

Indigenous Student Success Program

2019 Performance Report

Organisation	University of Melbourne		
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1. Enrolments (Access) – S&C

Since the implementation of the University's first Reconciliation Action Plan in 2011, Indigenous student enrolments have increased by 143%, with Indigenous students now comprising 1.05% of the University's domestic student population. In 2018, the University revised its Indigenous student participation headline targets originally set in 2015 which it was agreed 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.

The University has made strong progress towards these targets reaching 439 enrolled Indigenous students in 2019. Of the Indigenous students enrolled in award courses, 54% were enrolled in undergraduate programs compared to 50% for all domestic students.

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

Course Level	Commencing		Total	
	Headcount	EFTSL	Headcount	EFTSL
Higher Degree Research	11	<10 ¹	54	37.528
Higher Degree Coursework	34	26.25	84	60.125
Other Postgraduate	63	21.250	75	24.313
Undergraduate	91	77.875	226	182.875
Non-award	17	<10 ¹	17	<10 ¹
Total	202	136.269	439	309.090

Table 2: Total Indigenous student enrolments at the University in 2019 by academic division

Faculty Name	Headcount	EFTSL
Architecture, Building and Planning	<10 ¹	<10 ¹
Arts	152	113.413
Business and Economics	15	<10 ¹
Education	54	21.461
Engineering	<10 ¹	<10 ¹
Fine Arts and Music	34	27.878
Law	11	<10 ¹

¹ Figures have been adjusted to protect the privacy of Indigenous students.

Faculty Name	Headcount	EFTSL
Medicine, Dentistry and Health Sciences	81	56.529
Science	60	48.175
Veterinary and Agricultural Sciences	<10 ¹	<10 ¹
Non-award	17	<10 ¹
University of Melbourne Subsidiaries	10	<10 ¹
Total	439	309.090

Strategies to address access to the University Indigenous Specialist Education Programs

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

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

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

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

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

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

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

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

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

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

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

PhD Familiarisation *(funded by other University resources)*

The Melbourne Poche Centre for Indigenous Health has developed an Indigenous PhD Familiarisation Program, aimed at supporting Indigenous students who are considering applying for and undertaking a PhD. Similarly, the Hallmark for Indigenous Research Initiative have developed a HASS PhD Familiarisation Program. 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 2019 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 2019, 68% of commencing Indigenous undergraduate students gained entry through Access Melbourne and 72% 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.

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. A total of 80 individual school visits were conducted in 2019 and the team attended 4 careers expos. These visits were carried out throughout 5 States and Territories. Murrup Barak also extends these outreach activities by engaging students to participate in the University of Melbourne pipeline programs which include:

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

The aim of RISE is to increase Indigenous students' interest in science. Indigenous students in years 9 and 10 from across Victoria are provided with the opportunity to meet like-minded Indigenous students and carry out hands-on practical experiments in biology, chemistry, physics, computer science, and engineering.

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. 31 students participated in the 2019 program.

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. In 2019, 29 high-achieving Indigenous secondary school students in years 11 and 12 from across Australia participated in I-LEAP. The students participated in leadership activities as well as meeting academic staff, connecting with current students at the University, touring the residential colleges and exploring the University's Open Day.

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. 33 students participated in 2019.

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 2019, the Wilin Centre's recruitment activities included attendance at a number of major Indigenous arts festivals and engaging with significant regional Indigenous communities of practice. The Wilin Centre provides students with opportunities to maintain cultural continuity through engaging in material cultural practices such as making emu skirts, weaving and cultural object production. Beyond internal programs, the Wilin Centre fosters cultural safety within the broader university by providing advice to academic colleagues on the inclusion of Indigenous epistemologies and methodologies in various curricula.

Wilin 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

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

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

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

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

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

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

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

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).

Other Outreach Programs and Support

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

VIEWWS (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. In 2019, 29 Indigenous students from across Australia participated in the program.

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

The National Indigenous Business Summer School (NIBSS) is an exciting program for Years 11 and 12 Indigenous high school students. The program is an initiative of the Australian Business Deans Council, hosted by the Faculty of Business and Economics at the University of Melbourne. The purpose of the program is to provide a fully immersive experience for students thinking of entering the world of business or becoming an entrepreneur. Students have the opportunity to see business in action and learn about the available pathways into business studies. In 2019, NIBSS was hosted at the University of New South Wales.

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.

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.

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

Delivery of a range of strategies, projects and events that directly benefit Indigenous students were provided by the Unit. 2019 activity included work towards our elevate RAP 3 Signature Project implementation (e.g. Indigenous Academy, Indigenous International Academic Engagement Program, New Student Precinct Project, Place and Indigenous Cultural Recognition, Indigenous Internationalisation Plan, Indigenous Engagement Management System), the development of a suite of Divisional Indigenous Development Plans, National Reconciliation Week programming, the Narrm Oration and launch of the University's Melbourne Reconciliation Network. The Unit also supported the development of the University's Indigenous Student Plan 2020 – 2022.

Table 1 Scholarships - breakdown of 2019 payments^{1 2 3} - Scholarships & Finance

	Education Costs		Accommodation		Reward		Total ^{4 5}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁶	-	-	-	-	-	-		
Undergraduate ⁷	204,135	68.5	85,354	24	-	-	289,489	92.5
Post-graduate ⁸	-	-	-	-	-	-		
Other	-	-	-	-	-	-		
Total	204,135	68.5	85,354	24	-	-	289,489	92.5

2. Progression (access and outcomes) – S&C

In 2015 the University set Indigenous Student Headline Targets of achieving parity in success rates between Indigenous and non-Indigenous students at the undergraduate and graduate coursework levels by 2025. Monitoring of our Indigenous students' academic success has indicated that our Indigenous students have consistently performed well above the national and Victorian state average, with success rates between 79% and 86% over the last six years and being at 81% in 2019. Success rates for Indigenous students remain below that of non-Indigenous domestic students.

Table 3: Indigenous success rates at the University in 2019

Course Level	Success rate
Higher Degree Coursework	87.75%
Other Postgraduate	87.67%
Undergraduate	77.77%
Grand Total	80.86%

Indigenous Student Success Team *(directly funded by ISSP)*

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

- academic excellence
- general wellbeing
- community and cultural engagement
- financial assistance
- housing services and global mobility
- Feedback and improvement

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

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

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

Student Advising *(partly funded by ISSP)*

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

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

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

Financial Assistance *(partly funded by ISSP)*

Murrup Barak distributed studentships to the student body in semester 1 and 2 to address the aspirations of Indigenous students such as overseas study, internships and early career research experiences, as well as dedicated emergency funding delivered throughout the year. In 2019 a total of \$130,000 was distributed to students - \$78,000 for undergraduate studentships and \$52,000 for graduate studentships.

Housing services *(funded by other University resources)*

Students are linked with the residential colleges and University housing, and students are provided with financial assistance through cost-share arrangements. In 2017, a formal agreement was made between Murrup Barak and the Colleges to address financial pressures for Indigenous students at colleges, and funds were allocated to support students staying at the colleges who were not ABSTUDY eligible. An average of \$9800 was provided to 20 students who were not eligible to receive provisions through ABSTUDY.

Murrup Barak, Melbourne Institute for Indigenous Development

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

Murrup Barak was established in 2009 to increase the impact of the University of Melbourne's Indigenous programs and maximise the contribution to Indigenous development. Murrup Barak plays a critical role in co-ordinating and supporting the development of a wide range of Indigenous programs, building on the University's aim to increase involvement of Indigenous people across all facets of its operations, as staff, as students, and as interested community members contributing to the quality of our Indigenous teaching, learning, research and programs.

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

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

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

The 2019 staffing of Murrup Barak was:

- Associate Director.
- Program Manager.
- Team Leader Student Success.
- Project Officer.
- Cultural Engagement Coordinator.
- Cultural Protocol and Administrative Officer.
- Indigenous Student Success Officers (two positions).
- Indigenous Student Recruitment Officers (two positions).
- 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 2019, 26 high-achieving Indigenous undergraduate students in the Faculty of Arts were given achievement awards ranging between \$3,000-\$8,000, based on weighted average marks. The University is now looking to expand the program into other faculties and extend support to graduate students.

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

In 2015, the University adopted the policy of guaranteeing a Research Training Program scholarship (formerly known as Australian Postgraduate Awards), or another stipend of equivalent value, to all Indigenous students offered a place in a graduate research program. This policy has seen the numbers of Indigenous graduate research students grow from 16 in 2014 to 54 in 2019.

Hallmark Indigenous Research Initiative *(funded by other University resources)*

The University is actively seeking to increase the engagement with and impact of its research in Indigenous studies and to recruit and retain talented Indigenous researchers to build a stronger Indigenous research cohort. The Hallmark Indigenous Research Initiative is an important part of this effort, working to promote and support Indigenous research and Indigenous researchers across the University. Activities in 2019 included:

- A Research Colloquium on Place and Indigenous Cultural Recognition within the University's built and landscape environments
- Indigenous PhD Familiarisation Program for future Indigenous researchers across the creative arts, humanities, social sciences, law, business and education
- A seed-grant funding scheme
- Connecting prospective graduate research students with supervisors and mentors
- Support and advice for graduate research students
- Provision of information on the tailored supports available to Indigenous researchers

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.

Cultural Awareness Training *(directly funded by ISSP)*

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

of the impact of past law and policies on Indigenous Australians. In 2017, Murrup Barak ran 9 workshops with a total of 130 staff participating in the sessions.

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

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

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

Cross Cultural Training *(partly funded by ISSP)*

Delivered by Wilin's academic staff, The Wilin Centre for Indigenous Arts and Cultural Development offers cross-cultural training. This workshop offers a unique focus on Indigenous Cultural Literacies through creative and cultural practices. We aim to engage through practices of teaching creative ways of understanding, knowledge transfer and Indigenous ways of knowing and being and doing. The learning outcomes for each of the workshops highlight cultural awareness and literacies, working with respect and responsibility with others and self, and gaining knowledge of local Indigenous cultural and creative practices. In 2019 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.

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

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

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

- Indigenous philosophies of practice in the arts.
- Revitalisation and sustainability of arts practices.

- Intercultural research ethics and methodologies.
- Reclamation and repatriation of Indigenous knowledges.

RUIAC hosts an annual Symposium on Indigenous Arts in the Academy. In 2019, the topic of the Symposium was Reclamation of Practice.

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

RUIAC team 2019:

Co-Directors: A/Prof (Future Fellow) Sally Treloyn, A/Dean (Indigenous) Tiriki Onus (Wilin)

Coordinator, IGRTP and Research Associate: Dr Megan McPherson (SS)

IGRTP and Tutor in Indigenous Arts and Cultures: Lauren Gower (Wilin)

Table 2a Tutorial assistance provided in 2019 – MB & Finance

Level of study	Number of students assisted	Total hours of assistance ⁹	Expenditure ¹⁰ (\$)
Enabling	0	0	
Undergraduate	119	2639	
Post graduate	41	626	
Other		0	
Total	160	3265	\$134,314.90

Table 2b Indigenous Support Activities provided in 2019¹¹ - MB

Activity ^{12 13}	Number of student participants	Expenditure (\$)
Peer Support Program	83	16,000
Transition in Camp for Commencing Undergraduate Students	34	20,000
Indigenous Nationals	21	10,000

3. Completions (outcomes) – S&C

The number of Indigenous students completing has more than doubled from 52 in 2014 to 126 in 2019 and the University of Melbourne has one of the best Indigenous cohort completion rates in the country. 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 2019

	Completions	Attainment rate	4-year cohort completion rate	9-year cohort completion rate
Higher Degree Research	<10 ²	0.68%	<50% ²	50%
Higher Degree Coursework	30	0.62%	80%	53%
Other Postgraduate	54	3.19%	78%	72%
Undergraduate	31	0.53%	34%	50%
Non-award	17	5.38%	100%	50%
Total	126	0.98%	52%	57%

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.

² Figures have been adjusted to protect the privacy of Indigenous students.

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 2019, four faculties and schools had Associate Dean roles with an Indigenous focus, including the Melbourne Graduate School of Education and the Melbourne Law School which, as academic divisions offering graduate programs, enrol and support Indigenous graduate students. The Faculty of Science and the Faculty of Medicine, Dentistry and Health Sciences also have dedicated Indigenous Student Support Officers to support graduate students to successfully navigate their degrees. The Wilin Centre located at the Faculty of Fine Arts and Music provided dedicated support to all Indigenous, including graduate, students.

4. Regional and remote students – S&C

The University has implemented a National Indigenous Recruitment Strategy. As a result, Indigenous students are increasingly arriving at the University from regional and remote Victoria and interstate. In 2019, 64% of commencing students were from outside the Melbourne Metropolitan region and 39% from regional or remote Australia. With continued increases in commencements of Indigenous students from regional and remote regions since 2014, the proportion of Indigenous students enrolled at the University in 2019 from regional and remote Australia was 41%.

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

Table 5: Commencing Indigenous students at the University by remoteness area in 2019

Remoteness	Headcount	EFTSL
Major Cities of Australia	123	79.894
Inner Regional Australia	46	33.402
Outer Regional Australia	25	17.195
Remote Australia	<10 ³	<10 ³
Very Remote Australia	<10 ³	<10 ³
Grand Total	203	136.769

Outreach Programs

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

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

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

The aim of RISE is to increase Indigenous students' interest in science. Indigenous students in years 9 and 10 from across Victoria are provided with the opportunity to meet like-minded Indigenous students and carry out hands-on practical experiments in biology, chemistry, physics, computer science, and engineering.

Open Day Program (directly funded by ISSP)

Murrup Barak offered a 3-day Open Day camp for Indigenous students in year 12 that provided an opportunity to experience university firsthand and to engage with Faculties and other Indigenous students who aspire to university. The program was delivered in conjunction with the broader University Open Day program and was open to Indigenous students nationally. 31 students participated in the 2019 program.

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. In 2019, 29 high-achieving Indigenous students in years 11 and 12 from across Australia

³ Figures have been adjusted to protect the privacy of Indigenous students.

participated in I-LEAP. The students participated in leadership activities as well as meeting faculty staff, connecting with current students, touring the residential colleges and exploring the University's Open Day.

Raise the Bar Academy (partly funded by ISSP)

Athletics Australia and the University of Melbourne have offered a unique program for sporting and academic minded students to train with some of Australia's best athletes, develop new skills in athletics coaching, connect directly with sports industry professionals, and learn about how they can access the University of Melbourne's Indigenous pathways. The 5-day program is open to Indigenous students entering Year 11 or 12, with the aim of supporting those who are interested in pursuing tertiary education and a career in the sports industry. 33 students participated in 2019.

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

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

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

VIEWS (a partnership with RMIT University, Swinburne University and Monash University) aims to increase Indigenous participation in engineering. Indigenous year 11 and 12 students are provided with an insight into what it is like to study and work as an engineer. Participants explore pathways and study options in engineering, meet Indigenous engineers, and visit employers to see engineering in action. In 2019, 29 Indigenous students from across Australia participated in the program.

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

The National Indigenous Business Summer School (NIBSS) is an exciting program for Years 11 and 12 Indigenous high school students. The program is an initiative of the Australian Business Deans Council, hosted by the Faculty of Business and Economics at the University of Melbourne. The purpose of the program is to provide a fully immersive experience for students thinking of entering the world of business or becoming an entrepreneur. Students have the opportunity to see business in action and learn about the available pathways into business studies. In 2019, NIBSS was hosted at the University of New South Wales.

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.

Access Melbourne (Directly funded by ISSP)

To ensure accessibility for regional and remote students into tertiary education the University has several pathway programs. Access Melbourne is the University's special entry access scheme through which students from disadvantaged backgrounds – including being resident of a rural or isolated area and recognition as an Indigenous Australian – are guaranteed entry at a reduced ATAR, as well as a \$5,000/year stipend. Indigenous students from regional and remote Australia who gain entry through the Access Melbourne scheme are automatically considered for additional support to help cover the costs of relocation and accommodation.

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

- 50.00: Arts (Extended)
- 55.00: Science (Extended)*
- 70.00: Design

- 75.00: Arts, Science
- 83.00: Commerce
- 85.00: Biomedicine

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

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

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

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

Financial Assistance *(partly funded by ISSP)*

Murrup Barak distributed studentships to the student body in semester 1 and 2 to address the aspirations of Indigenous students such as overseas study, internships and early career research experiences, as well as dedicated emergency funding delivered throughout the year. In 2019 a total of \$130,000 was distributed to students - \$78,000 for undergraduate studentships and \$52,000 for graduate studentships.

Housing services *(funded by other University resources)*

Students are linked with the residential colleges and University housing, and students are provided with financial assistance through cost-share arrangements. In 2017, a formal agreement was made between Murrup Barak and the Colleges to address financial pressures for Indigenous students at colleges, and funds were allocated to support students staying at the colleges who were not ABSTUDY eligible. An average of \$9800 to 20 students who are not eligible to receive provisions through ABSTUDY.

Other Support

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

Table 4 Scholarship data for remote and regional students14 15 - Scholarships

	Education Costs		Accommodation		Reward		Total ¹⁶	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	58,950	28	36,062	11	-	-	95,012	28
B. 2019 Offers ¹⁷	164,000	41	101,000	41	-	-	265,000	41
C. Percentage ¹⁸ (C=B/A*100)							279%	146%
2019 Payments	87,727	28	53,000	15	-	-	136,727	43

5. Working with Vulnerable People Requirement¹⁹ - S&C

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

6. Eligibility requirements

a. Indigenous Education Strategy – S&C

Indigenous Education Strategy

The University of Melbourne's approach to advancing its Indigenous agenda has been to embed accountabilities across the University. This is reflected by the incorporation of the University's aims for Indigenous development throughout the hierarchy of its policy and strategy documents. In recognition of such, our Indigenous Education Strategy draws together all of the existing plans, strategies and frameworks into a single document.

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

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

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

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

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

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

Responsibilities for implementing the Indigenous Education Strategy lie with the portfolio leads of the appropriate divisions, with oversight provided by the Indigenous Strategy Advisory Group (ISAG). Each of the University's three divisions (Chancellery, Academic Divisions and University Services) as well as the Indigenous student body are represented on ISAG. The Indigenous Strategy Unit in Chancellery Strategy and Culture, has significant responsibility for implementing and monitoring progress on the RAP, and works with faculties/graduate schools and other divisions to develop, implement and monitor local-level plans and strategies.

Reconciliation Action Plan April 2018 – December 2022

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

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

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

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

Targets, Measurement and Reporting

The Indigenous Student Plan 2013-2018 (extended through 2019 and being replaced with the Indigenous Student Plan 2020 – 2022 from 2020) is the key strategy for enhancing the recruitment and retention, progression, success and completions of Indigenous students at the University. It sets out the University's headline student targets to increase access and outcomes for Indigenous students. These targets are regularly reviewed and, in 2018, they were amended to be:

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

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

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

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

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

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

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

The University has made excellent progress towards achieving its Indigenous student headline targets. The numbers of Indigenous students at the University has more than doubled to 443 since the targets were first adopted, and Indigenous students made up 1.05% of the domestic student cohort in 2019. The University acknowledges it will need to accelerate its efforts if it is to reach the ambitious target of having 1000 Indigenous students by 2029.

There are currently 0.97 domestic undergraduate students for every postgraduate student at the University. This ratio has closed for Indigenous students in the last six years from 1.17 in 2014 to there now being 1.06 Indigenous undergraduates for every Indigenous postgraduate. Chancellery is working with the academic divisions to further improve the ratio.

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

b. Indigenous Workforce Strategy – S&C

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

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

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

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

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

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

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

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

The University is progressing strongly towards meeting its Indigenous Staff Headline Targets. Since the implementation of the University's second IEF in 2014, Indigenous staff numbers in ongoing and fixed-term positions at the University have more than tripled from 42 to 146 as at December 2019. This marked growth in Indigenous staff numbers has seen the proportion of Indigenous staff reach 1.73%, 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. In 2019, 14 new Indigenous professional staff were recruited into MIPEP.

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. In 2019, 4 Indigenous Cadets were employed.

Indigenous Employment Officer (directly funded by ISSP)

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

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

Table 6.2 Indigenous workforce data (2019 breakdown)⁴

Staff Type	Headcount
Academic Continuing	20
Academic Fixed Term	28
Professional Continuing	45
Professional Fixed Term	48
Casual / Honorary	30
Total	163⁵

c. Indigenous Governance Mechanism – S&C

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

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

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

Membership and Terms of Reference for TOERG are below.

⁴ The details of division and employment level have been excluded to protect the privacy of Indigenous staff.

⁵ The total does not equal the sum as some staff hold multiple appointments.

Traditional Owners and Elders Reference Group

Membership

Senior Representatives of Traditional Owners.

One member of the Yorta Yorta Nation

One member of the Wurundjeri language group

One member of the Boonwurrung language group

One member of the Taungwurrung language group

Elders

Three Indigenous Elders

University

Pro Vice-Chancellor (Indigenous)

Associate Provost

Vice Principal (Engagement)

Two senior Indigenous academic staff

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

One Dean or member of the Executive of an Academic Division

Head of University Services

Names

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

Paul Briggs, Yorta Yorta Nation

Aunty Di Kerr, Wurundjeri language group

N'arweet Carolyn Briggs, Boon Wurrung language group

Aunty Lorraine Padgham, Taungwurrung language group

Aunty Lyn McInnes, Elder

Aunty Sandra Smith, Elder

Uncle Kevin Coombs, Elder

Janine Coombs, Respected person

Professor Marcia Langton Associate Provost

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

Neil Robinson, Head, University Services

Scott McDonald, Acting Associate Director Murrup Barak

Terms of Reference

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

The Group met three times in 2019. Items on the agenda included:

- Divisional Indigenous Development Plans
- Indigenous Knowledges Institute
- Student Enrolments Update
- Murrup Barak Melbourne Institute for Indigenous Development
- New Student Precinct
- Elder's Retainer Discussion Paper
- Jawun Development Program
- Academy of Sport Health and Education and the Munarra Centre for Excellence
- Research Colloquium on Place and Indigenous Cultural Recognition
- University of Melbourne Strategy 2030
- Indigenous Student Plan 2020 - 2022
- Indigenous Strategy Highlights 2017-2019

Indigenous Strategy Advisory Group

Membership

Chancellery

Pro Vice-Chancellor (Indigenous) (co-chair)

Associate Provost (co-chair)

Director, Students and Equity Executive

Director Human Resources (or nominee)

Associate Director, Indigenous Strategy and Social Inclusion

University Services

Executive Director, Academic Services

Associate Director, Murrup Barak

Director, Student Success

Academic Divisions

An Associate Dean Indigenous (or equivalent)

A senior academic at Professorial level with expertise in the field of Indigenous studies

An Indigenous member of academic staff

Academics from Divisions with Extended Programs (Faculty of Arts and Science)

Names

Chancellery

Prof Shaun Ewen, Pro Vice Chancellor Indigenous

Prof Marcia Langton, Associate Provost

Prof Richard James, Deputy Vice-Chancellor (Academic and Undergraduate)

Mr Nick Blinco, Vice President Advancement

Dr Sally Eastoe, Executive Director, Human Resources and OHS

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

Mr Jason Glanville, Director, Atlantic Fellows Program for Social Equity

University Services

Mr Neil Robinson, Head, University Services

Mr Scott McDonald, Acting Associate Director, Murrup Barak

Academic Divisions

Prof Sandra Eades, Associate Dean Indigenous, MDHS

Assoc Prof Richard Frankland, FFAM

Prof Liz McKinley, MGSE

Dr Wendy Haslem, Program Director, Bachelor of Arts, Arts

Associate Prof Michelle Livett, Director, Bachelor of Science, Science

Student Body

Mr Josh Cubillo, Chair, Indigenous Graduate Student Association

External

Ms Janine Coombes, Chair, Federation of Victorian Traditional Owner Corporations

Terms of Reference

- To provide advice on the alignment of the University's Indigenous higher education priorities that span the Academic and International, Research and Engagement portfolios
- To facilitate the integration of Chancellery, University Services and Academic Divisional activities with respect to the University's Indigenous strategy and programs

- To monitor implementation and progress of the University's Elevate Reconciliation Action Plan April 2018 – December 2022.
- To provide a forum for the University's senior Indigenous leadership to advance discussion of key priorities including:
 - Indigenous knowledge and culture
 - Indigenous Students and Staff
 - Indigenous Studies
 - Engagement with Indigenous communities.
 - Murrup Barak, Melbourne Institute for Indigenous Development
 - Atlantic Fellows for Social Equity Program
 - Indigenous Advancement

The Group met once in 2019. Items on the agenda included:

- RAP 3 Progress Report
- Indigenous Senior Professional Staff Recruitment
- Admissions 2019
- Bachelor of Arts and Science Extended Programs
- Indigenous Student Plan update
- Indigenous Alumni Data Protocols

In mid 2019, the Pro Vice-Chancellor (Indigenous) was appointed to the University's Senior Executive Group chaired by the Vice-Chancellor at which forum issues previously raised at the ISAG were dealt with.

In addition to TOERG and ISAG, 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) hosted a lunch for 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, providing an opportunity for the Corporation members to connect with academic staff who have expertise on native title, education and linguistics.

1.1.1 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 2019 Indigenous activity are the following:

- 108 Indigenous students commenced in graduate programs, the largest ever intake, up from 93 in 2018. Ten students commenced in PhD programs in 2019 bringing our total Research Higher Degree enrolments to 54 students.
- In 2019, a record 26 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.
- Murrup Barak increased the number of ITAS sessions used by over 30%. ITAS usage is an important marker of Indigenous student engagement at the University.
- In 2019 the Melbourne Business School developed a Graduate Certificate in Indigenous Business Leadership, the first of its kind in Australia for Aboriginal and Torres Strait Islander business leaders. The first intake will be in early 2020. The six-month Graduate Certificate in Indigenous Business Leadership is designed to enable Indigenous business leaders to build their leadership skills and business practices. The course uses an evidence-based interdisciplinary approach to respond to the complex and growing challenges Indigenous business leaders face and explores the central tension between profit and purpose at the heart of Indigenous business leadership.
- In 2019, I-LEAP piloted Career Conversations – an academic and careers mentoring program that matched 15 I-LEAP scholarship recipients with University of Melbourne academic and professional staff who have participated in the Jawun Development Program.
- At the 2019 Garma Festival, Vice-Chancellor Duncan Maskell launched the Indigenous Knowledge Institute for world-leading Aboriginal knowledge, research and education. The University has committed to invest at least \$6 million for world-leading Aboriginal knowledge, research and education.
- The New Student Precinct partnered with the Living Pavilion to temporarily transform the landscape at the site of the future home of the Murrup Barak Melbourne University Institute for Indigenous Development, with plantings, artworks, performances, talks and gathering spaces that celebrated the natural environment. Over 60 events connecting Indigenous knowledge, ecological science, sustainable design and participatory arts were hosted between 1 May and 17 May, with attendances from students, staff and the local community.
- During National Reconciliation Week, the University hosted 33 events to facilitate greater understanding of Aboriginal and Torres Strait Islander cultures and histories. Over 2,000 staff attended the major events.
- In 2019, the Melbourne Reconciliation Network was launched, allowing staff from across the University and affiliate organisations to connect and share information about Aboriginal and Torres Strait Islander issues, programs, events, activities and research. The Network will be a means to strengthen relationships between Indigenous and non-Indigenous University staff by promoting mutual respect. At the end of 2019 the Network had 143 members.
- Work on a comprehensive University of Melbourne Indigenous Australian Cultural Competency Program concluded and the program will be launched in 2020. This program will reach greater numbers of non-Indigenous staff through an online component and will enable greater levels of cultural safety for Indigenous staff and students.

- The MIPEP program continues to provide an important employment pathway at the University. In 2019, provisions were made for 14 MIPEP positions.

Professor Richard James

Deputy Vice-Chancellor (Academic and Undergraduate)

Chair, Indigenous Strategy Reference Group (replacing the Indigenous Strategy Advisory Group from 2020)

Indigenous Student Success Program

2019 Financial Acquittal – Finance

Organisation

The University of Melbourne

7. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)²⁴

Item	(\$)
A. ISSP Grant	
ISSP Grant 2019 (flexible component)	1,870,656.10
ISSP Grant 2019 for preserved scholarships	27,272.00
Subtotal ISSP Grant	
B. Other ISSP Related Income	
Rollover of ISSP funds from 2018	
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
Subtotal other ISSP related income	
Grand total	1,897,928.10

Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)²⁵

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ²⁶	
Other Commonwealth Government funding (HEPP)	200,000
Funds derived from external sources ²⁷	45,000
Total of other non-ISSP funds	245,000

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)²⁸

Item	Actual ISSP (\$) ²⁹	Estimate other funds (\$) ³⁰	TOTAL (\$) ³¹
Preserved scholarships	21,817.00		21,817.00
"New" scholarships from flexible ISSP funding	322,908.00		322,908.00
Student Costs	126,351.22		126,351.22
Teaching and learning ³²			
Salaries for staff working on ISSP activities ^{33 34 35}	1,279,542.95		1,279,542.95
Administration for staff working on ISSP activities ³⁶	43,292.58		43,292.58
Travel – domestic (airfares, accommodation & meals)	79,351.53		79,351.53
Travel – international(airfares)			
Travel – international (accommodation and meals)	409.39		409.39
Conference fees and related costs ³⁷	15,755.08		15,755.08
ISSP Asset purchases made during 2019 ³⁸	3,045.35		3,045.35
Other			
A. Total Expenditure 2019	\$1,892,473.10	\$	\$1,892,473.10
<i>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</i>	<i>0.00</i>		
2019 ISSP funding committed (A + B)	0.00		
<i>D. Other unexpended 2019 ISSP Funds to be returned to PM&C³⁹</i>	<i>0.00</i>		
<i>C. Unexpended 2019 preserved scholarships funds to be returned to PM&C</i>	<i>5455.00</i>		

8. Rollovers

Table 2 Rollovers agreed

	Rolled over (\$) (A)	Expended/committed ⁴⁰ (\$) (B)	Excess to be returned to the Department ⁴¹ (C) (C = A – B)
2018 funds rolled over into 2019	13,384.00	13,384.00	0.00
2019 funds agreed for rollover into 2020	5,455.00		

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

- the expenditure of 2018 ISSP funds rolled over into 2019.
- progress towards expenditure of 2019 funds rolled over into 2020.

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

9. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019⁴²

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ⁴³			\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ⁴⁴			\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	

10. ISSP Assets

Table 2a ISSP Assets inventory⁴⁵

Asset Description/ category	Adjustable Value ⁴⁶	ISSP contribution ⁴⁷
External hard drive	\$71.82	100%
Software License	\$52.72	100%
Computer HP –Desktop and Monitor (PO –642411)	\$1685.63	100%
Software Boxed -Students	\$719.76	100%
Software License -Billibellarys Walk app annual payment	\$515.42	100%

Table 2b ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution

Table 2c ISSP Assets - disposals during 2020

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

11. Endorsement of the Financial Acquittal⁵¹

Financial Acquittal supported and initialled by:

Peter McGrath

(Print name of relevant officer)

Associate Director Audit Assurance Services

(Print position title)

P J McGrath

(Signature and date)

Telephone contact: 0417 054 362_____ E-mail: mcgrath@unimelb.edu.au_____

INDIGENOUS STUDENT SUCCESS PROGRAMME

2019 CERTIFICATION

Complete this certification after reading the completed 2019 Performance Report and 2019 Financial Acquittal for the Indigenous Student Success Programme.

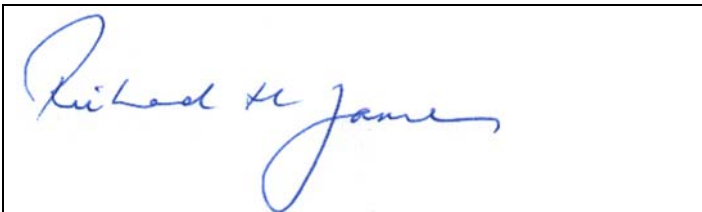
I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2019 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.


I understand that:

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

Certification recommended by university's Indigenous Governance Mechanism:

Name:	Professor Richard James	
Title:	Deputy Vice-Chancellor (Academic and Undergraduate), Chair, Indigenous Strategy Reference Group	
Signed:		Date: 17 April 2020

Certification made by Vice-Chancellor or equivalent delegate:

Name:	Professor Duncan Maskell	
Title:	Vice-Chancellor	
Signed:		Date: 22 April 2020