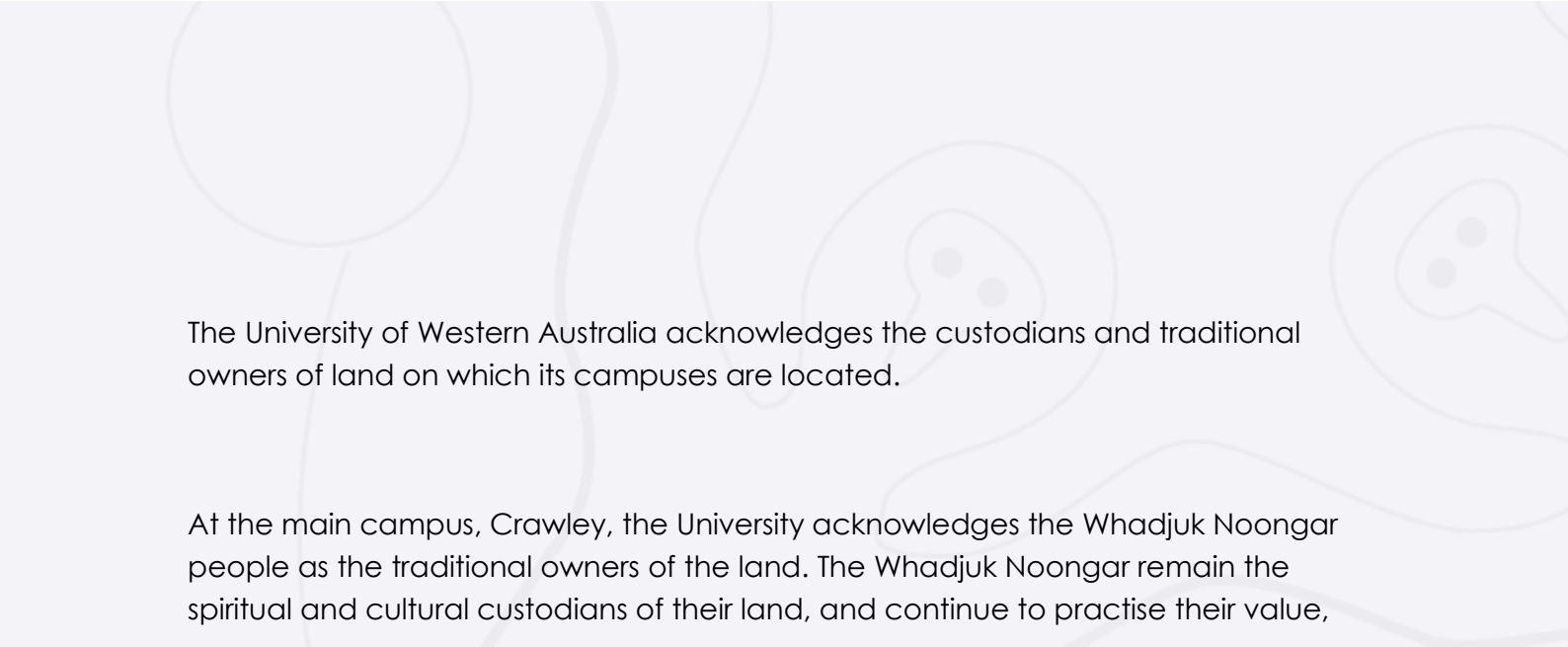


SAGE Cygnet Award Application

Cygnet 4: Improving the Academic Promotion process





The University of Western Australia acknowledges the custodians and traditional owners of land on which its campuses are located.

At the main campus, Crawley, the University acknowledges the Whadjuk Noongar people as the traditional owners of the land. The Whadjuk Noongar remain the spiritual and cultural custodians of their land, and continue to practise their value,

SAGE CYGNET AWARD APPLICATION FORM



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

Name of Institution	The University of Western Australia
Date of Application	June 2026
Contact for Application	Professor Fiona McGaughey
Email	fiona.mcgaughey@uwa.edu.au
Telephone No.	(08) 6488 8989

The University of Western Australia: SAGE CYGNET #4

Scope (Institution-wide barrier or Sub-group specific barrier)	Current Cygnet ✓	Barrier
Sub-group barrier	#1 awarded	Acting on gender imbalance in Engineering
Institution-wide barrier	#2 awarded	Visibility of Women
Institution-wide barrier	#3 submitted	Women in leadership
Institution-wide barrier	✓	Improving the Academic Promotions process
Institution-wide barrier	To be submitted	Changing how we define academic success

Table of Contents

Figures	6
Tables.....	6
Glossary of Acronyms and Abbreviations	6
Key barrier - Low promotion rate for women	7
Evidence of the barrier	7
1.1 Unclear promotion criteria.....	9
1.2 Excessive promotion process workload.....	9
1.3 Limited recognition of diverse careers	9
Progress (Actions and outputs)	9
Sub-barrier 1 progress – Criteria	9
Sub-barrier 2 progress - Workload.....	11
Sub-barrier 3 progress - Diverse careers	13
Outcomes.....	14
Increase in application rate	14
Teaching-Intensive Careers.....	17
Impact	19
A. Increased access to career progression.....	20
B. Systems and Culture of Inclusion	21
C. Diverse pathways.....	22
Further Actions	23

Figures

Figure 1 Applications for promotion rates 2010-2014	7
Figure 2 Application for promotion rate UWA and Go8, 2014	8
Figure 3 Promotion rates by gender 2010-2014	8
Figure 4 Criteria - Intranet	10
Figure 5 Expectations	10
Figure 6 Workshop	11
Figure 7 Instructions	11
Figure 8 GEAPP	12
Figure 9 GEAPP, QEII Campus	13
Figure 10 Promotion Application Rates 2017-2025: context	15
Figure 11 Success rates as percentage of applications 2017-2025	15
Figure 12 Academic promotion rates 2017-2025.....	16
Figure 13 Teaching-Intensive Staff Headcount and Promotion Applications 2017-2025	18
Figure 14 Barriers to Promotion according to 2026 GEAPP participants	21

Tables

Table 1 Streamlining	11
Table 2 Applications 2017-2025	14
Table 3 Academic staff headcount and overall Promotion Rates 2017-2025	17
Table 4 Increased understanding of prospective applicants, GEAPP 2026	17
Table 5 Senior Academic Promotion Rates	18
Table 6 Teaching-Intensive Promotion Outcomes	19
Table 7 Data sources	19
Table 8 Profile of Interviewees	20

Glossary of Acronyms and Abbreviations

ARTO	Achievement Relative to Opportunity
ASB	Athena Swan Bronze
CBS	Career Barriers Survey
GEAPP	Gender Equity in Academic Promotions Program
Go8	Group of Eight Universities
PVC AAD	Pro Vice-Chancellor (Academic Advancement & Diversity)
SDVC	Senior Deputy Vice-Chancellor
UWA	The University of Western Australia

Data Statement

UWA affirms that gender extends beyond binary categories. Historically, our data collection systems did not reflect this, but we are improving our systems in partnership with UWA's LGBTIQA+ Advisory Group.

Key barrier - Low promotion rate for women

The University of Western Australia's (UWA) Athena Swan Bronze (ASB) process revealed that academic staff were being promoted at a lower rate¹ than the rest of the Group of Eight (Go8). Academic women were less likely to apply for promotion than men and had a lower success rate across some of the period (2010-2014). ASB identified three sub-barriers:

- 1.1 Unclear promotion criteria
- 1.2 Excessive promotion process workload
- 1.3 Limited recognition of diverse careers

Evidence of the barrier

Benchmarking against the Go8 showed that UWA had lower promotion application rates for women (2010-2014).² Internal data showed women applied at lower rates than men in most years (Figure 1).

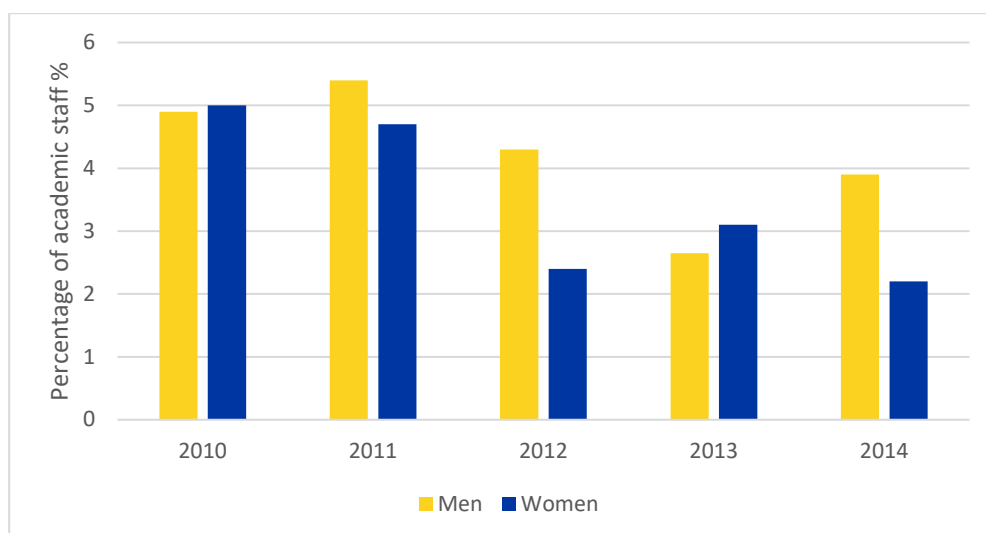


Figure 1 Applications for promotion rates 2010-2014

The application for promotion rates varied slightly across academic levels but were low overall (Figure 2).³

¹ Please note the calculations for 'application for promotion rate' and 'promotion rate'.

Application for Promotion rate is calculated as the number of applications for promotion to a level, relative to the number of academic staff at the lower level (headcount).

Promotion rate calculated as the number of successful applications for promotion relative to the number of academic staff at the lower level (headcount).

² Australian Higher Education Industrial Association, *Universities HR Benchmarking Program 2014*.

³ Gender breakdown not available.

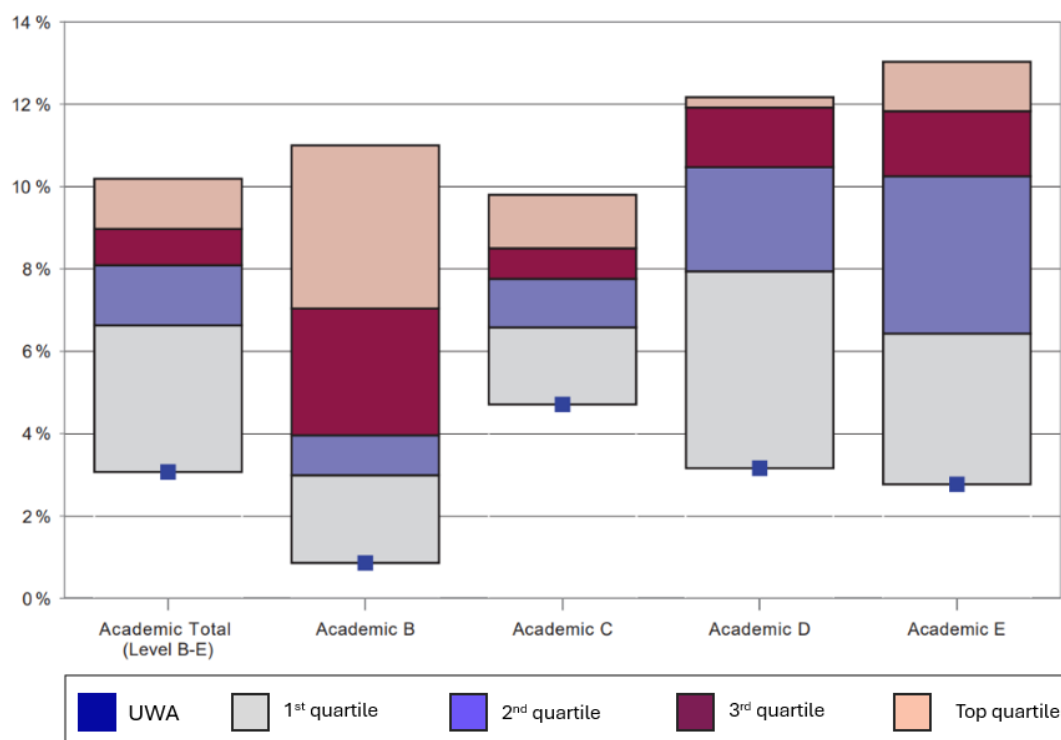


Figure 2 Application for promotion rate UWA and Go8, 2014⁴

Women and men had similar promotion rates in 2010, 2011, 2013, but women's promotion rates were lower than men's in 2012 and 2014 (Figure 3).

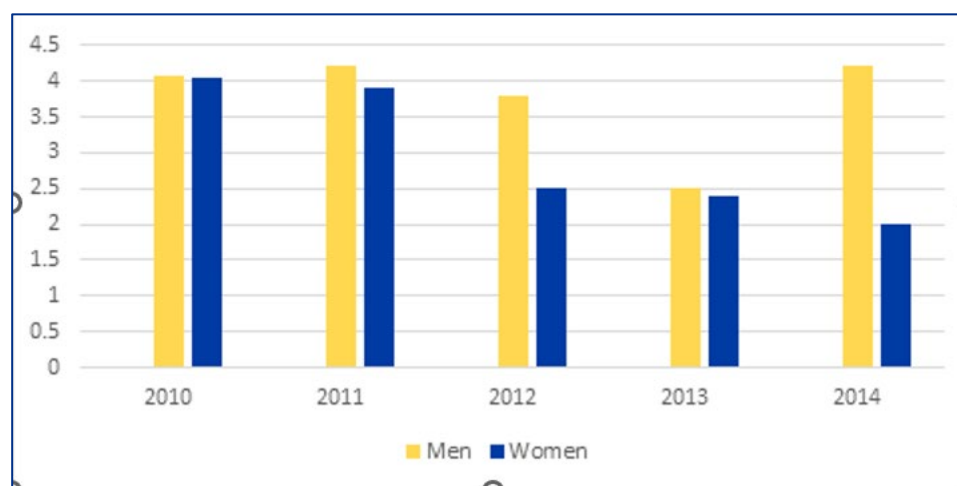


Figure 3 Promotion rates by gender 2010-2014

In 2019, UWA commenced a review, consultations, an external environmental scan, and benchmarking of promotions processes.

⁴ Note: The levels in the graphs represent the level being promoted to (i.e. Academic E represents applications from level D for promotion to level E, and so on for the other levels).

1.1 Unclear promotion criteria

The review and studies⁵ identified:

- ambiguous promotion criteria,
- no central information hub,
- insufficient acknowledgement of diverse careers (including teaching-intensive) and of diverse leadership.

Women reported being limited by under-recognised service and leadership:

As I became more senior, I was asked to take on more leadership and service roles. Some of my leadership roles were not formal, and thus were not recognised formally by the promotion committee—though well known informally.
(Career Barriers Survey, 2023)

1.2 Excessive promotion process workload

Feedback highlighted the excessive workload of the process, burdening applicants, assessors, administrators, and committee members. Key concerns were the excessive time for applicants in creating academic portfolios and for the committee assessing applications, and the rolling process (10 meetings annually).

1.3 Limited recognition of diverse careers

The review found assumptions of linear career paths, poorly understood achievement relative to opportunity (ARTO),⁶ and no clear pathway to Levels D-E for teaching-intensive staff, disproportionately affecting women.

Progress (Actions and outputs)

UWA overhauled its promotions process in 2020 to ensure:

- clear criteria;
- updated intranet page with information;
- reduced workload;
- recognition of diverse career pathways.

Intended outcomes were to increase women's applications for promotion, improve a low promotion rate to Level B (Figure 2), ensure equitable success rates, and improve recognition of outcomes irrespective of career pathway.

Sub-barrier 1 progress – Criteria

To reduce ambiguity around promotion expectations, particularly for Teaching-intensive and early-career academics, clear criteria were developed for every level across Teaching-intensive, Research-intensive, and Teaching and Research pathways,

⁵ Denise Chalmers et al, *Australian University Teaching Criteria and Standards*, 'The University of Western Australia Case Study Summary' (4 February 2015).

⁶ ARTO is covered in more detail in Cygnet 5.

informed by sector standards⁷ and internal feedback. The Teaching-intensive criteria was entirely new for the University and was designed to establish a pathway to Professor. Other reforms included leadership and service impact criteria, which addressed previously under-recognised contributions. Pathways, criteria, measures and examples were communicated broadly to staff, signposting to the new intranet hub (Figure 4).

2.2 Criteria 

Review the relevant criteria for the level of promotion you are seeking 

To Level B	To Level C	To Level D	To Level E
Teaching intensive Teaching intensive [PDF] Teaching intensive [Doc]	Teaching intensive Teaching intensive [PDF] Teaching intensive [Doc]	Teaching intensive Teaching intensive [PDF] Teaching intensive [Doc]	Teaching intensive Teaching intensive [PDF] Teaching intensive [Doc]
Research intensive Research intensive [PDF] Research intensive [Doc]	Research intensive Research intensive [PDF] Research intensive [Doc]	Research intensive Research intensive [PDF] Research intensive [Doc]	Research intensive Research intensive [PDF] Research intensive [Doc]
Teaching and Research Teaching and Research [PDF] Teaching and Research [Doc]	Teaching and Research Teaching and Research [PDF] Teaching and Research [Doc]	Teaching and Research Teaching and Research [PDF] Teaching and Research [Doc]	Teaching and Research Teaching and Research [PDF] Teaching and Research [Doc]

Figure 4 Criteria - Intranet

A statement of expectations was developed, emphasising quality, impact and collaboration (Figure 5).

Academic Expectations for Promotion Eligibility and outcomes for promotion are determined on the basis of evidence that supports the quality and impact of an applicant's demonstrated achievements. It should include collegial and collaborative behaviours/leadership balanced across the areas of research, teaching and engagement, as relevant, to benefit UWA and the wider community.
--

Figure 5 Expectations

The Promotions Committee Chair introduced an annual workshop, recorded and available online (Figure 6).

⁷ Denise Chalmers et al, *Australian University Teaching Criteria and Standards*, 'The University of Western Australia Case Study Summary' (4 February 2015).

Academic Promotions Workshop 2026 [↗](#)

The Senior Deputy Vice-Chancellor, Professor Tim Colmer held an online workshop via Teams on Tuesday 14 April 2026, 10.30am–12pm (AWST). It is strongly recommended that if you are considering applying for a promotion, you watch the recording below.
[Academic Promotions Workshop 2026.](#)

Figure 6 Workshop

Sub-barrier 2 progress - Workload

The process was streamlined and an annual promotion round was introduced, reducing workload (Table 1).

Component	Improvement
Academic Portfolio	Portfolio removed Introduced shorter 'Case for Promotion'
Promotions Criteria	Clarified for all levels and pathways Criteria expanded - incorporating leadership and impact
Teaching-intensive pathway	Removed research criteria Included teaching impact
Process administration	Introduced annual process

Table 1 Streamlining

Applications were shortened and focused on impact and leadership (Figure 7).

Case for Promotion

The Case for Promotion should be a brief, impactful and evidence-based narrative on the reasons for the application. Your case must be made based on your key achievements since your last promotion or appointment. It is particularly important that you provide evidence, in the Evidence Appendix, to verify claims and to explain what made the contribution distinctive, impactful, and in line with the University's vision, rather than simply listing activities. Clarity of your contributions and the impacts of research, teaching and engagement are essential to explain (relevant to career pathway), and evidence of leadership as relevant to the level is essential.

Figure 7 Instructions

To enhance clarity, encourage applications from diverse genders, and minimise application workload, a Gender Equity in Academic Promotions Program (GEAPP) was introduced in 2026. This included guidance and application-writing support (Figure 8).

ANNOUNCEMENT

Gender equity in Academic Promotions program

Published 01/04/2026

Academic promotion support for women and non-binary staff will be provided to offer practical, experience-informed guidance for those preparing applications in the 2026 Round.

Writing sessions

Sessions will be offered across all application levels and will be facilitated by experienced senior academic leaders.

The sessions are guidance focused and will provide applicants the opportunity to ask questions and work on and get feedback on draft applications.

What the sessions will cover:

- General information on the promotions process
- Framing achievement relative to opportunity
- Writing your application
- Q&A on any aspects of the process
- Next steps and resources

Figure 8 GEAPP

There were seven GEAPP sessions across campus/online (Figure 9). Since the ASB action plan, UWA acknowledged the need to include non-binary staff in gender equity initiatives and did so in GEAPP.⁸ Led by the SDVC and the Pro Vice-Chancellor (Academic Advancement and Diversity) (PVC-AAD), a role established in 2025, it covers promotions, workload, and diversity, to enable mainstreaming of gender-equity in promotions.

⁸ Data is not included due to low numbers.



Figure 9 GEAPP, QEI Campus

Sub-barrier 3 progress - Diverse careers

The new guidelines recognise the importance of research, teaching, and engagement (external engagement and internal service). The teaching-intensive career pathway includes criteria for each level (Figure 4). To support non-linear careers, the ARTO policy was revised, with applicant instructions and committee training.⁹

⁹ ARTO is integral to our Academic Promotion process at UWA. We are currently working on embedding ARTO in all employment decisions, such as sabbatical, internal awards and recognition, in addition to promotion. Therefore, we have separated out ARTO from this Cygnet application, and focus on it in relation to recognising success and achievement in Cygnet 5 'Changing how we define academic success'.

Outcomes

Outcomes of the reforms were mixed but with a positive trajectory.

Increase in application rate

An increase in women's application rates has been achieved since 2020, with a spike in applications that year (Table 2 & Figure 10).

Year	Women applicants	Women successful	Men applicants	Men successful
2017	25	25	26	25
2018	23	23	27	25
2019	38	35	56	49
2020	76	68	77	60
2021	45	40	69	55
2022	49	36	51	39
2023	49	36	68	42
2024	38	29	54	41
2025	57	41	73	50

Table 2 Applications 2017-2025¹⁰

Women, however, continue to apply at lower rates than men (Figure 2 & Figure 10). The promotion reforms of 2020 coincided with COVID-19, which impacted academic wellbeing and workload,¹¹ and disproportionately impacted women.¹² This may explain the decrease in women's application rate in 2021 (Figure 10). COVID-19 delayed application processing and shifted submission dates for a few years. This, as well as structural reform at UWA 2020-2021, may have impacted application rates for 2-3 years. Since then, the application rate for women has fluctuated between 5%-7.4%. The application rate for men rose in 2020, remained high in 2021, and has fluctuated between 6.8%-9.5% (Figure 10). To address continuing inequity, ARTO policy/procedures are under review, and the GEAPP was developed.

¹⁰ Non-binary data not included due to low numbers.

¹¹ Fiona McGaughey, Richard Watermeyer, Kalpana Shankar, Venkata Ratnadeep Suri, Cathryn Knight, Tom Crick, Joanne Hardman, Dean Phelan, Roger Chung, "'This can't be the new norm': academics' perspectives on the COVID-19 crisis for the Australian university sector' (2022) 41 (7) *Higher Education Research & Development* 2231.

¹² Terrence W. Fitzsimmons, Miriam S. Yates, Victor J. Callan, 'Experiences of COVID-19: The pandemic and work/life outcomes for Australian men and women' (2022) *Report: University of Queensland Business School*.

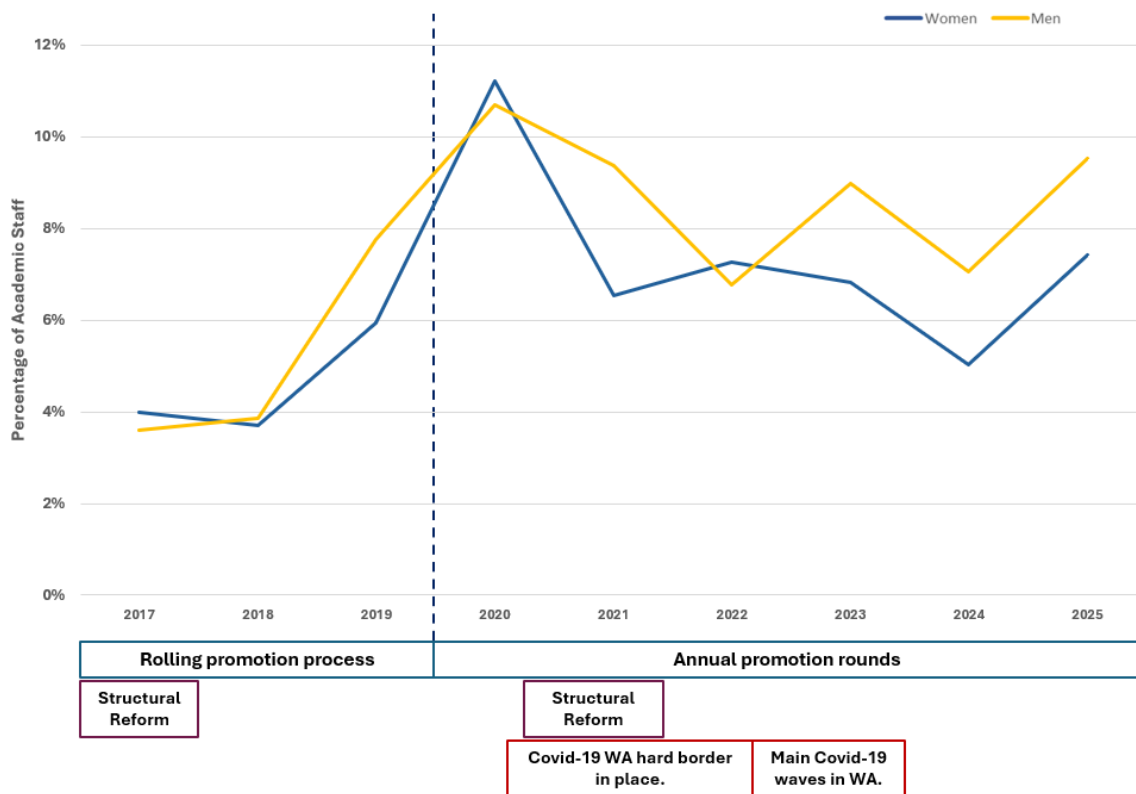


Figure 10 Promotion Application Rates 2017-2025: context

With increased applications, success rates declined. Figure 11 examines success rates, showing women's rates were higher than or equal to those of men, except for in 2022.¹³ The Action Plan below outlines activities to address the overall decline in success rates, including process reviews, application requirements and support mechanisms.

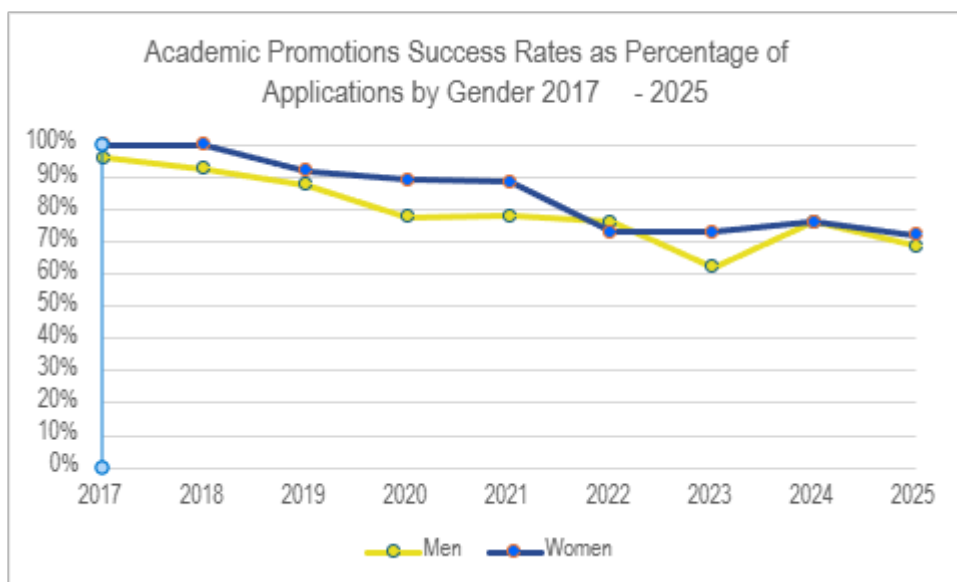


Figure 11 Success rates as percentage of applications 2017-2025

¹³ Except for 2022, when less men applied.

Figure 12 shows overall promotion rates (successful applications relative to staff headcount at level). Women's promotion rates have increased from 4% in 2017, to 5.3% in 2025 - men's promotion rates have increased from 3.5% in 2017 to 6.5% in 2025. While there is still variability, there is substantial improvement from pre-ASB rates (see Figure 3).

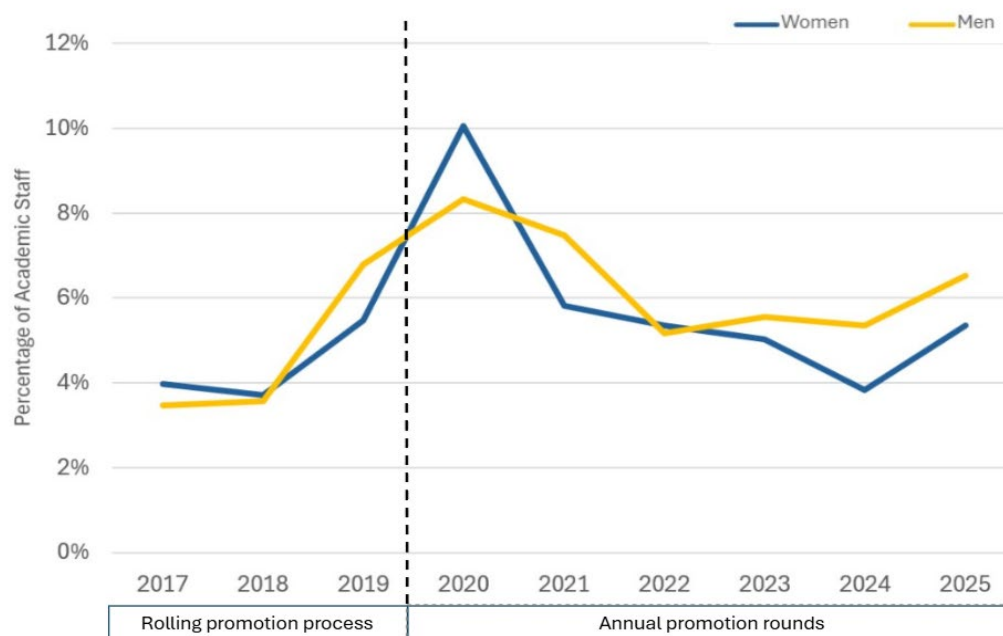


Figure 12 Academic promotion rates 2017-2025

This is in the context of the increase of Level A-D women by 22.1%, and the increase of Level A-D men by only 6.4%, 2017-2025 (Table 3). There is gender parity in headcount in 2025, but men have a higher overall promotion rate by 1.2%. As women's success rates are generally higher/equal to men's (Figure 11), women's *application rate* remains a challenge.

Year	All Women Levels A-D ¹⁴	Overall Promotion Rate – Women	All Men Levels A-D ¹⁵	Overall Promotion Rate - Men
2017	628	4.0%	720	3.5%
2018	621	3.7%	700	3.6%
2019	640	5.5%	722	6.8%
2020	677	10.0%	720	8.3%
2021	689	5.8%	736	7.5%
2022	674	5.3%	754	5.2%
2023	717	5.0%	756	5.6%
2024	756	3.8%	766	5.4%
2025	767	5.3%	766	6.5%

¹⁴ All academic women – not those who are eligible for promotion (i.e. have been appointed in fixed term or ongoing role for at least two years and have not been promoted in the past two years) as we have not routinely collected this data. We did calculate this manually for the 2026 GEAPP.

¹⁵ These are all academic men, levels A-D, not those eligible for promotion as we have not routinely collected this data.

Table 3 Academic staff headcount and overall Promotion Rates 2017-2025

GEAPP was launched in 2026 and had 57 participants in 2026, 20.14% of eligible women and non-binary staff. Eligibility for promotion requires that applicants have worked at UWA for two years, or two years or more since last promotion. Eligibility numbers were calculated for the first time in 2026 (283 total). We are monitoring participant's progress.

27 GEAPP participants responded to the post-session survey - 19 intend to apply for promotion this year, several intend to apply next year. Participants all reported increased understanding, particularly on ARTO, preparing applications, and aligning with the promotion framework (Table 4). GEAPP participants' promotion outcomes will be monitored to inform the 2027 program.

Increased understanding in relation to topics	No. of positive responses (of 27 respondents)
ARTO	25
Preparing a strong application	25
Aligning application with framework	24
Promotion process	22

Table 4 Increased understanding of prospective applicants, GEAPP 2026

Teaching-Intensive Careers

Promotion applications from teaching-intensive staff have increased (Figure 13). Accurate data on teaching-intensive roles has been a challenge - the definition has varied over time and between Schools but based on contract type, there were 343 teaching-intensive staff in 2025, 61% women.

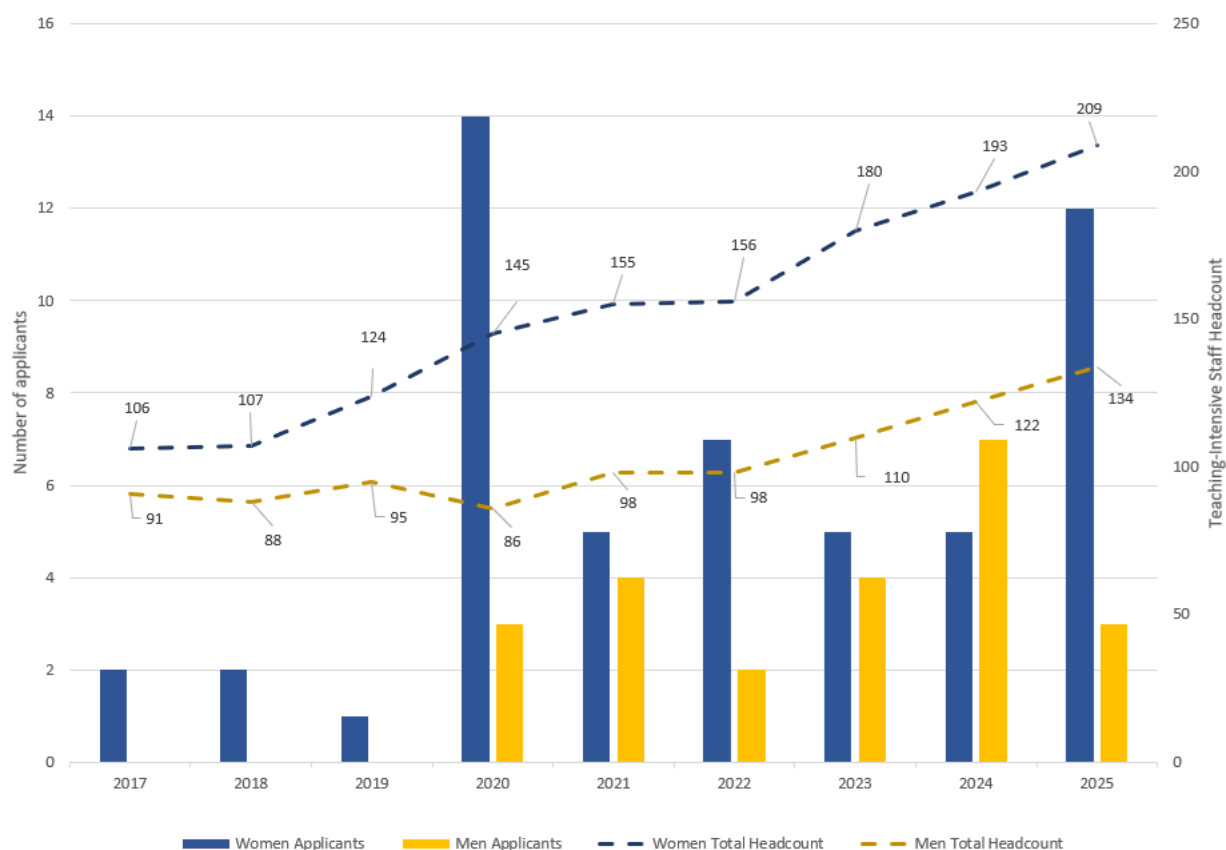


Figure 13 Teaching-Intensive Staff Headcount and Promotion Applications 2017-2025

More teaching-intensive staff are being promoted to senior levels. From 2017-2019, only two teaching-intensive staff were promoted to Level D (no Level E applicants). From 2020-2025, 22 teaching-intensive staff were promoted to Level D, and four to Level E. Of 21 Heads of School, two are teaching-intensive academics. Despite these gains, 2020-2025 Teaching-intensive promotion rate to Level D and E is markedly lower than for Teaching and Research, and Research-intensive rates (Table 5).

Academic Role	Promotion Rate to Level D&E (2020-2025)
Teaching-Intensive	1.7%
Teaching and Research	9.0%
Research-Intensive	7.0%

Table 5 Senior Academic Promotion Rates

Table 6 outlines persistent inequity for Teaching-intensive academics in application and promotion rates. We plan to investigate this further and will address it with an evidence-based approach.

			2020	2021	2022	2023	2024	2025
Application Rate	Teaching-Intensive	W	9.7%	3.2%	4.5%	2.8%	2.6%	5.8%
		M	3.5%	4.1%	2.0%	3.6%	5.8%	2.2%
	All Academics	W	11.2%	6.5%	7.3%	6.8%	5.0%	7.4%
		M	10.7%	9.4%	6.8%	9.0%	7.0%	9.5%
Success Rate	Teaching-Intensive	W	92.9%	100%	57.1%	80.0%	100%	66.7%
		M	100%	100%	100%	100%	85.7%	100%
	All Academics	W	89.5%	88.9%	73.5%	73.5%	76.3%	71.9%
		M	77.9%	79.7%	76.5%	61.8%	75.9%	68.5%
Promotion Rate	Teaching-Intensive	W	9.0%	3.2%	2.6%	2.2%	2.6%	3.8%
		M	3.5%	4.1%	2.0%	3.6%	4.9%	2.2%
	All Academics	W	10.0%	5.8%	5.3%	5.0%	3.8%	5.3%
		M	8.3%	7.5%	5.2%	5.6%	5.4%	6.5%

Table 6 Teaching-Intensive Promotion Outcomes

Impact

Qualitative and quantitative data were used to assess the impact of improving academic promotion (Table 7),¹⁶ including key informant interviews conducted by a consultant (Table 8).

Source	Year	Number of participants/ respondents
Career Barriers Survey (CBS)	2023	410 (302 women, 89 men, 10 non-binary staff, 9 no gender identified)
Key informant interviews (Table 6).	2025	8
Staff engagement survey	2025	2,619 (63% of staff, 1007 men, 1608 women, 4 non-binary staff).
International Women's Day (post-event survey) (IWD & ASB) ¹⁷	2026	15 (15% of participants) gender not recorded but majority of participants were women.
GEAPP pre- and post-surveys	2026	27 (47% of participants)
Purposive sampling: staff with experience of promotions (e.g. Promotions Committee Chair, Heads of School).	2023-2026	5

Table 7 Data sources

¹⁶ Due to low numbers and privacy considerations, disaggregated analysis was not possible. However, sampling intentionally included staff with disability, caring responsibilities, CALD backgrounds and non-binary identities to ensure these perspectives informed evaluation. The responses quoted below are de-identified so that participants could contribute openly.

¹⁷ Also asked about awareness of and perceived impact of ASB.

Role	Characteristics (self-identified)	Number
Professional	Woman	2
Level E	Woman in STEMM	1
Level B	Non-binary person	1
Level D	Woman, CALD background	2
Level E	Woman, carer	1
Level C	Woman with a disability	1

Table 8 Profile of Interviewees

A. Increased access to career progression

Staff involved in the promotion process (e.g. applicants, Heads of School, professional staff) perceive that barriers to the process have been reduced, and some academics report feeling more capable of engaging:

*From 2014 to 2020, when the promotion system changed, I had only maybe five staff going for promotion. But I've had five this year alone. People are understanding applying for promotion is so much more straightforward.
(Interview, Head of School)*

*The application under the new system is so much shorter so it made me focus on what I wanted to highlight and then I had to provide evidence. So I think the process is a lot better. Just the amount of time it took to put together a portfolio for a promotion application previously, it was such a big deterrent.
(Interview, Level E woman)*

While progress has been made, further work is needed to understand continued gender inequality. The promotion rate for women at UWA has increased since 2020, but at a lower rate than that of men, this is due to the lower application rate of women (not the success rate). Participants in the GEAPP identified the main barriers to applying for promotion, key barriers being: lack of time, low confidence in achievements, limited encouragement from managers, and lack of recordkeeping (Figure 14).



Figure 14 Barriers to Promotion according to 2026 GEAPP participants

Some of these themes also came up in the Career Barriers Survey (CBS), e.g.:

...my manager is holding me back and telling me to wait.
(CBS, 2023)

Despite work on clarifying promotions criteria, 'unclear criteria' remain a challenge (Figure 14). Challenges also remain in the areas that have been the focus of concerted effort:

If you are a Level A-C female, the workloads are higher, especially teaching and administrative workloads and individuals less appreciated. It is certainly not the place to work if you are a female Level A-C and want a promotion.
(Staff Engagement Survey)

Intersectionality requires further analysis - a lack of intersectional data collection hampers analysis of outcomes for diverse cohorts. The CBS survey report noted:

Across all career barriers, people experiencing them at a higher frequency relative to the full population tended to identify as female, queer, non-Anglo, non-binary, older, religious or junior.
(CBS Report)

Tackling these barriers is addressed in 'Further Actions'.

B. Systems and Culture of Inclusion

UWA's GEAPP contributed to staff feeling supported and increasing trust in the process:

The session creates a safe space for focused discussions on the common challenges faced by many women academics. I really appreciate the initiative and would highly recommend it to other staff...

The genuinely informative and supportive nature of the workshop. I appreciated the personal feedback from senior leaders and enjoyed meeting colleagues...
(GEAPP survey, 2026)

ARTO has empowered more women to pursue career progression:

The implementation of 'Achievement relative to opportunity' at UWA has had a positive impact on how women feel about applying for promotion. There is a greater incentive to do it.
(IWD and ASB Survey, 2026)

However, staff understanding of ARTO is still developing - it was one of the main learning areas in the GEAPP (Table 4). One participant noted learning:

Parenting challenges with neurodiverse children can be included as RTO.
(GEAPP survey, 2026)

C. Diverse pathways

Broadening examples of leadership and recognition of service in promotions criteria are viewed positively:

The new system does enable you to properly focus on where your leadership contributions have been, and leadership happens in all areas.
(Interview, Chair, Academic Promotions Committee)

Conversely, there is evidence that some staff have not had access to leadership roles (Figure 14 above), so a barrier remains. The CBS noted this concern was raised by non-Anglo and/or religious participants:

Overlooked for committees and roles. Applications for more senior positions not given to me when there was no other obvious candidates to take the role.
(CBS, 2023)

There has been a positive impact on the perception of teaching and a career pathway for teaching-intensive academics:

Teaching is now seen as just as important as research and that sends a really positive message to our academic community, and all of our teaching support staff.
(Interview, Head of School)

Further Actions

Despite the increase in academic women's promotion rates, several areas for improvement were identified that if addressed would further improve gender equity in academic promotions. Insights and data came from the Career Barriers survey (2023), Staff Engagement Survey (2025), eight key informant interviews (December 2025), International Women's Day post-event survey (also asked about awareness of and perceived impact of ASB) (2026), participant pre- and post-surveys from Gender Equity in Academic Promotions Program (GEAPP) sessions and purposive sampling of those with experience of promotion process (e.g. Chair of Promotions Committee, Heads of School).

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
1	Address barriers: Lack of time & Unclear promotions criteria	- Consider moving application deadline to less busy time of year / increase period of time between opening and closing applications. - Review process to reduce administrative burden and ensure criteria are clear. - Explore supports for those applying.	2026-2029	PVC AAD SDVC	SDVC	Increased application rate, sustained high success rate, increased promotion rate.
2	Address barriers: low confidence in achievements & lack of recordkeeping	Develop & deliver sessions during each year on 'preparing for promotion' to support	2026-ongoing	PVC AAD, People & Culture, SDVC	SDVC	Improved reported preparedness in surveys of participants in GEAPP Initiative.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
		recordkeeping and develop confidence.				
3	Address barrier: Limited encouragement from line managers	- Work with Heads of School to ensure buy-in. - Embed discussions on promotions into Performance Reviews. - Rewarding inclusive leadership behaviours.	2026-ongoing	SDVC, Chief People & Culture Officer	SDVC	Heads of School report on women and non-binary staff they have encouraged to apply for promotion. Performance review records show increased discussion of promotion plans with women and non-binary staff.
5	Monitor GEAPP participants' promotion outcomes to further inform the program. Continue to educate about ARTO.	- Analyse data on promotion rates for GEAPP participants relative to overall promotion rates. - Ongoing ARTO education.	Early 2027 (when data is finalised)	PVC AAD, People & Culture	SDVC & Chief People & Culture Officer	Refined GEAPP for 2027, increased application rate and promotion rate for women and non-binary staff. Increased awareness of ARTO.
6	Address intersectionality in application and promotion rate and experiences of career progression.	- Explore better whole-of-organisation data collection. - And/or add intersectional data collection to promotions application system.	2026-2028	People & Culture, PVC AAD	Chief People & Culture Officer	Clear baseline data on outcomes for staff from diverse backgrounds. Setting of targets and identifying initiatives to address any gaps identified.

Reference	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcomes/ Targets/ Success Indicators
		- Investigate persistent inequity in Teaching-Intensive career progression.				