



THE UNIVERSITY OF
MELBOURNE

Anti-Racism Action Plan 2024 - 2027

Table of Contents

| | |
|---|-----------|
| Acknowledgement of Country | 2 |
| Introduction | 3 |
| Four pillars of action | 4 |
| 1. Acknowledging racism..... | 6 |
| 2. Understanding racism | 8 |
| 3. Racism prevention..... | 10 |
| 4. Racism response..... | 12 |
| Appendices | 14 |

Acknowledgement of Country

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi-wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

In making this Acknowledgment of Country we commit to respectful and responsible conduct towards all others according to the Traditional lores of this land, particularly at times of formal ceremony.

Introduction

Vision and purpose

As a diverse, multi-cultural and multi-faith community, the University of Melbourne (its leadership, staff and students) condemns racism. We recognise the destructive impact racism has on individuals as well as the damage it causes our community and our institution. The University is a place of teaching and research that must be anti-racist, a place where all students, staff and visitors feel welcome, safe and that they belong.

Race is a social construct with no basis in human biology, it is based on perceived racial differences related to Indigeneity, ethnicity, nationality or faith. Racism affects opportunities, experiences, and outcomes by benefitting some and disadvantaging others. It can be seen in the working cultures of organisations and in the attitudes and behaviours of individuals. Racism can create, reflect or amplify structural inequalities.

Racism and the University of Melbourne

As noted in our Anti-Racism Commitment, published in January 2023, and restated here, the University's founding, in 1853, was enabled by the racism that 'justified' the dispossession of Aboriginal people from their lands. The University is located on Narm, lands stolen from the Wurundjeri and Boonwurrung peoples. Today the University also has campuses on the unceded lands of the Wathaurong, Dja Dja Wurrung and Taungurung peoples as well as the Yorta Yorta nation.

Since 1853, many of the activities of the University have contributed to the erasure of Aboriginal knowledge systems and values that have shaped human society on this continent for at least 60,000 years. Much of our built environment, landscaping and some building names at the University continue to reinforce this erasure.

Historically, the University is also shaped by the legacy of the attitudes and legislation that gave effect to the White Australia Policy. When introduced, this legislation aimed both to limit non-white immigration to Australia and to 'deport or reduce' the number of immigrants 'of colour' already in the country, particularly labourers from the Pacific Islands and those of Asian descent.

Instituted at the time of Federation in 1901, the White Australia Policy was not fully dismantled until the 1970s. Although its targets varied over time, the policy has limited the diversity of students and staff admitted to the University over a long period.

We are also a global institution, undertaking research and education in a dynamic, complex and uncertain geopolitical context. In partnering internationally to advance knowledge, and in welcoming international students, we have a responsibility to ensure we have the intercultural competencies to succeed in these partnerships and that we actively support the inclusion and success of our students and staff.

As a former colony, Australia has not redressed the dispossession of Indigenous Peoples or the lasting legacies of the White Australia Policy. Racist policies, attitudes and beliefs continue to have an impact nationally and on the University as it is positioned locally and internationally. Our first Anti-Racism Action Plan specifies the actions we will take to address this history, its legacies and the issue of contemporary racism at the University of Melbourne for Indigenous, domestic and international students and culturally diverse staff.

Four pillars of action

The University's first Anti-Racism Action Plan is a roadmap for implementation over the next three years. It is informed by the lived experience of our students and staff, subject matter experts within the University, and leading practice benchmarks. Three reports on *Racism at the University of Melbourne* (prepared by University of Melbourne Student Union), together with a range of other student and staff data have been critical inputs into the development of this Action Plan.

This plan will only succeed if every member of the University community works together to address racism institutionally, collectively and individually. Within the Action Plan, senior leaders are identified as accountable for implementing specific actions, sometimes in partnership with others. But there is work for all of us to do. We cannot rely only on particular leaders and their teams, it is everyone's responsibility to address racism at every interface – in faculties, in management, in systems and the delivery of all services.

The four pillars of the Action Plan are grounded in our evidence base and designed to build capacity and systems to acknowledge, understand, prevent, and respond effectively to racism at the University of Melbourne:

1. Surveys and listening sessions revealed that there is a culture of silence around racism, so we need to begin by acknowledging that racism exists and is a problem for us
2. There is no shared understanding of racism, what it is and what it isn't. Without this understanding, we cannot set behavioural expectations or consequences for our community
3. To prevent racism, we must embrace and value the benefits that diversity brings to our institution, and do so with great respect
4. Our response to racism needs to be visible, transparent and fair. This will build confidence in students and staff to disclose and report racism so that it can be addressed.

A note on implementation and reporting

In launching this first Anti-Racism Action Plan, we recognise that we have much still to learn as a community and an institution. This plan won't be perfect. In this knowledge we commit to iterative evaluation, improvement and innovation in our approach over time.

As with the development of the Action Plan, the lived experience of students and staff will be central to its implementation, evaluation and reporting. To this end, the University will continue to work in partnership with students, staff and subject matter experts to deliver the Action Plan. We will also work to ensure effective alignment and integration of the Anti-Racism Action Plan with programs of work underway in *Murruk Djerring*, the *Diversity and Inclusion Strategy*, *Advancing Melbourne Globally*, *Advancing Students and Education*, the *People Strategy* and initiatives of the University Strategic Priorities Plan.

The Action Plan also identifies the singular importance of reporting on our progress transparently - for its own sake, and as a critical basis on which to develop trust that we will combat racism, where and whenever occurring at the University of Melbourne. To this end, we will monitor a suite of measures (Appendix 1), from which, through regular surveys, we hope to see improvement as the Action Plan is delivered. In addition, accountable leaders will provide regular progress reports to the University's Diversity, Equity and Inclusion Sub-Committee (Appendix 2).

Anti-Racism Action Plan - At a glance

| | Acknowledging racism | Understanding racism | Racism prevention | Racism response |
|---|---|---|--|--|
| <p>Goals</p> <p>By <u>2027</u>...</p> | <p><i>The University supports the nation's first truth-telling and justice process by engaging deeply with its legacy of injustices and engagement with the colonial project.</i></p> <p><i>Lived experience of racism informs the design, implementation and evaluation of the Action Plan.</i></p> <p><i>Improved collection of demographic data enables the University to understand the impact of racism on the student and staff profile.</i></p> <p><i>The University is visibly accountable for its anti-racism commitments.</i></p> | <p><i>All students, staff and leaders understand what constitutes racism, the University's expectations, and their responsibility to prevent and respond to racism.</i></p> <p><i>Students, staff and leaders share a base level of racial literacy that supports the achievement of an inclusive, equitable and culturally safe University for all.</i></p> <p><i>Research and innovation underpin the ongoing iteration of the University's anti-racism work.</i></p> | <p><i>Selection, recruitment and promotion practices support the diversification of the student and staff profile.</i></p> <p><i>Support services and programs are culturally safer for students and staff of diverse Indigeneity, ethnicity, nationality and faith.</i></p> <p><i>Indigenous, international and intercultural perspectives and materials are being integrated into the curriculum and ways of teaching and learning.</i></p> <p><i>The University's diverse, multi-cultural and multi-faith student and staff community is visible.</i></p> | <p><i>All students, staff and leaders have the knowledge, skills and capability to respond appropriately to incidents and disclosures of racism.</i></p> <p><i>The complaints process is culturally responsive, trauma-informed and timely.</i></p> <p><i>The handling of incidents and disclosures of racism, including their consequences, builds confidence in students and staff to make a report.</i></p> |
| <p>Area of focus*</p> <p><i>*Actions detailed in the full plan below</i></p> | <ul style="list-style-type: none"> • Truth-telling • Current experiences of racism • Demographic data collection • Implementation, evaluation & reporting | <ul style="list-style-type: none"> • Definition of racism & consequences • University policies • Education programs & resources • Research & innovation | <ul style="list-style-type: none"> • Student access, wellbeing & experience • Staff career progression, development & wellbeing • Indigenous knowledge & global awareness • Engagement & visibility | <ul style="list-style-type: none"> • Responding to racism • Complaints processes • Accountability & transparency |

1. Acknowledging racism

Goals (to 2027)

- The University supports the nation's first truth-telling and justice process by engaging deeply with its legacy of injustices and engagement with the colonial project.
- Lived experience of racism informs the design, implementation and evaluation of the Action Plan.
- Improved collection of demographic data enables the University to understand the impact of racism on the student and staff profile.
- The University is visibly accountable for its anti-racism commitments.

| Focus area | Action | Timeline to commence | Accountable for implementation |
|---|---|----------------------|--------------------------------|
| Truth-telling | 1.1 Acknowledge the University of Melbourne's colonial and eugenics history and complicity in scientific racism through publication of <i>Dhoombak Goobgoowana: A History of Indigenous Australia and the University of Melbourne</i> . | In train | DVC (I) |
| | 1.2 Establish a University of Melbourne Truth-telling and Dialogue Centre to support research, teaching and learning, as outlined in <i>Murmuk Djerring</i> . | 2025 | DVC (I) |
| Current experiences of racism | 1.3 Regularly consult with students and staff to understand the current lived experience of racism and perceptions of cultural diversity and inclusion. | 2024 | DVC (I) & DVC (P&C) |
| | 1.4 Embed collection of data relating to student and staff experiences of racism as well as demographic data into regular University surveys. | 2024 | DVC (A), ED (SASS) & CPO |
| Demographic data collection | 1.5 Improve data collection of cultural diversity metrics in student and staff systems: <ul style="list-style-type: none"> - Introduce fields to collect cultural identity information in student systems - Deliver a campaign to increase self-identification of cultural identity in the new ERP. | 2024 | ED (SASS), ED (BS) & CPO |
| | 1.6 Advocate to government to mandate collection of cultural diversity demographic data for higher education providers, if not more broadly legislated, and support initiatives and debate that advances anti-racism in Australia, including where it is government led. | 2025 | DVC (P&C) & DVC (A) |
| Implementation, evaluation and reporting | 1.7 Deans and Chancellery leaders, together with their leadership team, develop faculty/portfolio-level anti-racism plans. | 2025 | Deans & Chancellery leaders |
| | 1.8 Establish a working group of people with lived experience of racism, subject matter experts and operational leaders to advise | 2024 | DVC (I) & DVC (P&C) |

| Focus area | Action | Timeline to commence | Accountable for implementation |
|------------|--|----------------------|--------------------------------|
| | on the design, implementation and evaluation of the Action Plan. | | |
| | 1.9 Drawing on the set of baseline data, develop a theory of change framework to support implementation and evaluation of the Action Plan. | 2025 | Director (D&I) |
| | 1.10 Accountable leaders report annually to the Diversity, Equity and Inclusion Sub-Committee (DEISCo) on progress of the Action Plan. | 2024 | Chair (DEISCo) |
| | 1.11 Establish a regular report for the University community that communicates progress, outcomes and impact of the Anti-Racism Action Plan. | 2025 | DVC (I) & DVC (P&C) |

2. Understanding racism

Goals (to 2027)

- All students, staff and leaders understand what constitutes racism, the University's expectations, and their responsibility to prevent and respond to racism.
- Students, staff and leaders share a base level of racial literacy that supports the achievement of an inclusive, equitable and culturally safe University for all.
- Research and innovation underpin the ongoing iteration of the University's anti-racism work.

| Focus area | Action | Timeline to commence | Accountable for implementation |
|--|---|----------------------|---------------------------------|
| Definition of racism and consequences | 2.1 Develop an actionable definition of racism for University policies that outlines the types of behaviours and actions that constitute racism including what racism is, and what it is not. | 2024 | DVC (I) & DVC (P&C) |
| | 2.2 Based on the actionable definition (action 2.1), establish clear thresholds and consequences for substantiated incidents of racism (i.e. formal complaints). | 2024 | DVC (P&C), CPO & ED (SASS) |
| | 2.3 Based on the actionable definition (action 2.1), develop mechanisms and guidelines to respond to disclosures and incidents of racism (e.g. repeated microaggressions) that do not lead to formal complaints or meet thresholds for substantiated incidents (i.e. informal complaints). | 2024 | DVC (P&C), CPO & ED (SASS) |
| University policies | 2.4 Review the Appropriate Workplace Behaviour and Student Conduct policies to ensure alignment with the actionable definition of racism and its consequences for both formal and informal complaints (actions 2.1, 2.2, 2.3) and consider the need for a stand-alone Anti-Racism Policy. | 2025 | DVC (P&C) & ED (SASS) |
| Education programs and resources | 2.5 Develop and deliver the Indigenous Cultural Education Program (ICEP) to build foundational knowledge of Indigenous culture and colonial context. | In train | DVC (I) |
| | 2.6 Building on the ICEP, develop and deliver a suite of anti-racism and cultural competency education programs for students, staff and leaders. Focus will be on responsibilities and consequences of inappropriate behaviour including all forms of racism (actions 2.1 - 2.3), and an understanding of University values and behavioural expectations. | 2025 | Director (D&I), CPO & ED (SASS) |
| | 2.7 Drawing on University policies and education programs, develop guidelines outlining behavioural expectations and responsibilities of students and staff on <i>what to do</i> and <i>what not to do</i> that incorporate an intersectional approach. | 2026 | ED (SASS) & CPO |

| Focus area | Action | Timeline to commence | Accountable for implementation |
|--------------------------------|---|----------------------|--------------------------------|
| Research and innovation | 2.8 Create opportunities and/or grants to support research on anti-racism in the Australian context and specifically at the University. | 2025 | DVC (R) & Deans |
| | 2.9 Utilise research findings (action 2.8) to inform innovation in the University's understanding and approach to anti-racism. | 2026 | Director (D&I) |

3. Racism prevention

Goals (to 2027)

- Selection, recruitment and promotion practices support the diversification of the student and staff profile.
- Support services and programs are culturally safer for students and staff of diverse Indigeneity, ethnicity, nationality and faith.
- Indigenous, international and intercultural perspectives and materials continue to be integrated into the curriculum and ways of teaching and learning.
- The University's diverse, multi-cultural and multi-faith student and staff community is visible.

| Focus area | Action | Timeline to commence | Accountable for implementation |
|--|--|----------------------|--------------------------------|
| Student access, wellbeing and experience | 3.1 Align with Widening Participation and International Student Diversification initiatives to increase representation of students from culturally diverse backgrounds. | In train | DVC (A), DVC (GCE) & Deans |
| | 3.2 Drawing on guidelines for teaching staff to respond to incidents of racism in the classroom (action 4.1), develop resources to enhance cross-cultural student engagement in teaching and learning settings to strengthen inclusion and belonging for international students. | 2025 | DVC (A) & Deans |
| | 3.3 Identify opportunities to enhance cultural safety in the provision of student services (beyond action 4.2), including alignment with the Student Wellbeing and Community initiative. | 2026 | ED (SASS) |
| Staff career progression, development & wellbeing | 3.4 Identify barriers to recruitment and career progression for academic and professional staff of diverse Indigeneity, nationality, ethnicity and faith. | 2025 | CPO |
| | 3.5 Conduct a review of HR policies to identify and remove any systemic/structural racism. | In train | CPO |
| | 3.6 Review recruitment and promotion practices to address the barriers identified above, including mentoring programs for professional staff. Integrate delivery of improvements with D&I action plans and the <i>People Strategy</i> . | 2025 | CPO |
| | 3.7 Review and improve staff health and wellbeing services to ensure psychological safety and enhance cultural safety in the provision of staff services (beyond action 4.2). | 2025 | CPO |
| | 3.8 Draw on improvements in data collection over time (actions 1.3 - 1.6) to improve our understanding of barriers to and experiences of inclusion for culturally diverse staff, including their | 2026 | CPO |

| Focus area | Action | Timeline to commence | Accountable for implementation |
|--|--|----------------------|---|
| | intersections with other identity characteristics. | | |
| Indigenous knowledge and global awareness | 3.9 Align with <i>Murmuk Djerring</i> and deliver signature projects to embed Indigenous knowledge in education, research and engagement. | In train | DVC (I), DVC (A) & Deans |
| | 3.10 Align with <i>Advancing Melbourne Globally</i> and curriculum initiatives of <i>Advancing Students and Education</i> , deliver the Internationalisation of the Curriculum initiative to embed global awareness and experiences into education, research and engagement. | In train | DVC (GCE), DVC (A) & Deans |
| Engagement and visibility | 3.11 Strengthen opportunities to build community for students and staff of diverse Indigeneity, ethnicity, nationality and faith (e.g. celebrating success, acknowledging days of significance, events etc). | 2025 | DVC (GCE), ED (SASS), ED (UC&M) & Deans |
| | 3.12 Taking an intersectional approach, review and improve the representation of the University's students and staff community in the University's communications and marketing assets and channels. | 2024 | ED (UC&M) |
| | 3.13 Develop initiatives to increase visibility of multiculturalism, multilingualism and multifaith on campus in both physical and digital environments (e.g. signage, webpages). | 2025 | ED (BS) & ED (UC&M) |

4. Racism response

Goals (to 2027)

- All students, staff and leaders have the knowledge, skills and capability to respond appropriately to incidents and disclosures of racism.
- The complaints process is culturally responsive, trauma-informed and timely.
- The handling of incidents and disclosures of racism, including their consequences, builds confidence in students and staff to make a report.

| Focus area | Action | Timeline to commence | Accountable for implementation |
|-----------------------------|--|----------------------|--------------------------------|
| Responding to racism | 4.1 Reflecting University policy (action 2.4), develop guidelines that articulate the roles and responsibilities of students, staff and leaders to respond to incidents and disclosures of racism. Tailor these guidelines for academic and professional staff, and those with supervisory or managerial responsibilities. | 2025 | DVC (A), ED (SASS) & CPO |
| | 4.2 Establish and implement culturally responsive protocols, and a regular review cycle for key response services: <ul style="list-style-type: none"> - Safer Community Program (SCP) - Counselling and Psychological Services (CAPS) - HR services and Business Partners - Employee Assistance Program (EAP) - Campus Services and University Security | 2025 | ED (SASS), CPO & ED (BS) |
| | 4.3 Promote the SafeZone and Snap Send Solve apps as resources to support students and staff to seek assistance and/or report racially motivated vandalism, including graffiti. | 2024 | ED (BS) |
| | 4.4 Identify and scope a partnership agreement to support students and staff who experience racism in the broader community. Partners could include the Victorian Government, City of Melbourne, Victoria Police, experiential learning providers, and student accommodation providers etc. | 2026 | DVC (P&C) & ED (SASS) |
| Complaints processes | 4.5 Review University complaints processes to encourage greater reporting of racism and enable the identification of intersecting factors to be addressed (e.g. racism in sexual misconduct): <ul style="list-style-type: none"> - Review and utilise the Speak Safely Portal (anonymous online reporting) - Provide a range of culturally safer options for reporting racism - Trial and evaluate trauma-informed and restorative approaches to resolving disclosures and complaints | 2024 | ED (SASS) & CPO |

| Focus area | Action | Timeline to commence | Accountable for implementation |
|--|---|----------------------|--------------------------------|
| | 4.6 In plain English, communicate the process for reporting racism, including improvements to finding information on University webpages. | 2025 | ED (UC&M) |
| Accountability and transparency | 4.7 Regularly provide information to Deans and Chancellery leaders on racism complaints and outcomes. | 2025 | ED (SASS) & CPO |
| | 4.8 Report on incidents of racism to the University community (as part of action 1.11). Continue to evolve and strengthen reporting activities to build trust and accountability. | 2025 | DVC (I) & DVC (P&C) |

Appendices

1. Measures to monitor progress of the Anti-Racism Action Plan

a) Measures

| Areas of measurement | Source |
|--|---|
| <ul style="list-style-type: none"> • Experiences of racism (prevalence and type) • Cultural diversity of students, staff and senior leaders (Appendix 1b, 1c and 1d) • Racial literacy • Cultural competency • Student access and admissions • Student experience and belonging • Staff recruitment and promotions • Staff experience and belonging • Engagement with Indigenous, international and intercultural perspectives • Knowledge and safety to report racism • Confidence in the University’s handling of racism • Complaints, consequences and outcomes | <ul style="list-style-type: none"> • UoM Lived Experience of Racism Survey • University Survey of Student Experience • QILT Student Experience Survey • Staff Experience Survey |

b) Student demographic profile

Data source: Student Enrolments Dashboard (Infohub), 2023 enrolled student headcount

| Cultural diversity | | Select data |
|--------------------------|------------|---|
| Citizenship | 51% | Australian citizenship |
| | 49% | Citizenship in 153 countries |
| | | Of the 153 countries, the top four citizenships are: Chinese (56%), Indian (5%), Indonesian (5%) and Malaysian (4%) |
| Country of birth | 40% | Born in Australia |
| | 60% | Born in 173 other countries |
| | | Of those students born overseas: China (48%), India (6%), Indonesia (4%) and Malaysia (4%) |
| Languages spoken | 47% | Speak a language other than English at home |
| | 159 | Languages spoken |
| Religion | - | Data not collected |
| Cultural identity | - | Data not collected |

c) Staff demographic profile

Data source: 2023 Staff Experience Survey

Over 6660 academic, professional and casual staff completed the survey, representing 49% of the overall staff population. Casual staff response rates were underrepresented with 428 responses (equivalent to 10% of casual staff). In the survey, a range of demographic questions were asked including cultural identity, country of birth, religion and languages spoken.

| Cultural diversity | | Select data |
|-------------------------------------|-------------|---|
| Cultural identity | 51% | Combination of Australian (other than Indigenous Australian), New Zealander (other than Maori) and/or Anglo-European |
| | 24% | South-East Asian and/or North-East Asian or Southern and Central Asian |
| | 4% | North American and/or South and Central American and Caribbean Islander |
| | 1.8% | North African and Middle Eastern and/or Sub-Saharan African |
| | 1.4% | Indigenous Australian |
| Country of birth¹ | 60% | Born in Australia |
| | 38% | Born in 113 other countries Of those staff born overseas: UK (15%), China (10%), India (7%), USA (7%), NZ (7%) |
| Religion | 34% | Have religious beliefs |
| | | Of those staff with religious beliefs: Christianity (67%), Buddhism (8%), Hinduism (7%), Islam (5%), Judaism (3%), Aboriginal Traditional Religions and Spiritualities (2%) |
| Languages spoken | 39% | Speak a language in addition to English |
| | 117 | Languages spoken |

¹ 2% staff selected 'prefer not to say' to country of birth

d) Senior leaders demographic profile

Data source: 2023 Staff Experience Survey

Aligned with the definition used in Advancing Melbourne Performance Framework, 'senior leaders' include executive staff, academic levels D-E and professional staff senior managers. The following table reflects responses from 1278 senior leaders comprising 60 executives, 382 level D, 509 level E and 327 senior managers.

| Cultural diversity | | Select data |
|--------------------------------------|------------|--|
| Cultural identity² | 78% | 58% Australian (other than Indigenous Australian ³), 20% Anglo-European |
| | 11% | North-West European, South-East European, North American or New Zealander |
| | 6% | South-East Asian |
| Country of birth⁴ | 69% | Born in Australia |
| | 28% | Born in 53 other countries Of those leaders born overseas: UK (38%), USA (12%), NZ (4%), Germany (4%), China (4%) |
| Religion | 30% | Have religious beliefs |
| | | Of those staff with religious beliefs: Christianity (96%), Judaism (4%) |
| Languages spoken⁵ | 78% | Speak English only |
| | 21% | Speak a language in addition to English Of those leaders who speak an additional language: French (49%), German (35%), Spanish (15%), Mandarin (13%), Italian (10%) |

² 5% senior leaders selected 'prefer not to say' to cultural identity

³ Data not available as n<10 for leaders who identify as Indigenous Australian

⁴ 3% senior leaders selected 'prefer not to say' to country of birth

⁵ 1% senior leaders selected 'prefer not to say' to languages spoken

2. Accountability

| Leaders accountable for implementation (in order of appearance) | |
|---|--|
| DVC (I) | Deputy Vice-Chancellor (Indigenous) |
| DVC (P&C) | Deputy Vice-Chancellor (People & Community) |
| ED (SASS) | Executive Director (Students & Scholarly Services) |
| CPO | Chief People Officer |
| ED (BS) | Executive Director (Business Services) |
| DVC (A) | Deputy Vice-Chancellor (Academic) |
| Deans | Deans of each faculty |
| Chancellery leaders | Leaders of Chancellery portfolios |
| Director (D&I) | Director (Diversity & Inclusion) |
| Chair (DEISCo) | Chair (Diversity, Equity & Inclusion Sub-Committee) |
| DVC (R) | Deputy Vice-Chancellor (Research) |
| DVC (GCE) | Deputy Vice-Chancellor (Global, Cultural & Engagement) |
| ED (UC&M) | Executive Director (University Communications & Marketing) |

The University of Melbourne

Grattan Street, Parkville, Victoria 3010 Australia

t 13 MELB (13 6352)

+61 3 9035 5511 (International)

unimelb.edu.au



THE UNIVERSITY OF
MELBOURNE