



# Diversity, Equity and Inclusion **Strategy 2022–2025**



The University of Western Australia acknowledges that its campuses are situated on Noongar land and that Noongar people remain the spiritual and cultural custodians of their land and continue to practise their values, languages, beliefs and knowledge.



# Content

Message from our Vice-Chancellor	3
Message from our PVC Diversity, Equity and Inclusion	4
Our commitment to Diversity Equity and Inclusion	5
Diversity, Equity and Inclusion (DEI) Framework	6
Why focus on Diversity, Equity and Inclusion?	7
Australia’s diversity	8
What Diversity, Equity and Inclusion mean to us	9
A snapshot of UWA’s diversity profile	10
UWA Workforce Diversity Targets	11
How We Developed this Plan	12
Diversity, Equity, and Inclusion Strategy 2022-2025	13
Action Plan	14
Our Accreditations and Memberships	19



# Message from our Vice-Chancellor

We have a diverse organisation at UWA, and we celebrate this diversity of people, cultures and thought. However, we must continually challenge ourselves to ensure that diversity, equity and inclusion are at the heart of everything we do.

The Diversity, Equity and Inclusion Strategy 2022-2025 reiterates our ongoing commitment to inclusion and diversity. It is a strategic roadmap designed to guide UWA on the journey to creating a pervasive inclusive climate in our workforce, culture and services through clearly defined objectives and actions.

A successful Diversity, Equity and Inclusion strategy has a collaborative approach with visible leadership and accountability, with actions embraced by leadership at all levels and with the support of our university community. Our goal is to make inclusiveness second nature to us, with success depending on everyone at UWA.

As Vice-Chancellor, I am proud to lead the way. I invite you to join me.

**PROFESSOR AMIT CHAKMA**  
VICE-CHANCELLOR  
THE UNIVERSITY OF WESTERN AUSTRALIA



# Message from our PVC Diversity, Equity and Inclusion



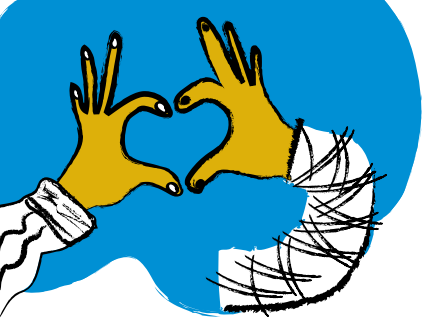
The University of Western Australia is committed to providing equitable opportunities for its staff and students. The UWA Diversity, Equity, and Inclusion (DEI) Strategy 2022-2025 sets out our DEI vision, our strategic goals and the how we plan to achieve them. Our vision is for UWA to deliver *an excellent experience to a diverse and inclusive community of staff and students, and attracting and retaining world-class staff and students from diverse backgrounds.*

Staff and students are at the core of this university. If our diverse staff and students are supported and feel that they belong, we produce better outcomes in our education, research and community engagement. Different people bring diverse perspectives, which provides a richer experience and enhances the innovative thinking that is central to our University's business.

To me, equity and inclusion are core human values. It is about removing systemic barriers and supporting, or ideally sponsoring, those who do not have equality of opportunity. I am proud of the University's commitment to diversity, equity and inclusion, and grateful to the many people who have helped develop this Diversity, Equity and Inclusion Strategy. I am confident that we will make significant progress through the actions defined in the Strategy towards creating an environment that fosters inclusion and a sense of belonging.

This plan should be read in conjunction with our other strategies and plans, including the Student Access and Participation Framework, Disability Access and Inclusion Plan, Athena SWAN action plan, and Indigenous Employment Strategy. Thank you to everyone who has contributed to developing the Diversity, Equity and Inclusion Strategy 2022-2025. We look forward to implementing the Strategy and the positive outcomes that it will produce.

**ASSOCIATE PROFESSOR MARIT KRAGT**  
PRO VICE-CHANCELLOR  
DIVERSITY, EQUITY AND INCLUSION



# Our commitment to Diversity Equity and Inclusion

## OUR VISION

UWA will be a remarkable place to work and study, delivering an excellent experience to a diverse and inclusive community of staff and students, and attracting and retaining world-class staff and students from diverse backgrounds. Creating the next generation of global leaders through experience-rich education and world-leading, trustworthy research<sup>1</sup>.

As a university, we are committed to preparing our students to be globally relevant and responsible leaders; enable and promote trustworthy and influential research; build just and equitable communities; work closely with our communities to improve our environment and to recognise and value Indigenous peoples' rights, knowledge, culture, and values<sup>2</sup>.

The UWA People and Culture Strategy prioritises making UWA a place that attracts and retains staff from diverse backgrounds. This strategic plan aligns with the goals of the People and Culture Strategy by expanding on the actions that will help make the university attractive to people from diverse backgrounds and foster an inclusive environment where everyone feels welcome and supported to succeed.

<sup>1</sup> <https://www.uwa.edu.au/uwa2030/our-strategy/people-and-culture>  
<sup>2</sup> <https://www.uwa.edu.au/uwa2030/home>

## OUR MISSION

To provide world-class education, research, and community engagement for the advancement of the prosperity and welfare of our communities.

## UWA CORE VALUES

### Excellence

We consistently pursue the highest levels of achievement, creating the best outcomes possible.

### Integrity

We are honest and ethical and show respect for, and appreciate, each other, our partners and our communities – valuing our differences.

### Innovation

We are constantly, and creatively, improving and adapting.

### Collaboration

We share our collective intelligence to achieve more.

### Equity

We are committed to providing everyone at UWA equality of opportunity, experience, and outcome.

The UWA Vision 2030 prioritises people and culture as one its pillars.

<sup>3</sup> <https://www.uwa.edu.au/students/Campus-life/Safe-community>  
<sup>4</sup> <https://www.uwa.edu.au/education/educational-enhancement-unit/Strategic-Projects/Communities-of-Practice>

## OPERATIONALISING DIVERSITY, EQUITY, AND INCLUSION AT UWA

The Diversity, Equity and Inclusion Committee (DEIC) is the advisory body to the Vice-Chancellor on matters relating to DEI. The committee membership includes all members of the University Executive, Pro Vice-Chancellor Indigenous Education, Director Human Resources, and representatives from across the university. The committee is chaired by the Pro Vice-Chancellor, Diversity, Equity and Inclusion.

Five working groups report into the DEIC to represent staff and student matters across: Student Equity and Participation, Cultural and Linguistic Diversity, Disability, Gender Equity, and LGBTIQ+. The Chairs of each working group sit on the DEIC and facilitate action on intersecting activities.

The Indigenous Portfolio is led by the Pro Vice-Chancellor, Indigenous Education, who is also responsible for the School of Indigenous Studies.

The Student Portfolio is led by the Deputy Vice-Chancellor, Education, who oversees student access, support, and equity initiatives.

Within the Human Resources team, responsibility for workforce DEI is led by the Associate Director for Talent Acquisition, Organisational Development and Workforce Diversity, supported by the Manager, Organisational Development and the Human Resource Officer, Workforce Diversity.

UWA further has an active Safer Communities Working Group<sup>3</sup>, dedicated Communities of Practice<sup>4</sup>, and committees within schools and directorates that are progressing diversity, equity and inclusion.



# Diversity, Equity and Inclusion (DEI) Framework

## VISION

UWA PEOPLE & CULTURE STRATEGY

## STRATEGY

UWA DIVERSITY, EQUITY & INCLUSION STRATEGY 2022-2025

INDIGENOUS EMPLOYMENT STRATEGY

## ENABLING STRATEGIES

DISABILITY ACCESS AND INCLUSION PLAN 2022-2025

ATHENA SWAN ACTION PLAN

STUDENT ACCESS & PARTICIPATION FRAMEWORK

WORKING GROUP ACTION PLANS



# Why focus on Diversity, Equity and Inclusion?



[https://www2.deloitte.com/content/dam/insights/us/articles/4209\\_Diversity-and-inclusion-revolution/DI\\_Diversity-and-inclusion-revolution.pdf](https://www2.deloitte.com/content/dam/insights/us/articles/4209_Diversity-and-inclusion-revolution/DI_Diversity-and-inclusion-revolution.pdf)  
<https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters#>  
Diversity, equity and inclusion: we are in it for the long run. Nat Med 27, 1851 (2021)

As a globally ranked educational and research institution, we understand the importance of promoting diversity and creating a climate of inclusion for our diverse staff and students. We understand that embracing and supporting all forms of diversity helps us to remain attractive to the best talent and students from across the globe and enables us to produce globally minded talent who bring value to their future employers. Embracing DEI empowers us to remain globally competitive in our educational services and research.

There is growing evidence that an inclusive environment fosters innovative research, improves employee engagement, and enhances performance. Organisations with diverse and inclusive workforces have been reported to be three times as likely to be high-performing, and six times as likely to be agile and innovative. They experience better decision-making, less employee turnover, higher employee engagement, increased creativity and are more attractive to a diverse talent pool.

From a research perspective, diversity of thought and perspectives provides us with global research opportunities, and a chance to provide solutions to complex global issues.

Our business practices and community relations aim to foster positive and mutually supportive relationships within the community. It is essential that our campus' culture encourages dialogues, and that our staff and students have the experiences, perspectives, and cultural competency to operate in an increasingly diverse society. The university's pursuit of excellence is predicated upon its obligation to ensure that our shared values and equitable practices are sustained through all its operations.

# Australia's Diversity



**22% OF AUSTRALIANS SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME**

**A FIFTH OF THE POPULATION IS LIVING WITH A DISABILITY**



**UP TO 11% OF AUSTRALIANS MAY BE OF DIVERSE SEXUAL ORIENTATION, SEX, OR GENDER\***

**A THIRD OF AUSTRALIANS LIVE IN RURAL OR REMOTE PARTS OF THE COUNTRY**

**ONE IN NINE AUSTRALIANS ARE INFORMAL\*\* CARERS FOR PEOPLE WITH A DISABILITY**



**ABOUT HALF AUSTRALIA'S POPULATION WAS BORN OVERSEAS OR ONE PARENT BORN OVERSEAS**

**AUSTRALIANS IDENTIFY WITH MORE THAN 300 ANCESTRIES**



\* Australian Government Department of Health and Ageing (2012) *National Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Ageing and Aged Care Strategy 2013*.

\*\* An informal carer includes any person, such as a family member, friend or neighbour, who is giving regular, ongoing assistance to another person without payment for the care given.



# What Diversity, Equity and Inclusion mean to us

**Diversity** at UWA encompasses anything that makes people different and unique. These differences can be more or less visible, and include, but are not limited to, gender, ethnicity, cultural background, disability, age, sexual orientation, religious beliefs, and disability. Diversity also includes other differences such as family responsibilities, educational level, socio-economic background, geographic location, and differences in views and opinions. Diversity enriches our university community and is vital to our institutional success and fulfilment of the university's mission. Educational diversity means we offer a broad range of ideas and initiatives that create safe, inclusive, and equitable learning environments while recognising and fostering sensitivities to the needs of all people.

**Equity** is our commitment to the removal of systemic barriers that have hindered historically minoritised and underrepresented groups from accessing the university's resources, opportunities, and provisions, thereby limiting their progression and potential. Equity requires us to review our policies and practices to ensure that they are fair and just and that no one feels excluded from their guidance

and benefits. To be equitable, we must strive to acknowledge that everyone's experiences and needs are different and that our role is to provide an environment where those experiences and needs are taken into consideration.

**Inclusion** means embracing diversity, creating an environment that is welcoming to everyone, and valuing people's backgrounds, perspectives and lived experiences. It means creating a climate and culture where people feel they belong and are motivated to work collaboratively to uphold the university's values and achieve its goals. Inclusion is about building an environment where students, academics, and professional staff can fully participate, thrive, and succeed. Successful inclusion leverages student, faculty, and staff diversity to achieve full participation and a sense of belonging. Inclusion embraces difference, including physical, cognitive, academic, social and emotional attributes and empowers individuals to achieve the best outcomes.



**Intersectionality** is an acknowledgement that people may experience inequities across multiple diversity groups with which they identify. These layered and unique experiences have the potential to magnify the impact of inequity exponentially and should therefore be taken into consideration in daily interactions. We value people's intersectionality, as it brings unique perspectives that add value to the University as a place of research, study, and work.

We acknowledge the following basic rights for all members and prospective members of our community:

- to be treated with respect and dignity;
- to be treated fairly in all University procedures, assessments and decisions;
- to be encouraged to reach one's full potential; and
- a shared respect for a diversity of cultures, perspectives, backgrounds, and experiences.

# A snapshot of UWA's diversity profile



## Staff (2022)

Total: 3,232

~58% Women

~42% Men

0% Not specified

43% Women in leadership positions

1.8% Indigenous employees

34% Culturally and linguistically diverse employees (CALD)

1% Employees living with disability

3.9% Identify as LGBTIQ+

42.6% STEM

57.4% Non-STEM

## Students (2022)

Total: 25,520

~51% Women

~49% Men

0.1% Not specified

0.95% Indigenous students

3.3% Culturally and linguistically diverse students (CALD)

9.5% Students living with disability

50.9% STEM

49.1% Non-STEM

Source: 2022 UWA FT Staff Collection (includes all ongoing and fixed term staff as at 31 March 2022, excluding casuals), 2022 EEO report. EIS enrolments pivot table, Unistats Diversity tables, as at 25 July 2022. Indigenous students as a proportion of total number of students in 2022. CALD students as a proportion of domestic students in 2022

# UWA Diversity and Inclusion Indicators

The University of Western Australia aims to represent the diversity of the communities we serve in our staff and student population.

We will assess the inclusiveness of our workplace by comparing ourselves against community benchmarks, and by benchmarking our performance against external accreditations. We will:

- (1) Submit an application for Silver accreditation to the Science in Australia Gender Equity (SAGE) Athena SWAN program in 2025. The Athena SWAN program aims to improve gender equity, diversity and inclusion in the Australian higher education and research sector.
- (2) Work towards Silver accreditation from the Australian Workplace Equality Index (AWEI) by 2025. The AWEI is a rigorous, evidence-based benchmarking tool that assesses workplaces in the progress and impact of LGBTQ inclusion initiatives.

UWA provides support for any students or staff experiencing physical or mental health conditions or disability. UniAccess is a safe and confidential space for students to get advice, support and adjustments to support them to maximise their academic performance and student experience.

<sup>8</sup> Youth employment is defined as working aged people between 15 and 24 years old.

<sup>9</sup> Target defined in the Indigenous Employment Strategy (in development).

<sup>10</sup> Refer to the Student Access and Participation Framework for more information about student targets and support.

<sup>11</sup> Target based on the proportion of the WA population born overseas ([2016 Census data](#))

<sup>12</sup> Youth employed and people living with a disability targets match the [Workforce Diversification and Inclusion Strategy for WA Public Sector Employment 2020-2025](#).

<sup>13</sup> People identifying as someone of diverse sexuality and/or gender. Advice regarding the community benchmark was received from Pride in Diversity. Challenges associated with collecting and disclosing LGBTIQ+ and disability status are acknowledged.



	CATEGORY	COMMUNITY BENCHMARK
1.	<b>Women in senior leadership positions</b>	50%
2.	<b>Youth<sup>8</sup></b>	5.8%
3.	<b>Indigenous people<sup>9</sup></b>	2.0%
4.	<b>Proportion of domestic commencing students who are Indigenous<sup>10</sup></b>	2.0%
5.	<b>Culturally and linguistically diverse people<sup>11</sup></b>	35%
6.	<b>People living with disability<sup>12</sup></b>	5%
7.	<b>People who identify as LGBTIQ+<sup>13</sup></b>	11%
8.	<b>Proportion of domestic commencing students who are from low SES backgrounds<sup>10</sup></b>	20.5%
9.	<b>Proportion of domestic commencing students who are from regional and remote communities<sup>10</sup></b>	12.3%



# How we developed this Plan



This plan was developed through a document review of UWA DEI documents and in consultation with the UWA community. It was important to create a plan that every member of the University had a chance to contribute to so that we can all take pride in achieving its goals.

The consultation process undertaken to develop this plan involved:

- Interviews with each member of the UWA Executive
- Two focus groups with senior leaders
- Three focus groups with staff and students
- A university-wide survey targeting staff and students
- Feedback sessions with DEI committee members, members of the DEI Working Groups, College of Schools, and Academic Board

# Diversity, Equity, and Inclusion Strategy 2022-2025

UWA will be a remarkable place to work and study, delivering an excellent experience to a diverse and inclusive community of staff and students, attracting and retaining world-class staff and students from diverse backgrounds.

## KEY PRINCIPLES

EQUITABLE AND INCLUSIVE SERVICES

AN INCLUSIVE CULTURE

A DIVERSE WORKFORCE THAT LIVES ITS VALUES

## KEY PRIORITY AREAS

### 1. BUILDING AN INCLUSIVE LEARNING ENVIRONMENT THAT SUPPORTS ACCESS AND SUCCESS FOR ALL STUDENTS

- Increasing the diversity of our student body by broadening opportunities for enrolment
- Providing all students opportunities for engagement and belonging
- Providing academically inclusive and flexible learning environments that support student success
- Providing pathways and support to careers and further study for all students

### 2. RECRUITING AND SUPPORTING A DIVERSE WORKFORCE

- Attracting, growing, and retaining talented staff
- Providing support to a diverse workforce that is representative of the communities we serve
- Creating an inclusive work climate that is accessible, equitable, and free from bias and harassment

### 3. INDIGENOUS ACCESS, SUCCESS, AND ENGAGEMENT

- Increasing and supporting Indigenous staff
- Identifying, encouraging, and providing pathways and tailored support for Indigenous students
- Embedding Indigenous knowledge within the university and promoting a greater level of understanding of Indigenous cultures and knowledge

## ENABLING PRIORITIES

### VISIBILITY AND KNOWLEDGE

- Regular communication improves the transparency, visibility, and knowledge of DEI on campus and to external communities
- Demonstrating UWA's workforce and student diversity

### MONITORING AND REPORTING

- Progress against articulated DEI indices is measured across the institution
- Schools and Directorates report annually on DEI actions and challenges

### CAPACITY BUILDING

- Providing continuous education for staff and students to increase awareness and foster inclusion
- Enhancing collaboration across campus DEI activities

### DEMONSTRATED COMMITMENT

- Recognising staff and students who advance DEI
- Clearly articulated and transparent accountability and ownership of DEI by senior leaders and University Executive
- DEI is a golden thread that runs through all University policies, plans, programs, and procedures

# Action Plan

KEY PRIORITIES/ OBJECTIVES	ACTIONS	TIMEFRAME (DUE DATE FOR COMPLETION)	ACCOUNTABLE <sup>14</sup>	RESPONSIBLE	SUCCESS INDICATORS
<b>1. Building an inclusive learning environment that supports access and success for all students</b>	Key actions are defined in the Student Access and Participation Framework; UWA Inclusive Sport Framework; UWA Mental Health and Wellbeing Framework; UWA Regional Strategy; UWA Student Experience Strategy – Experience UWA 2025	Timeframes and milestones are defined in the aforementioned strategies and frameworks	Deputy Vice-Chancellor Education	Defined in the aforementioned strategies and frameworks	Success indicators and reporting lines are defined in the aforementioned strategies and frameworks.
<b>2. Supporting a diverse workforce that is representative of the communities we serve</b>	2.1 Review current workforce planning, talent management, recruitment processes, and hiring practices, and develop a best practice talent management framework	Jun 2024	Vice Chancellor	Director Human Resources	2.1.1 Diversity, equity, and inclusion are visibly considered in recruitment and hiring processes and practices internally and externally  2.1.2 UWA adopts a transparent and equitable talent management framework.  2.1.3 Best practice guidelines for search processes and selection panels are available, widely communicated, and easy to find
	2.2 Develop campus-wide expectations for ensuring diverse search processes and selection panels	In progress, completion by Dec 2024	Senior Deputy Vice-Chancellor	Director Human Resources	2.2.1 Search and hiring processes follow best practice guidelines defined in 2.1.3  2.2.2 Chairs of selection panels are required to complete unconscious bias training. All members of selection panels are encouraged to complete unconscious bias and cultural competency training.  2.2.3 Selection panels are gender- and culturally diverse (i.e. not single-gender or all same cultural background)
	2.3 Inform new employees of the DEI training and resources, as well as reasonable adjustments and support programs available during staff orientation and on-boarding processes	Dec 2025	Senior Deputy Vice-Chancellor	Director Human Resources Heads of School Directors	2.3.1 DEI training such as disability awareness, SBS Core Inclusion, mental health, and Aboriginal Cultural Awareness Training are embedded in the induction program for all staff  2.3.2 The diverse needs of staff are known and workplace adjustments are appropriately supported  2.3.3 DEI is perceived as a priority as reported by staff in their initial performance review

<sup>14</sup> In some cases, an action may have multiple accountable or responsible owners if actions are applied within multiple portfolios.



KEY PRIORITIES/ OBJECTIVES	ACTIONS	TIMEFRAME (DUE DATE FOR COMPLETION)	ACCOUNTABLE <sup>14</sup>	RESPONSIBLE	SUCCESS INDICATORS
	2.4 Annual staff appraisals, promotion schemes, and internal grants and award schemes consider staff achievement relative to opportunity (ARO)	In progress, completion by Jun 2023	Senior Deputy Vice-Chancellor Deputy Vice-Chancellor Research Deputy Vice-Chancellor Education	Director Human Resources Pro Vice-Chancellor Diversity, Equity, and Inclusion Heads of School	2.4.1 Staff appraisal and internal application forms (e.g. for awards) explicitly invite ARO statements 2.4.2 A guide to writing ARO statements is developed, widely communicated to all staff, and easy to find 2.4.3 Selection panels and promotion committees are provided with internal guidelines on how to evaluate ARO statements
	2.5 Exit surveys that include a robust DEI section are collected and analysed	Dec 2023	Director Human Resources	Associate Director Talent and Organisational Development	2.5.1 There is an updated and high-quality standard exit survey 2.5.2 Updated exit survey is communicated to all staff and easy to find 2.5.3 All schools and directorates make use of the exit survey from the launch date and results are reported to HR and the relevant schools/directorates
	2.6 Make continuous improvements to existing buildings and facilities that fit within the principles of universal design.  Universal Design informs all new campus (physical and digital) infrastructure	Dec 2025 / Ongoing	Vice-Chancellor Senior Deputy Vice-Chancellor Deputy Vice-Chancellor Education	Director Campus Management Chief Information Officer Chief Marketing Officer	2.6.1 New physical infrastructure is designed to be accessible, and considers the needs of people with a disability, parents, and transgender or a-sexual staff and students 2.6.2 The needs of a diverse staff and student population are a primary consideration in refurbishments of existing infrastructure 2.6.3 UWA digital assets are accessible to everyone, regardless of ability
	2.7 Improve incident and complaints reporting capacity and processes	In progress, completion by Jun 2023	Senior Deputy Vice-Chancellor Director Human Resources	Director Human Resources Manager Integrity and Standards Unit	2.7.1 The complaints/grievance process at UWA is transparent and easily accessible 2.7.2 Complaints are updated to include diversity categories for tracking and legislative reporting purposes 2.7.3 UWA has a team of well-trained DEI Contact Officers. Their presence is communicated widely, and they are easy to find 2.7.4 Incident and complaints data is used to make proactive decisions for DEI
<b>3. Indigenous Access, Success and Engagement</b>	3.1 Key actions are defined in the Indigenous Strategy (in development); Student Access and Participation Framework; UWA Mental Health and Wellbeing Framework	Timeframes and milestones are defined in the aforementioned strategies and frameworks.	Senior Deputy Vice-Chancellor Deputy Vice-Chancellor Education	Pro Vice-Chancellor Indigenous Education Director Human Resources	Success indicators and reporting lines are defined in the aforementioned strategies and frameworks

KEY PRIORITIES/ OBJECTIVES	ACTIONS	TIMEFRAME (DUE DATE FOR COMPLETION)	ACCOUNTABLE <sup>14</sup>	RESPONSIBLE	SUCCESS INDICATORS
	3.2 Educate UWA staff and students on Indigenous Culture and Knowledge	Dec 2024	Senior Deputy Vice-Chancellor  Deputy Vice-Chancellor Education	Pro Vice-Chancellor Indigenous Education	3.2.1 Aboriginal Cultural Competency Training is available to all staff and students  3.2.2 Number of senior leaders who have completed Aboriginal Cultural Competency Training
<b>4. Visibility and Knowledge</b>	4.1 Develop an annual DEI engagement plan promoting equitable practices, fostering an inclusive culture, and encouraging a sense of belonging and connectedness	Dec 2022	Senior Deputy Vice-Chancellor	Pro Vice-Chancellor Diversity, Equity, and Inclusion  Chief Marketing Officer	4.1.1 Engagement plan is implemented with staff, students, and communities  4.1.2 Increased awareness of DEI as reported by staff in annual engagement/culture surveys
	4.2 Implement a 'People of UWA' campaign that demonstrates our staff and student diversity	In progress, ongoing	Senior Deputy Vice-Chancellor	Pro Vice-Chancellor Diversity, Equity, and Inclusion	4.2.1 Increased awareness of DEI as reported by staff in annual engagement/culture surveys  4.2.2 UWA media presents a diverse representation of the UWA community
	4.3 Review and update the DEI websites	Jun 2023	Senior Deputy Vice-Chancellor	Pro Vice-Chancellor Diversity, Equity, and Inclusion  Chief Marketing Officer	4.3.1 The UWA DEI website is migrated to Sitecore and updated to the same standard as the main UWA website  4.3.2 The UWA DEI website provides all relevant information pertaining to DEI for staff and students  4.3.2 The UWA DEI website is widely communicated to all staff and students and easy to find
	4.4 DEI is a recurring agenda item at Academic Board, College of Schools, and Senior leaders' meetings	Dec 2023	Vice-Chancellor	Senior Deputy Vice-Chancellor  Deputy Vice-Chancellor Education  Deputy Vice-Chancellor Research  Pro Vice-Chancellor Diversity, Equity, and Inclusion  Chair Academic Board	4.4.1 DEI Committee reports are reviewed annually by Academic Board and Senate  4.4.2 Athena SWAN progress reports are reviewed annually by Academic Board  4.4.3 UWA Executive is briefed annually on annual legislative compliance reporting related to DEI  4.4.4 Senior leaders raise and share DEI knowledge, challenges, and opportunities at university meetings  4.4.5 DEI is a golden thread that runs through all decisions at UWA
<b>5. Monitoring and Reporting</b>	5.1 DEI data availability, needs, and collection processes are reviewed and updated	Jun 2024	Vice-Chancellor  Chief Financial Officer	Director Human Resources  Director Strategy, Planning, and Performance  Pro Vice-Chancellor Diversity, Equity, and Inclusion	5.1.1 Human Resources Systems are updated to improve DEI data collection  5.1.2 The Diversity index is implemented institution-wide, and progress is updated and monitored annually through a PowerBI dashboard  5.1.3 Campus climate surveys include a robust DEI section

KEY PRIORITIES/ OBJECTIVES	ACTIONS	TIMEFRAME (DUE DATE FOR COMPLETION)	ACCOUNTABLE <sup>14</sup>	RESPONSIBLE	SUCCESS INDICATORS
	5.2 Schools and Directorates develop an annual DEI report on progress made against KPIs	Dec 2025	Senior Deputy Vice-Chancellor Deputy Vice-Chancellor Education Deputy Vice-Chancellor Research Chief Financial Officer	Pro Vice-Chancellor Diversity, Equity, and Inclusion Heads of School Directors	5.2.1 Guidelines for the DEI report are developed and distributed to responsible parties 5.2.2 Diversity data is tracked and monitored in all Schools and Directorates 5.2.3 Business Units take ownership of local DEI strategies and results of DEI reporting inform decision making
	5.3 Contemporary data collection, analysis, and sharing of best practices is a priority	Dec 2024	Chief Financial Officer Director Human Resources	Pro Vice-Chancellor Diversity, Equity, and Inclusion Director Strategy, Planning, and Performance Associate Director Talent and Organisational Development	5.3.1 UWA's DEI practices and achievements are regularly evaluated against industry benchmarks, such as the Australian Workplace Equality Index, Workplace Gender Equality Agency, and SAGE Athena SWAN processes, to monitor our progress and help us improve our working practices
<b>6. Capacity building</b>	6.1 Develop a DEI education and training framework	Dec 2023	Director Human Resources	Pro Vice-Chancellor Diversity, Equity, and Inclusion Associate Director Talent and Organisational Development	6.1.1 A DEI education and training framework is developed and communicated to staff and students 6.1.2 UWA licence to access SBS Core Inclusion training is extended and promoted to staff and HDR students 6.1.3 Number of senior university leaders who have completed DEI training 6.1.4 Continuous education of staff is tracked through the annual appraisals process 6.1.5 DEI is integrated in Leadership Professional Development Programs 6.1.6 Staff and students are aware of UWA's suite of diversity awareness programs
	6.2 Develop Core Inclusion and Cultural Competency training for students	Dec 2023	Deputy Vice-Chancellor Education	Director Student Life	6.2.1 Diversity and cultural competency training is available to all students 6.2.2 Diversity and cultural awareness are embedded in training for student leaders
	6.3 Develop and distribute an inclusive language guide	Dec 2022	Pro Vice-Chancellor Diversity, Equity, and Inclusion	Pro Vice-Chancellor Diversity, Equity, and Inclusion	6.3.1 An inclusive language guide is developed, promoted, and easily accessible to all staff, students, and community members 6.3.2 Increased awareness of DEI as reported by staff in annual engagement/culture surveys



KEY PRIORITIES/ OBJECTIVES	ACTIONS	TIMEFRAME (DUE DATE FOR COMPLETION)	ACCOUNTABLE <sup>14</sup>	RESPONSIBLE	SUCCESS INDICATORS
<b>7. Demonstrated Commitment</b>	7.1 Set minimum expectations around DEI contributions or outcomes for senior leaders	Jun 2024	Vice-Chancellor Senior Deputy Vice-Chancellor Deputy Vice-Chancellor Education Deputy Vice-Chancellor Research Chief Financial Officer	All members of the University Executive Director Human Resources	7.1.1 Senior leaders meet KPIs for localised and tailored efforts to advance DEI within their business units 7.1.2 Each of the DEI working groups has an actively engaged Executive sponsor 7.1.3 DEI contributions are embedded in appointments and promotions of senior leaders
	7.2 University policies, plans, and programs are regularly reviewed through a DEI lens	Ongoing	Vice-Chancellor Senior Deputy Vice-Chancellor Deputy Vice-Chancellor Education Deputy Vice-Chancellor Research	Director Human Resources Chief Marketing Officer Chief Financial Officer Director Student Life Pro Vice-Chancellor Diversity, Equity, and Inclusion	7.2.1 DEI is a golden thread that runs through all University policies, plans, and programs
	7.3 Review flexibility in allocation of workload to explicitly recognise DEI contributions, with transparent allocations for assigned roles and service	Dec 2025	Senior Deputy Vice-Chancellor Director Human Resources	Heads of Schools and Directors	7.3.1 Supervisors are trained and encouraged to discuss (service) workload and related performance expectations with (academic and professional) staff during annual appraisals 7.3.2 Explicit recognition in workload model for mentoring, community service, university committee work, outreach
	7.4 Establish an Excellence in DEI award(s) as part of the annual teaching or research awards for staff who advance DEI at UWA through demonstrable equitable and inclusive practices	Jun 2023	Deputy Vice-Chancellor Research Deputy Vice Chancellor Education Pro Vice-Chancellor Diversity, Equity, and Inclusion	Pro Vice-Chancellor Diversity, Equity, and Inclusion	7.4.1 DEI excellence is recognised as a valuable staff achievement through annual award(s)

# Our Accreditations and Memberships



The University of Western Australia participates voluntarily in inclusion and diversity accreditations that keep us accountable and drive action.



Sage Athena Swan Bronze Award in recognition of our advancement in gender equity



The Australian Workplace Equality Index (AWEI) Bronze Award for our progression of LGBTIQ+ inclusion



The University of Western Australia is a member of Pride in Diversity and Pride in Sports



