



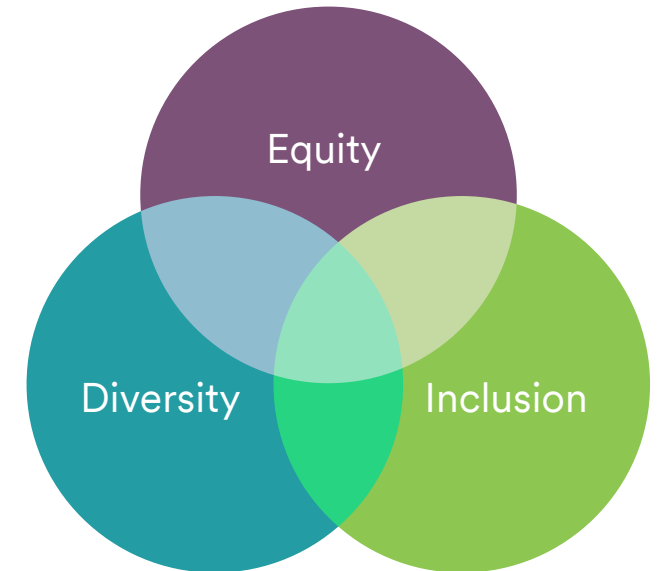
# **Belonging@UNE** **Action Plan** **2025-2027**

# Overview and Guiding Objectives

**Belonging@UNE is an action plan that sets UNE’s agenda for inclusion and representation of all staff and students. UNE aims to ensure the entire UNE community feels represented through the actions in this plan.**

Following several cycles of separate disability, multicultural and other action plans, the University of New England (**UNE**) is now combining initiatives across our key equity groups into a comprehensive Action Plan (**Action Plan**) to help guide UNE on intersectional and change opportunities, that consider and include the intersectional experiences of all our staff and students.

UNE is responsive to community expectations of systemic and visible diversity of their workforce, which has been proven to improve productivity, innovation and staff engagement, which in turn increases revenue. 78% of Australian workers support or strongly support their organisations taking action to create a workplace which is diverse and inclusive [DCA Inclusion@Work Index](#).



## UNE Acknowledgement of Country

The University of New England wishes to acknowledge the custodians of the many lands on which it conducts its business. In doing so, UNE also acknowledges the Elders of those lands past and present as knowledge holders and as key stakeholders in the education and employment of Aboriginal and Torres Strait Islander people.



**UNE will adopt the following definitions for its Action Plan:**



### Equity

Equity is the promotion of fairness and justice for each individual and considers historical, social, systemic, and structural issues which impact experience and individual needs.



### Diversity

Diversity is a measure of representation within a community or population that includes identity, background, lived experience, culture, and many more.



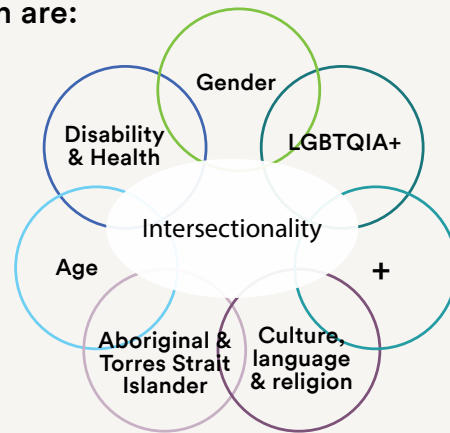
### Inclusion

Inclusion is the creation of an environment where everyone shares a sense of belonging, is treated with respect, and is able to fully participate.

# Change Opportunities

The main diversity domains UNE is focusing on are:

- Gender
- Disability
- LGBTQIA+<sup>1</sup>
- Age
- Aboriginal and Torres Strait Islander
- Culture, language & religion
- +<sup>2</sup>



UNE has a unique opportunity to spearhead our efforts to embed equity, diversity and inclusion (**EDI**) into our core business to attract and retain a higher number of staff and students from a broader base, thereby meeting emerging Government requirements that will flow out from the Australian Universities Accord and improving productivity, innovation and engagement. Foremost, ensuring UNE is accessible to all meets our social responsibility as a Government-funded, local and regional employer.

There is a range of resources providing evidence of the health, social and economic benefits of actively addressing institutional discrimination on individuals, groups and entire organisations. These include the cost benefit to organisations of hiring people with disabilities to measurable increases in the productivity of organisations with leaders and board members from diverse backgrounds.<sup>3</sup>

UNE aims to position itself as a leader of fostering acceptance and inclusion.

<sup>1</sup>While including people who are intersex in the LGBTQIA+ category, the University acknowledges that the experiences of people who are intersex are vastly different to those living with diverse genders and sexualities.

<sup>2</sup>The plus (+) acknowledges that there are other forms of intersectionality that are not explicitly included in this analysis.

<sup>3</sup>Elias, A., Paradies, Y. The Costs of Institutional Racism and its Ethical Implications for Healthcare. *Bioethical Inquiry* 18, 45–58 (2021). <https://doi.org/10.1007/s11673-020-10073-0>; Aichner, T. 2021 'The Economic Argument for Hiring People with Disabilities.' Humanities and Social Sciences Communications Volume 8 (Issue 1) viewed 30 July 2024; KPMG, *She's Price(d)less: The Economics of the Gender Pay Gap*, Prepared with Diversity Council Australia (DCA) and the Workplace Gender Equality Agency (WGEA), Sydney, KPMG, 2022.

# Objectives

The University's objectives in relation to EDI are outlined in the Equity, Diversity and Inclusion Rule. Summarised, the principles in the Equity, Diversity and Inclusion Rule are the following:

1

## Foster Diversity

UNE recognises that fostering diversity benefits the University community and results in a safe, innovative and prosperous environment.

2

## Zero Tolerance for Discrimination

UNE is dedicated to providing an environment that upholds the principles of social justice without fear of discrimination, harassment or bullying, where all students, employees and others participating in our community are treated with dignity, courtesy and respect.

3

## Break Down Systemic Barriers

UNE acknowledges that societal, historic and ongoing disadvantage has created barriers to access and progression for some groups in the community and will work to become part of the solution to this inequality.

UNE is committed to our social and community responsibilities in line with the principles founded on Universal Declaration of Human Rights.

4

## Recognise Intersectionality

UNE recognises that many members of its community experience multiple forms of prejudice and discrimination and that equity and true inclusion can only be achieved, if the intersectional lived experience of all its members are considered.

5

## Embed Australian Indigenous Knowledges

Each member of the UNE community is recognised and valued for their diversity. The significance of Aboriginal and Torres Strait Islanders as the nation's First peoples is particularly acknowledged.

# Alignment

This Action Plan is an evolving document and is designed to align with related strategies, projects and committees.

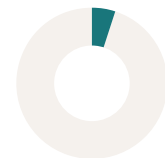
There remain distinct Aboriginal and Torres Strait Islander Employment (2025 – 2029) and Education (2023-2025) Strategies, due to the comprehensive pieces of work required for our Aboriginal and Torres Strait Islander community.

To provide governance and oversight of the actions of these strategies and this Action Plan and ensure collaboration and consideration of the intersections of Aboriginal and Torres Strait Islander staff and students with lived experience of other equity domains, the following mechanisms are in place:

- [The Equity, Diversity and Inclusion Advisory Committee](#) provides recommendations to the University’s Senior Executive and governance committees, if relevant, on the development, implementation, monitoring and evaluation of relevant strategies, policies, action plans and programs.
- [The Aboriginal and Torres Strait Islander Employment Strategy Oversight Committee](#) reports to the Vice-Chancellor on the implementation of the current Aboriginal and Torres Strait Islander Employment Strategy.

# Current UNE Profile

UNE has a uniquely diverse student cohort<sup>4</sup> with:



**4.5%**  
**Aboriginal and Torres Strait Islander students**

Which is above the target of 3% recommended in the [Universities Accord Report](#);



**20.58%**  
**Students from the lowest quartile SES backgrounds**

On par with the recommended target in the *Accord*;



**20.58%**  
**Regional, rural, and remote students**

Which is close to the recommended target in the *Accord* of 24%;



**8.7%**  
**Students from non-English Speaking Backgrounds; and**



**18.33%**  
**Students with a disability**  
Which is on par with the *Accord* recommendation, but does not reflect the rate of disability in the community.

## At the time of publication of this Action Plan:

- Close to **10%** of UNE staff members are from a Non-English-Speaking background;
- **3.5%** indicate they have a disability; and
- **2.44%** of staff are Aboriginal and/or Torres Strait Islander.
- A gender pay gap of **12.9%**<sup>5</sup> remains and the UNE governing bodies are not equally represented by women and people from other equity cohorts.

<sup>4</sup>As of 14 June 2024 (UNE BI Dashboard)

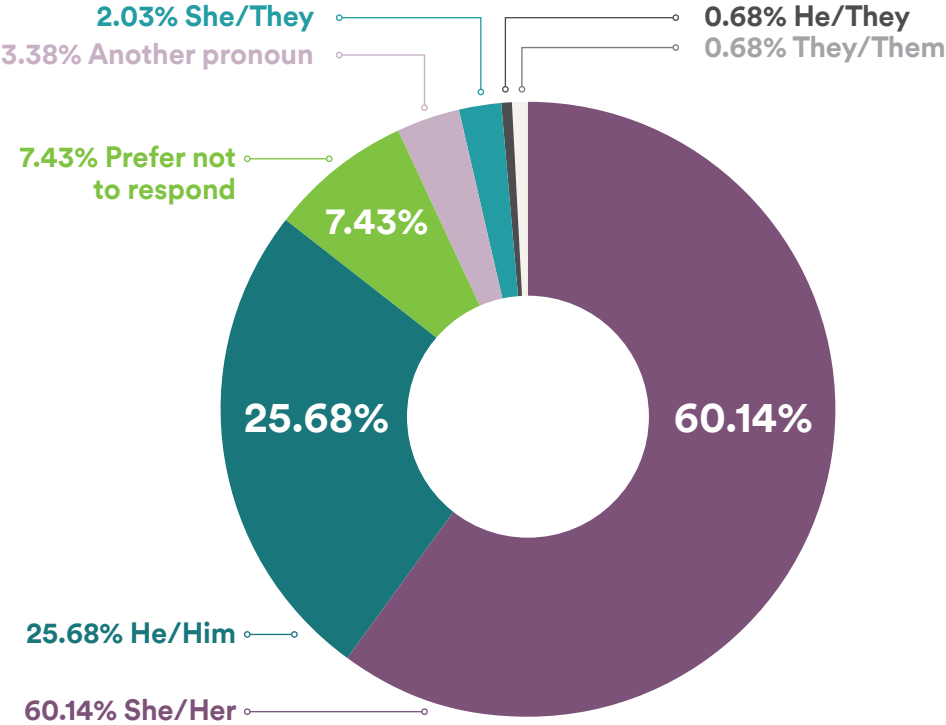
<sup>5</sup>As per Workplace Gender Equality Agency (WGEA) 2022-23 UNE Executive Summary Report

# Current UNE Profile

Two recent external surveys have shed light on the profile of UNE staff with diverse genders and sexualities and their experiences of inclusion at UNE.

**2023-24 AWEI Survey Results for UNE. These do not reflect the entire UNE staff population, but respondents to the survey only.**

### Personal Pronouns:



**Over 60%**  
of respondents who identified as LGBTQIA+



reported they have not disclosed their LGBTQIA+ status at work, as they fear this may impact their career and wellbeing.

This demonstrates an urgent need to improve visibility of LGBTQIA+ inclusion as well as structural inclusion through policies, processes and programs.

**29%**  
identified as from the LGBTQIA+ community



In the 2023-24 Australian Workplace Equality Index (AWEI) Survey, 29% of those who participated in the survey identified as from the LGBTQIA+ community, including 6.2% identifying as gender diverse.



## Recent Achievements

Recent improvements to the University's equity, diversity and inclusion efforts include:



- The UNE Ally Network was re-established in 2022 with representatives from across the University.
- In late 2023, a Queer Space for staff, students and visitors was launched in Dixson Library.
- Improvements to the most utilised UNE Datahub dashboard [BI Course Monitoring Dashboard] to enable filtering of student data on more than one demographic and equity category. Visualisation of the intersectionality of students' experiences enables for more accurate planning of student activity.
- Introduction of Study Access Plans with study adjustments for students from diverse backgrounds and with complex lived experiences, including carers, victim-survivors of gender-based violence and elite athletes.
- The Counselling and Psychological Service (CAPS) ran a support program for current and aspiring students from Armidale's Ezidi refugee population.
- Staff in Student Services have undergone training in supporting neurodiverse students.
- A new health record management system in CAPS will have mechanisms to capture minority cohorts to better assist measuring the impact of support services.
- Expansion of online mental health resources for students.
- Rollout of a student engagement system, Atrium, for academic staff, including a streamlined referral system to student support services.
- Introduction of the UNE Inclusive Language Guide under the revised Equity, Diversity and Inclusion Rule and new Procedure.
- Revision of UNE's Equity Committee to improve representation of diverse stakeholders and students.



- The UNE Graduate Research School has amended Higher Degree by Research (HDR) policies, procedures, and support services to better meet the needs of the University's diverse student cohort. This includes HDR and Aboriginal and Torres Strait Islander representation on the Graduate Research Committee and the Research Committee, the revision of Study Access Plans (SAPs) for HDR candidates with a disability, as well as targeted professional development and support activities to guide HDR students through their degree.



- The Manna Institute, a UNE-led and jointly run initiative with partners of the Regional Universities Network (RUN), is building place-based research capacity to improve mental health in regional, rural, and remote Australia. The Manna Institute has embedded EDI in its functioning through the inclusion of people with mental ill-health, First Nations peoples and service providers in their co-design research processes. The Institute's Management and Working Groups include people with diverse lived experiences.

## Consultation

This Action Plan brings together activities identified in consultation processes that will deliver incremental improvements to our systems and behaviours that will cumulatively bring about the change required for UNE to remain a welcoming, inclusive and successful university.

The Action Plan has been developed collaboratively with the Chair and another representatives of the Student Council, members of the UNE Ally Network and the Equity Committee, ensuring the actions remain relevant, supported and include the views of staff and students with lived experience.

Outcomes from the 2021-2023 Allyship Report and the Safety, Culture and Wellbeing Review have been incorporated into this Action Plan.

# Actions / 1. Foster Diversity

No.	Objective	Foster Diversity				
1	Action	Priority	Timeframe	Owner	Next Steps	Outcomes
a	Progress reporting on this Action Plan to Governance Summary progress reports to be provided to the Equity Committee for information, via the Chair	High	Ongoing	Vice-Chancellor (VC) Contributor: Senior Executive Team	1. Establishment of reporting framework	<ul style="list-style-type: none"> <li>Tracking of progress against actions.</li> </ul>
b	Celebrate Diversity at International Awareness events & via Senior Executive Allies [2021 – 2023 Allyship Report]	Medium	Ongoing	Vice-Chancellor (VC) Contributor: Senior Executive Team	<ol style="list-style-type: none"> <li>Senior Executive demonstrate visible support for diversity.</li> <li>Integration of diversity days in core University event planning and execution.</li> <li>Endorsement of key diversity initiatives and program.</li> </ol>	<ul style="list-style-type: none"> <li>Role modelling by Executive providing clear direction on University principles.</li> <li>Visibility of diversity across UNE and local communities.</li> <li>Reduction of cultural load of individual staff organising relevant events.</li> </ul>
c	Include EDI training in professional development pathways <ul style="list-style-type: none"> <li>Executive completion of EDI training, including LGBTQIA+ Awareness and/or Allyship Training</li> <li>People &amp; Culture staff completion of EDI Training</li> </ul> [2021 – 2023 Allyship Report; Culture Review Report; 2023 – 2025 Indigenous Education Strategy; 2019-2024 Aboriginal Employment Strategy; 2020 – 2021 Accessibility Action Plan]	High	All material available: mid 2025  Completion by Senior Ext: within 6 months of rollout of program	Director, People & Culture (Director, P&C)  Contributor: Chief Operating Officer (COO)	<ol style="list-style-type: none"> <li>Finalise agreed courses.</li> <li>Develop an implementation and communication strategy.</li> <li>Seek executive sponsorship.</li> </ol>	<ul style="list-style-type: none"> <li>Increase in completion of EDI training.</li> </ul>
d	Develop baseline diversity data	High	Update Data Capturing Tools: Mid 2025  Socialisation: End 2025	Staff: Director, P&C  Students: Executive Principal, Student Journey (EPSJ)  Contributor: ED, Future Students, Engagement & Technology (FSET)	<ol style="list-style-type: none"> <li>Update Data Capturing Tools: Staff: update EEO form &amp; fields in online staff management site. Students: update EEO/Diversity fields in admission &amp; enrolment forms.</li> <li>Socialisation: Establish communications plan re benefits of self-identification.</li> <li>Visibility: Add data to BI dashboards and other systems, including Atrium.</li> </ol>	<ul style="list-style-type: none"> <li>Higher rate of staff and students self-identifying.</li> <li>Integration, visibility of and easy access to data in University planning and marketing mechanisms.</li> </ul>

No.	Objective	Foster Diversity				
1	Action	Priority	Timeframe	Owner	Next Steps	Outcomes
e	Commence development of an online Neurodiversity Hub for students	Medium	By Trimester 3, 2025	Joint initiative between Executive Principal, Education Futures (EPEF) and EPSJ	1. Collaboration between Counselling (CAPS), Accessibility (SAWO) and Learning Designers (EPEF) in development of i. student support resources and mentoring program; and ii. training and staff resources in MyLearn	• Student feedback.
f	Develop safe quiet space/s for students who are neurodiverse	Medium	By Trimester 3, 2025	Enterprise Building & Estates (EBE) Contributor: EPSJ	1. Identification of suitable spaces by EBE. 2. Collaboration with Student Services Teams in determining requirements for fit out. 3. Development of business case.	• Student feedback.
g	Develop business case for SAGE Athena Swan Accreditation in 2025	Medium	Early 2025	Office for Strategy Management (OSM)	1. Review of criteria and UNE's position.	• Improved reputation & staff retention.
h	Publish UNE's Remuneration Framework for Executive [Action in <i>Employer Statement on Gender Pay Gap by WGEA</i> ]	Medium	End 2024	Director, P&C	1. Approval from UNE Remuneration Committee. 2. Publication & socialisation.	• Increased visibility and accountability of Senior Executive remuneration.
i	Establish Vice-Chancellor Equity Staff Awards	High	Mid 2025	VC Contributor: Director, P&C	1. Benchmark similar staff awards. 2. Establish criteria & process. 3. Launch & communications plan.	• Visibility of EDI initiatives.

## Actions / 2. Zero Tolerance for Discrimination

No.	Objective	Zero Tolerance for Discrimination				
2	Action	Priority	Timeframe	Owner	Next Steps	Outcomes
a	Inclusion of EDI principles in the scope of works of the <i>Research Culture Committee</i> as part of the <i>UNE Research Plan</i> , which includes a revision of research processes, practices and priorities to better meet the needs of our diverse communities	High	Ongoing	Deputy Vice-Chancellor (Research)	Participation of P&C Staff in the <i>Research Culture Working Group</i> and related work to scope improvement opportunities for researchers, research projects and outcomes for people from equity groups.	• Increased participation of academics from marginalised communities in UNE research through increased participation in publications, grants and research oversight.

Zero Tolerance for Discrimination						
No.	Objective	Priority	Timeframe	Owner	Next Steps	Outcomes
<b>2</b>	<b>Action</b>					
<b>b</b>	Hiring Managers' access to pay-equity data for position levels being advertised over previous 12 months during recruitment <i>[Action in Employer Statement on Gender Pay Gap by WGEA]</i>	Low	End 2024	Director, P&C	<ol style="list-style-type: none"> <li>1. Development of resource, based on WGEA data.</li> <li>2. Determination of access and process.</li> </ol>	<ul style="list-style-type: none"> <li>• Gender Pay Gap is less than 12.9%.</li> <li>• Higher retention of women and non-binary staff.</li> </ul>
<b>c</b>	Easy to find and navigate Workplace, Health & Safety (WHS) and Complaints and Grievance processes that are culturally sensitive, LGBTQIA+ safe and accessible <i>[2021 – 2023 Allyship Report; Safety, Culture &amp; Wellbeing Review &amp; in anticipation of anti-racism study at universities by AHRC]</i>	High	Mid 2025	Director, P&C (for Staff) EPSJ (for Students)	<ol style="list-style-type: none"> <li>1. Review of information &amp; processes with a focus on improving the process for victims of racial, sex and disability discrimination.</li> </ol>	<ul style="list-style-type: none"> <li>• Complaint processes are easy to access and use.</li> <li>• Initial increase in complaints and grievances due to increased sense of safety and wellbeing.</li> </ul>
<b>d</b>	Conduct UNE safety survey, including on sexual harm and gender-based violence	High	2025	COO	<ol style="list-style-type: none"> <li>1. Identify and benchmark questions.</li> <li>2. Analyse survey results.</li> <li>3. Develop Action Plan and governance.</li> </ol>	<ul style="list-style-type: none"> <li>• Reliable data on prevalence and type of harassment and discrimination to inform strategic planning.</li> </ul>
<b>e</b>	Develop a UNE Digital Accessibility Strategy	Medium	End 2025	ED, FSET	<ol style="list-style-type: none"> <li>1. Review and consult on the draft Accessibility Strategy developed by Vision Australia.</li> <li>2. Include considerations for ease of access to course information, services and UNE resources.</li> </ol>	<ul style="list-style-type: none"> <li>• UNE meets Web Content Accessibility Guidelines (<b>WCAG</b>) compliance.</li> </ul>
<b>f</b>	Revision of curricula for intersectional LGBTQIA+ inclusive course content, where appropriate <i>[2021 – 2023 Allyship Report]</i>	High	Ongoing	DVC	<ol style="list-style-type: none"> <li>1. TBA</li> </ol>	<ul style="list-style-type: none"> <li>• Course content across disciplines is inclusive and considerate of LGBTQIA+ people's identities.</li> </ul>
<b>g</b>	Online classes to begin with statements for students regarding awareness of respectful conduct. <i>[2021 – 2023 Allyship Report]</i>	Medium	Mid 2026	DVC Contributor: EP, Education Futures	<ol style="list-style-type: none"> <li>1. TBA</li> </ol>	<ul style="list-style-type: none"> <li>• Improved sense of safety and wellbeing of LGBTQIA+ students.</li> </ul>
<b>h</b>	Integrate accessibility, inclusion and Universal Design Principles <sup>6</sup> (UDL) in UNE's Portfolio and Project Management Framework	Medium	Ongoing	OSM	<ol style="list-style-type: none"> <li>1. Incremental integration into existing project management templates and processes.</li> <li>2. Include proposal for professional IT user testing for accessibility requirements as mandatory for university project frameworks.</li> </ol>	<ul style="list-style-type: none"> <li>• Integration of accessibility, inclusion and Universal Design Principles in UNE projects.</li> </ul>

<sup>6</sup>The goal of Universal Design is to maximise usability by individuals with a wide variety of characteristics. The Principles are: 1. Equitable Use; 2. Flexibility in Use; 3. Simple and Intuitive Use; 4. Perceptible Information; 5. Tolerance for Error; 6. Low Physical Effort; 7. Size and Space for Approach and Use [\[source: https://www.buffalo.edu/access/help-and-support/topic3/universaldesignprinciples.html\]](https://www.buffalo.edu/access/help-and-support/topic3/universaldesignprinciples.html).

## Actions / 3. Break Down Systemic Barriers

Zero Tolerance for Discrimination						
No.	Objective	Priority	Timeframe	Owner	Next Steps	Outcomes
3	<b>Action</b>					
a	Analysis of response data from casual staff in recent Staff Engagement Survey to reduce disparities between men and women engaged in casual employment [Action in <a href="#">2024 Employer Statement on Gender Pay Gap</a> by WGEA]	High	Ongoing	Director, P&C	<ol style="list-style-type: none"> <li>Regular review of <a href="#">Casual Staff Appointments Policy</a> and Procedures and response data from casual staff from staff surveys.</li> <li>Implement process changes and consider training requirements on unconscious bias.</li> </ol>	<ul style="list-style-type: none"> <li>Reduction in the representation of women in casual employment [and other genders as per community representation of approx. 2.5% of the Australian population?].</li> </ul>
b	Review UNE’s Recruitment policies and processes [Action in <a href="#">2024 Employer Statement on Gender Pay Gap</a> by WGEA & meeting NSW <a href="#">MPSP</a> requirements, see <a href="#">Resources</a> below]	High	end 2024	Director, P&C	<ol style="list-style-type: none"> <li>All selection panel members to undertake training on <i>Unconscious Bias</i> and the benefits of hiring for diversity.</li> <li>Review of policies, job adverts, position descriptions, exit surveys, and language used in recruitment-related communication to align with Inclusive Recruitment Best Practices.</li> <li>Development of a Flexible Working Toolkit.</li> </ol>	<ul style="list-style-type: none"> <li>Greater diversity of staff at UNE.</li> <li>Reduced Gender Pay Gap.</li> <li>Improved staff job satisfaction.</li> </ul>
c	Revise UNE tender requirements to incorporate accessibility and cultural safety as mandatory requirements in alignment with the sector	Medium	By end 2025	Chief Financial Officer (CFO) Contributor: ED FSET	<ol style="list-style-type: none"> <li>Review <a href="#">CAUDIT Accessible IT Procurement Guide</a>.</li> <li>Sector Benchmark.</li> </ol>	<ul style="list-style-type: none"> <li>Compliance with obligations under the <a href="#">Disability Standards for Education</a> and in support of policy direction in <a href="#">Australia’s Disability Strategy</a>.</li> </ul>
d	Revise disability adjustment processes for staff to ensure compliance with disability legislation for workplace adjustments	High	By mid-2025	Director, P&C	<ol style="list-style-type: none"> <li>Revision of existing policy instruments.</li> <li>Benchmarking.</li> <li>Briefing paper on current assistive technology and opportunities for use of available and purchased assistive technology for staff.</li> </ol>	<ul style="list-style-type: none"> <li>Staff with temporary and permanent disability and health conditions have access to required assistive technology and other workplace adjustments to perform the duties within reasonable timeframes.</li> </ul>
e	Incremental revision of college spaces for student needs, in particular families and those from culturally and religiously marginalised backgrounds	High	Ongoing	Director, Residential Services Contributor: COO	<ol style="list-style-type: none"> <li>Review of common spaces in colleges, such as bathrooms and cooking areas, to cater for students from culturally and religiously marginalised backgrounds.</li> <li>Review of access to spaces for students with a disability.</li> <li>Consideration for feasibility for common spaces for neurodiverse students.</li> <li>Scoping of accommodation for students with caring responsibilities (including dependent children).</li> </ol>	<ul style="list-style-type: none"> <li>Student satisfaction surveys.</li> <li>Increase in occupancy rates.</li> </ul>

<sup>1</sup>Data from [Key Statistics — The Equality Project](#) and [Intersex Human Rights Australia](#) [up to 1% of the population identifies as transgender or gender diverse and up to 1.7% of the population are intersex or have intersex variation].

No.	Objective	Zero Tolerance for Discrimination				
3	Action	Priority	Timeframe	Owner	Next Steps	Outcomes
f	Provide inclusive catering in the UNE colleges as part of standard offerings	High	Ongoing	Director, Residential Services	1. Ongoing reviews of catering options.	<ul style="list-style-type: none"> <li>• Student satisfaction surveys.</li> <li>• Increase in occupancy rates.</li> </ul>
g	Improve wayfinding & accessibility on UNE campuses	High		EBE & OSM	<ol style="list-style-type: none"> <li>1. Integrate way finding and compliant accessibility travel paths, signage and tactile markers on UNE campuses into UNE Campus Masterplan Review.</li> <li>2. Include consideration of lighting suitability for neurodivergent students and staff; accessible parking allocations across all campuses and breast-feeding and family spaces, into Campus Masterplan Review.</li> <li>3. Improve existing digital map features to include accessible pathways, facilities and teaching spaces.</li> </ol>	<ul style="list-style-type: none"> <li>• Improved physical accessibility and awareness of access routes.</li> </ul>
h	Develop procedures to accommodate gender affirmation, as well as name changes for various reasons in staff and student records <i>[2021 – 2023 Allyship Report]</i>	High	By mid-2025	Director, P&C	1. Develop, consult & socialise relevant procedures.	<ul style="list-style-type: none"> <li>• Clear and visible processes.</li> </ul>

## Actions / 4. Recognise Intersectionality

No.	Objective	Zero Tolerance for Discrimination				
4	Action	Priority	Timeframe	Owner	Next Steps	Outcomes
a	Include benchmarked EDI questions in student surveys <i>[in anticipation of anti-racism study at universities by AHRC]</i>	High	2025	EPSJ	<ol style="list-style-type: none"> <li>1. Identification and benchmark of questions.</li> <li>2. Inclusion of additional information in relevant surveys.</li> </ol>	<ul style="list-style-type: none"> <li>• Identified student need in relation to EDI.</li> </ul>
b	Commence the adoption of accessibility, Universal Design (incl UDL) and inclusive language principles in non-study-related communication, documentation and processes.	High	Ongoing	ED, FSET Contributor: All managers	<ol style="list-style-type: none"> <li>1. Development of resources.</li> <li>2. Integration of resources in staff and student-related communication and content development areas.</li> <li>3. Engagement Plan for all staff including regular tips for day-to-day activities.</li> </ol>	<ul style="list-style-type: none"> <li>• Improved staff and student engagement and satisfaction in relation to the use of inclusive language at UNE.</li> </ul>

No.	Objective	Zero Tolerance for Discrimination				
4	Action	Priority	Timeframe	Owner	Next Steps	Outcomes
c	Improve support for students from equity cohorts through the UNE Atrium platform (UNE-built platform for academic staff to communicate with students)	Medium	Ongoing	Atrium Lead	<ol style="list-style-type: none"> <li>1. Improve visibility of diversity data.</li> <li>2. Regular reviews of referral pathways and additional information to support students from equity groups, including those with intersectional experiences of disadvantage.</li> </ol>	<ul style="list-style-type: none"> <li>• Improved retention and satisfaction of students from diverse backgrounds.</li> </ul>
d	Foster LGBTIQ+ inclusion in colleges [2021 – 2023 Allyship Report]	High	Ongoing	Director, Residential Services	<ol style="list-style-type: none"> <li>1. Add LGBTIQ+ inclusion to induction program for Residential Leaders.</li> <li>2. Develop visibility strategies and community events to foster LGBTIQ+ inclusion.</li> <li>3. Establish an intersectional LGBTIQ+ student college committee.</li> <li>4. Update the sexual health information services and information provision at the colleges to ensure they are intersectional LGBTIQ+ inclusive.</li> </ol>	<ul style="list-style-type: none"> <li>• Increase in occupancy rates by LGBTIQ+ students.</li> </ul>

## Actions / 5. Embed Australian Indigenous Knowledges

No.	Objective	Embed Australian Indigenous Knowledges				
5	Action	Priority	Timeframe	Owner	Next Steps	Outcomes
a	Develop options paper for Non-Traditional Study Leave Provisions & to substitute public holidays	Medium	End 2025	Director, P&C	<ol style="list-style-type: none"> <li>1. Sector Benchmarking.</li> <li>2. Briefing paper on options.</li> </ol>	<ul style="list-style-type: none"> <li>• Non-traditional forms of study, such as study on country; learning from Elders and other traditional knowledge holders [of all cultures] are included in policies where appropriate.</li> </ul>
b	Gradual introduction of Indigenous Knowledges in curricula	High	Ongoing	DVC & Deans	<ol style="list-style-type: none"> <li>1. As per the 2025 – 2029 Aboriginal and Torres Strait Islander Employment Strategy.</li> </ol>	<ul style="list-style-type: none"> <li>• UNE has Indigenous content in curricula that is meaningful, appropriately developed and appropriately resourced.</li> <li>• UNE ensures students graduate with an awareness of Indigenous values and knowledges. [UA Indigenous Strategy]</li> </ul>

# Resources

The format of this Action Plan has been adapted from:  
[HRC Disability Action Plan Guide 2021](#)

## Key Documents

- [UNE Future Fit Strategic Plan](#)
- [UNE Business Plan 2024-27](#)
- [UNE Aboriginal and Torres Strait Islander Employment Strategy 2019-2024](#)
- [UNE Indigenous Education Strategy 2023 - 2025](#)
- [2021-23 UNE Allyship Project](#)
- 2023-24 AWEI Survey – UNE Results [not released]
- [UNE Safety Culture and Wellbeing Assessment](#)
- [UNE 2020 – 2021 Accessibility Action Plan](#)
- Diversity Council Australia, [Racism at Work: How Organisations Can Stand Up to and End Workplace Racism](#), Sydney, Diversity Council Australia, 2022
- [Disability & Accessibility: A Case for Action](#)
- [ILO Global Business and Disability Network](#)
- [Resources for employers | IncludeAbility](#)
- [Australian Universities Accord Final Report](#)
- [NHMRC – Gender Equity](#)
- [NSW Multicultural Policies and Services Program \(MPSP\)](#) - Focus areas are:
  1. The University’s services adequately meet the needs of people from culturally and linguistically diverse backgrounds. (MPSP Focus Area 1).
  2. All plans and organisational processes include effective consideration of culturally diverse communities (strategic, operational and business area plans). (MPSP Focus Area 2).
  3. Senior management leads and is accountable for building a culture that promotes diversity and all staff demonstrate skills in culturally inclusive practices. (MPSP Focus Area 3).
  4. People and communities from culturally diverse backgrounds have meaningful input into policies and systems. (MPSP Focus Area 4).
- [National Indigenous Higher Education Workforce Strategy](#)
- [Universities Australia Indigenous Strategy 2022 - 2025](#)

# Legislation

Activities to improve EDI at UNE contribute to the University meeting the following legislation:

- a. [Age Discrimination Act 2004 \(Cth\)](#)
- b. [Anti-Discrimination Act 1977 \(NSW\)](#)
- c. [Australian Human Rights Commission Act 1986 \(Cth\)](#)
- d. [Child Protection \(Working with Children\) Act 2012 \(NSW\)](#)
- e. [Disability Discrimination Act 1992 \(Cth\)](#)
- f. [Disability Standards for Education 2005 \(Cth\)](#)
- g. [Fair Work Act 2009 \(Cth\)](#)
- h. [Government Sector Employment Act 2013 \(NSW\)](#)
- i. [Heritage Act 1977 \(NSW\)](#)
- j. [Higher Education Standards Framework \(Threshold Standards\) 2021 \(Cth\)](#)
- k. [Higher Education Support Act 2003 \(Cth\)](#)
- l. [Higher Education Support Amendment Act 2023 \(Cth\)](#)
- m. [Modern Slavery Act 2018 \(Cth\)](#)
- n. [Modern Slavery Act 2018 \(NSW\)](#)
- o. [Multicultural NSW Act 2000 \(NSW\)](#)
- p. [Racial Discrimination Act 1975 \(Cth\)](#)
- q. [Racial Hatred Act 1995 \(Cth\)](#)
- r. [Sex Discrimination Act 1984 \(Cth\)](#)
- s. [Tertiary Education Quality and Standards Agency Act 2011 Domain 2 Learning Environment: Standard 2.2 – Diversity and Equity \(Cth\)](#)
- t. [United Nations Convention on the Rights of Indigenous Peoples](#)
- u. [United Nations Declaration on the Rights of Persons with Disabilities](#)
- v. [Workplace Gender Equality Act 2012 \(Cth\)](#)

