



Faculty of Science

Diversity and Inclusion Action Plan – At a glance

1. Better Data Collection	2. Inclusive Culture and Awareness	3. Equitable Access to Opportunities and Resources	4. Developing / improving opportunities	5. Communication
Ensure an equitable work-load model across Faculty and all schools	Create a sense of belonging for trans and gender diverse people.	Ensure teaching programs include examples of cultural, gender and LGBTIQ+ diversity where appropriate.	Representation in leadership that reflects diversity of staff and students. Target 40/40/20 (men, women, all genders)	Improve website to include links to opportunities for underrepresented groups such as WISER award for women.
Set Faculty annual targets for identifying roles under Special Measures in the Equal Opportunity Act 2010 (e.g., Indigenous Only, Female/Trans/ Non-Binary Only, Culturally & Linguistically Diverse Only)	Create awareness of systematic racism and its exclusion to diverse peoples. We will specifically address understanding of racism, unconscious bias, and experiences of underrepresented groups.	Develop strategies to improve the communication of how to do accessible lectures e.g., colour-blindness, neurodiversity, dyslexia, auto captioning etc	Improve the professional development of ECA/MCA staff through a Faculty of Science Mentoring Program including a series of targeted workshops on issues such as promotion, grants, and science communication.	Raise awareness and support for Mental Health, ensuring better communication of training opportunities and their benefits, especially for students
Review policies, programs, and initiatives within the Faculty to ensure that we are considering our Diversity & Inclusion commitments in our practice.	Incorporate an ECA/MCA role on school executive to enable greater diversity in leadership and an enabling training of new leaders for the future. These roles will be for a period of 4 months to ensure more staff can be involved	The inclusion of diverse perspectives and lived experience is reflected in decision making, committees, meetings, and other groups	Develop a comprehensive professional development framework / package for professional staff and people leaders to access for clear guidance on supporting professional growth	Develop clear communication strategies for reporting of negative behaviours for both students and staff, including reinforcing role of active bystander.