



Institutional Performance Portfolio

2010 Submission

Submitted to: Higher Education Sector Engagement Unit at ipp@deewr.gov.au

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Contents

1. BENCHMARKING	3
2. STUDENT LOAD PLANNING	4
3. FINANCIAL PLANNING	8
4. CAPITAL ASSET MANAGEMENT.....	9
5. COMMUNITY ENGAGEMENT	16
6. EQUITY	18
7. INDIGENOUS EDUCATION STATEMENT	3233
8. RESEARCH AND RESEARCH TRAINING	5834

1. BENCHMARKING

Information provided on 30 June 2010. Cohort groups are G08 and State where applicable.

2. STUDENT LOAD PLANNING

As previously outlined the University of Melbourne has committed to significant changes in its student load profile since the announcement of the *Melbourne Model*, which is based on the general principle of a 3+2+2 year degree structure; 3 years of undergraduate study followed by two to four years of professional postgraduate or research masters degrees, with an option of a PhD program. Initial changes proposed under the Model were introduced in 2008 with the launch of 6 new generation undergraduate courses (bachelor degrees in Arts, Biomedicine, Commerce, Environments, Music and Science) and a number of professional postgraduate courses (including Architecture, Law, Education, Nursing Science and Social Work). Most professional entry degrees have since taken in their final cohorts in 2009 or 2010 and will move to professional masters degrees starting in 2011. These include Medicine, Dentistry, Engineering, Optometry, Physiotherapy and Veterinary Science, Discontinued courses will be taught out over the next few years, which will see some shifts in clusters due to unpredictability of subject selections.

The University's focus has been on new curriculum design to retain professional accreditation in its professional courses, and to enhance the overall quality of the student experience. In response to its increased offerings at postgraduate level the University has established a number of graduate schools to support the new professional degrees. The current refinement of the Growing Esteem strategy is considering further curriculum changes and ways of strengthening coherence and pathways.

The next phase of the Melbourne Model will see graduates of our new generation bachelor degrees flow through to graduate programs for the first time in 2011. A University taskforce (*Towards 2011 project*) is working with faculties and graduate schools to prepare for the shift towards a higher proportion of graduate students and a more diverse student body. The taskforce is working closely with the undergraduate students to deliver a model of the highest quality. Issues relating to curriculum, delivery, student profile, pathways, graduate attributes, equity and scholarships, quality and learning outcomes are being carefully worked through in preparation for the next stage of the Melbourne Model.

Commencing undergraduate load is projected in 2011 and 2012 to remain similar overall to previous years and is aligned with the University's intent to deliver a 'distinctive and high quality 'Melbourne Experience''. Maintaining intakes should be distinguished from a decline in overall undergraduate load, as longer professional programs are replaced with three year bachelor degrees plus postgraduate options. Maintaining undergraduate intakes in the face of discontinuing most previously offered courses is a significant indicator of success of the Melbourne Model, particularly in growing demand for arts, science, biomedicine and environments. The University will continue to work towards a sustainable and manageable student profile that reflects a cosmopolitan balance of cultures, with access based on merit regardless of financial or social background, and be more evenly split between undergraduate and graduate levels.

It is expected that total overall student load will see modest growth in the next two years, with increases in CSP profile across the post graduate category marginally offsetting reductions in undergraduate load. Demand from international students remains positive under the *Melbourne Model* but is expected to come under significant downward pressure in the next few years due to market factors. The implementation of the *Melbourne Model* requires developments of new markets as the University moves most of its professional programs to the postgraduate level.

Examination by CSP cluster presents a consistent view demonstrating the transition to the *Melbourne Model* currently underway. The following analysis reflects load projections for Commonwealth supported places only for the 2011-12 period (refer to **Attachment 1**).

Cluster 1	Law, Accounting, Administration, Economics & Commerce	Anticipated to contract slightly overall (-7.4%), with a steady shift to the graduate schools for both Law and Business and Economics.
Cluster 2	Humanities	Expected to contract over time however offset by expected increases in Cluster 5.
Cluster 3	Mathematics, Statistics, Behavioural Science, Social studies, Computing, Built environment, Other Health	Projected to remain in line with current levels, although significant shift to postgraduate.
Cluster 4	Education	Projected to remain in line with current levels although with teach out of undergraduates in favour of graduate-only profile
Cluster 5	Clinical Psychology, Allied Health, Foreign Languages, Visual and Performing Arts	Projected increase in load at expense of Cluster 2, and with significant increase in post graduate places.
Cluster 6	Nursing	Projected to remain in line with current levels
Cluster 7	Engineering, Science, Surveying	Growth expected with development of a significant postgraduate profile in addition to the undergraduate one. University of Melbourne continues to be one of the largest contributors to the Cluster and is projected to continue to grow over the coming years. (1)
Cluster 8	Medicine, Dentistry, Veterinary Science & Agriculture	Steady growth projected, with significant new graduate programs in Medicine, Dentistry and Veterinary Science, leaving Agriculture as the primary undergraduate discipline in this cluster.

1 (Source: DEEWR Website, Table (ii) Summary of 2009 first half year student load)

Changes in student load profile in 2009

Likely reasons for shifts between undergraduate and postgraduate provision

The 2009 student profile has shifted considerably across many disciplines in line with transition to Melbourne model. Since the start of the transition to the Melbourne Model in 2008, the overall growth in post graduate students has been in excess of 10% year on year with most significant change across the faculties of Medicine, Dentistry & Health Sciences, Education, Law, Science and Land and Environments.

Whilst post graduate load has been growing, undergraduate load has largely remained constant for international and Commonwealth supported places. The University has, however, seen the wind out of approximately 1,400 EFTSL in the Domestic fee paying category without commensurate increases in Commonwealth supported places or international markets.

Across the various disciplines the following have experienced a material shift from undergraduate to post graduate profile, as a result of transition to Melbourne Model.

- Cluster 3 has continued its overall trend, specifically with significant growth in postgraduate Commonwealth Supported Places (CSP) and an increase in demand from the international market. Since implementation of the Melbourne Model, the overall student load numbers has grown. Growth in the cluster is attributed specifically to increased intake in postgraduate Education along with improved contributions by Other health and Maths & Statistics courses.
- Nursing (Cluster 5) has also seen growth in the post graduate realm with a slowdown in undergraduate studies and the introduction of the graduate school model. Most of the move from undergraduate to postgraduate can be observed in Commonwealth supported places.
- Engineering in Cluster 6 has experienced a reduction in the undergraduate category as it progresses to a graduate school model across all fee types with a slow but steady increase in postgraduate studies.
- In Cluster 7 Medicine, Dentistry & Health Sciences has seen undergraduate places grow alongside postgraduate places. The demand in the undergraduate category can be attributed to the growth in Biomedicine new generation degree. The overall growth in this cluster has come from both Commonwealth supported places and international fee paying places.

Likely reasons for changes in international student load (eg. Response to international student market changes or new developments)

The international market across Australia had growth of 9.8% in 2009 which is an increase over 2008 growth of 8.3%.¹ In comparison, the international market at the University of Melbourne slowed in 2009 with overall growth at +2.5% for the year, this being in comparison to prior year growth in excess of 5%.

International Student Load was affected by various elements including external factors such as challenging conditions in international markets, the continued effects of the global financial crisis high exchange rates, growing capacity in domestic university systems overseas, shifts in visa and migration settings in Australia, perceptions of Australia as a safe and suitable study destination and the transition to Melbourne Model with courses discontinued across Medicine in which there were a significant number of international students in prior years.

While the university is working hard to diversify its recruitment markets this remains a heavy exposure to a relatively small number of country markets. This outlook is underscored by the fact that a significant portion of growth in recent years has come from international students enrolling in business related courses, creating further risk. This slow down is expected to continue as a result of intakes falling away across countries such as Indonesia and Thailand.

INSTITUTIONAL PERFORMANCE PORTFOLIO

2010

Cluster No.	2010 Funding rate	Cluster	2010 Total	Total Commonwealth grant amount	EFTSL			REVENUE		
					2010 Total	2011 Total	2012 Total	2010 Total	2011 Total	2012 Total
1	\$1,765	Law, Accounting, Administration, Economics, Commerce	3326	5,870,390	3,184	3,132	3,065	5,619,629	5,527,436	5,409,760
2	\$4,901	Humanities	1324	6,488,924	1,171	1,156	1,103	5,737,816	5,664,076	5,406,847
3	\$8,670	Mathematics, Statistics, Behavioural Science, Social Studies, Computing, Built Environment, Other Health	4817	41,763,390	4,988	4,910	4,903	43,247,356	42,568,434	42,510,623
4	\$9,020	Education	1675	15,108,500	1,903	1,778	1,723	17,164,726	16,036,054	15,538,294
5	\$10,662	Clinical Psychology, Allied Health, Foreign Languages, Visual and Performing Arts	3055	32,572,410	2,963	3,023	3,098	31,593,457	32,229,595	33,031,313
6	\$11,903	Nursing	243	2,892,429	215	202	206	2,562,121	2,406,444	2,455,424
7	\$15,156	Engineering, Science, Surveying	3946	59,805,576	3,952	3,973	4,231	59,896,179	60,209,938	64,129,265
8	\$19,235	Medicine, Dentistry, Veterinary Science, Agriculture	2059	39,604,865	2,121	2,379	2,279	40,802,051	45,756,680	43,831,333
		Total	20445	204,106,484	20,497	20,552	20,608	206,623,336	210,398,656	212,312,859

3. FINANCIAL PLANNING

The University's current financial performance and future projections are framed against the backdrop of a continuing difficult external environment, including the ongoing impact of the global financial crisis and pressures on international student fee revenue.

Given these challenges the University, has acted decisively to ensure it remains financially robust and sustainable. This is being addressed as follows:

1. Focusing on profitability targets at an underlying operating level i.e. before the distortion of the performance of the core businesses by capital receipts recognised as income (in accordance with accounting standard requirements) and discretionary investment income (which is being earmarked for strategic initiatives and capital projects);
2. Reviewing revenue sources to ensure they are performing to capacity and to identify alternative revenue streams to supplement current core business activities;
3. Constraining expenditure below the level of revenue growth through a series of responsible expenditure management programs and initiatives, which build efficiency targets into divisional bottom lines (resulting in an efficiency outcome of \$38m by 2012);
4. Strengthening financial administration, management and reporting, and ensuring finance related issues are a key component of strategic and business planning and key decision making;
5. Enhanced management and governance of major projects and capital spend, including the implementation of a gateway review process; and
6. Continuing enhancement of the University's budget model, encompassing greater financial accountability, full distribution of income to where it is earned and the use of a user pays methodology for the consumption of central support services.

As a result of these measures, the University achieved a reasonable financial result in 2009, including meeting its external borrowing covenants and retained its AA+ Standard and Poor's credit rating. In addition, the preliminary 2011 to 2013 financial projections reflect a strengthening of the University's financial sustainability.

4. CAPITAL ASSET MANAGEMENT

Institution Name:

The University of Melbourne



List all Australian campus or study centre names that relate to the data provided in this return.

	Campus Name	Campus Location (Suburb, Postcode)
Campus1	Parkville	Parkville 3010
Campus2	Southbank	Southbank 3006
Campus3	Werribee	Werribee 3030
Campus4	Burnley	Burnley 3121
Campus5	Creswick	Creswick 3363
Campus6	Dookie	Dookie College 3647
Campus7		
Campus8		
Campus9		
Campus10		
Campus11		
Campus12		
Campus13		
Campus14		
Campus15		

CONTACT INFORMATION

Please nominate a contact officer regarding the return of your Capital Asset Management Survey, including name (s), position title, phone number and email address

	Contact 1 (Required)	Contact 2 (Optional)
Name of institution's contact officer:	Sue Sleep	Chris White
Position Title	Director, IPEQ, Finance and Planning Group	Executive Director, Property & Campus Services
Email address:	susancs@unimelb.edu.au	chris.white@unimelb.edu.au
Telephone number:	03 8344 8898	03 8344 3156

STRATEGIC ASSET MANAGEMENT

The University's Capital Program directly supports the vision for the University enunciated in Growing Esteem 2010 through undertaking projects that support Research, Learning and Teaching, Engagement and the Enabling Stream.

By 2015, the University aims to be the top ranked university in all national indicators of research excellence and impact. Melbourne will have formed closer links with the surrounding medical research institutes, building on existing collaboration and training opportunities and maximising the global impact of the entire precinct. Much of the University's research will be cross disciplinary on both national and international scales.

Key project initiatives include:

- The Melbourne Brain Centre – Parkville and Austin nodes (formerly known as the Neurosciences Project). This project is being developed in partnership with the Florey Neurosciences Institute and the Mental Health Research Institute with joint Federal and State Government funding.
- The Peter Doherty Institute- a collaborative project with a number of National and Victorian public health laboratories.
- Centre for Neural Engineering – collaboration between the University's Faculty of Engineering and Faculty of Medicine, Dentistry and Health Sciences.

By 2020 the University will have in place infrastructure and systems that guarantee students have a 'Melbourne Experience' unmatched in quality by other Australian comprehensive research universities which is crucial to the success of the Melbourne Model. Research, learning and external engagement activities will be combined in a cosmopolitan, stimulating and technologically advanced setting. To deliver this campus based Melbourne Experience, the University has aligned services with degree offerings through student centres, developed new purpose-designed study spaces, provided wireless connectivity and scheduled common shared time to enable students and staff to engage in activities without clashes.

Infrastructure projects which support these ambitions include:

- Eight Graduate Learning Centres which enable the University to introduce its unique approach to graduate education developed as part of the Melbourne Model.
- A new dental clinical training facility to support the new Doctor of Dental Science postgraduate program – the Melbourne Oral Health Training and Education Centre (MOHTEC).
- Development of Clinical Schools in the Western and Northern precincts outside of the University.
- Expanding the coverage of the University wireless network.
- Expansion and refurbishment of the Baillieu Library.

SIZE AND USE OF ESTATE

2. Total non-residential GFA: m ²	746,809
3. Total non-residential UFA: m ²	444,657

[Guidelines for Q2](#)

[Guidelines for Q3](#)

4. In the table below, provide breakdown of your institution's UFA according to the following space groupings:

Type of Group Space	% UFA
Academic Includes Teaching, Research, Academic Offices and Academic General Support Offices, Dedicated Teaching Rooms and Laboratories.	54.00
Central Administrative Support services	8.00
Centrally timetabled Teaching Space Lecture theatres, Seminar and Tutorial Rooms etc	6.00
Library Space Includes Study Centre and Computerised Student Work Spaces, Information Commons etc	9.00
Student and Staff Service Includes Counselling, Careers, Medical, Guild, Sport and Recreation etc	5.00
Commercial Space leased or rented to others e.g. Bookshop, Cafeteria etc	3.00
Other Anything not included above, including transition and vacant	15.00
Total	100.00

[Guidelines for Q4](#)

CONDITION AND FUNCTIONALITY OF NON-RESIDENTIAL BUILDINGS

5a. In the table below, provide an estimate the condition of your institution's non-residential buildings expressed as %GFA:

Condition	% GFA
A	25.00
B	65.00
C	8.00
D	2.00
Total	100.00

[Guidelines for Q5](#)

5b. Please indicate the year your latest facilities condition audit was conducted:

Audit Year	2006.00
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6. Indicate your institution's FFI:	N/A
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[Guidelines for Q6](#)

7. Describe how your institution's approach to space management leads to an effective and efficient use of its capital assets.

The University maintains a detailed space database of all buildings, allocating areas to individual Budget divisions which are correspondingly charged for space occupied according to quality, type and campus location. Space charges include amounts for Rent and Operating Costs and both are included in annual budgets for each Division.

250 of the University's Teaching Spaces are centrally managed and timetabled to encourage sharing of these facilities across the Faculties.

All externally leased space is centrally leased to ensure due oversight and review is undertaken prior to entering into new lease commitments.

Space use is benchmarked against TEFMA and Go8 reference data and standards and this informs future development planning.

Further improvements to space management are planned, including further refinement and wider application of space standards and the creation of a pool of centrally timetabled laboratories for undergraduate science-focused teaching.

The University is currently upgrading software to improve access to space database information for Budget Division resource and planning staff.

8a. Detail the degree of utilisation your higher education teaching UFA as measured by the frequency of use and degree of occupancy.

Space Type	Room Frequency	Room Occupancy	Utilisation
Lecture Theatres	0.61	0.71	0.43
Teaching Space - large flat floor teaching areas (non-theatre) - classrooms - tutorial rooms	0.60	0.82	0.49
Computer Laboratories	na	na	na
Specialist Laboratories	na	na	na
Workshops -engineering, metalwork, woodwork, psychology, children's studies	na	na	na
Practice Rooms - dance - music	na	na	na
Meeting Rooms	na	na	na

8b. Please add any additional comments here, including whether your figures have been calculated using a survey-based approach or a room-booking/timetabling approach.

The above figures are based on an analysis of room-booking data during teaching periods for centrally timetabled teaching spaces, and excludes ad-hoc bookings or usage out of standard teaching hours of 9.00am to 5.15pm Monday to Friday.

The University is planning to undertake an audit of space in 2010/11 which will provide deeper understanding of current usage patterns of spaces and inform strategies to improve efficiency and inform future development requirements. This study will also better inform preparation of FFI information for each Faculty and the University as a whole.

FINANCIAL INFORMATION

9. Please complete the table below.

CAPITAL ASSET MANAGEMENT SURVEY						
	EXAMPLE	2009	2010	2011	2012	2013
	\$,000	actual	projected	projected	projected	projected
	\$,000	\$,000	\$,000	\$,000	\$,000	\$,000
Capital Income - DEEWR						
Commonwealth Grant Scheme	3,000	33,440	34,230	35,650	36,310	38,360
Capital Development Pool	500	0	0	0	0	0
Education Investment Fund	2,000	2,320	31,200	60,600	25,500	4,000
Teaching and Learning Capital Fund (Higher Education)	20	3,000	5,000	16,100	0	0
Other DEEWR funding	0	0	0	0	0	0
TOTAL CAPITAL INCOME - DEEWR	5,520	38,760	70,430	112,350	61,810	42,360
Capital Income - external sources						
Other Commonwealth	30	0	800	9,200	20,000	17,000
State government funding	0	2,045	10,200	17,400	37,400	24,900
Capital sales	3,000	2,337	2,500	2,500	2,500	2,500
Other - Loans & Advances	10,000	0	0	0	0	0
Other - Philanthropy	2,000	1,343	1,000	0	0	0
Other - Other external income	4,600	17,956	49,100	33,600	3,300	0
TOTAL CAPITAL INCOME - EXTERNAL SOURCES	19,630	23,681	63,600	62,700	63,200	44,400
Allocations from internal university sources	15,000	137,900	170,700	218,700	148,700	136,300
TOTAL CAPITAL INCOME	40,150	200,341	304,730	393,750	273,710	223,060
Capital expenditure						
Land	5,000	41,388	0	0	0	0
Buildings	20,000	120,993	191,800	263,600	128,800	69,700
Leasehold improvements	5,000	0	0	0	0	0
Other property plant and equipment	8,000	27,648	40,800	75,200	91,100	76,800
TOTAL CAPITAL EXPENDITURE	38,000	190,029	232,600	338,800	219,900	146,500
Capital maintenance expenditure						
Buildings	2,000	31,001	25,000	25,750	26,523	27,318
Leasehold improvements	500	0	0	0	0	0
Other property plant and equipment	600	25,268	25,000	25,750	26,523	27,318
Salary costs*		869	912	958	1,006	1,056
TOTAL CAPITAL MAINTENANCE	3,100	57,138	50,912	52,458	54,051	55,693
TOTAL CAPITAL EXPENDITURE	41,100	247,167	283,512	391,258	273,951	202,193
Difference	-950	-46,826	21,218	2,492	-241	20,867

* Please provide salary costs if not included as part of maintenance expenditure in rows above.

BACKLOG MAINTENANCE

10. Please complete the table below.

As at 31 December (\$000)	Actual 2009	Estimate 2010	Estimate 2011
10a. Estimated backlog maintenance (BM)	154500	145000	135000
10b. Total asset replacement value (ARV) of buildings and infrastructure	2420000	2470000	2800000
10c. BM/ARV[1] (10a x 100) / 10b	6.4%	5.9%	4.8%

As at 31 December (\$000)	Actual 2009	Estimate 2010	Date of last valuation
10d. Total ARV as per insurance cover	2,420,000.00	2,470,000.00	2009

11. If 10c is > 3%, detail how your institution will reduce the cost of remedying backlog maintenance below that threshold.

In 2006, Property & Campus Services (P&CS) commenced a comprehensive audit of the condition of the University's property assets and related infrastructure providing a 'snapshot' of the asset portfolio. The Condition Audit identified approximately \$172 million of Backlog Maintenance works and excluded leased, new or newly refurbished buildings, as well as buildings that were earmarked for demolition or major refurbishments. The audit included data collected via a building by building inspection and condition information gathered from our major service contractors and specialist consultants.

The identified Backlog can be shown by Building Element and this information has been used as the basis for establishing program priorities with the 'Condition' and 'Risk' rating information being the primary drivers. Other factors taken into consideration include 'Importance' and 'Functionality'. The major objective established at the start of the Asset Protection Program was to target funding to address areas of highest need, poorest condition and greatest risk. With regard to condition, one objective established was that no building should be worse than a 'Good' rating by the end of the initial \$61 million allocated to the program to be spent over five years from 2007.

Project Information

12. List any major capital grants (greater than \$1m) for buildings or equipment from state or territory governments or from Commonwealth government departments other than from DEEWR received in 2009.

12a. Commonwealth Government Funding (other than DEEWR)

	Department	Grant Amount (\$m)	Project Title & Description
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Add additional rows as required

12b. State / Territory Government Funding

	Department	Grant Amount (\$m)	Project Title & Description
1	Victorian State Govt - NVRMEN	2.05	Rural Health Program - Upgrade of teaching facilities in rural centres
2			
3			
4			
5			
6			
7			
8			
9			
10			

Add additional rows as required

13. List all residential and non-residential major capital projects (greater than \$5 million) underway or completed in 2009.

	Project Title & Location	Total Project Value (\$m)	Status (e.g. design commenced / construction commenced / practical completion)	Completion date (mm/yyyy)
1	198 Berkeley St	126.20	Practical Completion	Feb-09
2	Peter Doherty Institute	210.80	Design Commenced	Jun-13
3	Neurosciences Parkville	150.00	Construction Commenced	Jun-11
4	Neurosciences Austin	10.00	Construction Commenced	Dec-10
5	Royal Parade Carpark	19.00	Construction Commenced	Aug-10
6	Rural Health Program	9.20	Design Commenced	Mar-11
7	MTC Building Renovations	9.60	Practical Completion	Nov-09
	Triradiate Building Services Upgrade	8.00	Construction Commenced	Aug-10
	Centre For Neural Engineering	34.20	Design Commenced	Dec-12
	New Giblin Library	10.00	Design Commenced	Jul-11
	Medley Hall Upgrade	9.50	Construction Commenced	May-11
	Graduate Schools Program	32.90	Construction Commenced	Jun-12
	Faculty of Education Relocation	7.00	Construction Commenced	Feb-11
	RCH - Dept of Paediatrics	10.00	Construction Commenced	Sep-11
	New Pavillions	6.00	Design Commenced	Oct-11
	Fire Services Ring Main	6.30	Construction Commenced	Jul-11
	Chemistry Building Refurbishment	26.90	Construction Commenced	Nov-10

8
9
10

Add additional rows as required

OTHER INFORMATION

14. Detail any other information you wish to provide to DEEWR regarding your institution's capital asset management or this survey. None

5. COMMUNITY ENGAGEMENT

The University sees itself as responsible for enhancing the intellectual, social, economic, environmental and cultural life of the community through an active engagement that also derives benefits to the University and its members. Accordingly, the University supports a number of 'whole of University' long term strategic partnerships and participates in a significant number of local and global external collaborations. Key projects include:

1. A new science sub school to be located on the University's Western Precinct as a partnership between the Victorian Government, University High School, Debney Park Secondary College and the University of Melbourne, led by the Bio21 Institute and the Melbourne Graduate School of Education;
2. Established reference groups drawing on the expertise and insight of our stakeholders in Victorian secondary schools, including:
 - a. A Principals' Reference Group, comprised of representatives from government, independent and Catholic schools.
 - b. Two Careers Practitioner Reference Groups, one comprised of careers advisors from Secondary Schools identified as a part of the University's traditional base of prospective students, the other from schools requiring particular attention on the grounds of equity and encouraging equal access to higher education opportunities.
3. Staff and students coordinate Neighbourhood Days at the University Campus, and Harmony Day in the local Carlton "high-rise" community housing development.
4. University students support the community through involvement at a local youth drop-in centre, providing academic assistance to local community groups, assisting Carlton Primary School with reading programs and assisting with homework programs at various schools in North Flemington.
5. The University's Kwong Lee Dow Young Scholars (KLDYS) program currently involves 84% of all secondary schools located in Victoria and on its borders with New South Wales and South Australia. The program identifies students with a high academic potential and brings them to campus at key intervals during years 11 and 12 to attend a range of activities in support of their studies. Rural students take part in a residential program through local colleges, then on successful entry to University are provided a relocation allowance and, subject to grade point averages, a mobility scholarship. Meanwhile, KLDYS students from schools underrepresented by participation in tertiary education are provided with a guaranteed entry to University, contingent on the successful completion of prerequisite studies.

The University hosts a vast range of public forums, concerts and exhibitions. We provide over 200 free public lectures per annum, a selection of which are broadcast via the ABC, APAC and SKY networks and streamed online. Our resident academics provide their expertise to public debate and discussion in the media and other fora. Our extensive cultural collections provide rich material for regular and diverse exhibitions, and our Music program regularly provides free concerts. Our library, one of the largest in the southern hemisphere, is open to the general public, and our various conference and lecture facilities are also available for hire.

The University maintains an active engagement with its many alumni, with 17 alumni chapters/groups active across the globe and networks sustained in 13 other countries. We held 185 events in 2009, engaging with 9,500 alumni on the continuing work of the University and seeking interest and involvement in our many programs.

We also seek to maintain a productive and convivial relationship with the City of Melbourne through the annual Town and Gown dinner, wherein political, business and community representatives of the Town are invited to engage with the University and explore issues of mutual interest or concern.

6. EQUITY

INSTITUTION: University of Melbourne

SECTION A. ESP FUNDED INITIATIVES

Initiative title	Scope of initiative	Impact of program
Destination Melbourne	Enhanced residential transition and cohort building program for students from urban fringe and rural areas.	Reduced attrition and optimised experience of students from low SES backgrounds, particularly those who face a lengthy commute to the University. This program ran for the first time in 2009 with approximately 100 participants.
Students Experiencing Academic Disadvantage Policy	Implementation of a policy, which extends the concept of Reasonable Adjustment from disability discrimination legislation to students from a range of disadvantaged backgrounds.	The policy establishes the role of Student Equity Officers in Course, Faculty and Graduate School Student Centres. Student Equity Officers facilitate access of students from equity groups to services that will enhance their learning. This policy was introduced in 2009. The Policy is being review for its suitability for meeting the needs of disadvantaged students in 2010.
Diversity Week	A week long series of activities was coordinated to build awareness of equity and diversity issues. The week was launched by Dr Mohammed Kamal.	The number of events held under the banner of Diversity Week increased from 10 in 2008 to 25 in 2009.
Tertiary Aspirations Network	The University has provided leadership, secretariat support and coordination assistance for a network of outreach officers from Victorian Universities.	The Network has engendered cooperative approaches to outreach, with several events undertaken collaboratively. The Network has facilitated good practice sharing amongst Victorian universities. For example, year 9 students from Schools in the Hamilton region have participated in an Aspirations Day, run collaboratively by TAN and under the auspice of all Victorian universities.

SECTION B. HIGHER EDUCATION DISABILITY SUPPORT PROGRAM (DSP) FUNDED INITIATIVES

Initiative title	Scope of initiative	Impact of program
University of Melbourne Disability discrimination in education review.	Review of case law relating to education, disability and discrimination in state and federal contexts.	Review soon to be published and promoted to students, staff and sector. The process of reviewing case outcomes in state and federal contexts has clarified issues important to the delivery of high quality disability services.
Mental Health Strategy	Develop comprehensive strategy for management of student mental health.	<p>Enhanced mental health literacy of student and staff population. Improved focus on mental health promotion and service delivery for those with mental health difficulties.</p> <p>The Chairperson of the Mental Health Strategy Working Group, Mr Jonathan Norton, was awarded an ALTC citation for outstanding contributions to student learning, in part recognition for his role in the development of this strategy.</p>
Additional Support for Students with Disabilities	The ASSD enables disability services to focus on effective and efficient additional educational supports that lead to academic and personal independence.	The ASSD has enabled innovative approaches to facilitating student participation. The ASSD reduces a focus on the costs of additional support services, which in the University's case engenders a focus on educational outcomes. Positive outcomes are not always high cost, but may be more likely when cost is not the primary consideration. To illustrate, the University identified a dormant microscope camera and television for use by vision impaired student in biology lab at no cost when negotiating whether new equipment should be purchased at a cost of thousands. The University is of the impression that such frugality is not pervasive across the sector and recommends that ASSD be recalibrated to encourage cost containment.

Initiative title	Scope of initiative	Impact of program
National Disability Coordination Officer Program	The University has hosted an NDCO and received additional research funding through NDCO for an investigation of transition issues for rural youth with disability.	The University based NDCO has been involved in a range of professional development and disability awareness raising activities that have been well attended and received positive evaluation. However, the university believes that the NDCO program would have greater impact in Victoria, if all Victorian NDCOs were hosted by a single organisation. Economies of scale and improved coordination would be achieved through this arrangement. Given the reasonably high standard and accessibility of education related disability services within Victoria, the University believes that the NDCO Programs' primary focus should be amended to facilitate employment outcomes.

SECTION C. COMMONWEALTH SCHOLARSHIPS (CS)

The University of Melbourne allocated the full amount of Commonwealth Scholarship funds in 2009.

SECTION D. INSTITUTIONAL EQUITY SCHOLARSHIPS

Note that the table below includes all students supported by institutional equity scholarships in 2009, not only those whose scholarships commenced in that year.

List of the University of Melbourne equity scholarships 2009

Please note that where a scholarship is awarded for the normal duration of a course or provides a living stipend, the total number of students assisted in 2009 includes continuing students awarded the scholarship in prior years and students who accepted in the scholarship in 2009.

Scholarship	Type of assistance	Target group	Value	Number students assisted
Aitchinson Scholarship	Financial aid one-off payment	Undergraduate students with hardship caused by socio-economic circumstances	\$6,290	2
Arno Herpe Scholarship	Annual allowance for normal duration of course	Indigenous students with preference to engineering students	\$4,508	5
Bruce C Hartnett Award	One-off payment	Indigenous students in financial need	\$300	3
Edward Darbyshire Scholarship	Annual allowance for normal duration of course	Indigenous undergraduate students	\$3,256	1
Eleanor and Joseph Wertheim Scholarships	Stipend for normal duration of course	Students with socially or financially circumstances including one or more of the following : <ul style="list-style-type: none"> • primary care responsibilities for a pre-school child • primary care responsibilities for school-aged children as a sole parent with limited access to outside support • primary care responsibilities for a disabled family member/dependant • medical condition/s • refugee background • financial difficulties 	\$20,000 p.a	9

Scholarship	Type of assistance	Target group	Value	Number students assisted
Fay Marles Scholarships	Stipend for 3.5 years max	Postgraduate students who are: <ul style="list-style-type: none"> • of Indigenous Australian descent, and/or • their tertiary studies have been adversely affected by one or more of the following: <ul style="list-style-type: none"> ○ illness ○ disability ○ family responsibilities (eg. child bearing or rearing, sustained care of a dependent family member, etc.), or ○ traumatic event(s) that were beyond their control. 	\$19,245	25
Frederick Blake Shepherd Scholarship	Stipend for 3.5 years	Postgraduate research students of Indigenous descent, and/or whose tertiary studies have been adversely affected by illness, disability, family responsibilities, or a traumatic event beyond their control.	\$19,425	3

Scholarship	Type of assistance	Target group	Value	Number students assisted
Graduate Access Bursaries	One-off payment in first year of course	<p>Australian postgraduate coursework student who belongs to one or more of the following categories:</p> <ul style="list-style-type: none"> • Recognition as an Indigenous Australian • Previous status as a refugee or current holder of a Humanitarian Visa • Rural or isolated background • Disadvantaged socio-economic circumstances • Disability or chronic medical condition • Personal difficulties 	\$5,000	58
Harbison-Higinbotham Research Scholarship	Stipend of 3.5 years	Postgraduate research students of Indigenous descent, and/or whose tertiary studies have been adversely affected by illness, disability, family responsibilities, or a traumatic event beyond their control.	\$22,000	1
Isabella Ina Oldham Scholarships	One-off payment	Indigenous postgraduate students	\$800 - \$2,500	6
Louis Woodward Scholarship	Annual allowance for normal duration of course	Mature-age indigenous female undergraduate student	\$2,655	1

Scholarship	Type of assistance	Target group	Value	Number students assisted
Maisie Fawcett Scholarships	One-off payment in first year of enrolment	<p>Australian postgraduate coursework student who has completed degree at Victoria University and belongs to one or more of the following categories:</p> <ul style="list-style-type: none"> • Recognition as an Indigenous Australian • Previous status as a refugee or current holder of a Humanitarian Visa • Rural or isolated background • Disadvantaged socio-economic circumstances • Disability or chronic medical condition • Personal difficulties 	\$5,000	5
Melbourne Access Scholarships	Annual allowance for normal duration of course	<p>Undergraduate students from following categories:</p> <ul style="list-style-type: none"> • Recognition as an Indigenous Australian • Difficult family circumstances • Hardship caused by socio-economic circumstances • Disability or long-term medical condition • Non-English speaking background • From an under-represented school • Completed school in a rural or isolated area • Refugee Status • Mature age 	\$2,000-\$6,000	658

Scholarship	Type of assistance	Target group	Value	Number students assisted
Mildura Alumni Scholarships	Annual allowance for normal duration of course	Rural undergraduate students admitted to The University of Melbourne through Access Melbourne. Awards are based on consideration of the following Access Melbourne categories: <ul style="list-style-type: none"> Completed school in a rural or isolated area (Mildura area); and Hardship caused by socio-economic circumstances; and From an under-represented school 	\$5,000	1
PSA Medical/Dental Scholarships	Annual cost of residential college place for 3 years	Medical/dental students from following categories: <ul style="list-style-type: none"> Hardship caused by socio-economic circumstances Completed school in a rural or isolated area 	\$16,000 - \$20,000	4
Shelley Phillips Scholarship	Annual allowance for normal duration of course	Undergraduate female student who has completed secondary education in a rural or regional location of Australia	\$4,000	1
Rotary Scholarships	One-off payment	Indigenous students in need of financial assistance	\$500	6
Truganini Scholarships	One year - available for renewal	Indigenous students	\$3,800	3

SECTION E. EQUITY GROUP FOCUS AND KEY EQUITY STRATEGIES

Equity Group Focus

The University has an international profile and outlook, and is located within a Victorian context. The University services the broader Victorian and Melbourne community, and does not have a distinctive geographic focus in a way that other Victorian institutions, such as University of Ballarat or Victoria University might have. Within this broad responsibility, the University of Melbourne is driven by values, and particularly the principles of justice, equity and the pursuit of excellence. Melbourne aims to attract the brightest student cohorts from the widest range of backgrounds. There is an under representation of some groups who gain entry to the University due to significant disparities in the aspiration, attainment and preparedness of students in secondary education.

Changing the participation characteristics of equity groups is difficult. Significant differences in educational outcomes are evident in early childhood, and are maintained through primary and secondary education. In 2008, less than 7% of Victorian students from the lowest quartile of socio-economic background achieved an ENTER above 90. The University's strong reputation results in high demand for its places, and in 2009 the Median ENTER was 94.05. Course and institution choices for students from low-socioeconomic backgrounds are limited by their performance in secondary education, and this is reflected in their rate of participation at the University.

Consistent with the State-wide mission of the University of Melbourne, and in recognition of the challenges for tackling equity in the University's context, the University has introduced the Kwong Lee Dow Young Scholars Program (KLDYS). An important objective of the KLDYS program is to build aspiration to study at university in schools that are under-represented in tertiary participation. The aim is to have at least one KLD Young Scholar in every secondary school in Victoria. In 2009, three years into the program, 43% of the 224 schools participating are under-represented in tertiary education. An extensive program of events and activities commences when students are in Year 11 and continues through to a suite of leadership programs at university for those who continue to study at Melbourne. To date, over 650 KLD Young Scholars have enrolled at the University of Melbourne, with 30% of the 2009 enrolments (344 in total) from rural schools. KLD Young Scholars from low SES backgrounds gain entry to the University at double the rate of low SES students in the general cohort.

In recognition of the ENTER profile of students from low socioeconomic backgrounds, the University established in 2009 a guaranteed entry program for the 2010 entry. Students from eligible backgrounds (rural and low income) have guaranteed entry to the Bachelor of Biomedicine and Commerce with an ENTER of 88, and the Bachelor of Arts, Science and Environments with an ENTER of 78.

The establishment of the University's Melbourne Model has been predicated, in part, on increasing entry to highly competitive graduate and professional programs. Students make more informed and mature decisions about entry programs such as medicine, teaching and law, with selection based on university rather than year 12 performance where socioeconomic disparities are significantly reduced. The University has given significant consideration to issues of equity within the graduate entry cohort, with the Towards 2011 Project (http://www.provost.unimelb.edu.au/towards_2011) focusing on recalibrating graduate programs for alignment with the first graduating cohort of Melbourne Model undergraduate degrees. Equity within graduate programs will be increasingly important in a universal participation higher education context and is a key focus of the University's equity agenda. The University has also established a Graduate Access Program to recognise the impact of disadvantage during preparatory studies, and to enable preferential distribution of commonwealth supported places and scholarships to students with equity characteristics.

Within a broad commitment to improve access for all equity groups, the University gives priority to students with the following equity characteristics:

Students from low SES backgrounds

Significant issues faced by these students include:

- Where the parents of students have not been to university, a lack of knowledge of the process involved in the university system impedes educational attainment and access to higher education.
- There is an absence of university aspiration where schools are underrepresented in the university system and encouragement from teachers is lacking.
- Financial hardship associated with university study.
- The need to work long hours to cover costs associated with study.
- The perception of elitism and difficulty in 'fitting in'.

The University recognises that many students from underrepresented schools and financially disadvantaged backgrounds do not regard the University of Melbourne as a possible post-secondary destination. Efforts have been made to address this issue through programs for secondary school students such as:

- Kwong Lee Dow Young Scholars Program.
- Meet Melbourne.

Indigenous Students

Indigenous students are a key focus for the University, with issues and strategies detailed within the Indigenous Education Statement.

Regional and Remote Students

Significant issues faced by these students include:

- The costs associated with living in Melbourne may be out of reach for many rural students.
- Homesickness and the fear of not 'fitting in'.
- The need to work long hours in poorly paid jobs to support themselves, often to the detriment of their studies.
- Increased familial responsibilities associated with the impact of environmental and other factors.
- The continuing social and economic impact of drought in regional and remote areas.

There are few truly remote areas within Victoria, resulting in few enrolments from students from remote backgrounds. The University draws many more students from Regional areas. In both categories, the financial and social impacts of the drought in recent years has meant that many students see attending the nearest Higher Education institution as opposed to coming to Melbourne as their only tertiary option. Where regional students do choose Melbourne they defer their offers at significantly higher rates than other cohorts.

Non School-Leavers (NSL)

Significant issues faced by these students include:

- Lack of educational experience that can be used to demonstrate academic potential through standard selection processes.
- The expense associated with undertaking qualifying or 'bridging' courses if students do not possess appropriate backgrounds for selection.
- Difficulties associated with timing of classes to fit in with paid employment.
- Issues of childcare for students with families.

The NSL entry pathway was introduced in 2008 and applied to the University's New Generation degrees. It was designed to enhance access for non-traditional applicants, who are not otherwise able to meet the entry requirements. The pathway supports the University's commitment to access and equity and will ensure broader access for students, regardless of background. It also contributes to a more diverse undergraduate cohort.

Students with disabilities

Significant issues faced by these students:

- Difficulties associated with the accessibility of parts of the campus, surrounding areas, accommodation options and the public transport system.
- Fear of stigma in disclosing disability, especially where disability is mental health related.
- Difficulty in the availability of support services such as sign language interpreters.
- Difficulty with access to print information in accessible formats.
- Difficulty with participation in University activities where the symptoms of episodic conditions become acute.

The University has a more detailed account of the issues faced by students experiencing disability and associated University strategies for their resolution in the Disability Action Plan 2008-2011.

SECTION F. EQUITY PLANNING AND MANAGEMENT IN 2010

The University has committed to a significant increase in low SES participation in its Interim Compact Agreement. Influencing significant participation shifts for a population whose under representation has been stable and persistent over many years is a significant challenge, but one that the University is committed to meeting. The University has undertaken a range of strategies for enhancing its governance structures, appropriate for the transition to low SES focused strategies, which include:

- The University has appointed a Pro-Vice Chancellor Engagement and Participation with explicit high level responsibility for addressing issues of student equity.
- The University has drafted a Social Inclusion Plan, highlighting a 5 year strategy for addressing matters relating to social inclusion, including: integrated outreach, recruitment and selection strategy, and a commitment to enhancing already high success and retention ratios for students from equity groups.
- The University has constituted a Student Equity Advisory Group, reporting to the Provost, the terms of reference for this Committee can be found at: <http://www.unimelb.edu.au/unisec/advgroups/seag.html>
- The University is commencing a comprehensive review of its selection criteria and measures in order to diversify its student population, including using frameworks developed by the Go8. The University will aim to identify able students of the highest potential from across a broader community cross-section. This will require developing criteria that extend and supplement the present emphasis on school achievement rank. Over time a new approach to selection and admissions will be the cornerstone of Melbourne's engagement with communities in outreach, aspiration-informing and recruitment activities, establishing clarity and consistency on the processes and broader possibilities for admission to Melbourne. New selection criteria will also inform the nature of support offered to students once enrolled, continuing the University's

commitment to ensuring all students reach their potential and maintaining the present high retention and success rates. Evidence-based approaches will be vital.

University activities are being clustered and refined, around the following four priorities:

1. Discovering Melbourne: new approaches to outreach to increase the pool of applicants adequately prepared and aspiring to study at the University.
2. Melbourne Admissions: new selection criteria to admit a more diverse group of bright, high potential students.
3. diversity@Melbourne: support strategies to engage and support all students in developing their academic potential.
4. research and development into social inclusion: activities underpinned by research (including with Go8 partners) into the causes of under-representation; a wide program to minimising disadvantage through knowledge transfer and civic service, including through the social equity research institute.

A thorough exposition of University programs, activities and research consistent with these priorities can be found at <http://www.services.unimelb.edu.au/studentequity/>

The University welcomes additional funding through HEPPP. The University is involved in many partnerships that serve socially inclusive educational objectives, and welcomes an opportunity to participate in HEPPP partnership component processes.

SECTION G. PERFORMANCE OF EQUITY GROUPS IN 2008

Group	Relevant Indicator	Key trend or shift in the data	Explanation
Low SES	Participation ratio	Constant over 5 year period.	This trend is consistent with State and National stability of the low SES participation ratio.
NESB	Participation ratio	Significant increase in 2008, due to a more than doubling of Access Rate	NESB students are not a primary equity target group of the University, however a broadening of the eligibility criteria relating to these students in the University's special entry scheme resulted in an increase in the Access Rate.

Group	Relevant Indicator	Key trend or shift in the data	Explanation
Regional	Participation ratio	Stabilisation following previous decline.	This trend is consistent with stabilisation in state and national data.
Remote	Participation ratio	Increase	Numbers of remote students is small, making ratios volatile with small changes in enrolments.
Students with disability	Participation ratio	Increased over 5 year period.	This trend is consistent with state and national trend of increased participation. Improved educational supports in secondary education and increased reporting of disability are explanations for this increase.
Indigenous	Participation ratio	Decrease	There has been a steady decline in indigenous enrolments which is being addressed through a range of initiatives including the introduction of the Bachelor of Arts Extended Indigenous.

SECTION H. UNIVERSITY CONTACT OFFICERS

	Name & Title	Phone	Email
ESP Contact Officer:	Matthew Brett, General Manager Disability and Equity Programs	03 8344 4244	mcbrett@unimelb.edu.au
HEPPP Contact Officer: (if different to ESP)			
DSP Contact Officer:	Matthew Brett, General Manager Disability and Equity Programs	03 8344 4244	mcbrett@unimelb.edu.au
CS Contact Officer:	Heather Thomas, General Manager Assessments and Scholarships	03 8344 4368	heathert@unimelb.edu.au

7. INDIGENOUS EDUCATION STATEMENT

Information provided on 30 June 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 Institute's 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 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.

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

⁴ The University of Melbourne Plan 2010; page 19

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
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>	2008	2009
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>	2008	2009
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>	<i>2008</i>	<i>2009*</i>
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>	<i>2008</i>	<i>2009</i>
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%	

8. RESEARCH AND RESEARCH TRAINING

QUESTION 1: Key features of research performance during 2009

The University continued its strong research performance throughout 2009 and is ranked number 1 in Australia for research income and research publications.

Research income in 2009 was \$337M. The University performed well in Category 1, winning \$166M in Australian competitive grants. Traditionally strong in NHMRC schemes, the University improved its performance in ARC schemes with particularly strong results in the Future Fellowship and Linkage Project schemes.

The University has continued to grow revenue in Category 2 in 2009 with income of \$80M. Category 3 income in 2009 was \$79M and has been fairly steady for a number of years. In 2009 there were increases in international funding, offset by a decline Australian contracts.

The weighted score for research publications in 2009 was 4456, an increase of around 3%. Individual (unweighted) counts of publication categories were as follows: 101 (A1); 665 (A2); 4927 (A3); 808 (A4).

The University improved its position on the Shanghai Jiao Tong University (SJTU) Academic Ranking of World Universities for 2010 (reflecting performance in 2009), moving from 75th to 62nd place. This was the equal largest improvement of universities placed in the top 100.

In 2009 the University established five cross-disciplinary research institutes designed to more effectively deal with societal challenges, each drawing on the University's disciplinary strengths. Proposals for a small number of additional institutes are well advanced in 2010.

The University participated in two discipline cluster trials for the Excellence in Research for Australia (ERA) initiative in 2009: Physical, Chemistry and Earth Sciences, and Humanities and Creative Arts. Within these clusters, the University obtained the highest average rating of disciplines amongst the Group of Eight (GO8) Universities.

QUESTION 2: Key features research training performance during 2009:

Quality research training is integral to the research agenda and reputation of the University. In 2009 the University continued to lead the nation in a number of research training performance indicators. Key aspects of this performance included:

- 1195 RHD commencements (864 Doctorate, 331 Masters by Research)
- 4848 RHD Enrolments (3864 Doctorate, 984 Masters by Research)
- 775 RHD completions (577 Doctorate, 198 Masters by Research)
- \$149.9 million from RBG (IGS \$36.4m, RTS \$68.2m, RIBGS \$29.1m, APA \$13.5m, CTS \$0.6m, & IPRS \$2.3m)
- Highest RHD load (3168) in Australia, highest APA (279) and IPRS (36) in Australia
- MRES survey conducted (results include satisfaction with supervision 3.95)
- MSGR Exit Survey (results include 80% satisfaction with supervision)
- 98% success rate of completion against performance target (from 1/9/2008-31/8/2009)

The University has pursued marketing and recruitment strategies to increase application rates from quality PhD candidates originating from other universities (both within Australia and internationally). Commencements from other universities increased from 43 per cent in 2008 to 45 per cent in 2009. International PhD enrolments increased in 2009, with enrolments in joint-badged degrees improving from 17 in 2008 to 23 in 2009.

In 2009, the University launched two major research training initiatives that were enthusiastically received by students.

- The new Graduate Research e-Portfolio (GReP) offers online tools assisting with all aspects of candidature. Students are able to establish links and networks with supervisors and academics at the University and across the world, access courseware such as PhD Master Classes, skills analysis tools and many other resources.
- The launch of the Graduate Certificate in Advanced Learning and Leadership (GCALL), an interdisciplinary coursework program designed to build an interdisciplinary PhD cohort with the attributes, understanding and skills required for future leadership roles.

QUESTION 3: Key features contributing to innovation in 2009

The University received approximately 60 new intellectual property (IP) disclosures from staff and students in 2009. The IP disclosures derived from many areas of innovation such as telecommunications, medical therapeutics, information technology, musical instruments and mechanical devices. In that same year, around 44 new patent applications owned or co-owned by the University were also filed in a similar range of innovation areas.

In 2009, the University entered approximately 13 different commercial partnerships for the further development and commercialisation of innovations created by its staff and students. These partners consisted of local and international companies such as CSL, Cochlear, Morphosys AG and VacTx and the innovations ranged from new medical therapeutics, diagnostics through to implant devices and software tools to assist with managing liabilities under carbon emission controls.

In addition to contributing to innovation through commercial partnerships, in 2009 the University also formed 4 companies in order to develop and commercialise innovations in areas of the medical therapeutics and diagnostics.

In 2009, the University also contributed significantly to innovation through its participation in the collaborative research centre (CRC) program. The University was a participant in around 11 CRCs relating to fields of innovation such as oral health science, forestry, polymer science and aboriginal health.

Examples of research-related internal innovations in 2009 include the development of the Graduate Research Portal and the Graduate Certificate in Advanced Learning and Leadership (both described in the research training section), and the upgrade of the research systems including the development of 'Melbourne Research Windows' web-based tool to enable evidence based research decision-making across the research community.

QUESTION 4: How many research collaborations and partnerships was the university involved in 2009?

The University values research partnerships and collaborations with others in local, national and international organizations holding common aspirations and complementary capabilities. This is a central strand of our research and research training strategy.

These engagement activities occur at a variety of levels, from informal researcher-to-researcher collaborations right up to whole-of-University programs. The University's relationships with nearby independent medical research institutes and hospitals demonstrate the power of enduring collaboration, the 'Parkville Precinct' is now widely known as the premier site for life sciences in the southern hemisphere. The University continually works to strengthen these relationships in order to maximize the global impact of the research and also enhance the intellectual opportunities for researchers.

Of an estimated 4,826 active research agreements in place in 2009, the breakdown is:

	No of research collaborations and partnerships
(a) other Australian universities and research organization	1,605
(b) universities and research organizations overseas	75
(c) industry and other partners in Australia	2,974
(d) industry and other partners overseas	172