



SAGE Athena SWAN

Cygnets Awards Application 1 - Diversifying Talent

Acknowledgement Of Country

The University of Canberra acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce Campus is situated.

We wish to acknowledge and respect their continuing culture and contribution they make to the life of Canberra and the region.

We also acknowledge all other First Nations Peoples on whose land we gather.





University of Canberra: SAGE CYGNET #1

	<input checked="" type="checkbox"/> Current Cygnet	Barrier <ul style="list-style-type: none"> • List the Barrier addressed in this Cygnet • List the Barrier for Cygnets already submitted
[Mandatory] Institution-wide barrier	<input checked="" type="checkbox"/>	Diversifying Talent Acquisition (Recruitment)
[Mandatory] Sub-group barrier		
Institution wide		
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		

Contents

- Evidence of Barrier6
 - 1. Gender Comparison of Academic Staff Recruitment (2017).....7
 - 2. Limited gender-diverse applicants.....8
 - 3. Targeted recruitment efforts to attract Aboriginal and Torres Strait Islander peoples by 2021.....8
- Progress (Actions and Outputs).....9
 - Actions and Improvements (2018 –2022)9
 - 2. Panel Configuration Guidelines:.....9
 - 3. In-House Talent Acquisition Function:9
 - 4. Pronouns in recruitment10
 - 5. Indigenous Employment Strategy:10
 - 6. Deadly Opportunities Initiative (2020).....10
 - 7. Refreshed UC values (2021)10
 - 8. Let’s Dance – Belonging Plan:.....10
 - Key Takeaways.....10
 - Case Study: Deadly Opportunities Initiative (2020)10
- Outcomes.....14
 - Outcome 1- Increase in Female Representation Academic roles.....14
 - STEMM roles.....15
 - Intersecting Data17
 - Key Takeaways.....17
 - Outcome 2 – Increasing engagement with the pronouns feature17
 - Intersecting data.....17
 - Key Takeaways.....18
 - Outcome 3 – Increased Indigenous recruitment.....18
 - Intersecting data.....20
 - Areas for Improvement20
 - Key Takeaways.....20
 - Area for improvement21
 - Key Takeaways.....21
- Impact.....22
- Further Actions26

List of Figures

Figure 1: Academic Recruitment by Gender (2017)	7
Figure 2: STEMM Recruitment by Gender (2017)	8
Figure 3: Deadly Opportunities Talent Campaign page.....	11
Figure 4: Refreshed UC Values	12
Figure 5: Participant feedback, word cloud.....	13
Figure 6: Levels B, C, D & E - Gender Comparison of Academic Staff Recruitment (2017 & 2022).....	14
Figure 7: Levels B & C STEMM Recruitment Gender Comparison (2017 & 2018-2022)	15
Figure 8: Levels Assist Prof & D STEMM Recruitment Gender Comparison (2017 - 2018-2022).....	16
Figure 9: Professor Janine Deakin, Executive Dean, Faculty of Science and Technology.....	16
Figure 10: Engagement in pronouns feature 2021-2024	17
Figure 11: Pronoun selection during recruitment process.....	18
Figure 12: Indigenous identified application from 2018 to 2022	19
Figure 13: New Starter Onboarding survey summary	22

List of Tables

Table 1: 2017 Indigenous identified staff count % of non-casual workforce.....	6
Table 2: Indigenous identified applicants (2018 & 2019).....	9
Table 3: Identified applicant by Gender (2018 to 2022)	19
Table 4: Special Measures campaigns (2023- 2024).....	21
Table 5: Impact, Efficient/inclusive recruitment process	23
Table 6: Impact, Pre-Start Date Care	23
Table 7: Impact, Comprehensive Onboarding Experience	24
Table 8: Impact, Personalised Onboarding Experience	24
Table 9: Impact, Positive Culture and UC Values.....	25
Table 10: Further Actions	26

Note on Terminology

Gendered Data:

The University recognises the non-binary nature of gender. We acknowledge that the terms 'male' and 'female' should refer to biological sex, while 'men' and 'women' should refer to gender. However, due to system limitations, for the purpose of this report, gendered data has been reported as 'male' or 'female' where it has been collected and reported in this manner.

Key Barrier

The UC's Bronze award identified barriers in recruitment during the period of 2015 to 2017 that resulted in a disproportionate hiring of male applicants.

Sub barriers:

1.1 Lack of inclusive attraction practices to build a diverse workforce.

1.2 Not employing strategies to address gender imbalances and attract underrepresented groups.

This report outlines the actions taken from 2018 to 2022 in response to the Bronze Award to address these barriers.

Evidence of Barrier

Recruitment practices play a crucial role in influencing gender equity. Key findings from the Bronze Award (2015-2017) include:

1. Lack of inclusive strategies in male-dominated disciplines, which sees a greater number of males applying, shortlisted and successful.
2. Limited gender-diverse applicants.
3. Targeted recruitment efforts were needed to attract Aboriginal and Torres Strait Islander peoples aimed at achieving employment parity to population which was set at 3% by 2021. In 2017 the staff identifying as Indigenous was at an 1.13% average as outlined in the below table.

Table 1: 2017 Indigenous identified staff count % of non-casual workforce

	Academic FTE	Professional FTE	SM FTE	Total FTE
Jan-17	0.59%	1.20%	1.95%	0.99%
Feb-17	0.60%	1.21%	1.83%	0.99%
Mar-17	0.71%	1.21%	1.73%	1.03%
Apr-17	0.71%	1.23%	1.80%	1.04%
May-17	0.71%	1.19%	1.83%	1.03%
Jun-17	0.70%	1.36%	1.86%	1.12%
Jul-17	0.70%	1.33%	1.82%	1.10%
Aug-17	0.71%	1.49%	1.75%	1.19%
Sep-17	0.71%	1.64%	1.75%	1.28%
Oct-17	0.71%	1.64%	1.79%	1.28%
Nov-17	0.71%	1.64%	1.79%	1.29%
Dec-17	0.61%	1.67%	1.84%	1.27%

1. Gender Comparison of Academic Staff Recruitment (2017)

Considering Figure 1: Across most levels, female applicants were underrepresented, particularly at higher levels (Level D and E).

Even though lower numbers of applications were received from females across most levels, the conversion rates from application to offer for females is higher than for males at Levels B to D. This suggests that selection strategies were being utilised to address gender imbalances at these levels.

Figure 1: Academic Recruitment by Gender (2017)

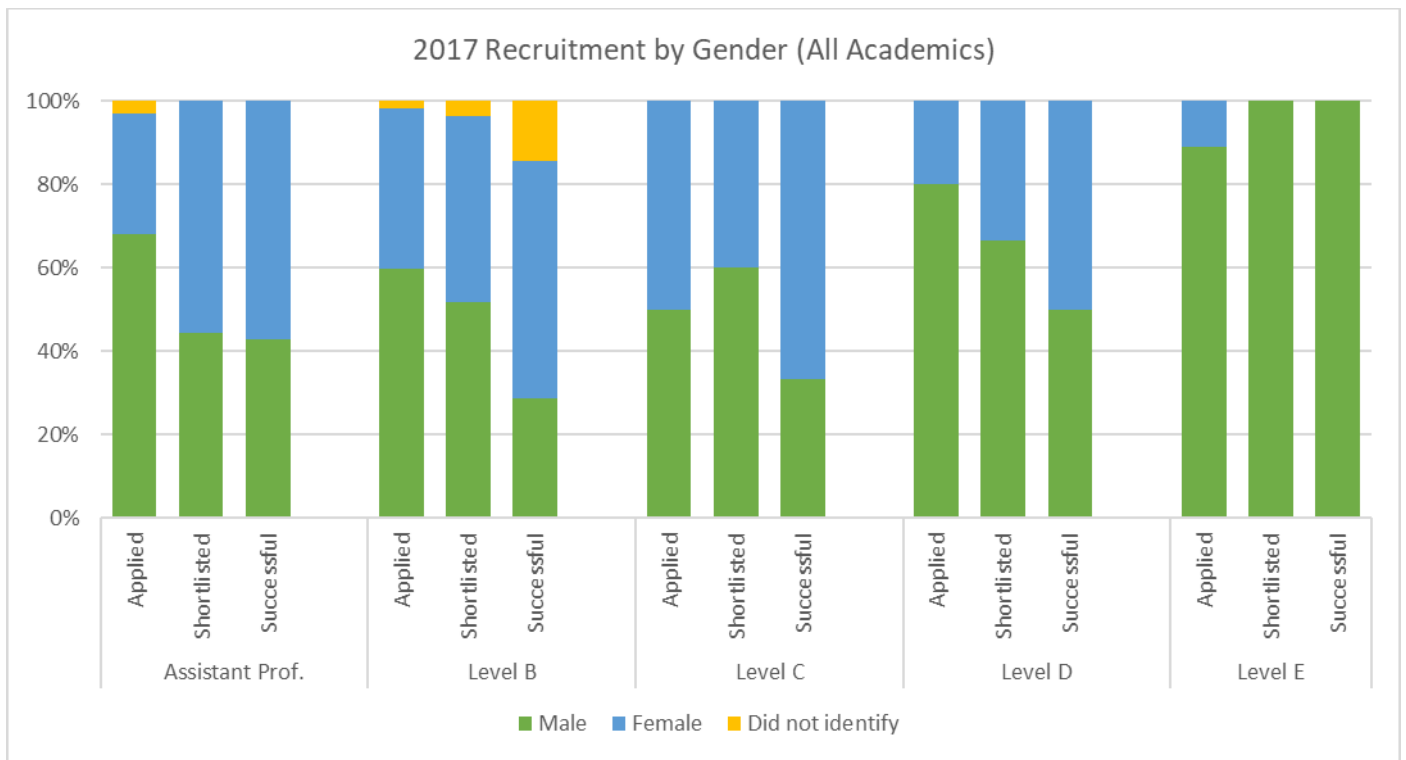
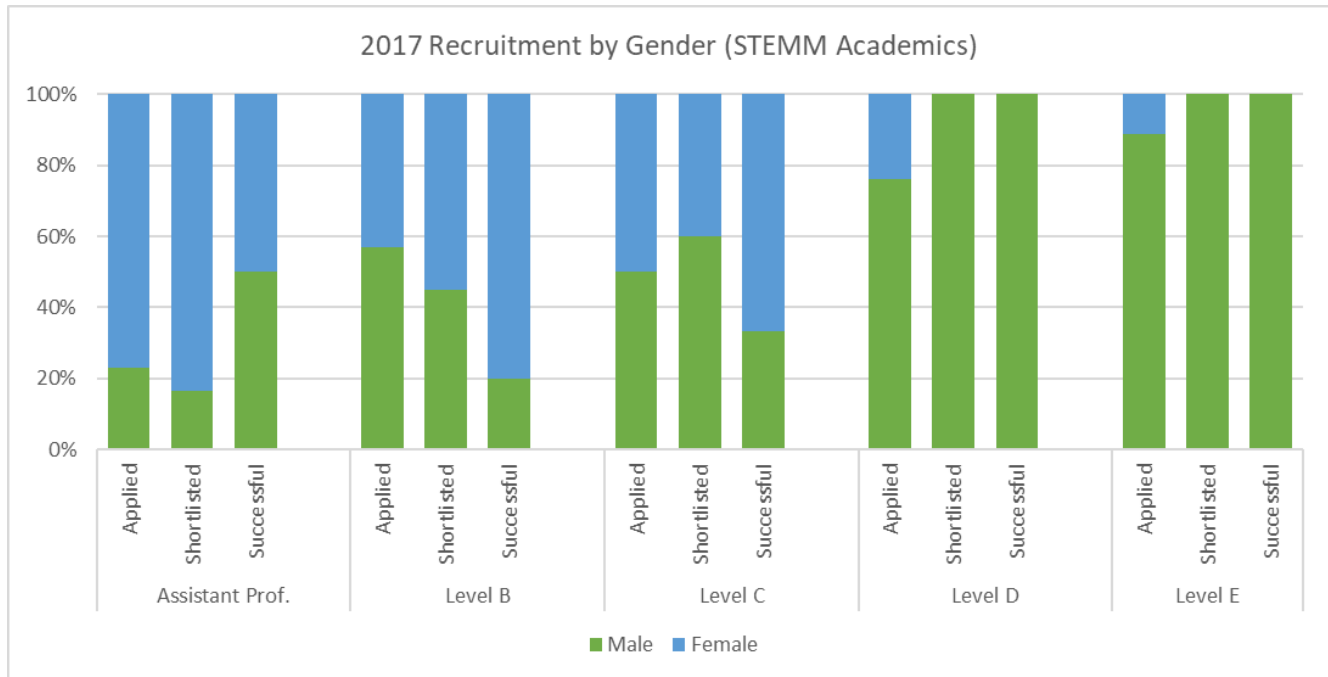


Figure 2: STEMM Recruitment by Gender (2017)



Considering Figure 2: In **STEMM Recruitment by Gender (2017)**, the gender balance was more proportionate at Level B, with a strong success rate for female applicants. At Academic Levels D-E, female representation in the applicant pool reduced significantly as an overall proportion and no females were appointed. This highlighted the need for more focused efforts to attract females into senior academic levels.

2. Limited gender-diverse applicants.

Efforts to attract non-binary or gender-diverse candidates were minimal with small occurrences of gender-diverse applicants at lower levels. There was a need to enhance inclusivity to encourage more gender-diverse applicants.

3. Targeted recruitment efforts were needed to attract Aboriginal and Torres Strait Islander peoples aimed achieving employment parity by 2021.

In 2018 and 2019, the percentage of applicants identifying as Indigenous was 0.77% and 0.99% respectively.

Table 2: Indigenous identified applicants (2018 & 2019)

	Total Applicants	Identified Applicants
2018	3509	27 (0.77%)
Female	1880	20 (1.06%)
Gender X	2	0
Male	1361	7 (0.51%)
No answer	242	0
Prefer not to answer	24	0
2019	4423	44 (0.99%)
Female	2011	21 (1.04%)
Gender X	4	0
Male	1875	23 (1.23%)
No answer	492	0
Prefer not to answer	41	0

The Aboriginal and Torres Strait Islander Strategic Plan 2017 – 2021 aimed to foster greater equity, cultural safety, and representation in the University community, and actions in the recruitment and employment of Aboriginal and Torres Strait Islander peoples aligned with this plan.

Progress (Actions and Outputs)

From 2018 to 2022, significant progress addressed key recruitment barriers identified in the Bronze Award. These included:

Actions and Improvements (2018 –2022)

1. Talent Acquisition Strategy:

- Prioritised diversity in selection processes, increasing female applicants and successful candidates.

2. Panel Configuration Guidelines:

- Gender-balanced panels and diversity of thought were required including panel members from outside the hiring area, promoting fairer decision-making and reducing bias.

3. In-House Talent Acquisition Function:

- Provided improved control of recruitment processes, focusing on inclusivity, transparency

and a candidate-focused approach. This included:

- A redesigned selection process focused on candidate care, providing feedback to applicants, and influencing hiring manager behaviours.
- Candidate tracking and data collection through an e-recruitment system, enhanced transparency and accountability.
- Enhanced control over inclusive advertising, using inclusive job sites (e.g., Ethical Jobs, ATSI job) and gender decoding tools to craft inclusive job postings.
- Verbal offer and onboarding process, including Employee Experience Coordinators and onboarding portal.

4. Pronouns in recruitment

- In 2021, a pronoun feature was added to the e-recruitment platform.

5. Indigenous Employment Strategy:

- Specific focus on improving representation and opportunities for Aboriginal and Torres Strait Islander candidates.

6. Deadly Opportunities Initiative (2020)

- Initiative designed to attract Aboriginal and Torres Strait Islander applicants and fill six Indigenous Identified positions (see case study below).

7. Refreshed UC Values (2021)

- See case study below

8. Let's Dance – Belonging Plan:

- Shaped a sense of belonging, enhancing equitable recruitment practices.

Key Takeaways


These actions fostered more inclusive recruitment, with diversity becoming a higher priority. Improvements in candidate care, data collection, and transparency contributed to a more equitable hiring environment.

Case Study: Deadly Opportunities Initiative (2020)

The **Deadly Opportunities** initiative in 2020 was designed to attract Aboriginal and Torres Strait Islander applicants and fill six Indigenous Identified positions.

The campaign used culturally safe and appropriate attraction and selection practices. A deliberate strategy was naming the campaign 'Deadly Opportunities' to welcome candidates by using a word that means excellent, commonly used by Aboriginal peoples, and to stand out in a talent market that uses generic wording to advertise identified roles. The campaign was advertised in Aboriginal-focused platforms and interviews were informal and supportive, with representation from at least one Indigenous panel member. This provided a space for candidates to feel comfortable and put their best selves forward. This contributed to filling all six Indigenous Identified roles.

Figure 3: Deadly Opportunities Talent Campaign page



[CURRENT STUDENTS](#) [STAFF](#) [UNCOVER](#) [UC COLLEGE](#) [MAPS](#) [LIBRARY](#) [DONATE](#) [ALUMNI](#) [INTERNATIONAL](#)
[Future Students](#) [Research](#) [Safe Community](#) [On Campus](#) [About UC](#)

DEADLY OPPORTUNITIES

FOR ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

The University of Canberra acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce Campus is situated. We wish to acknowledge and respect their continuing culture and contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose land we gather.

Your opportunity


The University of Canberra has consistently had the largest number of Aboriginal and Torres Strait Islander students of any ACT University. The University of Canberra boasts a growing number of Aboriginal and Torres Strait Islander professional and academic staff.


Working in Higher Education is a rewarding career as you play a role in the development of future Indigenous leadership. The University of Canberra plays an important role in the ACT's Indigenous community developing our leaders of the future and is committed to leading the sector in equality, diversity, inclusion access and outcomes.

The University of Canberra boasts a collaborative and supportive culture for all staff with an informal Indigenous staff network. If you have a collaborative approach with a strong work ethic, we would love to hear from you.

You will enjoy working at UC because, every day we make a difference to Indigenous lives, families and communities. There is nothing better than the feeling that you have made a contribution to the success of Aboriginal and/or Torres Strait Islander peoples.

Professor Peter Radall
 Pro Vice-Chancellor, Indigenous
 Office of Aboriginal and Torres Strait Islander Leadership and Strategy





Positions vacant

We have six exciting opportunities.

OATSILS Business Manager
 Office of Aboriginal and Torres Strait Islander Leadership and Strategy

- Continuing full-time
- UC Level 8: \$98,647-\$110,029 + 17% super
- OATSILS Business Manager position description (PDF, 173.28 KB)

Educational Designer (Aboriginal and Torres Strait Islander Specialisation)

Learning and Teaching

- Continuing full-time
- UC Level 8: \$98,647-\$110,029 + 17% super
- Educational Designer position description (PDF, 211.62 KB)

Student Engagement Advisor (two positions available)

Ngunnawal Centre

- Continuing full-time
- UC Level 6: \$79,681-\$85,775 + 17% super
- Student Engagement Advisor position description (PDF, 218.98 KB)

Indigenous Student Employment Advisor

Careers UC

- Full-time fixed-term (12 months)
- UC Level 6: \$79,681-\$85,775 + 17% super
- Indigenous Student Employment Officer position description (PDF, 190.32 KB)

Administrative Officer

Office of Aboriginal and Torres Strait Islander Leadership and Strategy

- Fixed-term part-time (16 hours per week, 2.10-5.30pm Mon-Fri)
- UC Level 4: \$64,506-\$69,106 pro rata + 9.5% super
- Administrative Officer position description (PDF, 173.28 KB)


Aboriginal and Torres Strait Islander Advancement

The University of Canberra is committed to enhancing the participation of Aboriginal and Torres Strait Islander peoples in higher education. The University of Canberra strives to be both an educational provider of choice and an employer of choice for Aboriginal and Torres Strait Islander peoples. To this end, we aim to align our policies, procedures, strategic and operational planning and our activities with the goal of making UC a welcoming and culturally safe place for Aboriginal and Torres Strait Islander students and staff.

- Aboriginal and Torres Strait Islander Strategic Plan
- Reconciliation Action Plan

The Ngunnawal Centre

The Ngunnawal Centre has a distinctive place in the University of Canberra and plays a key role in supporting Aboriginal and Torres Strait Islander students. It does this, both directly and indirectly, by working with faculties and central areas to form and achieve relevant plans and targets, and by engaging with Aboriginal and Torres Strait Islander communities.



Case study: Refreshed UC Values (2021)

Refreshed in 2021 with a ground up approach, the then Vice-Chancellor, Paddy Nixon, appointed 17 value champions representing different areas of the University to work on the refresh process. 250 staff and students were consulted with during the development of the values.

Figure 4: Refreshed UC Values

OUR VALUES

- NARRAGUNNAWALI**
NARRAGUNNAWALI is a Ngunnawal word meaning alive, wellbeing, coming together, and peace.
At UC, we embrace Indigenous ways of knowing, being, and doing in our work and our culture. We get amongst the conversation and listen authentically. We strive to be a driver of meaningful reconciliation.
- WALK TOGETHER**
WALK TOGETHER is about us connecting and collaborating with our community—both near and far. We embody the spirit of Canberra as a meeting place of ideas and creativity. We show our community what we have to offer.
- EVERYONE'S INVITED**
EVERYONE'S INVITED means we celebrate differences and embrace similarities. We value the unique contributions of our colleagues, staff, and collaborators. We actively promote accessibility and equity for all.
- DARE TO BE CURIOUS**
DARE TO BE CURIOUS means that we find purpose in learning. We step out of our comfort zone. We are brave and stir curiosity. We share ideas and discoveries that shape our future.
- CHANGE THE WORLD**
CHANGE THE WORLD is about not being afraid to have an impact. We do things differently. We inspire each other to be innovative.

This included 81 leaders deliberating on outcomes related to culture. The feedback and word cloud highlight a commitment to diversity, inclusion, and equity, along with reconciliation and a connected community. This suggests that UC has a strong foundation where DEI initiatives would be welcomed and succeed.

Figure 5: Participant feedback, word cloud



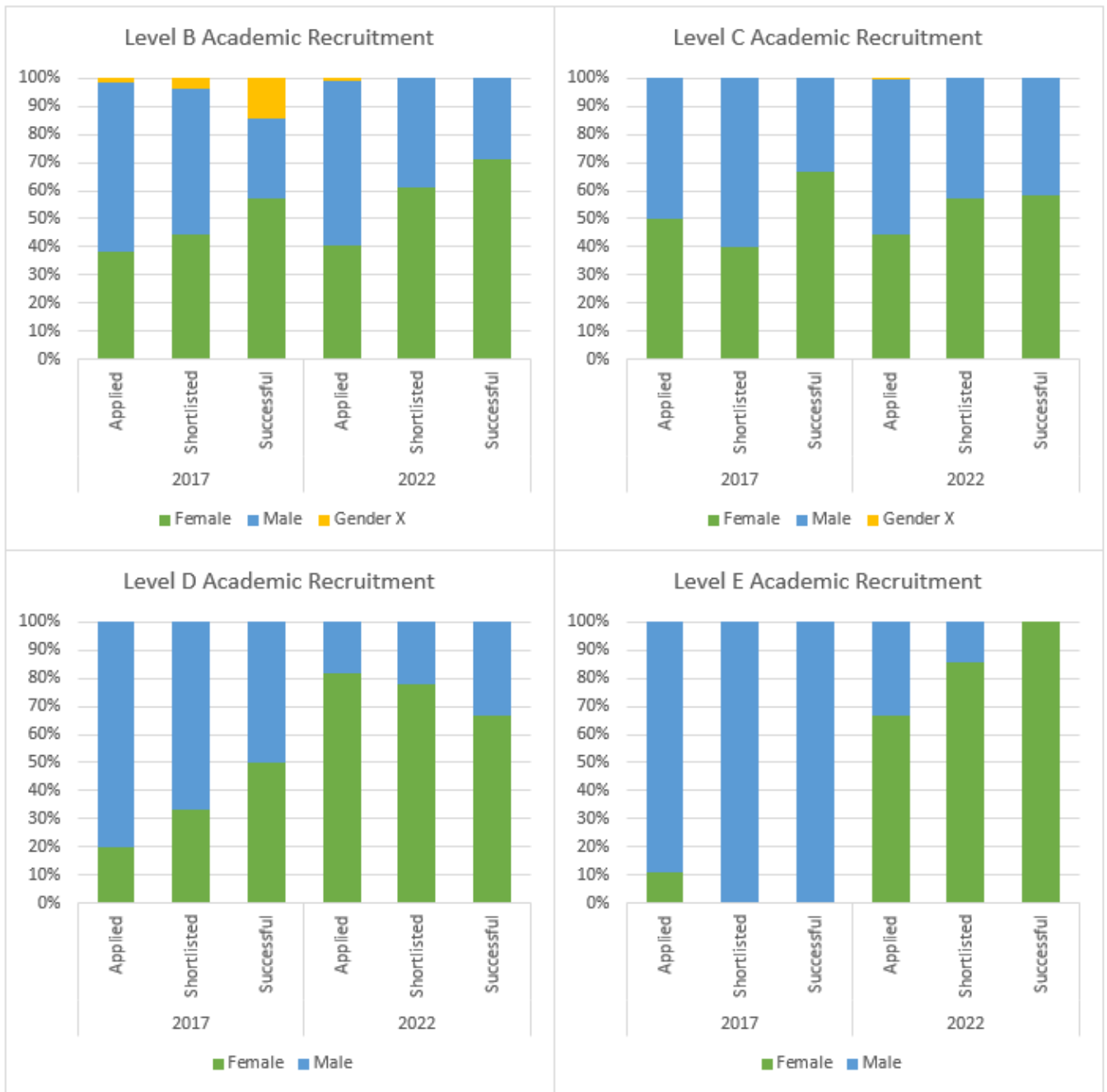
Outcomes

Outcome 1- Increase in Female Representation

Academic roles

Actions and improvements taken in fostering more inclusive recruitment and attraction practices is evidenced in the noticeable increase in the percentage of female applicants at Level D and E in 2022 compared to 2017.

Figure 6: Levels B, C, D & E - Gender Comparison of Academic Staff Recruitment (2017 & 2022)



In addition to the increase in the proportion of female applicants, there is also an increase in the conversion rate (percentage) from *Applicant* to *Successful* relative to males, notable at the B, C and E levels.

STEMM roles

The impact of inclusive recruitment practices in STEMM roles is less pronounced, impacted by limited recruitment activity between 2018 and 2022. Only 2019 saw a notable number of positions advertised, and no Level E roles were recruited during this period.

To provide meaningful insights, Figures 7 and 8 compare data from 2017 with combined data from 2018–2022. These figures reveal a decrease in the proportion of female applicants during the 2018–2022 period compared to 2017. Furthermore, conversion rates for female applicants in STEMM roles lag behind those observed across all academic roles.

Female representation at senior levels (C and D) remains a concern. Despite an increase in female applications at Level C during 2018–2022 compared to 2017, no female applicants at Levels C or D advanced to the successful stage. This highlights ongoing male dominance in senior STEMM roles, suggesting persistent barriers to equitable representation.

Figure 7: Levels B & C STEMM Recruitment Gender Comparison (2017 & 2018-2022)

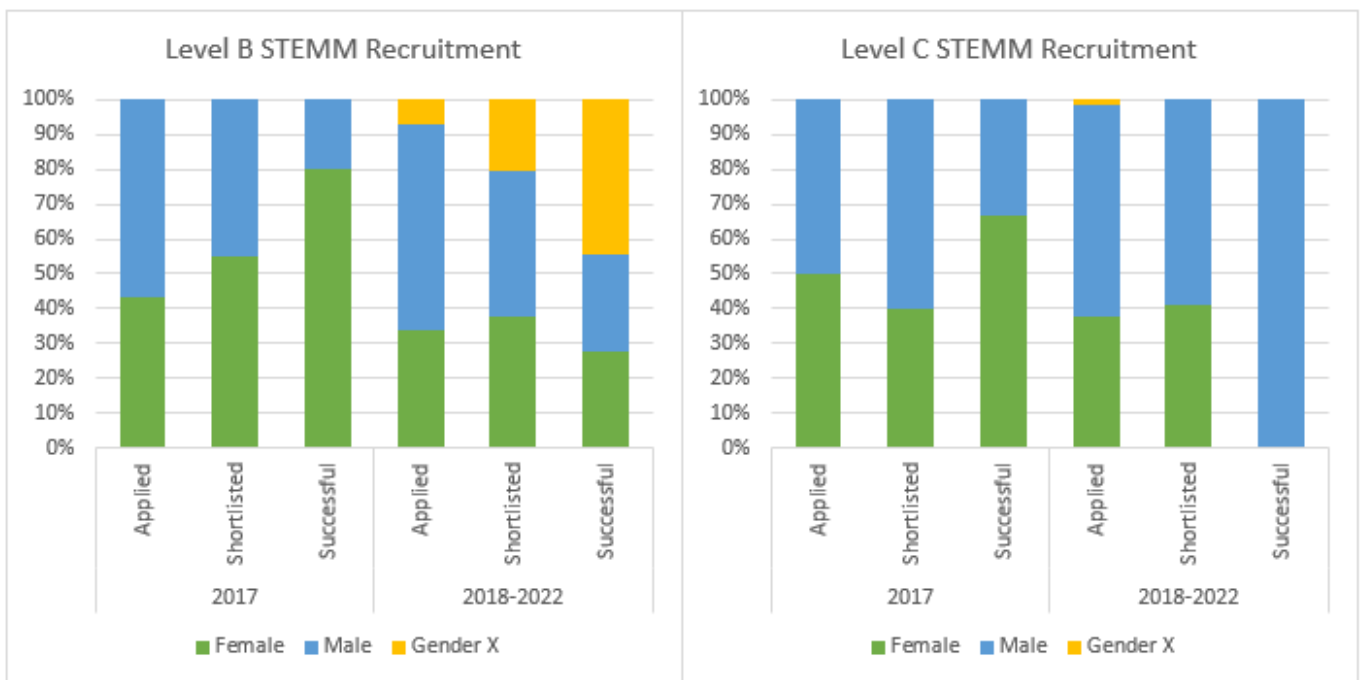
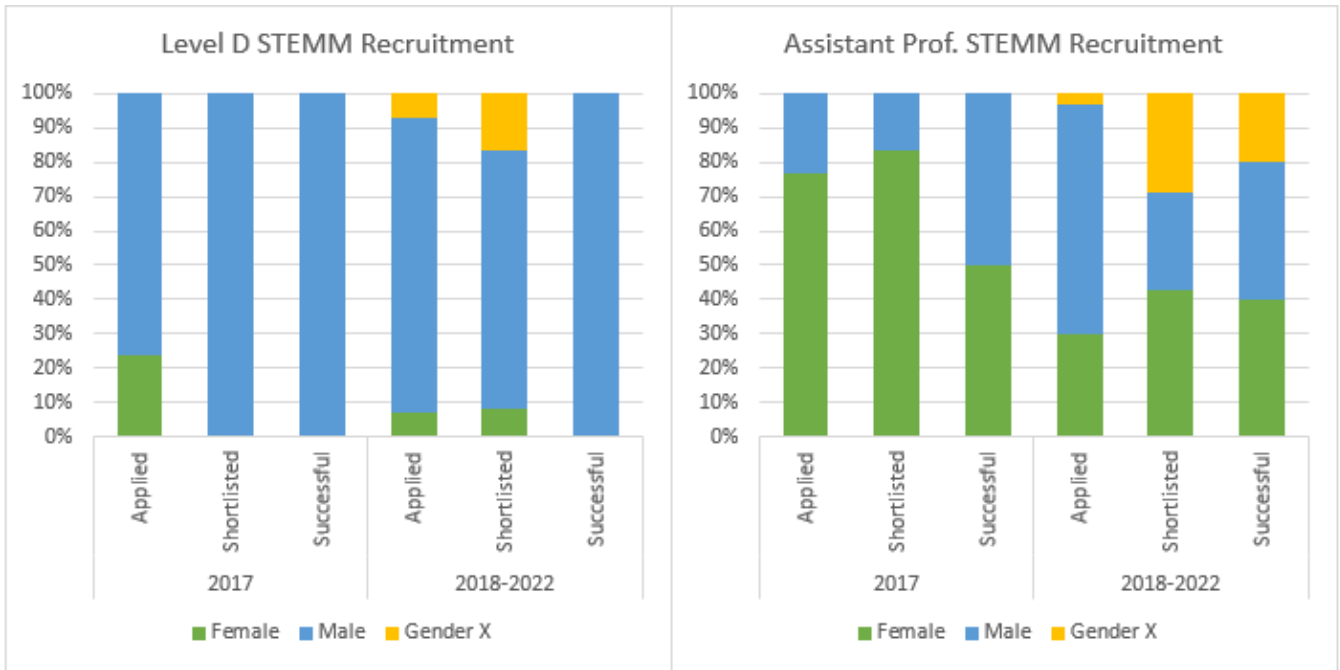


Figure 8: Levels Assist Prof & D STEMM Recruitment Gender Comparison (2017 - 2018-2022)



Area for improvement

A specific recruitment strategy for the Faculty of Science and Technology supported by leadership, could improve female recruitment outcomes in STEMM fields.

In 2021, Professor Janine Deakin was appointed as the Executive Dean of the Faculty of Science and Technology. As a visible role model for women in STEMM, her leadership may contribute to attracting more female applicants, providing inspiration and increasing awareness of opportunities for women in these fields.

Figure 9: Professor Janine Deakin, Executive Dean, Faculty of Science and Technology



We don't have to be perfect to be great, says Professor Janine Deakin.

CATEGORY
IDEAS, PROGRESS & THE FUTURE

Intersecting Data

From 2018- 2022, UC gathered data on gender, disability and Aboriginal and/or Torres Strait Islander origin, but it is insufficient to track where candidates may fall out of the recruitment process. The data does not capture the full range of intersecting identities that could impact recruitment experiences. Comparing the experiences of females with compounding disadvantages to those without would provide valuable insights. Without intersectional data, it is challenging to identify where diverse candidates face unique challenges. Such information would help tailor more inclusive recruitment strategies.

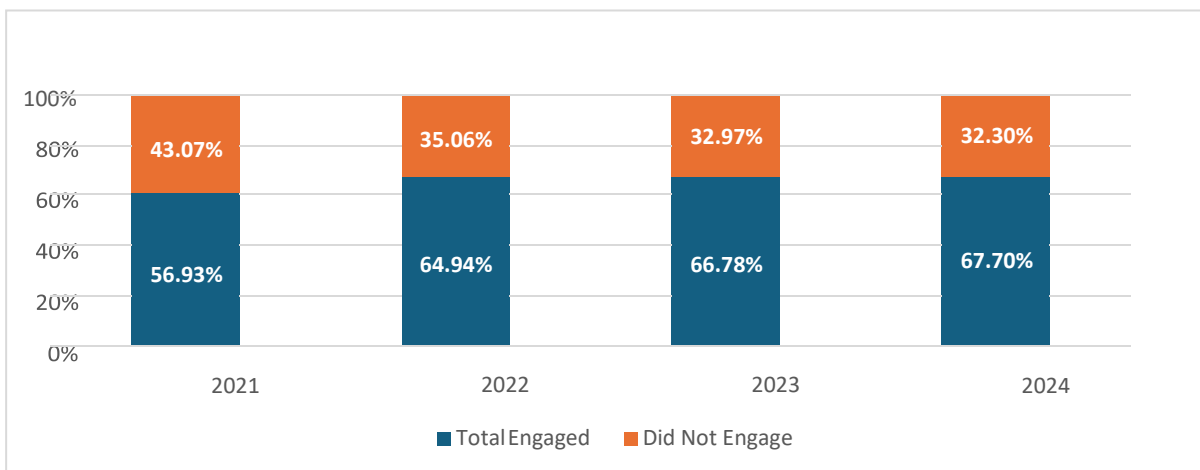
Key Takeaways

While significant progress has been achieved in gender balance reporting through our e-recruitment platform, we aim to improve by expanding questions to capture culturally and linguistically diverse backgrounds and neurodiversity. Analysing where candidates drop out in the selection process will help address issues like unconscious bias. As we expand demographic data collection, it is important to ensure applicants understand why the University is collecting this information and how it will be used, fostering trust and transparency.

Outcome 2 – Increasing engagement with the pronouns feature

The consistent 10% increase in applicants providing pronouns over the past four years (rather than leaving it blank) suggests increasing comfort or awareness around pronoun disclosure.

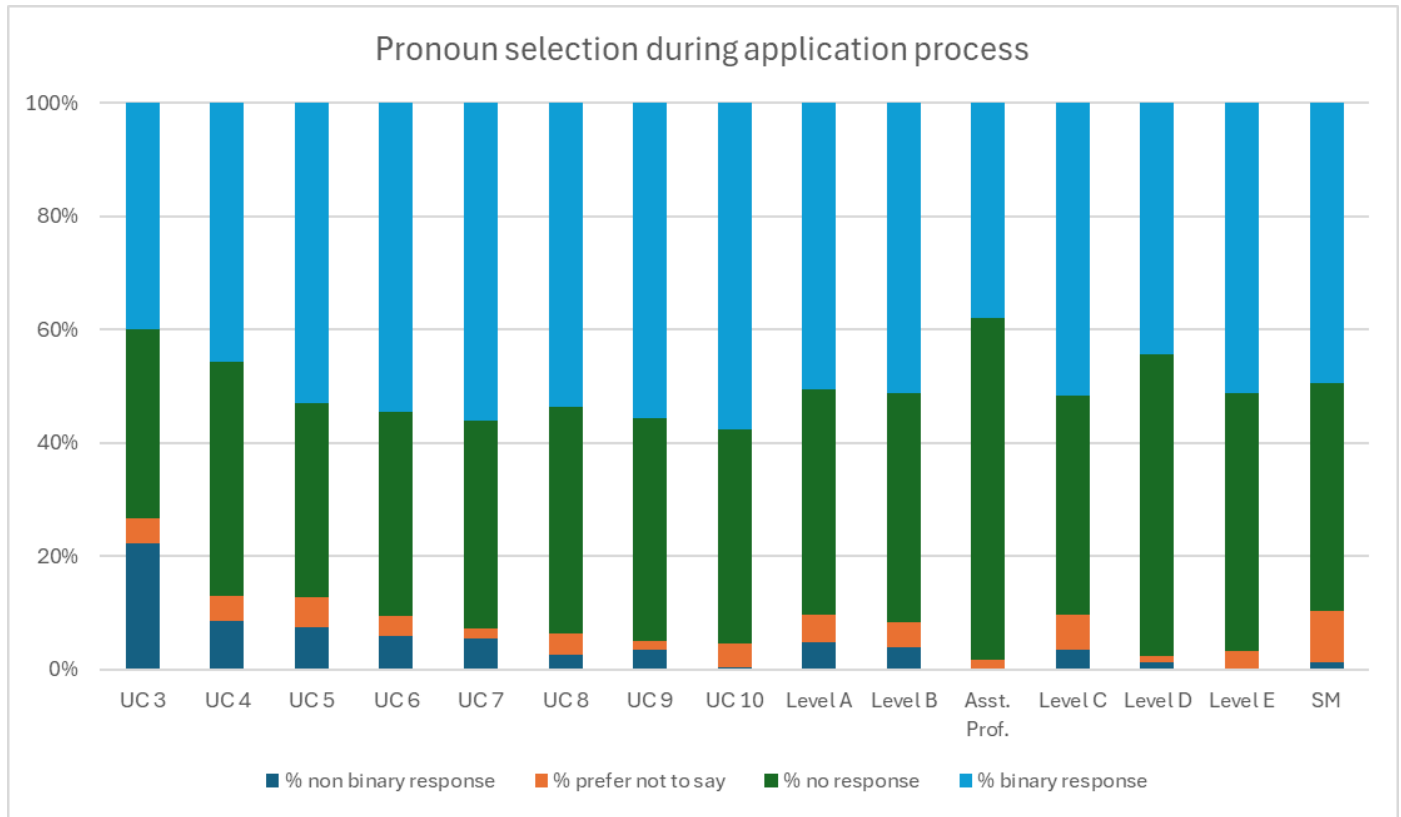
Figure 10: Engagement in pronouns feature 2021-2024



Intersecting data

When taking a more in-depth view, the data indicates that candidates applying for lower-level professional (Levels 3-5) and academic (Levels A & B) roles are more likely to disclose gender-diverse pronouns, while higher-level roles see less engagement, with senior managers often preferring "not to say."

Figure 11: Pronoun selection during recruitment process



Key Takeaways

Further insights could have been gained by analysing applicants' age and chosen title, but due to unreliable data, this was not possible. For the Silver submission, we plan to explore whether workplace culture influences disclosure trends, focusing on senior and academic roles to assess perceptions of safety. This data underscores the need for more inclusive practices to encourage openness around gender identity disclosure.

Outcome 3 – Increased Indigenous recruitment

In 2020, the percentage of applicants identifying as Indigenous (3.24%) was a notable increase from previous years (0.77% in 2018 and 0.99% in 2019) as per figure 12. The spike in 2020 demonstrates the effectiveness of targeted strategies.

The success of this campaign also indirectly led to a rise in applications for non- identified roles during the same period, indicating that Indigenous candidates felt more confident applying for general positions at UC. Establishing an Indigenous talent pool during the campaign ensured that UC could draw from identified candidates for future opportunities.

Figure 12: Indigenous identified application from 2018 to 2022

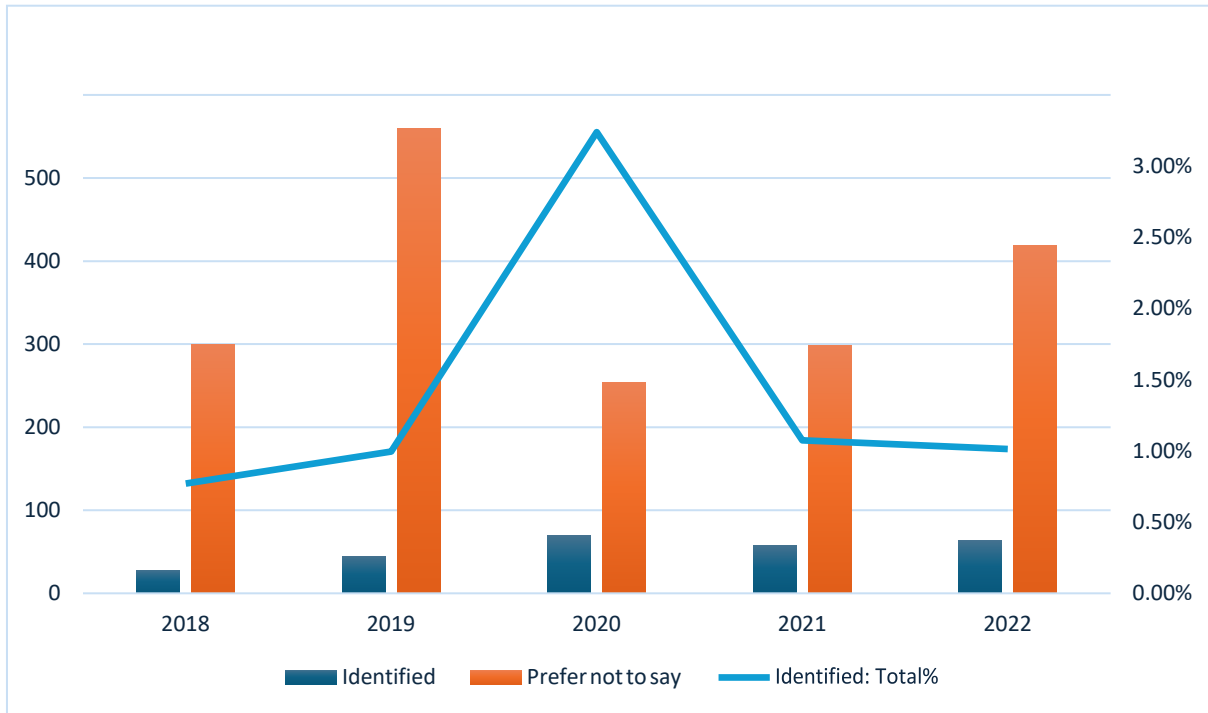


Table 3: Identified applicant by Gender (2018 to 2022)

	Female		Male		Gender X		Total	
	Applicants	Identified	Applicants	Identified	Applicants	Identified	Applicants	Identified
2018	1880	20 (1.06%)	1361	7 (0.51%)	2		3509	27 (0.77%)
2019	2011	21 (1.04%)	1876	23 (1.23%)	4		4424	44 (0.99%)
2020	921	46 (4.99%)	962	20 (2.08%)	3	1 (33.33%)	2131	69 (3.24%)
2021	2834	42 (1.48%)	2200	14 (0.64%)	12		5309	57 (1.07%)
2022	3324	45 (1.35%)	2628	19 (0.72%)	21		6317	64 (1.01%)



Intersecting data

Across all years, female Indigenous applicants outnumbered male applicants. This suggests that recruitment efforts may resonate differently with genders, which could prompt a closer look at whether recruitment messaging or processes are gender inclusive.

Areas for Improvement

After the peak in 2020, the percentage of Indigenous applicants decreased in 2021 (1.07%) and 2022 (1.01%), indicating that the momentum generated by the campaign was not sustained. This may suggest the need for ongoing efforts or continual targeted campaigns to maintain engagement.

Key Takeaways

While the Deadly Opportunities initiative succeeded in 2020, its sustainability depends on continued recruitment efforts to engage Indigenous applicants beyond a single campaign. To maintain representation, ongoing support and refinement of recruitment practices are essential, investment in a long-term strategy to develop and grow the 'Deadly Opportunities' initiative could be effective moving forward.

Ongoing Action

As a result of the success demonstrated from 2018-2022, our focus area of running targeted recruitment using special measures to increase representation from underrepresented groups increased in 2023 and 2024. Being able to directly influence and support hiring managers from the internal recruitment functions has assisted this growth. Recording and capturing these campaigns has provided a starting point to measure against and build on.

13 special measures selection campaigns were run during 2023 and 2024, including three in STEMM disciplines, four to increase the representation of females and nine for Indigenous identified candidates with an effort to increase the number of Aboriginal and Torres Strait Islander staff members, as outlined in table 4.

Table 4: Special Measures campaigns (2023- 2024)

Special Measures campaign
Special measures recruitment to increase representation of Women
Lecturer in Data Science 499838
Lecturer in Robotics 499841
Lecturer in Artificial Intelligence 499836
Lecturer in Building and Construction Management 498405
Special measure recruitment for Indigenous Identified roles
Indigenous Student Success Officer 500921
Indigenous Student Success Officer 500523
Associate Director Indigenous Student Success 500374
Executive Assistant Office of Indigenous Leadership 498869
Executive Officer 499240
Student Engagement Advisor 499502
Education Designer (Aboriginal & Torres Strait Islander Specialisation) 500516
Lecturer in Indigenous Studies 499314
Local First Nations Cultural Advisor 500339

Area for improvement

As we continue to focus on and encourage targeted recruitment via special measures, the outcomes and learnings from 2023 and 2024 will assist us in building internal capacity and confidence.

Although positive steps are being made to increase the representation of females by using a targeted approach, they are for only Level B. Targeted recruitment to increase the representation of females in the senior level roles would be impactful.

Key Takeaways

We have used special measures to recruit for Female and Identified candidates only at UC. Expanding our use of special measures to recruit for Disability and other groups with protected attributes would be a future goal.

Impact

Qualitative data captured in the New Starter Onboarding Experience completed by staff that had just been through the selection process expressed positivity towards an efficient and inclusive recruitment process, personalised onboarding experience and highlighted positive culture, UC Values and welcoming staff.

This feedback, detailed below, indicates benefits of the initiatives and actions taken between 2018 and 2022 by UC to diversify talent and build a culture of belonging.

It is important to take into account that this feedback only captures successful candidates. Establishing mechanisms to capture feedback from unsuccessful candidates could provide valuable insights for improving inclusive recruitment.

Figure 13: New Starter Onboarding survey summary

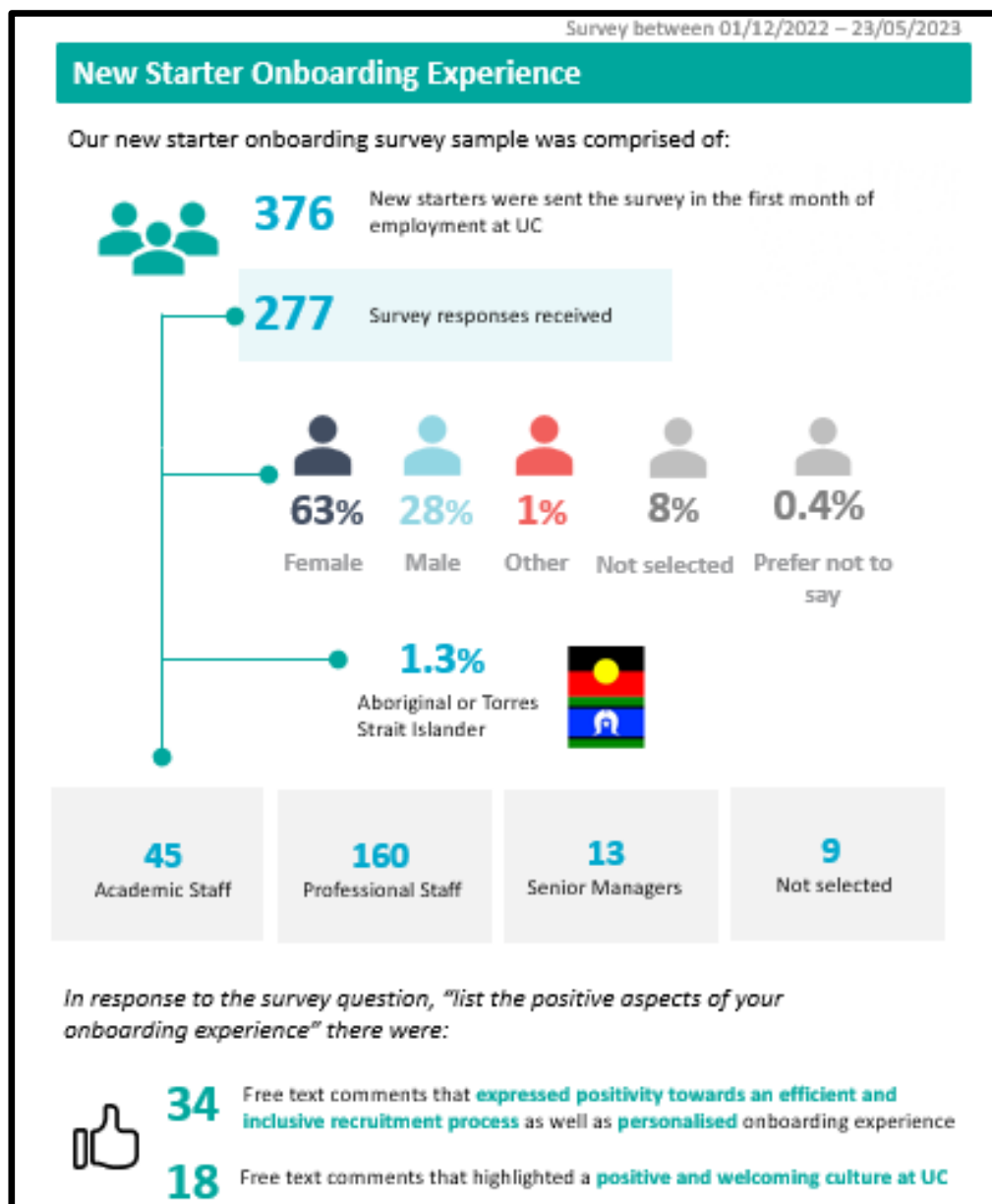


Table 5: Impact, Efficient/inclusive recruitment process

Efficient/inclusive Recruitment Process
<p>“Recruitment agency was completely hopeless with communication which left a really bad taste in my mouth, however after having my interview and being offered a position, where UC took over, it was a fast and streamlined process.”</p> <p>“Turnaround times for the application/interview/reference checks/offer letter were very fast and efficient.”</p> <p>“Effective and timely communication by the HR team and my supervisor. Process was very speedy, efficient and thorough.</p> <p>“Disability inclusive processes and step by step guidance.”</p> <p>“The negotiations between a verbal offer and locking in contract took a while which could be improved. Other than that, it was a very smooth and welcoming process.”</p>

The final comment in the above section allowed the team to explore areas for improvement within the process and provide the best candidate experience possible.

Table 6: Impact, Pre-Start Date Care

Pre-Start Date Care
<p>“The first job where an actual plan and schedule was produced and provided before the start date. Absolutely amazing and should be part of every workplace.”</p> <p>“Being contacted before the joining date. Tour of the campus to provide an overview. IT equipment was ready to use on day one.”</p> <p>“Very efficient onboarding process (i.e. completing paperwork online prior to commencing was great!). Friendly and approachable people involved in HR onboarding feel happy to reach out if assistance needed. Great team and very collaborative inclusive culture.”</p> <p>“Regular, seamless communication prior to starting.”</p>

These comments confirm the importance placed on engaging with new starters during that crucial time between accepting their offer and commencing on their start date.

Table 7: Impact, Comprehensive Onboarding Experience

Comprehensive Onboarding Experience
<p>“Detailed orientation plan from my supervisor for the first month (and beyond that) was well planned out, with enough flexibility so as not to overwhelm. Supervisor’s priority for me to learn thoroughly versus as quickly as possible was a welcome change (to previous organisations), that has significantly contributed to my high job satisfaction thus far.”</p> <p>“The onboarding process at the University of Canberra, including the HR portal, onboarding portal, and campus tour, was significantly better than at other places I have worked. I felt I had a solid understanding of the University within my first week. Additionally, completing the tour with staff members from various departments provided a great opportunity to meet colleagues I wouldn’t normally interact with.”</p> <p>“A well-planned orientation schedule, excellent first day tour.”</p> <p>“The university Tuesday intro sessions for new staff have been terrific. Having worked in HE all of my career across 5 different universities, UC has the most comprehensive and inclusive orientation programs that I have attended.”</p> <p>“I was onboarded during COVID lockdown, so some aspects of onboarding were not possible e.g. tour of the campus. I have worked in 2 other Universities and never had an onboarding experience by People and Diversity - only my manager, so always many things about processes and services were missed. It has been a very positive experience at UC including contacts with DITM, security etc.”</p>

Even during the lock-down period the team was able to deliver a positive and comprehensive onboarding experience to new starters.

Table 8: Impact, Personalised Onboarding Experience

Personalised Onboarding Experience
<p>“I was impressed by the individualised nature of my onboarding at UC. Having worked at other Uni’s this is unique.”</p> <p>“Personalised onboarding experience person to answer initial questions and give guidance. Very clear set out tasks on the ‘new to UC’ page. Friendly and welcoming staff, approachable manager. Good opportunities for professional development throughout the onboarding process.”</p> <p>“It felt well organised and that someone both noticed and cared that I was starting work at UC!”</p> <p>“Being welcomed by an employee experience coordinator, having had a tour around campus and a brief explanation about UC”</p> <p>“The onboarding process was very organised and turning up on the first day was a pleasure, having the employee experience coordinator meet on the first day was excellent and very welcoming I liked how you contacted me prior to me starting with clear instructions of how the process was going to work, as well as what would happen on my first day.”</p> <p>“Being spoken to by someone outside of my team and having a Campus tour with the employment experience coordinators and the employment experience coordinators in general. Having access to internal IT before starting. The New Staff Orientation seminars.”</p> <p>“Excellent communication before my start date - emails from the UC Talent team were very helpful. I really liked that an Employee Experience team member met me and other new starters on the first day and provided a very helpful orientation.”</p> <p>“Taking campus tour gives me a sense of being welcomed. Being contacted with experience coordinator and given the starter booklet before start date helps get familiar with the University of Canberra in terms of values and goals”.</p>

In this section, the Employee Experience Coordinators are mentioned numerous times as positive part of the personalised onboarding process.

Table 9: Impact, Positive Culture and UC Values

Positive Culture and UC Values
<p>“All of the staff were incredibly welcoming. Enjoyed my campus tour and was a great way to familiarise myself with the key sections of the campus. It became apparent quickly that UC’s values were reflected in the staff. Logistics of car park/lanyard/staff card were all seamless.”</p> <p>“The culture on campus. It’s so refreshing to work where people are actually HAPPY in their work. Previous workplace was toxic. UC has a beautiful culture.”</p> <p>“Very warm and friendly. Expectations were made clear. There is a distinct UC culture that is expressed consistently across communications, policies and staff behaviour. Really impressed that Aboriginal and Torres Strait Islander cultural awareness training is mandatory in the first few weeks.”</p> <p>“I love the use of the employee experience coordinators, and it helped me feel really welcome on my first day. Everyone has been very friendly and welcoming since I started working at UC. I love the values and purpose of UC and have felt very at home here.”</p>

The feedback highlights the positive outcomes of initiatives focused on centring individuals during their onboarding and recruitment processes. One staff member shared,

“During my onboarding experience at the university, I encountered several positive aspects. Firstly, it provided a comprehensive introduction to the university’s culture, values, and mission, making me feel connected and aligned with its goals. The training and support I received enhanced my skills and job readiness. Additionally, the clear communication of expectations and the opportunity to collaborate with colleagues have contributed to a positive work environment. Overall, my onboarding experience has been instrumental in my successful integration into the university community.” This response perfectly captures the intended goals of these initiatives.

Further Actions

Our Bronze Award identified recruitment barriers that favoured male applicants and highlighted the need for inclusive practices to build a diverse workforce. By bringing talent acquisition in-house and implementing new policies, we successfully increased female applicants and hires in academic roles. In 2020, 3.24% of hires identified as Indigenous as a result of the Deadly Opportunities campaign. While pronoun engagement has risen, it remains low at higher levels, inclusive practices or support systems to encourage openness around disclosing diverse gender identities is needed. Expanding EEO data collection may identify where candidates are falling out of the selection process and then put initiatives in place to diversify the talent we are attracting and selecting.

Table 10: Further Actions

Ref.	Rational	Actions & Outputs	Timeframe	Responsibility	Accountability	Success Indicators
1.	Low female representation in attraction and selection for STEMM roles.	Establish a working group made up of faculty members, the Executive Dean and P&D members to look wholistically at STEMM and develop a specific targeted recruitment strategy to increase females in STEMM roles.	2025 -2027	People and Culture members (Business Partner and Capability and Culture)	Executive Dean of SciTec	A clear goal and targets set to increase the representation of females in STEMM roles.
2.		Implement strategy (talent pools, campaigns, special measures rounds, content/media creation)	2025-2027	The People and Culture Talent Solutions Team Marketing Team	Executive Dean of SciTec	An increase in the attraction & selection of female candidates for STEMM roles.
	For hard to fill roles, analysing the qualified applicants in the current market, at the time of vacancy.	Using the candidate data to set expectations with hiring managers and	2024	The People and Culture Talent Solutions Team	Chief People Officer	Attraction of quality candidates.

		inform attraction and selection strategies. After selection, using the data against attraction outcomes to inform realistic results.				
3.	Lack of qualitative feedback from unsuccessful candidates during and after selection processes.	Development of a mechanism to capture feedback and evaluate from candidates at each stage of the selection process.	2024 -2027	The People and Culture Talent Solutions Team	Chief People Officer	Valuable candidate feedback captured and taken on board to inform fair, equitable and transparent selection processes.
4.	The need for guidance and training to increase engagement with targeted recruitment, using special measures.	A written guide to special measures recruitment for hiring managers.	2024	Culture and Capability Team	Chief People Officer	An increase in the utilisation of special measures.
5.		Training on special measures recruitment for the People and Culture Talent Solutions Team & Hiring Managers	2024 -2027	Hiring Managers to use.	Training on special measures recruitment for the People and Culture Talent Solutions Team & Hiring Managers	
6.	A lack of EEO data being captured to consider intersectionality and identify where candidates are falling out of recruitment processes	Increasing EEO data questions at application form stage.	2025	Culture and Capability Team and the People and Culture Talent Solutions Team and Hiring Managers	Chief People Officer	Analysis of data to inform inclusive recruitment practices
7.	Low engagement disclosing diverse gender identity.	Analysis of Title and Age data against pronoun disclosure to consider inclusive	2025	Culture and Capability Team and The People and Culture Talent	Chief People Officer	Higher engagement in candidates disclosing diverse gender

		practices or support systems to encourage openness and comfort around disclosing diverse gender identities.		Solutions Team		identities.
8.	Low indigenous representation in attraction and selection.	Development of an Indigenous Recruitment and Retention Strategy	2024 -2027	OILS & People & Culture	PVC IL and CPO	Reaching 3% target of Aboriginal and Torres Strait Islander employees.