





















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 <b>Curtin Council:</b> Curtin Council monitors Gender Equity outcomes, including a focus on STEMM areas.	<b>VC</b>	University Scorecard reports, including STEMM data, considered by Council <b>biannually from Q4, 2018.</b>		<ul style="list-style-type: none"> <li>Gender Equity outcomes plus proportion of female staff working in STEMM disciplines are now reported to Council on a biannual basis through a new Diversity and Inclusion Scorecard. Current figures as at 31 December 2020 are below:                             <ul style="list-style-type: none"> <li>Professional – females at HEW &gt;= 10 - 46.5%, target 48-52%</li> <li>Female at Academic Level E – 29.9%, target 32%</li> <li>Female at Academic Level E (STEMM) – 26.5%, target 28.5%</li> <li>Female at Academic Level E (STEMM in SAE) - 10%, target 15%</li> <li>Females in HoS positions – 33%, target 38% (cohort 21 staff)</li> <li>Females in Senior Executive Team – 28%, target 28% (cohort 18 staff)</li> </ul> </li> </ul>	
1.1.2 <b>Executive Support:</b> The Vice-Chancellor, Senior Executive Team (SET) and Faculty leaders visibly commit to and are accountable for gender equity and diversity.	<b>VC</b> SET, Faculty Leaders	Senior Executives and Faculty leaders will: <ul style="list-style-type: none"> <li>utilise formal University processes to hold management accountable</li> <li>Champion gender equity and diversity</li> <li>support gender equity champions at Faculty level.</li> </ul>		<ul style="list-style-type: none"> <li>VC's Note to Staff continued to provide ongoing commitment to gender equality, gender pay equity and zero tolerance of gender-based or sexual harassment or bullying. Curtin's Equity Webpage, Athena SWAN accreditation program and the BCEC research on gender and diversity website highlighted to staff by the VC as points of interest.</li> <li>Curtin celebrated International Women's Day with a breakfast event and a panel discussion on 2020 theme 'Each for Equal – An equal world is an enabled world'.</li> <li>Curtin is the only university to be named an Inclusive Employer 2019-2020 by the Diversity Council of Australia (DCA). Curtin achieved membership of the Diversity Council of Australia for the first time.</li> <li>Professor Sandra Eades is Australia's first appointment of an Indigenous Dean to a Medical School.</li> <li>The University supported screening of the Picture a Scientist documentary about the harassment and bullying of 3 female academics during their careers, on two occasions in Q4, 2020, with the VC personally attending to view the film on both occasions and remaining to discuss the film's content with attendees.</li> <li>The Panel Pledge located on the Athena SWAN webpage has attracted additional responses since June with a total of 232 acceptances. Internal Communications continued to remind staff periodically through Curtin Weekly to take the pledge.</li> <li>Curtin was the first WA University signatory to the Australian Higher Education Joint Sector Position Statement Preserving Gender Equity as a Higher Education Priority During and After COVID-19.</li> </ul>	
1.1.3 <b>Leaders' Accountability:</b> 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.	<b>Provost</b> Director PAC	Accountability statements agreed by <b>Q4, 2018.</b>		<ul style="list-style-type: none"> <li>The University continues to utilise the Performance and Career Planning (PCP) (previously WPPR) process to embed and foster gender equity in opportunities and outcomes for staff and accountability in academic leadership roles.</li> </ul>	

Actions	Accountable Responsible	Milestones	Status	Status Updates
		Statements included in new position descriptions and role statements from <b>Q1, 2019</b> . As a transition, utilise the WPPR to assign accountability for staff in current leadership roles.		<ul style="list-style-type: none"> <li>People and Culture together with Associate Provost delivered one Performance and Career Planning (PCP) workshop to Line Managers in the Faculty of Humanities in November 2020.</li> </ul>
<b>1.1.4 Evidence based decision-making:</b> Include gender data of academic staff in key dashboards used for decision-making.	<b>CSO</b> Director Business Intelligence & Analysis	Data to be included in dashboard agreed by <b>Q4, 2018</b> . Faculty and School dashboards include agreed data by <b>Q2, 2019</b> .		<ul style="list-style-type: none"> <li>Faculties and Schools report on the % of female staff in their leadership teams and ALE female staff as part of an annual report to the Senior Executive Team.</li> <li>Data of the proportion of female staff working in STEM disciplines, with breakdown for the Faculty of Science and Engineering as at 31 December 2020 is shown in Item 1.1.1.</li> </ul>
<b>1.1.5 Resourcing/Leadership:</b> Appoint and appropriately resource a senior Curtin Athena SWAN Lead for 4 years.	<b>VC</b>	<b>Q2, 2018.</b> Resources for Athena SWAN will be maintained annually.		<ul style="list-style-type: none"> <li>The Associate Provost undertook the Academic Lead role for the 2nd half of 2020 following the retirement of Professor Jo Ward.</li> <li>The Project Officer role to support the Athena SWAN program became vacant in early December, and a new incumbent commenced in early 2021.</li> </ul>
<b>1.1.6 Benchmarking:</b> Establish benchmarking protocols and practice with the ATN universities and the University of Aberdeen.	<b>CSO</b> Athena SWAN Academic Lead	<b>Q1 2020.</b>		<ul style="list-style-type: none"> <li>Curtin continues its collaboration with SAGE, Telethon Kids Institute and 3 other WA universities as part of the WA Regional Network. Curtin hosted the WA Athena SWAN Regional Network meeting in August.</li> <li>Diversity and Inclusion Governance Review concluded its assessment in Quarter 4, 2020. The University's gender diversity and equity governance was benchmarked against 14 other Australian universities and the University of Aberdeen. The final report is scheduled to be considered by the Senior Executive Team early in 2021.</li> </ul>
<b>1.1.7 Faculty / School level accreditation:</b> Support Faculties, Schools and Institutes to apply for Athena SWAN accreditation.	<b>Provost</b> Associate Provost	Several area applications submitted (Faculty of Health Sciences and Curtin Institute of Radio Astronomy (CIRA) have indicated a willingness to pursue this) in <b>Q1, 2020</b> .		<ul style="list-style-type: none"> <li>New SAGE business model for Bronze to Silver Award pathway requires 5 Key Priority Areas called Cygnets to be identified, and Progress and Impact Reports submitted for each Cygnet. Faculty/School accreditation is not possible with the new model, and therefore this action has become redundant.</li> <li>The Associate Provost initiated a working group, a sub-group of the Athena SWAN Steering Group, to identify the Cygnets for Curtin and commence structuring timelines for submission.</li> </ul>
<b>2. Effect organisational and cultural change</b>			<b>Project Sponsor:</b>	
			Provost	
<b>2.1 Raise awareness of Gender Equity</b>				
<b>2.1.1 Staff Competency:</b> Develop and implement a Gender Cultural Competence Framework.	<b>Provost</b> Athena SWAN Academic Lead	Key commitment statements drafted for the development of a		<ul style="list-style-type: none"> <li>New milestones for Gender Cultural Competence Framework were endorsed by Athena SWAN Steering Group (ASSG) in April 2020 meeting.</li> </ul>




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		<p>clear readable Framework document by <b>Q2, 2020</b>.</p> <p>Mapping the Action Plan to the statements to show what success would look like by <b>Q3, 2020</b>.</p> <p>Completion of clear readable Framework document by <b>Q4, 2020</b>.</p> <p>Creation of Athena SWAN activities calendar by <b>Q4, 2020</b>. Implementation ongoing.</p>		<ul style="list-style-type: none"> <li>The Gender Cultural Competency Framework working group identified 4 themes and developed key commitment statements for each theme. In view of the new SAGE business model for Cygnet awards and Silver accreditation, the Framework will be used to inform the 5 key priority areas for the Cygnet Awards.</li> <li>Mapping of the key commitment statements to the Action Plan completed.</li> <li>A draft Diversity and Inclusion activities calendar has been developed but requires further consultation.</li> </ul>
<p><b>2.1.2 Unconscious Bias:</b> Implement Unconscious Bias Training for academic leaders, managers, chairs of key University, Faculty, School, Promotion and Selection committees.</p>	<p><b>Provost</b> Director PAC</p>	<p>HoS group complete training by <b>Q3, 2018</b>.</p> <p>Senior Executive Team by end <b>Q4, 2018</b>.</p> <p><b>Ongoing</b> – Chairs of key committees complete training in a timely manner.</p>		<ul style="list-style-type: none"> <li>In total, 511 participants have undertaken the Inclusive Practice/Unconscious Bias training since its launch.</li> <li>COVID-19 disrupted F2F training in 2020. Additional online training modules were proposed for Q4 2020, but are still under scoping and development for implementation in Q2, 2021.</li> </ul>
<p><b>2.1.3 Gender research network:</b> Establish a University-wide Gender Research Network that shares best practice, raises awareness and influences change.</p>	<p><b>Athena SWAN Academic Lead</b></p>	<p>Identify a lead to coordinate the Network by <b>Q1, 2019</b>.</p> <p>Develop an operational plan, identify resource requirements and commit to 2-3 meetings by <b>Q3, 2019</b>.</p> <p>Visibility measure developed. Implementation ongoing.</p>		<ul style="list-style-type: none"> <li>Professor Siobhan Austen and Dr Samantha Owen appointed as Co-Leads of the Gender Research Network.</li> <li>Institutional funding request submitted to DVC Research has been successful, with approval of Terms of Reference for GRN including a governance framework with a GRN Advisory Council.</li> <li>A Gender Equity and Career Trajectories workshop was co-hosted on 21 October with the Australian Women's History Network and funded by the Australian Academy of Humanities.</li> <li>The Future of Work Institute has launched the Thrive at Work at Home Series featuring videos and articles which provide practical tips to support working from home. The team led by Professor Sharon Parker has also conducted a global longitudinal research study called the Thrive at Work at Home survey to investigate the impact of COVID-19 on work and well-being.</li> </ul>
<p><b>2.1.4 Male Champions:</b> Establish the Male Agents of Change at Curtin (MACC) group.</p>	<p><b>Provost</b> Athena SWAN Academic Lead</p>	<p>Group established <b>Q3, 2020</b>.</p>		<ul style="list-style-type: none"> <li>The Provost was announced to lead the University's Male Agents of Change.</li> <li>Associate Provost reached out to the National Male Champions of Change organisation for details of involvement and registration. The Vice-Chancellor requested membership with the organisation be placed on HOLD for current period in lieu of new Vice-Chancellor arriving in April 2021.</li> <li>Professor Jo Ward (Curtin) and Ms Chris Gunson (ECU) facilitated a workshop entitled <i>'Shifting the spectrum of male engagement with gender equity - has the pendulum swung</i></li> </ul>




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				<p><i>too far?'</i>. This workshop was developed by the WA SAGE Regional Network (Curtin, ECU, Murdoch, UWA and Telethon Kids Institute) for the 2020 SAGE Symposium: Catalysing Gender Equity. From the workshop, a resource has been developed to address ways in which to respond in challenging gender equity situations (If this, then that ... format), and is published on the SAGE website.</p> <ul style="list-style-type: none"> <li>Male champions group across the University to be established in 2021 to assist in fostering inclusive culture and advancing gender equity at Curtin.</li> </ul>
<p><b>2.1.5 Profile under-represented gender:</b> Showcase female academic staff and students from under-represented genders and their achievements.</p>	<p><b>Vice President Corporate Relations</b> Faculty marketing managers</p>	<p>Media training and external media opportunities for females to increase <b>from 2019</b>. Review protocols in publicity materials and participation in Curtin sponsored events. Recommendations acted on by <b>Q1, 2019</b>. Report annually to PACC on staff and students profiled internally and externally – Q4, <b>commencing 2019</b>. Increase number of female student leaders in student-facing programs.</p>		<ul style="list-style-type: none"> <li>Total of 23 Static profiles of female STEMM Stars are now available on the Athena SWAN webpage.</li> <li>The 6 Curtin female STEMM academics who participated in the Centre for Stories program to record their career journeys have had numerous media exposure since June including interviews by Jenny Seaton from Curtin FM and the recording of short videos produced by University Marketing for use on Curtin's social media platforms. The program was also highlighted in a national SAGE podcast in November available through the SAGE website.</li> <li>A considerable amount of STEMM female staff achievements have been highlighted through the VC's Note to Staff, Curtin Weekly and the Curtin University home webpage, and a report of achievements by Curtin female staff in 2020 has been prepared.</li> <li>Faculty of Science and Engineering and Curtin Research Office funded 10 research academics (5 female and 5 male) to a full day media training workshop conducted by Niall Byrne from external consultancy Science in Public.</li> <li>Curtin's UniPASS peer-learning program maintained gender equity levels of 55% female and 45% male representation across the Peer Learning Facilitator team.</li> <li>Kalgoorlie Campus hosted 17 high school students from Perth, who participated in the Girls Focus on Mining Camp via Curtin's STEM Outreach Program.</li> <li>Women in Technology WA assisted by Curtin's STEM Outreach Team filmed impressive Curtin women in STEM for their program, "<i>Techtrails Online</i>". The program showcases videos of inspiring female STEM role models. The website (<a href="https://www.youtube.com/playlist?list=PLp14dPdc1Gk2G9gABgOSkGlqpgEbPlhge">https://www.youtube.com/playlist?list=PLp14dPdc1Gk2G9gABgOSkGlqpgEbPlhge</a>) captures the stories of 9 Curtin STEM staff.</li> </ul>
<p><b>2.2 Build change capacity</b></p>				
<p><b>2.2.1 Workforce and succession plans:</b> Include gender equity and diversity as a priority in faculty and school academic workforce and succession plans.</p>	<p><b>PVCs</b> Director PAC</p>	<p>All Schools to have workforce and succession plans, with gender equity and diversity as a priority, by <b>Q1, 2020</b>.</p>		<ul style="list-style-type: none"> <li>People Business Partners from PAC reported succession planning activities were delayed by COVID-19 and activities in 2020 were limited.</li> <li>The Associate Provost on behalf of the Athena SWAN Steering Group, submitted a response to the Consultation Paper released by the University on 31 August 2020 'Responding to revenue forecasts and budgetary challenges'. The paper emphasized the need for gender balance to be taken into consideration with all proposed changes to staffing and workload allocation.</li> </ul>

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2.2.2 <b>Gender Pay Gap (GPG):</b> Finalise and implement <i>Closing the Gender Pay Gap Action Plan</i> .	VC Director PAC	<i>Closing the Gender Pay Gap Action Plan</i> endorsed by <b>Q3, 2018</b> . Recommendations implemented by <b>Q4, 2020</b> : <ul style="list-style-type: none"> <li>• Role modelling by the Senior Executive to ensure gender pay equity across senior teams</li> <li>• Conduct audit of Curtin's gender pay gap</li> <li>• Directly address any unjustifiable pay inequities across all salary levels and work types</li> <li>• Remuneration decision-making processes review, including developing review outcomes into policy, communicating expectations in relation to salary negotiations and remuneration decision-making</li> </ul>		<ul style="list-style-type: none"> <li>• The University's overall Gender Pay Gap (GPG) is 9.4% on total remuneration, which is a reduction from 12.3% in 2017 and remains below the national average and the WA sector average.</li> <li>• GPG Analysis for all MERC employees has been conducted and is embedded as part of the annual remuneration review process.</li> <li>• Analysis reveals that the largest GPG exists in staff on individual contracts outside of the EA, and this is the single biggest lever to reducing the GPG; 49% of that cohort are women but the GPG for that cohort is 21%.</li> <li>• Proactively targeting gender balance in recruitment processes will continue to close the gap.</li> </ul>
<b>2.3 Gender Equity at International campuses</b>				
2.3.1 <b>Gender Equity Action Plans:</b> 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.	Int'l PVCs Athena SWAN Academic Lead	Curtin Malaysia Plan completed by <b>end 2020</b> . Additional campus plans completed by <b>end 2021</b> .		<ul style="list-style-type: none"> <li>• Progress on planning for Associate Provost to work with PVC and Deputy PVCs of International Campuses postponed due to impact of COVID-19.</li> </ul>
<b>3. Enhance decision-making</b>			<b>Project Sponsor:</b>	
<b>Provost</b>				
<b>3.1 Governance</b>				
3.1.1 <b>University Committee membership:</b> Review Terms of Reference and membership of key University committees in relation to gender equity and diversity.	VC Chair Academic Board	40% Principle embedded in key committee constitutions <b>Q3, 2018</b> . Transition plans, where needed, in place by <b>Q1, 2019</b> .		<ul style="list-style-type: none"> <li>• The Secretariat have reviewed University Award policy and guidelines to ensure diversity, equity and inclusion criteria are being specifically and explicitly addressed within the processes for staff seeking award nominations.</li> <li>• Of the 25 key University Committees listed on the Curtin Secretariat webpage in 2020, 9 do not meet the target of at least 40% membership of either gender: 7 have less than 40%</li> </ul>




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		<b>Annual report</b> of committee membership to People and Culture Committee.		<p>females and 2 have less than 40% males. Notably, the Executive Committee, Advancement Steering Committee and Academic Board Executive comprise only 17-22% women.</p> <ul style="list-style-type: none"> <li>It is suggested that the Chairs of the relevant committees which do not reach the 40% principle for gender equity, develop pro-active strategies to achieve gender balance, with the aim of meeting the 40% target for either gender by 2025.</li> </ul>
<b>3.1.2 Faculty and School Executive Committee membership:</b> 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.	<b>Provost</b> PVCs	Faculty reviews complete <b>Q3, 2019</b> . School reviews complete <b>Q1, 2020</b> .		<ul style="list-style-type: none"> <li>Membership of Faculty and School Leadership Teams gender balance continue to be monitored, with targets for all leadership teams having been set and endorsed by SET to improve by 2022. Annual report will be submitted in Q1, 2021.</li> </ul>
<b>3.1.3 Support staff new to committees:</b> Provide support for academic females who are new to key committee roles.	<b>VC</b> C'ttee Chairs: Uni, Fac, Sch; Athena SWAN Academic Lead	Induction sensitive to gender equity & diversity issues is in place by <b>Q4, 2019 and ongoing</b>		<ul style="list-style-type: none"> <li>Two resource documents, one specifically for Chairs of Committees and one for new committee members have been developed and highlight gender equity issues. The documents have been circulated to Faculty and School PVCs, Deputy PVCs, HoS, Deputy Hos and Faculty and School Business Managers with a copy to University Secretariat for inclusion in committee members induction packs.</li> </ul>
<b>3.1.4 Meeting arrangements:</b> 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.	<b>VC</b> C'ttee Chairs: Uni, Fac, Sch	Progress to be made within Faculties and Schools by <b>Q4, 2018</b> . All of these committee meetings held in family friendly hours by <b>end 2019</b> . All key meeting rooms are equipped to enable remote participation. Progressively from <b>Q4, 2021</b> .		<ul style="list-style-type: none"> <li>74% of formal University Committee meetings commence within family friendly times of 10.00am to 3.00pm. Non-compliant committees relate to member representatives from international campuses that require after hours attendance.</li> </ul>
<b>3. Leadership roles</b>				
<b>3.2.1 Leadership targets:</b> Establish targets for key University, Faculty and School leadership roles for improved gender equity and diversity.	<b>Provost</b> Director PAC	University level targets established <b>Q4, 2019</b> . Initial workforce and succession plans address gender inequity, completed by 2020 and ongoing		<ul style="list-style-type: none"> <li>Gender targets for leadership roles were endorsed by SET at their first meeting in 2020, with Adoption of a 40% target of either gender by 2025.</li> <li>Progress against targets will be reported in Q1, 2021.</li> </ul>











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<p><b>3.2.2 Search strategies:</b> 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><b>Provost</b> Director PAC</p>	<p>Pro-active search to commence in target areas for leadership vacancies from <b>Q2, 2018</b>. 30% gender representation achieved in target areas by <b>Q4, 2021</b>.</p>		<ul style="list-style-type: none"> <li>• Head of School level search conducted in Science and Engineering to proactively pursue female candidates to ensure they were on the long list for consideration; 1/10 and 2/9 for 2 roles of females/males. Male candidates were successful, however one high potential female was offered an alternate role, which she was unable to accept due to COVID.</li> <li>• In Health Sciences, global candidates were mapped for 2 Head of School roles. The number of females mapped as potential candidates with the required skill set was less than males, females at 23% and 41% of the population mapped per role, although there were 50/50 female and males present at the final interview stage per role.</li> <li>• The talent team have continued to focus on finding female candidates and the University supports consideration of these candidates highly.</li> </ul>
<p><b>3.2.3 Executive Sponsorship of Female Academic Leaders:</b> Foster the leadership development of senior female academic staff through sponsorship by Senior Executive Team members.</p>	<p><b>Provost</b> Director PAC Associate Provost</p>	<p>Develop framework for selection of female leaders and their sponsors, activities and outcome measures <b>by Q4, 2019</b>. Identify 2-4 pilot participants and match with SET sponsors by end <b>Q1, 2020</b>. Sponsorship activities commence <b>Q2, 2020</b>. Accelerated development plans created for each participant by <b>Q2, 2020</b>. Participant and Sponsor progress reports on development submitted to VC and pilot reviewed <b>Q4, 2020</b>. Participating cohort reviewed each year against performance outcomes and potential for future participation. Downstream target: &gt;40% of gender on SET <b>by 2025</b>.</p>		<ul style="list-style-type: none"> <li>• Curtin Provost Fellows Professors Helen Hodgson and Reena Tiwari have completed their projects and provided reports.</li> <li>• Due to COVID-19 constraints and uncertainties, appointment of further Provost Fellows was postponed.</li> <li>• Executive Sponsorship of Female Academic Leaders scheme was developed and endorsed by SET early in 2020. A pilot of the scheme has been postponed to 2021 due to COVID-19 constraints.</li> </ul>
<p><b>3.2.4 Support female staff new to leadership roles:</b> Support females who are new to key leadership roles.</p>	<p><b>PVCs</b> Director PAC</p>	<p>Induction, mentoring, relevant training, or other development opportunities that are sensitive to gender equity and diversity issues developed by <b>Q4, 2019</b>.</p>		<ul style="list-style-type: none"> <li>• Business Partners continue to work closely with new leaders utilising the Senior leader induction document to ensure that they are supported and their understanding of Curtin requirements is clearly understood. New leaders allocated a buddy/peer mentor to ensure a smooth transition to the role, and allow for learnings from a more experienced Curtin leader.</li> </ul>






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<b>4. Career development and management</b>			<b>Project Sponsor: Provost</b>	
<b>4.1 Multi-year career plans</b>				
4.1.1 <b>Multi-year plans:</b> Develop multi-year career plans, informed by individual priorities, circumstances, leadership potential and career aspirations.	<b>PVCs</b> Director PAC	Develop multi-year plan templates, by <b>Q2, 2019</b> . Initiate multi-year plans as part of annual review of performance, commencing with new continuing academic staff in <b>Q3, 2019</b> . Multi-year plans to be standard practice across academic staff by <b>end 2021</b> .		<ul style="list-style-type: none"> <li>Academic Performance and Career Plan (PCP) process is successfully in operation and includes multi-year career plans. In period 1 January to 31 December 2020, 811 academics have submitted and completed PCPs with total of 920 academics (60%) having submitted and/or completed PCPs since the program launched in September 2019. This is a significant improvement compared to the submission of WPPRs prior to 2019 which was 20-40%.</li> </ul>
4.1.2 <b>Manager feedback:</b> Train managers in how to provide valued feedback to academics on their performance & progress against their career development plan.	<b>PVCs</b> Director PAC	Training developed by <b>Q4, 2019</b> . Roll out of training commencing <b>Q1, 2020</b> .		<ul style="list-style-type: none"> <li>Nearly all academic Line Managers (85%) had completed Effective Career Conversations workshops in 2019, to increase capability in holding effective discussions on performance and career planning. On request, an additional workshop was held in November 2020 for academic staff from the Faculty of Humanities. Two sessions were also delivered by People and Culture to professional staff across Curtin in 2020.</li> <li>Line Managers Guide to assist with manager feedback is made available to staff on the PCP webpage.</li> </ul>
<b>4.2 Formal development programs</b>				
4.2.1 <b>Mentoring Culture:</b> Establish and implement strategies to provide more female staff with access to mentors.	<b>Provost</b> Director PAC	Current internal mentoring programs identified and mapped by <b>Q3, 2018</b> . Identify appropriate mentors and increase the mentor pool (drawn from Curtin senior staff, alumni and industry partners) by <b>Q1, 2019</b> . Resources and support in place for mentors by <b>Q1, 2019</b> . Develop and implement mentoring framework as part of the Confirmation / Probation Procedures by <b>Q1, 2019</b> . Explore a 'speed dating' mentoring model by <b>Q1, 2020</b> .		<ul style="list-style-type: none"> <li>People and Culture staff ran a leadership mentoring program for two cohorts of staff, one in Q2 and the second in Q3, 2020. There was a total of 210 participants: 49% academic and 51% professional. All staff mentors were currently in leadership roles or aspiring to be in Manager positions.</li> <li>Female mentors who had graduated from the Senior Female Career Trajectory Program in 2019 were appointed to all participants in the Program for Early Academic Careers (PEAC) for females conducted in 2019/2020 [refer 4.2.3].</li> <li>A Faculty of Health Sciences mentoring program for Academic Research Trajectory staff resulted in positive responses from both mentors and mentees.</li> <li>Advice and guidance were provided to Curtin Academy to implement a mentoring program for Teaching and Research Academics to roll out in 2021.</li> </ul>







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		Best practice 'matching processes' in place by <b>Q3, 2020</b> .		
4.2.2 <b>Senior Academic Women Trajectory:</b> Run the <i>Trajectory: Leadership and Career Development Program</i> biennially, from 2018	<b>PVCs</b> Athena SWAN Academic Lead Director PAC	Program to be run biennially, <b>commencing 2018</b> . Track cohorts on a triannual basis to gauge efficacy <b>commencing 2020 with 2017 cohort</b> .		<ul style="list-style-type: none"> <li>Workshop conducted for Academic Women's Trajectory Program participants (early-, mid- and senior-career), facilitated by Dr Wafa El-Adhami Executive Director of Science in Australia Gender Equity (SAGE), in celebration of International Women's Day with 24 participants attending.</li> <li>The 2019-2020 Senior Research Academic Women's Trajectory program was completed in August 2020 [refer 4.2.4].</li> <li>The Senior Research Trajectory Program will not be offered in 2021 due to resource limitations, but it is planned for the Senior Academic Trajectory program to run again from mid-2021 with the new program potentially being offered to both male and female academic staff.</li> </ul>
4.2.3 <b>Early Career Academic Women Trajectory:</b> Pilot <i>Trajectory: Early Career Academic Leadership and Career Development Program</i> .	<b>PVCs</b> Associate Provost Director PAC	Framework to be created with a supporting webpage or system to support the career development of early career academics at Curtin, to be available <b>by Q4, 2019</b> . Track cohorts on a triennial basis to gauge efficacy <b>commencing 2022 with 2019 cohort</b> .		<ul style="list-style-type: none"> <li>The Program for Early Academic Careers (PEAC) for women was completed with a final workshop and closing ceremony held on 12 November 2020 attended by the VC, Provost and Heads of School. 23 participants successfully completed the program, with extremely positive feedback given in the final evaluation survey; six of the participants were promoted from Level B to C and one from Level C to D in the 2020 promotion round.</li> </ul>
4.2.4 <b>Research productivity:</b> Identify structural barriers that may be impeding female research productivity, and implement strategies to mitigate these.	<b>DVCR</b>	QSort Survey, analysis and recommended actions complete <b>by Q2, 2020</b> Research Trajectory Program - Cohort 1 complete <b>by Q4, 2020</b> Carer Support Scheme endorsed and implemented <b>by Q3 2020</b> Launch and support EMCR Research Network. Established 2019. Implementation: <b>ongoing</b> .		<ul style="list-style-type: none"> <li>At its April meeting, the Athena SWAN Steering Group (ASSG) endorsed reshaping of item, milestones and rational to give greater guidance and smarter roadmap for easier tracking and implementation.</li> <li>Q-Sort survey: HS priority areas completed. Implementation is ongoing.</li> <li>The 2019-2020 Senior Research Academic Women's Trajectory program due to complete in April 2020 was postponed due to COVID. The program was completed with a final workshop held on 31 August 2020. The Senior Research Trajectory Program, although successful and well received by participants, will not be offered in 2021 due to resource limitations.</li> <li>ROC have committed to supporting the Curtin WISE grant application led by a female researcher in science and engineering which focusses on STEM outreach, including women in STEM.</li> <li>EMCR research network workshops held in all faculties and centrally to inform approach to nominating and selecting first steering committee. EOI process to be commenced in early 2021.</li> <li>Carer Support Scheme developed and endorsed by SET, with pilot program to be commenced in early 2021.</li> </ul>

Actions	Accountable Responsible	Milestones	Status	Status Updates
4.2.5 <b>Academic Support Mechanisms:</b> Review of academic support mechanisms, both formal and informal, for gender and role bias.	<b>Provost</b> Director PAC	Review completed by <b>Q4, 2021</b> . Recommendations from the review to be <b>implemented in 2022</b> .		<ul style="list-style-type: none"> <li>Faculty of Health Sciences conducted a five-question survey focussing on the impact of COVID-19 on gender issues across all Faculty Schools in Q3, 2020. Report on outcomes completed and will inform development of initiatives to support arising issues.</li> <li>Project conducted by Provost Fellow Professor Helen Hodgson on career break management has been noted by SET and recommendations will be considered in development of the new Enterprise Agreement in 2021 [refer 5.1.1].</li> <li>Other support mechanisms such as Academic Carer Leave Scheme [refer 4.2.4] and Executive Sponsorship Scheme [refer 3.2.3], have also been developed.</li> </ul>
4.2.6 <b>Higher Degree by Research students:</b> Develop and implement strategies that will support the career development of female Higher Degree by Research students.	<b>DVCR</b> Assoc DVC RE	Needs analysis completed by <b>Q2, 2020</b> . Develop strategies by <b>Q4, 2020</b> . Roll out of strategies <b>commencing Q1, 2021</b> .		<ul style="list-style-type: none"> <li>COVID-19 plus other matters hindered the needs analysis. HDR student survey to be prepared for Q1, 2021.</li> <li>HDR training analysis project carried out to bring together training participation data and track against student progression and milestones with data informing development of proposal on changes to HDR programs.</li> <li>Full suite of revised policies finalised, and annual female-oriented career development workshops for Early Career researchers, open to HDR cohort continues to be provided.</li> <li>Curtin partnered with Lotterywest and education and engagement program <i>Shooting Stars</i> which launched a new scholarship for Indigenous women funding Masters or PhD studies.</li> </ul>
<b>4.3 Informal learning</b>				
4.3.1 <b>Opportunities:</b> Managers actively promote and support informal learning by female academic staff, inclusive of constructive developmental feedback where possible.	<b>PVCs</b> Director PAC	Managers include discussion of opportunities in the PCP. PAC Business Partners to assist managers to understand opportunities – <b>ongoing</b> . HR Information System updated to record significant opportunities, by <b>Q4, 2019</b> .		<ul style="list-style-type: none"> <li>The majority of managers (85%) were trained in 2019 in holding career development conversations and how to align the work of academic staff with the Academic Capability Framework [refer to 4.1.2]. Further training held for Faculty of Humanities staff in November 2020.</li> </ul>
<b>4.4 Sessional staff</b>				
4.4.1 <b>Valuing and supporting sessional staff:</b> Develop appropriate policy, procedures, support, reward and career development mechanisms that take account of the differing goals, motivations, and needs of sessional staff.	<b>Provost</b> Director PAC Assoc DVC LT	Develop appropriate policy and development strategies by <b>Q1, 2021</b> . Implement policy and strategies, <b>ongoing from 2021</b> .		<ul style="list-style-type: none"> <li>School of Management applied measures and developed new policies for BLASST (Benchmarking Leadership and Advancement of Standards for Sessional Teaching) Framework, and following activities have been initiated:                             <ul style="list-style-type: none"> <li>Induction and professional development workshops undertaken prior to commencement of semester, attended by continuing and sessional staff.</li> <li>Casual Academic Committee established.</li> <li>Process for registering expressions of interest for upcoming opportunities developed.</li> <li>New continuing staff provided with instructions on managing sessional staff.</li> </ul> </li> <li>Consideration being given to rolling out BLASST across Curtin.</li> </ul>




Actions	Accountable Responsible	Milestones	Status	Status Updates
<b>5. Flexible careers</b>				<b>Project Sponsor:</b> Provost
<b>5.1 Managing career breaks</b>				
5.1.1 <b>Career Break Management Scheme:</b> 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 <b>Q3, 2020</b> . Implementation <b>ongoing</b> .		<ul style="list-style-type: none"> <li>2019 Provost Fellow, Professor Helen Hodgson completed her Provost Fellow project, and provided recommendations to identify policies, guidelines and Enterprise Agreement clauses to assist academic staff before, during and after a career break.</li> </ul>
5.1.2 <b>Career break support:</b> Amend policy and practices to enhance opportunities for academics undertaking significant career breaks	Provost Director PAC	Policy changes in place by <b>Q1, 2020</b> .		<ul style="list-style-type: none"> <li>Policy and Enterprise Agreement review will be linked to the recommendations from the Provost Fellow project [refer 5.1.1.].</li> <li>Flexible Work Arrangements Guideline has been published on the website for University staff information and access.</li> </ul>
<b>5.2 Equitable evaluation of performance</b>				
5.2.1 <b>Workload allocation:</b> Review workload allocation for gender biases.	CSO	3 year review of new workload allocations by gender complete by <b>Q4, 2021</b> . Implementation of recommendations <b>ongoing</b> .		<ul style="list-style-type: none"> <li>Strategic workforce planning is tied to School Reviews and Strategic Planning, which have been delayed until 2021 due to COVID-19 pandemic.</li> <li>The Staff Workload Planner (SWP) software, and the AWMS (Academic Workload Management System) methodology are currently under review.</li> <li>The Associate Provost is an academic advisor for the 'Future Direction – Academic Workload Management' project, which was one of the 2020 Plan-on-a-Page projects. The Academic Workload Principles are in final draft. Processes have been reviewed by system users and are currently being finalized. The project will recommend options for proceeding following a market scan for system alternatives with the capacity to meet our requirements.</li> </ul>
5.2.2 <b>Probation, performance and promotion assessment:</b> Develop strategies to assist managers to fairly evaluate staff performance, relative to opportunity.	CSO	Strategies identified by <b>Q4, 2018</b> . Implementation from <b>Q1, 2019</b> .		<ul style="list-style-type: none"> <li>PAC and the Associate Provost will continue to run sessions for new and existing academic line managers on having effective career management conversations aligned with the Academic Capability Framework [refer 4.1.2].</li> <li>PAC People Business Partners continue to work with Heads of School and Deputy Heads of School to embed guidelines on "Assessment Relative to Opportunity" as part of Line Managers guide for Performance and Career Planning process.</li> <li>Academic Promotions Procedure has clearer reference to achievement relative to opportunity considerations.</li> <li>Membership of 2020 University Academic Promotions Committee and Faculty Committees all met gender balance requirements. All promotion panel members underwent training sessions which included Unconscious Bias as well as assessing applications with consideration given to achievement relative to opportunity.</li> </ul>
<b>5.3 Flexible work options</b>				

Actions	Accountable Responsible	Milestones	Status	Status Updates
5.3.1 <b>Requests for flexible work:</b> Record requests and approvals for flexible work arrangements.	<b>Director PAC</b>	Develop rules for recording requests and outcomes for flexible work arrangements by <b>Q4, 2019</b> .		<ul style="list-style-type: none"> <li>The Performance and Career Planning (PCP) process for all staff includes the recording of flexible work arrangements.</li> <li>Flexible Work Guidelines made available to all staff in Q1, 2020. The Guidelines are more “user-friendly” and provide up-to-date information for Line Managers on applying flexible work arrangements.</li> </ul>
<b>6. Career transition points</b>			<b>Project Sponsor:</b>	
<b>6.1 Recruitment – attraction and appointment</b>				
6.1.1 <b>Broadening talent pools:</b> Identify a broader pool of potential female applicants for academic positions by using local area networks.	<b>Director PAC</b>	Commencing, as vacancies arise, from <b>Q2, 2018</b> .		<ul style="list-style-type: none"> <li>Current Talent Acquisitions model continues to support action items in the Athena Swan Action Plan through Attraction, Selection and Appointment, and Integration.</li> <li>PAC People Business Partners continue working with Faculty leaders to identify female talent within their faculties as part of their Strategic Workforce planning objective.</li> </ul>
6.1.2 <b>Minimise gender bias:</b> Minimise gender bias in recruitment materials and processes.	<b>Director PAC</b> Manager Talent Acquisition	Data collection at every stage of the talent acquisition process commencing <b>Q2, 2018</b> . Require mandatory Unconscious Bias training for selection panels and recruitment officers commencing <b>Q2, 2020</b> . Textio in use commencing <b>Q2, 2018</b> .		<ul style="list-style-type: none"> <li>Unconscious bias training included in online Selection and Appointment Panel Member training where Chair of the Recruitment and Selection Panel required to do training as per University policy.</li> <li>Textio in place for all recruitment advertisements ensuring gender neutral language in candidate information is standard practice. Talent Acquisition Consultants received training and support to draft adverts in gender neutral tones.</li> <li>“Job Briefs” continue to be priority for vacant roles in areas where there is a lower percentage of female academics and includes advice to hiring managers on gender diversity targets with reminder of Curtin’s strategies and legal obligations.</li> </ul>
6.1.3 <b>Pro-active strategies:</b> Explicitly encourage applications from the under-represented gender in discipline areas where either gender is significantly under-represented in academic positions.	<b>Director PAC</b> Manager Talent Acquisition	Explicitly encourage or require appointments from the under-represented gender commencing, as vacancies arise, <b>from Q4, 2018</b> . Job preparation and interview skills program implemented for internal applicants. <b>Q1, 2020</b>		<ul style="list-style-type: none"> <li>New Talent Acquisition Model instigated creation of Project Officer role to drive direction and awareness of pro-active searches for senior appointments.</li> <li>Proactive search strategies have been implemented, including an Expression of Interest called for female-only applicants in Science and Engineering in April 2020, resulting in over 500 applications and the appointment of 5 women in Science and Engineering.</li> <li>Since 2019, 5 new female Heads of School have been appointed across Curtin, compared with 4 new male Heads of School.</li> <li>Candidate experience and support during the application period is focus for the Talent Acquisition team, especially for existing female academics applying for internal roles.</li> <li>Recruitment advertisements and sourcing strategies regularly reviewed to ensure University’s commitment to flexible work arrangements is reflected and benefits made more visible.</li> </ul>
6.1.4 <b>Academic contract types:</b> Increase the percentage of females employed on	<b>PVCs</b>	Explicitly encourage or require appointment of females		<ul style="list-style-type: none"> <li>For the period 1 Jan to 31 Dec 2020, 162 academic staff were recruited to continuing or fixed-term roles (ALA – ALE):</li> </ul>

Actions	Accountable Responsible	Milestones	Status	Status Updates
Continuing contracts in discipline areas where the use of Fixed-term contracts for females is disproportionate.	Director PAC	commencing, as Continuing vacancies arise, <b>from Q2, 2018</b> . Analyse 'length of service' of Fixed-term academics with three or more contracts over a continuous period of 5 years or more.		<ul style="list-style-type: none"> <li>11 (5 females – 45%) continuing appointments, including 4 STEM (25% female: HS-1 female, SAE- 2 males, HUM-1 male)</li> <li>151 (66 females –44%) fixed-term appointments, including 120 STEM (42% female: HS-27 females and 10 males, HUM-1 female and 2 males, SAE-22 females and 58 males)</li> <li>Recruitment freeze during COVID-19 continued to prevent conversions of fixed-term to continuing positions.</li> </ul>
6.1.5 <b>Induction:</b> Local areas will actively support new female academic staff to build networks and navigate Curtin systems.	HOS	Roll-out Local Area Induction pack by <b>Q4, 2018</b> . Seek feedback on effectiveness of local area induction processes on an annual basis.		<ul style="list-style-type: none"> <li>New Induction Guide for Line Managers completed and Induction Checklist located on Curtin Staff Portal website.</li> </ul>
<b>6.2 Academic Promotion</b>				
6.2.1 <b>Curtin Expectations:</b> Ensure the Curtin's Expectations for Academic Performance review takes account of gender equity and diversity and 'relative to opportunity'.	Provost Assoc Provost	Review completed <b>Q1, 2019</b> .		<ul style="list-style-type: none"> <li>The University continues its implementation of the Academic Capability Framework taking into account gender equity and diversity.</li> </ul>
6.2.2 <b>Promotion support:</b> Implement strategies to encourage females to apply for promotion in a timely manner.	Provost Director PAC	Strategies identified by <b>Q4, 2019</b> . Roll out of strategies <b>commencing Q1, 2020</b> . Continue to provide promotion information sessions for various cohorts of staff, including female academics, the Heads of School group and part-time staff. <b>Q2, 2018 ongoing</b> .		<ul style="list-style-type: none"> <li>HR Business partners worked with HoSs at the start of the year to commence identifying females to consider applying for promotion.</li> <li>Associate Provost conducted information session on academic promotions in March with DPVCs and Project Manager Academic Promotions and to establish the DPVC role for support and mentoring to promotion applicants, especially women and relative to opportunity guidelines.</li> <li>Information sessions were conducted by the Provost for promotion to Levels D and E (F2F workshop) and by the Chair of Academic Board for promotion to Academic Level C (virtual workshop). These roles are the respective Chairs of the Academic Promotion Selection Panels; the F2F session was attended by more than 60 staff.</li> <li>Academic promotion information session conducted by Provost at Heads of School Forum.</li> <li>DPVCs and Deans Research and L&amp;T facilitated 1:1 and group information support sessions in their respective Faculty for females interested in applying.</li> <li>Increase in FAQs and videos were made available for viewing on the self-help portal.</li> <li>The Chair of Academic Board (Chair Level C promotion panels) and Associate Provost held two workshops / information sessions for all promotion panel members including a discussion on Assessment Relative to Opportunity and Unconscious Bias.</li> <li>The Associate Provost was an EEO observer on all promotion panels, answered questions about application of the Academic Capability Framework, and ensured that promotion applicants received appropriate consideration for Achievements Relative to Opportunity.</li> </ul>

Actions	Accountable Responsible	Milestones	Status	Status Updates
				<ul style="list-style-type: none"> <li>93 promotion applications were submitted in the 2020 promotion round (comparable to the normal number of approximately 100 each year): 41 female and 52 male. The overall success rate was 70%, with 80% success for females and 62% for males.</li> <li>By role type, the success rates were: 68% T&amp;R (out of 53 applications received), 63% TA/CPTA (16 applications), 79% RA (24 applications).</li> </ul>
<b>6.3 Exit from Curtin</b>				
6.3.1 <b>Exit:</b> Review exit procedures to ensure better understanding of the reasons female academics leave Curtin.	<b>CSO</b> Director PAC	Review completed <b>Q1, 2021</b> . Recommendations implemented <b>Q2, 2021</b> .		<ul style="list-style-type: none"> <li>The revamped online exit survey was launched successfully in September 2020. The latest completion rates (October) was at over 50%, and reporting is also now able to be performed live. The new report has the ability to report on trends by gender, where individuals have identified.</li> <li>Face to face exit interviews are being conducted for female academics who leave in Science and Engineering.</li> </ul>

### Traffic light definitions:

-  **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.
-  **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.
-  **No action required.** The initiative is progressing to plan or ahead of plan and is on track to meet scheduled milestones.