



Cultural Diversity & Anti-Racism Action Plan



Message from the Vice-Chancellor

Core to our vision of being a leading public university is our commitment to being a place that reflects and values the rich diversity of society.

At UTS, we are proud to be a university that welcomes and celebrates people from all backgrounds. Our vision is to foster an environment where every individual can thrive – bringing their full identity, perspectives, experiences, and ideas to our community.

We recognise the fundamental human right to feel valued and to belong. We also understand that diversity is a powerful driver of innovation, creativity, and collaboration.

This Cultural Diversity and Anti-Racism Action Plan is a call to action. As a university, we have a responsibility to lead change – through our research, teaching, policies, and everyday practices. This plan is shaped by the voices of our staff and students who have generously shared their experiences, good and bad. It is also built on the expertise of academics and practitioners committed to dismantling systemic racism both on campus and in our wider society.

At the heart of UTS's efforts to be anti-racist is our commitment to Indigenous self-determination. We recognise that excellence in Indigenous education and research and respectful engagement with Indigenous Knowledges enriches our entire community. This, along with our commitment to ensuring every UTS graduate develops the professional capabilities to work for and with Indigenous Australians in their chosen profession is articulated in the UTS Indigenous Education and Research Strategy 2025-2030.

I am committed to continually evolving our approaches to meet the needs of our community. Eradicating racism must go hand-in-hand with celebrating diversity and upholding racial dignity for all. Our goal is to make cultural diversity and anti-racism more visible, better supported, and deeply embedded in our systems.

With the collective effort of our community, we can achieve lasting change.

Professor Andrew Parfitt, Vice-Chancellor and President, UTS

Introduction:

Cultural Diversity and Anti-Racism (CDAR) Action Plan 2025–2030

Australia's modern history is one of colonisation and migration, with universities founded within this context.

This CDAR action plan aims to guide UTS's work in cultural diversity and anti-racism, with a focus on both the experiences of Indigenous staff and students, as well as culturally and racially marginalised (CARM)¹ students and staff.

We are proud that UTS is a diverse, multicultural and multi-faith community and we are determined that our university be a place where all students, staff and visitors feel welcome, safe and that they belong. UTS is committed to fostering a diverse and inclusive workforce by actively recruiting individuals from a wide range of cultural and social backgrounds. By creating safe, equitable, and supportive work environments, we aim to reflect the diversity of our broader community and ensure that all staff feel valued, respected, and empowered to contribute. This approach not only enriches our institutional culture but also strengthens our capacity for innovation, collaboration, and excellence.

UTS supports the truth-telling and justice processes that have been developed in response to colonialism. We aim to be a world-leading university in First Nations education and research, with a commitment to self-determination at our heart. We acknowledge Indigenous ways of knowing, being and doing and are committed to embracing these in our pedagogy and scholarship. The UTS Indigenous Policy and Indigenous Education and Research Strategy 2025-2030 are our guiding documents when it comes to our commitment to self-determination. In addition, the Wingara Indigenous Employment Strategy articulates our aim to be a world-leading university when it comes to supporting the recruitment and retention of Indigenous staff.

Racism in Australia is pervasive and causes real harm to people every day. It has been entrenched in our systems, structures, and institutions since colonisation, and manifests and is experienced in different ways by different people.

This can be through interpersonal racism, which is what most people recognise as racism. For example, abusive language, harassment, exclusion, humiliation, casual remarks or 'jokes'. Racism can also be systemic, when cultural norms, laws, ideologies, policies, and practices result in inequitable treatment and outcomes. Systemic racism can involve entire systems, for example, legal, healthcare, or criminal justice systems, but is often closely linked with institutional racism, where racism is normalised through the policies and practices that guide how organisations and institutions run. Structural racism is another term that describes the inequalities and barriers that prevent equal access to opportunities, for example laws, policies, or cultural norms. The terms systemic, institutional, and structural racism, are often used to refer to similar phenomena and are sometimes used interchangeably.

One term cannot capture all the nuances of racism, and people's experiences of racism change over time. For example, we have seen recent increases in antisemitism, anti-Palestinian racism and Islamophobia coinciding with wars in the Middle East, xenophobia towards Asian people during the COVID-19 pandemic, and intensification of racism directed at First Nations communities during the Voice Referendum.

¹ Diversity Council Australia (V. Mapedzahama, F. Laffernis, A. Barhoum, and J. O'Leary). *Culturally and Racially Marginalised Women in Leadership: A framework for (intersectional) organisational action*, Diversity Council Australia, 2023.

The Australian National Anti-Racism Framework explains that anti-racism is about more than being 'not racist'. Anti-racism involves active decisions that seek to combat injustice and promote racial equity. Being anti-racist involves actively attempting to combat racist policies, practices, cultures, and ideas. It can be helpful to think of anti-racism as a skill set that we can all develop and use to promote a better, more equitable society. This plan sets out ways in which our UTS community can work together to collectively develop these skills, prevent and respond to racism in all its forms, and foster a sense of belonging for everyone at our university.

The CDAR action plan is focussed on UTS's key mission to deliver excellent teaching and research, support belonging and academic success for all students, and maintain a strong focus on social justice and inclusion.

"Saying the words 'anti-racism' is a big deal in this country because I don't think this country wants to believe it's racist, but as someone, well, as a lot of people who have suffered racism in this country, it is a big deal. It damages your soul. It dints your identity and it makes you feel unworthy. We are all worthy."

Aunty Glendra Stubbs OAM, Elder-in-Residence
(‘Cultivating an anti-racist campus culture’, public talk, 2024)

Related UTS strategies and policies

Indigenous Education and Research Strategy

The [Indigenous Education and Research Strategy](#) 2025-2030 is UTS's primary strategy for both the achievement of the university's strategic vision for Indigenous education and research, and the objectives of the [Indigenous Policy](#).

Wingara Indigenous Employment Strategy

The [Wingara Indigenous Employment Strategy](#) 2019-2026 is UTS's primary strategy for the recruitment, retention and career development of Indigenous staff within the university. Creating a culturally safe workplace is instrumental in supporting the recruitment and retention of Indigenous staff.

Equity, Inclusion and Respect Policy

The [Equity, Inclusion and Respect Policy](#) outlines the social, ethical and behavioural standards expected at UTS. The policy addresses equal opportunity and equity, diversity and inclusion, and discrimination, bullying and harassment

Health, Safety and Wellbeing Strategic Plan

The [Health, Safety and Wellbeing Strategic Plan](#) outlines specific key objectives, deliverables and targets to address high-risk health, safety and wellbeing issues and any deficiencies identified in the system to continuously improve the safety of work and study practices and environments.

Student Complaints Policy

UTS is committed to providing a supportive learning and working environment. Students can submit a complaint about racism through the [UTS Student Complaints Policy](#) and supporting Procedure.

Staff Complaints Policy

UTS is committed to providing a productive, respectful and harmonious work environment. Staff can submit a complaint about racism through the [UTS Staff Complaints Policy](#).

Key Themes

The UTS CDAR has been developed by the Centre for Social Justice and Inclusion via an evidence-based, multi-method approach grounded in research, strategic partnerships, and close consultation with students and staff across the university. Through this process, we have identified five thematic areas with high level actions listed below.

1. Recognising and understanding racism

- Listening to students and staff about their experiences of racism and cultural diversity
- Amplifying First Nations-led research and anti-racism research
- Visibly calling out racism and promoting anti-racism

2. Delivering anti-racist education

- Embedding the Indigenous Graduate Attribute (IGA) across all onshore courses at UTS
- Driving inclusive pedagogy, curriculum and training to increase staff and students' race literacy and understanding of cultural diversity

3. Responding to racism

- Ensuring UTS disclosure and complaints processes are accessible, fair, culturally responsive, and trauma informed including by specifically addressing the cultural safety needs of First Nations staff and students
- Collecting data and reporting on experiences of racism with an intersectional lens to inform systemic change and target initiatives

4. Supporting cultural safety and racial dignity

- Upholding racial dignity
- Maintaining our commitment to First Nations self-determination
- Supporting the cultural and faith diversity of staff and students, and other aspects of identity that intersect with race
- Promoting culturally safe work, research and learning environments including physical and online classrooms, and culturally safe work, research and teaching and learning practices.
- Working to ensure that UTS leadership is representative of, and/or advocates for, our culturally diverse community

5. Celebrating cultural diversity and building social cohesion

- Recognising and valuing the creativity, knowledge and expertise of our diverse staff and students
- Celebrating and acknowledging the cultural days of significance of First Nations and culturally and racially marginalised (CARM) staff and students
- Providing and promoting opportunities for international students and staff to be immersed in campus life
- Supporting opportunities for the UTS community to build connections, respectfully debate issues, and learn about different perspectives

Implementation plan

1. Recognising and understanding racism

1.1 Listening to students and staff about their experiences of racism and cultural diversity

Actions	Responsible	Success Indicators	Status
Support and resource focused research on racism, including the experiences of First Nations staff and students, and Culturally and Racially Marginalised (CARM) staff and students in consultation/ collaboration and/or co-design with relevant partners.	<ul style="list-style-type: none">• CSJI• People Unit• PVC ILE• Jumbunna Research• Ethnocultural Collective, UTSSA	<p>Regular trauma informed consultation (as appropriate) using methodologies which respect the sensitive nature of experiences of racism to ensure current research informs policies and procedures via surveys and/or focus groups of First Nations and Culturally and Racially Marginalised (CARM) staff and students about experiences of racism at UTS, including number of First Nations and CARM staff and students interviewed and surveyed.</p> <p>Regular reviews of racism complaints that incorporate outcomes into decision making around policies, procedures and initiatives.</p>	New
Undertake periodic university-wide Diversity and Inclusion (D&I) surveys that include information on culture, race, ethnicity, experiences of inclusion, and wellbeing measures.	<ul style="list-style-type: none">• CSJI• People Unit• PVC ILE• Jumbunna Research• Ethnocultural Collective, UTSSA	<p>Experiences of UTS First Nations and CARM staff and students are incorporated into decision making around policies, procedures and initiatives.</p> <p>Demographic information (such as in relation to gender, cultural identity and religion) is included in UTS pulse/all staff surveys. Surveys recognise principles of Indigenous data sovereignty and ensures privacy and information security.</p>	In development

1.2 Amplifying First Nations-informed research and anti-racism research

Actions	Responsible	Success Indicators	Status
Increase anti-racism research that promotes an understanding of racism and delivers positive impact for staff, students and our communities.	<ul style="list-style-type: none"> PVC (ILE) CDAR Working Group Research Office Jumbunna Research Associate Deans (Indigenous) Associate Dean (Indigenous Research) UTS Library CSJI MCU 	<p>UTS anti-racism research is promoted in internal and external communications.</p> <p>UTS continues to support the incorporation of Indigenous Knowledges in research.</p> <p>Increase the number and capacity of UTS Indigenous research-active groups and communities of practice.</p> <p>Consultation is undertaken to explore establishing a UTS cross university CDAR Research Network and/or communities of practice.</p> <p>Scope the development of a Centre/Network for Research and Practice in Anti-Racism and Education.</p>	<p>Ongoing</p> <p>New</p>
Develop Indigenous research through an Indigenous data sovereignty and stewardship framework, and implementation plan, including compliance with Indigenous Cultural and Intellectual Property (ICIP) Guidelines that builds best practice approaches for Indigenous research data and knowledge management and archiving.	<ul style="list-style-type: none"> Associate Dean (Indigenous Research) UTS Library DAIU Jumbunna Research Indigenous data sovereignty and stewardship working group 	<p>Indigenous data sovereignty and stewardship framework and revised implementation plan for UTS is developed as part of the IERS.</p>	New

Continue to prioritise UTS's Indigenous led and community driven research models as sector exemplars of community-based research engagement in line with the IERS.	<ul style="list-style-type: none"> Office of PVC (ILE) Jumbunna Research 	Increasing numbers of Indigenous-led community driven research projects undertaken.	Ongoing
Insights from UTS research are shared as part of relevant academic, advocacy, media and through advocacy e.g. conferences, panels, Parliamentary Inquiries, communities of practice, Government white papers etc.	<ul style="list-style-type: none"> CSJI MCU Government Relations Jumbunna Research 	UTS anti-racism research is published in relevant academic and non-academic publications and/or presented to the UTS community and external stakeholders.	Ongoing

1.3 Visibly calling out racism

Actions	Responsible	Success Indicators	Status
Install visible signage in high traffic areas on campus that embeds the university's stance on racism (e.g. 'Racism Not Welcome' signs, posters from AHRC 'Racism. It Stops With Me' campaign).	<ul style="list-style-type: none"> CSJI Property Unit 	'Racism Not Welcome' signage is extended to further locations.	New
Work with Sydney City Council to promote anti-racism initiatives in our precinct.	<ul style="list-style-type: none"> CSJI 	UTS is engaged with Sydney City Council.	Ongoing
Provide staff with support to develop strategies that promote cultural safety and enable them to engage in discussion about racism with students, identify and address racist behaviour, and establish and enforce zero-tolerance boundaries in on-campus and virtual classrooms.	<ul style="list-style-type: none"> Office of PVC (ILE) CSJI Director, Safe and Respectful Communities EdHub 	Staff are provided with opportunities to engage in training and access resources to assist with developing anti-racism strategies to use in class management.	Ongoing

2. Delivering anti-racist education

2.1 Embedding the Indigenous Graduate Attribute (IGA) in all onshore Award courses

Actions	Responsible	Success Indicators	Status
Continue to implement the Indigenous Graduate Attribute (IGA) in all onshore award courses to ensure that UTS graduates have knowledge of Indigenous Australian contexts to inform their capability to work effectively for and with Indigenous Australians within their profession.	<ul style="list-style-type: none"> • Faculties • Associate Deans (Teaching and Learning) • Associate Dean Indigenous Teaching and Learning (ADIT&L) • Indigenous Teaching and Learning Team (ITLT) 	<p>On shore students graduate with the professional capabilities to work effectively for and with Indigenous Australians in their chosen profession.</p> <p>Student engagement with IGA content in curricula.</p>	Ongoing
All onshore Award course teams to develop course specific IGA Implementation Plans for endorsement by Indigenous Teaching and Learning Team (ITLT) and submission to the Courses Accreditation Committee (CAC) for Academic Board approval.	<ul style="list-style-type: none"> • Faculties • Associate Deans (Teaching and Learning) • ADIT&L • ITLT 	<p>Number of CAC approved IGA Implementation Plans in place.</p> <p>Number of IGA Implementation Plans in progress.</p> <p>All onshore Award course students achieve an IGA upon graduation.</p>	Ongoing
Continue to deliver professional development to increase staff capability to develop and teach Indigenous perspectives in curriculum and develop and strengthen culturally safe teaching and learning practices.	<ul style="list-style-type: none"> • ITLT • Faculty course teams 	<p>Staff are provided with access to resources and workshops to develop and strengthen their capability to apply principles of cultural safety in the design, development and delivery of IGA course content.</p> <p>Staff engagement in professional development.</p>	Ongoing

2.2 Driving inclusive pedagogy, curriculum and training to increase staff and students' race literacy and understanding of cultural diversity.

Actions	Responsible	Success Indicators	Status
Initiate the design and planning process for a mandatory anti-racism learning module and training workshops tailored for staff and students.	<ul style="list-style-type: none"> CSJI ITLT Teaching, Learning and Curriculum Deputy Vice-Chancellor (Education and Students) 	Completion of a proposal for the anti-racism module and training workshops.	In development
Initiate the design and planning process for a cultural humility module for domestic students going on global exchange and global short programs.	<ul style="list-style-type: none"> CSJI Teaching, Learning and Curriculum Deputy Vice-Chancellor (Education and Students) 	Completion of a proposal for a cultural humility module for global exchange and global short programs.	New
Deliver the EmpowerED Leadership Lab (ELL) for student programs, including SOUL and Brennan with the eventual aim to expand to Activate, Women in Engineering and IT (WiEIT) and other relevant student leadership groups.	<ul style="list-style-type: none"> CSJI UTS Law 	Number of students completing EmpowerED. EmpowerED is rolled out to SOUL and Brennan.	Ongoing
Prioritise work in the Education Portfolio to enhance pedagogical approaches that support student diversity, belonging and anti-racism.	<ul style="list-style-type: none"> Deputy Vice-Chancellor (Education and Students) 	UTS Education Portfolio teams share and highlight good practice in anti-racist pedagogy through EdHub, UTS teaching and learning and other relevant Awards, First and Further Year Experience community of practice and other relevant networks.	Ongoing

<p>Increase incentives for all teaching staff to complete relevant anti-racism training and to develop culturally safe practices.</p>	<ul style="list-style-type: none"> • CSJI • PVC ILE • People Unit • ITLT 	<p>Non-Indigenous teaching staff are provided opportunities to develop and strengthen culturally safe teaching and learning practices.</p> <p>Teaching staff participate in IGA Workshops on preparing course plans to embed the IGA across course curriculum and IGA Implementation Training to develop culturally safe teaching and learning practices.</p> <p>Incentives to develop and strengthen culturally safe teaching and learning practices are tied to UTS promotion and rewards.</p> <p>Number of teaching staff (including casual staff) participating in relevant training.</p>	<p>Ongoing</p>
<p>Offer a variety of training to UTS leadership, staff, students, and, where possible, alumni and partners. Training may be related to:</p> <ul style="list-style-type: none"> • Cultural diversity • Cultural humility • Unconscious bias mitigation • Being an effective ally and bystander • Building culturally safe practices 	<ul style="list-style-type: none"> • CSJI • People Unit • OPVC ILE • Education Portfolio 	<p>Staff and student completions of training are monitored and reported.</p> <p>Impact of training is tracked and evaluated.</p> <p>“Practicing Inclusion: working and teaching for social justice” micro-credential offers ten sponsored places for staff.</p>	<p>Ongoing</p>
<p>Support work integrated learning initiatives for students to work with partners in the areas of cultural diversity and anti-racism</p>	<ul style="list-style-type: none"> • Shopfront and SOUL 	<p>Number of projects delivered through working with students.</p>	<p>Ongoing</p>
<p>Ensure the self-paced module for Shopfront students – ‘Preparing to work for and with Indigenous Australians in the workplace’ is available prior to work placement/experience.</p>	<ul style="list-style-type: none"> • CSJI (Shopfront) 	<p>‘Preparing to work with and for Indigenous Australians in the workplace’ module is made available for students to access.</p>	<p>New</p>

3. Responding to racism

3.1 Ensuring UTS disclosure and complaints processes are accessible, fair, culturally responsive, and trauma-informed

Actions	Responsible	Success Indicators	Status
Evaluate current complaints procedures with a lens to ensure a person-centred, trauma-informed, centralised and confidential complaints process that recognises and supports intersectional experience.	<ul style="list-style-type: none"> DVC (Education and Students) Cross university responsibility 	Complaints systems and processes are reviewed and a program of improvement undertaken.	New
Ensure UTS disclosure and complaints processes are accessible, trauma informed, understood by staff and students, and provide clear accountability.	<ul style="list-style-type: none"> DVC (Education and Students) Cross university responsibility 	Communications program undertaken to increase knowledge of disclosure and complaints processes.	New
Acknowledge the unique needs of CARM and CALD (culturally and linguistically diverse) staff and students in relation to disclosure, complaints, and support.	<ul style="list-style-type: none"> UTS Counselling Student Services People Unit 	UTS Counselling Service include counsellors' bios on the website, including information on whether counsellors can speak languages other than English.	Completed
Promote appropriate support services to UTS CARM, CALD and First Nations staff and students	<ul style="list-style-type: none"> UTS Counselling Student Services People Unit 	<p>EAP services for Indigenous staff are provided through service providers such as Yamurrah.</p> <p>EAP services for CALD and CARM staff and students are provided through appropriate and available providers.</p> <p>Staff members at the UTS Counselling Service complete appropriate training.</p> <p>Services are evaluated to ensure ongoing effectiveness.</p>	Ongoing

<p>Ensure UTS disclosure and complaints processes specifically address the cultural safety and needs of First Nations staff and students by:</p> <ul style="list-style-type: none"> identifying psycho-social risks for Indigenous staff and students considering and applying all relevant legislative requirements and ensuring culturally appropriate support is available for First Nations students and staff. 	<ul style="list-style-type: none"> DVC (Academic) OPVC (ILE) Director, Indigenous Students and Community Engagement, Jumbunna People Unit CSJI 	<p>First Nations staff and student complainants experience satisfaction with the complaints process.</p>	<p>New</p>
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3.2 Collecting data and reporting on racism with an intersectional lens, to inform systemic change and target initiatives

Actions	Responsible	Success Indicators	Status
Support the continued recording and reporting on racism incidents for Indigenous peoples through the Call It Out First National Racism Register.	<ul style="list-style-type: none"> Jumbunna Research National Justice Project 	Support is provided for the ongoing management and reporting on the Call it Out First Nations Racism Register.	Ongoing
Report to our UTS community on our progress, outcomes and impact on cultural diversity and anti-racism.	<ul style="list-style-type: none"> CSJI 	UTS report on progress, outcomes and impact of the CDAR as part of the UTS Annual/Corporate Plan.	Ongoing
Contribute insights from UTS to external research including the Australian Human Rights Commission (AHRC)'s work on racism in higher education.	<ul style="list-style-type: none"> CSJI 	Experiences of UTS First Nations and CARM staff and students are incorporated into external research informing decision making around policies, procedures and initiatives.	New
Improve data collection and reporting of diversity demographics beyond gender.	<ul style="list-style-type: none"> People Unit 	Improved transparency of workforce profile metrics especially for academic promotion, recruitment, and senior leader (Heads of School and above) composition	In development

4. Supporting cultural safety and racial dignity

4.1 Maintaining our commitment to First Nations self-determination

Actions	Responsible	Success Indicators	Status
Develop and implement Indigenous visual representation across the UTS campus and digital and print media and merchandise.	<ul style="list-style-type: none">Property UnitOPVC (ILE)MCUUTS Art	Indigenous peoples, recognition of Gadigal land and Traditional Owners and custodianship are visible across UTS campuses, media and merchandise.	New
Collaborate on development of an Indigenous Cultural Safety Plan as part of the Indigenous Education and Research Strategy 2025-2030 (IERS) which will include a definition of cultural safety and ways to ensure culturally safe practices in: <ul style="list-style-type: none">classrooms – physical and onlineall areas of campus, including teaching, learning, research and other workspacescurriculum, andresearch.	<ul style="list-style-type: none">OPVC-ILEUTS Indigenous committeesFaculty Deans (In partnership with Faculty Indigenous Leadership and Committees)EdHub	UTS has implemented strategies that build culturally safe working, research and learning environments for Indigenous staff and students and mitigate the risks posed by culturally unsafe working, research and learning environments.	New
Development and mapping of First Nations cultural safety and anti-racism programs and training for UTS staff.	<ul style="list-style-type: none">OPVC (ILE)People Unit	Coherent suite of First Nations cultural safety and anti-racism programs and training available for staff at UTS	New
Continue to offer professional development workshops to UTS staff that include aspects of culturally safe teaching and learning practices.	<ul style="list-style-type: none">ITLTEdHub	Staff are provided with access to professional development resources and workshops.	Ongoing

Ensure the entitlements set out in the Indigenous clauses in the EBA related to cultural load are clarified and communicated to Indigenous staff and their supervisors.	<ul style="list-style-type: none"> • OPVC-ILE • People Unit 	Indigenous clauses relating to cultural load in UTS enterprise agreements are operationalised.	Ongoing
Ensure Indigenous Elders are supported and remunerated for their contribution to UTS including supervision of PhD candidates.	<ul style="list-style-type: none"> • OPVC-ILE • People Unit • Research Office 	Number of Indigenous Elders who are PhD Supervisors.	Ongoing
Make training available for HDR supervisors of Indigenous PhD candidates.	<ul style="list-style-type: none"> • OPVC-ILE • People Unit • Research Office 	HDR supervisors completing 'Supervising Indigenous Higher Degree Research' micro-credential or other relevant study/training.	Ongoing
Increase the engagement of CALD and CARM communities with reconciliation and First Nations sovereignty through the Acknowledgement of Country project, as well as celebrating the UTS community's linguistic and multicultural diversity.	<ul style="list-style-type: none"> • CSJI • MWN Executive Committee 	<p>Number of translated Acknowledgements recorded.</p> <p>Number and variety of resources and activations developed as part of the Acknowledgement of Country project (including Data Arena exhibit, webpage, podcast).</p>	In development

4.2 Upholding racial dignity

Actions	Responsible	Success Indicators	Status
Explore opportunities for training on the racial dignity framework to support anti-racism initiatives across the university.	<ul style="list-style-type: none">CSJI	Identify and pilot at least two training opportunities (e.g. workshops, modules, seminars) incorporating the racial dignity framework for staff and/or students, with the aim of informing broader anti-racism initiatives such as curriculum modules.	New
Make resources and services on mental health, wellbeing and race available for staff and students.	<ul style="list-style-type: none">UTS Counselling	Student and staff support websites provide resources about mental health, wellbeing and race.	Ongoing
Increase opportunities for cultural safety and racial dignity through supporting relevant staff networks and student clubs	<ul style="list-style-type: none">CSJIActivateOPVC ILE	Staff and students have the opportunity to join with peers in groups that support their cultural and faith identities. Staff and student networks, associations and clubs include Welcome to Country or Acknowledgement of Country and are led by First Nations and CARM people.	Ongoing

4.3 Supporting the cultural and faith diversity of staff and students, and other aspects of identity that intersect with race

Actions	Responsible	Success Indicators	Status
Provide resources about running inclusive events for staff and students of a wide variety of faiths.	<ul style="list-style-type: none">CSJI	Staff formal and social events occur at a variety of times and includes various types of events and activities that is cognisant of cultural norms and cultural days of significance (e.g. Ramadan, Diwali, Yom Kippur).	In development

Take an intersectional approach to workforce analytics to help inform and report on strategies, policy and program implementation,	<ul style="list-style-type: none"> • DAIU • People Unit 	Workforce analytics reports include intersectional insights used to inform relevant policies and programs.	New
Appropriately fit out and resource spaces and facilities to meet staff and students' cultural and faith needs.	<ul style="list-style-type: none"> • Multifaith Chaplaincy • Property Unit • UTSSA and Activate • UTS Security 	First Nations, CARM and CALD staff and students are aware of relevant spaces and access university spaces and places for cultural and faith-based activities, celebrations and intercultural connection.	Ongoing
Design and deliver the 'Say My Name' campaign with UTS students and staff across faculties. 'Say My Name' is an initiative to decolonise the ways in which we understand and recognise names deemed as 'tricky', 'unfamiliar' and 'foreign' within Anglo-Australian contexts.	<ul style="list-style-type: none"> • CSJI • Multicultural Women's Network Executive Committee 	Communication strategy is developed for continued impact.	Ongoing
Develop a 'Say My Name' research strategy for continuing impact and community and academic engagement.	<ul style="list-style-type: none"> • CSJI • Multicultural Women's Network Executive Committee 	Number of research outputs (e.g. publications). Grant received to support research.	Complete

Extend the 'Say My Name' campaign to focus on intersectional approaches e.g. race, ethnicity, and gender.	<ul style="list-style-type: none"> • CSJI • Socially Responsive Design students (visual assets) • UTS Pride + Ally Networks • MWN 	Say My Name + Say My Pronouns Campaign introduced.	Complete
Ensure that staff networks and group initiatives use an intersectional approach in project design and delivery.	<ul style="list-style-type: none"> • CSJI • Socially Responsive Design students 	Staff network/group projects take an intersectional approach (e.g. Disability At Work campaign).	Ongoing

4.4 Working to ensure that UTS leadership is representative of, and/or advocates for, our culturally diverse community

Actions	Responsible	Success Indicators	Status
Include First Nations and CARM relevant leadership goals in relevant policies and strategies	<ul style="list-style-type: none"> • Office of PVC (ILE) • CSJI • People Unit • GSU 	Extent to which First Nations and CARM relevant leadership goals are included in relevant people policies and strategies.	New
Senior leaders engage with the MWN to understand impacts on career progression.	<ul style="list-style-type: none"> • MWN • CSJI 	MWN to be consulted during academic promotion and recruitment policy reviews.	In development

Explore the introduction of mentoring and sponsorship to connect, upskill and develop and strengthen culturally safe practice between leaders and other staff members.	<ul style="list-style-type: none"> • CSJI • People Unit 	Establish a mentoring and/or sponsorship program with sponsors and mentors who have undertaken relevant cultural diversity and anti-racism training.	New
<p>Actively work to develop a diverse leadership pipeline by:</p> <ul style="list-style-type: none"> • Participating in Diversity Council Australia (DCA), Settlement Services International and Chief Executive Women's RISE (Realise. Inspire. Support. Energise) pilot program. • Using the 'Assess to RISE' tool to analyse and respond to gaps in terms of leadership and beyond • Investigating and reviewing critical drop off points for First Nations, CARM and/or CALD staff in leadership pipeline at UTS. 	<ul style="list-style-type: none"> • CSJI • People Unit • OPVC (ILE) 	Critical drop off points for First Nations, CARM and/or CALD staff can be identified in leadership pipeline via workforce data.	Participation in RISE pilot program completed.
Continue to embed inclusive recruitment across UTS by providing training and resources to hiring managers and other key staff.	<ul style="list-style-type: none"> • Office of the PVC (ILE) • CSJI • People Unit 	<p>Training is provided to all UTS hiring managers.</p> <p>Clear messaging that cultural diversity is a key component of UTS staff diversity goals.</p>	New
Establish BAU processes to improve cultural diversity of applicants during recruitment, especially for senior leadership roles.	<ul style="list-style-type: none"> • People Unit 	<p>Job ads to include encouragement for diverse cohorts to apply.</p> <p>Key selection criteria, skills and attributes for all senior leadership roles to include metrics around supporting under-represented groups.</p>	Ongoing

Monitor candidate diversity data (including cultural diversity) during recruitment life cycle when recruiting for senior roles (Head of School and above).	<ul style="list-style-type: none"> People Unit 	Data is made available to UTS executive and faculty and divisional leaders to support increased cultural diversity in senior recruitment.	New
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5. Celebrating cultural diversity and building social cohesion

5.1 Recognising and valuing the creativity, knowledge and expertise of our diverse staff and students.

Actions	Responsible	Success Indicators	Status
Celebrate cultural diversity and anti-racism initiatives through events, campaigns and activations and showcase innovative and creative approaches that highlight cultural diversity, anti-racism and intersectionality.	<ul style="list-style-type: none"> CSJI and partners across UTS, e.g. WiEIT, MWN, UTS Art, PVC(ILE), Jumbunna, Activate, UTSSA. 	Event evaluation data on participation by faculties, divisions and individuals.	Ongoing
Curate and promote shows and collections in UTS art gallery and other relevant spaces that celebrate and showcase First Nations, migrant and culturally diverse heritage and contemporary works from these communities.	<ul style="list-style-type: none"> CSJI and partners across UTS, e.g. WiEIT, MWN, UTS Art, PVC(ILE), Jumbunna, Activate, UTSSA. 	Number of shows and collections that celebrate First Nations and migrant communities and culturally diverse works.	Ongoing
Join and participate in Welcoming Universities.	<ul style="list-style-type: none"> CSJI and partners across UTS, e.g. WiEIT, MWN, UTS Art, PVC(ILE), Jumbunna, Activate, UTSSA. 	Active participation in Welcoming Universities (including attending, hosting and/or sponsoring events).	Ongoing

5.2 Celebrating and acknowledging the cultural days of significance of First Nations and CARM staff and students

Actions	Responsible	Success Indicators	Status
Produce regular booklets (the 'How I Celebrate' Campaign) for cultural events that UTS staff, students and alumni celebrate.	<ul style="list-style-type: none"> MWN Executive Committee 	Number of downloads of the 'How I Celebrate' booklets. Number of UTS faculties/clubs/societies/schools/centres, etc involved in contributing to the booklets.	Complete
Celebrate cultural days of significance, e.g. partnerships with UTS Art, MWN WiEIT, student showcases.	<ul style="list-style-type: none"> MCU CSJI People Unit 	Number of activities on campus with a focus on cultural diversity and/or anti-racism including key campaigns and events e.g. Racism Stops with Me; NAIDOC Week; Reconciliation Week; International Day for the Elimination of Racial Discrimination.	Ongoing
Increase awareness that all staff can use personal leave and Indigenous staff can take cultural leave for cultural reasons.	<ul style="list-style-type: none"> MCU CSJI People Unit 	Number of staff who use personal leave for cultural reasons or Indigenous cultural leave.	In development

5.3 Providing and promoting opportunities for international students and staff to be immersed in campus life

Actions	Responsible	Success Indicators	Status
Support opportunities for all international staff to feel a part of workplace culture.	<ul style="list-style-type: none"> Faculty or School specific 	FEIT pilot is undertaken, including a 'welcome to international staff' event and MS Teams group. A guide is created and distributed to other Faculties.	Pilot complete. Guide is in development
Provide information for international staff at VC's Welcome to New Staff expo.	<ul style="list-style-type: none"> CSJI People Unit Relevant staff networks Faculty Social Justice & Inclusion committees. 	Information is provided to international staff at VC's New Staff Expo.	Ongoing.

International students are introduced to, experience, and engage with local Indigenous culture	<ul style="list-style-type: none"> • OPVC ILE • CSJI • UTS International 	International students are provided with opportunities to be introduced to, experience, and engage with local Indigenous culture.	
Help transition international students into UTS and Australia through relevant UTS student cultural clubs and societies.	<ul style="list-style-type: none"> • Students Association • Activate 	<p>Number of international students participating in UTS clubs and societies.</p> <p>Number of international students in UTS clubs and societies that report a feeling of belonging on campus.</p>	<p>Ongoing</p> <p>New</p>
Investigate availability of resources and supports to assist international students to secure, stable and affordable housing.	<ul style="list-style-type: none"> • CSJI • UTS International 	Number of international students reporting housing security.	New

5.4 Supporting opportunities for the UTS community to build connections, respectfully debate issues, and learn about different perspectives

Actions	Responsible	Success Indicators	Status
Develop a Community of Practice to support work focused on cultural diversity, social cohesion and anti-racism at UTS and in broader society.	<ul style="list-style-type: none"> • CSJI • Multi-faith Chaplaincy • Activate • UTSSA 	Member feedback indicating culturally safe practices and openness in discussions.	New
CSJI works with other groups at UTS and external partners to develop and support an on-going series of activities aimed at building belonging and campus cohesion.	<ul style="list-style-type: none"> • CSJI • Multi-faith Chaplaincy 	Attendee and participation feedback indicating openness in discussions.	Ongoing

Monitor and share emerging evidence-based good practice e.g. Monash University's Campus Cohesion Research Program and the AHRC Racism At University project recommendations.

- CSJI

Good practice initiatives are monitored and shared with campus research networks, communities of practice and UTS communications and events

New

Governance structure

The implementation of the CDAR Action Plan will be overseen by a working group of staff and students with lived experience of racism, subject matter experts, and operational leaders to advise on the design and evaluation of new initiatives as part of the Plan. The CDAR Working Group will be established following the adoption of the Plan.

The CDAR Working Group will meet quarterly to:

- review progress on key initiatives
- make recommendations on required resources, including funding and staffing
- approve changes to the strategy, priorities or its implementation based on changing circumstances or feedback and
- provide reports to the Vice-Chancellor's Social Justice and Inclusion Committee on progress, risks and outcomes.

Development of the CDAR

In October 2019, the Centre for Social Justice and Inclusion (CSJI) commissioned an external consulting company, *DiverseWerks*, to conduct a survey of Indigenous and Culturally and Linguistically Diverse (“CALD”) UTS women staff members, both academic and professional, in relation to their experience of working at UTS.

While UTS has had a long history of innovative and sector leading work in equity and diversity – particularly in relation to our work in Indigenous education and research, widening participation, and gender equity – this initiative was a response to an absence of information about the experiences of staff from CALD backgrounds.

Following the research, and in consultation with the (then) UTS Multicultural and Indigenous Women’s Network, a Working Group was established to put forward recommendations to the University. The Working Group consisted of representatives from the People Unit, CSJI, Office of the Pro Vice-Chancellor Indigenous Leadership and Engagement (PVC ILE) and the Jumbunna Institute for Indigenous Education and Research.

The Working Group put forward a series of recommendations to the Vice-Chancellor’s Social Justice and Inclusion Committee (VCSJIC) about proposals to address the findings of the research. Key among these proposals was a request that the university develop a ‘UTS Cultural Diversity Action Plan’ to address the findings and recommendations of the report, with a staged implementation plan to accommodate budget parameters.

This proposal was supported and it was agreed that CSJI should develop a Cultural Diversity Action Plan to be submitted to the VCSJIC for comment and approval. While this was originally planned for 2021, the pandemic resulted in a re-prioritisation of the required work and need for consultation related to this project.

Dr. Elaine Laforteza and Jo Tilly (CSJI) have been leading the development of the project through an evidence-based, multi-method approach grounded in research, strategic partnerships, close consultation with students and staff across the university, and surveys and focus groups with staff and students who identify as coming from CARM backgrounds. The project has also been informed by research undertaken by the Jumbunna Institute for Indigenous Education and Research, and the Centre for Social Justice and Inclusion’s literature review for the Australian Human Rights Commission’s national study investigating racism in Australian universities.

Following feedback from participants, the title of the Action Plan was amended to the ‘Cultural Diversity and Anti-Racism (CDAR) Action Plan’ to reflect the importance of centering anti-racism action to improve the student and staff experience.

The name CDAR, pronounced as ‘cedar,’ draws inspiration from the characteristics of the cedar tree. In various cultural contexts, the cedar has symbolised greatness, nobility, strength, and incorruptibility. This symbolism aligns with the objectives of the CDAR Action Plan, reflecting its commitment to establishing, supporting, and nurturing a community that embodies these qualities.

The draft Action Plan was presented to the VCSJIC and the University Leadership Team, with a range of colleagues across UTS providing feedback. More targeted consultation with the PVC ILE and other First Nations colleagues was also undertaken to ensure the Plan appropriately reflects the principle of self-determination and priorities articulated in key First Nations strategies including the UTS Indigenous Education and Research Strategy and Wingara Indigenous Employment Strategy.

Broader community consultation was also undertaken with key staff and students in UTS (e.g. the People Unit, the Multicultural Women’s Network, faculty Equity and Diversity and committees, UTS International, Teaching and Learning Curriculum Unit, Ethnocultural Collective) and external partners (e.g. Diversity Council of Australia, City of Sydney).

Methodologically, the CDAR initiative is people-centric, theoretically informed by critical race

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and decolonial studies, and assets-based—leveraging community strengths to drive sustainable change in cultural diversity and anti-racism at UTS.

The Plan aims to increase the capacity for cultural diversity and inclusion in faculties and units across UTS, to celebrate the diversity of our students and staff, enhance campus and educational experiences, and support the well-being of all staff and students. The Plan is broadly focused on addressing common experiences of culturally and racially marginalised staff and students. It aims to provide a shared foundation on which initiatives directed towards specific cohorts, including First Nations staff and students, can draw on.

The CDAR is integrated with the UTS Annual Plan and has been included in UTS Corporate Plan priorities since 2023. It has been developed to align with UTS 2030 priorities. By bringing together a range of measures (many of which are already underway) into the one document, the aim is also to visibly showcase UTS's commitment to cultural diversity and anti-racism.

Alongside the development of the CDAR, a range of associated projects are being rolled out to address challenges related to race, faith and cultural diversity on campus, as well as to celebrate the cultural diversity at UTS.