



THE UNIVERSITY OF
MELBOURNE



Social Inclusion Barometer 2018





Contents

SOCIAL INCLUSION BAROMETER	04
OUR STRATEGIES	05
MEASURES AND DATA	05
STUDENT PROFILE	06
Indigenous Students	09
Low Socio-Economic Status (SES) Students	14
Regional and Remote Students	17
Students with a Disability	20
Gender, Including Women in Non-Traditional Areas	22
Students from a Non-English Speaking Background	26
International Students	27
STAFF PROFILE	28
Diverse and Inclusive Workplace	29
Indigenous Employees	30
Women in Leadership	32
LGBTIQ Inclusion	33
Mature Workforce	34
Disability Employment and Mental Health	34



Acknowledgement of Country

The University of Melbourne acknowledges the Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the traditional custodians of the lands on which we are located.

We pay our respects to ancestors and Elders, past, present and emerging. The University is committed to honouring the Aboriginal and Torres Strait Islander peoples' unique culture and spiritual relationships to the land, waters and seas and their rich contribution to society.



Social Inclusion Barometer

The University of Melbourne is committed to developing a culture of inclusion, equity, and understanding and meeting the needs of a diverse community. The University's Social Inclusion Barometer reflects on the institution's progress towards meeting its social inclusion objectives for students, staff and the wider community. The Barometer also identifies key equity and inclusion initiatives that work to advance our diversity goals.



Our Strategies

The University's 2018 Access and Participation Plan places a high priority on facilitating diversity within the University student community, celebrating existing diversity and tackling challenges associated with under-representation.

Our student access and participation goals have five distinct themes:

- » Outreach – building awareness and aspiration for higher education
- » Access – recruitment, pathways and selection mechanisms
- » Support – equality of participation and outcomes
- » Research – focused research on national equity priorities and issues
- » Engagement – building socially inclusive communities and partnerships

Our priority equity groups for students with educational disadvantage are:

- » Indigenous students
- » Low Socio-Economic Status (SES) students
- » Regional and remote students
- » Students with a disability

The University's People Strategy 2015-2020 sets out our aim to drive diversity and inclusion across the University community to create an environment where the compounding benefits of a diverse workforce are recognised as vital.

The University's Diversity and Inclusion Implementation Plan 2016-2020 is designed to support the vision of the University, and to enable Growing Esteem and the People Strategy through five objectives:

- » To embed diversity in all that we do
- » To promote an inclusive culture underpinned by visible leadership and implemented through our policies, systems and processes
- » To attract, retain and develop the best people from a global, diverse and talented pool

- » To enhance governance, management and accountability to drive improved diversity and inclusion implementation outcomes
- » To provide an environment where unlawful discrimination, harassment and bullying are not tolerated and where we openly and promptly address behaviours, attitudes and practices that do not support this objective

The University's high priority groups for staff include:

- » Indigenous staff
- » People with a disability
- » Lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ) community
- » Female representation in academic and leadership roles within the Professoriate, University Leadership, University Council, and Science, Technology, Engineering and Mathematics (STEM) faculties

Other key strategies that underpin our inclusion and diversity agenda include:

- » *Growing Esteem 2015-2020*
- » *Reconciliation Action Plan (RAP) 3 2018-2022*
- » *Indigenous Employment Framework 2018-2021*
- » *Indigenous Student Plan 2013-2018*
- » *University of Melbourne People Strategy 2015-2020*
- » *International Strategy 2017-2020*
- » *Sustainability Plan 2017-2020*
- » *Engagement at Melbourne 2015-2020*
- » *Mental Health Promotion and Support Strategy 2016-2018*
- » *Disability Action Plan 2014-2018*



Measures and Data

The primary measures of performance reported in this publication are:

- » Participation share – the proportion of our students within an equity group. Ideally, this proportion is equal to or greater than the share within the general population
- » Success rate – the ratio of study passed to study attempted (EFTSL), ideally 100%
- » Retention rate – the consecutive enrolment of students in second year after commencing in first year, ideally 100%. Retention rates cannot be determined until the end of the following year

Where possible, University of Melbourne data are compared with Victorian data and against the Group of Eight (Go8) Universities. Either an exact Go8 result is given (denoted Go8) or an average across the Go8 Universities (denoted Go8 average). Victorian and Go8 Universities data have been drawn from the most recently available information from the Department of Higher Education and Training.





Student Profile

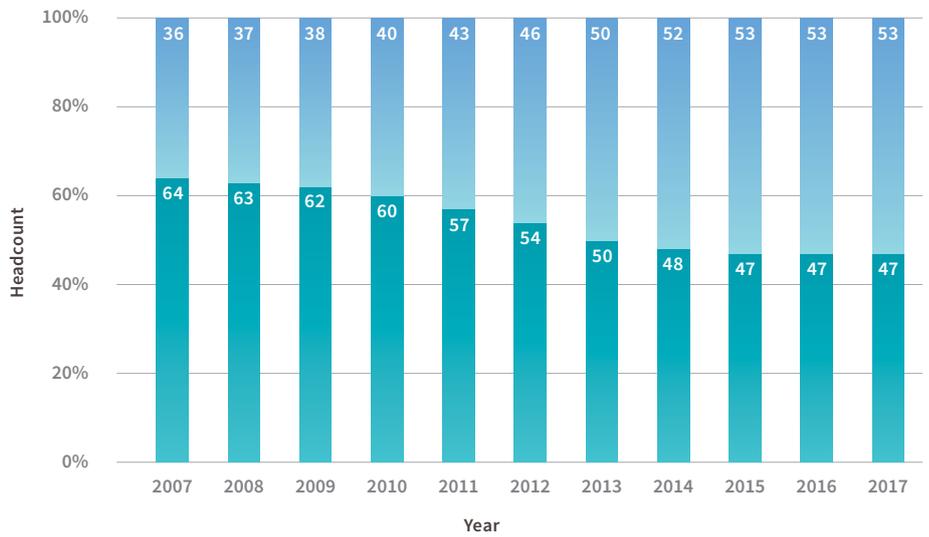
In 2008, the University introduced the Melbourne Model with an ambition to grow postgraduate programs. As a result, postgraduate enrolments now slightly exceed undergraduate enrolments. Currently, the University has 47% undergraduate enrolments compared to 53% for postgraduate. The University has also seen an increase in its numbers for international students, which now make up 37% of all enrolments.



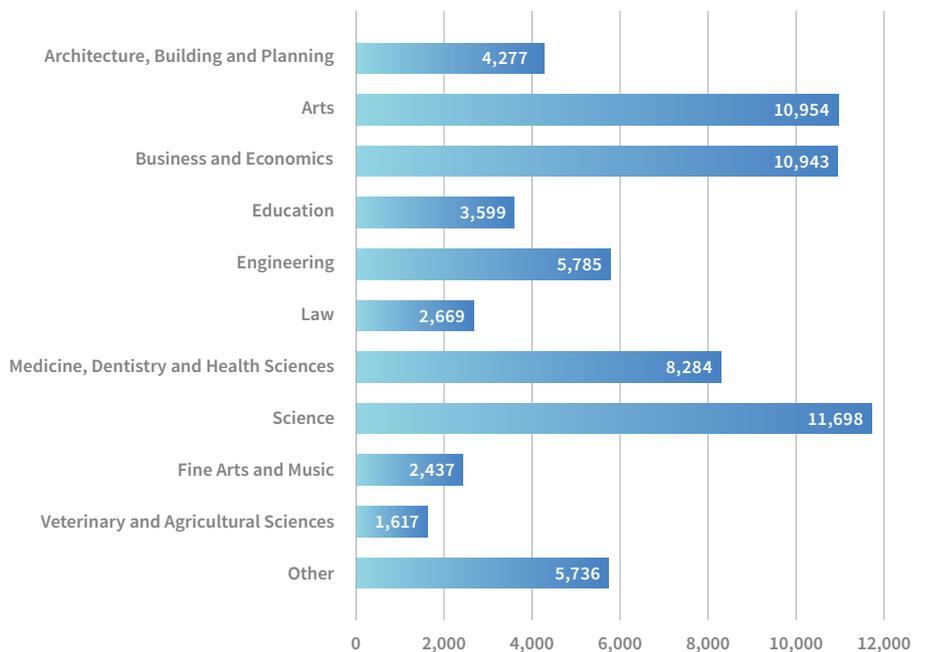


Student Headcount 2017

Undergraduate Postgraduate



Student Headcount by Faculty 2017



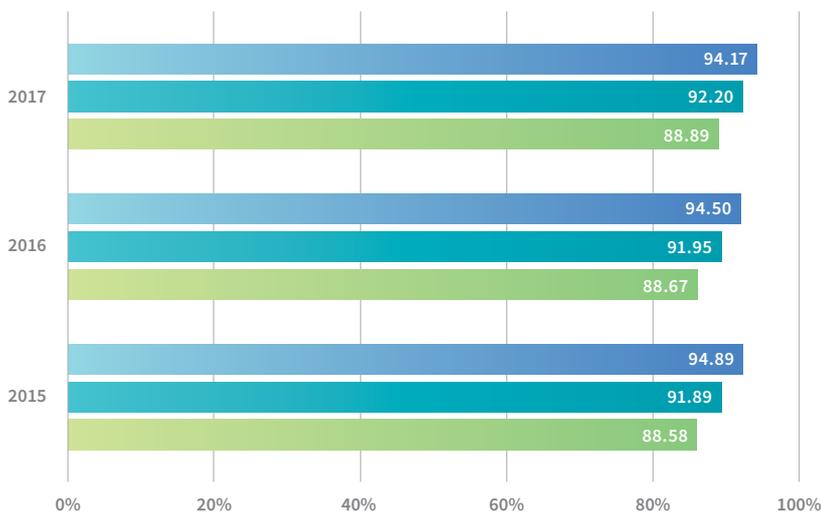


RESPECT WEEK

Overall, the University of Melbourne's students continue to excel in their studies, with student success rates consistently above both the Victorian and Go8 averages. A similar pattern can be seen in the University's overall retention rates. These figures provide a useful baseline against which to consider the University's progress towards its access and participation goals.

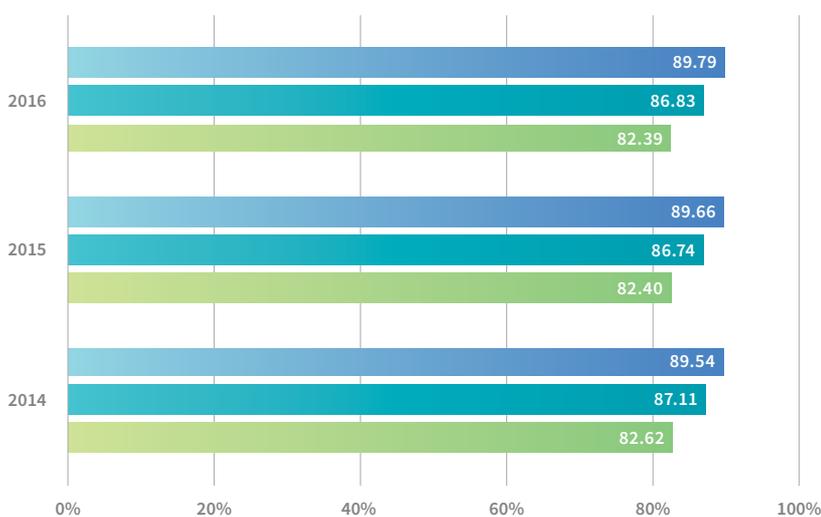
Domestic Student Success Rate

UoM Go8 average Vic



Domestic Student Retention Rate

UoM Go8 average Vic



RESPECT INITIATIVE

Respect Week

The inaugural Respect Week at the University of Melbourne was held in 2016, complementing the sector-wide Universities Australia campaign *Respect. Now. Always.* The University delivers this week-long event annually and a program of activities, delivered by students and staff at all campuses, celebrates the vision for a safe, inclusive, connected and respectful community – a community that embraces diversity and is free from behaviours that place others at risk. Respect Week demonstrates the University's commitment to the prevention of sexual harassment, assault, bullying and discrimination, and it provides information to support those affected by past incidents. The University has also continued to improve its policies, processes and practices to support individuals in dealing with sexual assault or harassment, by ensuring support services are comprehensive, well publicised and easy to access.

Respect Taskforce

In 2017, the University's Respect Taskforce was established as the strategic unit responsible for defining and prioritising the goals of the University in eliminating sexual assault and sexual harassment. The Taskforce membership includes leadership from the University, academic experts in the areas being examined, college leaders as well as student representatives.



Indigenous Students

The University has a number of strategies to enhance the education outcomes for Indigenous students. This is reflected by a range of targets and measures in the University's Reconciliation Action Plan (RAP) 3 2018-2022.

In 2015, ambitious Indigenous student headline targets were endorsed, and an Indigenous Outcomes Measurement Framework created, which better aligns to the RAP and associated Indigenous strategies.

The University's Indigenous student headline targets are:

- » Indigenous student headcount to reach 1000 by 2029
- » Undergraduate to postgraduate student ratio to be equal for Indigenous and non-Indigenous students by 2025
- » Undergraduate student success rate to be equal for Indigenous and non-Indigenous students by 2025
- » Postgraduate student success rate to be equal for Indigenous and non-Indigenous students by 2025

The national Indigenous population parity rate is currently 3.0% and is predicted to reach 3.1% in 2020, while the parity rate for Victoria is currently 0.8%.

The number of Indigenous students studying at the University has increased every year since 2011. In 2017, there were 345 Indigenous students enrolled at the University, up from 174 in 2011. The participation share of

Indigenous students as a proportion of the domestic student population has also been rising from 0.52% in 2011 to 0.82% in 2017.

Of the University's Indigenous students in 2017, 197 were enrolled in undergraduate study and 148 were enrolled in postgraduate study, including 74 higher degree coursework students and 41 graduate research students (a 140% increase since 2015).

The majority of Indigenous undergraduate students are enrolled in the Faculty of Arts (110 students with a parity share of 2.05%) and the Faculty of Science (45 students with a parity share of 0.67%), while most Indigenous higher degree coursework students are enrolled in the Faculty of Medicine, Dentistry and Health Sciences (25 students with a parity share of 0.71%).

Although the University's participation share is behind that of Go8 and other Victorian universities, it has shown steady growth since 2011, reaching 0.72% in 2016. The impact of our national recruitment strategy is evidenced in the increased numbers of commencing Indigenous students; the access rate has grown from 0.5% in 2011 to 0.87% in 2015 and 2016.

While the Indigenous success rate is below that of the domestic student population, the University will continue to invest in a range of transition and support programs in an effort to close this gap by our target year of 2025.

Retention rates have not changed markedly among Go8 or Victorian universities since

2011. The University has had a higher retention rate than the average for Victorian universities in each year.

RECONCILIATION ACTION PLAN

The University's vision for reconciliation is a holistic, inclusive and two-way relationship between Indigenous and non-Indigenous Australians based on mutual respect. For this relationship to prosper, members of the University community must develop a deep respect for the cultures, knowledge and values of the many clans and language groups that make up Indigenous Australia.

Launched in 2010, the University's first Reconciliation Action Plan (RAP 1) focused on the development of knowledge and processes that support Indigenous development and wellbeing. In 2015, the University's RAP 2 extended on the first RAP to focus on setting hard targets for the recruitment and retention of Indigenous students, and for growing our cohort of Indigenous staff. Building on the two previous RAPs, in 2018, RAP 3 was launched and focusses on four themes, mapped against the Reconciliation Australia Framework of Respect, Relationships and Opportunities, they are:

- » Leadership for Change
- » Our Place
- » Purposeful Partnerships
- » International Engagement



CODING WITH WORAWA

UNDER BUNJIL

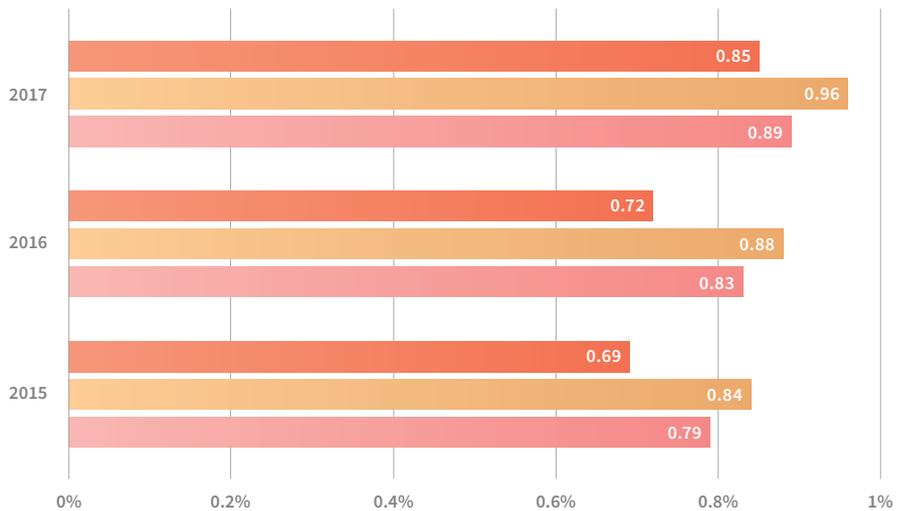
Under Bunjil is a publication of writing and creative art by Indigenous students. Supported by Murrup Barak, *Under Bunjil* serves as a tool for the empowerment of Indigenous voices at the University.

‘Written and published by an Indigenous student body hailing from dozens of different nations, we all now live under the watchful gaze of the great eagle Bunjil. Powered by the voices and drive of the Indigenous students, *Under Bunjil* serves as a place to share thoughts and experiences of the student body at Melbourne.’ – Tyson Holloway-Clarke, Indigenous student and 2016 President of the University of Melbourne Student Union (UMSU)

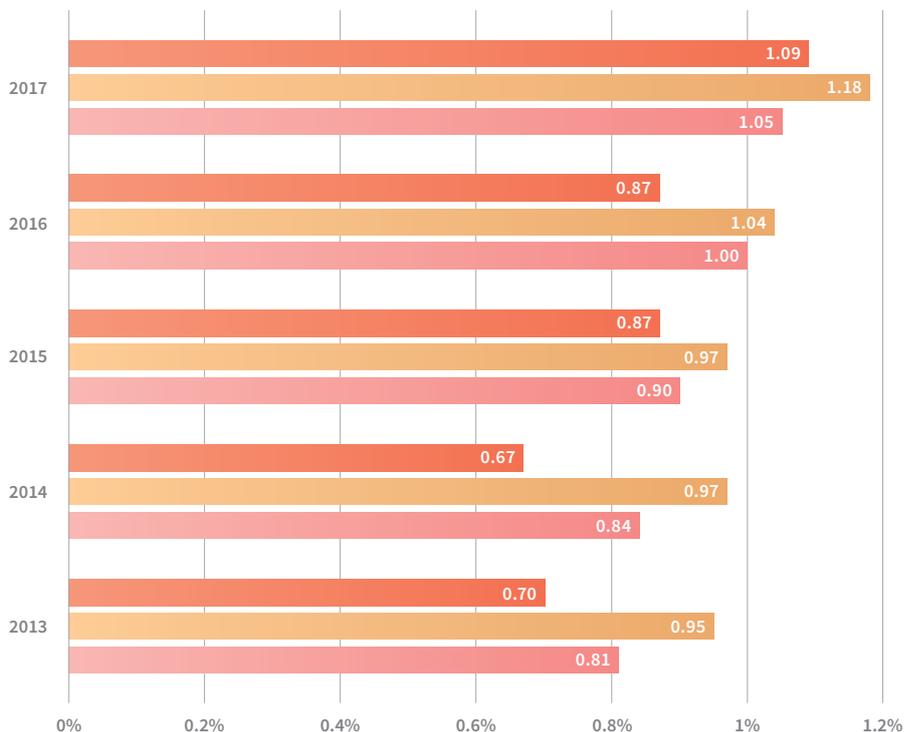
CODING WITH WORAWA
ABORIGINAL GIRLS COLLEGE

In 2016, the University’s Department of Computing and Information Systems partnered with Worawa Aboriginal Girls College to introduce students to coding. With assistance from University student volunteers, the students put their coding skills into practice by developing their own websites. The students then had the chance to work with the Department’s selection of robots. This successful partnership continued in 2017 with a lesson on how drones can be used to assist rangers in remote communities.

Indigenous Student Participation Rate

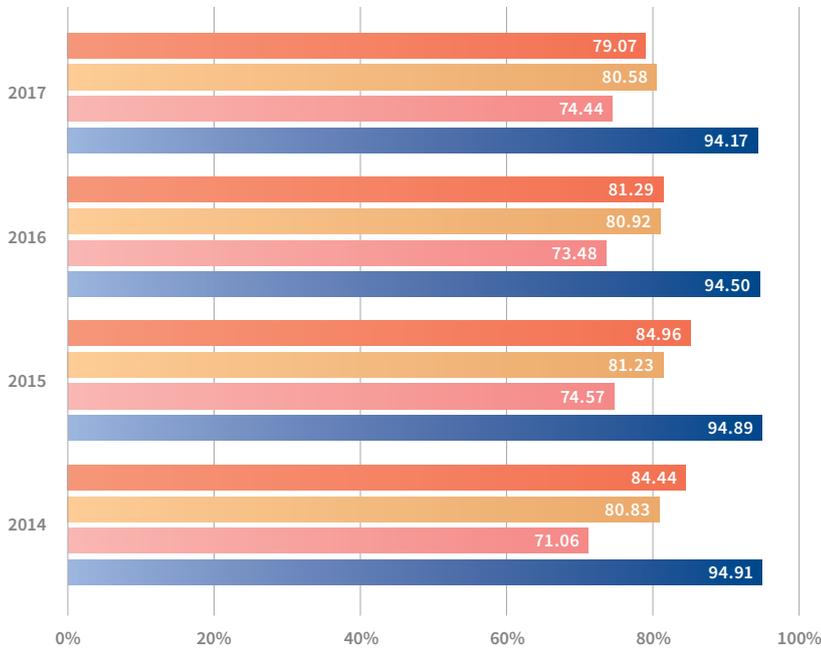


Indigenous Student Access Rate





Indigenous Student Success Rate



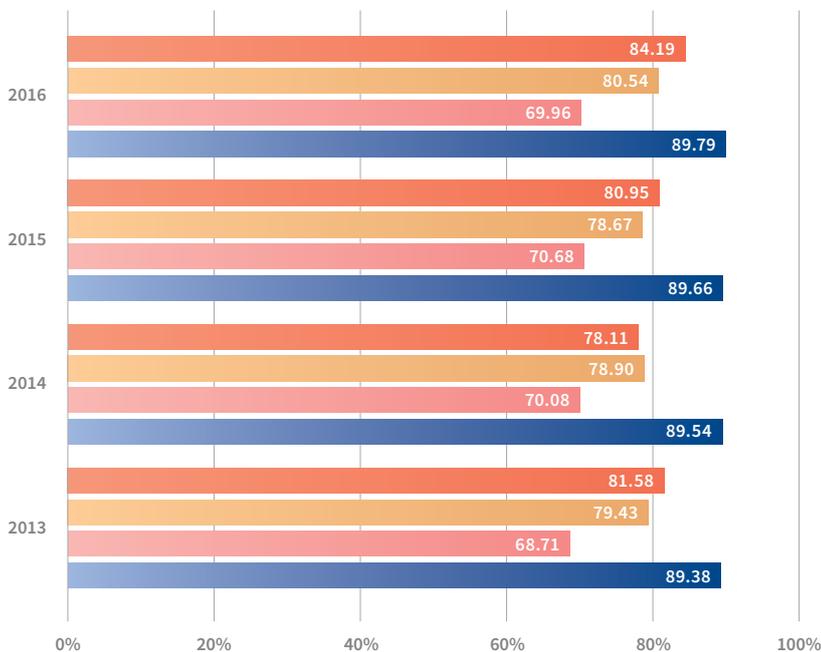
TEACHING STUDENTS HEAD TO REMOTE INDIGENOUS SCHOOLS

Each year, teaching candidates make a 4,000km journey to Yirrkala in the Northern Territory to work with local schools and communities as part of the Indigenous remote teaching placement program. The four week program sees six Masters students partner with the Yolngu community to teach Indigenous and secondary school students. Working closely with local mentor teachers, the students experience first hand the local needs and contexts of remote schools and communities.

INDIGENOUS AMBASSADOR AND MENTOR PROGRAM

The Indigenous Ambassador and Mentor Program provides opportunities for Indigenous students to gain valuable skills and experience through leading and delivering projects, managing events and providing guidance and support to new students. Students work in partnership with Murrup Barak staff and act as co-creators in program delivery for current and prospective students. The program fosters a connected and vibrant community of Indigenous students and staff, while enabling Indigenous students to shape the experience for themselves, their peers and prospective Indigenous students.

Indigenous Student Retention Rate



▬ UoM
 ▬ Go8 average
 ▬ Vic
▬ All domestic UoM students



ACCESSIBLE PATHWAYS

The University has maintained and built upon its accessible pathways for undergraduate and postgraduate students who have experienced educational disadvantage. Each year, the University offers a significant number of scholarships as part of its Melbourne Access and Graduate Access Melbourne entry programs. Our Bachelor of Arts (Extended) and Diploma of General Studies (DiGS)

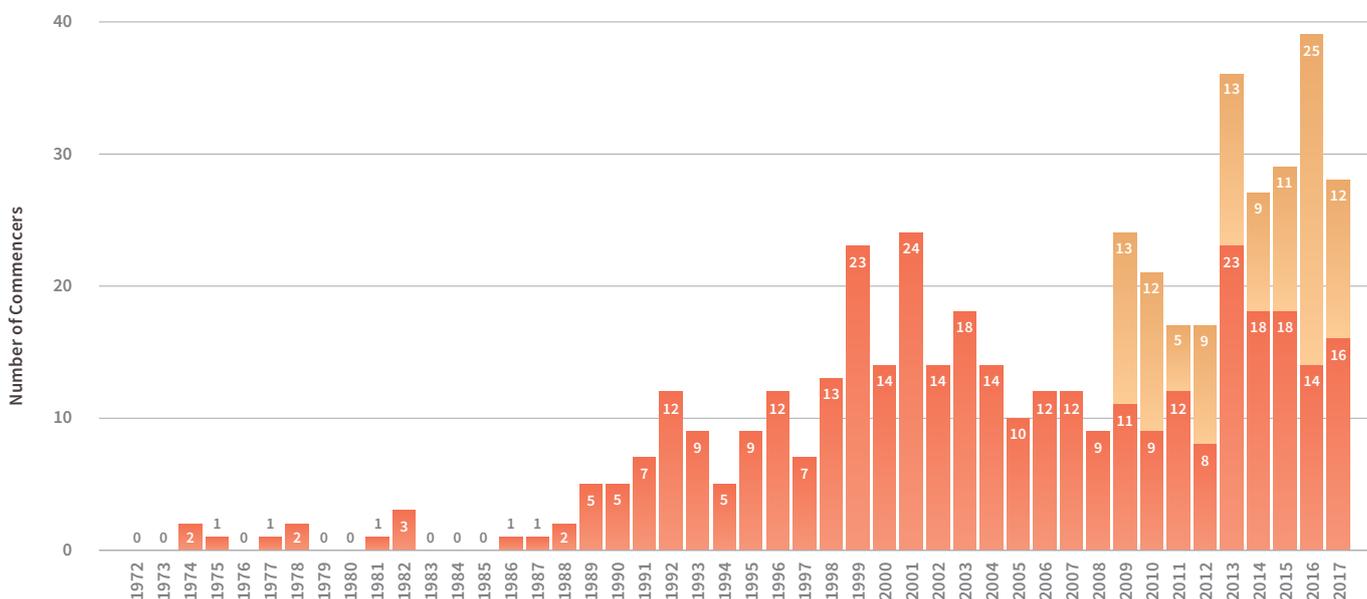
programs have continued to provide key pathways for aspiring Indigenous students. In 2016, the University increased its pathway options by launching the Bachelor of Science (Extended) program.

The Extended programs offer a supported pathway to completion of an undergraduate degree for Indigenous students who show potential, but who

may not otherwise have had access to such an opportunity. Participating students receive integrated support and academic assistance to ensure their individual success. These programs have proved an effective entry pathway for Indigenous students, significantly increasing the numbers of Indigenous students studying at the University.

Bachelor of Arts and Bachelor of Arts Extended Commencing Indigenous Student Headcount 1972-2017

▀ Bachelor of Arts
 ▀ Bachelor of Arts Extended





BROTHERHOOD OF ST LAURENCE

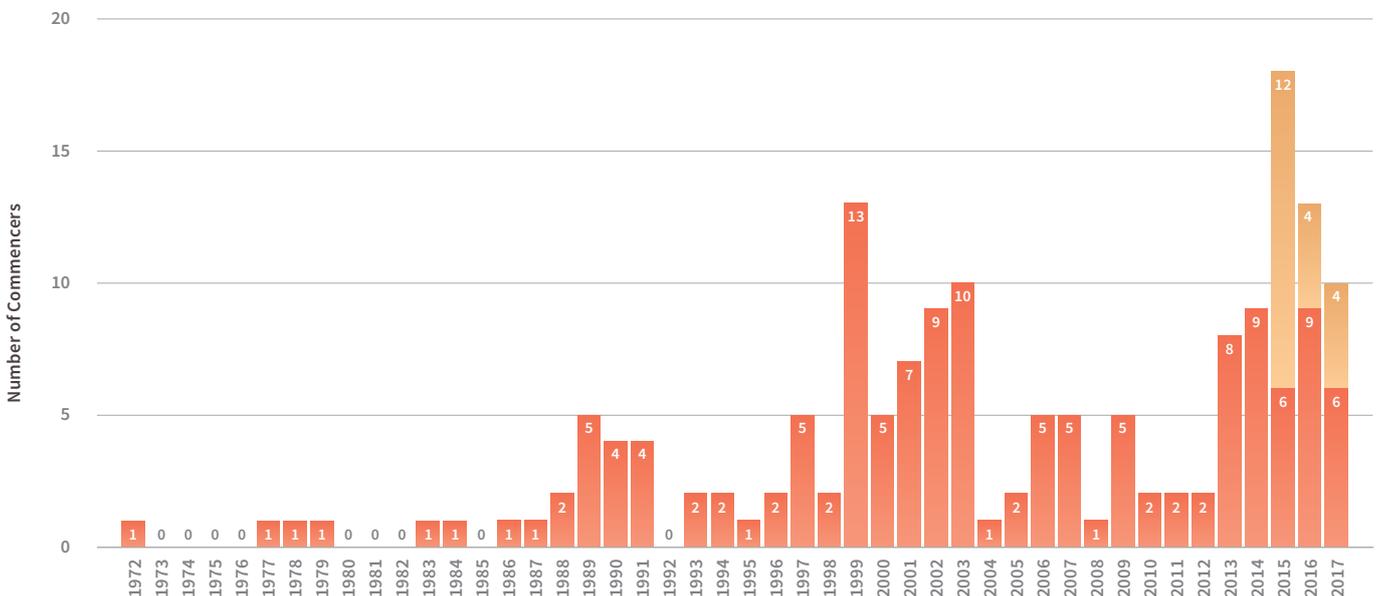
The Brotherhood of St Laurence is a Melbourne based community organisation who have worked to reduce poverty in Australia since the 1930s. The University's long-standing partnership with the Brotherhood focuses on a joint research agenda that addresses social inclusion. The partnership was strengthened in 2013 with the signing of a five-year memorandum of understanding between the University to continue to broaden mutual strategic initiatives. The partnership is housed within the School of Social and Political Sciences.

Recent partnership developments include:

- » Joint delivery of the Master of Social Policy program
- » Two successful research council projects
 - » an Australian Research Council (ARC) funded initiative for Challenging and Preventing Workforce Vulnerabilities in Midlife and Beyond
 - » a National Health and Medical Research Council (NHMRC) funded initiative for Cognitive Decline Partnership Centre
- » Three major partnership initiatives
 - » the Children and Family Centre for Research Excellence, based at the University of Queensland and locally through the Melbourne Institute (with contributions from the BSL)
 - » the Hallmark Research Network on Ageing, managed locally through the Melbourne School of Population and Global Health and funded by University of Melbourne
 - » the National Cognitive Decline Partnership Centre, based in Sydney, run locally through the school of Social and Political Sciences

Bachelor of Science and Bachelor of Science Extended Commencing Indigenous Student Headcount 1972-2017

■ Bachelor of Science ■ Bachelor of Science Extended





RAISE THE BAR

Low Socio-Economic Status (SES) Students

The University offers a range of participation programs to engage and support students from low-SES backgrounds. The Access Melbourne program allows special entry for undergraduate students who are disadvantaged by factors such as a disability, financial background, medical condition, rural or isolated areas, or other circumstances that affect educational achievement. Each year, at least 20% of our domestic undergraduate places are reserved for Access Melbourne applicants. In round 1, 2018 31% of undergraduate offers were made through Access Melbourne.

In addition, the Higher Education Participation and Partnership Program (HEPPP) funding that supports the success of low-SES students has allowed the University to deliver over 40 student programs in the 2015-2017 period, with a reach of over 55,000 students.

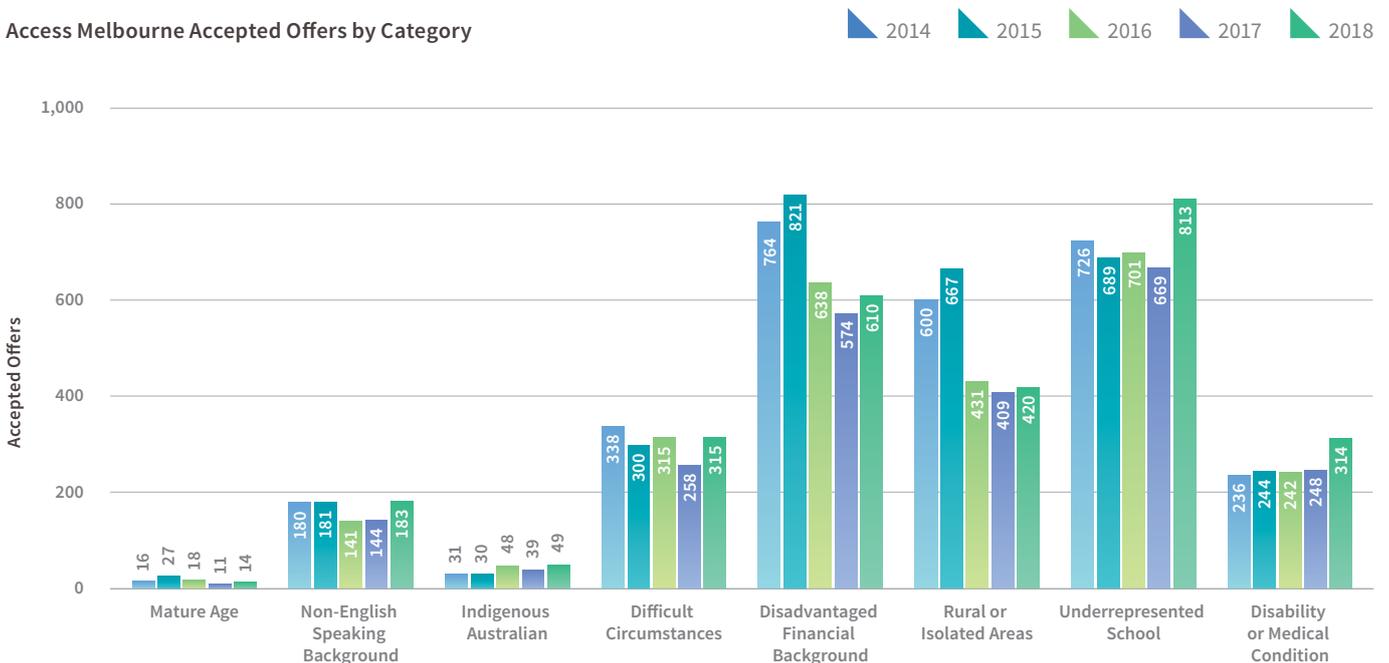
In 2017, \$1.64 million was allocated to a selection of programs including:

- » Object-based learning: an aspirational educational pathway for disadvantaged students in rural Victoria
- » Chemistry Immersion Workshop for Year 11 students
- » Lin Martin Global Scholarships
- » UniExperience Program
- » Melbourne Connect Study Skills Day
- » Strengthening Engagement and Achievement in Mathematics and Science (SEAMS)
- » Learn, Experience, Access Professions (LEAP)
- » Biomedicine Meets Art
- » All Access Global Mobility
- » Indigenous Secondary School Academic Acceleration

- » Enhancing Career Prospects for low-SES students
- » Mildura to Melbourne: Making big things happen for small-town students
- » Raise the Bar Academy
- » Indigenous Student Exchange Program

Over recent years, the number of low-SES students admitted into the University has fluctuated, and undergraduate participation share has declined slightly. While this highlights the need for further work at the undergraduate level, it is worth reflecting that over the same period the University has maintained higher than average student retention rates compared to other Go8 and Victorian universities, indicating the strength of the University's student support structures.

Access Melbourne Accepted Offers by Category



MAKING IT REEL

Making it Reel was a series of film and theatre workshops delivered to low-SES high school students by alumni from the theatre and film schools of Victorian College of the Arts (VCA). Students participated in practical hands-on workshops and developed basic film-making skills, as well as a deeper understanding of film-making and performance for the screen. The aims of the program were to highlight potential career and vocational opportunities that exist within film, television, theatre and other screen-based art forms. Over 65 secondary students from schools with a high proportion of low-SES students participated in the program.



MELBOURNE HUMANITARIAN
ACCESS SCHOLARSHIP

In 2018, the University introduced four new scholarships annually to support undergraduate or postgraduate international students seeking asylum. The benefits of the scholarship are full fee remission and a living allowance of \$5,000 per year.

SAFER COMMUNITY PROGRAM

The Safer Community Program was established in 2012 and continues the wellbeing work done for many years at the University. The Program aims to promote a safe learning, working and living environment for the University community. It also provides the opportunity for the community to report behaviours of concern, and offers advice and support in regard to situations involving bullying, sexual harassment and discrimination.

MELBOURNE
CONNECT PROGRAM

The Melbourne Connect Program is an annual program involving current University of Melbourne students returning to their secondary school to discuss their transition to tertiary education. The program is offered to partner schools in northern and western metropolitan Melbourne suburbs. Over the last few years, the University visited 95 high schools and reached approximately 6,200 students.

THE SMITH FAMILY

The Smith Family and the University of Melbourne continue to build their relationship in order to pursue a common commitment to improving educational opportunities for young Australians from disadvantaged backgrounds. This shared commitment is to support:

- » Education as the key to overcoming poverty and disadvantage.
- » Increasing the proportion of Australians of low-SES backgrounds who have access to tertiary study
- » 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 recent years, approximately 2,880 Learning for Life scholarships were provided to financially disadvantaged students throughout their schooling across Brimbank, Broadmeadows, Melbourne, Epping and Shepparton. A number of literacy, numeracy and mentoring programs were delivered including: student2student, an eighteen-week

buddy reading program that takes place over the phone; Learning Clubs, after school homework clubs that support primary and secondary learning; iTrack, an online mentoring program that works with Year 9-11 students to support their decision-making about educational and career pathways; and Work Inspiration, an Australia-wide, employer-led program that enables young people to find out more about themselves and engage with employers firsthand.

The University partners with The Smith Family across additional programs and events. Students from the University's School of Rural Health have volunteered time as tutors to Year 11 and 12 students in Shepparton for a number of years. In 2016, this support was extended to students in the communities of Bendigo and Ballarat. 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.



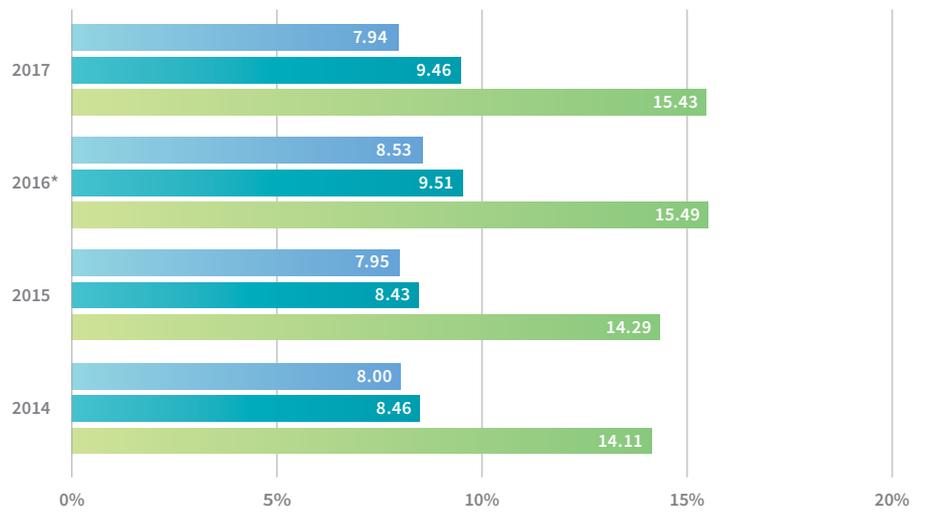
OBJECT BASED LEARNING



Undergraduate Low SES Participation Share

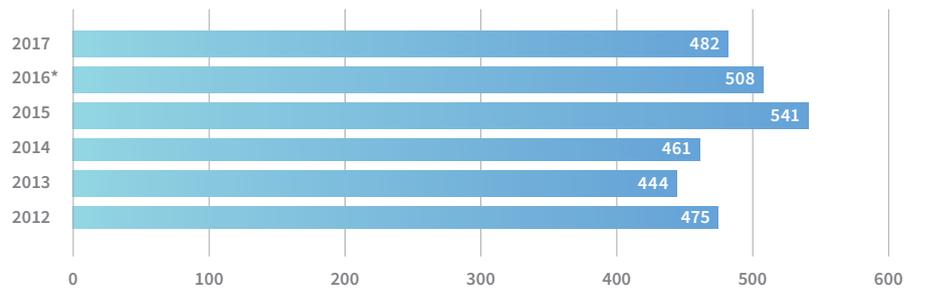
UoM Go8 average Vic

*From 2016, a new Low SES Index is used based on the 2016 census.



Undergraduate Low SES Commencers

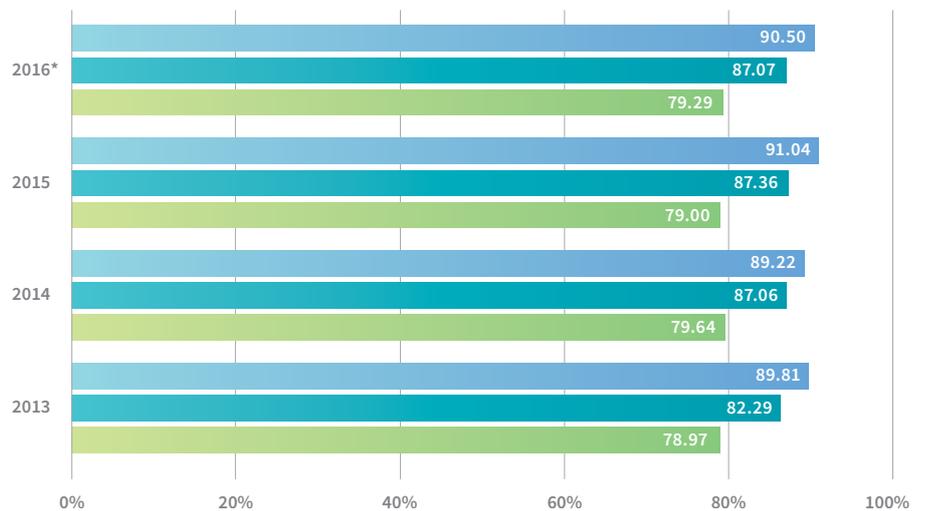
*From 2016, a new Low SES Index is used based on the 2016 census.



Undergraduate Low SES Retention Rate

UoM Go8 average Vic

*From 2016, a new Low SES Index is used based on the 2016 census.





ROUND TABLE ALGABONYAH

Regional and Remote Students

The University maintains guaranteed places in all undergraduate programs for rural and isolated students who achieve below the clearly-in-ATAR and above the approved minimum and who meet the course pre-requisites. The program was introduced to increase opportunities for students to enter the University, and is a targeted scheme acknowledging the University's need to improve access for students living in regional and remote areas.

The Melbourne Accommodation Program (MAP) established in 2016 has provided a new 648-bed student accommodation development in Carlton, the heart of the Parkville University campus precinct. From 2019, first year domestic undergraduate students who live outside Victoria, first year international students and incoming Exchange/ Study Abroad students will be provided with targeted support via the MAP and will have access to a range of options in Parkville, including a new Hall of Residence on Royal Parade providing 285 beds and a new facility on Bouverie Street providing 596 beds.

This accommodation complements the existing college accommodation and is part of an extensive accommodation program that will eventually provide 6,000 new beds for students in close proximity to the Parkville campus.

Despite a very slight decline over the last three years, the University of Melbourne maintains a remote and regional student participation share above that of the other Go8 universities. Once admitted to the University, the retention rate for students from regional areas has also remained closely in step with those of all domestic students over recent years. Retention rate of students from remote areas, however, has fluctuated and lags behind our domestic student retention rate, highlighting the need to continue to focus on supporting these students to succeed at University.

GOULBURN VALLEY INITIATIVE

The University's Goulburn Valley Initiative provides an important platform for the University's rural engagement, research and education. The University has worked with a range of partners in the community to identify ways to assist in achieving their goals. Many of these goals are focused on economic development and improving educational outcomes for young people, and therefore increasing employment in the region, particularly among the disadvantaged. The Goulburn Valley has the largest regional Indigenous population in Victoria, therefore the needs of Indigenous peoples have been a crucial consideration in this work.

The University has developed a partnership with the Kaiela Institute and the Algabonyah Community Cabinet, which is a platform for Indigenous

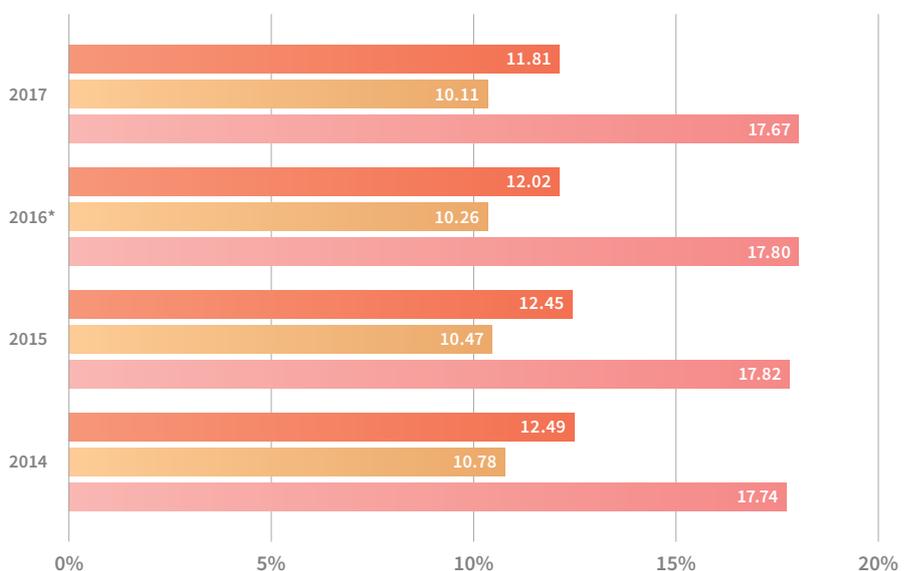
self-determination. The collaboration is shown through a number of initiatives including the Academy of Sport Health and Education (ASHE) and the Rural Health Academic Centre.

The Dungala Kaiela Oration is an annual event on Yorta Yorta country co-hosted by the Kaiela Institute and the University. The oration gives prominent leaders and thinkers a platform to discuss contemporary issues relevant to the Goulburn Murray region. In 2018, the oration *A home on country, at home in the world*, was delivered by Māori Lawyer and social justice advocate Dr Moana Jackson. Dr Jackson's oration discussed the notion of treaty, a word originating from the Latin *tractatus* which refers to the act of bringing people together.

Regional and Remote Student Participation Share

UoM Go8 average Vic

*From 2016, a new geography standard is used based on the 2016 census





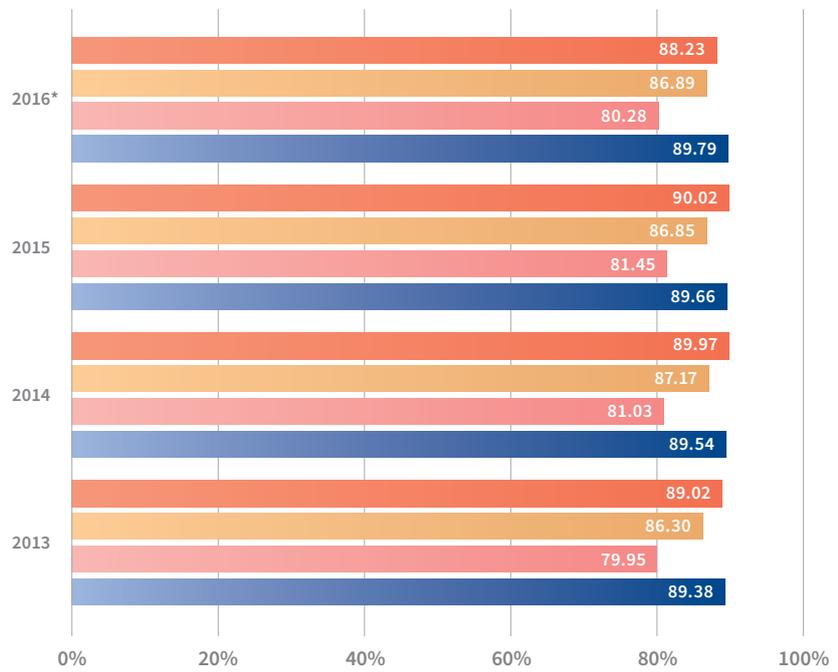
ROUND TABLE ALGABONYAH

Regional Student Retention Rate

▀ UoM
 ▀ Go8 average
 ▀ Vic

▀ All domestic UoM students

*From 2016, a new geography standard is used based on the 2016 census

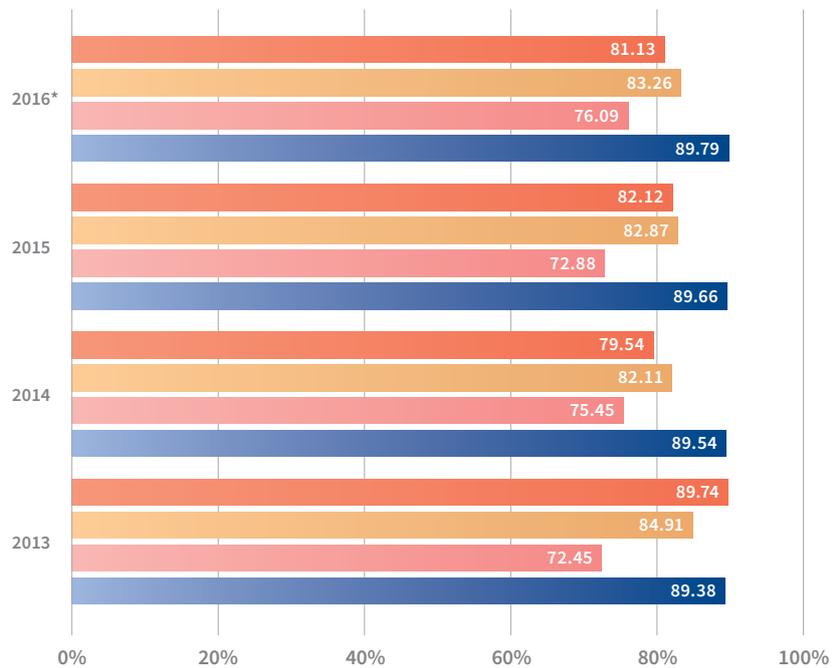


Remote Student Retention Rate

▀ UoM
 ▀ Go8 average
 ▀ Vic

▀ All domestic UoM students

*From 2016, a new geography standard is used based on the 2016 census





RESPECT WEEK

NEW STUDENT PRECINCT

The New Student Precinct project will make a significant contribution to the transformation of the on-campus student experience at Parkville by delivering a world-class student hub for the whole campus community. Co-creation has been the cornerstone of the initiative with over 5500 students partnering with the project

as active contributors and decision-makers. Students have been invited to engage in creative and entrepreneurial endeavours – ‘activations’ – prior to the Precinct’s completion encouraging students to connect with the space. Building works commenced in 2018 with a completion date of 2022.



STUDENT CONNECT

The Student Connect program offers appointments for all undergraduate and postgraduate students. The appointments provide an opportunity for students to focus on their goals, skills, experiences, networks and knowledge.

Students work with a professional peer adviser to:

- » Make sure they are connected to networks and people they need for success
- » Reflect on the stage they are at in their learning and what they want to achieve
- » Find experiences that build skills and knowledge
- » Talk about any challenges they may be facing and how to overcome them
- » Develop a plan to help achieve their goals

LEARNING FOOTBALL

Aussie rules football is a huge part of the fabric of Melbourne and familiarising students with the rules and culture of the game was a great way for the University to welcome students new to our city. As part of the partnership between the University and the Melbourne Football Club, the University hosted a program for international and interstate students to have a first-hand experience of a football match at the Melbourne Cricket Ground (MCG). Participants learnt the rules of the game and some basic skills, and had the opportunity to develop their intercultural communication skills. The program was successful in connecting students together who may not have otherwise met and students developed friendships across many cultures and backgrounds.





Students with a Disability

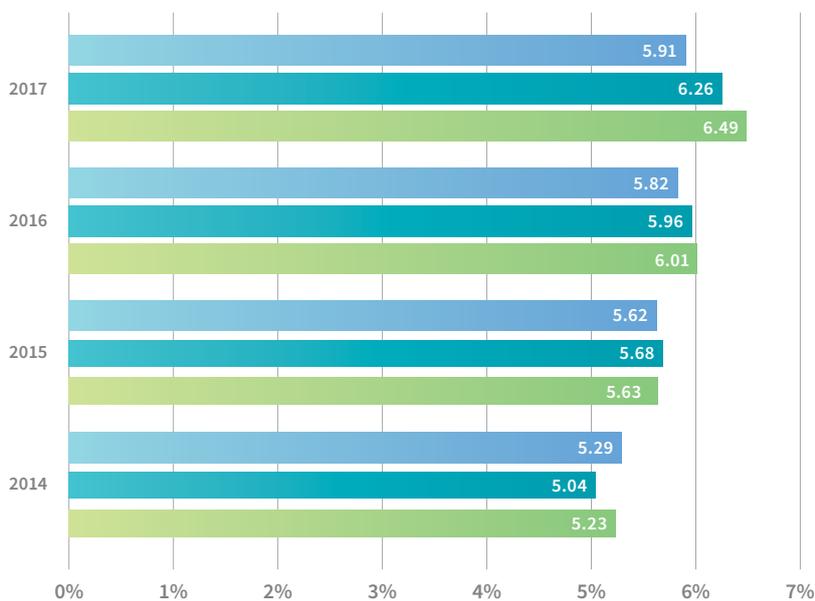
The University of Melbourne's *Disability Action Plan 2014-2018* provides the framework for the University's delivery of support services for students experiencing disability.

The University aims to proactively address the challenges of achieving equitable access – physical, informational and attitudinal, for students with a disability and reaffirms the University's commitment to providing a rich Melbourne experience for its students. The Student Equity and Disability Support (SEDS) team in the central student service channel Stop 1 provides academic support workers, assistive technology, accessible formatting such as Braille, alternative exam arrangements and the loaning of equipment. The SEDS team continually works with students, academics, professional staff and health professionals to implement reasonable adjustments to academic requirements. Currently there are over 2000 students registered with SEDS who receive ongoing support for their disability.

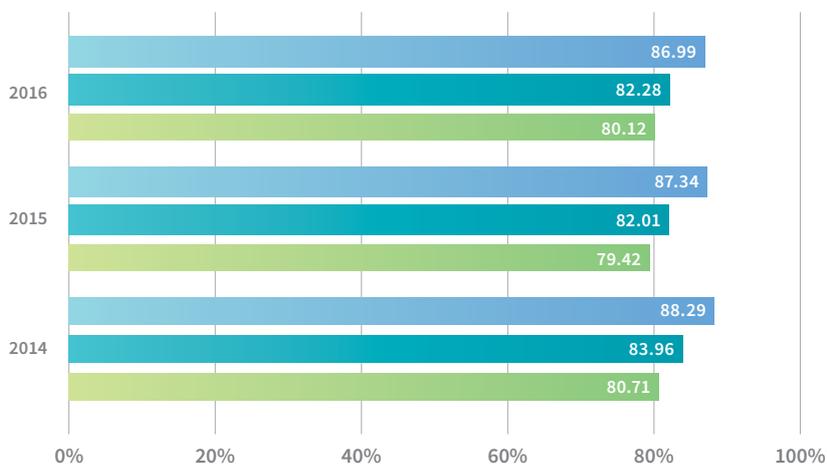
The rate of participation of students with a disability at the University has continued to grow and is only slightly behind the Go8 and Victorian universities. The University of Melbourne's retention rate however has remained above that of the Go8 and other Victorian universities for several years.

■ UoM
 ■ Go8 average
 ■ Vic

Domestic Students with a Disability Participation Share



Domestic Students with a Disability Retention Rate





UNI EXPERIENCE PROGRAM

AUTISM INCLUSION

A Student Services and Amenities Fee (SSAF) Grant was awarded in 2018 to develop resources and student services to assist students on the Autism Spectrum (AS). The grant will support students in successfully engaging with the University in both the curriculum and the cultural life of the University. The project will provide information, support and practical assistance to help students with AS, especially those new to the University.

ENHANCING STUDENT WELLBEING PROJECT

Established in 2015, the University's Enhancing Student Wellbeing Project aims to build the capacity of academic educators to design curriculum and create teaching and learning environments that enhance student mental wellbeing. The outcomes of the project have included:

- » A framework for developing a whole-of-institution approach to enhancing student wellbeing
- » A suite of online professional development modules for academic teachers to advance awareness of student mental health issues
- » Development of curriculum and pedagogical approaches that can support mental wellbeing
- » A national symposium on Student Mental Wellbeing

TALKING ART LIBRARY

In 2016, the Ian Potter Museum of Art was awarded a University Learning and Teaching Initiative Grant for the Talking Art Library project. The project connects blind and vision impaired students to the collection through a series of audio files uploaded as podcasts. It comprises audio contributions from experts such as art historians and curators, as well as undergraduate and postgraduate students from a range of Faculties. The project will also work with first year undergraduate students and youth advisors at Vision Australia.

MENTORING AT MELBOURNE

The University offers a range of mentoring programs in recognition of the powerful impact mentoring can have on personal and educational growth. The University offers many student mentoring programs both centrally and at the Faculty level, including:

- » The University-wide Ask Alumni Program providing students the opportunity to connect with volunteer alumni mentors for a one-off career conversation. An informational interview can take place via video call, phone call, email exchange or face-to-face meeting
- » Access Connections Mentoring Program – a program delivered each semester which pairs alumni mentors with second and third year students who were admitted to an undergraduate course under Access Melbourne
- » Student Peer Leader Network – an opportunity for students to contribute to the University community by co-creating activities that promote connection and belonging among students
- » Indigenous Ambassador and Mentoring Program – enabling Indigenous students the opportunity to lead and represent the University
- » Welcome to Melbourne – Cultural mentoring program for Australia Award students
- » UMSU Mentoring Network – matching new undergraduate and postgraduate students with later year students
- » UMSU Women's Mentoring Network – matching undergraduates with postgraduate female students

In addition to the above programs, most Faculties and Colleges at the University offer tailored mentoring programs for their cohorts.





ROBOGALS

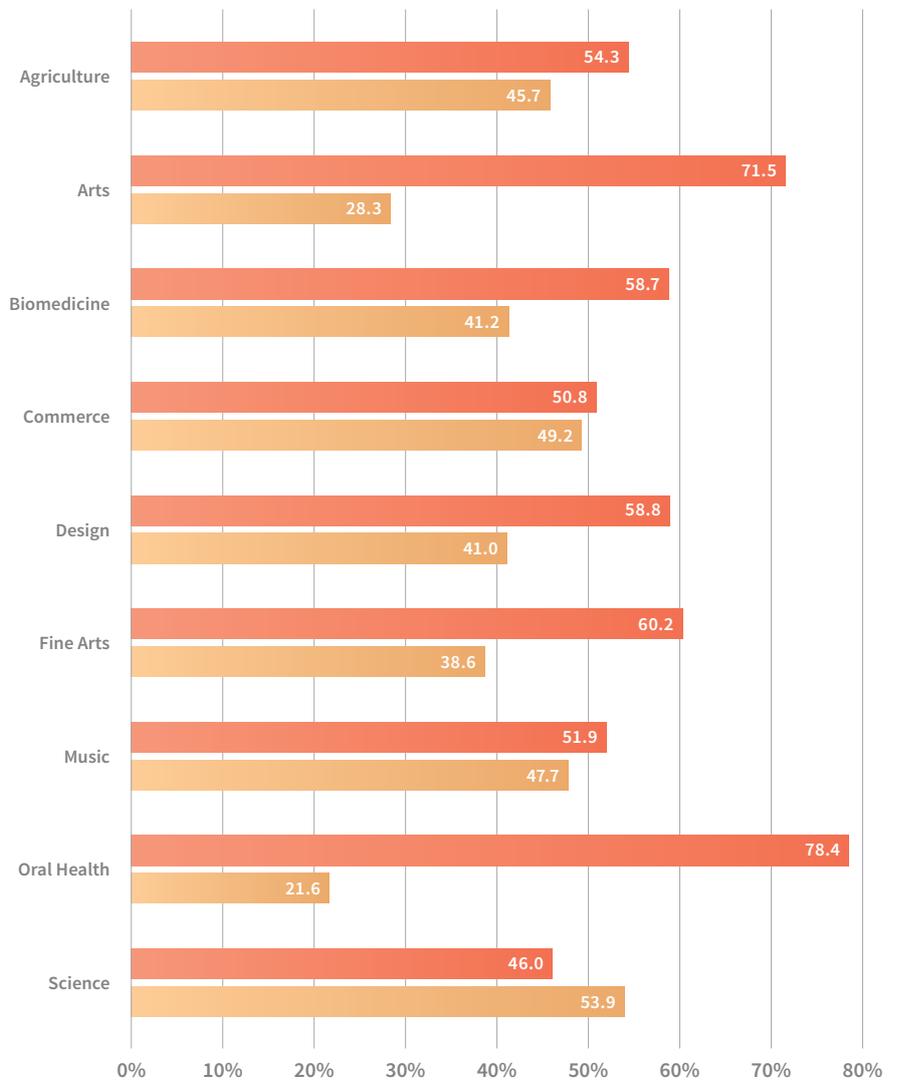
Gender, Including Women in Non-Traditional Areas

The University aims to provide equitable gender access to education in all areas of study and has consistently achieved student participation rates in excess of the Victorian and Go8 average for women in non-traditional areas.

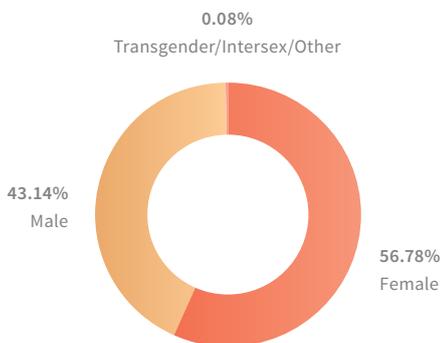
At the University, female students outnumber male students across most degrees. Particularly evident are courses such as the Bachelor of Arts and Bachelor of Oral Health, where there are 3 female students for every male student. Courses such as the Bachelor of Biomedicine, Bachelor of Design and Bachelor of Fine Arts are also female dominant, with 3 female students for every 2 male students. The only exception to the trend is the Bachelor of Science, where male students slightly outnumber female students.

Student Gender by Undergraduate Degree 2017

Female Male



Student Gender Balance 2017





PATHWAY TO POLITICS

PATHWAY TO POLITICS FOR WOMEN

The Pathway to Politics Program for Women in the School of Government was introduced in 2015 and is offered each year. It is a non-partisan initiative funded by the Trawalla Foundation and provides a select group of female University of Melbourne students and alumni the support and encouragement to aspire to elected office at local, state and national levels. The Program was officially launched by the Hon Julie Bishop MP, the Hon Tanya Plibersek MP, Carol Schwartz AM, Chair of the Trawalla Foundation and Professor Glyn Davis AC, Vice-Chancellor of the University of Melbourne. The initiative is designed to redress the continued under-representation of

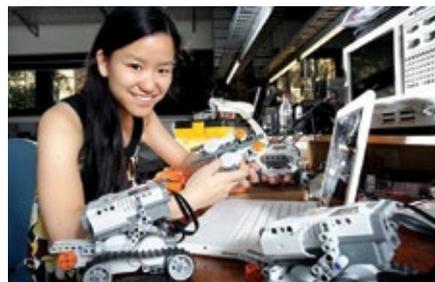
women in Australian politics. In 2014, less than one-third of all parliamentarians and only one-fifth of all ministers were women. Compared with other countries, Australia's ranking for women in national government continues to decline. As noted in *Representation of Women in Australian Parliaments 2014*, the representation of women in Australia's parliaments hovers around the 'critical mass' of 30% regarded by the United Nations as the minimum level necessary for women to influence decision-making in parliament.

GENDER INCLUSIVE COMMUNITY

In 2015, the University introduced new options for gender identification in the staff and student management systems. Students and staff are now able to choose Female, Male or Trans/Intersex/Other. The systems were reconfigured so that students and staff are able to change their gender identifier at any time with no evidence or documentation required. In making this change, the University closely consulted its community including LGBTIQ representatives, UMSU and the Graduate Student Association (GSA). The group collaboratively agreed on the new descriptor with the understanding that this may change in the future with further consultation.

ROBOGALS

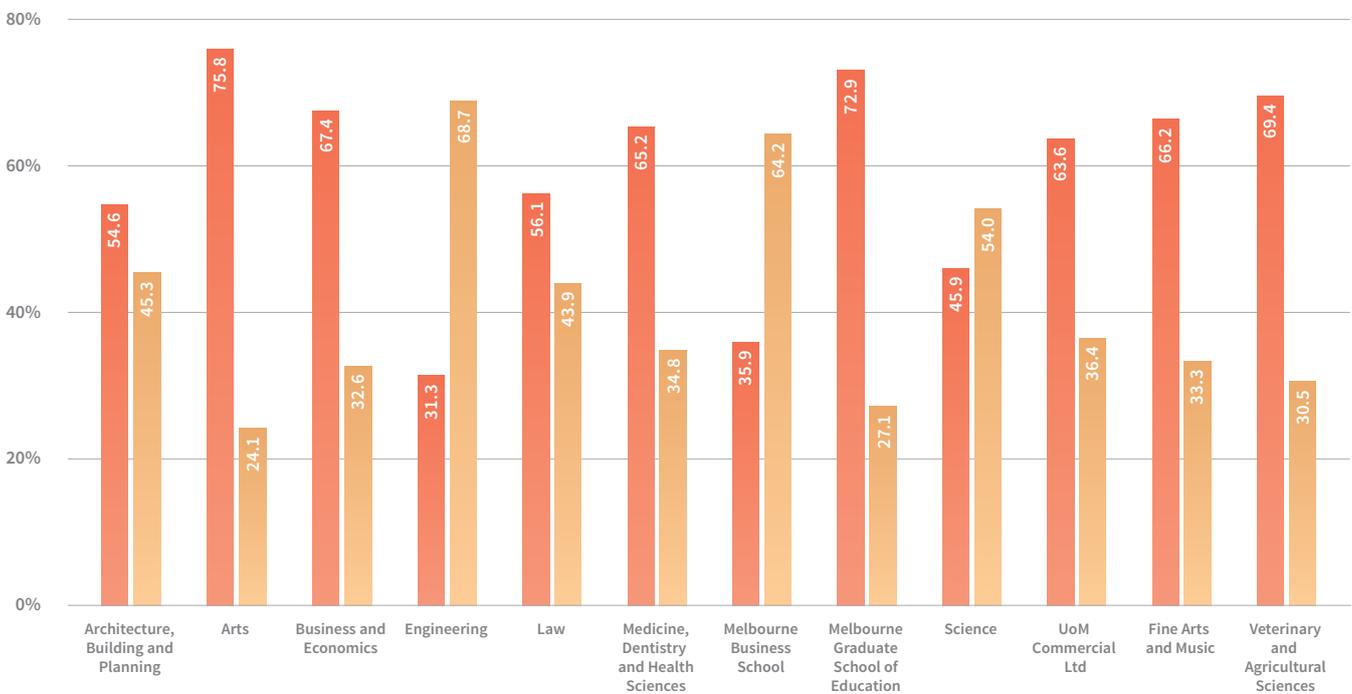
Founded by Marita Cheng, a University of Melbourne alumna and Young Australian of the Year, Robogals is a University student organisation that conducts robotic workshops in primary and secondary schools. The Melbourne chapter's primary aim is to encourage career interest among female primary and secondary school students in STEM fields. Primary and secondary school students participate in hands-on workshops involving technology used in the undergraduate curriculum at the Melbourne School of Engineering.





Higher Degree Coursework Student Balance by Faculty 2017

Female Male



MIDSUMMA PRIDE MARCH

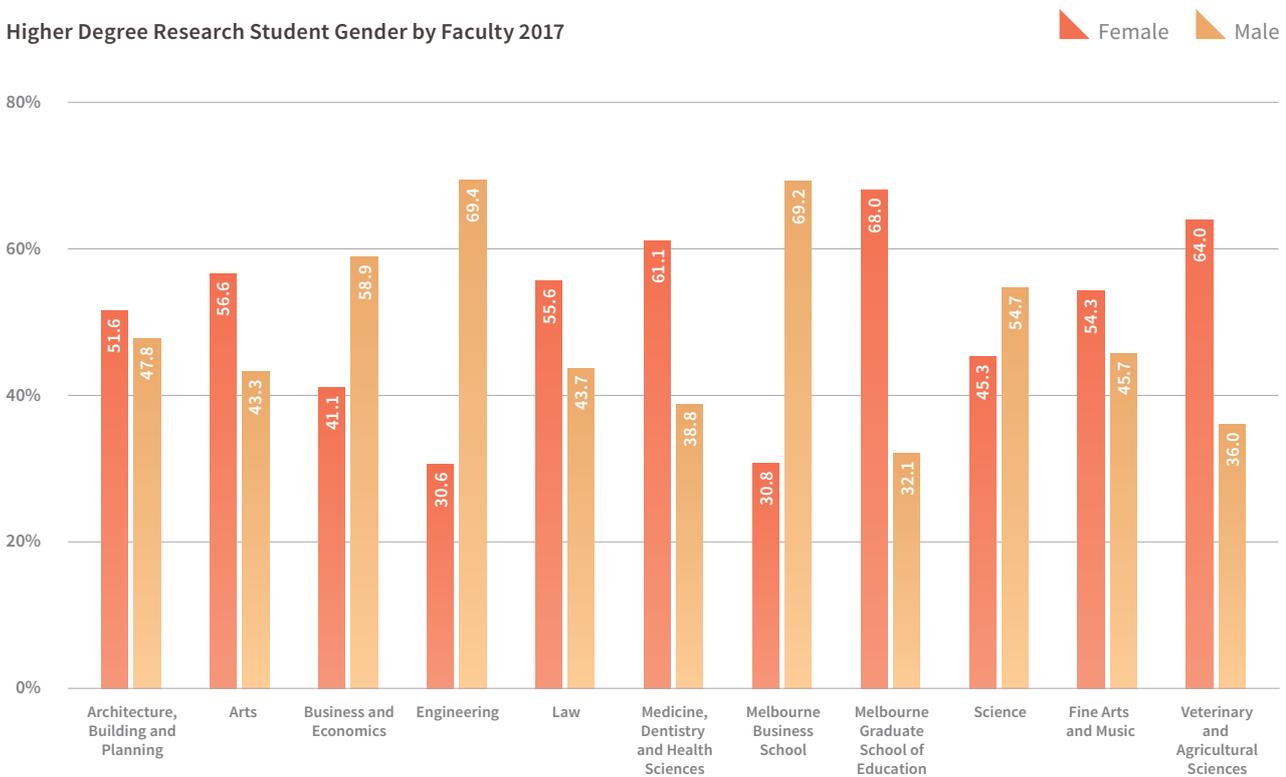
In explicit support of the LGBTIQ community, each year the University takes part in the Midsumma Pride March and every year a large group of staff and students participate. The Vice-Chancellor and Provost generally lead the 200+

contingent, which sends a clear message that the University is committed to inclusivity regardless of sexual orientation. Many children, siblings, parents and friends join in the celebrations. The University places importance on a formal

acknowledgement of this acceptance and celebration of diversity. The University will have an ongoing relationship with Midsumma and will make the University contingent more spectacular and fun each year.



Higher Degree Research Student Gender by Faculty 2017



MELBOURNE SOCIAL EQUITY INSTITUTE

The Melbourne Social Equity Institute supports interdisciplinary research on social equity issues across the full spectrum of life including health, law, education, housing, culture, work and transport. The Institute brings together researchers from across the University of Melbourne in partnership with external organisations and communities to identify unjust or unfair practices that lead to social inequity and work towards ways to ameliorate such disadvantage.

Community-Engaged Research

Melbourne Social Equity Institute's community-engaged research program is responsive to real world issues and gives socially and economically marginalised communities access to the expertise and resources of the University of Melbourne. The Choice, Control and the National Disability Insurance Scheme (NDIS) project examines the early experience of the NDIS. An essential part of this project was the involvement of a team of nine people with disabilities who were engaged as community researchers, bringing essential 'lived experience' expertise to the project.

Asylum Seeker Lecture Series

For the past three years, the Melbourne Social Equity Institute has hosted an annual lecture series for asylum seekers. The series began with the recognition that people seeking asylum didn't have the right to work or the means to study and were experiencing significant social isolation. The events also respond to a keen interest to learn more about Australian history and culture. People from 15 different countries attended the 2016 series. Countries of origin included Pakistan, Eritrea, Syria, Malaysia, Bosnia, Papua New Guinea and Afghanistan.



Students from a Non-English Speaking Background

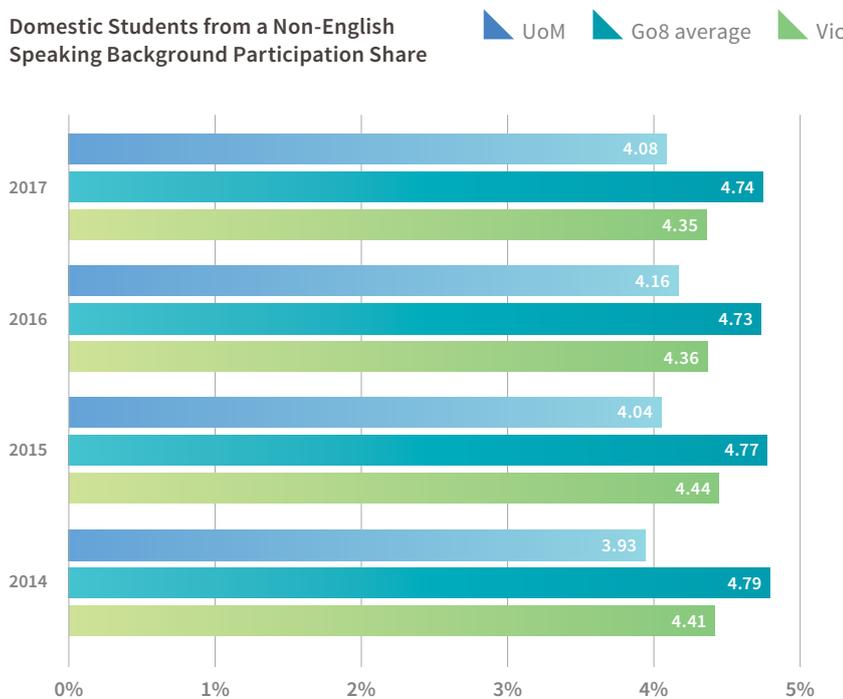
The University offers a range of support services for domestic and international students from a non-English speaking background.

The University offers all students the Diagnostic English Language Assessment (DELA) which assesses strengths and weaknesses in academic reading, writing and listening. Students are given ongoing support

to improve areas that are identified as needing attention. In addition, students can seek support by organising an individual appointment from the Academic Skills Unit, attend a drop-in session, access online resources on the Academic Skills Hub or attend a variety of workshops delivered throughout the year. An online quiz is available for students to determine which workshops will best suit their individual needs. Staff can also collaborate with the Academic Skills Unit

to embed academic, English language, intercultural and professional skills into subjects. In 2016, a grant of \$500,000 was awarded through the Student Services and Amenities Fee (SSAF) Grant Program to further develop resources on English language support for students. The project will ensure entry requirements and support systems are in place to meet the goals of providing opportunities for all students to participate and succeed at University.

Domestic Students from a Non-English Speaking Background Participation Share



UNI EXPERIENCE PROGRAM

The Uni Experience Program provides Year 11 students with the opportunity to become familiar with University life. Students stay overnight at one of the University's residential colleges and take part in a 2-day program of activities. The Program prioritises Indigenous students, students from a rural or remote area or students who would be first in family to participate in tertiary education. The Program includes:

- » A guided campus tour
- » Information on scholarships, accommodation, student services and transition
- » Information on course offerings
- » Social activities and an opportunity to meet University students



WATER SAFETY PROGRAM

International Students

The University of Melbourne attracts talented, high-achieving students from diverse socio-economic and cultural backgrounds. There are currently over 20,000 international students at the University from approximately 130 nations.

International students comprise a third of the University's cohort and their participation contributes to the development of globally-aware and globally-connected graduates.

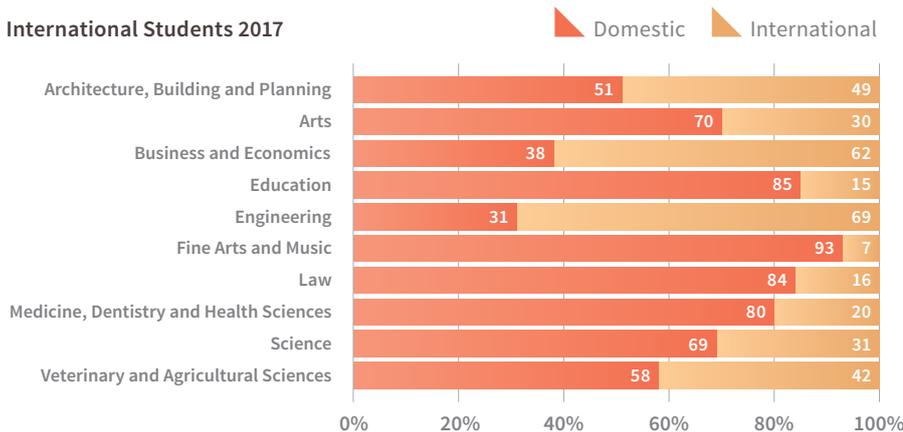
In 2017, the University launched its strategy for an international curriculum and student experience. *International Strategy 2017-2020* highlights the University's position as 'a global university in and of Melbourne and aims to:

- » Provide support for students from all cultures and backgrounds to contribute

to and participate successfully in the educational, cultural and social life of the University

- » Ensure that students attain Melbourne Graduate attributes, including engaging with contemporary global issues and developing an appreciation of the Asian region
- » Realise the vision of *Growing Esteem* for continued growth in the proportion of students undertaking an international mobility experience

International Students 2017



LANGUAGE SUPPORT FOR PARTNERS OF INTERNATIONAL STUDENTS

The University provides an International Partner Support Program for partners of international students and visiting scholars studying at the University. The program consists of one mixed level English class and is generally taught at the lower to intermediate level. The class is free and meets three times per week and the lessons focus on everyday English.

The activities include listening, reading, and speaking activities. Excursions are also organised to places of interest close to the University. Preschool children are welcome to accompany their parents to class and there is a teacher's assistant in the same room who organises activities for the children.

WATER SAFETY PROGRAM

As part of the University's Student Services and Amenities Fee (SSAF) Grant Program, in 2017 MU Sport were awarded a grant to provide free swimming lessons specifically tailored to students. Over 10 weeks students are taught the necessary water safety, stroke and survival skills for safe and enjoyable participation in water-based social activities. After the 10 weeks, students are provided with the opportunity to attend a supervised beach activity with their instructors.

INTERNATIONAL NIGHT MARKET

The International Night Market is a key annual event organised by UMSU (International) and has become a mainstay of multicultural celebration for the University and for the wider community of Melbourne. By celebrating culture through food, performances and games, the Night Market attracts many thousands with whom students share and celebrate their cultures. Recently, the Night Market was themed 'Ancient Egypt', and drew a crowd of approximately 8500. The Market is run by students, with 21 University clubs and societies involved with food stalls, performances and games. UMSU International co-ordinates the event, usually involving 300 volunteers. This event strengthens the links between students, both domestic and international, contributing to the goal of a more inclusive student community.



Staff Profile





A Diverse and Inclusive Workplace

The University's strategic plan *Growing Esteem 2015–2020* articulates the aspirations of the University to continue to achieve the objective of attracting the most talented students and scholars in the world. This speaks to the ever-growing need for an eye to the global market for talent.

In 2015, the People Strategy was developed as a critical enabler to support the realisation of the University's strategic plan. The People Strategy addresses the importance of leadership, recruitment, performance and career pathways and diversity and inclusion.

The Diversity and Inclusion strategy is supported by a new implementation plan and focuses on: Indigenous employees, gender, disability employment, LGBTIQ inclusion and ethnicity. Developed in 2016, this plan articulates the actions and activities that will be implemented, measured and reported.

For the first time in the University's history, gender diversity targets will be set. Policy and practice will be revised to address systemic barriers to career progress, particularly for Early Career Academics. We will benchmark our progress in the Science in Australia Gender Equity (SAGE) Athena Scientific Women's Academic Network (SWAN) initiative.

We will concentrate on meeting our target of population parity for Indigenous employees by building our Indigenous workforce and improving career pathways. These efforts will be underpinned by growing our capacity to recruit Indigenous Australians, developing programs in cultural competency, and continued community engagement.

The University has a long history of supporting LGBTIQ inclusion through research, teaching and our own employment practices. The University continues to focus on creating an inclusive environment by openly celebrating gender identity and promoting discussion in a safe and supportive environment.

To increase our focus on disability employment, we will explore opportunities to partner with organisations to develop a disability employment plan and build on existing measures that support our employees who have a mental health condition or are mental health carers. Our approach to mental health will be guided by national benchmarks to minimise workplace risk and to promote support and inclusion.

Aligned to the University's strategic goal of attracting the best scholars worldwide and best global talent is our desire to provide a working environment that embraces diversity and inclusion and embodies it at all levels, this includes considerations of race. To expand on existing strategic priorities then we will undertake a substantive piece of work to determine the University's approach to race, ethnicity and cultural diversity and inclusion.

In addition, the University is proud of its commitment to the policy and legislative framework that is currently in place, which provides the foundation for a fair and safe workplace and where a culture of collegiality and consultation has flourished. In 2016, a systematic review of our policies resulted in a single robust *Appropriate Workplace Behaviour Policy* which clearly sets out our values and the behaviours and standards expected at the University. The Policy establishes a more contemporary approach to tackling inappropriate workplace behaviour, discrimination and sexual harassment and demonstrates the University's continued commitment to eliminating unlawful discrimination using all reasonable and proportionate measures in accordance with relevant equal opportunity laws.



Indigenous Employees

Implementation of the University's third Reconciliation Action Plan (RAP 3) is underway. This RAP sees a shift in focus from RAP 2's six University Action Areas (Partnerships, Cultural Recognition, Student Recruitment and Retention, Staff Employment, Teaching and Learning Strategies Research), to the development of 14 Signature Projects, the outcomes of which will be transformational in terms of their impact.

RAP 3 reinforces our commitment to grow our Indigenous employee numbers to equal population parity (3%) by December 2020.

The University's Indigenous Employment Framework (IEF) (2010–2013, then 2014–2016) accord with the policy framework developed by the Indigenous Higher Education Advisory

Council and implement a whole-of-university strategy to coordinate and sustain efforts to achieve a greater representation of Indigenous Australians within the University. The current 2017–2020 strategy builds on the previous IEFs and focusses on the following six areas:

- » Building our Indigenous academic workforce
- » Advancing our capacity to recruit Indigenous Australians
- » Retention and career pathways
- » Building culturally competent programs and a workforce
- » Community engagement
- » Succession planning of critical Indigenous roles

In 2014, the University employed 7,264 employees, of whom 66 identified as Aboriginal and Torres Strait Islanders. In 2017, this number has risen to 124 Indigenous employees. We have been increasing our Indigenous workforce through the successful implementation of the

Melbourne Indigenous Professional Employment Program (MIPEP) which the University introduced in 2013. The MIPEP operates as a two-year, fixed-term, entry-level traineeship for Indigenous Australians and enables the University to systematically replenish and grow its Indigenous workforce. Over 500 employees have completed Indigenous Cultural Awareness training, as part of our RAP commitments.

In addition, the University has a five-year partnership with Jawun, an organisation which seeks to increase the capacity of Indigenous leaders, organisations and communities to achieve their own development goals. This program facilitates secondments of selected high potential Academic and Professional leaders to contribute to Indigenous organisations and communities in Goulburn Murray, Lower River Murray and the Ngaanyatjarra Pitjantjatjara Yankunytjatjara (NPY) Lands.

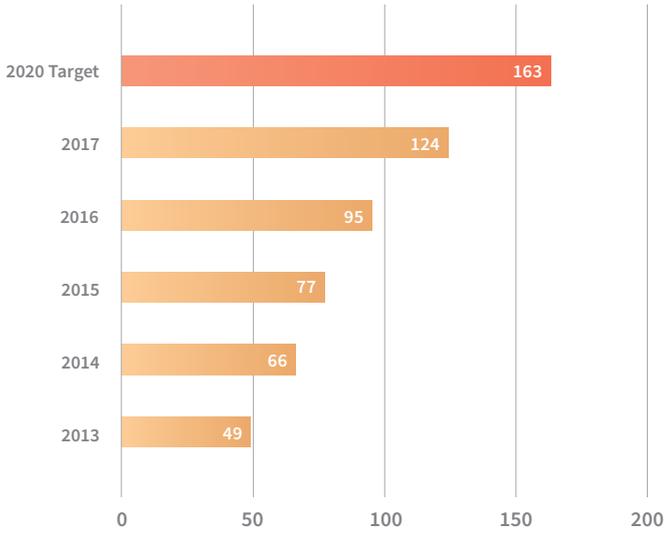


INDIGENOUS STAFF SUPPORT NETWORK

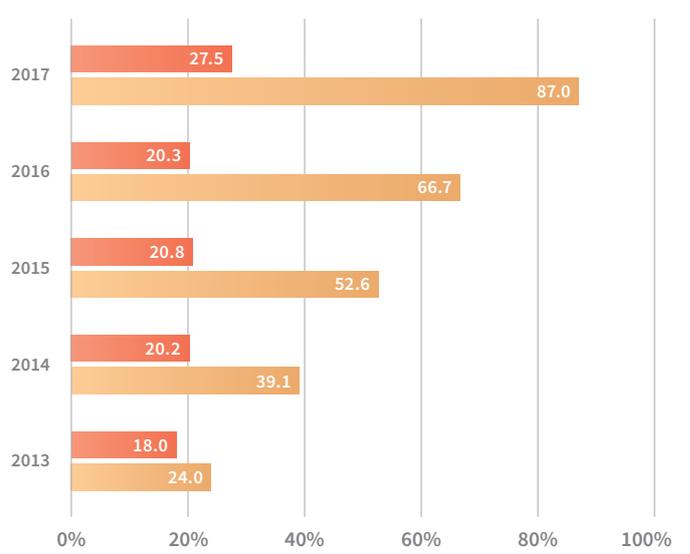
The University of Melbourne's Indigenous Staff Support Network provides an environment where Indigenous staff can share their experiences of working in the University, provide support for other Indigenous staff, participate in professional development opportunities as they arise and contribute to the work

of the University. An Indigenous Employment Officer is available to support new staff at the University of Melbourne and those enrolled in the Indigenous Australian Employment Development Program, and can provide advice to staff at all stages of their careers.

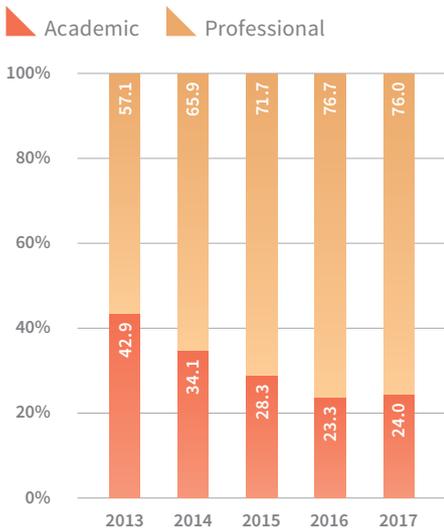
Indigenous Staff Headcount



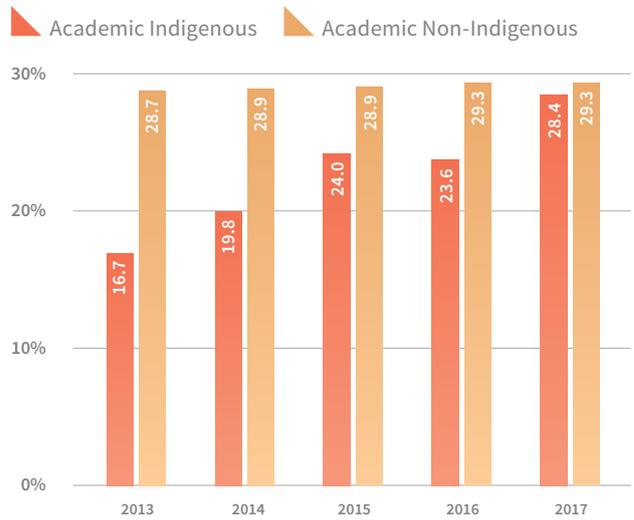
Indigenous Staff FTE



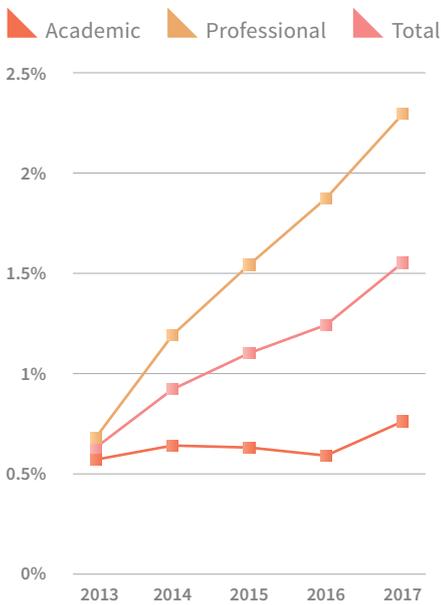
Proportion FTE of Indigenous staff by classification



Proportion of Indigenous Academic Staff in Senior Roles (FTE)



Indigenous staff parity rate (FTE)



Proportion of Indigenous Professional Staff in Senior Roles (FTE)





Women in Leadership

At the University of Melbourne the majority of staff are women. Between 1986 and 2018 the representation of women in academic positions increased from 16% to 47% which signifies progress over a broad timespan. However, the 2018 figures show that women’s representation decreases with seniority of academic appointment. The Academic Board membership currently has only 30% women.

Women in senior professional staff roles shows a more positive trend and in 2018 53.7% of roles at executive level were filled by women. Overall, 65.5% of professional staff roles at the University are filled by women.

There is a significant amount of work the University needs to undertake to ensure the numbers of women representing the University in senior academic positions grows and that we continue to improve the number of women in executive professional staff roles.

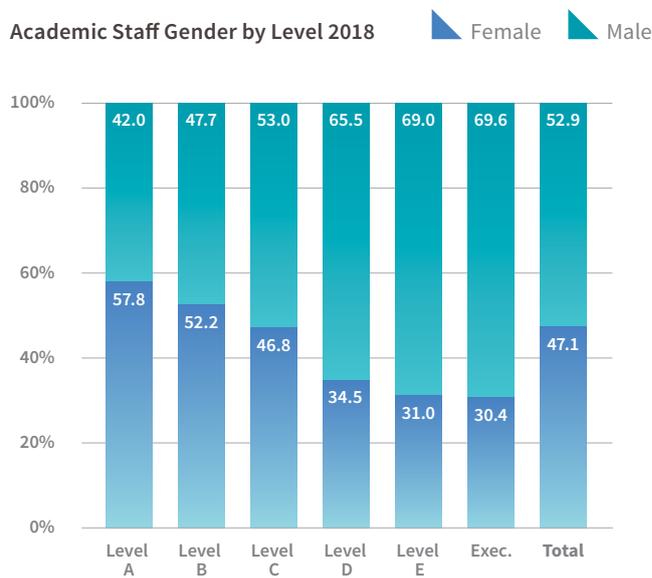
In the *People Strategy 2015-2020* the University has committed to addressing the representation of women in academic and leadership roles. Accordingly, work is underway that focuses on attracting, retaining and promoting more women to senior-level roles. An example of a recent impactful initiative is the 2016 women-only recruitment campaign for several ongoing academic roles in the Department of Mathematics and Statistics.

To benchmark our progress and drive our focus on women in STEM, the University is participating in the SAGE Athena SWAN Charter, the first Australian pilot of the UK gender equity accreditation program. Participating in the pilot through 2015–2018 will see the University commit to a detailed Charter of principles and benchmark against other universities and medical research institutes. The two-year accreditation process will involve comprehensive data collection and analysis, and the development and implementation of our strategy to improve gender diversity outcomes.

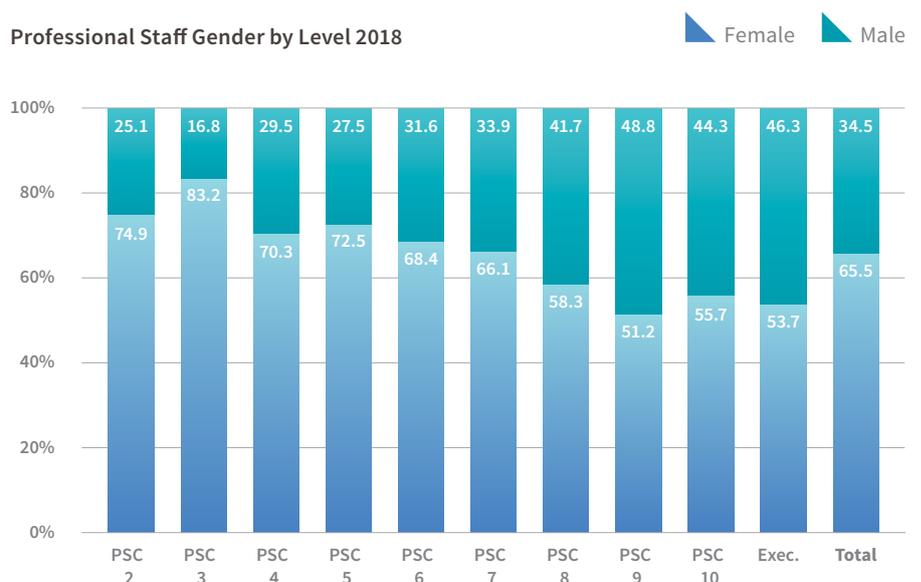
The University reports annually to the Workplace Gender Equality Agency under six gender equality indicators, relating to gender composition of the workforce and equal remuneration between men and women, identifying its gender equity policies and participating in benchmarking. In 2016, the University was again certified as compliant with the *Workplace Gender Equality Act 2012*.

We will concentrate on building our Indigenous workforce and improving career pathways for current Indigenous employees to meet the University’s commitment to population parity by 2020. These efforts will be underpinned by growing our capacity to recruit Indigenous Australians, developing programs in cultural competency and continued community engagement.

Academic Staff Gender by Level 2018



Professional Staff Gender by Level 2018





LGBTIQ Inclusion

The University participates in many events promoting awareness of LGBTIQ inclusion. Each year hundreds of University staff and students march in the Midsumma Pride March with banners and flags highlighting the University's support for LGBTIQ inclusion and marriage equality.

Preparation of our diversity and inclusion strategy highlighted a need to further demonstrate the University's commitment to, and celebration of, gender identity and

sexual orientation diversity through creating a more inclusive environment, developing practices that foster inclusion and increasing awareness and understanding.



Mature Workforce

The University’s employment practices are age-inclusive and demonstrate the value the University places on a mature workforce.

The University’s mature workforce are highly engaged employees and make a significant contribution to the academy, to research and to teaching. Our mature academic employees provide depth of talent and ability and give us an excellent foundation for mentoring early career researchers.

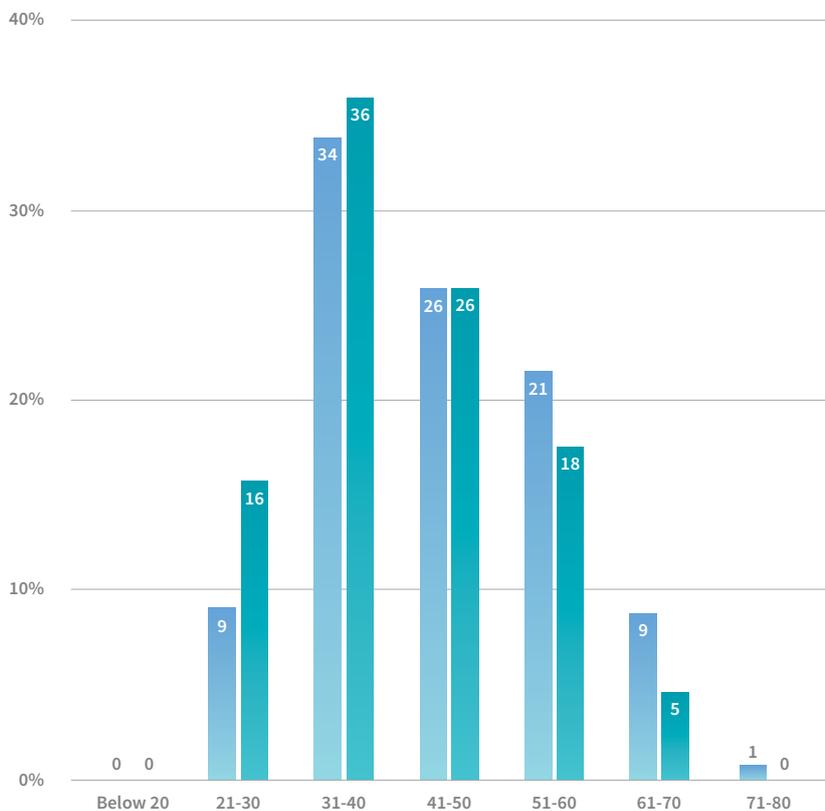
Disability Employment and Mental Health

In relation to disability employment our strategy is to focus on disability employment and mental health.

We are exploring opportunities to partner with other bodies to develop our first disability employment plan. In relation to disability employment our strategy is to focus on disability employment and mental health. We are exploring opportunities to partner with other bodies to develop our first disability employment plan. In relation to mental health we will support our employees who have a mental health condition or are carers of others who do, and promote good mental health for our employees. Our approach to mental health will focus on addressing six key domains of impact recommended by the National Mental Health Commission to minimise workplace risk and to promote support and inclusion.

Staff by Age 2018

Academic Professional



ATLANTIC FELLOWS FOR SOCIAL EQUITY

The Atlantic Fellows for Social Equity is a new program to train a new generation of leaders committed to tackling social disadvantage in Australia, New Zealand and the Pacific. The Fellowship program, being led by the University of Melbourne, is driven by a game-changing US\$50 million grant from US-based Atlantic Philanthropies. This commitment has

leveraged some AUD\$160 million in additional contributions and in kind support from the Australian Government and other partner organisations including the University of Auckland, Queensland University of Technology, the Brotherhood of St Laurence, the Business Council of Australia, and Jawun.



THE UNIVERSITY OF
MELBOURNE

▼ Social Inclusion Barometer 2018

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and Equity, April 2019.

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