

Indigenous Employment Framework

2010–2013

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Revised following consultation by Catherine Gow

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Message from the Vice-Chancellor

The Indigenous Employment Framework for the University of Melbourne for 2010 – 2013 is an important achievement, helping better recognize the important contribution Indigenous Australians make to this nation and to the University.

The University's Plan 2010, includes an explicit commitment to "... strive for exemplary employment practices, attracting and retaining talented and diverse staff, fostering their professional development and supporting the educational goals of an inclusive university."¹ The Indigenous Employment Framework (IEF) is integral to achieving this commitment.

The University's apology to all Indigenous Australians includes a commitment to produce "the highest quality outcomes in all aspects of our academic endeavour - from the recruitment and retention of Aboriginal and Torres Strait Islander students to building our cohort of Indigenous academic and professional staff."²

In this spirit, the Indigenous Employment Framework (2010-2013) was developed following the review of the Indigenous Employment Strategy. The 2010 - 2013 draft was circulated to key stakeholders for comment in February 2010. Following feedback the strategy was revised. The examples of practice presented in this final version of the IEF were drawn from feedback received.

This Framework is a University-wide strategy endorsed by the University Senior Executive for implementation by all members of the University.

Glyn Davis
Vice-Chancellor

Message from Executive Director, Human Resources and Director of the *Murrup Barak* - Melbourne Institute for Indigenous Development

It is with great pleasure that we present to you the Indigenous Employment Framework for the University for 2010 – 2013.

This document has been developed based on our commitment to addressing Indigenous disadvantage and our commitment to Reconciliation.

The Framework has been approved by the University Senior Executive as a whole of University strategy and it supports the commitments the University has made to the Indigenous Higher Education Advisory Council's workforce strategy and related collaboration. The framework also supports The University of Melbourne Collective Agreement 2010.

We commend this strategy to you.

Jenny Williams
Acting Executive Director,
Human Resources.

Ian Anderson,
Director
Murrup Barak

¹ The University of Melbourne Plan 2010; page 6

² Davis, G (2008) Media Release, Apology to all Indigenous Australians, 12 February 2008

Introduction

In December 2005 the University adopted its Growing Esteem Strategy, which, in conjunction with The Melbourne Vision, re-affirmed the University's vision to be a public-spirited and international institution highly regarded for its distinctive contributions to society.³ Enhanced staff diversity is one of the key elements for the fulfilment of this vision.

The establishment of the Murrup Barak, Melbourne Institute for Indigenous Development in November 2009 further demonstrates the University's commitment to Indigenous Australians through the Institute's key role in coordinating and supporting the development of a wide range of Indigenous programs and building on the University's desire to support Indigenous leadership and participation across all its activities including the recruitment and retention of Aboriginal and Torres Strait Islander students and staff.⁴

The model of institutional development that is being developed through the work program of Murrup Barak seeks to integrate Indigenous Australian student recruitment and retention, academic program development and organisational development. This approach is increasingly recognised as best practice across the higher education sector. It enables the development of synergies between University strategies and programs in relation to their application to Indigenous education and employment. For example, increasing the employment profile of Indigenous Australian staff validates the University as a possible educational destination for potential students.

A review of the former Indigenous Employment Framework (IEF) found that the University had delivered on a number of initiatives, including staff cultural awareness training and Indigenous employment programs such as traineeships and internships. The review highlighted however the need for the University to strengthen its approach to the employment of Indigenous Australians by broadening the application of the IEF such that it was applied in all faculties and administrative divisions.

1. Approach

The Indigenous Employment Framework outlines the University's commitment to the employment of Indigenous Australians and aims to:

- guide the University's response to Indigenous Australians employment aspirations;
- express its commitment to addressing Indigenous Australians disadvantage and advance reconciliation; and

³ Growing Esteem ... The University of Melbourne, 2005

⁴ The University of Melbourne Plan 2010; page 19

- improve the diversity of the University's staff population and its responsiveness to Indigenous Australian staff.

The University looks forward to strengthening employment opportunities for Indigenous Australians through the implementation of the Indigenous Employment Framework 2010 – 2013.

1.1 Policy Context

There are strong policy obligations within which the Indigenous Employment Framework sits and this strengthens the importance of the University adopting and implementing this IEF and supporting faculties and administrative divisions in the development of local Indigenous Employment Plans. Additional information can be found in Appendix 1.

The Indigenous Higher Education Advisory Council (IHEAC) has developed the National Indigenous Higher Education Workforce Strategy to address the issue that *"Indigenous academic and professional staff are currently represented at approximately one third of their population parity level in Australian Universities."*⁵

The aims of the National Indigenous Higher Education Workforce Strategy are:

- to bring the number and dispersion of Indigenous staff within the higher education sector to population parity within 10 years;
- to increase Indigenous employment to at least double the number of continuing or fixed-term appointments within the next 5 years and triple by 2015; and
- to provide increased employment opportunities in a variety of areas and in a diverse range of occupations.

In 2009 a meeting of Universities Australia⁶ agreed to support this strategy.⁷

A mechanism for the driving of Indigenous employment within the University is incorporated into the Equity and Diversity Framework 2008 – 2012 which includes *"a commitment ... to create a supportive work and learning environment that demonstrates awareness of and respect for Indigenous people, communities and cultures."*⁸

The Melbourne Model has an objective to create an outstanding and distinctive 'Melbourne Experience' for undergraduate and postgraduate students and seeks to offer the best university education in Australia.

⁵ Universities Australia and University Chancellors' Council, Meeting No 1/09, 19 May 2009

⁶ Universities Australia was established on 22 May 2007 as the industry peak body representing the university sector. <http://www.universitiesaustralia.edu.au/>.

⁷ Universities Australia and University Chancellors' Council Meeting, 19th May 2009, Sydney

⁸ The University of Melbourne Staff Equity and Diversity Framework 2008 – 2012, page 3

The Melbourne Experience enables graduates to become:

- Academically excellent
- Knowledgeable across disciplines
- Leaders in communities
- Attuned to cultural diversity
- Active global citizens.

Being '*attuned to cultural diversity*' requires graduates to value different cultures; be well-informed citizens able to contribute to their communities wherever they choose to live and work; have an understanding of the social and cultural diversity in our community; and respect Indigenous knowledge, cultures and values.⁹

The Director, Murrup Barak, and the Executive Director, Human Resources are responsible for planning and supporting the implementation of the IEF by faculties and administrative divisions (collectively referred to as Budget Divisions). Responsibility for the implementation of the IEF lies with individual Budget Divisions through the development and implementation of local strategies through Indigenous Employment Plans.

⁹ Graduate attributes, The University of Melbourne, 2007

1.2 Legislation

Commonwealth and state anti-discrimination legislation¹⁰ mandates the provision of a working and learning environment free from all forms of unlawful discrimination, harassment and vilification and which promotes equal opportunity for all staff. The Charter of Human Rights and Responsibilities Act outlines civil and political rights protected by law and requires public authorities such as the University to observe these rights when they develop policies and provide services.

The University of Melbourne Staff Equity and Diversity Framework, in conjunction with the IEF, aims to ensure that the University is able to meet its legislative obligations to provide a workplace and study environment free from unlawful discrimination, harassment and vilification and to be seen as an employer of choice for Indigenous Australians.

To assist in meeting these obligations, there may be circumstances (e.g. in relation to particular equity groups such as Indigenous Australians) where the University will adopt policies or take special measures that lawfully discriminate between groups of individuals. Special measures are temporary measures for the benefit of a particular group to enable them to enjoy their human rights equally with others. An example of a special measures program within the University is the provision of specialist services to assist Indigenous Australian students. In relation to special measures, the University aims to develop programs, policies and resources in education and employment which redress, where appropriate, the effects of past discriminatory practices within the community, including the University community, and to take positive steps to overcome inequality of opportunity.

Where necessary, the University must consider making reasonable adjustments to requirements, conditions or practices for individuals with relevant attributes¹¹ so that they may enjoy equal opportunity.

1.3 The University of Melbourne Collective Agreement 2010

The University strengthened its commitment to furthering the employment of Indigenous Australians in its new collective agreement with staff. The collective agreement includes legally enforceable undertaking to

- implement the *Indigenous Employment Framework 2010 – 2013*;

¹⁰ Relevant legislation includes: Equal Opportunity Act 1995 (Vic), Racial and Religious Tolerance Act 2001 (Vic), Charter of Human Rights and Responsibilities Act 2006 (Vic), Human Rights and Equal Opportunity Commission Act 1986 (Cwlth)

¹¹ Race is a protected attribute under the Victorian Equal Opportunity Act and the Commonwealth Human Rights and Equal Opportunity Commission Act

- b. endeavour to increase Indigenous Australian employment and participation at all levels of work activity of the University to reflect the general principle that the workforce profile of the University will reflect the diversity of the broader community profile in relation to Indigenous Australians;
- c. use all reasonable endeavours to secure the appointment of at least five additional Indigenous Australian employees per year for the life of this Agreement. These appointments will be in addition to the maintenance of existing numbers of Indigenous Australian employees if staff members leave; and
- d. support the participation of Indigenous Australians in activities of a cultural or ceremonial nature, and recognise paid leave for such purposes.

A detailed listing of the policy environment influences and the Legislative context for the development of the IEF appears in Appendix 1

2. Aim

The Indigenous Employment Framework (IEF) aims to make the University of Melbourne an Employer of Choice for Indigenous Australians.

2.1 Scope

The University of Melbourne is a diverse employer of approximately 7,270¹² equivalent full time staff from a diverse range of academic and professional backgrounds and working across seven campuses and numerous hospital locations.

The University of Melbourne as an organisation comprises the following academic faculties and administrative divisions:

Division of the Provost

Division of the Deputy Vice-Chancellor (Research)

Division of the Deputy Vice-Chancellor (Global Engagement)

Division of the Deputy Vice-Chancellor (University Affairs)

Division of the Senior Vice-Principal

Faculty of Architecture, Building and Planning

Faculty of Arts

Faculty of Business and Economics

Faculty of Medicine, Dentistry and Health Sciences

Faculty of Science

Faculty of the VCA and Music

Faculty of Veterinary Science

Melbourne School of Graduate Research

Melbourne Graduate School of Education

Melbourne School of Engineering

Melbourne School of Land and Environment

Melbourne Law School

The principle of equal employment opportunity requires the University to develop positive strategies to eliminate unlawful discrimination and achieve a workforce that more nearly mirrors the diverse nature of the broader Australian population.

To date, development of strategies to address the challenge of increasing the numbers of Indigenous Australians employed by the University has been left to individual faculties and administrative divisions, without a coordinated over-arching framework.

This Framework addresses the need for a strategic 'whole-of-university' approach to planning, monitoring, resourcing and implementation of a range

¹² The University of Melbourne, Annual and Investment Report, 2008

of strategies, targets and programs aimed at addressing past and present disadvantage and increasing the employment and retention of Indigenous Australians in both academic and professional positions.

2.2 Principles guiding the IEF

In implementing this Framework, the University of Melbourne is committed to an approach founded on the following principles:

Merit: Employees are selected on the 'merit' principle, whereby employment decisions are based on the relative ability of an individual to undertake the inherent requirements of a role.

Autonomy: Faculties and divisions are best placed to make decisions relevant to their core business needs and require flexibility in determining relevant approaches for Indigenous employment outcomes.

Shared accountability: In accordance with the need for autonomy, the Framework will adopt a shared approach to accountability that recognises the role of the University and individual faculties and administrative divisions in achieving the outcomes of Indigenous employment.

Respect for Indigenous knowledge and culture: To achieve greater representation of Indigenous Australian staff, the University recognises and acknowledges the impact on Australia's Indigenous people of past policies and practices and seeks to develop an understanding and respect for Indigenous Australian culture.

Competencies for working effectively in Indigenous contexts: Being able to work with Indigenous Australian people and communities is recognised as a formal competency.

2.3 Governance and Accountability

An overarching university-wide IEF Implementation Committee will be established to enable the input of internal and external stakeholders in the oversight, planning, monitoring and supporting the IEF.

The composition of this Committee and its reporting lines will ensure appropriate representation of Indigenous Australians and effective engagement of University stakeholders responsible for implementation.

The IEF Implementation Committee will be chaired by the Director, Murrup Barak and will report through the Executive Director, Human Resources to the Staff Equity Group on policy matters, and the Administrative and Business Advisory Group (ABAG) on administrative or implementation matters. Where relevant and necessary, reports from the IEF Implementation Committee will be provided through these structures to Senior Executive.

The IEF Implementation Committee will establish a University IEF monitoring and reporting process consistent with the objectives of RDM that enables faculties and administrative divisions to identify specific strategies and targets that suit the local environment.

The IEF Implementation Committee will integrate existing Indigenous policy mechanisms and equity and diversity planning and reporting. Currently the People and Fairness Unit of Chancellery, Human Resources¹³ reports against the Equity and Diversity Framework to the Staff Equity Group as do the faculty Equal Opportunity (EO) Committees via the Dean and Assistant Dean (EO). Incorporating the Indigenous Employment Plans into the faculty EO Plans will provide for a clear and integrated planning and reporting framework for faculties without requiring duplication of current processes which have been successful.

¹³ Previously the Equity and Diversity Unit, Human Resources

	Accountability	Reporting to
Senior Executive	Oversight of the development of University planning and budgeting and for monitoring performance against plans and budgets.	University Council
Staff Equity Group	Receive reports on the development and implementation of the University's Indigenous Employment Framework and monitor performance against plans. Monitor progress against targets in the equity and diversity plans of faculties, graduate schools and administrative budget divisions.	Council through the Senior Executive
Executive Director, Human Resources	Achievement of the outcomes of the IEF.	Senior Vice-Principal and Staff Equity Group
Director, Murrup Barak ¹⁴ – Melbourne Institute for Indigenous Development	Oversight of the implementation of the IEF by the IE Committee. Provision of advice to the People and Fairness Unit, Human Resources on strategic issues. Supervision of the Indigenous Employment Coordinator.	Executive Director, Human Resources
Heads of Budget Divisions (Deans,	Development and implementation of	Staff Equity Group

¹⁴ The vision of Murrup Barak is to establish a profile for the University of Melbourne as a pre-eminent institution nationally and globally in that:

- Indigenous and non-Indigenous peoples seek to come here to study, teach or conduct research in Indigenous studies.
- Indigenous Australians view it as a welcoming place in which to study and work.
- Governments, businesses and the philanthropic sector seek out the University's knowledge and expertise and actively contribute to agenda setting in Indigenous studies.
- The University is seen as an exemplar for its commitment to reconciliation with Indigenous Australians.

DVCs, Provost & SVP) ¹⁵	Indigenous Employment Plans in respective Budget Divisions. Nomination of a senior staff member in the Budget Division to be responsible for the development and implementation of the Indigenous Employment Plans. Provision of data to assist in monitoring. Promotion of agreed IEF strategies locally.	
Assistant Deans Equity and Diversity	Incorporation of Indigenous Employment Plans including local strategies, into their annual faculty Equity and Diversity Plan.	Dean and Staff Equity Group
IEF Implementation Committee	Oversight, planning, monitoring and supporting the IEF	Director, Murrup Barak – Melbourne Institute for Indigenous Development
Murrup Barak	Development and promotion of strategies to support implementation of the IEF and build institutional capability in Indigenous employment including: the development and promotion of best practice models, tools for faculties and administrative divisions and innovative employment mechanisms; the identification of external funding options; and, the coordination of an Indigenous Australian staff network.	Director, Murrup Barak

¹⁵ Note: Deans and Directors of administrative divisions are responsible to nominate a senior staff member to be responsible for the local Indigenous Employment Plans

3. Indigenous Employment at the University

As at 30 June 2009 the University employed, in full-time and fixed-term positions, approximately 30 Indigenous Australians in both academic and professional positions ranging from entry level to professors. These staff are predominantly located in Indigenous programs, the core business of which is working with Indigenous Australians and Indigenous communities, teaching and research.

Such programs include:

- The Centre for Indigenous Education.
- Onemda VicHealth Koori Health Unit, located at the Centre for Health and Society, Melbourne School of Population Health in the Faculty of Medicine, Dentistry and Health Sciences.
- Academy of Sport, Health and Education (ASHE). A partnership between Rumbalara Football and Netball Club and the Melbourne Graduate School of Education.
- Wilin Centre for Indigenous Arts and Cultural Development, Faculty of VCA and Music.
- Faculty of Arts, Australian Indigenous Studies.

These programs are funded through a mix of internal and external sources, and their increasing success at accessing external funding has resulted in a growth of fixed-term appointments. However, the University of Melbourne will not be able to attain and sustain equity targets by growing Indigenous Australian employment only within Indigenous programs. A successful IEF will see Indigenous Australians working across the University, with representation at all levels.

With more than 7,270 equivalent full time staff across the University the current Indigenous Australian representation is relatively small at less than 0.5% of total staff. To reach population parity equity, the University would need to employ a further 90 Indigenous Australians over the next ten years, which would bring the total number of Indigenous Australians employed by the University to 120 in total.

This Framework will focus efforts on building mainstream employment opportunities across the University and at all levels. In doing so, it is acknowledged that faculties and administrative divisions will require support to increase their capability to recruit and manage the Indigenous Australians.

3.1 The Indigenous Employment Framework

The Indigenous Employment Framework provides a long-term framework for increasing Indigenous Australians employment at the University. Its goal is to ensure that all faculties and administrative divisions implement local level policies, practices and programs that increase the representation of Indigenous Australians within all areas and at all levels of the University. The underpinning philosophy adopted by the University will be one of continuous improvement within all facets of its Indigenous Australian-related employment and service-delivery functions.

3.2 'Whole-of-University' Strategic Framework

To achieve its aim, the Indigenous Employment Framework establishes a whole-of-university strategy to coordinate and sustain efforts to achieve a greater representation by Indigenous Australians within the University.

The core components of the Framework that will guide activity across the University include:

Whole-of-University Strategic Framework: Parity in Indigenous Australian employment will not be achieved by employment within the Indigenous specialist programs alone. In order to realise this vision the responsibility for implementation needs to be shared.

Indigenous Employment Plans: The IEF requires the development of Indigenous Employment Plans whereby each faculty and administrative division identifies strategies and targets for Indigenous employment that are appropriate to their local context.

Employment Targets and Performance Indicators: The IEF establishes a process for the setting of Indigenous employment targets and indicators to measure outcomes against its employment targets and Indigenous Employment Plans.

University-wide Capability Building Strategies: A number of whole-of-university strategies have been designed to support faculties and administrative divisions to develop and implement their Indigenous Employment Plans. These will include the development of tools and resources, best practice models and internal communication processes.

Executive Oversight: Faculty and Administrative Division Leadership: To ensure appropriate support is given to increasing Indigenous Australian employment, the Framework establishes mechanisms for the oversight and implementation of the strategy involving the Vice-Chancellor and the Senior

Executive through the Executive Director, Human Resources and Director of Murrup Barak and the Heads of Budget Divisions.

3.3 Indigenous Employment Plans

Goal: To establish Indigenous Employment Plans in each faculty and administrative division.

Indigenous Employment Plans involve the development of organisational and workplace level actions that focus on increasing Indigenous Australians employment outcomes in each faculty and administrative division.

It is recognised that the opportunities, needs and context of individual faculties and administrative divisions are diverse. Faculties and administrative divisions will be supported by the Indigenous Employment Coordinator to identify the strategies and targets that are appropriate to their local context. Strategic advice will be provided on the range of options, tools and strategies that both meet their needs and contexts, and also optimise their chances of successful outcome.

The IEF sets out a basic planning framework for the development of Indigenous Employment Plans.

3.4 Guiding Framework—Key Result Areas

It is expected that contributions to the University Indigenous Employment Plans will vary in accordance with the size, role and resources of each faculty and administrative division.

In developing the University Indigenous Employment Plans, faculties and administrative divisions are encouraged to address the six key result areas:

- Partnerships;
- Capacity building and pathways;
- Recruitment;
- Retention and career development;
- Workplace culture;
- Monitoring and evaluation.

The Key Result Areas are provided as a guide and are meant to encourage consistency while giving scope to develop flexible and adaptive responses to Indigenous employment at the local level.

Partnerships

Aim: To develop best practice in all future partnership work relating to issues affecting Indigenous Australians.

This will include consultation with the Indigenous community in a manner that reflects a meaningful engagement process, and identified opportunities for Indigenous Australians to gain the skills required to be better placed as partners.

A key success factor to working with Indigenous Australian communities is establishing partnerships and relationships with a range of stakeholders. This Framework aims to identify best practice and to develop staff capabilities to develop effective partnerships and relationships. The aim is to build upon our current success.

Practice examples:	The Murrup Barak Institute, through its partners and associates, will promote the development of best practice in Indigenous partnership using a range of strategies including documenting practice models.
	Faculties provide opportunities for staff and students to develop their competencies to work effectively with the local and national Indigenous Australian communities.
	Working with the Indigenous Employment Coordinator to identify what makes partnerships work – identify tools, supports and approaches.
	Identifying opportunities across faculties and divisions to develop partnerships through specific projects with Indigenous Australian communities

Capacity building and pathways

Aim: To develop pathway mechanisms that address the barriers to employment for Indigenous Australians.

The University needs to define recognisable pathways that assist Indigenous Australians in their transition from school, training, education or external employment to careers (both academic and professional) within the University. Currently the majority of Indigenous Australian staff are located in the five specialist Indigenous programs across the University. This approach will not accommodate the required growth of numbers if the University is to realise population parity. The University and faculties and administrative divisions will need to create opportunities in mainstream positions.

Employment programs such as internships, work experience programs, traineeships and community education have been successful in building capacity. Other programs could include scholarships and cadetships, and on-the-job traineeships.

Practice examples:	Establishing local employment program comprising internships, work experience opportunities, traineeships and structured mentorship programs. External funding can often be sourced for traineeships and the Indigenous Employment Coordinator can assist in identifying funding sources.
	Imbedding Indigenous pedagogy into the Faculty's programs, providing pathways to support student research, and building funding streams to support our capacity and studentship.
	Developing pathways for Indigenous Australian students to assist them to build their academic record to be ready for PhD study in the future.
	Designing and implementing education and training programs targeted at undergraduate Indigenous Australian students to ensure work readiness, skills and professional development and formalizing mentoring.

Recruitment

Aim: To increase the number of Indigenous Australian staff employed by the University.

The University's capacity to attract and recruit Indigenous Australians is affected by a range of factors. These include:

- social factors which impact on the work-readiness and self-esteem of Indigenous Australians;
- the University's profile as an employer of Indigenous Australians; and
- Indigenous Australians perceptions of the University.

In developing the University Indigenous Employment Plan, faculties and administrative divisions should focus on developing appropriate recruitment programs and practices that target Indigenous Australian jobseekers.

There are a range of simple and cost-effective examples for faculties and administrative divisions to consider, such as advertising their employment opportunities through Indigenous networks.

Practical examples:	Assisting and supporting Indigenous Australian students through their tertiary pathways that will ready them for employment as academics or professional staff. This could include providing a mentor from the current Indigenous or non
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	Indigenous academic staff in the department or faculty.
	Investigating strategies to increase Indigenous Australian student enrolments at all levels of the faculty/department i.e. promoting academic programs in Koori News. Increasing the number of Indigenous Australian students will increase the overall pool of Indigenous Australians who may become future employees of the University.
	Thinking about future employment opportunities (both academic and professional) including where and how they can be advertised in order to reach Indigenous Australians eg. Koori News and Indigenous Employment websites.
	Exploring the provision of traineeships or cadetships targeted for Indigenous Australians. There are options for external funding in many cases which the faculty/division could tap into.
	Cultivating relationships with TAFE and other training providers where there maybe a greater Indigenous Australian student cohort, to development pathways for their students to the University for further study or employment.
	Supporting and promoting senior Indigenous Australian academics to 'headline' the University/faculty/division as a place that Indigenous Australians want to work.
	Identifying ongoing, continuing positions and seek an Equal Opportunity exemption to advertise for 'Indigenous Australians only'.
	Promoting Indigenous Australian recruitment and employment through the engagement of Indigenous small businesses.
	Recommending to the University centrally that the University's 'Careers at Melbourne' website be automatically linked key Indigenous networks and organisations.
	Targeting Indigenous Australian jobseekers as part of local recruitment. There are often subsidies for the employment of targeted jobseekers such as Indigenous Australians.

Retention and career development

Aim: To increase the numbers of continuing, core University-funded employment positions for Indigenous Australians and to ensure that Indigenous Australians are recruited and retained by the University.

Indigenous Australians are predominately employed at the University in short term, fixed term or casual positions. Such staff rarely have access to professional development opportunities and the lack of continuity and loss of knowledge and expertise for the University is significant.

In joining the University, Indigenous Australian staff can experience a range of issues specifically related to their role as a University employee and their connection to family and community.

To address these issues Indigenous Australian staff need culturally appropriate information included in induction processes to help them develop strategies to manage these issues in a positive and proactive manner. As these types of issues can arise for Indigenous Australian staff at any time within their careers, ongoing support and assistance programs need to be developed within faculties and administrative divisions which could include mentoring and University-wide policy development which acknowledges and values Indigenous Australians connection to their local community and extended families.

Practical examples:	Supporting Indigenous Australian staff to continue their education and gain tertiary qualifications through the provision of paid study leave. The provision of paid study leave with a subsequent reduction in workload to complete PhDs can greatly assist the career development of Indigenous Australian staff.
	Engaging in conversations with Indigenous Centres to learn from them their strategies to retain and advance the careers of their Indigenous Australian staff.
	Exploring the possibility of experienced non-Indigenous Australian staff working with new Indigenous Australian staff as mentors, buddies or partners and support their career and navigation of the University.
	Exploring and supporting career development opportunities for high performing Indigenous Australian staff to move out of Indigenous Centres into 'mainstream' positions.
	Developing training and cultural opportunities for supervisors of Indigenous Australian staff recognising that supervisory and performance

	discussions can sometimes be unnecessarily difficult unless cultural issues and understandings are recognised in such discussions. Collective capacity building could assist with developing competency in this area.
	Recommending that the University centrally develop mechanisms to incorporate contributions of Indigenous Australian culture and knowledge, and community participation into Confirmation, Promotion and Performance Development Framework (PDF) processes.
	Acknowledging that Indigenous Australian staff are often expected to undertake and/or participate in a range of additional functions such as providing colleagues with cultural understandings and information on top of their primary employment as either academic or professional staff members. This is unsustainable and if such expectations continue the additional functions should be incorporated officially into their workload and other duties reduced as a result.

Workplace culture

Aim: To ensure the University is a culturally safe place for Indigenous Australians to work and study, within the broad goal of being a culturally safe place for all staff and students.

The environment in which Indigenous Australians work is critical to their recruitment and retention and that of Indigenous Australian students who could be the University's next generation academics and professional staff.

An effective workplace culture is one where faculties and administrative divisions are sensitive to the cultural needs of all employees and ensure that the University is a culturally safe place for all staff to work. Faculties and administrative divisions need to be aware of the potential for Indigenous Australian staff to feel isolated and overwhelmed and should endeavour to develop and implement initiatives and programs designed to counter these effects.

To attract and retain Indigenous Australians in employment, faculties and administrative divisions need to be committed to the implementation of initiatives that reflect an appreciation of:

- Indigenous Australian culture, history and knowledge;
- the importance of family and community obligations;
- the impact of past and present laws, policies and programs on Indigenous Australians, and
- the diversity of the Victorian and Australian Indigenous communities.

Practical examples:	Including a statement on competencies for Indigenous contexts on all new position descriptions, in the same way that EHS requirements are a standard part of current position descriptions.
	Providing cultural awareness training for all new staff, both academic and professional and ensure that Acknowledgement of Country is standard at all faculty and administrative divisions formal events.
	Administrative divisions establish Equity and Diversity committees to develop strategies and plans for increasing Indigenous Australian employment and address barriers affecting other diversity groups.
	Developing relationships with members of Murrup Barak and identified Indigenous Australian community members who could advise and support managers and supervisors in faculties and administrative divisions on how to 'get it right' in terms of recruitment and retention of Indigenous Australians and to support cultural change.
	Encouraging faculty and administrative division staff to participate in the RAP implementation.

Monitoring and evaluation

Aim: To ensure faculties and administrative divisions monitor, evaluate and report on their agreed Indigenous Employment Plans.

Faculties and administrative divisions are expected to establish internal mechanisms for implementing, monitoring and reporting on their Indigenous Employment Plans.

Practice examples:	Faculties and administrative divisions integrate their Indigenous Employment Plans into their equity and diversity plans and monitoring framework. There is already a clear monitoring, reporting and evaluation framework for faculty equity and diversity plans. A similar process could be adopted for administrative division developing equity and diversity plans which incorporate Indigenous employment plans.
	Getting involved in the University Network for Equal Opportunity (UNEO) to learn from and collaborate with other faculties across the University in the development of local Indigenous Employment Plans.

	Including Indigenous Australian staff representation on your faculty or administrative division senior management group.
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3.5 Implementation

Under the Indigenous Employment Framework, faculties and administrative divisions have primary responsibility for identifying the strategies that they will implement in developing their Indigenous Employment Plans.

The development of these plans will occur within the context of the IEF and other University priorities such as RDM. However, the primary focus will be on providing faculties and administrative divisions with the flexibility and support necessary for them to develop Indigenous Employment Plans that are relevant to their business needs.

Murrup Barak will support faculties and administrative divisions to implement the IEF by working with them on the development and implementation of Indigenous Employment Plans, by providing strategic advice and information, and supporting the development of internal and external partnerships.

3.6 IEF Oversight

The responsibility for the delivery of the Indigenous Employment Framework is shared between the Executive Director, Human Resources and the Director Murrup Barak - Melbourne Institute for Indigenous Development.

Within this framework the Director, Murrup Barak retains lead responsibility for all monitoring and accountability in relation to the IEF. Murrup Barak is responsible for strategic leadership, coordinating activities and building capabilities to support the implementation of the IEF.

This will involve:

- working with faculties and administrative divisions on the implementation of strategies;
- the development of internal and external partnerships;
- the development of best practice models, tools and resources to support the implementation of the IEF; and
- the development of communications strategies and processes (including web-based resources).

Murrup Barak will assist the Executive Director, Human Resources to monitor progress in the implementation of the IEF, and provide the Executive

Director, Human Resources with quarterly reports on its activities in relation to the IEF implementation.

Heads of Budget Divisions will have responsibility for overseeing their input into the Indigenous Employment Plans and the implementation of the suite of strategies that they commit to within their faculties and administrative divisions and reporting outcomes to the Executive Director, Human Resources.

Murrup Barak will report to the Staff Equity Group and also the Murrup Barak Associates Forum on the implementation of the IEF.

Appendix One

Policy environment

In Implementing Growing Esteem and the University's Plan 2010, the University as an employer has made an explicit commitment to "... strive for exemplary employment practices, attracting and retaining talented and diverse staff, fostering their professional development and supporting the educational goals of an inclusive university."¹⁶

The University's stated commitment to Indigenous Australian employment is further exemplified in the University's apology to all Indigenous Australians. "The University is committed to using the expertise and resources of its teaching and learning, research and knowledge transfer activities to make a sustained contribution to lifting the health, education and living standards of Indigenous Australians. As an institution we aim to produce the highest quality outcomes in all aspects of our academic endeavour - from the recruitment and retention of Aboriginal and Torres Strait Islander students to building our cohort of Indigenous academic and professional staff."¹⁷

The establishment of the Murrup Barak – Institute for Indigenous Development in November 2009 further demonstrates the University's commitment to Indigenous Australians through the Institute's key role in coordinating and supporting the development of a wide range of Indigenous programs and building on the University's desire to support Indigenous leadership and participation across all its activities including the recruitment and retention of Aboriginal and Torres Strait Islander students and staff.¹⁸

National Indigenous Higher Education Workforce Strategy

The Indigenous Higher Education Advisory Council (IHEAC) established in 2005 as an advisory body to the Education Minister developed a National Indigenous Higher Education Workforce Strategy to address the issue that "*Indigenous academic and professional staff are currently represented at approximately one third of their population parity level in Australian Universities.*"¹⁹

The aims of the National Indigenous Higher Education Workforce Strategy are:

¹⁶ The University of Melbourne Plan 2010; page 6

¹⁷ Davis, G (2008) Media Release, Apology to all Indigenous Australians, 12 February 2008

¹⁸ The University of Melbourne Plan 201; page 19

¹⁹ Universities Australia and University Chancellors' Council, Meeting No 1/09, 19 May 2009

To bring the number and dispersion of Indigenous staff within the higher education sector to population parity within 10 years;
To increase Indigenous employment to at least double the number of continuing or fixed-term appointments within the next 5 years and triple by 2015; and
By providing increased employment opportunities in a variety of areas and in a diverse range of occupations.

A meeting of Universities Australia²⁰ in 2009 were provided with a briefing on the National Indigenous Higher Education Workforce Strategy with the Vice-Chancellors and Chancellors agreeing to support the strategy.²¹

Equity and Diversity Framework 2008-2012

In 2007 the University endorsed the Staff Equity and Diversity Framework 2008 – 2012. The Equity and Diversity Framework has the stated aim to guide “the development of staff equity and diversity plans in faculties and graduate schools, departments and divisions aligned with the University’s strategic direction” and to provide “a coherent context that can inform the development of goals and targets in local equity and diversity plans, and assist the University in meeting specific objectives that have been included in University-wide plans such as the Indigenous Employment Strategy ...”

A mechanism for the driving of Indigenous Australian employment at the University is incorporated into the Equity and Diversity Framework 2008 – 2012 which identifies in Goal One: A diverse and inclusive work environment that *“the University has a commitment ... to create a supportive work and learning environment that demonstrates awareness of and respect for Indigenous people, communities and cultures. ... action now needs to be taken to ... enhance the representation of Indigenous staff.”*²²

Melbourne Model

Central to the Growing Esteem strategy is the Melbourne Model, a far-reaching curriculum reform with the objective of creating an outstanding and distinctive ‘Melbourne Experience’ for undergraduate and postgraduate students, deliberately informed by the other strands of the ‘triple helix’, research and knowledge transfer. Through the Model, the University seeks to offer the best university education in Australia.

The Melbourne Experience enables graduates to become:

- Academically excellent

²⁰ Universities Australia was established on 22 May 2007 as the industry peak body representing the university sector. <http://www.universitiesaustralia.edu.au/>

²¹ Universities Australia and University Chancellors’ Council Meeting, 19th May 2009, Sydney

²² The University of Melbourne Staff Equity and Diversity Framework 2008 – 2012, page 3

- Knowledgeable across disciplines
- Leaders in communities
- Attuned to cultural diversity
- Active global citizens.

Being 'attuned to cultural diversity' requires graduates value different cultures; be well-informed citizens able to contribute to their communities wherever they choose to live and work; have an understanding of the social and cultural diversity in our community; and respect indigenous Australian knowledge, cultures and values.²³

Responsible Division Management

Responsible Division Management (RDM) is an organisational change project that aims to define and implement a new service model for the functions that support the University's core activities—teaching and learning, research and knowledge transfer—and to oversee cost-saving initiatives. The overall goal is to allow maximum investment in the University's core activities of teaching and learning, research and knowledge transfer by ensuring that services and processes in support of these activities operate as efficiently and effectively as possible.

The RDM model for administrative services supporting the University's academic activities involves a three-fold classification:

- Services that demand speed, flexibility, innovation and personalized support: these services are provided at the local level within academic and administrative divisions.
- Academic support services should be centralized: these are regarded as shared in common, controlled by Deans collectively.
- Services and activities that require the University to speak and act as a single entity: these services are provided by the Chancellery.

Consistent with RDM, key responsibility for the 'whole-of-university' strategy in the IEF, resides with the Executive Director, Human Resources. The establishment of local Indigenous Employment Plans (IEP) rightly rests with faculties and administrative divisions.

The assumptions underpinning the Framework are that consistent with RDM, faculties, graduate schools and administrative divisions are best placed to develop and implement local strategies.

²³ Graduate attributes, The University of Melbourne, 2007

Legislative Context

Unlawful discrimination

Staff and students must not unlawfully discriminate against other staff or students. Discrimination can be either direct or indirect and is based on a person's attribute or perceived attribute.

Direct discrimination occurs when a person treats, or proposes to treat, someone with an attribute or who is perceived to have the attribute, less favourably than someone without that attribute, or with a different attribute, in the same or similar circumstances.

Indirect discrimination generally occurs when a rule, practice or policy appears to be neutral, but in effect has a disproportionate impact on a particular group of people who share an attribute. It arises out of practices that are fair in form and intention but discriminatory in impact and outcome. Under the relevant legislation, indirect discrimination occurs when a person imposes (or proposes to impose) a requirement, condition or practice:

- that someone with an attribute does not or cannot comply with; and
- has or is likely to have the effect of disadvantaging the person with the attribute; or
- that a higher proportion of people without that attribute, or with a different attribute, do or can comply with; and
- that is not reasonable in the relevant circumstances.

Therefore the University is obliged to consider and implement reasonable adjustments to requirements, conditions or practices (that are not reasonable in the relevant circumstances) in order to avoid indirect discrimination.

This provision does not apply if the requirement or condition is reasonable, having regard to the circumstances of the case.

Discrimination also includes discrimination against a person because they are an associate of someone with an attribute. For example, it is discriminatory to treat someone less favourably because they are friends with a person of a particular race or religion.

Racial and Religious Tolerance Act

The Racial and Religious Tolerance Act prohibits racial and religious vilification. The purpose of the Act is to prevent people from inciting hatred, serious contempt, revulsion or severe ridicule of others because of their race

or religion. The Racial and Religious Tolerance Act deals with behaviours not beliefs.

Vilification is public behaviour that incites hatred against, serious contempt for, or revulsion or severe ridicule of, another person or group of people because of their race or religion. The type of behaviour covered by the Act includes statements made at meetings, in publications and on the Internet. At worst, vilification can lead to people expressing their hatred through physical violence towards others.²⁴

Charter of Human Rights and Responsibilities

The Victorian Charter of Human Rights and Responsibilities²⁵ sets out agreed human rights, freedoms and responsibilities protected by law. Public authorities such as the University are required to observe these rights when they develop policies or provide services. This Framework operates within the context of University policies and Commonwealth and State legislations and is consistent with the University's legal obligations.

²⁴ Victorian Equal Opportunity and Human Rights Commission, <http://www.humanrightscommission.vic.gov.au/publications/RRTA%20Materials/understanding%20the%20RRTA.asp#top>

²⁵ Victorian Equal Opportunity and Human Rights Commission, The Victorian Charter of Human Rights and Responsibilities Act 2006 (Vic)