AUSTRALIAN INSTITUTE OF MUSIC

DIVERSITY, EQUITY & INCLUSION PLAN 2022-25

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ALWAYS WAS ALWAYS WILL BE...

The Australian Institute of Music acknowledges the traditional custodians of the lands on which our campuses are situated; the Wurundjeri Woi Wurrung of the Kulin Nation, and the Gadigal of the Eora Nation. As we share our knowledge in teaching and learning, we pay our respects of Elders past, present, and emerging, as it is their knowledge and experience that holds the key to the success of future generations.

FOREWORD

Music is a celebration of individuality and cooperation, diversity and harmony, humility and virtuosity.

In the 21st century, everyone with a smart phone has instant access to the manifold and diverse worlds of music and can be equally enamoured with local music as with music emanating from any part of the globe. It is a wonderful thing, and yet a challenging thing as political and social forces cajole for influence in the new era of global media, personalised playlists and big data.

The Australian Institute of Music has a role to play in preparing students to flourish in these new worlds. This is done in several ways. First, generating and encouraging a culture that is safe and welcoming to a diverse range of people. This is everyone's responsibility in an organisation because its people are its culture-makers. Second, by constantly improving our awareness of the gaps in that culture and establishing processes that allow us to attend to those gaps with sensitivity, kindness and determination. And third, deliberately focusing on the future of AIM in our commercial, hiring and operating practices, such that it becomes more and more natural to embrace diversity, equity and inclusion, and the need for a specific plan becomes less pressing.

May this plan be a great step in that direction. Congratulations, and more power, to everyone involved in shaping and delivering it.

Dr Greg Clarke
AIM Chief Executive Officer

FOREWORD

Diversity and inclusion is a process of continuous personal listening and learning.

There is no complete level of understanding of diversity and inclusion; like music, there is always more to learn and another voice to hear.

This plan is both a result of listening to diverse voices and a path forward to ensure that more diverse voices are encouraged and included at AIM in the future.

AIM has, for me, always been a place where all styles and methods of music making are explored, valued, and celebrated. Now is the time to take this creativity and expand it to work towards a new future of music education and a new future music industry.

I can't wait to see and hear what comes of it.

Alice Bennett
AIM Diversity Advisor

KEY TERMS

DIVERSITY

The unique aspects of each person's identity including gender, ethnicity, cultural background, ability, sexuality, and more.

EQUITY

Fair and equal treatment, access, and opportunity with acknowledgement of barriers that impact some groups of people.

INCLUSION

The practice of creating environments in which all people feel welcomed, involved, respected, and valued.

SOCIAL MODEL OF DISABILITY

An understanding of disability as the result of physical, attitudinal, communication, and social barriers. Under the social model, it is these environmental barriers rather than individual impairments that are disabling, and the removal of barriers enables people living with impairments to participate in society on an equal basis with others (People With Disability Australia 2022)

UNIVERSAL DESIGN FOR LEARNING

An accessible learning framework developed by CAST (previously the Centre for Applied Special Technology) that focusses on removing barriers to learning by creating learning environments and materials that cater for the natural variability of learners (Meyer, Rose & Gordon 2014).

Meyer, A., Rose, D.H., & Gordon, D. (2014). Universal Design for Learning: Theory and Practice http://udltheorypractice.cast.org/home?1

People With Disability Australia. (2022). Social Model of Disability. https://pwd.org.au/resources/models-of-disability/

DEVELOPMENT

The Diversity, Equity and Inclusion Plan 2022-2025 is AIM's first DEI Plan. It identifies and builds on existing practices in different departments across AIM, structuring them to create a targeted and goal-oriented approach to improving the experience of staff and students and increasing the diversity and accessibility of AIM's activities.

The DEI Plan was informed by a Diversity and Inclusion Survey of both staff and students in 2021, 10 interviews with staff and students conducted during 2021 and 2022, and a benchmarking review of DEI Plans of other tertiary institutions and arts organisations in 2021. Further consultation with staff was undertaken during the drafting process before approval by the AIM Board of Directors.

Through this DEI Plan, AIM strives to demonstrate leadership in driving social change through best practice approaches to diversity, equity, and inclusion. Many groups in society have and continue to be excluded from artistic and cultural life and higher education, and AIM acknowledges the potential for music to contribute to the removal of these inequalities and barriers. It is with this in mind that AIM champions the study of a diverse range of genres, styles, practices, and methods of music making, so that the future of music is diverse and inclusive of many voices.

LEGISLATIVE FRAMEWORK

Relevant legislation and policies:

Anti-Discrimination Act 1977 (NSW)

Australian Human Rights Commission Act 1986

Australian National Disability Strategy 2021

Education Services for Overseas Students Act 2000 (ESOS) and Regulations 2019 (ESOS)

Disability Discrimination Act 1992 (Cwth)

Disability Standards for Education 2005

Equal Opportunity Act 2010 (Vic)

Higher Education Standard Framework 2021

and Tertiary Education Quality Standards Agency Guidance Note on Diversity and Equity

Higher Education Support Act (HESA) 2003

National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code)

Racial Discrimination Act 1975

Sex Discrimination Act 1984

Tertiary Education Quality and Standards Agency Act 2011 (TEQSA)

United Nations Convention on the Rights of Persons with Disabilities 2006 (ratified by Australia in 2008)

Workplace Gender Equality Act 2012

2022-25 DIVERSITY EQUITY & INCLUSION PLAN

General

Stakeholder	Action	Responsibility	Success Indicator	Timeframe
Staff & Students	An AIM-wide commitment to institutional policies, strategies and practices to promote diversity and a culture of inclusion in all spaces at AIM	Diversity Advisor, HOLT	Professional development sessions for academic staff each study period focussing on diversity and inclusion for the first year	24SP1
		People & Culture, Head of Student Experience & Success	Implementation of clear non-academic grievance procedures for staff and students	23SP3
		People & Culture, HOLT	Implementation of a formal induction process for new staff including diversity and inclusion training for new academic staff	24SP1
		Diversity Advisor	Diversity & Inclusion workshops delivered to incoming students each study period, focussed on developing a culture of inclusion at AIM	Ongoing

Gender Equality and Gender Equity

Stakeholder	Action	Responsibility	Success Indicator	Timeframe
Staff & Students	An AIM-wide commitment to gender inclusivity, including institutional policies and practices that support gender equality	People & Culture	Increase in positive responses to benchmark questions in (i) Staff Diversity & Inclusion Survey and (ii) Student Diversity & Inclusion Survey about gender inclusivity, and safety and wellbeing	2025
		HOLT	Increased diversity in academic management team	Ongoing
			Increased diversity in academic teaching team	Ongoing
			Professional development pathways open to women and gender diverse staff	Ongoing
		HOLT, Head of Student Recruitment	Student enrolment by gender is commensurate with national population parity	2025
		HOLT, People & Culture	Female and gender diverse staff employment is commensurate with national population parity	2025
		Diversity Advisor	Increased representation of women and gender diverse people in AIM events and social media	2024
Staff	Support for parents and carers	People & Culture	Research into what support is required and development of a plan for supporting staff with caring responsibilities	2023
			Clear communication of availability of flexible working arrangements and other supports available to staff	Ongoing
	Gender equity in learning & teaching	Diversity Advisor	Increased awareness of gender diversity, pronouns & gendered language among academic staff	Ongoing
			Resources on gender inclusive teaching made available for academic staff	Ongoing

Staff and Students with Disability, Ongoing Medical or Mental Health Condition

Stakeholder	Action	Responsibility	Success Indicator	Timeframe
Staff & Students	An AIM-wide commitment to accessibility, including institutional policies and practices that support access for people with disability, ongoing medical or mental health condition	People & Culture	Increase in positive responses to benchmark questions in (i) Staff Diversity & Inclusion Survey and (ii) Student Diversity & Inclusion Survey about accessibility, safety and wellbeing	Ongoing
		Diversity Advisor, Wellbeing Manager, Head of Student Experience & Success	Development of a disability action plan and a disability policy and procedure	23SP3
Students	Accessibility of learning	AHOLTs & Diversity Advisor	Universal Design for Learning resources and training available for academic staff	23SP1
		Head of Student Experience & Success	Student access needs are available to teaching staff	23SP1
		Diversity Advisor	Increased awareness of accessibility and disability among staff	23SP3
Staff, students and visitors	Campus accessibility	Facilities managers	An accessibility review conducted on each campus	23SP1
		Head of I.T., Head of Marketing, Diversity Advisor	An accessibility review of AIM's online spaces including websites, social media, MS Teams, SharePoint, and RIO	24SP1
Staff, students and visitors	Support for parents and carers	Head of Pathways and Engagement, Diversity Advisor	An AIM events checklist developed to help event organisers increase and communicate accessibility	22SP3

Aboriginal and Torres Strait Islander Staff and Students

Stakeholder	Action	Responsibility	Success Indicator	Timeframe
Staff & Students	An AIM-wide commitment to institutional policies, strategies and practices to support diversity and inclusion of Aboriginal and Torres Strait Islander students and staff	CEO	Development and implementation of AIM's Reconciliation Action Plan	Ongoing
		HOLT, Head of Student Recruitment	Indigenous student enrolment is increased to a rate commensurate with national Indigenous population parity	2025
		HOLT, People & Culture	Indigenous staff population is commensurate with national Indigenous population parity	2025
		Diversity Advisor, First Nations Community Centre Coordinator	All students are exposed to a basic level of First Nations culture, history, and perspectives training	Ongoing
		First Nations Community Centre Coordinator	Development of a long-term plan for the First Nations Community Centre aligning with the Reconciliation Action Plan	2023

Staff and students from Culturally and Linguistically Diverse Backgrounds

Stakeholder	Action	Responsibility	Success Indicator	Timeframe
Staff & Students	An AIM-wide commitment to institutional policies, strategies and practices to support cultural diversity and inclusion of students and staff	People & Culture	Increase in positive responses to benchmark questions in (i) Staff Diversity & Inclusion Survey and (ii) Student Diversity & Inclusion Survey about cultural inclusivity, and safety and wellbeing	Ongoing
		HOLT	Increased diversity in academic management team	Ongoing
			Increased diversity in academic teaching team	Ongoing
		HOLT & Diversity Advisor	Student access needs are available to teaching staff	2023
	Support for international students	Diversity Advisor, ESOL Lecturer	Diverse representation of CALD people in AIM events and social media	Ongoing
			Develop a greater understanding of the needs of AIM international students and develop a long-term support plan	24SP1
		ESOL Lecturer	Delivery of training to academic staff to support international students with a focus on first study period units	23SP2

Students from Low Socio-Economic Backgrounds

Stakeholder	Action	Responsibility	Success Indicator	Timeframe
Staff & Students	An AIM-wide commitment to institutional policies, strategies and practices to increase social mobility and inclusion through higher education	Head of Student Experience & Success	Increase in positive responses to benchmark questions in Student Experience Survey about wellbeing and accessibility of study	Ongoing
			Increased knowledge of student needs and difficulties faced by various groups in their experience of student life.	23SP3

Staff and Students of Diverse Genders, Sexes and Sexualities

Stakeholder	Action	Responsibility	Success Indicator	Timeframe
Staff & Students	An AIM-wide commitment to institutional policies, strategies and practices to support students and staff of diverse genders, sexes, and sexualities	People & Culture	Increase in positive responses to benchmark questions in (i) Staff Diversity & Inclusion Survey and (ii) Student Diversity & Inclusion Survey about cultural inclusivity, and safety and wellbeing relating to gender, sex, and sexuality	Ongoing
		HOLT, People & Culture	Resources and training on pronouns and gendered languages available to academic staff	22SP3
		Head of Student Experience & Success	Administrative forms and processes are inclusive of nonbinary and trans gender identities. Students are able to update pronouns and preferred names in the student management system	2023
		Facilities managers, Diversity Advisor	Non-gendered toilets are available on both campuses	Ongoing
		Diversity Advisor	Diverse representation of genders and sexualities in AIM events and social media	Ongoing
			Training in LGBTQ+ inclusion delivered to staff	24SP2

Staff and Students from Diverse Faith and Belief Backgrounds

Stakeholder	Action	Responsibility	Success Indicator	Timeframe
Staff & Students	An AIM-wide commitment to institutional policies, strategies and practices to support staff and students of diverse faith and beliefs	People & Culture	Increase in positive responses to benchmark questions in (i) Staff Diversity & Inclusion Survey and (ii) Student Diversity & Inclusion Survey about inclusivity, and safety and wellbeing of staff and students of diverse faith and beliefs	Ongoing
		Head of Pathways and Engagement	Where practical and possible, events and programs are scheduled around significant cultural dates and students and staff are offered flexible study and work arrangements	Ongoing
		People & Culture	Comprehensive cultural competence training including diverse faiths delivered to staff	24SP1
			Include information about support for religious practices in induction for both staff and students, including facilities and places of worship close to campus	23SP1

PRIORITIES OF IMPLEMENTATION

1. **Reconciliation Action Plan and First Nations Community Centre plan**
2. **Online resources available to staff**
3. **Communication of student access needs**
4. **Cultural competence training for staff**
5. **Non-academic grievance policy**
6. **Staff induction program**

CONTACT

For further information or for an queries regarding the details within this plan, email **inclusion@aim.edu.au.**

AUSTRALIAN INSTITUTE OF MUSIC

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