

# THE UNIVERSITY OF MELBOURNE PEOPLE STRATEGY 2015–2020



THE UNIVERSITY OF  
MELBOURNE

# FOREWORD

**The University of Melbourne is home to some of the best thinkers and talent in the world. Every day they add to the stock of human knowledge and, as the Growing Esteem strategy says, address “the major social, economic and environmental challenges of our time.”**

The University of Melbourne is consistently ranked number one in Australia, and among the leading universities in the world. The performance and reputation of the University has been achieved through a deliberate focus on excellence in research, quality student outcomes and a demonstrated capacity to innovate and lead education nationally. We are seen as a leader within the sector, and at the forefront of new thinking and ideas.

We have long understood and valued the important contribution our people have made towards academic success, and we know our people are the key to the University’s ongoing success into the future. They drive our brilliance in research, the student experience we provide, and they engage and connect with our community.

We appreciate that our past success does not mean we will automatically have success in the future. The world has changed and that change is constant – we are operating in an increasingly competitive global and digital environment. To continue our success, we need to support our people to thrive, manage and lead in this new climate. That is what this People Strategy is all about.

It outlines how we will leverage the talents and ambitions of our people to realise our strategic ambitions. It takes a long-term view, and supports many of the core plans of the University’s broader Growing Esteem 2015–2020 strategy.

We will focus on five key areas: leadership, performance, personal growth, our ‘offer’ as an employer, and diversity. In particular, we will pay attention to individual accountability, performance development and coaching, and lifting our capability to lead and manage change effectively.

In implementing this strategy, we will be bold while honouring our unique history – those things we do well which will hold us in good stead for the future. Similarly, we will stop doing some of the things we have done in the past that are no longer working.

In building a modern, sustainable university, we will think about the ways we work, both in terms of our organisational design and our ability to offer new, flexible career pathways which will put us in the best position to attract and retain excellent people.

Leadership will be key to encouraging and navigating partnerships, including within precincts, and with industry, government, and the broader community.

Much of what is in this strategy we have not done before in an integrated way across the institution. It provides clarity of purpose and a commitment to execute. The University is building and strengthening its capability to deliver, and putting our people, our greatest asset, first.

**Dr Sally Eastoe**

Executive Director Human Resources  
August 2015

# INTRODUCTION

**The University of Melbourne’s Growing Esteem 2015–2020 strategy opens with a bold and inspirational vision: to “provide current and future generations with an education, research and quality of engagement equal to the best in the world”.**

While successful delivery of this vision will be dependent on many factors, we know that achieving excellence in education, research and innovation is only possible because of our people.

The continued ability of staff to lead, create and innovate, and the University’s ability to attract, develop and retain teams of talented academics and professionals, is critical.

## WE ARE OPERATING IN A CHANGING ENVIRONMENT

The future will bring with it significant challenges. If we want to remain a leader in this dynamic environment it won’t be enough to just adapt to changes as they arise – we have to foresee what is coming and shape our direction in anticipation. Growing Esteem sets ambitious goals for the University across learning and teaching, research and engagement, and the University must structure and support its staff to build capacity, enable high performance and promote excellence across the triple helix. Where we cannot foresee change, we will always need a workforce that is able to adapt, respond and take advantage of change.

Talented people will always have career choices, and meeting their needs will grow increasingly complicated against a backdrop of change and the ever-increasing pressure to drive performance outcomes. We must be at the forefront in defining our offer and delivering the kinds of experiences that will be most attractive to the people we want to attract and retain. We must remain responsive to these challenges and to the changing employer landscape, including new and emerging personal, generational, life stage, lifestyle and aspirational differences. We must also remain responsive to our increasingly digital world.

With the University’s 2015–2020 strategic plan, and the Melbourne Operating Model in place, we have the opportunity to be deliberate in what we do next for our people.

THE PEOPLE STRATEGY WILL IMPROVE OUR ABILITY TO STRATEGICALLY ATTRACT, DEVELOP AND RETAIN THE BEST ACADEMIC AND PROFESSIONAL STAFF, AND CREATE AN ENVIRONMENT IN WHICH THEY FLOURISH AND SUCCEED.

The University’s People Strategy is informed by the many challenges facing the higher education sector. It presents a holistic approach to reflect the integrated nature of our people imperatives and sets out a forward looking and ambitious agenda, designed to support the vision of the University and enable the Growing Esteem strategy.

The People Strategy does not wish to duplicate the content of Growing Esteem however the following extracts have been selected to indicate some of the key priorities:

### Teaching and Learning and the Student Experience

- “Align academic recruitment, confirmation and reward framework with the achievement of world standards in teaching and learning”;
- “Increase scale of teaching activity to deliver enhanced learning opportunities across a diverse student cohort”;

### Research Excellence

- “A renewed focus on assessing research excellence and impact to confirm Melbourne’s position as Australia’s leading research University and among the finest in the world”;
- “Raise research performance standards across the University”;
- “Establishing the University of Melbourne as the destination of choice for the most talented scholars in the world”;

- “Have a significant focus on engagement with industry and new ways to translate research into useful outcomes”;
- “Expand the number of researchers who bridge commercial and academic appointments – industry appointments”;

### Engagement

- “Implementing an academic staff employment framework that supports and encourages industry engagement”;
- “Embedding engagement as a measure of academic performance”;
- “Align HR strategy to facilitate and reward public engagement activity for academic and professional staff”;
- “Align HR strategy to facilitate and reward industry and professional practice engagement that supports graduate and academic outcomes”
- “Increase the international diversity of our staff profile ...”.

### Organisational Sustainability

- “Review support for professional staff to encourage effective recruitment, recognition and retention of colleagues, facilitate career mobility, progression and professional development and provide clarity on performance expectations”.
- “Successfully embed the Melbourne Operating Model and ensure the principles and goals of the program guide management decisions”.

In addition, a number of key documents were reviewed in preparing this strategy, including key strategy documents, HR policies and procedures, the Academic Capacity and Careers Work Program, and analysis of the “Staff Equity and Diversity Framework”. Stakeholders were also engaged through discussions with leaders, HR workshops, and focus groups with Heads of School and Department.

These inputs and the people challenges inherent in Growing Esteem 2015-2020, point to critical imperatives around valuing leadership, improving excellence in performance, developing our staff, improving our ability to attract and retain the best staff, and embedding diversity.

The People Strategy therefore identifies the following five critical imperatives:

- Developing leadership excellence and capability
- Attracting and retaining the best staff
- Supporting professional growth and outstanding careers
- Defining and lifting performance
- Valuing diversity

These imperatives could apply to many organisations - it will be our ability to address the underlying issues and challenges that are inherent in our culture that will make the difference.

The People Strategy identifies objectives and actions to guide the implementation of these imperatives. It will be a ‘living document’ – providing the flexibility to be responsive to future changes, while maintaining our core focus on our long-term goals. An action plan will underpin our annual planning, which will align to the Growing Esteem strategy.

# DEVELOPING LEADERSHIP EXCELLENCE AND CAPABILITY

**Bold, transformational leadership will be required to guide the University into the future, and maintain our leadership position. We are known for research that is “brilliant, innovative and inspiring” and it is these characteristics we wish to cultivate in our leaders across the University.**

The University operates in an increasingly dynamic and changing environment, and strong leadership will provide an engaging and compelling vision for the future, delivering stewardship and direction in the face of uncertainty. By recognising and valuing the importance of leadership, we will focus our efforts on developing our leadership skills and reputation to match that of our excellence in research and education.

Delivery of our Growing Esteem strategy requires an integrated approach to developing leadership capability, supporting individual career growth, and enabling leaders to build organisational capability and drive performance at the highest level.

## **We will:**

1. Build leadership excellence
2. Build leadership capability into our plans for staff acquisition
3. Develop a leadership pipeline and succession plan for leadership roles

## **1. Build leadership excellence**

Leaders across all levels of the organisation must have the capability and commitment to deliver world-leading performance and model the behaviours and values that are critical to the University’s success. Our leaders play a vital role in realising the potential of all staff, as well as strengthening connections with the important partners and communities with which we work, such as within our precincts, and supporting work that is collaborative and respectful. As we build a

focus on engagement, alongside adapting to new challenges and ways of working, we must strive to support our leaders.

## **Actions:**

- **Develop and implement a leadership development framework** – We will establish a core set of leadership competencies that align with the Growing Esteem strategy and ensure leaders deliver the necessary level of organisational change, transformation, and growth in a dynamic environment.
- **Support leaders to contribute their best** – We will build leadership capability through a suite of leadership development offerings. We will develop tailored programs aligned to the Growing Esteem strategy that reflect the needs of executive, senior and emerging leaders and enable them to translate the University’s vision into actions. This will equip leaders with the right blend of competencies and behaviours to meet both current and future challenges.

## **2. Build leadership capability into our plans for staff acquisition**

We recognise that being the “home to some of the best thinkers in the world” means cultivating some of the best leaders also. Elevating leadership capability as a critical selection criterion during recruitment is vital to ensure we have strong leaders guiding the University into the future.

## **Actions:**

- **Elevate leadership capability as a critical selection criterion** – We will develop a framework which ensures all key academic and professional leadership roles are assessed against standard criteria as well as the established requirements of academic credentials and/or professional expertise.

### 3. Develop a leadership pipeline and succession plan for leadership roles

---

As with the University's approach in research, we will seek to build strong leadership where we want to "make the most profound contribution". We will identify critical roles and the succession pipeline for key academic and professional leadership roles so that operational and commercial risk is minimised through planned continuity. Our best talent will be leveraged through development pathways and we will proactively source external talent when necessary.

#### Actions:

- **Identify critical leadership roles** – We will analyse the make-up and remit of key academic and professional leadership roles across the University. This analysis will identify the key roles that support delivery of our Growing Esteem strategy, and will develop a talent pipeline of leaders to ensure continued strategic success.
- **Develop succession planning framework** – We will review the University's collective and individual leadership capability, to inform a view of existing talent and any gaps that exist. We will then develop a plan to leverage this talent, and close the gaps, through supporting the leadership 'step change' needed.



# ATTRACTING AND RETAINING THE BEST STAFF

**Our great reputation helps us to attract the best people – our staff are some of the best in the world – and our future success will be dependent on the University’s ability to continue to attract, develop and retain teams of talented staff. If we are true to our aspirations to “provide current and future generations with education and research equal to the best in the world”, we have an obligation to value excellence in those who work with us today, and those we seek to attract tomorrow.**

Across all levels of the University, we will source and attract the lion’s share of the best academic and professional staff in the market. We will do this through our global reputation within academia and beyond for providing a world-leading and inspirational work environment which positively supports, rewards and engages staff.

We will review current recruitment processes and procedures and build internal capability to ensure we are confidently recruiting the best people for the University. New recruits will feel valued and engaged from the very beginning of recruitment campaigns. We will raise performance standards across the University, ensuring recruitment and promotion processes align with world standards.

## **We will:**

1. Recruit the best people
2. Leverage the strength of our brand

## **1. Recruit the best people**

---

We will build a reputation for superior recruitment processes by establishing a ‘recruitment centre of excellence’, in order to source and attract the best people for the University through expert support, strategic appointments, and an outstanding candidate experience. Establishing the University of Melbourne as the destination of choice for the most talented people in the world is critical to the Growing Esteem strategy.

---

## **Actions:**

- **Develop strategic partnerships with recruitment firms** – We will identify, select and procure partnership arrangements with external agencies and form meaningful and fruitful partnerships with executive search, relocation, media and job boarding agencies and organisations. Strong relationships with recruitment partners will support and maximise recruitment campaigns.
- **Enhance the recruitment process for candidates** – We will review the recruitment processes to ensure we deliver an outstanding candidate experience and support opportunities to expediently and robustly make high-calibre appointments. The recruitment process must be consistent in terms of its high standard, but tailored to meet the specific needs, remit and responsibilities of each role. Processes will be flexible, agile and responsive, and will enable recruitment decisions to be made robustly and expediently. We will establish a centre for excellence mindset in the oversight and delivery of recruitment expertise to ensure the University’s reputation is upheld throughout the candidate’s experience.

## **2. Leverage the strength of our brand**

---

Ours is a strong brand, we lead the university sector in Australia and have a strong global reputation. Our name is a significant asset in attracting and retaining staff, and we have a great opportunity to benefit from its strength. We will define our employer brand and our distinctive offering, and ensure it is leveraged through external and internal communication. Potential recruits will consider the University as a world-leading employer that supports, rewards and engages staff.

## Actions:

- **Develop our employer brand** – We have the opportunity to further enhance and communicate our employer brand. Our excellent recruitment processes, the effort we make in providing a strong candidate experience, and our commitment to on-boarding new staff as efficiently and with as much support as possible, is all part of what will attract and retain the best people to the University. We will embed a shared approach to guiding and nurturing employee engagement and we will focus on the support and wellbeing of our people, further enhancing our employer brand.
- **Build a globally distinctive offering** – We will evaluate existing media, our website and other communication channels associated with working at the University to establish whether these reflect both the University’s ambitions and wider employee offering. We will also review these materials against our competitors, to ensure our offering is both competitive and distinctive.



# SUPPORTING PROFESSIONAL GROWTH AND OUTSTANDING CAREERS

**The University will attract the best talent by becoming known, among other things, for the importance we place on the growth, development and achievements of our staff. In many areas we operate within a global setting, and our standard as a place where people grow and thrive extends from scholarship to career development.**

Our vision is to be an organisation of choice. We want the University to be sought out by top academics, researchers and professionals as a place that will enable them to succeed and thrive, and we understand the importance of ensuring that the great potential of our workforce is realised.

We aim to lead the sector in reshaping academic roles and career pathways to align and deliver excellence through the triple helix in ways that play to the strengths of individuals and the organisation and allow academic specialists to thrive. We will be flexible and innovative, redefining academic and professional roles and challenging definitions that limit career development.

The development of staff, across all areas of the University, is a key priority requiring action at both an institution-wide and personal level. We will drive this growth with leadership in career pathways, skill development, line management support and processes that enable successful careers for both our academic and professional staff.

## **We will:**

1. Enable outstanding careers
2. Support professional growth

## **1. Enable outstanding careers**

We will look across the organisation to identify career pathways, opening avenues for growth for all staff and strengthening the combined skills and capabilities of the University. We will leverage the

opportunities that come from our scale and the strong connections within our own structures, with our peers and the wider community, to open up pathways for our people.

## **Actions:**

- **Academic Staff - Create 'fit for purpose' career pathways** – We will undertake an internal review of career pathways for academic staff. This review will examine the optimum arrangements for achieving the University's triple-helix objectives against individual career development, flexible pathways and the provision of roles that are appropriate for the needs of all Faculties and Graduate Schools. The review will include analysis of the demography of the academic workforce, recent trends in the University's academic profile, and consultation with academic divisions on their capacity requirements and future needs.
- **Professional Staff - Create a career framework** – Building on the Melbourne Operating Model, we will identify career opportunities through the creation of functional and leadership career pathways. We will define performance standards, technical and core competencies required for progression and will introduce formal promotion methods. These will accelerate our progress towards service excellence.

## **2. Support professional growth**

The University will support the development of the skills and capabilities needed for future success through a diverse and blended range of structured and less formal initiatives tailored to the needs of academic and professional staff. As an employer, we will match the promise we make as an educator – that we will provide support and opportunity to transform talented staff into accomplished contributors.

We will design programs with the learning preferences and requirements of participants in mind, and include a blend of face-to-face and online delivery. All training and development will be underpinned by sound and contemporary research, including the fields of neuroscience and positive psychology.

#### **Actions:**

- **Academic Staff – Create professional development programs** – We will develop more advanced and tailored professional development programs, resources and initiatives to support academic excellence and career development across the strands of the triple helix. This will include new approaches to professional development aligned to work focus category and career stage, including consideration of career development along alternative career pathways, and alignment of professional development to support succession planning. To further enhance personal development and career progression,

we will encourage opportunities for sabbaticals, industry secondments, projects and temporary assignments both within the University and with global and national collaborators. We will remove barriers to participation.

- **Professional Staff - Build a learning and development curriculum** – We will have a suite of integrated leadership, technical and business program offerings to develop functional expertise and leadership skills. We will develop tailored professional development programs, resources and initiatives to support personal development and service excellence.
- **Up-skill managers to support employee development** – Time will be prioritised for open and honest discussions about future development and career progression. These conversations will be delivered using a positive coaching and strength-based model and will be distinct from other feedback and considerations of job performance.



# DEFINING AND LIFTING PERFORMANCE

**The University has a reputation for fostering a world-class performance culture, which drives our organisational-wide success. A high performance culture will ensure great leadership, engaged and engaging people, better relationships, collaboration and, importantly, an employee base focused on delivering on the University's strategic goals.**

The achievements of the Growing Esteem strategies of 2005 and 2010 show that our people are capable of outstanding results. In order to reach the performance ambitions outlined in the 2015 - 2020 Growing Esteem strategy, we must continue to invest in the structures and processes that drive and deliver world-leading performance and excellence across all areas of the University.

A more contemporary approach to performance management will ensure that performance expectations are aligned with the organisation's goals and objectives, and are measured and evaluated in a consistent manner. It will provide scope and flexibility to recognise and harness diverse talent and strengths. Work is already underway to develop a more sophisticated framework for defining and measuring research performance including more nuanced research metrics that serve individuals, divisions and the broader University.

Furthermore, we must ensure our leaders and their staff have both the time and the skills to have the conversations that matter around performance and development and build strengths based coaching skills. These conversations must be meaningful, and support ongoing and reflective performance enhancements.

## **We will:**

1. Align performance with the Growing Esteem strategy
2. Enable leaders to coach for enhanced performance

## **1. Align performance with the Growing Esteem strategy**

We have a strong aspiration for the University to develop an ambitious performance management strategy that will underpin the delivery of world-leading outcomes. The Growing Esteem strategy sets clear expectations for achievement in areas of teaching, learning, research, engagement and sustainability. These expectations will be achieved through a new performance management approach supported by clear and consistent systems and processes.

### **Actions:**

- **Redesign our current performance management process** – We will redesign our performance management processes and policies to support the performance focused culture required to achieve the Growing Esteem strategy. It is critical that policies regarding performance management are easy to follow and implement, meet the needs of high performers, and enable underperformance to be addressed. We will shift from a retrospective and evaluative approach, to one that is strength-based and focused on coaching.
- **Develop a 'fit for purpose' framework for academic and professional staff** – We will develop a framework that recognises the different needs of academic and professional staff, aligns with the Growing Esteem strategy, and strengthens the Melbourne Operating Model. The framework and performance management process will be consistent and meaningful, and will recognise the diversity and differentiation of academic and professional work in order to drive performance. Performance expectations for all academic staff will be reviewed and revised, and will address different career pathways and points of career progression.

- **Rewards aligned to performance** – We will align our reward and incentive structures to ensure that they better support and recognise the performance, behaviours and levels to which the University aspires.

## 2. Enable leaders to coach for enhanced performance

---

As with the student experience, where we focus on creating the best environments for teaching and student learning, we will support environments where leaders can bring out the best in our staff. That's how we will maintain excellence in research, deliver great outcomes for students and build stronger partnerships with the community. Our leaders at all levels need to have the time, resources, capabilities and commitment to embed a performance orientated approach to managing staff. Improving performance is always a challenging and complex task, and requires leaders to drive change by aligning performance with strategy, and introducing dialogue around accountability, relevance, impact and the value of effort into the performance conversation and process.

Leaders and managers need to play an active and positive role in managing and supporting performance, moving away from only thinking of performance review as an annual evaluation process, towards a process of continuous coaching and improvement.

### Actions:

- **Support leaders to set clear performance goals** – A clear understanding of the University's performance expectations across our workforce is needed. All staff need the skills and capability to be able to set meaningful and stretching performance targets, and this activity must be supported by their line manager. In order to set meaningful targets, and drive consistent conversations about performance, these expectations must recognise the diversity of work activities and address the needs of both academic and professional staff. We will support leaders to set targets that clearly align to the delivery of the Growing Esteem strategy, as well as specific functional activities.

- **Up-skill leaders to drive high performance in their teams** – Leaders need a capability framework to drive high performance, and to feel supported to understand what high performance means, particularly in the environment of change that exists both externally to the academic environment, and internally at the University. We will build a shared understanding across all leaders, managers and staff regarding performance expectations and ambitions, to ensure clarity and consistency. Leaders also need support to have authentic performance discussions with staff that address performance and expectations.



# VALUING DIVERSITY

**We will accelerate steps to drive diversity and inclusion across the institution. The University of Melbourne values diversity because we recognise the differences in our people's age, race, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment.**

To this end, we will build on the efforts and progress made in recent years by broadening and strengthening the pillars of the Diversity Framework.

We will create an environment where the compounding benefits of a diverse workforce are recognised as vital in maintaining excellence and reaching the targets of the Growing Esteem strategy. We will address areas of need and put accountabilities in place.

## **We will:**

1. Embed diversity in all that we do
2. Enhance governance

## **1. Embed diversity in all that we do**

---

As the benefits of diversity are organisational-wide, it is vital that steps to support it are embedded across all areas – within teaching and learning, research and engagement – and for all staff. Accountability for outcomes will be strengthened and priority will be given to supporting this commitment with systems and processes that are effective and lasting.

### **Actions:**

- **Develop a university-wide diversity policy** – Building on from the Diversity Framework, we will develop a Diversity Policy, setting clear implementation paths and accountabilities for improvement across the organisation. The Policy will be developed to best practice standards. It will be rolled out across the institution and will communicate firm expectations of how matters of diversity are considered in all areas.

## **2. Enhance governance**

---

Essential to our success is the understanding that strategy without follow-through is meaningless and it is vital that the commitment to valuing diversity is accompanied by activities that ensure its success. This includes supporting expectations through an increase in governance, where we hold ourselves accountable through frameworks, measurement, reflection and adaptation.

### **Actions:**

- **Target high priority groups** – Over-coming the challenge of scale, activities will be concentrated in areas of greatest need and where success will have the greatest impact. Priority areas have been identified as:
  - Indigenous staff
  - People with a disability
  - LGBTI people
  - Female representation in academic and leadership roles within the Professoriate, Leadership, University Council and STEM faculties
  - Creating a diverse workforce that is representative of the diversity of the population of Australia and our student cohort
- **Create a governance framework** – We will develop a framework of governance around implementation, communication, goal setting and review. An appointed body will be responsible for its oversight and successful delivery. The body will report to the University Executive and will include representatives from across the institution.
- **Monitor and measure** – Diversity goals and targets will be supported by effective measurement. This will include ongoing reporting against each of the priority groups above, as well as overarching data collected and reviewed across the organisation. Initial benchmarking may be required. Accountability for diversity outcomes will be reinforced through inclusion in the University annual report.

# CONCLUSION

**Over the next five years, the University is committed to strengthening our greatest asset: our people. We are home to some of the best thinkers in the world, and supporting and developing our people – both academic and professional – is the key to our continued success into the future.**

This University's People Strategy identifies five critical imperatives aimed at valuing leadership, improving excellence in performance, developing our staff, improving our ability to attract and retain the best staff, and embedding diversity.

It is our belief that a deliberate focus on these imperatives will enable the continued loyalty and commitment of our people to contribute towards the University's strategic ambitions.



# HIGH LEVEL DESIGN COMPONENTS – FIVE CRITICAL IMPERATIVES

Critical Imperative	Objective	High Level Design Components
<b>Developing leadership excellence and capability</b>	1. Build leadership excellence	<ul style="list-style-type: none"> <li>Develop and implement a leadership development framework</li> <li>Support leaders to contribute their best</li> </ul>
	2. Build leadership capability into our plans for staff acquisition	<ul style="list-style-type: none"> <li>Elevate leadership capability as a critical selection criterion</li> </ul>
	3. Develop a leadership pipeline and succession plan for leadership roles	<ul style="list-style-type: none"> <li>Identify critical leadership roles</li> <li>Develop succession planning framework</li> </ul>
<b>Attracting and retaining the best staff</b>	1. Recruit the best people	<ul style="list-style-type: none"> <li>Develop strategic partnerships with recruitment firms</li> <li>Enhance the recruitment process for candidates</li> </ul>
		2. Leverage the strength of our brand
<b>Supporting professional growth and outstanding careers</b>	1. Enable outstanding career pathways	<ul style="list-style-type: none"> <li>Academic – create ‘fit for purpose’ career pathways</li> <li>Professional – create a career framework</li> </ul>
		2. Support professional growth
	<b>Defining and lifting performance</b>	1. Align performance with the Growing Esteem strategy
2. Enable leaders to coach for enhanced performance		<ul style="list-style-type: none"> <li>Support leaders to set clear performance goals</li> <li>Up-skill leaders to drive high performance in their teams</li> </ul>
<b>Valuing diversity</b>	1. Embed diversity in all that we do	<ul style="list-style-type: none"> <li>Develop a university-wide diversity policy</li> </ul>
	2. Enhance governance	<ul style="list-style-type: none"> <li>Target high priority groups</li> <li>Create a governance framework</li> </ul>
		<ul style="list-style-type: none"> <li>Monitor and measure</li> </ul>



[WWW.UNIMELB.EDU.AU](http://WWW.UNIMELB.EDU.AU)