

Indigenous Education Statement 2010

THE UNIVERSITY OF MELBOURNE

Indigenous Education Statement 2010

Key web references

- Murrup Barak - <http://www.murrupbarak.unimelb.edu.au/>
- Australian Indigenous Studies - <http://www.culturecommunication.unimelb.edu.au/indigenous-studies/>
- Centre for Indigenous Education - <http://www.services.unimelb.edu.au/cie/>
- Indigenous Employment Framework - <http://www.hr.unimelb.edu.au/strategic/equity/issues/indigenous>
- Onemda - <http://www.onemda.unimelb.edu.au/>
- ASHE - <http://www.murrupbarak.unimelb.edu.au/content/pages/academy-sport-health-and-education-ashe>
- Wilin - <http://www.vca.unimelb.edu.au/wilin/>
- Access Melbourne - <http://www.futurestudents.unimelb.edu.au/ugrad/accessmelb/>

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Approach to improving higher education outcomes for Indigenous Australians and how this is being implemented

In November 2009, the University launched *Murrup Barak* – Institute for Indigenous Development. The name *Murrup Barak* was chosen to honour Wurundjeri leader William Barak. The *Murrup Barak* – Melbourne Institute for Indigenous Development has been established to provide a focal point for all the work occurring across the University in Indigenous studies. As the University's 2010 Strategic Plan affirms, *Murrup Barak* ('spirit of Barak') will 'play a key role in co-ordinating and supporting the development of a wide range of Indigenous programs and build 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* in late 2009 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 PURPOSE of *Murrup Barak* is to develop knowledge and knowledge processes that support Indigenous development.

The VALUES that guide Murrup Barak's activities include a commitment to:

- respectful, ethical and reciprocal relationships with Indigenous peoples
- building capabilities
- institutional cultural change

The VISION of *Murrup Barak* is to establish the profile for the University of Melbourne as a pre-eminent institution nationally and globally in that:

- Indigenous and non-Indigenous peoples seek to come here to study, teach or conduct research in Indigenous studies
- Governments, businesses and the philanthropic sector seek out the University's knowledge and expertise and actively contribute to agenda setting in Indigenous studies
- The University is seen as an exemplar for its commitment to reconciliation with Indigenous Australians

The PRIORITY GOALS for Murrup Barak over the next three years are to establish a:

- Robust community partnerships and coordinated engagement strategy
- Productive relationships with government, business and community sectors for Indigenous development
- University research agenda that makes an impact on Indigenous development
- Quality teaching producing a capable workforce
- Infrastructure and systems that enable a sustainable program

The OVERARCHING THEMES that draw these activities together are:

- Cultural development
 - Performing and visual arts, cultural heritage management, University cultural collections and institutional cultural transformation, literature and critical inquiry, cultural policy
- Human capital and wellbeing
 - Early childhood and education, health and social functionality, human ecological transformation and the lived environment, legal reform and citizenship, social policy
- Economic and material development
 - Business and economic development, leadership and social entrepreneurs, science and technology, economic policy

The University of Melbourne has four specific Centres and a Faculty program which together provide a range of support and service for the University's Indigenous students and Community; together,

these programs represent the University of Melbourne's ongoing commitment to Indigenous Higher Education.

Centre for Indigenous Education (CIE)

The CIE provides support services to Aboriginal and Torres Strait Islander students currently undertaking undergraduate and postgraduate courses at the University of Melbourne and its affiliated institutions.

These services include:

1. Active outreach and recruitment, developing partnerships with schools and other organisations to encourage Indigenous Australians to see study at the University of Melbourne as a desirable and achievable goal
2. Facilitating leadership programs for Indigenous students at the University, encouraging their development as future leaders
3. Indigenous Tutorial Assistance Scheme (ITAS) and other academic skills support which aims to optimise success and retention
4. Indigenous Scholarships, bursaries and awards
5. Student welfare support, ensuring students are able to focus on study, unencumbered by concerns about housing, finance or other concerns which may impede study
6. Programs, which increase the understanding and respect of all students for Indigenous knowledge, culture and values (for example the First Australians series of seminars, which aimed to provide insight and understanding of Indigenous Issues relevant to the University and broader community).

The CIE building is located in the centre of campus and provides Indigenous students with meeting rooms, study areas, computer equipment and a resource library. The Centre also provides an opportunity for liaison between the Indigenous community and the University and is an important focus for those interested in Indigenous history and culture.

The CIE also coordinates the *Seamless Transitions Education Pathway's Program* (STEPP) in partnership with the Northern Metropolitan Region of Melbourne's Koorie Education Team in consultation with the Victorian Aboriginal Education Association Incorporated (VAEAI). STEPP is an innovative mentoring /scholarship program for Indigenous students in Years 9 -12 in the Northern Metropolitan Region with mentors coming from the University's Indigenous students.

In 2009, the University first introduced the *BA (Extended)*, an embedded bridging program for Indigenous students which includes residence at Trinity and other residential Colleges of the University of Melbourne. The program is a four-year degree designed to build skills and confidence through integrating bridging subjects into the first two years of a Bachelor of Arts course. The Faculty of Arts, Trinity College and the CIE jointly coordinate the program.

Wilin Centre for Indigenous Arts and Cultural Development

Wilin is part of the Faculty of the VCA and Music (VCAM) and is located in Southbank, the arts centre of Melbourne, historically a meeting and celebration place for the five tribes of the Kulin nation.

The Wilin Centre is primarily a point of contact for

1. Indigenous people wishing to pursue a career in the arts
2. Indigenous community members and others interested in Indigenous arts and cultural development.

The Wilin Centre aims to nurture and encourage Indigenous artists to achieve their potential, as well as educate all students and staff to recognise the diversity of Australian Indigenous arts and culture. Fire is symbolic to the staff and students of the Wilin Centre ('Wilin' meaning 'Fire' in the *Woi Wurrung* language) as it represents the burning artistic and creative passion our students embody.

In February 2010, VCAM commissioned an external review of Wilin Centre for Indigenous Arts and Cultural Development. The aim of the review is to determine how the University can best to maintain its commitment to excellence and innovation in creative arts research, education, scholarship and practice for the Indigenous community.

Academy of Sport, Health and Education (ASHE)

The Academy of Sport, Health and Education (ASHE) uses participation in sport to undertake education and training within a trusted, culturally appropriate environment, particularly for indigenous students. ASHE is located 180kms north of Melbourne in the regional city of Shepparton.

ASHE programs focus on individuals and their personal needs by providing individualised education and career planning. Major courses offered by the academy include the Certificates II and III in Sport and Certificate IV in Community Recreation, which are conducted with the Goulburn Ovens Institute of TAFE. The courses are modular and connected, providing opportunities and incentives for individuals to build credits towards certification at higher levels with flexibility of entry and exit points. Community-based short courses in areas of community development and leadership are also provided at ASHE. All programs are developed on needs-based rather than age-based principles.

Three factors are central to the ASHE:

1. ASHE serves the needs of all people in the community, not only those with talent in sport.
2. The curriculum is cross-sectoral, focusing on individual needs, the identification of personal goals and direct links to employment and other education opportunities.
3. The partnership between RFNC and the University of Melbourne is a robust and powerful one. RFNC is at the hub of community leadership, with a proven record of delivering community programs. The University of Melbourne brings its academic expertise, organisational capacity and long-term commitment to engagement with the region through its Goulburn Valley Initiative. This partnership, in collaboration with Goulburn Ovens TAFE and its culturally friendly and flexible programs, forms the foundation of ASHE.

Onemda VicHealth Koori Health Unit

Onemda is committed to research and teaching that is underpinned by principles of Indigenous community development and will lead to long-term improvements in Aboriginal health.

In 2009 Onemda celebrated its 10th anniversary. In 2009 Onemda was successful in negotiating a further round of funding with its core funders, the Department of Health and Ageing and the Victorian Health Promotion *Foundation*.

The Onemda program is founded on the development of partnerships that will encourage and support the Koori Community to participate in their activities to ensure that the work they do is respectful and relevant. Since Onemda's beginning, they have appreciated the support of Community Elders and are proud to have three of them as their patrons. Onemda have also extended the partnerships beyond the local Community by building national and international links.

Onemda VicHealth Koori Health Unit is located at the Centre for Health and Society within the Melbourne School of Population Health in the Faculty of Medicine, Dentistry and Health Sciences. The Centre for Excellence in Indigenous Tobacco Control (CEITC) is based within the Onemda VicHealth Koori Health Unit. Onemda staff plays a key role in the Research Directorate of the Cooperative Research Centre for Aboriginal Health. In 2009 the CRC for Aboriginal Health (which has 12 partner organisations across Australia) was successful in obtaining a further 4.5 years of funding. Onemda also hosts the LIME Network, a project of the Medical Deans Australia and New Zealand.

Summer School for Indigenous Postgraduate Students

The Summer School for Indigenous Postgraduate Students is a five-day residential program, bringing together Australian Indigenous postgraduate students and their thesis supervisors with a distinguished faculty of senior Indigenous and non-Indigenous scholars. The Summer School has been running since 2002 and in total, 113 Indigenous postgraduate research students have undertaken the program.

From 2010 the Indigenous Postgraduate Summer School has been offered as University of Melbourne based course in Professional Certificate in Indigenous Research Training and Practices, which may count as a credit towards the Graduate Certificate in Indigenous Research, and Training Practices.

A program for the *Murrup Barak* Institute, it is administered by the Centre for indigenous Education offered through the School of Population health. The academic convenors for the program are Professor Ian Anderson and Professor Marcia Langton.

How Indigenous perspectives are embedded in the University's strategic planning documents.

The University of Melbourne's 2010 revision of its Strategic Plan *Growing Esteem* affirms the University's commitment to diversity. A key component of this is increasing the access, participation and outcomes for Indigenous students.

The University Plan 2010 includes the priority action to 'encourage students from Torres Strait islander background to attend the University of Melbourne.

Measures of success are to:

- Increase Indigenous intake in 2010 by 5% and a further 8% in 2011
- Maintain or improve retention and completion rates for Indigenous students at 85% or higher

The Provost (Learning and Teaching) Plan 2009 included a commitment to reposition Access Melbourne scholarships to award at least 60 per cent of scholarships to students from low socio-economic or Aboriginal or Torres Strait Islander backgrounds in 2010.

One of the Universities' stated graduate attributes outlines an expectation that 'our graduates will be expected to respect Indigenous knowledge, cultures and values'.

Statement of Commitment to develop a Reconciliation Action Plan

The Vice Chancellor, in his 2009 apology to Indigenous Australians, committed The University of Melbourne to a range of institutional responses that are consistent with the framework proposed by Reconciliation Australia for a Reconciliation Action Plan. The University is considering a Statement of

Commitment to be developed and forwarded to Reconciliation Australia for publication on their website.

The purpose of the Statement of Commitment would be to

1. To recommend that the University of Melbourne publicly commit to developing a Reconciliation Action Plan (RAP) by signing the attached Statement of Commitment and forwarding it to Reconciliation Australia for publication on their website.
2. To provide an overview of the proposed approach to developing the University of Melbourne Reconciliation Action Plan (RAP) that has emerged in discussions with the Murrup Barak Advisory Board and the Murrup Barak Associates Forum and a small RAP Scoping Group established by the Director of the *Murrup Barak*.
3. The development of a RAP will support the objectives set out in the Murrup Barak Strategy and Business Plan but has broader significance for the University as a whole, supporting it to contribute to the Australia-wide reconciliation movement.

The *Murrup Barak* has a significant interest in contributing to the development of The University of Melbourne's Reconciliation Action Plan and in ensuring that the process for developing a RAP is inclusive of the University's Indigenous staff and students and the broader Indigenous Community. However the process of developing the RAP must be seen to be a University wide process, supported and driven at the most senior executive level and involving the entire University community, Indigenous and non-Indigenous alike.

It is proposed that *Murrup Barak* Melbourne Institute of Development will provide development support. There will be two stages in the development of the University of Melbourne RAP:

1. The development of a Reconciliation Action Plan for the University as a whole including key result areas relevant to the full range of University activities. The main focus of Stage One will be to promote internal and external engagement on Indigenous matters and build partnerships with the Indigenous community. It is anticipated that this stage will be completed by the end of 2010, ready for discussion and confirmation by the University at the Heads and Deans Conference in February 2011. The Stage One RAP could then be formally launched early in the 2011 academic year.
2. The development of Faculty strategies to support the University Action Plan. These strategies will then be incorporated within the Faculty action plans as part of the business planning cycle of the University to ensure achievement of the result areas identified in Stage One. It is anticipated that Stage Two will be completed by June 2011.

The key elements of the process are:

A Convening Forum. It is proposed that this will be chaired by the Vice Chancellor and include a small group of senior elders with an association with the University of Melbourne. The convening forum will commission the Working Group to develop RAP and may suggest additions or amendments to the areas for action suggested in the Statement of Commitment. The date set for the Convening Forum is 31 August 2010.

A Working Group. Proposed Membership: Professor Field Rickards, Dean Melbourne School of Graduate Education; Professor Maureen Tehan (Faculty of Law and Murrup Barak Associates Forum); Professor Ian Anderson (*Murrup Barak*); Nigel Stork (Land and Environment) and Ms Ellen Day (Knowledge Transfer and Partnership Office). The working group will be responsible for actioning the RAP development and consultation process and drafting the RAP.

Consultation with Senior Executive. Prior to engaging with the broader University community, the areas for action will be reviewed with the Senior Executive to ensure their commitment to the plan and seek their advice on specific actions targeted to achieve the University's reconciliation objectives. This consultation is tentatively scheduled for September 2010

A Reconciliation Forum. A broad forum of internal and external stakeholders (including both students and staff) to engage the University community in the process of developing the RAP and ensure broad ownership of the final document. The Reconciliation Forum will be held in late September or early October to build on the suggestions provided by Senior Executive.

A draft RAP will be developed based on the consultation with the University community and circulated among key stakeholders for review prior to the formal on-line consultation period over three weeks in early November 2010 with the final RAP available December 2010

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

The AEP goals relating to higher education are to:

1 Establish effective arrangements for the participation of Indigenous peoples in educational decision-making

At the University of Melbourne, representation by Indigenous people in educational decision-making includes:

- The process outlined in section 1 for the *Reconciliation Action Plan* embeds decision making on Indigenous issues at the highest level – the University’s Senior Executive chaired by the Vice-Chancellor
- The University has implemented the *Indigenous Affairs Advisory Committee* (IAAC) as a Committee of University Council. The Chair is appointed by Council and the committee includes the Director Murrup Barak and other members appointed by Council and chosen for their expertise in Indigenous affairs
- Professor Marcia Langton, Chair of Australian Indigenous Studies, and Professor Ian Anderson, Director of the Centre for Health and Society, who are members of *Academic Board*.
- The *Indigenous Studies Teaching and Learning Programs Sub-Committee* of Academic Board fosters the development of, monitors delivery of and oversees student satisfaction with Indigenous studies programs within the University. The committee is chaired by Philip Morrissey and includes the Professor of indigenous Studies (Prof Marcia Langton), at least three Indigenous academics, Indigenous student representatives (undergraduate and postgraduate), The Director *Murrup Barak* and the General Manager of the CIE.
- The General Manager of the Centre for Indigenous Education, Mr Christopher Heelan is a member of the University’s *Student Equity and Advisory Group (SEAG)*.
- The *Indigenous Scholarships and Awards Committee* involves Indigenous staff in making recommendations for the allocation of the large number of Indigenous scholarships, awards and bursaries available through the University. The current Chair is Mr Philip Morrissey, Coordinator of the Australian Indigenous Studies (AIS) program within the Faculty of Arts.

- The *Melbourne University Student Union* has an Indigenous Department; as the voice of the Indigenous student body on campus and on student affairs, the Indigenous Department addresses issues faced by Indigenous students and communities. It also seeks to increase cultural exchange and understanding. The Indigenous Department has two elected Indigenous student representatives.

In addition to these internal arrangements, Indigenous staff at the University holds positions on state and national bodies, which involve them in educational decision-making.

The Universities' two most Senior Indigenous Academics, Professor Ian Anderson and Professor Marcia Langton are recognised leaders within the institution, Australia and internationally in Indigenous Higher Education.

- (ii) Professor Marcia Langton is a member of the **AVCC Committee on Indigenous Higher Education**, the **North Australian Indigenous Land and Sea Management Alliance**, the **Minerals Council of Australia** and the **Cape York Institute**.
- (iii) Professor Ian Anderson is Chair, **National Indigenous Health Equality Council for the Commonwealth Department of Health and Ageing** (2008-) a member of the **Advisory Group on Aboriginal and Torres Strait Islander Statistics** for the Australian Bureau of Statistics, the **Australian Indigenous Doctors Association**, the **Pacific Region Indigenous Doctors' Congress**, is the Research Director of the **Co-operative Research Centre for Aboriginal and Torres Strait Islander Health**.

2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.

In December 2005 the University adopted its *Growing Esteem* Strategy, which in conjunction with The Melbourne Vision, re-affirmed the University's vision to be a public-spirited and international institution highly regarded for its distinctive contributions to society.¹ Enhanced staff diversity is one of the key elements for the fulfilment of this vision.

The University's Plan 2010, includes an explicit commitment to "... strive for exemplary employment practices, attracting and retaining talented and diverse staff, fostering their professional development and supporting the educational goals of an inclusive university."² The Indigenous Employment Framework (IEF) is integral to the achievement of this commitment.

The University's apology to all Indigenous Australians included a commitment to produce "the highest quality outcomes in all aspects of our academic endeavour - from the recruitment and retention of Aboriginal and Torres Strait Islander students to building our cohort of Indigenous academic and professional staff."³

The establishment of the Murrup Barak – Melbourne Institute for Indigenous Development in November 2009 further demonstrates the University's commitment to Indigenous Australians through the Institutes key role in coordinating and supporting the development of a wide range of Indigenous programs and building on the University's desire to support Indigenous leadership and

¹ *Growing Esteem ...* The University of Melbourne, 2005

² The University of Melbourne Plan 2010; page 6

³ Davis, G (2008) Media Release, Apology to all Indigenous Australians, 12 February 2008

participation across all its activities including the recruitment and retention of Aboriginal and Torres Strait Islander students and staff.⁴

The model of institutional development that is being developed through the work program of Murrup Barak seeks to integrate Indigenous Australian student recruitment and retention, academic program development and organisational development. This approach is increasingly recognised as best practice across the higher education sector. It enables the development of synergies between University strategies and programs in relation to their application to Indigenous education and employment. For example, increasing the employment profile of Indigenous Australian staff validates the University as a possible educational destination for potential students.

A review of the former IEF found that the University had delivered on a number of initiatives, including staff cultural awareness training and Indigenous employment programs such as traineeships and internships. The review highlighted however the need for the University to strengthen its approach to the employment of Indigenous Australians by broadening the application of the IEF such that it was applied in all faculties and administrative divisions.

A draft IEF (2010-2013) was developed following the review of the Indigenous Employment Strategy. The 2010 - 2013 draft was circulated to key stakeholders for comment in February 2010. Following feedback the strategy was revised. The practice examples presented in this final version of the IEF were drawn from feedback received.

Chancellery Human Resources are responsible for planning and supporting the implementation of the IEF by faculties and administrative divisions (collectively referred to as Budget Divisions). Responsibility for the implementation of the IEF lies with individual Budget Divisions through the development and implementation of local strategies through Indigenous Employment Plans.

A new Indigenous Employment Framework (IEF) has been drafted; the IEF is currently with the University's Senior Executive for final comment and approval.

There has been considerable focus on developing a consolidated Indigenous employment framework to increase numbers of Indigenous Australian staff at the University. The subsequent Indigenous Employment Framework is a long-term strategy for increasing Indigenous employment in the University. Its goal is to ensure all faculties and divisions implement organisational level policies, practices and programs that increase the representation of Indigenous people within all areas and levels of the University.

The underpinning philosophy adopted by the University will be one of 'continuous improvement' within all facets of its Indigenous related employment and service delivery functions. To achieve its aim, the Indigenous Employment Framework establishes a 'whole-of-university' strategic framework for coordinating and sustaining efforts to achieve a greater representation of Indigenous people within all areas and levels of the University.

The core components of the framework which will guide activity across the University include:

1. Indigenous Employment Plans – This Indigenous Employment framework requires all faculties and divisions to develop and implement Indigenous Employment Plans at organizational and workplace level. These plans will be tailored to the needs and opportunities of faculties

⁴ The University of Melbourne Plan 2010; page 19

2. Employment Targets and performance – This framework establishes a range of Indigenous employment indicators to measure outcomes against its employment target and Indigenous Employment Plan
3. University Wide Strategies – A number of whole-of-University strategies have been designed to support faculties and divisions to develop and implement their Indigenous Employment Plans
4. Executive Oversight/Faculty Leadership – To ensure appropriate support is given to Indigenous Employment Issues, the framework establishes mechanisms for the oversight and implementation of the strategy involving the VC (through the executive director HR and Director, Murrup Barak) and Deans
5. Development and implementation of a communications strategy that aims to raise awareness of Melbourne University as an employer within the Indigenous community
6. Putting systems in place to ensure that all job advertisements seek to encourage Indigenous Australians to apply
7. Seeking to increase the numbers of Indigenous Australians working in mainstream. This is being done by targeting positions to where Indigenous jobseekers look for positions and also designating mainstream positions to Indigenous Applicants only by seeking Equal Opportunity Employment Act exemptions
8. The development of employment programs such as internships, work experience programs and traineeship programs.

The role played by the University's IEU in improving Indigenous employment

The University commenced a review of the Indigenous Employment Strategy in 2009 resulting in a revised draft Indigenous Employment Framework.

The Centre for Indigenous Education (CIE) will continue to work closely with the Indigenous Employment Coordinator and Murrup Barak in implementation of the new Indigenous Employment framework across the Institution. The CIE and other Indigenous centres and programs at the University continue to employ a significant proportion of all Indigenous people employed at the University of Melbourne (see Indigenous employment statistics, page16).

ITEM 1a) Indigenous Staff Statistics as at April 2010 indicates the number of Indigenous-specific positions at your university, detailed by occupation and level and the current number of Indigenous staff at your institution and their spread across the university (including numbers in academic and non-academic roles, and by level).

3 Ensure equitable access of Indigenous students to higher education.

Refer to Item 3a (Commencing [All] students 2008-2009) and 3b (Commencing ATSI 2008-2009) for commencing Indigenous student numbers (access rate) as compared to 2008.

Programs to improve access of Indigenous students

Scholarships and bursaries

A strategic review of scholarships in May 2009 focussed scholarships more sharply toward students from low SES and/or Aboriginal or Torres Strait Islander backgrounds and reflected the changing graduate coursework student profile. The 2009 Plan includes the target to reposition Access

Melbourne scholarships to award at least 60% of scholarships to students from low socioeconomic or Aboriginal or Torres Strait Islander backgrounds.

To further demonstrate the outcomes from the scholarship review completed in 2009, table 1 (see page 18), confirms that 86% of the Melbourne Access Scholarships were offered to students belonging to the low socio-economic and indigenous background. Thus the university's plan of offering at least 60% of equity scholarships to these groups of students has been achieved.

A total of 152 students accepted (or deferred) the Melbourne Access scholarships.

- 16 were Indigenous students.
- 114 were low SES students.

Thus 85.5% of the Melbourne Access scholarships were accepted by students belonging to the low socio-economic and Indigenous background thereby achieving the University's plan of offering at least 60% of equity scholarships to these groups of students.

In addition, the University provides over 30 scholarships specifically for Indigenous students. The scholarships are awarded on the basis of financial need, academic merit and future aspirations. They are available for living allowances, course fees, board and meals in residential colleges, relocation and accommodation, and study equipment such as computers, books and materials.

A full list of scholarships is available on the CIE website but they include:

- Arno Herpe Bursaries and Scholarships (one-off payments or annual allowance)
- Truganini Bursaries and Scholarships (one-off payments awarded annually)
- Isabella Ina Oldham Scholarships (one-off payments awarded annually)
- Lois Woodward Scholarship (annual allowance for the duration of the student's course)

Scholarships are actively promoted to indigenous students in person, through email and via the Melbourne Scholarships Office website, National Recruitment activities and the Centre for Indigenous Education. Once offered the acceptance rate for indigenous scholarships is very good, and we generally receive more applications than the number of scholarships we have to offer. Where students decline or defer an offer this often concerns the cost of moving to Melbourne to study, which are not fully offset by the scholarships offered.

Widening participation

Access Melbourne is a combined special entry and access scholarships scheme designed to increase participation of students from diverse backgrounds including Indigenous students.

In 2010, the University introduced a significant revision to its Access Melbourne scheme.

- Students who receive an ATAR of 78 or above – are guaranteed a place in the University's Arts, Environments or Science bachelors degrees
- Students who receive an ATAR of 88 or above - are guaranteed a place in the university's Biomedicine or Commerce bachelors degrees

The CIE's Recruitment strategy ensures CIE staff work in partnerships with schools to encourage aspirations of young Indigenous students to remain at school and to consider university study as a desirable and achievable goal.

The CIE outreach program includes joint initiatives with the University's ASHE program and with

Trinity College (bringing young Indigenous Australians to Melbourne to sample university life).

The *Seamless Transition Education Pathway Program (STEPP)* is a new mentoring initiative conducted in collaboration with schools in the Northern metropolitan regions (see section 1). It is an example of the University's partnership with schools in its region. STEPP provides mentoring and scholarships for 20 students. Each student receives a scholarship of \$7,500 total, across a 4-year period. The scholarship is held for the student by DEECD. The money is to be spent on educational materials that may include extra reading and study resources, stationery and attendance at worthwhile events. Mentors can encourage students to purchase materials, which is done through collaboration with the student's school and DEECD.

The University of Melbourne's *Kwong Lee Dow Young Scholars Program* is an academic enrichment program designed to support Victorian and select New South Wales and South Australian border school students. The Kwong Lee Dow Young Scholars Program principals from all Victorian secondary schools to nominate their Indigenous students; all Indigenous students who have been nominated by their school have been selected into the Program.

As a key initiative in addressing declining enrolments of Indigenous students, the University has introduced a Bachelor of Arts extended over 4 years instead of three. A unique feature of the program is that students live in the University's residential colleges and receive mentoring and support both at college and university. The *Bachelor of Arts (Extended)* provides Indigenous students who have not obtained the results for direct entry into The University of Melbourne an opportunity to undertake the Bachelor of Arts. The course facilitates a supported transition to University through the provision of an additional study year specifically designed to develop appropriate academic skills for success at university. Students will access specialised academic support through bridging subjects provided in key areas such as academic literacy, communication and performance, literature, philosophy and environmental studies. The course (enrolled 13 students for 2009 and a further 11 students in 2010).

Trustees of *The Flora and Frank Leith Charitable Trust* have established a five-year partnership with Melbourne Law School to promote indigenous student access to Melbourne Law School and to the legal profession. The Leith Trust Indigenous Scholars Program is a five-year pilot program 2010 to 2014. The inaugural Leith Trust Indigenous Scholar has been appointed for 2010.

The University also provides Indigenous community members with scholarships to partially fund costs associated with access to an undergraduate unit as a trial through the *Community Access Program (CAP)*.

The Wilin Centre for Indigenous Arts & Cultural Development at the Victorian College of the Arts and Music actively promotes undergraduate and postgraduate opportunities for practising artists through its extensive community based networks.

4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.

The total number of Indigenous student enrolments for 2009 compared to 2008 are outlined in Item 4a. (Indigenous student enrolments for 2009, compared to 2008) and 4b. (All student enrolments for 2009, compared to 2008).

5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

Please refer to item 5a. (Indigenous completions, bachelor level and above in 2009 compared to 2008) and 5b. (all student completions, bachelor level and above in 2009 compared to 2008).

Support mechanisms in place for Indigenous students (including Indigenous community involvement)

- The CIE has four recruitment and engagement officers whose role is to work closely with students from pre-enrolment (through engagement in outreach activities) to graduation (ongoing support throughout students time at university)
- CIE staff have been allocated to faculty clusters to strengthen the relationship with faculties (and students) and to enhance opportunities for potential issues to be addressed in a timely way
- Financial and housing support is available through though the University's Financial Aid office
- The University has an extensive suite of support programs including health, counselling, academic support, disability support and course and careers advice.
- Mentoring programs are in place for Indigenous students
- The CIE maintains a culturally safe place for students to meet and study in a central location on the Parkville campus. Facilities include tutorial rooms, library, conference room, student lounge, undergraduate and postgraduate computer laboratories and access to a welcoming and supportive Indigenous staff. Community members are welcome and often drop in and are invited to functions at the CIE
- *Indigenous Postgraduate Roundtable* - a regular seminar series for Indigenous Postgraduate students. These seminars allow Postgraduate students to come together and discuss concerns, research methods and any aspect about their Thesis and studies at the University of Melbourne.
- Both the CIE and the Wilin Centre host regular social programs (including weekly lunches) to encourage Indigenous students, staff and community members to build relationships.
- Ongoing ITAS tutorial assistance for Indigenous students, coordinated through the Centre for Indigenous Education.

6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

Australian Indigenous Studies

Australian Indigenous Studies at the University of Melbourne is an exciting interdisciplinary program that offers students an opportunity to learn about the history and cultures of Aboriginal and Torres Strait Islander peoples. The Australian Indigenous Studies Program in the Faculty of Arts has undergone rapid development in the last two years. Under the guidance of the Academic Coordinator, Philip Morrissey, it has experienced major growth in student numbers, developed an interdisciplinary major, and is seen as a critical element in the University of Melbourne's commitment to Australian Indigenous Studies. This commitment has been formalized with the formation of the *Murrup Barak* - Melbourne Institute for Indigenous Development.

Australian Indigenous Studies enables students to develop deep and nuanced intellectual positions and critically and analytically engage with historical and contemporary issues in Australian society. Australian Indigenous Studies has an evolving disciplinary identity that incorporates and acknowledges diverse cultural frameworks, allowing students to consider issues from complex and

multifaceted perspectives.

Subjects offered reflect the rich diversity of the field of Australian Indigenous studies; themes include:

- Indigenous arts and literature
- key thinkers and concepts
- Australian environmental ethics
- historicism
- Aboriginal women
- Aboriginal land, law and philosophy

A major in Australian Indigenous Studies is offered for undergraduate students. Students with a degree in any discipline are eligible to complete the Graduate Certificate in Arts (Australian Indigenous Studies) or the Graduate Diploma in Arts (Australian Indigenous Studies).

Specialized postgraduate research opportunities are available in the Australian Indigenous Studies program. Key areas of interest include Australian Indigenous literature, contemporary culture, philosophy, identity and critical theory.

The Foundation Chair of the Australian Indigenous Studies program is Professor Marcia Langton whose appointment to the program created the opportunity to bring together diverse teaching and research on indigenous topics within a coordinated interdisciplinary program.

As part of the Melbourne Model introduced in 2008, an Australian Indigenous Studies subject is offered as one of a number of 'University Breadth' subjects available to all students across the University. This subject has increased the number of undergraduate students who have developed knowledge and skills in this area. For students of the Australian Indigenous Studies Program within the Faculty of Arts, students have the option of doing the subjects as a major or minor; students from other Faculties are able to enrol in it as breadth.

Cultural Competency of staff and students

The Indigenous Employment Coordinator for The University of Melbourne staff provides cultural Awareness Training workshops. These workshops are offered throughout the year, and provide a platform to deliver cultural competency for staff of the University. The Centre for Indigenous Education (CIE) also coordinates Cultural Awareness training for casual Tutors employed within the ITAS program.

The Wilin centre is responsible for a number of cultural outreach activities – culminating in Wilin week – a national talking circle on Indigenous performing arts. In September the student/alumni event *Fan the Flames* is a night of exhibitions and performances by current and graduate student talent.

The CIE hosts a series of invitational seminars on the First Australians. These have been well attended by non-Indigenous staff at the University. The seminars aimed to provide insight and understanding of Indigenous Issues relevant to the University and broader community. Guest speakers for the series included Professor Marcia Langton and Dr Sean Gorman.

The annual Cultural Diversity week program includes a focus on Indigenous students.

Indigenous community members are invited to attend lunchtime BBQs and meetings held for staff and students.



SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Indigenous higher education expenditure 2009

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$816,000
2	Unspent 2009 ISP funds, carried over to 2010 – as reported in your providers 2010 audited annual financial statements	\$ 0
3	TOTAL ISP income for 2008	\$816,000
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** <ol style="list-style-type: none"> 1. Northcote Bursary Trust - \$5,000.00 2. Melbourne Community Foundation Bursary (TJSF) - \$18,000.00 3. UoM Housing - \$454.55 4. University of Melbourne Budget Allocation (including internal allocations and notional cash balances) - \$ 	
5	Total Indigenous higher education income for 2009	\$

Item 3

Expenditure of the 2009 Indigenous Education Support Grant

6	Operating costs, including salaries, for Indigenous support services (Centre for Indigenous Education)	
	Permanent salaries	\$673,978.55
	Casual salaries	\$107,890.17
	General expenses	\$144,104.09
	Internal recoveries	\$23,142.45
	Expensed assets	\$5,756.58
	TOTAL EXPENDITURE	\$954,871.84

SECTION 4: CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

The University of Melbourne's Indigenous Education Statement will be published on the Centre for Indigenous Education website (<http://www.services.unimelb.edu.au/cie/>) the University will provide DEEWR with a link to the statement for the DEEWR website.

ITEM 1a) INDIGENOUS EMPLOYMENT STATISTICS AS AT APRIL 2010

<i>Totals</i>	<i>Status</i>	<i>Number</i>	<i>%</i>
Total Indigenous Staff	Continuing	13	46%
	Fixed Term	15	54%
	Female	16	57%
	Male	12	43%
Professional Staff	Continuing	7	46%
	Fixed Term	8	54%
Academic Staff	Continuing	6	46%
	Fixed Term	7	54%

Employment Targets

Indigenous Population Parity as per ABS	2%
Current Indigenous staff as % of all staff (Based on 6500 staff)	0.43%
Current Indigenous staff	28
Population parity target	130
Additional staff required to be employed to achieve population parity.	102

Indigenous Staff – by Department/Faculty

<i>Faculty</i>	<i>Department</i>	<i>Total Department</i>	<i>Total Faculty</i>
DVC (Global Engagement)	Academic Enrichment Services	6	7
	DVC (Global Engagement)	1	
Faculty Of Arts	Culture and Communication	2	2
Faculty Of Education	Melbourne Graduate School of Education	5	5
Faculty Of Medicine, Dentistry & Health Sciences	Biochemistry and Molecular Biology	1	12
	Population Health	10	
	Rural Health	1	
Faculty of the VCA and Music	VCA and Music	1	2
	Victorian College of the Arts	1	
Total			28

3a: COMMENCING (ALL) STUDENTS 2008-2009

<i>All students</i>	<i>2008</i>	<i>2009</i>
Commencing	16,414	17,230
Returning	31,226	31,580
Total enrolments	47,640	48,810

3b: COMMENCING ATSI STUDENTS 2008-2009

<i>ATSI-identified students</i>	<i>2008</i>	<i>2009</i>
Commencing	74	70
Returning	120	121
Total enrolments	194	191

4a) INDIGENOUS STUDENT ENROLMENTS 2008-2009

<i>ATSI-identified students</i>	<i>2008</i>	<i>2009</i>
Community Access Program (CAP)	0	5
Higher Degree Course Work	33	32
Higher Degree Research	33	32
Other Post Graduate	21	16
Undergraduate	107	106
Total enrolments	194	191

4b) (ALL) STUDENT ENROLMENTS 2008-2009

<i>All students</i>	<i>2008</i>	<i>2009</i>
Community Access Program (CAP)	0	740
Higher Degree Course Work	8,653	9,711
Higher Degree Research	4,934	4,842
Other Post Graduate	3,426	3,260
Undergraduate	30,627	30,257
Total enrolments	47,640	48,810

4c) INDIGENOUS STUDENT COURSE ADMINISTERING EFTSL 2008-2009

<i>ATSI-identified students</i>	<i>2008</i>	<i>2009</i>
Community Access Program (CAP)	0	0.75
Higher Degree Course Work	18.3125	18.1873
Higher Degree Research	17.81610128	19.0652
Other Post Graduate	4.125	6.375
Undergraduate	82.0625	81.4381
Total enrolments	122.3161013	125.8156

4d) (ALL) STUDENT COURSE ADMINISTERING EFTSL 2008-2009

<i>All students</i>	2008	2009
Community Access Program (CAP)	0	146.2825
Higher Degree Course Work	5387.09755	6105.4495
Higher Degree Research	3166.516475	3177.5404
Other Post Graduate	1354.5249	1296.7442
Undergraduate	25565.4915	25311.6219
Total enrolments	35473.63042	36037.6385

5a) INDIGENOUS COMPLETIONS, BACHELOR LEVEL AND ABOVE 2008-2009

<i>ATSI-identified students</i>	2008	2009*
Higher Degree Course Work	6	5
Higher Degree Research	5	5
Other Post Graduate	5	9
Undergraduate	29	14
Total completions	45	33

(* 2009 data as 30th April 2009)

5b) ALL STUDENT COMPLETIONS, BACHELOR LEVEL AND ABOVE 2008-2009

<i>All students</i>	2008	2009
Higher Degree Course Work	2,691	3,069
Higher Degree Research	726	782
Other Post Graduate	1,821	1,924
Undergraduate	8,038	8,231
Total completions	13,276	14,006

TABLE 1: MELBOURNE ACCESS SCHOLARSHIPS OFFERED

		Status as of 22/3/2010						University Plan 2009		
Melbourne Access	Number of Scholarship Offers	Accepted offers	Declined offers	Deferred to 2011	Lapsed offers	Pending offers	No course offers	Student with financial hardship	Student with indigenous status	
Total	224	141	5	11	11	-	56	169	24	
Target	150								at least 60%	
									86.2%	