	
	Full-time	Part-time	Full-time	Part-time
Formal leadership program	586	49	500	35

2.4

2.4. Your organisation must set numerical targets (with timeframes) to improve the representation of WOMEN in any manager category where their representation is less than 40%. Progress against manager targets must also be tracked.

Please confirm this has occurred below. (NB: please read "More information" for future requirements in this area).

Yes, targets have been set for every level of management where the representation of women is less than 40%, and targets are tracked

Targets are not required as the representation of women across all levels of management is at least 40%. Please provide details below:

2.4 a). In the table below, please indicate the targets and timeframes that have been set:

	Management level where target is set, e.g. KMP ?	% Target?	Year target to be reached?
1	Across all management levels, RMIT pay scales (Executive, HEW 10, Academic Levels D and E, and Senior Educator Level 3)	49.58	2020
2	Across various management levels, senior leaders in College of Science, Engineering and Health	34.00	2020
3	Across various management levels, senior leaders in College of Business	45.90	2019
4	Across various management levels, senior leaders in College of Design and Social Context	51.92	2019
5			
6			

2.5

2.5. Your organisation must set gender targets for internal and external recruitment shortlists where the representation of women at any level of management is less than 40%.

Please confirm this has occurred:

- Yes, targets for internal and external recruitment shortlists have been set
- Targets are not required as the representation of women across all levels of management is at least 40%. Please provide details:

2.5 a). In the table below, please indicate the targets and timeframes that have been set for internal and external recruitment shortlists of management levels where the representation of women is less than 40%:

	Managers	
	% Target?	Year to be reached?
Internal recruitment shortlists	50	2020
External recruitment shortlists	50	2020

2.6

2.6. If your organisation has set targets to improve the representation of WOMEN in any non-manager occupational category where their representation is less than 40%, please indicate below:

(NB: this will become a requirement in 2021-22, so if no targets have been set, please proceed to the next question.)

- Yes, targets have been set for every non-manager occupational category where the representation of WOMEN is less than 40%
- Targets are not required as the representation of women across all non-manager occupational categories is at least 40%. Please provide details:

2.7

2.7. If your organisation has set targets to improve the representation of MEN in any non-manager occupational category where their representation is less than 40%, please indicate below:

(NB: this will become a requirement in 2021-22, so if no targets have been set, please proceed to the next question).

- Yes, targets have been set for every non-manager occupational category where the representation of MEN is less than 40%
- Targets are not required as the representation of men across all levels of management is at least 40%. Please provide details:

2.8

2.8. The following questions relate to governing body appointments.

2.8 a). Does your organisation have control over governing body appointments of ALL the organisations covered in this application (as listed at the beginning)?

Yes

No, it has control only over SOME of the organisations included in this application. Please provide the names of those organisations whose governing body appointments you do not have control over, and explain why.

No, please provide details why your organisation does not have control over appointments to ALL the governing bodies/boards in this application?

RMIT University does not have control over appointments to the governing body, RMIT Council. Members of RMIT Council are appointed by the government or through an election process.

2.8 b). Does your organisation have control over OTHER governing bodies/boards not included in this application, AND have control over appointments to those governing bodies?

Yes, the names of these organisations are:

No, this organisation does not have control over OTHER governing bodies/boards

No, this organisation does not have control over appointments to other governing bodies it controls. Please explain why, and whether there are other actions taken to improve gender balance on those governing body/boards

2.9

2.9. Your organisation must identify and address gender segregation challenges relevant in your organisation and/or industry, for example (but not limited to) under-representation of women or men in caring, administrative, technical, trades or senior roles.

Please provide a written response using the structure below to outline a summary of key details (maximum 750 words):

- How does gender segregation impact your organisation and/or industry?
- What measures have you implemented to improve gender balance in your organisation?
- Where have you made progress and what were/are the biggest challenges?

How does gender segregation impact your organisation and/or industry?

The Higher Education sector struggles to achieve gender balance at the senior levels, with the biggest challenge sitting in Science, Technology, Engineering, Math and Medical (STEMM) fields. The underrepresentation of women in STEMM fields impacts the entire higher education industry.

At RMIT, the largest academic portfolio is the College of Science, Engineering and Health (S.E.H.), a majority STEMM area where women are underrepresented at every level. We recognise the impact this has on RMIT as an educational institution.

As a University, we have an obligation to reflect the diverse student community and industries we serve. If students are unable to find visible role models in their field, this can negatively impact their educational experience and limit career pathways. And if early career academics don't see a career progression pathway, we are missing out on future researchers and leaders that could shape our organisation and our community. Without gender balance in STEMM, our students, early career academics, research outputs and University goals are not fully supported to succeed.

What measures have you implemented to improve gender balance in your organisation?

Through the Gender Equality Action Plan (2016-2020) the University has committed to achieve gender parity in senior roles by 2020. To achieve this goal, RMIT has set targets for each portfolio of the University.

The College of S.E.H. poses the largest challenge, with only ¼ of senior leaders being women. In order to support our goals of increasing the representation of women in senior roles and increase the career pipeline, RMIT has prepared a submission for SAGE Athena SWAN Bronze Institution Accreditation, the submission includes a robust 4-year action plan that is currently being implemented.

Some of the measures outlined in the Action Plan include:

- Female promotion success equal to males and increase in senior female academics in STEMM
- Increase in internal female appointments to senior management roles

- Increased appointments of females at all academic levels in STEMM
- Increased proportion of applications from females for STEMM academic positions
- Increase the pipeline of STEMM females that are well-informed and supported to pursue STEMM careers
- Improve retention rates of female academics across all levels in STEMM

Where have you made progress and what were/are the biggest challenges?

The College of S.E.H. has been active in supporting the University's commitment to achieve gender parity and support the success of women in STEMM fields. The biggest success so far is increasing the representation of women in senior roles from only 18% women in 2017 to nearly 25% today. This has been the result of the shared commitment from the heads of schools and the Pro Vice-Chancellor for S.E.H.


Career pipeline is the greatest issue, with the representation of women already lower at early career points and dropping off significantly with each increase in level. RMIT is addressing this challenge through multiple methods, some of which include:

- Increase in shortlisting to 50/50 in STEMM roles and all senior roles
- Female-only advertising for senior research roles in engineering and science, significantly increasing the pool of female applicants
- Increase in mentorship and additional support for academics applying for promotion, increasing the success rates of women going through the academic promotion process
- Ensuring recruitment and selection panels are gender balanced and that all members of panels have gone through the Beyond Bias training program
- Providing support mechanisms including return to work programs, research grants and professional development opportunities

3. Gender pay equity

This focus area recognises an organisation's commitment to gender pay equity. It assesses the policies and strategies in place to address gender pay equity and the steps taken to improve identified gender pay gaps.

Gender pay gaps can occur at a like-for-like, level-by-level, and on an overall organisation-wide basis.



3.1

3.1. Your organisation must have a formal remuneration policy and formal remuneration strategy that contains specific gender pay equity objectives.

Please confirm this is in place:

- Yes, we have a formal remuneration policy that contains gender pay equity objectives
- Yes, we have a formal remuneration strategy that contains gender pay equity objectives
- Our gender pay equity objectives are contained within our award/industrial or workplace agreement

3.1 a). Gender pay equity objectives must be included in your formal policy, formal strategy or award/industrial or workplace agreement.

Please indicate which objectives are included in your policy/strategy:

- To achieve gender pay equity
- To ensure no gender bias occurs at any point in the remuneration review process (for example at commencement, at annual salary reviews, out-of-cycle pay reviews, and/or performance pay reviews)
- To be transparent about pay scales and/or salary bands
- To ensure managers are held accountable for pay equity outcomes
- To implement and/or maintain a transparent and rigorous performance assessment process
- Other (provide details):

RMIT staff are covered by Enterprise Agreements which have transparent/set pay bands that are available publicly, with the exception of Senior Executives. At Senior Executive level pay levels are not accessed publicly, but all Executive Recruitment Search firms are guided by RMIT's Remuneration Policy and Gender Equality Action Plan.

RMIT's Pay Equity review in July 2019 also included an update on the success of recommendations that are in place to increase transparency and scrutiny when setting remuneration at recruitment and throughout the employment life cycle.

The Remuneration, Nomination and People Committee oversees review of Executive remuneration as well as bonus allocations, including systems and processes that impact remuneration decision making. The terms of reference includes to review remuneration considering 'Diversity and inclusion strategies and outcomes'.

RMIT's formal remuneration policy stipulates:

- 'RMIT is committed to reducing the gender pay equity gap and will undertake regular analysis, monitoring and implement improvements where required.
- Through systematic review of remuneration processes, RMIT will ensure gender bias does not occur at any point in remuneration decision making process.
- There must be periodic analysis of the position classification and reclassification processes to identify any areas of under representation or bias relating to equal opportunity and identify areas for improvement.'

3.2

3.2. Your organisation must undertake a gender pay gap analysis of its workforce on a like-for-like and organisation-wide basis each year on what is listed below.

Please select all items to confirm this has occurred:

- A gender pay gap analysis has been conducted on our workforce covering all the items below at a like-for-like AND organisation-wide basis in the past year
- Base salary
- Total remuneration (i.e. including allowances, bonuses, performance payments, discretionary pay, overtime and superannuation)
- Performance pay
- Starting salaries
- Annual salary increases
- Salaries on promotion

3.3

3.3. Where gender pay gaps are identified from your analysis, your organisation must set targets and take other actions to reduce any like-for-like and organisation-wide gender pay gaps.

Please confirm whether targets have been set (NB: please read "More information" for future requirements in this area):

- Yes, targets have been set to reduce gender pay gaps
- No targets are required as no unexplainable or unjustifiable gaps were identified in our analysis of like-for-like and organisation-wide gender pay gaps

3.3 a). In the table below, please enter the targets and timeframes that have been set for closing gender pay gaps.

	Details of area where targets were set to reduce the gender pay gap (e.g. like for like for engineers, organisation-wide etc)	% Target?	Year target to be reached?
1	Organisation wide for total remuneration gap	5.2	2021
2			
3			
4			

3.4

3.4. Women and men on primary carer's leave must be included in your organisation's annual reviews of salaries and annual bonus payments.

Please confirm this occurs:

Yes

3.5

3.5. Your organisation must analyse and compare the results of performance reviews by gender.

Please confirm this occurs:

Yes

4 and 5. Support for caring; Mainstreaming flexible working

Focus area 4 assesses an organisation's initiatives and programs to support employees with caring responsibilities, including but not restricted to parenting. It covers access to parental leave for women and men, return to work from parental leave and measures to support employees with elder or disability care responsibilities.

Focus area 5 assesses an organisation's support of flexible working arrangements. It recognises that successful implementation of flexibility needs visible leadership commitment as well as skills and support for managers and the workforce in general.

4.1

4.1. Your organisation must have a formal policy AND formal strategy to support its workforce (including Partners in Partnership structures) who have family or caring responsibilities as below.

Please confirm these are in place (NB: please read "More information" for future requirements in this area).

- Yes there is a formal policy AND strategy supporting those with family or caring responsibilities
- Yes the policy and/or strategy covers support for those who return to work from parental leave, and for parents at all stages of children's lives.

4.2

4.2. At least eight weeks of employer-funded paid parental leave at full pay, plus superannuation, must be provided to primary carers who are permanent employees (and Partners in Partnership structures). All of the following must also be in place in relation to this employer-funded paid parental leave.

Please tick all the boxes below to confirm they are all in place (NB: please read "More information" for future requirements in this area):

- our scheme is paid in addition to the government scheme (not just topping up the government funded scheme)
- it is available under any circumstances where there is a new baby e.g: adoption, same-sex couple, surrogacy. This must be available for parents of a stillborn baby.
- there is no requirement for anyone to repay any portion if they do not return to work
- it is available to women AND men who are primary carers
- there is flexibility in how this can be taken (e.g. part-time for part of the paid duration)

4.3

4.3. At least two weeks of employer-funded paid parental leave at full pay must be provided to all secondary carers who are permanent employees (and Partners in Partnership structures).

Please tick all the boxes below to confirm they are all in place (NB: please read "More information" for future requirements in this area).

- our scheme is paid in addition to the government scheme (not just topping up the government funded scheme)
- it is available under any circumstances where there is a new baby e.g: adoption, same-sex couple, surrogacy. This must be available for parents of a stillborn baby.
- there is no requirement for anyone to repay any portion if they do not return to work
- it is available to women AND men who are secondary carers
- there is flexibility in how this can be taken (e.g. part-time for part of the paid duration)

4.4

4.4. Please confirm that the maximum eligibility period to access employer-funded paid parental leave is 12 months or less. (NB: please read "More information" for future requirements in this area).

- Yes

4.5

4.5. Your organisation must actively encourage men to take parental leave.

Please provide examples on how this has been done in the past year:

Inclusive Language in Policies and Enterprise Agreements:

RMIT has been conscious to use inclusive language in the Parental Leave policy, supporting guidelines and staff parenting webpages, in order to promote entitlements that are inclusive of all genders. In our policies and guidelines, there are no references to 'maternity' only parental leave for primary and secondary carers. This is also true for our recent Enterprise Bargaining Agreement (EBA) for Academic, Professional and Vocational Education Staff 2018.

Throughout the recent bargaining process, staff have been actively involved in the conversation, through communications and an all staff vote. As part of these processes, the EBA team continued to promote the priority of aligning our EBA with RMIT policies, utilising inclusive language and entitlements for all parents.

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Making Leave More Accessible:

In 2017, RMIT developed the option for academic and professional staff to assume the role of primary carer following their partner's return to work. This enabled staff, mostly fathers, who would usually only have access to secondary carers leave, to utilise primary carers as well. With this entitlement, more male staff members will have access to primary carers leave.

With this option, if an academic or professional staff member who is secondary carer assumes the role of primary carer within the first 14-24 weeks (depending on their length of service) following the date of birth or placement of their child, they are entitled to take the remainder of these 14-24 weeks as primary carers leave, or double this time at half-pay. This is in addition to their secondary carer leave entitlements. (For example, if a staff member takes secondary carer's leave when their child is born, and their partner takes leave for the first 14 weeks, the staff member would then be entitled to 10 weeks of primary carers leave.)

In 2019, RMIT continued to make leave more accessible by issuing a new Parental Leave Instruction, that provides the same parental leave entitlement to ALL staff, regardless of the Enterprise Bargaining Agreement they fall under. This also increased the amount of secondary carer's leave and made an option to take this entitlement for twice the duration at half pay, making long-term leave more accessible to men.

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Parenting and Flexibility Webpages:

Along with incorporating inclusive language, RMIT's Staff Parenting webpage and Staff Flexibility webpage (which promote the guidelines that support parents and carers) works to ensure staff are visually represented. This involves using photos of fathers, mothers, and rainbow families.

The RMIT Staff Flexibility webpage also shares a video of staff discussing how flexible working

arrangements positively affect them. This video shows James, a father who shares that he spent the first eight months at home looking after his son on paid primary carers leave.

This is available on the RMIT YouTube page: https://www.youtube.com/watch?v=o1_UKALTHbg

Case studies from staff appear on this page as well, including from Dr. Torgeir Aleti, photographed with his daughter, saying, "Earlier this year, I was allowed to utilise our de-gendered parental leave options as a full-time dad, with extended parental leave of 12 weeks."

Additionally, there is an RMIT Yammer page for parents and carers at the University that provides a platform for parents to connect, share thoughts and ask questions. Men are prominent on this platform as well as women.

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Flex, Access and Parenting Campaign

This year RMIT promoted a flex, access and parenting communication campaign by issuing a guide that provides more information on each category. This guide shows both men and women accessing parenting supports and has men with children on the cover. Over 500 copies have been distributed to new and existing staff and digital resources are available on the web.

4.6

4.6. Your organisation must track the following metrics relating to paid parental leave.

Please tick all the boxes to confirm these metrics are tracked:

- utilisation of parental leave by women and men (manager and non-manager)
- return to work of women and men following parental leave
- promotions during parental leave
- voluntary and involuntary departures (including dismissals and redundancies) within 12 months of return from parental leave

4.7

4.7. Your organisation must have an action plan to maximise the rate of return to work from parental leave (paid or unpaid) that includes the following.

Please tick all boxes to confirm these are in place:

- keep-in-touch program while on parental leave
- on-boarding support
- tracking the reasons why, where applicable, women and men who return from parental leave do not return to their original role and to which role they return.

4.8

4.8. Your organisation must have support mechanisms in place, other than leave, for those with family or caring responsibilities, including elder- and disability-care.

Please provide details of these support mechanisms:

RMIT aims to support staff in their family and caring needs with personalised working, fit facilities and opportunities to stay connected. Flexible supports and ways of working are available to all staff, including those with elder and disability caring responsibilities. In order to ensure this is communicated, all promotions are clearly designed for 'parents and carers.'

The RMIT Staff intranet features three separate pages dedicated to supporting Parents and Carers, Flexibility and Accessibility. Each contain a number of resources to support parenting and caring, including:

- Parental Leave Checklist – a step by step guide on how to apply for parental leave, lead conversations with your team about preparing for leave, options while you're on leave and steps to take upon returning to work.
- Keep in Touch Guide – this guide serves to lead the conversation between staff going on long-term-leave and managers, to ensure communication is managed appropriately during their time away. This also covers how to use Keep in Touch days while on leave to return for professional development or other opportunities.
- Flex, Access and Parenting Guide – this handout describes the supports available at RMIT and how to access them. These have been distributed across the university and at onboarding through the Get Connected (induction) workshops.
- The Working Flexibly Guide – this supports staff in finding the flexible working arrangement that best suits them and how to speak with their manager about making it work.
- Childcare Services and Facilities Guide, this guide outlines:
 - the breastfeeding and parenting rooms on RMIT campuses
 - the process of ordering a 'mobile mother's kit' which involves finding a space local to an employee's workspace for breastfeeding and expressing needs, providing the equipment necessary to ensure comfortable, private and hygienic facilities are available
 - how to access RMIT on-site childcare facilities at the City Campus

The RMIT Childcare Centre is reserved for staff and students and is able to be salary sacrificed by staff. When taking children to RMIT childcare, staff are able to visit them throughout the day for breastfeeding or simple visits. This is explained to new parents or staff joining the childcare centre at the information sessions run through the Keep in Touch Program (see below for details).

All HR Assist staff (the first point of contact for HR) have been trained by our Diversity and Inclusion team in supporting parents and those with caring needs, including caring of relatives with disability or elderly family members. When staff apply for parental leave, all the above resources are shared by the HR Assist team. The team also shares the 'Keep in Touch Voucher' – a \$25 gift card to an on-campus café. This is meant to encourage staff to meet with colleagues or their manager during their period of parental leave, encouraging communication to improve the return to work process.

For staff returning to work from parental leave, those who take 24 weeks are able to access the return to work bonus, equivalent to 12 weeks of pay. This is available to all fixed-term and continuing staff, regardless of how long they have been with the University or in what area of the University they work. The return to work bonus is able to be accessed flexibly, in a lump sum for childcare fees, funding a transition back to work of temporary part-time, a salary supplement, research funding or other options – this is completely up to the staff member.

RMIT provides a Parents and Carers Network for all staff who identify as having parenting or caring

needs. This is available on the University Yammer platform, promoted through the staff intranet, and all staff who attend parenting professional development opportunities are directly invited to join this group.

The University Learning and Development program offers a number of professional development opportunities for parents and carers. These include:

- Managing the Transition to Parental Leave – for staff approaching long-term leave, a coaching opportunity on managing the expectations of colleagues, manager, family and themselves as they approach parental leave.
- The Keep in Touch Program – a workshop opportunity inviting staff on long-term leave to bring in their children for information on returning to work, a tour of the RMIT childcare centre, and a chance to connect with colleagues in a similar stage of life.
- Managing the Transition back from Parental Leave – for staff who are about to or have recently returned from parental leave. This is open to staff who have returned from leave within the last two years, and covers a variety of topics related to balancing work and family life as circumstances change.
- Dads Network – this workshop is an opportunity for men at the university to connect, discuss parenting needs and share concerns related to balancing work and family life.
- Working Parents Resilience Program – this is a coaching workshop for all parents, with children of any age, and serves as a chance to reevaluate current approaches to balancing work and family life.

RMIT Academic Promotion takes into account Achievement Relative to Opportunity, which allows all life experiences to be considered when applying for promotion. For staff with parenting and caring needs, this allows a chance to discuss any career breaks, reduced research or teaching experience and other challenges they may have faced during their career.

4.9

4.9. Your organisation must have a policy or strategy to support those who are experiencing family or domestic violence.

Please confirm what is in place:

- Formal policy
- Formal strategy

4.9 a). Please provide details of the support available for those experiencing family or domestic violence:

- paid or unpaid leave
- employee assistance program
- training of key staff
- domestic violence clause in enterprise agreement or equivalent
- referral to domestic violence support services for expert advice
- other – please provide details:

In addition to all the support options listed above, RMIT also offers measures for increasing individual safety for staff experiencing family or domestic violence, including:

- Temporary or permanent relocation of staff to a secure area
- Setting up procedures for alerting security or police, including the SafeZONE app that immediately notifies RMIT security of a risk through a staff member's phone
- Security presence in the workplace or security escorts to and from work
- Change in contact details, communication methods and when necessary, a change of preferred first or last name
- Removing staff from public directories

5.1

5.1. Your organisation must have a flexible working policy AND flexible working strategy that includes the following.

Please confirm the following are included by selecting all the boxes below:

- a business case for flexible working endorsed at the leadership level is communicated to all our workforce (including Partners in Partnership structures)
- manager accountability for flexible working is in place (e.g. embedded into performance reviews, tracking of approvals and rejections with reasons)
- where relevant, our organisation's approach to flexibility is integrated into client/customer interactions (e.g. having a conversation with a client about their account manager working flexibly and meeting contract requirements)

5.1 a). 5.1 a) Where relevant, in the box below please describe how you have worked with clients/customers to challenge assumptions that the work cannot be done flexibly and what the outcome was (if not relevant, please enter NA):

As a large, complex organisation, some areas of RMIT have always worked in a somewhat flexible environment. However, for many areas, flexibility has not come as naturally, due to student service requirements or other reasons.

The HR Assist team, the first points of contact for staff reaching out to HR, have all been trained in how to support flexible ways of working for our staff. Over the past two years, HR Assist have said that questions have changed from "Can I work flexibly?" to "How do I manage my flexible ways of working?"

At RMIT we work from a position of yes to flexibility, working closely with staff and managers to utilise a variety of options. Implementation of Office 365 has also provided technical improvement in our environment to support remote working. We continue to promote narratives on flex working from leadership and staff points of view.

This change has been due to a push for more flexible options and work personalisation at RMIT's leadership level. Managers are provided with a number of resources and professional development programs to support them managing flexible teams.

RMIT Survey Survey October 2018 demonstrated an 8% improvement in staff experience in flexibility in supporting caring and worklife needs.

5.2

5.2. Flexible working must be promoted throughout the organisation, to women and men regardless of caring responsibilities, and to prospective employees.

Please provide examples of how this is done.

RMIT has been active in promoting flexible working to all staff, in order to make work more manageable for a variety of reasons. Our flexibility resources are gender neutral and supportive of both men and women working flexibly in the arrangement that best suits them and their teams.

RMIT works to ensure a diverse group of staff are visually represented in all RMIT guidelines that support flexibility and on the staff flexibility webpage and articles on flexibility. This involves using photos of both men and women of all ages.

2019 involved a campaign to promote resources and supports for Parents and carers, Flexible work and Accessibility. This is a quick reference guide covering what is available to staff and where to find more information. This features both men and women, with and without caring responsibilities.

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Videos

Our video "Flexibility at RMIT" shares the University's commitment to supporting flexible work arrangements. This video communicates our commitment to continue working with areas of RMIT that need additional support in finding flexible work arrangements that are suitable for their teams and their staff. This is promoted on our Staff Flexibility intranet page, the Enterprise Bargaining page and RMIT YouTube.

https://www.youtube.com/watch?time_continue=82&v=SfxTq2Wu1tU

Our video "Flexibility at Work | RMIT University" showcases diverse groups of both men and women, regardless of caring responsibilities, effectively utilising flexible working arrangements. This is promoted on our Staff Flexibility page, linked in WorkLife articles related to flexibility and RMIT YouTube. https://www.youtube.com/watch?v=o1_UKALTHbg

Our video "Gender Equality and Flexibility at RMIT" also publicly promotes RMIT support of flexible work arrangements in the context gender equality. This is promoted on the Staff Gender Equality Page and linked in WorkLife articles related to flexibility and RMIT YouTube.

<https://www.youtube.com/watch?v=X4hek3ZZU68&feature=youtu.be>

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All Staff Communications

Our RMIT newsletter, WorkLife, regularly publishes articles promoting flexibility to all staff for a variety of needs. The following articles are linked on the RMIT Staff Flexibility intranet page, visible to all staff at any time:

Article: "Busting five myths about working flexibly at RMIT"

This article explains some common misperceptions about flexibility, and explains RMIT's approach to busting these myths and supporting staff to better understand their options. This article busts the myth that flexibility is only for parents, and communicates that all staff, both men and women, are

welcome to work flexibly.

Article: "What do more flexible working conditions mean for our people?"

This article shares case studies of staff discussing their flexible working arrangement. This includes both men and women, from diverse groups, with diverse needs.

Article: "Flexible working in service roles? Challenge accepted."

This article interviews both a male and female manager asking for their views on flexible working arrangements in service roles and what other areas can do to support their teams to work flexibly. The article communicates further reasons for utilising flexible working, including hobbies, caring needs and personal reasons.

Article: "RMIT Dads Share Their Story"

This article focuses on supporting flexible working for Dads at RMIT. The following is an excerpt from the article:

“

RMIT DADS SHARE THEIR STORY

Dr Torgeir Aleti from the College of Business and James Doubell from the Operations portfolio, share their thoughts on what workplace flexibility means to them. Both Torgeir and James believe flexibility is important to balance their work and family responsibilities.

For James, flexibility means his day starts and ends a little earlier than others to allow time to take his son to childcare. James said, "I'm not the only one in our office that utilises flexible working. Informally or formally, the whole team at different times have needed to accommodate different aspects of their lives – family or other pursuits – and it has always been supported."

“

Additionally, the RMIT newsletter, WorkLife, published an article on 22 March 2019 on how to beat the upcoming train disruptions:

Article: "Three tips to beat the upcoming train disruptions"

This article encouraged staff to consider flexible working options and communicated the University's commitment to flexible work. An excerpt of the article stated:

“

CHAT TO YOUR MANAGER ABOUT FLEXIBLE WORKING OPTIONS

As a university, we are committed to supporting our people with fit for purpose flexible working arrangement to balance work and life outside RMIT. Talk to your manager about opportunities to work flexibly during the public transport disruptions.

“

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[RMIT Staff Flexibility Webpage](#)

All staff communications regarding flexibility link to the RMIT Staff Flexibility intranet page – a platform to promote our Flexibility Strategy, the business case for supporting flexibility and

examples of staff, both men and women, working flexibly for various reasons.

This page also features case studies from both men and women, with and without caring responsibilities.

The Staff Flexibility website also outlines a step-by-step guide to use the following policies, processes and frameworks in place to support entrenched flexibility in all aspect of work:

- Flexible Working Policy
- Flexible Working Procedure
- Flexibility Guiding Principles
- Working Flexibly Guide (for staff)
- Working Flexibly Checklist Pack (for staff)
- Working Flexibly FAQs (for staff)
- Managing Flexibility Guide (for managers)
- Managing Flexibility Checklist Pack (for managers)
- Managing Flexibility FAQs (for managers)
- Flexibility Team Meeting Agenda Template
- Working time schedule – change to work arrangements form
- RMIT's Gender Equality Action Plan 2016-2020
- Our Approach to Flexibility Strategy – Vision for 2020

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HR Consultation

Human Resource staff work closely with people managers across RMIT providing support and guidance in promoting a positive culture of flexibility at RMIT. HR Assist is a staff help line for employment related questions. All staff and managers are able to connect and get advice through HR Assist on ways to support them in seeking and having/managing requests for flexible working arrangements approved.

All HR Assist staff are trained by the Diversity and Inclusion team in how to promote and communicate the supports available for flexible work.

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Learning and Development

The RMIT Learning and Development professional development programs are regularly promoted in our RMIT communications and newsletters. These includes Managing a Flexible Work Environment, a program covering a range of supports available for managers, of all genders, to raise awareness and capability in supporting flexible work.

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Promoting Flexibility to Prospective Employees

RMIT's recruitment team promote flexibility to prospective employees through a number of

methods.

- On the RMIT Careers webpage, it says: "RMIT's Childcare Centre, paid carer leave and flexible working options are available to ensure you have the flexibility to take care of your life just as you take care of you work."
- On RMIT's advertised career opportunities, every advertisement and position description communicates the option of 'flexible work arrangements.'
- The new Employee Branding Team works to promote RMIT's support of working flexibly on social media platforms and other channels.

5.3

5.3. ALL people managers must complete training on how to manage flexible working. (From 2020-21, this training must include addressing gender stereotypes that prevent men from requesting flexible working arrangements.)

Please confirm that this has occurred:

- Yes, all people managers have completed training on how to manage flexible working

5.3 a). Please provide an outline of the training provided such as topics covered and ways in which training is provided.

All RMIT people managers and leaders must complete training on how to manage flexible working as part of their online compliance training. The outline of the flexibility aspects of this training is as follows:

- A flexible workforce – the business case for supporting flexible working arrangements in your team
- The types of flexibility available
- Understanding the benefits of flexible working and how to successfully support this in your team
- Workplace adjustments – understanding accessibility requests

In addition to the compliance training, people managers also attend a two-day face-to-face training session, titled People Management Essentials (PME). This training covers supporting flexibility, having conversations about flexibility with staff and managing a flexible team. An outline of the flexibility aspects of this training is as follows:

- Induction for new starters – discussing flexibility with new RMIT staff
- Culture and environment – managing flexible working arrangements, legal obligations, options available
- Getting it right – key principles of culture and flexibility

The RMIT Learning and Development team offer a range of professional development programs on flexibility for people managers throughout the year, including:

- Managing Flexibility Work Environment
- Accessibility and Inclusion training for people managers
- Beyond Bias Programs for Leaders and Managers

5.4

5.4. Managers, including the CEO/head of business, must be VISIBLE role models of flexible working.

Please provide details, using examples, on how managers (including the CEO/head of business) personally role model flexible working within the organisation.

RMIT's Vice-Chancellor consistently advocates support of flexible working arrangements. The following is a statement that he provided to be visible on the RMIT Staff Flexibility Webpage:

"True flexibility allows a wider community of people to contribute to what we do, while focusing on what is important to the outside of RMIT. Embedding flexible work supports a diverse and adaptable workforce." – Martin Bean, Vice-Chancellor and President

The Vice-Chancellor often works remotely and is open about that in various communications.

Through RMIT's communication platform, Yammer, we have seen an increase in staff and people managers sharing their stories of working flexibly. The following are a few excerpts from people managers posting about flexibility on the all-company channel on Flexible Working Day, May 22nd:

- RMIT Operations Communications Manager – "As a working parent and a disability carer in one, I enjoy working flexibly to fit therapy appointments in for my son in his critical early years. My husband and I equally balance these responsibilities with work. It's crucial for both of us to have a holistic approach to work and life."
- Manager, University Secretariat – "And I am lucky enough to have a dedicated team who are all focussed on outputs, supporting each other and making work life great at RMIT. Flexibility is easy when we all support each other."
- Area of Focus, Lead Manager – "I work a compressed fortnight - the hours of 10 days in 9 days. I love having that one day off a fortnight for a brain break, to focus on some of my non-work passions, have little bit of a sleep in and a more relaxed day!"
- Manager, HR Assist – "Flexibility is such a great way to balance life and work. As a manager, I support flexibility such as purchased leave, working from home, flexible start and finish times as well as working from various locations across RMIT."
- Manager, Area of Focus – "I'm based at City but hotdesk at Bundoora once a fortnight. Not only can I carve out some self-directed time to Get Stuff Done, it's become a fantastic opportunity to connect with colleagues who I'd otherwise hardly ever or never meet in person. We're all understanding each other's work better and sharing across teams. And those tearoom chats and chance encounters in the coffee queue can spark brilliant ideas."

RMIT's video "Flexibility at Work | RMIT University" showcases is promoted on our Staff Flexibility page, linked in WorkLife articles related to flexibility and RMIT YouTube. This features several people managers discussing how they work flexibly.
https://www.youtube.com/watch?v=o1_UKALTHbg

5.5

5.5. At least four of the following options must be available to women AND men in your workplace.

- flexible hours of work
- compressed working weeks
- time-in-lieu
- telecommuting
- part-time work
- job sharing
- carer's leave
- purchased leave
- unpaid leave
- self-rostering

Please confirm these are in place:

Yes

5.5 a). In addition to the previous question's options, if other flexible working arrangements are in place in your organisation, please provide details on them below:

RMIT supports informal flexibility as best practice and encourage all staff to speak with their managers about the type of work personalisation that best suits their family, personal and work needs. There are several forms of unique flexible working arrangements that arise, including working from alternate campuses, activity-based working and individual design.

5.6

5.6. How does your organisation support part-time / reduced hours in manager roles?

Outline your organisation's approach, including how you address real or perceived barriers, to requesting reduced hours in senior roles (maximum 500 words).

RMIT's Flexibility Strategy (2020) outlines our approach to working flexibly, including 2020 commitments for embedding flexibility at RMIT: <http://mams.rmit.edu.au/m6tm9uedo67t.pdf>

At RMIT, flexible work is valued as an option for ALL employees and the clear business case for flexibility has been established and frequently communicated. We recognise that supporting senior leaders to work flexibly enables all employees to feel more comfortable requesting the type of working arrangement that best suits their needs.

We recognise that some of the real and conceived barriers to flexibility for leaders include doubts in team support, communication issues, meeting times and lack of awareness.

RMIT's Vice-Chancellor role-models flexibility to all employees, by working remotely and utilising flexible start and end times. Our senior leaders role model flexibility, with 88% of our Executive staff saying they utilise flexible working. (RMIT Staff Survey, 2018)

All HR Assist (first contact) staff have been trained by the Diversity and Inclusion team in responding to queries regarding flexibility, supports available and managing these requests. Our HR Business Partners, who work directly with senior leaders, provide the information and support needed to enable leaders to work flexibly.

Throughout the 2018-19 Enterprise Bargaining process, RMIT's EB team actively promoted the University's commitment to supporting flexible working arrangements and emphasised the availability to ALL staff, regardless of the need or role. This continued the culture shift necessary to reduce any stigmas attached to working flexibly.

In 2018, RMIT transitioned to Office365 and Skype for Business to make working remotely and flexibly more accessible to staff. These new systems give staff access to their phone, video chat and e-mail from any location and have made dialling into meetings commonplace at the University.

In 2019, the University opened the communication platform, Yammer, to enable employees to connect more effectively. This has provided a platform for employees to share their stories of working flexibly, communicating options available.

At the point of hire, RMIT recruitment and on-boarding processes communicate that all roles are able to be worked flexibly. This is also shared to staff through the First 180 days project, where flexibility supports and options for work personalisation are shared.

The HR Front Door projects has made HR resources and processes more accessible to employees online. The Staff Flexibility webpage provides the organisational approach to flexibility and shares the resources, trainings and processes available. This also features the article "Busting myths about working flexibly" which addresses the barriers that play into allowing leaders to work flexibly.

The opening statement on the page is from the Vice-Chancellor, stating:

"True flexibility allows a wider community of people to contribute to what we do, while focusing on what is important to the outside of RMIT. Embedding flexible work supports a diverse and

adaptable workforce.”

Through the Athena SWAN Action Plan, RMIT has committed to making an organisation-wide approach to regular meeting hours remaining between 9:30 – 4 p.m. Through the implementation of this new approach, all staff and managers will be supported to work flexible start and finish times. This will remove a key barrier to working flexible start and end times and promote inclusive decision-making.

6. Preventing gender-based harassment and discrimination, sexual harassment and bullying

This focus area assesses the way an organisation builds a culture where gender-based harassment and discrimination, sexual harassment and bullying are not tolerated.

6.1

6.1. Your organisation must have a policy on the prevention of gender-based harassment and discrimination, sexual harassment and bullying.

Please confirm that a policy is in place which includes the above by selecting either the first two options, or the third option below:

- prevention of gender-based harassment and discrimination
- prevention of sexual harassment and bullying
- prevention of gender-based harassment and discrimination, sexual harassment and bullying, is covered in our award/industrial or workplace agreement

6.1 a). A formal grievance process relating to gender-based harassment and discrimination, sexual harassment and bullying (GbHD, SH&B), must be in place in your organisation.

Please confirm this is in place:

- Yes, a formal GbHD, SH&B grievance process is in place

6.2

6.2. All of your workforce* must have completed training on the prevention of gender-based harassment and discrimination, sexual harassment and bullying at induction and at least every two years.

* This must include all managers, non-managers, contract and casual staff, and Partners in Partnership structures.

The training must include:

- a legislative definition of gender-based harassment and discrimination, sexual harassment and bullying
- definition of a workplace, rights and responsibilities of all the workforce
- details of the grievance/complaints procedure
- details of the internal and external contact support resources
- clear explanation of organisational expectations around conduct and consequences for respondents.

Please tick all boxes below to confirm the above is in place:

- Yes, training covers all points itemised above
- Yes, as defined above, everyone in our organisation receives this training
- Yes, the training is completed at induction and at least every two years.

6.2 a). Please indicate the way/s in which this gender-based harassment and discrimination, sexual harassment and bullying training is conducted in your organisation:

Online	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Face to face	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Management meetings	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Video presentations	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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6.2 b). If you have answered 'No' to ALL the training options in question 6.2 a), please provide details on the way/s in which gender-based harassment and discrimination, sexual harassment and bullying training for all managers is conducted in your organisation (an email with an attached policy and/or advising rights and responsibilities relating to gender-based harassment and discrimination, sexual harassment and bullying is NOT considered to be training):

6.3


6.3. Your organisation must have had no judgment or adverse final order made against it by a court or other tribunal relating to gender-based harassment or discrimination and sexual harassment in the last three years.

Please confirm this is the case:

No judgment or adverse final order has been made against the organisations covered in this application relating to gender-based harassment or discrimination and sexual harassment in the last three years

7. Driving change beyond your workplace

This focus area recognises the efforts of leading employers in driving change outside their organisation's boundaries. It assesses the external advocacy work of leaders and the policies or plans in place to ensure procurement, supply chain and employment practices actively support gender equality objectives.



7.1

7.1. In the last 12 months your CEO/head of business, or a member of your governing body, must have made at least one external statement regarding their commitment to gender equality overall (each year for subsequent applications).

Please provide the statement, how it was communicated and the date of the communication, below:

RMIT's Vice-Chancellor and President, Martin Bean has been an open advocate for gender equality since he joined the University in 2015. The Vice-Chancellor has made several statements both externally and internally regarding his commitment to gender equality.

One example is the video he released for International Women's Day, 08 March 2019, that was published on RMIT's external website, YouTube and internal newsletter.

This statement covered his ongoing commitment to gender equality, outlining the initiatives in place to achieve our goals and the results of our efforts.

“

Wominjeka everybody and happy International Women's Day!

As the Vice-Chancellor of a University that prides itself on inclusion, innovation and community, this year's theme says it all - better the balance, better the world.

This isn't women's business. It's everyone's business. And it's good business.

We have an opportunity to make a difference as a true role model of gender equality in our community, and our continued focus has created strong momentum.

Just recently RMIT was named an Employer of Choice for Gender Equality for the second year in a row.

We have gender parity on RMIT's Council, my Executive team, and among the wider Executive leadership group.

We've also passed the 40% mark for women in senior leadership.

But I promise you we won't stop pushing until it's an even split.

Our Athena SWAN action plan is focused squarely on supporting the success of women in STEM fields and we won't rest until we lead the way.

We're continuing to analyse remuneration to identify inequity and we're supporting all our carers, whatever their gender or life need.

I'm confident we're heading in the right direction but there's more to do and we need to do it together.

Equal opportunity is an absolute - so until there are no exceptions, no pockets of inequality or small

oversights remaining, the task of change still lies ahead and it's ours to shape.

I want the RMIT community to feel empowered to press hard for equality in every way. Because balance is better for everybody.

“

7.2

7.2. Does your organisation have procurement guidelines that encourage gender equality across your supply chain?

Yes

No

7.3

7.3. Each year, your CEO/head of business must be actively involved in at least one external event focused on gender equality.

Please provide details of the gender equality external event/s your CEO/head of business has been involved in this past year.

On 9 September 2019, RMIT's Vice-Chancellor, Martin Bean hosted the Alliance of Girls' Schools Principals Breakfast at the Salon at the Capitol Theatre in Melbourne.

Principals from leading girls' schools across Melbourne and members of the Alliance of Girls' Schools joined the Vice-Chancellor in a discussion the shifting nature of the workforce, how young women were being prepared, opportunities and challenges and the role of in-demand competencies like soft and human skills.

Following the event, the Vice-Chancellor stated how the world of work was changing and how women and girls' leadership skills are becoming increasingly important in the workplace:

"From where I sit, in tertiary education, we are responding to the greatest disruption since the industrial revolution and the rapidly changing demands of the workplace as we know it," Martin, a father of three daughters, said.

"It's estimated that half the jobs of today will not exist in the near future, and the most in-demand jobs are increasingly new to us. Soft – or human - skills like resilience, creativity, leadership and problem solving, and Science, Technology, Engineering, Arts and Maths (STEAM) were common indicators of success in the new world of work. There's strong support at RMIT for female students in STEAM, ranging from entry schemes and scholarships, to mentoring, industry events and great student networks," he said.

For more information on the Vice-Chancellor's participation in this event, please see:

<https://www.rmit.edu.au/news/all-news/2019/sep/school-principals-breakfast>

Additionally, the Vice-Chancellor hosted the Shadow Minister for Education and Training, the Honourable Tanya Plibersek, in a one-on-one discussion at the Australian Technology Network of Universities Conference on 10 September 2019. The focus of the discussion was how to build young women's aspiration and how universities can support women's participation and success in education and the future world of work.

An excerpt of the conversation involves Martin asking:

"Minister, with your track record of championing equity and participation in education, are we doing enough as universities to equip our students – particularly our young women – for the future world of work? Where are the opportunities for collaboration between Government and the Higher Education sector?"



7.4

7.4. Your organisation must be involved in a program or initiative to address gender equality issues in your industry or community.

Please describe the program and explain how it is addressing gender equality issues in your industry or community.

RMIT is involved in several programs to address gender equality issues in our industry and our community. This includes, but is not limited to:

- Athena SWAN

RMIT has joined the Science in Australia Gender Equity (SAGE) Athena SWAN program to improve gender equity and diversity in the science, technology, engineering, mathematics and medicine (STEMM) disciplines.

The Science in Australia Gender Equity (SAGE) is a system of accreditation based on the UK's highly successful Athena SWAN Charter, which has been in operation since 2005. Guided by 10 key principles, the Charter aims to remove structural barriers to gender equity and diversity in higher education and research institutions.

The name Athena SWAN comes from The Athena Project, which began in the UK as a group of dedicated women academics working to advance the representation of women in STEMM and to support women progressing into leadership roles.

In order to support Women in STEMM, RMIT has prepared a submission for SAGE Athena SWAN Bronze Institution Accreditation (outcome as yet unknown), the submission includes a robust 4-year action plan that is currently being implemented.

- Girls in STEMM outreach school program through Athena SWAN

Through the Athena SWAN Action Plan, RMIT has committed to a student outreach program, to attract female students to STEMM Higher Education and Vocational Education programs. This program is led by a designated Outreach Coordinator in the Student Wellbeing and Inclusion Unit, working to:

- Develop and implement 4-year Marketing and Outreach strategy to increase attraction of female students in STEMM developed for all STEMM fields with under-representation in student cohorts including engagement of female student champions from within RMIT
- Grow outreach activities including fostering strategic partnerships with schools to increase girls choosing STEMM courses/careers; building leadership opportunities for current female students
- Partnerships developed with schools
- Manage resources appointed to drive Outreach Activities, including student champions
- Manage resources appointed to drive implementation of revised marketing and program design for female students
- Partner with industry bodies and networks focused on building female representation in Vocational Education.

- Reducing Sexual Harm: Change the Course

RMIT has partnered with Universities Australia on the Respect.Now.Always campaign. It aims to understand when and how sexual harassment and assault happen at universities, so we can work to prevent it and to provide support. The results of the first national survey were released in a report by the Australian Human Rights Commission (AHRC) in August 2017.

Following this release of the AHRC report, RMIT committed to all recommendations outlined for Australian universities in the Change the Course Framework. The framework was developed in 2017 and aims to build and maintain a culture of inclusion and respect through leadership actions, policies, services and facilities, communications, events and training. A number of these important actions have already been completed.

- Women Researcher's Network

The Women Researcher's Network (WRN) is open to all academic and research staff at RMIT. WRN events and functions provide opportunities for members to form positive professional relationships, to share experiences, identify mentors or mentor others, and to enhance career skills. At our annual symposium members share their research interests and ideas and explore collaborative research initiatives.

WRN aims to:

- to advocate for change in gender equity policy, practice and behaviour
- to foster a flourishing and supportive environment for women researchers
- to connect the university to a wider community of practice in gender equity

- Gender Inequality Researcher's Network

The Gender Inequality Researcher's Network (GIRN) brings together academics and HDR students from across RMIT to work collaboratively with each other, and with relevant business, community and government partners, to address gender inequality in a range of contexts and to make RMIT a prominent international hub for research addressing gender inequality and creating strategies for change.

GIRN aims to:

- promote internationally-recognised collaborative, interdisciplinary research on gender inequality across RMIT.
- share ideas and resources to enhance the impact of gender inequality researchers and groups at RMIT.
- strengthen external links and RMIT's profile for gender inequality research among business, community and government partners.
- be a hub for innovative research on gender inequality and to create strategies to drive social change and promote women's equality.
- build on existing capacity to make RMIT the leading university in Australia for research tackling gender inequality.

- WATTLE

RMIT participates in the WATTLE program, a national program aimed at empowering women to attain senior university leadership roles. The significant underrepresentation of women in senior levels of leadership in the higher education sector, both within academic and professional roles, is an unresolved issue. WATTLE brings together women identified as potential leaders across the university sector to provide an intensive leadership and networking program that is designed, and run, by female academic and professional staff in the university sector. This was the second year of participating and the first for professional staff. (<https://www.wattleprogram.org/>)

7.5

7.5. Your CEO/head of business must aim to achieve gender balance on internal / external speaking panels, by taking action in the following ways:

This involves:

- requesting confirmation of who the other panellists/speakers/participants are, and how gender balance will be achieved
- insisting that as a condition of acceptance, you expect women to participate in a meaningful way
- reserving the right to withdraw from the event, even at the last minute, should this not be the case when the speaker list is finalised
- offering names of women from within your organisation or network and if helpful, point them to resources for support in finding women.

Yes, the CEO has taken these actions.

Not applicable as the CEO has not participated on any internal or external speaking panels.

Lived Experience Check

These measures aim to verify leadership commitment to gender equality and ensure that the above focus areas translate into employees' lived experience of a workplace culture that is leading practice in actively promoting and supporting gender equality.

8. Your CEO/head of business must participate in a 15-20 minute telephone interview with a WGEA representative regarding their leadership and commitment to gender equality.

This is applicable for first time applications, or existing citation holders where your CEO is new to your organisation.

Please confirm whether the CEO/head of business needs to be interviewed as part of the assessment of this EOCGE application.

Our organisation's current CEO/head of business has not been interviewed previously for the EOCGE citation and will participate in a 15-minute telephone interview with a representative from WGEA.

Our organisation's current CEO (or equivalent) has been interviewed previously for the EOCGE citation. Please indicate when this last occurred:

December 2017

9. Employee consultation on your EOCGE application

To promote transparency around the citation process, employees must have an opportunity to contribute to the application and be given access to the final submission. At a minimum, all the requirements below must be met, please tick all the boxes to confirm this occurs.

The group or committee responsible for the implementation and oversight of our gender equality strategy (identified at Q1.9) has been consulted in the development of our EOCGE application

All the workforce (including Partners in Partnership structures) has been informed that the organisation is applying for the citation

Our completed EOCGE application (minus any confidential remuneration data) will be formally available to all workers (and Partners in Partnership structures) before, or upon successful granting, of the citation

10.

Your organisation must consult with its workforce, including casuals, and Partners in Partnership structures, on issues concerning gender equality in the workplace by means of a survey and this must have been undertaken in the past two years.

Please confirm this has occurred:

Yes, this organisation's survey was conducted on (provide the month and year):

October 2018

10.1

10.1. Please confirm that the survey you used facilitated anonymous participation:

Yes

10.2

10.2. Please confirm that the survey used a FIVE-POINT SCALE and the questions were either the three below or alternatives that were comparable to, and aligned with, the intent of these questions. (If you wish to use alternative questions, you must obtain written approval from WGEA before administering your survey, to ensure your questions are aligned).

Survey questions:

Question 1: "My immediate supervisor/manager genuinely supports equality between genders."

Question 2: "I have the flexibility I need to manage work and other commitments."

Question 3: "In my organisation gender-based harassment and sexual harassment is not tolerated."

Please confirm:

Yes, the above three questions, using a five-point scale, were included in this organisation's employee survey

Alternative questions, using a five-point scale, were used in this organisation's employee survey and approval was given by WGEA for their use.

10.2 a). Where alternative questions were used, please provide the questions below:

RMIT's 2018 staff survey questions were approved by the University prior to the updated survey questions being released in September 2018. The text is only slightly different, and approval for the use of the previous questions was received from the Agency on 18 February 2019.

Question 1: "My immediate supervisor/manager genuinely supports equality between women and men."

Question 2: "I have the flexibility I need to manage my work and caring responsibilities."

Question 3: "In my organisation, sex-based harassment is not tolerated."

RMIT's 2019 staff survey will feature the newly updated survey questions required.

10.3

10.3. SURVEY METHOD: What survey method did your organisation use?

A pulse survey

The questions were incorporated into an existing survey (eg a biennial employee engagement survey)

The survey questions were asked as part of an existing process, for example via other confidential feedback mechanisms (provide details):

Other (provide details):

10.4

10.4. SAMPLE SIZE: Please confirm either of the following:

- All workers were given an opportunity to complete the survey
- The survey was administered to a statistically significant and representative sample of workers

10.5

10.5. RESPONSE RATES: Your organisation's survey sample is considered representative if you have either:

i) obtained 400 or more responses,

OR

ii) where samples of less than 400 are collected, you have achieved a response rate of 60% of your workforce, and the sample is comparable to your employee profile for age and gender distributions. Please indicate below which response rate option applies to your organisation:

- 400 or more survey responses were received
- Less than 400 survey responses were received, but a response rate of at least 60% of our workforce was obtained, and the sample is comparable (within 2.5 percentage points above or below) to the employee profile by gender and age of our organisation
- This organisation, despite following the required methodology as stated above, was unable to achieve the desired response rate

10.6

10.6. ANALYSIS: Please confirm that your organisation has analysed its survey responses by gender:

- Yes

10.7

10.7. RESULTS: Your organisation must have analysed ALL responses to its employee survey (including 'not sure' or equivalent) and achieved the thresholds below.

Indicate what agreement threshold was achieved:

an agreement threshold of at least 70% 'agree' or 'strongly agree' was achieved on the first two questions above

an agreement threshold of at least 80% 'agree' or 'strongly agree' was achieved on the third question regarding gender-based harassment and sexual harassment

one or more of the above threshold requirements were not reached. We have contacted WGEA to discuss why these thresholds were not achieved and have been advised that we remain eligible to apply for the EOCGE citation

one or more of the above threshold requirements were not reached BUT an agreement threshold above the industry norm for an externally-validated survey tool used was achieved (i.e. not just that survey software was used)

10.8

10.8. RESULTS: Please provide the following results of your survey below:

- total number of survey responses received by gender
- combined number of 'agree' and 'strongly agree' responses for each of the three questions asked

What was the total number of female responses?	2322
What was the total number of male responses?	1835
Total number of responses (male plus female)?	4157

10.8 a). Please complete the following table:

	Total NUMBER of 'agree' and 'strongly agree' (male plus female)	% agreement threshold reached
Survey question 1	3851	86
Survey question 2	3403	76
Survey question 3	3941	88

10.9

10.9. Where gender equality issues have been identified through the employee consultation process your organisation must take action/s to address these issues.

Please confirm this has occurred:

Yes

No gender equality issues were identified in our consultation process

11.

Outstanding initiative - we encourage you to provide information on any outstanding or innovative initiatives in advancing gender equality that have been implemented in your workplace in the past two years.

Please provide the following information:

11.1

11.1. What was the gender equality challenge?

As a University, RMIT is committed to create an environment where both students and staff are safe and free from violence, relationships are respectful, services meet the needs of those experiencing sexual harm, justice responses are effective, and perpetrators stop their violence and are held to account.

There are several complexities related to creating this environment, including:

- The University community is constantly changing and refreshing.
- Student and staff communities overlap and need to be addressed.
- A simultaneous focus on both prevention and response is required.
- Sexual harm is a complex issue affecting societies around the world.

11.2

11.2. What was the initiative?

In 2017 RMIT implemented the Changing the Course three-year framework in response to the Australian Human Rights Commission and Universities Australia recommendations to reduce sexual harm.

The Changing the Course framework is underpinned by three principles:

1. Primary prevention: to prevent sexual harm from occurring in the first place.
2. Secondary prevention: to change the trajectory for individuals at higher-than-average risk of perpetrating or experiencing violence.
3. Tertiary prevention: to respond after sexual harm has occurred to minimise impacts, prevent re-occurrence and ensure perpetrator accountability.

11.3

11.3. Who was involved in the initiative?

RMIT is proud to have the strong support of the Vice-Chancellor and senior leaders who recognise that change takes long-term effort and requires commitment and engagement across the University.

The Vice-Chancellor's Advisory Group meets quarterly and oversees the Changing the Course framework and annual action plans. The Advisory Group includes representatives from frontline student wellbeing services such as RMIT Safer Community and counselling, senior leadership academic staff, security, research, residential services, Academic Registrar's Group (ARG), Human Resources and RMIT University Student Union (RUSU).

Changing the Course action streams are driven by leaders across the university including student wellbeing and inclusion, ARG and Human Resources.

Regular consultation and feedback from the student body is undertaken under the governance structure.

11.4

11.4. What were the outcomes?

While our work to eradicate sexual harm on campus is ongoing, we have achieved a great deal in the two years since the report was released.

1. Be the Change campaign

RMIT's commitment to reducing sexual harm has been highly visible, with all community members encouraged to play a role through the ongoing Be the Change campaign. The initiative promotes gender equality and respect by empowering students to challenge harmful behaviour, to know where to report it and to work together to create a safer community.

In 2019, Be the Change went a step further, asking the RMIT community to make a public commitment to change our culture for the better. More than 450 commitment statements from staff and students were made during the 2019 campaign.

View the promotional video here: <https://youtu.be/1ZliShMPXIO>

2. Responding to Disclosures of Sexual Harm staff training

Our goal is to create a community where all staff and students feel completely safe. One of the ways we're doing this is through mandatory staff training, so you know how to respond to a disclosure of sexual harm.

The Responding to Disclosures of Sexual Harm online module will give you the confidence to respond with care, guide the person to appropriate support and seek support yourself. This training is now compulsory for all staff.

Regarding RMIT's students, achievements include:

3. Restorative engagement for survivors

The University launched a Restorative Engagement Program with the Centre for Innovative Justice to respond to historical cases of sexual assault and harassment at the university, where survivors feel the university's response to their disclosure was inadequate. The program brings together survivors and senior university representatives, using a trained mediator to discuss the harm that was caused. The role of university representatives is to listen, acknowledge the experiences, apologise on behalf of the university and commit to ongoing measures to prevent future harm. According to the Centre for Innovative Justice, restorative engagement has been proven to help survivors in their recovery.

4. Consent Conversations micro-credential

Consent Conversations is an online training course that teaches consent, communication and respect. This micro-credential equips students with the knowledge needed to create a safer environment for everyone. They learn skills to minimise the risk of contributing to sexual assault and harassment, including what makes for appropriate and respectful behaviour, what does and does not constitute sexual consent, and how to intervene safely in difficult situations. Students who complete Consent Conversations receive a badge that contributes to their Future Edge.

5. Bystander intervention workshop for students

Bystander intervention training has been rolled out to students, giving them the tools to recognise

and safely call out inappropriate behaviour. Research shows bystander action creates a safer community, and it is up to everyone to change the culture that leads to sexual harm. Almost 500 students have taken part in bystander intervention training since the workshop was launched.

11.5

11.5. Other information:

Next steps for this initiative involve:

Respect RMIT is developing a student survey designed to measure attitudes that contribute to sexual harm. The survey will be based on the National Community Attitudes Towards Violence Against Women survey (NCAS) and will measure cultural change over time. NCAS shows people's understanding of violence against women, their attitudes towards it and what influences their attitudes. It also gauges attitudes to gender equality and people's preparedness to intervene when witnessing violence or inappropriate behaviour. This student pulse check will show the impact of Changing the Course initiatives.

Next Steps

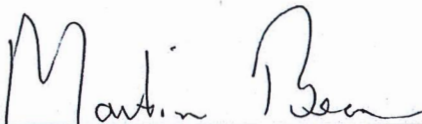
Please use the following as a checklist to ensure all steps are actioned:

- 1) Submit this QUESTIONNAIRE (click the "Submit" button – on bottom right of any page).
- 2) Download and print the draft application for review and CEO sign off.
- 3) Submit your APPLICATION (click green "Submit" button on the Recognition page).
- 4) Complete your payment form AFTER submitting your application (see hyperlink near green "Submit" button on the Recognition page).
- 5) Email supporting documentation to EOCGE@wgea.gov.au:
 - a. page containing the CEO's signature approving submission of application,
 - b. evidence that your governing body/board has endorsed your gender equality strategy and that it is incorporated into your broader business strategy and planning process (question 1.4), and
 - c. evidence that progress on key metrics listed in questions 1.5 a), b) and c) have been reported to your governing body/board.

CEO Sign-Off

I confirm the content of the 2019-20 WGEA Employer of Choice for Gender Equality application is accurate and approve its submission to WGEA.

Name of CEO/head of business: Martin Bean

CEO/head of business signature: 



EOCGE Supplementary information

Instructions for completing supplementary information:

- Provide all outstanding/requested information for each question listed below.
- Your CEO is required to review and sign this document.
- This document forms part of your completed application and you are required to attach the signed document to your EOC application before providing the completed copy to the governing body and all employees.

RMIT follow up response to queries on its Employer of Choice application November 2019

Question 1.5a) and 1.5d)
Evidence received

Question 5.6

RMIT Answer:

RMIT's Flexibility Strategy (2020) outlines our commitment to an all role flex model by 2020:

At RMIT, flexible work is valued as an option for ALL employees and the clear business case for flexibility has been established and frequently communicated. We recognise that supporting senior leaders to work flexibly enables all employees to feel more comfortable requesting the type of working arrangement that best suits their needs.

We recognise that some of the real and conceived barriers to flexibility for leaders include doubts in team support, communication issues, meeting times and lack of awareness.

Within our flexibility resources, managers are encouraged to role model flexible ways of working within their own work arrangements. Our resources and supports talk to the broader scope of flexible working, to include part-time, reduced hours, compressed work week and other personalised working arrangements.

Achievement Relative to Opportunity (ARTO)

An example of support for part-time and reduced hours in management roles would be through the process of Academic Promotion, where the achievement relative to opportunity (ARTO) framework asks all applicants to provide information regarding how a personal or life circumstance may have influenced their work output. As an academic institution, this is a key lever in enabling and encouraging part-time and reduced hours and limiting barriers to career progression into senior roles.

This framework acknowledges that many individuals require part-time or reduced hours and:

- have carer responsibilities for children, elderly parents or ill family members
- experience ill-health or have an impairment or ongoing medical condition
- experience career interruptions relating to parental leave, time out for work in another field and/or late entry to the workforce.

Traditionally, measurements of merit and achievement within the University have been based on a notional standard of a full-time and uninterrupted career, which has disproportionately had a negative impact on women.

ARTO enables applications to be reviewed based on productivity in the time allowed, rather than overall output. (i.e. A .5 FTE employee producing 10 papers is considered to be more productive than a 1.0 FTE employee producing 15.) This enables part-time careers to continue progressing without barrier.

In 2018, RMIT's Academic Promotion showed 67% of women utilising achievement relative to opportunity to explain how a personal circumstance impacted their career. Of those who did, women's success rates were higher than average. This option was also utilised by 27% of men.

RMIT is currently in the process of rolling out this framework to all hiring and promotion decisions, encouraging further career progression of those who work flexibly, part-time or with reduced hours.

Flexibility resources and webpage

All RMIT's resources and supports for flexibility, part-time and reduced hours can be found on our HR Flexibility webpage. This page begins with a quote from the Vice-Chancellor:

"True flexibility allows a wider community of people to contribute to what we do, while focusing on what is important to the outside of RMIT. Embedding flexible work supports a diverse and adaptable workforce." – Martin Bean, Vice Chancellor and President, RMIT.

This leads into communicating the benefits of a flexible workforce and features three case studies from managers, covering their own flexible, part-time and reduced hours arrangements.

Resources cover a broad range of topics, including how to manage workload, addressing myths, having conversations about flexibility needs, etc.

Our resource addressing "busting myths about working flexibly" specifically calls out barriers to flexible work. Including myth number three, "managers can't work part-time" which breaks down this myth. This explains that flexibility, part-time and reduced hours are available to all and more managers need to work part-time to address this myth through role modelling.

This page breaks it down to a specific step by step guide on how to approach conversations related to flexibility, part-time and reduced hour arrangements. This includes covering the number of flexible arrangements available to all staff at RMIT.

This page also communicates the learning opportunities available through a flexibility coach.

Learning opportunities

RMIT works with an expert flexibility coach to provide learning opportunities for leaders on how to handle flexible ways of working, including part-time and reduced hours. These sessions are titled Managing a Flexible Work Environment.

These sessions cover a dual purpose of providing guidance on job redesign for those in management roles and providing coaching support to managers working part-time or on reduced hours.

Key learning outcomes from these sessions include:

"Communication and Managing Expectations

- How to create mutually beneficial conversations "
- How to manage expectations upfront for all stakeholders"

"Managing change and continuity

- How to identify impacts of intentional and incidental change, and make plans to reduce negative impacts
- Four basic principles for managing people through change"

We recognise that managing expectations of team members, stakeholders and other leaders can be a challenge in leadership positions. These learning opportunities enable leaders to design flexible, part-time or reduced hours arrangements for their own role.

In addition to the regular scheduling of these sessions, they are also available for various areas of the University upon request.

Additional learning opportunities

Through the regular leadership training, People Management Essentials, we incorporate presentations by the Diversity and Inclusion Team to cover the importance of workplace flexibility and how this can positively impact team environment and support our value of inclusion. The Policy and Workplace Relations Team also present on how to manage conversations around working flexibly, achieving our requirements as a University committed to an all-roles flex model.

The combination of conversations with both of these teams help address fears about flexibility, including the fear that flexibility, part-time and reduced hours options are unavailable to leadership roles.

Recruitment and on-boarding

We promote flexible working as a key benefit of working for RMIT University. Our Talent Acquisition team communicate to all potential applicants that the University supports flexibility, part-time and reduced hours in all roles.

At the point of hire, RMIT recruitment and on-boarding processes communicate that all roles are able to be worked flexibly. Conversations regarding applicants' preferred flexible, part-time and reduced working hours arrangement begin at this stage, to communicate the full suite of options available.

All flexibility guidelines and resources are shared with new staff through the "Settling In" pack as part of the on-boarding process. These resources explain how to work flexibly, providing resources explaining how to ask for a modified work arrangement, i.e. part-time, reduced hours or other flexible arrangement.

Role modelling

Our leaders role model flexible, part-time and reduced hour arrangements in their day-to-day work and are encouraged to do so by our Vice-Chancellor and his executive team. An example of this would be when our Chief People Officer Allison Shevlin gave the welcome speech at International Women's Day 2019.

She stated:

"Second, balance happens when we have the flexibility to be where we need to be – both at work and at home.

I see first-hand the benefits of supporting workplace flexibility for all of our people, recognising the moments that matter and encouraging a balance of work and life needs.

I fully understand the personal benefits of flexibility. I'm proud to role-model what flexibility looks like and having boundaries in place to protect what's important to me.

When I need to work from home or leave a little early to be with my family, I know I can – without judgement or a sideways glance at the clock."

Outcomes

RMIT's Vice-Chancellor role-models flexibility to all employees, by working remotely and utilising flexible start and end times.

Our senior leaders role model flexibility, with 88% of our Executive staff saying they utilise flexible working, compared to 76% of the organisation as a whole. (RMIT Staff Survey, 2018).

Our 2019 survey results show that these numbers have continued to increase, 89% for Executive staff and 78% for the entire organisation. Results from each survey are monitored by the Vice-Chancellor's Executive team, including flexibility as a key call out.

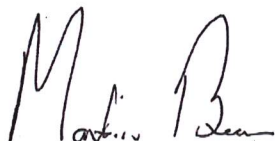
- This year RMIT has hired a part-time academic dean, designing the role so that responsibilities are balanced and able to be worked in a part-time format. This is the first appointment of a Dean at three days per week. This communicates to all our people that work arrangements can be made to any leadership position.

Additional requirement:

The Agency wants to ensure that all EOCE citation holders are paying their employees lawfully, that is paying people equally for work of equal or comparable value. Could I ask you to confirm that this is happening in your organisation please.

RMIT Answer:

RMIT is bound by four enterprise bargaining agreements, negotiated with employee unions and approved by FairWork Australia. Pay classifications are described under these agreements, based on the value of the work described. All pay is ensured to be legal and equal through these agreements.



CEO Signature: _____

Martin Bean, CBE

CEO Name (please print): _____

31 January 2020

Date of signature: _____