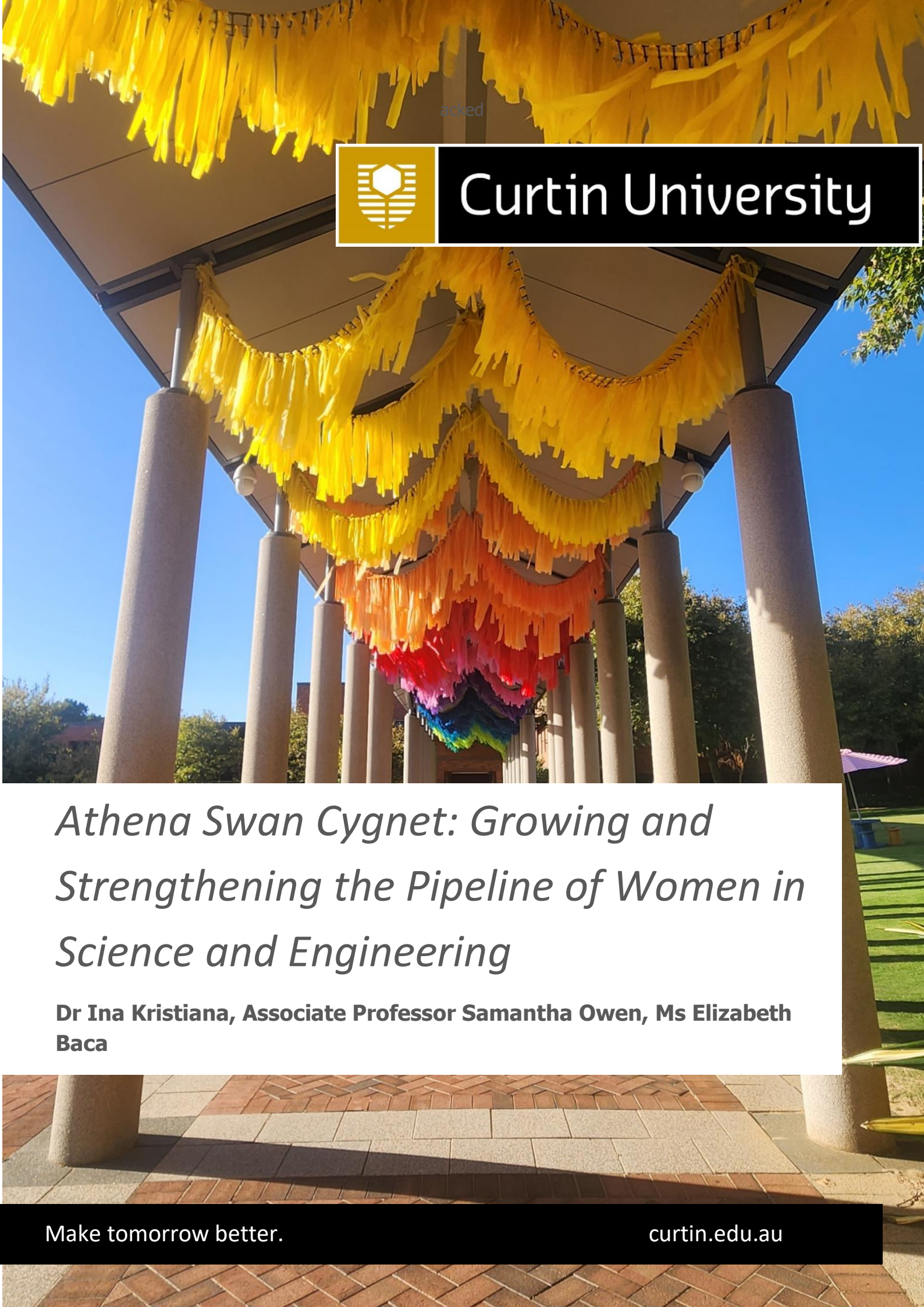


Curtin University

Athena Swan Cygnet: Growing and Strengthening the Pipeline of Women in Science and Engineering

Dr Ina Kristiana, Associate Professor Samantha Owen, Ms Elizabeth Baca

	Current Cygnet	Barrier
Institution-wide barrier		Lack of diversity and inclusion of DSSG staff at Curtin
Faculty-specific barrier	✓	Lack of women in the academic pipeline in the Faculty of Science and Engineering
Institution-wide		The lower application rate for promotion among women academics relative to their representation in eligible pools
Institution-wide		Academic staff with caring responsibilities, predominantly women, face systemic barriers to career progression due to inadequate institutional support, gendered expectations of caring roles, and insufficient recognition of Achievement Relative to Opportunity (ARtO) in performance and promotion processes
Institution-wide		Underrepresentation of women in senior leadership positions due to workplace culture barriers

Section	Actual Word Count
Key Barrier	83
Evidence of Barrier	306
Activities and Outputs	363
Outcomes	1354
Impact	600
Further Action	235 [excluded from total]
Total	**2706**

Acknowledgement of Country

We acknowledge and recognise all First Nations of Australia and their continuing connection to, and care for, Country and its waters for over 60,000 years.

We are honoured and grateful to have the privilege to maintain campuses operating in Boorloo (Perth) and Karlkurla (Kalgoorlie) in Western Australia. We pay our respects to all Elders past and present, as Custodians and Owners of these lands. We recognise their deep knowledge and their cultural, spiritual and educational practices and we aspire to learn and teach in partnership.

We also acknowledge First Nations peoples connected to Curtin's global campuses. We are committed to working in partnership with Custodians and Owners to strengthen and embed First Nations' voices and perspectives in our decision-making, now and into the future.

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A note on terminology

- **Sex** and **gender** are related concepts. In best practice, data capturing sex should not be presumed as data capturing gender.
- Gender is a social and cultural concept which can be felt or lived and is a combination of expression, identity and experience.
- Sex refers to sex characteristics. Sex is mutable; reported sex may change across a lifetime.
- Sex assigned at birth (AFAB or AMAB) is a classification used on birth certificates, for example. Sex assigned at birth is conceptually different to sex and is not a categorisation used at Curtin.
- Sex and gender may be regarded as being on a spectrum or in a continuum or mosaic.
- The key point is that neither sex nor gender are binary.
- Sex and gender cannot be used interchangeably. This is a data limitation in Curtin's current data capture systems.

This report uses Curtin-captured data and publicly available data which follows the Australian Bureau of Statistics' Standard for Sex, Gender, Variations of Sex Characteristics and Sexual Orientation Variables. The limitations in our data systems mean that some people are not captured in the data or reported correctly.

When this Cygnet was written "male" and "men" and "female" and "women" were used interchangeably in our data capture systems and with assumed correspondence. Hence throughout this report "men" is used to refer to the quantitative data category "male", "women" is used to refer to the quantitative data category "female", and "male" and "female" are used in data tables.

Furthermore, the signifier **X** indicates the self-identified categories "intersex, indeterminate, or unspecified", as well as non-binary people. X is reported within the category "female" (except where shown) when the output is too small to be presented as its own category and/or to protect confidentiality.

Sources

Curtin University staff data used throughout this Cygnet was retrieved from People Technology and Analytics in People and Culture.

Staff Data

- Staff data presented in this submission only include:
  - Academic staff who are directly employed by the Australian campuses
  - Academic staff with continuing and fixed-term contracts
- The annual census date for staff data is 31 March
- Headcount occupancy data were used
- For recruitment data, gender and diversity information is voluntary and self-reported

Student Data

- Student data presented in this submission only include student enrolments in Australian campuses
- The annual census date for student data is 31 July

Program and initiative data used in this Cygnet was retrieved from the Faculty of Science and Engineering, Gender Equity and Inclusion and People Technology and Analytics in People and Culture.

Promotions data used in this Cygnet was retrieved from Academic Promotions Annual Reports (2018-2024), People Technology and Analytics in People and Culture.

Staff survey data used in this Cygnet was retrieved from the Office of Strategy and Planning.

Intersectionality

Our identities are multifaceted and complex, and it is important to recognise that no one person or group fits neatly into a single category. Intersectionality refers to the interconnected nature of social markers including but not limited to race, age, gender and ethnicity. How these social markers overlap and interact create conditions for disadvantage or advantage and discrimination or privilege (UN Women, 2022).

Acknowledgements

We acknowledge and appreciate the contribution of staff and students at Curtin University to the preparation and review of this application:

- Professor Mark Ogden, Pro Vice-Chancellor for the Faculty of Science and Engineering (SAE)
- Elizabeth Bianchini, Faculty Business Operations Coordinator (SAE)
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- Professor Rebecca Walker, Deputy Pro Vice-Chancellor for the Faculty of Humanities (2021 – 2026)
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- Members of the SAE Diversity Inclusion and Belonging Committee
- SAE Cygnet Working Group members (2021-2022):
    - Dr Tomayess Issa
    - Professor Max Massi
    - Associate Professor Kevin Netto
    - Associate Professor Dimple Quyn
    - Marc Stoitis
    - Professor Kate Trinajstic

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Glossary of Terms and Abbreviations

ACSS	Academic Carer Support Scheme
ASAP	Athena Swan Action Plan
CALD	Culturally and Linguistically Diverse
CME	Civil and Mechanical Engineering
DAP	Diversity Awareness Program
DIB	Diversity Inclusion and Belonging
DIBC	Diversity Inclusion and Belonging Committee
DPVC	Deputy Pro Vice-Chancellor
DSSG	Diverse Sex, Sexuality and Gender
DVC	Deputy Vice-Chancellor
EECMS	Electrical Engineering, Computing, and Mathematical Sciences
EMCR	Early to Mid-Career Researchers
EPS	Earth and Planetary Sciences
FTE	Full-time Equivalent
GEI	Gender Equity and Inclusion
GET	Girls+ Engineering Tomorrow
HDR	Higher Degree by Research
HoS	Head of School
MLS	Molecular and Life Sciences
P&C	People and Culture
PEAC	Program to support Early Academic Careers
PN4P	Peer Networking for Promotion
PVC	Pro Vice-Chancellor
SAE	Science and Engineering
SAGE	Science in Australia Gender Equity
STEM	Science Technology Engineering and Mathematics
STEMM	Science Technology Engineering Mathematics and Medicine
WASM	Western Australian School of Mines
WISPA	Women in STEM Peer Assistance

1. Key Barrier

This Cygnet Award application addresses **the lack of women in the academic pipeline in the Faculty of Science and Engineering (SAE)** (Figure 1). The strategies and actions reported in this application aim to grow and strengthen the pipeline (Figure 2). By creating aspiration and opportunity, SAE seeks to **increase** the representation of women staff and students **in the faculty**. These initiatives are closely aligned with the Curtin University's 2030 Vision of *working in partnership to make a difference for people and our planet*.

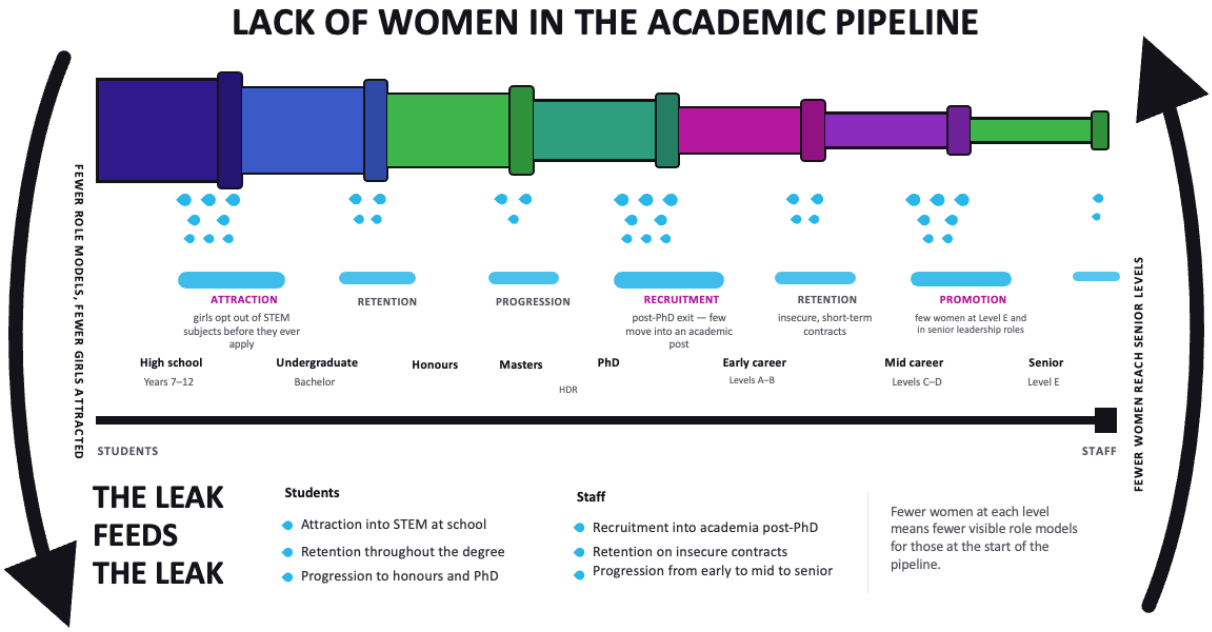


Figure 1 The lack of women in the academic pipeline in SAE is the key barrier to attraction, retention, and progression of women in SAE at Curtin University

[Generated image using Curtin data via Claude Design]. Retrieved from https://claude.ai])

Faculty of Science and Engineering Re-structure
New baseline data from 2018 (the year Curtin University received the Bronze Award) are presented in this submission since the faculty underwent a re-structure in 2017, with the new (current) structure operating from 1st January 2018. The data presented in the Bronze Award application were collected in 2013-2017. Pre-2018, the faculty consisted of 6 Schools and 15 Departments. The re-structure resulted in 5 Schools and 20 Disciplines, and the exit of Department of Medical Radiation Science from SAE to join Curtin Medical School. The 5 current schools in SAE are: School of Civil and Mechanical Engineering (CME), School of Earth and Planetary Sciences (EPS), School of Electrical Engineering, Computer, and Mathematical Sciences (EECMS), School of Molecular and Life Sciences (MLS), and the WA School of Mines – Minerals, Energy, and Chemical Engineering (WASM).

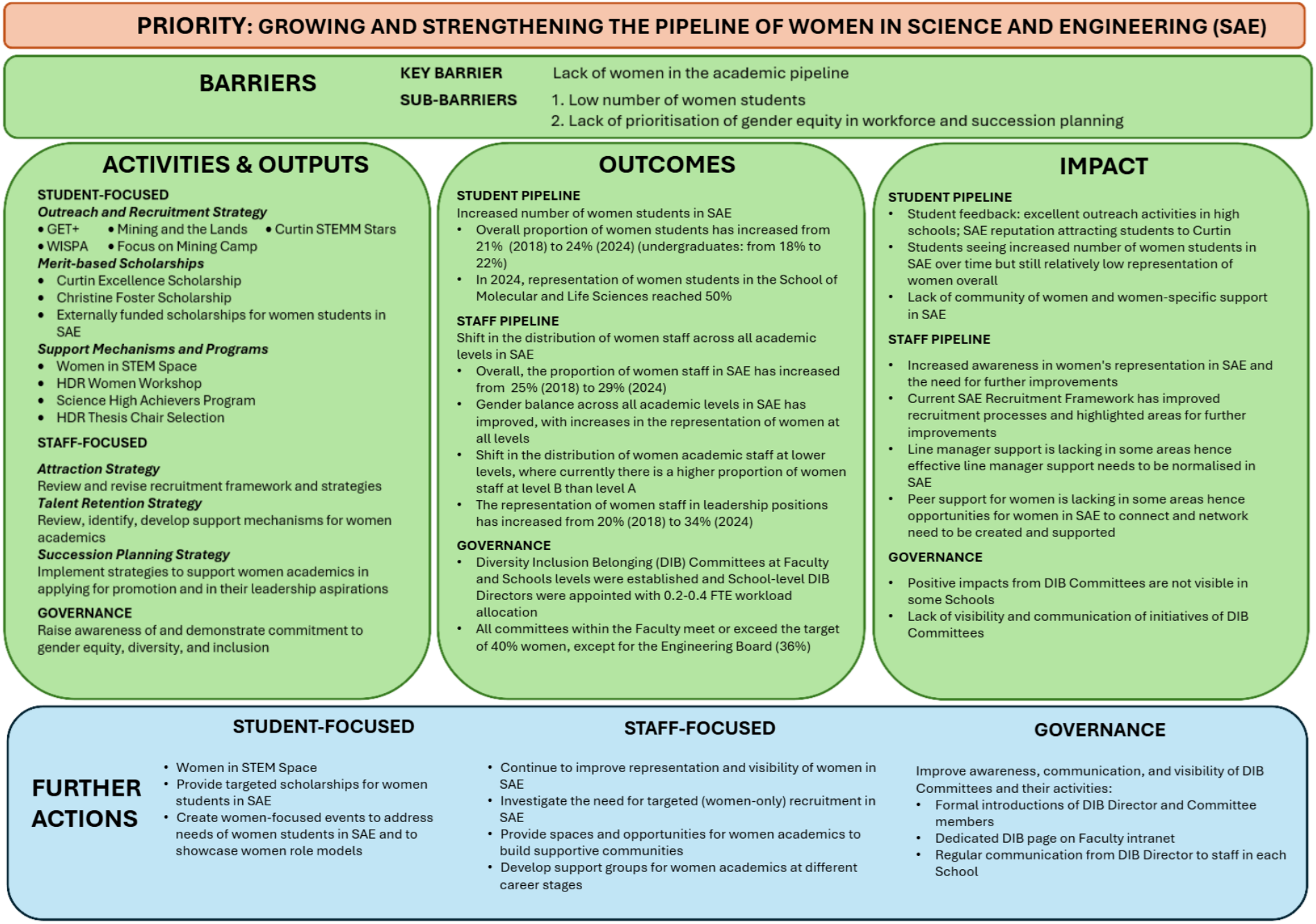


Figure 2 Summary of Cygnet Award submission for the Faculty of Science and Engineering at Curtin University

2. Evidence of Barrier

The lack of women in the academic pipeline in SAE, among both staff and students, is the Key Barrier to attraction, retention, and progression of women in SAE. Sub-barriers with respect to the student and staff pipelines were further identified:

1. **Difficulty attracting women students into undergraduate and postgraduate courses in the Faculty of Science and Engineering**
2. **A lack of prioritisation of gender equity in workforce and succession planning in SAE**, resulting in low number of women academic staff, especially at senior levels and leadership positions. These may discourage women students to choose STEM disciplines in SAE as their field of study, and at the same time may discourage women to apply for positions in SAE. In addition, the relatively low number of women in senior levels or leadership positions may discourage women staff to retain their positions, apply for promotion, and/or aspire for leadership.

Relevant evidence of barriers specific to the SAE women pipeline challenge are presented in Table 1 (data presented refer to SAE overall, with further data at schools level where applicable). A benchmarking study conducted in 2021 by Australian Venture Consultants (using data collected from Athena SWAN Bronze accreditation applications of 13 Australian universities) showed that Curtin University generally performs on par with the other universities with respect to the representation of women in science and engineering fields. However, the report found Curtin has lower than the average representation of women at most academic levels in CME and EECMS (<10%), and lower than the average representation of women in student population in the schools of science (EPS and MLS) (approx. 35%; other universities approx. 50%).

Table 1 Evidence of Barrier to the attraction, retention, and progression of women academic staff in SAE (unless otherwise indicated, data from 2018 were used as baseline and presented here)

Sub-barrier	Evidence
1. Difficulty attracting women students into undergraduate and postgraduate courses in the Faculty of Science and Engineering	
Undergraduate	Overall only 18% women undergraduate students in SAE
Higher Degree by Research (HDR)	Overall 32% women HDR students in SAE
2. Lack of prioritisation of gender equity in workforce and succession planning	
Workforce planning (talent acquisition and recruitment)	• Low proportion of women academics in SAE (25%) (Figure 3) • Low proportion of women academics new starters in SAE (30%) • In 2021, 36% of appointments were made to women academic staff • High proportion of women academics with Fixed-term contract (54%; men: 39%) • 60-80% retention rate of women academic staff at different academic levels
Succession planning (talent retention, career development and progression)	• Gender imbalance at higher academic levels; as low as 8% at level E (Figure 4) • Low proportion of women academics in leadership positions[a] (20%)

[a] Leadership positions include: PVC, DPVC, Deans, Directors, Heads of Schools and their Deputies, Discipline Leads, and Facility Leaders and Theme Leads at Centres and Institutes within the Faculty

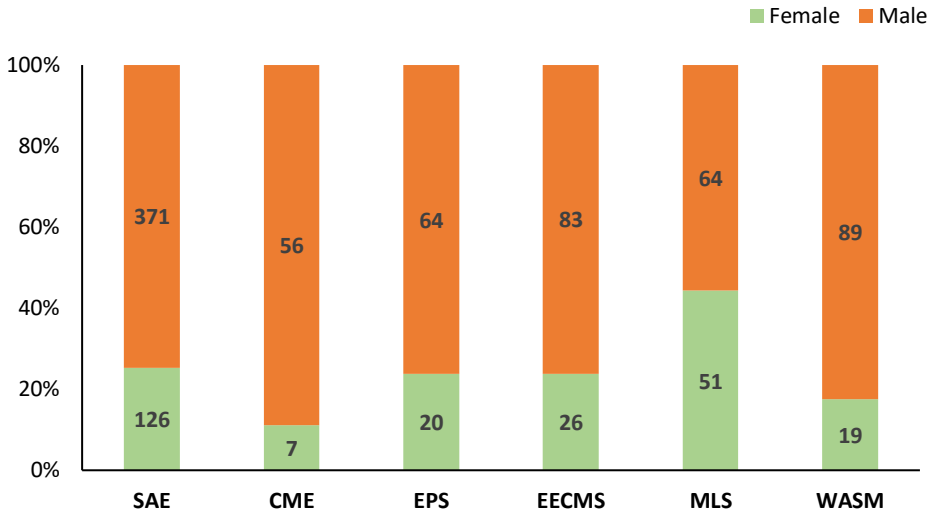


Figure 3 Proportions of female and male academics in SAE overall and in each School in 2018 (headcount)
Note: CME: Civil and Mechanical Engineering; EPS: Earth and Planetary Sciences; EECMS: Electrical Engineering, Computer, and Mathematical Sciences; MLS: Molecular and Life Sciences; WASM: WA School of Mines – Minerals, Energy, and Chemical Engineering

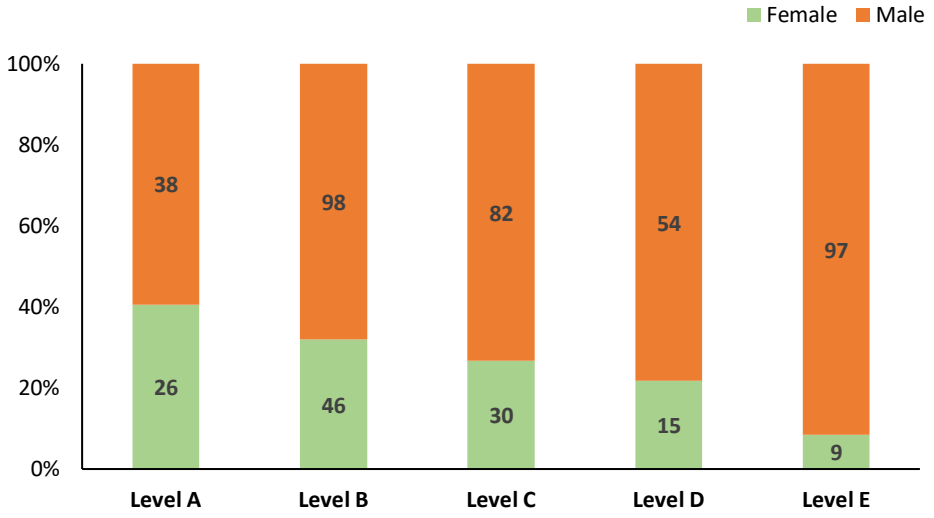


Figure 4 Proportions of female and male academics in SAE at all academic levels in 2018 (headcount)

The representation of women among students in CME and WASM were very similar to those among the academic staff. MLS had the highest representation of women among the Schools in SAE, for both staff and students.

3. Activities and Outputs

SAE was not explicitly mentioned in Curtin's Athena Swan Action Plan (ASAP). However, SAE was highlighted in relation to specific data on pipeline challenges in SAE and several actions and strategies within the ASAP are relevant to addressing these issues (Table 2).

The Bronze Award application acknowledged that "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" to improve the pipeline of women in SAE. Following the Award, four strategic initiatives were identified to address the key barrier of women's under-representation in SAE:

- Student outreach and recruitment strategy
- Staff attraction strategy
- Staff talent retention strategy
- Staff succession planning strategy

These initiatives are supported by a broader commitment to improving governance and embedding gender equity, diversity, and inclusion across the faculty. In response, SAE has implemented a range of activities aligned with the ASAP and the 2021 Benchmarking Study and has engaged with university-wide programs to support women staff and students. A summary of activities, outputs, and progress is provided in Tables 3 (direct impacts) and 4 (indirect impacts), with ASAP references included where relevant.

Table 2 Actions and strategies outlined in Curtin Athena Swan Action Plan (Bronze Award Application) that are relevant to addressing the pipeline challenge in SAE and have been implemented in SAE

ASAP Reference	Action
Recruitment	
2.1.2	Unconscious Bias: Implement Unconscious Bias Training for academic leaders, managers, chairs of key University, Faculty, School, Promotion and Selection committees
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% women academics
6.1.1	Broadening talent pools: Identify a broader pool of potential women applicants for academic positions by using local area networks
6.1.2	Minimise gender bias: Minimise gender bias in recruitment materials 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
Gender Balance	
2.1.5	Profile under-represented gender: Showcase women academic staff and students from under-represented genders and their achievements
2.2.1	Workforce and succession plans: Include gender equity and diversity as a priority in faculty and school academic workforce and succession plans
3.1.2	Faculty and School Executive Committee membership (Governance): 40% either gender representation on committees
3.2.1	Leadership targets: Establish targets for key University, Faculty and School leadership roles for improved gender equity and diversity (at least 30% representation across key leadership roles)

Academic Promotion	
6.2.2	Promotion support: Implement strategies to encourage women to apply for promotion in a timely manner
Developmental Strategies	
1.1.2	Executive Support: Local area gender equity champions contribution recognised in workload allocation
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
3.2.4	Support women staff new to leadership roles: Support women who are new to key leadership roles
4.1.1	Multi-year plans: Develop multi-year career plans, informed by individual priorities, circumstances, leadership potential and career aspirations
4.2.2	Senior Academic Women Trajectory
4.2.3	Early Career Academic Women Trajectory
4.3.1	Opportunities: Managers actively promote and support informal learning by women academic staff, inclusive of constructive developmental feedback where possible
5.2.1	Workload allocation: Review workload allocation for gender biases
6.1.4	Academic contract types: Increase the percentage of women employed on Continuing contracts in discipline areas where the use of Fixed-term contracts for women is disproportionate
6.3.1	Review exit procedures to ensure better understanding of the reasons women academics leave Curtin.

Table 3 Activities and Outputs that directly contribute to grow and strengthen the pipeline of women in SAE

Activity	Output	Progress
STUDENT-FOCUSED		
Student Outreach and Recruitment Strategy		
Develop and run programs to increase girls' engagement with SAE	*Girls+ Engineering Tomorrow (GET)* Outreach initiative designed to increase the visibility of engineering among girls and non-binary students, supporting their pathway towards tertiary engineering studies	Program commenced in 2021 (for Year 11 students only) and has grown with strong industry support. In 2024, the program consists of Inspire STEM (Years 7-9 students; delivered in collaboration with researchers from Curtin's School of Education), GET Forum (Years 9-10 students), GET Network (Year 11 students), GET Network X (Year 12 students), and GET Mentors (past participants commencing studies at Curtin) (Figure 5).
	Women in STEM Peer Assistance (WISPA) Program to support new women and under-represented genders as they enter SAE to study.	Program commenced in 2021 (for students commencing in 2022) with the WISPA Calling Project (women already studying in SAE call women who have received early offers to study in SAE in the following year, to initiate a communication line to address any issues, queries and concerns of the prospective students). This is followed by a welcome event, where prospective students receive a brief overview of SAE and given opportunities to learn more about their area of interest. In 2024, these students will have the opportunity to participate in WISPA Collective, where they can connect to other students and staff in informal settings.
	Mining and the Lands 5-day residential camp for Indigenous high school girls (Yr. 9-12)	Biennial program commenced in 2021. 11 girls participated in each camp in 2021 and 2023. (Figure 5)
	Girls Focus on Mining Camp 5-day residential camp to introduce girls (Years 11-12) to study and career in the mining industry	Program was run successfully in 2021 (Figure 5). Following the establishment and success of GET (which includes visit to mine sites), the program is now offered to all genders, with approximately 50-50 split of women-men participants. Two camps are offered each year.
	Curtin STEMM Stars (ASAP #2.1.5)	Profiles of 24 Women in STEM (personal stories and videos of women academics and researchers in STEM at Curtin University) were created and uploaded to Curtin STEM Outreach website. These profiles and videos were recently reviewed and updated in 2023 and have also been integrated to the Curtin Gender Equity and Inclusion website.

Gender-balanced promotion of Science and Engineering courses	Proactive steps to represent gender balance in promoting Science and Engineering courses to ensure women students are well represented in photo and video shoots, testimonials and student ambassador roles, all of which have resulted in a strong representation of women in science and engineering marketing materials.	Marketing materials continue to ensure representation of women students, examples include (Figure 6): • Women students feature on the covers of both the 2024 and 2025 Undergraduate Engineering course guides • The 2024 Undergraduate Engineering advertising campaign features a hero woman talent in our lead campaign video, supported by women and men talent in short form video content • The 2024 Undergraduate Science advertising campaign is centred around three creative videos, with women talent featuring in two of the three videos • Gender balance is well represented across imagery and videos used in presentations to prospective (high school) students • Student testimonials sourced and used for marketing promotion (e.g., in course guides, on social media and website) show gender diversity • Women student ambassadors involved in representing the Faculty in student engagement activities
Provide merit-based scholarships for women studying in SAE	*Curtin Excellence Scholarship* One scholarship is reserved for top SAE woman student (undergraduate) *Christine Foster Scholarship* Support for women undergraduate students studying a Science or Engineering Degree, in memory of Christine Foster. *Externally-funded scholarships for women students in SAE* Scholarships developed in partnership with industry for current women students at Curtin University	Scholarships for Engineering students: • Alcoa Bev Corless Women in Engineering Scholarship • Arup Women in Engineering Scholarship • BHP Women in Mining Engineering Scholarship • BHP Women in Engineering Excellence Scholarship • Lycopodium Women in Mechanical Engineering Scholarship • Rio Tinto Women in Mining Engineering Scholarship • Rio Tinto Girls+ Engineering Tomorrow First Year University Scholarship

		Scholarship for Science and Engineering students: • BHP Women in Metallurgy Scholarship • BHP Women in STEM Scholarship • Enaex Scholarship • MNG Women in Surveying Scholarship • MNG Women in Spatial Sciences • Merredin Energy Regional Women's Undergraduate Scholarship • Sedgman Scholarship • Western Power Women in STEM Scholarship
Student Engagement		
Provide support mechanisms and programs to increase women students retention in undergraduate courses and progression into postgraduate studies (HDR) in SAE, with further support during their HDR studies	*Women in STEM Space* Women in STEM project space for women staff and students in SAE to further support their study, work, and career. The space will be used for informal activities among women in SAE and formal activities with an established booking process to enable members of other diverse groups to use it for formal sessions.	The Previous Chair of the DIB Committee from EECMS put forward the proposal for a Women in STEM dedicated project space in 2023. Following consultations with DIB Committees from other Schools and the Faculty DIB Committee, the proposal was revised with a broader scope, taking into consideration diversity, inclusion, and belonging principles and practices. The revised proposal was presented to the SAE Faculty Executive Team Committee in 2024 and has been approved. A suitable space has been provided and the Women in STEM Space was launched in Semester 1, 2025. In the first 12 months 24 events were held with 282 attendances of both students and staff. Feedback generated has resulted in increased HDR student focus and continued events with both staff and students in attendance to network, build confidence and joint understanding of challenges and successes of our women cohort. The dedicated Women in STEM project space is supported with a dedicated resource at 0.5 FTE enabling the program and space to develop and thrive through committed interactions and program planning based on student and staff engagement and other feedback channels.
	Science High Achievers Program Program aimed at Science students who have high grades with an interest to pursue HDR studies, consists of presentations from researchers and tour of some research facilities	The program commenced in 2022, with approximately 40% participation from women students.

	HDR Women Workshop Gathering of women HDR students to gain insights into specific needs and challenges, share valuable information on available resources, and build a closer, supportive community	First workshop held in 2023 and produced a list of action items which was actioned at school and Faculty levels. Lack of response for similar event in 2024 led to re-consideration of format and means of engagement with women HDR students.
	HDR Thesis Chair Selection Intentional effort by Directors of Graduate Studies to provide women HDR students with woman Thesis Chair	The initiative started in 2022 and is somewhat limited by the number of women academic staff in SAE who are eligible to be thesis chairs. Since 2022, the proportion of women HDRs in SAE with women Thesis chairs has been maintained at 27-28%.
STAFF-FOCUSED		
Women in SAE Attraction Strategy **Review and revise recruitment framework and strategies**	*New SAE Recruitment Framework* Review of the existing recruitment criteria	The new framework was developed and endorsed in 2022. The revised criteria include use of inclusive language in job advertisements, required gender representation for selection panels, requirement for all selection panel members to undertake Foundations of Inclusive Practices training, assessment based on achievements relative to opportunity. The new Framework also captured ASAP #6.1.1 Broadening talent pools (Identify a broader pool of potential women applicants for academic positions by using local area networks), ASAP #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) and ASAP 2.2.1 Workforce and succession plans (Include gender equity and diversity as a priority in faculty and school academic workforce and succession plans). Following the implementation of the new recruitment framework, 2 women Heads of Schools were appointed in SAE in 2023. For one of the Schools, the appointment also included the implementation of ASAP #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% women academics). In 2024, the framework was revised to include target gender representation for selection panels (40:40:20 for men:women:any).

		The SAE PVC continues to raise awareness of the framework with the support of the Faculty and Schools DIB Committees.
	Revision of Job Advertisements for Positions in SAE Job advertisements for positions in SAE did not highlight the University's and Faculty's commitment to gender equity, diversity, and inclusion, and contained lack of encouragements for women to apply.	SAE engaged the Talent Acquisition team at People and Culture (P&C) in October 2024 to review and revise the existing templates for job advertisements in SAE. In November 2024, two new templates were made available: one template focussing on attracting women to academic roles in STEMM and another template highlighting the Faculty's and University's commitment to diversity, inclusion, and belonging. Following the release of these templates, relevant personnel in SAE have been made aware of the new templates for use in any future advertising: • P&C ensures recruitment teams are aware of the new templates • The Faculty and Schools DIB Committees have been requested to raise awareness of the new templates at Faculty and Schools levels • SAE Manager of Strategic Projects to present the revision outcomes at SAE Leadership Forum in early 2025
	Curtin Institute of Radio Astronomy (CIRA) Recruitment Review Review of the current recruitment processes to identify factors affecting gender diversity and develop future strategies and initiatives to enhance gender diversity among staff in CIRA.	In 2024, co-chairs of the Development Committee in CIRA reviewed available recruitment data (2018 – 2024) and found that the gender diversity of the applicant pool has been the limiting factor for gender diversity among staff in CIRA, and recommended the following: • Targeted recruitment • Extend invitation to 10 gender diverse applicants for every new position • Gender neutral job advertisements that include strong diversity statements Support current staff and students (retention and progression): mentorship program, workshop on academic position applications and interviews
Talent Retention Strategy **Review, identify, and develop support**	*SAE Pipeline Symposium* Event aimed to fostering dialogue and paving new pathways for women in academia and beyond	Inaugural event was held in 2021. Presentations from 6 women academics to raise awareness of, and examine the career challenges unique to women academics, followed by panel discussion.

mechanisms for women academics		Second event was planned for 2022 but cancelled due to COVID-19 restrictions.
	Workload Allocation Review (ASAP #5.2.1)	Academic Workload Management project was conducted in 2020 and resulted in a set of Academic Workload Principles and a number of recommendations. This was followed up by a project to develop an Academic Workload Allocation Model (2021-2022) to be used across Curtin, based on the findings of the Workload Management project. SAE adopted the new improved model earlier than other faculties. These Workload Allocation projects have also contributed to the SAGE Workload Allocation Principles Matrix. Improvements in Workload Allocation Model (implemented in SAE in 2023): • From software-based to web-based, more user-friendly model • Guidelines for Workload Allocation Parameters are provided but flexible, with individual allocation to be agreed between staff and line manager • Allows for direct review of individual workload allocation by line manager and staff e.g., during Career Conversation meeting Over-allocation are flagged and escalated accordingly for satisfactory resolution
	SAE Women Professoriate	SAE has worked with the University's Gender Equity and Inclusion (GEI) Director and Associate DVC Global to identify the most effective forum/format/framework to support senior academic women (academic levels D and E) in SAE, and the mechanism for interactions with and between School and Faculty leaderships. The first workshop was held in 2023. Follow-up workshops were held in 2024 to discuss progress and areas for ongoing improvements.
Succession Planning Strategy **Implement strategies to support women academics in applying for promotion and in their leadership aspirations**	*SAE Academic Promotions Workshops for Women (**ASAP #6.2.2**)* A series of tailored workshops that not only celebrated but also amplified the voices of women, providing them with the tools and confidence to thrive in their respective fields	Workshops in SAE were conducted until 2022. In 2023, the Peer Networking for Promotion program (University-wide) was piloted, with participations from women academic staff in SAE. The pilot program was well-received and the full program was launched in 2024.

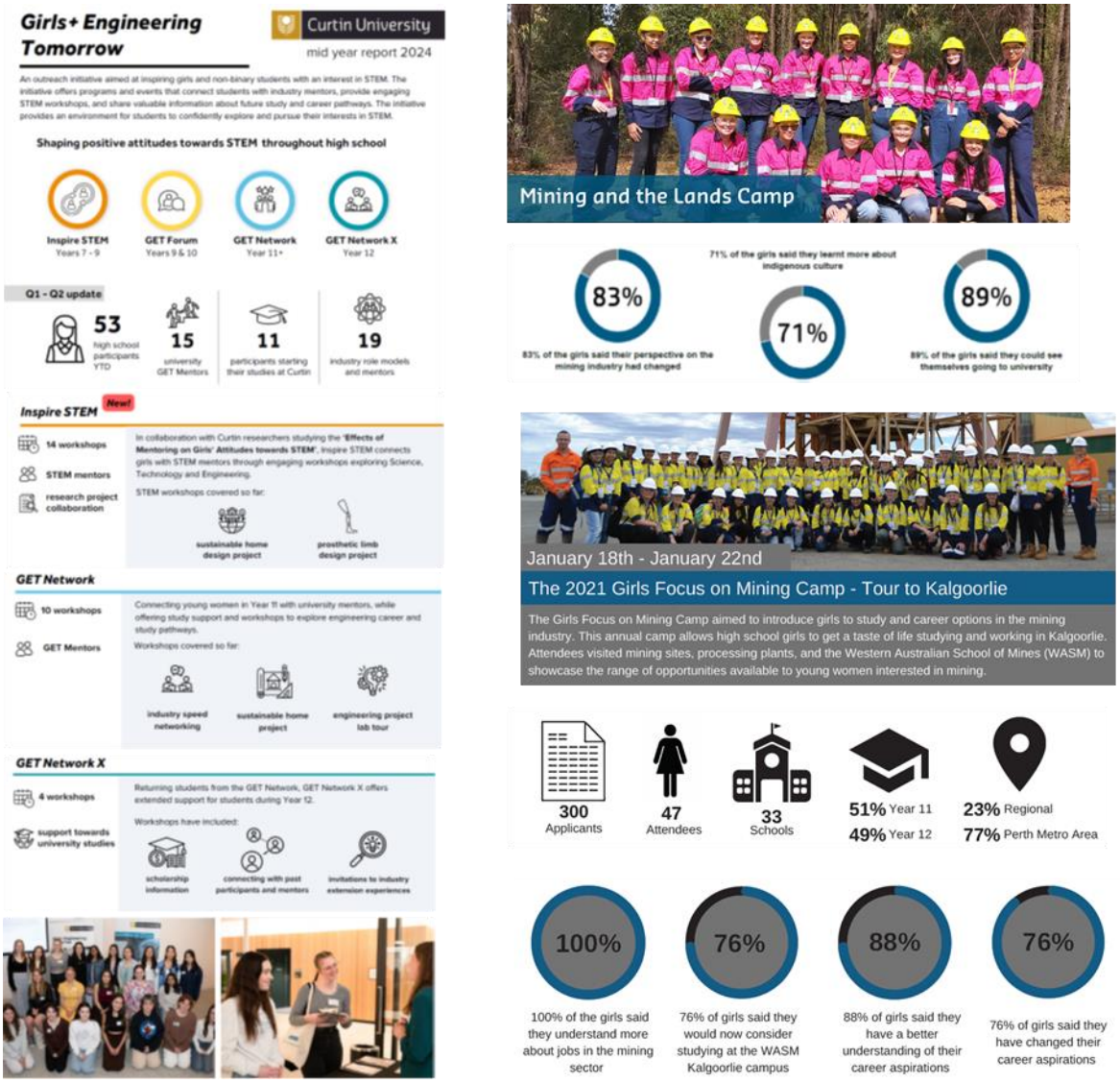


Figure 5 Some of the student outreach activities run by the Faculty of Science and Engineering: GET, Mining and the Lands Camp, and Girls Focus on Mining Camp



Figure 6 Samples of materials used for the promotion of Science and Engineering courses

Table 4 Activities and Outputs that indirectly support to grow and strengthen the pipeline of women in SAE

Note: Unless otherwise indicated, the activities and outputs are applicable university-wide and not specific to SAE

Activity	Output	Progress
GOVERNANCE		
Raise awareness of gender equity, diversity, and inclusion	Establish Faculty-level and School-level Diversity Inclusion and Belonging (DIB) Committees **(SAE-specific)**	The Faculty Equity Diversity and Inclusion Committee was established in 2019 in response to the request of the University Athena Swan Project Lead for each faculty to establish a Gender Equity Working Group. In 2021, the name of the Committee was changed to Diversity Inclusion and Belonging Committee (DIBC) to better reflect intersectionality considerations in gender equity. Currently, the DIBC is concerned with matters relating to "diversity, inclusion, and belonging with a focus on gender equity." By 2022, DIB Committees were established in all 5 Schools of SAE. All committees are active and establishing DIB priorities at Faculty and School levels and provide advice and support to leadership teams in SAE in fulfilling their responsibilities and accountabilities concerning the gender equity, diversity, inclusion and belonging components of the University and Faculty Strategic Plans. A roadshow of the DIB Committee and DAP was conducted to raise awareness of the Faculty commitment and recognise the contribution of the Faculty and School committees to progressing our DIB objectives. This was delivered across 15 presentations to all Faculty groups (Schools/Centres/Office of PVC teams) in partnership with the Faculty DIB Committee Chair and the relative DIB Director.
	Appointment of School/Area-level DIB Directors **(SAE-specific)**	In 2024, DIB Directors have been appointed in 4 out of 5 Schools in SAE, with tenure of 2 – 3 years and workload of 0.2 – 0.4 FTE. The DIB Director for WASM was appointed in early 2025. The DIB Director for Office of the PVC was appointed in late 2025, upon recognising the need for further representation for those staff that are not within a School structure.
	Requirement of 40% of gender representation on committees (ASAP #3.1.2) (includes both academic and professional staff)	All committees in SAE meet or are close to meeting this target: • Faculty Executive Team: 43% women • Engineering Board: 36% women • Science Board: 56% women

		• Diversity Inclusion and Belonging Committee: 78% women • Health and Safety Committee: 44% women • Graduate Studies Committee: 43% women • Research Committee: 44% women • Courses Committee: 44% women • Global Positioning Committee: 40% women
Demonstrate commitment to gender equity, diversity, and inclusion	*SAE Diversity Awareness Program* **(SAE-specific)** SAE initiative to prioritise, implement, and monitor gender equity, diversity, inclusion, and belonging matters, capturing and integrating University, Faculty, and School levels strategies and plans. The 5 pillars of the SAE Diversity Awareness Program are: Gender, Diverse Sex Sexuality and Gender (DSSG), Ethnicity, Disability & Accessibility, and Health & Wellness.	The Program was established in 2022. SAE Diversity Awareness Program (DAP) team consists of DPVC, Chair of the Faculty DIBC, SAE Manager of Strategic Projects, and SAE Athena Swan Project Coordinator. The team meets fortnightly to discuss and progress current issues and action items. In 2025 the program delivered 78% of the planned initiatives. In 2026 the program is being reviewed alongside a new DIB Strategy 2026-2030. The strategy focusses on building maturity in diversity, inclusion and belonging to FET agreed targets over 5 years, with a key milestone gate in 2028 to review and refresh to maintain relevancy. The program has expanded with a 6th pillar focussing on Low Socio-Economic Status for students and staff.
	ASAP #1.1.2 Recognition of EDI contribution in workload allocation	Appointment of School/Area-level DIB directors with minimum 0.2 FTE and maximum 0.4 FTE workload allocation (negotiable with line manager)
	Leadership Targets ASAP #3.2.1 Establish targets for key University, Faculty and School leadership roles for improved gender equity and diversity (at least 30% representation in key leadership roles)	The representation of women in leadership positions has increased from 20% in 2018 to 34% in 2024. (leadership positions include: PVC, DPVC, Deans, Directors, Heads of Schools and their Deputies, Discipline Leads, and Facility Leaders and Theme Leads at Centres and Institutes within the Faculty)
	Student Support and Safety Information Pack **(SAE-specific)** PowerPoint slide deck resource capturing and summarising all the support services available for students, including counselling and wellbeing advice, disability and accessibility support, career advice, international students support, health	The information pack was developed by the MLS DIBC in 2022 and was initially distributed to students in MLS. The information pack was made available to all students in SAE in Semester 2, 2024. The slide deck is presented in classes during the first week of semester and made available in Blackboard for each unit, and also included in the list of resources in each School Blackboard site. The information contained in the slides are reviewed and updated every semester.

<table>
<tr><td></td><td>services, Aboriginal and Torres Strait Islander students support, LGBTIQ+ support, campus safety, online safety, and respectful relationships.</td><td></td></tr>
<tr><td>STAFF-FOCUSED</td><td></td><td></td></tr>
<tr><td rowspan="2">Provide support mechanisms for women academics</td><td>Program to support Early Academic Careers (PEAC)

PEAC aims to provide participants with tools and resources to better navigate and progress within their academic careers.</td><td>PEAC was established in 2019 as part of Curtin's Athena SWAN project (ASAP #4.2.3) and initially targeted women in early academic roles. Following the success of the program in 2019, the program was extended to include early academic staff of all genders. Participation is by invitation-only for approximately 30 early-career academics, across all Schools and Faculties. Heads of Schools are invited to nominate two early-career academic staff, one of whom is a woman and the second from any gender.

Participation rate of women academics from SAE: 15 – 22%.</td></tr>
<tr><td>Leadership Courses

Curtin Leadership Courses provided by People and Culture (Organisational Learning Unit):

• Strategic Leadership Program
Program for those in senior roles or stepping into them (academic level C and above; professional level 10 and above)
• Leading Excellence Program
Program for those in leadership or line management roles, or stepping into them (academic level B and above; professional level 7 – 9)

The programs aim to improve leadership capability, culture and collaboration, reflecting the Curtin 2030 Strategy on a Page Implementation Priorities for 2024/2025 (ASAP #3.2.3, 3.2.4, 4.2.2, and 4.3.1)</td><td>The programs have been offered annually since 2023 offering opportunity to develop leaders at the University and cover three core themes: having effective conversations, navigating change and uncertainty, and building team cohesion. In 2025, 24 places are available for SAE staff (both academic and professional staff). In SAE, programs participants are nominated by PVC and Heads of Schools. The table below shows improved representation of women, particularly women academic staff, being nominated to participate in these programs over the years.

<table>
<tr><th rowspan="2">Program</th><th colspan="2">Academic Staff Participants</th><th colspan="2">Professional Staff Participants</th></tr>
<tr><th>Women</th><th>Men</th><th>Women</th><th>Men</th></tr>
<tr><td colspan="5">2022</td></tr>
<tr><td>Strategic Leadership</td><td>0</td><td>5</td><td>0</td><td>0</td></tr>
<tr><td>Leading Excellence</td><td>3</td><td>6</td><td>0</td><td>0</td></tr>
<tr><td colspan="5">2023</td></tr>
<tr><td>Strategic Leadership</td><td>1</td><td>3</td><td>2</td><td>1</td></tr>
</table>
</td></tr>
</table>

		Leading Excellence	0	1	2	0
		2024				
		Strategic Leadership	3	7	1	1
		Leading Excellence	4	6	2	2
		2025				
		Strategic Leadership	5	7	0	0
		Leading Excellence	3	6	2	1
	Academic Carer Support Scheme (ACSS) Initiative to provide financial assistance to enable academics, particularly early-career and mid-career, who have carer responsibilities to participate in activities that significantly contribute to their career development	The scheme is open to all genders; however, the majority of recipients are women academics (88% in 2022; 89% in 2023; 94% in 2024). Women from SAE accounted for 71% of women recipients in 2022, 13% in 2023 and 35% in 2024.				
	Peer Networking for Promotion Program (PN4P) University's Gender Equity and Inclusion initiative designed to support women and individuals of diverse sex, sexuality and gender (DSSG) who are seeking promotion. It was established in response to requests for mentoring assistance for those seeking academic promotion and was designed as a complement to the currently available promotion workshops at university and faculty levels (ASAP #6.2.2).	The PN4P pilot program was successfully run in 2023, with participation of 8 and 3 women academic staff from SAE as mentees (out of total 25 mentees) and mentors (out of total 11 mentors), respectively. The full program was launched in 2024, with participation of 11 and 2 women academic staff from SAE as mentees (out of total 37 mentees) and mentors (out of total 10 mentors), respectively.				
Review recruitment framework and strategies	*Provost Fellow Project* 2022 Project: Examining and interrogating senior academic leadership recruitment processes and practices to attract and recruit women to Curtin (report 2023)	Project outcomes include evaluative framework for recruitment, recommendations for recruiting women senior academic leaders to Curtin, and recommendations for improving gender equity at Curtin. Key recommendations include: specific suggestions to enhance recruitment communications and materials and to tailor recruitment materials to the role instead of generic position statements; actions to support women in the recruitment process;				

		mandate and ensure balanced recruitment panel where recruitment chair and all panel members have recently completed the Unconscious Bias Training.
	Unconscious Bias Training (ASAP #2.1.2) Training for academic leaders, managers, chairs of key University, Faculty, School, Promotion and Selection committees	Currently, online training is available for hiring manager/Chair and selection panel members (Recruitment and Selection online course through iPerform). In 2023, 335 staff members in SAE completed the online training course. The training is required for staff involved in selection panels, but there is no accountability check.
	Minimise Gender Bias (ASAP #6.1.2) Minimise gender bias in recruitment materials and processes.	Minimise gender bias in recruitment materials: • Textio in place for all recruitment advertisements ensuring gender neutral language in candidate information is standard practice. • Talent Acquisition consultants receive training and support to draft adverts in gender neutral tones. Minimise gender bias in recruitment processes • Unconscious Bias training (online) is encouraged for all members of interview panels and managers. • Foundations of Inclusive Practices training (online) is required for all panel members The University recently released Inclusive Language Guide (2024) document which will provide further guidance to minimise gender bias in recruitment materials and processes. Key principles include: focus on the person first, use a strengths-based approach, follow the lead of the person, context matters, avoid assumptions, relevance of personal characteristics, and clear communication. The Guide will be reviewed and updated regularly to reflect changes in language. "All staff, students and representatives of the University are expected to use inclusive language when conducting the business of the University, except where contrary to a local law or regulation in the relevant jurisdiction."

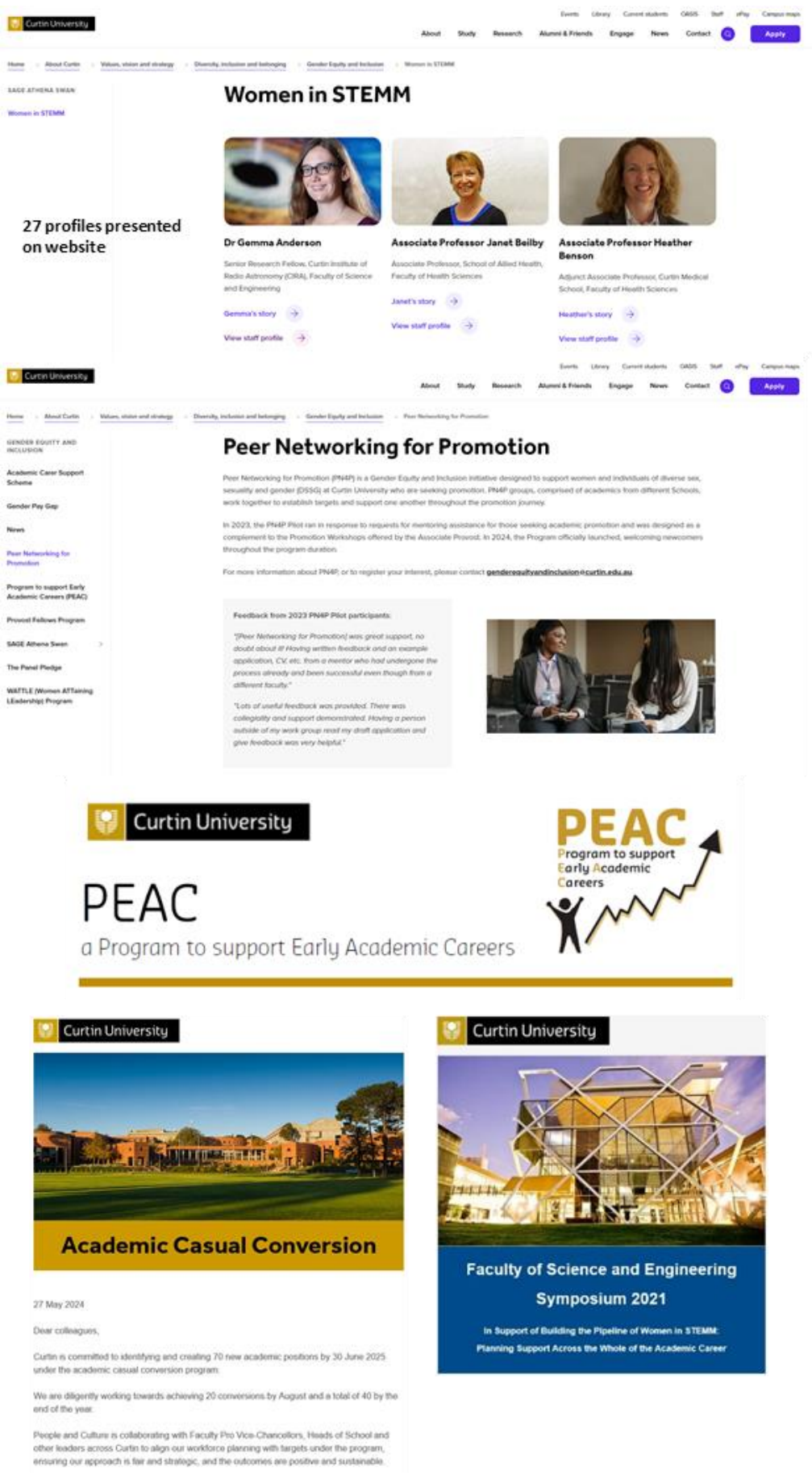


Figure 7 Examples of staff-focused activities and outputs in SAE

A broad set of initiatives has been implemented to strengthen the SAE pipeline (Tables 3 and 4). In 2018, action plans were already in progress and working groups established to advance Athena Swan. However, the COVID-19 pandemic disrupted these efforts with budget restrictions and a recruitment freeze following a sharp drop in international enrolments (up to 16% in SAE in 2021). While women's staff retention rates held steady, recruitment freezes limited gains in representation, and budget pressures stalled conversion of fixed-term to continuing contracts (ASAP #6.1.4).

These constraints also delayed recommendations from the 2021 Benchmarking Study:

Structured and bespoke mentoring programs: Instead of developing mentoring programs within the Faculty, SAE is supporting the University's initiative, which forms a part of another Cygnet

Affirmative action hiring practices for recruitment has taken a staged approach: in 2022 the recruitment framework was revised to require gender balance in shortlists producing incremental gains once the freeze was lifted. SAE is now considering women-only recruitment in some Schools to accelerate progress.

4. Outcomes

In identifying the strategic initiatives to address the Key Barrier 'lack of women in SAE academic pipeline', the following desired outcomes were determined:

1. Increased proportion of women students in SAE
2. Shift in the distribution and increased representation of women across all academic levels in SAE

Data collected between 2018 and 2024 have demonstrated overall improvement of the representation of women in SAE. There have been incremental increases in the overall number of women students and academic staff in SAE, and there have been improvements in gender balance in SAE with increases in women academic staff representation at all levels (Figure 8). Further details of the recorded outcomes are provided in Table 5.

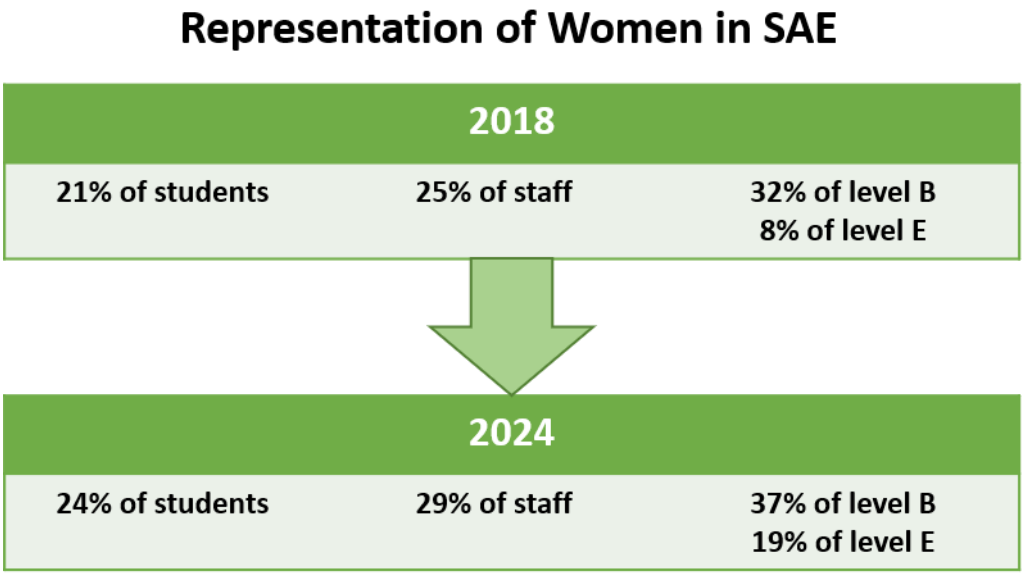


Figure 8 Summary of changes in the representation of women in SAE from 2018 to 2024

Table 5 Summary of outcomes from implementation of strategic initiatives and ASAP items, including governance initiatives, to address the Key Barrier

Strategic Initiative/Success Measure	**Outcome**
Governance	
Establish DIB Committees at Faculty and Schools levels	DIB Committees at Faculty and Schools levels were established in 2019-2022.
ASAP #1.1.2: Local area gender equity champions contribution recognised in workload allocation	From 2024, School-level DIB directors have 0.2 – 0.4 FTE workload allocation
ASAP #3.1.2: 40% either gender representation on committees	Currently, except for the Engineering Board (36% representation of women), all committees within the Faculty meet this requirement (40-78% representation of women)
Desired Outcome 1: Increased proportion of women students in SAE	
Student Outreach and Recruitment Number/proportion of women students enrolled in SAE	Overall, the proportion of women students in SAE has *increased* from 21% (2018) to 24% (2024) (Figure 9). At undergraduate level, the proportion of women students in SAE has *increased* from 18% (2018) to 22% (2024) (Figure 9). At HDR level, the proportion of women students in SAE remained constant at 32% (Figure 9). In 2024, women student representation in MLS reached 50% (Figure 10).
Desired Outcome 2: Shift in the distribution and increased representation of women across all academic levels in SAE	
Talent Retention	
Representation of women academic staff in SAE	Overall, the proportion of women staff in SAE has *increased* from 25% (2018) to 29% (2024) (Figure 13). MLS continues to have the highest women academic representation (42-44%) (Figure 14).
Gender balance across all academic levels (ASAP #2.2.1 Positive change in academic and leadership profiles when considered through a gender and diversity lens)	Gender balance across all academic levels in SAE has *improved*, with *increases* in the representation of women across all levels, especially at the senior level (level E) (Figure 15). There is also a *shift* in the distribution of women academic staff at lower levels (levels A and B), where currently there is a *higher* proportion of women staff at level B than level A (Figure 15).
Proportion of women staff applying for promotion and their success rates (ASAP #6.2.2)	Overall, the promotion success rates of women academic staff have *increased* from 76% (2018) to 94% (2024) (Table 6). While the success rate increased, the proportion of applications from women did not increase indicating the need for further action (Further Action 2.4).

Proportion of women academic leavers (ASAP #6.3.1)	Slightly lower retention rate among women academic staff compared to men academic staff, with the lowest retention rate at level A and the highest retention rate at level E (Figures 17 and 18)
ASAP #6.1.4 Number of women staff on Continuing contracts	The proportion of women staff on Continuing contracts has *increased* from 20% (2018) to 23% (2023) (Figure 19). However, among the women academic staff, the proportion of staff on Continuing contracts has decreased from 46% (2018) to 41% (2024), since the number of women academic staff on Fixed-term contracts has increased to a greater extent (32% increase from 2018 to 2024; only 7% increase for Continuing contracts). The proportion of staff on Fixed-term contracts has also been higher among women academic staff (53-61%) compared to men academic staff (38-47%) (Figure 19).
Succession Planning	
Proportion of women staff in leadership positions (ASAP #3.2.1: At least 30% representation across key leadership roles)	The representation of women in leadership positions has increased from 20% in 2018 to 34% in 2024 (Figure 20). (leadership positions include: PVC, DPVC, Deans, Directors, Heads of Schools and their Deputies, Discipline Leads, and Facility Leaders and Theme Leads at Centres and Institutes within the Faculty)
Participation of women staff in career development programs (ASAP #3.2.3)	Women academic staff in SAE have been encouraged to participate in and nominated to various career support and development programs run by the University, e.g., Curtin Leadership Courses, PEAC, and PN4P.
Women in SAE Attraction	
Proportions of women applying for positions, shortlisted, and appointed in SAE (ASAP #6.1.1, 6.1.2, 6.1.3)	Increasing number of women applicants for academic positions in SAE (2021: 29%; 2023: 41%) and increasing proportion of women shortlisted (2021: 35%; 2023: 44%) (Figure 21).

4.1. Women Students in SAE

At undergraduate level, the proportion of women students in SAE has increased from 18% in 2018 to 22% in 2024 (Figure 9). The number of women students in SAE has increased to a greater extent (67%) than men students (26%) from 2018 to 2024. At HDR level, the proportion of women students has remained constant at 32%. The numbers for both women and men HDR students have decreased to similar extents from 2018 to 2024 (women: 28% decrease; men: 30% decrease), demonstrating the significant challenge of recruiting HDR students in general. Among the Schools in SAE (Figure 10), the proportion of women students in MLS reaches 50% in 2024, while CME still has the lowest proportion at 14%, although the number of women students in both Schools increased to greater extents than men students. Outreach activities and recruitment strategies implemented at SAE have shown positive impacts in attracting women students to SAE.

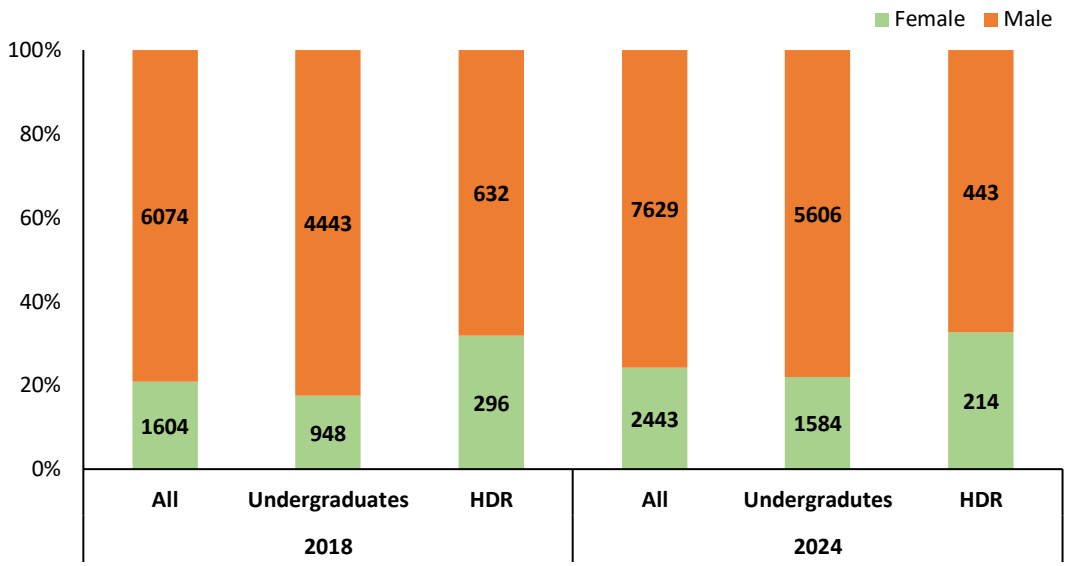


Figure 9 Proportions of female and male students in SAE overall (ALL) and at undergraduate (UDG) and HDR levels (2018 and 2024)

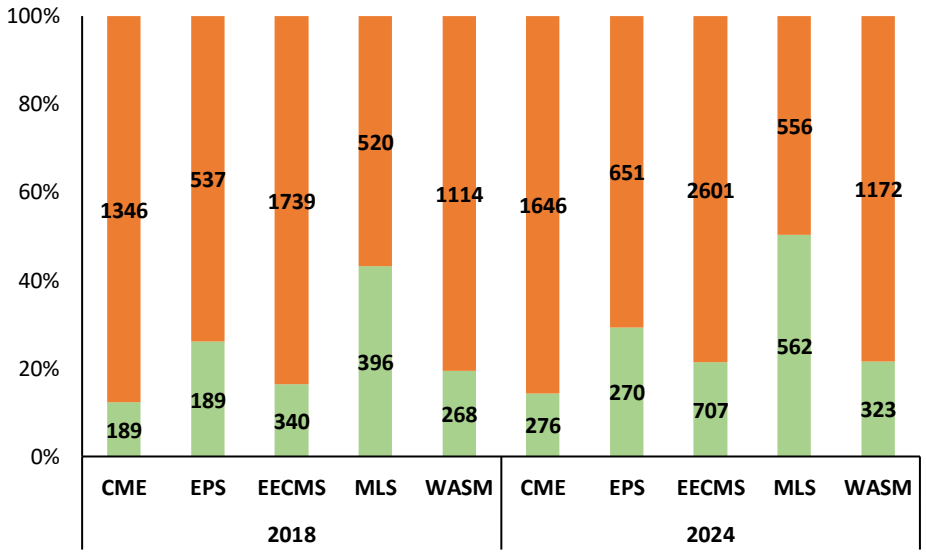


Figure 10 Proportions of female and male students in the SAE schools (2018 and 2024)

4.2. Women Academic Staff in SAE

4.2.1. Women Academic Staff Pipeline in SAE

Changes in the women academic staff pipeline in SAE from 2018 to 2025 are shown in alluvial diagrams (Figure 11), where each line represents an individual career pathway. Key observations include:

The women staff pipeline is growing, particularly at levels B, D, and E

Growth at ALB has been driven by recruitment, with new appointments mainly at ALB in 2023-2024 (versus ALA previously), creating critical mass for future promotions

Growth at ALD and ALE resulted from promotions (2021-2023, 2025) and recruitment (2024)

Both recruitment and promotion have expanded the women's pipeline. In contrast, men's pipeline growth (Figure 12) has occurred mainly through promotion, with new appointments predominantly at ALA and stable ALE numbers despite departures and limited ALE recruitment.

This growth demonstrates that both promotion support and strategic recruitment are needed for strengthening the women's academic pipeline in SAE.

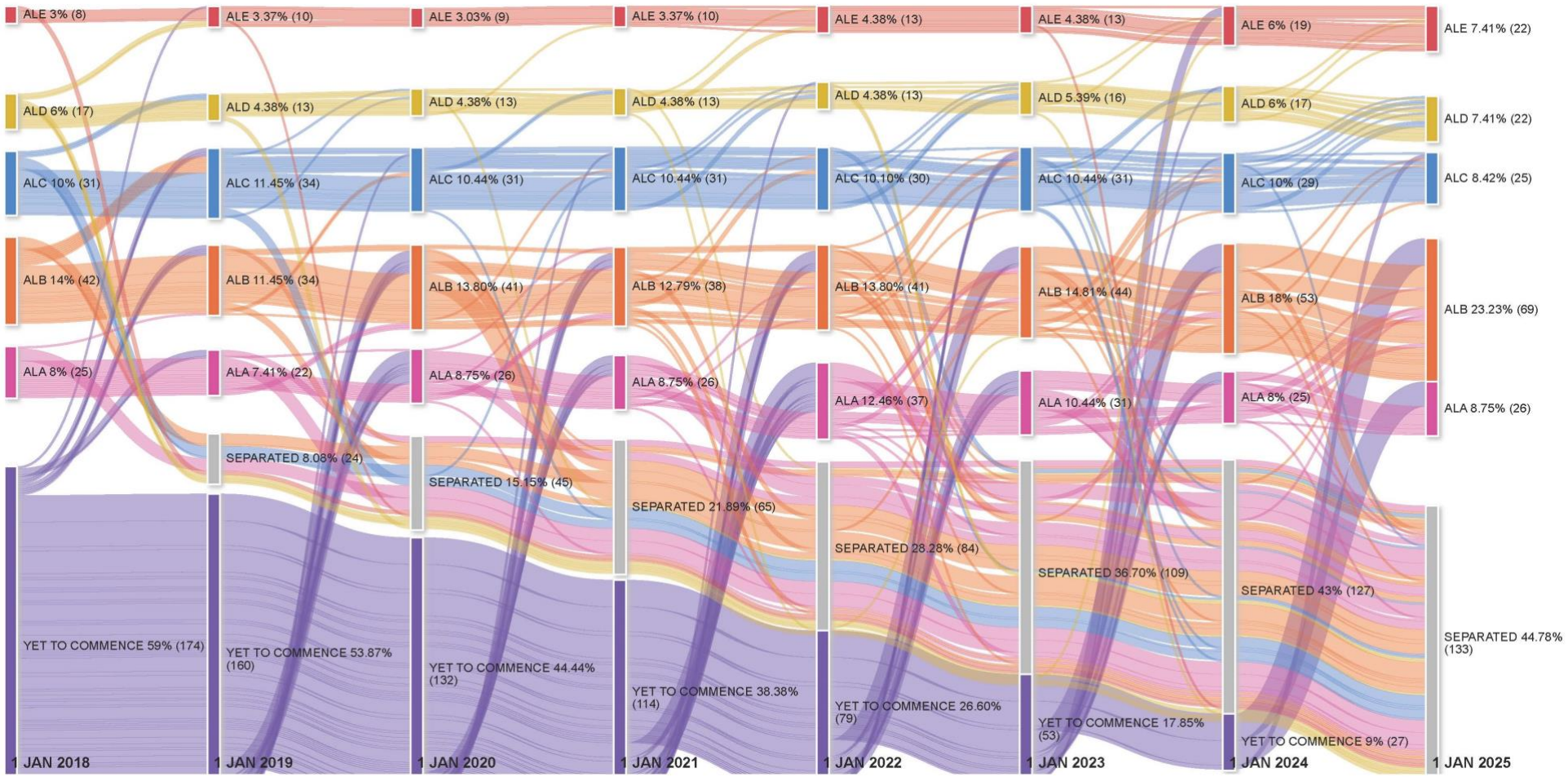


Figure 11 The pipeline of female academic staff in SAE in 2018 – 2025

Note: ALA: Academic Level A; ALB: Academic Level B; ALC: Academic Level C; ALD: Academic Level D; ALE: Academic Level E; SEPARATED: staff who left SAE (cumulative); YET TO COMMENCE: staff yet to be appointed in SAE

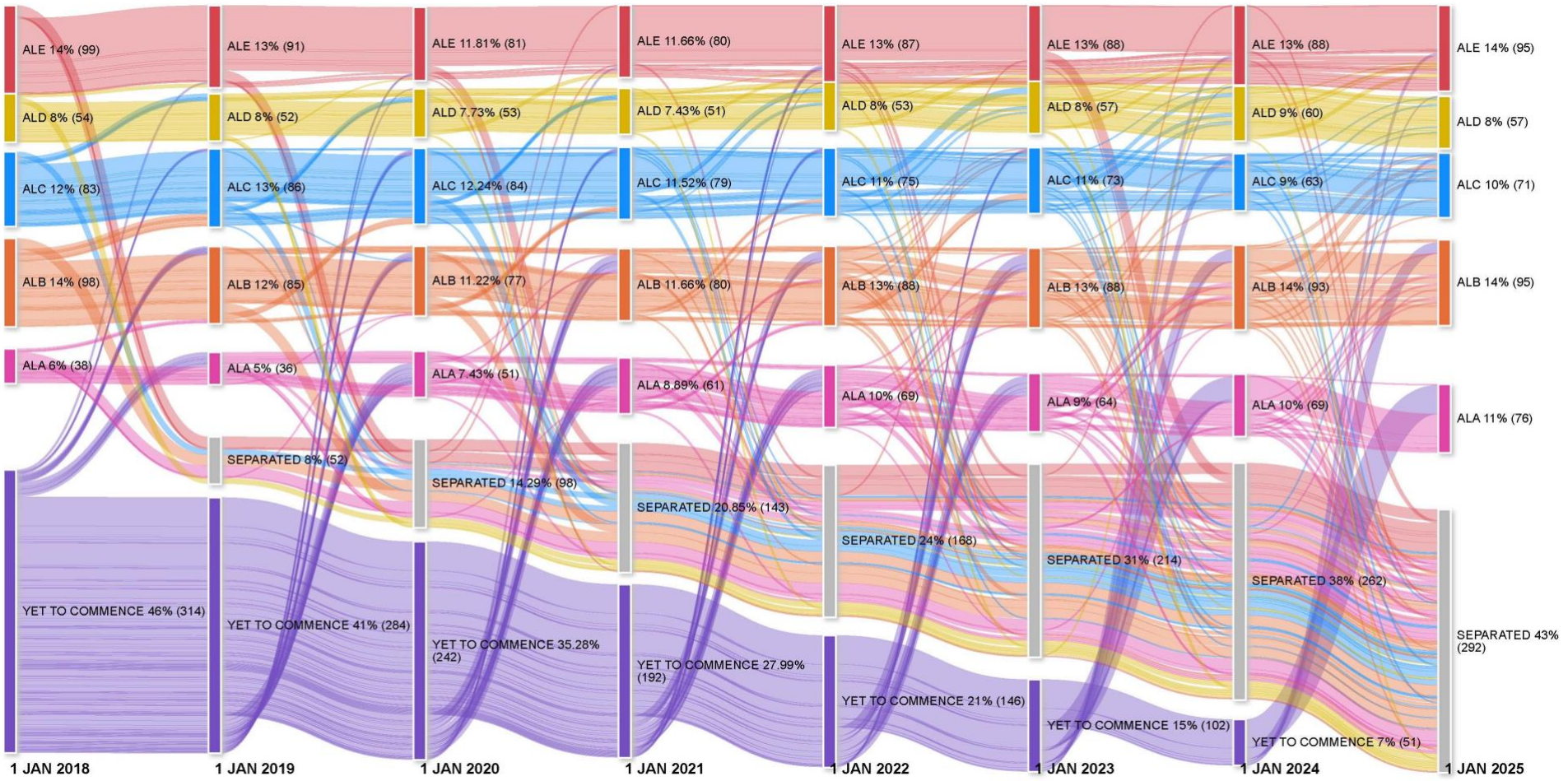


Figure 12 The pipeline of male academic staff in SAE in 2018 – 2025

Note: ALA: Academic Level A; ALB: Academic Level B; ALC: Academic Level C; ALD: Academic Level D; ALE: Academic Level E; SEPARATED: staff who left SAE (cumulative); YET TO COMMENCE: staff yet to be appointed in SAE

4.2.2. Representation of Women Academic Staff in SAE

The proportion of women staff in SAE has increased from 25% in 2018 to 29% in 2024 (Figure 13). Although the overall change is incremental, the number of women staff in SAE has increased more (21%) from 2018 to 2024 than men staff (3%). In EECMS, the number of women academic staff increased from 26 in 2018 to 43 in 2024 (65% increase) (Figure 14), demonstrating an impact of the recruitment strategies.

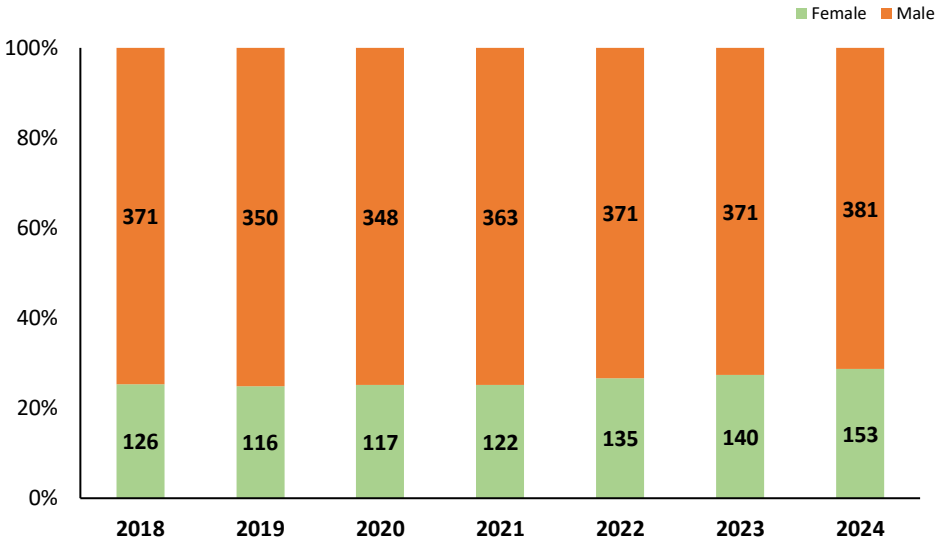


Figure 13 Proportions of female and male academic staff in SAE

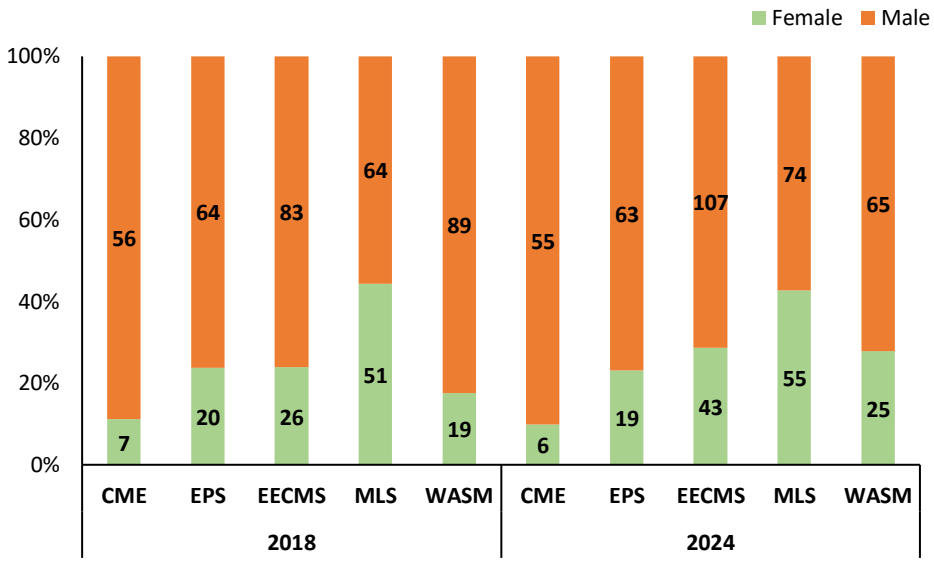


Figure 14 Proportions of female and male academic staff in the SAE schools (2018 and 2024)

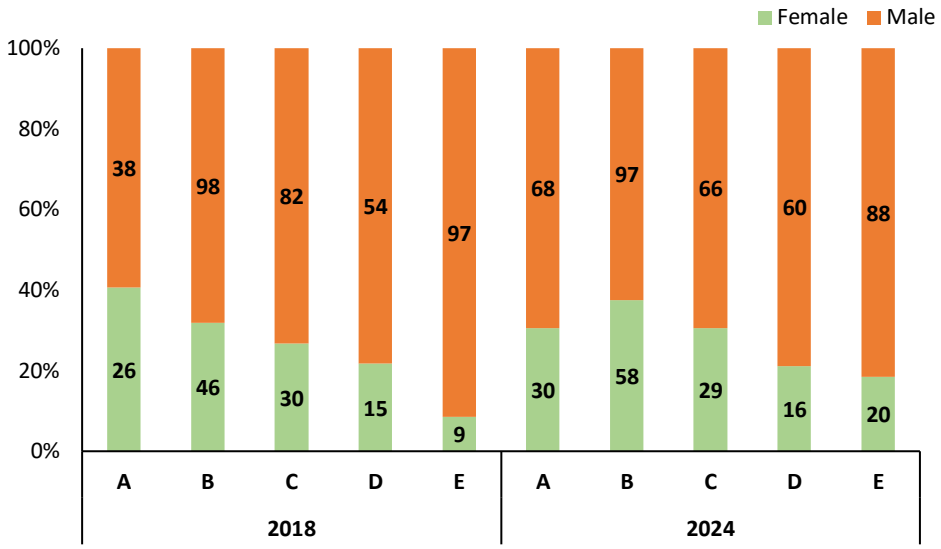


Figure 15 Proportions of female and male academic staff at the different academic levels

Gender balance at academic levels B, C, and E have also improved (Figure 15), and women have had higher promotion success rates than men in most years (Table 6).

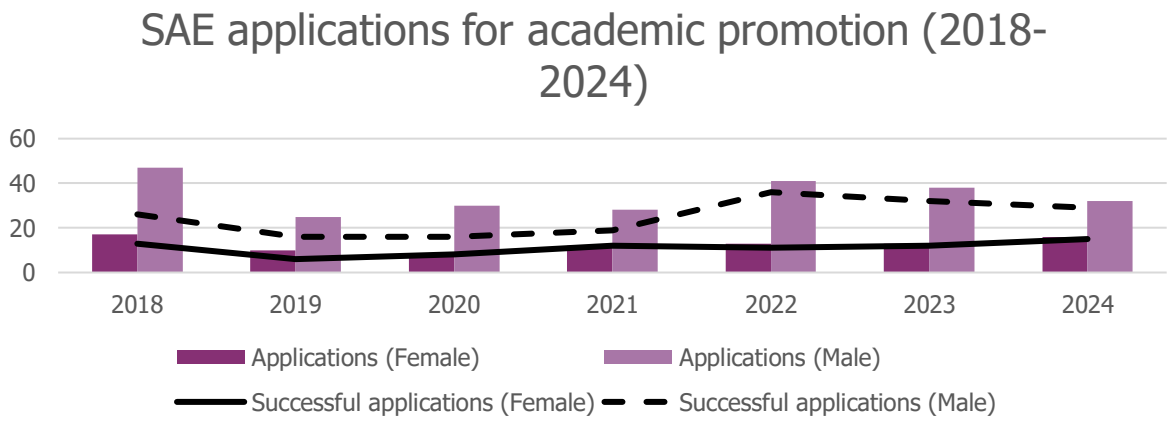


Figure 16 SAE applications for academic promotion (2018-2024)

This gain has strengthened over time (Figure 16). Women's overall promotion success rate rose from 76% in 2018 to 94% in 2024, at least 85% in every year from 2020, while the equivalent rate for men rose from 55% to 91% (Table 6).

Application rates for women remained comparatively steady (9-17% of those eligible), indicating that the gains reflect stronger success once women apply rather than a change in the volume of applications, and are most pronounced at the senior levels, where success rates at levels C, D, and E reached 100% in several recent years. While the smaller number of eligible women means individual-year rates should be read with caution, the sustained improvement across the seven-year period is consistent with the impact of the Faculty's promotion support and mentoring initiatives.

Table 6 Academic staff promotion application numbers and success rates of female (F) and male (M) staff in SAE

2018						
Level	**Eligible**	**Applied (*a* Application Rate)**	**Successful (*b* Success Rate)**	**Eligible**	**Applied (*a* Application Rate)**	**Successful (*b* Success Rate)**
	Female			**Male**		
B	22	0 (0%)	0 (0%)	27	2 (7%)	2 (100%)
C	37	9 (24%)	7 (78%)	91	21 (23%)	12 (57%)
D	26	5 (19%)	3 (60%)	80	15 (19%)	8 (53%)
E	15	3 (20%)	3 (100%)	50	9 (18%)	4 (44%)
Total	**100**	**17 (17%)**	**13 (76%)**	**248**	**47 (19%)**	**26 (55%)**
2019						
Level	**Eligible**	**Applied (Application Rate)**	**Success Rate**	**Eligible**	**Applied (Application Rate)**	**Success Rate**
	Female			**Male**		
B	17	3 (18%)	3 (100%)	21	1 (5%)	1 (100%)
C	29	2 (7%)	2 (100%)	65	11 (17%)	7 (64%)
D	23	4 (17%)	2 (50%)	60	8 (13%)	6 (75%)
E	9	1 (11%)	0 (0%)	34	5 (15%)	2 (40%)
Total	**78**	**10 (13%)**	**7 (70%)**	**180**	**25 (14%)**	**16 (64%)**
2020						
Level	**Eligible**	**Applied (Application Rate)**	**Success Rate**	**Eligible**	**Applied (Application Rate)**	**Success Rate**
	Female			**Male**		
B	21	4 (19%)	4 (100%)	38	1 (3%)	1 (100%)
C	27	1 (4%)	1 (100%)	66	13 (20%)	6 (46%)
D	28	2 (7%)	2 (100%)	69	10 (14%)	5 (50%)
E	9	1 (11%)	1 (100%)	42	6 (14%)	4 (67%)
Total	**85**	**8 (9%)**	**8 (100%)**	**215**	**30 (14%)**	**16 (53%)**
2021						
Level	**Eligible**	**Applied (Application Rate)**	**Success Rate**	**Eligible**	**Applied (Application Rate)**	**Success Rate**
	Female			**Male**		
B	16	2 (13%)	2 (100%)	51	4 (8%)	4 (100%)
C	28	3 (11%)	3 (100%)	64	8 (13%)	4 (50%)
D	30	4 (13%)	4 (100%)	63	9 (14%)	7 (78%)
E	9	3 (33%)	3 (100%)	42	7 (17%)	4 (57%)
Total	**83**	**12 (14%)**	**12 (100%)**	**220**	**28 (13%)**	**19 (68%)**
2022						
Level	**Eligible**	**Applied (Application Rate)**	**Success Rate**	**Eligible**	**Applied (Application Rate)**	**Success Rate**
	Female			**Male**		
B	21	2 (10%)	2 (100%)	51	7 (14%)	7 (100%)
C	37	4 (11%)	4 (100%)	72	15 (21%)	12 (80%)
D	25	7 (28%)	5 (71%)	66	13 (20%)	12 (92%)
E	8	0 (0%)	0 (0%)	40	6 (15%)	5 (83%)

Total	**91**	**13 (14%)**	**11 (85%)**	**229**	**41 (18%)**	**36 (88%)**
2023						
Level	**Eligible**	**Applied (Application Rate)**	**Success Rate**	**Eligible**	**Applied (Application Rate)**	**Success Rate**
	Female			**Male**		
B	20	2 (10%)	2 (100%)	47	7 (15%)	7 (100%)
C	35	5 (14%)	5 (100%)	74	9 (12%)	6 (67%)
D	21	4 (19%)	3 (75%)	53	13 (24%)	12 (92%)
E	10	2 (20%)	2 (100%)	41	9 (22%)	7 (78%)
Total	**86**	**13 (15%)**	**12 (92%)**	**215**	**38 (18%)**	**32 (84%)**
2024						
Level	**Eligible**	**Applied (Application Rate)**	**Success Rate**	**Eligible**	**Applied (Application Rate)**	**Success Rate**
	Female			**Male**		
B	21	4 (19%)	4 (100%)	50	6 (12%)	6 (100%)
C	42	2 (5%)	1 (50%)	76	12 (16%)	10 (83%)
D	24	8 (33%)	8 (100%)	55	6 (11%)	5 (83%)
E	13	2 (15%)	2 (100%)	45	8 (18%)	8 (100%)
Total	**100**	**16 (16%)**	**15 (94%)**	**226**	**32 (14%)**	**29 (91%)**

a Application rate: number of staff applying for promotion relative to the total number of staff eligible for promotion

b Success rate: number of staff successful in promotion relative to the total number of staff who applied for promotion

4.2.3. Retention of Academic Staff in SAE

Retention of men academic staff in SAE has generally exceeded women's retention (average for men: 86%; for women: 82%; Figure 17). Women's retention showed no clear trend but improved 5 percentage points from 2018-2019 (83%) to 2023-2024 (88%). EPS, EECMS, and MLS maintained the highest retention of women (84% average), while WASM had the lowest for both women and men (men: 82%; women: 76%) due to 2022-2023 restructuring that moved staff to EPS.

Level A showed the lowest retention regardless of gender (Figure 18), consistent with fixed-term postdoctoral contracts and the high separations seen in Figures 11-12. Over six years, women's retention at levels B, D, and E increased more than retention of men (level B – men: 0%, women: 19%; level D – men: 11%, women: 19%; level E – men: 9%, women: 39%).

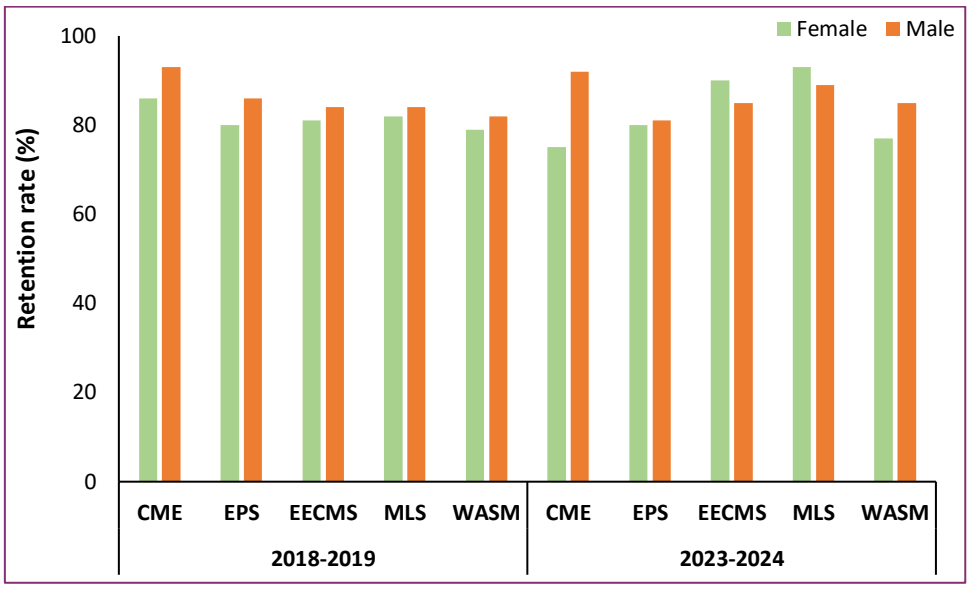


Figure 17 Retention rates of academic staff in SAE schools

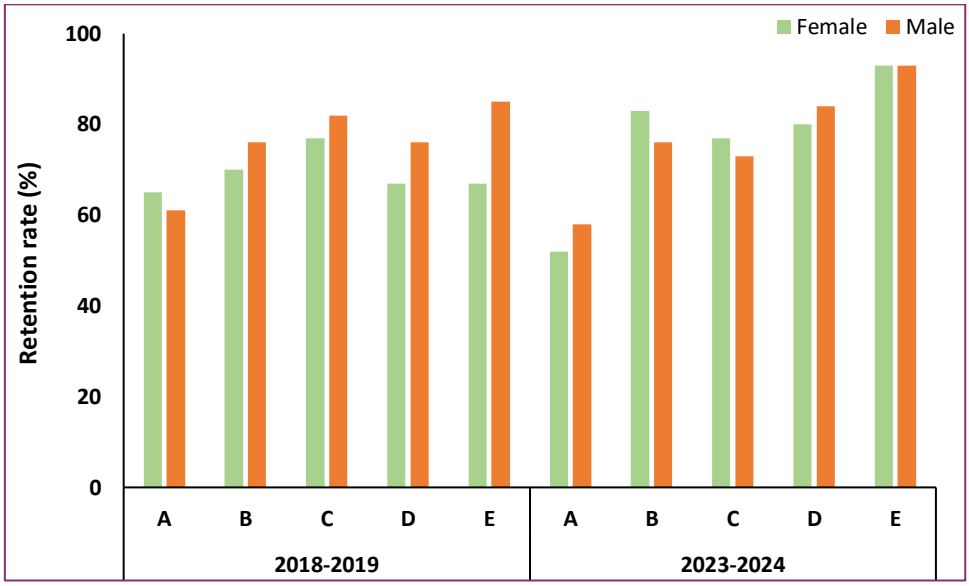
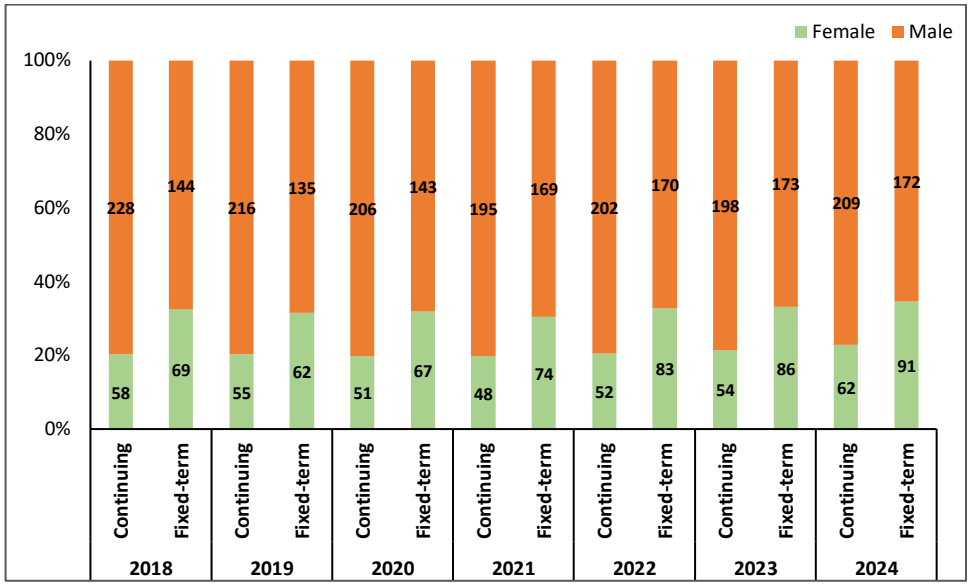


Figure 18 Retention rates of academic staff in SAE at different academic levels

A key retention factor is contract type. The proportion of women staff on Continuing contracts increased from 20% (2018) to 23% (2023) (Figure 19). However, among women academics, Continuing contracts decreased from 46% (2018) to 41% (2024) because Fixed-term contracts grew faster (32% increase vs. 7%). Women academics have consistently had higher Fixed-term contract rates (53-61%) than men academics (38-47%).

Improved promotion success rates and senior-level gender balance (levels C–E) have increased women in leadership positions (Figure 20).



Year	% Fixed-term among female academics	% Fixed-term among male academics
2018	54	39
2019	53	38
2020	57	41
2021	61	46
2022	61	46
2023	61	47
2024	60	45

Figure 19 Proportions of female and male academic staff in SAE with Continuing and Fixed-term contracts

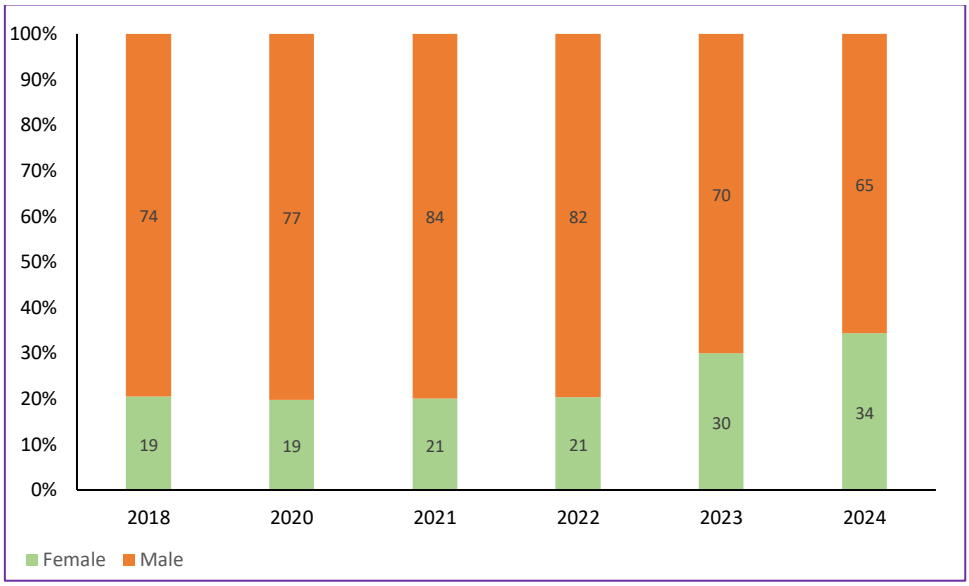
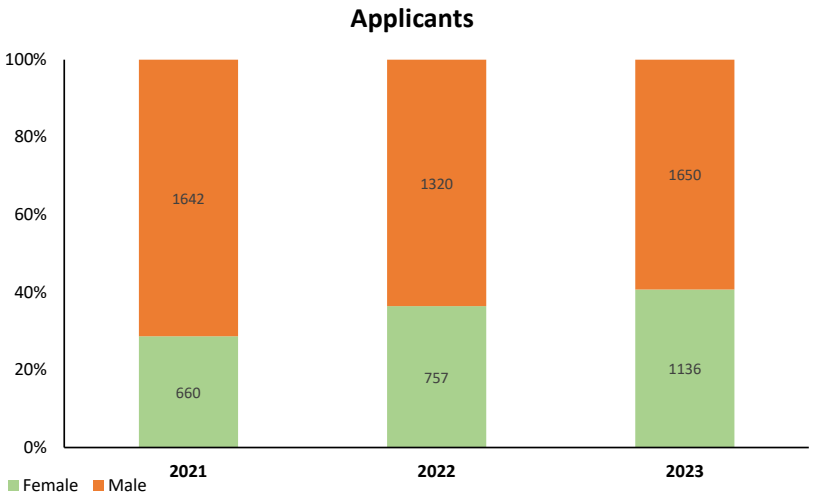


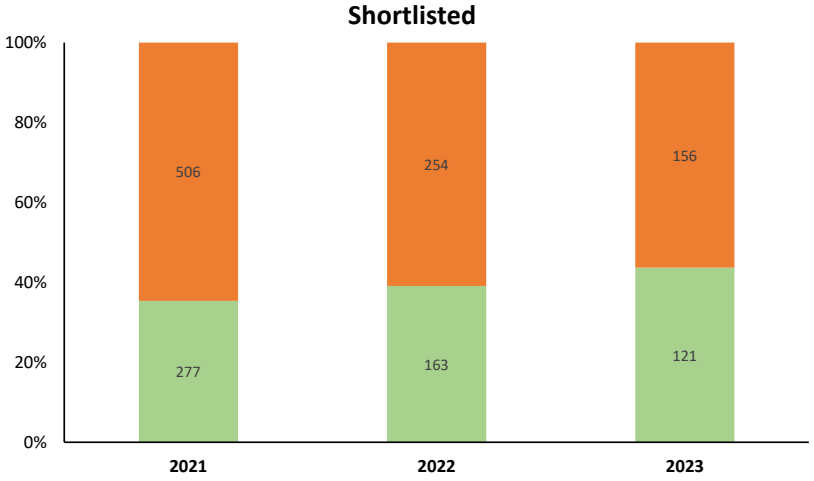
Figure 20 Proportions female and male academic staff in SAE in leadership positions
Note: Includes PVC, DPVC, Deans, Directors, Heads of Schools and their Deputies, Discipline Leads, and Facility Leaders and Theme Leads at Centres and Institutes within the Faculty)

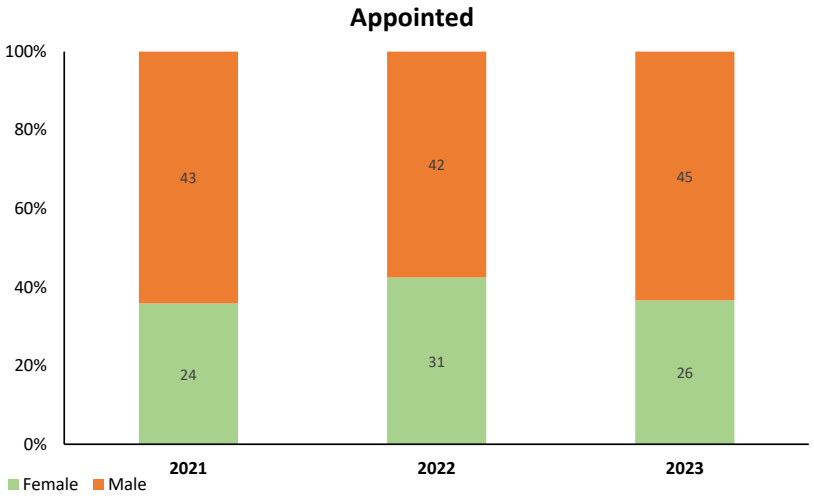
4.2.4. Recruitment of Women Academic Staff in SAE

Recruitment data (2021–2023) show consistent post-pandemic gains: women applicants increased by 72% compared with only 0.5% for men; shortlisted women applicants declined less than men (56% vs 69%); and women made up an increased share of applications, shortlists and appointments (Figure 21). Women's share of shortlists rose from 35% in 2021 to 39% in 2022 and 44% in 2023, reflecting the introduction of the 40:40:20 gender balance shortlist requirement. Appointment outcomes mirrored this shift, with women comprising 42% of appointments in 2022 and 37% in 2023. Success rates were comparable (women: 2.3–4.1%, men: 2.6–3.2%). These results suggest that more women are applying for SAE roles and are competitive with peers who are men. To accelerate progress, further initiatives such as affirmative action hiring – recommended in the 2021 Benchmarking Study – could be considered (see Further Action 2.2).

Women's representation in SAE has improved since Curtin achieved the Athena Swan Bronze Award in 2018, although the pandemic delayed implementation of some planned actions. While gains cannot be attributed to any single initiative, the collective impact of actions taken has produced incremental, positive change. These outcomes underline the need for ongoing, targeted effort to continue building and sustaining the pipeline of women in SAE.







Proportions (%)	2021		2022		2023	
	Female	Male	Female	Male	Female	Male
Shortlisted vs. applicants	42	31	22	19	11	9
Appointed vs. shortlisted	9	8	19	17	21	29
Appointed vs. applicants	4	3	4	3	2	3

Figure 21 Female representation in SAE recruitment process from application to appointment
Note: Only complete data from 2021-2023 are available

4.3. Intersectional Considerations

The incremental changes seen in the number of women students and women's representation in SAE are also reflected in the changes in the number of women international and Aboriginal and/or Torres Strait Islander students, as well as the number of women academic staff who identify as culturally and linguistically diverse (CALD) and those who came from overseas (Tables 7 and 8). These trends suggest that SAE initiatives have had impact across intersectionalities.

From 2018 to 2024, the number of women international students rose by 94% – well above the increase for men international students (58%) and women domestic students (35%) – despite pandemic-related disruptions. Among staff, women from overseas increased by 28% (men: 4%), and women identifying as CALD increased by 45% (men: 16%), reflecting a more culturally diverse cohort of academic women. As staff and students with intersecting equity identities may face compounded challenges, sustained support is essential to strengthening the pipeline.

Progress is less evident for Aboriginal and/or Torres Strait Islander representation (Table 7). Student numbers changed little overall, though between 2018 and 2024 there was a 33% increase in women Aboriginal and/or Torres Strait Islander students (contrasted with an 11% decrease in men Aboriginal and/or Torres Strait Islander students). SAE also appointed its first woman Aboriginal and/or Torres Strait Islander academic staff member in 2024. While recruitment of Aboriginal and/or Torres Strait Islander staff has not been prioritised, supporting students has been – highlighted by the 2021 appointment of a Dean of Indigenous Engagement to build cultural understanding and new pathways for Aboriginal and/or Torres Strait Islander students. Continued investment in these initiatives remains critical to growing participation.

Table 7 International and Aboriginal and Torres Strait Islander students in SAE in 2018-2024

Student group	2018		2019		2020		2021		2022		2023		2024	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Domestic students	1135	4633	1019	4439	1079	4562	1192	4831	1284	4818	1348	4994	1534	5348
International students	467	1441	471	1408	463	1347	399	1184	406	1216	649	1890	908	2280
% International students	29	24	32	24	30	23	25	20	24	20	32	27	37	30
Non-Aboriginal and Torres Strait Islander	1589	6039	1478	5829	1533	5908	1587	6032	1682	6027	1980	6868	2423	7598
Aboriginal and Torres Strait Islander	15	35	13	23	12	19	17	22	20	28	19	20	20	31
% Aboriginal and Torres Strait Islander	0.9	0.6	0.9	0.4	0.8	0.3	1.1	0.4	1.2	0.5	1.0	0.3	0.8	0.4

Table 8 Academic staff in SAE who identify as culturally and linguistically diverse and Aboriginal and Torres Strait Islander, and their country of origin

Staff group	2018		2019		2020		2021		2022		2023		2024	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Country of Origin: Australia	32	85	30	79	25	72	25	77	26	86	29	86	33	84
Country of Origin: Overseas	94	286	86	271	92	276	97	286	109	285	111	285	120	297
% Overseas	75	77	74	77	79	79	80	79	81	77	79	77	78	78
Non-CALD	52	152	48	140	45	130	44	136	46	145	47	137	54	143
CALD	65	194	59	193	63	203	72	213	83	213	87	223	94	226
% CALD	56	56	55	58	58	61	62	61	64	59	65	62	64	61
Non-Aboriginal and Torres Strait Islander	126	371	116	350	117	348	122	362	135	369	140	370	152	378
Aboriginal and Torres Strait Islander	0	0	0	0	0	0	0	1	0	2	0	1	1	3

5. Impact

The implementation of the strategic initiatives, ASAP items, and governance initiatives in SAE to address the Key Barrier has had varied impacts on the lived experiences of women students and academic staff in the Faculty. Impact data were collected through interviews with women academic SAE staff, focus groups with women SAE staff and students (separately), and staff surveys (Table 9). While the data show improved representation of women in SAE, the lived experiences have highlighted areas of improvement that the Faculty needs to address.

Table 9 Sources of qualitative data to assess the impact of the activities and outputs in SAE on the lived experiences of women in the Faculty

Data Collection	Details
Student Focus Group[a]	3 focus groups were conducted in August 2024 by internal facilitators (each 90-minute session) and included open discussion and written responses from participants. Focus Group 1: 4 participants Focus Group 2: 3 participants Focus Group 3: 8 participants
Staff Focus Group[a]	2 focus groups were conducted in September 2024 by internal facilitators (each 90-minute session) and included open discussion and written responses from participants. Focus Group 1: 6 participants Focus Group 2: 3 participants
Staff Interviews[a]	12 formal interviews were conducted in September 2024 (each 60-minute session).
Staff Surveys	Annual staff survey to capture employee satisfaction and sentiment. Data available for 2019, 2020, 2021, and 2023. The same survey questions were administered in 2019-2021. The survey was redesigned in 2022 to better understand staff experiences and to gain more accurate insights to staff opportunities and challenges. The new staff survey was administered in 2023. For this submission, only responses from academic staff in SAE were considered and presented.

[a]Ethics approval was obtained for conducting focus groups and interviews with women staff and students in SAE. All focus groups and interviews were recorded and transcribed automatically using Microsoft Teams. Each transcription was corrected and thematically analysed by Reflexive Thematic Analysis (RTA).

5.1. Student Experience

Feedback from student focus groups highlighted the major attractions for students to study at Curtin (i.e. wide range of courses available with some course combinations not available elsewhere and reputation of Curtin Engineering) and SAE outreach activities. All participants acknowledged that there has been an increase in the number of women doing STEM subjects in high schools and doing science and engineering courses at Curtin in the past five years. However, there are aspects of the lived experience of women students in SAE that need to be addressed. These key challenges and related Further Actions are shown in Table 10.

Table 10 Key challenges identified by women students in SAE

Challenges	Quotes	Further Actions
Theme: Community of women in SAE		
Lack of opportunities for women to work together in spaces	*"…for some of my classes, there's like no woman. And I feel like it's hard for me to ask a question because I'm like, I don't want to make all women look dumb..."*	1.1 1.3 3
Difficulties in finding other women doing the same course	*"It's so intimidating to speak, especially if you're one of the few girls in that class… we should probably have a community of women who are taking all these classes and women who have already taken them, to be able to talk to one another and just, you know, have a bit more of a community kind of thing."*	
Lack of opportunities to network and connect with other women in the field (students and staff)	*"I know students who are girls who dropped out of Computer Science specifically for the reason that they just can't find a community… it's just very hard to go up and ask questions, or even just participating, like in the whole class…"*	
Lack of sense of belonging		
Compounded isolation for women international students		
Theme: Representation of women and women role models in SAE		
Representation among speakers in events is not balanced	*"More female representation on career days… they just don't take any females to their career expos…"*	1.3 2.1 3
Lack of women representation on career days	*"…when you only have male speakers, that's really strange… yeah, very often."*	
Lack of gender diversity among leadership	*"More gender diversity among leadership."*	
Theme: Women-specific support		
Very few scholarships are specifically for women	*"…you know, just more opportunities for women to work together in spaces."*	1.2
Lack of safe space for women students to share experiences	*"…but we don't talk about development. How do we further our position, you know? Do I want to go into a technical role or do I want to go into leadership? Do I want to do a bit of both and how do I get there? You don't see that and I feel like this is part of the leaky part, that when you can't envision it, you don't want to get there because it's very vague. You want to know that you're working towards something, and what part of it do I have control over? How do I set myself up?... Like how work works. I want to be able to pick the best option, so I have a bit of, you know, stability."*	
Events for women do not focus on women		
Lack of women-focused space		
Lack of women-focused programs		
Lack of information on career paths and journeys for women	*"Female-specific career information and the reality of field experiences and how to deal with that?... Like little tips and tricks to sort of help me along the way."*	

5.2. Staff Experience

Participants in the staff focus groups and interviews acknowledged that there has been overall increased awareness in women representation in SAE and the need to improve the current representation, with some actions implemented and intentional efforts made leading to improved representation of women in SAE, especially at the senior level and in leadership positions, and improved gender balance in leadership teams. Overall work environment and workplace support have improved and senior leaders have been seen to be more proactive in empowering and supporting women. Some challenges remain, affecting the experiences of women academic staff in SAE with compounded intersectional factors (Table 11).

Challenges associated with academic promotion, career pathways, and leadership opportunities were also raised in the focus groups and interviews. These challenges will be addressed as part of other Cygnets as they are not necessarily specific to SAE and are relevant University-wide.

Table 11 Key challenges identified by women academic staff in SAE

Challenges	Quotes	Further Actions
Representation of women in SAE		
Influence of men-dominated culture on women representation at School and Faculty events	*"There have been times when our School and our Faculty have sponsored events that have been male-only speakers, with a token female. I think that has to change."*	2.1 3
Lack of initiatives to showcase women staff	*"It's still really quite a masculine environment…"*	
Still men-dominated staff overall	*"I'm taking an intersectionality lens to this as a woman, not just a woman, but a woman of colour… often you feel that you have to labour 300% to be recognised."*	
Lack of good women role models impacting the pipeline of women in SAE	*"…lack of really good female role models as leaders… I don't know too many women who I look up to as a role model, certainly in my field."*	
Lack of men's understanding of the importance of role models for women students and junior women academics	*"…what I do have a query or concern around is the extent to which women are being nurtured internally to move into those (leadership) roles…"*	
Women's leadership should be normalised		
Recruitment		
In practice, recruitment panels in SAE are often not gender-balanced	*"…balance of panel matters… who's chairing the panel matters as well."*	2.2 3
Selection panels chairs need to be properly trained	*"…you need women on panels."*	
Lack of awareness of the new recruitment framework in SAE	*"…we do tend to shortlist a lot of women. So that is happening. But yeah, for a long time that wasn't emphasised, but it is now."*	
Awareness and intentionality to shortlist women	*"We've not been brave enough to do female only recruitment… there are men in the faculty who don't believe in it… I mean, if we're still*	

Some resistance towards women-only recruitment initiative	*complaining or saying that we don't have enough females, why don't we try a female only recruitment process?"*	
Peer-support for women		
Support for women to apply for promotion as soon as possible to grow the pipeline	*"I had so much support… if I were left to my own devices, I would have taken a much longer time to get to that point (promotion) and feel confident enough."*	2.3 3
Need more ways to connect with other women to create networks, and with senior women and women in leadership (role models)	*"I see that in a lot of women that I talked to, they need female to female peers, you know… they need that support base before they will go (for promotion)… but particularly in a male dominated field, it's probably the lack of feeling of that support and confidence from your peers, because for women work is also a peer support group. It's a network… it's social as well as work."*	
Lack of peer support for women in some areas in SAE		
Lack of support network for women staff and opportunities to build community and foster sense of belonging	*"… when you're represented less, it's harder to find a community…"*	
Women need different support at different career stages	*"I've started a community of practise… and most of the people that come along to those meetings are women. So I think women are looking for those opportunities to come, to, you know, form a community."*	
Masculine culture and environment in SAE	*"It's still really quite a masculine environment in, in the way lots of things are conceived and communicated."*	
	"Well, awareness is one thing, and acceptance is another… acceptance of different styles of communication, different ways of working, different meeting styles or leadership styles… that acceptance empowers women to want to be there and want to perform better."	

5.3. Staff Perceptions

Curtin University conducted annual staff surveys in 2019, 2020, 2021 and 2023. The responses of academic staff in SAE to these surveys (response rates: 26.9 – 36.9%) were evaluated to gain further insights to their perspectives.

Some gendered impacts were demonstrated by the agreeance levels in relation to questions listed in Table 12, where the responses of men academic staff generally showed higher level of agreement than those of women academic staff, suggesting different perceptions and experiences between men and women in SAE in these areas. Further investigations on these specific areas are needed to address the observed gendered impacts (see Further Action 2.1-2.3).

Table 12 Survey questions and corresponding agreeance rates where gendered impacts were evident

Survey Question	2019		2020		2021		2023	
	F	M	F	M	F	M	F	M
I feel diversity, equity and inclusion is genuinely valued and supported in my work area	62%	71%	66%	71%	60%	71%	67%	77%
I have sufficient opportunities to discuss ways to improve my performance and develop my career	45%	55%	56%	65%	65%	58%	49%	53%
I am comfortable putting forward ideas for improvement	65%	75%	68%	78%	75%	77%	68%	75%
Communication in my work area is honest and open							55%	70%
My experience and expertise are respected by my line manager							71%	83%
In my work area, gender-based harassment and sexual harassment is not tolerated							82%	93%
I would feel safe raising workload issues with my line manager							73%	81%
I feel comfortable expressing my true feelings among my peers							60%	68%

5.4. Perceptions on Governance Initiatives

SAE acknowledged the need to improve governance to raise awareness of, and demonstrate commitment to, gender equity, diversity, and inclusion, thus providing effective support mechanisms to diverse groups of staff and students. Two key governance initiatives were implemented by the Faculty:

- Establish Diversity Inclusion and Belonging (DIB) Committees at Faculty and School levels, including appointment of School-level DIB Director (0.2 – 0.4 FTE) who leads the School-level committee
- Establish SAE Diversity Awareness Program

All participants of student focus groups were not aware of these initiatives, while some participants of staff focus groups and interviews were aware. Some of those who were aware of these initiatives have noticed improvements in the way the DIB Committee functions (Table 13). There were also participants who were cynical and critical of the lack of action from the committees and those who were not aware questioned the visibility and communication of these initiatives and their impacts within the SAE community (Table 13).

Table 13 Staff perceptions on governance initiatives

Feedback from Staff Focus Groups
"I think it's (committee) an avenue, you know… you can raise your voice there… at least we are talking now. We're talking and then the next step would be, how do we then shift, you know, shift gears to actually take action?"
"So we have the Diversity Committee. But have I seen anything come out of them? No. Have I heard anything from them? No, not really."
Feedback from Staff Interviews
"I think we are seeing impacts, but that's because there's really great support… in terms of feeling part of a community, where we all share the same aims and goals, it's been fantastic for me and I think for everybody on the Committee... people keep asking to join it… which never happened before… I got more volunteers than I had positions… people really do see the need for change and they want things to be different, and they see that they can be different… So I can't point to this outcome or that outcome, but I can point to a Committee that's really engaged and making great suggestions and people are doing stuff… I feel like there's a good momentum."
"I don't see any tangible outcomes out of that… One of my staff was co-chair of that. He resigned… he felt very much like he was just there as a box-ticker, and that part of the problem they had was that there was no FTE assigned to the staff in that School level committees. Now I think that's been fixed…"
"So the only way that those groups (committees) can be useful is as an advisory body to the Head of School or the senior leadership, the executives of the school. And someone has to hold the Head of School, who does have the authority accountable, for actual outcomes. Those can be measured by those committees, but they can't be enacted by them because they simply don't have authority."
"I don't even know that it exists… I've never seen anything. Nothing circulated. I don't remember any minutes or specific changes that are going to be made in the School because of this… No idea."

6. Further Action

Post-Bronze Award, Curtin identified the lack of women in the SAE academic pipeline as the key barrier to attraction, retention, and progression. In response, the Faculty implemented student- and staff-focused initiatives, leveraged University resources, and introduced governance measures to strengthen the pipeline. These actions have led to growth in women student numbers and a more balanced distribution of women across academic levels. However, impacts on lived experience remain uneven, with staff and student feedback highlighting areas needing improvement. Prioritised actions have since been aligned with the SAE Diversity, Inclusion and Belonging (DIB) Strategy 2026–2030 and its 2026 Diversity Awareness Program, alongside Faculty and University Strategic Plans, to further advance women's representation and lived experience in SAE. Each action below is attributed to its DIB Strategy driver, banded against the Program's delivery horizons (0–12, 12–24 and 24–48 months), and given success indicators referenced to the Strategy's maturity model, which targets a shift from a 2026 baseline concentrated in the Compliance and Programmatic bands to a majority of themes at Integrated/Advancing or above by 2030. Consistent with the Strategy's 10/20/70 knowledge-transfer model, the emphasis falls on role-based and social learning — promotion, recruitment, career conversations, mentoring and leadership behaviour — rather than on awareness training alone. Application of the broader view of the culture change levers and the impact the DAP has on these works towards building sustainable and embedded outcomes for the SAE Faculty.

Table 14 Further actions to continue to grow and strengthen the pipeline of women in SAE

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe (start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets / Success Indicators**
STUDENT-FOCUSED						
1.1 Driver: DAP – Mentoring Program Visibility / Peer	The outcomes from the student focus groups highlight the challenges faced by women students in SAE (difficulties in	**Action:** • Pilot the Diversity Space as Women in STEM Space in 2025 - achieved • Provide sufficient resource and support for Women in STEM Space - achieved	2025–2028 (0–12 months, then ongoing)	• Faculty DIB Committee Chair • School DIB Directors	SAE DPVC	• **Outcomes:** • Improved sense of community and belonging

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible** **for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
support forums and Community of Practice visibility (SAE DIB Strategy 2026–2030, 2026 Diversity Awareness Program).	connecting with other women and building a community of women, experiences of isolation especially among international students with compounded impacts of gender and culture biases) and the need for a women-focused space for women students to connect, share experiences, and work together.	• Provide opportunities for women students to connect with each other, and for women students to connect with women staff, utilising this Space – achieved and ongoing • Extend space programming to include HDR students and staff **Output:** • Women in STEM Space in operation from Semester 1, 2025 - achieved • Appointment of a staff member to manage the Space (fixed appointment at 0.5 FTE) - achieved • Effective communication of the availability of Women in STEM Space to all staff and students in SAE (e.g. through intranet, emails, newsletters) - achieved and ongoing • Embed the Women in STEM Space as a key Faculty 70% role-based learning setting under the DIB Strategy 10/20/70 model, hosting peer support forums and Communities of Practice rather than functioning solely as a physical facility.				among women students in SAE with the provision of Women in STEM Space and relevant resources. Indicators: • Monitor and evaluate the use of Women in STEM Space • Feedback from users • Maturity target: advance Mentoring Program Visibility from Programmatic/Developing (2026) to Integrated/Advancing by 2028, per the DIB Strategy maturity distribution.

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
						• Culture-change lever: capability building and visibility/messaging.
1.2 Driver: Athena Swan Actions – Women Scholarships (Explore opportunities and sponsors to provide more women-specific scholarships in SAE).	Very few scholarships specific for women are available	**Action:** Explore reasonable opportunities and sponsors to provide more women-specific scholarships in SAE **Output:** Several targeted scholarships available for women students in SAE (for both local and international students)	2025–2028 (0–12 months for first offers; ongoing)	SAE Advancement	SAE DPVC	**Outcomes:** More opportunities for financial assistance for women students via scholarships. **Indicators:** More scholarships are available for and awarded to women students. Maturity target: Women Scholarships to reach Leader-Led/Establishing by 2027 and Integrated/Advancing by 2028. • Culture-change lever: reward and recognition and measuring success.

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
1.3 Driver: DAP – Student Safety and Women Representation Visibility; supported by the Faculty Event Calendar (SAE Intranet).	There is a perceived lack of women-focused events among the women students in SAE (also refer to 1.1)	**Action:** • Review current initiatives on women-focused events - achieved • Create women-focused events to address the needs of current women students in SAE and to showcase women role models – achieved and ongoing • Utilise the space and resources of Women in STEM Space to support women-focused initiatives and events - achieved **Output:** Regular women-focused events in SAE that are relevant for current women students – achieved and ongoing Publish the women-focused event programme through the Faculty Intranet Event Calendar established under the DIB Strategy, so that events are visible and planned across the year rather than ad hoc - achieved.	2025–2028 (0–12 months, then ongoing)	• SAE Student Engagement team • School DIB Committees	SAE PVC	**Outcomes:** Women students in SAE are provided with regular, relevant women-focused events addressing their needs and providing means to create and foster connections among women in SAE. **Indicators:** Feedback from event participants. Maturity target: advance Mentoring Program Visibility from Programmatic/Developing (2026) to Integrated/Advancing by 2028, per the DIB Strategy maturity distribution.

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
						Culture-change lever: capability building and visibility/messaging
1.4	Student focus groups identified compounded impacts of gender and cultural bias for international women students, and isolation across Curtin's global campuses. The SAE DIB Strategy 2026–2030 identifies linking students and staff across global campuses as a priority action, and Low SES student support for travel as a distinct equity need.	**Action:** Link women students and staff across Curtin's Western Australian and global campuses (Dubai, Malaysia, Mauritius, Singapore and Sri Lanka) through the Women in STEM Space and virtual networks. Provide targeted travel and participation support for low SES women students to enable access to Faculty events, placements and networking opportunities. **Output:** Cross-campus women in STEM network established with a focus in sharing experience and stories. Travel support scheme available to low SES women students in SAE.	2026–2028 (12–24 months)	SAE Student Engagement team Faculty DIB Committee Chair SAE Advancement (funding)	SAE PVC	**Outcomes:** Reduced isolation among international and low SES women students in SAE, with improved access to Faculty opportunities. **Indicators:** Participation rates in cross-campus activities, disaggregated by campus. Number of low SES women students supported and feedback on impact. Maturity target: International Student Support and Low SES student support to

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
						reach Leader-Led/Establishing by 2028. Culture-change lever: culture vision and messaging and employee tools
STAFF-FOCUSED						
2.1 Driver: Athena Swan Actions – Women Representation Visibility (Improve representation and visibility of women academics in SAE – seminar series).	*Low representation of women in SAE as barrier to attraction and retention* The outcomes from the staff focus groups and interviews indicate that the awareness of the need for representation of women has improved, but there is still no significant cultural change in SAE. More initiatives to showcase women academic staff are needed since women role models are important to	**Action:** • Improve representation and visibility of women academics in SAE • Create events/platforms to showcase women staff at School and Faculty levels – achieved and ongoing • Ensure gender balance for representations in official Faculty and School events – achieved and ongoing • Ensure gender balance in speakers/presenters for seminars, workshops, panel discussion at School and Faculty levels – achieved and ongoing **Output:**	2025–2028 (0–12 months, then ongoing)	• Faculty General Manager (website) • Heads of School (staff contributions) • School DIB Directors (overall representation)	SAE PVC	**Outcomes:** Improved representation and visibility of women academics in SAE. **Indicators:** • Ongoing feedback from Women staff and student focus groups in SAE demonstrate shifts in culture. • Measure webpage traffic (Women in STEM page)

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
	improve attraction and retention, with more uniform initiatives across Schools and Faculty. In particular, there is a perceived lack of consideration for gender-balanced representation in official events (e.g. speakers or panel members).	• 'Women in SAE' equivalent to 'Women in STEMM' profiles on Faculty website (Women in STEMM profiles are currently in GEI webpage) • Profile/showcase success stories of women academics in Faculty website and intranet – achieved in WiSTEM Space; ongoing on intranet • Deliver events to showcase women academic staff at School and Faculty levels (e.g., events celebrating International Women Day, International Women in Engineering Day, International Day of Women and Girls in Science) - achieved and ongoing • Deliver events utilising the Women in STEM space - achieved • Maintaining gender balance for representations in official events and in speakers/presenters at School and Faculty events – achieved and ongoing Deliver the SAE women academics seminar series identified in the 2026 Diversity Awareness Program as the standing vehicle for visibility, replacing reliance on one-off commemorative events.				• Participants feedback on delivered events • Gender diversity and representation in official events and speaking events in Schools and Faculty Maturity target: Women Representation Visibility to move from Programmatic/Developing (2026) to Integrated/Advancing by 2028. Culture-change lever: visibility/messaging and leadership tools.

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
2.2 Driver: GEI – Recruitment for Diversity (Apply proactive search and gender-balanced shortlisting for academic and leadership roles); Racism Report – embed racial literacy in recruitment merit criteria.	*Targeted recruitment* Implementation of the revised recruitment framework has brought positive incremental changes to the representation of women in SAE. Targeted recruitment for women in SAE may be needed to further improve the representation of women in SAE.	**Action:** Investigate and implement targeted recruitment to further improve the representation of women in SAE, applying the proactive search and gender-balanced (40:40:20) shortlisting requirement set out in the 2026 Diversity Awareness Program, and embedding racial literacy in recruitment merit criteria **Output:** Recommendations on the need for recruitment for women-only positions in specific areas in SAE Recommendations extended to include a Faculty position on affirmative action hiring, as recommended in the 2021 Benchmarking Study and flagged at Section 4.2.4.	2025–2027 (investigation 0–12 months; implementation 12–24 months)	HoS	SAE PVC	**Outcomes:** Further improvements to women representation in SAE. **Indicators:** Number of new women academic staff recruited to SAE. Women's share of shortlists sustained at or above the 40:40:20 requirement (44% achieved in 2023). Maturity target: Recruitment for Diversity to reach Integrated/Advancing by 2028. Culture-change lever: leadership and employee tools and measuring success.
2.3	*Peer support for women academics*	**Action:**	2025–2028 (0–12 months,	• P&C • HoS	SAE PVC	**Outcomes:**

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
Driver: DAP – Mentoring Program Visibility (Peer support forums / Community of Practice visibility); SPI Potential DAP – HDR satisfaction and development.	The outcomes from the staff focus groups and interviews indicate that the masculine work environment in SAE can lead to isolation, lack of community of women academics, and challenges in establishing academic networks and connections, with compounded impacts of gender and culture biases for women academics with CALD background, and for new women staff.	• Provide effective and meaningful on-boarding process for new women staff (provide essential information relevant for all staff, and highlight policies, procedures, and support programs that are more relevant for women staff) - achieved and ongoing • Provide spaces and opportunities for women academics at all levels to connect with each other and form communities, to offer career support, sponsorship, and mentorship to each other - achieved • Develop support groups for women academics at different career stages: early-career, mid-career, and senior levels – achieved and ongoing **Output:** • Improved on-boarding process for new women staff in the Faculty - achieved • Spaces for women academics to connect (e.g. Women in STEM space) - achieved • Deliver opportunities for women academics at all levels to connect with each other and form communities - ongoing	then ongoing)	• School DIB Committees		Improved peer support for women academic staff in SAE. **Indicators:** • Feedback on on-boarding process • Report and feedback from participants on spaces and opportunities provided • Report and feedback on SAE EMCR network and Women Professoriate activities and mechanisms of support Maturity target: peer support and mentoring to move from Compliance/Emerging (2026) to

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
		• Mentorship program for women academics – achieved and ongoing • Support group for early- and mid-career women academics in SAE (e.g. EMCR group in SAE, tapping into the resources of University-wide EMCR Network) Position mentoring, sponsorship and peer networks as 70% role-based and 20% social learning activity under the DIB Strategy 10/20/70 knowledge-transfer model, rather than as awareness training. Extend the peer support model to HDR candidates and supervisors through sharing of best practice across Deputy Graduate Research Directors, supervisors and HDRs.				Integrated/Advancing by 2028. Culture-change lever: capability-building and reward/recognition.
2.4	Section 4.2.2 shows that while promotion success rates for women increased, the proportion of applications from women did not, indicating that eligible women are not applying. The SAE DIB Strategy identifies Academic Promotion as a	**Action:** Finalise, socialise and implement the SAE female academic progression and promotion framework, including a visual representation showing all connected initiatives - ongoing Empower Heads of School to identify eligible women and encourage preparedness and application for	2026–2028 (0–12 months to publish; ongoing thereafter)	Heads of School Faculty DIB Committee Chair People and Culture	SAE PVC	**Outcomes:** The proportion of promotion applications from women rises to match their representation in the eligible pool, closing the application

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible** **for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
	priority theme, with a female academic progression and promotion framework in draft and Heads of School empowered to encourage eligible women through career conversations.	promotion through career conversations – achieved and ongoing **Output:** Published SAE female academic progression and promotion framework – achieved and ongoing Promotion readiness discussions recorded as a standing item in career conversations for eligible women academics. Annual reporting on women's promotion applications and success rates by academic level - achieved				gap identified in Section 4.2.2. **Indicators:** Proportion of eligible women applying for promotion, by level. Promotion success rates for women sustained at or above those for men. Maturity target: Academic Promotion to advance from Programmatic/Developing (2026) to Transformational/Leading by 2030. Culture-change lever: culture vision and messaging, leadership and employee tools and reward/recognition.
2.5	The SAE DIB Strategy identifies Career	**Action:**	2026–2027	Heads of School	SAE PVC	**Outcomes:**

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
	Conversations as a priority theme with both a quantity and a quality dimension, and the 10/20/70 model positions career conversations as a 70% role-based learning lever rather than awareness training. Staff survey results at Section 5.3 show gendered differences in perception that career conversations are well placed to address.	Include professional development planning for diversity awareness as a standard element of all career conversations in SAE. Include workplace flexibility as a standard discussion item in career conversations, in recognition of caring responsibilities. Measure both the quantity and the quality of career conversations, liaising with People and Culture on employee satisfaction ratings – achieved quantity, quality ongoing. **Output:** Revised SAE career conversation guidance incorporating diversity development and flexibility. Annual report on career conversation completion rates and quality ratings, disaggregated by gender.	(0–12 months)	People and Culture Area DIB Directors		Career conversations function as a consistent mechanism for development, flexibility and progression for women academics across all Schools in SAE. **Indicators:** Completion rate of career conversations, disaggregated by gender and academic level. Employee satisfaction ratings for career conversations, by gender. Maturity target: Career Conversations to reach Integrated/Advancing by 2028. Culture-change lever: culture assessment,

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
						leadership and employee tools and measuring success.
2.6	The SAE DIB Strategy identifies Diversity Education as its largest theme, with six actions spanning awareness, allyship, respectful relationships and bystander activity. Staff focus groups reported that awareness of the need for representation has improved without corresponding cultural change, consistent with the Strategy's finding that awareness training alone is insufficient.	**Action:** Deliver unconscious bias workshops with an intersectionality prerequisite for all staff with recruitment, promotion or supervision responsibilities – achieved FET, other leaders ongoing. Deliver Respectful Relationships training and complete leadership-led roll-out of the Bystander Project across SAE. Deliver a consolidated leadership development offering for women in SAE. Deliver ALLY and accessibility/disability awareness training and audit the existing MHFA/First Aid/ALLY poster campaign for reach and effect. **Output:** Completion records for unconscious bias, respectful relationships and bystander training, by Area.	2026–2030 (0–24 months for training; 24–36 months for audit)	Faculty DIB Committee Chair School DIB Directors People and Culture	SAE DPVC	**Outcomes:** Diversity education in SAE shifts from awareness-based delivery to embedded practice, consistent with the 10/20/70 knowledge-transfer model in the SAE DIB Strategy. **Indicators:** Training completion rates by School and by staff category. Change in relevant staff survey items between 2026 and 2028. Maturity target: Diversity Education to reach Integrated/Advancing

Reference [Diversity Inclusion and Belonging Strategy driver]	Rationale/Evidence	Actions & Outputs	Timeframe (start & end) [Diversity Action Plan delivery horizon]	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/Targets / Success Indicators
		Consolidated women's leadership development pathway published and in operation. Completion records for ALLY training				by 2028 and Transformational/Leading by 2030. Culture-change lever: culture visibility and messaging, leadership and employee tools and measuring success.
GOVERNANCE						
3 Driver: DAP – SAE Intranet development (DIB page) and Faculty DIB Committee Pulse Check Survey.	The DIB Committees in SAE have important roles in raising awareness of gender equity, diversity, and inclusion in Schools and Faculty, and providing advice and support to the leadership teams in SAE in fulfilling their responsibilities and accountabilities concerning these issues. However, the outcomes of the focus groups (staff and students) and interviews indicate that there is a lack of	**Action:** Improve awareness, communication and visibility of DIB Committees and their activities at Schools and Faculty levels – achieved and ongoing **Outputs:** • Introduction of DIB Director and DIB Committee members of each School at School-wide event - achieved • Dedicated DIB page on the Faculty intranet featuring the Committees initiatives and activities - achieved • Regular communication/email updates from DIB Director to staff in each School	2025–2028 (0–12 months, then ongoing)	• HoS • School DIB Directors • Faculty DIB Committee Chair	SAE DPVC	**Outcomes:** Staff and students in SAE are aware and supportive of the Faculty and Schools DIB Committees and their initiatives. **Indicators:** Feedback on the function and activities of DIB Committees and DIB Directors at each School. Creation of an information gathering

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
	awareness, communication and visibility of the Committees and their activities at Schools and Faculty levels.	• Complete a DIB roadshow to all areas in SAE - achieved Determine an information gathering process to establish a baseline for awareness and visibility of the Committees.				process to establish a 2026 baseline and demonstrate year-on-year improvement in awareness of DIB Committees. Maturity target: DIB governance and communication to reach Integrated/Advancing by 2028. Culture-change lever: culture visibility and messaging, strategy planning
4	This Cygnet reports at Section 4.3 that intersectional analysis is constrained by data quality and by small cell sizes that require suppression. The SAE DIB Strategy identifies enhancement of SAE DIB data quality and intersectional reporting as	**Action:** Work with People Technology and Analytics to enhance SAE DIB data quality and intersectional reporting, including improved capture of sex and gender as distinct variables – achieved for students; staff ongoing. Establish an annual SAE DIB data report to the Faculty DIB Committee, covering pipeline, recruitment, promotion and	2026–2028 (12–24 months)	Faculty Business Analyst (SAE) People Technology and Analytics Gender Equity and Inclusion	SAE PVC	**Outcomes:** SAE decision-making on gender equity is informed by reliable, intersectional data, addressing the data limitations acknowledged throughout this submission.

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
	a Gender Equity and Inclusion priority to inform decision-making.	retention disaggregated where deidentification is permitted. **Output:** Annual SAE DIB data report presented to the Faculty DIB Committee and Faculty Executive. Documented improvements to sex and gender data capture, addressing the limitations set out in the note on terminology - achieved for students; staff ongoing.				**Indicators:** Annual DIB data report delivered and used in Faculty planning. Maturity target: DIB Data to reach Integrated/Advancing by 2028. Culture-change lever: culture visibility and messaging, measuring success.
5	Staff focus groups reported that cultural change in SAE requires visible leadership rather than committee activity alone. The SAE DIB Strategy identifies Male Champions of Change and Leadership Champions as priority actions, and its assessment of culture-change levers identifies	**Action:** Establish a Male Champions of Change group in SAE, with senior men in leadership roles accountable for advancing gender equity. Ensure senior leaders visibly champion mental health, wellbeing and inclusion initiatives across the Faculty. Strengthen reward and recognition so that inclusive behaviours and contributions are visibly valued, including through the RISE	2026–2030 (12–24 months to establish; 24–48 months to embed)	SAE PVC Heads of School Faculty DIB Committee Chair	SAE PVC	**Outcomes:** Gender equity in SAE is visibly led and rewarded at senior level, addressing the reward and recognition gap identified in the SAE DIB Strategy culture-change lever assessment. **Indicators:**

Reference [Diversity Inclusion and Belonging Strategy driver]	**Rationale/Evidence**	**Actions & Outputs**	**Timeframe** **(start & end)** [Diversity Action Plan delivery horizon]	**Person/Group responsible for implementing action**	**Senior Leader accountable for action delivery**	**Desired Outcomes/Targets /** **Success Indicators**
	reward and recognition as the area requiring most strengthening.	staff recognition program – achieved and ongoing. **Output:** SAE Male Champions of Change group established. DIB contribution recognised in the RISE program - achieved.				Male Champions of Change group active. Number of DIB contributions recognised through RISE, by gender. Improvement in staff survey results on leadership commitment to equity between 2026 and 2028. Maturity target: DIB Data to reach Integrated/Advancing by 2028. Culture-change lever: culture visibility and messaging, champion development and senior leadership engagement.


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