

Student Diversity and Equity Procedure

Purpose

1. This Procedure gives effect to the Diversity and Equity Policy and outlines the ways in which Global Higher Education (GHE) operationalises its commitments to ensuring that the learning environment values and affirms equal opportunity, diversity and inclusivity.

Scope

2. This Procedure applies to:
 - a) all prospective and current students of GHE;
 - b) all teaching and learning activities, including events on and off-campus, conferences, religious celebrations, and any associated online presence and engagement.
3. Provisions relating to support for students with a disability or medical condition are outlined in the **Student Disability Policy** and associated Procedure.
4. Provisions relating to the management of student sexual assault and sexual harassment are outlined in the **Student Sexual Assault and Sexual Harassment Policy**.
5. For relevant provisions in relation to staff see the **Human Resources Framework**.

Definitions

6. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

Suite documents

7. This Procedure is linked to the following suite documents:
 - a) Student Diversity and Equity Policy;
 - b) Schedule One - GHE working with Aboriginal and Torres Strait Islander people.

Procedure

Culture, information and training

8. Responsibility for ensuring that staff and students understand the principles of diversity and equity, and behave in ways that support GHE's goals and legislative obligations, rests with:
 - a) the Operations Director via Human Resources staff, through staff induction and professional development programs;
 - b) the Student Support Officer through the programs offered through the 3C Wellbeing and Support Model, as outlined in the **Student Wellbeing, Orientation and Support Policy**.
9. Published information and training includes advice on making and handling disclosures of potential breaches of this Policy and relevant legislation, and avenues for support.
10. In addition to the programs described above GHE will ensure that activities are held throughout the year that celebrate diversity and promote a culture of inclusivity.

Complaints and support

11. Any student who experiences discrimination, bullying, harassment (except sexual harassment¹), or vilification should initially discuss their concerns with the perpetrator if appropriate and safe to do so, or discuss their concerns with the Student Support Officer.
12. The Student Support Officer will provide support for any student who has been the victim of any behaviour considered a breach of this Policy.
13. Where necessary students will be referred to specialist support or advocacy services.
14. Students may also choose to lodge a complaint at any time following the steps outlined in the **Student Complaints, Grievances and Appeals Policy**.
15. A student must not make vexatious or malicious complaints of discrimination, bullying, harassment, or misconduct. A complaint will be considered vexatious or malicious if the student makes it:
 - a) knowing it to be false, dishonest or contains intentionally misleading information;
 - b) for the primary purpose of damaging GHE or the person (student or staff member) against whom the complaint is made;
 - c) without merit or without reasonable cause.
16. Making such a complaint may result in a student misconduct investigation and disciplinary action under the **Student Non-Academic Conduct and Misconduct Procedure**.

Breaches

17. Where breaches of this Policy and Procedure are confirmed they will be addressed as follows:
 - a) where the alleged perpetrator is a student the provisions of the **Student Non-Academic Conduct and Misconduct Policy** will apply;
 - b) where the alleged perpetrator is a staff member the conduct and discipline provisions in the **Human Resources Framework** will apply.

Monitoring

18. Monitoring of the participation, progress and completion of sub-cohorts of students, and consequent analysis and development of strategies to address their identified needs, occurs through Student Cohort Monitoring as outlined in the **Quality Assurance Policy** and the **Academic Progress Policy**.

Recording and reporting

19. All instances of breaches of this Policy will be recorded and flagged separately through the reporting provisions in the related policies and procedures (such as the **Student Disability** and **Student Sexual Assault and Sexual Harassment** policies).
20. The Manager, Quality and Compliance will ensure that trends are analysed, summarised in annual reports and recommendations made to the Board of Directors to address any systemic issues.

¹ Sexual assault and harassment are managed under the provisions of the **Student Sexual Assault and Sexual Harassment Policy**

Roles and responsibilities

21. The Board of Directors has overall responsibility for governance of this Procedure.
22. The Operations Director is responsible for:
 - a) ensuring that staff receive appropriate diversity training through induction and professional development programs;
 - b) the maintenance of any records arising from this Procedure.
23. The Student Support Officer is responsible for:
 - a) ensuring that programs run under the 3C Wellbeing and Support Model support GHE's diverse and inclusive community;
 - b) providing initial advice and support to students who believe they have been the victim of discrimination, bullying, harassment or victimisation and referring to specialist support services where necessary.
24. The Manager, Quality and Compliance is responsible for:
 - a) ensuring compliance with this Policy and related procedures;
 - b) benchmarking GHE policy and standards with those adopted elsewhere in the tertiary sector;
 - c) the monitoring of information available from the review of records relating to the implementation of this Procedure and ensuring that the Board of Directors receives appropriate reports.
25. All staff are responsible for becoming familiar and complying with this Policy and the related procedures.

Associated information

Related Internal Documents	<p>Student Diversity and Equity Procedure Academic Freedom Policy Academic Progress Policy Admissions Policy Assessment Policy Course Design Policy Enrolment Policy Human Resources Framework Quality Assurance Policy Student Complaints, Grievances and Appeals Policy Student Disability Policy Student Non-Academic Conduct and Misconduct Policy Student Sexual Assault and Sexual Harassment Policy Student Wellbeing, Orientation and Support Policy Work-Integrated Learning Placement Policy Glossary of Terms</p>
Related Legislation, Standards and Codes	<p><i>Tertiary Education and Quality Standards Agency Act 2011</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> TEQSA Guidance Notes: <i>Diversity and Equity</i>, Version 1.2 <i>Education Services for Overseas Students Act 2000</i> <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> <i>Racial Discrimination Act 1975 (Cth)</i> <i>Sex Discrimination Act 1984 (Cth)</i> <i>Disability Discrimination Act 1992 (Cth)</i> <i>Disability Standards for Education 2005 (Cth)</i> <i>Australian Human Rights Commission Act 1986 (Cth)</i> <i>Workplace Gender Equality Act 2012 (Cth)</i> <i>Age Discrimination Act 2004 (Cth)</i> <i>Equal Opportunity Act 1984 (SA)</i></p>
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Change history

Version Control		Version 1.3
Change Summary	15-Apr-20	V1.0 Draft approved by Board of Directors (BoD) 1 May 2020
	24-July-20	V1.1 Administrative updates
	4-Nov-21	V1.2 addition of Schedule 1 approved by BoD 10-Dec-21
	5-Oct-23	V1.3 administrative updates following TEQSA registration

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Schedule One - GHE working with Aboriginal and Torres Strait Islander people

Overview

1. GHE acknowledges that its Higher Education operations will be located on the land of the Kaurna people of the Adelaide area.
2. The intention of GHE is to work to achieve better outcomes for Aboriginal and Torres Strait Islander students throughout the lifecycle when a student would be part of GHE community. Thus, from recruitment and admission, to orientation, student support, student academic success, to better employability outcomes, GHE will establish internal benchmarks which will then allow a time-series to be developed and comparison made to available state and federal statistics.
3. GHE will be active with Aboriginal and Torres Strait Islander people in building alliances and relationships, engagement and advocacy, scholarship, and governance. How these are actioned will be co-designed with relevant stakeholders.

GHE Commencement

4. If GHE is successful in its accreditation then work can begin to understand the environment within Adelaide and how we may partner with Aboriginal and Torres Strait Islander people. The approach will first be one of engagement with stakeholders and leading Aboriginal and Torres Strait Islander community leaders so that GHE can understand the issues and begin to formulate where it could help promote the success of Indigenous Australian students in higher education. The approach would be one of trying to learn how GHE and its available resources could best engage with and support Aboriginal and Torres Strait Islander students who join GHE, but more broadly to contribute to greater student success with GHE or other institutions.
5. In addition, this would involve engagement with Aboriginal and Torres Strait Islander staff within other higher education institutions within Adelaide whether public or private and looking at what work is going on in Year 12 in schools. Past experience shows that the work of AIME has been very successful in providing a pathway from school to year 1 at a higher education institution. GHE would seek to build on this, if possible, in Adelaide. Beyond education institutions GHE would explore and evaluate what is possible with state and federal government, and the corporate sector.
6. So, GHE does not come with an immediate solution to implement, rather we will engage, listen, and work collaboratively to formulate ways of doing where a positive impact can be seen.

Principles

7. GHE will adhere to the following principles:
 - a) Through engagement with Aboriginal and Torres Strait Islander peoples across Adelaide there can be mutual benefits to all parties.
 - b) Aboriginal and Torres Strait Islander people can bring knowledge which enhances greater understanding within an intellectual, social and cultural setting.
 - c) A partnership with local stakeholders is the best way to integrate Aboriginal and Torres Strait Islander perspectives to obtain the best outcomes in the educational environment.
 - d) By working to understand Aboriginal and Torres Strait Islander needs then GHE will be able to work in partnership to improve educational and community outcomes.

- e) Equality of outcomes in the educational space is important and GHE will benchmark over time to attain parity of success in all student cohorts.
8. GHE commits to creating approaches, processes and systems that work to make these principles living and actionable.

Guiding Lights

9. There are a range of resources which GHE and its staff will draw on to inform activities in this area of its operations, for example:
- a) The National Aboriginal and Torres Strait Islander Higher Education Consortium (<https://natsihec.edu.au/>)
 - b) Australian Indigenous Mentoring Experience (<https://aimementoring.com/>)
 - c) Universities Australia has produced a number of reports over the years.
 - d) Every university in Australia has experience in this area and so through the networks GHE has we can learn components of best practice and apply them in the GHE context.

How will we judge success?

10. To answer that question GHE has first to understand the aspirations of the local Aboriginal and Torres Strait Islander community and see how GHE can bring its resources to bear on achieving those aspirations. That will allow an “Aspirations” Document to be co-designed and be a guiding document as GHE grows and develops.
11. Prior to that work taking place we can broadly say that GHE will judge success by:
- a) the participation, retention and employability outcomes for Aboriginal and Torres Strait Islander students.
 - b) how cultural knowledge and understanding is included in the curriculum over time.
 - c) improved engagement and community collaboration for reconciliation.