

## Kaupapa Here Ararau Tōkeke | Equity, Diversity and Inclusion Policy

**Last Modified:** 29/04/2025  
**Review Date:** 30/03/2027  
**Business Owner:** Vice-Chancellor  
**Approval Authority:** Council

### 1. HE WHAKAUPOKO | INTRODUCTION

The purpose of this document is to present Te Whare Wānaka o Aoraki | Lincoln University's Equity, Diversity and Inclusion Policy.

Note: Lincoln University subscribes to the social model of disability wherein individuals have impairments but rather than the impairment disabling a person, the barriers created by an inaccessible society are the disability.

### 2. HE MANAWANUI | COMMITMENT

Te Whare Wānaka o Aoraki | Lincoln University (hereafter: "the University") is committed to equity, diversity and inclusion, and seeks to provide a safe, inclusive, equitable and welcoming environment – both physical and digital – to all members of its community for the purposes of ako (learning), rakahau (research) and mahi (work). The University aspires towards mana enhancing outcomes, i.e., the promotion of dignity and personhood, and the provision of an environment in which all students and staff are supported towards achieving their full potential.

### 3. HE WHAITAKE | APPLICATION

This policy applies to all members of the University community, including, but not limited to staff members, students, visitors, and contractors. Further, the policy applies to members of our community when they are representing the University both on and off campus.

### 4. TAKATA WHENUA

The University recognises the unique status of Māori as takata whenua and acknowledges their rights under Te Tiriti o Waitangi and their under-representation in the tertiary education environment. This policy supports the Māori Plan pou of Te Whare Wānaka o Aoraki Lincoln University Strategy 2019-2028.

### 5. KĀ WHAKAMĀRAMATAKA | DEFINITIONS

**Disability:** any long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder the full and effective participation of disabled people in society on an equal basis with others (United Nations Convention on the Rights of

Persons with Disabilities).

The experience of disability is influenced by the nature of a person's impairment. Gender identity, age, ethnicity, and culture can also have a profound and sometimes compounding effect on an individual's experience of disability.

Disability may be permanent or temporary; however, the impact of impairment can be fluid depending on the individual's circumstances.

**Discrimination:** denial of participation or human rights to categories of people based on prejudice. This includes detrimental treatment of an individual or group based on their actual or perceived membership of a certain group or social category. Discrimination may be conscious or unconscious, direct or indirect.

**Diversity:** diversity refers to difference or variety. In a broad EDI context, this incorporates demographic or identity diversity, including but not limited to disability, ethnical beliefs, ethnicity, sexual orientation, gender identity, socio-economic status, age, language, politics, or religious/spiritual beliefs. In a university context, we aim to respect, understand, appreciate and realise the benefits of all the differences, backgrounds, and experiences reflected in our community.

**Diversity Groups:** people who are more likely to experience barriers to accessing and succeeding at the University, as students and staff. The University supports Māori and diversity groups including, but not limited to:

- Pasifika people
- People with disabilities
- Lesbian, Gay, Bisexual, Transgender, Takatāpui, Queer, Intersex, Asexual + (LGBTQTIA+) students and staff
- Neuro-divergent community
- International students and staff
- People from refugee backgrounds
- People from low socio-economic backgrounds
- First in family to attend university
- Religious / faith-based groups and individuals
- Women.

**Equity:** fairness and access to education and the workplace, and the opportunity to have or to be supported to have successful outcomes. Sometimes individuals need to be provided with appropriate but not necessarily identical pathways to others in order to achieve this. This is acknowledged in the Human Rights Act 1993 (Section 39), through a stipulation that any affirmative or proactive measures needed to ensure equal participation for disabled people, or needed to eliminate systemic discrimination, must be reasonable.

**Equitable outcomes:** an equitable outcome is one where every individual regardless of difference, background or experience has the opportunity or is supported to reach their full potential.

**Exclusion:** the instance of being left out; the act of not allowing someone to take part in an activity or to enter a place; a process by which people are isolated or segregated from benefitting from services offered to others due to the diversity they present. **Social Exclusion:** a state in which individuals are denied the opportunity to participate fully in economic, social, political and cultural life.

**Impairment:** an impairment can be intellectual, psychiatric, physical, neurological or sensory, and be temporary, intermittent or ongoing. People may acquire an impairment

through an accident or illness, and/or a person may be born with an impairment. Multiple impairments are common, especially with increasing age (Office for Disability Issues).

**Inclusion:** the act of creating an environment where all are welcomed, valued, respected, and able to reach their full potential.

**Mana Whenua:** the people who exercise kaitiakitaka and possess the rights to hold responsibility for land and/or resources in a geo-political area. Te Taumutu Rūnaka are the mana whenua of the land where the University is situated.

**Marginalisation:** the experience of being excluded from full participation in some aspects of society.

**People from low socio-economic backgrounds** refers to people from backgrounds characterised by a combination of social and economic factors.

**Refugee:** a person 'who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable to or owing to such fear, is unwilling to avail himself/herself of the protection of that country' (The United Nations Convention Relating to the Status of Refugees).

**Safe:** protection from physical, emotional, spiritual, and psychological danger or harm.

**Spiritual Health:** a non-physical source of inspiration, acknowledging that spirit and spirituality are different for everyone.

**Takata Whenua:** indigenous peoples of Aotearoa New Zealand, inclusive of whānau, hapū and iwi.

**Under-representation:** lower / insufficient / disproportionately low representation of a group compared with their representation in the wider community or peer group.

**University Community:** students, staff, contractors, visitors to the University, and its subsidiaries.

**Wellbeing:** a positive and sustainable state that allows individuals or organisations to thrive and flourish (Huppert, Baylis & Keverne, 2004). The University applies Te Whare Tapa Whā as its wellbeing model. This is depicted as a house, with the four walls representing four dimensions of wellbeing. These are taha tinana (physical health), taha wairua (spiritual health), taha whānau (family/social health), and taha hinengaro (emotional health), resting on the foundation of whenua (land and environment). All walls and the foundation must be strong for māuri ora and wellbeing (Durie, 1982 cited in Rochford, 2004).

For Pasifika students, the Fonofale model is used, the components of which include cultural values and beliefs, seen as a shelter for life, with family forming the foundation. Connecting culture and family are four inter-related dimensions – spiritual, physical, mental and 'other' – which together contribute to an individual's wellbeing.

## 6. KĀ MĀTĀPONA | PRINCIPLES

The University is committed to the following principles in respect of this policy:

- Taking action to attract and grow the diversity of the student and staff populations.

- Supporting all students and staff towards achieving their full potential.
- Ensuring all relevant University policies, procedures and guidelines, and associated processes are consistent with the University's commitment to equity, diversity and inclusion.
- Ensuring internal and external communication reflects the culture of equity, diversity and inclusion.
- Acknowledging the distinct status of Māori as takata whenua under the provisions of Te Tiriti o Waitangi.
- Addressing equity, diversity and inclusion for Māori students and staff through the Māori Plan, the Manaaki Tauira Learner Success Framework, and other support initiatives and mechanisms.
- Addressing equity, diversity and inclusion for Pasifika students and staff through the Manaaki Tauira Learner Success Framework.

## 7. KĀ HAEPAPA | RESPONSIBILITIES

The Vice-Chancellor has overall responsibility for:

- implementing this Policy
- establishing an Equity, Diversity and Inclusion Taskforce with appropriate representation to create and manage robust equity, diversity and inclusion strategies with measurable outcomes
- implementing an Equity, Diversity and Inclusion Strategic Framework (together with the Equity, Diversity and Inclusion Taskforce).
- ensuring that the University's equity, diversity and inclusion outcomes, as established in the Equity, Diversity and Inclusion Strategic Framework, are met.

The staff member who may be approached in relation to the review of this policy is Paula Morrison, Academic Quality and Policy Manager, Te Huka Kouka | Academic Quality.

## 8. ĒTAHI ATU KŌRERO E HĀKAI ANA | LINKS TO PROCEDURE(S) AND OTHER RESOURCES

[Admissions Policy](#)

[Policy and Procedures for Assessments in Te Reo Māori](#)

[Code of Conduct Policy \(Staff\)](#)

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

[Employment Policy](#)

Lincoln University Mental Health Fitness and Wellbeing

Strategy Lincoln University Student Charter

Lincoln University Student Code of Conduct

Prevention of Bullying, Harassment Discrimination Policy Prevention of Bullying,

Harassment Discrimination Guidelines

[Sexual Harm Policy \(under review\)](#)

Sexual Harm Procedures

### Groups and related projects & frameworks

Bi-cultural Campus Working Group

Disability Reference Group

Mental Health Working Group

[Okanagan Charter \(Tertiary Wellbeing Aotearoa New Zealand\)](#)

[Kia Ōrite Framework](#)