

DIVERSITY AND EQUITY POLICY

Approving authority	Governing Board
Purpose	To articulate and support the ongoing commitment of the Institute to promoting and providing all current and prospective students and staff with conditions of access to and participation in higher education based on equal opportunity, cultural diversity and academic freedom.
Responsible Officer	Vice President
Next scheduled review	August 2021
Document Location	http://www.oxford.edu.au/higher-education/policies-and-procedures/
Associated documents	Anti-Bullying & Harassment Policy and Procedure Anti-Discrimination Policy and Procedure Human Resources Policy Academic Integrity Policy and Procedure Student Code of Conduct and Procedure Student Grievances & Appeals Policy and Procedure Student Services & Support Policy and Procedure Diversity and Equity Procedure

1. PRINCIPLES

The principles that underpin this policy are best expressed by the Institute’s Strategic Business Plan which states in part:

“Central to the Institute’s mission is the fostering of a supportive learning environment that values and embraces cultural diversity, where our students come from diverse cultural and socioeconomic backgrounds to interact with and experience each other’s culture and so gain knowledge, skills and values from a range of cultures. These various cross-cultural interactions and insights provide a valuable foundation for students and staff to participate effectively in a global community to contribute to culturally diverse worksites and to build a culturally sustainable future”.

2. SCOPE

This policy applies to all Institute staff, voluntary position holders, students, volunteers, visitors and members of advisory and governing bodies, across the Institute, and at all times whilst engaged in Institute business or otherwise representing the Institute. The scope encompasses affiliates, contractors and consultants, appointed or engaged by the Institute, to perform functions and/or recognised for their contribution to the Institute.

3. DEFINITIONS

3.1 Special measures

Acts which the Institute can take to enable substantive equality for individuals who belong to specific groups which have experienced past disadvantage, because of laws and rules, stereotypes and attitudes. Special measures aim to redress past disadvantage and improve employment outcomes and access to education for people from these groups. Anti-discrimination legislation enables the Institute to implement special measures for specific groups.

3.2 Specific groups

These groups refers to those historically disadvantaged or underrepresented student population in Higher Education, other groups protected in Equal Opportunity and anti-discrimination legislation, and those covered by the Higher Education participation and Partnership Program. They include Aboriginal and Torres Strait Islander people, people from low Socio-economic status (SES) backgrounds, people with disability, people from

remote, rural or isolated areas, people who are the first in their family to attend a university or other higher education institution, people from non-English speaking backgrounds, and women, especially in areas of study where they have been under-represented, such as engineering.

4. POLICY

It is Policy that the Institute

- Acknowledge traditional Aboriginal and Torres Strait Islander custodianship of the land at the start of significant meetings and events;
- celebrates diversity and does not discriminate against people (staff or students) on the basis of age, race, colour, religion, ancestry, national origin, age, gender, sexual orientation, marital status, veteran status or physical or intellectual disability, either in the recruitment of students or the implementation of its policies, procedures and activities;
- has a student code of conduct which requires all students to conduct their duties and act in a manner that promotes a safe, positive, productive and harmonious learning environment, act ethically and responsibly, and be accountable for their actions and decisions;
- is committed to providing equal opportunity and promoting inclusive practices and processes for all students and staff within the limits of its resources; and
- integrates the principles of access and equity into the Institute's policies and procedures for all students and staff;
- acknowledges that to redress the past disadvantages of particular groups, special measures are needed to improve educational opportunities and success for people from these specific groups. While international students studying in Australia may not be under-represented or have experienced disadvantage, the principles of support for diverse learners and inclusive education should be applied to them as to all students.

5. QUALITY ASSURANCE

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

5.1 internally endorsed by the Executive Management Team on development or review, prior to approval by Governing Board, or the Academic Board or other delegated authority;

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 policy is welcomed by the listed Responsible officers of the Institute.

7. ACKNOWLEDGEMENTS:

This policy was initially developed with reference to the relevant policies and procedures of the following institutions:

- Diversity and Equity Policy Australia; Institute of Higher Education 2017
- Inclusion, Diversity and Equity Policy; University of Tasmania 2014
- Equity and Diversity - Governing Policy; USC 2018

8. VERSION CONTROL

Version	Date approved	Description	Approved by
1.0	5 December 2013	Initial issue	GB
2.0 (Revised)	28 August 2018	Reflecting the requirements of the HESF standards and changes in academic leadership structure	GB
Related legislation/ regulation/standard	HES Threshold Standards (2015)		