

Curtin University

Curtin University
Gender Equity and Inclusion Report: Institutional Context

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Contents

Acknowledgement of Country 2
Key terms 3
List of Tables 4
List of Figures 4
Glossary of Terms and Abbreviations 5
Overview 6
University Size, Structure and Governance 7
University Strategic Plan 10
Gender Equity and Inclusion at Curtin 11
  Gender Equity and Inclusion Strategic Overview 11
  Diversity, Inclusion and Belonging Governance 13
Student and Staff Demographics 15
  Student overview 15
  Student Intersectionality 16
  Staff overview 17
  Gender reporting and metrics 22
Attraction, Retention and Progression 23
  Staff Survey 24
Embedding Athena Swan 26
  Athena Swan Structure and Governance 26
  Bronze to Cygnets 27
Contextual considerations 29

Acknowledgement of Country

We value and respect the stories, traditions and living cultures of all people on the Curtin University campuses. We acknowledge the First Nations Peoples of the lands which form Curtin's global footprint. We acknowledge the Traditional Owners and Custodians of the unceded lands on which Curtin Boorloo (Perth) is situated, the Whadjuk Noongar People, and pay our respects to Elders past and present.

Key terms

A note on terminology:

- Neither sex nor gender are binary:
    - Sex and gender are related concepts. 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.
- Sex and gender cannot be used interchangeably. This is a data limitation in Curtin's current data capture systems.
- Curtin-captured data and publicly available data follows the Australian Bureau of Statistics' (ABS) 2020 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. Hence, for the purposes of this report we have used "female" or "male" to refer to the Curtin-captured dataset, and "woman" or "man" to refer to people.

The signifier X indicates the self-identified categories "intersex, indeterminate, or unspecified", as well as non-binary people. X is reported within the category "woman" or "female" 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 report was retrieved from the People and Culture Data and Reporting team. This data is inclusive of Curtin employees working on our global campuses, but not employees of Curtin partner organisations, unless otherwise noted. All staff demographic data is captured at 1 September 2025 unless otherwise specified.

Curtin University student data used in this report was retrieved from the Office of Strategy and Planning.

Program and initiative data used in this report was retrieved from Gender Equity and Inclusion, the Gender Research Network, the People and Culture Data and Reporting team and the People and Culture Curtin Leadership Series team.

Note: This Institutional Context follows the structure of the SAGE Athena Swan Cygnet applications. It has not been submitted and is still subject to further consideration.

List of Tables

Table 1 GEI programs and initiatives 12
Table 2 2025 student gender composition by faculty and school (headcount) 15
Table 3 All staff headcount by gender (2025) 17
Table 4 All staff headcount by employment type and gender (2025) 18
Table 5 All staff headcount by contract type and gender (2025) 18
Table 6 Academic staff headcount by academic level and gender (2025) 19
Table 7 STEMM position gender composition (2025) 19
Table 8 Gender composition of academic and professional Curtin staff in 2025 by faculty and school/areas 20
Table 9 Aboriginal and/or Torres Strait Islander staff gender breakdown (2025) 22
Table 10 Culturally and Linguistically Diverse (CALD) staff gender breakdown (2024) 22
Table 11 Staff with disability gender breakdown (2025) 23
Table 12 Examples of Curtin staff benefits and provisions which may impact attraction, retention and progression 23
Table 13 Ngalang Waangi and Staff Survey diversity and Inclusion questions by year 24
Table 14 Athena Swan KPAs and Cygnet barriers 28
Table 15 Factors impacting the implementation of work on SAGE Athena Swan KPAs 29

List of Figures

Figure 1 Curtin University's global ranking 6
Figure 2 "2024 at a glance" from Curtin University Annual Report 2024 6
Figure 3 Curtin University campus locations 7
Figure 4 Curtin University's governance structure as of Jan 2025 7
Figure 5 Curtin University's organisational structure under the Vice-Chancellor 2024 8
Figure 6 Structure of Curtin University's academic portfolios with nominated leadership positions (as at 31 March 2017) 9
Figure 7 Structure of Curtin University's academic portfolios (December 2020 to 2024) 9
Figure 8 Curtin University Strategic Plan 10
Figure 9 Curtin University Gender Equity and Inclusion Strategic Overview 11
Figure 10 Examples of GEI programs and initiatives 11
Figure 11 Curtin University's Diversity, Inclusion and Belonging governance structure (2024) 13
Figure 12 Equity and diversity committees across Curtin Faculties and Schools and global campuses (2024) 13
Figure 13 Curtin DIB timeline 2015-2025 14
Figure 14: 2025 student gender composition 15
Figure 15 Student headcounts across 2020-2024 16
Figure 16: Intersectional equity student data 2024 17
Figure 17 Academic staff by level and gender (2025) 19
Figure 18 Staff age headcount gender breakdown (2025) 22
Figure 19 (L-R) Samantha Owen, Director GEI, Elizabeth Baca, Program Coordinator, GEI, Lilly Heseltine, Project Assistant, GEI 26
Figure 20 Curtin University SAGE Athena SWAN Action Plan themes and sub-themes 27

Glossary of Terms and Abbreviations

ASAP	Athena Swan Action Plan
CALD	Culturally and Linguistically Diverse
DAIP	Disability Access and Inclusion Plan
DIB	Diversity, Inclusion and Belonging
DSSG	Diverse Sex, Sexuality and Gender
EBA	Enterprise Bargaining Agreement
F	Female
GEI	Gender Equity and Inclusion
HC	Headcount
HS	Faculty of Health Sciences
M	Male
SAE	Faculty of Science and Engineering
SAGE	Science in Australia Gender Equity
SES	Socioeconomic Status
STEMM	Science, Technology, Engineering, Mathematics and Medicine
WGEA	Workplace Gender Equality Agency
X	Intersex, indeterminate, or unspecified

Overview

Established in 1986 and opening its doors to students in 1987, Curtin University takes its name from former prime minister of Australia, John Curtin, and continues to embrace his philosophy to 'look ever forward', instilling a culture of innovation in its teaching and research, and inspiring staff and students to strive for a better future for all.

A culturally diverse and inclusive university with a global focus, Curtin encourages the development of career-ready, well-rounded individuals. The university offers a wide range of undergraduate and postgraduate courses in business, humanities, health sciences, resources, engineering and science. A combination of first-rate resources, staff and infrastructure makes Curtin a major contributor to tertiary education, both within Australia and internationally.

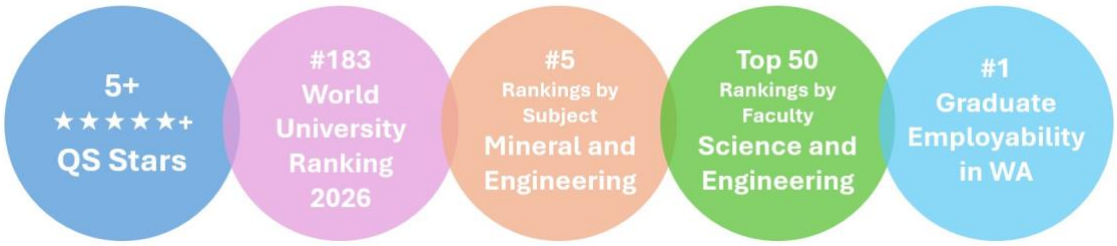


Figure 1 Curtin University's global ranking

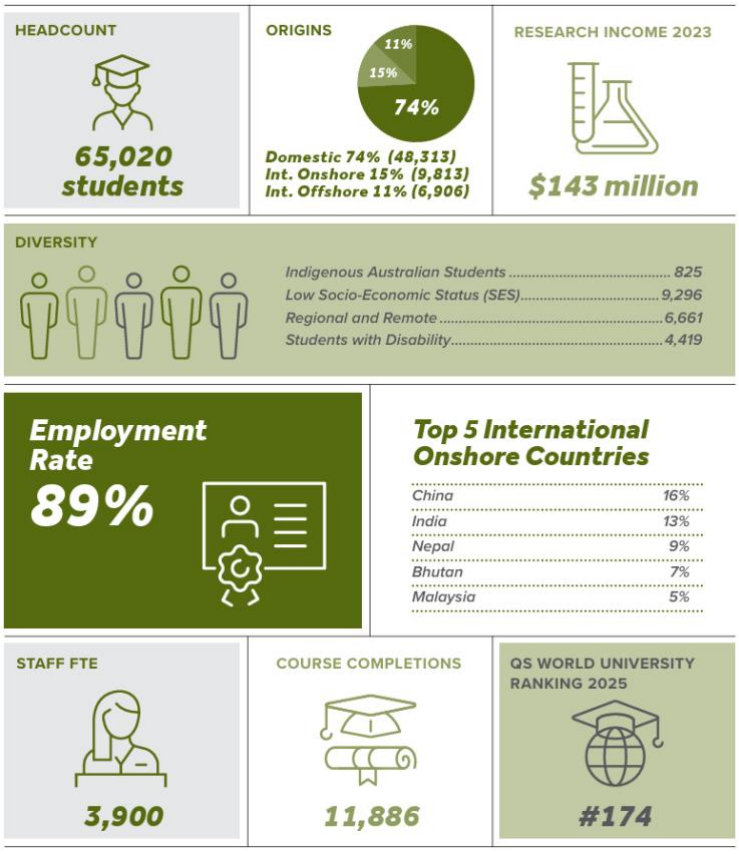


Figure 2 "2024 at a glance" from Curtin University Annual Report 2024

Curtin ranks in the top 1% of universities worldwide according to the prestigious Academic Ranking of World Universities and in the top 50 for Science and Engineering Faculty rankings (QS World University Rankings 2025). As the only Western Australian university to achieve 5+ QS stars from Top Universities, Curtin ranks first for graduate employment in WA. Curtin graduates have been rated the best in Western Australia for overall employer satisfaction according to the latest QILT Employer Satisfaction Survey.

University Size, Structure and Governance

The University's largest campus, Curtin Perth, is in the suburb of Bentley. There are four other sites in the Perth central business district, a campus in east metropolitan Midland and a regional campus in Kalgoorlie. Our global campuses are in Malaysia, Singapore, Dubai, Mauritius and Sri Lanka (Figure 3).

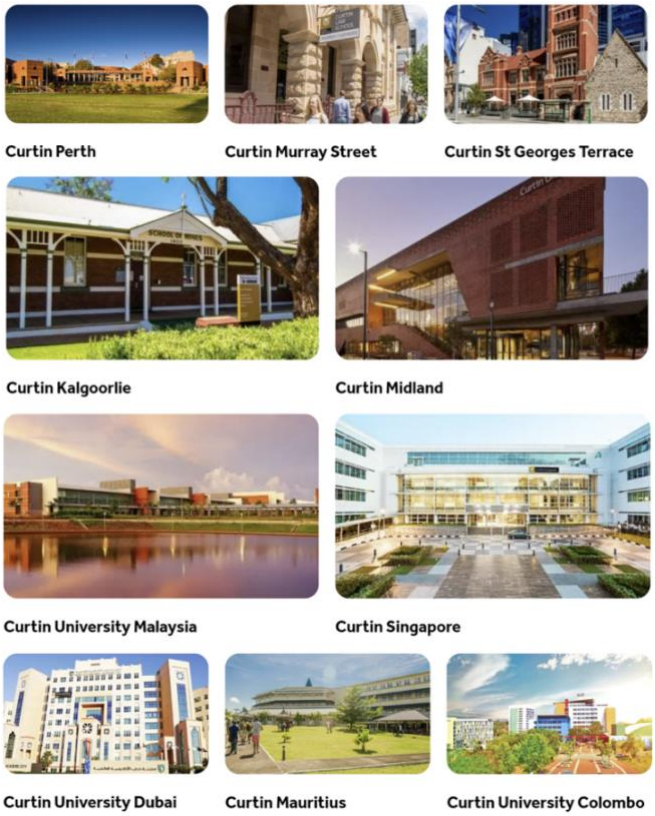


Figure 3 Curtin University campus locations

The University Council (53% women) is Curtin's governing body, with powers set out in the Curtin University Act 1966 (WA). The Council comprises the Chancellor, Vice-Chancellor, members appointed by the Governor, co-opted members, elected academic and non-academic staff representatives, student representatives, graduate representatives, and the Chairperson of the Academic Board. The Senior Executive Team (SET) (39% women) serves as an advisory body to the Vice-Chancellor regarding strategic and operational issues. All decisions are actioned in accordance with the Register of Delegations.

Error! Reference source not found. shows the structure of the University's governing committees under the Vice-Chancellor and Council. Figure 5 shows the organisational structure of under the Vice-Chancellor.

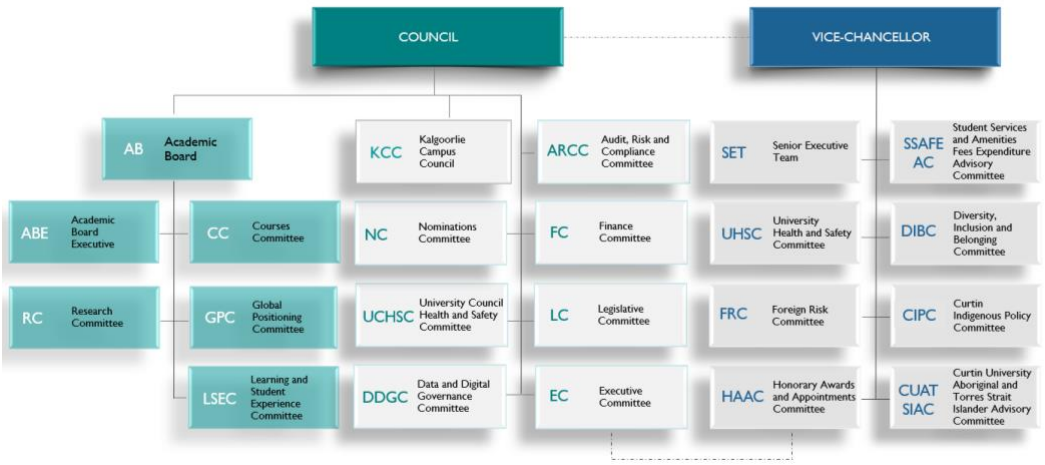


Figure 4 Curtin University's governance structure as of Jan 2025

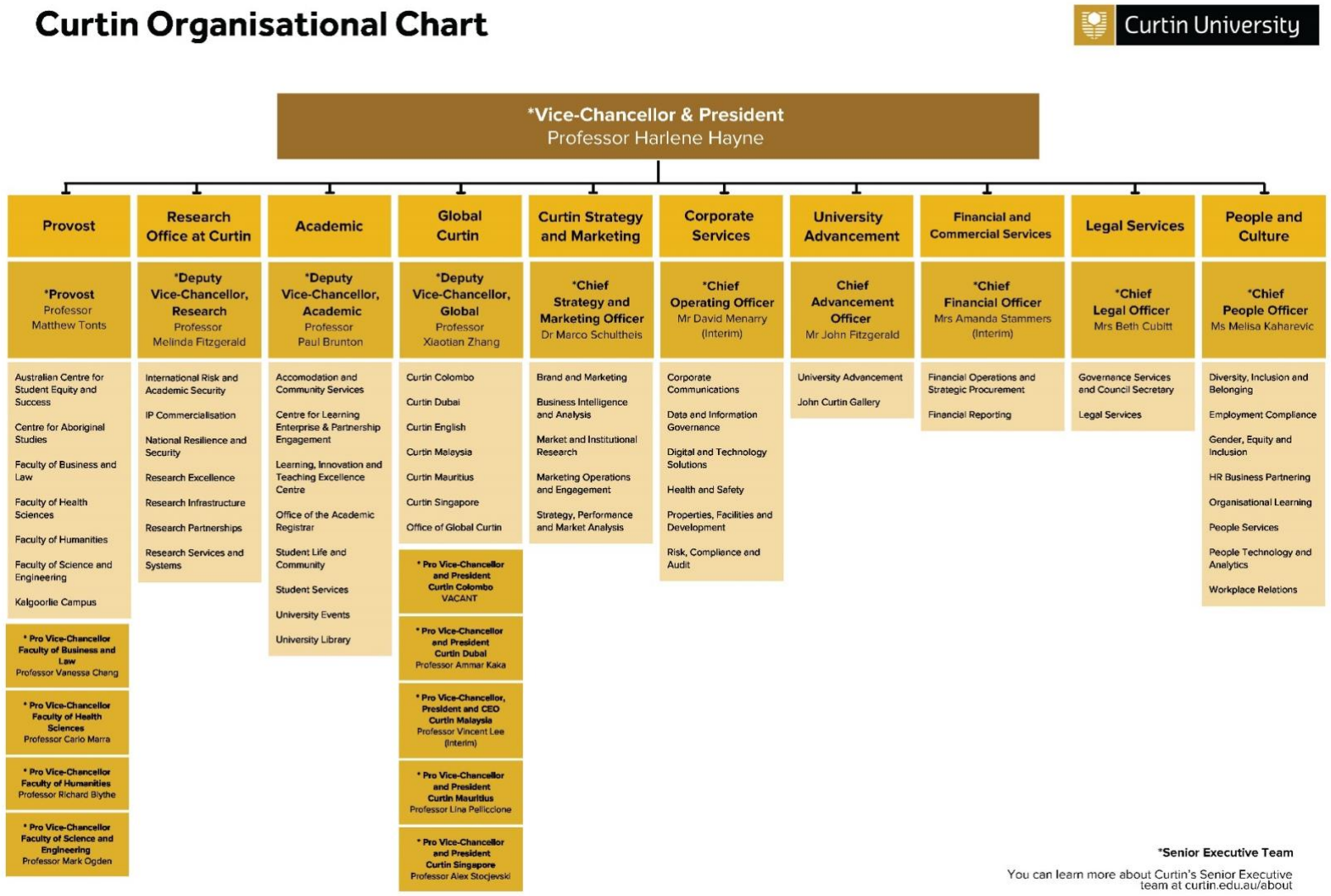


Figure 5 Curtin University's organisational structure under the Vice-Chancellor 2024

Curtin University has five central learning and teaching areas. Two of these Faculties are STEMM-focused (Science and Engineering, and Health Sciences), and one School within the Faculty of Humanities has a partial STEMM-focus (School of Design and the Built Environment). In 2020, the University undertook a restructure and consolidation of some Schools as part of its COVID-19 response operations.

Figure 6 shows the structure of each Faculty prior to this consolidation. **Error! Reference source not found.** shows the current structure of the University's Faculties and respective Schools.

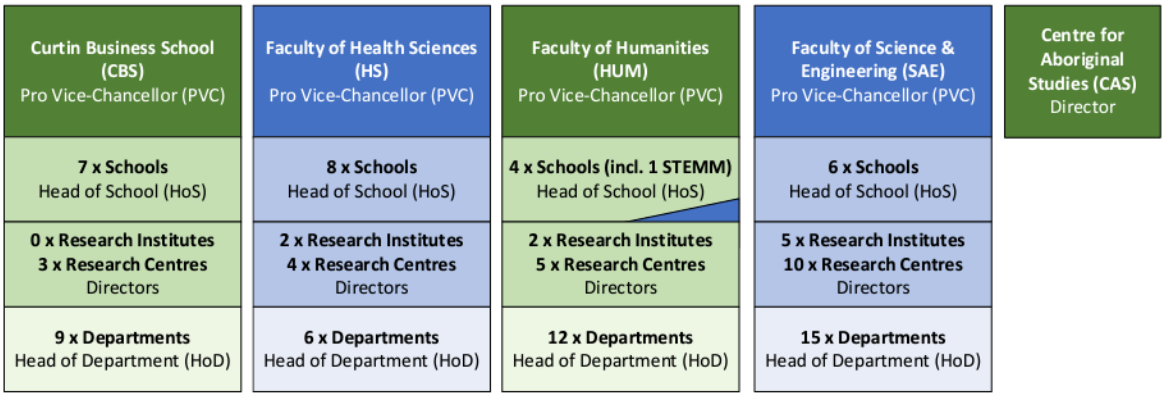


Figure 6 Structure of Curtin University's academic portfolios with nominated leadership positions (as at 31 March 2017)

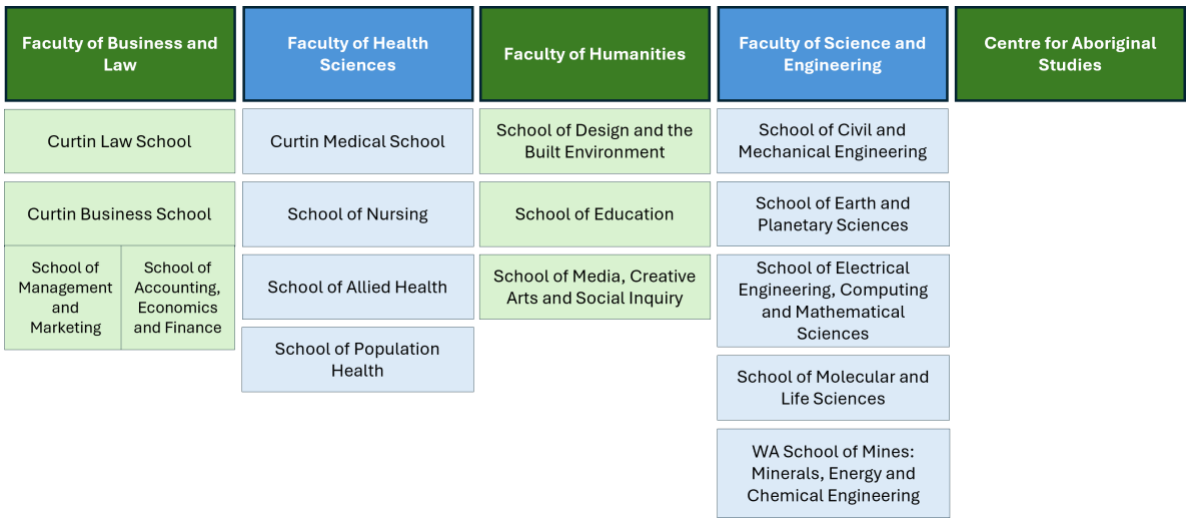


Figure 7 Structure of Curtin University's academic portfolios (December 2020 to 2024)

University Strategic Plan

2023 marked the first full year of implementation of the Curtin 2030 Strategic Plan (Figure 8), uniting the University around three key pillars: People, Planet and Partnership. These three pillars have been effectively adopted as the framework guiding Curtin staff in planning, developing and delivering work to make a positive difference for our students, stakeholders and communities.

Developed in consultation with the Curtin community, this collaborative approach has already begun to yield meaningful results, continuing to strengthen our position as a leading global university. Examples include: formation of robust partnerships with local and international industry bodies, First Nations-led organisations and other educational institutions; University-wide strategic alignment with the United Nations Sustainable Development Goals; and a holistic approach to enhancing the student experience from before application to beyond graduation.

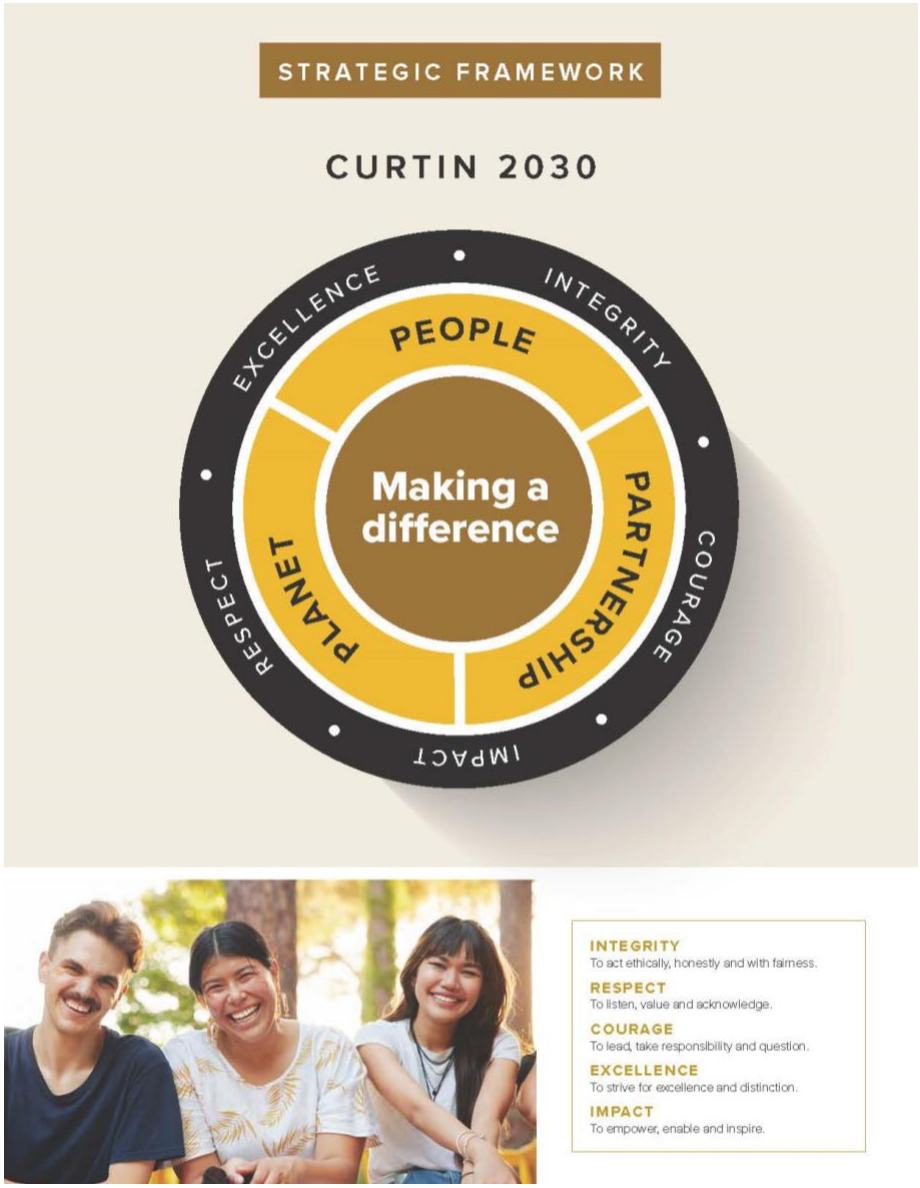


Figure 8 Curtin University Strategic Plan

Gender Equity and Inclusion at Curtin

Gender Equity and Inclusion Strategic Overview

The 2018-2021 Athena Swan Action Plan informed Curtin's Gender Equity and Inclusion Strategic Overview, with Athena Swan Cygnet application included under GEI outputs. These outputs are included in Figure 13 along with diversity, inclusion and belonging-related outputs.

Gender equity is a key part of Curtin University's strategic objectives as a crucial component to a diverse and inclusive workforce that is well supported and equipped to meet their potential. Gender equity is embedded within Curtin's values and 2030 Strategic Plan, which focuses on cultivating an inclusive culture and working/learning environment for our staff and students. Our approach to gender equity and inclusion informs the pillars of our gender equity and inclusion strategic overview and directs the range of initiatives that support intersectional gender equity across our campuses.

Curtin's Gender Equity and Inclusion Strategic Overview (**Error! Reference source not found.**) is aligned with gender equity and inclusion themes identified in the Curtin 2030 Strategic Plan consultation phase. They included leadership; resources and funding; education and training; industry leadership; safety; gender mainstreaming; systems; diverse sex, sexuality and gender; equity; structural change; and intersectionality. The GEI Pillar objectives were then developed by the GEI team through extensive consultation with the Curtin community in 2023. These components inform GEI program and initiative planning (Figure 10, Table 1).

Vision: To position Curtin as a leader in gender equity and inclusion, to ensure the University is operating sustainably, and that we are providing culturally responsive and safe environments within which to learn and collaborate.
Mission: To build and nurture inclusive, socially just, values driven communities within the University. To eliminate gender-based discrimination and identify and challenge cultural, social and institutional norms and barriers to achieving gender equity.
Guiding principles: Intersectionality; transparency; equity; lived experience; person centred; inclusive design; sustainable; responsive.

Pillars	Leadership & Career Pathways	Flexibility & Care	Respect & Safety	Governance
Objectives	Attract and retain a diverse talent pool and ensure equitable career progression and development opportunities. Ensure gender balanced leadership and implement reflective leadership models.	Foster flexible and inclusive working and learning environments which support and value all staff and students and nurture their potential.	Nurture safe and inclusive environments in which all members of the university can thrive. Value lived experience of all staff and students.	Institute governance and reporting structures which embed gender equity and inclusion. Demonstrate commitment to gender equity and inclusion through inclusive and transparent communication and initiatives.
Strategic Plan	People (Community Belonging + Student Experience + Staff Engagement) Planet (Social Responsibility)	People (Community Belonging + Staff Experience + Staff Engagement)	People (Community Belonging + Student Experience + Staff Engagement)	People (Community Belonging + Student Experience + Staff Engagement)

Figure 9 Curtin University Gender Equity and Inclusion Strategic Overview



Figure 10 Examples of GEI programs and initiatives

Table 1 GEI programs and initiatives

Program/initiative	Details
	Internal
Academic Carer Support Scheme	The purpose of the Academic Carer Support Scheme (ACSS) is to provide financial assistance to enable academics, particularly early- and mid-career, who have carer responsibilities (for dependent child/children or for a dependent relative/s) or who require a carer themselves, to participate in activities that significantly contribute to their career development.
Peer Networking for Promotion	Peer Networking for Promotion (PN4P) is a Gender Equity and Inclusion initiative designed to support women and individuals of diverse sex, sexuality and gender (DSSG) who are seeking promotion. PN4P groups, comprised of academics from different Schools, work together to establish targets and support one another throughout the promotion journey.
PEAC (a Program to support Early Academic Careers)	Curtin University recognises the unique challenges facing early career academics in their pursuit to transition and navigate within the academic sector. PEAC (a Program to support Early Academic Careers) is a project created to address this need. PEAC aims to provide participants with tools and resources, affording them the ability to better navigate and progress within their academic careers.
Provost Fellows Program	The Provost Fellows Program at develops the leadership and managerial skills of senior academic (ALD/E) women (cisgender and transgender) and non-binary and gender-diverse individuals who are comfortable in women-centred spaces and demonstrate strong academic and leadership potential. Fellows collaborate with the Office of the Provost on a project aligned with the University's Strategic Plan to advance institutional goals.
Caring at Curtin	The Caring at Curtin webpage provides information, resources, training and initiatives relating to care that are available to Curtin staff to support fostering care within the university community.
	External
Advancing Women (People with Disability Australia	The Advancing Women Mentoring Program is a transformative 20-week program (July to November 2025) co-designed using evidence-based approaches to foster sustainable leadership, expand professional networks, and enhance career confidence and progression for participants.
Pride Pathways Program (Pride in Diversity)	The goal of the Pride Pathways program is to set LGBTQ+ employees firmly on the path towards the next stage in their careers within their organisation. The program will contribute to the career progression of early and mid-career LGBTQ+ team members who have been identified as demonstrating high potential and a commitment to professional growth by their employers.
WATTLE (Women ATTaining LEadership) Program	The WATTLE (Women ATTaining LEadership) residential program brings together women (cis, trans and gender diverse) identified as potential leaders across the university sector to provide an intensive leadership and

	networking program that is designed, and run, by academic and professional women in the university sector.
Yorga Djenna Bidi	The Yorga Djenna Bidi Aboriginal Women's Leadership Program brings together Aboriginal women across different cultures, ages, occupations, leadership experiences and education levels to build skills, gain confidence and build networks. The Program is facilitated with the support and guidance of Aboriginal elders, Kwopertok Yorga Alumni and Western Australian Aboriginal Leadership Institute (WAALI) Ambassadors.

Diversity, Inclusion and Belonging Governance

Curtin has established committees and advisory groups to oversee and support the University's diversity, inclusion and belonging and inclusion activities across the whole institution. The Diversity, Inclusion and Belonging Committee (DIBC) reports to the VC and provides strategic oversight (Figure 11), with Faculty and School-level DIB committees established across most areas (Figure 12). A timeline of diversity, inclusion and belonging milestones at Curtin can be seen in Figure 13.

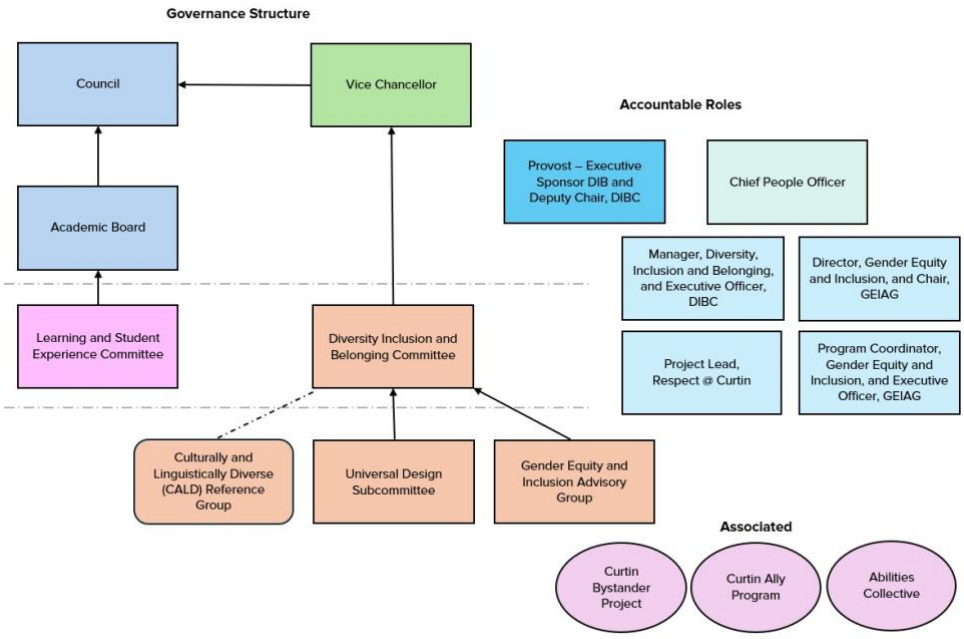


Figure 11 Curtin University's Diversity, Inclusion and Belonging governance structure (2025)

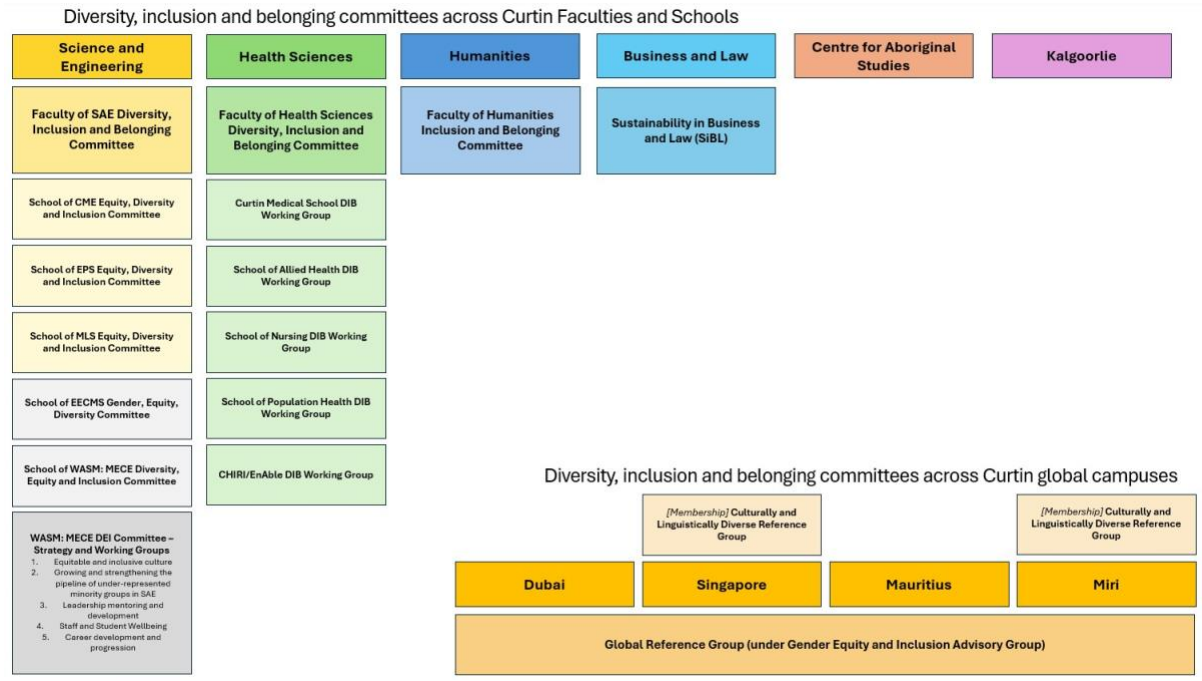


Figure 12 Equity and diversity committees across Curtin Faculties and Schools and global campuses (2025)

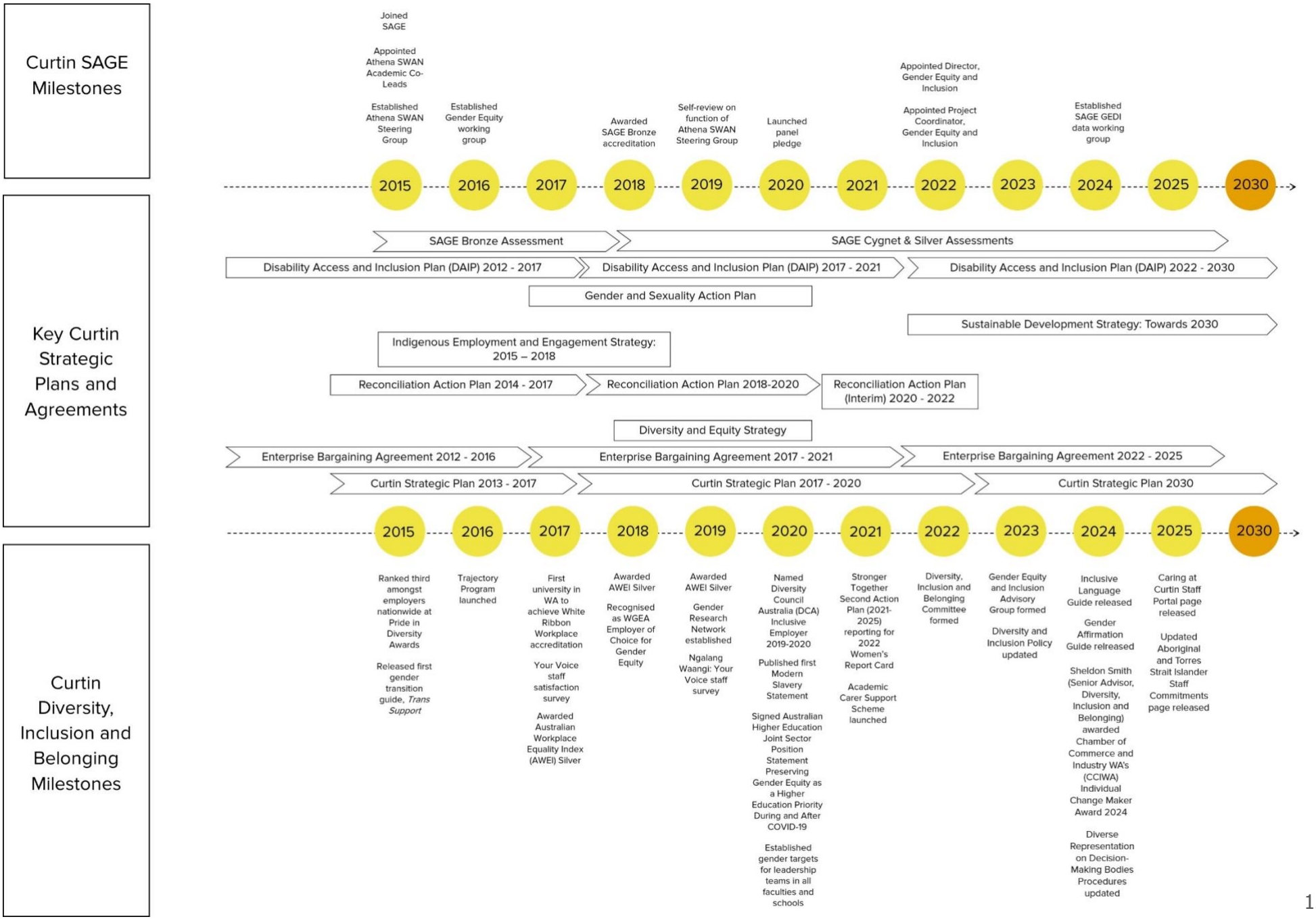


Figure 13 Curtin DIB timeline 2015-2025

Student and Staff Demographics

Student overview

At 4 November 2025 there were 48,595 full-time onshore students enrolled at Curtin.

Curtin has a higher proportion of women students than men, with women representing around 60% of the student population in 2024 (Figure 14). This gender balance varies significantly across different Faculties and Schools (Table 2).

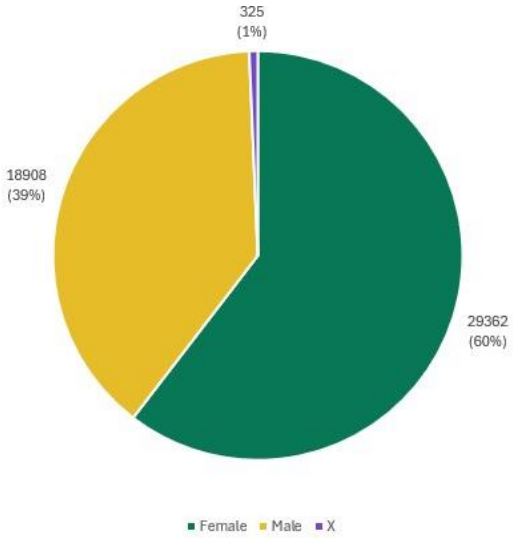


Figure 14: 2025 student gender composition

Table 2 2025 student gender composition by faculty and school (headcount)

Faculty	School / Area	Male	Female	X
Centre for Aboriginal Studies	Centre for Aboriginal Studies	43	82	<6
Centre for Enabling Pathways	Centre for Enabling Pathways	1787	2497	17
Curtin Global Campuses	Curtin Dubai	<6	0	0
Faculty of Business and Law	Curtin Law School	267	526	0
	Faculty of Business and Law	2232	1862	103
	Future of Work Institute	0	<6	10
	School of Accounting, Economics and Finance	36	30	0
	School of Management and Marketing	48	66	0
Faculty of Health Sciences	Curtin Medical School	705	1421	<6
	Curtin School of Allied Health	819	2457	9
	Curtin School of Nursing	251	1589	<6
	Curtin School of Population Health	949	2995	22
	Faculty of Health Sciences	54	147	<6
Faculty of Humanities	Faculty of Humanities	606	1124	22
	School of Design and the Built Environment	799	689	<6
	School of Education	571	1836	<6
	School of Media, Creative Arts and Social Inquiry	271	621	19
Faculty of Science and Engineering	Faculty of Science and Engineering	3489	1080	12
	Office of the PVC Science and Engineering	<6	<6	36
	School of Civil and Mechanical Engineering	75	22	0
	School of Earth and Planetary Sciences (EPS)	492	195	0
	School of Elec Eng, Comp and Math Sci (EECMS)	947	184	<6

	School of Molecular and Life Sciences (MLS)	135	74	0
	WASM: Minerals, Energy and Chemical Engineering	287	81	0
Global Curtin	Global Curtin	14	29	0
OUA Programs	OUA Programs	3790	9492	53
Student Life and Community	Student Success	142	256	6
Totals		***18908***	***29362***	***325***

	2020	2021	2022	2023	2024
Student Headcount					
Total Curtin Enrolments	**59,200**	**59,900**	**58,566**	**61,193**	**65,020**
Course Level					
Postgraduate Research	2,064	1,953	1,932	1,897	1,916
Postgraduate Coursework	8,126	8,291	8,241	9,617	11,067
Undergraduate	39,720	40,047	39,186	39,852	42,705
Non-Award	10,917	11,284	10,878	11,832	11,599
Demography and Equity					
Student Citizenship					
Domestic Students	**46,015**	**47,841**	**46,220**	**46,382**	**48,313**
International Students studying in Australia	**6,511**	**5,713**	**5,910**	**8,487**	**9,813**
from : China (%)	21%	22%	19%	15%	16%
India (%)	11%	10%	11%	12%	13%
Nepal (%)	4%	3%	6%	8%	9%
Bhutan (%)	1%	1%	1%	7%	7%
Malaysia (%)	11%	11%	9%	6%	5%
International Students studying outside Australia	**6,671**	**6,368**	**6,424**	**6,214**	**6,906**
from : Mauritius (%)	23%	24%	22%	22%	21%
Malaysia (%)	34%	30%	24%	21%	18%
China (%)	6%	6%	9%	12%	16%
United Arab Emirates (the) (%)	6%	6%	7%	9%	10%
Singapore (%)	11%	12%	13%	13%	10%
Gender					
Female Students	**33,542**	**34,205**	**33,803**	**34,952**	**37,218**
Female Proportion	57%	57%	58%	57%	57%
Indigenous Australian Students	**616**	**658**	**695**	**693**	**825**
Low Socio-Economic Status (SES) Students	**7,460**	**7,853**	**8,084**	**8,817**	**9,296**
Regional and Remote Students	**6,303**	**6,659**	**6,388**	**6,719**	**6,661**
Students with Disability	**1,920**	**2,493**	**3,203**	**3,804**	**4,419**

Figure 15 Student headcounts across 2020-2024

Student Intersectionality

Many students identify with multiple equity groups. In 2024 there were markedly more women than men who were Indigenous, low SES, from regional and remote areas, and who self-described as having a disability. Aboriginal and Torres Strait Islander women students outnumbered men students by more than two to one, and this trend was consistent across

most Faculties. The Centre for Aboriginal Studies had the highest concentration of Aboriginal and Torres Strait students, with a more balanced gender distribution compared to other areas of the university. Figure 16 shows an intersectional breakdown of equity students at Curtin in 2024.

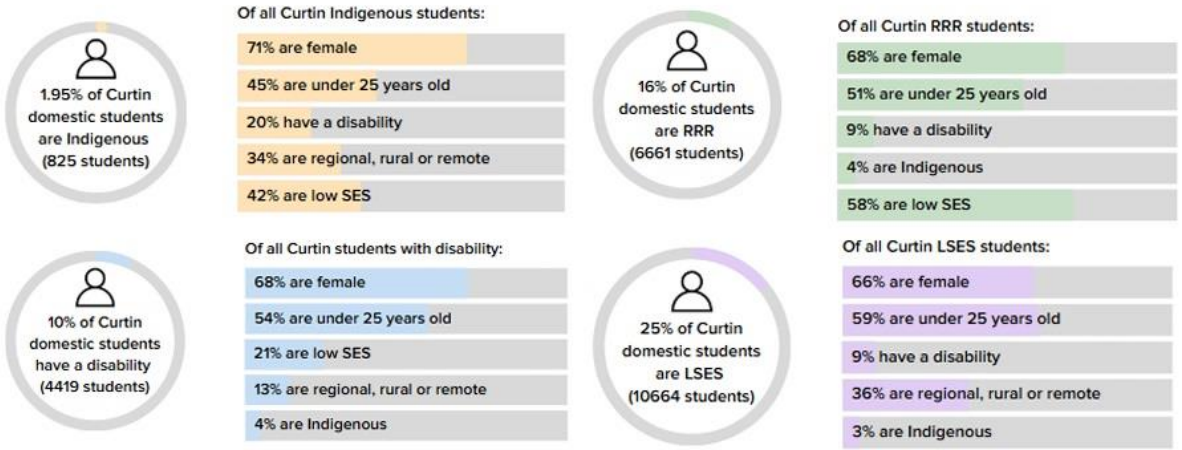


Figure 16: Intersectional equity student data 2024

Staff overview

As of 1 September 2025, women comprised the majority of Curtin University's total workforce, representing 61% of staff (Table 3). Men comprised 39% and <1% identified otherwise. There was a higher representation of women employed in general/professional positions (64%) compared to academic staff (57%).

Table 3 All staff headcount by gender (2025)

	Female	Male	X	**Total**
Academic	2470	1830	33	**4333**
General/Professional	2710	1515	30	**4255**
Total	**4895**	**3136**	**56**	***8087***

In 2025, women outnumbered men but were concentrated in casual and part-time positions (62/69% of casual/part time academic roles, 86% of part-time general/professional roles), while men predominantly held full-time positions, especially in academic roles (58%) (Table 4).

Continuing academic roles achieve near gender parity, with 51% women and 49% men in these positions (Table 5). However, continuing general/professional roles are predominantly occupied by women at 67%. Fixed-term academic contracts are the only contract type where men outnumber women at 53%.

Table 4 All staff headcount by employment type and gender (2025)

	Female	Male	X	Subtotal
Academic				
Casual	1,696	997	26	2,719
Full-Time	538	738	6	1,282
Part-Time	310	133	<6	446
Total	**2,470**	**1,830**	**33**	**4,333**
General/Professional				
Casual	1,148	714	21	1,883
Full-Time	1,073	734	7	1,814
Part-Time	546	85	<6	636
Total	**2,710**	**1,515**	**30**	**4,255**

Table 5 All staff headcount by contract type and gender (2025)

	Female	Male	X	Subtotal
Academic				
Casual	1,696	997	26	2,719
Continuing	569	550	<6	1,123
Fixed Term	279	321	<6	605
Total	**2,470**	**1,830**	**33**	**4,333**
General/Professional				
Casual	1,148	714	21	1,883
Continuing	1,151	574	8	1,733
Fixed Term	468	245	<6	717
Total	**2,710**	**1,515**	**30**	**4,255**

Academic staff level data shows a pattern of declining female representation as academic levels increase (Figure 17, Table 6). While women represent the majority at ALB (58%) and among casual academics (62%), their representation progressively decreases at higher levels - from 47% at ALC to 46% at ALD, then dropping to 36% at ALE and 41% at positions above ALE.

Women are increasingly underrepresented at senior levels. The most dramatic drop occurs between ALD and ALE positions, where female representation falls by 10 percentage points.

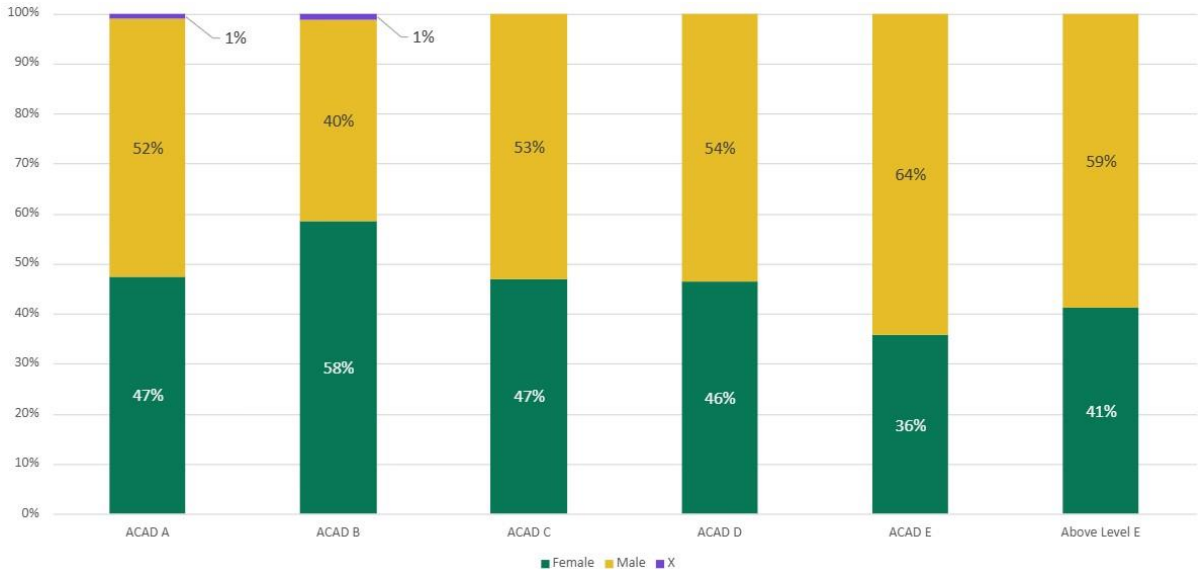


Figure 17 Academic staff by level and gender (2025)

Table 6 Academic staff headcount by academic level and gender (2025)

Academic Level	Female	Male	X	**Total**
A	103	112	<6	217
B	343	237	7	587
C	182	207		389
D	120	139		259
E	99	178		277
Above E	7	10		17
Casual	1,692	992	26	2,710
Total	**2,470**	**1,830**	**33**	**4,333**

Note: Discrepancies in the total staff numbers are attributed to individuals holding multiple academic contracts. 'Above ALE' refers to staff on MERC contracts.

STEMM positions comprise just over half of Curtin's total workforce. 55% of academic STEMM positions are occupied by women and 65% of general/professional STEMM positions are occupied by women (Table 7).

Table 7 STEMM position gender composition (2025)

	Female	Male	X	Total
Academic	1,674	1,348	25	3,047
General/Professional	515	280	<6	798
Total	**2,140**	**1,586**	**27**	**3,753**

Women's representation varied significantly by and within each faculty (Table 8): Health Sciences led at 73%, followed by CAS (71%), Humanities (63%), and Business and Law (58%), while Science and Engineering with the lowest representation at 38%.

Table 8 Gender composition of academic and professional Curtin staff in 2025 by faculty and school/areas

Faculty	School/Area	F (HC)	F %	M (HC)	F %	X (HC)	%	Total
Centre for Aboriginal Studies	**Total**	**114**	**71 %**	**45**	**28 %**	**<6**	**1 %**	**161**
Faculty of Business and Law	**Total**	**435**	**58 %**	**321**	**42 %**			**756**
	Bankwest-Curtin Economics Centre	11	58%	8	42%			**19**
	Curtin Law School	93	62%	58	38%			**151**
	FBL Faculty Operations	45	70%	19	30%			**64**
	FBL International		0%	<6	100 %			**1**
	FBL Teaching Support	10	71%	<6	29%			**14**
	Faculty of Business and Law	20	87%	<6	13%			**23**
	Future of Work Institute	25	69%	11	31%			**36**
	School of Accounting, Economics and Finance	75	44%	96	56%			**171**
	School of Management and Marketing	175	57%	132	43%			**307**
Faculty of Health Sciences	**Total**	**1,641**	**73 %**	**589**	**26 %**	**13**	**1 %**	**2,243**
	Curtin Medical Research Institute (CurtinMRI)	15	65%	8	35%			**23**
	Curtin Medical School	364	64%	204	36%	<6	1 %	**572**
	Curtin School of Allied Health	577	80%	139	19%	6	1 %	**722**
	Curtin School of Nursing	316	83%	64	17%			**380**
	Curtin School of Population Health	362	69%	162	31%	<6	1 %	**528**
	EnAble Institute	34	65%	18	35%			**52**
	Faculty of Health Sciences	<6	33%	<6	67%			**3**
	Goldfields University Department of Rural Health	9	75%	<6	25%			**12**
	Health Sciences Research and Graduate Studies	<6	100 %		0%			**<6**
	Health Sciences Teaching Support	19	95%	<6	5%			**20**

	Health Sciences Teaching and Learning	9	82%	<6	18%			**11**
	Office of the Pro Vice Chancellor Health Sciences	16	70%	7	30%			**23**
Faculty of Humanities	**Total**	**765**	**63 %**	**421**	**35 %**	**19**	**2 %**	**1,205**
	Faculty of Humanities	13	57%	9	39%	<6	4 %	**23**
	Humanities International	<6	50%	<6	50%			**2**
	Humanities Learning and Teaching	15	68%	6	27%	<6	5 %	**22**
	Humanities Research and Graduate Studies	6	43%	8	57%			**14**
	Humanities Teaching Support	21	91%	<6	9%			**23**
	Office of the Pro Vice-Chancellor Humanities	9	53%	8	47%			**17**
	School of Design and the Built Environment	180	46%	209	53%	<6	1 %	**393**
	School of Education	314	81%	72	19%	<6	1 %	**389**
	School of Media, Creative Arts and Social Inquiry	226	64%	117	33%	12	3 %	**355**
Faculty of Science and Engineering	**Total**	**619**	**38 %**	**988**	**61 %**	**14**	**1 %**	**1,621**
	Curtin Institute for Data Science (CIDS)	15	45%	18	55%			**33**
	Faculty of Science and Engineering	53	57%	40	43%			**93**
	John de Laeter Centre (JdLC)	17	33%	35	67%			**52**
	Office of the PVC Science and Engineering	18	86%	<6	14%			**21**
	School of Civil and Mechanical Engineering	43	25%	126	74%	<6	1 %	**171**
	School of Earth and Planetary Sciences (EPS)	65	32%	134	67%	<6	1 %	**201**
	School of Elec Eng, Comp and Math Sci (EECMS)	126	31%	275	68%	<6	1 %	**406**
	School of Molecular and Life Sciences (MLS)	206	52%	184	47%	<6	1 %	**395**
	Science and Engineering Technical	29	33%	59	66%	<6	1 %	**89**
	WASM: Minerals, Energy and Chemical Engineering	81	33%	164	67%	<6		**246**

Gender reporting and metrics

Curtin's Workforce Diversity Profile (accessed through BI Analytics) provides staff gender representation enabling trend tracking and targeted interventions. Further data is sourced from the People and Culture Workforce Profile, which includes age profile (Figure 18), Aboriginal and/or Torres Strait Islander profile (Table 9), culturally and linguistically diverse (CALD) profile (Table 10) and disability profile (Table 11). A Gender Equity and Inclusion QuickSight Dashboard has been created for 2025 to enable better intersectional data analysis ongoing.

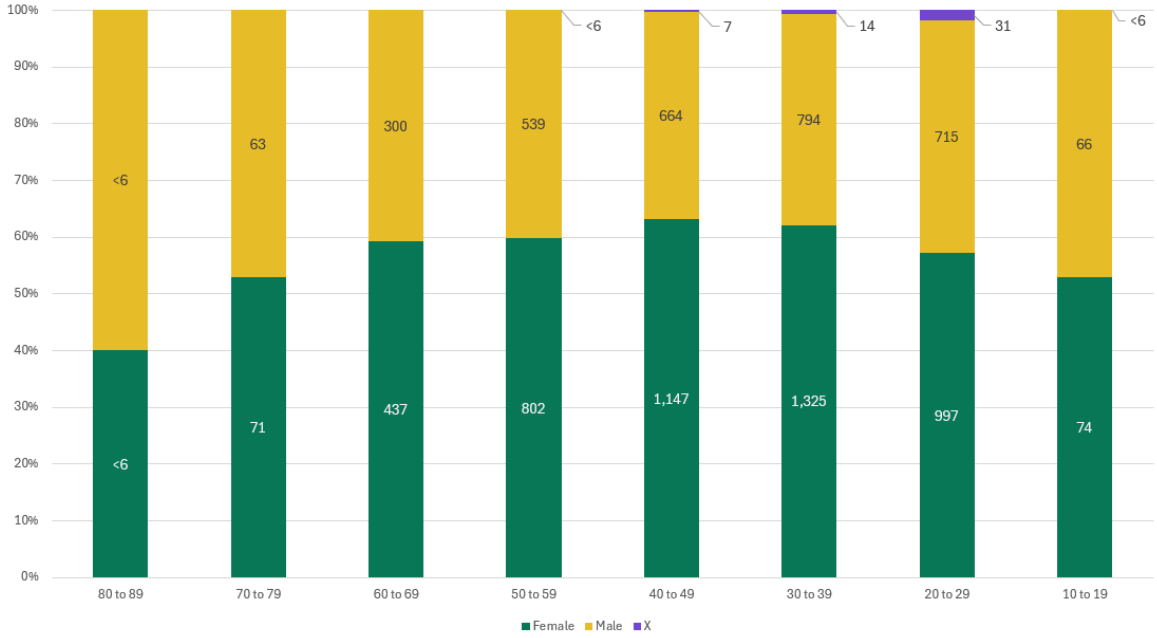


Figure 18 Staff age headcount gender breakdown (2025)
Note: Data as of 31 August 2025

Table 9 Aboriginal and/or Torres Strait Islander staff gender breakdown (2025)

	Female & X	Male	X	Total
Academic	58	24	<6	83
General/Professional	58	17		75
Total	**112**	**40**	**<6**	**152**

**Data as of 1 September 2025*

Table 10 Culturally and Linguistically Diverse (CALD) staff gender breakdown (2024)

	Female & X	Male	Total
Academic	813	859	1672
General/Professional	1027	652	1679
Total	**1716**	**1385**	**3051**

**Data as of 31 August 2025*
Note: Self-reported data; Female and X combined

Table 11 Staff with disability gender breakdown (2025)

	Female	Male	X	Total
Academic	64	44	13	121
General/Professional	66	41	7	144
Total	**150**	**81**	**19**	**250**

**Data as of 1 September 2025*
Note: Self-reported data

Attraction, Retention and Progression

Curtin offers a number of employee benefits and provisions, including arrangements, programs and policies that support the attraction, progression and retention of staff. Many of these are outlined in the Curtin University Enterprise Bargaining Agreement 2022-2025. Examples of benefits are shown in Table 12.

Table 12 Examples of Curtin staff benefits and provisions which may impact attraction, retention and progression

Remuneration	- Up to 17% superannuation contributions - Salary packaging options
Leave provisions	- 4 weeks paid annual leave per calendar year - Up to 52 weeks parental leave - 20 days paid gender affirmation leave - Up to 14 days paid personal or carer's leave, including cultural leave - 5 days Aboriginal and Torres Strait Islander leave - 3 days compassionate leave - 20 days paid family and domestic violence leave, including for casual employees
Flexible working arrangements	- Flexitime - Remote and hybrid work - Job sharing - Annualised hours
Career development	- Mentoring programs - Study leave - Conference and course attendance, with opportunities for travel support
Reward and recognition	- Awards for professional service, teaching excellence, research excellence and honorary titles - Recognition of continued service
Health and wellbeing	- Curtin Stadium: Fitness Centre, group fitness classes, Curtin Experiences - Curtin University Health Services: access to accredited medical practitioners - Corporate benefits with a variety of health insurance providers - Travel benefits

Curtin University has an inclusive and diversity statement on our recruitment advertisements. This has been done to encourage applications from Aboriginal and Torres Strait islander peoples, people with disability, women, DSSG people and people from culturally and linguistically diverse backgrounds.

Staff Survey

The Ngalang Waangi ('Our Voice') staff surveys were conducted at Curtin across all campuses, domestic and global campuses, in 2019, 2020 and 2021. A staff survey was not undertaken in 2022 as the survey instrument was being redesigned in response to staff feedback. In 2023 the new Staff Survey was conducted. There is an average response rate of 60% across the University to the surveys across the four years.

Each survey included questions under the theme of Diversity and Inclusion, shown in Table 13. In 2023, survey questions were updated to better capture how staff felt Curtin was committed to, valued and supported DEI. An additional question was included to specify the same question for staff members' specific work areas.

Table 13 Ngalang Waangi and Staff Survey diversity and Inclusion questions by year

2019	2020	2021	2023
I feel diversity, equity and inclusion are genuinely valued and supported in my work area			
			I feel diversity, equity and inclusion are genuinely valued and supported at Curtin
My immediate supervisor/manager genuinely supports gender equity and inclusion			
	I am clear about our University's commitments to diversity, equity and inclusion		
In my organisation gender-based harassment and sexual harassment is not tolerated			
	In my work area gender-based harassment and sexual harassment is not tolerated		
I have sufficient opportunities to discuss ways to improve my performance and develop my career			
I am comfortable putting forward ideas for improvement			
			Communication in my work area is honest and open
			My experience and expertise are respected by my line manager
			In my work area, gender-based harassment and sexual harassment is not tolerated
			I would feel safe raising workload issues with my line manager

	I feel comfortable expressing my true feelings among my peers
My workload is manageable	
I have the flexibility I need to manage work and other commitments	
	There are sufficient opportunities for flexible work arrangements within my work area
	I would feel safe raising workload issues with my line manager
	My workload allows me to deliver high quality teaching and learning (teaching staff)
	My workload allows me to achieve my research goals (research staff)
I have sufficient opportunities to discuss ways to improve my performance and develop my career	
I feel sufficiently valued and recognised in my job	

Embedding Athena Swan

Athena Swan Structure and Governance

Curtin University joined the inaugural SAGE pilot of the Australian Athena Swan accreditation program. We received the Athena Swan Bronze Award from SAGE in December 2018. Curtin's SAGE milestones can be seen in Figure 10.

The Athena Swan program is embedded within Curtin University, initially governed by the Athena Swan Steering Group (ASSG) which was chaired by the Associate Provost, who reports directly to the Provost, allowing for a direct line of contact with the Vice-Chancellor. The ASSG had oversight of the progress of the Athena Swan Action Plan (ASAP) and had previously reported biannually on the progress of the ASAP.

Each Faculty, School and Centre had their own working group focusing on gender equity, diversity, and inclusion (GEDI) with the Faculty Chairs of GEDI working group being members of the ASSG. This allowed for a two-tiered approach for self-assessment as the Faculty GEDI Working Group Chairs also report into Faculty Boards.

A key initiative of the Athena Swan program has been on the gender equity outcomes reporting, including the proportion of female staff working in STEMM disciplines, which are presented to the University Council on a biannual basis through a Diversity and Inclusive Scorecard. This reporting feeds into the gender balance leadership target of 40:40:20 that Curtin University has for several key committees. There are also governance structures of the gender balance targets within our internal procedure and policy documentation.

In 2023, to support the University's commitment to gender equity, two new positions were instated under the Office of the Provost: the Director, Gender Equity and Inclusion (Academic Lead) and the Program Coordinator, Gender Equity and Inclusion. They lead the Athena Swan initiatives and act as a resource to support Schools, Faculties and other areas that are developing and implementing actions that relate to gender equity and inclusion.

In 2023, the Provost was assigned Executive Sponsor DIB and the DVC-A was assigned Executive Sponsor Ally.



Figure 19 (L-R) Samantha Owen, Director GEI, Elizabeth Baca, Program Coordinator, GEI, Lilly Heseltine, Project Assistant, GEI

Bronze to Cygnets

As a SAGE Bronze accredited institution, Curtin developed the 2018-2021 Curtin Athena Swan Action Plan. All areas of the University are involved in implementing the Athena Swan Action Plan and ensuring the milestones and targets are achieved. The plan includes accountabilities for all levels of management across the University. Our 2018-2021 Curtin Athena Swan Action Plan (ASAP) included 46 actions that have been themed into 4 categories and further subdivided into 22 areas of action for visual display in **Error! Reference source not found.**20.

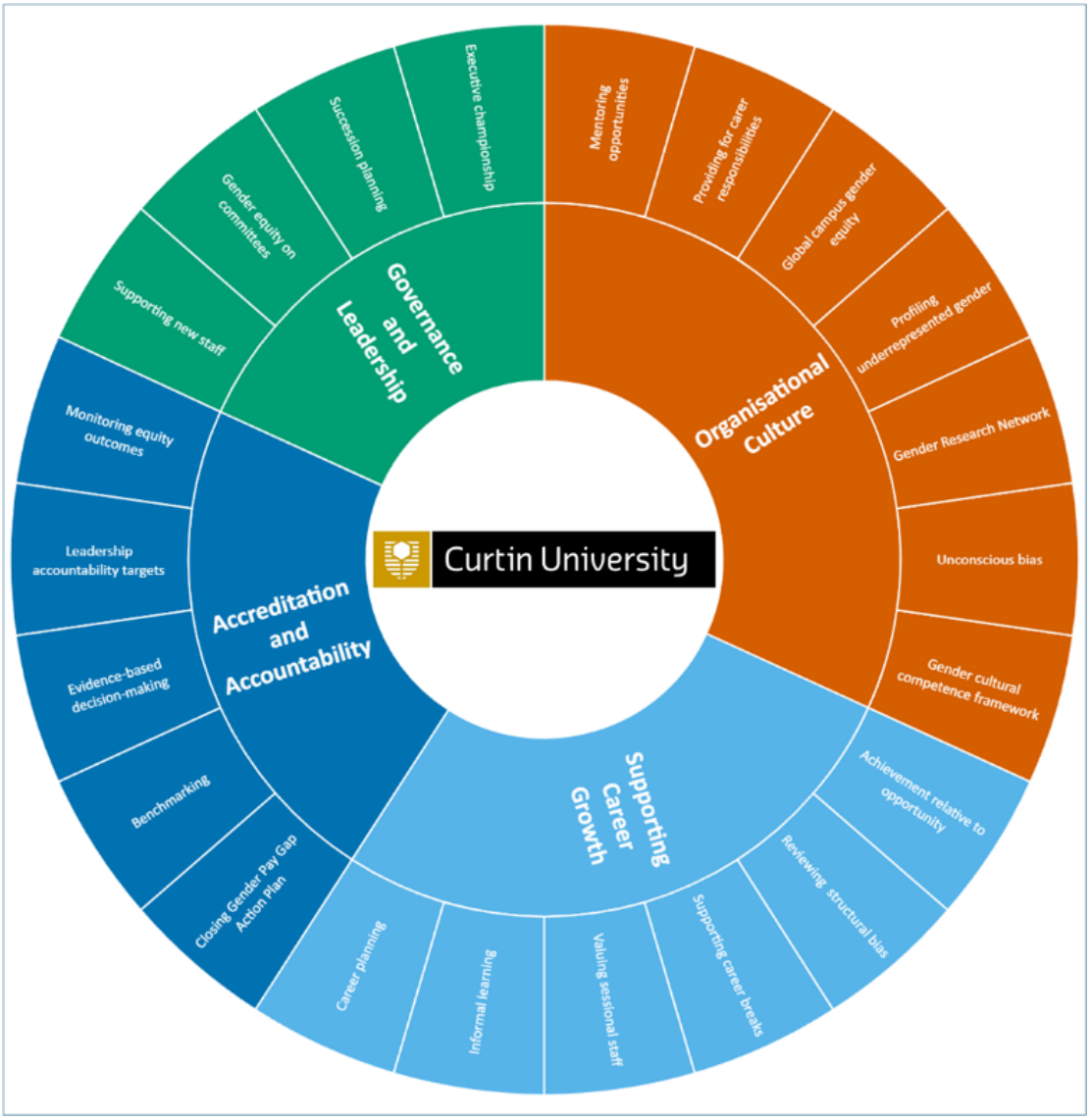


Figure 20 Curtin University SAGE Athena SWAN Action Plan themes and sub-themes

Of the 46 actions, 87% are institution-wide and 13% are STEMM-specific, as required at the time of submission.

The last annual report for the ASAP was submitted in 2021. At that time, 78% of the items were progressing and on track, 13% required attention to address the initiative in regard to time, cost and/or scope, and 9% required action to address the initiative.

To support the University's commitment to gender equity and address key barriers, working groups and academic leads were established across five key priority areas (KPAs) as part of Curtin's Cygnets. In 2021, as a result of consultation and considerations, the following five KPAs were endorsed by the Athena SWAN Steering Group and the Provost:

- Leadership diversity and development
- Growing and strengthening the pipeline of women in Science & Engineering
- Equitable and inclusive culture
- Empowered workforce
- Career development and progression

One STEMM specific and four institution-wide key barriers were identified through the KPAs and used to inform Curtin's Cygnets (Table 14). These Cygnets address interconnected barriers to gender equity and inclusion with shared interventions targeting overlapping systemic issues in culture, processes, and support structures.

Table 14 Athena Swan KPAs and Cygnet barriers

Athena Swan KPA	Barrier addressed in Cygnet
Equitable and inclusive culture	Lack of diversity and inclusion of DSSG staff at Curtin
Growing and strengthening the pipeline of women in Science & Engineering	Lack of women in the academic pipeline in the Faculty of Science and Engineering
Career development and progression	Lower promotion application rates among eligible women due to promotion processes which do not seem inclusive and perception of bias in promotion assessment processes
Empowered workforce	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.
Leadership diversity and development	Underrepresentation of women in senior leadership positions due to workplace culture barriers

Contextual considerations

From early 2020, the COVID-19 pandemic necessitated rapid transition to online teaching and remote working arrangements. Curtin monitored and responded to financial impacts from declining international student enrolments and changing domestic demand. While progress was made across the majority of ASAP actions, some were not fully achieved due to resourcing constraints, competing pandemic priorities and subsequent organisational changes. COVID-19 impact and other contextual considerations and their impacts are outlined in Table 15.

Table 15 Factors impacting the implementation of work on SAGE Athena Swan KPAs

Factor	Impact
COVID-19	• Resource reallocation to pandemic crisis response reduced capacity for ASAP implementation. • Last annual ASAP report submitted in 2021; no report in 2022 due to competing priorities. • Multiple campus closures and lockdowns disrupted collaborative work and meetings (2020-2021). • Financial constraints: $45M reduction to operating base, 140 voluntary redundancies, staff appointment freeze. • Women disproportionately impacted: increased caring responsibilities during lockdowns and remote work. • Clinical placement disruptions particularly affected Faculty of Health Sciences (74% women students). • Casual and part-time staff (majority women: 63.28% academic casual, 67.48% academic part-time, 86.48% professional part-time) more vulnerable to employment uncertainty. • Career development and networking opportunities limited. • Strategic workforce committee centralised recruitment, potentially affecting School-level targeted gender equity hiring.
Financial constraints	• $45M reduction to operating base required. • Reduced funding for gender equity initiatives and programs. • Staff appointment freeze limited ability to address gender imbalances in hiring. • Strategic workforce committee removed School-level appointment authority, potentially affecting targeted gender equity recruitment.
Workforce changes	• Voluntary redundancies may have affected gender balance, particularly among casual staff (majority women). • Career development and promotion processes disrupted. • Leadership development programs (e.g., Provost Fellows) potentially delayed or modified. • Reduced networking opportunities for women academics.
Organisational restructure (2020)	• Faculty consolidation during pandemic complicated ASAP implementation. • Changes to School structures affected local GEDI working groups. • Leadership transitions during crisis period. • New VC appointed April 2021 during pandemic.
Delayed staff survey	• Staff survey not conducted in 2022 (instrument redesign). • Gap in data, limited ability to track impact of pandemic on staff perceptions of diversity and inclusion. • New staff survey conducted in 2023.

EBA negotiations	• Protracted enterprise bargaining negotiations. • Delayed implementation of gender-related benefits and provisions. • Secured 20 days paid gender affirmation leave in 2022-2025 EBA.