

# Indigenous Student Success Program

## 2021 Performance Report

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### 1. Enrolments (Access)

Since the implementation of the University's first Reconciliation Action Plan in 2011, Indigenous student enrolments have increased by 206%, with Indigenous students comprising 1.21% of the University's domestic student population in 2021. 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 UG students due to the coronavirus pandemic, the University has made progress towards these targets, reaching 541 enrolled Indigenous students in 2021. Of note is the increase in Indigenous postgraduate student numbers in 2021, continuing the strong growth in 2020. Currently, 52.56% of Indigenous students enrolled in award degrees are enrolled in postgraduate programs compared to 49.16% of all domestic students.

**Table 1: Commencing and total Indigenous enrolments and EFTSL by course level in 2021**

Course Level	Commencing		Total	
	Headcount	EFTSL	Headcount	EFTSL
HDR	<10 <sup>1</sup>	<10 <sup>1</sup>	65	39.41
HDCW	77	54.38	153	105.38
OPG	62	18.63	73	20.69
UG	70	57.88	251	203.88
NA	<10 <sup>1</sup>	<10 <sup>1</sup>	<10 <sup>1</sup>	<10 <sup>1</sup>
<b>Total</b>	<b>&gt;220<sup>1,2</sup></b>	<b>&gt;140<sup>1,2</sup></b>	<b>&gt;540<sup>1,2</sup></b>	<b>&gt;370<sup>1,2</sup></b>

**Table 2: Total Indigenous student enrolments at the University in 2021 by academic division**

Faculty Name	Headcount	EFTSL
Architecture, Building and Planning	10	<10 <sup>1</sup>
Arts	154	113.81
Business and Economics	20	10.92

<sup>1</sup> Note that this figure has been adjusted to protect the privacy of Indigenous students

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

Education	68	29.10
Engineering	10	<10 <sup>3</sup>
Fine Arts and Music	53	40.71
Law	34	19.20
Medicine, Dentistry and Health Sciences	107	70.03
Science	72	58.91
Veterinary and Agricultural Sciences	<10 <sup>3</sup>	<10 <sup>3</sup>
Non-award	<10 <sup>3</sup>	<10 <sup>3</sup>
University of Melbourne Subsidiaries	<10 <sup>3</sup>	<10 <sup>3</sup>
<b>Total</b>	<b>&gt;540<sup>3,4</sup></b>	<b>&gt;370<sup>3,4</sup></b>

### **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

<sup>3</sup> Note that this figure has been adjusted to protect the privacy of Indigenous students

<sup>4</sup> Note that the sum of the headcount does not match the total as students can be enrolled at more than one course level

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 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 2021 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 2021, 75.71% of commencing Indigenous undergraduate students gained entry through Access Melbourne and 74.61% 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.

**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 2021, MURRA was delivered online and face-to-face. Since its inception, the MURRA Program has graduated over 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. 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.

**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, as in 2020, the Open Day Program was cancelled once again.

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, as in 2020, the I-LEAP Secondary School Outreach component of I-LEAP was cancelled once again.

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 2021.

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 2021, the Wilin Centre's recruitment activities were mainly delivered online, in 2022 we thrive to re-introduce all other face to face activities including the attendance at several 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 2021 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 2021)*

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 restrictions, 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 2021)*

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 restrictions, 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 restrictions, 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 2021)

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 restrictions, 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 restrictions, 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.

#### 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 2021 because of COVID.

#### **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 2021 an estimated 80+ 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.

**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.

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

#### **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 run online in 2021

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 (ABDC), 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. As part of the ABDC support for the program, NIBSS was run in Perth and Brisbane in 2021 by a number of different universities and the University of Melbourne plans to host it again in January 2023.

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. Two virtual SEAMS e-Camps were delivered in 2021: 58 year 11 students attended the summer camp in January and 43 year 12 students participated in the mid-year camp in July 2021.

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 2021, MURRA was delivered face-to-face and online.

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. 2021 activity included work towards progressing the University's 'Elevate' RAP 3 Signature Project implementation (e.g. Indigenous International Academic Engagement Program, New Student Precinct Project, Place and Indigenous Cultural Recognition, Indigenous Internationalisation Plan, Indigenous Engagement Management System), the development of the Indigenous History of the University of Melbourne Project (involving Indigenous student contributions), providing support to progress and monitor a suite of Divisional Indigenous Development Plans, National Reconciliation Week programming and the delivery of the 2021 Narrm Oration by Prof. Papaarangi Reid on 'Navigating Indigenous Futures'.

**Table 1 ISSP Scholarships - breakdown of 2021 payments<sup>1</sup>**

	Education Costs		Accommodation		Reward		Total <sup>2</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
<b>Enabling <sup>3</sup></b>							\$ -	0
<b>Undergraduate <sup>4</sup></b>	\$ 199,500.00	74	\$ 73,000.00	23			\$ 272,500.00	97
<b>Post-graduate <sup>5</sup></b>					\$ 38,000.00	36	\$ 38,000.00	36
<b>Other</b>							\$ -	0
<b>Total</b>	\$ 199,500.00	74	\$ 73,000.00	23	\$ 38,000.00	36	\$ 310,500.00	133

## 2. Progression (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 89% over the last six years and a success rate of 79% for undergraduate and 89% for graduate students in 2021. Success rates for Indigenous students remain below that of non-Indigenous domestic students.

**Table 3: Indigenous success rates at the University in 2020 and 2021**

Course Level	2020 Success Rate	2021 Success Rate
Higher Degree Coursework	90.42%	89.58%
Other Postgraduate	91.22%	89.07%
Undergraduate	82.67%	78.95%
<b>Grand Total</b>	<b>85.22%</b>	<b>82.82%</b>

### **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. ITAS student engagement continues to increase each year. In 2020, ITAS engagement increased by 30% and in 2021 engagement increased by 40%. 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.

**Murrup Barak, Melbourne Institute for Indigenous Development**

The name Murrup Barak translates to 'spirit of Barak' in the Woiwurrung language. It was chosen to honour the memory of the visionary Wurundjeri leader, William Barak. Barak was a wise, dignified and talented communicator who was able to unify Aboriginal people, leading his community into an uncertain future in an ever-changing landscape. In his role as diplomat and ambassador, he also proved that Aboriginal people could exert influence on decisions affecting them in colonial Australia. At Murrup Barak, we use Barak's legacy to direct our work. We connect students with the support they need to make decisions, navigate their way through the University and be prepared for what comes after graduation.

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.

Murrup Barak provides leadership in the development of a supportive and culturally safe environment for Indigenous students enrolled in University programs. Murrup Barak acts as a point of referral for Indigenous students to ensure that they can appropriately access University academic and student support services.

The 2021 staffing of Murrup Barak was:

- Director.
- Program Manager.
- Team Leader Student Success.
- Project Officer – Media and Communications
- 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 2021, 34 high-achieving Indigenous undergraduate students in the Faculty of Arts were given achievement awards ranging between \$500-\$5,000 (to a total value of \$80,000), based on weighted average marks. In 2021, the Faculty of Arts also invested in student excellence at the Honours level: awarding three scholarships to students in Linguistics, Philosophy and Indigenous Studies. Two of these were supported by I-LEAP, and leveraged additional gifts from the Psyche Foundation and are known as 'Indigenous Futures Scholars Awards'. In 2022, these awards will be used support other graduate coursework programs (such as Grad Certs, or Masters Coursework). This reflects a commitment from the Faculty of Arts to create a supported student pathway for high-achieving Indigenous students at all program levels.

**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 equal 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 65 in 2021

**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.

**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.

**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. In 2021, 12 students participated in the program.

**The Australia Centre** (funded by other University resources)

Based in the Faculty of Arts, the Australia Centre 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 Centre 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.

**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 2021 because of COVID.

**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.

**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.

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

**Table 2 Tutorial assistance provided in 2021**

Level of study	Number of unique students assisted <sup>6</sup>	Total number of tutorial sessions attended	Total hours of assistance <sup>8</sup>	Expenditure <sup>9</sup>
Enabling				
Undergraduate	115		4125	
Post graduate	49		2231	
Other				
<b>Total</b>	<b>164</b>		<b>6356</b>	<b>\$ 327,761.48</b>

### 3. Completions (outcomes)

The number of Indigenous students completing has more than doubled from 52 in 2014 to 127 in 2021 and the University of Melbourne has one of the best Indigenous cohort completion rates in the country. In 2020 the University graduated its 1000<sup>th</sup> 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 2021**

	Completions	Attainment rate	4-year cohort completion rate	9-year cohort completion rate
Higher Degree Research	8	1.81%	22.22%	33.33%
Higher Degree Coursework	39	0.79%	62.22%	68.18%
Other Postgraduate	29	1.35%	78.26%	82.14%
Undergraduate	51	0.86%	42.25%	54.17%
<b>Total</b>	<b>127</b>	<b>0.95%</b>	<b>52.70%</b>	<b>64.36%</b>

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 2021, all academic divisions had appointed an Associate Dean, Assistant Dean or a delegate of the Dean with an Indigenous focus. All of these roles are representatives on the Committee of Associate Deans and Delegates Indigenous, which is part of the University's Indigenous governance mechanism. 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.



## 4. Regional and remote students

**Table 4** ISSP Scholarship data for remote and regional students<sup>2</sup>

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	\$ 78,000.00	25	\$ 52,000.00	14			\$ 130,000.00	39
B. 2021 Offers <sup>11</sup>	\$ 93,000.00	31	\$ 90,000.00	31	\$ 10,000.00	10	\$ 193,000.00	72
C. Percentage <sup>12</sup>							141%	
(C=B/A*100)								
2021 Payments	\$ 78,000.00	29	\$ 45,000.00	13	\$ 10,000.00	10	\$ 133,000.00	52

## 5. Eligibility criteria

### 5.1. 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:
  - Advancing Melbourne 2030
  - Research at Melbourne: Ensuring Excellence and Impact to 2025
  - Reconciliation Action Plan April 2018 – December 2022
  - Indigenous Student Plan 2020 – 2022
  - Indigenous Employment Framework 2018–2022
  - 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](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 ISRG. The Indigenous Strategy team in Chancellery (Academic) 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. Operational oversight of activities within the University's 10 academic divisions is also provided by the Committee of Associate Deans and Delegates Indigenous (CADDI).

### **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, RAP 3 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. The University's Indigenous international engagement aspiration is supported through the [Indigenous Internationalisation Plan 2020 – 2024](#), and focusses on four main streams of activity: research collaboration and engagement; international exchange and student mobility; international engagement activities (including cultural exchange); and professional opportunities for development (academic and professional staff).

### **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 (50.4% and 49.6% 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](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 1.02 domestic postgraduate students for every undergraduate student at the University. This ratio has closed for Indigenous students in the last six years and Indigenous postgraduate student enrolments exceeded Indigenous undergraduate student enrolments for the first time in 2021 such that there are now 1.1 Indigenous postgraduate students for every undergraduate student. Chancellery is continues to work with the academic divisions to ensure this progress is maintained.

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 over the last two years. 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.

## 5.2. 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](https://about.unimelb.edu.au/_data/assets/pdf_file/0011/63002/ISSP_IES_20181127.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 more than tripled from 42 to 153 as at March 2020. Numbers fell to 138 in March 2021 as a result of the coronavirus pandemic staff losses, but recovered back to 151 by December 2021. The marked growth in Indigenous staff numbers since 2014 has seen the proportion of Indigenous staff reach 1.70%, 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. In 2021 MIPEP resumed and engaged 6 staff in full-time positions.

### **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.

### **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* (extended to 2022).

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 5.2 Indigenous workforce data (2021 breakdown) <sup>3</sup>**

Staff Classification	Headcount
Academic Continuing	23
Academic Fixed Term/ Casual	73
Professional Continuing	55
Professional Fixed Term/ Casual	40
<b>Total</b>	<b>183</b>

### 5.3. Indigenous Governance Mechanism

Associate Provost Professor Marcia Langton and Pro Vice-Chancellor (Indigenous) Professor Shaun Ewen led the University's Indigenous agenda in 2021. 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, the Indigenous Strategy Reference Group and the Committee of Associate Deans and Delegates Indigenous. Together these have a significant 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 OAM, Yorta Yorta Nation

Aunty Di Kerr OAM, Wurundjeri language group

N'arweet Dr Carolyn Briggs AM, Boon Wurrung language group

Aunty Lorraine Padgham, Taungwurrung language group

Aunty Lyn McInnes, Elder

Aunty Sandra Smith, Elder

Uncle Kevin Coombs OAM PLY, 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

Inala Cooper, 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 2021 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 will provide for University-wide oversight of the suite of high-level Indigenous initiatives. The group will:

- 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

Prof Shaun Ewen (PVC Place and Indigenous, Chair)

Prof Marcia Langton (Associate Provost)

A/Prof Sana Nakata (Associate Dean Indigenous, Arts)

Tiriki Onus (Associate Dean Indigenous, Fine Arts and Music)

Inala Cooper (Director of Murrup Barak)

A/Prof Michael-Shawn Fletcher (Faculty of Science)  
Nick Blinco (Vice-President, Advancement)  
Padmini Sebastian (Director, Civic and Community Engagement)  
Julie McLeod (Pro Vice-Chancellor, Research Capability)  
Margot Eden (Associate Director, Indigenous Strategy)

The ISRG met 9 times in 2021. Items on the agenda included:

- Review of the University's major Indigenous strategic initiatives for 2021
- University of Melbourne Indigenous Strategy Plan 2021 – 2022
- University Indigenous Strategy post 2022 when 4 University-level and 11-Divisional-level Indigenous strategies and plans are renewed
- Planning for the Narrm Oration
- Planning for the Dungala Kaiela Oration
- National Reconciliation Week activities
- Indigenous Knowledge Institute activities
- Indigenous History of the University Project
- The Reconciliation Action Plan April 2018 – December 2022 Progress Report
- Support for Indigenous researchers
- Indigenous Graduate Research Recruitment and career pathways
- University Support for the Yoo-rrook Justice Commission
- The University's response to the proposed ERA Field of Research code changes for Aboriginal, Torres Strait Islander, Māori and Pacific Peoples Research.

### **Committee of Associate Deans and Delegates Indigenous**

#### Terms of Reference:

The Committee of Associate Deans and Delegates (Indigenous) (CADDI) is a forum for consultation and coordination between the academic divisions and the Pro Vice-Chancellor (Indigenous) on the development of the academic program of the University as it relates to Indigenous matters. Each of the University's ten academic divisions is represented on CADDI. The responsibilities of CADDI include ensuring there is a clear link between the implementation of plans and strategies within academic divisions and the development and review of those strategies by Chancellery. CADDI will consider the academic program as it relates to Indigenous matters including the enrolment and success of students, the recruitment, retention and career progression of staff, and research performance.

#### Members:

A/Prof. Sana Nakata, Faculty of Arts (Chair)  
A/Prof. Shawana Andrews, Medicine, Dentistry and Health Sciences  
Eddie Cubillo, Melbourne Law School  
Prof. Michelle Evans, Business and Economics  
Prof. Shaun Ewen, Pro Vice-Chancellor (Indigenous)  
A/Prof. Michael-Shawn Fletcher, Science  
Jefa Greenaway, Architecture, Building and Planning  
Dr. Melitta Hogarth, Education  
Dr. Cam Raw, Veterinary and Agricultural Sciences  
Tiriki Onus, Fine Arts and Music  
Ross Peek, Engineering and IT  
Inala Cooper, Murrup Barak  
Margot Eden, Strategy and Culture

In addition to TOERG, ISRG and CADDI, 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 October 2018) 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.

### **5.3.1. 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 2021 Indigenous activity are the following:

- 142 Indigenous students commenced in graduate programs, the largest ever intake, up from the previous highest intake of 119 in 2020. Nine students commenced in PhD programs in 2021 bringing our total enrolments of PhD candidates to 58, which the University believes is the highest PhD enrolment of any Australian university.
- In 2021, 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.
- The Melbourne Graduate School of Education worked in collaboration with Yambirrpa Schools to co-design and produce a series of Yolngu cultural induction videos as part of the University's partnership in North East Arnhem Land. The videos are to be used as cultural induction resources by the Yirrkala School and Laynhapuy Homelands School and University of Melbourne students and staff coming to work or visit.
- The Indigenous Knowledge Institute provided seed funding to five research projects in Indigenous Knowledge, ranging from Indigenous knowledge in a criminal justice context to environmental management of billabongs.



- The Indigenous Knowledge Institute led a major government grant submission in early 2021, this developed several new partnerships with Indigenous organisations, industry partners and universities in Australia and internationally. Three theme research projects were awarded funding until 2023, and partners include Voyages Indigenous Tourism, Boon Wurrung Foundation, Gunaikurnai Land and Waters Corporation (GLaWAC), Conservation Ecology Centre, Taungurung Land and Waters Council (TLaWC), Eastern Maar Aboriginal Corporation (EMAC), Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation, Indigenous Business Australia, Indigenous Land and Sea Corporation, NBN Co (Indigenous Unit), Health Justice Australia and Alola.
- Murrup Barak increased the number of ITAS hours used by 40%. ITAS usage is an important marker of Indigenous student engagement at the University.
- An Indigenous History of the University project commenced in January 2021. 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. In the first instance, and as a starting point of truth-telling, this project will produce a book. Over 60 contributors from across the institution (and externally) are contributing to the book, including student voices. The project is Indigenous-led through a Steering Committee, chaired by the Pro-Vice Chancellor (Indigenous), with majority-Indigenous membership. Co-editors are Prof. Marcia Langton, Dr. Ross Jones and Dr. James Waghorne.
- Professor Papaarangi Reid, Tumuaki (Deputy Dean – Māori) and Head of Te Kupenga Hauora Māori at the Faculty of Medical and Health Sciences, University of Auckland, delivered the 2021 Narrm Oration on the theme of navigating Indigenous futures. 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.
- Josephine Sukkar AM is Chair of the Australian Sports Commission, co-founder and principal of construction company Buildcorp, and president of Australian Women's Rugby, presented the 2021 Dungala Kaiela Oration co-hosted by the Kaiela Institute and the University of Melbourne. Josephine Sukkar spoke on the undeniable power within the infrastructure of sport in Australia to harness and channel the passion of the Australian people. She highlighted the willingness and ability within sporting infrastructure to tackle the insidious issue of institutional racism and to be a critical cornerstone in creating a healthy, vibrant nation to which we can all be proud to contribute. .
- In 2021, National Reconciliation Week consisted of program of more than 20 virtual/in-person/hybrid events which resulted in over 2000 individual engagements during the week. Events ranged from Lighting the Wilin – a smoking ceremony by Boon Wurrung Traditional Owners to mark the start of National Reconciliation Week – to presentations, panel discussions and sporting events. The program provided a diverse range of events which appealed to students, staff and general public.



Professor Barry Judd  
Pro Vice-Chancellor (Indigenous)

## Additional information for completing the template

<sup>1</sup> This information provides for the number of students and cost of the scholarships expended in 2021. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2021 should 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.

<sup>2</sup> Only record amounts which required payment during the 2021 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. Note the data in this table is a subset of the scholarship data provided in Table 1.

<sup>3</sup> While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

# Indigenous Student Success Program

## 2021 Financial Acquittal

Organisation

University of Melbourne

### 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST)<sup>1</sup>**

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2021 (flexible component)	\$ 2,187,746.31
ISSP Grant 2021 for preserved scholarships	\$ 4,206.00
<b>Subtotal ISSP Grant 2021</b>	<b>\$ 2,191,952.31</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2020 (and earlier years)	\$ 4,142.44
Interest earned/royalties from ISSP funding <sup>2</sup>	\$ -
<i>If no interest has been earned briefly state why</i>	Project treated as operating project.
Sale of ISSP assets	0
<b>Subtotal other ISSP related income</b>	<b>0</b>
<b>Grand total for 2021</b>	<b>\$ 2,196,094.75</b>

**Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)<sup>3</sup>**

Item	(\$)
<b>A. Other non-ISSP funds<sup>4</sup></b>	
Other funding provided under HESA <sup>5</sup>	
Other Commonwealth Government funding	\$ 235,000.00
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources <sup>6</sup>	
<b>Total of other non-ISSP funds for 2021</b>	<b>\$ 235,000.00</b>

**Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)<sup>7</sup>**

Item <sup>8</sup>	Actual ISSP (\$) <sup>9</sup>	Estimate other funds (\$) <sup>10</sup>	TOTAL (\$) <sup>11</sup>
Preserved scholarships	\$2,755.00		\$ 2,755.00
Scholarships from flexible ISSP funding	\$347,349.95		\$ 347,349.95
Salaries for staff working on ISSP activities (excluding JobKeeper payments) <sup>12</sup>	\$1,378,402.41		\$1,378,402.41
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	\$43,153.37		\$ 43,153.37
Student Costs	\$100,510.57		\$ 100,510.57
Travel – domestic (airfares, accommodation & meals)	\$36,146.83		\$ 36,146.83
Travel – international (airfares) <sup>13</sup>	\$-		
Staff Training & Development	\$17,436.99		\$ 17,436.99
Travel – international (accommodation and meals)	\$-		
Conference fees and related costs <sup>14</sup>	\$315.00		\$ 315.00
ISSP Asset purchases made during 2021 <sup>15</sup>	\$4,750.81		\$ 4,750.81
Other (including other ATO cash flow boost expenditure not included in above figures)			
<b>A. Total Expenditure 2021</b>	<b>\$ 1,930,820.93</b>		<b>\$ 1,930,820.93</b>
<b>B.</b> Unexpended 2021 ISSP funds approved for rollover into 2022 grant year <sup>16</sup>			
<b>C.</b> Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component			
<b>D.</b> Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships			
<b>2021 ISSP funding committed (A + B + C +D)<sup>17</sup></b>			

**For NIAA information only**

JobKeeper payment/s received and expended on this activity (value \$)	0.00
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## 2. Rollovers

**Table 2 Rollovers <sup>18</sup>**

	Rolled over (\$) (A)	Expended/committed <sup>19</sup> (\$) (B)	Excess to be returned to the NIAA <sup>20</sup> (\$) (C) (C = A – B)
2019 funds rolled over into 2021	0	0	0
2019 funds approved for roll over into 2022 (if applicable)	0		
2020 funds rolled over into 2021	\$4,142.44	\$4,142.44	0.00

2020 funds approved for roll over into 2022 (if applicable)	0		
2021 funds approved for roll over into 2022	\$261,131.38		

Please provide details of rollovers outlined in Table 2:

- The grants approved and the expenditure of 2019 ISSP funds rolled over into 2021.
- The grants approved and the expenditure of 2020 ISSP funds rolled over to 2021

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

### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021<sup>21</sup>**

1. GST received by you in 2021 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>22</sup>	\$ 0
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ 0
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

### 4. ISSP Assets

**Table 4a ISSP Assets inventory<sup>23</sup>**

Asset Description/ category	Adjustable Value <sup>24</sup>	ISSP contribution <sup>25</sup>

**Table 4b ISSP Assets - purchases during 2021<sup>26</sup>**

Asset Description/ category	Purchase Value	ISSP contribution
CompNow Hardware, REF: TASK0329637, Hardware: Probook 440 i5/16gb/512gb	\$1,914.28	100%
CompNow Hardware, REF: TASK0329669, Hardware: Probook 440 i5/16gb/512gb	\$1,914.28	100%
Sit/Stand Desk - Standard - Rectilinear Single Unit - S-Model Electric Desk Invoice No: INV-4173 , Date: 11-MAR-21 , ( CC 45)	\$853.40	100%

**Table 4c ISSP Assets - disposals during 2021**

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>27</sup>	ISSP component <sup>28</sup>	Disposals Age <sup>29</sup>

### 5. Endorsement of the Financial Acquittal<sup>30</sup>

2021 Financial Acquittal supported and initialled by:

Name:

Keat Tan

Title:		
	Director (Acting) Risk and Assurance	
Phone:	+61 3 8344 9215	Email: <a href="mailto:keat.tan@unimelb.edu.au">keat.tan@unimelb.edu.au</a>
Signed:		Date: 18 Mar 2022

## INDIGENOUS STUDENT SUCCESS PROGRAM 2021 CERTIFICATION

Complete this certification after reading the completed 2021 Performance Report and 2021 Financial Acquittal for the Indigenous Student Success Program.

I certify that:



- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2021 Indigenous Student Success Program 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 2021 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2021 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program 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) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

**Certification recommended by the university's Indigenous Governance Mechanism:**

Name:	Professor Barry Judd
Title:	Pro Vice Chancellor Indigenous

Signed:		Date:	30 March 2022
<b>Certification made by Vice-Chancellor or equivalent delegate<sup>31</sup>:</b>			
Name:	Professor Duncan Maskell		
Title:	Vice-Chancellor		
Signed:		Date:	8/4/22

### Additional information for completing the template

<sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2021 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA 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.

<sup>2</sup> Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.

<sup>3</sup> Please estimate the funds available if exact amounts are not known.

<sup>4</sup> Please insert additional lines if the listing below do not suit your university's arrangements.

<sup>5</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.

<sup>6</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.

<sup>7</sup> Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2021 Performance Report.

<sup>8</sup> Please insert additional lines if the listing below do not suit your university's arrangements.

<sup>9</sup> List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).

<sup>10</sup> List the expenditure of the income listed in Table 1b.

<sup>11</sup> Sum ISSP expenditure and other funds expenditure.

<sup>12</sup> If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.

<sup>13</sup> Note that only airfares for international travel for students can be funded under ISSP.

<sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.

<sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017* and are items that have an individual value of \$5,000 or more.

<sup>16</sup> This should match the figure in Table 2.

<sup>17</sup> This figure should equal the Grand total in Table 1a

<sup>18</sup> All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your roll over information.

<sup>19</sup> For 2019 funds rolled into 2021 and 2020 funds rolled in to 2021, the amounts included here should be the amount expended in 2021.

<sup>20</sup> This is the amount of the rollover not expended. NIAA will issue an invoice for any amounts listed in this column.

<sup>21</sup> 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.

<sup>22</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).

<sup>23</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.

<sup>24</sup> 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.

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- <sup>25</sup> 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).
- <sup>26</sup> Include any assets purchased during 2021 using ISSP funding that are valued over \$5,000, any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- <sup>27</sup> Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- <sup>28</sup> 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.
- <sup>29</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>30</sup> Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2022 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- <sup>31</sup> For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.