



MURRUP BARAK

MELBOURNE INSTITUTE FOR INDIGENOUS DEVELOPMENT



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Murrup Barak Strategic Statement and Service Offer

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 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.

Within its new operating context, although our service offer has become more focused and scaffolded with the Student Success Directorate, the success of the Institute 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.

Our ***Vision*** is to establish the University of Melbourne as a leader in Indigenous development and respectful in its engagement with Indigenous peoples. We strive for innovation and quality in all aspects of our endeavours.

Murrup Barak's ***Mission*** is to build the capacity of the University of the Melbourne to advance the success of its Indigenous Australian Agenda.

Measures of our ***Success*** include:

- Indigenous Australians seek and have access to come here to both study and build careers;
- Indigenous Australians succeed here both academically and professionally;
- The University is seen as an exemplar for its commitment to reconciliation with Indigenous Australians;
- UoM graduates, students and staff respect Indigenous knowledge, culture and values and contribute to Indigenous development in their careers.

Murrup Barak's core business aligns and responds the University's Indigenous ***Strategic*** priorities which include:

- The University of Melbourne Growing Esteem (2015-2020) Strategic Plan

Outcomes relating to increasing access and participation of Indigenous students are expressly noted, whilst outcomes relating to recruitment of Indigenous staff are defined



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within the University of Melbourne Reconciliation Action Plan (RAP), cited in Growing Esteem. In order to achieve future targets this will require increased focus on partner and program development and growth.

- The Reconciliation Action Plan 2015–2017 (RAP)

The RAP provides an overarching framework to Indigenous development across the University of Melbourne. The new RAP identifies fifteen (15) actions and strategies that span six action areas, including partnerships to support Indigenous development, programs that build awareness of Indigenous knowledge, culture and values across the University community and beyond.

- The Indigenous Student Plan 2013-17 (ISP)

The ISP provides the framework for normalizing the responsibilities for Indigenous student outcomes across the University and sets out the strategies to be implemented over a five (5) year period in order for the University to achieve its overall target for Indigenous student numbers for 2020.

The ISP is an institutional commitment to achieving parity in the university's domestic student population by 2050; that is, Indigenous student enrolments must be equivalent to the Indigenous proportion of the Australian population. This Indigenous student population parity target will require an annual 8% increase in student numbers, to 2050.

- Indigenous Employment Framework 2014-2016 (IEF)

The IEF builds on the achievements over the 2011–2013 period, setting out institutional strategies that the University will implement to become and remain an employer of choice for Indigenous Australians. It also sets out the methods by which the University will achieve its overarching Indigenous employment target of population parity in Indigenous staff numbers by 2020.

Murrup Barak delivers its student services within context of the Student Success Service Operating Model which aims to maximise resource allocation efficiency and effectiveness across the Student Success Directorate which encompasses: Employment and Careers, Global Mobility, Academic Development and Student Capability.

Our **Service Offer** is scaffolded, coherent and connected, it's an accessible suite of services that responds to the needs of Indigenous students, Indigenous staff, Chancellery, Academic Divisions and University Services.

Whilst Murrup Barak Service offer is connected and spans across the Student Success portfolios, it has seven core program areas and which include:



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- **Recruitment, pathways and support for Indigenous students**
 - ✓ Promote The University of Melbourne as an educational destination for Indigenous Australians; this works extends across Victoria and interstate (delivered in collaboration with National Admissions).
 - ✓ Lead agent in responding to complex students matters and has authority to engage Academic Divisions on behalf of Indigenous Australians
 - ✓ Design and implement University-wide initiatives that target Indigenous students in the schools sector, with a particular focus on STEM pathways
 - ✓ Develop and implement support and enrichment initiatives for Indigenous students.
 - ✓ Provide advice and advocacy to Indigenous students
 - ✓ Provide advice to faculties and schools in the development and implementation of programs for Indigenous students (eg BAX, BScX)
 - ✓ Manage the delivery of the Indigenous Tutorial Assistance Scheme
- **Recruitment and support of Indigenous staff**
 - ✓ Coordinate and deliver programs identified in the University's Indigenous Employment Framework 2014-2016.
 - ✓ In collaboration with HR, build HR infrastructure and systems to attract and support Indigenous Australians to apply for positions at the University of Melbourne
 - ✓ Develop strategies to support senior appointments and academic recruitment
 - ✓ Deliver an annual program for entry-level professional staff including coordination of the recruitment process and provision of support to recruits and their managers, coordinate a development program for entry level recruits
 - ✓ Develop and manage partnerships aimed at building a supply of experienced Indigenous staff (eg TAFE programs), provide support and mentoring to TAFE graduates recruited in this way
 - ✓ Deliver programs to promote retention and cultural safety for Indigenous employees including Indigenous employment cultural awareness sessions for managers, supervisors and colleagues



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- ✓ Provide advice and support to commencing Indigenous employees
- **Coordination of the University's Reconciliation Action Plan**
 - ✓ Coordinates the implementation and monitoring of the RAP and supports Faculty's to develop and implement their Indigenous Student Recruitment and Retention Plans and also their Indigenous Employment Plans.
 - ✓ Coordination of events that foster and support reconciliation.
- **Management of Indigenous partnerships**
 - ✓ Manage and coordinate partnerships that have been developed and established by Chancellery.
- **Accountability and Reporting**
 - ✓ Murrup Barak coordinates the implementation and monitoring of the IEF and RAP and supports Faculty's to develop and implement their Indigenous Student Recruitment and Retention Plans and also their Indigenous Employment Plans.
- **Elder, community engagement and advice**
 - ✓ Provides the University with an advisory and support service as to how to effectively engage and work with Elders and Indigenous Australians more broadly and also provides advice in regards to best practice in providing services to Indigenous Australians in relation to recruitment and retention.
- **Leadership and management of Academy of Sport, Health and Education (ASHE)**
 - ✓ Delivery of integrated VCAL program for Indigenous students who have become disengaged from Indigenous Education (based in Shepparton).
 - ✓ Reinforce The University of Melbourne footprint in the Goulburn Valley.

Endorsed

Charles O'Leary,

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1 January 2016