

STRATEGIC EQUITY AND INCLUSION PLANS IN HIGHER EDUCATION

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In the following report, Hanover Research examines equity and inclusion plans in the context of Australian higher education. In particular, the report investigates components of equity and inclusion plans in place at Australian tertiary institutions, as well as international institutions ranked highly in the “Reducing Inequalities” category of the *Times Higher Education* University Impact Rankings.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

This report on equity and inclusion plans focuses primarily on peer Australian institutions. The report also profiles 10 higher education institutions that have fared well in the *Times Higher Education* University Impact Rankings, including three Australian institutions and seven international institutions in the Canada, Hong Kong, New Zealand, Spain, and the United Kingdom.

KEY FINDINGS

- **Among the 10 reviewed Australian institutions, only half have documented updates to their respective equity and inclusion strategies.** However, all 10 have documented strategies, action plans, and supporting policies that focus on equity and inclusion.
- **The reviewed international institutions tend not to document standalone strategies that focus on equity, diversity, and inclusion.** Instead, these institutions include these principles and values within their respective strategic plans. However, like the Australian institutions, these universities provide information and resources for staff and students on equity, diversity, and inclusion on institutional websites, advertise and market diversity initiatives (e.g., the HeforShe campaign), and employ faculty and staff that focus on diversity.

REVIEW OF EQUITY PLANS & POLICIES

EQUITY AND INCLUSION PLAN AND POLICY TRENDS

Hanover reviewed the equity and inclusion plans and policies at seven Australian institutions to assess the scope, structure, and implementation of equity initiatives in higher education. The scan surveyed strategic planning documents and policies in place at:

- Curtin University
- Griffith University
- Royal Melbourne Institute of Technology (RMIT) University
- University of Melbourne
- University of Tasmania (UTAS)
- University of Technology – Sydney (UTS)
- University of Western Sydney (UWS)
- James Cook University
- University of South Australia
- University of Wollongong
- University of Manchester
- King’s College London
- Glasgow Caledonian University
- University of Auckland
- University of Hong Kong
- University of Waterloo
- University of Girona

A list of the most current equity plans at each of the institutions listed above is available in the appendix to this report. Each plan or policy contains a hyperlink to the appropriate documents and resource guides when available.

STRUCTURE

Typically, an equity plan includes a brief introduction that orients the plan within the larger mission and goals of the institution as a whole. This might be in the form of a “statement of purpose” or a mission and vision statement that ties to overarching goals

of the initiative.¹ Then, the document identifies a set of broad “goals” or “aims” that the plan seeks to address. Each goal is supported by one or more “strategies” serving to propel the goal forward with guidelines for implementation. Some institutions drill down one additional level to identify specific metrics or “targets” that will track progress, also known as key performance indicators (KPIs).

The specificity of an institution’s goals in these plans varies. For example, one broad objective of the James Cook University Directorate is to “ensure that social justice and principles of equity are embedded and actualised across the JCU community” as well as providing “an engaging and inclusive experience for JCU students.”² In contrast, the University of South Australia identifies specific objectives, such as installing major Aboriginal and Torres Strait Islander artwork on campus and aiming to achieve a two percent employment target for Aboriginal and Torres Strait Islander employees at the university.³

Many equity plans use a master table to organize strategies and targets within each goal. This can help to clarify the relationship between strategies and communicate actionable steps toward reaching the defined goal. Figure 2.1 presents an example of a table from the most recent Curtin University Reconciliation Action Plan, which identifies a goal, an initiative, an action, who is responsible, a timeline, and targets:

¹ See for example: [1] “RMIT Aboriginal and Torres Strait Islander Employment Strategy: 2012-2015.” RMIT University, 2012. pp. 2, 4. <http://mams.rmit.edu.au/z4legdpdkb2mz.pdf> [2] “Staff Equity and Diversity Framework: 2013-2016,” Op. cit., p. 2.

² “Staff Equity and Diversity Framework: 2013-2016.” University of Melbourne. p. 9. http://hr.unimelb.edu.au/__data/assets/pdf_file/0005/750659/Staff_Equity_and_Diversity_Framework_2013-2016.pdf

³ “Reconciliation Action Plan.” University of South Australia. Op. cit.

Figure 2.1: Sample Equity Planning Table: Awareness Campaign, Curtin University

Goal 1. Awareness: Curtin community (staff, students, external community) is aware of Curtin’s expectations in relation to valuing diversity and promoting equity and inclusion and how Curtin meets its commitment to Reconciliation diversity and equity principles.				
INITIATIVE	ACTION	RESPONSIBILITY	TIMELINE	TARGET
1.1 Awareness Campaign – Reconciliation, Diversity and Equity @ Curtin	Deliver an inclusive campaign to raise awareness and engage all staff and students in Reconciliation and Indigenous Australian knowledges and perspectives	VPCR	Sep 2018	<ul style="list-style-type: none"> RAP launched and outcomes celebrated
			Dec 2018	<ul style="list-style-type: none"> Reconciliation Campaign plan developed to showcase Aboriginal and Torres Islander peoples and their achievements through website and alumni communications
	Deliver Aboriginal and Torres Strait content and architecture for Curtin website		Sep 2018, reviewed January annually	<ul style="list-style-type: none"> 2018-2020 program of University-supported events with community collaborative partners to recognise significant Aboriginal cultural dates and raise internal and external awareness of RAP, Reconciliation, Indigenous Australian knowledges and perspectives
			May, annually	<ul style="list-style-type: none"> Promotion of at least 3 Curtin-organised NRW events through website and alumni communications
			Dec 2020	<ul style="list-style-type: none"> Campaign to enhance recognition of First Nation Peoples around the globe
			DVCA	Dec 2018
1.2 Monitoring and Reporting Diversity and Equity	Deliver Diversity and Equity Dashboard for monitoring Indigenous Australian outcomes	CSO	Sep 2018	<ul style="list-style-type: none"> Data sources for measuring and evaluating Aboriginal project outcomes identified
			Dec 2019	<ul style="list-style-type: none"> Dashboard operational
			Jun 2019	<ul style="list-style-type: none"> Dashboard configured to meet Faculty/School needs
			Qtrly/Annually as per reporting schedule	<ul style="list-style-type: none"> Internal and external reporting requirements met
			Mar 2020	<ul style="list-style-type: none"> Benchmarking protocols established and in use

IMPLEMENTATION

Two important pieces of information to include in an equity plan, beyond identifying major goals and action steps, are responsible parties and timelines for execution. As illustrated in the sample table above from Curtin University, institutions can delegate plan priorities to specific individuals or units and identify clear timelines to keep implementation on track. Providing this information in a planning document sets clear expectations for each task to be accomplished.

Moreover, institutions should review equity plans on a regular cycle to assess progress toward stated goals and to identify new priorities within the institution. Most examined institutions have a plan to review these documents every three to five years. An institution or responsible unit may also develop a brief annual report that reviews progress toward some of the goals and key performance indicators (KPIs), as well as and any adjustments that may be needed going forward.

INSTITUTIONAL PROFILES

The remainder of this report includes an analysis of student equity strategies and planning documents currently in place at the additional institutions specified by Australian University. A list of plans and policies at each institution can be found in the appendix to this report.

JAMES COOK UNIVERSITY: ACCESS, PARTICIPATION, AND SUCCESS PLAN 2018-2020

James Cook University recently received national awards for equity initiatives including the Community-based Aboriginal and Torres Strait Islander Teacher Education Programs and the Bachelor of Medicine/Bachelor of Surgery. Given its regional diversity, it is especially committed “to being socially responsive and, in particular, meeting the needs of people of rural, remote and tropical contexts,” through strategies which “challenge socially constructed educational disadvantage.”⁴ To this end, JCU is committed to “a ‘whole-of-institution’ approach to widening participation, learning, teaching and the student experience, including appropriate facilities and access to technologies.”⁵ Funded in part by the Higher Education Participation and Partnerships (HEPP) Program, JCU’s core equity initiatives include the following:⁶

- School outreach, including on and off-campus school programs that help students with career development and encourage participation in tertiary study;
- Access scholarships to assist underprivileged students in need;

⁴ “Equity Initiatives.” James Cook University. <https://www.jcu.edu.au/learning-and-teaching/transitions-and-retention/equity-initiatives>.

⁵ “Access, Participation and Success Plan 2018-2020.” James Cook University. https://www.jcu.edu.au/__data/assets/pdf_file/0012/121503/JCU-Access-Participation-and-Success-Plan-2018-2020.pdf, p. 1.

⁶ “Equity Initiatives,” Op. cit.

- Pathways/Diplomas of Higher Education, which are one or two-year courses “designed to help students develop the necessary skills to be successful university students”;
- Australian Aboriginal and Torres Strait Islander engagement, including the JCU Indigenous Education and Research Centre, which allows JCU “to have one of the highest Indigenous participation rates of any university in Australia”;
- Study equity and wellbeing, including providing Indigenous Student Support Advisors;

- Students with disabilities AccessAbility Services;
- JCU’s Careers and Employability office, which provides underprivileged students with career services and resources;
- Peer Assisted Study Sessions (PASS), which provides students a guaranteed hour of study while on campus with peers in the same subject, course;
- The Learning Centre, which provides students with services and resources, “including a drop-in subject and course advisory service, access to learning advisors, free access to pre-semester workshops and study skills workshops during the semester, and online reading, writing and maths resources”;
- Inclusive curriculum design, including “blended learning,” which “enables staff to anticipate, respond and adapt to student need”; and
- Evaluation and data support: “The Directorate of Learning, Teaching and Student Engagement works closely with academic staff to extract and analyse staff, student and organisational data from Blackboard LearnJCU and other systems. Real-time data informs learning, teaching and student engagement strategy and can be used proactively to identify students in need of support.”

Figure 2.9: James Cook University Equity Plans and Policies⁷

OBJECTIVE	KEY PERFORMANCE INDICATOR
Improve awareness	Sustain level of applications and enrolments from equity groups and targeted schools
Inform aspirations	Increased applications and enrolments from equity groups and targeted schools
Promote career planning	Sustained equity groups engagement with career advice and development activities to inform applications
Achieve regional/course targets	Increased applications and enrolments from equity groups and targeted schools
Coordinate programs	Increased offer and enrolments in preparatory and pathway programs by target equity groups
Focus on transition	Improved university retention for all equity groups
Secure a position/pathway	Improved graduate outcomes for equity groups

DIRECTORATE OF LEARNING, TEACHING, AND STUDENT ENGAGEMENT

James Cook University’s Directorate of Learning, Teaching and Student has an equity mandate “to ensure that social justice and principles of equity are embedded and

⁷ “Access, Participation and Success Plan 2018-2020,” Op. cit., p. 3.

actualised across the JCU community” as well as providing “an engaging and inclusive experience for JCU students.” According to the Directorate’s website, it aspires “to create and support a university community that embeds and delivers opportunity for all and eliminates injustices at the individual, community and institutional level.” It attempts to achieve this goal “by creating a culture that values and welcomes diversity as an opportunity for growth and enhanced humanity.” The Directorate includes student support services, including:⁸

- Counselling
- AccessAbility Services
- Multifaith Chaplaincy

INDIGENOUS STUDENT SUPPORT ADVISORS

Indigenous student support advisors at James Cook University provide support for indigenous students throughout their education at JCU, through mentorship, encouragement, as well as providing a safe environment. Examples of resources provided to indigenous students include:⁹

- Accommodation options;
- Managing finances;
- Applying for scholarships;
- Working through stress and anxiety;
- Maintaining personal health and well-being;
- Accessing services on campus; and
- Staying focused on the student’s passion and direction.

UNIVERSITY OF SOUTH AUSTRALIA: ACTION PLANS

The University of South Australia has two student equity plans: (1) a disability action plan, which outlines the university’s approach to including students and staff with a disability; and (2) a reconciliation action plan, which is “a framework for cultural change that will result in better opportunities and outcomes for Aboriginal and Torres Strait Islander students and staff through respectful partnerships.”¹⁰

DISABILITY ACTION PLAN

The University of South Australia displays its commitment to students and staff with disabilities through its Disability Action Plan 2014-2018. The plan “encourages prospective and current staff and students of the University community to engage with,

⁸ “Student Equity and Wellbeing.” James Cook University. <https://www.jcu.edu.au/learning-and-teaching/students/student-equity-and-wellbeing>

⁹ “Indigenous Student Support Advisors.” James Cook University. <https://www.jcu.edu.au/ierc/our-staff/indigenous-student-support>

¹⁰ “Student Equity Initiatives, Plans and Policies.” University of South Australia. <https://i.unisa.edu.au/students/student-support-services/equity-and-diversity/student-equity-initiatives-and-projects/>

understand and respect differences and similarities among people.” The plan focuses on increased communication and mutual awareness of disabilities and aims at the following goals:¹¹

- The inclusion of students and staff with disability in all aspects of university life;
- Identification and removal of barriers to tertiary education and employment for students and staff;
- Diversification of the University’s workforce and student population; and
- Prevention of intentional, non-intentional or systemic discrimination.

Resources for students with disabilities include:¹²

- Development of individual access plans;
- Auslan interpreter services;
- Alternative format print material and loan equipment;
- Assistance with academic adjustments such as alternative exam arrangements; and
- Advice for teaching staff.

The University of South Australia provides staff and managers with disabilities with the following services:¹³

- Development of individual work plans;
- Physical workplace adjustments;
- Assistive technology solutions;
- Auslan interpreter services;
- Advice and guidelines for managers of staff with a disability;
- Occupational health, safety, welfare and injury support through a dedicated OHSWIM team.

RECONCILIATION ACTION PLAN

The University of South Australia was the first university in Australia to formally commit to reconciliation through its reconciliation action plan (RAP) of 2012. The university views the RAP as “a framework for cultural change, change that supports other projects that will deliver better opportunities and outcomes for Aboriginal and Torres Strait Islander staff and students.” Moreover, the RAP is part of the University of South Australia’s overall goal of being “the University of Choice for Aboriginal and Torres Strait Islander people in South Australia and beyond.”¹⁴ The RAP includes the following objectives and key performance indicators:

¹¹ “Our Commitment.” The University of South Australia. <https://www.unisa.edu.au/Disability/Welcome/>

¹² “Disability Action Plan 2014-2018.” The University of South Australia. https://www.unisa.edu.au/contentassets/ffeb45b174d44d398246e25d46cb81ed/disability-action-plan_dfllyer.pdf.

¹³ Ibid.

¹⁴ “Reconciliation Action Plan.” University of South Australia. http://w3.unisa.edu.au/hrm/pdf/UNISA_RAP_final.pdf?_ga=2.191150188.735921169.1513550376-633102385.1480481484, p. 8.

Figure 3.0: University of South Australia Reconciliation Action Plan¹⁵

OBJECTIVE	KEY PERFORMANCE INDICATOR
Symbolism and Recognition	Guidelines on the use of welcome to and acknowledgment of country revised and promoted; formal welcome to country included in revised whole-of-institution orientation model
Symbolism and Recognition	Design consultant briefed for a project to install a physical acknowledgment of country on each campus to complement the already existing reconciliation stones
Symbolism and Recognition	Major Aboriginal and Torres Strait Islander artwork installed on campus; commissioned “Kurna shield” for use during graduation; publications on Aboriginal and Torres Strait Islander people distributed at key locations
External relationships	Final quarterly report to Vice Chancellor and Senior Management Group demonstrates pattern of meetings with key Aboriginal and Torres Strait Islander individual and communities to provide input to both reconciliation and wider university activities
External Relationships	Engagement with Aboriginal and Torres Strait Islander alumni
Celebrations	Hold National Reconciliation Week other celebrations to raise awareness and the importance of relationships and respect
Secure a position/pathway	Improved graduate outcomes for equity groups
Symbolism and Recognition	Proposal developed for naming appropriate spaces after Aboriginal elders
Symbolism and recognition	Increase prominence of Aboriginal and Torres Strait Islander culture on corporate web
Symbolism and Recognition	Produce artwork by staff and students under guidance of an Aboriginal artist
External Relationships	Engage with Aboriginal and Torres Strait Islander communities and organizations to help develop future RAPs
External Communication	Increase internal awareness of the RAP
Cultural Awareness/Capability	Expand reach of cultural awareness/capability program to staff
Cultural Awareness/Capability	Lay the foundation for future action to identify and combat explicit or systemic racism
Aboriginal and Torres Strait Islander employment	Evaluate and continue Indigenous Graduate Trainee program
Aboriginal and Torres Strait Islander employment	2% employment target
Aboriginal and Torres Strait Islander employment	Capture data on Aboriginal and Torres Strait Islander employees and students enrolments to inform future developments

¹⁵ Ibid., p. 10.

UNIVERSITY OF WOLLONGONG'S EQUITY, DIVERSITY, AND INCLUSION STRATEGY

The intention of the University of Wollongong's Equity, Diversity, and Inclusion Strategy is to uphold the university's values, including intellectual openness, cultural diversity, mutual respect, the promotion of equity and social justice, and working towards reconciliation and the success of Aboriginal and Torres Strait Islander communities. The strategy involves six elements: (1) recruitment; (2) promotion; (3) workforce planning (including talent identification and succession planning); (4) retention; (5) training and development; and (6) performance management. These six elements include the following objectives and key performance indicators:

Figure 3.1: University of Wollongong's Recruitment Strategy¹⁶

OBJECTIVE	KEY PERFORMANCE INDICATOR
Optimise "sourcing pipelines" to attract applications from members of equity groups, for instance: <ul style="list-style-type: none"> Information and advertising targeting equity groups Targeting of alumni from equity groups 	Increased numbers of applications from, and increased recruitment of people from equity groups
Conduct competitive recruitment workshops for people from equity groups	As above
Publish a calendar of events and workshops	As above
Maintain Equity Talent Pools	Develop and maintain equity talent pools and generate an increased number of applications from members of equity groups
Consider equity groups when shortlisting	Consider gender and other equity groups when establish[ing] Internal and External recruitment shortlists
Make fair decisions	Review and respond to possible bias in decision making and support fair decision making through committee composition and training.

Figure 3.2: University of Wollongong's Promotion Strategy¹⁷

OBJECTIVE	KEY PERFORMANCE INDICATOR
Use Performance Planning and Career Development Plans and the Strategic Retention Planning process to advance high performing staff, having regard to the principals of equal opportunity and diversity profiles.	Increased numbers of people from equity groups advance their careers at UOW
Provide specialised training to equity groups known to have less	Improved attendance at sessions such as 'Tuning your Promotion Prospects'

¹⁶"Equity, Diversity and Inclusion Strategy." University of Wollongong. <https://documents.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow158386.pdf>, p. 6.

¹⁷ Ibid., p. 7.

OBJECTIVE	KEY PERFORMANCE INDICATOR
favourable outcomes compared to university and industry norms.	
Track and report on the number of promotion applications for equity groups, for both part time and full time staff.	Proportionate application and success rates for equity groups and part time staff; UOW trends are comparable to industry benchmarks for academic promotion.

Figure 3.3: University of Wollongong’s Workforce Planning Strategy¹⁸

OBJECTIVE	KEY PERFORMANCE INDICATOR
Annual review of faculty, division or unit demographic structure, and comparison against UOW targets.	Annual business unit report to include comparison between UOW targets and actual workforce demographic. UOW workforce reporting developed which provides equity breakdown for workforce.
Commitment to achieving UOW equity targets by explicitly stating equity objectives in the faculty and division business plans.	Equity objectives and outcomes specified and reported on in annual faculty and division business plans.
Utilise the Strategic Retention Planning process to identify high performing staff and staff with potential, and deliver appropriate strategies to realise full potential.	Equitable distribution of targeted staff across equity groups within the Strategic Retention Planning process.
Using the Strategic Retention Planning process review/analyse trends in retention, succession planning, talent management, promotion, secondment and reward opportunities to ensure equal representation of members of equity groups. Where workforce diversity gaps are present identify and implement appropriate actions to ensure diversity and equal opportunity in the business unit.	Key positions identified and “backfill” or succession strategy prepared. Statistics show that staff in equity groups are rewarded and are provided with appropriate opportunities to develop and progress consistent with nonidentified positions. This review supports UOW’s efforts to eliminate gender and other biases in decision making.

Figure 3.4: University of Wollongong’s Retention Strategy¹⁹

OBJECTIVE	KEY PERFORMANCE INDICATOR
Track and report terminations including resignations annually to identify trends in continuing and fixed term resignations and terminations. This review will include departure of staff during Parental or other leave associated with career responsibility and	Staff departures show that employee departures are not based on bias in decision making or inadequate policy and strategies to support a diverse workforce. UOW trends are comparable to industry benchmarks for staff turnover.

¹⁸ Ibid., p. 8.

¹⁹ Ibid., p. 9.

OBJECTIVE	KEY PERFORMANCE INDICATOR
explore departures by equity group (including gender) & overall.	
Review Exit Surveys to investigate reasons for employee resignations for men, women, managers, nonmanagers, full time and part time staff.	Trends for departures are comparable for men and women, full time and part time, managers and nonmanagers. Where variations exist, these are referred to the relevant manager for investigation and further action which may include reporting actions taken to the Workforce Diversity Reference Group.
Use the Strategic Retention Planning process to develop options to assist with the retention of targeted staff and address imbalances in the workplace profile.	Strategic Retention Planning turnover rates lower than UOW's average.
Utilise retention strategies such as including but not limited to promotion, reclassification, competency based progression, accelerated progression, training and development including opportunities to act in higher roles, study leave, profile building flexible arrangements etc. to retain and develop staff, equitably among all equity groups	Turnover rates of equity groups are comparable to UOW's average.
UOW provides a range of work/life balance benefits to staff including leave entitlements and flexible working arrangements to facilitate retention, wellbeing and productivity of staff. These benefits will in particular support staff with family or carer responsibilities.	Staff retention; Utilisation of flexible work arrangements; Utilisation of parental leave options

Figure 3.5: University of Wollongong's Training and Development Strategy²⁰

OBJECTIVE	KEY PERFORMANCE INDICATOR
Utilise performance planning tools to identify appropriate learning development opportunities for staff.	Take up rates are similar for staff identifying in equity groups and part time staff as for other employees.
Undertake an annual analysis of training trends including attendance at internal training, networking events, coaching and mentoring	Staff identifying in equity groups take up training opportunities at comparable rates to the norm, considering participation rates.
Utilise the Strategic Retention Planning process to identify high performing staff and staff with potential, and deliver appropriate strategies to realise full potential.	Equitable distribution of targeted staff across equity groups within the Strategic Retention Planning process.

²⁰ Ibid., p. 10.

OBJECTIVE	KEY PERFORMANCE INDICATOR
EO Online	Staff are aware of rights and responsibilities in the workplace
Staff Induction	All new staff are invited to attend Induction or undertake Sessional Staff Induction. Online alternatives are operational for remote and casual staff.

Figure 3.6: University of Wollongong’s Performance Management Strategy²¹

OBJECTIVE	KEY PERFORMANCE INDICATOR
Staff are required to participate in annual performance planning.	High performance planning completion rates with equity group participation on par with other employees
Performance planners support key University processes, including Promotion, Study Leave etc.	Staff identifying in equity groups take up training opportunities at comparable rates to the norm, considering participation rates.
Utilise the Strategic Retention Planning process to identify high performing staff and staff with potential, and deliver appropriate strategies to realise full potential.	Performance Planners are completed and available for review. Performance Planners include equal opportunity for training and development for all equity groups.

UNIVERSITY OF MANCHESTER: MANCHESTER 2020 (STRATEGIC PLAN)

Among the guiding principles of the University of Manchester’s strategic plan is the desire to be “an accessible organization, committed to advancing equality and diversity.” All members of the University of Manchester are expected to be dedicated to ensuring that equality and diversity legislation is adhered to and that “recognising, embracing and valuing difference leads to improvements for all,” such as:

- A more vibrant staff and student population;
- a better working and studying environment;
- attracting and retaining the very best staff and students;
- achieving the goals set out in our Strategic Vision 2020; and
- improving the status of our University.²²

Goal Three (Social Responsibility) forms the key equity and inclusion element of the university’s overarching strategic plan. According to the goal, “The University will make a difference to the social and environmental well-being of our communities and wider society through our teaching, research, engagement and operations.”²³ The elements of this goal include the following:

- Priority research to highlight work to address inequalities, in particular inequalities in Greater Manchester;

²¹ Ibid., p. 11.

²² “Equality, diversity and inclusion.” University of Manchester. <https://www.manchester.ac.uk/connect/jobs/equality-diversity-inclusion/>

²³ “Stocktake Report 2016/17.” University of Manchester. <http://documents.manchester.ac.uk/display.aspx?DocID=37034>, p. 10.

- The Ethical Grand Challenges signature programme, which provides students the opportunity to engage in themes like sustainability, social justice, and workplace ethics during their academic studies;
- The Manchester Academic Programme (MAP), which “targeted and supports talented local students from backgrounds currently under-represented in higher education”; and
- The university’s The Works program, which “supported 285 people back into work (87 into the University), with a cumulative total of 3,226 local people gaining successful employment outcomes since 2010 (1,654 into the University).”

EQUALITY AND DIVERSITY AIMS AND IMPLEMENTATION

The University of Manchester’s official Equality and Diversity policy articulates the university’s aim “to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution and individuality.” The policy, which applies to all students, staff, and applicants, attempts to promote equality of opportunity through the following aims:

Figure 3.7: University of Manchester Equality and Diversity Aims²⁴

AIMS
Assessing the impact on equality in our policies, procedures and practices;
Having an effective data monitoring and analysis process;
Involving staff, students and other stakeholders in the development and delivery of our equality objectives;
Promoting equality, diversity and inclusion through internal and external communications;
Involving staff, students and other stakeholders in the development and delivery of our equality objectives;
Ensuring that managers and staff take part in equality training and in particular those who have responsibility for recruitment and selection;
Ensuring staff and university student support services are, as far as reasonably possible, accessible to all;
Ensuring that both existing staff and students, as well as those who seek to apply to work and study with us, are treated fairly and are judged solely on merit and by reference to their skills and abilities;
Ensuring that staff, students and their representatives are provided with appropriate forums to discuss equality, diversity and inclusion issues and raise any concerns;
Ensuring that all contractors and service providers operating on behalf of the University are aware of this policy and are expected to adhere to it; and
Complying with its legal obligations.

The University of Manchester attempts to implement the aims articulated above through the following mechanisms:

²⁴ “Equality and Diversity Policy.” University of Manchester.
<http://documents.manchester.ac.uk/display.aspx?DocID=8361>

Figure 3.8: University of Manchester Equality and Diversity Implementation²⁵

IMPLEMENTATION
The University community shares responsibility for the successful application of this policy, whilst specific responsibility falls to managers and advisors who are professionally involved in staff and student support, development and supervision.
The University will seek to ensure that all staff and students have equal access to the full range of institutional facilities and that adjustments to working and learning practices are considered wherever reasonably practicable in order to accommodate a diverse community.
Any staff member or student who believes that they may have been the victim of discrimination, harassment, bullying or victimisation shall have protection under the University’s Dignity at Work and Study Policy and Procedure.
The University will work in partnership with its recognised campus Trade Unions and the Students’ Union, as well as external organisations, where appropriate, to combat all forms of unlawful discrimination.
This policy will be made widely available to all staff and students in order that they are aware of their entitlements and responsibilities with regard to equality, diversity and inclusion.

The University of Manchester employs additional methods to increase awareness of diversity issues on campus, especially through specialist staff networks, forums, and events.²⁶

KING’S COLLEGE LONDON: EQUALITY AND DIVERSITY STATEMENT

King’s College London’s Equality and Diversity statement was approved by King’s College’s Principal’s Central Team in 2010 and was updated in 2012. It replaces the university’s former Equal Opportunities Statement. Affirming that “equality of opportunity and the recognition and promotion of diversity are integral to its academic and economic strengths,” the statement claims that the university is dedicated to the following principles with regard to equality and diversity:²⁷

- To provide and advance equality of opportunity in all areas of its work and activity;
- To recognise and develop the diversity of skills and talent within its current and potential community;
- To ensure that all College members and prospective members are treated solely on the basis of their merits, abilities and potential without receiving any unjustified discrimination or unfavourable treatment because of a protected characteristic;
- To provide and promote a positive working, learning, and social environment which is free from prejudice, discrimination and any forms of harassment, bullying or victimization; and

²⁵ “Equality and Diversity Policy.” University of Manchester. <http://documents.manchester.ac.uk/display.aspx?DocID=8361>

²⁶ “Stocktake Report,” Op. cit.

²⁷ “College Statement on Equality and Diversity.” King’s College London. <https://www.kcl.ac.uk/governancezone/assets/governancelegal/equality%20and%20diversity%20statement.pdf>, p. 1.

- To foster good relations between individuals from different groups and tackle prejudice and promote understanding.

King’s College has developed a “programme of activity” in four key areas in order to demonstrate its commitment to equality and diversity principles. These include:

Figure 3.9: King’s College Equality and Diversity Commitment ²⁸

KEY AREAS	ACTION
Policies and Statements	<ul style="list-style-type: none"> ▪ The College has developed a number of key policies and strategies to ensure that equality and diversity becomes embedded into every aspect of the College. These policies are reviewed regularly.
Monitoring	<ul style="list-style-type: none"> ▪ Analyses of equality monitoring data on staff and student processes are undertaken to identify any notable findings and to mitigate any adverse impacts ▪ The College also operates a programme of Equality Analysis to consider how the College’s policies, processes, and practices affect people with different protected characteristics in different ways.
Training	<ul style="list-style-type: none"> ▪ Dedicated equality and diversity staff deliver a range of courses and learning interventions across the College, to ensure that members are aware of relevant legislation and its impact on their work; how to eliminate discrimination and advance equality of opportunity; foster good relations and understanding between staff and students of different identities and backgrounds; and to promote good equalities practice.
Networks	<ul style="list-style-type: none"> ▪ Three equality and diversity related network groups have been established, each with a distinct focus and remit: Black and Minority Ethnic (BME) staff network; Lesbian, Gay, Bisexual and Transgender (LGBT) network; and the Women’s network.

Below are some of the key component’s of King’s College London’s action plan with regard to race equality:

²⁸ Ibid.

Figure 4.0: King’s College Race Equality Action Plan²⁹

KEY AREAS	ACTION
<p>Policy Development, Consultation, and Publication</p>	<ul style="list-style-type: none"> ▪ Draft Race Equality Policy ▪ Consult with the College population on each revision of the policy and action plan. ▪ Publish revised Race Equality Policy and action plan on College website. ▪ Implement the action plan and review annually. ▪ Publish an annual report on progress against the action plan/race equality policy, to include student and staff equalities data (relating to admissions, progression, completion and attainment, disciplinaries, complaints and cases of bullying/harassment), and a report on impact assessments. ▪ Revising the staff and students’ bullying and harassment policies and setting up a harassment advisers network and training relevant staff in the application of the policy.
<p>Equalities Impact Assessment</p>	<ul style="list-style-type: none"> ▪ Review the EIA framework and guidance. ▪ Identify and prioritise policies and processes for EIA; develop and publish targets for extending EIA to new areas. ▪ Publish the list of EIAs already undertaken on the College website.

GLASGOW CALEDONIAN UNIVERSITY: STRATEGY 2020: UNIVERSITY FOR THE COMMON GOOD

Glasgow Caledonian University’s *Strategy 2020: University for the Common Good* includes several goals that pertain to equity, inclusion, and diversity issues. “Goal 4: Engaging Globally” claims that the university aims to increase its international community of 5,000 by “promoting diversity and access through summer schools, scholarships and articulation from partner colleges.”³⁰ Furthermore, the university supports educational development “through Grameen Caeldonian College of Nursing in Bangladesh, and in Africa where GCU and the African Leadership Academy will establish the African Leadership College of Higher Education to develop the continent’s future leaders.” In addition, Glasgow Caledonian University is involved in South Africa, where it partners with the Institute of Railway Operators and the University of Johannesburg in order to “offer the world’s first formal qualification in railway operations management to Transnet Freight Rail employees.”

In order to promote social justice and reduce inequities, GCU’s Grameen Caledonian College of Nursing promotes local job creation while abroad Grameen works “to raise healthcare education standards in Bangladesh while providing educational and career

²⁹ Ibid.

³⁰ “Strategy 2020: University for the Common Good.” Glasgow Caledonian University. <https://www2.gcu.ac.uk/strategy2020/>

opportunities.” And the university’s Centre for Climate Justice “helps families in Malawi to swap dangerous, costly oil lamps for eco-friendly, solar alternatives” as well as working on Water for ALL in Malawi and Zambia.³¹

ROLES AND RESPONSIBILITIES

Glasgow Caledonian University lays out clear roles and responsibilities for campus leaders to promote equality and diversity. The university outlines nine individuals or groups that have these responsibilities:³²

- **University Court:** Ensures that the University fulfils legal responsibilities for promoting equality and diversity;
- **All GCU Staff and Students:** Upholds the university’s commitment to equality and diversity in day-to-day interactions and engaging in learning and development;
- **Harassment Contacts:** Listen to staff and students who feel that they are not being treated with dignity at work and study and provide appropriate information;
- **Campus Trade Unions:** Jointly responsible for delivering the university’s equality and diversity commitments, including a partnership approach to ensuring equal pay;
- **Students’ Association:** Promotes equality and diversity through policy, practice and campaigns, supported by the Equality and Diversity Committee;

- **Equality and Diversity Advisor:** Develops and implements GCU’s Equality Outcomes 2017-2021 by working with staff, students and other internal and external stakeholders;
- **Equality Champions:** Work with senior leaders to support a culture of dignity, respect and equality in each School/Department;
- **Senior leaders:** Lead development and implementation of School/Department actions; and
- **GCU People Committee:** Monitors the embedding of equality and diversity throughout GCU in support of our values and our Common Good commitment.

EQUALITY OUTCOMES

Glasgow Caledonian’s Equality Outcomes Framework 2013-2017 gives an account of the actions and activities that the university has undertaken “to implement our Equality Outcomes, which will help us to further mainstream equality and diversity.”³³ It was formed with input from students, staff, and external organizations, and “sets out a series of actions around improving culture, environment and knowledge, who is responsible

³¹ Ibid.

³² “Equality and Diversity at GCU: Roles and Responsibilities.” Glasgow Caledonian University. <https://www.gcu.ac.uk/media/gcalwebv2/equality/Equality%20and%20Diversity%20Roles%20and%20Responsibilities%20July%202018.pdf>

³³ “Equality Outcomes Framework 2013-2017.” Glasgow Caledonian University. <https://www.gcu.ac.uk/equality/equalityanddiversityatgcu/equalityoutcomes/>, p. 2.

and how we will monitor and measure progress.” According to the statement, the university has six key planned equality outcomes as well as metrics for how the university will know that it has achieved progress: ³⁴

Figure 4.1: Glasgow Caledonian University’s Equality Outcomes ³⁵

	EQUALITY OUTCOMES	HOW WE’LL KNOW
Culture	<ul style="list-style-type: none"> ▪ The University has clear leadership on equality and diversity, supported by a strong infrastructure to support mainstreaming of equality and diversity and delivery of our Equality Outcomes ▪ Students and staff understand equality, diversity and dignity so that they are able to participate in an inclusive learning and working environment, to promote good relations between people from different groups 	<ul style="list-style-type: none"> ▪ Equality and Diversity Champions appointed across Schools and Directorates ▪ Students and staff are aware of how to implement equality and diversity in their day-to-day roles ▪ Student and staff survey evidence is positive ▪ Full accessibility audit and resultant action plan agreed ▪ Students and staff from under-represented groups apply to work and study at GCU ▪ Students and staff are aware of their rights, roles and responsibilities ▪ GCU has thorough data to analyse and take action where data shows gaps
Environment	<ul style="list-style-type: none"> ▪ The University environment is physically accessible to students, staff and stakeholders ▪ The University’s marketing and communications activities across all Schools and Directorates actively promote equality and reflect the diversity of the University’s students and staff 	
Knowledge	<ul style="list-style-type: none"> ▪ Students and staff understand mechanisms, including policies, procedures and contacts for reporting discrimination and harassment ▪ The University has a comprehensive and robust set of student and staff equality and diversity data that will give us an accurate picture of our University community, and enable us to undertake accurate analysis of under-representation 	

³⁴ Ibid., p. 1.

³⁵ Ibid., p. 11.

UNIVERSITY OF AUCKLAND: STRATEGIC PLAN

The University of Auckland's commitment to equity is reflected in two of the university's key values and aspirations. The university's values relating to equity and inclusion include: (1) "Creating a diverse, collegial scholarly community in which individuals are valued and respected; academic freedom is exercised with intellectual rigour and high ethical standards; and critical enquiry is encouraged"; and (2) "Recognising a special relationship with Māori under the Treaty of Waitangi."³⁶ The aspirations that relate to equity and inclusion include (1) "Benefit Māori and the University through partnerships that acknowledge the principles of the Treaty of Waitangi"; and (2) "Adhere to our core values and remain an autonomous, sustainable, equitable organisation."³⁷

The University of Auckland's *Strategic Plan* is the university's key document outlining its strategy for goals related to equity and inclusion. While the university's commitment to equity and inclusion is evident throughout the document, four key objectives pertain directly on equity and inclusion goals: Objective 1: "A work environment characterised by a commitment to clear expectations, development of potential, inclusiveness, high achievement and rewarding performance"; Objective 4: "A diverse student body of the highest possible academic potential"; Objective 7: "A high quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience"; and Objective 11: "Partnerships in which the University and Maori work together to achieve their shared aspirations."³⁸

The university outlines numerous "Measures" as well as Key actions" that it takes to measure and fulfill its objectives.

Key Measures for Objective 1 ("A work environment characterised by a commitment to clear expectations, development of potential, inclusiveness, high achievement and rewarding performance"):³⁹

- Student: academic staff ratio.
- Academic: Professional staff ratio.
- Postgraduate (Taught) EFTS3 per Academic Full-Time Equivalent (AFTE).
- Postgraduate (Research) EFTS supervised per research-active AFTE.
- Doctoral EFTS supervised per research-active AFTE.
- Peer-reviewed publications per AFTE.
- Citations per AFTE.

³⁶ "Strategic Plan 2013-2020." University of Auckland. <https://cdn.auckland.ac.nz/assets/auckland/about-us/equity-at-the-university/about-equity/safe-inclusive-equitable-university/strategic-plan-2013-2020-web-version.pdf>, p. 3.

³⁷ Ibid., p. 5.

³⁸ Ibid., p. 13.

³⁹ Ibid., p. 6.

Key Actions for Objective 1:

- Use innovative employment practices to recruit and retain high performing academic and professional staff, including those from diverse backgrounds.
- Develop a reputation as a workplace that reflects and signals our commitment to equity in employment.
- Ensure that all staff have clear performance expectations aligned to their roles and to their prospects of career development in the context of the University's strategy
- Ensure that all staff have effective and regular performance feedback that links to reward, recognition and future development planning.
- Ensure that the work environment is sufficiently flexible to accommodate the diverse personal circumstances of staff, and to support high performance.
- Develop staff skills in how to work successfully in a diverse, multicultural environment.
- Enhance research-informed staff equity initiatives to enable talented staff to succeed.

Key Measures for Objective 4 ("A diverse student body of the highest possible academic potential"):

- Proportion of school leavers entering with a GPE >54 .
- Proportions of domestic students from equity groups at undergraduate and postgraduate levels.
- Numbers of students successfully transitioned into University through student equity support initiative

Key Actions for Objective 4:

- Ensure that the characteristics, aspirations and expectations of the students of high academic potential we wish to attract to and retain within the University are well understood.
- Ensure that our processes for promoting the University to such students and for securing their interest and enrolment respond to their needs and are based on sound research.
- Ensure that we provide the kind of environment, both academic and extracurricular, that is particularly attractive to students of high academic potential.
- Identify students of ability whose personal circumstances limit their opportunity to access and succeed at University and assist them to overcome those barriers through a coordinated, research-informed suite of support programmes.

Key Measures for Objective 7 ("A high quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience"):

- Course completions.

- Qualification completions.
- Outcomes of student satisfaction and engagement surveys (academic).
- Number of degrees accredited by professional associations/ accreditation bodies.
- Investment in the learning environment.

Key Actions for Objective 7:

- Ensure that we have graduate profiles which clearly lay out the desired attributes of graduates and the value that students will obtain from their studies.
- Ensure that our curricula reflect the relevant graduate profiles and deliver high quality programmes that meet national needs and international standards in an efficient manner.
- Promote and support research-informed innovation in teaching and learning that enhances student achievement and engagement, and increases student retention and success.
- Enrich teaching, learning and outreach activities by drawing on international best practice in the use of new technologies.
- Ensure that teaching quality and productivity are key attributes evaluated when academic staff are employed, continued or promoted.
- Provide all students with the opportunity at each level of study to interact with senior staff and researchers, and ensure that they gain the educational benefits of research informed and research-based teaching and learning.
- Encourage the integration of international experience into the curriculum through exchange and study abroad programmes and provide opportunities so that at least 25% of students have participated in international learning and research opportunities by the time they graduate.
- Develop a coordinated, research-informed suite of programmes to support equity students to succeed in their studies at all levels in the University.
- Develop objective measures and benchmarks of an outstanding teaching and learning environment and review University-wide performance against these measures and against peer universities on a regular basis.

Key Measures for Objective 11 (“Partnerships in which the University and Maori work together to achieve their shared aspirations”):

- Proportions of Māori students.
- Achievement of Māori students at all levels of study.
- Proportions of Māori staff.

Key Actions for Objective 11:

- Identify the University’s key partnerships with Māori to advance shared aims and aspirations; develop, implement, monitor, and evaluate programmes to achieve mutual benefits.
- Develop and implement policies and processes which promote Māori presence, participation, and achievement in all aspects of University life.

- Promote and support excellent teaching, learning, and research for Māori intellectual, cultural and economic advancement across all relevant disciplines.
- Develop and implement strategies to assist all staff and students to have a knowledge and understanding of The Treaty of Waitangi/Te Tiriti o Waitangi relevant to their disciplines.
- Develop and implement policies and processes to improve Māori staff recruitment, promotion, reward, and retention.
- Develop and implement strategies to improve Māori student participation, success, retention, and completion rates in all disciplines.

UNIVERSITY OF HONG KONG: ASIA'S GLOBAL UNIVERSITY (2016-2025 STRATEGIC PLAN)

According to the University of Hong Kong's Vision Statement, the university aims to educate "future leaders with global acumen while committed to upholding the plurality of the Hong Kong society and its distinctiveness." To that end, the university is "committed to diversity, inclusiveness, and dispersing the benefit of internationalization locally and globally."⁴⁰ The University of Hong Kong articulates its specific vision for diversity and inclusiveness in its overarching strategic plan for 2016-2025. In the strategic plan, the university seeks to promote diversity and inclusiveness through the following means:⁴¹

- Internationalisation:
 - expand student and staff diversity;
 - promote diversity awareness and empowerment;
 - extend opportunities for cross-cultural encounters, particularly amongst students;
 - deepen multicultural components of campus life;
 - increase opportunities for students to gain learning experiences in mainland China and overseas; and
 - focus on quality in developing our more successful and mature internationalisation programmes.
- Embodying "Defining characteristics":
 - Embracing equality, ethics, inclusivity, diversity and transparency;
 - Play our part in addressing the issues of inequality, health, education, disaster prevention, poverty environment, and well-being identified therein; and
 - Our defining characteristics will form a powerful identity through which the university can build on its heritage and renew its purpose over the next decade aspiring to be one of the greatest universities in the world.
- Offering Human resources:

⁴⁰ "Vision Statement." University of Hong Kong. <https://global.hku.hk/vision-statement>

⁴¹ "Asia's Global University: The Next Decade, Our Vision for 2016-2025." University of Hong Kong. <https://www.sppoweb.hku.hk/vision2016-2025/index.html>.

- Ensure a smooth transition to Hong Kong for staff recruited from overseas. This will include enhanced support in respect of immigration formalities, housing and school arrangements; and
- Develop an increasingly diverse staffing profile through both recruitment and career development. In particular, we will ensure that all departments employ strategies so as to enable women to better excel.

The University of Hong Kong has been a forward-thinking leader in inclusiveness in recent years. For instance, the university was one of the signatories of the United Nations' *HeforShe* gender equality initiative in April 2015.⁴² And in 2017, university faculty developed guidelines on inclusive language for all HKU teachers, "which seek to ensure that we do not use language in our teaching, research and service to the community that reflects prejudiced, stereotypic or discriminatory views about others." The guidelines "aim to encourage students to be aware of the ways in which the use of language can marginalize, demean, and exclude social groups such as women, sexual minorities, ethnic groups, person with physical or psychosocial disabilities, etc."⁴³ The guidelines offer these following general principles:

- Think about the fact that you are addressing a diverse audience;
- Be mindful and considerate of others, particularly those in different life circumstances to your own;
- Question established language structures that may be discriminatory; and
- Listen and adhere to individuals' or groups' preferences on how they wish to be spoken about.

As part of the University of Hong Kong's *HeforShe* program, HeforShe Impact Champion Scholarships are offered each year that are intended to "enable students from economically deprived backgrounds to receive a fully-funded, quality undergraduate education at HKU, in the hope of reducing barriers against social mobility and to promote gender equity for access to higher education in less developed countries."⁴⁴ And the university has developed a pathbreaking app-based course, HKU P – SHOC, which aims at "educating students how to identify and respond to sexual harassment on campus."⁴⁵

UNIVERSITY OF WATERLOO: EQUITY, DIVERSITY, AND INCLUSION ACTION PLAN

The University of Waterloo's Canada Research Chair (CRC) "Equity, Diversity, and Inclusion Plan" (EAP) aims to remedy underrepresentation of individuals in four

⁴² "Message from the Director of CETL – Grahame Bilbow." University of Hong Kong. <https://www.cetl.hku.hk/teaching-learning-cop/director-message-issue-9/>

⁴³ "Guidelines on Use of Inclusive Language in Student Work." University of Hong Kong. <http://www.eounit.hku.hk/en/guidelines/guidelines-on-use-of-inclusive-language-in-student-work>

⁴⁴ "HeForShe." University of Hong Kong. https://hku.hk/about/policies_reports/HeForSheatHKU/

⁴⁵ Ibid.

designated groups (FDG): (1) women; (2) members of visible minorities; (3) persons with disabilities; and (4) Indigenous Peoples. The key goals of the EAP are the following⁴⁶:

- Increasing accountability for improving representation from the FDG in our complement of CRCs;
- Revising and expanding training related to unconscious bias, equity, diversity and inclusion;
- Introducing procedural changes to increase transparency with respect to management of our CRC processes;
- Introducing measures to ensure members of the FDG are not disadvantaged in negotiating institutional support for CRCs
- Ensuring that the work environment for all CRCs, in particular those from the FDG, is equitable, welcoming and one in which they flourish.

INDIGENIZATION STRATEGY

One of the most visible inclusion projects with which the University of Waterloo is currently engaged is its Indigenization Strategy, about which it offers ongoing updates. The strategy is a response to the Calls to Action of the Truth and Reconciliation Commission (TRC) of Canada.⁴⁷

At present, an official strategy is yet to be adopted, although the University of Waterloo has sought input from university stakeholders, including students, the community, and university faculty and is in the process of hiring a Senior Director of Indigenous Initiatives.⁴⁸ An advisory Committee established five working groups to develop the strategy: (1) Curriculum and academic programming; (2) Research; (3) Student Experience; (4) Community engagement; and (5) Policy and procedures.

Like University of Hong Kong, the University of Waterloo also participates in the UN Women's HeForShe campaign, particularly on the IMPACT 10x10x10 framework, in collaboration with other universities, governments, and global businesses. In May 2015 the University of Waterloo made the following commitments to gender equity:⁴⁹

- Boost female student participation in STEM outreach experiences and academic careers to build the pipeline of future female leaders in traditionally male dominated disciplines;
- Enhance female faculty representation to improve the campus environment today and drive towards parity in the future; and

⁴⁶ "Equity, Diversity, and Inclusion Action Plan." University of Waterloo. https://uwaterloo.ca/research/sites/ca.research/files/uploads/files/waterloo_equityactionplan_update2018_-18dec2018_final_accessible.pdf, p. 2.

⁴⁷ "Indigenization Strategy." University of Waterloo. <https://uwaterloo.ca/indigenization-strategy/>

⁴⁸ "Indigenous Strategy working group draft recommendations." University of Waterloo. <https://uwaterloo.ca/indigenization-strategy/updates/indigenization-strategy-working-group-draft-recommendations>

⁴⁹ "HeForShe IMPACT 10x10x10." University of Waterloo. <https://uwaterloo.ca/heforshe/>

- Attract and advance female leaders into senior academic and administrative university positions.

UNIVERSITY OF GIRONA: STRATEGIC PLAN

Among the documents that are available on the university's website in English translation is a summary of the university's strategic plan for 2030. In it, the University of Girona's strategic plan focuses less explicitly than other universities' plans on equity and inclusion. However, certain themes emerge in the university's strategic plan that bear on themes of equity and inclusion. For instance, the university emphasizes that all members of the community should be included in participating in the university's plan. It claims that the plan "is essentially a collective project, based on the contributions of all the members of the university community" and a "participatory and deliberative exercise." Moreover, "the Plan is the result of a process of participation of all the people that integrate the university and its surroundings" and that defines the university in a way that "can only be done with the synthesis of all eyes, of all yearnings and of all perspectives."⁵⁰

In addition, one of the key "strategic lines" that the university envisions as part of its strategic plan is strategy line 3, "Learn in the sum of intelligences," which relates to the goals of equity and inclusion. According to this strategy, the university intends to "Become leaders in innovation for learning and personalize the educational proposal of the UdG based on learning marked by flexibility, problem solving and multidisciplinary approaches, incorporating ethical, deontological and social responsibility aspects, and considering the diversity of socio-economic and educational backgrounds of the students of the UdG."⁵¹

In the university's 2013 strategic plan, the university affirms that a key part of its strategic plans are:⁵²

- Attention to diversity, as a guiding principle for the understanding of the different social and cultural realities as well as of the University itself; and
- Equality of opportunity, as the basic right of the people that reinforces the public character of the University of Girona.

In addition, the university intends to "Promote equal opportunities from the full integration of people in the university community and understand diversity as a positive value," by:⁵³

- Encouraging the UdG to have the best environment to attend to diversity, guaranteeing accessibility to facilities and information, and advising the teaching

⁵⁰ "Strategic Plan of the UdG." University of Girona. <https://www.udg.edu/en/pla-estrategic/Tres-escenaris-possibles>

⁵¹ "The scenario chose: The sum of intelligence." University of Girona. <https://www.udg.edu/ca/pla-estrategic/Escenari-escollit>. (With assistance from Google Translate in translating Catalan.)

⁵² "Strategic Plan 2008-2013." University of Girona. https://www.udg.edu/ca/Portals/17/Governan%E7a/PlaEstrategic_UdG_2008_2013.pdf, p. 10. (With assistance from Google Translate in translating Catalan.)

⁵³ Ibid.

- and administration staff and services for the attention to the unconventional student; and
- Strengthening the institutional commitment with gender equality by establishing general protocols for the policies of PAS and PDI that tend towards a fair representation at all levels.

APPENDIX

Figure A.1: Equity Plans

Curtin University
<ul style="list-style-type: none"> ▪ <u>Diversity and Equity Strategy 2018-2020</u> ▪ <u>Diversity and Equity Strategy – 2020 Plan</u> ▪ <u>Diversity and Equity Strategy – 2019 Plan</u> ▪ <u>Reconciliation Action Plan: 2018-2020</u> ▪ <u>Student Equity Strategy: 2014-2017</u> ▪ <u>Reconciliation Action Plan: 2014-2017</u> ▪ <u>Diverse Sexuality and Gender Identity Inclusion Strategy 2013-2017</u> ▪ <u>Disability Access and Inclusion Plan 2012-2017</u> ▪ <u>Equal Employment Opportunity Management Plan 2015-2017</u>
Griffith University
<ul style="list-style-type: none"> ▪ <u>Equity, Diversity and Inclusion Plan 2018-2019</u> ▪ <u>Reconciliation Action Plan 2016-2018</u>
RMIT
<ul style="list-style-type: none"> ▪ <u>Diversity and Inclusion Framework</u> ▪ <u>Action Plans to Support Framework</u> <ul style="list-style-type: none"> ○ <u>Gender equality for staff</u> ○ <u>Staff and students from culturally and linguistically diverse backgrounds</u> ○ <u>Staff and students of diverse genders, sexes and sexualities</u> ○ <u>Staff and students with disability</u> ○ <u>Students from low socio-economic backgrounds</u> ▪ <u>Reconciliation Action Plan 2016-2018</u>
University of Melbourne
<ul style="list-style-type: none"> ▪ <u>Access and Participation Plan 2018</u>
UTAS
<ul style="list-style-type: none"> ▪ No update since 2015

University of Technology – Sydney
<ul style="list-style-type: none"> ▪ No updates since 2015
Western Sydney University
<ul style="list-style-type: none"> ▪ Gender Equality Strategy and Action Plan 2015-2020

Source: Each plan is hyperlinked to planning document or resource centre.

Figure A.2: Equity Plans – Additional Australian Institutions

James Cook University
<ul style="list-style-type: none"> ▪ Access, Participation, and Success Plan 2018-2020
University of South Australia
<ul style="list-style-type: none"> ▪ Disability Action Plan 2014-2018 ▪ Reconciliation Action Plan 2018-2021
University of Wollongong
<ul style="list-style-type: none"> ▪ Equity, Diversity and Inclusion Strategy (last reviewed March 2019)

Figure A.3: Equity Plans and Policies – International Institutions

University of Manchester
<ul style="list-style-type: none"> ▪ Manchester 2020 (Strategic Plan) ▪ Equality, Diversity, and Inclusion Policy
King’s College London
<ul style="list-style-type: none"> ▪ King’s Strategic Vision 2029 ▪ Diversity & Inclusion at King’s
Glasgow Caledonian University
<ul style="list-style-type: none"> ▪ Strategy 2020: University for the Common Good ▪ Dignity at Work and Study Policy
University of Auckland
<ul style="list-style-type: none"> ▪ Strategic Plan 2013-2020
University of Hong Kong
<ul style="list-style-type: none"> ▪ Asia’s Global University: The Next Decade, Our Vision for 2016-2025
University of Waterloo
<ul style="list-style-type: none"> ▪ 2018 Equity, Diversity, and Inclusion Action Plan ▪ Indigenization Strategy
University of Girona
<ul style="list-style-type: none"> ▪ Strategic Plan 2030

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