



Diversity & Inclusion Policy

1. PURPOSE

This policy shows that East Bridge University (EBU) is dedicated to creating a diverse, inclusive, respectful, and fair environment for everyone in our university community.

EBU brings together people from many different backgrounds, cultures, and places. We believe that diversity and inclusion make our learning, teamwork, and growth stronger. When everyone feels included, they can take part fully, share their ideas, and be active members of our academic community.

With this policy, EBU aims to make sure everyone is treated fairly and with respect. We want all activities at the university to be accessible and to give everyone an equal chance, without discrimination, exclusion, harassment, or unfair treatment.

This policy also shows our commitment to building learning and working spaces where everyone's perspectives, identities, experiences, and contributions are valued and respected.

2. SCOPE

This policy covers all parts of EBU and applies to every activity at the university, such as:

- Student admissions, enrolment, and learner support
- Teaching, learning, and assessment practices
- Recruitment, employment, and professional development
- Research, academic collaborations, and institutional partnerships
- Online, blended, and international learning environments
- Institutional events, communication platforms, and community engagement activities

This policy applies to all students, employees, faculty, researchers, contractors, consultants, institutional partners, visiting scholars, and external stakeholders associated with East Bridge University.

3. DEFINITIONS

Diversity: Diversity refers to the presence and inclusion of individuals from different backgrounds, experiences, identities, perspectives, cultures, abilities, and characteristics within the University community.

Inclusion: Inclusion refers to the creation of environments where individuals feel respected, supported, valued, and able to participate fully and meaningfully in academic, professional, and institutional activities.

Equity: Equity refers to fair and appropriate access to opportunities, support, resources, and participation while recognising that individuals may have different needs, experiences, and circumstances.

Discrimination: Discrimination refers to unfair treatment, exclusion, disadvantage, or unequal opportunity based on characteristics such as gender, age, disability, ethnicity, nationality, religion, language, socioeconomic background, or other protected or personal attributes.

4. POLICY STATEMENT

East Bridge University is dedicated to keeping our academic and professional spaces inclusive. We respect diversity, encourage everyone to take part equally, and treat all people with dignity and fairness.

We know that real inclusion is more than just having a diverse group of people. It means always reflecting on our actions, using fair practices, making learning accessible, communicating respectfully, and giving everyone equal chances to join in and grow. EBU works to make sure all our activities help people feel they belong, can access what they need, work together, and respect each other.

Because EBU connects people from around the world, we know it's important to keep our online spaces inclusive and accessible. We want everyone, no matter their culture, experience, language, or background, to be able to take part fully.

With this policy, we want to raise awareness, encourage respectful interactions, support fair access, and build a culture where diversity and inclusion are part of daily life at the university.

5. POLICY DECLARATION

EBU will continue to promote diversity, inclusion, equity, and respectful engagement in accordance with the following principles and commitments:

5.1 Equal Opportunity and Fair Access

The University promises to give everyone a fair chance to learn, work, join in, and grow professionally, without discrimination or unfair treatment.

5.2 Respectful and Inclusive Learning Environments

EBU wants everyone to feel welcome, respected, and supported in our academic and work spaces. No matter your background, identity, experience, or situation, you should be able to take part fully.

5.3 Diversity in the Global Learning Community

EBU values the ideas and contributions of everyone in our global community, including learners, teachers, researchers, and partners from many different backgrounds.

We encourage everyone to understand each other's cultures, have respectful conversations, and learn together. This helps us connect globally and makes our academic community more inclusive.

5.4 Accessibility and Inclusive Participation

The University knows that making learning and campus life accessible is important. We will keep supporting ways for people with different needs, abilities, and learning styles to take part.

5.5 Prevention of Discrimination, Harassment, and Exclusion

EBU does not tolerate discrimination, harassment, bullying, victimisation, or any kind of exclusion in our academic, work, digital, or campus spaces.

5.6 Inclusive Digital and Online Learning Environments

As a university connected online, EBU works to make sure our digital and blended learning spaces are respectful, accessible, and open to everyone, and that people use them responsibly.

5.7 Representation and Institutional Participation

The University encourages everyone to take part and be represented in all our activities, discussions, projects, student events, and professional development.

5.8 Awareness, Education, and Continuous Learning

EBU knows that creating an inclusive culture takes time and ongoing effort. We encourage everyone to stay aware, talk openly, keep learning, and reflect on how we can better understand diversity, inclusion, fairness, and respect.

5.9 Reporting and Support Mechanisms

If you have concerns about discrimination, exclusion, harassment, or unfair treatment, you are encouraged to speak up using the right university channels. We will handle your concerns responsibly, fairly, and keep them confidential whenever possible.

5.10 Partnerships and Institutional Responsibility

The University aims to work with partners, collaborators, suppliers, and others who show respect for inclusion, act ethically, value equality, and follow responsible professional standards.

5.11 Monitoring and Continuous Improvement

EBU will regularly look at our practices, student and staff experiences, support systems, participation, and feedback to keep improving inclusion, accessibility, fairness, and accountability.

6. RESPONSIBILITIES

Unit	Key Responsibilities
University Leadership	• Promote institutional commitment to diversity, inclusion, equity, and respectful engagement • Support governance, accountability, and inclusive institutional practices
Human Resources and Administration Teams	• Encourage fair recruitment, employment, and professional-development practices • Support inclusive workplace environments
Faculty and Academic Units	• Promote inclusive teaching, learning, assessment, and academic engagement practices
Student Support and Academic Services	• Maintain accessible and supportive learner-engagement and well-being mechanisms
Students and Learners	• Engage respectfully within academic and institutional environments • Contribute positively to inclusive learning communities
Institutional Partners and External Stakeholders	• Demonstrate responsible, ethical, and inclusive conduct in institutional engagements

7. REVIEW & MONITORING

EBU will regularly monitor the effectiveness of this policy through:

- Periodic review of institutional inclusion and accessibility practices
- Monitoring of reported concerns and institutional responses

- Assessment of student and staff participation and engagement environments
- Feedback from learners, faculty, employees, and institutional stakeholders
- Review of support systems, accessibility measures, and inclusive engagement practices
- Ongoing evaluation of institutional culture, representation, and equitable participation initiatives

This policy will be reviewed periodically to ensure continued relevance, effectiveness, and alignment with evolving institutional priorities, learner needs, and responsible governance practices.



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