SOUTHERN ACADEMY OF
HIGHER EDUCATION

Southern Academy of Higher Education (SAHE)

Diversity, Inclusion and Equity Policy

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1. Policy Statement

The Diversity, Inclusion and Equity Policy (the 'Policy') sets out the Southern Academy of Higher Education's ('SAHE' or the 'Academy') framework to demonstrate commitment to the principles of diversity, inclusion and equity in education and employment. This Policy provides guidelines for SAHE to create and maintain a teaching and learning environment that fosters fairness and respect for social and cultural diversity, and that is free from discrimination, bullying, harassment, vilification and victimisation.

1.1 Definitions

For definitions, please refer to the '*Dictionary of Terms*'.

2. Scope

This Policy applies to all staff and students of SAHE.

3. Policy Principles

a. SAHE values diversity of knowledge, thought and experience and believes that a collaborative and inclusive culture is important for teaching and learning. SAHE will facilitate a positive and collaborative environment and ensure the experiences of both staff and students are equitable and inclusive.

b. SAHE will:

i. recognise, encourage, and celebrate students from all sections of society.
ii. promote clear policies and responsible practices to support its values of integrity, transparency, respect and ethical decision making
iii. promote an environment that fosters fairness, equity and respect for social and cultural diversity;
iv. provide specific consideration to the recruitment, admission, participation, and completion of Aboriginal and Torres Strait Islander peoples.
v. support students and staff to reach their full potential through the promotion of reasonable expectations and provision of an inclusive teaching and learning climate; and
vi. ensure that staff and students are aware of their rights and responsibilities as members of the SAHE community.

c. Equity regarding the representation of socio-economic status, gender, age, cultural diversity, Indigenous Australians, disability, and sexual orientation is important to a fair and just SAHE community and a broader just society.

d. SAHE will establish a tradition of acknowledgement of support and guidance for specific equity groups that may include:

i. Aboriginal and Torres Strait Islander peoples;
ii. People with disabilities;
iii. Women, especially in areas of study where they have been underrepresented;
iv. People from diverse backgrounds;
v. People from lower socio-economic backgrounds;
vi. People from remote, rural or isolated areas; and
vii. Any other groups of prospective students that may have experienced disadvantage.

4. Responsibilities

The Academy will promote diversity and equity by ensuring that:

a. staff and students are made aware of this Policy through the SAHE website, staff induction and student orientation program;
b. all marketing and publicity material and activities reflect the diversity of the SAHE community;
c. staff and students are treated fairly, and prompt action is taken over allegations of discrimination, victimisation or harassment;
d. reasonable adjustments are made, as appropriate, to enable disabled staff and/or students to overcome substantial disadvantages in the working and learning environment;
e. existing procedures for staff and student complaints, grievances and discipline/conduct matters are applied in a just, fair, open and timely manner;
f. staff involved in staff recruitment, student admissions, selection and promotion are made aware of their responsibilities regarding equality and diversity matters;
g. external contractors are made aware of their responsibility concerning equality and diversity and will be required to comply with SAHE policies;
h. the curriculum development and learning content supports equity, diversity, inclusion, and belonging and are designed to have a positive impact;
i. the documents, publications, and other works are reviewed to encourage the use of inclusive and non-discriminatory language and images that reflect social and cultural diversity; and
j. the physical and virtual environments are accessible, including but not limited to the equipment and resources within them.

5. Monitoring and Review

a. The Governing Council will monitor, assess and review the effectiveness and revisions to this Policy and the impact of all other relevant policies and procedures on staff and students.
b. The Dean will act as a primary point of contact for advice on implementing the principles outlined in this Policy, including:
    i. providing advice to the Academy on meeting key equity targets and equity-related opportunity obligations under federal and state legislation;
    ii. recommending, developing and/or implementing educational programs, awareness campaigns and inclusion initiatives; and
    iii. providing advice and guidance on teaching and learning initiatives to enhance equity, diversity and inclusion.

6. Appeals

Any staff or student who believes that they have experienced discrimination, vilification or victimisation may file a complaint in accordance with the procedures outlined in the *Human Resources Management Policy* or the *Student Grievance Management Policy and Procedure* respectively.

Version Control

Version	v1.0
Review	The Governing Council will review this Policy in accordance with the Southern Academy of Higher Education *Policy Documents Review Schedule*.
Approving Body	Governing Council
Approval and Effective Date	31 August 2021
Policy Custodian	Dean
Policy Contact	Dean
Higher Education Standards Frameworks (Threshold Standard) 2015 (Cth)	B1.1 "Higher Education Provider" Category Standard 2.2
Benchmarking Institutes	Federation University University of the Sunshine Coast The Queensland University of Technology University of Southern Queensland Curtin University University of Technology Sydney Federation University Victoria University The University of Queensland Australia
Related Document	Dictionary of Terms Student Grievance Management Policy and Procedure Human Resources Management Policy Staff Code of Conduct Student Code of Conduct Academic Freedom Policy

Related Legislations	Higher Education Standards Framework (Threshold Standards) 2021 (Cth); Tertiary Education Quality and Standards Agency Act 2011 National Code 2018 Age Discrimination Act 2004 (Cth) Australian Human Rights Commission Act 1986 (Cth) Disability Discrimination Act 1992 (Cth) Fair Work Act 2009 (Cth) Racial Discrimination Act 1975 (Cth) Sex Discrimination Act 1984 (Cth) Work Health and Safety Act 2011 (Cth) Workplace Gender Equality Act 2012 (Cth) Privacy Act 1988 (Cth) Disability Standards for Education 2005 Education Services for Overseas Students Act 2000 (ESOS Act 2000)