

1. BENCHMARK GROUPING

Per previous advice, Murdoch University has requested that the appropriate benchmarking group for the purposes of the Institutional Performance Portfolio is the Innovative Research Universities group of universities.

2. STUDENT LOAD PLANNING

Murdoch University will continue to work to its key strengths while preserving its core values of equity and social justice, sustainability, global responsibility and innovation and entrepreneurship.

After record student growth, producing the highest ever student numbers at Murdoch, demand is now flattening. In 2010 there has been modest growth in Commonwealth supported load and there has been no active attempt to pursue over-enrolment. The University is committed to achieving an organic level of growth which can be effectively supported and sustained by physical infrastructure, mode of delivery and timetabling capacity while also maintaining academic quality and the interdisciplinarity and flexibility inherent in the Murdoch course structure. This decision is consistent with the University's new Strategic Plan (2010 -2015), the 2009 IAF submission and subsequent Interim Agreement for Mission-Based Compacts 2010.

In 2010 an Academic Enterprise Review has been underway, through which all courses have been examined for quality, load, revenue and market position. Murdoch will continue to consolidate quality course offerings that reflect market demand and government priorities – including those around increased participation and equitable access. There will be no significant shift in the existing key discipline areas.

Murdoch has a robust history of multi-sector engagement and offers Associate Degrees and articulations through various TAFE/VET sector institutes. Murdoch is currently planning to deliver Higher Education through the establishment of a Multi Sector Network (MSN) with the specific aim of re-envisaging traditional teaching spaces and learning places. The MSN is founded on partnerships with the VET Sector (Regional and Local) to co-develop and co-deliver Intellectual Property using Web 2.0 Technologies. Initially this project will be focused on teacher training, but it is envisaged that the protocols and infrastructure will be utilised for other disciplines such as Nursing, Business and Social Work. Structural Adjustment Funding (SAF) being sought for this is critical to its implementation.

Teaching and research capacity in Health continue to be an important focus, with the development of the new Health precinct adjacent to the University. This Transit Oriented Development, which has a Health Precinct (including the State's newest, largest teaching hospital) at the core, will offer Murdoch the opportunity to participate in new opportunities provided by the co-location. The State Government has identified shortages in skilled health professionals for the new precinct.

In addition, the Department of Food and Agriculture WA moving to the Murdoch Campus will offer opportunities in a similar way. Murdoch's demonstrated aptitude for interdisciplinary research and teaching will allow further expansion of existing strengths in agriculture, biotechnology, biology, energy, environment and bioinformatics.

In light of Federal policy initiatives, Murdoch has also reviewed ATAR entry scores for all courses – particularly those where existing infrastructure will allow additional demand. Currently ATAR scores in WA are generally above those in other states. With a 17% participation rate for students from a low SES background (against a Stage figure of 11.5%), Murdoch has a long history of programs and initiatives to assist all students with educational disadvantage to achieve their learning goals while studying at Murdoch.

Future growth in load will also be impacted by the resource-based economic recovery in WA and the half cohort of school leavers entering University in 2015. Alignment with the workforce development needs of Western Australia will also play a part.

Murdoch will continue to increase its load by working with its partners, especially in Perth's southern corridor, to target areas of educational disadvantage and low university attainment. Murdoch teaching and learning environments will continue to actively evolve, with a stronger focus on internationalisation, cross-cultural competencies, work-integrated learning opportunities and an interdisciplinary and flexible learning environment in all disciplines.

Changes in Student Load Profile in 2009

1. What are the likely reasons for shifts between undergraduate and postgraduate provision (in general and/or in particular disciplines)?

Murdoch University is seeking to increase postgraduate coursework load as one element of a diversification agenda. This may affect relative load profiles in the future but it is not intended to be a direct shift between undergraduate and postgraduate provision.

2. What are the likely reasons for changes in international student load (eg response to international student market changes or new developments)

International onshore student load is contracting, largely due to market variations brought about by changes in government reforms in migration, the GFC, a strong Australian Dollar, and increased international competition. Numbers are likely to continue to contract, with Australia being less competitive than other countries in the medium term.

The University is actively engaged with transnational opportunities, and continuing growth in international offshore load is predicted. In particular Murdoch's International Study Centres in both Singapore and Dubai will continue to expand. Developing and consolidating high quality, sustainable and profitable transnational partnership arrangements is a key component of Murdoch's ongoing strategies of internationalisation and diversification of income, which form significant elements of the new Strategic Plan 2010 – 2015.

3. FINANCIAL PLANNING

Murdoch University has continued to generate modest financial surplus results over the last few years, and this was also the case in 2009. The consolidated surplus result for 2009 was \$14.5 million (University \$11.3 million), and it will be important going forward that Murdoch continues to have the capacity to grow the surplus contribution, to ensure financial sustainability and to enable reinvestment into the core activities of teaching and learning and research.

There are a number of external factors affecting higher education providers that will impact the ability to achieve financial sustainability now and into the future. These include:

- Increased competition in the Australian and international marketplaces, primarily from private providers and the VET sector;
- The student centred funding model taking effect in 2012;
- A half-cohort of school leaver entrants in 2015;
- The decline in international students choosing to study in Australia; and
- Pressures around salary costs.

Murdoch is closely monitoring all of these factors, and has introduced a number of initiatives to proactively respond to these market conditions.

The ability to ensure long-term financial sustainability for Murdoch is a key focus in the University's Strategic Plan 2010-2015. The key themes of Academic Profile, Internationalisation and Strategic Investment Capacity support, amongst other key objectives, improved financial outcomes.

The themes of Academic Profile and Internationalisation are considered as part of the Academic Enterprise Review that is currently underway at Murdoch. This review has a focus on academic offerings and related research objectives and performance, and a critical assessment of the need to offer high quality, contemporary and cost-effective courses, and a research profile that aligns with the University's research strengths and has the capacity to be adequately funded. Key outcomes from this review to date include the review of the ATAR entry scores for various courses at Murdoch, improved articulation arrangements with offshore institutions, and increased opportunity to penetrate transnational markets and offer Murdoch courses to students studying offshore through International Study Centres.

Murdoch University recognises that in order to continue to support a contemporary, "in demand" course profile and a relatively strong presence in key areas of research focus, there is an ongoing need to identify diversified sources of income, and to demonstrate a reduced dependency on Federal Government funding sources. The theme of Strategic Investment Capacity focuses on building the University's investment capacity to ensure long-term support and investment into core teaching and learning and research activities. The key areas of investment capacity for the University are the Endowment Fund and development of areas of the University's main South Street campus that will generate commercial opportunities and associated revenue streams. In addition, we aim to grow and diversify other revenue sources, particularly in the areas of philanthropy and other teaching related areas, including executive education offerings and feeder college opportunities.

There has been a progressive improvement in administrative efficiencies, automation of processes and enhanced reporting capabilities, through the Murdoch 2010 program that was largely implemented during the second half of 2009. Additional improvements and technology investment will occur in 2010 and 2011, with the aim of delivering further efficiencies in administrative functions.

The University has recently improved its long-term forecasting capability through the development of a new ten year forecasting model. The new model enables more timely and responsive scenario planning for key revenue and expense drivers, to enable an assessment of financial performance, under differing assumptions.

4. CAPITAL ASSET MANAGEMENT

The major capital works programme supports the University's strategic vision to:

- be a comprehensive research-focused University;
- have high levels of scholarship that inform quality teaching;
- help students be their best; and
- meet infrastructure needs for future buildings.

Diverse projects demonstrate we are living our strategic vision. These include a National Centre for Desalination, a Health Research building, a Veterinary Surgical Facility, an Engineering plant, a Sports Science Hub, a learning link as an integral component of our Multi Sector Network, and new sports grounds and change rooms. Inherent is the premise that students will be more attracted by quality learning and research excellence if it is linked to 'real life' – so the desalination plant will involve partnerships with industry, and process engineering teaching and research will be focused on the pilot plant.. The new Sports Science Hub will allow students to analyse the athletic performance of its clients, who will be both elite athletes and the general public. By delivering buildings that allow real life interaction, we will continue to grow our enrolments as our students will know they are job and community-ready, and can contribute to their own and Australia's economic and cultural vitality in a positive, genuine way.

Government ambitions for higher education attainment and participation have always been a priority for Murdoch for reasons of social and economic sustainability. We have always aimed to increase student numbers, including offering enhanced support mechanisms for low SES students. This is because Murdoch not only supports tertiary aspirations at its major campus but also campuses in two low SES regions, Rockingham and Peel. The esalination plant is part of a rejuvenation plan for the Rockingham campus and community. The Peel campus continues to support a drive for more nurses in regional locations.

Murdoch's largest campus is the South Street Campus, which services a southern metropolitan catchment that has a relatively high low SES demographic. The WA government, through its "Directions 2031" strategy, has identified both this region and the southern areas which encompass Murdoch's two regional campuses as a population growth corridor. Murdoch's ideal campus locations in this future pattern of growth highlights the pivotal importance of an expanded building programme in order to help achieve government participation targets.

Murdoch will not focus on simply geographical catchment in order to increase participationThe University will continue to review courses, and to align areas of student demand with commercial and community needs. As well as this, the University recognises that students have increasing expectations about their facilities, and so we also choose to implement projects that meet standards for sporting and social life in order to improve participation and retention rates.

The current Federal Government policy direction of increased participation means more students (and staff), and more students (and staff) means more space. Whilst we have introduced some asset capacity and continue to focus on technology platforms as a means

to change the delivery profile of higher education, further infrastructure development is needed if government targets are to be achieved. Funding for this is essential for our future capital plan and government reform targets. To this end, the University's plans for a Multi Sector Network (MSN) to utilise technology to transform traditional teaching spaces and learning places, is an innovative way to balance the needs of increased participation and challenge the traditional methods of delivery of teaching.

5. COMMUNITY ENGAGEMENT

Consistent with the University's values, Murdoch has a long history of engaging with its community at a number of levels. The University is accessible and outward reaching. Relationships with community vary from knowledge-based relationships to more practical and specific community-focused events and assistance.

Community engagement at Murdoch is a natural extension of the student-focused culture which is a part of Murdoch's DNA. Murdoch's long-term focus on low-SES and indigenous communities has led to special relationships at various levels. Making a difference is not just something our researchers do: it's a philosophy we apply across every aspect of the University.

The well-being of the key communities in which we engage is a common theme in Murdoch examples of community interaction. For example, the Southern Communities Advocacy, Legal and Education Service (SCALES) provides free legal advice, information and representation to disadvantaged people living in the Kwinana and Rockingham areas. SCALES is sponsored by Murdoch and run by the Murdoch School of Law. The Murdoch Chiropractic Clinic offer reduced cost consultations to the local community, and also provides free clinics to indigenous communities in remote Western Australia.

"Community" is not restricted to the local communities in which we engage, but also extends to global interaction. Community development assistance in South East Asia is a common thread, but further afield Murdoch Chiropractic School has free chiropractic clinics in rural India. Veterinary Students give free veterinary treatment to lions in Africa, and sustainability students participated in the World Student Environmental Summit (WSES) in Canada.

Transfer of knowledge for societal well-being and benefit, is a key component of community engagement. Free public lectures, community-based research and community sponsorship of academic Chairs are all ways in which knowledge transfer is promoted in the Murdoch Community.

Engaging students in work experience relevant to their chosen careers is also a key community activity. Our courses have a conscience. We believe work experience should help students explore their career path and also help to contribute to the wider community at the same time.

Community engagement is very strong for Murdoch within its key student communities of Rockingham and Peel. The City of Rockingham sponsors an academic Chair in Education at the regional campus. The new National Centre of Excellence in Desalination has been located at the Rockingham campus with the specific intention of engagement with local industry.

Community engagement does not happen accidentally. Proper development of relationship strategies are a key component of promoting the role of teaching programs and research and in fostering engagement outside the academic environment.

6. EQUITY

ATTACHMENT B: EQUITY REPORT

Institution: Murdoch University

SECTION A. ESP FUNDED INITIATIVES

Key initiatives in 2009

| | | |
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| <p>LiFE Project (ALTC funded)</p> <p>(Learning Interactively for Engagement: meeting pedagogical needs of students from refugee backgrounds in two Western Australian Universities</p> | <ol style="list-style-type: none"> 1. To research and understand the perspectives and needs of refugee students at two Western Australian universities. 2. To develop, implement and evaluate innovative teaching and learning programs at each institution that address the particular needs of refugee students. 3. To develop from these piloted programs a modular and flexible program capable of being embedded into a range of differing units. 4. To produce an awareness-raising DVD for academic staff, which together with a resource guide will increase academics' understanding of the specific pedagogical and psychological needs of students from refugee backgrounds. | <p>A total of 15 students attended, namely:</p> <p>Sudan (5), Liberia (2), Somalia (1), South Africa (1), Democratic Republic of Congo (1), Korea (1), Vietnam (1), Iraq (1), Afghanistan (1) and Paraguay (1).</p> <p>Of the 13 OnTrack students who participated in the LiFE sessions, 11 passed the OnTrack program and commenced their undergraduate studies at Murdoch University in Semester 2, 2009.</p> |
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| <p>OnTrack Pre-tertiary enabling program</p> | <p>Held at all three Murdoch campuses.</p> <p>Consists of three four-week modules, offering a supported learning environment to people from equity groups. Provides essential learning skills and preparation for undergraduate studies.</p> | <p>186 participants in 2009, 96 of whom went on into an undergraduate course.</p> <p><i>Impact of this program compared to that achieved in 2009</i></p> <p>OnTrack was run in 2008, when a total of 86 people attended the course. There has been an increase in the numbers attending for 2009 as the course was offered in each Semester at the main campus.</p> |
| <p>Tertiary Retention Intervention</p> | <p>Contact made in Week 4 of semester with those students who had received a Warning letter in their previous semester.</p> | <p>Gain information in the development of our Study Skills Plus pilot (rolled out in 2010), aimed to work with students who were identified as 'at risk' due to unsatisfactory academic progress in their first teaching period at Murdoch.</p> |
| <p>TEE Revision Day</p> | <p>Provision of TEE revision course/s at Murdoch University's Rockingham Campus to offer local students access to a quality TEE Revision course, at no cost, to reinforce student commitment to study and improve their academic performance.</p> | <p>97 students from the Rockingham region, completing the 2009 TEE, attended the day.</p> |

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

Key initiatives undertaken with DSP Performance Funds in 2009

| Initiative title | Scope of initiative | Impact of program |
|---|--|---|
| <p>POP 2009 (Pre-orientation Program)</p> | <p>Target group: New and commencing students with disabilities or medical conditions</p> | <p>Numbers involved in POP 2009 – 17</p> <p>Costs of printing, catering and materials</p> <p>Impact of POP has been translated to an improved transition experienced by those students who attended.</p> <p><i>Impact of POP from previous years compared to that achieved in 2009</i></p> <ul style="list-style-type: none"> • Student numbers participating in POP have been comparatively similar with good feedback received from the participants. Those from previous years report that having this very specific pre-orientation provided them with a more confident start to their first semester. <p><i>Possible reasons for the change in the impact of the program</i></p> <ul style="list-style-type: none"> • Improvements are needed in the timing of access to contact information on students who advise they have a disability and require information, to ensure that all students who would benefit by attending are notified prior to Orientation. • A standardised referral system is required to ensure that students who indicate needing more help are referred to Equity at the point of enrolment. |

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| <p>EQAL (Equity Quality Assisted Learning)</p> | <p>Objective: All students with disabilities who register with Equity to be on EQAL</p> <p>Scope: A software program which provides a “student led” passport to ensure the student is provided with the tools to navigate a positive learning environment.</p> | <p>In 2009 898 students were registered on the EQAL system with 446 active plans sent since the database’s inception</p> |
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- Examples which demonstrate the importance to institutions and students of the Additional Support for Students with Disabilities component.
 - **MQAS** and alternative print material production has been by far the most cost intensive requirement for Murdoch. The importance of out-sourcing this facility means that additional staff are not needed at Murdoch University. Some costs have been substantial due to the nature of the text and materials that courses use – for example Chiropractic texts (large numbers of pages and specific intricate diagrams).
 - **AUSLAN** interpretation services for students who are DEAF is another significant cost centre.
 - **Personnel: Teaching aides & Scribes.** With the subtle increase in numbers of students with multiple support needs accessing campus it has been necessary to ensure that both in-class and assessment supports are in place. Of particular importance are that the University has suitably trained staff to offer individualised educational support assistance to students as and when required.

All the above areas are intensive support fields that can fluctuate from year to year and semester to semester. The capacity to cost back the provision of support in this area gives certainty to the University to ensure that it can meet the bulk of support costs for students with significant needs in a timely and effective manner.

SECTION C. COMMONWEALTH SCHOLARSHIPS (CS)

Key issues or points for the institution concerning the CS Program in 2009

Applications from Murdoch University students for each type of Commonwealth Scholarship in 2009 far exceeded the supply in Semester One.

The targeted equity groups were those students with disabilities or medical conditions that impeded ability to study, those with significant caring responsibilities, students who had relocated from a regional or remote area to study at Murdoch, students from low SES backgrounds, and students from a refugee background.

In 2009 Murdoch awarded all Commonwealth Scholarships it was allocated for Indigenous students enrolled in our enabling programs. As noted with 2008 allocations, the attrition rate immediately following the final payment of the scholarships was disappointingly high. This is a demonstration that in many circumstances enrolment in these courses was motivated more by the opportunity for financial gain than a genuine desire to achieve a tertiary education.

The Kulbardi Aboriginal Centre and Murdoch's Scholarships Office maintains that the number and value of Commonwealth scholarships for Indigenous students is commendable, but we believe the Commonwealth Scholarships would be more effectively administered if the Universities had greater control over the payment schedule. Murdoch suggests the Scholarships be paid as ongoing fortnightly payments.

Feedback generally from students who are successful in their applications for a Commonwealth Scholarship indicate that students are relieved to have been offered the support, and many students indicate that they would otherwise have had to defer their studies or discontinue due to the financial strain.

SECTION D. INSTITUTIONAL EQUITY SCHOLARSHIPS

- Murdoch Senate Scholarship: eligibility as per Commonwealth Scholarship, valued at \$2,000. Preference awarded to students in Equity groupings such as Indigenous students, students with medical conditions and disabilities, students who relocate from a regional or remote area, and students with significant caring responsibilities. Murdoch awarded approximately 158 students Murdoch Senate Scholarships to the value of \$316,000 in 2009. Payments were made in \$1,000 instalments per semester for two semesters.
- Mick Young Scholarship: eligibility aimed at equity grouped students who have completed an Enabling program to gain entrance to Murdoch. \$8,000 was awarded to seven students in 2009.
- George Alexander Foundation Rural Scholarship: 5 students who relocated from a regional or remote area received a scholarship that pays the accommodation fees for Murdoch Student Village, each to the value of approximately \$4,500 per year for three years.
- Coolibah Nursing Home: one second year and one third year nursing student in financial hardship in 2009 were awarded a total of \$2,000.
- Mrs Mary Smith Memorial Scholarship in Nursing: one first year nursing student in financial hardship in 2009 was awarded \$1,000
- City of Rockingham Scholarship: three students in financial hardship in 2008 were awarded a total value of \$3,000
- Town of Kwinana Scholarship: two students in financial hardship were awarded a total of \$2,000 in 2009.
- Thelma Balyeat Memorial Scholarship for one mature aged woman student who is in financial hardship and enrolled in Commerce-related field: \$1,500.
- RSTC Gordon Smith Memorial Scholarship: four students who completed an Enabling program and who were in financial hardship were awarded a total of \$2,000 in 2009.
- Jacqui Wharton Scholarship: \$1,000 awarded to one student who was a current consumer of a mental health service.
- James TF Chong Memorial Scholarship: \$1,000 awarded to one student in financial hardship commencing in the School of Law
- KimMin Foundation Nursing scholarship: three nursing students in financial hardship each awarded \$5,000
- Kingston College: \$1,000 awarded to one International student in financial hardship
- Clyde McGill and Colleen Rigby Scholarship: awarded to one Vet student in financial hardship
- Murdoch School of Law Pre-Law Scholarship: fee subsidy to the value of \$1,500 for students in financial hardship seeking an alternative entry to the School of Law
- Rose and Stan de Pierres Scholarship: \$3,000 awarded to one regional student in financial hardship
- Soroptimist International Rockingham Scholarship: \$2,000 awarded to two women students who are resident of the City of Rockingham and in financial hardship.

Postgraduate by Coursework

- Postgraduate Access and Equity Scholarship: aimed at students enrolling in postgraduate by coursework programs who have been in financial hardship for the two years prior to application. In 2009 Murdoch subsidised fees to the value of \$30,988.

SECTION E. EQUITY GROUP FOCUS AND KEY STRATEGIES

Equity groups targeted in 2009

Murdoch continued its focus on support for students from low SES backgrounds, students with disabilities and those from refugee backgrounds. (Indigenous Australians are not the focus of this report.)

Through the pre-tertiary enabling course, OnTrack, which is held at the main campus and at the two regional campuses, (located in areas with low transition to higher education), the University has continued to outreach to equity groups.

In 2009 students from the following equity groups participated in the OnTrack Program in the following numbers:

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|---------------------------------|-----|
| People from low SES backgrounds | 143 |
| Students with Disabilities | 52 |
| Indigenous Australians | 2 |
| People from Refugee Backgrounds | 44 |
| Rural or Remote background | 9 |

Major issues faced by equity groups in 2009

A major issue for people from all equity groups in Perth in 2009 (and continuing) is related to the State's economic boom. This has led to a steep rise in rental costs and a squeeze on available accommodation at the lower end of the market. For low SES, refugee, Indigenous and many students with disabilities, finding appropriate accommodation and being able to meet rising rents is an ongoing pressure. Although outside of the University's scope, the lack of available and affordable housing means that students, already at risk educationally due to their backgrounds, are more likely to find it difficult to establish good study environments.

A second issue for equity students is that of "culture shock", experienced by students who are *first in their family* at university, with little knowledge or background in what to expect in higher education institutions. This group, increasing in numbers as the University extends its outreach to ensure entry for low SES people, has required tailored action, through the activities of the First Year Experience Coordinator. Accordingly, the University is placing much higher emphasis on the first year of a student's enrolment. This goes beyond learning and study skills support, ensuring that there are increased activities and opportunities for social activities, which enhances cultural engagement and awareness for these students and improvement in retention.

SECTION F. EQUITY PLANNING AND MANAGEMENT IN 2010

Strategies and activities aimed at increasing participation in higher education of students from low SES backgrounds

Key recruitment initiatives

Continued promotion of the Combo courses, Aged Care and Teacher's Aide. The courses, planned and taught in conjunction with Challenger TAFE (now Challenger Institute), are specifically designed to attract applicants from low SES regions into university-based courses. Both Combos consist of a Certificate Level IV with Murdoch University units contained within them in order to prove to the students that they are capable of full university level studies. Successful completion gives guaranteed entry in the University to the respective course with full credit for the units completed.

Visitation and counselling program. The Liaison Officers have continued with the information program aimed at both the students and parents in low SES and tertiary participation regions to the University's south.

The University has expanded the Entry award scheme that allows high schools to nominate students for entrance to the University who would otherwise not have qualified. Again this has been specially pushed at the low SES schools to our south.

STAR peer tutoring – continued use of current students to mentor high school students of various ages in the sciences in the low SES schools. These peer tutors provide a very positive role model for the high school students, in particular, middle school students, as well as proactive advice on course and application methods for upper school.

Key equity and governance management strategies and structures

Throughout 2009, Murdoch's Learning and Teaching Committee convened a working party to examine the University's enabling courses to ensure that they continue to be both relevant and effective. Specifically, the terms of reference for the working party were as follows:

- To ensure that Murdoch University's access and equity courses align with the strategic direction of the Federal Government's policy framework relating to social inclusion.
- To ensure that student access, support, rights and responsibilities are best practice and that equivalence and compatibility between courses is in place.
- To review the existing Murdoch policy, 'DEST Enabling Courses, Continuing Education Courses and Award Transition Units' policy.

The working party delivered its report in 2010, and amongst policy and administrative tracking changes, highlighted that

“Murdoch University offers a range of enabling courses. These courses allow students who are educationally disadvantaged to have a real chance of entering into and succeeding at university studies. The working party felt that existing offerings did align well with the Federal Government’s push for wider social inclusion in university education. Murdoch’s enabling units have a long and strong history and the working party believes that the University’s focus on alternate entry will stand it in good stead under the new framework.”

Other related issues raised included that

“programs other than enabling courses may be used to reach into non-traditional student cohorts. It is likely that programs such as Headstart and partnerships with high schools will be as important as enabling courses in reaching such students. It may be that such engagement programs will allow the university to identify students suitable for the enabling programs more successfully than will traditional recruitment techniques”

Following on from the Access and Enabling Policy Working Party, and in response to the HEPPP Guidelines, another working party has been established to develop a University-wide strategy to meet its obligations. Led by the Director – Student Life and Learning, the working party will review all current partnership programs with the intent of developing whole of University agreements with partners in order to better resource strategic initiatives and to provide for better relationship building capacity. It is important to note however that the HEPPP will not require a change to ‘support the transition to low SES focussed strategies’ as we have led the way in Western Australia in supporting low SES students. As highlighted in the Access and Enabling Policy working party findings, Murdoch is well placed to capitalise on the HEPPP funding with longstanding alternative entry and participation programs supporting students from low SES backgrounds. We do, however, see this as an opportunity to further enhance emerging strategies such as Headstart and our Study Skills plus programs that will provide deeper and long lasting change within our community.

SECTION G.

PERFORMANCE OF EQUITY GROUPS IN 2008

Performance indicators where there were changes in outcomes.

| Group | Relevant indicator | Key trend or shift in data | Explanation |
|--|--------------------|------------------------------------|---|
| Low SES under 25 | Access | Slight downward shift (2.24%) | |
| Low SES 25 and over | Access | Slight upward shift (2.08%) | |
| Students with disabilities | Access | Upward trend (2.17%) | Improved data capture at enrolment |
| Aboriginal & Torres Straight Island students | Retention | Marked upward improvement (13.33%) | <p>Kulbardi Student Support Coordinator</p> <p>Provision of a full-time support officer exclusively responsible for the administrative, cultural and social well being of the ATSI students.</p> <p>Indigenous Tutorial Assistance Scheme (ITAS)</p> <p>Supplementary tutorial assistance is available to all Aboriginal and Torres Strait Islander students studying at Murdoch University. Via the Indigenous Tutorial Assistance Scheme (ITAS) Indigenous students can receive supplementary coaching and study help. The overall goal of ITAS is to assist Aboriginal &</p> |

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| | | | <p>Torres Strait Islander students in maintaining consistent and progressive results throughout their studies.</p> <p>Student Learning provides assistance to both undergraduate and postgraduate students to acquire the language and academic skills required for success at university.</p> <p>Student Guild</p> <p>Indigenous Student Guild Representative deals with any issues which ATSI students have from studying at Murdoch, whether they be equity issues, issues with a tutor, lecturer or any of the Murdoch staff.</p> <p>Scholarships</p> <p>Overall the Indigenous Access Scholarship and the CECS and CAS have contributed to an improvement in student retention.</p> |
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SECTION H. UNIVERSITY CONTACT OFFICERS

| | Name and title | Phone | Email |
|-----------------------|---|--------------|--------------------------|
| ESP Contact Officer | Geraldine Box Manager Equity, Access & Diversity | 08 9360 6146 | G.Box@murdoch.edu.au |
| HEPPP Contact Officer | Darren Munday Director Student Life & Learning | 08 9360 7659 | D.Munday@murdoch.edu.au |
| DSP Contact Officer | Helen Makeham Disability Liaison Officer | 08 9360 6152 | H.Makeham@murdoch.edu.au |
| CS Contact Officer | Rebecca Sawyer Domestic Admissions & Scholarships Officer | 08 9360 2733 | R.Sawyer@murdoch.edu.au |

7. INDIGENOUS EDUCATION STATEMENT

SECTION 1 Objectives for Indigenous Higher Education

Murdoch University has defined its commitment to the principles and practice of social justice and substantive equality for all students and staff, and provides an educational and work environment that promotes these principles and practices.

University services are based on principles of cultural inclusiveness and educational support for students from all backgrounds. These principles provide the basis for ensuring that all students will have the opportunity and encouragement to achieve their potential as learners, scholars and community members. Indigenous education has a particularly high profile in this Murdoch framework.

Murdoch University provides (alternative) pathways into a tertiary education for Indigenous peoples through the Kulbardi Aboriginal Centre. Pathways for Indigenous school leavers and Indigenous mature age students with both pre-tertiary and undergraduate studies avenues are available. These alternative entry pathways take into account more than simply educational background, with the potential of applicants to succeed as university students playing a central criterion.

One of Kulbardi's main objectives is to encourage increased participation in tertiary education by Indigenous students through student interaction, group solidarity and cultural support. Another main purpose is to promote and teach Australian Indigenous Studies & Nyungar Cultural Studies to undergraduate & post-graduate students and the Murdoch community.

Other key objectives of the Kulbardi Aboriginal Centre include:

- Providing cultural leadership, support and advice;
- Teaching and coordinating a range of cultural specific units, and pre-courses designed to prepare Indigenous students for university studies;
- Facilitating educational success by breaking down cultural barriers;
- Encouraging engagement with the Indigenous community, both within and beyond the University; and
- Offering an avenue to teach & facilitate Indigenous Knowledge.

Culture & Knowledge

The cultural knowledge and expertise within Kulbardi is a unique asset on which the Centre can continue to build a strong identity. Kulbardi's existing Noongar identification is culturally appropriate to its physical location and provides a clear point of difference to other Western Australian Indigenous Centres.

Community

Kulbardi provides an important service to local Indigenous communities by providing a link to the higher education sector. Its links with the Indigenous community and the Centre's

own sense of community are a significant attribute of Kulbardi. The Centre staff profile, teaching offerings, research outputs and Kulbardi Productions are particular means of engagement and support of the (local) Aboriginal community.

Links to the national goals

The long term goals identified by the National Aboriginal and Torres Strait Islander Education Policy (AEP), are embedded in the operational ethics of the Kulbardi Centre, university planning objectives and the values and goals of the University. Equality of access and participation for both Indigenous staff and students is a key driver in university policy, educational pedagogy and practice.

In 2001, Murdoch developed a **“9 Point Plan to Reconciliation”**, to actively support the process of Reconciliation between the Australian Indigenous (Indigenous) peoples and the Wider Australian Community. In line with the plan, the University developed and implemented educational, cultural and employment strategies. Consultation on updating the plan has recently been undertaken, and the new 9 points have been updated, and are soon to be approved by the University Senate. The 9 point plan:

1. Publicly support the reconciliation process through active engagement with the local traditional owners and custodians of the land on which the Western Australian Campuses are built;
2. Recognise and promote existing, successful teaching programs and practices within the University and encourage reconciliation;
3. Observe Indigenous protocols and include appropriate Indigenous ceremonies in official University events – in particular welcome to country and acknowledgement of custodianship;
4. Promote symbols of reconciliation such as the flying of the Aboriginal flag and the celebration of NAIDOC week within the University;
5. Ensure that units are offered within the University that address issues of Indigenous culture, history and perspectives across a breadth of University disciplines;
6. Ensure that Indigenous content is included in all Foundation Units offered by the University;
7. Develop and maintain a University capacity to deliver high quality research and scholarship on Indigenous issues and by Indigenous Academics;
8. Support and promote initiatives for improved participation, engagement and attainment of Indigenous students;
9. Support initiatives designed to assist Indigenous peoples to gain and maintain employment within the University, and to ensure that such people are able to develop their career and personal potential.

SECTION 2 Achievement of National Aboriginal and Torres Strait Islander Education Policy (AEP) Goals in 2009 And Plans For Future Years

Strategies implemented toward achieving the AEP goals and evidence that these strategies are working

In the 2009 academic calendar year the Kulbardi Centre at Murdoch University provided various initiatives and programs to enable and support Aboriginal and Torres Strait Islander (ATSI) students across its 3 campuses:

- (i) Pre-course entry into the university within the areas of Law, Nursing and Media.
- (ii) Direct Entry (particularly into the Australian Indigenous Studies program) via Recognised Prior Learning (RPL) and previous education history.
(The above initiatives have seen a considerable rise in the commencement numbers of undergraduate Indigenous students 'fast-tracking' into the University.)
- (iii) The Kulbardi Aboriginal Tertiary Entrance Course (KATEC)—a mechanism that (re)trains Indigenous students into the academic world and prepares them for entrance to, and ultimately greater chance of success within, undergraduate studies.
- (iv) A group mentor program within the KATEC program which utilises the concept of the Indigenous Tutorial Assistance Scheme (ITAS) group workshops whereby students participate in a classroom environment and discuss academic issues, cultural matters and combined strengths.
- (v) Second Semester Entry—an initiative of the University that Kulbardi has embraced and that increasing numbers of the Indigenous community are utilising to gain access to programs within the Kulbardi Centre.

Plans for future improvement to existing strategies or new strategies to meet each of the AEP goals relevant to higher education.

- (i) A comprehensive review and thus revamp of the KATEC, Australian Indigenous Studies (AIS) program and enabling programs (including the Waardong program¹) via an internal working party and consultation from an external assessor. This is currently an ongoing process.
- (ii) An external consultant utilized to coordinate, manage and measure a community marketing and publicity campaign promoting the Kulbardi Centre and its programs (particularly those for ATSI students) and ultimately the University as a whole. This consultant will work with existing staff to best plan, prepare and implement the marketing strategy and plan. This marketing strategy will encompass the following parameters:

¹ Waardong is the Noongar name for crow and is the Indigenous support hub for ATSI students enrolled in Veterinary, Chiropractic or Biological Sciences

- Metropolitan Senior High Schools (Mandurah – Midland – Perth)
 - Key Aboriginal organizations (Metropolitan)
 - Key Indigenous expos and community events
 - A South-West community liaison promotion visit – Senior High Schools and Indigenous organizations (Albany – Katanning – Bunbury – Wagin – Brookton etc.)
 - A Senior High and organization visit to South-East region (Esperance – Kalgoorlie – Merredin)
 - A Senior High and organization visit to North-West region (Geraldton – Moora – Morowa)
- (iii) Seek space and greater access to teaching space that suits the requirements of the Kulbardi Centre. Continued pressure on teaching space for all parts of the University continues to be problematic, if the participation targets are to be met.
- (iv) Revised scholarship (and prize) program. Procedures for allocation of the Commonwealth Indigenous scholarships have been reviewed and the Kulbardi Centre now allocates prizes to ATSI students at both the enabling and undergraduate levels.
- (v) Development of an enabling **Science program** – based on the pre-existing humanities/social science Kulbardi Aboriginal Tertiary Entrance Course (KATEC) model is underway. It is envisaged that in 2010/2011 Kulbardi will offer two KATEC streams – Arts and Sciences. It is anticipated that the curricula for KATEC Sciences will be prepared in 2010. This will offer ATSI students the choice of preparing and ‘bridging’ for tertiary studies in any of the major disciplines and programs offered across the three campuses in a concentrated and focused manner.

AEP goals relating to higher education

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

- In addition to the overall operation and strategic positioning of the Division of Academic Affairs the Director of the Centre (and other key Kulbardi representatives) are active members of the following boards and decision making committees:
 - Academic Council via the Equity & Social Justice Committee
 - Indigenous Consultative Committee (via Human Resources)
 - Indigenous Higher Education Steering Committee
 - Enabling Course Review Committee
 - Regional Advisory Committee (Rockingham & Mandurah)
 - Human Research Ethics Committee
 - National Tertiary Education Union (NTEU)
 - (Various) Faculty & School boards and committees

Murdoch University has provided an environment that constitutes Indigenous representation on *all* major operational committees and councils. This includes direct representation on Academic Council, sub-committee representation to Academic Council, Senate, Murdoch Guild, Social Justice & Equity, Human Resources, Enabling and Curriculum Development, Ethics and Regional Campus committee.

Roles and responsibilities of the Indigenous leaders within the institution will vary as to their role and portfolio. For example the Pro Vice Chancellor (Faculties)- who is an Indigenous employee - has a distinct role within the university at a leadership management and academic level.

The Director of Kulbardi Centre also has many roles and responsibilities - both at an institutional level and within the wider Aboriginal community. He has the following duties and responsibilities:

- leadership and management of the School/Centre.
- academic leadership and management of the School's academic courses and research;
- promoting, developing and maintaining the external relations of the School;
- a cultural obligation to the Aboriginal (specifically Nyungar) community – particularly in respect to language, protocol and ceremony.

The Kulbardi Centre Director is therefore a conduit between the institution and the community – the Director is the spokesperson on these issues and matters and also constitutes and reinforces the role played by the Indigenous Education Unit (IEU) in the decision making processes (whether managerial, institutional or cultural).

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

• OUTLINE OF ACTIVE INDIGENOUS EMPLOYMENT STRATEGY

Murdoch University has an Indigenous Employment Strategy(IES) which began in 1992 with the objective of achieving equitable representation of Indigenous peoples. The University has renewed its commitment to achieving the objectives of the Indigenous Employment Strategy and added two key points in relation to the support of Indigenous students.

The objective of the IES is to achieve equitable representation of Indigenous staff amongst the staff at Murdoch University and to support Indigenous students in key areas of need.

| Key Area | Targets | | Key Strategies | Outcomes | Comments | Accountability |
|---|--|---|---|--|--|-----------------------------|
| Indigenous Employment and Indigenous Student Support Strategy 2009-2014 | To increase the number of indigenous staff by 1% by the end of 2011. | 1 | Implement recommendations from the 9-Point Plan ¹ as endorsed by Senate Resolution TBA to progress the process of reconciliation. | Redress the existing under-representation of Indigenous staff and students at Murdoch. | This is within the University's legislative obligation and the identified equity priority area. | LMG |
| | | 2 | Continue the successful work in Multi Media through Kulbardi Productions. | Relevant positions for Indigenous people involved in the project will be established. | Kulbardi Media is successful and growing, and is providing increased employment opportunities . | DVC(A) DKC |
| | | 3 | Continue to offer and build enabling courses in areas of strategic focus for the University, in order to provide access, support and strategies for success for Indigenous students | | Record load in KTEC in 2010. Successful enabling programs in pre-law, pre-nursing and pre-vet in 2010 | DVC(A) DKC All FD's |
| | | 4 | Establish Indigenous Early Career Researchers Scheme (including Visiting lecturership) and a career advice and Indigenous staff mentoring scheme for all Indigenous staff. | This will provide expanded career and developmental opportunities for Indigenous people. | | All FD's DVC(R) RID's |
| | | 5 | Identify and strengthen the provisions of trainee and cadetship opportunities, including government-funded programs, with a view to long-term employment for Indigenous people. | This will promote the transition of graduate & post-graduate Indigenous students into academic and general staff positions. | Continuing | DHR |
| | | 6 | Recruit a Staff Equity Development Facilitator (0.5 H0506) within the Office of Human Resources | Provide support for current Indigenous staff and impetus to increase Indigenous staff numbers. Provide research support to progress specific initiatives in relation to indigenous employment. | This will enable consultation and liaison within the University and the Indigenous communities. It will also enable research into some of the issues relating to difficulties being experienced in achieving our Indigenous Employment Strategy. | DHR |
| | | 7 | Re-establish the Indigenous Consultative Committee meeting quarterly. | This will provide a forum for discussion and initiative and ensure the continued relevance and effectiveness of the strategies. | | DHR |

| | | | | | | |
|--|--|---|--|---|--|-----------------------------|
| | | 8 | Encourage staff to attend Indigenous cultural awareness within the period of this strategy; especially managers, supervisors and members of recruitment panels | This will develop understanding and sensitivity to the needs of ATSI staff, students and community members. | | LMG (budget) GMOC DHR |
|--|--|---|--|---|--|-----------------------------|

Legend

VC- Vice Chancellor **SDM**-Staff Development Manager **PVC (RM)** -Pro Vice Chancellor (Resource Management) **PVC (A)**-Pro Vice Chancellor Academic **IAC**-Indigenous Advisory Council

HOS-Head of School **DKC**-Director, Kulbardi Centre **DHR**-Director, Human Resources **EOM**-Equal Opportunity Manager **EEO**-Equity Employment Office

ED-Executive Dean **LMG** – Leadership Management Group **RID** – Research Institute Directors **ATSI**-Aboriginal & Torres Strait Islander **GMOC** General Manager Organisational Capability

In addition, Indigenous employment is also a feature of the University's new Enterprise Bargaining Agreement (EBA) (effective 10 September 2010) . The excerpt is provided below:

1. Indigenous Employment Strategy

1.1. The University has an Indigenous Employment and Indigenous Student Support Strategy which is reviewed regularly. The University is currently reviewing this Strategy. The reviewed Strategy will include a target of an increase in the number of FTE Indigenous employees at the University. The parties acknowledge that the University has made considerable effort in previous years to increase the level of Indigenous employment and is keen to continue to do so. The parties recognise that there are significant barriers to achieving the targets, however the University will continue to take active measures towards increasing the level of Indigenous employment by 1% of total Murdoch Staff FTE, from the 2009 level of Indigenous employment at Murdoch University, during the life of the Agreement. In working towards this objective the University will endeavour to reflect in the increased Indigenous employment levels the current demographic of academic and general staff employees within the University. Progress on these employment targets will be reported on an annual basis to the Academic Staff Consultative Group. This Strategy is consistent with, but is not limited to, the following principles:

- (a) In dealing with the implementation of the Indigenous Employment Strategy, the University and its employees will respect and give consideration to the cultural, social and religious systems practised by Aboriginal & Torres Strait Islander peoples, recognise Aboriginal & Torres Strait Islander knowledge as a contribution to other bodies of knowledge, and acknowledge the scholarship that Aboriginal & Torres Strait Islander employees bring to the University. In implementing the Strategy, the University and its employees will promote and recognise Aboriginal and Torres Strait Islander cultural practices and identity, and the diversity of such.
- (b) The University and its employees acknowledge that participation of Aboriginal and Torres Strait Islander employees in cultural or ceremonial activities enhances the effectiveness of Aboriginal and Torres Strait Islander people as employees. University Aboriginal and Torres Strait Islander employees will participate in supporting the University with cultural and ceremonial activities as part of their normal duties.
- (c) The University and its employees are committed to ensuring that employees are supported by institutional policies and procedures aimed at eliminating racism in the workplace, and promoting a culturally responsive and responsible University.

1.2. Senior Employee Responsible for Indigenous Issues

The University will continue to allocate to a senior employee the responsibility for Indigenous issues. This position will be responsible for overseeing the provision of advice to the University and its employees on all aspects of the Aboriginal & Torres Strait Islander higher education and employment strategies.

1.3. Indigenous Consultative Committee

The University will continue to support an Indigenous consultative committee. The committee will, amongst other roles, be responsible for providing advice on the University's Indigenous Employment Strategy. The composition and detailed roles of the committee will be determined through consultation with Murdoch Indigenous employees. In addition the University will invite the Union to nominate an Indigenous employee to be a member of this Committee.

1.4. University Leadership

The University produces regular reports on Indigenous employment at Murdoch University; these reports will be provided annually to the Academic Staff Consultative Group.

1.5. Indigenous Language Allowance

- (a) An employee who is required to use an Indigenous language in the course of their employment will be paid an allowance of:

Level 1 – \$1386 per annum

Level 1 is an elementary level. This is for employees who are capable of using minimal knowledge of language for the purpose of simple communication.

Level 2 - \$2774 per annum

Level 2 represents a level of ability for the ordinary purposes of general business, conversation, reading and writing.

- (b) Indigenous language will mean a recognised proficiency in any one of the Aboriginal or Torres Strait languages (Note: the language allowances are based on the latest (October 2005) variation of the Aboriginal Communities and Organisations (Western Australia) Award 1996).

NUMBER OF INDIGENOUS-SPECIFIC POSITIONS AT MURDOCH

| POSITION | ACADEMIC/GENERAL | LOCATION | RESONSIBLE TO |
|--------------------------------------|-------------------------|---|--------------------------------|
| Kulbardi Director | Associate Professor | Kulbardi – Academic Affairs | DVC (Academic) |
| Student Support Coordinator | General (Level 5/6) | Kulbardi | Director |
| Administrative / ITAS Coordinator | General (Level 4/5) | Kulbardi | Director |
| Productions Coordinator | General (Level 6/7) | Kulbardi Productions | Productions Manager & Director |
| AIS Coordinator | Senior Lecturer | Kulbardi (AIS) | Director & Academic Chair |
| AIS Coordinator | Lecturer | Kulbardi (AIS) | Director & Academic Chair |
| Nyungar Cultural Studies Coordinator | Associate Lecturer | Kulbardi (AIS) | Director & Academic Chair |
| KATEC Coordinator | Associate Lecturer | Kulbardi (KATEC) | Director & Academic Chair |
| KATEC Coordinator | Associate Lecturer | Kulbardi (KATEC) | Director & Academic Chair |
| Pro Vice Chancellor (Faculties) | Professor | Office of Senior Deputy Vice Chancellor | Senior Deputy Vice Chancellor |
| Library Officer | General | Library | Library Director |
| LMS Officer | General | Teaching & Learning Centre | T & L Director |
| Indigenous Education Coordinator | Lecturer | School of Education | Dean of School |
| Indigenous Health Researcher | Academic & Teaching | School of Nursing | Dean of School |

The Kulbardi Centre constitutes approximately two-thirds of the Indigenous staff population on campus (and the majority of the institution's Indigenous academic population). As such their role is pivotal to the development of Indigenous academics, teachers, researchers and supervisors within the institution. The Kulbardi Centre is endeavouring to increase its Indigenous workforce. Further, the Director and other key staff of the Kulbardi Centre are members of the Human Resource Indigenous Consultative Committee.

Commencing Indigenous student numbers for 2009 (access rate) as compared to 2008

| 2008 | 2009 |
|------|------|
| 45 | 109 |

Programs run, through the IEU or the University, to improve access of Indigenous students.

Via the Kulbardi Centre – Murdoch University has four programs aimed at ATSI students at an enabling or ‘bridging’ level;

(i) KATEC² – ‘Diploma’ in University Studies

The Kulbardi Aboriginal Tertiary Entrance Course (KATEC) is designed to equip Indigenous students with the necessary skills to undertake university undergraduate degree studies or seek employment. On completion of the ONE-YEAR course students graduate with a Diploma in University Studies and are guaranteed an offer in an unquoted undergraduate program of their choice.

KATEC has a core focusing on skills necessary for successful university study and which are useful for many areas of employment. These units cover writing and computing in the context of enhancing Aboriginal identity. Students also undertake elective units in such diverse areas as Culture, Media, Education, and Science.

Entry is open to people who will be at least 16 years of age in the year of study. Selection into the course is not based on previous schooling and prospective students are not required to complete a written test to gain entry.

The program can be undertaken on a full-time or part-time basis and students can commence the course in either *February or July* of each year. There are NO HECS FEES for this course.

² <http://www.kulbardi.murdoch.edu.au/bridge.html>

The Kulbardi Centre currently shares three pre-programs (also classed as enabling short-courses—either 4 or 2 week intense programs) with the other schools within the University:

(ii) Pre-Programs (enabling – ‘fast track’)

- (a) Koora Kudidj Indigenous Pre-Law program—School of Law
- The Kulbardi Aboriginal Centre and the Murdoch University School of Law have identified a need for a Pre-Law Program that gives Indigenous people alternative access to entrance in the Law School and a chance of succeeding in Law studies. The program is designed to assess the suitability of applicants wishing to study in the Law School. Applicants will develop strategies and techniques to handle the pressures and routines of Law Studies. The program offers an intensive pre-law education and university orientation ³. The program has been delivered since 1999.
- (b) Koort Mooditj Indigenous Pre-Nursing program—School of Nursing
- The Kulbardi Aboriginal Centre and the Murdoch University School of Nursing have identified a need for a Pre-Nursing Program that gives Indigenous people alternative access to entrance in the School of Nursing and a chance of succeeding in nursing studies. The program is designed to assess the suitability of applicants wishing to study in the Nursing School. Applicants will develop strategies and techniques to succeed in Nursing Studies. The program offers an intensive pre-nursing education and university orientation ⁴. This program has been in operation since 2007.
- (c) Kulbardi Wangkiny Pre-Media program—School of Media Communication & Culture
- The Kulbardi Aboriginal Centre and the Murdoch University School of Media, Communication & Culture have created a Pre-Media Program that gives Indigenous people an alternative pathway into university study in the field of media. The program is designed to assess the suitability of applicants wishing to study in the School of Media, Communication & Culture. Applicants will develop strategies and techniques to handle the pressures and routines of Media, Communication or Cultural Studies. The program offers an intensive pre-media education as well as orientation to university study ⁵. This program has run intermittently since 2003.

In addition to the above Kulbardi focused programs/initiatives there are two other institutional initiatives designed to assist ATSI students access and participate in tertiary studies at Murdoch University;

(iii) OnTrack⁶ – a pre-university program

This 12 week program is designed for students who have been subject to educational disruptions and/or personal problems. Eligibility includes:

- currently receiving a government pension or a low income
- having a disability or medical condition
- being Aboriginal or a Torres Strait Islander

³ <http://www.kulbardi.murdoch.edu.au/law.html>

⁴ <http://www.kulbardi.murdoch.edu.au/nurse.html>

⁵ <http://www.kulbardi.murdoch.edu.au/media.html>

⁶ <http://www.murdoch.edu.au/Future-students/Domestic-students/Applying-to-Murdoch/Admission-pathways/Non-school-leavers/>

- having arrived in Australia as a refugee or hold a Humanitarian visa
- living in a remote or rural location
- females looking to study Engineering.

(iv) Professional Education Program for Aboriginal & Torres Strait Islanders in Veterinary science (PEPA)⁷

PEPA is designed to provide alternative entry for Indigenous people into Veterinary science, and additional academic support for Indigenous science students in areas such as Biomedicine, Chiropractic, and Biological Science.

Applicants for PEPA are selected according to their motivation, skills, abilities, academic background and work experience. A background in science is not a pre-requisite, but is advantageous once studies commence.

Selected applicants are invited to attend a residential week of testing and selection held in early December each year. The deadline for submission of applications for admission is 30th September of each year.

<http://www.vetbiomed.murdoch.edu.au/pepa/>

Recruitment

Recruitment of Indigenous students occurs in several ways and methods at Kulbardi:

- Print Advertising (particularly community newspapers)
- Word-of-Mouth (community grapevine)
- Mail-out (brochures & letters)
- Kulbardi & Murdoch web sites
- School Visits (them to us)
- School Visits (us to them)
- Expos & Career Days (Murdoch Open Day)
- (Other) University referral
- Kulbardi Productions cross-promotion
- Prospective Students initiatives

The Director continues to be (in the majority) responsible for most of the recruitment initiatives for ATSI students—with contribution and assistance from the Student Support Coordinator and Administrative Coordinator. It is still an initiative of the Centre that a **designated Indigenous Community Liaison Officer (CLO)** be employed centrally and coordinate all of the marketing and promotion exercises and initiatives related to ATSI students and the AIS program (including the Wanju Boodjah unit). If this cannot be realised then it is envisaged that the CLO role will be incorporated into the (revamped) Administrative Coordinator portfolio.

⁷ <http://www.kulbardi.murdoch.edu.au/vet.html>

Details on outreach activities and their success in including and attracting Indigenous students.

Outreach

At both the regional campuses (Rockingham and Peel) the Kulbardi Centre now has facilities available including computers, photocopier, study space, and a common room area to relax and socialize. At the Peel campus there is a concerted effort to recruit ATSI students to the campus via the ***Koort Mooditj Indigenous Pre-Nursing*** program—aimed to promote the access and retention of ATSI students in the area of Nursing & Midwifery. It should be noted that the majority of Kulbardi's initiatives, programs and support services are based (like Murdoch itself) on the south-street campus and that the KATEC program is designed to be specifically delivered to ATSI students in an internal mode. It is designed this way so that students have a constant and measured experience on-campus (and) through the Kulbardi Centre. Hence the ATSI students receive a university orientation first-hand and have their cultural backgrounds and heritages strengthened through the Kulbardi Centre. The enrolment data highlights that KATEC (and the pre-programs to a lesser extent) is a successful method/program in attracting ATSI students.

Details of Indigenous-specific and other scholarships offered by Murdoch University

In 2009 Murdoch awarded all Commonwealth Scholarships it was allocated for Indigenous students enrolled in our enabling programs. As noted with 2008 allocations, the attrition rate immediately following the final payment of the scholarships was disappointingly high. This is a demonstration that in many circumstances enrolment in these courses was motivated more by the opportunity for financial gain than a genuine desire to achieve a tertiary education.

A revision of the payment schedule (ie on a continuing basis, rather than a one-of payment) may be advantageous.

Promotion of scholarships to Indigenous students and take-up rates

2009 Indigenous Commonwealth Scholarships

- 50 Enabling Commonwealth Education Costs Scholarships
- 8 Enabling Commonwealth Accommodation Scholarships
- 37 Indigenous Access Scholarships
- 18 applicants who were enrolled in enabling programs were either not eligible, failed to attend, or were ranked below the cut-off that is established in order to maintain a quota for Semester Two enrolments.

The Indigenous Commonwealth Access scholarships are promoted via the website: <http://www.oss.murdoch.edu.au/scholarships/> and brochures with both the Kulbardi Centre and

Murdoch University scholarship office collaborating to promote, facilitate and monitor the scheme.

The role played by the IEU in seeking to improve Indigenous access

Murdoch University provides (alternative) pathways into tertiary education for Indigenous peoples through the Kulbardi Centre. Pathways for school leavers and mature age students with both pre-tertiary and undergraduate studies avenues are available. These alternative entry pathways take into account more than simply educational background, with the potential of applicants to succeed as university students being a central criterion.

Kulbardi provides dedicated staff to assist, support and refer Aboriginal and Torres Strait Islander students with academic, cultural and personal concerns. Assistance with pre-admission, enrolment advice, and research and study skills is also available to intending and current students.

The Kulbardi Centre has a student population enrolled in programs as diverse as Nursing, Law, Media, Sustainable Development, Environmental Studies, Commerce, Australian Indigenous Studies and Diploma studies.

Further information on the Kulbardi Centre role is provided in Section One.

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 .

| 2008 | 2009 |
|-------------|-------------|
| 236 | 320 |

Details of the institution's strategies to address Indigenous participation, including the involvement of the IEU

There are several key initiatives and strategies to address ATSI participation at Murdoch University:

- i. Kulbardi Aboriginal Tertiary Entrance Course (KATEC) – designed to equip students with the necessary skills to undertake university undergraduate degree studies or seek employment. On completion of the one-year course students graduate with a Diploma in University Studies and are guaranteed an offer in an unquoted undergraduate program of their choice. It is planned that two streams will exist in 2010/11 – ARTS & SCIENCES.
- ii. Enabling Pre-Programs - short-courses in Law, Nursing, Media and Science allowing a 'fast-track' pathway for ATSI students directly into undergraduate studies.

- iii. The Double Degree in the Bachelor of Education (Primary) and Australian Indigenous Studies (AIS) – this initiative has seen a dramatic increase in ATSI students undertaking this double degree based on experience in the state education system – particularly teachers aids, Indigenous Education Officers and education scholars.
- iv. Recognised Prior Learning (RPL) and/or formulated work history. This type of admission method requires the collaborative assistance of the University Admissions Office and assistance from the respective schools/faculty. Murdoch University has encouraged this arrangement with the Kulbardi Centre and it has proven a moderately successful tool in increasing numbers (and access opportunities) for ATSI students who do not have a formal tertiary entrance score.

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

The total number of Indigenous completions at Bachelor level and above in 2009, compared to 2008 .

| 2008 | 2009 |
|------|------|
| 12 | 22 |

Support mechanisms you have in place for Indigenous students, including the role of the IEU and Indigenous community involvement.

The primary and principal mechanism employed by the Kulbardi Centre regarding support to ATSI students is the full-time Indigenous Student Support Coordinator. Complementing this position is the Indigenous Tutorial Assistance Scheme (ITAS) program which offers supplementary academic coaching to ATSI students and the ITAS tutors (under the guidance of the Student Support Coordinator) who also form a support network. Further, ATSI students are also able to access the Teaching & Learning Centre (TLC) within the Division of Academic Affairs.

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

Details of how and to what extent Indigenous perspectives are reflected in curriculum

In 2008 the Australian Indigenous Studies (AIS) program was merged with the Kulbardi Aboriginal Centre. This synergy allowed the Kulbardi Centre to provide curriculum and knowledge systems at ALL levels within the institution; (i) Diploma (KATEC) (ii) Undergraduate (AIS) (iii) International (Wanju Boodjah) and Post-Graduate (AIS & other). The two major components of Indigenous perspectives delivered at Murdoch University are:

Australian Indigenous Studies (AIS)⁸

Qualification: Bachelor of Arts (BA) in Australian Indigenous Studies

Availability: Murdoch campus (internal) Murdoch campus (external) Some units only: Rockingham campus (internal)

Duration: 3 years full-time or part-time equivalent

This major offers students a broad interdisciplinary approach to the study of Australia's Indigenous cultures. Its scope includes both traditional and contemporary forms of Aboriginal society and culture, and develops an overall framework for understanding the variety of traditions that together constitute Aboriginality and investigates how this interacts and influences within Australian identity and culture.

Students will be introduced to a range of interdisciplinary approaches, including cultural, political and social theories, literary and linguistic analysis, history and anthropology. The major will challenge the ethnocentric approach of many towards Aboriginal cultures in Australia today, while situating Australian Indigenous studies firmly in appropriate intercultural and interdisciplinary contexts.

Employment Prospects: A degree in Australian Indigenous Studies can be combined with a vocational major to provide professional training for administrative careers within the Federal or State public service. An Australian Indigenous Studies degree is particularly useful for students who anticipate working for Indigenous and mainstream community organisations or in areas such as Health, Education, Media, Law, Community Development and Environmental Science.

Admission Requirements: Onshore course offerings: As per normal undergraduate admission requirements.

Recommended Double Majors: Communication and Media Studies (BCommun); Sustainable Development (BA, BSc)

Recommended Minors: Journalism; Media Studies; Social Psychology

Main research areas: History, environmental, sociology, heritage, community development, culture and media.

AIS272: Wanju Boodjah 'Welcome To Country'⁹

Experience and understand the place and culture of the region's oldest people and traditional owners -- the Nyungar people. Walk with Nyungar elders and community members through places of significance to the Nyungar people, such as Walyuap (Fremantle), Wadjemup (Rottnest Island), Boyagin Rock (Brookton), Wardandi (Yallingup) and Maalimia (Swan Valley). Gain Nyungar perspective on Boodjah (land), Moort (family) and Kadidjiny (knowledge), including spirituality, mythology, meteorology, cartography, language, art, history, astrology and cosmology. Compare colonial and indigenous discourse, perspectives and reflection.

⁸ <http://handbook.murdoch.edu.au/courses/detail.lasso?us=AISB&year=2010>

⁹ <http://www.murdoch.edu.au/units/AIS272>

This winter (mid-semester) 4 or 6-point unit has both an international (USA clientele) and domestic student base at an undergraduate level. As with the AIS program the majority of students are non-indigenous.

How you address the cultural competency of your staff and students

Staff awareness of Indigenous culture

Staff awareness of Indigenous culture and of being inclusive of Indigenous knowledges, traditions, languages and practices in academic settings, was enhanced through a training program, Aboriginal Cross-cultural Awareness Training: First Steps Towards Cultural Competence for Educators. The training was presented by Nyungar man and respected member of the higher education community, Mr Kim Collard.

Involvement with Indigenous community members in working toward this goal.

The Director has a vast (Nyungar) network and sits (and chairs) on many recognised Nyungar committees. The main peak body – the South West Aboriginal Land & Sea Council (SWALSC) – is referred to and consulted on a regular basis and at the Kulbardi Centre we utilise Indigenous academics with a vast knowledge base of Indigenous discourse and expertise. Combined with this we also pay respect to, and consult with, two local Nyungar Elders (a male and a female—to reflect Noongar protocol). In regards to the above [Staff awareness of Indigenous culture] the Director of Centre also presents at each of these sessions and has a professional relationship with Koya – the Indigenous consultancy – that delivers and appropriates the training.

The role of the IEU in enhancing the status of Indigenous knowledge and overseeing cultural competency at your institution.

Kulbardi has established itself, on campus, as a central cultural hub in relation to Nyungar expertise and cultural advice and guidance. Kulbardi sees itself as the conduit between the Aboriginal community and the Murdoch University institution. This is reflected by the collaboration between the Murdoch community and Kulbardi in regards to the Flag Ceremony (raising and flying the Aboriginal flag on-campus), Cultural signage, NAIDOC celebrations and Sorry Day commemorations.

IN SUMMARY

The main criteria related to INDIGENOUS EDUCATION at Murdoch University (via the Kulbardi Aboriginal Centre) is comprised of the following:

(A) ACCESS

- Marketing – Kulbardi’s marketing delivery is ATSI specific and is designed to be culturally appropriate. Where possible the University also collaborates and assists with direct marketing campaigns to our clientele.
- Indigenous Pre-Courses – these short-courses in Law, Nursing, Media and Science allow a ‘fast-track’ pathway for ATSI students directly into undergraduate studies.
- Kulbardi Aboriginal Tertiary Entrance Course (KATEC)—a one-year ‘bridging’ program designed to give ATSI students **access, development** and ultimately **entrance** into an unquoted degree program after successful completion.
- Australian Indigenous Studies (AIS) and Recognised Prior Learning (RPL)—under the guidance of the Kulbardi Centre, via its AIS program, we allow ATSI students to gain access to tertiary studies based on RPL credentials—work history, previous studies, cultural expertise etc.

(B) PARTICIPATION

- KATEC program (see above for further detail)
- KATEC Prizes—awarded to the best student(s) who have performed at a high level of motivation and success within the program and contributed as a member of the Kulbardi community.
- University Learning—within the KATEC program our ATSI students are enrolled in a unit; TLC020 University Learning. This unit is based within the Teaching & Learning Centre (TLC) of the University and gives the KATEC students an opportunity to partake in a ‘mainstream’ unit under the facilitation of another university department—it also develops the students so as to give them the confidence and training that they need to advance to an undergraduate degree program.
- Scholarships¹⁰ - The major development in this area has been the advent of the **Indigenous Access Scholarship** a payment of up to (approximately) \$4000 to ATSI students commencing in their first semester in either an undergraduate or eligible enabling course or the **Commonwealth Education Costs Scholarships (CECS)** and **Accommodation Costs Scholarships (CAS)**.¹¹

(C) RETENTION

- Kulbardi Student Support Coordinator—a full-time support officer exclusively responsible for the administrative, cultural and social well being of the ATSI students.
- Indigenous Tutorial Assistance Scheme (ITAS)—Supplementary tutorial assistance is available to all Aboriginal and Torres Strait Islander students studying at Murdoch University. Via the Indigenous Tutorial Assistance

¹⁰ http://www.oss.murdoch.edu.au/scholarships/ias_undergrad.html

¹¹ Indigenous Access Scholarship \$4,166

Commonwealth Education Costs Scholarship (ORDINARY) \$1,103 per semester for up to eight semesters
Commonwealth Accommodation Scholarship (ORDINARY) \$2,207 per semester for up to eight semesters

Scheme (ITAS) Indigenous students can receive supplementary coaching and study help. The overall goal of ITAS is to assist Aboriginal & Torres Strait Islander students in maintaining consistent and progressive results throughout their studies.

- Teaching & Learning Centre (TLC)—provides assistance to both undergraduate and postgraduate students to acquire the language and academic skills required for success at university.
- Student Guild—Indigenous Student Guild Representative—deal with any issues which ATSI students have from studying at Murdoch, whether they be equity issues, issues with a tutor, lecturer or any of the Murdoch staff.

(D) SUCCESS

- Prizes—KATEC Prize & Best First Year Student—Every year the University, in collaboration with the Kulbardi Centre, awards TWO prizes to a KATEC student(s) and via the Rodger Indigenous Scholarship (established in 2005) the best 1st year completed Indigenous Undergraduate.
- Conference Attendance—The Kulbardi Centre (in collaboration with Chancellery) is open to sponsoring ATSI students to attend and speak at relevant and recognised conferences.
- Kulbardi Alumni—established in 2008 to reward and recognise ATSI graduates of Murdoch University since 1975.

SECTION 3 Expenditure of Indigenous Support Program Grant

| INCOME for Indigenous higher education purposes | | |
|--|---|---------------------|
| 1 | ISP 2009 grant only | \$564,000 |
| 2 | Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements | \$0 |
| 3 | TOTAL ISP income for 2009 | \$ = 564,000 |
| 4 | Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** | \$ 0 |
| 5 | Total Indigenous higher education income for 2009 | \$ = 564,000 |
| 6 | EXPENDITURE of <u>Indigenous Support Program (ISP)</u> 2009 grant only (from Item 3) | |
| 6a | Operating costs, including salaries, for Indigenous support services | \$635,206 |
| 6b | Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU). | \$0 |
| 6c | Higher education provider overheads. | \$0 |
| 6d | Other Indigenous Support Program expenditure (please list major items publications and program costs). | \$ 0 |
| 6e | Total Indigenous higher education expenditure for 2009 | \$ = 635,206 |
| 7 | EXPENDITURE of Other Funds in 2009 | |
| 7a | Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** | \$0 |
| 7b | Total Indigenous higher education income for 2009 | \$ = 0 |

SECTION 4 Higher Education Provider's Contact Information

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SECTION 5 Publication of the Statement

The Murdoch University Indigenous Education statement is located on the Murdoch University website at:

<http://www.ofpr.murdoch.edu.au/InstitutionalReporting/Public/INDIGENOUSEDUCATIONSTATEMENT-Murdoch-2009.pdf>