

# INDIGENOUS EDUCATION STATEMENT

## OVERVIEW

The Department of Industry, Innovation, Science, Research and Tertiary Education (the Department of Innovation) requires information from higher education providers relating to their 2011 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Indigenous Australians as defined in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2012*<sup>1</sup> which details ISP grant conditions. There are three conditions of eligibility for ISP – Table A providers must demonstrate to the Department of Innovation that they:

- Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students.
- Have increased participation of Indigenous people in the provider's decision-making processes.
- Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide the Department of Innovation with a report on the expenditure of the grant amount. The expenditure report for 2011 ISP funds must be included in this Indigenous Education Statement.

It is recommended that the format for the Indigenous Education Statement provided below is followed to ensure providers report against all relevant criteria. However, this should not limit providers who wish to report on a wider range of Indigenous support and achievements.

Please try to limit your answers to the template for each question.

**Please submit electronic documents by email to:**

[ipp@deewr.gov.au](mailto:ipp@deewr.gov.au)

DIISRTE contact officer:

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<sup>1</sup> <http://www.comlaw.gov.au/Details/F2012L00281>

## FORMAT FOR INDIGENOUS EDUCATION STATEMENT

Whilst it is recommended that this format is followed to ensure providers report against all relevant criteria, providers are invited to comment on a wider range of matters.

### The University of Melbourne

#### Murrup Barak, Institute for Indigenous Development

### SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Two years ago, the University launched *Murrup Barak* – Institute for Indigenous Development. The name *Murrup Barak* was chosen to honour Wurundjeri leader William Barak. The *Murrup Barak* – Institute for Indigenous Development has been established to provide a focal point for all the work occurring across the University in Indigenous studies. The Institute plays a critical role in co-ordinating and supporting the development of a wide range of Indigenous programs, building on the University's desire to support Indigenous leadership and participation across all its activities including the recruitment and retention of Aboriginal and Torres Strait Islander students and staff.

Importantly, the Institute aims also to strengthen partnerships with Indigenous Australian communities and make the University of Melbourne 'the pre-eminent institution nationally and globally by attracting Indigenous and non-Indigenous people to study, teach and conduct research in Indigenous studies'. The Institute's inaugural director is Professor Ian Anderson, Chair of Indigenous Health.

The establishment of the *Murrup Barak* highlights the University's commitment to reconciliation with Indigenous Australians. In establishing the new Institute, the University aims to position the University as the place governments, businesses and the philanthropic sector seek out for knowledge and expertise in Indigenous matters. The University believes that Indigenous research, learning and teaching, and partnerships with Indigenous communities and other stakeholders will be significantly better coordinated following the launch of the *Murrup Barak* Melbourne Institute for Indigenous Development.

#### The University of Melbourne Reconciliation Plan

The *Murrup Barak* Institute led the development over 2010 of the University of Melbourne Reconciliation Action Plan<sup>2</sup> (RAP) as its overarching strategic platform. The RAP is aligned to the method and framework developed by Reconciliation Australia, and groups activities and actions as:

- strong and positive relationships;
- respect for the special contribution of Aboriginal & Torres Strait Islander peoples; and
- working together to ensure all Australians have the same life opportunities.

The key principles that underpin the RAP are:

- the Reconciliation Action Plan is a manifestation of a University wide commitment which must be aligned with existing accountability structures;
- the activities in the Reconciliation Action Plan build and extend on core business activities; and
- implementation of the Reconciliation Action Plan will be, as much as possible, integrated through the University planning cycle.

Within these broad categories we commit to six focus areas for action:

- Partnerships with Aboriginal and Torres Strait Islander Communities;
- Cultural Recognition;
- Aboriginal and Torres Strait Islander Student Recruitment and Retention;
- Teaching and Learning;
- Research; and
- Aboriginal and Torres Strait Islander Staff Employment.

In implementing the RAP over the period to 2015, the University will:

- develop faculty and divisional indigenous Employment Plans;
- collaborate with community partners in the Goulburn Valley to establish the Kaiela Institute;
- review and develop the “Extended BA Program” model for two other new generation degrees;
- establish targets for Aboriginal and Torres Strait Islander students in new generation degrees;
- enhance recruitment strategies opportunities for Aboriginal and Torres Strait islander students in graduate professional degrees;
- establish targets for Aboriginal and Torres Strait Islander students enrolled in new generation degrees; and
- support research higher degree students in Indigenous Studies.

**Table 1 - Key web references**

The <i>Murrup Barak</i> Institute	<a href="http://www.murrupbarak.unimelb.edu.au/">http://www.murrupbarak.unimelb.edu.au/</a>
Reconciliation Action Plan	<a href="http://www.murrupbarak.unimelb.edu.au/files/miip/RAP_13_Final_16December2010.pdf">http://www.murrupbarak.unimelb.edu.au/files/miip/RAP_13_Final_16December2010.pdf</a>
Indigenous Teaching, Learning and Research Studies	<a href="http://www.murrupbarak.unimelb.edu.au/content/pages/teaching-learning-research">http://www.murrupbarak.unimelb.edu.au/content/pages/teaching-learning-research</a>
Indigenous Employment Framework	<a href="http://www.hr.unimelb.edu.au/advice/equity-diversity/toolkits/indigenous/strategy">http://www.hr.unimelb.edu.au/advice/equity-diversity/toolkits/indigenous/strategy</a>
Access Melbourne	<a href="http://futurestudents.unimelb.edu.au/admissions/entry-requirements/other-entry-options/access-melbourne">http://futurestudents.unimelb.edu.au/admissions/entry-requirements/other-entry-options/access-melbourne</a>

**SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2011 AND PLANS FOR FUTURE YEARS**

**AEP Goal Criteria 2.1** *Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander*

*peoples in educational decision-making.*

Aboriginal and Torres Strait Islander engagement in the decision-making processes of the University of Melbourne is multi-faceted and integrated across a range of decision-making areas.

The *Murrup Barak* Melbourne Institute for Indigenous Development was established to develop an integrated approach to Indigenous development across the University. It has a focus on the development of University partnerships with Indigenous Australia, government and business sectors; organisational development (including the Reconciliation Action Plan and Indigenous Employment Framework); academic development (in teaching and learning; research) and Indigenous student recruitment and support.

- The **Director of *Murrup Barak* is Indigenous** and reports to the PVC Participation and Engagement. The Director attends the University Deans and Heads Conference and is a member of University Academic Board.
- The University appoints a skills based advisory board (14 people) to provide strategic oversight of the work of the Institute. **Four of these positions are Indigenous.**
- *Murrup Barak* has two collegial forums to guide its development – an Indigenous caucus (open to all University Indigenous staff – **approximately 30 people in total**) and an Academic Associates Forum (including Indigenous academics).

The University of Melbourne has developed a Reconciliation Action Plan as its overarching strategic platform. A convening panel was established with **10 Senior Aboriginal elders or leaders** who have had a significant association with the University. The panel was chaired by the Provost. Members of the convening panel are involved in reviewing progress of the implementation of the RAP.

**AEP Goal Criteria 2.2** *Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.*

The **Indigenous Employment Framework 2010-2013** established a whole-of-university strategy to coordinate and sustain efforts to achieve a greater representation by Indigenous Australians within the University of Melbourne.

The core components of the Framework include:

- **A Whole-of-University Strategic Framework:** Our view is that in order to achieve parity in Indigenous Australian employment we need to recruit outside of the Indigenous specialist programs alone. Responsibility for implementation needs to be shared.
- **Indigenous Employment Plans:** The IEF requires the development of Indigenous Employment Plans by each faculty and administrative division. The local IEP identifies strategies and targets for Indigenous employment that are appropriate to their local context.
- **Employment Targets and Performance Indicators:** The IEF establishes a process for the setting of Indigenous employment targets and indicators to measure outcomes against its employment targets and Indigenous Employment Plans.
- **University-wide Capability Building Strategies:** A number of whole-of- university strategies have been designed to support faculties and administrative divisions to develop and implement their Indigenous Employment Plans. These will include the development of tools and resources, best practice models and internal communication processes.
- **Executive Oversight with Faculty and Administrative Division Leadership:** To ensure appropriate support is given to increasing Indigenous Australian employment, the Framework establishes mechanisms for the oversight and implementation of the strategy involving the Vice-Chancellor and the Senior Executive through the Executive Director, Human Resources and Director of *Murrup Barak* and the Heads of Budget Divisions.

In developing the University Indigenous Employment Plans, Faculties and Administrative Divisions were encouraged and supported to address the six key result areas:

1. Partnerships
2. Capacity building and pathways
3. Recruitment
4. Retention and career development
5. Workplace culture
6. Monitoring and evaluation.

The Indigenous Employment Framework coordinator is employed within *Murrup Barak* Melbourne Institute for Indigenous Development (with a reporting line to the Executive Director of Human Resources). The roll-out of the IEF is overseen by a University wide IEF implementation committee. In 2011 All Faculties and Administrative Divisions completed their own Indigenous Employment Plan (IEP) aligned to the IEF, the plans are structured around three key themes: Attract & Recruit, Induct and Retain and Cultural Safety. The IEP's life has a life span of three years (2012-2015).

**Key strategies include:**

- A University wide approach to advertising in the Koori Mail Indigenous and on the Indigenous Jobs Australia Website and other Indigenous media;
- Exempting suitable positions so that only Indigenous Australians can apply;

- Employing through the provision of traineeships;
- Employing through the provision of pathway programs including entry level (professional and academic); and
- Providing work experience opportunities.

The full **Plan is attached.**

**Table 2 - Continuing and Fixed term positions**

Department	Staff	Academic	Professional
Faculty Of Arts	Level B.	Academic	
Faculty Of Arts	Level C.	Academic	
Faculty Of Arts	HEW 4.		Professional
Faculty Of Arts	HEW 5.		Professional
Faculty Of Arts	HEW 5.		Professional
Faculty Of Education	HEW10.		Professional
Faculty Of Education	HEW 6.		Professional
Faculty Of Education	HEW 4.		Professional
Faculty Of Education	HEW 8.		Professional
Faculty Of Education	HEW 7.		Professional
Faculty Of Law	Level C.	Academic	
Faculty Of Medicine, Dentistry & Health Sciences	HEW 6.		Professional
Faculty Of Medicine, Dentistry & Health Sciences	Level E.	Academic	
Faculty Of Medicine, Dentistry & Health Sciences	HEW 6.		Professional
Faculty Of Medicine, Dentistry & Health Sciences	HEW 6.		Professional
Faculty Of Medicine, Dentistry & Health Sciences	Level B.	Academic	
Faculty Of Medicine, Dentistry & Health Sciences	Level B.	Academic	
Faculty Of Medicine, Dentistry & Health Sciences	Level C.	Academic	
Faculty Of Medicine, Dentistry & Health Sciences	Level B.	Academic	
Faculty Of Medicine, Dentistry & Health Sciences	Level C.	Academic	
Faculty Of Medicine, Dentistry & Health Sciences	HEW 5.		Professional
Faculty Of Medicine, Dentistry & Health Sciences	HEW 4.		Professional
Faculty Of Medicine, Dentistry & Health Sciences	HEW 6.		Professional
Faculty of the VCA and MCM	HEW 6.		Professional
Faculty of the VCA and MCM	Level C.	Academic	
Provost Division	HEW 6.		Professional
Provost Division	HEW 6.		Professional
Provost Division	HEW 6.		Professional
Provost Division	Level E.	Academic	
Provost Division	HEW 8.		Professional
Provost Division	HEW 9.		Professional
Senior Vice-Principal's Division	HEW 4.		Professional
Senior Vice-Principal's Division	HEW 9.		Professional
<b>Total</b>		<b>11</b>	<b>22</b>

**Note:** Central University-level data are not held for the number of Indigenous identified positions.

**Table 3 - Casual positions**

Department	Staff
DVC (Engagement)	1
Faculty Of Arts	9
Faculty Of Education	6
Faculty Of Law	2
Faculty Of Medicine, Dentistry & Health Sciences	15

Faculty Of Science	1
Faculty of the VCA and MCM	7
Melbourne School of Land and Environment	1
Provost Division	2
<b>Total</b>	<b>44</b>

**Note:** Grade level data are not available.

**AEP Goal Criteria 2.3** *Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.*

**Table 4 - Commencing Student Data in 2010-2011 by ATSI Indicator**

		Student Enrolments		Course Enrolments		2010	2011
		2010	2011	2010	2011		
ATSI	1. UG	31	30	32	33	26.3	27.2
	2. PG Course work	45	35	47	35	21.3	14.3
	3. HDR	3	1	3	1	2.6	0.4
	Total by ATSI Indicator	79	66	82	69	50.2	41.8
non-ATSI or no indicator	1. UG	8069	8548	8804	9171	6850.8	7225.9
	2. PG Course work	7296	8121	7713	8408	4760.8	5512.1
	3. HDR	948	962	975	1023	632.7	591.9
	Total by ATSI Indicator	16313	17631	17492	18602	12244.4	13329.9
Total		16392	17697	17574	18671	12294.6	13371.8

**Note:** For "Student Enrolments", where a student is enrolled in multiple courses, the course with greatest load is taken.

The University is implementing a whole-of-institution approach to Indigenous student recruitment. In this framework the *Murrup Barak* Melbourne Institute for Indigenous Development is responsible for coordinating the development and implementation of an Indigenous student recruitment and support program. *Murrup Barak* collaborates with University of Melbourne National Recruitment Office in the recruitment of Indigenous students into the new generation undergraduate degrees; and with the University Faculties and Graduates Schools in the development of recruitment strategies for Graduate Professional Degrees.

### **Professional Certificate in Indigenous Research and Graduate Certificate in Indigenous Research and Leadership**

The 'Professional Certificate in Indigenous Research' is a 5-day residential program that brings together Indigenous graduate research students from across Australia, often with their supervisors, to work with a distinguished faculty of senior Indigenous and non-Indigenous scholars. The program introduces research and research training from an Indigenous perspective with the goal of developing students' research skills and contributing to successful completion of their research higher degrees. The program has been offered as an annual summer school since 2002 and has a national reputation, with 125 Indigenous students now having undertaken the program. In 2010 the Professional Certificate was offered for the first time as an award program of the University, and in that year 14 graduated, followed by 10 in 2011. As at the end of 2011, 17 Research Higher Degree students had signed up for the February 2012 program.

In 2011 the University approved a new course whereby students who successfully complete the Professional Certificate (worth 25 credit points) may then enrol in the 50-point 'Graduate Certificate in Indigenous Research and Leadership'. The Graduate Certificate is run as a Winter School, and will be offered for the first time in 2012. The program seeks to develop academic and other professional leadership skills among Indigenous scholars who have completed their research higher degrees. Both programs are coordinated by *Murrup Barak* in collaboration with the School of Population Health. By the end of 2011 several former students had formally expressed interest in completing the Graduate Certificate.

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

*Murrup Barak* delivers those components of the University's recruitment and student support that add value to the services and activities provided across the University and the affiliated University colleges. *Murrup Barak* plays a coordinating role in the development of new recruitment and support programs – with a particular focus on those involving external partners and multiple partners across the University.

### **National Markets Office**

National Markets is responsible for ensuring that the University has a national profile with prospective students, which results in it being the first choice for the most outstanding students from around Australia and New Zealand regardless of background. The Office coordinates University wide contact with schools and other institutions through an annual program of recruitment events for both domestic undergraduate and graduate and onshore international students. Under Responsible Divisional Management (RDM) National Markets has the primary responsibility for achieving undergraduate recruitment targets with faculty support for some on campus events.

### **Faculties and Graduate Schools**

Indigenous students enrol in “new generation” undergraduate degrees through custodial faculties and in graduate professional degrees through University graduate schools. Faculties and graduate schools are responsible through the Melbourne University Reconciliation Action Plan for the development of Indigenous student recruitment targets and recruitment strategies for graduate professional degrees. Faculties and graduate schools have a responsibility for ensuring that Indigenous students can access and utilise appropriately the full range of academic and student support services provided to students.

### **Recruitment activities and programs to improve access**

*Murrup Barak* in collaboration with the National Markets Office is undertaking an integrated recruitment program which involves the following strategies:

- Targeting 3 Victorian regions (Northern suburbs, Goulburn Valley and Loddon/Mallee).
- Establishing schools and community contacts and maintaining regular contact.
- Offering on campus activities for Indigenous students in years 11 and 12 in August.
- Identifying Indigenous students for Kwong Lee Dow Young Scholars Program.
- Developing relationships with Catholic Education Office in order to ensure engagement with Indigenous students in the Catholic education systems.
- Developing relationships with Private School Sector targeting schools with Indigenous students.
- Identifying 5-10 Aboriginal students for the Melbourne Connect program.

### **Strategies to enhance access to Research Higher Degree Programs**

- Promote Melbourne as a destination for Indigenous RHD students;
- Finalise the development of the Graduate Certificate program (GCIRTP);
- Develop a focus on RHD in Indigenous student marketing and recruitment strategy and promotional material;
- Audit of Indigenous studies in Research Higher Degree programs;
- Collaborate with the Indigenous Graduate Student Association for an annual Indigenous research seminar; and

- Support the Indigenous Graduate Students Association to have monthly seminars.

Strategies that address the enablers for improved access:

- Invite key support staff for Indigenous students to annual seminar in June;
- Organise session for staff as part of Careers Seminar;
- Review policy and procedures for the Bachelor of Arts extended program;
- Develop and implement a brand marketing strategy for Indigenous student programs;
- Integrate brand marketing with promotion of signature programs;
- Develop material to support the promotion of signature programs and relational marketing; and
- Develop Indigenous student profiles in the northern suburbs in collaboration with national recruitment office.

### **Scholarships and Bursaries**

Since 2010 the Faculty of Medicine, Dentistry and Health Sciences has provided HECS Exemption Scholarships to every Indigenous student enrolling in our Summer School course. This offer will be extended to apply to the Winter School (Graduate Certificate) students as well.

The University of Melbourne has a large number of scholarships, bursaries and book vouchers for Indigenous students. *Murrup Barak* Melbourne Institute for Indigenous Development is responsible for the promotion of these scholarships and bursaries. The Indigenous Scholarships Advisory Committee is responsible for the awarding of scholarships and the development of policy. In 2010 and 2011 all scholarships available were awarded.

#### **The Bruce C Hartnett Bursaries**

Book bursaries and housing bursaries for students in financial need.

#### **The Edward J Darbyshire Trust**

A scholarship for an undergraduate student. Selection is based on financial need and academic performance.

#### **The Isabella Ina Oldham Scholarships**

Scholarships for graduate research or coursework students. Selection is based on financial need, academic merit, and support from an academic member of staff.

#### **Northcote Trust Book Vouchers**

Book vouchers for undergraduate or graduate students. Selection is based on financial need and academic merit (for school leavers), evidence of satisfactory progress in the course of study (for continuing undergraduate students) or a letter of support from supervisor (for graduate students).

#### **Truganini Scholarships**

Scholarships for undergraduate or graduate students. Selection is based on financial need, the potential to achieve (including academic performance), and evidence showing the applicant is a good role model and can represent the Indigenous community.

### **Truganini Bursaries**

Financial assistance for undergraduate or graduate students. Selection is based on financial need, the potential to achieve (including academic performance), and evidence showing the applicant is a good role model and can represent the Indigenous community.

**AEP Goal Criteria 2.4** *Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of other Australians.*

**Table 5 -Total Student numbers in 2010-2011 by ATSI Indicator**

		Student Enrolments		Course Enrolments		2010	2011
		2010	2011	2010	2011		
ATSI	1. UG	107	107	112	113	92.8	92.3
	2. <u>PGCwk</u>	69	54	71	54	34.0	21.3
	3. HDR	27	21	27	22	17.6	13.6
	Total by ATSI Indicator	203	195	210	189	144.4	127.1
non-ATSI or no indicator	1. UG	28371	27363	30518	29075	25021.3	23909.9
	2. <u>PGCwk</u>	13858	15538	14449	15955	8254.8	9715.1
	3. HDR	4653	4713	4795	5007	3198.3	3097.7
	Total by ATSI Indicator	46882	47614	49762	50037	36474.5	36722.7
Total		47085	47796	49972	50226	36618.9	36849.8

Strategies to address Aboriginal and Torres Strait Islander participation overlap considerably with strategies to improve access. Rather than repeat much of which is covered in the previous section we give an overview here of strategies that entail the development of cohort or specialist Indigenous programs.

#### **Indigenous Specialist Education Program: Bachelor of Arts Extended Program**

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. The first two years are undertaken within a University residential college. Trinity Colleges provides the year one academic development subjects which are delivered in a cohort. In 2011 a number of the components of the BA extended will be reviewed, including the selection procedures, marketing, and academic support. A pathway has also been developed for the Bachelor of Commerce degree.

#### **Indigenous Specialist Education Program: Professional Certificate in Indigenous Research Training and Practices & Graduate Certificate in Indigenous Research Training and Practices**

The Professional Certificate in Indigenous Research Practices is a 5-day residential program that brings together Indigenous post graduate research students from across Australia with their supervisors to work with a distinguished faculty of senior Indigenous and non-Indigenous scholars. The program introduces research and research training from an Indigenous perspective with the goal of preparing and supporting students to be successful in their research higher degrees. The program has been offered as a summer school program since 2002. A total of 113 Indigenous postgraduate students have undertaken the program. In 2010 the program was offered for the first time as an award program, worth 25 points. Students who successfully complete the Professional Certificate will be able to enrol in the Graduate Certificate of Indigenous Research Training and Practices and receive a 25 credit points towards the 50-point certificate. The Graduate Certificate will be offered for the first time in 2012. The program is coordinated by the *Murrup Barak* in collaboration with the School of Population Health.

#### **Indigenous Specialist Education Program: Masters of Health Social Sciences Shepparton Indigenous Cohort**

The health social sciences include a variety of disciplines including sociology, anthropology, history, ethics, psychology, economics, social epidemiology and policy students. Health Social Sciences refers to the application of these disciplinary perspectives to improve and better understand health. In 2011 a cohort of Aboriginal students living and working in the Shepparton region have enrolled in the Masters of Health Social Sciences the delivery of this program will primarily entail a mix of teaching intensives delivered on site in Shepparton and Parkville. The program is delivered by a Partnership between the School of Population Health and the School of Rural Health.

### **Indigenous Specialist Education Program: Graduate Certificate in Indigenous Arts Management**

The Indigenous Arts management course is the only graduate course in Indigenous arts management and is delivered through the Faculty of VCA and Music as collaboration between the VCA and Music's School of Performing Arts and the Wilin Centre. The Wilin Centre is dedicated to providing a holistic approach to supporting Indigenous students and artists. The course aims to provide specialist training and skills to visual and performing artists and arts workers. The course is designed to prepare students for leadership roles in the Indigenous Arts sector. The course is delivered in four one-week intensives in July, September, November and December each year. The four study areas are: Indigenous Arts & Cultural Identity; Indigenous Arts Industry & Marketing; Indigenous Protocol, Policy & Law and Arts & Project Management.

**AEP Goal Criteria 2.5** Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

**Table 6 - Completions Data in 2010-2011 by ATSI Indicator**

		Student Completions		Course Completions	
		2010	2011	2010	2011
SI	1. UG	17	23	18	25
	2. PGCwk	23	30	23	33
	3. HDR	2	3	2	3
	Total by ATSI Indicator	42	56	43	61
1-ATSI or indicator	1. UG	7228	7886	7708	8538
	2. PGCwk	4367	5958	4417	6122
	3. HDR	725	774	725	774
	Total by ATSI Indicator	12320	14618	12850	15434
al		12362	14674	12893	15495

**Note:** For "Student Completions", where student completed multiple course levels, the highest level is taken (e.g. HDR over PGCwk over UG).

The University is justly proud of the high completion rate achieved by Indigenous students and works hard to ensure that Aboriginal and Torres Strait Islander 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 the Institute.

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

The University 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 Institute's targeted support programs include:

- Coordination of the Indigenous Tutorial Assistance Scheme (ITAS).
- Provision of seminars targeted at Aboriginal and Torres Strait Islander Students.
- Programs to support cultural development and engagement with Indigenous Elders.
- The 'Yarn Up Program' – a series of discussion sessions with students to enable them to provide feedback on their experience at the University.
- An inclusive social network and meeting place for students including a regular Tuesday lunchtime event.
- Support for student events including assistance in organising the national Indigenous Student Games.

**AEP Goal Criteria 2.6** *To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.*

The *Murrup Barak* Melbourne Institute for Indigenous Development has responsibility for academic development programs that coordinate and enhance capabilities with respect to teaching and learning (and research). The Institute shares responsibility for the development of programs that address the cultural competency of staff through the implementation of the Indigenous employment framework.

### **Teaching and Learning**

In relation to teaching and learning, an audit had been undertaken in 2008 to identify Undergraduate and Postgraduate coursework subjects with a major Indigenous focus (37 subjects) or minor Indigenous focus (62 subjects).

In 2011 this audit was expanded to include an inventory of accreditation requirements: namely, to identify all graduate courses where the inclusion of Indigenous content or themes was required as a condition of professional accreditation. Of 97 accredited courses, one-third (32) were required by the professional accrediting body to include Indigenous content.

Findings from all our inventory exercises, plus recommendations, were reported in a series of briefings to the University community during 2011 and the Final Report placed on the *Murrup Barak* website as a resource for staff and policy-makers.

Findings from our institutional research now inform strategies in the University's Teaching and Learning Plan to increase engagement of students with quality Indigenous teaching, including in Indigenous Studies, and enable students to identify pathways for specialisation (including expansion of student placements in Aboriginal and Torres Strait Islander communities and contexts).

The University remains one of the few in Australia to include 'Respect for Indigenous knowledge, cultures and values' among its graduate attributes. In 2011, we completed a review of our graduate attributes to ensure a higher degree of 'embeddedness' in courses aiming to develop cultural competency in relation to Indigenous peoples. Graduate attributes will be a major policy focus in 2012, together with the issue of how best to measure quality in Indigenous teaching and learning.

The University, with some external funding, established an annual Award for excellence and innovation in Indigenous higher education, and the first such award was made - to a team in the area of Indigenous health - in 2011.

Staff at *Murrup Barak*, funded by a national grant, developed an online resource for academics engaged in Indigenous teaching ([Indigenousteaching.com](http://Indigenousteaching.com)) which was made available in 2011. *Murrup Barak* also assists students to identify new learning and research opportunities, such as encouraging a number of graduate research students to present their work at the University's inaugural Aboriginal & Torres Strait Islander Research Symposium in November 2011.

### **Staff cultural competency**

The development of activities to enhance cross-cultural competency is framed by the Reconciliation Action Plan and the Indigenous Employment Framework. In 2011 the University has committed to develop an Indigenous cross-cultural training resource and other strategies for University staff aligned with the Indigenous Employment Framework 2010-2013 with a focus on making the University a culturally safe place for all Aboriginal and Torres Strait Islander members of the University community.

### **University involvement of Aboriginal communities**

The University has not developed specific engagement strategies for these activities, but our overarching framework provides mechanisms for the engagement of Aboriginal people in strategies to enhance the cultural competency of staff and develop the capabilities of our teaching and learning activities with regard to Indigenous teaching. We have repeated below the framework described in section one.

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- The **Director of Murrup Barak is Indigenous** and reports to the PVC Participation and Engagement. The Director attends the University Deans and Heads Conference and is a member of University Academic Board.
- The University appoints a skills based advisory board (11 people) to provide strategic oversight of the work of the Institute. **Six of these positions are Indigenous**
- *Murrup Barak* has two collegial forums to guide its development – an Indigenous caucus (open to all University Indigenous staff – **approximately 30 people in total**) and an Academic associates forum (including Indigenous academics).

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**SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT**

**Indigenous higher education expenditure 2011**

**INCOME for Indigenous Support Program for 2011**

<b>1</b>	2011 ISP grant	\$801,000
<b>2</b>	Unspent 2010 ISP funds, carried over to 2011 – as reported in your providers 2011 audited annual financial statements. <b>(Report expenditure separately, at section 5)</b>	N/A
<b>3</b>	<b>TOTAL ISP income for 2011</b>	<b>\$801,000</b>

<b>4</b>	<b>EXPENDITURE of <u>Indigenous Support Program</u> (ISP) 2011 (from Item 1)</b>	
4a	Operating costs, including salaries, for Indigenous support services. <b>(Itemise each line item please)</b>	
	Permanent Salaries	\$922,029
	Casual Salaries	\$107,787
	General Expenses	\$117,303
	Expensed Assets	\$18,885
	<b>Total</b>	<b>\$1,166,004</b>
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – <b>(e.g. New computers in the ISU)</b> .	N/A
4c	Higher education provider overheads.	N/A
4d	Other Indigenous Support Program expenditure <b>(list major items conferences, school visits, publications and program costs)</b> .	\$36,114
4e	Funding provided to the University's Indigenous Education Support Centre	\$801,000

<b>4f</b>	<b>Total Indigenous higher education expenditure for 2011</b>	<b>\$1,202,118</b>
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\*\* Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.

Where total ISP funds for 2011 (Item 4e) are not fully expended, a separate letter to Craig Ritchie, General Manager, Indigenous and Equity Branch, Department of Innovation signed by the Vice-Chancellor/Chief Executive is required requesting carry forward of unspent 2011 ISP funds, specifying the purpose the funds will be used for and by when in 2012.

<b>5</b>	<b>EXPENDITURE of Indigenous Support Program carry over funds 2011 (from Item 2)</b>	
5a	Operating costs, including salaries, for Indigenous support services. <b>(Itemise each line item please)</b>	N/A
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – <b>(e.g. New computers in the ISU)</b> .	N/A
5c	Higher education provider overheads.	N/A
5d	Other Indigenous Support Program expenditure <b>(list major items conferences, school visits, publications and program costs)</b> .	N/A
5e	Funding provided to the University's Indigenous Education Support Centre	N/A
<b>5f</b>	<b>Total expenditure of carry over funds.</b>	<b>\$0</b>

<b>6</b>	<b>INCOME for Other Indigenous funds provided in 2011</b>	
6a	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)	
	Commonwealth grants: ITAS \$112,923 ; Indigenous Teaching and Learning \$10,000	\$122,923
	Trusts, Bursaries, and External	\$365,566
	University of Melbourne	\$379,460
<b>6b</b>	<b>Total Indigenous higher education income for 2011</b>	<b>\$867,949</b>

<b>7</b>	<b>EXPENDITURE of Other Funds in 2011 (Item 6b)</b>	
7a	Expenditure of Other funds provided to Indigenous higher education Item 6 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).	
	Commonwealth grants: ITAS \$121,169 ; Indigenous Teaching and Learning \$10,000	\$131,169
	Trusts, Bursaries, and External	\$248,174
	University of Melbourne	\$158,266
<b>7b</b>	<b>Total Indigenous higher education expenditure for 2011</b>	<b>\$537,609</b>

#### **SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION**

##### **University Officer**

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#### **SECTION 5 PUBLICATION OF THE STATEMENT**

Providers may publish the Indigenous Education Statements on their website and on publication, provide the Department of Innovation with a link to the statement.