

Diversity, Equity and Inclusion Policy

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1 PURPOSE

This policy outlines the commitment of Barton Business School (“BBS”) to provide a learning and working environment that fosters diversity, inclusivity, and respect for all stakeholders. It states BBS’s ongoing commitment to promote the principles of equal opportunity, equity, diversity, and inclusion.

2 SCOPE

This policy applies to all activities and decisions of BBS, all students of BBS, all members of BBS's Boards and Committees, and all BBS staff and contractors.

3 DEFINITIONS

Refer to BBS’s *Glossary of Terms*.

4 POLICY

BBS upholds principles of equity for all students and staff. It will create opportunities for diverse student groups to access relevant resources and to succeed in their studies. It will promote sound relations among and between staff and students and create conditions that contribute to the full potential of everyone.

BBS ensures that student admissions and recruitment processes and practices are fair, transparent, consistent, and free from bias (refer to *Admission Policy and Procedure*). BBS aims to have a diverse student profile. Through providing equal opportunities, it supports students from under-represented or disadvantaged groups to achieve academic success. Students are encouraged and supported to exercise their rights and responsibilities in relation to equity and diversity (refer to *Student Welfare and Support Policy and Procedure*).

BBS promotes and supports a diverse workforce at all levels of the organisation by ensuring that no member of staff receives less favourable treatment on the basis of race, gender, age, marital status, religion or belief, disability, reassignment, pregnancy and maternity, sex, or sexual orientation.

4.1 PRINCIPLES

BBS's principles of diversity, equity, and inclusion include:

- a. Cultural diversity and inclusion of people from all parts of the world contribute to the richness of BBS's learning and teaching environment.
- b. An inclusive environment must exist that is free from discrimination and inequity such that everyone is treated fairly, respectfully, and equally.
- c. An inclusive environment must exist that provides accessibility and flexibility for all people, including those with learning needs, a disability, or mobility-assistance needs.
- d. Support must be provided to those who have been educationally disadvantaged, including women, people from culturally and linguistically diverse backgrounds, people with a disability, and First Nations people.

5 IMPLEMENTATION

All levels of management and staff must ensure that diversity is encouraged across BBS and that equity, inclusion, and fair treatment are applied to all decisions and processes. Specific equity subgroups are identified through the *Application Forms* for international and domestic students. Academic progress of equity subgroups is monitored through BBS's Learning Management System. Reports on student participation, progress, and course completion within identified student subgroups are generated to provide a basis for continuous quality review and benchmarking.

6 PROCEDURE

All senior managers are responsible for ensuring that BBS community members are aware of and comply with BBS's commitment to and promotion of diversity, equity, and inclusion. They also have accountabilities for implementing equal opportunity, gender equity, and diversity within BBS.

6.1 STAFF RESPONSIBILITIES

All staff must:

- a. treat others with respect and courtesy;
- b. show respect for the views and opinions of others;
- c. treat others equitably and inclusively, irrespective of gender, sexual orientation, race, disability, medical condition, cultural background, marital status, age, or political conviction;
- d. avoid any conduct that might be perceived as sexual, racial, or gender-based harassment or other forms of intimidation;

- e. be familiar with and abide by BBS's policies and procedures;
- f. maintain standards of academic conduct, particularly with respect to academic integrity;
- g. behave in a manner that does not threaten the life, security, or safety of any person;
- h. behave responsibly and follow the instructions of BBS staff in the case of an emergency.

6.2 STUDENTS RESPONSIBILITIES

All students must:

- a. comply with this policy;
- b. seek assistance when experiencing difficulties in case learning resources need to be adjusted;
- c. making use of available resources and support provided by BBS.

6.3 LEARNING AND TEACHING

Courses and units are designed to accommodate the diversity of students, thereby allowing everyone opportunities for academic success.

6.4 STUDENTS WITH A DISABILITY

Reasonable adjustments are made to enable students with a disability to participate on the same basis as other students, such as assistance with admission application, enrolment, participation in a course, and access to and use of facilities or services.

6.5 FIRST NATIONS PEOPLE PARTICIPATION

Culturally appropriate assistance is provided to First Nations students to facilitate their academic progress and timely completion. First Nations student participation is monitored. Where needed, appropriate adjustments are made to course content and delivery.

6.6 EQUAL OPPORTUNITY FOR EMPLOYMENT

The provision of respect and diversity in the workplace is the key to equal opportunity for employment. BBS has a respectful, fair workplace culture that values individual differences.

7 COMPLAINTS AND APPEALS

Students or staff who have been found to breach this Policy may be subject to disciplinary action per the *Student Code of Conduct* or the *Staff Code of Conduct*.

If a student is not satisfied with a decision related to this Policy, they may seek an appeal as specified in the *Student Complaints and Appeals Policy and Procedure*.

If a staff member is not satisfied with a decision related to this Policy, they may seek an appeal as outlined in *Staff Complaints and Appeals Policy and Procedure*.

8 VERSION CONTROL

Document title	Diversity, Equity and Inclusion Policy	
Approved By	Board of Directors	
Date of Review	This document is to be reviewed every two-years at a minimum from the date of final approval	
Related Documents	<ul style="list-style-type: none"> • First Nation Peoples Policy • Discrimination, Bullying, Harassment and Sexual Misconduct Policy • Scholarly Activity and Professional Development Policy • Risk Management Policy and Framework with Risk Register • Staff Code of Conduct • Staff Complaints and Appeals Policy and Procedures • Staff Recruitment and Selection Policy • Student Code of Conduct • Student Complaints and Appeals Policy and Procedures • Student Wellbeing and Support Policy and Procedures • Workplace Health and Safety Policy 	
Related Legislation and References	<ul style="list-style-type: none"> • Age Discrimination Act 2004 • Anti-Discrimination Act 1977 • Disability Discrimination Act 1992 • Equal Opportunity Act 2010 • Higher Education Standards Framework (Threshold Standards) 2021 • National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 2 and 3 • Racial Discrimination Act 1975 • Racial and Religious Hatred Act 2006 • Sex Discrimination Act 1984 • Higher Education Support Act 2003 • Higher Education Provider Guidelines 2023 	
Version	Notes	Date Approved
1.0	Document approved subject to minor changes in sections 6.1.g, 6.4 and inclusion of related legislation.	13/09/2022
2.0	Document approved subject to minor changes in sections 1, 2, 4, 5, 6 and related documents section have Aboriginal and Torres Strait Islander replaced with First Nations People.	11/09/2023