ANU Diversity, Equity and Inclusion Strategies 2025 Progress Report

January 2026.

Inclusive and Respectful Communities

People and Culture

Acknowledgment of Country

The Australian National University (ANU) acknowledges the Ngunnawal and Ngambri people, who are the Traditional Owners of the land upon which the University's Acton campus is located.

We pay our respects to all Aboriginal and Torres Strait Islander peoples past, present and emerging and acknowledge that this land from which we benefit has an ancient history that is both rich and sacred.

The ANU Community makes a commitment to always respect the land upon which we stand to ensure that the voices of this land's Aboriginal and Torres Strait Islander peoples are both heard and listened to so that we may move towards a future marked by cooperation and mutual respect.

Introduction

Striving for diversity, inclusion and a sense of belonging is important for the ANU Community, the values we role model help us strengthen our commitment towards our institutional values:
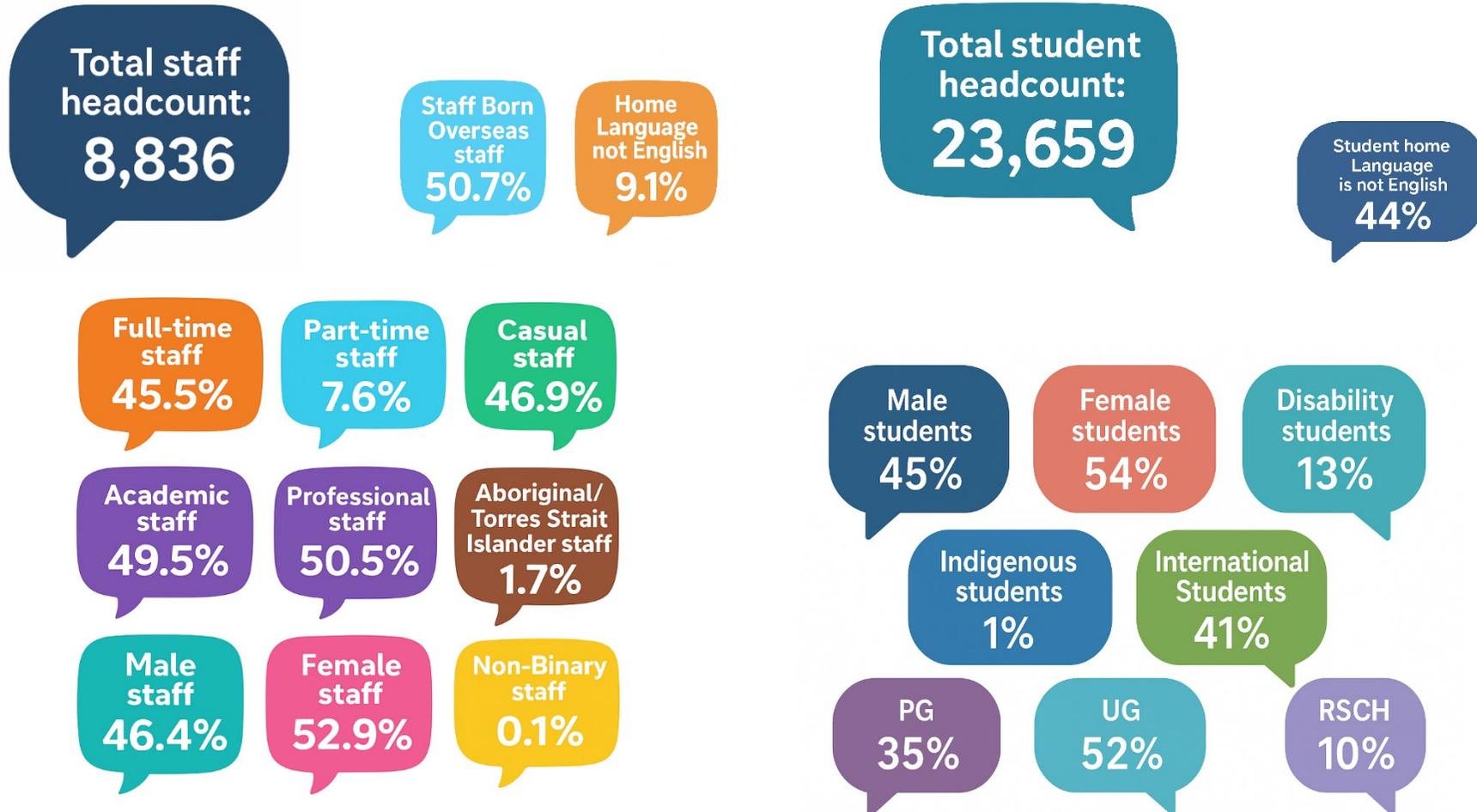
- Academic freedom and integrity
- Fairness and justice
- Respecting, celebrating and learning from First Nations Peoples
- Truth-seeking, transparency and accountability
- Safety and wellbeing
- Inclusion, equity and diversity
- Respectful collegiality

This report is intended to provide an overview of the current state and progress of the University's diversity, equity and inclusion strategies' actions and activities as part of our commitment to improve and shape a more diverse and inclusive organisation. It also highlights how these efforts support our goal of becoming a more compassionate and culturally safe university and a world leader in research, education, innovation and creativity.

Australian National University

The diversity within our community reflects the University's current demographic environment

Total staff headcount: **8,836**

Staff Born Overseas staff **50.7%**

Home Language not English **9.1%**

Full-time staff **45.5%**

Part-time staff **7.6%**

Casual staff **46.9%**

Academic staff **49.5%**

Professional staff **50.5%**

Aboriginal/Torres Strait Islander staff **1.7%**

Male staff **46.4%**

Female staff **52.9%**

Non-Binary staff **0.1%**

HR Management System (HRMS) and ANU Insight (2025)

Total student headcount: **23,659**

Student home Language is not English **44%**

Male students **45%**

Female students **54%**

Disability students **13%**

Indigenous students **1%**

International Students **41%**

PG **35%**

UG **52%**

RSCH **10%**

ANU Insight Student Experience, 2025 dashboard data

The ANU is proud to be a diverse and inclusive community comprising students and staff from a wide range of cultural, social, and professional backgrounds. We recognise that diversity enriches our learning and working environments, and we are committed to fostering a culture where all individuals are valued, respected, and empowered to thrive.

The ANU Corporate Plan 2025–2028 positions Diversity, Equity and Inclusion (DEI) as a key priority, guided by the core capability enabler and success measure of *People,* encompassing *cultural safety, equity and inclusion*:

> *"The ANU is a diverse and inclusive community. We are committed to fostering a culture of respect and inclusion by embedding the University's values of equity and diversity into every aspect of our study, work and living environment"*

It means tapping into the strengths of our University community, our staff and students, and working together to build a positive culture shaped by respect, collaboration, equity, and diversity. As we keep embedding these principles into everything we do, from studying and working to everyday community life, we're making sure equity and inclusion stay at the heart of our policies, our practices, and our daily interactions.

As part of our ongoing commitment to accountability and transparency, this report provides the ANU community with an overview of progress throughout 2025, as well as actions currently underway, across key strategic DEI initiatives. These include:

- Anti-Racism Recommendations Report
- Gender Equity Strategy (2023–2025)
- Reconciliation Action Plan (2024–2026)
- Disability Action Plan - 2024

All these strategies work toward one shared goal: making our University a place where everyone belongs and has the chance to succeed. This report celebrates what we have achieved so far and shows our ongoing commitment to keep getting better, together.

Moving forward 2026 and beyond

As the life cycle of these strategies draws to a close at the end of 2025, a new whole-of-University equity governance model has been proposed to replace the current Inclusion, Diversity, Equity and Accessibility (IDEA) Governance Framework. The proposal aims to build on the current work of the Inclusive and Respectful Communities (IARC) team within the Experience, Wellbeing and Inclusion Division; the Diversity, Equity and Inclusion (DEI) team in the People and Culture Division and work happening in many Colleges/Schools through their equity, diversity and inclusion leads.

The new model will strengthen coordination of equity, diversity and inclusion initiatives and better support actions aimed at eliminating harmful behaviours. It will provide clearer strategic alignment, stronger accountability, and more effective community engagement across all colleges, portfolios and administrative units, including an improved central online presence. The final model will be shared with the University community once the proposal has been completed and approved.

Anti-Racism Taskforce Recommendations (2023)

Recommendations	What we have done	Status
Phase 1 – Immediate implementation and action		
Recommendation 1.1 Develop an ANU web page for those experiencing racism on campus (either directly or as a by-stander) which directs them to the appropriate resources and support.	The University has published a Harmful Behaviours page, available for all staff and students. This includes information on racism and other behaviours that can impact on the wellbeing of our community. The page also links to support available through Student Safety and Wellbeing or the Staff Respect Consultant.	Completed
Recommendation 1.2 Develop and implement an online disclosure tool for incidents of racism on campus impacting on staff and students combined with efforts to ensure the availability of culturally diverse / trained staff to support such disclosures.	An online disclosure form is available here which provides students and staff with the opportunity to lodge an identified or de-identified disclosure about a range of harmful behaviours, including racism. The identified disclosure process facilitates contact from Student Safety and Wellbeing or the Staff Respect Consultant to ensure the person who experienced the harm is provided with information and support. Staff in both teams support people in a way that is trauma-informed and person-centred. All staff are guided by the University's Responding to Students in Distress Guide (updated in September 2025). This guide helps ensure disclosures are handled sensitively, with empathy, and in accordance with trauma-informed principles. The 2025 Harmful Behaviours report will be published in April 2026 and available at Respect@ANU	Australian National University	Completed
Phase 2 – Building the foundation for growth		
Recommendation 2.1 (1) Initiate the process of gathering de-identified ethnicity data from both ANU staff and students, an endeavour which can potentially be strengthened by leveraging existing research work	The University has established processes for collecting de-identified diversity data for both staff and students, within the current system capabilities and resourcing. Staff-related diversity data is available through the People and Culture team and the Insight portal, while	Ongoing

at ANU. This would not only enrich the University's management reporting ability but also create more transparency and awareness. However, data collection will need to be part of a larger trustworthy infrastructure where the purpose and value of collecting such data is made apparent, and where any concerns regarding data-handling practices are anticipated and addressed early on through appropriate procedures	student diversity information can be accessed via the Insight portal using the various diversity dashboard tools. The University is continually working to enhance the quality of its diversity data collection. Ongoing improvements aim to strengthen reporting capabilities, support better decision-making, and ensure that the data reflects the diverse experiences and identities within the University community.	
(2) Create a more inclusive environment at ANU by introducing an 'unacceptable behaviour' survey for all staff and students. This step aims to identify and eliminate any prejudiced or discriminatory practices on campus.	Although we recognise the importance of creating a more inclusive environment through tools such as an "unacceptable behaviour" survey, we were not able to implement this action during the current reporting period. Our intention is to review the Racism@Uni survey (conducted by the Australian Human Rights Commission) results when they are available and consider impactful pathways for improving discriminatory practices on campus.	Not achieved
(3) Establish the staff and student wellbeing data framework as suggested by PSP through the Personal Wellbeing Index being developed. This initiative is in discussion as part of the MHSR (Mental Health Strategy Review) project and is an extension of the ACT Wellbeing Framework.	The University has improved data availability through implementation of advocate case management, along with piloting a WHS psychosocial audit and recommencing Employee Engagement Surveys which include data points relating to wellbeing of teams. For students: In Semester 1, 2023, a Personal Wellbeing Index (PWI) pilot module was introduced to gather insights into the student wellbeing experience. The PWI module consists of a set of questions drawn from the Quality Indicators for Learning and Teaching (QILT) ANU Student Experience Survey (SES). These questions encourage students to reflect on their personal lives and circumstances, offering an indication of their overall life satisfaction. Although the module is not compulsory, it provides valuable insights that can inform and support the University's development and decision-making.	Completed

Recommendation 2.2	SBS Inclusion training license is in place and will be available to staff via the Pulse staff training platform, including Inclusive Recruitment, Core Inclusion, First Nations, Cultural Diversity, Generational Diversity, Disability, Neurodiversity, LGBTIQA+ and Gender Equity.	Completed
Develop and implement cultural awareness and inclusion training for staff and students that brings meaningful cultural change.	The new RRR@Work module has been piloted in S2 2025, it supports pathways, values and expectations around healthy and respectful relationships and doing our part in helping the University to be a safer and more inclusive learning environment. This module will be compulsory to all staff from 2026.	
	Other activities include: • Inclusion of anti-racism education content in the University's Bystander Intervention Training (in-person) • Compulsory training for Senior Residential Leaders (semester 1 and 2) • Responding to Harmful Behaviours training for staff • Mandatory component of staff induction (from August 2025) and mandatory for all staff from 2026 • Pilot of a new online training "Enhancing RRR: Understanding and Responding to Racism". The pilot was developed by IARC Peer Educators and is being undertaken by staff in the Residential Experience Division. It will be part of the Senior Residential Mentors and other students in leadership training from 2026. It offers a deep dive into the complexities of systemic racism, exploring its various dimensions, ideological, interpersonal, and institutional and how these layers influence campus culture and broader society. It also provides information on options for addressing racist behaviour, through a bystander intervention model.	
Recommendation 2.3	As part of the regular review cycle, the Diversity, Equity and Inclusion team under People and Culture completed its review of the policy and submitted feedback to the Employee Relations team. The Student Disciplinary Framework Review also progressed in 2025 with changes to processes to take place in 2026.	Completed
Review the University's policies and procedures related to discrimination and racism, even if out of schedule, ensuring that the process and		

procedures are clear and appropriate, and enable different levels of reporting.		
Recommendation 2.4 Develop a broad respectful relationships/culture at ANU communication plan to include racism, discrimination and other harmful behaviours.	Throughout 2025 ANU has proactively advanced efforts to build a more inclusive and equitable campus environment There have been a range of activities and programs developed through ongoing engagement across all colleges, portfolios, and administrative units. For example: • CASS initiative for a [CASS Global South Visiting Fellowship](#) offers the opportunity to host scholars from the Global South, it fosters academic exchange and collaboration among scholars and strengthens research partnerships with scholars from the Global South. The scheme is planned to run again in 2026 for visiting fellowships in 2027. • Launch of two anti-racism poster campaigns with ANU residences. All posters were developed by the Inclusive and Respectful Communities Peer Educators, including those that identify as part of the BIPOC community. • Bystander intervention training: providing examples of racist microaggressions and how the bystander intervention framework can support the community to safely intervene • Understanding the impacts of racism, "4 I of Oppression", outlining how racism can be perpetrated across the spectrum from ideology to institutional racism. • Each semester the Residential Experience Division (RED) works with each residence to co-design anti-racism events and projects that reflect that residence's context. These activities are student-led, the RED team provides resources, framing support, risk and wellbeing guidance and evaluation templates. • In 2025 ANU opted to participate in the Australian Human Rights Commission's 'Racism@Uni' survey. Community engagement with the survey was strong with a response rate of 10.5%, placing ANU as number 3 out of the 42 participating universities for participation. The report with outcomes of the survey is	Ongoing

	expected to be released in 2026. The ANU is committed to using any resulting evidence and findings to improve and refine our approach.	
Phase 3 – Cementing the University's actions and commitment		
Recommendation 3.1 Embed decolonising perspectives and knowledge-systems into curricula and curriculum-related strategies and policies.	The University's existing curriculum reform initiatives, including the Teaching and Learning Strategy, Curriculum Framework, and Graduate Attributes, are aligned with the intent of the proposed recommendation, with substantial work already underway, particularly in relation to Indigenous knowledge systems. The longer-term decolonial frameworks envisioned in this action would similarly draw on extensive histories and knowledge systems from diverse regions, including the Global South. Developing these frameworks will require significant time and effort and will be considered in future planning.	Ongoing/Carried forward
Recommendation 3.2 Ensure that CALD recruitment and initiatives are encompassed under a developing ANU Diversity Equity and Inclusion overarching framework. Note: this recommendation was reworded from the original to better align it with University structures	Early exploration of an overarching framework for DEI has commenced between People and Culture and Inclusive and Respectful Communities teams. With the Interim VC endorsement request underway this action will remain in progress. An additional future action being explored includes building an ANU equitable hiring checklist or process for hiring managers to review at early stages of role approval.	In progress
Recommendation 3.3 Widening the participation of students from diverse backgrounds, including students from racial, ethnic, religious and culturally diverse backgrounds, particular in degrees that can meet areas of community need.	ANU consistently delivers strong outcomes for under-represented groups. For example, we have one of the lowest attrition rates (18.9%) and highest success rates (85.2%) for First Nations students. Students who identify as First Nations or as having a disability report higher average Personal Wellbeing Index scores than their sector peers, highlighting the strength of our support services and workplace culture. The University has set a KPI, detailed in our Corporate Plan 2025-2028, to increase participation and	Ongoing

access for students from low socio-economic, First Nations and regional and remote backgrounds.

The University offers a range of services to support students from under-represented groups, including:

- Kambri Indigenous Undergraduate Scholarship and Changing Futures Scholarships
- The Tjabal Indigenous Higher Education Centre provides support for ANU Indigenous students, offering pastoral care, tuition and linking students into other on campus programs
- First Year Experience Program: a ten-month program to help students build community and connect with peers and support services. The program uses peer leadership to help students settle into University life, feel more connected, and stay on track to continue their studies
- Set4ANU Mentoring: eight weeks of free mentoring to new ANU students by existing students. Mentors welcome new students to campus and empower them to succeed in their studies
- ANU Accessibility Program: supports students with a disability throughout their studies. The program also provides support to students with caring responsibilities
- Basic Needs Support Program: provides financial and in-kind support to reduce the barriers faced by students on transition to University. In 2025, the University supported 325 students with financial help with textbooks, parking, health services and other hardships
- Community Connect: provides students experiencing food insecurity with access to pantry staples, frozen foods and personal supplies.

1. Gender Equity Strategy (2023–2025)

Action	What we have done	Status
Our Culture and Behaviour		
Action 1.1 Make the RRR suite of modules, that include clear expectations around respectful conduct, gender equity and bystander intervention, a standard requirement of staff and student induction and orientation processes Note: This action has been revised from the original GE Strategy to address clarity issues and to ensure the action is defined in concrete, measurable terms.	Online training for staff, available through Pulse, includes code of conduct, equal opportunity online and responding to disclosures of sexual violence. Mandatory staff training has been reviewed to ensure obligations under *Respect at Work* legislation are met and help embed cultural and behavioural expectations. The new RRR@work (Rights Relationships and Respect at Work) piloted in S2 2025 will be mandatory for all staff with a 2-year refresher program mandated via the new Mandatory Training Procedure. The Staff Welcome and People Manager Essentials program has embedded cultural and behavioural expectations. Members of the Diversity, Equity and Inclusion (DEI) team facilitate the DEI component of each of these sessions. For students the Rights Relationships and Respect modules introduce students to core concepts relating to respectful relationships and sexual consent, as well as important information about ANU care and support services. In the student space IARC Peer Leaders are currently developing bystander intervention (Enhancing RRR) modules to support residential student leaders to address a range of social harms and discrimination issues, one of these modules will focus on queerphobia specifically.	Completed
Action 1.2 In partnership IARC and ANU Communications and Engagement (ACE), deliver a communications campaign to promote gender equity values and vision to the community. Note: this action was re worded from the original GE Strategy due to restructuring changes in the University	IARC worked in partnership with ACE to ensure information about the following were promoted to ANU staff and students through the On Campus newsletter: • ANU LGBTIQA+ Ally Training – seven central sessions delivered to ANU staff and students. • In June 2025, IARC collaborated with other institutions and groups to host a community event celebrating Pride Month and reflecting on contemporary challenges and threats within the broader LGBTIQA+	Ongoing

community, with particular focus on those faced by trans and gender-diverse people.

- IARC worked closely with Student Business Systems, and Student Communications and Events to guide the implementation of a system upgrade allowing students to more accurately identify their gender in ANU information systems, in response to new regulations announced by the Australian Government's *Tertiary Collection of Student Information (TCSI)* project. IARC lead the development of the communications plan to ensure updates were shared with the whole community in a sensitive and helpful manner.

IARC also renewed the ANU LGBTIQA+ Ally Network Newsletter and sent ten monthly editions between February and November 2025, to an audience of around 1000 members. The newsletter provided the network with updates on news, events and opportunities relevant to the LGBTIQA+ community at ANU, in Canberra and nationally, as well as shared recommendations on Queer* media (books, film, tv, etc).

The ANU contributes more broadly to the national discourse into gender equality, for example the Global Institute for Women's Leadership released a preselection analysis on the "glass cliff" election which analyses the gender equality commitments of Australia's major political parties ahead of the 2025 Federal Election

The Gender Institute continues to do excellent work in supporting events and advancing gender research and equality. It brings together ongoing initiatives on gender and sexuality across research, education, and outreach, while promoting innovative projects and programs that address gender-based inequalities within the ANU.

The People and Culture team continue to engage with monthly Corporate Communications meetings using a tracking document to plan and track communications on relevant awareness days and activities and remain committed to this process.

Note: Action 1.3 has been removed as it is embedded in action 3.6		
Action 1.4 Work with Colleges and Portfolios to build processes into Focus procedure for reviewing workloads on an individual level using the [Assessing achievement relative to opportunity guideline](#) Note: This action has been revised from the original GE Strategy to address clarity issues and to ensure the action is defined in concrete, measurable terms.	Guideline review delayed in line with Academic Promotions review and Nixon review processes	in progress.
Action 1.5 Produce guidance and training for managers and supervisors regarding skills for the development and implementation of appropriate gender inclusive practices	The People Manager Essentials and Leadership in Practice programs offered through the Culture Team now include practical learning on diversity, equity and inclusion. We have also developed a factsheet-style guide that brings together key information on gender equity and gender identity. This guide will soon be published on the [Staff Services webpages](#), which also provide guidelines for all staff, including those in leadership roles, on gender affirmation, gender-inclusive language, and the use of pronouns. In addition, through our membership with the Champions of Change Coalition, we have piloted a workshop for people leaders and IDEA leads based on *7 Switches: A Guide for Inclusive Gender Equality by Design*.	Completed / ongoing
Note: Action 1.6 has been removed and it is embedded with action 2.8		
Action 1.7 Work with all halls of residence and their student leaders to develop local approaches and plans for improving the state of gender equity, identifying areas where further training for staff is needed	In 2025, IARC collaborated with residential halls to develop local prevention approaches, successfully embedding the peer-led consent program, *Enlivening RRR*, into hall orientation and community calendars. To further address local culture and safety, we provided whole-of-community LGBTQIA+ Ally workshops on request. Additionally, through the pilot of the *Enhancing RRR* micro-credential, we engaged deeply with Heads and Deputy Heads of Hall, using these consultations to identify specific areas where further staff training is required to support these local equity plans effectively. All residential staff will	Completed / ongoing

	complete training called Understanding and Responding to Harmful Behaviours with a key focus on gender-based violence in January 2026 - the program has been developed in line with the requirements of the National Code to Prevent Gender Based Violence in Higher Education.	
Action 1.8 Ensure that all areas of the University have easy access to HR resources to undertake equitable recruitment, retention, and promotion practises.	The academic promotions process now incorporates gender equity by ensuring diverse committee membership and embedding inclusivity in our updated recruitment policies. People and Culture are also strengthening leadership capability through programs like Leadership in Practice and People Manager Essentials. Both the Career Development Policy and the Academic Promotions Procedure include guidance to support fair and equitable development and promotion opportunities for staff. As a next step, the ANU Recruitment team will review the current selection committee training on offer, and equitable hiring practices in line with Nixon recommendations.	Completed / ongoing
Action 1.9 Evaluate mechanisms that recognise and celebrate staff and student work towards gender equity.	There are existing recognition processes, including Chancellor, Vice-Chancellor, and College-level awards. Additional gender equity recognition comes through achievements such as the Athena Swan Cygnet awards, Bronze renewals, and the annual Workplace Gender Equality Agency (WGEA) Employer Statement, which highlights actions and celebrates progress in gender equity. Future work will focus on increasing the visibility of these recognition opportunities by creating a dedicated webpage that consolidates all this information. From 2026 ANU will be required under WGEA legislation to select three targets from a curated Gender Equality targets menu.	Ongoing
Action 1.10 Test, evaluate, and improve staff and student complaints and appeals processes to ensure a supportive, responsive, well-promoted, and transparent complaints management system.	The new harmful behaviours disclosure tool , along with support services such as Student Safety and Wellbeing Case Managers and the Staff Respect Consultant, are designed to make formal complaint processes more accessible and provide support for students and staff who wish to engage in them. Information on complaint processes is shared with staff through multiple channels, including the new staff welcome program, People Manager Essentials, and On Campus. For students, guidance is provided through training	Ongoing

	for student leaders in residences, ANUSA and communications from the Office of the Registrar. Future actions by the University will include establishing an Integrity Office to be a 'one door' approach to complaints for staff and students at ANU.	
Action 1.11 Evaluate existing programs and structures aiming to support staff and students with caregiving responsibilities and develop a plan for remediation where gaps are identified.	Carers definition has been developed and will be used to update the current resources available online. The Nixon Review and the HDR Carers Report by ANU PhD candidates highlighted that carers, particularly women and HDR students, continue to face barriers at the ANU, including inflexible work practices, financial pressures, and limited policy support. They recommend reforms such as extended parental leave, greater flexibility, and formal recognition of diverse caregiving roles. Their recommendations align with WGEA gender equality targets and underscore the importance of adopting inclusive, family-friendly workplace practices that promote equity and wellbeing. The Nixon Review Steering Committee is currently reviewing these recommendations as part of the wider gradual implementation plan. The University will also be investigating parking arrangements for part time staff who are the cohort most likely to have caring responsibilities.	Ongoing
Our Leadership and Governance		
Action 2.1 All Colleges and Portfolios to identify a member of their executive to lead on IDEA matters (such as gender equity) and engage in cross-College/Portfolio exchange of ideas and initiatives.	Recommend continuing this action in future strategy following new proposal for an overarching Respect and Belonging Governance framework in 2026 and in conjunction with Nixon Review recommendation implementation.	Carried forward
Acton 2.2 Provide an annual College and Portfolio level gender equity data report to SMG that analyses, benchmarks, evaluates and reports on the gender composition of the staff and	Workforce planning has already produced an analysis dashboard of WGEA data by area, gender, and level. This work will be expanded and enhanced through the development of a gender equity dashboard that examines the factors driving the gender pay gap. Through consultation on gender equality targets in 2026, data will be shared across the ANU.	Completed

student community, as well as the gender pay gap.		
Action 2.3 Establish a reporting mechanism to oversee and drive the implementation of this strategy, ensure a consistent approach to gender equity across the University.	There is a new proposal for a whole-of-University Respect and Belonging Governance Framework Model from 2026, this model would replace the current IDEA Governance Framework. It aims to create a unified approach to accessibility, equity, and inclusion across the University. This model will strengthen accountability, provide clear governance, and deliver measurable outcomes, ensuring a consistent and coordinated approach to implementing the Gender Equity Strategy.	This action will be considered in the future plan development
Action 2.4 Strengthen ongoing training and mentorship opportunities for staff leaders to develop the capability required to foster gender equity at ANU, being guided by the principles of this strategy.	Work continues through the new job architecture framework aligned with Focus conversations, complemented by leadership development initiatives underway through the Nixon Review. ANU Student Health and Wellbeing services engage Inclusive and Respectful Communities to train staff on queer-affirming practices This training equips staff with the knowledge and skills to understand diverse gender identities and sexualities, challenge bias, and use inclusive language and practices. By embedding queer-affirming principles into all aspects of care, Student Health and Wellbeing aims to foster a more inclusive campus environment where every student feels seen, valued, and empowered to seek support without fear of discrimination or misunderstanding	ongoing
Action 2.5 Draw on the Champions of Change 7 Switches report as a framework for embedding gender equity in all decisions and process development. Note: This action has been revised from the original GE Strategy to address clarity issues and to ensure the action is defined in concrete, measurable terms.	The 7 Switches gender equity training was piloted with leaders in two sessions, with an Executive workshop under consideration for 2026. The framework has also been used to develop a DEI Review Checklist tool to support DEI checks in policy, process, and system development.	Completed
Action 2.6 Develop local plans which address improvements to gender equity for academic	Recommend continuing this action in future strategy following exploration of overarching Respect and Belonging Governance Framework in conjunction with	Carried forward in the future plan for consideration

and professional staff, and students. Local data, targets, and success metrics must be included. Plans will be available for all staff and students to view and refer to.	Nixon Review recommendation implementation, and WGEA gender equality target selection.	
Action 2.7 (a) Develop a mechanism to accurately represent transgender, gender diverse, and intersex people in our current systems where they wish to disclose this information. (b) Develop good practice gender affirmation guideline**s** with includes a process for changing gender markers and names in ANU systems. Note: This action has been revised from the original GE Strategy to address clarity issues and to ensure the action is defined in concrete, measurable terms.	In July 2025 the University announced its three-part initiative to improve how gender, pronouns and preferred names are recorded and supported across ANU systems. The first enhancement is live in the Student Administration System and students can self-nominate their gender in ANUHub using the updated gender categories aligned with the Australian Bureau of Statistics (ABS) 2020 Standard for Sex and Gender Variables and Tertiary Collection of Student Information (TCSI) reporting requirements. People and Culture and Inclusive and Respectful Communities team will continue collaborating to ensure consistency with language available in each system to allow staff and students to self-identify. There is work scheduled to update gender identification options in the HR system from 1 Jan 2026. People and Culture will review the current staff gender affirmation guidelines in line with any systems changes - Gender affirmation guide	Services.	Ongoing
Action 2.8 Work with student associations and residences to understand opportunities for student leader professional development to support their ability to lead and drive gender equity within the student cohort.	We significantly expanded professional development for student leaders through the delivery of the *Creating Change* program. This initiative empowered students to identify engagement points with their peers and rapidly prototype ways to address the drivers of gender-based violence, transforming informal interactions into culture change opportunities. This leadership capability was supported by foundational training in understanding sexual violence as defined by Our Watch, as well as practical skills in responding to disclosures of harm in a trauma-informed, person-centred way.	Completed/ongoing
Note: Action 2.9 has been removed as it is covered within other actions related to staff and student training and academic and teaching developments		
Our Environment		
Note: Action 3.1 has been embedded in action 3.2 and 3.7		

Action 3.2	Inclusive and Respectful Communities team run programs and campaigns through the ANU Ally Network to support understanding of inclusive language and use of pronouns.	Ongoing
Consult with the Trans and gender-diverse community to develop and deliver a targeted educational campaign around gendered pronouns and inclusive language	The team is working on developing a Gender Affirmation Guide for students similar to the one available for staff: Gender affirmation guide	Services.	
Note: This action has been revised from the original GE Strategy to address clarity issues and to ensure the action is defined in concrete, measurable terms.		
Action 3.3	The Disability Action Plan 2026–2028 is currently undergoing consultation, with emphasis on ensuring that University spaces, digital platforms, and service delivery approaches are designed to be accessible and inclusive. As part of this process People and Culture undertook a survey with building custodians to compile foundational diversity-related building data.	Ongoing
Undertake an audit of the built environment and develop an action plan to improve the state of our facilities in relation to being an inclusive, safe, welcoming, and respectful of all genders and backgrounds (including cultural backgrounds, disability, and caring responsibilities).	The University continues to enhance inclusive facilities, including gender-neutral bathrooms, Muslim-friendly toilets and showers, Share the Dignity vending machines across campus, and designated multifaith spaces to accommodate diverse requirements.	
Note: Action 3.4 has been embedded in Action 3.7		
Action 3.5	The University will investigate the development of equitable meeting and event guidelines, informed by the 7 Switches framework, to be incorporated as a reference resource for managers and supervisors within Leadership in Practice and People Manager Essentials courses, addressing the inclusion of all genders, carers, and varying accessibility requirements.	Not achieved / carried forward
Establish and promote University protocols for meetings and events to ensure we are inclusive for people of all genders.		
Action 3.6	Through a more targeted engagement strategy, the number of bespoke and targeted training sessions delivered to academic colleges nearly doubled compared to 2024, engaging over 350 research staff in 2025. Research staff also participated in the *Rights, Relationships and Respect in Research* online module, with a total of 277 completions (HDR candidates and supervisors combined), as well as the pilot of the *Rights, Relationships and Respect at Work*	Completed/ongoing
Increase research staff engagement with existing training opportunities provided by Inclusive and Respectful Communities, including R4 and RRR at Work and Ally Network training.		

Note: This action has been revised from the original GE Strategy to address clarity issues and to ensure the action is defined in concrete, measurable terms.	online module, which recorded 252 completions across both professional and academic staff.	
Action 3.7 Develop and distribute teaching resources for teaching staff to promote gender-inclusive curriculum, prevent harassment, and create a safe and welcoming learning environment for women and gender-diverse students Note: This action has been revised from the original GE Strategy to address clarity issues and to ensure the action is defined in concrete, measurable terms.	The ANU Ally Network offers training and resources to support gender diversity in teaching. Additional support includes resources on gender-inclusive language from People and Culture team and the general guidance on inclusive practices available from the Inclusive and Respectful Communities team. This action will continue to be a key focus of future plan development, including engagement with the Gender Institute to co-develop guidelines and resources that enable academic staff to embed gender-inclusive teaching throughout their curriculum.	Carried forward / Ongoing
Action 3.8 Undertake a review of how the shift back to in-person learning as a dominant mode of delivery impacts on gender equity for students.	This action will be taken into consideration in the development of the future plan.	Not Achieved
Our Policies and Processes		
Action 4.1 Develop and implement a policy assessment tool to identify and address barriers to gender diversity and inclusion in the policy development and review process. Key considerations include: • Bullying and discrimination • Caregiver and parent support • Caring responsibilities for elderly parents and family members • Discretionary resource allocation and investment	The University is currently conducting work to review all ANU policies to streamline and better align policies and procedures. The University is currently determining a definition of "carer" which will assist with processes such as parking on campus initiatives with regards to addressing equity and access issues for carers and to support the prioritisation of the availability of car parks for people with caring responsibilities. A DEI checklist/tool has been developed based on the 7 Switches framework and expanded to cover harmful behaviours. This tool is in review by the Governance and Risk Offices and will be revised further before being progressed into recruitment process review. This also aligns with equitable recruitment recommended under the Nixon Review.	Ongoing

- Flexible working and workplace adjustments (including for people with disability)
- Gender affirmation (including the updating of names and gender markers for staff and students across all ANU systems and platforms)
- Promotions and recruitment

Note: This action has been revised from the original GE Strategy to address clarity issues and to ensure the action is defined in concrete, measurable terms. Actions 4.2 has been embedded within this action)

3 Innovate Reconciliation Action Plan (January 2024 – January 2026)

Action	Deliverable	What we have done	Status
Relationships			
1. Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander Stakeholders and organisations	1.1 Work with local Aboriginal and Torres Strait Islander stakeholders to inform and develop an engagement plan to guide our consultation and communication work with these stakeholders	In the 2024–2025 financial year, the University engaged in both formal and informal partnerships with 148 Aboriginal and Torres Strait Islander organisations. These partnerships supported a wide range of activities, including research collaborations, teaching initiatives, and the co-delivery of programs and services. For example, the First Nations Portfolio is involved in a number of landmark projects with First Nations communities and organisations, including the Anindilyakwa Land Council on Groote Island, Ngurratjuta/Pmara Ntjarra Aboriginal Corporation in Central Australia and Ngarluma Yindjibarndi Foundation Ltd in Western Australia. Examples like this will inform a more comprehensive strategy for a whole-of-University approach to First Nations stakeholder engagement not just locally but across Australia and internationally.	Ongoing
	1.2 Progress and review of the engagement plan will be monitored through an annual report to the RAPWG		
	1.3 Continue to strengthen the University's Indigenous Alumni Network to share their experience, expertise and contributions to enhance Indigenous education and research	Integrated into business-as-usual through alumni programs and the Indigenous Alumni Network	BAU
2. Build relationships through celebrating National Reconciliation Week (NRW)	2.1 Continue to circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff and students.	Resources, information and events held can be found at National Reconciliation Week 2025 at ANU	BAU
	2.2 Continue to encourage RAP Working Group members to participate in external NRW events.	In 2024, the RAP Working Group (RAPWG) took a step back to review its governance, objectives, and overall scope. The group also began discussions about re-branding and setting a clearer mission for 2025 and beyond. As part of this process, the Indigenous Strategy Working Group was established in 2025 with refreshed membership. Its role	Carried forward to the future plan for

		has been to plan and re-scope the work ahead, laying the foundation for a new strategy over the coming year, including monitoring the implementation of the ANU Innovate RAP 2024–2026 and acting as the central conduit for coordinating activities and events across the University	considerati on
	2.3 Continue to encourage staff, senior leaders, and students to participate in at least one external event to recognise and celebrate NRW. Widely promote National Reconciliation Week events to all staff and students.	Resources, information and events held can be found at National Reconciliation Week 2025 at ANU and On Campus announcements	BAU
	2.4 Continue to organise at least one NRW event each year.		
	2.5 Continue to register all our NRW events on Reconciliation Australia's NRW website	This has been a challenging year for the University and with areas across the University having to reprioritise their activities. This action will be considered in the future plan development and renewal of the RAP	Not achieved
3. Promote reconciliation through our sphere of influence	3.1 Review the University's key reconciliation messages and communicate our commitment to reconciliation consistently and publicly.	This is integrated into existing University processes through established University and local area's communication and event management pathways	BAU
	3.2 Continue to develop plans to positively influence our external stakeholders to drive reconciliation outcomes, such as economic empowerment, treaty and compensation dialogues.	The First Nations Portfolio plays a central role by providing a forum for discussing significant strategic issues and by fostering partnerships with communities, representative organisations, and enterprises to advance the status, recognition, economic empowerment and wellbeing of Indigenous peoples. In September 2025, the ANU First Nations Portfolio helped secure an agreement with the Federal Government to ensure Indigenous peoples have a formal role in shaping economic policy. Under this agreement, the Federal Government committed $16.9 million over five years to support the development of a First Nations Economic Framework and	Ongoing

		to establish an Economic Partnership. This partnership provides a mechanism for shared decision-making on reforms to First Nations economic policy, leveraging government resources to support Indigenous-led economic development.	
	3.3 Establish a central 'landing page' that showcases stories of First Nations students, staff, research and education.	A central landing page is available at First Nations	Completed
	3.4 Participate in Reconciliation Australia's University RING meetings	This action will be considered in the future plan development. Head of Inclusive Communities to join RING meetings in 2026.	Not achieved
	3.5 Continue to look for opportunities to collaborate with other organisations that have RAPs, and other like-minded organisations to develop innovative approaches to advance reconciliation.	Ongoing business as usual through new and ongoing partnerships and established relationships with organisations. The University actively seeks opportunities to collaborate with other organisations that have RAPs, as well as other like-minded partners, to develop innovative approaches to advance reconciliation. Centres such the Centre for Indigenous Policy and Research, the Australian Centre for Indigenous History, the National Centre for Indigenous Genomics, Yardhura Walabni, Bandaland Studio, and the Wiyi Yani U Thangani Institute for First Nations Gender Justice exemplify this approach, engaging in collaborative projects with organisations and individuals who share our commitment to supporting and advancing Indigenous communities.	BAU
4. Promote positive race relations through anti-discrimination strategies	4.1 Continue to review HR policies and procedures, within the relevant policy review cycle, to identify existing anti-discrimination provisions, and future needs	Ongoing business as usual - University policies have a regular review cycle which is completed in conjunction with employee relations team.	Ongoing
	4.2 Ensure appropriate consultation on HR policies and procedures with Aboriginal and Torres Strait Islander advisors and staff and in line with the Enterprise Bargaining Agreement.	Regular involvement of Indigenous stakeholders in consultation on relevant HR policies is coordinated by People and Culture. This consultation includes the First Nations Portfolio, the Tjabal Centre, and professional and academic staff engagement.	Ongoing

	4.3 Communicate the University's policies and procedures for the prevention and reporting of discrimination to all staff and students.	ANU anti-discrimination policy/provision is embedded within the Code of Conduct, Discipline Rule (students) and equal opportunity policies including the procedures for the prevention of discrimination, harassment and bullying. The University has a central harmful behaviour landing page with information on the prevention of discrimination and pathways for disclosure and reporting. As part of the onboarding process the University requires new and current staff to complete mandatory training on Culture and Identities and Indigenous knowledges and the prevention of workplace discrimination and harassment	Ongoing
	4.4 Continue to educate senior leaders and managers on the effects of racism and how they can influence positive relationships and equity across and beyond the ANU community.	Work to continue under Nixon recommendations and engagement with the Australian Human Rights Commission Racism@Uni survey.	Carried forward
5. Promote and embed reconciliation as part of the University's core business by building a culture among its staff and students where everyone knows they have a role to play in reconciliation	5.1 Continue to promote recognition and reconciliation across alumni events.	This is currently embedded within existing University processes	Ongoing
	5.2 Continue to implement strategies to engage all staff, especially senior leaders, and external stakeholders to inform them of their responsibilities in reconciliation to further drive reconciliation outcomes.	This action will continue to be a focus in future plan development, with the Indigenous Strategy Working Group leading efforts to engage all staff, particularly senior leaders, as well as external stakeholders. The Group will ensure they are informed of their responsibilities in reconciliation, supporting the ongoing advancement of reconciliation outcomes across the University.	Carried forward
	5.3 Continue to maintain a calendar of events that actively promote reconciliation internally and externally	A calendar of events is available at First Nations webpage.	ongoing
	5.4 Continue to collaborate with Reconciliation Australia and build robust and collaborative partnerships with other	This is currently embedded within existing University processes	Ongoing

	universities to collectively advance reconciliation		

Respect

6. Increase staff and student understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning in our education and research programmes	6.1 Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy.	Consultation has taken place with ANU Senior Indigenous stakeholders. Activity development committed to for future work when resourcing constraints allow. Recommend continuing this action under the Indigenous Strategy Working Group.	Carried forward
	6.2 Continue to monitor cultural learning needs within our organisation.	New online cultural learning module launched in 2025. Staff network used as a source of feedback relating to cultural training needs, as is the First Nations Portfolio and the Tjabal centre.	Completed
	6.3 Develop, implement, and communicate a cultural learning strategy document for all staff.	Current online cultural learning module refreshed. Staff network used as a source of feedback relating to cultural training needs, as is the First Nations Portfolio and the Tjabal centre. This is an ongoing activity that will continue under the future Indigenous Strategy.	Ongoing
	6.4 Develop, implement, and communicate a cultural learning strategy document for all students.	From 2025 the majority of ANU undergraduate programs will incorporate the University's Graduate Attributes, including "Insight into Aboriginal and Torres Strait Islander peoples' knowledges and Indigenous peoples' perspectives". This initiative could potentially be taken up by the Indigenous Strategy Working Group as part of their ongoing work.	In progress
	6.5 Continue to provide an online Indigenous Cultural Awareness program to all staff to enhance cultural capability across the University and build greater awareness of the vast history and cultural heritage of Aboriginal and Torres Strait Islander peoples.	Cultural awareness training is part of the compulsory staff probation training plan for all new ANU staff. Additionally, ANU provides full day face to face Indigenous Cultural Awareness workshops for staff on a regular basis. This year 1,257 staff have participated in e-learning cultural programs delivered by the ANU and 102 staff have participated in face-to-face cultural programs. The current modules have also been made available for students to complete. The online cultural awareness training is currently being	Completed

		reviewed and refreshed against alternatives to ensure we have courses with content that is as appropriate and impactful as possible.	
	6.6 Provide an online Indigenous Cultural Awareness program to all students to enhance cultural capability across the University and build greater awareness of the vast history and cultural heritage of Aboriginal and Torres Strait Islander peoples.	ANU offers several programs for students to gain cultural awareness, primarily through University courses like Indigenous Cultural and Natural Resource Management (INDG2001) and Australian Indigenous Studies Research Project (INDG3004). These courses often incorporate hands-on learning experiences, such as immersive field schools, and cover topics like Indigenous perspectives on the environment, knowledge systems, and cultural practices. Students can also participate in exchange programs, such as the ANU/CDU Indigenous knowledge and culture exchange program, for a deeper understanding of Indigenous cultures and their relationship with the natural world.	Ongoing
	6.7 Review if there are sufficient opportunities for staff to learn about Aboriginal and Torres Strait Islander peoples, confronting racism and unconscious bias.	Current training offered includes online First Nations and Cultural Diversity modules (from March 2025), Indigenous Cultural Competency in person training, Leadership in Practice training addresses unconscious biases specifically, and the Staff Respect Consultant has ensured resources and information available online for all staff to access. Activity under Nixon recommendations will continue to progress this work.	Completed
	6.8 Explore how the University can provide more opportunities for students in residential colleges to learn more about Aboriginal and Torres Strait Islander peoples, knowledges and culture.	Senior student leaders were provided cross-cultural training, with an advanced training session on Ngunnawal also being offered to staff to then disseminate these learnings into all aspects of residential life. Students from several residences received official Welcome to Country ceremonies to increase student education about the significance of the specific lands that their residence is on. Academic activities in 2024 were held across residences related to the Anti-Racism project ARISE. Panel/speaker events specifically related to topics on Aboriginal and Torres Strait Islander peoples, knowledges and culture were held in Bruce and Toad Halls. Work in this area has been a focus throughout 2025.	Ongoing

	6.9 Explore how on boarding of staff can include greater opportunities to share stories, build relationships and learn about Aboriginal and Torres Strait Islander peoples	Current activities available for staff include attending an ANU Welcome to Staff, completing mandatory training modules dedicated to First Nations People, and Indigenous Cultural Competency in-person course specifically allowing space for sharing stories and building relationships.	Ongoing / BAU
7. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols	7.1 Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	The University has updated its Acknowledgement of Country to ensure it is more meaningful, relevant, and reflective of the University community and the work we undertake both locally and globally. The revised Acknowledgement of Country has been released as part of the ANU Corporate Plan 2025–2028. Activities related to the development and sharing of cultural protocols and guidelines will be considered in future planning processes.	In progress
	7.2 Develop, implement and communicate a cultural protocol document, including protocols for Welcome to Country and Acknowledgement of Country		
	7.3 Explore the inclusion of Aboriginal and Torres Strait Islander languages in wayfinding and signage across the University, in consultation with Aboriginal and Torres Strait Islander stakeholders.	This action will be considered in the future plan development	Not achieved
	7.4 Continue to invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	This is currently embedded within existing University policies.	Completed
	7.5 Continue to include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings and public events.	The University encourages and promotes the practice of Acknowledgement of Country at all events and meetings, and this practice is embedded in the University's business-as-usual (BAU) operations.	Completed

	7.6 Continue to display Aboriginal, Torres Strait Islander and Australian flags at significant events on University grounds.	Flags are displayed at main University areas such as Chancelry and key events.	Completed
8. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week	8.1 Continue to encourage RAP Working Group members to participate in an external NAIDOC Week event	The University encourages all staff and students to participate annually in NAIDOC Week events, the 2025 communication can be found at The Next Generation: Strength, Vision and Legacy announced in On Campus to staff and students on 8 July 2025. The Enterprise Agreement also includes leave options for staff to participate.	Ongoing
	8.2 Continue to review HR policies and procedures within the relevant policy review cycle, to remove barriers to staff participating in NAIDOC Week.	University policies have a regular review cycle which is completed in conjunction with the employee relations team. NAIDOC week is an event that is included in the Aboriginal and Torres Strait Islander leave entitlement for all Aboriginal and Torres Strait Islander staff.	Completed
	8.3 Continue to promote and encourage participation in external NAIDOC events to all staff and students.	The University encourages all staff and students to participate annually in NAIDOC Week events, the 2025 communication can be found at The Next Generation: Strength, Vision and Legacy announced in On Campus to staff and students on 8 July 2025. The Enterprise Agreement also includes leave options for staff to participate. ANU Colleges, through their IDEA Committees or relevant governance structures organise local events to celebrate NAIDOC week.	Completed
9. Develop an Indigenous Research Strategy	9.1 In consultation with Traditional Owners and/or Aboriginal and Torres Strait Islander advisors, develop an Aboriginal and Torres Strait Islander research strategy to ensure research and public policy development at the University aligns with national and community priorities to make a significant impact.	The NHMRC released 2025 updates to the National Statement on Ethical conduct In Human Research. which open new review pathways for research that involves with Aboriginal and Torres Strait Islander participants/data. To ensure that next steps are conducted following a process of listening, learning and developing an Indigenous-led vision for the future of Indigenous Research Ethics Governance, the Deputy Vice-Chancelor (Research and Innovation) with the support of the Research Ethics Office (REO) are planning to conduct a workshop	Ongoing

		with interested Indigenous stakeholders to provide an opportunity to improve the governance at ANU while incorporating Reconciliation principles into this space. Resourcing is being sought to conduct training for all committee members to ensure that the review of Indigenous research can be done at all committee levels.	
	9.2 Examine the integration of the Indigenous Research Advisory Group with researchers and with the ANU Human Research Ethics Committee (HREC) to ensure the University conducts research with Aboriginal and Torres Strait Islander peoples in a manner that is culturally safe and appropriate, that incorporates Indigenous leadership within research governance, and which is conducive to enabling research for the benefit of, and co-designed with, Aboriginal and Torres Strait Islander peoples.	Despite a sustained effort by the Research Ethics Office (REO) to establish membership, develop Terms of Reference and hold a meeting, these endeavours failed. In February 2025 the Indigenous Research Advisory Group was formally disestablished. One member of the group was appointed to the HREC as a pastoral care member.	Not achieved
Opportunities			
10. Improve outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and development of Indigenous staff and students	10.1 Continue to engage with Aboriginal and Torres Strait Islander staff on our recruitment, retention and professional development strategies which will be published on the University website and communicated to all staff.	One internship program round completed with four ANU student interns and four host areas endorsed. This internship program is run centrally by People and Culture and will help create a pipeline of talented students as a possible building block to support employment programs in the future.	Completed
	10.2 Continue to engage with Aboriginal and Torres Strait Islander staff on our review of our recruitment, retention and professional development strategies	Staff Network, Tjabal Centre, First Nations Portfolio continue to be engaged in consultation. As of 30 June 2025, the total number of Aboriginal and Torres Strait Islander staff employed at the ANU is 152 (93.27 FTE), including casuals. See breakdown below: • Permanent (full or part-time): 55 (50.84 FTE)	Completed / ongoing

	• Non ongoing (full or part-time): 40 (38.06 FTE) • Casual: 57 (4.37 FTE)	
10.3 Continue to advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	Talent Acquisition Manager reviewed all current platforms used and has future work planned to develop panel of appropriate recruitment agencies	Completed / ongoing
10.4 Continue to review of HR policies and procedures within the relevant policy review cycle, to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	University policies have a regular review cycle which is completed in conjunction with employee relations team.	Completed / ongoing
10.5 Continue to focus on ensuring Aboriginal and Torres Strait Islander student success, leading the Group of Eight in student completions.	On reflection the ANU has continued the positive outcomes for Indigenous student success. We continue to be in the top 3 for student success and completions, and the additional programs such as the summer and autumn schools have resulted in better pathways for secondary students. The academic and tutorial support provided by the centre to students is exemplary. Introduction of an annual, centrally-run Transition to Employment, Student Indigenous Internship Program has directly impacted four ANU students providing opportunity to increase their employability and career skills. Indigenous Staff were provided with an opportunity to apply for a professional development grant to cover attendance at the World Indigenous Peoples Conference on Education.	Completed
10.6 Meet philanthropic funding targets for the ANU Kambri Scholarships, supporting Aboriginal and Torres Strait Islander students.	The Kambri Scholars Program has secured a $50 million endowment for Indigenous education at ANU, made possible by the remarkable generosity of our community.	Completed/ Ongoing
10.7 Increase Aboriginal and Torres Strait Islander employment by 10% annually, at least up to parity with the population level of 3.3%, through development and implementation of a specific recruitment,	Continues to be a long-term commitment and will remain in progress. This action is a recommendation from Reconciliation Australia and annual surveys from Reconciliation Australia ask for updates on this action to evaluate current state. Indigenous Internship Program will	In progress

	retention and professional development strategy for both academic and professional staff.	continue to support progress against this goal whilst future work is undertaken.	
	10.8 Continue to support Aboriginal and Torres Strait Islander employees at all levels of employment, especially in management and senior positions.	Senior Indigenous staff have their own ongoing commitment to support each other and other Indigenous staff across all levels at ANU, in addition to the Indigenous Staff Network and process specific support during academic promotions. Future steps involve consultation with this group for any possible systematic changes that would be beneficial. Nixon recommendations continue to support this aim.	Completed
	10.9 Continue to maintain and support an Aboriginal and Torres Strait Islander staff network for academic and professional staff.	ANU has an active Indigenous Staff network with regular events throughout the year.	Completed / ongoing
	10.10 Review workload models and policies for Aboriginal and Torres Strait Islander staff and develop guidance for the University informed by best practice.	Currently the Enterprise Agreement includes a Cultural Duties and Language allowance to compensate for Indigenous cultural load. This allowance process and procedure update is progressing through NTEU consultation with Senior Stakeholders. Future work will include the Assessing Achievement Relative to Opportunity guideline being reviewed as part of the broader academic promotions review - this will include addition of reference for the guideline to be used to evaluate workloads.	Completed / ongoing
	10.11 Discuss with the Chair of Academic Board and the Director of Corporate Governance and Risk Office, how to best ensure ANU policies are culturally safe.	This action will be considered in the future plan development	Not achieved / carried forward
11. Increase Aboriginal and Torres Strait Islander supplier	11.1 Continue to implement an Aboriginal and Torres Strait Islander procurement strategy, as part of the wider University procurement strategy	This is currently embedded within existing University processes.	Completed / ongoing

diversity to support improved economic and social outcomes	11.2 Continue to promote utilisation of the University's Supply Nation membership across all procurement officers	This is currently embedded within existing University processes.	Completed / ongoing
	11.3 Continue to develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	This is currently embedded within existing University processes.	Completed / ongoing
	11.4 Continue to monitor procurement practices to ensure there are no barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	This is currently embedded within existing University processes.	Completed / ongoing
	11.5 Continue to develop commercial relationships with Aboriginal and/or Torres Strait Islander businesses. Target a 50% increase in the number of Aboriginal and Torres Strait Islander vendors that ANU contracts with across the 3-year period to enable a greater number of Aboriginal and Torres Strait Islander vendors' exposure to ANU with the intent of identifying scalable vendors to build longer term engagements.	This is currently embedded within existing University processes ANU has entered a contract with at least 11 Aboriginal and Torres Strait Islander businesses during this reporting period	Completed / ongoing
	11.6 Develop a relationship with at least 1 new preferred Aboriginal and Torres Strait Islander business supplier	This is currently embedded within existing University processes	Completed
12. Develop a strategy for Indigenising coursework	12.1 In consultation with Traditional Owners and/or Aboriginal and Torres Strait Islander advisors, develop an Aboriginal and Torres Strait Islander education strategy that includes identifying opportunities to incorporate Aboriginal and Torres Strait	Since 2023, the University has committed to an ANU Curriculum Framework and Graduate Attribute implementation which has, as one of its core attributes, the integration of Aboriginal and Torres Strait Islander Peoples' knowledges into the curriculum, ensuring that ANU graduates continue to learn from and respect the cultures nurtured on these lands.	In progress/ ongoing

Islander knowledge, principles and other content into undergraduate and graduate coursework in every College where applicable.

ANU Colleges have been working in partnership with Aboriginal and Torres Strait Islander communities and leaders to support the respectful integration of traditional knowledge. In 2025 the ANU undergraduate programs have embedded Indigenous perspectives across curriculum, research, teaching, and innovation. While there is more to do, the initiatives below highlight progress already underway.

CASS: Indigenous Perspective Network; Library Indigenous Resource Hub, ANU Strategic Learning and Teaching project. [Decolonising Methodologies and other Indigenous Perspectives on Research](#) (INDG4001)

CSS: Bandalang Indigenous Engineering Design Studio in the School of Engineering developed a 'Framework for Introducing First Nations Knowledges' relevant for undergraduate degrees. This covers three key elements, Indigenous Being, Knowing, and Doing, with potential content, method, and assessment across each. This framework has been mapped to the undergraduate Bachelor of Engineering degree to identify existing opportunities for alignment and potential gaps.

CSM: MOU with University of British Columbia, Knowledge Exchange; triannual knowledge exchange building capacity in decolonisation, and student support.

CBE: Undergraduate students, a transdisciplinary course: *Australian Indigenous Perspectives in Business and Economics.* This course leans into Indigenous ways of knowing, being, and doing, and takes second-year students on a journey where they get to hear from Indigenous people working in businesses and organisations across the country.

CAP: The College has been working to embed Indigenous perspectives and knowledge into its core degrees by creating space to explore conversations, make connections, and look at the similarities and differences between Pasifika and Indigenous approaches and ways of knowing: Bachelor of Asian Studies: two compulsory courses [Asia and the Pacific: Power, diversity and change](#) (ASIA1025) and [Asia and the Pacific in Motion](#) (ASIA1030), Bachelor

of International Security: three compulsory courses [Introduction to International Security Studies](STST1001), [How Nations Fight: from Tsushima to Taiwan](STST1004) and [Living with Giants: Australia's Security in Contested Asia](STST3002); Bachelor of Pacific Studies has embedded Indigenous knowledge and perspectives in [Pacific Encounters: An introduction to Pacific Studies](PASI1011), [Pacific Worlds: critical inquiry in Oceania](PASI1012) and [Pacific Studies in a Globalising World](PASI2001).

CLGP: [Legal Education for True Justice: Indigenous Perspectives and Deep Listening on Country](This is a semester long immersive course) that reshapes what it means to study law in Australia. At its heart is the practice of "deep listening". Through reflection circles, cultural protocols, and shared storytelling, students address the big questions about what true justice looks like, and what sovereignty and relational accountability really mean.

Governance			
13. Establish and maintain an effective RAP Working Group to drive governance of the RAP	13.1 Maintain Aboriginal and Torres Strait Islander representation on the RAP Working Group.	In 2025 the RAP Working Group has been replaced by an Indigenous Strategy Working Group which has a diverse membership with a number of Aboriginal and Torres Strait Islander representatives.	Completed
	13.2 Continue to apply a Terms of Reference for the RAP Working Group.	The University will engage with RAP deliverables through the above-mentioned Indigenous Strategy Working Group.	Ongoing
	13.3 RAP Working Group to meet at least four times per year to drive and monitor RAP implementation.	The Indigenous Strategy Working Group met three times in 2025 and has conducted two workshops. As part of our ongoing RAP commitment the University submitted a report on the progress of our RAP to Reconciliation Australia by completing the RAP Impact Survey in September 2025.	Completed / ongoing
14. Provide appropriate support	14.1 Continue to monitor resource needs for RAP implementation.	This work is being monitored through the Inclusive and Respectful Communities and People and Culture teams.	In progress

for effective implementation of RAP Commitments	14.2 Continue to engage our senior leaders and other staff in the delivery of RAP commitments.	A number of senior University leaders are part of the Indigenous Strategy Working Group and have supported the completion of the RAP Impact Survey.	Ongoing
	14.3 Define and maintain appropriate systems to track, measure and report on RAP commitments.	The publication of this Diversity, Equity and Inclusion Strategies Progress Report supports our commitment to maintaining appropriate systems to track our action towards the RAP.	Ongoing
	14.4 Continue to maintain an internal RAP Champion from senior management.	This is currently embedded within existing University policies. The VC is the ANU RAP Champion.	Completed
15. Building accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally	15.1 Continue to ensure that our primary and secondary contact details are up to date with Reconciliation Australia, to ensure we do not miss out on important RAP correspondence.	Contact details are up to date with Reconciliation Australia.	Completed
	15.2 Continue to contact Reconciliation Australia to request our unique link, to access the online RAP Impact Survey.	The University, through the Inclusive and Respectful Communities team has maintained contact with Reconciliation Australia to meet its commitments in accessing and completing the RAP Impact Survey.	Completed
	15.3 Continue to complete and submit the annual RAP Impact Survey to Reconciliation Australia.	This is currently embedded within existing University processes; the University submits the online RAP Impact Survey at the end of September each year.	Completed
	15.4 Continue to report RAP progress to senior leaders at least bi-annually.	This is currently embedded within existing University processes. RAP updates are reported to the University Council twice a year at the May and November meetings.	Completed
	15.5 Publicly report on our RAP progress, achievements, challenges and learnings through at least an annual update promoted to all staff and students.	The publication of this Diversity, Equity and Inclusion Strategies Progress Report supports our commitment to maintaining appropriate systems to track our actions and achievements towards the RAP.	Ongoing

	15.6 Continue to participate in Reconciliation Australia's biennial Workplace RAP Barometer.	The [2024 Workplace RAP Barometer](#) was conducted in September 2024 with results of the survey published in On Campus on 7 May 2025.	Completed
	15.7 Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	The current RAP expires in January 2026. Following the first meeting of the Indigenous Strategy Working Group on 3 March 2026, the University will submit a progress report to RA outlining the status of all RAP activities.	In progress
16. Continue our reconciliation journey by developing our next RAP	16.1 Register via Reconciliation Australia's website to begin developing our next RAP.	The University, through the Inclusive and Respectful Communities team has already reached out to Reconciliation Australia to initiate conversations for developing the next RAP. A meeting was held on the 8 January 2026.	In progress

4. Disability Action Plan 2024 (DAP)

Action	Deliverable	What have we done	Status
Focus Area One – Policy and Planning			
1.1 The Disability Action Plan is fully implemented and structurally embedded	1.1.1 The ANU IDEA Governance Committee (IGC) formally endorses the implementation of the reinvigorated Disability Action Plan 2024.	The DAP 2024 was endorsed by IGC out of session in November 2023.	Completed
	1.1.2 The University Council formally approves and publicly endorses the Disability Action Plan	There is no requirement for DAP to be sent to Council with DAP approved by IGC out of session.	Completed
	1.1.3 The ANU DAP is embedded in the ANU Planning and Performance Framework.	There were changes with the University's environment and strategy planning platform.	Not achieved
	1.1.4 Scope the development and resourcing of Disability Liaison Officers to ensure consistency in implementation of the DAP and a streamlined network of action and communication across ANU	This action will be considered in the future DAP development.	Not achieved
	1.1.5 The Disability Action Plan 2020-2024 Microsoft SharePoint site will be used to publicly display all progress made under the ANU Disability Action Plan	Resources for staff are available in the ANU DAP SharePoint and resources for students are available on ANU website.	Completed
	1.1.6 Review and promote the range of services available to staff and students living with disability	Services available to staff and students are available on ANU DAP SharePoint site and ANU webpage	Completed
	1.1.7 List the full suite of training programs available on relevant staff and student pages to improve visibility and foster greater awareness and inclusion of people with disability and neurodiversity.	Disability-related training programs, including Disability Awareness e-learning courses are available on DAP SharePoint Training Page. The SBS Disability Inclusion modules are available on Pulse for staff and students.	Completed
	1.1.8 Improve the visibility of staff resources by reviewing and storing existing guides, checklists and training material on the ANU DAP SharePoint.	Materials are uploaded to the DAP SharePoint site and available to all staff.	Completed

	1.1.9 Review existing policy and procedures relating to access and inclusion for people with disability and their carers to ensure currency and develop new policies or actions where gaps are identified. This includes Disability Policy, Reasonable Adjustment Guidelines and Procedures, Healthy University Strategy and Action Plan and Mental Health Plan	Disability policy and reasonable adjustment guidelines review started in September 2024. The Mental Health and Wellbeing Strategy Report was released in 2025. Healthy University Strategy and Action Plan is incorporated into Mental Health Strategy and Student Safety and Wellbeing Plan.	Completed
	1.1.10 Clarify the University policy and position in relation to assistance animals on campus.	Animals on Campus Procedure has been reviewed with information available on ANU Policy Library and ANU DAP SharePoint	Completed
	1.1.11 Review policy and practices relating to the development of Personal Emergency Evacuation Plans (PEEPS) and ensure consistent implementation across campus.	The PEEP process has been reviewed. A PEEP form is available online and in the governance library for use. Prompts to notify staff of the availability of PEEPs are included in the Induction Checklist with information online available to all staff.	Completed
1.2 Monitoring, evaluation and review of the Disability Action Plan is ongoing, effective, had clear reporting and feedback mechanisms.	1.2.1 Report on DAP implementation provided to the IGC as required.	Report on DAP progress will be moved to the Safety and Wellbeing Committee.	Carried forward
	1.2.2 The annual staff engagement survey to include a question on disability to monitor and evaluate staff satisfaction and to inform evidence-based intervention.	A question on disability was included in the March 2023 and September 2024 ANYOU pulse staff survey and will be considered in future surveys.	Completed
	1.2.3 ANU actively establishes and provides recognised disability definitions along with standard disability survey questions.	ANU complies with the Disability Standards for Education 2005.	Completed
	1.2.4 Annual survey of students to monitor and evaluate the success of accessibility interventions, including measures of the culture of inclusivity within the University. The surveys may also become the capture point for statistical information on students with disability.	Due to significant changes to the Accessibility team, ANU is currently looking at existing surveys to develop a plan for improvements from 2026.	Not achieved

	1.2.5 ANU participation in the Australian Disability Network (ADN) Access and Inclusion Index to measure improvements in disability maturity 2024.	ANU self-assessment was submitted in 2024. See Access and Inclusion Index Comprehensive Summary Report 2024 for result.	Completed
1.3 Further develop the culture of inclusivity in the University community.	1.3.1 Encourage staff, students and alumni with disability to share their experience using ANU story telling platforms such as Faces of ANU, On Campus and publications supported by the communicator's network.	Information and guidance on storytelling and writing is available online.	Completed
	1.3.2 Agreed procedures for ANU Best Practice in Accessible Event Management Guidelines developed in conjunction with ANU Communications and Engagement (ACE), Campus Environment, People and Culture and Student University Experience. Guidelines to include appointment of an Accessibility Officer for all events, use of standard accessibility tags and use of General Emergency Evacuation Plans.	In consultation with ACE and ANU Marketing and Communications Division (AMC) and the Diversity and Inclusion team, best practice has been discussed and applied to the Functions on Campus webpage under "Undertaking a Safe and Inclusive Function." A toolkit is available on SharePoint, and the new Functions on Campus application now includes a reminder and resources. Having a dedicated accessibility officer for all events was not feasible due to resource constraints, so an alternative approach was developed to ensure organisers are provided with General Emergency Evacuation Plans (GEEP) to be included as part of the booking, registration/ticketing.	Completed
	1.3.3 Campus Environment to review Functions on Campus terms and conditions to ensure they reflect the best practice guidelines developed in Act 1.3.2.	Function on Campus terms and conditions have been updated with best practise guidelines and weblinks.	Completed
	1.3.4 Significant public and enterprise-wide events to be assigned an Auslan interpreter and to be captioned.	ANU Commencement 2024 and 2025 were Auslan interpreted. Transcripts and subtitles were provided to events that were recorded and published.	Completed
	1.3.5 Review the ACE Event Toolkit incorporating the Accessible Event Sub-Guide.	The Accessible Event Sub Guide has been incorporated in the Accessible communication toolkit.	Completed

1.4 Marketing and Communications are accessible to all people	1.4.1 ANU Brand Identity Hub - revise the current 'accessibility' principal text to include a 'commitment to accessible excellence' statement displayed in relevant sections of the Brand Identity Hub Guidelines launching in Q4 2023.		Completed
	1.4.2 Vision Australia or similar, to audit the current Brand Identity (AMC), Communication (ACE) and Web (ITS) Guidelines to ensure all resources and ANU templates are accessible. Develop a plan to consolidate the content for greater accessibility and efficiency (to be completed by end 2024 for action in 2025).	The ANU Brand Identity Guidelines PDF was made accessible in 2024 through Vision Australia as part of the initial phase. However, ongoing updates to the document have made it impractical to engage Vision Australia for repeated accessibility reviews due to budgetary and operational constraints. As a temporary measure, the current version on the ANU Identity Hub is not accessible, with a note advising users to contact the ANU Brand team for an accessible version if required. To establish a sustainable solution, the Brand team will develop a screen reader–friendly Word document by January 2026, which will mirror the PDF and be available upon request. This action will be carried forward as part of the consultation for the future DAP.	Carried forward
	1.4.3 Vision Australia or similar training - all commencing University marketing and communication staff to undertake Vision Australia (or similar) training in accessibility as an onboarding requirement starting in Q3 24. All current University marketing and communication staff to undertake Vision Australia group training in Q1 2024 or Q2 2024.	The training opportunity was launched and promoted in November 2024, and the training page was updated in March 2025. This training will continue to be promoted as an onboarding requirement for all Marketing and Communication staff.	Completed
	1.4.4 AMC ANU Brand Identity Hub training to include accessibility training principles across the various areas of application starting Q1 2024. Accessibility training also included in the AMC Brand Ambassadors Program (this may also encourage	References to accessibility are included in the section on colours, typology and iconography.	Completed

	more people with an interest in accessible communication to become Ambassadors). (2024)		
	1.4.5 ANU Brand Identity Hub to include a detailed downloadable Accessibility Checklist that covers the requirements for compliance/best practice. (2024)		Completed
1.5 Marketing and Communications are accessible to all people	1.5.1 Adding an Accessibility web page developed for the ANU website home page under investigation (reference University of New South Wales) by end of 2024.	The Web Publishing Guideline web page is available on the ANU website.	Completed
	1.5.2 Inclusive imagery included in recruitment materials from 2023-2024 spring photo and video shoot brief specifies ethnicity, gender, and people with disability talent to ensure we model a wider spectrum of society than in previous years (for material launching Q1 2024 onwards.)	All future images and footage sourced by the AMC team will take inclusivity into consideration.	Completed
	1.5.3 ACE will ensure the new ANU editorial style manual contains a paragraph that states "This style manual works with the ANU Identity writing sub-guide. Using it will make sure the editorial style of all our written communications is consistent. The editorial guidelines (and spelling within it) reflect those in the Australian Government Style Manual and the Australian Oxford Dictionary and are designed to make content easy to read, accessible and inclusive. If this manual does not cover what you're looking for please consult one of these resources…."	At present, there is limited capacity to advance this work. This action will be considered in the future DAP development.	Not achieved
	1.5.4 ANU Brand Identity Hub to include links to the ANU Inclusive Language Guide (when ready)	This action will be considered in the future DAP development.	Not achieved

Focus Area Two – Education Provider of Choice

2.1 Support students with disability	2.1.1 Review support services for new, current, and graduating students with disability, including those who either develop or disclose a disability after the point of enrolment, and identify gaps in service delivery.	The action is covered by the EAP review. Which was completed and awaiting final executive sponsor review and approval.	Completed
	2.1.2 Staff working with prospective and/or newly arrived and Higher Degree Research (HDR) students provided with information about support and development services available for students with disability.	At present, there is limited capacity to advance this work. This action will be considered in the future DAP development.	Not achieved
	2.1.3 Review the existing Education Access Plan (EAP) system (2024).	See section 2.1.1 progress update.	Completed
	2.1.4 Develop a Self-Advocacy Guide to provide information to students with disabilities.	At present, there is limited capacity to advance this work. This action will be considered in the future DAP development.	Not achieved
2.2 Make all learning and teaching inclusive and accessible.	2.2.1 Facilitate a review of the existing College of Science (COS) Inherent Requirement Project material.	The Inherent Requirements Working Party was formed and completed their review in February 2025. The report and recommendations were provided to Deputy Vice-Chancellor Academic for approval and further actions	Completed
	2.2.2 Develop a feedback mechanism for students and staff to provide feedback to ANU service providers.	The University now has University Services Feedback as a mechanism to be used by students and staff on any services provided by the University.	Completed
	2.2.3 Investigate and document existing accessibility barriers faced by higher degree research (HDR) students with disability. Prepare a report with recommendations to improve accessibility for consideration of the Higher Degree Research Committee H(DRC).	The HDR Wellbeing Report was completed and presented to the Student Safety and Wellbeing Committee in 2025. A key recommendation, to revise the Education Access Plan (EAP) process to better reflect HDR student experiences was endorsed. The EAP process is now being reviewed and redesigned in collaboration with the Accessibility team.	Carried forward

2.3 Support staff to work more inclusively and accessibly.	2.3.1 Establish inclusive learning design practice in Centre Learning and Teaching (CLT) Education Design to support the development and delivery of accessible learning and teaching. (2024)	Support resources for accessible digital learning content was developed and published on ANU Learning and Teaching website in August 2024. Facilitated workshops were delivered to CLT Education Design staff and offered to Colleges' education support staff. Universal/ inclusive design professional development sessions were provided to CLT Education Design staff in 2024.	Completed
	2.3.2 Develop a set of inclusive teaching principles based on a review of current best practice and integrate these into teaching resources and ANU knowledge bases. Maintain currency on best practice in inclusive education with ongoing review of peer practice and relevant literature.	This action will be considered in the future DAP development	Not achieved
	2.3.3 Review the formal and informal universal design and accessibility training currently available to academic staff. (2024)	Report and supporting data uploaded to DAP SharePoint	Completed
	2.3.4 Provide (non-academic) staff in student facing roles with customer service training to support them in welcoming and accommodating students with disability.	This action related to purchase of a specific e-learning unit which was contingent on funding. This action will be considered in the future DAP development.	Not achieved
Focus Area Three – Employer of Choice			
3.1 Provide a flexible and equitable work environment that maximises access, participation, and success for all staff living with a disability through the timely provision of reasonable adjustments to the	3.1.1 Develop resources for supervisors and human resources staff that provide information on working with DES (Disability Employment Service) providers, mentoring programs, training modules and providers, government support programs and funding, and travel arrangements. This information will be publicly located and reviewed annually.	Material and resources for supervisors and HR Practitioners were uploaded to ANU DAP SharePoint site	Completed
	3.1.2 Consider options for streamlining the workplace adjustment request form to improve storage and reporting functionality.	The form *Request for Workplace Adjustments* and the form *Workplace Adjustment Plan* are provided as editable Word templates to allow staff to tailor them to individual needs	Completed

workplace or work tasks, support services, and advice		in consultation with their supervisor, injury management team, and HR Business Partner. A standardised online form was considered but found impractical as there is more than one person contributing to the details in most cases. The preferred method is to store completed forms in the 'Advocate' Case Management System, which now includes a searchable document type for Workplace Adjustment Plans (WAPs). WAPs stored separately in shared injury management folders are also searchable. Annual data analysis will be conducted manually, as each plan is unique and must be reviewed individually against performance indicators outlined in the Workplace Adjustment Standard Operating Procedure.	
	3.1.3 Develop an accessible employee network to facilitate peer support and encourage the career development of staff with disability. Communicate the network in ANU internal channels, ANU recruitment support materials, induction materials and the new staff welcome pack.	Staff Disability Network established in 2024 and regularly promoted in On Campus. The network is ongoing with regular meetings.	Completed
	3.1.4 Review and update ANUP_000941 Pre-Employment and Work Environment Report to include the identification of occupational hazards and inherent requirements of work environments and positions prior to advertisement. Main inherent requirements of the position to be clearly available to all potential applicants.	The Pre-Employment Work Environment Report (PEWER) form is included in the Policy Library Form. The updated PEWER is drafted to add details for inherent requirements, providing a link to an Inherent Requirements reference table for workplace adjustments.	Carried forward
	3.1.5 Improve staff data collection by allowing staff to identify with disability in staff engagement survey and ensuring that any demographic information collected during recruitment, onboarding and the employment lifecycle is	HORUS Self Disclosure for disability information has been reviewed. Staff members are able to provide or change information at any time. A data report about *staff with disability* is available in Insight.	Completed

		secure and can be reported on in an aggregated manner. (2024)	
3.2 Provide a supportive working environment that maximises access, participation, and success of staff living with a disability and fosters awareness of disability issues among staff.	3.2.1 Implement a disability awareness training module that is mandatory for all new staff to complete during their probation.	The SBS Disability Inclusion module is available on Pulse to all staff but is not mandatory. This action will be considered in the future DAP development.	Not achieved
	3.2.2 Provide a list of support services available to staff with disability.	DAP SharePoint has information on ANU Services available to staff with disability.	Completed
	3.2.3 Document and communicate the range of standard equipment that can be provided to academic staff for use in teaching and learning spaces.	The Learning Space Technology team has created the Teaching Space List, which is a database providing descriptions of the major teaching and meeting spaces across the University, including the equipment available. An article on the IT Services Desk titled Teaching and Learning Space Equipment ITS Knowledge Base details the standard equipment available in all dual delivery spaces and this is regularly updated.	Completed
	3.2.4 Share the experiences and stories of staff with disability to improve awareness and inclusion. This would be voluntary only.	This action will be considered in the future DAP development.	Not achieved
	3.2.5 Develop a calendar of communication events and significant days for staff with disability to improve visibility, awareness and inclusion.	A calendar of events was created for 2024. This action will be carried forward as part of the consultation for the future DAP	Carried forward
3.3 Develop a disability employment strategy to encourage potential employees with disabilities to	3.3.1 Develop an inclusive hiring and retention practices that includes a focus on staff with disability.	Development underway as part of equitable hiring practice being reviewed at Nixon Working Group.	Not achieved
	3.2.3 The candidate form and advertisement template in ANU Recruit updated to enable candidates to request reasonable adjustments and allow all individuals to fully participate in selection processes.		Completed

choose the University as an Employer	3.3.3 Human Resources and recruitment staff receive training on responding to candidate adjustment requests. This will include information on University policies and internal and external services and funding options.	Disability Confident Manager training provided to HR practitioners. A new SBS training module on Inclusive Recruitment is being rolled out.	Completed

Focus Area Four – Built Environment

4.1 Physical spaces across campuses meet access requirements, including pathways, access points, buildings, parking, toileting and showering facilities, and sensory access.	4.1.1 Create an Accessibility Lead position to work on initiatives within the Disability Action Plan.	Not prioritised at this time due to financial constraints.	Not achieved
	4.1.2 Create or adopt Access Design Guidelines (using or based on University of Newcastle Access Design Guidelines) which incorporate the full range of accessibility standards in the built environment to define accessibility at the University.	This action is dependent on the establishment of the Accessibility Lead role. The Access Design Guidelines have not been developed or formally adopted. However, the Australian Disability Discrimination Act (DDA) Standards have been adopted for application in the built environment.	Not achieved
	4.1.3 Undertake an External Access Audit (L3 ACAA) of the Kambri Cultural Precinct (including 7 buildings, Chifley Library and outdoor spaces, Joplin Lane). (2024)	This action is dependent on the establishment of the Accessibility Lead role. This action will be considered in the future DAP development.	Not achieved
	4.1.4 Undertake an accessibility audit (L3 ACAA) on University Avenue (west) from Clunies Ross junction to Marcus Clarke Street.	Currently there is an audit being undertaken via Campus Environment, focusing on the car park and public transport access points to the main entrance of the building.	Carried forward
	4.1.5 Develop a prioritised program of (L3 ACAA) Accessibility Audit Profiles (buildings, grounds, signage and paths) for prioritisation in 2025.	Some audits have been undertaken for grounds, roads and pathways. The Capital Works team are progressing towards an audit of accessibility into major campus buildings in late 2025-2026.	Carried forward
	4.1.6 Develop a procedure that identifies processes for reviewing all pre-construction and retrofit work and includes requirements for a mandatory access review. Additionally it incorporates the ANU Access Guideline in contract information.	This action is dependent on the establishment of the Accessibility Lead role. Work has not yet commenced; however, the Australian DDA and relevant access guidelines have been incorporated into the construction contracts.	Not achieved

	4.1.7 Review the accessibility section of the CBRM Campus Building Requirement Manual and Project Initiation Check-in Form from the CBRM Checklist to ensure currency and encourage contractor compliance with ANU prescribed access requirements in all new and retrofit buildings.	The Capital Works team will be actively engaged in this work by the end of 2025.	Carried forward
	4.1.8 Establish an annual accessibility capital works budget to undertake accessibility repairs / work reported via 'Fix my Campus' or Maximo.	An accessibility checkbox has been added to the FixMyCampus portal within the ANUOK app. Additionally, $500,000 has been allocated in the 2026 Capital Plan for DDA-related accessibility works, and every capital project budget now includes a dedicated DDA component.	Completed
	4.1.9 Building Custodians to undertake training in Understanding Access Legislation and Universal Design in Buildings via Access Institute (or similar).	This action will be considered in the future DAP development.	Not achieved
	4.1.10 Recommend best approach for publicising building work, including alternate routes in a central location.	This action is dependent on the establishment of the Accessibility Lead role. The Building Operations team successfully conducted the quarterly custodian engagement session. However, related work has not yet commenced.	Not achieved
	4.1.11 Collate readily available access information on ANU Residences.	This action will be considered in the future DAP development.	Not achieved
4.2 Accessible routes across campuses and accessible amenities and facilities are easily identifiable and supporting resources are produced in a	4.2.1 Establish a simple database providing basic access information on Acton Campus buildings in a public location that will include basic (L1 ACAA) access information.	Audit of accessible spaces has commenced. Various Campus Environment teams have been engaged to begin collating information. Database will be completed with all readily available information by end Q2 2026.	Carried forward
	4.2.2 Review emergency evacuation procedures to ensure accommodation of visitors with disability.	The Functions on Campus Application has been updated. Under Attendee Information, it is mandatory to acknowledge for the event organiser to ensure guests are offered a visitor Personal Emergency plan.	Completed

range of accessible formats	4.2.3 Upgrade the Teaching and Learning Space List to include an accessibility tab with information on the accessibility of teaching and learning, and meeting spaces featured on the Teaching and Learning Space List.	This action will be considered in the future DAP development.	Not achieved
	4.2.4 Clarify all accessibility signage requirements under existing accessibility legislation (BCA 2011, V1 Sect. D3.6, and Australian Standard AS1428.1), amending local Facilities and Services policy, procedures, and guidelines to reflect.	This action is dependent on the establishment of the Accessibility Lead role. This action will be considered in the future DAP development.	Not achieved
	4.2.5 Ensure all ANU buildings display signage showing accessibility routes into and within the building in compliance with BCA 2011 V!, Sect D3.6 and Australian Standards AS1428.1.	This action is dependent on the establishment of the Accessibility Lead role. This action will be considered in the future DAP development.	Not achieved
	4.2.6 Investigate enhanced accessibility capability within the current Google Maps subscription, and if not possible, investigate an app to do the same.	This action will be considered in the future DAP development.	Not achieved
	4.2.7 Create a printable map to show accessibility information across campus.	This action will be considered in the future DAP development.	Not achieved
	2.2.8 Provide information on quiet rooms, quiet spaces and quiet zones.	This action is dependent on the establishment of the Accessibility Lead role. This action will be considered in the future DAP development.	Not achieved
	4.2.9 Provide information on how to create Quiet Rooms and Quiet Spaces at the ANU.	This action is dependent on the establishment of the Accessibility Lead role. This action will be considered in the future DAP development.	Not achieved
Focus Area Five – Digital Environment			
5.1 In collaboration with users living with disability, ensure that the ANU digital environment is	5.1.1 Audit existing IT software applications (includes websites) to review accessibility and inclusive design	ANU manages over 500 applications and full-scale accessibility audits are not financially viable. To optimise impact, ANU is focusing accessibility review efforts on priority systems aligned with the ANU Digital Plan, progressing audits on an as-needed basis. Compliance	Carried forward

accessible and inclusive to students, staff and visitors; and relevant staff, including teaching staff are adequately resourced to maintain this level of accessibility		audits on a number of systems have been completed, including MyTimetable (student view), Research Ethics Management System, Drupal templates, Canvas (including plagiarism framework, SpeedGrader, Turnitin, H5P), Proctorio, EchoVideo, Extenuating Circumstances Form, ANU Hub, InPlace, TargetConnect (Careers), and the Curriculum Management System (CMS).	
	5.1.2 Ensure each new ITS application undergoes an accessibility evaluation before it is purchased. (2024)	Accessibility assessment has been incorporated into procurement for systems sources under the ANU Digital Plan, which includes the new LMS, InPlace for student work placements, Careers system, Plan Track, Check for degree planning, Travel and the Follow me printing service. Basic accessibility compliance questions are put to vendors during tender processes and responses are assessed by procurement panels.	Carried forward
	5.1.3 Intentionally design each new application and form developed in ITS with accessibility as a core consideration and ensure they undergo thorough accessibility testing.	Most systems at ANU are not developed internally, with exceptions, including applications by the DevOps team, the ANU website, and digital forms replacing legacy eForms. Accessibility is a key focus across these areas. The DevOps team supports initiatives like Canvas/Wattle coexistence and CatApp to reduce accessibility issues in custom tools. The ITS and Marketing teams collaborate with Digital Accessibility to embed accessibility into web workflows. Forms such as Academic Integrity and Research Leave of Absence are being redeveloped with accessibility in mind as part of the ANU Digital Plan.	Not achieved
	5.1.4 Create an ANU 'Digital Environment Policy' that mandates the integration of accessibility features in all online interactive environments.	Drafted amendments were sent to IT Governance in 2024 for review. This action will be carried forward to the future DAP for consideration.	Not achieved
	5.1.5 Create a simple process for people living with disability to provide feedback/comments on ANU access issues.	New channels have been established to improve accessibility feedback at ANU, including a dedicated email (digitalaccessibility@anu.edu.au) and updated Accessibility Statement. An accessible University Feedback form and assistive technology request form	Carried forward

		were also launched. Engagement with the ANU Staff Disability Network continues, with discussions underway on co-designing a tailored feedback form for staff and students with disabilities.	
	5.1.6 Create and publish Digital Accessibility web page in ANU domain. (2024)	ANU has published an Accessibility Statement on its website and launched a Digital Accessibility SharePoint site, which has received over 1,000 views. A Digital Accessibility Practices team site with over 87 staff members across the University is available to supports staff engagement.	Completed
	5.1.7 Audit Hearing Augmentation systems to ensure they are working, adequately signed (in compliance with BCAV1 D3.7) and included on the Learning and Teaching Space List.	254 rooms were audited by January 2024. This action will be carried forward as part of the consultation for the future DAP.	Carried forward
	5.1.8 Conduct regular reviews of appropriate literature to ensure best practice for digital accessibility across the University.	The Digital Accessibility team at ANU is actively involved in sector-wide engagement to stay current with best practices in higher education. In July 2025, the team represented ANU on a national panel of digital accessibility professionals, with over 360 registered attendees. The team regularly participate in conferences and webinars, such as the A11y Bytes conference, to monitor industry trends and assess their relevance to ANU. Key updates, including new Human Rights Commission guidelines on digital access, are shared internally through the Digital Accessibility SharePoint site, team site, and training sessions. The team also delivers briefings and presentations on topics like accessible documents and testing. ANU maintains memberships with organisations like OZeWAI and ADCET and coordinates a cross-university network of accessibility specialists to foster collaboration and knowledge sharing.	Carried forward

Insights

As we conclude 2025, a year that has brought significant challenges for the ANU and its community, it is important to acknowledge the collective effort invested in advancing our DEI commitments. Across the University, teams have worked diligently through local initiatives, programs, and partnerships to promote equity, inclusion, and belonging.

Many meaningful activities and contributions are not captured in this report, as they do not directly align with the specific actions outlined in the DEI strategies or are not immediately visible. We acknowledge and thank our community for their ongoing commitment and support in making the ANU a better place.

From 2026, the University will explore alternative pathways for how it engages and contributes to the DEI space. A proposal has been put forward for a whole-of-organization equity governance model to strengthen the coordination of equity, diversity, and inclusion initiatives, and to support actions aimed at eliminating harmful behaviours. This model is intended to ensure stronger strategic alignment, accountability, and meaningful community engagement across all colleges, portfolios and administrative units.

The Inclusive and Respectful Communities and the People and Culture Teams would also like to extend our appreciation and recognition to the staff and students who are no longer with the University, but who have played a meaningful role in strengthening our culture of equity and inclusion through their leadership, advocacy, and participation in local DEI initiatives throughout 2025. Their contributions continue to shape and improve the University community.

For further information about this report or alternative formatting, please contact:

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