

TEXILA AMERICAN UNIVERSITY

Diversity, Equity and Inclusion Policy

1. Diversity Policy

1.1 Institutional Commitment

Texila American University (TAU), College of Medicine, affirms its commitment to fostering a diverse, inclusive, and globally representative academic and work environment. Diversity is central to our mission of educating future physicians capable of serving multicultural populations with competence and compassion.

1.2 Scope of the Policy

This policy applies to:

- Medical students
- Faculty (full-time and part-time)
- Senior administrative staff

1.3 Institutional Diversity Categories

TAU defines and monitors diversity across the following core categories. The Cultural Background category is tracked through two sub-dimensions — language group and faith — which together provide a meaningful picture of the cultural composition of the institution. Data for these sub-dimensions is gathered through student surveys and HR records, as detailed in Section 3.

Diversity Category	Definition	Applies To
Gender	Balanced representation of male and female individuals across all levels.	Students, Faculty, Senior Admin
Ethnic Background	Afro-Caribbean (CARICOM), Asian, African, Indo-Guyanese, Afro-Guyanese, Amerindian, India-origin, Indo-Caribbean (CARICOM), Mixed, White	Students, Faculty, Senior Admin
Geographic Origin	National (Guyana), Regional (CARICOM), and Extra-Regional (Outside CARICOM).	Students, Faculty, Senior Admin
Cultural Background – Language Group	Primary language group or linguistic tradition associated with the individual's cultural background, such as, Dravidian, Indo-Aryan, Bengali, Indo-Guyanese, Afro-Caribbean, Afro-Guyanese, African, Hispanic/Latin American, Filipino, North American/European, and other groups.	Students (via survey), Faculty, Senior Admin
Cultural Background – Faith	Faith tradition or religious background of the individual, including Hindu, Muslim, Christian (Catholic), Christian (Protestant/other), and other traditions. Tracked to support interfaith accommodation and inclusion planning.	Students (via survey), Faculty, Senior Admin
Socioeconomic Status	Students from rural, low-income, or underserved backgrounds, identified through scholarship receipt, fee waiver applications, or voluntary self-declaration.	Students only

1.4 Policy Principles

- Ensure non-discriminatory admissions and hiring practices.
- Prioritise outreach to underrepresented populations in the student body and faculty.
- Commit to equity in leadership opportunities and academic growth.
- Promote cultural competency training and inclusive teaching practices.

- Monitor and evaluate diversity goals annually against defined benchmarks.

1.5 Review and Oversight

This policy will be reviewed biennially by the Office of IQAC, with input from HR, Admissions, and the Dean's Office. Annual diversity data will be collected, analysed, and published in the institutional Diversity Scorecard.

2. Diversity Implementation Plan

2.1 Student Recruitment and Retention

Strategies:

- Targeted recruitment across Guyana, CARICOM nations, Africa, India, and North America.
- Inclusion of diversity metrics in admissions criteria.
- Offer need-based scholarships and fee waivers to underserved applicants.
- Foster retention through mentorship, student support, and cultural engagement.
- Establish student loan programmes with external agencies.

Responsible Office: Admissions Office, Student Affairs

Funding: Institutional scholarships and external government funding (e.g. Guyana national programmes)

2.2 Faculty Recruitment and Retention

Strategies:

- Advertise positions internationally.
- Include diversity requirements in faculty hiring processes.
- Offer equity in promotion, leadership, and professional development.
- Encourage mentorship and cultural exchange among faculty.

Responsible Office: Office of the Dean, Human Resources, Faculty Appointments and Promotions Committee

Funding: HR development budget, international recruitment allocation

2.3 Senior Administrative Staff Recruitment and Retention

Strategies:

- Ensure recruitment from multiple national and cultural backgrounds.
- Set internal benchmarks for gender balance and geographic representation.
- Include inclusive leadership development in performance planning.

Responsible Office: Executive Management, Human Resources

Funding: University operations and executive development funds

2.4 Monitoring and Evaluation

- Track demographic data annually across all categories.
 - Share outcomes with academic leadership.
 - Implement corrective strategies where diversity goals are not met.
 - Publish the Diversity Scorecard in internal institutional reports.
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3. Annual Diversity Data Collection Rubric

This section defines the framework for collecting, recording, and reporting diversity data each academic year across all school-identified diversity categories. It is designed to support consistent tracking for accreditation, institutional planning, and the annual Diversity Scorecard.

3.1 Data Collection Framework

The table below sets out the data source, collection method, frequency, and responsible office for each diversity category.

Diversity Category	Data Source	Collection Method	Frequency	Responsible Office
Gender	Student enrolment system; HR records	Recorded at admission and appointment	Annual	Admissions; Human Resources
Ethnic Background	Admission application; HR records	Self-declared at admission and appointment	Annual	Admissions; Human Resources
Geographic Origin	Nationality at admission; HR records	Recorded at admission and appointment	Annual	Admissions; Human Resources
Cultural Background – Language Group	Student diversity survey; HR records for faculty and admin	Voluntary student survey administered at orientation and annually; direct classification for faculty and admin	Annual	Office of IQAC; Human Resources
Cultural Background – Faith	Student diversity survey; HR records for faculty and admin	Voluntary student survey administered at orientation and annually; direct classification for faculty and admin	Annual	Office of IQAC; Human Resources
Socioeconomic Status	Scholarship and fee waiver records; voluntary self-declaration	Proxy indicators and voluntary declaration at admission	Annual	Admissions; Finance; Student Affairs

3.2 Annual Diversity Scorecard — Reporting Template

At the close of each academic year, the Office of IQAC compiles a Diversity Scorecard using the template below. Benchmark targets are reviewed biennially and updated as the institutional profile evolves.

Category	Indicator	Benchmark / Target	Current Performance	Status	Remarks / Action
Gender	% female students (all)	≥ 50%	[]	[]	
	% female students (first year)	≥ 50%	[]	[]	

Category	Indicator	Benchmark / Target	Current Performance	Status	Remarks / Action
	% female full-time faculty	≥ 40%	[]	[]	
	% female senior admin staff	≥ 40%	[]	[]	
Ethnic Background	No single group > 60% of all students	No single group > 60%	[]	[]	
	No single group > 60% of full-time faculty	No single group > 60%	[]	[]	
	Senior admin represents ≥ 3 ethnic groups	≥ 3 groups	[]	[]	
Geographic Origin	First-year: ≥ 25% regional (CARICOM)	≥ 25%	[]	[]	
	First-year: ≥ 25% extra-regional	≥ 25%	[]	[]	
	Faculty: ≥ 3 nationalities represented	≥ 3	[]	[]	
	Senior admin: ≥ 3 nationalities represented	≥ 3	[]	[]	
Cultural Background – Language Group	≥ 5 language groups represented (students)	≥ 5 groups	[]	[]	
	≥ 3 language groups represented (faculty)	≥ 3 groups	[]	[]	
	≥ 3 language groups represented (senior admin)	≥ 3 groups	[]	[]	
Cultural Background – Faith	≥ 3 faith traditions across institution	≥ 3 faiths	[]	[]	
	No single faith group > 70% of students	< 70%	[]	[]	
Socioeconomic Status	Baseline established and tracked annually	Baseline established	[]	[]	

3.3 Data Quality and Limitations

- Gender and geographic data are collected directly at admission and appointment and are considered fully accurate.
- Ethnic background data for students is based on nationality declared at admission; sub-group distinctions within Guyanese students are not separately captured at admission.
- Language group and faith data for students are collected through a voluntary diversity survey administered to the student body.

- Language group and faith data for full-time faculty and senior administrative staff are classified and verified through HR records.
- Socioeconomic status data for students is collected through a combination of multiple indicators and voluntary self-declaration. A formal self-declaration mechanism is incorporated into the admissions process.

3.4 Transition to Comprehensive Data Collection

TAUCOM is committed to strengthening the completeness and accuracy of diversity data over time. The following steps guide ongoing improvement:

- Administer a voluntary diversity survey to all incoming students at orientation, covering language group, faith, and socioeconomic background.
- Repeat the survey annually to capture changes and ensure the ongoing completeness of data.
- Develop an equivalent voluntary declaration process for faculty and administrative staff through HR onboarding.
- Review and update admission and HR systems to accommodate structured data fields.
- Increase survey response rates through awareness campaigns and by embedding the survey in existing orientation and onboarding workflows.

Responsible Office: Office of IQAC, Admissions, Human Resources

4. Equity Policy

4.1 Institutional Commitment to Equity

Texila American University (TAU), College of Medicine, is committed to ensuring that all students, faculty, and staff have fair access to the opportunities, resources, and support they need to thrive. TAU recognises that equal treatment does not always produce equitable outcomes, and therefore actively works to identify and address structural barriers that may disadvantage individuals based on socioeconomic background, geographic origin, ethnicity, gender, or other protected characteristics.

4.2 Scope of the Policy

This policy applies to:

- Medical students
- Faculty (full-time and part-time)
- Senior administrative staff

4.3 Equity Principles

- Ensure equitable access to admissions, scholarships, and academic resources for all applicants and students.
- Proactively identify and remove systemic barriers that disadvantage underrepresented groups.
- Provide targeted support to students and staff from economically or educationally disadvantaged backgrounds.
- Ensure equitable promotion, compensation, and development opportunities for faculty and staff.
- Monitor equity outcomes annually and implement corrective action where gaps are identified.

4.4 Equity Support Mechanisms

TAU provides the following to advance educational and institutional equity:

- Need-based scholarships and fee waivers for eligible students from underserved backgrounds.
- Mentorship programmes connecting students from disadvantaged backgrounds with academic and professional mentors.
- Targeted academic support services including tutoring, counselling, and advising.
- Outreach to medically underserved communities across Guyana, CARICOM, and internationally.
- Transparent, criteria-based processes for faculty promotion and leadership appointments.

4.5 Review and Oversight

This policy will be reviewed biennially by the Office of IQAC, with input from HR, Admissions, Student Affairs, and the Dean's Office. Equity data will be tracked annually and published in institutional reports.

5. Equity Implementation Plan

5.1 Student Equity Measures

Strategies:

- Establish socioeconomic data collection processes for incoming students.
- Develop a baseline and annual targets for enrolment from underserved communities.
- Expand need-based financial aid and emergency fund provisions.
- Provide early academic intervention and support for at-risk students.

Responsible Office: Admissions Office, Student Affairs, Finance

Funding: Institutional scholarships and government funding programmes

5.2 Faculty and Staff Equity Measures

Strategies:

- Introduce transparent pay and promotion frameworks applicable to all faculty and staff.
- Promote inclusive representation in leadership and committee roles through the Terms of Reference (TOR), while considering qualifications, expertise, and institutional needs.
- Provide professional development opportunities equitably across departments and seniority levels.
- Address pay gaps identified through annual salary benchmarking reviews.
- **Responsible Office:** Human Resources, Office of the Dean

Funding: HR development budget, institutional operations fund

5.3 Monitoring and Evaluation

- Collect and analyse socioeconomic and equity data annually across student and staff populations.
 - Report equity outcomes to academic leadership and publish in institutional quality reports.
 - Implement targeted corrective strategies where equity targets are not met.
 - Include equity indicators in the annual Diversity Scorecard.
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6. Inclusion Policy

6.1 Institutional Commitment to Inclusion

Texila American University (TAU), College of Medicine, is committed to building and sustaining a learning and working environment where every individual — regardless of gender, ethnicity, geographic origin, language, cultural background, faith, or socioeconomic status — feels genuinely welcomed, respected, and valued. TAU recognises that true inclusion goes beyond representation; it requires active efforts to ensure that all members of the university community can participate fully and contribute meaningfully.

6.2 Scope of the Policy

This policy applies to:

- Medical students
- Faculty (full-time and part-time)
- Senior administrative staff

6.3 Inclusion Principles

- Foster a culture of belonging in which all individuals are treated with dignity and mutual respect.
- Implement culturally responsive teaching and learning practices that reflect the diversity of the student body.
- Provide intercultural and interfaith accommodations that respect the diverse backgrounds of all members of the university community.
- Ensure accessible and inclusive campus facilities and services for all members of the community.
- Maintain zero tolerance for discrimination, harassment, victimisation, or exclusionary conduct in any form.

6.4 Inclusion Initiatives

TAU actively promotes inclusion through the following:

- Structured cultural engagement programmes and intercultural events across the academic year.
- Orientation and onboarding activities that celebrate the multicultural composition of the student body.
- Staff awareness sessions on cultural sensitivity to support a respectful environment.
- Student-led cultural clubs and community activities that foster cross-cultural understanding.
- Clear reporting pathways for students and staff who experience exclusionary behaviour, managed through the Student Affairs Office.

6.5 Review and Oversight

This policy will be reviewed biennially by the Office of IQAC, with input from HR, Student Affairs, and the Dean's Office. Inclusion programme outcomes will be assessed annually and reported to academic leadership.

7. Inclusion Implementation Plan

7.1 Campus Culture and Belonging

Strategies:

- Establish a formal calendar of multicultural and intercultural events each academic year.
- Introduce cultural exchange activities that reflect the diversity of the TAU community.
- Train Student Affairs staff in inclusive student support practices and cultural awareness.

Responsible Office: Student Affairs, Office of the Dean

Funding: Student engagement budget, institutional development funds

7.2 Inclusive Teaching and Learning

Strategies:

- Encourage teaching approaches that are respectful and responsive to the cultural diversity of the student body.
- Periodically review course materials to ensure they reflect a range of perspectives.
- Provide academic support for international students where needed.
- Foster an environment where all students feel comfortable participating in academic discussions.

Responsible Office: Office of the Dean, Academic Affairs, Human Resources

Funding: Faculty development budget, curriculum development allocation

7.3 Monitoring and Evaluation

- Conduct annual student and staff surveys to assess the inclusiveness of the campus environment.
- Track participation in cultural and intercultural programmes and report outcomes to leadership.
- Review and act on complaints or concerns related to exclusion or harassment promptly.
- Include inclusion indicators in the annual Diversity Scorecard and institutional quality reports.

8. Related Policies and Procedures

TAUCOM recognises that Diversity, Equity and Inclusion is supported by a broader framework of institutional policies. The following related policies apply to all students, faculty, and staff and should be read in conjunction with this policy:

- **Special Educational Needs and Disabilities (SEND):** Students with special educational needs or disabilities are supported in accordance with the University's SEND Policy, which sets out the provisions, reasonable adjustments, and support services available to ensure equitable access to medical education.
- **Anti-Discrimination:** Any form of discrimination on the basis of a protected characteristic is addressed under the University's Anti-Discrimination Policy, which outlines the rights of individuals and the responsibilities of the institution in preventing and responding to discriminatory conduct.
- **Grievance and Disciplinary Procedures:** Any concerns, complaints, or reports arising from matters related to diversity, equity, and inclusion — including discrimination, harassment, or victimisation — will be handled in accordance with the University's Grievance and Disciplinary Procedures.