Division of Equity Diversity & Inclusion Strategy 2022-2025

Update December 2023

Introduction

Equity is essential for equality, social justice, and inclusion, and for people to be able to access their human rights. That includes the right to education, to be free from discrimination, abuse and harassment, and to have a safe place in which to work and study. Equity recognises that some people are structurally, personally and socially excluded from educational and career advantages.

The Division of EDI's existence is a recognition that universities have a fundamental role to play in realising the transformational goals of a healthier, more sustainable and equitable society. UNSW promotes access to education, invests in ground-breaking research and translates it, accelerates lifetime opportunities for our graduates, shapes tomorrow's leaders and partners with industry, government and not-for-profits, including universities across the globe, to transform our world.

This EDI Strategy sets out how the Division will carry out this important work. It proposes ambitious but concrete goals and sets achievable targets against which progress can be measured and improved. Significantly, the Strategy builds on our University's work of promoting equity and diversity, and responsible global citizenship over the past five years.

We are implementing the Strategy in the midst of great change, with opportunities to demonstrate EDI values and principles.

First, the ongoing effects of COVID-19 have changed Australia's tertiary sector markedly. We must establish new relationships and find new champions. In doing so, we have the chance to re-evaluate our work and increase our relevance.

Second, flexible work has become the norm. This means supervisors and managers are coming to terms with and embracing opportunities for flexible working including how the principles of EDI apply in flexible work contexts and what opportunities this presents for increasing staff diversity.

Third, there is an increasing awareness of the fundamental and vital place of respectful behaviours in our university community. We have seen the emergence of more virulent forms of incivility and discrimination during COVID-19, especially in the global and national political landscape. UNSW must demonstrate and lead in respectful behaviours, combatting discrimination of any form. UNSW's Inclusive Leadership Program is an example of equipping our community to Be [a] Better Human, as the students' program puts it.

Finally, as a small division, the only way we can achieve EDI goals across the university is collaboratively, working with the faculties, schools, divisions, centres and student clubs and societies. This approach, that now includes the vast networks of EDI committees, plans, staff and student officers and champions, has been and will continue to be our greatest strength. In fact, what students and staff have achieved together over the past five years has been nothing short of remarkable.

Under the leadership of Vice Chancellor and President Professor Attila Brungs, societal impact is at the heart of UNSW and central to his strategic vision for the University to improve lives globally, through innovative research, transformative education and commitment to a just society.

In order for structure to mirror strategy, the creation of the Division of Societal Impact, Engagement and Equity will bring together the Division of External Engagement and the Division of EDI to not only continue but accelerate the important work currently performed across both areas. This will allow UNSW to draw on the synergies and strengths across the larger Division to amplify and really support efforts across the whole University, taking our performance to a new level.

We look forward to this opportunity to develop a more integrated and focused approach to our engagement and impact for our students, staff, alumni and community and continue to play a unique role to support positive social progress.

Professor Bruce Watson
Acting Deputy Vice-Chancellor,
UNSW Equity Diversity and Inclusion

Our vision

Under UNSW's Vision for Societal Impact, we work to shape and progress a just society by mobilising our community's expertise to lead debate, sustainably address global challenges, and foster equity, diversity and inclusion.

A whole of university approach to equity, diversity and inclusion

As public institutions, universities exist to serve society. It is therefore our duty to ask how we can make a difference to the world around us.

In line with this, UNSW Sydney's 2025 Strategy is built on three pillars: social impact; academic excellence; and translational research. To more accurately signal these values, our motto was updated from "knowledge by hand and mind" to "knowledge by heart, hand and mind".

At UNSW, we have never seen academic life as operating in a vacuum but as something that should contribute to solving real world problems and make a positive social impact, nationally and globally.

This EDI Strategy uses a Theory of Change to provide an evidence base and practical framework for embedding equity, diversity and inclusion into everything the University does. It is our community's roadmap to guide respectful behaviours, help implement the UN Sustainable Development Goals, promote inclusion, and provide pathways and support for students and staff who have been underrepresented at UNSW.

As Vice-Chancellor and President, I am mindful that UNSW must not just talk about our commitment to equity, diversity and inclusion, but demonstrate it. The EDI Strategy has enormous potential to shape our community's culture and make UNSW an exemplar of the equitable, diverse and inclusive world we aspire to.

Importantly, we intend this strategy to help instil in our students and staff a lifelong commitment to creating a fair, respectful, sustainable and just society, during their time at UNSW and beyond.

Through our whole of university approach to equity, diversity and inclusion, through the way we prepare our students and staff, we will advance the UNSW vision to improve lives around the world.

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Attila Brungs
Vice-Chancellor
and President
UNSW Sydney
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Equity Diversity & Inclusion Strategy 2022-2025

Our history

In 2015, UNSW Sydney launched the 2025 Strategy, bringing a more cohesive and integrated approach to equity, diversity and inclusion at the University. Since then, we have reached several milestones.

2015

– UNSW 2025 Strategy launched.

– UNSW's Equity Diversity and Inclusion Board established.

– UNSW joins the Science in Australia Gender Equity (SAGE) Athena Swan Australian Pilot program for gender equity.

2016

– Diversity Champions appointed to advance key portfolio areas: cultural diversity, LGBTQIA+, disability, gender equity, parents and families, and flexible work.

– Australian Human Rights Commission survey on prevalence and nature of sexual assault and sexual harassment at Australian universities released.

– Deloitte commissioned to undertake audit of sexual misconduct, *Preventing and responding to sexual misconduct.*

2017

– Division of Inclusion and Diversity established.

– Deputy Vice-Chancellor Inclusion and Diversity appointed.

– EDI Policy approved.

– UNSW Gender Equity survey completed to inform the SAGE Athena Swan Action Plan.

– UNSW Disability Innovation Institute launched under interim Director in the Faculty of Arts and Social Sciences.

– Sexual Misconduct Reporting Portal co-designed with students and launched by the Vice-Chancellor.

2018

– The Division of Inclusion and Diversity expanded and renamed Equity Diversity & Inclusion.

– Sexual Misconduct Prevention and Response Policy approved.

– SAGE Athena Swan Bronze Award for gender equity awarded to UNSW. Associated Bronze Action Plan to be implemented between 2018 and 2023.

– Bronze Australian Workplace Equality Index (AWEI) status awarded to UNSW. This benchmarked LGBTQIA+ inclusion initiatives against organisations across Australia.

– Launch of the Sexual Misconduct Prevention and Response Strategy 2019-2021.

2019

- Faculty EDI Committees and EDI Small Grants program established.
- Inaugural Diversity Fest held on campus.
- UNSW ranked in the Times Higher Education Impact Rankings, which gauge universities' success in addressing the United Nations Sustainable Development Goals (SDGs).
- Comprehensive review of Aspire program undertaken. Program expanded and rebranded as Access and Equity (Students) with a focus on removing structural barriers that prevent access to UNSW.
- Workplace Diversity moved from Human Resources into the Division of EDI, integrating diversity and inclusion subject matter expertise.
- First UNSW Respect! Survey completed.
- UNSW Respectful Behaviours project launched to implement recommendations based on the findings of the 2019 UNSW Respect! Survey.
- Bronze AWEI status awarded to UNSW.
- Director of UNSW Disability Innovation Institute appointed.

2020

- Access and Equity (Students) launches Access Strategy; Gateway Admission Pathway and Program, offering underrepresented students an alternative pathway into University; establishes and leads the NSW Equity Consortium; and receives NCSEHE competitive grant for *University responses to enhancing equity in the post-covid landscape*.
- Transforming Women's Leadership Pathways conference held online, with goal of establishing gender parity, equity and diversity by 2030.
- UNSW partners with Arc in the Be a Better Human initiative.
- Gold AWEI status awarded to UNSW.
- EDI Framework Principles developed to assist during the challenges of pandemic and COVID-19 emergency payments were established to prioritise support for equity cohorts, along with international students and other students in need.

2021

- NSW Government's Department of Education Collaboration and Innovation Fund awards $500,000 grant to NSW Equity Consortium.
- Evaluation framework and Theory of Change for Access, Equity and Inclusion programs released.
- Access and Equity (Students) Impact Statement published.
- The UNSW Disability Innovation Institute awarded major funding by the NSW Ministry of Health.
- Gold AWEI status achieved for the second consecutive year.
- UNSW joined Parents at Work.
- UNSW participated in the Australian Network on Disability Access & Inclusion Index.
- New Anti-Racism Policy co-designed with students.
- UNSW SDGs Sustainability Framework launched.
- Management Board endorsed EDI's business case to form project team for coordinating work around the SDGs and managing improvement on the Times Higher Education Impact Ranking.

2022

- UNSW redefined the Gateway Equity program, expanding the access rate to 25%over the next 5 years for first-year students from underrepre-sented schools and backgrounds.
- The Disability Inclusion Action Plan (DIAP) was launched to make the learning, working and teaching experience at UNSW welcoming and inclusive for people of all abilities.
- EDI launched an inclusive training program for 2022.
- EDI managed the UNSW roll out of the Nation Student Safety Survey on sexual harassment and sexual assault at Australian universities.
- Upon Professor Eileen Baldry's retirement, Professor Bruce Watson was appointed acting DVC EDI.
- Gold AWEI status achieved for the third consecutive year.
- UNSW jumped 41 places in the THE Impact Ranking to 55th globally, supported by the launch of the SDG microsite and first SDG Annual Report.
- UNSW ranked joint fifth in the world and first in Australia in the inaugural QS World University Sustainability Rankings.

- EDI partnered with Arc to produce public events for Sydney WorldPride.
- UNSW launched Celebrating Women campaign to redress gender bias on campus.
- Under the DIAP, EDI collaborated with DEE and UNSW Centre for Ideas to create a new UNSW Accessibility website, Inclusive Language Guide & Accessible & Inclusive Events Hub.
- Diversity and Inclusion launched a UNSW Culturally Inclusive Calendar to assist with Academic planning.
- EDI Grants were re-launched to tackle racism and increase EDI related student activations on campus.
- New EDI Faculty Grants were launched to support the Gateway Equity Target and generate student and staff led innovative and inclusive educational practices.
- UNSW extended its meteoric rise in the THE Impact Rankings, jumping 37 places to equal 18th place globally.
- Yuwaya Ngarra-li launched a seminar series.

2023

- The Gateway Winter Program brought 700 year 12 students to campus, expanding their knowledge of UNSW and building our reputation amongst equity cohorts.
- UNSW announced a commitment to a range of equity scholarships for 2024 in pursuit of the Gateway Equity Target.
- Yuwaya Ngarra-li established the Dealing with Fines project, which aims to improve access to justice and reduce criminalisation for Aboriginal people in Walgett, helping the community to write or work off $178,112 worth of fine debt in the first year.
- UNSW ranks fifth globally for Social Impact in QS Sustainability Rankings.
- The UNSW Institute for Global Development moved out of the Division of EDI.
- Yuwaya Ngarra-li secured NSW Governmental support after the findings of a food and water security report in Walgett received widespread media and ministerial attention.
- Two SAGE Athena Swan Cygnet Awards for gender equity awarded to UNSW.

UNSW's unique position in the Australian tertiary sector

Insights from our desktop review

In 2021, EDI conducted a desktop review to identify the extent to which Australian universities provided support and resources for staff and student equity, diversity and inclusion.

In all, we reviewed websites from 38 Australian universities, and found:

- almost 58% of Australian universities (22 of 38) had an EDI unit

- almost all universities (37/38) included advice on and prevention of sexual misconduct in general programs, such as Safer Community, as well as security services and mobile apps

- 84% of universities (32/38) provided sexual misconduct prevention

- 30 universities (80%) had a Disability Inclusion Action Plan and a Gender Equity Strategy, and

- only 10 universities had 'respect advisors' or their equivalent.

This variability in the field illustrates the challenges of being able to meaningfully engage with the impact that equity, diversity and inclusion work has at a macro (institutional) level. This means many universities rely on evaluations at a micro (individual activity) level.

No universities other than UNSW have explicit EDI representation in their senior leadership structure. Without such visibility and voice, issues relating to equity, diversity and inclusion can easily get lost in the busy work of a complex organisation like a university.

When compared with other Australian universities, UNSW has evidently adopted a unique position in the national higher education sector. The placement of equity, diversity and inclusion in the 2025 Strategy visibly elevated, and communicated publicly and internally, that EDI is core to its mission. As the history of UNSW's equity journey shows, this commitment to EDI also led to the creation of a structure that embedded it as part of its governance and leadership by creating a Division and a Deputy Vice-Chancellor (DVC) EDI.

This was an ambitious and brave commitment, because without this representation at the senior leadership level, EDI may not be as fully considered in key decision making.

With the structure and governance for EDI socialised and embedded, UNSW's strategic intent is clear. However, this does not mean that UNSW can rest on its laurels; far from it. In fact, the next steps in further solidifying the EDI ethos at UNSW require a refreshed focus on university-wide collaboration and evidence-informed programming. And this must come at a time when the impacts of COVID-19 on student equity are still unfolding.

A key challenge for the Division of EDI is maintaining the currency and momentum it has created since its inception – especially as UNSW, and the higher education sector more broadly, move into an unknown future. This will be a future characterised by limited resources, conflicting priorities, and pre-existing silos.

For UNSW specifically, there will also be the longer-term consequences of workplace change, resulting in a new and smaller team. New institutes and new activities, such as managing the Times Higher Education SDG submission, have created disruption to the planned schedule of activities.

After committing resources to its structure within the governance of UNSW and creating the DVC EDI position, UNSW should be in good shape to move beyond the environment of accreditation and compliance. It is positioned to produce creative and responsive initiatives to support not just access, but also to participate in and transition out of both undergraduate and postgraduate studies.

Unfortunately, COVID-19 has necessitated that university resources be redirected to support critical university functions. However, the pandemic has also magnified the need to prioritise EDI initiatives across the institution to respond to the impact on equity cohorts of needing to interact via online platforms through multiple lockdowns.
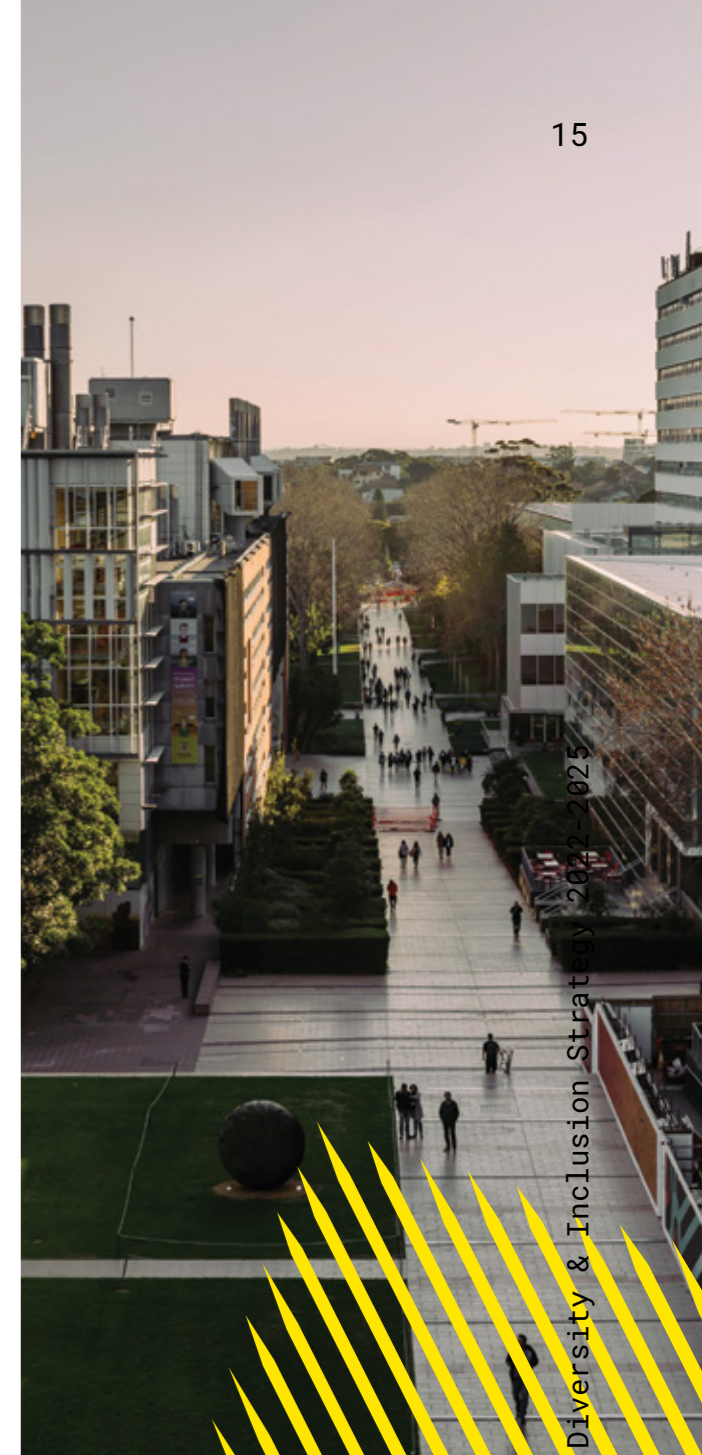
Developing our Strategy

Theory of change: what it is and why we need one

A theory of change is an explicit model for detailing how an organisation will achieve its intended outcomes.

A theory of change consists of two parts:

- **a change model:** these are the changes the organisation intends to achieve, and

- **an action model:** these are the activities that will lead to those changes.

The change model is presented as a series of pillars, and we use this term in our Strategy. Each pillar then breaks down into several objectives – or the actions through which we will achieve those ambitions.

This presents a practical tool for implementing change because, by measuring the extent to which we achieve each objective, we should also be able to measure our progress towards each pillar, and therefore the strategy as a whole.

How a theory of change can help EDI

We believe there are four main areas in which a theory of change will help EDI.

- **Strategy.** It can help teams work together to achieve a shared understanding of EDI's aims. It also ensures all our activities align with our purpose, and encourages people to think in-depth about EDI and its activities.

- **Measurement.** It helps us formulate and prioritise evaluation questions and plan evaluations. It also encourages the use of existing evidence.

- **Communication.** It informs stakeholders about EDI's aims.

- **Partnerships.** It will help us clarify roles and responsibilities when we deliver programs in collaboration with other organisations. It also helps us understand how partners contribute to our overall mission.

How our theory of change came together

To develop a successful theory of change, the formulator generally consults key stakeholders, including their own members or employees, and the groups or individuals that engage with them.

When developing our theory of change, we consulted all four pillars of the Division. This included interviewing each about their activities and the changes they expect those activities to bring about.

The pillars also proposed measures to monitor progress towards their objectives. The remainder of this report is dedicated to setting out the overarching EDI theory of change, as well as each pillar's detailed objectives and proposed measures of progress.

EDI gratefully received the invaluable help of Dr Sally Baker, Senior Lecturer, School of Education and Dr Ioana Ramia, Principal Researcher, Australian Education Research Organisation (AERO), formerly Research Fellow, Centre for Social Impact, UNSW in developing its strategy using the Theory of Change.
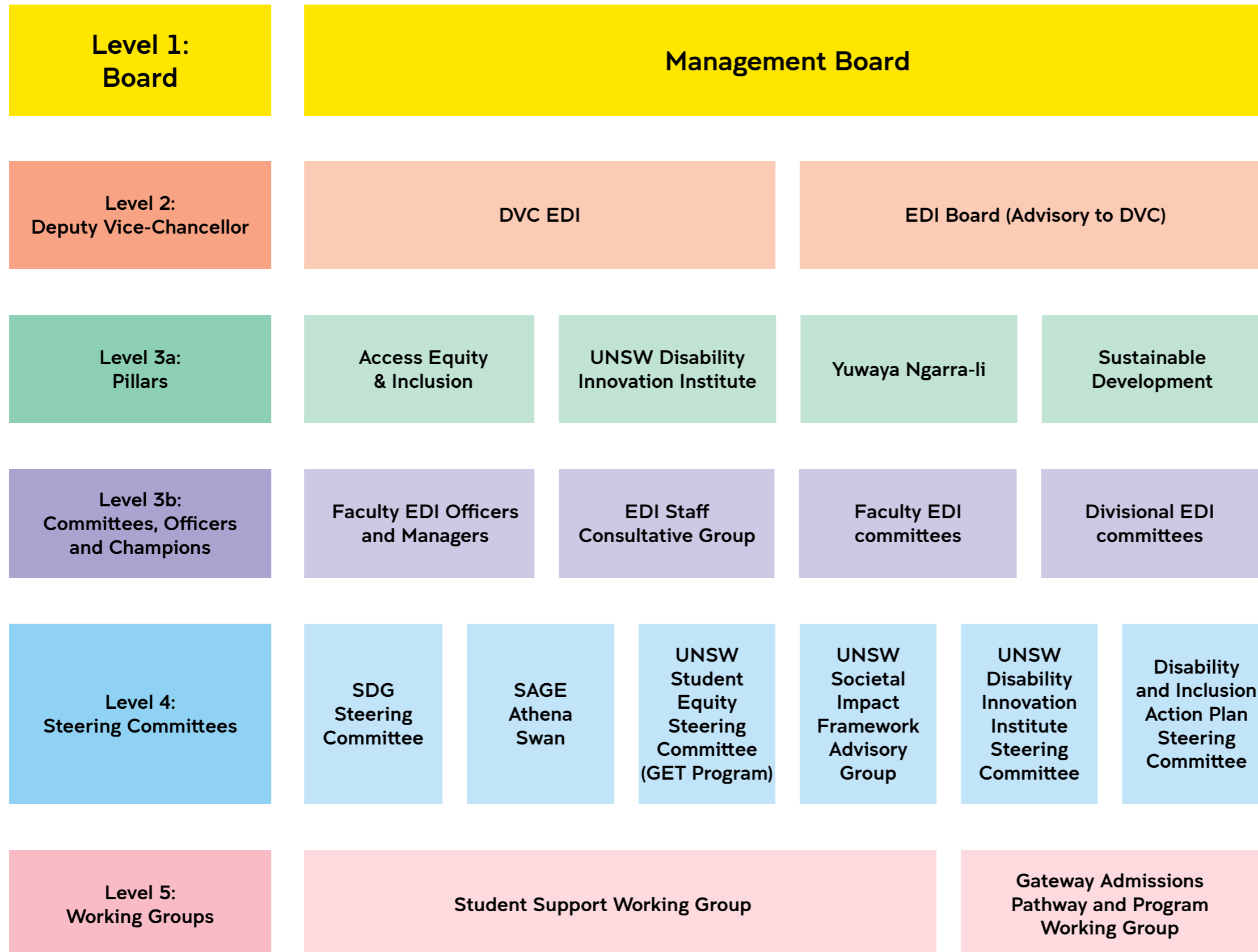
What the theory of change will examine

At the Division level, the evaluation framework will examine:

- students' and staff awareness of, and actual access to provision from EDI

- students' and staff opinions on whether UNSW is a preferred workplace or educational institution because of its commitment to EDI

- external partners' perceptions of whether UNSW is a fair and just, culturally safe place to study and work, and

- improvements in EDI outcomes.

EDI governance

Level 1: Board	Management Board		
Level 2: **Deputy Vice-Chancellor**	DVC EDI		EDI Board (Advisory to DVC)
Level 3a: **Pillars**	Access Equity & Inclusion	UNSW Disability Innovation Institute	Yuwaya Ngarra-li	Sustainable Development
Level 3b: **Committees, Officers and Champions**	Faculty EDI Officers and Managers	EDI Staff Consultative Group	Faculty EDI committees	Divisional EDI committees
Level 4: **Steering Committees**	SDG Steering Committee	SAGE Athena Swan	UNSW Student Equity Steering Committee (GET Program)	UNSW Societal Impact Framework Advisory Group	UNSW Disability Innovation Institute Steering Committee	Disability and Inclusion Action Plan Steering Committee
Level 5: **Working Groups**	Student Support Working Group		Gateway Admissions Pathway and Program Working Group

Student representation:

students are involved at all levels of EDI activity

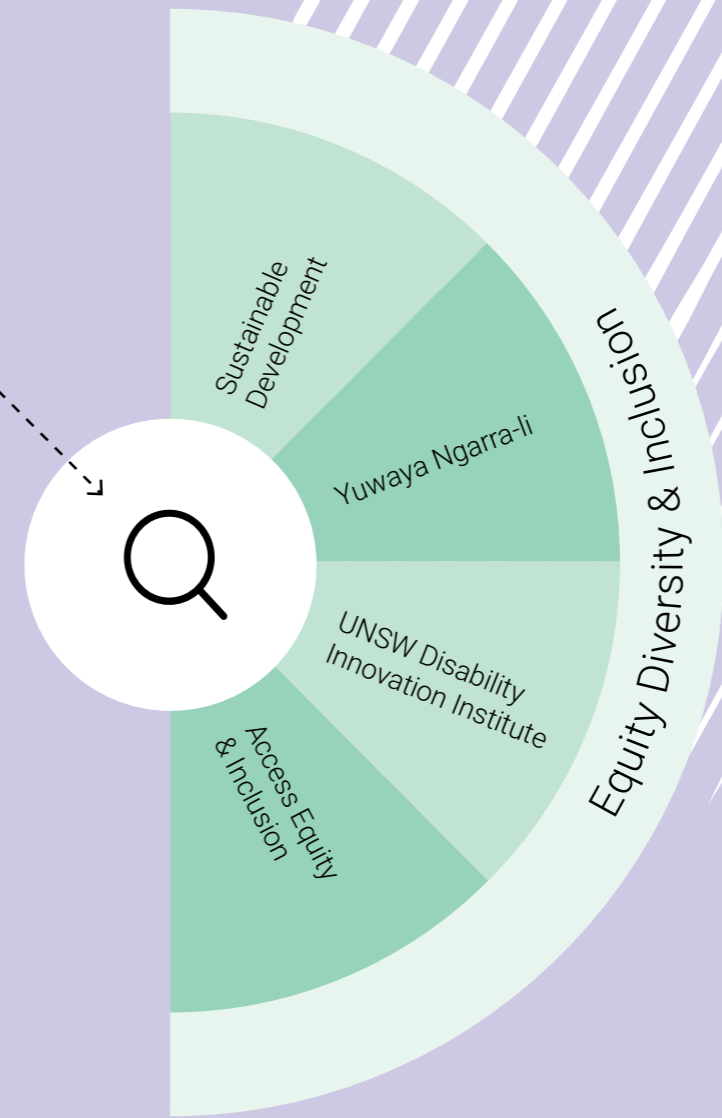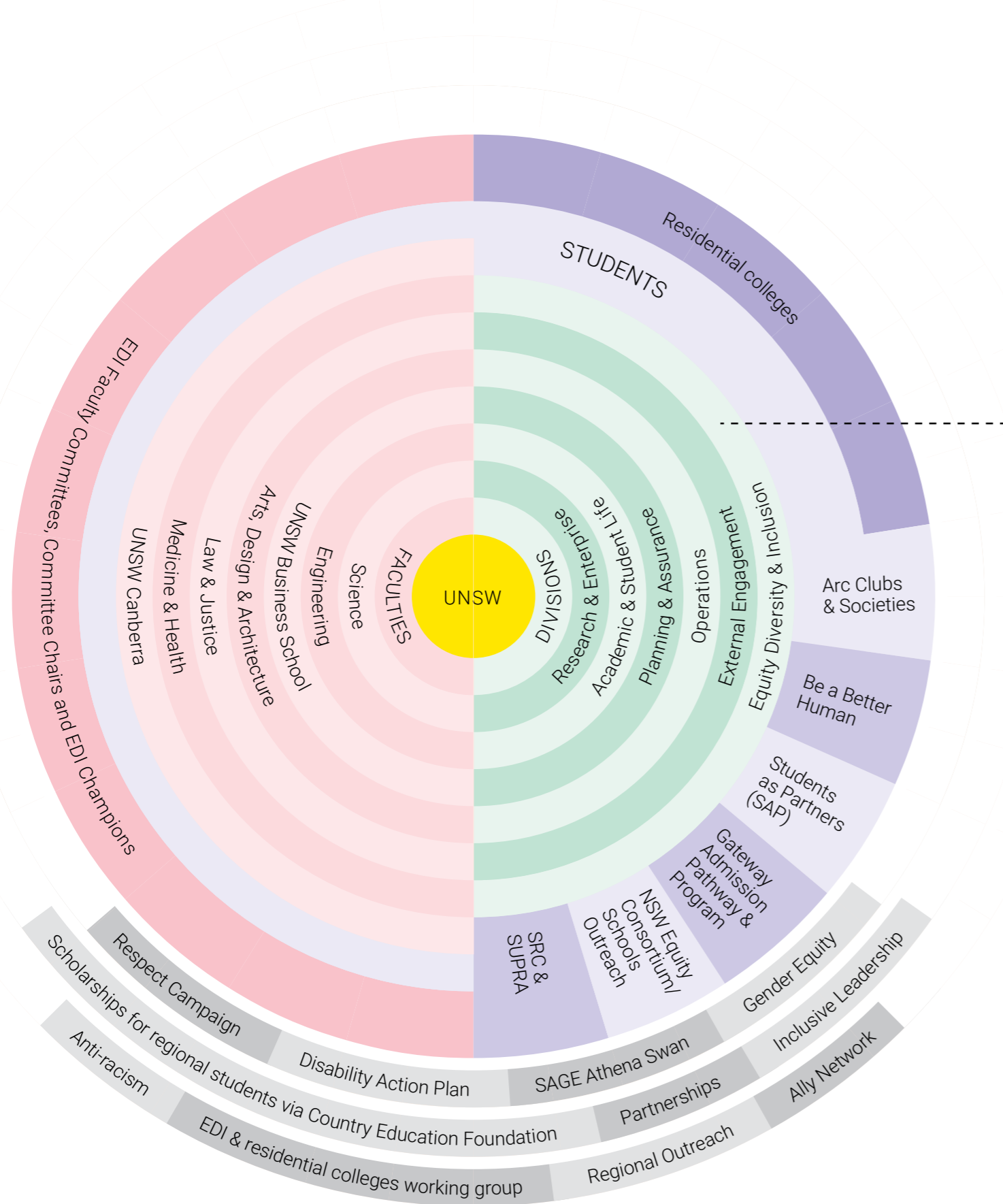**Student representation, consultation and partnerships:**

Student Leadership group (Arc, Clubs and Societies, Student Representative Council)

Students as Partners and the Students as Partners Consultative Group

Projects:
Ally Network, Respectful Behaviours: Be a Better Human, Gateway Admissions Pathway and Program, Inclusive Leadership Training, Imagined Futures – NSW Equity Consortium

Equity Diversity & Inclusion Strategy 2022-2025

EDI across UNSW

EDI Faculty Committees, Committee Chairs and EDI Champions

FACULTIES

UNSW

- Science
- Engineering
- UNSW Business School
- Arts, Design & Architecture
- Law & Justice
- Medicine & Health
- UNSW Canberra

DIVISIONS

- Research & Enterprise
- Academic & Student Life
- Planning & Assurance
- Operations
- External Engagement
- Equity Diversity & Inclusion

STUDENTS

- Residential colleges
- Arc Clubs & Societies
- Be a Better Human
- Students as Partners (SAP)
- Gateway Admission Pathway & Program
- NSW Equity Consortium/ Schools Outreach
- SRC & SUPRA

Anti-racism

Scholarships for regional students via Country Education Foundation

Respect Campaign

EDI & residential colleges working group

Disability Action Plan

Regional Outreach

SAGE Athena Swan

Partnerships

Gender Equity

Inclusive Leadership

Ally Network

Equity Diversity & Inclusion

- Sustainable Development
- Yuwaya Ngarra-li
- UNSW Disability Innovation Institute
- Access Equity & Inclusion

Division of Equity Diversity & Inclusion Strategy

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UNSW Vision	To improve lives globally, through innovative research, transformative education and commitment to a just society.
	The refreshed UNSW[1] motto, 'Scientia Corde Manu et Mente', or 'Knowledge by heart, hand and mind' introduces 'heart' to represent diversity of thought, social impact, inclusion, and our community and connections.
S2025 Vision for EDI Theme	To be recognised as an international exemplar in equity, diversity and inclusion. Our success should be built on the diversity and cultural richness of our communities, ensuring our students and staff achieve their full potential.
Our mission	To instil equity, diversity and inclusion across the University and equip our community to contribute to a fair and just society.
	Our role is to support UNSW students and staff to contribute to an accessible, inclusive and sustainable community and campus that recognises the strengths that diversity brings.
	We seek to work directly with students and staff to develop a culture that embraces equity and respect through developing and resourcing relevant policies, strategic initiatives, training and events.
	We do this through the four pillars of EDI: Access, Equity & Inclusion, the UNSW Disability Innovation Institute, Yuwaya Ngarra-li and the University's commitment to improving its position in the Times Higher Education Impact Rankings.
	By working collaboratively and innovatively, and applying evidence-informed strategies to inform and evaluate our work, we will make a meaningful contribution to a more equitable, inclusive and sustainable University.
Four goals	– Influence, guide and author University strategies, policies and procedures to support equity, diversity and inclusion principles and reduce structural barriers for underrepresented students and staff at UNSW.
	– Activate the institution's commitment to and responsibility for students and staff by ensuring that the principles of equity, diversity and inclusion are effectively embedded at every level of the University.
	– Collaborate and guide faculties and divisions to drive a culture of integrity, equity, diversity, and inclusion initiatives at a local level that are contextually relevant, aligned with the strategic intent, and support the delivery of the shared 2025 Strategy KPIs.
	– Partner with students, staff and others to not only encourage a culture of equity diversity and inclusion within UNSW but also in the wider community in professions, workplaces and everyday life.

1   SDG Business Case references this: "Further, the University is missing significant opportunities to capitalise on a broad range of endeavour that is SDG-related to enhance our brand reputation and strengthen our social impact, progressing knowledge by heart, hand and mind ('Scientia Corde Manu et Mente')". This is a feature of the EDI Strategy into which the SDGs strategic work is embedded.

Goal 1: Influence, guide and author University strategies, policies and procedures to support equity, diversity and inclusion principles and reduce structural barriers for underrepresented students and staff at UNSW.

Objective	Measures of progress
Influence decision making and strategy development at UNSW through senior positions	– DVC representation at Management Board – Attendance at Council and Council sub-committees
Ensure transparent governance structures are in place to embed principles of EDI across all activities of the University	– Representation on the EDI Board from the University's senior leadership team, who contribute equally and regularly
Support faculties and divisions to develop plans and reports on EDI initiatives	– Faculty and division engagement with the EDI planning process, prioritising contextually relevant EDI initiatives
Ensure EDI policy principles are embedded by faculties and divisions in their strategies, policies and procedures	– All strategies, policies and procedures are reflective of the policy and principles of EDI

Goal 2: Activate the institution's commitment to and responsibility for students and staff by ensuring that the principles of equity, diversity and inclusion are effectively embedded at every level of the University.

Objective	Measures of progress
Ensure enhanced awareness of EDI within UNSW by prioritising and promoting EDI related stories in UNSW communications	– Frequency of EDI contributions in UNSW communication channels such as the UNSW Newsroom, Inside UNSW, Student News and Faculty Newsletters.Target: 24 published articles per year
Ensure EDI communications, initiatives and campaigns effectively engage UNSW stakeholders	– User engagement levels with EDI communications, initiatives, and campaigns, are in line with UNSW benchmarks for all cohorts – KPIs to be tailored per channel (article/email/social etc and includes; reach, views, clicks, registrations
Ensure flagship events demonstrate EDI's leadership, support of co-contributions and ignite important conversations within our community	– Engagement: Attendance and engagement with the event – Growth: Increase in quality and quantity of event contributions year-on-year with a focus on obtaining contributions from new areas of UNSW – Loyalty: Contributors report a positive experience and return
Co-ordinate the small grants program to enable the UNSW community to ideate, generate and lead EDI initiatives that benefit our community	– Year-on-year engagement numbers – Applications and grants awarded and outcomes reported in the evaluation of grants

Equity Diversity & Inclusion Strategy 2022-2025
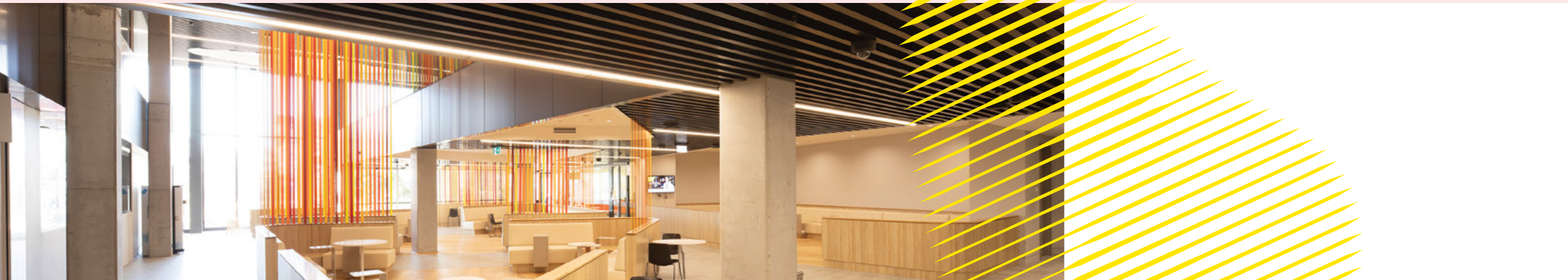
Goal 3: Collaborate and guide faculties and divisions to drive a culture of integrity, equity, diversity, and inclusion initiatives at a local level that are contextually relevant, aligned with the strategic intent, and support the delivery of the shared 2025 Strategy KPIs.

Objective	Measures of progress
Guide the development and implementation of initiatives that: meet the needs of both the University and local contexts, reduce duplication, improve efficiency and increase consistency	– Uptake by the faculties and divisions of initiatives agreed as part of the EDI planning process, and their regular evaluation
Promote an enhanced understanding of relevant data cohort definitions, their measurement, and use across the University	– Development of data dashboards that meet relevant criteria across the University and have consistent data definitions that align with the definitions in the relevant compliance environments, such as the Diversity Council of Australia, the Department of Education's Higher Education Information Management System data, Education Services for Overseas Students Act and Tertiary Education Quality and Standards Agency

Goal 4: Partner with students, staff and others to not only encourage a culture of equity diversity and inclusion within UNSW but also in the wider community in professions, workplaces and everyday life.

Objective	Measures of progress
Amplify diverse student and staff voices in the activities of the University	– Number of consultations that allow a diverse student and staff voice: Students as Partners, Networks and Communities of Practice, Staff Consultative Group, UNSW Disability Innovation Institute, Diversity Festival and SCON – EDI internships – Collaborative co-design model for the development of EDI initiatives – Engagements with student leadership
Raise the profile of UNSW as an international exemplar in integrity, equity, diversity and inclusion through partnerships and networks with our external communities	– The number of external partnerships and networks and sustained presence across relevant partnerships and networks: Group of Eight (Go8) Equity group, Go8 Research Integrity group, Universities Australia, University Social Responsibility Network and Australian Council of Social Service

Equity Diversity & Inclusion: Strategy in Brief

Access, Equity and Inclusion

1. Improve access for underrepresented students by enhancing students' and schools' educational capacity.

2. Establish UNSW as a **preferred university** for underrepresented students and staff.

3. Strengthen an **inclusive and respectful culture** at UNSW by building students' and staff capability.

4. Improve opportunities, support and outcomes for underrepresented students and staff by engaging with the community and developing collaborative partnerships both internally and externally.

Sustainable Development

1. Build systems to **monitor the SDG targets** relating to the UNSW 2025 Strategy.

2. Enable **UNSW to assess its impact** based on education, research, partnerships, organisational governance and operational practices.

3. Broaden and deepen **SDG integration** into UNSW activities.

4. Celebrate and promote activities that **advance the SDGs**.

UNSW Disability Innovation Institute

1. Generate an uplift in disability-inclusive research across UNSW.

2. Foster a community of interest in disability-inclusive research across UNSW and externally.

3. Position the UNSW Disability Innovation Institute as a thought leader and expert on disability issues and research methods.

Yuwaya Ngarra-li

1. Improve the wellbeing, environment and outcomes for Aboriginal people in Walgett through collaboration on research, evidence-based initiatives and capacity building.

2. Develop, resource, evaluate and share learning on Yuwaya Ngarra-li as an innovative model of community-university partnership.

3. Build and embed Indigenous research and career pathways at UNSW that increase the capabilities and control of Indigenous communities.

Access, Equity & Inclusion

Our AE&I initiatives aim to ensure all students and staff feel safe and welcome and can fully participate and succeed in the UNSW community.

AE&I's strategic priorities are to:

- increase access, and improve opportunities and educational outcomes for groups historically underrepresented at university

- ensure UNSW is an inclusive place to study and work, and

- make sure the diversity of our students and staff represents the broader Australian community.

A central part of UNSW's broader strategy

A key component of AE&I's work is to address and drive the removal of structural barriers for UNSW students and staff. In doing so, it seeks to ensure the principles of equity, diversity and inclusion and the lived experience of equity cohorts inform and influence:

- university policies

- the design and implementation of targeted student admissions pathways, as well as staff recruitment and retention strategies

- broader programs to recognise and celebrate all forms of diversity, so that we build capacity for an inclusive institutional culture, and

- other initiatives that support inclusive teaching and learning, which is the cornerstone of UNSW's philosophy.

AE&I's work forms part of the UNSW 2025 Strategy and it is responsible for achieving two of the UNSW Council KPI's.

1. 40% women for Academic Staff at Level D and above.

2. Increase UNSW's low-SES Access rate to 13% with a stretch target of 15%.

These shape AE&I's initiatives and guide its trajectory.

The Gateway Equity Target

Introduced in 2022, the Gateway Equity target sets out that 25% of commencing domestic undergraduate students are from a low-socioeconomic background and/or socio-educationally disadvantaged school (Gateway partner school) by 2027.

AE&I's expanded role

AE&I's remit recently expanded to ensure the University uses policy frameworks, procedures and guidelines to meet its diversity and inclusion obligations and goals. It focuses both internally and externally to target the core issues that impact equity and inclusion within UNSW and also in the schools and communities from which our students and staff come.

AE&I also partners with UNSW academics and students to leverage their expertise across programs. These range from Inclusive Leadership training to the development of innovative learning experiences under its pre-tertiary educational outreach program. Through its Students as Partners program, AE&I employs and works with hundreds of UNSW students from diverse backgrounds to co-design, facilitate and deliver targeted and responsive initiatives that are relevant to identified student needs.

A leading role in equity

AE&I leads The NSW Equity Consortium. The collaborative partnership with UTS, Macquarie University, the Department of Education and six Greater Western Sydney high schools, aims to deliver a whole-of-cohort outreach program to students in Years 7-to-9. By bringing together shared knowledge, expertise and resources, the program seeks to improve the capacity of students and schools to access tertiary education and improve post-school learning outcomes.

Another key AE&I initiative for workplace diversity is the SAGE Athena Swan program. This seeks to address the remaining barriers to women's progress across UNSW, including workplace culture, equitable promotions processes, flexible work and parental leave arrangements, career development, and LGBTQIA+ inclusion.

"Underpinning all of our work is a commitment to innovative practice-led research and evaluation. We also share and communicate our work's impact and adapt and adjust our program so that it remains relevant and effective.

"The result is that we can respond to emerging needs, prioritising students, staff, schools and key influencers' contributions," says Mary Teague, Director Access, Equity & Inclusion.

Equity Diversity & Inclusion Strategy 2022-2025

Goal 1. Improve access to higher education and UNSW for students from underrepresented backgrounds through enhancing the educational capacity of students and schools.

Objective	Measures of progress
Establish targeted UNSW admission pathways, including an early conditional offer scheme, linked to the educational outreach program	– Increase in applications, offers and enrolments to higher education from students attending Gateway schools and students from a low socio-economic status (SES) background – Increased number of Gateway schools, and schools previously unrepresented at UNSW, represented in admissions pathway at application, offer and enrolment to UNSW – Increased diversity of degree programs selected by students from partner schools in the admission pathway.
Co-design innovative learning experiences, including curriculum-linked academic enrichment and school educator professional learning, reflecting UNSW's strengths in research, teaching and learning	– For students engaged through the educational outreach program: – an increased ability to make meaningful links between personal interests and capabilities, future study options and careers – an increased mastery of key academic skills and capabilities – an increase in confidence in navigating their own educational futures and an enhanced sense of belonging at university – School educators engaged in professional learning opportunities report enriched teacher/school leader/school capacity – Increase in preferences and first preferences from students at Gateway schools and students from low-SES backgrounds.
Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change	– For students engaged through the education outreach program, an increased sense of belonging at UNSW and at university – An increase in UNSW students who attended Gateway schools or from a low-SES background engaged as student leaders/facilitators in the educational outreach program.
Effectively communicate targeted admission pathways, scholarships and other higher education access opportunities to students from underrepresented backgrounds and their key influencers	– For students engaged through the educational outreach program: – an increased understanding of the Gateway Admission Pathway and other access options – an increased sense of belonging at UNSW and a greater sense of identity of themselves as future UNSW students.

Goal 2. Establish UNSW as a preferred university for students and staff from underrepresented backgrounds.
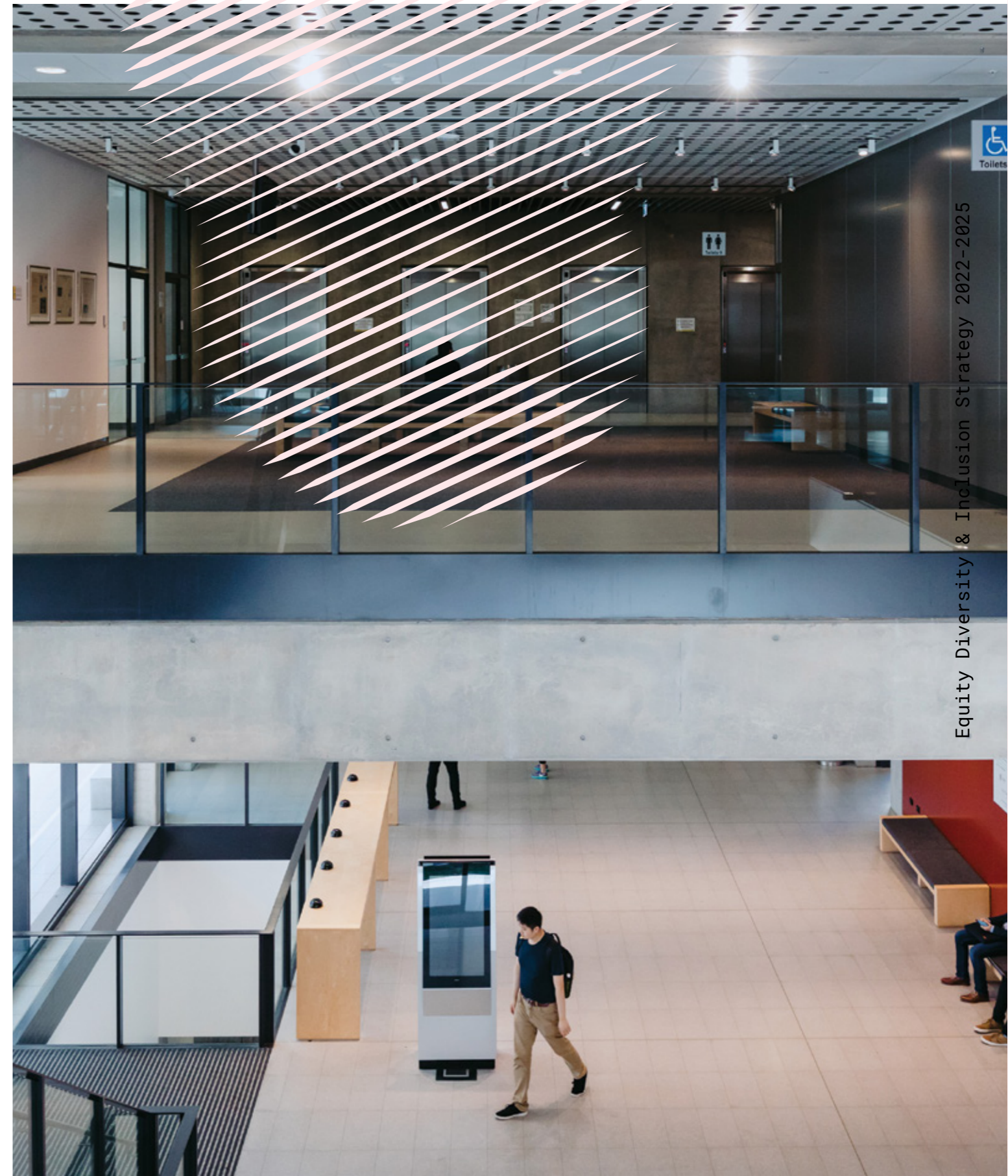
Objective	Measures of progress
Develop strategic collaborative partnerships with secondary schools, other universities, workplace partners and leading NGOs to develop creative, sustainable, evidence-informed and evaluated approaches to widening participation	– Increased proportion of Gateway schools engaged in the educational outreach program – Expanded depth of educational offerings available to students and schools through UNSW/NGO/workplace partners and other University partnerships – Increased number of partnerships established by Access, Equity & Inclusion – Increased number and diversity of schools and communities engaged with as a result of established partnerships – Increased number of students engaged in educational outreach program through partner organisations and schools – Increased applications, offers and enrolments to higher education and UNSW from students engaged through NGO partnerships.
Embed longitudinal, mixed-methods research and impact evaluation frameworks across key initiatives prioritising the contributions of students, staff, schools and key influencers	– Increased positive reputational positioning of UNSW among students and staff from underrepresented backgrounds and their key influencers – Increased engagement of parents and carers of students in educational outreach program – Increased engagement of student and staff at UNSW in key initiatives – High-quality data collected and utilised to improve key initiatives, program and pathway offerings.
Ensure the University's policy framework, procedures and guidelines meet equity and inclusion obligations and ambitions	– Systematic review of policy framework, procedures and guidelines relevant to EDI to ensure University meets compliance obligations – Establishment of a Gender Equity Strategy.
Participate in accreditation and industry benchmarking activities that demonstrate the University provides a safe and inclusive environment	Accreditation includes: – SAGE Athena Swan (Silver award recipient status granted) – Future Workplace Gender Equality Agency Employer of Choice – Australian Breastfeeding Association Accreditation.

Goal 3. Strengthen an inclusive and respectful culture at UNSW through building student and staff capability.

Objective	Measures of progress
Support and enable innovative inclusive teaching and learning practices at UNSW by establishing grants focused on capacity building in inclusive teaching and learning	– Number of grant applications received and awarded – Evaluated outcomes of funded projects.
Ensure EDI and University decision-making is informed through including student and staff from historically underrepresented backgrounds	– Extend the utilisation of the Students as Partners Consultative Group across the University – Establish and grow participation in the Staff Consultative Group – Increased Staff Consultative Group engagement with initiatives relevant to the Division – Improved quality, visibility and utilisation of equity data across the University.
Provide relevant, responsive and effective training and resources for students and staff to build capability in EDI, in collaboration with key stakeholders and partners	– Increased uptake of training and development programs related to targeted initiatives – Establishment of Inclusive Leadership Program for staff – Establishment of evaluation framework for training and development programs and results of the evaluation – Increased participation in, and reported positive perceptions of, respectful and/or inclusive culture through Divisional survey instruments: Diversity Council Australia's (DCA) Inclusive Employer Index Survey and AWEI Employee Survey.

Goal 4. Improve opportunities, support and outcomes for students and staff at UNSW who are underrepresented in higher education through community engagement and the development of collaborative partnerships both internally and externally.

Objective	Measures of progress
Utilise established frameworks to progress equity of access, support and opportunity for women and diverse genders, LGBTQIA+ people, people with disability and people from culturally and linguistically diverse backgrounds at UNSW	– Utilisation of Australian Network on Disability Index audit to update and create the Disability Inclusion Action Plan and monitor its implementation – Implementation and monitoring of the AWEI Action Plan – Increased cultural diversity at Senior Levels Professional Staff (HEW 10+) and Academic Staff (D+) – Implementation and monitoring of the SAGE Athena Swan Action Plan under the Self Assessment Team's direction – Contribution of WiRN to Athena Swan accreditation and growth in participation in WiRN – Continued participation in SAGE Athena Swan program – Administration and coordination of the UNSW Carers' Support Fund – Increased number of women at Senior Levels for Academic Staff (D+).
Contribute to inclusive student experience initiatives and encourage enhanced student sense of belonging across student lifecycle	– Increased engagement in early transition programs – Increased sense of belonging at UNSW among participants – Increased first-year retention rates for underrepresented students.
Expand opportunities for UNSW students to co-design and lead innovative and inclusive learning experiences for students from underrepresented backgrounds	– Engagement of underrepresented students as part of the Students as Partners program – Graduate attributes developed and deepened understanding of equity and social justice among University Ambassadors.

Equity Diversity & Inclusion Strategy 2022-2025

A demonstrated commitment

UNSW is a signatory to global SDG initiatives, including:

- The Talloires Declaration
- The Race to Zero for Universities and Colleges
- The UN Principles of Responsible Management Education
- The Australia, New Zealand & Pacific Network of the UN Sustainable Development Solutions Network
- The University Social Responsibility Network

EDI's commitment to advancing the SDGs aligns with UNSW's vision: "To improve lives globally, through innovative research, transformative education and commitment to a just society." It also demonstrates the University's values in action.

By reporting on UNSW's progress against the SDGs and measuring their impact, it can also provide greater transparency and demonstrate the University's contribution to global responsibility.

Goal 1: Ensure UNSW has systems and processes to monitor SDG targets as they relate to the UNSW 2025 Strategy.

Objective	Measures of progress
Develop a systematic approach to reporting to the Times Higher Education Impact Rankings including a University-wide coordinated continuous improvement plan	– Improved UNSW Times Higher Education Impact Ranking (Baseline 96, Target 56 by 2025). This is also a UNSW Council KPI.
Build and maintain a website that enables tracking and cross-promotion of UNSW activities relating to each SDG. This will also be used for annual reporting	– Build microsite by end of 2021 – Annual public report of all SDGs (Baseline 0, Target 17 in 2022 and maintained).

Goal 2: Enable UNSW to assess its impact based on education, research, partnerships and organisational governance and operational practices.

Objective	Measures of progress
Implement SDGs tagging across degree programs, research publications, competitive research grants and contracts, research centres and policies, and install robust data collection and monitoring systems for these	– All UNSW degree programs tagged to SDGs by way of project databases and dashboards (Baseline 0%, Target 100% by end of 2022) – All UNSW research publications tagged by SDG (Baseline 0%, Target 100% by end of 2022) – All UNSW Competitive Research grants and Contracts tagged to SDG (Baseline 0%, Target 100% by end of 2022) – All UNSW Research Centres tagged to SDGs (Baseline 0%, Target 100% by end of 2022).

Goal 3: Broaden and deepen SDG integration into UNSW activities.

Objective	Measures of progress
Increase student access to SDG-related opportunities that encourage them to become global citizens who value social responsibility and service to society	– Microsoft Power BI dashboards linking UNSW programs to SDGs published and maintained – SDG-related content included in work integrated learning and capstone opportunities.
Improve access to philanthropic and funding resources through SDG integration to support the vision and mission of UNSW	– SDGs website published and maintained to support philanthropic and other targeted funding – Expertise provided within EDI project team to support targeted funding and grant applications.
Support UNSW researchers and a community of scholars to achieve research excellence through SDG integration	– Expertise provided within EDI project team to improve SDG tagging of research publications, grants and contracts – SDGs website published and maintained to facilitate connections and collaborations between researchers, internally and externally.

Goal 4: Celebrate and promote all activities that advance the SDGs.

Objective	Measures of progress
Implement SDGs tagging across UNSW media and events and hold unique events celebrating UNSW's engagement with the SDGs	– All UNSW Media to be tagged to SDGs (Baseline 0%, Target 100% by end of 2022) – Existing UNSW events to be tagged to SDGs and specific SDG-related events to be held (Baseline 0 events, Target 10 events annually).

Equity Diversity & Inclusion Strategy 2022–2025

UNSW Disability Innovation Institute

Our vision is to produce sustainable change in the lives of people with disability creating and sharing knowledge that is interdisciplinary, innovative and inclusive through research and education

Around 15% of the world's population live with some form of disability. Yet people living with disability still experience serious barriers to equality in employment, education and healthcare. This is true even in countries, such as Australia, that are signatories of the United Nations Convention on the Rights of Persons with Disabilities.

Establishing the UNSW Disability Innovation Institute was a key part of UNSW's 2025 Strategy. It builds on UNSW's strong history of disability research, with the aim of making the University a world leader in disability-inclusive innovation.

The UNSW Disability Innovation Institute understands disability not as a 'problem to be solved' but as an intrinsic part of the human condition. It works within EDI to contribute evidence-based knowledge of disability and its intersections with sex, gender, sexual orientation and race. In doing so, it promotes practices and policies that ensure equality and inclusion for all.

Leading disability inclusiveness

The UNSW Disability Innovation Institute's goals reflect its core mission: to lead disability-inclusive ways of working by connecting researchers and educators across its three portfolios of research, education and knowledge exchange.

The UNSW Disability Innovation Institute's **research portfolio** aims to increase UNSW's capacity for high quality, inclusive and interdisciplinary disability-related research.

– In 2020, it produced the first in a series of publications, *Doing Research Inclusively: Guidelines for Co-producing research with people with disability*. These guidelines have been circulated and promoted widely within UNSW and externally.

– UNSW Disability Innovation Institute members also actively pursue their own research. For example, as part of a team awarded funding from the NSW Ministry of Health to research support for people with intellectual disability undergoing genetic testing.

– The UNSW Disability Innovation Institute has seed-funded several disability research projects at UNSW across a range of disciplines.

The UNSW Disability Innovation Institute's **education portfolio** supports the development of innovative teaching and learning related to disability. It has hosted Inclusive Education Showcases promoting teaching and learning practices based on Universal Design for Learning. It has also collaborated to produce a university website portal on accessible teaching practices.

Knowledge exchange is a cross-cutting aspect of the UNSW Disability Innovation Institute's work. It aims to build a community of interest around disability among students, UNSW academics and professional staff. It also aims to position the Institute as a thought leader and source of expertise in disability issues in Australia, through a number of initiatives:

– Regular international webinar series.

– Supporting its members to represent disability perspectives in positions of influence, including on the United Nations Committee on the Rights of People with Disability and NSW Health's Ethics Advisory Panel. It also supports members' participation in national research initiatives such as the Australian Alliance for Artificial Intelligence in Healthcare and the National Disability Research Partnership.

– Responding to the Covid-19 pandemic with publications, submissions to the Human Rights Commission, Ageing and Disability Commission, and the Attorney General's office, involvement in policymaking, engagement with Disabled People's Organisations, publishing blogs and appearing in the media.

"Achieving these goals is central to our contribution to EDI's mission, and to facing challenges that lie ahead," says Professor Jackie Leach Scully, Director of the UNSW Disability Innovation Institute.

"Our task is to maintain the profile of disability within EDI and UNSW in a climate of uncertainty and resource constraint.

"Meanwhile, our focus is on expanding our Associates' network and increasing external recognition of our strengths in the disability and EDI sectors."

Goal 1: To generate an uplift in high quality disability-inclusive research across UNSW.

| Objective	Measures of progress
Seed-fund inclusive, interdisciplinary disability-relevant projects across UNSW	– Number of seed-funded projects and their outputs. This could include, for example, papers in academic journals, conference presentations, grant applications and policy documents.
Provide guidance and mentoring to ongoing seed-funded projects	– Number of projects successfully completed using accepted inclusive methodology.
Develop a portfolio of UNSW Disability Innovation Institute publications (guidance, policy, academic)	– Number of publications produced.
Raise awareness of the value of inclusive and interdisciplinary disability research among UNSW researchers, through information, training and guidance	– Number of times UNSW Disability Innovation Institute provided input into research training, such as meetings with Research Directors and workshops – Number of enquiries and responses on inclusive research.
Continue to pursue research projects associated with the UNSW Disability Innovation Institute members that link directly to EDI's goals, whether or not externally funded	– Number of UNSW Disability Innovation Institute projects that deliver on EDI goals – Number of activities that the UNSW Disability Innovation Institute delivers in alignment with EDI goals.

Goal 2: Foster a community of interest around disability-inclusive across UNSW and externally.

Objective	Measures of progress
Increase engagement through a mailing list, newsletter mailing list, podcast, events and enquiries	– Number of people on the UNSW Disability Innovation Institute mailing list – Number of downloads from the UNSW Disability Innovation Institute website – Number of participants for UNSW Disability Innovation Institute events.
Increase membership numbers	– Number of Associates.
Collaborate with internal and external partners	– Number of collaborative initiatives between the UNSW Disability Innovation Institute and community (internal and external).
Streamline and enhance communications on disability issues, raising UNSW Disability Innovation Institute and EDI's profile in this area	– Number of articles on the UNSW Disability Innovation Institute and EDI websites, newsletters, and UNSW News – Number of channels publishing the UNSW Disability Innovation Institute communications – Number of webinars, registrants, and downloads – Number of communications around International Day of People With Disability, as well as other key dates.
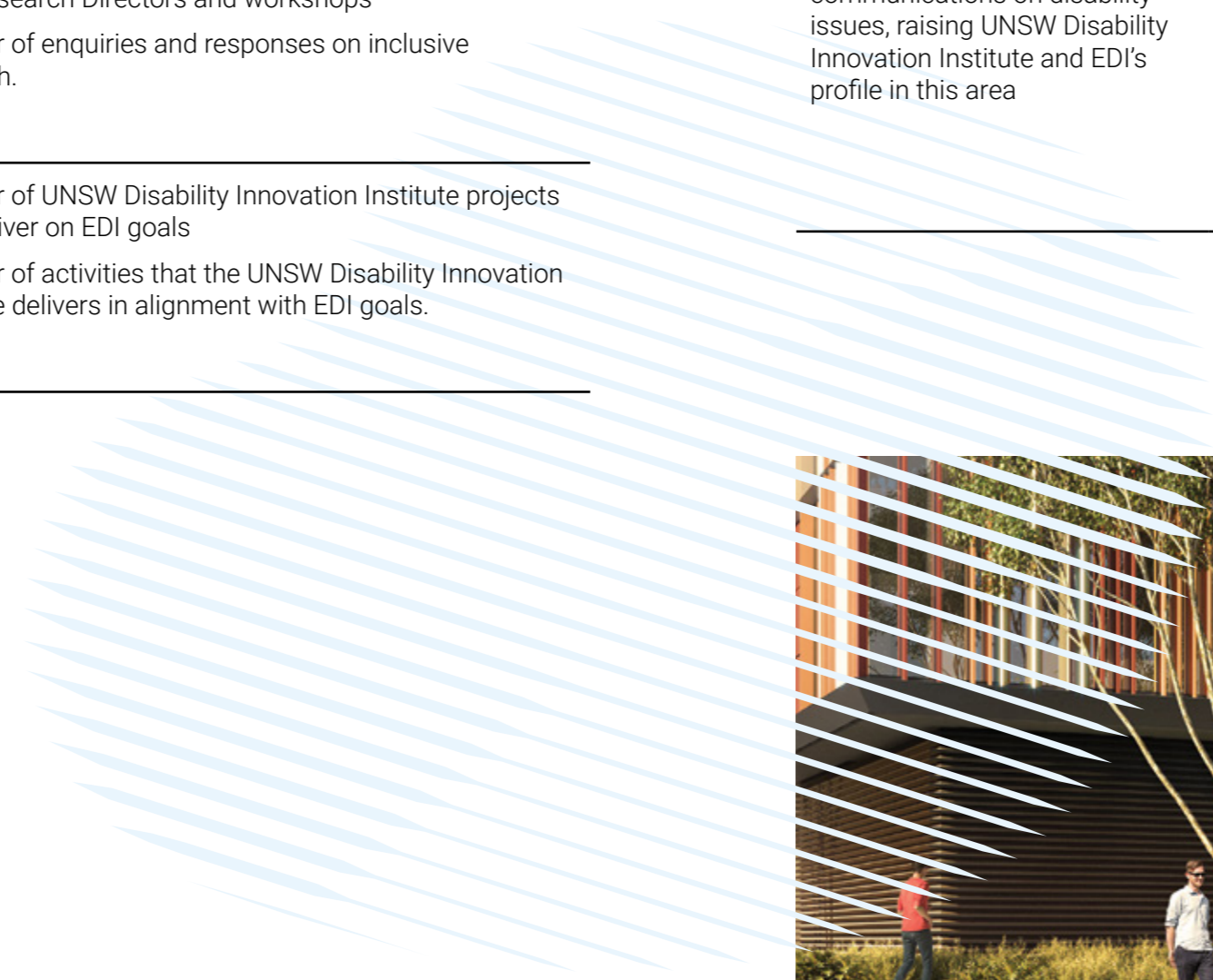
Goal 3: To position the UNSW Disability Innovation Institute as a thought leader and source of expertise in disability issues, and disability research methods.

Objective	Measures of progress
Provide evidence, expertise and advice on disability issues to enquiries from within UNSW and externally, e.g. media requests, commissioned reports	– Number of: – requests for input – further guidelines generated – times present on advisory panels
Raise awareness of disability relevance across UNSW and externally	– media, academic and grey literature outputs – submissions to consultations – inputs into UNSW policies and guidelines in research and education – inputs to National Disability Research Partnership. – Demonstrated best practice.
Contribute disability expertise to UNSW's work towards SDGs	– Amount of input into any EDI reportings on relevant goals.

Equity, Diversity & Inclusion Strategy 2022-2025
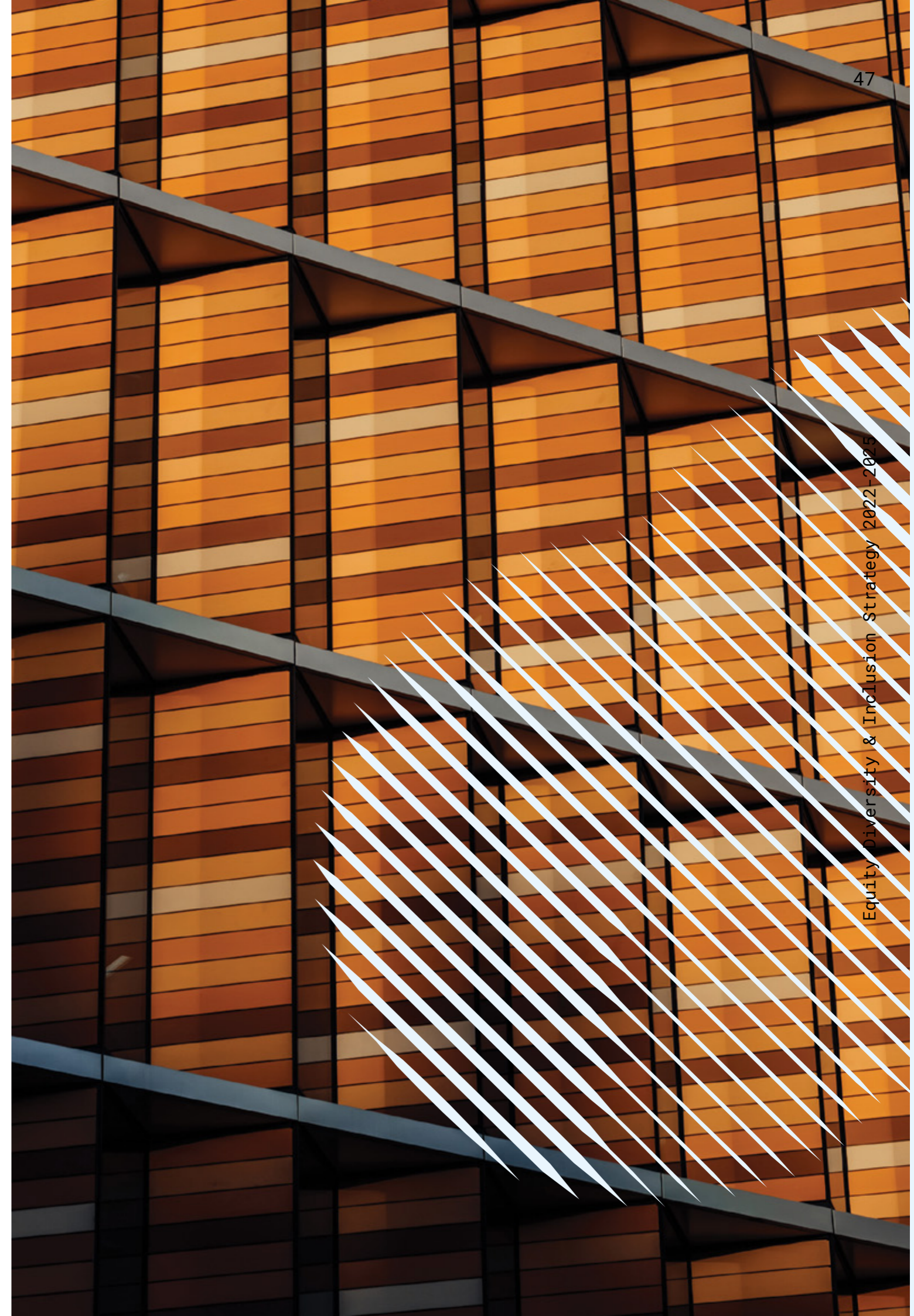
Yuwaya Ngarra-li partnership

Yuwaya Ngarra-li (meaning vision) is a community-led partnership between the Dharriwaa Elders Group and UNSW collaborators with expertise in criminology, public health, food and water security, engineering, housing, social policy and evaluation.

In 2016, the Dharriwaa Elders Group, an Aboriginal Community Controlled Organisation working for cultural management and community development in Walgett for more than 20 years, invited UNSW to work with them longer-term around their vision for positive social change in their community after collaborating on a research study from 2012-2015.

All of Yuwaya Ngarra-li's work is underpinned by its five core principles: being community-led; culturally-connected; strengths-focused; holistic; and rights-based.

Partnering to improve lives and build evidence-based solutions

Substantial philanthropic funding since 2018 has enabled the partnership to improve the wellbeing, social, built and physical environment and life pathways of Aboriginal people in Walgett through collaborating on evidence-based initiatives, research and capacity building.

Alongside this work, the partnership is continually refining and evaluating its model of community-led university collaboration.

The Elders Council set the vision and protocols for the partnership. The Walgett-based team engages, facilitates, communicates and advocates for community needs and priorities, and provides services and support in key areas. The UNSW-based team is focused on research, learning and evaluation. They facilitate and coordinate UNSW expertise, influence and projects that respond to community needs and priorities, while gathering and analysing data to inform and refine Yuwaya Ngarra-li's approach. The teams work closely together to develop, test, reflect on, document and refine strategies, initiatives and models to build learning and the evidence base for community-led solutions.

The partnership's current projects focus on improving the wellbeing and reducing the criminalisation of children and young people; improving food and water security and housing; caring for Country; and building Aboriginal community leadership, capabilities and control.

Shifting power and changing systems

Centred on the aspirations and priorities of Aboriginal people, Yuwaya Ngarra-li's community-led, long-term approach is not only creating tangible change for the Walgett community, but also having a growing influence on government policy, place-based initiatives, the practice of community organisations, and university approaches to partnership.

As well as contributing to conventional academic metrics of success such as securing competitive grants and publishing peer reviewed articles, the Yuwaya Ngarra-li partnership is building the capacity of UNSW students and staff across the university to work 'at the speed of trust' and in a genuinely community-led way to achieve meaningful social impact.

Goal 1: Improve the wellbeing, environment and outcomes for Aboriginal people in Walgett through collaboration on research, evidence-based initiatives and capacity building

Objective	Measures of progress
Reduce Aboriginal young people's contact with the justice system and build alternative opportunities and pathways	– Design and implementation of the Two River Pathway to Change program – Number of Aboriginal young people supported by DEG – % of Aboriginal young people appearing in Children's Court – Amount of young people's fine debt written or worked off – Number of related YN publications
Improve availability of affordable healthy food and drinking water	– Design and implementation of the Food and Water for Life project – Number of community food and water activities – % of households that have access to safe drinking water – % of people with chronic diseases who have access to regular supply of locally grown fruit and vegetables – Number of related YN publications

Objective	Measures of progress
Improve community access to and sustainable management of water and Country	– Design and implementation of the River Ranger program – Number of Walgett Aboriginal people employed in the Ranger program – Number of training sessions provided by UNSW engineering and ecology academics – Number of related YN publications
Improve access to housing for Elders and young people in crisis and contact with the justice system	– Design of model of housing for Elders – Design of model of housing for young people in crisis – Securing of funding for and building of housing for Elders and young people – Number of related YN publications
Increase Aboriginal community capabilities and control	– Number of media articles featuring DEG and other Walgett community voices – Number of references in Hansard to DEG and Walgett – Number of Aboriginal people employed in YN – Number of education and information sessions provided in Walgett by UNSW staff and students – Number of related YN publications

Goal 2: Develop, resource, evaluate and share learning on Yuwaya Ngarra-li as an innovative model of community-university partnership

Objective	Measures of progress
Build and embed knowledge about working in a community-led partnership at UNSW	– Number of YN inductions – Number of staff and student collaborators – Number of YN webinars – Number of YN publications
Secure philanthropic funding for YN staff and activities at UNSW and DEG	– Funding secured of at least $1.5m per year – Number of times YN is profiled by philanthropic funder/s

Objective	Measures of progress
Engage innovative and rigorous methodologies in YN's approach to research, learning and evaluation	– Range of methods used – Number of external peer reviews of methods – Number of Communities of Practice focused on research, learning and evaluation YN team are participating in – Number of publications
Develop and learn with a network of UNSW colleagues working to improve community engagement, collaboration and impact	– Number of YN inductions held at UNSW – Number of UNSW staff involved in network – Range of disciplines and faculties involved – Number of network meetings – Number of joint events – Number of joint publications

Goal 3: Build and embed Indigenous research and career pathways at UNSW that increase the capabilities and control of Indigenous communities

Objective	Measures of progress
Centre Indigenous community protocols, priorities and perspectives in learning and research	– Number of staff and students inducted into YN protocols – Number of research projects that DEG is a partner on – Number of publications that DEG Elders and staff are co-authors on – Number of students participating in Walgett WIL programs
Enable multidisciplinary research pathways for Indigenous students that further the DEG vision for change	– Number of scholarships secured for Indigenous postgraduate students – Range of research disciplines of YN Indigenous researchers – Number of meetings of YN Indigenous scholars network – Number of publications by Indigenous researchers associated with YN
Contribute to the pillars of UNSW Indigenous strategy: Culture and Country / Give Back / Grow Our Own	– Number of Indigenous staff and students involved in YN – Guest lectures in Indigenous pre-programs (law, engineering, social work) – Hours of YN Indigenous staff time contributed to UNSW strategy, operations and events – Number of occasions YN Indigenous staff showcased in UNSW media and communications

Acknowledgement of Country

We would like to acknowledge the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and Ngunnawal people (Australian Defence Force Academy in Canberra) who are the traditional custodians of the lands where each campus of UNSW is located.

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