



University of Ballarat

Social Inclusion Plan

2013–2014

Caution: This printed version reflects the Plan as at its approval in May 2013. This Plan will be updated through its life. The current version of this Plan is available at www.ballarat.edu.au/equity – Social Inclusion Committee.

CRICOS Provider No. 00103D

University of Ballarat
Learn to succeed



Statement of Purpose

This *Social Inclusion Plan* aims to assist the University of Ballarat to further fulfil its commitment to equity and social justice as expressed in the *University of Ballarat 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, *University of Ballarat 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 UB programs and plans — representative examples include the University’s *Reconciliation Action Plan*; *International Plan*; *Learning and Teaching Plan*; and *Disability Action Plan* — and identifies priorities, objectives, actions and indicators seeking common cause in purposeful student and staff activity.

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

As an overarching plan for the University, the *Social Inclusion Plan 2013-2014* establishes objectives and actions, and provides a coordinated framework for on-going improvement, with respect to equity, diversity and social inclusion in all aspects of University operations.²

1. *University of Ballarat Act 2010*

2. *UB Social Inclusion Committee, Terms of Reference*

The Social Inclusion Plan 2013-2014 identifies three priority areas:

Priority 1: Aspiration and Access

UB 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

UB 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 Culture

UB 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

UB 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
1. Build aspiration for further education in regional/low SES schools.	Provide early intervention (Yrs 5/6; 8/9), secondary (Yrs 8/9; 10/11) and community collaboration outreach programs in central and western Victoria.	UB Regional Schools Outreach Program visited 39 low SES partner schools and 8 severely disadvantaged partner schools in 2013 and 2014. UB School of Education and Arts program implemented in low SES secondary schools and communities in Ballarat and Horsham in 2013/2014.	Manager, E&EO Manager, RSOP Dean, SEA Professor of Education, SEA
	Participate in Victoria-wide LEAP (Learn Experience Access Professions) outreach program.	Active engagement in activities and project teams, in delivering LEAP across Victoria in 2013 and 2014.	DVC SP
2. Build Aboriginal and Torres Strait Islander aspiration for further education in secondary schools in central and western Victoria.	Launch the AIME program in Ballarat schools (Yrs 9 to 12) with possible expansion to schools near Horsham.	AIME delivered to 50 students annually in 2013/2014	Manager, AEC
	Through the <i>Reconciliation Action Plan 2012-2014</i> , develop a Pathways Project; and administer Yrs 10-12 scholarships.	As monitored through the <i>Reconciliation Action Plan 2012-2014</i>	Responsible Officers as designated through the <i>RAP</i>
3. Provide pathways, and open access, to UB transitional, vocational and academic education programs.	Implement an open access admissions process to UB transitional, TAFE and higher education programs through UB Schools and the UB College.	Open access admission to UB programs progressively implemented with no eligible student refused a place in an eligible program.	DVC SP Deans Director, UB College
	Design and implement cross-sectoral pathways to increase number of low SES students articulating from VET to HE.	Increased number and percentage of low SES enrolments in HE.	DVC SP Deans
	Through the <i>UB Learning and Teaching Plan 2012-2014</i> implement an Indigenous Entry Program.	As monitored through the <i>UB Learning and Teaching Plan 2012-2014</i> .	Responsible Officers as designated through the <i>L&TP</i>
4. Provide access and opportunity for youth who experience various disadvantages.	Create and tailor programs that build confidence and skills, and pathways to tertiary education.	Evidence of pathway progressions.	Director, UB College
5. Provide access to communities traditionally disengaged from Higher Education.	Develop collaborative community-based models of delivery eg in school-based locations, starting with the BA at Phoenix College, Ballarat.	Evidence of enrolment and progression.	DVC SP Deans Director UB College
6. Increase access to UB employment opportunities for Aboriginal and Torres Strait Islander people.	Through the <i>Reconciliation Action Plan 2012-2014</i> , improve employment opportunities.	As monitored through the <i>Reconciliation Action Plan 2012-2014</i> .	Responsible Officers as designated through the <i>RAP</i>
7. Further refine and develop strategies and actions that enable more equitable representation within UB of the communities it serves.	Through data analysis, reflective practice, research and consultation, identify areas for further action to enable impact on aspiration-raising and access to UB programs and employment within UB, eg relating to women in non-traditional areas, people with a disability, migrants, refugees etc.	Additional strategies identified and implemented in the life of this plan.	Manager E&EO Social Inclusion Committee

Priority 2: Participation and Attainment

UB 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
1. Provide teaching excellence and high quality academic support that is socially inclusive and which facilitates participation, retention and attainment.	Improve the preparation, transition and retention of students including targeted entry and support programs for targeted groups as per the <i>UB Learning and Teaching Plan 2012-2014</i> .	Pathway, preparation, transition and retention programs for regional and remote, low SES and Indigenous students implemented in 2013 and 2014 and monitored through the <i>UB Learning and Teaching Plan 2012-2014</i> . 2013 UB Charter KPIs met: > 75% regional/remote students; > 30% low SES students; > 1% Indigenous students; > 75% VET and HE students, including those from disadvantaged backgrounds, satisfied with UB experience.	Responsible Officers as designated through the <i>L&TP</i>
	Provide peer learning support for first year students as per the <i>UB Learning and Teaching Plan 2012-2014</i> .	As monitored through the <i>UB Learning and Teaching Plan 2012-2014</i> .	Responsible Officers as designated through the <i>L&TP</i>
	Further implement collaboration between UB College and UB Schools to provide integrated academic support to students, irrespective of location.	Improved retention rates.	Deans Director, UB College
2. Increase Aboriginal and Torres Strait Islander students' participation and retention at UB.	Monitor Indigenous students and provide relevant support as per the <i>Reconciliation Action Plan 2012-2014</i> and provide peer learning support for Indigenous students as per the <i>UB Learning and Teaching Plan 2012-2014</i> .	As monitored through the <i>Reconciliation Action Plan 2012-2014</i> and the <i>UB Learning and Teaching Plan 2012-2014</i> .	Responsible Officers as designated through the <i>RAP</i> and the <i>L&TP</i>
3. Enhance student retention through provision of financial assistance.	Implement and review UB's Equity Scholarship program.	Financial support is well targeted and impacts on student retention.	Director Student Connect
4. Provide leadership development and mentoring for low SES students.	Leadership program implemented with strategies developed to develop leadership capacity and enhance engagement at UB 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
5. Develop and integrate internationalisation in UB education, strategies, organisation, diversity, culture and governance.	Develop a <i>UB Internationalisation Implementation Plan</i> as per the <i>UB International Plan 2012-2014</i> .	<i>UB Internationalisation Implementation Plan</i> developed by 2013.	Responsible Officers as designated through the <i>IP</i>
	Embed contextualized learning, teaching and research in UB program development and delivery.	Implementation and progress as monitored through the <i>UB International Plan 2012-2014</i> .	Responsible Officers as designated through the <i>IP</i>
	Develop and expand existing support programs and services for international students.	Support programs and services for international students developed and expanded as per <i>UB International Plan 2012-2014</i> .	Responsible Officers as designated through the <i>IP</i>
6. 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.	Develop a comprehensive <i>Disability Action Plan</i> that encompasses all UB students and staff.	<i>Disability Action Plan</i> developed and in implementation early 2013.	Manager, E&EO



Priority 2: Participation and Attainment (continued)

Objectives	Actions	Performance Indicators	Responsible Officers
7. Contribute to a more socially inclusive workforce through an improved senior gender profile and through actions and practice which enable work/family balance and gender equity.	Review academic promotions processes to better articulate and consider achievement against opportunity.	Promotion processes reviewed for 2013 round.	DVC SP Manager E&EO Director HR
	Implement staff development opportunities for developing female leaders, within the context of plans for an overall leadership development focus at UB.	Leadership program developed and implemented.	Director HR Director CLIPP Manager E&EO
	Further investigate entitlements and practice relating to work/family balance and implement improvement strategies where relevant.	Improvements in entitlements and practice identified and actions developed.	Director HR Manager E&EO
	Through reporting mechanisms to the Gender Equality Agency, and other data analysis, identify areas for improvement in relation to workforce gender equity.	Improvements in practice identified and developed.	Director HR Manager E&EO
8. Further refine and develop strategies and actions that enable equitable participation and attainment within UB.	Through data analysis, reflective practice, research and consultation, identify areas for further action to enable impact on participation and attainment within UB programs and employment.	Additional strategies identified and implemented in the life of this plan.	Manager E&EO Social Inclusion Committee

Priority 3: Social Inclusion Culture

UB 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
1. Develop positive relationships between Indigenous and non-Indigenous staff and students to build a supportive and informed social inclusion environment at UB.	Build respect for Aboriginal culture, history and achievements through actions as outlined in the <i>Reconciliation Action Plan 2012-2014</i> .	As monitored through the <i>Reconciliation Action Plan 2012-2014</i> .	Responsible Officers as designated through the <i>RAP</i>
2. Develop capacity within UB to enable the principles of equal opportunity and social inclusion to be infused in all University activities.	Provide recruitment and merit selection training that explicitly encompasses equal opportunity principles.	All selection panel Chairs trained and increasing number of panel members trained.	Director HR
	Provide equity, equal opportunity and diversity training and development opportunities for all staff, with particular attention given to training for casuals and sessional.	All UB continuing and fixed-term staff have undertaken Equity training by mid-2013 with new staff then completing training as part of induction. Mechanism introduced to provide development for casuals and sessional staff.	Manager E&EO All UB senior managers Manager E&EO
	As outlined in the <i>Reconciliation Action Plan 2012-2014</i> provide Aboriginal cultural awareness training to UB staff and students.	As monitored through the <i>Reconciliation Action Plan 2012-2014</i>	Responsible Officers as designated through the <i>RAP</i>
	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.	UB equal opportunity, discrimination and harassment policies and procedures reviewed and promulgated in 2013.	Manager E&EO
	Develop and implement actions which provide support to gay, lesbian, bisexual, transsexual and intersex students and staff and which give visibility to UB being a supportive environment.	Support network established and visibility established on UB campuses and in communication mechanisms with the broader community.	Manager, E&EO Director Student Connect
	Undertake consultation/survey within the UB 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
	3. Ensure physical and virtual infrastructure and service provisions meet equity, diversity and social inclusion needs as defined in UB policies and action plans.	Through the development of UB's <i>Disability Action Plan</i> , ensure physical and virtual and service provision needs of students and staff with disabilities are accommodated on a systemic basis.	As monitored through the <i>Disability Action Plan</i> .
4. Further refine and develop strategies and actions that promote a culture of social inclusion at UB.	Through data analysis, reflective practice, research and consultation, identify areas for further action to enable a positive impact on UB's culture.	Additional strategies identified and implemented in the life of this plan.	Manager E&EO Social Inclusion Committee
5. Through this Social Inclusion Plan and the Social Inclusion Committee, give visibility and strength to the University's social inclusion goals and actions.	Widely promote the <i>Social Inclusion Plan</i> and its progress and review the work, Terms of Reference and membership of the Social Inclusion Committee at end 2013.	Increased action, engagement and awareness within UB in relation to Social Inclusion.	Social Inclusion Committee



University of Ballarat

Social Inclusion Plan

2013–2014

May 2013
www.ballarat.edu.au/equity

CRICOS Provider No. 00103D

University of Ballarat
Learn to succeed

