

## DIVERSITY AND EQUITY PROCEDURE

<b>Approving authority</b>	Executive Management Team
<b>Purpose</b>	It is the procedure of the Institute to ensure that all students and staff are provided with equal opportunities to reach their potential, irrespective of gender or stereotypical expectations.
<b>Responsible Officer</b>	Vice President
<b>Next scheduled review</b>	September 2021
<b>Document Location</b>	<a href="http://www.ozford.edu.au/higher-education/policies-and-procedures/">http://www.ozford.edu.au/higher-education/policies-and-procedures/</a>
<b>Associated documents</b>	Diversity and Equity Policy Anti-Bullying & Harassment Policy and Procedure Anti-Discrimination Policy and Procedure

### 1. PRINCIPLE

Ozford Institute of Higher Education (hereafter referred to as the “Institute”) is an equal opportunity workplace and learning environment for all staff and students.

### 2. SCOPE

This procedure applies to all staff and students at Ozford Institute of Higher Education

- full time, part time, casual, permanent or temporary;
- contract or commission workers;
- volunteers, vocational and work experience placements;
- full time and part time students.

It applies to staff in all their work-related interactions with each other, and with customers, contacts or clients.

It applies to staff while in the workplace or off site, at work-related functions (including social functions and celebrations), while on trips and attending conferences.

### 3. DEFINITIONS

**Gender equity**: a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals. Gender is never separate from race, ethnicity, language, disability, income, or other diversities that define us as human beings. It offers a framework for education in which all students:

- can be engaged, reflective learners, regardless of the subject;
- can be educated in a safe and supportive environment enabling each student to achieve their potential;
- are prepared for future education, jobs, careers, and civic participation;
- set and meet high expectations for themselves and others;
- develop as respectful, inclusive, and productive individuals, friends, family members, workers, and citizens;
- receive equitable treatment and achieve equitable outcomes in school.

**Rationale** : All students and staff deserve, and have a right, to be provided with equal opportunities to succeed in all aspects of education or employment. Gender is not a determinant of a student’s capacity to learn, or an employee’s capacity to work, but often influences opportunities. It is unlawful to discriminate against a person on the basis of gender.

#### 4. PROCEDURE

It is the procedure of the Institute ensure that all students and staff are provided with equal opportunities to reach their potential, irrespective of gender or stereotypical expectations.

The Institute will take all reasonable steps to prevent or minimise irrespective of gender or stereotypical expectations. All staff are expected, when carrying out their duties, to show respect towards all persons.

##### 4.1 Managers have responsibility to:

- take reasonably practicable steps to ensure that their workplace or learning environment both on-campus and online, is free from Discrimination, Bullying and Harassment;
- providing training or advice to staff or students to eliminate Discrimination, Bullying and Harassment and develop cross-cultural awareness and sensitivity among professional and academic staff and students;
- encourage due recognition to the history and experiences of the Aboriginal and Torres Strait Islander Peoples of Australia and other ethnic groups;
- inform staff or students who experience Discrimination, Bullying and Harassment of their rights and provide them with the appropriate policy and procedures to resolve their concerns;
- ensure that staff or students who make a Complaint are not victimised for doing so and respect their privacy and confidentiality at all times;
- maintain a confidential database of complaints.

##### 4.1 Get more information before deciding what to do

If a staff member or student who believes that she/he is being discriminated, and is unable to resolve the matter herself/himself, or is of the belief that it is unsafe to do so, he or she may approach the Vice President in the first instance, and then follow the Institute Complaints and Appeals process

- (1) Contact the following person at the Institute who have been nominated to give information:

**Name** Ms. Rong LIU  
**Position** Vice President  
**Location** Level 10, 310 King Street  
**Telephone** 03 8663 7198  
**Email** [rongliu@ozford.edu.au](mailto:rongliu@ozford.edu.au)

- (2) Contact the Victorian Equal Opportunity and Human Rights Commission for information about your rights and responsibilities.

Level 3, 204 Lygon Street  
Carlton Vic 3053  
**Phone:** 1300 891 848  
**Fax:** 1300 891 858  
**Email:** [information@veohrc.vic.gov.au](mailto:information@veohrc.vic.gov.au)  
**Hearing impaired (TTY):** 1300 289 621  
**Interpreters:** 1300 152 494

##### 4.2 Self help

If you feel confident and want to deal with the situation yourself, you can use self-help techniques.

*However, it is not necessary that you try to resolve the complaint this way.*

This option involves approaching the person responsible for the discriminatory or sexually harassing behaviour yourself. You should tell the person what you are unhappy about, why you are unhappy about it, and what you would like to happen. Taking a person with you for support may be helpful.

#### 4.3 Make an internal complaint

The Institute has an obligation to treat all complaints of discrimination, on the basis of gender identity or seeking unnecessary information seriously. All complaints will be handled confidentially and impartially, investigated promptly and recommendations implemented.

4.3.1 The starting point to resolving a complaint is to talk with someone. This can be your manager (or another manager if more appropriate). Tell them what your concerns are; explain what has happened and how it has affected you.

4.3.2 The manager may take immediate action (e.g. removing offensive graffiti or posters).

4.3.3 The manager may provide a range of options. One approach is to centre on the resolution of the issue, without deciding fault. The manager may speak to the person you are making a complaint about, to see if the situation can be resolved simply.

4.3.4 Some matters are not resolved so easily, especially if the person being complained about denies or disputes the allegations, or the issues are complex. Your manager (or another manager if appropriate) may handle your complaint, or refer it to specialist human resource staff or engage an independent external agency. This option will involve an investigation, collecting evidence and witness statements, and making findings and recommendations which will be implemented by the Institute.

4.3.5 The following staff member is available to discuss these options:

<b>Name</b>	Ms. Rong LIU
<b>Position</b>	Vice President
<b>Location</b>	Level 10, 310 King Street
<b>Telephone</b>	03 8663 7198
<b>Email</b>	rongliu@ozford.edu.au

#### 4.4 Make an external complaint

If you think you have been discriminated against on the basis of your gender identity contact the Victorian Equal Opportunity and Human Rights Commission and talk about your concerns. Their dispute resolution service is free and confidential. They can send you information about the complaint process and if they can't help you they will try to refer you to someone who can.

To make a complaint to the Victorian Equal Opportunity and Human Rights Commission see <http://www.humanrightscommission.vic.gov.au/index.php/discrimination>

Or call the Australian Human Rights Commission in Sydney on 1300 656 419 to make a complaint under federal anti-discrimination legislation.

### 5. QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meet the requirements of the HES Threshold Standards the procedure will be:

5.1 internally approved by the Executive Management Team on development or review

5.2 externally reviewed as part of any independent review of the HES Threshold Standards approved by the Governing Board;

5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier).

5.4 referenced to the applicable HES threshold Standard and/or other legislation/regulation.

### 6. FEEDBACK

Feedback or comments on this procedure is welcomed by the listed Responsible officers of the Institute.

### 7. ACKNOWLEDGEMENTS

This procedure has initially been developed with reference to the following policy:

South Australian Commission for Catholic Schools 2012, *Gender Equity Policy*, May 2014

### 8. VERSION CONTROL

Version	Date approved	Description	Approved by
3.0	September 2018	Initial Issue	EMT
Related legislation/ regulation/standard	HES Threshold Standards 2015- Standard 2		