The University of Melbourne
Social Inclusion Barometer
2014
The University’s social inclusion strategies are deeply embedded within the University’s planning architecture and articulated in significant plans that support the Growing Esteem Strategy and the University’s Strategic Plan. Key plans include:

- the Reconciliation Action Plan, which sets out the University’s vision for reconciliation and its commitment to using the resources of teaching, learning and research to improving the life opportunities of Indigenous Australians;
- the Staff Equity and Diversity Framework, which promotes and supports staff diversity and inclusion and provides an overarching guide for strategic planning and action;
- the Disability Action Plan, which aims to develop a culture that understands and responds to disability as the responsibility of all and fosters best practice and innovation in disability services;
- the Indigenous Employment Framework, the University’s key policy driver for the advancement of Indigenous staff recruitment and retention; and
- the Mental Health Strategy, which outlines activities the University will undertake to promote mental health, and to support University community members experiencing mental illness and mental health difficulties.

The University of Melbourne is a leading national and international university, with keen competition for access to its courses from high-achieving students. This contributes to a student demography that is not fully representative of Australian society - a challenge that the University seeks to address through its social inclusion strategies.

In 2013, for the first time in the University’s history, the postgraduate student population exceeded the undergraduate student population. This primarily reflects the 2008 introduction of the Melbourne Curriculum, in which the majority of professional qualifications are offered at Masters level. With an emphasis on fine research performance, a distinctive curriculum and strong community partnerships and engagement, the University aims to achieve in its graduate education and research training cohort a demographic that more closely represents that of the Australian population. Current national policy for equity in higher education is largely focused on undergraduate students, due to the complexities of measuring socio-economic status over time, geography and during the student lifecycle. The development of a policy framework for social inclusion in graduate education and research training must become a national priority.

Nationally, the total student headcount across the sector continues to rise, with the University experiencing greater than national headcount growth in 2012 and 2013 due to an increase in postgraduate student enrolments. The total student cohort at the University exceeded 52,000 students in 2013, which represented approximately 40,000 equivalent full time students.
Melbourne’s student equity strategies have four distinct foci:
• undergraduate low socio-economic access, participation and outcomes;
• regional and remote access, participation and outcomes;
• Indigenous student access, participation and outcomes; and
• access, participation and outcomes for students with disability.

The University aims for a demographic profile across its student body which reflects the cosmopolitan nature of Australian society, with access based on the principles of excellence, diversity and equity.

The Social Inclusion Barometer depicts the University’s progress towards our staff and student equity objectives.

Measures

The primary measures of performance reported in this publication are:
• Participation Share - the percentage of students at the University that belong to an equity group. In the optimally equitable student profile, participation share at the University would be equal to or greater than participation share in the general 15-64 year aged population (considered as those available for study).
• Success Rate - the ratio of passed subjects to attempted subjects where attempted subjects are those passed, failed or recorded as ‘withdrawn’. The optimal success rate for any cohort is 100%.
• Retention Rate - the proportion of students in a year who are enrolled in the next year, excluding those who have completed their study. The optimal retention rate for any cohort is 100%. A retention rate for a year cannot be determined until the end of the following year.

Where possible, University of Melbourne data are compared with national data and data for the Group of Eight (Go8) research-intensive universities. Given the timeframe required for Government verification of student data, some 2013 and 2014 student information is not available for this publication. Preliminary results have been included where available.
The University aims for a demographic profile across its student body with access based on the principles of excellence, diversity and equity.

Social Inclusion Barometer 2014

All student success rate

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>94.45%</td>
<td>94.19%</td>
<td>93.90%</td>
</tr>
</tbody>
</table>

All student retention rate

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>83.96% Preliminary</td>
<td>84.66%</td>
<td>83.23%</td>
</tr>
</tbody>
</table>

Social Inclusion Forum

The University's annual Social Inclusion Forum is an opportunity to communicate the importance of our social inclusion agenda, showcase equity and diversity initiatives across the University and consider strategies for effectively responding to challenges. Its primary goals are to:

- raise the University community’s awareness of the long term goals and aspirations of the social inclusion agenda;
- identify University ‘highest level’ indicators of social inclusion for students and staff;
- ensure that University social inclusion activities are progressing in light of increased research in the area;
- examine the challenges facing the secondary sector with regard to Indigenous student numbers articulating into undergraduate (and subsequently graduate) studies.

The 2013 Social Inclusion Forum Consolidating and Embedding Equity Practice and the 2014 Forum, Social Inclusion in an Internationalised University each attracted staff from across the University, its residential Colleges, government and the broader higher education sector.
Our Pathway Programs

In recent years, the University has developed alternative entry pathways to meet the needs of a wider range of students. In addition to the well-established Melbourne Access and Graduate Access programs to support entry for students who have experienced educational disadvantage, the Bachelor of Arts Extended (implemented in 2009) and the Bachelor of Science Extended (to be implemented in 2015) support motivated and aspiring Indigenous students in a four-year program.

In 2012, the University’s Diploma in General Studies (DiGS) was introduced. A one year full-time or two years part-time course, the DiGS consists of specialist streams in Commerce, Environment, Science, and Agriculture and provides a valuable tertiary qualification suitable as a stepping stone for employment, career progression, or further study in a University of Melbourne degree. Completion of the DiGS with requisite grade point average guarantees entry into the University’s bachelor degree programs of: Agriculture, Biomedicine, Commerce, Environments or Science. Operating in the Goulburn Valley region at the University’s Dookie campus, the DiGS offers a unique opportunity for regional students, with particular emphasis on providing a pathway into the Bachelor of Agriculture.

Social Inclusion Scholars and Practitioners Network

The Social Inclusion Scholars and Practitioners Network (SISPN) is open to University staff and guest scholars and practitioners. It encourages connections and collaboration among those involved with diverse social inclusion activities on campus. It aims to:

• foster engagement in this area by providing a ready meeting point for academic and professional staff;
• act as a corollary to the centralised social inclusion oriented structures of the University;
• promote visibility of student equity activities.

Recognising that social inclusion interests and strategies are pursued in a variety of ways, the Social Inclusion Scholars and Practitioners Network acts as a platform of support for those engaged in social inclusion activities. Support may relate to learning and teaching strategies, collaborative research and professional development opportunities, or collegial discussion of the formal social inclusion strategies pursued by the University and how they are applied in localised contexts. In 2013 and 2014 SISPN hosted speakers from The Smith Family- a children’s charity helping disadvantaged Australian children to get the most out of their education, The Grange P-12 College- a Melbourne outer western suburbs school and the LEAP Program- a program that seeks to engage students from low SES backgrounds and demystify the links between school, higher education and professional careers.
Indigenous Students

The University is committed to advancing Indigenous education outcomes and is renewing its Reconciliation Action Plan for 2015-2017. Led by the Murrup Barak Melbourne Institute for Indigenous Development, the Reconciliation Action Plan articulates the University’s goals for Indigenous student access and participation. Included in these goals is a commitment to see Indigenous students represented in the student cohort in proportion to their representation in the national population. The national Indigenous population parity rate for Australia is currently 3.0% and the Victorian rate is 0.9%, with the government’s 15-64 years age adjusted parity rate for Australia and Victoria in 2013 at 2.70% and 0.79% respectively.

In 2013 there were 203 Indigenous students studying at the University of Melbourne equating to a participation share of 0.55% up from 0.51% share in 2012. This trails the Group of Eight Indigenous participation share of 0.80% and the Victorian university rate of 0.73%. Of the University’s Indigenous students, 109 were enrolled in undergraduate study, representing a 0.59% undergraduate participation rate out of a total 18,218 domestic undergraduate students. 94 were enrolled in postgraduate study, representing a 0.50% participation rate out of a total of 18,779 domestic postgraduate students. In 2013 the University set an incremental target designed to reach population parity in Indigenous student numbers.

2015 will mark the introduction of the Bachelor of Science Extended program, a four-year Bachelor of Science aimed at increasing Indigenous student enrolment in the sciences, technology, engineering and mathematics disciplines. The degree, available to aspiring and motivated Indigenous students, complements the four-year Bachelor of Arts Extended program introduced in 2009.

Since 2009, 60 students have enrolled in the Bachelor of Arts Extended degree and 9 students have completed their studies. As a four year full time degree, the completion rate for the Bachelor of Arts Extended is expected to increase considerably over coming years. It is anticipated that the Bachelor of Science Extended will follow a similar trend, growing the Indigenous science student cohort.

The University of Melbourne and other Group of Eight universities have shown an increase in Indigenous participation rates for the past three years, while the average participation rate for all Victorian universities has remained static or has declined. The University of Melbourne and the Group of Eight have consistently achieved success rates for Indigenous students well above the Victorian average.

In undergraduate study Indigenous student participation in the Faculty of Arts far exceeds participation in other faculties, with numbers boosted by students undertaking the Bachelor of Arts Extended. In postgraduate study the Faculty of...
The Smith Family

The University of Melbourne and The Smith Family (TSF) have established a cooperative relationship in order to pursue their common commitment to improving educational opportunities for young Australians from disadvantaged backgrounds.

Both organisations share a commitment to:

- education as the key to overcoming poverty and disadvantage;
- increasing the proportion of Australians of low socioeconomic backgrounds who have access to tertiary study; and
- ongoing research into the causes of poverty and disadvantage and the application of this research to inform policy and practice in the pursuit of real world solutions.

The University supports The Smith Family in their Learning for Life Program. In 2013, approximately 2900 Learning for Life scholarships were provided to financially disadvantaged students throughout their schooling across Brimbank (Western metro), Broadmeadows (Northern metro), Collingwood (Inner urban), Epping (Northern metro) and Shepparton (Regional). A number of numeracy and mentoring programs were delivered including: Student2Student, an 18-week buddy reading program that takes place over the phone; Learning Clubs, after school homework clubs that support primary and secondary learning; and TechPacks, supporting the digital literacy of low SES students and families.

The University also partners with the Smith Family across a number of other programs and events including the SmArts music enrichment program, Learning Clubs, Internships, a range of educational enhancement programs, and facilitating Indigenous students’ visits to the Parkville campus. With the Universities of Canberra, Western Australia and British Columbia, four state governments, the Commonwealth Government, and the Australian Bureau of Statistics the University secured an ARC linkage grant for a project to investigate community level factors which influence early childhood developmental outcomes.
Aleryk Fricker

“I have been both a student and a tutor within the ITAS program. As a student, this program changed the trajectory of my studies. It allowed me to achieve the marks to be awarded a scholarship and I never looked back. Through meeting with my tutor I was given access to knowledge, skills and support which I needed to help me succeed. I am convinced that without this support, I would not have gone on to achieve my undergraduate or my postgraduate degrees. My own profound experiences within the program were a huge motivator to become a tutor myself. In this time, I have had the opportunity to guide and support some amazing Indigenous people from all over the country. During which they have shared their stories with me and I am far richer for these experiences. There is no doubt that this program has changed my life and the lives of all the other students and tutors for the better.”

Todd Fernando

“When Aboriginal people position their lives in relation to the values of academic institutions many fail out of fear of a cultural difference. Aboriginal participation in academia can be culturally problematic and fraught with tensions, as community affiliation inevitably comes into conflict with the projects of Westernism and progress which define the parameters of academic endeavour, often in ways that are antithetical to Indigenous community values.

The ITAS program allows me, and many other Indigenous students, a chance to be a part of an intellectual Indigenous cohort of students who share similar experiences.

Many Indigenous people, myself included, become the first in their families to attend university and gain a tertiary education, an opportunity that was never available to their immediate older generation. As a student and tutor in the ITAS program, I’ve found it a significant opportunity for Indigenous students to stay grounded in a safe learning environment that is, for many, away from their family and community.”

ITAS Academic Excellence Program

The ITAS Academic Excellence Program is a specialised tutorial program that enhances educational outcomes for Indigenous Australian students enrolled at the University of Melbourne. Funded through the Federal Government, the program enables qualified tutors to work one-on-one with Aboriginal and Torres Strait Islander students to assist them in reaching their full academic potential.

Indigenous students 2013

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Higher Degree Coursework</th>
<th>Higher Degree Research</th>
<th>Other Postgraduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>109</td>
<td>47</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Participation share in course level (Domestic)</td>
<td>0.60%</td>
<td>0.39%</td>
<td>0.44%</td>
<td>0.55%</td>
</tr>
</tbody>
</table>

Leaders in Communities Award

The Leaders in Communities Award provides a framework for our students to volunteer within the University and wider community and to enhance their leadership skills and graduate attributes. Implemented in 2012, the Award is open to all students. Students undertake a range of professional development and leadership activities and volunteer both within the University community and with appropriate external community organisations. Approximately 1000 students are currently contributing their time to almost 400 local, interstate and overseas community organisations including:

- Autism Victoria
- Breast Cancer Network Australia
- Brotherhood of St Laurence
- Brunswick Homework Club
- Flemington and Kensington Community Legal Centre
- Lentil as Anything
- Museum Victoria
- Oatkite Foundation
- SAIL- Sudanese Australian Integrated Learning Program
- SecondBite
- St John Ambulance Australia
- St Vincent de Paul Society
- Starlight Children’s Foundation
- The Salvation Army
- Wildlife Victoria

*Does not include double degree enrolments
Low Socio-Economic Status Students

In 2010 the Australian Government implemented the Higher Education Participation and Partnerships Program (HEPPP) with the aim of increasing the participation rates of people from low socio-economic status (SES) backgrounds in higher education. The University’s HEPPP strategy is built upon the goals in the Social Inclusion Plan. It includes a variety of approaches to support low SES undergraduate students, including collaborative partnerships with other Victorian universities, annual grants available to University academic and professional staff for development of projects and programs, an extensive scholarships program and the provision of funds for central coordination of University-wide recruitment and engagement programs. With equity funding to continue from 2015-2017 through the Higher Education Participation Programme (HEPP) the University is committed to continued funding of programs to increase access to the University’s courses for educationally disadvantaged students and to support them throughout their study.

Low SES participation at the University has continued to increase in recent years although participation remains below the Group of Eight and Victorian Universities. However, success and retention rates for this cohort are consistently well above the Victorian and Group of Eight universities’ averages. Since 2006, schools from the University’s priority areas of the western and northern metropolitan suburbs have increasingly appeared in our top 50 list of University feeder schools, reflective of effective engagement.

The University has a continued commitment to providing access to students from disadvantaged backgrounds through the Access Melbourne program, committing to enrolling 20 per cent of all domestic undergraduate students through this pathway. The University continues to exceed this target with 33 per cent of the commencing undergraduate domestic cohort in 2013 and 36 per cent in 2014 enrolled through Access Melbourne.

The Access Melbourne program considers the following categories of disadvantage when considering entry requirements:

- Disadvantaged financial background
- Rural or isolated areas
- Under-represented schools
- Difficult circumstances
- Disability or medical condition
- Non-English speaking background
- Recognition as an Indigenous Australian
- Mature age

In 2009 the University of Melbourne introduced guaranteed entry pathways at Australian Tertiary Admissions Rank (ATAR) scores below the clearly-in rank for most undergraduate courses for students from rural or isolated areas and students from disadvantaged financial backgrounds. The guarantees continue today and have resulted in considerable growth in student numbers from these backgrounds. Since 2010 the University has increased offers through Access Melbourne by over 40 per cent. An extensive analysis of the academic progression of these students undertaken in 2012 confirmed that they not only succeed once enrolled but achieve higher grade point averages than students admitted with the same ATAR band who are not admitted through Access Melbourne.
Geographical measures of SES have evolved alongside changes to data collection methodologies. While SES was once measured on the basis of postcode, since 2006, SES has been measured according to Census Collection Districts (CDs) which provide a more accurate geographical measure of SES. In 2011 geographical areas were defined according to a smaller Statistical Area Level 1 (SA1) measure. An SA1 block generally has a population of 200-800 persons, and an average population of approximately 400 persons, with regional and remote SA1s having less dense populations than urban SA1s. The SA1 blocks have been defined with distinct populations in mind, for example with reference to Indigenous communities and areas of public housing. Nominal SA1 areas have also been defined where population is sparse, for example, at large shopping complexes, airports, national parks and defence reserves.
Network—connecting students with peer mentors.

mentoring program; and the UMSU Student Mentoring and Performing Arts—a VCA and MCM workshops and astronomy program; Student Creativity in the Visual to fund projects such as Telescopes in Schools—a school has been awarded since the program’s inception in 2011 are available under this scheme and a total of $1,342,180 existing University equity efforts. Grants of up to $40,000 propose sustainable projects which integrate well with academic and professional staff are encouraged to funding for initiatives through HEPPP funding and each year the University of Melbourne provides seed access and participate in higher education.

Each year the University of Melbourne provides seed funding for initiatives through HEPPP funding and academic and professional staff are encouraged to propose sustainable projects which integrate well with existing University equity efforts. Grants of up to $40,000 are available under this scheme and a total of $1,342,180 has been awarded since the program’s inception in 2011 to fund projects such as Telescopes in Schools—a school astronomy program; Student Creativity in the Visual and Performing Arts—a VCA and MCM workshops and mentoring program; and the UMSU Student Mentoring Network—connecting students with peer mentors.

Equity Innovation Grants

Established in 2011 the University’s Equity Innovation Grants provide an opportunity for staff and students across the University to develop programs which will support and assist students from low SES backgrounds to access and participate in higher education.

Year 12 students on SEAMS Camp January 2014

SEAMS is a HEPPP-funded, joint project between The University of Melbourne and Monash University with the support of the John Monash Science School and Elizabeth Blackburn School of Sciences. The project’s goals are to increase VCE Mathematics and Science outcomes among under-represented cohorts across Victoria, with a particular emphasis on Indigenous and low SES background students. Students participate in residential study camps undertaken at the University of Melbourne and Monash University. This is complemented by continued academic support for the students involved throughout their education, provided by leading teachers across Victoria and academic staff from both Universities.

Professor Ian Anderson, Pro Vice-Chancellor (Engagement) at the University of Melbourne and Co-chair of the Aboriginal and Torres Strait Islander Higher Education Council, explains that the underlying intention is to build students’ confidence and familiarity with university and, where possible, contribute to their educational development. “Drawing on my own experience and academic journey, I believe that such programs, especially those with a residential component, provide an opportunity for a deeper and richer experience of university education,” says Professor Anderson, whose family are Palawa Trowerna from the Pyemairrenner mob in Tasmania.

Carlton Community Partnership

The University neighbours the diverse and vibrant community of Carlton and together we work in partnership to build social, economic, educational and cultural projects. Our local engagement focus has been strengthened by an evolving tripartite partnership with the Carlton Community and the City of Melbourne, particularly during late 2013 and early 2014 with the Shape Your Carlton project and the broader Carlton Collaborative Framework initiative.

Significant activities include:

• delivery of the Shape Your Carlton consultation which gave those who live, work and study in the neighbourhood a chance to have their say about how to work together as a community;
• co-creation of the Carlton Collaborative Framework to guide the partnership between Carlton residents, local students, agencies and businesses, the City of Melbourne and the University;
• establishment of the University’s first partnership-based student volunteer program, which generated significant interest and applications from current students eager to volunteer in the Carlton Community. Volunteer activity includes support for Harmony Day celebrations, homework clubs, marketing/business planning support and representation on a number of committees and clubs in the Carlton area;
• creation of three collaborative work streams to address low SES access to education: family day care; transition; and aspirations and skills. Organisations contributing to development of the work streams include seven Carlton agencies, five faculties, the Cultural Development Unit, Melbourne Students and Learning, Melbourne Community Development Club and the Melbourne Social Equity Institute;
• in partnership with Sports Without Borders, the Carlton Community Sports Carnival was held at the Melbourne University Sports precinct in November 2013 attracting more than 200 participants from the local and surrounding areas. The carnival is a highly effective way of opening up the campus and confirming our role as a public space within the local landscape;
• involvement in the University’s Primary School Tours engagement program, in partnership with Imagineering. This project also links with schools in the Hume region, providing a direct link between primary and tertiary study; and
• participation in a cross-disciplinary research workshop to build the evidence to support planning for socially-connected, equitable communities.

SEAMS: Strengthening Engagement and Achievement in Mathematics and Science

From 2015, SA1 measures will be used nationally to benchmark low SES participation in higher education and in 2013 significant work was undertaken at the University to develop geocoding software, a crucial requirement of SES determination. In order to determine an individual’s geographical SES, their address must be converted to latitude and longitude, mapped to a geographical standard—SA1, CD or Postal Area and cross referenced with the SEIFA Index of Education and Occupation.

Software has now been developed that will allow the mapping of our 50,000+ student cohort.

Social Inclusion Barometer 2014 11
Regional and Remote Students

Students from regional and remote areas often negotiate a range of complex issues in order to participate in higher education, such as living and relocation costs and separation from family. Since the introduction of Access Melbourne entry guarantees for regional and remote students in 2010, regional and remote student participation at the University has increased by 22 per cent from a steady baseline of approximately 3500 students from 2007-2009 to over 4400 students in 2013 with a participation share of 11.6%. In 2013 the Victorian regional and remote population rate (aged 15-64) was 23.8% and the national rate was 25.8%. The University regional and remote student participation rate has further increased against the Group of Eight mean since 2011, but remains below the Victorian mean which is strongly influenced by high participation rates in Victorian regional and remote higher education institutions.

To meet growing demand for high quality, affordable student housing in Melbourne and to support the participation of regional and remote students, the Student Accommodation Program is currently underway and aims to provide 2000 new beds by 2020. A 14-storey development in Leicester Street Carlton is due to be completed in late 2015 for Semester 1, 2016 enrolling students and additional sites in Royal Parade and The Avenue in Parkville are estimated to provide an additional 200-300 student beds by 2017.

The University of Melbourne’s Goulburn Valley Initiative provides an important platform for the University’s rural engagement, research and education. We have a long-standing commitment in the region that is reflected through our work with the Indigenous community and our key regional partnerships.

Some key partnership work in the area includes:

- The Kaiela Institute, a collaboration between Aboriginal and non-Aboriginal leaders to envision, design and implement an inclusive future for all people in the Goulburn Murray region. Since 2009 the University and the Kaiela Institute have jointly hosted the annual Dungala Kaiela Defining Shepparton Oration, which promotes Aboriginal development and celebrates Aboriginal cultural identity with the goal of creating a shared vision for the people of the greater Goulburn Valley.

- The Rumbalara Football and Netball Club is an active facilitator of reconciliation and a leader in community wellbeing of both Indigenous and non-Indigenous people. In 2004 the University and Rumbalara founded the Academy of Sport Health and Education (ASHE), an institute linking sport with education, training and career planning. ASHE is a community and educational resource providing an alternative future to Aboriginal youth disengaged from school and facing a future of chronic unemployment and social dislocation.

- The Rural Health Academic Centre, a school providing professional health education and research training in a rural context. The centre enables undergraduate health professionals to undertake training in rural environments, and provides rural communities with greater access to teaching and research facilities and greater clinical support. This includes the Rural Clinical School, Shepparton Medical Centre, Aboriginal Health Unit, Rural Sexual Health Program and Rural Health Student Clubs.

Regional and Remote Students 2013

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Higher Degree Course-work</th>
<th>Higher Degree Research</th>
<th>Other Post-graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students*</td>
<td>2639</td>
<td>1082</td>
<td>257</td>
<td>439</td>
</tr>
<tr>
<td>Participation share in course level (Domestic)</td>
<td>14.2%</td>
<td>8.6%</td>
<td>7.1%</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

Student Connect

The transition to university can be both exciting and daunting. The Student Connect team contacts all new first year students to organise a half hour face to face appointment with a Student Development Adviser to help them become acquainted with the university, discuss challenges and expectations around university life and set a direction for the future.

In 2013, over 3400 appointments were attended, representing over half of the undergraduate first year cohort - a major achievement for the University with high levels of student satisfaction, staff and student engagement and an increased understanding of the student experience. Data shows that students from equity groups attended Student Connect appointments in higher proportion than their representation in the first year undergraduate cohort, providing an excellent opportunity for the University to support a diverse range of students.
Remote and regional student participation rate

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Melbourne</th>
<th>Group of Eight Universities</th>
<th>Victorian Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>12.27%</td>
<td>11.08%</td>
<td>17.42%</td>
</tr>
<tr>
<td>2012</td>
<td>11.78%</td>
<td>10.80%</td>
<td>17.66%</td>
</tr>
<tr>
<td>2011</td>
<td>11.49%</td>
<td>11.03%</td>
<td>17.76%</td>
</tr>
</tbody>
</table>

Brotherhood of St Laurence

The University’s long-standing partnership with the Brotherhood of St Laurence focuses on a joint research agenda that addresses social inclusion across the life course. The partnership was strengthened in August 2013 with the signing of a new five-year memorandum of understanding, with an undertaking by the University and the Brotherhood to continue to broaden mutual strategic areas of focus. The partnership is housed within the School of Social and Political Sciences.

Recent partnership developments include:

• creation of a new partnership steering group bringing together the University’s research expertise with areas of the Brotherhood’s service delivery, including academics from the Faculties of Arts, Architecture, Building and Planning, Business and Economics and Medicine, Dentistry and Health Sciences; the Melbourne Social Equity Institute and the Melbourne Graduate School of Education.

• continued development of existing and new policy initiatives, including the Inclusive Growth, Youth Employment Taskforce, Growth Corridors and NGO networks;

• successful grant applications for six key projects:
  o Homelessness and Older Women
  o Poverty, Family Chronic-stress, and Children’s Development
  o Stepping Stones Longitudinal Study
  o The Cognitive Decline Partnership Centre
  o Collaborative work on an ARC Centre of Excellence for Children and Families over the Life Course
  o A Prime Provider Literature Review
The Disability Action Plan (2014-2018) continues the University of Melbourne’s proud history of supporting students experiencing disability to participate equitably in the academic and co-curricular environment. From the establishment of a Handicapped Students’ Advisory Committee in 1968, to being the first University in Australia to lodge a Disability Action Plan with the Human Rights and Equal Opportunity Commission in 1994, the University has remained at the forefront of changing understanding and approaches to disability service provision in the higher education sector.

The University continues its commitment to the ongoing review and improvement of its policies and practices that relate to disability through the Disability Action Plan (2014-2018). The Plan details the University’s aims and strategies for proactively addressing the challenges of achieving equitable access - physical, informational and attitudinal, for students with disabilities and reaffirms the University’s commitment to providing a rich Melbourne experience for all of its students.

In 2012 and 2013, the University has continued to increase its participation rate of domestic students with a disability, exceeding the Go8 mean and approaching the Victorian mean. With a national disability rate of 6.54% for 15-65 year olds, the University is making solid progress towards matching the national parity rate. While government measures of student participation, retention and success rate only include domestic students with a disability, non-domestic students have been included in the faculty breakdown graphs.

### Students with a Disability

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Higher Degree Course-work</th>
<th>Higher Degree Research</th>
<th>Other Post-graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic and International Students with a Disability</td>
<td>989</td>
<td>595</td>
<td>163</td>
<td>111</td>
</tr>
<tr>
<td>Participation Share of Course Level (All Students)</td>
<td>3.9%</td>
<td>3.3%</td>
<td>3.4%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

### Domestic students with a disability participation share

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Melbourne</th>
<th>Group of Eight Universities</th>
<th>Victorian Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>4.58%</td>
<td>4.49%</td>
<td>4.96%</td>
</tr>
<tr>
<td>2012</td>
<td>4.33%</td>
<td>4.31%</td>
<td>4.75%</td>
</tr>
<tr>
<td>2011</td>
<td>4.01%</td>
<td>4.18%</td>
<td>4.46%</td>
</tr>
</tbody>
</table>

### Domestic students with a disability retention rate

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Melbourne</th>
<th>Group of Eight Universities</th>
<th>Victorian Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>81.89%</td>
<td>77.79%</td>
<td>81.15%</td>
</tr>
<tr>
<td>2011</td>
<td>81.53%</td>
<td>82.80%</td>
<td>78.10%</td>
</tr>
<tr>
<td>2010</td>
<td>83.56%</td>
<td>80.93%</td>
<td>78.38%</td>
</tr>
</tbody>
</table>
Students@Work Program

The Students@Work (S@W) Program is an initiative that provides on-campus professional employment opportunities to current University of Melbourne students. The program is designed to provide students with key employability skills whilst enhancing their engagement and connectivity to the University. The S@W Program has enormous potential to assist those students who would most benefit and has made a commitment to prioritise the employment of students from equity groups.

Astrid Connelly - Students @Work Program Participant

Astrid Connelly joined the S@W Program in 2012 and secured a position with the 13 MELB Contact Centre. Her role involves responding to calls from the University switchboard and answering email enquiries. She enjoys communicating with people and loves being part of a supportive team who have made the necessary adjustments for her to be able to perform her role effectively. Astrid is legally blind and critical to her work environment has been creating a work space with appropriate lighting, a bigger screen monitor and other improvements. These changes have meant that she is able to achieve excellent work results and make a positive contribution in the workplace.

Astrid has found the S@W Program to be hugely beneficial in supporting a work and study balance. She is grateful to have been accepted into the program and is confident that the skills and experience she is gaining will help her with future roles.

Astrid said, “On a personal level, it has given me a lot more confidence in my employability.”

LEAP- Learn, Experience, Access Professions

LEAP is the first substantial program of jointly coordinated outreach activities to be conducted under a Victorian Multilateral Partnership Agreement (VMPA) signed in 2010 by the Victorian universities- University of Melbourne, Australia Catholic University, Federation University, Deakin University, La Trobe University, Monash University, RMIT University, Swinburne University of Technology and Victoria University; the Department of Education and Early Childhood Development (DEECD); Catholic Education Commission of Victoria (CECV); and Independent Schools Victoria (ISV). The VPMA supports the increased participation in higher education of students from low SES backgrounds.

The program offers access to a range of campus, workplace and school-based activities along with resources to help students and their families learn more about pathways into the professions. Activities fit into 6 strands: Business, Design, Engineering, Health, Law and Science, with two primary foci:

- Understanding professions – demystifying professional fields for low SES students and their families and engaging them personally with the possibilities (Years 8-10); and
- Making it happen – building confidence, resilience, knowledge and tools to support low SES students to reach their goals for entry to the professions through higher education (Years 10-12).

Over 200 Victorian schools were identified as priority targets for the LEAP program and communication with these schools is supported through a network of School-University Liaison Officers.

In 2014, 294 events were attended by 11,274 students, with a total of 417 events and 16,742 students since the program started. In 2013, 158 of the program’s 254 target schools participated in activities (62.2%) and in 2014, 198 of 278 target schools participated (71%).

Academic Women in Leadership Program

The Academic Women in Leadership Program targets academic women at Level C and Level D who have been employed by the University of Melbourne for two or more years and have identified that their career direction may incorporate a leadership role within the University.

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.
Gender, including Women in Non-Traditional Areas

The University aims to provide equitable gender access to education regardless of area of study and has consistently achieved student 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, female participation at the University exceeds the male participation rate. However, this is not the case in all disciplines. Gender imbalances are more apparent on a degree basis, with females more likely to study Bachelor of Arts, Music, Oral Health and Biomedicine. At a faculty level, female participation is strongest in Veterinary Science, Education and Arts and male participation is strongest in Engineering and the Melbourne Business School.

The Australian Government’s Guidelines on the Recognition of Sex and Gender issued in July 2013 provided updated guidelines which are inclusive of a third gender option, ‘X’, representing Indeterminate/Intersex/Unspecified persons. The University supports this development and is in the process of updating its student record management system to reflect this change.

### Student Gender Balance by Course Level

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>13,642</td>
<td>11,835</td>
<td>25,615</td>
</tr>
<tr>
<td>Higher Degree</td>
<td>10,468</td>
<td>7,884</td>
<td>18,351</td>
</tr>
<tr>
<td>Coursework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Degree</td>
<td>2,654</td>
<td>2,212</td>
<td>4,866</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2,111</td>
<td>1,516</td>
<td>3,721</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28,875</td>
<td>23,447</td>
<td>52,322</td>
</tr>
</tbody>
</table>

The Melbourne Social Equity Institute

The Melbourne Social Equity Institute supports interdisciplinary research on social equity issues across the full spectrum of social life including health, law, education, housing, work and transport. The Institute brings together researchers from across the University of Melbourne to identify the unjust practices that lead to inequity and change them.

**Understanding female genital cutting in inner Melbourne**

In 2012-13 the Melbourne Social Equity Institute supported an award-winning project looking at health service provision for women in our community who have experienced genital cutting. Community representatives were involved in the project design from the beginning to ensure that their concerns and needs were addressed by the research.

**Sharing place, learning together: supporting sustainable educational partnerships to advance social equity**

Researchers spent time in Maningrida College, Arnhem Land, helping to develop a curriculum both there and in the Science and Education faculties at the University that better reflects Indigenous perspectives and pedagogy. Students from the College were brought to Melbourne in late 2013 for a week to experience life on our campus. The project forms part of the University’s commitment to a mutual exchange of knowledge.

She Can Create team

Each year the Vice-Chancellor’s Engagement Awards recognise and reward the significant partnership work of staff and students. More than 65 projects have received funding and recognition over the past two years of the program, delivering a wide range of initiatives in local, state and international communities.

She.Can.Create is a six-week creative workshop program for girls from disadvantaged, migrant and refugee backgrounds. The project was delivered by a team of students enrolled across different faculties including in the Bachelor of Commerce, Bachelor of Arts (Media and Communications) and graduate Juris Doctor program, in partnership with the Jesuit Social Services Group.

This project addressed social, economic, environmental and cultural issues as the team gave the girls the opportunity to break the social, cultural and economic barriers that they often face.

The student engagement activity team brought together professionals across a range of creative disciplines to deliver weekly workshops which focussed on:

- fashion with The Social Studio (a social enterprise and fashion label providing training and employment to African refugee and migrant women);
- photography, multimedia and film making;
- music with Ladyfingers DJs (a multicultural women’s DJ collective);
- visual and street art with Crooked Rib (a young Muslim women’s art collective); and
- dramatic arts such as comedy, circus or creative writing.

Mental Health Strategy

According to the National Survey of Mental Health and Wellbeing 2007, one in five Australians aged 16 to 85 will have experienced a mental illness in the preceding twelve month period. With a staff population of 7742, this translates to about 1548 University staff in any one year who may be managing significant issues relating to their mental health.

Evidence has clearly established that mental illness and mental health difficulties can affect people adversely at work and in study and there is growing global awareness of the importance of mental health for individuals, communities and societies.

The University of Melbourne has responded by adopting a Mental Health Strategy, aimed at implementing actions to promote mental health among the University community and to support those experiencing mental illness or mental health difficulties.
The University provides a wide range of programs and services to both local and international students from a non-English speaking background.

Students from 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.

Students are classified as being from a non-English speaking background if they have arrived in Australia within the past 10 years and come from a home where a language other than English is spoken.

The Diagnostic English Language Assessment (DELA) is offered to all commencing students free of charge. When potential language difficulties are identified on the basis of a student’s VCE or equivalent results, it is recommended that the student undertakes the DELA. The DELA assesses competency in reading, writing and listening and the outcomes help inform students of the areas that they may require additional assistance. This allows support staff to make specific supplemental course recommendations to support their success. While not compulsory, the University aims to have a 75% compliance rate for all students recommended for assessment through the DELA.

In 2013 the DELA compliance rate was 71%, a marked increase from previous years. It should also be noted that an alternative, online language assessment tool was trialed with commencing students in the Bachelor of Commerce and Masters of Engineering in Semester 2, 2013. As such, the DELA compliance rate of 71.0% in 2013 underrepresents the number of students receiving a formal English language assessment from the University.

Melbourne Refugee Studies Program

The Melbourne Refugee Studies Program (MRSP) promotes and supports the development of asylum seeker and refugee policies and programs that are informed by the best available evidence, meet Australia’s international obligations, and respond to the varying needs and issues facing asylum seekers. The work of MRSP supports the development of a more constructive national consensus on asylum seeker and refugee policies and programs.

MRSP operates as a collaborative program across the University with a Secretariat located in the Melbourne School of Population and Global Health. It draws on the deep expertise and commitment of the University’s academic and professional staff and students, supports collaboration and exchange across faculties and schools, engages with leading asylum seeker and refugee programs across Australia and internationally and engages the broader community in informed public discussion that will support and inform the development of effective and ethical asylum-seeker and refugee policies and programs.
International Students

The University of Melbourne now has the third largest proportion of international students of any university in Australia, up from 12th place in 2011. In the period 2011 to 2013 Melbourne has seen a steady growth in the proportion of international students, despite most other universities within Australia, including all other members of the Group of Eight, experiencing declines. This growth is in line with the University’s strong international reputation and its high world university ranking.

International Students Participation Share 2013

<table>
<thead>
<tr>
<th>University</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Melbourne</td>
<td>25.2%</td>
<td>25.9%</td>
<td>27.1%</td>
</tr>
<tr>
<td>The Australian National University</td>
<td>27.7%</td>
<td>26.8%</td>
<td>26.6%</td>
</tr>
<tr>
<td>University of New South Wales*</td>
<td>27.0%</td>
<td>26.1%</td>
<td>25.1%</td>
</tr>
<tr>
<td>The University of Adelaide*</td>
<td>26.7%</td>
<td>25.2%</td>
<td>24.2%</td>
</tr>
<tr>
<td>The University of Queensland</td>
<td>24.9%</td>
<td>24.2%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Monash University*</td>
<td>24.5%</td>
<td>23.5%</td>
<td>22.5%</td>
</tr>
<tr>
<td>The University of Sydney*</td>
<td>22.5%</td>
<td>21.3%</td>
<td>22.3%</td>
</tr>
<tr>
<td>The University of Western Australia*</td>
<td>18.2%</td>
<td>16.8%</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

* Does not include students enrolled at international campuses

Community Volunteering for Change

In 2011 the University established a new undergraduate subject, Community Volunteering for Change, giving students the opportunity to broaden their academic experience by getting involved in community volunteering projects and work placements. Students spend the equivalent of one day a week as an intern in a not-for-profit organisation. Over 2011-2013, 91 students completed the subject, interning in organisations such as:

- Australian Multicultural Education Services (AMES) Victoria
- Australian Youth Climate Coalition
- Berry Street
- Cancer Council Victoria
- CERES Community Environment Park
- Disability, Sport and Recreation
- Koorie Heritage Trust
- Neighbourhood Justice Centre, Yarra Council
- Refugee Council of Australia
- Victorian National Parks Association
- World Vision Australia

UMSU International and the Festival of Nations

UMSU International is the student association for all international students at the University of Melbourne, advocating for international students and providing referral services, peer support and activities and events throughout the year to enhance the University experience. One of the main events of the year is the Festival of Nations, a two day festival of cultural celebration, performances, stalls and food.

Top 10 Source Countries for Commencing International Students 2013

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>China</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Indonesia</td>
</tr>
<tr>
<td>Singapore</td>
<td>Malaysia</td>
</tr>
<tr>
<td>Indonesia</td>
<td>India</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Singapore</td>
</tr>
<tr>
<td>South Korea</td>
<td>Ecuador</td>
</tr>
<tr>
<td>Vietnam</td>
<td>United States of America</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>Chile</td>
</tr>
<tr>
<td>India</td>
<td>Canada</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Iran</td>
</tr>
</tbody>
</table>
Studying overseas has been shown to provide life-changing and enduring academic, career, intercultural, personal and social benefits and is an important part of a university education. Increasing numbers of students are taking advantage of overseas study opportunities. Since 2011 the University has allocated Higher Education Participation and Partnership Program funds to the Lin Martin Melbourne Global Scholarship program which supports students who have experienced social, educational or financial disadvantage to participate in an overseas study opportunity. To date this program has supported 59 students studying in over 20 countries.

### Top 10 Destination Countries for Study Abroad and Exchange Students 2012

<table>
<thead>
<tr>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America</td>
</tr>
<tr>
<td>United Kingdom</td>
</tr>
<tr>
<td>China</td>
</tr>
<tr>
<td>Canada</td>
</tr>
<tr>
<td>Germany</td>
</tr>
<tr>
<td>Singapore</td>
</tr>
<tr>
<td>Hong Kong</td>
</tr>
<tr>
<td>India</td>
</tr>
<tr>
<td>Italy</td>
</tr>
<tr>
<td>France</td>
</tr>
</tbody>
</table>

Diversity Week

Held annually, Diversity Week celebrates student and staff diversity at the University. In 2013, the week consisted of over 40 events with over 6000 attendees over 4 campuses. Events included RUOK Day breakfast, Women in Physics Careers night, Wheelchair Accessible Tour of Campus and a Gender Diversity Skills workshop. The 2014 Diversity Week saw the launch of the University’s “Racism. It Stops With Me,” campaign, inviting all people to reflect on what they can do to counter racism wherever and whenever it happens.

Diversity Week 2014- launch of “Racism. It Stops with Me.” Photo by UMSU – University of Melbourne Student Union.
School Partnerships

Partnerships with schools are an important part of the University’s commitment to engaging with community and translating research and scholarship for broad social impact, including informing aspirations for higher education in areas of disadvantage. Across the University, faculties, divisions, units, research groups, clubs and individuals actively partner with schools to engage young minds and provide expert knowledge and support.

Through the Equity Innovation Grants scheme alone, the University has directly partnered with over 243 schools through projects aimed at supporting low SES and Indigenous students’ access and participation in higher education. More than half of these schools have an Index of Community Socio-Educational Advantage (ICSEA) value below 1000 and 80% have an ICSEA value below 1050.

The Index of Community Socio-Educational Advantage (ICSEA) was created by the Australian Curriculum, Assessment and Reporting Authority specifically to enable meaningful comparisons of educational disadvantage in schools across Australia. ICSEA provides a scale that numerically represents the relative magnitude of this disadvantage and is constructed taking into account both the student and the school-level factors. The median of all schools is defined as 1000, with a standard deviation of 100.

Key factors in students’ family backgrounds (parents’ occupation, school education and non-school education) have an influence on students’ educational outcomes at school. In addition to these student-level factors, research has shown that school-level factors (a school’s geographical location and the proportion of Indigenous students a school caters for) need to be considered when summarising educational advantage or disadvantage at the school level.

Lin Martin Melbourne Global Scholarship Program

Lin Martin Scholarship Recipients with Lin Martin and Professor Richard James (back) 2014

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 a rural or isolated area;
- students who are first in family to access higher education; and
- students with disadvantaged financial backgrounds.

In 2013 19 scholarships were granted totalling $96,200.
The University Plan 2011-2014 sets the agenda for achieving the University’s goals with respect to research, learning and teaching and engagement. This includes staff recruitment, support and development goals, with internationalisation of staff a particular priority. The University aspires to a strategic staff profile that 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 a demonstrated increased diversity in the staff profile as an important target.

Consistent with these aspirations, a new Staff Equity and Diversity Framework has been adopted to guide the University through to 2016. The Framework 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 2013 and University policies are aligned with the University’s values and the legislative environment. Under both the legislation and collective agreement, 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 gym 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 7434 staff, of whom 29 identified as Aboriginal and Torres Strait Islanders. In 2013, this number has risen by over 100% to 60 Indigenous staff. The University’s Indigenous Employment Framework 2014-2016 (IEF) and the preceding 2010-2013 Indigenous Employment Framework establish a whole-of-university strategy to coordinate and sustain efforts to achieve a greater representation by 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 the following targets:

- to bring the number and dispersion of Indigenous staff within the higher education sector closer to population parity by 2020;
- to increase Indigenous employment to triple the 2009 baseline by 2015; and
- to provide increased employment opportunities in a variety of areas and in a diverse range of occupations.

### Indigenous Staff by classification 2013

- Professional: 69%
- Academic: 31%

### Indigenous staff headcount

- **2020**: 163
- **2015**: 90
- **2013**: 60
- **2012**: 41
- **2011**: 23
- **2010**: 27
- **2009**: 30

In the period 2012-2013 the number of Indigenous staff increased by over 100%.
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 2013 the representation of women in academic positions has increased from 16% to 47%, with women holding 25% of professorial positions (up from 23% in 2011). Women are represented in significant numbers on a range of committees at the University. The University Council and Senior Executive have 33% female membership, whilst the Academic Board has 25% female membership, up from 23% in 2011, matching the representation of women in professorial positions.

Between 1986 and 2013 the representation of women in academic positions has increased from 16% to 47%.

In the University Plan 2011-2014 the University has committed to a demonstrated progress towards achieving gender pay equity. At each classification level there is no significant pay equity gap and the overall gender pay gap of 16.9%, down from 17.2% in 2011, 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 has again received the award of Employer of Choice for Women for 2012-13 from the Federal Government Equal Opportunity for Women in the Workplace Agency, in recognition of its provisions and achievements regarding the employment of women. The University has been advised by the National Health and Medical Research Council that it is one of only two funded organisations it assessed as “outstanding” for gender equity.

University of Melbourne Staff 2013 by Work Type

<table>
<thead>
<tr>
<th>UoM Staff 2013</th>
<th>Total Staff</th>
<th>Women</th>
<th>Men</th>
<th>Continuing</th>
<th>Fixed Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>3699</td>
<td>47%</td>
<td>53%</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>Professional</td>
<td>4043</td>
<td>66%</td>
<td>34%</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>7742</td>
<td>57%</td>
<td>43%</td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>

University of Melbourne Staff 2013 by Contract Type

<table>
<thead>
<tr>
<th>UoM Staff 2013</th>
<th>Continuing</th>
<th>Fixed Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Staff</td>
<td>Women</td>
</tr>
<tr>
<td>Academic</td>
<td>1332</td>
<td>38%</td>
</tr>
<tr>
<td>Professional</td>
<td>2709</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>4041</td>
<td>55%</td>
</tr>
</tbody>
</table>

Academic staff gender by level 2013

- RA Grade 1: 41% Female, 59% Male
- Level A: 37% Female, 63% Male
- Level B: 46% Female, 54% Male
- Level C: 58% Female, 42% Male
- Level D: 66% Female, 34% Male
- Level E: 75% Female, 25% Male
- Executive: 70% Female, 30% Male
Staff Qualifications

The capacity of the University to meet its goals in research, training and global engagement is dependent upon the qualifications, reputation and connections of our staff, nationally and internationally.

Noting that the reporting of qualifications is encouraged but not mandatory, 68% of all academic staff have reported the achievement of a PhD, up from 64% in 2011. More than one-third of reportees (34%) obtained PhD qualifications in countries outside Australia.

Staff Country of Birth

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

Staff are invited but not required to disclose their country of birth for HR reporting and 66% of academic staff and 34% of professional staff have done so as of 2013. 73% of the professional and academic staff members who have recorded their country of birth were born in Australia. This is lower than the Victorian population average of 76%. English-speaking countries comprise the top two countries of birth for both academic and professional staff. The regions that 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.

The profile of academic staff reveals greater diversity. Of the 66% of academic staff who have recorded their country of birth, 29% were born in countries other than Australia, with over 100 countries represented and the most frequently-recorded being the countries of the United Kingdom, China and the USA.

Staff Age Groups

In planning for the sustainability of the University’s workforce, concerns around loss of expertise and organisational knowledge are prompted by examination of the age profile of staff. With 8% of staff aged 60 or over, 4% of staff are already at retirement age.

---

Professional staff gender by level 2013

<table>
<thead>
<tr>
<th>Level</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEW 2</td>
<td>26%</td>
<td>72%</td>
</tr>
<tr>
<td>HEW 3</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>HEW 4</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>HEW 5</td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>HEW 6</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>HEW 7</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>HEW 8</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>HEW 9</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>HEW 10</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Executive</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

Australian born staff 2013

<table>
<thead>
<tr>
<th>Level</th>
<th>Academic</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEW 2</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>HEW 3</td>
<td>78%</td>
<td>76%</td>
</tr>
</tbody>
</table>

---

Age group of staff 2013

<table>
<thead>
<tr>
<th>Age Group</th>
<th>18-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>0%</td>
<td>7%</td>
<td>34%</td>
<td>33%</td>
<td>26%</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>Professional</td>
<td>0.1%</td>
<td>13%</td>
<td>26%</td>
<td>26%</td>
<td>21%</td>
<td>6%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Inclusive Workplace

The University aspires to be a workplace characterised by equal opportunity and freedom from discrimination and harassment, with University policy, procedures and training aligned towards the achievement of this goal.

For example, all staff members must complete the online course Promoting Positive Workplace Behaviours, with a refresher to be completed every two years. The course aims to ensure that staff are aware of and meet their obligations regarding discrimination, sexual harassment and bullying. The course is actively promoted at faculty level and in 2013 the completion rate was 65% of all staff, an encouraging increase from the 2011 figure of 48%. The online course is supplemented by targeted briefings and information sessions for staff and supervisors to engage with the concepts and behavioural expectations through discussion of case studies and other materials.

There were 123 new enquiries or complaints relating to discrimination (31%), sexual harassment (19%) and bullying (50%) dealt with by the HR Fairness and Diversity Unit or specialist advisors in 2013, down from 175 in 2011. Discrimination complaints were most frequently raised in relation to disability and impairment (37%), specifically mental health issues (almost half of these). All concerns were resolved informally within the University with no complaints of discrimination referred to external bodies such as the Victorian Equal Opportunity and Human Rights Commission or the Australian Human Rights Commission.

Employee Engagement

In order to benchmark a range of staff indicators with other institutions, in 2013 the University again participated in the "Voice Project", a staff survey administered across many Australian universities, including the Group of Eight, on a biennial basis. In 2013 our engagement with the survey was amongst the highest in the Group of Eight and the University is committed to improving this further in 2015. Areas of strength and development identified at the University through the Voice Project included:

- Strong staff engagement and job satisfaction with 77% of staff indicating they are engaged, up 3% from 2011 and 2% higher than the Go8 average.
- Significant improvement in perception of areas such as:
  - leadership
  - communication and cross unit cooperation
  - change and innovation
  - involving staff in decision making.
- High survey scores relating to diversity, teamwork, client satisfaction, clarity about roles, mission and values, research, job satisfaction and commitment to the University.

More needs to be done with respect to:

- involvement of staff in decision making;
- improving our ability to work with each other across organisational boundaries;
- ensuring staff have exciting career pathways and developmental opportunities; and
- ensuring we understand and focus on the wellbeing of our staff.

---

The university aspires to be a workplace characterised by equal opportunity and freedom from discrimination and harassment.
Primary Schools Tours

Building on an effective pilot program conducted in late 2013 in partnership with Imagineering, the Primary School Tours Program aims to connect with students and parents in the early years of learning and create valuable opportunities for families to take what is often a first step into the tertiary world and the University of Melbourne. 

Grade 5 and 6 students and their parents spend the day at the Parkville campus, learning about life at University and sharing the experience with a number of current tertiary student ambassadors. 

The project values the role of parents in support of their child’s ambitions for the future. Importantly, it involves the children early, before adolescence, to capitalise on the communication between parents and children which occurs during the transition to secondary school. 

The approach also marks a shift from the University’s current focus on secondary school-age students, but complements many later-year programs, such as the Strengthening Engagement and Achievement in Mathematics and Science program and the Australian Youth Humanities Forum.

Equity Innovation Grant Recipient: The CHASE Program

Community Health Advancement and Student Engagement (CHASE) is a program that aims to improve health through education, mentorship and community-based action.

CHASE connects secondary school students in Melbourne’s Western suburbs with CHASE mentors, young professionals and community organisations. Mentors deliver education and skills-training workshops to secondary school students and provide guidance and advice to students as they design and implement their own community-based health projects. This year, student projects ranged from a vegetable garden planting session with local primary school students to a mental health awareness day at school with the creation of a mural, educational sessions and excursions to local community organisations such as Headspace.

CHASE mentors come from a wide range of undergraduate and graduate tertiary educational disciplines at the University of Melbourne and are united by a passion to reduce non-communicable diseases in younger generations. Acting as positive role models, CHASE mentors also empower secondary school students with the knowledge and ambition to undertake higher education pathways across diverse fields.

Currently, CHASE is working with three schools in Melbourne’s west - Copperfield College, Essendon Keilor College and Stoughton College. The Western suburbs experience some of the highest rates of preventable disease in urban Victoria and a key focus of our dynamic workshops is discussing the social determinants of health.

The CHASE team’s passion is to see young people empowered to take control of their own health, engaged with their local community and inspired to promote health awareness. We hope students who engage with CHASE will take their unique understanding of health to a broader community context and into higher education pathways.

2013 Equity Innovation Grant recipients - CHASE: Community Health Advancement and Student Engagement

Good Practice For 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;
- as a grant for re-establishing career progress such as for research, conference attendance, or staff development opportunities.

Access Connections

The Access Connections program provides professional mentoring opportunities to Access Scholarship and Access Entry Scholars. By connecting students with alumni, the program complements the University’s careers and employment programs, connecting students to professional networks and aiding students in navigating career decision-making and the transition to professional life.

“Access Connections greatly exceeded my expectations. My wonderful mentor, Glenda, was friendly and generous with her time and energy. She actually made the effort to get to know me, shared with me her many experiences and knowledge, and went to great lengths to find ways she could help – to the point where she helped me build my confidence and interviewing skills, and land an internship! This was definitely the most professionally beneficial experience I’ve had; I know I’ll be able to take what I’ve learned and apply it for years to come. Glenda went far beyond what I imagined a mentor would be like, and I’ll always be grateful for her and the Access Connections Program!”