

EQUALITY, DIVERSITY AND INCLUSION (EDI) POLICY**EQUALITY, DIVERSITY AND INCLUSION (EDI) POLICY****1. Title, Application, and Commencement**

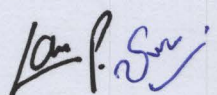
This Policy may be called the Shinawatra Equality, Diversity, and Inclusion (EDI) Policy, 2023.

1.1 Application

This Policy shall apply to all faculty members, scientists, staff, research scholars, and students at Shinawatra University and its campuses. The Policy recognizes the significance of higher education institutions (HEIs) as catalysts for change and their role in contributing towards the implementation of EDI. HEIs contribute decisively to creating a mindset that facilitates the dissemination of EDI principles. Universities across the globe increasingly recognize the responsibility to prepare students and society to actively contribute to the mitigation of the adverse impact of EDI issues, which demands that universities adopt and promote EDI practices by adopting operational mechanisms of creating an equal, diversified, and inclusive atmosphere. The University aligns its curricula and pedagogical approaches to educate students about the imperatives of EDI and adopt a strategy to reduce its related issues and problems. The University repositions itself dynamically to ensure progress will be made within our disciplines and our institution and dissemination of critical knowledge about the current issues regarding EDI that has the potential to proliferate across multiple sectors of society.

1.2 Commencement

Shinawatra University, as part of its commitment to EDI issues, engages in promoting EDI within the infrastructure of the institution, within its academic work, and within the practices of an institution as a continuous process to review and monitor its infrastructure, leading to an equal, diversified, and inclusive environment in its operations.



2. Executive Summary

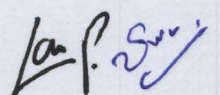
2.1 Background

The origin of equity/equality, diversity, and inclusion (EDI) initiatives at universities are rooted in the 2005 Athena SWAN (Scientific Women's Academic Network) charter from Advance HE in the UK, which has the purpose of initiating actions that generate gender equality in UK universities. Since then, Advance HE also set up a "race charter" to deal with equality issues experienced by ethnic staff and students within higher education. Today, "equality, diversity, and inclusion" and "equity, diversity, and inclusion" (hereafter both referred to as EDI) are terms used by universities in many countries to highlight ongoing efforts to rectify problems linked to EDI of students, non-academic staff, and academic staff, whereby the focus broadened from gender to include other underrepresented groups, including disabled students, disabled non-academic staff, and disabled academic staff.

2.2 Necessity

Over the past two decades, equality, diversity, and inclusion (EDI) has become an increasingly important and, more recently, a mandatory consideration within universities. This has resulted in a rise in the number of initiatives, working groups, policies, and reports. Yet, despite the time and money spent, little progress is being made within our disciplines and our institutions.

A mix of EDI actions is required to supplant institutionalized exclusion and inequity. Efforts must be integrated, and strategies must allow for quality control and the proliferation of information in a systemic and systematic manner. The current trend in higher education – different programs trying different approaches that are not aligned or connected - has not worked. It must be understood that doing this work will fail many times before change happens. It is not easy, and it is not easy to get right. We need measurement, evaluation, and sustainability built into all EDI activities.



2.3 Measurement

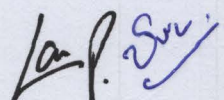
Higher education institutions (HEIs) can promote EDI in three main ways: within the infrastructure of the institution – the offices, committees, policies, services, and buildings that make up the HEI; within its academic work – the curriculum development, course requirements, teaching techniques, learning environment, and research approaches embraced by the HEI; and within the practices of an institution – the initiatives, hiring and retention practices, leadership approaches, and assessment tools that the HEI employs.

3. Objective

The objectives of this Policy are as follows:

3.1 Best-Practice

Best practices indicate that for EDI work to be effective, it must be system-wide, varied, tailored, and invested in for the long term. Efforts need to be coordinated across campus and appropriately resourced. HEIs must promote collaboration, integrate EDI principles into all the work, and create a holistic and intersectional framework for change. Whilst valuing the experience and expertise of equity-seeking peoples, the burden of EDI work should not be put solely on already marginalized peoples. Realistic and measurable goals should be set. Disaggregated data must be collected in an ethical manner, and plans, progress, results, and recommendations should be shared publicly. Robust and regular data collection and assessment of programs should be built into everyone's job and classroom experience. This should be upheld by the development of a culture of care, which will not only foster a more inclusive community but also a culture of accountability.



3.2 Set EDI Office

EDI offices enhance the coordination and effectiveness of EDI initiatives. EDI committees must be diverse and inclusive to support the horizontal implementation of EDI. Policies must be created by diverse people in an inclusive manner, uphold the principles of EDI, be accessible, and be implemented equitably.

Services and clubs geared towards the needs of equity-seeking groups can provide much-needed support and spaces of inclusion, although they are not above reproducing systemic oppressions and, therefore, must also work to address their internal culture and policies.

3.3 Infuse EDI into Education

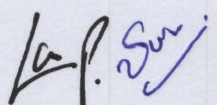
Curriculum, teaching approaches, and research practices need to incorporate inclusion principles. Courses should be offered regularly that explore the histories, experiences, and knowledges of equity-seeking groups, and the “canon” should be scrutinized for how it upholds inequities. Research needs to incorporate EDI in its practices, as well as carry out more evidence-based research into effective EDI practices.

3.4 Infuse EDI into Activity

Trainings, campaigns, events, and awards can provide meaningful engagement with and actualization of EDI principles, although if offered without larger systemic change efforts, can contribute to a perception of an HEI only paying lip service to EDI. Leadership should be diverse and model EDI practices. Targeted recruitment and equitable hiring practices can support greater diversity. Retention requires supportive policies and programs geared to the realities of equity-seeking groups, as well as organizational culture changes.

3.5 Create EDI Campus Culture

Despite abundant opinions and data, there remains a scarcity of research focused on what works best for EDI in HEIs. Many efforts have focused on greater “diversity” on





SIU

มหาวิทยาลัยชินวัตร

SHINAWATRA UNIVERSITY

campus. However, that is not enough – without campus cultures, policies, and practices that actively promote equity, exclusion will continue to be the rule, not the exception.

3.6 Review, Monitoring and Reporting

Establish robust processes to review, track, and monitor the performance of key indicators to continuously update the plan or modify the plan based on changes.

3.7 Promote Research aligned to EDI

To identify the EDI issues in local and neighborhood settings and carry out research and solution identification through intellectual capital and capacity building. To pursue research on EDI and its impacts, with an emphasis on reducing injustice, oneness, and exclusion.

4. Procedure/Practices

One of the core values of Shinawatra University is "Social Responsibility and Humanitarianism". The University is acutely aware of its social responsibilities and embraces the principle of equal, diversified, inclusive development to ensure that any adverse impact of its activities is minimized.

The procedures/practices followed by the University are as follows:

4.1 Set Specific, Measurable, Attainable, Relevant, and Time-Bound (SMART) Targets:

Develop targets aligned with the University's Broad-Based Goal (BBG), i.e., BBG 6 - EDI plans for expanding social and academic viability.

4.2 Develop an Action Plan

Create a detailed roadmap outlining strategic initiatives that will enable the University to achieve its targets. Assign responsibilities, allocate resources, and establish timelines for implementation for effective utilization of resources and invest in effective monitoring and feedback processes with available benchmarks and set feasible goals for the future.

4.3 Reasonable Recourse Allocation

Providing funding is one of the most popular ways the University can offer support to equity-seeking groups. One of the historical inequities that women, Indigenous, racialized,

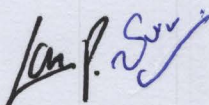
and 2SLGBTQ+ peoples, and people living with disabilities have had to endure is unpaid, undervalued, and unappreciated labour, not to mention endemic poverty. Economic barriers need to be addressed holistically to effectively support equity-seeking groups. The University needs to hire, retain, and support peoples from equity-seeking groups, as well as people doing EDI work. The best practice is to ensure people are appropriately compensated and recognized for their work and provide them the resources to appropriately do it.

4.4 Provide Training

Most literature on EDI advocates for training, although evidence of EDI culture change based on training is mixed. For change to happen, change agents need to be spread across the ranks, and broad-based training available to everyone can help with that. Although EDI training has limitations, research supports its capacity to raise consciousness, reduce complacency, promote a forward-looking orientation, and empower through critical self-reflection. Training works best when integrated with simultaneous EDI initiatives such as disaggregated data collection, meetings, inclusive hiring and retention practices, and culture changes.

4.5 Special Infnitives

People need to talk about what is happening—their experiences as equity-seeking people, their experiences trying and failing at being allies, how they managed or didn't to institute systemic change. These conversations do not always come easily. Initiatives that are informal, time-limited, or issue focused can start those conversations. Services, EDI offices, classrooms, and safe spaces can keep those conversations going. The University shall support EDI-related student activities by providing meeting spaces, resources for activities, and facilitating online outreach. Materials such as pens, paper, markers, and access to and support for technology and presentation materials can facilitate EDI work.



4.6 Diversity in Hiring and Recruitment Practices

Hiring diverse candidates should be an institutional priority, and, as explored in the clubs and services section, equity-seeking groups need to be represented at all levels and in all sectors and departments. Best practices include setting targets, training selection committees, developing rigorous rubrics, and assessing qualifications with a holistic understanding of what is needed for the position and by the institution. Different harms will come to different people, and the University needs to provide a buffet of supports to respond appropriately. Mentoring and reward structures may support someone who feels their sense of worth is undermined; training and culture change may inhibit the frequency of microaggressions. The solutions need to be tailored to the realities they seek to address.

4.7 Equity and Inclusion in Retention Practices

This includes the intersectional identities of who is in what position, as well as what kind of work is rewarded and valued, and how those rewards and values are experienced or shared by equity-seeking groups.

4.8 Communications

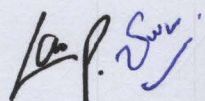
Transparency is important to EDI and cannot happen without effective communication. Promoting EDI is also about sharing that it is being done: information on how EDI principles and best practices are built into processes and policies at all levels shall be provided.

4.9 Stakeholder Engagement

Engage and collaborate with internal and external stakeholders to foster a culture of social responsibility and gather diverse perspectives and ideas.

4.10 Community Engagement and Outreach

The University can adopt a stewardship role to engage with local communities, ULBs, government agencies, and central government agencies to contribute towards national



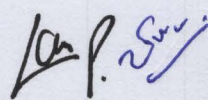
mission programs to support equality, diversity, and inclusion initiatives. The University can also initiate community outreach and awareness programs involving students, faculty, and staff. Knowledge sessions, training sessions, and workshops may be organized, and consultancy projects may be undertaken in collaboration with government or private organizations to raise community awareness and engagement.

5. Resources and Responsibilities

Allocate adequate resources, including financial, technological, and human resources, to support the implementation of the Policy and strategy. Designate a committee responsible for overseeing the implementation, monitoring, and reporting of sustainability initiatives. The committee constitution for the Policy is as follows:

Nominated by the Vice-President, SIU	Chairperson
Two Deans	Member
Two Head of Institutions	Member
Two Professors	Member
Two Asst. Professors	Member
QAE Representative	Member

Foster staff and student engagement by providing training for EDI practices.



6. Communication and Reporting

Develop a transparent and comprehensive communication plan to inform stakeholders about the University's efforts in promoting EDI. Regularly report on progress, achievements, and challenges in meeting the University's targets and commitments to ensure accountability and transparency.

7. Approving Authority

The Vice-President of Shinawatra University shall be the approving authority for implementing actions related to EDI issues at the campus.

8. Review of Policy

The Policy shall be reviewed periodically to ascertain the effectiveness of implementing EDI practices. By implementing this EDI Policy and Strategy, Shinawatra University aims to play an active role in reducing injustice, oneness, and exclusion, contributing to a wholesome and sound campus and society. The University recognizes that collective action is essential, and it will actively collaborate with stakeholders to achieve its EDI goals. Through continuous improvement and innovation, the University will strive to reverse the negative trend concerning EDI problems and relay a positive message to the community.

Signature



(Dr. Fuangfa Ampornstira)

On behalf of the President of Shinawatra University

Date: August, 1 2023

