DIVERSITY AND EQUITY AWARENESS INCLUSION

1. Diversity and Equity Dashboard configured to meet Faculty/School diversity and equity measurement needs
2. Fully incorporate ICCP as part of onboarding so that at least 75% of commencing continuing and fixed term staff complete at least ICCP level 1
4. Provide LGBTQ+ Inclusion Level 3+ training and support resources in DECF
5. Develop training and guidance resources to meet gender cultural competency and build into the DECF
6. Deliver Diversity and Equity Capability Framework reflective of Levels 1, 2 and 3 programs
7. Review EEO online training content and establish a biennial review schedule
8. Continue progress toward 2020 targets for delivery of ICCP programs
9. Develop Indigenous Australian cultural capability through the Curtin Student Leadership Program
10. Progress work on Indigenous Australian Cultural Capability (Level 1 ICCP) scholarship available for International students studying at Australian campuses as of 2020
11. Progress work on Indigenous Australian unit designed and delivered in 2020 (with contextual relevance for each Faculty) in partnership with Aboriginal and Torres Strait Islander staff for all UG courses
12. Establish Future Female Leaders Group (FFLG) under its terms of reference
13. Provide training and support resources for managers to guide embedding, promotion and performance evaluations
14. Establish and provide leadership development strategies for staff new to leadership and committee roles and build into DECF
15. Provide a safe and inclusive work and study environment that is free from bias, discrimination and harassment
16. Meet procurement targets to support Aboriginal suppliers and update procurement procedures to emphasise accessibility of products, services and information and active prioritisation of Supply Nation or Indigenous Australian suppliers, e.g. Ningaluk Chamber of Commerce
17. Finalise embedding diversity and equity and universal design principles into all scheduled policy review
18. Update/Perform to record informal learning opportunities, developmental feedback by managers, and outcomes of diversity and equity training
19. Update protocols and systems for confidential sharing across essential personnel of disclosed identity or equity group information
20. Ensure, as part of remuneration decision-making review, jobs are fully and fairly described without bias in line with The Australian Standard for Gender Inclusive Job Evaluation and Grading (AS 5376-2012)
21. Implement direct interventions to close gender pay gap where identified in the remuneration decision-making review
22. Implement Universal Design Thinking Communication and Implementation Strategy (Properties, Facilities & Development) across all Curtin campuses
23. Implement Curtin Wayfinding Strategy to ensure safe and accessible paths of travel
24. Implement Integrated Transport and Movement Plan
25. Embed universal design principles into the Properties, Facilities and Development benchmarking processes for teaching and learning, research, workplace and public realm management
26. Adopt universal design guidelines for built form within capital programme
27. Include Access & Inclusion works in program in Curtin’s capital programme budget
28. Introduce inclusive facilities across Curtin to improve accessibility for LGBTQ+ people and people with family and caring responsibilities, with focus on increasing the number of gender neutral restrooms, on-site childcare and breadfruiting facilities
29. Ensure student, financial and academic portals meet accessibility requirements
30. Ensure line of business applications (CITS) meet the World Wide Web Consortium (W3C) requirements
31. Ensure inherent requirements for all courses are accessible to all students
32. Develop protocols to reflect diversity of Curtin community in marketing and public relations opportunities and ensure inclusion of Aboriginal cultural protocols and acknowledgement of Country at all Curtin internal and external events including Curtin-sponsored external events
33. Implement any recommendations of feasibility study regarding actions to achieve the W3C requirements for AAA level from Curtin’s current AA level
34. Maintain W3C AA status when acquiring and designing web or internet facing digital capabilities
35. Deliver initiatives under the Indigenous Australian Employment and Engagement Strategy
36. Increase diversity of representation at Curtin
37. Actively use traineeships and apprenticeship programs aimed at attracting youth

Support the contribution, progression and success of students and staff from under-represented groups at Curtin

- Develop a strategy that recognises Aboriginal and Torres Strait Islander research and researchers as a key priority, including:
  - Promotion and celebration of research achievements
  - Growing the Indigenous Australian Research Network to be a sustainable initiative
  - Mentoring program for researchers
  - At least one researcher/fellow attracted, developed and retained each year
  - Development of a website for Indigenous Australian Research
  - Assistance in place for grant applications
  - Up to four 'Rob Riley' postgraduate scholarships offered annually
  - Introduction of a postgraduate unit focussed on Indigenous Australian methodologies
  - Identification and codification of research methodologies as appropriate
  - Introduction of a framework for ensuring timely completions by HDR students
- Implement new retention strategies to address barriers to success/retention by students from under-represented groups and retain Aboriginal students at same rate as all other students
- Establish and implement strategies to provide staff with mentors, with at least five Aboriginal staff being mentored
- Develop and implement mentoring framework as part of the Confirmation / Probation Procedures
- Create at least one learning/yarning circles at Perth and Kalganote campuses as recognised places for sharing of requests for flexibility and knowledge to enhance student retention and success
- Initiate multi-year career plans for academic staff as part of WPPR
- Formalise processes for consultation with people from underrepresented groups, including:
  - Consultation opportunities through Indigenous Australian governance framework and Student Guild, to formalise part of strategy and 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 OU17])
  - Consultation on inherent requirements
- 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 students as well as low SES, rural/remote students
  - All Aboriginal students supported to obtain employment within six months of graduation as measured by QILT
- Deliver leadership and career development programs under the DECP targeted at senior Aboriginal women and people from underrepresented groups
- Establish exchange program between Perth and Curtin Malaysia for up to 20 Aboriginal students