

FedPride

A place where we belong.

2015-2016



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1. Introduction

Federation University Australia is proud to introduce a University wide strategy for our Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) community. This strategy will be known as FedPride. It will be one of the most comprehensive strategies of its kind within the Australian tertiary sector with many areas of the University contributing to it. The theme of the strategy for 2016, is “A place where we can all belong”. This is an important message that we would like to confer to our students and staff that no matter who they are, they can feel safe, included and embraced at FedUni. At FedUni we are moving forward from our past language of “tolerance” to being “inclusive” and we hope that this strategy will guide us into the era of “embracing” our diversity.

The aim of the strategy is to:

- create an equitable educational and work environment for LGBTIQ students and staff.
- create a safe, nurturing, respectful and inclusive educational and work environment.
- mitigate unintentional discrimination, bias and behaviours that may be harmful or damaging for our LGBTIQ staff and students.
- improve the monitoring of data, provision of facilities and services for our LGBTIQ students and staff.

There are extensive reasons why this strategy is important to FedUni, not only for prospective students and staff, but paramount for the health and wellbeing of many of us. Below are some of the reasons:

1.1 University Objectives

The University’s objectives under legislation require that FedUni “...provide programs and services in a way that reflects principles of equity and social justice”.¹ The University takes such obligation seriously and, as such, FedUni has developed and continues to implement its *Social Inclusion Plan*. The FedPride Strategy comes under the broad umbrella of the *Social Inclusion Plan* and its objectives, actions, and performance indicators, and FedPride progress will be reported under each plan.

The FedPride Strategy also ensures that the University meets its strategic commitments that by 2020, it will be renowned for being accessible, inclusive, supportive and empathetic in its connection to our students and staff. The fundamentals of the FedPride Strategy reflects our University’s core values of “inclusion, access, support and empathy”.

1.2 Student and Staff Health and Wellbeing

The National LGBTI Health Alliance has reported that a disproportionate number of LGBTI Australians experience worse health outcomes compared to their non-LGBTI peers.² The report outlines that the mental health of LGBTI people is among the poorest in Australia and that at least 36.2% of trans and 24.4% of gay, lesbian and bisexual people in Australia had met the criteria for

¹ *Federation University Australia Act 2010 s5(g)*.

² Rosenstreich, G (2013). LGBTI People Mental Health & Suicide (Briefing paper, ed 2, 2013) Retrieved from <http://lgbtihealth.org.au/resources/lgbti-people-mental-health-suicide/>. Note that this paper only includes Lesbian, Gay, Bisexual, Trans and Intersex (LGBTI).

experiencing major depressive episodes. They are also twice as likely to have high/very high psychological distress and anxiety disorders. The same paper indicates that LGBTI people also have the highest rate of suicidality of any population in Australia. It finds that discrimination and exclusion are the biggest cause of poor mental health and suicidality for our LGBTI people.

A recent report by the Australian Institute for Suicide Research and Prevention at Griffith University demonstrates why we need to take into consideration the unique issues LGBTI people face and the possible factors which contribute negatively to the mental health of LGBTI people. The key messages from the report were³:

- Younger LGBT suicides were characterised principally by non-acceptance of sexuality/gender.
- Dissatisfaction with appearance was greater in LGBT suicides.
- LGBT individuals who died by suicide went through 'coming out' milestone some 2 years earlier.
- There was high incidence of relationship conflict in the lives of LGBT people who died by suicide on average.

These reports provide us with some guidance and reasons on how and why at FedUni we need to continue to move forward in providing programs and services to our LGBTIQ students and staff to ensure that their health and wellbeing are looked after. It also demonstrates how policies, inclusiveness, and the university culture may contribute toward health and wellbeing.

1.3 Legislative Requirements

The *Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 1984* (Cth), which came into effect on 1 August 2013, makes it unlawful for a person to be discriminated against based on their sexual orientation, gender identity and intersex status. This means that employers and educational institutions need to be proactive in incorporating policies and strategies to mitigate risk under the legislation, but also to introduce plans, workshops, programs and new services to ensure that a person is not intentionally or unintentionally discriminated against.

1.4 The Australian LGBTI University Guide

The Australian LGBTI University Guide, launched by the Human Rights Commissioner Tim Wilson in May 2015 is developed by the NSW Gay and Lesbian Rights Lobby, Star Observer (NSW), Transgender Victoria, Out for Australia and Organisation Intersex International Australia. The online guide assesses all Australian universities against a checklist to determine how they measure up against specific criteria in areas such as inclusiveness, staff training, information provided to students and staff, resources and their support for LGBTI students.

At FedUni, we believe that our services to students and our commitment to our staff is not accurately reflected by our current score and we hope our FedPride Strategy will address many of the shortcomings under the guide. It is important that we communicate with our current and

³ De Leo, D, Kolves, K, and Skerrett, D. *Suicidal Behaviours In LGBT Populations*. Australian Institute for Suicide Research and Prevention, 2015. Retrieved from <https://www.beyondblue.org.au/resources/research/research-projects/research-projects/fatal-suicidal-behaviours-in-lgbt-populations>

prospective students that FedUni values diversity and inclusiveness and that we will continue to provide excellent services and programs to our LGBTIQ students.

1.5 Australian Workplace Equality Index (AWEI)

The Australian Workplace Equality Index (AWEI) is one of our country's most definitive national benchmarks on LGBTI workplace inclusion, equality and organisational culture. It scores organisations according to their policies and practices, inclusive culture and visibility, staff awareness and training, community engagement, and a range of other indicators.

This year, FedUni participated in the AWEI for the very first time. We acknowledge that from the outcome of the audit that we have many areas which we are keen to improve. Our University leadership, colleagues and students all have good intentions to ensure that our practices reflect our commitment, vision and objectives. We believe that as an organisation, FedUni has the best of intentions and we look forward to improving our future score in AWEI.

1.6 Attracting Prospective Students and Talents

It is important that people can bring all of themselves to work and study, in an environment where they can be their true selves. There is evidence that prospective students and potential employees are more selective in looking for organisations that value diversity and equality. In order for FedUni to attract talents we must ensure that we are progressive in this area.

2. Strategic Pillars

The FedPride Strategy is made up of four major pillars. These are "Setting our values", "Helping people be the best versions of themselves", "Engaging externally and internally", "FedALLY and FedPride Working Group".

2.1 Setting our values

Federation University Australia promotes an inclusive environment that is free from discrimination and harassment. This includes protecting our LGBTIQ students and staff from intentional and unintentional discrimination and bias.

2.1.1 Policy, Forms and Documentation

The University will have in place a *Statement of Support* for LGBTIQ equity from our Vice-Chancellor's Senior Team (VCST). By demonstrating and setting standards for our staff and students, we hope that we can provide a safe environment for everyone on campus. We hope that this will also set a standard for our wider regional community.

The University will continue to support the Pride In Diversity organisation and maintain its membership. Pride In Diversity is Australia's only not for profit employer support program for all aspects of LGBTIQ workplace inclusion. FedUni's membership provides us with access to support, consultation and networking opportunities.

The University will continue to monitor policies and relevant documents to ensure that there is better coverage for our diverse gender and sexuality students and staff. This includes changing forms and documents to better reflect the diverse genders of our University community.

2.1.2 Data and Information

FedUni cares a great deal about our students and staff, we want to ensure that we are providing them with the services they need. As such, the University will investigate options to collect student and staff data and value their opinion around sexuality, gender and intersex status.

2.1.3 Facilities and Services

The University recognises the needs of our LGBTIQ students and staff, and will improve our facilities to better reflect the needs of our students and staff. This includes the introduction of toilets, change room and facilities that do not unintentionally discriminate.

The University will investigate the feasibility and need for a space that can be used by our LGBTIQ student and/or staff.

2.2 Helping people be their best

At FedUni we want our students and staff to be the best they can regardless of their sexuality, gender or intersex status. We therefore need to ensure that we support them sufficiently when they encounter difficulties or hardship. Under this pillar, the University will implement a range of initiatives to ensure that we create an environment that improves equality for our LGBTIQ students and staff.

2.2.1 Transitioning and Coming Out

The University will develop a Transitioning and Coming-Out Plan for both students and staff. The plans aims to ensure that our students and staff are linked to our support services, and that supervisors and managers are better equipped at supporting their colleagues during this difficult time. It also aims to ensure that University teaching staff, academics, administrators and support staff understand the needs and difficulties faced by our students during this period.

Many LGBTIQ people avoid situations which may "out" them, such as having conversations at work regarding their partner or family, applying for carer's leave, talking about their parental responsibilities or attending social events. This deprives them of being connected to our University community and over time isolates them and decreases their ability to be resilient and this will affect their overall wellbeing. Discrimination and social exclusion may also cause a student to disengage

from University and therefore it is in all of our best interests to implement initiatives that will support our LGBTIQ students and staff so that they can be themselves.

2.2.2 Health and Wellbeing

The University will investigate ways to ensure that the unique health, wellbeing and financial needs of our students are taken into account in our provision of services to them. The University will consult with our Employee Assist Program (EAP) provider to ensure that the needs of our LGBTIQ staff are met.

2.2.3 Graduates and Careers Development

The University will look into ways to better support out LGBTIQ students and assist them in gaining employment in environments that are inclusive.

2.3 Let's be engaging

The University believes that we have many things to learn from our students and staff. We also believe that engaging with our students and staff allows us to better understand one another, improves empathy and helps minimise stigma and prevents isolation. We also believe that by creating an inclusive environment where students can engage with each other will assist them with improving their wellbeing and help them build their social and support networks.

2.3.1 Student Experience

The University will investigate ways to improve student access to LGBTIQ sports, events and activities that will improve student experience.

2.3.2 Communications and Media

In order to improve our communications and consolidate the University's activities relevant to our LGBTIQ community it will develop a specific FedPride webpage. The webpage will provide LGBTIQ students and staff with information relating to the FedPride Strategy, support services, events and activities.

2.4 FedPride Structure

Under this pillar, the University will implement a structure which will support the work of this strategy. This includes FedPride Partners, the FedPride Working Party which includes the Student Champions and the FedALLY network.

2.4.1 FedPride Partners

The FedPride Strategy looks to invite any area of the University that is interested in contributing towards the strategy, especially those with direct contact with students or provide services to staff. Many areas across the University have now joined as FedPride Partners. These partners are committed to contributing towards the FedPride Strategy. Their contribution may vary from improving their workplace practices, to service provisions for students and staff, to continuous professional development in their areas.

The University seeks to launch the FedPride Strategy with the FedPride Partners listed below. These FedPride Partners were originally selected as a starting point, as they provide students with services and support that directly reflects our areas for improvement in the LGBTI University Guide. The commitments from these initial partners will also contribute to the improvement of our performance in the AWEI.

- Student Connect
- Equity and Equal Opportunity
- FedUni Living
- Facilities Services
- Human Resources
- Student Careers and Employment Service
- Student Experience Office
- Student Leadership and Volunteer Program
- Scholarship, Bursaries & Grants.

We will continue to welcome new partners and areas of the university that wish to contribute to the FedPride Strategy.

2.4.2 FedPride Champions and Working Party

Our FedPride Champions are individuals who represent their faculties/departments/units in contributing to the FedPride Strategy. These individuals are usually presentative of our FedPride Partners. They also form our FedPride Working Committee and undertake much of the work under the strategy. Students and staff within the same unit are encouraged to contact their local FedPride Champions for information or contribution towards the strategy.

Staff and students within faculties, colleges or schools that do not want to have an active working role under this strategy, but wish to provide students and their colleagues with support and act as a point of referral are encouraged to become a FedALLY. Members of FedALLY will be provided with training which equips them with tools to support their colleagues and students.

After the initial implementation of the FedPride Strategy, the University will look into expanding the membership of this committee. The current FedPride Champions are:

- Barbara Webb – Manager, Equity & Equal Opportunity
- Elizabeth Spark – Equity Officer
- Colin Marshall – Director, Campus Life
- Chelsea Annear – Administration Officer, Campus Life

- Kelley Jones – Human Resources Business Partner
- Keith Caldwell, Director, Facilities Services
- Ryan Hsu – Manager, Student Engagement
- Jerry van Delft – Director, Student Connect
- Casey Geaghan – Coordinator, Student Engagement (Student Experience)
- Luke Icely – Coordinator, International Student Support
- Kate Toner, Manager, Scholarships, Bursaries and Grants
- Freda Webb – Coordinator, Student Engagement (Gippsland).
- Naomi Biggs – Coordinator, Student Leadership Project
- Mike Dowling – Alternative Format Editor
- Jodie Baker – Student Counsellor

2.4.3 Student Champions

Student Champions form part of the FedPride Working Party, but they do not have active duties or obligations under the strategy. The students act as a consultation point and provide feedback to their peers, such as the Student Senate or LGBTIQ related clubs and societies.

We welcome all students to express their interest in becoming a FedPride Student Champion.

2.4.4 FedALLY

Our University needs LGBTIQ allies to ensure the success and implementation of the FedPride Strategy. Allies play an important role in our community and their presence and support sends a clear message to our LGBTIQ students and staff that there are many people at our University that are willing to support them and that they are not alone. It also reduces the feeling of isolation for our LGBTIQ students and staff and gives them someone to turn to in time of need. Members of FedALLY are role models for their local area, they also keep an eye out to make sure that people and activities in their local study and workplace do not unintentionally discriminate or humiliate.

FedUni staff and students are encouraged to join FedALLY. Members of FedALLY will undergo training and must be committed to:

- Understanding LGBTIQ terminology, myths and challenges.
- Advocating for inclusion, equity and respect for all students and employees at FedUni.
- Being willing to develop a strong sense of self-awareness of their use of language and assumptions relating to LGBTIQ issues.
- Being available as a key contact point for students and staff and undergo training to refer students and staff to appropriate services and supports.
- Familiarising themselves with the FedPride strategy.
- Participating in events and activities relating to the FedPride Strategy.

2.4.5 Students and Staff Social / Networking Group

The University will investigate the most appropriate forum for LGBTIQ students and staff to socialise, and pursue healthy extra-curricular activities and events. Options may include expanding the current

student club/s to include staff participation, contribution and support. This may assist with the longevity, succession, scale and volume of participants in our LGBTIQ related societies.

3. Commitments by our FedPride Partners

3.1 Equity and Equal Opportunity (E&EO)

The Equity and Equal Opportunity Office has taken extensive responsibility relating to the FedPride Strategy. This includes:

- Monitoring and review changes to University policy and relevant documents where appropriate to ensure better coverage for our diverse gender students and staff.
- Working with other FedPride partners in assisting the University with forming a Statement of Support.
- Investigating options to collect student and staff data and views around sexuality, gender and intersex status.
- Improvement to facilities and introduction of gender neutral toilets.
- Working with FedPride Partners to develop a Transitioning and Coming-Out Plan.
- Consulting with EAP provider to ensure the needs of our LGBTIQ staff are met.
- Contributing to the development of a FedPride webpage.
- Establishing the FedALLY network for staff in collaboration with Student Engagement
- Planning and develop LGBTIQ events.
- Pursuing and maintain a membership with “Pride in Diversity”.

3.2 Student Engagement and International

Student Engagement and International, which includes the Student Experience Office, Student Engagement Office, Student Leadership and Volunteer Program and the International Student Support Office, have made the following commitment to the strategy:

- Assist the University in developing their Statement of Support.
- Pursue and maintain a membership with Pride in Diversity.
- Develop a Transitioning and Coming-Out Plan for domestic and international students in conjunction with the Equity and Equal Opportunity Office.
- Provide students with LGBTIQ relevant resources and incorporate key dates in the 2016 Student Diary.
- Contribute to the development of the FedPride webpage and provide continuous updates.
- Establish the FedALLY network in collaboration with Equity and Equal Opportunity.
- Actively engage and continue to support our LGBTIQ clubs in a deep and meaningful way. To encourage LGBTIQ students to form or participate in club activities.
- Embed in their yearly plan to have specific quota of LGBTIQ related activities and events in conjunction with our FedPride Partners.

3.3 Student Health and Wellbeing

The Student Health and Wellbeing will be looking at ways of improving health and counselling services to meet the unique needs of our LGBTIQ students. This may include professional development and training for staff in this area. All members of the Student Health and Wellbeing team have recently completed the LGBTI & Gender Diversity training provided by Pride In Diversity.

3.4 Student Careers and Employment

The Student Careers and Employment Service currently has in place many initiatives and programs which cater for the specific needs of our LGBTIQ students. The Student Careers and Employment Team will investigate ways to package these initiatives for our students as well as more initiatives which may improve LGBTIQ student employability.

3.4 Scholarships, Bursaries and Grants Office

The Scholarships, Bursaries and Grant Office has recently recognised that our LGBTIQ students may need a KickStart to achieve their educational goals. As such the KickStart program now incorporates ways to improve LGBTIQ equity in the allocation of Bursaries for students.

3.5 Campus Life and FedUni Living

Campus Life and FedUni Living has recently joined as a FedPride partner after many years of work to ensure that their services from the FedUni Children's Centres to Student Residences provide an inclusive and welcoming environment for a diverse range of students and customers. FedUni Living continues to foster a respectful environment that is free from discrimination, unintentional bias and behaviour that may distress or be harmful to our LGBTIQ students. This is done through their extensive Residential Advisor training program and ongoing and regular student support, activities and events.

In a first for FedUni, in 2016, FedUni Living will be ensuring that student residential bathrooms are signed to show that they are all-gender welcoming facilities.

Pillar 1: Setting Our Values

Federation University Australia promotes an inclusive environment that is free from discrimination and harassment. This includes protecting our LGBTIQ students and staff from intentional and unintentional discrimination and bias.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at September 2016
1. That University policy and relevant documents do not unintentionally discriminate or have bias toward LGBTIQ students and staff.	Monitoring and review changes to University policy and relevant documents where appropriate to ensure better coverage for our diverse gender students and staff.	Equal Opportunity and Valuing Diversity Policy to reflect the diverse sexuality, gender and intersex status.	Manager, E&EO	
2. That the University have in place a Statement of Support for LGBTIQ equity from our VCST.	The FedPride Working Party will provide recommendations to the Deputy Vice-Chancellor (SS&S) on the Statement of Support.	That a Statement of Support be made available in 2016.	Manager, E&EO; Manager, Student Engagement.	
3. The University will investigate options to collect student and staff data and views around gender, sexuality and/or intersex status.	That all forms and data collection within the Student Support and Services area reflect our LGBTIQ community.	Forms within Disability Liaison Unit and Health and Wellbeing to include gender rather than male or female.	Manager, Student Health and Wellbeing	
	Put in place new student and staff administration forms which allow students and staff to state their gender other than male or female.	Forms to be implemented in 2016.	Manager, E&EO.	

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at September 2016
4. Provide facilities for our students and staff to ensure that they are protected against unintentional discrimination.	Introduction of gender neutral bathrooms across FedUni campuses.	That at least one gender neutral toilet is made available on every FedUni campus.	Manager, E&EO; Director, Facilities Services.	
		FedUni Living student residence signage in place to show that the bathrooms are all-gender welcoming facilities.	Director, Campus Life	
	Investigate establishment of a designated space for LGBTIQ students and/or staff	Consultation with students and staff undertaken to establish need/feasibility.	Manager, E&EO Manager, Student Engagement	
5. Pursue and maintain a membership in Pride In Diversity	Join Pride In Diversity and maintain ongoing relationship with the organization.	Membership to commence by August 2015.	Manager, Student Engagement; Manager, E&EO.	FedUni became the first University in Victoria to join Pride In Diversity in July 2015.
6. Increase awareness amongst FedUni staff to improve support and assistance for LGBTIQ students	Provide training to key support staff to develop awareness in assisting and supporting LGBTIQ students	Training delivered to Student Connect staff	Director, Student Connect	
		Training delivered to Campus Life and Equal Opportunity staff	Director, Campus Life Manager, Equity and Equal Opportunity	
7. To further develop strategies and actions that promote inclusion and support for LGBTI staff and students	FedPride Partners develop local Plans to support the FedPride Strategy	Campus Life Plan developed and appended to the FedPride Strategy	Director, Campus Life	

Pillar 2: Helping people be their best

At FedUni we want our students and staff to be the best they can regardless of their sexuality, gender or intersex status. We therefore need to ensure that we support them sufficiently when they encounter difficulties or hardship. Under this pillar, the University will implement a range of initiatives to ensure that we create an environment that improves equity for our LGBTIQ students and staff.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at September 2016
1. The University aims to ensure that students and staff can be who they truly are.	A Transitioning and Coming-Out Plan for both students and staff be developed.	The plan will be available June 2016	Manager, Student Engagement; Manager E&EO;	
	Education, training and information sessions regarding the Transitioning and Coming-Out Plan.	Training sessions made available for workplace managers and members of the FedALLY by June 2016.	Manager, Student Engagement; Manager E&EO;	
2. Increase LGBTIQ equity and employability for our students.	Career advice and services provided specially to LGBTIQ students.	That initiatives and programs be implemented and communicated to our LGBTIQ students through the Student Careers and Employment Service.	Manager, Student Careers & Employment.	
3. Accommodate the health and wellbeing needs of our LGBTIQ students and staff.	Student Health and Wellbeing will investigate ways of improving health and counselling services for the specific needs of our LGBTIQ students.	Professional development and training for health and allied professionals in LGBTIQ health.	Manager, Student Health and Wellbeing	
		Make relevant resources available for our LGBTIQ students.	Manager, Student Engagement.	
	Investigate if improvements are required with EAP services for staff	EAP services are inclusive of the needs of our LGBTIQ staff	Manager, E&EO Director HR	

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at September 2016
4. Improve scholarship, bursaries and grant equity for our LGBTIQ students.	Incorporate the needs of our LGBTIQ students in the KickStart Program.	Extra category within KickStart for our LGBTIQ students.	Manager, Scholarships, Bursaries and Grants	Completed in October 2016.

Pillar 3: Let's be engaging

The University believes that we have many things to learn from our students and staff. We also believe that engaging with our students and staff allows us to better understand one another, improves empathy and helps minimise stigma and prevents isolation. We also believe that by creating an inclusive environment where students and staff can engage with each other will assist them with improving their wellbeing and help them build their social and support networks.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at September 2016
1. Improve our online communication and electronic presence for LGBTIQ students and staff.	Develop a specific webpage/s to communicate the FedPride Strategy to the University community. This page will act as a consolidated contact point for support and services available to our LGBTIQ students and staff.	A webpage be live by Semester 2, 2016	Manager, Student Engagement; Manager E&EO;	
2. Establish an ALLY network.	Develop and support the FedALLY network.	FedALLY meetings to commence in October 2016. Events and training for FedALLY to commence in October 2016.	Manager, Student Engagement; Manager E&EO;	
3. Establish a working party to improve LGBTIQ equity and inclusion at FedUni.	Establish the FedPride Working Party.	The FedPride Working Party to meet at least four times a year. To monitor and carry out work under the strategy. To establish a charter or statement of purpose.	Manager, Student Engagement; Manager E&EO;	
4. Engagement with LGBTIQ student clubs and societies.	Encourage LGBTIQ students to form societies and clubs and to provide current LGBTIQ student clubs with support, advice and resources.	Ongoing communication with current LGBTIQ student clubs and societies. To assist with the planning of events in 2016.	Manager, Student Engagement	Semester 1, 2016, a Student Engagement staff has been assigned to assist Rainbow Collective in providing them with support and assistance in in events and activities.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at September 2016
5. LGBTIQ events for students and staff.	That Student Engagement , Campus Life and E&EO embed in their yearly plans a certain amount of LGBTIQ events for students and staff.	LGBTIQ events for students to be published and made available to all students and staff for 2016.	Coordinator, Student Engagement Manager E&EO Director, Campus Llife	Completed in January 2016
6. Improve LGBTIQ student access to sports and recreational activities.	The Student Experience Office will invite students to participate in sport and recreational activities in conjunction with key LGBTIQ awareness events.	LGBTIQ sports awareness event dates to be made available to all students for 2016.	Coordinator, Student Engagement (Gippsland and Student Experience)	
7. Improve access to sports facilities for trans and intersex students.	The university ensure that all our facilities are accessible to our trans and intersex students, this includes introducing gender neutral change rooms and toilets.	Gender neutral facilities to be introduced by August 2016.	Director, Facilities Services; Director, Campus Life; Manager E&EO	
8. University engagement with wider LGBTIQ community.	To attend key LGBTIQ networking events and to actively network with local and state wide LGBTIQ organisations.	E&EO and Student Engagement to actively seek out networking events.	FedPride Working Party.	