



**UNSW**  
SYDNEY

# Equity Diversity & Inclusion Strategy 2022-2025

UNSW Sydney  
Division of  
Equity Diversity  
& Inclusion



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# 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.

By establishing the Division of Equity Diversity & Inclusion (EDI) in 2017, the first university division of its kind in Australia, and elevating EDI to a Deputy Vice-Chancellor level, UNSW is taking practical steps to address long-entrenched student and staff inequities.

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.

That said, we know that achieving our strategic goals will be no easy task and that much work lies ahead of us. Our efforts have been hampered by the pandemic, which has widened the chasms of inequality that existed between and amongst people, communities, and countries. However, we are ambitious, and we are collaborating to deliver our vision for the whole University.

With that in mind, we look forward to continuing to work with the UNSW community, to achieve our broader 2025 Strategy goals of equity, diversity and inclusion across and within every part of UNSW. We will strive to equip our graduates with a social justice mindset, by Hand Heart and Mind.



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## Our vision

Under UNSW's Vision for Social 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.

**Attila Brungs**  
Vice-Chancellor  
and President  
UNSW Sydney



# 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.



- 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.

- Diversity Champions appointed to advance key portfolio areas: cultural diversity, LGBTIQ+, 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*.

- 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.

- 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 LGBTIQ+ 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.
- Diversity Fest held on campus, as part of the inaugural Inclusion and Diversity Week.
- 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.
- Access and Equity (Students) launches Gateway Admission Pathway and Program, offering underrepresented students an alternative pathway into University.
- Access and Equity (Students) establishes and leads the NSW Equity Consortium, working collaboratively with UTS and Macquarie University to support improved access to tertiary education for underrepresented students.
- Access and Equity (Students) receives NCSEHE competitive grant for *University responses to enhancing equity in the post-covid landscape*.
- UNSW Disability Innovation Institute, UNSW Institute for Global Development, and the Women in Research Network (WiRN) moved under the umbrella of EDI.

- 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.
- 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.
- Division of EDI partners with Centre for Social Impact and the School of Education and invests in an evaluation framework and Theory of Change. This includes a national desktop review of Equity and Diversity Units in all Australia's public universities.
- Access and Equity (Students) publishes their Impact Statement addressing progress against its strategy.
- Diversity and Inclusion moves under Access and Equity (Students) and is renamed Access, Equity & Inclusion.

- The UNSW Disability Innovation Institute awarded major funding by the NSW Ministry of Health to develop recommendations for inclusion of people with intellectual disability in genetic testing. Launches first podcast on What Do We Mean By Disability Inclusion?
- UNSW prepares for the next phase of SAGE Athena Swan Cygnet awards (evaluation of actions) and progression to Silver Accreditation.
- Gold AAWEI status awarded to UNSW for the second consecutive year.
- UNSW joins Parents at Work, a membership-based organisation providing employee benefits in the form of work and family education and policy advisory services.
- UNSW participated in the Australian Network on Disability Access & Inclusion Index, a comprehensive assessment of disability inclusion at UNSW.

- Updated UNSW Anti-Racism Policy co-designed in collaboration with students and launched.
- UNSW SDGs Sustainability Framework launched detailing the University's commitments, actions and targets against the SDGs.
- Management Board endorses EDI's business case to form project team for coordinating work around the SDGs and managing improvement on the Times Higher Education Impact Ranking.
- Experienced, research-to-practice associate engaged by the Institute for Global Development to reimagine the UNSW Institute for Global Development and to identify funding opportunities beyond 2022.
- EDI launches new Divisional Strategy.

# 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.

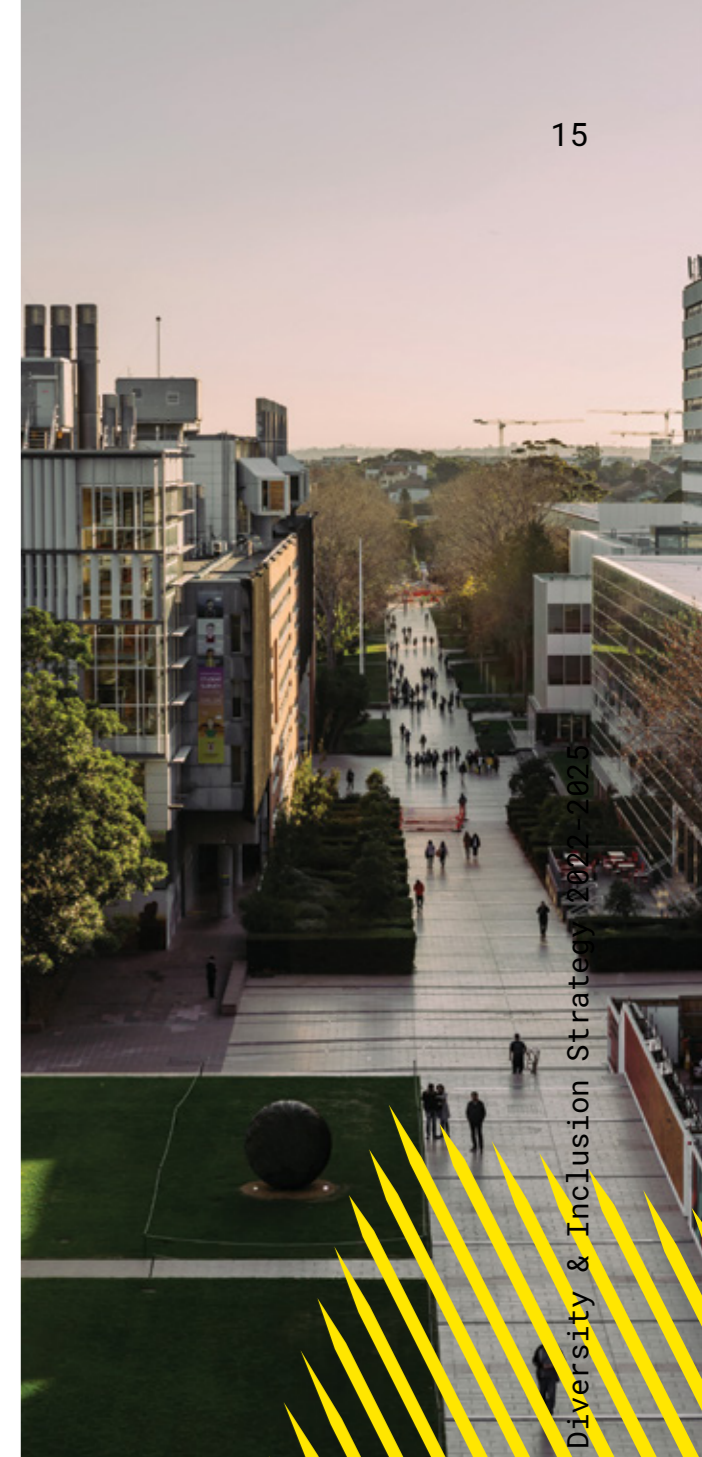
With the structure and governance for EDI socialised and embedded, UNSW's strategic intent is clear. However, this does not mean that UNSW can rest on its laurels; far from it. In fact, the next steps in further solidifying the EDI ethos at UNSW require a refreshed focus on university-wide collaboration 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.

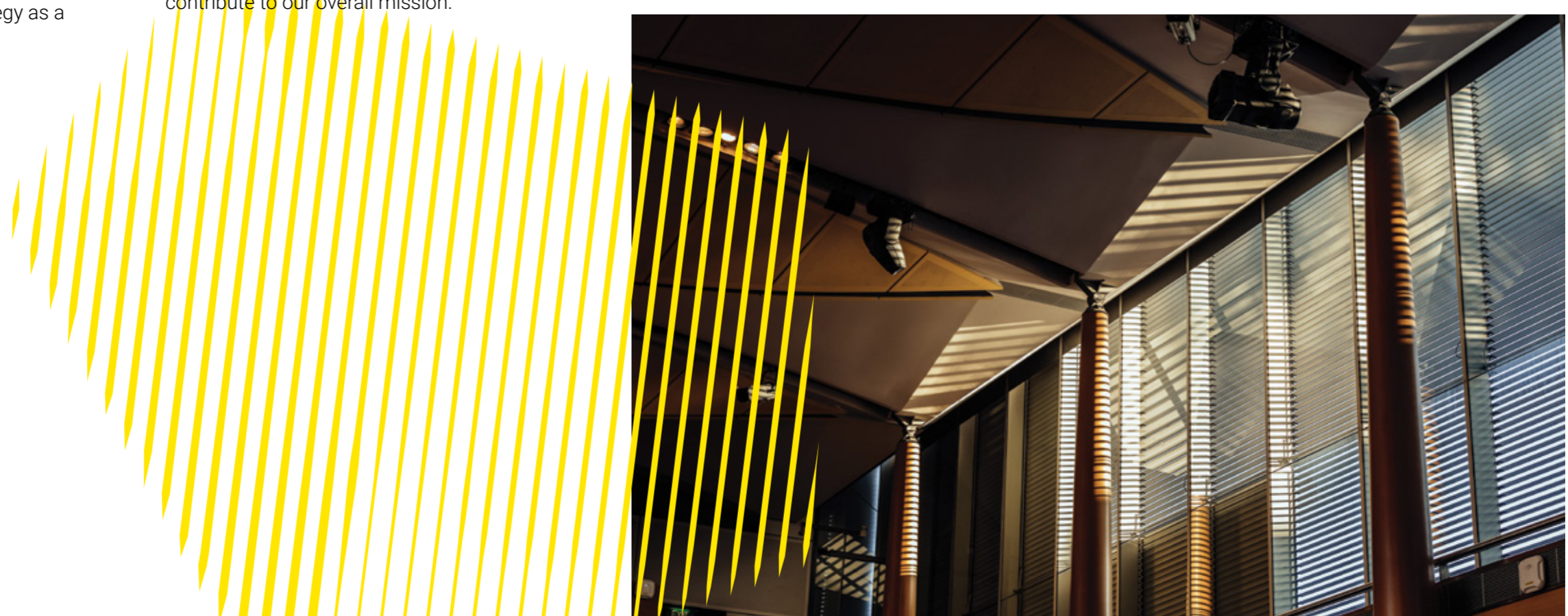
The pillars also proposed measures to monitor progress towards their objectives. The remainder of this report is dedicated to setting out the overarching EDI theory of change, as well as each pillar's detailed objectives and proposed measures of progress.

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.

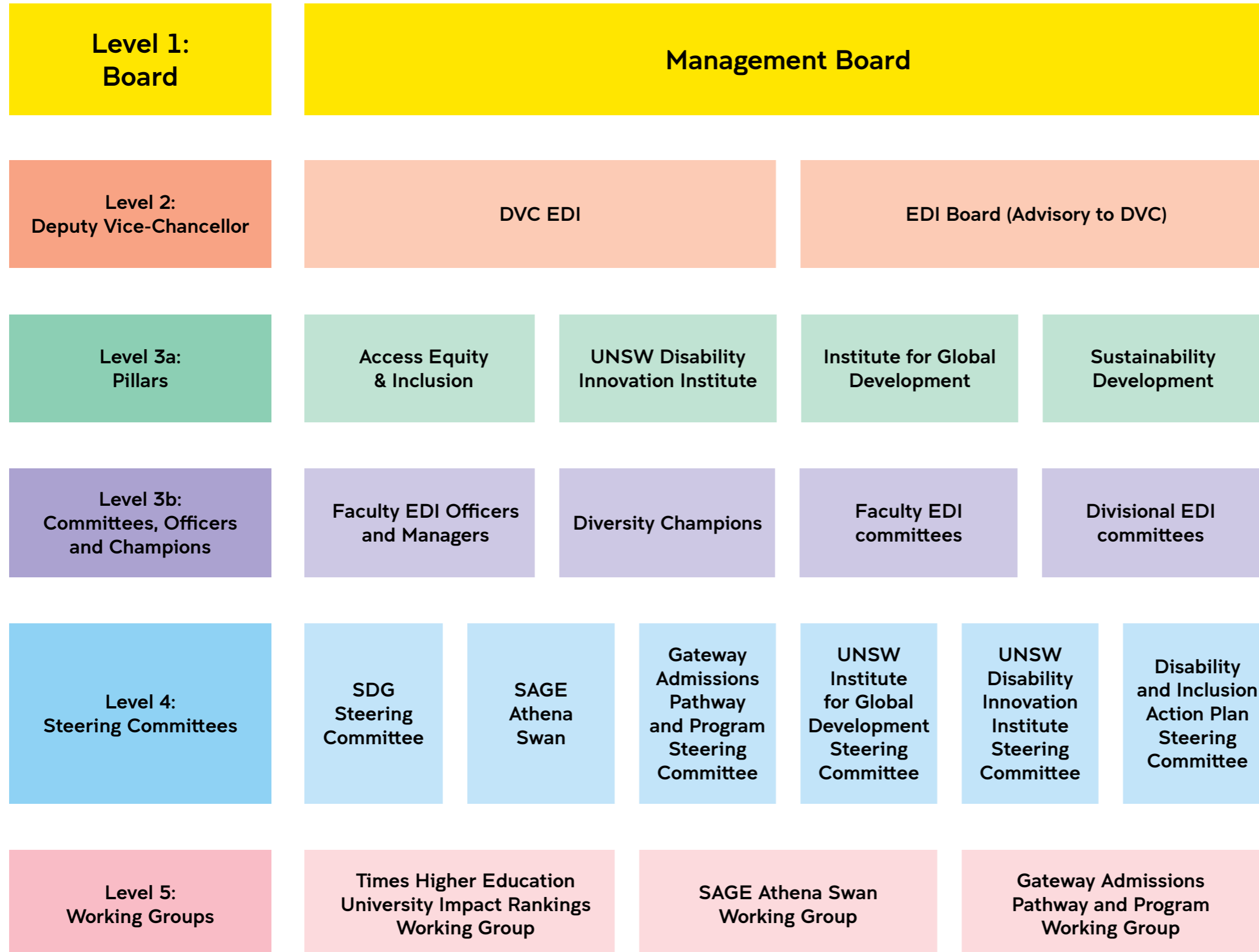
## What the theory of change will examine

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



## Student representation:

students are involved at all levels of EDI activity

## Student representation, consultation and partnerships:

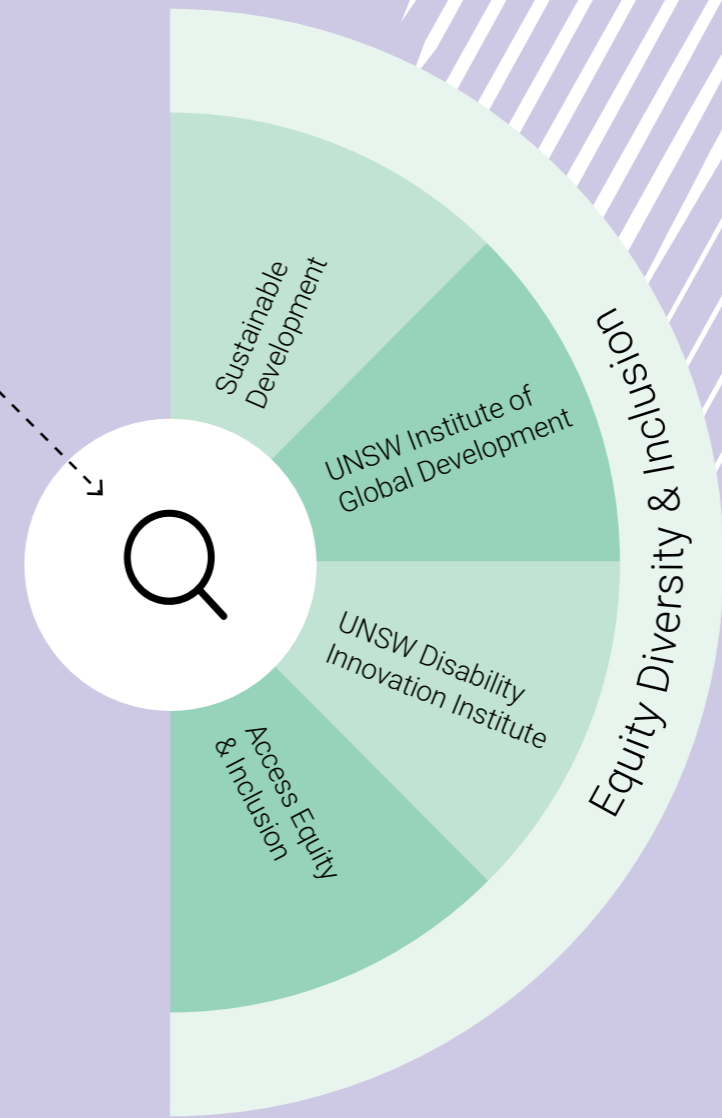
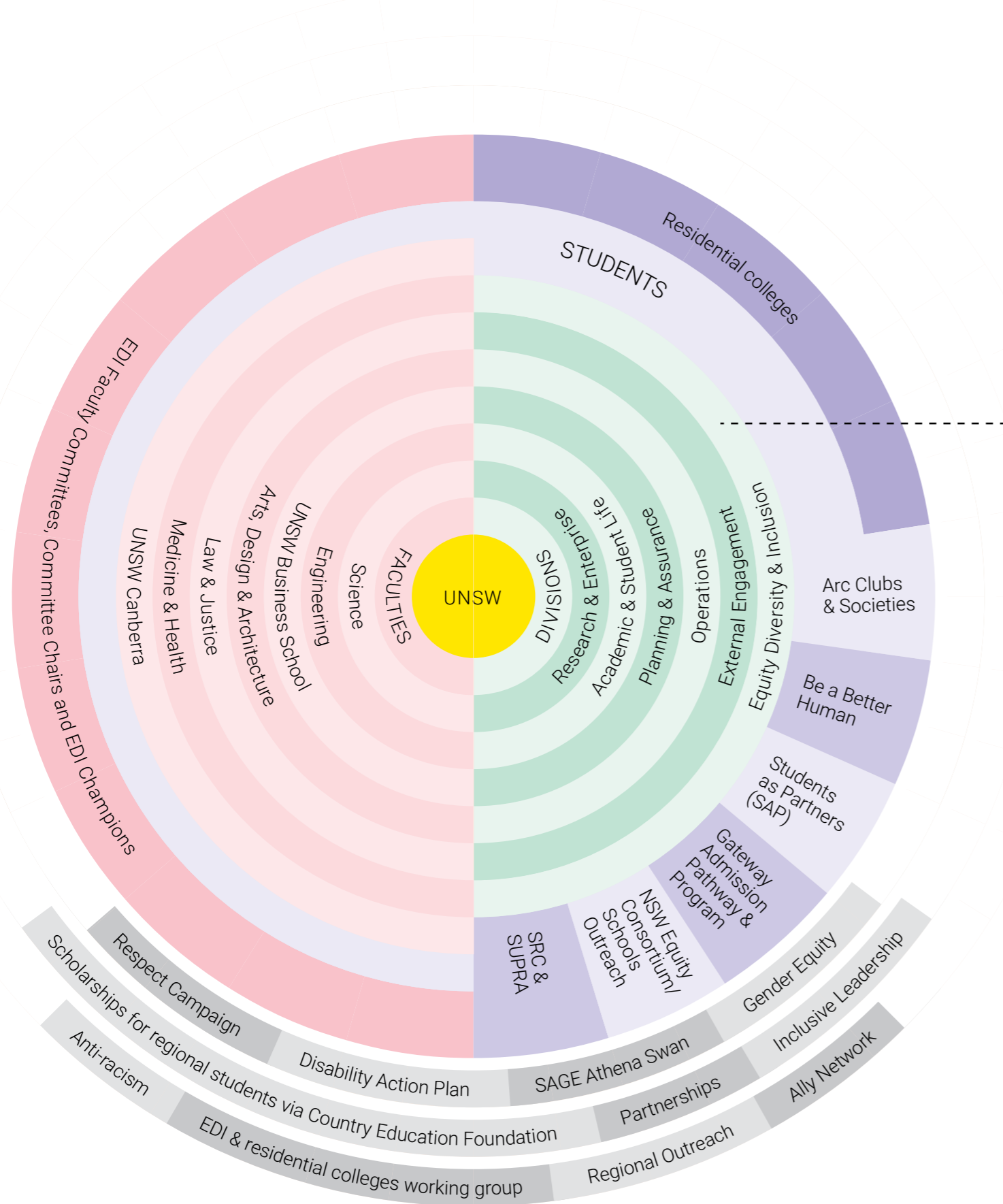
Student Leadership group (Arc, Clubs and Societies, Student Representative Council)

Students as Partners and the Student Lived Experience Advisory Group

### Projects:

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

# EDI across UNSW



# Division of Equity Diversity & Inclusion Strategy



|                                   |   |
|-----------------------------------|---|
| <b>UNSW Vision</b>                | <p>To improve lives globally, through innovative research, transformative education and commitment to a just society.</p> <p>The refreshed UNSW<sup>1</sup> 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.</p>  |
| <b>S2025 Vision for EDI Theme</b> | <p>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.</p>   |
| <b>Our mission</b>                | <p>To instil equity, diversity and inclusion across the University and equip our community to contribute to a fair and just society.</p> <p>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.</p> <p>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.</p> <p>We do this through the four pillars of EDI: Access, Equity &amp; Inclusion, the UNSW Disability Innovation Institute, the UNSW Institute for Global Development and the University's renewed focus in achieving the SDGs.</p> <p>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.</p> |
| <b>Four goals</b>                 | <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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</li> <li>- 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.</li> <li>- 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.</li> </ul>                |

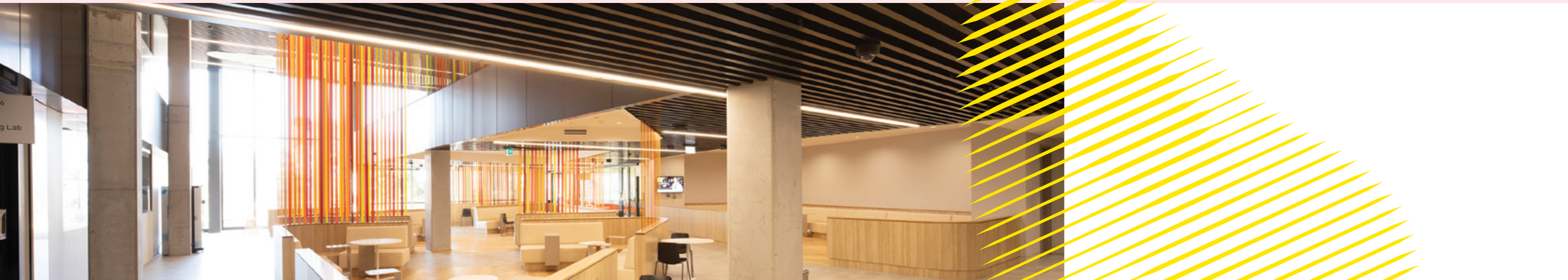
<sup>1</sup> SDG Business Case references this: "Further, the University is missing significant opportunities to capitalise on a broad range of endeavour that is SDG-related to enhance our brand reputation and strengthen our social impact, progressing knowledge by heart, hand and mind ('Scientia Corde 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                                      | <ul style="list-style-type: none"> <li>- DVC representation at Management Board</li> <li>- Attendance at Council and Council sub-committees</li> </ul>                 |
| Ensure transparent governance structures are in place to embed principles of EDI across all activities of the University | <ul style="list-style-type: none"> <li>- Representation on the EDI Board from the University's senior leadership team, who contribute equally and regularly</li> </ul> |
| Support faculties and divisions to develop plans and reports on EDI initiatives  | <ul style="list-style-type: none"> <li>- Faculty and division engagement with the EDI planning process, prioritising contextually relevant EDI initiatives</li> </ul>  |
| Ensure EDI policy principles are embedded by faculties and divisions in their strategies, policies and procedures        | <ul style="list-style-type: none"> <li>- All strategies, policies and procedures are reflective of the policy and principles of EDI</li> </ul>                         |

**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                     | <ul style="list-style-type: none"> <li>- 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</li> </ul>   |
| Ensure EDI communications, initiatives and campaigns effectively engage UNSW stakeholders   | <ul style="list-style-type: none"> <li>- User engagement levels with EDI communications, initiatives, and campaigns, are in line with UNSW benchmarks for all cohorts</li> <li>- KPIs to be tailored per channel (article/email/social etc and includes; reach, views, clicks, registrations)</li> </ul>                                 |
| Ensure flagship events demonstrate EDI's leadership, support of co-contributions and ignite important conversations within our community  | <ul style="list-style-type: none"> <li>- Engagement: Attendance and engagement with the event</li> <li>- Growth: Increase in quality and quantity of event contributions year-on-year with a focus on obtaining contributions from new areas of UNSW</li> <li>- Loyalty: Contributors report a positive experience and return</li> </ul> |
| Co-ordinate the small grants program to enable the UNSW community to ideate, generate and lead EDI initiatives that benefit our community | <ul style="list-style-type: none"> <li>- Year-on-year engagement numbers</li> <li>- Applications and grants awarded and outcomes reported in the evaluation of grants</li> </ul>   |



**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 | <ul style="list-style-type: none"> <li>- Uptake by the faculties and divisions of initiatives agreed as part of the EDI planning process, and their regular evaluation</li> </ul>  |
| Promote an enhanced understanding of relevant data cohort definitions, their measurement, and use across the University   | <ul style="list-style-type: none"> <li>- 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</li> </ul> |

**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   | <ul style="list-style-type: none"> <li>- Number of consultations that allow a diverse student and staff voice: Students as Partners, Networks and Communities of Practice, Champions, UNSW Institute for Global Development, UNSW Disability Innovation Institute, LEAG</li> <li>- EDI internships</li> <li>- Collaborative co-design model for the development of EDI initiatives</li> <li>- Engagements with student leadership</li> </ul> |
| Raise the profile of UNSW as an international exemplar in integrity, equity, diversity and inclusion through partnerships and networks with our external communities | <ul style="list-style-type: none"> <li>- 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</li> </ul>  |



# 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.

## 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.

## 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 Institute for Global Development

- 1. Increase profiling and communication of UNSW** as a centre of development expertise.
- 2. Strengthen and grow UNSW's development community** and secure buy-in from the University's academics.
- 3. Strengthen formal partnerships** with universities, government and the non-governmental organisation (NGO) sector.

# Equity Diversity & Inclusion: Key Priorities for 2022

In line with both the EDI Mission and the UNSW 2025 Strategy, each of our four pillars has set out the following key strategies for 2022.

## UNSW Institute for Global Development

To partner with students, staff, alumni and the community to align UNSW's expertise and research with Australia's aspirations and the SDGs.

**A.** Explore partnerships and collaboration, and build relationships that nurture and establish our consortium of partners within UNSW and externally.

**B.** Prepare and deliver a Memorandum of Understanding (MoU) with development partners.

**C.** Map existing and potential funding sources.

**D.** Host regular events to provide a forum for the faculty to share and workshop their research.

## Access, Equity & Inclusion

To build a welcoming, diverse UNSW where everyone can participate in a fair, safe and respectful environment.

**A.** Strengthen collaboration between schools and partner universities in the NSW Equity Consortium.

**B.** Further develop the Gateway Admissions Pathway and Program to meet the more ambitious target of a 15% low socio-economic status (SES) access rate for 2025 and bolster initiatives under the Pro Vice-Chancellor Education & Student Experience portfolio (PVCESE) for the Gateway cohort.

**C.** Improve institutional equity data reporting, collection and socialisation across UNSW.

**D.** Implement a new regional program and partnership with the Country Education Foundation.

**E.** Establish new governance structures for SAGE Athena Swan and redevelop Diversity Champions' role to support an expanded program focused on additional components for the Cygnet awards and silver award status accreditation.

**F.** Establish a new program of work to support inclusive leadership, teaching and learning at UNSW along with a new partnership pilot, Welcoming Universities.

## Sustainable Development

To align with, coordinate and promote UNSW's activities in line with the SDGs.

**A.** Help re-imagine UNSW's development research, partnerships, and outreach by developing three-to-five audacious pan-university SDG targets. These will relate to:

- education graduate attributes and work integrated learning
- research (SDG fellows and student scholars)
- operations (reducing inequality), and
- the UNSW Institute for Global Development.

**B.** Continue to broaden student, staff, and community stakeholder engagement through initiatives such as:

- February SDG student challenge (with Michael Crouch Innovation Centre and PVCESE)
- EDI small grants.

**C.** Integrate SDG Governance by establishing:

- an agreement and approach to development at University level
- targeted annual reporting that brings together environmental sustainability and SDG goals (with Council, Management Board, and environmental sustainability), and
- unified SDG governance across faculties and divisions.

**D.** Progress the SDGs through:

- creating a stand-up SDG team
- Connecting to Microsoft Power BI and tagging all relevant University level data, and
- implementing a Sustainability Tracking Assessment Rating System at UNSW.

## UNSW Disability Innovation Institute

To lead disability-inclusive ways of working and improve engagement practices by connecting researchers and educators with lived experiences of disability.

**A.** Generate uplift and build capacity in high quality disability-inclusive research by:

- completing the second and third outputs in our series of handbooks on Doing Disability-Inclusive Research
- completing the first phase and starting the second phase of ongoing NSW Health-funded research into the needs of people with intellectual disability in genomic services.

**B.** Build a community of interest around disability research and education within UNSW by:

- establishing the Associate program
- profiling associates' work through a webinar series and other UNSW Disability Innovation Institute communications, especially where it intersects with other EDI interests, such as the Womens' Wellbeing Academy.

**C.** Position UNSW as a thought leader and source of expertise, guidance and evidence by:

- establishing a podcast and webinar series for users within and outside UNSW
- continuing cross-faculty collaborations that provide disability guidance to students and staff, e.g. a disability terminology guide for medical students engaged in clinical skills training.

# 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% females 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.

## 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 LGBTIQ+ 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.



**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  | <ul style="list-style-type: none"> <li>- Increase in applications, offers and enrolments to higher education from students attending Gateway schools and students from a low socio-economic status (SES) background</li> <li>- Increased number of Gateway schools, and schools previously unrepresented at UNSW, represented in admissions pathway at application, offer and enrolment to UNSW</li> <li>- Increased diversity of degree programs selected by students from partner schools in the admission pathway.</li> </ul>  |
| Co-design innovative learning experiences, including curriculum-linked academic enrichment and school educator professional learning, reflecting UNSW's strengths in research, teaching and learning | <ul style="list-style-type: none"> <li>- For students engaged through the educational outreach program:                             <ul style="list-style-type: none"> <li>- an increased ability to make meaningful links between personal interests and capabilities, future study options and careers</li> <li>- an increased mastery of key academic skills and capabilities</li> <li>- an increase in confidence in navigating their own educational futures and an enhanced sense of belonging at university</li> </ul> </li> <li>- School educators engaged in professional learning opportunities report enriched teacher/school leader/school capacity</li> <li>- Increase in preferences and first preferences from students at Gateway schools and students from low-SES backgrounds.</li> </ul> |
| Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change  | <ul style="list-style-type: none"> <li>- For students engaged through the education outreach program, an increased sense of belonging at UNSW and at university</li> <li>- 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.</li> </ul>   |
| Effectively communicate targeted admission pathways, scholarships and other higher education access opportunities to students from underrepresented backgrounds and their key influencers            | <ul style="list-style-type: none"> <li>- For students engaged through the educational outreach program:                             <ul style="list-style-type: none"> <li>- an increased understanding of the Gateway Admission Pathway and other access options</li> <li>- an increased sense of belonging at UNSW and a greater sense of identity of themselves as future UNSW students.</li> </ul> </li> </ul>  |

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

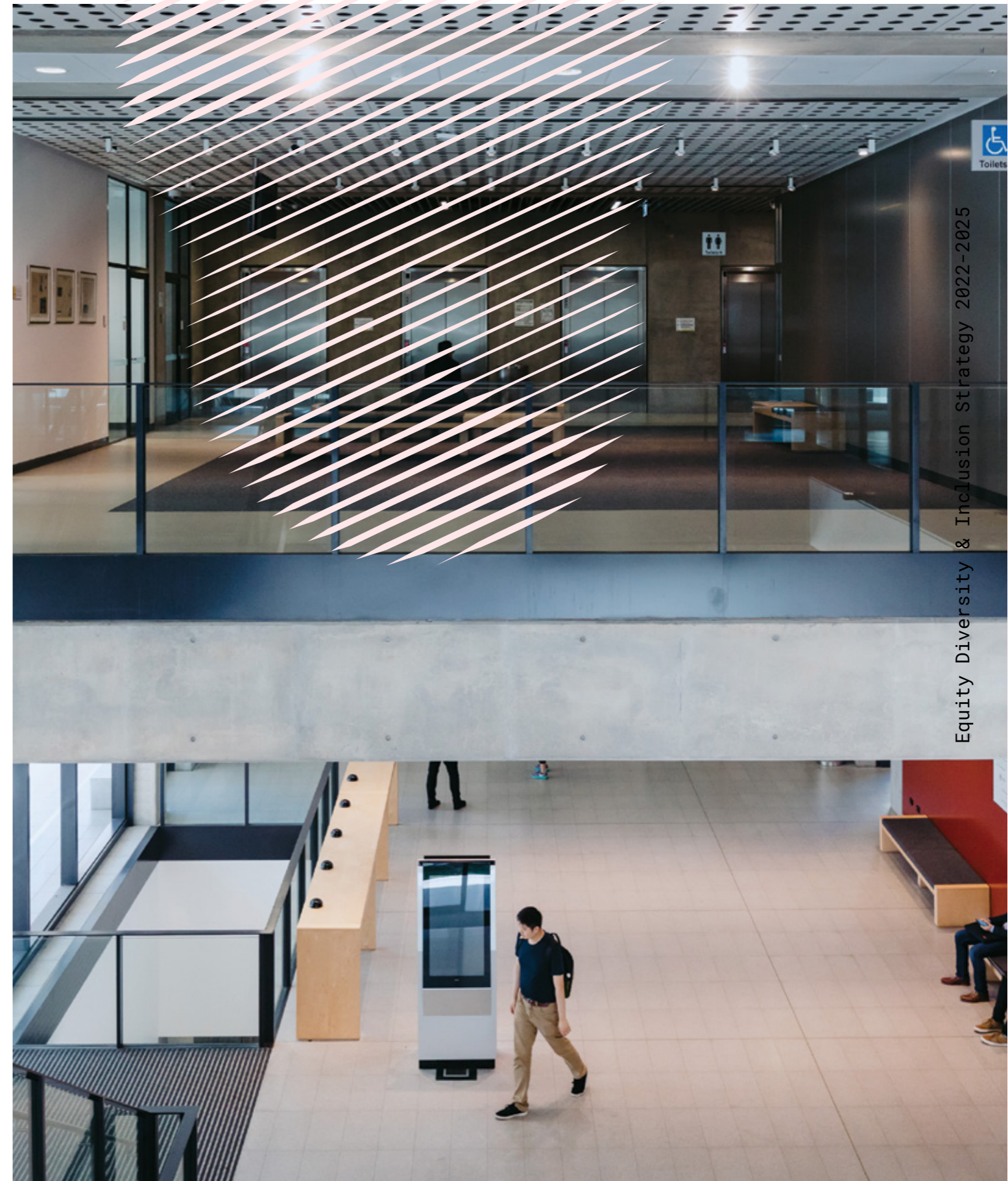
| Objective   | Measures of progress   |
|---|--|
| Develop strategic collaborative partnerships with secondary schools, other universities, workplace partners and leading NGOs to develop creative, sustainable, evidence-informed and evaluated approaches to widening participation | <ul style="list-style-type: none"> <li>- Increased proportion of Gateway schools engaged in the educational outreach program</li> <li>- Expanded depth of educational offerings available to students and schools through UNSW/NGO/workplace partners and other University partnerships</li> <li>- Increased number of partnerships established by Access, Equity &amp; Inclusion</li> <li>- Increased number and diversity of schools and communities engaged with as a result of established partnerships</li> <li>- Increased number of students engaged in educational outreach program through partner organisations and schools</li> <li>- Increased applications, offers and enrolments to higher education and UNSW from students engaged through NGO partnerships.</li> </ul> |
| Embed longitudinal, mixed-methods research and impact evaluation frameworks across key initiatives prioritising the contributions of students, staff, schools and key influencers   | <ul style="list-style-type: none"> <li>- Increased positive reputational positioning of UNSW among students and staff from underrepresented backgrounds and their key influencers</li> <li>- Increased engagement of parents and carers of students in educational outreach program</li> <li>- Increased engagement of student and staff at UNSW in key initiatives</li> <li>- High-quality data collected and utilised to improve key initiatives, program and pathway offerings.</li> </ul>  |
| Ensure the University's policy framework, procedures and guidelines meet equity and inclusion obligations and ambitions   | <ul style="list-style-type: none"> <li>- Systematic review of policy framework, procedures and guidelines relevant to EDI to ensure University meets compliance obligations</li> <li>- Establishment of a Gender Equity Strategy.</li> </ul>   |
| Participate in accreditation and industry benchmarking activities that demonstrate the University provides a safe and inclusive environment   | <p>Accreditation includes:</p> <ul style="list-style-type: none"> <li>- SAGE Athena Swan (Silver award recipient status granted)</li> <li>- Future Workplace Gender Equality Agency Employer of Choice</li> <li>- Australian Breastfeeding Association Accreditation</li> <li>- Partnership with Welcoming Universities for Cultural Change.</li> </ul>  |

**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   | <ul style="list-style-type: none"> <li>- Number of grant applications received and awarded</li> <li>- Evaluated outcomes of funded projects.</li> </ul>  |
| Ensure EDI and University decision-making is informed through including student and staff from historically underrepresented backgrounds                                 | <ul style="list-style-type: none"> <li>- Extend the utilisation of the Lived Experience Advisory Group across the University</li> <li>- Establish and grow participation in Champions networks</li> <li>- Increased Champions engagement with initiatives relevant to the Division</li> <li>- Improved quality, visibility and utilisation of equity data across the University.</li> </ul>  |
| Provide relevant, responsive and effective training and resources for students and staff to build capability in EDI, in collaboration with key stakeholders and partners | <ul style="list-style-type: none"> <li>- Increased uptake of training and development programs related to targeted initiatives</li> <li>- Establishment of Inclusive Leadership Program for staff</li> <li>- Establishment of evaluation framework for training and development programs and results of the evaluation</li> <li>- Increased participation in, and reported positive perceptions of, respectful and/or inclusive culture through Divisional survey instruments: RESPECT Staff &amp; Student Survey and AWEI Employee Survey.</li> </ul> |

**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 | <ul style="list-style-type: none"> <li>- Utilisation of Australian Network on Disability Index audit to update and create the Disability Inclusion Action Plan and monitor its implementation</li> <li>- Implementation and monitoring of the AWEI Action Plan</li> <li>- Increased cultural diversity at Senior Levels Professional Staff (HEW 10+) and Academic Staff (D+)</li> <li>- Implementation and monitoring of the SAGE Athena Swan Action Plan under the Self Assessment Team's direction</li> <li>- Contribution of WiRN to Athena Swan accreditation and growth in participation in WiRN</li> <li>- Continued participation in SAGE Athena Swan program</li> <li>- Administration and coordination of the Vice Chancellor's Childcare Fund</li> <li>- Increased number of women at Senior Levels for Academic Staff (D+).</li> </ul> |
| Contribute to inclusive student experience initiatives and encourage enhanced student sense of belonging across student lifecycle   | <ul style="list-style-type: none"> <li>- Increased engagement in early transition programs</li> <li>- Increased sense of belonging at UNSW among participants</li> <li>- Increased first-year retention rates for underrepresented students.</li> </ul>   |
| Expand opportunities for UNSW students to co-design and lead innovative and inclusive learning experiences for students from underrepresented backgrounds   | <ul style="list-style-type: none"> <li>- Engagement of underrepresented students as part of the Students as Partners program</li> <li>- Graduate attributes developed and deepened understanding of equity and social justice among University Ambassadors.</li> </ul>  |



# Sustainable Development

Through EDI, UNSW plays a leading role in collaborating to advance and communicate the SDGs across four university pillars – research and enterprise, education and student experience, governance and operations, and external leadership and engagement.

In 2015, world leaders at the United Nations unanimously adopted 17 SDGs, which aim to transform our planet by 2030.

The SDGs are a set of interconnected priorities, aspirations, and calls to action on the world's most pressing challenges. They include:

- combatting climate change and environmental degradation
- reducing inequalities
- creating a more inclusive future, and
- ending poverty and hunger.

## Why sustainability matters

"If the world is to achieve the SDGs, universities must play a critical role," says Professor Leisa Sargent, Co-Deputy Vice-Chancellor Equity Diversity and Inclusion.

"We have a unique position in creating and disseminating knowledge. We are also one of the key drivers of innovation, economic development, and societal well-being. UNSW recognises this."

## Partnering across the University

To help UNSW play its role in achieving the SDGs, EDI collaborates and partners with academics, schools, students and units across the University such as environmental sustainability in Estate Management. That way, it can help ensure UNSW:

- has systems and processes to monitor and advance SDG targets in line with its 2025 Strategy
- assesses its impact based on education and student experience, research and enterprise, governance and operations, external leadership, and engagement
- broadens and deepens SDG integration across the University, as well as with its partners and stakeholders. In doing so, it can make sure UNSW is an anchor to benefit the wider community, and
- celebrates and promotes all activities that advance the SDGs with our stakeholders.

## 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<br>- 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)<br>- All UNSW research publications tagged by SDG (Baseline 0%, Target 100% by end of 2022)<br>- All UNSW Competitive Research grants and Contracts tagged to SDG (Baseline 0%, Target 100% by end of 2022)<br>- 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<br>- 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<br>- 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<br>- 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)<br>- Existing UNSW events to be tagged to SDGs and specific SDG-related events to be held (Baseline 0 events, Target 10 events annually). |

# 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   | <ul style="list-style-type: none"> <li>- Number of seed-funded projects and their outputs. This could include, for example, papers in academic journals, conference presentations, grant applications and policy documents.</li> </ul>                                     |
| Provide guidance and mentoring to ongoing seed-funded projects  | <ul style="list-style-type: none"> <li>- Number of projects successfully completed using accepted inclusive methodology.</li> </ul>  |
| Develop a portfolio of UNSW Disability Innovation Institute publications (guidance, policy, academic)   | <ul style="list-style-type: none"> <li>- Number of publications produced.</li> </ul>   |
| Raise awareness of the value of inclusive and interdisciplinary disability research among UNSW researchers, through information, training and guidance                    | <ul style="list-style-type: none"> <li>- Number of times UNSW Disability Innovation Institute provided input into research training, such as meetings with Research Directors and workshops</li> <li>- Number of enquiries and responses on inclusive research.</li> </ul> |
| 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 | <ul style="list-style-type: none"> <li>- Number of UNSW Disability Innovation Institute projects that deliver on EDI goals</li> <li>- Number of activities that the UNSW Disability Innovation Institute delivers in alignment with EDI goals.</li> </ul>                  |

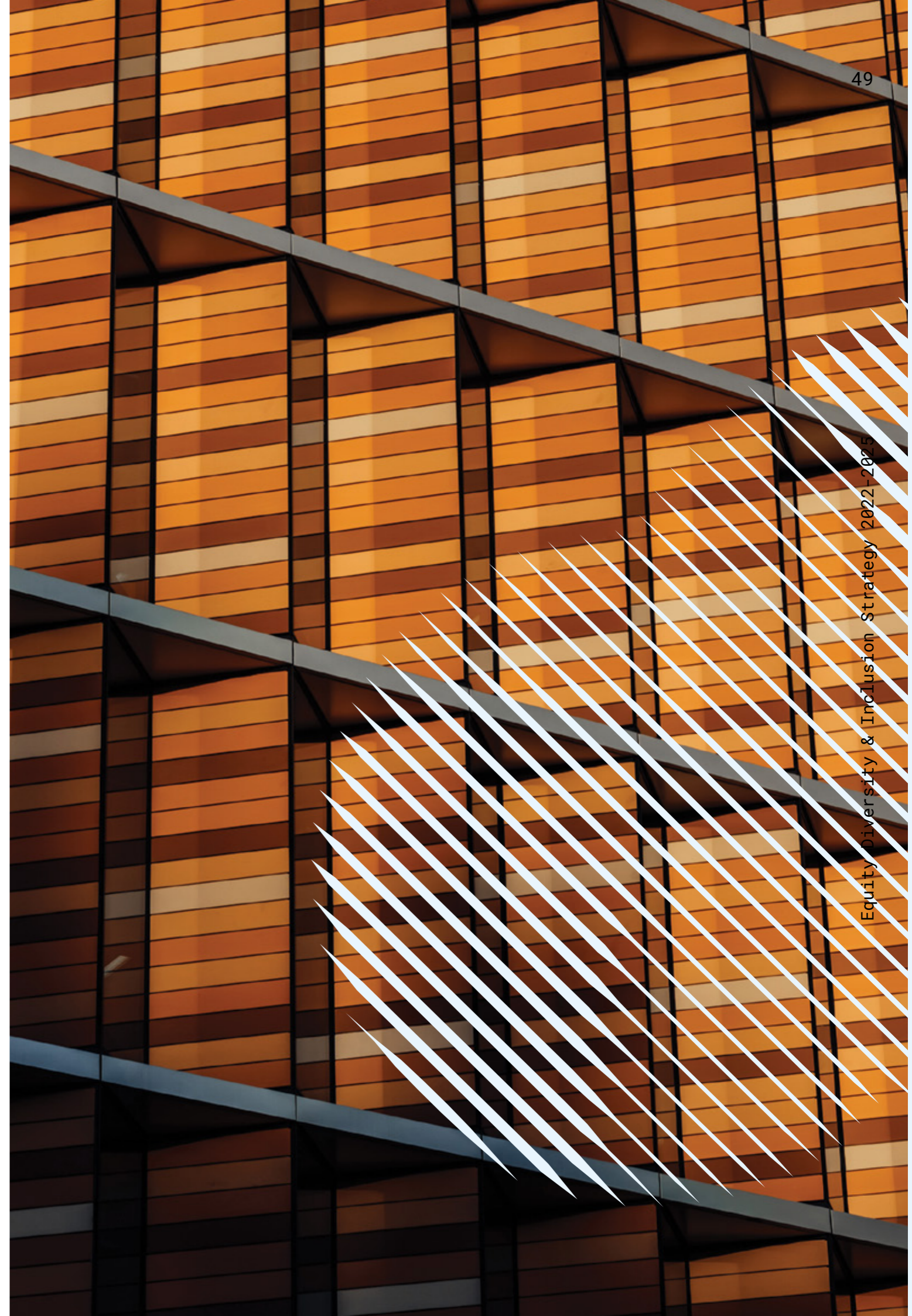
**Goal 2:** Foster a community of interest around disability-inclusive across UNSW and externally.

| Objective   | Measures of progress   |
|---|--|
| Increase engagement through a mailing list, newsletter mailing list, podcast, events and enquiries                                      | <ul style="list-style-type: none"> <li>- Number of people on the UNSW Disability Innovation Institute mailing list</li> <li>- Number of downloads from the UNSW Disability Innovation Institute website</li> <li>- Number of participants for UNSW Disability Innovation Institute events.</li> </ul>  |
| Increase membership numbers   | <ul style="list-style-type: none"> <li>- Number of Associates.</li> </ul>  |
| Collaborate with internal and external partners   | <ul style="list-style-type: none"> <li>- Number of collaborative initiatives between the UNSW Disability Innovation Institute and community (internal and external).</li> </ul>  |
| Streamline and enhance communications on disability issues, raising UNSW Disability Innovation Institute and EDI's profile in this area | <ul style="list-style-type: none"> <li>- Number of articles on the UNSW Disability Innovation Institute and EDI websites, newsletters, and UNSW News</li> <li>- Number of channels publishing the UNSW Disability Innovation Institute communications</li> <li>- Number of webinars, registrants, and downloads</li> <li>- Number of communications around International Day of People With Disability, as well as other key dates.</li> </ul> |



**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 | <ul style="list-style-type: none"> <li>- Number of:               <ul style="list-style-type: none"> <li>- requests for input</li> <li>- further guidelines generated</li> <li>- times present on advisory panels</li> </ul> </li> </ul>  |
| Raise awareness of disability relevance across UNSW and externally  | <ul style="list-style-type: none"> <li>- media, academic and grey literature outputs</li> <li>- submissions to consultations</li> <li>- inputs into UNSW policies and guidelines in research and education</li> <li>- inputs to National Disability Research Partnership.</li> <li>- Demonstrated best practice.</li> </ul> |
| Contribute disability expertise to UNSW's work towards SDGs   | <ul style="list-style-type: none"> <li>- Amount of input into any EDI reportings on relevant goals.</li> </ul>  |





# UNSW Institute for Global Development

Twenty-first century 'development' requires an active commitment to social justice and environmental sustainability, as reflected in the SDGs.

The SDGs recognise that today's most pressing challenges are global ones. Inequalities, environmental degradation, climate change, conflict, pandemics and population displacement impact us all and ultimately require global solutions.

At the same time, each of these challenges affects regions, countries, communities and individuals differently. So owning and implementing any solutions needs to happen at a local level.

The UNSW Institute for Global Development is a major part of UNSW's commitment to do just this.

## Partnering to solve real-world problems

The UNSW Institute for Global Development aims to tackle real-world problems through partnerships that bring together UNSW students, staff, alumni and the community. It aligns its efforts with UNSW's expertise and research strengths, Australia's aspirations and the SDGs.

The UNSW Institute for Global Development recognises that contemporary development challenges are complex and require multi-disciplinary approaches. It draws on resources and expertise from across all UNSW's faculties to work towards this commitment.

One of the UNSW Institute for Global Development's key objectives is to coalesce, convene and promote UNSW's considerable and varied work in development.

"Much of the University's work is relevant to development, and it is important that it is showcased," says previous UNSW Institute for Global Development Director, Professor David Sanderson. "We also aim to secure buy-in from academics and grow the UNSW development community."

"Our vision is a world where transformative, equitable and sustainable development is achieved through strong partnerships in research and education."

## Reimagining development

Over 2021, the UNSW Institute for Global Development has focused on being a relevant contributor on the development issues and subjects that are relevant to UNSW, and on achieving its objectives and goals. This has included supporting and promoting research concerning 'reimagining development', forming and convening networks, being a thoughtful contributor to topical issues through a *Thinking on development* podcast series, and contributing staffing time to the SDGs project.

For the road ahead to 2025, the UNSW Institute for Global Development aims to make sure that through its coalescing, convening and promotional activities, UNSW is known as a contributor to thinking and practice in development. Currently, EDI is engaging an experienced UNSW Institute for Global Development research-to-practice associate to reimagine the institute and part of the brief is to identify funding opportunities beyond 2022.

"The goodwill within the University is considerable and UNSW is committed to making sure the UNSW Institute for Global Development succeeds," Professor Sanderson says. "The EDI leadership is currently very supportive of the UNSW Institute for Global Development's future."

**Goal 1:** Increased profiling and communication of UNSW as a centre of development expertise.

| Objective  | Measures of progress  |
|--|---|
| Bring high profile speakers to the UNSW audience   | <ul style="list-style-type: none"> <li>- Number of presentations the UNSW Institute for Global Development supports from high profile speakers</li> <li>- Number of attendees.</li> </ul>   |
| Publish and promote research to policy/practice documents and collaborate with UNSW academics and the UNSW Institute for Global Development Associates to commission or co-author publications | <ul style="list-style-type: none"> <li>- Number of publications with the UNSW Institute for Global Development listed as institutional affiliation</li> <li>- Number of citations for publications with the UNSW Institute for Global Development listed as institutional affiliation</li> <li>- Number of publications listed on the UNSW Institute for Global Development website</li> <li>- Number of downloads from the UNSW Institute for Global Development website.</li> </ul> |

**Goal 2:** Strengthen and grow the UNSW development community and secure continued buy-in from the UNSW academic community.

| Objective   | Measures of progress  |
|---|---|
| The UNSW Institute for Global Development membership framework is endorsed by UNSW Institute for Global Development leadership and implemented  | <ul style="list-style-type: none"> <li>- Development of UNSW Institute for Global Development Associates Network</li> <li>- Published list of UNSW Institute for Global Development Associates Network members.</li> </ul>  |
| UNSW Institute for Global Development Associates Network convenes regularly   | <ul style="list-style-type: none"> <li>- Number of UNSW Institute for Global Development Associates in Network</li> <li>- Number of times Network has convened.</li> </ul>  |
| UNSW Institute for Global Development Associates write for the UNSW Institute for Global Development Blog and publish research-to-impact pieces, including non-traditional research outputs (NTROs) | <ul style="list-style-type: none"> <li>- Number of blog posts written by UNSW Institute for Global Development Associates</li> <li>- Number of NTROs written by UNSW Institute for Global Development Associates and published on the UNSW Institute for Global Development website.</li> </ul> |

**Goal 3:** To maintain and strengthen formal partnerships with universities from low income contexts, government, and the NGO sector.

| Objective  | Measures of progress  |
|--|---|
| Select sustainable partnerships in which to invest   | <ul style="list-style-type: none"> <li>- Number of new or renewed MoUs with selected partner organisations, with at least two partners a year.</li> </ul> |
| Continue to provide ongoing support to existing partnerships to deliver on objectives of MoU | <ul style="list-style-type: none"> <li>- Number of events and introductions with Associates and selected partner organisations.</li> </ul>                |

# UNSW faculty priorities

UNSW Faculties are committed to providing a supportive, equitable and inclusive environment where all students and staff can thrive. Each Faculty has outlined the following key priorities for 2022.

“UNSW Science aims to provide an equitable place of work and study that will stimulate innovation, productivity and progress. We believe diversity and inclusion are essential to our success, helping to produce robust, credible, and pioneering science of global impact and train the next generation of scientists. We’re committed to reducing barriers which impede equity, diversity and inclusion via initiatives that will benefit both staff and students.”

Professor Emma Johnston  
Dean of UNSW Science

“Equity, diversity and inclusion must be at the heart of any commitment to social justice. Recognising and celebrating diversity and creating an inclusive space for all individuals and communities who wish to speak and be heard is central to our Faculty’s activities across education, research and community engagement.”

Professor Andrew Lynch  
Dean of UNSW Law and Justice

|                                     |  |   |  |
|-------------------------------------|--|---|--|
| <b>Faculty of Law &amp; Justice</b> | Communicate the diverse pathways to our programs, notably the Law Admission Test (for Bachelor of Laws), Gateway Admission Pathway and Program, Pre-Law and Indigenous Admission Scheme (Criminology). | Further develop onboarding to support students from underrepresented backgrounds and provide support through equity scholarships and schemes.             | Build on the Faculty’s existing Declaration of Climate Emergency through broader engagement with and action in the SDGs. |
| <b>Faculty of Engineering</b>       | Provide students from low-SES backgrounds equal opportunities and access to our programs.  | Develop the pipeline of female engineers and provide the support to facilitate continual increases in the number of female engineers in senior positions. | Deliver a plan that enhances access and support of Indigenous Australian students in Engineering.                        |

|   |  |  |   |   |
|---|--|--|---|---|
| <b>Faculty of Arts, Design and Architecture</b> | Author an equity, wellbeing and sustainability manifesto.  | Design creative solutions to drive change around inequalities and policy.  |   |   |
| <b>Faculty of Medicine and Health</b>           | Develop and implement practices that promote student and staff wellbeing.  | Enhance a culture of EDI and reduce structural barriers for underrepresented staff and students.   | Promote equity and the SDGs through strategic focus on education, research and leadership in medicine and healthcare.   | Support students from underrepresented backgrounds to access medicine and health programs through enhanced support programs and alternate entry programs. |
| <b>Faculty of Science</b>                       | Build on existing programs and develop innovative schemes in an effort to increase the proportion of women in senior roles through recruitment, promotion, and professional development. | Increase equitable access to Science programs through alternative entry pathways including the Science and Engineering Indigenous Pre-Program and the Gateway Admissions Pathway and Program.  | Cultivate an inclusive campus culture by amplifying the voices of staff and students from a range of backgrounds.   |   |
| <b>UNSW Business School</b>                     | Continue to progress academic gender targets and accelerate access and participation for underrepresented student cohorts.   | Develop and implement Indigenous Australian engagement, outreach and impact.   | Uplift PRME/SDGs in research, education, partnerships and operations.   | Continue to expand student engagement with equity, diversity and inclusion  |
| <b>UNSW Canberra</b>                            | Launch Women@UNSW Program. This is designed to create connections across the Faculty through professional and social/community development opportunities for women at UNSW Canberra.     | Continue developing broad cultural competence, appreciation, and celebration of Indigenous Australian cultures, to actively support Indigenous Australian students and staff at UNSW Canberra. | Further develop disability confidence among staff and leaders by collaborating with the Australian Network on Disability to raise awareness through workshops, resource sharing, events 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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