

Indigenous Student Success Program

2020 Performance Report

Organisation	University of Melbourne		
Contact Person	Margot Eden		
Phone	(03) 8344 6388	E-mail	m.eden@unimelb.edu.au

1. Enrolments (Access)

Since the implementation of the University's first Reconciliation Action Plan in 2011, Indigenous student enrolments have increased by 154%, with Indigenous students comprising 1.08% of the University's domestic student population in 2020. In 2018, the University revised its Indigenous student participation headline targets originally set in 2015, which it was agreed, had target timelines that were too distant and relied upon assumptions about the University's student load and a range of other population factors that are not possible to accurately predict. The access targets for Indigenous students are:

- Indigenous student headcount to reach 1000 by 2029; and
- Undergraduate to graduate student ratio to be equal for Indigenous and non-Indigenous students by 2025.

Despite a small drop in the numbers of commencing Indigenous students due to the coronavirus pandemic, the University has made progress towards these targets, reaching 454 enrolled Indigenous students in 2020. Of the Indigenous students enrolled in award courses, 52% were enrolled in undergraduate programs compared to 49% for all domestic students.

Table 1: Commencing and total Indigenous enrolments and EFTSL by course level in 2020

Course Level	Commencing		Total	
	Headcount	EFTSL	Headcount	EFTSL
HDR	15	<10 ¹	58	36.442
HDCW	55	34.063	107	69.313
OPG	49	16.625	60	20.063
UG	80	65.750	234	187.313
NA	<10 ¹	<10 ¹	<10 ¹	<10 ¹
Total	>195^{1,2}	127.030	454²	>313¹

Table 2: Total Indigenous student enrolments at the University in 2020 by academic division

Faculty Name	Headcount	EFTSL
Architecture, Building and Planning	<10 ¹	<10 ¹
Arts	147	109.582
Business and Economics	16	<10 ¹
Education	40	18.088

¹ Note that this figure has been adjusted to protect the privacy of Indigenous students

² Note that the sum of the headcount does not match the total as students can be enrolled at more than one course level

Faculty Name	Headcount	EFTSL
Engineering	<10 ³	<10 ³
Fine Arts and Music	43	34.321
Law	19	10.278
Medicine, Dentistry and Health Sciences	100	66.166
Science	68	49.414
Veterinary and Agricultural Sciences	<10 ³	<10 ³
Non-award	<10 ³	<10 ³
University of Melbourne Subsidiaries	<10 ³	<10 ³
Total	454	>313³

Strategies to address access to the University Indigenous Specialist Education Programs

Bachelor of Arts Extended Program: *(directly funded by ISSP)*

The Bachelor of Arts Extended course is an Arts degree for Indigenous students who may not meet the direct entry requirements into the Bachelor of Arts.

The BA Extended has an extra year of academic development subjects (academic skills, communication and literature skills) to help student's transition into BA degree. However, this is not a standard enabling program in that, aside from the specialised transition subjects, students undertake a standard course structure without limitation and will have met the requirements of a Bachelor of Arts on successful completion of the course.

The first two years are undertaken within one of the University's residential colleges. Trinity College provides the initial year of academic development subjects which are delivered in a cohort. Limited supply of students who have attained an ATAR in the range of admission requirements continues to be a constraint on growth in enrolments.

Bachelor of Science Extended: *(partly funded by ISSP)*

The Faculty of Science has developed a Science degree for Indigenous students who may not meet the direct entry requirements into the Bachelor of Science. The degree provides strong support for students' academic development through an additional year of study in which integrated science and technology study, mathematics study and academic and communication skill development are provided. As with the Bachelor of Arts (Extended), students who successfully complete the course will have met the requirements of a Bachelor of Science.

Professional Certificate in Indigenous Research: *(directly funded by ISSP)*

The Professional Certificate has been running for over ten years and provides skills in Indigenous research for postgraduate research students from across Australia.

Graduate Certificate in Indigenous Research and Leadership: *(directly funded by ISSP)*

The Graduate Certificate was piloted in 2013 and run biennially from 2014.

Both Certificate courses are residential intensive courses, aiming to provide a supportive cohort experience, and a culturally appropriate learning environment, with opportunities to develop high-level professional skills and aptitudes, for students aspiring to become leaders in Indigenous research. Outcomes for these Certificate Programs indicate that enrolments, retention rates and completion rates are all high. Student evaluations indicate high levels of satisfaction and positive outcomes.

PhD Familiarisation *(funded by other University resources)*

The Melbourne Poche Centre for Indigenous Health has developed an Indigenous PhD Familiarisation Program, aimed at supporting Indigenous students who are considering applying

³ Note that this figure has been adjusted to protect the privacy of Indigenous students

for and undertaking a PhD. A similar program has since been developed for students considering a PhD in the humanities and social sciences. Fully funded over three days, participants in these programs engage and network with Indigenous academics and current PhD students and work on research ideas as a cohort and with prospective supervisors.

Access Melbourne *(Directly funded by ISSP)*

Access Melbourne is the University's special entry access scheme. It offers students from disadvantaged backgrounds entry to the undergraduate course of their choice, even if their ATAR is below the Clearly-in ATAR. Indigenous Australians are a priority group under the Access Melbourne scheme. Through Access Melbourne, the University now guarantees entry to Indigenous students who meet prerequisites and achieve the following ATARs (or notional ATARs):

- 50.00: Arts (Extended)
- 55.00: Science (Extended)*
- 70.00: Design
- 75.00: Arts, Science
- 83.00: Commerce
- 85.00: Biomedicine

*In addition to satisfying the course prerequisites applicants for guaranteed entry to the Bachelor of Science (Extended) also require a passing score in a Year 12 Biology, Chemistry, Mathematics or Physics subject.

Additionally, every Indigenous student that accepted an offer for an undergraduate degree at the University of Melbourne in 2020 was considered for a Melbourne Access Scholarship valued at \$5,000 per year for the standard duration of their undergraduate scholarship.

Students who are eligible to receive an Indigenous Commonwealth Scholarship were also considered for an Indigenous Education Cost (ICECS) scholarship valued at \$3,000 per year for up to four years. Eligible students were also considered for an Indigenous Accommodation Cost Scholarship (ICAS) valued at \$2,000 per year for up to four years for students who relocated to Melbourne from within Victoria, or \$4,000 per year for up to four years for students who relocated to Melbourne from outside Victoria.

In 2020, 77.38% of commencing Indigenous undergraduate students gained entry through Access Melbourne and 73.75% of all enrolled Indigenous students were part of the scheme.

Academy of Sport Health and Education *(partly funded by ISSP)*

The Academy of Sport Health and Education (ASHE) is a VET sector program in the Goulburn Valley for Indigenous youth who have disconnected from secondary school that aims to strengthen the pipeline of Indigenous students into postsecondary education, including higher education. Since its inception, almost 100 ASHE students have completed certificate level qualifications.

Diploma in General Studies *(funded by other University resources)*

The Diploma in General Studies (DiGS) is a sampler of Melbourne bachelors degrees. It supports students in their transition to university or employment and provides a pathway into a University of Melbourne bachelors degree. Students who successfully complete the DiGS and are eligible for the Access Melbourne scheme (see above) and are guaranteed entry into agriculture, biomedicine, commerce, design or science. Located at the University's Dookie Campus in the Goulburn Valley, the DiGS is designed to increase access for Indigenous and regional and remote students.

Diploma in General Studies (Extended) *(funded by other University resources)*

In 2020, the Diploma in General Studies (Extended) was launched through the Faculty of Veterinary and Agricultural Sciences for commencement in the 2021 academic year. The D-GENSTEXT is an 18-month long program that provides a transition for Aboriginal and Torres Strait Islander students into higher education. An additional semester of study to the one-year D-GENST program provides students with foundation knowledge and skills in science, mathematics, communication and cultural knowledge, while supporting the development of students' academic skills for further tertiary study. Upon completion, graduates will have completed all the requirements of the Diploma of General Studies.

MURRA Indigenous Business Program *(funded by other University resources)*

MURRA is named after the word for "fish net" in the Woi Wurrung language of the Wurundjeri people of Melbourne. Offered by the Melbourne Business School since 2012, the program attracts Indigenous entrepreneurs and professionals from around Australia and provides them with the tools to grow their own businesses and develop economic opportunities for their communities. In 2019, the MURRA program was expanded to be run twice a year and the number of places was doubled. In 2020, MURRA was delivered as an online program due to the coronavirus pandemic. Since its inception, the MURRA Program has graduated 175 Indigenous students from around the country.

Atlantic Fellows for Social Equity *(funded by other University resources)*

Established in 2016 at the University, the Atlantic Fellows for Social Equity is an Indigenous-led, lifelong, collaborative fellowship program that seeks to harness Indigenous knowledge and ingenuity to create positive social change. Throughout the yearlong fellowship, the program provides the tools, resources, and connections for fellows, most of whom are Indigenous, to become deeply engaged changemakers across the Pacific region. Fellows are proven and provocative with a commitment to new forms of collaborative fellowship. Coming from a mix of backgrounds, professions and perspectives, cohorts include activists, educators, policy makers, academics, artists, cultural leaders, health care practitioners, and community organizers.

Murrup Barak: Melbourne Institute for Indigenous Development

Murrup Barak, Melbourne Institute for Indigenous Development takes its name from the Woiwurrung language. 'Murrup Barak' means the Spirit of Barak. The name was chosen to honour the memory of the visionary Aboriginal leader William Barak. The name reflects the University's respect for Indigenous cultures and knowledge and its vision for an Institute that makes an enduring contribution to Indigenous Australia through the transformative impact of education and employment in the context of Australia's leading University in teaching, learning, research and employability.

Murrup Barak's Outreach, Academic Pathways and Support Programs

Murrup Barak has well established relationships with secondary schools and Departments of Education across Australia to connect the University with Indigenous students and staff in schools across all educational sectors. Students are encouraged to participate in a range of enrichment opportunities which include residential experiences at the Parkville campus, day visits to Parkville campus and on the ground programs in schools. These visits were carried out throughout 5 States and Territories. Murrup Barak also extends these outreach activities by engaging students to participate in the University of Melbourne pipeline programs which include:

Residential Indigenous Science Experience (RISE) *(partly funded by ISSP)*

The aim of RISE is to increase Indigenous students' interest in science. Indigenous students in years 9 and 10 from across Victoria are provided with the opportunity to meet like-minded Indigenous students and carry out hands-on practical experiments in biology, chemistry, physics, computer science, and engineering. Due to the coronavirus pandemic, the program was unable to be held as a residential camp, and instead was transformed into a 2-day virtual experience. A total of 32 students from 8 schools (4 Victorian, 4 interstate) participated in the program.

Open Day Program *(directly funded by ISSP)*

Murrup Barak offers a 3-day Open Day camp for Indigenous students in year 12 that provides an opportunity to experience university first-hand and to engage with Faculties and other Indigenous students who aspire to university. The program is delivered in conjunction with the broader University Open Day program and is open to Indigenous students nationally. Due to the coronavirus pandemic, the 2020 Open Day Program was cancelled.

Indigenous Leadership, Excellence and Achievement Program (I-LEAP) Secondary School Outreach *(partly funded by ISSP)*

I-LEAP has been developed to facilitate the growth and development of high achieving Indigenous students through upper secondary, undergraduate and graduate education. Through scholarships, mentoring and leadership workshops, I-LEAP aims to increase the aspirations of Indigenous

students to attend university, equip them to excel, and provide them with the skills to become leaders. Due to the coronavirus pandemic, the I-LEAP Secondary School Outreach component of I-LEAP was cancelled in 2020.

Raise the Bar Academy (partly funded by ISSP)

Athletics Australia and the University of Melbourne have offered a unique program for sporting and academically minded students to train with some of Australia's best athletes, develop new skills in athletics coaching, connect directly with sports industry professionals, and learn about how they can access the University of Melbourne's Indigenous pathways. The 5-day program is open to Indigenous students entering Year 11 or 12, with the aim of supporting those who are interested in pursuing tertiary education and a career in the sports industry. Due to the coronavirus pandemic, Raise the Bar was cancelled in 2020.

Provision of Indigenous student recruitment, retention and support services (directly funded by ISSP)

In order to recruit and retain Indigenous students from low SES backgrounds to the University, two dedicated Indigenous Recruitment and Engagement officers were employed who delivered recruitment and support services to students and contributed to the development of a case management model for Indigenous students who have complex needs.

Residential Colleges (funded by other University resources)

Indigenous students at the University are increasingly arriving from interstate and regional and remote Victoria. In recognition of this, Murrup Barak works with the University's residential colleges to provide safe and supportive accommodation for relocating for study from outside the Melbourne-metro area. This includes making contributions to the costs of relocation and accommodation for students who are ABSTUDY ineligible.

The Wilin Centre for Indigenous Arts and Cultural Development

The Wilin Centre for Indigenous Arts and Cultural Development is placed within the Faculty of Fine Arts and Music at the Southbank Campus of the University. The Wilin Centre acts as an access point to academic and student support services for Indigenous students who require culturally appropriate support at the Faculty. This ensures the Faculty meets its responsibility of ensuring that Indigenous students can access and appropriately use the full range of academic and student support services available. In 2020, the Wilin Centre's recruitment activities included attendance at a number of major Indigenous arts festivals and engaging with significant regional Indigenous communities of practice. The Wilin Centre provides students with opportunities to maintain cultural continuity through engaging in material cultural practices such as making emu skirts, weaving and cultural object production. Beyond internal programs, the Wilin Centre fosters cultural safety within the broader university by providing advice to academic colleagues on the inclusion of Indigenous epistemologies and methodologies in various curricula.

Wilin Community Outreach Position (partly funded through ISSP)

The majority of ISSP funding received by the Wilin Centre has been used to fund a Community Outreach position at Wilin. This position coordinates Wilin's outward facing programs, which are designed to remove barriers to access for Indigenous community members and foster dialogue with local communities of practice throughout Victoria and the south-east. Many of the events and projects listed below have been coordinated and overseen by the Wilin Community Outreach Coordinator. Because of the significant contribution made by our Outreach Coordinator, Wilin has been able to take advantage of online opportunities throughout 2020 to continue delivering content, despite the restrictions of COVID lockdowns and staff working from home.

Wilin Academic Pathways & Community Engagement Programs (partly funded by ISSP)

The number and quality of Indigenous arts practitioners making applications to the faculty have grown exponentially in recent years. In some situations, there may remain a gap in the knowledge and practice of technical western arts and music skill; so-called "privileged" aspects of artistic training. As these privileged skills are often used as entry requirements for degrees in the Faculty of Fine Arts and Music, the Wilin Centre has several engagement programs to address any gaps applicants and students may feel they have. This engagement takes the form of outreach programs which sit within the broader community as well as academic pathways to study and courses that bring community members and Indigenous artists and cultural practitioners in to Wilin and the Faculty. These pathway and engagement programs include:

Wilin Week and Indigenous Artists in Residence (online in 2020)

Wilin Week is the Faculty's annual celebration of Aboriginal and Torres Strait Islander Arts and Culture. Highly regarded Indigenous artists (often potential postgraduate students) are invited in to Wilin and the Faculty of Fine Arts and Music to hold workshops, give lectures, create work and share knowledge with students, staff and members of the public. Undergraduate future students are also invited in during this time, in order to experience the potential of a career in the arts. As part of the residency program the guest artist is often invited to give Wilin's annual Lin Onus Oration.

Making Movies (suspended due to COVID, planned for future delivery when possible)

Wilin and VCA Film and Television work collaboratively to offer the Making Movies program to regional Victorian Aboriginal communities, identifying and building the skills of potential Film and Television applicants. This program also affords the opportunity to form connections with Aboriginal Community Controlled Organisations' and recruit Indigenous artists from regional communities to study within the Faculty of Fine Arts and Music.

Biganga Cultural Outreach (online and face-to-face delivery in 2020)

The Wilin Centre offers cultural outreach programs to Indigenous community organisations. These workshops are focused on the reclamation and repatriation of Indigenous technologies and knowledges through material cultural practice, with a focus on possum skin cloak making.

Music Theatre Studio (suspended due to COVID, planned for future delivery when possible)

Two talented applicants are offered fee remission scholarships to the Faculty's short course Music Theatre Studio. This course is aimed at upskilling and resourcing potential students to make competitive applications and auditions to the Bachelor of Fine Art (Music Theatre).

VCA Acting Studio (suspended due to COVID, planned for future delivery when possible)

A talented applicant is offered a fee remission scholarship in the Faculty's Acting Studio short-course. The course fosters a young actor's talent and passion for theatre practice and assists in preparing them to make a successful application to either the Bachelor of Fine Art (Acting) or Bachelor of Fine Art (Theatre).

Short Course Scholarships

Two potential students are offered scholarships to attend short courses and undertake other preparatory activities in their chosen discipline. These students are upskilled to give them the best chance at making a competitive application to the Faculty of Fine Arts and Music.

Postgraduate Bridging Pathway Program (online delivery on 2020)

Wilin offers postgraduate application and skills development courses to aspiring Indigenous postgraduate students as part of a bridging pathways program into Research Higher Degrees within the Faculty of Fine Arts and Music.

Wilin Fan the Flames (suspended due to COVID, planned for future delivery when possible)

Every year Wilin showcases the achievements of Indigenous students in their chosen artistic practice with a public performance and exhibition on the Faculty of Fine Arts and Music campus in partnership with the Melbourne Fringe Festival.

Wilin Jams (suspended due to COVID, planned for future delivery when possible)

Wilin celebrates the contributions of Indigenous artists and community members by holding a community night and performance trimonthly. The *Wilin Jams* encourages engagement throughout the ATSI and University community and function as a dynamic recruitment activity to the Faculty of Fine Arts and Music.

Melbourne Fringe Partnership

Wilin has partnered with the Melbourne Fringe Festival to showcase the work of Indigenous students and staff and to provide industry experience for Indigenous students and alumni of the Faculty. Wilin also offers cultural support to First Nations Performers and Fringe staff.

Melbourne Theatre Company Partnership

The Melbourne Theatre Company in partnership with Wilin offers two internships for future students of VCA Production. Students gain experience and build a folio in theatre production,

giving them the necessary experience and skills to make competitive applications to the Bachelor of Fine Arts (Production).

Online Recruitment and Audition Support

Due to the reflexive work done by Wilin professional staff, the Faculty of Fine Arts and Music has recorded one of our best years for Indigenous applications across the disciplines. By supporting prospective students to engage through the online space, with a particular attention on preparation for auditions and interviews, we have seen almost 100% of applicants follow through from application to audition (usually a 30%-50% drop off). Although this evidence is anecdotal at this stage, we believe that the opportunity for students to engage in an online audition/interview process has significantly contributed to the success we have seen in this area. We are still waiting for all students to finalise and accept their offers, however Indigenous student numbers at the Faculty of Fine Arts and Music continue to grow and we look forward to capitalising on these successes to increase engagement and applications into the future.

Other Outreach Programs and Support

Victorian Indigenous Engineering Winter School *(funded by other University resources)*

VIEWS (a partnership with RMIT University, Swinburne University and Monash University) aims to increase Indigenous participation in engineering. Indigenous year 11 and 12 students are provided with an insight into what it is like to study and work as an engineer. Participants explore pathways and study options in engineering, meet Indigenous engineers, and visit employers to see engineering in action. Due to the coronavirus pandemic, VIEWS was cancelled in 2020.

National Indigenous Business Summer School *(funded by other University resources)*

The National Indigenous Business Summer School (NIBSS) is an exciting program for Years 11 and 12 Indigenous high school students. The program is an initiative of the Australian Business Deans Council, hosted by the Faculty of Business and Economics at the University of Melbourne. The purpose of the program is to provide a fully immersive experience for students thinking of entering the world of business or becoming an entrepreneur. Students have the opportunity to see business in action and learn about the available pathways into business studies. In 2020, NIBSS was hosted at the University of Melbourne, delivered in partnership with RMIT and Swinburne universities, with 20 students participating.

Strengthening Engagement Achievement in Mathematics and Science (SEAMS) *(funded by other University resources)*

SEAMS (in partnership with Monash University) aims to increase the participation and attainment of low SES and Indigenous students in science and mathematics. With a focus on improving year 11 and 12 students' knowledge and skills in Maths Methods, Chemistry and Physics, and at junior years, the secondary school program aims to encourage students to pursue maths and science through to year 12 and into higher education. SEAMS was delivered on campus to 89 students during January and then virtually to 62 students during June in 2020.

MURRA Indigenous Business Program *(funded by other University resources)* MURRA is named after the word for "fish net" in the Woi Wurrung language of the Wurundjeri people of Melbourne. Offered by the Melbourne Business School since 2012, the program attracts Indigenous entrepreneurs and professionals from around Australia and provides them with the tools to grow their own businesses and develop economic opportunities for their communities. In 2019, the MURRA program was expanded to be run twice a year and the number of places was doubled. Since its inception, the MURRA Program has graduated 175 Indigenous students from around the country. In 2020, MURRA was delivered as an online program due to the coronavirus pandemic.

Worawa Aboriginal Girls ICT Project *(funded by other University resources)*

Since 2016, academics from the Faculty of Engineering and IT's School of Computing and Information Systems have been teaching an ICT + STEM program at Worawa. Targeting Year 7 to 10 girls, the program teaches computational thinking, data representation and basic computer programming in line with the ACARA digital curriculum, as well as STEM themes aligned with the school's other teaching. In addition to classroom work, the program brings the students onto campus at least twice a year to showcase STEM research projects around the University.

Due to the coronavirus pandemic the program was delivered online in terms 2-4 of 2020, with about 10 students participating in each session (about half the usual number). The School of Computing and Information Systems also sponsored the Computing and Information Systems Award in 2020, which was presented virtually at the Worawa Aboriginal Girls College Graduation day.

Indigenous Strategy and Social Inclusion Unit (partly funded by ISSP)

Development and delivery of a range of strategies, projects and events that directly benefit Indigenous students were provided by the Unit. 2020 activity included work towards progressing elevate RAP 3 Signature Project implementation (e.g., Indigenous Academy, Indigenous International Academic Engagement Program, New Student Precinct Project, Place and Indigenous Cultural Recognition, Indigenous Internationalisation Plan, Indigenous Engagement Management System), providing support to progress and monitoring of a suite of Divisional Indigenous Development Plans, National Reconciliation Week programming and the Narrm Oration.

Table 1 Scholarships - breakdown of 2020 payments^{1 2 3}

	Education Costs		Accommodation		Reward		Total ^{4 5}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁶								
Undergraduate ⁷	177,000	59	74,000	21			251,000	80
Post-graduate ⁸								
Other								
Total	177,000	59	74,000	21			251,000	80

2. Progression (access and outcomes)

In 2015 the University set Indigenous Student Headline Targets of achieving parity in success rates between Indigenous and non-Indigenous students at the undergraduate and graduate coursework levels by 2025. Monitoring of our Indigenous students' academic success has indicated that our Indigenous students have consistently performed well above the national and Victorian state average, with success rates between 79% and 86% over the last six years and a success rate of 83% for undergraduate and 92% for graduate students in 2020. Success rates for Indigenous students remain below that of non-Indigenous domestic students.

Table 3: Indigenous success rates at the University in 2019 and 2020

Course Level	2019 Success Rate	2020 Success Rate
Higher Degree Coursework	89.64%	90.17%
Other Postgraduate	86.23%	96.68%
Undergraduate	78.54%	83.07%
Grand Total	81.74%	85.74%

Indigenous Student Success Team (directly funded by ISSP)

The Team delivers services and programs to cover different aspects of student life including: transitioning to university

- academic excellence
- general wellbeing

- community and cultural engagement
- financial assistance
- housing services and global mobility
- Feedback and improvement

A range of services were delivered to increase the likelihood of students completing university successfully.

Indigenous Tutorial Assistance Scheme (ITAS) *(directly funded by ISSP)*

ITAS is a Commonwealth supported program which provides one on one tutorial services to students with the aim of students achieving academic excellence. Further to the 30% increase in engagement with ITAS between 2017 and 2018 was another 30% increase between 2018 and 2019. Indigenous staff have worked to ensure students are actively engaged with ITAS during orientation week and see the service as a valued addition to their student experience. Undergraduate students received more tutoring than postgraduate students. Undergraduate students generally need more academic support, especially in their first and second years.

Student Advising *(partly funded by ISSP)*

Two Indigenous Student Success Officers are available for the students to engage with in a developmental advising model. Students engaged with the team, developing their problem-solving skills and being referred to other services when required.

Community and Cultural Engagement *(directly funded by ISSP)*

Regular events are held through the semester to encourage community building and cultural engagement. Lunches are held weekly, and cultural groups are held through the semester. Lunches were held every week and 6 cultural group sessions were delivered. Specific events were held for post graduate students.

Financial Assistance *(partly funded by ISSP)*

Murrup Barak distributed studentships to the student body in semester 1 and 2 to address the aspirations of Indigenous students such as overseas study, internships and early career research experiences, as well as dedicated emergency funding delivered throughout the year. In 2020 a total of \$88,000 was distributed to students - \$44,000 for undergraduate studentships and \$44,000 for graduate studentships.

Housing services *(funded by other University resources)*

Students are linked with the residential colleges and University housing, and students are provided with financial assistance through cost-share arrangements. In 2017, a formal agreement was made between Murrup Barak and the Colleges to address financial pressures for Indigenous students at colleges, and funds were allocated to support students staying at the colleges who were not ABSTUDY eligible. Through our Accommodation Grant Program, 19 students were supported with 10,000 Fee Relief Grants paid directly to their Accommodation Providers.

Murrup Barak, Melbourne Institute for Indigenous Development

Murrup Barak, Melbourne Institute for Indigenous Development (Murrup Barak) takes its name from the Woiwurrung language. 'Murrup Barak' means the Spirit of Barak. The name was chosen to honour the memory of the visionary Aboriginal leader William Barak. The name reflects our respect for Indigenous cultures and knowledge and our vision for an Institute that makes an enduring contribution to Indigenous Australia through the transformative impact of education and employment in the context of Australia's leading University in teaching, learning, research and employability.

Murrup Barak was established in 2009 to increase the impact of the University of Melbourne's Indigenous programs and maximise the contribution to Indigenous development. Murrup Barak plays a critical role in co-ordinating and supporting the development of a wide range of Indigenous programs, building on the University's aim to increase involvement of Indigenous people across all

facets of its operations, as staff, as students, and as interested community members contributing to the quality of our Indigenous teaching, learning, research and programs.

Our service offer is more focused and scaffolded with the Student Success Directorate, the success of Murrup Barak continues to be underpinned by its commitment to innovation, creativity and the development of trusting and ethical relationships with Indigenous Australia and the broader Australian community. We drive our agenda in collaboration with Chancellery, University Services and Academic Divisions.

Murrup Barak provides leadership in the development of a supportive and culturally safe environment for Indigenous students enrolled in University programs. The Institute acts as a point of referral for Indigenous students to ensure that they can appropriately access University academic and student support services. In addition, Murrup Barak is also developing a suite of Indigenous student initiatives that complement other services.

The University's residential colleges provide residential and academic support for Indigenous students. A number have developed or are in the process of developing specific programs for Indigenous students.

The 2020 staffing of Murrup Barak was:

- Director.
- Program Manager.
- Team Leader Student Success.
- Project Officer.
- Cultural Engagement Coordinator.
- Cultural Protocol and Administrative Officer.
- Indigenous Student Success Officers (two positions).
- Indigenous Student Recruitment Officers (two positions).
- Strategic Project and Engagement Coordinator
- Indigenous Employment Officer.

The Indigenous Teaching and Learning Reference Group *(directly funded by ISSP)*

Through a collegial and multifaceted approach that engages the many aspects of Indigenous education within the University, the reference group developed a draft University of Melbourne Indigenous Teaching and Learning Framework in 2016. The Framework articulates a vision for immersive and holistic Indigenous studies and strategies that exist in both the curriculum, as well as the broader staff and student experience, and is underpinned by the Reconciliation Action Plan. It addresses the experiences of both students and staff.

The Framework will support departments and academic divisions in addressing Indigenous teaching and learning issues and fosters creativity and ingenuity in the areas of Indigenous education. The Framework aims to facilitate an academic culture that views the development and delivery of Indigenous learning and teaching as business-as-usual.

Indigenous Leadership, Excellence and Achievement Program (I-LEAP) Undergraduate Phase *(funded by other University resources)*

I-LEAP has been developed to facilitate the growth and development of high achieving Indigenous students through upper secondary, undergraduate and graduate education. Through scholarships, mentoring and leadership workshops, I-LEAP aims to increase the aspirations of Indigenous students to attend university, equip them to excel, and provide them with the skills to become leaders. In 2020, 27 high-achieving Indigenous undergraduate students in the Faculty of Arts were given achievement awards ranging between \$1,000-\$4,000, based on weighted average marks. The Faculty of Arts is now looking to expand the program to support graduate students.

Graduate Research Scholarship Guarantee *(funded by other University resources)*

In 2015, the University adopted the policy of guaranteeing a Research Training Program scholarship (formerly known as Australian Postgraduate Awards), or another stipend of equivalent value, to all Indigenous students offered a place in a graduate research program. This policy has seen the numbers of Indigenous graduate research students grow from 16 in 2014 to 58 in 2020.

Indigenous Knowledge Institute *(funded by other University resources)*

In 2019 the University launched the Indigenous Knowledge Institute (IKI), which aims to advance research and education in Indigenous knowledge systems. The IKI is one of five current Melbourne Interdisciplinary Research Institutes. These institutes aim to promote research linkages and collaboration across the University and to play a lead role in articulating University research to external audiences. The Indigenous Knowledge Institute will build on the research and education activities already underway at the University, to become a global leader in Indigenous knowledge research and education. The Institute will also build on the work of the Indigenous Hallmark Research Initiative which ceased operation in 2019.

Poche Centre for Indigenous Health *(funded by other University resources)*

The Poche Centre for Indigenous Health helps connect prospective Indigenous PhD students with senior academics at the University who can assist them with their applications. This includes assisting them to navigate the application process, articulating the applicant's research training and experience, and advocacy during the selection process. The Poche Centre also connects prospective Indigenous PhD students and early career researchers with academic supervisors and mentors. In partnership between the Melbourne Poche Centre and Kings College London, the University also runs the Melbourne Poche Leadership Fellows Program, which supports the development of emerging Indigenous leaders in academic, policy, clinical and research roles. The program is aimed at Indigenous early career professionals in the health sector who are looking to influence broader change for Indigenous people.

Ngurra-Jarraddjak (Healthy) Indigenous Graduate Study Options Program *(funded by other University resources)*

The University of Melbourne and Faculty of Medicine, Dentistry and Health Sciences have developed an undergraduate 'gateway' program to prepare Indigenous students for graduate health sciences degrees. The Ngurra-Jarraddjak (Healthy) Indigenous Graduate Study Options Program is a national week-long residential program that gives undergraduate students exposure to different health research institutions, meet Indigenous health professionals, discover pathways into different health careers and the opportunity to meet faculty staff and alumni. The program envisages the knowledge given to the students during the week will increase future health graduate enrolments. It was not possible to deliver the full program in 2020 due to the coronavirus pandemic. However, nine students were provided with the opportunity to meet with their intended course coordinators.

Indigenous Settler Relations Collaboration (ISRC) *(funded by other University resources)*

Based in the Faculty of Arts, the ISRC is a multi-disciplinary research unit devoted to exploring the challenges at the heart of relations between Indigenous and settler Australians. Guided by three research priorities – Indigenous Futures, Treaty, and Economic Sovereignty – the ISRC looks to expand public and official understanding of these challenges, and explore what changes could inform and shape more just relations between Indigenous and non-Indigenous Australians.

Grimwade Centre for Cultural Materials Conservation *(funded by other University resources)*

A state-of-the-art Centre on Swanston Street, the Grimwade Centre is the only centre of its kind in Australia, combining the theory and practice of cultural materials conservation with education and research. The Centre is led by academics and industry practitioners and is supported by national and international partners. Grimwade Centre students have access to unique interdisciplinary expertise across the Arts and Science faculties, and work with the Association of Northern, Kimberley and Arnhem Aboriginal Artists to apply the knowledge of Indigenous artists in the conservation of cultural materials.

Research Unit for Indigenous Language (RUIL) *(funded by other University resources)*

Based in the Faculty of Arts, and the first of its kind in Australia, the RUIL works with Indigenous communities across Australia to expand and strengthen Indigenous language research, and support efforts by communities to maintain their linguistic and cultural heritage.

Indigenous Studies Unit (ISU) *(funded by other University resources)*

In the Melbourne School of Population and Global Health, the ISU develops world-class teaching and research in Australian Indigenous Studies and works to increase the number of Aboriginal and Torres Strait Islander students enrolled in Research Higher Degrees. The ISU contributes to an evidence base in a range of research areas that improve outcomes in Indigenous health, economic participation, and cultural and resource management.

Indigenous Data Network (IDN) *(funded by other University resources)*

The IDN assists Indigenous communities in developing the technical capability and resources to enable them to manage their data for community advancement. By strengthening communities' agency in their data, the network empowers them to make informed decisions about their own development. Bringing together community, university, government, non-government and private sector partners, the IDN creates an ongoing community of practice to address a range of shared concerns related to data collection, management, discovery, and access; capability development; negotiation with government and non-government organisations; and educational programs.

Leaders in Medical Education (LIME) Network *(funded by other University resources)*

The University holds leadership positions in the LIME Network, a collection of medical schools in Australia and New Zealand dedicated to ensuring the quality and effectiveness of teaching and learning in Indigenous health, as well as best practice in the recruitment and retention of Indigenous medical students.

Indigenous Eye Health (IEH) *(funded by other University resources)*

The Indigenous Eye Health program based at the Melbourne School of Population and Global Health undertakes world-leading research and has established an evidence base and policy framework to address Indigenous Australian eye health.

Indigenous Cultural Design Competency *(funded by other University resources)*

The Faculty of Architecture, Building and Planning launched Indigenous Cultural Design Competency (ICDC) modules to ABP staff in the first quarter of 2020. Co-designed and developed with four Traditional Owner Groups, this resource showcases Indigenous design principles, provides an interactive experience and raises the bar on how the Faculty can support Indigenous agency, while celebrating shared history. All academic staff were enrolled and encouraged to complete the modules. The modules aim to expose staff (and students) to Indigenous perspectives and practice and empower staff (and students) to take ownership of their contribution to normalising Indigenous education and research. It is intended to launch a version for students.

Wilin Indigenous Student Support *(partly funded through ISSP)*

Wilin currently employs 2 Indigenous staff members whose roles are directly focussed on student support and success (although, due to the small size of the overall Wilin team, all Wilin staff contribute to this area, regardless of their position). The numerous support and engagement activities listed here are available for all Indigenous students. By supporting FFAM Indigenous students throughout the COVID 19 pandemic, Wilin is happy to be able to say that we have lost no Aboriginal and Torres Strait Islander enrolments in 2020 because of COVID.

Cultural Awareness Training *(directly funded by ISSP)*

The Murrup Barak Institute for Indigenous Development runs a half-day Indigenous Cultural Awareness Workshop for Professional and Academic staff. It is designed to help staff learn about Aboriginal and Torres Strait Islander knowledge, culture and values and to develop an understanding

of the impact of past law and policies on Indigenous Australians. In 2017 Murrup Barak delivered the last Indigenous Cultural Awareness Workshop (ICAW). ICAW has now been phased out and will be replaced with the University of Melbourne Indigenous Australian Cultural Competency Program (IACCP).

IACCP is underpinned by a three-phased core training/workshop programs that will engage University staff to extend their understanding of the richness and complexity of Indigenous Australian culture past, present and future and the positive contribution that Indigenous Australia makes within society and the University.

IACCP will be tailored to a University of Melbourne staff experience: it will engage staff factually and intellectually through the three-phased training/workshop programs which are: Online Indigenous Australian Cultural Awareness Program; Group setting: Indigenous Australian Cultural Awareness Program; Group setting: Indigenous Australian Cultural Competence Program.

Cross Cultural Training *(partly funded by ISSP)*

Delivered by Wilin's academic staff, The Wilin Centre for Indigenous Arts and Cultural Development offers cross-cultural training. This workshop offers a unique focus on Indigenous Cultural Literacies through creative and cultural practices. We aim to engage through practices of teaching creative ways of understanding, knowledge transfer and Indigenous ways of knowing and being and doing. The learning outcomes for each of the workshops highlight cultural awareness and literacies, working with respect and responsibility with others and self, and gaining knowledge of local Indigenous cultural and creative practices. In 2020 an estimated 86 staff and students from across the university participated in the cross-cultural workshops.

Research Unit in Indigenous Arts and Cultures *(partly funded by ISSP)*

Position and objectives: The Faculty's Research Unit for Indigenous Arts and Cultures (RUIAC) operates in partnership with Wilin with the objectives:

- Conduct and promote research that produces knowledge about Indigenous arts practices and arts philosophies
- Support and grow Indigenous research and researchers in the arts, through postgraduate training, research activity and research networks
- Inform and demonstrate world's best practice in intercultural arts research and arts research training
- Leverage the potential of Indigenous arts knowledge in society, through partnerships with community, government, and industry.

Funding: RUIAC was established with seed funding provided by the DVC Engagement and Indigenous Research Hallmark Initiative in 2016. RUIAC is funded 2018 – 2020 with faculty funding using salary savings (AIF) from Treloyn's ARC Future Fellowship and external research funding, supplemented by ISSP funds and a range of internal sources including the VCA Foundation.

Indigenous Students: RUIAC delivers Wilin's graduate program and provides support to Indigenous students enrolled in allied graduate programs across the faculty. The Indigenous Graduate Research Training Program (IGRTP) includes supervision, research seminars and symposia, reading group, research skills workshops and research training opportunities. The program currently supports three MFA IAC students, six PhD IAC students, Indigenous students from CFI, dance and visual arts, and international Indigenous students from the MCM.

Research: RUIAC holds a number of external research sponsorships in the field of ethnomusicology which operationalise the IGRTP. Research specialisations are as follows:

- Indigenous philosophies of practice in the arts.
- Revitalisation and sustainability of arts practices.
- Intercultural research ethics and methodologies.
- Reclamation and repatriation of Indigenous knowledges.

RUIAC hosts an annual Symposium on Indigenous Arts in the Academy. In 2020, RUIAC partnered with the Musicological Society of Australia and 19th symposium on Indigenous Music and Dance to move our annual symposium online. The 2020 symposium was resounding success, with First Nations artists from around the globe taking part, and our own Indigenous graduate research cohort taking advantage of the opportunity to present to an international audience.

Research projects and events provide research training opportunities for Indigenous graduate students.

Table 2a Tutorial assistance provided in 2020

Level of study	Number of students assisted	Total hours of assistance ⁹	Expenditure ¹⁰ (\$)
Enabling	-	-	
Undergraduate	107	3027	
Post graduate	55	1489	
Other			
Total	162	4516	\$192,726.35

Table 2b Indigenous Support Activities provided in 2020¹¹

Activity ^{12 13}	Number of student participants	Expenditure (\$)
Indigenous Accommodation Support	19	162,691
Indigenous Student Success Grants	46	44,000

3. Completions (outcomes)

The number of Indigenous students completing has almost doubled from 52 in 2014 to 91 in 2020 and the University of Melbourne has one of the best Indigenous cohort completion rates in the country. In 2020 the University graduated its 1000th Indigenous student. However, Indigenous cohort completion rates, and other completion measures, remain below that of the University's other domestic students and strategies in place to improve such are detailed below.

Table 4: Completions of Indigenous students at the University of Melbourne in 2020

	Completions	Attainment rate	4-year cohort completion rate	9-year cohort completion rate
Higher Degree Research	<10 ⁴	0.54%	5.88%	66.67%
Higher Degree Coursework	17	0.39%	65.00%	78.57%
Other Postgraduate	41	2.52%	63.89%	75.00%
Undergraduate	30	0.53%	39.47%	51.61%
Total	>90⁴	0.74%	51.1%	66.25%

⁴ Note that this figure has been adjusted to protect the privacy of Indigenous students

The University is proud of the high completion rates achieved by its Indigenous students and works to ensure that Indigenous students, once recruited, receive appropriate support. The overarching strategy is to develop an integrated approach to support, ensuring students can access the full range of services and support mechanisms the University provides to all students whilst also delivering targeted programs through Murrup Barak.

Murrup Barak provides leadership in the development of a supportive and culturally safe environment for Indigenous students enrolled in University programs. The Institute acts as a point of referral for Indigenous students to ensure that they can appropriately access University academic and student support services. In addition, Murrup Barak is also developing a suite of Indigenous student initiatives that complement other services.

The University's residential colleges provide residential and academic support for Indigenous students. A number have developed or are in the process of developing specific programs for Indigenous students.

Murrup Barak's targeted support programs *(directly funded by ISSP)*

Murrup Barak's targeted support programs include:

- the coordination of the Indigenous Tutorial Assistance Scheme (ITAS);
- the provision of seminars targeted at Indigenous students;
- programs to support cultural development and engagement with Indigenous Elders;
- processes to enable students to provide feedback on their experience at the University;
- an inclusive social network and meeting place for students including a regular Tuesday lunchtime event; and
- the provision of a referral services.

Internships and Careers *(directly funded by ISSP)*

Murrup Barak, in collaboration with Careers, Employability and Global Learning, and academic divisions at the University, provide specific support to Indigenous students wanting to complete an internship during their degree. This has resulted in an increase in opportunities each year.

Murrup Barak have a signed MOU with Career Trackers to provide services to Indigenous Students. Career Trackers is a national non-profit organisation that creates internship opportunities for Indigenous university students.

Support for Graduate Students *(partly funded by ISSP)*

Murrup Barak provides administrative and financial support to the Indigenous Graduate Student Association (IGSA) The IGSA has a number of aims that relate to the support of graduate coursework and research students, collaboration between Indigenous and non-Indigenous students and staff, and guiding and encouraging potential future Indigenous graduate students.

The IGSA has successfully secured a student space for Indigenous graduate students that offers multiple computers, printers, break-out areas, lockers and kitchen facilities.

In 2020, six faculties and schools had Dean or Associate Dean roles with an Indigenous focus, including Faculty of Arts, Faculty of Science, Melbourne Graduate School of Education, Faculty of Fine Arts and Music, Melbourne School of Engineering, and the Melbourne Law School which, as academic divisions offering graduate programs, enrol and support Indigenous graduate students. The Faculty of Science, the Faculty of Medicine, Dentistry and Health Sciences and the Faculty of Business and Economics also have dedicated Indigenous Student Support Officers to support graduate students to successfully navigate their degrees.

The Wilin Centre, located at the Faculty of Fine Arts and Music, provided dedicated support to all Indigenous students, including graduate, students. In 2020, the Wilin Centre saw three graduate students graduate, including the Faculty of Fine Arts and Music’s first Indigenous PhD student.

4. Regional and remote students

The University has implemented a National Indigenous Recruitment Strategy. As a result, Indigenous students are increasingly arriving at the University from regional and remote Victoria and interstate. In 2020, 65% of commencing students were from outside the Melbourne Metropolitan region and 32% were from regional or remote Australia. With continued increases in commencements of Indigenous students from regional and remote regions since 2014, the proportion of Indigenous students enrolled at the University in 2020 from regional and remote Australia was 39%.

EFTSL trends for Indigenous students have matched headcount trends over the last 5 years. In 2016, the total EFTSL for commencing students from regional or remote regions was equal to that for commencing students from metropolitan regions (45.2). A greater increase in the commencements of Indigenous students from metropolitan regions relative to commencements from regional or remote regions since then has led to a diversion in this growth, and the strategies below seek to address this in providing access and support to students from regional or remote Australia.

Table 5: Commencing Indigenous students at the University by remoteness area in 2020

Remoteness	Commencing Headcount	Commencing EFTSL	Total Headcount	Total EFTSL
Major Cities	134	81.682	276	180.788
Inner Regional	43	31.875	107	81.050
Outer Regional	12	<10 ⁵	51	38.955
Remote	<10 ⁵	<10 ⁵	11	<10 ⁵
Very Remote	<10 ⁵	<10 ⁵	<10 ⁵	<10 ⁵
Unknown	<10 ⁵	<10 ⁵	<10 ⁵	<10 ⁵
Grand Total	>195^{5,6}	127.030	454⁶	>313⁵

Outreach Programs

Murrup Barak coordinates various outreach programs to build awareness of and aspiration for higher education for students from regional or remote areas. These include:

- Residential Indigenous Science Experience (RISE)
- Open Day Program
- Indigenous Leadership, Excellence and Achievement Program (I-LEAP)
- Raise the Bar Academy

Residential Indigenous Science Experience (RISE) (partly funded by ISSP)

The aim of RISE is to increase Indigenous students’ interest in science. Indigenous students in years 9 and 10 from across Victoria are provided with the opportunity to meet like-minded Indigenous students and carry out hands-on practical experiments in biology, chemistry, physics, computer science, and engineering. Due to the coronavirus pandemic, the program was unable to be held as a residential camp, and instead was transformed into a 2-day virtual experience. A total of 32 students from 8 schools (4 Victorian, 4 interstate) participated in the program.

Open Day Program (directly funded by ISSP)

Murrup Barak offers a 3-day Open Day camp for Indigenous students in year 12 that provides an opportunity to experience university firsthand and to engage with Faculties and other Indigenous students who aspire to university. The program is delivered in conjunction with the broader

⁵ Note that this figure has been adjusted to protect the privacy of Indigenous students

⁶ Note that the sum of the headcount does not match the total as students can be enrolled at more than one course level

University Open Day program and was open to Indigenous students nationally. Due to the coronavirus pandemic, the Open Day Program was cancelled in 2020.

Indigenous Leadership, Excellence and Achievement Program (I-LEAP) Secondary School Outreach (partly funded by ISSP)

I-LEAP has been developed to facilitate the growth and development of high achieving Indigenous students through upper secondary, undergraduate and graduate education. Through scholarships, mentoring and leadership workshops, I-LEAP aims to increase the aspirations of Indigenous students to attend university, equip them to excel, and provide them with the skills to become leaders. Due to the coronavirus pandemic, the I-LEAP Secondary School Outreach component of I-LEAP was cancelled in 2020.

Raise the Bar Academy (partly funded by ISSP)

Athletics Australia and the University of Melbourne have offered a unique program for sporting and academic minded students to train with some of Australia's best athletes, develop new skills in athletics coaching, connect directly with sports industry professionals, and learn about how they can access the University of Melbourne's Indigenous pathways. The 5-day program is open to Indigenous students entering Year 11 or 12, with the aim of supporting those who are interested in pursuing tertiary education and a career in the sports industry. Due to the coronavirus pandemic, Raise the Bar was cancelled in 2020.

Several faculties also coordinate outreach activities in collaboration with other universities that bring Indigenous students onto campus from across Australia including:

- Victorian Indigenous Engineering Winter School (VIEWS) – Melbourne Graduate School of Engineering
- National Indigenous Business Summer School (NIBSS) – Faculty of Business and Economics
- Strengthening Engagement Achievement in Mathematics and Science (SEAMS) – Melbourne Centre for the Study of Higher Education

Victorian Indigenous Engineering Winter School (VIEWS) (funded by other University resources)

VIEWS (a partnership with RMIT University, Swinburne University and Monash University) aims to increase Indigenous participation in engineering. Indigenous year 11 and 12 students are provided with an insight into what it is like to study and work as an engineer. Participants explore pathways and study options in engineering, meet Indigenous engineers, and visit employers to see engineering in action. Due to the coronavirus pandemic, VIEWS was cancelled in 2020.

National Indigenous Business Summer School (NIBSS) (funded by other University resources)

The National Indigenous Business Summer School (NIBSS) is an exciting program for Years 11 and 12 Indigenous high school students. The program is an initiative of the Australian Business Deans Council, hosted by the Faculty of Business and Economics at the University of Melbourne. The purpose of the program is to provide a fully immersive experience for students thinking of entering the world of business or becoming an entrepreneur. Students have the opportunity to see business in action and learn about the available pathways into business studies. In 2020, NIBSS was hosted at the University of Melbourne and delivered in partnership with RMIT and Swinburne universities.

Strengthening Engagement Achievement in Mathematics and Science (SEAMS) (funded by other University resources)

SEAMS (in partnership with Monash University) aims to increase the participation and attainment of low SES and Indigenous students in science and mathematics. With a focus on improving year 11 and 12 students' knowledge and skills in Maths Methods, Chemistry and Physics, and at junior years, the secondary school program aims to encourage students to pursue maths and science through to year 12 and into higher education. SEAMS was delivered on campus to 89 students during January and then virtually to 62 students during June in 2020.

Access Melbourne (Directly funded by ISSP)

To ensure accessibility for regional and remote students into tertiary education the University has several pathway programs. Access Melbourne is the University's special entry access scheme through which students from disadvantaged backgrounds – including being resident of a rural or isolated area and recognition as an Indigenous Australian – are guaranteed entry at a reduced

ATAR, as well as a \$5,000/year stipend. Indigenous students from regional and remote Australia who gain entry through the Access Melbourne scheme are automatically considered for additional support to help cover the costs of relocation and accommodation.

Through Access Melbourne, the University now guarantees entry to Indigenous students who meet prerequisites and achieve the following ATARs (or notional ATARs):

- 50.00: Arts (Extended)
- 55.00: Science (Extended)*
- 70.00: Design
- 75.00: Arts, Science
- 83.00: Commerce
- 85.00: Biomedicine

*In addition to satisfying the course prerequisites applicants for guaranteed entry to the Bachelor of Science (Extended) also require a passing score in a Year 12 Biology, Chemistry, Mathematics or Physics subject.

In addition to Access Melbourne, the University offers several other scholarships to students arriving from regional or remote areas. Students who are eligible to receive an Indigenous Commonwealth Scholarship are also considered for an Indigenous Education Cost (ICECS) scholarship and/or an Indigenous Accommodation Cost Scholarship (ICAS).

Diploma in General Studies *(funded by other University resources)*

The Diploma in General Studies (DiGS) is another program supporting students in their transition to university. Based at the University's Dookie Campus in the Goulburn Valley, the Diploma provides a pathway into a University of Melbourne bachelor's degree for regional and remote students. The Bachelor of Arts Extended and Bachelor of Science Extended also provide academic support to students in their transition.

Diploma in General Studies (Extended) *(funded by other University resources)*

In 2020, the Diploma in General Studies (Extended) was launched for the commencement of the 2021 academic year. The D-GENSTEXT is an 18-month long program that provides a transition for Aboriginal and Torres Strait Islander students into higher education. An additional semester of study to the one-year D-GENST program provides students with foundation knowledge and skills in science, mathematics, communication and cultural knowledge, while supporting the development of students' academic skills for further tertiary study. Upon completion, graduates will have completed all the requirements of the Diploma of General Studies.

Worawa Aboriginal Girls ICT Project *(funded by other University resources)*

Since 2016, academics from the Faculty of Engineering and IT's School of Computing and Information Systems have been teaching an ICT + STEM program at Worawa. Targeting Year 7 to 10 girls, the program teaches computational thinking, data representation and basic computer programming in line with the ACARA digital curriculum, as well as STEM themes aligned with the school's other teaching. In addition to classroom work, the program brings the students onto campus at least twice a year to showcase STEM research projects around the University.

Due to the coronavirus pandemic the program was delivered online in terms 2-4 of 2020, with about 10 students participating in each session (about half the usual number). The School of Computing and Information Systems also sponsored the Computing and Information Systems Award in 2020, which was presented virtually at the Worawa Aboriginal Girls College Graduation day.

Financial Assistance *(partly funded by ISSP)*

Murrup Barak distributed studentships to the student body in semester 1 and 2 to address the aspirations of Indigenous students such as overseas study, internships and early career research experiences, as well as dedicated emergency funding delivered throughout the year.

In 2020 a total of \$88,000 was distributed to students - \$44,000 for undergraduate studentships and \$44,000 for graduate studentships.

Housing services *(funded by other University resources)*

Students are linked with the residential colleges and University housing, and students are provided with financial assistance through cost-share arrangements. In 2017, a formal agreement was made between Murrup Barak and the Colleges to address financial pressures for Indigenous students at colleges, and funds were allocated to support students staying at the colleges who were not ABSTUDY eligible. Through our Accommodation Grant Program, 19 students were supported with 10,000 Fee Relief Grants paid directly to their Accommodation Providers.

Other Support

To ensure the success and retention of students upon their arrival to the University, several programs are in place including the ITAS Excellence Program, I-LEAP, Academic Skills Programs, Destination Melbourne Transition Program and Student Connect – a transition and university experience advising program for all students. The New Student Precinct has also been co-created with students and has an Indigenous design focus, becoming an accessible space embracing Indigenous knowledges and cultures where students can connect, study, innovate and unwind. Indigenous students from more than 40 language groups across the country were involved in the co-design and co-creation of the space.

Table 4 Scholarship data for remote and regional students^{14 15}

	Education Costs		Accommodation		Reward		Total ¹⁶	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	83,727	28	53,000	15			136,727	43
B. 2020 Offers ¹⁷	84,000	21	57,000	21			141,000	42
C. Percentage ¹⁸ (C=B/A*100)							103%	98%
2020 Payments	78,000	26	52,000	14.5			130,000	41

5. Working with Vulnerable People Requirement¹⁹

	Yes/No
Has the university completed a risk assessment?	Yes
Have staff involved in ISSP received training?	Yes
Does the university have a compliance process in place?	Yes

6. Eligibility requirements

6.1. Indigenous Education Strategy

Indigenous Education Strategy

The University of Melbourne's approach to advancing its Indigenous agenda has been to embed accountabilities across the University. This is reflected by the incorporation of the University's aims

for Indigenous development throughout the hierarchy of its policy and strategy documents. In recognition of such, our Indigenous Education Strategy draws together all of the existing plans, strategies and frameworks into a single document.

The plans, strategies and frameworks that articulate our key performance indicators, goals and targets for Indigenous student outcomes include:

- University level:
 - Growing Esteem 2015–2020
 - Engagement at Melbourne 2015–2020
 - Research at Melbourne: Ensuring Excellence and Impact to 2025
 - Reconciliation Action Plan April 2018 – December 2022
 - Indigenous Student Plan 2013 – 2018 (extended through 2019 and being replaced with the Indigenous Student Plan 2020 – 2022)
 - Indigenous Employment Framework 2018–2021
 - Indigenous Student and Staff Headline Targets
 - Indigenous Outcomes Measurement Framework

- Divisional level:
 - Divisional Indigenous Development Plans

Taken together, these documents provide information on the ways in which the University will:

- increase the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards;
- facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices; and
- include activities for students and employees of the provider that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia.

The Indigenous Education Strategy is publicly available via the University's 'About Us' page and can be accessed directly from the following link:

https://about.unimelb.edu.au/_data/assets/pdf_file/0011/63002/ISSP_IES_20181127.pdf

Responsibilities for implementing the Indigenous Education Strategy sit with the portfolio leads of the appropriate divisions, with oversight provided by the Indigenous Strategy Reference Group (ISRG). The University's academic divisions and Chancellery are represented on ISAG. The Indigenous Strategy Unit in Chancellery Strategy and Culture has significant responsibility for implementing and monitoring progress on the RAP, and works with faculties/graduate schools and other divisions to develop, implement and monitor local-level plans and strategies.

Reconciliation Action Plan April 2018 – December 2022

With our University-wide and Divisional-level Indigenous frameworks and plans now firmly embedded in our planning and operations, our current Reconciliation Action Plan April 2018 - December 2022 (RAP3) sees a shift in focus to the development of Signature Projects.

Classified by Reconciliation Australia as having 'Elevate' status, RAP3 develops 14 substantial Signature Projects that will have a transformational impact well beyond the University and signal our intention to invest in reconciliation at a deeper level. These Signature Projects are arranged into four themes:

- Leadership for Change;
- Our Place;
- Purposeful Partnerships; and
- International Engagement.

Each of these themes contain projects that enhance student access and outcomes by developing students' capabilities, providing education pathways, increasing their opportunities and improving their lived experience.

Targets, Measurement and Reporting

The Indigenous Student Plan 2020 – 2022 is the key strategy for enhancing the recruitment and retention, progression, success and completions of Indigenous students at the University. It sets out the University's headline student targets to increase access and outcomes for Indigenous students. These targets are regularly reviewed and, in 2018, they were amended to be:

- Indigenous student headcount to reach 1000 by 2029;
- Undergraduate to graduate student ratio to be equal for Indigenous and non-Indigenous students by 2025; and
- Undergraduate and graduate success ratio between Indigenous and non-Indigenous students of 1 by 2025.

These targets were developed in recognition of the changing student demographic brought about by the implementation of the Melbourne Model such that our domestic graduate student numbers are roughly equivalent to our domestic undergraduate numbers (51 percent and 49 percent respectively).

The Indigenous Student Plan is publicly available from the following link:

https://about.unimelb.edu.au/data/assets/pdf_file/0011/60050/Indigenous_Student_Plan-Design_V2_2018update.pdf

The University has established robust mechanisms for monitoring and reporting on its performance over time. The annually published *Indigenous Outcomes Performance Report* (IOPR) is a key tool for tracking and reporting on progress. The reporting in the IOPR is guided by the three-tiered *Indigenous Outcomes Measurement Framework* (IOMF), which identifies a range of measures and their reporting frequency under the following headings:

- educational attainment and outcomes (Tier 1);
- predictors and precursors of outcomes (Tier 2); and
- educational system performance measures (Tier 3) that support these.

Reporting on progress towards our RAP targets and against University-wide and Divisional-level frameworks and plans is also undertaken on a regular basis.

The University has made excellent progress towards achieving its Indigenous student headline targets. The numbers of Indigenous students at the University have more than doubled to 454 since the targets were first adopted, and Indigenous students made up 1.05% of the domestic student cohort in 2020. The University acknowledges it will need to accelerate its efforts if it is to reach the ambitious target of having 1000 Indigenous students by 2029.

There are currently 0.94 domestic undergraduate students for every postgraduate student at the University. This ratio has closed for Indigenous students in the last six years from 1.17 in 2014 to there now being 1.06 Indigenous undergraduates for every Indigenous postgraduate. Chancellery is working with the academic divisions to further improve the ratio.

The University of Melbourne has, over many years, performed well above the national average with respect to Indigenous students' academic success, with success rates generally between 79% and 86% over the last six years. Success rates for Indigenous postgraduate students are higher and closer to parity with other domestic students than they are for undergraduate students. Success rates were declining at the University for domestic students across all course levels in recent years, but particularly for Indigenous students. However, success rates markedly improved in 2020. The University is currently exploring ways it can provide enhanced support to Indigenous students, particularly undergraduates, to further improve Indigenous success rates to meet our target of success rate parity.

6.2. Indigenous Workforce Strategy

The University of Melbourne's approach to advancing its Indigenous agenda has been to embed accountabilities across the University. Our commitment to increase the number of Indigenous people working at the University is articulated in our Indigenous Education Strategy (see section 4 above), which summarises the array of plans, strategies and frameworks that encompass our Indigenous workforce strategy. The Indigenous Education Strategy is publicly available from the following link:

https://about.unimelb.edu.au/_data/assets/pdf_file/0011/63002/ISSP_IES_20181127.pdf

The Indigenous Employment Framework (IEF) 2018 – 2021 is the key strategy for enhancing the recruitment and retention of Indigenous academic and professional staff at the University. The University aims to employ Indigenous staff in proportion to their representation in the Australian population (3.3% at the 2016 Census) by 2021. This is an ambitious challenge which is further compounded when we articulate the need for genuine, equal representation at the University which spans all levels and functions of employment. To this end, in 2015 the University set the following Indigenous Staff Headline Targets:

- the academic to professional staff ratio is equal to that for the non-Indigenous academic workforce by 2025; and
- the ratio of (senior) Professional Staff Classification 8 and above to Professional Staff Classification 7 and below is the same as that for the non-Indigenous professional workforce by 2025.

The University of Melbourne Indigenous Employment Framework 2018 – 2021 is publicly available from the following link:

https://about.unimelb.edu.au/_data/assets/pdf_file/0018/60075/The-University-of-Melbourne-Indigenous-Employment-Framework-2018-Web.pdf

In addition to the IEF, each division has incorporated their own context-specific Indigenous employment goals and Indigenous research strategies to support increased Indigenous employment at the University in their Divisional Indigenous Development Plans.

Progress towards meeting the University's Indigenous targets and measures, overall and at the level of faculties and graduate schools, is reported in the annual Indigenous Outcomes Performance Report and in the Social Inclusion Barometer. The IOPR reports on a range of Indigenous Student, Staff, Teaching and Learning and Research data. Discussion of divisional level performance also occurs as part of the Vice-Chancellor's annual planning round.

The University is progressing strongly towards meeting its Indigenous Staff Headline Targets. Since the implementation of the University's second IEF in 2014, Indigenous staff numbers in ongoing and fixed-term positions at the University have more than tripled from 42 to 150 as at March 2020. This marked growth in Indigenous staff numbers has seen the proportion of Indigenous staff reach 1.63%, although this has largely been in the numbers of junior professional staff. In contrast, growth in Indigenous academic staff numbers has largely occurred in level D and level E positions such that the proportion of Indigenous academic staff in senior positions is essentially equal to that of non-Indigenous academic staff.

Melbourne Indigenous Professional Employment Program (funded by other University resources)

The rapid growth in Indigenous professional staff numbers at the University is largely due to the success of the Melbourne Indigenous Professional Employment Program (MIPEP), which replaced the Indigenous Australian Employment Development Program (IAEDP) in 2017. MIPEP provides employment opportunities for Indigenous Australians to work across the University and complete a

nationally recognised qualification in the Diploma of Leadership. The University has committed to employing 10 people outside the FTE cap each year under this scheme. MIPEP was cancelled in 2020 due to the coronavirus pandemic.

Faculty of Arts Indigenous Cadetship Program *(funded by other University resources)*

The Faculty of Arts has been offering appointments to Indigenous applicants to assist them to develop skills related to academic employment. The program targets Indigenous students at a transitional stage in their learning and career progression to support their transition into postgraduate studies and/or on-going academic employment. The Cadets are employed as Research Assistants Grade 1 and work at an FTE of 0.2 on a research project within the Faculty for a period of approximately 6 months. There were no Cadets appointed in 2020 due to the coronavirus pandemic.

Indigenous Employment Officer *(directly funded by ISSP)*

The Indigenous Employment Officer supports and builds the capacity of the University to recruit and retain Indigenous Australians through the current *Indigenous Employment Framework 2018-2021*.

Practical Implementations and progress:

- An Indigenous Employment Guide that provides advice and support to managers recruiting and working with Indigenous Australians;
- A streamlined Indigenous Australian Employment exemption process that allows the University to exempt suitable positions for Indigenous Australians at its discretion;
- Ability to advertise roles in the Koori Mail and the OurMob.net.au website as a secondary source of advertisement;
- An applicant support measure for Indigenous Australians that allows access to apply and prepare for positions through a single-entry point; and
- A University of Melbourne Indigenous Australian Career website

Table 6.2 Indigenous workforce data (2020 breakdown)^{20 21 22 23}

Staff Classification⁷	Headcount
Academic Continuing	20
Academic Fixed Term/ Casual	50
Professional Continuing	48
Professional Fixed Term/ Casual	60
Total	173⁸

⁷ Note that details of employment grade have been removed to protect the privacy of Indigenous staff

⁸ Note that the sum of staff headcount does not match the total due to some staff being employed in more than one position.

6.3. Indigenous Governance Mechanism

Associate Provost Professor Marcia Langton and Pro Vice-Chancellor (Indigenous) Professor Shaun Ewen lead the University's Indigenous agenda. Cultural authority and leadership are also provided by our Traditional Owners and Elders through the Traditional Owners and Elders Reference Group.

The University's Indigenous Governance mechanism is comprised of the Traditional Owners and Elders Reference Group and the Indigenous Strategy Reference Group. Together these had a significant a role in advising on the use of ISSP resources.

The Traditional Owners and Elders Reference Group (TOERG) is the advisory mechanism to support the governance of Indigenous programs with respect to Indigenous community engagement and cultural protocols and the implementation of University Indigenous strategy. Our Traditional Owners and Elders have served for many years.

Membership and Terms of Reference for TOERG are below.

Traditional Owners and Elders Reference Group

Membership

Senior Representatives of Traditional Owners.

One member of the Yorta Yorta Nation

One member of the Wurundjeri language group

One member of the Boonwurrung language group

One member of the Taungwurrung language group

Elders

Three Indigenous Elders

University

Pro Vice-Chancellor (Indigenous)

Associate Provost

Vice Principal (Engagement)

Two senior Indigenous academic staff

The Associate Director, Murrup Barak, Melbourne Institute for Indigenous Development.

One Dean or member of the Executive of an Academic Division

Head of University Services

Names

Professor Shaun Ewen, Pro Vice-Chancellor Indigenous (Chair)

Paul Briggs, Yorta Yorta Nation

Aunty Di Kerr, Wurundjeri language group

N'arweet Carolyn Briggs, Boon Wurrung language group

Aunty Lorraine Padgham, Taungwurrung language group

Aunty Lyn McInnes, Elder

Aunty Sandra Smith, Elder

Uncle Kevin Coombs, Elder

Janine Coombs, Respected person

Professor Marcia Langton Associate Provost

Tiriki Onus, Associate Dean Indigenous, Head of the Wilin Centre for Indigenous Arts and Culture

Neil Robinson, Head, University Services

Scott McDonald, Acting Associate Director Murrup Barak

Terms of Reference

- To advise the University on its engagement with Victorian Aboriginal communities;
- To provide cultural oversight of the University's Reconciliation Action Plan and related strategies; and

- To provide guidance on the Universities cultural and community protocol.
- The Group did not meet formally during 2020 due to the coronavirus pandemic but staff from Murrup Barak were in contact with members throughout the year.

Indigenous Strategy Reference Group

Terms of Reference

The Indigenous Strategy Reference Group provides for University-wide oversight of the suite of high-level Indigenous initiatives. The remit of the ISRG is to:

- Provide advice on the implementation and progress of key strategic initiatives.
- Ensure there is appropriate alignment and synergies across multiple projects and portfolios.
- Consider emerging possibilities in relation to the University strategy, Advancing Melbourne.
- Formulate new initiatives for consideration by the appropriate bodies within the University, including the Vice-Chancellor's Advisory Group (VCAG) and University Executive.

Members

Chancellery

Professor Richard James, Deputy Vice-Chancellor (Academic)

Professor Marcia Langton, Associate Provost

Professor Julie McLeod, Pro Vice-Chancellor (Research Capability)

Margot Eden, Associate Director, Indigenous Strategy

Padmini Sebastian, Director, Civic and Community Engagement

Inala Cooper, Director, Murrup Barak

Nick Blinco, Vice-President (Advancement)

Aurora Milroy, Manager, Indigenous Knowledge Institute

Professor Aaron Corn, Director, Indigenous Knowledge Institute

Academic Divisions

Associate Professor Michael-Shawn Fletcher, Associate Dean Indigenous, Faculty of Science

Associate Professor Sana Nakata, Associate Dean Indigenous, Faculty of Arts

Tiriki Onus, Associate Dean Indigenous, Faculty of Fine Arts and Music

Dr Lyndon Ormond-Parker, School of Population and Global Health

The ISRG met 10 times in 2020. Items on the agenda included:

- Review of the University's major Indigenous strategic initiatives for 2020
- Planning for the Narrm Oration
- Planning for the Dungala Kaiela Oration
- National Reconciliation Week activities
- Indigenous Community Partnerships
- Garma Cultural Studies Institute
- Deepening the relationship with the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation
- Indigenous Knowledge Institute activities and strategic direction
- The University of Melbourne Naming Policy
- The Reconciliation Action Plan April 2018 – December 2022 mid-term Review
- Development and implementation of the Divisional Indigenous Development Plans
- Munarra Centre for Regional Excellence
- University of Melbourne Cultural Awareness Training
- Mapping the Indigenous portfolio at Melbourne
- Update to the University's Indigenous Staff Headline Targets
- Support of Indigenous researchers
- Indigenous Community Fellows through the Melbourne Social Equity Institute's Community Fellows Program
- Grounding People with Place Project Proposal
- Goulburn Valley Indigenous Outreach Initiative

- RAP 3 Signature Project 2.1 Place and Indigenous Cultural Recognition – An Indigenous History of the University of Melbourne: Research Project Proposal
- Indigenous Academy
- The state of Aboriginal, Torres Strait Islander, Māori and Pacific Peoples Research in response to the proposed ERA Field of Research code changes.

In addition to TOERG and ISRG, the below central committees guide and make decisions on a range of Indigenous matters. These include:

- Aboriginal and Torres Strait Islander Cultural Heritage Oversight Committee
- Hallmark Indigenous Research Initiative Steering Committee
- Indigenous Scholarships and Awards Committee

At the academic divisional level, Traditional Owners and a range of local committees guide Indigenous research, teaching and learning and engagement activities. These include:

- Reconciliation and Recognition Committee within the Melbourne Law School
- Connection to Culture Committee within the Faculty of Architecture, Building and Planning
- Individual relationships with Wurundjeri Tribe Council through the Melbourne Law School and the Indigenous Settler Relations Collaboration within the Faculty of Arts

In August 2019, the Vice-Chancellor and Pro Vice-Chancellor (Indigenous) met with the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation Elders and staff. This was an opportunity for the Vice-Chancellor (who commenced in early 2019) to meet Corporation members and staff and hear about how the University could better work with the Wurundjeri community.

University staff from the Vice-Chancellor’s Advisory Group, Deans and other selected staff with relevant areas of expertise attended and continue to provide an opportunity for the Corporation members to connect with academic staff who have expertise on a range of issues of interest to them, including native title, education and linguistics.

6.3.1. Statement by the Indigenous Governance Mechanism

On behalf of the University’s Indigenous Governance mechanism, I am pleased to endorse the ISSP Report. Of note with respect to the University’s 2020 Indigenous activity are the following:

- 119 Indigenous students commenced in graduate programs, the largest ever intake, up from the previous highest intake of 108 in 2019. Fifteen students commenced in PhD programs in 2020 bringing our total Research Higher Degree enrolments to 58 students. In 2020, 10 Indigenous students received Melbourne Chancellor’s Scholarships. These high-achieving students enjoy fee exemptions and are guaranteed a place in a graduate program of their choice if they satisfy eligibility requirements. Students also receive a living allowance for up to 3 years.
- When she graduated from the University of Melbourne in 1959 with a Diploma of Physical Education, Dr Margaret Williams-Weir, a Malera Bundjalung and Gumbaynggirr woman, was the first Indigenous person to graduate from an Australian university. In 2020, the University graduated its 1000th Indigenous student.
- Murrup Barak increased the number of ITAS sessions used by 38%. ITAS usage is an important marker of Indigenous student engagement at the University.
- Funding was approved for an Indigenous History of the University project. This project addresses a commitment made at the 2019 Research Colloquium on Place and Indigenous Cultural Recognition to incorporate truth-telling and acknowledgement of the University’s contested histories in our relevant strategies. The project will transparently and formally articulate the

University's institutional and colonial history, its complicity with respect to eugenics and scientific racism and possible connections to slavery.

- The University of Melbourne student accommodation facility located at 303 Royal Parade was named Lisa Belleair House. Lisa Belleair was a Minjungbul, Goernpil and Noonuccul woman from Minjerribah (North Stradbroke Island), University of Melbourne alum and lecturer who was a prolific and widely admired Indigenous activist, photographer, broadcaster, poet, feminist, academic and performer. Lisa's deep commitment to student wellbeing, particularly Aboriginal and Torres Strait Islander student wellbeing at the University is acknowledged by those who studied and worked with Lisa.
- Associate Professor Michael-Shawn Fletcher, Deputy Dean (Indigenous) from the Faculty of Science, delivered the Narrm Oration on the theme of Our Country, Our Way: How Indigenous people and knowledge can save Australia's environmental and social unravelling. The Narrm Oration is the University's key address profiling leading Indigenous peoples from across the world to enrich ideas about possible futures for Indigenous Australia. Delivered virtually in response to the coronavirus pandemic, it has been streamed over 2700 times.
- Yorta Yorta Elder Dr Lois Peeler AM, acclaimed educator, activist and former lead singer of the Sapphires, presented the 2020 Dungala Kaiela Oration co-hosted by the Kaiela Institute and the University of Melbourne. Dr Peeler spoke of Kaiela Institute's positive work in developing economic and social parity for the Yorta Yorta community. Delivered virtually in response to the coronavirus pandemic, it has been streamed over 3500 times.
- Indigenous author and advocate Bruce Pascoe joined the University of Melbourne in late August as Melbourne Enterprise Professor in Indigenous Agriculture in the Faculty of Veterinary and Agricultural Sciences. The role sits in the School of Agriculture and Food and will build knowledge and understanding of Indigenous agriculture and expand research into traditional food production.
- The 2020–2025 Memorandum of Understanding between the Yothu Yindi Foundation (YYF) and the University was signed in October 2020, with shared objectives to achieve the vision of Yolngu-led education in Northeast Arnhem Land. The key focus will be establishment of the Garma Institute, an independent Yolngu-led solution to education attainment and employment.
- The University has signed a partnership agreement with Munarra Limited, Rumbalara Football and Netball Club and the Kaiela Institute to become one of the founding partners of the new Indigenous-led Munarra Centre for Regional Excellence (MCRE) in Shepparton planned to be completed by mid-2023. The MCRE will deliver new education programs and activities to be co-designed and co-delivered with the University through the Munarra Academy, its education arm.
- An increased number of leadership positions with an Indigenous focus have been established in the University's faculties and graduate schools. In 2020 these included Assistant or Associate Dean Indigenous roles in the faculties of Arts, Fine Arts and Music, and Science, and in the Melbourne Graduate School of Education, Melbourne School of Engineering, and Melbourne Law School.
- The University appointed experienced educator and leading scholar of Indigenous music, Professor Aaron Corn, as inaugural Director of its new Indigenous Knowledge Institute (IKI).
- In 2020 the University endorsed the Indigenous Internationalisation Plan 2020–2024 (IIP). The plan articulates the University's aspiration to be a global leader in supporting internationalisation of Indigenous research, student mobility, engagement and staff development. It will address existing barriers to Indigenous staff and student participation in international experiences and encourage faculties to develop new initiatives to boost Indigenous staff and student international engagement.

- In 2019, the Melbourne Reconciliation Network was launched, allowing staff from across the University and affiliate organisations to connect and share information about Aboriginal and Torres Strait Islander issues, programs, events, activities and research. The Network will be a means to strengthen relationships between Indigenous and non-Indigenous University staff by promoting mutual respect. At the end of 2020 the Network had 305 members.
- National Reconciliation Week consisted of a virtual program of more than 30 events. These included panel discussions, film screenings, information presentations, book club discussions, music playlists, research project presentations in many other unique activities. The Program was a success beyond our expectations with more than 16,000 individual engagements recorded from people across the country and internationally. This represented an increase in engagement/attendance of more than 800% on 2019.
- Construction of the New Student Precinct commenced on the Parkville campus early in 2020. It will be a place for students, staff and the wider community to engage, learn and grow, and will encompass seven buildings and increased outdoor social, study and landscaped spaces. The Precinct was designed and co-created with students, staff, and Traditional Owners from over 40 Indigenous language groups across Australia. The New Student Precinct has recently been recognised as a global leader in best practice Indigenous-led engagement and design.

The University has sought to raise the bar for Indigenous-led design and engagement by interrogating the question of how Indigenous culture can become embedded as part of the DNA of a major capital works program. The unique approach includes cross-cultural visioning and strategy, and genuine, culturally responsive co-creation with Indigenous communities that engenders the cultural authority through which architectural design and delivery of buildings and places can meaningfully take place. This approach is anchored on four pillars of engagement which help to ensure respectful, meaningful and considerate stakeholder engagement. These are: Connection to Country; Living History and Memory; Art and Artefact; and Connection to People.

 Professor Shaun Ewen
 Pro Vice-Chancellor (Indigenous)

Indigenous Student Success Program 2020 Financial Acquittal

Organisation

University of Melbourne

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST)²⁴

Item	(\$)
A. ISSP Grant	
ISSP Grant 2020 (flexible component)	\$1,871,145.73
ISSP Grant 2020 for preserved scholarships	\$8,265.00
Subtotal ISSP Grant 2020	\$1,879,410.73
B. Other ISSP Related Income	
Rollover of ISSP funds from 2019	
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
Subtotal other ISSP related income	
Grand total for 2020	\$1,879,410.73

Table 1b Other funding available to support Indigenous students in 2020 (excluding GST)²⁵

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ²⁶	
Other Commonwealth Government funding(HEPP)	200,000.00
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources ²⁷	
Total of other non-ISSP funds for 2020	200,000.00

Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST)²⁸

Item	Actual ISSP (\$) ²⁹	Estimate other funds (\$) ³⁰	TOTAL (\$) ³¹
Preserved scholarships	4132.50		4132.50
“New” scholarships from flexible ISSP funding	302,064.92		302,064.92
Student Costs	170,117.52		170,117.52
Teaching and learning ³²			
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ^{33 34 35}	1,342,378.34		1,342,378.34
Administration for staff working on ISSP activities ³⁶	9,033.83		9,033.83

Travel – domestic (airfares, accommodation & meals)	48,343.39		48,343.39
Travel – international (airfares)			0.00
			0.00
Travel – international (accommodation and meals)			0.00
Conference fees and related costs ³⁷	-1,715.53		-1,715.53
ISSP Asset purchases made during 2020 ³⁸	913.31		913.31
Other (including <i>other ATO cash flow boost expenditure not included in above figures</i>)			
A. Total Expenditure 2020	\$1,875,268.28	\$	\$1,875,268.28
<i>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</i>	<i>0.00</i>		
2020 ISSP funding committed (A + B)	0.00		
<i>D. Other unexpended 2020 ISSP Funds to be returned to PM&C³⁹</i>	<i>.01</i>		
C. Unexpended 2020 preserved scholarships funds to be returned to PM&C and C/F bal from 2017 \$9.94	4142.44		

For NIAA information only

JobKeeper payment/s received and expended on this activity (value \$)

2. Rollovers

Table 2 Rollovers agreed

	Rolled over (\$) (A)	Expended/committed⁴⁰ (\$) (B)	Excess to be returned to the Department⁴¹ (C) (C = A – B)
2019 funds rolled over into 2020	\$5455.00	\$5455.00	0.00
2020 funds approved for rollover into 2021	4142.45		

Please provide details of rollovers outlined in Table 1d above:

- the expenditure of 2019 ISSP funds rolled over into 2020.
- progress towards expenditure of 2019 funds rolled over into 2020.

[Please delete this box if no roll-over was agreed]

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2020⁴²

1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ⁴³	\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ⁴⁴	\$
Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /
	Amount remitted: \$
	Date remitted: / /

4. ISSP Assets

Table 2a ISSP Assets inventory⁴⁵

Asset Description/ category	Adjustable Value ⁴⁶	ISSP contribution ⁴⁷

Table 2b ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution
Billibellarys walk App annual payment	\$571.01	100%
The Worker Desk - https://isodesk.com.au	\$180.00	100%
Computer Supplies and Software -Inv No: 6250087, Date: 03-DEC-20	\$25.98	100%
New webcam- Inv No: 6254590, Date: 22-SEP-20	\$136.32	100%

Table 2c ISSP Assets - disposals during 2020

Asset Description/ category	Adjustable value	Disposals/ Sale Price ⁴⁸	ISSP component ⁴⁹	Disposals Age ⁵⁰

5. Endorsement of the Financial Acquittal⁵¹

2020 Financial Acquittal supported and initialled by:

Robert Oldfield

Director Risk and Assurance, Legal and Risk (Print position title)

(Signature and date)

Telephone contact: 61 3 8344 3020 E-mail: robert.oldfield@unimelb.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME 2020 CERTIFICATION

Complete this certification after reading the completed 2020 Performance Report and 2020 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2020 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and

- (iii) the 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds, and any interest earned or royalties/income derived from these Funds, was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister’s delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by university’s Indigenous Governance Mechanism:

Name:

Title:

Signed:
 Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:

Title:

Signed: Date:

Additional information for completing the template

¹ Only payments made during 2020 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² Record the number of students (head count) not EFTSL.

³ Include both preserved and new ISSP scholarships.

⁴ This figures in this column should be the sum of the relevant row.

⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.

⁶ Include payments to all enabling students, including remote and regional students.

⁷ Include payments to all undergraduate students, including remote and regional students.

⁸ Include payments to all postgraduate students, including remote and regional students.

⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).

¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹¹ Add more rows if necessary.

¹² Include a brief description of the activity.

¹³ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

¹⁴ Only record amounts which would/did require payment during the 2020 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.

¹⁵ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

¹⁶ This figures in this column should be the sum of the relevant row.

¹⁷ Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

¹⁸ This data confirms the provider's compliance with Section 21(3) of the Guidelines.

¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.

²⁰ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

²¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

²² The numbers recorded here should be a headcount of staff and not the full-time equivalent.

²³ There is no longer a requirement to break up these by faculty. Please group together results by level.

²⁴ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2020 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

Please feel free to add additional "item" lines as required.

²⁵ Please estimate the funds available.

²⁶ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.

²⁷ Examples of other funding are philanthropic donations, other student payments, business income etc.

²⁸ Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2020 Performance Report.

²⁹ List the expenditure of the income listed in Table 1a above.

³⁰ List the expenditure of the income listed in Table 1b above.

³¹ Sum ISSP expenditure and other funds expenditure.

³² Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.

-
- ³³ If the staff member works on non-ISSP specific activities (for example, mainstream tutoring or lecturing), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- ³⁴ Include expenditure on salaries for staff that provide tutorial assistance.
- ³⁵ May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ³⁶ If the staff member works on non-ISSP specific activities (for example, entering student data for non-Indigenous students), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- ³⁷ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ³⁸ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ³⁹ Include unspent 2019 funds that were rolled over into 2020 but were not expended during 2020 (i.e. the amount recorded in Table 2, column C).
- ⁴⁰ For 2019 funds rolled into 2020, the amount included here should be the amount expended in 2020. For 2020 funds agreed for rollover into 2021, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2021.
- ⁴¹ This amount should be included in the total unspent 2020 amount listed in Table 1c, Section D.
- ⁴² If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- ⁴³ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ⁴⁴ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ⁴⁵ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ⁴⁶ Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014..
- ⁴⁷ The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- ⁴⁸ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ⁴⁹ The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- ⁵⁰ Where groups of assets are disposed of, an average age can be provided.
- ⁵¹ If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function. If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.