The University of Melbourne

Indigenous Student Plan
2013–2018

Embedding accountabilities for Indigenous students across the University
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Attachment 1: The University of Melbourne 5-year Indigenous Student Plan – Strategies and Priorities 2013–2018

## List of Abbreviations

<table>
<thead>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASHE</td>
<td>Academy of Sport, Health and Education</td>
</tr>
<tr>
<td>BA</td>
<td>Bachelor of Arts</td>
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<tr>
<td>BSc</td>
<td>Bachelor of Science</td>
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<tr>
<td>DVC</td>
<td>Deputy Vice-Chancellor</td>
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<tr>
<td>GCIRL</td>
<td>Graduate Certificate in Indigenous Research &amp; Leadership</td>
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<tr>
<td>IEP</td>
<td>Indigenous Employment Plan</td>
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<tr>
<td>ITAS</td>
<td>Indigenous Tutorial Assistance Scheme</td>
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<tr>
<td>MCM</td>
<td>Melbourne Conservatorium of Music</td>
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<tr>
<td>PVC</td>
<td>Pro Vice-Chancellor</td>
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<tr>
<td>RAP</td>
<td>Reconciliation Action Plan</td>
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<tr>
<td>RHD</td>
<td>Research Higher Degree</td>
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<tr>
<td>STEM</td>
<td>Science, Technology Engineering, and Mathematics</td>
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<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
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<tr>
<td>VCA</td>
<td>Victorian College of the Arts</td>
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<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
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<tr>
<td>VET</td>
<td>Vocational and Educational</td>
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## Contact Information

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Since the establishment of Murrup Barak in 2009, the University of Melbourne has had a renewed focus on our Indigenous agenda through the development of a supportive organisational environment that encompasses the entire University. However, while we plan to continue nurturing and developing specialist Indigenous programs, we also aim to embed accountabilities for the Indigenous agenda across the University. This document sets out the vision, framework and strategies for normalising the responsibilities for Indigenous student outcomes.

1. Approach

The University of Melbourne’s approach to improving life opportunities for Indigenous Australians is to embed accountabilities for our Indigenous agenda across the University. The University of Melbourne Reconciliation Action Plan (RAP) 2011–2013 provides our overarching framework to achieve this aim. The RAP is framed to build on and extend the University’s core business activities across six key action areas:

- Partnerships
- Cultural recognition
- Indigenous students
- Teaching and learning
- Research
- Indigenous employment.

Indigenous Australia has a significant and transformative contribution to make to the University of Melbourne, and our framework is based on this strength. It is also based on the recognition that the knowledge and human capital we produce can make a positive contribution to addressing the national challenges of social and educational inequality.

In this Indigenous Student Plan (ISP) we want to move away from a deficit approach towards Indigenous Australians to a more mature reciprocal relationship that recognises the profoundly important contribution that Indigenous staff, students and communities make to this University. Indigenous students enrich our social and cultural fabric and contribute to the development of a high-quality learning environment for all students. Our goal as a University is to nurture and educate Indigenous graduates who will go on to succeed in their professional lives and make a significant contribution to improving our society.

We aim to attract the best and brightest – either directly from schools with competitive Year 12 outcomes or, alternatively, through the innovative work that we are doing in creating multiple educational pathways. Increasingly, Indigenous students will study across a much broader range of disciplines – science, finance and commerce, the performing and visual arts – than they have in the past and, in fact, study across all the professions.

We should consider our Indigenous students as assets not problems that need to be solved. Parity is one measure of success; the quality of their enduring contributions is another. It will require a transformation across the University that is complex and multi-faceted and will take time to build.
2. Educational Context

The national policy context for the University’s approach has been established by the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (the Behrendt Review). The Behrendt Review examines the ways in which higher education outcomes among Aboriginal and Torres Strait Islander people can contribute both to nation building and to the reduction of Indigenous disadvantage. Its findings provide the University with a list of key priorities that need to be addressed if we are to become a leading education provider to Indigenous Australians. It presents an opportunity to align our strategy both with the proposed sector-wide reforms and with the new Indigenous higher education funding reforms.

The Behrendt Review prioritises Indigenous higher education within the context of the broader Indigenous policy agenda. It responds to a number of critical educational challenges including:

- The need to support the development of an educational vision for Indigenous Australians that includes higher education as an option.
- The need to develop initiatives that enhance outcomes and retention in the secondary schools system.
- The relatively small numbers of Indigenous students who pursue educational paths that include mathematics and science.
- The need to improve articulations between the Vocational Educational and Training (VET) sector and the higher education sector.
- The low completion rate of Indigenous students for higher education when taken as a sector-wide average.

In addition to the University’s RAP, we have also developed The University of Melbourne Indigenous Employment Framework. This provides a structure by which we can both become an employer of choice for Indigenous Australians, and also contribute to closing the gap of disadvantage through the creation of employment opportunities for Indigenous people.

Similarly, in Research at Melbourne: Ensuring Excellence and Impact to 2025 the University’s Indigenous research agenda intersects with all three of our grand challenges – Understanding our place and purpose; Fostering health and wellbeing; and Supporting sustainability and resilience – with a significant focus on Indigenous research in the first of these challenges.

3. Vision

That the University of Melbourne is the leading Australian higher education provider for Indigenous Australians.

That our Indigenous students are enriched and highly capable in their chosen field of study.

That our Indigenous graduates are leaders who remain committed and engaged with the University throughout their working life and beyond.

4. Goals

To achieve parity in educational outcomes for Indigenous students by:

- Recruiting Indigenous students with the potential to succeed in University education, and developing educational innovation and alternative pathways that create the opportunities to realise this aspiration.
- Providing Indigenous students with a high-quality educational experience that nurtures excellence and personal achievement.
- Creating a culturally safe, learning environment for Indigenous students.
- Enabling an enriching and transformative University experience for Indigenous students who also have a significant contribution to make to University life.
- Realising the capabilities of Indigenous Australians to have a transformative impact on Australian society and Indigenous development.
5. Targets and Measurement

The University is a global institution with national reach in relation to its domestic undergraduate student population. As such, our parity benchmarks for Indigenous student recruitment should be set to the Indigenous proportion of 15–64 year olds in the national population. In other words, we should be aiming for a minimum of 2.2 per cent of Indigenous students in the university sector, instead of the current 1.09 per cent (figures from the Behrendt Review).

Our headline institutional targets are aligned with the national targets framework for Indigenous higher education. University numerical targets should be reviewed on a five-year basis to take into account trends in educational outcomes, the shift in our domestic student load and the changing Indigenous and non-Indigenous population demographics. Although the Indigenous population in Australia is growing, the overall proportion of the population of prime student age is set to fall significantly. Lower birth rates in the 1990s will lead to fewer students in the 2010s and '20s, even though it is anticipated that numbers will temporarily recover before starting to fall again.

It is not intended, in the first instance, to apply these headline targets to faculties or graduate schools as internal targets will need to be adjusted gradually to take into account the trajectory of change that will impact across disciplines and stage of study. Growth rates across disciplines and fields of study will be uneven until some of the key drivers (such as developing pathways into sciences and mathematics) are addressed in the schooling system.

Our University headline targets are framed to meet the following objectives:

- To achieve parity in the University domestic student population equivalent to the Indigenous proportion of the Australian population by 2050.
- To plan our undergraduate targets based on the proportion of the Prime Student Age population as a proportion of the Australian population to 2050.
- To develop and review commencement, completion and enrolment targets for each five-year period leading to 2050.
- To maintain a completion rate of 75% (measured by the average annual commencements as a proportion of average annual completions) among Indigenous students.

6. Strategic Framework

The strategic framework for the ISP (Figure 1) identifies a number of critical intervention and articulation points along the student journey that require a comprehensive approach to realising our vision and goals. These include:

- pathway initiatives in the schools sector;
- transition programs; and
- recruitment to, and the promotion of, undergraduate, graduate and research higher degree (RHD) programs.

An articulation with the VET sector is also important in this context, as are our Indigenous student services, employment strategy, and research and evaluation work, which are significant enabling planks to our overall plan.

Our broad framework provides a platform to open up all possible educational opportunities to Indigenous Australians. However, some pathways require a particular focus either because the educational decision points are set quite early in the educational journey, or they frame an opportunity to broaden the educational options available to Indigenous Australians.

The priority pathways described below are not intended to be mapped directly onto our new generation degrees (the Melbourne Model) or to a particular faculty. They are used here to provide a more integrated approach to broadening participation across all fields of study. Enhanced access to some pathways requires distinct intervention strategies in the schools system. This is true for the performing and visual arts; STEM (Science, Technology Engineering, and Mathematics); and business and the professions. The professions are given attention here to reflect both the national priority attached to these pathways, as well as the important social impact of increased Indigenous participation within them. We include the humanities and social sciences both because of their importance in their own right but also because they provide a pathway to many of our graduate programs. These priority pathways can be strengthened at different points of our strategic framework – from the schools sector to alumni relations.
Institutional Model

One of the key challenges in Indigenous higher education is to develop a University model that optimises the quality of services and activities, as well as maximising the recruitment, retention and completion rates of Indigenous students across the breadth of University programs. Arguably, based on outcomes, no university has yet developed the ideal model. Equally so, it is likely that the optimal model will be one that is adapted to an organisation’s local institutional history, context and mission.

The Behrendt Review recommends a platform for change with two broad trajectories. The first is to reconfigure the relationship between a university’s Indigenous education centre and the faculties. This means moving away from a highly centralised model to one in which faculties have clear accountabilities. The second trajectory entails developing an organisational framework that integrates student recruitment and support activities with an academic development agenda in teaching and learning and research.

At the University of Melbourne we have taken steps in both these directions. In 2011 the Murrup Barak Melbourne Institute for Indigenous Development integrated both the student recruitment and support functions of the former Centre for Indigenous Education into its structure. This provided an organisational structure to link Indigenous academic development with employment and student programs. Since then, Murrup Barak has acted on behalf of the University to re-engineer the framework for Indigenous student recruitment and support, and to normalise our approach by aligning accountabilities for Indigenous students and staff with the structures and programs already in place for all University of Melbourne students.

As we roll out the whole-of-University framework we need to be mindful of working with the organisational structures established to support both the Melbourne Model’s new generation degrees, and the principles of responsible division management. We also need to ensure the optimal distribution of resources and that a strategy is in place to build the Indigenous capabilities required across the University.

According to the new institutional model, responsibility for Indigenous student programs

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### Figure 1: Strategic Framework for the Indigenous Student Plan

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<tr>
<th>Enablers</th>
<th>Vision</th>
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<tr>
<td>Student services; Enrichment programs; Student feedback; Performance measures; Research and evaluation; Indigenous Employment Framework</td>
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<tr>
<th>Priority Pathways</th>
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<tr>
<td>STEM – Science Technology Engineering Mathematics</td>
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<td>Performing and Visual Arts</td>
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<td>Business and Professions</td>
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<td>Humanities and Social Sciences</td>
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<th>Intervention Points</th>
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<td>Schools Sector</td>
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<td>VET Sector</td>
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<td>Undergraduate Programs</td>
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<td>Graduate Programs</td>
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<td>RHD Programs</td>
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<td>Alumni Relations</td>
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The figure above shows in graphic form how the elements of the strategic framework fit together to support the vision of greater Indigenous representation across the professions.
is distributed across the full range of University faculties, schools and administrative divisions. The paragraphs below set out the role and responsibilities of these various constituencies in the delivery of Indigenous student programs.

7.1. Murrup Barak Melbourne Institute for Indigenous Development
- Provides strategic, policy and planning leadership on Indigenous matters to the University.
- Promotes best-practice and evidence-based initiatives in Indigenous programs.
- Supports faculties and graduate schools to take a leadership role in Indigenous student programs and University portfolios to meet their accountabilities for Indigenous students.
- Undertakes recruitment and promotional work that complements the recruitment activities of the Office of Admissions and of the faculties and graduate schools.
- Supports Indigenous students to access University student services, participates where relevant in service coordination processes, and supports University student services to enhance their capabilities in relation to Indigenous students.
- Provides targeted support to Indigenous students at critical transition points across the student lifecycle (selection, transition to University and graduation), as well as a program of enrichment activities that enhance the Indigenous student experience.

7.2. Wilin Centre for Indigenous Arts
- Provides leadership and planning support for initiatives and programs that celebrate the artistic and cultural traditions of Aboriginal and Torres Strait Islander communities.
- Delivers programs, such as Wilin Week, to celebrate Aboriginal and Torres Strait Islander cultural diversity, and provides opportunities for the University and the external community to come together to learn about, honour and connect with renowned Indigenous arts practitioners.
- Develops and delivers educational programs to support the University’s priority pathway into the performing and visual arts, through:
  - Community and regional engagement projects – including residencies providing skills development and performance outcomes to Indigenous students from as young as 10 years of age. These programs play a critical role in building the aspirations, and establishing the early engagement required, of those seeking a career in the Arts and to study at the Victorian College of the Arts (VCA) and the Melbourne Conservatorium of Music (MCM).
  - Classical musical training for Indigenous musicians (Winter Intensive); and a contemporary Indigenous dance training program for Indigenous dancers (Spring Intensive). These programs form a key part of Wilin’s recruitment strategy.
  - The Graduate Certificate in Indigenous Arts Management, the only course of its kind in Australia, provides graduates with an edge in the world of Indigenous arts management.
- Over the next five years, the Wilin Centre aims to form a research cluster, develop and deliver a Southbank-based Indigenous arts practice breadth course and provide professional development training opportunities for staff across both campuses.

7.3. Faculties and Graduate Schools
- Have custodial responsibility for undergraduate and graduate programs in which Indigenous students are enrolled, and responsibility for ensuring that Indigenous students have a high-quality teaching and learning experience.
- Manage selection and enrolment of all students in collaboration with the Office of Admissions and supported by Indigenous programs such as Murrup Barak and the Wilin Centre in the Faculty of VCA & MCM.
- Develop targeted recruitment and promotion strategies, educational pathways and student support programs relevant to their programs and priorities.
- Develop an inclusive academic environment through the appointment of Indigenous academics in their relevant fields of expertise and the delivery of high-quality curricula on Indigenous issues.
- Provide leadership in the local implementation of the University’s Reconciliation Action Plan, Indigenous Employment Framework and Indigenous research agenda.
- Provide leadership in the development of partnerships and Indigenous community relationships as determined by the priorities of their local Indigenous agenda.
- Provide critical input into the development of University-wide strategy, policy and planning processes.
7.4. Office of Admissions
- Takes responsibility for the roll-out of the recruitment agenda for the Melbourne Model's new generation degrees, and works to maximise Indigenous participation in its recruitment programs (with the support of Murrup Barak).
- Where appropriate, modifies its recruitment programs to build Indigenous participation.
- Provides leadership, with Murrup Barak, on the interstate recruitment agenda.

7.5. University Residential Colleges
- Provide leadership on the development of college Indigenous programs and priorities.
- Collaborate with University services to maximise outcomes are maximised for Indigenous students.
- Provide accommodation, care and education support for Indigenous students.
- Offer residential scholarships and financial aid for Indigenous students, as well as college places funded by the Abstudy Residential option.
- Have transition and mentor programs for Indigenous students moving to Melbourne and the University.
- Enhance the educational experience for all college students through visiting Indigenous scholars and artists, and developing relationships with Indigenous communities.
- Contribute to the governance and development of University Indigenous initiatives, for example, through membership of the Bachelor of Arts (BA) Extended Steering Committee, and the deliberations of University Heads of College.

7.6. Melbourne Students and Learning
- Provides leadership and expert advice to the University regarding Indigenous student engagement and support.
- Provides leadership in embedding support for Indigenous students within mainstream student services.

8. Strategies

The University has developed 10 strategies to support the achievement of the goals and targets identified in this plan. An appendix to the plan (Appendix 1) provides further details on these strategies, setting out the priorities for the next five years and listing those areas of the University with responsibility for their delivery. The strategies are summarised below.

8.1. Promoting the University of Melbourne as an Educational Destination

The University has established an effective brand management and marketing strategy. Over the past four years, a campaign has evolved that aims to promote the University more effectively by raising awareness both of the opportunities for Indigenous students and of the University as an attainable and desirable educational destination. To date, strategies have included print media, radio and viral marketing. This campaign has an undergraduate and graduate component.

Five-Year Goal

The University of Melbourne has a national profile as an educational leader in Indigenous education. Prospective Indigenous students are aware of the educational opportunities provided by the University of Melbourne.

Responsibility

Various: University Marketing; Murrup Barak; Wilin Centre; Graduate Schools; Office of Admissions.

Key Performance Measures

Measures of impact and reach as developed for the Indigenous Student Promotions Campaign Framework.
8.2. Initiatives Targeting Indigenous Students in the Schools Sector

The University of Melbourne has not traditionally invested in initiatives that increase the numbers of Indigenous students transitioning from secondary school to the University. However, to realise our objectives we need to actively promote the University as a destination for Indigenous students in the schools system, and to collaborate with educational providers and community partners on programs that enhance outcomes for Indigenous students still at school. Our role is to provide – where appropriate – the leadership, educational expertise, contact with role models and mentors, and exposure to learning experiences that extend the vision of Indigenous students.

Developing the capability of teachers and of the Indigenous teaching workforce is particularly important in the medium to longer term to develop educational pathways for Indigenous students in the schools sector. This priority is clearly outlined in national strategy. Consequently, particular strategies are included in this section that relate to our University’s role in teacher education.

Our strategies are aligned to and enhance the schools partnership strategies outlined in Appendix 1.

**Five-Year Goal**
The University of Melbourne has a suite of signature programs that engages Indigenous students from the schools sector in the range of options available to them in a University education and is contributing to the development of their educational outcomes.

**Responsibility**
Various: Murrup Barak; Wilin Centre; Melbourne School of Graduate Education; Faculties relevant to priority pathways.

**Key Performance Measures**
Increase in the number of programs, program participation and outcome measures.

8.3. Vocation Educational Training Sector Programs

The development of articulations between the VET sector and the higher education system is a key priority, given the large representation of Indigenous Australians in the VET sector. The University has developed the innovative Academy of Sport, Health and Education (ASHE) in Shepparton to provide educational and employment pathways for Aboriginal youth in the Goulburn Valley who have become disengaged from the schools system. ASHE operates as a partnership with GO TAFE, Rumbalara Football and Netball Club, regional schools and local employers.

Since its establishment in 2004 ASHE has developed a good track record, and has enhanced educational (including retention in the VET sector) and employment outcomes for Indigenous youth in the area. The intention is to build on this by developing the capability for in-school support with an emphasis on strengthening the higher education pipeline, as well as developing clearer articulations between ASHE VCAL programs and University pathway programs such as the Diploma of General Studies. More generally, the development of industry pipeline programs provides another avenue in which VET sector articulations can be built.

**Five-Year Goal**
A robust, financially sustainable program with VET program pathways to: employment; apprenticeships and diplomas; and University of Melbourne degree programs.

**Responsibility**
Murrup Barak; Melbourne Graduate School of Education.

**Key Performance Measures**
ASHE enrolments and completions, attendance and destination tracking data.

8.4. Undergraduate Programs

The Melbourne Model incorporates six broad undergraduate degrees in Arts, Biomedicine, Commerce, Environments, Music, and Science. The degrees give students the option of going straight into careers, or doing a professional degree or a research degree. At the Bachelor degree level, students select from a total of 87 major fields of study, which lay the intellectual foundations for employment or graduate programs. The University of Melbourne’s distinctive program provides students with an opportunity for a well-rounded education and pathways into the professions.

In 2009, the University and one of its residential colleges Trinity College developed an alternative pathway into the Bachelor of Arts with the BA Extended, which provides a Year 13 academic transition program integrated within the BA. In 2011 the Faculty of Science commenced, in collaboration with the relevant faculties, the development of a BSc Extended which is due to enrol its first cohort of students in 2015. Further work in the transition program space is anticipated over the next few years.

**Five-Year Goal**
We are on target in relation to the numbers of Indigenous students commencing, completing and enrolled in undergraduate degrees at the University of Melbourne.
**Responsibility**
Various: Office of Admissions; Murrup Barak; Wilin Centre.

**Key Performance Measures**
An increase in Indigenous commencement, enrolment and completion rates for undergraduate degrees across the University.

8.5. Graduate Programs
With the Melbourne Model, the University has undertaken a significant transformation of its curricula and program delivery structure to enable the development of a graduate University model. Professional degrees, formerly offered as undergraduate programs, are now offered as graduate degrees.

Although this does present challenges for Indigenous students – with a longer educational journey to the end of the graduate degree – it also provides options for those students not competitive for entry into professional degrees at the end of their secondary schooling. In addition it opens up the Indigenous graduate market as a potential pool for the recruitment of Indigenous students.

The Behrendt Review places a strong priority on the development of educational pathways and outcomes for Indigenous students in the professional degrees. In our model we have the opportunity to build the educational articulation and recruitment strategies to realise these aspirations.

**Five-Year Goal**
The University of Melbourne is the destination of choice for Indigenous RHD students.

**Responsibility**
Various: Melbourne School of Graduate Research; Faculties; Murrup Barak.

**Key Performance Measures**
Increase in Indigenous RHD student enrolments across disciplines; increase in RHD enrolments in Indigenous Studies; increase in enrolments and completions in Graduate Programs in Indigenous Research and Leadership (Summer and Winter Schools).

8.6. Research Higher Degrees
Over the past decade the University of Melbourne has supported a growing number of Aboriginal and Torres Strait Islander PhD students through to completion. It has also developed enabling programs such as the Graduate Certificate in Indigenous Research Leadership (GCIRL), which enrols research higher degree students from across Australia into two residential intensives aimed at enhancing RHD completions and progression. The University’s RHD students have established an Indigenous Graduate Students Association to provide support to each other and to non-Indigenous students undertaking a RHD in Indigenous studies.

**Five-Year Goal**
The University of Melbourne is the destination of choice for Indigenous RHD students.

**Responsibility**
Various: Melbourne School of Graduate Research; Faculties; Murrup Barak.

**Key Performance Measures**
Increase in Indigenous RHD student enrolments across disciplines; increase in RHD enrolments in Indigenous Studies; increase in enrolments and completions in Graduate Programs in Indigenous Research and Leadership (Summer and Winter Schools).

8.7. Indigenous Student Support
All faculties have developed and are implementing *Indigenous Student Recruitment and Retention Plans*. These plans, which also articulate the strategies needed to provide Indigenous student support services, are aligned with the University’s overarching Reconciliation Action Plan. Additional academic support is provided through ITAS, the Indigenous Tutorial Assistance Scheme.

A number of engagement activities have been instituted – including Indigenous student lunches, cultural walks, sports and leisure, orations and public lectures – as well as other relevant University activities, such as Diversity Week and Harmony Week. Our current model could be improved upon with strategies to enhance Indigenous students’ access to ‘mainstream’ University services and a clearer role for Murrup Barak in relation to the ‘value-add’ in student support. Some steps have been undertaken to ensure improved coordination of Indigenous student services.

**Five-Year Goal**
To have a vibrant and culturally safe place for Indigenous students across the University and to have state-of-the-art support strategies that optimise the student experience, their engagement and completion rates.

**Responsibility**
Various: Melbourne Students and Learning; Student Support and Advising Services; Murrup Barak; Wilin Centre; Faculties.
Key Performance Measures
Indigenous student satisfaction responses to survey data and feedback mechanisms; increased completion rates.

8.8. Indigenous Student Employment
The University recognises the importance of student employment and seeks to grow its future workforce through its graduates. Those departments employing large numbers of students, such as the Student Contact Centre and the libraries, continue to receive support from Murrup Barak to increase their Indigenous student workforce through general bulk intake rounds and the Study to Work program.

Since 2012, as part of the RAP implementation, every faculty and administrative division has developed and is implementing an Indigenous Employment Plan (IEP) detailing how each will contribute to the achievement of the University’s Indigenous employment goal of population parity by 2020. As part of their IEPs, some faculties intend providing Indigenous students with cadetships and internships for graduates over a three-year period.

Five-Year Goal
Indigenous students are well represented across the range of University student employment opportunities and have an optimal range of employment options.

Opportunities are created for University of Melbourne Indigenous graduates to transition to employment at the University.

Responsibility
Various: Student Services; Faculties; Administrative Divisions; Murrup Barak.

Key Performance Measures
Employment data collected; employment targets met; balanced distribution of students employed across the University; increased numbers of Indigenous graduates employed.

8.9. Alumni Relations
In the preamble to the University’s Reconciliation Action Plan we acknowledges the important social, economic and cultural contribution to be made by the growing cadre of Indigenous graduates to Indigenous development. Our Indigenous graduates have a role to play in transforming opportunities available to Indigenous Australians in all areas of endeavour and in pressing for Indigenous advancement and reform within their professions. The University hopes to build effective, ongoing engagement with its Indigenous graduates as its representatives in the professions and as mentors for current and future students.

Five-Year Goal
The University has strong ongoing relationships with its Indigenous graduates, who are able to contribute to the quality of Indigenous teaching and learning and research, as well as an established process for recognising and acknowledging outstanding Indigenous alumni.

Responsibility
Various: Faculties; Alumni Relations; Advancement; Murrup Barak.

Key Performance Measures
An increase in the percentage of Indigenous graduates registering with Alumni Relations; an award that recognises the contribution of outstanding Indigenous graduates.

8.10. Research Agenda
The University, through its research, contributes to the development of knowledge that will transform the opportunities available to Indigenous Australians. The University’s research agenda aims to drive innovation in Indigenous higher education and provide enhanced educational pathways for Indigenous Australians.

Five-Year Goal
The University of Melbourne has an established reputation as a leader in Indigenous research, nationally and internationally.

Responsibility
Various: Melbourne Research Office; Murrup Barak; Faculties.

Key Performance Measures
Indigenous research productivity.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>5-year goal</th>
<th>Priorities for next 5 years</th>
<th>Responsibilities</th>
<th>Key performance measures</th>
</tr>
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</table>
| 1. Promoting the University of Melbourne as an Educational Institution | The University has a national profile as an educational leader in Indigenous education. Prospective Indigenous students are aware of the educational opportunities provided by the University of Melbourne. | • Review current strategies and activities and reach agreement on a multi-faceted *Indigenous Student Promotions Campaign Framework* for prospective undergraduate and graduate students.  
• Develop an evaluation framework that measures the impact of the campaign.  
• Annually review and refine strategies. | Director of University Marketing; Director of Murrup Barak; Head of Watin Centre; Deans of Graduate Schools; Executive Director, Office of Admissions | Measures of impact and reach as developed for the *Indigenous Student Promotions Campaign Framework*. |
| 2. Initiatives Targeting Indigenous Students in the Schools Sector | The University has a suite of signature programs that engage Indigenous students from the schools sector in the range of options available to them in a University education and is contributing to the development of their educational outcomes. | • Develop distinct *Priority Pathways* including: performing and visual arts; science and technology, engineering and mathematics, business and commerce disciplines, humanities and social sciences.  
• Develop initiatives that enhance educational outcomes for Indigenous students in the schooling system.  
• Develop the University of Melbourne Indigenous educational research and evaluation agenda.  
• Identify opportunities to enhance the focus on Indigenous education in the Master of Teaching.  
• Enhance recruitment and retention of Indigenous students into the Master of Teaching.  
• Explore work experience opportunities for indigenous students in the University that enable students to experience teaching programs of potential future interest. | Director of Murrup Barak; Head of Watin Centre; Dean of Melbourne Graduate School of Education; Deans of Faculties relevant to priority pathways | Increase in the number of programs, program participation and outcome measures. |
| 3. VET Sector Programs | A robust, financially sustainable program with VET program pathways to: employment; apprenticeships and diplomas; and University of Melbourne degree programs. | • Establish a financially sustainable model for the *ASHE Program* at the Academy of Sport, Health and Education (ASHE) in Shepparton.  
• Provide an enhanced schools interface – with pathways into VET for Aboriginal youth in the Goulburn Valley who have become disengaged from the schools system, support for those who wish to re-engage with schools and initiatives to improve retention and outcomes for those within the secondary school system.  
• Build a stronger focus on the transition to employment for ASHE students.  
• Develop an articulation for ASHE students into the University of Melbourne through the Regional Gateways Project. | Director of Murrup Barak; Dean of Melbourne Graduate School of Education | ASHE enrolments and completion, attendance and destination tracking data. |
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<tr>
<th>4. Undergraduate Programs</th>
<th>Establish a <strong>Schools Partnership Program</strong> with clearly identified priorities and strategies for the government and non-government sector. Program to include:</th>
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<td>- A priority-setting framework that uses schools data to enable the targeting of strategies on a regional and interstate basis</td>
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<td>- Strategies that promote leadership by school principals in relation to Indigenous education and facilitate the development of networks between them</td>
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<td>- A focus on the schools partnership program working with Careers Counsellors and Koorie Education Support Officers</td>
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<td>- A multi-layered set of engagement strategies aligned to the priority-setting framework</td>
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<td>- Develop strategies to ensure early identification of prospective Indigenous students who might benefit from participation in University pathway programs</td>
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<td>Develop both a communications strategy to support the schools partnership program and a network of prospective students</td>
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<td>Ensure alignment between the University of Melbourne selections policy framework and the University’s Indigenous student goals</td>
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<td>Establish strategies to maximise the conversion from offer to enrolment for Indigenous students who have received offers</td>
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<td>Implement strategies to maximise Indigenous participation in mainstream University secondary school recruitment, such as Kwong Lee Dow Scholarships Experience Melbourne</td>
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<td>Establish an <strong>Indigenous High Achievers</strong> package that targets high achievers nationally and builds the perception of the University of Melbourne as the destination of choice for Indigenous students</td>
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<td>Develop strategies to significantly enhance Interstate recruitment</td>
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<td>Develop a strategy to facilitate the recruitment of a <strong>Mature age Indigenous cohort</strong> in undergraduate programs</td>
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<td>Murrup Barak and the Office of Admissions to jointly develop an <strong>Annual Recruitment Plan</strong>, which integrates an annual review of recruitment activities and selection processes</td>
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<td>Ensure collection of data to monitor effectiveness of Indigenous recruitment activity</td>
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<td>Ensure alignment between Indigenous student promotions and recruitment activities and the Indigenous Employment Framework</td>
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<td>Transition programs such as the BA Extended and BSc Extended to provide an educational pathway for Indigenous students who have completed Year 12 but who require additional academic development to succeed in their chosen degree</td>
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| Office of Executive Director Admissions; Director of Murrup Barak; Head of Wilin Centre | Increase in Indigenous commencements, enrolments and completion rates for undergraduate degrees across the University |

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<th>5. Graduate Programs</th>
<th>Establish a <strong>Graduate Marketing Campaign</strong>, to include:</th>
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<td>- Undertaking a rolling program of working with Graduate Schools to establish strategies for priority programs for Indigenous students</td>
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<td>- Establish agreed framework for setting priorities for graduate program development for promotion to Indigenous students</td>
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<td>- Ensure two new programs in development per year</td>
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<td>- Review progress annually</td>
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| Deans of Graduate Schools; Director of Murrup Barak; Head of Wilin Centre | An increase in Indigenous commencement, enrolment and completion rates for graduate degrees across the University |
6. Research Higher Degrees

The University of Melbourne is the destination of choice for Indigenous RHD students

- Establish a cross-disciplinary RHD program that provides coordinated point-of-entry support for Indigenous RHD students and RHD students undertaking Indigenous studies
- Embed and achieve financial sustainability for the Graduate Certificate in Indigenous Research Leadership
- Develop a RHD strategy to underpin the Indigenous component of the University of Melbourne Research Strategy
- Facilitate a vibrant student cohort through the Indigenous Graduate Students Association

PVC Graduate Research; Deans of Faculties; Director of Murrup Barak

Increase in Indigenous RHD student enrolments; increase in RHD enrolments in Indigenous studies; increase in enrolments and completions in GCIRL

7. Indigenous Student Support

To have a vibrant and culturally safe place for Indigenous students across the University and to have state-of-the-art support strategies that optimise the student experience, their engagement and completion rates

- Establish a University of Melbourne **Indigenous Transition Program** for incoming students (to include intake interviews, orientation processes, Indigenous community engagement, promotion of scholarships, etc.)
- Establish mentor processes for incoming Indigenous students that continue through their University studies
- Continue to build an enhanced program of activities across University residential colleges
- Improve access for Indigenous students to a range of University student services through enhanced resources, the development of innovation and capabilities. Priorities include:
  - Housing services
  - Financial aids, bursaries and scholarships
  - Student counselling
  - Course advising
- Review and enhance the range of academic support services including the Indigenous Tutorial Assistance Scheme
- Review University student services models and student advising systems to ensure quality access by Indigenous students
- Establish a coordinated program of engagement activities that enhance the cultural, personal, physical and emotional development of Indigenous students
- Establish Indigenous-specific service coordination processes for Indigenous student cohorts whose needs are not adequately met through existing systems
- Conduct an annual review of student outcomes that flags students at risk with robust mechanisms in place to ensure effective interventions
- Develop a framework for measurement of Indigenous student support
- Establish mechanisms for collecting and responding to Indigenous student feedback including their experience of academic studies and progress

Provost; Director of Student Services; Director of Murrup Barak; Head of Wilin Centre; Deans of Faculties

Indigenous student satisfaction responses to survey data and feedback mechanisms; increased completion rates
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<th>8. Indigenous Student Employment</th>
<th>Indigenous students are well represented across the range of University student employment opportunities and have an optimal range of employment options. Opportunities are created for University of Melbourne Indigenous graduates to transition to employment at the University of Melbourne.</th>
<th>Develop relationships with the University's career and employment services. Embed Indigenous student employment commitments into annual planning in Melbourne Student Learning. Pilot cadetship and internship programs. Embed graduate pathway programs across Faculties, Schools and Administrative divisions. Align Indigenous Employment Framework priorities with the Indigenous Student Plan.</th>
<th>Director of Student Services; Deans of Faculties; Heads of Administrative divisions; Director of Murrup Barak.</th>
<th>Employment data collected and targets met; balanced distribution of Indigenous students employed across the University; increased number of Indigenous graduates employed.</th>
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<td>9. Alumni Relations</td>
<td>The University has strong ongoing relationships with its Indigenous graduates. The University has an established process for recognising and acknowledging outstanding Indigenous alumni.</td>
<td>Maintain/grow relationships with graduates across the professions as mentors and contributors to the next generation of Indigenous students and to the quality of the University's Indigenous programs. Establish a process for recognising the contribution of outstanding Indigenous alumni.</td>
<td>Deans of Faculties; Director of Alumni Relations; Vice-Principal Advancement; Director of Murrup Barak; Provost.</td>
<td>An increase in the percentage of Indigenous graduates registering with Alumni Relations; an award that recognises outstanding Indigenous graduates.</td>
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<td>10. Research Agenda</td>
<td>The University of Melbourne has an established reputation as a leader in Indigenous research, nationally and internationally.</td>
<td>Work with the Melbourne Research Office to develop and implement the Indigenous focus in the Research@Melbourne Strategy.</td>
<td>DVC Research; Director of Murrup Barak; Deans of Faculties.</td>
<td>Indigenous research productivity.</td>
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