

EQUITY AND DIVERSITY AUDIT REPORT 2005
Appendix 1

FACULTY REPORTS

FACULTY OF ARCHITECTURE, BUILDING AND PLANNING

SECTION A: Teaching and Learning Management Plan¹

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Promote inclusively in curricula, teaching, learning and assessment [TLMP action 1.1]

As a professional faculty with a large international student cohort, ABP has always endeavoured to ensure that the curriculum meets the needs of all students. A range of subjects with an Asian focus, a cross-cultural subject, off-shore intensives and international fieldtrips are offered. A working group reported to the Faculty's Academic Committee in 2005 on the international content of subjects, and the Faculty has set a target in its 2006 Operational Plan to increase the number of its subjects that comply with the University's definition of Asian Studies content rules. The Faculty's Assessment Policy, reviewed and implemented in late 2005, explicitly recognises that cultural factors will be considered as a basis for the extension of assessment deadlines.

The Learning Support Group, established in 2005, works with continuing and sessional academic staff to ensure that teaching and assessment are culturally inclusive.

Postgraduate students from diverse backgrounds are employed to increase diversity in teaching, and the international student cohort is seen as an educational resource. Academic staff draw on the experiences of international students in individual classes, particularly in those subjects with an Asian focus. There are also numerous examples at post-graduate level where research topics relate directly to experience of individual candidates from culturally diverse backgrounds (eg. urban development in Bangkok).

Target met

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students [TLMP action 1.2]

The Faculty's Marketing and Development unit collates data on the country of origin of the student cohort.

The Faculty has developed a range of measures designed to ensure that academic and professional staff are aware of the needs of the diverse student cohort. Sessions on cultural diversity and learning styles have been included in the induction program for sessional academic staff. All commencing academic staff are provided with a complete set of Faculty teaching and learning policies at induction, and the Learning Support Group works with all academic staff to ensure that teaching and assessment are culturally inclusive. Around half of the Faculty's professional staff completed a cultural diversity

¹ Targets as listed in the Teaching and Learning Management Plan 2005

awareness program with the faculties of Education and Arts the program in 2005, and the remainder will attend in 2006.

A credit subject for NESB students has been run for several years, but as a result of concerns about the perceived segregation of students, this subject will not be offered in 2006. Instead all students will be enrolled in the standard program. Additional tutorial sessions will be provided for students in need of extra support, and will be open to local NESB students rather than being provided for international students exclusively. In addition, the Faculty's Learning Skills Adviser offers support and advice to all students through a range of activities from seminars to individual appointments.

A range of orientation sessions is conducted for each of the student cohorts: undergraduate, postgraduate coursework and research higher degree. All sessions are culturally inclusive and designed to cover the needs of all students.

Staff and students are regularly reminded of the services offered by the Learning Support Group and the Language and Learning Skills Unit (LLSU), and students are encouraged to seek support as soon as potential problems are identified. The Faculty's Unsatisfactory Progress Committee refers students with language difficulties to the Learning Skills Advisor as required.

The provision and availability of UOM-wide student services for language support and learning skills training for international students are advertised in marketing documents, in publications for new and current students and outlined in orientation and induction sessions. Students are also referred to central services by course advisers on a needs basis.

The expected learning practices at UOM (eg UOM policy on plagiarism, approaches to assessment, group and individual work and the student /supervisor relationship) are outlined in the publications for new and current students, in classes and, where appropriate, highlighted on forms requiring student signature (eg the policy on plagiarism is noted on the assessment cover sheet).

Good Practice

The Faculty considers the establishment of the Learning Support Group in 2005 to be the leading example of good practice in this area.

Target met

English language support

Diagnostic English Language Assessment (DELA)

DELA testing has enabled the Faculty to identify students in need of extra English language support. In 2005 these students have been enrolled in an ESL credit subject, *Introduction to the Built Environment*, and in 2006 they will be enrolled in the standard curriculum but offered additional tutorial support. The DELA testing is scheduled at convenient times and the turnaround time is excellent.

Follow up English language support

The services provided by LLSU, both in-house (through a 2 day per week placement in the Faculty) and externally, are excellent.

Action: Promote greater access and learning opportunities for students with disabilities. [TLMP action 1.4]

The Faculty has submitted a response to the DLU on its progress in implementing the 2004-07 Disability Action Plan. There are only 5-10 students registered with DLU and the Faculty responds to their needs as issues arise.

Target met

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction. [TLMP action 1.6]

Academic Orientation Day and postgraduate induction/orientation events incorporate information relating to academic requirements and expectations (presented by academic staff) and are followed by

social events at which staff (both academic and administrative) and students can meet on a less formal basis. The nature of the Faculty's disciplines means that it conducts regular staff-student events, such as exhibition openings, and enjoys a high level of staff-student interaction.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for all students to consult individually with teaching staff [TLMP action 9.1]

All academic staff are required to note their availability and contact details in subject documents to enable students to consult them individually. From 2005, Design tutorial classes have been capped at 16 students to ensure that students receive individual attention during class time.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students [TLMP action 9.2]

All subjects have some form of in-term assessment.

Target met

Action: Ensure that there is an explicit statement for each faculty/course about students' responsibilities to contribute to their own learning. [TLMP action 9.3]

The Faculty's assessment policy and Student Information Guide include statements about students' responsibilities to contribute to their own learning.

Target met

SECTION B: Equity Plan Objectives

The University's *Equity Plan*, which forms the basis of our institutional annual Equity Update prepared for DEST, has four key objectives encompassing access, ongoing support, effective monitoring and evaluation, together with communication of the University's equity goals both to the University community and externally. These objectives are listed below. In essence, the focus is on what has worked (and what hasn't) whether for new initiatives or ongoing programs.

Initiatives which have been developed for **all** students may address issues relevant to students from diverse backgrounds and are included in this review.

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

ABP participates in all centrally organised activities targeting prospective students from the equity groups captured by *Access Melbourne*. These include (with student interest in brackets):

- UniExperience – Metro (10)
- Rural UniExperience (6)
- Melbourne Access Program (5)

Furthermore, the Faculty has initiated the University's participation in Careers Hope, a collaborative program between Brimbank Council and the YMCA, working to motivate students in the North-Western suburbs of Melbourne about school through exposure to different career and course opportunities. (8 in 2004, 2 in 2005)

ABP also attends a number of large careers expos in regions identified as having a large cohort of students eligible for *Access Melbourne*. These include:

- Sydenham/Keilor Regional Expo at VUT, St Albans Campus (35)
- Eastlands Expo, Ringwood (15)
- Ballarat Regional Expo, Ballarat (15)

Participation in events which target and attract a significant number of *Access Melbourne* eligible applicants is a priority for the Faculty.

Of the 329 onshore students (excluding Foundation Studies) enrolling in ABP's undergraduate programs in 2004, only 22 (7%) came from outside metropolitan Melbourne and Geelong and only four schools provided more than one student. Likewise, only 26 students (8%) came from underrepresented schools, with only three schools providing more than one student (Source: ABP Marketing Plan 2005-2008). As a consequence of this very wide and thinly spread distribution of students, ABP has not pursued independent activities with non-Metropolitan and under-represented schools in 2005.

Recent experiences reveal that independent regional visits and events require a large investment in staff time and travel, yet provide limited access to a small number of students. For example, a four day visit to the Gippsland region (Bairnsdale and Traralgon) in May 2005 provided participating faculties with a total of 12 minutes dedicated to presentations on their respective disciplines. While these events are important for the University as whole, it appears that faculty participation is inefficient and unnecessary.

Faculty-organised events for prospective students have been widely promoted to the greater secondary schools community. Where costs are involved - for example, the ABP Winter School, *Who wants to be an architect?* and *Who wants to work in property and construction?* – students who may be unable to attend due to financial or other matters, are offered heavily subsidised rates (no students have taken up this offer and no schools have enquired about it, to date).

The lack of interest in ABP's offer of discounted entry to events may be because students and schools are shy about seeking assistance. Other methods of attracting such students, without drawing attention to disadvantage, may be necessary. In the meantime, the Faculty's promotion of such opportunities redresses any accusations of exclusivity.

Different strategies for 2006

Given the very wide and thinly spread distribution of ABP's *Access Melbourne* eligible applicants, new strategies have been developed to attract these students to the Faculty. It is hoped that these strategies will be implemented in 2006.

The small number of rural students joining ABP may be partially attributed to a limited awareness of built environment professions due to the (perceived) urban focus of the Faculty's disciplines. Efforts to engage this dispersed audience must seek to raise the profile of both ABP and the disciplines it teaches.

ABP's Marketing and Development Unit have developed a project to produce targeted media items for regional newspapers. It is hoped that such articles will raise awareness of ABP and its disciplines amongst the non-metropolitan community.

Articles will have the following themes:

- Students undertaking projects located in, or relevant to, targeted regions
- Students undertaking fieldtrips in targeted regions
- Students from targeted regions undertaking field trips and achieving success (eg. awards, graduation, employment)

- Students from targeted regions attending ABP events (eg. MasterClass, Winter School)
- ABP research relevant to targeted regions.

This strategy can also be used for local newspapers in metropolitan areas with a significant number of under-represented schools (eg. Western and Northern Melbourne).

ABP will continue to participate in the centrally organised events noted above and is keen to participate in any new events developed especially for this cohort.

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

ABP provides a range of support for **all** students enrolled in the Faculty, from one-on-one advice, to referral to University Student Services, to liaising with academic staff on the student's behalf. It does not provide specific services to disadvantaged students.

The Faculty also offers students an opportunity to meet with an Academic Skills Advisor, available in the Faculty two days per week. Students can book a one hour appointment to discuss any language or learning needs. This role can assist students experiencing difficulty with study and organisation including time management issues. It can provide advice on effective note taking in lectures, developing reports and essays, referencing, exam preparation, stress management, effective communication, presentation skills, expression and grammar, pronunciation and academic speaking.

The Academic Skills Advisor has developed and delivered a Peer Mentoring Program which will continue in 2006. This program is targeted at international and rural students who seek social interaction to assist with settling into the Faculty, University and Melbourne more generally. The program runs for 10 weeks throughout each semester with students meeting each week with a selected and trained student mentor who has weekly activities and discussions addressing any issues students may be facing. Although the program is targeted at students new to the City of Melbourne, all students are invited to participate.

All new undergraduate students are strongly recommended to attend the Faculty's Academic Orientation Day held in Orientation Week. This session provides students with Faculty-specific information relating to services provided, academic expectations, timetables, and general preparation for their study. The session is followed by lunch provided by the Faculty, enabling students to meet first year teaching staff and relevant administrative staff. They also get a chance to meet each other before the commencement of classes.

All postgraduate students in 2006 will have an opportunity to participate in the Faculty's Postgraduate Academic Orientation program held across three days in February. Workshops will include Academic expectations, Research skills and information literacy, Critical thinking and analysis, Writing for academic assessment, Effective oral presentation skills. The program is targeted at students returning to study after several years, students undertaking postgraduate work in a new discipline, students studying as international students in Australia and students working with English as a second language.

The Faculty's Learning Support Group has received very positive evaluations in relation to Academic Skills seminars and individual tutorials. Academic Orientation Day was well attended and the feedback was positive. Central feedback regarding Academic Orientation Day is taken into consideration by the Transition Officer to ensure students' expectations are being met.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

ABP does not have a mechanism for monitoring the 'Melbourne Experience' for students from equity groups. The Faculty is small, which means that our students are personally known to

administrative and academic staff and they are able to respond to their needs on an individual basis.

The Faculty has performed some data analysis of the grades achieved by students who entered through the TAP or *Access Melbourne* programs, up to and including 2005. This analysis suggests that:

- ENTER is a fairly weak predictor of success in ABP courses, particularly for disadvantaged students whose ENTER may not accurately reflect their full potential.
- TAP/Access students as a group (with varying ENTERs, but skewed slightly lower than the Faculty norm) are actually more likely to achieve high grades and less likely to fail than the general student population.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

To ensure that all staff are made aware of the University's commitment to equity and diversity the Faculty incorporates access and equity issues into the annual operational plan, which is distributed to all staff, and discussed as a standing item on the Faculty's Planning and Budget Committee agenda. Cultural diversity training programs have been conducted for administrative staff and support and advice have been provided to academic staff on equity issues, through the Learning Support Group and Academic Committee. An introduction to diversity and equity issues is provided for sessional staff through induction and professional development programs conducted by the Learning Support Group.

Access, equity and diversity policies are reviewed by Faculty Managers as part of the annual planning process and relevant targets incorporated into Faculty operational, strategic and unit plans.

FACULTY OF ARTS

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Promote inclusivity in curricula, teaching, learning and assessment [TLMP action 1.1]

Much of the Faculty's teaching program is in itself culturally diverse, including the study of language and cross-cultural differences in a range of political, historical and social contexts. The Faculty's Academic Programs Committee (APC) chaired by the Associate Dean (Academic Programs) continues to monitor the Faculty's syllabus and new subject and course proposals regarding issues of gender, class, ethnicity and sexuality. APC reviews approximately 25% of all existing subjects each year as a function of the subject change process.

The working paper on diversity was presented to the Faculty's APC and all members were requested to review the policy and provide feedback. All APC members were requested to provide information

regarding the working group paper to their individual department/school/centre and/or institute staff. Concerns were documented with respect to:

- 'Simplifying' the paper's language
- Ensuring inclusivity and avoiding confusing 'diversity' as specific to international students only
- Ensuring that diversity and equity applied to all students (and staff) to ensure holistic outcomes
- Dialogue as to methodologies for developing measures (as per the paper's outline) on a Faculty and individual subject basis
- Reviewing mechanisms already in place to ensure diversity and equity across the curriculum.

Discussion of cultural diversity in the teaching context is a prominent component of the Faculty's Tutor Induction Program.

Target met

**Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students
[TLMP action 1.2]**

To understand the demographics of the international student cohort, the Faculty undertakes market research to analyse these cohorts, runs focus groups and makes direct student contact through student advisers. The *Students from Asia* Report has been widely disseminated across the Faculty.

Staff with experience in International student advising have been appointed and in-house training courses and a component of the Tutor Induction Program relate to cultural diversity.

In order to recognise and deal with stereotypes and assumptions that may have developed about the international student cohort, these topics are discussed in team meetings and feedback is provided to relevant parties where necessary. In-house cultural diversity training is also undertaken.

Activities such as Quiz nights and football trips held during Orientation & Enrolment week are designed to address the issue of segregation between international and non – international students and facilitate integration of both groups.

The promotion of clubs and societies to students helps international students meet local students and reduces the distinction made between international students and others.

First Year Teaching Initiatives which provide support for social tutorials designed to bring all students together in social settings are to be continued.

New Initiatives Proposed for 2006

The proposed Postgraduate Coursework Transition/Study Skills program to be offered by LLSU in 2006 is designed to bring local and international students together while the proposed first year academic skills program offered by LLSU in 2006 both pre-Semester One, as an intensive, and for the first six weeks of Semester One, will also bring local and international students together.

The Faculty is preparing mechanisms to implement the Cultural Diversity Working Paper recommendations and develop an inclusive curriculum that considers the experience of the culturally diverse student cohort - including international students.

Language competency

The Faculty has the highest English language requirements and in addition to this International students from NESB are strongly encouraged to take DELA (in-house testing) to determine if there is a need to take any ESL classes. An analysis of various cohorts of international students has given insight into language abilities, strengths and weaknesses.

Language support

International students are informed about the availability of UOM-wide student services for language support and learning skills training during information sessions and in-course advice sessions with individual students run during Enrolment and Orientation.

Brochures/flyers in Information Folders/Packs, individual course advice sessions during semester with members of the Arts International secretariat and having designated International Student Liaison Officers located in each department and school are all strategies designed to inform students of the language support available.

Expected learning practices at UOM

Students are advised of the University's policies on plagiarism, approaches to assessment, group and individual work and the student /supervisor relationship by way of the Transition Program and in future, via the proposed Postgraduate Coursework Academic Skills program.

Good Practice

Implementation of new Academic Misconduct provisions, with their wide dissemination to the student body through department and school processes, and the continuation of the provision of detailed essay, assessment and supervision guides through departments and schools also assists students to understand the expected learning practices at UOM.

Inclusive teaching and learning strategies that facilitate the learning of international students

The Faculty fosters and promotes inclusive teaching and learning approaches for all students, including international students, and provides consistent and ongoing positioning of diversity and inclusivity through the following:

Faculty APC

Participation with DVC (A) Academic Programs Forum

Course and subject change processes

Dean's regular meetings with Head of Departments, Schools, Institutes and Centres

Ongoing Faculty and Departmental Strategic and Operational Plans.

Building on the international cohort as an educational resource

This is properly a matter for teaching units within the faculty. As many subjects have an international focus (in addition to the obvious ones in the School of Languages and the Melbourne Institute of Asian Languages and Societies), the biographies and experiences of the international students undertaking these subjects offer an important enrichment of class discussions.

English language support

The Faculty is very satisfied with current practices in relation to Diagnostic English Language Assessment (DELA). While satisfied with follow-up English language support the Faculty is discussing expanded services.

Target met

Action: Increase the number of student enrolments in subjects with a designated 'Asia focus' [TLMP action 1.3]

A total of 336 EFTSL were engaged in study in subjects with 'Asian focus' (Asian Studies EFTSL Premium). This count, received from Financial Operations, does not include MIALS subjects. Thus considering this result, as well as taking in to consideration MIALS subjects, the Faculty of Arts has exceeded the overall target of 100 EFTSU.

Target met

Action: Promote greater access and learning opportunities for students with disabilities. [TLMP action 1.4]

The Faculty has a designated DLU representative and initiates ongoing, proactive dialogue with the DLU. Departments and schools report excellent ongoing relations with the DLU.

Target met

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction. [TLMP action 1.6]

Good Practice

The Faculty's academic and general staff are actively involved in all aspects of O-Week and W-Week activities. These activities range from Faculty-oriented to department/school/centre and/or institute specific:

- All new (1st year) students are welcomed to the Faculty by the Dean and Associate Dean (Academic Programs)
- Individual departments/schools/centres/institutes academic and general staff hold "Welcome and Information Sessions"
- One example of individual departmental activity is the MIALS Welcome BBQ for both new and returning students. Halal food is provided to recognise the diversity of its student cohorts. This is an informal activity where the institute's academic and general staff meet and mingle with students and students get a chance to meet each other.

One difference from 2004 and 2005 activities is in opportunities to meet with *Access Melbourne* (AM) students, while also recognising that integration of AM students with the greater student cohort is essential to a successful transition.

As with AM students, the Faculty recognises that international students need to have opportunities to participate in activities specifically designed for these students while also allowing this cohort to participate in activities available to all Arts students in order to ensure a smooth transition in to life at UOM.

Target met

Action: Monitor the introduction of *Access Melbourne* and develop strategies to ensure that the program is admitting as many disadvantaged students as possible. [TLMP action 1.8]

Good practice

The Faculty has met its *Access Melbourne* and *Access Melbourne* Scholarship targets.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for all students to consult individually with teaching staff [TLMP action 9.1]

The Arts Faculty places particular emphasis on small-group teaching through the tutorial and seminar program, and the Dean reiterates this emphasis in the annual operational performance review of departments and schools. It is Faculty policy to cap first year tutorials numbers at 15 students and later year tutorials at 20.

Good Practice

In 2005, Faculty made available funds to departments and schools for all first year students to be interviewed one-on-one in each of their subjects, regarding their progress and transition.

Good practice

Faculty has enrolments of 15 or less in the tutorial classes in 184 undergraduate and 115 postgraduate subjects.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students [TLMP action 9.2]

The Faculty promotes in-term and early assessment (at first year level) in its Academic Programs policies, and the Tutor Induction Program emphasises the importance of individual comments. The target of 80% has been met.

Target met

Action: Ensure that there is an explicit statement for each faculty/course about students' responsibilities to contribute to their own learning. [TLMP action 9.3]

The Faculty reinforces the 'student responsibility' message throughout its printed and electronic communications, and an explicit student responsibility statement introduces the general information section of the Faculty's entry in the Undergraduate Handbook.

Additionally, students seeking course advice are directed to 'student responsibility' as applicable and when required.

The Faculty's Transition Program ensures students are familiar with their responsibilities. In 2006, the Transition Program will also include lunchtime seminars providing information relevant to student responsibilities. Particular attention is paid to simplifying the University's "Important Date Guidelines" to impart clearer, more succinct information about the student's individual responsibility in these areas. This information will also be included in the Transition Newsletter.

Target met

SECTION B: Equity Plan Objectives

The University's *Equity Plan*, which forms the basis of our institutional annual Equity Update prepared for DEST, has four key objectives encompassing access, ongoing support, effective monitoring and evaluation, together with communication of the University's equity goals both to the University community and externally. These objectives are listed below. In essence, the focus is on what has worked (and what hasn't) whether for new initiatives or ongoing programs.

Initiatives which have been developed for **all** students may address issues relevant to students from diverse backgrounds and are included in this review.

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

Strategies the Faculty used in 2004-5 to target under-represented schools and to encourage students from the equity groups to apply through *Access Melbourne* include:

General:

- Promoted *Access Melbourne* in all school liaison presentations and in Faculty publications.

Arts School Liaison:

- Visited a total of 22 under-represented or regional schools
- Regional trips to: Ballarat, Bendigo, Horsham, Wodonga, Wagga and Griffith.

Events with Marketing & Recruitment Onshore Events:

- Rural Uni Experience – On campus program for year 11 students from under-represented regional schools. Arts presented a course information session and attended courses expo.
- Metropolitan Uni Experience – On campus program for year 11 students from under-represented metropolitan schools. Arts presented a course information session and attended courses expo.
- Rural Outreach – Marion J Campbell represented the Faculty of Arts at this event in Gippsland (Bairnsdale and Traralgon)

Careers Teachers Events:

- Arts attended Ballarat Career Education Network and the Wimmera and Southern Mallee Careers Advisors Network meetings

Parents' Events:

- VTAC Disability Information Evening: Arts presented an overview of *Access Melbourne* and represented UOM at the expo.

The Faculty has received good feedback as a result of these programs.

Target met

Strategies and activities for the 2006 intake include:

- Regional Trips planned: Shepparton, Wangaratta, Ballarat, Bendigo and Gippsland
- At least 3 targeted school liaison activities with the Centre for Indigenous Education
- Continue to work with Marketing and Recruitment Onshore with Access Programs.

Target met

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

Support is available for disadvantaged students to assist with their progression through their course. Strategies used include:

- Faculty academic and administrative staff refer disadvantaged students with progression issues to relevant University services where appropriate
- Faculty Unsatisfactory Progress Committee provides appropriate support referrals to students at risk of academic failure
- Faculty runs transition and academic skills programs in conjunction with the University Transition Office and the Learning and Language Skills Unit
- Faculty has a designated Disability Liaison Officer.

Precise feedback from students with equity backgrounds is difficult to obtain, as university monitoring mechanisms (such as the UPO's QASS survey) do not disaggregate student responses by equity background. The Faculty seeks to avoid singling out equity groups for surveys on the grounds of stigmatisation. The Faculty will greet with interest any systematic data collections on Access students by the Access office.

It is the Faculty's view that central and Faculty support services are growing in breadth and expertise, and that students are well served in both regards. Greater precision in feedback, nevertheless, will undoubtedly lead to the identification of areas in need of improvement.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

Mechanisms for monitoring the 'Melbourne Experience' for students from equity groups

The Arts Faculty has established a student progress database which will enable comparisons between student cohorts on issues such as relative results, satisfactory progress and course and subject withdrawal. Findings will be available after semester two 2005 results.

Transition Program activities facilitate monitoring and First Year Teaching Initiatives interviews provide all students with the opportunity to discuss progress and the 'Melbourne Experience'. Capstone surveys and interviews offer similar opportunities.

The Dean meets with Access scholarship holders and the Faculty makes use of central monitoring mechanisms, such as the UPO's survey of final year international students.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

Strategies by the Faculty to ensure that all staff are made aware of the University's commitment to equity and diversity include:

- Faculty Strategic and Operational Plans incorporate equity and diversity objectives and strategies, and these are widely circulated to staff through heads of departments and schools.
- Individual department/school/centre and institutes' Strategic and Operational plans also incorporate equity and diversity.
- The Faculty values its role as host to the largest cohort of Indigenous (CIE) students and *Access Melbourne* students (233 EFTSL in 2005) and intends to meet its AM target of 203 EFTSL for 2006 intake.
- Equity and diversity issues are stressed during Tutor Induction.

The relevant policies are embedded into Faculty planning by means of the following:

- The measurable components of equity and diversity policies form part of the operational planning cycle, which entails review of the Faculty by the University and reviews of departments and schools by the Faculty.
- New University policies are implemented through the Academic Programs secretariat and the Academic Programs Committee following ratification by Faculty Executive and Standing Committee of Heads of Departments.

FACULTY OF ECONOMICS AND COMMERCE

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Promote inclusivity in curricula, teaching, learning and assessment [TLMP action 1.1]

The Assessment Working Group was established through the Faculty Quality of Teaching Committee.

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students [TLMP action 1.2]

In 2005 the Faculty undertook a survey of first year students in which they were asked about language background. A full report of this survey is available on request from the Director of the Faculty Teaching and Learning Unit. In addition, the MERLIN data on the student home and prior study address is used.

All new tutors to the faculty participate in compulsory professional development activities. As part of the PD on offer, the issue of understanding the diversity of the student population in addition to developing inclusive teaching practice are covered.

Within several subject areas, where group work is a requirement of the tutorial program, additional workshops and required reading are structured. This is to ensure that these tutors in particular are equipped to assist students in the development of diverse teams/groups, negotiate differences in the formation of small groups and are able to troubleshoot when differences emerge.

A Teaching and Learning Unit Seminar program runs each semester to promote research and practice in topical areas. In each semester there is normally a minimum of one seminar which will have as its focus some aspect of student learning and culture.

Administrative staff members have all received training in cultural diversity issues.

The above professional development activities are designed to challenge preconceived ideas that teaching staff may have in relation to international students and in important ways equip them with practical strategies to assist in development of more inclusive teaching practice.

The Faculty has plans to monitor international student achievement in terms of grades and retention and present these to Quality of Teaching committee. In addition, selection reports are provided to key committees in relation to the student cohort.

In order to deal with the issue of segregation between international and non-international students, this matter is addressed within the tutor training program and a number of strategies are shared to enable tutors to promote greater integration across groups.

Good practice

There has also been a recent decision made within the Faculty to introduce a week one tutorial in a core first year subject, Introductory Economics, and a core second year subject, Organisational Behaviour. Several other subjects, while not explicitly mandated to offer such a tutorial have acted to introduce a week one tutorial in their subjects. The incorporation of a week one tutorial is to provide an opportunity for tutors to ensure greater connectedness among students, and between students and the tutor; the focus is very much on attending to the social aspects required for better small group learning, and not academic content.

All first and second year Department of Economics subjects use the collaborative problem solving strategy in tutorials, whereby students work in small culturally mixed groups and all subjects in the Faculty are regularly reviewed to indicate degree of internationalisation.

In order to determine the language competency and proficiency of international students, all students in the Faculty have access to customised academic learning support services provided by the Teaching and Learning Unit (TLU). For those international students requiring language support, the Unit has two academic staff with specialised ESL background to assist. In addition, a number of skill-specific workshops in which students may elect to participate are provided and run throughout the semester. At present students may elect to undertake the DELA as a further form of self-assessment prior to the commencement of their degree. Results are discussed with a member of the TLU, and strategies required are negotiated.

The promotion of UOM wide student services for language/learning support occurs at multiple points:

- Enrolment, including various public addresses and written material in show bags
- Academic Orientation
- T2C – faculty based transition subject
- Subject Guides

Good Practice

The majority of new students participate in T2C – a Faculty-based transition subject. This is delivered over the course of the first three weeks of semester and is structured around the following areas: approaches to learning in economics/commerce; academic honesty, including UOM's policies, and strategies to avoid plagiarism. In addition the majority of first year subjects have a lecture series run by

the TLU, aligned to major assessment activities – this ensures that students develop the skills in context and at a time when they most need them. All students are encouraged to complete the Faculty-based academic honesty online self-test to ensure knowledge of academic honesty is well established in the Faculty.

The Collaborative Problem Solving tutorials in the Department of Economics uses inclusive teaching and learning approaches and strategies that facilitate the learning of international students. The individual consultations available to students through the Faculty TLU also facilitate learning by international students.

Good Practice

Audio streaming of lectures conducted through the Faculty TLU and iLecture assist international students if they have not understood an aspect of their lectures.

The Faculty online tutor also assists international students, in so far as this tool allows them to view other students' questions and answers and to ask questions in a non-threatening environment. There is a wide variety of online learning tools, including Online feedback and assessment tests, Marlina and CALM. These are useful for international students as well as facilitating student learning generally.

Individual lecturers and tutors are encouraged, in the STARR program (an orientation programme for new lecturer B staff and above) and tutor training program, to use and build on student experiences.

Good practice examples

The Faculty considers individual student consultations, online learning tools, the tutor development programme and the STARR program as examples of good practice.

English language support

Diagnostic English Language Assessment (DELA)

The DELA test is useful for students as an initial alert for students to the fact that they might have difficulties (and then they can utilise the TLU services). Sometimes students assume that since they have been accepted into a course, language will not be a problem. The test provides them with some information about the level of help they may need. It also provides the TLU with a point of contact, to meet students and talk to them about Faculty and University services and their options.

Follow up English language support

This is extensive in the Faculty through the TLU and students appear well satisfied with this service.

Target met

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction. [TLMP action 1.6]

Good practice

The introduction of Academic Orientation continues to be a huge success in Economics and Commerce. In 2005, 1200 students participated in a series of lectures given by the subject coordinators in key first semester areas, and in mock tutorials facilitated by tutors. This year saw greater inclusion of key student societies in both the management of the program and in the coordination of the social program. Academic staff and senior students are thus well represented in the overall program.

Target met

Action: Monitor the introduction of *Access Melbourne* and develop strategies to ensure that the program is admitting as many disadvantaged students as possible. [TLMP action 1.8]

Good practice

The Faculty objective was to increase the number of students admitted to all the degrees selected by the Faculty under the *Access Melbourne* program. There was a concern that *Access Melbourne*

students might need more support than other students and that their progress needed to be monitored. An online survey to assess Access students' experience of learning in the Faculty was distributed to all first year students in late May and submitted in early June. In addition, the Grade Point Average at the end of semester 1, 2005 of *Access Melbourne* students admitted to the B.Com whose ENTER scores were below the cut off of 93.4 were compared with the GPA of *Access Melbourne* students who were admitted to the degree with ENTER scores at or above 93.4.

Main findings

Results indicate that while *Access Melbourne* students appear to have adjusted well to university study and academic life in their first semester, as indicated by the first year survey, those admitted under a lower ENTER score perform slightly below other *Access Melbourne* students but still achieve a GPA of 67. Only one *Access Melbourne* student had a fail GPA average in 2005. It is clear that these students are still well able to perform at a satisfactory level in the degree.

Access Melbourne respondents indicated that they were more likely to:

- work part-time and work for longer hours
- be more aware of and use the services of the TLU
- be less aware of the academic honesty code
- be most confident in their mathematical skills and least in their problem solving skills
- be more likely to report having a network of friends
- be more uncertain of the standard required when compared with either international or 'other' students.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for all students to consult individually with teaching staff [TLMP action 9.1]

A number of initiatives exist to encourage and facilitate greater interaction between students and teaching staff: These include:

- Exit interviews offered to all graduating B.Com students
- Graduation celebration conducted in 2005
- Economics tutorials to be no larger than 15 in 2006.

Ongoing

Action: Provide feedback on assessment tailored to the needs of individual students [TLMP action 9.2]

Good practice

All Faculty Undergraduate subjects have feedback to students by week 6. Many subjects have online revision and assessment tests to assist students in understanding the degree of their knowledge in the subjects they are studying.

Target met

Action: Ensure that there is an explicit statement for each faculty/course about students' responsibilities to contribute to their own learning. [TLMP action 9.3]

A statement in relation to student responsibility is listed in the handbook and reiterated in many of the Faculty's subject outlines and on department web pages.

Target met

SECTION B: Equity Plan Objectives

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

The Faculty specifically dedicated the resources of one person to promoting access in schools. An evaluation of the prior year *Access* students was undertaken and this data used to address any inequalities in the cohort and to modify the promotion campaign. In addition the Faculty runs workshops on campus and many visits to country schools.

These strategies have been found to be successful for rural and isolated students and under-represented schools but perhaps not so successful for the other categories of students from equity backgrounds. The Faculty plans to continue with the same strategy in 2006.

Target met

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

The Faculty has a 'student at risk' program in place for all first year students. Students who are identified as 'at risk' meet with a panel comprised of an academic from the TLU and the Transition Officer to ensure that a program of support is negotiated as the student moves forward.

All students have access to an in-house Teaching and Learning Unit – such programs and services are widely promoted to the study body.

There have been no complaints in relation to service provision in 2005. Suggestions made to assist individual students are always listened to carefully and acted upon where resources permit.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

The Faculty has a wide range of data indicating the nature of the Melbourne Experience including Quality of Teaching data, feedback from focus groups with student societies and other focus groups. The first year student survey specifically asked students if they required additional assistance or information in relation to services/support offered by the faculty and the University. Academic progress of equity groups is monitored within the *Access* program.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

Covered in the above.

FACULTY OF EDUCATION

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Promote inclusivity in curricula, teaching, learning and assessment [TLMP action 1.1]

Initial meetings for reviews of both the Graduate Diploma in Education and the B Ed Primary courses were undertaken. The terms of reference for these reviews included consideration of the University goals for teaching and learning with reference to inclusivity in curricula, assessment strategies and translation of generic skills.

Ongoing

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students [TLMP action 1.2]

The Office for International Student Support is incorporated in the Faculty of Education Student Centre and provides a dedicated service for international students. All new international students are required to attend a short interview with the International Student Coordinator at the start of semester so that any post-orientation queries can be clarified and concerns /issues identified and addressed promptly. The Coordinator maintains data on the Faculty's international student profile and organises regular social and support activities throughout the year. In addition, the Coordinator also maintains regular contact with international students who are experiencing difficulties and refers students to central University support services for additional support when required.

Drawing from the findings of the *Students from Asia: Issues in Teaching and Learning* report, the Faculty of Education offered a number of cultural diversity professional development opportunities for academic and general staff in 2005. For academic staff, two workshops highlighted classroom strategies for inclusive teaching and learning practices and supporting the needs of international students in the classroom. Responding to staff feedback in 2004, a cultural diversity training program was also offered for general staff in 2005, consisting of four workshops:

Increasing Your Cross-Cultural Effectiveness
Working with Asian Names
Managing Diverse Student Expectations
Internationalisation and Making Better Worlds.

Members of the Faculty are actively engaged in several projects geared towards improving teaching and learning for cultural diversity in the Faculty. In 2005, the following four projects were funded under the Cultural Diversity Infusion Grants scheme:

BECE 1 Teaching and Professional Practice Tuition Scheme for International Students
A cultural diversity training scheme for University Teaching and Professional Practice Supervisors and Field Supervisors of International BECE students
Thesis Writing Circle
Using Diversity Dolls in Early Childhood Settings.

Good practice

Developing classroom strategies to avoid segregation of international and non-international students was a major focus in the cultural diversity workshops provided for academic staff in 2005. In addition, current students are recruited to work as hosts and mentors as part of the Faculty Transition program to ensure international and non-international students are grouped together during orientation programs.

Studies in Education focus on how students, as practicing teachers, should encourage diversity in school classrooms and the Faculty places considerable importance on developing an inclusive curriculum.

The Faculty uses the IELTS system to measure language competency upon selection, according to University guidelines. As an additional strategy, most international undergraduate students are required to complete school placements as part of their course and attend a preparation program that focuses on language skills to facilitate teaching in the classroom.

Good practice

The Faculty supports its own International Student Coordinator who is the first point of call for international students in Education. The Coordinator meets individually with all new international students at the start of semester and maintains contact with these students through regular social and academic events. The Coordinator works closely with central University services – including LLSU – and regularly refers students to these services as required.

Reference to these services is also made at Faculty Orientation, Transition, and Course Information Sessions, as well as by individual lecturers at the start of lectures.

Good practice

The Faculty provides every student with a *Faculty Student Information Guide* (Green Book) upon enrolment. This includes details on Faculty and UOM policies on subject workload, plagiarism, leave of absence, student progress, support services, assessment (including grade descriptions), examinations and special consideration. These policies are also covered in Orientation and Transition activities.

Good practice

The Faculty has identified a specific need for international students undertaking school placements and provides a specialised preparation program for these students prior to placement. The Faculty also utilises tutors who have been trained to support international students and has identified schools that provide the best support for international students.

The Faculty celebrates its international diversity through displays, flags and events as well as the inclusion of international content in the classroom. Academic staff members are encouraged to draw on different perspectives on international education in class discussion. The Office for International Student Support in the Faculty provides a focus for international activities, including regular social and academic events.

English language support

The Faculty uses IELTS rather than the Diagnostic English Language Assessment (DELA). Faculty tutors offer regular assistance to students experiencing language and/or academic difficulties.

Follow up English language support

The Faculty has found the support from LLSU and the AIRport initiative to be excellent.

LANGUAGE & TEACHING & LEARNING

The Faculty offers a transition/mentor program for new students; a tutoring service for NESB students, especially those identified as at risk; an International Student Coordinator dedicated to supporting international students; a school experience preparation program for international students; and a detailed Student Services Guide upon enrolment for all new students.

The Office for International Student Support in the Faculty provides a focus for international activities including regular social and academic events.

CONTENT & CURRICULUM DESIGN

Customisation of course readings and content for offshore programs, including school placement requirements tailored for local contexts.

WELFARE & ACCESS

Mentor scheme for students
Transition program for new students
Faculty 'Diversity Champion'
Students at risk program (with referrals made to university support services).

Academic staff have participated in cultural diversity workshops focusing on strategies for better integration of international students in tutorials/class discussions.

Target met

Action: Promote greater access and learning opportunities for students with disabilities. [TLMP action 1.4]

The Faculty currently has two students with hearing impairments and one student with a visual impairment in primary and secondary pre-service courses. These students have self-identified and are actively supported by staff from the DLU. There is no process for indicating the numbers of students with a disability or for monitoring their progress.

The critical difficulty in supporting students with disabilities is that the Faculty is dependent on students' self-identification of their disability. Sometimes problems have arisen during school placements when students who have not previously identified as having a disability run into difficulties.

Ongoing

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction. [TLMP action 1.6]

The Faculty organises academic and social events in O-week with staff involvement. Student-mediated activities, such as the Host and Mentor programs, are facilitated by academic staff members. Students in B Ed and BECE are being encouraged to initiate more social activities this year to develop a more socially accepting environment for new students. The Faculty facilitates a student-mediated welcome for international students. These students are also provided with an on-going program of support through the Faculty of Education Student Centre.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for all students to consult individually with teaching staff [TLMP action 9.1]

The majority of education subjects have assessment tasks spaced throughout the semester in order to provide opportunities for regular progress feedback to students.

All students in school experience are required to prepare a written response to their placement evaluation report, which also involves individual consultation with their academic staff member.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students
[TLMP action 9.2]

Most subjects use an assessment criteria sheet, which is individually completed by the academic staff member and indicates how the student performed across each criterion. Written comments are also included.

Ongoing

Action: Ensure that there is an explicit statement for each faculty/course about students' responsibilities to contribute to their own learning.
[TLMP action 9.3]

Student responsibilities are included in the Faculty Student Guide (Green Book).

Target met

SECTION B: Equity Plan Objectives

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

Strategies used by the Faculty in 2004-5 to target under-represented schools and to encourage students from the equity groups to apply through *Access Melbourne* included

:

Promoted *Access Melbourne* at all school talks

Handed out *Access Melbourne* flyers at all expo events both on and off-campus

Included *Access Melbourne* information at the end of all emails that are sent in response to course enquiries

Participated in Career Hope – a centrally organised program to reach under-represented schools

Collaborated with faculties in the humanities cluster, to which Education belongs, to promote *Access Melbourne* at regional/rural events

Access Melbourne is included in all central publications

The above strategies were definitely thought to be worthwhile. However, it was considered that more could be done to promote this program. School students, teachers and parents need to hear about and understand *Access Melbourne*. Being involved with programs such as Career Hope allows faculties to really target the right groups of students.

It is anticipated that the cluster groupings will assist all faculties to promote *Access Melbourne* more widely as it will be possible to visit/reach more schools by sharing resources. The Faculty of Education has also established a Newsletter for Teachers and this could be used as a vehicle to promote the program in 2006.

One of the other challenges in meeting *Access Melbourne* targets for the Faculty of Education is that the Faculty's undergraduate courses have lower cut-off scores and therefore higher application rates from students from under-represented schools. In other words, many students who would be eligible for the *Access Melbourne* program are already accepted in our programs through normal selection procedures.

Strategies to be used for the 2006 intake will include more targeted school visits:

Plan to develop relationships with schools identified to be under-represented but also key schools for Education programs

Work more closely with our partner schools via the University of Melbourne Education Partnerships (UMEP)

Collaborate with Professional Practice in reaching schools closely linked with the University of Melbourne.

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

Students identified as 'at risk' (for example, students who have failed a subject from the previous semester) are invited for individual consultation and interview to assist in developing strategies to address their academic difficulties. This includes referral to central University support services if applicable. The Faculty considers that the support services available, both within the Faculty and centrally, meet the needs of students from equity backgrounds.

Good practice

Faculty support programs, which begin at Transition, include strategies for addressing the social and academic needs of new students upon enrolment. The Faculty also offers a tutoring service as well as specific support services for international students, students at risk and students on school experience/placements.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

Good practice

In 2005, exiting students in the Bachelor of Early Childhood Education (BECE) and Graduate Diploma in Education were surveyed in order to develop a more comprehensive understanding of the success of current support mechanisms and, in particular, the quality of the 'Melbourne Experience' for students.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

Strategies to achieve this goal include diversity workshops for academic and general staff, an increased profile for the Faculty's Equal Opportunity Committee and the development of the new academic position – Associate Dean (Equal Opportunity).

Good practice

The University's commitment to access, equity and diversity is embedded in Faculty planning by means of the Teaching and Learning Management Plan, the Cultural Diversity Strategic Plan, the Equal Opportunity for Women in the Workplace Strategic Plan and also via the annual cultural diversity grants scheme.

FACULTY OF ENGINEERING

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

**Action: Promote inclusivity in curricula, teaching, learning and assessment
[TLMP action 1.1]**

The Faculty is undergoing a curriculum review which will implement inclusivity in curricula. The Faculty's transition program introduces students to cultural diversity and the teaching styles of "western" academic methods. The new curriculum will be directed towards problem-based learning.

Ongoing

**Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students.
[TLMP action 1.2]**

The Faculty runs a GQL at the beginning of semester and conducts a survey for the newly enrolled cohort to maximise diversity.

The Faculty monitors progress at the end of semester via Department (Board of Examiners) and Faculty (Faculty Review Committee) based committees.

The Faculty has a clear understanding of the backgrounds of the student cohort. However, given the nature of the framework of engineering and sciences, the teaching methods are designed to communicate the essential aspects - namely implementation of empirical reductionism into practical outcomes for students from all backgrounds.

Contemporary teaching methods are designed not to stereotype students.

Target met

Good practice

In order to determine the language competency of international students, undergraduate and postgraduate students all take DELA. As a result of the test students may be referred on to support programs at LLSU or Engineering Study Skills seminars. An academic writing task has been implemented as part of the Faculty Transition Program to replace ESSA. Students performing at a particular standard were referred to the Engineering Study Skills Session and a range of LLSU support.

All staff are familiar with the UOM student service resources available for language support. The Faculty Info Stop website links to AIRport to outline support structures.

The expected learning practices at UOM (eg UOM policy on plagiarism, approaches to assessment, group and individual work and the student /supervisor relationship) are communicated to Undergraduate students via the Transition program (including the Info Stop website: <http://www.eng.unimelb.edu.au/transition/index.html>). For postgraduate students this is done via induction at department level.

Communication in clear English of the expectations and learning objectives to all students helps ensure that the Faculty provides inclusive teaching and learning approaches and strategies that facilitate the learning of international students.

Good practice

The Faculty utilises its graduates and current undergraduates to communicate/promote courses. The Faculty utilises the International Engineering Student's Society as a conduit for communication.

English language support

At the time of enrolment into their first semester all international students whose English scores fall below a particular standard are referred to Diagnostic English Language Assessment (DELA).

Follow up English language support

As first year students are unable to overload and due to the structure of Engineering courses, students are unable to formally enrol in English support classes. The Faculty does try to direct students into LLSU support. Students are also directed to the Engineering Study Skills Seminars offered in both semesters.

From analyses that Engineering has done, it would appear that an ESL background is not a good predictor for academic success in Engineering subjects.

Target met

Action: Promote greater access and learning opportunities for students with disabilities.
[TLMP action 1.4]

Good practice

To assist students who have a physical and/or mental disability the Faculty has staff members who have undertaken the necessary training to work as:

Disability Liaison Officer

Mental Health Contact Officer

Staff can negotiate alternative examination arrangements, alternative formats for work materials and extensions for assignments.

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction.
[TLMP action 1.6]

In 2005, the Faculty had activities that involved the staff and student interaction as listed below:

Department course advice for the new students

The students were separated into their departments and provided with an opportunity to interact with their department course advisers and one academic staff member from the department who could answer any specific academic related questions / queries.

Faculty Lunch

Students were encouraged to attend the lunch hosted by the Faculty, where they had an opportunity to meet their fellow students from different departments, student clubs and societies and staff involved in the Transition program. The Faculty lunch included a Music session performed by the Engineering Music Society and also a Dance supported by the Engineers Without Borders.

Faculty welcome

The students had an opportunity to meet the staff from the Faculty and learn whom they should visit in case of any administrative problems and/or help required during their studies at the University.

Target met

Action: Monitor the introduction of Access Melbourne and develop strategies to ensure that the program is admitting as many disadvantaged students as possible.
[TLMP action 1.8]

Good practice

In regard to *Access Melbourne*, statistics collected have determined that 25% of rural students do not have access to Specialist Mathematics. The Faculty is currently reviewing its pre-requisites in line with a total curriculum revision that supports equity and diversity initiatives.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for students to consult individually with teaching staff.
[TLMP action 9.1]

Students can make an appointment with both lecturing and course advice staff. Generally first year students come to see a Faculty adviser and second and later year students could gain advice from a department adviser. Academic staff members are available for student appointments during working hours.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students.
[TLMP action 9.2]

Students can arrange to review exam papers and assignments with the academics involved.

Action: Ensure that there is an explicit statement for each faculty/course about students' responsibilities to contribute to their own learning.
[TLMP action 9.3]

Student responsibilities and contact hours can be found in:

- Course/subject outline
- Department handouts
- University Handbook.

Target met

SECTION B: Equity Plan Objectives

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

Access Melbourne was promoted at every school visit and expo during 2005. The faculty hosted a tour and information session called "Careers Hope" which was organised by the MRON Access Melbourne Officer. The Schools Liaison Officer also travelled to rural and regional Victoria and NSW on recruitment trips as well as attending "Croc-Fest", an indigenous festival in Swan Hill. Access issues are handled very well by Marketing and Recruitment On-shore and, due to the nature of under-represented schools, it is considered to be ineffective for a faculty to engage in their own Access strategy which would only result in a duplication of work.

It is impossible to tell whether any one school visit influenced a student to choose the Faculty of Engineering at the University of Melbourne. Events such as "Careers Hope" and "Croc-Fest" need to be seen as long-term strategies of community engagement and brand awareness. One year is insufficient time to measure numbers of students applying to the University of Melbourne based on an initiative in its first year of inception.

Due to the sensitivity of Access applications, any market research identifying participants as Access students would be difficult. Factors like ENTER and pre-requisite subjects have much more influence on a student's ability to access quality education.

The Faculty will continue to maintain its existing Access and Equity recruitment strategy under the direction of MRON.

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

Good practice

Faculty scholarships/bursaries are available for disadvantaged students to assist with their progression through their course.

The Faculty will also assess students' needs on a case by case basis.

The Faculty has built Transition into the curriculum.

Good practice

The Career Mentoring Program (Engineering) matches up third and fourth year students with professionals in industry. The purpose is to aid a student's transition into the workforce and facilitate professional networking skills.

The Student Mentoring (buddy) Program runs for the first few weeks of the semester. In this program a first year students can be matched with later year students who helps them to settle into University life.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

The Faculty does not have a mechanism for monitoring the 'Melbourne Experience' for students from equity groups. The University does this.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

To ensure that all Faculty staff are made aware of the University's commitment to equity and diversity, academic staff have been appointed, either with a sole focus or as an adjunct to their research and teaching commitments, in the following positions:

Associate Dean (Learning)
Associate Dean (Academic)
Associate Dean (International)
Associate Dean (Research)
Assistant Dean (Equity & Diversity)
Assistant Dean (Undergraduate Studies – Incl. Transition)

The Faculty has a dedicated Transition Officer position and an Administrative Officer to assist the Assistant Dean (Equity & Diversity).

In 2005, the Faculty had a number of committees that address equity and diversity. There is also good Faculty representation on central committees. These include:

LID (Learning, Innovation & Diversity)
<http://www.eng.unimelb.edu.au/lid/about/lid.html>

APC (Academic Programs Committee)
<http://www.eng.unimelb.edu.au/lid/about/apc.html>

TaLMET (Teaching and Learning (Multimedia and Educational Technologies) Committee)
<http://www.eng.unimelb.edu.au/lid/about/talmet.html>

TALQAC

<http://www.eng.unimelb.edu.au/lid/about/talqac.html>

Good practice

How the relevant policies are embedded into Faculty planning is currently being reviewed. The outcome of this review will be implemented in the revised Faculty Plan.

FACULTY OF LAND AND FOOD RESOURCES

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Support faculty-level efforts to promote inclusivity in curricula, teaching, learning and assessment. [TLMP action1.1]

Assessment workshops are conducted as part of the Teaching and Learning Committee of the Faculty. All course coordinators (undergraduate and postgraduate) were invited to attend. One of the outcomes of the workshop was to arrange for the various course committees to review the specific assessment for subjects within their course.

Good practice

A new program is planned with China Agricultural University, which will see ten Chinese students per year studying a range of subjects taught at Parkville in the undergraduate courses offered by the Faculty. This program may extend to other universities in China. Undergraduate subject content will be reviewed especially for transition year subjects for these students from China.

A number of undergraduate candidates were provided with financial assistance to undertake third and fourth year research projects in South East Asia.

Some Asian postgraduate research candidates conduct fieldwork in home countries.

Target met

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students. [TLMP action 1.2]

The Faculty learns about the demographics of the international student cohort through Orientation for undergraduate students and course coordinators involved in the selection of undergraduate students.

Postgraduate students' applications are viewed by course coordinators for coursework programs and by supervisors for research programs.

To ensure Faculty staff understand the cultural backgrounds of the international students, training is undertaken at the discretion of individual staff via the HR Staff Development Unit.

Across the Faculty there is wide experiential training as a substantial number of staff members have a project or consultancy experience in Asia, or supervise postgraduates with Asian-based projects.

The Faculty contact person is considered the person best able to assist staff members to recognise and deal with stereotypes and assumptions that may have developed about the international student cohort.

Good practice

The distinction made between international students and others is reduced by involving students in all teaching and learning activities within the Faculty, for example, orientation, transition programs and study groups combining all students. The student association is also looking at ways of being more inclusive of the growing numbers of undergraduate international students in the Faculty by having international student representatives on committees and planning culturally sensitive social activities.

Good practice

In order to develop an inclusive curriculum that considers the experience of the culturally diverse student cohort - including international students - certain subjects such as "The Global Seminar" are conducted where international universities and their students take part in the subject and the various discussions.

Exchange and study abroad opportunities are available for students.

Good practice

In order to assist staff members to communicate the expected learning practices at UOM, Undergraduate and Postgraduate course coordinators have participated in a workshop where the coordinator of the University's "Turnitin" program discussed the use of the software and also the dimensions of plagiarism.

In order to ensure it provides inclusive teaching and learning approaches and strategies that facilitate the learning of international students, the Faculty uses a range of assessment structures are used and attention is given to international students throughout the course, especially during the transition period.

Good practice

Commencing undergraduate students have study group facilitators, usually postgraduate students or more senior students, from a range of cultures and disciplines and this helps draw on the Faculty's international student cohort as an educational resource.

Good practice examples

The strategies considered by the Faculty to be leading examples of good practice in this area are:

- Transition - The Land on Your Feet Program
- Study Group facilitators.

English language support

Language competency is assessed in the selection process for both undergraduate and postgraduate students. Students are encouraged to undertake the DELA testing and follow up programs. Students are monitored on an assignment-by-assignment basis with major reviews at the end of each semester. On enrolment, students are also advised about the services available to them and encouraged to use the University facilities, including the Language and Learning Skills Unit.

The Faculty is satisfied with the Diagnostic English Language Assessment (DELA)

Follow up English language support is difficult for students to access because of timetabling constraints and the academic demands of their course.

Target met

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction.
[TLMP action 1.6]

O' week activities were provided for all students in the Faculty. There was an introductory meeting in the System Gardens and a "getting to know you" session. The Dean, course coordinators and later year students were introduced to the new students and refreshments were later served. An explanation about the Faculty and the 'Land on Your Feet' program and staff from University service areas, eg. Student Union, Counselling and student welfare.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for students to consult individually with teaching staff.
[TLMP action 9.1]

Good practice

The Faculty has organised study groups of less than 15 students after orientation and the transition program "Land on Your Feet" to provide students with opportunities to consult with teaching staff.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students.
[TLMP action 9.2]

Good practice

The majority of the subjects taught by the Faculty have some form of in-term assessment. The results of the first part of the assessment are provided to students to assist in identifying problem areas eg. language difficulties. The early feedback allows the identification of learning difficulties and is acted upon by the subject lecturer and the course coordinator.

Target met

Action: Ensure that there is an explicit statement for each faculty/course about students' responsibilities to contribute to their own learning.
[TLMP action 9.3]

Revised wording will be available in the new editions of the Undergraduate and Postgraduate Handbooks. For example, 'Inherent within each course is the need for the student to apply self-learning principles, to 'learn how to learn' and to apply problem-solving skills to the challenge of an ever-changing and developing workplace and environment.'

Target met

SECTION B: Equity Plan Objectives

- 1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.**

Good practice

The Faculty undertook numerous visits to rural and isolated schools and under-represented schools in order to improve the diversity of the student cohort. LFR had the largest percentage increase of any UOM faculty in offering places to students through the *Access Melbourne* Program, compared to Targeted Access Program. The success in school visits cannot be measured immediately. The *Access* program requires a certain level of communication/education of secondary school teaching staff and

students. The number of students from this cohort listing the UOM in their preferences should increase even further in the coming years. More visits are planned and the introduction of Associate Degrees will be introduced in 2007.

Good practice

Strategies to support students with lower ENTER scores have been implemented, including careful monitoring of academic progress.

The introduction of two-year Associate Degrees in Agriculture, Environmental Horticulture, Forestry Management and Wood Products Management in 2007 offers an improved route compared with the previous Advanced Diplomas from TAFE into higher education. That is, entry is possible either directly into the Associate Degree or via a TAFE award and potential articulation to a Bachelor Degree.

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

Academic counselling by subject and course coordinators, Faculty transition programs and study groups and the use of university facilities for support are available for disadvantaged students, to assist with their progression through their course. The Faculty believes that the support available (central and Faculty) meets the needs of students from equity backgrounds.

In a small Faculty, the opportunity for students and staff to interact closely and identify and address any issues is very good.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

The Faculty does not have specific strategies for profiling students from equity groups compared with other student groups.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

Having a contact person within the Faculty and the student experience portfolio discussed regularly at the Faculty Teaching and Learning Committee are strategies used to ensure that all staff are made aware of the University's commitment to equity and diversity. Workshops are conducted for Teaching and Learning committee members and course coordinators.

Good practice

Relevant policies are embedded into Faculty planning as part of the Faculty Strategic and Operational Planning processes.

FACULTY OF LAW

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Support faculty-level efforts to promote inclusivity in curricula, teaching, learning and assessment. [TLMP action1.1]

Graduate/JD

All graduate subjects are reviewed on an annual basis as part of the general course and subject review. Within this review consideration is also given to the cultural diversity of the student body in particular as it relates to curriculum, assessment and the timing of assessment. Both programs have a strong focus on international and comparative law both in terms of curricula and the diverse cultural and legal backgrounds of the student body.

Undergraduate

Good practice

The Faculty undertook a major review of the LLB curriculum in 2005 for implementation in 2006. The curriculum review covered the designation and broad content of subjects, the order in which subjects would be delivered and the principles that underpin the optional program. The review encompassed other matters as well, including the development of skills and other cross-cutting influences in some subjects (including indigenous issues, comparative approaches and intercultural perspectives), extracurricular features that might enhance the quality of the educational experience for LLB students, and the institutional arrangements necessary to retain a balanced, integrated and forward-looking curriculum for the future. A particular focus of the LLB curriculum review was the University's Graduate Attributes, including the need to develop in graduates an international awareness and openness to the world, based on understanding and appreciation of social and cultural diversity and respect for human rights and dignity.

Target met

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students.
[TLMP action 1.2]

The following strategies are undertaken to assist staff to learn about the demographics of the international student cohort:

Graduate/JD - Subject lecturers in both programs are provided at the commencement of the semester with a profile summary of their class that includes country of origin. Given the small class size (max 25) this is a reasonably simple exercise.

Undergraduate - The Faculty is currently exploring ways of providing similar information to subject lecturers as is provided for graduate subjects. The Faculty conducts a transition survey every two years for the LLB program that includes questions relating to cultural backgrounds.

Good practice

The strategies listed below are designed to ensure that staff members understand the cultural backgrounds of international students.

- Faculty Teaching & Learning website is maintained by the Faculty's Director of Teaching, with content that includes information specifically relevant to inclusivity and cultural diversity issues: <http://www.law.unimelb.edu.au/staff/teaching/index.html>
- Induction program for new academic staff includes topics such as Teaching and Cultural Diversity; Approaches to Teaching in the Faculty; Support Services for Students with Language and Learning Issues
- Teaching seminars throughout the year for academic staff include topics on cultural diversity.
- Director, Postgraduate Language Support conducts intercultural seminars for administrative staff in the Graduate Administration Office and works with lecturers in the subject Fundamentals of the Common Law (compulsory subject for all international students) to provide an intercultural perspective.
- Administrative staff are encouraged to attend professional development programs dealing with cultural diversity offered by the University.

In order to deal with the issue of segregation between international and non-international students and reduce the distinction made between international students and others the Faculty has adopted the following strategies:

- In subjects that include syndicate and small group work, lecturers endeavour to ensure that the groups are diverse in terms of cultural backgrounds, gender etc
- International students are actively encouraged to attend social events conducted by the various postgraduate and undergraduate student societies in the Faculty
- The International Law Students Society, with membership open to all law undergraduate students, organises a Buddy-Mentor Scheme that matches later year students with first year students to help guide them through the cultural and educational transition.
- Orientation – focus upon conducting inclusive social events.

To determine the language competency and proficiency of its international students these strategies are used:

Director Postgraduate Language Support

Good practice

International graduate students are encouraged to undertake DELA testing and to meet with the Director, Postgraduate Language Support. This is compulsory in the JD program. Weekly seminars are conducted during the first half of the semester and individual appointments may be made to discuss language and learning issues. Students are also advised as to the availability of University services.

Undergraduate

Good practice

It is compulsory for all international LLB students to undertake DELA testing. Support is provided by a designated Language and Learning Skills Adviser from the Language and Learning Skills Unit (LLSU) including individual appointments and seminars. All first year students in 2005 were also required to undertake a short written exercise in class within the subjects HPL 1 & TPL 1 during the first week of semester. This Faculty initiative was designed to identify students with language difficulties. Over 40 students were identified, with students receiving a letter from the Associate Dean (Undergraduate) referring them on to the LLSU program.

To communicate the provision and availability of UOM wide student services for language support and learning skills training to its international students the Faculty provides:

All Programs

- Orientation packs
- Orientation sessions
- Program websites
- Student noticeboards
- Subject lecturers – first class in the semester and highlighted throughout the year for first year students.

In addition to the above-mentioned communication, commencing students are informed of the expected learning practices at UOM (eg UOM policy on plagiarism, approaches to assessment, group and individual work and the student /supervisor relationship) by the provision of a copy of the relevant Program Course Rules, including detailed information on University and Faculty policy and procedures. The Faculty also undertook a major review of its program websites during 2005 with a view to making this information more explicit, transparent and accessible.

Good practice

All programs in the Faculty have a strong international/comparative law focus. To build on its international student cohort as an educational resource, in appropriate subjects, international students are encouraged to research and write about their home countries for assessment purposes. In some circumstances Graduate Program/JD students are also able to draw upon previous legal studies, for example, students with law qualifications from civil law jurisdictions. In general, the diverse cultural backgrounds of the student body in all programs, is a significant resource in class discussions.

Other examples of good practice

Of the relevant initiatives undertaken, the strategies which the Faculty considered as leading examples of 'good practice' in this area include:

- Tailored LLSU language and learning support for LLB students, in particular, written exercises undertaken by students during the first week of semester as previously outlined
- LLB curriculum review
- LLB & JD Guest Lecture series including speakers discussing topics of relevance to equity, diversity and access issues
- Recent seminar on creating a pro bono culture with the Law School
- The Faculty appoints Equal Opportunity Liaison Officers (academic staff members) for students from Indigenous; International and Non-English speaking; Queer (Lesbian, Gay, Bisexual, Transgender and Intersex); Mature Age; and Disabilities backgrounds. Details are available at <http://www.law.unimelb.edu.au/welcome/support/liaison.html#disabilities>
- Raising awareness of the student body as to the availability of Equal Opportunity Liaison Officers to discuss issues, including attendance at Orientation events, Student Society functions, first^t year lectures etc
- Close relationship between the Indigenous Students' Liaison Officer and the CIE in providing support for Indigenous students including preparation of a regular newsletter for Indigenous law students, graduates, staff at CIE, key Law School Faculty etc
- Co-presentation by Indigenous Students' Liaison Officer and Indigenous graduate (partly funded by the Law School) at a conference on Indigenous Issues in Education at the Australian Catholic University.

English language support

The Faculty considers the current practices in relation to the Diagnostic English Language Assessment (DELA) to be satisfactory, while the follow-up English language support provided by the tailored LLSU program to be very good.

Target met

Action: Promote greater access and learning opportunities for students with disabilities. [TLMP action 1.4]

As previously mentioned, the Law School appoints Equal Opportunity Liaison Officers (academic) for students from a range of backgrounds including those with disabilities. The Faculty liaises closely with, and follows the advice of, the Disability Liaison Unit. Of particular importance are the special exam arrangements and the provision of subject materials in accessible formats for those with print disabilities.

The Manager, DLU, conducted a seminar for Law School staff addressing issues associated with students with mental health issues.

The Law School Building was designed with a number of features to assist people with disabilities, including wheelchair access for computer laboratories and lecture theatres, audio loop and infrared transmitter facilities, special needs room in the Legal Resource Centre etc. The Faculty's Equal Opportunity Committee has established a working group to respond to the University's Disability Action Plan.

Target met

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction. [TLMP action 1.6]

Comprehensive orientation activities are conducted for all programs, including specific orientation for international students. Orientation activities include both academic and social activities. Sample programs can be provided if required.

Graduate/JD

In addition to orientation, the Postgraduate Law Students Association (PLSA) conducts a Welcome Dinner each semester and various functions throughout the year. International students are actively encouraged to attend. The Faculty encourages international graduate students to take maximum advantage of their time here. Opportunities include the following:

- A program of tours and briefings to introduce graduate students to Australian legal institutions
- Networking opportunities for graduate students with established careers in their home country
- Active involvement in the [Postgraduate Law Students Association](#).

Student societies are also very active in providing opportunities for students to interact.

Undergraduate

In addition to orientation activities the Faculty offers the following to support students from a diverse range of backgrounds to make the transition to University including:

- LLSU/Faculty initiative – separate program for LLB students developed in AIRport (web-based transition initiative). The program explains to students, in an interactive manner, what first year teachers' expectations are, and how to approach learning in a seminar format.
- LLSU program - refer to TLMP 1.8 for details.

Student societies are also very active in providing opportunities for students to interact.

Target met

Action: Monitor the introduction of Access Melbourne and develop strategies to ensure that the program is admitting as many disadvantaged students as possible.
[TLMP action 1.8]

Good practice

The Faculty exceeded its targets for Access Melbourne in 2005. Faculty Equal Opportunity Liaison Officers, some of whom have responsibilities connected to Access Melbourne categories, are available for consultation with students.

Support for all undergraduate students, including Access Melbourne students, is provided by a designated Language and Learning Skills Adviser from the Language and Learning Skills Unit (LLSU) including individual appointments and a comprehensive range of seminars conducted each semester. 2005 program are listed under Goal 2 of part B.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for students to consult individually with teaching staff.
[TLMP action 9.1]

Good practice

Faculty

All subject lecturers are expected to be available on a regular basis to meet with individual students. The Associate Dean (Undergraduate), Associate Dean (Graduate), and the JD Course Directors are also freely available to meet with students.

Graduate/JD - Students are encouraged to have regular contact with their lecturers through appointments, and email and telephone communication. All subjects offered in these programs have a

maximum class size of 25 students. In some subjects students also break into syndicate groups to facilitate small group learning.

Undergraduate - Students are encouraged to have regular contact with their lecturers through appointments, and email and telephone communication. The Faculty introduced the following initiatives in Semester 2, 2005, to seek student views, raise awareness of Law School objectives, resources and initiatives, and to connect students more strongly with the Law School during their studies:

- Face-to-face interviews conducted by academic staff with final year law students.
- Monthly Student Forums conducted by the Associate Dean (Undergraduate) for all law students.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students.

[TLMP action 9.2]

Good practice

Graduate – The majority of subjects in the Graduate Program are offered on an intensive basis and therefore do not provide the opportunity for graded in-term assessment. However, informal feedback through classroom discussion and the post-intensive study period is provided.

JD - Majority of subjects offered in the JD utilise formal progressive assessment and detailed feedback, as well as informal feedback noted above.

Undergraduate - A majority of compulsory subjects offered in the LLB utilise formal progressive assessment and detailed feedback. The Faculty is committed to increasing the level of feedback provided to undergraduate students, particularly during their first year of study. Many subject reading guides now include detailed discussion of what constitutes feedback and the many ways it can be provided both formally and informally. Additional strategies to improve the quantity and quality of feedback were developed and implemented during 2004/2005. The Faculty's Undergraduate Studies Committee is currently monitoring the effectiveness of these strategies.

Target met

SECTION B: Equity Plan Objectives

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

The Faculty has increased the number of schools visits in 2004/05 with a particular focus on visiting under-represented schools. The Faculty also conducts MasterClasses where the *Access Melbourne* program is mentioned. An interesting initiative in 2005 was a visit of 15-20 Indigenous female students from rural Australia to a first year class at the Law School.

The Faculty has also worked co-operatively with the Centre for Indigenous Studies to encourage and support Indigenous students in applying for entry to the Law School, and to proactively seek an increase in the number of enrolled Indigenous students. Two current law students attended Croc Fest to reach the Indigenous community and potential students. This initiative was supported by the Undergraduate Studies Office.

Good practice

The *Access Melbourne* target for 2005 was exceeded, and the LLB cohort is currently drawn from approximately 100 different high schools including key feeder schools and under-represented schools. The Faculty will continue to focus upon schools visits to key feeder schools and under-represented schools in 2006. Consideration is also being given to conducting a specific MasterClass program for students from *Access* backgrounds.

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

It is difficult to ascertain whether the support available (central and Faculty) meets the needs of students from equity backgrounds.

Support for all undergraduate students, including *Access Melbourne* students, is provided by a designated Language and Learning Skills Adviser from the Language and Learning Skills Unit (LLSU) including individual appointments and a comprehensive range of seminars conducted each semester.

Semester 1, 2005

Law Study Skills Seminars

Students were invited to 5 weeks of skills-based seminars:

- Building your academic vocabulary
- Effective reading strategies for law
- Listening and note-taking
- Incorporating and acknowledging sources in your writing
- Writing clearly and logically.

Good practice

Writing Essentials for Law

This series of writing workshops was taught in small groups, over a 4 week period. The workshops were directed towards assisting students who had demonstrated expression or written communication difficulties. The workshops commenced in Week 3 and gave students a chance to practise and correct their writing.

Individual Tutorial Service

This was provided by the LLSU. Students with special difficulties were directed to this service early in Semester 1.

In-Class Skills Teaching

The LLSU conducted a seminar on essay writing and ran exam revision classes in all HPL 1 classes during Semester 1.

Semester 2, 2005

For Semester 2, 2005, students were invited to attend a series of four lunchtime study skills workshops and four writing 'clinics'. Both series featured a more individualised or tailored approach with greater opportunity for interaction with the workshop leader and with each other. Both workshops and writing clinics were offered at lunchtimes to fit with most students' timetables.

'Planning for Success in Semester 2': a series of 4 lunchtime workshops

The 'Planning for Success in Semester 2' workshops focused on those generic study skills that students typically need in order to improve performance: note-taking skills, time and workload management, strategies for reading different kinds of texts, and the organisation and structure of ideas for writing in Law. A form of diagnostic test preceded the delivery of the program to guide the content of the sessions.

Good practice

Writing Clinics: 4 lunchtime clinics

The writing clinics were computer lab-based and offered students the opportunity to practise written grammar and cohesion using many of the generic online resources available, supplemented with purpose-written exercises based on a variety of legal texts.

In addition to Faculty initiatives the Law Students Society is also very active in this area:

- Bursary scheme to provide text books for disadvantaged students
- Elected Equal Opportunity Officers
- Representation on key Faculty committees
- Social Justice Portfolio Officers – this initiative stems from a weekend retreat run by the LSS Law Students for a Just Community. This retreat was supported by Law School academics and attended by over 150 students and included a number of prominent speakers eg. Malcolm Fraser and Liz Jackson.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

The Faculty has no specific mechanism for monitoring the 'Melbourne Experience'.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

The Faculty of Law gives high priority to the principles and practice of equity, access and diversity through the Equal Opportunity Committee. This Committee provides a forum for staff and students for the discussion of equity, access and diversity issues. The Committee's annual Equal Opportunity and Cultural Diversity Action Plan is also distributed to all members of Faculty.

The Faculty Teaching and Learning website: <http://www.law.unimelb.edu.au/staff/teaching/index.html> includes links to University policy, procedures and resources.

Teaching and learning seminars conducted by the Law School are oriented to the University's *Nine Principles of Effective Teaching and Learning* as are academic promotion and confirmation processes.

The Faculty's International Committee provides a forum for staff and students to discuss issues related to international staff and students, and is responsible for initiating and coordinating the development of strategies for dealing with international issues.

Good practice

The relevant policies are embedded into Faculty planning through consultation and inclusion in the Faculty's Operational Plan, and in an annual report from Equal Opportunity Committee and International Committee to Faculty.

FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Support faculty-level efforts to promote inclusivity in curricula, teaching, learning and assessment. [TLMP action1.1]

The curriculum – particularly at an undergraduate level and in Medicine - has been licensed overseas and has been carefully examined for cultural awareness.

Target met

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students. [TLMP action 1.2]

There is a detailed knowledge of the demographics of the international cohort – especially at the undergraduate level, through very detailed selection processes. This knowledge is then available for tailored support through the ISSP – International Student Support Unit. ISSP provides tailored support to students and, as required, to staff. The ISSP unit specialises in this area and is able to recognise and deal with stereotypes and assumptions that may develop regarding the international student cohort.

Good practice

There is a very close integration of the international students in the Faculty – and the concentration on PBL (Problem Based Learning) and small group teaching assists with reducing any distinction between international students and local students.

The Faculty undertakes compulsory English testing in order to determine the language competency and proficiency of international students. The dedicated ISSP unit provides support as required.

All school staff, PBL tutors and ISSP inform international students of the availability and provision of UOM wide student services for language support and learning skills training.

Good practice

The close contact PBL tutors and academic staff have with students enables them to communicate the expected learning practices at UOM. Note that the PBL tutors have specific training in this area.

The PBL tutor training plays an important part in ensuring the Faculty provides inclusive teaching and learning approaches and strategies that facilitate the learning of international students.

The small group environment encourages the Faculty to build on its international student cohort as an educational resource.

Other examples of good practice

The Faculty considers the specific FIU and ISSP units which ensure tailored support are the best examples.

English language support

The Faculty considers current practices in relation to the Diagnostic English Language Assessment (DELA) are very good but considers that it needs to add to this with FIU/ISSP. The Faculty is very satisfied with the follow up English language support.

Target met

Action: Promote greater access and learning opportunities for students with disabilities. [TLMP action 1.4]

Wherever possible the Faculty tries to accommodate students with disabilities – eg recently a student with a hearing impairment was admitted into Medicine – aids such as stethoscopes with amplification could be used to assist.

Ongoing

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction. [TLMP action 1.6]

Each School has a targeted orientation to get students used to the PBL environment and to the discipline specific cohort – eg Orientation camps in Physiotherapy.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for students to consult individually with teaching staff.
[TLMP action 9.1]

The predominance of teaching in the Faculty is small group – at both undergraduate and postgraduate levels but particularly with PBL teaching at undergraduate levels.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students.
[TLMP] action 9.2]

There is constant feedback from PBLs and clinical staff during the clinical placements.

Target met

Action: Ensure that there is an explicit statement for each faculty/course about students' responsibilities to contribute to their own learning.
[TLMP action 9.3]

No Faculty response.

? Target not met

SECTION B: Equity Plan Objectives

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

There was a coordinated Faculty wide-approach to encourage all schools to learn about *Access Melbourne* – mostly by featuring this at all Schools Liaison talks and visits.

This strategy was considered to be effective. The Faculty will use the same strategy in 2006 – dependent on the number of applications in 2006 - and review the strategy at the end of 2006.

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

The Faculty believes the small group teaching and close pastoral support is a very important part of the support available for disadvantaged students, to assist with their progression through their course. There is also an Indigenous Liaison Officer to help Indigenous students specifically.

In most instances the support available (both central and Faculty) meets the needs of students from equity backgrounds.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

The Faculty does not have a mechanism for monitoring the 'Melbourne Experience' for students from equity groups.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

The Faculty considers that it could do much more in this area. A stronger commitment in the Operational Plans at Faculty and School level would help with this.

Area for improvement

FACULTY OF MUSIC

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Support faculty-level efforts to promote inclusivity in curricula, teaching, learning and assessment. [TLMP action1.1]

The largest proportion of subjects taught in the Faculty of Music assess the sequential development of specific skills related to the acquisition of professional levels of expertise in the performance, analysis and understanding of the structures of a specifically western body of knowledge, namely, the western classical music tradition. These comments relate to all the performance and practical subjects, music theory subjects, composition, conducting, orchestration and analysis subjects, ensemble subjects, music therapy subjects, and aural skills subjects.

In this context diversity in the curriculum is represented by chronological depth within the classical western tradition and some geographical breadth with the spread of western classical music conventions beyond the borders of Western Europe. Assessment in these subjects is dictated by the conventions for assessment in any conservatorium-style training of musicians anywhere in the world: it is not negotiable in terms of professional readiness for a career related to western art music. Nor would the international cohort expect otherwise. This is why the students have come to the University of Melbourne.

However, some of the elective subjects concerned with the more academic and reflective study of music contain significant content related to the diverse musical epistemologies of the world. These subjects are:

- 740 105 Music and Ideas (compulsory first year subject)
- 740 300 In the Groove
- 740 466 Music and the Shaman
- 740 341 Music Cultures of Asia
- 740 388 Music in Multicultural Australia
- 740 439 Rainforest Societies and their Music
- 740 360 Musical Theatre in Asia
- 740 440 Sounding Off> Music, Subjugation, Subversion
- 740 302 The Music of Java and Bali
- 740 432 The Ethnography of Music

In the eight ensemble subjects, all students may elect to learn Indonesian orchestra (*gamelan*), which is taught and assessed in typical Javanese pedagogical style.

These subjects have generated a postgraduate cohort in ethnomusicology the members of which tutor in the compulsory first year subject, adding their own expertise and experience in musically diverse topics.

Each of the subjects listed above involves an individual research project. Students from, for example, Israel, Iran, Denmark, Tonga, Canada, Mexico, Lebanon, Korea, China, Indonesia, Japan, the Philippines and Singapore have discovered more about their own traditional and/or indigenous musical heritage as a result of this assessment task.

Target met

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students.
[TLMP action 1.2]

Every international student has been selected by undertaking an individual face-to face audition, usually in their home country. On enrolment every student has an individual induction interview with the Dean. Thus the demographic of each international student is well known.

No professional development has been provided for staff on the education style, history, language and culture of international students.

Area of concern

Faculty members understand from over ten years of experience that international students cannot be stereotyped as a cohort. Results and academic performance amongst this cohort range from the very top achievers to the lowest achievers – just as in the domestic cohort.

The pedagogic style of many of our subjects – for example, the 40+ ensembles – automatically prevents segregation of one group from another on the grounds of ethnicity, gender or language. The Faculty anticipates that the introduction of Alloc8 timetabling system will assist with the “social engineering” of the composition of tutorial groups.

The language competency and proficiency of international students are assessed using IELTS results in the first instance, interview in the second.

All international students are directed to the DELA. In first year, all students - both international and domestic – who are identified by lecturers and tutors as underachieving in academic subjects are instructed to enrol in second semester in 740 285 Essay Writing for Music Students.

All lecturers and tutors as well as Degree Programs managers distribute information regarding the availability of UOM wide student services for language support and learning skills training to students. This information is also on the Faculty website. The Dean conducts student-at-risk interviews in each semester and also directs students to these services as necessary, as do the Faculty Unsatisfactory Progress interviews.

Good practice

Guidelines which communicate the expected learning practices at UOM, including issues such as the UOM policy on plagiarism, approaches to assessment, group and individual work and the student /supervisor relationship issues, are provided in print form in the Undergraduate Course and Subject Guide and are reiterated in individual subject guides, in print and on the website.

Good practice

In the subjects listed in TLMP1.1 above, international students are encouraged to become a learning resource through accounts and examples of their own experiences. Many have contributed valuable

physical resources such as audio and video recordings from their home countries; by doing research for domestic students when they return home for holidays; by demonstrating traditional musical skills from their home countries.

Target met

The Faculty has found the current practices in relation to the Diagnostic English Language Assessment to be excellent. Follow-up English Language support is also thought to be excellent but the take up rate by Music students is very low. Staff members are working towards an improvement in individual student counselling.

Action: Promote greater access and learning opportunities for students with disabilities. [TLMP action 1.4]

The Faculty has an excellent record in this area, liaising closely with the DLU and complying with requests in so far as they do not compromise academic standards. Recent meetings between the Dean and the DLU have clarified some assessment procedures essential in music.

There is little that can be done about the absence of access other than by stairs to the first floor of the Conservatorium Building: lifts cannot be installed because of the heritage constraints.

Ongoing

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for students to consult individually with teaching staff. [TLMP action 9.1]

All staff have at least one hour of student consultation, advertised on their office doors. Small group teaching occurs in eight compulsory first and second year subjects; in one-to-one practical lessons each week for four years for all students; in masterclasses, in ensemble rehearsals.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students [TLMP 9.2]

All music subjects have at least one mid-semester opportunity for assessment feedback; others have weekly feedback – for example, ensemble and practical music subjects. Feedback may take the form of:

- Written comments on written work
- Written comments on performance
- Verbal comments on performance
- Individual consultations with tutors
- Individual consultations with lecturers.

Target met

Action: Ensure that there is an explicit statement for each faculty/course about students' responsibilities to contribute to their own learning. [TLMP 9.3]

Good Practice

Music led the way in this action. Time commitment statements are published in the Course and Subject Guide; reiterated in individual subject guides; and further iterated in verbal introductions to subjects.

Target met

SECTION B: Equity Plan Objectives

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

The Faculty of Music did not undertake specific strategies to target under-represented schools and to encourage students from the equity groups to apply through *Access Melbourne* program because it is limited by the audition requirement. However, schools visits by ensembles to Bendigo, Geelong and outer suburban schools have taken place when suitable arrangements could be made. A number of schools have also attended Concert Class, which is a weekly class in which students perform in front of their peers. While some schools are represented more strongly in selection to Music, country schools have figured among them.

The Faculty did not have plans for different strategies for 2006.

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

With regard to support available for disadvantaged students to assist with their progression through their course, the Faculty has a Mentoring program in place in which students are assigned a peer-mentor. In addition, one-to-one lessons are a common feature of Practical Study.

The most common problem experienced by students arises perhaps not specifically from issues of equity, but it is a component of it. For example, loneliness, isolation and the inability to meet new people are often problems for those who come from under-represented schools. In Music, this is largely overcome by the several communal activities such as Ensembles and Concerts in which students participate.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

The Faculty does not have any specific mechanism for monitoring the 'Melbourne Experience' for students from equity groups

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

Strategies used in the Faculty to ensure that all staff are made aware of the University's commitment to equity and diversity include reinforcing this concept at Staff Meetings and at the several gatherings of students which comprise a strong representation of international students. The Faculty Orchestra is a good example.

The Selection Committee takes seriously the aim of meeting the Faculty's Access targets. The Faculty also provides scholarships for students of talent regardless of background, and awards two Access Scholarships to students of high academic potential.

SCHOOL OF GRADUATE STUDIES

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students.

[TLMP action 1.2]

Good practice

Data collected by the international office on application assists SGS to learn about the demographics of the international student cohort.

SGS conducts supervisors' workshops *Cross-Cultural Issues in Supervision* to help supervisors understand the influence of culture in the student-supervisor relationship. Participants learn the skills and knowledge required to successfully resolve conflict and handle mismatched expectations. New supervisors undertake compulsory training that covers a range of issues including culture designed to help supervisors understand the influence of culture in the student-supervisor relationship. *Eleven Practices of Effective Supervision* also highlights the importance of assessing and meeting the particular learning needs of international students.

General staff are encouraged to attend professional development sessions on cross-cultural communication.

Segregation between international and non-international students is not a significant issue with PhD students as there is cultural integration between individual students and supervisors. Social and academic communities develop around research projects and interests rather than cultural groups.

The eligibility requirements for PhD entry include minimum IELTS levels but some students may also be required to undertake the Diagnostic English Language Assessment (DELA) as a condition of entry. All international PhD candidates are advised of the DELA and encouraged to use this as a tool to assist their learning.

SGS runs a series of seminars and workshops for international and ESL postgraduate students (Academic Orientation Program for International Postgraduate Students – AOPIPS) throughout year, including a writing skills program that is run in conjunction with LLSU.

SGS also makes referrals to University-wide services.

SGS and University programs to assist international students are promoted during International Postgraduate Orientation week. These are also promoted through a mailout of the *SGS Upskills Programs* to all postgraduate students, the Gradflash weekly email bulletin and in communications for postgraduate coordinators and supervisors.

International Postgraduate Orientation week program includes explanations of the expected learning practices at UOM (eg UOM policy on plagiarism, approaches to assessment, group and individual work and the student /supervisor relationship), as does the online learning program, *Postgraduate Essentials* which all students are encouraged to undertake in their first year of candidature.

In order to provide inclusive teaching and learning approaches and strategies that facilitate the learning of international students, SGS conducts supervisors' workshops *Cross-Cultural Issues in Supervision*.

SGS International students are asked to contribute to and present at orientation and induction workshops and supervisor training seminars thus building on the international student cohort as an educational resource.

English language support

SGS is satisfied with current practices in relation to the Diagnostic English Language Assessment (DELA) and the follow-up English language support offered.

Target met

FACULTY OF SCIENCE

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Support faculty-level efforts to promote inclusivity in curricula, teaching, learning and assessment. [TLMP action1.1]

Content in the Faculty of Science is chosen to develop students' capacities to understand and work at the cutting edge of scientific research. To this end Departments source subject content and resources from around the world in an effort to bring the latest discoveries and developments to students, irrespective of the cultural, national or ethnic origins of the research. Teaching staff are aware of teaching approaches being used in their disciplines nationally and internationally and this knowledge informs the review of approaches taken in their programs.

Having said that, the Faculty recognises that science is not culturally neutral, and that there are different ways of thinking and knowing that have contributed and continue to contribute to the development of modern scientific ideas. The historical development of scientific understanding is included in the teaching programs for each discipline.

Good practice

In addition, the curriculum must cater to the diverse needs and backgrounds of the students. To this end, continuous review of the curriculum is undertaken by Departments, coordinated by the Faculty's Academic Programs Committee (APC). For example, in 2005, APC in partnership with relevant teaching staff in the Faculties of Science and Medicine, Dentistry and Health Sciences conducted a thorough review of the entire program in the Bachelor of Biomedical Science. One of the key issues addressed in the review was ensuring that the curricula, teaching styles and assessment cater for the diverse needs of the current cohort of students enrolled in that degree.

Good practice

Where problems or deficits are identified, the Faculty endeavours to address these through curriculum or programmatic responses. The Bachelor of Biomedical Science review has led to changes in the integration of key disciplines in the course as well as pointing to the need for further development of strategies to address the needs of students from non-English speaking background.

Target met

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students.
[TLMP action 1.2]

In order to learn about the demographics of the international student cohort all students are surveyed on enrolment for information including NESB and other personal and social information. This information is used to provide targeted advice to students about the relevant student support services that are available to them.

The Faculty briefs teaching staff (particularly those who teach first year students) about the composition of the student cohort, including statistics on numbers and origin of international students and other students from equity groups. This includes information about possible factors that may impact on a student's capacity to study, no matter what their background, such as NESB, disrupted schooling and lack of access to the education and facilities that many of our students take for granted.

Good practice

In the past the Department of Information Systems has provided training to their sessional tutors that includes a component that addresses issues relating to the diversity of the student body. The Faculty plans to adopt this model and add this component to the existing tutor training programs for tutors in all Departments in 2006.

In order to recognise and deal with stereotypes and assumptions that may have developed about the international student cohort, there is regular informal liaison between the Manager, Student Access, Equity and Diversity and teaching staff on student matters in general terms, as well as on a case-by-case basis. The Faculty's tutor training programs and briefing to teaching staff present a statistical and qualitative description of the student body. Further, academic staff members are encouraged to expect and work constructively with the diversity of the student cohort.

To deal with the issue of segregation between international and non-international students the Faculty organises inclusive activities in orientation and transition (e.g. transition study groups that run throughout first semester for first year students), designed to bring students together. The Faculty encourages students whose first language is not English to access what language supports are available to them.

Good practice

The Faculty also supports a group of students known as the International Science Students Advisory group that encourages and receives participation from both local and international students on many aspects of student life. One of the successful initiatives of this group has been the development of 'Discover Honours', a program designed to inform students about the Faculty's honours programs and encourage them to consider Honours as a possibility once they have finished their undergraduate Science or Information Systems degree.

In addition the Faculty promotes other inclusive activities to its students wherever possible. Such activities include those offered by the student union, clubs and societies.

To develop inclusive curriculum that considers the experience of the culturally diverse student cohort - including international students, content in the Faculty of Science is chosen to develop students' capacities to understand and work at the cutting edge of scientific research. Where problems or deficits are identified the Faculty endeavours to address these through curriculum or programmatic responses. The Bachelor of Biomedical Science review has led to changes in the integration of key disciplines in the course as well as pointing to the need for further development of strategies to address the needs of students from non-English speaking background.

To determine the language competency and proficiency of its international students the Faculty uses the following strategies:

- The Faculty promotes the Diagnostic English Language Assessment (DELA) to all newly enrolling international students by including information in their welcome packs. Further, particular international and local students are identified on the basis of their Trinity or VCE English results and asked to take the DELA and follow the recommendations arising from the assessment

- To encourage the uptake of ESL subjects for credit in this cohort of students, first year teachers in Science have collaborated with staff from the Department of Linguistics and Applied Linguistics to develop a subject (Science Communication – ESL) that uses Science content to teach relevant academic language skills. This will be offered for the first time in semester 1, 2006

Good practice

- On behalf of the Faculty, the LLSU also runs Science Study Skills Seminars throughout each semester focussed on a variety of language and learning skills. These seminars are promoted generally through the Faculty website and newsletter as well as specifically as part of the Unsatisfactory Progress process
- Some subjects in the Department of Information Systems also participate in the Written Assignment Scheme to assist NESB students to develop their written English skills.

Communication

To communicate the provision and availability of UOM wide student services for language support and learning skills training to its international students from enrolment onwards students are provided with both generic and targeted information about student services through the following initiatives:

- Course introductory lectures offered on Welcome Day
- Orientation activities including Study Skills Session and student panel
- Transition activities including Science 101, Biomed. 101 and IS 101
- First year resource kit provided to all first-year students
- Information provided with students' results to those students to sit the DELA
- Response to language issues raised through the First Year Enrolment Questionnaire
- Faculty of Science Student Newsletter prepared in the Faculty and sent to students monthly during each semester
- Unsatisfactory progress interviews and hearings.

To communicate the expected learning practices at UOM from orientation onwards, students are provided with information about academic expectations through the following initiatives:

- Transition activities including Science 101, Biomed 101 and IS 101
- Study groups facilitated by postgraduate students
- First year learning centres in most Departments
- Faculty of Science Student Newsletter prepared in the Faculty and sent to students monthly during each semester
- Postgraduate Student induction conducted in each Department.

Further, policies relating to plagiarism, assessment and the student/supervisor relationship are communicated through Heads of Department to ensure Departments' teaching practices and communication with students effectively communicate these expectations. Dissemination is also achieved through the Faculty's committee structure and training that is provided to teachers by the Centre for the Study of Higher Education and School of Graduate Studies.

The Faculty ensures it provides inclusive teaching and learning approaches and strategies that facilitate the learning of international students by favouring a variety of approaches to teaching that are designed to suit the learning styles and abilities of all students. For example, all first year subjects include small group teaching that fosters student-student communication as well as student-teacher communication. In these small group teaching contexts, the opportunities for interaction between the students and their tutors and demonstrators enable teachers to identify and respond to the needs of individual students.

Such approaches are introduced and encouraged in the Faculty's tutor training sessions for incoming tutors in all departments.

Students are encouraged to work together, starting in the Transition Program where study groups link people from diverse backgrounds and this helps build on the international student cohort as an educational resource. The Faculty also recruits students to participate in the International Science Students' Advisory Group, which is open to students from both international and local backgrounds. This group has made several valuable contributions to the Faculty since its inception in 2001.

Examples of good practice

The relevant initiatives the Faculty sees as being leading examples of good practice in this area are:

- Transition program including all 101 programs
- Enrolment questionnaire
- International Science Students' Advisory Group
- IS tutor training (to be adopted by other Departments in 2006)
- Faculty of Science Newsletter for Students.

English Language Support

The DELA is administered well but, because it is not compulsory, less than half of the students targeted actually take it. It is thus less effective than it could be.

Concern

Follow up English language support seems to be beneficial for those students who access it but there are many students who do not perceive their need until they have failed and then it seems to be less effective.

Target met

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction. [TLMP action 1.6]

Orientation activities in the Faculty of Science are designed to bring staff and students together in a variety of activities that combine academic and social purposes and outcomes. Examples of such activities include participation in the Access Melbourne Welcome (*Get an Edge*), where students meet staff they will encounter again in their first year subjects and the Transition Program.

On Academic Day during Orientation Week the Faculty runs several sessions that are designed to introduce students to first year teachers and other students who will be enrolled in the same subjects. The discipline-specific sessions aim to prepare students for the expectations of week 1 of university and the different learning environments they can expect to encounter. These activities are supplemented by welcome lunches and BBQs to which both students and staff are invited.

Student Societies are invited to participate in orientation activities organised by the Faculty so as to meet and recruit students.

Good practice

The Faculty runs a Study Skills Session and a student panel, where new students are able to come and ask questions of later year students about their courses and university life. Following this session students are invited to attend lunch with first year staff.

Target met

Action: Monitor the introduction of *Access Melbourne* and develop strategies to ensure that the program is admitting as many disadvantaged students as possible. [TLMP action 1.8]

Good practice

The Faculty of Science met the 2005 target set by the University for selection through *Access Melbourne*. Moreover the Faculty remains committed to continuing to select those students from below the Clearly-In-Ranks and guaranteed scores who would not have been selected into our courses were it not for *Access Melbourne*.

The Faculty recognises that the barriers to access that make many students eligible for selection through *Access Melbourne* continue to impact upon these students' capacity for successful study once they have been offered a place in one of our courses. To that end the Manager, Student Access, Equity and Diversity coordinates a program for monitoring and supporting Access students which, in

2006, will include the provision of targeted advice about relevant support services, consideration of first-year students' results in mid-semester assessment, dissemination of information to departments about the diversity of our student cohort and some of the disadvantages experienced, and continued monitoring of results for *Access* students with a view to refining selection procedures.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for students to consult individually with teaching staff. [TLMP action 9.1]

Although first year subjects have very large enrolments, a significant proportion of the teaching is done with the students in small groups where staff and students have the opportunity to become familiar with one another and students' particular needs can be identified and addressed. Similarly, in later year subjects, a laboratory and fieldwork teaching happens in small groups with opportunity for significant interaction with teaching staff. In many disciplines a tutorial component continues through to third year.

First year Learning Centres are staffed by tutors and demonstrators and designed for students to gather to study or ask questions about the material outside of classes and lectures. The Bachelor of Science presents such a diverse range of options to students that academic staff in Departments are, of necessity, actively involved in course planning with later year students. Academic staff are regularly available for student consultation. In particular Departments with first year teaching responsibilities appoint Directors of First Year Studies who provide an additional resource of advice to students.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students [TLMP 9.2]

A high percentage of subjects taught in the Faculty of Science have multiple assessment tasks including interim assessment timed so as to give students meaningful feedback about their progress during the semester.

In 2005, the Faculty piloted a mid-semester Students at Risk program in semester 1. Students were identified on the basis of their results in mid-semester assessment in first year subjects and those judged to be at risk of failing were contacted by email and provided with tips and advice for improving their performance in that semester, as well as an invitation to meet with a Student Adviser.

Good practice

A working group of the Faculty's Academic Programs Committee is in the process of reviewing all aspects of the Faculty's assessment policy, including consideration of feedback and individual student needs.

Ongoing

Action: Ensure that there is an explicit statement for each faculty /course about students' responsibilities to contribute to their own learning. [TLMP action 9.3]

The Faculty of Science section of the Undergraduate Studies Handbook includes a specific statement of the Faculty's expectations of students' time commitment to study.

Each course description in the Undergraduate Studies Handbook includes a statement about the attributes of graduates of that particular course. Attributes include the ability to take responsibility for their own work, and each statement elaborates on what this means for the particular course.

Target met

SECTION B: Equity Plan Objectives

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

Good practice

The Faculty of Science selects first year students from approximately 75% of Victorian schools. To maintain this diversity in the student population the schools liaison area is staffed adequately to respond to requests from any school for a visit from Faculty of Science staff.

In 2005, the outreach program to year 10 students was also expanded by visiting an additional four schools that are under-represented in the tertiary sector.

The In2Science peer mentoring scheme focuses on under-represented schools in an effort to encourage students to be thinking about Science from the early years of secondary school.

These strategies were found to be successful. In 2006, the Faculty anticipates that the schools liaison program will respond to data collected by the Manager, Student Access, Equity and Diversity through the selection process by planning visits to appropriate schools. The In2Science peer mentoring program will continue to expand across under-represented schools.

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

Support is available for disadvantaged students to assist with their progression through their course. The Faculty employs a Manager, Student Access, Equity and Diversity who has responsibility for coordinating the Faculty's approach to disadvantaged students and others who are having difficulties with their studies for any number of reasons. The Manager, a social worker, fulfils this responsibility by working directly with students who are referred to her, and by consulting with other student advisers and providing information about the range of support services available to students.

In Semester 1, 2006 Student Advisers will conduct an individual transition interview with each first year student with an ENTER score under 82.00. This will include a significant portion of *Access* students. The interview will be designed to identify any difficulties or questions the students have and provide targeted advice. It is hoped that such an approach will decrease the numbers of students who are identified as being 'at risk' at the end of semester 1.

Students will be surveyed on enrolment and those students who do not participate in the transition interview will be contacted by email and provided with individual, targeted advice about services that may be relevant to their circumstances. This advice will be based on information provided in the surveys and/or *Access Melbourne* applications.

The Faculty and Departments each have a Disability Contact Officer. This group meets once per semester with staff from the Disability Liaison Unit to share information and ideas about the process of negotiating reasonable adjustments for students and generally supporting students with disabilities in the Faculty.

The Faculty has a number of Student Advisers who regularly participate in professional development activities that are part of the Mental Health Contact Officer Program.

The Manager, Student Access, Equity and Diversity maintains close links to staff in other support services across campus to facilitate good referrals and information exchange between services.

Good practice

The following represent new or expanded achievements in Access in 2005:

- The Faculty participated in a pilot *Access Melbourne Welcome (Get an Edge)* in 2005.
- The number of students who completed the enrolment questionnaire and received targeted, relevant advice about support services increased by approximately 80% in 2005.
- A new approach to supporting students with lower ENTER scores (many of whom will be *Access* students) will be employed in 2006. This will involve face-to-face meetings with student advisers who will provide relevant, targeted information about services and answer student queries in the first semester of their enrolment.
- The Faculty's Manager, Student Access, Equity and Diversity is involved with working groups concerning mature-age students, students with disabilities, and students with complex needs (often arising from mental health issues), as well as the Intercultural Working Party.
- The Faculty has developed a formal policy for responding to requests for special consideration and alternative examination arrangements on religious and cultural grounds.
- The Faculty of Science was the only faculty participating in a pilot program offering peer support to students facing the Unsatisfactory Progress Committee following the release of results for semester 2, 2005.

Feedback about the Faculty's endeavours received from students is unanimously positive.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

Commencing in late 2005, the Manager, Student Access, Equity and Diversity maintains a database with details of consultations with students including information about whether the student was selected through the Access scheme, what the current issues are, what information has been provided and what action was taken. The database is still under development but will eventually provide a snapshot of some of the more serious issues facing students.

Limited monitoring of results data is undertaken by the Manager, Student Access, Equity and Diversity to allow for comparisons of performance across cohorts. Analysis is reported to the Associate Dean, Academic Programs. Commencing in 2006, certain students will be selected on the basis of their ENTER score and asked to participate in a transition interview. Data collected through this process will highlight common features of the 'Melbourne Experience' for these students.

The Faculty conducts a mid-semester students-at-risk program designed to identify students who may be having difficulties in the first semester of their study before they actually fail any of the subjects in which they have been enrolled.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

The Faculty of Science uses its internal committee structure to develop policy and plans and communicate these to staff in all Departments. The Manager, Student Access, Equity and Diversity reports on initiatives such as *Access Melbourne*, Access Scholarships, Students at Risk, Unsatisfactory Progress, DELA testing and Cultural Diversity policy through the Faculty's Academic Programs Committee. Faculty planning is informed and guided by the strategic direction of the University which is, in turn, underpinned by the central policy-making bodies, such as Access and Equity Committee, Student Support Committee and others.

Good practice

The position of Manager, Student Access, Equity and Diversity is a tangible demonstration of the Faculty's commitment to these issues. This position is involved in the development of Faculty

responses to cultural diversity planning, to the Disability Action Plan and the need to increase participation of students from various equity groups.

FACULTY OF VETERINARY SCIENCE

SECTION A: Teaching and Learning Management Plan

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1: Promote sensitivity to the diversity of the University community through teaching and learning

Action: Support faculty-level efforts to promote inclusivity in curricula, teaching, learning and assessment. [TLMP action1.1]

The Faculty is responsible to the University for delivering a program with academic integrity. The BVSc program must also meet state, national and international professional accreditation standards.

During 2005

- The Faculty's Learning and Teaching Committee, at the request of the Dean, reviewed the BVSc program and set a plan for 2006 to investigate particular topics vertically through the curriculum. Such investigation would inform the consideration of any future changes in the curriculum
- The BVSc and BAnimSc programs were audited by TALQAC. The TALQAC report did not raise any access, equity or diversity issues that needed to be addressed by the Faculty
- A self-study report addressing accreditation standards was prepared for the North American accreditation body, the American Veterinary Medical Association (AVMA), prior to a site visit scheduled for March 2006.

Target met

Action: Promote and support faculty-level efforts to develop culturally-sensitive and student-centred principles of good teaching which ensure an optimal learning environment for both Australian-born and overseas-born students. [TLMP action 1.2]

On a statistical basis the Faculty learns about the demographics of the international student cohort as note is taken of the country of origin and education of the students.

On an individual basis the International Student Mentors (2) arrange a social function for international students during O-week. This involves other Faculty support staff (Associate Deans (Students Preclinical), Library staff and Administrative staff) and representative later year students.

The International Student Mentors have undertaken appropriate training in interacting with students from a diverse range of cultural backgrounds. Other staff members have found it difficult to fit in specific training because of competing time demands.

Staff delivering the BVSc course are required to work collaboratively (eg – Consultation of Examiners, Course Planning Meetings, Teaching Review meetings). The increasing number of international students has improved the processes involved in handling issues with Australian students. With 80% of the class being comprised of female students this has provided challenges that are different from the time when the classes were comprised of 80% male students from Victoria.

One of the International Student Mentors ensures mixing of groups for practical classes and project groups during the two preclinical years of the course. In the subject Veterinary Professional Studies each group has to make a presentation before the whole class. All students have to learn the importance of working in a group and accommodate 'difference', either cultural or personality or both.

Good Practice

Curricula are determined by professional accreditation requirements. International relevance is given in relation to diseases that are exotic to Australia, but which may be endemic in the home countries of our international students.

Target met

In order to determine their language competency and proficiency international students must meet the University's English Language requirements. If problems emerge in relation to academic progression then language is checked as a possible contributory factor. Referral is made to the LLSU as deemed necessary. The unit has been very helpful in specific cases when the Faculty has requested assistance.

In order to communicate the provision and availability of UOM wide student services for language support and learning skills training to its international students the Faculty provides:

- Referral to the programs at the academic induction component of O-Week.
- Leaflets which are made available to students
- Advice which is available in the Faculty's Course and Subject Guides
- Referral by Associate Deans (Students), the International Student Mentors or the Progress Committee.

To communicate the expected learning practices at UOM (eg UOM policy on plagiarism, approaches to assessment, group and individual work and the student /supervisor relationship) the Faculty's Course and Subject Guides refer to these matters.

The mixing of groups for practical classes and project groups and encouraging cooperation within groups helps the Faculty ensure it provides inclusive teaching and learning approaches and strategies that facilitate the learning of international students.

Staff members in Veterinary Science have a culture of assisting all students, as reflected in the CEQ and QOT scores.

The fact that its international student cohort acts as an educational resource is usually serendipitous rather than structured. Students doing practical work placements in their home country may bring that experience forward in class or they may invite an Australian student home with them as a base for work.

Good Practice

The Faculty considers the appointment of suitable staff members as the two International Student Mentors as an example of Good Practice in this area.

Target met

English language support

Students entering the Pre-veterinary stream undertake the DELA via the Faculty of Science. Students entering post first year are usually English language speakers. The Faculty is considering its strategy in relation to English language support at entry to the University and continuing into the BVSc course. At present individuals are dealt with on a case by case basis in liaison with the LLSU.

Ongoing

Action: Promote greater access and learning opportunities for students with disabilities. [TLMP action 1.4]

The Faculty has no particular initiatives in this area. Students are dealt with on a case-by-case basis. For enrolled students the Faculty is supportive of students' issues and tries to facilitate a good outcome

for the student, often in liaison with the DLU (eg examination arrangements, leave of absence, reduction in load).

Target met

Action: Ensure Orientation and Welcome Back activities are inclusive and have staff support and encouragement, and that they encompass both academic and social activities to promote staff and student interaction. [TLMP action 1.6]

O-week is generally organised by the Veterinary Students Society of Victoria (VSSV), overseen by one of the Associate Deans (Students Preclinical) to ensure compliance with University policy. Thus there are both academic and social events. Staff members participate in some of the social activities.

The Department of Veterinary Clinic and Hospital at Werribee, Melbourne Zoo, and the Victoria Police Mounted Branch and Dog Squad at Attwood have been involved with incoming students for the past 20 years.

The Staff Student Liaison Committee (Parkville) reviews the activities. The Committee is chaired by the Associate Dean who oversees O-week. One of the International Student Mentors is a member. Changes to ensure inclusiveness relating to all student activities (not just to O-week) can be put to this Committee.

Good practice

Questionnaires completed by the students are analysed to make improvements for the subsequent year. The second year students provide most of the organisation for the first year students, who are informed by the Dean that they will be responsible for leading O-week the following year.

Target met

Action: Review Careers and Employment facilitated work placements to ensure diversity needs are met. [TLMP action 1.7]

One of the International Student Mentors, in his combined role as a Subject Coordinator, provides considerable advice and assistance to international students in finding work experience placements during the first two years of the BVSc program.

Good practice

The Faculty appoints veterinarians as Academic Associates to supervise veterinary clinical work placements. Individual students can seek advice from staff on placements. The Faculty also provides the 'Practitioner in Residence' to assist students with their transition to the workforce. The Faculty generally has little interaction with the Careers and Employment Service.

Target met

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9: Ensure that there is explicit concern and support for individual student development

Action: Provide opportunities for students to consult individually with teaching staff. [TLMP action 9.1]

Practical class environment and small groups in clinical rotations ensure exposure to staff. Staff members have an 'open door' which encourages students to discuss academic and personal issues during semester and post examinations.

Target met

Action: Provide feedback on assessment tailored to the needs of individual students [TLMP 9.2]

Thirty-one out of thirty-nine subjects in the BVSc course have some form of in-term assessment where students are provided with feedback.

Ongoing

Action: Ensure that there is an explicit statement for each faculty /course about students' responsibilities to contribute to their own learning. [TLMP action 9.3]

The Faculty is only partially compliant. Faculty Course and Subject Guides have 'Estimated Time Commitment' in addition to formal contact hours. The situation will be remedied for the 2007 Handbook.

Ongoing

SECTION B: Equity Plan Objectives

1. To support the development of a more diverse student body by encouraging access for students from targeted equity groups.

Ten CS places does not give much scope for great activity for targeting under-represented schools. The Faculty relies on the good work done by Marketing and Recruitment Onshore for school recruitment and to encourage students from the equity groups to apply through *Access Melbourne*.

The Faculty has its own Open Day at the Veterinary Clinical Centre at Werribee, as well as participating in the University's Open Day in August. At these events prospective student advice is a highlight.

The bulk of selection is done post-first year, which is in a way a levelling.

The Faculty did not have plans for different strategies for the 2006 intake.

2. To provide all students with learning experiences, services and university life experiences which are formed by, and responsive to, the needs of a diverse University community.

The Faculty has 'help' structures in place – four Associate Deans (Students), two International Student Mentors plus an overall culture of staff assisting students. Staff members are aware of University 'help' services for referral.

The 'Equity' tag is lost once a student is in the course – all students are assisted if there is a problem. There has been no negative feedback via the Staff Student Liaison Committee.

3. To further develop mechanisms which will comprehensively profile student equity groups and facilitate monitoring of access, equity and diversity policies.

The Faculty does not have a mechanism for monitoring the 'Melbourne Experience' for students from equity groups as the numbers are too small to be considered separately.

4. To communicate the University's commitment to access, equity and diversity and to embed equity philosophies, practices and responsibilities into all relevant University policies.

The Faculty Operational Plan 2005 dealt with Equity and Access and the plan is circulated to Faculty members which includes all the academic staff.

The Selection Report is also circulated to Faculty and reports on *Access Melbourne* selection targets.

Good practice

The relevant policies are embedded into Faculty planning via the Faculty's Operational Plan.

Equity and Diversity Planning Unit
August 2005