Creating momentum to make the difference.
Established in 2017, UNSW Division of Equity Diversity and Inclusion (EDI) has an ambitious agenda and I am honoured to be the first Deputy Vice-Chancellor EDI. The Division was formed to ensure that UNSW is a place of inclusion that supports all its staff and students to succeed. We promote the value and benefits of diversity for students, staff and visitors.

This Year in Review publication details the Division’s key activities and achievements in 2018.

Our school outreach program, ASPIRE, is assisting the University to meet its target of 13% of domestic undergraduate students enrolling from lower socio-economic status (SES) backgrounds by 2025.

The launch of the ASPIRE Advantage program and the UNSW Gateway scheme in 2018 are examples of programs designed to ensure that a university education is within reach of students who might otherwise struggle to secure a place.

I am delighted with the progress made for staff gender equity, in particular that we have received an Athena SWAN Bronze Award accreditation from Science in Australia Gender Equity (SAGE). We have solid gender equity targets and are recording strong growth in female academics and professional staff in senior leadership positions.

Other 2018 highlights include the launch of the Disability Inclusion Action Plan; attaining a Bronze Award from the Australian Workplace Equality Index (assessing LGBTIQ+ inclusion in the workplace); and implementing recommendations from the Australian Human Rights Commission’s report on sexual assault and sexual harassment at all Australian universities.

With evidence globally that improving equity results in a better society for all, our achievements speak to UNSW’s commitment to building a just society and to being an international exemplar of equity, diversity and inclusion.

PROFESSOR EILEEN BALDRY
Deputy Vice-Chancellor
Division of Equity Diversity & Inclusion
Introducing the EDI Division

We are evolving a culture that embraces equity and supports a diverse and inclusive community for everyone.

About the Division

UNSW’s contribution to creating a just society means working to address inequities in access, participation and leadership across the University. Diversity of thought and experience underpins UNSW’s research and teaching excellence. But we recognise that to contribute to solving the grand challenges facing society, it is vital that our staff and student population reflects our society’s demographics.

We believe untapped excellence exists in all facets of society and no person or group should face barriers to any opportunity. It is the Division’s role to identify, acknowledge and work to dismantle those barriers.

Why does EDI matter?

Studies show unequivocally that organisations that remove obstacles and facilitate everyone’s skills and talent are more productive on every measure than those that do not. Recruiting students and staff from more diverse pools is not only right and fair but integral to our future success.

What we do

The EDI Division works with the whole UNSW community to embed the principles and practices of equity, diversity and inclusion across our campuses.

We are doing this through a range of strategic policies, initiatives, training programs and events, supported within the following framework:

Divisional leadership
We ignite debate on national and global social challenges and drive a unified approach to EDI at UNSW.

Widening access
We provide pathways for low SES students with great academic potential to access higher education.

Staff equity
We create an equitable, supportive and cohesive working environment within UNSW, inclusive of all genders, people from culturally diverse backgrounds, LGBTIQ+ persons and persons with disability and promote access to flexible work.

Evolve the EDI culture
We shine a spotlight on the importance of EDI and help create new mindsets within the UNSW community.

Engagement and collaboration
We extend the reach of EDI beyond our boundaries and ensure what we do has a positive impact on society.
Our context within UNSW

EDI Governance structure

The EDI Board supports organisational change enabling the University to be an exemplar of EDI.

Our relationship to UNSW’s 2025 Strategy

Equity, diversity and inclusion are embedded as central objectives of UNSW’s 10-year strategic plan, the 2025 Strategy. This Strategy initiated the following diversity programs at UNSW, with measurable outcomes, that have since been allocated to the newly established EDI Division.

Staff Equity Program
Ensuring that gender, disability, sexual orientation or gender identity, cultural background and flexible work and leave options do not negatively influence recruitment, hiring, promotion, pay level or retention.

Student Equity Program (AimHigh)
Creating a systematic approach to recruit and support students of high potential that recognises their diverse backgrounds, giving them access to a university education.

Disability Inclusion Action Plan
Creating an inclusive learning and teaching experience and ensuring the University’s built, digital and cultural environments are inclusive and accessible to all staff and students with a disability.

UNSW Diversity Champions
Appointed for a fixed two-year term, and representing students and staff in five key areas, our Diversity Champions identify ways that UNSW can achieve its ambitious goal to lead the debate on pressing social justice challenges.

Indigenous Program delivered through the Pro-Vice Chancellor Indigenous in the Division of Academic
Implementing a university-wide scheme to continuously improve Indigenous students’ access and degree completion rates and creating opportunities for Indigenous staff to build their careers at UNSW. These programs are delivered through the Pro-Vice Chancellor Indigenous in the Division of Academic. (More information at: www.nuragili.unsw.edu.au/unswindigenousstrategicobjectives)
Six new Diversity Champions were appointed for the 2019-2020 period to continue the successful work of the inaugural group who established the champion roles in 2017 and 2018. We appreciate their commitment to be our advocates and catalysts for change across gender, LGBTIQ+, disability, cultural diversity and flexible work.

2019 & 2020 Diversity Champions

GENDER CHAMPIONS (Shared role)
Associate Professor Adrienne Torda & Vinita Chanan

FLEXIBLE WORK AND LEAVE OPTIONS CHAMPION
Patrick Armstrong
Celebrating Our 2017 – 2018 Diversity Champions

Gender Champion
Professor Laura Poole-Warren

“Being involved with our successful Athena SWAN gender equity application got me fired up! Despite having a way to go to achieve gender parity, particularly at senior staff levels, we have extraordinary passion and commitment in our staff and student cohorts, and this will help us to reach our goals.”

Flexible Work and Leave Options Champion
Warwick Dawson

“It has been a pleasure to better promote UNSW’s flexible work and leave options to staff, as well as undertake research about staff perceptions and experiences of flexible work so UNSW can get smarter about overcoming barriers.”

LGBTIQ+ Champion
Professor Mark Willcox

“Helping develop and launching the University’s Gender Affirmation Guidelines, to help transgender staff and their colleagues navigate their journey of transition at work, was a milestone of significant cultural change and something I’m very proud of.”

Cultural Diversity Champion
Professor Vanessa Lemm

“I feel very strongly about the need for respect and acceptance of cultural diversity, inclusion and equal opportunity. It was a great honour to be given the responsibility to foster cultural diversity at UNSW as a Diversity Champion.”

Disability Champion
Professor Andrew Lynch

“A highlight from my two years as a Diversity Champion was helping create the Disability Inclusion Action Plan. It reflects the priorities of many people who have been determined to see a real change in the way that the University supports and includes everyone who comes here.”
Making a safe campus for everyone

UNSW is committed to providing effective prevention and response strategies to sexual misconduct for the UNSW community. The following activities were undertaken during 2017 and 2018 to address sexual misconduct.

- We conducted an internal audit in February 2017 to assess the effectiveness of how UNSW prevents and responds to sexual misconduct. The recommendations helped us prioritise our activities during 2017 and 2018.

- We created the online reporting tool for staff, students and the general public: Sexual Assault, Harassment and Misconduct Portal. The Portal greatly increases our capacity to promptly respond to reports and ensure we have a safe campus environment.

- We developed the Sexual Misconduct Prevention and Response Policy.

- We ran tailored training programs for staff, security, students and residential accommodation administrators in topics spanning preventing sexual assault, harassment awareness, gendered violence awareness and unconscious bias.

- We established the First Responders Network; a group of volunteers trained to support others to access urgent assistance and referrals.

- We trained and accredited 54 First Responders across UNSW Kensington, Paddington, Manly Vale and Canberra campuses.

- In August 2018 we commissioned a second internal audit on UNSW’s processes and controls for the intake, triage, response and reporting of sexual misconduct at UNSW. The recommendations delivered in December are informing the 2019 Sexual Misconduct Prevention and Response Strategy.
Underreporting of sexual misconduct is a wide-reaching concern, not just at universities. The number of reports received suggests there is confidence and trust in the reporting process.

**Total of 125 reports were received through the Portal.**

Anyone can report an incident of sexual misconduct through the Portal. This may be the person affected or someone else such as a bystander or UNSW First Responder.

4 in 10 people self-reported an incident of sexual misconduct.

The anonymity permitted by the UNSW Sexual Misconduct Portal is important to some. It ensures their experiences are heard without the risk of their complaint being made public.

3 in 10 reports made through the Portal were anonymous and did not disclose any personal information.

Our First Responders Network helps staff and students access the right support.

1 in 10 reports were made by a UNSW First Responder on behalf of the affected person.

Our policies and procedures effectively protect and support reports of sexual misconduct to deliver beneficial outcomes.

7 in 10 reporters left their contact details for further follow up by UNSW.

We are committed to the safety and wellbeing of our community.

UNSW responded to all reports of sexual misconduct where contact details were given.

Student training programs and communications are prioritised to promote their pathways to access support and make a report.

8 in 10 of the reports made stated the person affected was a student.

The Portal is an important reporting tool for the community regardless of whether incidents of sexual assault and/or harassment take place in a university context or not.

*Please note: More than one location can be selected per report. Locations with less than 10 incidents are not reported here.
Condemning Sexual Misconduct by Staff

13 incidents of sexual misconduct from the Portal were directed to Human Resources in July 2017 – December 2018. UNSW implemented the following actions to respond to and condemn sexual misconduct.

<table>
<thead>
<tr>
<th>2 individuals</th>
<th>Addressed by an external contracting company as the individuals were not UNSW staff members</th>
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<tbody>
<tr>
<td>4 staff*</td>
<td>Exit from UNSW</td>
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<tr>
<td>4 individuals</td>
<td>Referred to the Student Integrity Unit as a student complaint matter</td>
</tr>
<tr>
<td>3 staff*</td>
<td>Received counselling and/or warning and/or reiterated UNSW’s expectations of appropriate behaviour in the workplace as no further information was provided in the report and the allegations were denied.</td>
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</table>

*This includes one complaint which arose in 2018 through the Portal but resulted in a staff exit in 2019.

UNSW may advise complainants to report incidents of sexual assault to the Police, however this is an individual decision that the complainant must make. UNSW did not directly report any cases in this period and Employment Relations are unaware of any reports made to the Police.

Condemning Sexual Misconduct by Students

34 incidents of sexual misconduct were reported to UNSW Conduct & Integrity office in July 2017 – December 2018. 11 incidents were further investigated resulting in 6 substantiated reports. Of those 6 substantiated reports, the following disciplinary actions were taken to continue to work towards a community that is free from sexual misconduct.

<table>
<thead>
<tr>
<th>Disciplinary actions</th>
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</thead>
<tbody>
<tr>
<td>2 suspensions</td>
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<tr>
<td>4 formal warnings</td>
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<tr>
<td>1 written apology</td>
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<tr>
<td>1 course failure</td>
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<tr>
<td>1 formal reprimand</td>
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<tr>
<td>1 educative interview</td>
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</table>

Note: More than one outcome may be assigned to each substantiated report of sexual misconduct and not all allegations came through the Portal.

All reports of sexual assault handled by the Conduct and Integrity Office that met the threshold of s316 of the Crimes Act 1900 were reported to NSW Police.

Glossary of terms: ‘sexual misconduct’ includes sexual harassment or sexual assault, indecent assault, an act of indecency, conduct involving child abuse material, making or distributing sexually explicit photos or videos, or certain other behaviours of a sexual nature which are crimes in NSW and the ACT. More information at: [https://student.unsw.edu.au/harassment](https://student.unsw.edu.au/harassment)
UNSW’s response to the AHRC’s Change the Course report

In 2017, the Australian Human Rights Commission (AHRC) conducted a national, independent survey of university students to gain greater insight into the nature, prevalence and reporting of sexual assault and sexual harassment at Australian universities. Nine key recommendations were made. These have been addressed at UNSW as follows:

UNSW’s response to Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities (2017)

<table>
<thead>
<tr>
<th>AHRC Recommendation</th>
<th>UNSW Action</th>
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<tr>
<td>1. Vice-Chancellors should have an advisory body within their institution which has responsibility for guiding the implementation of the recommendations in this report.</td>
<td>• The EDI Board established the Sexual Misconduct Implementation Working Group in 2017. The Working Group is responsible for guiding and monitoring the implementation of the recommendations of the AHRC report, UNSW’s internal audit reports and developing and implementing strategies for the prevention of and response to sexual misconduct.</td>
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<tr>
<td>2. Universities should develop a plan for addressing the drivers of sexual assault and sexual harassment.</td>
<td>• The UNSW Sexual Misconduct Prevention and Response Strategy will be published in 2019.</td>
</tr>
<tr>
<td>3. Universities should have effective communication strategies for informing students and staff about support services and reporting processes.</td>
<td>• There are dedicated webpages on staff and student websites with direct links to the sexual misconduct online portal. • In response to student demographics, key online information has been translated for Chinese and Indonesian students. • Postcards to promote the reporting portal and support services are widely distributed to students throughout O-week. • The Gendered Violence Research Network (GVRN) was engaged to implement a suite of tailored face-to-face and eLearning modules for students and staff. • A comprehensive communications plan will be delivered in 2019. • The University’s StaySafe@UNSW app <a href="https://www.estate.unsw.edu.au/security/staysafeunsw-app">https://www.estate.unsw.edu.au/security/staysafeunsw-app</a></td>
</tr>
<tr>
<td>4. Universities should commission an independent, expert-led review of existing university policies and response pathways.</td>
<td>• An independent expert was commissioned to review UNSW’s existing policies and procedures in relation to sexual assault and sexual harassment in 2017. • This led to the development of the Sexual Misconduct Prevention and Response Policy published in June 2018.</td>
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<tr>
<td>5. Universities should identify staff members and student representatives most likely to receive disclosures and provide training.</td>
<td>• UNSW has created the First Responders Network of staff and students who are trained to receive disclosures of sexual misconduct. The Network is a gender and culturally diverse group across UNSW campuses and faculties.</td>
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<tr>
<td>6. Universities should ensure that information about individual disclosures is collected and stored confidentially and used for continuous improvement.</td>
<td>• The Sexual Misconduct Reporting Portal is a stand-alone reporting portal and data collection point for reports of sexual misconduct. • The DVC EDI receives de-identified monthly reports which are stored confidentially and used for continuous improvement. • Individuals making the report can remain anonymous or provide their details. • Data is stored confidentially and records the details of the complaint, support or assistance provided and feedback received.</td>
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<tr>
<td>7. Universities should conduct an audit of university counselling services.</td>
<td>• UNSW engaged an independent review of the model and service delivery aspects for mental health and counselling on campus. The Student Mental Health and Wellbeing Review was published in December 2017 and identified the resources required to respond to sexual assault on campus.</td>
</tr>
<tr>
<td>8. Universities should engage an independent body to conduct the National university student survey of sexual assault and sexual harassment.</td>
<td>• UNSW will participate in the next National University Student Survey.</td>
</tr>
<tr>
<td>9. Residential colleges and university residences should commission an independent, expert-led review of the factors which contribute to sexual assault and sexual harassment in their settings.</td>
<td>• The Gendered Violence Research Network has provided expert and evidence-based training and advice to UNSW colleges since 2016. • New College has completed an independent review. • Shalom College is undertaking an independent review of their policies and procedures in relation to sexual misconduct.</td>
</tr>
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</table>
EDI programs and initiatives in 2018

Providing students and staff with the opportunity to get involved and build networks of support across the University.

**Ally training**

Allies are students and staff who have adopted a voluntary role to learn about the issues and impacts facing the LGBTIQ+ community. Allies provide a safe space where LGBTIQ+ students or staff can seek support. A total of 147 people completed the free Ally training program in 2018.

**First Responder training & accreditation**

UNSW First Responders understand that reporting sexual misconduct can be difficult. First Responders undergo in-depth training to provide appropriate responses and offer guidance to access the support services available. A total of 54 people have completed their First Responder training and accreditation.

**UNSW Sexual Misconduct Training and eLearning services**

Our extensive training programs help to build a safe learning and working environment. In 2018 the Gendered Violence Research Network provided expert training and advice to 1,379 students and 232 staff, raising awareness of sexual misconduct at UNSW.

**Disability Confident training**

Our disability confident training sessions provide staff with the knowledge and skills to work with colleagues and other stakeholders with a disability at UNSW. A total of 119 staff members completed the Disability Confident training in 2018.

**Disability Inclusion Action Plan**

This plan outlines a framework for providing equal and inclusive access across UNSW, allowing staff and students to reach their potential. It provides a strong foundation for change in policy and planning, learning and teaching, student life and the digital, built and workplace environments.

**Parental leave workshops – preparing for leave and return to work**

UNSW supports staff to plan their leave and subsequent return to work. A total of 54 people attended workshops in 2018.

**UNSW Gateway**

A contextual pathway which supports entry to UNSW for students from over 300 low socio-economic status and regional high schools in NSW. In 2018 UNSW made 241 offers to students from Gateway Schools who scored within 10 points of the required ATAR.

**Athena SWAN gender equity accreditation**

Committed to improving gender equity in STEMM disciplines, UNSW was awarded the Athena Swan Bronze Award from Science in Australia Gender Equity (SAGE) in 2018.

**Australian Workplace Equality Index**

A rigorous, evidence-based benchmarking instrument that assesses LGBTIQ+ inclusion initiatives in workplaces. UNSW achieved Bronze Accreditation in 2018.

**Sydney Mardi Gras**

In 2018 UNSW participated in Sydney Mardi Gras for the second consecutive year. A cross-faculty collaboration between students and staff from Engineering, Art & Design and Built Environment combined their knowledge, skills and talents to construct the float. EDI supports the student-led project annually which inspires important conversations and celebrates the LGBTIQ+ community.
Wear it Purple Day
An annual LGBTIQ+ awareness day for rainbow youth, which promotes supportive, safe and accepting environments. UNSW students and staff showed their support by wearing purple and attending a variety of campus events. The day culminated in a hilarious performance by award-wining comedian Zoe Coombs Marr.

International Women’s Day
UNSW celebrated International Women’s Day on March 8 with activities across the campuses. The theme #Press for Progress supported UNSW’s strong commitment to continue to improve staff equity through the representation of more women in senior and leadership positions at UNSW.

Day for the Elimination of Violence Against Women
On November 25, UNSW joined the ‘In the Bag’ charity drive to assist women who are homeless, who had experienced or are at risk of domestic violence by distributing approximately 120 handbags filled with personal items.

ASPIRE
Changing lives by degrees
ASPIRE is a multi-award winning, social justice outreach program that aims to increase the number of high school students from low socio-economic status (SES) backgrounds access a university education. Each year ASPIRE engages with thousands of primary through to secondary students to create awareness of a tertiary education and build students’ confidence to attend university. More information at http://gateway.unsw.edu.au/program/aspire

Wear it Purple Day
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Our People & Community

Student
In profile: Krystal Lim, third year, part-time Bachelor of Commerce student

Early into her studies, Krystal was diagnosed with a physical disability that impacted upon her ability to write or type for more than 10-minutes periods. She relies on a voice-to-text program to complete assignments and studies part-time to accommodate the demands of student life.

“It tells me things are changing at UNSW to help students with disabilities achieve their study goals.”

Community
In profile: Neal Reed, Principal Gilgandra High School (ASPIRE partner school)

“...12 Gilgandra students received offers to university, one of whom is enrolling in a Medical Science degree at UNSW.”
Staff

In profile: Alex Linker, UNSW tutor Computer Science and Engineering

Alex is transgender and teaches Computer Science and Engineering at UNSW. Coming out and transitioning is typically a difficult time, especially at work. Common fears include access to unisex bathrooms, discrimination and the incorrect use of pronouns and titles.

“No one should have to worry about their safety in the bathroom, let alone at work.”

Alex’s experience at UNSW was positive and inclusive. “My colleagues respect my identity and use my pronouns (they/their).” UNSW assisted with individual unisex stalls to alleviate fears of confrontation or harassment in the bathroom.

“UNSW is a fantastic place to work where your whole identity will be embraced and accepted.”

Alex was concerned that students would learn of their former name (before it legally changed). UNSW helped by assuring their privacy was protected. Alex was empowered to be their authentic self at work and fulfill a passion for teaching without anxiety or fear.

“UNSW is a fantastic place to work where your whole identity will be embraced and accepted.”

“The ASPIRE program has become a significant part of our school culture and it has changed the mindset our students have about university. In 2018 alone, 12 Gilgandra students received offers to university, one of whom is enrolling in a Medical Science degree at UNSW,” explains Neal, who says that Gilgandra High School joined ASPIRE in 2012.

AimHigh’s ASPIRE team work with students from Years 7 – 12 and also from Kindergarten – Year 6 at Gilgandra Public School. These students attend on-campus events at UNSW to familiarise and build their confidence within a university environment.

“The warmth, positive engagement and vision of the ASPIRE team, and encouragement they provide to our partner primary schools, high school students, and community, has helped our students understand that their place in the world is special and that UNSW and the ASPIRE team will help them to achieve their dreams,” Neal continues.
2018 Award
Improving gender equity in STEMM disciplines

2018 Award
Leading in LGBTIQ+ inclusion in the workplace

52% of professional staff at HEW Level 10 and above are women
Achieving gender parity in our senior professional roles

155% increase in university offers to students from ASPIRE partner schools (2010 – 2018)
Supporting students from low socioeconomic status (SES) backgrounds

2000+ students and staff disclosed their disability
Developing initiatives for everyone to reach their full potential

54 UNSW Accredited First Responders
Working to prevent and respond to sexual misconduct

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Disability Innovation Institute | Gendered Violence Research Network | Gonski Institute for Education | Institute for Global Development