Building on the framework established in the University’s Growing Esteem 2010 strategy and the University Plan 2011-2014, the University has developed a Social Inclusion Plan that focuses on creating an inclusive environment for staff and students.

The Social Inclusion Plan places priority on facilitating diversity within the University community, celebrating existing diversity and addressing challenges associated with underrepresentation across students, staff and professions. The University is committed to working towards the goals detailed in the Social Inclusion Plan for 2011-2014, to:

- acknowledge the value of diversity within the University community;
- increase the proportion of students and staff from differing social and cultural contexts;
- offer outstanding learning and teaching experiences that enhance outcomes for students from diverse social and cultural contexts;
- enhance research and engagement contributions to national social inclusion challenges.

The University of Melbourne is in a rapidly changing higher education environment. In Australia, policy reforms to expand participation, improve equity and strengthen quality and standards are transforming the character of the tertiary sector. Internationally, the University is entering a period of extreme competition in which the future patterns of higher education delivery and participation are difficult to predict. The turbulence of the policy and operating context makes the pursuit of the University’s objectives a complex task, not least for the realisation of its social inclusion goals.

The University of Melbourne is a leading national and international university and its standing creates competition for access for high-achieving students and for the recruitment of outstanding staff. This situation contributes to a student and staff demography that is not fully representative of Australian society. The University seeks to address these challenges. The University also seeks to contribute to improvements in the equality of outcomes from schooling as the composition of the student body in higher education is influenced by the performance of the nation’s school systems.

The University is distinguished by its fine research performance, a distinctive curriculum and strong community partnerships and engagement. An emphasis for social inclusion for the University is the demographic character of student cohorts in graduate education and research training. National policy for equity in higher education is largely focused on undergraduate cohorts. The development of a policy framework for social inclusion in graduate education and research training needs to become a higher national priority.

The extent and success of the University’s social inclusion activities are significantly influenced by access to resources. The University welcomes policies for funding higher education that would increase the revenue available for creating positive social change.
The Melbourne Curriculum, has resulted in a substantial shift in the University’s student profile, such that by 2013 the undergraduate and graduate student population will become significantly closer in size.

Following the deregulation of the higher education sector, the general trend in Australia has been that universities are growing in size. In contrast, the University will seek to marginally reduce the size of the student cohort. Up until 2015 the University’s aims to match its 2010 student population of around 35,000 equivalent full time students.

Melbourne’s equity strategies have two distinct foci:
- undergraduate access, participation and outcomes, and
- graduate access, participation and outcomes, in particular ensuring equitable access to the high-level professional and research education that leads to professional careers and intellectual and community leadership roles.

Our intention is that the student profile should reflect a cosmopolitan balance of cultures, with access based on the principles of excellence, diversity and equity.

### UNDERGRADUATE STUDENTS

The University consistently achieves some of the highest retention, progression and success rates in Australia, and from 2009 to 2010 has seen an increase in participation and access levels across all equity groups.

The University seeks to continue to increase the proportion of students from low socioeconomic status backgrounds, Indigenous students, students with a disability and other disadvantaged students admitted to undergraduate courses while maintaining national leadership in undergraduate retention, progression and success rates.

The University’s work towards this goal will be supported by the comprehensive review of undergraduate selection criteria and admissions practices that is currently being conducted. Its objective is that access for students of the highest potential from a wider range of backgrounds will be improved.

### STUDENT PROFILE

The Social Inclusion Barometer is an attempt to depict the University’s progress towards our staff and student equity objectives.

<table>
<thead>
<tr>
<th>Student Enrolment (EFTSL) 2011</th>
<th>Undergraduate</th>
<th>Graduate Coursework</th>
<th>Research Higher Degree</th>
<th>Other postgraduate</th>
<th>Total</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP</td>
<td>17,073</td>
<td>3,556</td>
<td>2,350</td>
<td>117</td>
<td>23,097</td>
<td>63%</td>
</tr>
<tr>
<td>Domestic Fee</td>
<td>416</td>
<td>2,064</td>
<td>1</td>
<td>1,112</td>
<td>3,594</td>
<td>10%</td>
</tr>
<tr>
<td>International Fee</td>
<td>6,512</td>
<td>2,743</td>
<td>760</td>
<td>144</td>
<td>10,159</td>
<td>28%</td>
</tr>
<tr>
<td>Total</td>
<td>24,002</td>
<td>8,364</td>
<td>3,111</td>
<td>1,373</td>
<td>36,850</td>
<td></td>
</tr>
<tr>
<td>% of Total</td>
<td>65%</td>
<td>23%</td>
<td>8%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Low SES students

As part of a national equity agenda, the Australian Government is providing financial assistance to universities to increase participation levels of low socioeconomic status undergraduate students.

The University has similar participation rates for low SES students as other Group of Eight universities but has lower rates than the Victorian and national average. Measures that consider a students’ performance such as retention and success rates, however, show that the University performs exceptionally.

The University is working towards improving the levels of access of undergraduate low SES students, by:

- increasing the participation of low SES undergraduate students to 10.32% by 2015;
- achieving on average an annual increase of 10% in low SES commencements and completions in each New Generation undergraduate degree;
- hence, achieving at least a 50% increase over 2009 baseline by 2015;
- maintaining the current Success Ratio of students from low SES backgrounds (5 year average 2004-2008 = 0.984).

Upon graduation, low SES students at the University of Melbourne are not only likely to find full time employment if available for full-time work, but a growing and significant number are likely to progress to further study.

Graduate destinations for undergraduate low SES students*

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Melbourne</th>
<th>G08 mean</th>
<th>Victorian universities’ mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>36.1%</td>
<td>24.8%</td>
<td>21.8%</td>
</tr>
<tr>
<td>2010</td>
<td>30.2%</td>
<td>23.9%</td>
<td>19.2%</td>
</tr>
</tbody>
</table>

Note: Success rates provided by DIISRTE include all levels of students. The success rate measures the academic performance of a student by comparing subjects passed to the number of subjects attempted for an equivalent full-time student. This information is provided by DIISRE, and has not been delineated into separate study levels.

Upon graduation, low SES students at the University of Melbourne are not only likely to find full time employment if available for full-time work, but a growing and significant number are likely to progress to further study.
From 2005-2010 the University has achieved Indigenous student retention and success rates that are above the Victorian and national average.

Indigenous Australian students

The University of Melbourne is committed to advancing Indigenous education outcomes and has developed a Reconciliation Action Plan as a framework for action.

The University seeks to enrol Indigenous students in proportion to their representation in the population. The Indigenous population parity rate for Australia is 2.2%. In 2011, there were 112 undergraduate Indigenous students studying at the University of Melbourne.

The University’s goals for Indigenous student access and participation are expressed in the Reconciliation Action Plan, the development and implementation of which is being overseen by the Director of the Murrup Barak Melbourne Institute for Indigenous Development.

To increase the representation of Indigenous Australian students, the University is implementing a number of key actions, which include:

- collaborating with community partners in the Goulburn Valley to establish the Kaiela Institute;
- reviewing and developing the “Extended BA Program” model for other New Generation Degrees;
- establishing targets for Aboriginal and Torres Strait Islander students in New Generation Degrees;
- enhancing recruitment opportunities for Aboriginal and Torres Strait Islander students in graduate professional degrees;
- supporting RHD students in Indigenous Studies;
- increasing total Indigenous student numbers over the 2011 baseline of 195 by 2015.

Lin Martin Melbourne Global Scholarship Program

The Lin Martin Melbourne Global Scholarship Program offers a travelling scholarship for undergraduate students who have experienced social, educational or financial disadvantage. The program aims to alleviate the financial barriers associated with study abroad for students, and provide equitable access to exchange for:

- Indigenous Australians;
- students with a disability;
- students from under represented schools;
- students from rural or isolated areas;
- students who are the first in family to access higher education;
- students with disadvantaged financial backgrounds.

Meet some of the 2011 recipients:

"I am a 20-year-old Aboriginal girl from Broome and my family belong to the Gija tribe from Halls Creek. I am the first one in my family to attend University and the first one to go overseas."

Abby-Rose Cox, Bachelor of Arts (Extended), currently undertaking an exchange at the University of British Columbia, Canada.

"It was a great relief financially and made me realise that there are just as many opportunities for country students as there are for city students; you just have to look for them"

Rachael Vorwerk, Bachelor of Science/ Diploma of Languages (Italian), completed an intensive Italian subject ‘Contemporary Study Abroad’ in Prato, Italy.
Students with a disability

The University of Melbourne has a proud history of supporting students experiencing disability to take advantage of the benefits of higher education. The University was the first organisation in the country to lodge a Disability Action Plan with the then Human Rights and Equal Opportunity Commission, and is responsible for many innovations in service delivery.

Over the last five years there has been a sustained increase in enrolments of students with a disability, equating to a yearly increase of over 250 students from 2005. Retention and success rates are consistently well above the national average and comparable to those of the Group of Eight and Victorian universities. It is the University’s aim to maintain its consistent success ratio of 0.955 (average 2004-2010).

Graduate destinations for students with a disability show lower rates of students in full-time employment than for other universities, but a higher proportion of students are studying full-time.

Mental health

According to the ABS National Survey of Mental Health and Wellbeing, the 18-24 year age bracket has the highest prevalence of mental health problems, a finding of particular importance to the University in view of the composition of its student body.

The University is addressing this issue in a number of ways, including through the implementation of the Mental Health Strategy. In addition, the University has committed to increasing the number of staff who have participated in Mental Health Training, with a target of over 10% by 2015. Over 2010 and 2011, 231 University of Melbourne staff members took part in some form of Mental Health Training.
The University is developing a model for providing regional students with alternative pathways.

**Regional students**

Students from regional and remote areas negotiate a range of complex issues in order to participate in higher education, such as living and relocation costs, study expenses and securing employment.

The University operates in both regional and urban areas, providing access to students through both its main campus in Parkville, and via smaller campuses in Burnley, Creswick, Dookie, Shepparton and Werribee. Regional students’ participation rates reflect the primarily urban location of the University.

The University is responsive to the challenges facing regional and remote students in participating in higher education through offering a number of programs and financial assistance that support tertiary study. In particular, the University is developing a model for providing regional students with alternative pathways into higher education in partnership with Goulburn Ovens Institute of TAFE and Wodonga Institute of TAFE with the aim of increasing regional participation in higher education and in turn supporting regional employment and economic development.

### Graduate destinations for undergraduate regional students

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Melbourne</th>
<th>G08 mean</th>
<th>Victorian universities’ mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>82.0%</td>
<td>85.9%</td>
<td>80.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Melbourne</th>
<th>G08 mean</th>
<th>Victorian universities’ mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>82.5%</td>
<td>82.5%</td>
<td>81.8%</td>
</tr>
</tbody>
</table>

* % based on those available for full-time work
^% based on all survey respondents

### Participation share of undergraduate regional students

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Melbourne</th>
<th>G08 mean</th>
<th>Victorian universities’ mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>12.2%</td>
<td>11.3%</td>
<td>19.2%</td>
</tr>
<tr>
<td>2009</td>
<td>12.1%</td>
<td>10.9%</td>
<td>19.0%</td>
</tr>
</tbody>
</table>

Note: Success rates provided by DIISRTE include all levels of students.
Students with a non-English speaking background

The University provides a wide range of programs and services to both local and international students from a non-English speaking background in order to:

- maximise independent learning abilities;
- further develop academic skills;
- enhance language proficiency, and
- develop key graduate attributes.

In 2011, 833 students were tested for tertiary academic language skills, with referrals to language enrichment support for approximately 9% of those tested.

The University’s proportion of non-English speaking background students is comparable with the Group of Eight and Victorian universities. Notably, University of Melbourne students are more likely to be successful and progress to further study.

Though many students are taking advantage of the English language and academic skills enrichment opportunities available at the University, the post-entry English language testing policy will continue to be reviewed and updated. By 2015, the University aims to achieve a 75% compliance rate with the Diagnostic English Language Assessment (DELA).
International students

The University offers an outstanding educational experience to students from around the globe recruited on the principles of excellence, diversity and equity.

The International Student Barometer is a benchmark survey on the expectations and experiences of international students pursuing higher education in Australia. Since 2009, the University has increased student satisfaction levels in all four areas monitored: arrival, living, learning and support.
In 2011, 56% of students at the university were female, 44% were male.

Gender
The University of Melbourne aims to provide equitable gender access to education regardless of area of study, and is consistently achieving participation rates in excess of the Victorian and Group of Eight average for women in non-traditional areas.

In line with the general trend in Australian higher education, the female participation rate is higher than the male participation rate. Gender imbalances are more apparent on a discipline basis with females more likely to study Bachelor of Arts, Music, or Biomedicine. Other New Generation degrees have a fairly even gender balance.

Graduation destination data shows that there is little difference between male and female outcomes when studying at the University, which is in line with results from both the Group of Eight and Victorian universities.

<table>
<thead>
<tr>
<th>New Generation Degree</th>
<th>Gender Balance 2011*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>68% Female</td>
</tr>
<tr>
<td>Bachelor of Biomedicine</td>
<td>41% Female</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>51% Female</td>
</tr>
<tr>
<td>Bachelor of Environments</td>
<td>49% Female</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>62% Female</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>48% Female</td>
</tr>
</tbody>
</table>

*domestic and international students

Participation share of undergraduate women in non-traditional areas

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Melbourne</th>
<th>G08 mean</th>
<th>Victorian universities’ mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>24.2%</td>
<td>21.0%</td>
<td>19.2%</td>
</tr>
<tr>
<td>2009</td>
<td>23.8%</td>
<td>20.9%</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

Graduate destinations for undergraduate students by gender, 2011

<table>
<thead>
<tr>
<th>University of Melbourne</th>
<th>Working full-time*</th>
<th>Studying full-time^</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>75.2%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Male</td>
<td>77.2%</td>
<td>36.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G08</th>
<th>Working full-time*</th>
<th>Studying full-time^</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>79.3%</td>
<td>28.4%</td>
</tr>
<tr>
<td>Male</td>
<td>79.5%</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Victorian Universities</th>
<th>Working full-time*</th>
<th>Studying full-time^</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>77.5%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Male</td>
<td>73.4%</td>
<td>23.6%</td>
</tr>
</tbody>
</table>

* % based on those available for full-time work
^% based on all survey respondents
GRADUATE STUDENTS

By 2013, graduate students will represent close to 50% of the University’s student population as a result of the implementation of the Melbourne curriculum.

Most of the growth will occur in graduate coursework programs. This increase poses unique opportunities and challenges for the University, which recognises that equitable access to higher education should be possible at every level of study.

The University seeks to foster the composition of student cohorts in its graduate schools and subsequent representation in the professions that reflect the demography of the wider community, particularly through increasing participation of students from low socioeconomic status background. As such, the University will continue to refine the Graduate Access program as a mechanism for widening participation in graduate coursework degree programs while also developing new mechanisms for increased access.

Within the Research Higher Degree (RHD) cohort, the University seeks to achieve diversification through strengthening marketing, recruitment, admissions and scholarship processes to maximise the quality and diversity of RHD candidates that enter Melbourne programs.

Student load (EFTSL) distribution at 2007 and 2013

- Research Higher Degree
- Graduate Coursework
- Undergraduate
Cultural diversity
The University views cultural diversity as a strength and asset, and values diversity of opinions, perspectives and interests. The University of Melbourne’s Cultural Diversity Policy supports this and affirms that cultural diversity encompasses differences based on race, ethnicity, language, religion, value and belief systems, disability, class, sexuality, gender, age and educational background.

The University actively celebrates cultural diversity through its annual observance of Diversity Week, the theme of which was ‘Diversity and Indigenous Cultures’ in 2011. The University aims to further promote cultural diversity by:
- conducting a review of the Cultural Diversity Policy by 2013;
- establishing University Diversity and Inclusion Awards;
- providing an internationalised curriculum in every New Generation Degree.

Graduate coursework students
Low SES students
Graduate coursework low SES student targets have been incorporated in the University Plan and this group has been selected as the University’s second equity group in its Compact with the Federal Government.

There is currently no national framework for graduate student equity that balances consideration of socioeconomic background, current socioeconomic circumstances, or socioeconomic benefits accrued through and following the attainment of an undergraduate qualification. In this context and notwithstanding progress in developing an indicator, the University aims to increase representation of graduate coursework students from low SES backgrounds by:
- proposing a 15% proportional increase over 2009 participation levels by 2015;
- establishing a Graduate Equity Framework in collaboration with the Federal Government;
- targeting allocation of scholarships to graduate coursework low SES students.

Graduate Destination Survey results indicate that University of Melbourne graduate coursework low SES students are more likely to be working full-time after graduation than those studying at other Group of Eight or Victorian universities.

Graduate destinations for graduate coursework low SES students

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Melbourne</td>
<td>93.0%</td>
<td>87.4%</td>
</tr>
<tr>
<td>Working full-time*</td>
<td>5.0%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Studying full-time^</td>
<td>5.0%</td>
<td>4.9%</td>
</tr>
<tr>
<td>G08 mean</td>
<td>85.0%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Working full-time*</td>
<td>6.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Studying full-time^</td>
<td>5.8%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Victorian universities’ mean</td>
<td>83.0%</td>
<td>83.6%</td>
</tr>
<tr>
<td>Working full-time*</td>
<td>5.8%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Studying full-time^</td>
<td>5.5%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

* Based on postcode indicator of SES
^% based on all survey respondents

# Based on all survey respondents
Gender

Differences in the gender balance by faculty displayed at the undergraduate level appear to increase at the graduate level. Females and males are equally likely to go on to full-time work or further study.

Indigenous students

As noted earlier, the University seeks to enrol Aboriginal and Torres Strait Islander students in proportion to their representation in the overall Australian population. The Indigenous parity rate is 2.2%. In 2011 the percentage of students who identified as being Indigenous Australians who were enrolled in graduate coursework programs was 0.34%.
Indigenous students

The University recognises that Indigenous knowledge and contributions are crucial within the University’s research community. Indigenous student numbers have been represented by a head count, rather than a percentage of the total population recognising efforts to recruit and retain individual students. The University had 22 Indigenous students enrolled in Research Higher Degrees in 2011.

The University has established the Professional Certificate and Graduate Certificate in Indigenous Research Leadership as an enabling program for Indigenous Research Higher Degree students and their supervisors. This program is open to Indigenous RHD students from all Australian Universities.

Gender

Females comprise more than half of the University’s student cohort. Yet some historic gender divisions remain, evident within a faculty breakdown of gender groups.

Gender imbalance continues to be evident in Engineering, Education and Veterinary Science. The University continues to look at identifying and addressing gender imbalances as appropriate to particular fields of study.

Research @ Melbourne: the Melbourne Social Equity Institute

The Melbourne Social Equity Institute is the newest of the University’s six interdisciplinary research institutes, joining the Melbourne Sustainable Society Institute, the Melbourne Neuroscience Institute, the Melbourne Materials Institute, the Melbourne Energy Institute and the Institute for a Broadband-Enabled Society.

The recently established institute will focus on social equity research across the full spectrum of social life including health, law, education, housing, work and transport. The Institute’s four main research themes are:

- Access to public goods
- Citizenship and cultural difference
- Human Rights
- Social policy across the life course
The University Plan 2011-2014 sets the agenda for the next steps in achieving the University’s goals in research, learning and teaching and engagement. The University aspirations are that staff will produce research of the highest international quality, working closely and collaboratively with overseas colleagues, students and partners from all sectors to address global challenges. Accordingly, the University Plan 2011 - 2014 identifies two particular targets: improved quality and cultural diversity of staff and students; and increased diversity in the staff profile.

Consistent with these aspirations, a revised Staff Equity and Diversity Strategy will guide the University through to 2016. The Strategy aims to promote the “representation, distribution and retention of staff with diverse personal attributes, experiences and backgrounds, where diversity is valued and respected, and where staff are supported to achieve their personal aspirations, in order to achieve the University’s strategic goals”.

The University of Melbourne Collective Agreement 2010 and University policies are aligned with the University’s values and the legislative environment. Key principles of progressive labour relations are enshrined including freedom of association and the right of employees to collective bargaining.

As an employer, the University seeks to provide staff with access to a range of benefits. These include health and wellbeing services such as discounted optometry services, and salary sacrificing for Melbourne University Sport membership and childcare services. There are also cultural and educational benefits including access to events, conferences, symposia, libraries, galleries and subsidised University course fees.

**Women in leadership**
At the University of Melbourne women hold the majority of employment positions. However, women’s representation among academic staff is lower than among professional staff, and women’s representation decreases with seniority of appointment.

Between 1986 and 2012 the representation of women in academic positions increased from 16% to 48%. Women hold 23% of professorial positions and the representation of women in senior professional staff positions (HEW 10+) has increased to 57%, with women’s representation in these senior levels above the Australian university mean.

Women are represented in significant numbers on a range of committees of the University. The University Council has one-third female membership, whilst the Senior Executive and the Academic Board have 23% female membership, matching the representation of women in professorial positions.

The University Plan 2011-2014 commits to demonstrated progress towards achieving gender pay equity. At each classification level there is no significant pay equity gap. The overall gender pay gap of 17.2%, down from 18.6% the previous year, is largely accounted for by differences in seniority of appointments, with more men employed in higher-level positions attracting higher salaries. Accordingly, strategies to enhance gender pay equity focus on attracting, retaining, and promoting more women to senior-level roles.

The University again received the award of Employer of Choice for Women for 2012-13 from the Equal Opportunity for Women in the Workplace Agency in recognition of its provisions and achievements regarding the employment of women.

**Academic staff by level 2011**

<table>
<thead>
<tr>
<th>Level</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA Grade 1</td>
<td>31%</td>
<td>37%</td>
</tr>
<tr>
<td>Level A</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Level B</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Level C</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>Level D</td>
<td>77%</td>
<td>23%</td>
</tr>
</tbody>
</table>

**Professional staff by level 2011**

<table>
<thead>
<tr>
<th>HEW Level</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEW 2</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>HEW 3</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>HEW 4</td>
<td>25%</td>
<td>29%</td>
</tr>
<tr>
<td>HEW 5</td>
<td>29%</td>
<td>36%</td>
</tr>
<tr>
<td>HEW 6</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>HEW 7</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>HEW 8</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>HEW 9</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>HEW 10+</td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>

### UOM Staff 2011

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fixed Term</td>
<td>Continuing</td>
</tr>
<tr>
<td>Academic</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Professional</td>
<td>32%</td>
<td>68%</td>
</tr>
<tr>
<td>Total</td>
<td>2943</td>
<td></td>
</tr>
</tbody>
</table>

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**STAFF PROFILE**

The University Plan 2011–2012 sets the agenda for the next steps in achieving the University’s goals in research, learning and teaching and engagement. The University aspirations are that staff will produce research of the highest international quality, working closely and collaboratively with overseas colleagues, students and partners from all sectors to address global challenges. Accordingly, the University Plan 2011 - 2014 identifies two particular targets: improved quality and cultural diversity of staff and students; and increased diversity in the staff profile.

Consistent with these aspirations, a revised Staff Equity and Diversity Strategy will guide the University through to 2016. The Strategy aims to promote the “representation, distribution and retention of staff with diverse personal attributes, experiences and backgrounds, where diversity is valued and respected, and where staff are supported to achieve their personal aspirations, in order to achieve the University’s strategic goals”.

The University of Melbourne Collective Agreement 2010 and University policies are aligned with the University’s values and the legislative environment. Key principles of progressive labour relations are enshrined including freedom of association and the right of employees to collective bargaining.

As an employer, the University seeks to provide staff with access to a range of benefits. These include health and wellbeing services such as discounted optometry services, and salary sacrificing for Melbourne University Sport membership and childcare services. There are also cultural and educational benefits including access to events, conferences, symposia, libraries, galleries and subsidised University course fees.
Indigenous staff

In 2011 the University employed 29 Aboriginal and Torres Strait Islanders. The University’s Indigenous Employment Framework 2010-2013 (IEF) establishes a whole-of-university strategy to coordinate and sustain efforts to achieve a greater representation of Indigenous Australians within the University. The IEF sits within the policy framework developed by the Indigenous Higher Education Advisory Council (IHEAC), and the University has committed to their targets:

- to bring the number and dispersion of Indigenous staff within the higher education sector to population parity within 10 years;
- to increase Indigenous employment for continuing or fixed-term appointments by a factor of three by 2015; and
- to provide increased employment opportunities in a variety of areas and in a diverse range of occupations.

Staff qualifications

The capacity of the University to meet its goals in research, teaching and learning, and engagement is very closely linked to the qualifications, reputation and connections of its staff, nationally and internationally.

Noting that the reporting of qualifications is encouraged but not mandatory, 64% of all academic staff have reported achievement of a PhD. Nearly one-third of reportees (32%) obtained PhD qualifications in one of 73 countries outside of Australia.

Staff country of birth

The University of Melbourne seeks to create a learning and teaching environment which fosters globally aware professionals, citizens and community leaders. The diversity of staff contributes significantly to encouraging University of Melbourne students to become active global citizens who are attuned to cultural diversity.

83% of the professional and academic staff members who have recorded their country of birth were born in Australia. This is higher than the Victorian population average, which is 76%. The regional groups which are represented in lower numbers at the University than the general population of Victoria include Europe and South East Asia. In contrast, staff from North East Asia, and Southern and Central Asia, are represented in higher numbers at the University than the Victorian average.
Good practice: parental care

A staff member who has been on parental leave may on return to work be eligible for a "return to work" bonus of up to twelve weeks’ additional salary. The bonus is designed to facilitate re-entry to paid work, and can be used in the following ways:

- as an allowance to offset costs associated with parenting, such as childcare costs;
- paid time release, to work reduced hours while maintaining full salary; or
- as a grant for re-establishing career progress such as for research, conference attendance, or staff development opportunities.

The rate of return of staff on maternity leave has increased markedly since the introduction of the bonus in 2004, and in 2011 the rate of return showed an increase over 2010 levels.

Staff age profile and turnover

The profile of academic staff reveals greater diversity than for professional staff. Of the academic staff who have recorded their country of birth, 31% were born in countries other than Australia. One hundred countries are represented, most frequently the UK, China and the USA.

In planning for the sustainability of the University’s workforce the age profile of staff is a significant consideration.

The average length of service is 7.3 years, with academic staff having a slightly higher average than professional staff, despite the higher incidence of fixed-term contracts among academic staff.

Overall staff turnover was 14.8% in 2011, less than the mean for both the Group of Eight (18.6%) and Australian universities overall (17.5%). Voluntary employee-initiated turnover was 8.5%, again lower than the mean for the Group of Eight and Australian universities overall (both 9.2%).

Inclusive workplace

The University aspires to be a workplace characterised by equal opportunity and freedom from discrimination and harassment.

All staff are expected to complete the online course Promoting Positive Workplace Behaviours as a condition of their employment, with a refresher to be completed every two years. The course aims to ensure that staff are aware of and meet their obligations regarding unlawful discrimination, sexual harassment and bullying. In 2011 48% completed the course.

In 2011 there were 175 enquiries or complaints relating to discrimination (34%), sexual harassment (14%) and bullying (52%) dealt with by the Fairness and Diversity Unit or specialist advisers. Discrimination complaints were most frequently raised in relation to disability and impairment (33%), specifically mental health issues (47% of these). All were either resolved with no adverse findings against the University, withdrawn by complainants, or closed or dismissed by the relevant commission.
In 2010 the University agreed to the *Indigenous Employment Framework 2010-2013 (IEF)*. The IEF headline targets are aligned with the National Indigenous Higher Education Workforce Strategy and the University of Melbourne Collective Agreement 2010.

**Employee engagement**

In 2011 the University participated in the “Voice Project”, a staff survey administered across many Australian universities, in order to benchmark a range of staff indicators with other institutions. Our 2015 target is to have one of the highest staff satisfaction ratings within the Group of Eight.

The survey revealed that most staff:

- like their work and say it gives them a feeling of personal accomplishment;
- believe in the overall purpose of the University and its work;
- understand their goals and how their job contributes to the University’s success;
- have confidence in their co-workers’ ability and that they work well as a team.

**Staff development and performance**

Working towards attracting and retaining staff of the highest quality, regardless of background, the University seeks to provide clear pathways for staff to develop and grow, and mechanisms to encourage and reward excellence.

The Performance Development Framework (PDF) provides for structured, ongoing dialogue between supervisors and staff about career mapping and planning. The PDF uses transparent criteria to explain promotion and recognition of efforts. Overall, 83% of staff completed their PDF in 2011.

Both academic and professional staff members have access to a range of leadership, management and skill development courses throughout their careers at the University, with 1,167 staff attending internal programs in 2011. There are specific programs for new or prospective academic leaders, or academic women aspiring to leadership, along with general leadership programs.

**Academic Women in Leadership Program**

The Academic Women in Leadership Program targets academic women at Level C and Level D who might play a future leadership role within the school, University, research centre or academic discipline.

The program structure provides a variety of key learning experiences through which participants can build on their own experience and knowledge of management and leadership in a higher education setting. The program includes a number of leadership and skill development seminars, a shadowing experience, attendance at strategic governance forums, coaching and mentoring.
Engagement & partnerships

The University conducts a host of partnership activities that attract and support excellent students from all backgrounds. By 2015, the University aims to have at least 100 commencing enrolments annually from those targeted through University partnership programs.

Partnerships at the University of Melbourne operate on both a faculty level and University-wide. Under the terms of its 2011–14 Strategic Plan, the University of Melbourne is committed to eight University-wide partnerships in the categories of:

- local neighbourhood;
- city;
- regional;
- state (Indigenous community);
- national;
- international.

Specific strategic partnerships currently include the Brotherhood of St Laurence, who have committed to a long-term collaboration with the University looking into social inclusion across the life course. In addition, the University’s partnership with the City of Melbourne focuses on the University’s role and impact on developing successful social and economic platforms to meet the new demands of high-level urbanisation in Melbourne, particularly with regard to its large international student population.

Community minded

As a public spirited university, the University of Melbourne seeks to prepare its graduates to become active global citizens and leaders within the community. As such, learning and teaching opportunities are provided to promote a community minded student population.

By 2015 the University aims to have at least 150 students enrolled in subjects with a community service focus.

In 2011, the University established the new undergraduate subject, Community Volunteering for Change that connects students with their local community through volunteer opportunities. The subject has seen student numbers more than double since it was first offered in Semester 2, 2011. Currently in its first year of operation, the graduate subject Street Law provides Law students with the opportunity to contribute to the intellectual and social development of students from secondary schools classified as being low SES.

Engagement @ Melbourne: Telescopes in Schools

The Telescopes in Schools Pilot Program involves the placement of research grade 12” Meade LX-200 telescopes in schools that work with regional or low SES communities or are underrepresented at the University of Melbourne.

The short term goal is to place 10 such telescopes into schools and deliver a 3 year program of observing that will bring together students, parents, teachers and university researchers. No other programs bring together these four important groups to influence educational aspirations.

To date, the program has installed 5 of the 10 telescopes. The schools who have received the scopes thus far are Charles Latrobe Secondary College (with Quantum Victoria), Northcote High School, Pascoe Vale Girls Secondary College, McGuire Secondary College (Shepparton), and Suzanne Corey Secondary College.

Three schools have already run observing nights in collaboration with University staff with exceptional results and strong positive feedback from parents, students and teachers involved. Sessions are being tailored to the particular needs of each school.

Two new subjects with a community service focus have been developed and will be offered in 2012.