

1. Accountability for Gender Equity and Delivery of Action Plan				Project Sponsor:	Provost
1.1 Deliver the Curtin SAGE Action Plan					
Actions	Accountable Responsible	Milestones	Status	Status Updates	
1.1.1 Curtin Council: Curtin Council monitors Gender Equity outcomes, including a focus on STEM areas.	VC	University Scorecard reports, including STEM data, considered by Council biannually from Q4, 2018.		<ul style="list-style-type: none"> A new Diversity and Equity Scorecard developed in collaboration with People and Culture (PAC) and the Office of Strategy and Planning (OSP) includes gender equity targets and measures with breakdown into STEM data, and will be monitored biannually by Council commencing February 2020. 	
1.1.2 Executive Support: The Vice-Chancellor, Senior Executive Team (SET) and Faculty leaders visibly commit to and are accountable for gender equity and diversity.	VC SET, Faculty Leaders	Senior Executives and Faculty leaders will: <ul style="list-style-type: none"> utilise formal University processes to hold management accountable Champion gender equity and diversity support gender equity champions at Faculty level. 		<ul style="list-style-type: none"> Curtin recognised as a 2019 <i>Employer of Choice for Gender Equity</i>. Curtin achieved Silver for <i>Employer in Australian Workplace Equality Index Awards</i> (LGBTIQ+). HBF Direct Advice for Dads (DAD) named Curtin among Australia's top 20 workplace for new dads, ranked at 16th in country and 2nd in WA. Curtin celebrated International Women's Day with a breakfast event and an all female panel discussing the 2019 theme of 'Balance for Better'. In March, BCEC launched its report <i>Gender Equity Insights 2019: Breaking through the Glass Ceiling</i> in partnership with Workplace Gender Equality Agency (WGEA). Family and Domestic Violence Awareness program and website developed and launched. Curtin supported '16 Days in WA – Stop Violence Against Women' campaign. Curtin participated in the <i>Inclusion@YourWork Index</i> from Diversity Council Australia. 	
1.1.3 Leaders' Accountability: Embed accountability for academic gender equity and diversity explicitly in position descriptions and role statements of Curtin academic leaders and managers and the WPPR process.	Provost Director PAC	Accountability statements agreed by Q4, 2018. Statements included in new position descriptions and role statements from Q1, 2019. As a transition, utilise the WPPR to assign accountability for staff in current leadership roles.		<ul style="list-style-type: none"> New academic leadership role position descriptions will include the following statement: 'The University is committed to gender equity and diversity. As an academic leader it is your responsibility to embed and foster a workplace culture where gender equity thrives and there is gender equity in opportunities and outcomes.' The milestones of this action have been met. 	
1.1.4 Evidence based decision-making: Include gender data of academic staff in key dashboards used for decision-making.	CSO Director Business Intelligence & Analysis	Data to be included in dashboard agreed by Q4, 2018. Faculty and School dashboards include agreed data by Q2, 2019.		<ul style="list-style-type: none"> People and Culture (PAC) Dashboard, which includes gender and STEM reporting, has been continuously improved since its launch in July 2018. Ways to provide required reporting by discipline level have been completed. Faculties and Schools are now required to report on the % of ALE female staff and female staff in their leadership teams as part of an annual report to the Senior Executive Team. 	
1.1.5 Resourcing/Leadership: Appoint and appropriately resource a senior Curtin Athena SWAN Lead for 4 years.	VC	Q2, 2018. Resources for Athena SWAN will be maintained annually.		<ul style="list-style-type: none"> Salaries were provided for Athena SWAN Academic Lead (Professor Jo Ward at 0.3 FTE) and Project Manager (Ms Pip Rundle at 0.4 FTE). Athena SWAN budget included a modest funding allocated beyond salaries, with an expectation that Faculties/Areas will provide resources as appropriate. 	

<p>1.1.6 Benchmarking: Establish benchmarking protocols and practice with the ATN universities and the University of Aberdeen.</p>	<p>CSO Athena SWAN Academic Lead</p>	<p>Q1 2020.</p>		<ul style="list-style-type: none"> Athena SWAN Academic Lead provided ‘critical friend’ advice to the University of Tasmania and Telethon Kids Institute for their Athena SWAN applications for a Bronze Award and the Project Manager has done the same for Murdoch University. The Associate Provost visited University of Aberdeen in Q4 2019 as part of the Staff Mobility program, with part of her program relating to Athena SWAN. She has made fifteen recommendations for the Athena SWAN program at Curtin as a result of the visit.
<p>1.1.7 Faculty / School level accreditation: Support Faculties, Schools and Institutes to apply for Athena SWAN accreditation.</p>	<p>Provost Associate Provost</p>	<p>Several area applications submitted (Faculty of Health Sciences and Curtin Institute of Radio Astronomy (CIRA) have indicated a willingness to pursue this) in Q1, 2020.</p>		<ul style="list-style-type: none"> Curtin through the Curtin Institute of Radio Astronomy (CIRA) achieved the Silver <i>Pleiades Award</i> coordinated by the Inclusion, Diversity and Equity in Astronomy (IDEA) Chapter of the Astronomical Society of Australia. Draft Terms of Reference were provided to School and Faculty Diversity & Equity Working Groups. The SAGE Executive Director, Dr Wafa El-Adhamy, met with WA Vice-Chancellors (or their representatives) to discuss the future SAGE business model and the Silver Award pathway, in particular Departmental applications. A final decision on whether SAGE will develop a Departmental application process is yet to be announced. The Faculty of Health Sciences is undertaking preliminary work in preparation for a local accreditation application, either at faculty or school level.

2. Effect organisational and cultural change

Project Sponsor:

Provost

2.1 Raise awareness of Gender Equity

Actions	Accountable Responsible	Milestones	Status	Status Updates
<p>2.1.1 Staff Competency: Develop and implement a Gender Cultural Competence Framework.</p>	<p>Provost Athena SWAN Academic Lead</p>	<p>Framework completed by Q2, 2020. Implementation ongoing.</p>		<ul style="list-style-type: none"> A call for nominees for a working group has been made to key stakeholders by the Athena SWAN Academic Lead, who will be prioritising this as a key activity until the end of Q2, 2020.
<p>2.1.2 Unconscious Bias: Implement Unconscious Bias Training for academic leaders, managers, chairs of key University, Faculty, School, Promotion and Selection committees.</p>	<p>Provost Director PAC</p>	<p>HoS group complete training by Q3, 2018. Senior Executive Team by end Q4, 2018. Ongoing – Chairs of key committees complete training in a timely manner.</p>		<ul style="list-style-type: none"> Unconscious Bias training has been delivered to Curtin Staff and Students in 2019. There was a focus on capturing all senior leaders and staff from the Senior Executive Team. Most PVCs, who are on SET, were trained in 2018. The remaining SET members were invited to join upcoming workshops alongside non-executive staff. In 2019, 164 participants were trained. In total 511 participants have been trained since training commenced. Informal working partnerships with ALLY, Ways of Working and On-Country are well developed and inform continued program development. Scalability and sustainability of the program continues to be developed with a core of experienced and trained co-facilitators, regular co-facilitators and less experienced facilitators being trained.
<p>2.1.3 Gender research network: Establish a University-wide Gender Research Network that shares best practice, raises awareness and influences change.</p>	<p>Athena SWAN Academic Lead</p>	<p>Identify a lead to coordinate the Network by Q1, 2019.</p>		<ul style="list-style-type: none"> Professor Siobhan Austen accepted the role of lead for the Gender Research Network. On 7 November 2019, Professor Austen launched the new university-wide Gender Research Network (GRN), including a presentation from Emeritus Professor Rhonda Sharp AM on gender research. The ambition for the GRN is to share best practice on and raise

		Develop an operational plan, identify resource requirements and commit to 2-3 meetings by Q3, 2019 . Visibility measure developed. Implementation ongoing.		awareness of gender research at Curtin, and to influence change in a way that is positive for gender equality.
2.1.4 Male Champions: Establish the Male Agents of Change at Curtin (MACC) group.	Provost Athena SWAN Academic Lead	Group established Q3, 2020 .		<ul style="list-style-type: none"> A paper on male engagement in gender equity issues “<i>Gender Equity: Everybody’s Issue</i>” was discussed at a meeting of the Athena SWAN Steering Group as a prelude to the establishment of a Male Champions of Change at Curtin. The WA SAGE Regional Network (Curtin, ECU, Murdoch, UWA and Telethon Kids Institute) have developed a workshop for the 2020 SAGE Symposium: Catalysing Gender Equity 2020, entitled ‘<i>Shifting the spectrum of male engagement with gender equity - has the pendulum swung too far?</i>’.
2.1.5 Profile under-represented gender: Showcase female academic staff and students from under-represented genders and their achievements.	Vice President Corporate Relations Faculty marketing managers	Media training and external media opportunities for females to increase from 2019 . Review protocols in publicity materials and participation in Curtin sponsored events. Recommendations acted on by Q1, 2019 . Report annually to PACC on staff and students profiled internally and externally – Q4, commencing 2019 . Increase number of female student leaders in student-facing programs.		<ul style="list-style-type: none"> Dr Kathryn Shine, School of MCASI developed a media training program initiative designed to grow the pool of females at Curtin with confidence to engage with the media – 30 female academics from across the University have been interviewed as part of the project. Early analysis suggests there are valuable feedback in terms of support and training requirements to encourage media engagement. Curtin University and Centre for Stories have collaborated to facilitate workshops with 8 female STEM participants during semester 2 2019. Their career story for outreach and promotion purposes will be audio-recorded and showcased on the Athena SWAN webpage. Static profiles have been developed for 10 female STEM academics and are displayed on the Athena SWAN webpage. This initiative is being supported by Strategic Communications. 250 female secondary students from across Perth and regional WA attended the first Perth L’Oréal-UNESCO Girls in Science Forum at Curtin. A significant number of STEM female staff achievements have been highlighted in 2019 through the VC’s Note to Staff, Curtin Weekly and the Curtin University home webpage, such as the \$50 million grant (over the next 10 years) to Professor Melissa Fitzgerald for her <i>Mission for Traumatic Brain Injury</i> project, and ARC Future Fellowships awarded to Dr Simone Ciampi and Dr Natasha Hurley-Walker.
2.2 Build change capacity				
2.2.1 Workforce and succession plans: Include gender equity and diversity as a priority in faculty and school academic workforce and succession plans.	PVCs Director PAC	All Schools to have workforce and succession plans, with gender equity and diversity as a priority, by Q1, 2020 .		<ul style="list-style-type: none"> All workforce plans created continue to have strategies and/or commitments for gender and Indigenous targets. People Business Partners from PAC are working with Faculty Leadership teams to identify key female talent when filling vacancies as well as development opportunities. Part of this will be the creation, and discussion of, workforce plans and diversity data at a Faculty Leadership level. This planning will allow for, where appropriate, the encouragement of

				<p>prospective women applicants even if they do not initially believe they may be qualified or successful.</p> <ul style="list-style-type: none"> School change proposals, where appropriate, have reflected the need for gender and Indigenous targets to be taken into consideration.
<p>2.2.2 Gender Pay Gap (GPG): Finalise and implement <i>Closing the Gender Pay Gap Action Plan</i>.</p>	<p>VC Director PAC</p>	<p><i>Closing the Gender Pay Gap Action Plan</i> endorsed by Q3 2018. Recommendations implemented by Q4, 2020:</p> <ul style="list-style-type: none"> Role modelling by the Senior Executive to ensure gender pay equity across senior teams Conduct audit of Curtin's gender pay gap Directly address any unjustifiable pay inequities across all salary levels and work types Remuneration decision-making processes review, including developing review outcomes into policy, communicating expectations in relation to salary negotiations and remuneration decision-making 		<ul style="list-style-type: none"> People-managers have been trained in addressing gender bias (including Inclusive Practice training). Pay equity metrics (including gender pay gaps) have been reported to Planning and Management Committee. 2019 Gender Pay Gap submission has been completed and the Report and data are available on the Workplace Gender Equality Australia (WGEA) website. The University's overall Gender Pay Gap is 8.9% on base salary and 10.0% on total remuneration compared to 10.5% in base salary and 12.0% remuneration for the sector. In 2016-17 the University was equal to the comparison group with 11.2 % on base salary but has decreased to 8.9% in 2018-2019 evidencing improvement. An audit of senior management individual remuneration profiles has been completed for 2019, enabling gaps to be identified. People and Culture are currently completing an analysis and will propose recommendations to address the gaps within current processes, which will include a review of WGEA work categories to ensure alignment with Curtin cohorts.
<p>2.3 Gender Equity at International campuses</p>				
<p>2.3.1 Gender Equity Action Plans: Develop a Gender Equity Action Plan that is evidence-based and appropriate for the academic workforce at each international campus, working with campus Pro Vice-Chancellor and relevant partners.</p>	<p>Int'l PVCs Athena SWAN Academic Lead</p>	<p>Curtin Malaysia Plan completed by end 2020. Additional campus plans completed by end 2021.</p>		<ul style="list-style-type: none"> Planning for Associate Provost to work with PVC and Deputy PVC Malaysia on Malaysian Action Plan is under discussion.

3. Enhance decision-making				Project Sponsor:	Provost
3.1 Governance					
Actions	Accountable Responsible	Milestones	Status	Status Updates	
<p>3.1.1 University Committee membership: Review Terms of Reference and membership of key University committees in relation to gender equity and diversity.</p>	<p>VC Chair Academic Board</p>	<p>40% Principle embedded in key committee constitutions Q3, 2018. Transition plans, where needed, in place by Q1, 2019. Annual report of committee membership to People and Culture Committee.</p>		<ul style="list-style-type: none"> The External Review of Academic Governance included consideration of this issue, and the implementation of recommendations has resulted in a comprehensive review of University Committees Constitutions, including a commitment to the achievement of diversity and gender balance. A report on gender balance in University committees will be submitted to the People and Culture Committee's first meeting in 2020. 	
<p>3.1.2 Faculty and School Executive Committee membership: Review Terms of Reference and membership of Faculty and School executive committees, and their standing committees where they exist, in relation to gender equity and diversity.</p>	<p>Provost PVCs</p>	<p>Faculty reviews complete Q3, 2019. School reviews complete Q1, 2020.</p>		<ul style="list-style-type: none"> All Faculties have adopted a revised Terms of Reference for their Faculty Gender and Diversity Working Group. Faculty reviews were undertaken with assistance from PAC People Business Partners. Balance on all leadership groups in Faculties and Schools has been reviewed, and targets for improved gender balance have been established. Progress will be monitored annually. [Refer 3.2.1] 	
<p>3.1.3 Support staff new to committees: Provide support for academic females who are new to key committee roles.</p>	<p>VC C'ttee Chairs: Uni, Fac, Sch; Athena SWAN Academic Lead</p>	<p>Induction sensitive to gender equity & diversity issues is in place by Q4, 2019 and ongoing</p>		<ul style="list-style-type: none"> Secretariat is developing resources to be included in Committee Induction materials, website and good practice guidelines. 	
<p>3.1.4 Meeting arrangements: Improve meeting participation rates of staff with caring responsibilities, by scheduling University and Faculty and School executive committee meetings between 10.00am and 3.00pm, and enabling remote participation.</p>	<p>VC C'ttee Chairs: Uni, Fac, Sch</p>	<p>Progress to be made within Faculties and Schools by Q4, 2018. All of these committee meetings held in family friendly hours by end 2019. All key meeting rooms are equipped to enable remote participation. Progressively from Q4, 2021.</p>		<ul style="list-style-type: none"> Committee meeting times have been changed to family friendly times between 10.00am and 3.00pm for all of 2019. 	

3. Leadership roles				
<p>3.2.1 Leadership targets: Establish targets for key University, Faculty and School leadership roles for improved gender equity and diversity.</p>	<p>Provost Director PAC</p>	<p>University level targets established Q4, 2019. Initial workforce and succession plans address gender inequity, completed by 2020 and ongoing</p>		<ul style="list-style-type: none"> All Faculties have set gender targets for their leadership roles within the Faculty and Schools. These targets will be presented to SET in early 2020. The Director People and Culture is working with the Senior Executive on the adoption of a 40% target for the Senior Executive Team and Heads of School by 2025.
<p>3.2.2 Search strategies: Conduct a pro-active search (internal and/or external) for Faculty and School leadership team vacancies, if team has less than 30% female academics.</p>	<p>Provost Director PAC</p>	<p>Pro-active search to commence in target areas for leadership vacancies from Q2, 2018. 30% gender representation achieved in target areas by Q4, 2021.</p>		<ul style="list-style-type: none"> New Sourcing and Acquisition Specialist role has been implemented. Role will focus on acquiring talent in target areas for leadership vacancies. Specialist has proactively sourced senior roles in Science and Engineering and working closely with the PVCs to better understand role requirements Sourcing Strategy has been prepared and will be owned by the Manager, Talent Acquisition as part of People and Culture. Market mapping and search for females was undertaken for the Faculty of Science and Engineering Head of School roles. Successful results were achieved with females being long listed.
<p>3.2.3 Executive Sponsorship of Female Academic Leaders: Foster the leadership development of senior female academic staff through sponsorship by Senior Executive Team members.</p>	<p>Provost Director PAC Associate Provost</p>	<p>Develop framework for selection of female leaders and their sponsors, activities and outcome measures by Q4, 2019. Identify 2-4 pilot participants and match with SET sponsors by end Q1, 2020. Sponsorship activities commence Q2, 2020. Accelerated development plans created for each participant by Q2, 2020. Participant and Sponsor progress reports on development submitted to VC and pilot reviewed Q4 2020. Participating cohort reviewed each year against performance outcomes and potential for future participation. Downstream target: >40% of gender on SET by 2025.</p>		<ul style="list-style-type: none"> Sponsored by the Provost, Professors Helen Hodgson and Reena Tiwari were the first Curtin Provost Fellows to be appointed; their respective projects are focussed on career break management and Indigenous employment strategies. A framework has been developed for the sponsorship of female academic leaders by members of SET, and has in-principal support by SET. Further discussion will follow to identify pilot participants and SET sponsors.

<p>3.2.4 Support female staff new to leadership roles: Support females who are new to key leadership roles.</p>	<p>PVCs Director PAC</p>	<p>Induction, mentoring, relevant training, or other development opportunities that are sensitive to gender equity and diversity issues developed by Q4, 2019.</p>		<ul style="list-style-type: none"> There is no consistent approach across all areas however a number of activities include support for female staff new to leadership roles: <ul style="list-style-type: none"> In 2019 Curtin’s mentoring program specifically called for female participants [refer 4.2.1]. People Business Partners work closely with staff new to key leadership roles but do not differentiate due to gender. A number of female staff new to leadership roles have attended development programs in 2019, including 2 new Heads of School in the Copeland Program.
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4. Career development and management

Project Sponsor:

Provost

4.1 Multi-year career plans

Actions	Accountable Responsible	Milestones	Status	Status Updates
<p>4.1.1 Multi-year plans: Develop multi-year career plans, informed by individual priorities, circumstances, leadership potential and career aspirations.</p>	<p>PVCs Director PAC</p>	<p>Develop multi-year plan templates, by Q2, 2019. Initiate multi-year plans as part of annual review of performance, commencing with new continuing academic staff in Q3, 2019. Multi-year plans to be standard practice across academic staff by end 2021.</p>		<ul style="list-style-type: none"> Multi-year plans included as part of outcomes for Senior Academic Women Trajectory Program (refer 4.2.2). Academic Performance and Career Plan template has been finalized and is in operation. It captures high-level three-year career development plans as well as principal achievements in the previous 3 years. The template aligns with the Teaching, Research & Engagement categories in the new Academic Capability Framework.
<p>4.1.2 Manager feedback: Train managers in how to provide valued feedback to academics on their performance & progress against their career development plan.</p>	<p>PVCs Director PAC</p>	<p>Training developed by Q4, 2019. Roll out of training commencing Q1, 2020.</p>		<ul style="list-style-type: none"> Comprehensive training for effective Curtin career conversations (2 x 3.5 hour workshops) was completed by 179 out of 211 academic Line Managers across Curtin (85%), prior to the Performance and Career Planning discussions with all academic staff.

4.2 Formal development programs

<p>4.2.1 Mentoring Culture: Establish and implement strategies to provide more female staff with access to mentors.</p>	<p>Provost Director PAC</p>	<p>Current internal mentoring programs identified and mapped by Q3, 2018. Identify appropriate mentors and increase the mentor pool (drawn from Curtin senior staff, alumni and industry partners) by Q1, 2019. Resources and support in place for mentors by Q1, 2019. Develop and implement mentoring framework as part of</p>		<ul style="list-style-type: none"> People and Culture launched the 2019 Leadership mentoring program in April and closed with a final session in November: <ul style="list-style-type: none"> 152 female staff members (71%) participated with a total of 50 females in STEMM (33%) – SAE 16 (11%) and HS 34 (22%). Of 80 academic mentoring pairs, approximately 68% of mentees were female, the process was led by PAC with assistance from Curtin Research Office and the Athena SWAN project team. A collaboration is being initiated with the University of South Australia for an inter-institutional peer mentoring scheme, and is planned to be piloted with 10 pairs of ALC staff (male and female) in 2020.
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		<p>the Confirmation / Probation Procedures by Q1, 2019.</p> <p>Explore a 'speed dating' mentoring model by Q1, 2020.</p> <p>Best practice 'matching processes' in place by Q3, 2020.</p>		
<p>4.2.2 Senior Academic Women Trajectory: Run the <i>Trajectory: Leadership and Career Development Program</i> biennially, from 2018</p>	<p>PVCs Athena SWAN Academic Lead Director PAC</p>	<p>Program to be run biennially, commencing 2018.</p> <p>Track cohorts on a triannual basis to gauge efficacy commencing 2020 with 2017 cohort.</p>		<ul style="list-style-type: none"> • 2018-19 Program was successfully completed by 24 (level C to level E) participants from all 4 Faculties with 5 of the Senior Academic Women Trajectory alumni promoted on 1 December 2019. • People and Culture have appointed a Project Lead, who is leading the development of a new Career Development Framework for all staff in consultation with senior managers and academic staff across all levels and which will cover professional development opportunities for senior staff. • A 2019-2020 Senior Research Academic Women Trajectory program was successfully launched on 26 July [refer to 4.2.4].
<p>4.2.3 Early Career Academic Women Trajectory: Pilot <i>Trajectory: Early Career Academic Leadership and Career Development Program</i>.</p>	<p>PVCs Associate Provost Director PAC</p>	<p>Framework to be created with a supporting webpage or system to support the career development of early career academics at Curtin, to be available by Q4, 2019.</p> <p>Track cohorts on a triennial basis to gauge efficacy commencing 2022 with 2019 cohort.</p>		<ul style="list-style-type: none"> • A Program for Early Academic Careers (PEAC) was launched by the Vice-Chancellor on 21 October 2019 for 24 female participants across all faculties, to support leadership and career development in early career female academics. PEAC is comprised of 5 workshops held over a 7-month period from October 2019 to April 2020. • People and Culture have appointed a Project Lead, to lead the progress of a new Career Development Framework (see 4.2.2) which will cover professional development opportunities for early career staff. • STEMinist Project was a finalist in WA Premier's Science Awards 2019.
<p>4.2.4 Research productivity: Identify and remove any structural barriers that may be impeding female research productivity.</p>	<p>DVCR</p>	<p>Barriers identified by Q2, 2019.</p> <p>Responses implemented, commencing Q3, 2019.</p>		<ul style="list-style-type: none"> • Research Office at Curtin established a Curtin Early-Mid Career Researcher (EMCR) Network to enable 'networking' throughout the Curtin EMC research community, promote the career development of Curtin EMCRs and operate as a discussion forum to share issues such as access to mentoring, professional development, infrastructure, funding, and navigating University processes. • A Research Trajectory has been developed under the lead of a Steering Group: Deans Research, Research Excellence Lead (ROC) and the Athena SWAN Academic Lead, with financial support from the Faculties and ROC. The Program was launched on 26 July by the Vice-Chancellor, and is a leadership and career development program for mid-senior career female researchers who aspire to a senior/executive Research Leadership or Management role. Three workshops have been held in 2019, with two workshops to be held in 2020 to finalise the program. • Library Analytics and Athena SWAN Project Team are developing a pilot initiative to better understand the impact of career disruptions on research productivity. • A 2019 Provost fellow, is undertaking a project to identify policies and guidelines to assist academic staff before, during and after a career break [refer 5.1.1].

				<ul style="list-style-type: none"> A proposal to establish a university-wide Curtin <i>Academic Carer Support Scheme</i> has been developed and is under consideration. The purpose of the scheme is to enable academics, particularly early and mid-career, who have primary carer responsibilities or who require a carer themselves to present at conferences or symposia, or to undertake fieldwork.
4.2.5 Academic Support Mechanisms: Review of academic support mechanisms, both formal and informal, for gender and role bias.	Provost Director PAC	Review completed by Q4, 2021 . Recommendations from the review to be implemented in 2022 .		<ul style="list-style-type: none"> The Faculty of Science and Engineering have launched a Q-Sort survey which will be open until March. The intent of the Q-Sort is to 'identify viewpoints of what early and senior career research faculty of different genders thought was important for the development of a positive inclusive research culture.' A 2019 Provost Fellow is undertaking a project to identify policies and guidelines to assist academic staff before, during and after a career break [refer 5.1.1].
4.2.6 Higher Degree by Research students: Develop and implement strategies that will support the career development of female Higher Degree by Research students.	DVCR Assoc DVC RE	Needs analysis completed by Q2, 2020 . Develop strategies by Q4, 2020 . Roll out of strategies commencing Q1, 2021 .		<ul style="list-style-type: none"> The Research Excellence team have developed video training for 'respectful research' and training for thesis chairs. The <i>Higher Degree by Research (HDR) Scholarship Procedures</i> have been updated to include provisions for parental leave. The Research Excellence team: <ul style="list-style-type: none"> run female-only workshops for early career academics; and are implementing a development program for HDR students with a timetable of events and workshops.
4.3 Informal learning				
4.3.1 Opportunities: Managers actively promote and support informal learning by female academic staff, inclusive of constructive developmental feedback where possible.	PVCs Director PAC	Managers include discussion of opportunities in the WPPR. PAC Business Partners to assist managers to understand opportunities – ongoing . HR Information System updated to record significant opportunities, by Q4 2019 .		<ul style="list-style-type: none"> Work Plan and Performance Review (WPPR) has been replaced with a new Performance and Career Planning (PCP) process for academic and professional staff. The academic staff template includes specific reference to career development opportunities as the first item for discussion. Staff are required to upload their PCP to the Employee Kiosk (HR Information System). Academic managers have been trained in holding career conversations and how to align academic staff's work with the Academic Capability Framework which includes development requirements [refer to 4.1.2].
4.4 Sessional staff				
4.4.1 Valuing and supporting sessional staff: Develop appropriate policy, procedures, support, reward and career development mechanisms that take account of the differing goals, motivations, and needs of sessional staff.	Provost Director PAC Assoc DVC LT	Develop appropriate policy and development strategies by Q1, 2021 . Implement policy and strategies, ongoing from 2021 .		<ul style="list-style-type: none"> This work was commenced by Professor Teri Balsler to improve training and development, and culture and support, for casual academic staff, and a specific project on sessional staff support is being planned for 2020. The School of Management has introduced the BLASST (Benchmarking Leadership and Advancement of Standards for Sessional Teaching) Framework in 2019 – it is based on 3 principles: quality learning and teaching, sessional staff support and sustainability. Implementation in the School will continue in 2020.
5. Flexible careers			Project Sponsor: Provost	

5.1 Managing career breaks				
Actions	Accountable Responsible	Milestones	Status	Status Updates
5.1.1 Career Break Management Scheme: Develop and implement a comprehensive scheme to support academic staff before, during and after a significant career break.	Provost Director PAC	Career Break Management Scheme developed by Q3, 2020 . Implementation ongoing .		<ul style="list-style-type: none"> Professor Helen Hodgson, as a 2019 Provost Fellow, is undertaking a project to identify policies and guidelines that would assist academic staff before, during and after a career break. This has been informed by discussions with staff members who have taken career breaks and a review of schemes available at other Universities. Recommendations are expected to be available early in 2020.
5.1.2 Career break support: Amend policy and practices to enhance opportunities for academics undertaking significant career breaks	Provost Director PAC	Policy changes in place by Q1, 2020 .		<ul style="list-style-type: none"> A Flexible Work guideline for staff and line managers and a Parental Leave guideline will be available in Q1, 2020 for all staff. Policy review will be linked to the recommendations from the Provost Fellow project [refer 5.1.1.].
5.2 Equitable evaluation of performance				
5.2.1 Workload allocation: Review workload allocation for gender biases.	CSO	3 year review of new workload allocations by gender complete by Q4, 2021 . Implementation of recommendations ongoing .		<ul style="list-style-type: none"> The Staff Workload Planner (SWP) software, and the AWMS (Academic Workload Management System) methodology are currently under review.
5.2.2 Probation, performance and promotion assessment: Develop strategies to assist managers to fairly evaluate staff performance, relative to opportunity.	CSO	Strategies identified by Q4, 2018 . Implementation from Q1, 2019 .		<ul style="list-style-type: none"> PAC in conjunction with the Associate Provost have run a training program for academic line managers on effective career management conversations aligned with the Academic Capability Framework [refer 4.1.2]. The new guidelines on “Assessment Relative to Opportunity” are included in the guidelines for Line Managers for Performance and Career Planning, and in academic promotion guidelines. PAC People Business Partners are working with Heads of School and Deputy Heads of School on how to apply this new guideline. Assessment Relative to Opportunity has been discussed by the SAGE WA Regional Network, which has led to a sharing of best practice between institutions.
5.3 Flexible work options				
5.3.1 Requests for flexible work: Record requests and approvals for flexible work arrangements.	Director PAC	Develop rules for recording requests and outcomes for flexible work arrangements by Q4, 2019 .		<ul style="list-style-type: none"> The new Performance and Career Planning (PCP) process for academic and professional staff now includes the recording of flexible work arrangements. Staff are required to upload their PCP to the Employee Kiosk (HR Information System). Flexible Work Guidelines will be available to all staff in Q1, 2020. The Guidelines will be more “user friendly” and provide up to date information for Line Managers on how to apply flexible work arrangements. People Capability Consultants will continue to work with Line Managers on capability build. Newly upgraded HRIS system has enhanced capability to record flexible working arrangements. Communication and training for both employees and hiring managers regarding this application is being developed.

6. Career transition points				Project Sponsor:	Provost
6.1 Recruitment – attraction and appointment					
Actions	Accountable Responsible	Milestones	Status	Status Updates	
6.1.1 Broadening talent pools: Identify a broader pool of potential female applicants for academic positions by using local area networks.	Director PAC	Commencing, as vacancies arise, from Q2, 2018 .		<ul style="list-style-type: none"> A new Manager Talent Acquisition, Ms Nicola Bleddyn, commenced on 1 July 2019 with the main aim to support the relevant actions in the Athena Swan Action Plan and to focus on Preparation, Attraction, Selection and Appointment, and Integration. PAC People Business Partners are working with Faculty Leadership to identify female talent. “Job Briefs” will be taken for all vacant roles with the assigned Talent Acquisition Consultant discussing the area’s existing workforce plan and gender diversity, sourcing strategies, targeted advertising and panel composition, and determining in advance the candidate assessment process with regards to any requirements for fit. “Job Briefs” include advice to the hiring manager on Aboriginal and gender diversity targets and a reminder of Curtin’s strategies and any legal obligations. Candidate materials have been developed to help support and prepare candidates for the interview process. 	
6.1.2 Minimise gender bias: Minimise gender bias in recruitment materials and processes.	Director PAC Manager Talent Acquisition	Data collection at every stage of the talent acquisition process commencing Q2, 2018 . Require mandatory Unconscious Bias training for selection panels and recruitment officers commencing Q2, 2020 . Textio in use commencing Q2, 2018 .		<ul style="list-style-type: none"> Unconscious bias training is being encouraged for all members of interview panels and managers. Textio is in place for the review of all recruitment advertisements to ensure gender neutral language in candidate information is standard practice. The language of selection criteria is being broadened to use language which will attract step-up candidates; this includes a review of essential versus desirable selection criteria. A new online Selection Panel training module has been developed and is now available for Panel Chairs. 	
6.1.3 Pro-active strategies: Explicitly encourage applications from the under-represented gender in discipline areas where either gender is significantly under-represented in academic positions.	Director PAC Manager Talent Acquisition	Explicitly encourage or require appointments from the under-represented gender commencing, as vacancies arise, from Q4, 2018 . Job preparation and interview skills program implemented for internal applicants. Q1, 2020		<ul style="list-style-type: none"> A new Project Officer, Ms Vandana Brown, was appointed in June to assist with pro-active searches, in particular for senior academic roles. Athena SWAN Steering Group supported a suggestion from the Director, People and Culture, that some gender-specific recruitment advertising be considered for areas where females are grossly under-represented. Proactive sourcing of candidates through targeted methods i.e. specific discipline and job searches nationally and internationally was commenced. Roles are now being shared on specific sites, such as “Women in Engineering” groups on LinkedIn (membership of 2290 members in Australia). During role design how the University highlights gender diversity/equality policies is being reviewed. Recruitment advertisements and sourcing strategies are being reviewed to ensure the University’s commitment to flexible work arrangements is reflected. 	

<p>6.1.4 Academic contract types: Increase the percentage of females employed on Continuing contracts in discipline areas where the use of Fixed-term contracts for females is disproportionate.</p>	<p>PVCs Director PAC</p>	<p>Explicitly encourage or require appointment of females commencing, as Continuing vacancies arise, from Q2, 2018. Analyse 'length of service' of Fixed-term academics with three or more contracts over a continuous period of 5 years or more.</p>		<ul style="list-style-type: none"> As at 30 June 2019, 97 academic staff were recruited in Continuing or Fixed Term roles (ALA to ALE): <ul style="list-style-type: none"> 7 (5 females - 71%) Continuing appointments, including 0 x STEM. 87 (50 females - 57%) Fixed Term appointments, including 62 x STEM (53% female - HS = 23 x females and 16 males; SAE = 10 x females and 13 males). Athena SWAN Steering Group recommends this action is unpacked to provide clarity of actions required and associated milestones.
<p>6.1.5 Induction: Local areas will actively support new female academic staff to build networks and navigate Curtin systems.</p>	<p>HOS</p>	<p>Roll-out Local Area Induction pack by Q4, 2018. Seek feedback on effectiveness of local area induction processes on an annual basis.</p>		<ul style="list-style-type: none"> <i>Line Managers Induction Guide</i> is currently being updated to be more reflective of Line Managers responsibility to support new female academic staff and will be re-socialised.. Feedback needs to be sought on the effectiveness of local area induction processes.
<p>6.2 Academic Promotion</p>				
<p>6.2.1 Curtin Expectations: Ensure the Curtin's Expectations for Academic Performance review takes account of gender equity and diversity and 'relative to opportunity'.</p>	<p>Provost Assoc Provost</p>	<p>Review completed Q1, 2019.</p>		<ul style="list-style-type: none"> Academic Capability Framework (ACF) was approved by the Planning and Management Committee on 16 July 2019, and includes guidance notes for achievement relative to opportunity.
<p>6.2.2 Promotion support: Implement strategies to encourage females to apply for promotion in a timely manner.</p>	<p>Provost Director PAC</p>	<p>Strategies identified by Q4, 2019. Roll out of strategies commencing Q1, 2020. Continue to provide promotion information sessions for various cohorts of staff, including female academics, the Heads of School group and part-time staff. Q2, 2018 ongoing.</p>		<ul style="list-style-type: none"> A total of 108 (53 F) applications for levels C, D and E were reviewed in the 2019 round of academic promotions with 71 promotions (66% success rate). <ul style="list-style-type: none"> Level C: 46 applicants applied (24 F), 36 promoted (78% success rate) including 18 females (75% success rate). Level D: 41 applicants applied (22 F), 24 promoted (59% success rate) including 13 females (59% success rate). Level E: 21 applicants applied (7 F), 11 promoted (52% success rate) including 4 females (57% success rate). 5 successful applicants were 2018-19 Senior Academic Women Trajectory alumni.

6.3 Exit from Curtin

<p>6.3.1 Exit: Review exit procedures to ensure better understanding of the reasons female academics leave Curtin.</p>	<p>CSO Director PAC</p>	<p>Review completed Q1, 2021. Recommendations implemented Q2, 2021.</p>		<ul style="list-style-type: none"> The online exit survey has been updated and from 2020 an email will be sent to all exiting staff encouraging completion of the survey as soon as possible following notification of their exit. A set of interview questions was developed, and in 2020 will be targeted towards capturing females who are exiting in STEMM disciplines.
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Traffic light definitions:

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Action required. There are significant issues with one or more aspects of the initiative (time, cost, scope) and it requires corrective action. Issues should be escalated to Athena SWAN Steering Group for advice, and referred to the Sponsor for a decision if required.
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Attention required. The initiative is on hold or one or more aspects of the initiative (time, cost, scope) may be at risk if identified issues are not addressed. Recommendation to the Athena SWAN Steering Group may be that action should be taken to resolve issues, or that the situation is reviewed again as part of the next biannual report. Athena SWAN Steering Group to recommend appropriate action.
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No action required. The initiative is progressing to plan or ahead of plan and is on track to meet scheduled milestones.