

**Appendix A - Response to Yoorrook's Request for Information - Monash University [Submitted 6 June 2024 to include updated material in response to Item No 17]**

Item No.	Description	Response																																																																																																																
Students																																																																																																																		
1	<p>For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide an overview of:</p> <p>a. Enrolment numbers (in EFTSL); and b. Completion rates (and results); including as a proportion of all students.</p>	<p><b>a. Enrolment numbers (in EFTSL)</b> - Total academic workload undertaken by First Nations students across various programs and levels of study at Monash University. Note that data is captured in different ways for different purposes and reporting requirements. EFTSL has been rounded.</p> <p><b>Breakdown by year (in EFTSL)</b></p> <table><tr><th>Year</th><th>Total EFTSL</th></tr><tr><td>2018</td><td>171</td></tr><tr><td>2019</td><td>196</td></tr><tr><td>2020</td><td>216</td></tr><tr><td>2021</td><td>255</td></tr><tr><td>2022</td><td>224</td></tr><tr><td>2023</td><td>264</td></tr><tr><td>2024 (at March 2024)</td><td>375</td></tr></table> <p><b>b. Completion rates and results</b> - First Nations students have shown resilience and achievement in their academic pursuits. Detailed tables representing retention rates and results (weighted average mark) are in <a href="#">Appendix B1</a>.</p>	Year	Total EFTSL	2018	171	2019	196	2020	216	2021	255	2022	224	2023	264	2024 (at March 2024)	375																																																																																																
Year	Total EFTSL																																																																																																																	
2018	171																																																																																																																	
2019	196																																																																																																																	
2020	216																																																																																																																	
2021	255																																																																																																																	
2022	224																																																																																																																	
2023	264																																																																																																																	
2024 (at March 2024)	375																																																																																																																	
2	<p>For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide a breakdown of demographics including:</p> <p>a. Age; b. Gender; and c. Whether Victorian-based prior to commencing study (i.e. whether they have travelled / moved from interstate to study at the University).</p>	<p><b>a. Age</b> - The tables below show the total First Nations enrolments by age bracket and year.</p> <table><tr><th>Head count</th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th></tr><tr><td>Under 21</td><td>66</td><td>72</td><td>74</td><td>97</td><td>89</td><td>109</td><td>114</td></tr><tr><td>21-25</td><td>82</td><td>98</td><td>118</td><td>122</td><td>117</td><td>133</td><td>135</td></tr><tr><td>26-35</td><td>47</td><td>47</td><td>52</td><td>75</td><td>71</td><td>78</td><td>85</td></tr><tr><td>36-45</td><td>20</td><td>25</td><td>30</td><td>30</td><td>27</td><td>30</td><td>38</td></tr><tr><td>46-55</td><td>13</td><td>12</td><td>11</td><td>30</td><td>24</td><td>26</td><td>31</td></tr><tr><td>56+</td><td>1</td><td>3</td><td>5</td><td>2</td><td>5</td><td>10</td><td>11</td></tr></table> <table><tr><th>EFTSL</th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th></tr><tr><td>Under 21</td><td>56</td><td>63</td><td>64</td><td>83</td><td>74</td><td>94</td><td>143</td></tr><tr><td>21-25</td><td>66</td><td>82</td><td>95</td><td>100</td><td>83</td><td>104</td><td>141</td></tr><tr><td>26-35</td><td>32</td><td>30</td><td>34</td><td>45</td><td>43</td><td>39</td><td>51</td></tr><tr><td>36-45</td><td>11</td><td>14</td><td>15</td><td>14</td><td>11</td><td>13</td><td>21</td></tr><tr><td>46-55</td><td>5</td><td>7</td><td>6</td><td>12</td><td>10</td><td>9</td><td>14</td></tr><tr><td>56+</td><td>1</td><td>1</td><td>2</td><td>1</td><td>3</td><td>4</td><td>5</td></tr></table>	Head count	2018	2019	2020	2021	2022	2023	2024	Under 21	66	72	74	97	89	109	114	21-25	82	98	118	122	117	133	135	26-35	47	47	52	75	71	78	85	36-45	20	25	30	30	27	30	38	46-55	13	12	11	30	24	26	31	56+	1	3	5	2	5	10	11	EFTSL	2018	2019	2020	2021	2022	2023	2024	Under 21	56	63	64	83	74	94	143	21-25	66	82	95	100	83	104	141	26-35	32	30	34	45	43	39	51	36-45	11	14	15	14	11	13	21	46-55	5	7	6	12	10	9	14	56+	1	1	2	1	3	4	5
Head count	2018	2019	2020	2021	2022	2023	2024																																																																																																											
Under 21	66	72	74	97	89	109	114																																																																																																											
21-25	82	98	118	122	117	133	135																																																																																																											
26-35	47	47	52	75	71	78	85																																																																																																											
36-45	20	25	30	30	27	30	38																																																																																																											
46-55	13	12	11	30	24	26	31																																																																																																											
56+	1	3	5	2	5	10	11																																																																																																											
EFTSL	2018	2019	2020	2021	2022	2023	2024																																																																																																											
Under 21	56	63	64	83	74	94	143																																																																																																											
21-25	66	82	95	100	83	104	141																																																																																																											
26-35	32	30	34	45	43	39	51																																																																																																											
36-45	11	14	15	14	11	13	21																																																																																																											
46-55	5	7	6	12	10	9	14																																																																																																											
56+	1	1	2	1	3	4	5																																																																																																											

**b. Gender** - A breakdown of First Nations students by Gender for all courses and levels.

Head count	2018	2019	2020	2021	2022	2023	2024
Female	147	166	187	226	198	243	254
Male	81	90	102	126	134	139	155
Gender X	1	1	1	2	1	3	5

EFTSL count	2018	2019	2020	2021	2022	2023	2024
Female	111	127	139	163	128	160	233
Male	59	68	76	90	95	100	137
Gender X	1	1	1	2	1	3	5

**c. Residence prior to commencing study**

The table below shows the residence of First Nations students at the time of admission. Note: this is shown for commencing students.

State	2018	2019	2020	2021	2022	2023	2024
Victoria	68	73	92	124	96	119	104
Interstate/NZ	26	23	22	45	34	64	42

By examining these demographic factors, Monash University gains a comprehensive understanding of the diverse backgrounds and experiences of First Nations students enrolled at the institution. This knowledge informs the university's efforts to create inclusive and supportive environments that cater to the unique needs and aspirations of all students, regardless of age, gender, or geographic location.

3

For the period 1 January 2018 to present, describe the level of study undertaken by First Nations students at the University:

- a. Pre-degree;
- b. Undergraduate;
- c. Postgraduate:
  - i. Graduate Diploma;
  - ii. Masters;
  - iii. PhD, including whether by research or coursework.

Note: This uses COMMENCING STUDENTS and so does not equate to Q1a.

**a. Pre-degree:** 59 Indigenous students have engaged in pre-degree studies through the Transition Program at Monash University. This program serves as a pathway for students to develop foundational skills and knowledge before transitioning into undergraduate studies.

**b. Undergraduate:** 516 Indigenous students have pursued undergraduate studies. These students are engaged in a wide array of undergraduate degree programs offered by the university across various disciplines.

**c. Postgraduate:**

i. 68 Indigenous students have undertaken postgraduate studies at the Graduate Diploma level, and 29 at Graduate Certificate level. These programs provide opportunities for students to deepen their knowledge and skills in specific fields beyond the undergraduate level.

		<p>ii. 138 Indigenous students have pursued postgraduate studies at the Masters level (129 in Masters by Coursework and 9 in Masters by Research). These students are engaged in advanced coursework and research in their respective fields of interest.</p> <p>These numbers include people who have completed the <a href="#">Master of Indigenous Business Leadership</a> (MoIBL) - A unique two-year business leadership program, led and designed by Indigenous Australians and a collaboration between Monash Business School and William Cooper Institute, MoIBL tailors the core elements of traditional business school programs to the needs of Indigenous leaders.</p> <p>iii. 37 Indigenous students have embarked on doctoral studies at the PhD level, reflecting a commitment to advanced research and scholarship. These students are contributing to the academic community through original research projects, with the goal of making significant contributions to their respective fields.</p> <p>Overall, the distribution of First Nations students across pre-degree, undergraduate, and postgraduate levels underscores Monash University's commitment to providing accessible pathways to higher education and supporting Indigenous students at various stages of their academic journey.</p>
4	<p>For pre-degree, undergraduate and postgraduate courses in social work, nursing, medicine, law and education, describe:</p> <p>a. The year that the University had its first First Nations graduate; and</p> <p>b. The number of First Nations graduates in 2023.</p>	<p>Response below for pre-degree, undergraduate and postgraduate courses.</p> <p><b>For Social Work</b></p> <p>a. The University's first First Nations graduate in Social Work completed their studies in 2016.</p> <p>b. In 2023, there were 3 First Nations graduates in Social Work.</p> <p><b>For Nursing</b></p> <p>a. The University's first First Nations graduate in Nursing completed their studies in 2020.</p> <p>b. In 2023, there were 7 First Nations graduates in Nursing.</p> <p><b>For Medicine</b></p> <p>a. The University's first First Nations graduate in Medicine completed their studies in 2009.</p> <p>b. In 2023, there were 2 First Nations graduates in Medicine.</p> <p><b>For Law</b></p> <p>a. The University's first First Nations graduate in Law completed their studies in 2020.</p> <p>b. In 2023, there were 2 First Nations graduates in Law.</p> <p><b>For Education</b></p> <p>a. The University's first First Nations graduate in Education completed their studies in 2002.</p> <p>b. In 2023, there were 7 First Nations graduates in Education.</p> <p>These figures highlight the progression of First Nations students in various fields of study at the University over the years.</p>

5	<p>For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University):</p> <p>a. Agriculture and agritech; b. Architecture, construction and planning; c. Business, management and entrepreneurship; d. Creative arts and design; e. Engineering, automation and technology; f. Environmental sciences and sustainability; g. Health, medicine, psychology; h. Information technology and computing; i. Law and paralegal studies; j. Media and communications; k. Personal care and fitness; l. Sciences and mathematics; m. Society, culture and humanities; n. Teacher education and training; o. Travel, tourism and hospitality; and p. Veterinary medicine, including as a proportion of all students enrolled in that field of study.</p>	<p>For the period spanning from January 1, 2018, to the present, Monash University has embraced diversity and inclusivity by actively engaging First Nations students across a wide range of fields of study. Here's an overview of the number of First Nations students enrolled by Monash Faculty, along with their proportion relative to all students enrolled in that field of study:</p> <table><thead><tr><th>Faculty</th><th>Total (head count)</th><th>Total (EFTSL count)</th><th>Participation rate (% of head count)</th></tr></thead><tbody><tr><td>Faculty of Art, Design and Architecture</td><td>92</td><td>68</td><td>1</td></tr><tr><td>Faculty of Arts</td><td>332</td><td>216</td><td>1.3</td></tr><tr><td>Faculty of Business and economics</td><td>145</td><td>98</td><td>0.3</td></tr><tr><td>Faculty of Education</td><td>149</td><td>125</td><td>0.6</td></tr><tr><td>Faculty of Engineering</td><td>48</td><td>41</td><td>0.2</td></tr><tr><td>Faculty of Information Technology</td><td>49</td><td>29</td><td>0.4</td></tr><tr><td>Faculty of Law</td><td>124</td><td>100</td><td>0.6</td></tr><tr><td>Faculty of Medicine, Nursing and Health Science</td><td>707</td><td>493</td><td>0.9</td></tr><tr><td>Faculty of Pharmacy</td><td>10</td><td>8</td><td>0.1</td></tr><tr><td>Faculty of Science</td><td>194</td><td>149</td><td>0.7</td></tr></tbody></table> <p>These figures underscore Monash University's efforts to promote diversity and inclusion, ensuring equitable access to education and opportunities across various disciplines.</p>	Faculty	Total (head count)	Total (EFTSL count)	Participation rate (% of head count)	Faculty of Art, Design and Architecture	92	68	1	Faculty of Arts	332	216	1.3	Faculty of Business and economics	145	98	0.3	Faculty of Education	149	125	0.6	Faculty of Engineering	48	41	0.2	Faculty of Information Technology	49	29	0.4	Faculty of Law	124	100	0.6	Faculty of Medicine, Nursing and Health Science	707	493	0.9	Faculty of Pharmacy	10	8	0.1	Faculty of Science	194	149	0.7
Faculty	Total (head count)	Total (EFTSL count)	Participation rate (% of head count)																																											
Faculty of Art, Design and Architecture	92	68	1																																											
Faculty of Arts	332	216	1.3																																											
Faculty of Business and economics	145	98	0.3																																											
Faculty of Education	149	125	0.6																																											
Faculty of Engineering	48	41	0.2																																											
Faculty of Information Technology	49	29	0.4																																											
Faculty of Law	124	100	0.6																																											
Faculty of Medicine, Nursing and Health Science	707	493	0.9																																											
Faculty of Pharmacy	10	8	0.1																																											
Faculty of Science	194	149	0.7																																											
6	<p>For the period 1 January 2018 to present, provide an explanation of alternative entry pathways offered by the University for First Nations prospective students in the study areas nominated in response to paragraph [5].</p>	<p>For the period spanning from January 1, 2018, to the present, Monash University has offered alternative entry pathways specifically tailored for First Nations prospective students across various study areas. One such pathway is the Monash Indigenous Access Program (MIAP), which provides avenues for Indigenous applicants who may not meet the course requirements for Monash University courses through VTAC.</p> <p>MIAP serves as a scholarship-funded bridging program aimed at preparing Indigenous students for entry into a diverse range of undergraduate degrees at Monash University. Additionally, for those who prefer a part-time option, the Indigenous Non-Award Pathway (INAP) is available as part of MIAP.</p> <p>These pathways are meticulously designed to support Indigenous Australians in transitioning successfully into university study. By focusing on skill development and providing tailored support, MIAP and INAP empower Indigenous students to thrive in a university environment.</p> <p>The study areas covered by these pathways include:</p> <p>b. Architecture, construction and planning; c. Business, management and entrepreneurship; d. Creative arts and design; f. Environmental sciences and sustainability;</p>																																												

		<p>g. Health, medicine and technology;  h. Information technology and computing;  i. Sciences and mathematics;  m. Society, culture and humanities; and  n. Teacher education and training.</p> <p>For more information, refer to Monash <a href="#">admission and pathway programs</a>.</p>
7	<p>For the period 1 January 2018 to present, in relation to First Nations-specific pre-degree courses offered by the University, provide an overview of:</p> <p>a. Total number of students who completed the pre-degree courses; and  b. Rate of entry of those students into undergraduate degree courses.</p>	<p>For the period spanning from January 1, 2018, to the present, Monash University reports the following statistics regarding First Nations-specific pre-degree courses:</p> <p><b>a. Total number of students who completed the pre-degree courses: 34</b>  <b>b. Rate of entry of those students into Monash undergraduate degree courses: 38%</b></p>
8	<p>For the period 1 January 2018 to present, provide an explanation of key First Nations-specific modes of:</p> <p>a. Course delivery; or  b. Student support, offered by the University, including the period in which each relevant mode was in place, and any external funding sources to support these services.</p>	<p>All Indigenous students enrolled in coursework courses and bridging programs are supported by the William Cooper Institute, the University's Indigenous student support hub. Funding for the services is derived predominantly from the Commonwealth Government's Indigenous Student Success Program. The William Cooper Institute works closely with other areas including faculty-based Indigenous units like Gukwonderuk in the Medicine, Nursing &amp; Health Sciences faculty to ensure Indigenous success and completion rates are maximised. All Indigenous students, including those enrolled in post-graduate coursework study, are eligible to apply for the Indigenous Academic Enhancement Program (IAEP). The IAEP is an opt-in program that links students with specialised tutors on a weekly basis for enrolled units.</p> <p>Each tutor possesses relevant knowledge and tailors their support to each individual student. Students are eligible to receive one hour per week, per unit though additional hours can be requested in the lead up to assessments or exams.</p> <p><b>Textbook subsidy scheme</b>  Monash University is proud to subsidise all of our student's prescribed texts. The William Cooper Institute (WCI) can purchase your prescribed textbook, materials and uniforms for the units you are enrolled in each semester.</p> <p><b>Elder in Residence</b>  Our Elder in Residence, Aunty Diane Singh, has a long history working in Indigenous education and as part of her role at Monash, she provides support to students wanting to make connections with local communities or wanting to find out more about their own family history and connections.</p> <p><b>Student Study Lounge</b>  WCI provides study lounge facilities at three of our campuses - Clayton, Caulfield and Peninsula, and has a dedicated study space for students to connect with each other, staff, their tutors and with members of the community. Elders, cultural practitioners, leaders from various sectors and many other stakeholders are invited in to promote opportunities for First Nations students. There are also weekly lunches, food and drop in tutors available throughout the week.</p>

		<p><b>Other Support</b></p> <p>The William Cooper Institute organises study skills sessions in areas like academic writing, using the library and preparing for exams and we can arrange for emergency relief funds for those that require additional assistance throughout the semester. There are initiatives such as the Indigenous Leaders Program - which sees Aboriginal and Torres Strait Islander students travel to Canada to meet with First Nations peers internationally, an Orientation Camp for first year students to assist with the transition to tertiary study and many other opportunities.</p>
9	<p>For the period 1 January 2018 to present, provide an explanation of key surveys (or other feedback processes) conducted by the University in relation to First Nations students' engagement and support within the University, including a description of:</p> <ol style="list-style-type: none"> <li>When and how conducted;</li> <li>Numbers of participants;</li> <li>Key themes in feedback; and</li> <li>Any actions taken by the University in response.</li> </ol>	<p>For the period from January 1, 2018, to the present, Monash University has not conducted any specific surveys or feedback processes tailored specifically for First Nations students' engagement and support within the University. Instead, the University relies on ongoing relationships and partnerships to facilitate feedback mechanisms. These relationships enable open channels of communication between Indigenous students, staff, and relevant university departments.</p> <p>In lieu of formal surveys, Monash University actively fosters an environment where Indigenous students feel empowered to voice their concerns, suggestions, and feedback through established relationships with Indigenous support services, such as the William Cooper Institute and faculty-based Indigenous units like Gukwonderuk in the Medicine, Nursing &amp; Health Sciences faculty.</p> <p>As such, the University does not possess numerical data regarding the number of participants or key themes in feedback specific to First Nations students' engagement and support. However, Monash University is committed to continuously improving Indigenous student experiences and outcomes. Any concerns or feedback raised by Indigenous students are addressed through established support networks and in consultation with relevant stakeholders.</p> <p>Moving forward, Monash University acknowledges the importance of formal feedback processes tailored to First Nations students and will explore opportunities to implement such mechanisms to ensure their voices are heard and their needs are met effectively within the University community.</p>
10	<p>For the period 1 January 2018 to present, provide an overview of any complaints made by First Nations students in relation to racism, lack of cultural understandings and inadequate support at the University, including a summary and explanation of:</p> <ol style="list-style-type: none"> <li>Number of complaints received;</li> <li>How the complaints were managed; and</li> <li>The outcome of the complaints.</li> </ol>	<p>For the period from January 1, 2018, to the present, Monash is not aware of any complaints specifically made by First Nations students in relation to racism, lack of cultural understanding, or inadequate support at the University. It's important to note currently the university does not record whether a complainant is a First Nations student, as Monash does not request this information they cannot provide a comprehensive overview of complaints specific to this demographic.</p> <p>While Monash cannot provide specific details on any complaints, it's important to note that the university takes all complaints seriously and is committed to creating a supportive and inclusive environment for all students, including First Nations students. Any complaints received would have been managed in accordance with university policies and procedures, with a focus on addressing the concerns raised and working towards a resolution that promotes a positive learning and living environment for all members of the University community.</p> <p>We take the view that it is most important to provide a culturally safe environment. If students don't feel their environment is safe, they are unlikely to make a complaint and are more likely to withdraw. This is why Cultural Safety training is mandatory for both staff and students. There are also initiatives within some campuses and centres to include Indigenous</p>

language signs on buildings.

## Staff

11

For the period 1 January 2018 to present, provide a breakdown of First Nations staff (as EFTSL):

- a. Academic staff;
- b. Professional staff; and
- c. Other staff; including (in each case) as a percentage of all staff.

The breakdown of First Nations staff as per FTE (Full-Time Equivalent) below:

In 2022, two First Nations specialists were recruited into HR to support First Nations recruitment across the university. As a result, there has been a significant uplift in overall First Nations employment, in both Academic and Professional roles.

### a. Academic Staff:

Academic staff members play a crucial role in delivering high-quality education, conducting research, and contributing to the academic community. The university recognises the importance of having First Nations representation among academic staff to provide diverse perspectives and role models for Indigenous students.

Year at December	First Nations		FTE % of All Academic Staff
	FTE	Headcount	
2018	9.90	23	0.29%
2019	10.90	32	0.31%
2020	12.10	30	0.35%
2021	13.70	34	0.40%
2022	21.50	48	0.60%
2023	25.60	49	0.68%

### b. Professional Staff:

Professional staff members provide essential support services across various administrative and operational functions within the university, including trades and services. From student services to finance and administration, professional staff contribute to the smooth functioning of the institution. The representation of First Nations professionals among university staff is vital for ensuring cultural competence and responsiveness in service delivery.

Year at December	First Nations		FTE % of ALL Professional Staff
	FTE	Headcount	
2018	39.70	60	0.80%
2019	36.40	54	0.71%
2020	32.20	46	0.67%

		<table><tr><td>2021</td><td>33.70</td><td>47</td><td>0.69%</td></tr><tr><td>2022</td><td>40.70</td><td>61</td><td>0.79%</td></tr><tr><td>2023</td><td>63.30</td><td>82</td><td>1.18%</td></tr></table> <p>Overall, Monash University values the contributions of its First Nations staff members and strives to create a supportive and inclusive workplace where all employees can thrive. The breakdown of First Nations staff as FTE provides insight into the university's progress towards achieving greater diversity and representation within its workforce.</p>	2021	33.70	47	0.69%	2022	40.70	61	0.79%	2023	63.30	82	1.18%																																				
2021	33.70	47	0.69%																																															
2022	40.70	61	0.79%																																															
2023	63.30	82	1.18%																																															
12	<p>For the period 1 January 2018 to present, for the First Nations staff identified in response to paragraph [11], provide a breakdown of employment status i.e.:</p> <p>a. Permanent; b. Contract; or c. Casual; including (in each case) as compared to all staff.</p>	<p>For the period spanning from January 1, 2018, to the present, Monash University provides the following breakdown of employment status for First Nations staff compared to all staff:</p> <p><b>a. Permanent Staff:</b> The percentage of First Nations staff employed in permanent positions has fluctuated over the years. At the end of December 2018, First Nations permanent staff accounted for approximately 0.80% of all permanent staff. This percentage decreased slightly to 0.67% by December 2019 but increased again to 0.75% by December 2021. As of December 2023, the percentage of First Nations permanent staff increased to 1.08% compared to all permanent staff.</p> <table><tr><th rowspan="2">Year at December</th><th colspan="2">First Nations</th><th rowspan="2">FTE % of ALL Contract Staff</th></tr><tr><th>FTE</th><th>Headcount</th></tr><tr><td>2018</td><td>33.30</td><td>36</td><td>0.80%</td></tr><tr><td>2019</td><td>28.30</td><td>31</td><td>0.67%</td></tr><tr><td>2020</td><td>27.1</td><td>30</td><td>0.67%</td></tr><tr><td>2021</td><td>30.70</td><td>34</td><td>0.75%</td></tr><tr><td>2022</td><td>34.70</td><td>38</td><td>0.80%</td></tr><tr><td>2023</td><td>51.00</td><td>55</td><td>1.08%</td></tr></table> <p><b>b. Contract Staff:</b> First Nations staff employed on contract terms have also shown fluctuations in percentages. At the end of December 2018, First Nations contract staff accounted for approximately 0.37% of all contract staff, which increased to 0.78% by December 2022. This percentage further rose to 0.95% by December 2023.</p> <table><tr><th rowspan="2">Year at December</th><th colspan="2">First Nations</th><th rowspan="2">FTE % of ALL Contract Staff</th></tr><tr><th>FTE</th><th>Headcount</th></tr><tr><td>2018</td><td>12.30</td><td>14</td><td>0.37%</td></tr><tr><td>2019</td><td>14.60</td><td>17</td><td>0.42%</td></tr><tr><td>2020</td><td>15.40</td><td>19</td><td>0.47%</td></tr></table>	Year at December	First Nations		FTE % of ALL Contract Staff	FTE	Headcount	2018	33.30	36	0.80%	2019	28.30	31	0.67%	2020	27.1	30	0.67%	2021	30.70	34	0.75%	2022	34.70	38	0.80%	2023	51.00	55	1.08%	Year at December	First Nations		FTE % of ALL Contract Staff	FTE	Headcount	2018	12.30	14	0.37%	2019	14.60	17	0.42%	2020	15.40	19	0.47%
Year at December	First Nations			FTE % of ALL Contract Staff																																														
	FTE	Headcount																																																
2018	33.30	36	0.80%																																															
2019	28.30	31	0.67%																																															
2020	27.1	30	0.67%																																															
2021	30.70	34	0.75%																																															
2022	34.70	38	0.80%																																															
2023	51.00	55	1.08%																																															
Year at December	First Nations		FTE % of ALL Contract Staff																																															
	FTE	Headcount																																																
2018	12.30	14	0.37%																																															
2019	14.60	17	0.42%																																															
2020	15.40	19	0.47%																																															



2021	15.00	18	0.46%
2022	26.30	37	0.78%
2023	33.30	41	0.95%

**c. Casual Staff:**

The percentage of First Nations staff employed on a casual basis has varied throughout the years. At the end of December 2018, First Nations casual staff accounted for approximately 0.40% of all casual staff, which decreased to 0.12% by December 2022. However, by December 2023, this percentage increased to 0.49% compared to all casual staff.

Year at December	First Nations		FTE % of ALL Casual Staff
	FTE	Headcount	
2018	3.90	33	0.40%
2019	4.50	38	0.44%
2020	1.70	27	0.19%
2021	1.60	29	0.16%
2022	1.20	34	0.12%
2023	4.60	35	0.49%

Overall, while there have been fluctuations in the percentages of First Nations staff across different employment statuses, the university acknowledges the importance of fostering an inclusive and diverse workforce and remains committed to ongoing efforts to ensure equitable representation and support for First Nations staff within the institution.

13

In relation to First Nations Professional staff currently employed by the University, provide a breakdown of the areas of the university in which they work.

**First Nations Professional staff breakdown by area**

Faculty	Headcount	FTE
Faculty of Art, Design and Architecture	3	1.56
Faculty of Arts	1	0.20
Faculty of Business and economics	1	1.00
Faculty of Education	1	1.00
Faculty of Engineering	5	4.00
Faculty of Information Technology	4	3.40
Faculty of Law	2	1.01
Faculty of Medicine, Nursing and Health Science	11	8.17
Faculty of Pharmacy	0	0.00
Faculty of Science	1	0.14
Office of the CFO & Senior	2	2.00
Office of the COO & Senior VP	20	15.50

		Office DVC (Research) & Senior VP	15	12.18																																																																																																		
		Office of DVC (Education) & Senior VP	11	9.01																																																																																																		
		Office of the Provost & Senior VP	2	1.48																																																																																																		
		Office of the VC & President	3	2.60																																																																																																		
		<b>Total</b>	<b>82</b>	<b>63.25</b>																																																																																																		
14	<p>In relation to First Nations Academic staff currently employed by the University, provide a breakdown of the numbers employed in each of the fields of study identified in response to paragraph [5] above, including:</p> <p>a. As a percentage of the total number of academic staff employed in that field of study; and</p> <p>b. An indication of whether they are employed to undertake research only or teaching and research.</p>	<p>First Nations academic staff currently employed by the University, the breakdown below is an FTE percentage of the total number of academic staff employed by field with an indication if they are research only or teaching and research.</p> <p><b>FTE by Faculty (at December 2023)</b></p> <table> <tr> <th rowspan="2">Faculty</th><th colspan="2">Research Only</th><th colspan="2">Teaching and Research</th></tr> <tr> <th>FTE</th><th>% of staff employed</th><th>FTE</th><th>% of staff employed</th></tr> <tr><td>Faculty of Art, Design and Architecture</td><td>0</td><td>0.00%</td><td>3.56</td><td>3.98%</td></tr> <tr><td>Faculty of Arts</td><td>1</td><td>1.87%</td><td>2</td><td>0.76%</td></tr> <tr><td>Faculty of Business and economics</td><td>0</td><td>0.00%</td><td>0.6</td><td>0.15%</td></tr> <tr><td>Faculty of Education</td><td>0</td><td>0.00%</td><td>1</td><td>0.72%</td></tr> <tr><td>Faculty of Engineering</td><td>0</td><td>0.00%</td><td>0</td><td>0.00%</td></tr> <tr><td>Faculty of Information Technology</td><td>1</td><td>0.92%</td><td>2</td><td>1.09%</td></tr> <tr><td>Faculty of Law</td><td>0</td><td>0.00%</td><td>0</td><td>0.00%</td></tr> <tr><td>Faculty of Medicine, Nursing and Health Science</td><td>2.31</td><td>0.28%</td><td>8.51</td><td>1.50%</td></tr> <tr><td>Faculty of Pharmacy</td><td>0</td><td>0.00%</td><td>0</td><td>0.00%</td></tr> <tr><td>Faculty of Science</td><td>0</td><td>0.00%</td><td>1</td><td>0.54%</td></tr> <tr><td>Office DVC (Research) &amp; Senior VP</td><td>1.6</td><td>2.67%</td><td>0</td><td>0.00%</td></tr> <tr><td>Office of DVC (Education) &amp; Senior VP</td><td>0</td><td>0.00%</td><td>1</td><td>6.66%</td></tr> <tr><td><b>Total</b></td><td><b>5.91</b></td><td><b>0.40%</b></td><td><b>19.68</b></td><td><b>1.02%</b></td></tr> </table> <p><b>Headcount by Faculty (at December 2023)</b></p> <table> <tr> <th rowspan="2">Faculty</th><th colspan="2">Research Only</th><th colspan="2">Teaching and Research</th></tr> <tr> <th>FTE</th><th>% of staff employed</th><th>FTE</th><th>% of staff employed</th></tr> <tr><td>Faculty of Art, Design and Architecture</td><td>0</td><td>0.00%</td><td>8</td><td>2.58%</td></tr> <tr><td>Faculty of Arts</td><td>1</td><td>1.11%</td><td>3</td><td>0.55%</td></tr> <tr><td>Faculty of Business and economics</td><td>0</td><td>0.00%</td><td>2</td><td>0.27%</td></tr> </table>			Faculty	Research Only		Teaching and Research		FTE	% of staff employed	FTE	% of staff employed	Faculty of Art, Design and Architecture	0	0.00%	3.56	3.98%	Faculty of Arts	1	1.87%	2	0.76%	Faculty of Business and economics	0	0.00%	0.6	0.15%	Faculty of Education	0	0.00%	1	0.72%	Faculty of Engineering	0	0.00%	0	0.00%	Faculty of Information Technology	1	0.92%	2	1.09%	Faculty of Law	0	0.00%	0	0.00%	Faculty of Medicine, Nursing and Health Science	2.31	0.28%	8.51	1.50%	Faculty of Pharmacy	0	0.00%	0	0.00%	Faculty of Science	0	0.00%	1	0.54%	Office DVC (Research) & Senior VP	1.6	2.67%	0	0.00%	Office of DVC (Education) & Senior VP	0	0.00%	1	6.66%	<b>Total</b>	<b>5.91</b>	<b>0.40%</b>	<b>19.68</b>	<b>1.02%</b>	Faculty	Research Only		Teaching and Research		FTE	% of staff employed	FTE	% of staff employed	Faculty of Art, Design and Architecture	0	0.00%	8	2.58%	Faculty of Arts	1	1.11%	3	0.55%	Faculty of Business and economics	0	0.00%	2	0.27%
Faculty	Research Only		Teaching and Research																																																																																																			
	FTE	% of staff employed	FTE	% of staff employed																																																																																																		
Faculty of Art, Design and Architecture	0	0.00%	3.56	3.98%																																																																																																		
Faculty of Arts	1	1.87%	2	0.76%																																																																																																		
Faculty of Business and economics	0	0.00%	0.6	0.15%																																																																																																		
Faculty of Education	0	0.00%	1	0.72%																																																																																																		
Faculty of Engineering	0	0.00%	0	0.00%																																																																																																		
Faculty of Information Technology	1	0.92%	2	1.09%																																																																																																		
Faculty of Law	0	0.00%	0	0.00%																																																																																																		
Faculty of Medicine, Nursing and Health Science	2.31	0.28%	8.51	1.50%																																																																																																		
Faculty of Pharmacy	0	0.00%	0	0.00%																																																																																																		
Faculty of Science	0	0.00%	1	0.54%																																																																																																		
Office DVC (Research) & Senior VP	1.6	2.67%	0	0.00%																																																																																																		
Office of DVC (Education) & Senior VP	0	0.00%	1	6.66%																																																																																																		
<b>Total</b>	<b>5.91</b>	<b>0.40%</b>	<b>19.68</b>	<b>1.02%</b>																																																																																																		
Faculty	Research Only		Teaching and Research																																																																																																			
	FTE	% of staff employed	FTE	% of staff employed																																																																																																		
Faculty of Art, Design and Architecture	0	0.00%	8	2.58%																																																																																																		
Faculty of Arts	1	1.11%	3	0.55%																																																																																																		
Faculty of Business and economics	0	0.00%	2	0.27%																																																																																																		

Faculty of Education	0	0.00%	2	0.62%
Faculty of Engineering	0	0.00%	0	0.00%
Faculty of Information Technology	1	0.50%	3	0.54%
Faculty of Law	0	0.00%	0	0.00%
Faculty of Medicine, Nursing and Health Science	7	0.60%	13	0.54%
Faculty of Pharmacy	0	0.00%	1	0.20%
Faculty of Science	0	0.00%	2	0.45%
Office DVC (Research) & Senior VP	2	2.70%	0	0.00%
Office of DVC (Education) & Senior VP	0	0.00%	4	5.13%
<b>Total</b>	<b>11</b>	<b>0.52%</b>	<b>38</b>	<b>0.64%</b>

15

For the period 1 January 2018 to present, provide an explanation of training and/or programs available at the University for non-Indigenous staff in relation to:

- a. Cultural awareness, safety and/or competence; and
- b. Indigenous knowledge recognition, including an explanation of whether each unit of training or program is compulsory, and the completion rates by non-Indigenous staff (broken down by the level of staff and University executive).

For the period 1 January 2018 to present, the university offers a number of training and/or programs available for non-Indigenous staff in relation to Cultural awareness, safety and Indigenous knowledge recognition. Details on these are listed below;

**Cultural Foundations: Building your knowledge of Australia's First Peoples** (mandatory for all staff) - required since 2022 to present - This introduction to Aboriginal and Torres Strait Islander Australia, created in partnership with the William Cooper Institute, will provide you with the invaluable opportunity to strengthen your understanding of the rich and complex histories of the lands on which we work and live, and consider ways to acknowledge First Nations peoples and live out the University's core values.

**Indigenous Cultural Awareness/Recognition Training** - available from 1 January 2018 to present - Monash University is committed to fostering a society that recognises, respects and includes Indigenous peoples, cultures and knowledge. This commitment underpins the goals outlined in the University's Strategic Plan, Impact 2030. These Cultural Awareness/Recognition sessions explore the various broad elements of Traditional, Customary and contemporary First Nations Australian Cultures and Societies and contrast these with the historical and ongoing impacts of colonisation. In

		<p>addition, the sessions highlight the diversity of First People's Nations, Clans and Language Groups and compare this with some of the more deeply-rooted discriminatory ideologies held within Australian societies.</p> <p><b>Cultural Safety - Indigenous: Introduction</b> - available from 1 January 2018 to present - Half day workshop, a brief introduction to Australian Indigenous people and culture, and to Monash's Indigenous Strategy, with the aim of increasing cultural safety at Monash for all members of the Monash community. Using video, audio and group activities, Rueben Berg delivers an engaging workshop with a small group to encourage discussion. This workshop will provide an opportunity to learn while sharing experiences in a non-judgemental environment.</p> <p><b>Cultural Safety - Indigenous: Level 2</b> - available from 1 January 2018 to present - This is a full day workshop which builds on the outcomes of the introductory workshop. Rueben Berg delivers this workshop which looks deeper into Australian society and its view of Aboriginal people, how those views are formed and what we can do to ensure we do not perpetuate them. Using video, audio and group activities, Rueben Berg delivers an engaging workshop with a small group to encourage discussion. This workshop will provide an opportunity to learn while sharing experiences in a non-judgemental environment.</p>
16	<p>For the period 1 January 2018 to present, provide an explanation of surveys conducted in relation to First Nations staff engagement and support within the University, including:</p> <ol style="list-style-type: none"> <li>When and how conducted;</li> <li>Numbers of participants;</li> <li>Key themes in feedback; and</li> <li>Any actions taken by the University in response.</li> </ol>	<p>For the period 1 January 2018 to present, no surveys targeted specifically at First Nations staff were undertaken during the assessment period. As part of the evaluation process, no data collections initiated by Monash were directed solely towards gathering insights and feedback from First Nations staff members.</p>
17	<p>For the period 1 January 2018 to present, provide an overview of complaints made by First Nations staff in relation to racism, lack of cultural understandings and inadequate support, including a description of:</p> <ol style="list-style-type: none"> <li>Number of complaints received;</li> <li>How the complaints were managed; and</li> <li>The outcome of the complaints.</li> </ol>	<p>Monash University's Respectful &amp; Ethical Conduct (REC) team manages complaints regarding staff conduct, including racism, in accordance with the Resolution of Unacceptable Behaviour &amp; Discrimination Procedure.</p> <p>During the relevant period, REC received three complaints from First Nations staff, in each case these were allegations made against other First Nations staff members. Of those:</p> <ul style="list-style-type: none"> <li>Complaint one was formally investigated. The complaint was substantiated in-part and directions were given for remedial training for the respondent</li> <li>Complaint two was formally investigated. The complaint was not substantiated. No further action was taken.</li> <li>Complaint three was managed through local resolution, which was supported by the REC team.</li> </ul> <p>In addition, a complaint involving an allegation of discrimination and resultant dismissal from employment was made by a staff member to the Fair Work Commission and to the Victorian Human Equal Opportunities Commission; the Fair Work Commission found the staff member had not been dismissed and it consequently did not have jurisdiction to deal with the complaint and it therefore did not proceed; VEOHRC closed its file.</p>

Research		
18	<p>For the period 1 January 2018 to present, provide an overview of any First Nations research strategy (or strategies) in place within the University, including:</p> <p>a. How developed (including any input obtained from First Nations staff, students, or stakeholders);</p> <p>b. Key activities undertaken; and c. Outcomes recorded.</p>	<p>The Indigenous Research Action Plan (IRAP) for the years 2019 - 2021 was developed in 2020 following consultations with key stakeholders, including the PVC Indigenous, Provost Professor Marc Parlange, and Indigenous Professoriate members (Prof. Lynette Russell, Prof. Brian Martin, A.Prof. Karen Adams, Deborah Cheetham).</p> <p>Several significant outcomes emerged from the first IRAP cycle, including the implementation of compulsory cultural awareness training for all Monash staff, enhancements to Indigenous Higher Degree by Research (HDR) scholarships, a review of Indigenous Research Ethics processes, and initiatives to improve data collection on Indigenous-led research and publications. Additionally, pathways into Faculty academic roles for Indigenous HDR candidates were improved, and an annual Indigenous Research Showcase was established to celebrate successes and promote best practices. Looking ahead, the Indigenous Research Action Plan for 2023 - 2026 was endorsed by the University in 2023 and is due for release in the first quarter of 2024.</p> <p>The University Research Plan, finalised in 2022 after extensive consultation and approval by the Council, prioritised Indigenous research capability and development. Although the PVC role was vacant during the consultation period, input was gathered from senior Indigenous academic staff (including, Prof. Lynette Russell and Prof. Brian Martin) and colleagues from other institutions. Specific components of the Research Plan underscored the importance of supporting Indigenous research ethics and integrity, including providing dedicated support to Indigenous researchers and fostering collaboration between Indigenous and non-Indigenous researchers working with communities.</p> <p>To further advance Indigenous research initiatives, key structural changes were implemented;</p> <ul style="list-style-type: none"> <li>• Identified senior role in Ethics and Integrity to ensure capability to support Indigenous research, provide specific support to Indigenous researchers themselves as well as to non-Indigenous researchers working with community.</li> <li>• Director of Indigenous Research position to lead strategic projects and ensure Indigenous representation at the senior leadership level</li> <li>• In addition, strategic investment funding was allocated to retain and support Indigenous research talent, contributing to various initiatives such as funding post-doctoral positions and supporting Indigenous graduate students within the university.</li> </ul> <p>These concerted efforts underscore Monash University's commitment to advancing Indigenous research and fostering a supportive environment for Indigenous researchers to thrive and contribute meaningfully to the academic community.</p>
19	<p>For the period 1 January 2018 to present, provide an explanation of alternative pathways into research higher degrees offered by the University for First Nations students (i.e. residential intensive courses).</p>	<p>While we acknowledge that this area requires continued discussion and improvement, we have implemented several significant initiatives aimed at providing accessible and supportive pathways for Indigenous students pursuing research degrees, including the following:</p> <p>In 2023 we revised eligibility for HDR scholarships to guarantee the offer of an RTP scholarship to all Indigenous applicants eligible for entry to a PhD or research Masters degree who have attained the equivalent of an H2A (70% and above); non-Indigenous scholarship applicants are assessed through a competitive process and require an H1 average (80% and above). Successful Indigenous applicants now also receive a Monash Indigenous Top-Up Research Award,</p>

which is newly funded through Strategic Investment (SI) funding and which supplements the RTP standard stipend scholarship rate to provide more generous funding for Indigenous researchers (for 2024 the total stipend scholarship, including the SI top-up funding = \$51,000 per year for 3.5 years). Furthermore, Indigenous applications, for stipend scholarship, can be applied for at any time of the year. For non-indigenous scholarship applicants, applications can only be made during the two domestic application rounds (31 May and 31 October) and there is a competitive ranking process for award.

Further, we have developed and are awaiting institutional sign off on a new Diverse PhD Entry Pathway Framework, which seeks to recognise non-traditional academic backgrounds, including work experience in industry, government, and other, in assessing eligibility and suitability for HDR study. The DVC Research also provides bespoke support to Indigenous candidates who wish to apply for a PhD with Monash, tailored to the specific needs of each candidate, to provide a fast-tracked entry pathway and one-on-one assistance.

There are a number of initiatives to support First Nations candidates through their HDR candidature.

- An annual writing workshop, which is a collaborative partnership between the Office of the Pro Vice-Chancellor Indigenous, Murrup Bung'Allambee/School of Psychology and Monash Graduate Association to support professional development.
- Bi-annual meet-and-greets facilitated by the Office of the DVC Research to facilitate connections across the university.
- Annual showcase events to promote the research of the cohort which provides opportunities for the group to present their work and grow connections across the University.
- Additional training and development support is provided on an ad-hoc basis.

Additionally, in recognition of the need for strategic analysis and planning in this area, Monash University recently appointed a Director of Indigenous Research. This newly hired director is tasked with conducting a comprehensive analysis of our current practices and initiatives related to supporting Indigenous students in higher degrees by research. The director will work collaboratively with stakeholders to identify areas for improvement and develop a clear and strategic way forward.

20

For the period 1 January 2018 to present, provide an explanation of whether any research monies within the University are dedicated towards addressing Traditional Owner priorities and, if so, how those monies are:

a. Allocated;

b. Reported upon, including in each case to the Traditional Owner groups directly.

Monash University ensures our research responds to identified community needs and seeks to realise tangible benefits and positive outcomes for Indigenous peoples. Traditional Owner priorities encompass a wide range of issues, including cultural heritage preservation, environmental conservation, and community well-being, among others. While Monash researchers undertake projects that indirectly touch upon aspects of Traditional Owner priorities, there hasn't been a dedicated funding stream explicitly earmarked for this purpose.

Given the absence of dedicated research funds, there are no specific reporting mechanisms in place for allocating or reporting on research monies towards Traditional Owner priorities. However, Monash University does adhere to rigorous reporting standards for research funding and outcomes. Research projects funded through external grants or partnerships are typically subject to reporting requirements specified by the funding bodies, which may include reporting on the impact or relevance to Indigenous communities or Traditional Owner groups, if applicable. Additionally, researchers are encouraged to engage with relevant stakeholders, including Traditional Owner groups, throughout the research process to ensure alignment with community priorities and values.

The university is committed to co-creating and co-designing projects with Traditional Owners, ensuring that we meet their needs and priorities. Monash conducts research aimed at building the capacity of current and future Indigenous researchers and knowledge holders to support the needs of Traditional Owners. The approach is to develop the relationships, which always comes first. Several projects at Monash have received dedicated research funding to address Traditional Owner priorities, including:

- "More than a Guulany (Tree): Aboriginal Knowledge Systems" aims to study the significance of trees in southeast Australian Aboriginal cultures. It will be the first to explore this across Aboriginal language groups in Victoria and New South Wales, using historical and contemporary sources. The project involves collaboration with community members and has resulted in outcomes such as the exhibition "More Than a Tarrang (tree): Memory, Material, and Cultural Agency."
- "Wunungu Awara: Animating Indigenous Knowledges" utilises cutting-edge 3D animation technology to breathe life into Indigenous stories and languages. Beyond preserving words, it safeguards identity, spirituality, cultural knowledge, and values, ensuring the past is recorded, the present preserved, and Indigenous languages and knowledge protected for the future.
- "TreeLines," funded partially by Creative Victoria, works with the five Kulin Nations to identify sites for the installation of artworks. These sites will serve as gathering places, connecting visitors to Country and promoting awareness of Aboriginal conceptions of Country, Knowledge, Kinship, and Connection.
- "Repairing Memory & Place" project, an ARC Linkage project, integrates Indigenous ways of knowing with urban water management. Partnering with the Boon Wurrung Foundation, the project aims to generate new knowledge in urban water management by integrating Indigenous practices with mainstream techniques, ultimately contributing to a more sustainable water future.
- Fire to Flourish is a five-year collaborative program to advance community-led disaster recovery and long-term resilience. Working at the intersection of community development and disaster resilience, we partner with communities to co-create the foundations for a thriving future. The program dedicates a portion of research monies to the local Indigenous community groups within Tenterfield, Clarence Valley, Eurobodalla and East Gippsland to spend on addressing the needs of the local committee at their discretion.

The university is dedicated to updating our reporting mechanisms in order to be able to track research monies being spent to address the needs of Traditional Owner priorities in the future.

Curriculum (next page)		
21	<p>For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on:</p> <p>a. Social Work; b. Nursing; c. Medicine; d. Law; e. Police; f. Ambulance; g. Education; i. Early Years; ii. Primary; and iii. Secondary,</p>	<p>For the period 1 January 2018 to present, below you will see explanations on First Nations-specific units included within the University's courses. There are many other units that aren't solely-First Nations or First Nations taught but which have significant content relevant to Indigenous peoples.</p> <p><b>a. b. Social Work - No unit. Nursing</b> - Compulsory unit (a course accreditation requirement) NUR1014 - Indigenous health and cultural safety in healthcare practice. This unit is informed by the Australian Government's, Aboriginal and Torres Strait Islander Curriculum Framework and is provided via an innovative partnership between Nursing and Midwifery and Indigenous academics from the Gukwonderuk Indigenous Health Unit. Nurses and midwives make up a large part of the healthcare workforce and through their practice have a significant opportunity to make a difference in healthcare provision for Indigenous Australians. In this unit, you will have the opportunity to strengthen practical skills required to improve Indigenous health equity and cultural safety in healthcare. You will reflect on understandings of your own worldview and consider how this may impact working with diverse Indigenous Australian peoples and health equity. You</p>
Leadership		
22	<p>For the period 1 January 2018 to present, provide an explanation of the highest position First Nations leadership position within the University:</p> <p>a. Name(s); b. Level,</p> <p>including in reference to an Organisational Chart.</p>	<p>For the period 1 January 2018 to present, below are the highest position First Nations leadership position within the University:</p> <p><b>At December 2018 (9 headcount)</b></p> <ul style="list-style-type: none"> <li>Indigenous Programs Manager - Yulendj Indigenous Engagement Unit (now known as William Cooper Institute) - Office of the DVC Education &amp; Senior VP</li> <li>Casual Manager - Climateworks Centre - Office of the DVC (Research) &amp; Senior VP</li> <li>Senior Program Adviser - Office of the PVC (Indigenous) - Office of the DVC Education &amp; Senior VP</li> <li>Senior Educational Designer - Law Education Services - Faculty of Law</li> <li>Director Indigenous Engage &amp; Strategy - Office of the PVC (Indigenous) - Office of the DVC Education &amp; Senior VP</li> <li>Director Indigenous Engagement - William Cooper Institute - Office of the DVC Education &amp; Senior VP</li> <li>Associate Professor - Associate Dean Indigenous - Department of Fine Art - Faculty of Art Design &amp; Architecture</li> <li>Professor - Monash Indigenous Studies Centre - Faculty of Arts</li> <li>Professor - MNHS Education Portfolio - Faculty of Medicine Nursing &amp; Health Science</li> </ul> <p><b>At December 2019 (6 headcount)</b></p> <ul style="list-style-type: none"> <li>Senior Scrum Master - Research &amp; Education Services Domain - Office of the COO &amp; Senior VP</li> <li>Director Indigenous Engagement - William Cooper Institute - Office of the DVC Education &amp; Senior VP</li> <li>Associate Professor - Associate Dean Indigenous - Department of Fine Art - Faculty of Art, Design &amp; Architecture</li> <li>Professor - Monash Indigenous Studies Centre - Faculty of Arts</li> <li>Professor - MNHS Education Portfolio - Faculty of Medicine Nursing &amp; Health Science</li> <li>Pro Vice-Chancellor (Indigenous) - Office of the PVC (Indigenous) - Office of the DVC Education &amp; Senior VP</li> </ul> <p><b>At December 2020 (8 headcount)</b></p> <ul style="list-style-type: none"> <li>Senior Scrum Master - Research &amp; Education Services Domain - Office of the COO &amp; Senior VP</li> <li>Indigenous Education Manager - William Cooper Institute - Office of the DVC Education &amp; Senior VP</li> </ul>



- Director William Cooper Institute - William Cooper Institute - Office of the DVC Education & Senior VP
- Associate Professor - Associate Dean Indigenous - Department of Fine Art - Faculty of Art, Design & Architecture
- Professor (Research) - Monash Indigenous Studies Centre - Faculty of Arts
- Professor - Associate Dean Indigenous - MNHS Education Portfolio - Faculty of Medicine Nursing & Health Science
- Professor - Sir Zelman Cowen School of Music & Performing Arts - Faculty of Arts
- Pro Vice-Chancellor (Indigenous) - Office of the PVC (Indigenous) - Office of the DVC Education & Senior VP

**At December 2021 (9 headcount)**

- Senior Scrum Master - Research & Education Services Domain - Office of the COO & Senior VP
- Senior Strategic Adviser Education Portfolio - Office of the PVC (Indigenous) - Office of the DVC Education & Senior VP
- Director Indigenous Students & Programs - William Cooper Institute - Office of the DVC Education & Senior VP
- Associate Professor - Associate Dean Indigenous - Department of Fine Art - Faculty of Art, Design & Architecture
- Professor (Research) - Monash Indigenous Studies Centre - Faculty of Arts
- Professor - Department of Fine Art - Faculty of Art Design & Architecture
- Professor - Sir Zelman Cowen School of Music & Performing Arts - Faculty of Arts
- Pro Vice-Chancellor (Indigenous) - Office of the PVC (Indigenous) - Office of the DVC Education & Senior VP

**At December 2022 (15 headcount)**

- Senior Scrum Master - Research & Education Services Domain - Office of the COO & Senior VP
- Indigenous Cultural & Community Engagement Lead - Office of the PVC (Indigenous) - Office of the DVC Education & Senior VP
- Senior HR Business Partner - Staff Equity Diversity & Inclusion - Office of the COO & Senior VP
- Senior Strategic Adviser Education Portfolio - Office of the PVC (Indigenous) - Office of the DVC Education & Senior VP
- Indigenous Student Services Manager - William Cooper Institute - Office of the DVC Education & Senior VP
- Indigenous Engagement Lead - Fire to Flourish - Office of the DVC (Research) & Senior VP
- Aboriginal Communities Engagement Lead - Centre to Impact AMR - Faculty of Medicine Nursing & Health Science
- Director William Cooper Institute - William Cooper Institute - Office of the DVC Education & Senior VP
- Associate Professor - Associate Dean Indigenous - School of Curriculum Teaching & Inclusion Education - Faculty of Education
- Professor (Research) - Monash Indigenous Studies Centre - Faculty of Arts
- Professor - Associate Dean Indigenous - MNHS Education Portfolio - Faculty of Medicine Nursing & Health Science
- Professor - Department of Fine Art - Faculty of Art, Design & Architecture
- Professor - Sir Zelman Cowen School of Music & Performing Arts - Faculty of Arts
- Pro Vice-Chancellor (Indigenous) - Office of the PVC (Indigenous) - Office of the DVC Education & Senior VP

**At December 2023 (18 headcount)**

- Senior Lawyer (Research & Education) - Office of the General Counsel - Office of the COO & Senior VP

		<ul style="list-style-type: none"> <li>• Indigenous Cultural &amp; Community Engagement Lead - Office of the PVC (Indigenous) - Office of the DVC Education &amp; Senior VP</li> <li>• Senior Strategic Adviser Education Portfolio - Office of the PVC (Indigenous) - Office of the DVC Education &amp; Senior VP</li> <li>• Indigenous Student Services Manager - William Cooper Institute - Office of the DVC Education &amp; Senior VP</li> <li>• Senior Indigenous Ethics &amp; Integrity Special - Office of Research Ethics &amp; Integrity Office of the DVC (Research) &amp; Senior VP</li> <li>• Senior Program Manager - Fire to Flourish - Office of the DVC (Research) &amp; Senior VP</li> <li>• Aboriginal Communities Engagement Lead - Centre to Impact AMR - Faculty of Medicine Nursing &amp; Health Science</li> <li>• Indigenous Employment &amp; Engagement Manager - Staff Equity Diversity &amp; Inclusion - Office of the COO &amp; Senior VP</li> <li>• Director Indigenous Research - Office of the DVC (Research) &amp; Senior VC - Office of the DVC (Research) &amp; Senior VP</li> <li>• Director Community - Fire to Flourish - Office of the DVC (Research) &amp; Senior VP</li> <li>• Director William Cooper Institute - William Cooper Institute - Office of the DVC Education &amp; Senior VP</li> <li>• Associate Professor - Associate Dean Indigenous - School of Curriculum Teaching &amp; Inclusion Education - Faculty of Education</li> <li>• Sir John Monash Distinguished Professor - Monash Indigenous Studies Centre - Faculty of Arts</li> <li>• Professor - Monash Indigenous Studies Centre - Faculty of Arts</li> <li>• Professor - Associate Dean Indigenous - MNHS Education Portfolio - Faculty of Medicine Nursing &amp; Health Science</li> <li>• Professor - Associate Dean Indigenous - Department of Human Centred Computing - Faculty of Information Technology</li> <li>• Professor - Department of Fine Art - Faculty of Art, Design &amp; Architecture</li> <li>• Pro Vice-Chancellor (Indigenous) - Office of the PVC (Indigenous) - Office of the DVC Education &amp; Senior VP</li> </ul>
23	For the period 1 January 2018 to present, provide a description of upper leadership accountabilities in relation to First Nations students.	<p>For the period spanning January 1, 2018, to the present, upper leadership at Monash University has held specific accountabilities aimed at supporting and advancing the academic success and well-being of First Nations students. Here's an overview of their responsibilities:</p> <ul style="list-style-type: none"> <li>• Interim Deputy Vice Chancellor Education (DVCE), Allie Clemans: DVCE is responsible for overseeing all aspects of the student experience, including orientation, recruitment, success, retention, and coursework. These responsibilities also extend to Indigenous students, ensuring their needs are considered and addressed within the broader student experience framework.</li> <li>• Provost, Professor Susan Elliott: Provost is accountable for the student experience within faculties across the university. This includes overseeing course structure, delivery, and discipline-based student support initiatives, ensuring that they are inclusive and responsive to the needs of Indigenous students.</li> <li>• Director William Cooper Institute (WCI), Jamil Tye: Director WCI has been directly responsible for leading the tailored initiatives and programs offered by the WCI. These initiatives target recruitment, community building, retention, and success for Indigenous students, aiming to create a supportive and inclusive environment for their academic journey.</li> </ul>

		<ul style="list-style-type: none"> <li>• Indigenous Student Services Manager, Erin Pennett (Nov 2019 to Present): Indigenous Student Services Manager is accountable for ensuring the academic success and holistic well-being of Indigenous students. This includes providing tailored academic and pastoral support services, personalised academic guidance, pastoral care, and culturally sensitive counselling services.</li> <li>• Pro-Vice Chancellor Indigenous, Professor Jacinta Elston (Feb 2018 to Feb 2022): PVCI plays a crucial role in championing the needs and interests of Indigenous students and driving initiatives to create an inclusive and supportive university community.</li> <li>• Pro-Vice Chancellor Indigenous, Professor Tristan Kennedy (December 2022 to current): PVCI plays a central role in advancing Indigenous student success, promoting cultural inclusion, and fostering positive relationships between the university and Indigenous communities. Through their leadership and advocacy, they contribute to creating an environment where Indigenous students can thrive academically, culturally, and personally.</li> <li>• Faculty Deans: play a critical role in shaping the academic experience and supporting the success of First Nations students within their faculties. Through their leadership, they contribute to creating an inclusive and supportive environment where Indigenous students can thrive academically and personally.</li> <li>• Professor Karen Adams: MNHS Education Portfolio (2015 to current) - has leadership accountabilities for Indigenous students in the MNHS faculty. Her responsibilities included ensuring accessibility of Medicine, Nursing, and Health Sciences degrees for Indigenous communities, leading to various initiatives such as Indigenous Entry VTAC courses, Monash Indigenous Access Program expansion, interview process revamp, introduction of VESPA peer mentoring, and expansion of scholarships for these disciplines.</li> </ul> <p>These leaders play critical roles in advancing Indigenous student success and fostering an inclusive and supportive environment at Monash University.</p>
24	<p>For the period 1 January 2018 to present, in relation to the individual(s) identified in response to paragraph [22] above, provide an explanation of:</p> <p>a. Relevant committees of which they are a member;  b. Who they report to in respect of these responsibilities (including, where appropriate, in reference to an Organisational Chart); and  c. Their decision-making powers in the case of First Nations students.</p>	<p>For the period from January 1, 2018, to present, the Pro Vice-Chancellor (Indigenous) has been actively engaged in various committees and has had specific decision-making powers in relation to First Nations students. Here's an overview:</p> <p><b>a. Relevant Committees</b></p> <ul style="list-style-type: none"> <li>• VCEIOC (Vice Chancellors Executive Implementation Oversight Committee)</li> <li>• EDI (Equity Diversity and Inclusion)</li> <li>• MRC (Monash Research Committee)</li> <li>• UEC (University Education Committee)</li> <li>• DVCEG (Deputy Vice-Chancellor Education Group)</li> <li>• Academic Board</li> <li>• IAC (Indigenous Advisory Council)</li> <li>• IEWP (Indigenous Employment Working Group)</li> </ul> <p><b>b. Reporting Line</b> - The Pro Vice-Chancellor (Indigenous) reported to the Deputy Vice-Chancellor (Education) until August 2023, after which the reporting line shifted to the Deputy Vice-Chancellor (Research), who reports to the Vice Chancellor.</p> <p><b>c. Decision-making Powers</b> - The Pro Vice-Chancellor (Indigenous) holds decision-making power concerning the operations of the Office of the Pro Vice-Chancellor (Indigenous). This includes overseeing Indigenous-specific initiatives, programs, and services aimed at supporting the academic success and well-being of First Nations students. Additionally,</p>

the Pro Vice-Chancellor (Indigenous) provides broader strategic advice to all portfolios and faculties of the institution, ensuring that Indigenous perspectives and needs are considered in university-wide decision-making processes.

Director William Cooper Institute (WCI), Jamil Tye, also plays a critical role in specific decision-making powers in relation to First Nations students. Here's an overview:

**a. Relevant Committees**

- Indigenous Engagement Working Group
- Indigenous Advisory Council
- Deputy Vice Chancellor Education Group (DVCEG)
- Faculty of Education Diversity and Inclusion Working Group
- Monash University's Anti-Racism Working Group
- Monash Orientation Oversight Committee
- Indigenous Employment Working Party
- Monash School of Rural Health Working Group
- Education Portfolio Leadership Group
- Monash Student Experience Committee
- Standing Committee on Mental Health

**b. Reporting Line** -The Director William Cooper Institute (WCI), reports to the Deputy Vice-Chancellor (Education), who reports to the Vice Chancellor.

**c. Decision-making Powers** - Oversees the delivery of the Indigenous Academic Enhancement Program, making decisions on its strategic direction, resource allocation, and program development. This includes setting priorities, evaluating effectiveness, and ensuring alignment with the University's Indigenous engagement goals.

25

For the period 1 January 2018 to present, provide an explanation of the key accountability measures in place at the University in relation to First Nations:

- a. Students;
- b. Staff;
- c. Individuals within the broader Victorian community; and
- d. Traditional Owners of the lands on which the University has campuses and facilities.

For the period from January 1, 2018, to the present, the University has implemented key accountability measures aimed at fostering relationships and ensuring meaningful engagement with various stakeholders, including First Nations communities and Traditional Owners. Here's an explanation of these measures:

**a. Students** - The Pro Vice-Chancellor Indigenous oversees accountability measures related to First Nations students, reporting to the Vice Chancellors Executive Implementation Oversight Committee (VCEIOC). This includes implementing strategic Indigenous initiatives aimed at supporting the academic success, well-being, and cultural inclusion of First Nations students. These measures encompass various support services, cultural events, and academic programs tailored to the needs of Indigenous students.

**b. Staff** - The Pro Vice-Chancellor Indigenous also reports to VCEIOC on matters concerning staff, ensuring the implementation of strategic Indigenous initiatives within the university workforce. This involves initiatives aimed at recruiting, retaining, and supporting Indigenous staff members, as well as promoting cultural competency and inclusivity among all staff. Accountability measures include policies, training programs, and support networks designed to create a supportive and culturally respectful work environment for Indigenous staff.

		<p><b>c. Individuals within the broader Victorian community</b> - The Indigenous Advisory Council (IAC) serves as a key mechanism for accountability and engagement with the broader Victorian Indigenous community. While primarily an advisory body of the university, the IAC also facilitates communication and feedback between the university and Indigenous community leaders. Through regular communication and consultation, the university reports back to Indigenous community leaders about its operations, initiatives, and commitments to Indigenous engagement and reconciliation.</p> <p><b>d. Traditional Owners of the lands</b> - Culturally appropriate relationships between the university and Traditional Owners are maintained through the Office of the Pro Vice-Chancellor (Indigenous and the Indigenous Community Engagement Lead position). These roles facilitate engagement, consultation, and collaboration with Traditional Owners to ensure that the university respects and honours the cultural heritage and connection to land. Accountability measures include ongoing consultation, acknowledgment protocols, and collaborative projects aimed at recognising and supporting Traditional Owners' interests and aspirations.</p>
26	<p>For the period 1 January 2018 to present, provide an explanation of interaction and/or engagement between the University and Traditional Owners of the land on which the University has campuses and facilities in relation to:</p> <p>a. Recognising Traditional Owners' relationship with the land;  b. Truth-telling;  c. Proposed works and developments of the University; and  d. Day-to-day operations.</p>	<p>For the period spanning January 1, 2018, to the present, the University has actively engaged with Traditional Owners of the land on which its campuses and facilities are situated. Here's an explanation of the interaction and engagement in relation to various aspects:</p> <p><b>a. Recognising Traditional Owners' Relationship with the Land</b> - The university acknowledges and respects the relationship of Traditional Owners with the land through various means, including Welcome to Country ceremonies, placards, and physical expressions of Indigenous culture on campus. For example, the William Cooper Institute Scar/Marked Tree serves as a visible reminder of the Traditional Owners' connection to the land. William Cooper Institute also endorses wording when Acknowledging Traditional Owners, <a href="#">available on the website</a>. <a href="#">The University's Brand Book</a> also includes helpful guidelines and resources when arranging a Welcome to Country or delivering an Acknowledgement of Traditional Owners respectfully.</p> <p><b>b. Truth-Telling</b> - Truth-telling is facilitated through in-person Cultural Recognition sessions and online Cultural Awareness modules offered by the university. These sessions provide opportunities for students, staff, and the broader community to learn about Indigenous histories, cultures, and perspectives. Additionally, Indigenous perspectives are amplified through university-wide guest speaker events, allowing for deeper understanding and appreciation of Indigenous knowledge and experiences.</p> <p><b>c. Proposed Works and Developments of the University</b> - The University is articulating a strategy for engagement with Traditional Owners when planning proposed works and developments on its various campuses. This includes consultation and collaboration with Traditional Owners to ensure that proposed projects are Culturally responsive and functional.</p> <p>In December 2022, Monash University's Buildings and Property Division commenced the development of an educational resource for our architectural and landscape architectural consultants, that provides a foundational level understanding of the Country in which its major Campuses sit. Titled 'Understanding Country', this project through its development, has engaged with Traditional Owners both internally and externally to the university, over the course of the first 12 months to better understand how the built environment of major campuses can reflect Indigenous culture, practices and knowledge systems as it pertains to Country. Understanding that the built environment has an immense impact on the health of Country, this document aims to create ongoing engagement with Traditional Owners outside of project work, to move away</p>

		<p>from a transactional model of Traditional Owner engagement, to a more on-going engagement approach, ensuring Country is prioritised at the forefront of project work across the University.</p> <p><b>d. Day-to-Day Operations</b> - The majority of Traditional Owner engagement is integrated into the day-to-day operations of the University's Indigenous specific units/business areas including the William Cooper Institute, Office of the Pro Vice-Chancellor Indigenous, Wominjeka Djeembana, and Gukwonderuk. This involves engagement for Traditional naming permissions, ceremonial practices, curriculum input, etc.</p> <p>The University acknowledges that there is a need for greater focus and efforts in addressing this area. It recognises the importance of reconciling this information and has identified it as a priority for the next 12 months.</p>
27	For the period 1 January 2018 to present, describe any relevant agreements between the University and Traditional Owner groups - for example, in relation to support for operations, use of facilities etc.	For the period from January 1, 2018, to the present, Monash University has not entered into any relevant agreements with Traditional Owner groups from the Kulin Nations regarding support for operations, use of facilities, or other matters.
<b>Beneficiaries</b>		
28	Provide an explanation of the date(s) and circumstances in which the key lands on which the University's campuses and facilities are situated came to be granted to or acquired by the University.	<p>The lands on which Monash University's campuses and facilities stand were acquired through various means over time. As of January 2024, the university owns 93 properties across Australia, each with its unique acquisition history. Details of these acquisitions can be found in <a href="#">Appendix B.1.7</a>.</p> <p>While specifics regarding the original land transfers and previous landowners are not readily available, such information may be accessible through the Land Titles Office, Local Council records, and the Public Record Office Victoria (PROV), including online databases.</p> <p>It's important to recognise that considerations for traditional landowners were not part of the initial land surveying and titling processes, this was undertaken by the relevant authorities. These considerations emerged relatively recently; particularly following discussions related to Native Title in the 1990s.</p> <p>The University acknowledges that there is a need for greater focus and efforts in addressing this area. It recognises the importance of reconciling this information and has identified it as a priority for the next 12 months.</p>
29	Provide an overview of any key land grants to the University by prominent early colonisers who may have been involved in (or encouraged, tolerated, or benefited from) violence against First Peoples.	<p>The University's examination of its records indicates that the key lands on which its major campuses are situated were not acquired directly from prominent early colonisers associated with violence against First Peoples. Instead, acquisitions primarily occurred through Crown grants or purchases from individuals after 1960. The Caulfield and Frankston campuses were established in 1922 and 1959 respectively, by the Victorian Department of Education, suggesting government involvement in land acquisition. Further investigation into land title records and historical archives is proposed to provide a comprehensive understanding of campus establishment.</p> <p>The University acknowledges that there is a need for greater focus and efforts in addressing this area. It recognises the importance of reconciling this information and has identified it as a priority for the next 12 months.</p>

30	<p>Provide an overview of the key history of the establishment and operations of the University as it relates to First Peoples, including any history of: c. Holding or acquiring First Peoples' ancestral remains.</p> <p>a. Land grants for limited or no consideration; b. Teaching or conducting research based upon racist premises (e.g. eugenics, terra nullius); and c. Holding or acquiring First Peoples' ancestral remains.</p>	<p>Below provides an overview of the key history of the establishment and operations of the University as it relates to First Peoples.</p> <p><b>a. Land grants for limited or no consideration</b> - The establishment and early operations of the University may have involved land grants that were obtained with limited or no consideration for the traditional owners of the land. Like many institutions founded during periods of colonial expansion, universities often benefited from land grants provided by colonial governments or authorities without proper acknowledgment or compensation to Indigenous peoples.</p> <p><b>b. Teaching or conducting research based upon racist premises</b> - Monash University, may have engaged in teaching or conducting research based upon racist premises. Monash University acknowledges that the foundations of higher education and academia in the Western world were built, in part, on the proceeds of colonisation of Indigenous peoples and their lands across the world - Australia is no exception. In 2023 Monash University established an Indigenous-led working group to reckon with this legacy.</p> <p><b>c. Holding or acquiring First Peoples' ancestral remains</b> - As of 2024, Monash University has no documented possession of First Peoples' ancestral remains. However, in alignment with truth-telling principles, the University has initiated a process to review its collections and identify any improper ownership of Indigenous ancestral remains, objects, artefacts, and knowledge. A dedicated working group has been established to lead this effort in collaboration with all areas of the institution. Committed to transparency and accountability, the University seeks to honour Indigenous dignity and contribute to healing and truth-telling efforts.</p>
31	<p>Provide an explanation of key interactions between the University and Traditional Owner groups on which its campuses and facilities are based, including:</p> <p>a. Regularity and context (e.g. whether ad hoc, or routinely conducted, in accordance with relevant engagement plans, policies); b. At what level(s) of formal interaction and/or engagement occurs (including the level of seniority of University staff and/or executives undertaking that interaction and/or engagement); and c. Governance structures for the interactions and/or engagements to be reported through (including, where appropriate, in reference to an Organisational Chart).</p>	<p>Below provides an explanation of key interactions between the University and Traditional Owner group on which its campuses and facilities are based.</p> <p><b>a. Regularity and context</b> - Interactions between the University and Traditional Owner groups on which its campuses and facilities are based. These interactions are guided by the University's Aboriginal and Torres Strait Islander Framework 2019-2030, particularly within Pillar 4, which emphasises upholding traditional knowledge and respecting Indigenous students, staff, and communities. While some engagements may be ad hoc, others are conducted routinely in accordance with relevant engagement plans and policies. Additionally, engagement with Traditional Owners is fundamental to the University's Indigenous employment agenda, curriculum development, and student recruitment/retention efforts. Our reputation in local communities is critical not only for fostering positive relationships but also for enhancing our reputation nationally.</p> <p><b>b. Formal interaction and engagement</b> - with Traditional Owner groups occur at various levels within the University. These interactions are primarily managed through the William Cooper Institute, the Office of the Pro Vice-Chancellor Indigenous and Wominjeka Djeembana. University staff and executives, including senior members, undertake these engagements, demonstrating the University's commitment to meaningful dialogue and collaboration with Traditional Owners. Furthermore, Indigenous research collectives such as Wominjeka Djeembana facilitate additional engagement opportunities, alongside ad hoc engagements through non-Indigenous researchers.</p>

**c. Governance structures** - while there are no officialised governance structures specifically for engagement with Traditional Owners, advice from Indigenous communities is provided through the Indigenous Advisory Council (IAC). The IAC serves as an advisory body to the Office of the Pro Vice-Chancellor Indigenous, ensuring that Indigenous perspectives and interests are considered in decision-making processes. These interactions are crucial for fostering respectful and meaningful relationships between the University and Traditional Owner groups, contributing to reconciliation and cultural understanding.

#### Other

32	Are there any other matters which the University would like to add, relevant to Yoorrook's inquiries?	<p>Monash University has a long history of research into Indigenous affairs. We recognise that over the 60 years since the establishment of the Centre for Research into Aboriginal Affairs as well as prior to this, higher education institutions in Australia and throughout colonised lands across the world have not always got it right. We also acknowledge our complicity in the overall impacts of colonisation, the ideology for which was so often undergirded by knowledge created and deployed within higher education institutions.</p> <p>Since the establishment of the Centre for Research into Aboriginal Affairs in 1964, Monash University has demonstrated its commitment to making positive contributions to the First Peoples of the lands on which we conduct our business. Today, this commitment is manifest in a suite of initiatives aimed at increasing Indigenous staff employment and participation, increasing Indigenous student numbers and providing unique and valuable opportunities for Indigenous young people to gain high levels of education and knowledge which they may then deploy to the betterment of their communities.</p> <p>As Monash looks to the future, we are committed to ensuring Indigenous voices are heard more clearly both through our internal leadership and governance models and throughout communities, governments, and industry locally, nationally, and globally. We recognise the unique position that Monash holds to have considerable impact in the process toward Indigenous self-determination for a more equitable future.</p>
----	---	---



## Appendix B – Yoorrook Request for Information - supporting data

### B1 (Question 1)

**Table 1a: Retention rates for First Nations students compared to all students. Pre-degree represents the one-year Monash Transition Program that serves as a pathway for First Nations students to develop foundational skills and knowledge before transitioning into undergraduate studies.**

Retention rate (First nations vs other students)	2018		2019		2020		2021		2022		2023	
	First Nations	All	First Nations	All	First Nations	All	First Nations	All	First Nations	All	First Nations	All
Pre-degree	28.6		0		18.2		0		0		0	
Undergraduate	84.7	90.6	81.5	91.1	79.1	92.8	71.4	88.9	76.6	89.5	75.5	91.5
Graduate certificate		40.8		32.4		52.6	50	56.4	20	57	37.5	60.6
Graduate diploma	63.2	69.4	57.9	66.8	50	72.2	28.6	70.1	60	69.1	85.7	74.1
Masters by coursework	76.5	80.6	88.9	78.8	71.4	81.5	71.4	77	57.9	78.5	88	79
Masters by research	100	87.5	66.7	86.2	100	91.3	66.7	89.2	50	87.4	100	90.7
Doctorate by research	75	94.3	100	94	90.5	94.7	96.2	94	88.9	93.9	88.5	90.3

**Table 1b: Average WAM scores for First Nations students compared to all students.**

Average WAMs (First nations vs other students)	2018		2019		2020		2021		2022		2023	
	First Nations	All	First Nations	All	First Nations	All	First Nations	All	First Nations	All	First Nations	All
Pre-degree	59.7		50.7		49.8		57.6		36.7		41.1	
Undergraduate	65.6	69.8	64.5	70.5	70.4	75	69.2	73.5	57.6	68	58.5	69.2
Graduate certificate		72.2	82	74.5	75	77.5	64.5	76	47.6	68	70.1	68.2
Graduate diploma	62.3	68.8	61.5	67.7	67.2	72	66.6	73.2	54.7	70	67	69.1
Masters by coursework	72	71.8	69.8	71.6	69.9	75.3	71.7	75.2	68.3	72.5	73	73.2
Masters by research		85.8		65.3		85		88.6		81.3	78	80.6
Doctorate by research	85	80.6	81	81.7	81	84.1	89	81.8	73	81	72	81.7

**B2: Enrolment and commencement numbers for First Nation students across course levels.**

**Table 2a**

<b>First Nations Enrolment (head count)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Pre-degree	7	6	11	13	11	13
Undergraduate	166	188	208	245	226	264
Graduate certificate		1	1	6	13	13
Graduate diploma	23	25	20	22	13	16
Masters by coursework	22	22	34	50	50	61
Masters by research	2	3	4	3	2	2
Doctorate by research	16	18	23	29	29	30

**Table 2b**

<b>First Nations Enrolments (EFTSL count)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Pre-degree	3	3	5	7	7	8
Undergraduate	138	158	171	200	171	205
Graduate certificate		1	1	6	13	13
Graduate diploma	8	9	7	8	4	6
Masters by coursework	13	14	20	25	26	29
Masters by research	1	2	3	1	1	1
Doctorate by research	11	13	15	18	20	20

**Table 2c**

<b>First Nations Commencements (head count)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Total</b>
Pre-degree	7	6	11	11	11	13	59
Undergraduate	67	67	75	102	87	118	516
Graduate certificate		1	1	6	11	10	29
Graduate diploma	12	14	10	14	8	10	68
Masters by coursework	8	8	19	34	22	38	129
Masters by research	2	1	2	2		2	9

Doctorate by research	5	6	7	11	3	5	37
-----------------------	---	---	---	----	---	---	----

**Table 2d**

<b>First Nations Commencements (EFTSL count)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Total</b>
Pre-degree	3	3	5	6	7	8	32
Undergraduate	55	57	60	81	69	88	410
Graduate certificate		1	1	3	3	3	11
Graduate diploma	4	4	3	6	3	4	24
Masters by coursework	5	5	11	15	9	18	63
Masters by research	1	1	2	1		1	6
Doctorate by research	4	3	4	6	1	2	20

### B3 University's Campuses and Facilities Acquisition

VOLUME	FOLIO	PROPRIETOR NAME	ADDRESS	Date of Acquisition	Details of vendor or grantor	Nature of acquisition (purchase or gift)	Comments
10028	162	MONASH UNIVERSITY	37 ROWAN STREET, BENDIGO 3550	19/4/2004	The Chief General Manager of the Department of Health Victoria	Purchase	
10130	23	MONASH UNIVERSITY FOUNDATION PTY LTD	30 COLLINS STREET, MELBOURNE	3/11/1994	Paul Henry Ramler, Malcolm Ian Logan, Dorothy Ruth Pizzey, Brian Wilson Cherry & Clive Keith Coogan	Transfer	Paul Henry Ramler, Malcolm Ian Logan, Dorothy Ruth Pizzey, Brian Wilson Cherry & Clive Keith Coogan purchased the property on 11/5/1993 from Permanent Nominees (Aust) Limited.
10198	189	MONASH UNIVERSITY	UNIT 21, 265-283 TWELFTH STREET, MILDURA 3500	17/9/2019	Alan Lansell Soward & Beverley Joy Soward	Purchase	
10208	524	MONASH UNIVERSITY	UNIT 5, 370A ELEVENTH STREET, MILDURA 3500	7/2/2010	Kenneth Leslie Diamond	Purchase	
10345	195	MONASH UNIVERSITY	58-60 BEDDOE AVENUE, CLAYTON	4/9/1997		Plan of Consolidation	Titles consolidated were 7723/142 which was purchased from Norman and Nancy Bridges on 25/02/1980 and 7786/199 which was purchased from Martin Conway and Betty Conway on 15/10/1975.
10381	518	MONASH UNIVERSITY FOUNDATION PTY LTD	738 BLACKBURN ROAD, NOTTING HILL 3168	12/9/1999	Monash University 12/02/2024 to Monash University Foundation	Transfer by Endorsement	Title is derived from 9974/753. 9974/753 was consolidated in Plan168661S, which consisted of Titles 7130/963, 7204/635, 7363/597, 7389/785, 8165/333, 8265/871, 8295/320, 8440/098, 8440/099, 8440/100, 8587/590, 8884/841, 8295/319. 7130/963, 7389/785, 8165/333, 8265/871, 8295/320 were purchased from Roman Catholic trust on 17/4/1972. 7204/635 and 7363/597 were purchased from Ronald Gray on 13 October 1986. 8440/098 was purchased from David Anderson on 12/8/1970. 8587/590 was purchased from Mobil Oil Australia Limited on 23/12/1982. 8440/100 from Robert Mustard and Edith Mustard on 9/2/1978. 8440/099 was purchased from Anton Haiduk on 19/10/1970.
10381	519	MONASH UNIVERSITY	710 BLACKBURN ROAD, NOTTING HILL 3168	15/9/1999	Monash University		Title is derived from 9974/753, see comments at point 7.
10381	520	MONASH UNIVERSITY	11 & 15 DUERDIN STREET & 700 BLACKBURN RD, NOTTING HILL 3168	15/9/1999	Monash University		Title is derived from 9974/753, see comments at point 7.
10424	24	MONASH UNIVERSITY	27-31 WRIGHT STREET, CLAYTON 3168	25/1/1999	Monash University	Plan of Consolidation	5196/165, 5254/753, 5558/545, 5584/788 were all acquired from simultaneous transfer with Southern Health Care Network on 20/7/1998
10646	625	MONASH UNIVERSITY	17 OLYMPIC WAY, MILDURA 3500	27/7/2007	Karen Nicole Mcleod	Purchase	
10673	886	MONASH UNIVERSITY	UNIT 1-12, 1-3 BLOOM STREET, FRANKSTON 3199	7/9/2002		Plan of Consolidation	Titles consolidated were 10293/943, 8356/844 and 8534/174. 10293/943 was created by Plan of Consolidation containing Titles 8356/843 which was purchased from Frank Moularas and Angela Moularas on 18/8/1995 and 9140/410-417 which were transferred under the Monash University (Chisholm and Gippsland) Act on 29/9/1992. 8356/844 was purchased from Francis Yardley and Priscilla Yardley on 7/4/1995. 8534/174 was purchased from Maurice Alcock and Margaret Alcock 31/8/2001.
10689	104	MONASH UNIVERSITY	PENINSULA CAMPUS	19/11/2002		Plan of Consolidation	Titles consolidated were 8334/558 which was purchased 7/12/1995 from Mary Echberg. 10257/034 was created by Plan of Consolidation PC350641U. PC350641U contained Titles 3194/676, 4288/420, 4303/577, 4769/715, 4888/531, 4937/226, 5932/303, 7436/057, 7436/058, 7866/029, 8194/133, 8675/195, 9085/477 and 8334/557 which were all transferred to Monash under Monash University (Chisholm and Gippsland) Act. 8597/085 also in PC350641U was transferred from Frankston City Council for \$1. 10218/948 was also purchased from Frankston City Council.

VOLUME	FOLIO	PROPRIETOR NAME	ADDRESS	Date of Acquisition	Details of vendor or grantor	Nature of acquisition (purchase or gift)	Comments
10808	831	MONASH UNIVERSITY	35 OXFORD WAY, NORTH WONTHAGGI 3995	19/12/2011	Kathleen Suzanne McKie & Paul Robert McKie	Purchase	
10833	261	MONASH UNIVERSITY	6 ANWYL CLOSE, MILDURA 3500	25/7/2019	David Pham	Purchase	
10861	776	MONASH UNIVERSITY	27A LANGTREE PARADE, MILDURA 3500	17/2/2010	Phillip Michael Ryan & Julieanne Ryan	Purchase	
10861	777	MONASH UNIVERSITY	27 LANGTREE PARADE, MILDURA 3500	17/2/2010	Phillip Michael Ryan & Julieanne Ryan	Purchase	
10869	827	MONASH UNIVERSITY	11 MAYO CLOSE, TRARALGON 3844	9/12/2011	Melissa Antonelli	Purchase	
10933	102	MONASH UNIVERSITY	6 FRIEND STREET, WARRAGUL 3820	30/11/2011	Green Design Homes Pty Ltd	Purchase	
11121	200	MONASH UNIVERSITY	991 FIFTEENTH STREET, MILDURA 3500	8/7/2019	Damen Lee Stafford & Kirsty Lee Smith	Purchase	
11145	840	MONASH UNIVERSITY	UNIT 1, 18 HAVELOCK STREET, BENDIGO 3550	30/9/2020	Elisa Gaye Caldwell	Purchase	
11566	714	MONASH UNIVERSITY	26 ONTARIO PARK DRIVE, MILDURA 3500	16/9/2019	Shane Douglas Cumming & Debbie Anne Cumming	Purchase	
11606	852	MONASH UNIVERSITY	13 CARRINGTON CLOSE, WHITE HILLS 3550	23/10/2020	Prasanth Mallika Soman Nair & Anjalyraj Leelamoni Amma	Purchase	
11607	248	MONASH UNIVERSITY	7 LLOYD STREET, EAST BENDIGO 3550	18/5/2020	Thach Ngoc Le & Van Ngoc Nguyen	Purchase	
11607	249	MONASH UNIVERSITY	9 LLOYD STREET, EAST BENDIGO 3550	16/11/2020	Jeffery James Bardwell & Paula Susan Bardwell	Purchase	
11623	589	MONASH UNIVERSITY	CAULFIELD CAMPUS	17/12/2015		Plan of Consolidation	The Plan of Consolidation contained 3424/769, 3584/639, 3710/999, 4959/611, 9454/142, 10296/960, 10340/638, 10372/804, 0718/298, 11023/767 to 11023/769, 11031/060, 11048/190, 11053/230 to 11053/231, 11053/327. 3423/769 was purchased from Joan Goff and Peter Walsh on 24/8/2004. 3584/639 was purchased from Avilia Nominees Pty Ltd on 27/5/2010. 3710/999 and 9454/142 were transferred under the Monash University (Chisholm and Gippsland) Act on 29/9/1992. 4959/611 was purchased from Grollo Equiset Monash No.7 Pty Ltd on 23/9/2009. 10296/960 was created from 9706/721 which transferred to Monash under the Monash University (Chisholm and Gippsland) Act on 29/9/1992 and 10149/021 which was consisted of titles transferred to Monash under the Monash University (Chisholm and Gippsland) Act on 29/9/1992. 10340/638 was created by Crown Grant. 10372/804 was created by Crown Grant. 10718/298 was created from 10718/283-285 which were purchased from Commonwealth Bank of Australia on 19/8/1994. 11023/767-769 are derived from titles transferred to Monash under the Monash University (Chisholm and Gippsland) Act on 29/9/1992. 11031/060 was created by Crown Grant. 11048/190 was purchased from Equiset Monash No.2 Pty Ltd on 21/8/2009. 11053/230 transferred to Monash under the Monash University (Chisholm and Gippsland) Act on 29/9/1992. 11053/231 was purchased from Brian and Trevor Wright on 19/12/2013. 11053/327 was purchased from Glen Eira Council on 7/12/2007.

VOLUME	FOLIO	PROPRIETOR NAME	ADDRESS	Date of Acquisition	Details of vendor or grantor	Nature of acquisition (purchase of gift)	Comments
11824	868	MONASH UNIVERSITY	6 BROOKLYN COURT, MILDURA 3500	17/4/2020	Eswari Bka	Purchase	
11837	274	MONASH UNIVERSITY	UNIT 4, 1 RIBARITS COURT, MILDURA 3500	28/10/2020	Sandra Bailey	Purchase	
11936	109	MONASH UNIVERSITY	100 QUEENS AVENUE, CAULFIELD EAST 3145	23/10/2017	Elizabeth The Second	Crown Grant	
11954	530	MONASH UNIVERSITY	25 JENNINGS STREET, EAST BENDIGO 3550	29/8/2019	KBD Constructions Pty Ltd	Purchase	
11954	531	MONASH UNIVERSITY	22 FOX STREET, EAST BENDIGO 3550	29/8/2019	KBD Constructions Pty Ltd	Purchase	
11954	532	MONASH UNIVERSITY	22A FOX STREET, EAST BENDIGO 3550	29/8/2019	KBD Constructions Pty Ltd	Purchase	
12271	237	MONASH UNIVERSITY	133-153 WELLINGTON ROAD, CLAYTON 3168	12/12/2020		Plan of Subdivision	Title was derived from 10112/036. Title 10112/036 Monash University Foundation Pty Ltd acquired on 27/3/1995 from Paul Henry Ramler, Malcolm Ian Logan, Dorothy Ruth Pizzezy, Richard Hal Snape & Clive Keith Coogan. Paul Henry Ramler, Malcolm Ian Logan, Dorothy Ruth Pizzezy, Richard Hal Snape & Clive Keith Coogan purchased from Australian and Overseas Telecommunications Corporation Ltd 13/5/1993.
12471	754	MONASH UNIVERSITY	762-766 BLACKBURN ROAD, CLAYTON 3168	21/6/2023	Telstra Corporation	Purchase	
2877	363	MONASH UNIVERSITY	343 ROYAL PARADE, PARKVILLE 3052	3/7/2023	CSIRO	Purchase	
3943	502	MONASH UNIVERSITY	407 ROYAL PARADE, PARKVILLE 3052	18/12/2014	Lasker Nominees Pty Ltd	Purchase	
4197	251	MONASH UNIVERSITY	PART, LEVEL 2 343 ROYAL PARADE, PARKVILLE 3052	3/7/2023	CSIRO	Purchase	
7612	175	MONASH UNIVERSITY	68 BEDDOE AVENUE, CLAYTON 3168	5/5/1967	JohnWarrick Dixon, Joan Margaret Dixon	Purchase	
7612	180	MONASH UNIVERSITY	74 BEDDOE AVENUE, CLAYTON 3168	6/11/1985	Marianne Dyck	Purchase	
7612	183	MONASH UNIVERSITY	76 BEDDOE AVENUE, CLAYTON 3168	10/12/2012	Handojo Pty Ltd	Purchase	
7612	189	MONASH UNIVERSITY	72 BEDDOE AVENUE, CLAYTON 3168	4/11/1966	Robert Gray McLeod	Purchase	
7612	193	MONASH UNIVERSITY	44 BEDDOE AVENUE, CLAYTON 3168	18/10/2018	Xin Fang & Qiuyi Lin	Purchase	
7613	18	MONASH UNIVERSITY	36 BEDDOE AVENUE, CLAYTON 3168	8/11/2021	36 Beddoe Ave Pty Ltd	Purchase	
7786	198	MONASH UNIVERSITY	56 BEDDOE AVENUE, CLAYTON 3168	27/10/1975	Fatima Taranto & Maria Zervas	Purchase	
7824	69	MONASH UNIVERSITY	50 BEDDOE AVENUE, CLAYTON 3168	16/3/1990	Kris David Hunter	Purchase	
7824	71	MONASH UNIVERSITY	46 BEDDOE AVENUE, CLAYTON 3168	24/10/1977	Robert John Calvert & Marjorie Joyce Calvert	Purchase	
7824	72	MONASH UNIVERSITY	48 BEDDOE AVENUE, CLAYTON 3168	23/8/1996	Richard Kenneth Haines	Purchase	
7864	134	MONASH UNIVERSITY	UNIT 1-3, 10 BEDDOE AVENUE, CLAYTON 3168	8/4/2019	Giovani Iannarella & Maria Antonia Iannarella	Purchase	

VOLUME	FOLIO	PROPRIETOR NAME	ADDRESS	Date of Acquisition	Details of vendor or grantor	Nature of acquisition (purchase or gift)	Comments
7913	78	MONASH UNIVERSITY	14 BEDDOE AVENUE, CLAYTON 3168	19/5/2005	Agnes Duffner Ritchie	Purchase	
7913	80	MONASH UNIVERSITY	12 BEDDOE AVENUE, CLAYTON 3168	9/1/1967	Robert Kenneth Keenan & Patricia Lee Keenan	Purchase	
8055	965	MONASH UNIVERSITY	26 BEDDOE AVENUE, CLAYTON 3168	7/2/2022	Rosalie Ehtel O'Dea	Purchase	
8055	966	MONASH UNIVERSITY	28 BEDDOE AVENUE, CLAYTON 3168	7/2/2022	Rosalie Ehtel O'Dea	Purchase	
8070	679	MONASH UNIVERSITY	8 BEDDOE AVENUE, CLAYTON 3168	16/11/1978	Humphrey Middling	Purchase	
8070	680	MONASH UNIVERSITY	2 BEDDOE AVENUE, CLAYTON 3168	21/12/1966	Hazel Lorraine Newbould	Purchase	
8077	818	MONASH UNIVERSITY	20 BEDDOE AVENUE, CLAYTON 3168	19/7/2021	Merle Joyce Green	Purchase	
8083	903	MONASH UNIVERSITY	4 BEDDOE AVENUE, CLAYTON 3168	22/12/2005	Irmgard Good	Purchase	
8091	68	MONASH UNIVERSITY	18 BEDDOE AVENUE, CLAYTON 3168	29/11/1968	Norman Rhodes & Emily Annie Rhodes	Purchase	
8091	69	MONASH UNIVERSITY	16 BEDDOE AVENUE, CLAYTON 3168	26/9/1966	Ian Tate	Purchase	
8247	776	MONASH UNIVERSITY	78 BEDDOE AVENUE, CLAYTON 3168	9/9/1964	Edith Hargreaves	Purchase	
8334	582	MONASH UNIVERSITY	3 HOLMES STREET, FRANKSTON 3199	23/8/2010	Jagbir Kaur & Sarbjit Singh Brar	Purchase	
8464	505	MONASH UNIVERSITY	UNIT 1-6, 221 CLAYTON ROAD, CLAYTON 3166	18/12/1963	Helena Mary Hanney	Purchase	
8504	966	MONASH UNIVERSITY	CLAYTON CAMPUS	9/6/1965	Elizabeth The Second	Crown Grant	
8585	924	MONASH UNIVERSITY	1965-1969 DANDENONG ROAD, CLAYTON 3168	27/5/1965	Alec Pederick, George Brimacombe, Arnold Atkinson and Norman McKasker	Purchase	C298138.
8636	201	MONASH UNIVERSITY	1A TULLY ROAD, CLARINDA 3169	1/7/1966	Allan Daff	Purchase	
8778	382	MONASH UNIVERSITY	20 OBRIEN STREET, BAIRNSDALE 3875	6/8/2007	John Bradby Ross & Nola Frances Ross	Purchase	
9252	67	MONASH UNIVERSITY	1A TULLY ROAD, CLARINDA 3169	14/12/1977	MMBW	Purchase	
9268	696	MONASH UNIVERSITY	101 NORMANBY ROAD, NOTTING HILL 3168	21/3/1978	Marist Brothers	Purchase	
9321	193	MONASH UNIVERSITY	UNIT 1, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	194	MONASH UNIVERSITY	UNIT 2, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	195	MONASH UNIVERSITY	UNIT 3, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	196	MONASH UNIVERSITY	UNIT 4, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	197	MONASH UNIVERSITY	UNIT 5, 11 SAMADA STREET, FRANKSTON 3199	6/12/1991	Patricia Lesley Denyer	Purchase	
9321	198	MONASH UNIVERSITY	UNIT 6, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	199	MONASH UNIVERSITY	UNIT 7, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	

VOLUME	FOLIO	PROPRIETOR NAME	ADDRESS	Date of Acquisition	Details of vendor or grantor	Nature of acquisition (purchase or gift)	Comments
9321	201	MONASH UNIVERSITY	UNIT 9, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	202	MONASH UNIVERSITY	UNIT 10, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	203	MONASH UNIVERSITY	UNIT 11, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	204	MONASH UNIVERSITY	UNIT 12, 11 SAMADA STREET, FRANKSTON 3199	13/3/1992	Public Trustee	Purchase	
9321	205	MONASH UNIVERSITY	UNIT 2, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	206	MONASH UNIVERSITY	UNIT 3, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	207	MONASH UNIVERSITY	UNIT 8, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	208	MONASH UNIVERSITY	UNIT 9, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	209	MONASH UNIVERSITY	UNIT 11, 11 SAMADA STREET, FRANKSTON 3199	15/1/1992	Robert Hubert Marie Dols & Jacoba Maria Dols	Purchase	
9321	210	MONASH UNIVERSITY	UNIT 12, 11 SAMADA STREET, FRANKSTON 3199	13/3/1992	Public Trustee	Purchase	
9482	519	MONASH UNIVERSITY FOUNDATION PTY LTD	611 BLACKBURN ROAD, NOTTING HILL 3168	14/11/2022	Toyota Motor Corporation Australia	Purchase	
9587	460	MONASH UNIVERSITY	39 LARDNER ROAD, FRANKSTON 3199	21/7/1998	Melbourne Water Corporation	Purchase	
9679	849	MONASH UNIVERSITY	9 BRIDGET COURT, SALE 3850	28/6/2012	Suzanne Thompson	Purchase	
9788	860	MONASH UNIVERSITY	22 BALLANTINE STREET, BAIRSDALE 3875	18/11/2011	Leona Therese Ryan	Purchase	
10914	71	MONASH UNIVERSITY	76T CLYDE ROAD, BERWICK 3806	30/11/2005		Plan of Consolidation	Title as a result of Plan of Consolidation of 10388/122, 10388/123 and 10903/840. Title 10388/122 purchased from Southern Health 23/7/2005. Title 10388/123 is derived from 10269/426 which was a Crown Grant on 26/2/1996. Title 10903/840 pursuant to Agreement with Melbourne Water Corporation 7/11/2005.
11143	190	MONASH UNIVERSITY	4 LAKEVIEW COURT, MILDURA	17/1/2024	Gary Kevin Moore & Lucinda May Moore	Purchase	