

The University of Melbourne

Enabler Strategy: Human Resources

2011-2014



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Executive Summary



The Human Resources Enabling Strategy sets out a plan for the management and development of the University's human resources over the period 2011 to 2014 to deliver the staffing profile, capabilities and performance needed to achieve the vision articulated in the 2010 Growing Esteem strategy.

- The University is fortunate to have talented staff who embrace the complexities of working in an institution like Melbourne and who are eager to address the challenges and opportunities to achieve the University's goals.
- There are more than 7200 fixed term and continuing staff divided approximately equally between academic and professional staff who are supplemented at any time by a casual workforce of approximately 2500.
- National and international performance is strong as evidenced by our international rankings and our ERA performance.
- In order to become one of the finest universities in the world, we need to deliver more consistent results across the whole staff profile and to continue to focus on our international competitiveness and further developing the capacity of our staff.
- This will be achieved by attracting and retaining a diverse and talented group of staff; a highly skilled and supportive leadership capable of setting clear and relevant goals aligned with University priorities; providing performance development pathways to enable all staff to perform at high levels; and appropriate reward and recognition of this performance.
- The University remains committed to ensuring that Melbourne remains a great place to work, with an engaged workforce able to access flexible employment arrangements to cater for different life and career stages and to encourage diversity.

Introduction and Overview

The University of Melbourne has a proud record of scholarship and achievement with a well deserved international reputation for research excellence and quality of student outcomes. We have demonstrated our capacity to innovate and lead higher education nationally. Melbourne's international standing and research prominence has enabled us to attract fine students and staff.

We seek to lead through research, to educate for excellence and to connect and contribute through engagement. Substantial progress has been made towards achievement of our vision to be one of the world's finest universities and we will need to continue to adapt and improve in pursuit of this vision.

THE EXTERNAL ENVIRONMENT

In coming years we will face more competition for funding, for students and for staff as higher education is increasingly globalised. This competition for staff will not only be for high quality academic staff but also specialist professional staff who will also be sought after inside and outside the higher education sector. Strategies will need to be implemented to attract, develop and retain the best academic and professional staff who can plan, deliver and support an excellent learning experience for students, and also demonstrate innovation and a capacity to thrive in a changing environment.

Technological change will also open new avenues for both education and research : in aiding networking and remote interaction between staff and students, and in the way work is performed. The increasing pace of knowledge acquisition will require regular review of the range of information taught in courses and the way it is delivered. On the research side, funding models and the interest of governments in finding solutions to major societal problems (the so-called 'wicked' problems) will drive greater collaboration - both in the development of cross functional teams within the University and also in increased engagement with other universities, other research bodies and industry.

The national higher education policy environment is placing more emphasis on nation-building through growth in graduate outputs, job readiness of graduates, social inclusion, funding for performance, specification and adherence to international standards in teaching and research, award nomenclature and content. There is also greater emphasis on engagement of universities with their broader communities. All of these factors and the funding regimes which support the national policy decisions are focused on growth.

The local higher education sector is also influenced by continuing fluctuation in the global financial environment, impacting the number of international students seeking to study through Australian educational pathways.

The ageing academic and professional staff profile across the sector and within the University mean that we will have to attract, develop and retain high quality staff to replace staff lost through natural attrition. Academic work is diversifying and will continue to do so, challenging traditional perceptions of an academic career and increasing the need for flexible employment models.

The coming 12 months will involve an ongoing emphasis on change in national higher education policy. The current review of base funding foreshadowed in the Bradley Review and established by the Commonwealth Government is of particular importance to the University of Melbourne given our enrolment profile with its higher proportion of postgraduate students who are more expensive to teach. The critical issues of the proportion of fees students can be expected to pay towards their own education, the nature of income support provided for them, and funding available to support a more diverse student profile will all have a bearing on the University's future well-being and the quality of education and research that can be undertaken.

THE INTERNAL ENVIRONMENT

The University of Melbourne wishes to limit growth and to eventually by 2015 reduce student numbers to a more stable and manageable size in order to provide the highest quality education to our students. This is at odds with the national policy imperatives and other universities.

As our students graduate from the new generation degrees introduced for the first time in 2008, and move into graduate professional education and research degrees at a higher rate we will significantly change our student profile, from the current ratio of 70:30 undergraduate to postgraduate students to achieve a 50:50 balance. This more mature student population will be demanding and will have high expectations of teaching and support and of their interactions with our administrative staff.

The University needs to increase the number of students in Research Higher Degrees to support its research effort and to develop the next generation of research staff for the sector.

A world class University needs a strong investment in its staff to ensure that they are supported to perform at the level required, in order to work together to achieve the vision, goals and strategies enunciated in the higher level University plans. Staff must be appropriately rewarded and well managed so that they can work together to achieve positive outcomes for our students, the community in which we operate and each other.

OUR STAFF

The University currently employs about 7200 fixed term and continuing staff. They are divided almost equally between academic and professional) staff and are supplemented at any time by a casual workforce of approximately 2500, including sessional staff undertaking teaching work. In addition to our paid staff, a large number of honorary and visiting academic staff contribute to the life and scholarship of the University.

Melbourne is currently well placed to achieve its vision of being one of the world's finest universities, but given the increasingly competitive and global higher education environment, the University must maintain its focus on enhancing the individual and collective performance of our staff.

Aims and Objectives

GOAL

To have a talented and diverse workforce sharing a common vision and whose skills and knowledge equip them to achieve the University's goal of being one of the finest universities in the world.

STRATEGIES

The University is implementing a new Human Resources Policy Framework which enunciates four key areas of strategic focus for the next three years. By 2015 we will have in place a comprehensive People and Organisation Strategy which expands on these four key areas of focus.

1. Building workforce flexibility

The University is committed to building the flexibility of its workforce, providing improved opportunities to staff and having the capacity more rapidly to adjust staffing and direct effort to priority areas.

2. Attracting and retaining the best fit, highest quality staff

The University must attract the highest quality applicants to positions and ensure that selection decisions are made on a fair and objective basis. We will focus on developing and recruiting change-adept and flexible academic and professional staff; improving our planning to identify future workforce requirements; supporting the further diversity of our workforce; and increasing participation of other under-represented groups and increasing the representation of women in senior roles.

3. Aligning Performance of individuals with the strategic directions of the University

The University will improve its performance management processes and better integrate performance, confirmation and promotion expectations for academic and professional staff. To achieve this we will refine our performance development framework so that it is streamlined and simple and more closely aligned with business plans and University goals.

The Human Resources professionals will work in partnership with academic and professional managers and provide appropriate training, development and advice to ensure a fairer, firmer, timely and more consistent approach to assessing performance and, where appropriate, dealing with poor performance as well as the enhancement of opportunities for high performing staff.

4. Investing in our staff

We consider that effective leadership is vitally important to the achievement of our goals and has a strong impact on staff engagement and satisfaction. We will clarify expectations of our leaders and managers and seek to develop a broader skill set amongst staff to manage complex staffing matters. This will incorporate greater levels of mentoring and coaching and strengthening the link between theory and practice in the delivery of leadership and management programs.

EXPECTED OUTCOMES

The successful application of these strategies will mean that by 2015 the University of Melbourne will have an academic workforce sustainable in number and quality and outstanding in its achievement. In particular :

- Melbourne will be top ranked in all key national indicators of research excellence and impact and will improve the quality and profile of individual research outputs and overall research productivity;
- Melbourne will be top ranked in relation to research higher degree recruitment and outcomes;
- Through key partnerships we will have maximised the global impact of our research;
- Melbourne will be ranked in the top five against all national learning and teaching and student satisfaction indicators and will increase undergraduate commencements and completions from students from low SES backgrounds ;
- Melbourne will be providing the best graduate experience in the country according to appropriate national indicators;
- Staff will feel able to contribute broadly to our vision of interaction with wider society through knowledge partnership, advancement and international activities;
- Melbourne will have talented staff who share a common vision and whose skills and knowledge equip them to achieve the University's goal of being one of the best international universities in the world; and
- Organisational cultures and HR policies and practices will be in place that support the achievement of a sustainable and diverse workforce in all levels and areas, reflecting the profile of wider society

In summary, the University will have a high performing, diverse, flexible and engaged workforce, capable of meeting the challenges posed by the high expectations of our students, the complexities of the research agenda and our desire and responsibility to engage with the broader community and societal agenda.

TARGETS

By 2015 the University will have achieved an improvement in the quality of its workforce and its employment practices. This will be measured by:

- having one of the highest staff satisfaction ratings within the Group of Eight
- Having an academic workforce sustainable in number and quality and outstanding in its achievement
- Demonstrating increased diversity in the staff profile, including the percentage of women in senior roles;
- Demonstrating effective performance management.

2015 Target	Indicator
<i>One of the highest staff satisfaction rating within the Group of Eight</i>	Staff satisfaction recorded in the University's climate survey compared with Go8 competitors
<i>Demonstrated increased diversity in the staff profile</i>	1) Improvement in the percentage of women in senior academic and professional roles; 2) Demonstrated progress towards achieving gender pay equity
<i>Categorisation of the academic workforce which recognizes the range of academic careers and the strengths of academic staff members</i>	1) Academic staff profile by work focus category which aligns with performance targets for teaching and research; and 2) Percentage of staff classified as research active exceeds 90%.

Our current position

PERFORMANCE

Viewed nationally, Melbourne is a leading research university, scoring strongly on every national research indicator. The majority of our comprehensive set of disciplines scored significantly above world average standard in the recent Excellence for Research for Australia (ERA) initiative. Teaching performance is strong and we continue to attract high quality high achieving students.

The University of Melbourne is well positioned in international rankings and we improved our status in the most recent round of the Shanghai Jiao Tong and Times Higher Education Rankings.

In the Times Higher Education rankings Melbourne is ranked first of the Australian institutions, at 36th in the world listing. A new methodology was used in 2010 for this ranking based on teaching (the learning environment), international mix (staff and student ratios), industry income, research volume, income and reputation, and citation impact.

In the most recent Jiao Tong rankings Melbourne was ranked 62nd in the world, the second Australian institution after ANU at 59th. This ranking system uses weighted scores associated with alumni, awards, citations, and publications. Melbourne scores better than ANU in the alumni and awards categories but has lower scores in each of the research categories.

The quality of teaching within the University is vital to our students' educational outcomes. While the Times Higher Education teaching scores for Melbourne are higher than our national competitors they are considerably behind the level of our international benchmarking partners. The Australian Course Experience Questionnaire (CEQ) good teaching scale also indicates room for improvement in some disciplines. While these rankings are not absolute indicators of teaching performance, it is clear that teaching performance has a significant impact on the level of satisfaction and the engagement of our students in the University community.

The University assesses and supports individual performance through the Performance Development Framework(PDF). Effective performance management provides the University with the mechanism to both monitor and reward staff performance, addressing gaps where they exist and providing career

pathway options for all our staff. At present the objectives established jointly between employees and their supervisors are often not clearly linked to the objectives and targets of the University. This is one aspect of the PDF system which is currently being reviewed and to forge a closer link between corporate and individual performance.

VALUES

The success of the University of Melbourne is measured in a variety of ways. Most commonly, we use the measures described above and those relating to academic outcomes such as graduate employment levels and publication rates, or financial indicators such as fee income and research expenditure. These or similar measures can also be applied to Faculties, Departments and individual research teams. Success is rarely measured in terms of levels of staff engagement or capability. Yet the attainment of virtually all academic or financial indicators of success in an academic environment is dependent on the individuals working there. Without staff capacity, commitment and versatility, the University's mission and, indeed local work-based objectives, can only be achieved with extraordinary effort by a few.

Our staff values outline the qualities we admire and continually strive to exhibit as individuals and as an organisation. Our values guide our behaviour, and underpin the way we work.

Our core staff values are:

- **a shared sense of purpose** where all staff appreciate the intrinsic value of education and research;
- **a commitment to research and innovation** where creativity and excellence in all areas of endeavour are recognised and rewarded;
- **a love of learning** and commitment to personal and professional development;
- **high standards of ethics and integrity** where all staff are open, fair, honest and consistent in their dealings with each other and the broader University community;
- **the provision of safe and supportive work environments** where staff and students are encouraged and empowered to realise their full potential.
- **the enhancement and sharing of organisational knowledge** where individuals willingly promote collaboration and consultation across the University.
- **tolerance and diversity** where individual differences and opinions are respected and valued.

Our workforce

Achievement of the University's goals, including supporting a student population in excess of 45,000 persons requires an extensive and talented workforce. The following is an outline of the key characteristics of the University's current staff profile.

Employment Basis

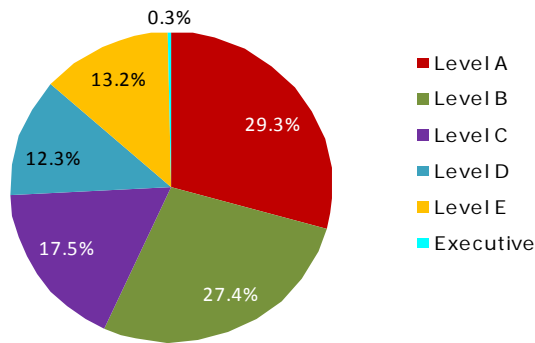
Most staff have their conditions of employment governed by the University's Collective Agreement and are employed in positions classified in accordance with academic and professional staff classification structures based on underlying modern awards. Academic staff are employed across five levels or ranks (A – E) and professional staff work within a 10 level structure. Each classification level contains a number of incremental points, through which staff advance on the basis of reaching a satisfactory level of performance determined through annual individual performance review.

There is a range of different employment types. Most professional staff are employed on a continuing basis, but given the nature of many of the research funding schemes, academic staff fully engaged on research are more often employed on fixed term contracts. The higher education sector as a whole therefore has a higher proportion of staff who are employed on a short-term or sessional basis than is the norm in the broader Australian workforce.

In line with trends in other universities, our sessional staff carry increasing responsibility for teaching, particularly into undergraduate degrees, making this group of staff important contributors to ensuring excellent outcomes for students. Balancing workforce flexibility with more secure forms of employment, particularly for early career academic staff, therefore remains a challenge for the University.

The following two charts showing the distribution of full and fractional time academic and professional staff at the University of Melbourne by level of appointment indicate where the modes in these distributions lie : Levels A and B for the academic group; and HEW5-7 for professionals. These are the first career levels for each category. The 60% of the University's academic staff employed at Levels A and B are regarded as early career academics.

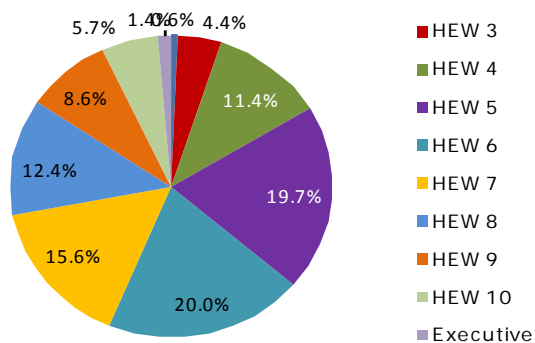
Distribution of Academic Staff by Classification Level (Headcount)
February 2011



Headcount excluding casuals = 3500
FTE (ex casuals) = 3000

Almost 60% of academic staff are classified at Level A and B.

Distribution of Professional Staff by Classification Level (Headcount)
February 2011

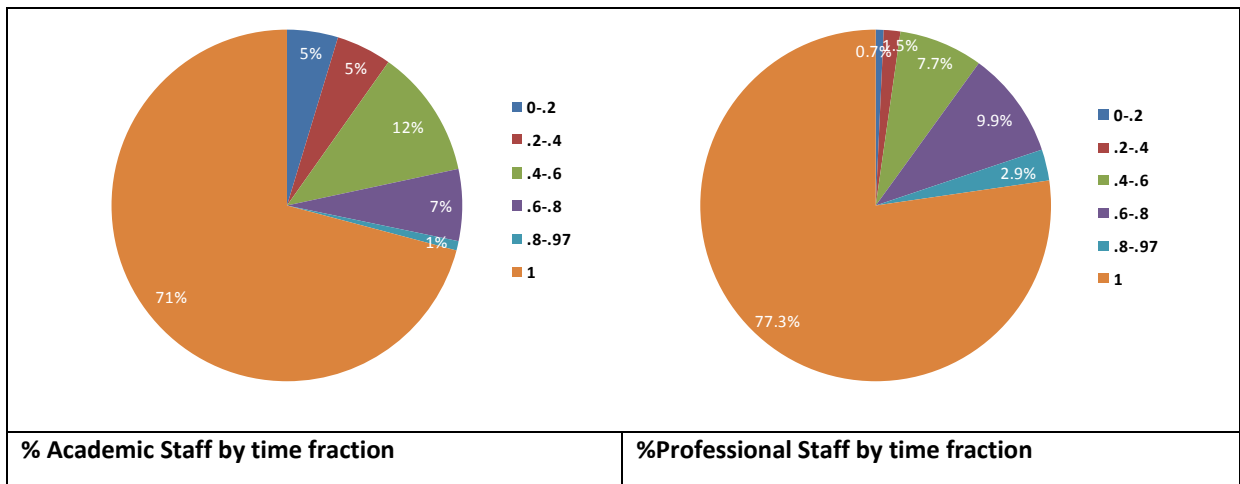


Currently 55% of the University's approximately 3650 professional staff are at HEW levels 5, 6 and 7. HEW 5 is considered the graduate intake level.
FTE (ex casuals) = 3400

Mode of employment

Our fixed term and continuing staff predominantly work full time, though reflecting the flexible working arrangements that are available, there is a substantial part-time workforce, representing between 20-30% of all fixed term and continuing staff. These flexible arrangements also include job sharing, capacity to increase annual leave with a commensurate reduction in fortnightly pay, and flexible hours. Generous parental leave provisions are available, including paid maternity leave in excess of that mandated by the government and a return to work bonus to help staff make the transition back to employment after a period of maternity leave. Volunteering in the community by staff is also encouraged through the provision of up to two days paid special leave each year.

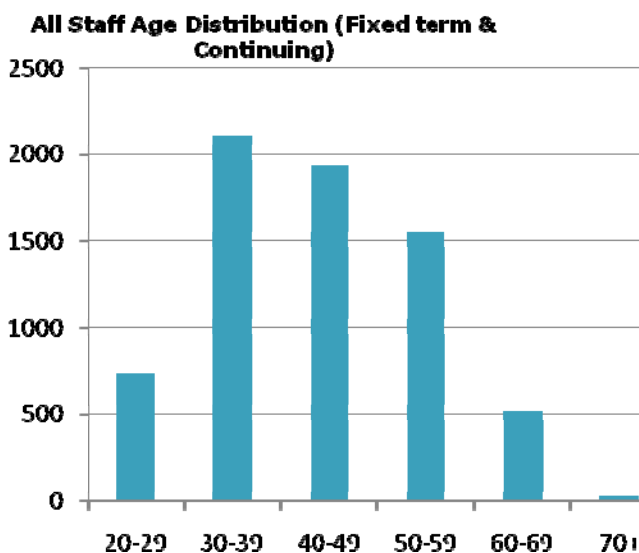
Staff approaching the end of their careers can also access a range of transition to retirement options, to help the University retain their knowledge and capabilities while preparing them for life beyond employment.



Age

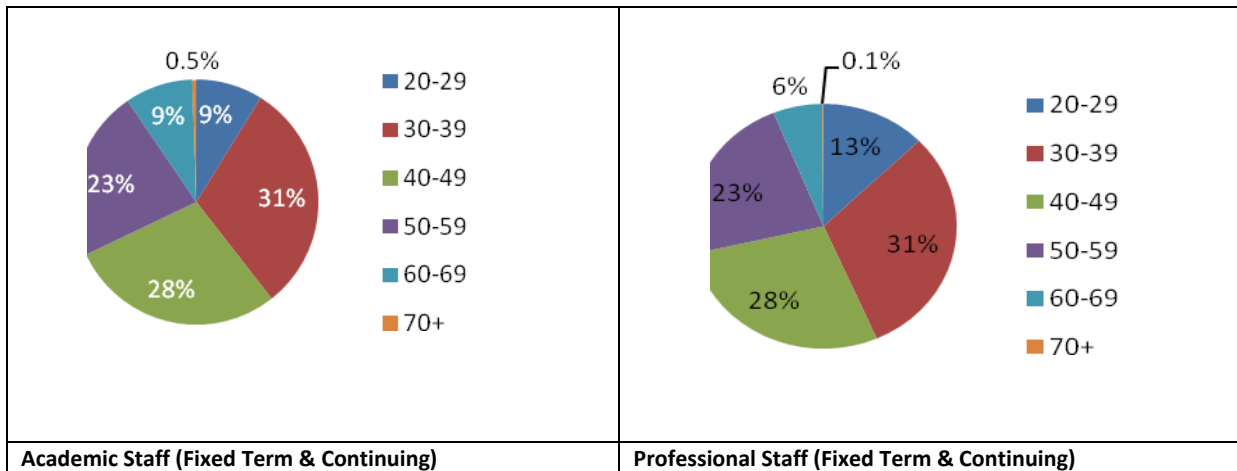
The ageing of the Australian academic workforce is well documented, along with the challenges this poses to the future renewal of the higher education workforce. This is exacerbated by the expected increased demand for places within the sector and the consequent staff effort increase required to support these additional students. Although the University plan is to limit growth in staff numbers, many other institutions plan growth trajectories, which will increase competition for staff.

While benchmarking data indicates that the University of Melbourne’s staff age profile is younger than the sector average, one third of academic staff are currently over 50 and 60% are 40 and older. In addition, Australian Bureau of Statistics data¹ shows that the age profile of the continuing academic workforce here is older than that of the general Australian working population. The following chart is for the University of Melbourne for all academic and professional staff in 2010.



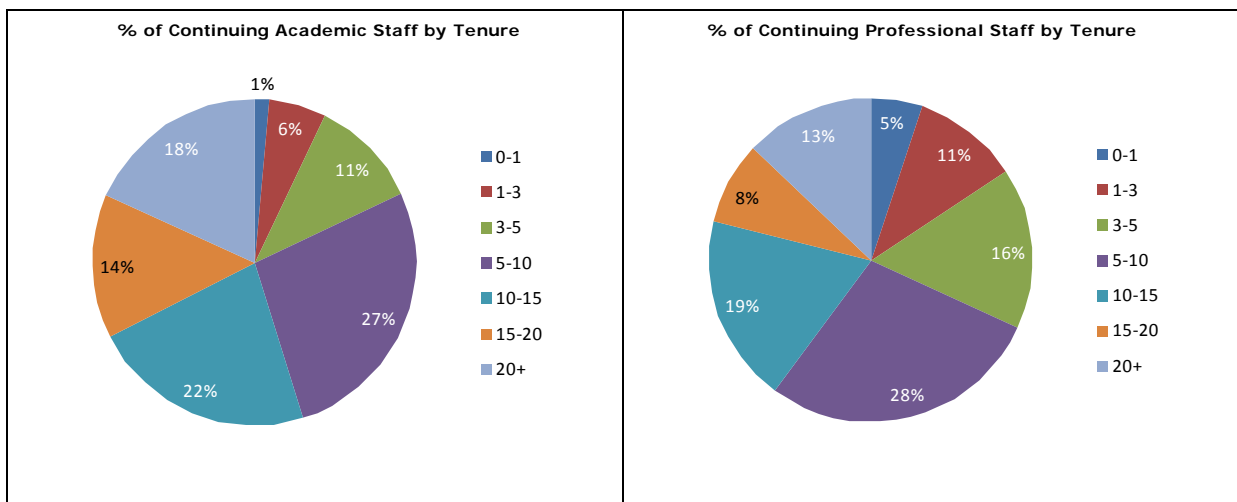
¹ DEEWR selected statistics 2008; Australian Bureau of Statistics Cat: 6359.0.

Academic and professional age profiles are similar as evidenced in the charts below. The age profiles are very similar with a slight difference of more younger staff in the 20-29 age group present in the academic profile and fewer in the 30-39 age group than the professional staff profile.



Tenure

The provision of opportunities and support for our staff to develop their careers is vital, particularly as the University has many long-serving staff. Over 80% of continuing academic staff have more than 5 years service, and over half have more than 10 years. Professional staff with more than 10 years service account for over 40% of all continuing staff as shown in the following age profile charts.



Diversity

The benefits to organisations of achieving greater diversity in staff profile are well-documented in terms of equity, productivity and innovation². Increased diversity involves employing a greater proportion of women in senior roles, a greater number of Indigenous Australians at all levels and disciplines and in professional roles, and a greater proportion of staff who are born overseas and who have international experience.

² (Cutler & Co 2008; Gratton et al 2007)

A significant challenge for the University of Melbourne is to ensure that increased diversity is achieved at all levels of the academic and professional hierarchy. This means that diversity must be linked to excellence. Nevertheless the University must strive to achieve an improvement in the diversity of the academic staff profile at all levels and in all disciplines.

The University has received recognition for its staff equity and diversity provisions over many years. For example, we have attained the EOWA Employer of Choice for Women in every year in which we have applied, one of the inaugural Fair and Flexible Employer Awards from the Victorian state government in 2009, and our innovative and sector-leading Mental Health Strategy adopted in 2009 was recognized with a Gold Award at the 2010 Australian and New Zealand Mental Health Service Achievement Awards.

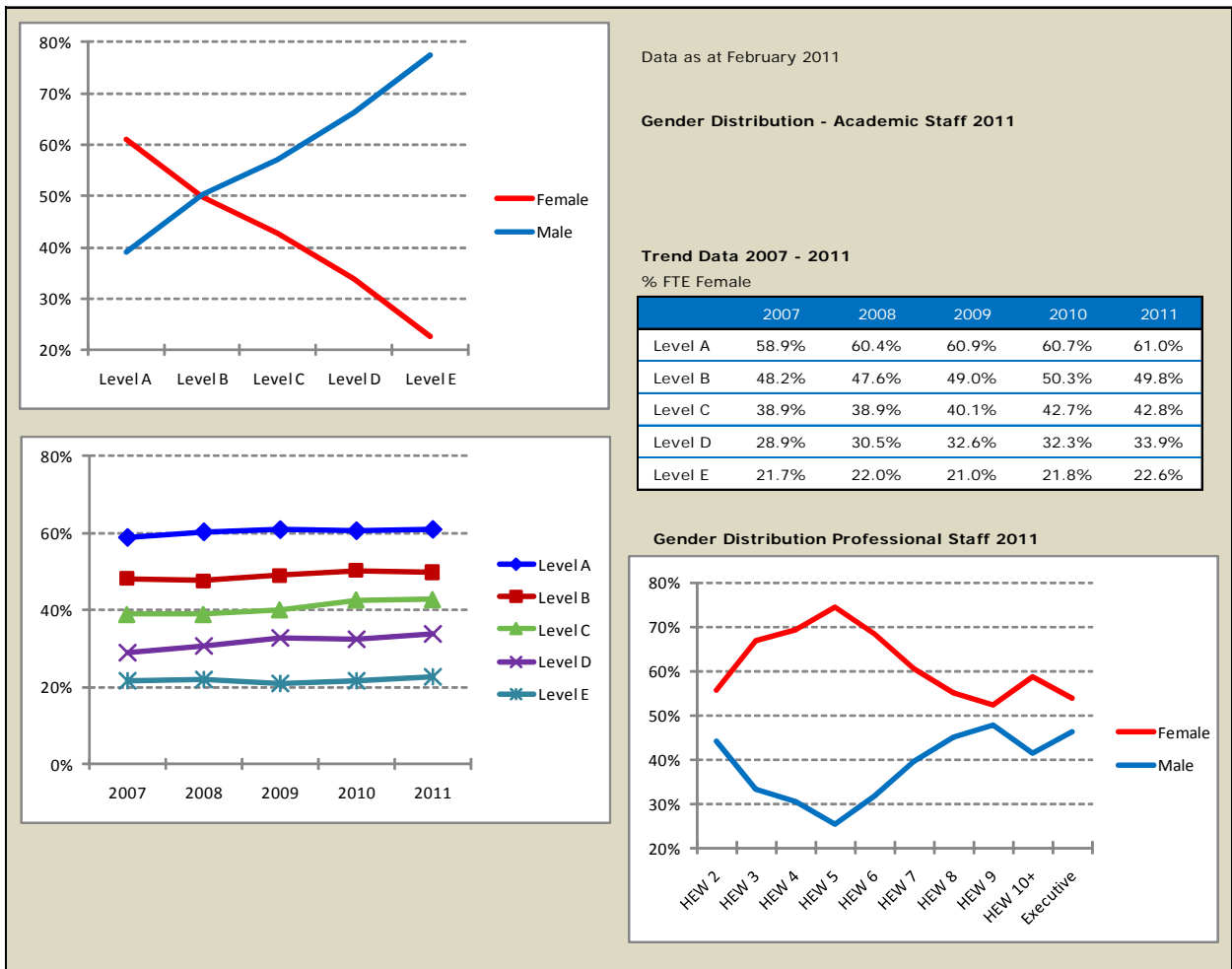
Women make up the majority of the University's workforce (57% of total headcount as at February 2011), but are concentrated in professional positions, where they represent nearly two thirds of professional staff numbers. Male academics slightly outnumber their female counterparts. The distribution by gender varies substantially with classification level. In the just-released QUT equity statistics for 2009, Melbourne retains its leading position within the Group of Eight universities for the representation of senior academic and professional women (Level D and above and HEW 10 and above) and is above the university average for these indicators.

However, other institutions, particularly in the Group of Eight, have increased their female staff representation at a higher rate than Melbourne over the last five years, indicating that continued attention to gender equity is necessary to retain this leading position. In addition, the University and sector-wide figures for female representation obscure other patterns of representation that require attention such as the under-representation of women in particular academic disciplines, and the "leaky pipeline" that occurs as women who succeed as undergraduate and postgraduate students are not attracted to nor retained in academic work in equivalent proportions.

The attainment of gender pay equity remains a challenge for the University of Melbourne as for others, and while enhancing female representation and distribution across disciplines, work categories and in senior leadership positions will improve gender pay equity, improved pay equity requires attention to remuneration, particularly starting salaries and discretionary payments such as loadings. The appropriate consideration of "performance relative to opportunity" for staff with significant external responsibilities, non-traditional career paths, or less than full-time working hours remains an ongoing challenge.

The gender distribution data is shown in the following charts for both academic and professional staff for the 2011 profile. For academic staff the profile is stark with over 60% of Level A staff being female and this percentage falling to 22% for Level E appointments. The time series data shows that this situation has remained fairly constant from 2007 to the present.

For professional staff the pattern is different with females outnumbering male staff members at each level of the HEW classification. However the percentages of males come closer to females as the HEW level rises until HEW10 levels are reached. For these the University's profile differs from a number of Australian universities in that at Melbourne the proportion of female incumbents rises again.



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. The University's current Collective Agreement commits the University to the aim of employing an additional five Indigenous staff each year over the life of the Agreement. The Indigenous Employment Plan has been developed to assist in reaching this target and Faculties and Graduate Schools as well as Administrative Divisions are to set targets and develop strategies to attract Indigenous staff to their positions over the next five years.

This current staff profile presents a number of challenges for the University and identifies some issues which must be addressed over the next few years such as the casualisation of the workforce, the ageing of our staff profile and the need to develop careers for the large number of our staff who are early career academics or professionals. The actions proposed in the next section relating to the broad strategies enunciated in the section on aims and objectives will address these issues.

The future and action proposals for 2011-2014

In 2005 the University of Melbourne embarked on a major curriculum change towards the Melbourne Model and has now just passed the halfway mark in this process, with the first year of intake into the full suite of graduate programs. By 2015 we expect to have an equal proportion of graduate and undergraduate students. The environment in which we operate will have become more competitive and higher education even more globalised. There will be increasing emphasis on an interdisciplinary approach to research to address major societal, economic and environmental issues, requiring enhancing existing partnerships and forming new collaborations.

These changes will occur at the same time that there will be increasing competition for highly skilled staff due to an ageing staff population in the universities and in an era where academic work is diversifying. The distinction between the work undertaken by academic and professional staff blurring and studies indicate that many staff in the sector are considering their future, exploring options either outside higher education, or overseas.

While proud of our current performance, we cannot afford to be complacent given the challenges already identified. The likely future environment highlights the need to consider how we can attract, develop and retain the high performing academic and professional staff we need. In addition we must increase the focus on performance and productivity and ensure that each staff member achieves their goals and contributes to the University in the way best suited to their strengths and expertise and is rewarded for doing so. This will require a strong alignment between individual goals and the University's objectives and a different approach to developing and managing performance and rewarding our staff.

To flourish in this environment and achieve the University's ambitious outcomes we will need to:

- develop and recruit change-adept, flexible and engaged academic and professional staff;
- continually support leadership and management development;
- develop and improve systems which reward and recognise excellent performance in learning and teaching, research, engagement and leadership and in professionals disciplines;
- clarify individual expectations and link these to our strategic goals;

- continue to encourage diversity and the participation of women, particularly at higher levels of the University;
- support the learning and growth of our staff;
- recognise the diversity of professional and academic roles;
- provide greater recognition of the efforts of our staff;
- develop innovative approaches to retaining, and nurturing the best teachers and researchers and flexible and innovative professional staff;
- address the issues relating to the casualisation of our staff complement and the increasing proportion of fixed term staff, while retaining flexibility in our staffing arrangements; and
- recognise and develop the partnership between academic and professional staff and build the ability of staff to work seamlessly with colleagues from other disciplines and institutions.

The four strategies included earlier in this plan will enable the University to achieve these objectives for the future.

ACTIONS TO BE TAKEN IN THE PERIOD 2011-2014

Strategy 1: Building workforce flexibility

In conjunction with staff and the National Tertiary Education Union (NTEU), we will review the classification structures for both academic and professional staff. The University will also provide access to diverse and productive career paths, including in particular for our early career academic staff.

We aim to:

- better attract high performing academic and professional staff;
- provide all staff with the opportunity to progress towards more challenging roles and have clear pathways;
- retain high performing academic and professional staff, including those who are at the top of their classification levels;
- encourage job flexibility, task variation and growth in the job;
- appropriately identify academic staff by the main type of work they are performing;
- encourage closer interaction and collaboration between academic and professional staff;
- improve job security for early career academics;
- address the casualisation of our academic workforce; and
- link rewards more closely to performance.

Professional Staff

In order to improve the classification structure for professional staff we will:

- reform the structure to provide for a number of broad bands within which movement would be based on performance;

- review the number of pay points within each band in most cases with the effect of increasing the salary differential between each pay point making movement between pay points, subject to performance and development requirements, more meaningful;
- develop clear performance standards for each broad band;
- align position descriptions/classification descriptors with each level of the structure; and
- create research support/professional officer classification descriptors to recognise specialist professional staff positions.

This will need to be done in negotiation with the NTEU, in accordance with Section 6 of the University's Collective Agreement.

Academic Staff

To ease bottlenecks at the top of classification levels and promote continuing excellence we will consider creating overlapping increment points between classification levels which would be available on an 'at risk' basis dependent on meeting stretch performance expectations. We will also consider reducing the number of increments at each level to provide for more significant reward for excellence.

There will be further consideration of whether our existing academic nomenclature creates barriers to the recruitment of overseas staff, given a lack of consistency and some confusion between our titles and those common in other areas of the world, particularly North America.

A key issue for early career academic staff employed on a casual or sessional basis is the difficulty in establishing an academic career when there is limited certainty of employment. This leads to a concentration of casual staff at lower levels of the academic classification structures and into particular areas, notably teaching into New Generation Degrees. Pathways for research higher degree students into an academic career also need to be improved, particularly given the need for renewal of the academic workforce. We will :

- address the barriers to employing early career staff on more secure forms of employment;
- seek agreement to create a new form of employment which provides greater employment security for early career staff; and
- improve support and development programs for Early Career Academics.

Strategy 2 : Attracting and retaining the best fit, highest quality staff

We will invest more effort in accurate forecasting and reporting of our future workforce requirements and in succession planning across the University to ensure well trained, broadly experienced and well-motivated people are ready and able to step into key positions as needed.

The University will review its advertising strategy for staff and its employment brand to promote more effectively the benefits of a career at Melbourne. This includes :

- introduction of a "Joining Melbourne" website to consolidate information about employment at the University into a single, accessible portal and commence a dialogue between the University and prospective employees;

- provision of additional support for employees relocating from outside Melbourne to assist their transition to the University;
- evaluation of our recruitment sources to ensure that we are maximizing opportunities to attract and recruit skilled staff. Methods to retain contact with high performing staff who have left the University, using a version of the alumni contact model will also be considered.

Sound selection decisions are built on a clear and accurate specification of each position and accurate assessment of individual attributes and experience. Additional training of managers responsible for recruitment will continue to ensure that valid and equitable selection decisions are made. The University will also work with providers to ensure that any external recruitment consultants are well briefed and a preferred provider panel will be considered in order to leverage economies of scale and increase understanding of our needs.

Relevant initiatives to support increased diversity include equitable and supportive HR policies and procedures, services such as childcare, and annual EO plans prepared and implemented by faculties and administrative divisions. A continued focus on staff diversity, particularly at the senior levels, will enhance our capacity to attract and retain high-quality and high-performing staff from the widest pool.

In 2012 the University will review and revise its Staff Equity and Diversity Framework, which will outline the University's objectives and strategies in this area for the next five years, with a particular focus on women, Indigenous staff, cultural diversity, people with disabilities, and cross-generational diversity. To support the development of this Framework, a quantitative analysis of patterns of women's employment at the University has been undertaken, along with a case study involving analysis of qualitative data of the "lived experience" of men and women as they navigate academic, professional and leadership careers in our context. The project will identify factors that facilitate and impede women's employment and advancement, prompting identification of University-specific strategies.

The next stage of the University's activity relating to staff equity will require a focus on organisational cultures and practices, ensuring that these support an inclusive, diverse and equitable workforce. Leaders, managers and supervisors play a major role and diversity leadership is a key performance indicator for these staff. Accordingly, the next iteration of the Staff Equity and Diversity Framework will maintain the focus on embedding the principle of consideration of performance relative to opportunity within all employment-related decisions, including recruitment and selection, career and performance planning, promotion, and access to internal grants and awards. Several faculties have introduced mentoring programs for women and these will be reviewed as the possible basis for introducing a University-wide program with a dual focus on supporting women's advancement, and enhancing mentors' gender insight and their capacity to champion gender equity based on their involvement with mid- or early-career women and the program. Data on gender pay equity and an examination of University-specific causal factors will prompt a review of remuneration policy and practice along with guidelines and other support for managers and supervisors when making remuneration decisions.

The University will introduce a "Courageous Conversations About Race" learning program, which aims to assist participants to develop their awareness of unconscious bias and racial privilege within

the workplace, to promote a deeper, more active and sustained engagement with the issues of cultural diversity, racism and community harmony. It is hoped that participants will become more self-aware about the operation of race and privilege in the workplace, and develop enhanced cultural competency skills.

The recruitment of an Indigenous Employment Framework Coordinator will support the achievement of the University's aims to increase its number and broaden the distribution of Indigenous staff across the University. The Coordinator will work with faculties and budget divisions to develop and implement context-specific plans and strategies, and with HR Chancellery in relation to necessary enhancements to HR policies or programs to support Indigenous employment.

Strategy 3 : Aligning Performance of individuals with the strategic directions of the University

The University will improve its performance management processes so that the Performance Development Framework is streamlined and simple and more closely aligned with Divisional business plans and University goals.

We recognise that senior managers require a higher level of advice and skills to address difficult performance issues. Appropriate training, development and advice will be provided to ensure that the new Performance Development Framework (PDF) :

- encourages staff development;
- supports a fair, firm, timely and more consistent approach to assessing performance and, where appropriate, dealing with under performance; and
- recognises good performers, rewards them appropriately and develops them further.

Clear performance expectations are essential to guide staff effort and encourage understanding of how each individual's work contributes to the strategies and goals of the University. They also support the quality, consistency and improvement of performance and allow for self-monitoring which contributes to job satisfaction.

To support and align performance we will:

- ensure managers and supervisors have the skills to develop staff, set objectives, consistently and fairly evaluate performance and address any performance issues;
- develop more objective performance measures which are tailored to the work required of the staff member and include consideration of performance relative to opportunity issues and greater capacity to distinguish between levels of performance ;
- align performance, confirmation and promotion outcomes for academic staff so that they represent stages in a performance continuum rather than isolated events;
- align position descriptions, probationary criteria and objectives specified through the PDF for professional staff;
- develop a streamlined and simpler performance management system;
- set performance objectives and requirements and rate performance against the different aspects of a staff member's job rather than just one general rating;

- replace current performance assessment rating descriptors to reflect the relative achievement of performance expectations (e.g. the “satisfactory” rating could become “has met performance expectations”);
- better align individual objectives with business plans and with departmental and University goals;
- ensure that we take a fair, firm, timely and more consistent approach to treatment of under-performance;
- review means to moderate for consistency and fairness of performance review across the University;
- provide a framework in which faculties and other budget divisions can develop performance management schemes specific to their area
- develop general performance expectations for academic and professional staff to specify in general terms the University’s expectations of each group and its staff as a whole (including broad behavioural expectations);
- develop clear and measurable performance standards for teaching, research, engagement and leadership on a Faculty basis to guide performance against which individuals can be assessed; and
- Over time establish common performance standards for professional job families (eg finance, IT, marketing, HR, administration etc).

Additionally, for academic staff we will:

- recognise individual strengths of academic staff in the core areas of teaching, research and engagement and reward staff for excellence in those areas;
- introduce appropriate descriptors for academic staff work focus areas and align staff actual effort with these work functions.

Strategy 4: Investing in our staff

We seek to foster a culture based on accountability, performance, continuous improvement and innovation, which acknowledges and rewards those who lead, manage and contribute successfully. The University encourages evidence based, informed and flexible decision making and sees it as a cornerstone of effective leadership and management and the sustainability of the University in a challenging and dynamic environment. We aim to harness the expertise of academic and professional leaders, managers and staff, working in partnership to realise the University’s aspirations.

We will clarify expectations of our leaders and managers and develop a broader skill set amongst staff to manage complex people matters, to recruit, manage and retain a sustainable and diverse workforce. This will incorporate greater levels of mentoring and coaching and strengthening the link between theory and practice in the delivery of leadership and management programs.

The increasing competition for staff in the sector and the importance of the early career academics in teaching into our undergraduate degrees and building our future research excellence mean that we must invest in our early career academics. We need to support the development of both our early career professional and academic staff, to provide a positive employment experience and assist them in becoming productive members of staff. Graduate entry level for professional staff is most commonly at HEW5 level, and mentoring and other professional development is important at this stage. We also need to be able to provide career paths for the development of specialist expertise.

In order to increase support early career staff the University will better coordinate the range of organisational development programs currently available. For academics this includes appropriate mentoring, development opportunities, teaching load and common and specific induction programs that enhance performance.

Additionally in accordance with its obligations under the University's Collective Agreement , the University will advertise at least 28 Early Career Academic positions by 30 June 2012. Eligibility criteria apply to these positions and staff appointed to them will be required to satisfactorily complete a structured development program provided by the University within their workload allocation.

ORGANISATIONAL CULTURE

In order to retain and grow our national and international standing and our contributions to our students and to the community there will need to be an increased emphasis on individual performance. The strategy articulated in this plan represents a cultural shift from the University's prior HR strategy requiring leadership from the highest levels of the University and a communication strategy that will engage staff in the University's journey.

Priorities and the implementation schedule

Early priorities

The timing of some of the proposed actions is driven by established reporting or negotiation requirements, including specifications in the University's Collective agreement relating to discussions with the NTEU, which must be completed by 30 June 2011. The following are other early priority areas identified as having the greatest impact on the achievement of the University's objectives.

- Improvement in the performance development framework;
- Clarifying performance expectations;
- Categorisation of academic work activity and linking to performance expectations;
- Supporting early career academic staff;
- Addressing professional staff classification issues;
- Leadership and Management Development; and
- Reward for performance to recognise, reward and retain high performing staff .

Later priorities

The following priority areas will be addressed over the years 2012-2014 after work on the early priority areas is completed.

- Policies to encourage greater staff diversity;
- Improved workforce planning;
- Improved succession planning;
- Better promoting the benefits of a career with Melbourne University;
- Specifying expected competencies by level in areas such as working with others, managing resources, leading others; and
- Consideration of the introduction of a single salary spine for academic and professional staff.

A detailed implementation timetable for 2011 is included as Appendix 1.

Appendix 1 - Implementation timetable for the initiatives in the HR Enabler Strategy

	Q1 2011	Q2 2011	Q3 2011	Q4 2011
Work Focus Policy	Approval & Implementation			
PDF	Finalise position	Negotiate with NTEU	Implement changes -Develop indicative academic performance standards for teaching	Identify professional staff job families
Classification & Reward	-Develop Performance/Reward principles -Model & cost broadbanding	Negotiate any changes to classification structure with NTEU	Commence implementation	
Early Career Academics	-Analyse barriers to more stable forms of employment -Complete development of Early Career Development Fellowship Program	Policy development	Finalise mentoring policy	
Leadership & Management	-Develop Principles & Competencies		-Develop L&M strategy	Succession planning policy/process

The information in this publication was correct at the time of printing. The University reserves the right to make changes as deemed appropriate.

Authorised by: the Senior Vice-Principal
CRICOS Provider Code: 00116K
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