Curtin University
Diversity and Equity Strategy 2018-2020

August 2018
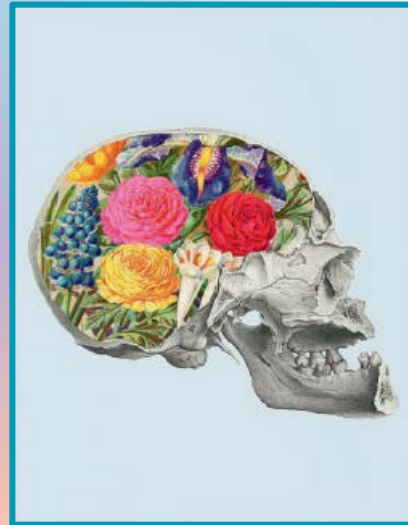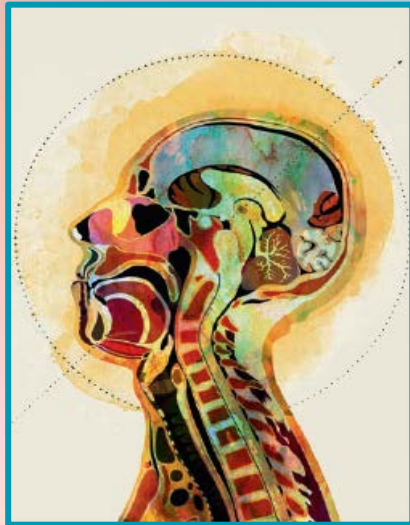
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Key

Acronym	Full Title
VC	Vice-Chancellor
VPCR	Vice-President Corporate Relations
DVCR	Deputy Vice-Chancellor Research
DVCI	Deputy Vice-Chancellor International
DVCA	Deputy Vice-Chancellor Academic
CSO	Chief Strategy Officer
COO	Chief Operating Officer

ASAP	2018-2021 Athena SWAN Action Plan
CGPGAP	Closing the Gender Pay Gap Action Plan
DAIP	Disability Access and Inclusion Plan
EEO	Equal Employment Opportunity Management Plan
GSAP	Gender and Sexuality Action Plan
RAP	Reconciliation Action Plan
SAPP	Student Access and Participation Plan
TEQSA	Tertiary Education Quality and Standards Agency

Diversity and Equity at Curtin

Preamble

Curtin University is positioning itself as a leading GLOBAL university that is, "above all, .. led by our values as we support our staff, promote Indigenous reconciliation and contribute to a fairer and more just society for all."

To date, Curtin's commitment to social justice and equal opportunity remains reflected in a range of plans and strategies to ensure that everyone in the University community – irrespective of race, gender, beliefs or culture – receives fair and just treatment, namely:

- Reconciliation Action Plan 2018-2020 (and related education and employment strategies)
- Gender and Sexuality Action Plan Australia 2017-2020
- Closing the Gender Pay Gap Action Plan 2018
- 2018 - 2021 Curtin Athena SWAN Action Plan
- Disability Access and Inclusion Plan 2017-2020
- Curtin University Access and Participation Plan 2018
- Equal Employment Opportunity Management Plan

The Curtin Australia Diversity and Equity Strategy Implementation Plan (DE Strategy) is structured to provide focus and guidance to responsible officers on how to support a university-wide, intersectional approach to equity. Figure 1 reflects how Curtin's strategic, compliance and best practice commitments are to be implemented and monitored through an overarching implementation plan, while retaining the multitude of plans in specified formats to meet compliance and best practice requirements set by government agencies or external bodies.

An accompanying Program Management Plan, setting out the governance, risk, monitoring and reporting requirements for the DE Strategy has been developed.

DIVERSITY AND EQUITY
STRATEGIC, LEGISLATIVE OBLIGATIONS AND BEST PRACTICE COMMITMENTS

STRATEGIC PRIORITIES	LEGISLATION & REGULATION	COMMITMENT
LEARNING & STUDENT EXPERIENCE Be a university of choice for a diverse range of students, including high achievers and those from disadvantaged backgrounds **PEOPLE & CULTURE** Improve gender and Indigenous equity	Age Discrimination Act Australian Human Rights Commission Act Disability Discrimination and Disability Services Acts Equal Opportunity Act Racial Discrimination Act Sex Discrimination Act Workplace Gender Equality Act TEQSA Standards (Diversity and Equity) Higher Education Support Act Other Grants Guidelines	WGEA Gender Equity Employer of Choice Athena SWAN Charter Reconciliation Pride in Diversity White Ribbon (Prevent Violence Against Women)

Figure 1

The Curtin Diversity and Equity Strategy is positioned within the University's Strategic Planning Framework (see Figure 2). This diagram reflects an overarching Diversity and Equity Strategy that consolidates all reconciliation, diversity and equity initiatives into annual University Faculty / Office planning. It applies the diversity and equity lens to activities being undertaken by the University, whilst at the same time providing unique stand-alone plans that meet the external requirements set by our reconciliation and equity planning partners.

Curtin University Strategic Planning Framework for Diversity & Equity
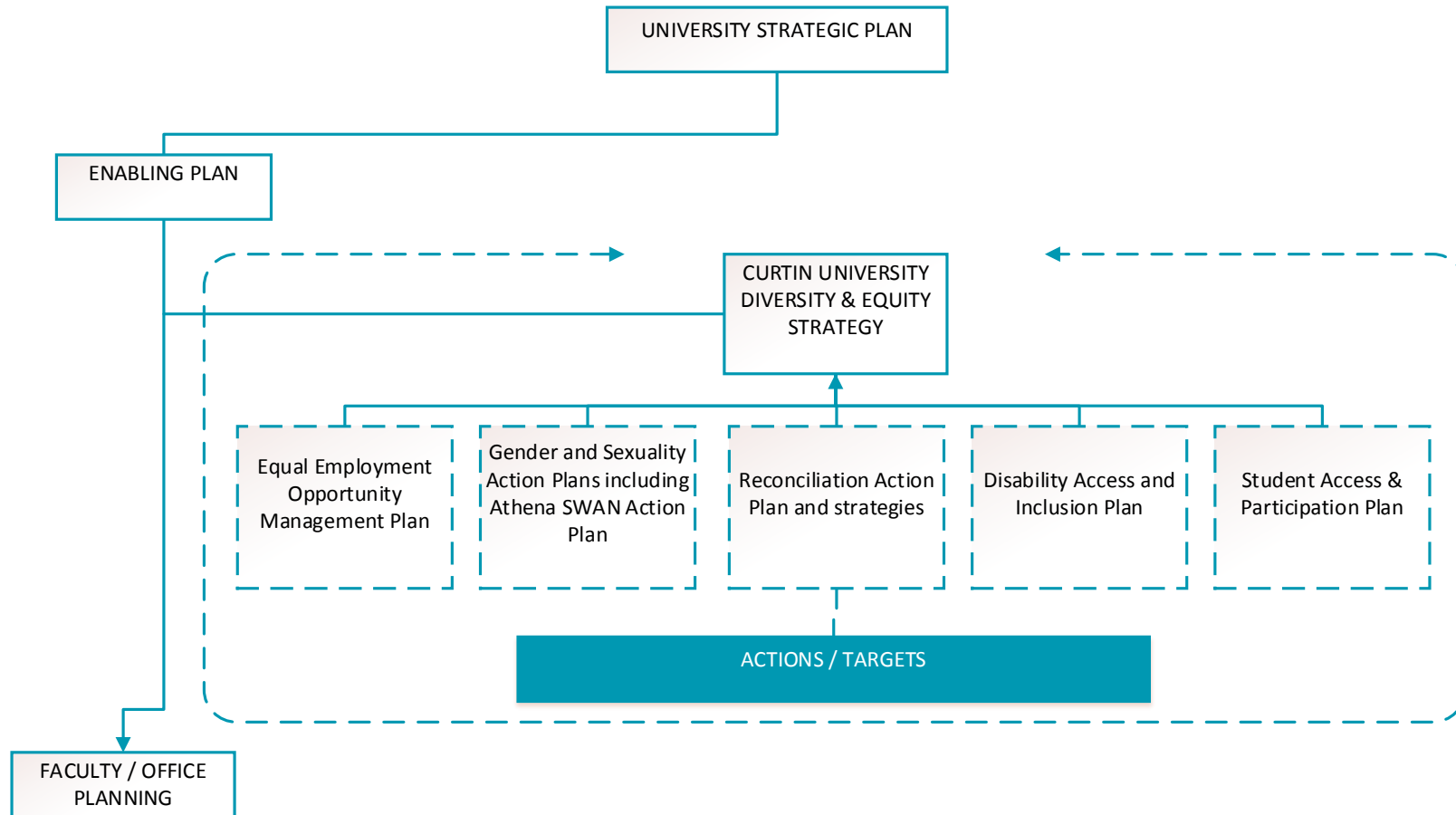

Figure 2

Curtin's Diversity and Equity Focus

The intersectional approach of the DE Strategy recognises that each individuals' lived experience is unique and that a person may identify by using one or more of the following attributes: sex; age; race; colour; national or ethnic origin; marital or relationship status; pregnancy or potential pregnancy; breastfeeding; political conviction; religious conviction; impairment; need for carers, assistance animals and disability aids; family responsibility or family status; gender; gender identity; intersex status; sexual orientation; gender history. At the organisational level intersectionality promotes improved effectiveness through avoiding siloed responses that may work for one aspect of identity but not for others. It also offers improved efficiency where the same initiative can promote inclusion across many aspects of diversity rather than introducing numerous initiatives addressing the same barrier or issue. Through taking an intersectional approach, the University aims to enable all members of its community to bring their whole selves to Curtin.

Curtin is proud of the diverse community it serves, and its approach to inclusion in relation to:

Aboriginal and Torres Strait Islanders

Curtin has the highest number of Aboriginal or Torres Strait Islander students of any university in Australia. Our Aboriginal students come from all over the country. In 1998, Curtin was the first Australian university to issue a Statement of Reconciliation and Commitment. The University is progressing its third consecutive Reconciliation Action Plan since we became the first in Australia to adopt this important blueprint for social change in 2008. We are very proud of the steps taken to build a culture that values and respects Aboriginal and Torres Strait Islander peoples, culture and heritage - within the University and beyond. We are also proud of the relationships we have developed with our Aboriginal and Torres Strait Islander communities, and the opportunities we provide to develop the aspiration and ability to succeed in higher education and employment. With recognition of the importance of Reconciliation growing steadily across the University and the community, our Elevate status RAP sets an even bolder vision for us for the next three years helping to lead the way in advancing Reconciliation nationally and internationally.

Gender and Sexuality

Curtin has been recognised by the Workplace Gender Equality Agency (WGEA) as an Employer of Choice for Gender Equality (EOCGE) for four years. Prior to this citation, Curtin was recognised for over a decade as an Employer of Choice for Women in the Workplace. It is the first university in WA to receive White Ribbon accreditation for preventing violence against women in the workplace, and is participating in the Universities Australia Respect. Now. Always campaign to prevent sexual harassment and assault of students. Curtin was ranked best University for LGBTIQ+ workplace inclusion for three years and currently holds Silver ranking in the Pride in Diversity Australian Workplace Equality Index. Through its Gender and Sexuality Action Plan Australia 2017-2020, Curtin aims to promote and maintain structural and cultural changes that advance gender equality and Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ+) inclusion within Australia.

This work recognises the complex intersectional nature of gender equality with inclusion of LGBTIQ+ staff and students, representation of Indigenous Australian women, men and women with family and caring responsibilities, women with a disability and women from culturally and linguistically diverse (CALD) backgrounds. Curtin has applied for Athena SWAN accreditation, which is focussed on increasing the representation of women in Science, Technology, Engineering, Mathematics and Medicine (STEMM), particularly in senior leadership roles.

Disability

The benefit of twenty years' experience in developing and implementing disability plans is reflected in the Curtin University Disability Access and Inclusion Plan 2017 – 2020: Facilitating Universal Design (DAIP). This Plan focuses on strengthening the milestones achieved to date by further educating our staff, embedding recent achievements in daily practice and continuously evaluating our progress. Partnering with our students to enhance our access and inclusion practices is also key. We are building on our decade-long understanding of the principles of universal design by applying these to our day-to-day operations, including the ways in which we deliver academic programs, construct and refurbish our facilities, and seek to improve access and inclusion to our events and all of our processes. To date, each plan has brought about notable improvements to Curtin's accessibility and inclusion for people with disability, to assist them in pursuing their study journey. We look forward to working with students, staff and the wider community and our partners in setting and achieving future goals.

Culture and Linguistic Diversity

Curtin is a global university with campuses in Perth, Kalgoorlie, Malaysia, Singapore, Dubai and Mauritius. The Curtin community is highly diverse with around a quarter of our students coming from a country outside of Australia. Curtin was ranked as the most diverse university globally in terms of student and staff diversity by the Times Higher Education Supplement. As an early entrant into international education, Curtin was the first Australian University to adopt a Cross-Cultural Education Plan and Policy in 1992. Curtin supports religious diversity and provides prayer facilities on some campuses.

Low Socio-economic Status

The Curtin University Access and Participation Plan 2018 provides an operational framework for progressing student diversity, equity, and inclusion. The Plan is underpinned by Curtin's Value of "Respect" and Signature Behaviour of "valuing diversity and promoting equity and inclusion", and is embedded within Curtin's Strategic Plan 2017-2020 in which the University states its strategic intent to "be a university of choice for a diverse range of students, including high achievers and those from disadvantaged backgrounds". The Plan operates in conjunction with other University plans that promote inclusion and addresses all stages in the student life cycle articulating the key activities at each stage, and sets out how Curtin will meet its obligations under State and Federal equity legislation and policy including expenditure of Higher Education Participation and Partnerships Program funding for promoting and supporting aspiration to and success in higher education for students from Low Socio-Economic and regional and Remote backgrounds.

Youth and Mature Age

Over the years, the Curtin community has worked hard to achieve an inclusive organisational culture through the creation of flexible working conditions and the removal of barriers that prevent staff from reaching their full potential. The Equal Employment Opportunity Management Plan 2015-2017, the seventh such Plan to be implemented at Curtin, was designed to enable the University to build on and improve its performance in supporting a diverse and broadly representative workforce. The Plan has been developed in accordance with Part IX of the Equal Opportunity Act 1984 and is aligned with the Office of Equal Employment Opportunity's outcome standards framework. The EEO Management Plan provides a foundation for our goal of supporting a working environment that values diversity and promotes equity and inclusion. An inclusive workplace provides a quality working environment for staff and gives Curtin the competitive edge in the employment market.

The Diversity and Equity Framework

The concept of the 'equity and diversity lens' is central to the approach envisaged for guiding University leaders and staff. Figure 3 depicts *applying the diversity and equity les* in an easily understood way. Ensuring the equity and diversity principles of Right, Opportunity, Recognition and Inclusion are applied when implementing programs of work identified within this implementation plan, the University is well-positioned to deliver on its strategic objectives while promoting Indigenous reconciliation and contributing to a fairer and more just society for all.
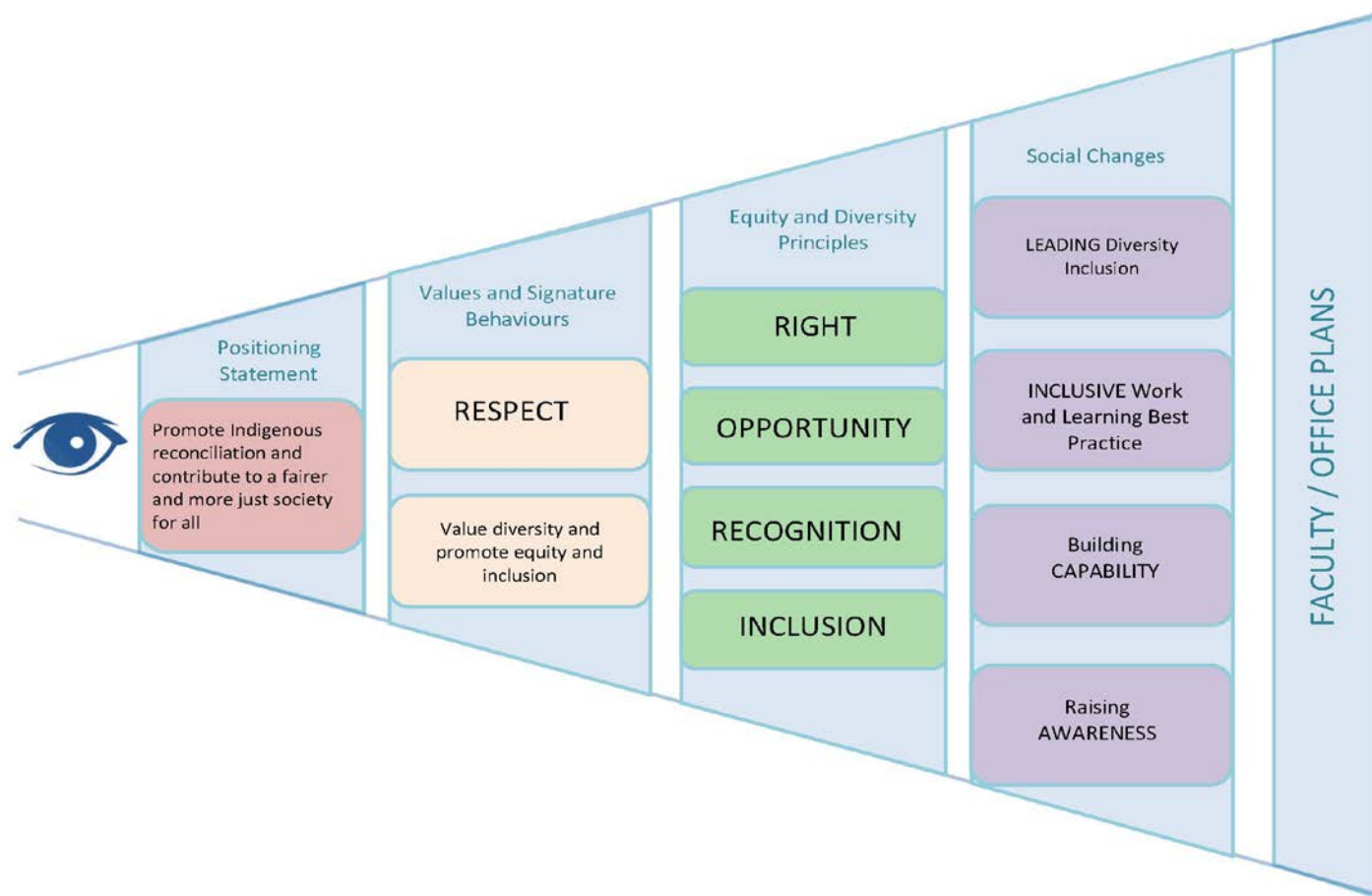
An understanding of expected outcomes and programs of work of the Curtin University Diversity and Equity Strategy is reflected in the following pages. Separate Plans on a Page set out these priorities for each year.

Figure 3 *Diversity and Equity Lens*

Diversity and Equity Strategy 2018-2020

AWARENESS	CAPABILITY	INCLUSION	LEADERSHIP
STRATEGY OUTCOMES			
Curtin community (staff, students, external community) is aware of Curtin's expectations in relation to valuing diversity and promoting equity and inclusion and how Curtin meets its commitment to Reconciliation and diversity and equity	Staff, students and leaders have enhanced capability to value diversity and promote equity and inclusion	Curtin community consistently applies diversity and equity principles to create a safe and inclusive work and study environment where our diverse community feels respected and connected, and are progressing, contributing and succeeding[1]	Curtin is recognised by staff, students and community as an organisation that values diversity, promotes equity and inclusion and Reconciliation
STRATEGY OBJECTIVES			
Raise awareness and aspiration toward Higher Education	Enhance staff capability	Provide a safe and inclusive work and study environment that is free from bias, discrimination and harassment	Lead Reconciliation, diversity, equity and inclusion at Curtin
Promote Reconciliation, diversity and equity rights and responsibilities, priorities and outcomes	Enhance student/graduate capability	Increase diversity of representation at Curtin	Champion Reconciliation, diversity, equity and inclusion with local and global community partners
Monitor Reconciliation and diversity and equity priorities and outcomes	Enhance leadership capability	Support the contribution, progression and success of students and staff from underrepresented groups at Curtin	Recognise and reward leadership in diversity and equity

[1] Diversity Council Australia (O'Leary, J. and Legg, A.) DCA-Suncorp Inclusion@Work Index 2017-2018: Mapping the State of Inclusion in the Australian Workforce, Sydney, Diversity Council Australia, 2017 (adapted)

1. AWARENESS

Curtin community (staff, students, external community) is aware of Curtin's expectations in relation to valuing diversity and promoting equity and inclusion and how Curtin meets its commitment to Reconciliation and diversity and equity

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
Promote Reconciliation, diversity and equity rights and responsibilities, priorities and outcomes
1.1 Awareness Campaign – Diversity and Equity @ Curtin	1. Deliver an inclusive campaign to promote Reconciliation and diversity and equity principles	VPCR	Dec 2018	• 3-year campaign plan developed to promote diversity and equity activities and showcase achievements of people from underrepresented groups	• RAP • ASAP • GSAP • CGPGAP • EEO • EESJ Review
			Dec 2020	• 3-year campaign plan developed to promote our global diversity and equity strategies and enhance recognition of First Nation Peoples	• RAP • GSAP
			Sept 2018	• University-supported events delivered across three years with community collaborative partners to recognise significant cultural dates and celebrate significant diversity and equity outcomes	• RAP • GSAP • EEO
	2. Deliver diversity and equity content and architecture for Curtin website	DVCA	Dec 2018	• Diversity and equity website content and architecture is available with tools to facilitate regular updating	• RAP • EESJ Review
Monitor Reconciliation, diversity and equity priorities and outcomes
1.2 Monitoring and Reporting Diversity and Equity	1. Deliver Diversity and Equity Dashboard	CSO	Dec 2018	• Diversity and equity KPIs incorporated into PACT Dashboard with data sources identified for measuring and evaluating strategy outcomes	• All Plans
			June 2019	• Dashboard configured to meet Faculty/School diversity and equity measurement needs	
			As per Diversity and Equity reporting schedule	• Internal and external reporting requirements are met	
			Mar 2020	• Diversity and equity benchmarking protocols established and in use	

2. CAPABILITY

Staff, students and leaders have enhanced capability to value diversity and promote equity and inclusion

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
Enhance staff capability to value diversity and promote equity and inclusion					
2.1 Indigenous Australian Cultural Capability - Staff	1. Deliver Indigenous Australian Cultural Capability Framework (ICCF) programs	COO	Jan 2019	• ICCF introduced as part of onboarding so that at least 75% of commencing continuing and fixed-term staff complete at least ICCF Level 1	• RAP
			Dec 2020	• At least 75% of continuing and fixed term staff have completed at least ICCF Level 1	
			Dec 2020	• At least 75% of staff delivering Indigenous Australian units have completed ICCF Level 2, with online resources available to teach and evaluate learning outcomes	
			Dec 2020	• ICCF Level 3+ activities, including Jawun program, developed to enable staff to engage within community to support Aboriginal peoples	
			Dec 2020	• At least 20% of staff and senior leaders have completed Level 2 or 3+ ICCF activities	
2.2 Diversity and Equity Capability - Staff	1. Deliver Diversity and Equity Capability Framework (DECF) programs	DVCA	Sep 2019	• Framework (levels 1, 2 and 3 training and development programs) delivered	• ASAP • GSAP • CGPGAP • DAIP • EEO • EESJ Review
			Dec 2019	• EEO online training content reviewed and biennial review schedule established	• EEO
			Mar 2019	• White Ribbon accreditation training commitments are met (aligned with the Respect. Now. Always. Campaign activities)	• GSAP
			Dec 2018	• Universal design training and guidance resources are delivered and built into the DECF	• DAIP
			Dec 2018	• Training is delivered to address implicit bias in recruitment, training & development, promotions, talent identification, succession planning, admissions, enrolment, support and assessment	• ASAP • GSAP • EEO
			Jun 2020	• Implicit bias training is mandatory for recruitment officers and selection panel members	

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
		DVCA	Sep 2019	• Training and guidance resources required to meet gender cultural competency are delivered and built into the DECF	• ASAP
			Mar 2019	• LGBTIQ+ inclusion Level 3+ training and support resources are available in DECF	• GSAP
		COO	Dec 2018	• Training on flexible and remote work is developed taking into account findings of People & Culture 2016 survey re flexible employment opportunities	• GSAP • DAIP • EEO
		Provost	Dec 2018	• Deliver staff capability commitments planned for 2018 to improve gender equity in STEMM and build any new programs into the DECF	• ASAP
Enhance student / graduate capability to value diversity and promote equity and inclusion				
2.3 Graduate Capability	1. Deliver Indigenous Australian Cultural Capability experiences for students	DVCA	Dec 2020	• Indigenous Australian unit designed and delivered (with contextual relevance for each Faculty) in partnership with Aboriginal and Torres Strait Islander staff for all UG courses	• RAP
			Jan 2019	• Indigenous Australian cultural capability built into the Curtin Student Leadership Program	
			Jan 2020	• Indigenous Australian Cultural Capability (Level 1 ICCF) scholarship available for International students studying at Australian campuses	
Enhance leadership capability to value diversity and promote equity and inclusion				
2.4 Leadership Capability	1. Establish a Male Gender Equity Champions Group (MGEC)	COO	Sep 2020	• Group established under terms of reference to champion gender equity, requiring minimum of one member from each Faculty and major corporate areas	• ASAP
	2. Establish a Future Female Leaders Group (FFLG)	Provost	Jun 2019	• Group established under terms of reference	• ASAP
			Dec 2019	• Senior Executive sponsored strategies for leadership development for FFLG members	
			Jan 2020, annually	• At least 5 members attend external leadership programs	
			Jan 2020, annually	• At least 5 members attend internal leadership programs	

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
	3. Deliver training and resources to support staff new to leadership roles	DVCA	Sept 2018 (HOS) Dec 2018 (SET) Jun 2020 (Panels)	• Implicit bias training is adapted and available to specifically meet needs of senior leaders, academic leaders, and committee Chairs	• ASAP • GSAP • EEO
		COO	Dec 2019	• Leadership development programs aimed at staff new to leadership and committee roles delivered and built into DECF	• ASAP
			Mar 2019	• Training and support resources are available for managers to guide probation, promotion and performance evaluations	• ASAP
			Mar 2020	• Training and support resources are available for managers to guide career development discussions and feedback	

3. INCLUSION

Curtin community consistently applies diversity and equity principles to create a safe and inclusive work and study environment where our diverse community feels respected and connected, and are progressing, contributing and succeeding

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
Provide a safe and inclusive work and study environment that is free from bias, discrimination and harassment
3.1 Inclusive Policies, Systems, Infrastructure and Processes	1. Build diversity and equity principles into Curtin's policies, systems, processes and protocols	COO	Dec 2019	• Diversity and equity and universal design principles are embedded into all scheduled policy reviews	• RAP • SAPP • ASAP • GSAP • DAIP • EEO
			Dec 2019	• *iPerform* updated to record informal learning opportunities, developmental feedback by managers, and outcomes of requests for flexible work	• ASAP
			Dec 2019	• Protocols and system update in place for confidential sharing across essential personnel of disclosed identity or equity group information	• RAP • GSAP • DAIP
			Jan 2019	• Procurement targets to support Aboriginal suppliers set and procedures updated to emphasise accessibility of products, services and information and active prioritisation of Supply Nation or other Indigenous Australian suppliers e.g. Nyungar Chamber of Commerce	• RAP • DAIP
			Dec 2021	• Formal and informal academic support mechanisms reviewed	• ASAP
			Mar 2021	• Staff Exit Procedures reviewed to provide data on reasons for leaving Curtin	• ASAP • GSAP
			Mar 2021	• Develop appropriate policy, procedures, support, reward and career development mechanisms that take account of the differing goals, motivations, and needs of sessional staff	• ASAP
		Provost	Dec 2018	• Curtin's Expectations for Academic Performance review takes account of gender equity and diversity and 'relative to opportunity'	• ASAP
		VPCR	Dec 2018	• Protocols for recruitment strategies include targeting students from LSES / remote / regional backgrounds	• SAPP

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
			Dec 2019	• Protocols to reflect diversity of Curtin community in marketing and public relations opportunities and inclusion of Aboriginal cultural protocols and Acknowledgement of Country at all Curtin internal and external events including Curtin-sponsored external events	• RAP • SAPP • ASAP • GSAP
			Sep 2018	• Accessible Information Guidelines reflected in University branding toolkits	• DAIP
		DVCA	Dec 2019	• Inherent requirements for all courses are accessible to all students	• SAPP
	2. Undertake remuneration decision-making review	COO	Dec 2019	• Jobs are fully and fairly described without bias in line with The Australian Standard for Gender Inclusive Job Evaluation and Grading (AS 5376-2012)	• GSAP • CGPGAP
		VC	Dec 2019	• Direct interventions where identified to close gender pay gap in the remuneration decision-making review	• CGPGAP
	3. Deliver a culture of work flexibility	COO	Dec 2018	• Flexible and remote work guidelines delivered including rules for recording flexibility requests and outcomes	• ASAP • GSAP
			Sep 2020	• Develop and include in policy effective strategies to support staff before, during and after a significant career break or period of leave	
	4. Review Curtin infrastructure for adherence to diversity and equity principles	COO	Dec 2019	• Universal Design Thinking Communication and Implementation Strategy (Properties, Facilities & Development) is implemented across all Curtin campuses	
				• Curtin Wayfinding Strategy to ensure safe and accessible paths of travel is implemented	
				• Integrated Transport and Movement Plan is implemented	
				• Universal design principles are embedded into the Properties, Facilities and Development benchmarking processes for teaching and learning, research, workplace and public realm management	•
				• Universal design guidelines for built form are adopted by capital programme	
				• Access & Inclusion works program is included in Curtin's capital programme budget	

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
				• Inclusive facilities are introduced across Curtin to improve accessibility for LGBTIQ+ people and people with family and caring responsibilities, with focus on increasing the number of gender neutral restrooms, on-site childcare and breastfeeding facilities	• GSAP • DAIP
	5. Review corporate applications for adherence to diversity and equity principles	COO	Dec 2019	• Student, financial and academic portals meet accessibility requirements	

			Dec 2019	• Line of business applications (CITS) meet the World Wide Web Consortium (W3C) requirements
				  ▪ Implement any recommendations of feasibility study regarding actions to achieve the W3C requirements for AAA level from Curtin's current AA level
				  ▪ Maintain W3C AA status when acquiring and designing web or internet facing digital capabilities
					• DAIP

Increase diversity of representation at Curtin					
3.2 Indigenous Australian Employment and Engagement Strategy (IEES)	1. Implement the Indigenous Australian Employment and Engagement Strategy	Provost	Jan 2019	• All Aboriginal and Torres Strait Islander students/graduates are supported to obtain employment within 6 months of graduation	
			Jan 2019	• At least one initiative by each Faculty in place to broaden opportunities for employment of Aboriginal and Torres Strait Islander people into teaching disciplines and professions within faculties	• RAP
3.3 Workforce Planning	1. Build diversity and equity principles into Workforce Planning	Provost	Mar 2020	• Workforce planning processes implemented, recognising any additional workloads for people from underrepresented groups, in particular women and Aboriginal and Torres Strait Islander peoples	• RAP • ASAP • GSAP
	2. Deliver formal succession plans for key management positions and leadership roles	Provost	Mar 2020	• Formal succession plans in place that progress diversity in representation across key management positions and leadership roles	• RAP • ASAP

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
3.4 Diversity in Mgt and on Decision Making Bodies	1. Deliver strategies to sustain diverse representation across key University, Faculty and School mgt roles (EEO management tiers 1- 4)	Provost	Dec 2018	• Search strategies for faculty and school leadership team vacancies to actively target candidates to achieve Aboriginal and gender equity representation	• RAP • ASAP
		Provost	Dec 2018	• Targets set to increase Aboriginal and gender equity representation across management tiers with appropriate support being provided to staff who are new to management roles	• RAP • ASAP • GSAP
	2. Embed targets to improve diverse representation on committees	Provost	Jun 2019	• Constitutions amended as necessary to promote diverse representation on decision making bodies, in order to meet the Indigenous Governance Policy and TEQSA requirements	• RAP • ASAP • GSAP • EEO
			Dec 2019	• Support in place for staff who are new to key committee roles or who have caring responsibilities, including setting University, Faculty and School executive committee meetings between 10.00am and 3.00pm (with remote participation as needed)	• ASAP
3.5 Gender Representation in STEMM	1. Deliver strategies to address imbalances in gender representation in STEMM	DVCR	Sep 2019	• Identify and remove any structural barriers that may be impeding female research productivity	
			Sep 2019	• University-wide Gender Research Network that shares best practice, raises awareness and influences change is operationalised	• ASAP
			Dec 2020	• Career support strategies for female HDR students developed	
3.6 Talent Acquisition and Onboarding	1. Build diversity and equity principles into talent acquisition and onboarding processes	COO	Jun 2018	• Talent acquisition and onboarding process improvements: ▪ introduce use of Textio (augmented writing tool) to enhance better recruitment outcomes ▪ actively seek to increase percentage of females employed on continuing contracts where fixed term contracts are disproportionate ▪ use local area networks to identify a diverse range of candidates for vacancies	• ASAP

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
			Dec 2018	• Talent acquisition and onboarding process improvements: ▪ Applications from people from underrepresented groups are actively encouraged via all talent search mechanisms ▪ Induction and support at organisational and local levels enables people from underrepresented groups to build networks and navigate Curtin systems	• ASAP
			Mar 2020	• Job preparation and interview skills program targeting internal candidates from underrepresented groups	• ASAP
			Jan 2019	• Traineeships and apprenticeship programs aimed at attracting youth are actively used	• EEO
			Dec 2019	• Disability employment and engagement strategy delivered and built into talent acquisition	• DAIP
3.7 Student Access	1. Deliver additional multiple entry pathways to meet the needs of a diverse student body	DVCA	Dec 2018	• Expansion of student access programs: ▪ Regional Access Strategy and programs for expansion of courses to remote/rural students ▪ Business and Law Enabling Program ▪ Science & Engineering Enabling Program	• RAP • SAPP
Support the contribution, progression and success of students and staff from underrepresented groups at Curtin					
3.8 Talent Retention	1. Retain high performing staff from underrepresented groups	COO	Dec 2018	• At least 2 strategies are implemented to retain staff with focus on women at senior and management classifications, STEMM, Aboriginal women and LGBTIQ staff	• GSAP
		COO	Dec 2019	• A reward and recognition strategy for staff from underrepresented groups is implemented	
3.9 Student Participation and Retention	1. Establish student exchange programs for underrepresented groups	DVCI	Dec 2019	• Student exchange program between Perth campus and Curtin Malaysia campus established for up to 20 Aboriginal students	• RAP
			Dec 2020	• Student exchange program established with partner institutions offering opportunities for First Nations Peoples	
	2. Deliver inclusive access support aimed at a diverse student body	DVCA	Dec 2018	• Expansion of inclusive access support: ▪ Expanded student wellbeing and at-risk support through the Curtin calling program ▪ Indigenous Australian Mentoring Program through the Centre for Aboriginal Studies ▪ Low SES and Regional/Remote support through Open Universities Australia	• RAP • SAPP

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
			June 2019	• Expansion of student experience activities: ▪ Celebration of transition into mainstream courses involving students, families and communities	• RAP • SAPP
			Dec 2020	• At least 3 engagement and support activities planned to coincide with opening of new Curtin residences	• RAP
	3. Deliver faculty-based and CAS strategies to retain a diverse student body	DVCA	Jan 2019	• Implementation of new retention strategies to: ▪ address barriers to success/completion by students from underrepresented groups ▪ retain Aboriginal and Torres Strait Islander students at same rate as all other students	• RAP • SAPP
	4. Deliver entrepreneurial and employability programs that meet the needs of a diverse student body	DVCA	Dec 2019	• Deliver entrepreneurial and employability programs: ▪ Enhanced student career development services with focus on Aboriginal, low SES, rural/remote students ▪ Increased leadership and volunteer program places for at least five Aboriginal, low SES, rural/remote students	• RAP • SAPP
3.10 Progress and Success of People from Under Represented Groups	1. Deliver career and leadership development opportunities targeted at staff from underrepresented groups	COO	Dec 2019	• Leadership and career development programs to be offered under the DECF targeted at senior Aboriginal women and people from underrepresented groups	• RAP • GSAP
			Dec 2018	• Academic promotion workshops provided for academic staff from under-represented groups	• RAP • ASAP
			Mar 2020	• At least 2 academic promotion strategies to encourage females to apply in a timely manner implemented	• ASAP
			Dec 2018	• *Trajectory: Leadership and Career Development Program* for senior academic women offered and built into the DECF	• ASAP • GSAP • EEO
			Dec 2018	• *Trajectory: Early Career Academic Leadership and Career Development Program* for female academics piloted in 2018 and built into the DECF	• ASAP
			Dec 2018	• Findings of 2016 Curtin Career Development Survey (opportunities for staff with disability) implemented	• DAIP

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
			Mar 2019	• Establish and implement strategies to provide more staff with mentors	• RAP • ASAP
			Mar 2019	• Develop and implement mentoring framework as part of the Confirmation / Probation Procedures	• ASAP
			Sep 2019	• Initiate multi-year career plans for academic staff as part of WPPR	
3.11 Indigenous Australian Research Strategy	1. Deliver an Indigenous Australian Research Strategy	DVCR	Jan 2019	• Development of a strategy that recognises Aboriginal and Torres Strait Islander research as a key priority, including: ▪ Promotion and celebration of Aboriginal and Torres Strait Islander research achievements ▪ Growing the Indigenous Australian Research Network to be a sustainable initiative ▪ Mentoring program for Aboriginal and Torres Strait Islander researchers ▪ At least one Aboriginal and Torres Strait Islander researcher/fellow attracted, developed and retained each year ▪ Development of a website for Indigenous Australian Research ▪ Assistance in place for Indigenous Australian grant applications ▪ Up to four 'Rob Riley' Aboriginal and Torres Strait Islander postgraduate scholarships offered annually ▪ Introduction of a postgraduate unit focussed on Indigenous Australian methodologies ▪ Identification and codification of Indigenous Australian research methodologies as appropriate ▪ Introduction of a framework for ensuring timely completions by Aboriginal and Torres Strait Islander HDR students	• RAP

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
3.12 Diversity and Equity Consultation	1. Consult people from underrepresented groups in strategy and policy development	DVCA	Oct 2019	• Formalisation of processes for consultation with people from underrepresented groups, including: ▪ Consultation opportunities through Indigenous Australian governance framework and Student Guild, to form part of all strategy and policy review plans and any initiatives requiring public consultation ▪ Consultation on strategies to increase staff and student confidence to identify as Aboriginal or Torres Strait Islander or to disclose equity information [consider Discussion Paper: Disclosure of Disability by a Student presented to Feb 2016 DAIC (DAIC 01/17) ▪ Consultation on inherent requirements	• RAP • GSAP • DAIP
	2. Formally involve Aboriginal community in University initiatives to enhance student retention and success		Dec 2019	• Aboriginal and Torres Strait Islander community members are involved in the following initiatives: ▪ Regional Access Strategy development and implementation ▪ Development of community consultation model(s) aligned with the Curtin Indigenous Governance Policy	• RAP
			Jun 2019	• Creation of at least one learning/yarning circles at Perth and Kalgoorlie campuses as recognised places for sharing ideas and knowledges to enhance student retention and success	

4. LEADERSHIP

Curtin is recognised by staff, students and community as an organisation that values diversity, promotes equity and inclusion and Reconciliation

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
Lead Reconciliation, diversity, equity and inclusion at Curtin					
4.1 Governance and Accountability	1. Establish a governance model for Diversity and Equity in the University's governance framework	Provost	Dec 2018	• A diversity and equity governance and reporting model that complements the Indigenous Australian governance framework and meets external accreditation and compliance purposes is operational	• RAP • ASAP • GSAP • EEO
	2. Embed University KPIs (primary and secondary tiers) against which leadership accountability for diversity and equity outcomes is measured	CSO	Dec 2018	• Diversity and equity outcomes are routinely measured and senior leaders are aware of how they and their teams are held accountable for these outcomes	• All Plans
	3. Senior leaders demonstrate their commitment and active involvement in enhancing diversity and equity and Reconciliation	VC	Dec 2020	• Increase in the number of senior leaders appointed to the Indigenous Leadership Group (goal is for one senior leader per Faculty) who will provide the voice of Aboriginal peoples, and have that group engage with the Senior Executive Team quarterly	• RAP
				• Work towards the goal of having at least one Executive Manager position occupied by a person who identifies as Aboriginal or Torres Strait Islander	
			July 2018	• Senior Executives acting as sponsors to advance Reconciliation, diversity and equity, including: ▪ undertaking champion/ambassadorship activities and communications ▪ developing Faculty-level champions to lead and promote participation in annual Reconciliation and diversity and equity programs/events ▪ building historical acceptance into senior leaders addresses ▪ supporting senior leaders to serve on boards of Aboriginal (not-for-profit) businesses	• All Plans

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
				▪ modelling gender pay equity across senior teams and championing discussion at University, faculty and school level of the need for change around gender pay equity	
Champion Reconciliation, diversity, equity and inclusion with local and global community partners					
4.2 Leading Diversity and Equity in the Local Community	1. Lead Recognition of First Nation Peoples (Australia)	VC	Dec 2020	• Lead Recognition through completion of three initiatives: ▪ Recognition agreements progressed with the traditional owners of the land on which Curtin operates ▪ Recognition and Acknowledgement of Country through digital displays during cultural events and permanently on large welcome signs at Curtin entrances ▪ Naming of infrastructure on Kalgoorlie Campus using Wongutha language for 2019-2020 capital works program	• RAP
	2. Deliver the Carrolup Research, Education and Engagement Centre (CREEC)	VPCR	2019	• Curtin engagement in the Colgate University's bicentenary	• RAP
			Dec 2020	• At least 3 significant philanthropic donors attracted	
			Dec 2020	• CREEC operational and delivering education to the broader community about the impact of the stolen generations	
	3. Collaborate with local partners on Curtin's strategic Indigenous Australian priorities	DVCA	Dec 2020	• Complete 3 collaborative relationships with local partners including: ▪ establishment of the Nowanup Bush University ▪ collaboration with the Nyungar Language Centre (Bunbury) to develop / teach Nyungar Language unit ▪ development of Jawun program development opportunities	• RAP

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
	4. Support other organisations in the commitment to Reconciliation	DVCA	Dec 2018	• Provide support for Reconciliation across three years (sponsorship, venue or in-kind): ▪ collaboration with at least one other Elevate RAP organisation ▪ assistance of at least one organisation to develop their first RAP ▪ participation in a RAP network nationally and within WA (industry or higher education) ▪ collaboration with corporate/ government RAP organisations to provide professional development opportunities in corporate social responsibility and Reconciliation ▪ participation in a National Conference on RAP ▪ support for Curtin Guild to form partnerships with Aboriginal community-controlled organisations to engage in activities in the community to support Aboriginal peoples	• RAP
4.3 Leading Diversity and Equity in the Global Community	1. Collaborate with strategic partners on Recognition of First Nation Peoples around the globe	DVCI	Dec 2018	• Further three relationships with global partners across three years including: ▪ Partnership opportunities identified through World Indigenous People's Conference on Education and related on country experience ▪ Promotion of online unit "Professional Learning Essentials Intro to ATSI Perspectives" (INP&C) to the global community ▪ Collaborations with Colgate University, Elon University, University of British Columbia University with focus on First Nations Reconciliation	• RAP

Project	Action	Responsible Exec Mgr	Deliver by	Target	Linked Plan
	2. Collaborate with global partners to deliver appropriate diversity and equity initiatives	DVCI	Dec 2018	• Investigate: ■ potential impact of diversity and equity initiatives on global partnerships and alliances ■ required support for international staff and students from underrepresented groups ■ unique challenges faced by staff and students from underrepresented groups when providing global mobility, learning and development opportunities	• GSAP
			Dec 2020	• Curtin Malaysia Plan developed	• ASAP • GSAP
			Dec 2020	• Work toward development of additional campus plans as required	• ASAP • GSAP
Recognise and reward leadership in diversity and equity					
4.4 Recognising Diversity and Equity Leadership	1. Establish award for diversity and equity excellence	COO	Oct 2018	• Diversity and equity award developed that recognises excellence in staff who contribute to Reconciliation activities	• RAP
			Mar 2020	• Annual award implemented to recognise excellence in staff who embed gender equality and LGBTIQ+ inclusion in their teaching or workplace activities	• GSAP
	2. Recognise Aboriginal and Torres Strait Islanders for their contribution as external community members on key Curtin committees	VC	Dec 2018	• Payment proposal approved and implemented under the Indigenous Governance Policy	• RAP