**EQUALITY, DIVERSITY, AND INCLUSION POLICY**

1. **Introduction**

   1.1. AASTMT is committed to promoting equality and providing an environment where all members of its community are treated with respect and dignity. We are committed to seeking to employ a workforce and educate a student body that reflects the diverse community we serve with a student body of 37 different nationalities from Europe, Asia, North America, and the Gulf region.

   1.2. The AASTMT is an entity of the Arab League that adheres to the UN Declaration of Human Rights with our labor policies and practices adhering to Egyptian law and international mandates and charters that provides a legal framework to protect people from discrimination, harassment, and victimization in the workplace and wider society.

   1.3. AASTMT's admission policy provides the commitment to promote the non-discriminatory opportunities in educational programs for qualified students. AASTMT seeks to ensure that all programs promote equality with respect to gender, sexuality, race, disability, religion/belief (or non-religion/belief), age, and race/ethnic or national origin.

   1.4. We are committed to providing equality of opportunity and will work to ensure that all of our staff, students and visitors, as well as those that seek to apply to work or study with us are treated fairly and are not subjected to unlawful discrimination on the basis of age, disability, gender identity, marriage or civil partnership, pregnancy and maternity, race - (includes: race, color, nationality, ethnic or national origins) and religion.

   1.5. AASTMT urges the staff to avoid making assumptions and having expectations of our students based on stereotypes of how particular groups perform or behave. The religious heritage, scientific, technological, and mathematical achievements, visual arts, music,

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and literatures of non-Western societies and other groups will be appropriately represented in our learning materials.

1.6. AASTMT provides a culturally inclusive learning environment, which takes account of the needs of all learners in terms of gender, ethnicity, religion, disability, age, and sexuality. We use multi-mode learning and teaching methods to meet the needs of a wide range of learners. Language support is provided as required for students.

## 2. Scope

2.1. The policy is applicable to all staff, students, and applicants to work or study at the University. The principles of non-discrimination and equality of opportunity also apply to the way in which staff and students should treat each other, visitors, contractors, service providers, suppliers and any other persons associated with the functions of AASTMT.

2.2. This policy is non-contractual and maybe updated at any time.

## 3. Valuing our People

3.1. At **AASTMT**, our value and reputation as a world-class educational institute stems from the value of our staff and faculty members. We recognize the significant role our people have towards our institutional success in the fields of research, training, teaching and consultancy services provided. While our image and institutional value allows us to attract highly qualified individuals in their respective fields, its continued success and sustainability also depends on its retention practices, human resources policies, ability to train and develop staff for careers development, as well as our benefits programs.

3.2. The **AASTMT** aims not only be a source of employment, but also to be a source of opportunities, ground-breaking innovation, create dynamic taskforces and teams tailored to meet the needs and requirement for all our staff to reach their highest potential and further develop their skills.

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**4. Roles and Responsibilities**

4.1. AASTMT's Board of Trustees has ultimate accountability for compliance with AASTMT's equality obligations.

4.2. Staff and students have a responsibility to:

    4.2.1.  Read and understand this policy.

    4.2.2.  Challenge and report unacceptable behavior in a safe manner and in accordance with the grievance procedure.

4.3. Deans, managers and advisors have a responsibility to:

    4.3.1.  set a good example by treating all members of AASTMT with dignity and respect and challenging unacceptable behavior;

    4.3.2.  ensure all staff and students are aware of this Policy and know how to report discrimination, harassment or bullying, and that reporting incidents does not result in victimization;

    4.3.3.  Present their staff with information (or knowledge about where to find such information) about employee rights as defined within the scope of AASTMT policies' including maternity and paternity rights etc.

**5. Aims of the Policy**

AASTMT's aim is to promote equality of opportunity for all, through the following objectives:

5.1. assessing the impact on equality in our policies, procedures and practices;

5.2. having an effective data monitoring and analysis process;

5.3. involving staff, students and other stakeholders in the development and delivery of our equality objectives;

5.4. promoting equality, diversity and inclusion through internal and external communications;

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5.5. ensuring that managers and staff take part in equality training and in particular those who have responsibility for recruitment and selection;

5.6. ensuring staff and student support services are, as far as reasonably possible, accessible to all;

5.7. ensuring that both existing staff and students, as well as those who seek to apply to work and study with us, are treated fairly and are judged solely on merit and by reference to their skills and abilities;

5.8. ensuring that staff, students and their representatives are provided with appropriate forums to discuss equality, diversity and inclusion issues and raise any concerns;

5.9. ensuring that all contractors and service providers operating on behalf of AASTMT are aware of this policy and are expected to adhere to it;

5.10.    Complying with its legal obligations.

6. **Implementation**

7.1. AASTMT's community shares responsibility for the successful application of this policy, whilst specific responsibility falls to deans, managers and advisors who are professionally involved in staff and student support, development and supervision.

7.2. AASTMT will seek to ensure that all staff and students have equal access to the full range of institutional facilities and those adjustments to working and learning practices are considered wherever reasonably practicable in order to accommodate a diverse community.

7.3. Any staff member or student who believes that they may have been the victim of discrimination, harassment, bullying, or victimization shall have protection under this Policy.

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7.4. AASTMT will work in partnership with its recognized campus Students' Union, as well as external organizations, where appropriate, to combat all forms of unlawful discrimination.

7.5. This policy will be made widely available to all staff and students in order that they are aware of their entitlements and responsibilities with regard to equality, diversity, and inclusion.

7. **Human Resources Practices**:

7.1. The AASTMT implements clear, transparent policies and procedures regarding recruitment and selection of any candidate to guarantee equal and non-discrimination opportunities.

7.2. When applying for a position at AASTMT, all candidates agree to the terms and conditions stipulations as well as ensure that they are at least 18 years of age.

7.3. In addition to this, the Quality Assurance Centre carries out a periodic survey distributed to all employees to measure their satisfaction with current recruitment systems, wages, incentives, promotions and to identify their point of views and reactions on the work environment.

7.4. Our Human Resources Department handles our formal grievance system for all human rights related issues.

7.5. We follow gender equality practices where females form more than 23% of our total work force. Out of those, 20% are at Top Management positions, 165 are at Middle management positions, and 30% are first line mangers.

8. **Special practices for students with disabilities:**

8.1. AASTMT established the Accessible Education Center "AEC" for Students with disabilities. The AEC is dedicated to facilitating access and full inclusion of students with disabilities into the university environment. This is accomplished through effective collaborations

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and/or consultations with faculty/staff, proactive advising, and the fostering of systemic campus change.

8.2. Effective communication:

  8.2.1. It is important to encourage students to communicate directly to full participation if barriers are encountered.

  8.2.2. Examples of barriers include the design of lectures, web-based information, in-class activities, and format of exams or program timelines.

8.3. Student Responsibilities

  8.3.1. Students have the responsibility to initiate their registration with the AEC if desired in the first few weeks of the term to provide current and complete documentation of their disability and to meet with the AEC to discuss educational, accommodation, and medical history, as well as barriers to access.

  8.3.2. Students continue to meet with AEC staff as needed for updates to their situation. Students must communicate with their instructors directly about any accommodations that may be needed during the term.

8.4. Staff Responsibilities

  8.4.1. Instructors incorporate strategies where the majority of students with disabilities will be able to fully participate in the academic setting without the need for specialized adaptations or accommodations.

  8.4.2. Instructors have the responsibility to ensure full access for students with disabilities by responding to a student's need or request for accommodations.

8.5. Notification Process

  8.5.1. The AEC responds to requests from students and instructors to help facilitate access and inclusion in individual classes and academic programs.

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8.5.2. Coordinated services include classroom relocation, exam modifications, and alternative text formats.

8.5.3. In some cases, policy modifications may be appropriate such as the substitution of some degree or course requirements or flexibility with attendance policies.

8.6. Universal Design

8.6.1. Universal Design (UD) principles provide a framework to encourage faculty members to actively utilize and embed inclusive instructional practices into their course(s).

8.6.2. Research has shown that students feel most successful in courses where clear, consistent expectations are set from the beginning, learning is treated as a process, and a variety of instructional strategies are employed by the professor.

8.7. Course Design Considerations

8.7.1. When designing course material, the following should be considered to maximize access for all students:

a) Consider font size and colour choices

b) Organize logically with well labelled folders

c) Hyperlink to sites that support content

d) Describe visual images with text

e) Embed video and audio to support content

f) Use section headings as well as bold face and colour to denote sections

g) Avoid narrative form in lists – use bullets

h) Provide documents in open and printable formats (e.g., PDF, JPG)

8.8. Delivering Instructions

8.8.1. Provide flexibility in the way information is presented.

8.8.2. Provide flexibility in ways students respond or demonstrate knowledge and skills.

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8.8.3. Provide flexibility in ways students are engaged.

8.8.4. Minimize potential barriers to instruction. This can address physical, perceptual, and cognitive barriers that can interfere with learning.

8.8.5. Provide appropriate accommodations, supports, and challenges to benefit all students.

8.8.6. Maintain high achievement expectations for all students

8.9. Technology Access Program

8.9.1. The Technology Access Program (TAP) is an important part of the Accessible Education Centre and provides direct support to students when there are barriers to technology access or usability.

8.9.2. The TAP works with students who need to use assistive technologies, such as screen readers (text to speech), and voice recognition programs (speech to text).

8.9.3. When appropriate, students will be referred for an orientation on the relevant technology and procedures.

8.9.4. The Technology Access Program is available as a resource to faculty and students with questions about inclusive design of course related materials, and relevant assistive technologies.

8.9.5. The TAP also offers consulting and workshops for the university community on various aspects of creating universally designed digital materials.

8.9.6. Support is available to assist faculty/staff in producing accessible digital content that works in various display/playback environments.

9.1. Campus Resources

9.1.1. Academic Advising: supports students in making important academic decisions throughout their time at the university.

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9.1.2. Student Union: creates a supportive space for students with all types of disabilities and their allies, to join with our communities, to educate others about disability and disability culture, and to advocate for increased awareness and accessibility around the University.

9.2. Vice-Dean of Students Affairs: seeks to engage students through a variety of leadership positions, programs, activities and services.

9.3. Employ Specialized equipment:

AASTMT through AEC, provided specialized equipment for students with disabilities. (Smart boards and projectors, Infovox4 Arabic screen reader, JAWS PRO English, Big sized Keyboards, Zoom text 10.1 magnifier, Everest-D V4 Braille Embosser, Braille displayer + Braille note taker, Braille printer, Braille keyboard label.)

## 9. Sanctions

10.1. A failure to comply with the principles set out in this policy may be considered to be a disciplinary offence, and will be addressed through the relevant procedures.

## 10. Complaints

10.1. Any cases of discrimination, harassment, bullying or victimization will be taken very seriously by AASTMT. Any member of staff or student found guilty of unlawful discrimination or harassment will be subject to disciplinary action. Appropriate action will be taken where possible if any member of the public, visitor or service provider involved in discrimination or harassment.

10.2. Staff, students, or other parties who make a complaint of discrimination have the right to do so without fear of victimization, and AASTMT will make every effort to ensure that any complaints are dealt with promptly and fairly.

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10.3.    Members of the public should address their complaint to the University service in question in the first instance.

10.4.    AASTMT makes provision for informal complaints to be made anonymously or with support from an advisor.

## 11. Internal Monitoring and Auditing

11.1.    Monitoring will take place through the Annual Performance Review (APR) process. The diversity of job applicants, shortlisted candidates, new appointments, academic promotions, student admissions and attainment, will be monitored as part of the annual reporting.

## 12. Further Information

12.1.    Further information and support is available from the following:
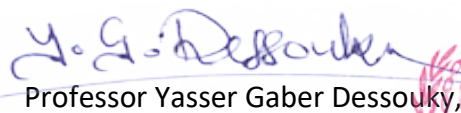
12.1.1. HR department.

12.1.2. your Academic Adviser or a support adviser at your university

12.1.3. Student's Union representative

| Document control | |
|---|---|
| Policy / Procedure title: | Equality, Diversity and Inclusion Policy |
| Date created: | July 1993 |
| Last review date: | July 2019 |
| Next review date: | July 2021 |
| Approving body: | President and Board of Trustees |
| Equality impact outcome: | High |
| Policy owner: | Director of Human Resources |
| Lead contact: | Head of Human Resources |

Approved:

Professor Yasser Gaber Dessouky,

Dean of Scientific Research and Innovation

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