



Athena SWAN Institution Application

Bronze Award

Name of institution	Curtin University
Date of application	29 March 2018
Award Level	Bronze
Date joined Athena SWAN	September 2015
Contact for application	Professor Jo Ward
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ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

COMPLETING THE FORM

Please refer to the SAGE Athena SWAN Charter Bronze Institutional Award Handbook when completing this application form.

Do not remove the headers or instructions. Each section begins on a new page.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. Please state how many words you have used in each section. Please refer to page 11 of the handbook for inclusions and exclusions regarding word limit.

We have provided the following **recommended** word counts as a guide.

Word limit	11,000
<i>Recommended word count</i>	
1. Letter of endorsement	500
2. Description of the institution	500
3. Self-assessment process	1,000
4. Picture of the institution	2,000
5. Supporting and advancing women's careers	5,000
6. Supporting transgender people	500
7. Intersectionality	500
8. Indigenous Australians	500
9. Further information	500
10. Action plan	N/A

ACRONYMS	
ALA,B,C,D,E	Academic Level A, B, C, D or E
ASAP	Athena SWAN Action Plan (Curtin University)
CAS	Centre for Aboriginal Studies
CEAP	Curtin Expectations for Academic Performance
CBS	Curtin Business School
CLT	Curtin Learning and Teaching
CSAGE	Curtin SAGE project
Curtin	Curtin University
DES	Diversity and Equity Strategy
DVC	Deputy Vice-Chancellor
EEO	Equal Employment Opportunity
EESJ	Ethics, Equity and Social Justice
EiR	Elder in Residence
FTE	Full-time equivalent
FWAs	Flexible work arrangements
GERG	Gender Equity Reference Groups – Faculty reference groups of the GEWG
GEWG	Gender Equity Working Group (SAT)
HDR	Higher Degree by Research
HEW	Higher Education Worker
HoD	Head/s of Department
HoS	Head/s of School
HR	Human Resources
HRIS	Human Resources Information System
HS	Faculty of Health Sciences
HUM	Faculty of Humanities
KPI	Key Performance Indicator
LGBTIQ+	Lesbian, Gay, Bisexual, Trans, Intersex and Queer, plus
ORD	Office of Research and Development
OSP	Office of Strategy and Planning
pa	per annum
PAC	People and Culture
PhD	Doctor of Philosophy
PMC	Planning and Management Committee
PVC	Pro Vice-Chancellor
RA	Research-Academic role
SAE	Faculty of Science & Engineering
Sessional	Casual academic staff
SoBE	School of Built Environment
SoCSG	Strengthening Our Culture Steering Group
STEM	Science, Technology, Engineering and Mathematics
STEMM	Science, Technology, Engineering, Mathematics and Medicine
T&R	Teaching and Research role
TA	Teaching-Academic role
VC	Vice-Chancellor
WA	Western Australia
WGEA	Workplace Gender Equality Agency
WPPR	Work Planning and Performance Review
YV	Your Voice Survey

1. LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR/DIRECTOR

Recommended word count: 500 words

Actual word count: 515

Refer to Page 17 of the Handbook



Professor Deborah Terry AO

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Vice-Chancellor

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27 March 2018

Dear SAGE Executive Director

It is with great pleasure that I endorse Curtin's application for SAGE Athena SWAN Bronze accreditation. As Vice Chancellor (since 2014) I have strengthened Curtin's commitment to gender equity as a key focus in successive University Strategic Plans with progress monitored by the University's governing body, Curtin Council. Our participation in Athena SWAN is an indicator of our commitment to improved outcomes. Members of the Senior Executive Team have key performance indicators for gender equity included as part of their performance targets.

Curtin University has a proud history of achievement with respect to gender equity and diversity. It has been recognised as an employer of choice for women since 2002, firstly through an Equal Opportunity for Women in the Workplace, Employer of Choice Citation, and more recently through the Workplace Gender Equality Agency's recognition as an Employer of Choice for Gender Equality. Curtin has also been recognised through the Australian Workplace Equality Awards for LGBTIQ+ inclusion at both a staff and student level.

I recognise that more needs to be done to achieve gender equity. The Curtin SAT (Gender Equity Working Group) and Faculty Gender Equity Committees established in each Faculty, have advised me that, despite good policy frameworks and commitment at senior levels of the institution, women remain underrepresented in many STEMM areas and at senior levels and in leadership roles. Inconsistent application of policy can and does impact on women's career progression.

I recognise the importance of accurate data, and I commit to improve the quality of available data to better inform decision making at leadership and management levels. I have supported targeted career and leadership development programs for women, including promotion workshops and peer mentoring, that has resulted in more women promoted to professorial level in the last two years. I have prioritised a refocus of our recruitment processes to increase the number of women in STEMM applying for and gaining positions at Curtin.

I am a member of Western Australia's CEOs for Gender Equity. The aims of the group are to address issues of gender inequity within our organisations and to raise awareness and share good practice across the corporate, not-for-profit and government sectors. I am the University's Pay Equity Ambassador which commits me and the University to work with the Workplace Gender Equality Agency to improve gender equity outcomes. The Provost is the University's White Ribbon Ambassador. These are some of the ways we make visible to both the Curtin and external community our commitment to gender equity.

Our Action Plan is ambitious and designed to drive change throughout the University. It focusses on the key areas identified through our self-assessment process. I am committed to championing its implementation, including the allocation of targeted resources, and to rigorous monitoring of the outcomes to ensure that we continue to build on the momentum achieved to date as a result of our participation in the SAGE Athena SWAN Pilot.

This application, including the qualitative and quantitative data, represents an honest, accurate and true representation of Curtin University and I would like to thank you for this opportunity to apply for Bronze Accreditation.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Deborah Terry', followed by a long horizontal flourish and a vertical line extending downwards.

Professor Deborah Terry AO
Vice-Chancellor

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: 500 words

Actual word count: 722

Refer to Page 17 of the Handbook

Please provide a brief description of the institution, including any relevant contextual information.

This should include:

- (i) information on where the institution is in the Athena SWAN process; that is, an indication of how the institution is progressing in their journey to improve gender equity, diversity, and inclusion
- (ii) information on its teaching and its research focus
- (iii) the number of staff; present data for academic, professional and support staff separately
- (iv) the total number of departments and total number of students
- (v) list and sizes of Science, Technology, Engineering, Mathematics and Medicine (STEMM) departments; present data for academic, and professional and support staff separately

[366] Western Australian Institute of Technology gained University status (Curtin University) in 1987, and is now WA's largest university. The University now ranks in the top 1% of universities worldwide in the prestigious Academic Ranking of World Universities. Curtin's main campus is in Bentley, Western Australia. In addition, the University has a significant CBD presence, a regional campus at Kalgoorlie, and three international campuses, Dubai, Malaysia and Singapore. International campuses are not included in the data or analysis as staff are not employed by Curtin. The University has the most diverse staff profile amongst Western Australia's five universities.

Curtin is committed to 'living' our values – respect, integrity, courage, impact and excellence. These inform our leadership and management practice in support of achieving our Vision and Mission. We have a longstanding commitment to equity and diversity, reflected in our 2020 objectives, including gender equality, intersectionality, diversity, Indigenous reconciliation and LGBTIQ+ inclusion. We monitor the effectiveness of our commitment through Your Voice (YV). YV is a widely used staff satisfaction survey that has been conducted regularly at Curtin, both through the use of the full survey and 'pulse checks'. Independent reports providing trends and national benchmarks at University, faculty, school/department and area level are broken down by gender.

We aim to be university of choice for a diverse range of students. Our KPIs include increasing Professors (target 32%) and HEW ≥10 professionals (target 48%-52%) who are females. We are a WGEA Employer of Choice for Gender Equality (since 2002 - previously through EOWA), White Ribbon accredited, and the highest ranked university for LGBTIQ+ inclusion (2013-2015). Our female Vice-Chancellor is a member of CEOs for Gender Equity (WA) and a WGEA Pay Equity Ambassador. Our Reconciliation Action and Disability and Inclusion Plans are embedded in our governance framework.

We have identified 31st March as the annual census date for staff data presentation, unless otherwise specified. Staff conditions are outlined in the *Curtin University Academic, Professional and General Staff Enterprise Agreement 2012-16* - 'Agreement'.

Curtin undertook a major faculty restructure in 2017, implemented 1st January 2018 [Section 9], therefore data presented for future analysis or reporting will be re-engineered to provide a new baseline. The restructure does not impact on our action plan.

- (i) information on where the institution is in the Athena SWAN process; that is, an indication of how the institution is progressing in their journey to improve gender equity, diversity, and inclusion

[106] We seek Bronze Accreditation as a member of Phase 1 of the SAGE Athena SWAN Charter pilot in Australia. Initiatives commenced during the preparation of this application include:

GENDER EQUITY @ CURTIN WEBSITE 	GEWG & GERG ACTIVE FORUMS 	ICRAR CURTIN 	PROMOTIONS WORKSHOPS: ALC-ALD WOMEN 	INCLUSION OF GENDER EQUITY QUESTIONS 
CLOSING THE GENDER PAY GAP ACTION PLAN 	TALENT ACQUISITION STRATEGY 	INTERNATIONAL NETWORK: WISEL (USA) 	TRAJECTORY PROGRAM: ALC-ALD WOMEN 	GENDER EQUITY RESEARCH NETWORK ESTABLISHED 
FUTURE LEADERS: EXTERNAL WORKSHOPS FOR WOMEN 	CURTIN POLICY MATRIX: GENDER IMPACT MAPPED 	SAE 'CAFÉ MENTORS' 	SCHOOL REVIEWS: GENDER EQUITY INCLUDED 	CURTIN GLOBAL ISSUES – LOCAL ACTION WORKSHOP 

Figure 2.1: Initiatives underway at Curtin University

(ii) information on its teaching and its research focus

[169] Our educational and research programs span five administrative areas – four faculties and the Centre for Aboriginal Studies [Figures 2.2, 2.5]. Two faculties (SAE and HS) and the School of Built Environment in Humanities (SoBE) identify as STEMM. The Curtin Medical School (HS) welcomed its first cohort of students in 2017. The School of Education (Humanities) has a significant focus on STEM Education and Education Research.

Curtin Business School (CBS) Pro Vice-Chancellor (PVC)	Faculty of Health Sciences (HS) Pro Vice-Chancellor (PVC)	Faculty of Humanities (HUM) Pro Vice-Chancellor (PVC)	Faculty of Science & Engineering (SAE) Pro Vice-Chancellor (PVC)	Centre for Aboriginal Studies (CAS) Director
7 x Schools Head of School (HoS)	8 x Schools Head of School (HoS)	4 x Schools (incl. 1 STEMM) Head of School (HoS)	6 x Schools Head of School (HoS)	
0 x Research Institutes 3 x Research Centres Directors	2 x Research Institutes 4 x Research Centres Directors	2 x Research Institutes 5 x Research Centres Directors	5 x Research Institutes 10 x Research Centres Directors	
9 x Departments Head of Department (HoD)	6 x Departments Head of Department (HoD)	12 x Departments Head of Department (HoD)	15 x Departments Head of Department (HoD)	

Figure 2.2: Structure of Curtin University's academic portfolios with nominated leadership positions, as at 31 March 2017

Curtin has a diverse range of students, around 26% from outside Australia, and a 'global citizenship' focus in education.

Our research priorities are: minerals and energy, ICT and emerging technologies, health sciences, and defence. We have 9 institutes, 6 centres and 16 industry centres – with 22 of these in STEMM. Our Bankwest Curtin Economics Centre in CBS has a strong gender focus. We are WA's largest and most comprehensive provider of allied health research.



Figure 2.3: Curtin's 2017 QS World University Rankings



Figure 2.4: Curtin's 2017 QS Stars rating for excellence

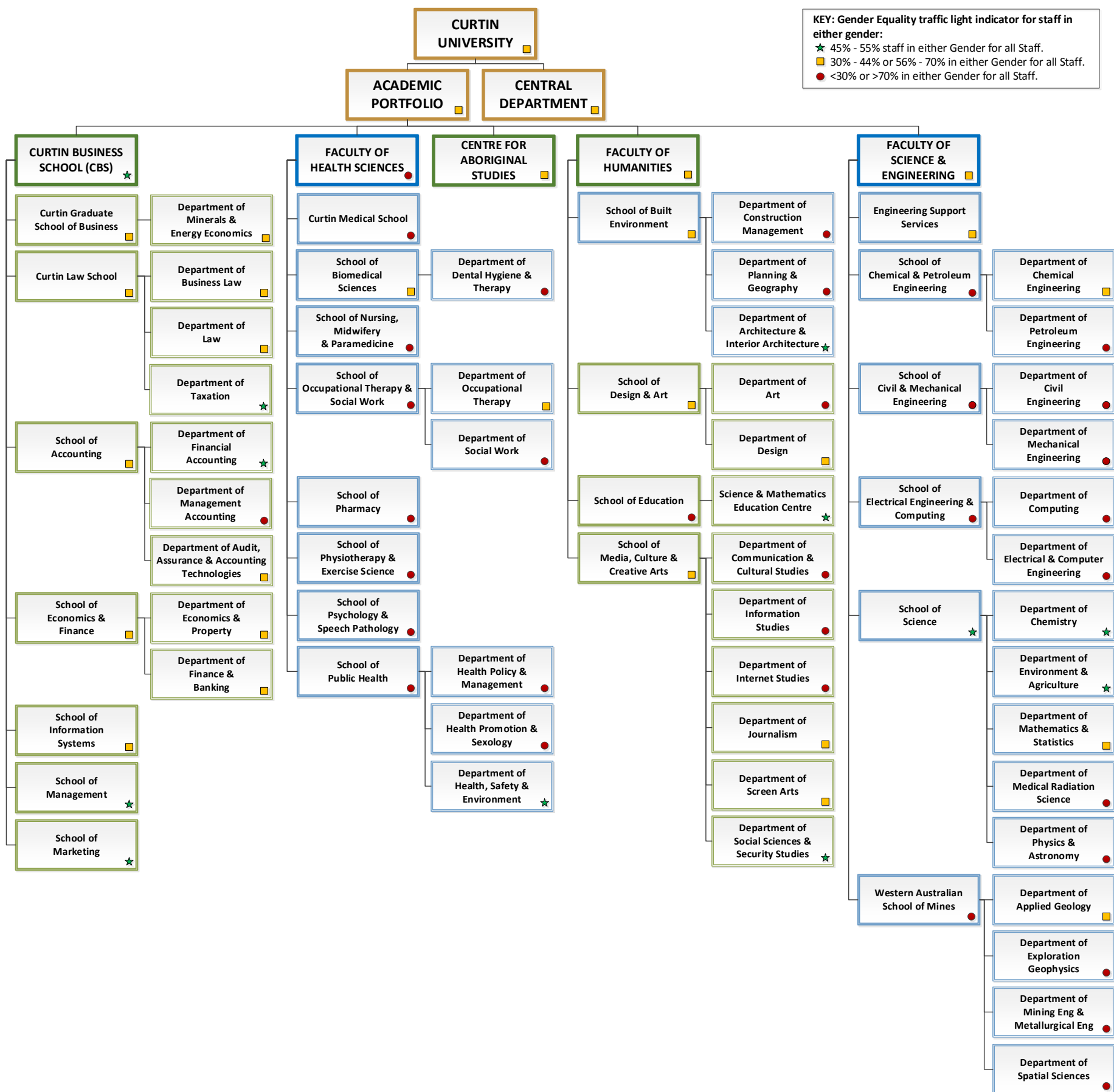


Figure 2.5: STEMM (blue squares) faculties, schools and departments, as at 31 March 2017

(iii) the number of staff; present data for academic, professional and support staff separately

[38] Consolidated STEMM data in Table 2.1 hides significant differences between faculties and schools in the gender distribution of staff, described further in Section 4. ‘Other Function’ refers to staff in academic leadership roles, such as HoS and Deans.

Table 2.1: Academic, professional and support staff headcount

All staff	TOTAL	F	F%	M	M%
Teaching & Research Academic	657	285	43.4%	372	56.6%
Research Academic	569	216	38.0%	353	62.0%
Teaching Academic	364	227	62.4%	137	37.6%
Other Function	62	31	50.0%	31	50.0%
Casual academic	2,520	1,497	59.4%	1,021	40.5%
Total Academic Staff	4,172	2,256	54.1%	1,914	45.9%
Professional/Support staff (including casual staff)	3,913	2,501	63.9%	1,410	36.0%
STEMM staff	TOTAL	F	F%	M	M%
Teaching & Research Academic	411	162	39.4%	249	60.6%
Research Academic	481	187	38.9%	294	61.1%
Teaching Academic	218	143	65.6%	75	34.4%
Other Function	23	11	47.8%	12	52.2%
Casual academic	1,572	912	58.0%	659	41.9%
Total Academic Staff	2,705	1,415	52.3%	1,289	47.7%
Professional/Support staff (including casual staff)	1,092	716	65.6%	376	34.4%

(iv) the total number of departments and total number of students

[43] Departments with no student enrolments are omitted from Table 2.2. Disparity in totals is a result of ‘double counting’ due to enrolment type, e.g. enrolled in a double major across schools. To capture trimester enrolments, students are reported as at 31st December 2017.

Table 2.2: Students headcount, as at 31 December 2017, by faculty/teaching area, school and department

	TOTAL	F	F %	M	M %
CENTRAL DEPARTMENTS	13,871	9,428	68%	4,438	32%
Cross Institutional Enrolments	353	210	59%	143	41%
Open Universities Australia (OUA) Programs	11,284	7,988	71%	3,296	29%
Central Departments (enrolling area)	2,240	1,235	55%	1,000	45%
CENTRE FOR ABORIGINAL STUDIES	144	98	68%	46	32%
CURTIN BUSINESS SCHOOL (CBS)	13,190	6,423	49%	6,765	51%
CBS Central (BCom/ BAdmin students enrol at faculty level)	7,513	3,692	49%	3,821	51%
Curtin Graduate School of Business	719	244	34%	475	66%
Curtin Law School	962	562	58%	400	42%
School of Accounting	3,501	1,921	55%	1,579	45%
School of Economics and Finance	2,065	674	33%	1,391	67%
School of Information Systems	795	269	34%	526	66%
School of Management	2,133	1,178	55%	954	45%
School of Marketing	1,350	819	61%	531	39%
FACULTY OF HUMANITIES (HUM)	8,709	4,970	57%	3,733	43%
HUM Central	2,603	1,535	59%	1,063	41%
School of Design & Art	1,390	794	57%	593	43%
School of Education	2,044	1,462	72%	582	28%
School of Media, Culture & Creative Arts	2,636	1,677	64%	957	36%
School of Built Environment	2,231	787	35%	1,444	65%
Department of Construction Management	912	194	21%	718	79%
Department of Planning & Geography	336	138	41%	198	59%
Dept of Architecture & Interior Architecture	982	455	46%	527	54%
FACULTY OF HEALTH SCIENCES (HS)	12,651	9,500	75%	3,147	25%
HS Central	135	104	77%	31	23%
Curtin Medical School	60	39	65%	21	35%
School of Biomedical Sciences	1,220	824	68%	396	32%
School of Nursing, Midwifery & Paramedicine	2,757	2,373	86%	384	14%
School of Occupational Therapy & Social Work	1,630	1,424	87%	206	13%
School of Occupational Therapy & Social Work (enrolling area)	1,369	1,190	87%	179	13%
Department of Occupational Therapy	177	159	90%	18	10%
Department of Social Work	97	86	89%	11	11%
School of Pharmacy	638	407	64%	231	36%
School of Physiotherapy & Exercise Science	1,374	798	58%	576	42%
School of Psychology & Speech Pathology	2,261	1,733	77%	525	23%
School of Public Health	2,738	1,927	70%	810	30%

	TOTAL	F	F %	M	M %
FACULTY OF SCIENCE & ENGINEERING (SAE)	10,000	2,264	23%	7,732	77%
SAE Central	118	24	20%	94	80%
Engineering Support Services	1,453	248	17%	1,203	83%
School of Chemical & Petroleum Engineering	1,731	444	26%	1,287	74%
Department of Chemical Engineering	1,050	341	32%	709	68%
Department of Petroleum Engineering	684	104	15%	580	85%
School of Civil & Mechanical Engineering	2,143	297	14%	1,846	86%
Department of Civil Engineering	915	165	18%	750	82%
Department of Mechanical Engineering	1,211	122	10%	1,089	90%
School of Electrical Engineering & Computing	1,754	265	15%	1,487	85%
Department of Computing	694	118	17%	575	83%
Department of Electrical & Computer Engineering	1,066	148	14%	917	86%
School of Science	2,193	770	35%	1,422	65%
School of Science (<i>enrolling area</i>)	889	258	29%	630	71%
Department of Chemistry	233	86	37%	147	63%
Department of Environment & Agriculture	449	175	39%	274	61%
Department of Mathematics & Statistics	310	99	32%	211	68%
Department of Medical Radiation Sciences	254	159	63%	95	37%
Department of Physics & Astronomy	200	40	20%	160	80%
Western Australian School of Mines	1,371	334	24%	1,037	76%
Department of Applied Geology	541	188	35%	353	65%
Department of Exploration Geophysics	78	17	22%	61	78%
Department of Mining Eng. & Metallurgical Eng.	322	45	14%	277	86%
Department of Spatial Sciences	428	83	19%	345	81%

(v) list and sizes of Science, Technology, Engineering, Mathematics and Medicine (STEMM) departments; present data for academic, and professional and support staff separately

Table 2.3: Academic, professional and support staff headcount (including sessional and casual staff), by STEMM faculties, schools and departments

	Academic	Professional
Faculty of Health Sciences	1327	549
Curtin Medical School	7	12
School of Biomedical Sciences	150	42
Department of Dental Hygiene and Therapy	33	2
School of Nursing, Midwifery & Paramedicine	196	63
School of Occupational Therapy & Social Work	188	61
Department of Occupational Therapy	-	-
Department of Social Work	9	3
School of Pharmacy	105	24
School of Physiotherapy & Exercise Science	247	50
School of Psychology & Speech Pathology	182	48
School of Public Health	179	124
Department of Health Policy & Management	16	13
Department of Health Promotion & Sexology	8	11
Department of Health, Safety & Environment	15	4
Faculty of Science & Engineering	1057	487
Engineering Support Services	79	22
School of Chemical & Petroleum Engineering	127	54
Department of Chemical Engineering	77	39
Department of Petroleum Engineering	45	3
School of Civil & Mechanical Engineering	129	45
Department of Civil Engineering	53	19
Department of Mechanical Engineering	70	16
School of Electrical Engineering & Computing	110	34
Department of Computing	45	6
Department of Electrical & Computer Engineering	62	25
School of Science	373	145
Department of Chemistry	98	13
Department of Environment & Agriculture	92	67
Department of Mathematics & Statistics	63	3
Department of Medical Radiation Sciences	21	1
Department of Physics & Astronomy	83	19
Western Australian School of Mines	225	140
Department of Applied Geology	84	55
Department of Exploration Geophysics	30	19
Department of Mining Eng. & Metallurgical Eng.	40	25
Department of Spatial Sciences	66	27
Faculty of Humanities		
School of Built Environment	321	56
Department of Construction Management	99	14
Department of Planning & Geography	75	6
Department of Architecture & Interior Architecture	145	4

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words
Actual word count: 971

Refer to Page 18 of the Handbook

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

[397] Professor Jo Ward, Dean of Science and former Head, School of Science, and Professor Linley Lord, Chair of Academic Board, co-lead the Curtin SAGE Project (CSAGE). The VC committed strategic support of ~\$1M to CSAGE over 2016-18 (project management, data analysis, new gender equity programs).

The Gender Equity Working Group (GEWG), chaired by Professor Ward, was established under the Strengthening our Culture (SoC) project, reporting to the SoC Steering Group until Dec 2016 when SoC was completed. GEWG now reports to the Provost through the new People and Culture Committee (PACC). In 2017, progress updates were provided to the VC and through formal presentations to key committees and groups (e.g. Heads of School).

GEWG is nominated as the Curtin Self-Assessment Team. Its membership [Table 3.1] includes representation from academia, Curtin's Offices of Ethics, Equity & Social Justice (EESJ), People and Culture (PAC), Strategy & Planning (OSP), and the Student Guild.

The GEWG Terms of Reference are to:

- Identify and implement strategies to increase the representation of women in areas (particularly STEMM areas) and in roles (senior classifications and in management) where they are under-represented
- Identify and implement strategies to enhance gender equity in attraction, recruitment and selection, retention, reward and recognition, promotion, and development, and to provide leadership opportunities for women and other gender minorities
- Reduce gender bias and develop an inclusive culture that values all staff
- Ensure a successful application for an Institutional Bronze Award under the Athena SWAN Charter (Australia)

Each faculty has established a Gender Equity Reference Group (GERG), with broad academic membership, which have supported the GEWG. The GERG role is to review relevant data, comment on the 'lived experience' in relation to gender equity policies and practices, and identify gaps and opportunities for improvement. Curtin involved all faculties, and its Malaysia campus in the latter stages, due to shared concerns related to gender issues.

Table 3.1: Membership of Curtin Gender Equity Working Group (Curtin Self-Assessment Team – SAT)

SAT: CURTIN GENDER EQUITY WORKING GROUP MEMBERSHIP				
Name	Position Title	Faculty/ Area	STEMM area/ SAT expertise	SAT Role
Professor Jo Ward	Dean Science; HoS Science	SAE	Mathematician; STEMM Academic Leadership	Co-Lead CSAGE; Chair GEWG
Professor Linley Lord	Chair Academic Board	CBS	Women in Leadership; STEM	Co-Lead CSAGE; Deputy- Chair GEWG; Chair CBS GERG (2015-16)
Ms Pip Rundle	Project Coordinator Academic Projects	PAC	Human Resources; Academic Promotions	CSAGE Project Manager; Exec. Officer GEWG
Ms Mun Yin Cheong	Faculty Business Analyst	SAE	Statistician; Actuary	CSAGE Data Analyst
Ms Amanda Willis	Director Corporate Values & Equity	EESJ	Equity and Diversity	
Ms Dallas Magann	Manager Strategy & Reporting	EESJ	Equity and Diversity Strategy	
Ms Ann Paterson	Director Strategic Communications	Corp. Relations	Communications	
Ms Kate Jennings	Director Marketing & Creative Services	Corp. Relations	Marketing	
Professor Garry Allison	Associate DVC Research Training	Office of DVCR	Research and HDR students	
Ms Viziatty Drahman	Manager HR	HR (Malaysia)	Human Resources	Lead Miri GERG
Ms Felecia Ngali	Senior HR Officer	HR (Malaysia)	Human Resources	
Mr Greg Knight	Director Business Intelligence & Analysis	OSP	Business Intelligence and Analysis	
Mr Ian Jackson	Director PAC	PAC	Human Resources	
Mr Matthew Rainbow	Deputy Director People Business Improvement	PAC	HR Information Systems	
Ms Michelle Griffiths	Director Risk Mgt.	Risk Mgt.	Risk Management	
Ms Lydia Berhan	Women's Officer	Student Guild	Female students in non-traditional areas	
Professor Siobhan Austen	Director, WiSER	CBS	Gender research	Chair CBS GERG (current)
Professor Lorna Rosenwax	Deputy PVC	HS	Occupational Therapist	Chair HS GERG (2015-16)
Professor Keith Hill	Acting Deputy PVC	HS	Physiotherapist	Chair HS GERG (current)
Associate Professor Amanda Davies	Director Research & Graduate Studies	HUM (BE)	Geographer	Chair HUM GERG (2015-16)
Dr Susan Blackley	Senior Lecturer	HUM	Mathematics Educator	Chair HUM GERG (2017)
Dr Audrey Cooke	Lecturer	HUM	Mathematics Educator	Chair HUM GERG (current)
John Curtin Distinguished Professor Teri Balser	Dean L&T	SAE	Soil Microbiologist	Co-Chair SAE GERG
Associate Professor Nicoleta Maynard	Director Engineering Education Development	SAE	Chemical Engineer	Co-Chair SAE GERG

Many GEWG members currently, or previously, balance careers with carer responsibilities. They represent a cross-section of career academics, including leads of large academic teams in the STEMM area, equity practitioners, researchers and subject matter experts. The GEWG has also drawn on a large number of focus groups and workshops held over the past two years to identify key issues.

The GEWG regularly reports to, and receives input from, senior committees at Curtin, including University Council, Academic Board and its Standing Committees, Senior Executive Team (SET) meetings, PACC and HoS Group.

(ii) an account of the self-assessment process

[251] Initial Communication and Project Management Plans were developed. The GEWG has met ~8 times pa since early 2016. An Executive Team (Co-leads, Data Analyst and Project Manager) has committed on average 2 days per week to the CSAGE project, funded by the VC and Faculty of SAE.

Table 3.2 Samples of internal communications by SAT members

		Year
Celebrations	Curtin International Women's Day	2017-2018
	Strengthening our Culture	2016
Presentations	Academic Board	2016-2018
	Senior Executive Team	2017-2018
	Staff	2016-2017
	Curtin Sarawak's STEM Staff	2016-2017
	Heads of School	2017
	Research & Innovation at Curtin: <i>Increasing the number of women in STEMM</i>	2017
	University Council	2017
Workshops	HS – <i>Accelerate Your Career: Workshop for Women</i>	2018
	Promotions	2016-2017

The Executive Team has collated and analysed data, policy and procedures for scrutiny by GERGs and GEWG. This has been challenging as data is 'owned' by multiple areas, formatted inconsistently and not always categorised as needed.

The Executive Team worked closely with the Offices of EESJ, PAC and OSP to ensure alignment of activities. It facilitated numerous focus groups and workshops with staff and research students and surveyed faculty leaders, to get a better understanding of the 'lived experience'. HoS and HoD were provided local gender data and surveyed to extract critical input regarding their staff profile and to identify strategies for change. The draft Athena SWAN Action Plan (ASAP) was socialised with key stakeholders and through the Strategy and Planning website. This highlighted some important issues that the GEWG and GERGs had not identified, and informed our final ASAP.

Several initiatives have commenced during preparation of this application [Section 2, Figure 2.1].

(iii) plans for the future of the self-assessment team

[323] Accountability for delivery of the ASAP will sit with the Provost (Chair, PACC). Following submission of this application, the GEWG will be reconfigured/repurposed as the Curtin SAGE/Athena SWAN Steering Committee to be the SAT and have oversight of the ASAP implementation and all future accreditation applications. The Steering Committee will be chaired by the Associate Provost, who will report directly to the Provost, thus having a direct line of contact with the Vice-Chancellor. Reporting on progress of the ASAP will be monitored at least biannually at key University, faculty and school committees, and regular reports will be made to University Council [ASAP 1.1.1]. Support will be provided for faculty and school level accreditation [ASAP 1.1.7] and Faculty GERGs will meet 6-8 times pa.

Leaders will be held accountable for gender equity and will be expected to report on progress [ASAP 1.1.3, 1.1.4]. The VC, Senior Executive Team and Faculty leaders have committed to actively champion gender equity [ASAP 1.1.2], and a senior Curtin Athena SWAN lead (AS Lead) will be appointed for the life of the ASAP [ASAP 1.1.5]. The AS Lead will continue work with members of Senior Executive Team (SET), faculty and school leadership, GERGs, PAC, OSP, EESJ and other relevant areas to ensure successful implementation of the ASAP. The ASAP, once submitted, will be reviewed and incorporated into the University's Diversity and Equity Strategy 2018-2020.

Local area workforce and succession plans will prioritise gender equity, and career development and management strategies will enhance opportunities for formal and informal training, flexible working arrangements, and leadership development. The Talent Acquisition Strategy will be implemented, supported by the various enhanced retention initiatives incorporated throughout the ASAP.

Addressing gender inequity will be a responsibility shared by all Curtin leaders [ASAP 1.1.3]. The AS Lead will facilitate the development of action plans for international campuses, the first intended for Curtin Malaysia [ASAP 2.3.1]. As benchmarking is expected to be required for future accreditation applications, we will establish benchmark protocols and practices with other ATN universities and our 'sister' university, Aberdeen [ASAP 1.1.6].

ACTION 1.1.1 Curtin Council:

Curtin Council monitors Gender Equity outcomes, including a focus on STEMM areas.

ACTION 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.

ACTION 1.1.3 Leaders' Accountability:

Embed accountability for academic gender equity and diversity explicitly in position descriptions and role statements of Curtin leaders and managers and the WPPR process.

ACTION 1.1.5 Resourcing/Leadership:

Appoint and appropriately resource a senior Curtin Athena SWAN Lead for 4 years.

ACTION 1.1.6 Benchmarking:

Establish benchmarking protocols and practice with the ATN universities and the University of Aberdeen.

ACTION 1.1.7 Faculty / School level accreditation:

Support Faculties, Schools and Institutes to apply for Athena Swan accreditation.

ACTION 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.

4. A PICTURE OF THE INSTITUTION

Recommended word count: 2000 words

Actual word count: 2399

Refer to Pages 19-20 of the Handbook

[89] HS and SAE are large faculties, whilst SoBE, as a school, has much smaller staff numbers.

We use SAE departments (which sit within schools) as our SAE 'school' unit of analysis because their complexity is similar to that of schools in other Curtin faculties [Section 2, Figure 2.5].

We focus on 2015-17, only extending to 2013-17 when necessary to describe relevant changes to the academic profile that followed the introduction of new academic roles in 2013/14. We exclude sessionals from academic counts and use 31st March as our Census Date, unless otherwise stated.

4.1 Academic and research staff data

(i) Academic and research staff by grade and gender

By gender:

[252] The proportion of female academics (headcount) has been steady over 2013-17 – including and excluding sessional staff, and across non-STEMM and STEMM [Tables 4.1 and 4.2]. The proportion of females in STEMM is slightly lower overall, but within STEMM, there is large variation between HS and SAE, typical in Australian universities.

Table 4.1: Academic staff (including sessional staff) headcount by gender, 2013 – 2017

	2013	2014	2015	2016	2017
Curtin University					
Female	2,504	2,496	2,348	2,394	2,256
Female %	55%	55%	54%	54%	54%
Male	2,036	2,046	1,978	2,015	1,914
Male %	45%	45%	46%	46%	46%
Non-STEMM Areas					
Female	988	929	909	878	841
Female %	58%	58%	59%	58%	57%
Male	730	665	635	647	625
Male %	42%	42%	41%	42%	43%
STEMM Areas					
Female	1,516	1,567	1,439	1,516	1,415
Female %	54%	53%	52%	53%	52%
Male	1,306	1,381	1,343	1,368	1,289
Male %	46%	47%	48%	47%	48%
Health Sciences					
Female	1,097	1,097	990	1,074	990
Female %	78%	77%	75%	76%	75%
Male	307	329	332	331	336
Male %	22%	23%	25%	24%	25%
Science & Engineering					
Female	304	388	350	331	308
Female %	26%	29%	29%	28%	29%
Male	866	928	842	834	749
Male %	74%	71%	71%	72%	71%
Built Environment					
Female	115	82	99	111	117
Female %	46%	40%	37%	35%	36%
Male	133	124	169	203	204
Male %	54%	60%	63%	65%	64%

Table 4.2: Academic staff headcount by gender, 2013 – 2017

	2013	2014	2015	2016	2017
Curtin University					
Female	710	737	722	754	759
Female %	45%	46%	46%	46%	46%
Male	866	854	850	900	893
Male %	55%	54%	54%	54%	54%
Non-STEMM Areas					
Female	275	279	274	274	256
Female %	48%	51%	52%	51%	49%
Male	298	271	250	261	263
Male %	52%	49%	48%	49%	51%
STEMM Areas					
Female	435	458	448	480	503
Female %	43%	44%	43%	43%	44%
Male	568	583	600	639	630
Male %	57%	56%	57%	57%	56%
Health Sciences					
Female	321	335	313	330	352
Female %	66%	66%	64%	65%	65%
Male	162	170	173	181	186
Male %	34%	34%	36%	35%	35%
Science & Engineering					
Female	82	105	119	131	130
Female %	18%	22%	23%	24%	24%
Male	374	378	391	418	408
Male %	82%	78%	77%	76%	76%
Built Environment					
Female	32	18	16	19	21
Female %	50%	34%	31%	32%	37%
Male	32	35	36	40	36
Male %	50%	66%	69%	68%	63%

Tables 4.3 and 4.4 highlight differences at school level within faculties. The new Medical School will be monitored as it develops [ASAP 1.1.3, 1.1.4, 6.1.4]. The gender profile of Biomedical Sciences (HS) is typical of an SAE (e.g. Chemistry) profile, and Medical Radiation Sciences (SAE) typical of an Allied Health profile.

The recruitment focus in most HS schools should be on attracting males at lower levels [ASAP 2.2.1, 6.1.3].

Six of the 15 schools in SAE have fewer than 15% female academics as at 31st March 2017, with little or no improvement evident over 2013-17. With the exception of two schools, there has been little staff turnover and so active intervention is required to address low female numbers. Strategies

identified include a modified approach to recruitment [ASAP 6.1.1], minimising gender bias in recruitment [ASAP 6.1.2] and exploring other pro-active strategies [ASAP 6.1.3]. Several SAE schools have more female academics in 2017 than in 2013, although the proportion of females has not necessarily increased. Ongoing attention to gender balance is required in all SAE schools [ASAP 1.1.4, 2.2.1].

A number of female staff in SoBE took voluntary redundancy following a major review of SoBE in 2013/14. Following the recent appointment of a female Head of School and further refocussing of the school's strategic direction the proportion of female academics is increasing.

Table 4.3: Health Sciences academic staff headcount by gender, 2013 – 2017

	2013			2014			2015			2016			2017		
	F	F %	M	F	F %	M	F	F %	M	F	F %	M	F	F %	M
Health Sciences															
Biomedical Sciences	20	42%	28	21	41%	30	22	42%	31	23	40%	34	26	42%	36
Curtin Medical	2	67%	1	3	60%	2	0	0%	2	3	75%	1	4	67%	2
Nursing, Midwifery & Paramedicine	53	87%	8	56	85%	10	48	81%	11	55	85%	10	59	87%	9
Occupational Therapy & Social Work	37	67%	18	40	69%	18	40	69%	18	42	70%	18	42	74%	15
Pharmacy	20	61%	13	19	59%	13	18	60%	12	17	61%	11	19	61%	12
Physiotherapy & Exercise Science	40	65%	22	50	68%	24	45	66%	23	47	64%	27	51	65%	27
Psychology & Speech Pathology	35	69%	16	43	68%	20	43	67%	21	41	66%	21	45	67%	22
Public Health	47	67%	23	49	68%	23	49	64%	27	55	64%	31	61	63%	36
Other HS Areas	67	67%	33	54	64%	30	48	63%	28	47	63%	28	45	63%	27

Table 4.4: Science & Engineering academic staff headcount by gender, 2013 – 2017

	2013			2014			2015			2016			2017		
	F	F %	M	F	F %	M	F	F %	M	F	F %	M	F	F %	M
Science & Engineering															
Applied Geology	11	29%	27	13	30%	31	14	29%	35	14	23%	46	13	20%	51
Chemical Engineering	7	16%	37	12	24%	37	13	26%	37	13	23%	44	13	26%	37
Chemistry	12	31%	27	16	41%	23	16	39%	25	16	40%	24	16	41%	23
Civil Engineering	4	18%	18	4	14%	24	7	22%	25	7	22%	25	7	24%	22
Computing	1	8%	11	1	9%	10	1	9%	10	1	9%	10	1	10%	9
Electrical & Computer Engineering	0	0%	25	1	5%	20	2	7%	25	2	8%	22	2	8%	22
Environment & Agriculture	15	43%	20	16	40%	24	24	43%	32	25	43%	33	22	39%	35
Exploration Geophysics	1	6%	17	2	11%	17	2	10%	19	2	10%	19	2	10%	19
Mathematics & Statistics	6	22%	21	5	19%	22	7	23%	23	8	24%	25	10	28%	26
Mechanical Engineering	2	6%	33	2	5%	35	2	6%	34	2	6%	33	2	6%	33
Medical Radiation Sciences	3	60%	2	4	57%	3	6	67%	3	9	75%	3	10	77%	3
Mining Eng. & Metallurgical Eng.	0	0%	27	2	7%	26	3	11%	25	3	11%	24	3	12%	23
Petroleum Engineering	1	10%	9	0	0%	7	0	0%	7	0	0%	14	0	0%	16
Physics and Astronomy	8	13%	54	12	18%	55	10	17%	48	13	21%	49	13	23%	43
Spatial Sciences	3	9%	29	3	11%	25	4	15%	23	6	21%	23	6	21%	22
Other S&E Areas	8	32%	17	12	39%	19	8	29%	20	10	29%	24	10	29%	24

By grade and gender:

[267] The gender distribution at ALA to ALD is reasonable when viewed through the consolidated STEM lens, although significant differences exist when the data is disaggregated [Table 4.5, Figures 4.1, 4.2, 4.3]. The greatest gender disparity is at ALE and the under-representation of females at this level in HS is a particular concern, given the strong female representation at lower levels. Targeted encouragement of ALD female staff eligible for promotion and recent appointments has resulted in a lift from 18% in 2015 to 24% female ALEs, at time of submission.

Table 4.5: Academic staff headcount by grade and gender, 2015 – 2017

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
ALA	113	54%	96	46%	107	50%	106	50%	101	49%	105	51%
ALB	338	56%	268	44%	343	54%	287	46%	336	56%	267	44%
ALC	137	43%	185	57%	159	46%	187	54%	163	47%	187	53%
ALD	89	49%	94	51%	98	48%	108	52%	103	46%	120	54%
ALE	45	18%	207	82%	47	18%	212	82%	56	21%	214	79%
Non-STEMM Areas												
ALA	44	61%	28	39%	43	61%	27	39%	34	59%	24	41%
ALB	128	62%	78	38%	118	59%	81	41%	104	57%	77	43%
ALC	46	48%	49	52%	58	52%	53	48%	57	50%	58	50%
ALD	32	57%	24	43%	33	56%	26	44%	35	54%	30	46%
ALE	24	25%	71	75%	22	23%	74	77%	26	26%	74	74%
STEMM Areas												
ALA	69	50%	68	50%	64	45%	79	55%	67	45%	81	55%
ALB	210	53%	190	48%	225	52%	206	48%	232	55%	190	45%
ALC	91	40%	136	60%	101	43%	134	57%	106	45%	129	55%
ALD	57	45%	70	55%	65	44%	82	56%	68	43%	90	57%
ALE	21	13%	136	87%	25	15%	138	85%	30	18%	140	82%
Health Sciences												
ALA	41	75%	14	25%	39	74%	14	26%	41	65%	22	35%
ALB	160	72%	61	28%	164	72%	64	28%	177	75%	60	25%
ALC	56	62%	34	38%	62	66%	32	34%	65	66%	33	34%
ALD	40	69%	18	31%	47	64%	27	36%	48	62%	30	38%
ALE	16	26%	46	74%	18	29%	44	71%	21	34%	41	66%
Science & Engineering												
ALA	27	34%	52	66%	24	27%	64	73%	25	30%	57	70%
ALB	44	28%	114	72%	53	30%	123	70%	47	29%	114	71%
ALC	30	24%	93	76%	33	27%	90	73%	34	29%	84	71%
ALD	14	23%	48	77%	16	24%	51	76%	18	24%	57	76%
ALE	4	5%	84	95%	5	5%	90	95%	6	6%	96	94%
Built Environment												
ALA	1	33%	2	67%	1	50%	1	50%	1	33%	2	67%
ALB	6	29%	15	71%	8	30%	19	70%	8	33%	16	67%
ALC	5	36%	9	64%	6	33%	12	67%	7	37%	12	63%
ALD	3	43%	4	57%	2	33%	4	67%	2	40%	3	60%
ALE	1	14%	6	86%	2	33%	4	67%	3	50%	3	50%

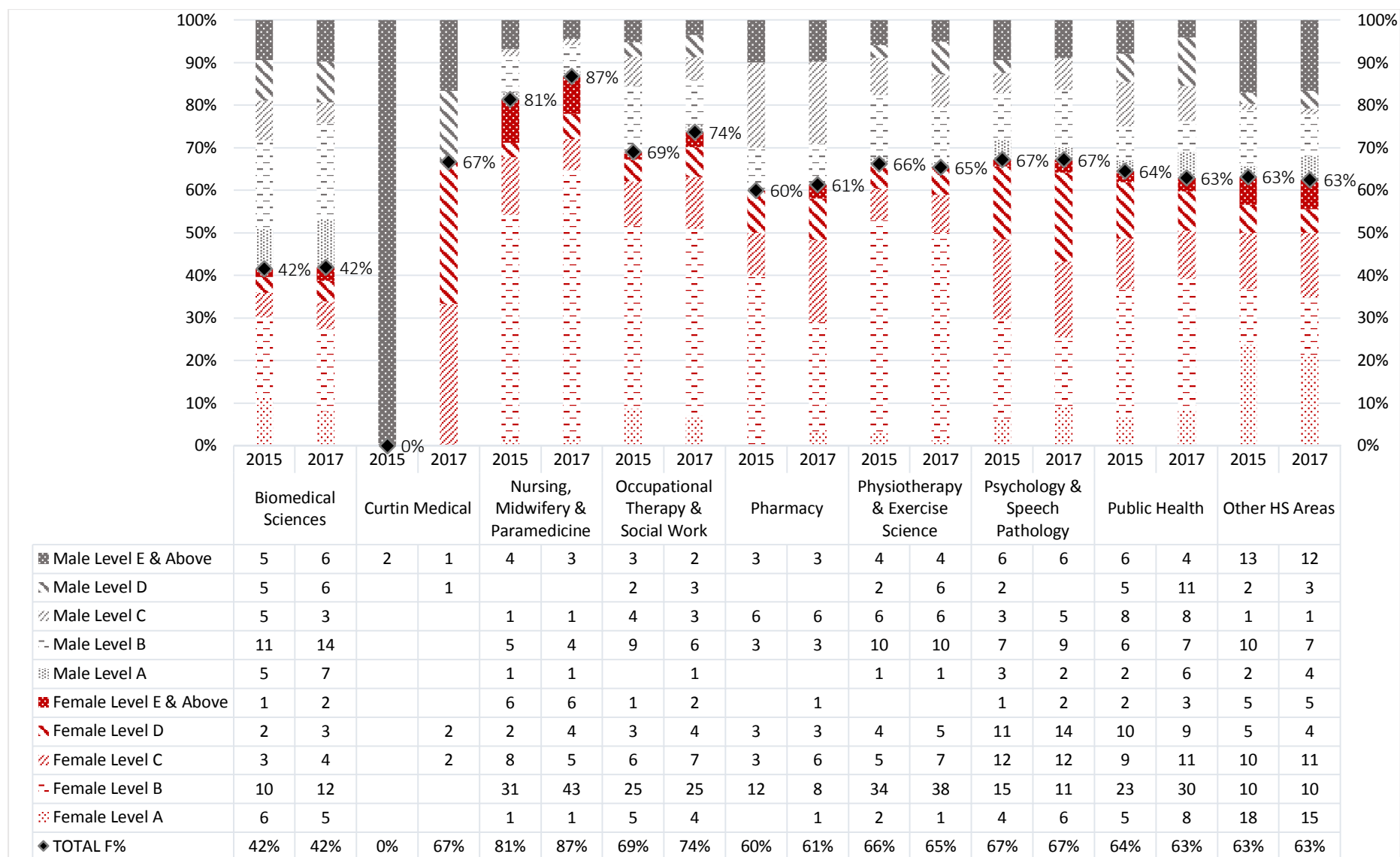


Figure 4.1: Health Sciences academic staff headcount % by school, grade and gender, 2015 vs 2017

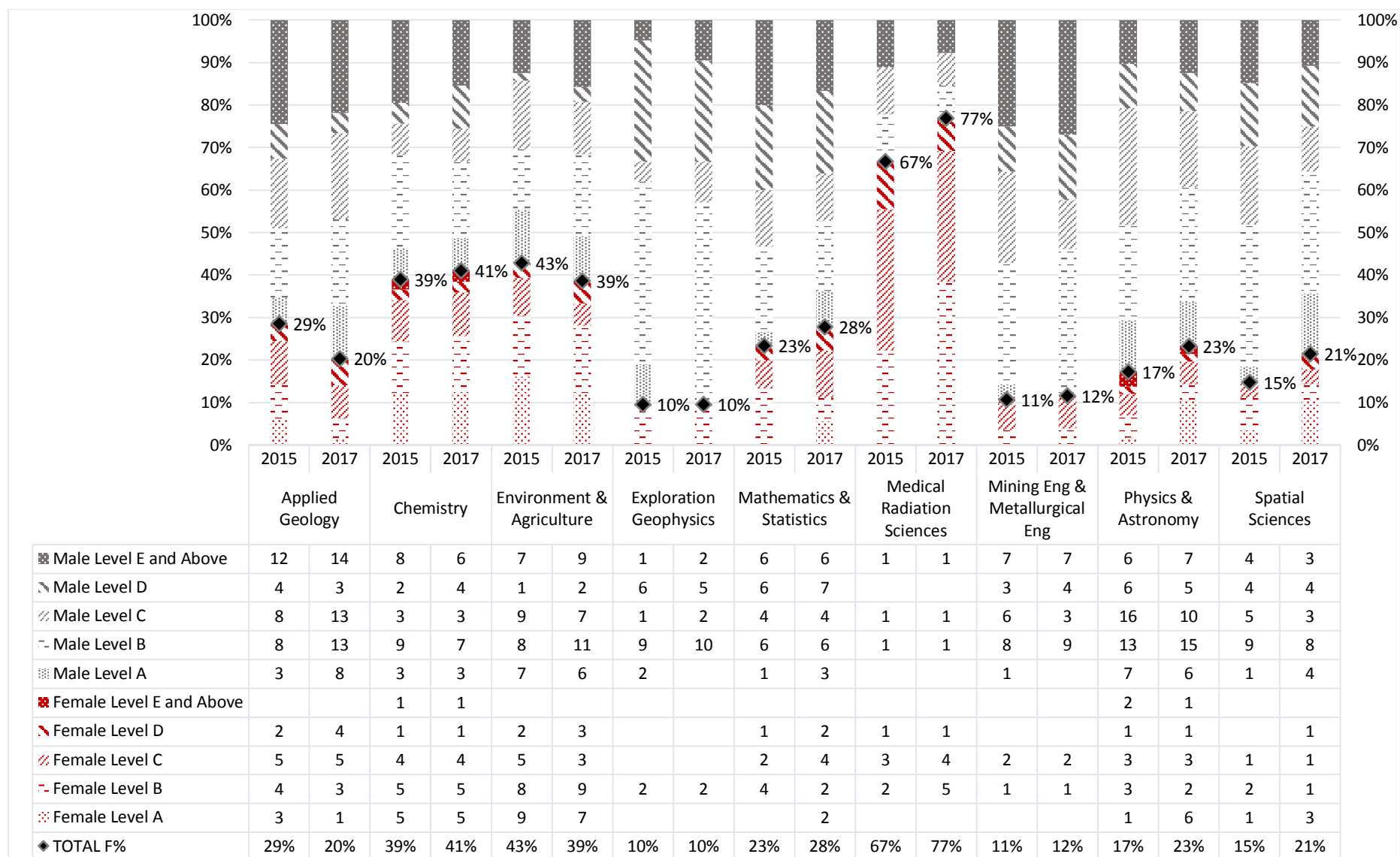


Figure 4.2: Science and WA School of Mines academic staff headcount % by school, grade and gender, 2015 vs 2017

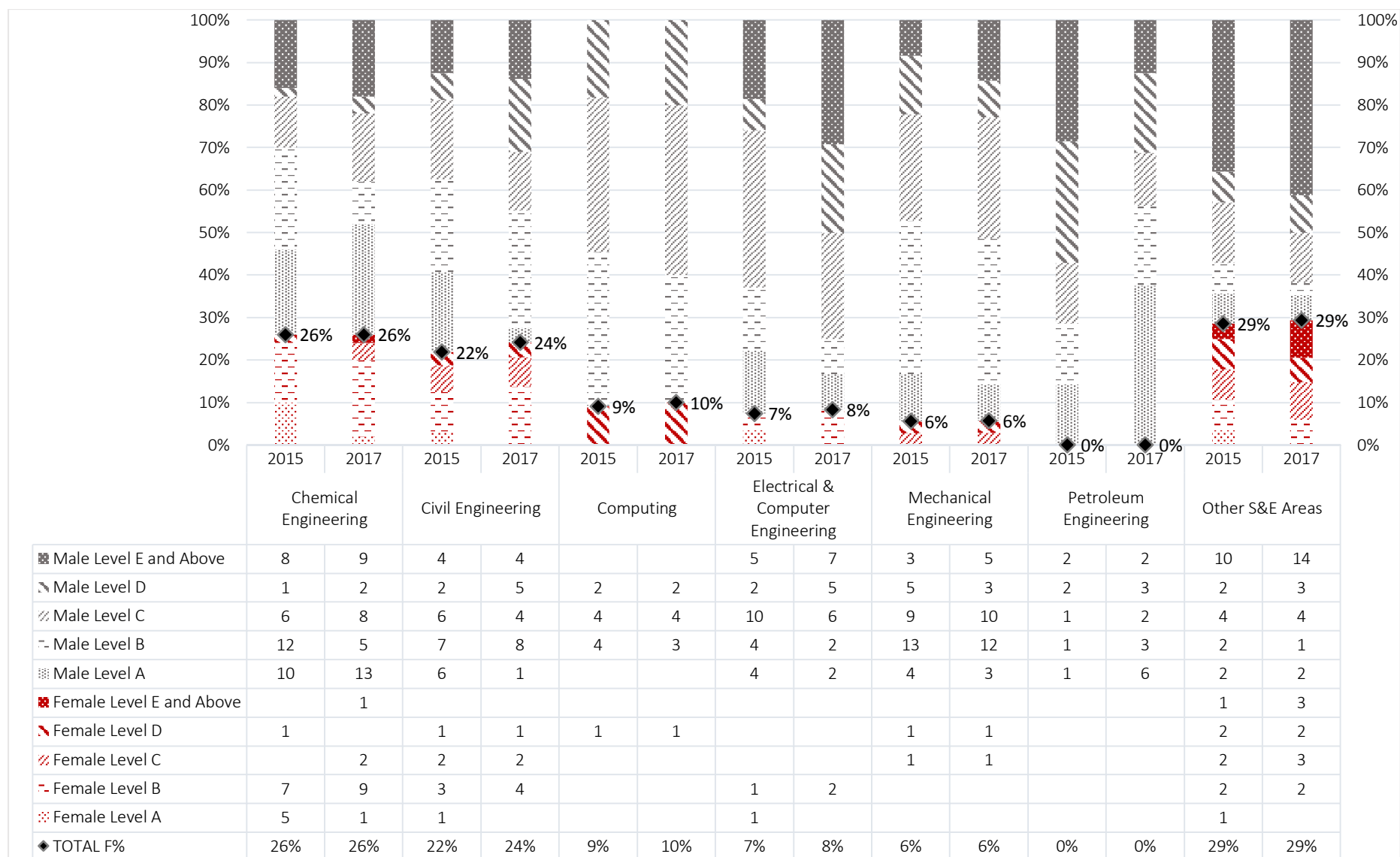


Figure 4.3: Engineering Schools and Other SAE Area academic staff headcount % by school, grade and gender, 2015 vs 2017

Most HS schools have large cohorts of staff at ALB, many in Teaching-Academic (TA) (including Clinical Scholar) roles and without PhDs. Academic roles are discussed in Section 4.1.1(iii). Enhancing career development [ASAP 4.1, 4.2] and supporting career progression [ASAP 6.2] are Curtin priorities, and the HS leadership is strongly encouraging academic staff to complete PhDs. HS is providing writing support and 1-on-1 meetings with PVC to improve promotional outcomes.

Medical Radiation Sciences, although small, has two female ALDs, one of whom is Discipline Lead. The female academic pipeline in other SAE schools is, or is almost, non-existent. No SAE school has more than one ALE female, most have none, and 10 of the 15 have at most one female above ALC [refer Section 5, Table 5.4]. There has been little recruitment above ALC in SAE for the past 3 years, for budgetary reasons related to a strong downturn in student enrolments in Engineering. There is no 'easy fix' and multiple actions are required, including increased leader accountability, greater prioritising of gender equity in planning, minimising unconscious bias, and a variety of recruitment and developmental strategies [ASAP 1.1.3, 1.1.4, 2.1.2, 2.2.1, 4.1, 4.3.1, 6.1, 6.2].

Cultural diversity:

[198] Curtin's staff is culturally diverse. 'Country of Origin' is known for ~97% (self-declared) of academic staff over 2015-17 [Figure 4.4]. Over 50% of academics have an international Country of Origin - over 55% in STEMM, even higher in SAE and SoBE (over 63%), lower in HS (~40%) [Figure 4.5]. Clinical registration requirements is one factor limiting international recruitment in HS.

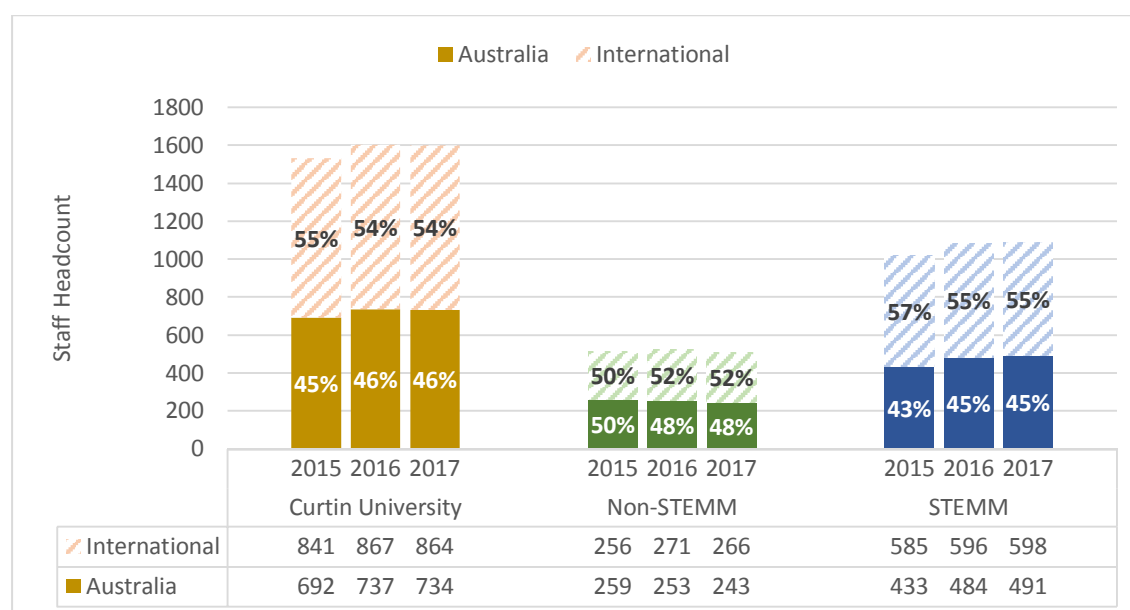


Figure 4.4: Academic staff headcount by country of origin, 2015 - 2017

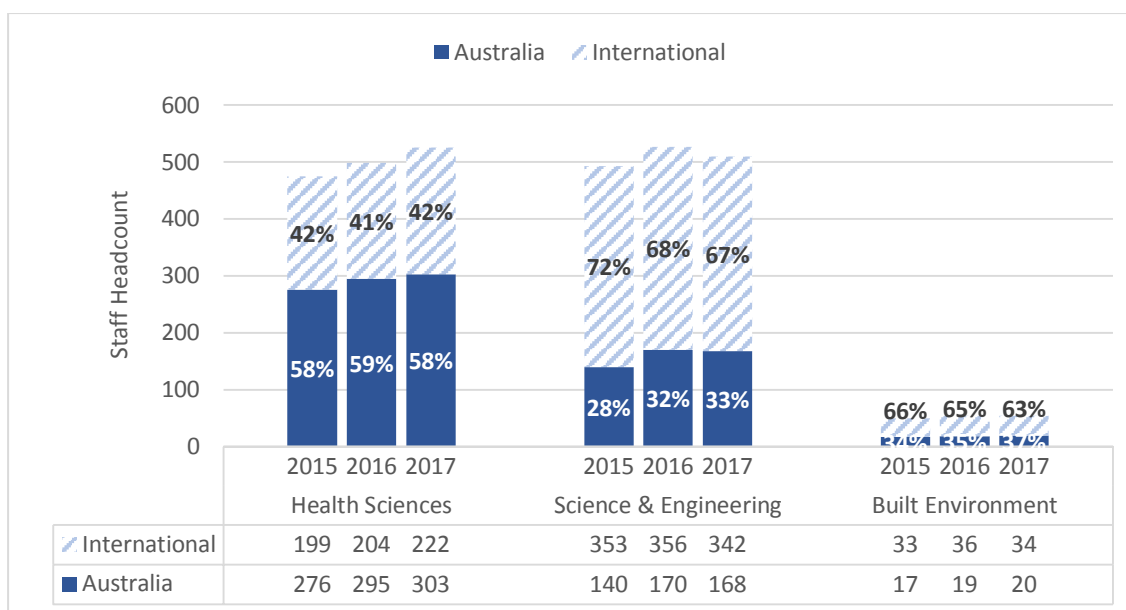


Figure 4.5: STEMM areas academic staff headcount by country of origin, 2015 - 2017

Approximately 40% of all 'International' academics are female, but only 22% in SAE [Table 4.6].

Table 4.6: Academic staff headcount by country of origin and gender, 2015-2017

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
Australia	385	56%	307	44%	409	55%	328	45%	410	56%	324	44%
International	325	39%	516	61%	333	38%	534	62%	333	39%	531	61%
Non-STEMM Areas												
Australia	148	57%	111	43%	143	57%	110	43%	135	56%	108	44%
International	124	48%	132	52%	129	48%	142	52%	119	45%	147	55%
STEMM Areas												
Australia	237	55%	196	45%	266	55%	218	45%	275	56%	216	44%
International	201	34%	384	66%	204	34%	392	66%	214	36%	384	64%
Health Sciences												
Australia	194	70%	82	30%	207	70%	88	30%	216	71%	87	29%
International	113	57%	86	43%	117	57%	87	43%	129	58%	93	42%
Science & Engineering												
Australia	35	25%	105	75%	49	29%	121	71%	49	29%	119	71%
International	81	23%	272	77%	79	22%	277	78%	76	22%	266	78%
Built Environment												
Australia	8	47%	9	53%	10	53%	9	47%	10	50%	10	50%
International	7	21%	26	79%	8	22%	28	78%	9	26%	25	74%

'Home Language' (English/Non-English) is another important proxy for staff diversity. At least 70% of academics have self-declared 'Home Language' over 2015-17. Nearly 80% of these come from English speaking countries, although fewer in STEMM (~75%) [Figure 4.6]. The variation at faculty level is

partially explained by the higher level of English competency required in HS [Figure 4.7]. Table 4.7 provides the gender picture – in all areas females are under-represented in the ‘Non-English’ category.

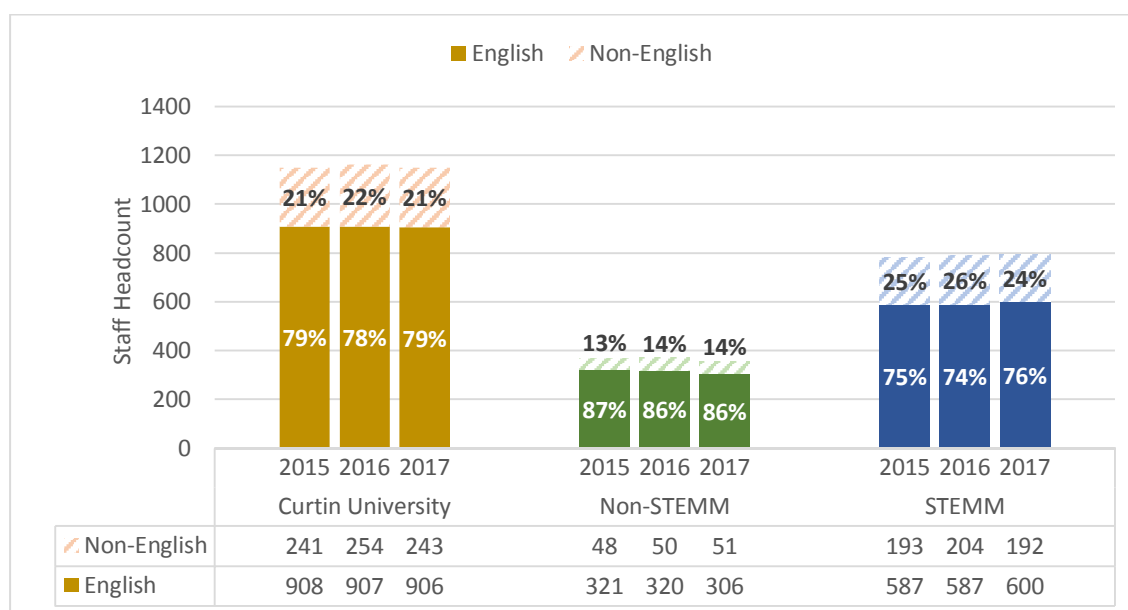


Figure 4.6: Academic staff headcount by home language, 2015 - 2017

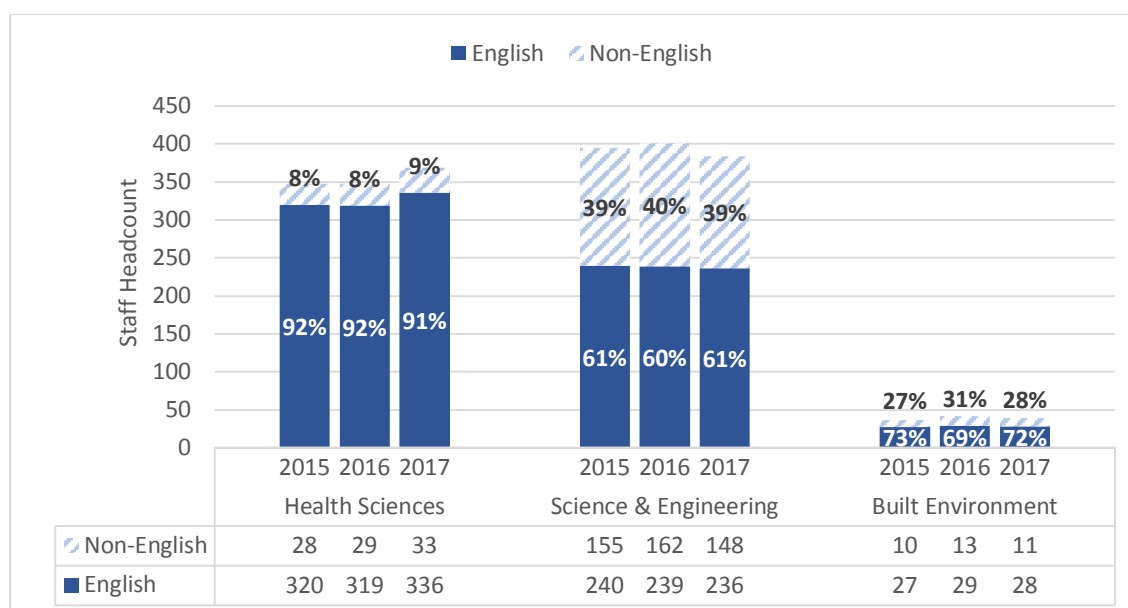


Figure 4.7: STEMM areas academic staff headcount by home language, 2015 - 2017

Table 4.7: Academic staff headcount by home language and gender, 2015-2017

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
English	462	51%	446	49%	466	51%	441	49%	468	52%	438	48%
Non-English	68	28%	173	72%	69	27%	185	73%	67	28%	176	72%
Non-STEMM Areas												
English	172	54%	149	46%	170	53%	150	47%	159	52%	147	48%
Non-English	22	46%	26	54%	21	42%	29	58%	22	43%	29	57%
STEMM Areas												
English	290	49%	297	51%	296	50%	291	50%	309	52%	291	49%
Non-English	46	24%	147	76%	48	24%	156	76%	45	23%	147	77%
Health Sciences												
English	218	68%	102	32%	219	69%	100	31%	233	69%	103	31%
Non-English	10	36%	18	64%	12	41%	17	59%	13	39%	20	61%
Science & Engineering												
English	65	27%	175	73%	69	29%	170	71%	66	28%	170	72%
Non-English	34	22%	121	78%	33	20%	129	80%	29	20%	119	80%
Built Environment												
English	7	26%	20	74%	8	28%	21	72%	10	36%	18	64%
Non-English	2	20%	8	80%	3	23%	10	77%	3	27%	8	73%

Research and focus group feedback shows that females with families find it more difficult than male counterparts to relocate internationally. Strategies to attract more international female academics will be pursued [ASAP 6.1.1, 6.1.2, 6.1.3, 6.1.4].

This cultural and language diversity brings great variation in the understanding of gender equity, and Curtin's expectations must be discussed within a framework sensitive to this diversity [ASAP 2.1.1].

Visiting academics

[51] The Visiting and Honorary Academic numbers [Table 4.8] are likely to be under-estimates as short-term visitors may not have been captured, unless they sought Curtin log-in access. Males dominate as Visiting Academics and Honorary staff, particularly in SAE, likely reflect the under-representation of females in this area in Australia and internationally.

Table 4.8: Visiting academics and honorary staff headcount by gender, 2015 - 2017

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
Visiting Academics	47	25%	138	75%	43	27%	119	73%	46	31%	102	69%
Honorary Staff	354	37%	615	63%	396	36%	704	64%	482	37%	818	63%
Non-STEMM Areas												
Visiting Academics	17	35%	31	65%	8	19%	34	81%	13	41%	19	59%
Honorary Staff	75	34%	146	66%	92	38%	151	62%	114	43%	153	57%
STEMM Areas												
Visiting Academics	30	22%	107	78%	35	29%	85	71%	33	28%	83	72%
Honorary Staff	279	37%	469	63%	304	35%	553	65%	368	36%	665	64%
Health Sciences												
Visiting Academics	8	40%	12	60%	9	33%	18	67%	9	47%	10	53%
Honorary Staff	202	53%	180	47%	225	49%	235	51%	255	50%	258	50%
Science & Engineering												
Visiting Academics	17	17%	83	83%	22	26%	62	74%	18	26%	50	74%
Honorary Staff	76	23%	260	77%	69	19%	301	81%	99	20%	384	80%
Built Environment												
Visiting Academics	5	29%	12	71%	4	44%	5	56%	6	21%	23	79%
Honorary Staff	1	3%	29	97%	10	37%	17	63%	14	38%	23	62%

ACTION 1.1.3 Leaders' Accountability:

Embed accountability for academic gender equity and diversity explicitly in position descriptions and role statements of Curtin leaders and managers and the WPPR process.

ACTION 1.1.4 Evidence based decision-making:

Include gender data of academic staff in key dashboards used for decision-making.

ACTION 2.1.1 Staff Competency:

Develop and implement a Gender Cultural Competence Framework.

ACTION 2.1.2 Unconscious Bias:

Implement Unconscious Bias Training for academic leaders, managers, chairs of key University, Faculty, School, Promotion and Selection committees.

ACTION 2.2.1 Workforce and succession plans:

Include gender equity and diversity as a priority in faculty and school academic workforce and succession plans.

ACTION 4.1.1 Multi-year plans:

Develop multi-year career plans, informed by individual priorities, circumstances, leadership potential and career aspirations.

ACTION 4.1.2 Manager feedback:

Train managers in how to provide valued feedback to female academics on their performance and progress against their career development plan.

ACTION 4.2.1 Mentoring Culture:

Establish and implement strategies to provide more female staff with access to mentors.

ACTION 4.2.2 Senior Academic Women Trajectory:

Run the *Trajectory: Leadership and Career Development Program* biennially, from 2018.

ACTION 4.2.3 Early Career Academic Women Trajectory:

Pilot *Trajectory: Early Career Academic Leadership and Career Development Program*.

ACTION 4.2.4 Research Productivity:

Identify and remove any structural barriers that may be impeding female research productivity.

ACTION 4.2.5 Academic Support Mechanisms:

Review of academic support mechanisms, both formal and informal, for gender and role bias.

ACTION 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.

ACTION 4.3.1 Opportunities:

Managers actively promote and support informal learning by female academic staff, inclusive of constructive developmental feedback where possible.

ACTION 6.1.1 Broadening talent pools:

Identify a broader pool of potential female applicants for academic positions by using local area networks.

ACTION 6.1.2 Minimise gender bias:

Minimise gender bias in recruitment materials and processes.

ACTION 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.

ACTION 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.

(ii) Academic and research staff on fixed-term, open-ended/permanent and casual contracts by gender

[49] 'Continuing', 'Fixed-term', 'Casual' and 'Curtin Research' contracts are used for academic staff. The Agreement outlines the circumstances under which each may be used and conversion from one contract type to another is possible. We consider Curtin Research contracts as Fixed-term contracts and call Casual Academics 'Sessionals' in this application.

Contract type

Table 4.9: Academic staff headcount by contract type and gender, 2015-2017

	2015			2016			2017		
	Total	F	M	Total	F	M	Total	F	M
Curtin University									
Continuing	802	360	442	871	397	474	891	409	482
Fixed-term	770	362	408	783	357	426	761	350	411
% of Fixed-term	49.0%	50.1%	48.0%	47.3%	47.3%	47.3%	46.1%	46.1%	46.0%
Non-STEMM Areas									
Continuing	295	160	135	329	174	155	329	168	161
Fixed-term	229	114	115	206	100	106	190	88	102
% of Fixed-term	43.7%	41.6%	46.0%	38.5%	36.5%	40.6%	36.6%	34.4%	38.8%
STEMM Areas									
Continuing	507	200	307	542	223	319	562	241	321
Fixed-term	541	248	293	577	257	320	571	262	309
% of Fixed-term	51.6%	55.4%	48.8%	51.6%	53.5%	50.1%	50.4%	52.1%	49.0%
Health Sciences									
Continuing	247	154	93	263	169	94	275	182	93
Fixed-term	239	159	80	248	161	87	263	170	93
% of Fixed-term	49.2%	50.8%	46.2%	48.5%	48.8%	48.1%	48.9%	48.3%	50.0%
Science & Engineering									
Continuing	231	36	195	245	42	203	252	46	206
Fixed-term	279	83	196	304	89	215	286	84	202
% of Fixed-term	54.7%	69.7%	50.1%	55.4%	67.9%	51.4%	53.2%	64.6%	49.5%
Built Environment									
Continuing	29	10	19	34	12	22	35	13	22
Fixed-term	23	6	17	25	7	18	22	8	14
% of Fixed-term	44.2%	37.5%	47.2%	42.4%	36.8%	45.0%	38.6%	38.1%	38.9%

[317] Use of Fixed-term contracts, as a % of Fixed-term plus Continuing academic contracts, has declined over 2015-17, with similar declines for male and female academics [Table 4.9].

The % of Fixed-term contracts in HS and SAE is effectively unchanged over 2015-17, and there has been a decrease in the % of females on Fixed-term contracts in both faculties. The overall increased use of Fixed-term contracts in SAE is not surprising as over 40% of its staff are non-recurrently funded - less than 30% in HS. However, it is concerning that for no obvious reason nearly 65% of female academics in SAE are Fixed-term compared to 49.5% for males in 2017.

Analysis of 'length of service' of Fixed-term academics will improve understanding and therefore our response [ASAP 6.1.4]

SoBE's use of Fixed-term contracts is lower than the University rate, with no evidence of gender bias. We focus on schools in HS and SAE with more than 50% of academics Fixed-term [Table 4.10], or with more than 50% of female academics Fixed-term [Table 4.11] in 2017. The University average is 46% in both cases, and 2015 data is shown for comparison.

Table 4.10: STEMM Areas with >50% Fixed-term academic staff

	2015		2017	
	Fixed-term Academic Headcount	% Fixed-term	Fixed-term Academic Headcount	% Fixed-term
Health Sciences				
Biomedical Sciences	26	49.1%	32	50.8%
Curtin Medical	2	100.0%	6	100.0%
Public Health	33	43.4%	55	56.7%
Other HS Areas	58	76.3%	57	79.2%
Science & Engineering				
Applied Geology	31	63%	44	69%
Chemical Engineering	33	72%	29	63%
Chemistry	23	56%	20	51%
Environment & Agriculture	39	70%	38	67%
Exploration Geophysics	13	62%	14	67%
Medical Radiation Sciences (MRS)	4	44%	7	54%
Petroleum Engineering	2	29%	12	75%
Physics & Astronomy (P&A)	45	78%	44	79%
Other S&E Areas	16	48%	21	53%

Table 4.11: STEMM areas with >50% female Fixed-term academic staff

	2015		2017	
	Female Fixed-term Academic Headcount	% Fixed-term	Female Fixed-term Academic Headcount	% Fixed-term
Health Sciences				
Curtin Medical	-	-	4	100%
Public Health	21	43%	33	54%
Other HS Areas	36	75%	35	78%
Science & Engineering				
Applied Geology	11	79%	9	69%
Chemical Engineering*	10	91%	9	90%
Chemistry*	11	69%	11	69%
Environment & Agriculture	18	75%	14	64%
Exploration Geophysics*	2	100%	2	100%
Mechanical Engineering*	2	100%	2	100%
Medical Radiation Sciences (MRS)	3	50%	6	60%
Mining Eng. & Metallurgical Eng.*	2	67%	2	67%
Physics & Astronomy (P&A)*	8	80%	12	92%
Spatial Sciences*	3	75%	4	67%
Other S&E Areas	5	50%	7	54%

All schools, with the exception of Curtin Medical and MRS, are research intensive which typically leads to more Fixed-term contracts [Table 4.10]. A disproportionate number of females have Fixed-term contracts in schools ‘starred’ [Table 4.11], and it is important to increase the number of females in these schools with Continuing contracts [ASAP 6.1.4]. It is pleasing that two ALD Females in SAE will convert to Continuing at the completion of ARC Future Fellowships (Geology/P&A).

The Agreement allows conversion of Fixed-term to Continuing under certain conditions. Use of this Clause, and appointment through competitive selection processes, has resulted in conversion of 152 Fixed-term academic staff (~50% female) to Continuing over 2015-17 [Figure 4.8]. Ninety-six of these conversions are in STEMM (over 50% female). Faculty differences are clear [Figure 4.9], and the gender distribution of conversion reflects the gender distribution of academic staff in each faculty.

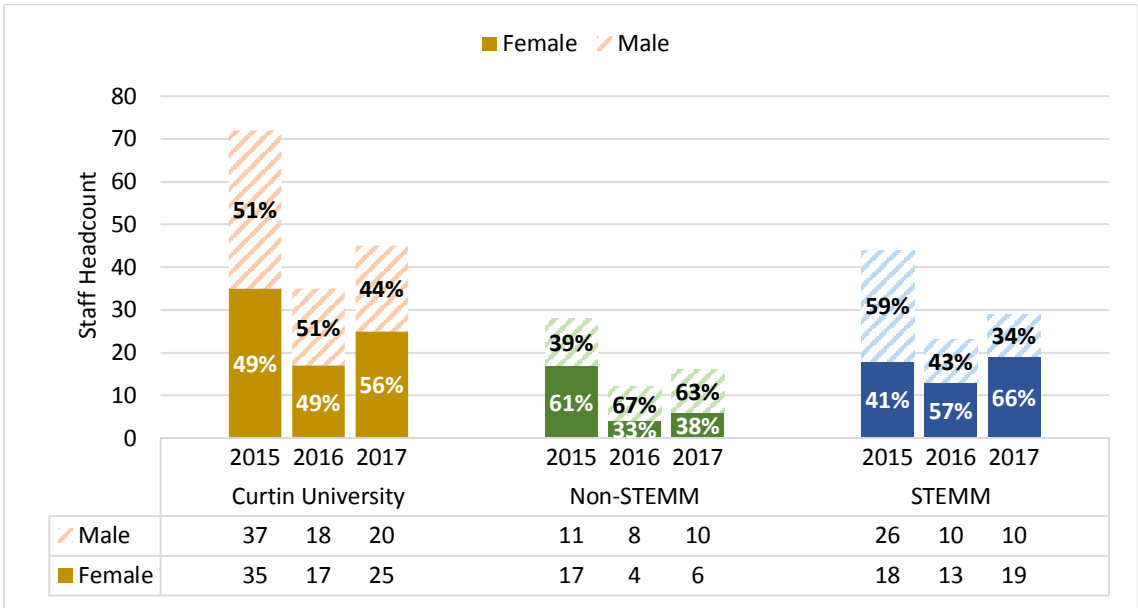


Figure 4.8: Number of Fixed-term academic staff converted to Continuing, 2015 - 2017

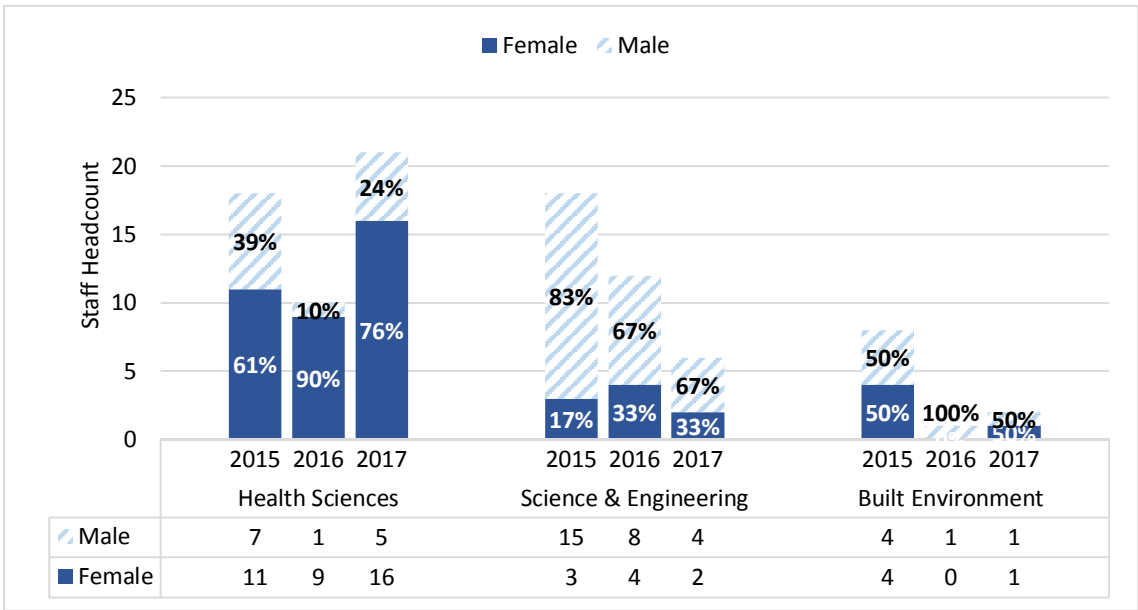


Figure 4.9: Number of Fixed-term academic staff in STEMM areas converted to Continuing, 2015 - 2017

Fractional appointments

[107] Approximately 20% of academic staff (and of STEMM academic staff) are designated part-time [Figure 4.10]. This is higher than the 2015 ATN (~11%) and National (~12%) averages. The higher proportions in HS and SoBE [Figure 4.11] are expected as accrediting bodies require strong involvement from professional practitioners.

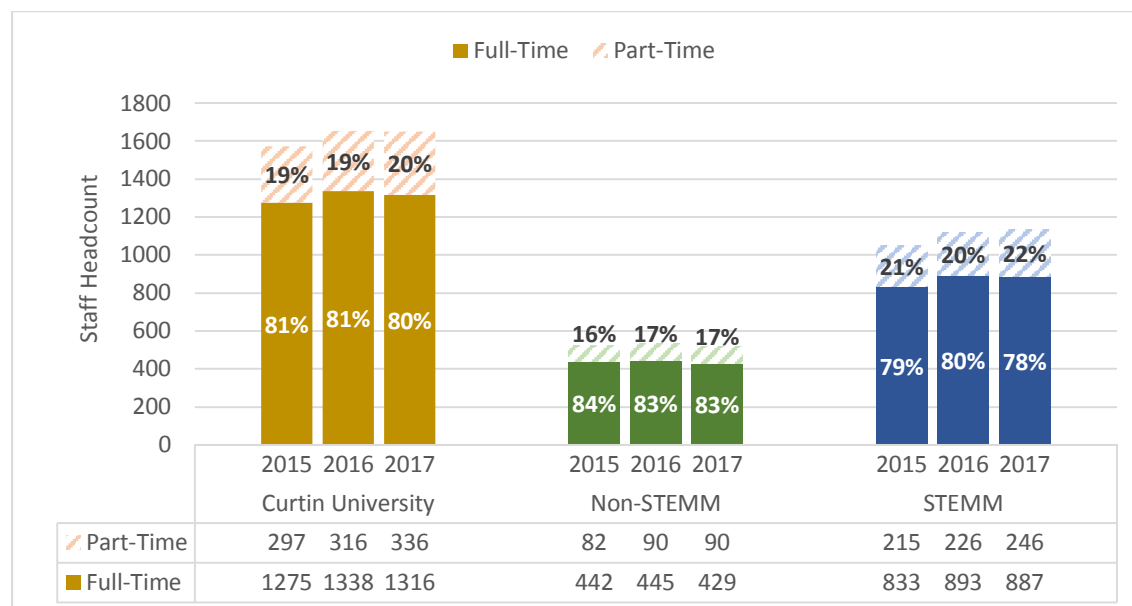


Figure 4.10: Academic staff headcount by position status (full-time/ part-time), 2015 - 2017

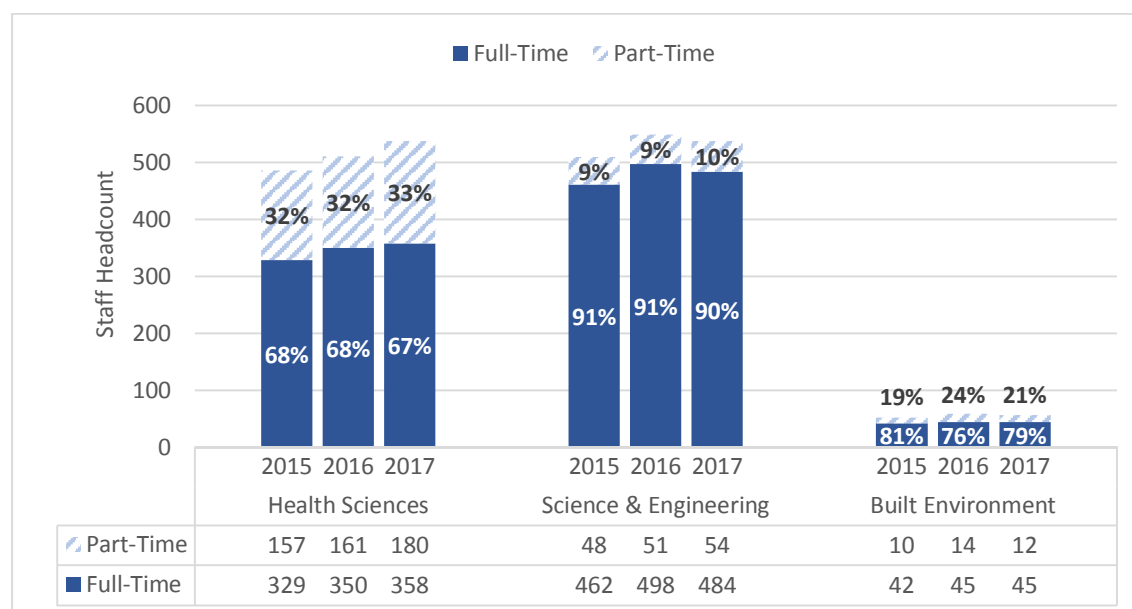


Figure 4.11: STEMM areas academic staff headcount by position status (full-time/ part-time), 2015 - 2017

Part-time academics are predominantly female, and females are more likely to be part-time than males [Table 4.12]. Faculty differences [Figure 4.11] are evident, but are explained by the large number of (part-time) clinical academics in HS.

Table 4.12: Academic staff headcount by position status (full-time/part-time) and gender, 2015 - 2017

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
Full-Time	522	41%	753	59%	541	40%	797	60%	532	40%	784	60%
Part-Time	200	67%	97	33%	213	67%	103	33%	227	68%	109	32%
Non-STEMM Areas												
Full-Time	227	51%	215	49%	221	50%	224	50%	207	48%	222	52%
Part-Time	47	57%	35	43%	53	59%	37	41%	49	54%	41	46%
STEMM Areas												
Full-Time	295	35%	538	65%	320	36%	573	64%	325	37%	562	63%
Part-Time	153	71%	62	29%	160	71%	66	29%	178	72%	68	28%
Health Sciences												
Full-Time	191	58%	138	42%	209	60%	141	40%	213	59%	145	41%
Part-Time	122	78%	35	22%	121	75%	40	25%	139	77%	41	23%
Science & Engineering												
Full-Time	92	20%	370	80%	97	19%	401	81%	95	20%	389	80%
Part-Time	27	56%	21	44%	34	67%	17	33%	35	65%	19	35%
Built Environment												
Full-Time	12	29%	30	71%	14	31%	31	69%	17	38%	28	62%
Part-Time	4	40%	6	60%	5	36%	9	64%	4	33%	8	67%

There are many reasons (job classification, caring responsibilities, illness, external position, job-share) why staff work part-time for short or extended periods. Curtin is committed to supporting part-time staff [ASAP 4.1.1, 5.1.1, 6.2.2].

Sessional staff

[177] Table 4.13 includes all sessional staff with a contract active between 1st April and 31st March the following year, even if they taught only one hour. The number of sessional contracts has declined 2015-17, whilst the proportion of female sessionals remains constant. Drivers for this decline include budget, course and unit rationalisation, and the introduction of a workload allocation system. The greatest decline is in SAE, where females make up ~34% of sessionals, higher than their 24% of Fixed-term and Continuing academics [Table 4.2].

Table 4.13: Number of sessional staff, 2015 - 2017

	2015		2016		2017	
	Headcount	%	Headcount	%	Headcount	%
Curtin University						
Female	1,626	59.0%	1,640	59.5%	1,497	59.5%
Male	1,128	41.0%	1,115	40.5%	1,021	40.5%
% of Sessional (as % of Overall Academic Staff)	-	63.7%	-	62.5%	-	60.4%
Non-STEMM Areas						
Female	635	62.3%	604	61.0%	585	61.8%
Male	385	37.7%	386	39.0%	362	38.2%
% of Sessional (as % of Overall Academic Staff)	-	66.1%	-	64.9%	-	64.6%
STEMM Areas						
Female	991	57.2%	1,036	58.7%	912	58.1%
Male	743	42.8%	729	41.3%	659	41.9%
% of Sessional (as % of Overall Academic Staff)	-	62.3%	-	61.2%	-	58.1%
Health Sciences						
Female	677	81.0%	744	83.2%	638	81.0%
Male	159	19.0%	150	16.8%	150	19.0%
% of Sessional (as % of Overall Academic Staff)	-	63.2%	-	63.6%	-	59.5%
Science & Engineering						
Female	231	33.9%	200	32.5%	178	34.3%
Male	451	66.1%	416	67.5%	341	65.7%
% of Sessional (as % of Overall Academic Staff)	-	57.2%	-	52.9%	-	49.1%
Built Environment						
Female	83	38.4%	92	36.1%	96	36.4%
Male	133	61.6%	163	63.9%	168	63.6%
% of Sessional (as % of Overall Academic Staff)	-	80.6%	-	81.2%	-	82.2%

Sessional staff have a significant impact on the Curtin student experience. Curtin piloted two initiatives to improve job security for sessional staff under its Agreement - 'annualisation' of salary as an Ongoing Sessional Fellow (OSF), and conversion of up to five sessional staff pa to Fixed-term contracts (Scholarly Teaching Fellow - STF). There was little take-up of OSFs, and the STF scheme was discontinued in 2015 (7 STFs were appointed) following a review that concluded competitive appointment as a TA offered similar opportunities. Curtin is committed to valuing and supporting its sessional staff [ASAP 4.4.1].

ACTION 4.1.1 Multi-year plans:

Develop multi-year career plans, informed by individual priorities, circumstances, leadership potential and career aspirations.

ACTION 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.

ACTION 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.

ACTION 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.

ACTION 6.2.2 Promotion support:

Implement strategies to encourage females to apply for promotion in a timely manner.

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

[42] Prior to 2012, most academics were Teaching & Research (T&R), some were designated 'teaching-only', and Curtin Research Contracts were widely used for Fixed-term researchers. The formal introduction of Teaching-Academic (TA) and Research-Academic (RA) roles in Curtin's Agreement facilitated clearer classification of academics.

Academic roles

[271] TA and RA roles were introduced into the academic Continuing workforce structure through the 'Academic Reshaping' project (2013-14). This formal change process included merit selection into the new roles, and into the reduced number of T&R positions available, when necessary. Staff were mapped into the new structure, where possible. The Project was piloted in the Schools of Science (SAE), Psychology (HS) and Accounting (CBS), completed Q1, 2014, with remaining schools completing Q4, 2014.

The combination of reclassification and Academic Reshaping had a significant impact on the distribution of TA, T&R, RA positions over 2014/15 [Figures 4.12 and 4.13]. The greater use of TA roles in HS and SoBE is expected due to the clinical and professional requirements of their courses.

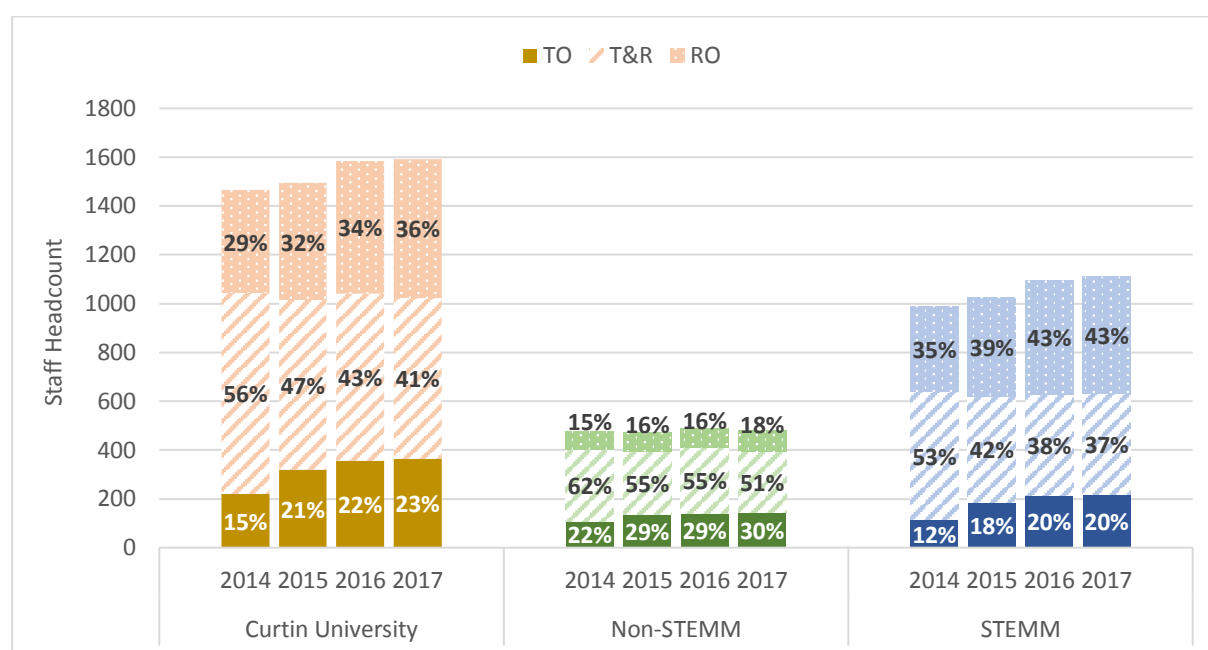


Figure 4.12: Academic staff headcount by contract role, 2014 - 2017 (excluding 'Other Function' contract role)

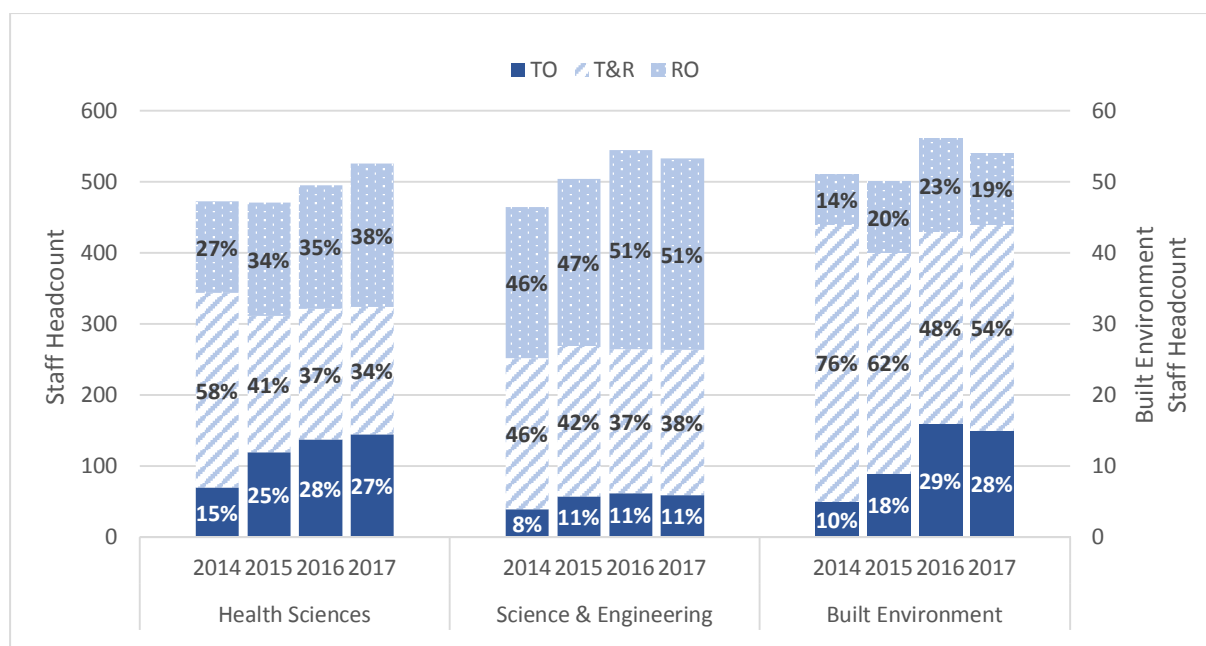


Figure 4.13: STEMM areas academic staff headcount by contract role (excluding 'Other Function' contract role)

As of 2017, over 79% of RA in HS and SAE are Fixed-term [Figure 4.14], often relying on non-recurrent funding for salaries, whilst ~80% of T&R staff are Continuing (recurrently funded). The majority of TA staff are Continuing, with more Fixed-term TAs in HS – to employ practicing health professionals to assist with teaching. Most schools reflect their faculty balance, although there are some variations in research intensive schools and schools with a service teaching function.

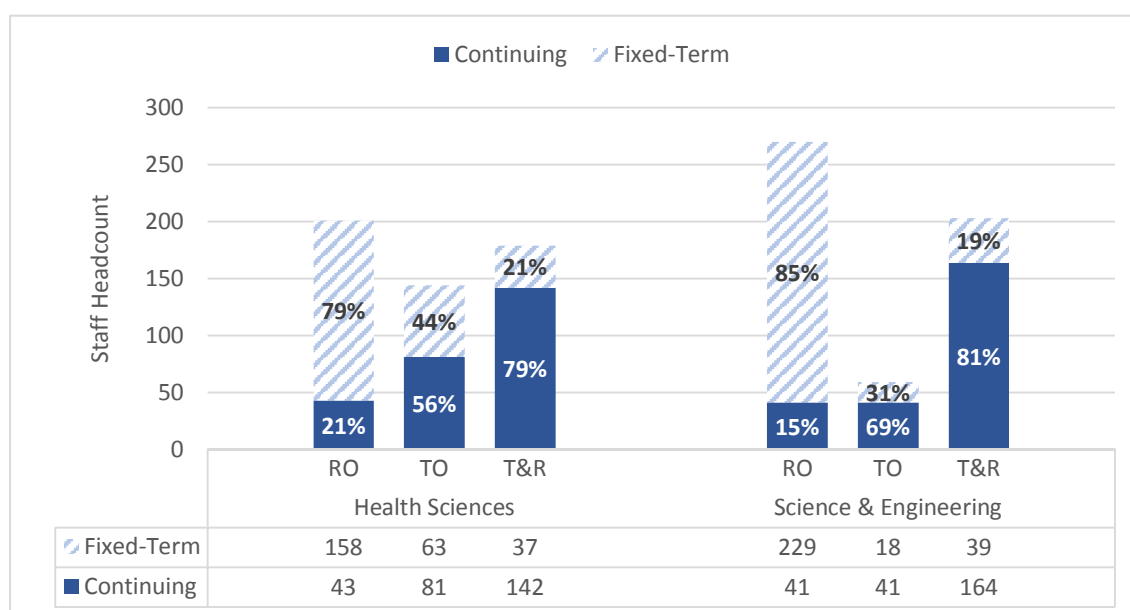


Figure 4.14: STEMM areas – Health Sciences and Science & Engineering academic staff headcount by contract role and contract type, 2014 - 2017 (excluding 'Other Function' contract role)

2014 was a 'transition year', so we focus on 2015-17 for the remainder of this section. Females dominate TA, and males RA, positions across both consolidated non-STEMM and STEMM areas [Table 4.14]. At faculty level, females dominate TA and RA in HS, and males in SAE, but for both faculties the female representation is disproportional to female academic representation – higher in TA and lower in RA. Research indicates females are more likely than males to prefer scholarship of teaching to discipline research.

Table 4.14: Academic staff headcount by contract role and gender, 2015 - 2017

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
Teaching-Academic	189	59%	130	41%	221	62%	135	38%	227	63%	136	37%
Teaching-and-Research	303	44%	392	56%	300	44%	384	56%	285	43%	375	57%
Research-Academic	184	38%	296	62%	198	36%	347	64%	216	38%	353	62%
Other Function	46	58%	33	42%	35	49%	36	51%	31	50%	31	50%
Non-STEMM Areas												
Teaching-Academic	78	58%	56	42%	85	60%	56	40%	84	58%	61	42%
Teaching-and-Research	136	52%	124	48%	139	51%	132	49%	123	50%	124	50%
Research-Academic	25	33%	51	67%	25	32%	53	68%	29	33%	59	67%
Other Function	35	65%	19	35%	25	56%	20	44%	20	51%	19	49%
STEMM Areas												
Teaching-Academic	111	60%	74	40%	136	63%	79	37%	143	66%	75	34%
Teaching-and-Research	167	38%	268	62%	161	39%	252	61%	162	39%	251	61%
Research-Academic	159	39%	245	61%	173	37%	294	63%	187	39%	294	61%
Other Function	11	44%	14	56%	10	38%	16	62%	11	48%	12	52%
Health Sciences												
Teaching-Academic	92	77%	27	23%	109	80%	28	20%	118	82%	26	18%
Teaching-and-Research	119	62%	73	38%	113	61%	71	39%	111	62%	69	38%
Research-Academic	96	60%	63	40%	102	59%	72	41%	117	58%	84	42%
Other Function	6	38%	10	63%	6	35%	11	65%	6	43%	8	57%
Science & Engineering												
Teaching-Academic	18	32%	39	68%	24	39%	38	61%	22	37%	37	63%
Teaching-and-Research	36	17%	176	83%	37	18%	165	82%	39	19%	165	81%
Research-Academic	62	26%	173	74%	67	24%	213	76%	66	24%	204	76%
Other Function	3	43%	4	57%	3	50%	3	50%	3	50%	3	50%
Built Environment												
Teaching-Academic	1	11%	8	89%	3	19%	13	81%	3	20%	12	80%
Teaching-and-Research	12	39%	19	61%	11	41%	16	59%	12	41%	17	59%
Research-Academic	1	10%	9	90%	4	31%	9	69%	4	40%	6	60%
Other Function	2	100%	0	0%	1	33%	2	67%	2	67%	1	33%

Academic roles and levels

[197] The distribution of RAs by level is bi-modal, with large numbers at ALA-B (research fellows and postdocs) and at ALE (research leaders and institute/centre directors) [Table 4.16]. The gender balance at lower levels reflects overall balance, whilst ALE bias towards males is greater in SAE. Career development for female research staff is a priority [ASAP 4.2.3, 4.2.4].

The main concern for T&R staff [Table 4.15] is again gender imbalance at ALE, particularly in SAE [ASAP 4.2.2].

TAs are predominantly ALB, with little growth at ALC [Table 4.17]. Curtin is committed to providing a career pathway for TAs – reflected in Curtin Expectations for Academic Performance (CEAP): a resource for recruitment, probation, performance and promotion. Two TA staff were promoted to Professor in late 2017 (not reflected in Table 4.15), and more will be done to support TA academic staff through the Curtin Academy and targeted strategies [ASAP 4.1.1, 4.2, 4.3.1, 6.2]. A current strategy is an ‘SAE Cafe Mentor’ program – mentors will be available twice a week at a campus coffee shop for TA staff to talk to, with real-time chat available for staff working remotely or in Kalgoorlie.

The next Curtin Agreement (2017-2020) will provide increased flexibility to move across academic roles under agreed conditions, and should enhance career development.

Table 4.15 Teaching-and-Research Academic Staff Headcount by Grade and Gender, 2015 – 2017

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
ALA	15	60%	10	40%	11	52%	10	48%	6	55%	5	45%
ALB	138	56%	109	44%	124	53%	109	47%	108	52%	98	48%
ALC	75	42%	105	58%	89	47%	100	53%	84	46%	99	54%
ALD	58	46%	69	54%	56	45%	69	55%	62	46%	74	54%
ALE	17	15%	97	85%	20	18%	93	82%	25	21%	96	79%
Non-STEMM Areas												
ALA	12	67%	6	33%	10	50%	10	50%	6	55%	5	45%
ALB	64	63%	37	37%	59	61%	37	39%	45	57%	34	43%
ALC	25	45%	30	55%	36	52%	33	48%	34	51%	33	49%
ALD	25	57%	19	43%	25	53%	22	47%	26	52%	24	48%
ALE	10	24%	31	76%	9	24%	29	76%	12	31%	27	69%
STEMM Areas												
ALA	3	43%	4	57%	1	100%	0	0%	-	-	-	-
ALB	74	51%	72	49%	65	47%	72	53%	63	50%	64	50%
ALC	50	40%	75	60%	53	44%	67	56%	50	43%	66	57%
ALD	33	40%	50	60%	31	40%	47	60%	36	42%	50	58%
ALE	7	10%	66	90%	11	15%	64	85%	13	16%	69	84%
Health Sciences												
ALA	2	100%	0	0%	1	100%	0	0%	-	-	-	-
ALB	61	70%	26	30%	54	67%	27	33%	53	69%	24	31%
ALC	31	61%	20	39%	33	66%	17	34%	29	60%	19	40%
ALD	20	74%	7	26%	18	67%	9	33%	21	70%	9	30%
ALE	5	20%	20	80%	7	29%	17	71%	8	33%	16	67%
Science & Engineering												
ALA	1	20%	4	80%	-	-	-	-	-	-	-	-
ALB	9	18%	41	82%	8	17%	39	83%	6	15%	34	85%
ALC	14	22%	50	78%	15	25%	45	75%	16	29%	39	71%
ALD	11	22%	39	78%	11	24%	34	76%	13	25%	39	75%
ALE	1	2%	41	98%	3	6%	46	94%	4	7%	52	93%
Built Environment												
ALA	-	-	-	-	-	-	-	-	-	-	-	-
ALB	4	44%	5	56%	3	33%	6	67%	4	40%	6	60%
ALC	5	50%	5	50%	5	50%	5	50%	5	38%	8	62%
ALD	2	33%	4	67%	2	33%	4	67%	2	50%	2	50%
ALE	1	17%	5	83%	1	50%	1	50%	1	50%	1	50%

Table 4.16 Research-Academic Staff Headcount by Grade and Gender, 2015 – 2017

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
ALA	63	51%	61	49%	62	44%	78	56%	67	46%	80	54%
ALB	51	35%	95	65%	52	34%	100	66%	60	38%	99	62%
ALC	33	44%	42	56%	37	44%	47	56%	41	47%	47	53%
ALD	21	60%	14	40%	31	53%	27	47%	28	47%	32	53%
ALE	16	16%	84	84%	16	14%	95	86%	20	17%	95	83%
Non-STEMM Areas												
ALA	3	50%	3	50%	3	50%	3	50%	3	50%	3	50%
ALB	9	39%	14	61%	7	37%	12	63%	8	38%	13	62%
ALC	7	54%	6	46%	6	46%	7	54%	8	44%	10	56%
ALD	2	50%	2	50%	4	80%	1	20%	3	60%	2	40%
ALE	4	13%	26	87%	5	14%	30	86%	7	18%	31	82%
STEMM Areas												
ALA	60	51%	58	49%	59	44%	75	56%	64	45%	77	55%
ALB	42	34%	81	66%	45	34%	88	66%	52	38%	86	62%
ALC	26	42%	36	58%	31	44%	40	56%	33	47%	37	53%
ALD	19	61%	12	39%	27	51%	26	49%	25	45%	30	55%
ALE	12	17%	58	83%	11	14%	65	86%	13	17%	64	83%
Health Sciences												
ALA	35	74%	12	26%	35	71%	14	29%	39	64%	22	36%
ALB	20	56%	16	44%	17	53%	15	47%	26	60%	17	40%
ALC	16	62%	10	38%	18	64%	10	36%	20	69%	9	31%
ALD	16	76%	5	24%	23	66%	12	34%	21	57%	16	43%
ALE	9	31%	20	69%	9	30%	21	70%	11	35%	20	65%
Science & Engineering												
ALA	25	36%	44	64%	24	29%	60	71%	25	32%	54	68%
ALB	21	26%	60	74%	26	27%	69	73%	25	27%	67	73%
ALC	10	29%	25	71%	12	30%	28	70%	11	29%	27	71%
ALD	3	30%	7	70%	4	22%	14	78%	4	22%	14	78%
ALE	3	8%	37	93%	1	2%	42	98%	1	2%	42	98%
Built Environment												
ALA	0	0%	2	100%	0	0%	1	100%	0	0%	1	100%
ALB	1	17%	5	83%	2	33%	4	67%	1	33%	2	67%
ALC	0	0%	1	100%	1	33%	2	67%	2	67%	1	33%
ALD	-	-	-	-	-	-	-	-	-	-	-	-
ALE	0	0%	1	100%	1	33%	2	67%	1	33%	2	67%

Table 4.17: Teaching-Academic staff headcount by grade and gender, 2015 - 2017

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
ALA	31	55%	25	45%	32	64%	18	36%	27	57%	20	43%
ALB	137	69%	61	31%	158	68%	75	32%	164	70%	69	30%
ALC	18	35%	34	65%	24	41%	35	59%	29	43%	38	57%
ALD	3	38%	5	63%	6	55%	5	45%	6	46%	7	54%
ALE	0	0%	6	100%	1	25%	3	75%	1	25%	3	75%
Non-STEMM Areas												
ALA	27	59%	19	41%	30	68%	14	32%	25	61%	16	39%
ALB	46	66%	24	34%	45	61%	29	39%	49	63%	29	37%
ALC	5	36%	9	64%	10	50%	10	50%	10	43%	13	57%
ALD	0	0%	1	100%	0	0%	1	100%	0	0%	1	100%
ALE	0	0%	4	100%	0	0%	3	100%	0	0%	3	100%
STEMM Areas												
ALA	4	40%	6	60%	2	33%	4	67%	2	33%	4	67%
ALB	91	71%	37	29%	113	71%	46	29%	115	74%	40	26%
ALC	13	34%	25	66%	14	36%	25	64%	19	43%	25	57%
ALD	3	43%	4	57%	6	60%	4	40%	6	50%	6	50%
ALE	0	0%	2	100%	1	100%	0	0%	1	100%	0	0%
Health Sciences												
ALA	3	60%	2	40%	2	100%	0	0%	2	100%	0	0%
ALB	78	80%	19	20%	92	81%	22	19%	97	84%	19	16%
ALC	8	67%	4	33%	10	71%	4	29%	14	74%	5	26%
ALD	3	60%	2	40%	5	71%	2	29%	5	71%	2	29%
ALE	0	-	0	-	0	-	0	-	0	-	0	-
Science & Engineering												
ALA	1	20%	4	80%	0	0%	4	100%	0	0%	3	100%
ALB	12	48%	13	52%	18	55%	15	45%	15	54%	13	46%
ALC	5	22%	18	78%	4	19%	17	81%	5	22%	18	78%
ALD	0	0%	2	100%	1	33%	2	67%	1	25%	3	75%
ALE	0	0%	2	100%	1	100%	0	0%	1	100%	0	0%
Built Environment												
ALA	0	-	0	-	0	-	0	-	0	0%	1	100%
ALB	1	17%	5	83%	3	25%	9	75%	3	27%	8	73%
ALC	0	0%	3	100%	0	0%	4	100%	0	0%	2	100%
ALD	0	-	0	-	0	-	0	-	0	0%	1	100%
ALE	0	-	0	-	0	-	0	-	0	-	0	-

ACTION 4.1.1 Multi-year plans:

Develop multi-year career plans, informed by individual priorities, circumstances, leadership potential and career aspirations.

ACTION 4.2.1 Mentoring Culture:

Establish and implement strategies to provide more female staff with access to mentors.

ACTION 4.2.2 Senior Academic Women Trajectory:

Run the *Trajectory: Leadership and Career Development Program* biennially, from 2018.

ACTION 4.2.3 Early Career Academic Women Trajectory:

Pilot *Trajectory: Early Career Academic Leadership and Career Development Program*.

ACTION 4.2.4 Research Productivity:

Identify and remove any structural barriers that may be impeding female research productivity.

ACTION 4.2.5 Academic Support Mechanisms:

Review of academic support mechanisms, both formal and informal, for gender and academic role bias and to address inequities in practice.

ACTION 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.

ACTION 4.3.1 Opportunities:

Managers actively promote and support informal leading by female academic staff, inclusive of constructive developmental feedback where possible.

ACTION 6.2.1 Curtin Expectations:

Ensure the Curtin Expectations for Academic Performance review takes account of gender equity and diversity and 'relative to opportunity'.

ACTION 6.2.2 Promotion support:

Implement strategies to encourage females to apply for promotion in a timely manner.

(iv) Academic leavers by grade and gender

[263] The spike in Leavers in 2014, due to a high number of redundancies, was a consequence of the change management related to the introduction of new academic roles and associated workforce restructure [Figure 4.15]. Leavers are counted at 31st December previous year, whilst academic staff numbers at 31st March.

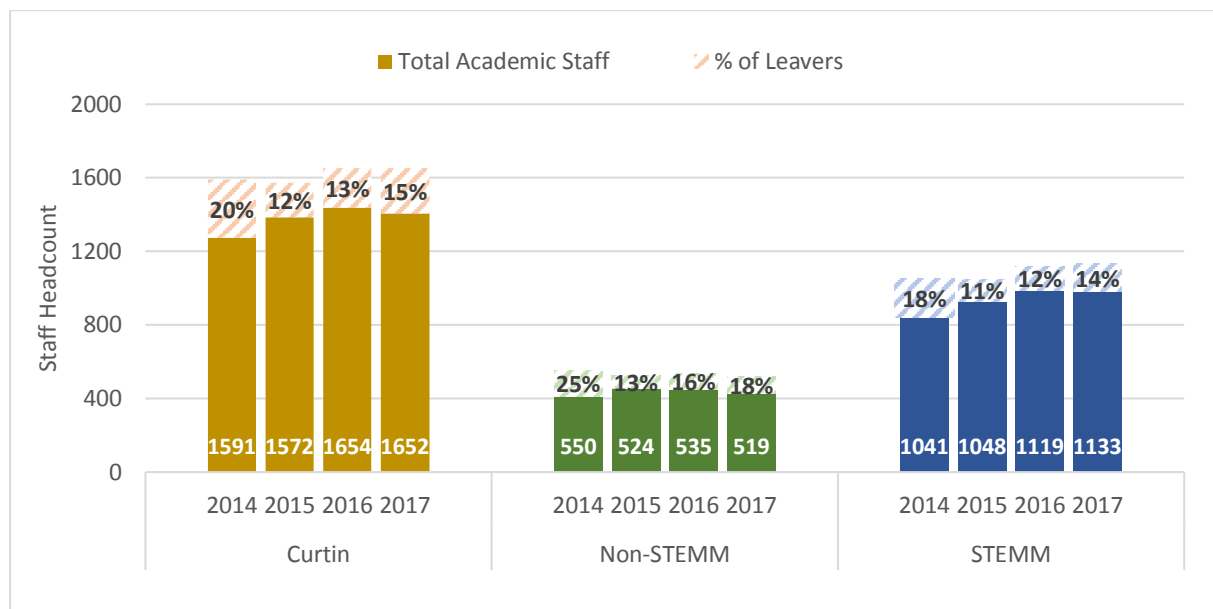


Figure 4.15: % of Continuing and Fixed-term academic Leavers, 2014 - 2017

Other than in 2014, 'Not Extended' (followed by 'Resignation') is the dominant reason for Leavers across all areas [Table 4.18]. This is to be expected given the heavy reliance on short-term external funding for research staff.

Table 4.18: Number of Academic Leavers headcount by reasons, 2014 - 2017

	2014			2015			2016			2017		
	F	F %	M	F	F %	M	F	F %	M	F	F %	M
Curtin University												
Not Extended	58	62%	36	36	40%	55	53	49%	55	67	48%	72
Redundancy	55	43%	73	3	50%	3	3	100%	0	2	33%	4
Resigned	40	47%	46	39	52%	36	51	57%	39	45	49%	47
Retired	2	67%	1	1	25%	3	1	13%	7	2	67%	1
Terminated	0	-	0	0	-	0	1	50%	1	0	-	0
Other Termination	1	17%	5	2	22%	7	2	40%	3	3	43%	4
TOTAL	156		161	81		104	111		105	119		128
Non-STEMM Areas												
Not Extended	16	64%	9	13	43%	17	28	62%	17	28	55%	23
Redundancy	27	36%	47	1	50%	1	3	100%	0	2	50%	2
Resigned	18	53%	16	18	60%	12	19	63%	11	19	51%	18
Retired	0	-	0	0	0%	1	1	33%	2	0	-	0
Terminated	0	-	0	0	-	0	1	100%	0	0	-	0
Other Termination	0	0%	4	2	50%	2	1	50%	1	0	0%	2
TOTAL	61		76	34		33	53		31	49		45
STEMM Areas												
Not Extended	42	61%	27	23	38%	38	25	40%	38	39	44%	49
Redundancy	28	52%	26	2	50%	2	0	-	0	0	0%	2
Resigned	22	42%	30	21	47%	24	32	53%	28	26	47%	29
Retired	2	67%	1	1	33%	2	0	0%	5	2	67%	1
Terminated	0	-	0	0	-	0	0	0%	1	0	-	0
Other Termination	1	50%	1	0	0%	5	1	33%	2	3	60%	2
TOTAL	95		85	47		71	58		74	70		83
Health Sciences												
Not Extended	31	79%	8	21	70%	9	12	67%	6	23	72%	9
Redundancy	21	70%	9	2	67%	1	0	-	0	0	0%	1
Resigned	17	68%	8	14	64%	8	25	69%	11	19	83%	4
Retired	2	100%	0	0	-	0	0	0%	2	1	100%	0
Terminated	0	-	0	0	-	0	0	-	0	0	-	0
Other Termination	0	0%	1	0	-	0	0	0%	1	1	50%	1
TOTAL	71		26	37		18	37		20	44		15
Science & Engineering												
Not Extended	8	32%	17	2	7%	27	10	29%	25	14	28%	36
Redundancy	1	8%	12	0	-	0	0	-	0	0	0%	1
Resigned	4	17%	19	7	35%	13	6	29%	15	6	21%	23
Retired	0	0%	1	1	50%	1	0	0%	2	0	0%	1
Terminated	0	-	0	0	-	0	0	-	0	0	-	0
Other Termination	1	100%	0	0	0%	3	1	50%	1	2	67%	1
TOTAL	14		49	10		44	17		43	22		62
Built Environment												
Not Extended	3	60%	2	0	0%	2	3	30%	7	2	33%	4
Redundancy	6	55%	5	0	0%	1	0	-	0	0	-	0
Resigned	1	25%	3	0	0%	3	1	33%	2	1	33%	2
Retired	0	-	0	0	0%	1	0	0%	1	1	100%	0
Terminated	0	-	0	0	-	0	0	0%	1	0	-	0
Other Termination	0	-	0	0	0%	2	0	-	0	0	-	0
TOTAL	10		10	0		9	4		11	4		6

The 128 redundancies in 2014 represent about 17% of Continuing academic staff. There were proportionally more redundancies in Non-STEMM than STEMM, and in HS and SoBe than SAE. Pro rata, females were over-represented in STEMM redundancies [Figure 4.16], due to over-representation in HS [Figure 4.17].

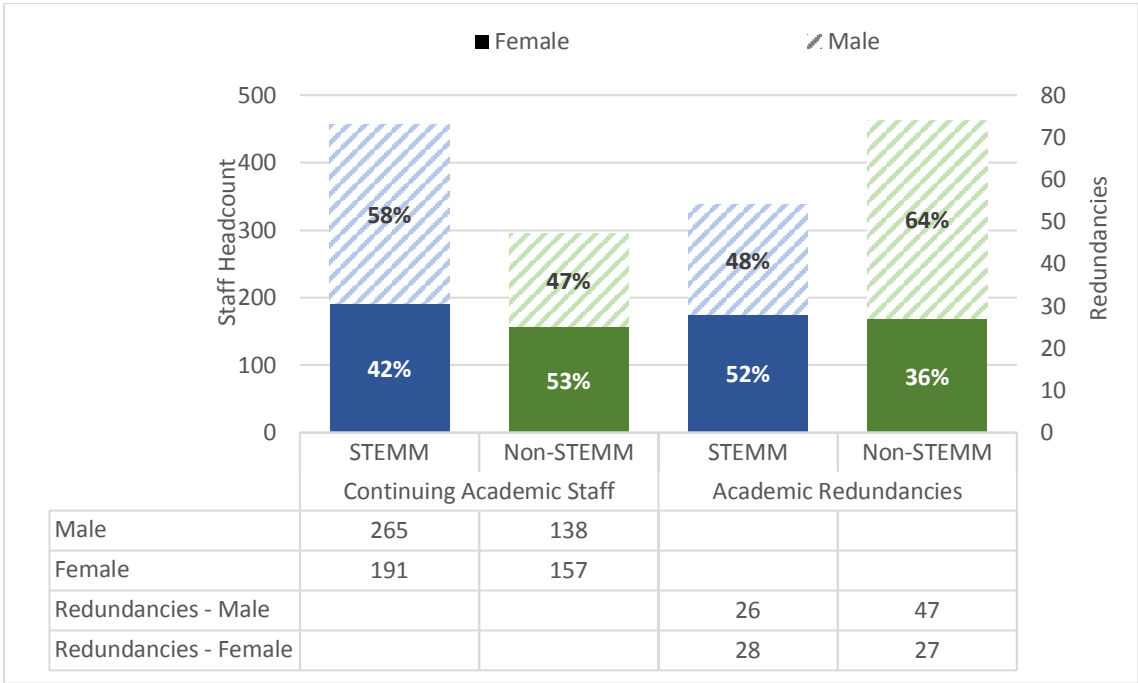


Figure 4.16: Number of Continuing academic staff vs Number of Academic Redundancies by gender in 2014 (Non-STEMM Areas vs STEMM Areas)

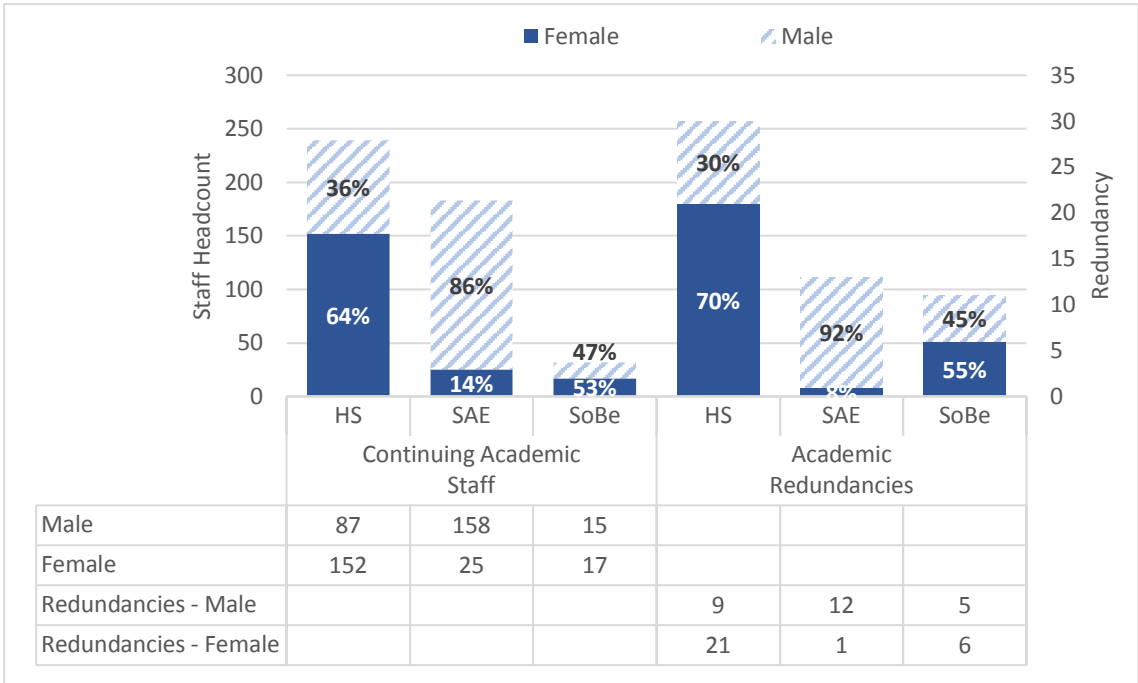


Figure 4.17: Number of Continuing academic staff vs Number of Academic Redundancies by gender in 2014 (STEMM areas by Faculties)

Table 4.19 describes Academic Leavers as a % of their natural cohorts. The % of Fixed-term academics not extended has increased in most areas, almost certainly due to budget imperatives. Whilst there may be a female bias in Non-STEMM, this is not evident in STEMM. That said, Focus Group feedback suggests a perception that a career break may negatively impact likelihood of extension. This will be further investigated [ASAP 5.1].

Female academic resignations, as a % of cohort, are slightly higher than for males, except in SoBE. Resignations at school-level largely reflect host faculty profiles. In addition to proposed actions already described, school workforce and succession plans will address this issue [ASAP 2.2.1]. Comprehensive exit Interviews are not routinely conducted and a deeper understanding of reasons for resignation is required in order to implement mitigation strategies where possible [ASAP 6.3.1].

Table 4.19: Academic Leavers in 2015 - 2017 (calendar year) as % of academic staff headcount, 2015 - 2017

	2015			2016			2017		
	Total	F	M	Total	F	M	Total	F	M
Curtin University									
Not Extended (as % of Fixed-term Academics)	11.8%	9.9%	13.5%	13.8%	14.8%	12.9%	18.3%	19.1%	17.5%
Resigned (as % of All Academics)	4.8%	5.4%	4.2%	5.4%	6.8%	4.3%	5.6%	5.9%	5.3%
Non-STEMM Areas									
Not Extended (as % of Fixed-term Academics)	13.1%	11.4%	14.8%	21.8%	28.0%	16.0%	26.8%	31.8%	22.5%
Resigned (as % of All Academics)	5.7%	6.6%	4.8%	5.6%	6.9%	4.2%	7.1%	7.4%	6.8%
STEMM Areas									
Not Extended (as % of Fixed-term Academics)	11.3%	9.3%	13.0%	10.9%	9.7%	11.9%	15.4%	14.9%	15.9%
Resigned (as % of All Academics)	4.3%	4.7%	4.0%	5.4%	6.7%	4.4%	4.9%	5.2%	4.6%
Health Sciences									
Not Extended (as % of Fixed-term Academics)	12.6%	13.2%	11.3%	7.3%	7.5%	6.9%	12.2%	13.5%	9.7%
Resigned (as % of All Academics)	4.5%	4.5%	4.6%	7.0%	7.6%	6.1%	4.3%	5.4%	2.2%
Science & Engineering									
Not Extended (as % of Fixed-term Academics)	10.4%	2.4%	13.8%	11.5%	11.2%	11.6%	17.5%	16.7%	17.8%
Resigned (as % of All Academics)	3.9%	5.9%	3.3%	3.8%	4.6%	3.6%	5.4%	4.6%	5.6%
Built Environment									
Not Extended (as % of Fixed-term Academics)	8.7%	0.0%	11.8%	40.0%	42.9%	38.9%	27.3%	25.0%	28.6%
Resigned (as % of All Academics)	5.8%	0.0%	8.3%	5.1%	5.3%	5.0%	5.3%	4.8%	5.6%

ACTION 2.2.1 Workforce and succession plans:

Include gender equity and diversity as a priority in faculty and school academic workforce and succession plans.

ACTION 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.

ACTION 5.1.2 Career break processes:

Amend policy and practices to enhance opportunities for academics undertaking significant career breaks.

ACTION 6.3.1 Exit:

Review exit procedures to ensure better understanding of the reasons females leave Curtin.

(v) Equal pay audits/reviews

[119] Curtin's Pay Equity Ambassador is the Vice-Chancellor. Biennial Gender Pay Equity Audits were introduced at Curtin in 2010. In 2015, Curtin commenced annual Gender Pay Equity Audits using the WGEA Gender Pay Gap Calculator Tool.

Curtin's overall Gender Pay Gap (GPG) in 2017 was 12.10%, reflecting a gradual closing of the gap since 2015 (13.16%) [Figures 4.18, 4.19]. Only GPGs over 5% are reviewed. The primary reason for the overall GPG is over-representation of females at lower classification levels and under-representation at higher levels.

Curtin's *Closing the Gender Pay Gap Action Plan* will be implemented from 2018 [ASAP 2.2.2]. A key action is for PAC Business Partners to discuss anomalies with senior executives to explain and address these. Any additional recommendations will be monitored.

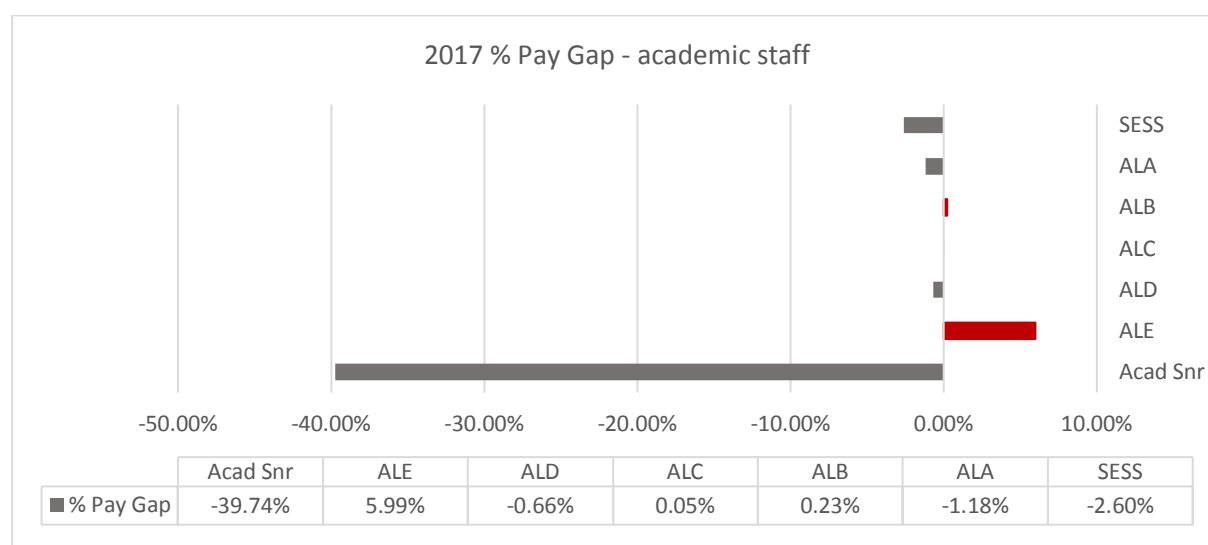


Figure 4.18: 2017 % gender pay gap for academic staff

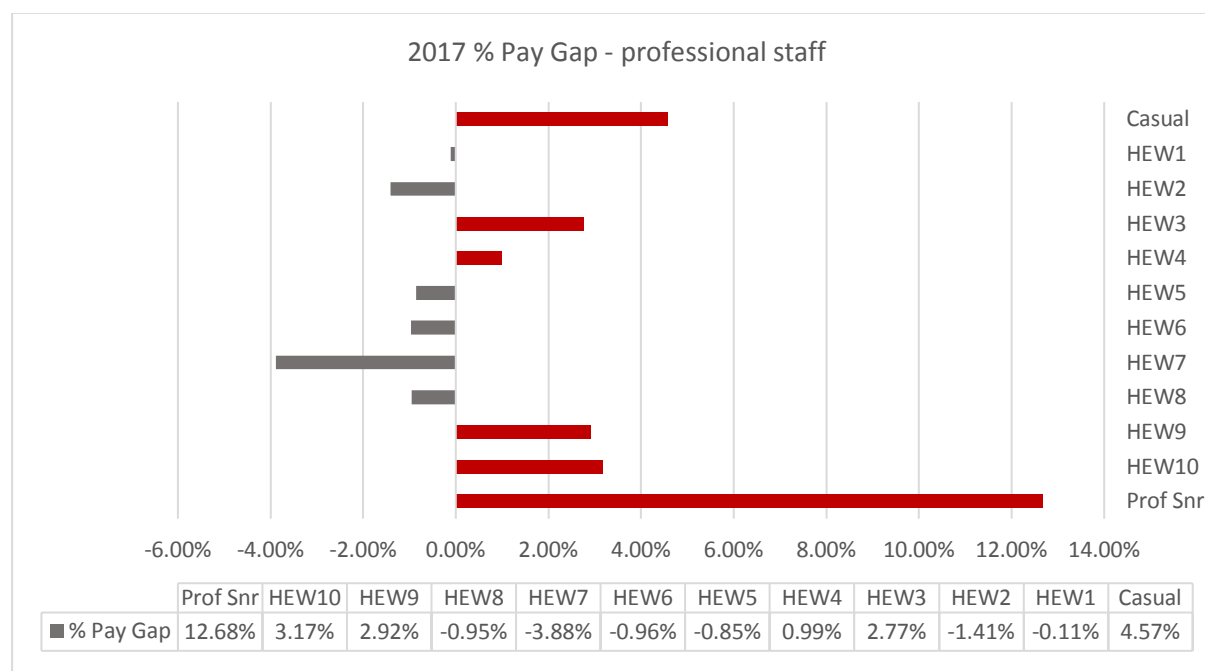


Figure 4.19: 2017 % gender pay gap for professional staff

ACTION 2.2.2 Gender Pay Gap (GPG):

Finalise and implement *Closing the Gender Pay Gap Action Plan*.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 5000 words

Actual word count: 5127

Refer to Pages 21-25 of the Handbook

5.1 Key career transition points: academic staff (*pages 21-22 of the Handbook*)

(i) Recruitment

[252] Section 4 describes gender under-representation in STEMM areas. Until recently, Curtin recruitment software lacked the functionality to identify key issues, but this has been addressed in the development of the Applicant Tracking System [Figure 5.1].

A 2016/17 review of recruitment processes led to the establishment of the Talent Acquisition & Design Project (TADP). This included attraction, selection, data, training, communication and management elements.



Figure 5.1: Talent Acquisition & Design Project initiatives undertaken as at March 2018

Continuing the development and implementation of the TADP is crucial to addressing gender equity challenges via recruitment [ASAP 6.1]. Leaders will be accountable for gender equity and diversity [ASAP 1.1.3] and we will extend unconscious bias training [ASAP 2.1.2].

Best practice highlights the need for engaging males in gender equity and establishing a group of 'male champions' within the University [ASAP 2.1.4] will be important to make progress towards all staff being judged on merit and not factors such as gender.

We are piloting (in 4 STEMM and 1 non-STEMM schools) a new approach to strategic workforce planning. Plans in pilot schools will be completed by Q4, 2018 and remaining schools in Q1, 2020 [ASAP 2.2.1].

Fixed-term female academics and higher degree by research (HDR) students reported, during focus groups, low confidence in application preparation and interviews for internal and external jobs. To assist this cohort, we will develop a 'job interview skills' workshop [ASAP 6.1.3].

ACTION 1.1.3 Leaders' Accountability:

Embed accountability for academic gender equity and diversity explicitly in position descriptions and role statements of Curtin leaders and managers and the WPPR process.

ACTION 2.1.4 Male Champions:

Establish the Male Agents of Change at Curtin group (MACC).

ACTION 2.1.2 Unconscious Bias:

Implement Unconscious Bias Training for academic leaders, managers, chairs of key University, Faculty, School, Promotion and Selection committees.

ACTION 2.2.1 Workforce and succession plans:

Include gender equity and diversity as a priority in faculty and school academic workforce and succession plans.

ACTION 6.1.1 Broadening talent pools:

Identify a broader pool of potential female applicants for academic positions by using local area networks.

ACTION 6.1.2 Minimise gender bias:

Minimise gender bias in recruitment materials and processes.

ACTION 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.

ACTION 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.

(ii) Induction

[189] A University-level induction process was launched late 2016. Core is the 23-page 'Welcome to Curtin (W2C) Guide' that provides essential information about 'getting started', 'working at Curtin' and the University itself. This is complemented by a half-day W2C event for Fixed-term and Continuing staff with themes of Connect, Engage, Inspire. W2C is attended by VC and senior executives, and was offered 7 times in 2017 [Table 5.1]. 2017 satisfaction average was 89%. Low academic attendance is attributed to lack of encouragement by managers, probably due to the previous induction's reputation (satisfaction average 61%). A jump in academic attendance in November's W2C suggests managers' confidence in the program is growing.

Table 5.1: 2017 Welcome to Curtin (W2C) event invitations and percentage of attendance by gender and academic/professional staff and by gender and non-STEMM/STEMM staff

Staff	Total invites	% Total attendees	F invites	% F attendees	M invites	% M attendees
Curtin University	390	45%	258	47%	132	40%
Total Academic	191	29%	118	27%	73	32%
Total Professional	199	59%	140	63%	59	51%
Total Non-STEMM	250	51%	165	54%	85	46%
Total STEMM	140	32%	93	33%	47	30%

Localised induction programs are required – responsibility of local managers, supported by relevant central areas. SAE focus group feedback indicates a desire for more local area support, particularly to develop internal networks and navigate internal systems. This is important for females in SAE with the lack of female role models at senior levels. [ASAP 6.1.5]. OHS training is compulsory for managers, as is specialty training, such as working with chemicals. Casual academics undertake an on-line induction, and in STEMM, laboratory demonstrators receive a specialised induction.

ACTION 6.1.5 Induction:

Local areas will actively support new female academic staff to build internal networks and navigate Curtin systems.

(iii) Promotion

[456] The Provost is the academic promotions policy manager. Promotions to ALB are assessed and approved by the relevant PVC. ALC-ALE are assessed by University-constituted committees and approved by the VC. Processes, outcomes and policy are reviewed annually by Academic Board.

Promotion information is published on the staff portal and through all-staff emails. All-staff, and female-only, workshops are provided at University, faculty and school level. Inductions are provided for new PVCs, HoS and committee members, including how to assess achievement relative to opportunity. Peer support groups for females were established in 2016 and 2017. The relevant PVC discusses unsuccessful applications with the individual.

Intending applicants must discuss promotion during their Work Planning and Performance Review (WPPR) and consult with their HoS. HoS must conduct affirmative action searches and PVCs are provided a list of eligible female staff [ASAP 5.2.2]. Since 2015, the HS PVC has required each intending applicant to meet with him, resulting in an improved faculty success rate.

Promotion requires sustained overall high performance, appropriate to role and relative to opportunity, in: Learning and Teaching, Research/Creative Works, and Service and Leadership. Applicants with a high administrative load may opt for greater emphasis on Service and Leadership. CEAP outlines performance requirements and standards of behaviour across each criteria by role and level [ASAP 6.2.1].

Application forms invite applicants to indicate full-time equivalent (FTE) status, extended periods of leave and equal employment opportunities (EEO) considerations. An EEO observer sits on promotion committees.

Promoted staff receive a salary commensurate to the first step of their promotion level. Analysis shows no instances of pay inequity. 2015-17 numbers of applicants and success rates have increased [Table 5.2]. Strategic targeting of females at ALC-ALD resulted in an increase in applications, particularly in STEMM.

Table 5.2: 2015 - 2017 ALB-ALE promotion applicants by gender, including number of promotions, success rate and % of eligible pool

	2015				2016				2017			
	Number of Applicants	% of Pool	Number of Promotion	Success Rate	Number of Applicants	% of Pool	Number of Promotion	Success Rate	Number of Applicants	% of Pool	Number of Promotion	Success Rate
Curtin University	89	6%	62	70%	114	7%	84	74%	129	8%	100	78%
Female	37	5%	25	68%	58	8%	48	83%	65	9%	54	83%
Male	52	6%	37	71%	56	6%	36	64%	64	7%	46	72%
Non-STEMM Areas	33	6%	17	52%	31	6%	25	81%	34	7%	26	76%
Female	19	7%	11	58%	21	8%	16	76%	20	8%	16	80%
Male	14	6%	6	43%	10	4%	9	90%	14	5%	10	71%
STEMM Areas	56	5%	45	80%	83	7%	59	71%	95	8%	74	78%
Female	18	4%	14	78%	37	8%	32	86%	45	9%	38	84%
Male	38	6%	31	82%	46	7%	27	59%	50	8%	36	72%

Table 5.3: 2015 - 2017 ALB-ALE promotion applicants by position role (excluding Other Function) and gender, including number promotions, success rate and % of eligible pool (% is of the respective pool i.e. for Teaching-Academic applicants % is of total Teaching-Academic staff)

	2015				2016				2017			
	Number of Applicants	% of Pool	Number of Promotion	Success Rate	Number of Applicants	% of Pool	Number of Promotion	Success Rate	Number of Applicants	% of Pool	Number of Promotion	Success Rate
Curtin University												
Teaching-Academic	14	4%	9	64%	12	3%	10	83%	29	8%	21	72%
Female	6	3%	4	67%	9	4%	7	78%	17	7%	14	82%
Male	8	6%	5	63%	3	2%	3	100%	12	9%	7	58%
Teaching-and-Research	49	7%	32	65%	72	11%	51	71%	59	9%	42	71%
Female	19	6%	13	68%	35	12%	30	86%	28	10%	20	71%
Male	30	8%	19	63%	37	10%	21	57%	31	8%	22	71%
Research-Academic	23	5%	18	78%	25	5%	19	76%	35	6%	32	91%
Female	9	5%	5	56%	12	6%	9	75%	17	8%	17	100%
Male	14	5%	13	93%	13	4%	10	77%	18	5%	15	83%
Non-STEMM Areas												
Teaching-Academic	7	5%	5	71%	5	4%	4	80%	8	5%	5	63%
Female	4	5%	3	75%	3	4%	2	67%	6	7%	4	67%
Male	3	5%	2	67%	2	4%	2	100%	2	3%	1	50%
Teaching-and-Research	23	9%	10	43%	19	7%	15	79%	18	7%	14	78%
Female	12	9%	6	50%	13	9%	10	77%	11	9%	9	82%
Male	11	9%	4	36%	6	5%	5	83%	7	6%	5	71%
Research-Academic	2	3%	1	50%	4	5%	3	75%	5	6%	4	80%
Female	2	8%	1	50%	4	16%	3	75%	1	3%	1	100%
Male	0	0%	0	-	0	0%	0	-	4	7%	3	75%
STEMM Areas												
Teaching-Academic	7	4%	4	57%	7	3%	6	86%	21	10%	16	76%
Female	2	2%	1	50%	6	4%	5	83%	11	8%	10	91%
Male	5	7%	3	60%	1	1%	1	100%	10	13%	6	60%
Teaching-and-Research	26	6%	22	85%	53	13%	36	68%	41	10%	28	68%
Female	7	4%	7	100%	22	14%	20	91%	17	10%	11	65%
Male	19	7%	15	79%	31	12%	16	52%	24	10%	17	71%
Research-Academic	21	5%	17	81%	21	4%	16	76%	30	6%	28	93%
Female	7	4%	4	57%	8	5%	6	75%	16	9%	16	100%
Male	14	6%	13	93%	13	4%	10	77%	14	5%	12	86%

TAs may be reluctant to apply for promotion because they believe they will not succeed. In fact, TA success rates, other than in 2015, have been on par or higher than overall success rates [Table 5.3]. In 2017, one female and one male TA, were promoted to Professor.

In STEMM, T&R and RA success rates are comparable or higher than overall success rates, as are application rates from the eligible pool by role.

Table 5.4: 2015 - 2017 ALB-ALE promotion applicants by grade and gender, including number promotions, success rate and % of eligible pool (% is of the respective pool i.e. for ALA to ALB applicants % is of total ALA staff)

	2015				2016				2017			
	Number of Applicants	% of Pool	Number of Promotions	Success Rate	Number of Applicants	% of Pool	Number of Promotions	Success Rate	Number of Applicants	% of Pool	Number of Promotions	Success Rate
Curtin University												
ALA to ALB	14	7%	14	100%	12	6%	10	83%	7	3%	7	100%
Female	3	3%	3	100%	7	7%	5	71%	3	3%	3	100%
Male	11	11%	11	100%	5	5%	5	100%	4	4%	4	100%
ALB to ALC	46	8%	29	63%	44	7%	30	68%	67	11%	53	79%
Female	25	7%	16	64%	21	6%	18	86%	33	10%	27	82%
Male	21	8%	13	62%	23	8%	12	52%	34	13%	26	76%
ALC to ALD	22	7%	15	68%	33	10%	27	82%	22	6%	15	68%
Female	6	4%	4	67%	15	9%	15	100%	13	8%	10	77%
Male	16	9%	11	69%	18	10%	12	67%	9	5%	5	56%
ALD to ALE	7	4%	4	57%	25	12%	17	68%	33	15%	25	76%
Female	3	3%	2	67%	15	15%	10	67%	16	16%	14	88%
Male	4	4%	2	50%	10	9%	7	70%	17	14%	11	65%
Non-STEMM Areas												
ALA to ALB	2	3%	2	100%	4	6%	3	75%	0	0%	0	-
Female	1	2%	1	100%	3	7%	2	67%	0	0%	0	-
Male	1	4%	1	100%	1	4%	1	100%	0	0%	0	-
ALB to ALC	23	11%	14	61%	12	6%	9	75%	22	12%	17	77%
Female	16	13%	10	63%	7	6%	5	71%	13	13%	10	77%
Male	7	9%	4	57%	5	6%	4	80%	9	12%	7	78%
ALC to ALD	5	5%	1	20%	6	5%	6	100%	5	4%	4	80%
Female	1	2%	0	0%	4	7%	4	100%	3	5%	2	67%
Male	4	8%	1	25%	2	4%	2	100%	2	3%	2	100%
ALD to ALE	3	5%	0	0%	9	15%	7	78%	7	11%	5	71%
Female	1	3%	0	0%	7	21%	5	71%	4	11%	4	100%
Male	2	8%	0	0%	2	8%	2	100%	3	10%	1	33%
STEMM Areas												
ALA to ALB	12	9%	12	100%	8	6%	7	88%	7	5%	7	100%
Female	2	3%	2	100%	4	6%	3	75%	3	4%	3	100%
Male	10	15%	10	100%	4	5%	4	100%	4	5%	4	100%
ALB to ALC	23	6%	15	65%	32	7%	21	66%	45	11%	36	80%
Female	9	4%	6	67%	14	6%	13	93%	20	9%	17	85%
Male	14	7%	9	64%	18	9%	8	44%	25	13%	19	76%
ALC to ALD	17	7%	14	82%	27	11%	21	78%	17	7%	11	65%
Female	5	5%	4	80%	11	11%	11	100%	10	9%	8	80%
Male	12	9%	10	83%	16	12%	10	63%	7	5%	3	43%
ALD to ALE	4	3%	4	100%	16	11%	10	63%	26	16%	20	77%
Female	2	4%	2	100%	8	12%	5	63%	12	18%	10	83%
Male	2	3%	2	100%	8	10%	5	63%	14	16%	10	71%

A targeted strategy saw female applications to ALD, and % of cohort applying, double since 2015 [Table 5.4]. A strategy is needed to increase female applications to ALB [ASAP 4.2.3]. ALE application and success rates increased in 2017 following enhanced PAC coaching of applicants.

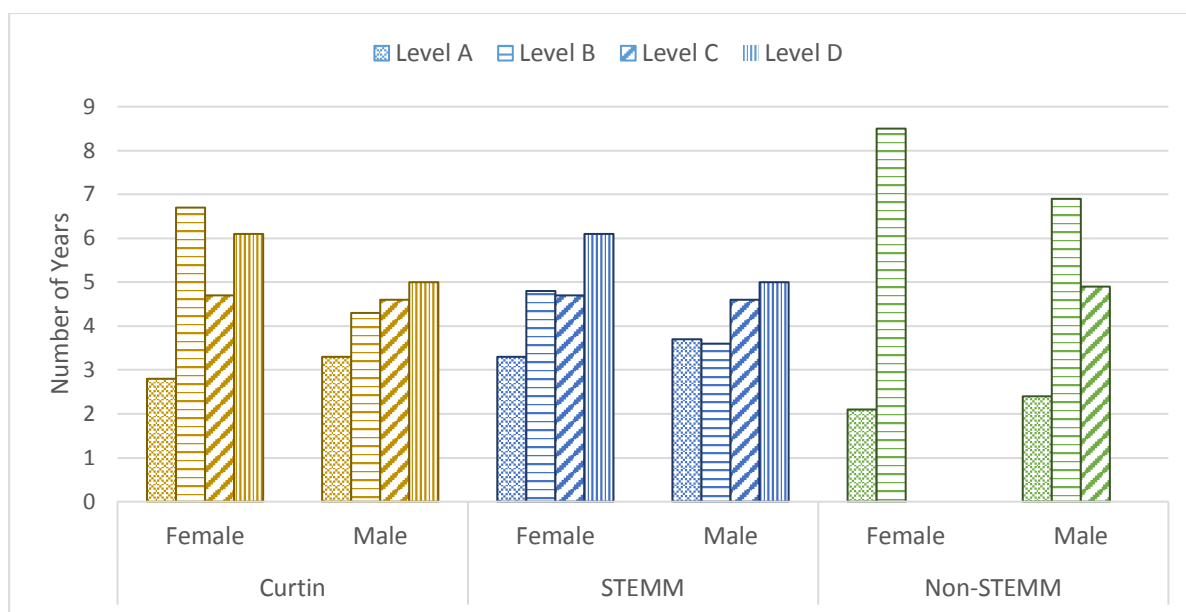


Figure 5.2: Average length at level for academic staff promoted in 2015 by gender

Length at level [Figure 5.2] will be monitored for success of strategies, including those currently in place [ASAP 4.2.2; 6.2.2].

Table 5.5: 2015 - 2017 ALB-ALE promotion applicants by position fraction and gender, including number promotions, success rate and % of eligible pool (% is of the respective pool i.e. for part-time applicants % is of total part-time staff)

	2015				2016				2017			
	Number of Applicants	% of Pool	Number of Promotions	Success Rate	Number of Applicants	% of Pool	Number of Promotions	Success Rate	Number of Applicants	% of Pool	Number of Promotions	Success Rate
Curtin University												
Full-Time	79	6%	55	70%	109	8%	79	72%	117	9%	91	78%
Female	29	6%	20	69%	53	10%	43	81%	55	10%	47	85%
Male	50	7%	35	70%	56	7%	36	64%	62	8%	44	71%
Part-Time	10	3%	7	70%	5	2%	5	100%	12	4%	9	75%
Female	8	4%	5	63%	5	2%	5	100%	10	4%	7	70%
Male	2	2%	2	100%	0	0%	0	-	2	2%	2	100%
Non-STEMM Areas												
Full-Time	30	7%	16	53%	30	7%	24	80%	33	8%	25	76%
Female	16	7%	10	63%	20	9%	15	75%	19	9%	15	79%
Male	14	7%	6	43%	10	4%	9	90%	14	6%	10	71%
Part-Time	3	4%	1	33%	1	1%	1	100%	1	1%	1	100%
Female	3	6%	1	33%	1	2%	1	100%	1	2%	1	100%
Male	0	0%	0	-	0	0%	0	-	0	0%	0	-
STEMM Areas												
Full-Time	49	6%	39	80%	79	9%	55	70%	84	9%	66	79%
Female	13	4%	10	77%	33	10%	28	85%	36	11%	32	89%
Male	36	7%	29	81%	46	8%	27	59%	48	9%	34	71%
Part-Time	7	3%	6	86%	4	2%	4	100%	11	4%	8	73%
Female	5	3%	4	80%	4	3%	4	100%	9	5%	6	67%
Male	2	3%	2	100%	0	0%	0	-	2	3%	2	100%

Part-time staff success rates [Table 5.5] are comparable or better than the rates of full-time staff (overall and for females). Their application rates (less than 13% of all applications) are substantially lower than expected as about 20% of academics are part-time [ASAP 6.2.2]. There is no obvious gender bias in success rates.

ACTION 4.2.2 Senior Academic Women Trajectory:

Run the *Trajectory: Leadership and Career Development Program* biennially, from 2018.

ACTION 4.2.3 Early Career Academic Women Trajectory:

Pilot *Trajectory: Early Career Academic Leadership and Career Development Program*.

ACTION 5.2.2 Probation, performance and promotion assessment:

Develop strategies to assist managers to fairly evaluate staff, relative to opportunity.

ACTION 6.2.1 Curtin Expectations:

Ensure the Curtin Expectations for Academic Performance review takes account of gender equity and diversity and 'relative to opportunity'.

ACTION 6.2.2 Promotion support:

Implement strategies to encourage females to apply for promotion in a timely manner.

(iv) Staff submitted to the Higher Education Research Data Collection (HERDC) by gender

[277] HERDC data [Table 5.6] is for Q1&2 2017 only and is difficult to project. It seems Journal numbers have been steady 2015-17, whereas publication in other categories declined in 2016 and are likely to decline further. This may in part be due to an increased focus on journal publications, particularly in STEMM areas.

Table 5.6: 2015 - 2017 publications under HERDC Category (Books A1, Book chapters B1, Journals C1 and Conference publications E1) by gender (2017 data as at 7 August 2017)

	2015				2016				2017			
	F	F %	M	M %	F	F %	M	M %	F	F %	M	M %
Curtin University												
Books	20	32%	43	68%	22	45%	27	55%	3	18%	14	82%
Book Chapters	113	30%	258	70%	136	41%	195	59%	47	38%	77	62%
Journals	1,776	30%	4,229	70%	1,914	31%	4,283	69%	820	28%	2,072	72%
Conference Publications	117	22%	424	78%	70	16%	380	84%	15	14%	91	86%
Non-STEMM Areas												
Books	14	30%	32	70%	14	40%	21	60%	3	20%	12	80%
Book Chapters	68	33%	137	67%	89	45%	111	56%	36	35%	67	65%
Journals	334	33%	676	67%	278	31%	605	69%	111	33%	230	67%
Conference Publications	53	34%	104	66%	5	10%	46	90%	8	28%	21	72%
STEMM Areas												
Books	6	35%	11	65%	8	57%	6	43%	-	0%	2	100%
Book Chapters	45	27%	121	73%	47	36%	84	64%	11	52%	10	48%
Journals	1,442	29%	3,553	71%	1,636	31%	3,678	69%	709	28%	1,842	72%
Conference Publications	64	17%	320	83%	65	16%	334	84%	7	9%	70	91%
Health Sciences												
Books	3	60%	2	40%	5	100%	-	0%	-	0%	1	100%
Book Chapters	17	47%	19	53%	15	42%	21	58%	11	73%	4	27%
Journals	1,035	49%	1,084	51%	1,230	51%	1,198	49%	500	49%	517	51%
Conference Publications	22	51%	21	49%	33	56%	26	44%	3	30%	7	70%
Science & Engineering												
Books	3	27%	8	73%	1	14%	6	86%	-	0%	1	100%
Book Chapters	13	14%	81	86%	23	30%	54	70%	-	0%	6	100%
Journals	385	14%	2,389	86%	382	14%	2,384	86%	196	13%	1,272	87%
Conference Publications	37	11%	290	89%	30	9%	291	91%	4	6%	62	94%
Built Environment												
Books	-	0%	1	100%	2	100%	-	0%	-	-	-	-
Book Chapters	15	42%	21	58%	9	50%	9	50%	-	-	-	-
Journals	22	22%	80	78%	24	20%	96	80%	13	20%	53	80%
Conference Publications	5	36%	9	64%	2	11%	17	89%	-	0%	1	100%

Table 5.7: 2015 and 2016 T&R and RA staff ratio of journal publications under HERDC Category (Journals C1) by gender

	2015		2016	
	F	M	F	M
Curtin University				
Number of Journal Publications (Journal)	1776	4229	1914	4283
Number of RA/T&R Academic Staff Headcount (Staff)	487	688	498	731
Journal/Staff Ratio	3.65	6.15	3.84	5.86
NON-STEMM Areas				
Number of Journal Publications (Journal)	334	676	278	605
Number of RA/T&R Academic Staff Headcount (Staff)	161	175	164	185
Journal/Staff Ratio	2.07	3.86	1.70	3.27
STEMM Areas				
Number of Journal Publications (Journal)	1442	3553	1636	3678
Number of RA/T&R Academic Staff Headcount (Staff)	326	513	334	546
Journal/Staff Ratio	4.42	6.93	4.90	6.74
Health Sciences				
Number of Journal Publications (Journal)	1035	1084	1230	1198
Number of RA/T&R Academic Staff Headcount (Staff)	215	136	215	143
Journal/Staff Ratio	4.81	7.97	5.72	8.38
Science & Engineering				
Number of Journal Publications (Journal)	385	2389	382	2384
Number of RA/T&R Academic Staff Headcount (Staff)	98	349	104	378
Journal/Staff Ratio	3.93	6.85	3.67	6.31
Built Environment				
Number of Journal Publications (Journal)	22	80	24	96
Number of RA/T&R Academic Staff Headcount (Staff)	13	28	15	25
Journal/Staff Ratio	1.69	2.86	1.60	3.84

Journal publications account for most of the research outputs at Curtin, and about 30% of these are attributed to females [Table 5.6]. The Journal/Staff Ratio for females is significantly lower than that for males [Table 5.7]. One explanation is that RA academics have more time for research and we know that females are under-represented as RAs [Section 4, Table 4.14].

Focus group feedback indicates staff in HS, in particular, are finding it increasingly difficult to attend conferences. This often relates to difficulty accessing conference support (at all or during career breaks) and, for some staff, mainly female, challenges to managing caring responsibilities [ASAP 4.2.4, 4.2.5].

HERDC Income data at Curtin is not currently available in a form that enables meaningful analysis by gender. To improve external application success rates, Grant Success and Quality Assurance Panels in the broad disciplines of Science, Engineering, Health Sciences and Humanities were established in 2017 (25% of panellists are female, although the Engineering Panel is currently all male). The Panels support Curtin researchers in the development of funding submissions.

With availability of a new Academic Portfolio (an online dashboard providing staff with access to information on key metrics related to their academic activities), it will be possible to monitor the

impact of panels, including for female researchers both as leads and as members of teams, and better identify and understand gender issues. Initiatives aimed at improving the research productivity of females include: [ASAP 2.1.3, 2.2.1, 4.2.4, 4.2.5].

ACTION 2.1.3 Gender research network:

Establish a university-wide Gender Research Network that shares best practice, raises awareness and influences change.

ACTION 2.2.1 Workforce and succession plans:

Include gender equity and diversity as a priority in faculty and school academic workforce and succession plans.

ACTION 4.2.4 Research Productivity:

Identify and remove any structural barriers that may be impeding female research productivity.

ACTION 4.2.5 Academic Support Mechanisms:

Review of academic support mechanisms, both formal and informal, for gender and role bias.

5.2 Career development: academic staff (Refer to page 22 of the Handbook)

(i) Training

[369] Until recently, staff training and development was coordinated by the Organisational Development Unit (ODU), which also oversaw mandatory corporate training, including equal opportunity training, a mentoring program [ASAP 4.2.1], and a range of generic skills training. More specialised training was offered in collaboration with local area, or by other areas, for example:

- Equal opportunity (EESJ)
- Recruitment and selection, bullying and harassment, LBGTIQ+ awareness, staff performance (PAC)
- HDR supervision, research ethics and integrity, radiation and biosecurity, commercialisation (ORD)
- A range of modules in L&T (CLT).

Case Study: Humanities Early Career Research Network

Aims:

1. Collegiality/Collaboration
2. Skills/Knowledge
3. Peer support

Workshops delivered:

1. Research Planning
2. Research Funding

50+ ECRs expressed interest.

Curtin maintains a register of online and face-to-face training for staff on iPerform portal (Curtin's work planning and review tool).

Data available through iPerform is incomplete (not all activities are registered) and is not gendered. Anecdotally professional staff participate in 'elective' training more than academic staff. We know ~80% of staff completed mandatory corporate training in 2017 (gender breakdown not available).

ODU was absorbed into PAC in 2017 and a Manager, Organisational Capability, was appointed. A new model of service delivery for training and development programs is being developed.

Training needs are identified through mechanisms, such as annual WPPR discussions. Focus group feedback indicates room for improvement here [ASAP 4.1.2].

Two formal programs support career development:

- Academic study program (ASP): for Continuing and Fixed-term academic staff after three years continuous service. 90 staff: 48 female (10 STEMM), and 42 male (12 STEMM) took ASP 2015-17. Data is not analysed systematically [ASAP 4.2.5]
- *Trajectory*: for 25 ALC-ALD female academics nominated by PVCs was piloted in 2017, supported by a research project to identify Curtin's career enablers and barriers. High satisfaction with *Trajectory* was reported. The program will be extended and an analogous program for ECAs developed [ASAP 4.2.2, 4.2.3].

Case study: SAE and HS academic staff surveys

Staff wanted more support for

- Professional development
- Mentoring
- WPPR to be undertaken seriously
- Communities of practice
- Time for: development, feedback, innovation

A formal leadership program (monthly forums and 2 x full day workshops) for HoS is being piloted in 2018 as part of a structured approach to leadership development [ASAP 3.2.1, 3.2.3, 3.2.4].

ORD, CLT and faculties run a variety of developmental programs for academic staff, including SAE grant writing mentorship, HS 'success' workshops, CLT assessment modules and ORD HDR supervisors training. These are usually not registered centrally and attendance data is sporadic.

Curtin's current formal mentoring program is capped at 30 participants. There is large unmet demand for mentors, so we seek to effect change to a mentoring culture [ASAP 4.2.1].

ACTION 3.2.1 Leadership targets:

Establish targets for key University, Faculty and School leadership roles for improved gender equity and diversity.

ACTION 3.2.3 Female Leaders Academic Group (FLAG):

Establish the FLAG and implement strategies sponsored by senior executives to support the leadership development of its members.

ACTION 3.2.4 Support female staff new to leadership roles:

Support females who are new to key leadership roles.

ACTION 4.1.2 Manager feedback:

Train managers in how to provide valued feedback to female academics on their performance and progress against their career development plan.

ACTION 4.2.1 Mentoring Culture:

Establish and implement strategies to provide more female staff with access to mentors.

ACTION 4.2.2 Senior Academic Women Trajectory:

Run the *Trajectory: Leadership and Career Development Program* biennially, from 2018.

ACTION 4.2.3 Early Career Academic Women Trajectory:

Pilot *Trajectory: Early Career Academic Leadership and Career Development Program*.

ACTION 4.2.5 Academic Support Mechanisms:

Review of academic support mechanisms, both formal and informal, for gender and role bias.

(ii) Appraisal/development review

[226] Curtin's Work Planning and Performance Review (WPPR) process aligns a staff member's work planning, achievements and professional development objectives with strategic and personal goals via discussions (at least annually) with their manager. The desired output is an annual plan articulating teaching and research outcomes relative to opportunity, role and level, the support and development required, and a review of the previous year's accomplishments and challenges. Relevant training for managers and individuals has been provided in the past, but there is a need to strengthen training for managers in relation to WPPRs.

Anecdotally (focus groups, faculty-based surveys and *Trajectory* pilot participants) academics want more from the WPPR process. Concerns raised: conversations are superficial; performance review not accounting for part-time status; setting unrealistic expectations; failure to address development needs; and online system a deterrent. In 2017, 40% of academic staff completed their WPPR using the online system, and others continued to use hard-copy WPPRs although these are not tracked. PAC are currently exploring other software options.

The new Curtin Agreement (2017-2020) extends the probation period from 1 to 3 years, in line with best practice. New academic staff will develop a three year plan regularly reviewed, updated and maintained through their WPPR. Curtin commits to the maintenance and regular review of multi-year plans for female academics [ASAP 4.1.1, 4.1.2]. We also commit to the enhancement of informal learning and review [ASAP 4.3.1].

ACTION 4.1.1 Multi-year plans:

Develop multi-year career plans, informed by individual priorities, circumstances, leadership potential and career aspirations.

ACTION 4.1.2 Manager feedback:

Train managers in how to provide valued feedback to female academics on their performance and progress against their career development plan.

ACTION 4.3.1 Opportunities:

Managers actively promote and support informal learning by female academic staff, inclusive of constructive developmental feedback where possible.

(iii) Support given to academic staff for career progression

[165] This issue is addressed in Section 5.2(i). Curtin has been committed to progressing the career of its staff, but without an overarching framework.

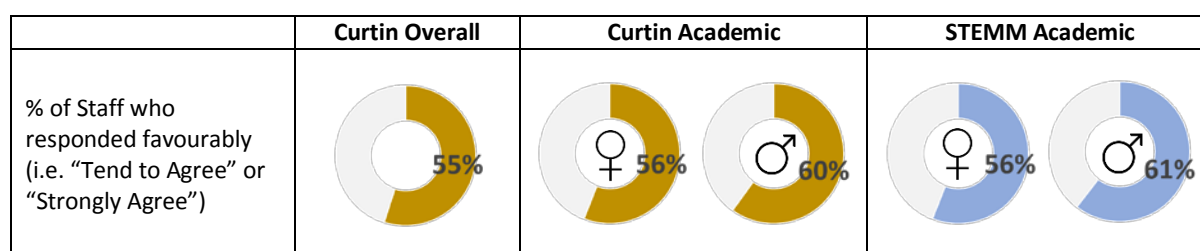


Figure 5.3: 2017 outcomes for Your Voice Category: "Career Opportunities"

2017 YV indicates high levels of female academic staff job satisfaction, although < 60% were satisfied with career opportunities. ASAP addresses this deficiency. Relevant support – existing or planned:

- Female Leaders Academic Group (FLAG) [ASAP 3.2.3] – *New* (2018: one female sponsored for C-Suite program and 4 recommended for Leadership WA Program)
- Senior/Early Career Trajectory [ASAP 4.2.2, 4.2.3] – *Pilot/New*
- Formal mentoring program - established in 2014: 84 mentors (63% female), 74 mentees (57% female). STEMM split unreliable. Formal feedback positive - focus group indicates significant unmet demand [ASAP 4.2.1] – *Existing/Extend*
- Grant Success and Quality Assurance Panels established to support development of applications. Refer to Section 5.1(iv) – *Pilot*
- Multi-year career plans [ASAP 4.1.1, 4.1.2] – *New*
- Career Break Management Scheme [ASAP 5.1.1] – *New*

Early Career Trajectory will specifically target ECAs. Faculties also provide local support – for example, SAE runs an ECR Travel Scheme that enables young researchers to visit other universities to give seminars and grow their network.

ACTION 3.2.3 Female Leaders Academic Group (FLAG):

Establish the FLAG and implement strategies sponsored by senior executives to support the leadership development of its members.

ACTION 4.1.1 Multi-year plans:

Develop multi-year career plans, informed by individual priorities, circumstances, leadership potential and career aspirations.

ACTION 4.1.2 Manager feedback:

Train managers in how to provide valued feedback to female academics on their performance and progress against their career development plan.

ACTION 4.2.1 Mentoring Culture:

Establish and implement strategies to provide more female staff with access to mentors.

ACTION 4.2.2 Senior Academic Women Trajectory:

Run the *Trajectory: Leadership and Career Development Program* biennially, from 2018.

ACTION 4.2.3 Early Career Academic Women Trajectory:

Pilot *Trajectory: Early Career Academic Leadership and Career Development Program*.

ACTION 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.

5.3 Flexible working and managing career breaks (*Refer to page 23 of the Handbook*)

Note: Present professional and support staff and academic staff data separately

- (i) Cover and support for maternity and adoption leave: before leave**
- (ii) Cover and support for maternity and adoption leave: during leave**
- (iii) Cover and support for maternity and adoption leave: returning to work**
- (iv) Maternity return rate**
- (v) Paternity, shared parental, adoption leave and parental leave uptake**

[541] We address elements of 5.3 (i)-(v) in this section.

Provisions relating to parental/adoption leave are embedded in the Agreement:

- Birth and adoptive mothers are entitled to 26 weeks paid leave following 12 months continuous service.
- Staff who are primary care partners or family members are entitled to 14 weeks paid leave following 12 months continuous service.
- Staff who are not the primary caregiver are entitled to 15 days paid parental leave.
- Pro-rata provisions apply for part-time staff.
- Fixed-term staff have the same entitlements as Continuing staff except that leave cannot extend beyond term of the contract.
- Paid parental leave is counted as good service.
- Staff can apply for an additional 52 weeks of unpaid leave

Provisions are above sector standard. For example, once a period of parental leave commences, the staff member may complete it even if the baby is still-born or dies during this period.

Uptake by grade and gender for academic staff [Table 5.8] and professional staff [Table 5.9] is given for 2014-16 (2017 data unavailable). Average length of parental leave is given in Table 5.10.

Table 5.8: Parental leave (Academic staff) uptake by grade and gender 2014 - 2016

	2014				2015				2016			
	Total	F	F %	M	Total	F	F %	M	Total	F	F %	M
Curtin University												
ALA	6	3	50%	3	7	2	29%	5	9	5	56%	4
ALB	22	17	77%	5	21	11	52%	10	33	20	61%	13
ALC	12	7	58%	5	14	10	71%	4	14	8	57%	6
ALD	2	1	50%	1	1	0	0%	1	1	0	0%	1
ALE	-	-	-	-	2	0	0%	2	-	-	-	-
Non-STEMM Areas												
ALA	3	1	33%	2	2	0	0%	2	1	0	0%	1
ALB	1	1	100%	0	9	4	44%	5	5	3	60%	2
ALC	1	1	100%	0	4	4	100%	0	4	2	50%	2
ALD	-	-	-	-	-	-	-	-	-	-	-	-
ALE	-	-	-	-	1	0	0%	1	-	-	-	-
STEMM Areas												
ALA	3	2	67%	1	5	2	40%	3	8	5	63%	3
ALB	21	16	76%	5	12	7	58%	5	28	17	61%	11
ALC	11	6	55%	5	10	6	60%	4	10	6	60%	4
ALD	2	1	50%	1	1	0	0%	1	1	0	0%	1
ALE	-	-	-	-	1	0	0%	1	-	-	-	-
Health Sciences												
ALA	2	2	100%	0	1	1	100%	0	2	2	100%	0
ALB	10	10	100%	0	3	3	100%	0	13	12	92%	1
ALC	4	3	75%	1	5	4	80%	1	4	4	100%	0
ALD	2	1	50%	1	-	-	-	-	-	-	-	-
ALE	-	-	-	-	-	-	-	-	-	-	-	-
Science & Engineering												
ALA	1	0	0%	1	4	1	25%	3	6	3	50%	3
ALB	9	6	67%	3	8	4	50%	4	14	5	36%	9
ALC	7	3	43%	4	5	2	40%	3	6	2	33%	4
ALD	-	-	-	-	-	-	-	-	1	0	0%	1
ALE	-	-	-	-	1	0	0%	1	-	-	-	-
Built Environment												
ALA	-	-	-	-	-	-	-	-	-	-	-	-
ALB	2	0	0%	2	1	0	0%	1	1	0	0%	1
ALC	-	-	-	-	-	-	-	-	-	-	-	-
ALD	-	-	-	-	1	0	0%	1	-	-	-	-
ALE	-	-	-	-	-	-	-	-	-	-	-	-

Table 5.9: Parental leave (Professional staff) uptake by grade and gender 2014 - 2016

	2014				2015				2016			
	Total	F	F %	M	Total	F	F %	M	Total	F	F %	M
Curtin University												
Level 1-4	6	6	100%	0	12	8	67%	4	11	5	45%	6
Level 5-7	43	30	70%	13	44	29	66%	15	56	44	79%	12
Level 8-10	24	12	50%	12	24	12	50%	12	20	14	70%	6
> Level 10	1	0	0%	1	2	0	0%	2	2	0	0%	2
Non-STEMM Areas												
Level 1-4	6	6	100%	0	12	8	67%	4	10	5	50%	5
Level 5-7	37	26	70%	11	39	26	67%	13	43	37	86%	6
Level 8-10	20	9	45%	11	20	9	45%	11	19	13	68%	6
> Level 10	1	0	0%	1	2	0	0%	2	2	0	0%	2
STEMM Areas												
Level 1-4	-	-	-	-	-	-	-	-	1	0	0%	1
Level 5-7	6	4	67%	2	5	3	60%	2	13	7	54%	6
Level 8-10	4	3	75%	1	4	3	75%	1	1	1	100%	0
> Level 10	-	-	-	-	-	-	-	-	-	-	-	-
Health Sciences												
Level 1-4	-	-	-	-	-	-	-	-	1	0	0%	1
Level 5-7	2	2	100%	0	2	2	100%	0	5	4	80%	1
Level 8-10	1	1	100%	0	4	3	75%	1	1	1	100%	0
> Level 10	-	-	-	-	-	-	-	-	-	-	-	-
Science & Engineering												
Level 1-4	-	-	-	-	-	-	-	-	-	-	-	-
Level 5-7	4	2	50%	2	3	1	33%	2	7	3	43%	4
Level 8-10	3	2	67%	1	-	-	-	-	-	-	-	-
> Level 10	-	-	-	-	-	-	-	-	-	-	-	-
Built Environment												
Level 1-4	-	-	-	-	-	-	-	-	-	-	-	-
Level 5-7	-	-	-	-	-	-	-	-	1	0	0%	1
> Level 7	-	-	-	-	-	-	-	-	-	-	-	-

Only one Professional staff member applied for Adoption Leave between 2014 and 2016.

Table 5.10: Average length of parental leave (number of days) by gender 2014 - 2016

	2014			2015			2016		
	ALL	F	M	ALL	F	M	ALL	F	M
Curtin University									
Academic Staff	84	116	19	63	106	18	63	95	19
General Staff	89	127	19	85	128	21	93	122	21
Non-STEMM Areas									
Academic Staff	103	149	33	77	129	26	70	114	26
General Staff	84	122	18	83	125	22	97	122	24
STEMM Areas									
Academic Staff	81	112	17	55	93	14	62	91	18
General Staff	118	154	33	104	146	19	73	125	13
Health Sciences									
Academic Staff	101	112	15	73	81	15	73	77	15
General Staff	128	128	-	149	173	30	98	134	8
Science & Engineering									
Academic Staff	67	111	18	50	108	14	55	118	18
General Staff	113	173	33	13	11	14	56	110	15
Built Environment									
Academic Staff	15	-	15	15	-	15	15	-	15
General Staff	-	-	-	-	-	-	15	-	15
<i>*Note: Year refers to year leave commenced</i>									

A pregnant staff member may transfer to a safe job, move to part-time work and access personal leave if required before parental leave. Curtin's Chemical Management Plan includes provisions to minimise risks for staff who work with hazardous materials and who are pregnant or considering starting a family. Pregnant staff can request access to courtesy parking bays which are often closer to buildings. An adoptive parent may access personal leave to attend essential appointments ahead of the placement.

Staff on leave may be 'back-filled' by a Fixed-term appointee or by the secondment of existing staff, depending on role. There is no formal support program in place – arrangements are managed at the local level. Focus groups identified the need for a more formal and consistent approach to maintaining contact with staff, and supporting their academic activities from a career perspective, whilst they are on parental leave [ASAP 5.1.1, 5.1.2].

Staff may request a part-time return from parental leave, and Curtin must provide written reasons if this is denied; such requests are usually favourably treated. The overall return rate of staff on parental leave 2014- 2016 is 93% [Table 5.11]. 35.7% of these staff returned at a lower FTE [Table 5.12]. We have not tracked how long these staff stay at the lower FTE and this will be further investigated to better understand how these staff can be supported.

Table 5.11: Return rate of staff on parental leave between 2014 – 2016 by gender

	Female	Male	TOTAL
Return to Work	112	74	186
Left Curtin	13	1	14
Grand Total	125	75	200
Return Rate	89.6%	98.7%	93.0%

Table 5.12: Staff on parental leave between 2014 – 2016 returning to work at lower FTE or moved into Casual contracts

	Female	Male	TOTAL
Return at Same FTE	72	73	145
Return at Lower FTE	38	1	39
Return as Casual	2		2
Grand Total	112	74	186
% of Staff Returning at Lower FTE/ Casual	35.7%	1.35%	22.0%

Flexibility in working hours, child-feeding breaks, and paid leave of 1 hour per day for childcare assistance are available. The Childcare centre on campus prioritises Curtin staff and students, although due to demand places cannot be held open for extended periods.

Where breastfeeding and baby change facilities are available and publically accessible they have been added to campus maps, although a shortage of both remains an issue.

If requested by the staff member on return to work, or by their manager, the Wellness team provide support utilising a case management approach to meet individual's needs.

A concern raised in focus groups and interviews is that some returning staff, although working part-time, felt pressured to produce the same outputs as their full-time counterparts. For some this pressure was self-imposed, whilst for others expectations had been explicit or implied by managers. This was a particular concern for Fixed-term staff.

ACTION 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.

ACTION 5.1.2 Career break processes:

Amend policy and practices to enhance opportunities for academics undertaking significant career breaks.

(vi) Flexible working

[140] Flexible work provisions are embedded in the Agreement. These may include flexitime, annualised hours, job sharing, part-time working, working from home, and purchased leave arrangements. Flexible work arrangements (FWAs) are available to academic and professional staff. The University can only refuse a request on reasonable business grounds. Most FWAs are managed within local areas.

Variations to contracts are recorded in the HR information system (HRIS) when staff change their full-time status. Informal FWAs are managed and maintained at a local level, making analysis of success rates by gender not possible. However, anecdotally, a common reason for such a request is caring responsibilities. A proxy for satisfaction with such arrangements is 'work-life balance' [Figure 5.4]. YV feedback suggests further analysis is required.

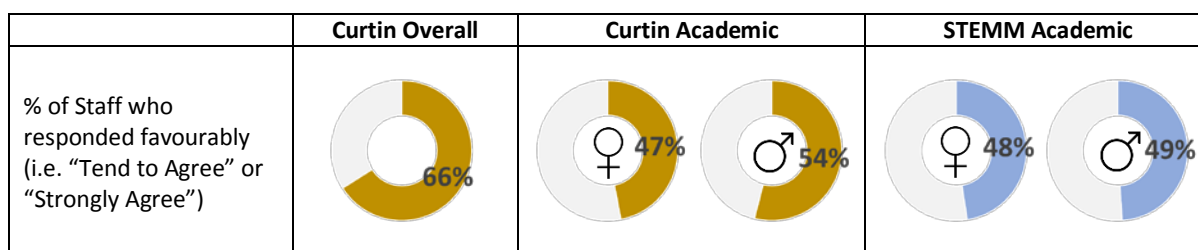


Figure 5.4: 2017 outcomes for Your Voice Category: "Work-Life Balance"

To enhance future monitoring of requests for formal, and agreed informal, FWAs will be recorded in the HRIS, when next updated [ASAP 5.3.1].

ACTION 5.3.1 Requests for flexible work:

Record requests and approvals for flexible work arrangements.

(vii) Transition from part-time back to full-time work

[99] Staff who have elected to work part-time following a career break for caring responsibilities can return to full-time provided they have a full-time substantial position. A phased increase in the number of hours worked is negotiable. The Wellness Team provides support to staff, if required. Staff and their manager agree expectations and identify any development needs through the WPPR process. At this stage there are no formal mentoring or coaching programs focussed on staff returning to full-time work. We do not have comprehensive data about this transition, except for that related to staff returning to work after parental leave [Table 5.13].

Table 5.13: Staff on parental leave between 2014 and 2016, returning to work at lower level and transitioned back to previous FTE

	Female	Male	TOTAL
Return to Previous FTE	16	-	16
Remain at Lower FTE	22	1	23
Grand Total	38	1	39
% of Staff Transitioned Back to Previous FTE	42.1%	-	41.0%

(viii) Childcare

[97] Our Bentley campus Early Childhood Centre is open 7.30am-6.00pm and provides for 128 FTE children:

Table 5.14: 2017 number of childcare long day places available for staff and students in the Early Childhood Centre

Age range	Places available
Babies 6 weeks to 12 months	16
Babies over 12 months but under 2 years old	32
2 years old	30
Kindergarten: 3-5 years old	50

Increased government-funded Kindergarten places in 2018 has enabled more places for younger children.

Staff and students are prioritised in the allocation of places. At end of year, all users are asked for preferred days in the new-year. Time-tabling complicates this for academic staff. Staff can salary package fees.

Centre staff and users agreed relevant parking is inadequate. A small increase of drop off - collection and short term spaces in a safer location has been agreed for 2018. Efficacy will be monitored.

(ix) Caring responsibilities

[100] Personal and Carer's Leave provisions are provided in the Agreement. Full-time staff accrue 14 days of paid Personal Leave for each year of continuous service – this may be used to meet caring responsibilities. Access to unpaid Carer's Leave in up to 2-day blocks is also available if Personal Leave is exhausted. Entitlements are included in induction materials. Most of the current provisions for caring responsibilities relate to young children or children with disabilities up to the age of 18 years. We are aware care of the elderly is an increasing responsibility for many staff, and will require further policy review.

ACTION 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.

5.4 Organisation and culture (Refer to pages 24-25 of the Handbook)

(i) Culture

[479] Curtin's 'values statement' is: *Building on a foundation of integrity and respect, and through courage, we will achieve excellence and have an impact on the communities we serve.*

The 'Living Our Values' program was conducted in 2013 under the leadership of the Provost, and included wide consultation with staff and students. It delivered a clear statement of Curtin's values, the 'values statement' and associated signature behaviours, approved by Council in Q2, 2014.



Figure 5.5: Values and signature behaviours poster with photos of academic and professional staff

2014 YV revealed there was a strong identification with our values, but they did not resonate with the 'lived-experience'. To achieve the vision of being a 'values-led' organisation, it was agreed to extend the Living Our Values program to the 'Strengthening our Culture' (SoC) program undertaken 2015-16. It identified two key areas for improvement (leadership and staff engagement), supported by systems changes.

Gender equity was established as another stream of work under SoC in early 2016.

Desired outcomes of SoC were leadership that inspired success, an excellent Curtin staff experience, and nimble processes and systems. Again there was widespread consultation with staff and students, and a range of changes and new initiatives, including the establishment of PACC.

The 2017 YV showed significant improvement from the 2014 YV in many areas, including most staff agreeing that the University was committed to Diversity and did not tolerate Discrimination [Figures 5.6 and 5.7]. The survey showed that concerns remain in relation to the University being a values based organisation [Figure 5.8]. It should be noted that the 2017 YV was conducted during faculty and area restructures and SAE Future Focus and this may have impacted on these results. Implementation of the ASAP will contribute to hoped-for improvement.

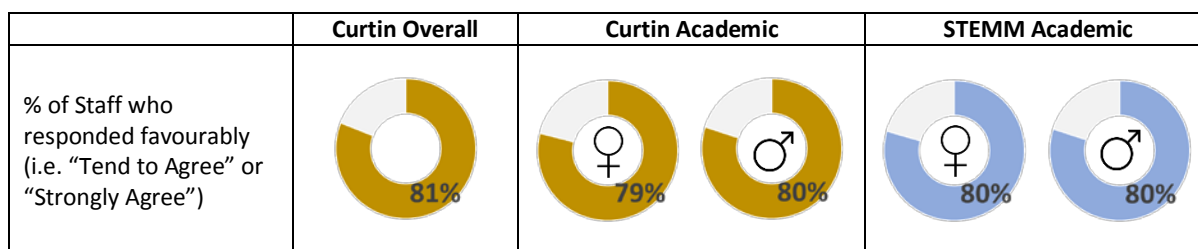


Figure 5.6: 2017 outcomes for Your Voice Category: "Diversity"

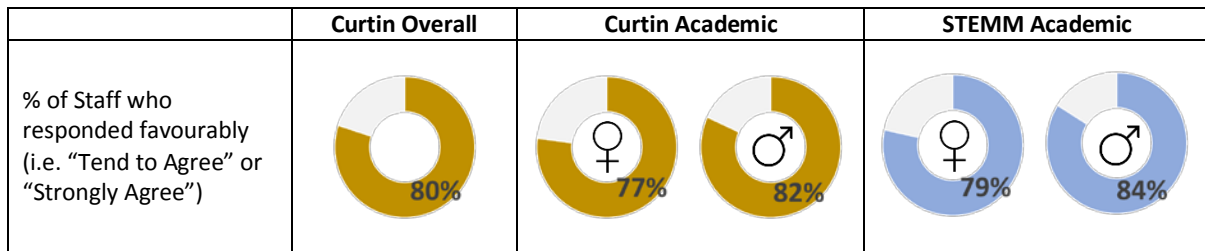


Figure 5.7: 2017 outcomes for Your Voice Category: "Discrimination"

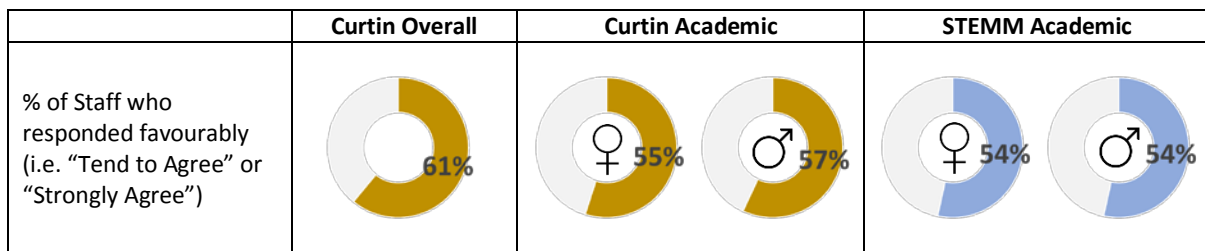


Figure 5.8: 2017 outcomes for Your Voice Question: "Curtin is a values based organisation."

Curtin's community complies with the values and relevant codes, legislation, statutes, policies and procedures. Our values help create a culture where members feel supported, valued, respected and inspired to be successful - for themselves, each other and Curtin, essential if we are to fulfil our strategic ambitions, enable diversity and create an environment in which students and staff will succeed.

Curtin's commitment to its staff and students is evidenced by the provision of many support services/mechanisms:



Figure 5.9: Sample of support services provided to staff and students at Curtin

Curtin's commitment to continuous cultural improvement is evidenced by the People and Culture Enabling Plan led by the Provost. Further evidence includes: Respect.Now.Always. action plan, provision of a Disability Advisor, 'On Country' program [Section 8], domestic violence leave and provisions outlined in policy, and external recognition [Section 3].

Partnering is a crucial part of the Curtin culture – it is critical to our research and education activities. Through programs such as *Curtin Volunteers*, *Curtin Community Projects* and *Equity Partnerships* staff and students support communities, their endeavours and their people.

(ii) HR policies

[264] Policy and procedure development process requires stakeholder consultation, including a minimum two week period where draft policies and procedures are available for staff consultation.

Managers must confirm that relevant legislation and policies associated with their area of responsibility have been complied with through an Annual Certification Process (effectively 100% return rate). Specific mention is made of University policies associated with: equity, diversity, discrimination, bullying, harassment, academic integrity, and ethical conduct. Managers must detail reasons for non-compliance and action taken to address issues that have been identified.

YV and Pulse Check are key mechanisms for determining the impact of policies and procedures. Curtin reports to WGEA and WA Office of Equal Opportunity.

Integrity Standards Unit handles complaints from staff, students and the wider community, including complaints of harassment and discrimination. Where required, complaints are referred to relevant external bodies for investigation and action. Regular reports detailing the nature of the complaints and any identified systemic issues are considered by University-level committees. Reports are also considered by Council. When systemic issues are identified, action plans that address these are developed and implemented.

All staff undertake mandatory training including health and safety, equal opportunity and code of conduct. If there are major changes to requirements, updates are provided by way of seminars, presentations or updated online training resources to relevant groups. PAC Business Partners advise on policy related matters. Mandatory training compliance reports are considered by Planning and Management Committee (PMC). Compliance has been identified as an issue, and PVCs and HoS have been required to implement strategies to address this. Compliance will continue to be monitored.

(iii) Proportion of heads of school/faculty/department by gender

[192] In 2017, the four faculty and two campus PVCs were male. Three of the four faculty, and one campus, Deputy PVCs were female – Singapore did not have a Deputy. In 2018, five PVC vacancies will be filled and, to date, two males and one female have been appointed. These appointments are usually for 5 years.

The organisational structure of the faculties has not been uniform [Section 2]. HS and CBS were school-based, with few departments, whilst SAE and Humanities had strong departmental structures under schools. A small number of schools across Curtin had DHoS [Figure 5.10]. HoS and HoD were predominantly male (83.3% / 76.5% respectively), and females filled six of the seven DHoS roles in place.

Across STEMM there were two female HoS and four female HoDs. HoS and HoD have been appointed through a mix of external and internal recruitment processes, usually for terms of 3-5 years with one additional term possible. Most hold substantive Continuing academic positions. HoS/DHoS will be supported by a leadership team: Directors of L&T and Graduate Studies, and several Discipline Leads. Females remain significantly under-represented in leadership positions filled to date, and steps must be taken to address this [ASAP 2.2.1, 3.2.1, 3.2.2].

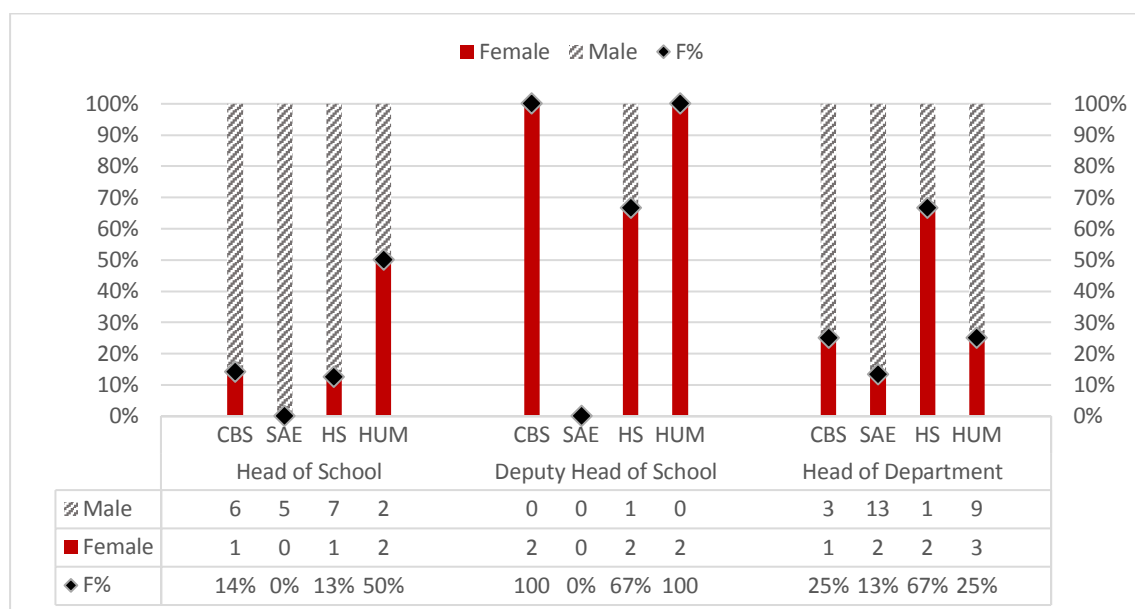


Figure 5.10: Number of Heads of School/ Deputy Heads of School/ Heads of Department by gender

ACTION 2.2.1 Workforce and succession plans:

Include gender equity and diversity as a priority in faculty and school academic workforce and succession plans.

ACTION 3.2.1 Leadership targets:

Establish targets for key University, Faculty and School leadership roles for improved gender equity and diversity.

ACTION 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.

- (iv) Representation of men and women on senior management committees
- (v) Representation of men and women on influential institution committees
- (vi) Committee workload

[203] The University has targeted 40% either gender on its committees. Currently membership of many senior management committees has a large number of ex officio members and, as females are under-represented at management level, there is a gender imbalance on many committees. Actions to address this have been identified [ASAP 3.1.1, 3.1.2, 3.1.3].

Council and Academic Board have a mix of ex-officio, elected and nominated (Council) positions. PMC comprises all ex-officio roles. Again the under-representation of females in management roles impact gender balance [Table 5.15]. Academic Board and its Standing Committees will be reviewed in 2018, with the view of achieving the University's target of 40% of either gender membership.

Table 5.15: Influential University-level committees 2015 - 2017

	2015		2016		2017	
	Male	Female	Male	Female	Male	Female
University Council	11	6	11	6	11	6
Academic Board	17	17	21	15	21	13
Planning & Management Committee	11	5	12	5	13	4

Some senior staff have a heavy committee workload. This is particularly the case for some senior females as Curtin seeks to achieve gender balance.

Committee workload is required to be captured in the academic workload model (under Collegial, Administrative and Professional - CAP) for leadership and service requirements. This includes school, faculty and University-level committees. Time requirements should be discussed with managers as part of annual WPPR discussions. Anecdotally, application is variable.

Strategies have been identified to better support females newly appointed or elected to membership or leadership of committees, particularly in areas where there are few female role models [ASAP 3.1.3, 3.1.4].

ACTION 3.1.1 University Committee membership:

Review Terms of Reference and membership of key University committees in relation to gender equity and diversity.

ACTION 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.

ACTION 3.1.3 Support staff new to committees:

Provide support for academic females who are new to key committee roles.

ACTION 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.

(vii) Institutional policies, practices and procedures

[57] Information on institutional policy development, review and monitoring is provided in Section 5.4(ii). All University policies have been mapped with a 1-3 impact factor (high, moderate, low/none) based on intended/unintended consequences, language use and references to gender, equity and diversity. EESJ will review draft policies through a gender equity and diversity lens and provide advice on implications.

(viii) Workload model

[265] Curtin’s academic workload model recognises the following categories: Teaching (Teaching Delivery and Teaching Related Duties); Research; Collegial Administrative and Professional (CAP); and Other Leadership. The Agreement includes parameters for workload allocation for each academic role, with %-based allocations for categories then converted to hours. Staff workload is discussed by the manager and staff member as part of the annual WPPR process.

The Staff Workload Planner (SWP) system allows HoS to ensure workload allocations are within specified parameters. HoS can make discretionary allocations, e.g. to staff new to academia; new to a unit; or returning to work following a career break. SWP neither systematically records the actual reasons for discretionary allocations, nor reports workload allocations by gender.

Workload is linked to promotion, with staff indicating workload allocations on their application, with outcomes assessed in relation these.

SWP has 100% compliance of appropriate workload allocations, however feedback suggests some staff do not find the workload model fair or transparent. Workload expectations are high, especially for part-time staff. Staff who show high levels of proficiency or achievement are often ‘rewarded’ with an increased workload. TAs highlight heavy teaching loads, with little time for career development activities, such as scholarship of learning and teaching. Some Fixed-term staff report feeling ‘compelled’ to accept extra work, even when at maximum, for fear of contract non-renewal. The 2017 YV confirmed workload remains a concern for academic (in fact all) staff [Figure 5.11].

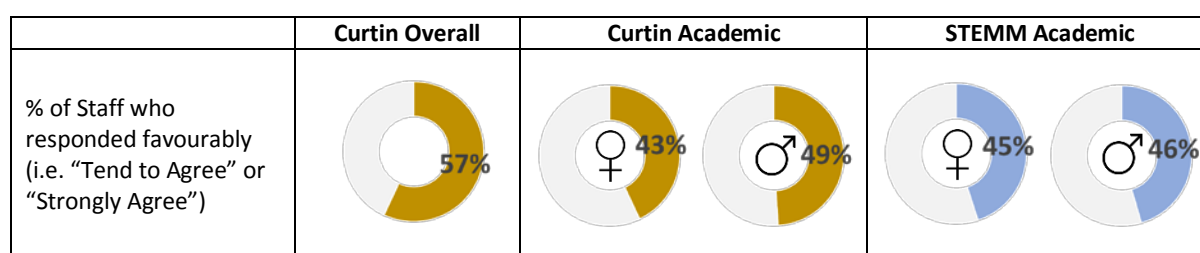


Figure 5.11: 2017 outcomes for Your Voice Category: “Workload”

The new Agreement will introduce changes to the description of academic roles, therefore the workload allocation needs to be monitored for equity and fairness and any unintended impact to female academic staff [ASAP 5.2.1].

ACTION 5.2.1 Workload allocation:

Review workload allocation for gender biases.

(ix) Timing of institution meetings and social gatherings

[180] It was agreed in 2017 that major internal University committees would meet at 'family friendly' times. This was supported by chairs and has been implemented. It will be rolled out to faculty level committees from 2019 [ASAP 3.1.4]. To further assist academic staff with caring responsibilities to attend meetings a range of options will be investigated, including upgrades to key meeting rooms to enable remote participation.

Most staff planning days are scheduled well in advance to facilitate attendance. If staff are unable to attend for the whole meeting, they are encouraged to attend as much as they can.

University-level social events for staff are generally held within core business hours. Out of hours functions tend to include external guests.

Faculty and school social events are normally held within working hours. Sundowners, when held, usually commence around 4pm which may exclude some people. Most areas provide a mix of events and times to facilitate attendance.

The VC's weekly Note to Staff includes information about various religious and cultural holidays and events so these can be observed and celebrated as part of social gatherings.

ACTION 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.

(x) Visibility of role models

[231] Curtin is proud of its female role models, particularly those in STEMM.

	Dr Natasha Hurley-Walker 2017 WA Young Tall Poppy Scientist of the Year		Dr Debbie Silvester 2017 Royal Australian Chemical Institute Peter W. Alexander Medal
	Professor Kliti Grice 2016 Geological Society of Australia's Gibb Maitland Medal		John Curtin Distinguished Professor Teri Balser 2015 Robert Foster Cherry Award for Great Teaching – finalist 2018 ARC College of Experts
	Ms Gemma Crawford 2015 Emerging Health Promotion Leader		Dr Stephanie Chan Yen San (Curtin Miri) 2018 VIWA 'Young Woman in Engineering'

Figure 5.12: Some of Curtin's female STEMM role models

Gender and ethnicity is considered in all new marketing creative work (publications and advertising) via weekly Creative Council forums. Principles are:

- Brand and faculty marketing staff are to consider and represent diversity, including gender and ethnicity, within all marketing materials
- Faculty specific marketing, briefs take account of target audience characteristics, such as gender. If gender is not a defining characteristic, the aim is for gender equality in concepts and media targeting
- Where gender-specific marketing is required, it will be relevant, targeted and impactful (e.g. Women in Engineering campaign).

Gender diversity of speakers is considered for events such as graduation, University public lectures, and University-sponsored conferences and workshops. Many events with public speakers are organised at a faculty level and records of speaker gender are not maintained. In both cases, there is need for a more targeted approach to ensuring gender balance is identified [ASAP 2.1.5].

ACTION 2.1.5 Profile under-represented gender:

Showcase female academic staff and students from under-represented genders and their achievements.

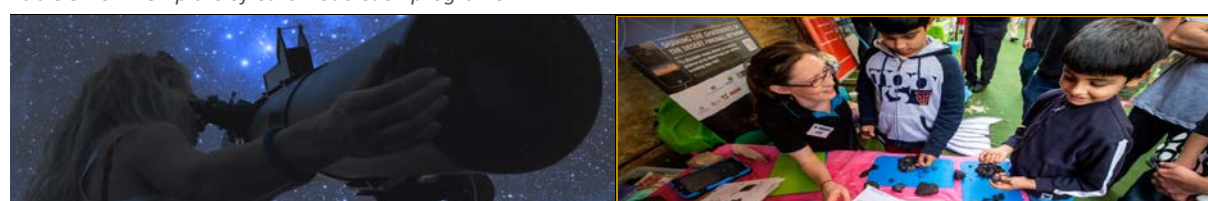
(xi) Outreach activities

[325] Curtin's outreach and engagement activity occurs through its Future Students Office and through a faculty-based Science, Technology, Engineering and Mathematics (STEM) Outreach Team, hosted by SAE and collaborating with HS. As the Medical School develops, 'M' for Medicine will be included in the future. We focus on the STEM Outreach Team in this section. It consists of ~4FTE specialist STEM communication female staff, supported by student Outreach Presenters who are employed casually (with a formal Job Description) and given extensive training and varied communication experiences. Student presenters average about 300 hrs pa. The Team relies on dedicated academic and support staff who mostly volunteer their time (not included in work allocation).

Outreach activities include school incursions and excursions, citizen science projects, teacher professional development, STEM festivals/airs, camps, expert speakers and hands-on lab sessions. One signature program *Fireballs in the Sky* (FITS) has received State and National awards, including the Eureka Prize for Innovation in Citizen Science (2016).

Systematic collection of relevant data has not occurred. We know more than 45,000 people, many school students, engage annually. In 2017, 11 of 21 student presenters, 9 of 23 academic presenters and 6 of 8 professional volunteers were female. We believe staff participation is much higher. Consolidation of SAE-based outreach activities in 2018, as part of SAE Future Focus, will improve data collection. Table 5.16 provides program exemplars and indicators of reach.

Table 5.16: Exemplars of Curtin outreach programs



Program	Participation (2017) # - Other	% Female	School
BASF Kids Labs	1416 (Years 4-6)	53%	31 primary – 48% private
Girls Focus on Mining Camps	33 (Year 10/11)	100%	21 high – 38% private
The Science Experience with Engineering	148 (Year 9)	30%	55% private
Lego League Competition	626 (Years 1-10)	47%	68% high
Indigenous Australian Engineering Summer School	19 (Years 10-12)	42%	
Curtin Robofair	>600 students, 70 teachers	-	community
Mildew Mania	>16,300 (2013-17) (Years 1-12)	-	More than 220 primary and high
Fireball in the Sky	32,859 app downloads 17,363 F2F	-	90 countries
Astrofest	>3000 people per annum	-	Schools and community

(xii) Leadership

[20] Refer to Section 3 (iii) for detailed explanation of how Curtin intends to advance the gender equity (SAGE) action plan.

6. SUPPORTING TRANSGENDER PEOPLE

Recommended word count: 500 words

Actual word count: 351

Refer to Page 26 of the Handbook

(i) Current policy and practice

[351] Curtin is committed to fostering a community in which staff and students are treated with respect, equality and dignity. The Vice President Corporate Relations is LGBTIQ+ champion.

Our Diversity and Equity Strategy 2018-2020 (DES) commits to the University's values, signature behaviours and principles of diversity and inclusion, and aims to promote and maintain structural and cultural changes that advance gender equality and LGBTIQ+ inclusion.

Curtin was the first Australian university to develop Gender Transition Guidelines, providing a consistent framework for managing the transition process as well as flexibility to customise individual plans. They provide information and guidance for individuals undergoing gender transition, and for managers and student coordinators on creating a welcoming and supportive environment.

We promote transgender visibility and inclusion through:

- senior leadership support of LGBTIQ+ inclusion
- training and education, including Curtin Ally Program, Inclusive Practice Training and compulsory online EEO training
- active LGBTIQ+ Ally network
- inclusive systems and processes, including ability to identify as 'Mx' in the HRIS and YV
- celebrating Wear it Purple and Transgender Day of Remembrance
- sponsorship of PrideFEST
- participation in Fairday and Pride WA March
- Trans Research and Interest Group (TRIG) partnership, first in WA
- 2017 Telethon Kids Institute Trans Pathways Report collaboration – the largest survey conducted into mental health of trans young people in Australia.

(ii) Monitoring

Curtin's Discrimination and Harassment Prevention Procedures provide mechanisms for making and addressing complaints of discrimination and harassment.

The LGBTIQ+ Advisory Group oversees the Curtin Ally Program, including training, events, community engagement and continuous improvement, and provides strategic advice to the University. Curtin participates annually in Pride in Diversity's Australian Workplace Equality Index (AWEI). The impact of our policies and practice is monitored through AWEI. Curtin was the only WA University to be awarded Silver recognition in 2017.

The effectiveness of policy and procedures is monitored through the formal complaints system, the YV and Curtin Annual Student Satisfaction surveys which includes specific questions on inclusive support.

(iii) Further work

Formal re-alignment of the LGBTIQ+ Reference Group into the PACC governance structure will be explored in 2018. This should ensure regular monitoring and reporting of outcomes of the GSAP through the PACC.

7. INTERSECTIONALITY

Recommended word count: 500 words

Actual word count: 338

Refer to Page 26 of the Handbook

(i) Current policy and practice

[338] Curtin's longstanding commitment to diversity and equity is embodied in our value of 'Respect' and signature behaviour of 'valuing diversity and promoting equity and inclusion'. Our Strategic Plan states our intent to 'be a university of choice for a diverse range of students, including high achievers and those from disadvantaged backgrounds' and 'to improve gender and Indigenous outcomes'. This operates with other University plans: Reconciliation Action Plan (RAP); Disability Access and Inclusion Plan; Gender and Sexuality Action Plan.

Our forthcoming DES draws diversity and equity related plans into a single framework to enable an intersectional approach. DES is supported by our Diversity and Inclusion Policy which recognises the benefits of fostering diversity to ensure a safe, innovative and prosperous environment. It requires Curtin's community to uphold the principles of 'Right, Opportunity, Recognition and Inclusion (RORI)' within their daily work, research, teaching, learning, engagement and management practices. It recognises that 'diversity' encompasses the understanding that each individual's lived experience is unique and that a person may identify by using one or more of the following attributes: sex; age; race; colour; national or ethnic origin; relationship status; pregnancy; breastfeeding; political or religious conviction; impairment; need for carers, assistance animals and disability aids; family responsibility; gender; gender identity, history and status; and sexual orientation.

Capability is built through a developmental framework that begins as intersectional (Level 1 Equal Opportunity Legislation and Policy, Level 2 Inclusive Practice-Intersectionality, Unconscious Bias and Privilege) and then provides for specialisation (Level 3 Indigenous Cultural Capability and Gender and Sexuality Awareness).

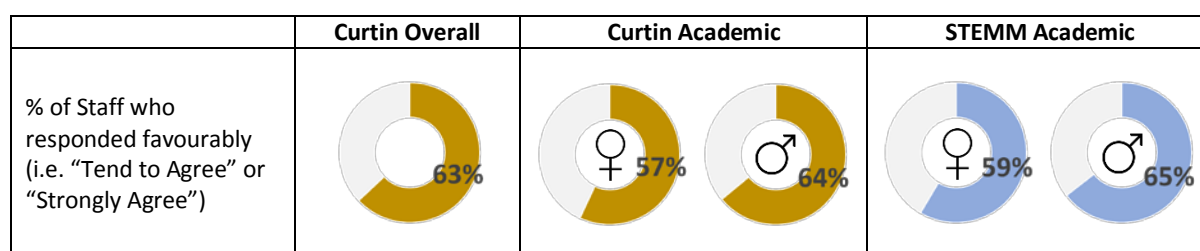


Figure 7.1: 2017 outcomes for Your Voice Question: "There is equal opportunity for all staff in Curtin."

(ii) Monitoring

Concerns raised in staff satisfaction surveys, YV [Figure 7.1] and Pride In Diversity, will continue to be a key source for identifying policy improvements, with area action plans created to address issues identified.

(iii) Further work

Improvement of monitoring and reporting is identified as a key project of the DE Strategy, including development of a Diversity and Equity Dashboard to enhance presentation of key demographic and benchmark data across our equity target groups to decision makers in the University. The ASAP implementation will assist with cultural change in the intersection space.

8. INDIGENOUS AUSTRALIANS

Recommended word count: 500 words

Actual word count: 410

Refer to Page 27 of the Handbook

(i) Current policy and practice

[410] The Centre for Aboriginal Studies (CAS) is a key focus for Curtin. It contributes to positive social change for Indigenous Australians through higher education and research, and by instilling a sense of belonging, autonomy and strength for Aboriginal and Torres Strait Islander students.

Curtin has an Elder-in-Residence (EiR), a professional leadership position occupied by a Nyungar Elder. The EiR provides advice and leadership in Aboriginal studies, education, research and innovation. He is leading the development and implementation of Curtin's Indigenous Cultural Competency Framework (ICCF). ICCF will increase cultural capability at an individual and collective level. It provides for a new Indigenous Employment and Engagement Strategy, part of Curtin's People and Culture Enabling Plan. The EiR leads professional development in relation to the ICCF.

Curtin was the first Australian university to develop a Reconciliation Action Plan (RAP). Achievements include:

- inclusion of EiR on PMC, connecting Indigenous governance into University decision-making;
- establishment of a 'Bush University', with community partners offering experiential learning and research opportunities for students and staff;
- local Nyungar names for roads in Greater Curtin (the Master Plan for Curtin development);
- formalising the Indigenous Employment and Engagement Strategy, and initiating the Indigenous Student Employment Program; and
- expansion of outreach programs through Curtin AHEAD and partnership with Indigenous organisations, low-SES schools, and community groups.

CAS has significant standing in relation to the education and support of Indigenous students, and Indigenous research. Indigenous staff and students experiencing isolation as a result of discrimination or intersectional issues, can seek support of an Indigenous Counsellor who works through CAS and Counselling and Disability Services.

Indigenous knowledge and perspectives are being integrated into the undergraduate curricula, enabling students to develop and demonstrate the Graduate Attribute of intercultural awareness and understanding. An Indigenous Cultures and Health unit, in which students examine culture and diversity in local, national and global Indigenous populations, as well as the impacts of specific policies and historical events on Indigenous people, is compulsory in HS.

(ii) Monitoring

The Curtin Indigenous Policy Committee (CIPC) monitors RAP outcomes quarterly, reporting to PMC and Reconciliation Australia annually, and the effectiveness of policies and practices affecting staff and students. CIPC includes representation from the broader Indigenous community.

(iii) Further work

RAP (2018-2020) includes actions addressing interconnected issues of race, gender and sexuality in career progression, and the development of an Indigenous Research Strategy to promote Indigenous research. In 2018, measures of improvement across Indigenous student access and participation, retention, research outcomes, cultural capability and community engagement will be reviewed and confirmed.

9. FURTHER INFORMATION

Recommended word count: 500 words

Actual word count: 153

Refer to Page 28 of the Handbook

Please comment here on any other elements that are relevant to the application.

[153] A new faculty structure [Figure 9.1 below] was implemented on 1st January 2018. Key changes include:

- Faculty level:
 - Several new schools established, others dis-established
 - Required roles: Deputy PVC and Director Student Engagement
 - Deans L&T, Research and International retained
- School level:
 - Restructuring of the schools
 - Required roles: Deputy HoS, Directors L&T and Graduate Studies
 - Discipline groups with designated Leads
 - No departments

BE and the School of Design and Art have merged to become the School of Design and the Built Environment, which has STEMM and non-STEMM staff.

The new structure will be used as the baseline for future ASAP reporting and benchmarking. The data provided in this application will be re-engineered to the new structure to enable trend analysis. It is important to note that restructuring has not materially changed the Curtin picture, with the exception that there are now fewer female HoS. Restructure does not impact our Action Plan.

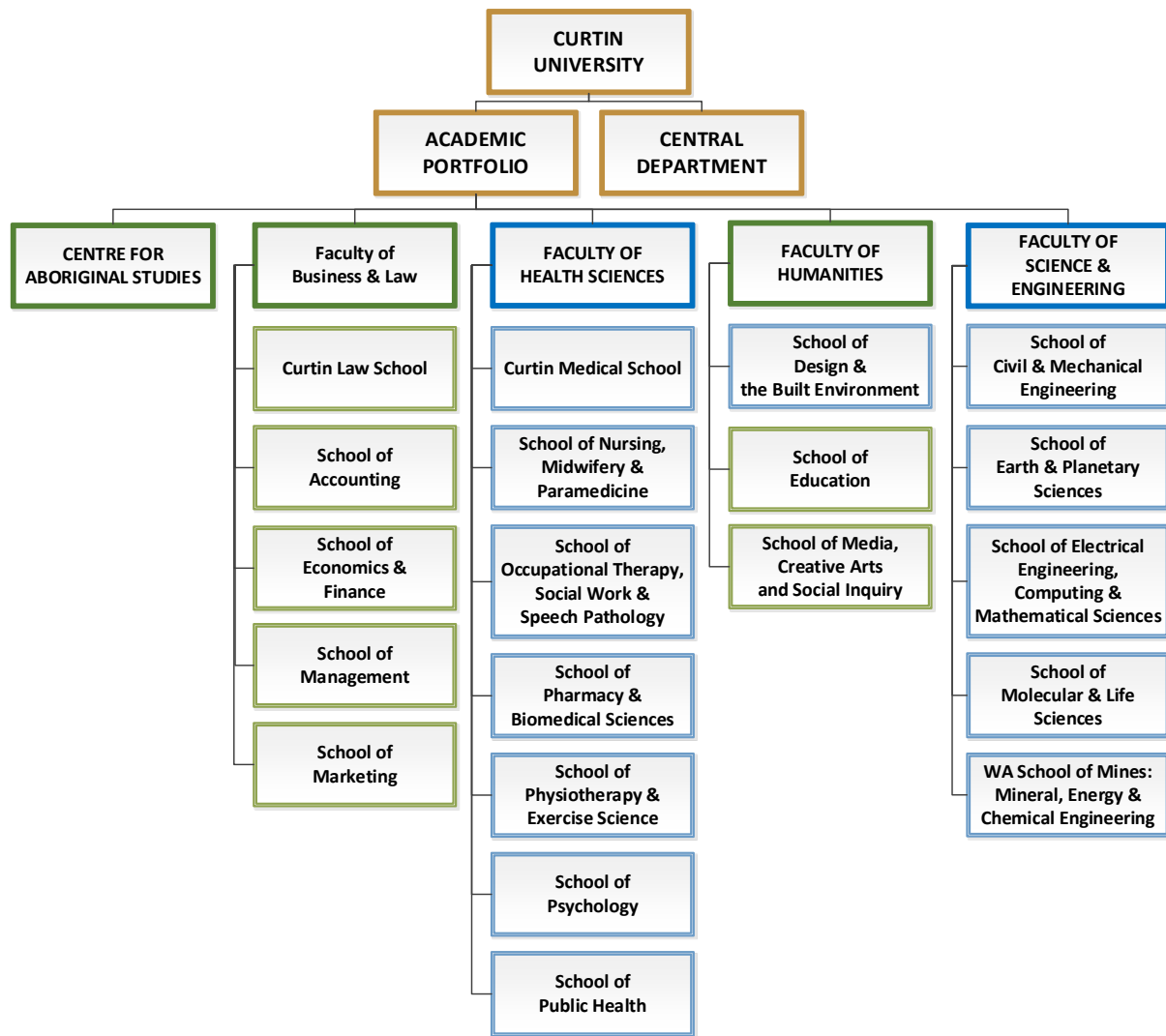


Figure 9.1: New Curtin faculty structure, as at 1 January 2018 (STEMM faculties and schools highlighted in blue)

10. ACTION PLAN

Refer to Pages 28-29 of the Handbook

The action plan should present prioritised actions to address the issues identified in this application.

No.	Action	Rationale	Timeline and Milestones	Accountable/ Responsible	Targets and Success Measures
1. ACCOUNTABILITY FOR GENDER EQUITY and DELIVERY OF ACTION PLAN					
1.1 Deliver the Curtin SAGE Action Plan (ASAP)	1.1.1 Curtin Council: Curtin Council monitors Gender Equity outcomes, including a focus on STEMM areas.	Council is the University's governing body, established under the <i>Curtin University Act 1966</i> and is responsible for the overall governance and effective management of the University. It monitors diversity and equity on an annual basis.	University Scorecard reports, including STEMM data, considered by Council biannually from Q4, 2018.	Vice-Chancellor	Gender Equity KPIs: growth targets set and met.
	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.	Visible commitment from these leadership groups is essential if there is to be cultural change in relation to gender equity and diversity.	Senior Executives and Faculty leaders will: - utilise formal University processes to hold management accountable - Champion gender equity and diversity - support gender equity champions at Faculty level.	Vice-Chancellor Senior Executive Team; Faculty leaders	Improvement in gender equity and diversity KPIs. Progress against ASAP. Staff Survey measures relating to 'Satisfaction'. Gender equity and diversity is a regular discussion item for Senior Leaders, Heads of School, and the Professoriate. Local area gender equity champions contribution recognised in workload allocation.
	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.	This action is targeted at Faculty and School leaders. For many managers, the task of meeting challenging gender targets will be complex. However, research shows that assigning specific, challenging gender targets will lead to improvements in gender diversity.	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.	Provost Director People and Culture	# position descriptions and role statements with accountability embedded. # WPPRs in which accountability is assigned.
	1.1.4 Evidence based decision-making: Include gender data of academic staff in key dashboards used for decision-making.	Access to gender data will assist academic managers and leaders to deliver ASAP outcomes at the local level. Some re-engineering of historical data will be required for trend analyses because of the faculty restructure.	Data to be included in dashboard agreed by Q4, 2018. Faculty and School dashboards include agreed data by Q2, 2019.	Chief Strategy Officer Director Business Intelligence & Analysis	Gender data informs decision-making by leaders, managers and key committees.
	1.1.5 Resourcing/Leadership: Appoint and appropriately resource a senior Curtin Athena SWAN Lead for 4 years.	The Vice Chancellor is the Executive Sponsor of the Athena SWAN Charter at Curtin. Appointment of a senior lead (referred to as AS Lead), with relevant experience and project management skills demonstrates Curtin's commitment to improve gender equity in STEMM areas.	Q2, 2018.	Vice-Chancellor	AS Lead appointed.
	1.1.6 Benchmarking: Establish benchmarking protocols and practice with the ATN universities and the University of Aberdeen.	Whilst benchmarking is not required for the 2018 SAGE application, it has been foreshadowed that it will be required for future applications for re-accreditation.	Q1, 2020.	Chief Strategy Officer AS Lead	Benchmark analysis and reports included in future Athena SWAN applications. Benchmark analysis and reports included in decision-making and planning.
	1.1.7 Faculty / School level accreditation: Support Faculties, Schools and Institutes to apply for Athena SWAN accreditation.	Commitment to the SAGE initiative means Curtin will support accreditation applications by Faculties, Schools and/or Institutes once Institutional Accreditation is awarded.	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.	Provost Associate Provost	# applications submitted. # areas that achieve accreditation.

KEY	
For the purposes of the ASAP the following terms will be defined as:	
University Committees:	Planning and Management Committee Academic Board and its standing committees People and Culture Committee
Faculty and School Committees:	Faculty Board and its standing committees (if any) School Board and its standing committees (if any)
Faculty and School leaders:	Pro Vice-Chancellor (PVC) Deans Deputy Pro Vice-Chancellor (DPVC) Heads of School (HoS) Deputy Heads of School (DHoS) Directors Centre/Institute Directors



No.	Action	Rationale	Timeline and Milestones	Accountable/ Responsible	Targets and Success Measures
2. EFFECT ORGANISATIONAL and CULTURAL CHANGE					
2.1 Raise awareness of Gender Equity	2.1.1 Staff Competency: Develop and implement a Gender Cultural Competence Framework.	Curtin's staff profile is diverse, with more than 80 countries represented. This broad diversity brings with it great variation in understanding and attitude to gender equity and diversity. Curtin's expectations including language and required behaviours must be discussed within an agreed framework sensitive to this and that takes roles and responsibilities into account. The Gender Cultural Competence Framework will be modelled on Curtin's Indigenous Cultural Framework which takes a three-tiered approach to promoting understanding of Indigenous culture, knowledge and history. The first tier provides an introduction to Aboriginal society and culture, the second is a cultural development program including on-country visits, and the third tier involves cultural immersion.	Framework completed by Q3, 2019. Implementation ongoing.	Provost AS Lead	Improved understanding evidenced by Staff Survey measures relating to 'Purpose'.
	2.1.2 Unconscious Bias: Implement Unconscious Bias Training for academic leaders, managers, chairs of key University, Faculty, School, Promotion and Selection committees.	Unconscious bias training aims to increase awareness of the impact of gender bias on female's careers and to provide a framework for addressing the impacts of unconscious bias. A pilot was trialled in 2017 with feedback suggesting high levels of success. Where possible, this training will be embedded in broader training opportunities as research shows this increases its efficacy.	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.	Provost Director Corporate Values and Equity; Director People and Culture	# staff in target groups completed training.
	2.1.3 Gender research network: Establish a University-wide Gender Research Network that shares best practice, raises awareness and influences change.	Gender Equity must be seen as an 'organisational problem' not a 'women's problem' to effect sustainable change, and thus requires organisational and cultural change. Research and scholarship are important inputs. An embryonic network formed in late 2017, but further development, including identification of a lead, is needed if this is to become sustainable and university-wide.	Identify a lead to coordinate the Network by Q1, 2019. Develop an operational plan, identify resource requirements and commit to 2-3 meetings by Q3, 2019. Visibility measure developed. Implementation ongoing.	AS Lead	Champion identified and resources allocated. Number of participants increases annually. Increased awareness of Network. Increased requests internally and externally for expert input.
	2.1.4 Male Champions: Establish the Male Agents of Change at Curtin (MACC) group.	Research and best practice clearly highlights the importance of engaging males in gender equity and in particular of having a group of 'Male Champions'. This Action will take a structured approach to developing and utilising a group of Champions that builds on the Gender Capability Framework.	Group established Q3, 2020.	Provost AS Lead	Minimum of one member from each Faculty and major corporate areas.
	2.1.5 Profile under-represented gender: Showcase female academic staff and students from under-represented genders and their achievements.	Focus groups and interviews suggest a lack of visibility of female role models. The current Curtin cache of photos and videos has limited female representation. Gender must also be considered in relation to student focussed programs such as UniPass. Student facilitators also act as role models for students. We will work with programs such as this to embed gender equity in their procedures and training.	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.	Vice President Corporate Relations Faculty marketing managers	# trained females. # profiled female staff. % profiled staff that are female. Number and range of photos and video profiles of females available in Curtin cache. # student facing co-curricular programs that take account of gender equity.
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.	The University is implementing a formalised approach to workforce and succession planning. Prioritising gender equity and diversity provides an opportunity to address inequities identified. A pilot, involving 3 STEMM schools, has commenced. Schools will consider external / internal demand drivers, supply and talent pipelines, gender and Indigenous profiles, skills, capabilities and performance, critical roles and succession planning in preparing the academic plans	Pilot completed by Q4, 2018. Roll-out to remaining schools. All to have plans, with gender equity and diversity as a priority, by Q1, 2020.	Pro Vice-Chancellors Director People and Culture	# workforce and succession plans that include gender equity KPIs. # schools that demonstrate positive change in their academic and leadership profiles when considered through a gender and diversity lens.
	2.2.2 Gender Pay Gap (GPG): Finalise and implement <i>Closing the Gender Pay Gap Action Plan</i> .	The Office of Ethics, Equity & Social Justice conducts annual gender pay gap audits using the Workplace Gender Equality Agency (WGEA) framework. A significant GPG remains (12.24%) and the Action Plan will be implemented in 2018. This will increase accountability of managers to respond to identified inequities.	<i>Closing the Gender Pay Gap Action Plan</i> endorsed by Q3, 2018. Recommendations implemented by Q4, 2020.	Vice-Chancellor Director Corporate Values and Equity	Annual audit outcomes. Gender Pay Gap removed for academic females, particularly in STEMM areas.



No.	Action	Rationale	Timeline and Milestones	Accountable/ Responsible	Targets and Success Measures
2.3 Gender Equity at International campuses	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.	Curtin has campuses at Dubai, Malaysia, Singapore and soon Mauritius. Developing relevant Gender Equity Action Plans that address local issues will be a complex task. The campuses are culturally diverse and most staff are employed through a third party. Localised discussions involving campus PVC and relevant partners are deemed the best way to advance this. Curtin Malaysia HR is represented on Curtin's SAT, and focus groups and career development workshops have been held at Malaysia. Malaysia (and Singapore) staff were included in the 2017 Your Voice Survey.	Curtin Malaysia Plan completed by end 2020. Additional campus plans completed by end 2021.	International Pro Vice-Chancellors AS Lead	Local Gender Equity Action Plans in place at each campus. Establish relevant KPIs.



No.	Action	Rationale	Timeline and Milestones	Accountable/ Responsible	Targets and Success Measures
3. ENHANCE DECISION-MAKING					
3.1 Governance	3.1.1 University Committee membership: Review Terms of Reference and membership of key University committees in relation to gender equity and diversity.	Females are under-represented on many of these committees. The principle of 40% either gender representation on major committees has been agreed, but implementation is challenging because many committee positions are ex-officio and females are under-represented in these roles. Academic Board and its Standing Committees will undergo external review in 2018 (as per TEQSA requirements and guidelines). Gender equity will be a key consideration.	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.	Vice-Chancellor Chair of Academic Board	40% either gender representation on committees.
	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.	There is no formal governance requirement for faculties or schools to have such executive committees. Most, if not all, do, but roles and structures differ significantly. It is timely to undertake this review.	Faculty reviews complete Q3, 2019. School reviews complete Q1, 2020.	Provost Pro Vice-Chancellors	40% either gender representation on committees. Standard faculty and school Terms of Reference template developed, which includes representation targets.
	3.1.3 Support staff new to committees: Provide support for academic females who are new to key committee roles.	Support will ensure effectiveness as contributing committee members. This is particularly important for committees/areas where females are under-represented and there are a lack of senior female role models.	Induction that is sensitive to gender equity and diversity issues is in place by Q4, 2019 and ongoing.	Vice-Chancellor Chairs of University, Faculty, School committees	Positive feedback via annual committee evaluation of performance.
	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.	We know staff with children find it difficult to attend meetings outside of these hours. Staff with 'other' caring responsibilities often have unpredictable and irregular commitments. We should investigate a range of options that will enable these staff to participate in key meetings including remote participation. Already in place for Academic Board and its Standing Committees.	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.	Vice-Chancellor Chairs of University, Faculty, School committees	% compliance. % female participation. Positive feedback via annual committee evaluation of performance. # key meeting rooms equipped for remote access.
3.2 Leadership Roles	3.2.1 Leadership targets: Establish targets for key University, Faculty and School leadership roles for improved gender equity and diversity.	The % of key lead roles filled by females has declined. There is no obvious 'quick fix', and this will be a critical consideration of University strategic, and Faculty and School workforce and succession planning.	University level targets established Q2, 2019. Initial workforce and succession plans address gender inequity, completed by 2020 and then ongoing.	Provost Director People and Culture	At least 30% representation across key leadership roles.
	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.	The female pipeline to support greater gender diversity in leadership roles in many STEM (SAE) areas is almost non-existent in the short to medium term. Targeted recruitment and support is required.	Pro-active search to commence in target areas for leadership vacancies from Q2, 2018. 30% gender representation achieved in target areas by Q4, 2021.	Provost Director People and Culture	At least 30% representation across key Faculty and School leadership roles.
	3.2.3 Female Leaders Academic Group (FLAG): Establish the FLAG and implement strategies sponsored by senior executives to support the leadership development of its members.	We need a formal development process in place for potential female academic leaders. As part of its talent management strategy, the University needs to identify a cohort of female academics with leadership potential and provide a range of targeted opportunities to develop their potential and to enable the building of national and international leadership networks.	Develop FLAG framework by Q1, 2019. Identify participants by end Q2, 2019. Multi-year career plan developed for each participant by Q4, 2019. 5 x FLAG members each year attend external programs, as of 2020, such as Harvard Leadership, C-Suite, Cracking the Glass-Cultural Ceiling (DCA), and Leadership WA and AICD programs (or similar). 5+ FLAG members each year attend key internal meetings, as of 2020, such as Professoriate, Senior Leaders Retreat.	Provost AS Lead	# females participating in external leadership programs. # females participating in internal leadership development opportunities. Rate of career progression of the cohort.
	3.2.4 Support female staff new to leadership roles: Support females who are new to key leadership roles.	There is a lack of female role models (particularly in academic STEM roles), and research shows that females are likely to be judged more harshly in these roles than their male counterparts regardless of capability.	Induction, mentoring, relevant training, or other development opportunities that are sensitive to gender equity and diversity issues developed by Q4, 2019.	Pro Vice-Chancellors Director People and Culture	Positive feedback from females new to leadership positions. Satisfaction rates in Staff Survey measures relating to 'Local Management'.



No.	Action	Rationale	Timeline and Milestones	Accountable/ Responsible	Targets and Success Measures
4. CAREER DEVELOPMENT and MANAGEMENT					
4.1 Multi-year career plans	4.1.1 Multi-year plans: Develop multi-year career plans, informed by individual priorities, circumstances, leadership potential and career aspirations.	Females are more likely than males to have interrupted careers due to caring responsibilities, and are less likely to consider themselves for leadership roles or as having leadership potential. A longer term career planning horizon will be beneficial to them.	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.	Pro Vice-Chancellors Director People and Culture	# staff with multi-year plans.
	4.1.2 Manager feedback: Train managers in how to provide valued feedback to academics on their performance and progress against their career development plan.	Focus group feedback is that career related discussions with line managers vary significantly in value. Investigation is needed to identify where and how improvements can be made. The annual work planning performance reviews (WPPR) are one mechanism currently used. The University has in the past offered training for line managers and individuals in undertaking effective work planning and performance reviews but more is needed.	Training developed by Q4, 2019. Roll out of training commencing Q1, 2020.	Pro Vice-Chancellors Director People and Culture	# managers attending training. # staff reporting a valued career discussion annually.
4.2 Formal development programs	4.2.1 Mentoring Culture: Establish and implement strategies to provide more female staff with access to mentors.	A strong message from Focus Groups is that it is very difficult for female academics to access a mentor. Curtin's formal Mentoring Program which has been of benefit for those involved is capped at around 30. Curtin must increase the availability of mentors, and develop other less formal mechanisms for the provision of coaching, career advice and mentoring. As part of the new enterprise agreement an up to 3 year confirmation/probation process for newly appointed academic staff will be implemented. Mentoring has been identified as a key support for these staff.	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 the Confirmation / Probation Procedures by Q1, 2019 Explore a 'speed dating' mentoring model by Q1, 2020. Best practice 'matching processes' in place by Q3, 2020.	Provost Director People and Culture	# willing mentors. # senior male mentors. % new academic staff appointed a mentor. 20% increase annually in staff who are allocated mentors.
	4.2.2 Senior Academic Women Trajectory: Run the <i>Trajectory: Leadership and Career Development Program</i> biennially, from 2018.	The <i>Trajectory: Leadership and Career Development Program</i> for ALC/D females was piloted in 2016-17. Feedback was very positive and will now be run annually.	Program to be run biennially, commencing 2018. Track cohorts on a triannual basis to gauge efficacy commencing 2020 with 2017 cohort.	Pro Vice-Chancellors AS Lead, Director People and Culture	Satisfaction rate for the program. Career progression measures.
	4.2.3 Early Career Academic Women Trajectory: Pilot <i>Trajectory: Early Career Academic Leadership and Career Development Program</i> .	Focus groups have been held with early career academic females. These have demonstrated a need for, and informed the development of, such a program.	Pilot completed 2018. Annual program to be run from 2019. Track cohorts on a triannual basis to gauge efficacy commencing 2021 with 2018 cohort.	Pro Vice-Chancellors AS Lead, Director People and Culture	Program includes modules with a teaching and research focus. Satisfaction rate for the program. Career progression measures.
	4.2.4 Research productivity: Identify and remove any structural barriers that may be impeding female research productivity.	Our analysis shows that journal publications per academic (cohort with research in role) is significantly lower for females than males. We do not have data in a form that enables us to compare grant successes by gender. Anecdotally issues such as lack of access to HDR students, inequitable access to laboratory facilities and support especially if working part-time, and difficulty accessing seed funding are all impediments to female research productivity.	Barriers identified by Q2, 2019. Responses implemented, commencing Q3, 2019.	Deputy Vice-Chancellor Research	Increased productivity against research measures.
	4.2.5 Academic Support Mechanisms: Review of academic support mechanisms, both formal and informal, for gender and role bias.	Academics secure paid time away from campus for research activities through the formal Academic Study Program (ASP) or through other approved absences. ASP uptake is low, yet there are no apparent gender disparities. We recognise these practices are an important part of career development. The data are not systematically collected and analysed for either formal or informal practices. A review will enable a fairer distribution of these types of support.	Review completed by Q4, 2021. Recommendations from the review to be implemented in 2022.	Provost Director People and Culture	Review recommendations implemented.



No.	Action	Rationale	Timeline and Milestones	Accountable/ Responsible	Targets and Success Measures
	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.	It is essential to grow the HDR-trained female academic pipeline in STEMM areas. In this context, it makes sense to support the career development of our in-house female HDR students. There are a range of informal supports provided at the local level. The aim is to have a more formalised approach.	Needs analysis completed by Q2, 2020. Develop strategies by Q4, 2020. Roll out of strategies commencing Q1, 2021.	Deputy Vice-Chancellor Research Associate DVC, Research Training	# graduate satisfaction with employment outcome within one year of graduation. # female staff completing HDR qualifications.
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.	Employability (career potential) is obtained via the acquisition of knowledge, skills, abilities and other characteristics valued by current, or potential, employees. It appears increasingly relevant for academics in an environment where securing continuing contracts can be difficult. Research has highlighted the importance of informal learning, which may be partly deliberate, staged or iterative. Its value is largely dependent on the presence of reflection, preparation by goal setting and monitoring of activities/outcomes. Managers have a key role to play in identification and monitoring of informal learning. Feedback indicates females are seeking more opportunities of this type to help build their careers. To maximise the benefits it should be recorded and appropriate constructive feedback provided.	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.	Pro Vice-Chancellors Director People and Culture	Staff Survey measures relating to 'Participation'.
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.	60.4% of all academic staff (headcount) are sessional and females are over-represented in this category in STEMM, including HS and SAE, relative to female academic representation. Sessionals are treated in policy as a single entity, but fall into at least 4 distinct types (HDR students, Industry professionals, career sessionals, and aspiring T&R academics), each with differing goals, motivations, and needs. Support should be tailored accordingly.	Develop appropriate policy and development strategies by Q1, 2021. Implement policy and strategies, ongoing from 2021.	Provost Director People and Culture; Associate DVC, Learning and Teaching	New policy and strategies in place. Staff Survey measures relating to 'Satisfaction'.



No.	Action	Rationale	Timeline and Milestones	Accountable/ Responsible	Targets and Success Measures
5. FLEXIBLE CAREERS					
5.1 Managing career breaks	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.	Feedback from focus groups indicates management of career breaks is highly variable across the University. Anecdotally, poor management is impacting on the career development of some high performing individual academics. Expectations of the staff member and manager, in relation to managing agreed connections with the University during the break, and level of support needed, must be clear.	Career Break Management Scheme developed by Q3, 2020. Implementation ongoing.	Provost Director People and Culture	Increase in return rates post career breaks. Staff Survey measures relating to 'Career Opportunities'. Promotion rates of staff who have had a significant career break.
	5.1.2 Career break support: Amend policy and practices to enhance opportunities for academics undertaking significant career breaks.	Focus groups identified two key support requirements: • career development whilst on parental leave, e.g. to attend conferences; and • extensions of externally funded contracts by the period of leave, provided funding body is agreeable.	Policy changes in place by Q1, 2020.	Provost Director People and Culture	Uptake of career development opportunities during leave. # contract extensions.
5.2 Equitable evaluation of performance	5.2.1 Workload allocation: Review workload allocation for gender biases.	Curtin's new Enterprise Agreement changes the description of the academic roles, and so workload allocations must be monitored for equity and fairness.	3 year review of new workload allocations by gender complete by Q4, 2021. Implementation of recommendations ongoing.	Chief Strategy Officer	Staff Survey measures relating to 'Peace'.
	5.2.2 Probation, performance and promotion assessment: Develop strategies to assist managers to fairly evaluate staff performance, relative to opportunity.	Focus group feedback suggests that factors, such as career breaks, caring responsibilities and illness, are often not considered by managers.	Strategies identified by Q4, 2018. Implementation from Q1, 2019.	Chief Strategy Officer	Staff Survey measures relating to 'Purpose'.
5.3 Flexible work options	5.3.1 Requests for flexible work: Record requests and approvals for flexible work arrangements.	Female academics expressed low satisfaction (47%) through the 2017 Your Voice Survey in relation to work-life balance, 20% below the Curtin average Currently informal requests – those that don't require contract variation - for flexible work options are managed at a local level. Analysis of success rates by gender is currently not possible at the organisational level.	Develop rules for recording requests and outcomes for flexible work arrangements by Q4, 2019.	Director People and Culture	# of staff requesting flexible work options. # of approvals. Staff Survey measures relating to 'Work-life balance'.



No.	Action	Rationale	Timeline and Milestones	Accountable/ Responsible	Targets and Success Measures
6. CAREER TRANSITION POINTS					
6.1 Recruitment – attraction and appointment	6.1.1 Broadening talent pools: Identify a broader pool of potential female applicants for academic positions by using local area networks.	Imperial College Chemistry Dept (UK) experience shows formally separating responsibility for search and selection functions, and encouraging use of local staff networks, resulted in greater diversity and higher quality in the recruitment pool. Greater support for internal female applicants is also needed to ensure that they are competitive for vacancies that arise.	Commencing, as vacancies arise, from Q2, 2018.	Director People and Culture	# qualified female applicants. # females appointed.
	6.1.2 Minimise gender bias: Minimise gender bias in recruitment materials and processes.	Curtin does not currently have good monitoring systems in relation to applications and shortlisting, making the assessment of any gender biases difficult. We do know that research shows that the wording in advertisements may be a deterrent for suitably qualified female applicants. New recruitment systems are currently being tested and implementation is expected end March, 2018.	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.	Director People and Culture Manager Talent Acquisition	# females shortlisted. # females appointed. # staff in target groups completed Unconscious Bias training. Successful launch of rebranded talent acquisition systems and processes.
	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.	Analysis shows that some discipline areas have little or no academic pipeline and few, if any, of the under-represented gender have been recruited over an extended period.	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	Director People and Culture Manager Talent Acquisition	# under-represented gender shortlisted. # under-represented gender appointed. # internal female applicants appointed.
	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.	Analysis shows the University has 46.1% females and 46.0% males on Fixed-term contracts, in contrast SAE has 64.6% females and 49.5% males on Fixed-term contracts. Of concern, are discipline areas in which the use of Fixed-term contracts for females is disproportionate.	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.	Pro Vice-Chancellors Director People and Culture	# female staff on Continuing contracts.
	6.1.5 Induction: Local areas will actively support new female academic staff to build networks and navigate Curtin systems.	Research has found that female academics are often less well integrated into their academic departments and disciplines, than males, because they lack mentors and networks. In areas such as STEM (SAE) they often lack female role models. Focus group feedback indicates that the quality of local inductions is valuable, and new female academics, particularly in SAE, desire more local area support, particularly to develop internal networks, navigate Curtin systems, and to develop more extensive discipline related networks for teaching and research. It is noted that an Induction Pack is available for local managers, although awareness of this was not uniform.	Roll-out Local Area Induction pack by Q4, 2018. Seek feedback on the effectiveness of local area induction processes on an annual basis.	Heads of School	Staff Survey measures relating to 'Satisfaction'. Local area induction satisfaction.
6.2 Academic Promotion	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'.	The CEAP review is planned for 2018, post approval of the new Enterprise Agreement. It is important that it takes account of gender equity and diversity and 'relative to opportunity'.	Review completed Q1, 2019.	Provost Associate Provost	Staff Survey measures relating to 'Purpose'.
	6.2.2 Promotion support: Implement strategies to encourage females to apply for promotion in a timely manner.	We know females are more likely to delay applying for promotion. Feedback also suggests that some managers and staff have misconceptions about the requirements for promotion and the promotion process. Addressing these will increase transparency of the promotion system. We also know that the success rates for part-time applicants is comparable to full-time success rates, but part-time application rates are substantially lower. Targeted workshops and other active interventions already undertaken have led to positive outcomes.	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.	Provost Director People and Culture	# application and success rates at each level full-time. # application and success rates at each level part-time.
6.3. Exit from Curtin	6.3.1 Exit: Review exit procedures to ensure better understanding of the reasons female academics leave Curtin.	An Exit Survey is conducted, but the return rate is low. Additional insight into the reasons that females are leaving, other than 'by choice' to advance their careers, may enable appropriate interventions to be developed.	Review completed Q1, 2021. Recommendations implemented Q2, 2021.	Chief Strategy Officer Director People and Culture	# female leavers. Staff Survey measures relating to 'Passion/ Engagement'.

2018 - 2021 Curtin Athena SWAN Action Plan (ASAP) Timeline

M = Milestone																	
ACTION	ACCOUNTABLE RESPONSIBLE	2018 Q1	2018 Q2	2018 Q3	2018 Q4	2019 Q1	2019 Q2	2019 Q3	2019 Q4	2020 Q1	2020 Q2	2020 Q3	2020 Q4	2021 Q1	2021 Q2	2021 Q3	2021 Q4
1. ACCOUNTABILITY FOR GENDER EQUITY and DELIVERY OF ACTION PLAN																	
1.1 Deliver the Curtin SAGE Action Plan (ASAP)																	
1.1.1 Curtin Council	Vice-Chancellor				M		M		M		M		M		M		M
1.1.2 Executive Support	Vice-Chancellor SET; Faculty leaders																
1.1.3 Leaders' Accountability	Provost Director PAC				M	M											
1.1.4 Evidence based decision-making	CSO Director BI&A				M		M										
1.1.5 Resourcing/Leadership	Vice-Chancellor		M														
1.1.6 Benchmarking	CSO AS Lead									M							
1.1.7 Faculty / School level accreditation	Provost Associate Provost																
2. EFFECT ORGANISATIONAL and CULTURAL CHANGE																	
2.1 Raise awareness of Gender Equity																	
2.1.1 Staff Competency	Provost AS Lead							M									
2.1.2 Unconscious Bias	Provost Director CV&E; Director PAC			M	M												
2.1.3 Gender research network	AS Lead					M		M									
2.1.4 Male Champions	Provost AS Lead											M					
2.1.5 Profile under-represented gender	VP Corp. Relations Faculty Mktg Mgrs					M			M				M				M
2.2 Build change capacity																	
2.2.1 Workforce and succession plans	PVCs Director PAC				M	M				M							
2.2.2 Gender Pay Gap (GPG)	Vice-Chancellor Director CV&E			M									M				
2.3 Gender Equity at International campuses																	
2.3.1 Gender Equity Action Plans	International PVCs AS Lead												M				M
3. ENHANCE DECISION-MAKING																	
3.1 Governance																	
3.1.1 University Committee membership	Vice-Chancellor Chair of Academic Board			M		M											
3.1.2 Faculty and School Executive Committee membership	Provost PVCs							M		M							
3.1.3 Support staff new to committees	Vice-Chancellor Committee Chairs								M								
3.1.4 Meeting arrangements	Vice-Chancellor Committee Chairs				M				M								M
3.2 Leadership Roles																	
3.2.1 Establish targets	Provost Director PAC						M						M				
3.2.2 Search strategies	Provost Director PAC		M														M
3.2.3 Female Leaders Academci Group (FLAG)	Provost AS Lead					M	M		M	M				M			
3.2.4 Support female staff new to leadership roles	PVCs Director PAC								M								
4. CAREER DEVELOPMENT and MANAGEMENT																	
4.1 Multi-year career plans																	
4.1.1 Multi-year plans	PVCs Director PAC						M	M									M
4.1.2 Manager feedback	PVCs Director PAC								M	M							
4.2 Formal development programs																	
4.2.1 Mentoring Culture	Provost Director PAC			M		M				M		M					
4.2.2 Senior Academic Women Trajectory	PVCs AS Lead; Dir. PAC			M							M			M			
4.2.3 Early Career Academic Women Trajectory	PVCs AS Lead; Dir. PAC			M			M				M			M	M		
4.2.4 Research Productivity	DVC Research						M	M									
4.2.5 Academic Support Mechanisms	Provost Director PAC																M
4.2.6 Higher Degree by Research students	DVC Research ADVC-RT										M		M	M			
4.3 Informal Learning																	
4.3.1 Opportunities	PVCs Director PAC								M								
4.4 Sessional staff																	
4.4.1 Valuing and supporting sessional staff	Provost Director PAC; ADVCLT													M			
5. FLEXIBLE CAREERS																	
5.1 Managing career breaks																	
5.1.1 Career Break Management Scheme	Provost Director PAC											M	M				
5.1.2 Career break processes	Provost Director PAC									M							
5.2 Equitable evalution of performance																	
5.2.1 Workload allocation	CSO																M
5.2.2 Probation, performance and promotion assessment	CSO				M	M											
5.3 Flexible work options																	
5.3.1 Requests for flexible work	Director PAC								M								
6. CAREER TRANSITION POINTS																	
6.1 Recruitment - attraction and appointment																	
6.1.1 Broadening talent pools	Director PAC		M							M							
6.1.2 Minimise gender bias	Director PAC Manager TA		M								M						
6.1.3 Pro-active strategies	Director PAC Manager TA				M												
6.1.4 Academic contract types	PVCs Director PAC		M														
6.1.5 Induction	HoS				M												
6.2 Academic Promotion																	
6.2.1 Curtin Expectations	Provost Associate Provost					M											
6.2.2 Promotion support	Provost Director PAC		M						M	M							
6.3 Exit from Curtin																	
6.3.1 Exit	CSO Director PAC													M	M		

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