

Social Inclusion Plan 2014-2015 and 2015-2016

The Social Inclusion Committee has recently reviewed progress of the University's Social Inclusion Plan 2014-2015 and approved an updated version for the Plan for 2015-2016.

The Plan aims to assist FedUni to further fulfil its commitment to equity and social justice and provides a coordinated framework for on-going improvement, with respect to equity, diversity and social inclusion in all aspects of University operations.

Both versions of the Plan are available at www.federation.edu.au/equity (Social Inclusion Plan)

Below are some of the highlights and achievements from the May 2015 progress update and new actions for 2015-2016:

May 2015 Progress Update - Highlights

2015-2016 New Actions - Highlights

Priority 1: Aspiration and Access

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| <ul style="list-style-type: none"> • FedUni Schools Outreach, in 2014, delivered activities to approx. 8,000 primary and secondary school students throughout Western Victoria and Gippsland. • FedUni as lead University in 4th LEAP 'profession' – Science engaged with over 1,000 students from low SES communities across Victoria during 2014. • The Australian Indigenous Mentoring Experience (AIME) in its third year of operation at FedUni recorded the strongest progression rates in the country. • Open access admission to FedUni was fully implemented and is now in place on an on-going basis. • FAST was revised and includes the ability to gain a degree course credit. • The BA@Community program expanded to more Victorian sites, with over 60 2015 enrolments. | <ul style="list-style-type: none"> • Through the <i>Reconciliation Action Plan 2015-2017</i> develop and implement an Aboriginal and Torres Strait Islander Student Entry Program • Development of FAST online curriculum (incorporating BOLD principles and pedagogies in conjunction with CLIPP). • 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. |
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May 2015 Progress Update - Highlights

Priority 2: Participation and Attainment

- The PENA test was expanded to students in Business, Education and Arts, Science and Health.
- Equity (Low SES) scholarships have been amalgamated into one product – KickStart bursaries, with grant offerings extended to include computers, internet, and specialist equipment as well as textbook and placement grants.
- An international white paper and associated strategic documents were completed in 2014 and updated later in the year, with a focus on a more enhanced model of student inclusion and delivery.
- FedUni's Disability Action Plan was approved in August 2014 and lodged with the Australian Human Rights Commission.

2015-2016 New Actions - Highlights

- Incorporate better social inclusion, disability access, LGBTIQ participation and Indigenous student engagement in Student Engagement Strategy/Plan for 2016.
- 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.
- Through FedUni's *Disability Action Plan* implement a range of actions including a focus on Learning Access Plans; staff adjustment funding; partner provider processes.
- For 2015/2016 become white ribbon workplace accredited including encouraging all male staff to complete online education on violence against women.

Priority 3: Social Inclusion Culture

- Clear protocols for both *Welcome to Country* and *Acknowledgement of Country* have been developed and placed on both the Indigenous Matters and Aboriginal Education Centre websites.
 - GLBTIQ key dates were celebrated in 2014/15 and FedUni participated in the AWEI benchmark survey for the first time (to inform the development of FedUni's Pride Strategy).
 - Develop a strategy to provide visible recognition of Indigenous people in University signage, in consultation with local communities.
 - For 2015 /2016 – Investigate introducing Gender Bias training to all selection panel Chairs.
 - Through the *Reconciliation Action Plan 2015-2017* provide Aboriginal and Torres Strait Islander cultural awareness training to staff and students.
 - Review University templates, forms and relevant documents to ensure gender neutrality and to be inclusive of diverse gender identities.
 - Develop and implement a PRIDE strategy to foster an equitable educational and work environment of LGBTIQ students and staff.
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