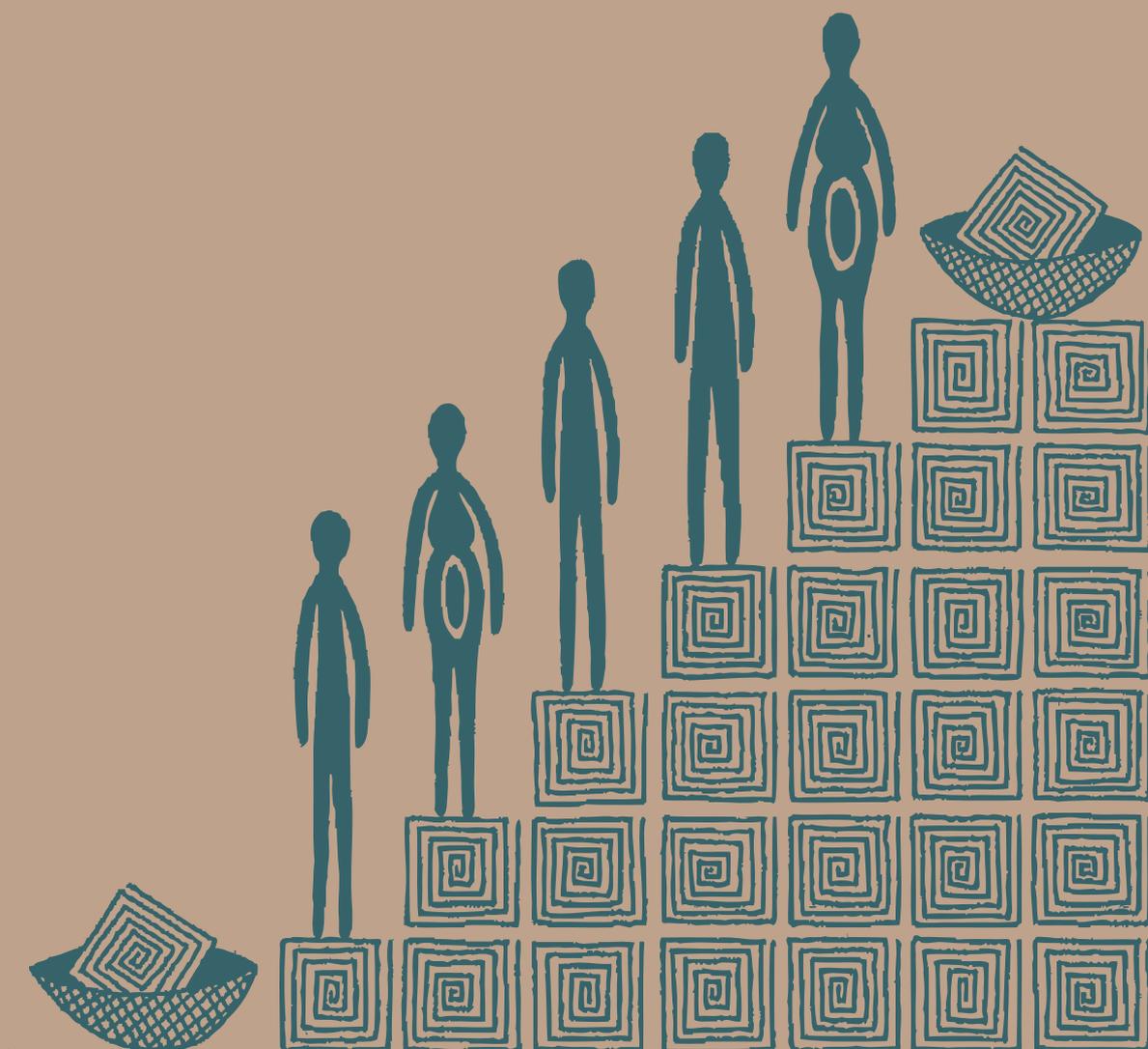


INDIGENOUS EMPLOYMENT FRAMEWORK

THE UNIVERSITY OF MELBOURNE

2014–2016





In 2010 we launched *The University of Melbourne's Indigenous Employment Framework 2010–2013* (IEF). The IEF is the University's key policy driver for the advancement of Indigenous staff recruitment and retention across the University. The Framework set a broad range of goals that the University aims to meet by 2020.

The results to date are pleasing. Since 2010 the University's Indigenous workforce has grown from a head count of 21 to 60. This is the result of a number of initiatives that have been implemented as part of the IEF.

Key initiatives include:

- Development and implementation of localised Indigenous Employment Plans (IEP's) that seek to respond to both the University's business needs and community needs.
- Development of three TAFE Partnerships of which provide pathways to employment for Indigenous TAFE graduates in professional positions at the University.
- Development and delivery of an Indigenous Australian Entry Level Development Employment Program.
- Development of infrastructure to support the Faculties, Schools and Administrative Divisions to commence the implementation of their IEP's.
- Human Resource infrastructure enhancements to support the implementation of IEF:
 - HR identification systems that provide Indigenous Australian staff with multiple platforms to identify as Indigenous
 - an Indigenous Employment Guide that provides advice and support to managers who want to recruit and retain Indigenous Australians.

- a new streamlined Indigenous Australian Employment Exemption Process, a process that allows the University to exempt suitable positions for Indigenous Australians at its discretion
- a university-wide approach to advertising in the Koori Mail and on the Indigenous Jobs Australia website
- an applicant support framework for Indigenous Australians that allows Indigenous Australians to access support to apply and prepare for positions through a single entry point.

The growth of Indigenous staff at the University has enriched our community by providing a better understanding and connection with Indigenous Australians.

As the first stage the IEF 2010-2013 draws to a close it is important we all support the second stage, the IEF 2014-2016 which will build on the impressive achievements to date.

The next phase of the IEF will run from 2014-16 and focus on four priority areas. These include (1) Infrastructure and systems to attract and support Indigenous Australians to apply for positions, (2) Recruitment by exemptions and pathways, (3) Direct senior appointments and academic recruitment and (4) Retention and cultural support.

Congratulations to all who have been involved in implementing the 2010-2013 IEF, and I look forward to its continued success.

Prof Glyn Davis
Vice-Chancellor, The University of Melbourne

A handwritten signature in black ink, appearing to read 'Glyn Davis', written over a white background.



RATIONALE



Closing the gap in health outcomes and life expectancy between Indigenous and non-Indigenous Australians is a national priority. The Australian Government also has a commitment to halving the gap in employment opportunities within a decade. Meeting this target means that an additional 100,000 Indigenous Australians will need to find and keep jobs over the next 10 years. Having a job is key to attaining social and economic progress as it improves self-esteem and is a means of getting ahead in life. Seeing parents at work provides strong role models for children, especially when these jobs are in the university sector, a place where few Indigenous Australians are currently employed. Our University has the capacity and influence to make a solid contribution to the Australian Government's commitment to closing the employment gap.

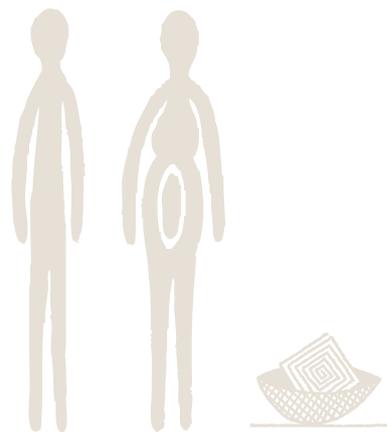
Addressing disadvantage is one of the drivers for this work but it is not absolute, as alluded to in the Vice-Chancellor's Foreword. Indigenous Australian employees bring a wealth of cultural knowledge and alternative perspectives to their work, in addition to their academic and professional skills.

Our work in this area is also supported by our Business Improvement Program. An element of the Program is to be responsive to our changing workforce needs and make appointments based on broader skills sets and personal qualities rather than technical skills which in many cases can be developed on the job.

Employing more Indigenous Australians has had a transformational impact across the University through:

- building relationships and bringing about reconciliation between Indigenous and non-Indigenous Australians
- enabling Indigenous perspectives to inform innovation and research
- assisting the University to become an educational destination point for Indigenous Australian students
- increasing the University's capacity to build cultural competence among non-Indigenous students.

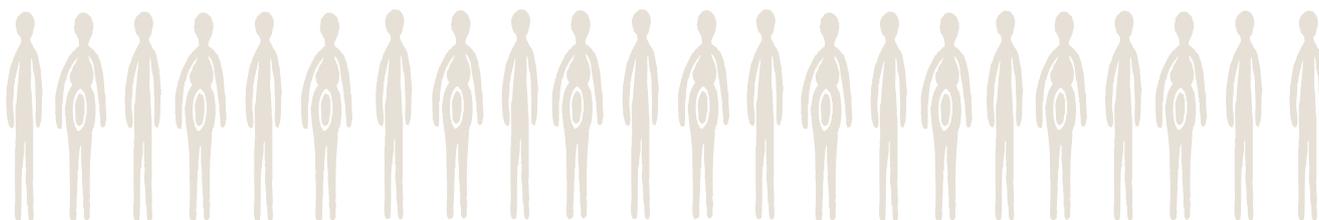
Furthermore, increasing the number of Indigenous academic staff will help to build the aspirations of Indigenous students to pursue an academic career.



POLICY FRAMEWORK



- ***The University of Melbourne Reconciliation Action Plan 2011–2013*** (RAP 1): Endorsed by Senior Executive in 2009, RAP 1 sets out the University’s commitment to promoting reconciliation between Indigenous and non-Indigenous Australians, and provides the University with a primary platform to underpin and drive its Indigenous agenda. RAP 1 identifies six focus Areas for Action: Partnerships; Cultural Recognition; Indigenous Student Recruitment and Retention; Teaching and Learning Strategies; Research; and Indigenous Staff Employment.
- ***Indigenous Employment Plans (IEP’s) 2012–2015***: In 2011 Deans and Administrative Division Heads were required to include an outline of their Indigenous Australian staff recruitment strategies in their business plans. During 2012 these high-level strategies were refined into localised IEPs. Delivered over a four-year period (2012–2015), these IEPs contain targets for this period as well as inspirational targets to the year 2020.
- ***2014–16 Mission-based Compact between The Commonwealth of Australia and The University of Melbourne***: Entering into a compact is one of the quality and accountability requirements that a higher education provider must meet under the Higher Education Support Act 2003 as a condition of receiving a grant. The purpose of this compact is to provide a strategic framework for the relationship between the Commonwealth and the University. It sets out how the University’s mission aligns with the Commonwealth’s goals for higher education, research, innovation, skills development, engagement and Aboriginal and Torres Strait Islander access and outcomes.
- ***Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People***: The 2012 review, which builds on the earlier Bradley Review of Higher Education, focuses on improving outcomes for Indigenous Australians in our sector with the aim of contributing to nation building and reducing Indigenous disadvantage. The scope of the review was to provide advice and make recommendations in relation to: achieving population parity for Indigenous students, researchers, and academic and non-academic staff; best practice and opportunities for change inside universities and other higher education providers; and the effectiveness of existing Australian Government programs that aim to encourage better outcomes for Indigenous Australians in higher education.
- ***National Best Practice Framework for Indigenous Cultural Competency in Australian Universities 2011***: The Framework was developed by Universities Australia (UA), the Indigenous Higher Education Advisory Council (IHEAC) and the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). The Framework provides Australian universities with the tools to embed cultural competency at the institutional level so that become encouraging and supportive environments for Indigenous students and staff, and produce well-rounded graduates with the skills to provide genuinely competent services to the Australian Indigenous community. Many of the recommendations from the Framework are being delivered through the current and previous IEF priority areas.
- ***National Indigenous Higher Education Workforce Strategy 2011 (NIHEWS)***: NIHEWS was developed by the IHEAC, with UA and DEEWR working together to lead the strategy. The overall aim of the NIHEWS is to bring the number and dispersion of Indigenous employees within the higher education sector to population parity within 10 years.
- ***Council of Australian Governments (COAG) Joint Commitment to Closing the Gap on Indigenous Disadvantage***: In February 2011 COAG agreed to Closing the Gap on Indigenous disadvantage as one of five themes of national strategic importance.



GOVERNANCE AND REPORTING



The Indigenous Employment Framework Steering Committee has cross-Faculty, School and Divisional representation. The committee will provide oversight and leadership of the *IEF 2014–2016*. Senior Executive will be provided with two annual progress reports.

ACCOUNTABILITY



Deans and Divisions Heads are accountable for the recruitment and retention of Indigenous Australian staff.

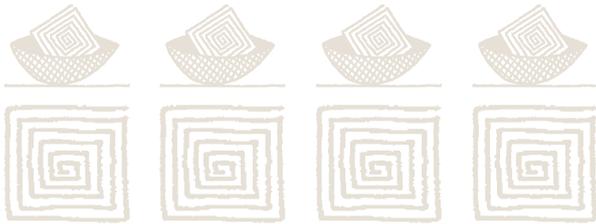
TARGETS



Our Indigenous Australian workforce target is based on attaining population parity and is aligned with targets detailed in the *2014–16 Mission-based Compact between The Commonwealth of Australia and The University of Melbourne*, *the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* and *the National Indigenous Higher Education Workforce Strategy*.

The Indigenous Australian population is currently 2.5 per cent of the total population. The parity target is not stagnant. As the Indigenous Australian population grows, so does our target. As a starting point, based on the University's total FTE (full-time equivalent) in 2011 the University's Indigenous employment target is 163 FTE by 2020. Through the provision of localised IEPs, our Faculties, Schools and Divisions have committed to their respective portions of the headline target. The plans detail the targets to be achieved in 2015 and the longer term targets for 2020.

Early success in implementing the *IEF 2010–2013* is evidenced by the growth in the University's Indigenous Australian workforce. Since 2010 our workforce has grown from 21 to 60 (55 FTE) positions (44 professional and 16 academic – either fixed term or continuing). However, this growth has been uneven across budget divisions and staff categories. It can be largely attributed to an increase in entry-level to mid-range professional positions. While we need to consolidate our success, the IEF will implement strategies to address this uneven growth such as increasing the number of Indigenous Australian staff with formal qualifications to assist their promotion and raising our Indigenous academic profile.



OUR APPROACH



We are now in phase two of a new three year cycle. Our approach is both to continue a number of initiatives that were achieved in the life of the IEF 2010–2013; and also to develop additional initiatives that are necessary for the University to grow the breadth of its Indigenous workforce, with a particular focus of academic appointments and senior appointments. Additional strategies will also be developed to enhance culturally safe workplaces.

Undertaking this approach will mobilise and focus resources in four priority areas to assist in the delivery of our Indigenous Australian recruitment and retention commitments. The priority areas are:

Priority Area 1:

Infrastructure and systems to attract and support Indigenous Australians to apply for positions at the University of Melbourne:

- promote suitable positions in the Indigenous press and through Indigenous Australian community mailing lists for distribution
- ensure all targeted positions, job descriptions and selection criteria do not inadvertently discriminate, such as requiring tertiary qualifications when direct experience can provide the necessary skills
- develop publications that are culturally appropriate to increase awareness about the roles, function and career opportunities available within a Faculty or Administrative Division
- develop and build on existing relationships with the Indigenous Australian Community
- provide support to Indigenous Australians who would like assistance in submitting an application and preparing for an interview
- where appropriate, ensure selection panels are comprised of a diverse range of members including other Indigenous staff where appropriate.

Priority Area 2:

Recruitment by exemptions and pathways:

- exempt targeted positions for which only Indigenous Australians can apply
- employ Indigenous Australians through TAFE partnerships
- employ Indigenous professional staff through entry-level recruitment programs.

Priority Area 3:

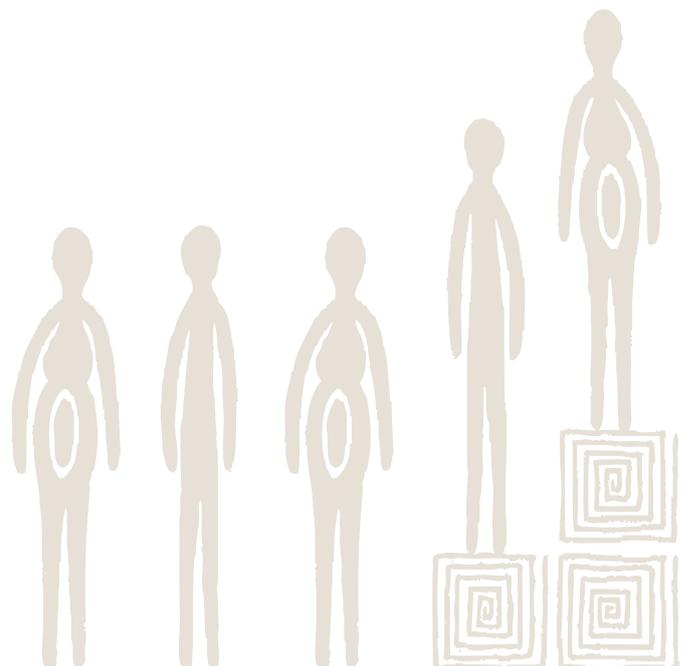
Direct senior appointments and academic recruitment

- employ Indigenous academic staff through seed funding initiatives
- target Indigenous Australians for senior appointments.

Priority Area 4:

Retention and cultural support:

- assign all new staff a buddy or 'go to person'
- provide opportunities for Indigenous staff to 'shadow' other University staff in a similar position
- support higher duties opportunities for Indigenous staff
- advocate for more secondment opportunities for Indigenous staff between Faculties, Schools and Divisions
- increase accredited training opportunities for Indigenous staff
- provide support and advice to recruiting managers of Indigenous employees
- where possible, ensure that supervisors of Indigenous staff undertake Indigenous Cultural Awareness Training.



CONTACTS



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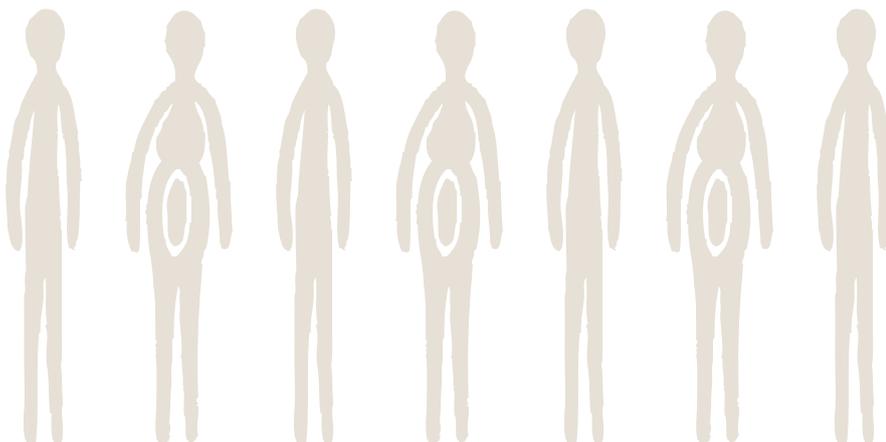
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FURTHER READING



- ***The University of Melbourne Reconciliation Action Plan 2010–2013:***
<http://www.murrupbarak.unimelb.edu.au/content/pages/university-melbourne-reconciliation-action-plan-rap>
- ***Indigenous Employment Plans 2012–2015:***
<http://www.murrupbarak.unimelb.edu.au/content/pages/indigenous-student-recruitment-and-retention-plans>
- ***Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People:***
<http://www.innovation.gov.au/HigherEducation/IndigenousHigherEducation/ReviewOfIndigenousHigherEducation/FinalReport/index.html>
- ***National Indigenous Higher Education Workforce Strategy (NIHEWS):***
http://foi.deewr.gov.au/system/files/doc/other/national_indigenous_higher_education_workforce_strategy.pdf
- ***Council of Australian Governments (COAG) Joint Commitment to Closing the Gap on Indigenous Disadvantage:***
http://www.coag.gov.au/sites/default/files/NIS_closing_the_gap.pdf
- Indigenous Employment at the University of Melbourne – A guide to Indigenous employment for recruiters and supervisors of Indigenous Australians





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