



Curtin University



CURTIN'S RECONCILIATION ACTION PLAN

SEPTEMBER 2018 - DECEMBER 2020



WELCOME



ACKNOWLEDGMENT OF COUNTRY

Curtin University acknowledges and pays respect to the past, present and future traditional custodians and elders of the Nation's First Peoples and the continuation of their cultural, spiritual and educational practices. We pay particular respect to the traditional owners of the land on which our Perth Campus is located, the Wadjuk people of the Noongar nation, and on our Kalgoorlie Campus, the Wongutha people of the North-Eastern Goldfields.

*Carrolup Collection Tour,
March 2017, John Curtin Gallery.*

ABOUT THE COVER ARTWORK

*Barry Loo
Bounding for Home c1950
Watercolour and black ink on paper
302mm x 505mm
The Herbert Mayer Collection of Carrolup Artwork,
Curtin University Art Collection*

The painting on the front cover of our Reconciliation Action Plan 2018-2020 is part of the Herbert Mayer Collection of Carrolup Artwork, which is housed at the John Curtin Gallery at Curtin University's Perth Campus. The extraordinary story of the discovery of these artworks in New York and their subsequent repatriation to Noongar Country ties in with Curtin's own reconciliation journey and its engagement with the Aboriginal community in Western Australia.

"The story of Carrolup reaches out to us across decades of silence from the middle of last century, giving voice to a remarkable group of people ... young Aboriginal children forcibly removed from their families that created these artworks while confined at the Carrolup Native Settlement. Amongst these children of the Stolen Generations emerged artists with remarkable abilities to whom we must pay respect for their generosity of spirit and their resilience, overcoming great hardship to create works of such timeless and compelling beauty."

Extract from John Curtin Gallery website
jcg.curtin.edu.au/carrolup

You can read more about the incredible story of the Carrolup artworks on the inside back cover of this publication.

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ABOUT CURTIN



Curtin University's vision is to transform lives and communities through education and research.

Curtin is a global university with Western Australian campuses in Perth and Kalgoorlie and international campuses in Malaysia, Singapore, Dubai and Mauritius. First established as the Western Australian Institute of Technology (WAIT) in 1967 to provide industry-focused higher education courses to Western Australia's booming post-war population, it quickly established a reputation for its progressiveness and inclusiveness, welcoming students from a wide range of backgrounds. It progressed to university status in 1987.

Today, Curtin is Western Australia's largest and most culturally diverse university, with Australia's third largest international student population. We are globally recognised for our strong connections with industry, our high-impact research and our wide range of innovative courses.

The University has approximately 58,000 students and more than 4,000 staff, with some 220,000 alumni located around the world. As of October 2017, 520 Aboriginal students were enrolled at Curtin, and the University employed 107 Aboriginal or Torres Strait Islander staff and interns. While participation figures have been increasing over the past five years, more work needs to be done to achieve parity with Indigenous Australian representation in the broader community.

The University's diverse teaching and research activities span Aboriginal lands across Western Australia. However, the majority of Curtin's Aboriginal and Torres Strait Islander staff and students are currently located at our Perth Campus, on Whadjuk Noongar land.

OUR VISION FOR RECONCILIATION

Curtin's reconciliation vision supports the *Report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* chaired by Professor Larissa Behrendt and published in September 2012. This report highlighted the role that higher education plays in improving health, education and economic outcomes for Aboriginal and Torres Strait Islander people:

A future where higher education is a natural pathway for Aboriginal and Torres Strait Islander People, with more Aboriginal and Torres Strait Islander professionals in decision-making roles across professions, government and industry, and where the higher education sector values the world views and perspectives of Torres Strait Islander people.

(Behrendt Report, 2012, p.11)

A MESSAGE FROM THE VICE-CHANCELLOR



This is the third consecutive Reconciliation Action Plan to be developed by Curtin since we became the first university in Australia to adopt this important blueprint for social change in 2008. We are very proud of the contribution we have made to building a culture that values and respects Aboriginal and Torres Strait Islander people, their culture and heritage both within the University and beyond, 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.

As a university that has been offering culturally appropriate programs to Aboriginal and Torres Strait Islander students since the mid-1970s, Curtin's reconciliation journey started quite some time ago. Working with Reconciliation Australia over the past 10 years has helped us think more strategically about how the whole Curtin community – not just particular groups or areas – can lead the way in advancing reconciliation and contributing to an Australian society that values and respects Aboriginal and Torres Strait Islander culture and heritage as a proud part of a shared national identity.

Universities play a unique role in relation to reconciliation. We educate the future workforce, including our future leaders and innovators. We also help shape the world views of our graduates, so we have the potential to shift many minds and hearts. We are already doing much to 'indigenise' our curriculum to help our students take with them into their professional and personal lives an understanding of the Australian historical context. This includes understanding the wrongs of the past and the impact on Aboriginal and Torres Strait Islander people together with an appreciation of Aboriginal cultures, rights, experiences and knowledges.

Similarly, we are deepening cultural understanding amongst our non-Aboriginal staff through workshops, on-country visits and powerful cultural immersion experiences. We are working to increase the numbers of Aboriginal and Torres Strait Islander staff and students and their representation on governing boards and committees, building Aboriginal research capability and providing leadership opportunities for Aboriginal and Torres Strait Islander students and staff.

Our Elevate RAP takes us to the next level, built upon four cornerstones that we believe will help us to make significant reconciliation strides:

- continuing to build the cultural competency of our staff and students
- shifting the learning landscape with the creation of a bush campus
- connecting with the histories and experiences of other First Peoples
- leading public discourse about reconciliation.

Historically, universities have been creators, conveyors and custodians of knowledge with a role in progressing the thinking of society. As a university, Curtin is well positioned to advance reconciliation, both nationally and internationally, and positively shift the way all Australians engage with First Peoples, their histories and cultures.

This is something to which we are deeply committed.

Professor Deborah Terry AO
Vice-Chancellor

A MESSAGE FROM RECONCILIATION AUSTRALIA



Reconciliation Australia congratulates Curtin University on its past successes and ongoing commitment to advancing reconciliation as it adopts its third Reconciliation Action Plan (RAP); its first Elevate RAP.

The RAP program inspires social change in workplaces across Australia, generating economic and behavioural transformation with far-reaching, positive impacts. By raising the bar of its RAP ambitions, Curtin University continues to lead national reconciliation action in the education sector.

Curtin University has been a dedicated supporter of reconciliation for ten years now, since joining the RAP program in 2008. In that time the university has contributed significantly to the promotion of the five dimensions of reconciliation: historical acceptance, equality and equity, unity, institutional integrity, and race relations.

I am very pleased to see this RAP embedded in the university's strategic planning framework, ensuring reconciliation principles and actions are included in

operational planning and practices. This approach will no doubt assist the university in achieving the ambitions of its Elevate Reconciliation Action Plan.

Initiatives such as the establishment of the Nowanup Bush Campus and the collaboration with the Nyungar Language Centre will not only support greater regional access to higher education, they will contribute to national equity in education. The commitment to ambitious actions such as these have enabled Curtin to achieve an Elevate RAP in its reconciliation journey.

On behalf of Reconciliation Australia, I congratulate Curtin University on adopting its first Elevate RAP, and look forward to following its future achievements.

Karen Mundine
Chief Executive Officer
Reconciliation Australia

WALKING TOGETHER

A MESSAGE FROM OUR RAP WORKING GROUP CONVENORS

Curtin's process for developing its Reconciliation Action Plan mirrors its approach to reconciliation more broadly: building trust and understanding is a shared responsibility that needs to be owned by all members of our community, walking alongside each other. We are very pleased to have jointly led the RAP Working Group that developed our latest RAP, marrying Curtin's long-standing commitment to diversity and inclusion with our reconciliation journey.

The RAP Working Group was formed after a call for expressions of interest from the Curtin community and included staff, students and community members from Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander backgrounds with a diversity of views, experiences and perspectives. The working group reflected on the progress achieved through the RAP 2014-2017 and identified ongoing and new priorities. Following consultation with Reconciliation Australia, it undertook a two-day workshop, resulting in a draft document that was circulated through Curtin's Indigenous Australian governance mechanisms. It was also provided to the Senior Executive Team, the Executive Committee of Council and the Student Guild, all of whom provided input.

Curtin's Strategic Plan 2017-2020, which commits the University to promoting reconciliation, served as a guiding document throughout this process. Our Elevate RAP aligns well with the University's stated desire to remain forward-looking, relevant and innovative, with a focus on excellence in everything we do. It also directly reflects Curtin's strategic commitment to "above all, be led by our values as we support our staff, promote Indigenous reconciliation and contribute to a fairer and more just society for all". We are satisfied that this new plan positions us well to take our reconciliation journey to the next stage within Curtin, as well as nationally and internationally.



Professor Simon Forrest
Curtin Elder in Residence



Ms Amanda Willis
Director, Corporate
Values and Equity

ADVANCING RECONCILIATION AUSTRALIA'S STRATEGIC GOALS

Curtin is continuing to advance Reconciliation Australia's strategic goals and the five dimensions of reconciliation (race relations; equality and equity; unity; institutional integrity; and historical acceptance), through the unique contributions that it is able to make as a higher education provider, as described below.

Race relations: Australians experience less racism and there is a deeper level of cultural understanding across Australian society

Racism is often born of ignorance. Universities, which play a critical role in developing skills and knowledge and shaping our future workforces, are in a strong position to address this information gap. For many years now, Curtin has been developing awareness of Australia from an Indigenous perspective through the offering of study units to non-Indigenous students across various disciplines. These cultural awareness initiatives continue to be expanded: all first year health sciences students are now required to study the impacts of history on Indigenous health and health care access and related units will soon be made compulsory for students studying business, law, engineering and science. Similarly, Curtin staff are encouraged to undertake cultural awareness training run by our Centre for Aboriginal Studies, including on-country visits and cultural immersion activities. Curtin's Elder in Residence, a senior leadership position occupied by a Noongar Elder, leads the development and implementation of these Indigenous cultural competency initiatives at Curtin. Both staff and students report on these experiences as being transformational in terms of shifting their understanding and points of view.

Equality and equity: Reconciliation Australia, together with governments and stakeholders, Reconciliation Action Plan (RAP) partners and schools/early learning services, effectively contributes to closing the gap in Indigenous life outcomes

Higher education plays an important role in improving life outcomes for Aboriginal and Torres Strait Islander people, offering a pathway to increased training and employment opportunities, to greater economic participation, to an improved quality of life and to improved health and wellbeing. Curtin has offered education programs targeted to the needs of Aboriginal people for many decades and has a history of strong enrolment numbers. We are now expanding our bridging and pathway programs to encourage more Aboriginal students to consider studying at university level, including those from rural and remote regions that suffer significant social and economic disadvantage. Curtin's support and retention strategies will work towards ensuring that Indigenous students are able to complete their studies at the same rate as other students, while targeted mentoring, work experience and leadership development programs will help Indigenous students to maximise their opportunities following graduation. Similarly, Curtin has in place an Aboriginal Employment Strategy to strengthen its own role in offering improved life opportunities to Aboriginal people through employment.

Institutional integrity: An increasing number of the nation's political, business, community and education leaders actively support reconciliation

Curtin is proud to be part of the national group of Elevate RAP organisations who are taking the lead in advancing reconciliation and demonstrating to others how long-term change can be achieved. It is also proud to be partnering with many of these Elevate organisations in publicly supporting the *Uluru Statement from the Heart* and strengthening the voice for change.

Institutional integrity: Governments and corporate partners are practising good governance

Curtin has long recognised the importance of including Indigenous people in decision-making processes, both as their fundamental right and as the necessary means of achieving more effective outcomes for Aboriginal communities. Curtin's Centre for Aboriginal Studies, which has been operating since 1983, is Aboriginal-run and managed. In the broader University context, Curtin now has in place an Indigenous Governance Policy to ensure the University works inclusively with its Indigenous community in ways that respect Aboriginal and Torres Strait Islander culture and traditions. The Curtin University Aboriginal and Torres Strait Islander Advisory Committee (CUATSIAC) comprises Indigenous community representatives and assists the Vice-Chancellor in developing appropriate ways of responding effectively and sensitively to the educational needs and aspirations of Aboriginal people. This requires a holistic approach, under the guidance of Aboriginal people, to achieve educational equity while accommodating cultural difference and recognising socio-economic disadvantage. The Indigenous Leadership Group engages regularly with senior leaders to provide a voice for Aboriginal people in decision-making. The University has also recently set targets to increase Aboriginal representation across its management tiers, with appropriate support provided to those who are new to management roles.

Unity: Australian society recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of our shared national identity

Curtin has long celebrated and promoted Indigenous culture. The opening of a beautiful purpose-built home for the Centre for Aboriginal Studies in 1994 established a welcoming and identifiable base for Aboriginal people on campus and signalled the importance of celebrating Indigenous identity to the rest of the University. Similarly, Curtin's highly-regarded contemporary art gallery, the John Curtin Gallery, has been a strong advocate for Indigenous art and artists over the past 20 years, regularly profiling Indigenous artworks in the compelling exhibitions that it presents to the Western Australian community. In recent times, Curtin has developed some ground-breaking initiatives to preserve, share and celebrate Indigenous language and culture. These include the development of a very popular Massive Open Online Course (MOOC) *Noongar Language and Culture*, which provides an introduction to the language and culture of the Noongar people of Western Australia and is free to learners around the world. Curtin is also developing a bush campus and yarning circles that will honour and promote the unique learning traditions of Indigenous people; the bush campus forms one of the cornerstones of this current RAP plan.

Historical acceptance: More Australians have a greater knowledge of our shared history, the wrongs of the past, and their impact on Aboriginal and Torres Strait Islander people

Curtin's Centre for Aboriginal Studies Centre plays an important role in helping non-Indigenous students and staff to better understand how the wrongs of the past impact on Aboriginal people today, through its teaching and its cultural immersion activities. Reconciliation events – such as Sorry Day and National Reconciliation Week – are also an important part of the Curtin calendar, marked every year with events for students and staff. Curtin is also very honoured to be custodian of The Herbert Mayer Collection of Carrolup Artwork, produced by children of the Stolen Generations, which is proving an incredibly powerful vehicle for helping the community to better understand the intergenerational consequences of dispossession, discrimination and disempowerment for Aboriginal people (see profile on inside back cover). The University has plans to establish a research and engagement centre that will share this powerful artwork – and the lessons of its history – across Australia and around the world, including with other First Nations peoples.

DELIVERING CHANGE: THE CORNERSTONES OF OUR ELEVATE RAP



In formulating our Elevate RAP, Curtin has used the *Uluru Statement from the Heart* (emanating from the Convention at Uluru in 2017 attended by Aboriginal and Torres Strait Islander people from around Australia) to focus our efforts on:

- ensuring that Aboriginal and Torres Strait Islander people have a voice in decision-making processes
- working with governments at federal, state and local levels to support agreement-making processes
- being at the forefront of initiatives to tell the truth about our history.

Curtin’s Elevate RAP provides a strong platform for the University to take a leadership role in developing Aboriginal cultural capability in society. Our aim is to open up new opportunities for how we walk together into the future, achieving real change for Aboriginal and Torres Strait Islander people and our nation. We do this through our four cornerstone initiatives – our focus over the life of this RAP, and beyond. Each contributes directly to the advancement of the five dimensions of reconciliation, and Reconciliation Australia’s strategic goals.

The cultural and leadership cornerstones of Curtin’s Elevate RAP 2018-2020 are:

- embed the Indigenous Australian Cultural Capability Framework across the University and make this available to the community
- progress the proposed Nowanup Bush Campus in partnership with the Nowanup community;
- enable the global exchange of knowledge and experiences between Aboriginal and Torres Strait Islander peoples and First Nations peoples around the world
- lead in reconciliation and recognition of First Peoples.

These cornerstones are further described below.

INDIGENOUS AUSTRALIAN CULTURAL CAPABILITY FRAMEWORK (ICCF)

The ICCF, initially endorsed by the University in 2014, provides a range of learning opportunities over three scaffolded levels from Beginner to Leader. These are aimed at building the cultural capability of staff and learners connected with Curtin from around the globe, promoting historical acceptance, building positive race relations and encouraging greater unity. The framework builds content and activities into University courses to deliver on our graduate capability commitment that *Curtin graduates are culturally competent to engage respectfully with local First Peoples and other diverse cultures*. It also provides developmental opportunities for students and staff, spearheaded by on-country experiences in partnership with local communities. Over the life of this RAP Curtin will embed the framework across the University. We will also start to shift attitudes more broadly by making our cultural capability activities available to the wider community.

Dimension	RA’s Strategic Goal	How we are supporting this goal
Race Relations	Australians experience less racism and there is a deeper level of cultural understanding across Australian society.	We will build the cultural capability of staff, learners and the broader community, through a range of learning opportunities over three scaffolded levels.
Unity	Australian society recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of our shared national identity.	
Historical Acceptance	More Australians have a greater knowledge of our shared history, the wrongs of the past, and their impact on Aboriginal and Torres Strait Islander peoples.	



PROPOSED NOWANUP BUSH CAMPUS

Curtin has established a strong partnership with the Nowanup community, in the south-west of Western Australia, to progress the Nowanup Bush Campus. This will offer transformational learning experiences that recognise the wisdom of Noongar learning and teaching methods, delivered in a bush setting. It will also help to ensure that Noongar culture and history continues to be taught for generations to come. This initiative reflects the idea of listening to the land through the immersive experience of on-country activity and seeks to connect Aboriginal and non-Aboriginal people to the importance of place-making, environmental healing and community resilience. The Nowanup Bush Campus provides a unique opportunity for students, staff and the broader community to participate in the Indigenous Australian Cultural Capability Framework learning journey. Nowanup will provide Curtin and other organisations with a working model for such partnerships which, over time, can be replicated across diverse locations.

Dimension	RA's Strategic Goal	How we are supporting this goal
Race Relations	Australians experience less racism and there is a deeper level of cultural understanding across Australian society.	We will provide immersive and transformational learning experiences for our staff, students, and community and corporate partners at the Nowanup Bush Campus. We are partnering with the Noongar community and local Nowanup Elders to deliver this transformational learning, at the same time developing an effective model for future replication. This model supports Noongar leadership, job opportunities and community sustainability.
Equality & Equity	Reconciliation Australia, together with governments, stakeholders, RAP partners and schools/early learning services effectively contributes to closing the gap in Indigenous life outcomes.	
Institutional Integrity	Governments and corporate partners are practising good governance.	
Unity	Australian society recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of our shared national identity.	
Historical Acceptance	More Australians have a greater knowledge of our shared history, the wrongs of the past, and their impact on Aboriginal and Torres Strait Islander peoples.	

GLOBAL EXCHANGE OF KNOWLEDGE AND EXPERIENCES BETWEEN ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES AND FIRST NATION PEOPLES AROUND THE WORLD

As a global university that supports the UN Declaration on the Rights of Indigenous Peoples, Curtin aims to share knowledge of, and about, Australia's First Peoples and their experiences on the world stage. In partnership with key stakeholders, including Reconciliation Australia, Curtin will support this exchange between Aboriginal and Torres Strait Islander peoples and First Nations peoples around the world through participation in conferences and study tours. The exchange will include identifying different models of government, industry and community engagement with First Nations peoples that can further Australia's reconciliation journey.

Dimension	RA's Strategic Goal	How we are supporting this goal
Race Relations	Australians experience less racism and there is a deeper level of cultural understanding across Australian society.	Global exchanges of Aboriginal and Torres Strait Islander peoples and First Nations peoples will help to identify engagement models which can help to further Australia's reconciliation journey.
Equality & Equity	The unique rights of Aboriginal and Torres Strait Islander peoples are further advanced nationally and internationally.	
Institutional Integrity	Governments and corporate partners are practising good governance.	

LEADERSHIP IN RECONCILIATION AND RECOGNITION OF FIRST PEOPLES

Curtin will lead discourse that promotes historical acceptance, supports improved race relations and highlights the importance of unity and 'closing the gap'. This will be achieved via the public commentary of our academics, through consultancy to government, industry and community organisations, and through collaboration with strategic partners on recognition of First Nations projects around the globe. Curtin will directly support the Closing the Gap target areas of Health, Culture and Language, Education and Healing through: research; leadership in the curriculum areas of Indigenous language, culture and health; significant Indigenous student support; and its RAP cornerstone initiatives.

Dimension	RA's Strategic Goal	How we are supporting this goal
Race Relations	Australians experience less racism and there is a deeper level of cultural understanding across Australian society.	Our academics, students and Alumni will lead public discourse, and engage in consultancies and collaborative projects to contribute to closing the gap.
Equality & Equity	Reconciliation Australia together with governments, stakeholders, RAP partners and education providers, effectively contributes to closing the gap in Indigenous life outcomes.	
Unity	Australian society recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of our shared national identity.	

OUR RECONCILIATION JOURNEY

Curtin's commitment to Indigenous Australian education and culture began in the mid-1970s, long before Australia started its formal reconciliation journey. In our former incarnation as the Western Australian Institute of Technology (WAIT), our early education offerings included the training of Aboriginal liaison officers and providing bridging programs to support Aboriginal and Torres Strait Islander people to further their studies.

In 1983, a dedicated Centre for Aboriginal Studies (CAS) was established, run by Aboriginal staff with input from the Aboriginal community – a true model of self-determination. Housed since 1994 in a beautiful, purpose-designed building on our Perth campus, the Centre offers a place of belonging, autonomy and strength for Aboriginal and Torres Strait Islander students, while its flagship programs in the area of community development and management and Indigenous Australian health continue to provide important tools for self-empowerment for both individuals and Aboriginal and Torres Strait Islander communities. Students have come from all over Australia to study at CAS.

In 1998, Curtin began its 'formal' reconciliation journey with the signing of a Statement of Reconciliation and Commitment and, 10 years later, became the first Australian teaching and research institution to develop and implement its own Reconciliation Action Plan.

We have continued embedding Aboriginal and Torres Strait Islander perspectives and knowledges in our governance structures, in our teaching and learning activities, and in supporting our Aboriginal and Torres Strait Islander researchers to further develop their capability and impact.

Our first and second RAPs have progressively expanded responsibility for reconciliation to all areas of the University. We are very pleased that our third RAP at *Elevate* level enables us to serve as a role model for other organisations starting out on their own reconciliation journey.



OUR ROADMAP FOR FURTHER SUCCESS

For the next stage in the journey towards reconciliation, Curtin has prepared its roadmap for success:

REVIEW AND CONSULTATION

In 2017, the last year of our previous RAP, a working group was formed to identify improvements that could be factored into our latest RAP. The working group undertook broad consultation with both internal and external stakeholders, reviewed the impacts of any changes in legislation and public policy, analysed previous RAP outcomes and benchmarked with other higher education providers and corporate organisations who had attained Elevate RAP.

Our RAP was also guided by the following documents:

- Curtin’s Strategic Plan 2017-2020
- Curtin University Diversity and Equity Policy
- Curtin University Indigenous Governance Policy
- Universities Australia Indigenous Strategy 2017-2020
- Commonwealth Government Indigenous Student Success Program requirements.

The draft RAP document was made available for consultation with staff, students and community, led through the Indigenous Australian governance structures at the University, prior to seeking formal endorsement by the University Executive and Reconciliation Australia.

STRATEGIC ALIGNMENT

The RAP is positioned within the University’s Strategic Planning Framework for Diversity and Equity (see Figure 1). This framework reflects an overarching diversity and equity strategy that consolidates all reconciliation, diversity and equity initiatives into annual University Faculty/Office plans. 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.

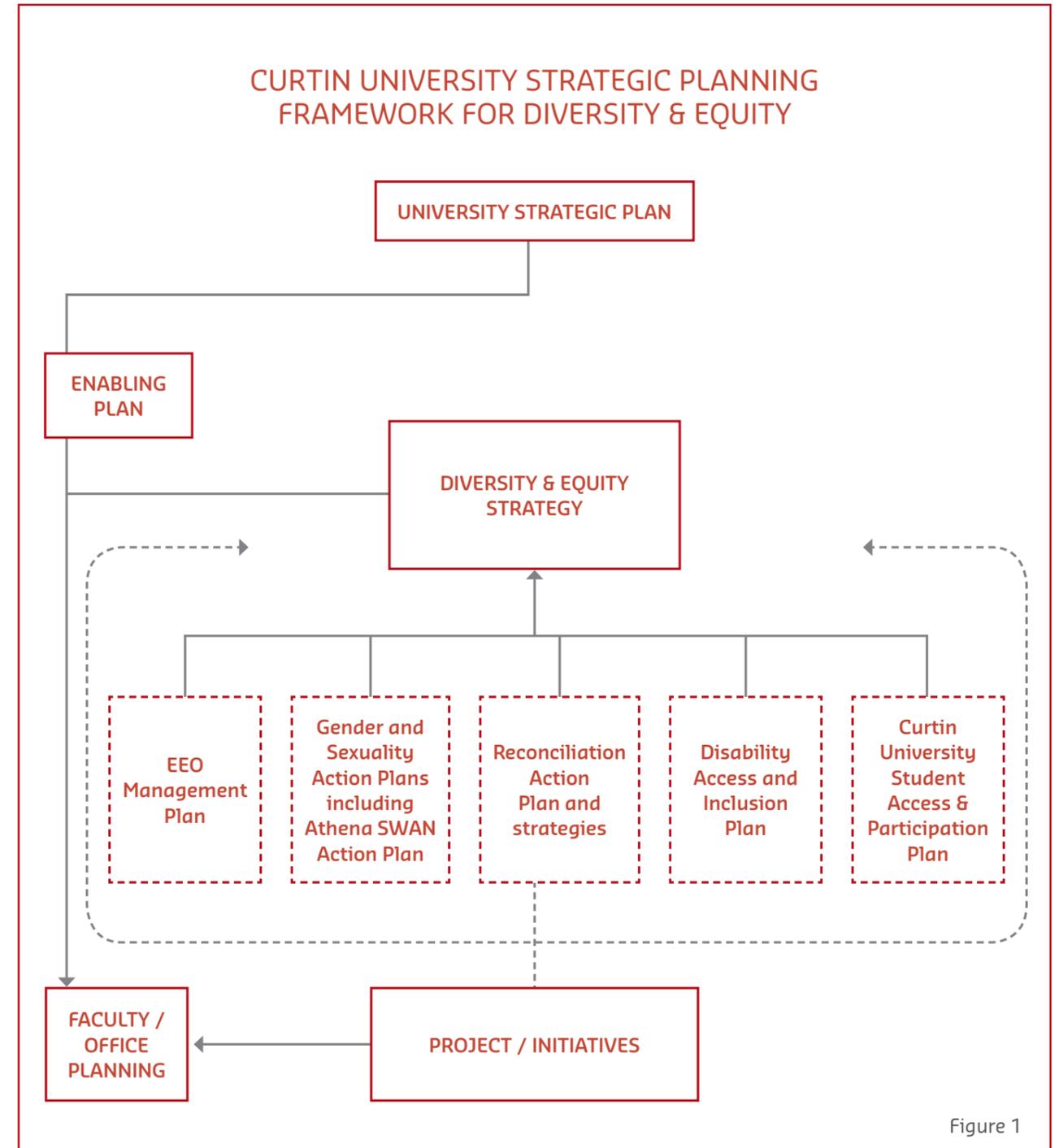


Figure 1

MODEL FOR SOCIAL CHANGE

Our RAP follows our diversity and equity planning model, which is organised around four focus areas - *Awareness, Capability, Inclusion, Leadership* - with outcomes driven by our social change objectives for promoting diversity and inclusion. These objectives are aligned to Reconciliation Australia’s three focus areas of *Relationships, Respect and Opportunities*.



The social change strategies support Curtin’s core strategic imperatives, in particular:

- improving gender and Indigenous equity
- embedding practices supportive of remote/regional and Indigenous Australian students
- promoting the one-Curtin global aspirations.

GOVERNANCE AND REPORTING

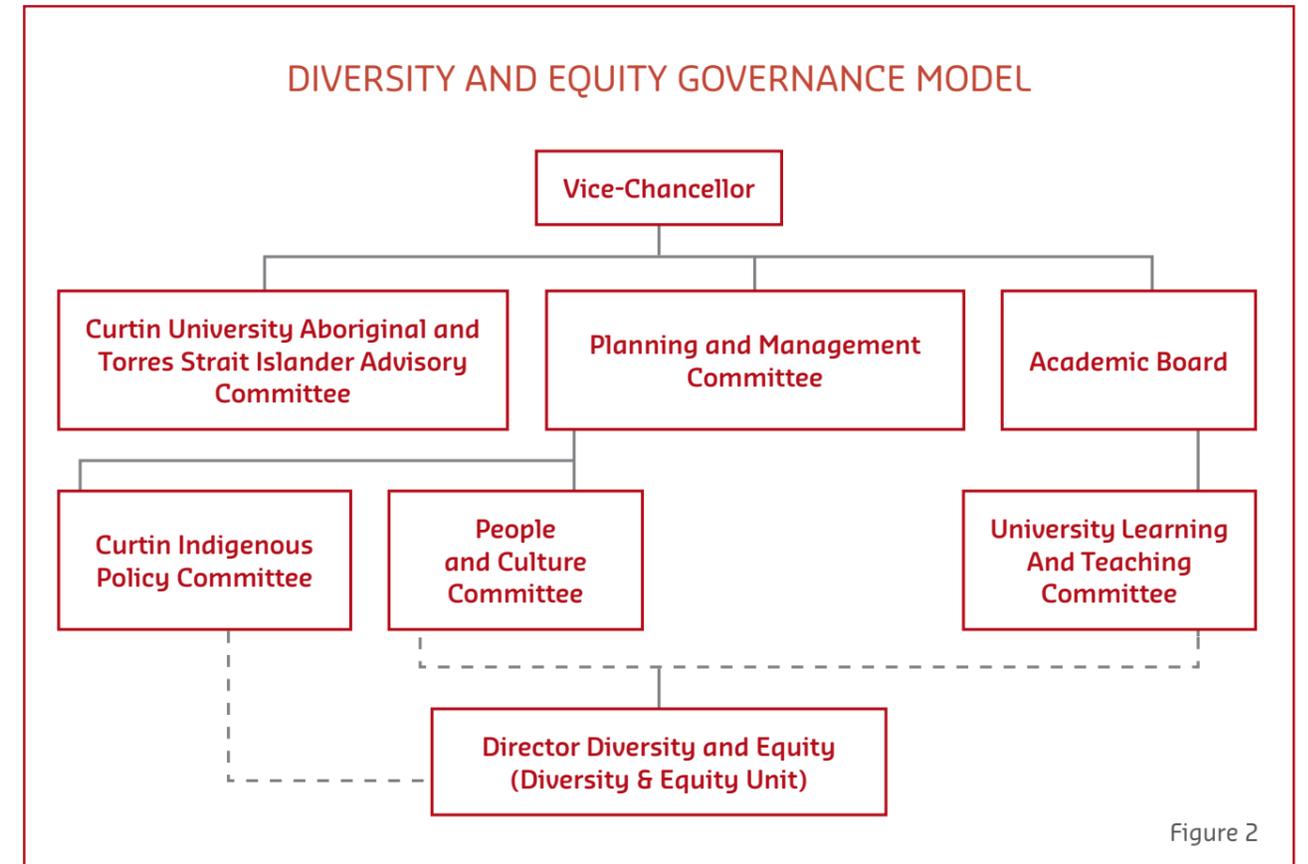


Figure 2

Accountability for RAP implementation lays with Curtin’s senior executive and is governed through the University’s formal committee structure. Two governance pillars are integral to the management of RAP outcomes, as shown in the chart above:

- the Indigenous Australian governance structure that ensures that Aboriginal and Torres Strait Islander peoples (staff, students and community) have direct and active involvement in University decisions that affect them and their communities
- the Diversity and Equity Governance structure that ensures that an intersectional approach is taken to achieve best outcomes for Aboriginal peoples, irrespective of their entire social identity.

EXTERNAL	RAP Impact Measurement Questionnaire	30 Sep each year
	Workplace Reconciliation Barometer	Biennial commencing 2018 (2020, 2022)
	Limited Assurance Report to Reconciliation Australia through independent auditor	Report finalised to align with development of new RAP
	Public Reporting of RAP Progress	Feb each year
	EEO Survey to WA Public Service Commission	Apr each year
INTERNAL	CIPC Annual Report	Feb each year
	Diversity and Equity Annual Report	Dec each year
	Academic Board Monitoring	P&C – Nov each year SLE – June each year
	Curtin Annual Report (through Office of DVC Academic)	Nov each year
	Diversity and Equity Scorecard	Aug / Dec each year
	Updates to CIPC and People and Culture Committee	End each quarter

OUR 2018-2020 RAP

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 diversity and equity principles

Initiative	Action	Responsible Exec Mgr	Timeline	Target
Promote reconciliation and diversity and equity rights and responsibilities, priorities and outcomes				
1.1 Awareness Campaign – Reconciliation, Diversity and Equity @ Curtin	1. Deliver an inclusive campaign to raise awareness and engage all staff and students in reconciliation and Indigenous Australian knowledges and perspectives	VPCR	Sep 2018	<ul style="list-style-type: none"> RAP launched and outcomes celebrated
			Dec 2018	<ul style="list-style-type: none"> Reconciliation campaign plan developed to showcase Aboriginal and Torres Strait Islander peoples and their achievements through website and alumni communications
			Sep 2018, reviewed Jan annually	<ul style="list-style-type: none"> 2018-2020 program of University-supported events with community collaborative partners to recognise significant Aboriginal cultural dates and raise internal and external awareness of RAP, reconciliation, Indigenous Australian knowledges and perspectives <ul style="list-style-type: none"> Collaborate with reconciliation organisations and Aboriginal community organisations to commemorate Sorry Day, and celebrate National Reconciliation Week (NRW), NAIDOC Week Work with Curtin's Centre for Aboriginal Studies to deliver a series of Close the Gap events Staff and students participate annually in the Run for Reconciliation through Curtin-subsidised registration with the goal of achieving recognition in the top five for participant numbers
			May, annually	<ul style="list-style-type: none"> National Reconciliation Week (NRW) <ul style="list-style-type: none"> Promotion of at least 3 Curtin-organised NRW events through website and alumni communications Invitation to alumni and community partners to attend NRW events Registration of all NRW events on the Reconciliation Australia website RAP Working Group members to participate in at least one external NRW event
	Dec 2020	<ul style="list-style-type: none"> Campaign plan to enhance recognition of First Nation Peoples around the globe 		
	2. Deliver Aboriginal and Torres Strait Islander content and architecture for Curtin website	DVCA	Dec 2018	<ul style="list-style-type: none"> Reconciliation web pages are available, with tools to facilitate regular updating
Monitor reconciliation and diversity and equity priorities and outcomes				
1.2 Monitoring and Reporting Diversity and Equity	1. Deliver Diversity and Equity Dashboard for monitoring Indigenous Australian outcomes	CSO	Sep 2018	<ul style="list-style-type: none"> Data sources for measuring and evaluating Aboriginal project outcomes identified
			Dec 2018	<ul style="list-style-type: none"> Dashboard operational
			Jun 2019	<ul style="list-style-type: none"> Dashboard configured to meet Faculty/School needs
			Qtrly / Annually as per reporting schedule	<ul style="list-style-type: none"> Internal and external reporting requirements met
			Mar 2020	<ul style="list-style-type: none"> Benchmarking protocols established and in use

Key to Responsible Executive Manager acronyms:

COO - Chief Operating Officer

DVCR – Deputy Vice-Chancellor Research

CSO – Chief Strategy Officer

VC – Vice-Chancellor

DVCA – Deputy Vice-Chancellor Academic

VPCR – Vice-President Corporate Relations.

DVCI – Deputy Vice-Chancellor International

2. CAPABILITY

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

Initiative	Action	Responsible Exec Mgr	Timeline	Target
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	From Jan 2019	<ul style="list-style-type: none"> • ICCF introduced as part of onboarding so that at least 75% of commencing continuing and fixed-term staff complete at least ICCF Level 1
			Dec 2020	<ul style="list-style-type: none"> • At least 75% of continuing and fixed-term staff have completed at least ICCF Level 1
			Dec 2020	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Development of Level 3+ activities, including Jawun program, to enable staff to engage within community to support Aboriginal peoples
			Dec 2020	<ul style="list-style-type: none"> • At least 20% of staff and senior leaders have completed Level 2 or 3+ ICCF activities
Enhance student / graduate capability to value diversity and promote equity and inclusion				
2.2 Graduate Capability	1. Deliver Indigenous Australian Cultural Capability experiences for students	DVCA	Dec 2020	<ul style="list-style-type: none"> • Indigenous Australian unit designed and delivered (with contextual relevance for each Faculty) in partnership with Aboriginal and Torres Strait Islander staff for all undergraduate courses
			Jan 2019	<ul style="list-style-type: none"> • Indigenous Australian Cultural Capability built into the Curtin Student Leadership Program
			Jan 2020	<ul style="list-style-type: none"> • Indigenous Australian Cultural Capability (Level 1 ICCF) scholarship available for international students studying at Australian campuses

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 succeeding¹

Initiative	Action	Responsible Exec Mgr	Timeline	Target
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	<ul style="list-style-type: none"> • Diversity and equity principles embedded into all scheduled policy reviews
		VPCR		<ul style="list-style-type: none"> • Protocols and systems update in place for confidential sharing across essential personnel of disclosed Aboriginality
		COO	Update Procedures Jan 2019	<ul style="list-style-type: none"> • Inclusion of Aboriginal cultural protocols and Acknowledgement of Country at all Curtin internal and external events including Curtin-sponsored external events
Increase the 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	<ul style="list-style-type: none"> • 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

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)

3. INCLUSION (CONTINUED)

Initiative	Action	Responsible Exec Mgr	Timeline	Target
3.3 Workforce Planning	1. Build diversity and equity principles into workforce planning	Provost	Mar 2020	<ul style="list-style-type: none"> Workforce planning processes implemented, recognising any additional workloads for Aboriginal and Torres Strait Islander peoples arising from cultural commitments and expectations
	2. Deliver formal succession plans for key management positions and leadership roles	Provost	Mar 2020	<ul style="list-style-type: none"> Formal succession plans in place that progress Aboriginal and Torres Strait Islander representation across key management positions and leadership roles
3.4 Diversity in Management and on Decision Making Bodies	1. Deliver strategies to sustain diverse representation across key University, Faculty and School management roles (EEO management tiers 1- 4)	Provost	Dec 2018	<ul style="list-style-type: none"> Targets set to increase Aboriginal representation across management tiers with appropriate support being provided to staff who are new to management roles
			Dec 2018	<ul style="list-style-type: none"> Search strategies for faculty and school leadership team vacancies to actively target candidates to achieve Aboriginal representation targets
	2. Embed targets to improve diverse representation on committees	Provost	Jan 2019	<ul style="list-style-type: none"> Constitutions amended as necessary to promote diverse representation on decision making bodies, in order to meet the Indigenous Governance Policy and TEQSA requirements
3.5 Student Access	1. Deliver additional multiple entry pathways to meet the needs of Aboriginal and Torres Strait Islander students	DVCA	Dec 2018	<ul style="list-style-type: none"> Expansion of access programs: <ul style="list-style-type: none"> Regional Access Strategy and programs for expansion of courses to rural, regional and remote students Business and Law Enabling Program Science & Engineering Enabling Program
Support the contribution, progression and success of students and staff from underrepresented groups at Curtin				
3.6 Student Participation and Retention	1. Establish student exchange programs for under-represented groups	DVCI	Dec 2019	<ul style="list-style-type: none"> Student exchange program initially between Perth campus and Curtin Malaysia campus established for up to 20 Aboriginal students
			Dec 2020	<ul style="list-style-type: none"> Student exchange program established with partner institutions offering exchange opportunities between Aboriginal and Torres Strait Islander peoples and First Nation peoples around the world Student feedback captured and shared with Reconciliation Australia to enhance reconciliation research
	2. Deliver inclusive access support aimed at a diverse student body	DVCA	Dec 2018	<ul style="list-style-type: none"> Expansion of inclusive access support: <ul style="list-style-type: none"> Expanded student wellbeing and at-risk support through the Curtin calling program Indigenous Australian Mentoring Experience program through the Centre for Aboriginal Studies Low SES and rural, regional and remote support through Open Universities Australia
			Jun 2019	<ul style="list-style-type: none"> Expansion of student experience activities: Celebration of transition into mainstream courses involving Aboriginal and Torres Strait Islander students, families and communities
			Dec 2020	<ul style="list-style-type: none"> At least three engagement and support activities planned to coincide with opening of new Curtin residences
	3. Deliver faculty-based and CAS student retention strategies	DVCA	Jan 2019	<ul style="list-style-type: none"> Develop and implement new strategies to: <ul style="list-style-type: none"> address barriers to success/completion by students from underrepresented groups retain Aboriginal and Torres Strait Islander students at same rate as all other students
	4. Deliver entrepreneurial and employability programs that meet the needs of Aboriginal and Torres Strait Islander students	DVCA	Dec 2019	<ul style="list-style-type: none"> Enhanced student career development services with focus on the needs of Aboriginal students
			Dec 2019	<ul style="list-style-type: none"> Increased leadership and volunteer program places for at least five Aboriginal and Torres Strait Islander students
Within 6 months of graduations			<ul style="list-style-type: none"> All Aboriginal and Torres Strait Islander students/graduates supported to obtain employment within six months of graduation as measured by QILT data 	

3. INCLUSION (CONTINUED)

Initiative	Action	Responsible Exec Mgr	Timeline	Target
3.7 Progress and Success of People from Under-represented Groups	1. Deliver career and leadership development opportunities for Aboriginal and Torres Strait Islander staff	COO	Dec 2019	<ul style="list-style-type: none"> Leadership and career development programs tailored to senior Aboriginal women
			Dec 2018	<ul style="list-style-type: none"> Academic promotion workshops provided for Aboriginal academic staff
			Mar 2019	<ul style="list-style-type: none"> Establish and implement strategies to provide at least five Aboriginal staff with mentors
3.8 Indigenous Australian Research Strategy	1. Deliver an Indigenous Australian Research Strategy	DVCR	Jan 2019	<ul style="list-style-type: none"> Development of a strategy that recognises Aboriginal and Torres Strait Islander research as a key priority, including: <ul style="list-style-type: none"> 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
3.9 Diversity and Equity Consultation	1. Consult people of Aboriginal and Torres Strait Islander background in strategy and policy development	DVCA	Oct 2019	<ul style="list-style-type: none"> Formalisation of processes for consultation with Aboriginal and Torres Strait Islander people, including: <ul style="list-style-type: none"> 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
	2. Formally involve Aboriginal community in University initiatives to enhance student retention and success		Dec 2019	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander community members are involved in the following initiatives: <ul style="list-style-type: none"> Regional Access Strategy development and implementation Development of community consultation model(s) aligned with the Curtin Indigenous Governance Policy
			Jun 2019	<ul style="list-style-type: none"> Creation of at least one learning/yarning circle 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

Initiative	Action	Responsible Exec Mgr	Timeline	Target
Lead reconciliation, diversity, equity and inclusion at Curtin				
4.1 Governance and Accountability	1. Embed University KPIs (primary and secondary tiers) against which leadership accountability for Indigenous Australian outcomes is measured	CSO	Dec 2018	<ul style="list-style-type: none"> Indigenous Australian outcomes are routinely measured and senior leaders are aware of how they and their teams are held accountable for these outcomes
	2. Senior leaders demonstrate their commitment and active involvement in enhancing reconciliation and outcomes for Aboriginal peoples	VC	Dec 2020, Ongoing	<ul style="list-style-type: none"> Increase in the number of senior leaders appointed to the Indigenous Leadership Group (goal is for one senior leader per Faculty) who will provide a voice of Aboriginal peoples, and have that group engage with the Senior Executive Team quarterly Work towards the goal of having at least one Executive Manager position occupied by a person who identifies as Aboriginal or Torres Strait Islander
			Jul 2018	<ul style="list-style-type: none"> Senior Executives acting as sponsors to advance reconciliation, including: <ul style="list-style-type: none"> 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

4. LEADERSHIP (CONTINUED)

Initiative	Action	Responsible Exec Mgr	Timeline	Target
Champion reconciliation, diversity, equity and inclusion with the 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	<ul style="list-style-type: none"> Lead recognition through completion of three initiatives: <ul style="list-style-type: none"> 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
	2. Deliver the Carrolup Research, Education and Engagement Centre (CREEC)	VPCR	By Dec 2019	<ul style="list-style-type: none"> Curtin engagement in Colgate University's bicentenary activities
			Dec 2020	<ul style="list-style-type: none"> At least three significant philanthropic donors attracted to support CREEC
			Dec 2020	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Complete three collaborative relationships with local partners including: <ul style="list-style-type: none"> Progressing the proposed Nowanup Bush Campus collaboration with the Nyungar Language Centre (Bunbury) to develop/teach Nyungar Language unit development of Jawun program development opportunities
4. Support other organisations in the commitment to reconciliation	DVCA	By Dec, annually	<ul style="list-style-type: none"> Provide support for reconciliation (sponsorship, venue or in-kind): <ul style="list-style-type: none"> collaboration with at least one other Elevate RAP organisation assistance to 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 Student Guild to form partnerships with Aboriginal community-controlled organisations to engage in activities in the community to support Aboriginal peoples 	
Lead reconciliation, diversity, equity and inclusion at Curtin				
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	By Dec, annually	<ul style="list-style-type: none"> Further three relationships with global partners including: <ul style="list-style-type: none"> 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 Aboriginal and Torres Strait Islander Perspectives" (INP&C) to the global community Collaborations with Colgate University, Elon University, University of British Columbia University with focus on First Nations Reconciliation Report and share with Reconciliation Australia annually Curtin's learnings from activities to advance reconciliation through global experiences.
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, Annually	<ul style="list-style-type: none"> Establishment of an award recognising excellence in staff who contribute to reconciliation activities
	2. Recognise Aboriginal and Torres Strait Islanders for their contribution as external community members on key Curtin committees	VC	Dec 2018, Ongoing	<ul style="list-style-type: none"> Payment proposal approved and implemented under the Indigenous Governance Policy

THE HERBERT MAYER COLLECTION OF CARROLUP ARTWORK

For many Noongar people, who are indigenous to the south-west of Western Australia, the word Carrolup conjures up harrowing stories and memories – of generations of Aboriginal children stolen from their families and incarcerated at the government-run Carrolup Native Settlement, which operated between 1915 and 1922 and then again between 1938 and 1951.

During the second half of the 1940s, headmaster Noel White and his wife Lily took charge of the school at Carrolup and began an art program that helped the children in their care to express their deep connection to country. While the children were untrained and had access to only very basic art materials, they produced accomplished landscapes, striking for their use of light and colour.

The extraordinary artworks came to the attention of a visiting English philanthropist, Florence Rutter, who took a collection of them to Europe where they were exhibited to critical acclaim; funds from the purchased artworks were sent back to Carrolup for the direct benefit of the schoolchildren.

Towards the ends of Florence's life, the remains of her personal collection of Carrolup artworks was purchased by American art collector Herbert Mayer and came to be stored in the art gallery of Colgate University in New York, his alma mater, where they sat unrecognised for almost four decades. When the artworks were uncovered in a vault in the art gallery in 2004, it soon became apparent that an important cultural and artistic discovery had been made and the process of repatriating the works back to Noongar country began.

Curtin, located on Noongar land, was chosen as the appropriate custodian for the artwork because of its strong and early commitment to reconciliation, its active engagement with Aboriginal communities and its strong cohort of Aboriginal and Torres Strait Islander students.

Since returning home in 2013, the artworks have gone on tour throughout Noongar country and have become an important tool for healing and reconciliation.

Curtin is now planning to establish a dedicated Carrolup Research, Education and Engagement Centre where the fragile works can be appropriately displayed, with year-round tours, talks and events allowing the story of Carrolup and its legacy to be widely shared.

Read more at jcg.curtin.edu.au/carrolup



A group of boys from the Carrolup State School display their artworks.
(Photograph reproduced courtesy of Noelene White)



Noongar elder Ezzard Flowers with one of the rediscovered Carrolup artworks.
(Photograph reproduced courtesy of the John Curtin Gallery)

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FURTHER INFORMATION

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