Best Practice
Recruitment Guidelines to

FAST
FORWARD THE
ADVANCEMENT
OF WOMEN

in Australian University
Executive Appointments

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UNIVERSITIES
AUSTRALIA
EXECUTIVE WOMEN

"The barriers to achieving gender balance in the executive leadership of universities in Australia are well known and yet progress remains slow. A university without gender balance in its executive ranks is unlikely to optimise the intellectual or cultural environment for students. If the higher education sector is to be a serious change agent for women in leadership, systematic structural change will be necessary. The UAEW guidelines are a welcome resource to help universities embed effective organisational measures that have the potential to make a real difference."

Professor Helen Bartlett,
Vice-Chancellor,
Federation University Australia

"We have taken vital steps in achieving equality and have seen significant growth in female student numbers with women now accounting for 23.8 per cent of commencing engineering students in 2017 – up from 18.8 per cent before 2013, and well above the current national average of 16 per cent. Despite these achievements, equal representation by women has yet to be reached in academic leadership, particularly in the STEM fields. As a Male Champion of Change (MCC) in STEM, I am committed to building organisational cultures that foster equality and grow the pipeline to improve gender balance."
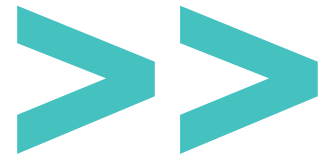
Professor Peter Høj,
Vice-Chancellor and President,
The University of Queensland

Best Practice Gender Equality Recruitment Guidelines to

>>Fast Forward>> The Advancement of Women in Australian University Executive Appointments

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PURPOSE OF THE GUIDELINES >>

Universities Australia Executive Women (UAEW) Group and Jo Fisher, Managing Director, of Fisher Leadership have partnered to develop this set of gender equality recruitment guidelines. They are a further practical resource to help redress the under-representation of women in senior executive appointments in the Australian university sector.

The aim is to provide a practical guide for Australian universities to use in an executive recruitment process. They include a checklist of actions and a summary of best practices already underway across the sector. The intended audience is Chancellors, Vice-Chancellors, Chairs and Members of executive selection panels, and HR and recruitment teams.

Ongoing benchmarking and peer review of gender diversity recruitment best practices for senior executive appointments can help to make further headway on gender equality. Insights gleaned from past success can accelerate the pace of progress.

These guidelines cover senior executive academic and professional roles. Consistent with the UAEW target group, senior executive roles are defined as academic or professional roles at the level of executive dean, associate dean, head of school, director, or the equivalent, and above. While all forms of diversity, including, but not limited to gender, age, ethnicity, disability, race, sexual orientation and religion, are important, these guidelines focus specifically on achieving gender equality.

The practical tips in this guide include:

- writing all job specifications and job advertisements using gender neutral terms;

- providing unconscious bias training to members of interview panels;

- include suitably qualified men and women in equal numbers on panels, normally at an equivalent or higher level, than the role being appointed; and

- preparing and supporting candidates for the interview process.

KEY MESSAGES >>

Leadership can make Gender Equality a Reality

These best practice gender equality recruitment guidelines for executive appointments and checklists can help universities to make further progress towards gender equality. They invite everyone in university leadership and recruitment roles to take a fresh look at the capabilities required at executive leadership levels. To lift the number of senior executive women, universities will need to:

- consider potential – and not merely past experience – given that career breaks related to child-rearing can affect women's academic experience and achievement records;

- recognise gender bias in executive recruitment and ensure it is tackled continuously and proactively;

- adopt flexible work practices – a key feature of agile, high performing organisations;

- develop and build the pipeline of talented women through leadership programs and fellowships; and

- provide child care support and facilities at university campuses.

"Why is it so important to increase the proportion of senior executive women in higher education? It has been said that women 'hold up half the sky'. But in many of the professions – including law and academia itself – women represent more than 50% of Australian university graduates. How can we possibly claim to lead, to mentor and to inspire new generations if there is no parity of demography at the most senior levels of university management? It is compelling. It is simple. And it is essential."

Professor Adam Shoemaker,
Vice-Chancellor and President,
Southern Cross University

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"A first step for any organisation serious about increasing women's representation in senior leadership roles is to ensure that there is high-level organisational commitment and a clear understanding of the benefits and opportunities to be realised. Preparation, attraction, selection and integration of talented people warrants attention in this regard – and I would argue that the most important foundation is the preparation and readiness of the organisation to embrace diversity."

Professor Linda Kristjanson, AO
Vice-Chancellor,
Swinburne University

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"We'll know we've made some serious gains reaching gender equality when we consistently see women researchers progress at faster levels than their male counterparts."

Professor Steve Chapman,
Vice-Chancellor and President,
Edith Cowan University

FOREWORD
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Professor Kerri-Lee Krause
Universities Australia
Executive Women Co-Chair
2017/2018

Professor Marcia Devlin
Universities Australia
Executive Women Co-Chair
2017/2018

*We recommend this resource
to you and wish you well in
your ongoing endeavours
to increase the number
and proportion of women
in senior executive roles
in Australian universities.*

By UAEW Co-Chairs

Universities Australia Executive Women (UAEW) is a national group sponsored by Universities Australia. It provides strategic advice and high-level guidance to Australian universities and their governing bodies, associated organisations and state/territory-based networks, as they seek to lift the number and proportion of women in executive roles in Australian universities.

UAEW delivers toolkits and practical advice, disseminates good practice, brings people together in a whole-of-sector capacity, and assists the sector to address the under-representation of women at senior levels in Australian universities. The work of UAEW is designed to complement and strengthen existing institutional programs as well as sector-level strategic activities, including the Science in Australia Gender Equity (SAGE) Athena SWAN initiative.

We have partnered with Fisher Leadership to research and prepare this practical set of best practice guidelines to support universities as they pursue gender equality in their recruitment processes. We hope this resource will help fast forward the number of women appointed to senior executive academic and professional appointments in higher education.

To ensure they meet the sector's needs, a draft set of the guidelines were "road tested" at a UAEW roundtable event in September 2017. We had national representation from 23 Australian universities. Stakeholder feedback was invaluable to enhance the quality and practical relevance of the guidelines.

The guidelines offer a valuable resource for Australian universities. They will be particularly relevant to Vice-Chancellors, Chairs and Members of executive selection panels and HR and recruitment teams. These guidelines:

- are research-based, action-oriented and user-friendly;
- focus on the key actions to consider during the recruitment process;
- outline case studies of best practice from universities;
- provide checklists for HR teams and panels;
- assist panel members to conduct best practice selection interviews; and
- facilitate the ongoing benchmarking and peer review of gender diversity recruitment best practices across Australian universities.

We recommend this resource to you and wish you well in your ongoing endeavours to increase the number and proportion of women in senior executive roles in Australian universities.

Jo Fisher

Managing Director
and Founder of
Fisher Leadership

Mira Bacelj

Principal, Search and
Leadership Advisory

fisher LEADERSHIP

fisherleadership.com

By Fisher Leadership

Fisher Leadership, established in 2002 (as Jo Fisher Executive), is a leading international, Australian and New Zealand owned executive search and strategic leadership advisory firm. We deliver leadership solutions through executive search, assessment, transition and the on-going development of leaders who seek to make a positive impact in the world.

With a focus on positive leadership, Fisher Leadership was established with the fundamental principle that diversity in candidate shortlists should be the norm, and that we must continue to ensure that women are invited, encouraged and supported in their consideration and application for executive appointments in all sectors. The higher education sector is for us, and the economy, one of the most important for the future, and partnering with our Australian and New Zealand university clients to attract and appoint the most outstanding leaders from all over the world is a key focus.

Over the life of the firm, we are proud to say that 47% of all our senior appointments have been women leaders.

Although we have made progress on gender parity in university leadership appointments, we know more can, and needs to be done to fast forward the advancement of women into leadership roles in our universities. Whether it is through: the development of the talent pipeline of women through specialised leadership development programs; better training and review around mitigating unconscious bias; organisational awareness and readiness for more women in leadership roles; stricter parameters around executive candidate shortlists; or real transformation of internal recruitment processes across every institution; we believe it is incumbent on us as higher education partners in the executive appointment process to inform, and proactively support you in this aim.

It has been our privilege to donate our time and expertise in developing the guidelines and checklists, and to partner with UAEW in consultation with key university decision-makers across all Australian universities. We hope that this work will assist you and your organisations in a very practical way, to create the focus and groundswell that will ultimately result in a better, fairer and genuine balance of talented women and men across the executive ranks leading our universities into the future.

THE CASE FOR FURTHER PROGRESS >>

Increasing women's representation in senior leadership is a national and international priority. It has been embraced as a goal generally in the public, private and not-for-profit sectors.

As major players in Australia's economy and society, universities have an important role in this goal. Striving for leadership teams that are gender equal is a notable feature of many high performing organisations.

Universities educate our future leaders and workforce, spur economic growth through research and innovation, and provide enlightenment that enriches society and individuals. Leadership on diversity and equality issues not only strengthens our own institutions – but inspires others and equips them with knowledge and best practice.

Diversity is important not only for fairness – but also because it contributes to good decision making, innovation, better organisational results and more effectively-run institutions.

Prior to 1987, when Professor Di Yerbury was appointed Vice-Chancellor of Macquarie University, all Australian universities were headed by men. By early 2017, one third of Australia's Vice-Chancellors are women. And the success of institutions relies on their ability to make the most of all available talent – both male and female.

Those with an interest in seeing universities make further progress towards gender equality include our current students – the majority of whom are female. They also include our governments, funders, employees, industry partners and local communities – who see diversity as an important value in the 21st century (WomenCount 2016).

Women in Australian University Leadership

- 56% of students in Australian universities today are women.

- As at January 2018, one third of all Vice-Chancellors are women.

- For women to increase their share of these roles, a dramatic increase of women into new executive appointments is required.

- As at 2016, men have claimed 84% of new appointments; women have claimed only 16%.

- If level E and above is used as a proxy for professorial appointments, women hold 25% of these appointments.

- In the pipeline, at level D, 36% are women, indicating a more substantial number of women who are Associate Professors.

- Women chair only 20% of key board committees (WomenCount 2016).

## Preparing for the New Era of Female Millennial Leadership

Universities continue to respond to ongoing workforce reform and the need to focus on efficiencies in light of continuing funding pressures. The new era of female talent emerging as the next generation of leaders will come with the vast numbers of millennial talent entering and reshaping the future workforce, as well as demanding more change, continued innovation and equality in the workplace. Organisations looking to address the gender leadership gap must drive efforts that address leadership diversity in parallel to systemic change efforts focusing on their younger workforce. To get this right, organisations must also better understand how to attract, develop, engage and, particularly retain female millennial talent.

"Female millennials seek out employers with a strong record on equality and diversity but their expectations are not always met in practice. Employers need to do more than "talk the talk", they must foster inclusive talent and advancement strategies which demonstrate visible results" (PricewaterhouseCoopers 2014, p. 4).

"Gender equality in organisations matters. This is as true for higher education as elsewhere. The under-representation of women in executive positions is not just a terrible waste of talent; it also limits our thinking, the quality of our conversations and decisions, and the outcomes we deliver. As a member of the national Male Champions of Change initiative, I am taking personal responsibility for increasing the number of women in senior roles at La Trobe University. The guidelines, developed by Universities Australia Executive Women, are a valuable, practical tool to help us achieve this."

Professor John Dewar,
Vice-Chancellor,
La Trobe University
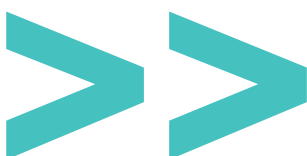
THE EXECUTIVE RECRUITMENT PROCESS >>

The recruitment process is just one element of a university's overall employment practices and an individual's career advancement. Yet it is a profoundly important element. It can help or hinder efforts to ensure greater gender diversity in an institution's workforce.

This is particularly true of the recruitment and selection process for executive appointments. Get this process right, and it can accelerate the progress that institutions want to make towards gender equality right throughout their workforce.

These gender equality recruitment guidelines are focused explicitly on executive roles in universities. This includes both academic and professional positions at the senior levels.

The international peak body of the executive search industry, the Association of Executive Search and Leadership Consultants (AESC), defines executive recruitment as "identifying, assessing and selecting the very best possible candidate for a leadership or executive role. Methodologies include candidate sourcing and attraction, interviewing, referencing and due diligence processes that may be augmented by psychometric testing and broader assessments" (AESC 2017).

To apply a practical approach, we have classified the main stages in the process of executive recruitment into the four main areas of:

1. Preparation

2. Attraction

3. Selection

4. Appointment and Integration

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EXECUTIVE RECRUITMENT PROCESS CHECKLIST
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**A Practical Guide to Best Practices
in Recruitment for Advancing Women
in Executive Appointments**

More detailed explanations of this checklist follow in the executive
recruitment process resource for people and culture teams.

① PREPARATION

1.1	**Workforce Planning and Readiness for Diversity**		
		• Ensure organisational readiness to embrace diversity	○
		• Document evidence of readiness through actions and policy	○
		• Prepare workforce plans and gender diversity data	○
		• HR Business Partners (BPs) to review workforce plans and gender diversity data	○
		• HR Leadership and HR BPs present workforce plans and diversity data to Executive	○
		• HR BPs to challenge hiring managers on gender diversity gaps	○
		• Gender diversity targets and flexible work goals	○
		• Communicate gender diversity and action plan targets	○
		• Review and update diversity and workforce plans	○

1.2	**Role Design and Specification**		
		• Avoid recycling position descriptions	○
		• Reshape and redefine role specifications	○
		• Seek diverse perspectives	○
		• Consider strategic objectives and environment	○
		• Contextualise culture and future needs	○
		• Highlight the university's gender diversity/equality policies	○
		• Indicate commitment to flexible work arrangements	○
		• Incorporate the university's employer brand values	○
		• Note relevant institutional accreditations	○
		• Signal early internally to alert potential internal candidates	○

1.3	**Apply Gender-Neutral Language in Candidate Information**		
		• Remove gendered language and terminology	○
		• Develop a gender neutral role specification and advertisement copy	○
		• Consider gender neutral language	○

1.4	**Broaden Selection Criteria**		
		• Deconstruct previous selection criteria and update	○
		• Consider key selection criteria (KSCs) for this role	○
		• Elaborate on background diversity in other sectors where applicable	○
		• Consider language which attracts step-up candidates	○
		• Essential versus desirable selection criteria	○
		• Be open to various pathways as to how KSC may be demonstrated	○
		• Recognise time acting in leadership positions	○

1.5	**Emphasise Capabilities**		
		• Detail preferred skills, capabilities, competencies, and technical/research	○
		• Consider equal billing for capabilities and potential versus experience	○
		• Lessen emphasis on career experience, and weight potential	○

1.6	**Assess Values, Cultural and Motivational Fit**		
		• Analyse and document values alignment and culture fit	○
		• Consider developing cultural assessment tools and matrices	○
		• Include motivational and vocational fit	○
		• Determine in advance the candidate assessment process	○

② ATTRACTION

2.1 Gender Diversity Attraction Strategies
- Appoint internal recruitment contact trained in eliminating bias
- Bring attention to institution's gender diversity targets
- Highlight equity and diversity commitment
- Promote flexible working arrangements
- Emphasise commitment to work-life balance
- Institute an employee referral program encouraging a diversity of candidates

2.2 Transparent and Diverse Advertising Approaches
- Ensure roles are advertised through multiple media channels
- Diversify advertisement distribution networks
- Review final version of advertisement copy for any unintended bias
- Consider appropriate possibilities for stated preference for women
- Consider a women-only application process
- Appoint advertisement enquiry representative that encourages women applicants
- Ensure multiple geographies are covered as appropriate

2.3 Encourage Internal Candidates
- Broadcast internal institutional advertisement
- Encourage prospective women applicants to come forward
- For first time candidates provide guidance on the process
- Offer candidate interview support (internally and externally)
- Consider an "opt out" versus an "opt in" approach

2.4 Considering Use of an Executive Search Firm
- Request the search firm's code of conduct on gender diverse practices
- Confirm firms' compliance to Association of Executive Search and Leadership Consultants (AESC)
- Request past 3 years' statistics on firm's success rate in women appointees
- Request case studies of encouraging women applicants
- Ensure consultant team's experience in gender diversity/bias
- Seek clarification of development and advocacy roles supporting women
- Identify relevant networks to be sourced
- Seek details on the consultant's interviews and assessment methods
- Consider using different search firm providers to ensure competitiveness

2.5 If you choose the option of working with an Executive Search Firm
- Explain the university's aspirational goals on gender balance and diversity
- Seek feedback and advice on the role positioning and specification
- Understand how the search firm will broaden the candidate pool
- Incorporate diversity goals into the brief, 50% women on short lists
- Review search firm documentation for gender-neutral language
- Clarify assessment methods and check unconscious bias training
- Two consultant interview process to eliminate any bias
- Consider coaching and supporting high potential women candidates
- Request assistance to facilitate the selection panel interview process
- Work through KSC diversity weighting

2.6 Allow time for Passive Candidates to Come Forward
- Potential candidates not actively seeking moves take more time
- Encourage potential women applicants to take the time to consider
- Be flexible around closing dates
- Remove perceived obstacles and barriers which may deter women

③ SELECTION

3.1	**Diverse Membership of Selection Panels**	• Identify panel members comprising equal numbers of males and females • Table the checklist of interview guidelines for selection panel members • Remind selection panel members of diversity and inclusion policies • Provide selection panel members with your gender diversity statistics • Revisit diversity goals for the role and the role's team before short-listing	○○○○○
3.2	**Training in "Addressing" Unconscious Bias in the Interview Phase**	• Train HR and recruitment team to understand impact of unconscious bias • Introduce mandatory unconscious bias training to the Chair and selection panel members • Focus on these indicators in recruitment and selection processes • Ensure any new staff receive relevant similar training • Regularly review and update through role play and practice	○○○○○
3.3	**Candidate Support**	• Clearly inform internal candidates of process prior to any interview stage • Offer the possibility of candidate support either through the internal recruitment team or external search consultant • Provide appropriate guidance and support for first time candidates • Ensure search firm, if applicable, provides this support to all candidates	○○○○
3.4	**Evaluation and Assessment Practices**	• Revisit the agreed relevant skills, competencies and personal capabilities • Develop agreed interview assessment process to assist in evaluation • Ensure appropriate weighting is given to intrinsic capabilities • Consider advantages of lateral move candidates • Re-emphasise that evaluation is not about simply proven career experience • Assess each candidate's potential for success in the role and beyond it • Assess candidates for their own track record in building diverse teams • Allow for differences in men and women's interview behaviours • Recommend using a robust scoring methodology for interviews	○○○○○○○○○
3.5	**Short Listing with the Selection Panel**	• Be open to transferable skills rather than rigid criteria based on experience • If using a search firm request a summary of the scope of search/gender statistics • Confirm the search firm's approach to developing a gender diverse list • Confirm the search firm's assessment methodology around capabilities • If candidate gender diversity is not 50/50 request reasons why and document • Review results of female-only application processes (e.g. for STEM) • Consider interviewing all female short listed candidates	○○○○○○○
3.6	**Selecting and Referencing the Preferred Candidate**	• Consider ranking male and female applicants separately • Consider using "positive action" in the case of a tie-break situation • Avoid the "halo effect" – appointing "someone like me" • Check referencing, language and questions, for any direct/indirect bias • Ensure equal length and content in references for male/female candidates • Seek gender diverse 360 degree referees: supervisors, peers, direct reports	○○○○○○
3.7	**Candidate Offer and Contract Negotiation**	• Clarify relocation assistance relating to families/personal circumstances • Address any gender pay gap issues in your institution • Inform the preferred candidate of all options around remuneration packaging • Present information in flexibility, leave, professional development, etc. • Suggest the appointee seek independent advice should they wish to do so	○○○○○

④ APPOINTMENT AND INTEGRATION

4.1 Candidate Experience and Pre-Appointment	• Conduct a survey across short listed candidates to review best practice ⭕ • Supervisor to confirm with appointee why they have been successful ⭕ • Prior to Day 1 communicate intended integration and support program ⭕ • Formalise work/life balance, workplace flexibility options take-up ⭕ • Provide feedback to unsuccessful internal candidates ⭕
4.2 Appointment and Introduction Process	• Seek advice on best practice induction and integration programs ⭕ • Conduct a thorough induction/on-boarding process in the first 100 days ⭕ • Prepare and issue internal communications to introduce the appointee ⭕ • Agree on a senior internal "sponsor"/"buddy" for first six months ⭕ • Advise of any time-bound specific criteria for measures of success ⭕
4.3 Integration Program	• Conduct monthly meetings to calibrate experience of onboarding ⭕ • Invest in the appointee through the best practice integration program ⭕ • Agree on and document a development plan for the current role ⭕ • Appoint an external independent coach/mentor for 6 months ⭕ • At the 6 month mark, consider a 360 degree appraisal and feedback ⭕
4.4 Retention	• Over time, agree on a development plan beyond the current role ⭕ • Provide opportunities for "stretch" assignments ⭕ • Nominate appointee as a speaker to represent the university at events ⭕ • Engage your appointee in succession planning for women across the university ⭕
4.5 Build Leadership Talent Pipelines and Succession Planning	• Develop proactive programs and initiatives to build, grow and sustain the leadership pipeline for women in academic roles ⭕ • Review internal promotion procedures and introduce peer-mentoring programs to support women in applying for internal promotions ⭕ • Gain commitment from male leaders across the university to actively support and network more women leadership aspirants ⭕ • Continue investing in new leaders ⭕ • Document evidence of sponsorship assisting retention/development of appointee ⭕

EXECUTIVE RECRUITMENT PROCESS RESOURCE FOR PEOPLE AND CULTURE TEAMS >>

The Executive Recruitment Process Resource for the Best Practice in Recruitment for Advancing Women in Executive Appointments

The Executive Recruitment Process Resource for People and Culture Teams incorporates Executive Recruitment Process Phases and Sector Case Study Snapshots (full case studies available at Universities Australia Executive Women Group homepage (https://www.universitiesaustralia.edu.au/uni-participation-quality/Equity-and-Participation/Women-in-universities/Universities-Australia-Executive-Women-Group), and Website Links.

① PREPARATION
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Preparation is a vital stage of senior executive appointments. Whether it is a role that is being recruited internally or via an executive search firm, preparing gender neutral job and person specifications are essential to achieve the best senior executive recruitment outcomes. Decisions on selection should be based on objective, job related criteria. Ruling out gender bias needs to start at the preparation phase:

Preparation Phase:

1.1 Workforce Planning and Readiness for Diversity;

1.2 Role Design and Specification;

1.3 Apply Gender-Neutral Language in Candidate Information;

1.4 Broaden Selection Criteria;

1.5 Emphasise Capabilities; and

1.6 Assess Values, Cultural and Motivational Fit.

1.1 Workforce Planning and Readiness for Diversity

- Ensure readiness of the Council, the Executive and the entire organisation to embrace gender diversity as a priority as well as to visibly champion actions and ongoing commitment

- Document evidence of readiness and embracement of diversity via actions taken and policy formulation. An organisation-wide gender diversity strategy should be prepared and communicated internally and externally

- Prepare overall workforce plans and prepare current gender diversity workforce data, including statistics and metrics for schools and faculties on gender balance

- HR Business Partners (BPs) to review workforce plans and gender diversity data

- HR Leadership and HR BPs present workforce plans and diversity data to Executive team

- HR BPs to challenge hiring managers on gender diversity gaps in workforce areas

- Workforce plans to indicate gender diversity targets and flexible work goals

- Workforce plans to set gender targets for attraction, promotion and succession plans

- Communicate workforce plans, gender diversity data, gender action plans and targets

- Continually review and update readiness to diversity, workforce plans and data

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① PREPARATION >>

1.2 Role Design and Specification

- Avoid recycling of old position descriptions

- Take the opportunity to reshape and refine the detail of the role specifications however do not compromise on the requirements to ensure the highest calibre of candidates

- Seek diverse perspectives and inputs from a range of stakeholders across the university and external advisers

- In designing the role, consider today's and future strategic objectives and environment

- Contextualise requirements for current and future culture and people needs

- In all related documentation, highlight the university's gender diversity and equality policies

- Indicate commitment to flexible work arrangements for this role

- Incorporate the university's employer brand values

- Note relevant institutional accreditations such as SAGE Athena SWAN, etc.

- Herald the opportunity early across your university to alert potential internal candidates

1.3 Apply Gender-Neutral Language in Candidate Information

- Remove biased gendered language and terminology from all related documentation

- Develop a gender neutral role specification, candidate booklet and advertisement copy

- Consider language which is at least gender neutral, at best gender positive for women

1.4 Broaden Selection Criteria

- Deconstruct previous selection criteria and update around current and future objectives

- Consider including proven commitment to diversity in KSCs such as building team diversity and inclusion

- Where appropriate elaborate on the university's openness to other sectors, roles, experience, that will attract a more diverse range of candidates

- Consider including language which attracts "step up" candidates, who may not see themselves as ready but can do the job, as appropriate

- Determine which criteria is essential versus desirable

CASE STUDY 1:

Gender Neutral Job Descriptions, University of Wollongong

University of Wollongong identified the need to provide gender neutral role specifications to attract women in STEMM roles, given the difficulty they were experiencing in attracting applications from women, and also given that these roles are heavily dominated by men. The university's recruitment team reviewed a STEMM-related position description for gender neutral language and removed any language with unintended bias in the role specification. They also added the university's diversity statement and commitments in supporting women in their careers in the advertisement. A re-advertised senior role in a male dominated STEMM discipline resulted in an increased number of female applicants.

- Avoid narrowing description of selection criteria by indicating various pathways as to how compliance to the KSC may be demonstrated

- Recognise time acting in a leadership position

1.5 Emphasise Capabilities

- Depending on the scope of the role, provide as much detail on the preferred skills and competencies as for preferred research/technical expertise

- Give capabilities and potential equal billing with experience, research track record and technical expertise

- In order to expand the talent pool and provide the broadest range of qualified candidates, lessen emphasis on career experience

There are still many examples of recruitment briefs being based on mainstream profiles, existing experience and traditional careers. Advertising a position based on this sort of role specification is not going to attract any different or better candidates than are currently being put forward. A more extensive brief which defines the skills, capabilities and competencies required in the role rather than the experience expected of the candidate and the typical roles they are likely to have held, will be more appealing to women and the way they respond to career opportunities (Equality and Human Rights Commission 2012).

1.6 Assess Values, Cultural and Motivational Fit

- Analyse values alignment and culture fit required for the role and document in the specification

- Consider developing cultural assessment tools and matrices for your desired cultural fit

- Include motivational and vocational fit as criteria

- Determine in advance how the candidate assessment process will be done

② ATTRACTION >>

Agreeing upfront and transparently the attraction and search strategy for a senior executive recruitment is the second phase. Organisations are recognising the importance of communicating their Diversity and Inclusion policies as well as aspirational targets to achieve gender equality, commitment to equal pay and flexible working arrangements. In the attraction phase, steps 1-6 are important actions for hiring managers and HR leaders to follow:

Attraction Phase:

2.1 Gender Diversity Attraction Strategies;

2.2 Transparent and Diverse Advertising Approaches;

2.3 Encourage Internal Candidates;

2.4 Considering Use of an Executive Search Firm;

2.5 If you choose the option of working with an Executive Search Firm; and

2.6 Allow time for Passive Candidates to Come Forward.

2.1 Gender Diversity Attraction Strategies

- Appoint internal recruitment contact representatives for role enquiries who are qualified and trained in presenting the role in a way that does not discourage women, avoiding unconscious bias

- In speaking with prospective candidates, bring attention to your institution's gender diversity targets and goals

- Highlight the commitment to equal pay/inclusiveness/SAGE Athena SWAN accreditation, etc.

- Highlight and promote the possibility of flexible working arrangements, parental leave

- Emphasise your institution's commitment to work/life balance and co-parenting , e.g. parking allocated for parents with drop-off duties and parenting rooms.

- Institute an employee referral program encouraging a diversity of candidates

North Dakota State University has developed an Advocates and Allies program. In the program, male faculty act as change agents; supporting gender equality either as advocates (senior male faculty who educate themselves about the issues), or as allies (male faculty that train to act as proponents of change) (North Dakota State University 2017).

CASE STUDY 2:

Athena Swan Parking Bays and Parenting Rooms, Edith Cowan University

Edith Cowan University (ECU) introduced gender diversity and inclusion initiatives to attract and retain women, and help them progress in their chosen careers. As a result, ECU established itself as a Workplace Gender Equality Agency (WGEA) Employer of Choice for Gender Equality. As women are still predominantly primary carers, ECU recognised it is important to ensure an environment that is inclusive of women who have both parental responsibilities and are working towards advancing their careers as senior leaders. Two key initiatives were implemented at ECU: i) Athena SWAN parking bays; and ii) Athena SWAN and ECU parenting rooms. These initiatives reflect ECU's values to support aspiring women leaders with caring responsibilities.

2.2 Transparent and Diverse Advertising Approaches

- Ensure all roles are advertised through multiple media channels to ensure the greatest range of applicants and geographical reach

- Reach out and request advertisement distribution through specific women's research networks or women's special interest groups

- Align and review final advertisement copy with proofed gender neutral language version and check for any unintended bias of the role specification

- Consider appropriate possibilities for stated preference for women

- Consider a women-only application process e.g. for STEM roles

- Appoint contact representatives for advertisement enquiries who are qualified and trained in presenting the role in a way that does not discourage women applicants

- Ensure multiple geographies are covered, where possible. However, recognise that sometimes roles cannot be advertised broadly, e.g. when a university is investing in internal succession planning and talent pipeline/pool development

Equal Opportunity Act allows for positive discrimination. In May 2016, The University of Melbourne enacted a special measure of the Victorian Equal Opportunity Act to advertise for female-only applicants in the School of Mathematics and Statistics. The Act allows organisations to promote equality through positive discrimination (Metherell 2016).

Case studies 3 & 4 demonstrate that career breaks are a non-issue when there is a female-only application process. Consideration of achievement and experience relative to opportunity and potential is highlighted in these case studies.

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CASE STUDY 3:

Women in STEM Fellowships, Swinburne University

Swinburne University called upon the Special Measures provision of the 2010 Equal Opportunity Act by seeking women-only applications for positions in the Faculty of Science, Engineering & Technology (FSET) to help shift the dial on gender ratios in heavily male dominated STEM fields. Three year women-only STEM research fellowships were offered in 2016 to build a research profile, followed by the security of ongoing academic teaching & research positions. There were over 250 applicants with the lesson learned that women apply in droves when they are offered women-only positions and when a fellowship is combined with the security of ongoing roles. Fellowships are often only for a few years and often coincide with child rearing for women. The ongoing academic teaching and research positions assist women overcome the obstacle of navigating short-term contracts when raising a young family.

② ATTRACTION >>

CASE STUDY 4:

Advertising for Women-Only Research Fellowships, University of South Australia

The University of South Australia introduced a new initiative to invest in female researchers in 2017. It ran a campaign for the Future Industries Institute where pursuant to Section 47 of the Equal Opportunity Act SA 1984, it advertised for women only researchers at Level A, B, C and D. The appointment process resulted in three women researchers appointed, after 71 applications were received from qualified women and 11 candidates interviewed.

2.3 Encourage Internal Candidates

- Ensure the role opportunity is advertised widely across the institution to encourage interest

- Where appropriate encourage prospective women applicants to come forward even if they do not initially believe they may be qualified or successful

- Provide appropriate support for first time candidates to guide them through the process

- Offer the possibility of candidate support either through the internal recruitment team or external search consultant

- Consider an "opt out" versus an "opt in" approach which means that everyone in an organisation at a particular level is automatically placed in contention for promotion unless they actively indicated otherwise

Professor (Lata) Gangadharan, in the Department of Economics at Monash University, is experimenting using an "opt out" mechanism in relation to promotions within large organisations. The premise is, rather than encouraging women to apply for leadership positions, women "opt out" of the application process. This process is a no-cost solution that creates systemic organisational change, and places no additional pressure on women (Monash University 2018).

2.4 Considering Use of an Executive Search Firm

Some universities consider drawing on the expertise of Executive Search Firms. If you choose to adopt this approach, you may wish to consider the following:

- Request the search firm's code of conduct on gender diverse search practice

- Confirm the search firm's compliance to the international search firm accreditation body, the AESC, to the Code of Professional Practice for Diversity and Inclusion

- Request past three years' statistics on the search firm's success rate in helping to appoint women to academic and professional roles

- Request examples of the firm's case studies which showcase examples of encouraging female candidates to come forward

- Understand proposed consultant team's experience in gender diversity and eliminating bias as well as the development and advocacy roles supporting women

- Request details of relevant networks and sources who they will source to recommend potential women candidates

- Request details on the interview and assessment methods the consultant applies to conduct the interim interviews before short-listing, to confirm gender diverse selection

- Consider using different search firm providers to ensure ongoing competitiveness

Internationally accredited executive search firms commit to the AESC's "without bias" code of conduct. The AESC set industry quality and ethics benchmarks worldwide for executive search and leadership consulting.

"Because AESC members must commit and adhere to the AESC's industry and government-recognised Code of Professional Practice, clients are assured that AESC members value broadly diverse leadership, identifying the most qualified talent by searching and assessing without bias" (AESC 2017).

2.5 If you choose the option of working with an Executive Search Firm

- Explain you institution's aspirational goals on gender balance and diversity

- Seek feedback and advice from the firm on the role positioning and specification

- Understand how the search firm will broaden the candidate pool through research and sourcing

- Incorporate diversity goals into the brief, e.g. 50% women on short lists

- Review search firm documentation for gender-neutral language

- Clarify assessment methods and check unconscious bias training

- Insist on a two consultant interview process to eliminate bias

- Consider coaching and supporting high potential women candidates

- Request assistance to facilitate the selection panel interview process to ensure it is rigorous, professional and avoids unconscious bias

- Work through and agree on KSC at the outset and relevant weighting applied to diversity as applicable

In the report Increasing the Diversity of Senior Leaders in Higher Education: The Role of Executive Search Firms, Manfredi, Vickers and Cousens (2017) contend that search firms are likely to be able to identify, and pursue, "passive candidates". These mechanisms:

- *"Find ways to expand the talent pool;*

- *Support women through the appointment process by taking on developmental and advocacy roles;*

- *Nurture the pipeline by developing deeper relationships with women early in their careers" (p. 13).*

2.6 Allow time for Passive Candidates to Come Forward

- Potential candidates who are not actively seeking moves take more time to consider; allow for this time

- Encourage and support potential women applicants to take the time to consider the opportunity

- Be somewhat flexible around closing dates

- Remove perceived obstacles or barriers to consideration by female applicants – such as assumptions around little or no flexibility regarding work arrangements, holidays, superannuation, relocation, and the like.

③ SELECTION
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The selection stage needs to ensure that the selection panel and the candidates have been supported during steps 1-7 of below. Objective evaluation and assessment practices are essential during this stage. When short listing takes place it should be undertaken consistently and against objective criteria.

Selection Phase:

3.1 Diverse Membership of Selection Panels;

3.2 Training in "Addressing" Unconscious Bias in the Interview Phase;

3.3 Candidate Support;

3.4 Evaluation and Assessment Practices;

3.5 Short Listing with the Selection Panel;

3.6 Selecting and Referencing the Preferred Candidate; and

3.7 Candidate Offer and Contract Negotiation.

3.1 Diverse Membership of Selection Panels

- To demonstrate the organisation's gender inclusive processes and behaviours identify equal number of suitable and capable male and female panel members

- Table a checklist of interview guidelines for selection panel members

- Selection panel members to be provided with gender diversity statistics in the organisation

- Revisit diversity goals for the role and the role's team before short-listing

- Remind selection panel members of diversity and inclusion policies and recruitment guidelines

3.2 Training in "Addressing" Unconscious Bias in the Interview Phase

- Train all members of the university's HR and recruitment team to understand the indicators and impact of unconscious bias in recruitment and selection processes

- Consider introducing unconscious bias as mandatory training for HR, selection panels and hiring managers or consider using ongoing "just-in-time" training for unconscious bias prior to selection panels convening

- Focus on these indicators in recruitment and selection processes

- Ensure any new staff member receives relevant similar training

- In advance of the interview process, provide training and education on unconscious gender bias to the Chair and members of the selection panel

- Regularly review and update through role play and practice

To learn more about unconscious bias, view the following YouTube video file: *Are you biased? I am / Kristen Pressner / TEDx Basel* https://www.youtube.com/watch?v=Bq_xYSOZrgU

3.3 Candidate Support

- Offer the possibility of candidate support either through the internal recruitment team or external search consultant

- For first time candidates provide appropriate support to guide them through the process

- Ensure the search firm provides this support to all candidates including women

Hellicar, in the Business Council of Australia (2013, p. 13) recommends all levels of management are trained in, and accountable for, the following:

- valuing diversity;

- practicing inclusive leadership;

- addressing conscious bias, and understanding unconscious bias;

- become aware of gendered views, values and behaviours;

- implementing the appropriate leadership style for the situation and context;

- think through, discuss and implement protocols around talent, potential, development, performance, career planning, succession and retention; and

- interviewing candidates for roles.

Close the confidence gap:

*" Even when there are no differences in ability between men and women, studies have shown that women consistently under-rate their abilities, demonstrating a significant confidence gap. Appropriate leadership training and strong mentors can help build a strong foundation of confidence"
(World Economic Forum's System Initiative on Education, Gender and Work 2017, p. 11).*

3.4 Evaluation and Assessment Practices

- Revisit the agreed relevant skills, competencies and personal capabilities

- Develop assessment process matrices to assist in the evaluation and assessment process to ensure appropriate weight is given to intrinsic competencies and capabilities, supported by thorough referencing, rather than over-valuing certain kinds of experience

- Consider advantages of fresh thinking and lateral move candidates

- Re-emphasise that evaluation is not about proven career experience

- Assess each candidate's potential for success in the role and beyond it

- Assess candidates for their own track record in building diverse teams

- Allow for differences in men and women's interview behaviours

- Recommend using a robust scoring methodology for interviews

For academics who aspire to executive roles, including deans, heads of faculty, Pro Vice-Chancellor and Vice-Chancellor, the pathway is clear. They should apply for professorial roles and advance through the grades. The frustration for women that put themselves forward for promotion, are the selection process, and the set of achievements that are valued in the process undervalue teaching, administration and outreach work (WomenCount 2016).

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③ SELECTION
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3.5 Short Listing with the Selection Panel

- Be open to transferable skills rather than rigid criteria based on experience
- If using a search firm request a summary of the scope of the search and gender statistics
- Confirm the search firm's approach to developing a gender diverse list
- Confirm the search firm's assessment methodology around capabilities
- If candidate gender diversity is not 50/50 request reasons why and document
- Review results of female only application process to attract more women e.g. in STEM roles
- Consider interviewing all female short listed candidates

3.6 Selecting and Referencing the Preferred Candidate

- Consider ranking male and female applicants separately
- Consider using "positive action" in the case of a tie-break situation
- Be conscious of avoiding the "halo effect" – appointing "someone like me"
- Check referencing, language and questions, for any direct and indirect bias
- Seek gender diverse 360 degree referees: supervisors, peers, direct reports

3.7 Candidate Offer and Contract Negotiation

- Offer and clarify relocation assistance particularly relating to families
- Address any gender pay gap issues in your institution
- Inform the preferred candidate of all options around remuneration packaging
- Present information on flexibility, leave, professional development, etc.
- Suggest the appointee seek independent advice should they wish to do so

Gender pay gaps exist in most workplaces, and this needs to be addressed. "Not only are women negotiating for a pay rise considered less likeable, but they are also statistically less likely to succeed when they do ask. Existing approaches to addressing pay gaps include companies that have established pay bands and systems of checks and balances for reviewing compensation" (World Economic Forum's System Initiative on Education, Gender and Work 2017, p. 10).

④ APPOINTMENT AND INTEGRATION >>

Successful induction and ongoing support is key to help new leaders settle into their appointment. Integration is also important and can include support such as sponsorship and mentoring.

Integration Phase:

4.1 Candidate Experience and Pre-Appointment;

4.2 Appointment and Introduction Process;

4.3 Integration Program;

4.4 Retention; and

4.5 Build Leadership Talent Pipelines and Succession Planning.

4.1 Candidate Experience and Pre-Appointment

- Conduct a candidate experience survey across all short listed candidates to review best practice

- Ensure clarity between the successful candidate and their supervisor around why the appointee has been chosen

- Ensure the appointee is informed of the intended induction, integration and support program prior to day one

- Formalise and document take-up of work-life balance and workplace flexibility options

- Provide feedback to internal unsuccessful candidates, including discussion of career aspirations

"The benefits of a good induction and onboarding program continue far beyond the employee's first day. It helps the individual integrate more effectively into their position, their team and the wider organisation; and it is also a powerful tool to help pave a positive pathway for their ongoing career development."

Jane Farmer,
Executive Director, Human Resources, University of Southern Queensland

4.2 Appointment and Introduction Process

- Seek advice from executive search firms on best practice integration programs

- Prepare and issue internal communications to introduce the appointee appropriately across the institution

- Agree on a senior internal "sponsor"/"buddy" for the appointee who is there to assist and help with integration for at least the first six months.

- Advise the appointee of any time-bound specific performance criteria which will be required in order to be considered successful in the role e.g. KPIs in first year.

"The likelihood of success of appointed and promoted women in their new roles is enhanced when cultures are inclusive and actively embracing of diversity and consistently led from the top" (Business Council of Australia 2013, p. 23).

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(4) APPOINTMENT AND INTEGRATION >>

4.3 Integration Program

- Consider weekly meetings in the first month with the appointee and supervisor to calibrate their experience of the onboarding process

- Invest time and resources in the new appointee through a best practice integration program

- Agree on and document a development plan for the current role

- Appoint a supportive external independent coach/mentor for 6 months

- At the 6 month mark, consider a 360 degree appraisal and feedback

4.4 Retention

- Over time, agree on a development plan beyond the current role

- Provide opportunities for "stretch" assignments

- Nominate appointee as a speaker to represent the university at events

- Engage your appointee in succession planning for women across the university

An international survey of 588 senior executives who had recently transitioned into new roles, found organisational culture and politics, rather than a lack of managerial skills or competence, were key factors in failure. The respondents indicated that ways to reduce failure would be obtaining constructive feedback, help navigating internal networks, and being given an insight into team and organisational dynamics (Byford, Watkins, & Triantogiannis 2017).

4.5 Build Leadership Talent Pipelines and Succession Planning

- Develop proactive programs/ initiatives to build, grow and sustain the leadership pipeline for women in academic roles

- The university to actively participate in specific programs, such as the SAGE Athena SWAN program

- Review internal promotion procedures and introduce peer-mentoring program to support women in applying for internal promotions

- Gain commitment from male leaders across the university to actively support and network more women leadership aspirants

- Continue to invest in new leaders – provide sponsorship/mentoring

- Document evidence of sponsorship assisting retention/ development of appointee

CASE STUDY 5:

Peer-Mentoring Program, Swinburne University and La Trobe University

A grassroots peer-mentoring program was initiated at Swinburne University in 2014, led by female academics, to grow the number of academic women promoted to professorial levels. At Swinburne, the program assisted the 2015, 2016 and 2017 promotions rounds, with over 80 participants in the first year, 2015. The program was adapted at La Trobe University in August 2017, with over 150 participants. During the 2016 Promotion Round at Swinburne, six women were promoted to level E compared to an average of one per year, in the previous six years. The appointment profile changed after two years, with fewer level A and B women, and more level D and E women.

CASE STUDY 6:

ASPIRE Leadership Program, University of Southern Queensland

At the University of Southern Queensland (USQ) a conscious effort was made to advance women's careers, leading to the creation of a Women's Development Program. The Aspire: Inspiring Women's Career Advancement at USQ Program was introduced in 2011. The inaugural program included two main streams, "Executive Women" and "Future Leaders", supported by general workshops designed to raise awareness of gender equity issues and empower staff to manage their own careers. Over the last 7 years, the program has produced more than 130 graduates, who capitalised on the opportunity by: raising their profiles in their areas of expertise; developing their networks; and progressing their careers. The focus on developing internal talent resulted in a significant improvement in women in senior executive positions, with 33.95% of these positions held by women in 2018, compared to 14% in 2010.

CASE STUDY 7:

Leneen Forde Future Leaders Program, Griffith University

Benchmarking data have revealed Griffith University above sector in the representation of women academic staff; as well as senior academic staff at Level D (Associate Professor) and above. In the higher education sector, Griffith has the third highest representation of women staff at D (Associate Professor); and ninth highest representation of women at E (Professor), as cited in the 2016 Selected Inter-Institutional Gender Equity Statistics (Universities Australia 2017). Griffith identified the need to build on these successes by focussing on the further progression of women into leadership roles. The Leneen Forde Future Leaders Program was established to address this need. The Program was named in honour of the Honourable Leneen Forde AC in recognition of her outstanding contribution to Griffith and to the status and progress of women nationally and internationally.

CASE STUDY 8:

Professorial Talent Spotting and Advancement using the Women's Professor Group and Learning Excellence Academy, Murdoch University

Although Murdoch University has seen an increase since 2008 in the number of women represented at the level of Associate Professor (currently 38.2% women) and Professor (currently 25% women), the numbers are still not in proportion with male colleagues. Through the Women's Professor Group and the recently established Learning Excellence Academy (LEAD), Murdoch University aims to support female academics applying for promotions as they progress along their career pipeline, with a particular focus on Levels C-E. Special attention will be given to reviewing promotion processes, as well as providing support to academics in non-research focused pathways, for example in learning and teaching, or clinical practice roles.

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APPENDIX A
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Recruitment Process Phases

Preparation	• Workforce planning
	• Role design
	• Role analysis
	• Development of role specification
Attraction	• Internal and external recruitment process
	• Head-hunting/executive search
	• Advertising and media communication
	• Responding to queries of applicants
Selection	• Screening for initial interest and suitability
	• Assessment methodologies
	• Preparing interview panel members
	• Interview process and techniques
	• Managing short listed candidates
	• Managing internal applicants
	• Guiding and conducting the interview
	• Evaluating the interview
	• Conducting psychometric assessments
	• Backgrounding and taking references
	• Making the selection decision
	• Negotiating remuneration and contractual issues
	• Managing unsuccessful candidates
Appointment and Integration	• Introduction process
	• Induction and onboarding of successful candidate
	• Setting up "buddy"/mentor/sponsor relationship
	• Regular weekly and monthly reviews to track
	• Performance reviews
	• Incentive schemes and reward programs
	• Leadership development programs to build talent pipeline
	• Succession planning