

Federation University Australia

Social Inclusion Plan



This printed version reflects the Plan as at its final update on 20 March 2017.
The current version of this Plan is available at www.federation.edu.au/equity (Social Inclusion Committee).

2015-2016

Statement of Purpose

This *Social Inclusion Plan* aims to assist Federation University Australia (FedUni) to further fulfil its commitment to equity and social justice as expressed in the *Federation University Australia Act*.

'The University's commitment to educational and social equity, teaching excellence, research distinction, environmental sustainability and regional capacity building has enabled it to develop in a way that draws on its proud heritage to inform its future.'

Preamble, Federation University Australia Act 2010, Page 1

The objects of the University include:

'to provide programs and services in a way that reflects principles of equity and social justice'.¹

Through this *Social Inclusion Plan*, the University seeks to implement measures that further reflect the principles of equity and social justice across a range of domains within the University.

It references a range of FedUni programs and plans. Representative examples include the University's:

- *Reconciliation Action Plan*;
- *Learning and Teaching Plan*; and
- *Disability Action Plan*

As an overarching plan for the University, the *Social Inclusion Plan 2015-2016* establishes objectives, actions and indicators, and provides a coordinated framework for on-going improvement, with respect to equity, diversity and social inclusion in all aspects of University operations.²

The development and implementation of the *Social Inclusion Plan* is overseen and monitored by the University's Social Inclusion Committee.

1. *Federation University Australia Act 2010*

2. *The University's Social Inclusion Committee, Terms of Reference*



The Social Inclusion Plan 2015-2016 identifies three priority areas:

Priority 1: Aspiration and Access

FedUni aims to enable more equitable representation of the communities it serves in its transitional, vocational education and training and higher education programs, and in employment within the University.



Priority 2: Participation and Attainment

FedUni will strive to provide all students and staff with a supportive and sustainable educational and workplace environment that facilitates participation, personal and professional development, and attainment.



Priority 3: Social Inclusion and Culture

FedUni will create a culture of social inclusion by infusing equity and diversity values in all teaching and learning, research, workplace, service provision, commercial, partnership and community interactions.



Priority 1: Aspiration and Access

FedUni aims to enable more equitable representation of the communities it serves in its transitional, vocational education and training and higher education programs, and in employment within the University.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress update end 2016
1. Build aspiration for further education in regional/low SES schools.	a) Provide early intervention (Years 5/6), secondary (Years 8-12) and community collaboration outreach programs in central and western Victoria and in Gippsland.	FedUni Schools Outreach worked with 68 low SES schools across the Western Victoria and Gippsland regions, delivering programs to students from Years 5/6 through to Year 12.	Managers, FedUni Schools Outreach Manager, E&EO	<p>In 2016, FedUni Schools Outreach successfully delivered programs to 8,424 students from Years 5-12 and 245 parents, to a total of 76 schools in Western Victoria and Gippsland. There were a total of 224 individual programs implemented, with the highest number of students being in Year 10 (3,055 students), Year 11 (1,852 students) and Year 9 (1,488 students). These programs included in-school visits, on-campus experiences and three on-campus Year 8 camps.</p> <p>The Community project worked with Phoenix P-12 Secondary College, Horsham Secondary College and a number of Primary Schools in Horsham to engage young people in activity with higher education students aimed at encouraging them to complete school and realise that higher education is a possible educational outcome.</p>
	b) Participate in Victoria-wide LEAP (Learn Experience Access Professions) outreach program.	Active engagement in activities and project teams, in delivering LEAP across Victoria in 2015.	Executive Dean, Faculty of Education & Arts Senior Lecturer, Community Engagement Programs SEA	
			Head of School of Applied and Biomedical Sciences	FedUni was the lead university in LEAP 'profession' – Science. Managed from the School of Applied and Biomedical Sciences over 500 secondary students in low SES communities across Victoria engaged in a range of hands-on activities during 2015. Each activity was designed to illustrate the link between science and career opportunities.

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2. Use HEPPP funding to increase representation from students with low SES backgrounds.	a) HEPPP Committee seeks applications and evaluates each on merit.	Projects are supported and funding is allocated.	HEPPP Committee	<ul style="list-style-type: none"> Discovery Club targeted low SES primary school students across Gippsland, with the aim that university be a realistic part of their futures. 14 Club Days, with 650 Grade 5/6 students, were delivered in 2016. Gippsland Access and Participation Project (GAP) provided STEM based outreach to secondary schools (and some primary) to respond to the decline in Gippsland secondary student take up of STEM related subjects. Through the Consolidating @ Community programs project, worked with new communities in order to further the reach of BA to low SES-students through targeted, community based delivery of higher education programs. HEPPP funding for the @Community program 2014-2016 has developed a community based higher education model targeted at low-SES students, which has become core business of the Faculty of Education and Arts. Investigation into FAST (FedUni's Higher Education enabling program) to inform the continual development of curriculum delivery and pastoral care provisions, in order to enhance the ability of the program to increase the participation of low SES students in the FAST program, and to improve the articulation rates into FedUni degrees. Delivery of the Clemente Program in Gippsland to provide a pathway for acutely disadvantaged community members in Latrobe Valley to access university education.
3. Build Aboriginal and Torres Strait Islander aspiration for post-secondary education.	a) Through the <i>Reconciliation Action Plan 2015-2017</i> maintain involvement with the Australian Indigenous Mentoring Experience (AIME) program.	As monitored through the <i>Reconciliation Action Plan 2015-2017</i> .	Responsible Officers as designated through the RAP	The University has continued to allocate HEPPP for AIME at both Mt Helen and Churchill, and will again in 2017. The Aboriginal Education Centre will play a more active role in 2017 in the campus based sessions, particularly for senior secondary students. This will include a tour of the campus, presentations about the AEC support services and active mentoring.

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<p>4. Provide pathways, and open access, to FedUni transitional, vocational and academic education programs.</p>	<p>a) Develop and implement P-Tech (Pathways to Technology) in partnership with IBM; providing joint mixed curriculum from VCAL to HEd, work experience in all points of the curriculum, 1:1 mentoring and preference in employment at all exit points.</p>	<p>Increased VCAL numbers and ultimately increased outcomes and progression for VCAL students.</p>	<p>DVC, Academic Director, Federation College</p>	<p>In 2015 –2016 Federation College Youth programs further expanded and added new programs and supports to allow a wider array of students to engage and ultimately succeed in their studies. New programs included FLO (Flexible Learning Options – CGEA and VCAL units), P-TECH (in collaboration with IBM and Skilling Australia Foundation), and FedREAL (Certificate II in Skills for Work and Vocational Pathways). In 2016, Federation College was awarded a contract to deliver the state funded Reconnect program. Reconnect was established in response to a recent decline in the number of young, early school leavers enrolling in vocational education and training programs, and in foundation skills in particular. Vulnerable young people who leave school early often face multiple barriers to re-engaging in education and training and transitioning to the workforce or further training. They are at risk of remaining disengaged unless they can access the individual wrap-around services needed to successfully support them back into education, training or employment. The program covers a wide area including Bacchus Marsh, Ballarat, Ararat, Horsham, St. Arnaud, Maryborough & Hepburn.</p> <p>2016 saw the Fed Youth ASPIRE program expand into our remote sites at Bacchus Marsh & Maryborough. A number of Senior VCAL students undertook FAST units as a part of their Senior VCAL program in preparation for access to Higher Education in 2017. Fed Youth also delivered a ‘pilot’ Kick-Start program in the Ararat community to assist a number of disadvantaged and disengaged 15-19 year olds reengage in education and explore future pathways. Overall, Fed Youth not only expanded its program footprint, but has developed strong networks and opportunities for its young people and their futures in its period. Enrolments have increased across the board, up on 2013-2014 by over 50%.</p>

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	b) Through the <i>Reconciliation Action Plan 2015-2017</i> develop and implement an Aboriginal and Torres Strait Islander Student Entry Program.	As monitored through the <i>Reconciliation Action Plan 2015-2017</i> .	Responsible Officers as designated through the RAP	The Certificate II in Mumgu-dhal Tyama-tiyt will be delivered in 2017 by Federation College with the embedded expertise of staff from the Aboriginal Education Centre. This is a program specific for Indigenous students to explore their cultural heritages and identities plus to develop generic study skills for further study. After significant collaboration with LAECGs in both Horsham and Ballarat, there will be a program rolled out in both locations in semester 2, 2017. This program has been delivered at both Hopkins and Langi Kal Kal prisons for approximately 3 years.
	c) Development of FAST online curriculum (incorporating BOLD principles and pedagogies in conjunction with CLIPP).	Evidence of enrolment and progression.	Director, Federation College	In 2015 the FAST program curriculum was further developed by incorporating BOLD principles and pedagogies to fulfil the needs of an online cohort. In 2016 Federation College enrolled 62 online students, 30 of whom were active participants. The FAST program (online) rate of completion/progression into undergraduate degree programs for the year was 58%. Four courses were offered in ODL (online - full time and part time) mode with the following outcomes: ATSGC1369 Understanding University Learning – 66% completion rate FAST1011 Introduction to tertiary studies – 65% completion rate FAST1013 Mathematics and introductory statistics – 71% completion rate FASTP1015 Academic writing – 61% completion rate
5. Increase access to FedUni employment opportunities for Aboriginal and Torres Strait Islander people.	a) Through the <i>Reconciliation Action Plan 2015-2017</i> , improve and promote employment opportunities.	As monitored through the <i>Reconciliation Action Plan 2015-2017</i> .	Responsible Officers as designated through the RAP	As at 1 July 2016 there were 16 Aboriginal and Torres Strait Islander staff at FedUni: 1 TAFE Teacher, 3 Trainees and 12 HEW professional staff positions. Human Resources had 3 trainees placed during 2016 with an aim to increase this to 4 trainees in 2017. Human Resources have consulted with Finance to ensure that the ATSI project account can continue to fund a minimum of 4 trainees in 2017. Human

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				Resources applied for and continued to receive Indigenous wage subsidies for trainees. As a result of strong engagement and relationship management with staff and communities there has been strong interest in ATSI traineeships for 2017.
	b) Create a collaborative working party that includes HR, Equal Opportunity, University support services (including Indigenous representative(s), Academic and a local community representative – the foci and purpose of this group would be support and help drive positive profiling and collaborative objectives for the institution.	Call for volunteers and identification of potential members for collaborative working group – establish behavioural and communication guidelines.	Director, Human Resources	Volunteers for the Working Party are currently being sought. An initial meeting in May 2017 will be conducted where Terms of Reference and agreed behaviours will be discussed.
6. Provide access for communities traditionally disengaged from Higher Education.	a) Develop collaborative community-based models of delivery based on the BA@ Community program within the Faculty of Education and Arts.	Evidence of enrolment and progression.	DVC, Academic Executive Dean, Faculty of Education and Arts Senior Lecturer, Community Engagement Programs, SEA	The BA@Community program continued to roll out to have an enrolment of over 50 during the 2015 academic year. During this period a new program, the Bachelor of Social Science was developed to be delivered on campus and in the community space to replace the BA in the program. Projected enrolments in the BSocSci program are in excess of 80 students.
	b) Through partnership in the joint project led by the Centre for Excellence in child and Family Welfare, improve rates of transition	Development and implementation of interventions including training for carers and teachers; resource and	Executive Dean, Faculty of Education and Arts Lecturer, Education	Through the Care-Leaver project there have been a wide range of actions and achievements: 46 new enrolments – There has been a significant increase in new enrolments from students who have spent time growing up in Care for 2017. This brings the approximate

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	to and completion of tertiary education for young people living in, and transitioning from, out-of-home-care.	information provision; tertiary outreach; tertiary education transition program,	(Sociology/Cultural Studies), SEA	<p>total to 66 students who have identified themselves as Care Leavers for Semester 1, 2017.</p> <p>Federation University is one of the first universities in Australia to embed a question about spending time in Care into the enrolment process. The data captured from the addition of this question is essential to helping us understand the context of students entering into Higher Education and Vocational Education from Care, as well as providing evidence for the addition of Care Leavers equity needs.</p> <p>Scholarships – Federation University is offering four scholarships for Care Leavers, ranging from \$1,000 to \$7,000 (now inclusive of VCAL students). The Care Leaver Coordinator has been supporting students with the application process.</p> <p>Increase in applications – There has been a significant increase in awareness from CL students regarding scholarships, with many of those making contact asking for further information and/or support in processing their application. This is likely due to the addition of the Care Leaver page on FedUni’s website, to presentations about the scholarships and project, and to the promotional flyers for the Raising Expectations project that have been circulated amongst Out-Of-Home-Care providers and outreach services since mid-2016.</p> <p>FedUni’s Care Leaver Coordinator continues to provide a range of supports for CL students, including assistance with enrolment issues, obtaining financial support from Centrelink, obtaining identification documents, referring CL students to government agencies such as CREATE, Open Place, Find & Connect and other CL service providers that can assist with obtaining CL Files, dental services, housing and free counselling (DHS and CLAN).</p>

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<p>7. Further refine and develop strategies and actions that enable more equitable representation within FedUni of the communities it serves.</p>	<p>a) Through data analysis, reflective practice, research and consultation, identify areas for further action to enable impact on aspiration-raising and access to University programs and employment within the University, eg relating to women in non-traditional areas, people with a disability, migrants, refugees etc.</p>	<p>Additional strategies identified and implemented in the life of this plan.</p>	<p>Manager E&EO Social Inclusion Committee</p>	<p>Additional strategies were implemented through the Disability Action Plan 2014-2016, FedPride strategy 2015-2016, and Reconciliation Action Plan 2015-2017.</p> <p>The University developed and widely promoted its Open Access selection Model.</p> <p>The University commenced participation in the SAGE Athena Swan project, with its focus on gender equality in STEMM.</p>

Priority 2: Participation and Attainment

FedUni will strive to provide all students and staff with a supportive and sustainable educational and workplace environment that facilitates participation, personal and professional development, and attainment.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress update end 2016
1. Improve Aboriginal and Torres Strait Islander student retention and completion at FedUni.	a) Through the <i>Reconciliation Action Plan 2015-2017</i> develop strategies to improve retention and completion.	As monitored through the <i>Reconciliation Action Plan 2015-2017</i> .	Responsible Officers as designated through the RAP	Structures have been put into place to identify 'at risk' students via the Individual Learning Plans (ILP). However further work is needed to achieve demonstrable retention. For 2017 further structures have been put into place to enhance the tutor program for both VET and HE students which also includes establishing links between the ILP and tutor activity. All tutors will be required to participate in an induction to clarify their roles and responsibilities which will be closely monitored via a centralised database and reviewed by all AEC staff.
2. Create rich, varied and inclusive learning environments and experiences to ensure skills development and learning progression for all students, including Indigenous and international students, young and older learners, apprentices and trainees, students with disabilities, students from low SES and students from rural and regional backgrounds, both on and off campus.	a) Through the University's <i>Learning and Teaching Plan 2015-2017</i> implement actions to develop teaching practices that are learner-centred, innovative, collaborative and collegial; use PRDP to formalise requirement for inclusive teaching; include increased focus on detailed quality of teaching in promotion criteria and processes (including evidence of inclusive constructively aligned teaching).	As monitored through the <i>University Learning and Teaching Plan 2015-2017</i> .	Responsible Officers as designated through the L&TP	<p>FedUni TAFE is revisiting the workplace learning opportunity for students, simulated assessments, role play and workplace delivery models to ensure that the student experience reflects the training package requirements and the needs of industry and its learners.</p> <p>All Corrections vocational programs are being delivered/assessed directly into the industry areas (on the floor teaching as opposed to classroom based). The majority of Foundation Skills programs (contextualized literacy and numeracy) are delivered/assessed in the same way.</p> <p>All courses across the Faculties have been developed using Biggs Constructive alignment during the AQF process and during the curriculum development process. Mapping is embedded in course outlines and program documentation.</p> <p>As part of the AQF process, Program Learning Outcomes cascade into course learning outcomes and these are enshrined in Course Descriptions in all Faculties. These outcomes guide content, assessments and course development on an ongoing basis.</p>

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				<p>The Peer Enhancement policy was approved by the Academic Board in 2016 and will be reviewed in 2017. All Faculties have started the process of implementing the procedure through pilot programs, which includes a requirement for peer review of staff via the PRDP process, during probation and for promotion purposes. The need to design learning and teaching activities which “better meet the diverse needs of the broad range of learners now and in the future” is one of the purposes for peer enhancement at FedUni (LT1353), however there is no specific reference to “inclusive teaching” within the key indicators used for peer enhancement of teaching. This could be considered as part of the review of implementation of the policy by the Academic Board later in 2017.</p> <p>The Academic Promotion policy and procedure are not explicit in requirements for evidence of inclusiveness in teaching. However, the requirement for peer evaluation is included in the criteria in the Generic Academic Profiles for Learning and Teaching for level B, C, D and E.</p>
<p>3. Enhance student retention through provision of academic support.</p>	<p>a) Further implement collaboration between FedUni College, CLIPP and Faculties to provide integrated academic support to students, irrespective of location.</p>	<p>Improved retention rates.</p>	<p>Deans Director, Federation College Director, CLIPP</p>	<p>Federation College has been commissioned by the Uni to administer the literacy and numeracy assessment prior to students undertaking VET study (as per Skills First Contract). As part of this contract, once students’ LLN skills have been identified, the University is required to provide academic support to VET students. Through the LNSupport Program Fed College works collaboratively with FedUni TAFE to embed contextualised literacy and numeracy support to VET students. Depending on the vocational area, a variety of LNSupport models are used which include 1 to 1 support (face to face, email or teleconference), team teaching, and separate LLN classes.</p> <p>Key integrated academic support to Higher Education students is through the following 7 services available at all FedUni main campuses: (1) PASS (Peer Assisted Study Sessions); (2) Supported mentoring for first year students;</p>

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				<p>(3) ASK (Academic Skills and Knowledge Support) Desk Support located in main library; (4) Writing Space Drop-In Centre (not available at Berwick as yet); (5) Learning Skills Advisor embedded support in courses and 1 to 1 appointments and (6) Yoututor out of hours student assessment review service.</p> <p>Over the past 12 months, CLIPP has developed and implemented a series of comprehensive, targeted academic professional development (PD) opportunities to build academic capacity and capability that focuses on student engagement and retention. This includes 4 main initiatives: (1) Generalised PD opportunities; (2) The introduction of the CFELDs (CLIPP Faculty embedded Learning Designers) to focus on course redesign and review; (3) Targeted support to faculty identified courses/programs with the annually reviewed Scope of Project document; (4) Offering award/non-award, learning, teaching and technology PD opportunities focussed on quality BOLD initiatives and institutional roll-out of the Academic Induction Program (AIP). Expertise in learning and teaching delivery and course learning design is available to staff at all main FedUni campuses.</p>
<p>4. Use HEPPP funding to enhance participation and success for students with low SES backgrounds.</p>	<p>a) HEPPP Committee seeks applications and evaluates each on merit.</p>	<p>Projects are supported and funding is allocated.</p>	<p>HEPPP Committee</p>	<ul style="list-style-type: none"> • Maths/Stats Drop-in Support Centre to improve outcomes and retention, particularly amongst students from low SES backgrounds • Student Futures program provided a comprehensive set of support initiatives to increase student retention and success, with particular focus for low SES/first in family students. • KickStart Bursaries and Grants is a key student retention and success strategy focusing on students-in-need and at risk of not completing due to personal and financial circumstances. 700 Kickstart bursaries and grants were disbursed in 2015; 1,835 in 2016.

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				<ul style="list-style-type: none"> Provision of borrowable mobile technology to students who need to access online content but who are unable to afford the necessary technology themselves. Improved Library support for students and staff participating in the BS@ programs being delivered at a number of sites across Victoria. The students are for the most part regionally isolated, have low aspiration to HE and face financial, travel and relocation barriers. Increased retention and success of students, and in particular build capacity among student from low SES backgrounds, through a variety of leadership and volunteering activities. Enhanced provision of counselling and disability support and case-management, particularly for low SES students. To improve retention of low SES students through a research project into the underlying issues of poor student performance, particularly those at risk of suspension for failing one or more academic courses.
5. Support student retention and success.	a) Increase student and staff awareness of the learning and social support and assistance available for students.	<p>Increase in "first-time" use of student learning and social support services.</p> <p>Week one new student survey responses to question regarding awareness of support and assistance available.</p>	<p>Director, Student Connect</p> <p>Director, CLIPP</p> <p>Manager, Health and Wellbeing</p>	<p>Greater emphasis on marketing and promotion at key times including Check-In Week and Health and Wellbeing events, and increased classroom visits by Health and Wellbeing staff.</p> <p>Counselling service at capacity in 2016 requiring increase in resources to meet demand.</p> <p>Implemented learner-sports directed at beginner level participation.</p> <p>Introduction of staff training on culturally-competent practice – 37 staff trained in 2016 (30 General/ Professional Staff, 7 Academic)</p>
6. Improve student engagement and experience.	a) Incorporate better social inclusion, disability access, LGBTIQ participation and	Checklist produced to ensure all student experience and engagement activities, event, sport and	<p>Director, Student Connect</p> <p>Manager, Student</p>	Club constitutions changed to include anti-discrimination, gender balance and misconduct, open access and termination of membership provisions or clauses.

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	Indigenous student engagement in Student Engagement Strategy/Plan for 2016.	recreation provide sufficient and reasonable access for students with disability, students of a diverse cultural and social background and for the LGBTI community.	Engagement	Continued support for Rainbow Collective. Purchased disability appropriate sporting equipment including wheel chair access table tennis table. (on order). Orientation events changed to less exclusive with alcohol free and catering for diverse dietary requirements. Registration forms have changed for all Leadership activities which include overnight accommodation, to increase staff awareness and support for students with disabilities and who are LGBTIQ. Leadership & Volunteering have actively sought out volunteer and leadership opportunities in the LGBTIQ space to include in our promotion of opportunities to students. Re-focus to Multicultural Services - broadening scope of service provided to culturally-diverse students
7. Provide leadership development and mentoring for low SES students.	a) Leadership program implemented with strategies developed to develop leadership capacity and enhance engagement at FedUni for students from low SES backgrounds.	Low SES students involved in leadership program at same or higher rate than in student population.	Director, Student Connect Manager, Student Engagement	59 Leadership Grants were awarded to Low SES students in 2016 to support them to access external leadership development opportunities. 5 Seed-bank Grants were awarded to Low SES students in 2016 to support them to create and run projects with a positive social impact, supporting their own leadership development and connecting them with their communities. Several processes were put in place to support Low SES students to attend leadership development opportunities run across campuses, including the 2 day Leadership Conference, 2 day Leadership Camp and Mental Health First Aid accredited courses. Travel and accommodation were provided for free, registration fees were reduced significantly.

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8. Develop and integrate internationalisation in University education, strategies, organisation, diversity, culture and governance.	a) Develop a more integrated international delivery model - which will increase the level of international social inclusion in Australia and abroad, through a range of proposals for integrated campus delivery models in markets such as Malaysia, Dubai, Australia.	Proposals and associated cases prepared on a sequential basis through 2015.	DVC, Engagement PVC, International and Partnerships	Work has progressed significantly on the development of integrated campus delivery models in Malaysia and Australia (Brisbane), with both to be fully operational in 2017. Plans have been developed and implemented to broaden the diversity of international students, and to strengthen connections between international and domestic students.
	b) Internationalise the curriculum as a part of a global and mature delivery model.	Internationalisation Committee to develop models, protocols, case studies and web site.	Faculties CLIPP Internationalisation Committee	The Internationalisation of the Curriculum website was launched in 2015. The purpose of this site is to provide a range of practical resources and papers that all staff can access to develop a more globalised approach to their teaching methods, service delivery and research pursuits. The rationale for creating an online repository of internationalisation resources is to support staff in their implementation of the University's international strategic purpose and provide strategies that staff can implement for enabling our students to develop the skills and knowledge embedded in the graduate attribute of engaged citizenship . The website includes sections on inclusive teaching practices and 'guidelines for internationalising your curriculum' .

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	c) Consolidate the range of partners to focus on higher quality, better service and more integration (to enhance social inclusion amongst international students)	Integration of partners Fewer overall partners Tighter interaction and control More mature model of delivery - not just focusing on teaching but on wider student welfare	PVC, International and Partnerships CUP Faculties	Partners are being progressively consolidated as contracts and opportunities permit. New training modules, webinars, and professional development programs have been developed to enhance service quality, and a large scale survey of international student satisfaction levels was conducted in 2016 with positive results. The University's Centre for University Partnerships and Student Connect are working collaboratively to enhance social inclusion.
9. Provide an educational and workplace environment that supports and enables students and staff with disabilities to participate fully in campus life, and to achieve educational and professional goals.	a) Through FedUni's <i>Disability Action Plan</i> implement a range of actions including a focus on Learning Access Plans; staff adjustment funding; partner provider processes for reasonable adjustments.	As monitored through the <i>Disability Action Plan</i> .	Responsible Officers as designated through the <i>DAP</i>	Achievements in the final report of the Disability Action Plan 2014-2016 included: <ul style="list-style-type: none"> Individual Learning Access Plans have been implemented for all students registered with FedUni's Disability Liaison Unit. Students can access their own Learning Access Plans and related documentation from the Disability Liaison Unit on a secure network, allowing students more control in sharing their information with academic staff and accessing learning materials. The Workplace Adjustments for Staff with Disability Procedure was developed and implemented. The procedure provides the framework for new and existing staff to request adjustments. A centralised disability adjustment fund was established for staff, similar to the maternity leave central fund. The Workplace Adjustments for Staff with Disability Procedure provides the framework for implementing the funding An active partnership between Human Resources, Equity & Equal Opportunity and the National Disability Recruitment Coordinator resulted in disability considerations and prompts being embedded in each stage of the FedUni recruitment process.

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10. Contribute to a more socially inclusive workforce through an improved senior gender profile and through actions and practice that enable work/family balance, and gender equity.	a) Implement staff development opportunities for developing female leaders, within the context of plans for an overall leadership development focus at the Uni.	Programs offered which provide leadership development opportunities for female staff	Director, Human Resources	<p>During 2016, a mentoring program for women was offered. The program consisted of a training for mentors and information sessions for mentees followed by matching mentees and mentors. Mentors and mentees met on a regular basis.</p> <p>In addition, Human Resources also conducted a range of programs for leaders and managers within the University. Albeit that these programs were not specifically developed for female leaders, female leaders were encouraged to attend these programs.</p>
	b) For 2015/2016 become white ribbon workplace accredited including encouraging all male staff to complete online education on violence against women.	Accreditation received	Director, Human Resources Manager, E&EO Manager, Student Support	<p>Pilot programs in using a work-based approach to preventing violence against women and Domestic Violent Alert were trialed in 2016 among senior and general staff.</p> <p>A White Ribbon Operational Plan was completed in July 2016 and submitted with other accreditation documents. The plan outlines the University's next steps in the White Ribbon Accreditation process and actions for 2017.</p> <p>White Ribbon Accreditation has been extended to mid-2017 for final submission.</p> <p>Online training on Preventing Men's Violence Against Women has been developed and the Vice-Chancellor has asked all senior staff in the University to complete this by 17 March 2017. Of these senior staff 56% of those enrolled were male. Online White Ribbon Training will form part induction for all new staff in 2017.</p>

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11. Further refine and develop strategies and actions that enable equitable participation and attainment within the University.	a) Through data analysis, reflective practice, research and consultation, identify areas for further action to enable impact on participation and attainment within University programs and employment.	Additional strategies identified and implemented in the life of this plan.	Manager, E&EO Social Inclusion Committee	Additional strategies were implemented through the Disability Action Plan 2014-2016, FedPride strategy 2015-2016, and Reconciliation Action Plan 2015-2017. The University commenced participation in the SAGE Athena Swan project, with its focus on gender equality in STEMM.

Priority 3: Social Inclusion Culture

FedUni will create a culture of social inclusion by infusing equity and diversity values in all teaching and learning, research, workplace, service provision, commercial, partnership and community interactions.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress update end 2016
1. Develop positive relationships between Indigenous and non-Indigenous staff and students to build a supportive and informed social inclusion environment at the University.	a) Through the <i>Reconciliation Action Plan 2015-2017</i> undertake a range of actions including celebration of reconciliation dates of significance; presentation of annual Reconciliation Action Plan Award.	As monitored through the <i>Reconciliation Action Plan 2015-2017</i> .	Responsible Officers as designated through the <i>RAP</i>	A range of events and promotion took place to commemorate and celebrate significant dates including NAIDOC week and Reconciliation Week. This was given particular focus in 2016 with a cross-campus working party coordinating a range of events in Reconciliation Week in the Wimmera, Ballarat, and Churchill. The Reconciliation Action Plan Committee commenced planning for a 2017 lecture series.
	b) Develop a strategy to provide visible recognition of Indigenous people in University signage, in consultation with local communities.	Signage implemented	DVC, Student Support and Services	Wording developed and agreed with local communities for inclusion on University entry signage. Installation scheduled for 2017: <i>Welcome to Federation University x campus, on the land of the x people.</i>
2. Develop capacity within the University to enable the principles of equal opportunity and social inclusion to be infused in all University activities.	a) For 2015 /2016 – Investigate introducing Gender Bias training to all selection panel Chairs.	All selection panel Chairs to have participated in gender bias training.	Director, HR Manager, E&EO	During 2016, Human Resources focused on delivering behaviourally-based training for merit selection panel members. Although the focus of this training was not gender bias per se, the training focused on assessing applicants based on their capabilities. This training will again be offered during 2017.
	b) Provide equity, equal opportunity and diversity training and development opportunities for all staff.	All University continuing and fixed-term staff have undertaken Equity training with new staff then completing training as part of induction.	Manager, E&EO All senior managers	All continuing and fixed-term staff are required to complete the equity online training. As at the end of 2016, the overall completion rate was 88%, with reports to senior managers provided quarterly.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress update end 2016
	c) Through the <i>Reconciliation Action Plan 2015-2017</i> provide Aboriginal and Torres Strait Islander cultural awareness training to staff and students.	As monitored through the <i>Reconciliation Action Plan 2015-2017</i>	Responsible Officers as designated through the <i>RAP</i>	Face-to-face cultural awareness training sessions were delivered in Ballarat and Gippsland throughout 2015 and 2016. As at 1 December 2016, 346 staff had attended the training.
	d) Further develop the workplace and study environment to be one that is free from unlawful discrimination and harassment and that responds promptly to any concerns, through review and promulgation of relevant policies and procedures.	FedUni equal opportunity, discrimination and harassment policies and procedures reviewed and promulgated in 2015.	Manager, E&EO	The Equal Opportunity and Valuing Diversity Policy, and the Discriminatory and Sexual Harassment Complaint Procedure were reviewed, and updated in 2015. The Breastfeeding of Infants Policy and Children in University Activities Policy and Procedure were reviewed, and updated in 2016. A new Workplace Adjustments for Staff with Disability Procedure was developed in 2016.
	e) Review University templates, forms and relevant documents to ensure gender neutrality and to be inclusive of diverse gender identities.	Forms and templates updated.	Manager, E&EO Director, Human Resources Registrar	All forms in Human Resources that require identification of gender now include a third option of 'other'. This has also been implemented in the Registrar's Directorate in enrolment and related forms. Work is on-going in ad hoc forms throughout the University. Work has progressed and is on-going in implementing gender neutrality in University documents eg the Collective Agreement and Policies and Procedures.
	f) Develop and implement a PRIDE strategy to foster an equitable educational and work environment of LGBTIQ students and staff.	PRIDE strategy developed and implementation commenced.	Manager, E&EO Manager, Student Engagement	The FedPride Strategy was launched in 2015 by the Chancellor, Paul Hemming, and Ro Allen, Victoria's first Gender and Sexuality Commissioner (in Ballarat) and Associate Dean Barbie Panther (in Gippsland)

Objectives	Actions	Performance Indicators	Responsible Officers	Progress update end 2016
3. Ensure physical and virtual infrastructure and service provisions meet equity, diversity and social inclusion needs as defined in FedUni policies and action plans.	a) Undertake consultation/survey within the University community to identify areas of concern/areas for improvement and initiate actions as relevant.	Consultation/survey undertaken, analysed, and recommendations made and initiated where relevant.	Manager, E&EO	Undertaken through a range of means including the development and implementation of the Disability Action Plan and the FedPride Strategy; through consultations and actions with members of the Rainbow Collective (eg re the establishment of Q-Space); through the membership of the Social Inclusion Committee, the Reconciliation Action Plan Committee and the SAGE Athena Swan Committee; through input into a range of policies and procedures.
4. Further refine and develop strategies and actions that promote a culture of social inclusion at FedUni.	a) Through FedUni's <i>Disability Action Plan</i> implement a range of actions including a focus on building and event guidelines; access maps; website accessibility; improved communication.	As monitored through the <i>Disability Action Plan</i> .	Manager, E&EO	Achievements in the final report of the Disability Action Plan 2014-2016 included: <ul style="list-style-type: none"> • Mobility access maps have been developed for Mt Helen, Gippsland, SMB, Camp Street and Horsham campuses. These maps have now become part of the official University maps. This is a significant development for the University • Web publisher training has been expanded to include a web accessibility module and members of the Web Team attended training delivered by Vision Australia. • A comprehensive online guide and checklist for accessible events has been developed, published and embedded in the CRM Events approval process.
5. Through this <i>Social Inclusion Plan</i> and the <i>Social Inclusion Committee</i> , give visibility and strength to the University's social inclusion goals and actions.	a) Through data analysis, reflective practice, research and consultation, identify areas for further action to enable a positive impact on FedUni's culture.	Additional strategies identified and implemented in the life of this plan.	Manager, E&EO Social Inclusion Committee	Additional strategies included: Involvement in the Australia-wide Universities Australia 'Respect Now Always' campaign; agreement to propose to the Vice-Chancellor a new <i>VC award for Diversity</i> ; participation in the SAGE Athena Swan project; allocation of a space at Mt Helen – Q-Space for the Rainbow Collective.
	b) Widely promote the <i>Social Inclusion Plan</i> and its progress and invite input to Plan reviews.	Increased action, engagement and awareness within FedUni in relation to Social Inclusion.	Social Inclusion Committee	The update and highlights of the Social Inclusion Plan when last reviewed, and the new actions under this Plan, were widely promulgated during 2015.