

Diversity, Equity and Inclusion Policy

SIHE Diversity, Equity and Inclusion Policy

Scope

Sydney Institute of Higher Education (SIHE) demonstrates a commitment to fostering an employment and education environment in which diversity, inclusion and equity are encouraged and supported.

This policy applies to all staff, students and affiliates of SIHE.

Purpose

The purpose of this policy is to raise awareness, support, promote and encourage diversity, equity, and inclusion at SIHE.

Standard 2.2 of the Higher Education Standards Framework (Threshold Standards) 2021 describes diversity and equity as creating equivalent opportunities for academic success regardless of students' backgrounds. SIHE applies this same standard to staff.

SIHE considers diversity of knowledge and experience essential to a positive staff and student experience. SIHE supports a culture of inclusivity, where freedom of speech, opinion and academic freedom are upheld. Strategies are in place to provide all staff and students with equivalent opportunities to succeed.

Diversity, equity, and inclusion principles are applied through SIHE admissions, teaching and learning, marketing, and workforce planning and management processes.

Principles

The diversity, inclusion, and equity principles in this policy demonstrate SIHE's:

- Commitment to social justice and human rights.
- Zero tolerance for discrimination towards staff or students regardless of staff and students' background.
- Design and application of policies, practices and approaches to recruitment, teaching and learning to accommodate staff and student diversity, including the groups identified by [Diversity Council Australia \(DCA\)](#).
- Opportunities of equivalent opportunities for success regardless of staff and students' background.
- Practice of specific consideration to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
- Commitment to monitoring the participation, progress, and completion by DCA identified groups, and utilisation of the results to inform and review policies, teaching and learning, and support services.
- Dedication to providing equal development opportunities and support for staff and students at

SIHE.

Guiding Procedures

SIHE values and benefits from a diverse, inclusive, equitable culture. Staff and students at SIHE are guided by the following procedures when interacting internally and the with the external community:

- Staff and students are encouraged and supported to exercise their rights and responsibilities in relation to diversity, inclusion, and equity.
- Respect of other's perspectives, opinions, backgrounds, nationalities, and beliefs is expected from all staff and students.
- The values of integrity, transparency, respect, and ethical decision making will be accessible and clear in policies and practices.
- There is an expectation that all staff and students seek to promote and raise awareness of the SIHE diversity, inclusion, and equity principles.
- Staff and students in leadership and management positions must be inclusive and identify opportunities to review programs and activities to facilitate ongoing improvements.
- The design and implementation of all programs and activities incorporate and provide equal opportunities for participation, progression and success in employment and education.
- The student admission procedures ensure that admitted students have the academic preparation and English proficiency need to success in their intended study.
- Staff and student support and educational resources meet the requirements of Standard 2 of the HES Framework, in relation to student diversity and equity.
- Prior to accepting an offer, prospective staff and students can access current academic governance, policies, and requirements including those referencing diversity, inclusion and equity.
- The Orientation program and course progress will be made available in accordance with student needs and preparedness, granting equivalent opportunities for successful transition and progression through their course of study.
- Learning support services are accessible and consistent with the requirements of the course and mode of study, and individual learning needs are considered.
- In line with standard 2.2 of the HES Framework, SIHE will grant specific considerations to the recruitment and admission of Aboriginal and Torres Strait Islander peoples.
- Staff and student have access to support services, including mental health, disability, safety and wellbeing, and these services are able to accommodate individual needs.
- The accommodation and support of the expected diversity in the backgrounds and characteristics of staff and student at SIHE will be:
 - Practiced in accordance with the obligations set by the Australian law.
 - Carefully considered in the marketing and recruitment of prospective students.
 - Carefully considered in the resources and opportunities presented to staff and students.
 - Monitoring and capturing student's course participation, progression and completion through the use of in-house data systems.
- SIHE will not discriminate, directly or indirectly, against a person on the grounds of a person's disability by:
 - Refusal or dismissal of an application for employment.
 - Refusal or dismissal of an application for admission as a student.

- Denying or limiting the staff or student access to any benefits provided.
- Expelling the student.
- Unfair dismissal of a staff member.
- Exposing the staff or student to any unsafe behaviours or activities.
- All 'reasonable steps' and 'reasonable adjustments' will be made to enable staff and students with a disability to apply, enrol and participate on the same basis as a student without a disability.
- SIHE aims to practice acknowledgement, support and guidance for specific equity groups that may include:
 - Aboriginal and Torres Strait Islander peoples.
 - People with disabilities.
 - Gender identity
 - Sexual preferences
 - People from any cultural, ethnic, religious or national backgrounds and identities.
 - People who are from lower socio-economic backgrounds.
 - People from remote, rural or isolated areas.
 - Any other groups that may have experienced disadvantage.

As an Australian higher education provider, SIHE upholds the laws and regulations of Australia. Policies and procedures are in place to ensure compliance with such laws.

Please find below the most relevant legislation which apply to the SIHE Diversity, Equity, and Inclusion Policy:

- [Age Discrimination Act 2004 \(Cth\)](#)
- [Australian Human Rights Commission Act 1986 \(Cth\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005](#)
- [Education Services for Overseas Students Act 2000 \(ESOS Act 2000\)](#)
- [Education Services for Overseas Students Regulations 2001](#)
- [Fair Work Act 2009 \(Cth\)](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
- [Privacy Act 1988 \(Cth\)](#)
- [Racial Discrimination Act 1975 \(Cth\)](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)
- [Tertiary Education Quality and Standards Agency Act 2011 \(TEQSA Act\)](#)
- [Work Health and Safety Act 2011 \(Cth\)](#)
- [Workplace Gender Equality Act 2012 \(Cth\) https://www.legislation.gov.au/Details/C2016C00895](https://www.legislation.gov.au/Details/C2016C00895)

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