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 *Curtin University Act 1966* 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 ha 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 *Closing the Gender Pay Gap Action Plan*.	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.	*Closing the Gender Pay Gap Action Plan* 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 STEMM 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 *Trajectory: Leadership and Career Development Program* biennially, from 2018.	The *Trajectory: Leadership and Career Development Program* 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 *Trajectory: Early Career Academic Leadership and Career Development Program.*	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 '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 Mkting 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		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; ADVC-LT													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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