

Federation University Australia

Social Inclusion Plan



This printed version reflects the Plan as at its last update on 24 April 2014. This Plan will be updated through its life.
The current version of this Plan is available at www.federation.edu.au/equity - Social Inclusion Committee.

2014–2015

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*;
- *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 2014–2015* 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. *Federation University Australia Act 2010*

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



The Social Inclusion Plan 2013–2014 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 at 24/04/2014
1. Build aspiration for further education in regional/low SES schools.	a) Provide early intervention (Years 5/6), secondary (Year 8/9; 10/11) and community collaboration outreach programs in central and western Victoria and in Gippsland.	The University Regional Schools Outreach Program worked with 41 low SES partner schools and 8 severely disadvantaged partner schools in 2013 and 2014.	Manager, E&EO Manager, RSOP	RSOP successfully delivered with Years 10/11 program delivered in 49 schools and additional Years 5/6, 8/9 delivered in 8 Partnership schools. New Year 12 program piloted in 20 schools. Long-term evaluation was finalised in April 2014 as well as annual 2013 program evaluation being finalised.
		The University School of Education and Arts program implemented in low SES secondary schools and communities in Ballarat and Horsham in 2013/2014.	Executive Dean, SEA Prof of Education, SEA	A wide range of program activities were carried out in Ballarat and Horsham in 2013, with more significant engagement in Horsham undertaken. 2014 will focus on mainstreaming project activities within the Faculty. The work of the HERAP Community program with Indigenous students was recognized by nomination for a VAEAI Wurreker Award.
		The University's Access FedUni worked with 16 low SES partner schools in 2014.	Manager, E&EO Manager, Access FedUni	Schools Access Monash re-badged Access FedUni and program activities planned for delivery in Gippsland for 2014.
	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 2013 and 2014.	DVC Academic	FedUni is lead university in 4 th LEAP 'profession' – Science, being led from School of Applied Sciences and Engineering. Activity began late 2013.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at 24/04/2014
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	In 2014, 14 projects were awarded HEPPP Participation funding. Each of these projects will continue to support a diverse range of activities, providing opportunities for low SES students to access and participate in programs that provide: <ul style="list-style-type: none"> • Support for student transition and access • Mentoring, peer support, tutoring and leadership programs • Access to a range of scholarships and bursaries
3. Build Aboriginal and Torres Strait Islander aspiration for further education in secondary schools in central and western Victoria.	b) 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 / 2015	Manager, AEC	This program will now be rolled out in Gippsland in 2014 as well as maintaining its Ballarat program. AIME have a full-time staff member working solely on the FedUni/AIME program and are on campus 2 days per week.
	c) 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 RAP	The RAP is in its review process. A new FedUni RAP will be established and rolled out in 2015. These scholarships have not been handed out.
4. Provide pathways, and open access, to FedUni transitional, vocational and academic education programs.	a) Implement an open access admissions process to FedUni transitional, TAFE and higher education programs through the University's faculties and Federation College.	Open access admission to FedUni programs progressively implemented with no eligible student refused a place in an eligible program.	DVC Academic Executive Deans Director, Federation College	All direct applicants were made an offer in 2013 and 2014. Discussions are being held in connection to 2015 intake of VTAC applicants. No connection at this stage to make alternative offers to VTAC applicants who missed an offer.
	b) 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 Academic Executive Deans	Have commenced a 2014/2015 project under Regional Partnerships Facilitation Fund (RPF) which includes systematic mapping and enhancing VET pathways into HE.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at 24/04/2014
	c) Through the University's <i>Learning and Teaching Plan 2014</i> implement an Indigenous Entry Program.	As monitored through the University's <i>Learning and Teaching Plan 2014</i>	Responsible Officers as designated through the L&TP	Progress to be reported in line with L&TP reporting cycle.
	d) Review the FAST program to incorporate the latest best practice teaching and learning practices from the HE transition and enabling communities.	An Embedded Academic Transition (EAT) course is included in the FAST program to enable students to commence HE with credit for one first year course.	Director, Federation College	The structure of FAST and the course content is in the process of being rejuvenated for implementation in Sem 2, 2014. This is intended to make the program more engaging to address transition issues and students graduating from the FAST program will be better equipped to pursue further tertiary study. These changes are intended to bring the program outcomes into line with those of other enabling programs in the HE sector. One of the Embedded Academic Transition (EAT) courses is now included in the program, providing students with the opportunity to complete a preparatory program with a degree program credit. Students will be able to undertake FAST part-time two days per week, which may assist students who have work, carer or other commitments.
5. Provide access and opportunity for youth who experience various disadvantages.	a) Create and tailor programs that build confidence and skills, and pathways to tertiary education.	Evidence of pathway progressions.	Director, Federation College	Federation College has developed pathway programs that when successfully completed, guarantee entry into an undergraduate program (may not be the program of choice eg Law). A range of new programs were developed: Kickstart for disengaged youth; Aspire – both operational. One senior VCAL student enrolled in FAST (1st one to pathway from VCAL to H Ed).

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at 24/04/2014
6. Provide access to communities traditionally disengaged from Higher Education.	a) 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 Academic Executive Deans Director, Federation College	BA@Phoenix commenced in 2013 and continues in 2014. The total number of students who have engaged with the program is in excess of 30. The cohorts are made up predominantly of current school leavers with some mature age students from Phoenix College or the local area. Discussions with a number of secondary schools in Ballarat will see an extended reach for the program beyond Phoenix College in 2015. FedUni competitive HEPPP funding has been allocated to develop a model similar to BA@Phoenix in Warragul. Warragul Regional College is the lead partner with six other private and publicly funded secondary schools and GippsTAFE engaging as partners. The model will be developed in 2014 for delivery commencing in 2015.
7. Increase access to FedUni employment opportunities for Aboriginal and Torres Strait Islander people.	a) 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 RAP	Current strategies underway to increase employment opportunities for A&TSI people are: <ul style="list-style-type: none"> • A 4 week paid work experience program. • Traineeships; one completed in 2013, one commenced in 2014 and in the process of engaging a further two. • Deadly Careers email and website. • Currently making changes to the <i>Aboriginal and Torres Strait Islander Employment Procedure</i> to improve employment opportunities, including process to target positions.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at 24/04/2014
<p>8. 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>Achieved through on-going additions to this Plan since launch eg new Objective 4 (d) in this priority area.</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 at 24/04/2014
1. Provide teaching excellence and high quality academic support that is socially inclusive and which facilitates participation, retention and attainment.	a) Provide ongoing peer learning support for first year students as per the University <i>Learning and Teaching Plan 2012-2014</i> .	As monitored through the University <i>Learning and Teaching Plan 2012-2014</i> .	Responsible Officers as designated through the L&TP	Progress to be reported in line with L&TP reporting cycle.
	b) Further implement collaboration between FedUni College, CLIPP and Faculties to provide integrated academic support to students, irrespective of location.	Improved retention rates.	Deans Director, Federation College Director, CLIPP	Academic support is well-integrated into VET Programs Some integration into HEd programs eg Pheonix and Maths to BEd students Embedded language support to be offered to all first year international students Explore what retention data should be analysed
2. Increase Aboriginal and Torres Strait Islander students' participation and retention at FedUni.	a) 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 University's <i>Learning and Teaching Plan 2012-2014</i> .	As monitored through the <i>Reconciliation Action Plan 2012-2014</i> and the University's <i>Learning and Teaching Plan 2012-2014</i> .	Responsible Officers as designated through the RAP and the L&TP	The Aboriginal Education Centre tracks students' progress to ensure they are engaging in support provided by the AEC (for example Indigenous Tutorial Assistance Scheme).
3. Enhance student retention through provision of financial assistance.	a) Implement and review University's Equity Scholarship program.	Financial support is well targeted and impacts on student retention.	Director, Student Connect	Have increased the amount of equity scholarships to students in 2013 and 2014. The book bursary scheme has continued in 2013 and 2014, assisting students to purchase text books during Oweek. In 2014 improved financial aid is being put in place – loans and emergency grants.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at 24/04/2014
4. Support student retention and success	a) Reinforce the learning and social support and assistance available to students by providing and promoting activities for students to engage in on and off campus.	Monitoring retention statistics for first year students.	Director, Student Connect Director, CLIPP	For 2014, statistics available at the end of Semester 1 will be reviewed.
5. Provide leadership development and mentoring for low SES students.	b) 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	89 students successfully completed the leadership program in 2013. 58% of respondents to the end of year survey indicated that they were in receipt of Centrelink benefits. The program part-funded 22 low SES students to attend leadership conferences across Australia in 2013. Program participants worked with 37 not-for-profit organisations to help increase community participation.
6. Develop and integrate internationalisation in University education, strategies, organisation, diversity, culture and governance.	a) Develop an Internationalisation Implementation Plan as per the University's <i>International Plan 2012-2014</i> .	Internationalisation Implementation Plan developed by 2013.	Responsible Officers as designated through the IP	International plan finalised 2103 and updated 2014. A more specific plan on internationalisation of curriculum and associated teaching strategies is in progress via a group formed under Academic Board (which has made sound progress).
	b) Embed contextualized learning, teaching and research in program development and delivery.	Implementation and progress as monitored through the University's <i>International Plan 2012-2014</i> .	Responsible Officers as designated through the IP	Significant work has been undertaken in terms of content and application (i.e. how concepts and theories can be contextualised in terms of international markets).
	c) Develop and expand existing support programs and services for international students.	Support programs and services for international students developed and expanded as per University's <i>International Plan 2012-2014</i> .	Responsible Officers as designated through the IP	Support programs and services in place in all major offshore and local partners.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at 24/04/2014
7. 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) Develop a comprehensive <i>Disability Action Plan</i> that encompasses all University students and staff.	<i>Disability Action Plan</i> developed and in implementation early 2014.	Manager, E&EO	Consultation with staff and students has taken place through 2013 to date. The Plan is in development.
8. 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) Review academic promotions processes to better articulate and consider achievement against opportunity.	Promotion processes reviewed for 2013 academic promotions round.	DVC Academic Manager, E&EO Director, HR	Achieved and implemented with a reported increase in the use of the process as compared with previous 'consideration of special circumstances' process.
	b) Implement staff development opportunities for developing female leaders, within the context of plans for an overall leadership development focus at the Uni.	Leadership program developed and implemented.	Director, HR Director, CLIPP Manager, E&EO	The Women in Leadership program ran April to July 2013. 83 Academic, TAFE and General staff participated in 5 full day workshops. Evaluation in progress.
	c) 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	Enterprise bargaining to replace the 2010-2012 UCA has been deferred and will recommence no later than 30 June 2014. Bargaining to date has included negotiations concerning improvements to various leave clauses, so some changes to entitlements may form part of the finalised proposed agreement that will be put to a staff vote in due course.
	d) 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	New WGEA requirements for 2014 reporting are being worked through, including a new requirement to undertake pay analysis.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at 24/04/2014
9. 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	Achieved through on-going additions to this Plan since launch eg new Objective 4 in this Priority area.

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 at 24/04/2014
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) 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>	The Aboriginal Education Centre is open to all students and staff, and encourages questions and involvement in Aboriginal and Torres Strait Islander cultures. Welcome to Country ceremonies, display of Aboriginal Cultural posters, website presence, AIME
2. Develop capacity within the University to enable the principles of equal opportunity and social inclusion to be infused in all University activities.	a) 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	Conducted 4 Recruitment & Merit Selection Training sessions in the past 12 months as per the Recruitment & Merit Selection Policy. The training includes EO principles. EO principles are also included in the training sessions for new casual & sessional staff of which 3 sessions were held in the last 12 months.
	b) Provide equity, equal opportunity and diversity training and development opportunities for all staff, with particular attention given to training for casuals and sessional.	All University 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 senior managers Manager, E&EO	At 7/3/14, 70% completion rate across FedUni including Gippsland staff. A total of 380 staff yet to complete. (Note: at 1/7/13, 80% completion rate across UB. A total of 205 staff yet to complete.) No progress
	c) As outlined in the <i>Reconciliation Action Plan 2012-2014</i> provide Aboriginal cultural awareness training to staff and students.	As monitored through the <i>Reconciliation Action Plan 2012-2014</i>	Responsible Officers as designated through the <i>RAP</i>	For staff, in 2013 HR went to tender for provision of training. Two courses were delivered as part of supplier assessment. This continues into 2014 with a third trial course scheduled for April.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at 24/04/2014
	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 2014.	Manager, E&EO	Not commenced
	e) Develop and implement actions which provide support to gay, lesbian, bisexual, transsexual and intersex students and staff and which give visibility to FedUni being a supportive environment.	Support network established and visibility established on University campuses and in communication mechanisms with the broader community.	Manager, E&EO Director, Student Connect	Student club established and supported through Student Connect – the Rainbow Connection LGBTI Safety and Support Showcase held 15/10/13
	f) 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	Not commenced
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) Through the development of FedUni'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 Disability Action Plan.	Manager, E&EO	Underway in DAP development
4. Further refine and develop strategies and actions that promote a culture of social inclusion at FedUni.	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	No additions to this priority area to date.

Objectives	Actions	Performance Indicators	Responsible Officers	Progress at 24/04/2014
<p>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.</p>	<p>a) 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.</p>	<p>Increased action, engagement and awareness within FedUni in relation to Social Inclusion.</p>	<p>Social Inclusion Committee</p>	<p>Terms of Reference reviewed at end 2013 with inclusion of student senate representative and 2 elected staff members.</p>