



**SAGE**

SCIENCE IN AUSTRALIA  
GENDER EQUITY

# SAGE Cygnet Awards

for the SAGE Athena Swan  
Accreditation Pathway



**RMIT University**  
**Institutional Context**



## SAGE Cygnet Award Institutional Context

<b>Name of Institution</b>	RMIT University
<b>Date of Application</b>	11 August 2023
<b>Contact for Application</b>	Professor Kay Latham
<b>Email</b>	kay.latham@rmit.edu.au
<b>Telephone No.</b>	W: 03 9925 2004 / M: 0429 988 018

**SAGE Athena SWAN**

**Cygnet Awards**

**Institutional**

**Context**



Published by:  
RMIT University Communications Building 1, Level 2  
124 La Trobe Street  
Melbourne

GPO Box 2476  
Melbourne VIC 3001  
Australia

Tel: +61 3 9925 2000  
ABN: 49 781 030 034  
CRICOS Provider No: 00122A

## Acknowledgement of Country

RMIT University acknowledges the people of the Woiwurrung and Boon wurrung language groups of the eastern Kulin Nations on whose unceded lands we conduct the business of the University. RMIT University respectfully acknowledges their Ancestors and Elders, past and present.

RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.

## Contents

Index of Figures .....	6
Index of Tables .....	7
Overview of RMIT and its governance .....	8
RMIT Students.....	12
RMIT’s workforce demographic profile .....	14
Embedding Athena SWAN in RMIT’s governance and community .....	16
Bronze Award self-assessment process key findings and their relationship to the key barriers being addressed in the SAGE Cygnet Awards .....	21
Contextual factors substantially impacting the Bronze Action Plan activities, implementation and outcomes .....	23

### Word limit and actual word count

	<b>Word limit</b>	<b>Actual word count</b>
<b>Institutional context</b>	2000	1826

## Index of Figures

Figure 1: City campus (top); Bundoora campus (bottom left); Brunswick campus (bottom right).....	8
Figure 2: The governance structure at RMIT, showing the relationship between the three components (Academic Governance, Corporate Governance and Executive Management).....	9
Figure 3: RMIT organisational chart, STEMM in red, shows % female staff (excluding casuals) by College, Portfolio, School, and Department (2022). Academic STEMM is defined based on Field of Research (FOR) codes (1-12) for research outputs. Professional units are classified as STEMM based on their technical focus. ....	10
Figure 4: Staff - % female of RMIT total workforce including casuals – STEMM/non-STEMM by campus – RMIT Global (2022).....	11
Figure 5: All students (RMIT Global) - Region of Birth .....	12
Figure 6: Cultural diversity in student groups.....	13
Figure 7: Workforce Breakdown by Staff Category - % Professional/Academic/Vocational (VE)/ Technical/and Executive for RMIT Australia (2022) .....	14
Figure 8: Staff by Contract Type (continuing Fixed-Term/ Casual) and STEMM/non-STEMM (2022)..	14
Figure 9: All Staff by Gender (%) (2022).....	15
Figure 10: Percentage staff distribution by age range (2022) .....	15
Figure 11: Percentage female staff by staff category 2015 – 2022 .....	15
Figure 12: Timeline of Significant Athena SWAN Activities in RMIT’s SAGE journey to date as well as GEDI Benchmarks 2019-2023 .....	17
Figure 13: 2021-22 Diversity and Inclusion External Awards .....	18
Figure 14: Cover of the 2022 Athena SWAN Annual Report featuring Caley Manzie, a proud Noongar woman and RMIT Graduate in Bachelor of Science (Geospatial Science) (Honours) and now working with RMIT's Ngarara Willim Centre as an Indigenous Outreach Coordinator.....	20
Figure 15: Women in Physics and Maths featuring (clockwise) Blanca del Rosal Rabes (Vice Chancellor’s Postdoctoral Fellow), Saffron Bryant (Research Fellow), Dr Geetika Verma (Lecturer and Early Career Development Fellow), Laleh Tafakori (Lecturer), Professor Asha Rao (Associate Dean), Tamar Greaves (Associate Professor), Valentina Baccetti (Vice Chancellor’s Research Fellow).....	20

## Index of Tables

Table 1: Number of employees in RMIT Colleges/Portfolios and % female by College/Portfolio and in STEMM Schools .....	11
Table 2: Student headcount by study level and STEMM category for RMIT Global - all campuses .....	12
Table 3: Relationship of key findings/sub-issues identified in RMIT’s Bronze submission to proposed Cygnets 1-4. ....	21
Table 4: Number of enrolled students by cohort type across Higher Education (HE) and Vocational Education (VE) before and during the COVID-19 pandemic (2019-2022). Adapted from RMIT Annual Reports tabled in Victorian Parliament. ....	23
Table 5: Headcount of Executive and All Staff by Gender 2019–2022. As presented in RMIT Annual Reports tabled in Victorian Parliament. ....	24

## Overview of RMIT and its governance

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

RMIT's three Melbourne campuses – Melbourne City, Brunswick, and Bundoora (Figure 1) – are located on the unceded lands of the Woi Wurrung and Boon Wurrung language groups of the Eastern Kulin Nation. Our Flight Schools in Point Cook and Bendigo are on the unceded lands of the Dja Dja Wurrung and Taungurung peoples. As a global University, RMIT has two campuses and a language centre in Vietnam, and a research and industry collaboration centre in Spain.

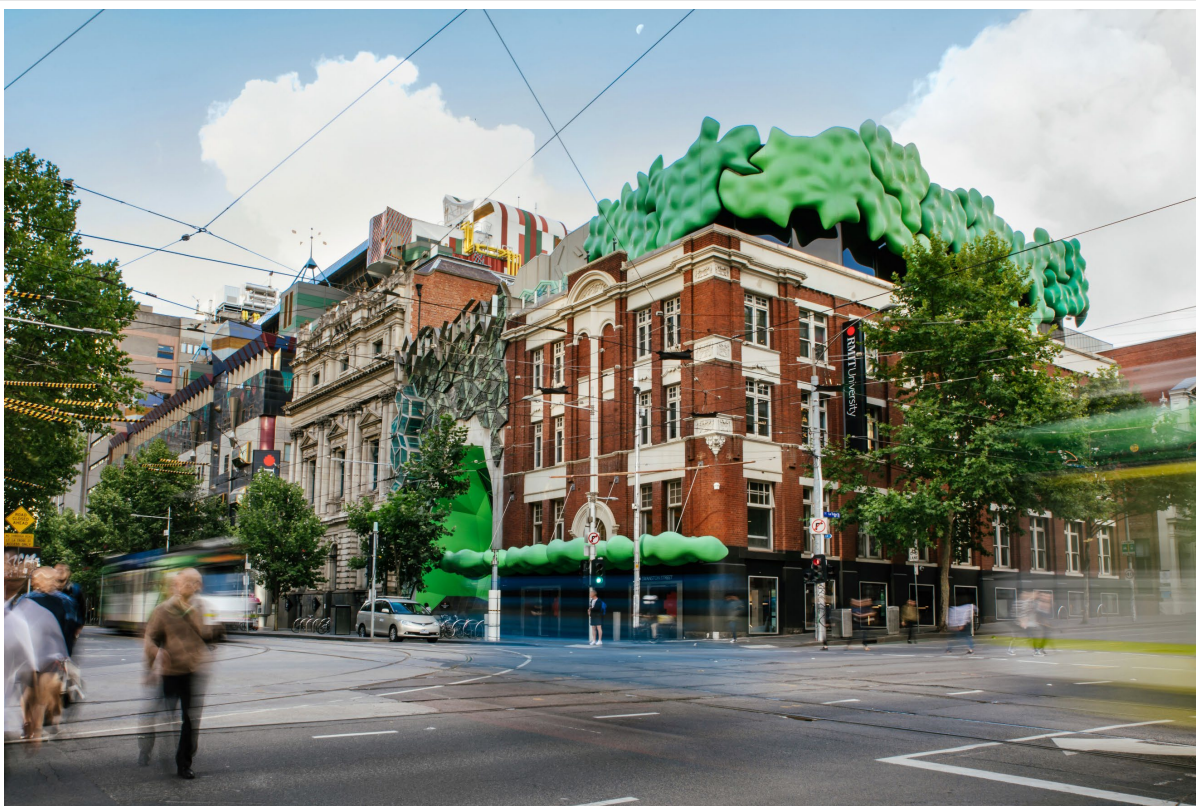


Figure 1: City campus (top); Bundoora campus (bottom left); Brunswick campus (bottom right)



Led by Chancellor and Chair of RMIT Council Peggy O’Neal AO, Vice-Chancellor and President, Professor Alec Cameron, and Head of Academic Board, Dr Sharon Andrews (Figure 2), RMIT Australia comprises 4 Colleges, 16 Schools and 5 Organisational Portfolios (Figure 3; Table 1). STEMM disciplines (Figure 3) span all academic Colleges and are defined based on Field of Research (FOR) codes (1-12). Professional units are classified as STEMM based on their technical focus.

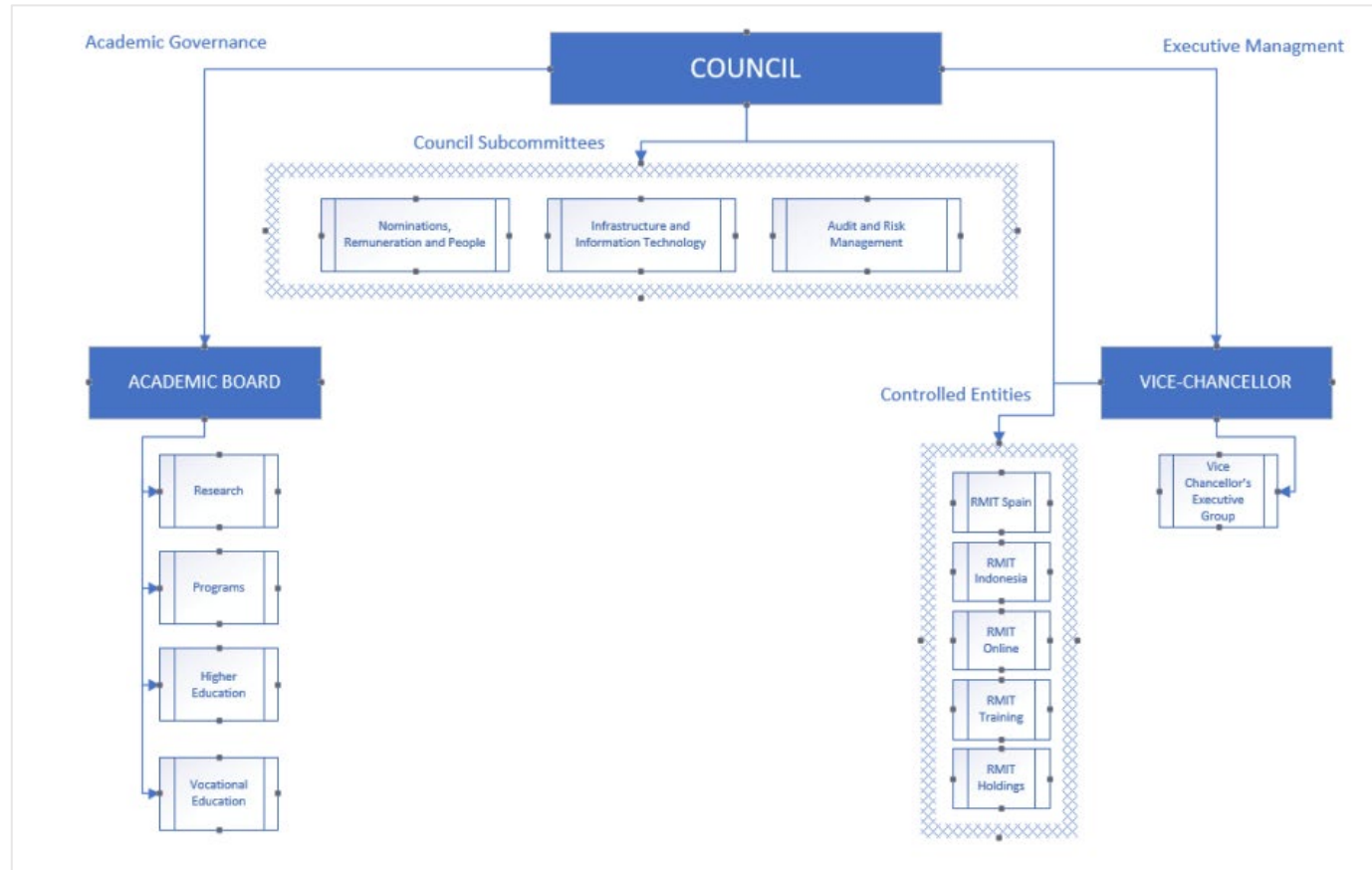


Figure 2: The governance structure at RMIT, showing the relationship between the three components (Academic Governance, Corporate Governance and Executive Management)

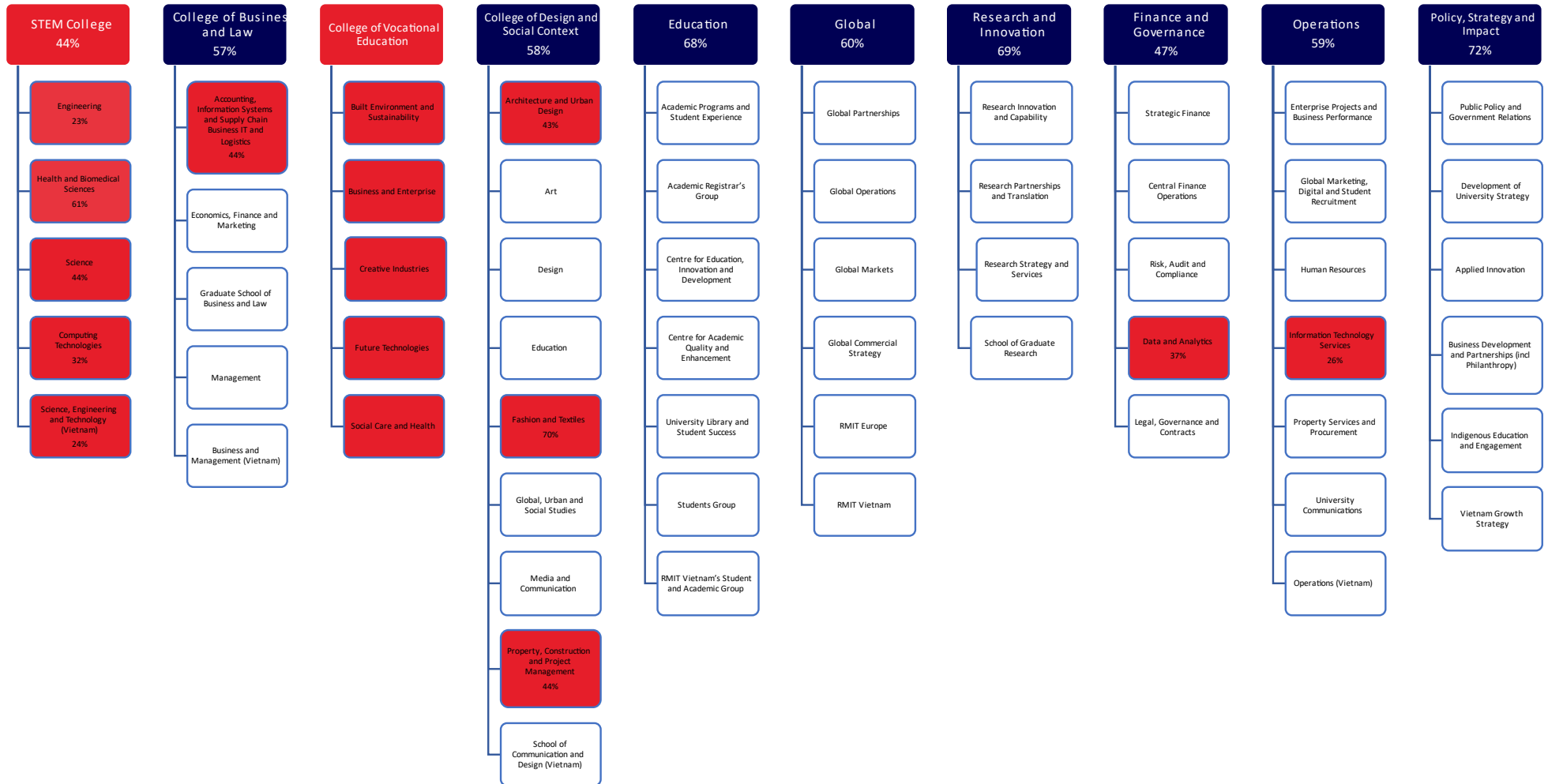


Figure 3: RMIT organisational chart, STEMM in red, shows % female staff (excluding casuals) by College, Portfolio, School, and Department (2022). Academic STEMM is defined based on Field of Research (FOR) codes (1-12) for research outputs. Professional units are classified as STEMM based on their technical focus.

Table 1: Number of employees in RMIT Colleges/Portfolios and % female by College/Portfolio and in STEMM Schools

College/Portfolio	% Female	Number of employees
STEM College	44	2143
School of Computing Technologies	32	
School of Engineering	23	
School of Health & Biomedical Sciences	61	
School of Science	44	
School of Science, Engineering & Technology (Vietnam)	24	
College of Business and Law	57	1136
School of Accounting, Information Systems & Supply Chain	44	
College of Vocational Education	58	1025
College of Design and Social Context	58	2155
School of Architecture & Urban Design	43	
School of Fashion & Textiles	70	
School of Property, Construction & Project Management	44	
Education	68	780
Global	60	25
Research and Innovation	69	210
Finance and Governance	47	542
Operations	59	898
Policy, Strategy, and Impact	72	222

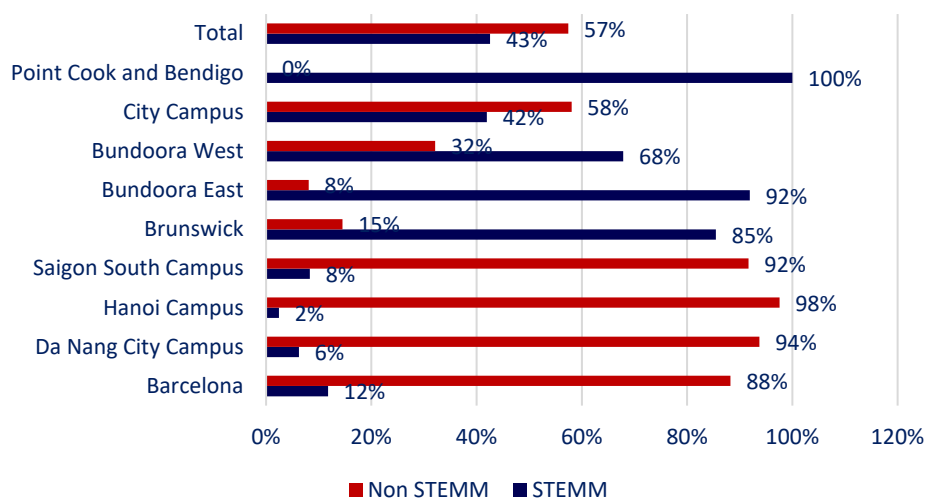


Figure 4: Staff - % female of RMIT total workforce including casuals – STEMM/non-STEMM by campus – RMIT Global (2022)

There are 10,112 employees (57% female) at RMIT University Global; RMIT Australia has 9153 employees. (Figure 4).

## RMIT Students

In 2022, RMIT globally had almost 88,500 students from over 200 countries (Figure 5; Table 2), 75.8% of whom were enrolled with RMIT Australia (17% RMIT Vietnam). 24% of the cohort were international students.

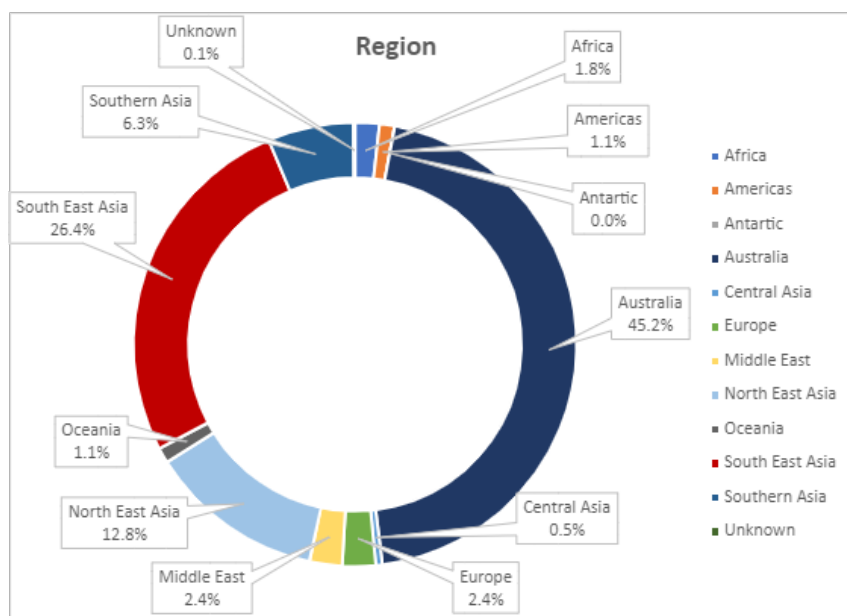


Figure 5: All students (RMIT Global) - Region of Birth

The 2022 cohort had 48.1% identify as female, 51.6% as male, and 0.30% as X (indeterminate/diverse-gendered/intersex or unspecified). 8% of students registered a disability, mental health and/or medical condition.

Female students are under-represented in STEMM (40% global; 41% Melbourne), compared with non-STEMM (58%/60%), though this has improved since our Bronze submission in 2018 (STEMM females: 34% global; 33% Melbourne).

Table 2: Student headcount by study level and STEMM category for RMIT Global - all campuses

Study Level	Non-STEMM	STEMM	Grand Total
Postgraduate by Coursework	6,701	6,666	13,367
Undergraduate	28,401	26,186	54,587
Sub Degree – Associate Degree	7	4,285	4,292
PhD/MSc by Research	724	1,734	2,458
Vocational	0	12,772	12,772
<b>Grand Total</b>	<b>35,833</b>	<b>51,643</b>	<b>87,476</b>

Figure 6 illustrates cultural richness, in terms of country of birth (>54% born overseas). 0.4% students are First Nations Australians.



*Figure 6: Cultural diversity in student groups*

## RMIT's workforce demographic profile

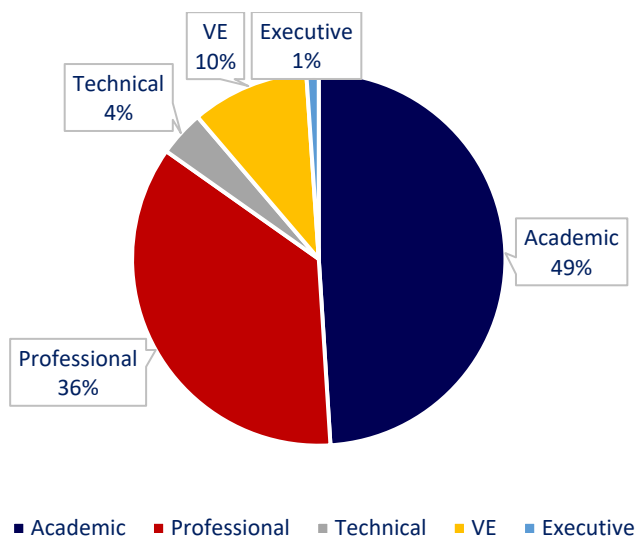


Figure 7: Workforce Breakdown by Staff Category - % Professional/Academic/Vocational (VE)/ Technical/and Executive for RMIT Australia (2022)

The distribution of staff by contract (STEMM/non-STEMM) is shown in Figure 8. Of the continuing and fixed-term workforce, 47% are full-time and 53% part-time. The workforce breakdown by staff category is shown in Figure 7. Gender and age profiles are shown in Figure 9 and Figure 10.

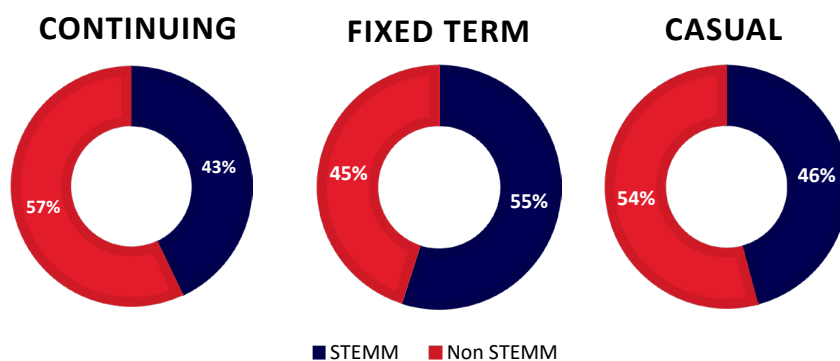


Figure 8: Staff by Contract Type (continuing Fixed-Term/ Casual) and STEMM/non-STEMM (2022)

0.6% of staff identify as Aboriginal or Torres Strait Islander or both. Of this 0.6%, 52.5% are female, 45.8% are male and 1.7% are trans/gender-diverse.

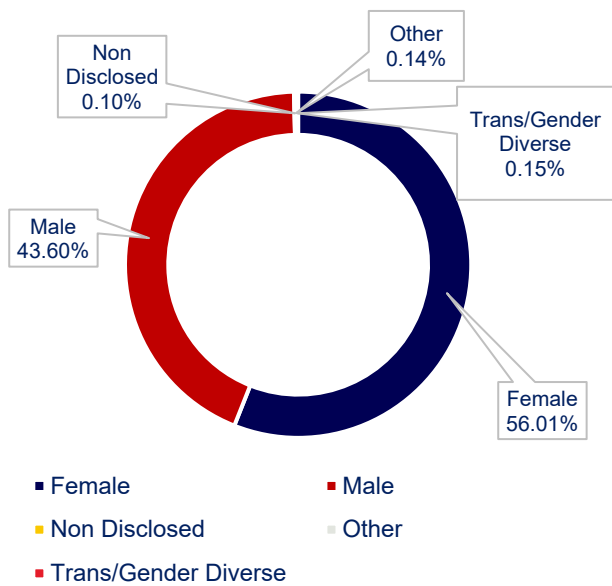


Figure 9: All Staff by Gender (%) (2022)

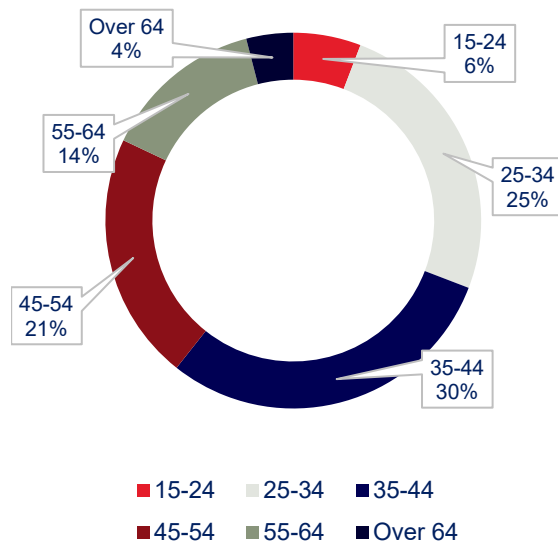


Figure 10: Percentage staff distribution by age range (2022)

By 2022, female-identifying staff continue to dominate the professional staff cohort at 68% (Figure 11). Further analysis of the demographics can be seen on Pages 28, 29, and 39 of the Barriers to Participation and Career Fulfillment for Parents and Carers Cygnet Award Application. The greatest increase was observed for executive (+24%) staff compared to 2015. Modest rises in academic (+5%) and technical (+9%) staff were also observed, taking these cohorts closer to parity. Further analysis of the demographics of can be seen on Pages 28, 29, and 39 of the Barriers to Participation and Career Fulfillment for Parents and Carers Cygnet Award Application.

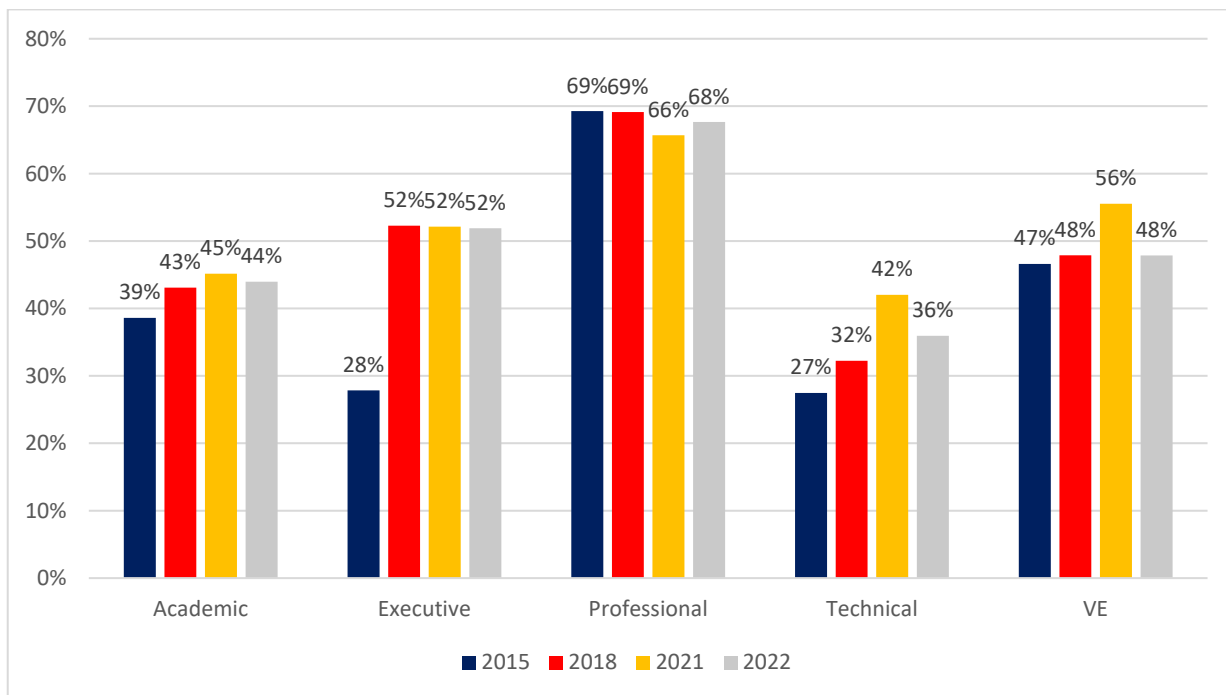


Figure 11: Percentage female staff by staff category 2015 – 2022

## Embedding Athena SWAN in RMIT's governance and community

RMIT became a SAGE Pilot Member in 2015, was awarded Athena SWAN Bronze accreditation in February 2020 (Cohort 2) and continues to be led by the Dean - STEMM Diversity and Inclusion. A timeline (Figure 12) of key Athena SWAN and gender equity and diversity and inclusion (GEDI) activities show the breadth of work since Bronze submission (Figure 13). RMIT's strategy to 2031 – *Knowledge with Action*, prioritises the empowerment of people and communities to adapt and thrive. Gender Equality and Reconciliation are enduring themes of RMIT's Annual Operating Plans.

The Bronze Action Plan has 115 actions across 7 themes:

1. *Leading Local Action*
2. *Building the Pipeline*
3. *Fulfilment & Progression*
4. *Engaging Moments of Transition*
5. *Culture & Wellbeing*
6. *Supporting our Intersectional Communities*
7. *Strengthening Foundations*

Of these actions, 61% are institution-wide and 39% are STEMM-specific: a requirement at time of submission.

As of August 2022, progress against these actions is estimated as: 40% Sustained; 25% Complete; 35% In-progress (early to well). The top three themes in terms of progression (sustained, completed, and mid- to well-progressed) are: *Strengthening Foundations*, *Supporting our Intersectional Communities*, and *Building the Pipeline*.

Four of five Cygnet areas have been identified to date (Table 3). This application is for our second Cygnet – addressing barriers to participation and career fulfilment for parents and carers at RMIT, where there was: insufficient flexibility to balance work and life, a lack of support for staff returning from career breaks, and female academics took shorter periods of parental leave (STEMM academics 24 weeks vs STEMM Professional staff 35 weeks). This Cygnet aligns closely with *Fulfilment & Progression* and *Engaging Moments of Transition*, but also intersects with Themes 5, 6, and 7.



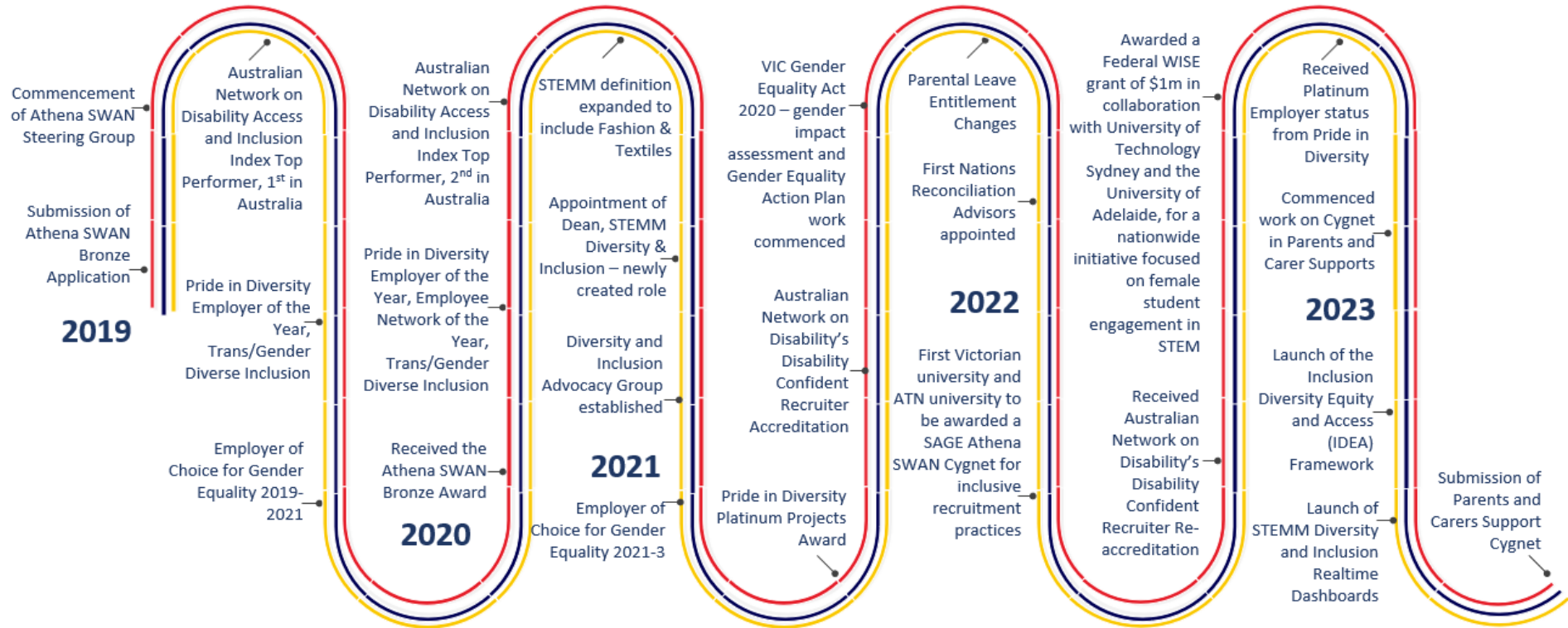


Figure 12: Timeline of Significant Athena SWAN Activities in RMIT's SAGE journey to date as well as GEDI Benchmarks 2019-2023



Figure 13: 2021-22 Diversity and Inclusion External Awards

Four groups work towards the Athena SWAN Bronze Award Action Plan:

Athena SWAN Project Team

Led by the Dean of STEMM Diversity and Inclusion, the project team comprises a senior project coordinator, senior project officer and data analyst. The project team manages all Athena SWAN operations, governance, reporting and submissions.

Athena SWAN Steering Group (ASSG)

This group provides governance and oversees the implementation of RMIT’s Athena SWAN Action Plan. It challenges and questions the project delivery team and stakeholders to ensure initiatives are strategically, financially, and operationally appropriate. This group meets at least 5 times a year, and reports to the University’s central Equity, Diversity & Inclusion Group.

Athena SWAN Implementation Group

This group progresses actions from the Athena SWAN Action Plan and works towards the Cygnet Reports and the SAGE Athena SWAN Silver Award. The Implementation Group comprises representatives from the Athena SWAN project team, Communications, Student Equity, College of Vocational Education, and Diversity and Inclusion, Organisational Development and Recruitment in the People Team.

### Diversity and Inclusion Advocacy Group (DIAG)

The Advocates are practising academics, teachers or leaders working in each of the STEM Schools or Colleges who provide informed advice and direction to their respective College Leadership Groups. They also provide discipline context to progress GEDI initiatives in their local area and act as a conduit for staff opinion and feedback. The DIAG identify and address the remaining barriers to inclusion and progression for women, diverse-gendered staff and students, and those from other minority groups at the University, and keep the Athena SWAN Action Plan current and relevant.

Reporting structures are in place to support the governance and leadership of Athena SWAN and to embed its functions at an institution-wide level (Figure 2).

### Vice-Chancellor's Executive (VCE) Group

This group provides strategic advice to support the Vice-Chancellor in the management of the University. The VCE is made up of the University's senior executive team and chaired by the Vice-Chancellor.

### Nominations, Remuneration and People Committee (NRPC)

The NRPC is one of three Standing Committees that support the University Council with discharging the University's statutory functions and responsibilities. This includes monitoring progress and execution of RMIT's People Strategy in developing leadership excellence and capability, attracting and retaining staff, and supporting career growth. It also reviews and monitors RMIT's diversity and inclusion strategies and outcomes.

Athena SWAN is an annual standing item at VCE and NRPC, and other papers are presented as required. Bi-monthly reports are presented to the STEM College Executive.

We communicate our achievements in Athena SWAN as well as news and developments in the gender equity and diversity and inclusion spaces to the broader RMIT community and public using a variety of platforms:

### Website Presence

RMIT has two websites dedicated to women in STEM.

Empowering Women in STEM, <https://www.rmit.edu.au/careers/empowering-women-in-stemm>, is designed to attract women to pursue STEM careers with RMIT. It features RMIT women in STEM researchers sharing their experiences. It details the various ways we support women in areas of wellbeing and inclusion, and career progression and development. The page also links to current employment opportunities at RMIT.

RMIT's Women in STEM website, <https://www.rmit.edu.au/about/our-values/diversity-and-inclusion/gender-equality/women-in-stemm>, features support for current and future female-identifying RMIT STEM students. The website provides links to workshops and events, and information around scholarships, access cadetships, and industry partnerships.



### Athena SWAN Annual Report

The inaugural Athena SWAN Annual Report was released publicly in December 2020, capturing the achievements made in progressing the Athena SWAN action plan and, more broadly, advancing gender equity functions at RMIT.

The 2022 Athena SWAN Annual Report was published in April 2023.

*Figure 14: Cover of the 2022 Athena SWAN Annual Report featuring Caley Manzie, a proud Noongar woman and RMIT Graduate in Bachelor of Science (Geospatial Science) (Honours) and now working with RMIT's Ngarara Willim Centre as an Indigenous Outreach Coordinator.*

### E-Newsletters

RMIT Life is a weekly news bulletin to all RMIT staff and has featured regular updates and achievements in the Athena SWAN and GEDI spaces, including the release of the Athena SWAN Annual Reports, and spotlights on RMIT's Women in Physics and Maths and Athena SWAN representatives.



*Figure 15: Women in Physics and Maths featuring (clockwise) Blanca del Rosal Rabes (Vice Chancellor's Postdoctoral Fellow), Saffron Bryant (Research Fellow), Dr Geetika Verma (Lecturer and Early Career Development Fellow), Laleh Tafakori (Lecturer), Professor Asha Rao (Associate Dean), Tamar Greaves (Associate Professor), Valentina Baccetti (Vice Chancellor's Research Fellow)*

## Bronze Award self-assessment process key findings and their relationship to the key barriers being addressed in the SAGE Cygnet Awards

Four Cygnet areas, all institution-wide barriers, relating to RMIT's Bronze submission and Action Plan have been identified (Table 3). This application focuses on Cygnet 2 (light blue). The remaining sub-issues corresponding to the key barriers in Cygnets 3 to 4 – Career Advancement and Respectful Cultures and Behaviours – have been proposed as areas of development and will be progressed during the Cygnet Awards journey.

Table 3: Relationship of key findings/sub-issues identified in RMIT's Bronze submission to proposed Cygnets 1-4.

Key Barriers	CYGNET 1. – ATTRACTION - Recruitment of women and gender-diverse in STEMM fields (submitted and awarded in 2022)	CYGNET 2. PARTICIPATION – Parental & Carer Support (this submission)	PROGRESSION – Career Advancement (2024/2025)	ALL – Respectful cultures and behaviours (2024)
Key Findings/ Sub-Issues BRONZE Application	Low number of applications from women and gender-diverse people for STEMM open recruitment round (Action 1.2 a-e; 2.3a-h)	Low number of continuing STEMM staff taking up primary-carer leave (21% STEMM vs 79% non-STEMM) (Action 1.5, 4.1j and 4.2c) &/OR Higher uptake in partner leave vs primary carer leave in STEMM (Action 4.1i)	STEMM female promotion applications to Levels C to E are still comparatively low. (Action 1.4 and 3.1)	Female leaders under-represented (HOS, Deans, Execs and senior management committees) in STEMM vs non-STEMM (Actions 1.4 and 5.1)
	Low % of Senior Females (Academic D&E, Exec, HEW10, SE3), in particular SEH College (now STEM) Exec – 100% male (Action 1.2 a-e; 2.3a-h)	STEMM female academic staff are accessing only part of their parental leave and returning early as well as working while on leave. (Action 4.2)	Lower promotion success rates for CALD female academics compared to non-CALD female academics. (Actions 3.1 and 6.2)	Diversity ranked low with STEMM staff who preferred not to indicate their gender. (Actions 1.3 and 5.1)
	Level A and Level B in STEMM dominated by fixed term research-only contracts – more options/pathways for entry needed to enhance security of employment and prospects (Action 2.1a and 2.3)	Flexibility around work-time and conditions can be improved. (Actions 1.5 and 4.1)	Disproportionate research income from STEMM female academics as they either seek or are awarded less money for their grants. (Action 1.4e)	Interviews with Indigenous female STEMM students identified: lack of female role models in STEMM; need for more flexibility; need to include Indigenous science teaching and perspectives. (Action 1.2 e and 6.4d)

	<p>Male staff (both STEMM and non-STEMM) indicated that the time off they are entitled to is insufficient. <i>(Actions 1.5, 4.1 and 5.2)</i></p>	<p>Female STEMM staff attending leadership programs exceeds number of female STEMM leadership positions, signifying an appetite for leadership development opportunities <i>(Action 3.1c)</i></p>	<p>2017 YourVoice survey indicated that experiences for staff with a disability/work-related adjustment had declined, concerning in terms of respectful and inclusive treatment. <i>(Action 1.2 e and 6.3a-b)</i></p>
	<p>Unmet demand for childcare, occasional care, school holiday programs. <i>(Actions 4.1d to 4.1g)</i></p>	<p>Managers need to proactively support and sponsor career progression, identifying opportunities for development and supporting aspirations <i>(Action 1.4)</i></p>	<p>2017 YourVoice Survey, only 43% of DGSS staff agreed <i>RMIT does a good job of promoting visibility and inclusion of LGBTIQ staff and students.</i> <i>(Action 1.2 e and 6.1c-d)</i></p>
	<p>Low uptake of sabbaticals and research leave by carers <i>(Action 4.2)</i></p>		<p>Need for central case management system for incidences of SASH. <i>(Respect. Now. Always)</i></p>
	<p>Higher number of fixed term contracts in STEMM requires tailored advice when returning from parental/carers leave <i>(Action 1.5)</i></p>	<p>Poor support of professional and vocational staff to progress their careers. <i>(Action 2.2a, d, f and 3.2c)</i></p>	
	<p>Lack of support for staff returning from career breaks (introduction of Career Relgnite) <i>(Actions 1.5 and 4.2)</i></p>		

## Contextual factors substantially impacting the Bronze Action Plan activities, implementation and outcomes

The consolidated 2020 net operating result for RMIT University and its subsidiaries was a loss of 5%, reflecting the significant impact that the COVID pandemic had on the Group's revenue. The net operating result improved slightly in 2021, though international border closures continued to impact revenue, and dipped once again for 2022. Continued growth of RMIT Vietnam and a reduction in University operating expenses resulting from the actions taken in 2020 (including sale of buildings, suspended Capital works, restructures and voluntary-/non-voluntary departures etc.) somewhat protected the University from the financial impacts of COVID, and offset to some extent the former impacts. Changes to the student profile 2019–2022 across HE and VE are shown in Table 4.

*Table 4: Number of enrolled students by cohort type across Higher Education (HE) and Vocational Education (VE) before and during the COVID-19 pandemic (2019-2022). Adapted from RMIT Annual Reports tabled in Victorian Parliament.*

		Student Fee type Enrolments - Headcount (%)			
		2019	2020	2021	2022
HE	<b>Total</b>	75,361	77,012	78,688	74,738
	Domestic	40,202 (53.3%)	42,649 (55.4%)	44,307 (56.3%)	41,106 (55%)
	International Onshore	18,901 (25.2%)	16,884 (21.9%)	14,449 (18.4%)	12,594 (16.9%)
	International Offshore	8,526 (11.3%)	8,134 (10.6%)	8,027 (10.2%)	6,846 (0.1%)
	Vietnam	7,732 (10.2%)	9,345 (12.1%)	11,905 (15.1%)	14,192 (18.9%)
VE	<b>Total</b>	15,750	14,558	14,416	12,772
	Domestic	13,857 (88.0%)	13,074 (89.8%)	13,370 (92.75%)	12,034 (94.22%)
	International Onshore	1,797 (11.4%)	1,417 (9.7%)	1,024 (7.1%)	731 (5.7%)
	International Offshore	96 (0.6%)	67 (0.5%)	22 (0.15%)	7 (0.00%)

RMIT experienced significant changes in headcount across all employment types during 2020-2021 due to the pandemic and sector disruption.

The number of RMIT staff decreased from 8,691 in March 2020 to 7,696 in March 2021 during the height of the pandemic. Post-pandemic RMIT has re-established itself with head count at 8216 in March 2022.

Restructures occurred in the Colleges of STEM and CoBL, and a new College of Vocational Education (CoVE) was created. The Education, R&I, and Operations Portfolios also underwent significant change.

RMIT took a deliberate approach to considering gendered impact in workforce changes throughout the pre- and post-pandemic environment. Processes and data indicate that this has somewhat mitigated any disproportionate impacts the pandemic has had on gender equality (Table 5).

*Table 5: Headcount of Executive and All Staff by Gender 2019–2022. As presented in RMIT Annual Reports tabled in Victorian Parliament.*

		<b>2019</b>			
		All Headcount	On-going Full-time	Part-time	F/T & Casual
<b>Executives</b>	Female	60	13		47
	Male	56	14		42
<b>All Staff</b>	Female	6807	1914	448	4445
	Male	5630	1687	118	3825
	Self-described	30	7		23

		<b>2020</b>			
		All Headcount	On-going Full-time	Part-time	F/T & Casual
<b>Executives</b>	Female	54	15		39
	Male	50	13		37
<b>All Staff</b>	Female	5173	1795	393	2985
	Male	4319	1522	108	2689
	Self-described	18	4		14

		<b>2021</b>			
		All Headcount	On-going Full-time	Part-time	F/T & Casual
<b>Executives</b>	Female	57	9		48
	Male	51	6	1	
<b>All Staff</b>	Female	5506	1830	403	3273
	Male	4367	1512	129	2726
	Self-described	52	10		42

		<b>2022</b>			
		All Headcount	On-going Full-time	Part-time	F/T & Casual
<b>Executives</b>	Female	57	34	1	22
	Male	57	32	2	23
<b>All Staff</b>	Female	5953	1978	418	3557
	Male	4638	1605	143	2890
	Self-described	95	8	1	86

The above changes impacted the budget, staffing and timing of the Bronze Action Plan implementation.